

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

Metadata for the national survey

National Currency	Euro
Exchange rate: 1 Euro =	1
Date and source of exchange rate:	
Survey method	
Size of final sample	
Sampling method	
Return rate	
Reference period of survey (semester, year)	
Weighting scheme	
Project sponsor	
Implementation	

Topic: Metadata

Subtopic 1: Metadata on national survey

Key Indicators

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

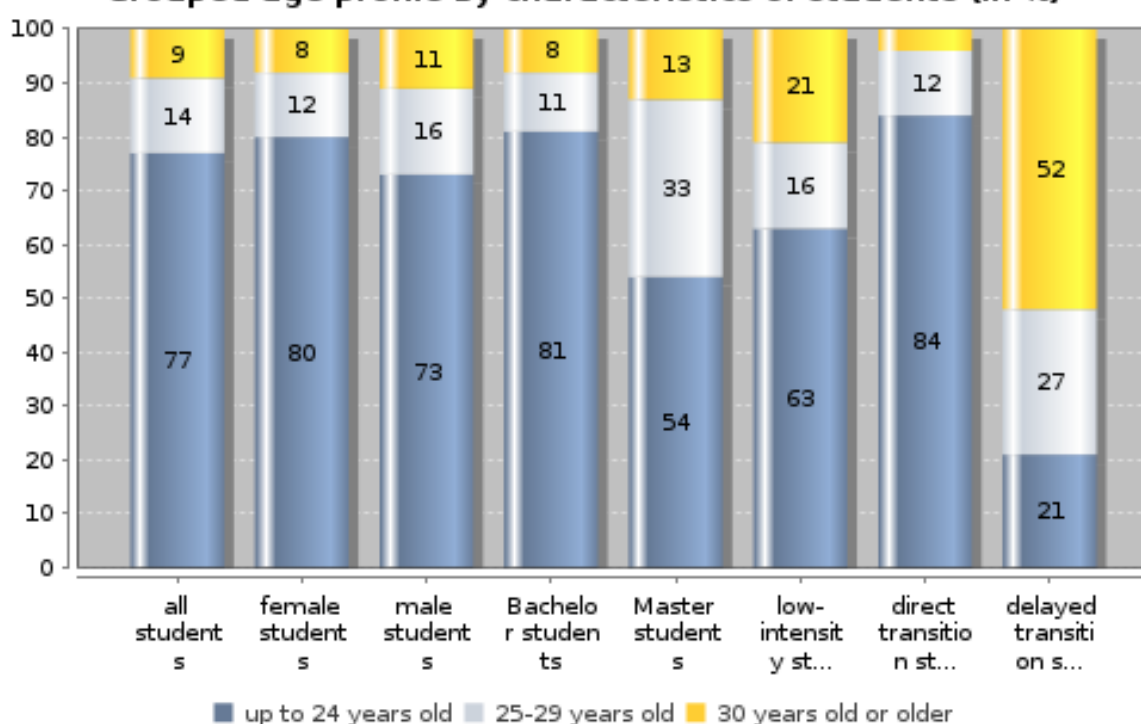
Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators

Average age (arithm.mean) in years - all students	24.0
Average age (median) in years - all students	22.0
Average age (arithm.mean) in years - female students	23.0
Average age (arithm.mean) in years - male students	24.0
Average age (arithm.mean) in years - BA students	23.0
Average age (arithm.mean) in years - MA students	26.0
Average age (arithm.mean) in years - low-intensity students	26.0

Grouped age profile by characteristics of students (in %)



details on missing data:

methodical issues or considerations for data interpretation:

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

Age group up to 24 is slightly overrepresented in comparison with Eurostat figures for 2008 (LYA) as a consequence of the way of sampling (random, but within an existing student's panel).

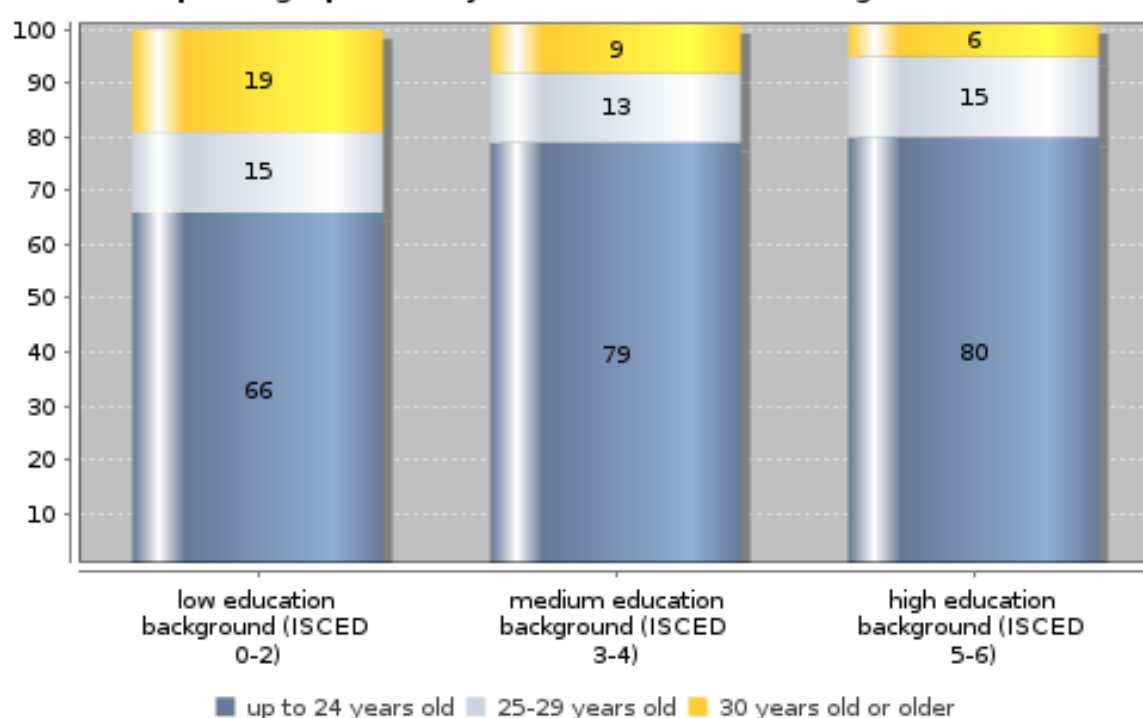
Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators

Average age (arithm.mean) in years - low education background (ISCED 0-2)	26.0
Average age (median) in years - low education background (ISCED 0-2)	23.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	23.0
Average age (median) in years - high education background (ISCED 5-6)	22.0

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:

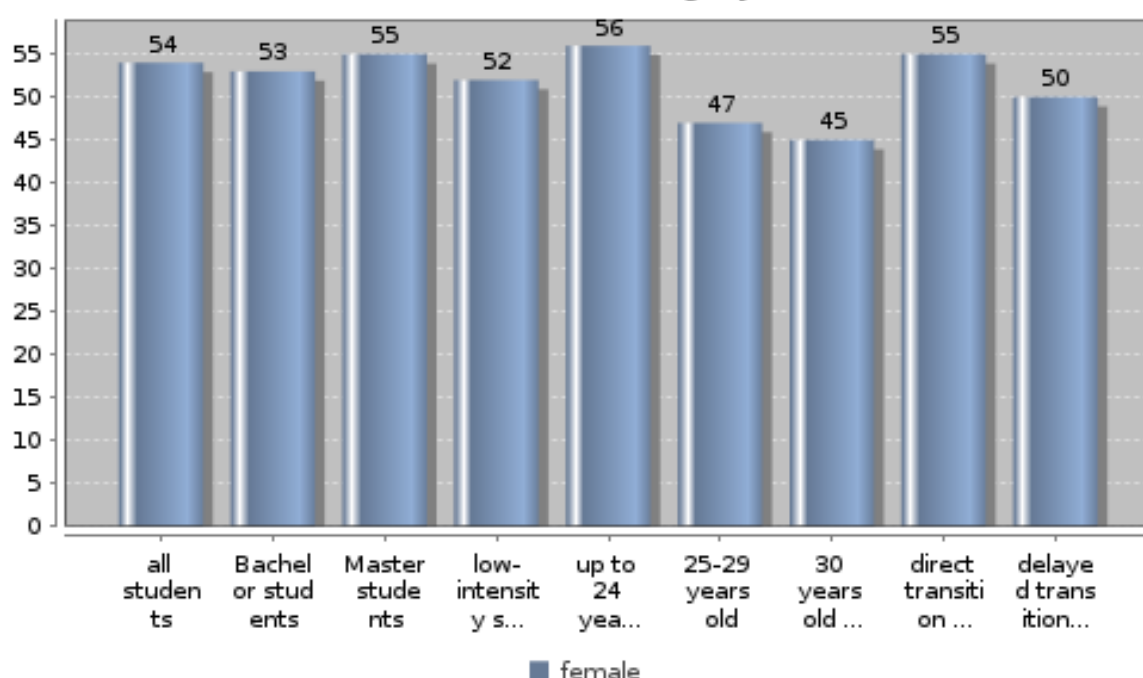
Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators

Share of females among all students, in %	53.6
Share of females among BA students, in %	52.9
Share of females among MA students, in %	54.6
Share of females among low-intensity students, in %	52.0
Share of females among the 30 years old or older, in %	44.9

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:

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

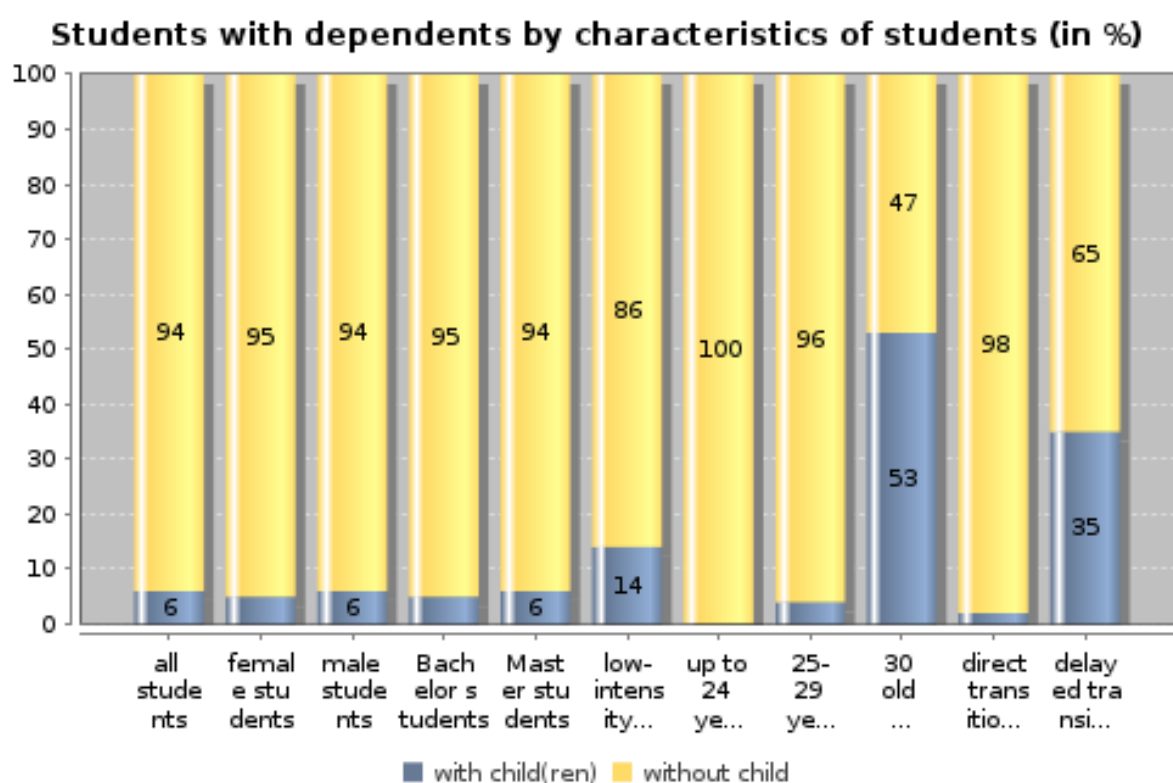
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

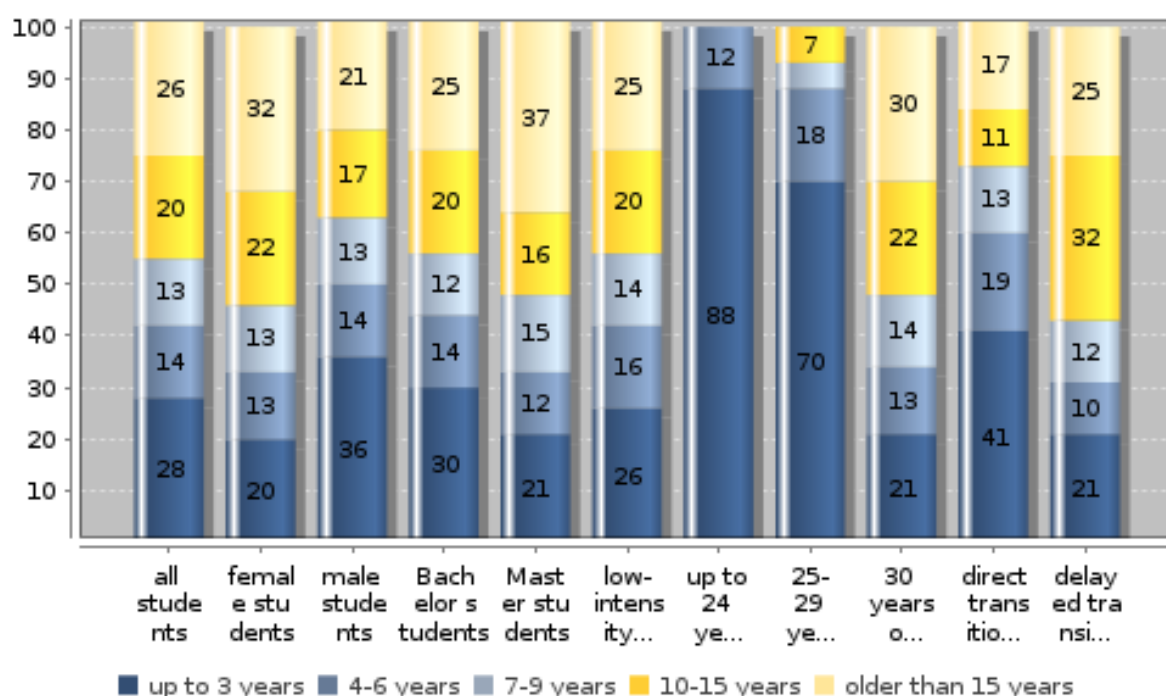
Subtopic 4: Dependents by characteristics of students

Key Indicators

Share of students with children among all students, in %	5.6
Share of students with children among female students, in %	4.9
Share of students with children among male students, in %	6.4
Share of students with children among MA students, in %	5.9
Share of students with children among up to 24 years old, in %	0.3
Students with children up to the age of 3 years of all students with children, in %	28.4
Students with children between the ages of 4 to 6 of all students with children, in %	13.5



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



details on missing data:

methodical issues or considerations for data interpretation:

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

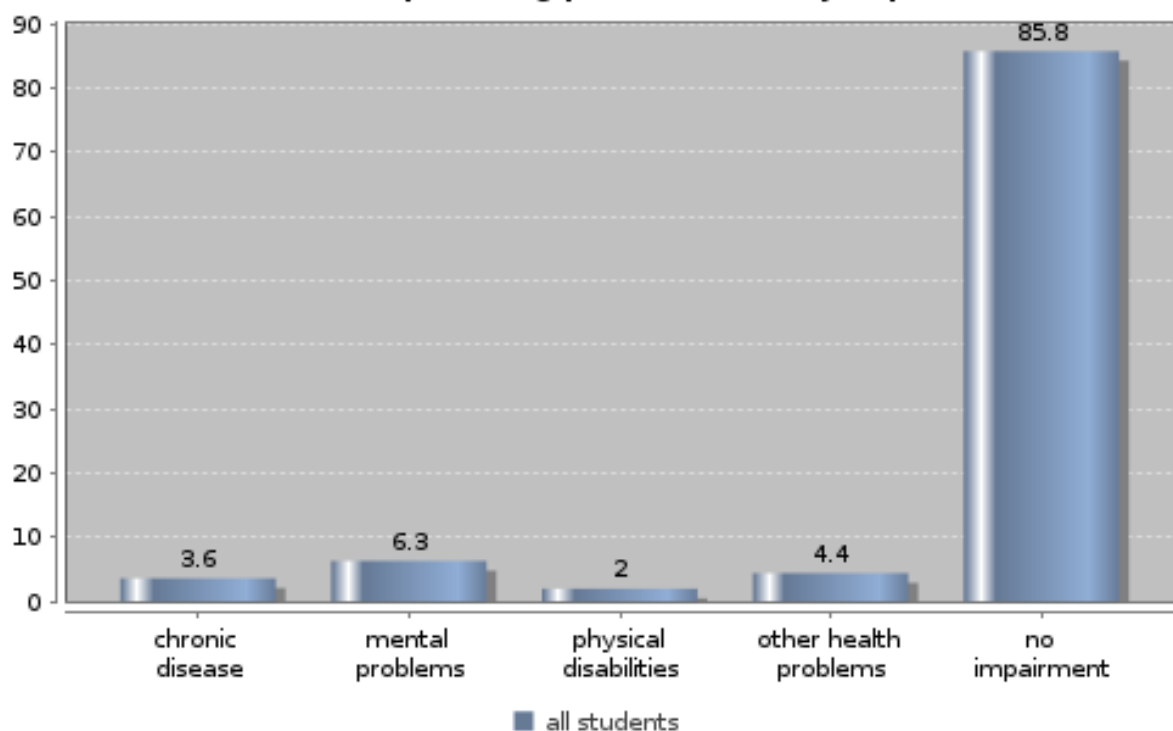
Topic: A. Demographic Characteristics

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

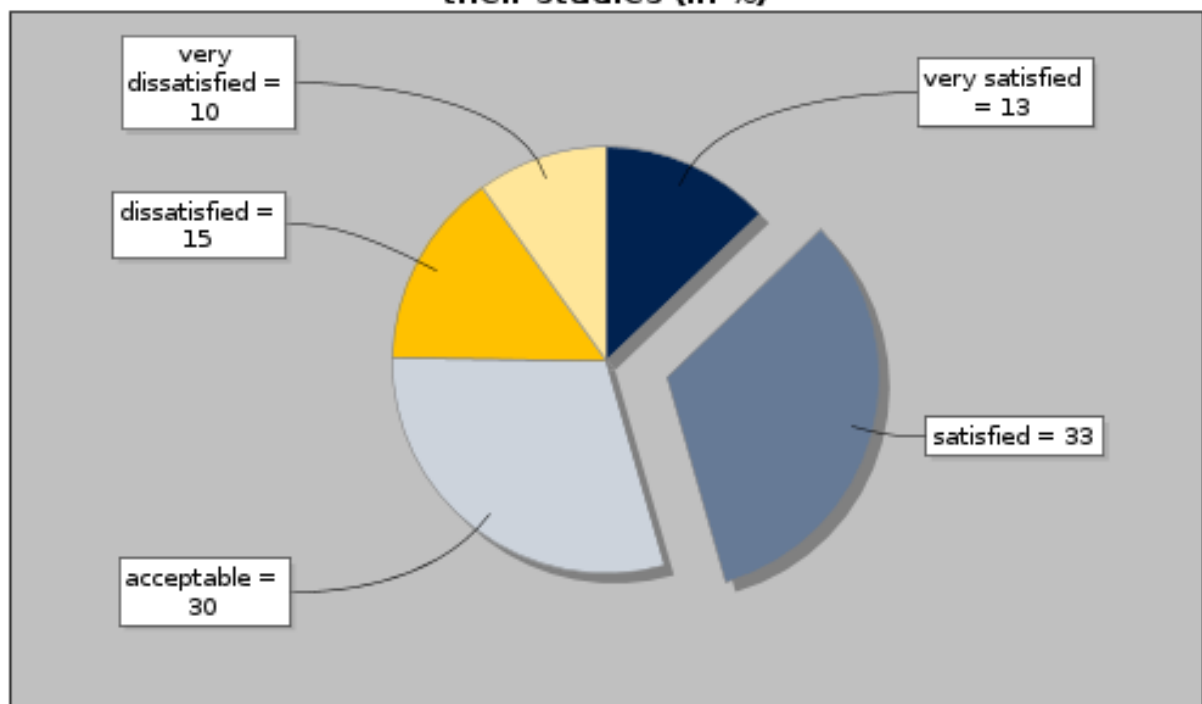
Key Indicators

Students who feel impaired in their studies in %	14.2
Students who are (very) satisfied with the way their impairments are taken account of in %	45.2
Students who are (very) dissatisfied with the way their impairments are taken account of in %	24.4

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:

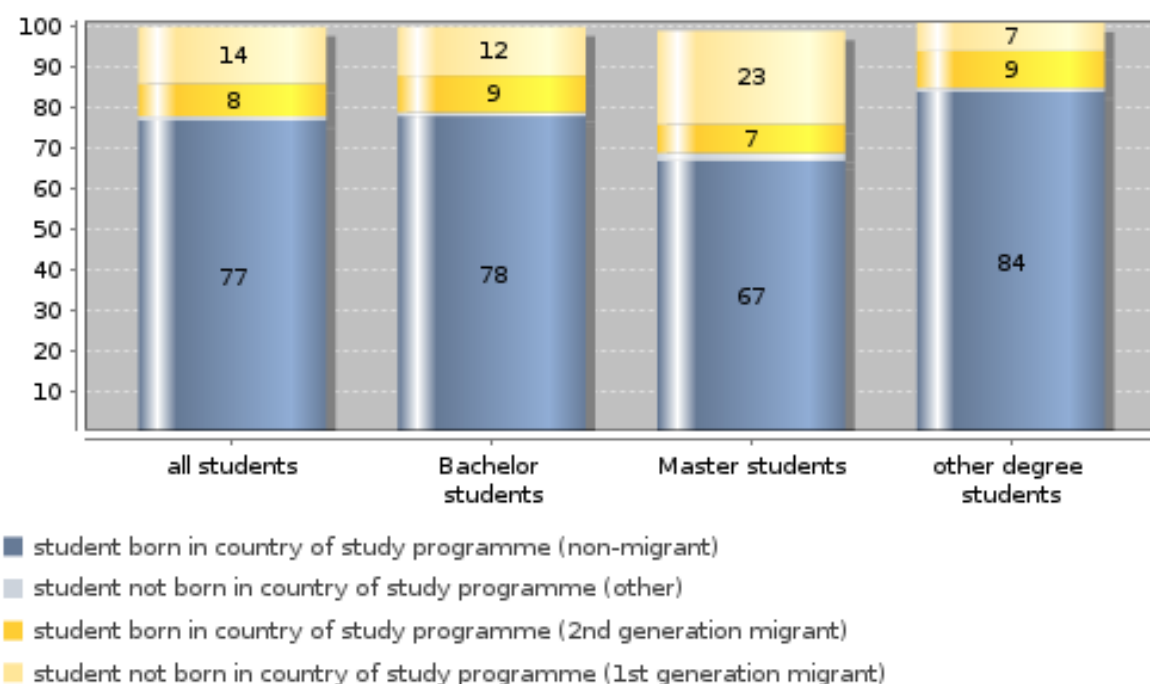
Topic: A. Demographic Characteristics

Subtopic 6: Mobile/migrant students

Key Indicators

Share of non-migrants among all students, in %	76.8
Share of non-migrants among all BA students, in %	77.9
Share of non-migrants among all MA students, in %	67.3
Share of 2nd generation migrants among all students, in %	8.4
Share of 2nd generation migrants among all BA students, in %	8.6
Share of 2nd generation migrants among all MA students, in %	7.2
Share of 1st generation migrants among all students, in %	13.6
Share of 1st generation migrants among all BA students, in %	12.4
Share of 1st generation migrants among all MA students, in %	23.3

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The relatively high share of migrant students is possibly caused by high inflow of students from border regions (Germany and Flanders (BE)).

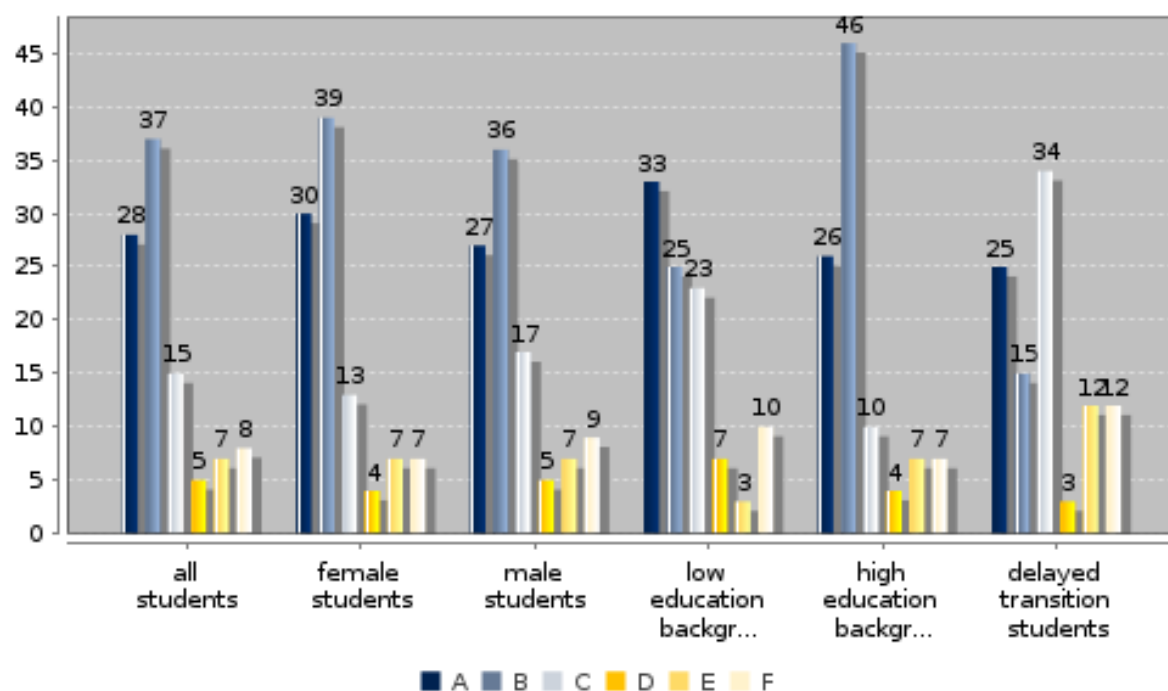
Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education

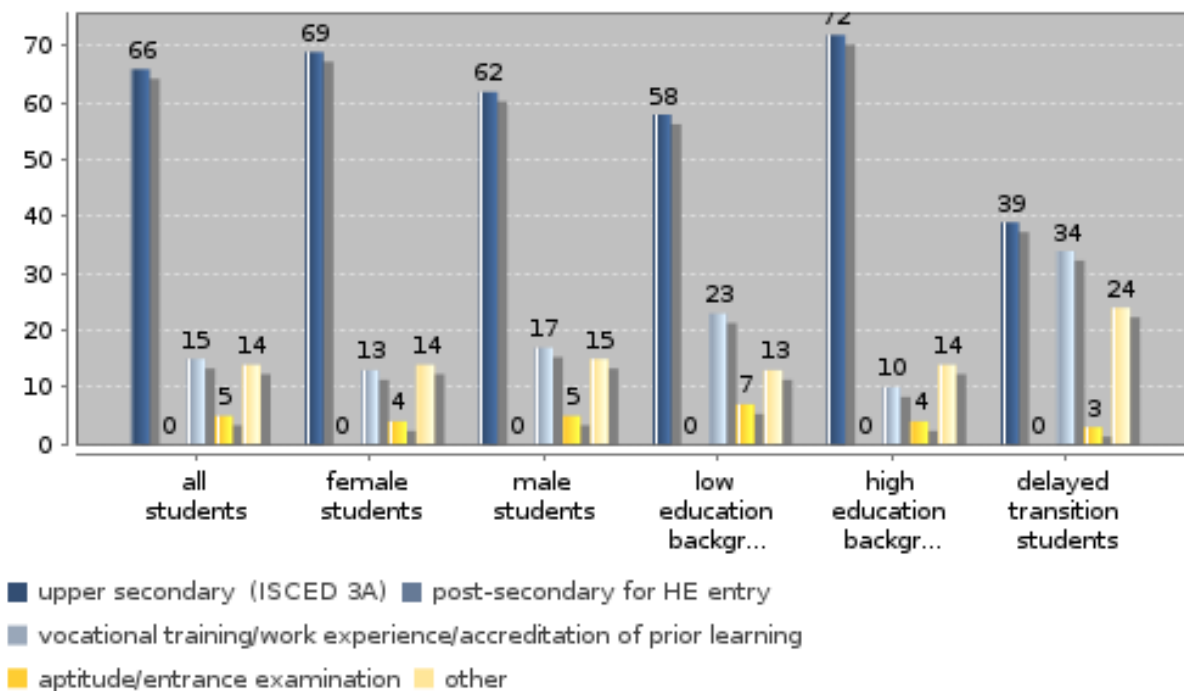
Key Indicators

All students via upper secondary in %	65.8
Female students via upper secondary in %	68.9
Male students via upper secondary in %	62.3
Students with low education background (ISCED 0-2) via upper secondary in %	57.6
Students with high education background (ISCED 5-6) via upper secondary in %	71.9
Students with delayed transition via upper secondary in %	39.3

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:

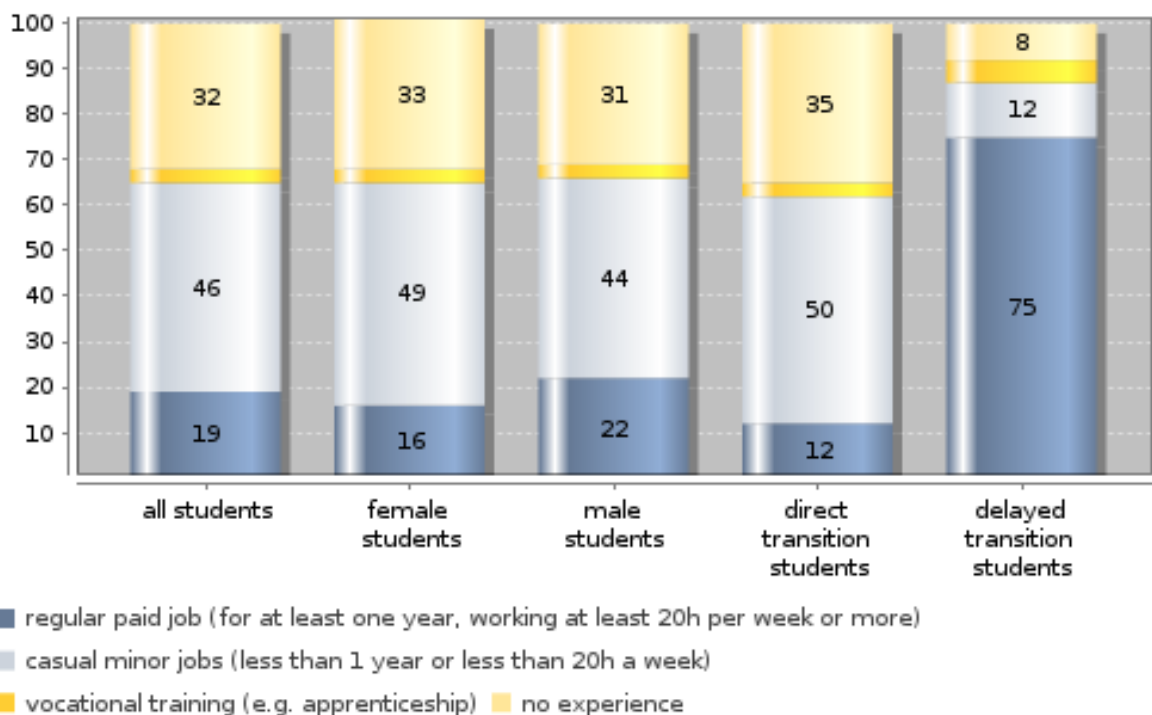
Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

Notes on routes. A: HAVO - Senior general secondary education, B: VWO - Pre-university education, C: MBO - secondary vocational education, D: Propedeuse - HE propaedeutic certificate, E: Foreign qualification/diploma, F: Other

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 %	18.5
Females with regular paid job before entering HE in %	15.6
Males with regular paid job before entering HE in %	21.8
Direct transition students with regular paid job before entering HE, in %	12.2
Delayed transition students with regular paid job before entering HE, in %	75.0
All students without labour market experience before entering HE in %	32.3
Females without labour market experience before entering HE in %	33.1
Males without labour market experience before entering HE in %	31.3

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

details on missing data:

methodical issues or considerations for data interpretation:

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

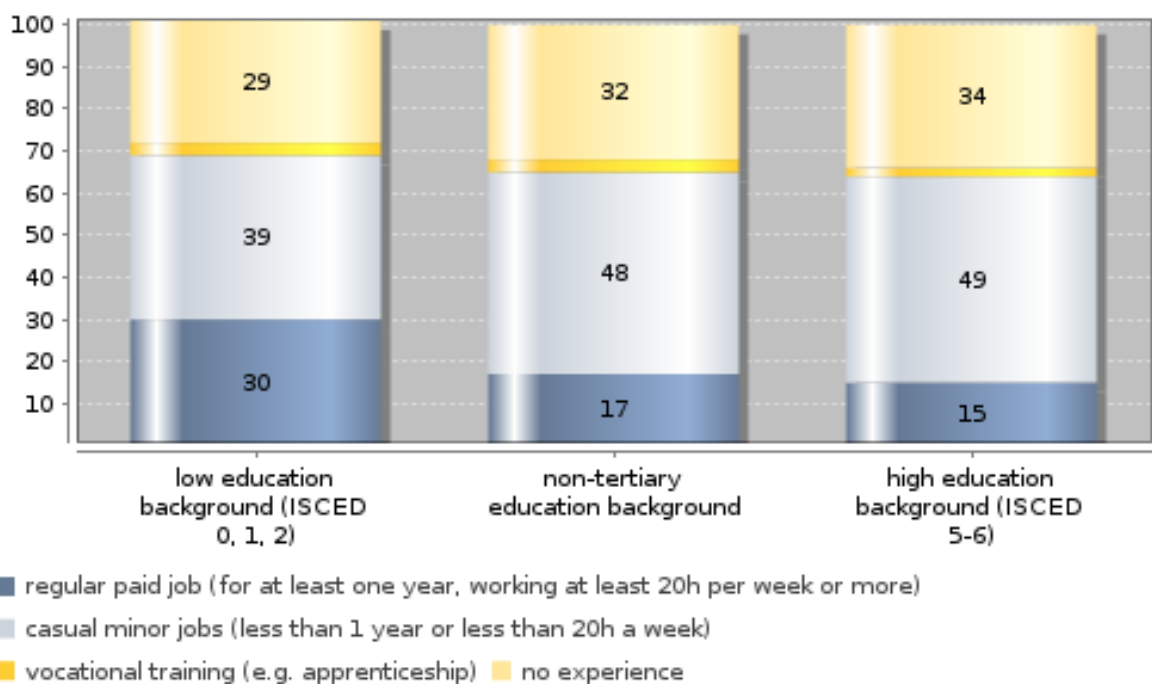
Topic: B. Access and entry to higher education**Subtopic 3: Prior experience of the labour market before entering higher education by social background****Key Indicators**

Students without labour market experience and low education background (ISCED 0-2) in %

28.8

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

33.9

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 %

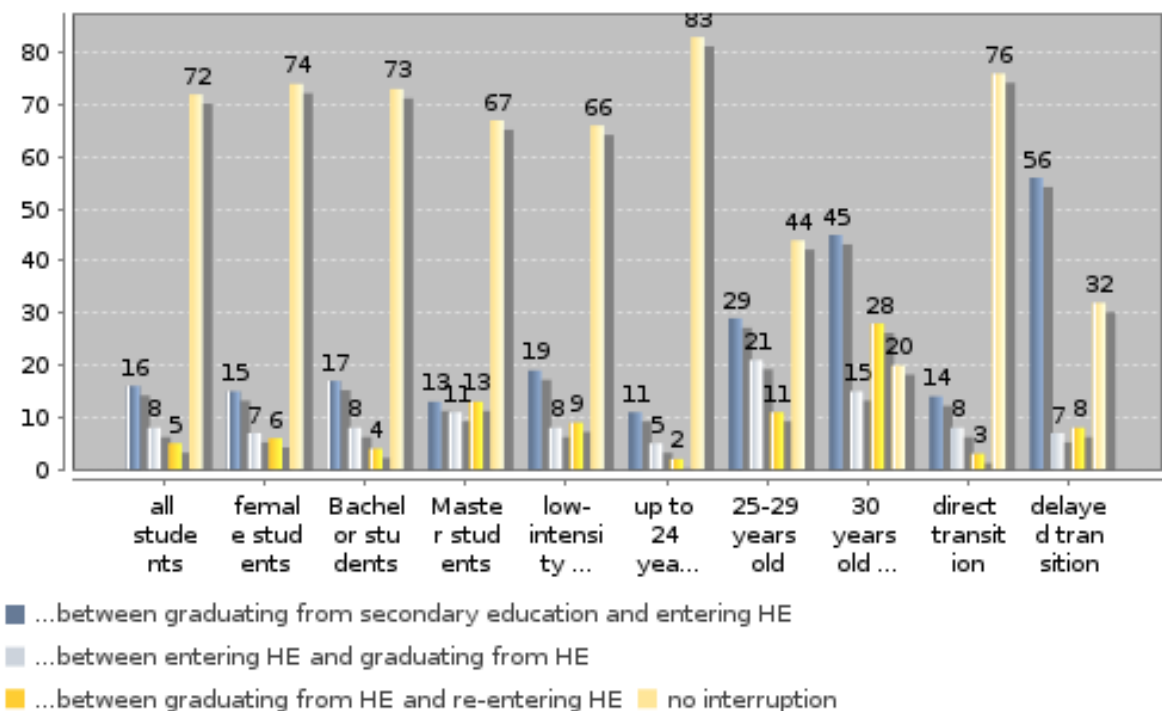
17.1

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

7.8

BA students without interruption, in %

72.7

Interruption of education career by characteristics of students (in %)**details on missing data:****methodical issues or considerations for data interpretation:**

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

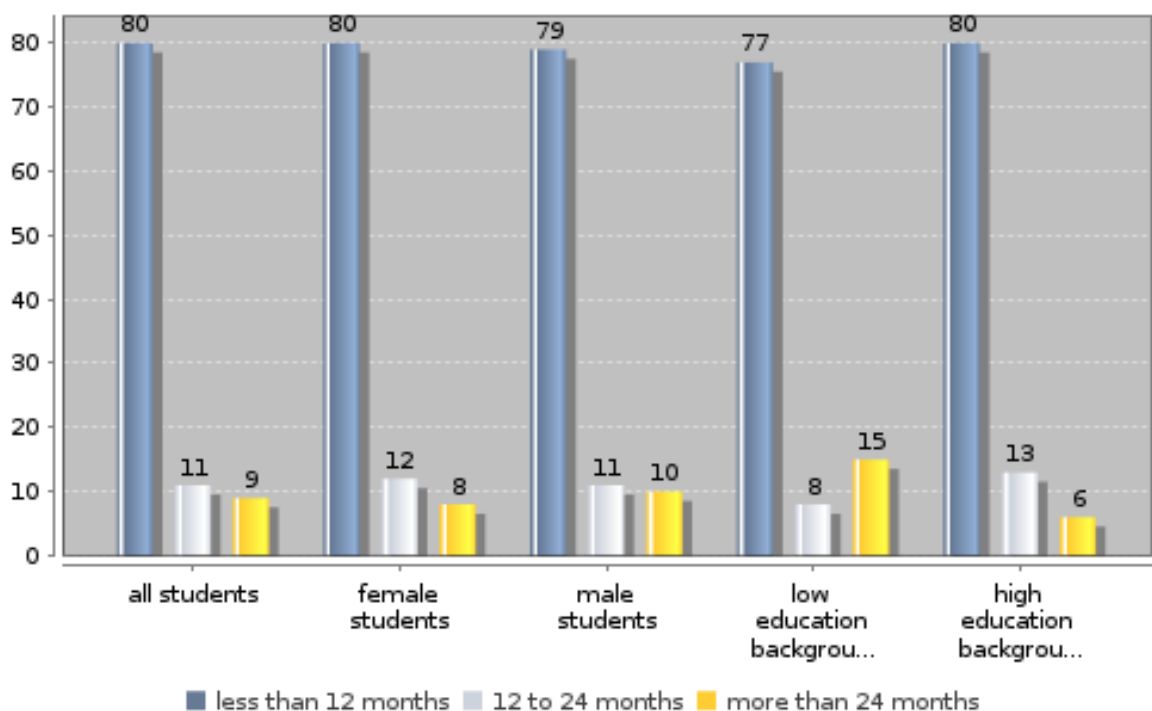
Subtopic 5: Time between obtaining entry qualification and higher education participation

Key Indicators

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

all students	12.0
female students	11.0
male students	12.0
low education background (ISCED 0-2)	21.0

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



details on missing data:

The table 'average time between qualification and entry in months' is based on a slightly smaller number of students than the previous table(s). Calculation of averages does not take into account survey-category 'entry qualification: before 1980'.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

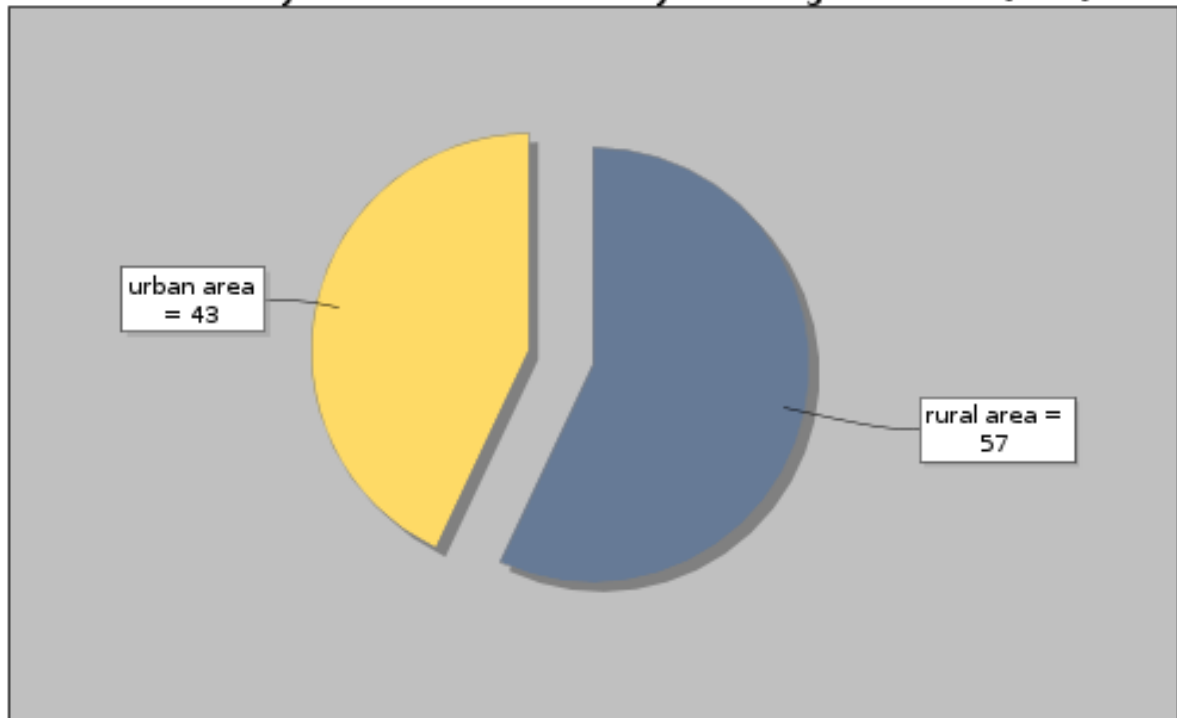
Subtopic 6: Location of graduation from secondary education

Key Indicators

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

57.4

Students by location of secondary school graduation (in %)



details on missing data:

methodical issues or considerations for data interpretation:

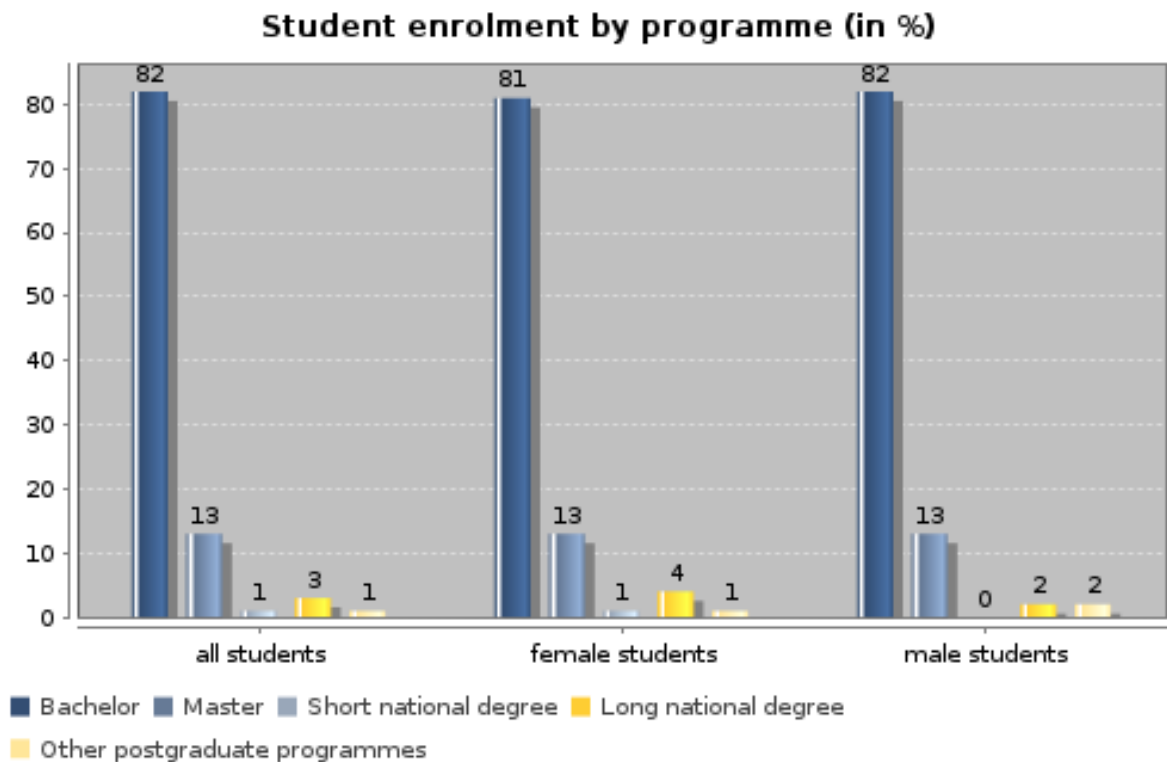
national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 7: Student enrolment by programme

Key Indicators

All students studying for BA, in %	81.8
All students studying for MA, in %	13.2
All students studying for other national degrees, in %	4.9



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

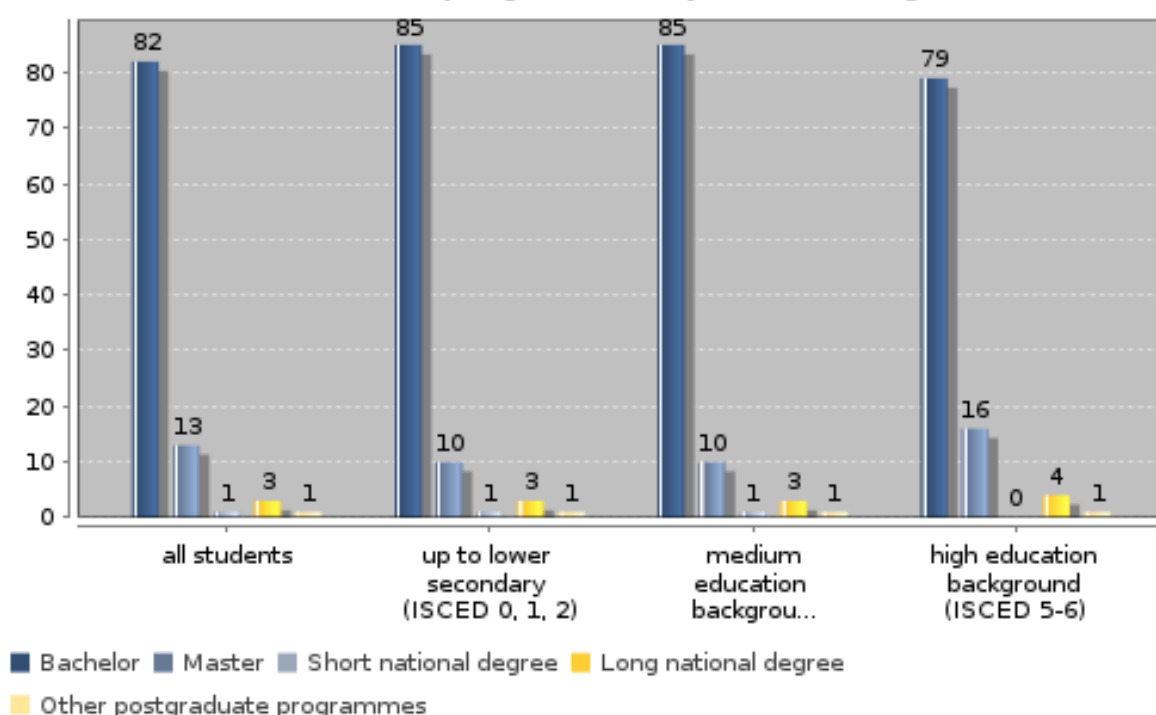
Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators

Students with low education background (ISCED 0-2) studying for BA, in %	84.6
Students with low education background (ISCED 0-2) studying for MA, in %	10.3
Students with high education background (ISCED 5-6) studying for BA, in %	79.0
Students with high education background (ISCED 5-6) studying for MA, in %	15.8

Student enrolment in programmes by social background (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

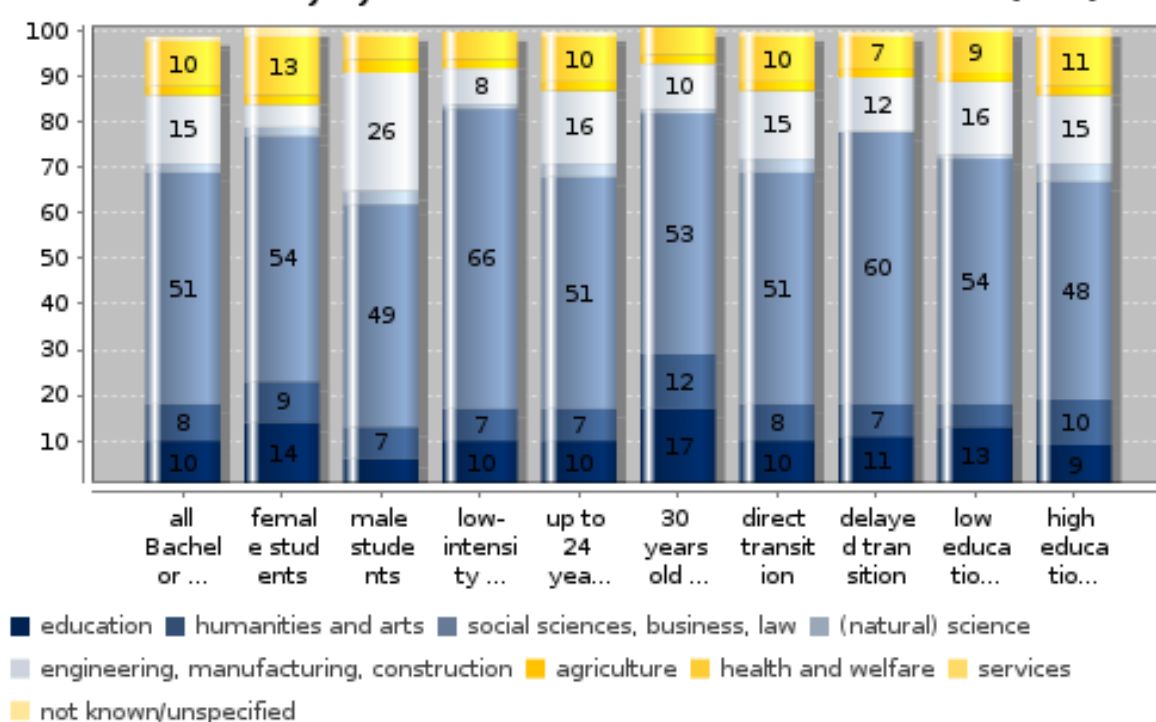
Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators

Students in engineering disciplines among all BA students, in %	14.8
Students in humanities and arts among all BA students, in %	8.2
Students in social sciences, business and law among all BA students, in %	51.4
BA students from lowest education backgrounds in engineering disciplines, in %	15.5
BA students from lowest education backgrounds in humanities and arts, in %	5.1
BA students from lowest education backgrounds in social sciences, business and law, in %	53.8

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



details on missing data:

methodical issues or considerations for data interpretation:

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

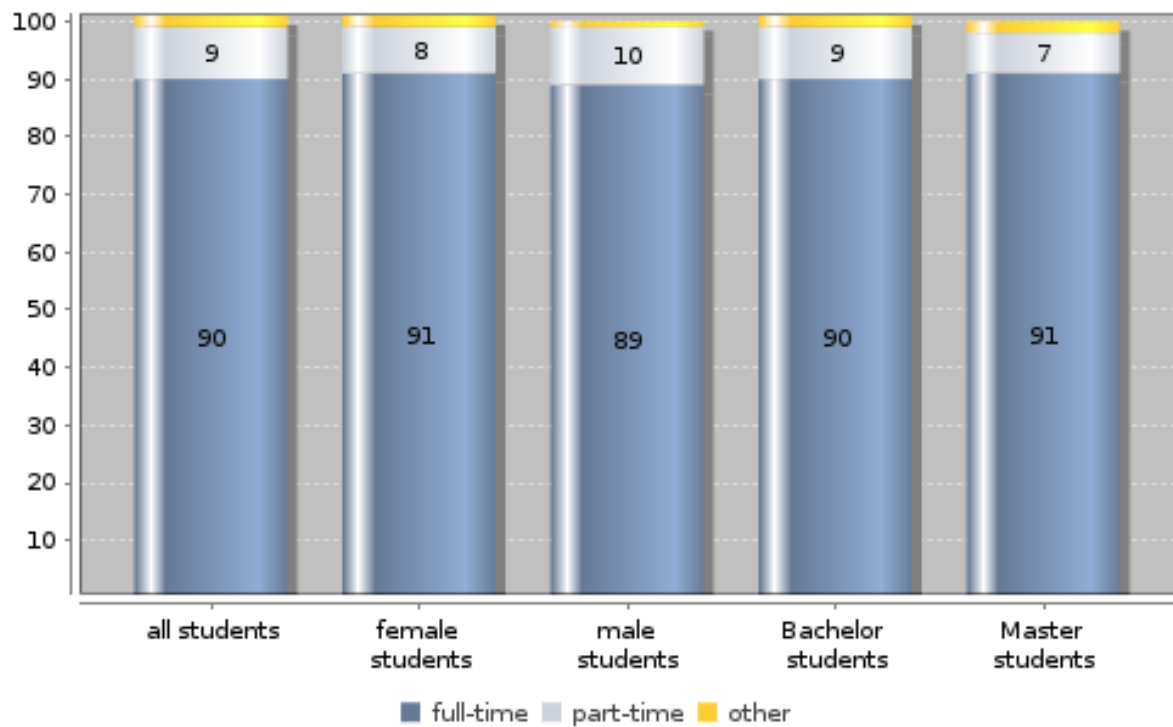
Topic: B. Access and entry to higher education

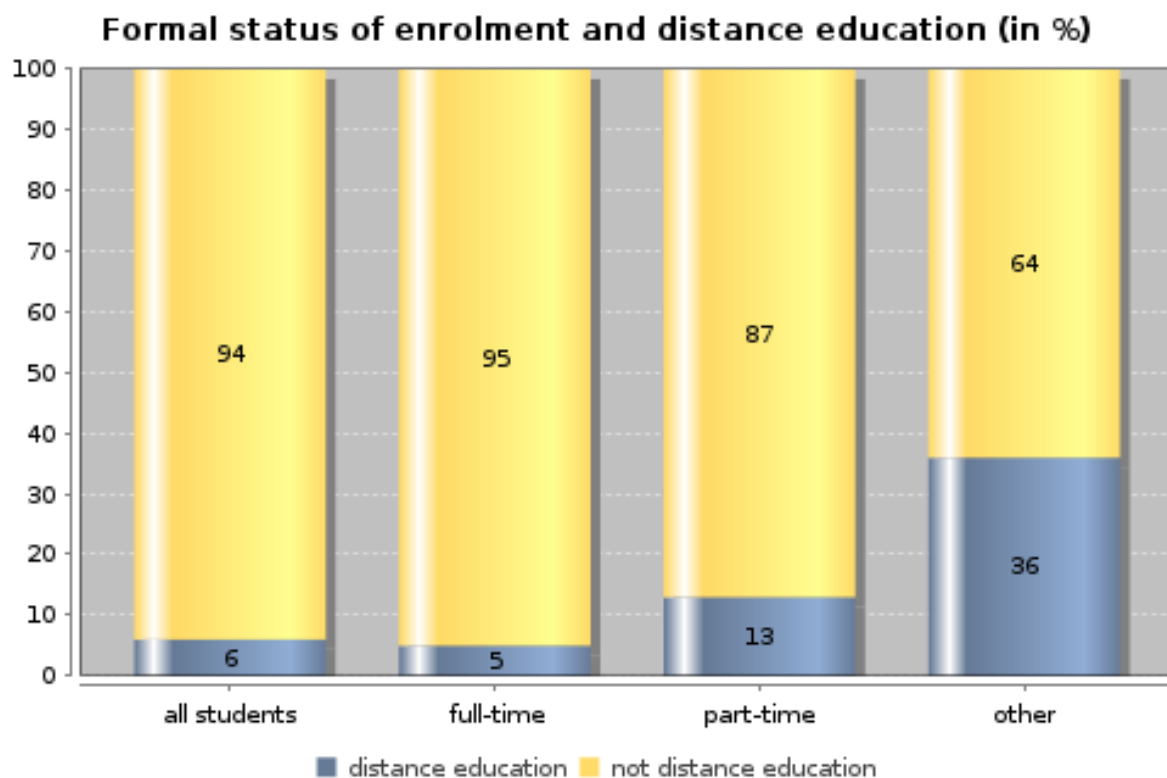
Subtopic 10: Formal status of enrolment

Key Indicators

Share of part-time students among all students, in %	8.7
Share of part-time students among BA students, in %	8.8
Share of part-time students among MA students, in %	7.4

Formal status of enrolment of students (in %)





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

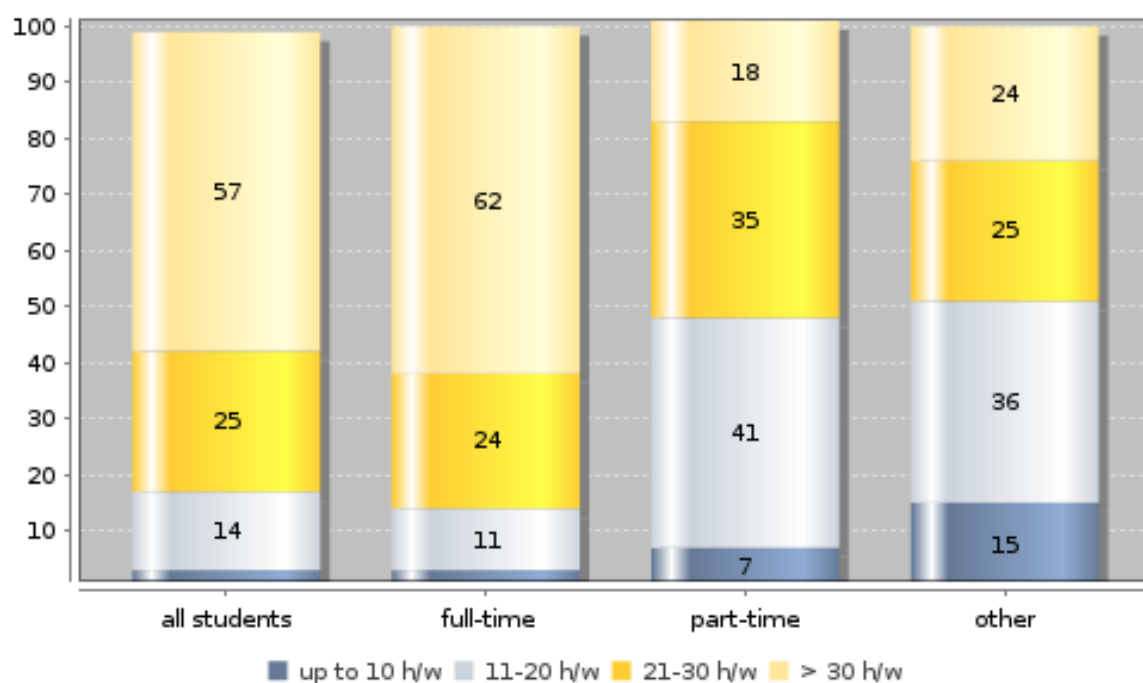
Topic: B. Access and entry to higher education

Subtopic 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 %	17.6
Students with full-time status and study-related activities up to 20 hours per week, in %	14.0
Students with part-time status and study-related activities of 21 hours or more per week, in %	52.5

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:

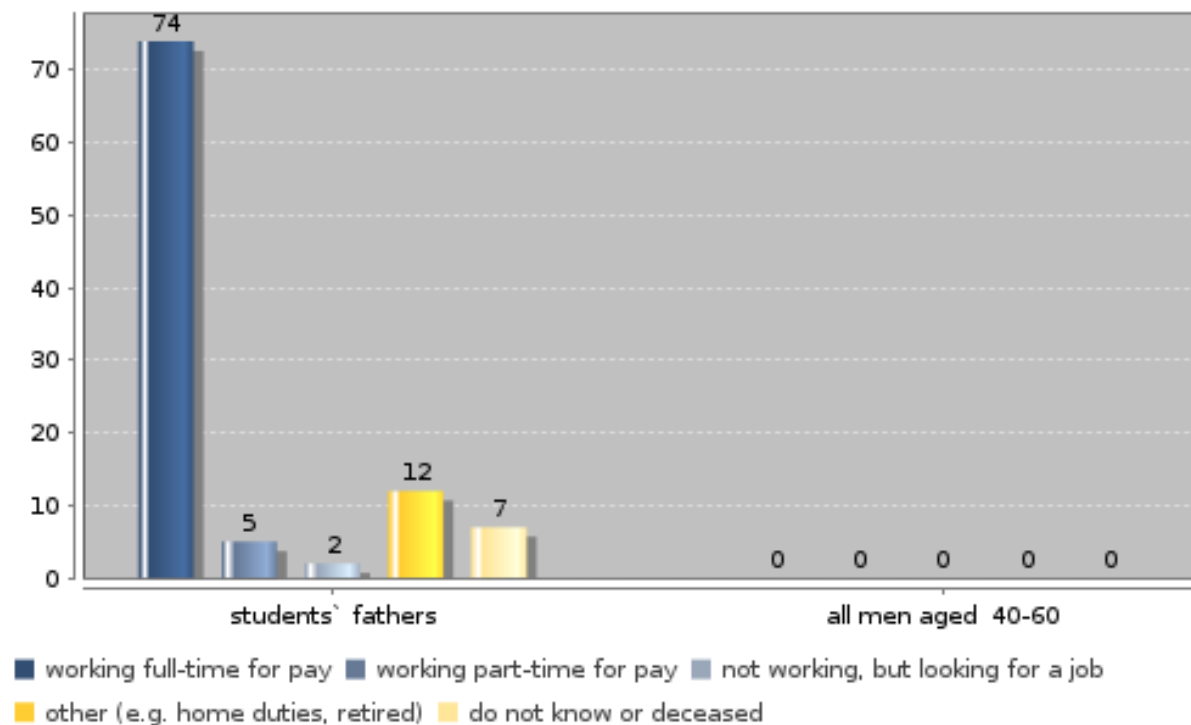
Topic: C. Social background of student body

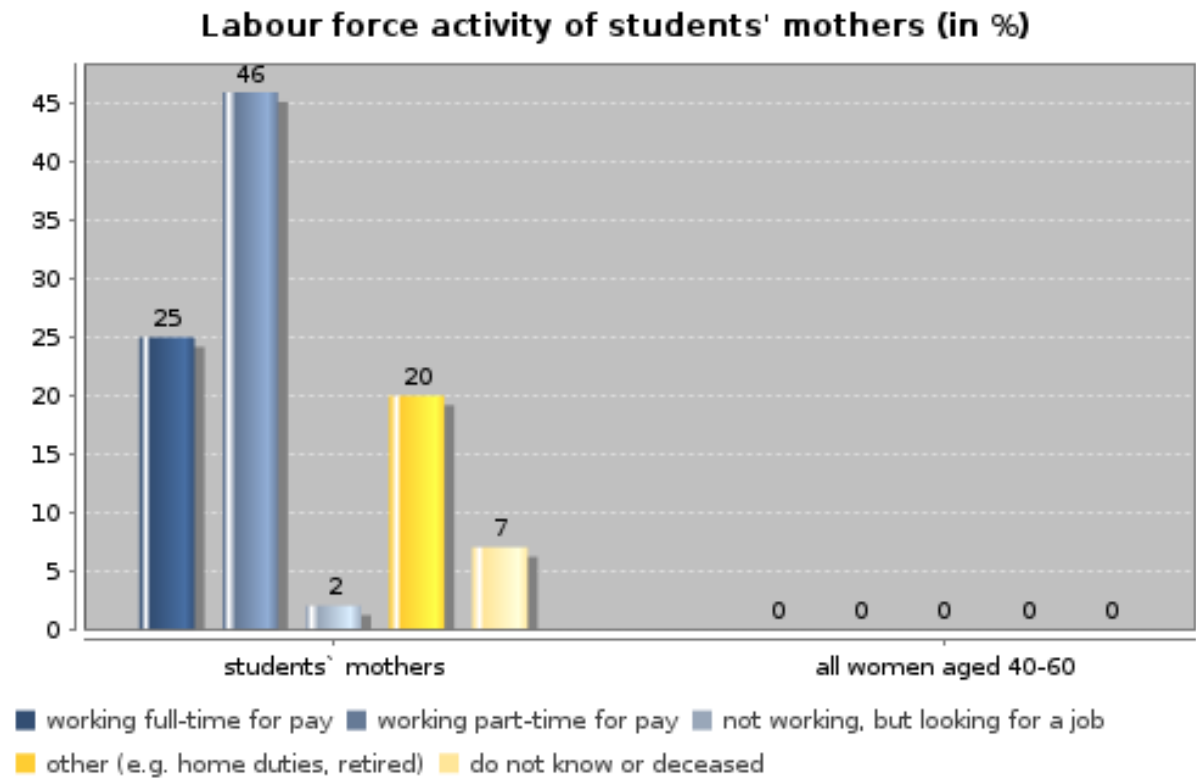
Subtopic 1: Labour force activity of students' parents

Key Indicators

Share of economically active students' fathers in %	79.2
Share of economically active students' mothers in %	70.6
Ratio of economically active students' fathers to corresponding male population	Ratio of economically active students' mothers to corresponding female population

Labour force activity of students' fathers (in %)





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

This question was changed in the Dutch Student Monitor in comparison with EIII.

Topic: C. Social background of student body**Subtopic 2: Occupational status of students' parents****Key Indicators**

Students' parents with blue-collar occupation in%

11.2

Students' fathers with blue-collar occupation in %

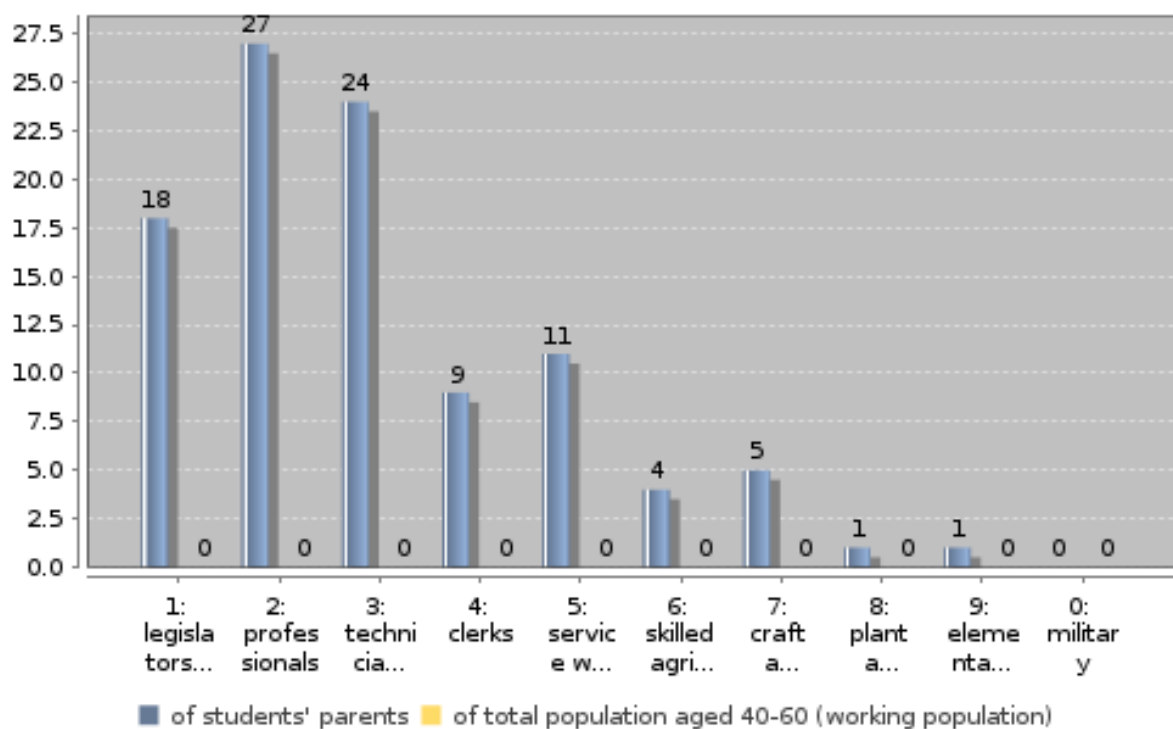
21.6

Students' mothers with blue-collar occupation in %

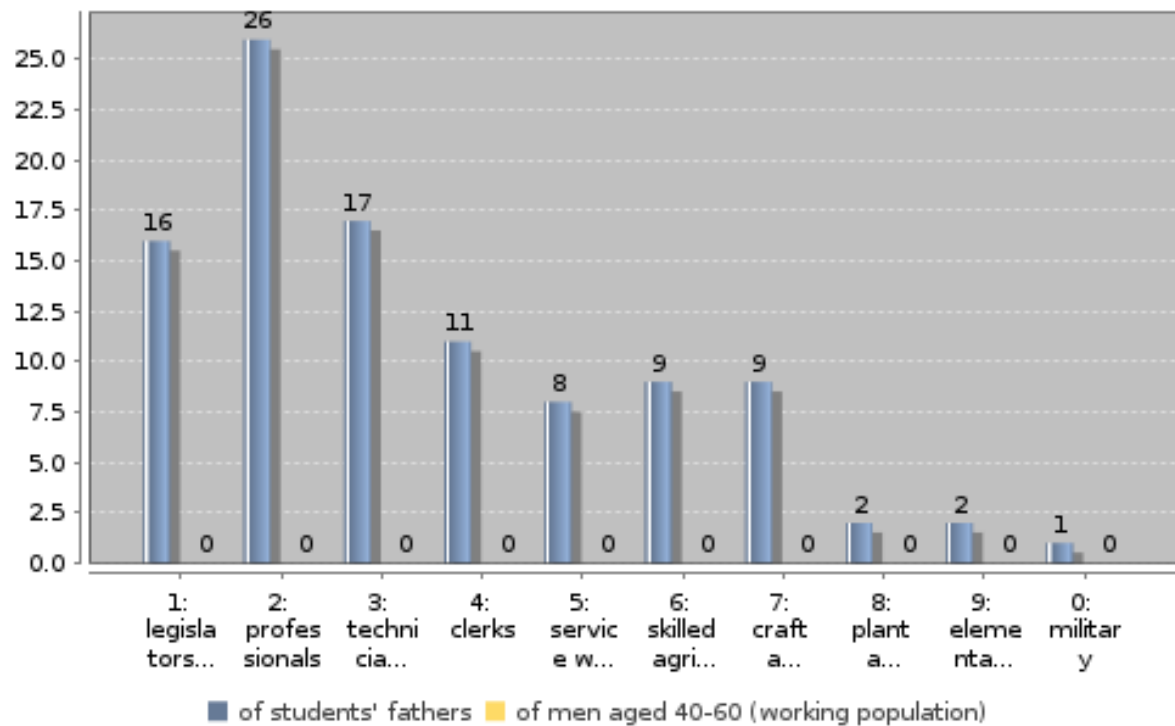
16.5

Ratio of students' fathers with blue-collar occupation to counterparts in working population

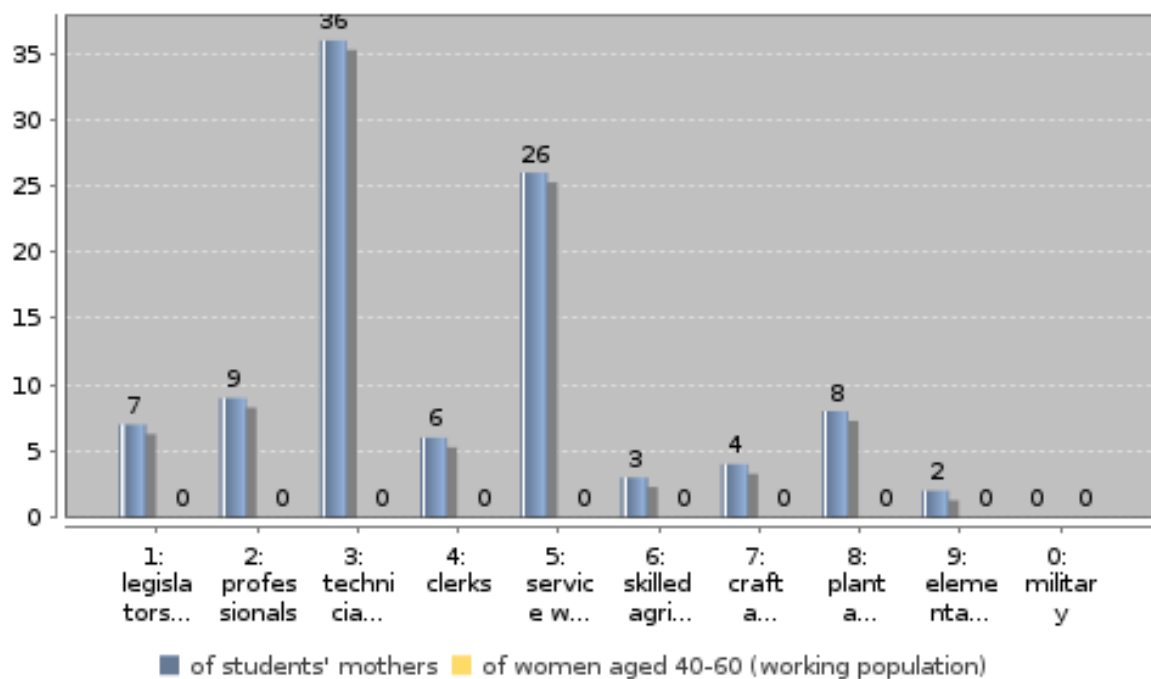
Ratio of students' mothers with blue-collar occupation to counterparts in working population

Occupational status of students' parents (in %)

Occupational status of students' fathers (in %)



Occupational status of students' mothers (in %)



details on missing data:

methodical issues or considerations for data interpretation:

This question was changed in the Dutch Student Monitor in comparison with EIII.

national interpretation of the results of the data analysis:

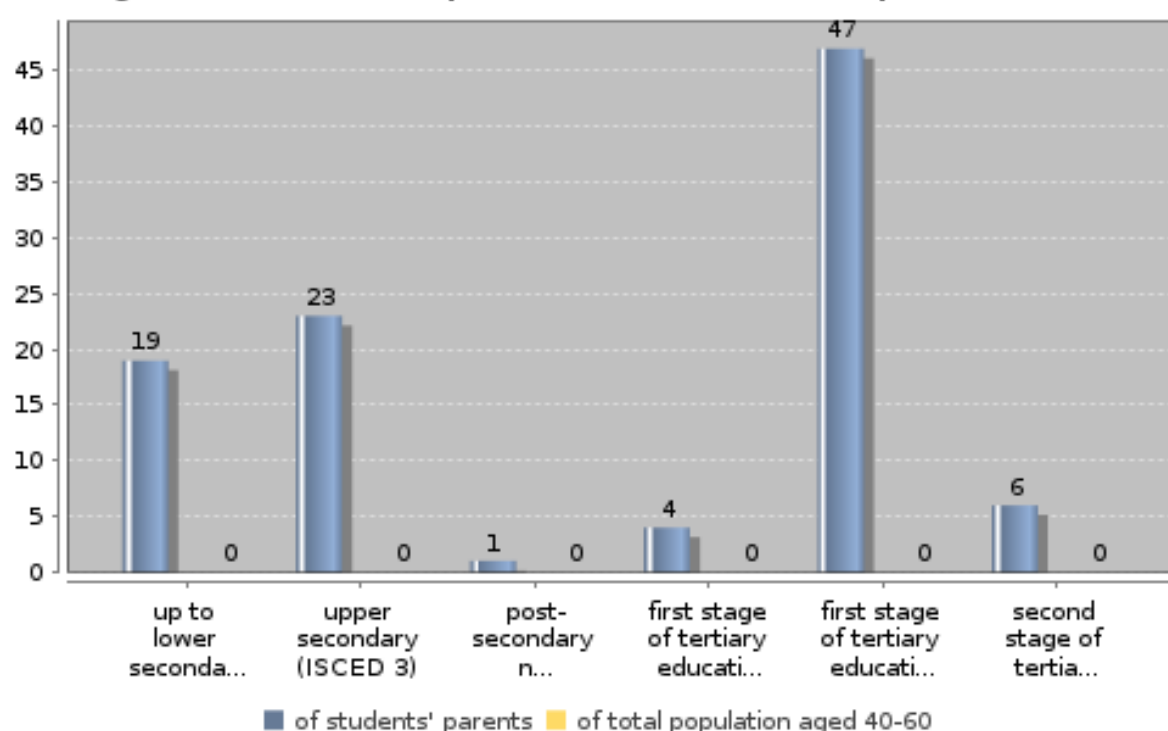
Topic: C. Social background of student body

Subtopic 3: Highest educational attainment of students' parents

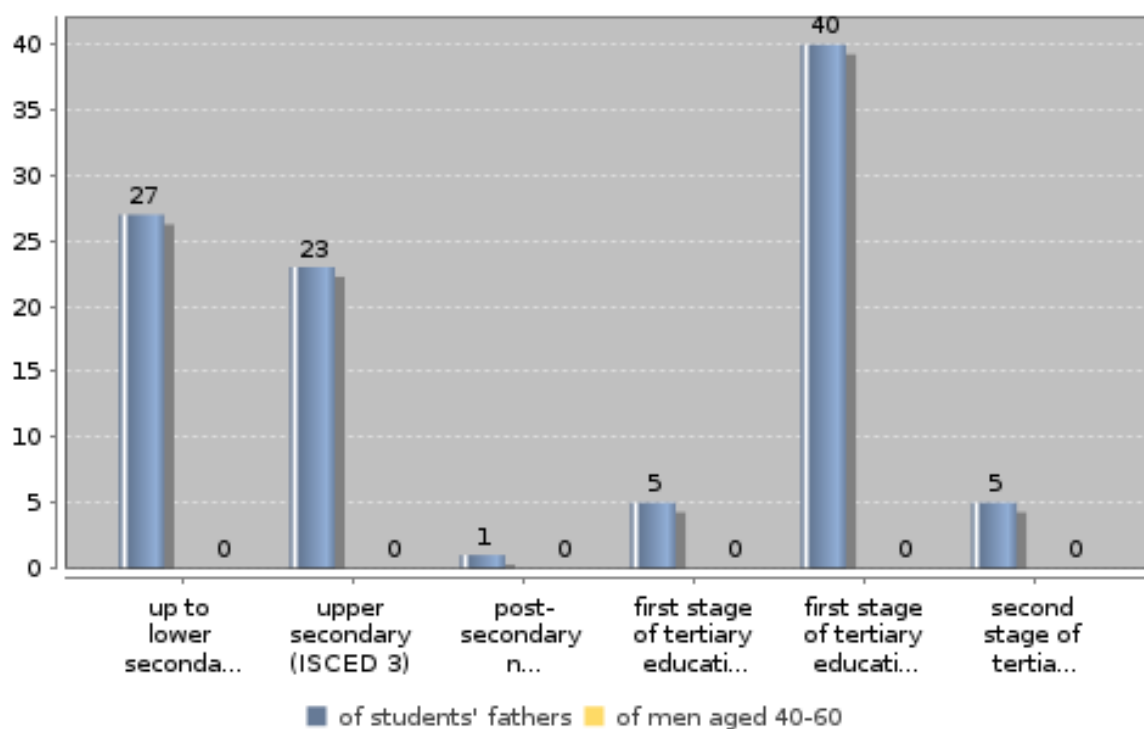
Key Indicators

Students' parents without tertiary education (not ISCED 5-6) in %	43.3	
Students' fathers without tertiary education (not ISCED 5-6) in %	50.9	
Students' mothers without tertiary education (not ISCED 5-6) in %	61.3	
Ratio students' fathers without tertiary education to counterparts in total population		Ratio students' mothers without tertiary education to counterparts in total population

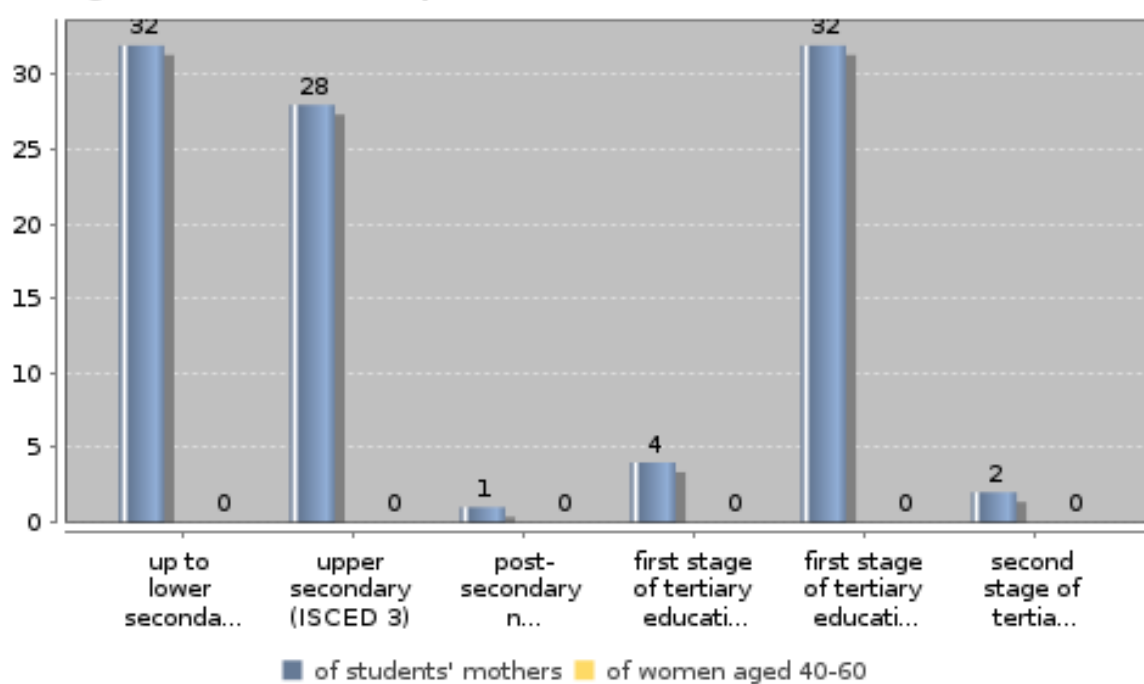
Highest educational qualification of students' parents (in %)



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:

This question was changed in the Dutch Student Monitor in comparison with EIII.

Topic: C. Social background of student body**Subtopic 4: Occupational status by highest educational attainment****Key Indicators**

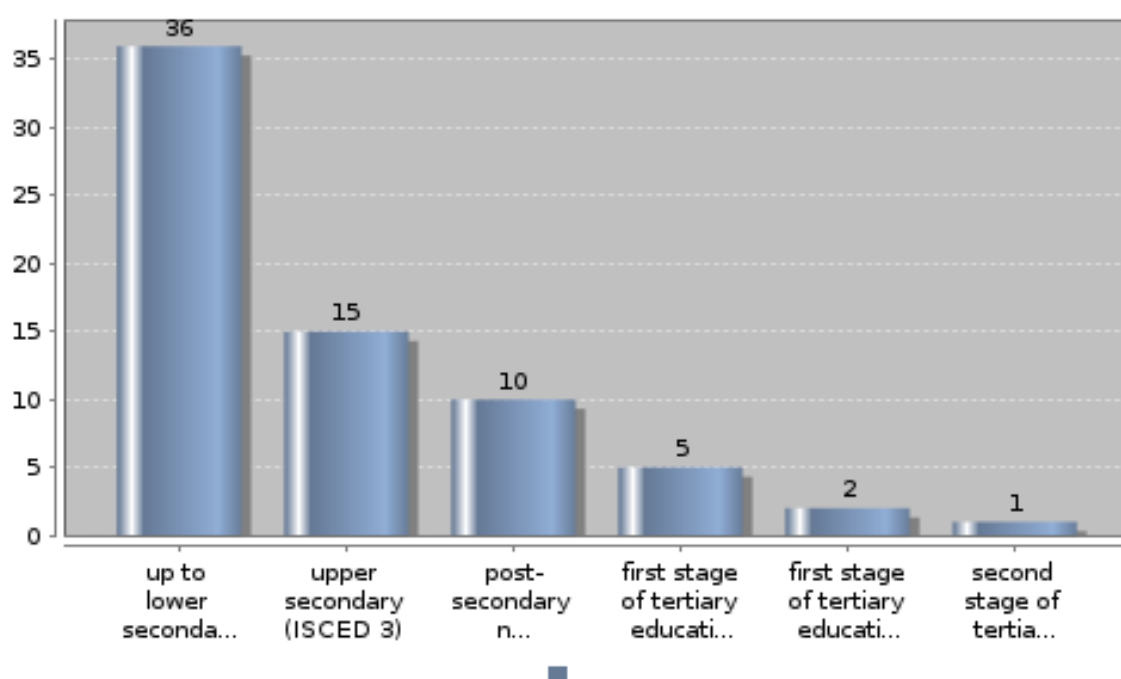
Students' parents with blue collar status and ..

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

91.5

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

59.8

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:

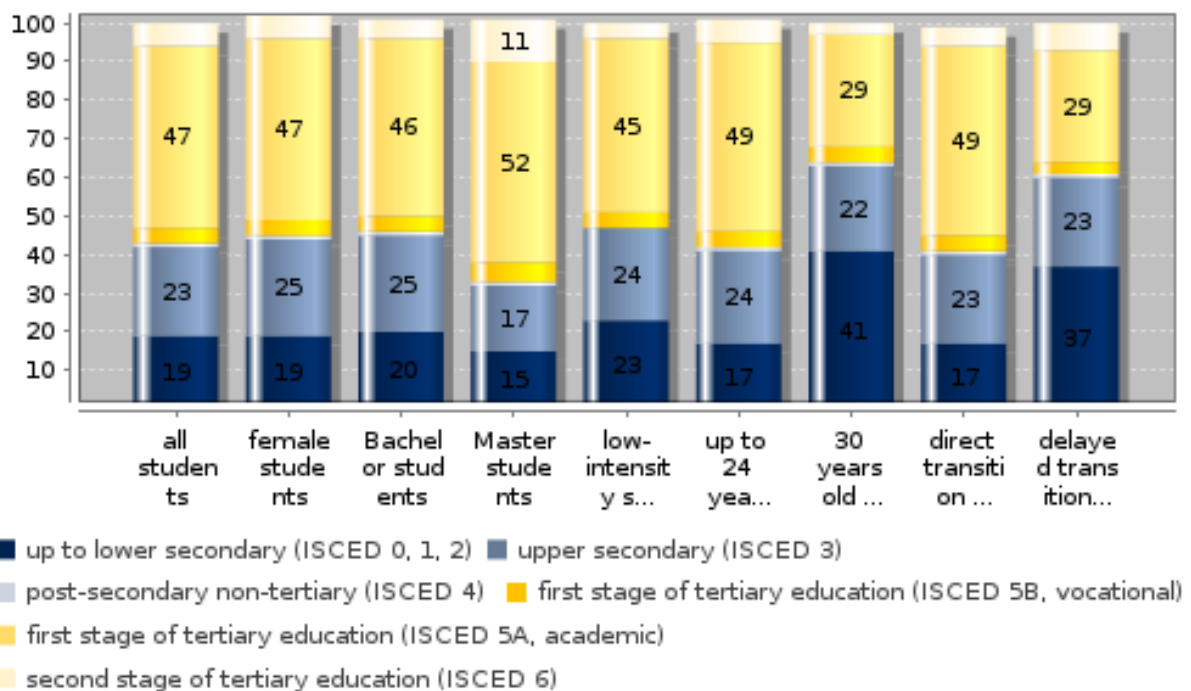
Topic: C. Social background of student body

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

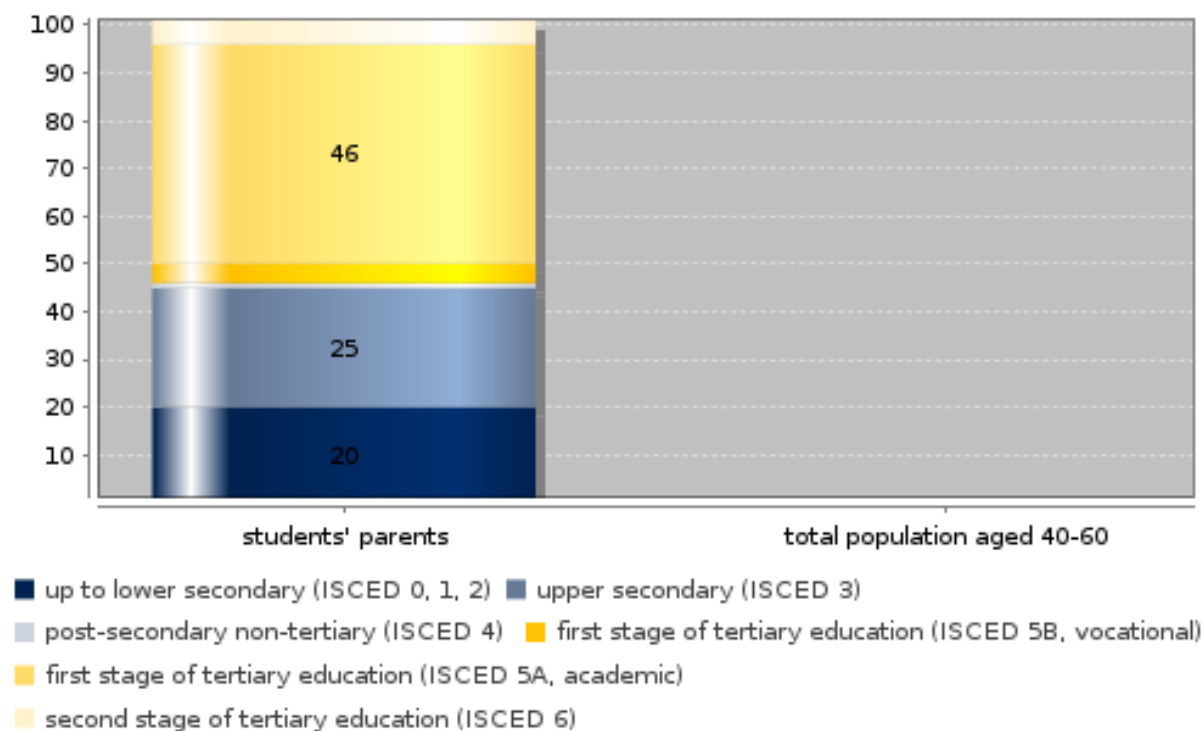
Key Indicators

Share of all students' parents without tertiary education (ISCED 5-6), in %	43.3
Share of BA students' parents without tertiary education (ISCED 5-6), in %	45.1
Share of MA students' parents without tertiary education (ISCED 5-6), in %	33.0
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	47.8
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	64.4
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	61.1

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



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



details on missing data:

methodical issues or considerations for data interpretation:

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

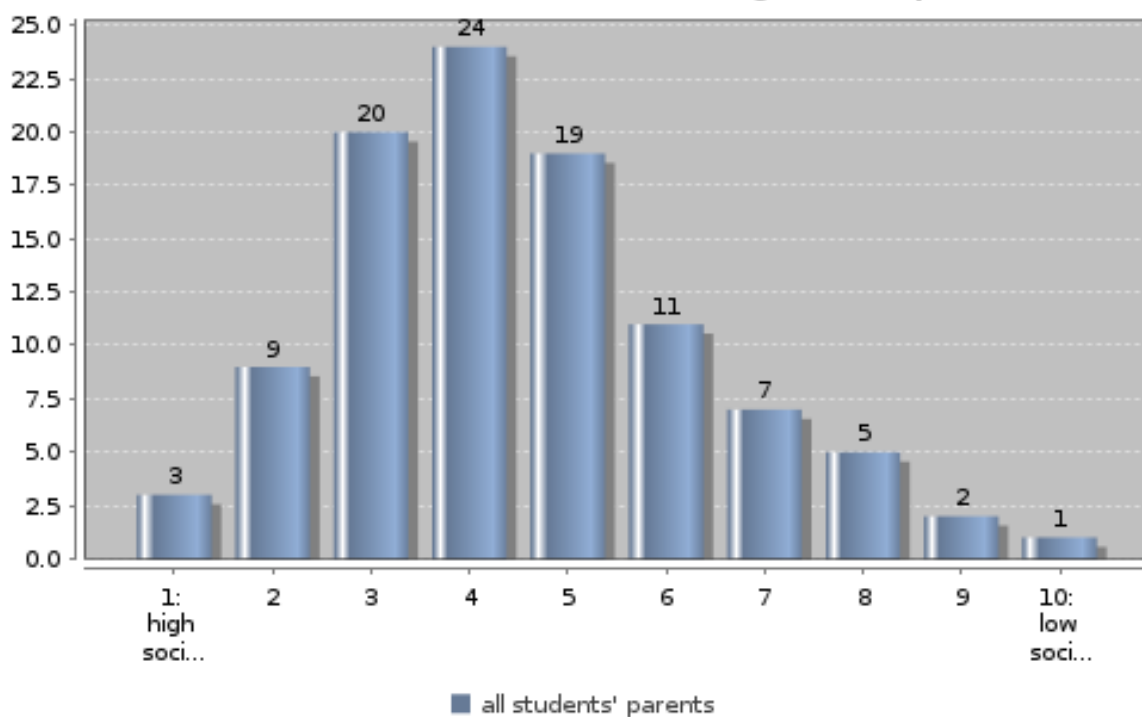
Topic: C. Social background of student body

Subtopic 6: Assessments of social standing of parents

Key Indicators

Students' parents with higher social standing (1-5)	74.5
Students' parents with lower social standing (6-10)	25.6

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:

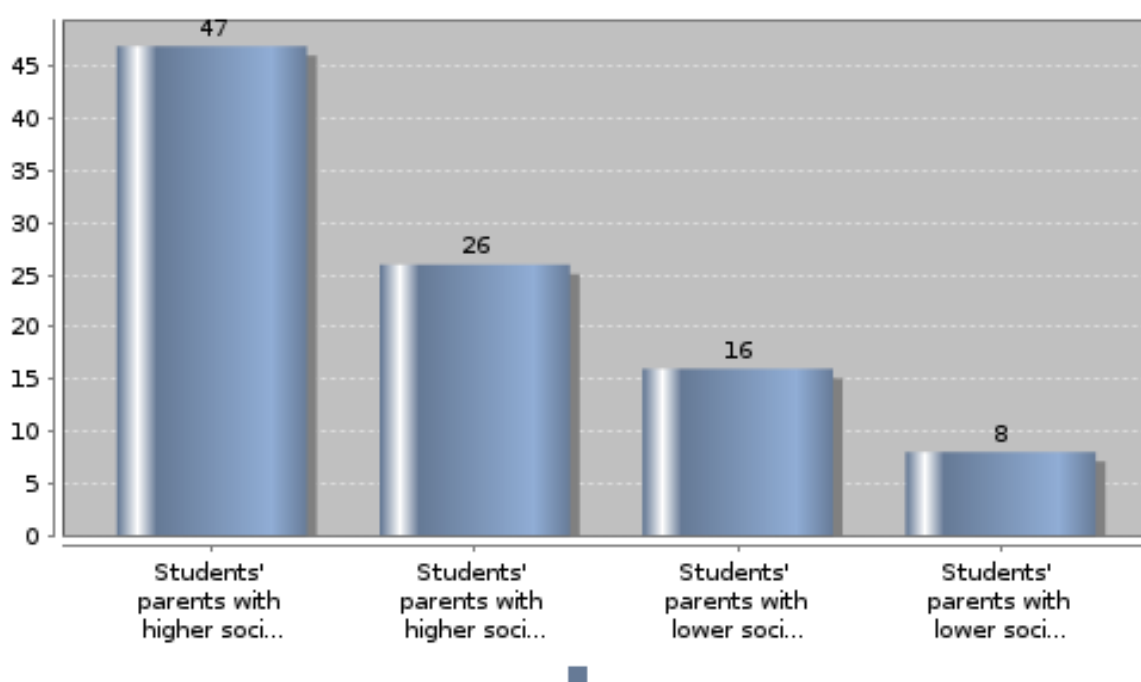
Topic: C. Social background of student body

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 %	46.9
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	26.4
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	15.7
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	8.1

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:

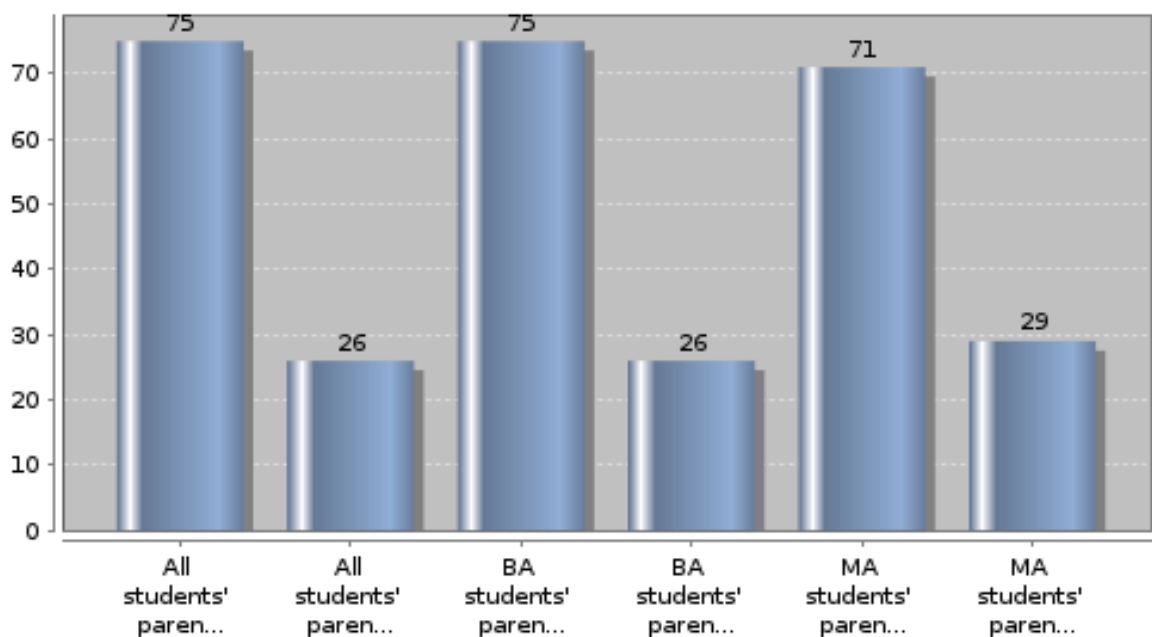
Topic: C. Social background of student body

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

Key Indicators

All students' parents with higher social standing (1-5), in %	74.5
All students' parents with lower social standing (6-10), in %	25.6
BA students' parents with higher social standing (1-5), in %	74.5
BA students' parents with lower social standing (6-10), in %	25.6
MA students' parents with higher social standing (1-5), in %	70.8
MA students' parents with lower social standing (6-10), in %	29.3

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



details on missing data:

methodical issues or considerations for data interpretation:

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

35.5

Share of all students not living with parents, in %

64.5

Share of all students living in student halls, in %

17.8

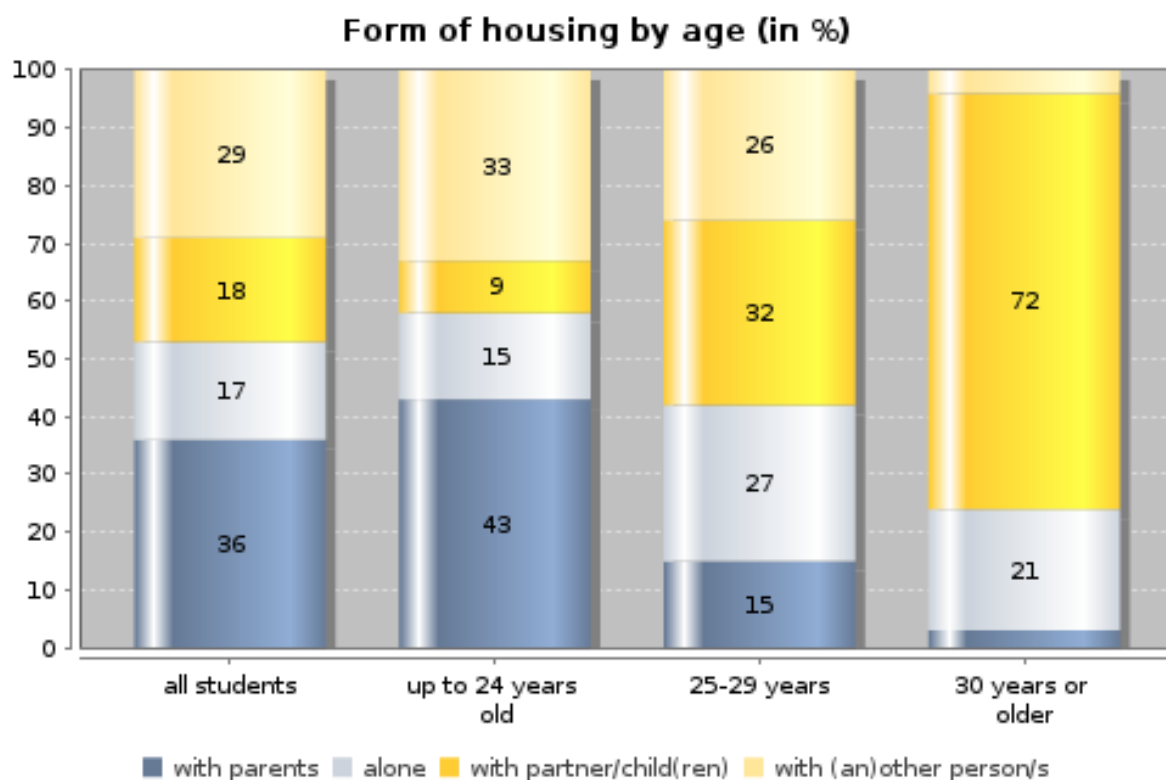
Share of students up to 24 years old living in the most frequent type of housing, in %

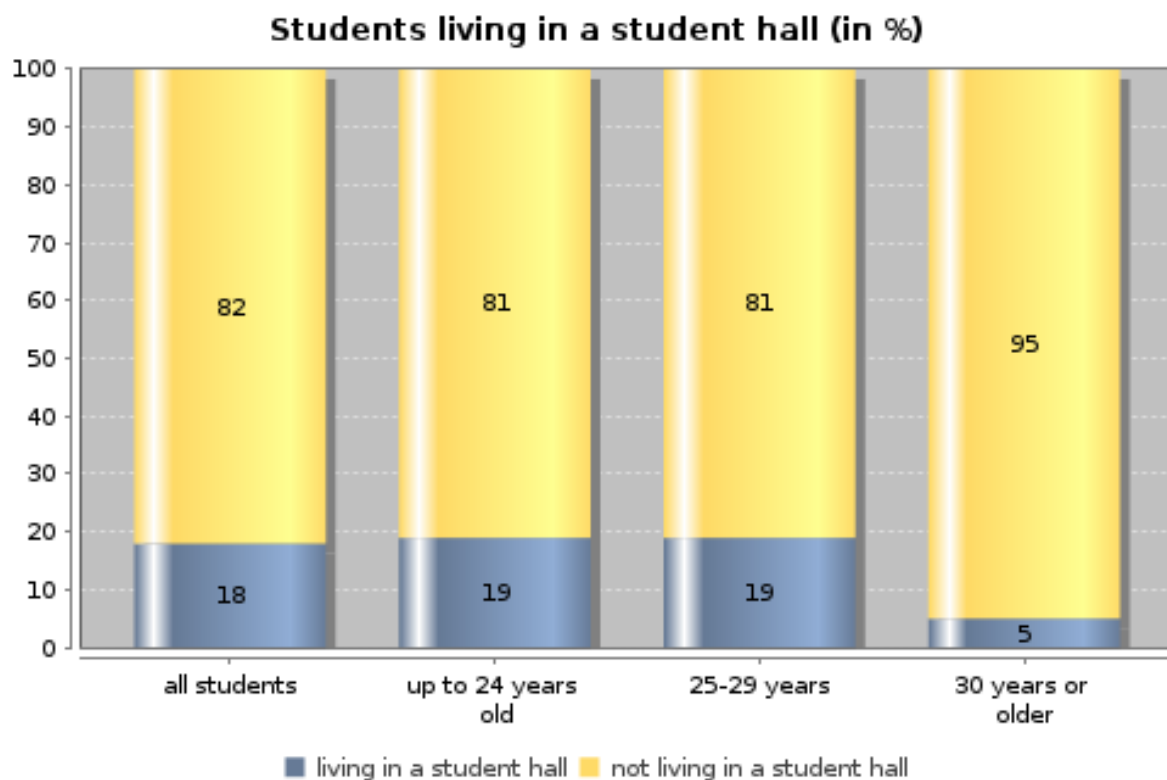
0.0

0.0

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

0.0





details on missing data:

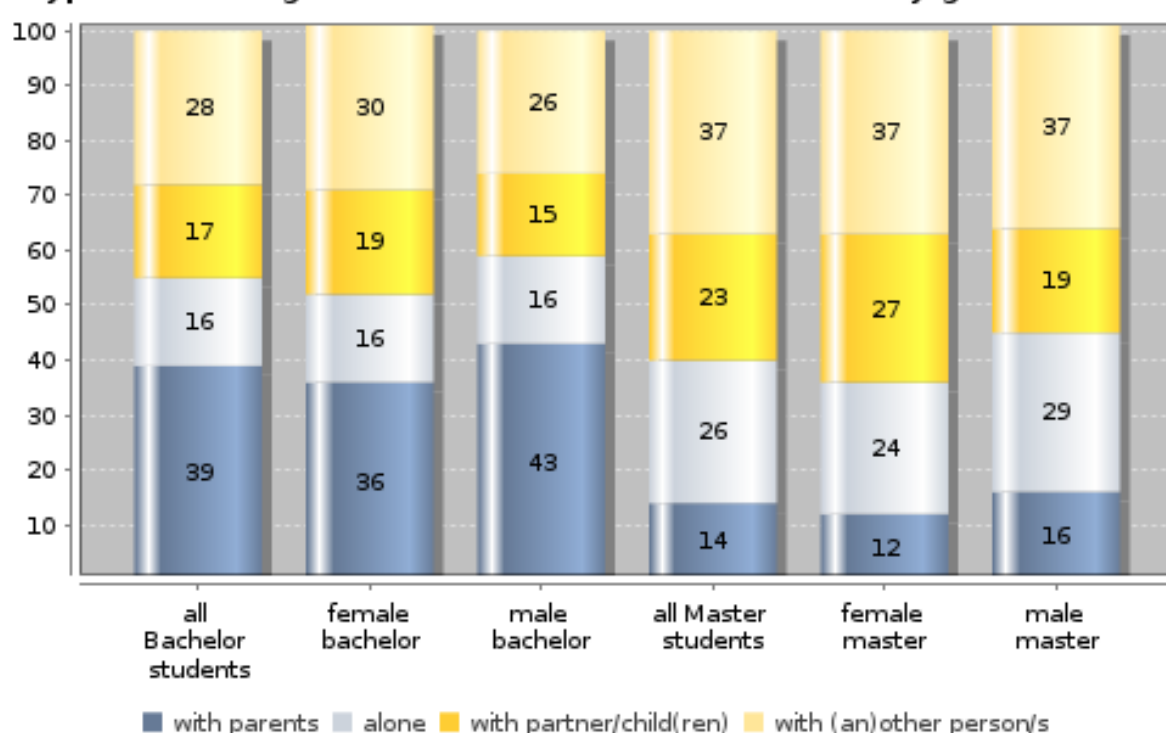
methodical issues or considerations for data interpretation:

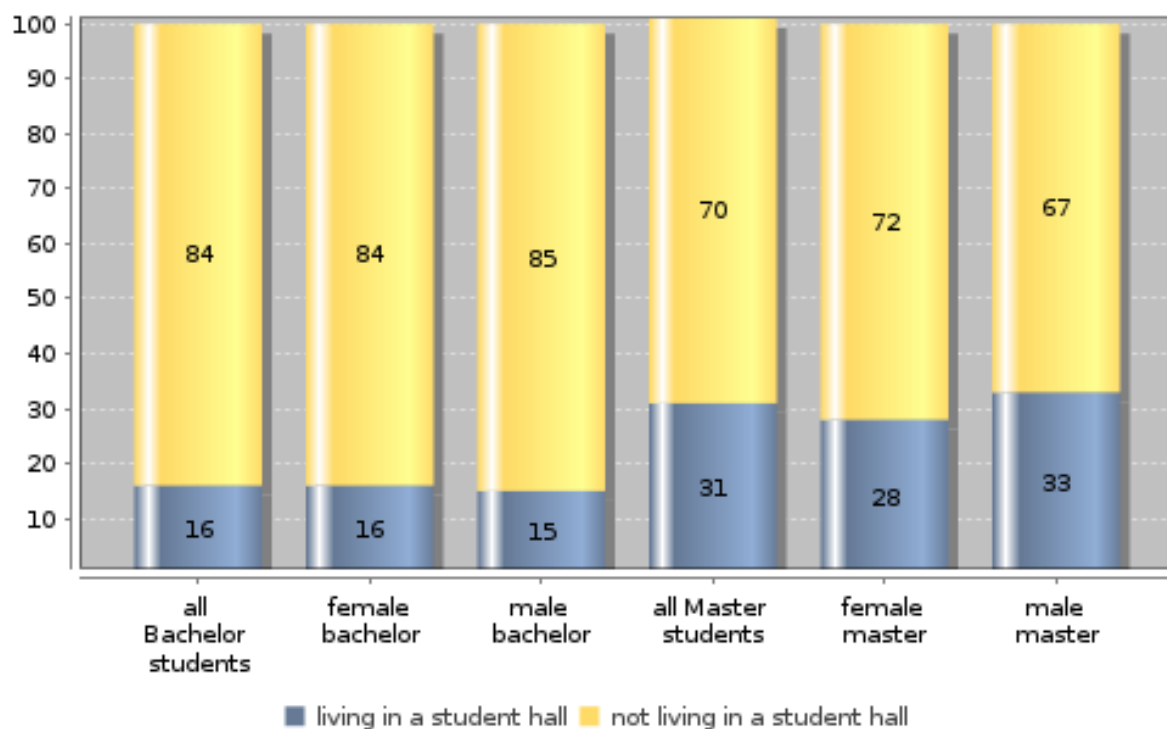
The change in the share of students (BA and MA) living in student halls, compared to E:III is mainly caused by a change in the question. Dutch students were asked whether they rent from a Student's Housing Cooperation, which include a range accommodation types, like student halls, separate/own lodgings, apartments etc.

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 %	39.2
Share of all Bachelor students living in student halls, in %	15.8
Share of all Master students living with parents, in %	13.6
Share of all Master students living in student halls, in %	30.5

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:**

The change in the share of students (BA and MA) living in student halls, compared to E:III is mainly caused by a change in the question. Dutch students were asked whether they rent from a Student's Housing Cooperation, which include a range accommodation types, like student halls, separate/own lodgings, apartments etc.

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

1.6

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

2.0

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

1.5

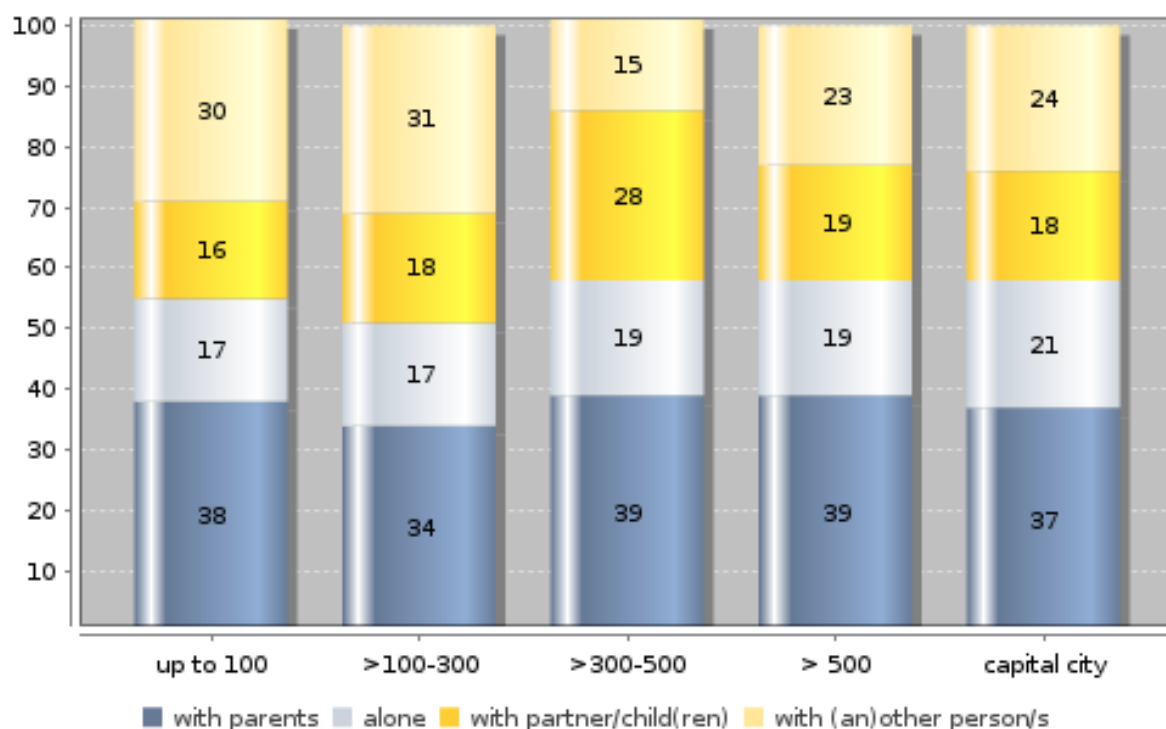
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants

1.6

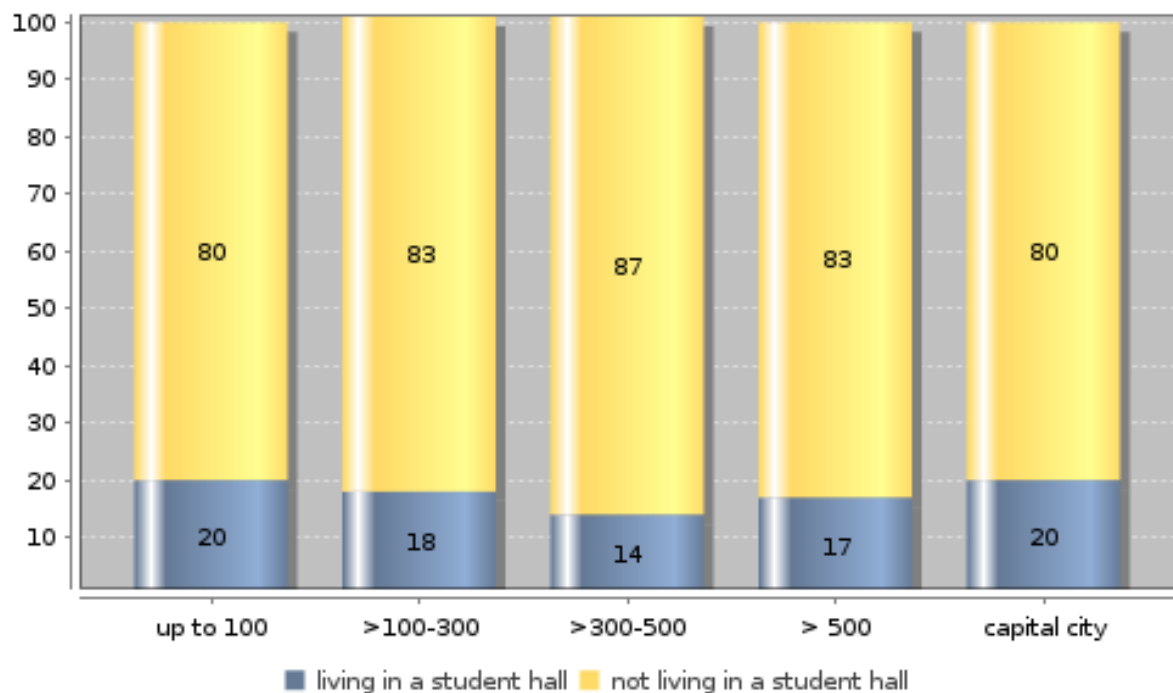
Ratio of students living (not with parents)/(with parents) in capital city

1.7

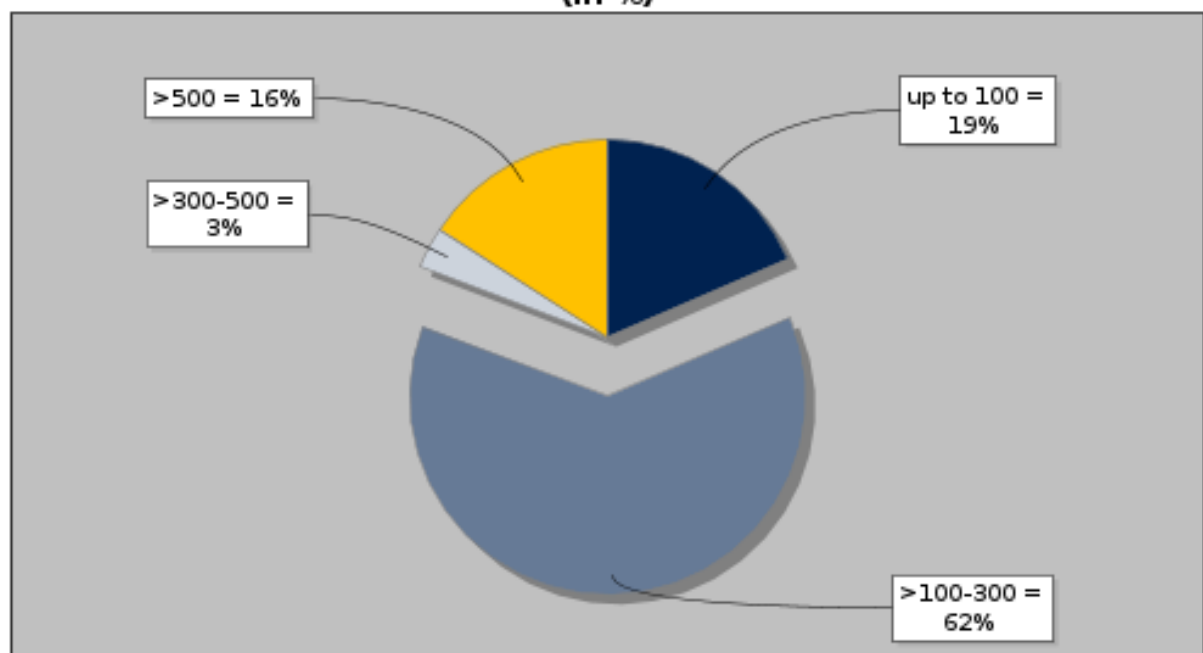
Type of housing by size of study location by 1,000 inhabitants (in %)



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:

The change in the share of students (BA and MA) living in student halls, compared to E:III is mainly caused by a change in the question. Dutch students were asked whether they rent from a Student's

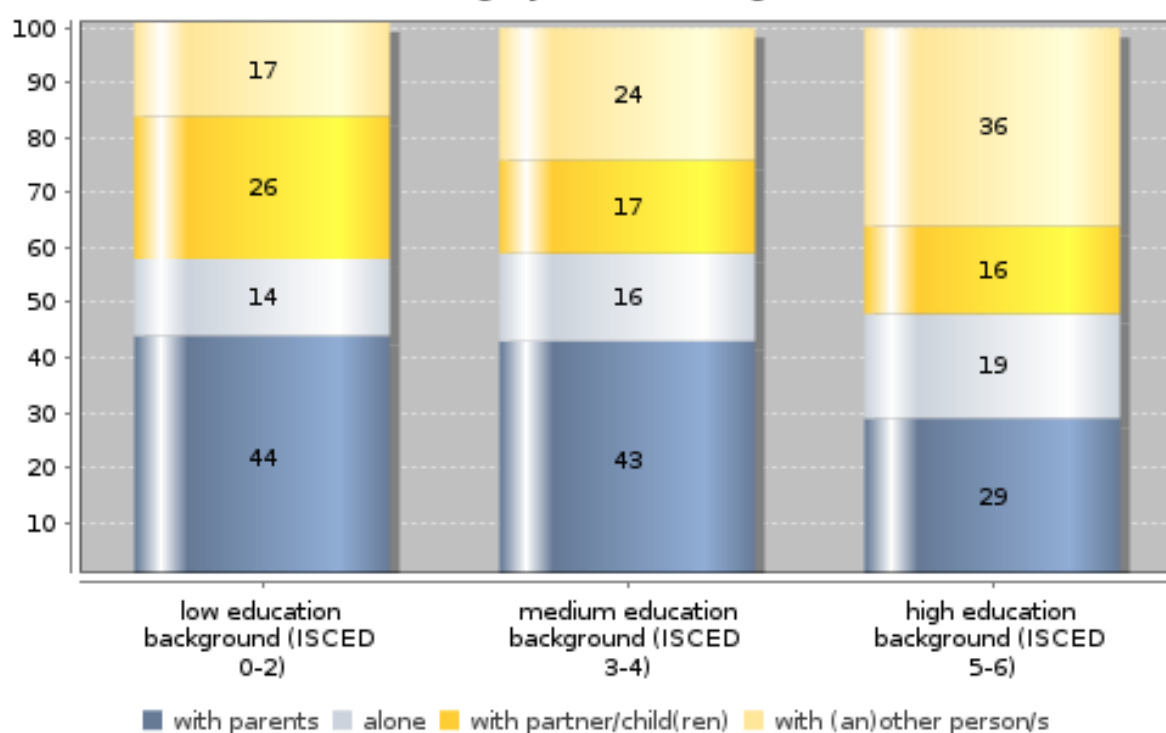
Housing Cooperation, which include a range accomodation types, like student halls, separate/own lodgings, apartments etc.

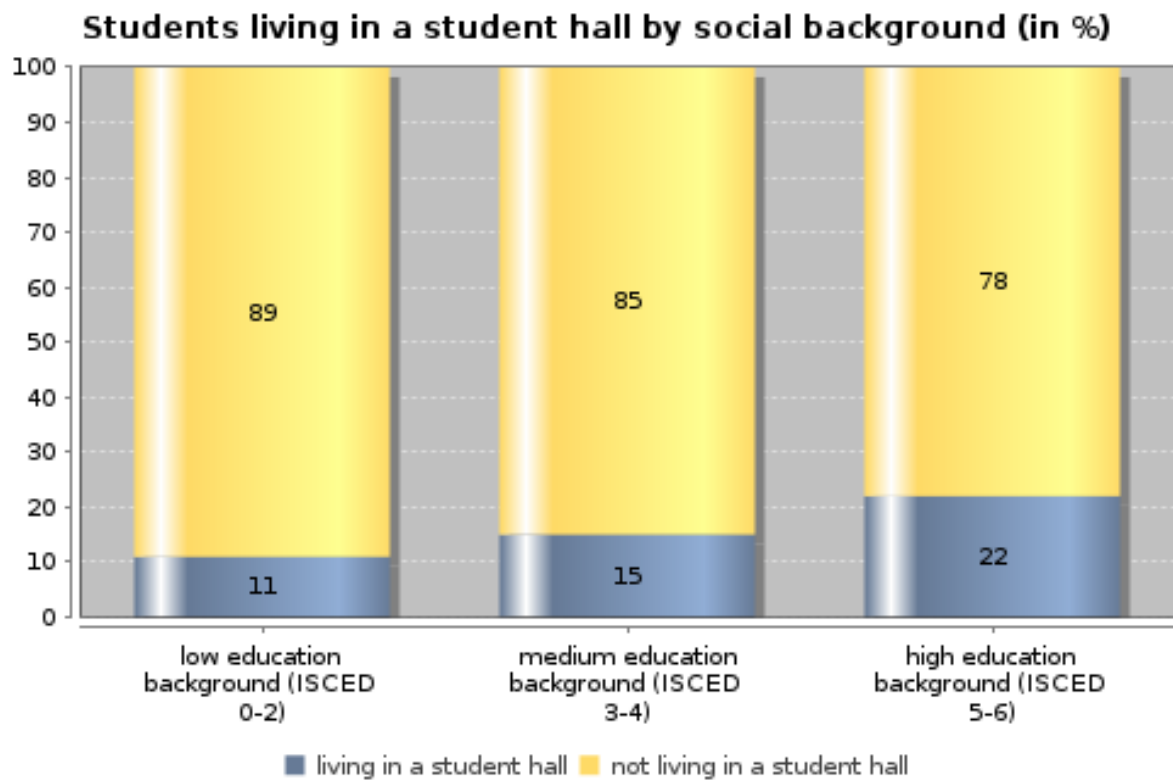
national interpretation of the results of the data analysis:

The Netherlands has only two cities with over 500,000 inhabitants, of which Amsterdam is our capital city.

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 %	43.7
Share of all students from low education background (ISCED 0-2) living in student halls, in %	10.7
Share of all students from high education background (ISCED 5-6) living with parents, in %	29.4
Share of all students from high education background (ISCED 5-6) living in student halls, in %	21.6

Form of housing by social background (in %)



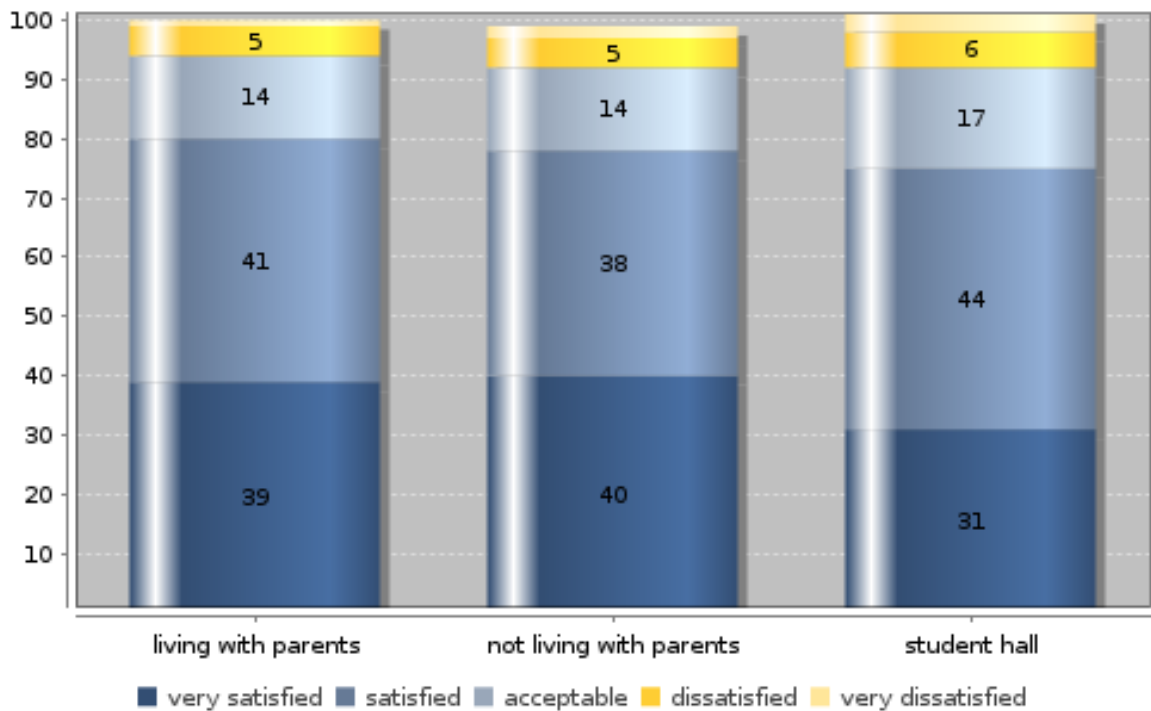
details on missing data:

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 %:	79.4
Students not living with parents, who are (very) satisfied in %:	77.8
Students residing in student halls, who are (very) satisfied in %:	74.7
Students living with parents, who are (very) dissatisfied in %:	6.1
Students not living with parents, who are (very) dissatisfied in %:	7.8
Students residing in student halls, who are (very) dissatisfied in %:	8.6

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)

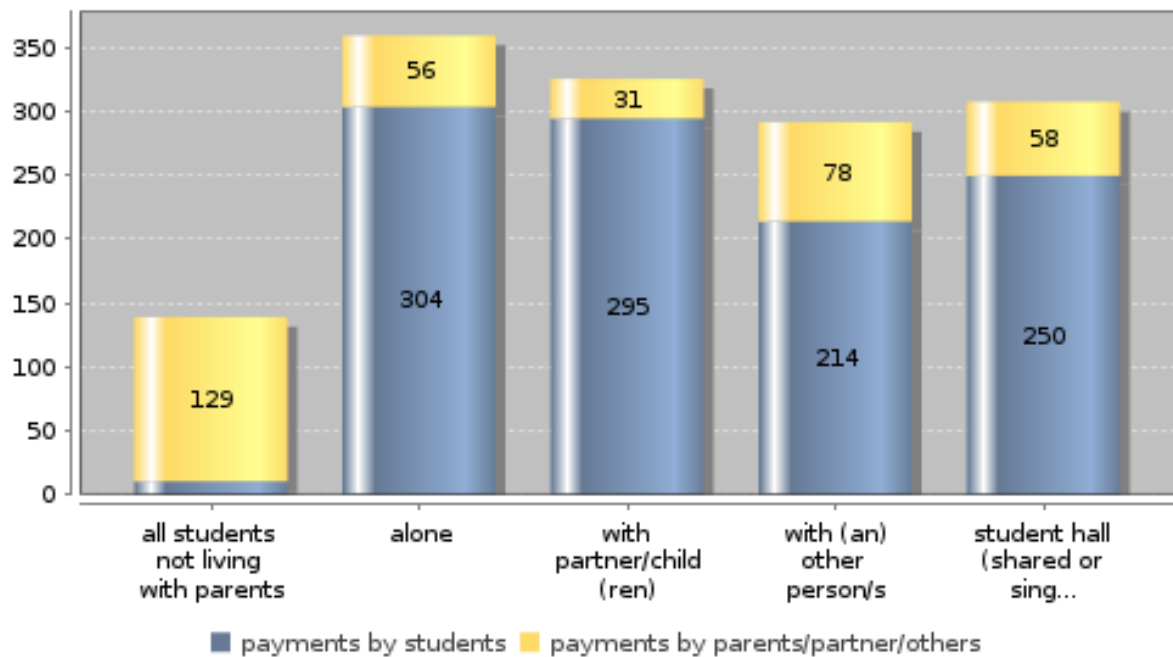
all students not living with parents	0.0
student hall	300.0

Average monthly rent (total payments, arithm. mean)

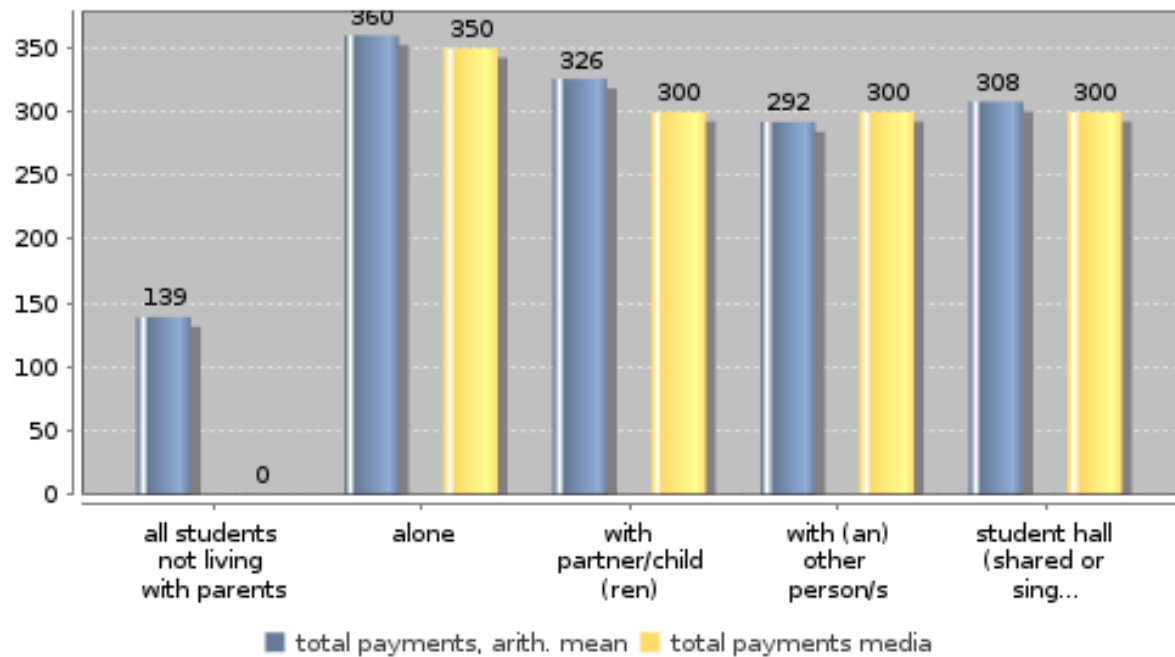
all students not living with parents	139.0
student hall	308.0

Ratio costs of student hall to costs of living alone

total payments, arith. mean	0.9
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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:

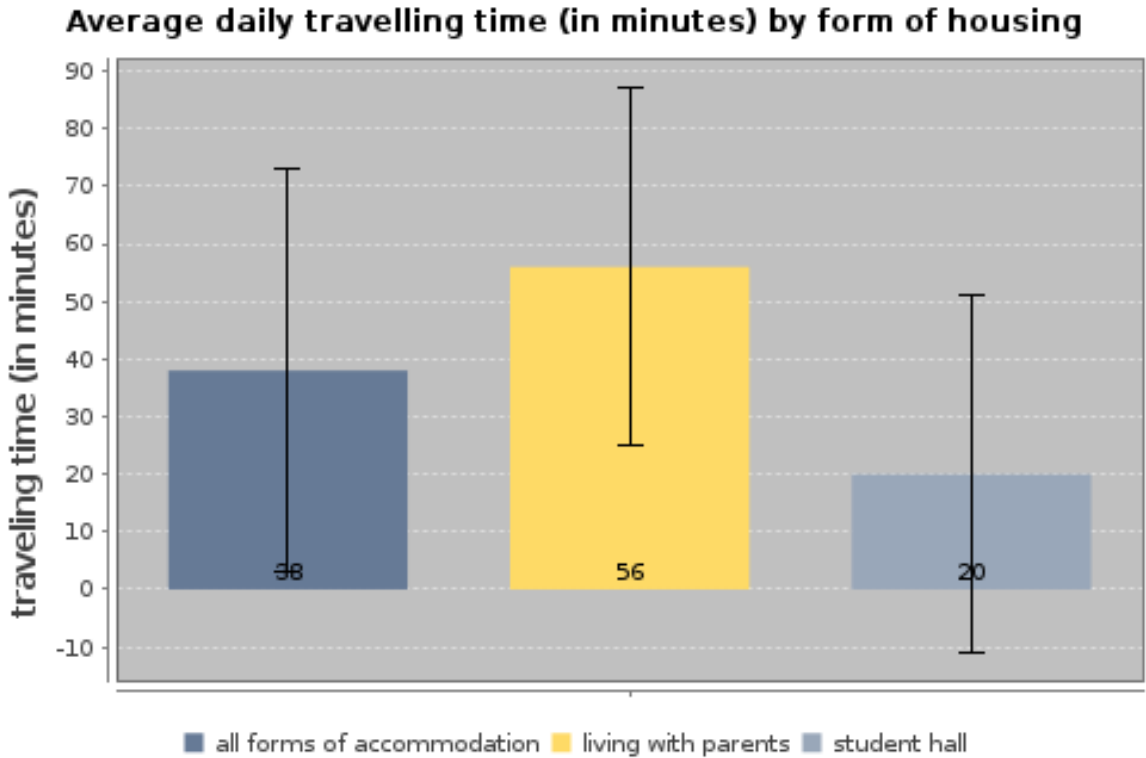
national interpretation of the results of the data analysis:

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	30.0
living with parents	50.0
student hall	12.0



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

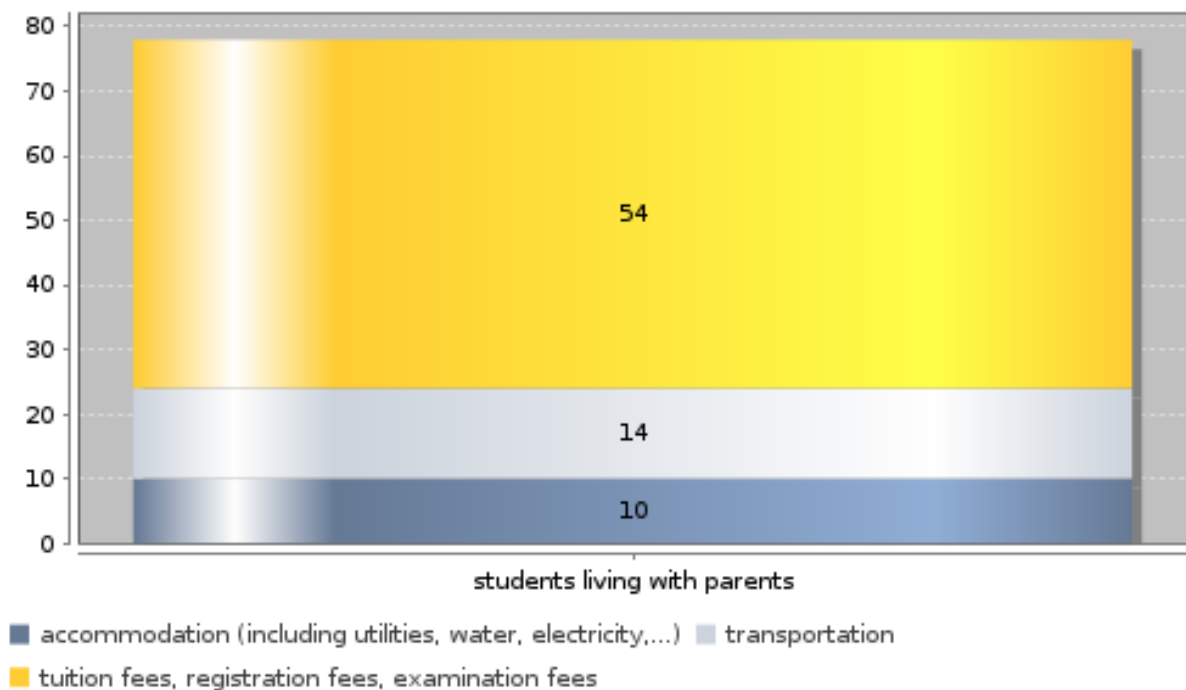
Topic: E. Living costs

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

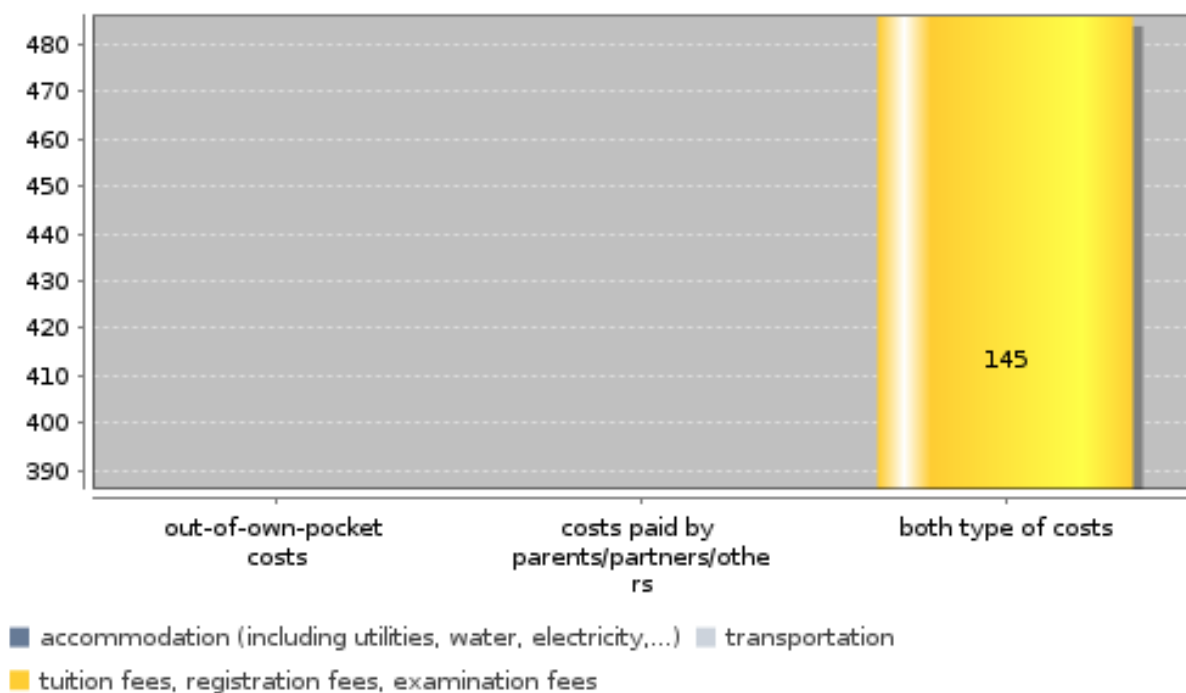
Key Indicators

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	18.0
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	9.7
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	4.7
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	3.4
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	3.3
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	34.5

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:

Transportation costs for students in the Netherlands are relatively low, because most students have a public transportation card. Students can apply for such a card if there are entitled to receive state funding (the card is part of the funding).

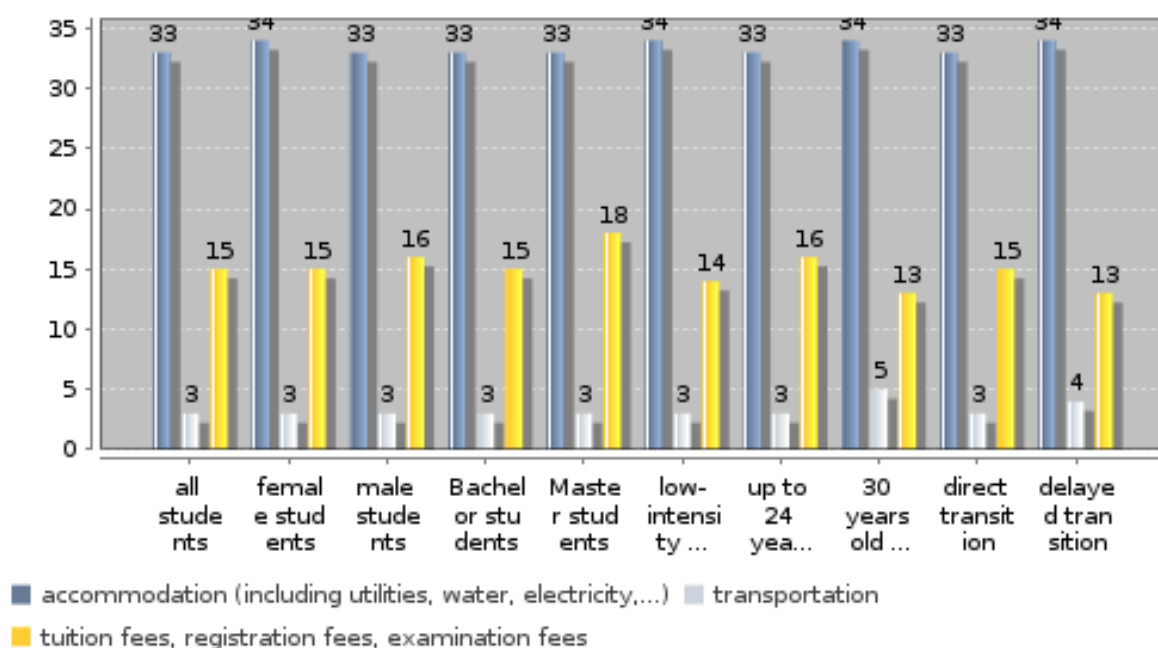
Topic: E. Living costs

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 %	18.4
Fees to higher education institution as share of total costs for low-intensity students, in %	13.6
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	33.3
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	34.2

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



details on missing data:

methodical issues or considerations for data interpretation:

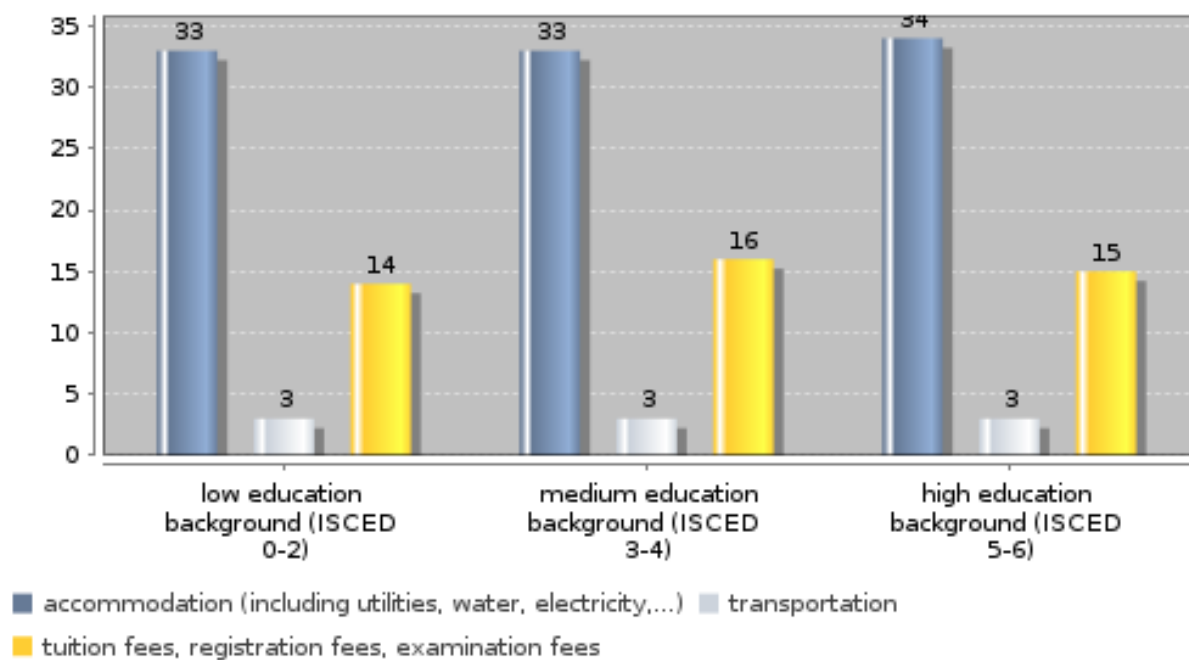
Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into

higher education.

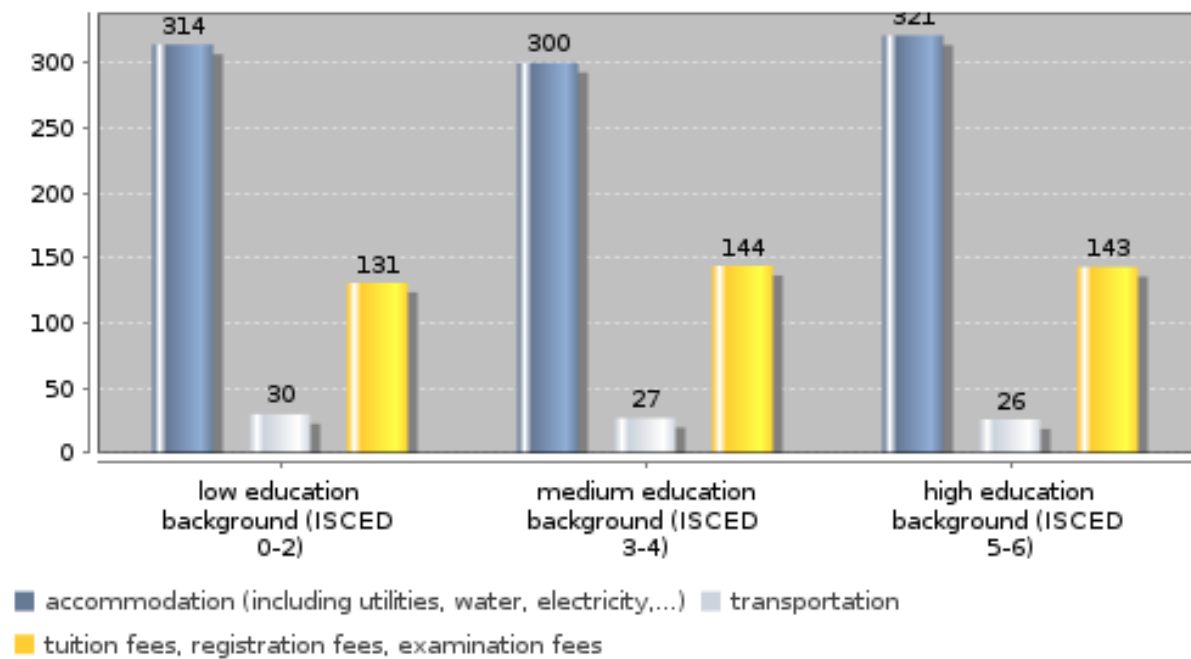
national interpretation of the results of the data analysis:

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 %	13.7
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	15.0
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	32.9
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	33.6

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

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:

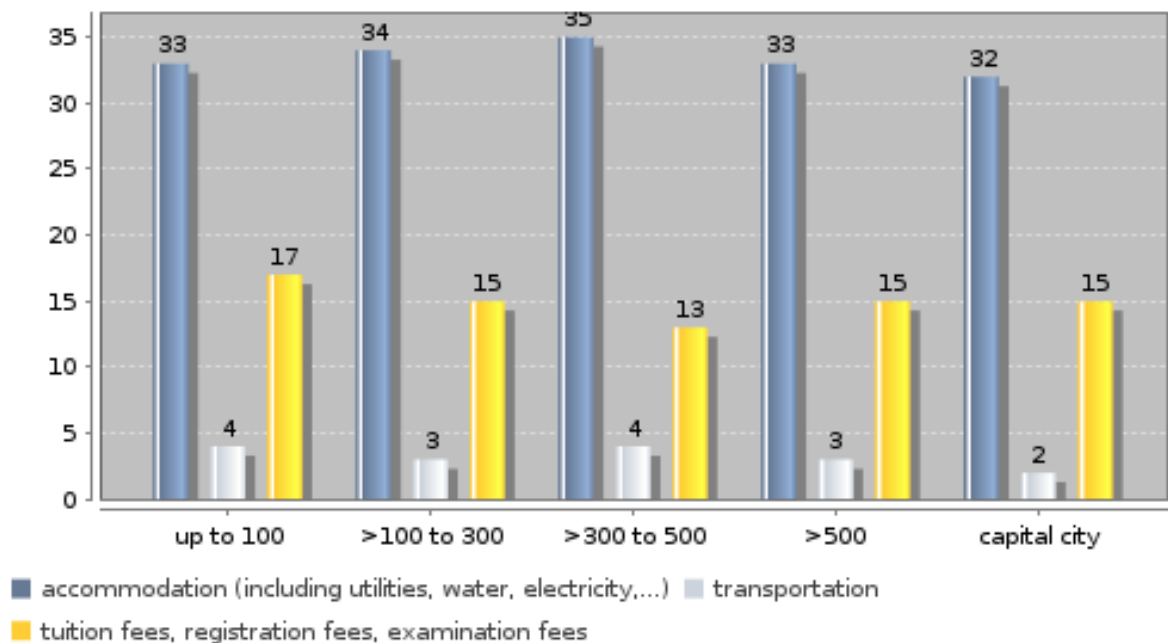
Topic: E. Living costs

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	907.0
Total expenditure for study locations in capital city, amount	1075.0
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	32.7
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	32.0

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



details on missing data:

methodical issues or considerations for data interpretation:

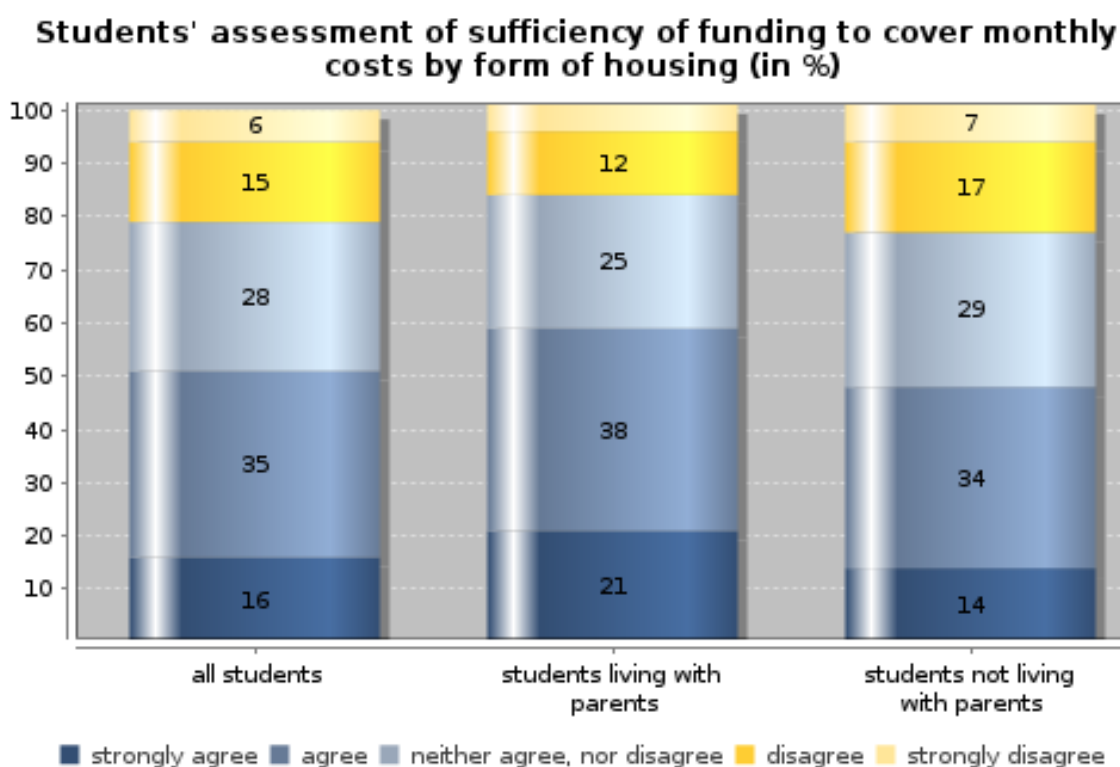
national interpretation of the results of the data analysis:

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 %	51.1
(Strong) disagreement of all students that funding is sufficient, in %	21.1
(Strong) agreement of students living with parents that funding is sufficient, in %	58.2
(Strong) disagreement of students living with parents that funding is sufficient, in %	16.9
(Strong) agreement of students not living with parents that funding is sufficient, in %	47.3
(Strong) disagreement of students not living with parents that funding is sufficient, in %	23.4



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

427.0

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

378.0

Students not living with parents:

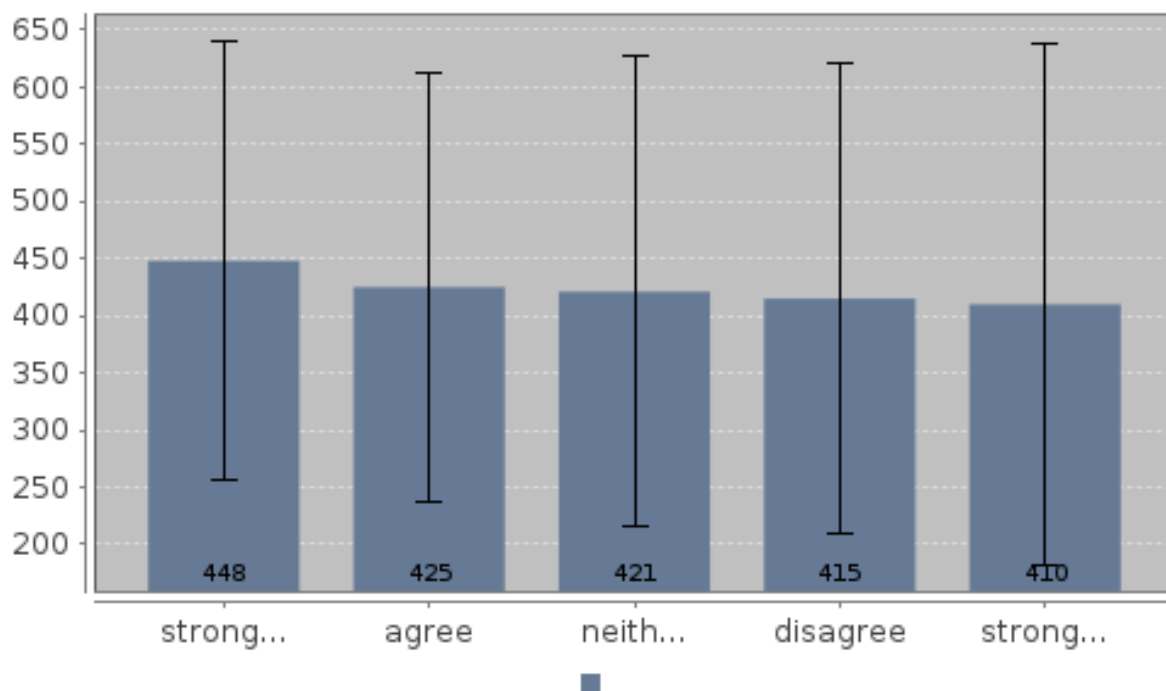
Median income of students with very strong agreement that funding is sufficient, amount

805.0

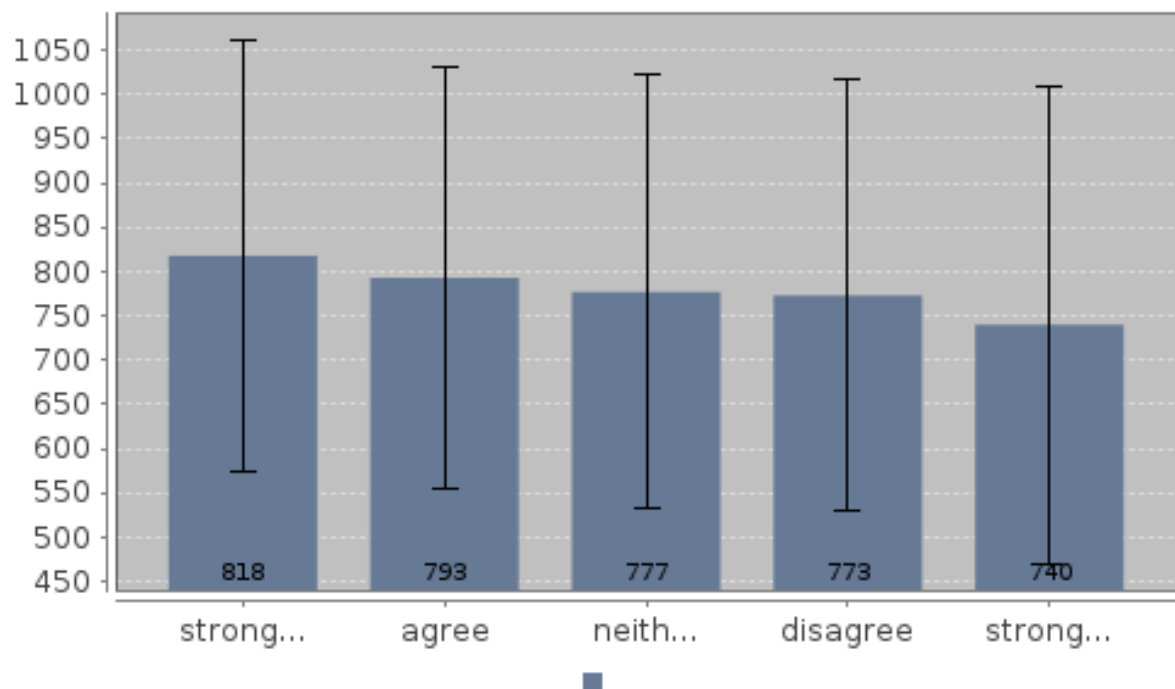
Median income of students with very strong disagreement that funding is sufficient, amount

750.0

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:

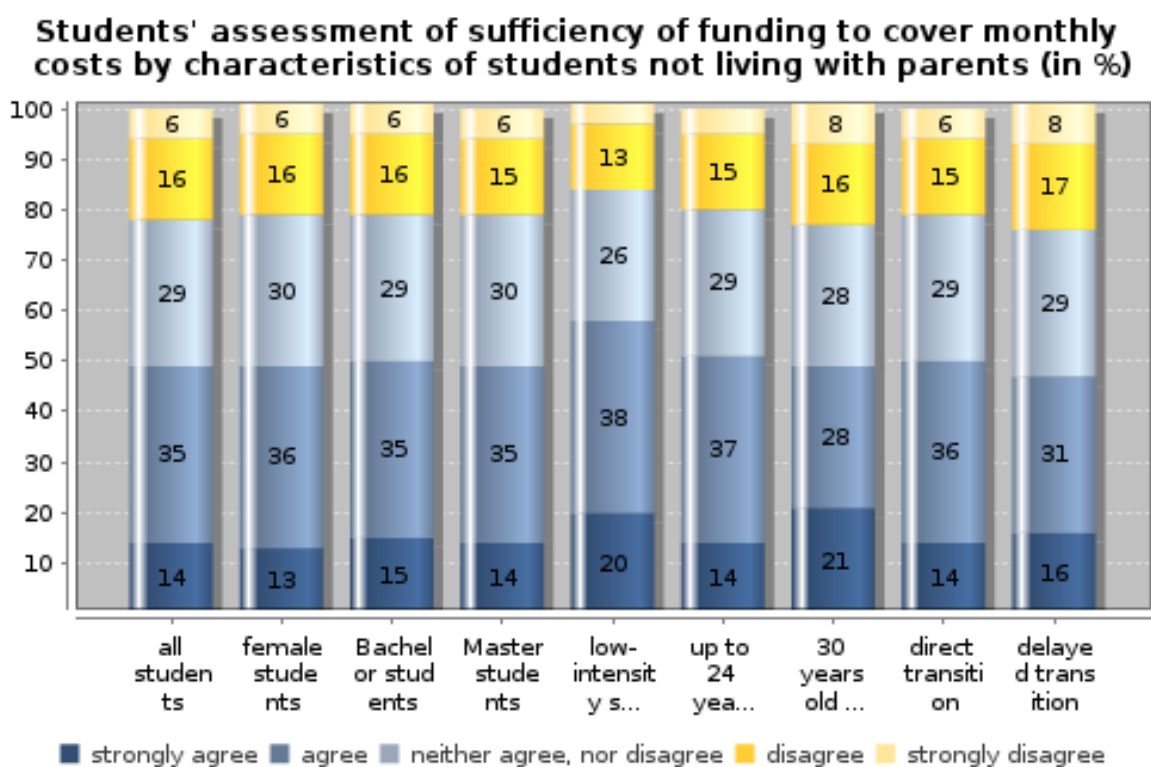
national interpretation of the results of the data analysis:

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 %	57.9
(Strong) disagreement that funding is sufficient of low-intensity students, in %	16.2
(Strong) agreement that funding is sufficient of up to 24 years old, in %	51.4
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	19.5
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	48.9
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	23.0



details on missing data:

methodical issues or considerations for data interpretation:

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

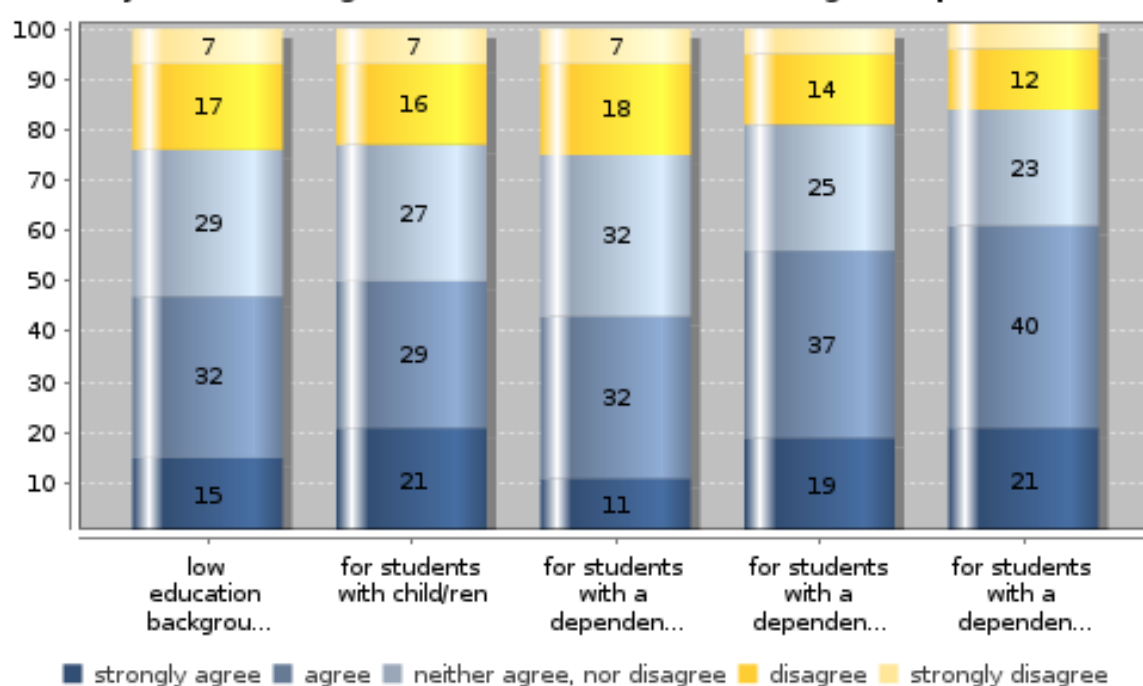
Topic: E. Living costs

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 %	23.7
(Strong) disagreement that funding is sufficient for students with child/ren, in %	23.4
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	25.1
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	16.2

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 % 23.3

Family/partner contribution for Bachelor students, in % 22.9

Family/partner contribution for students with low education background (ISCED 0-2), in % 12.5

Family/partner contribution for students with high education background (ISCED 5-6), in % 27.6

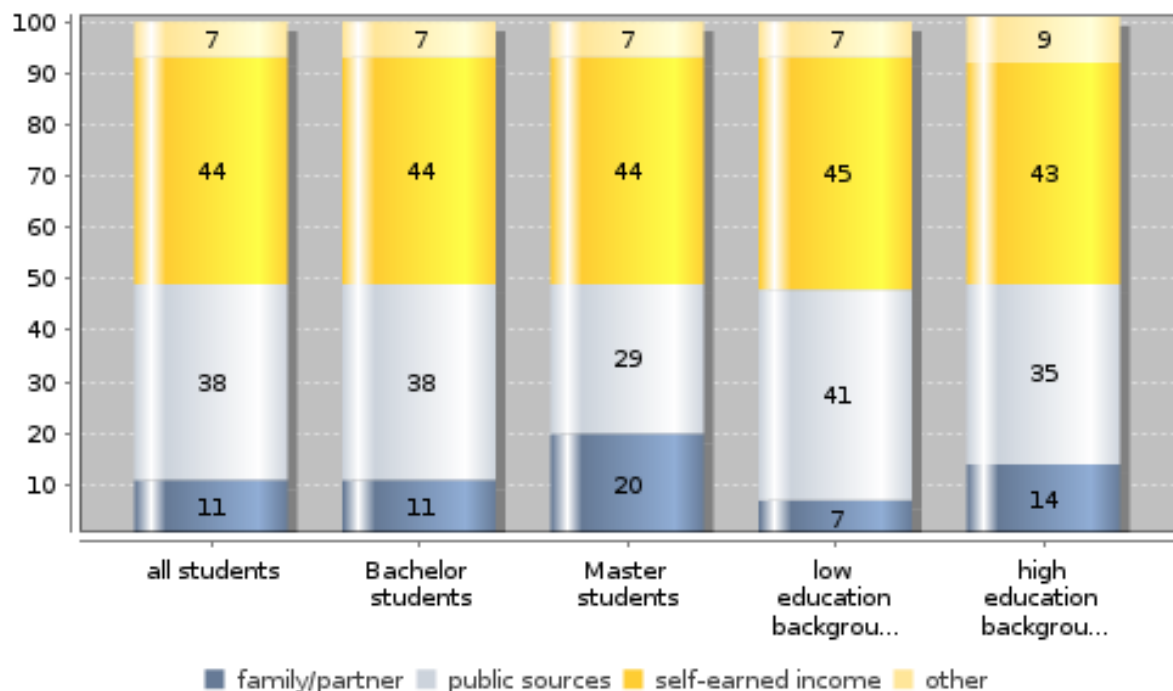
Job contribution for all students, in % 24.3

Job contribution for Bachelor students, in % 23.9

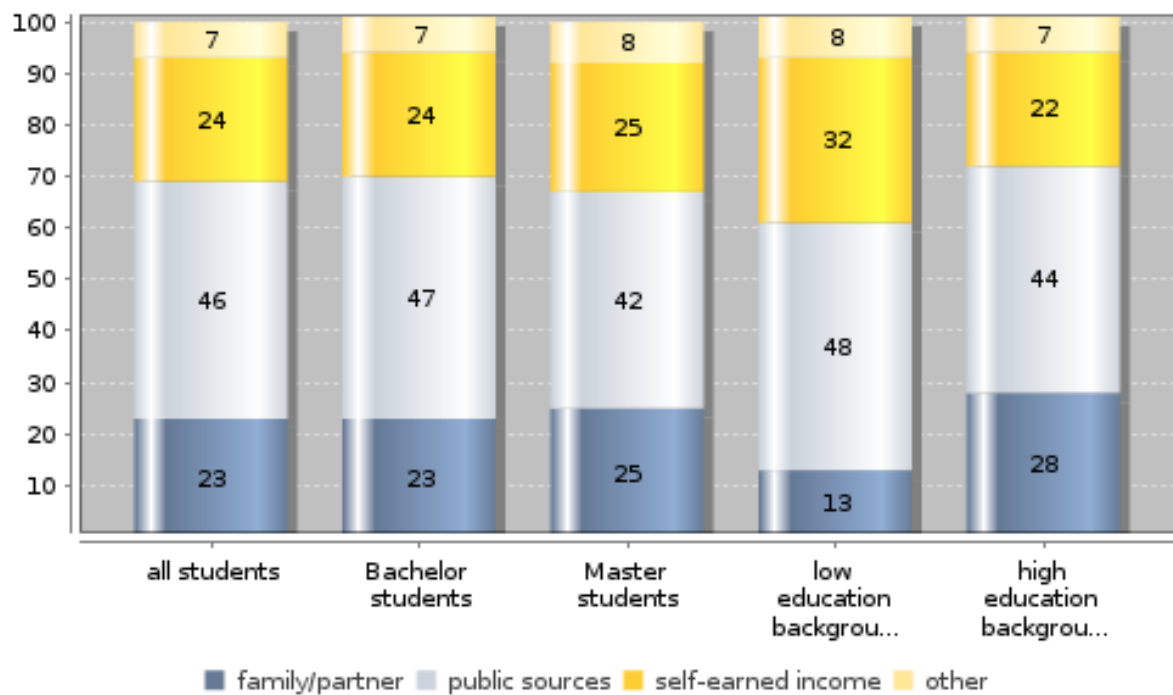
Job contribution for students with low education background (ISCED 0-2), in % 31.9

Job contribution for students with high education background (ISCED 5-6), in % 22.2

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:

national interpretation of the results of the data analysis:

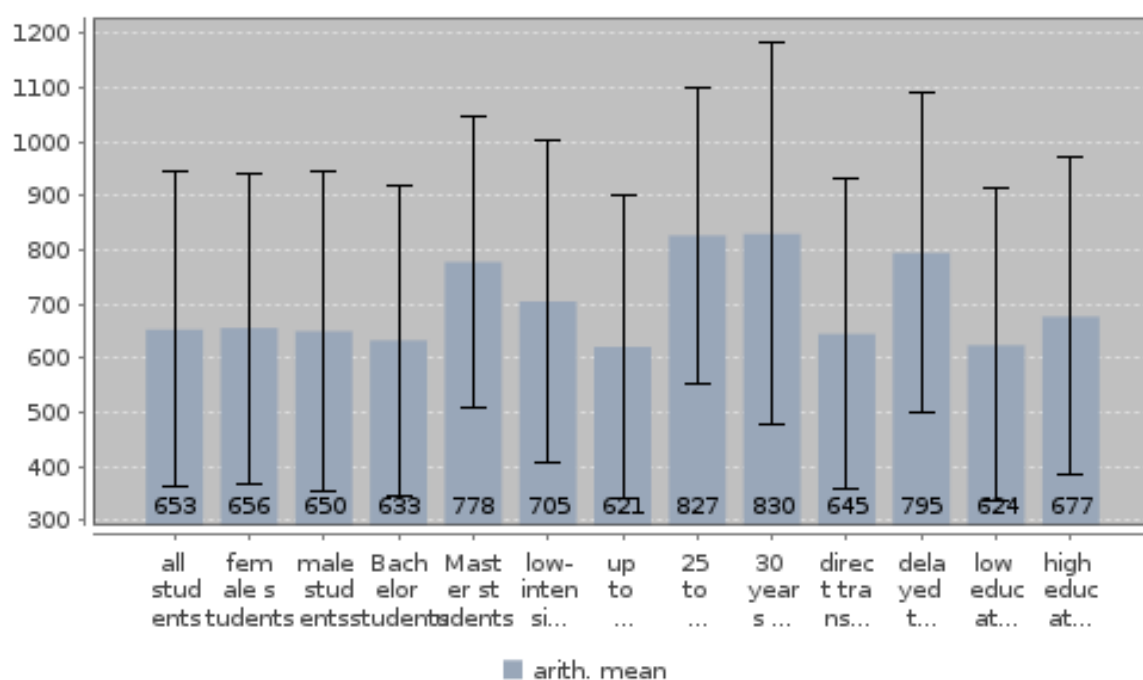
Topic: F. Funding and state assistance

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

Key Indicators

median income all students, amount	650.0
median income Bachelor students, amount	610.0
median income Master students, amount	800.0
median income low-intensity students, amount	700.0
median income 25-29 years old, amount	850.0

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

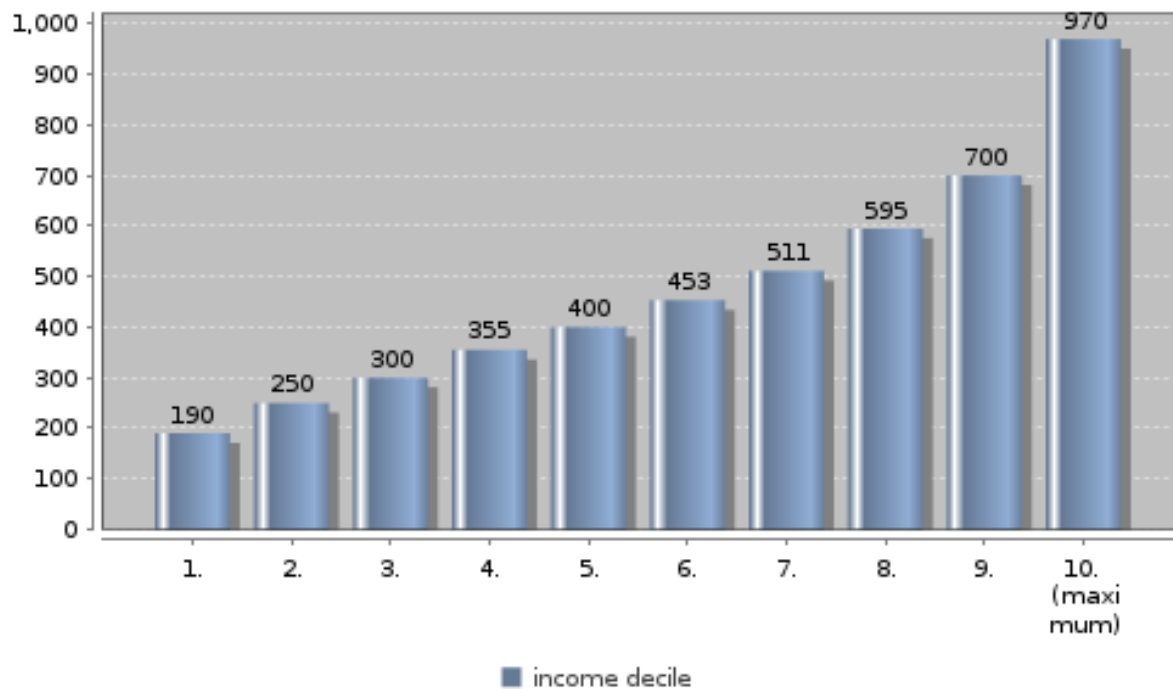
Topic: F. Funding and state assistance

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

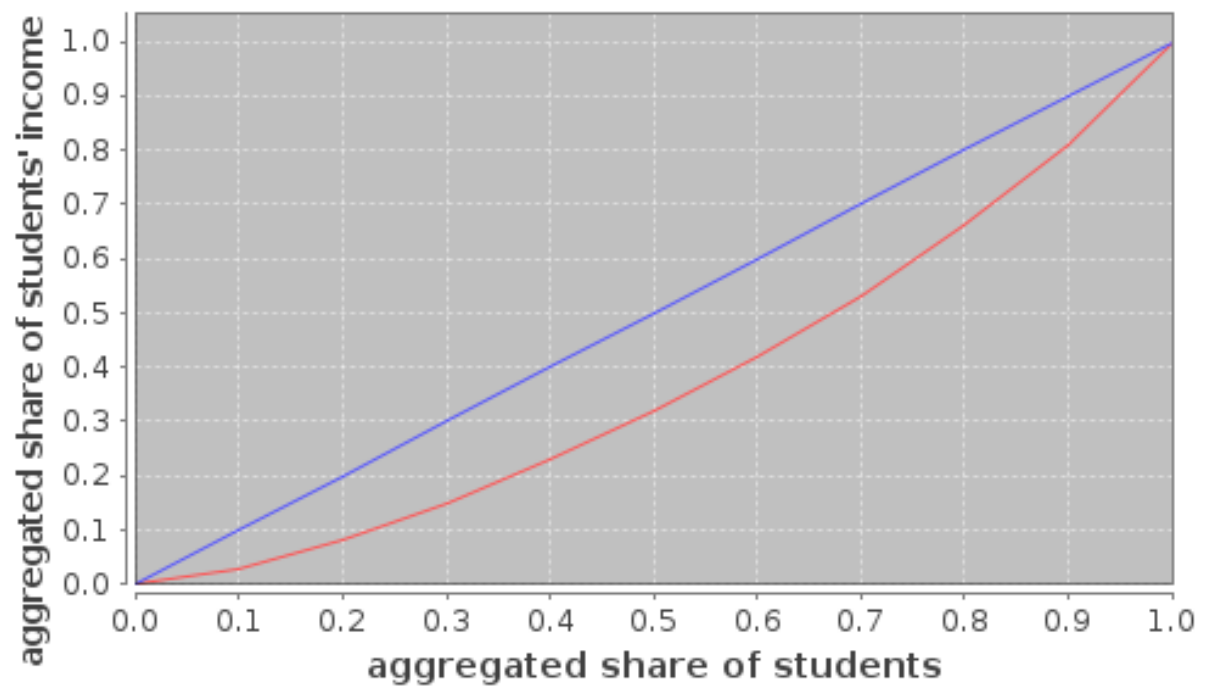
Key Indicators

Income cut-off point for lowest 20% of students, amount	250.0
Gini coefficient	0.27

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:

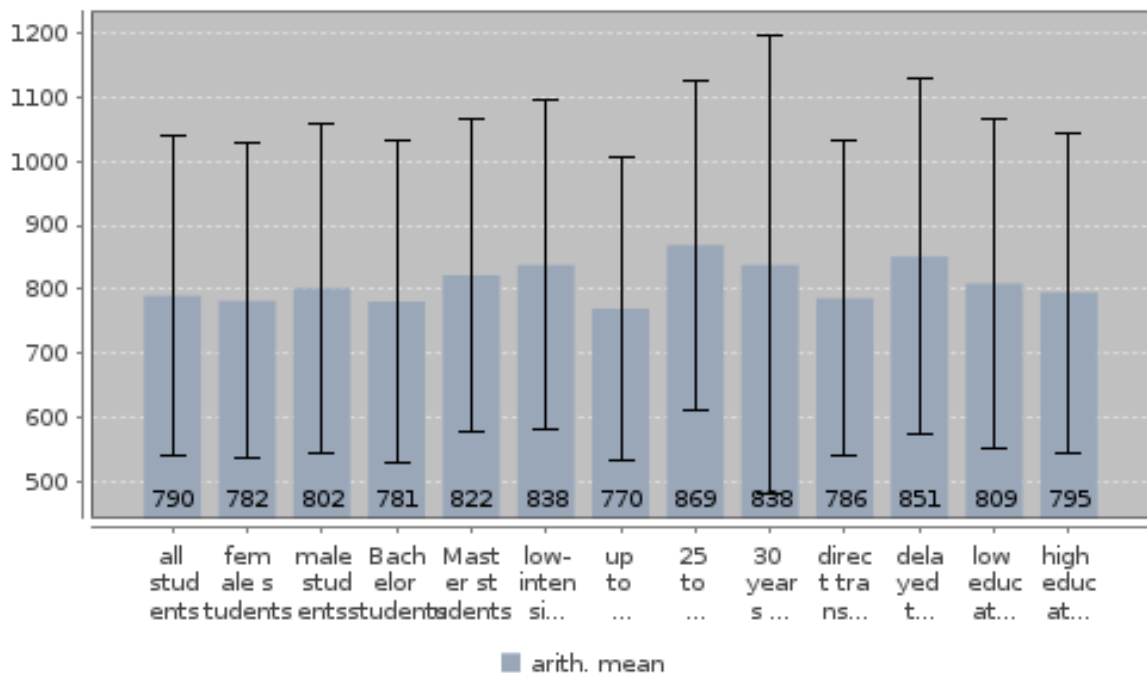
Topic: F. Funding and state assistance

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

Key Indicators

median income all students, amount	790.0
median income Bachelor students, amount	766.0
median income Master students, amount	800.0
median income low-intensity students, amount	850.0
median income 25-29 years old, amount	895.0

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



details on missing data:

methodical issues or considerations for data interpretation:

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

Question in Dutch Student Monitor has changed in comparison with EIII.

Topic: F. Funding and state assistance

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

Key Indicators

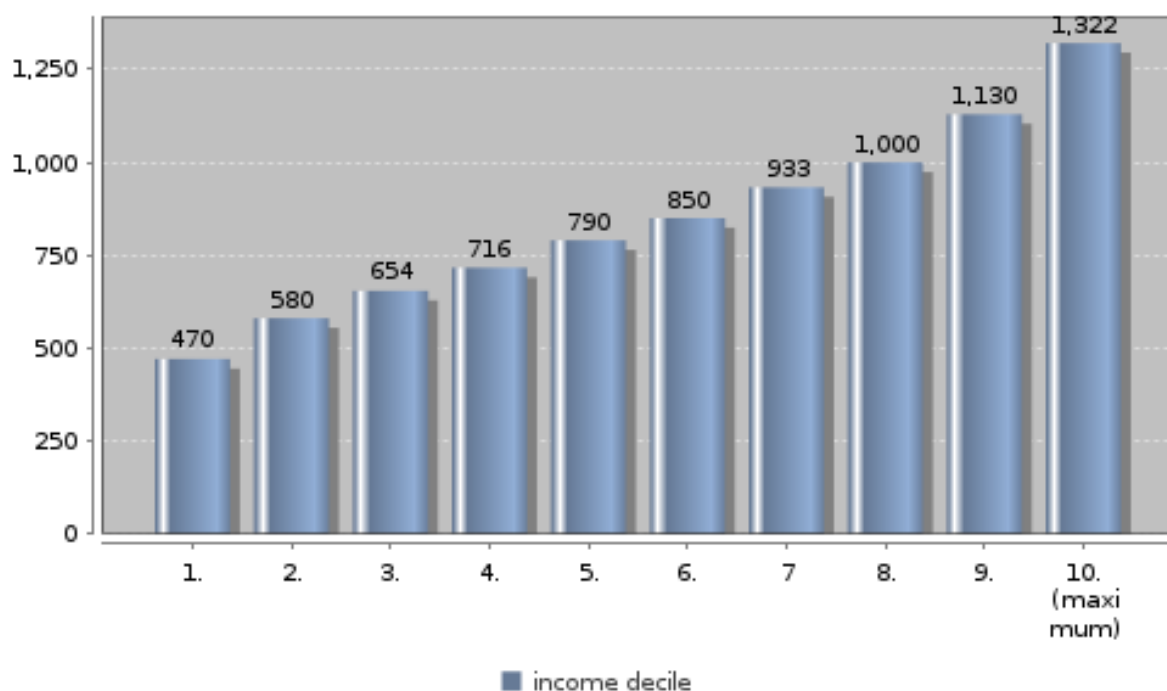
Income cut-off point for lowest 20% of students, amount

580.0

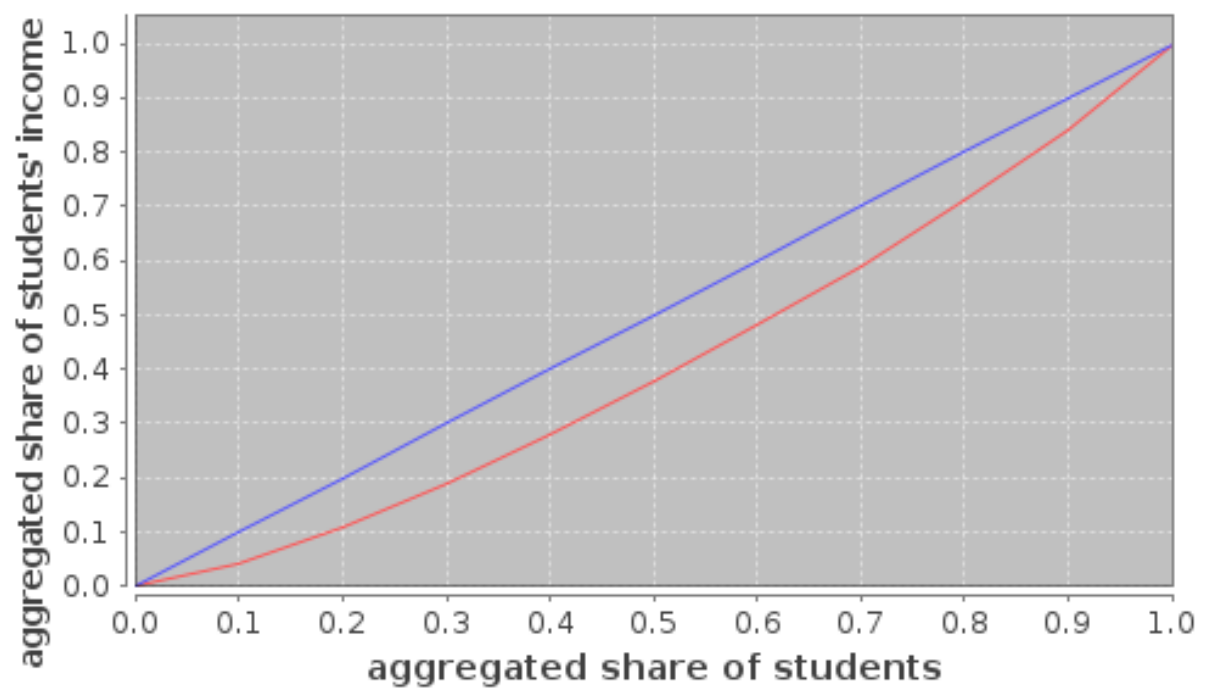
Gini coefficient

0.14

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 % 80.0

Share of recipients of Bachelor students, in % 80.9

Share of recipients of students with low education background, in % 62.6

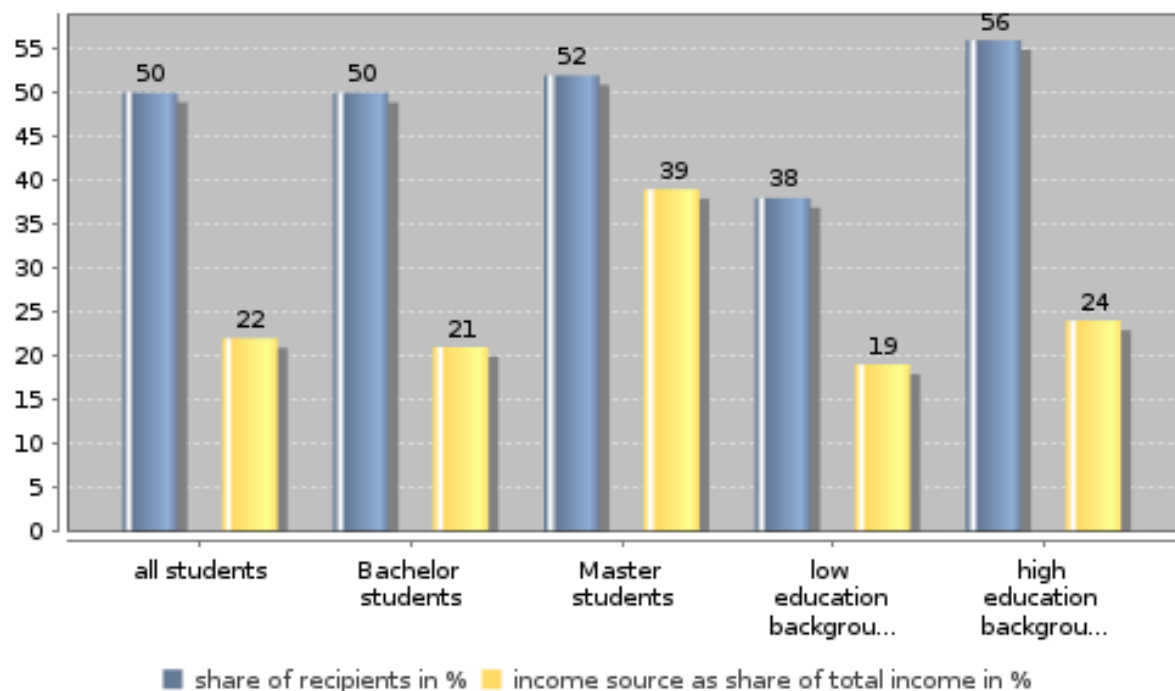
Share of recipients of students with high education background (ISCED 5-6), in % 85.9

Contribution to total monthly income of all students, in % 43.8

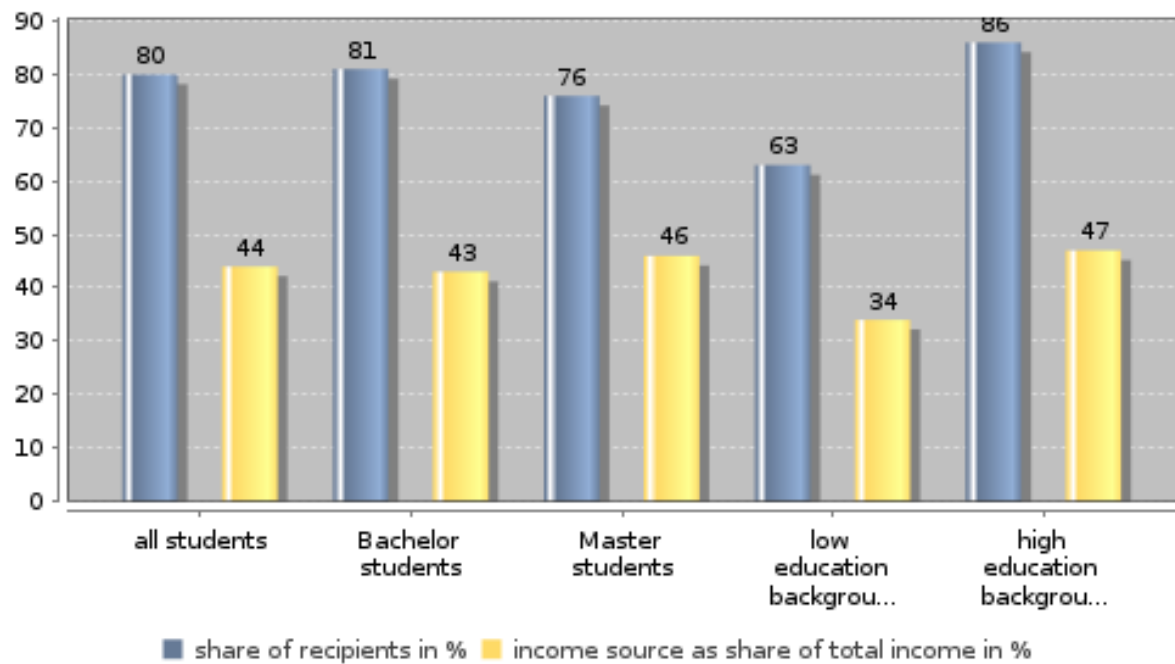
Contribution to total monthly income of Bachelor students, in % 43.3

Contribution to total monthly income of students with low education background (ISCED 0-2), in % 33.7

Contribution to total monthly income of students with high education background (ISCED 5-6), in % 47.0

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:

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 % 82.1

Share of recipients of Bachelor students, in % 84.7

Share of recipients of students with low education background, in % 79.2

Share of recipients of students with high education background (ISCED 5-6), in % 82.7

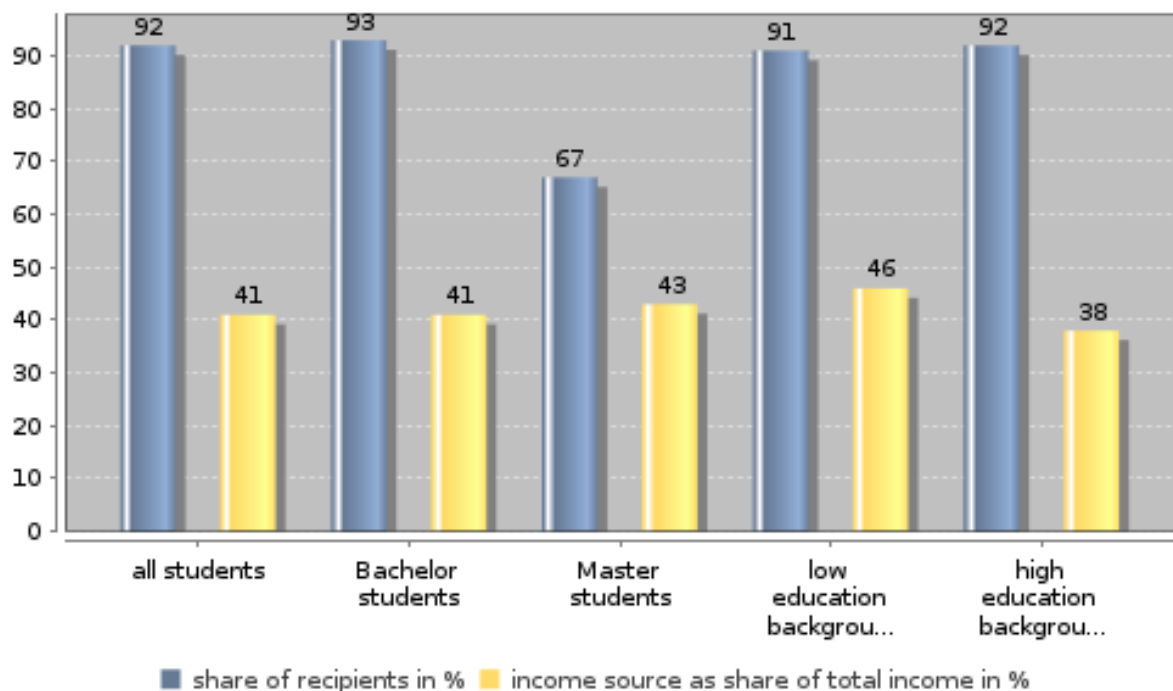
Contribution to total monthly income of all students, in % 47.8

Contribution to total monthly income of Bachelor students, in % 47.2

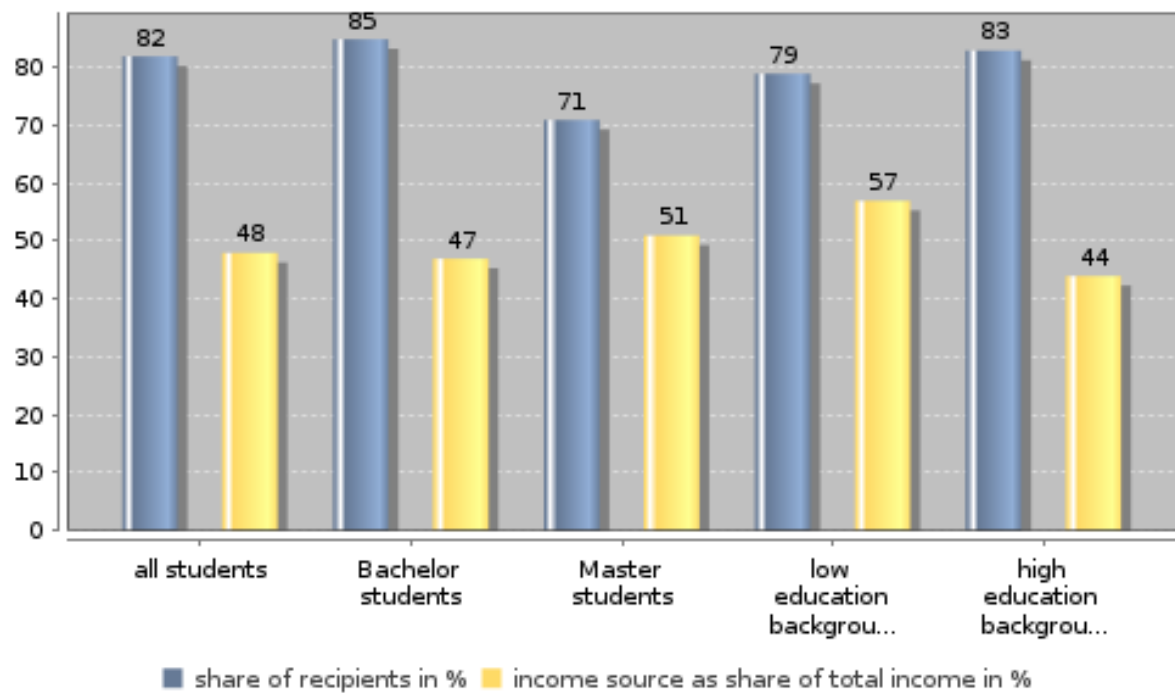
Contribution to total monthly income of students with low education background (ISCED 0-2), in % 56.5

Contribution to total monthly income of students with high education background (ISCED 5-6), in % 44.2

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 %)



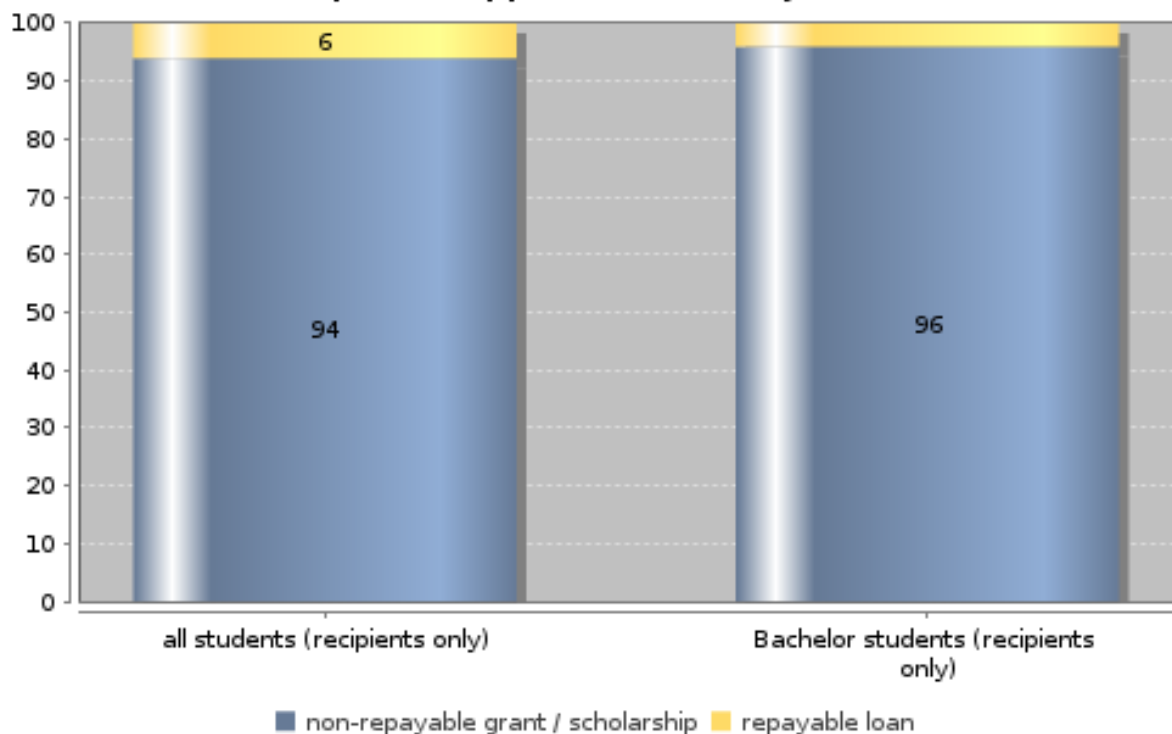
details on missing data:

methodical issues or considerations for data interpretation:

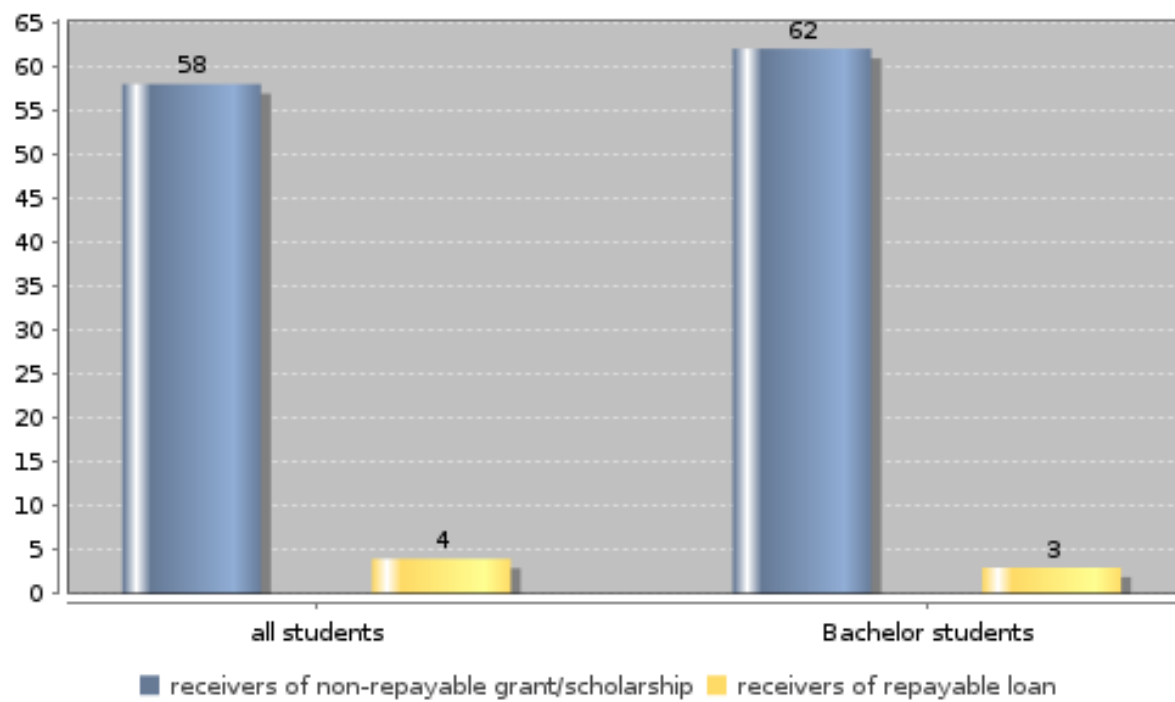
national interpretation of the results of the data analysis:

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 %	94.3
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	95.9
Students who receive non-repayable support as share of whole student body, in %	58.4
Students who receive non-repayable support as share of all Bachelor students, in %	61.8
Students who receive repayable loans as share of whole student body, in %	3.6
Students who receive repayable loans as share of all Bachelor students, in %	2.7

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:

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

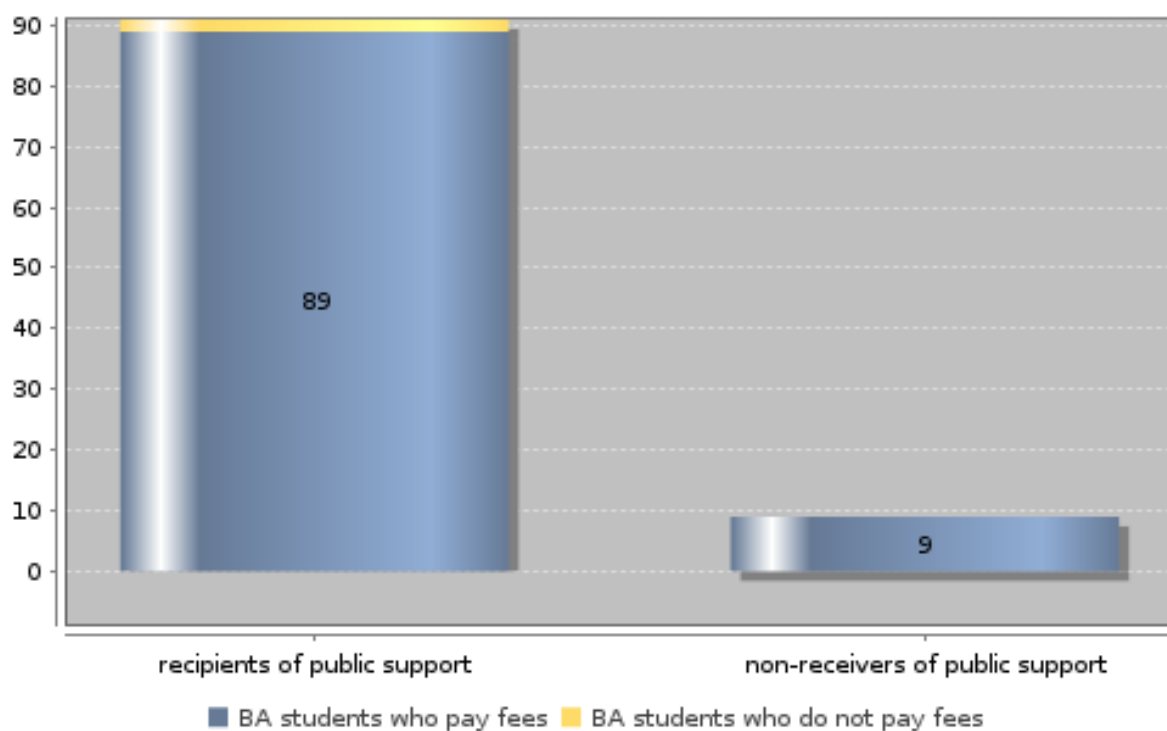
Subtopic 9: Public support by payment of fees to institutions of higher education for Bachelor students

Key Indicators

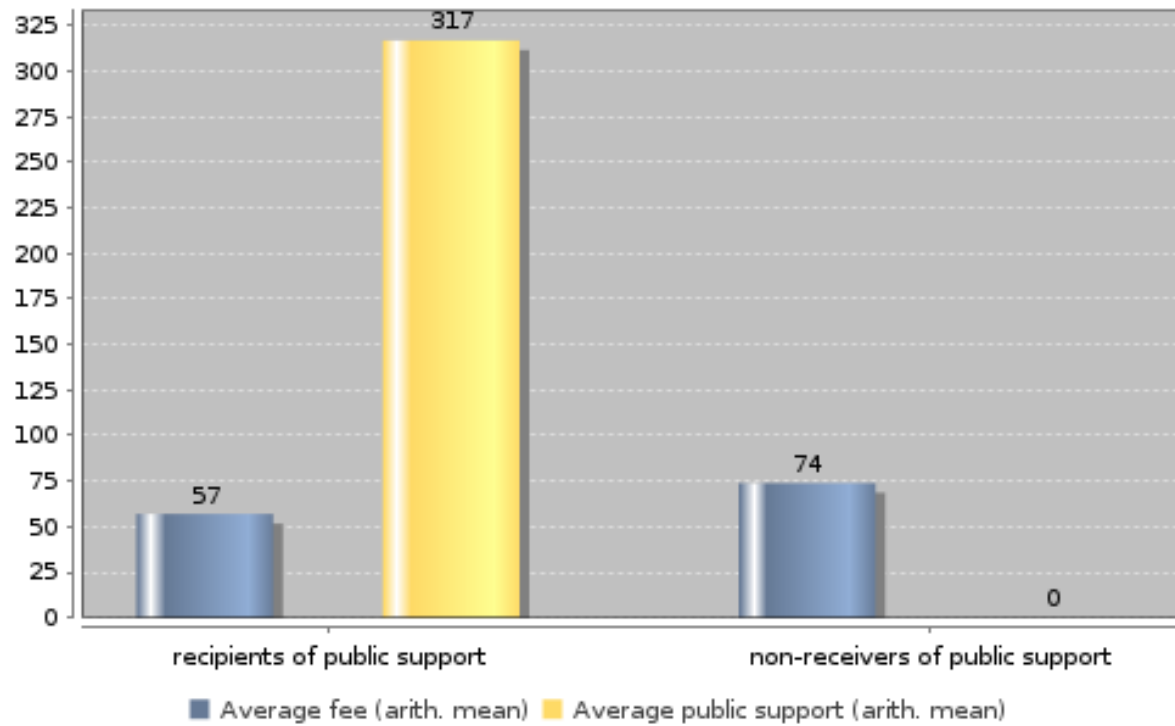
Recipients of public support who pay fees, in % 88.7

Share of public support which covers fees for recipients of public support, in % 18.0

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:

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

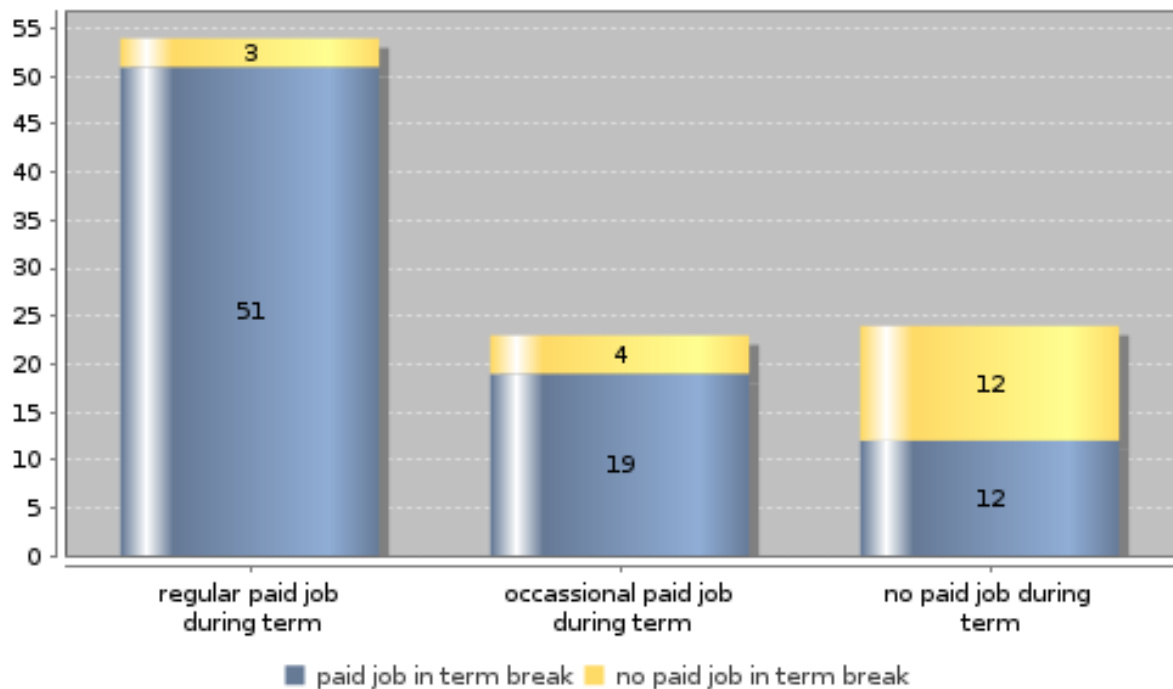
Subtopic 1: Employment rate during term-time and in the term break by type of housing

Key Indicators

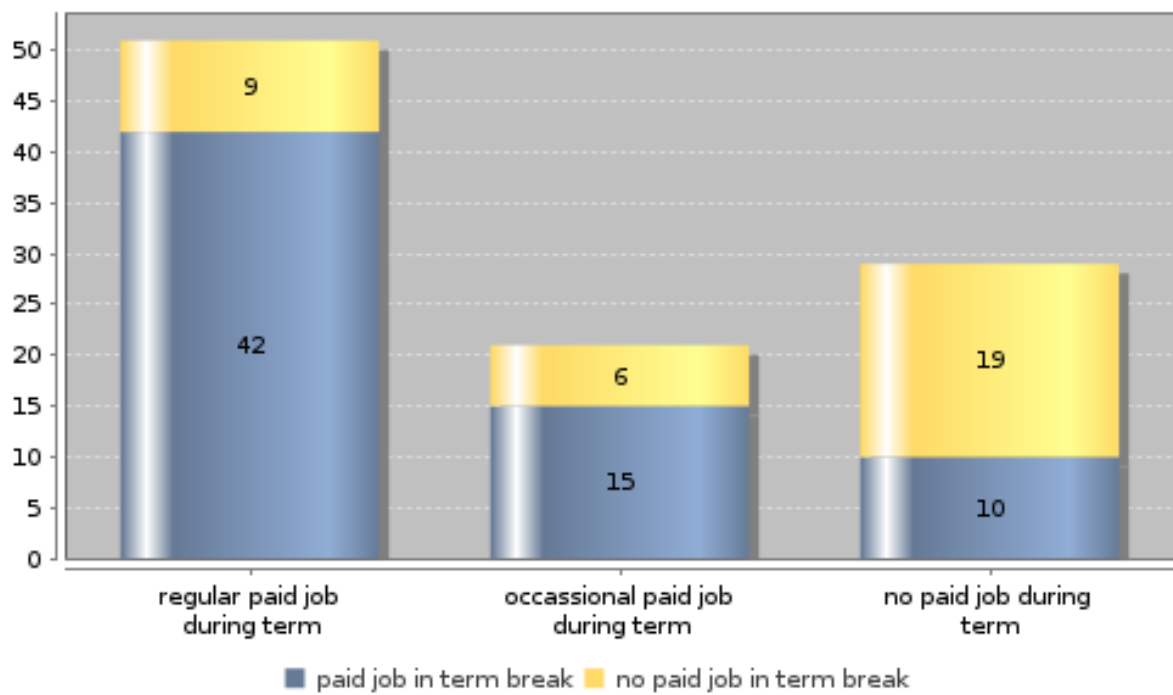
Employment rate of students not living with parents by type of employment:

Regular paid job during term, in %	50.1
Occasional paid job during term, in %	20.9
Regular paid job during term and in term break, in %	41.6
Occasional paid job during term and in term break, in %	14.7
No paid job at any time, in %	18.9

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:

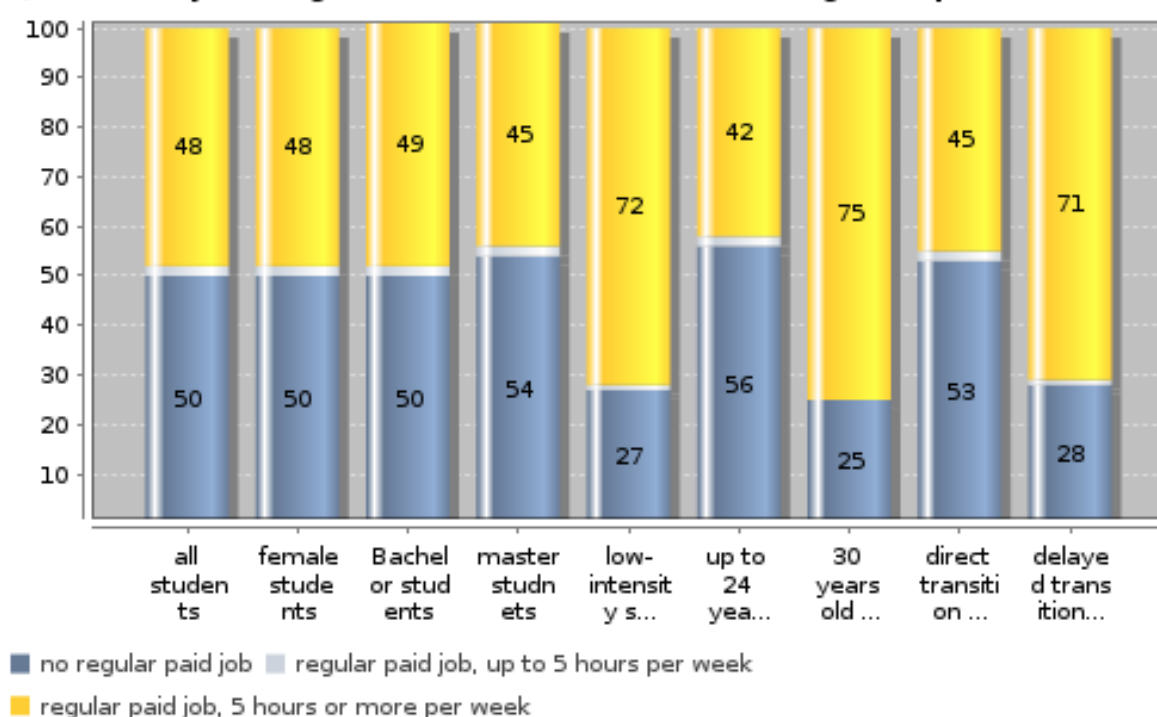
Topic: G. Time budget and employment

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 %	48.0
Regular paid job, 5 hours or more per week, BA students, in %	48.8
Regular paid job, 5 hours or more per week, low-intensity students, in %	71.6
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	75.1

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



details on missing data:

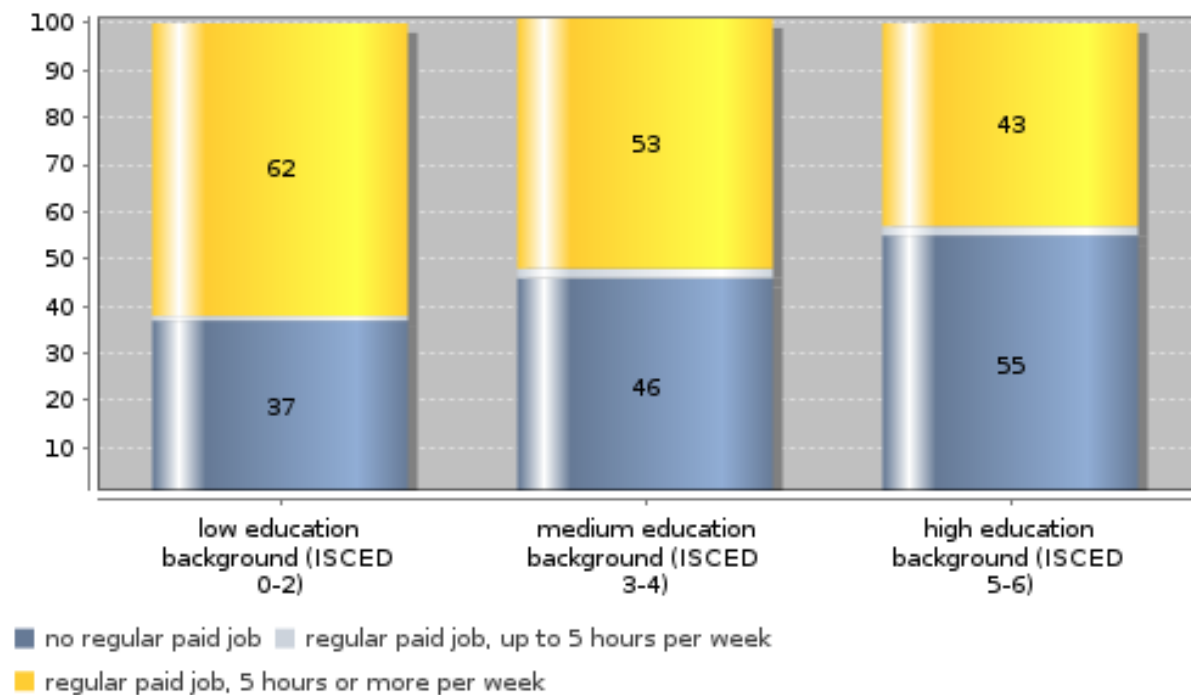
methodical issues or considerations for data interpretation:

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

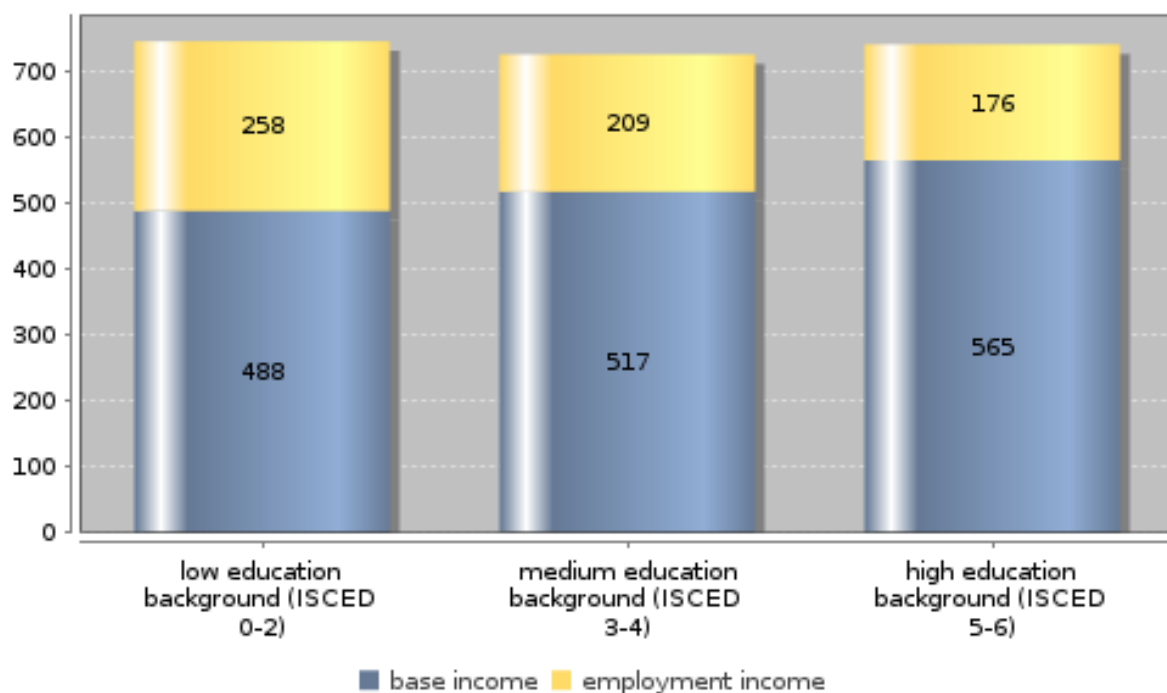
national interpretation of the results of the data analysis:

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 %	62.0
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	43.2
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	34.6
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	23.8

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:

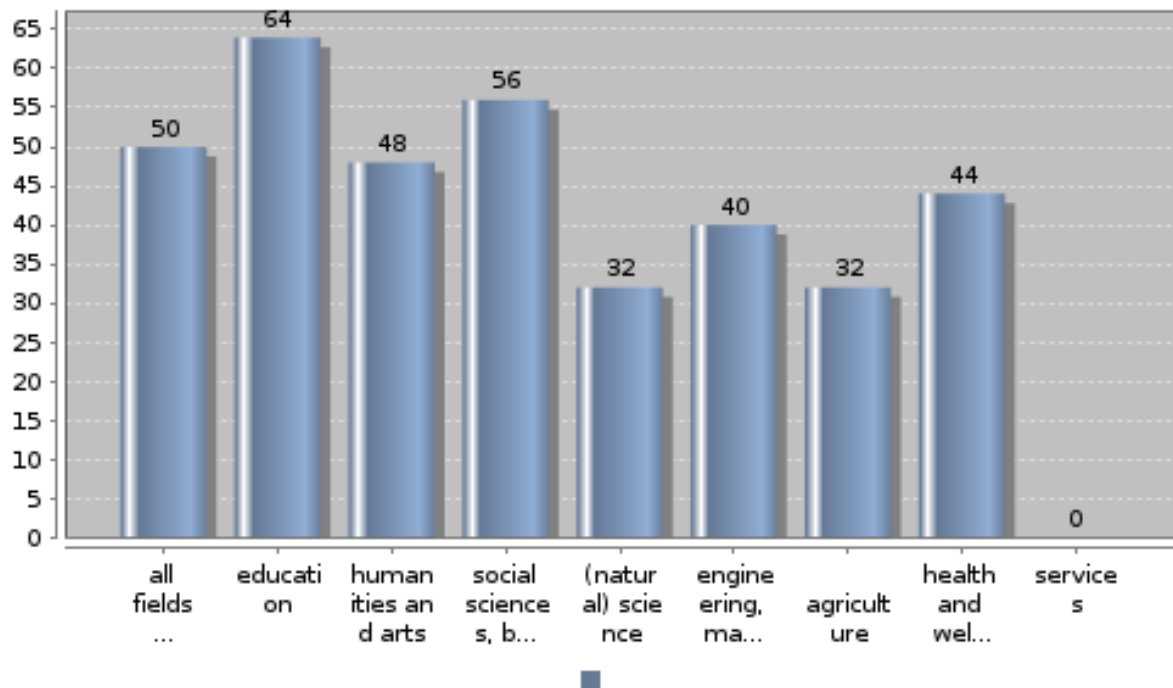
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

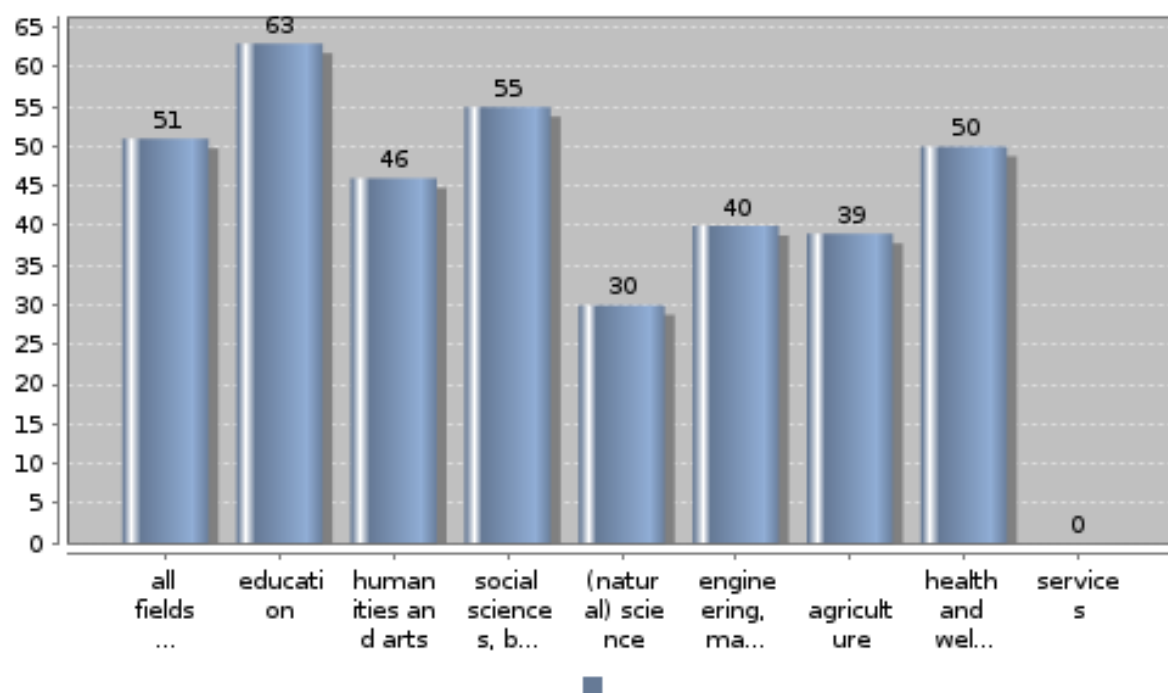
Topic: G. Time budget and employment**Subtopic 4: Employment rate during term-time by field of study****Key Indicators**

Employment rate of:

all students in engineering disciplines, in %	39.8
all students in humanities and arts, in %	48.3
BA students in engineering disciplines, in %	40.4
BA students in humanities and arts, in %	46.0

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 %)



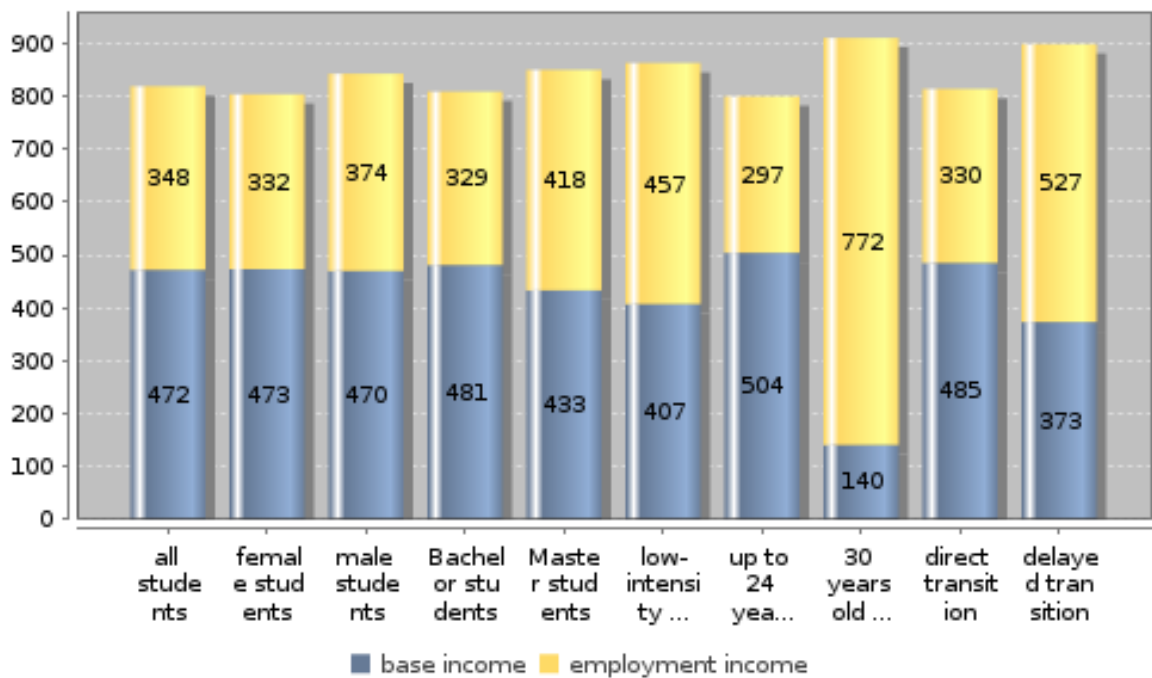
details on missing data:

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 %	42.4
Income from employment as share of total income for BA students, in %	40.6
Income from employment as share of total income for low-intensity students, in %	52.9
Income from employment as share of total income for 30 years old or above, in %	84.6

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:**

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

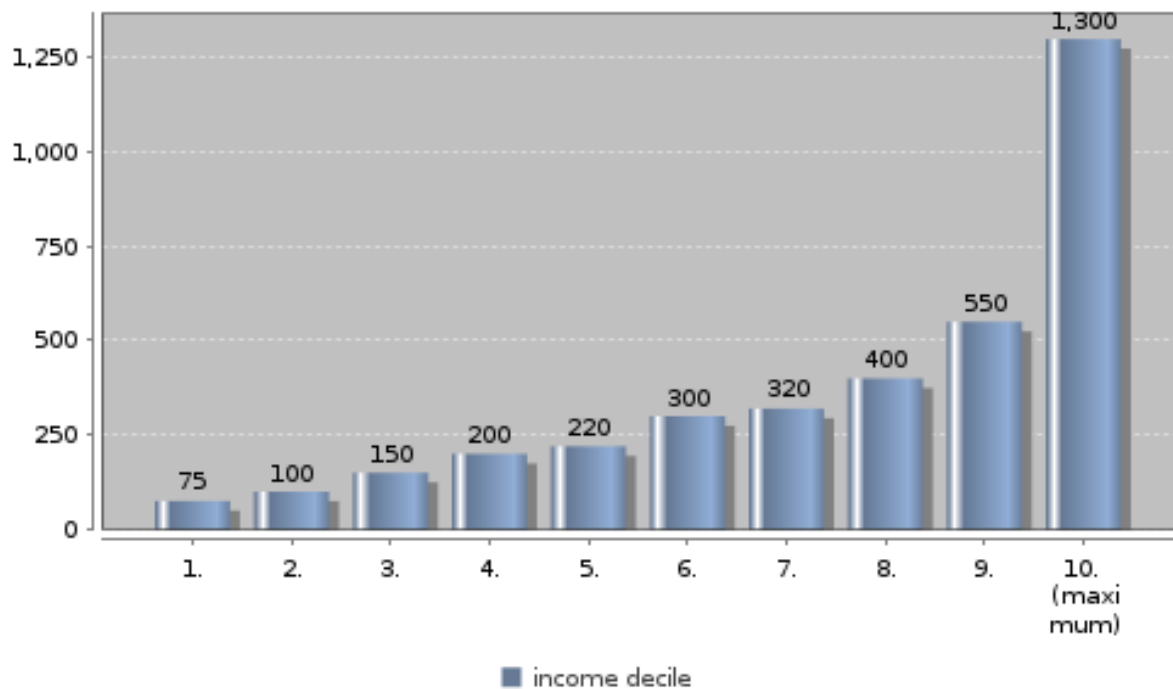
Topic: G. Time budget and employment

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

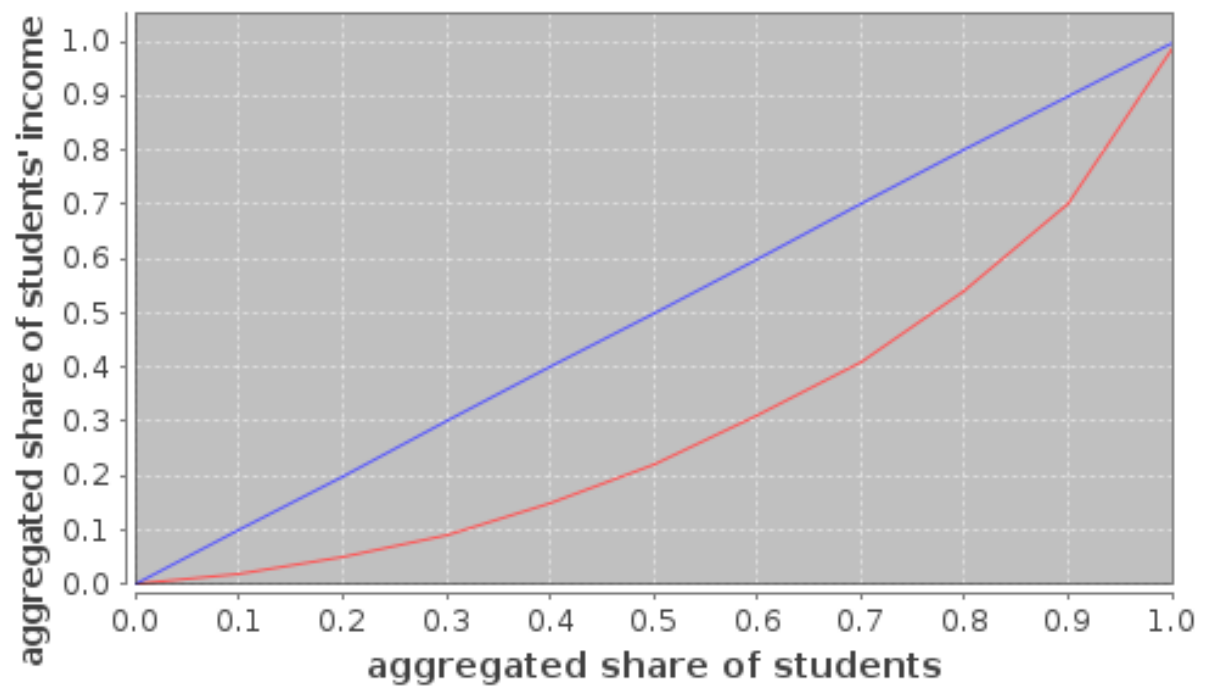
Key Indicators

Income cut-off point for lowest 20% of working students not living with parents	100.0
Gini coefficient	0.37

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:

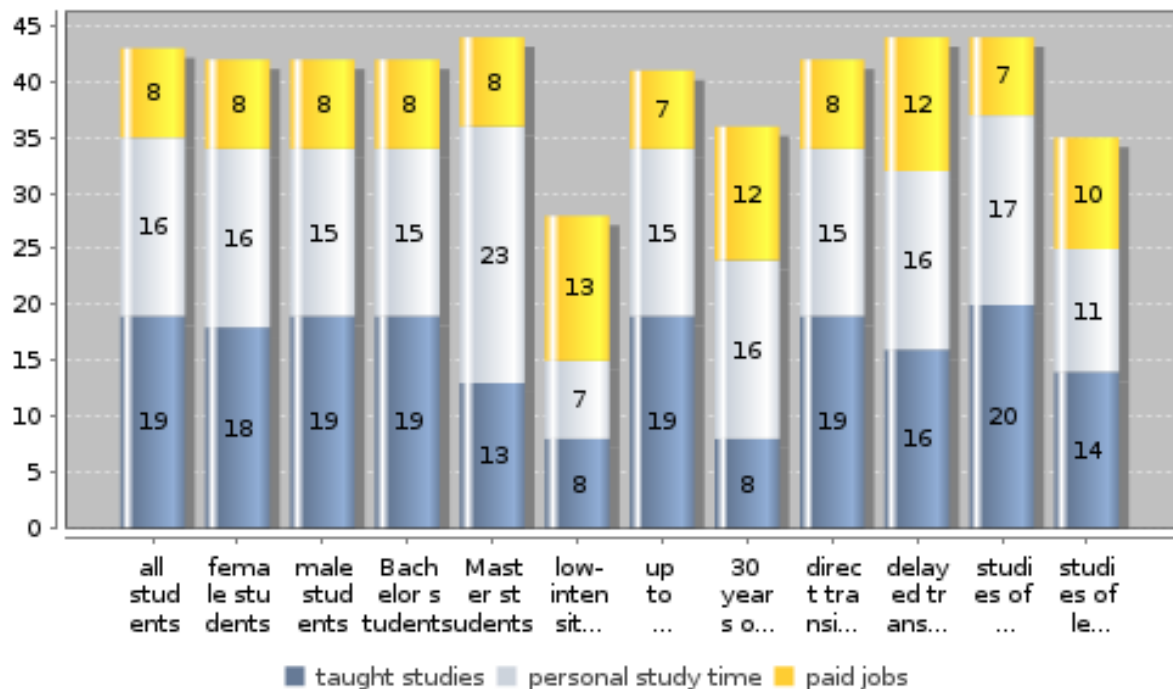
Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

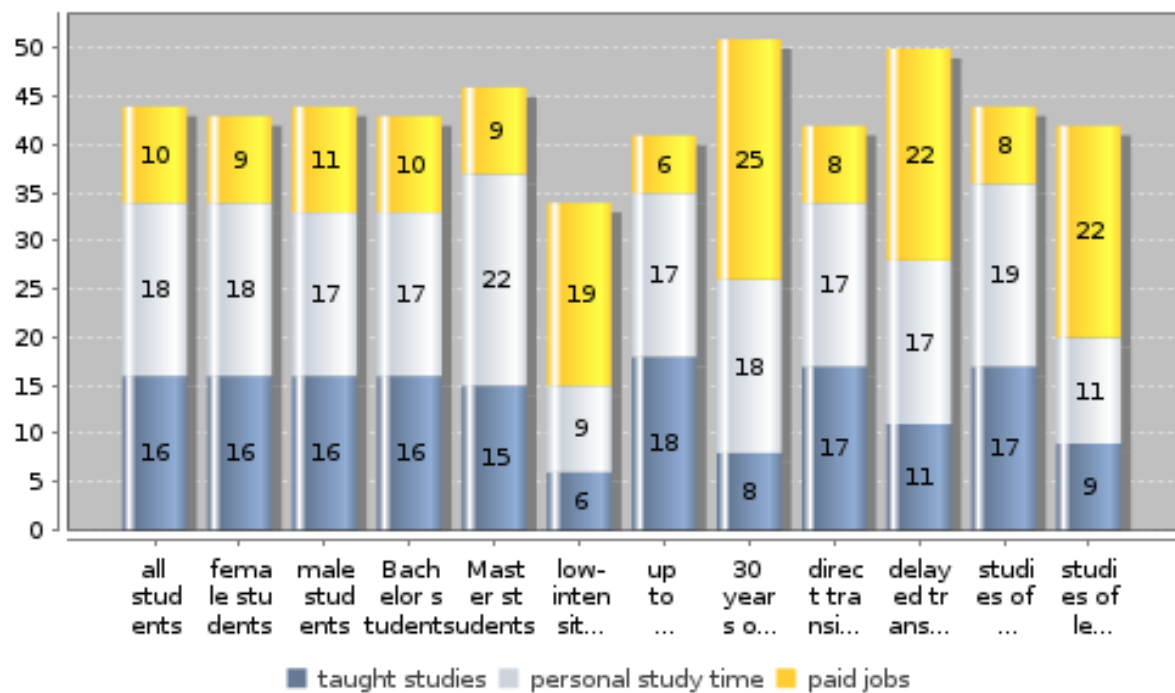
Key Indicators

Study-related activities of all students not living with parents, hrs/wk	34.0
Study-related activities of BA students not living with parents, hrs/wk	33.0
Study-related activities of MA students not living with parents, hrs/wk	37.0
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	20.0

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The relatively high value for study related activities for master students is caused by the time spent on 'personal study time'. For master students, this usually includes writing a thesis, conducting research etc.

Topic: G. Time budget and employment**Subtopic 8: Time budget by social background****Key Indicators**

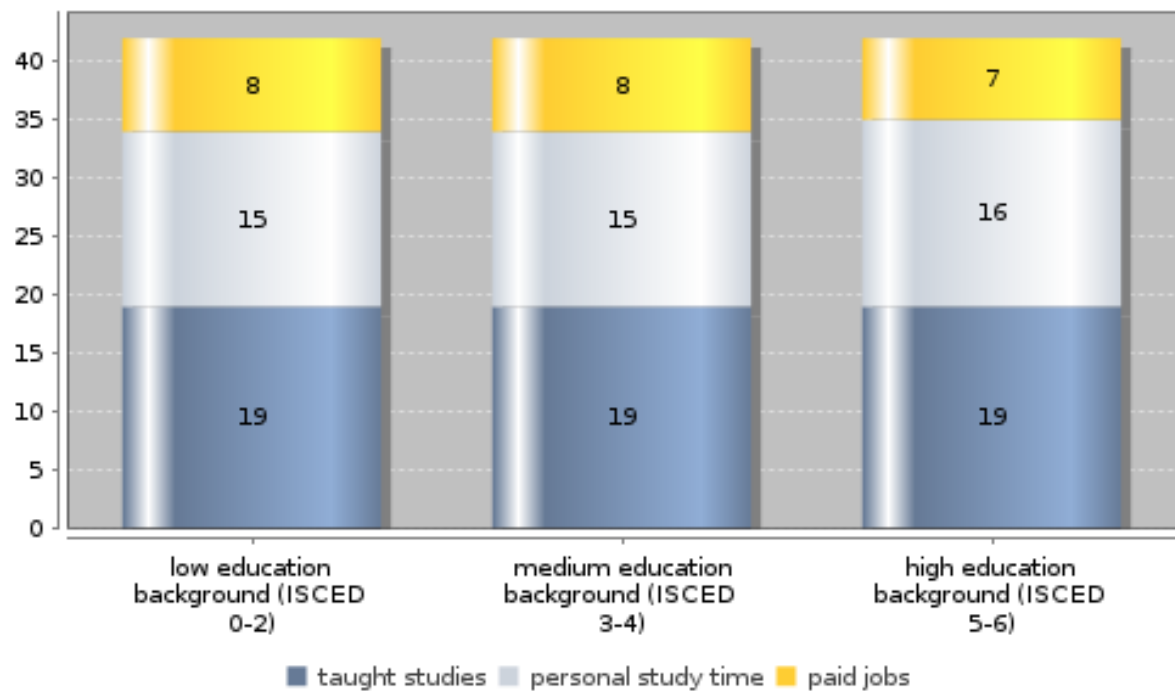
Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk

34.0

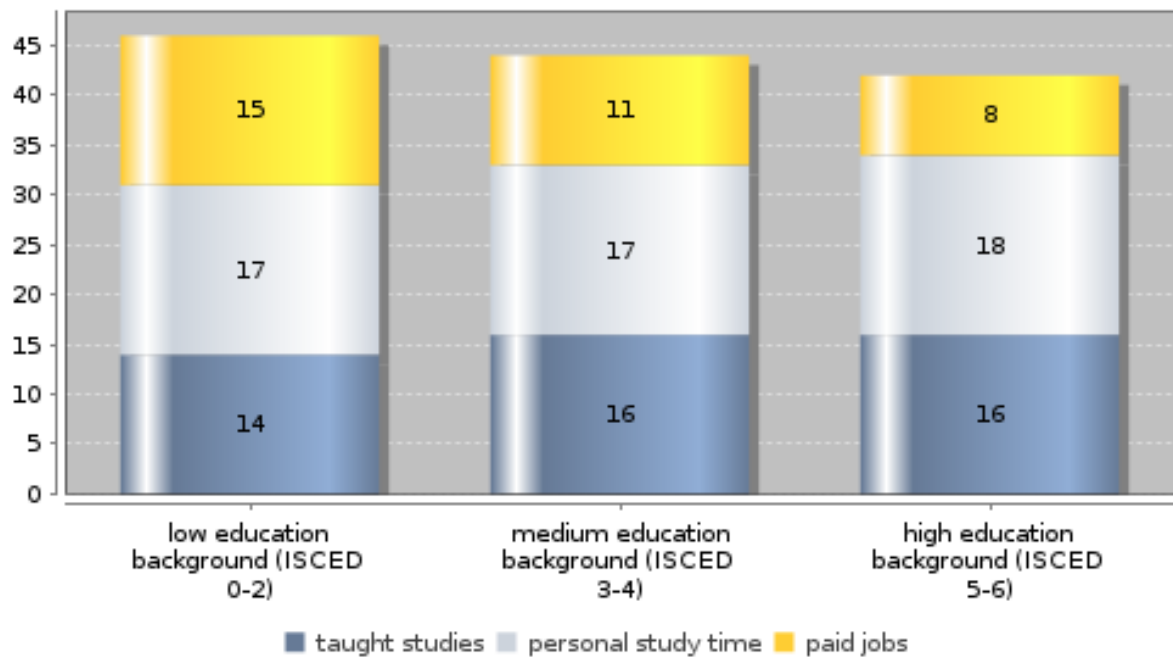
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk

31.0

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)



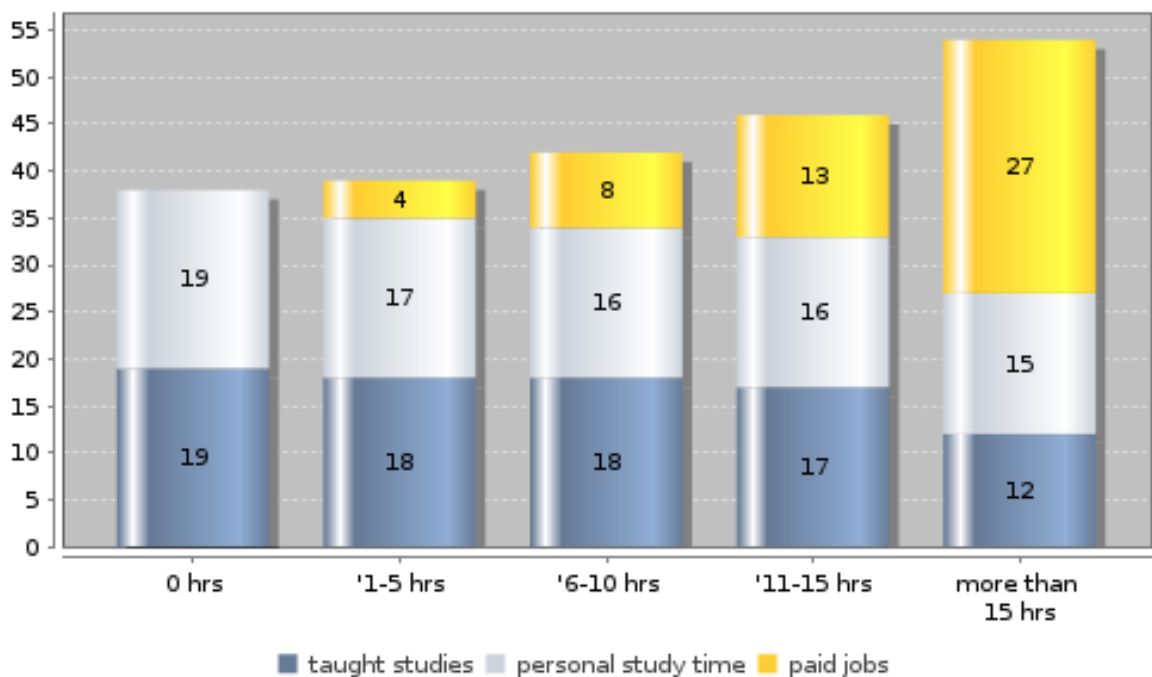
details on missing data:

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	38.0
Study-related activities of students, who work 1-5 hrs/wk	35.0
Study-related activities of students, who work 11-15 hrs/wk	33.0
Study-related activities of students, who work more than 15 hrs/wk	27.0

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

37.0

Time budget of BA students for study-related activities in humanities and arts, in hrs/wk

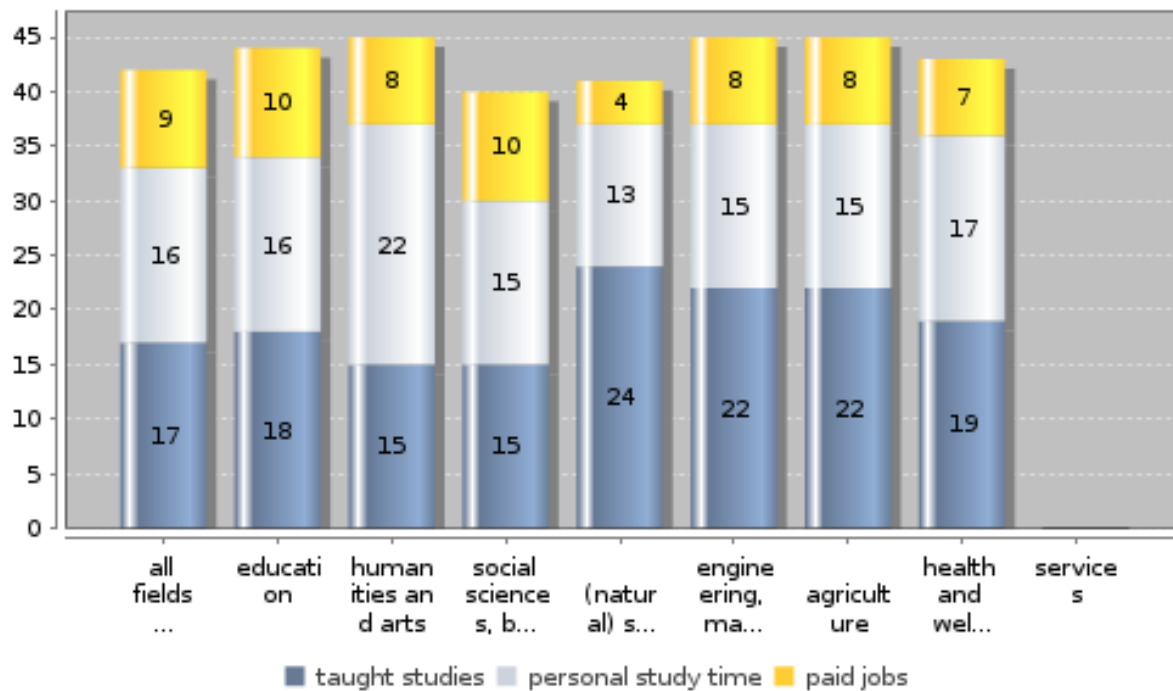
37.0

Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk

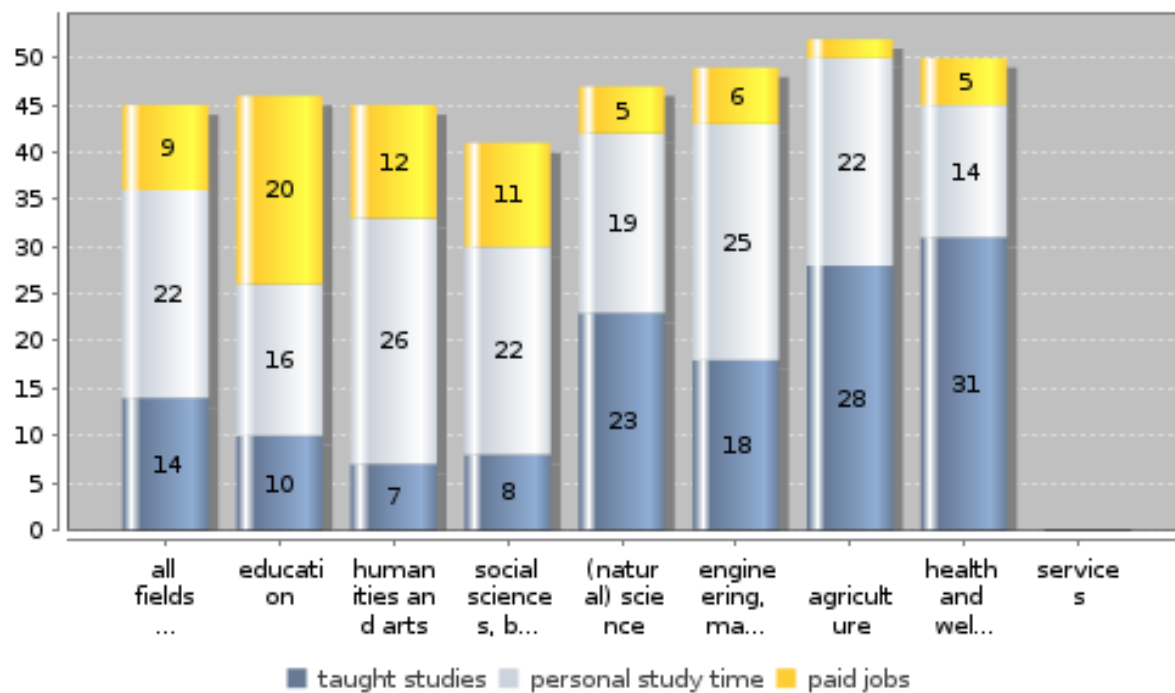
43.0

Time budget of MA students for study-related activities in humanities and arts, in hrs/wk

33.0

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)



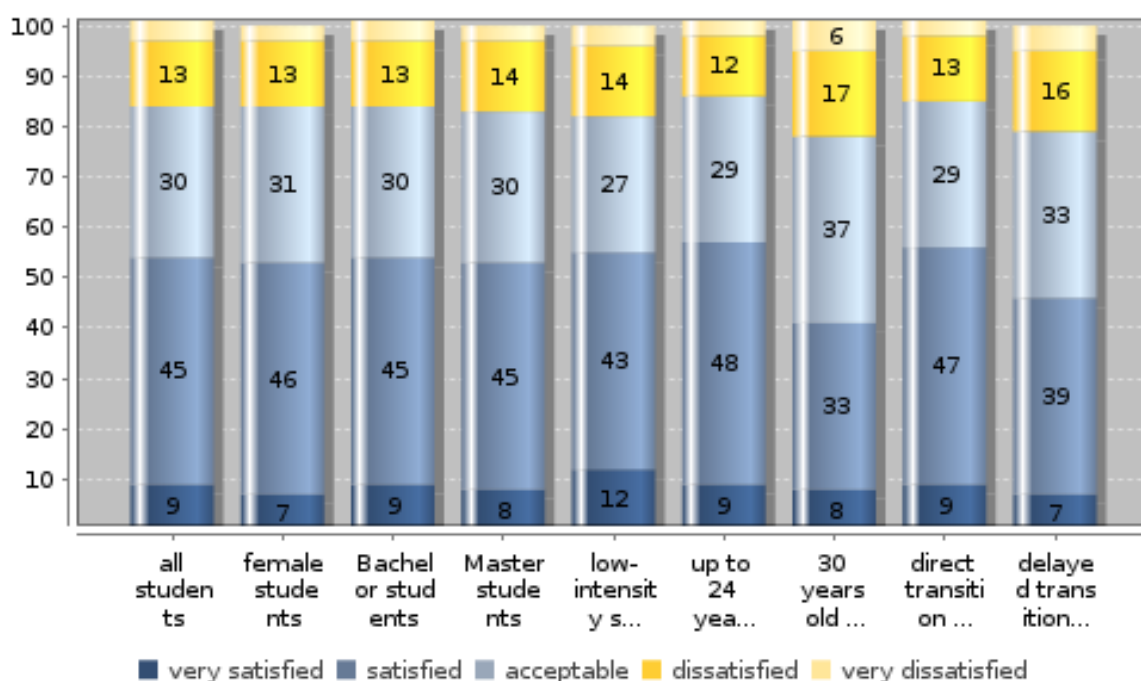
details on missing data:

methodical issues or considerations for data interpretation:

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 %	53.9
Share of BA students who are (very) satisfied, in %	54.2
Share of low-intensity students who are (very) satisfied, in %	55.0
Share of 30 year olds or over who are (very) satisfied, in %	40.3

Students' assessment of their workload by characteristics of students (in %)**details on missing data:****methodical issues or considerations for data interpretation:**

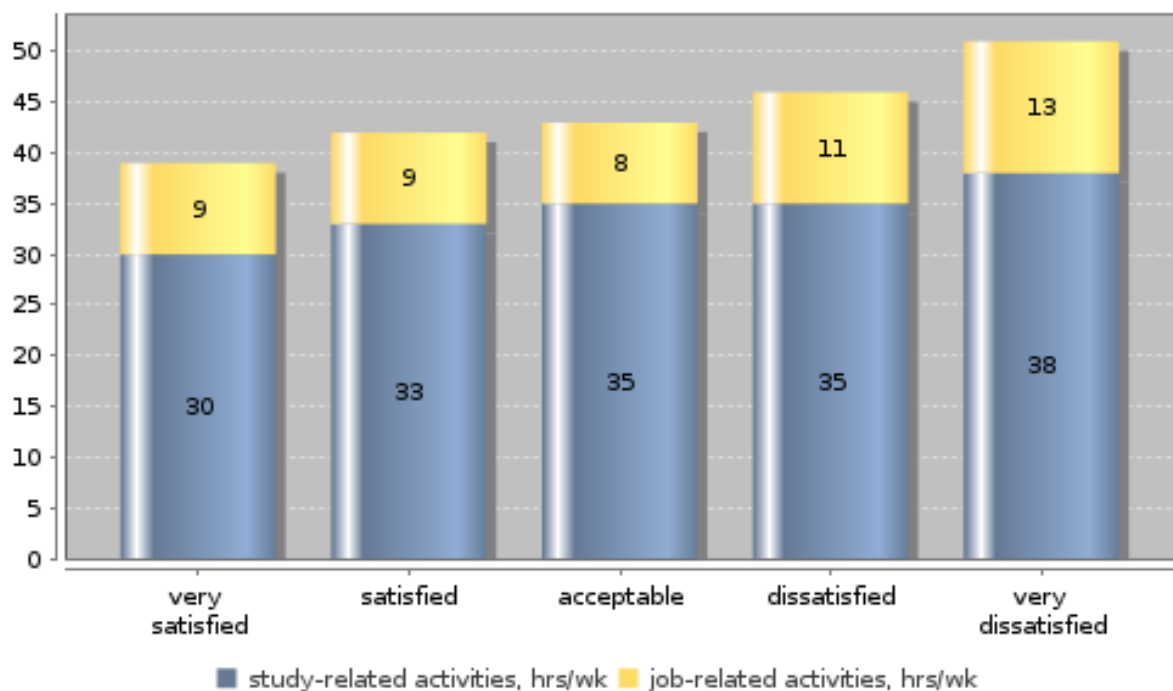
Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

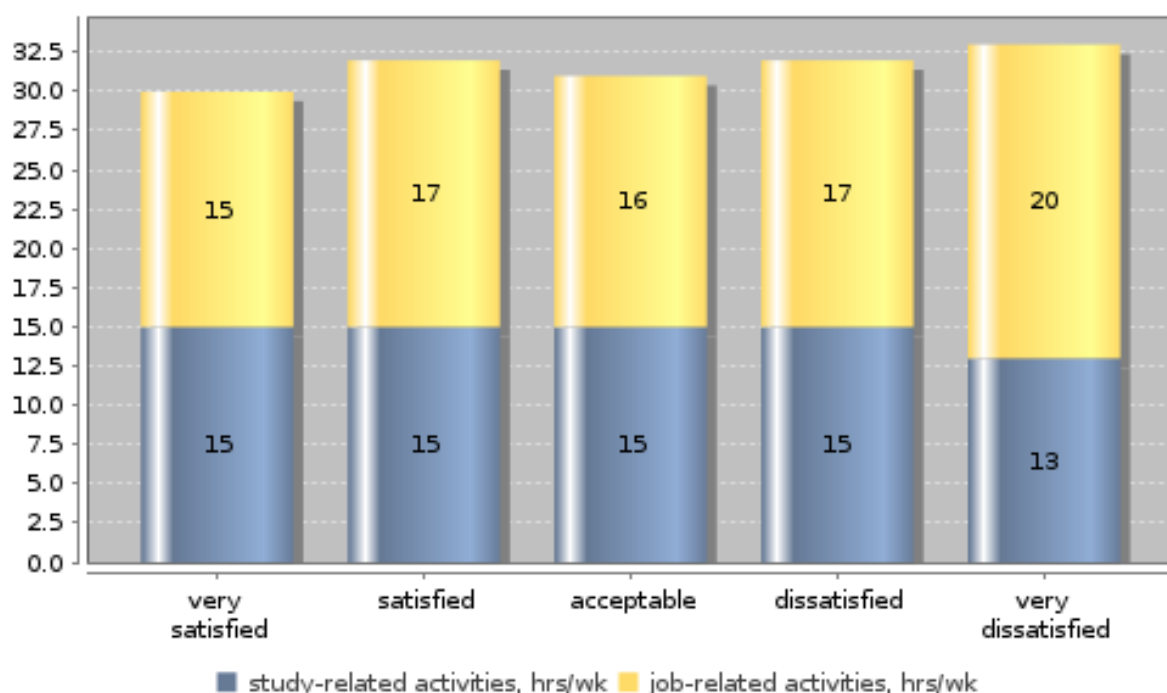
Topic: G. Time budget and employment**Subtopic 12: Time budget by students' level of satisfaction with their workload****Key Indicators**

Total workload of all students who are very dissatisfied, in hrs/wk	51.0
Total workload of BA students who are very dissatisfied, in hrs/wk	50.0
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	33.0

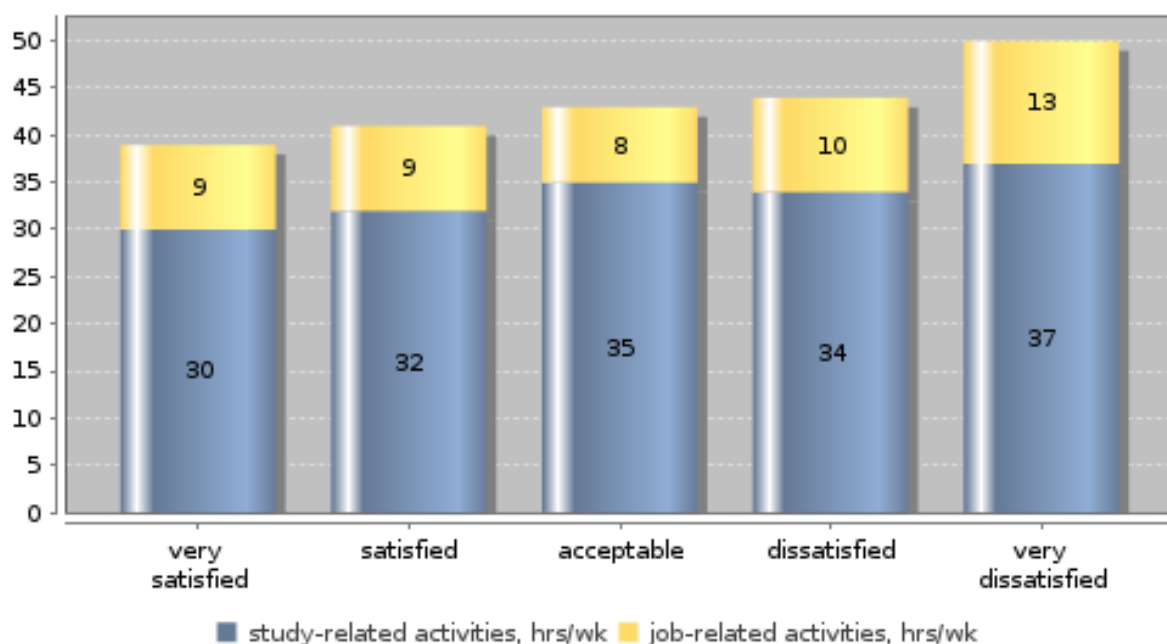
Time budget by students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



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:

national interpretation of the results of the data analysis:

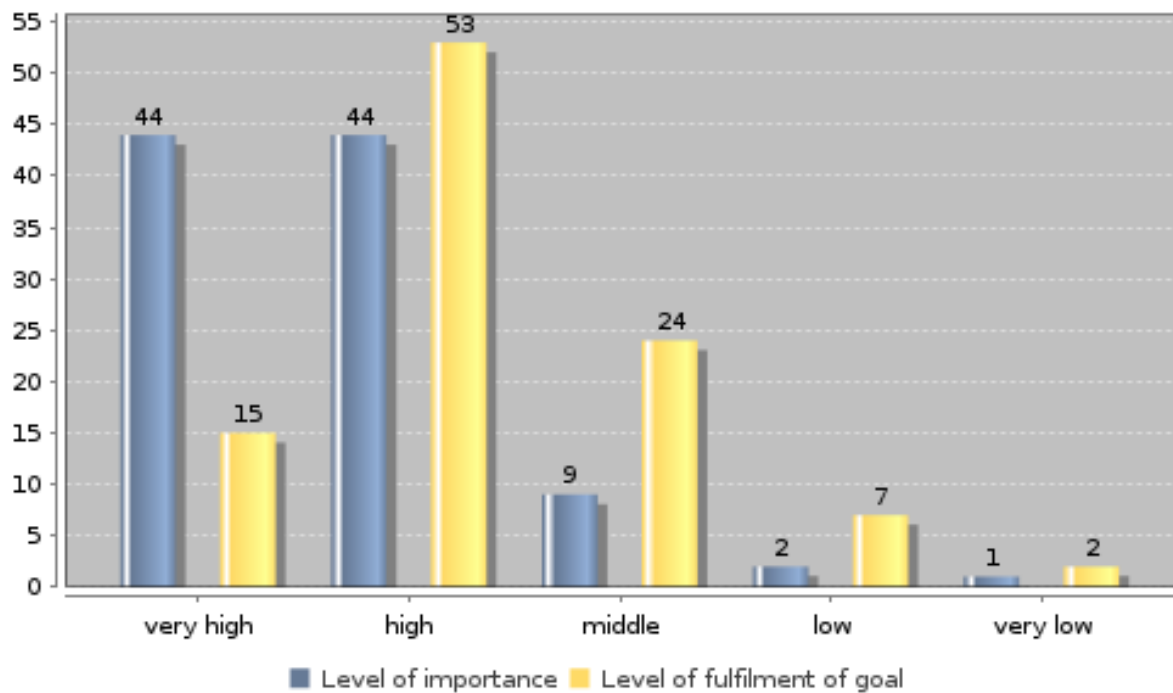
Topic: H. Assessment of studies**Subtopic 1: All students' assessment of general aspects of studies****Key Indicators**

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

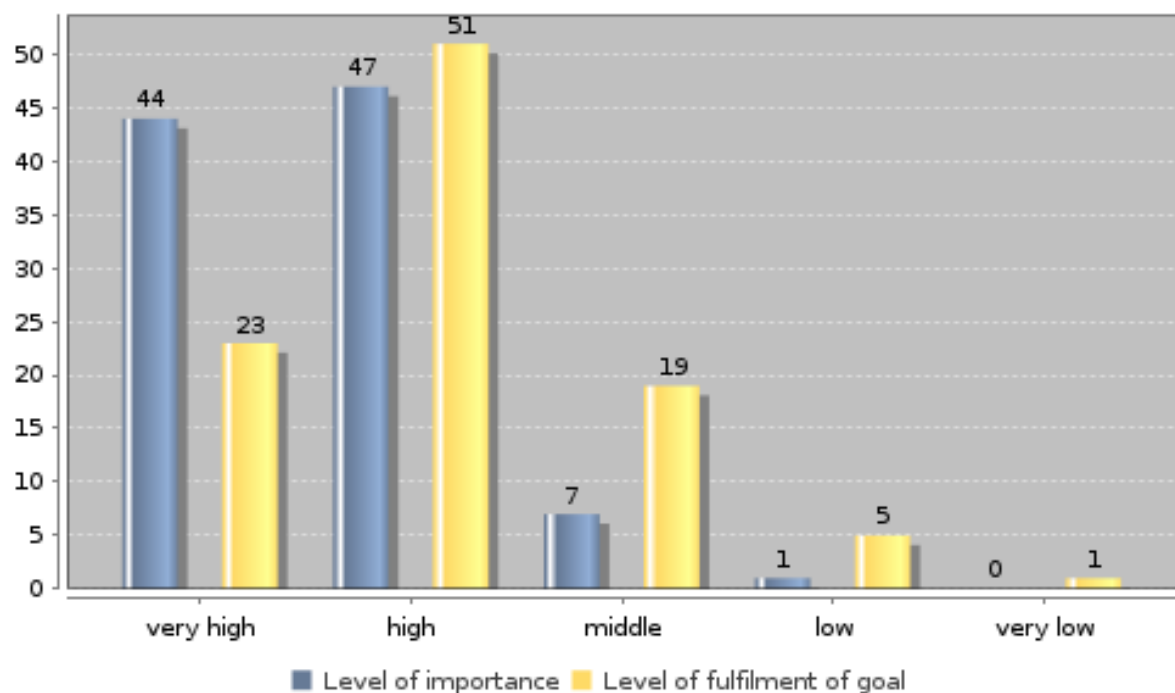
67.6

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

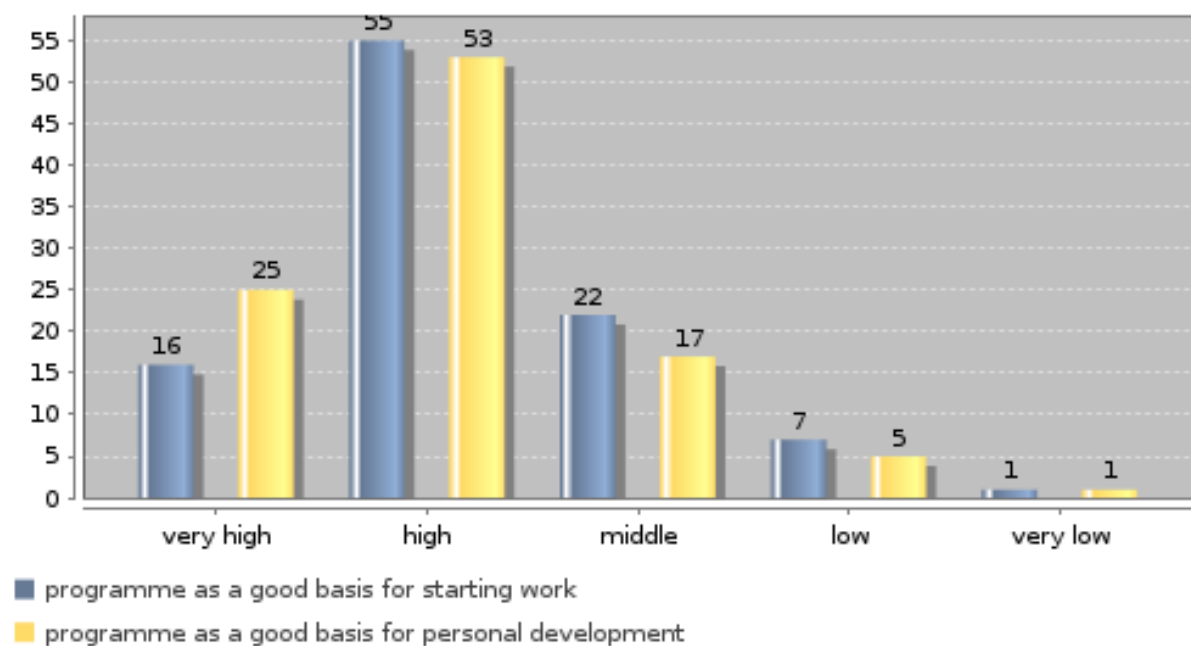
74.4

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

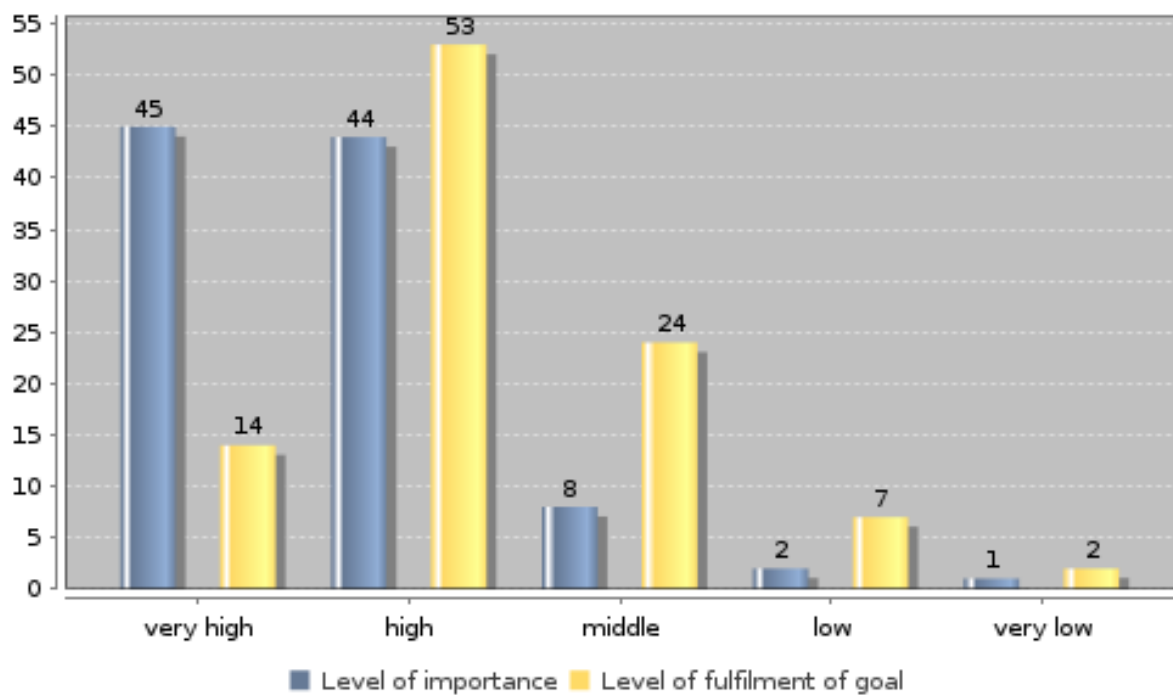
Share of BA students whose goals are met at (very) high level - basis for starting work, in %

67.4

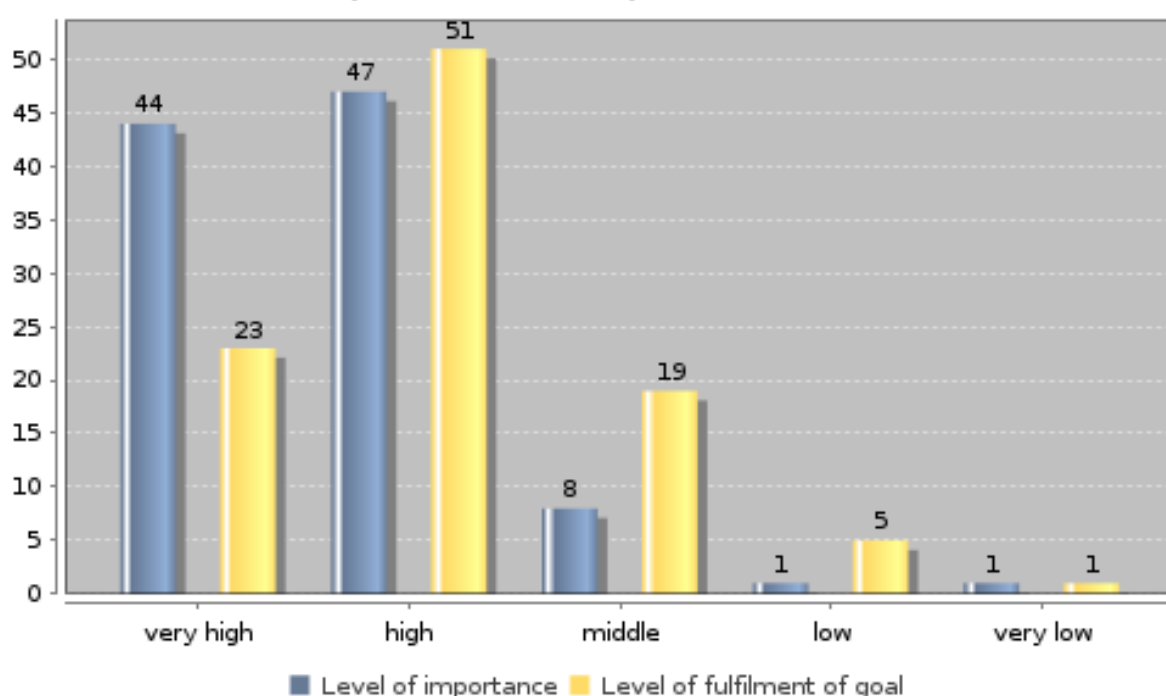
Share of BA students whose goals are met at (very) high level - basis for personal development, in %

74.2

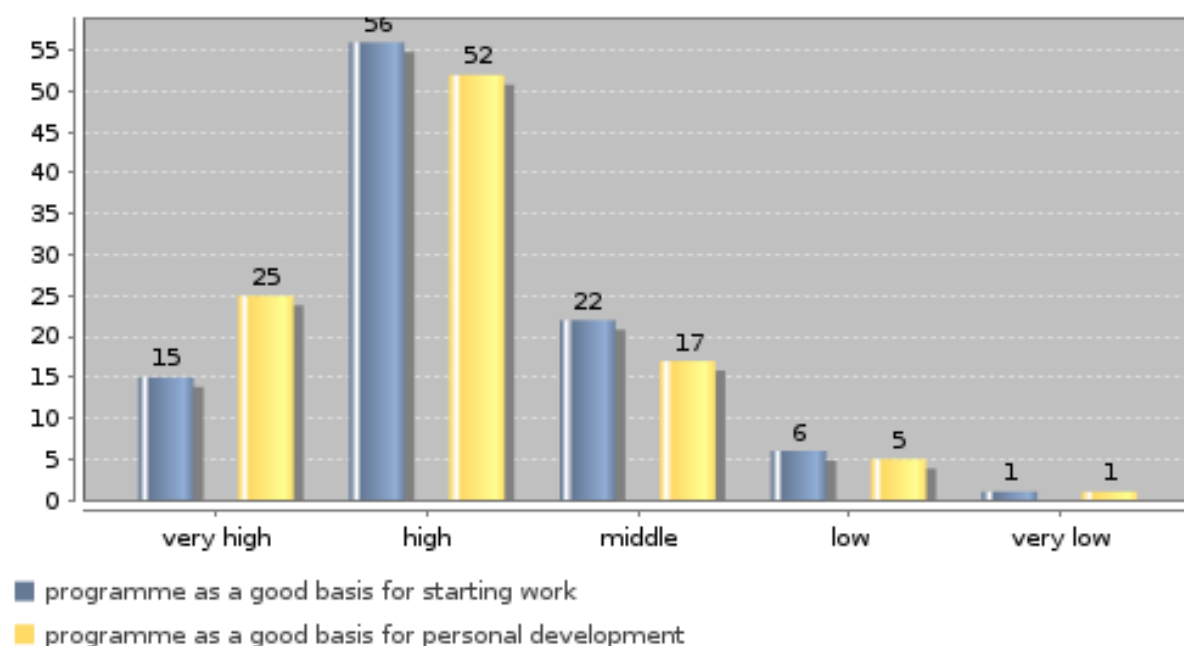
BA students' assessment of study programme as good basis for starting work (in %)



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:

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 %

69.7

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

76.3

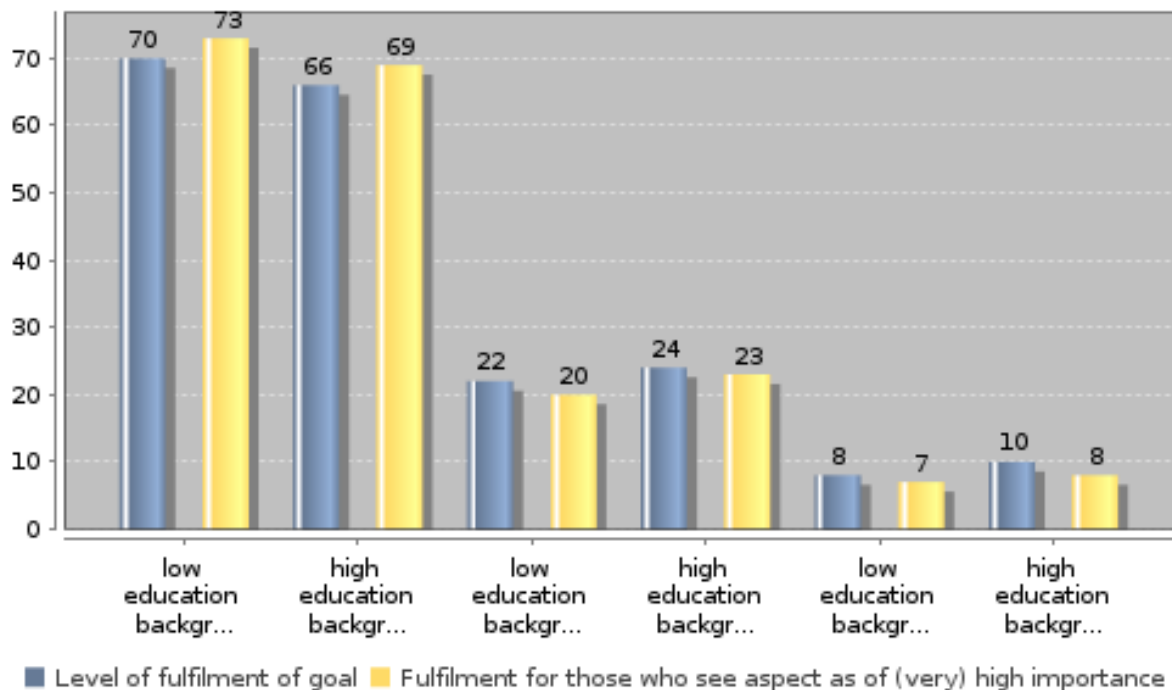
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %

66.3

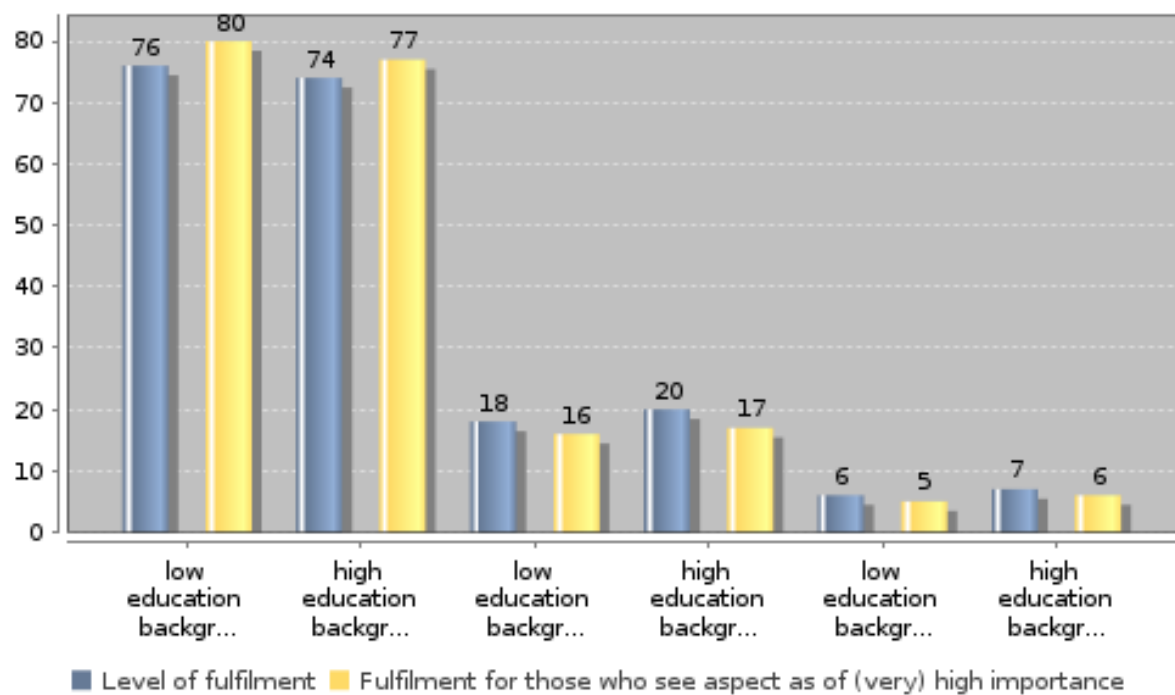
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %

73.7

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 %

18.2

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

7.0

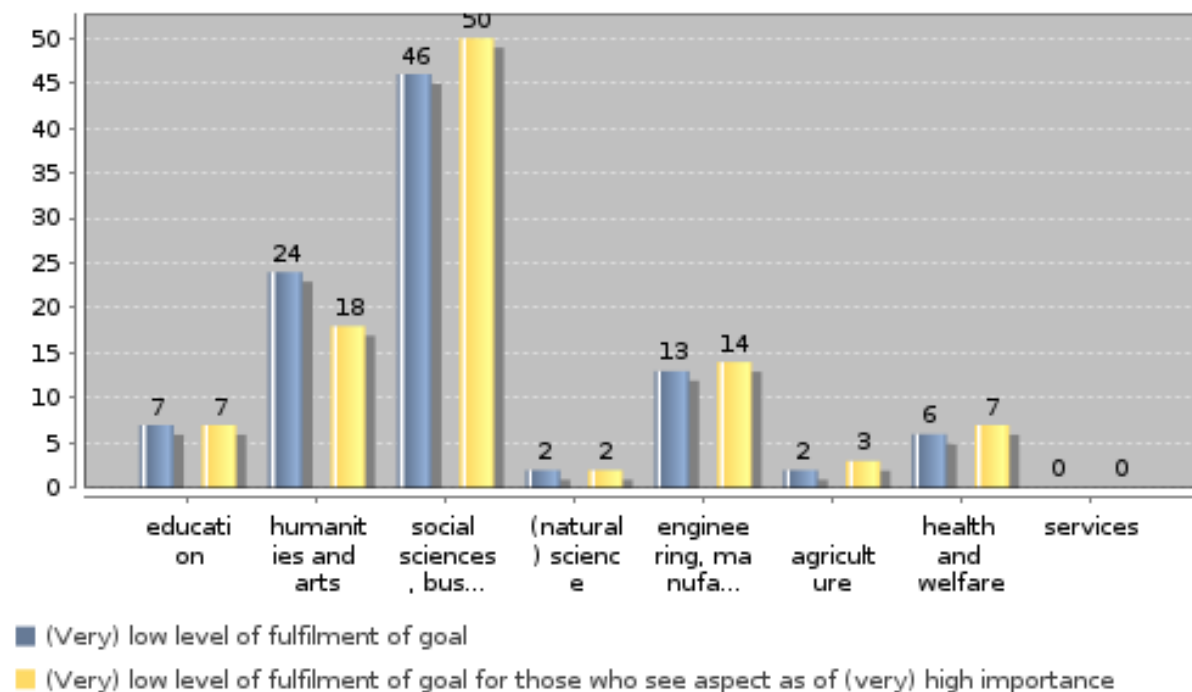
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %

14.2

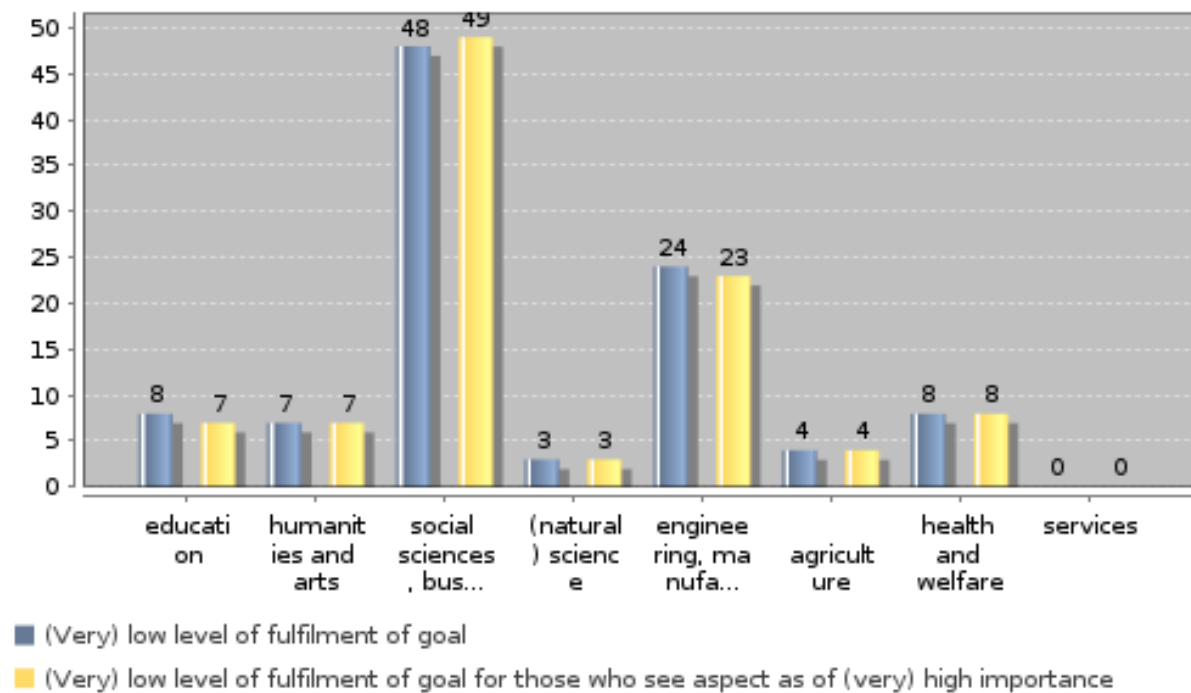
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %

22.5

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 %)



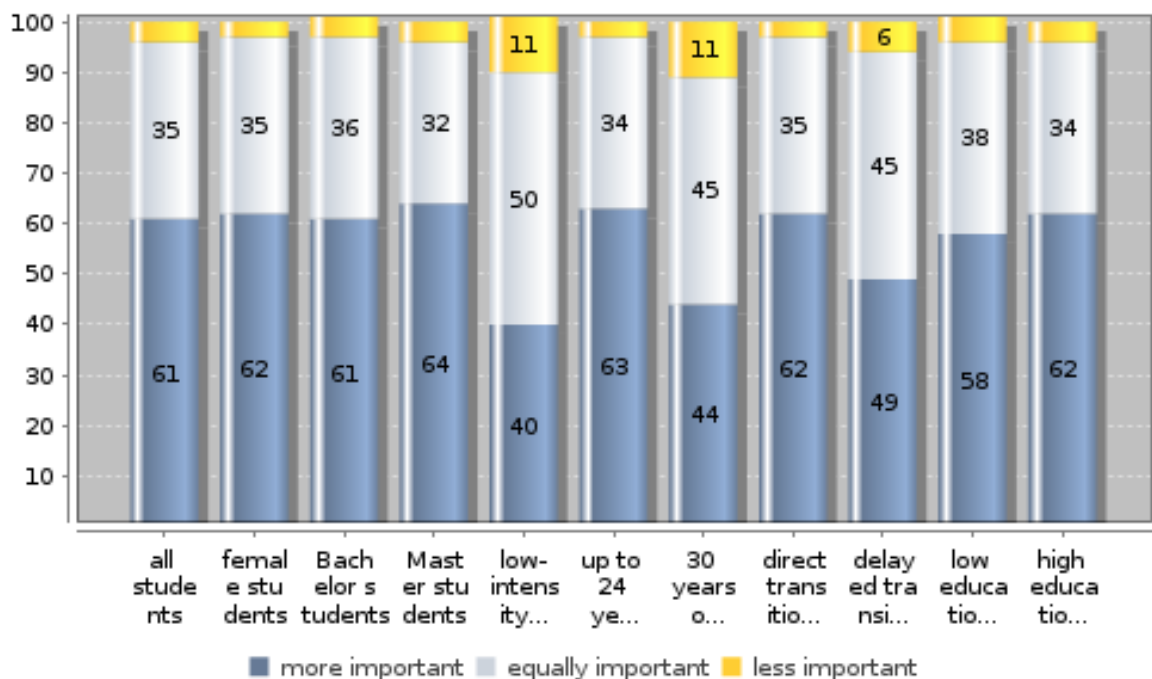
details on missing data:

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 %	61.1
Share of all students for whom studies are less important, in %	3.7
Share of BA students for whom studies are more important, in %	60.8
Share of BA students for whom studies are less important, in %	3.5
Share of low-intensity students for whom studies are more important, in %	39.6
Share of low-intensity students for whom studies are less important, in %	10.8
Share of 30 years old or older for whom studies are more important, in %	43.7
Share of 30 years old or older for whom studies are less important, in %	11.0

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

details on missing data:

methodical issues or considerations for data interpretation:

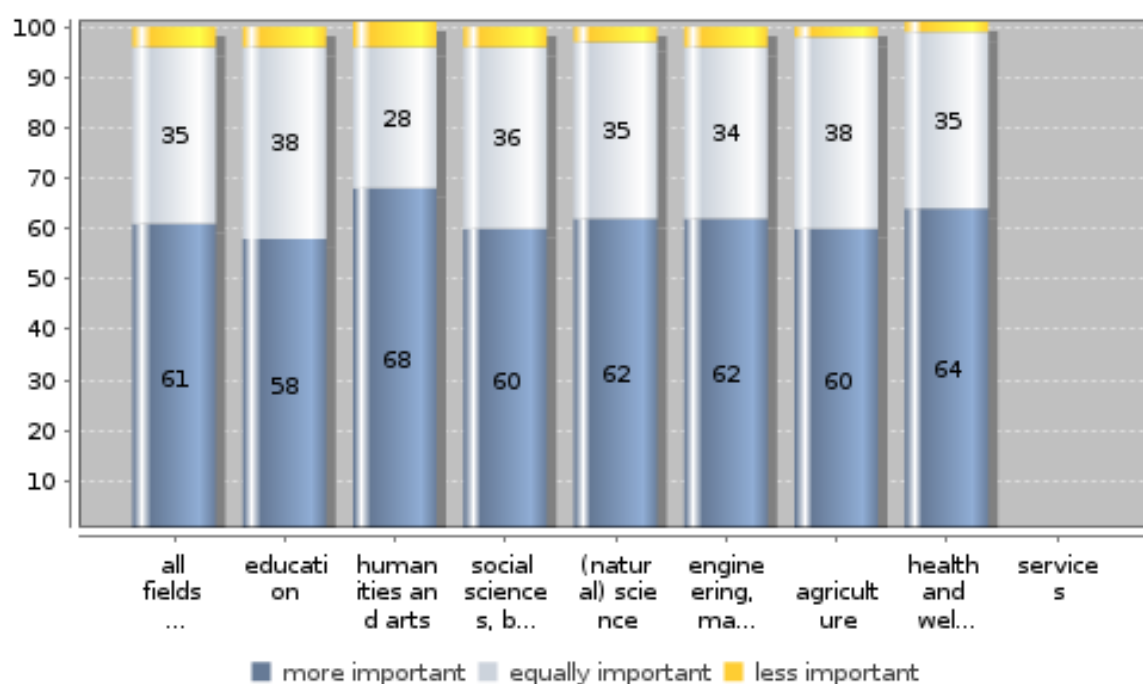
Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into

higher education.

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 %	67.8
Share of students in humanities and arts for whom studies are less important, in %	4.5
Share of students in engineering disciplines for whom studies are more important, in %	61.9
Share of students in engineering disciplines for whom studies are less important, in %	4.0
Share of students in social sciences for whom studies are more important, in %	59.8
Share of students in social sciences for whom studies are less important, in %	3.9

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

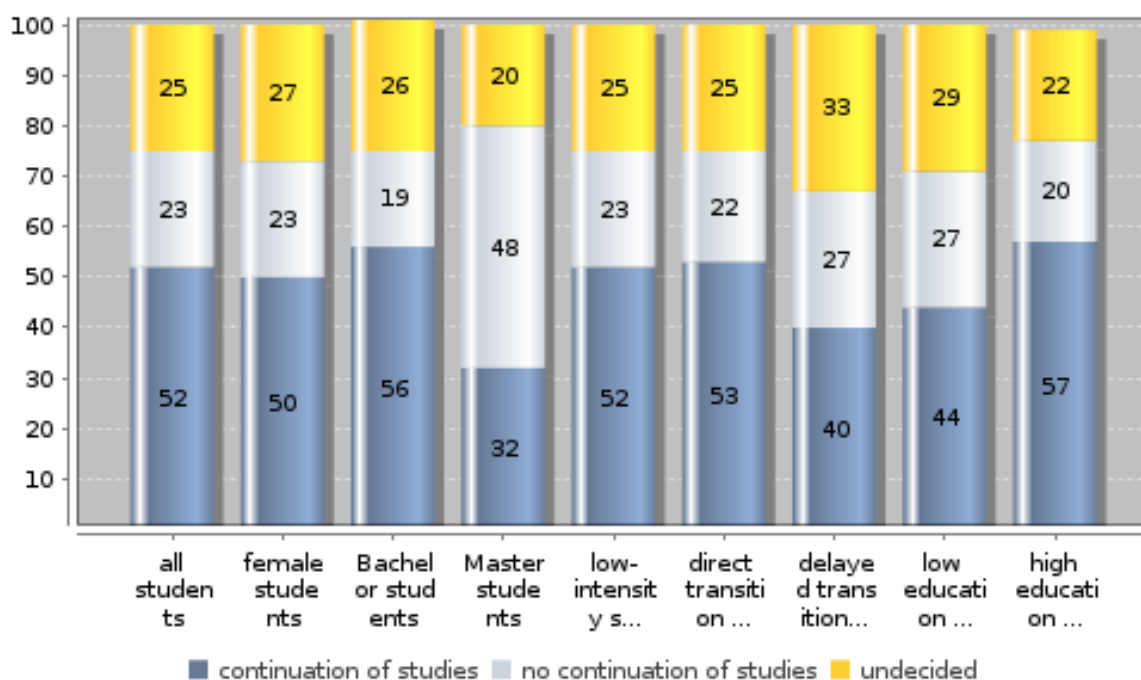
details on missing data:

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 %	52.0
Share of all students who plan not to continue studies, in %	23.1
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	44.2
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	27.2
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	57.4
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	20.4

Students' plans for continuation of studies after completing current programme (in %)**details on missing data:****methodical issues or considerations for data interpretation:**

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

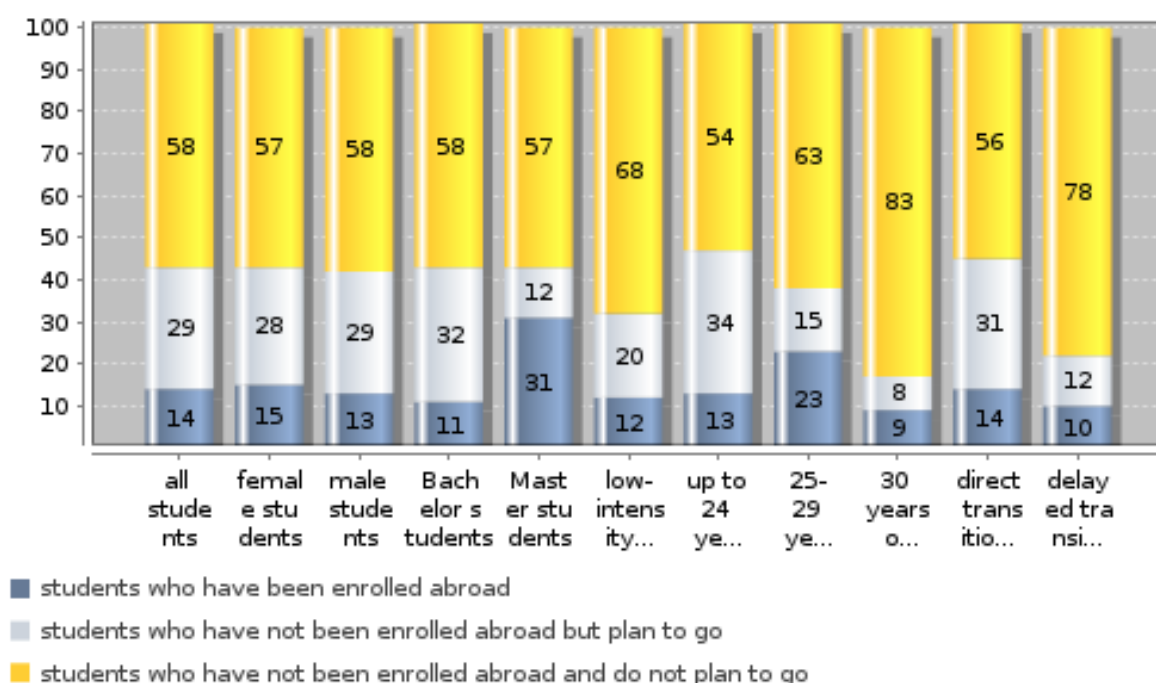
Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators

Enrolment rate of all students, in %	13.8
Enrolment rate of female students, in %	14.5
Enrolment rate of Bachelor students, in %	10.8
Enrolment rate of Master students, in %	30.6
Plans for foreign enrolment of all students, in %	28.7
Plans for foreign enrolment of Bachelor students, in %	31.7

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



details on missing data:

methodical issues or considerations for data interpretation:

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

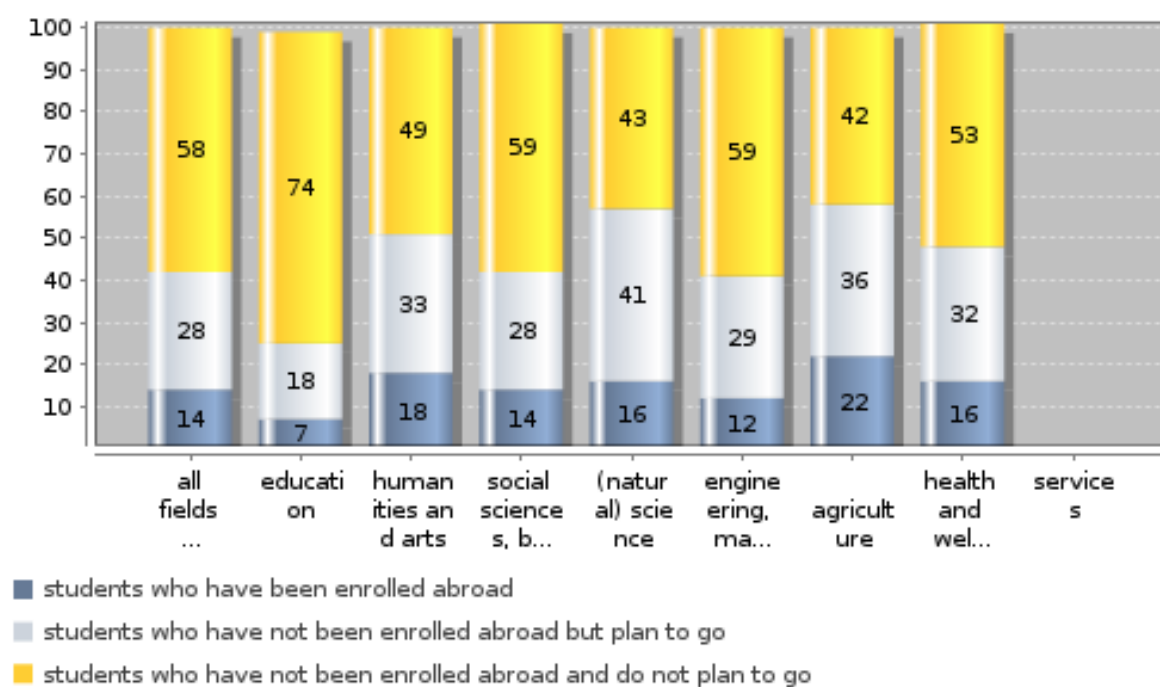
Subtopic 2: Enrolment abroad by field of study

Key Indicators

Enrolment abroad by field of study:

humanities and arts, in %	17.5
social sciences, in %	13.7
(natural) science, in %	16.4
engineering disciplines, in %	11.8

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:

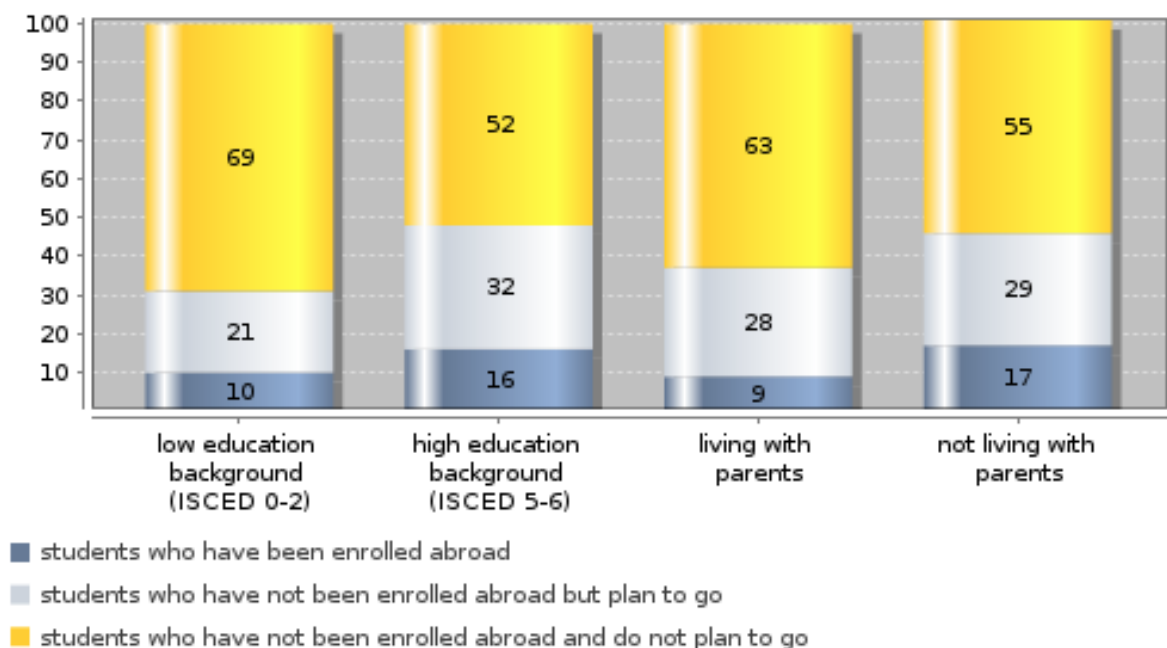
Topic: I. Internationalisation and mobility

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 %	16.2
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	10.2
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)	1.6

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:

Question in Dutch Student Monitor has slightly changed in comparison with EIII. Furthermore it's possible students are more aware of the possibility to bring their Dutch state support when studying abroad.

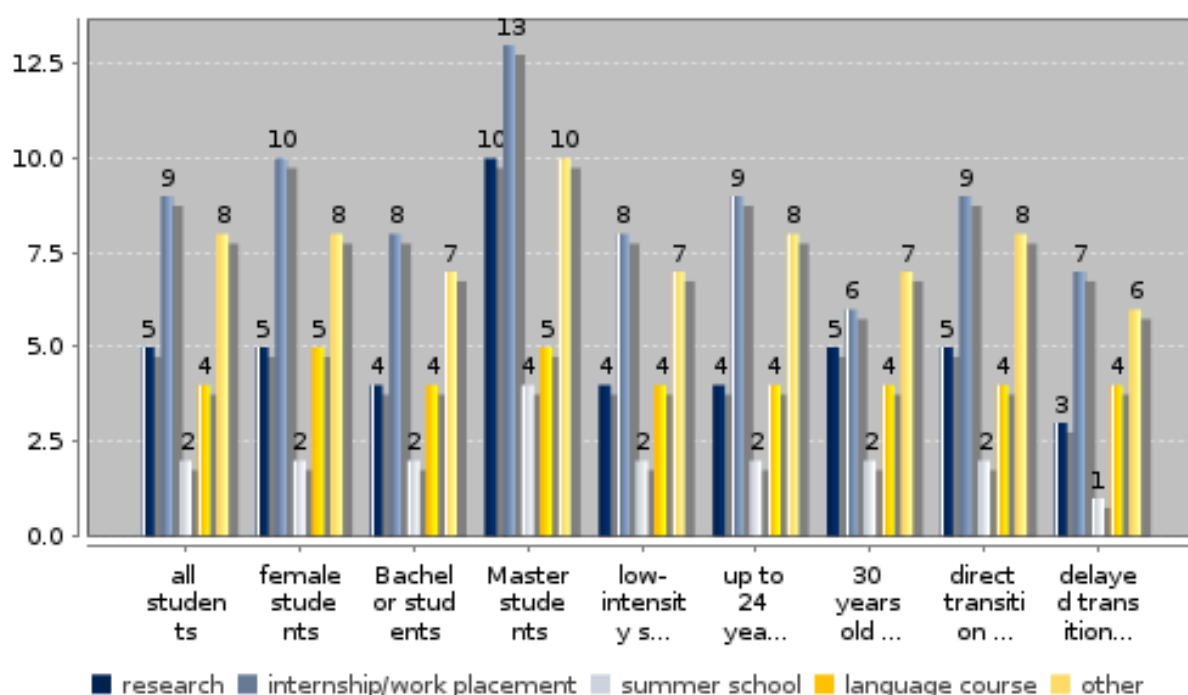
Topic: I. Internationalisation and mobility

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

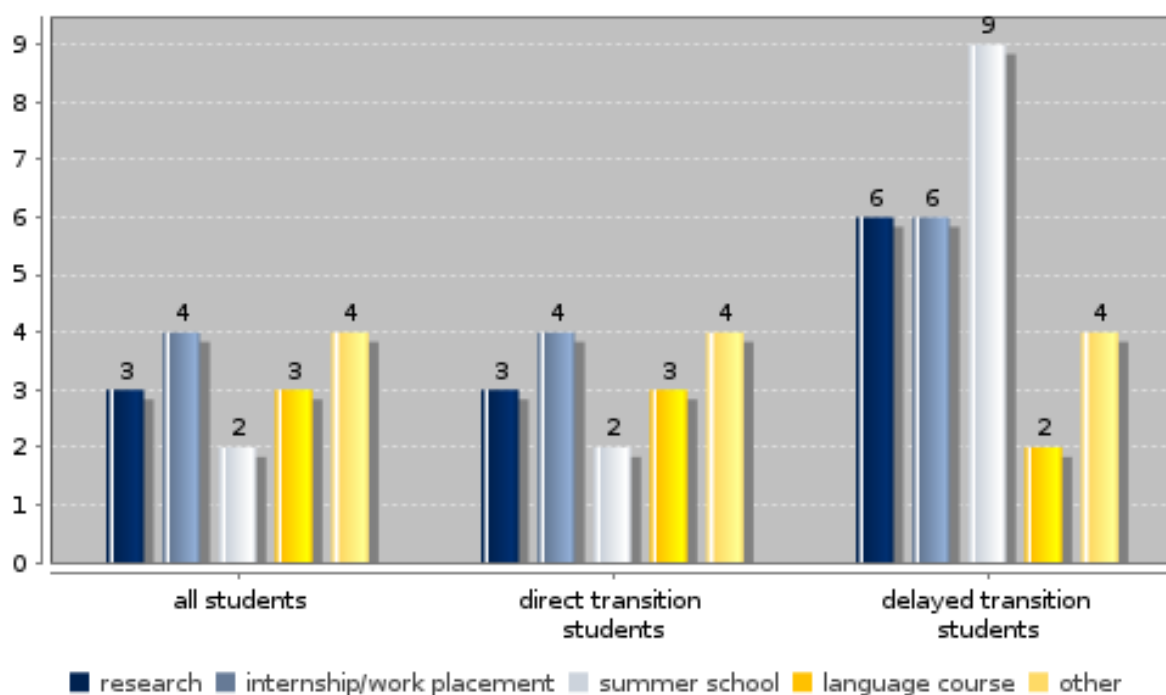
Key Indicators

Internship/work placement abroad, all students, in %	4.4
Language course abroad, all students, in %	2.7
No activities abroad, all students, in %	79.2
No activities abroad, students up to 24 years, in %	80.1

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:

Direct/delayed transition students. Calculations based solely on the years between obtaining the entry qualification and entering higher education, not taking into account the (non-traditional) routes into higher education.

national interpretation of the results of the data analysis:

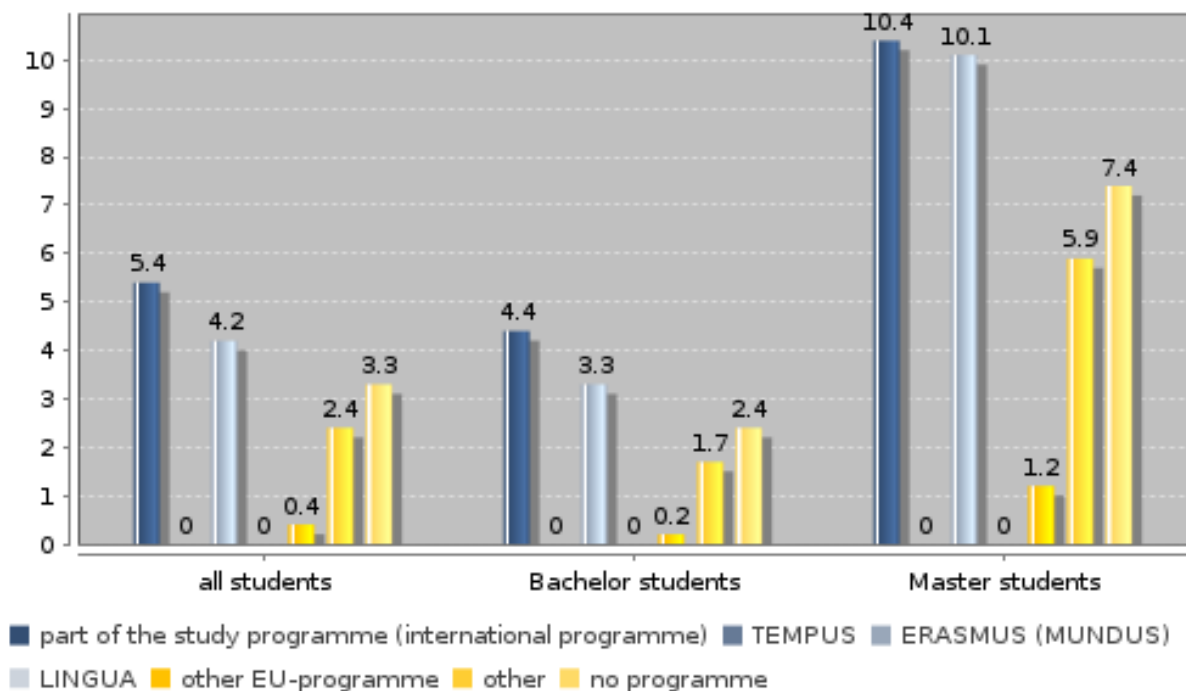
Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

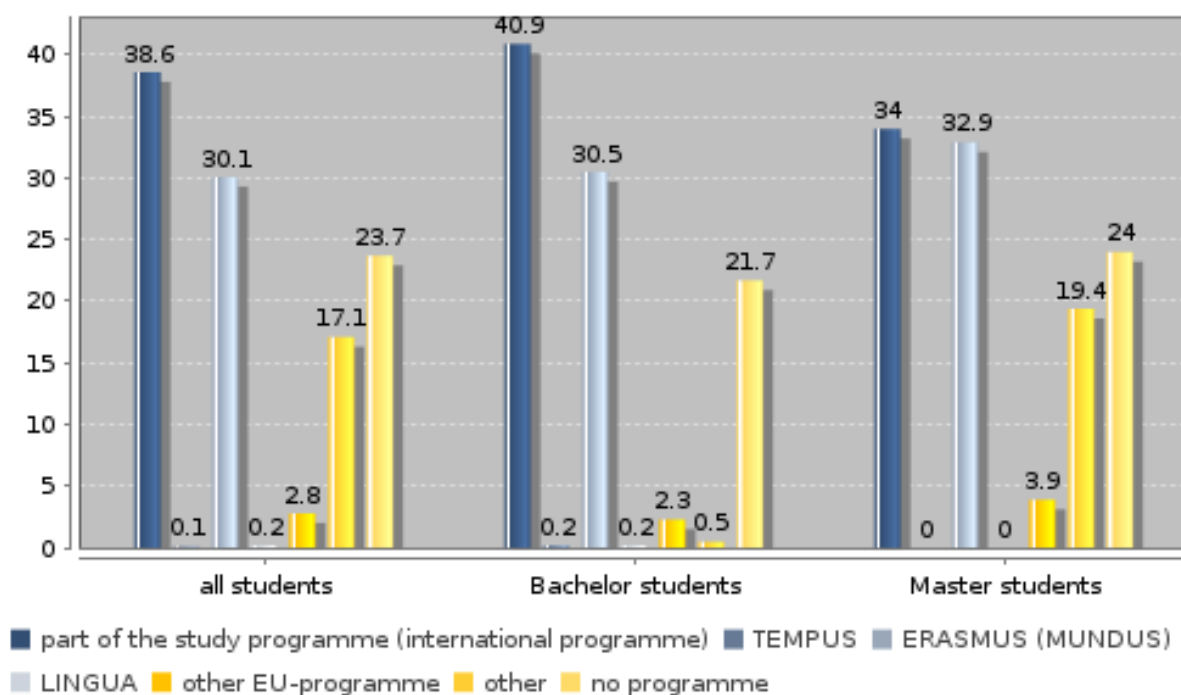
Key Indicators

Students with enrolment abroad, who went abroad without a programme, in %	23.7
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	30.1
Bachelor students with enrolment abroad, who went abroad without a programme, in %	21.7
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	30.5

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:

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 % 69.3

BA students, in % 69.2

students with high education background (ISCED 5-6), in % 72.6

students with low education background (ISCED 0-2), in % 58.9

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

students with high education background (ISCED 5-6), in % 31.5

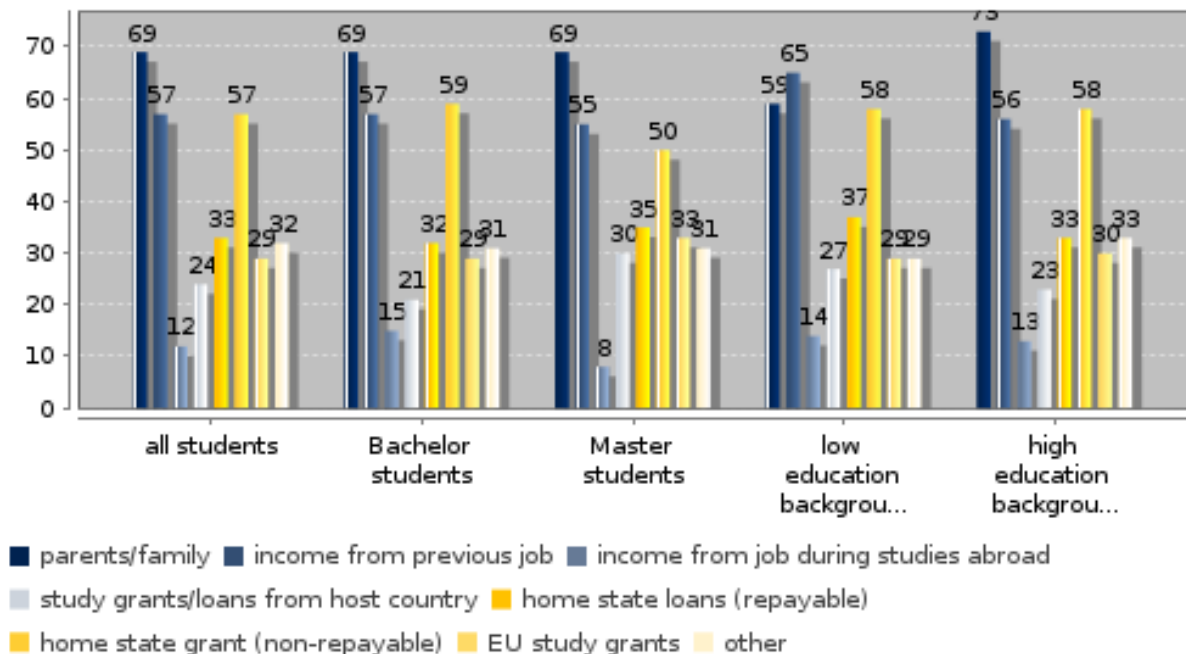
students with low education background (ISCED 0-2), in % 18.9

Share of students giving public support as primary source:

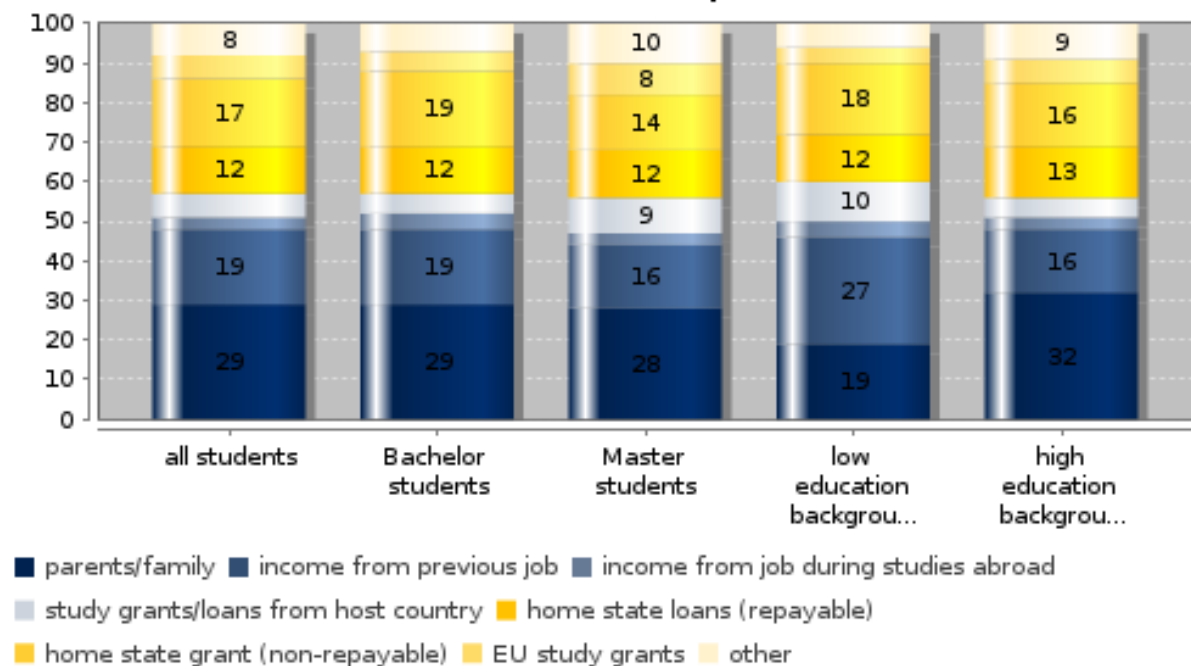
students with high education background (ISCED 5-6), in % 40.2

students with low education background (ISCED 0-2), in % 44.4

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



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:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

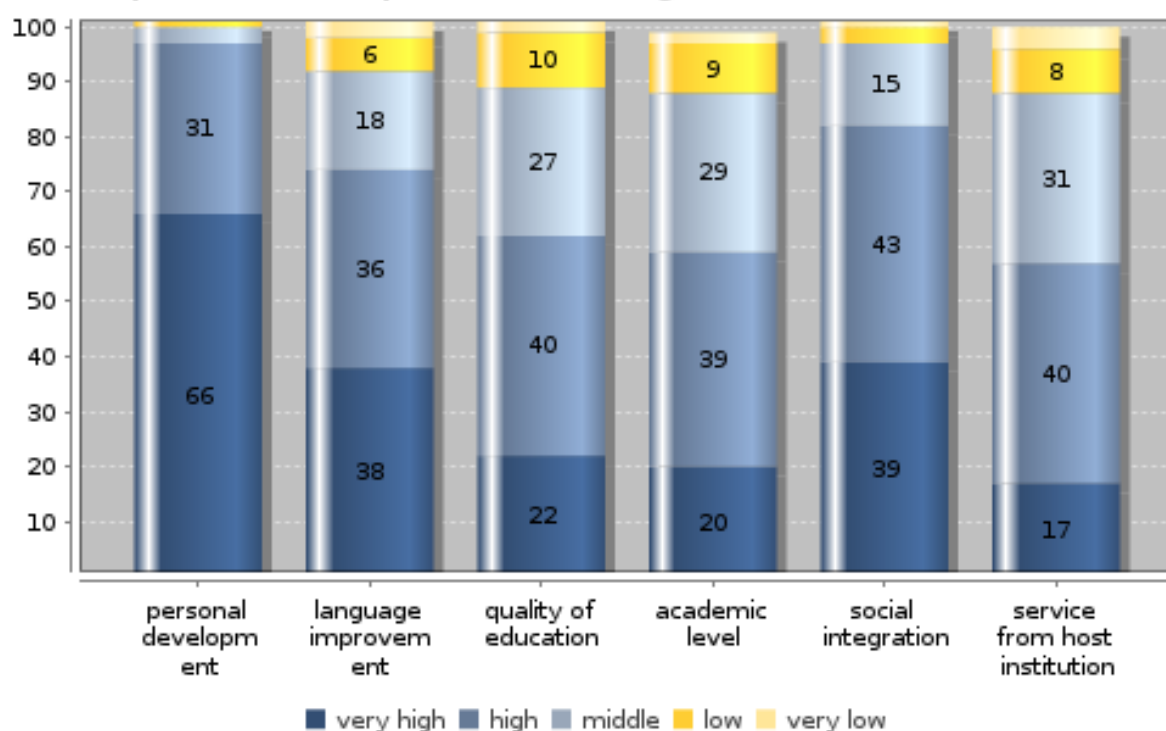
Subtopic 7: Important aspects and fulfilled expectations concerning the enrolment abroad

Key Indicators

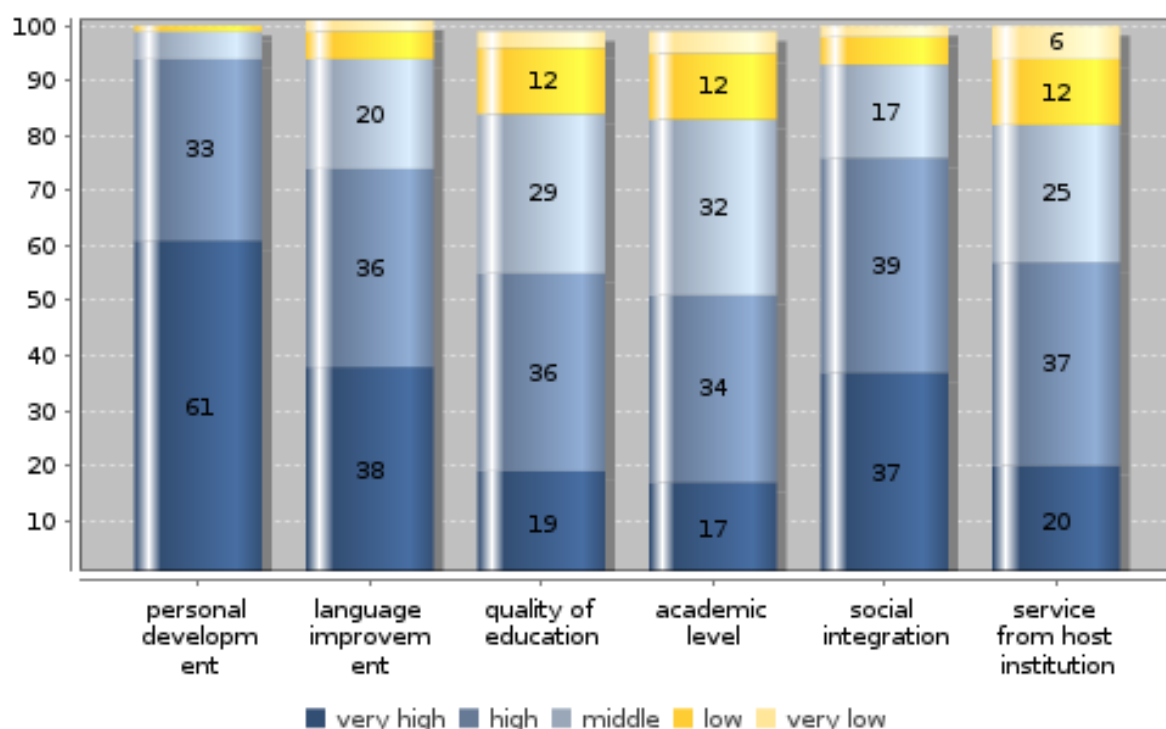
Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:

personal development, in %	93.8
language improvement, in %	73.5
quality of education, in %	55.0
academic level, in %	51.6
social integration, in %	75.7
service from host institution, in %	56.9

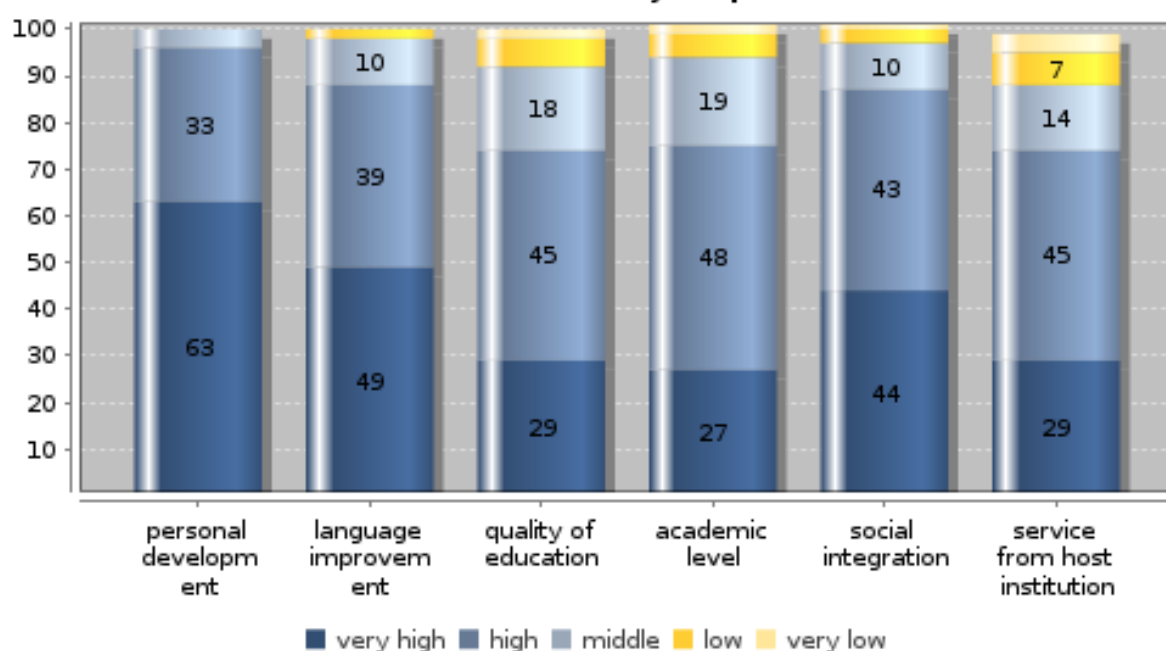
Importance of aspects concerning enrolment abroad (in %)



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

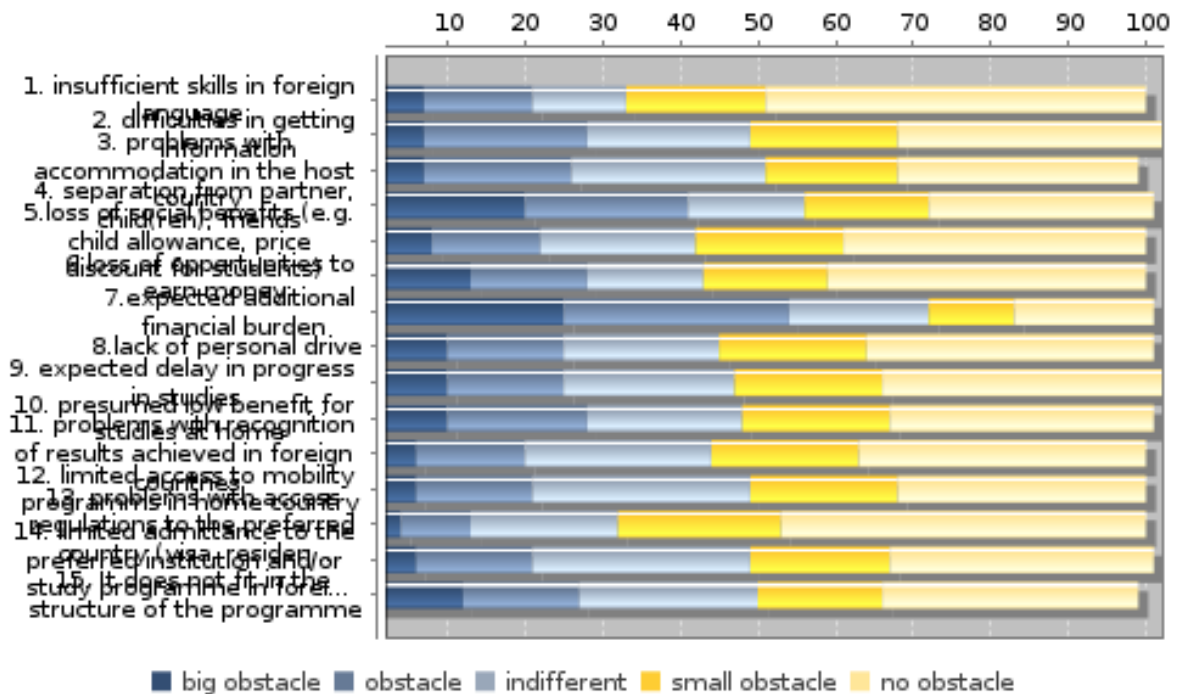
Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

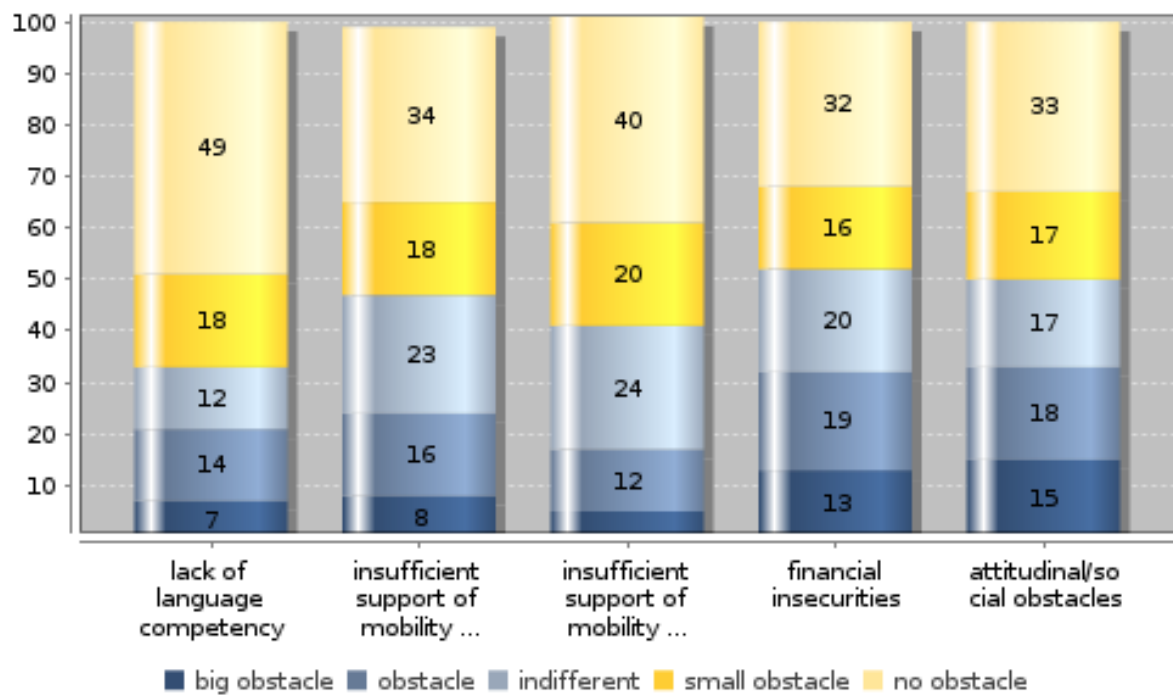
Big obstacle to enrolment abroad for students without enrolment abroad:

lack of language competency, in %	6.9
insufficient support in the home country, in %	8.4
insufficient support in the host country, in %	5.0
financial insecurities, in %	13.2
attitudinal/social obstacles, in %	14.6

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

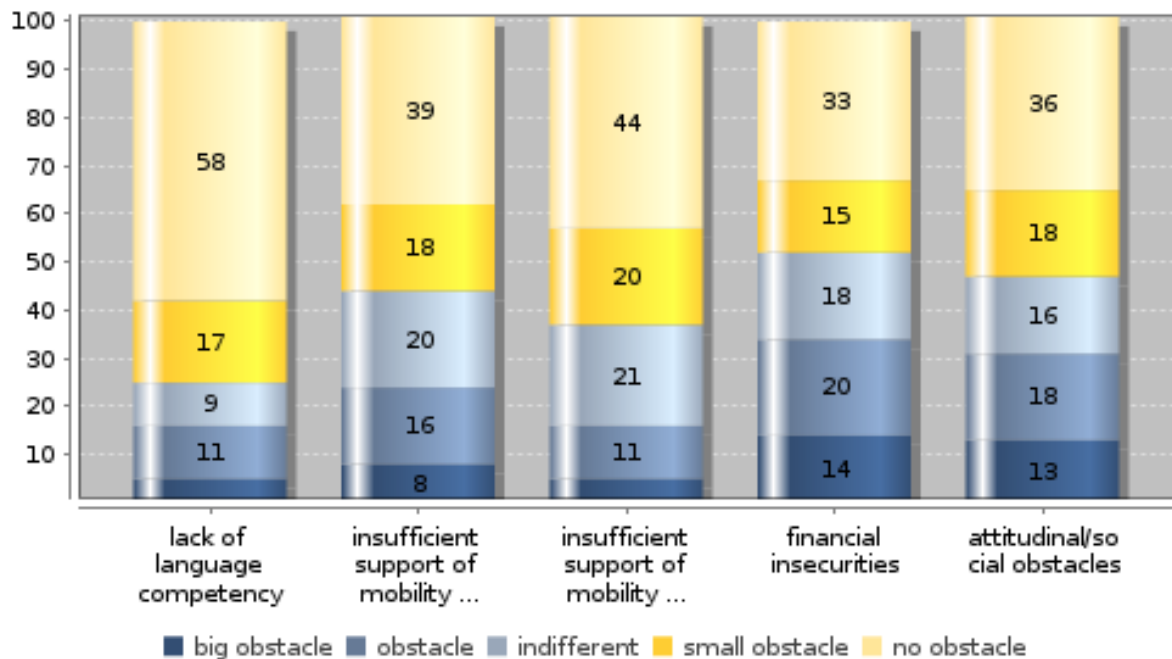
Subtopic 9: Perceived obstacles to enrolment abroad by field of study

Key Indicators

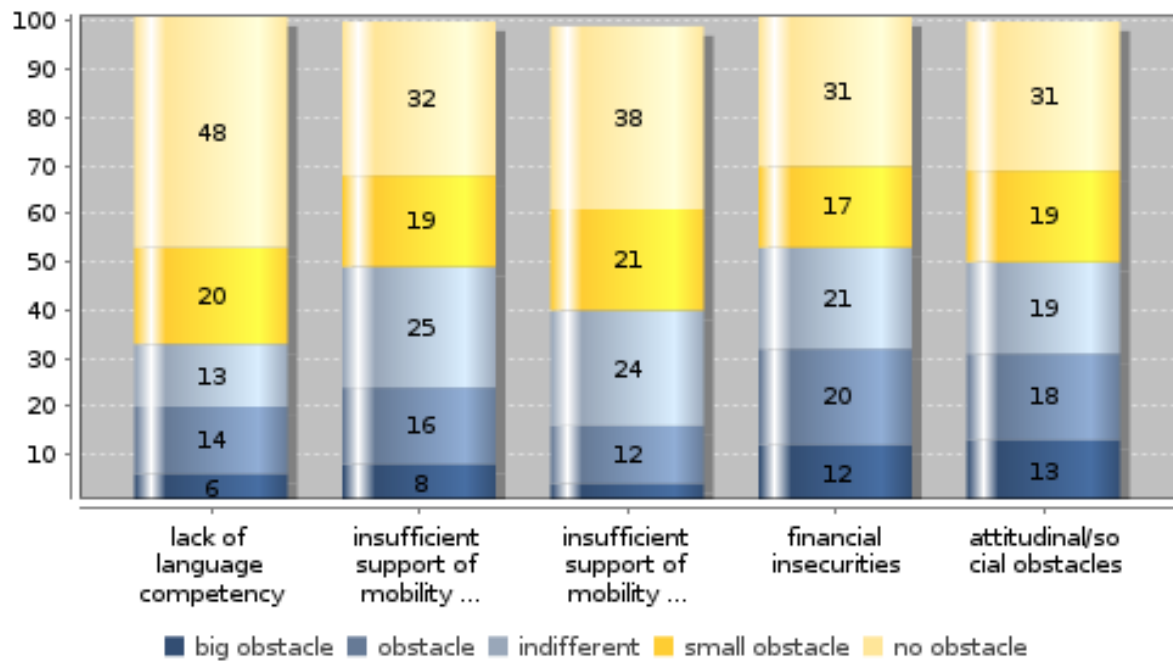
Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:

humanities and arts - lack of language competency, in %	4.6
engineering disciplines - lack of language competency, in %	6.2
humanities and arts - insufficient support in the home country, in %	7.6
engineering disciplines - insufficient support in the home country, in %	7.7
humanities and arts - financial insecurities, in %	14.2
engineering disciplines - financial insecurities, in %	11.8

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



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



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

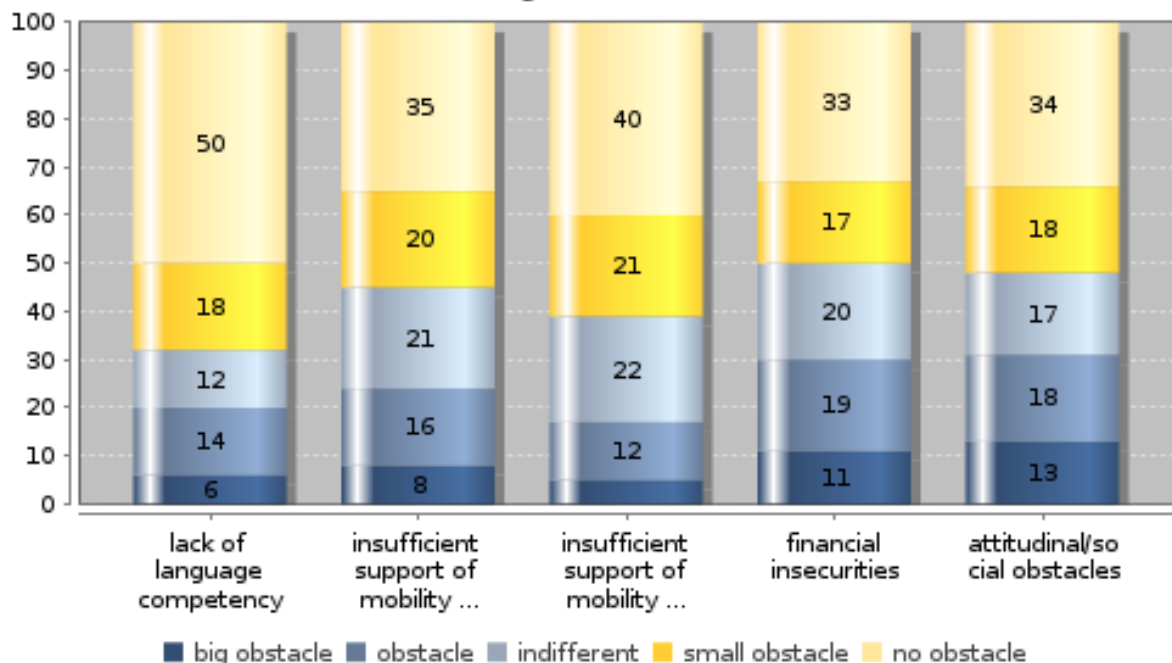
Subtopic 10: Perceived obstacles to enrolment abroad by social background

Key Indicators

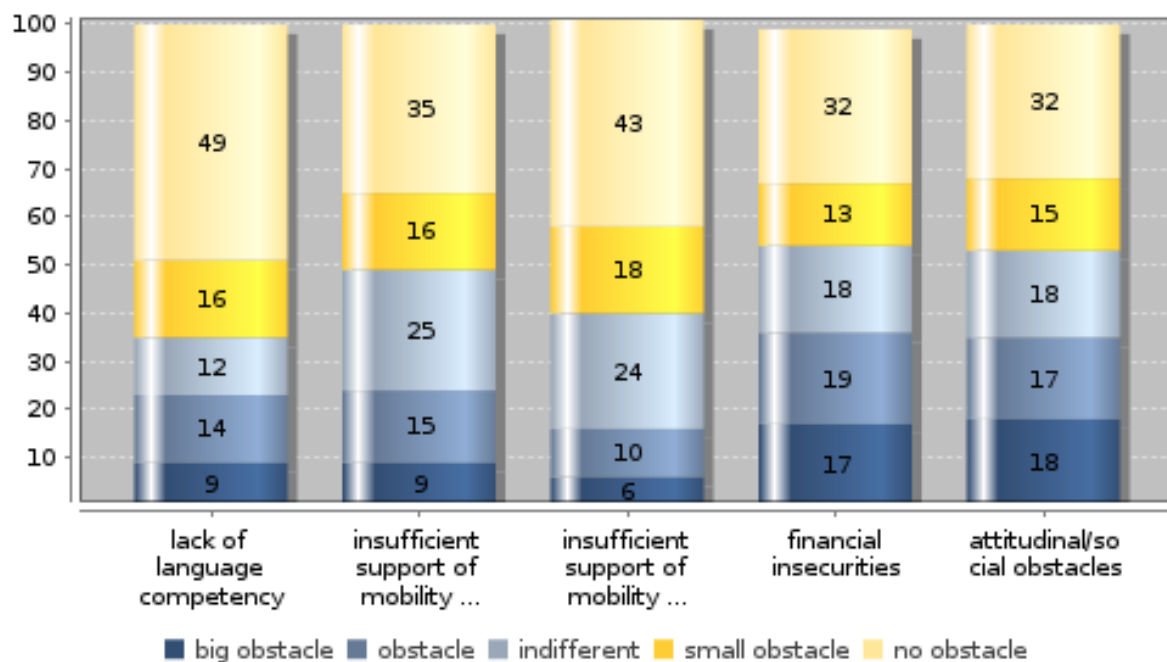
Big obstacle to enrolment abroad for students without enrolment abroad by highest educational attainment of student's parents and category of obstacles:

low education background (ISCED 0-2)	
- lack of language competency, in %	8.7
high education background (ISCED 5-6)	
- lack of language competency, in %	5.8
low education background (ISCED 0-2)	
- insufficient support in the home country, in %	9.3
high education background (ISCED 5-6)	
- insufficient support in the home country, in %	8.2
low education background (ISCED 0-2)	
- financial insecurities, in %	17.0
high education background (ISCED 5-6)	
- financial insecurities, in %	11.4

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 %

17.0

11.4

45.0

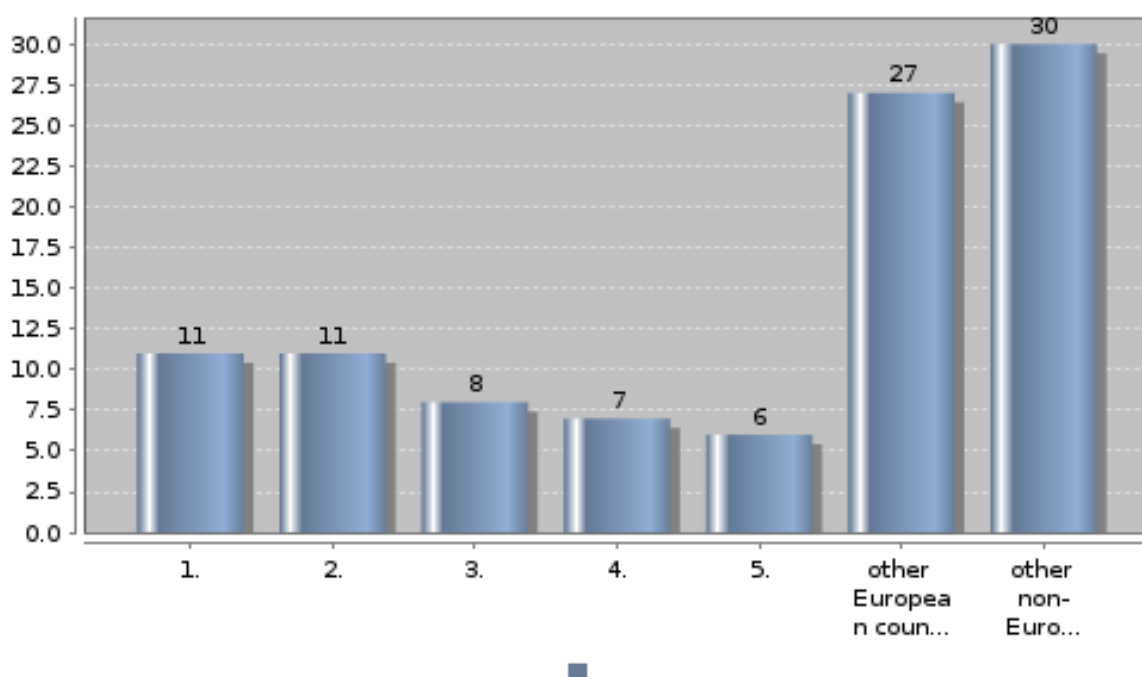
Students with study-related activities in second most frequent host country, in %

Students with study-related activities in second most frequent host country, in %

11.3

40.0

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

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 %

85.4

0.0

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

8.8

0.0

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

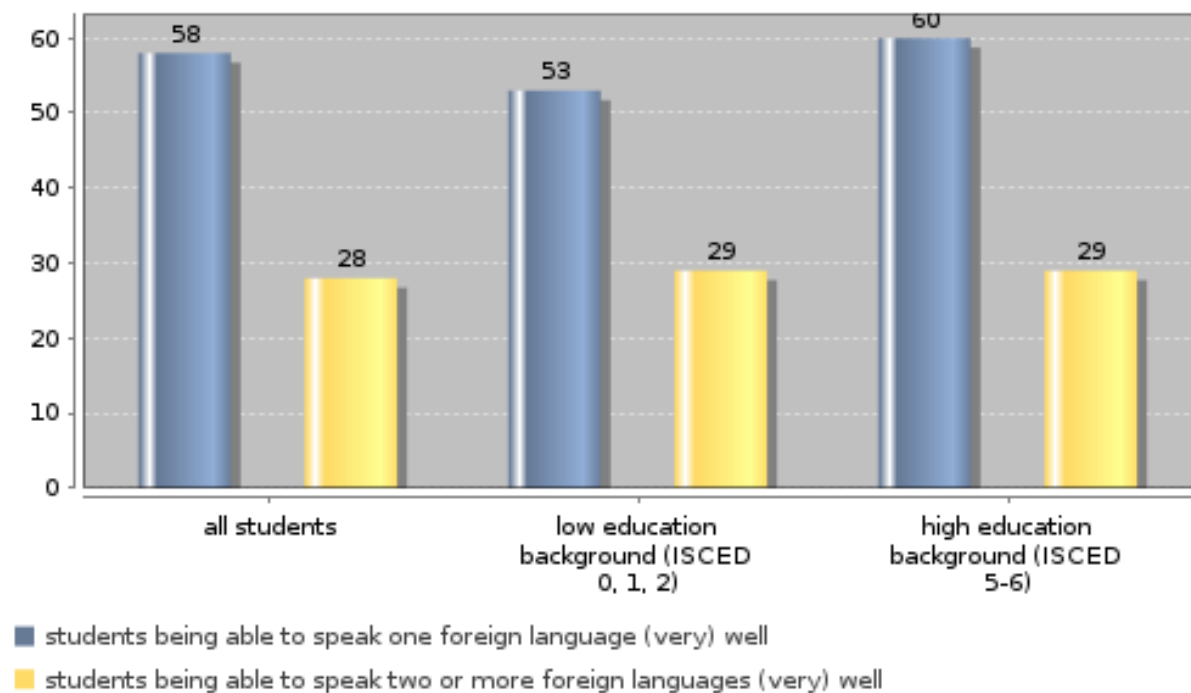
24.9

0.0

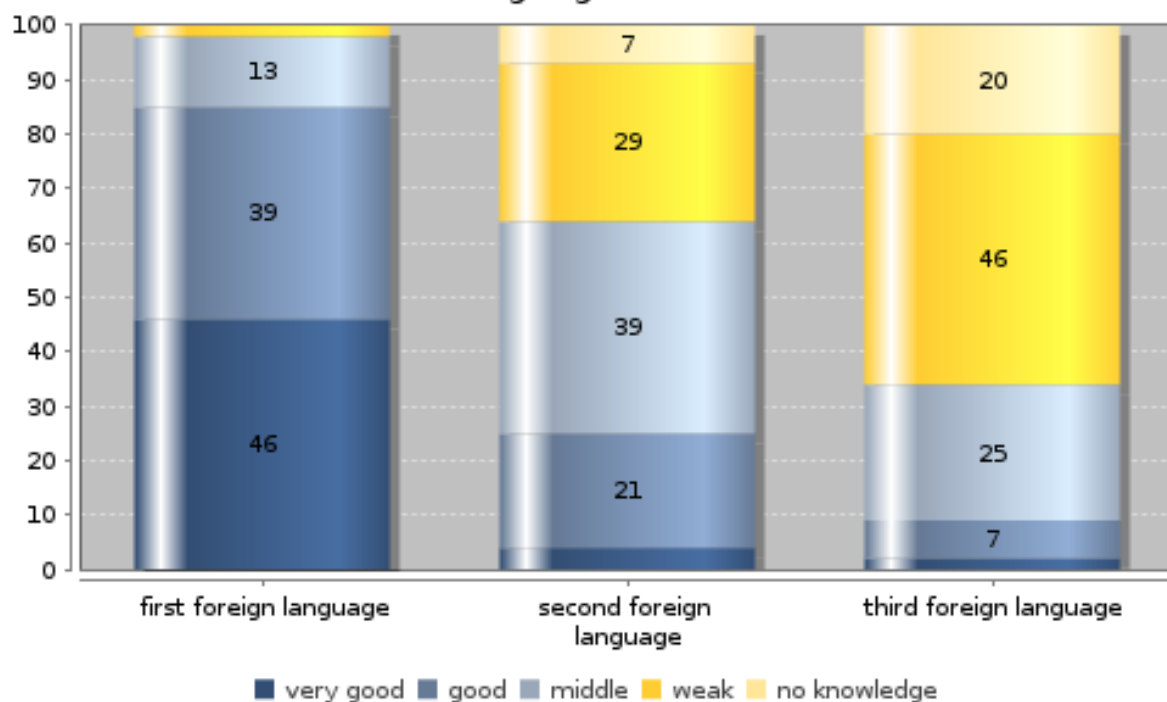
Share of all students being able to speak two or more foreign languages (very) well, in %

28.2

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:

national interpretation of the results of the data analysis:

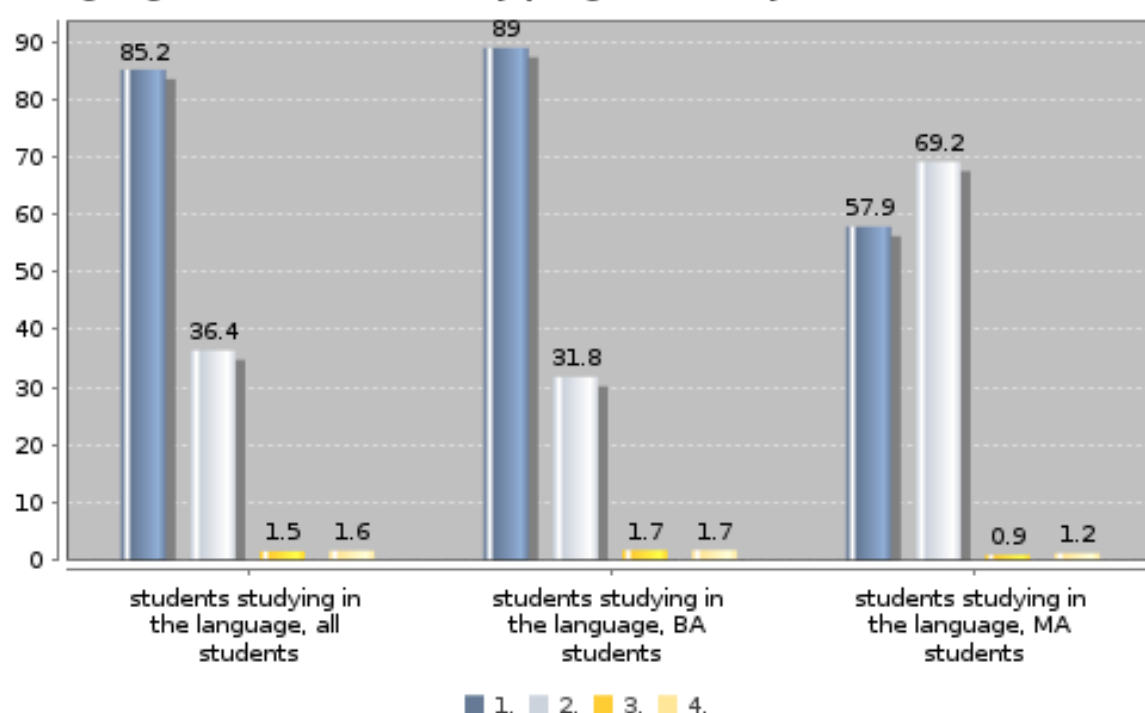
Topic: I. Internationalisation and mobility

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 %	36.4
3rd most frequent language of domestic study programmes, all students, in %	3.0
	1.0
	85.2

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The first n.d category represents 'Dutch' , the fourth (second n.d) represents 'other'