Social and Economic Conditions of Student Life in Europe

National Profile of Croatia

eurostudent IV

Metadata for the national survey

National Currency	Croatian kuna, kn
Exchange rate: 1 Euro =	0.13727
Date and source of exchange rate:	30 June 2010, HNB (Croatian National bank
Survey method	WEB survey
Size of final sample	3550
Sampling method	All students had a possibility to access survey /Students who do not fit criteria were excluded from this analys
Return rate	4% of total population acces the survey (5747)
Reference period of survey (semester, year)	Summer semester 2010
Weighting scheme	rim weighting by qualifacation, university, gender, level of education of mother and father
Project sponsor	European Commission, Tempus Programme
Implementation	Ministry of Science, Education and Sports; Institute for the Development of Education; Ipsos Puls

Topic: Metadata

Subtopic 1: Metadata on national survey

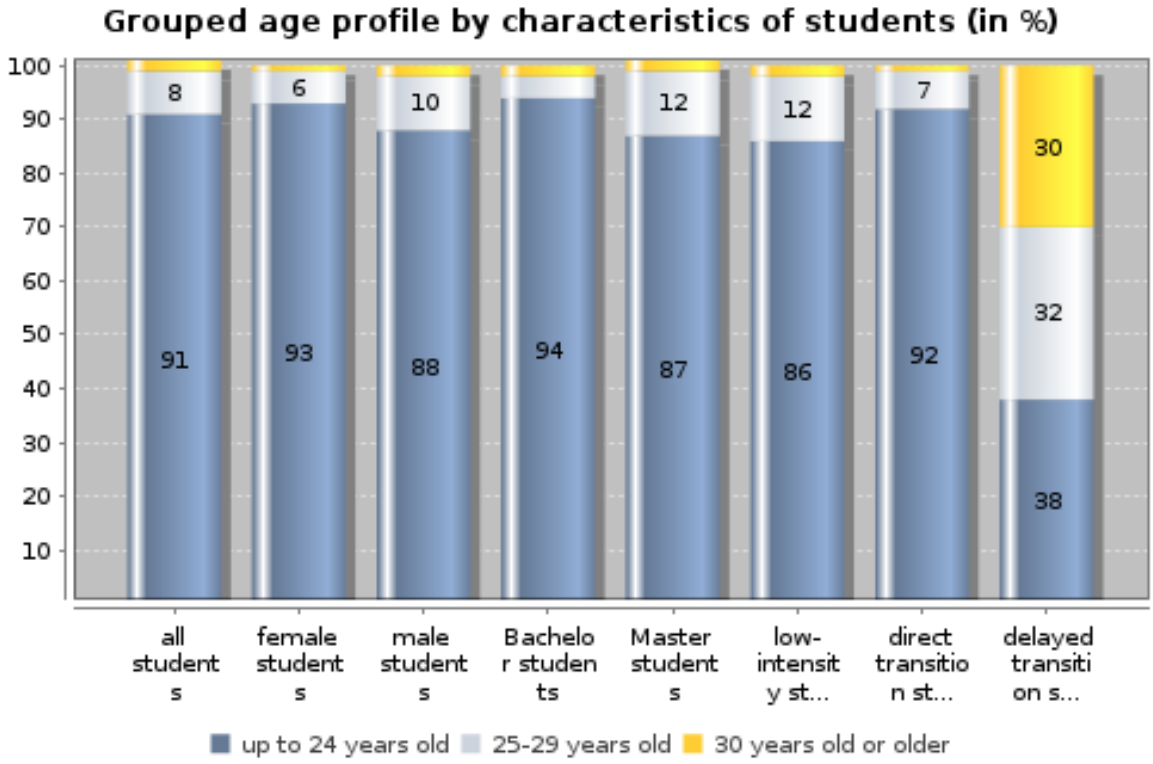
Key Indicators

details on missing data:
Some of the student's subgroups are represented with relatively small number of students. For example number students which parents have low level of education is 74 (2% of total population) since this is one the target groups we have to have on mind this relatively low number of students which decreases more when calculating incomes or expenditures due to missing data.
In Croatian version of questionnaire for questions regarding income and living costs students didn't write down the exact costs they were offered ranges of income/costs. So in order to calculate arithmetic mean, median and standard deviation was replaced by arithmetic mean of range interval. For example, if range was form 400 to 800 kn, the value was replaced by 600 kn.
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators	
Average age (arithm.mean) in years - all students	22.0
Average age (median) in years - all students	21.0
Average age (arithm.mean) in years - female students	22.0
Average age (arithm.mean) in years - male students	22.0
Average age (arithm.mean) in years - BA students	21.0
Average age (arithm.mean) in years - MA students	23.0
Average age (arithm.mean) in years - low-intensity students	22.0



details on missing data:

methodical issues or considerations for data interpretation:

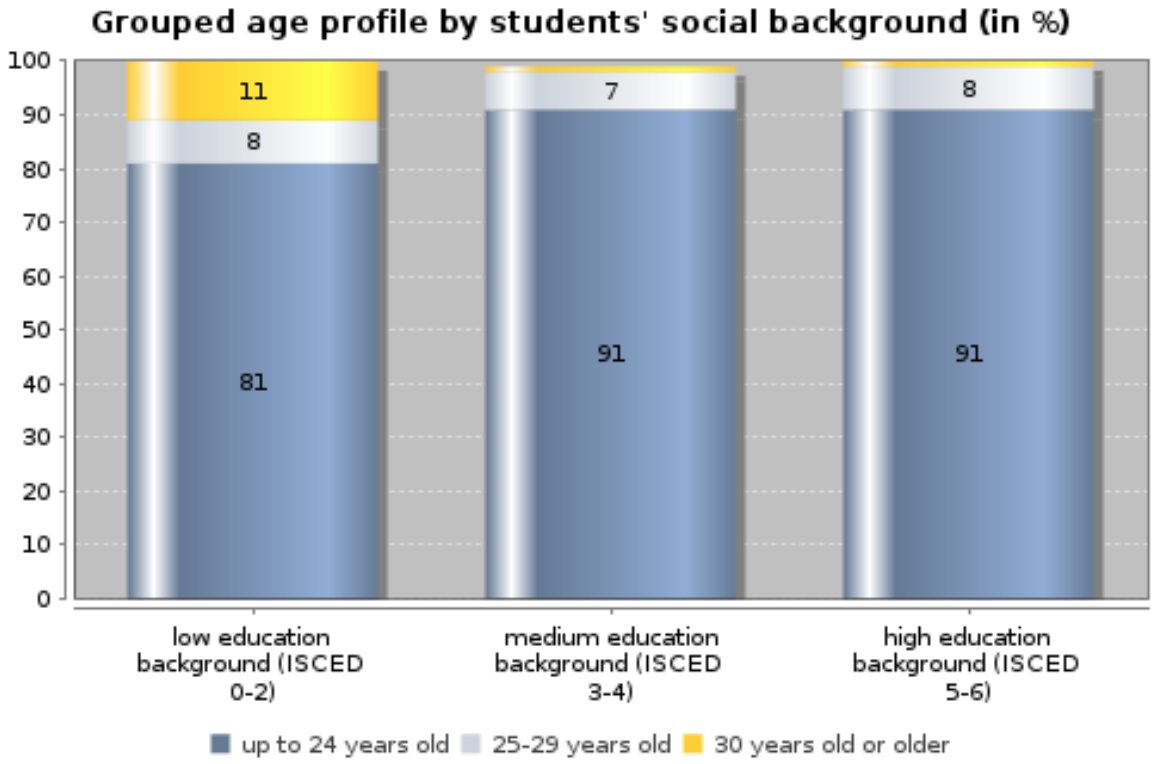
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators

Average age (arithm.mean) in years - low education background (ISCED 0-2)	24.0
Average age (median) in years - low education background (ISCED 0-2)	22.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	22.0
Average age (median) in years - high education background (ISCED 5-6)	22.0



details on missing data:

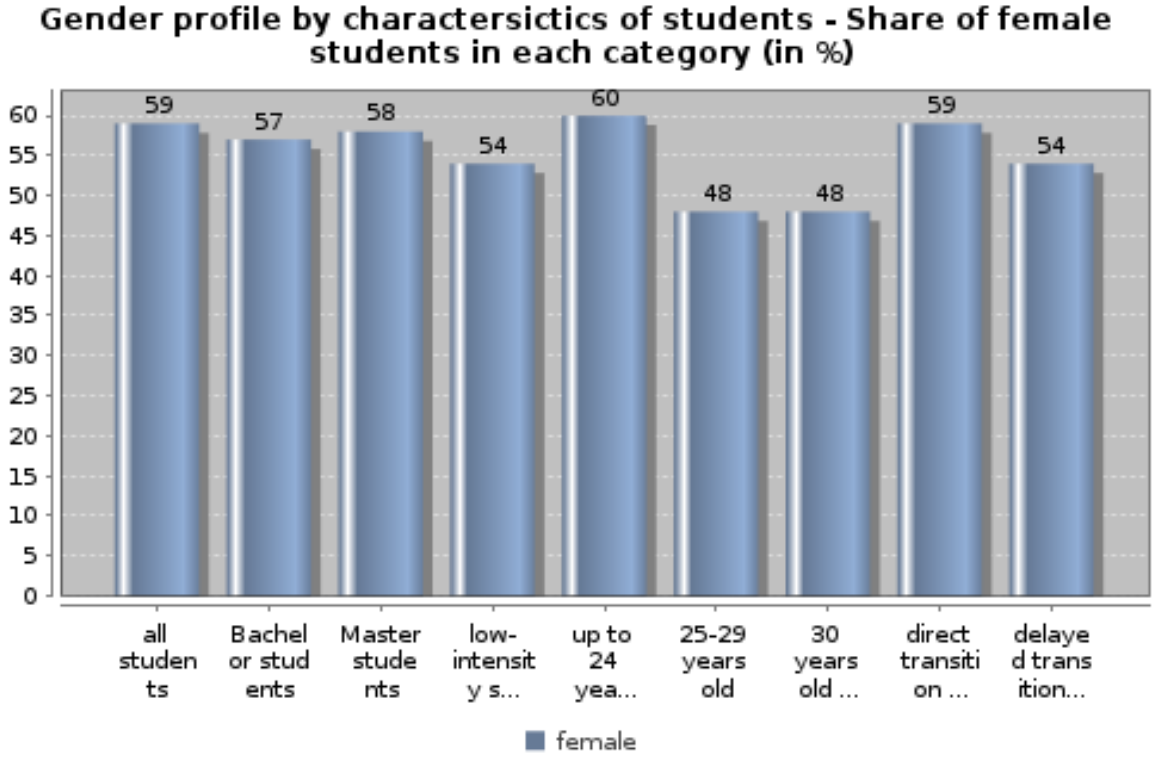
methodical issues or considerations for data interpretation:

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 %	59.1
Share of females among BA students, in %	56.8
Share of females among MA students, in %	58.1
Share of females among low-intensity students, in %	54.2
Share of females among the 30 years old or older, in %	48.1



details on missing data:

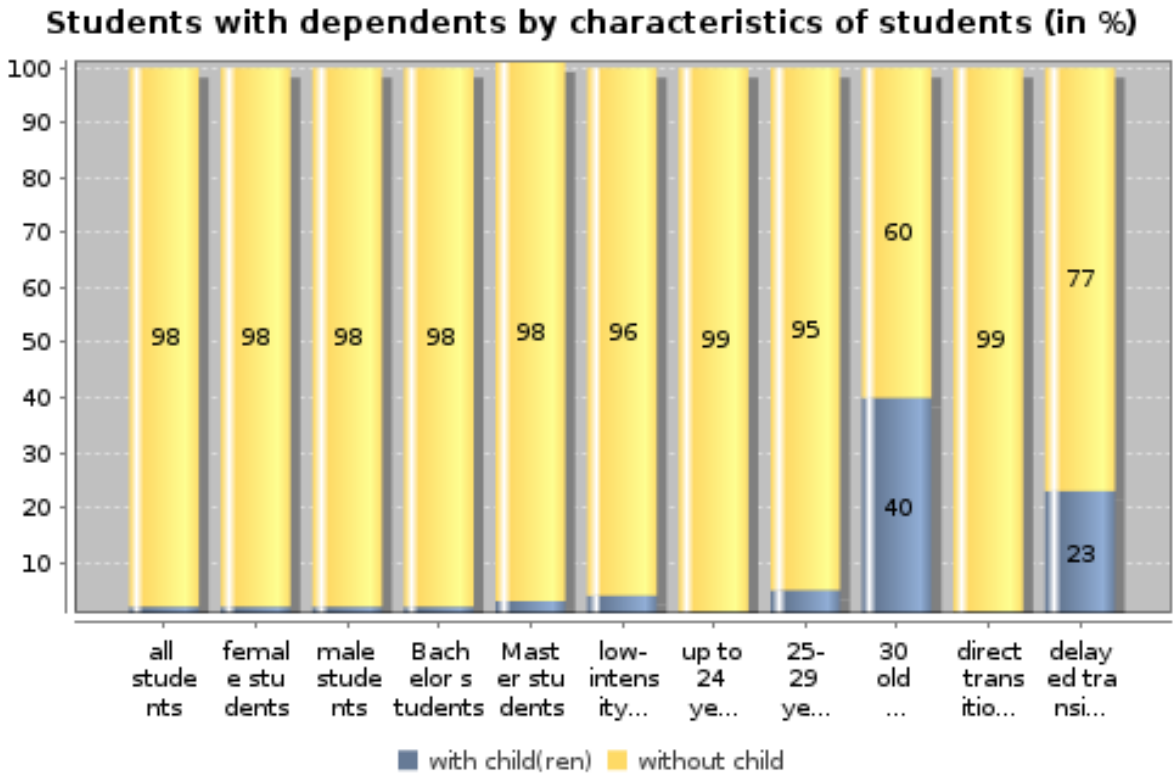
methodical issues or considerations for data interpretation:

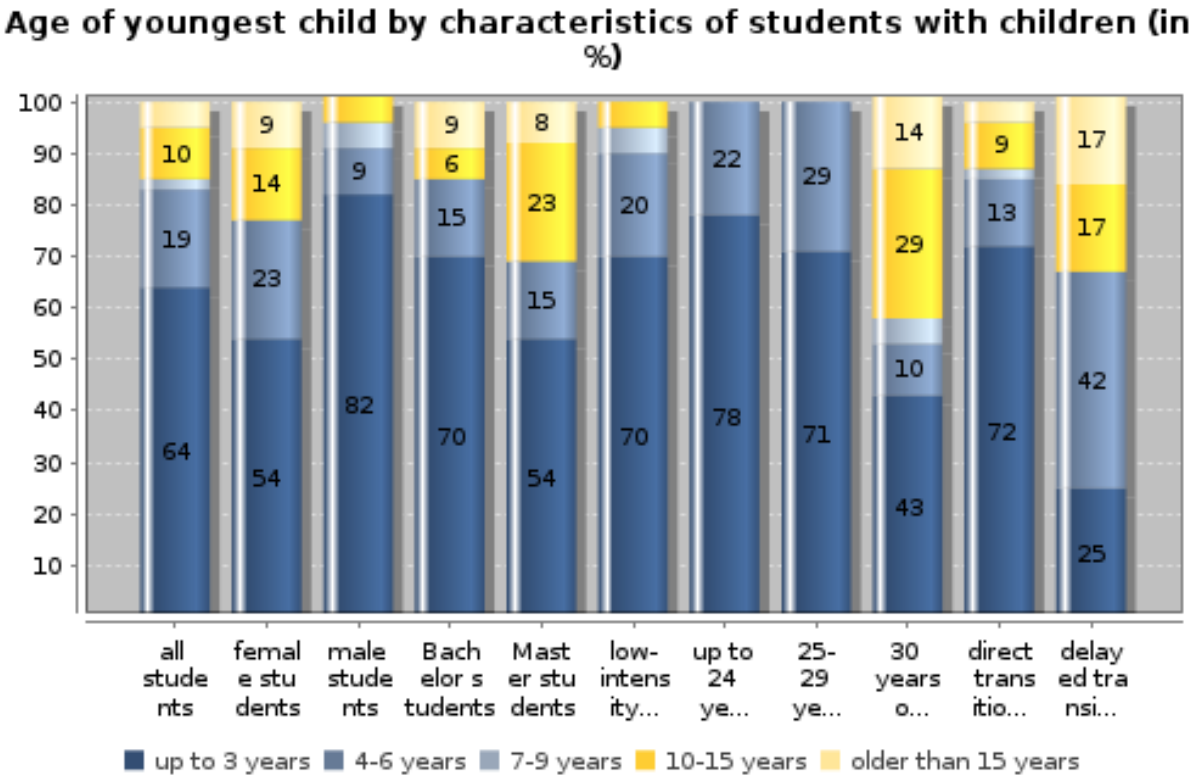
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 4: Dependents by characteristics of students

Key Indicators	
Share of students with children among all students, in %	1.7
Share of students with children among female students, in %	1.8
Share of students with children among male students, in %	1.6
Share of students with children among MA students, in %	2.6
Share of students with children among up to 24 years old, in %	0.7
Students with children up to the age of 3 years of all students with children, in %	63.8
Students with children between the ages of 4 to 6 of all students with children, in %	19.0





details on missing data:

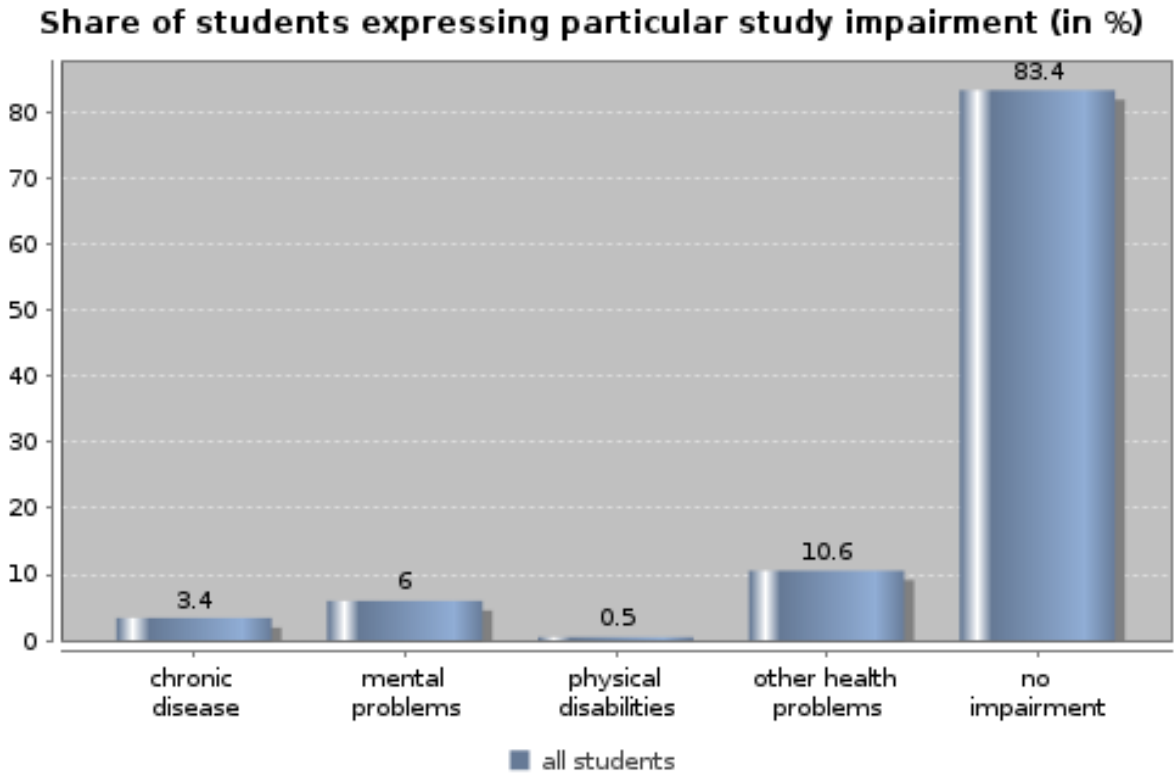
methodical issues or considerations for data interpretation:

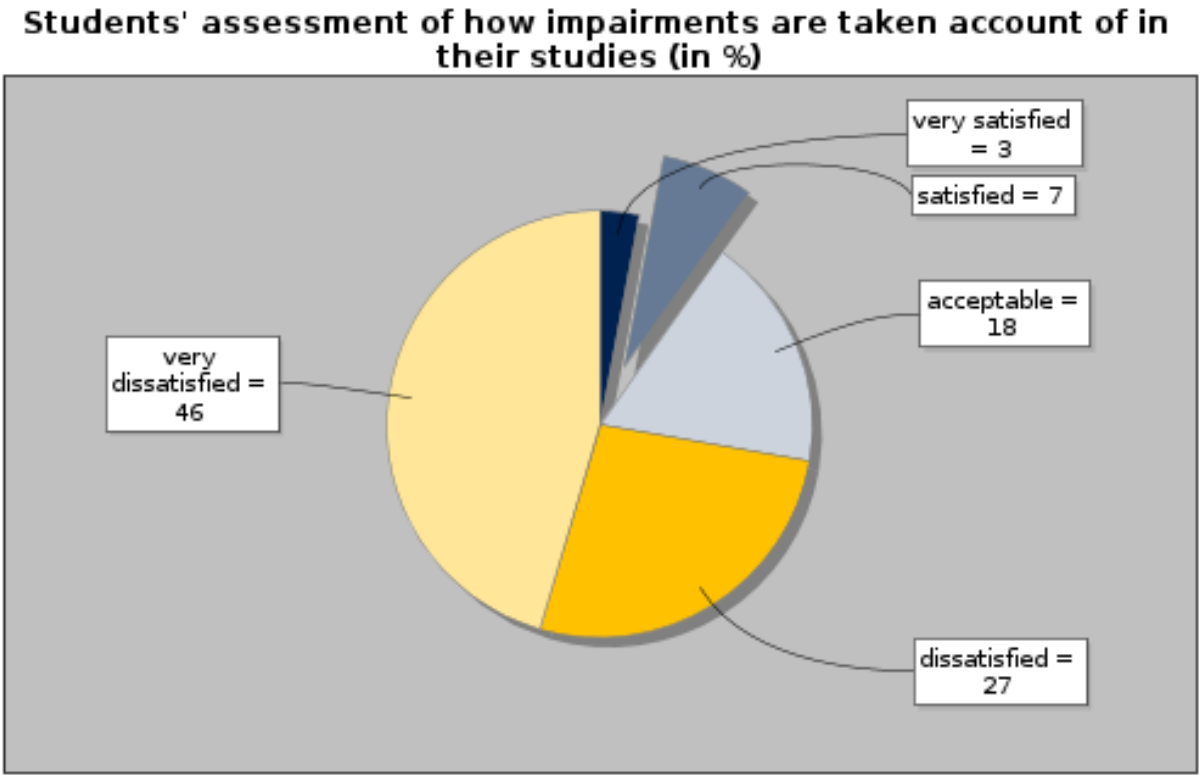
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

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

Key Indicators	
Students who feel impaired in their studies in %	16.6
Students who are (very) satisfied with the way their impairments are taken account of in %	10.0
Students who are (very) dissatisfied with the way their impairments are taken account of in %	72.4





details on missing data:

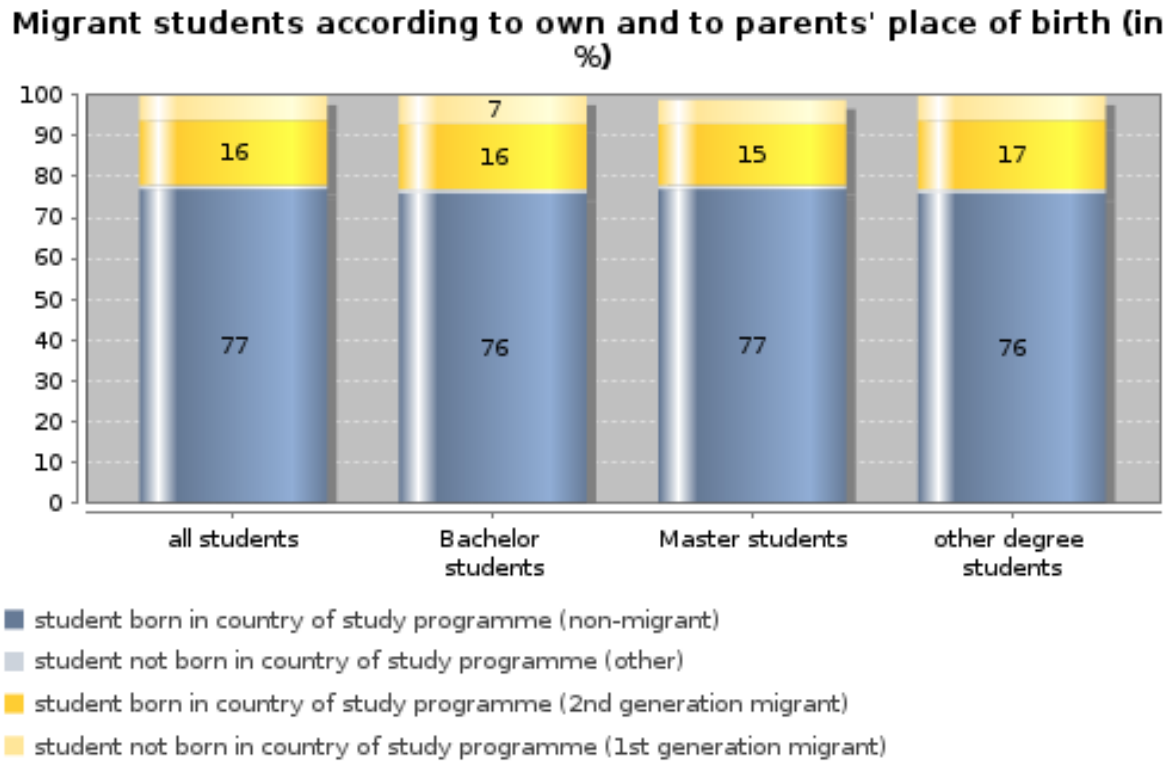
methodical issues or considerations for data interpretation:

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 %	76.7
Share of non-migrants among all BA students, in %	76.4
Share of non-migrants among all MA students, in %	77.3
Share of 2nd generation migrants among all students, in %	15.7
Share of 2nd generation migrants among all BA students, in %	15.7
Share of 2nd generation migrants among all MA students, in %	14.8
Share of 1st generation migrants among all students, in %	6.4
Share of 1st generation migrants among all BA students, in %	6.7
Share of 1st generation migrants among all MA students, in %	6.4



details on missing data:

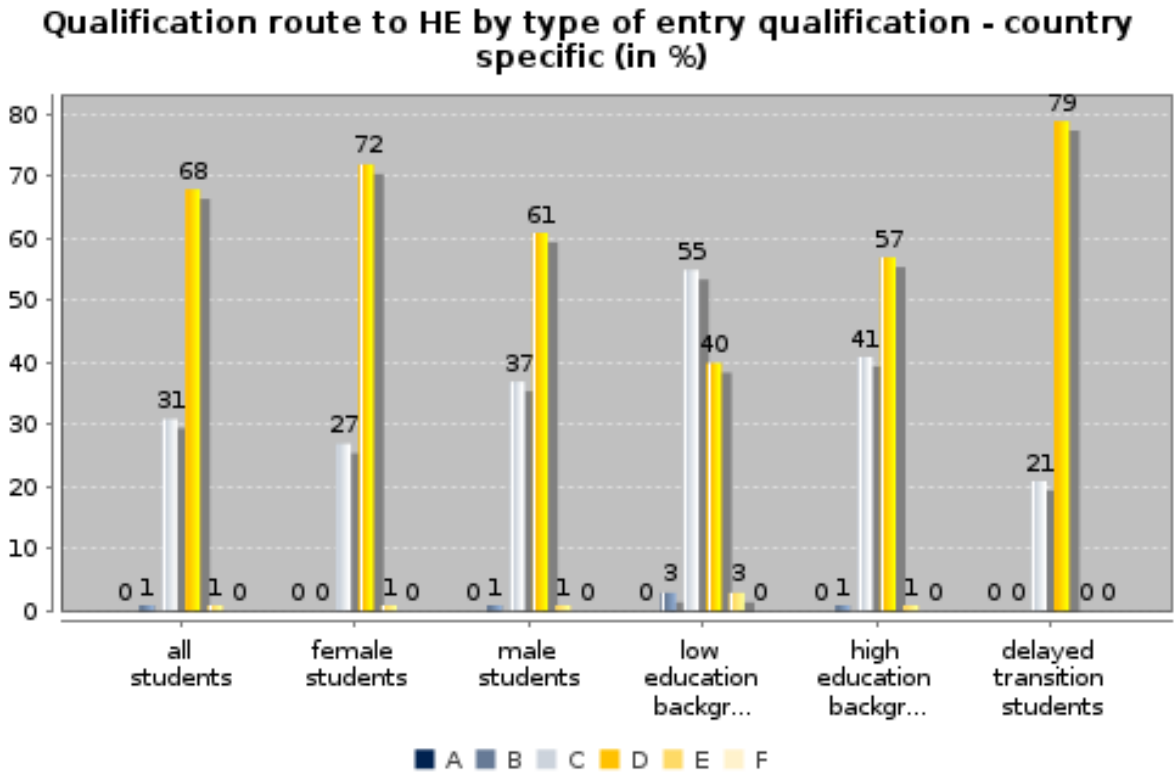
methodical issues or considerations for data interpretation:

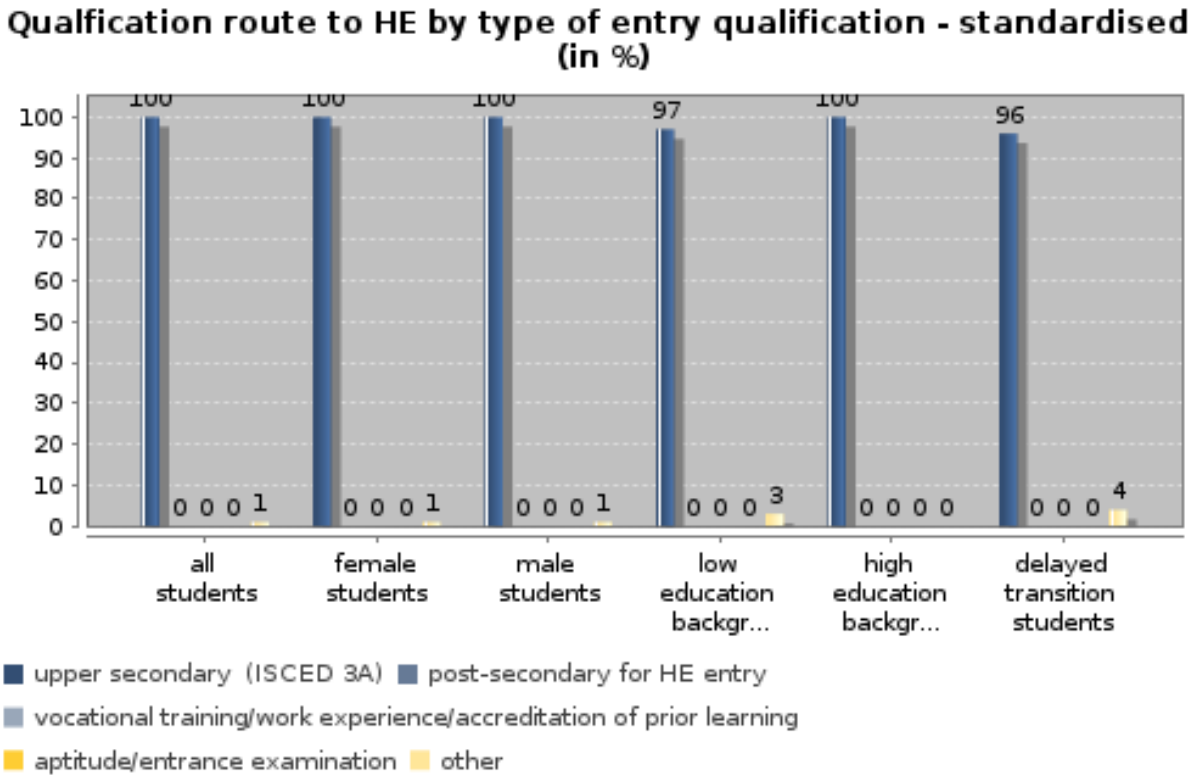
national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education

Key Indicators	
All students via upper secondary in %	99.5
Female students via upper secondary in %	99.5
Male students via upper secondary in %	99.5
Students with low education background (ISCED 0-2) via upper secondary in %	97.3
Students with high education background (ISCED 5-6) via upper secondary in %	99.6
Students with delayed transition via upper secondary in %	96.4





details on missing data:

A= vocational school - 3 years

B= vocational school - 3 years + additonal education to finish 4 year programm

C= vocational school - 4 years

D= Gymnasium

E= other

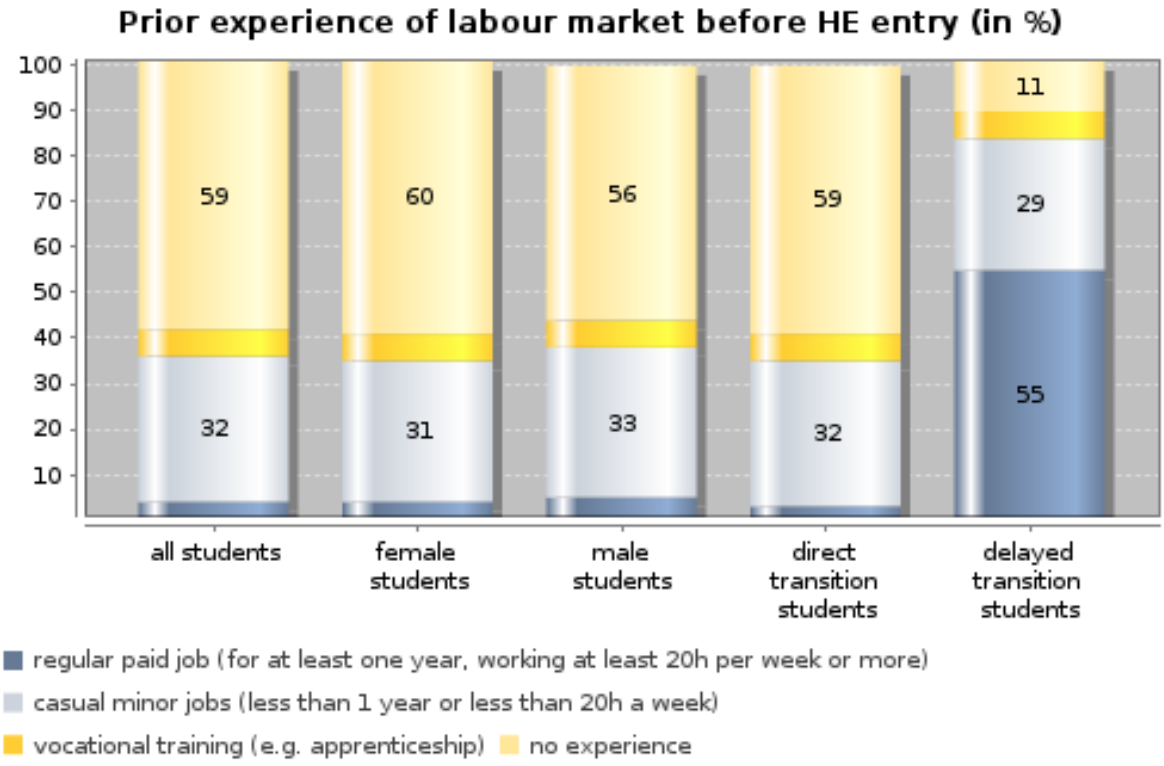
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

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

Key Indicators	
All students with regular paid job before entering HE in %	3.9
Females with regular paid job before entering HE in %	3.5
Males with regular paid job before entering HE in %	4.6
Direct transition students with regular paid job before entering HE, in %	3.0
Delayed transition students with regular paid job before entering HE, in %	54.5
All students without labour market experience before entering HE in %	58.5
Females without labour market experience before entering HE in %	60.2
Males without labour market experience before entering HE in %	56.2



details on missing data:

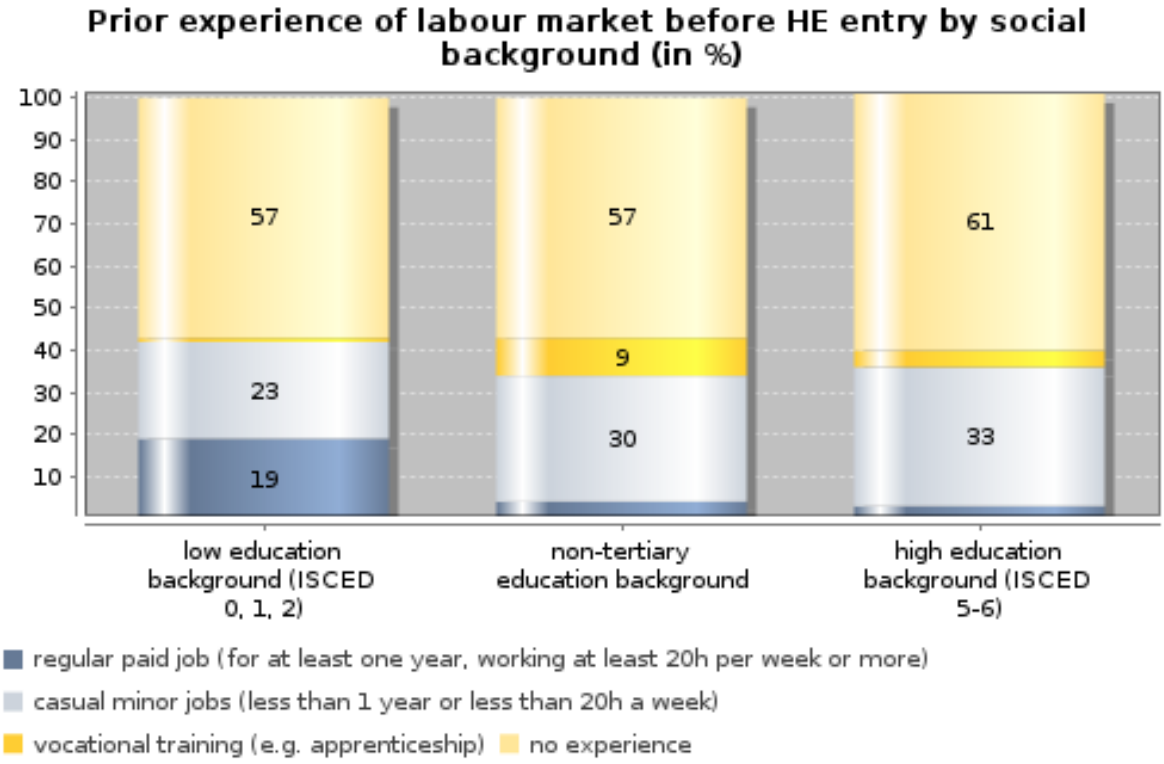
methodical issues or considerations for data interpretation:

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 %	56.8
Students without labour market experience and high education background (ISCED 5-6) in %	60.5



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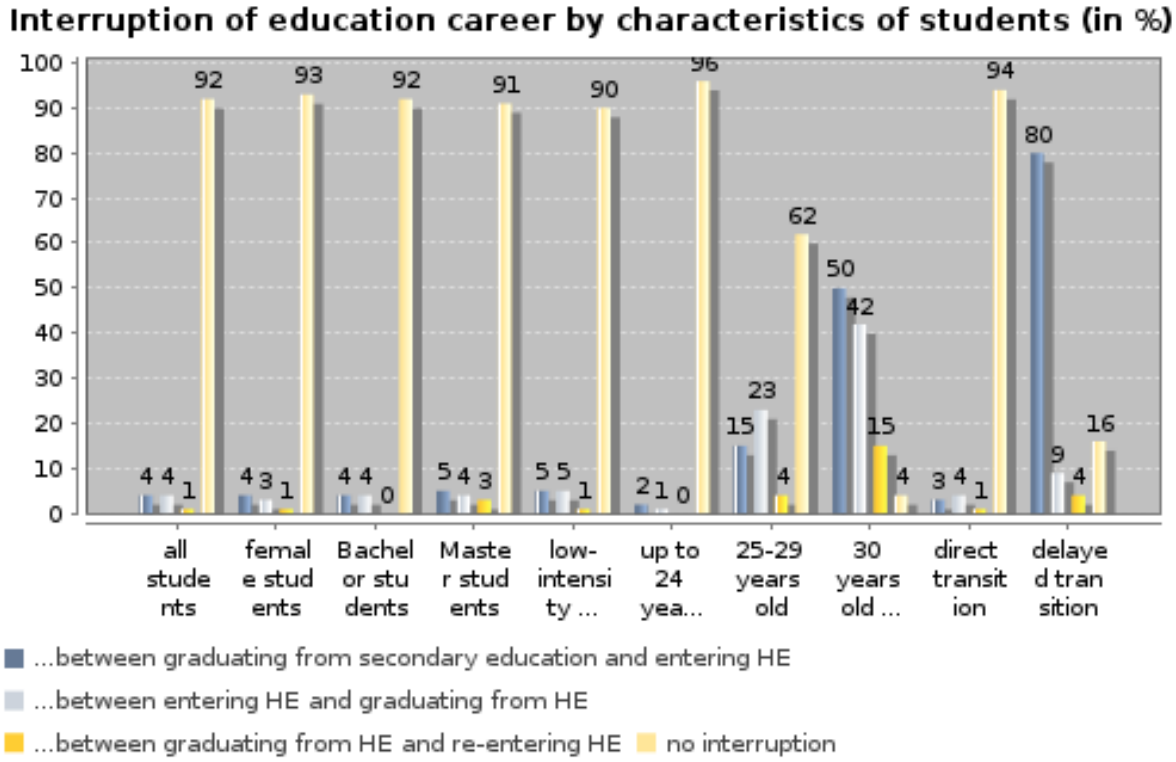
methodical issues or considerations for data interpretation:

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 %	4.4
BA students with interruption between entering HE and graduating from HE, in %	3.9
BA students without interruption, in %	91.8



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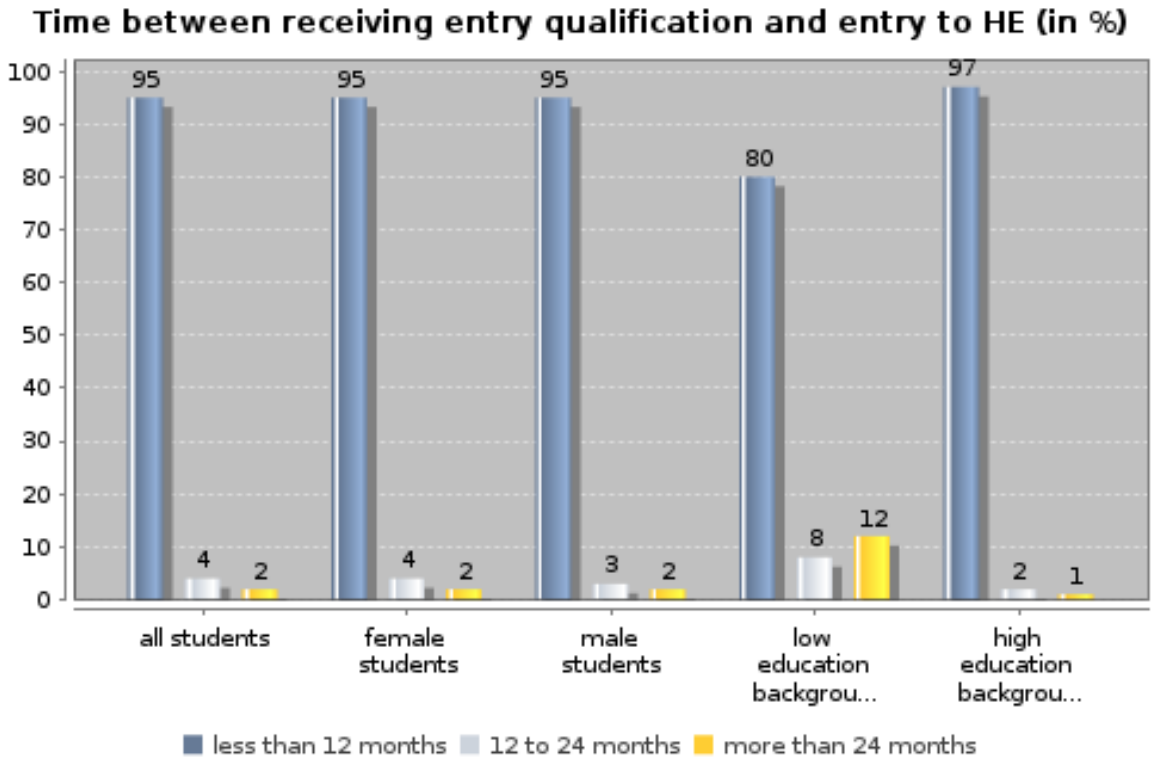
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

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

Key Indicators	
Average time between HE qualification and HE entry in months (arithm. mean)	
all students	3.0
female students	3.0
male students	3.0
low education background (ISCED 0-2)	18.0



details on missing data:

Respondents who had inconsistencies in data regarding enrolment were excluded from calculation

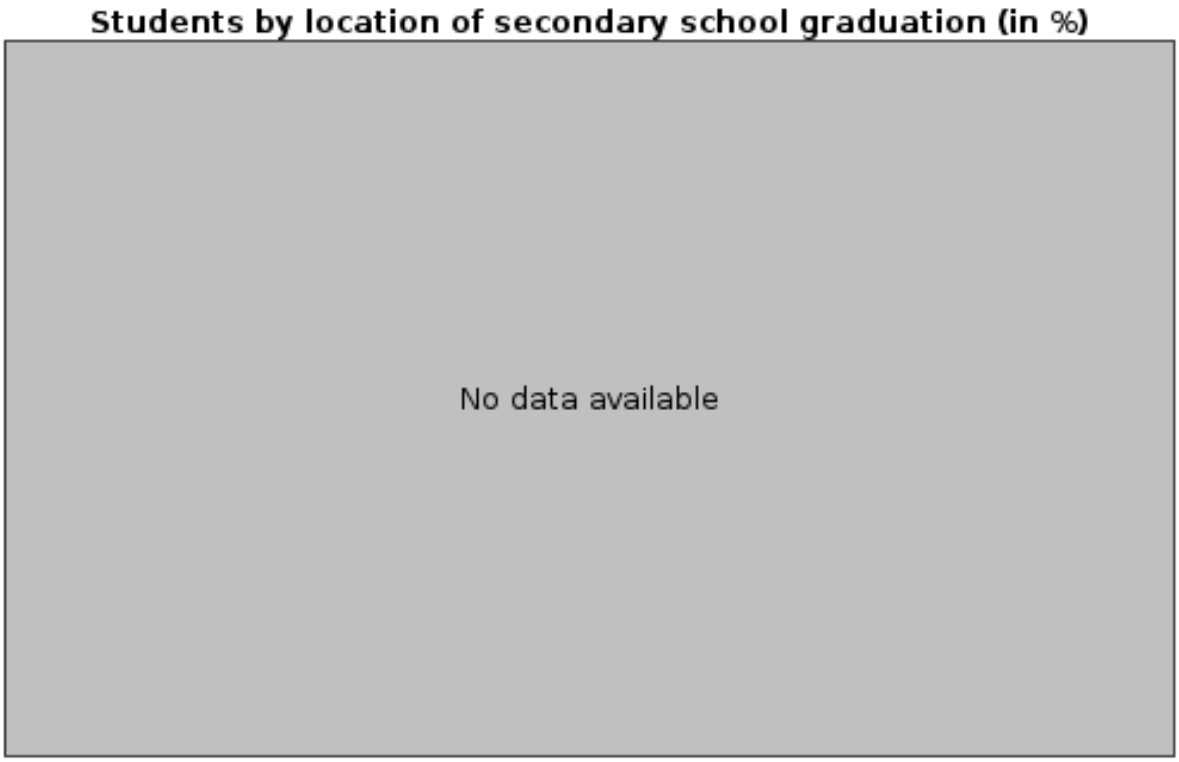
methodical issues or considerations for data interpretation:

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



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methodical issues or considerations for data interpretation:

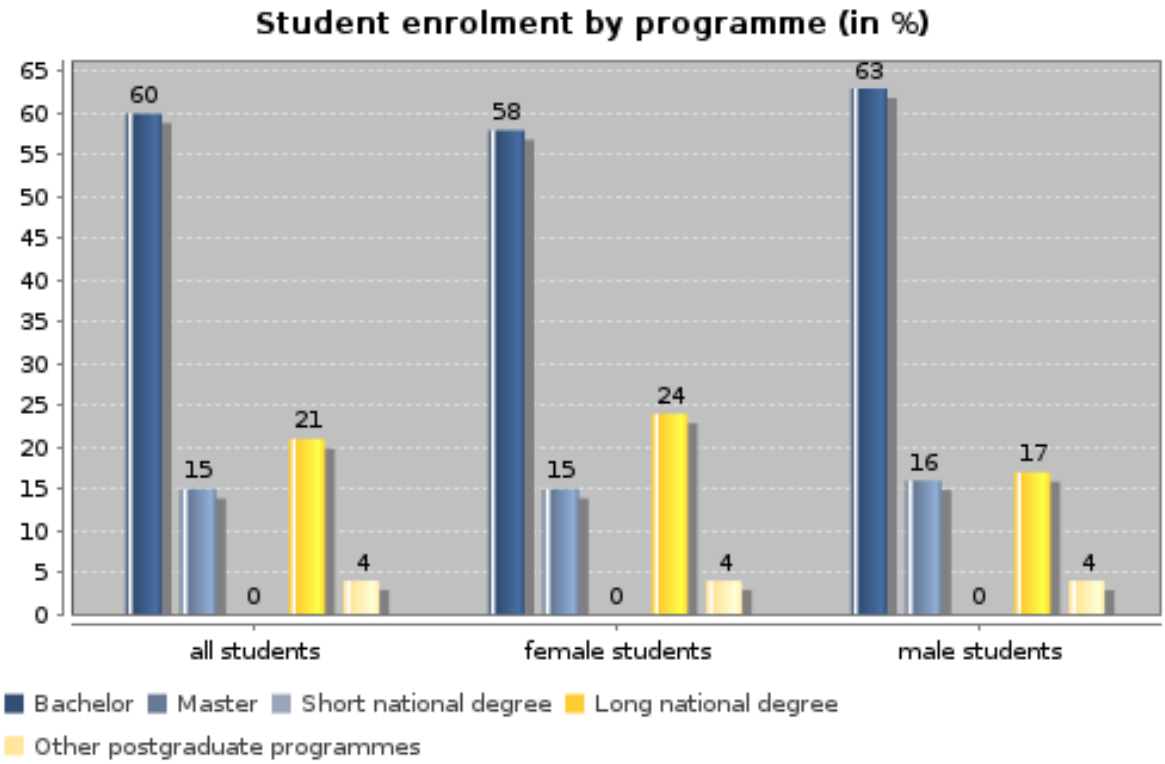
In Croatian version of questionnarie we asked about comunity, not the settlment and due to that we can not draw reliable data on rural / urban.

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 %	59.8
All students studying for MA, in %	15.3
All students studying for other national degrees, in %	24.9



details on missing data:

Other - The students who enroled before 2005. (pre Bologna process).

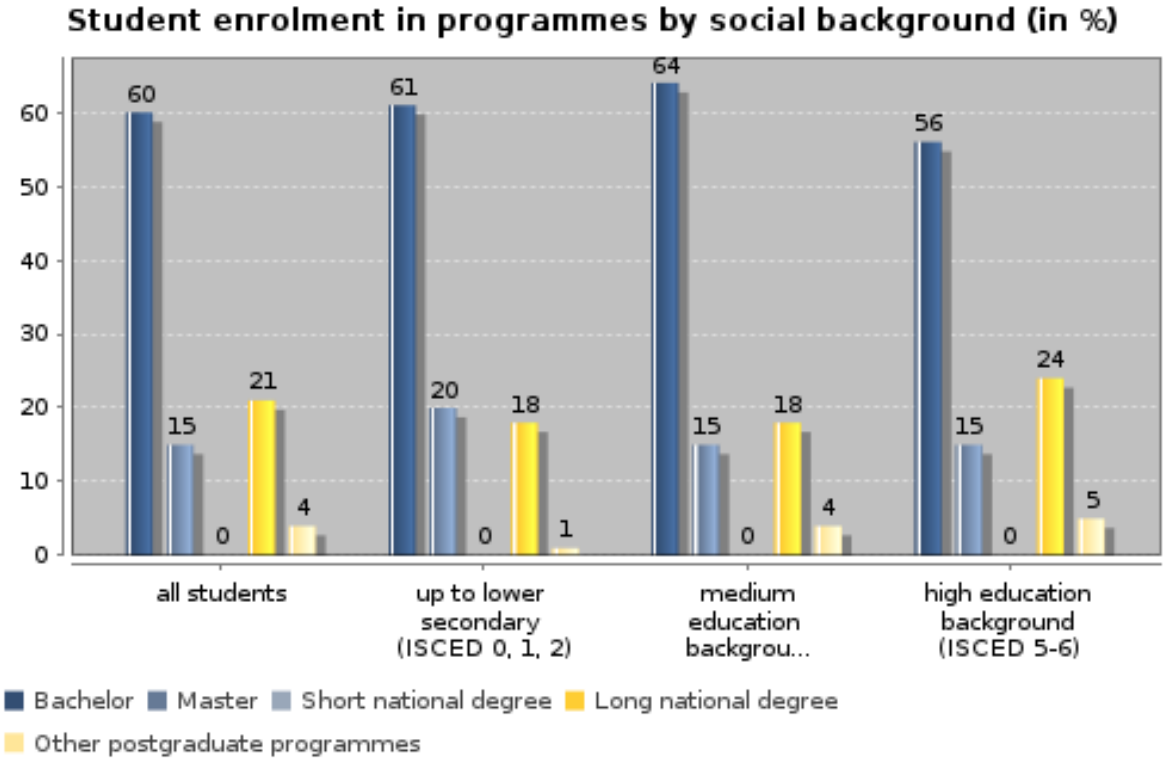
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators	
Students with low education background (ISCED 0-2) studying for BA, in %	60.8
Students with low education background (ISCED 0-2) studying for MA, in %	20.3
Students with high education background (ISCED 5-6) studying for BA, in %	56.1
Students with high education background (ISCED 5-6) studying for MA, in %	15.1



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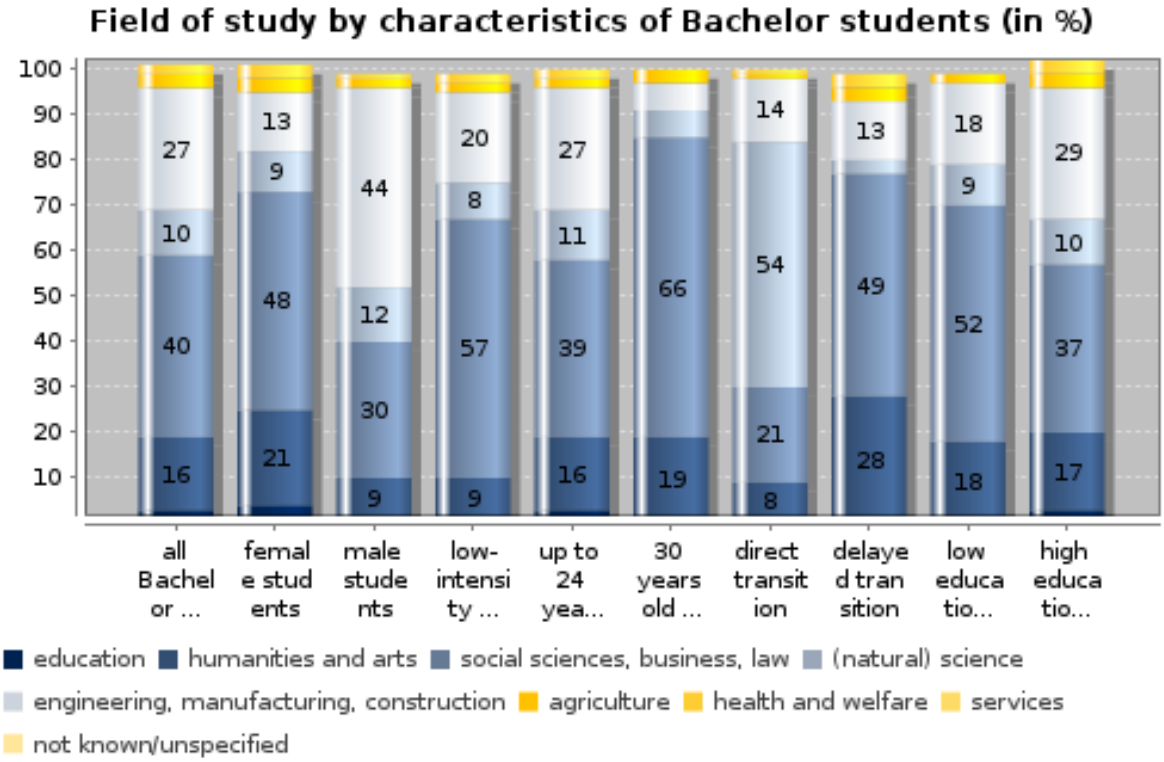
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators	
Students in engineering disciplines among all BA students, in %	26.6
Students in humanities and arts among all BA students, in %	16.0
Students in social sciences, business and law among all BA students, in %	40.0
BA students from lowest education backgrounds in engineering disciplines, in %	18.2
BA students from lowest education backgrounds in humanities and arts, in %	18.2
BA students from lowest education backgrounds in social sciences, business and law, in %	52.3



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methodical issues or considerations for data interpretation:

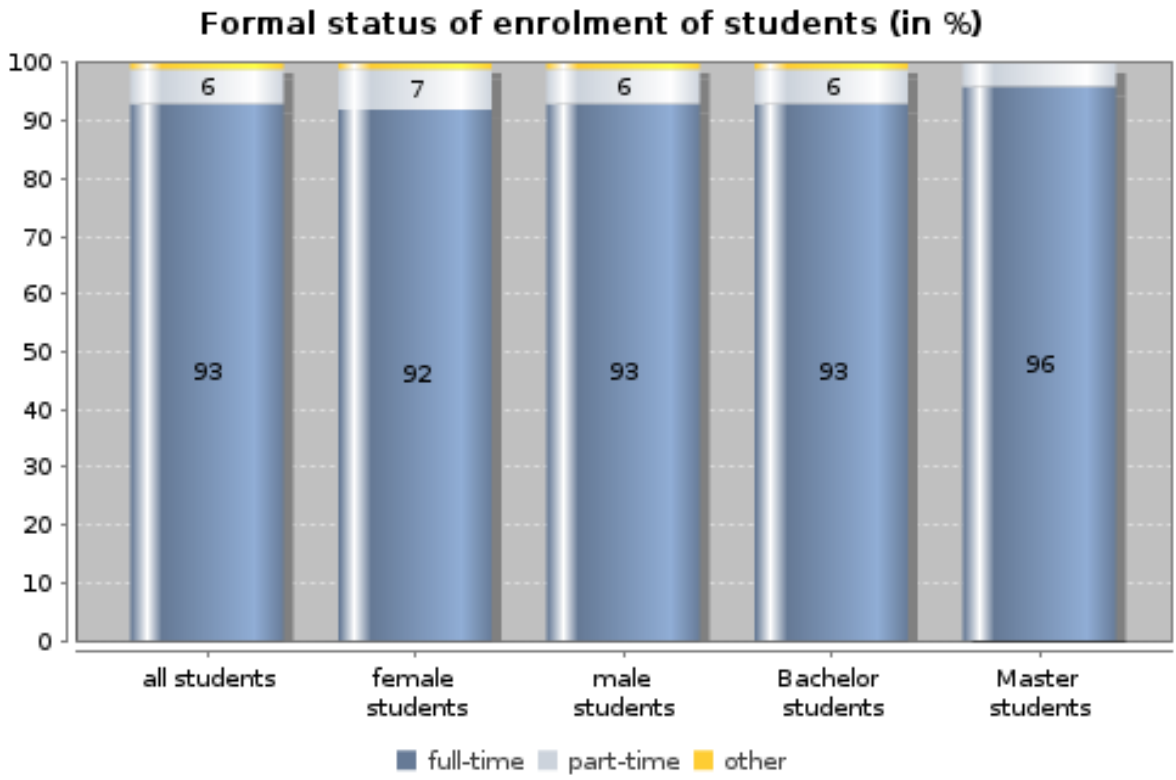
national interpretation of the results of the data analysis:

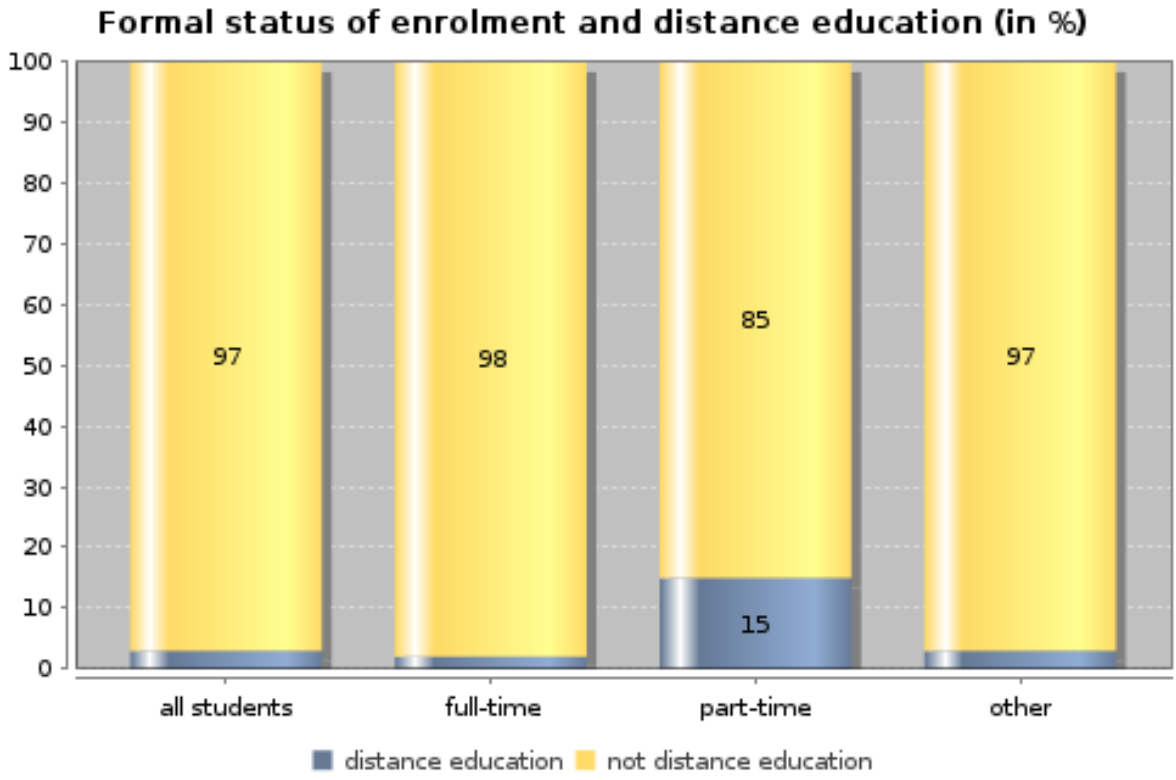
Topic: B. Access and entry to higher education

Subtopic 10: Formal status of enrolment

Key Indicators

Share of part-time students among all students, in %	6.3
Share of part-time students among BA students, in %	5.7
Share of part-time students among MA students, in %	4.1



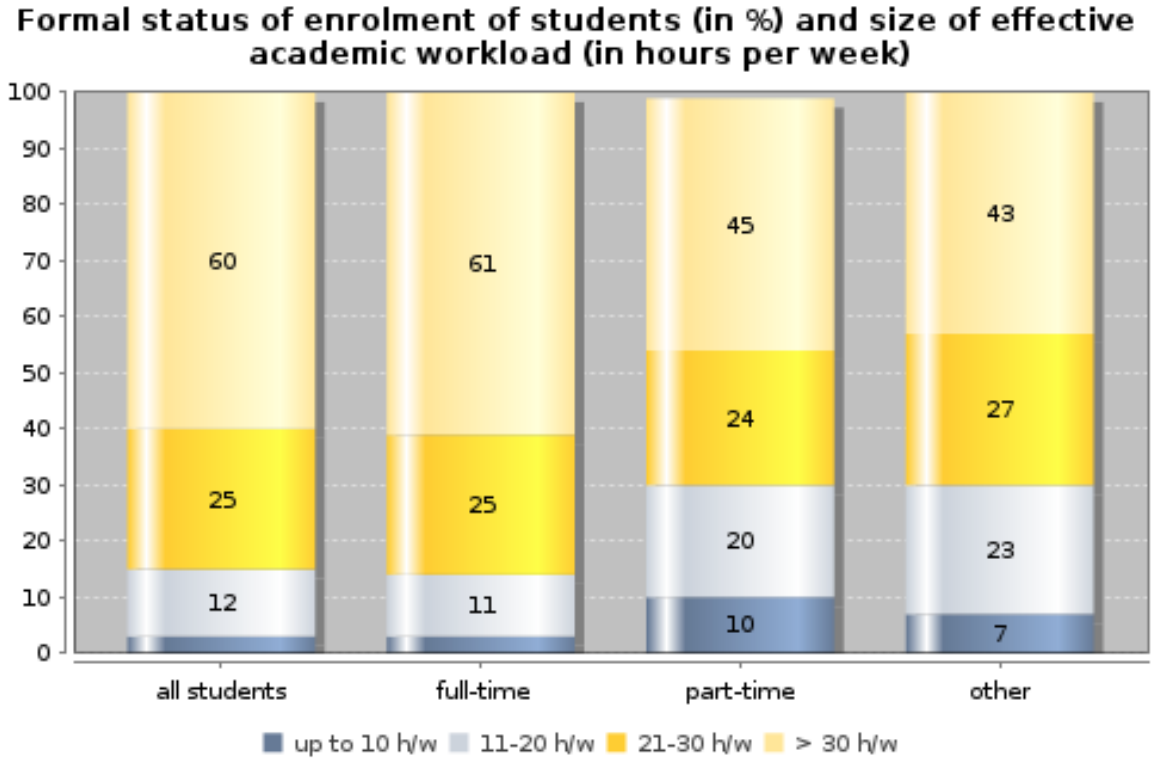


details on missing data:
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 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 %	15.0
Students with full-time status and study-related activities up to 20 hours per week, in %	13.8
Students with part-time status and study-related activities of 21 hours or more per week, in %	69.2



details on missing data:

Only students with valid data

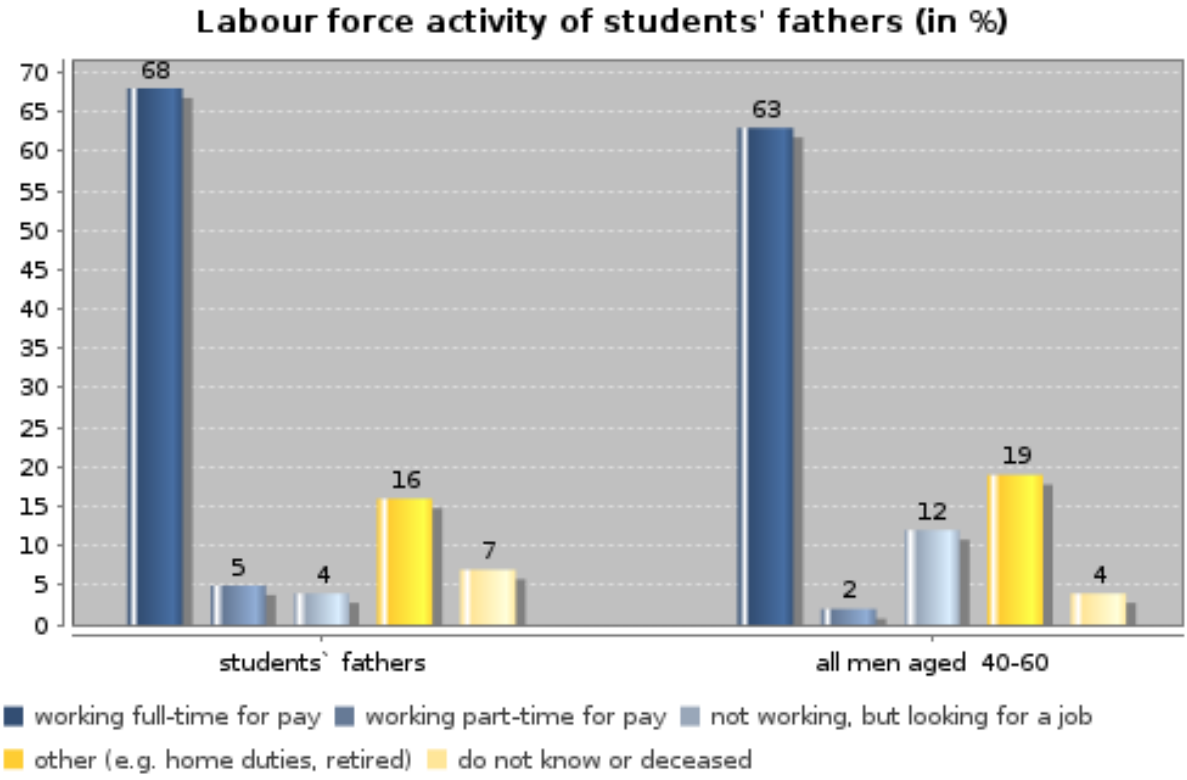
methodical issues or considerations for data interpretation:

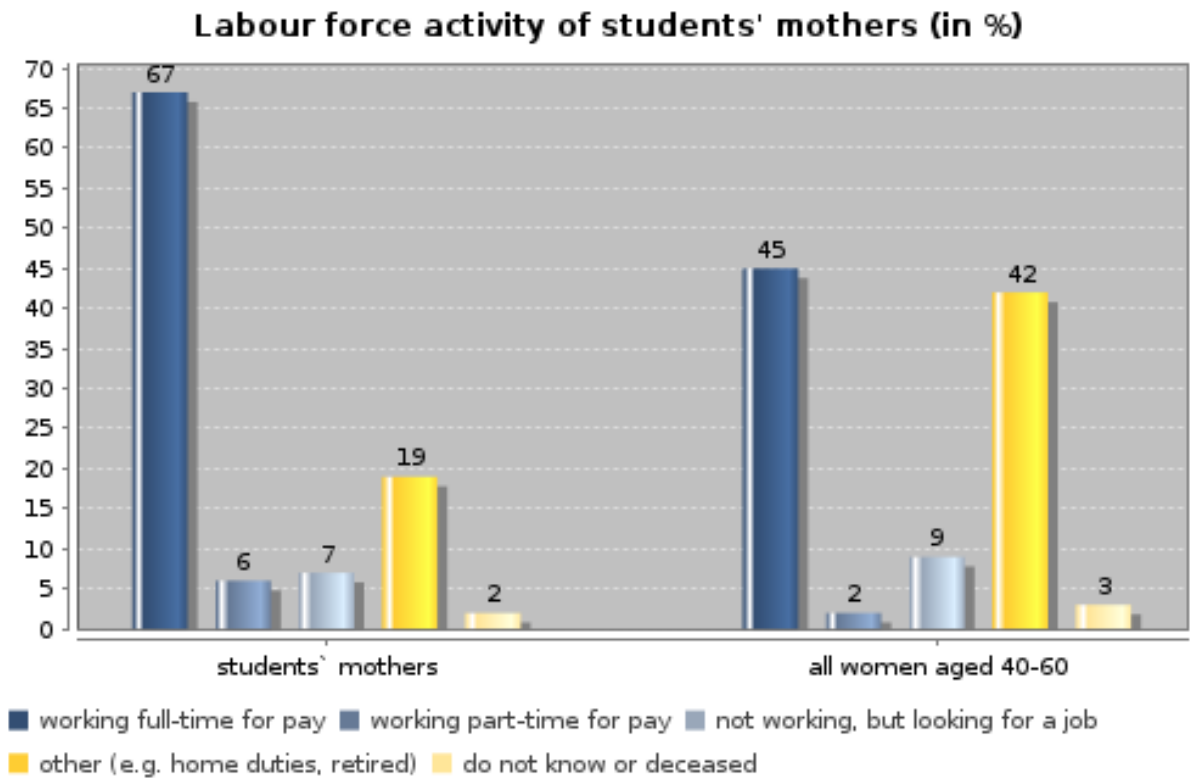
national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

Key Indicators	
Share of economically active students' fathers in %	72.9
Share of economically active students' mothers in %	72.8
Ratio of economically active students' fathers to corresponding male population	1.1
Ratio of economically active students' mothers to corresponding female population	1.6





details on missing data:

According to instructions missing values were excluded and sample was weighted to fit total sample

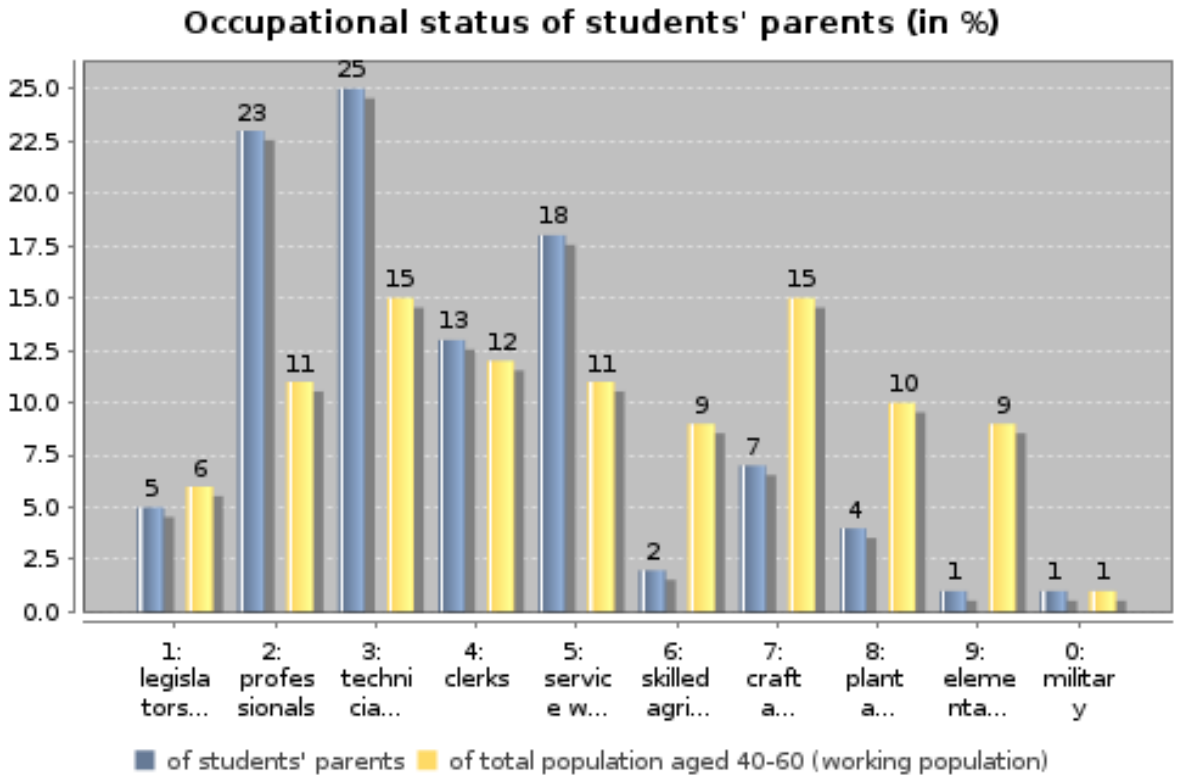
methodical issues or considerations for data interpretation:

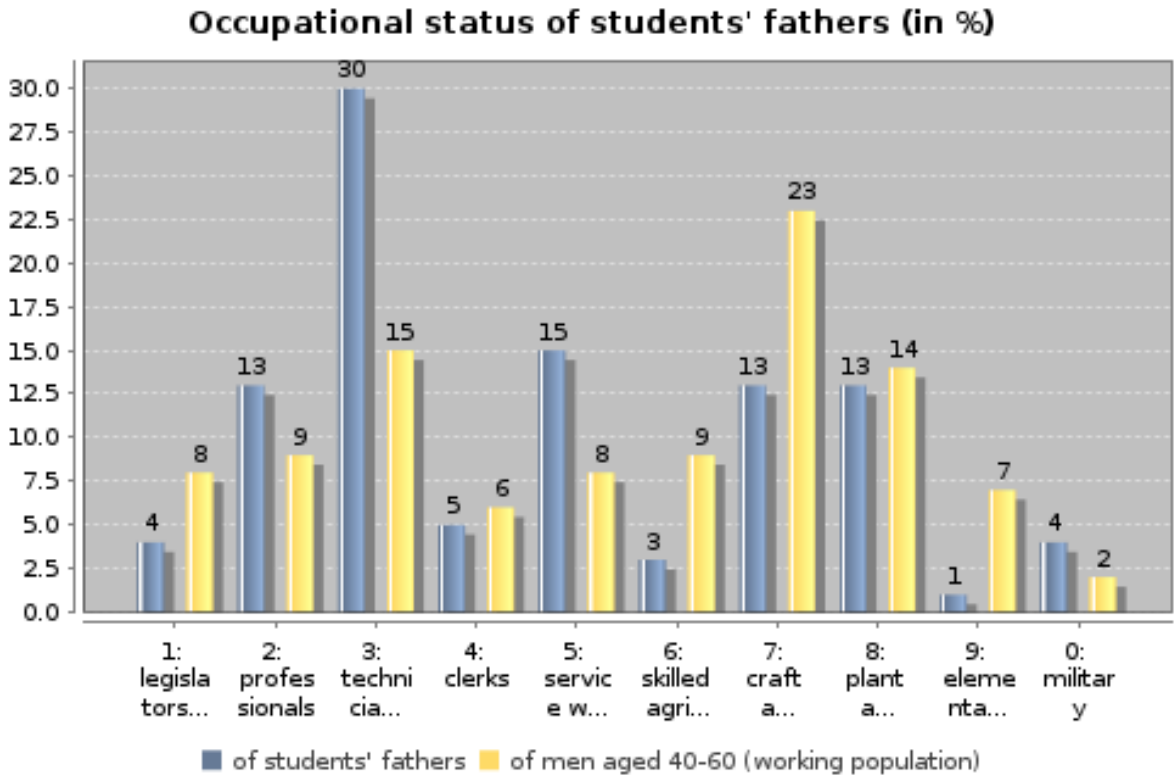
national interpretation of the results of the data analysis:

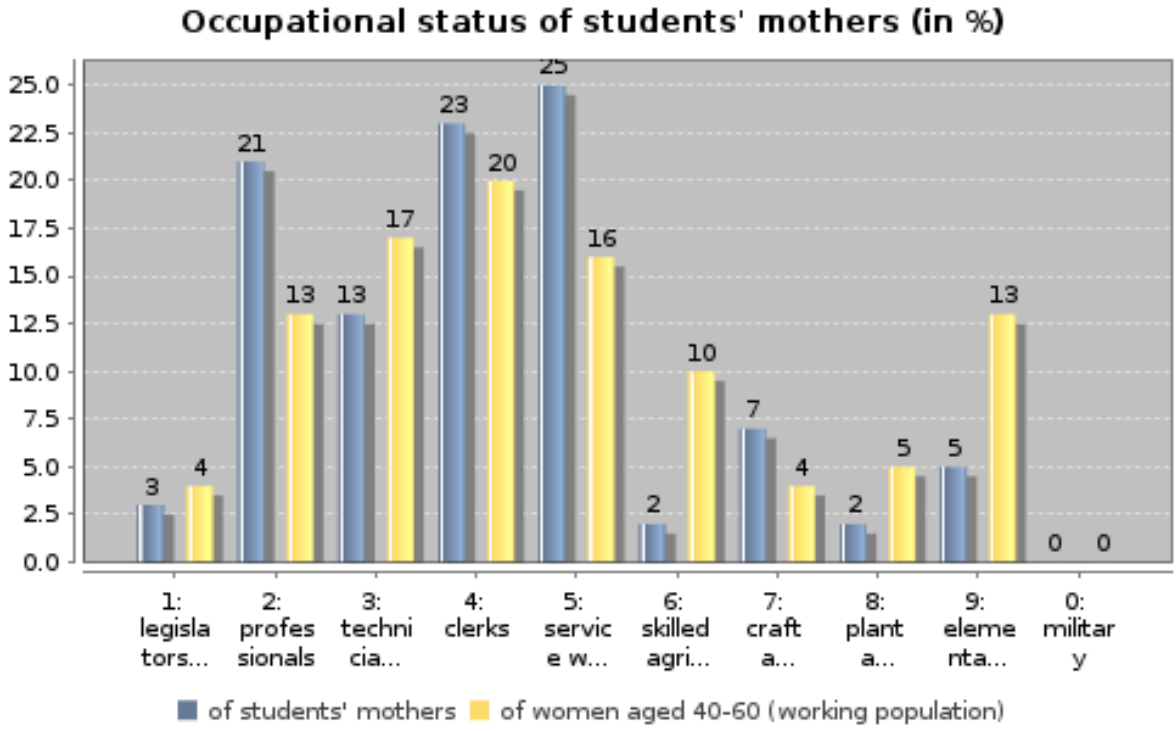
Topic: C. Social background of student body

Subtopic 2: Occupational status of students' parents

Key Indicators	
Students' parents with blue-collar occupation in%	14.5
Students' fathers with blue-collar occupation in %	30.1
Students' mothers with blue-collar occupation in %	15.3
Ratio of students' fathers with blue-collar occupation to counterparts in working population	0.6
Ratio of students' mothers with blue-collar occupation to counterparts in working poulation	0.5







details on missing data:

According to instructions missing values were excluded and sample was weighted to fit total sample

methodical issues or considerations for data interpretation:

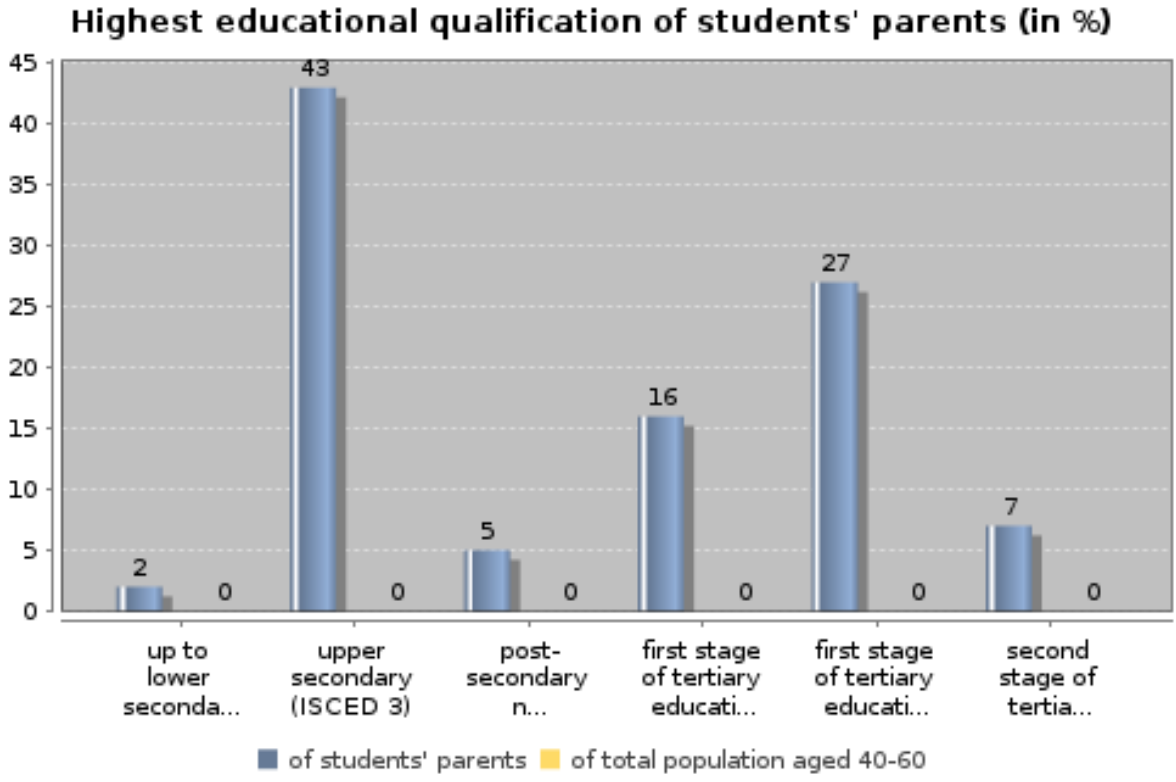
national interpretation of the results of the data analysis:

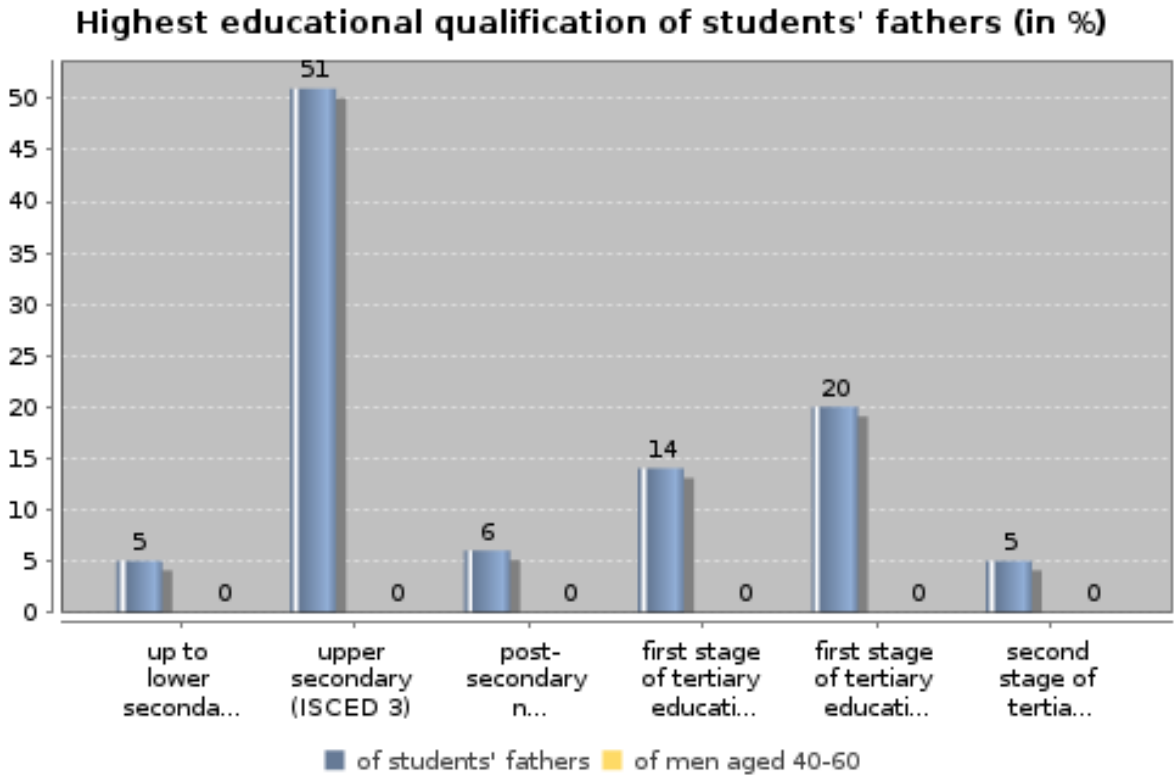
Topic: C. Social background of student body

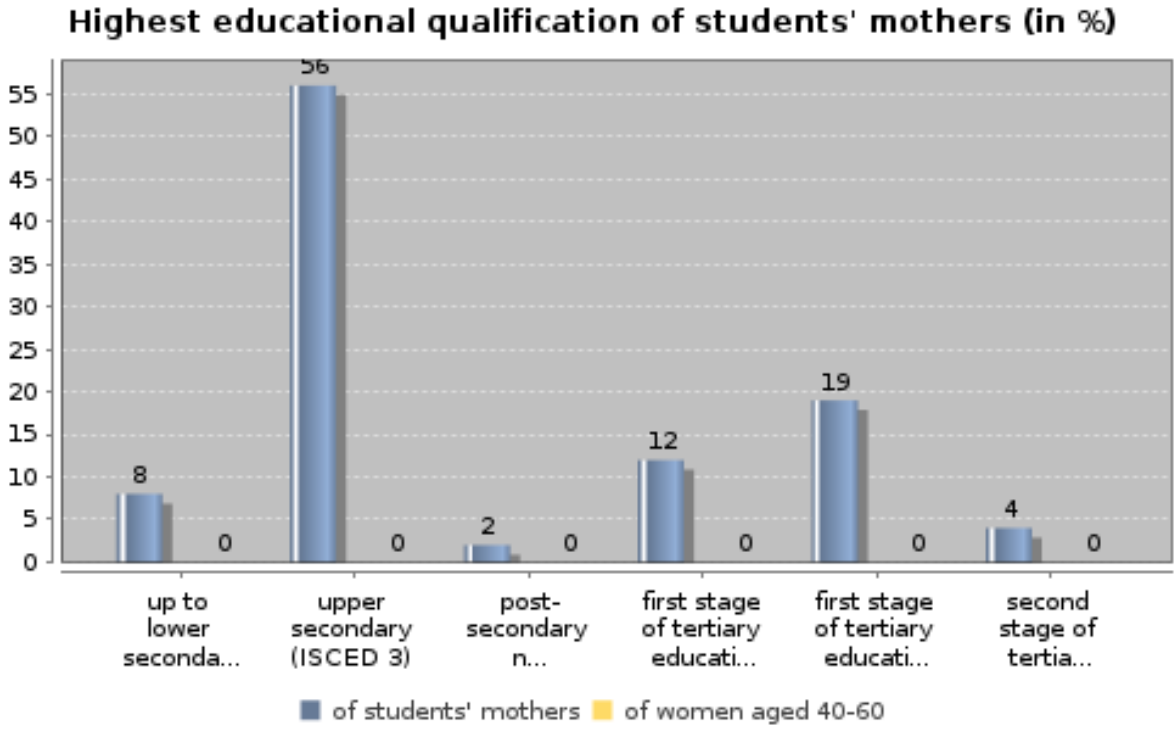
Subtopic 3: Highest educational attainment of students' parents

Key Indicators

Students' parents without tertiary education (not ISCED 5-6) in %	50.3
Students' fathers without tertiary education (not ISCED 5-6) in %	61.0
Students' mothers without tertiary education (not ISCED 5-6) in %	66.0
Ratio students' fathers without tertiary education to counterparts in total population	Ratio students' mothers without tertiary education to counterparts in total population







details on missing data:

No national data by age groups fpr ISCED codes. Number of students with DK value is 48.

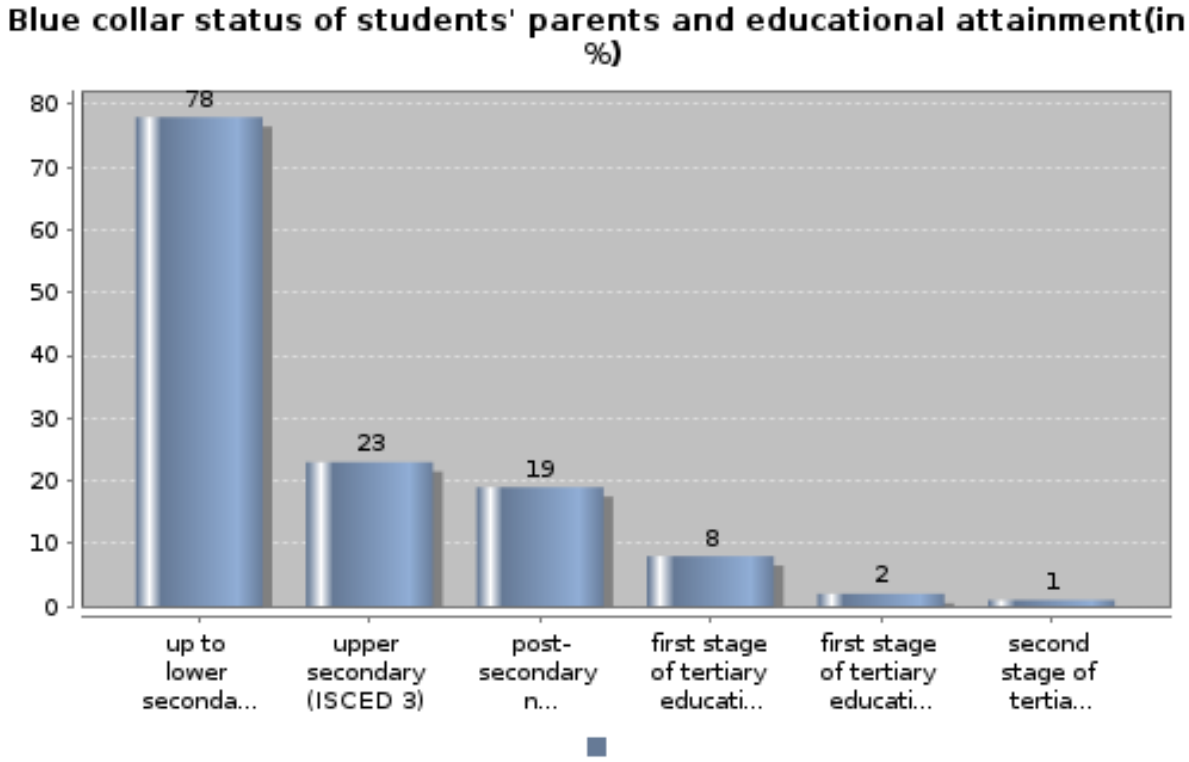
methodical issues or considerations for data interpretation:

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 %	88.5
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	12.0



details on missing data:

According to instructions missing values were excluded and sample was weighted to fit total sample

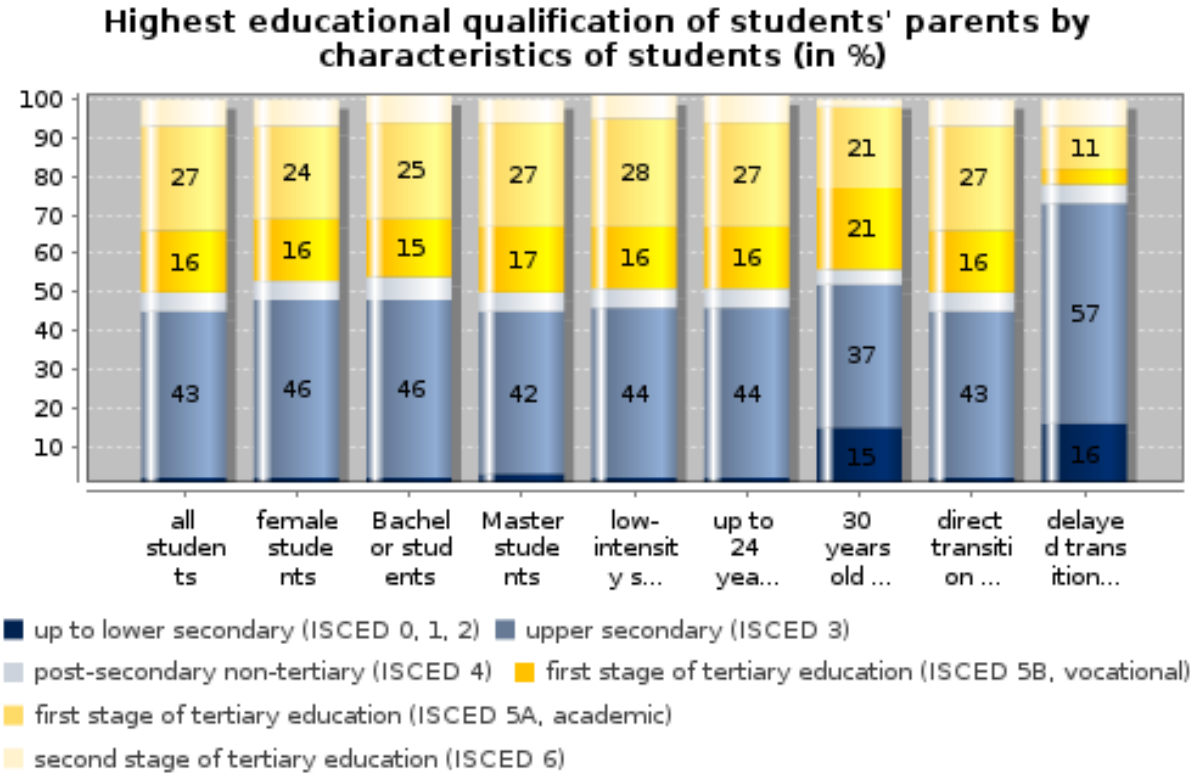
methodical issues or considerations for data interpretation:

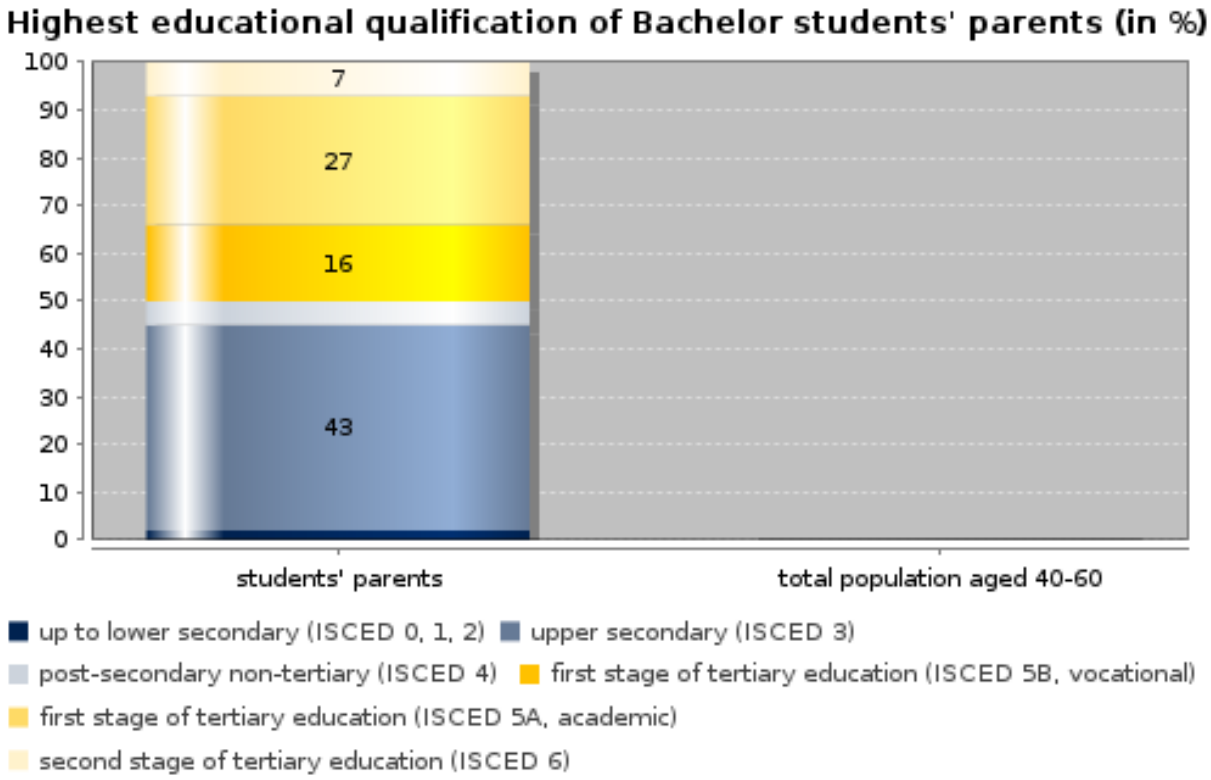
national interpretation of the results of the data analysis:

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 %	50.3
Share of BA students' parents without tertiary education (ISCED 5-6), in %	53.6
Share of MA students' parents without tertiary education (ISCED 5-6), in %	50.2
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	50.8
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	55.7
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	78.6





details on missing data:

According to instructions missing values were excluded and sample was weighted to fit total sample

No national data by age groups for ISCED codes

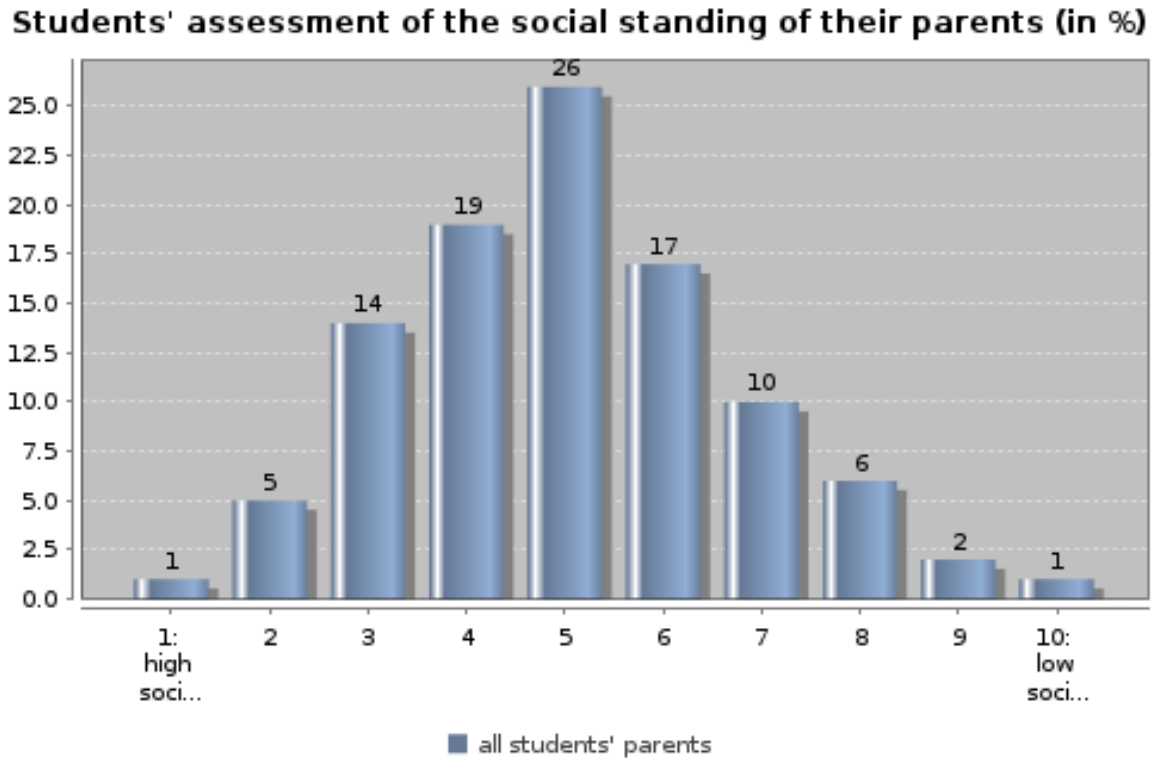
methodical issues or considerations for data interpretation:

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)	64.1
Students' parents with lower social standing (6-10)	35.9



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Smaller number of respondnets didn't answer this question, N=10

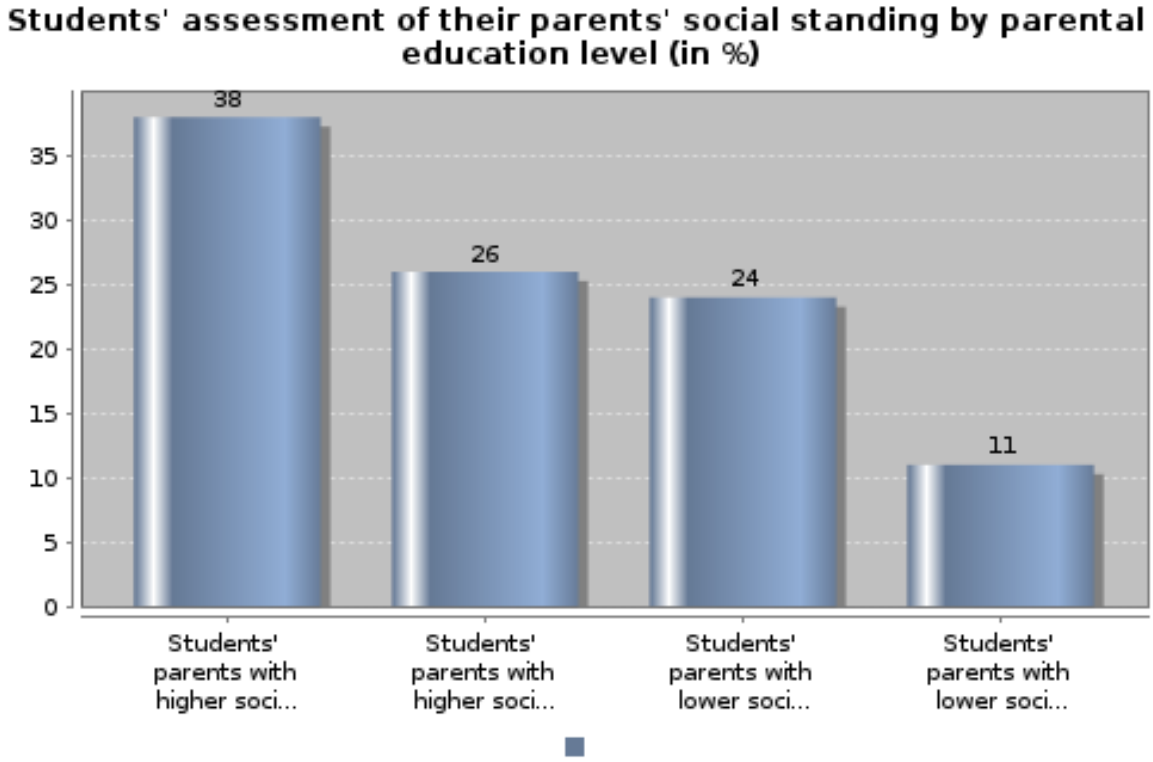
methodical issues or considerations for data interpretation:

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 %	37.6
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	25.7
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	23.9
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	11.4



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Smaller number of respondnets didn't answer this question, N=10

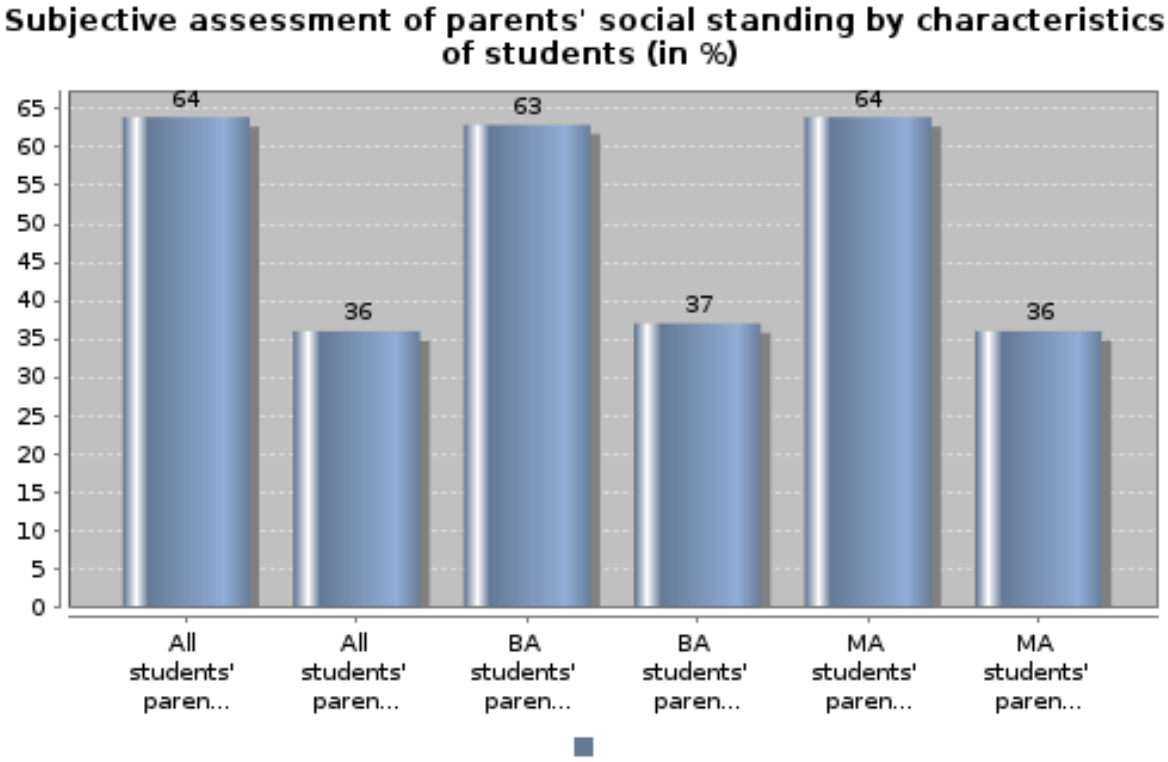
methodical issues or considerations for data interpretation:

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 %	64.1
All students' parents with lower social standing (6-10), in %	35.9
BA students' parents with higher social standing (1-5), in %	62.7
BA students' parents with lower social standing (6-10), in %	37.1
MA students' parents with higher social standing (1-5), in %	64.0
MA students' parents with lower social standing (6-10), in %	36.1



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

42.9

Share of all students not living with parents, in %

57.1

Share of all students living in student halls, in %

14.8

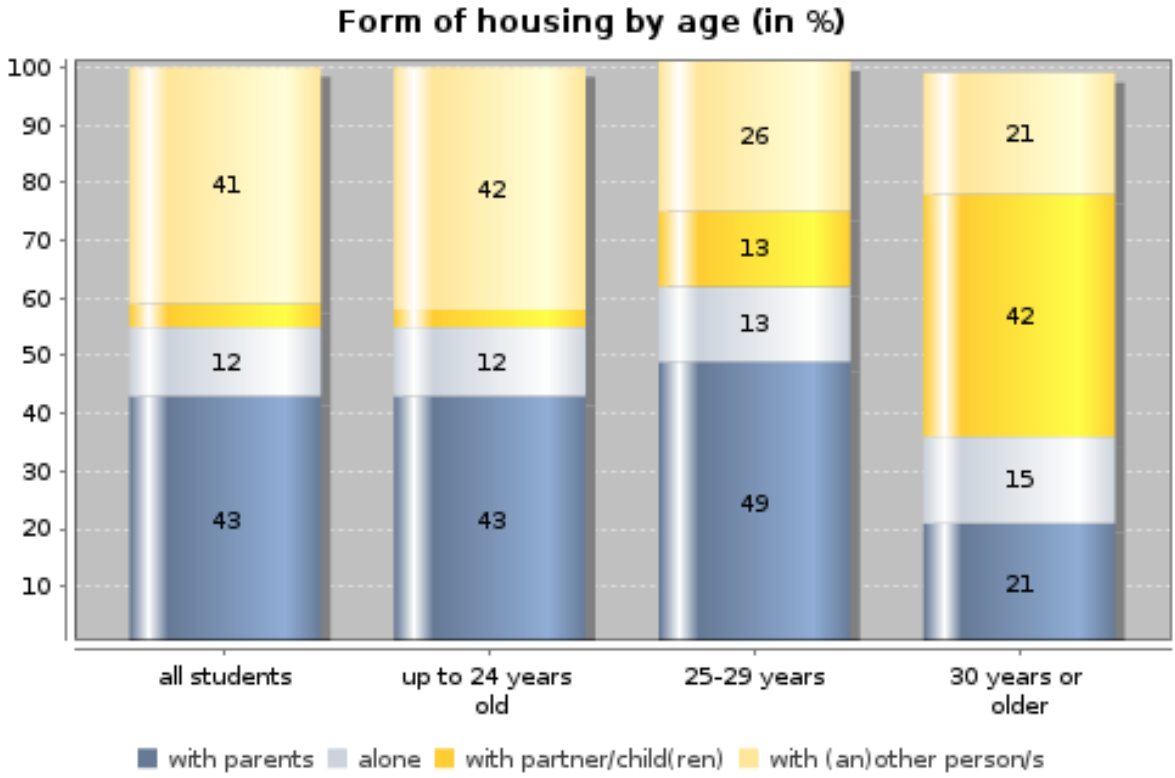
Share of students up to 24 years old living in the most frequent type of housing, in %

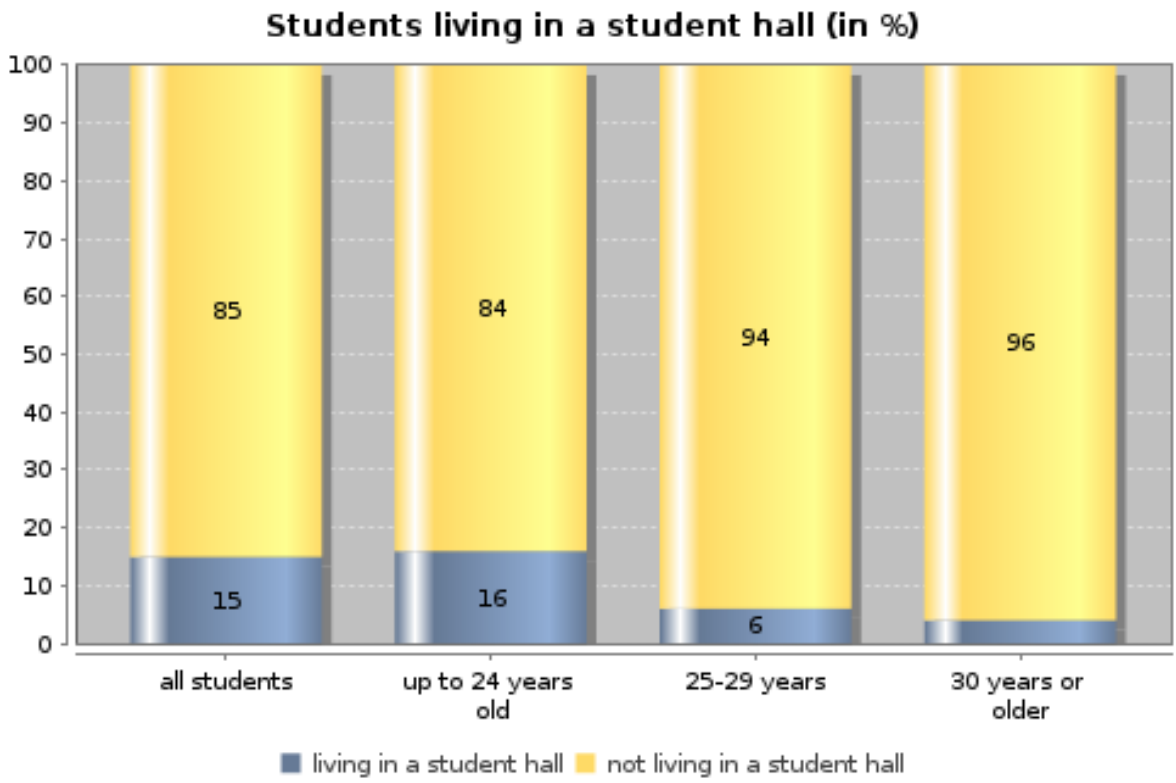
39.7

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

1.0

1.0





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methodical issues or considerations for data interpretation:

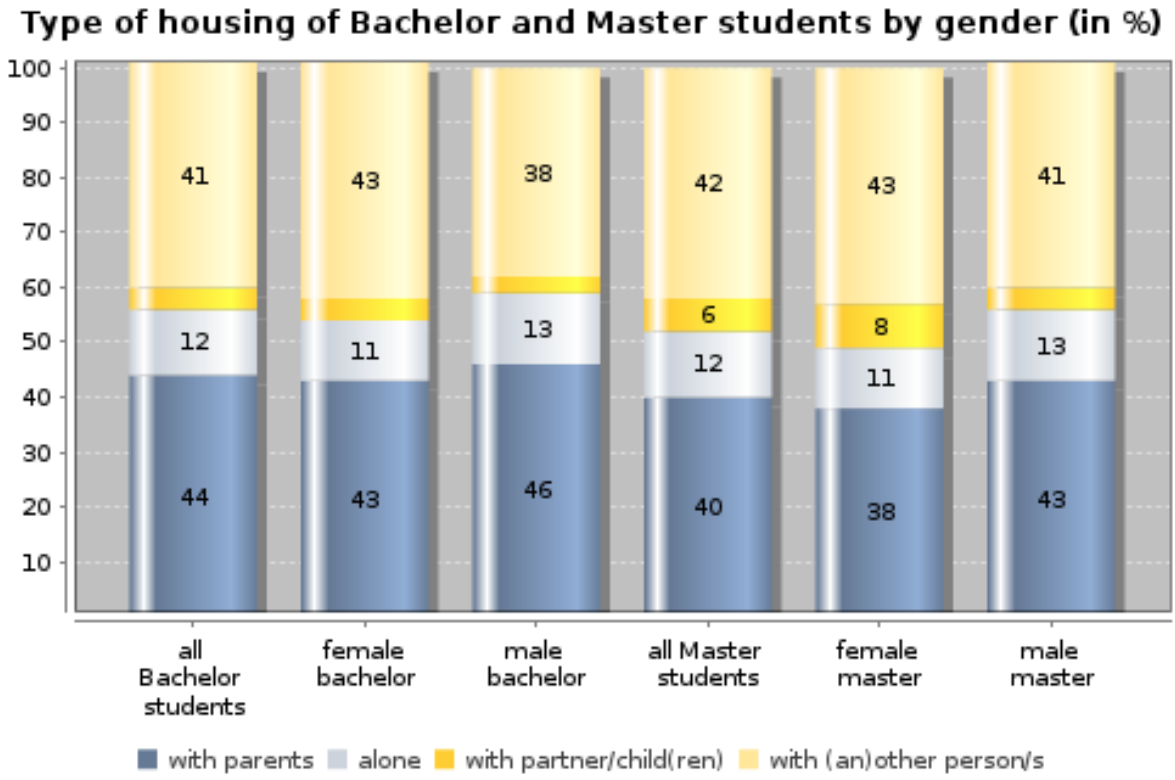
national interpretation of the results of the data analysis:

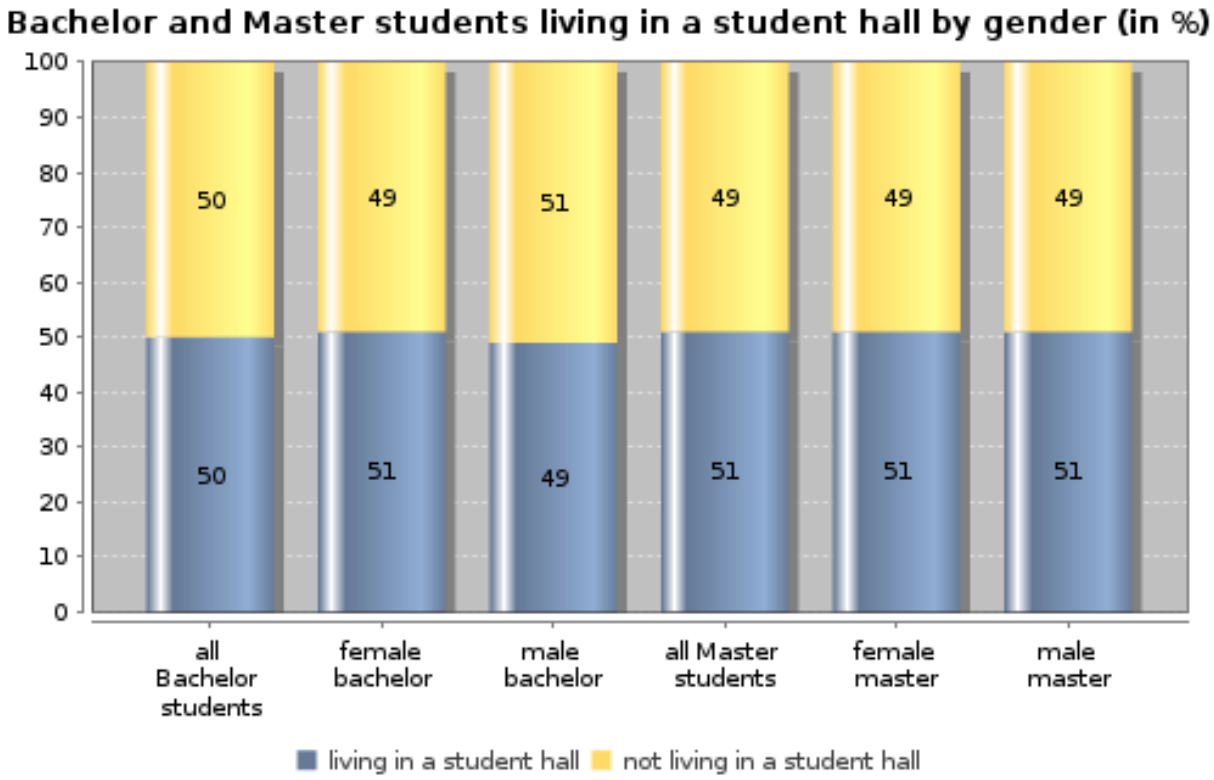
Topic: D. Accommodation

Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	44.0
Share of all Bachelor students living in student halls, in %	50.0
Share of all Master students living with parents, in %	40.2
Share of all Master students living in student halls, in %	50.7





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 3: Form of housing by size of study location

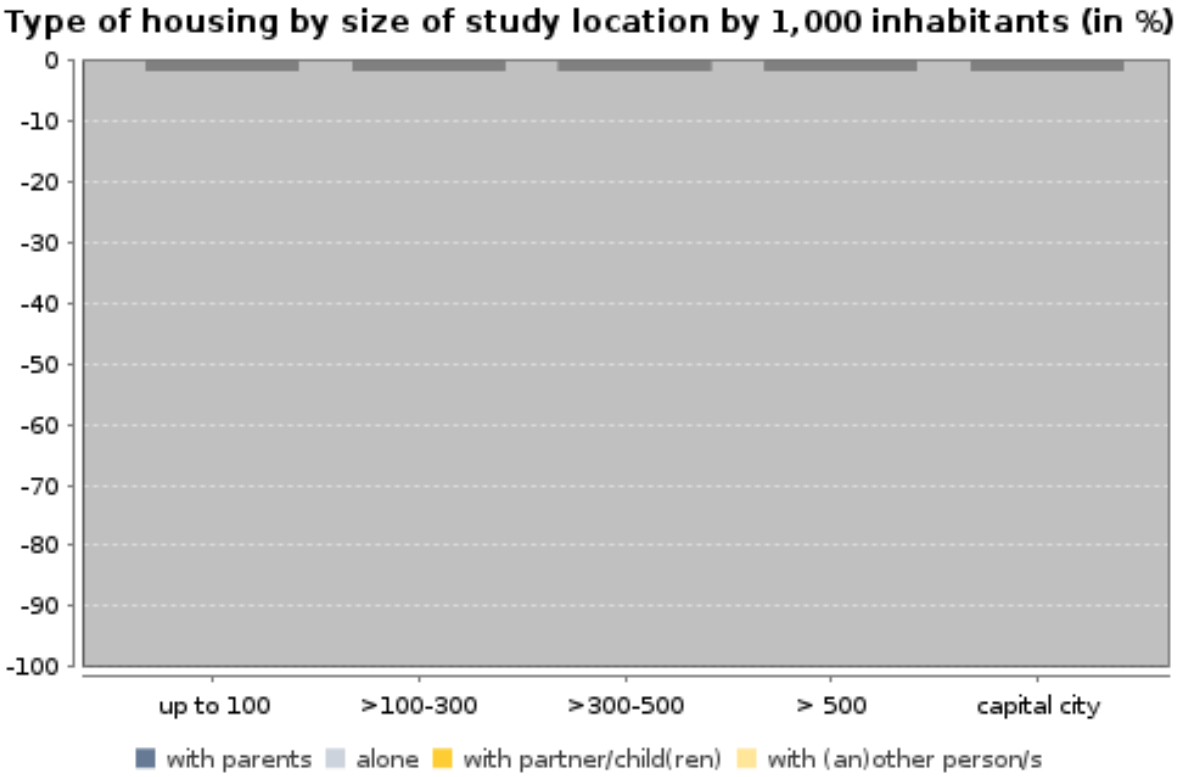
Key Indicators

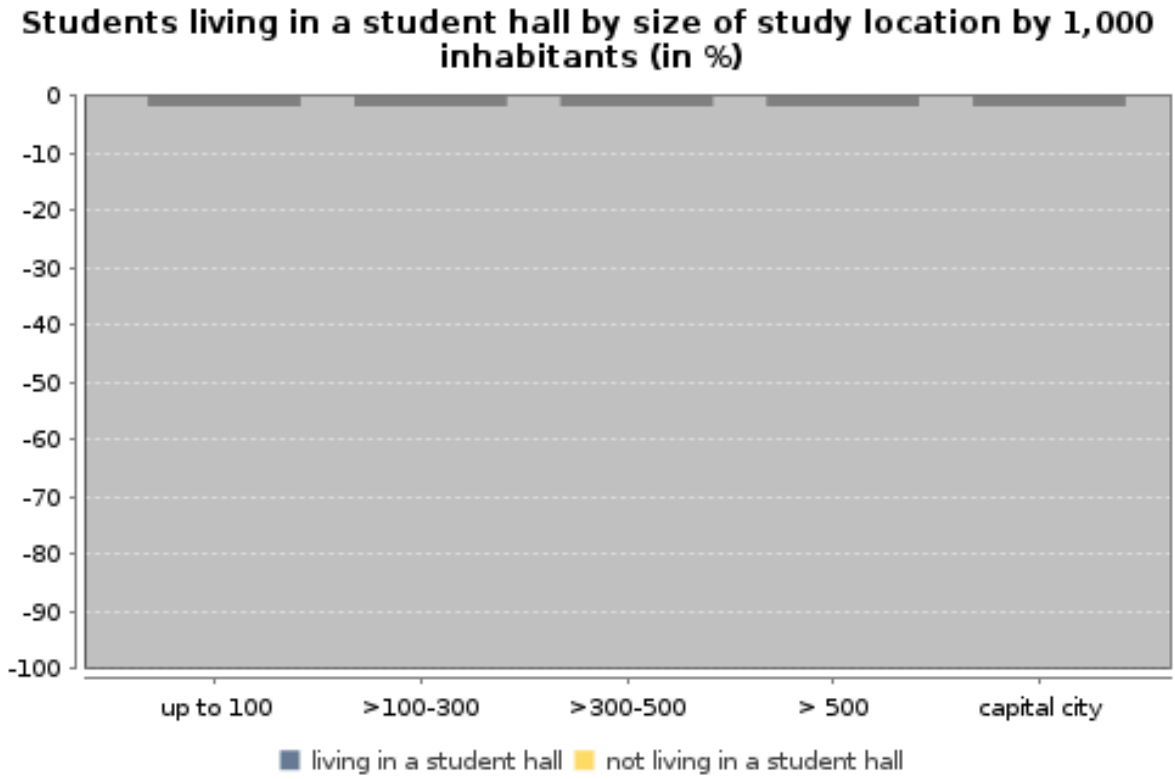
Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants

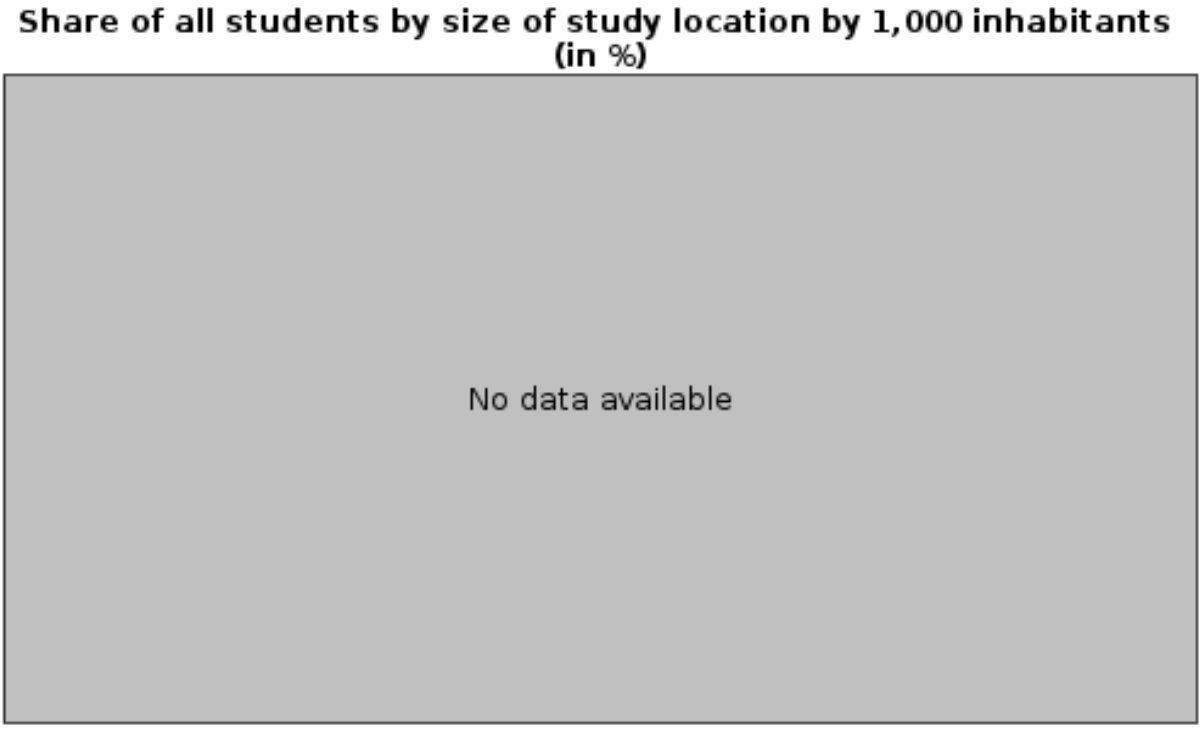
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants

Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants

Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants







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methodical issues or considerations for data interpretation:

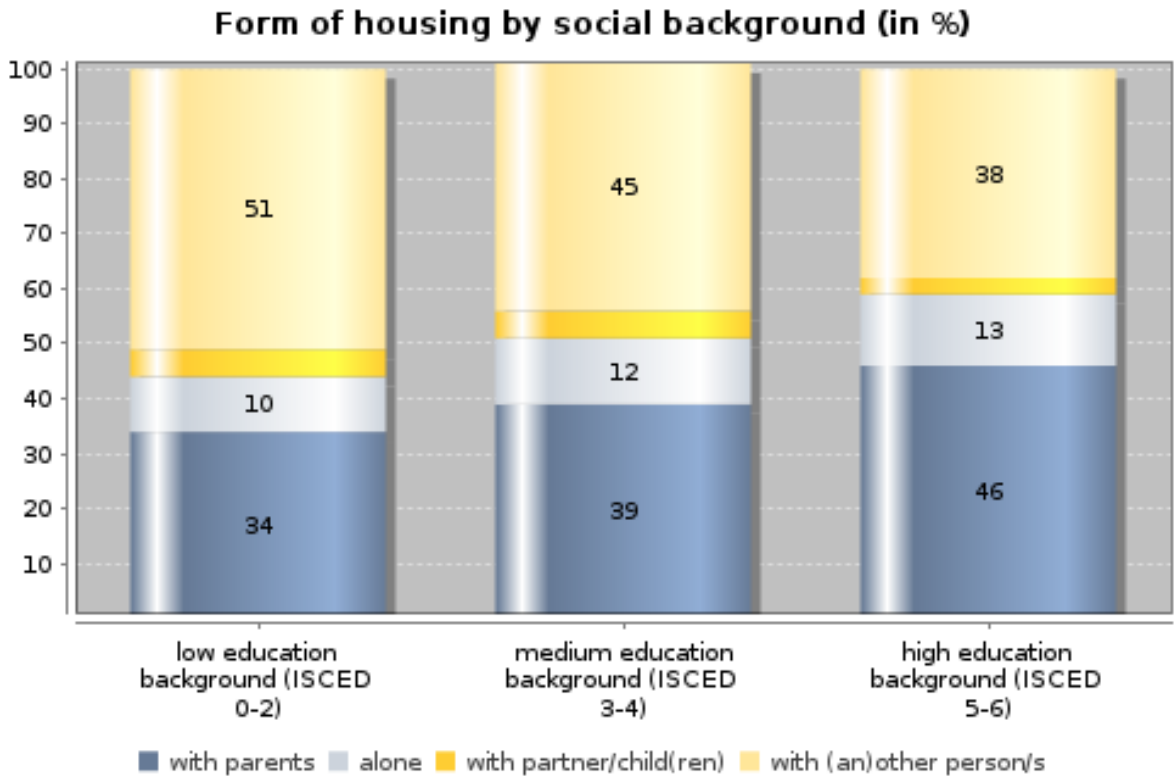
national interpretation of the results of the data analysis:

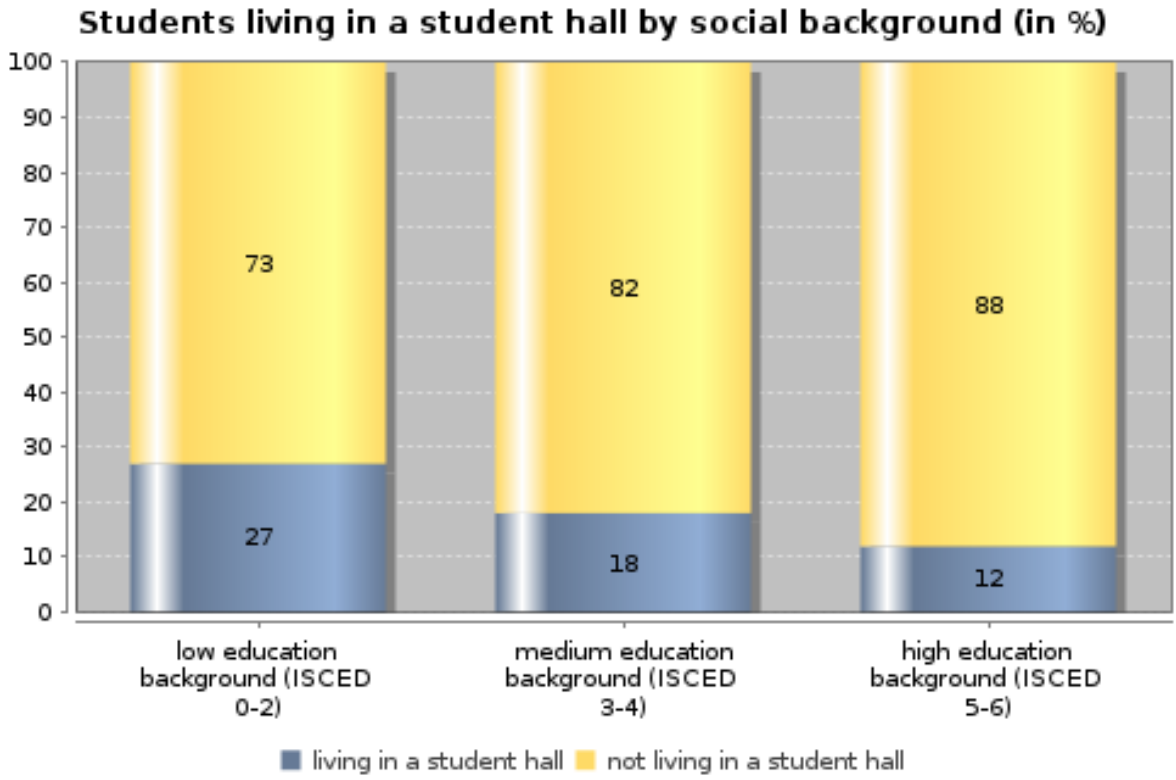
Topic: D. Accommodation

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 %	33.8
Share of all students from low education background (ISCED 0-2) living in student halls, in %	27.0
Share of all students from high education background (ISCED 5-6) living with parents, in %	46.4
Share of all students from high education background (ISCED 5-6) living in student halls, in %	11.9





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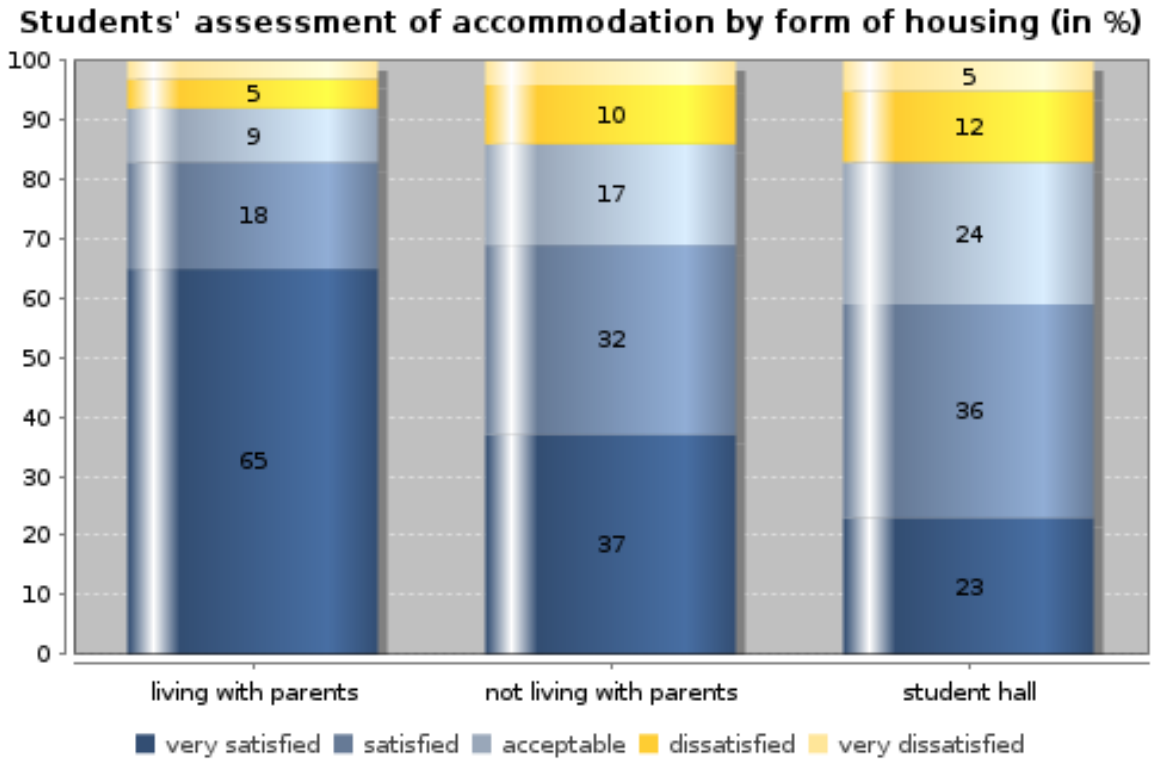
methodical issues or considerations for data interpretation:

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 %:	83.3
Students not living with parents, who are (very) satisfied in %:	68.8
Students residing in student halls, who are (very) satisfied in %:	58.7
Students living with parents, who are (very) dissatisfied in %:	7.8
Students not living with parents, who are (very) dissatisfied in %:	13.9
Students residing in student halls, who are (very) dissatisfied in %:	16.9



details on missing data:

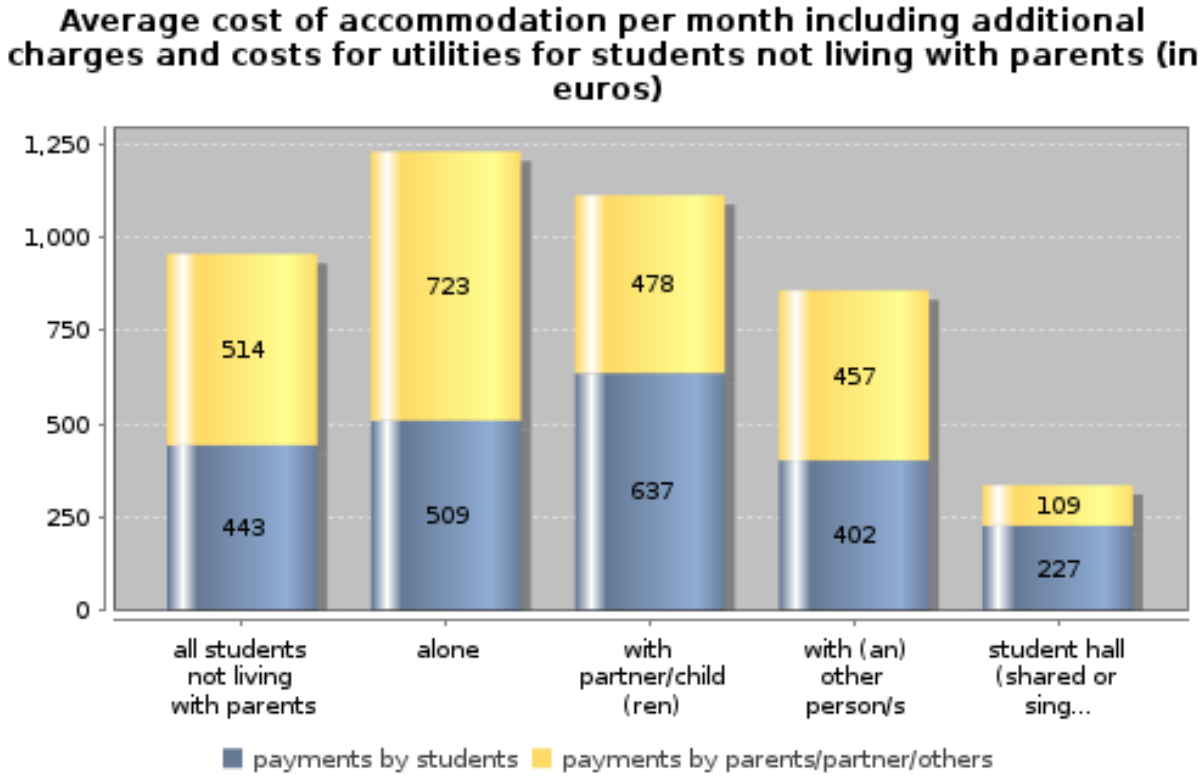
methodical issues or considerations for data interpretation:

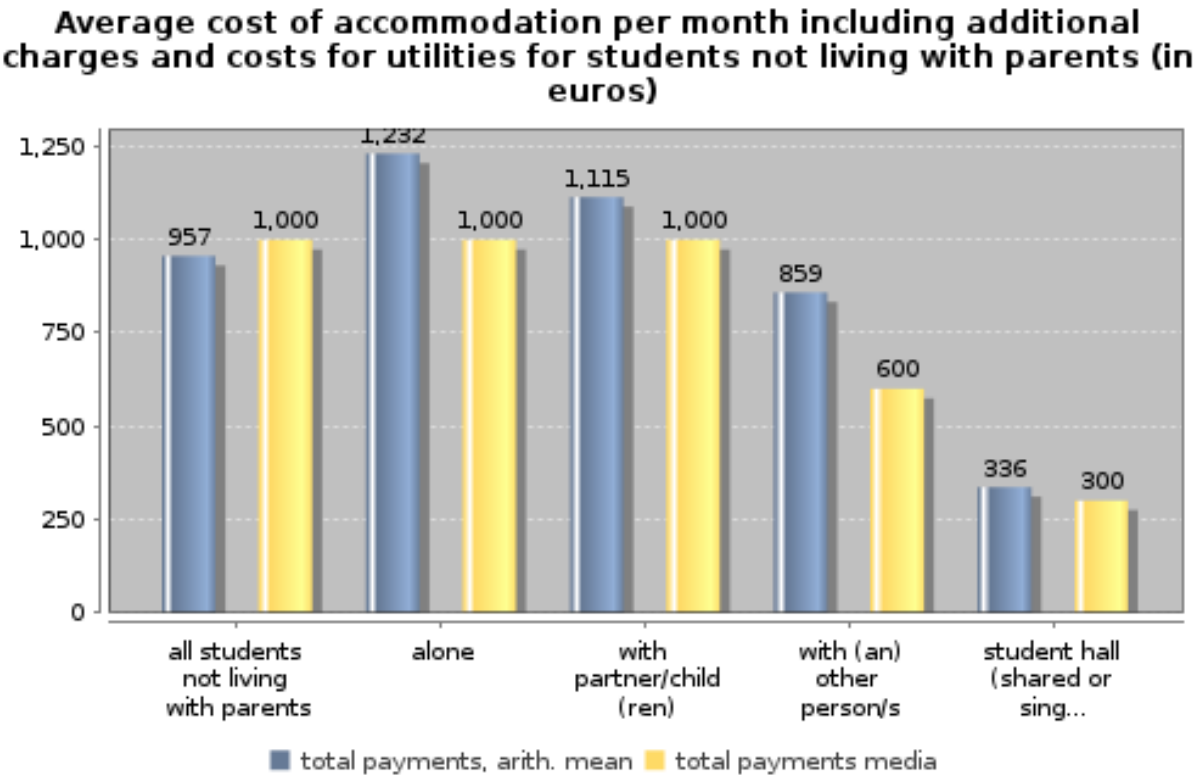
national interpretation of the results of the data analysis:

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	137.2
student hall	41.1
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	131.3
student hall	46.1
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0.3





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Only respondents who passed all criteria for inclusion in cost/funding/time budget

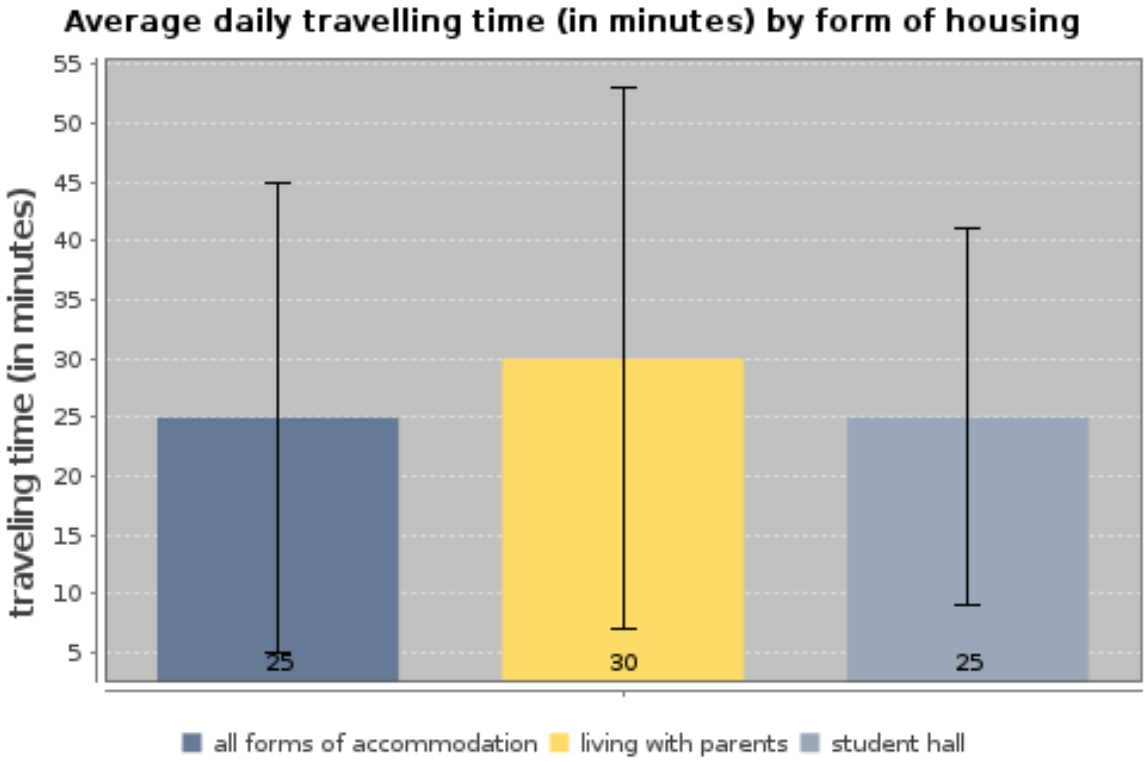
methodical issues or considerations for data interpretation:

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	30.0
living with parents	38.0
student hall	28.0



details on missing data:

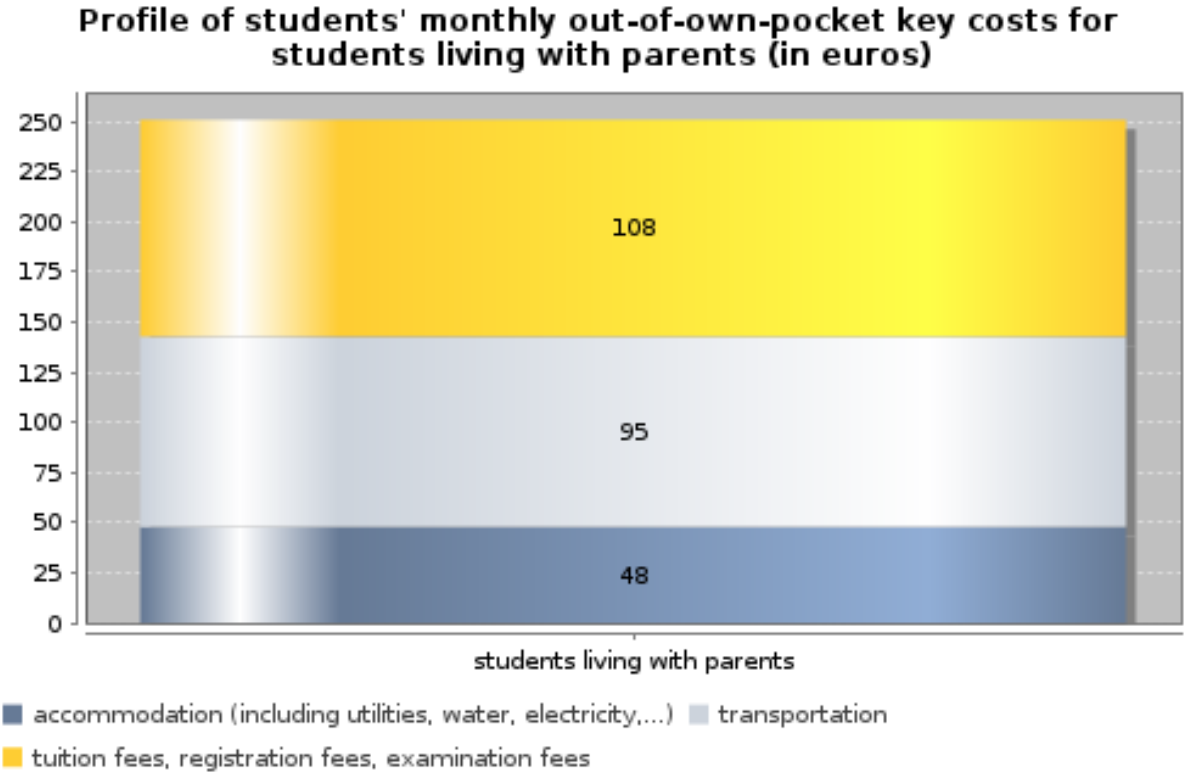
methodical issues or considerations for data interpretation:

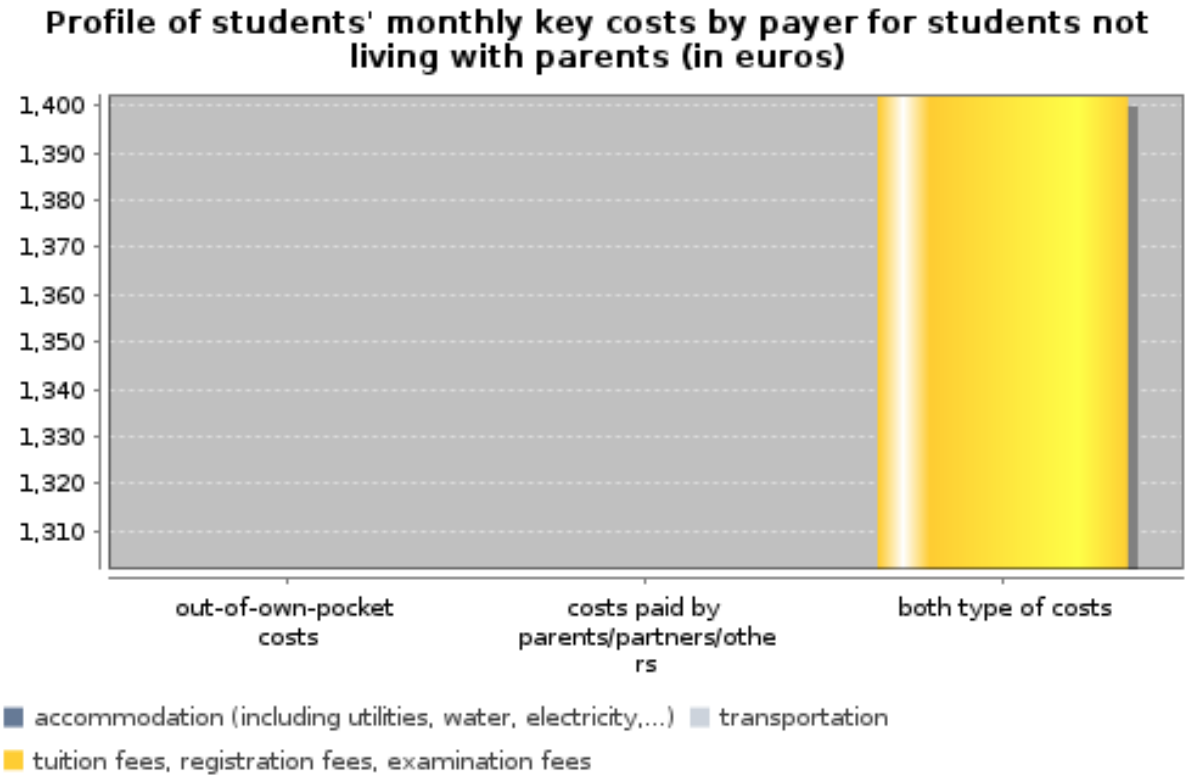
national interpretation of the results of the data analysis:

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 %	11.3
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	8.0
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	9.9
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	5.3
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	5.0
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	25.6





details on missing data:

Only respondents who passed all criteria for inclusion in cost/funding/time budget

methodical issues or considerations for data interpretation:

In Croatian version of questionnaire for questions regarding income and living costs students didn't write down the exact costs they were offered ranges of income/costs. So in order to calculate arithmetic mean, median and standard deviation was replaced by arithmetic mean of range interval. For example, if range was from 400 to 800 kn, the value was replaced by 600 kn.

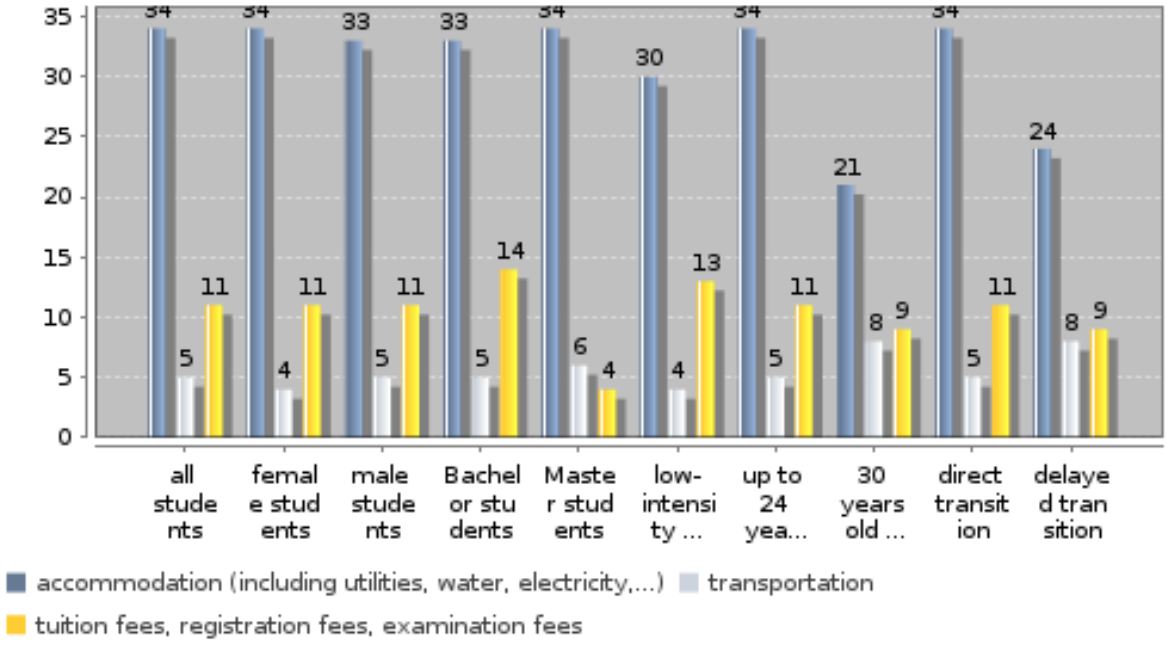
national interpretation of the results of the data analysis:

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 %	13.7
Fees to higher education institution as share of total costs for MA students, in %	3.9
Fees to higher education institution as share of total costs for low-intensity students, in %	12.8
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	34.3
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	21.4

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



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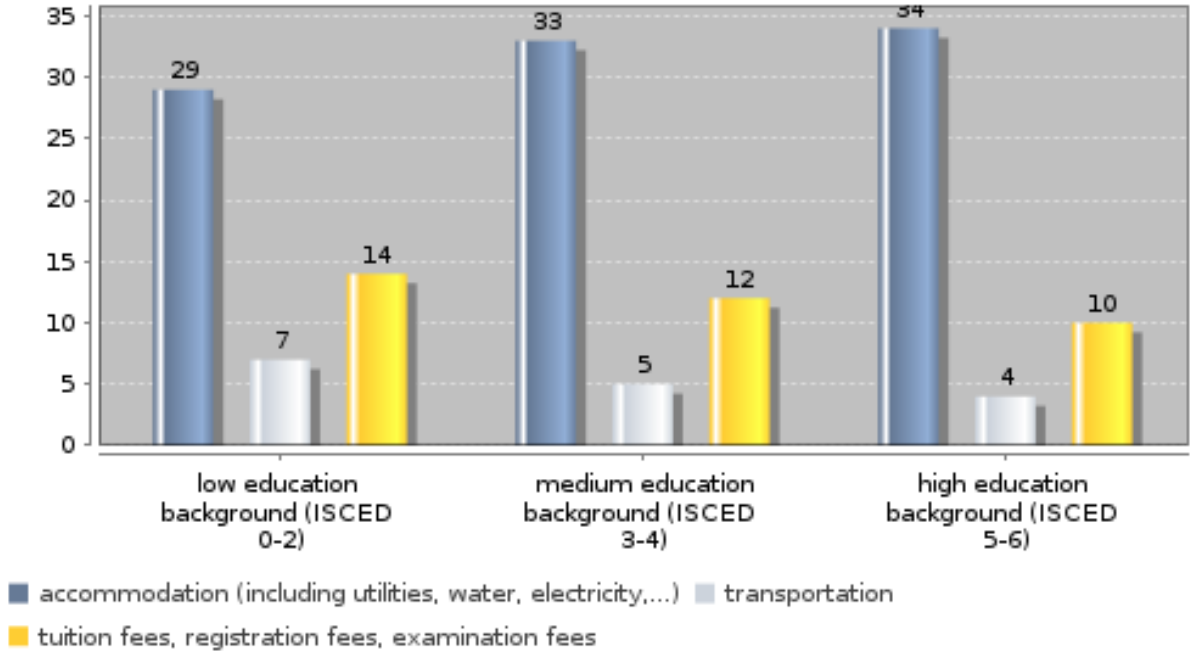
national interpretation of the results of the data analysis:

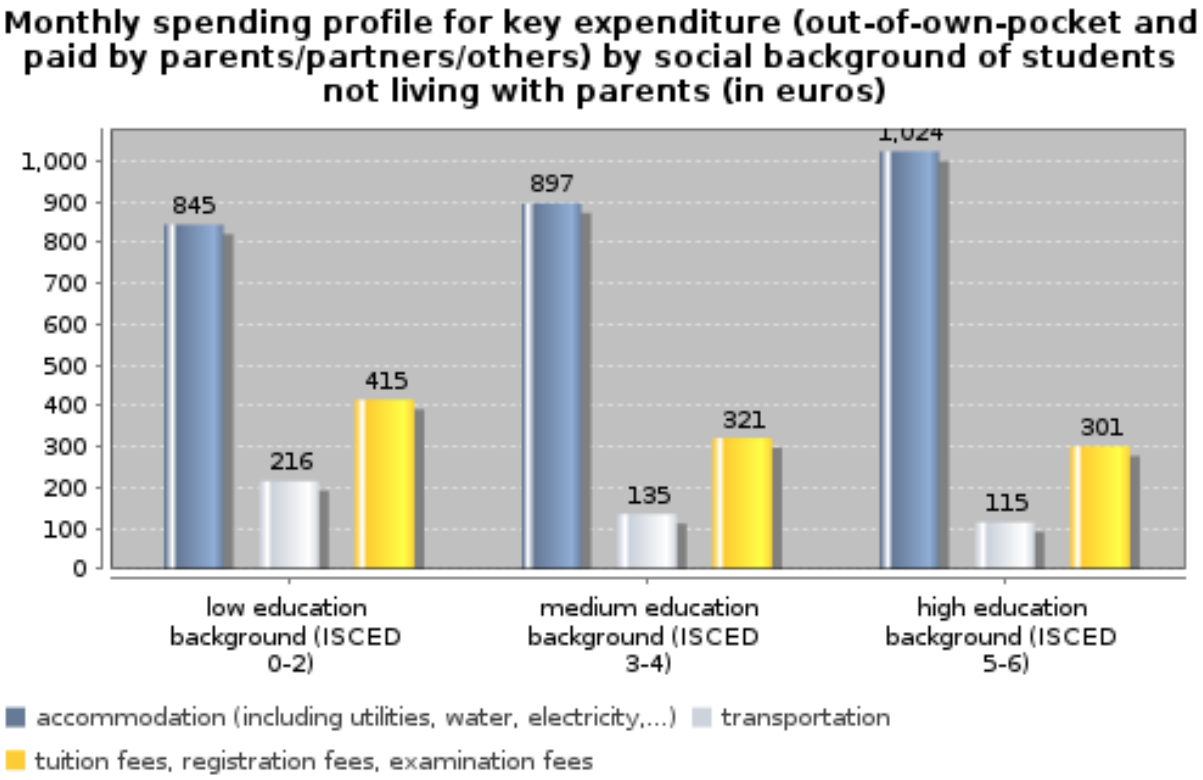
Topic: E. Living costs

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 %	14.1
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	10.1
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	28.8
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	34.2

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





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methodical issues or considerations for data interpretation:

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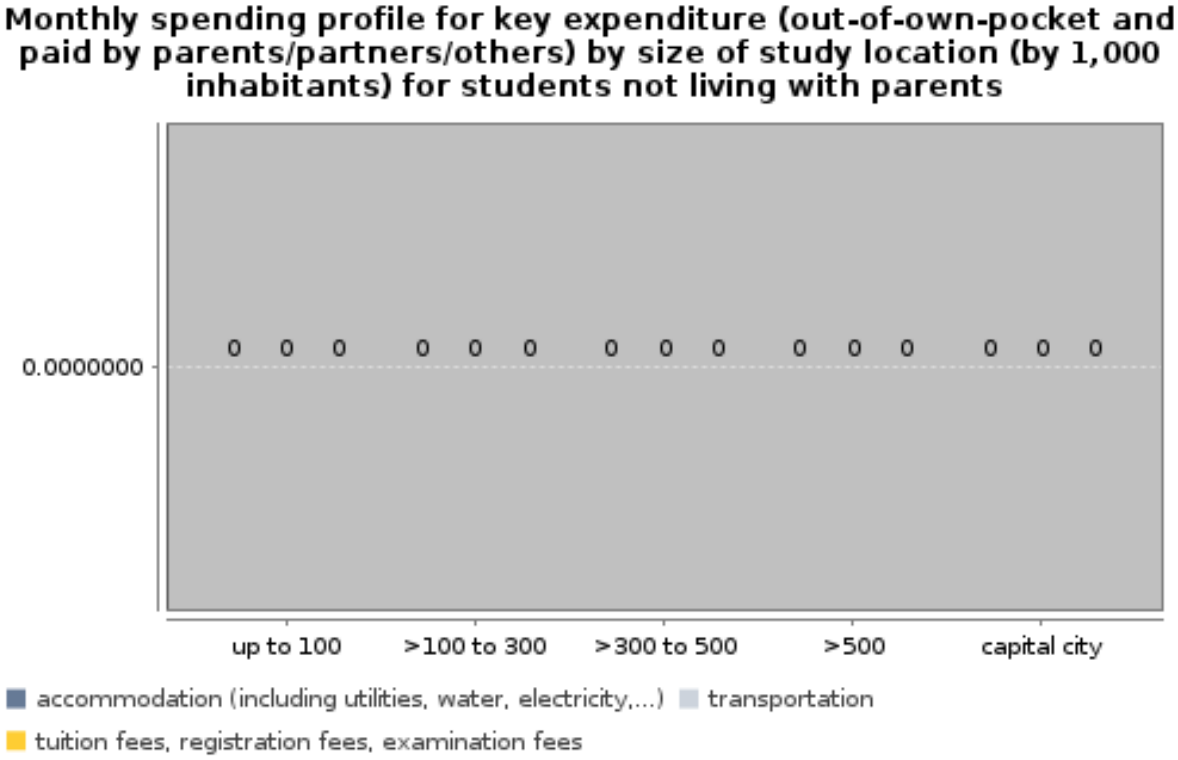
national interpretation of the results of the data analysis:

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



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Data on settlement size is not reliable so we excluded this data from report

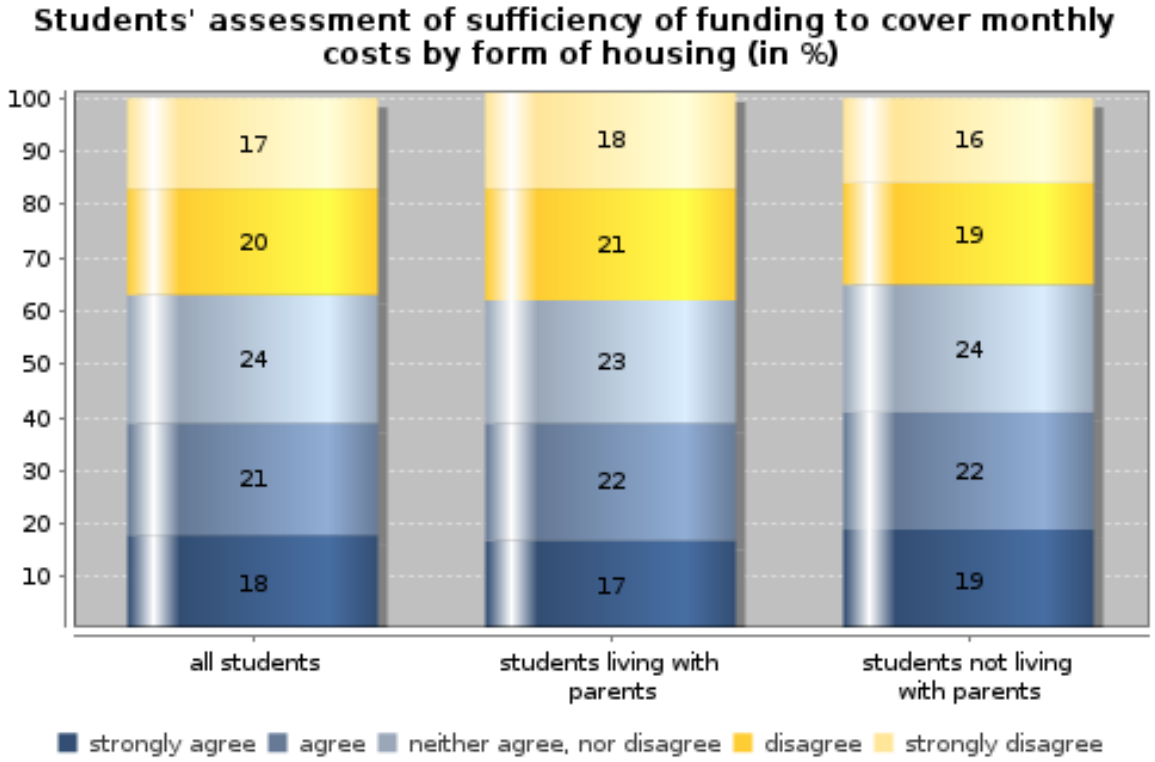
methodical issues or considerations for data interpretation:

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 %	39.7
(Strong) disagreement of all students that funding is sufficient, in %	36.8
(Strong) agreement of students living with parents that funding is sufficient, in %	38.9
(Strong) disagreement of students living with parents that funding is sufficient, in %	38.6
(Strong) agreement of students not living with parents that funding is sufficient, in %	40.3
(Strong) disagreement of students not living with parents that funding is sufficient, in %	35.6



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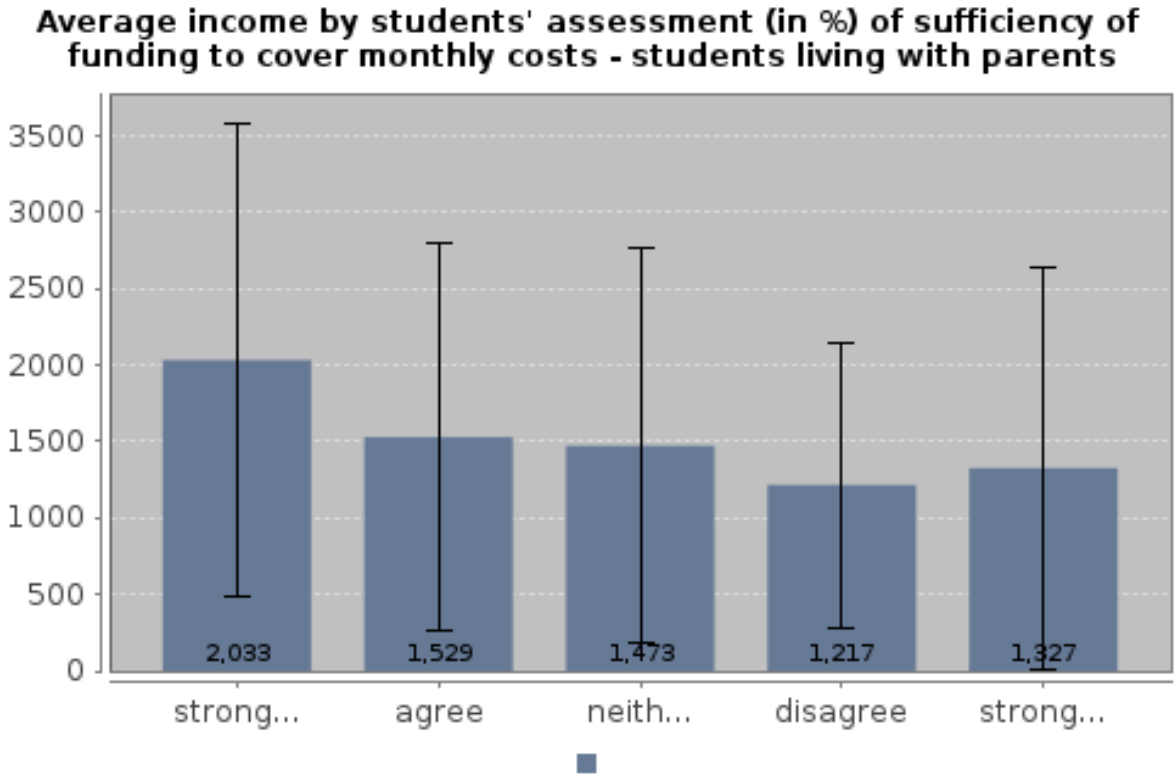
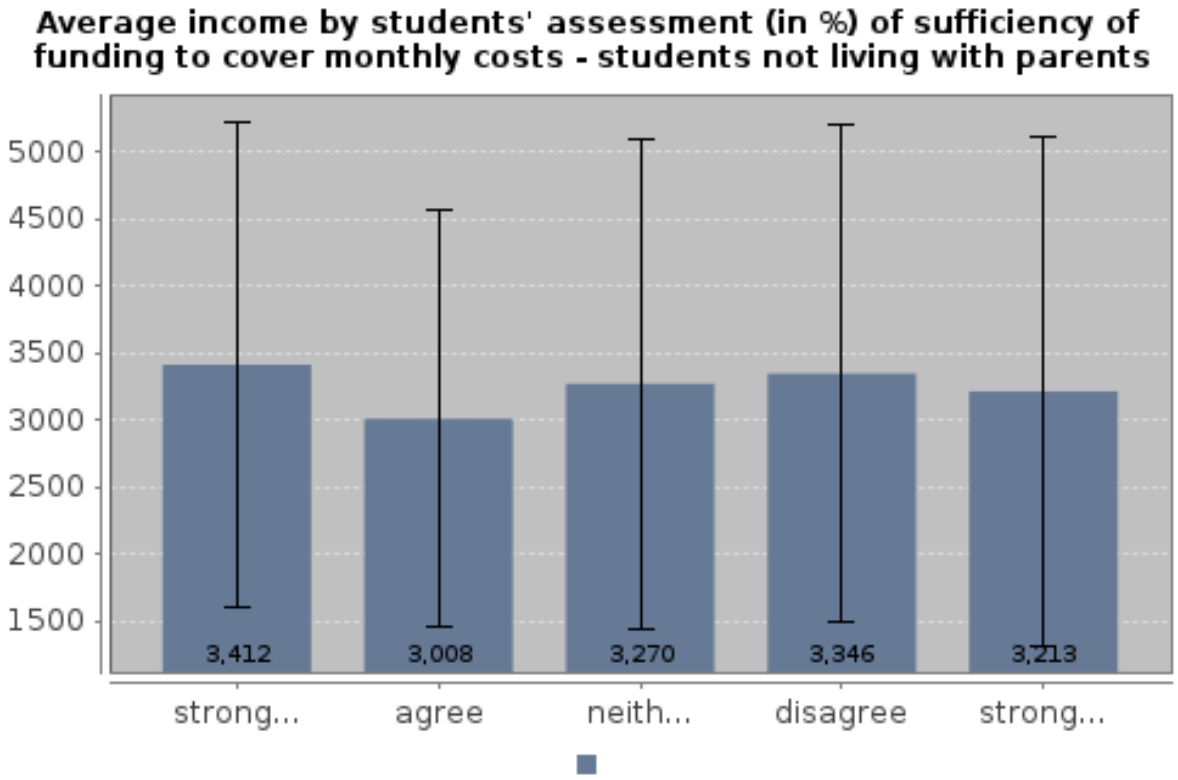
national interpretation of the results of the data analysis:

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	1600.0
Median income of students with very strong disagreement that funding is sufficient, amount	1000.0
Students not living with parents:	
Median income of students with very strong agreement that funding is sufficient, amount	3055.0
Median income of students with very strong disagreement that funding is sufficient, amount	2856.0





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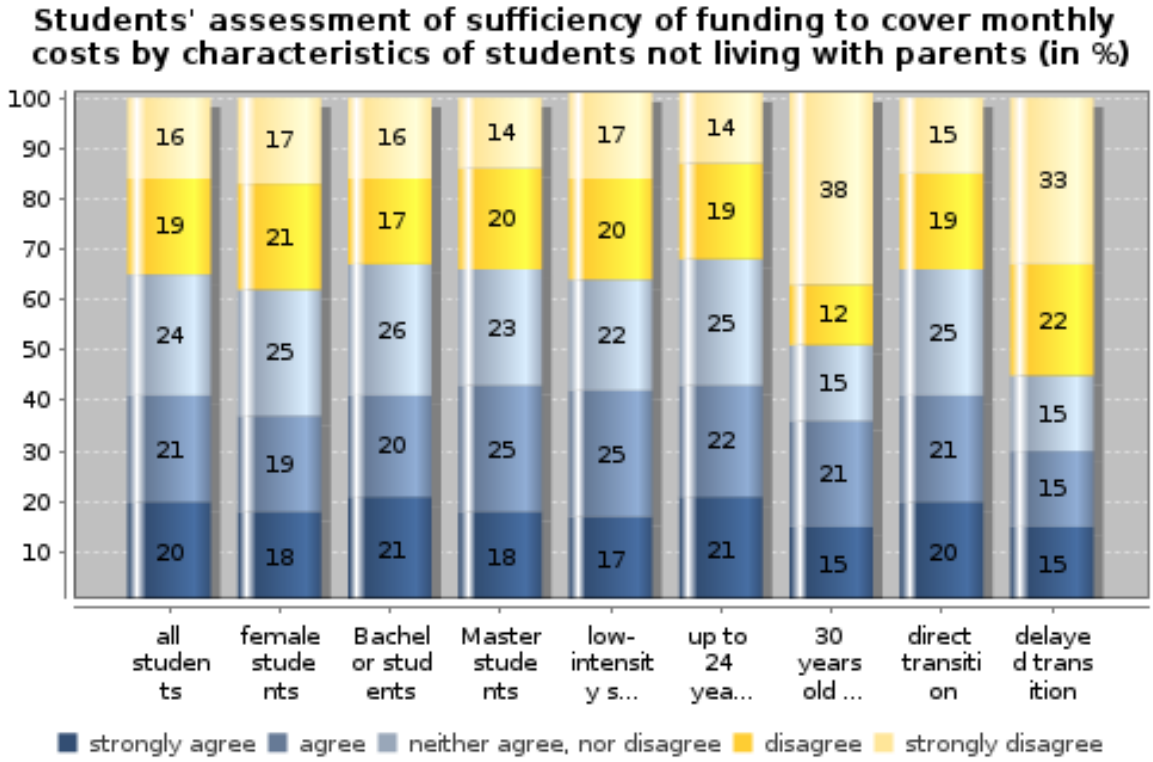
national interpretation of the results of the data analysis:

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 %	41.9
(Strong) disagreement that funding is sufficient of low-intensity students, in %	36.4
(Strong) agreement that funding is sufficient of up to 24 years old, in %	42.7
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	32.4
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	35.3
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	50.0



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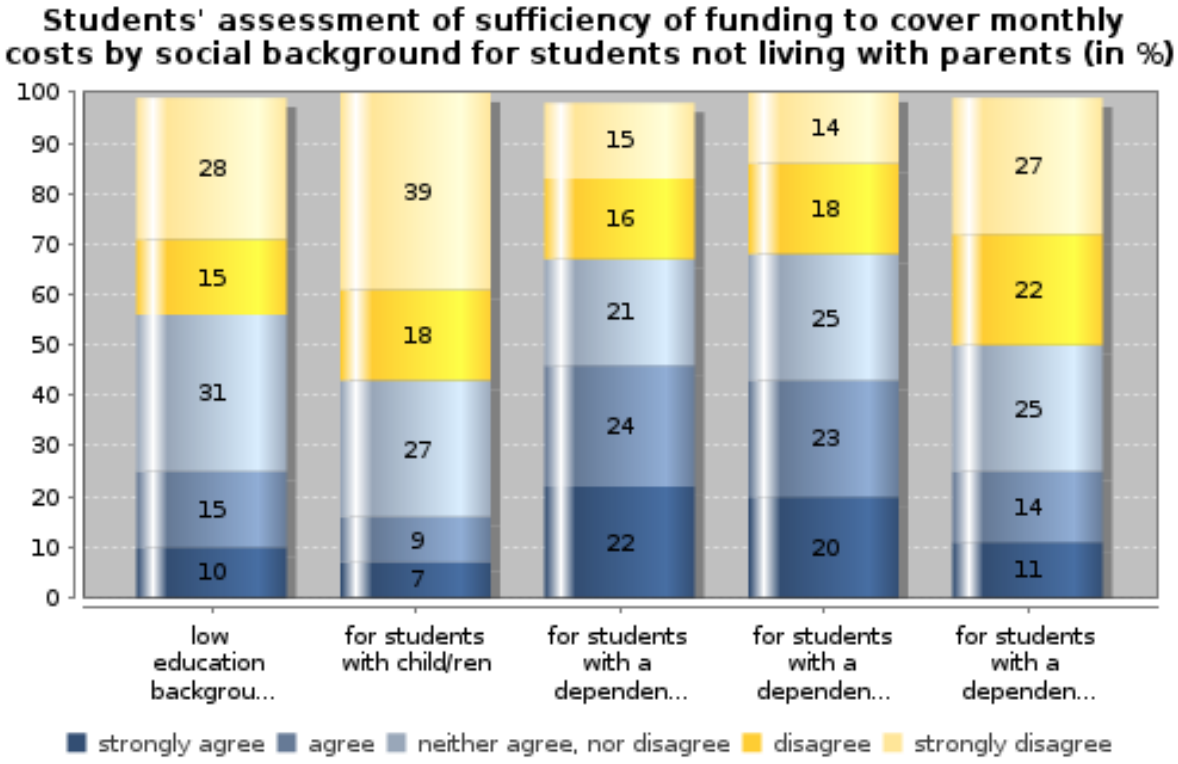
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: E. Living costs

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

Key Indicators	
(Strong) disagreement that funding is sufficient for students from low education background (ISCED 0-2), in %	43.6
(Strong) disagreement that funding is sufficient for students with child/ren, in %	56.8
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	31.8
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	49.3



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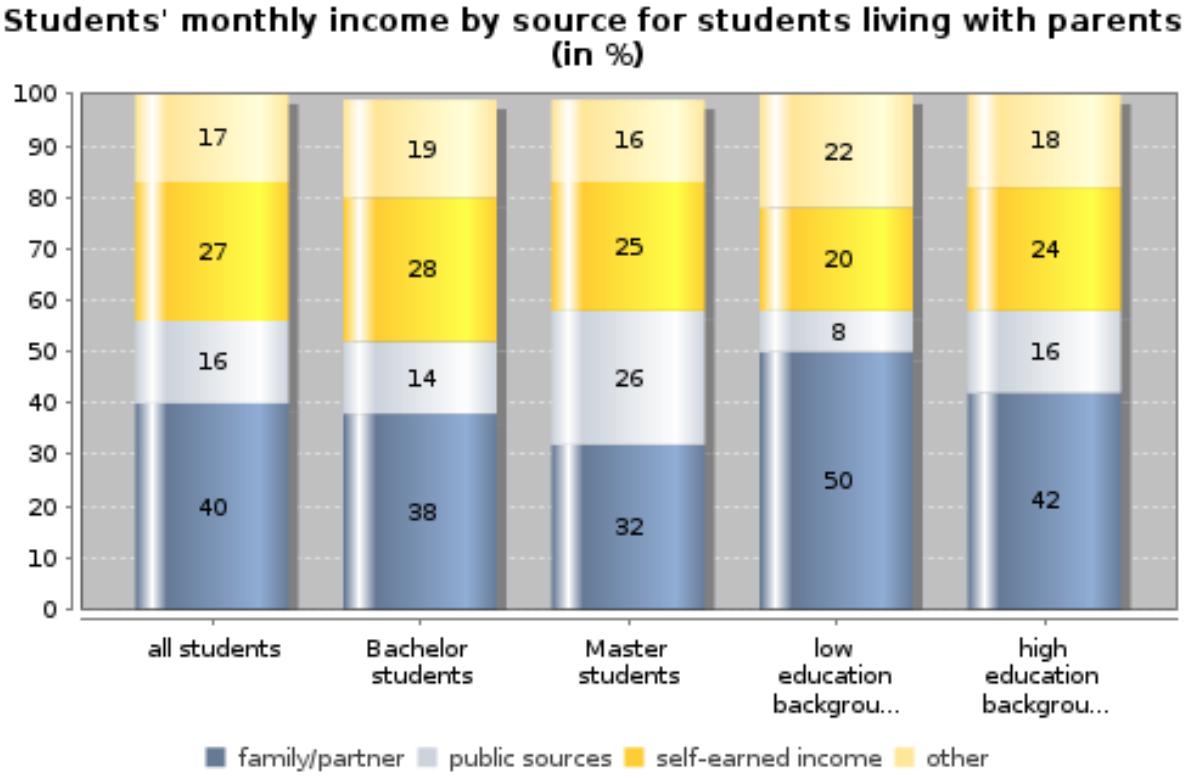
methodical issues or considerations for data interpretation:

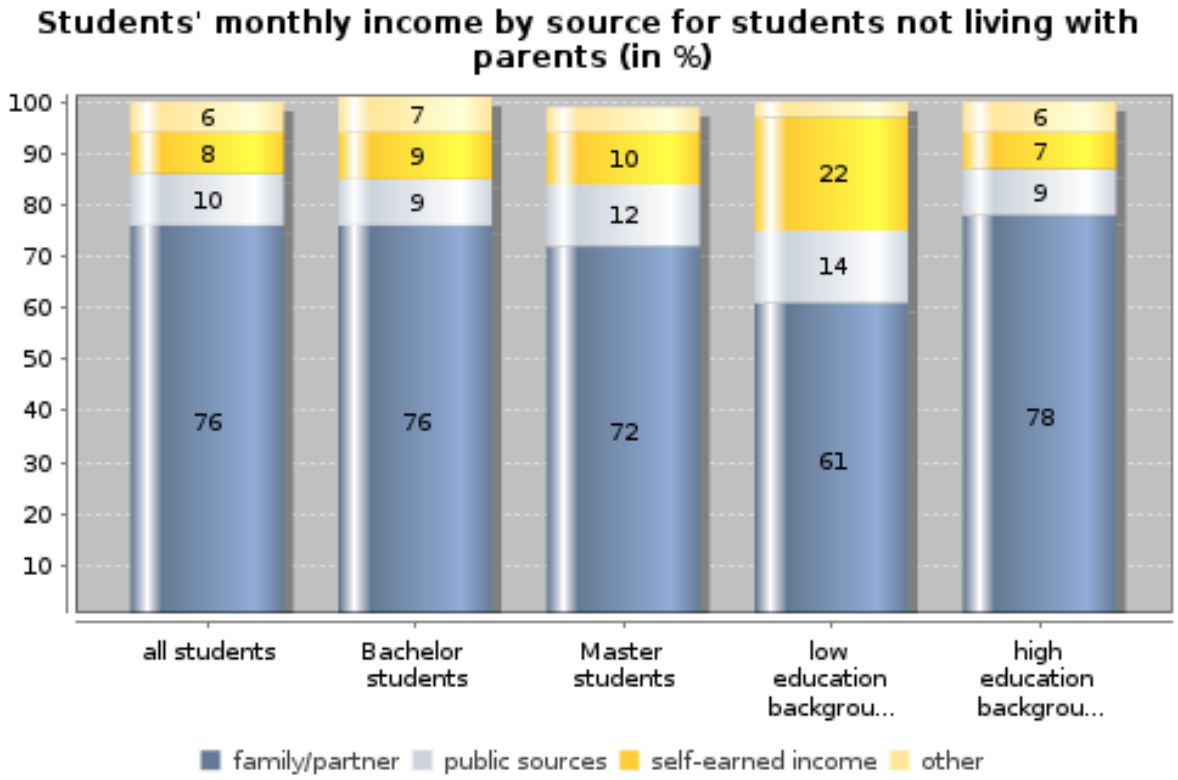
national interpretation of the results of the data analysis:

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 %	76.0
Family/partner contribution for Bachelor students, in %	75.6
Family/partner contribution for students with low education background (ISCED 0-2), in %	61.2
Family/partner contribution for students with high education background (ISCED 5-6), in %	78.1
Job contribution for all students, in %	8.4
Job contribution for Bachelor students, in %	8.7
Job contribution for students with low education background (ISCED 0-2), in %	22.3
Job contribution for students with high education background (ISCED 5-6), in %	6.8





details on missing data:

Only respondents who passed all criteria for inclusion in cost/funding/time budget

methodical issues or considerations for data interpretation:

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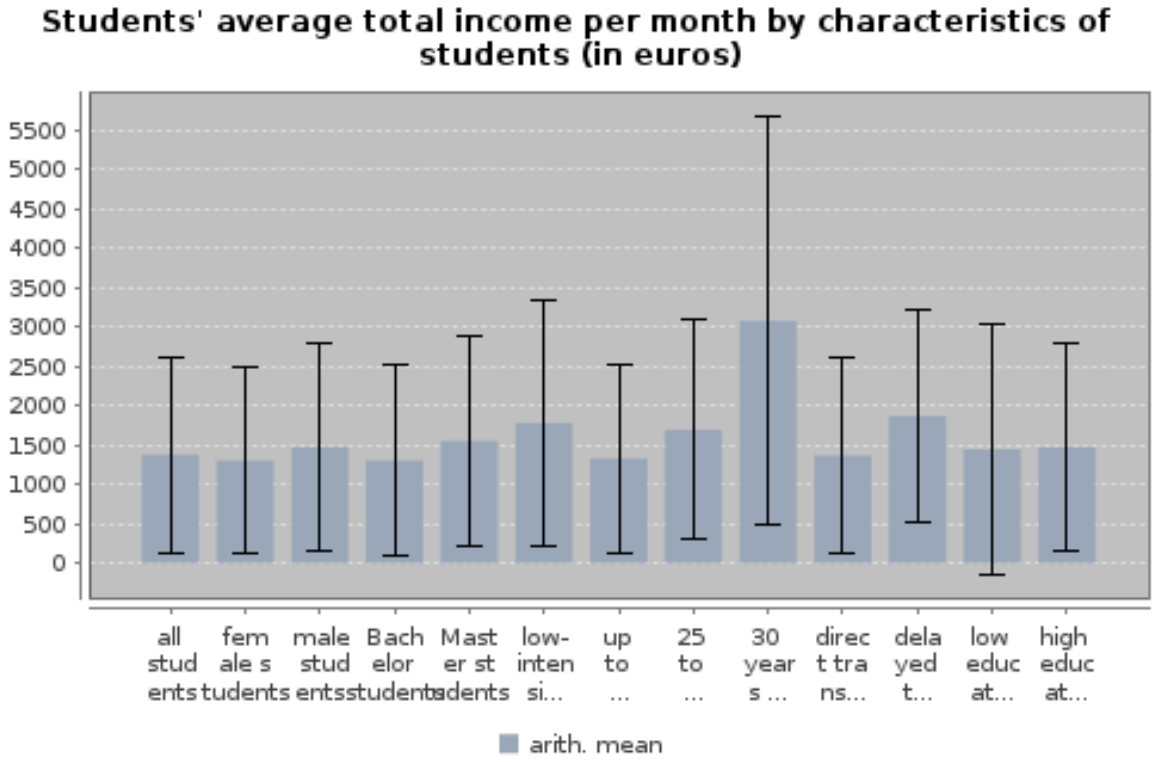
national interpretation of the results of the data analysis:

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	137.2
median income Bachelor students, amount	137.2
median income Master students, amount	164.7
median income low-intensity students, amount	174.4
median income 25-29 years old, amount	164.7



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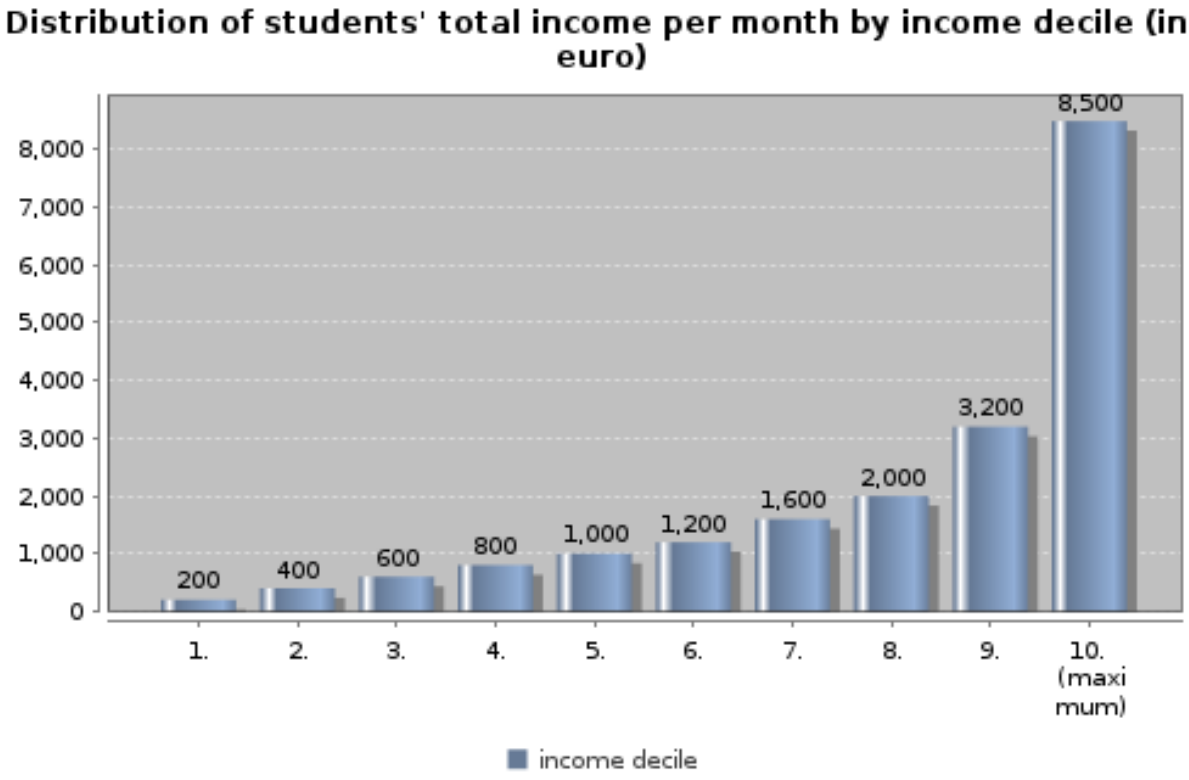
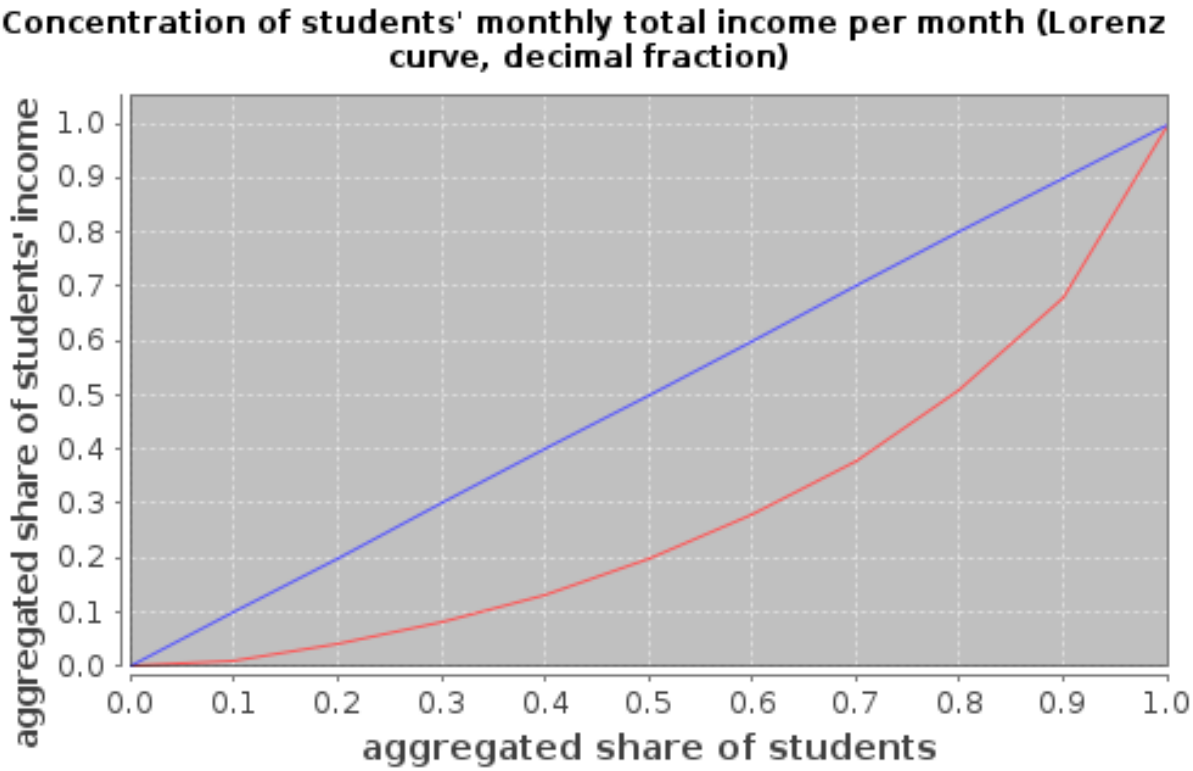
national interpretation of the results of the data analysis:

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	54.9
Gini coefficient	0.41





details on missing data:

Only respondents who passed all criteria for inclusion in cost/funding/time budget

methodical issues or considerations for data interpretation:

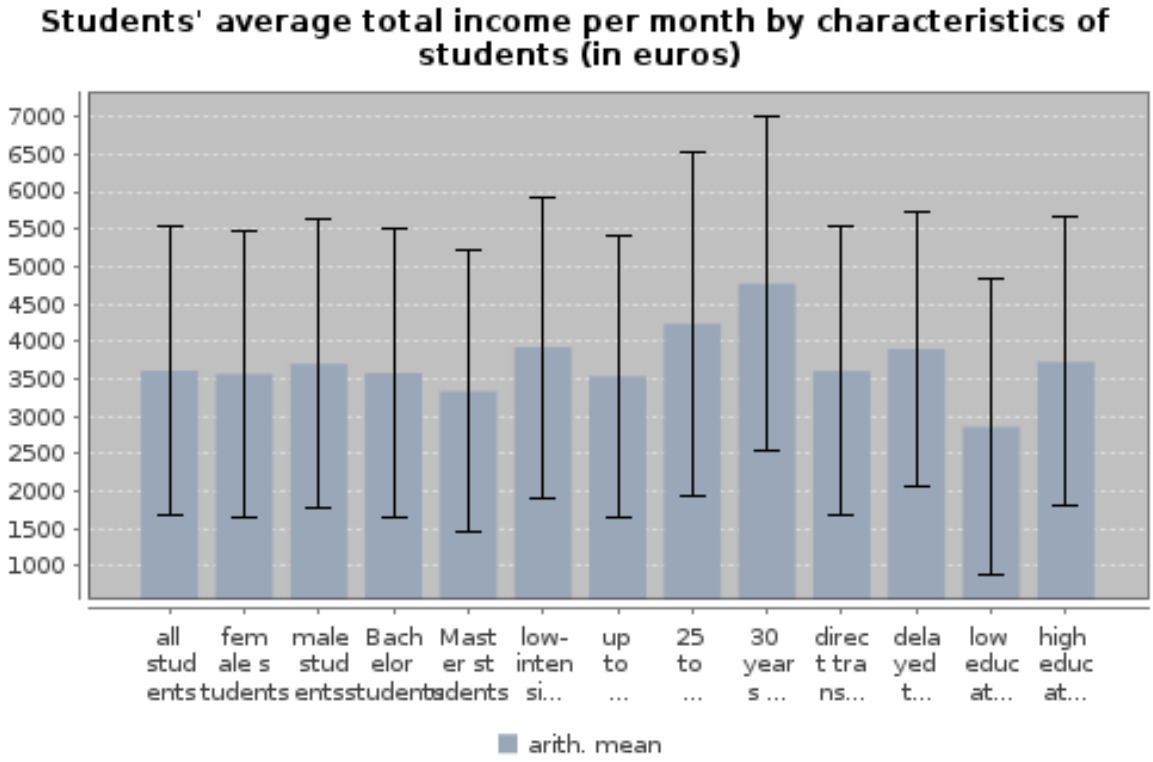
In Croatian version of questionnaire for questions regarding income and living costs students didn't write down the exact costs they were offered ranges of income/costs. So in order to calculate arithmetic mean, median and standard deviation was replaced by arithmetic mean of range interval. For example, if range was from 400 to 800 kn, the value was replaced by 600 kn.

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	450.5
median income Bachelor students, amount	446.1
median income Master students, amount	385.1
median income low-intensity students, amount	492.5
median income 25-29 years old, amount	496.0



details on missing data:

Only respondents who passed all criteria for inclusion in cost/funding/time budget

methodical issues or considerations for data interpretation:

In Croatian version of questionnaire for questions regarding income and living costs students didn't write down the exact costs they were offered ranges of income/costs. So in order to calculate arithmetic mean, median and standard deviation was replaced by arithmetic mean of range interval. For example, if range was from 400 to 800 kn, the value was replaced by 600 kn.

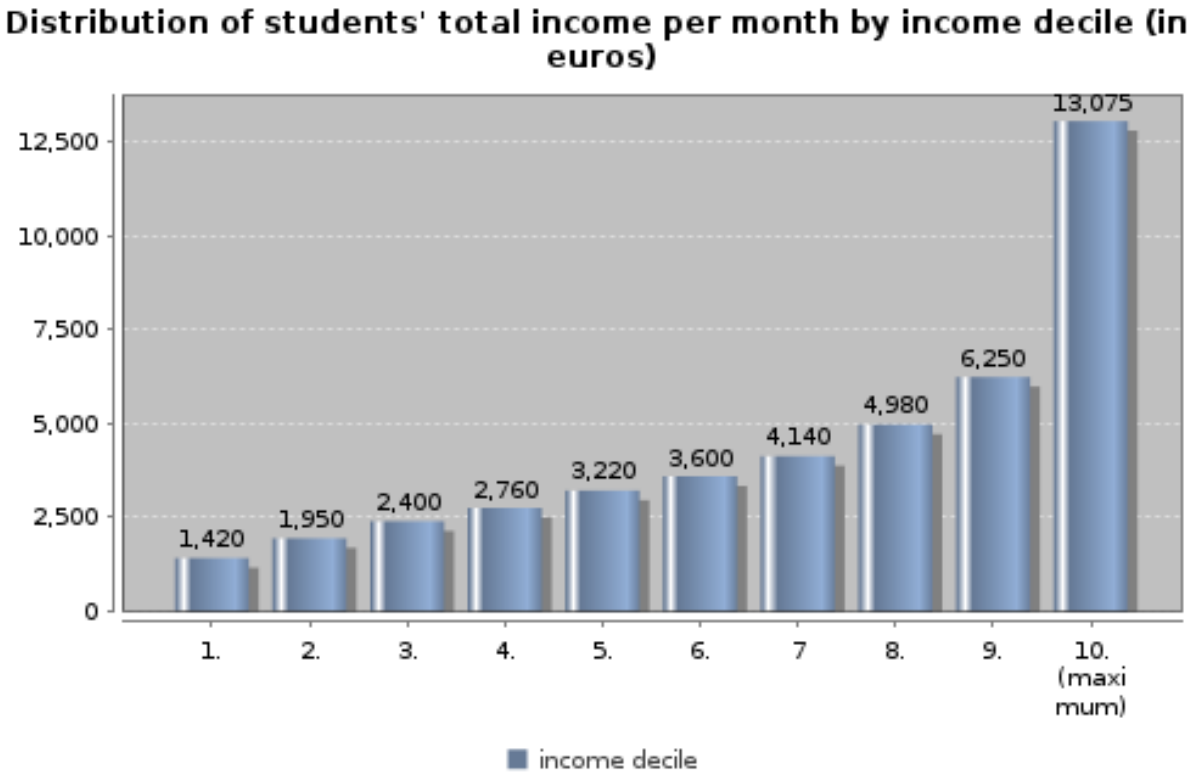
national interpretation of the results of the data analysis:

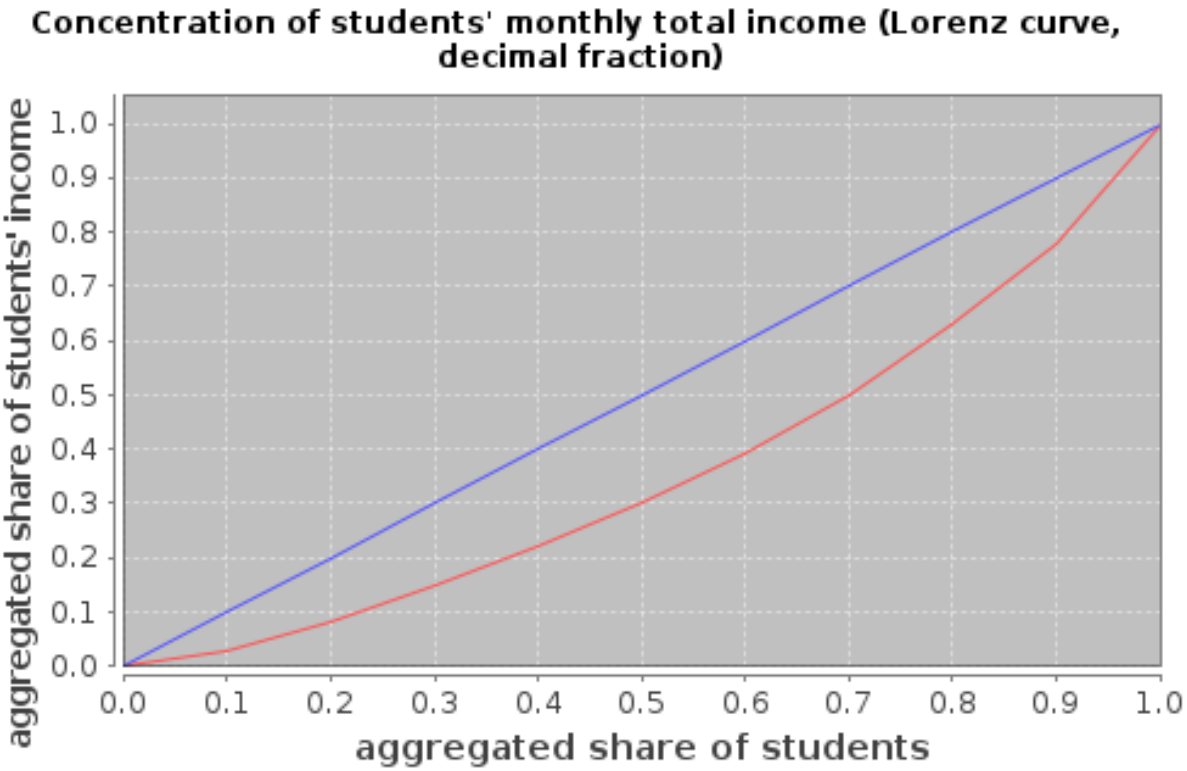
Topic: F. Funding and state assistance

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	267.6
Gini coefficient	0.3





details on missing data:

Only respondents who passed all criteria for inclusion in cost/funding/time budget

methodical issues or considerations for data interpretation:

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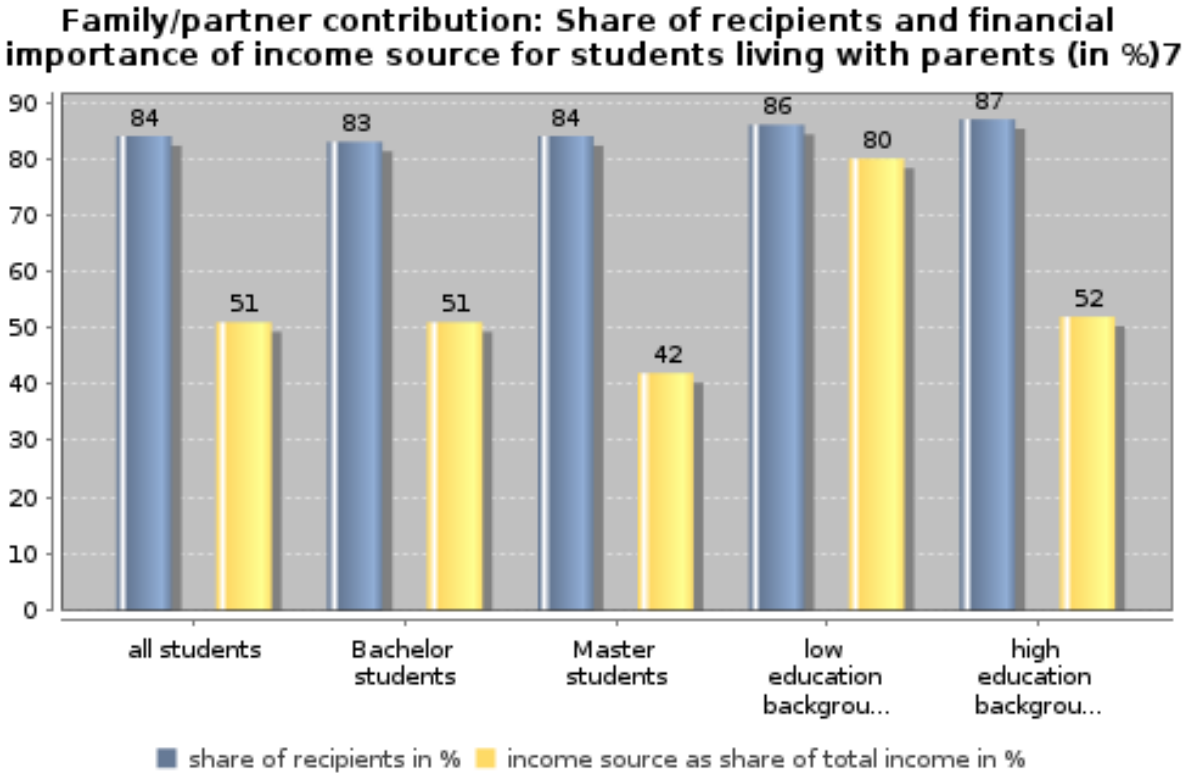
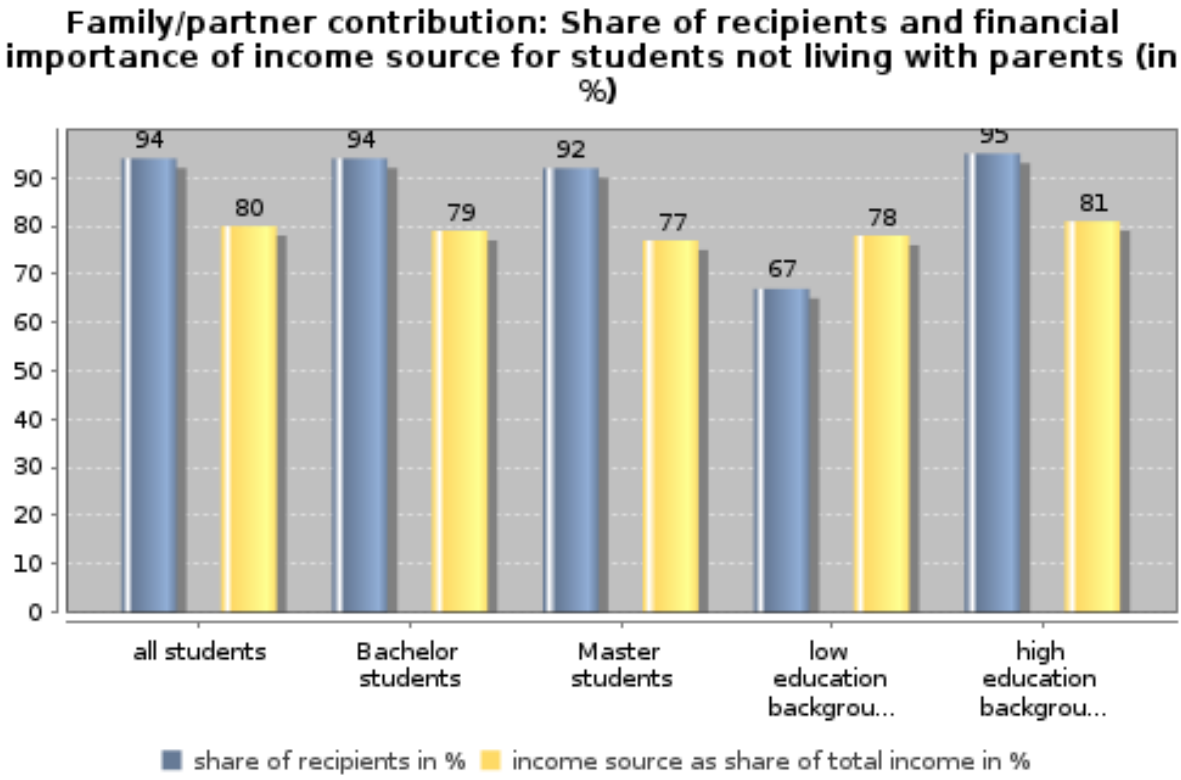
national interpretation of the results of the data analysis:

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 %	93.9
Share of recipients of Bachelor students, in %	94.3
Share of recipients of students with low education background, in %	66.6
Share of recipients of students with high education background (ISCED 5-6), in %	95.2
Contribution to total monthly income of all students, in %	79.6
Contribution to total monthly income of Bachelor students, in %	79.0
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	77.7
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	81.4





details on missing data:

Only respondents who passed all criteria for inclusion in cost/funding/time budget

Only students who had valid income from family are included in calculation

methodical issues or considerations for data interpretation:

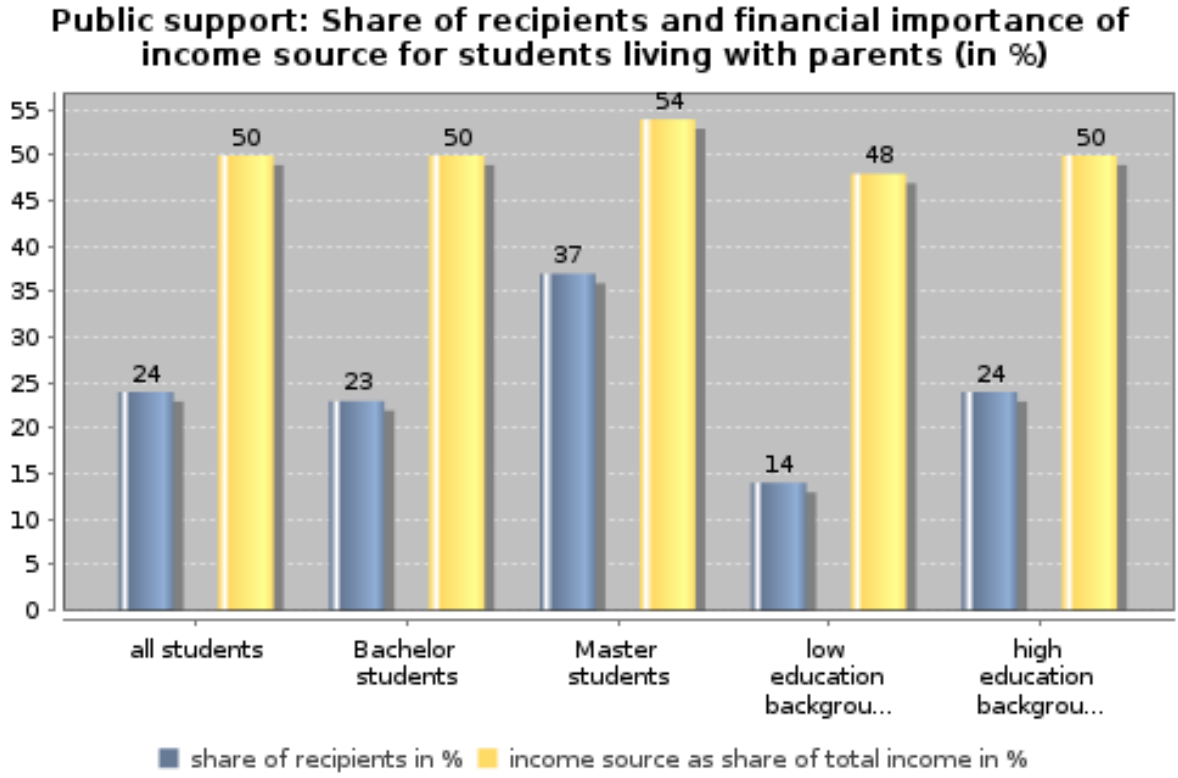
In Croatian version of questionnaire for questions regarding income and living costs students didn't write down the exact costs they were offered ranges of income/costs. So in order to calculate arithmetic mean, median and standard deviation was replaced by arithmetic mean of range interval. For example, if range was from 400 to 800 kn, the value was replaced by 600 kn.

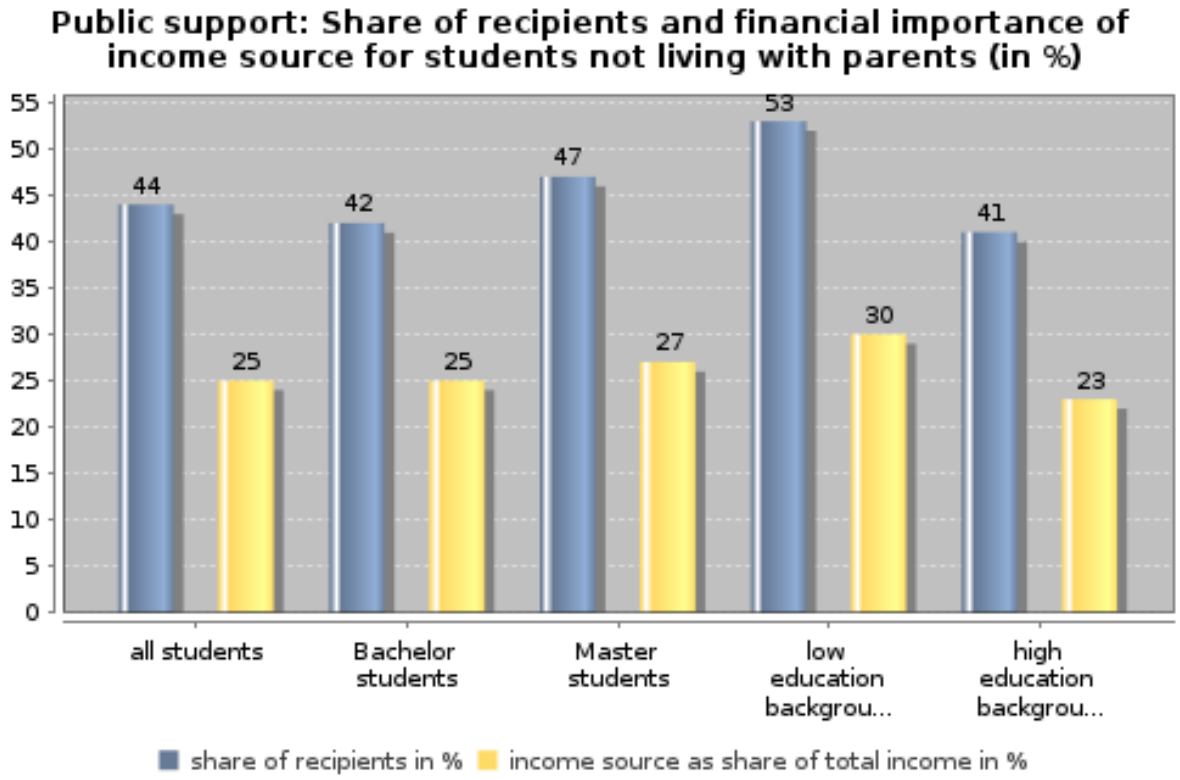
national interpretation of the results of the data analysis:

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 %	43.5
Share of recipients of Bachelor students, in %	41.7
Share of recipients of students with low education background, in %	52.7
Share of recipients of students with high education background (ISCED 5-6), in %	40.7
Contribution to total monthly income of all students, in %	25.0
Contribution to total monthly income of Bachelor students, in %	25.3
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	30.1
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	22.9





details on missing data:

Only respondents who passed all criteria for inclusion in cost/funding/time budget

Only respodnnets who have income from public source

methodical issues or considerations for data interpretation:

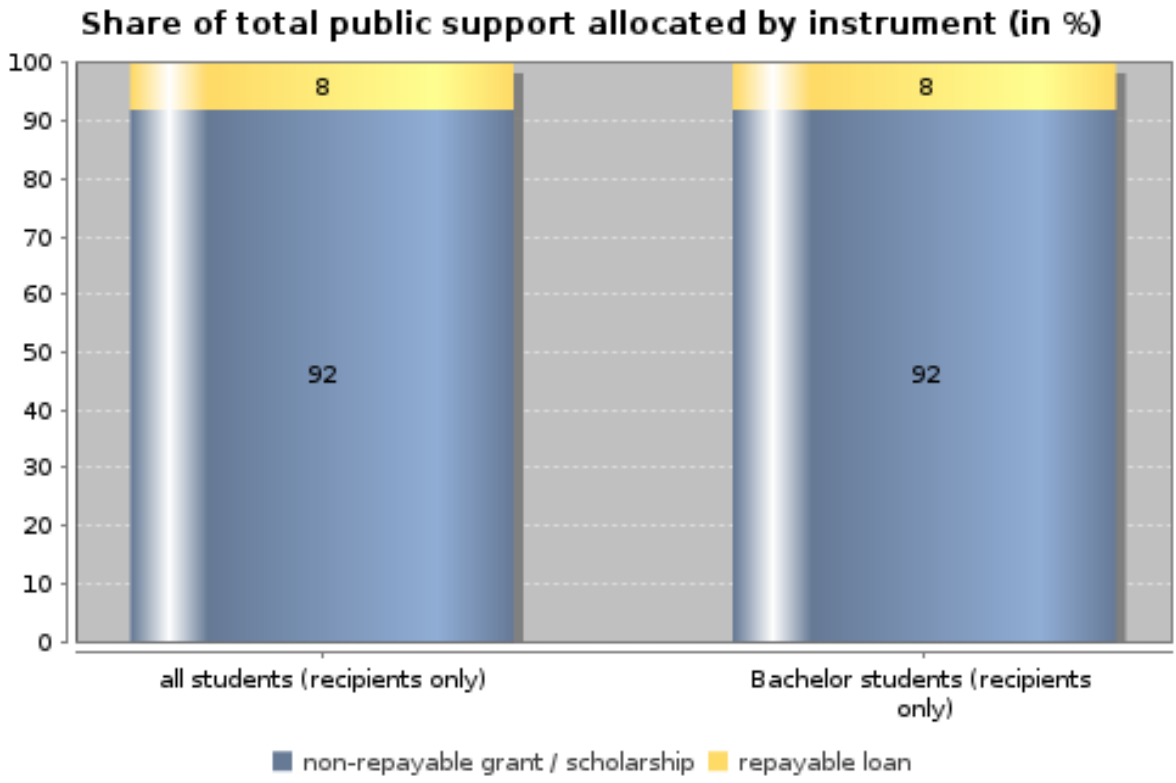
In Croatian version of questionnaire for questions regarding income and living costs students didn't write down the exact costs they were offered ranges of income/costs. So in order to calculate arithmetic mean, median and standard deviation was replaced by arithmetic mean of range interval. For example, if range was from 400 to 800 kn, the value was replaced by 600 kn.

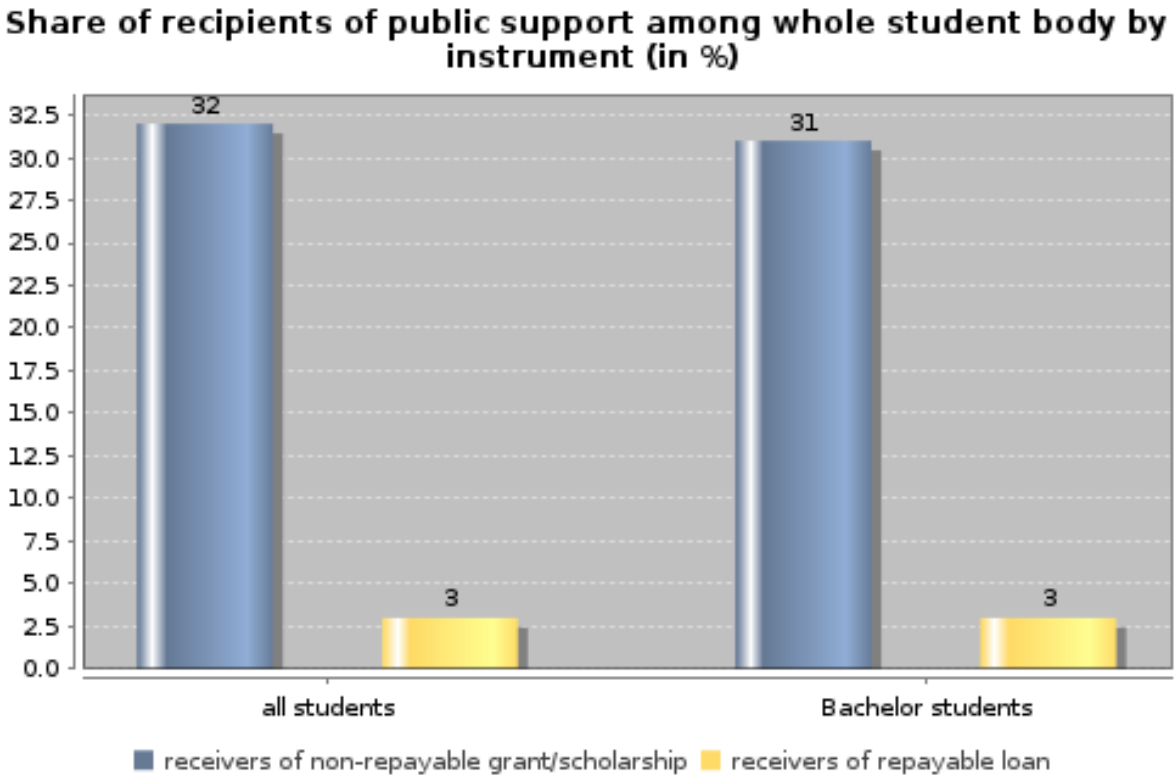
national interpretation of the results of the data analysis:

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 %	91.7
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	91.6
Students who receive non-repayable support as share of whole student body, in %	32.3
Students who receive non-repayable support as share of all Bachelor students, in %	31.4
Students who receive repayable loans as share of whole student body, in %	2.9
Students who receive repayable loans as share of all Bachelor students, in %	2.9





details on missing data:

Only respondents who passed all criteria for inclusion in cost/funding/time budget

Only students with valid data regarding fundings.

methodical issues or considerations for data interpretation:

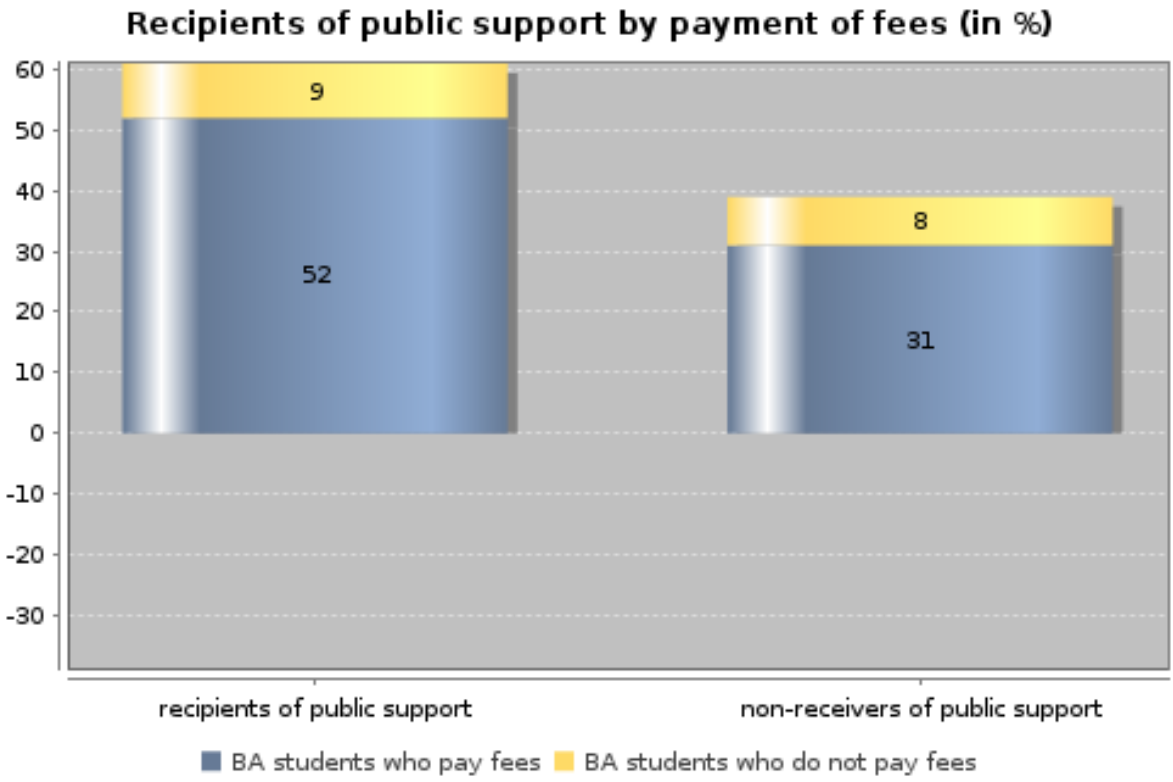
In Croatian version of questionnaire for questions regarding income and living costs students didn't write down the exact costs they were offered ranges of income/costs. So in order to calculate arithmetic mean, median and standard deviation was replaced by arithmetic mean of range interval. For example, if range was from 400 to 800 kn, the value was replaced by 600 kn.

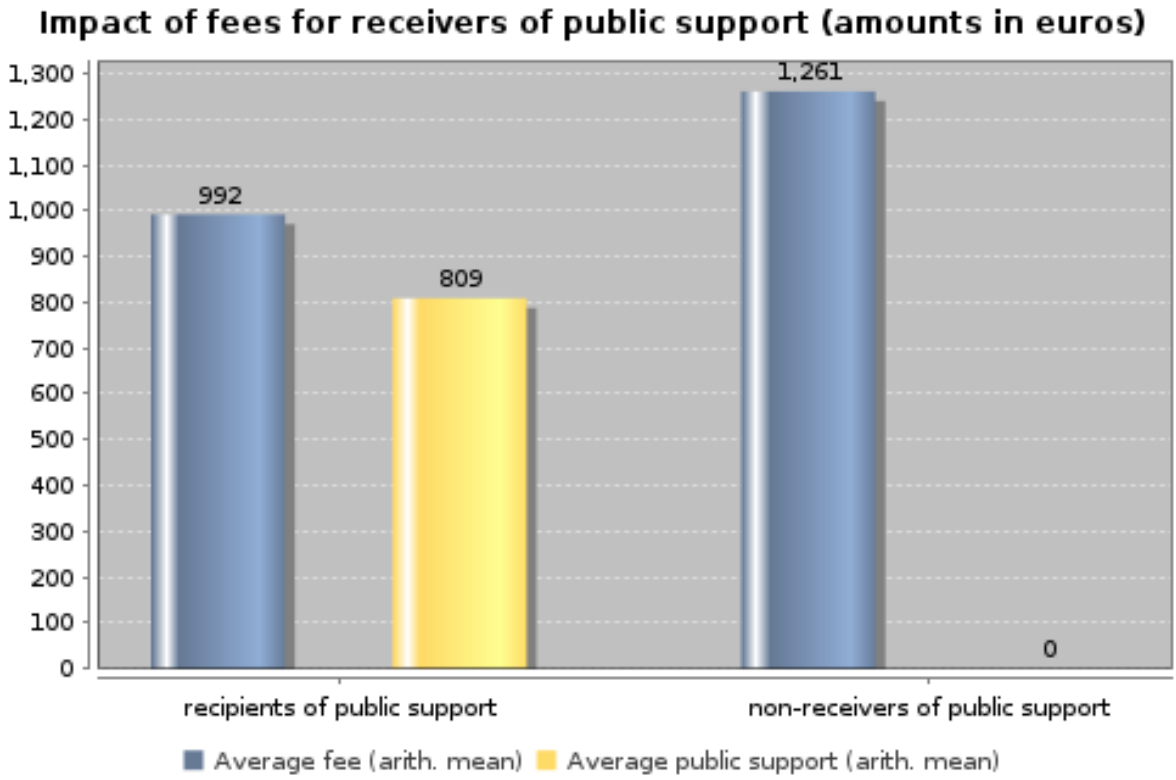
national interpretation of the results of the data analysis:

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 %	52.0
Share of public support which covers fees for recipients of public support, in %	122.6



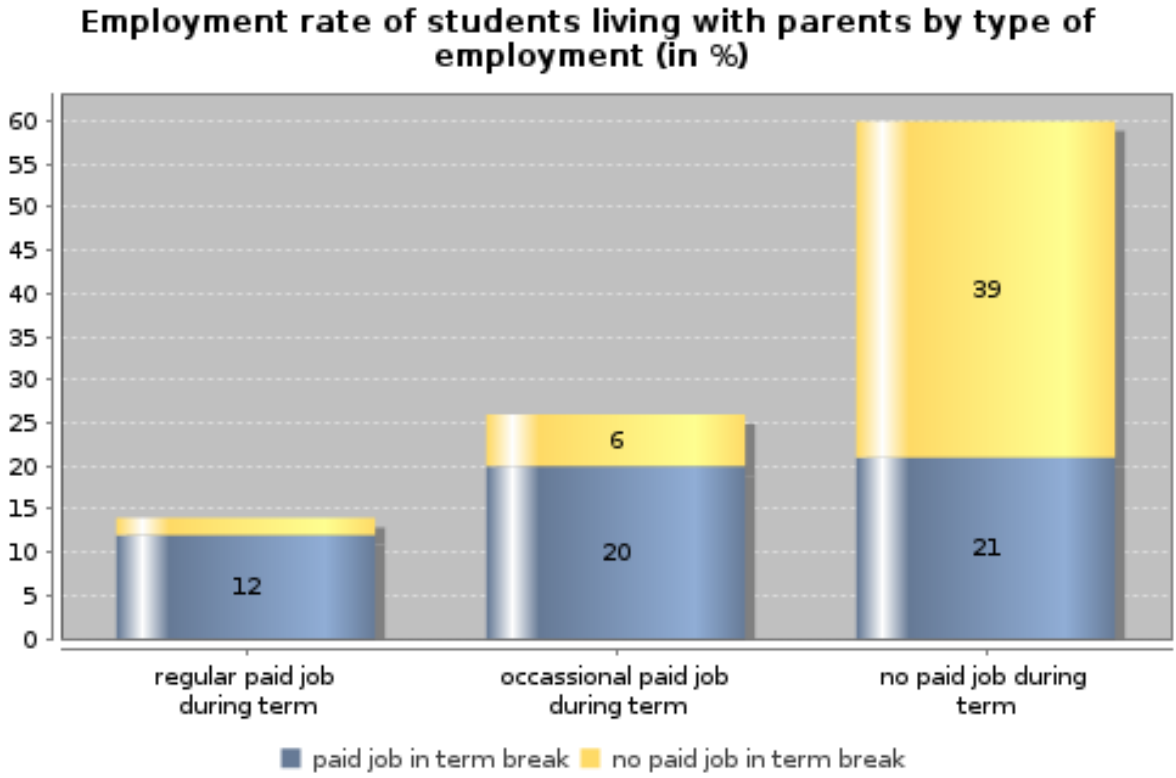


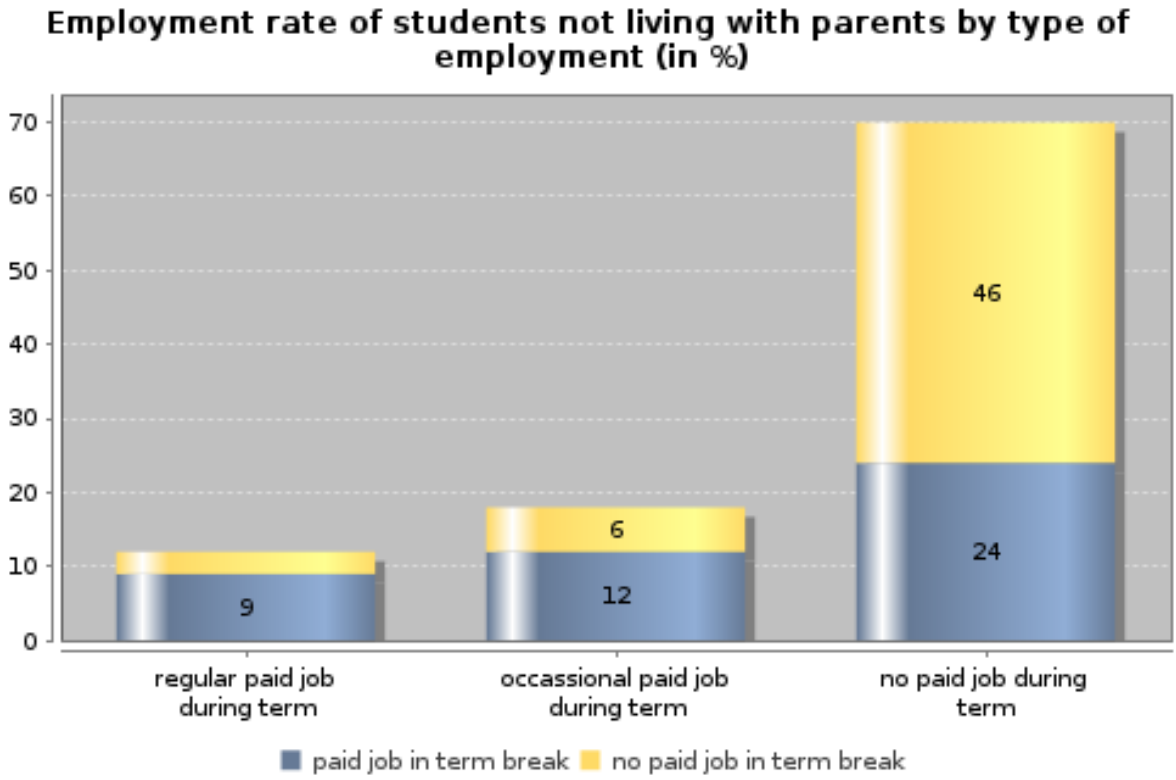
details on missing data:
Only respondents who passed all criteria for inclusion in cost/funding/time budget
methodical issues or considerations for data interpretation:
In Croatian version of questionnaire for questions regarding income and living costs students didn't write down the exact costs they were offered ranges of income/costs. So in order to calculate arithmetic mean, median and standard deviation was replaced by arithmetic mean of range interval. For example, if range was from 400 to 800 kn, the value was replaced by 600 kn.
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 %	11.4
Occassional paid job during term, in %	17.9
Regular paid job during term and in term break, in %	8.9
Occassional paid job during term and in term break, in %	12.2
No paid job at any time, in %	46.3





details on missing data:

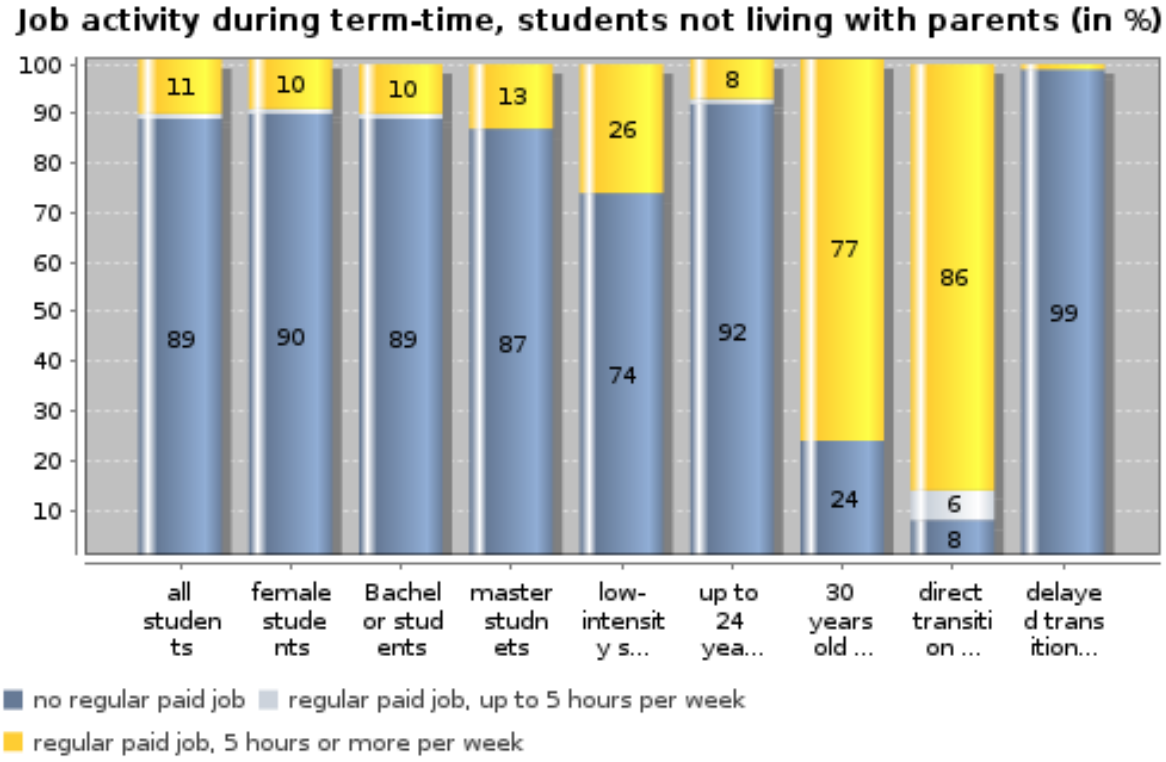
methodical issues or considerations for data interpretation:

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 %	10.7
Regular paid job, 5 hours or more per week, BA students, in %	10.1
Regular paid job, 5 hours or more per week, low-intensity students, in %	25.7
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	76.5



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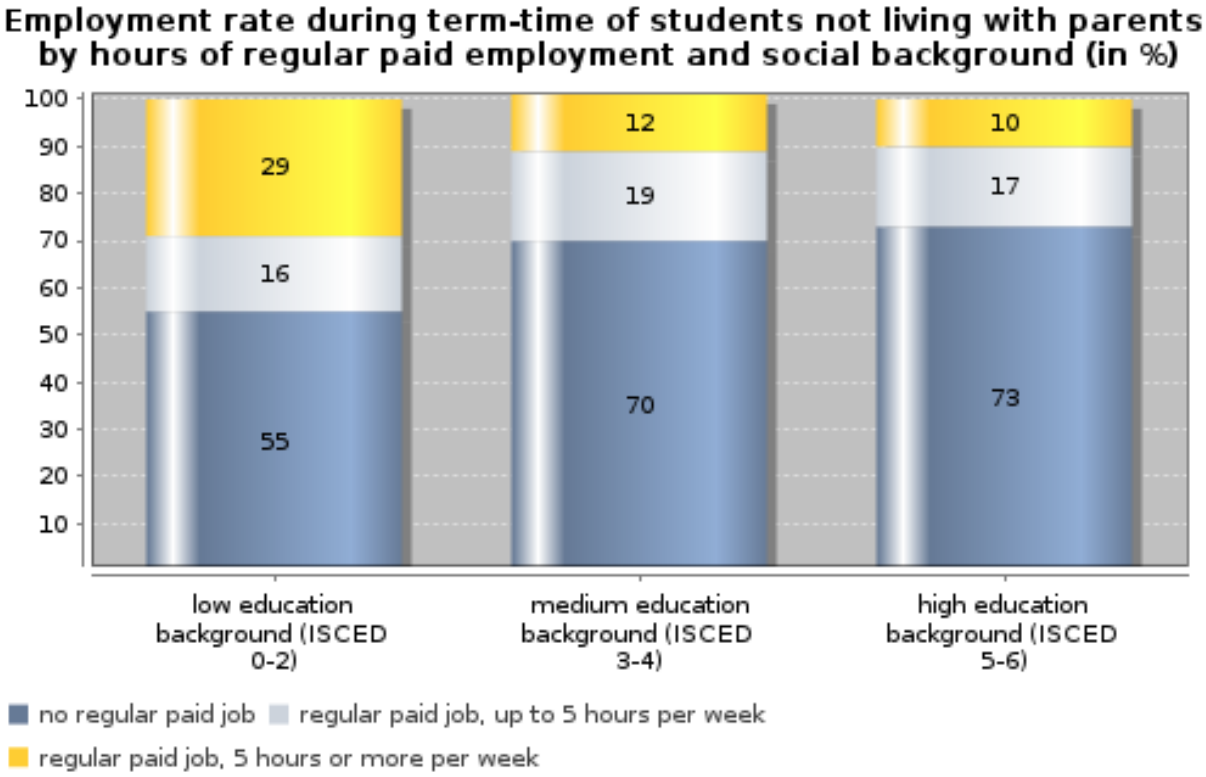
methodical issues or considerations for data interpretation:

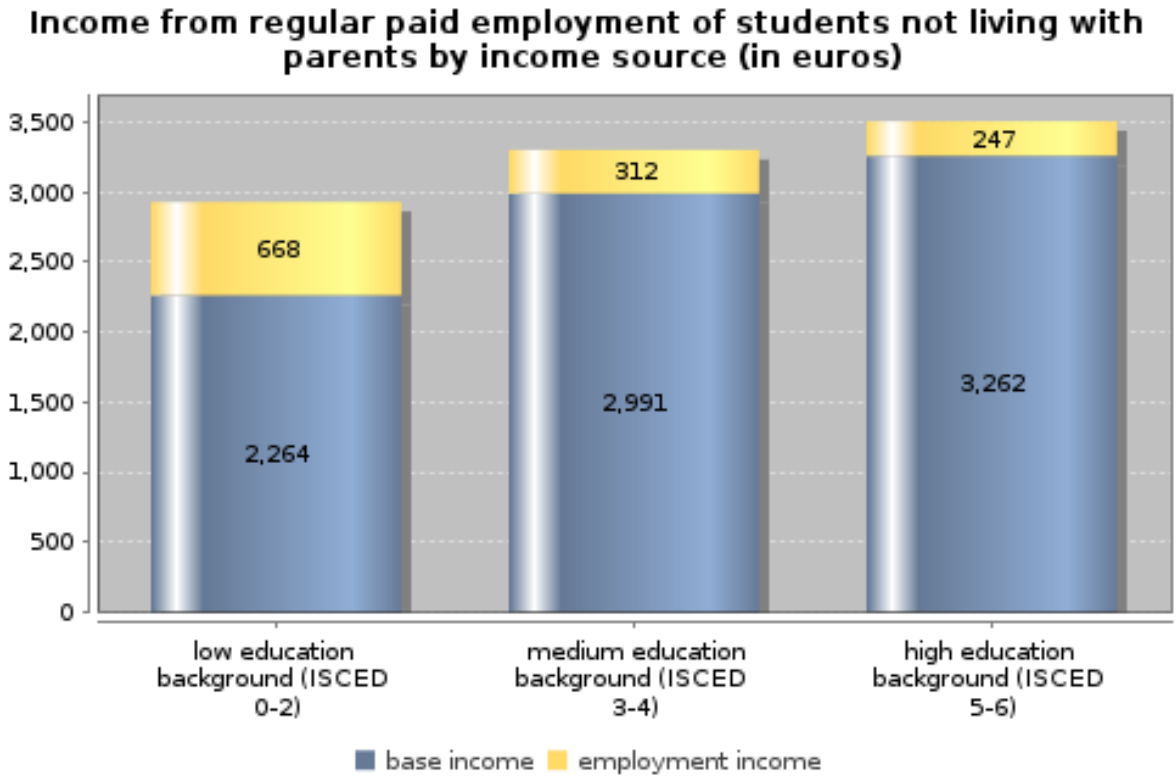
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

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

Key Indicators	
Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	28.9
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	9.7
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	22.8
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	7.0





details on missing data:

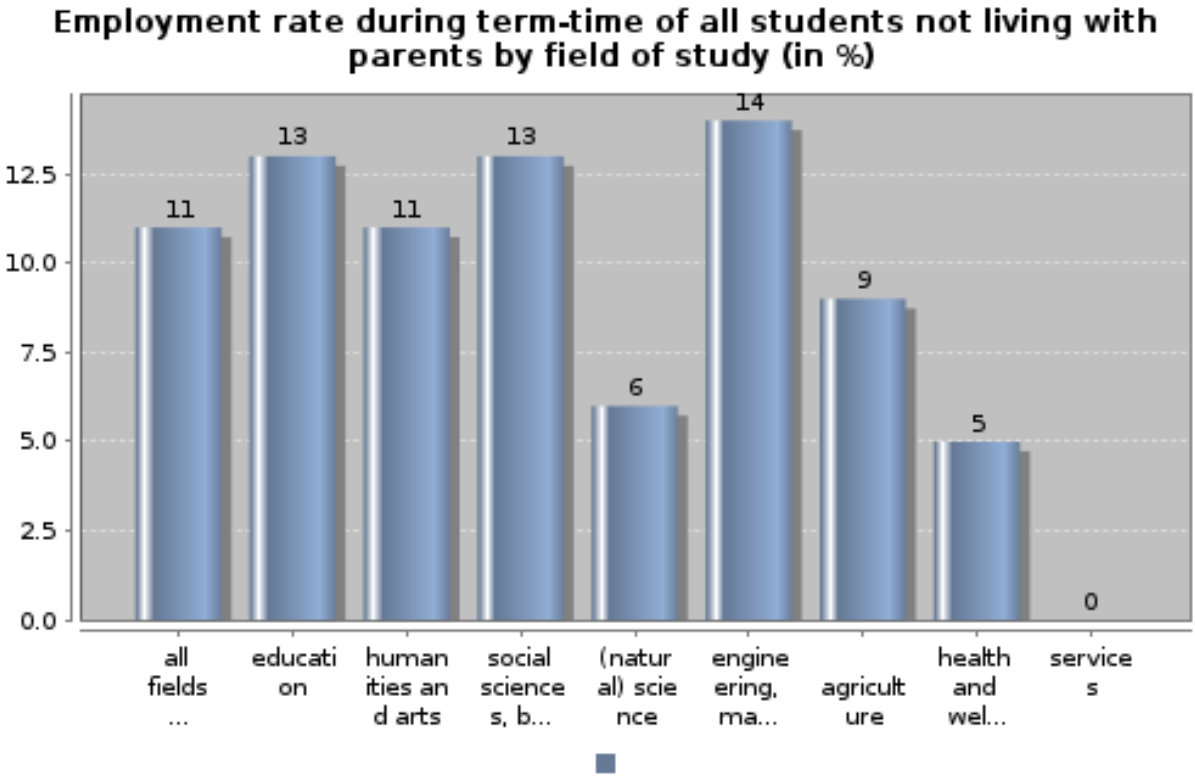
methodical issues or considerations for data interpretation:

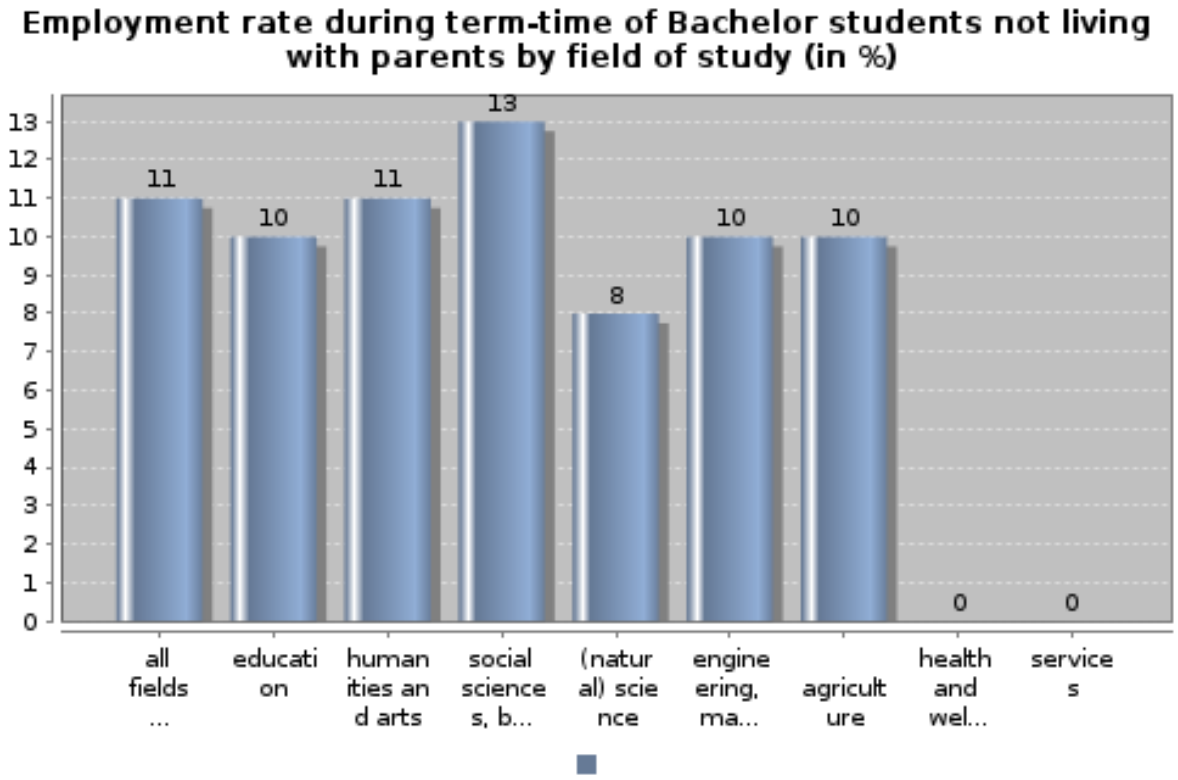
national interpretation of the results of the data analysis:

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 %	13.9
all students in humanities and arts, in %	11.4
BA students in engineering disciplines, in %	9.6
BA students in humanities and arts, in %	11.0





details on missing data:

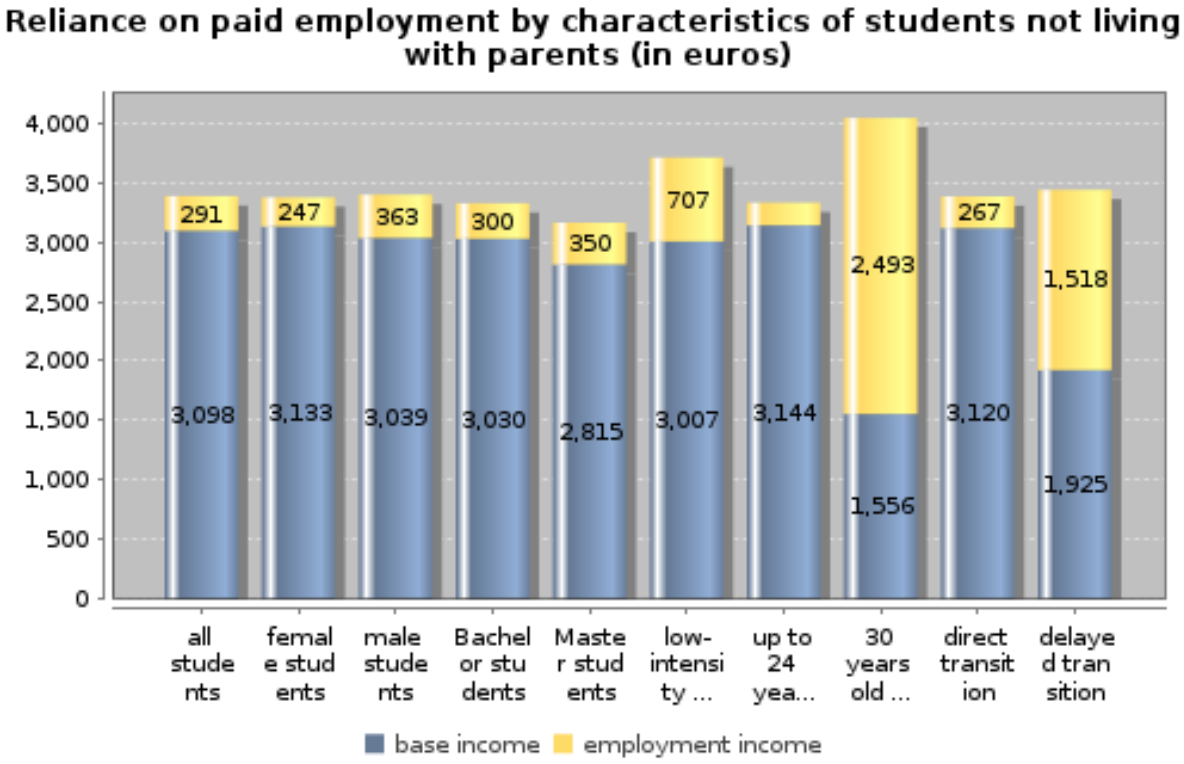
methodical issues or considerations for data interpretation:

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 %	8.6
Income from employment as share of total income for BA students, in %	9.0
Income from employment as share of total income for low-intensity students, in %	19.0
Income from employment as share of total income for 30 years old or above, in %	61.6



details on missing data:

methodical issues or considerations for data interpretation:

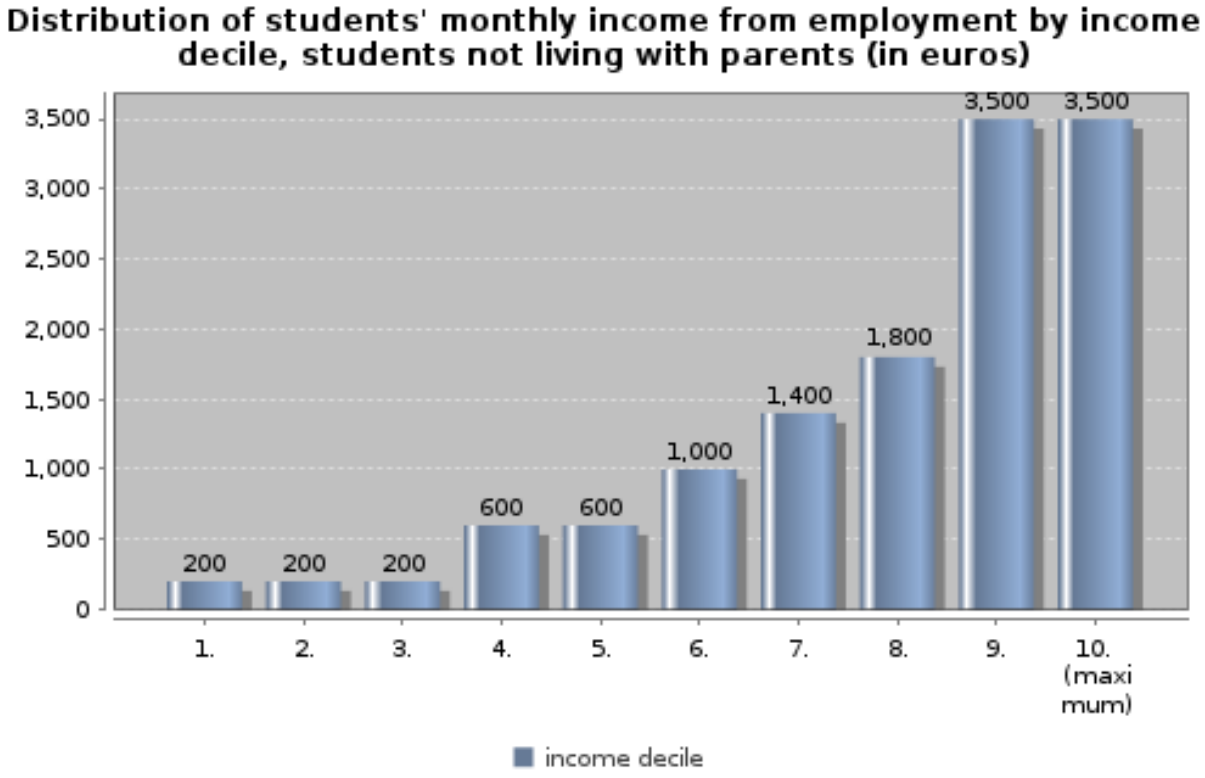
national interpretation of the results of the data analysis:

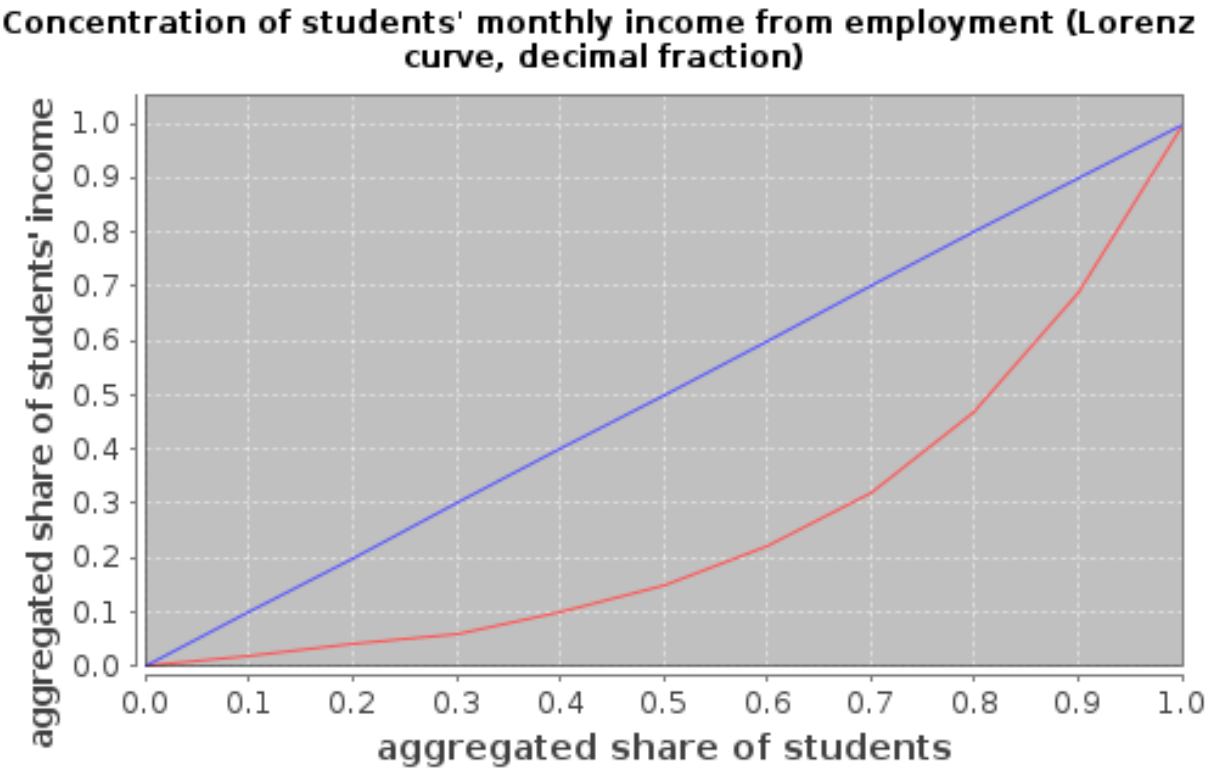
Topic: G. Time budget and employment

Subtopic 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	27.4
Gini coefficient	0.48





details on missing data:

methodical issues or considerations for data interpretation:

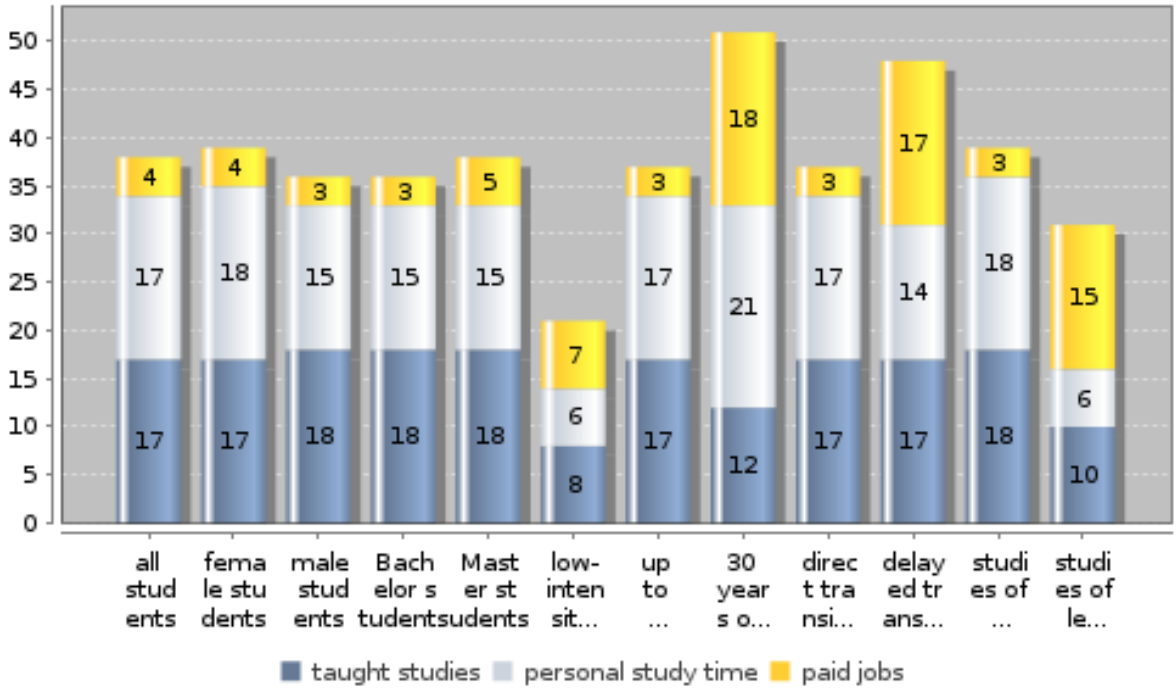
national interpretation of the results of the data analysis:

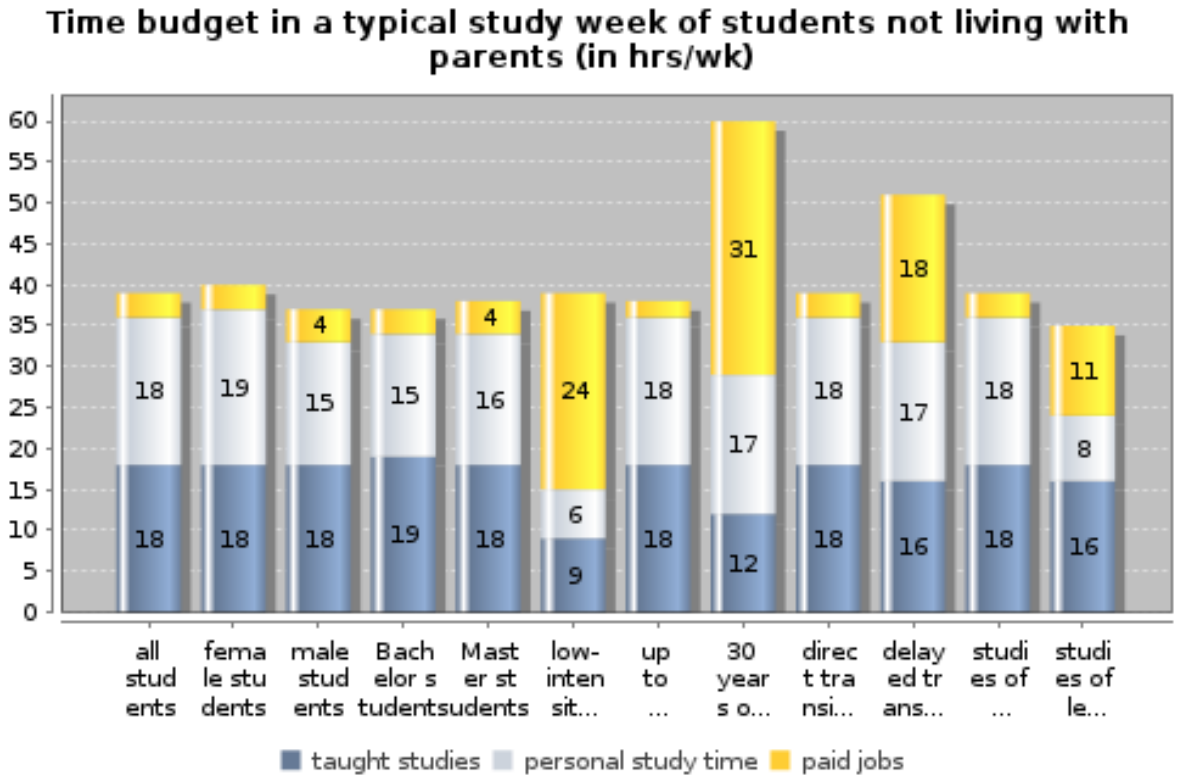
Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

Key Indicators	
Study-related activities of all students not living with parents, hrs/wk	36.0
Study-related activities of BA students not living with parents, hrs/wk	34.0
Study-related activities of MA students not living with parents, hrs/wk	34.0
Study-related activities of low-intensity students not living with parents, hrs/wk	15.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	36.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	24.0

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





details on missing data:

Only respondents who passed all criteria for inclusion in cost/funding/time budget

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

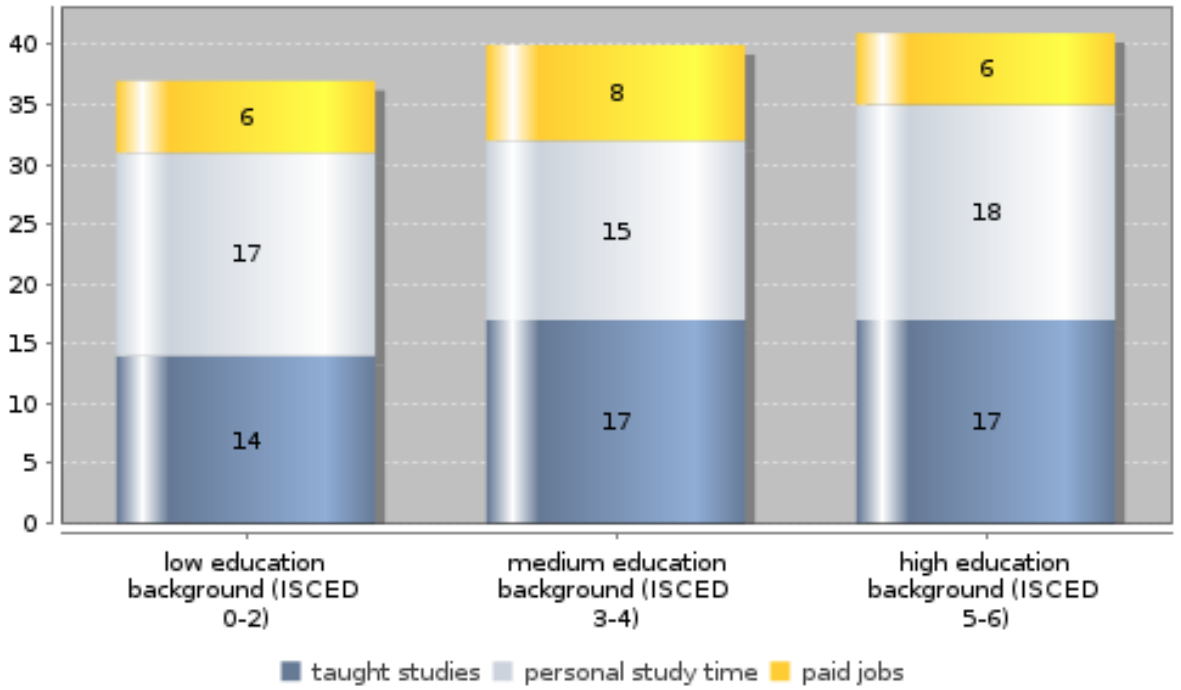
Topic: G. Time budget and employment

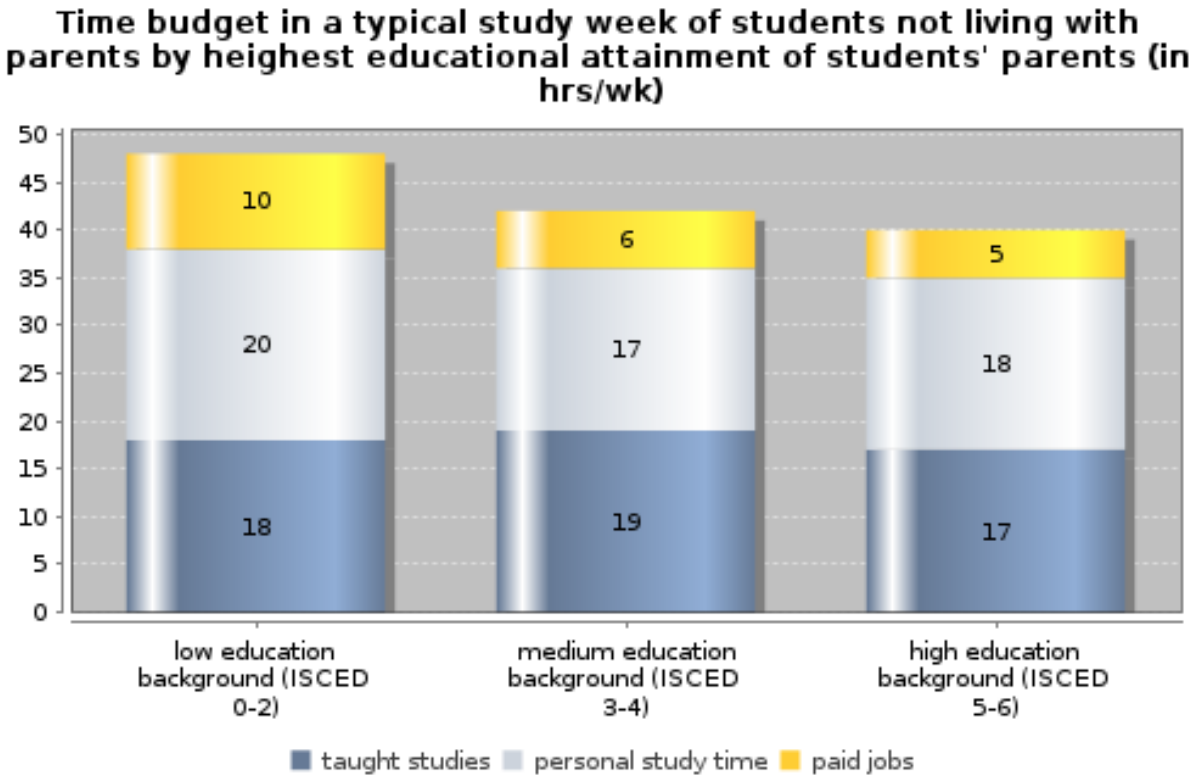
Subtopic 8: Time budget by social background

Key Indicators

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	35.0
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	38.0

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





details on missing data:

Only respondents who passed all criteria for inclusion in cost/funding/time budget

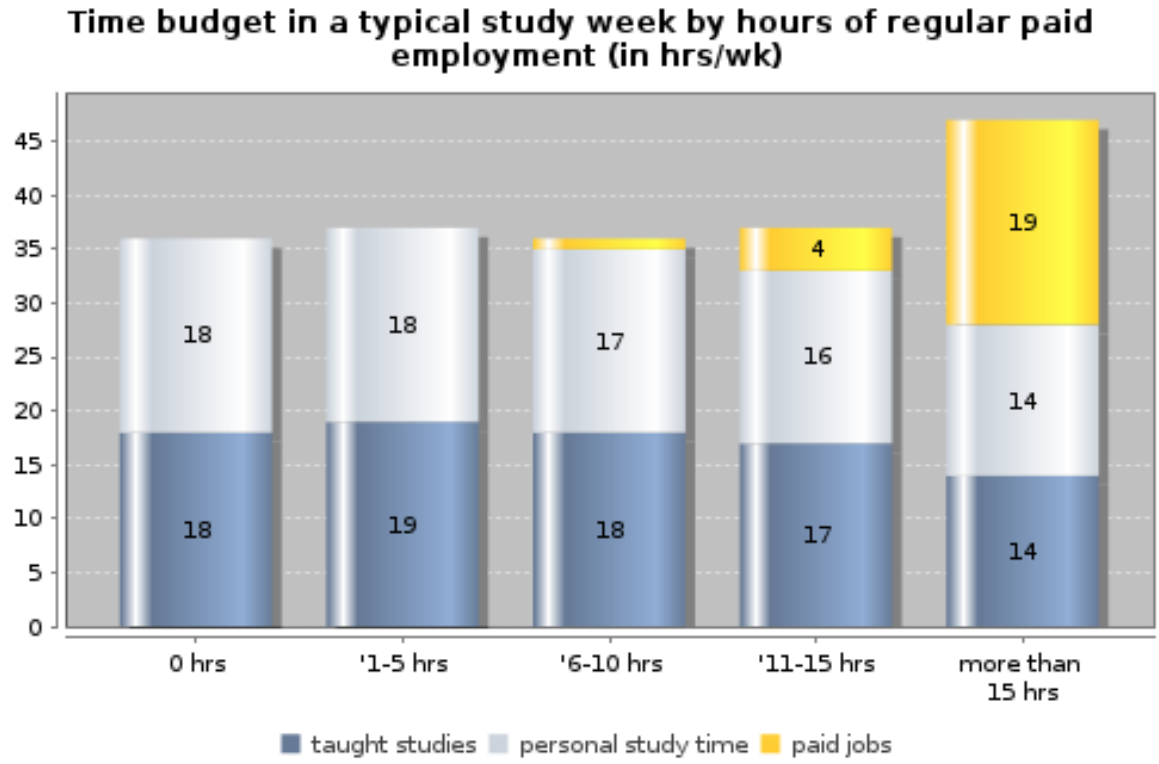
methodical issues or considerations for data interpretation:

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	36.0
Study-related activities of students, who work 1-5 hrs/wk	37.0
Study-related activities of students, who work 11-15 hrs/wk	33.0
Study-related activities of students, who work more than 15 hrs/wk	28.0



details on missing data:

Only respondents who passed all criteria for inclusion in cost/funding/time budget

methodical issues or considerations for data interpretation:

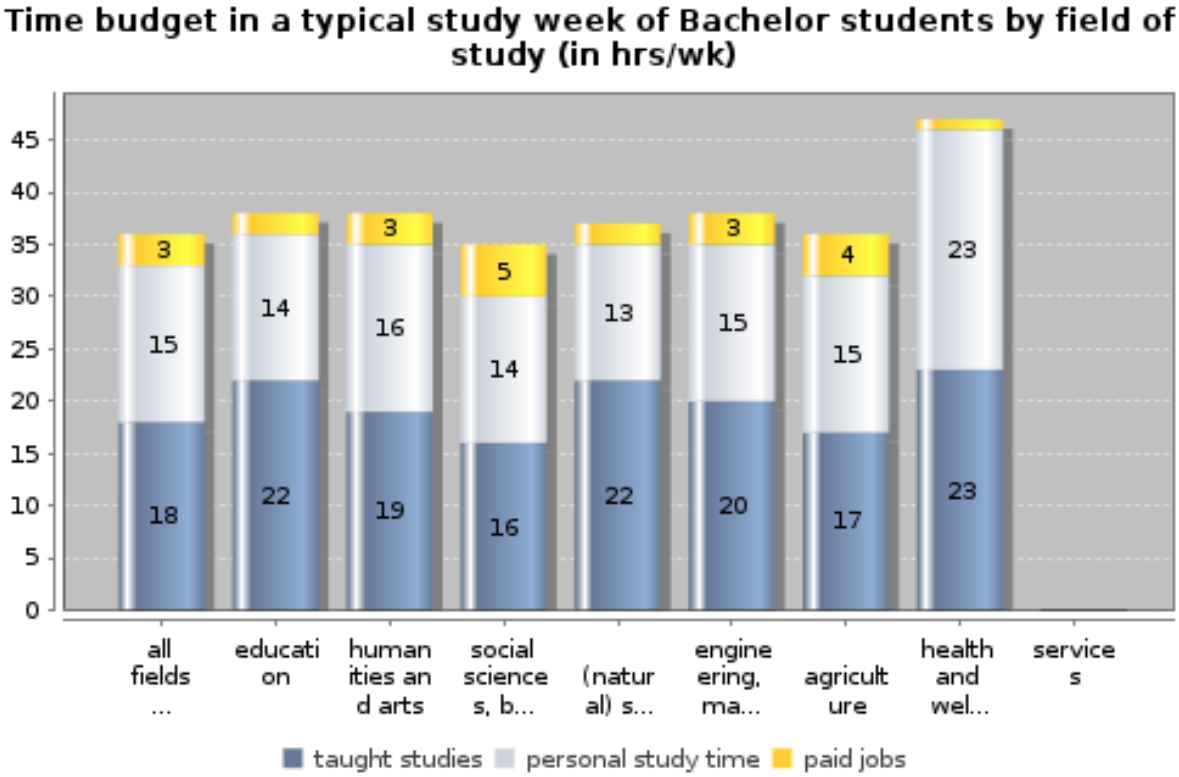
national interpretation of the results of the data analysis:

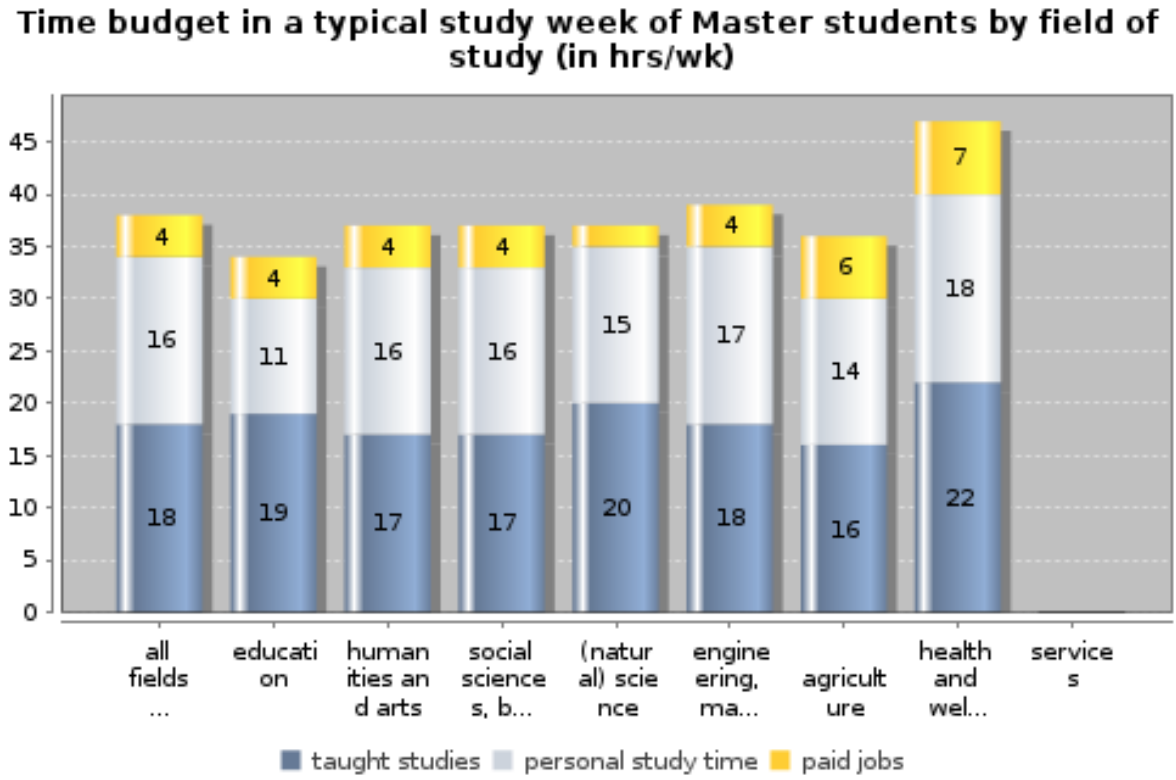
Topic: G. Time budget and employment

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

Key Indicators

Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	35.0
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	35.0
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	35.0
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	33.0





details on missing data:

Only respondents who passed all criteria for inclusion in cost/funding/time budget

methodical issues or considerations for data interpretation:

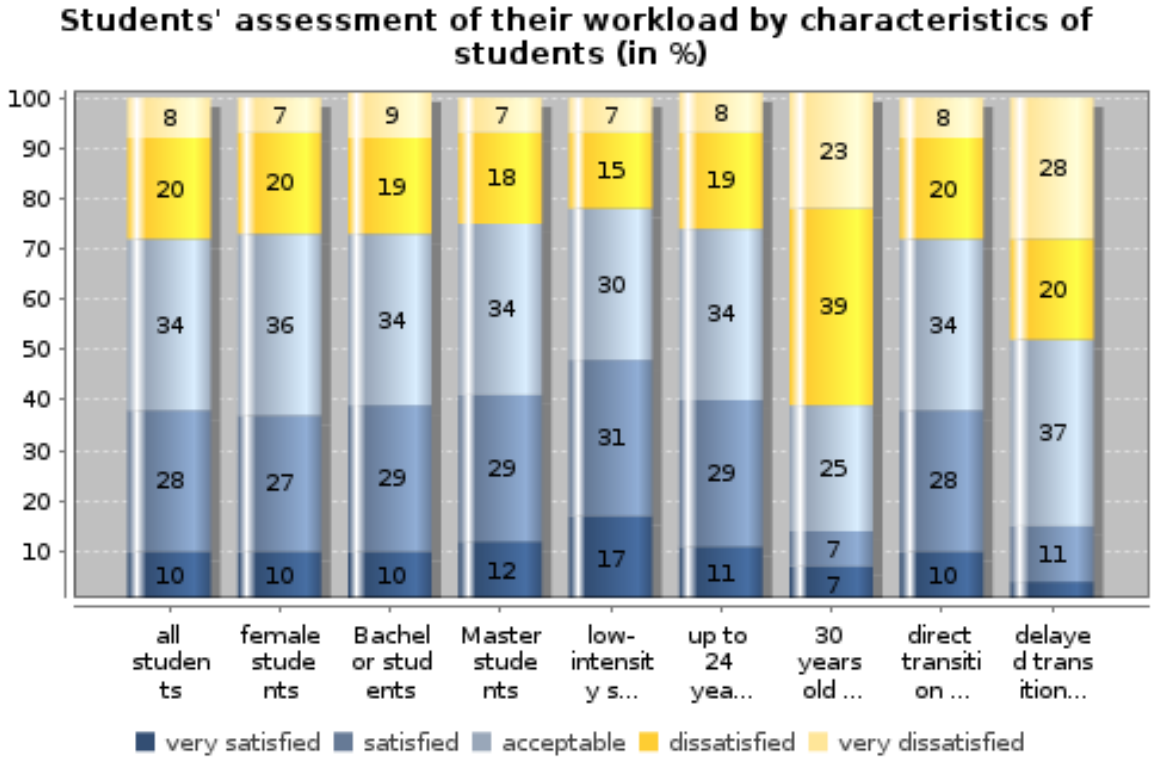
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

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

Key Indicators

Share of all students who are (very) satisfied, in %	38.1
Share of BA students who are (very) satisfied, in %	39.0
Share of low-intensity students who are (very) satisfied, in %	48.2
Share of 30 year olds or over who are (very) satisfied, in %	13.6



details on missing data:

methodical issues or considerations for data interpretation:

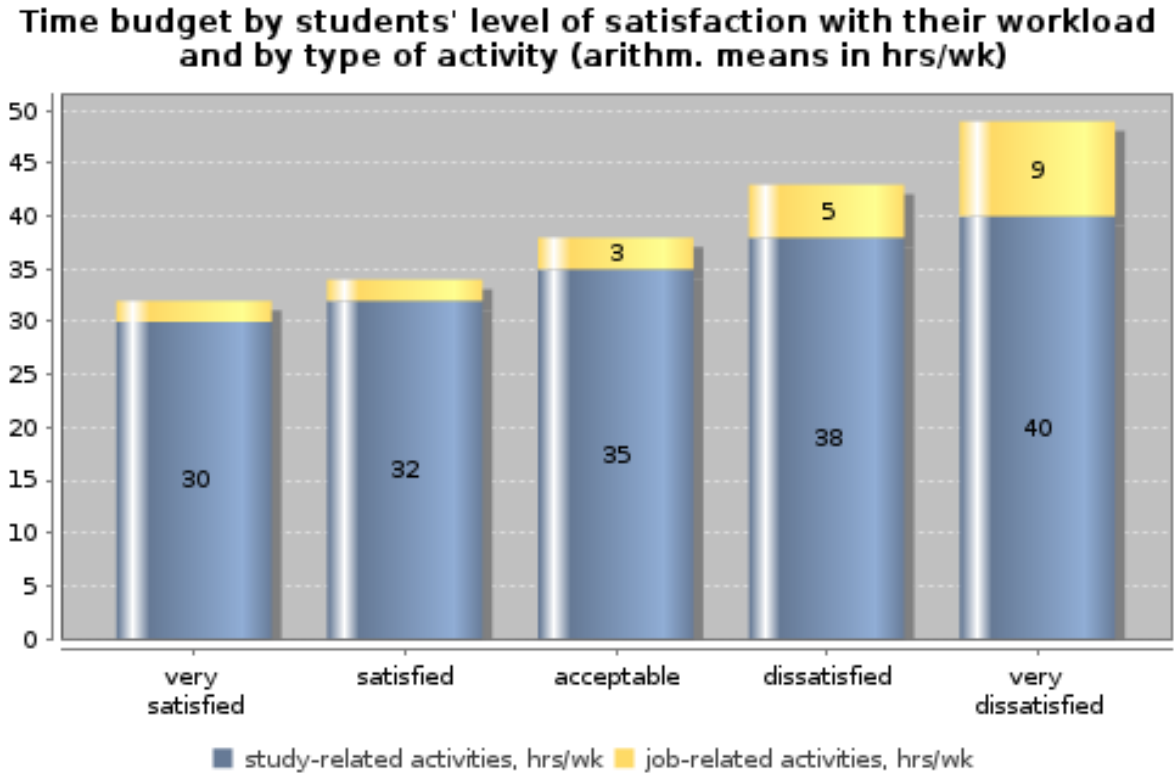
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

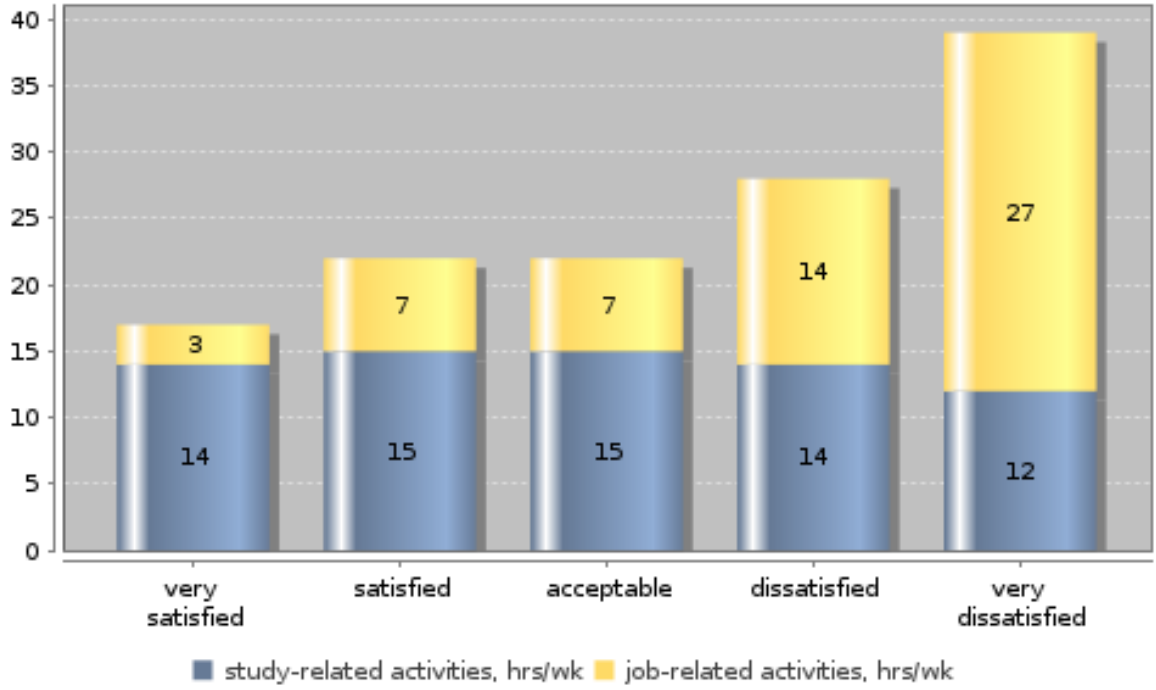
Subtopic 12: Time budget by students' level of satisfaction with their workload

Key Indicators

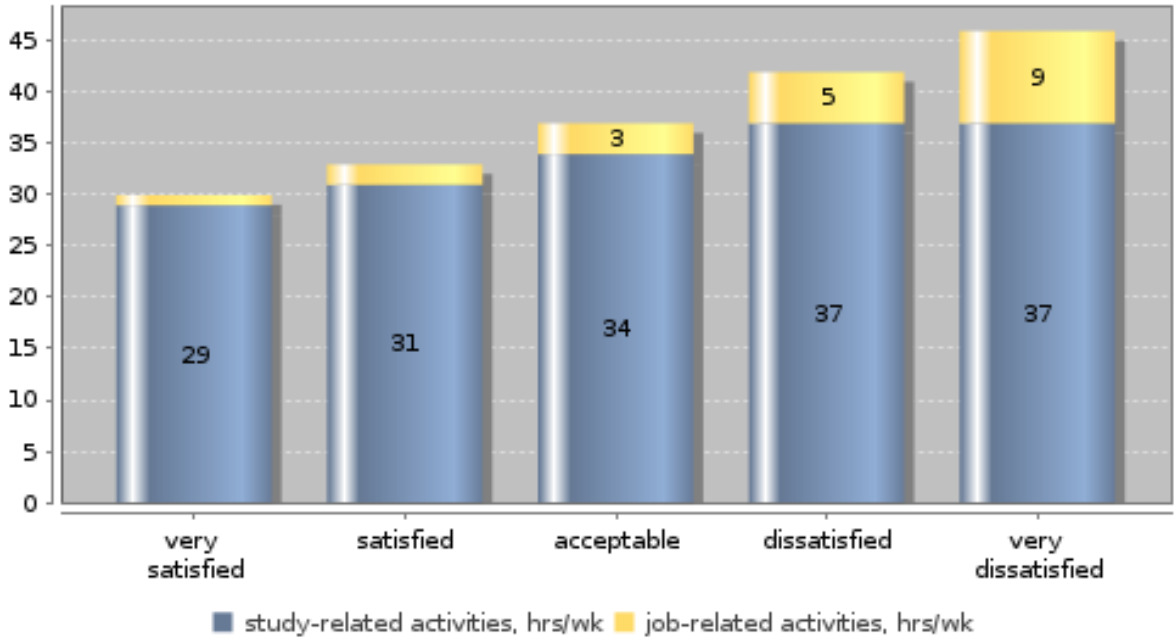
Total workload of all students who are very dissatisfied, in hrs/wk	49.0
Total workload of BA students who are very dissatisfied, in hrs/wk	46.0
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	39.0



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



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



details on missing data:

methodical issues or considerations for data interpretation:

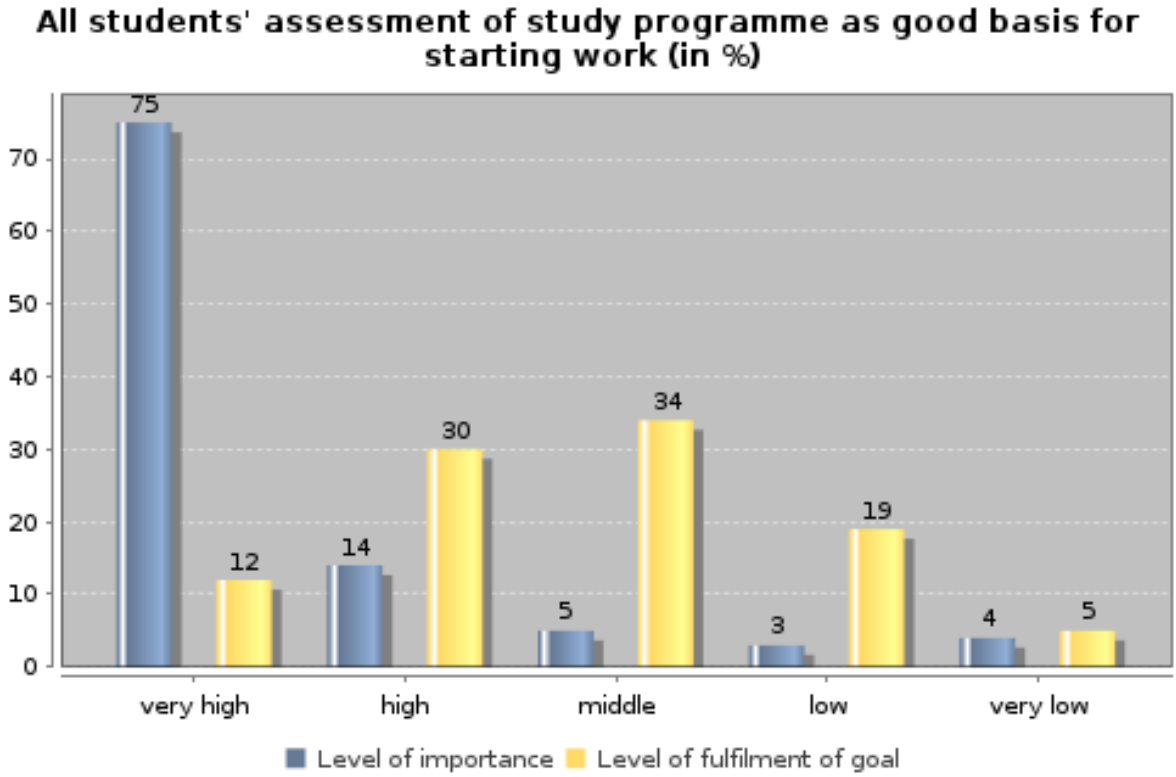
national interpretation of the results of the data analysis:

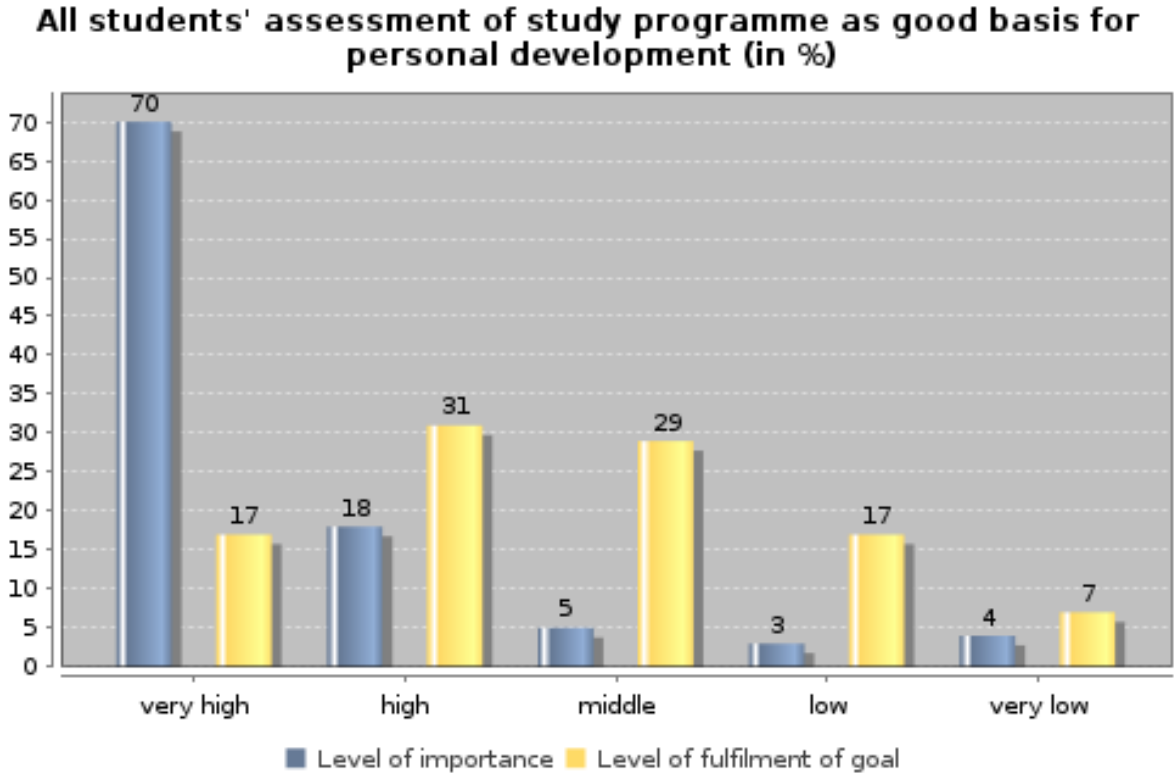
Topic: H. Assessment of studies

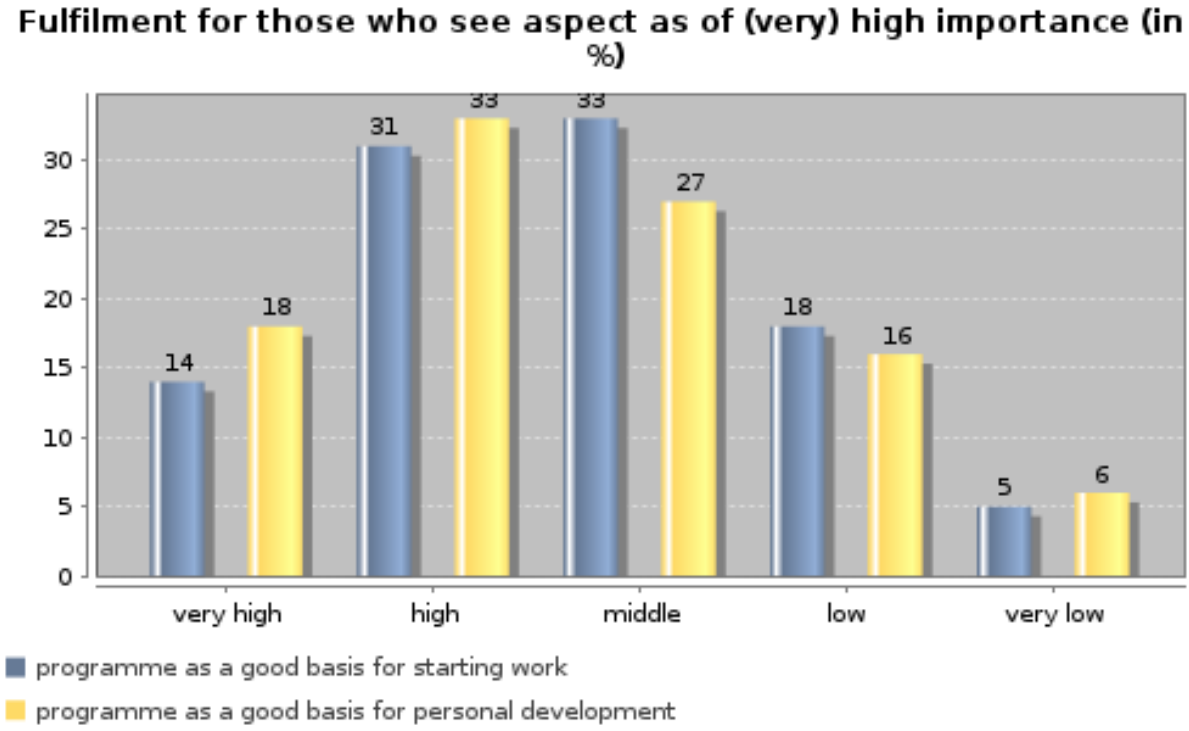
Subtopic 1: All students' assessment of general aspects of studies

Key Indicators

Share of all students whose goals are met at (very) high level - basis for starting work, in %	42.3
Share of all students whose goals are met at (very) high level - basis for personal development, in %	47.0







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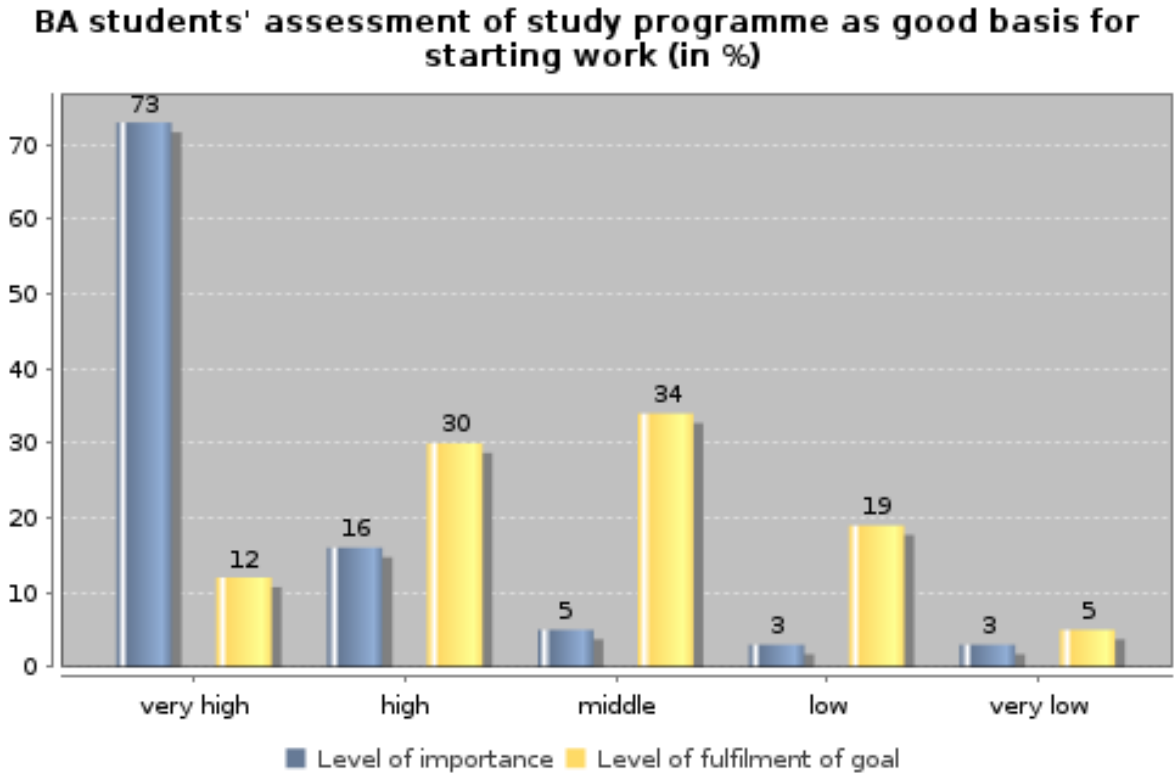
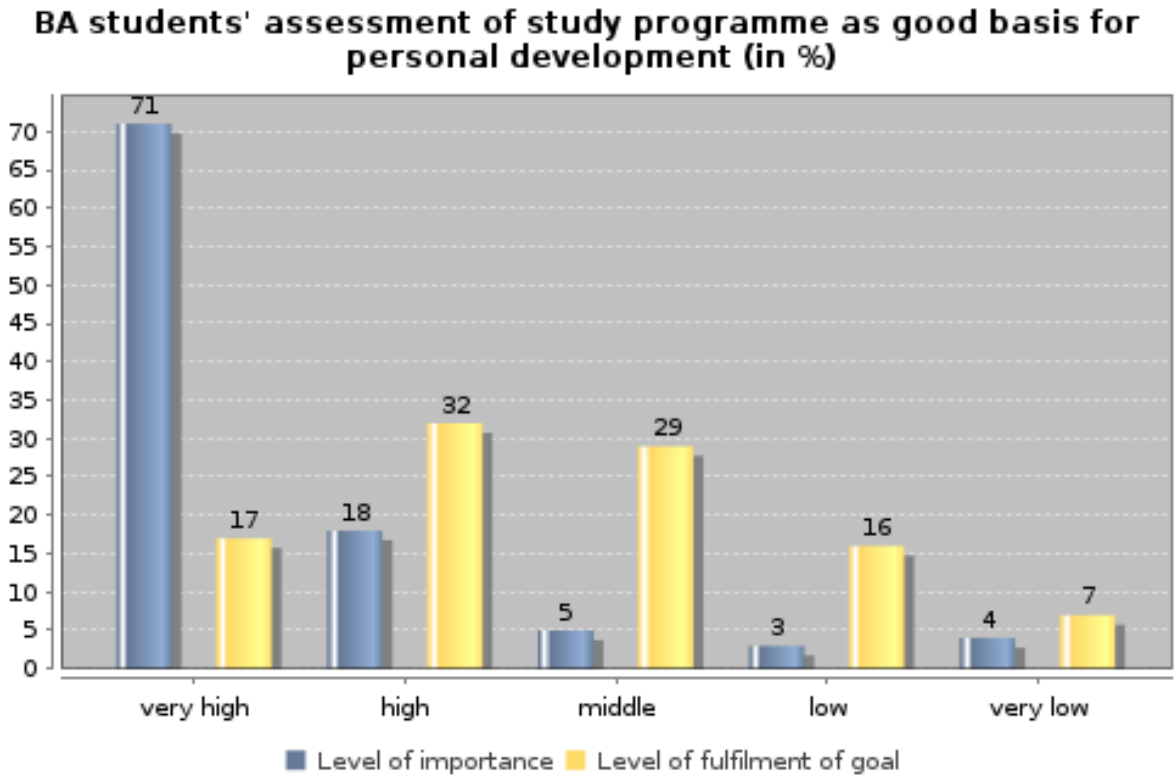
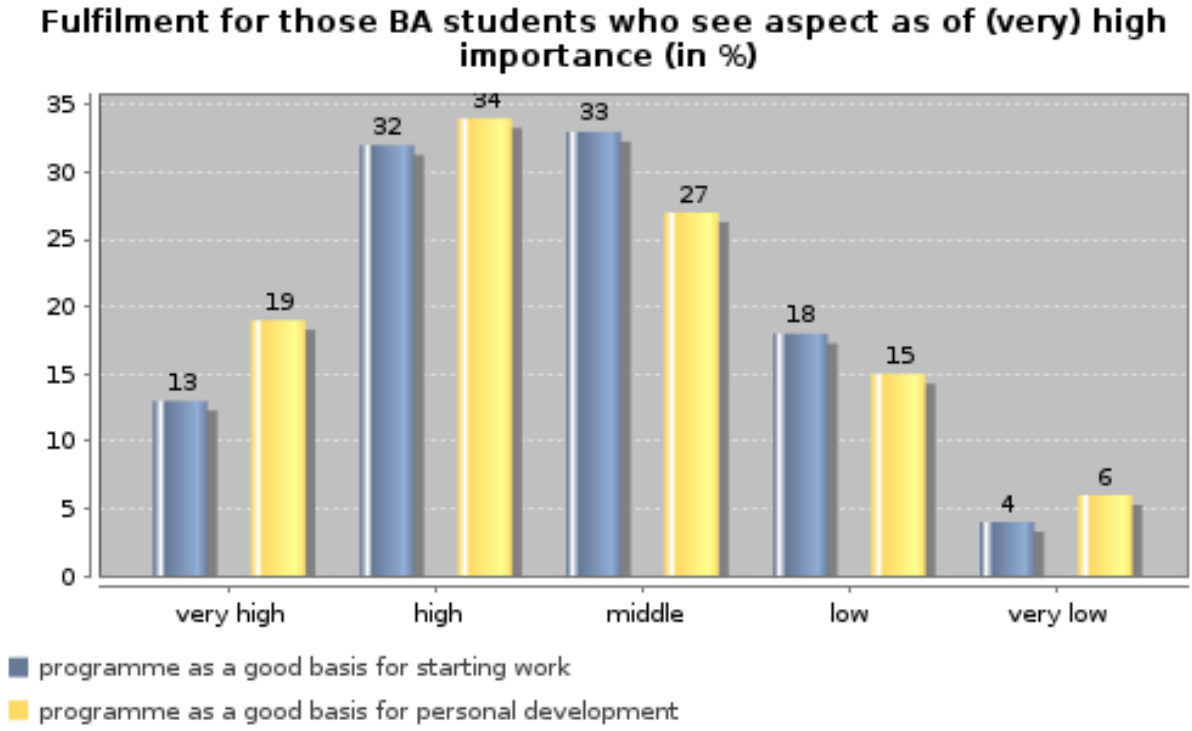
Topic: H. Assessment of studies

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 %	42.4
Share of BA students whose goals are met at (very) high level - basis for personal development, in %	48.6







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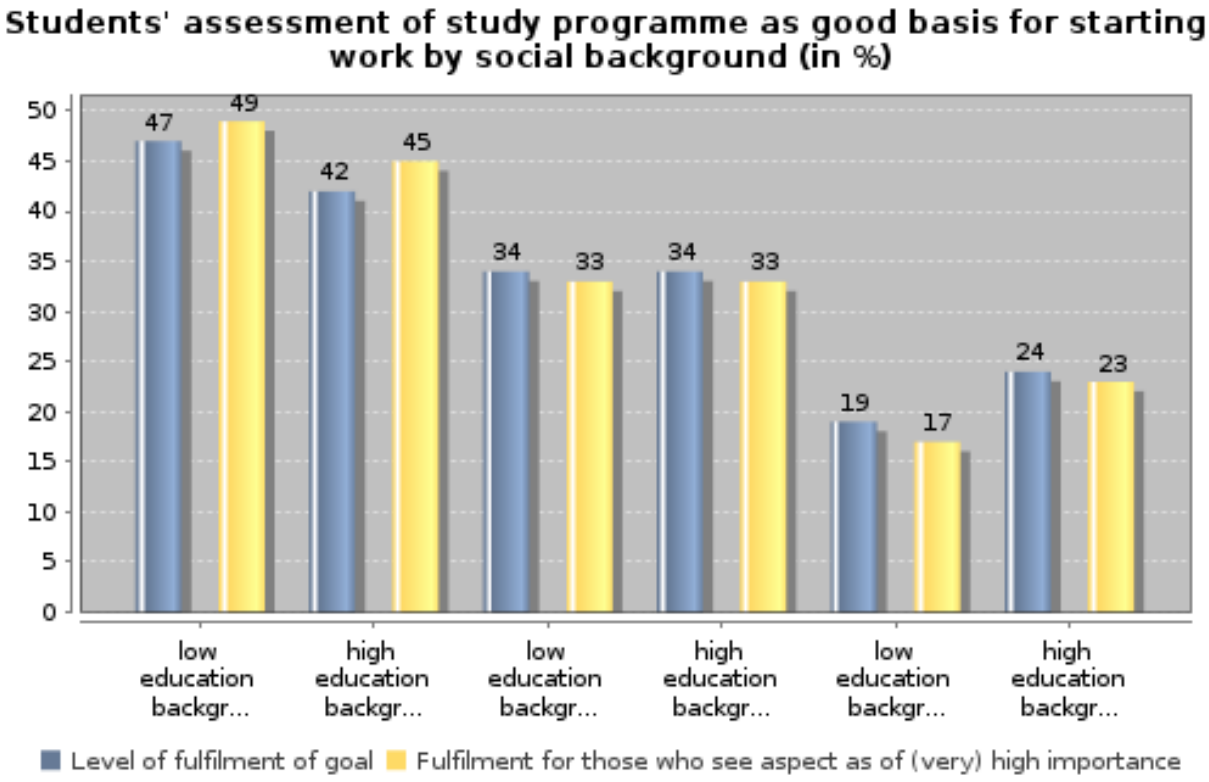
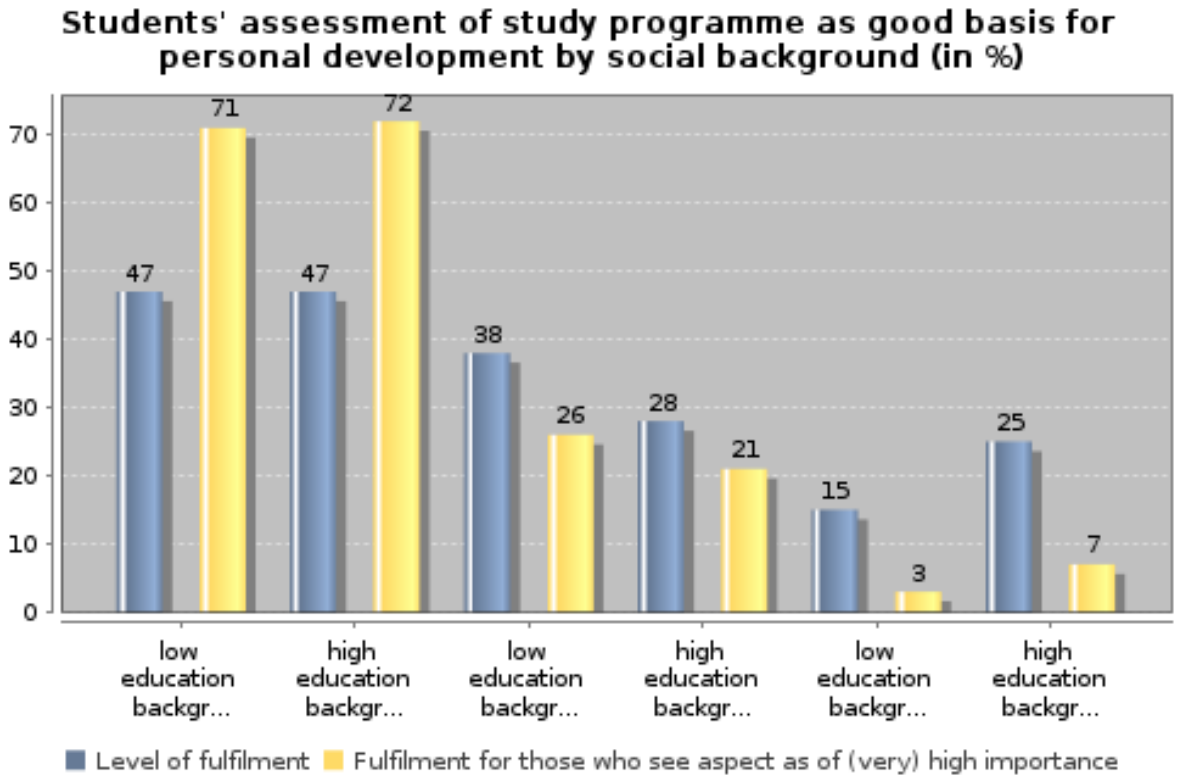
Topic: H. Assessment of studies

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 %	47.3
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	46.6
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	42.1
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	46.6





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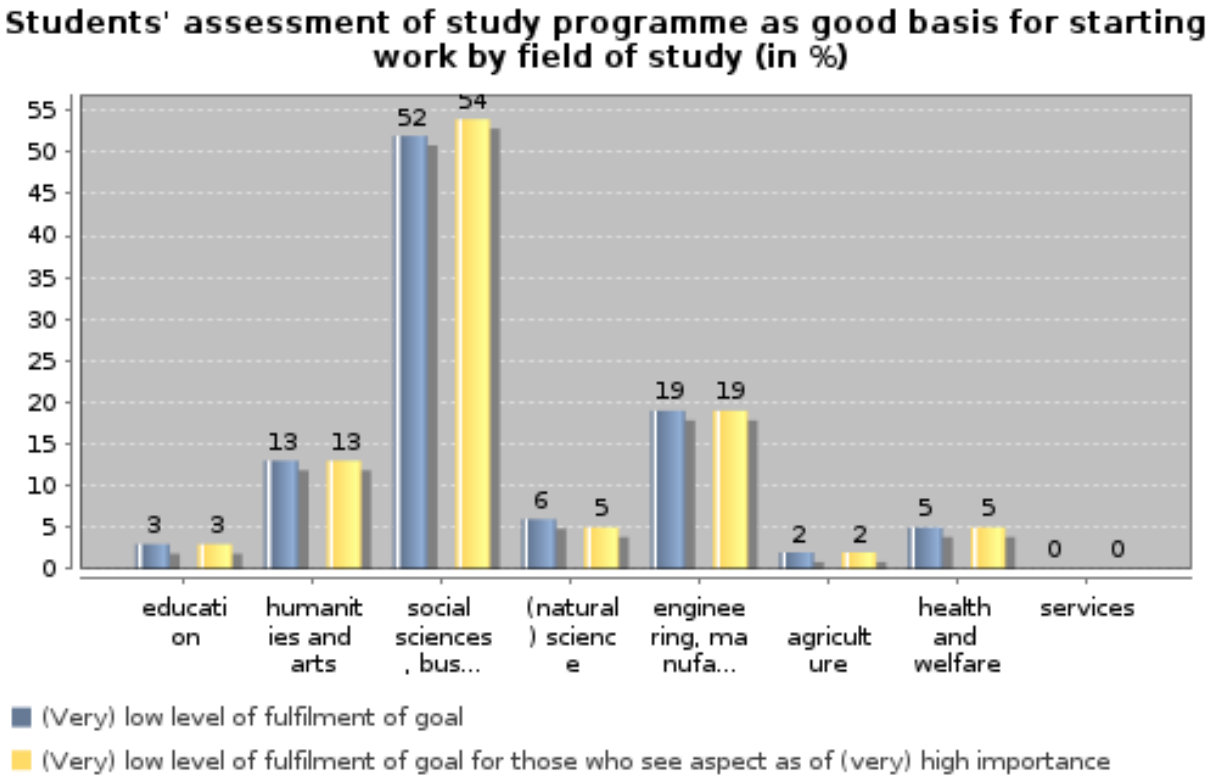
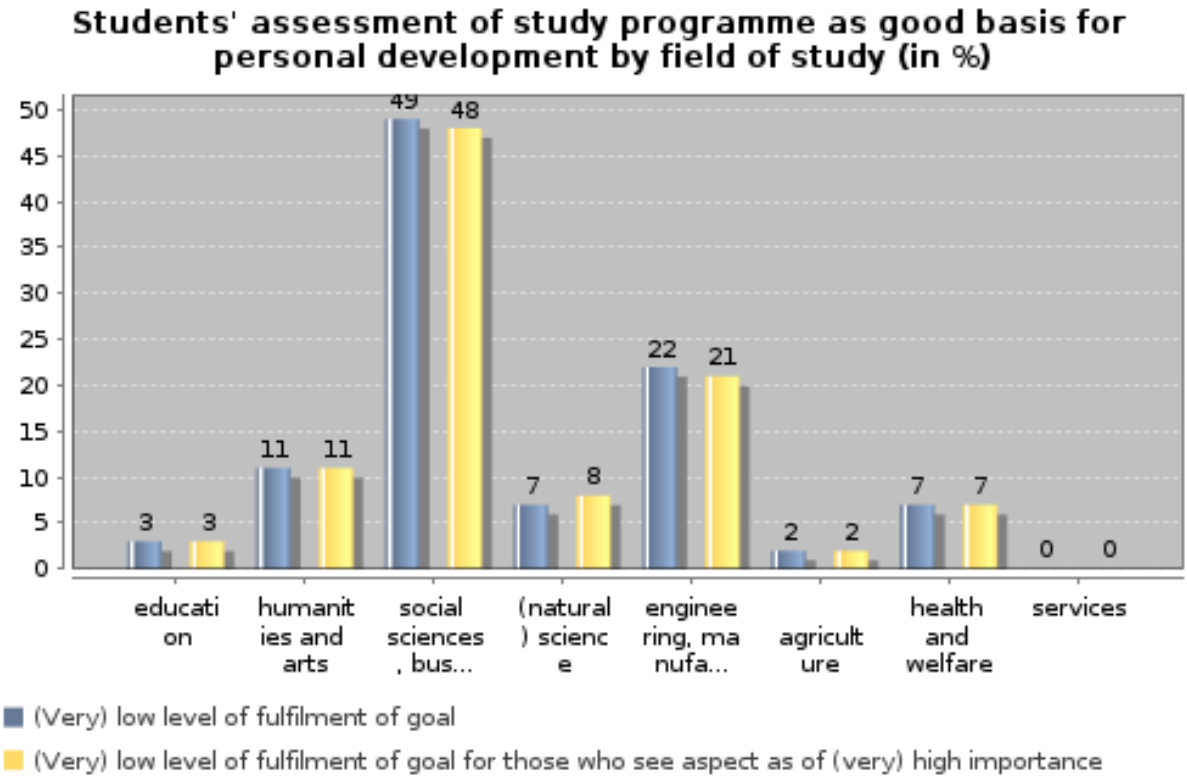
Topic: H. Assessment of studies

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 %	13.0
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	11.1
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	18.9
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	21.1





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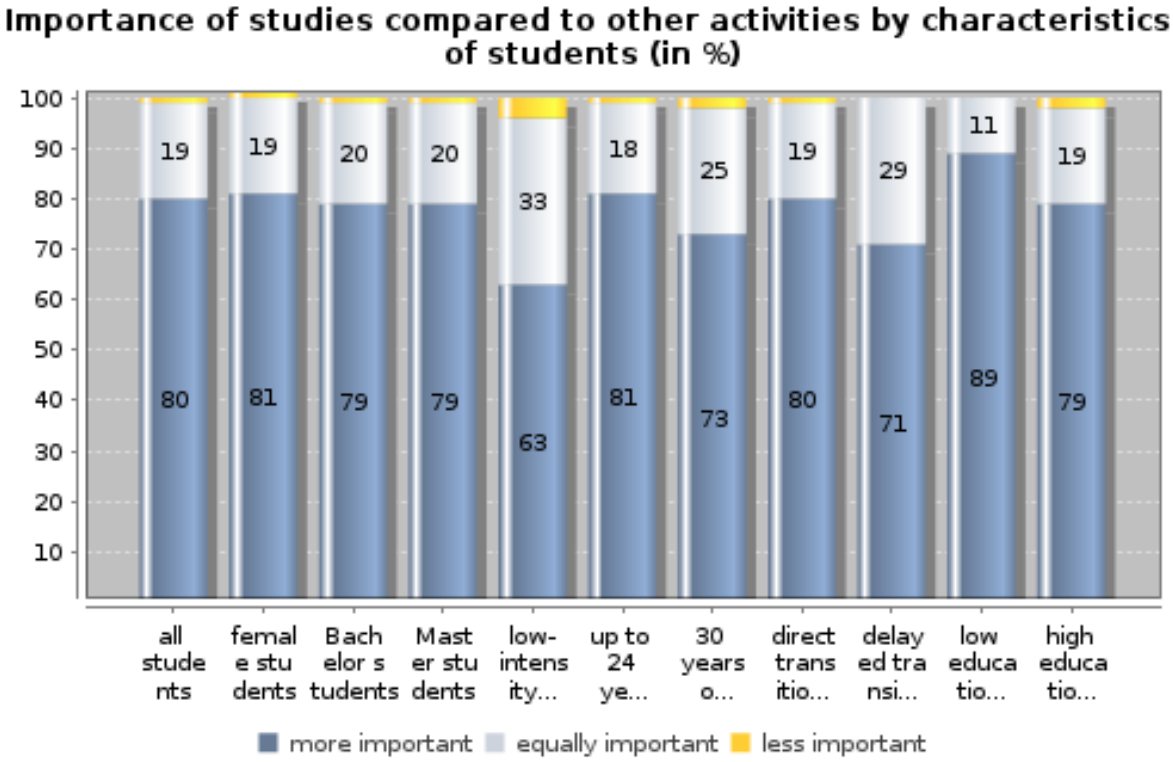
Topic: H. Assessment of studies

Subtopic 5: Students' assessment of importance of studies

Key Indicators	
Share of all students for whom studies are more important, in %	79.8
Share of all students for whom studies are less important, in %	1.2
Share of BA students for whom studies are more important, in %	79.0
Share of BA students for whom studies are less important, in %	1.3
Share of low-intensity students for whom studies are more important, in %	63.4
Share of low-intensity students for whom studies are less important, in %	3.6
Share of 30 years old or older for whom studies are more important, in %	73.1
Share of 30 years old or older for whom studies are less important, in %	1.9



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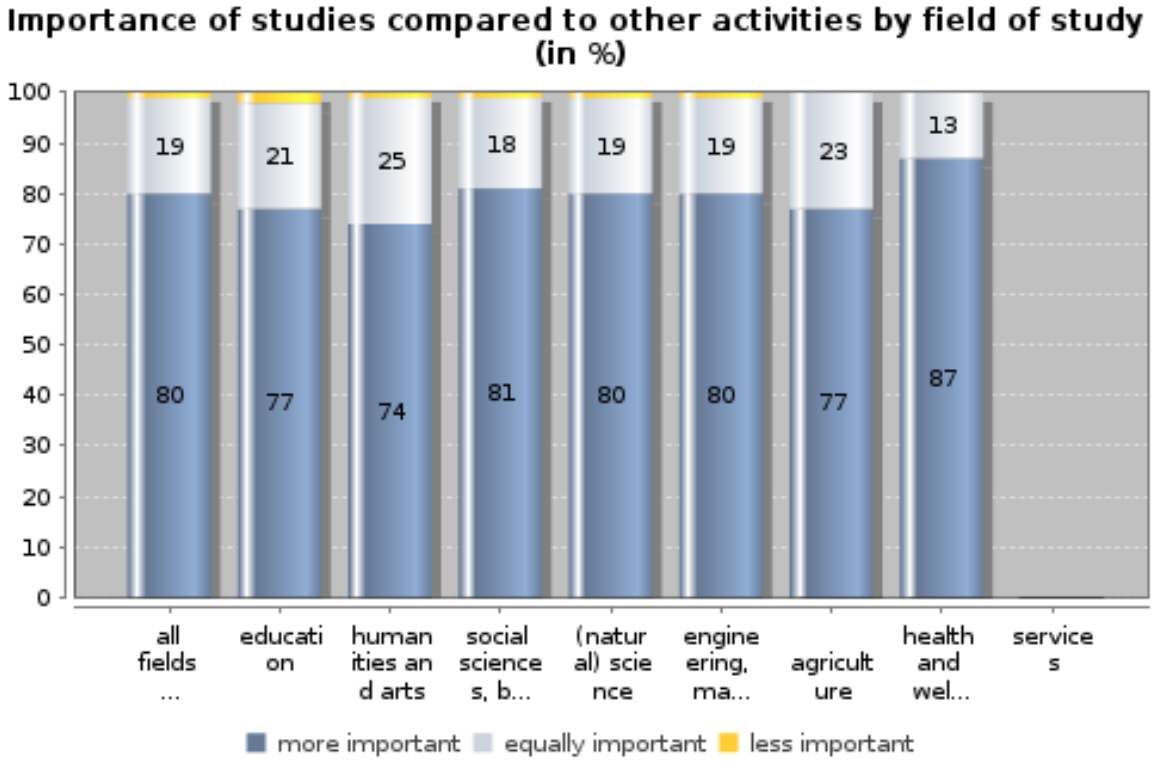
Topic: H. Assessment of studies

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

Key Indicators	
Share of students in humanities and arts for whom studies are more important, in %	74.0
Share of students in humanities and arts for whom studies are less important, in %	1.4
Share of students in engineering disciplines for whom studies are more important, in %	79.8
Share of students in engineering disciplines for whom studies are less important, in %	1.4
Share of students in social sciences for whom studies are more important, in %	80.5
Share of students in social sciences for whom studies are less important, in %	1.3



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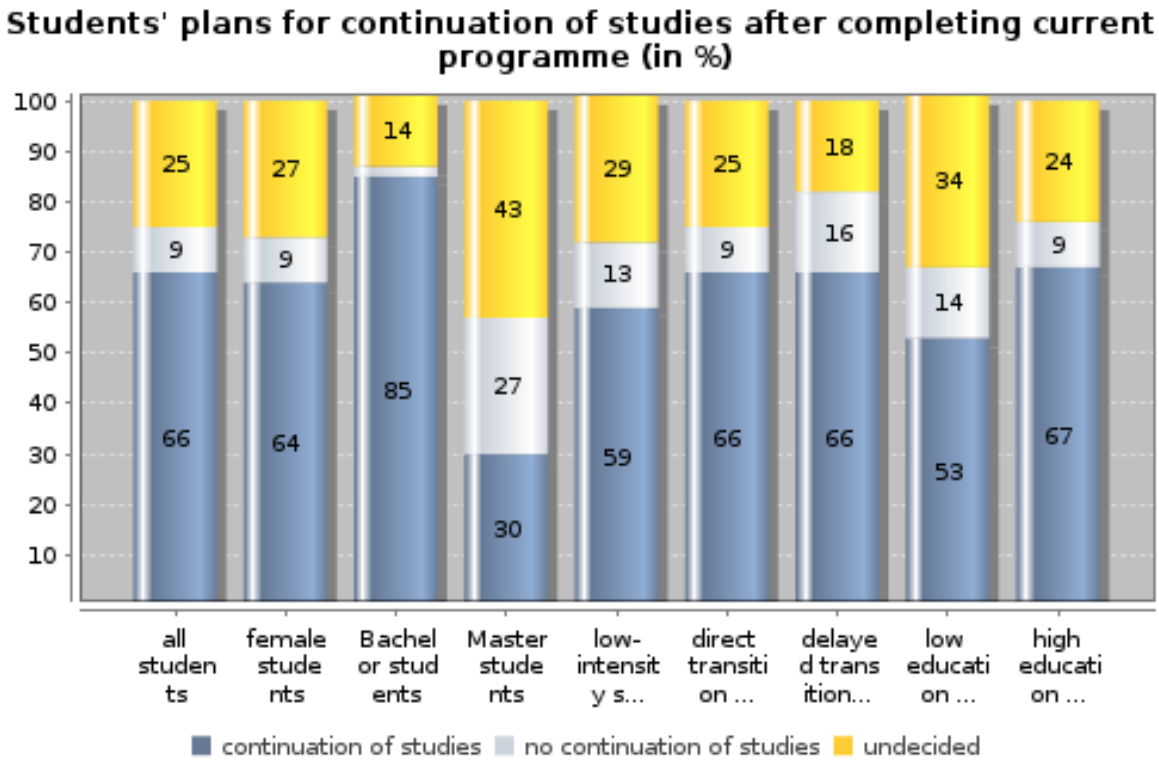
Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators	
Share of all students with plans for future studies, in %	65.8
Share of all students who plan not to continue studies, in %	8.9
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	53.3
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	13.3
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	66.7
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	8.9



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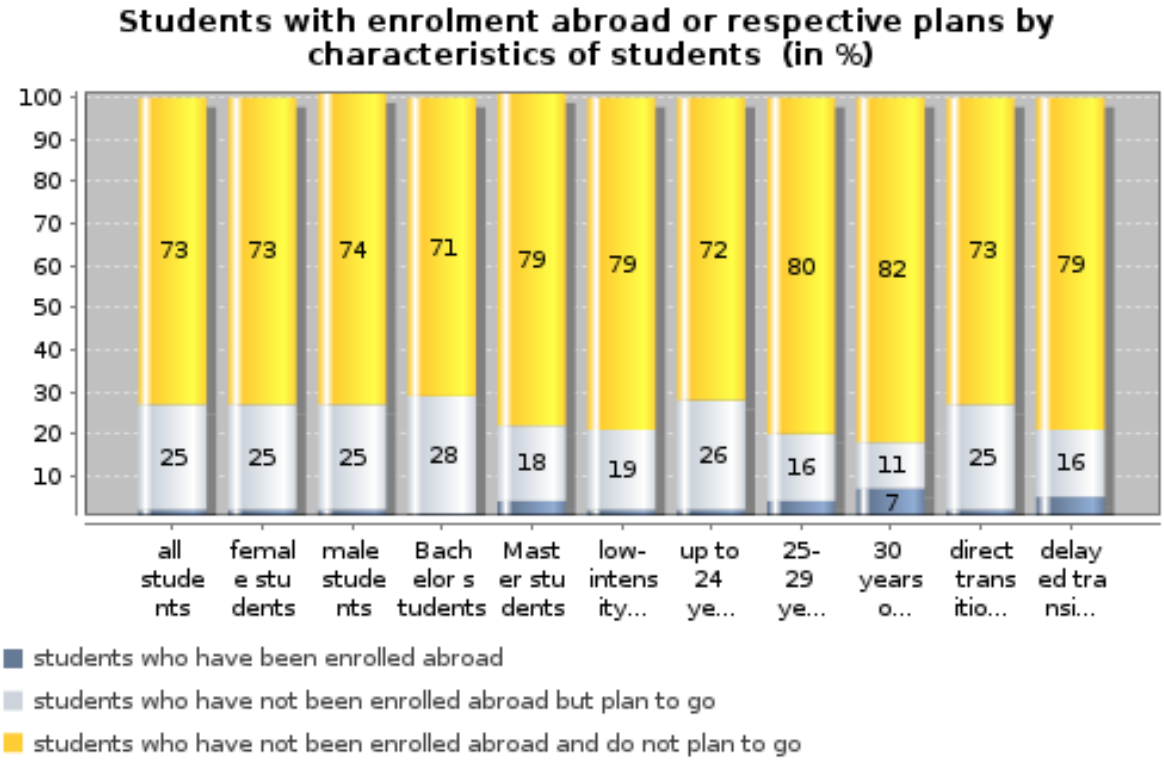
Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators	
Enrolment rate of all students, in %	1.8
Enrolment rate of female students, in %	1.9
Enrolment rate of Bachelor students, in %	1.4
Enrolment rate of Master students, in %	3.7
Plans for foreign enrolment of all students, in %	25.0
Plans for foreign enrolment of Bachelor students, in %	28.0



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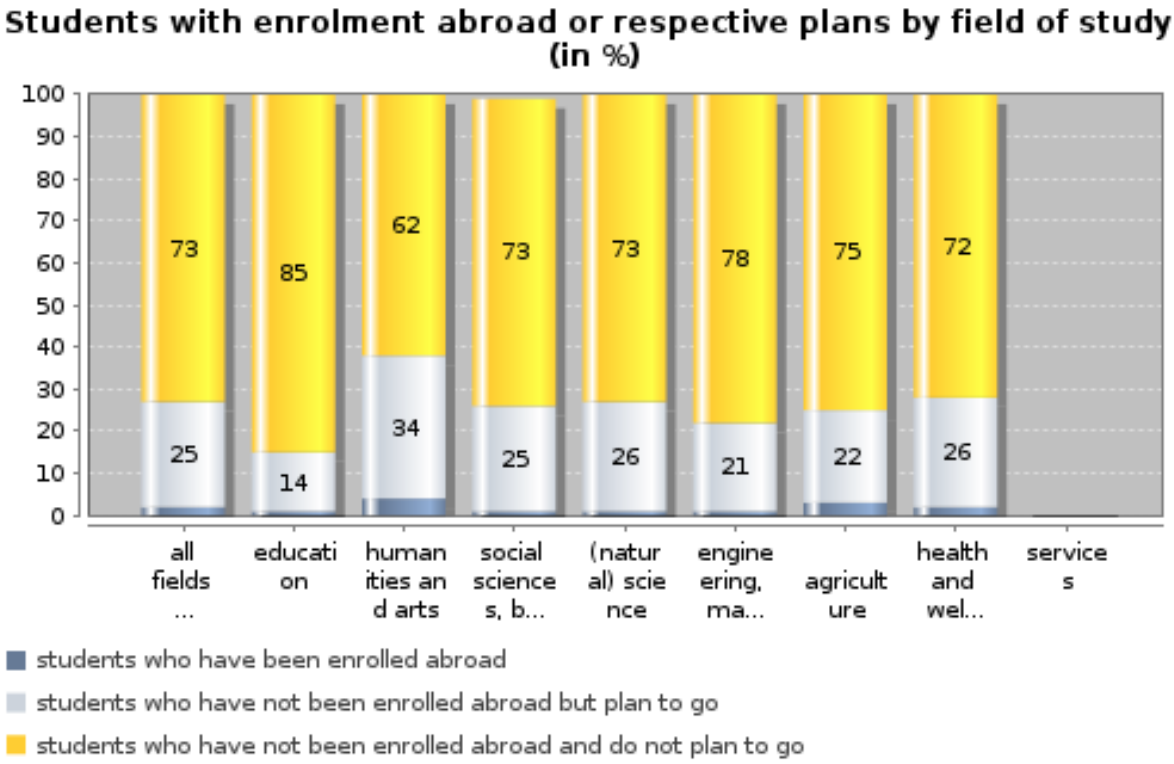
Topic: I. Internationalisation and mobility

Subtopic 2: Enrolment abroad by field of study

Key Indicators

Enrolment abroad by field of study:	
humanities and arts, in %	4.3
social sciences, in %	1.4
(natural) science, in %	1.4
engineering disciplines, in %	1.1



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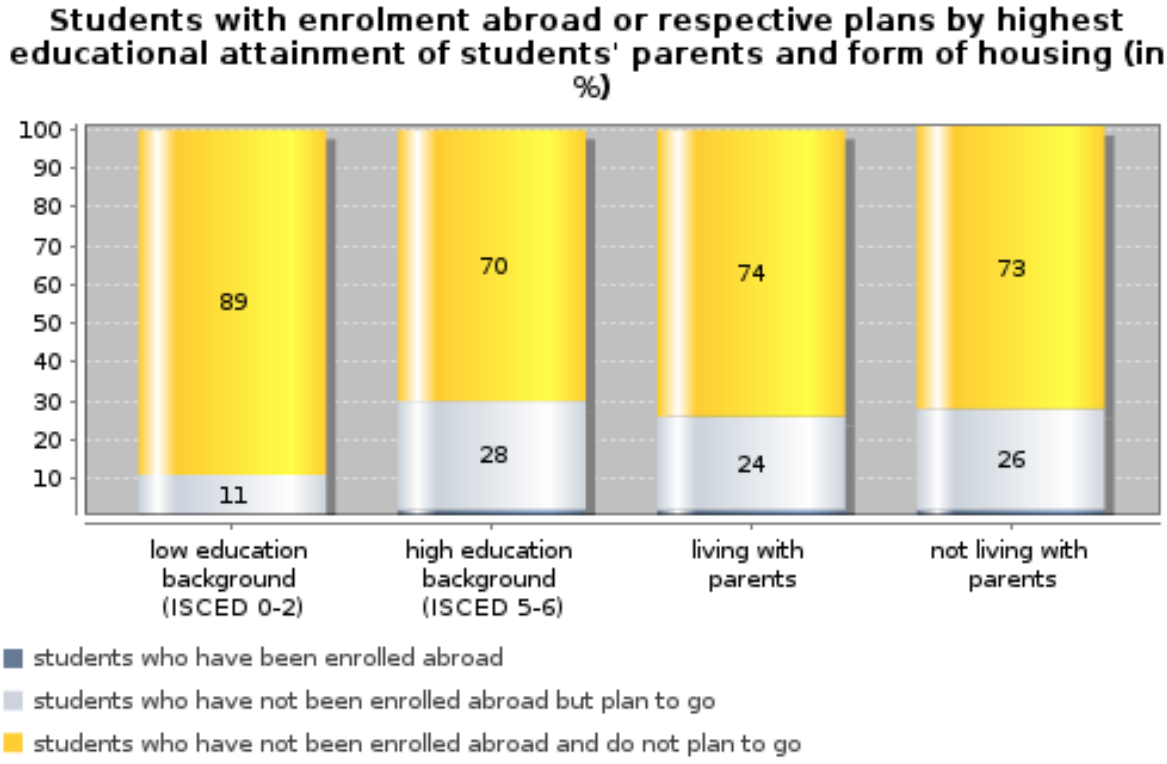
Topic: I. Internationalisation and mobility

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 %	
	2.3
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	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)



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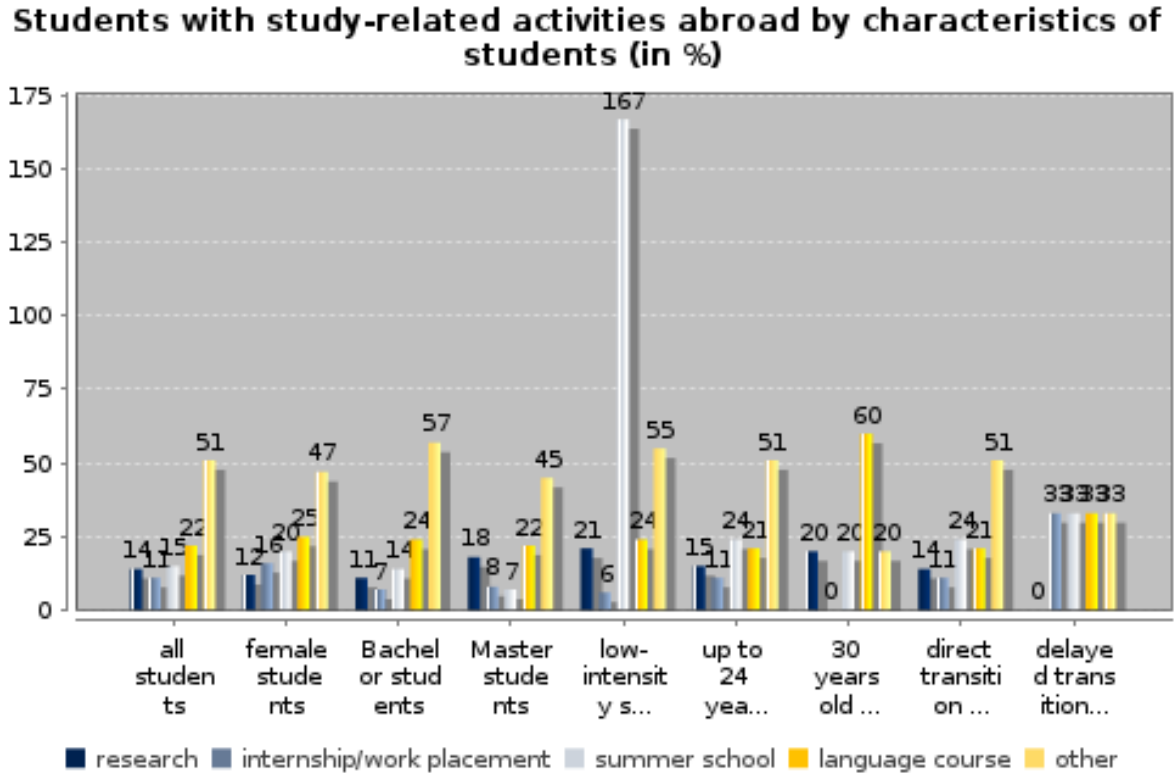
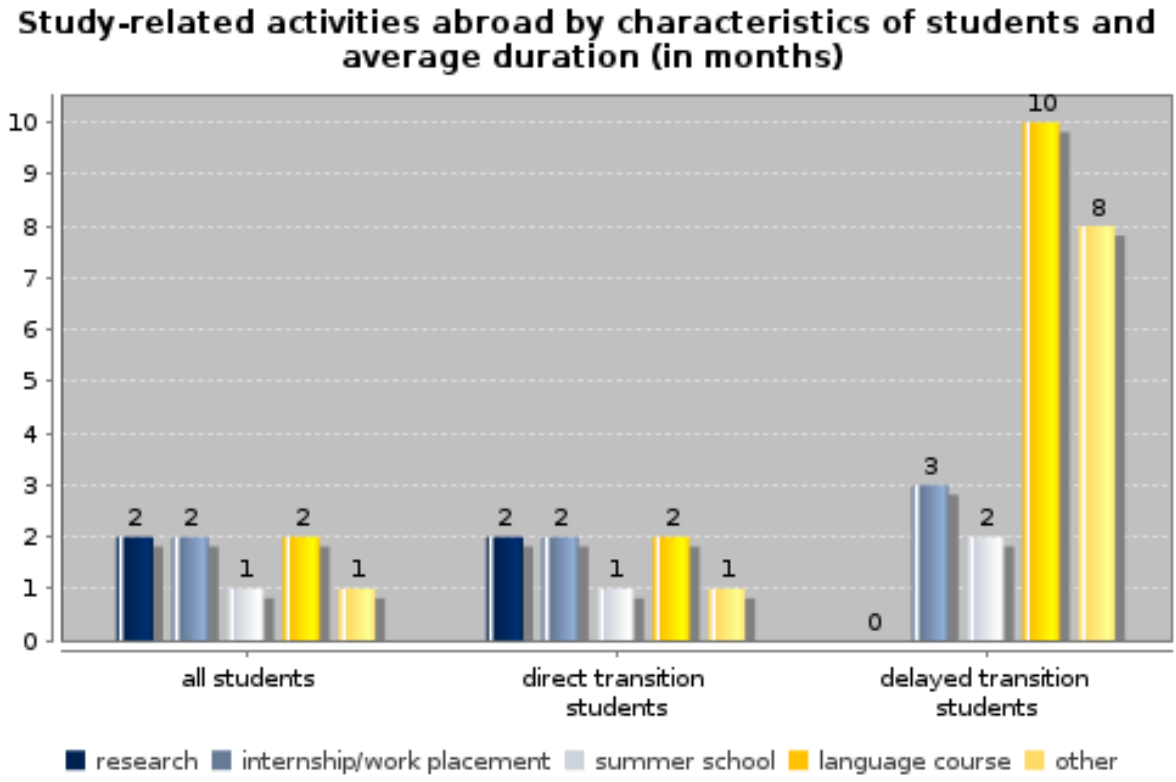
Topic: I. Internationalisation and mobility

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

Key Indicators	
Internship/work placement abroad, all students, in %	2.0
Language course abroad, all students, in %	1.9
No acitivities abroad, all students, in %	1150.0
No acitivities abroad, students up to 24 years, in %	1222.2





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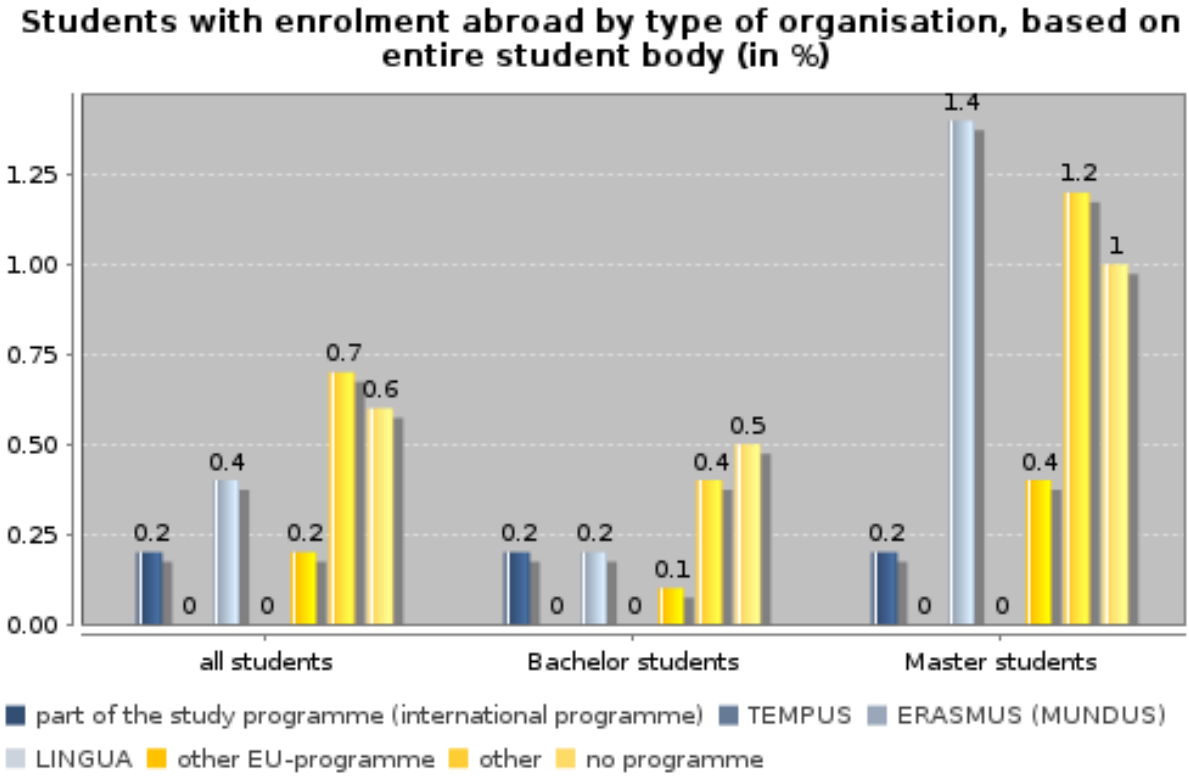
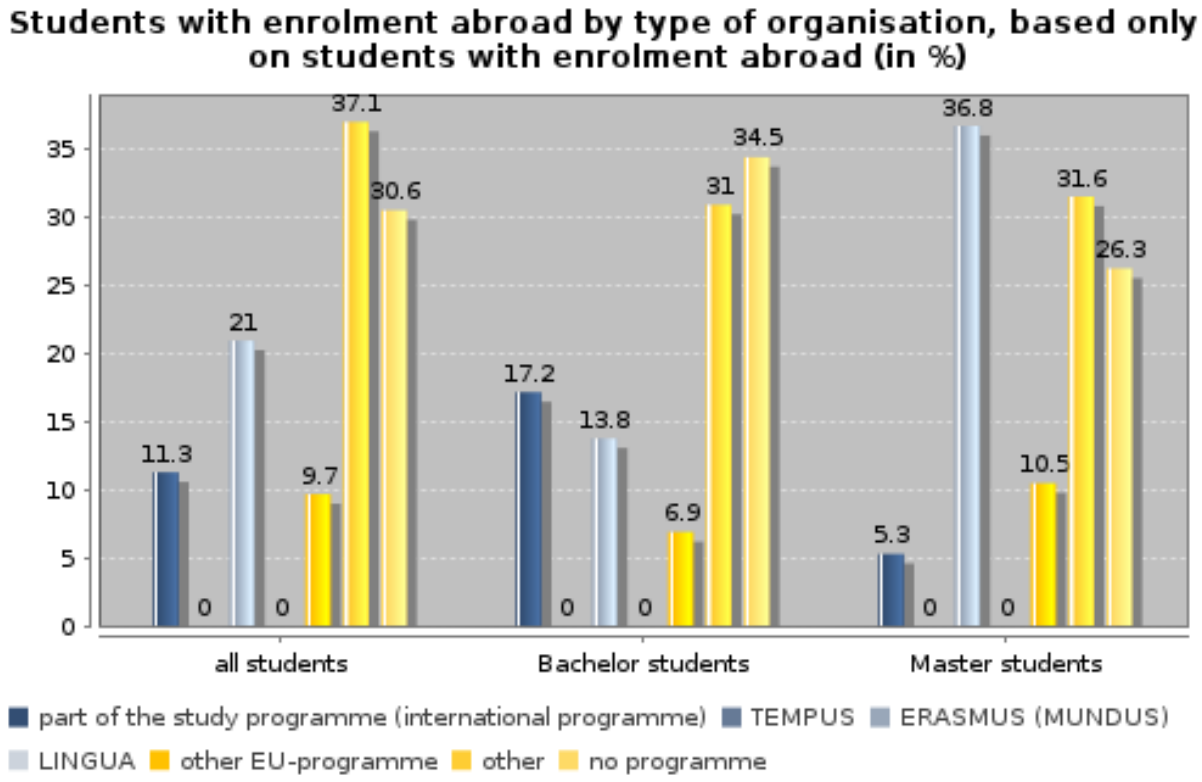
Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

Key Indicators	
Students with enrolment abroad, who went abroad without a programme, in %	30.6
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	21.0
Bachelor students with enrolment abroad, who went abroad without a programme, in %	34.5
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	13.8





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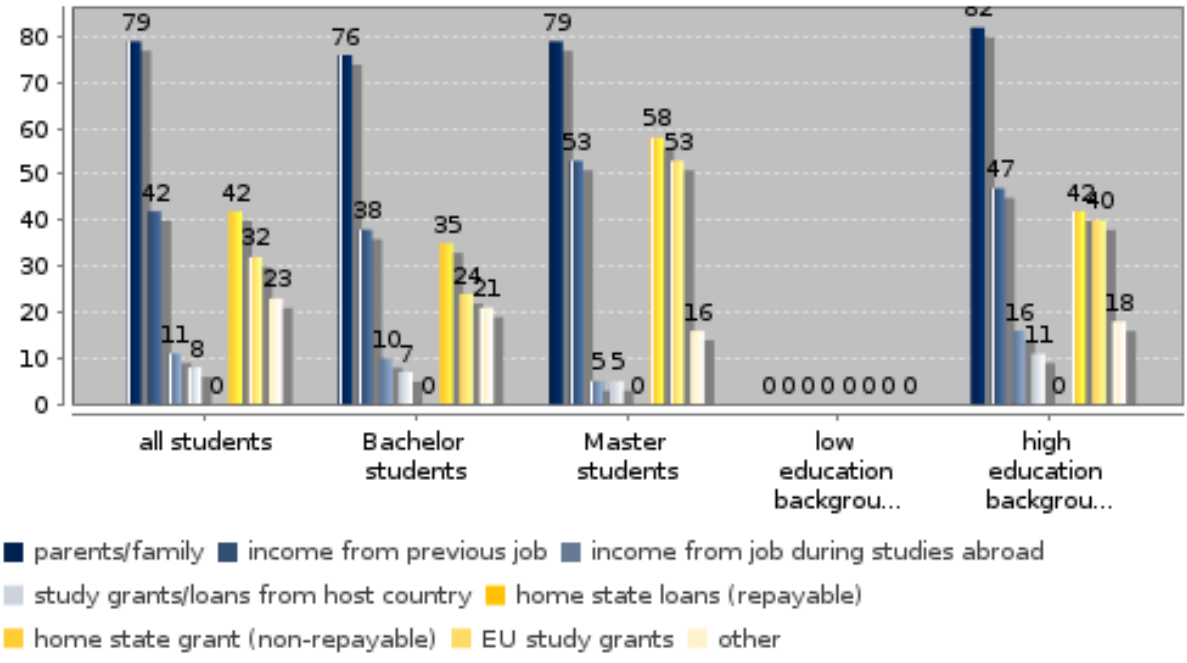
Topic: I. Internationalisation and mobility

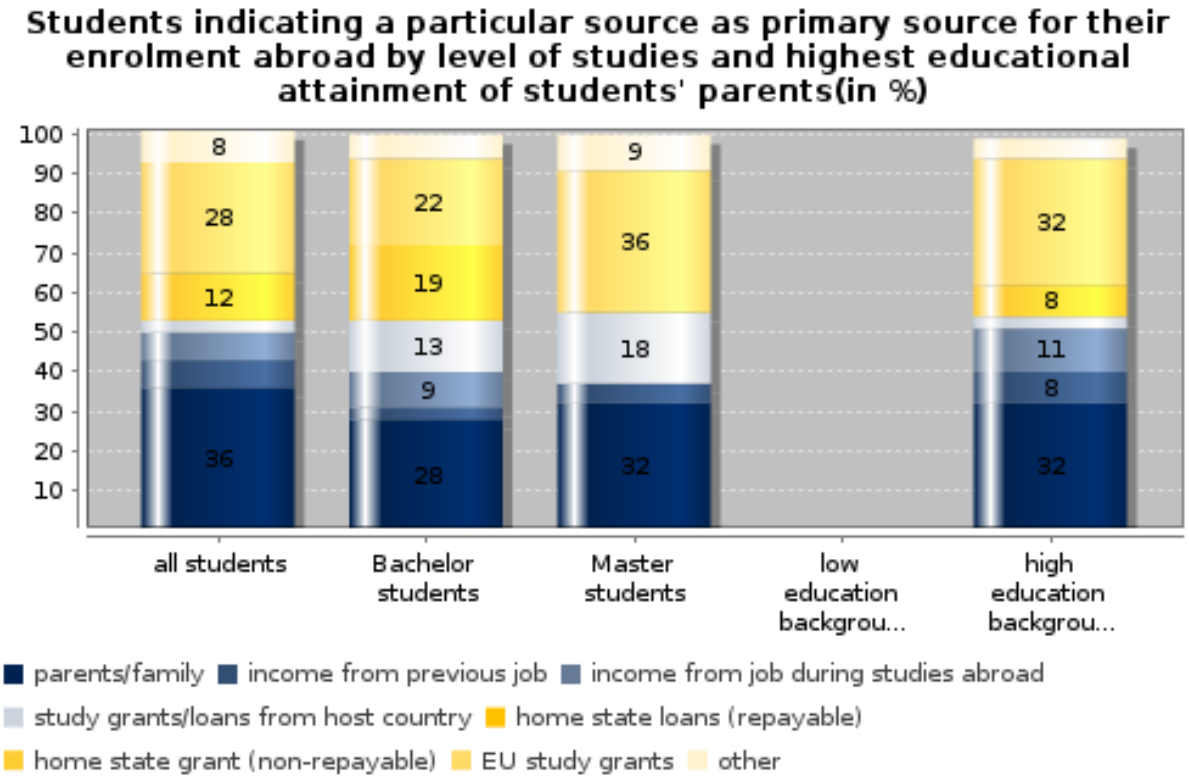
Subtopic 6: Sources of funding for enrolment abroad

Key Indicators

Share of students utilising their parents/family as a source of funding:	
all students, in %	79.0
BA students, in %	75.9
students with high education background (ISCED 5-6), in %	81.6
students with low education background (ISCED 0-2), in %	32.4
Share of students indicating their parents/family as primary source of funding:	
students with high education background (ISCED 5-6), in %	
students with low education background (ISCED 0-2), in %	
Share of students giving public support as primary source:	
students with high education background (ISCED 5-6), in %	43.2

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





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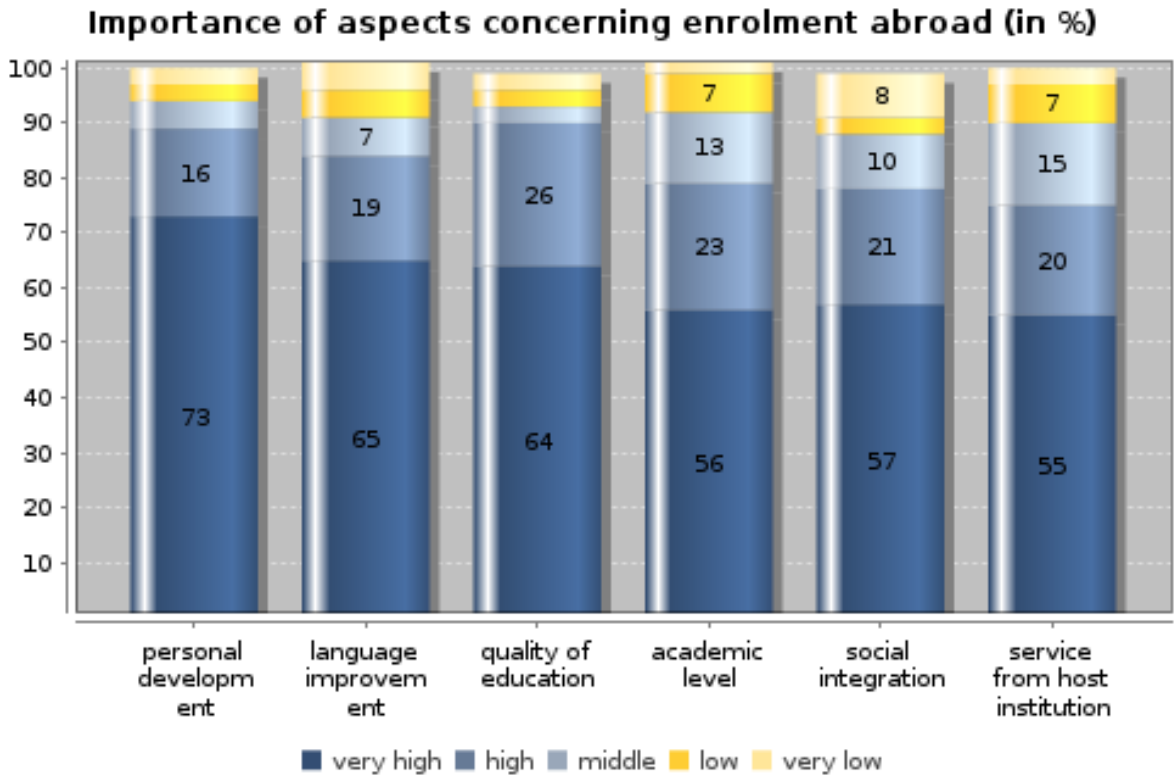
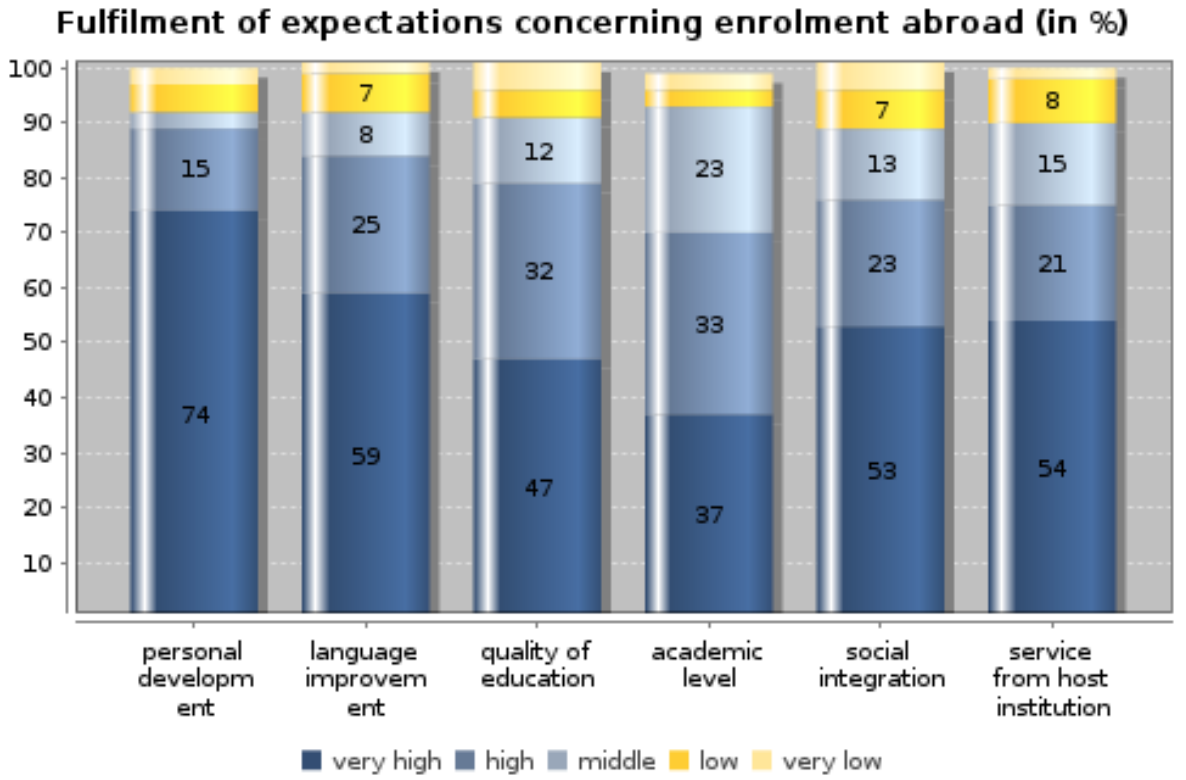
Topic: I. Internationalisation and mobility

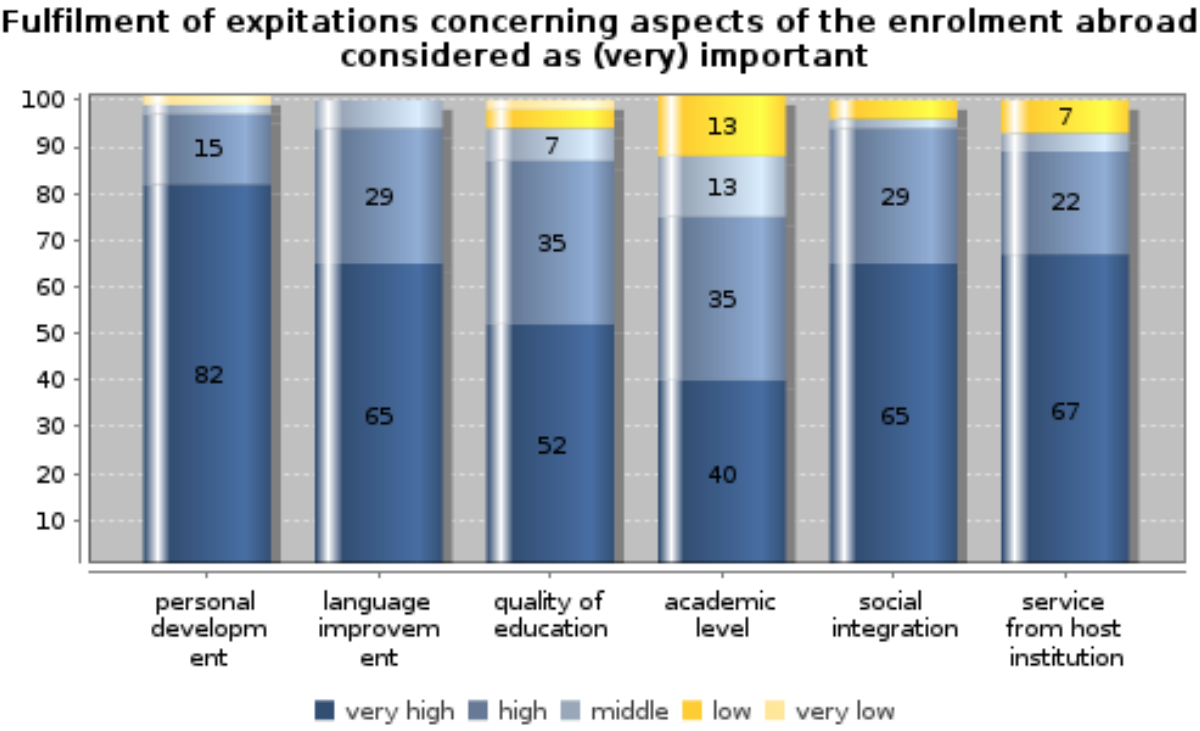
Subtopic 7: Important aspects and fullfilled expectations concerning the enrolment abroad

Key Indicators

Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:	
personal development, in %	88.6
language improvement, in %	83.6
quality of education, in %	78.4
academic level, in %	70.0
social integration, in %	75.8
service from host institution, in %	75.4







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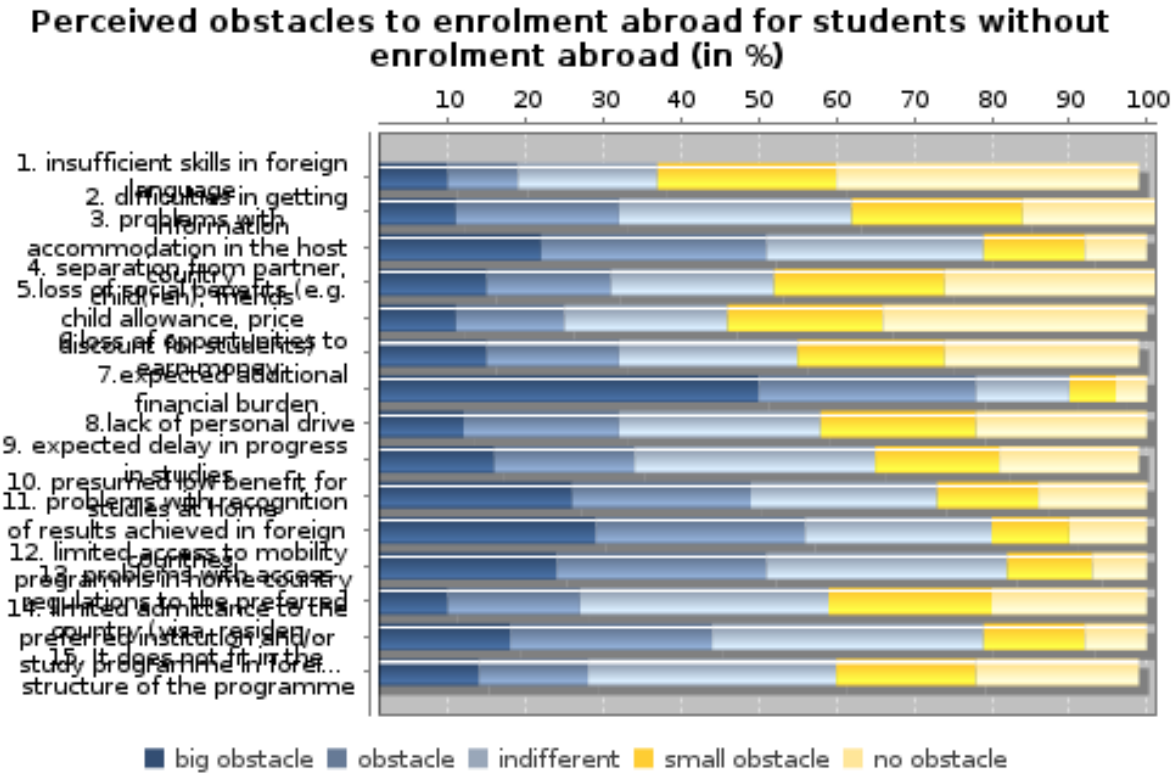
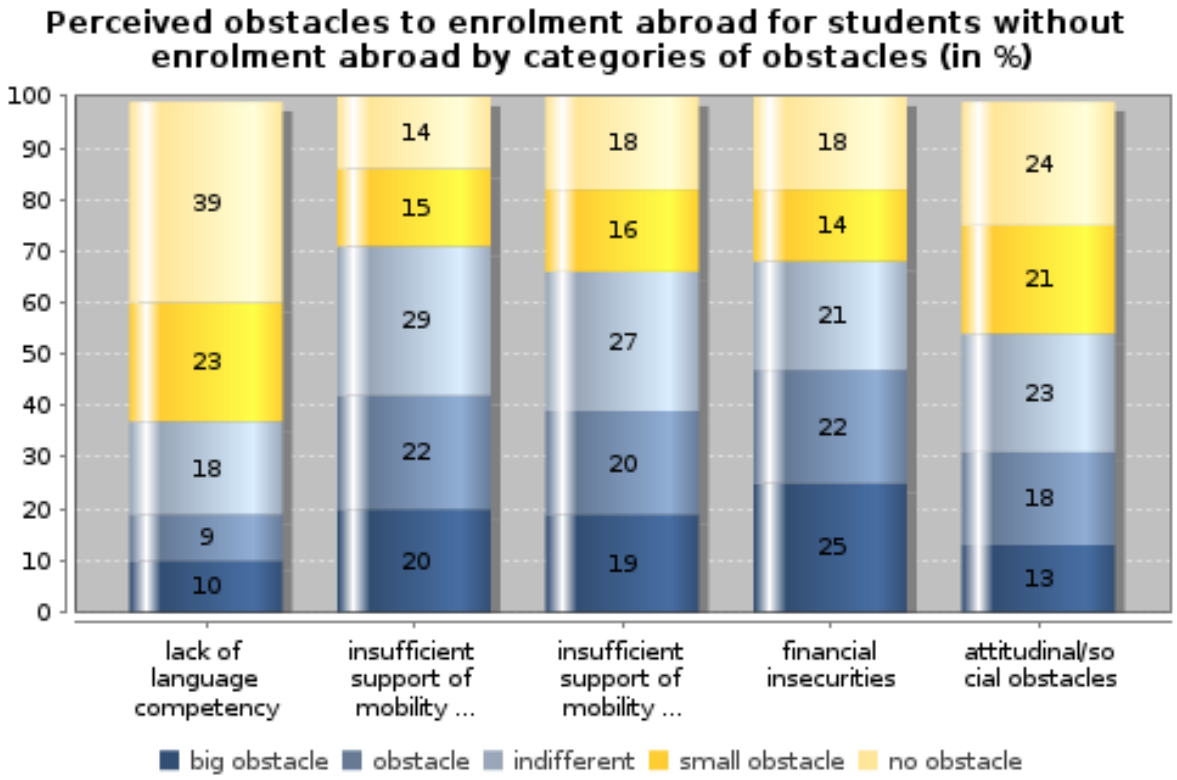
Topic: I. Internationalisation and mobility

Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad:	
lack of language competency, in %	9.5
insufficient support in the home country, in %	20.1
insufficient support in the host country, in %	18.6
financial insecurities, in %	24.5
attitudinal/social abstacles, in %	13.1





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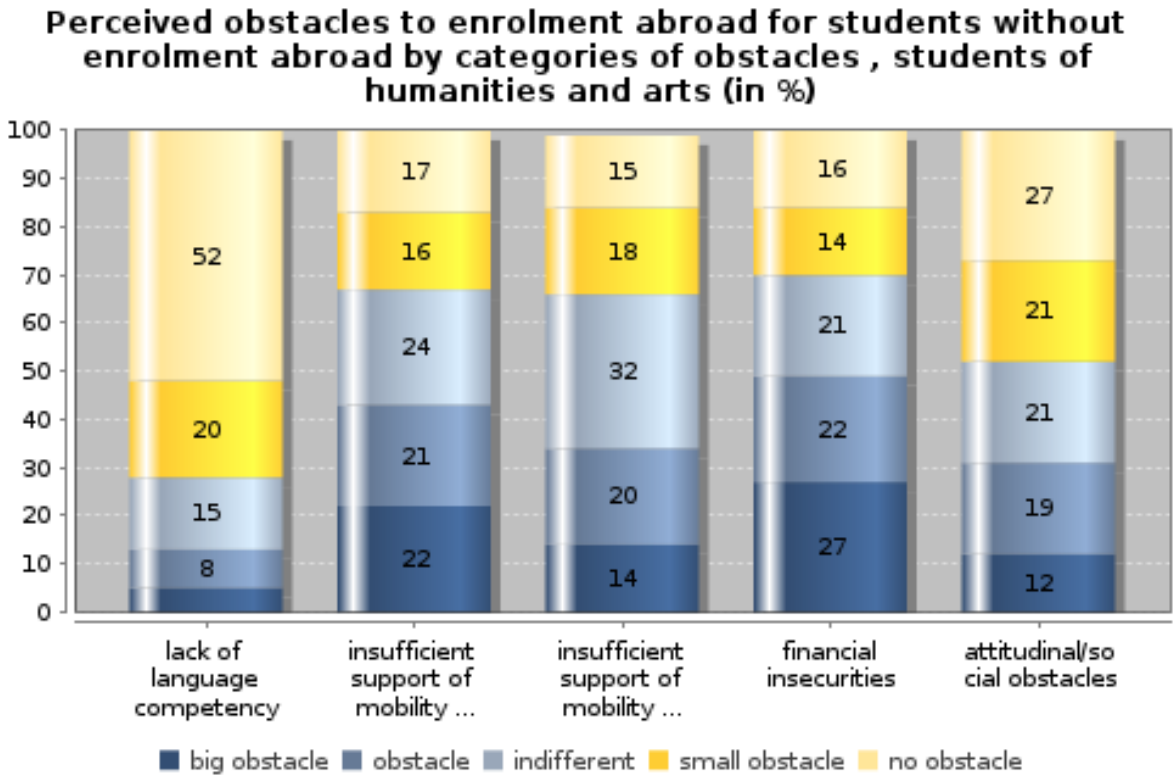
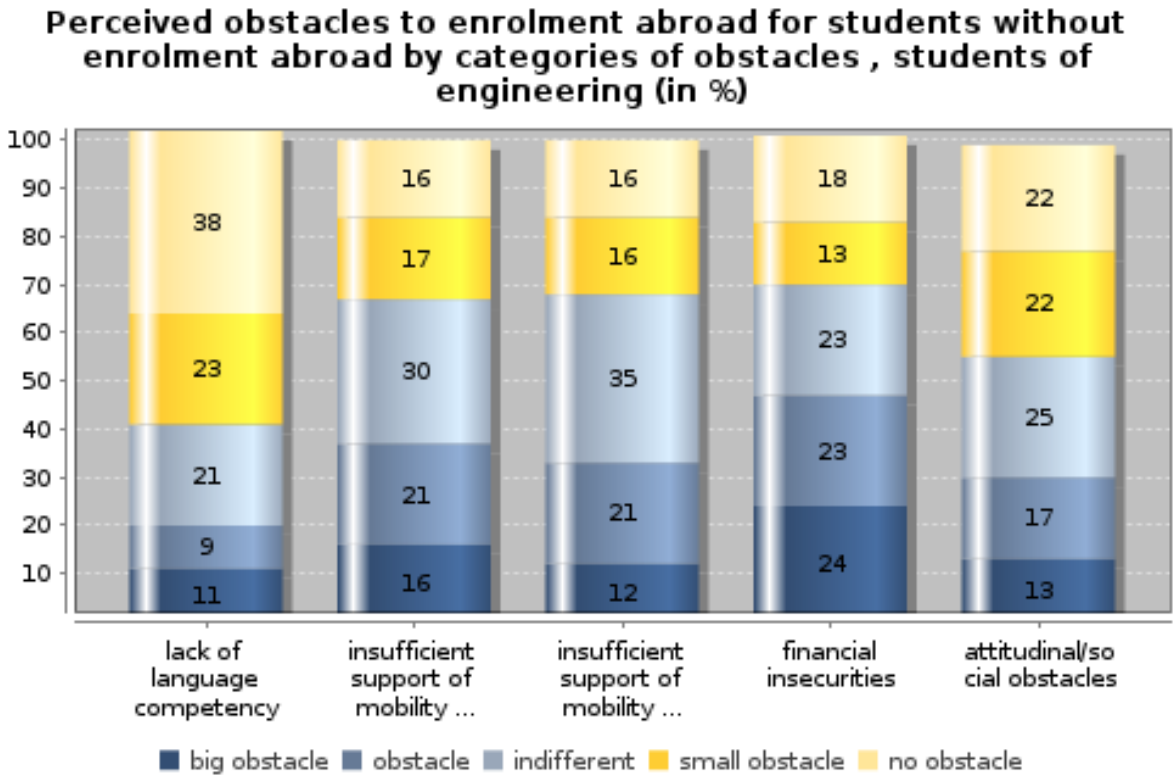
Topic: I. Internationalisation and mobility

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

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:	
humanities and arts - lack of language competency, in %	5.3
engineering disciplines - lack of language competency, in %	10.5
humanities and arts - insufficient support in the home country, in %	22.3
engineering disciplines - insufficient support in the home country, in %	16.0
humanities and arts - financial insecurities, in %	27.1
engineering disciplines - financial insecurities, in %	24.2





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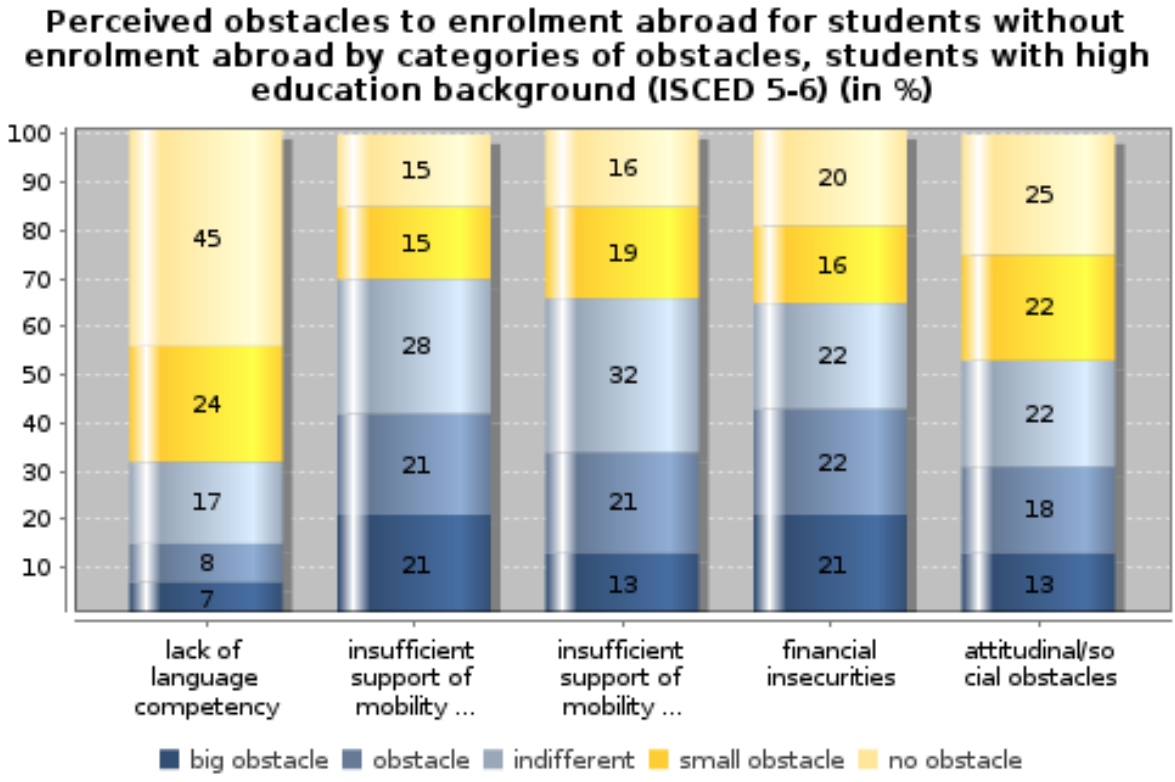
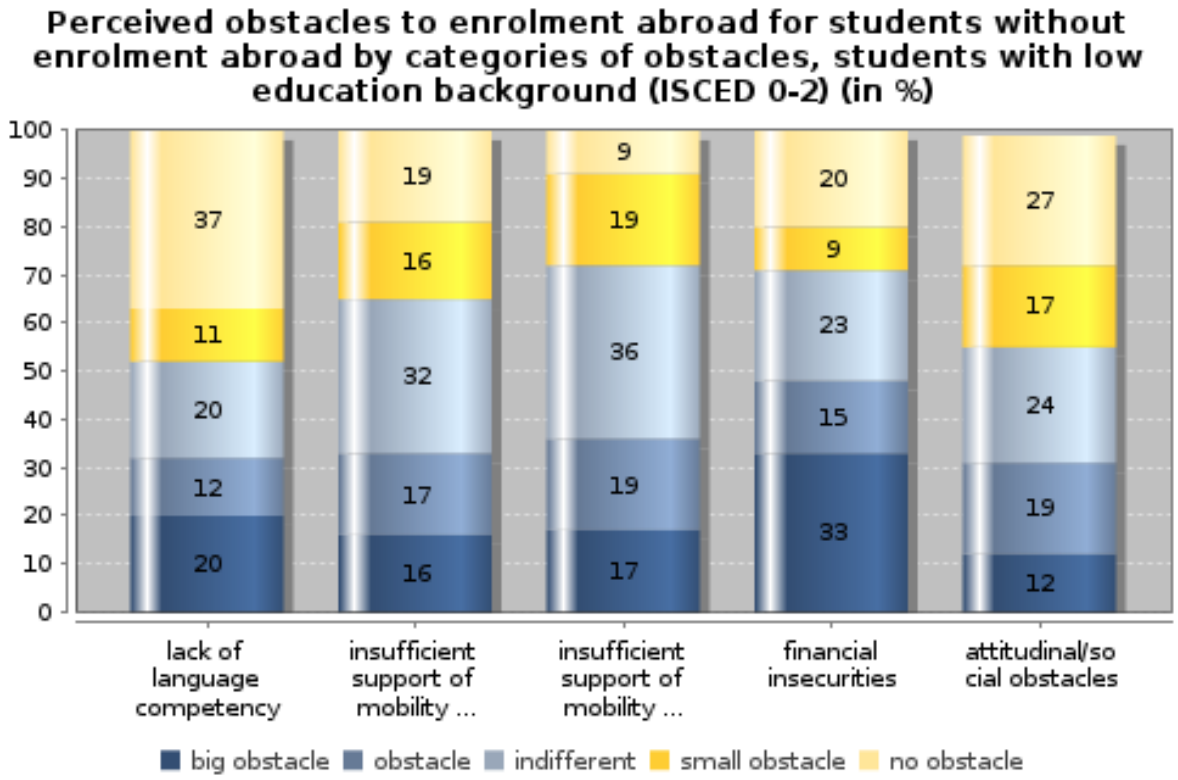
Topic: I. Internationalisation and mobility

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 %	20.3
high education background (ISCED 5-6) - lack of language competency, in %	7.0
low education background (ISCED 0-2) - insufficient support in the home country, in %	16.4
high education background (ISCED 5-6) - insufficient support in the home country, in %	20.9
low education background (ISCED 0-2) - financial insecurities, in %	33.1
high education background (ISCED 5-6) - financial insecurities, in %	21.1





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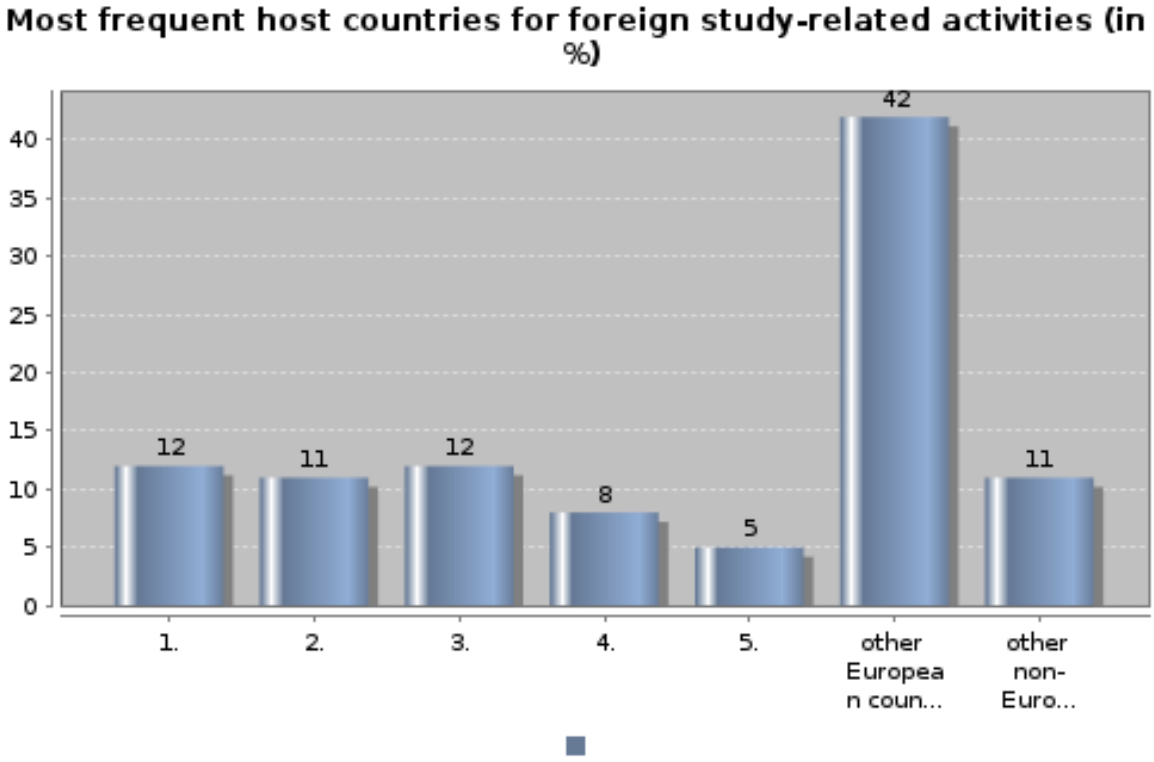
Topic: I. Internationalisation and mobility

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

Key Indicators

Students with study-related activities in most frequent host country, in %	17.0
	Students with study-related activities in second most frequent host country, in %
12.2	
45.0	11.2
Students with study-related activities in third most frequent host country, in %	21.0



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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 %

85.8

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

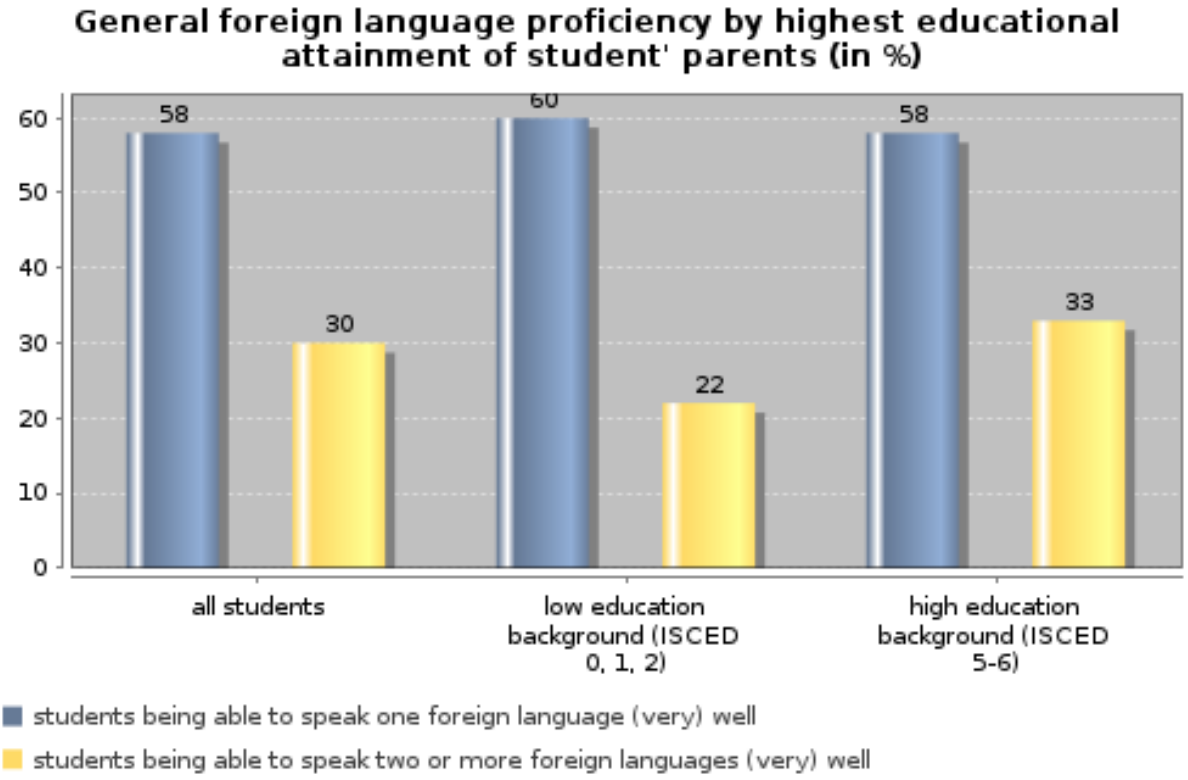
17.6

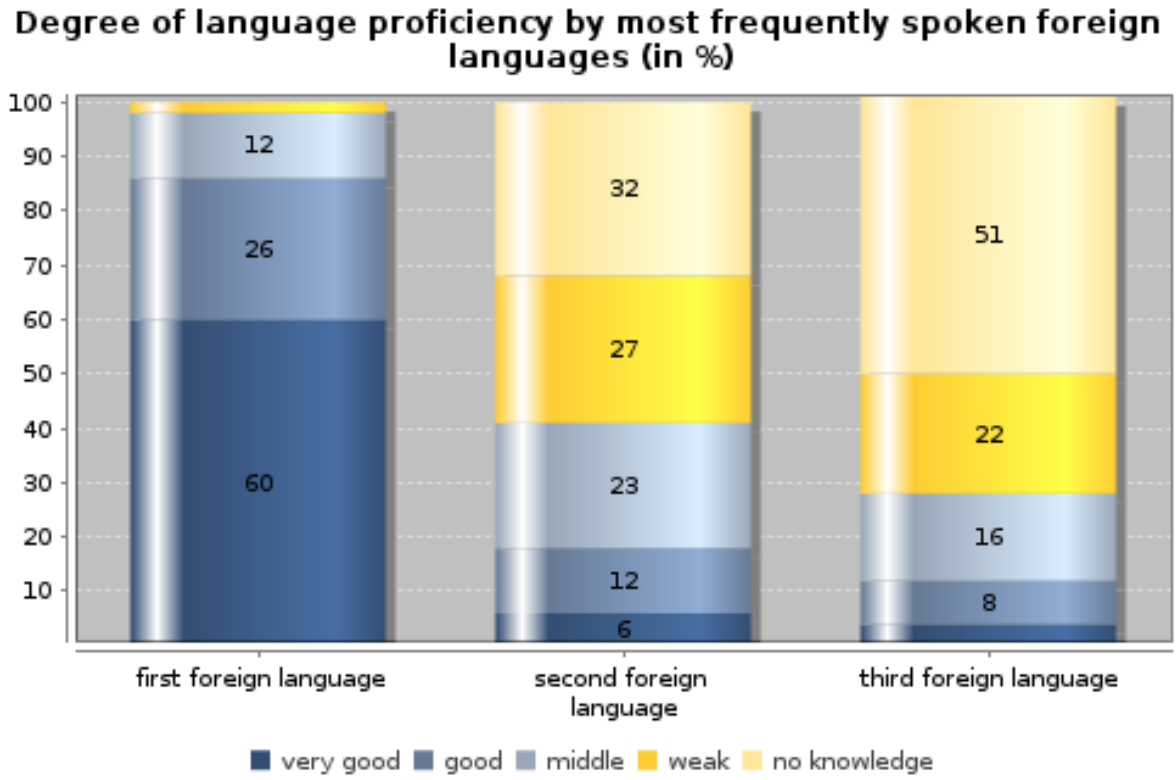
Share of students with (very) good proficiency in third most frequently spoken foreign language, in %

11.7

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

30.4





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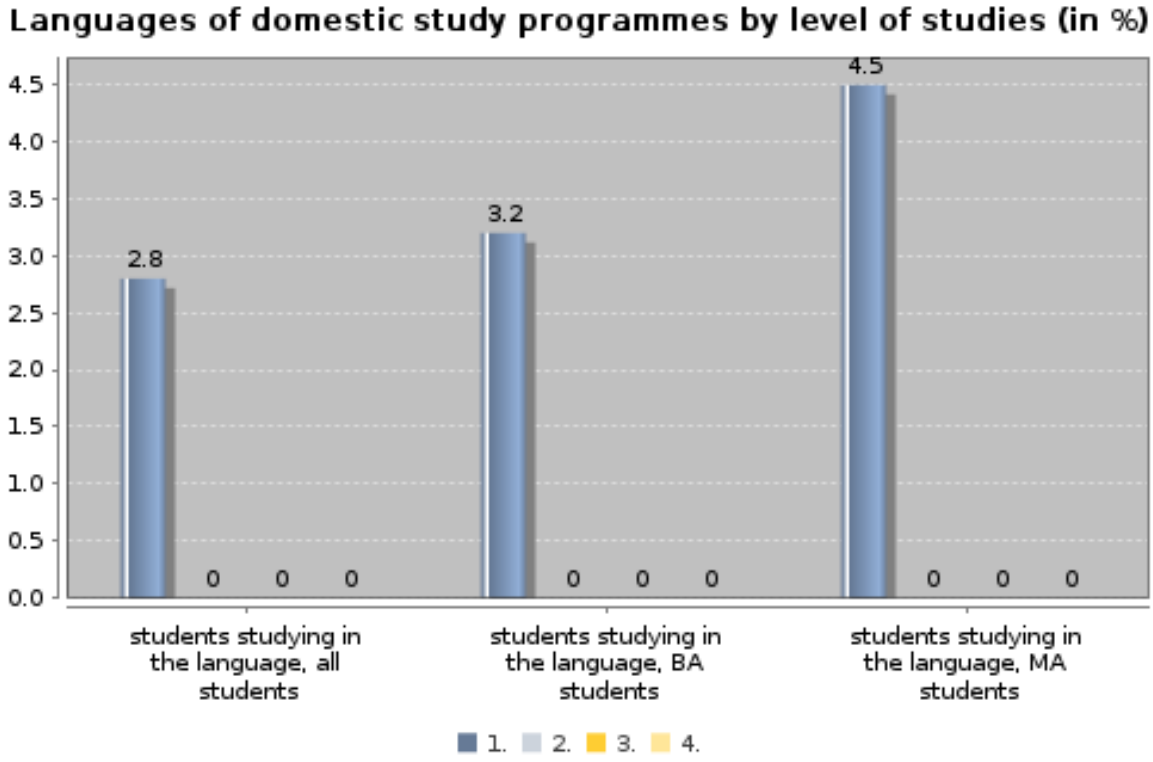
Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators

Most frequent language of domestic study programmes of all students, in %	0.0
2.8	2nd most frequent language of domestic study programmes, all students, in %
0.0	3rd most frequent language of domestic study programmes, all students, in %



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