Social and Economic Conditions of Student Life in Europe

National Profile of Norway

eurostudent IV

Metadata for the national survey

National Currency	NOK
Exchange rate: 1 Euro =	0.12382
Date and source of exchange rate:	Nov 11 2010, Bank of Norway. 1 NOK price in Euro.
Survey method	Web and paper mixed mode
Size of final sample	2309
Sampling method	Random sample
Return rate	35,5 % of gross sample. 37 % when confirmed ineligibles are removed.
Reference period of survey (semester, year)	Spring 2010
Weighting scheme	Gender (M,W), Eurostudent age group and type of institution (University, Public polytechnic and private polytechnic)
Project sponsor	Ministry of education
Implementation	All questions minus assessment of social background

Metadata for the national survey

Topic: Metadata
Subtopic 1: Metadata on national survey

Key Indicators

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

Topic: Metadata
Subtopic 1: Metadata on national survey

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators

Average age (arithm.mean) in years - all students	28.4
Average age (median) in years - all students	24.0
Average age (arithm.mean) in years - female students	28.9
Average age (arithm.mean) in years - male students	27.5
Average age (arithm.mean) in years - BA students	25.3
Average age (arithm.mean) in years - MA students	29.9
Average age (arithm.mean) in years - low-intensity students	32.9

Grouped age profile by characteristics of students (in %)
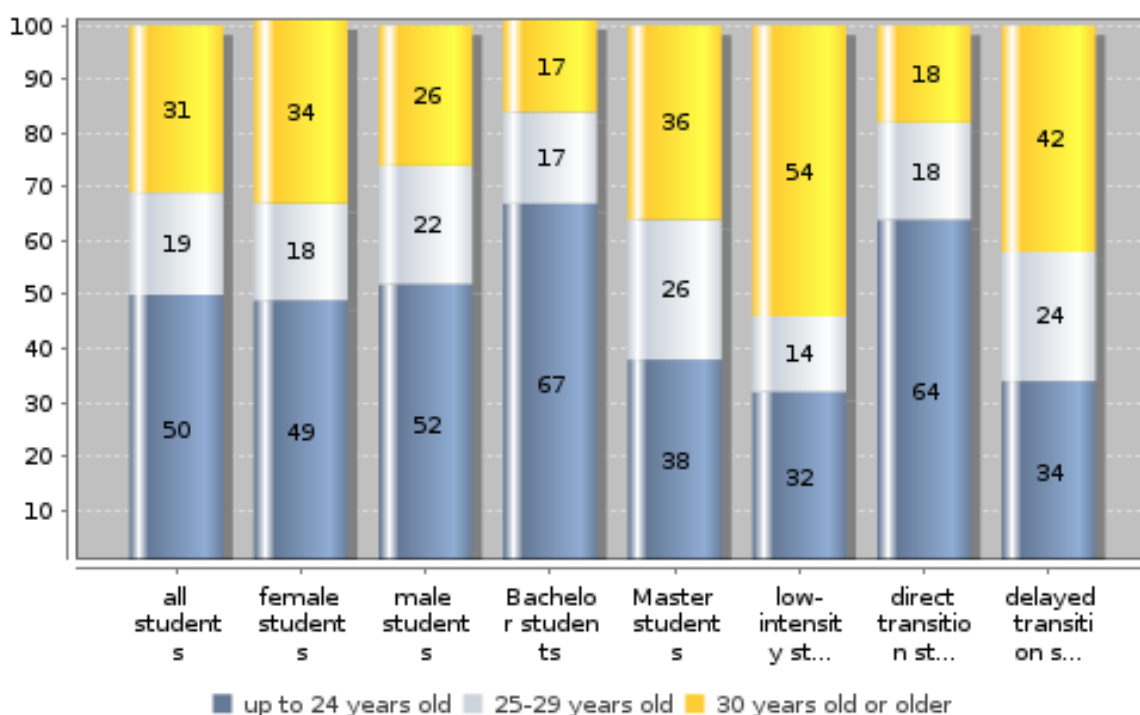
details on missing data:

methodical issues or considerations for data interpretation:

Data quality issue with delayed transition students. 8 % have answered that they started in higher education prior to obtaining qualification they used to enter higher education. This is the reason for lower N in last two columns combined.

national interpretation of the results of the data analysis:

A comment on the high percentage of students aged 30 or older (30.7) was requested. This is consistent with register data. See table at: http://www.ssb.no/english/subjects/04/02/40/utuvh_en/tab-2010-06-01-02-en.html where the percentage is 29.5
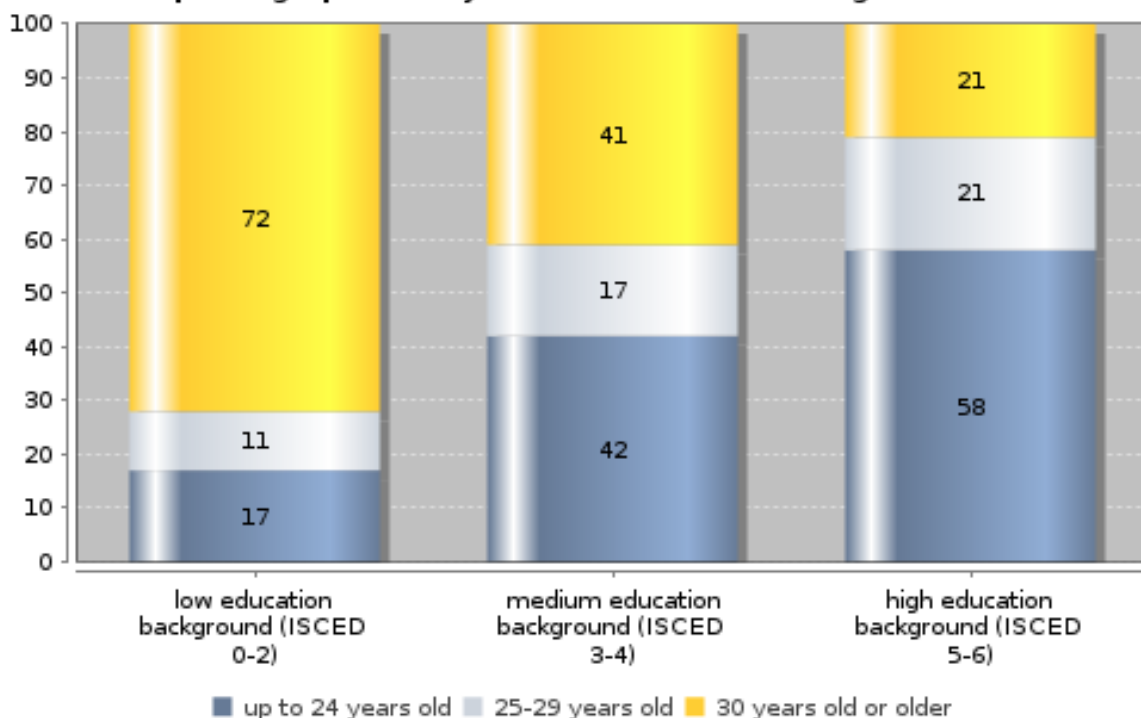
Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators

Average age (arithm.mean) in years - low education background (ISCED 0-2)	38.5
Average age (median) in years - low education background (ISCED 0-2)	40.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	26.3
Average age (median) in years - high education background (ISCED 5-6)	24.0

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

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

details on missing data:

methodical issues or considerations for data interpretation:

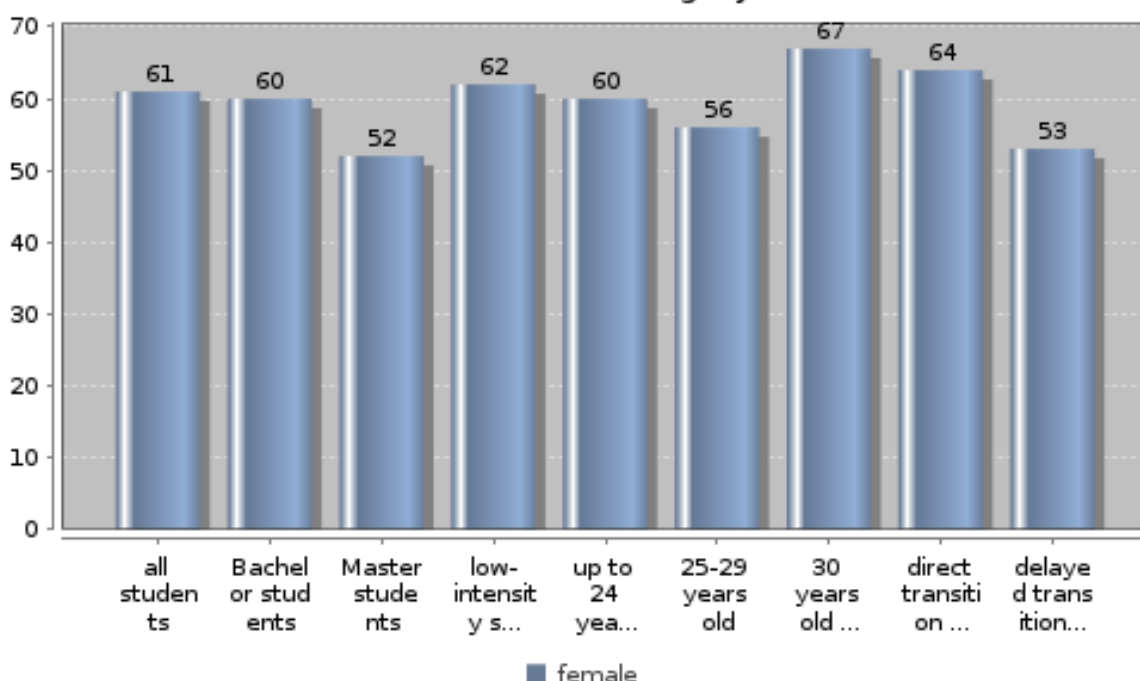**national interpretation of the results of the data analysis:**

Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators

Share of females among all students, in %	61.2
Share of females among BA students, in %	59.5
Share of females among MA students, in %	52.1
Share of females among low-intensity students, in %	62.1
Share of females among the 30 years old or older, in %	67.4

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

A comment on the high percentage of women students aged 30 or older (67.4) was requested. This is consistent with register data. See table at: http://www.ssb.no/english/subjects/04/02/40/utuvh_en/tab-2010-06-01-02-en.html where the percentage is 66.4
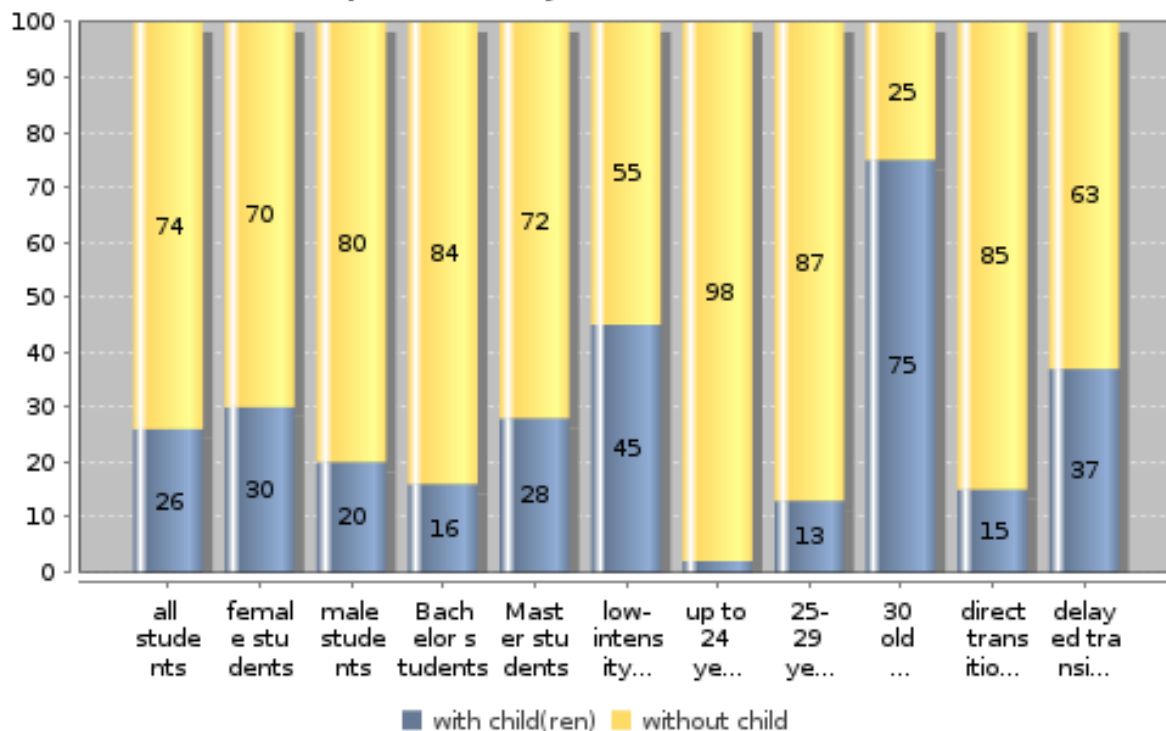
Topic: A. Demographic Characteristics

## Subtopic 4: Dependents by characteristics of students

Key Indicators

Share of students with children among all students, in %	26.2
Share of students with children among female students, in %	30.3
Share of students with children among male students, in %	19.8
Share of students with children among MA students, in %	28.0
Share of students with children among up to 24 years old, in %	1.9
Students with children up to the age of 3 years of all students with children, in %	30.9
Students with children between the ages of 4 to 6 of all students with children, in %	17.1

Students with dependents by characteristics of students (in %)

Age of youngest child by characteristics of students with children (in %)
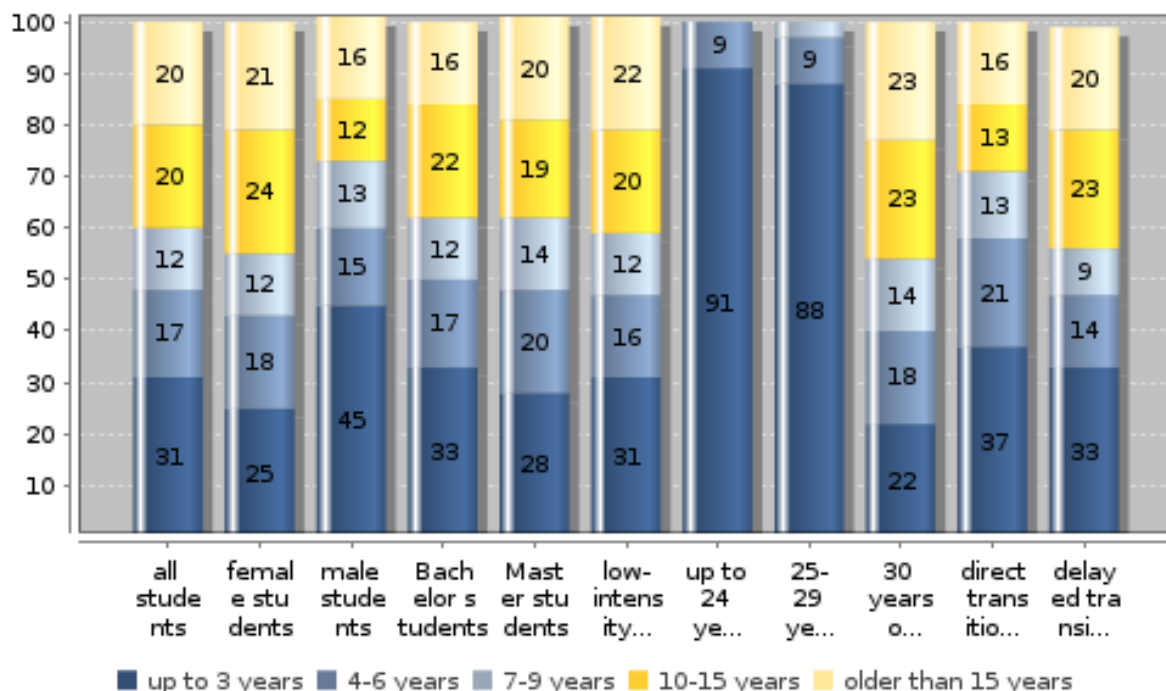
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

A comment on the high percentage of students with dependents was requested. Please note that for Norway, this level was high in Eurostudent III as well. In Eurostudent III, however, there was an age cutoff which was not used for Eurostudent IV, making the Eurostudent IV percentage plausible. Note that there IS a significant difference between age groups.

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 %	15.1
Students who are (very) satisfied with the way their impairments are taken account of in %	29.5
Students who are (very) dissatisfied with the way their impairments are taken account of in %	39.0

Share of students expressing particular study impairment (in %)
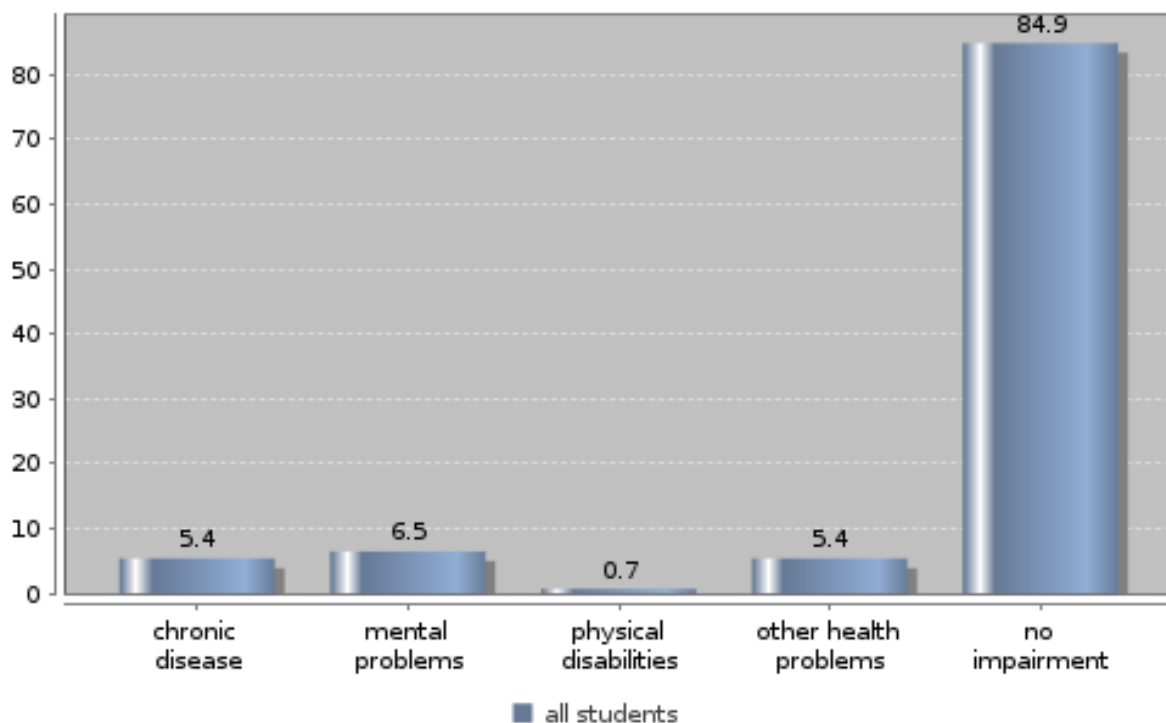
Students' assessment of how impairments are taken account of in their studies (in %)
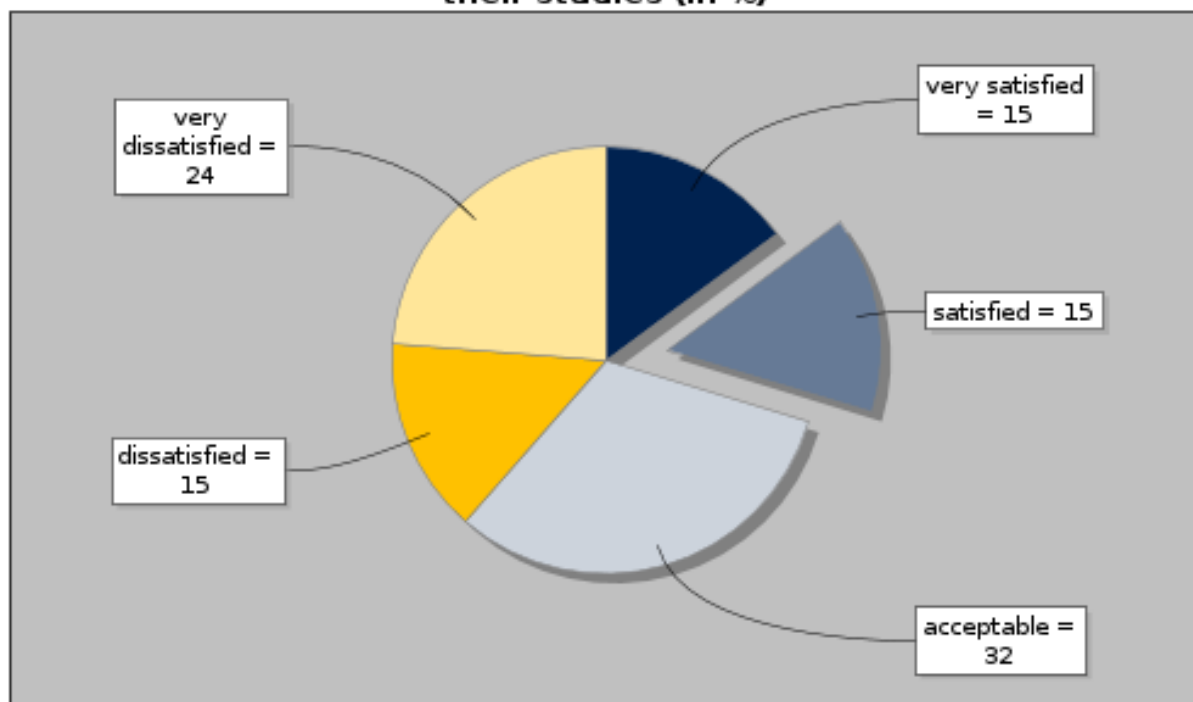
details on missing data:

methodical issues or considerations for data interpretation:

Smileys not used due to methodological concerns.

national interpretation of the results of the data analysis:

A comment on the high number of impaired students was requested. It may have to do with the choice of wording: "Do any of these factors make studying difficult for you?", other countries may have chosen terms that are associated with more severe hinderance.
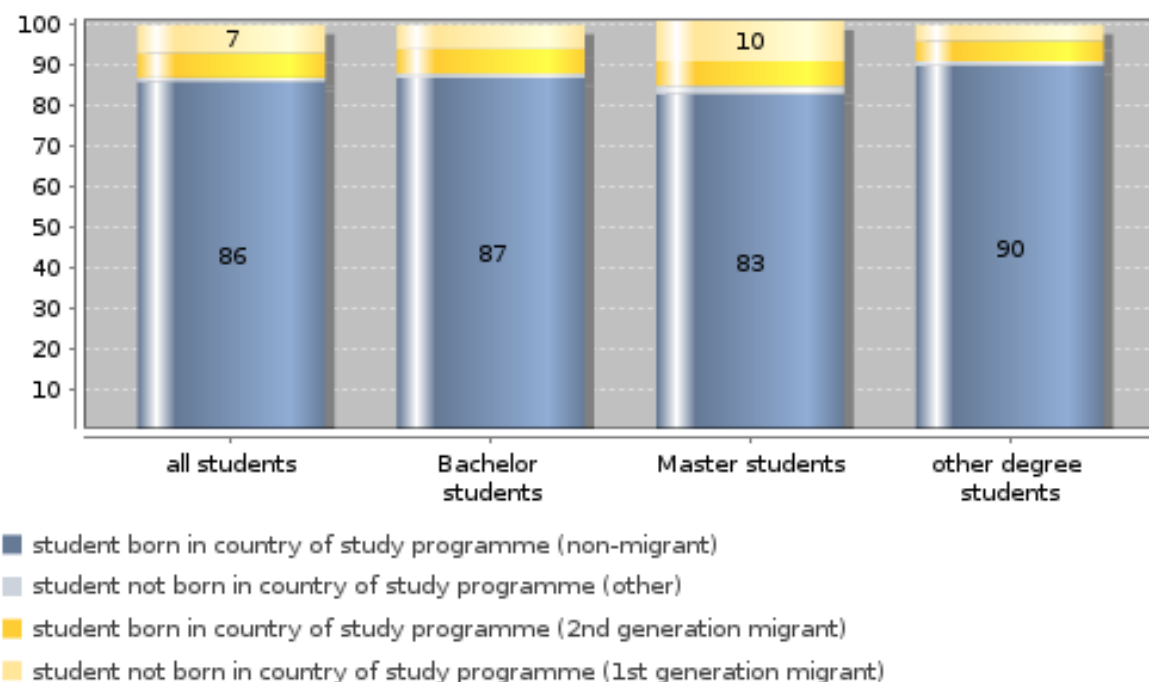
If this is the case, it may also explain the level of "dissatisfaction": if the impairment is of a more trivial kind ("it's a bit difficult to study sometimes, because I feel a little depressed now and then), it would not be appropriate nor neccesary for an institution to take account of such minor concerns.

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

Key Indicators

Share of non-migrants among all students, in %	85.9
Share of non-migrants among all BA students, in %	87.1
Share of non-migrants among all MA students, in %	82.6
Share of 2nd generation migrants among all students, in %	5.7
Share of 2nd generation migrants among all BA students, in %	6.2
Share of 2nd generation migrants among all MA students, in %	5.6
Share of 1st generation migrants among all students, in %	7.2
Share of 1st generation migrants among all BA students, in %	5.7
Share of 1st generation migrants among all MA students, in %	10.3

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

- student born in country of study programme (non-migrant)
- student not born in country of study programme (other)
- student born in country of study programme (2nd generation migrant)
- student not born in country of study programme (1st generation migrant)

details on missing data:

methodical issues or considerations for data interpretation:

Included in 3rd row are students with one parent born in country of study programme. Included in forth row is students born abroad with one parent born in country of study programme.

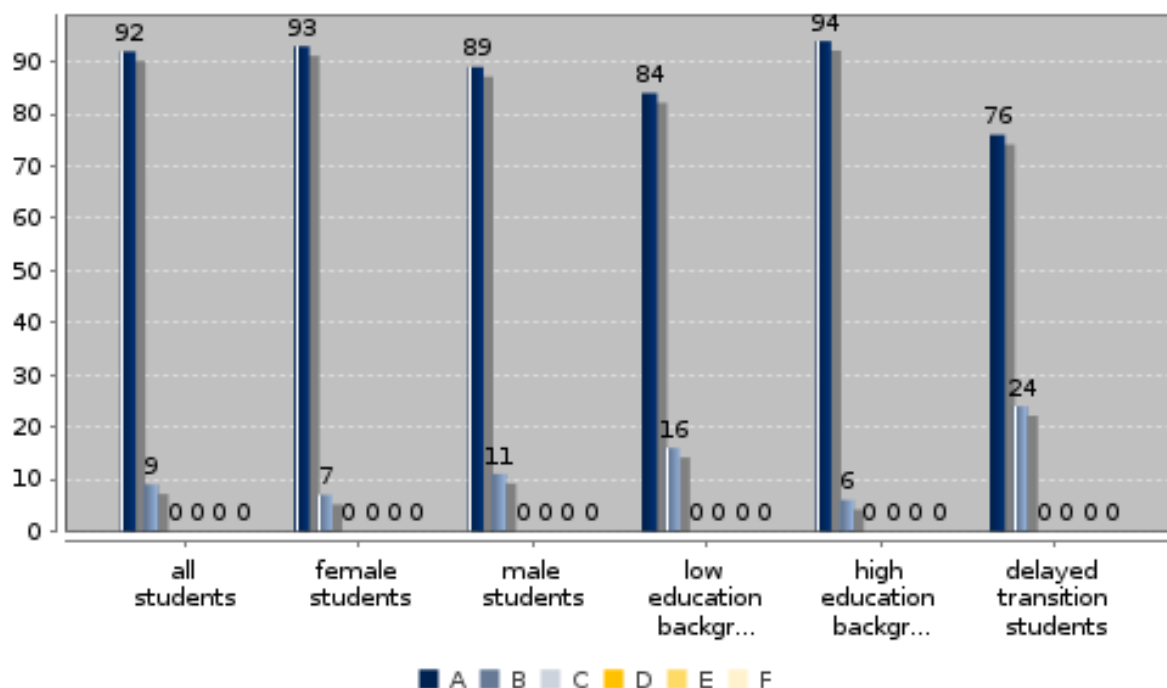**national interpretation of the results of the data analysis:**

Topic: B. Access and entry to higher education

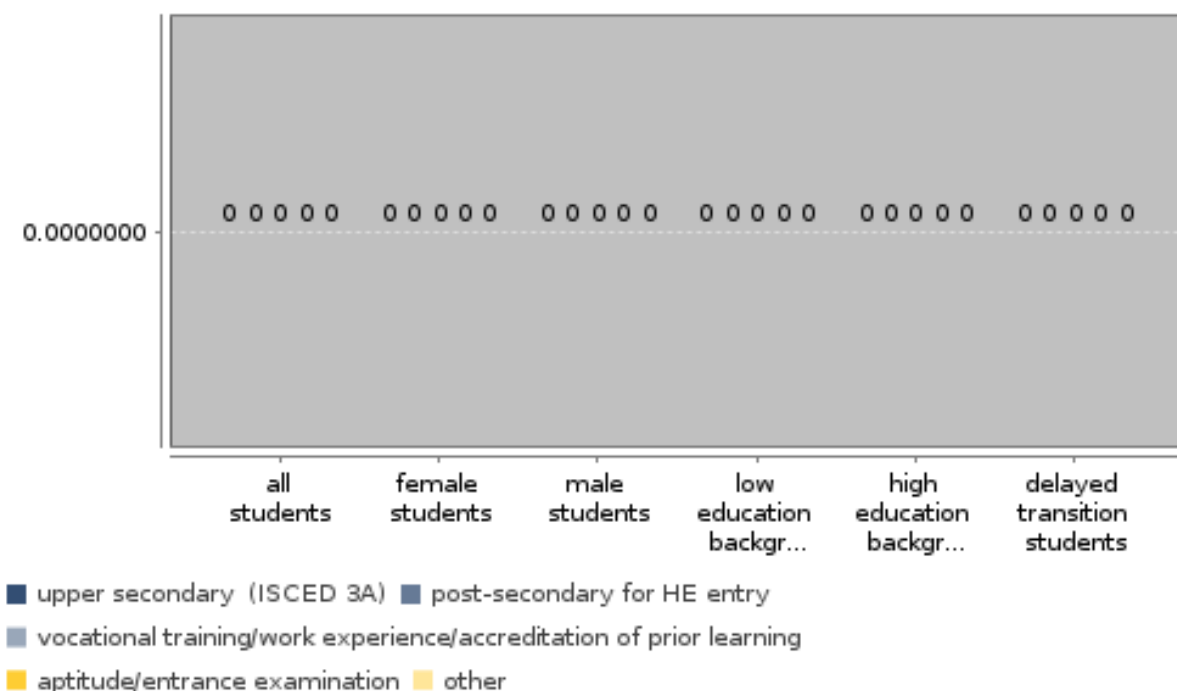## Subtopic 1: Qualification routes into higher education

Key Indicators

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

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

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

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

details on missing data:

methodical issues or considerations for data interpretation:

According to NIFU STEP, Students do not necessarily know which qualification has led to admission. According to register data, 2123 are type A, 112.7 are type B, 4.7 are "other vocational qualification and 112.7 are "unknown". Register data only has these 4 categories.

national interpretation of the results of the data analysis:

Route A: traditional

Route B: non-traditional, work experience

"Currently, it is not possible to classify your entries. Pls. provide entry data based on national qualifications (in Norwegian) and help us use the standard classification. For instance, according to ISCED you do have ISCED 4A programmes, which provide entry to HE for people who have already left the school system."

It is true that there are ISCED 4A preparatory courses for some HE programmes. These may be for people who have completed ISCED3 but does not have the necessary exams in some subjects. They may then have had access to HE in general, but not for this perticular programme. Unfortunately, the register data I have been given access to does not distinguish here. See also methodical issues.
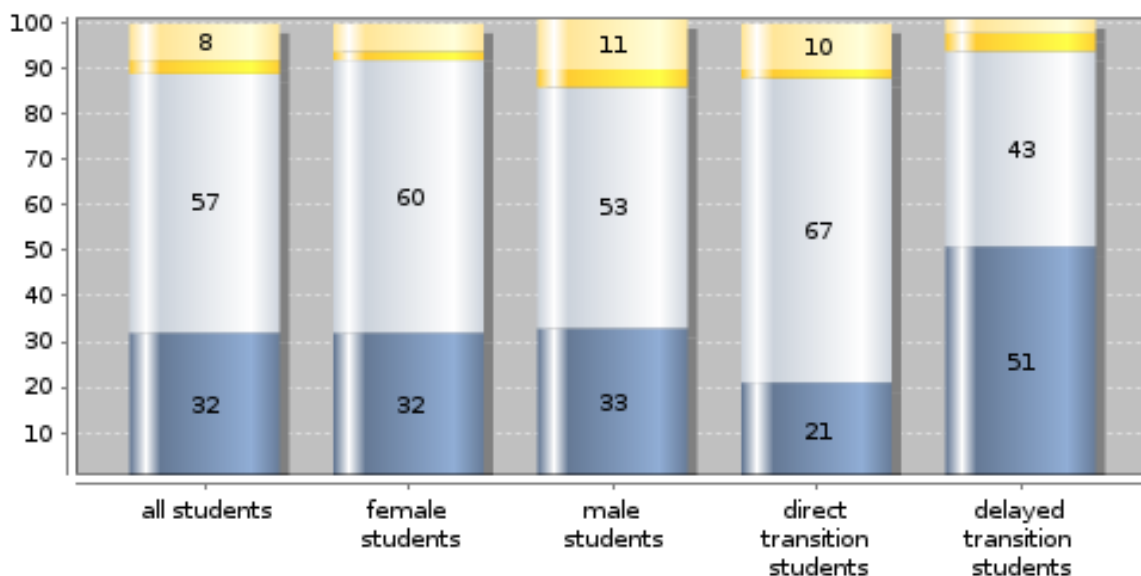
Topic: B. Access and entry to higher education

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

Key Indicators

All students with regular paid job before entering HE in %	32.0
Females with regular paid job before entering HE in %	31.7
Males with regular paid job before entering HE in %	32.5
Direct transition students with regular paid job before entering HE, in %	20.7
Delayed transition students with regular paid job before entering HE, in %	50.5
All students without labour market experience before entering HE in %	8.0
Females without labour market experience before entering HE in %	6.0
Males without labour market experience before entering HE in %	11.0

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

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

A comment was requested on the high shares in the vocational training/casual work categories. The figures look OK and seem to add upp. Please re-check or provide more information as to what seems to be the problem.
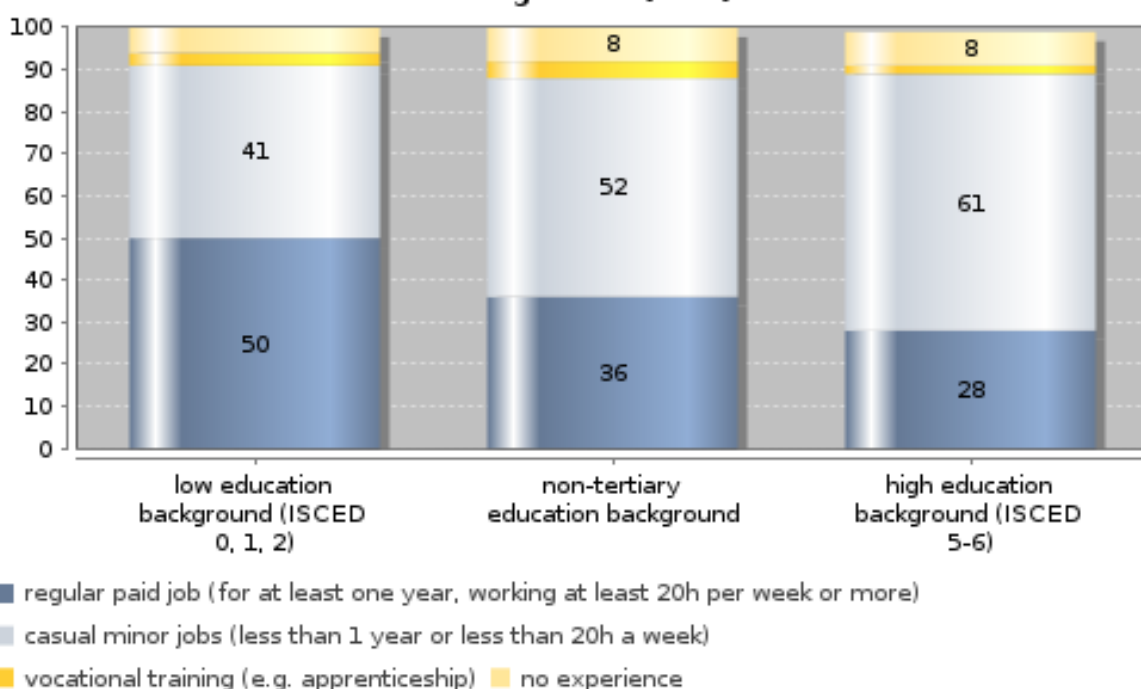
Topic: B. Access and entry to higher education

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 %	5.6
Students without labour market experience and high education background (ISCED 5-6) in %	8.4

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

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

details on missing data:

methodical issues or considerations for data interpretation:

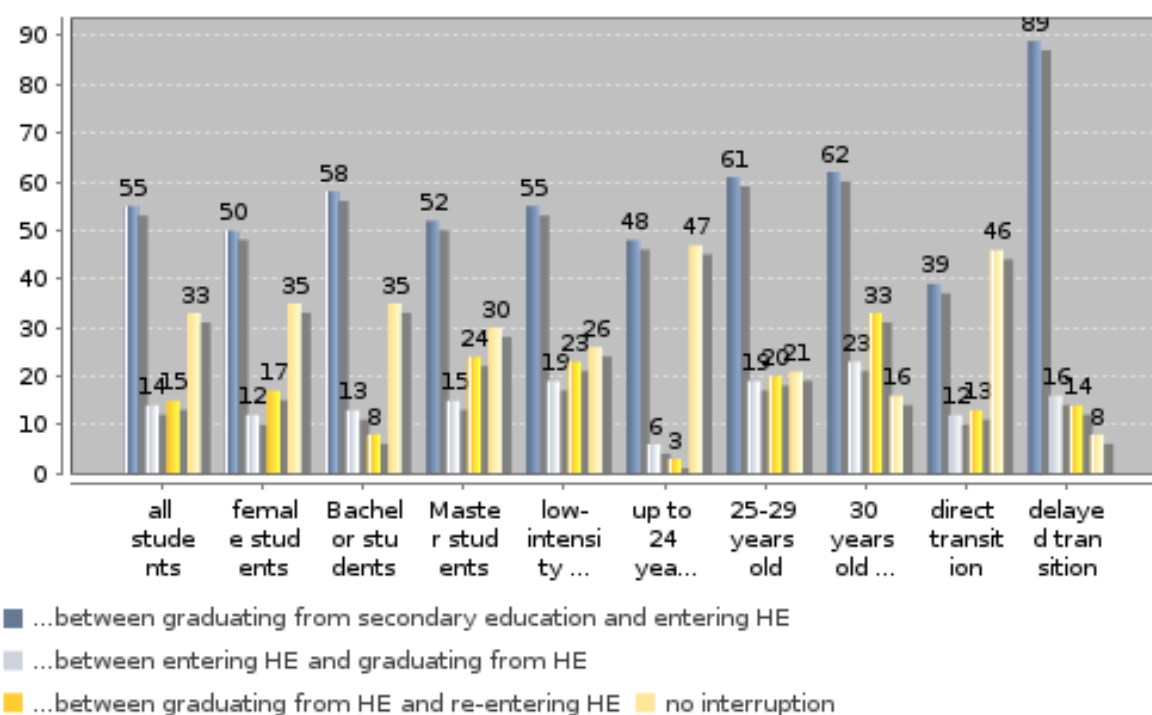**national interpretation of the results of the data analysis:**

Topic: B. Access and entry to higher education

Subtopic 4: Interruption of education career after graduating from secondary school by characteristics of students

Key Indicators

BA students with interruption between graduating from secondary education and entering HE, in %	57.9
BA students with interruption between entering HE and graduating from HE, in %	12.5
BA students without interruption, in %	35.1

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

## Topic: 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	23.8
female students	24.1
male students	23.3
low education background (ISCED 0-2)	49.9

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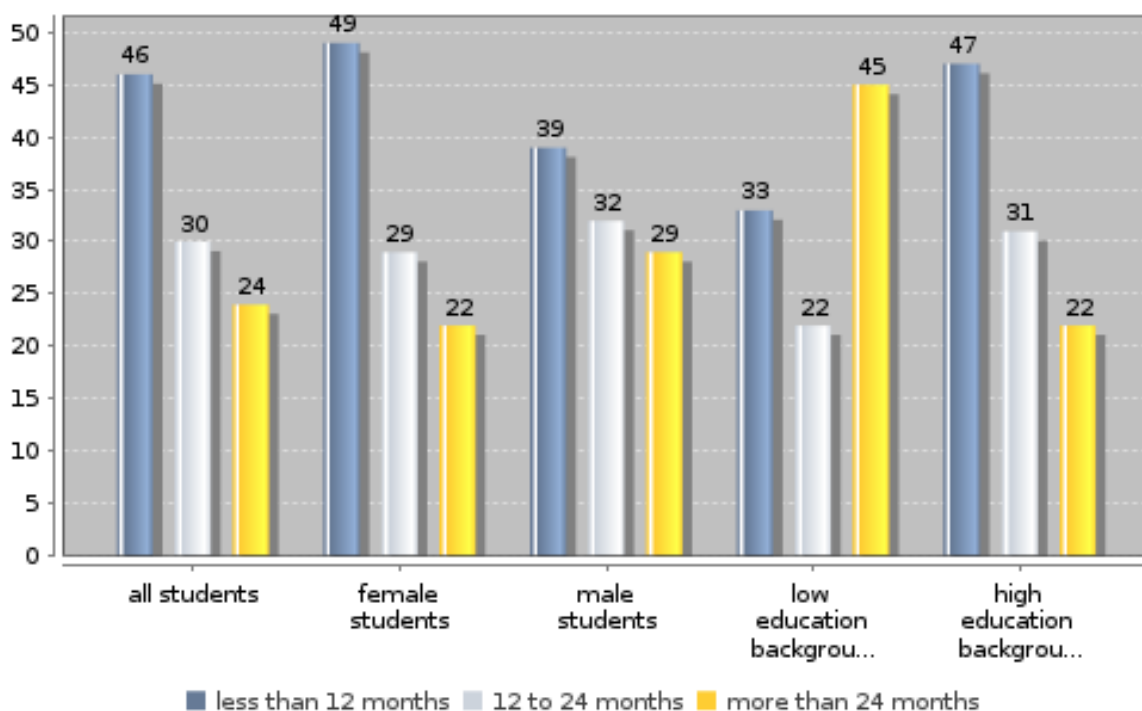
details on missing data:

15.3 % missing here. Many students misunderstood the questions used to produce this variable, resulting in negative values. The high percentage of missing data is explained by this and not by item nonresponse.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

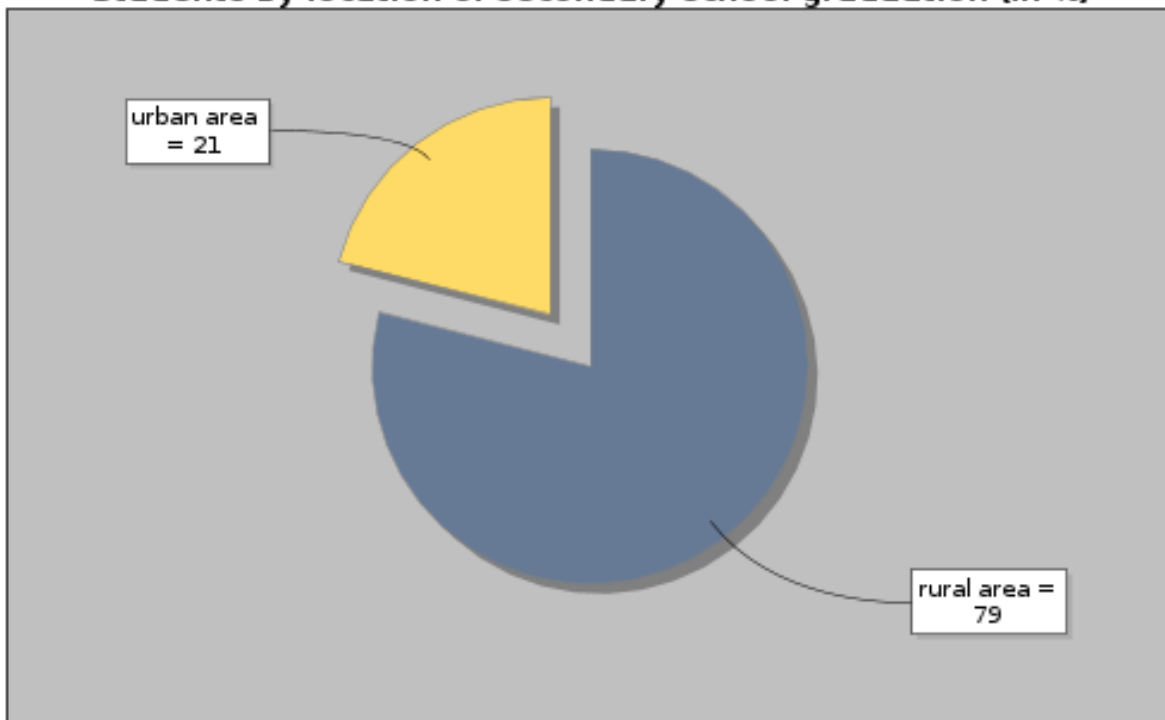## Topic: B. Access and entry to higher education

Subtopic 6: Location of graduation from secondary education

Key Indicators

Share of students who graduated from
secondary education in rural ares, in %   78.7

Students by location of secondary school graduation (in %)

urban area
= 21

rural area =
79

details on missing data:

methodical issues or considerations for data interpretation:

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

NUTS2 level used. Urban areas include Oslo and Akershus counties. Rural areas comprise all other counties.

Topic: B. Access and entry to higher education

Subtopic 7: Student enrolment by programme

Key Indicators

All students studying for BA, in %	61.8
All students studying for MA, in %	29.3
All students studying for other national degrees, in %	8.9

Student enrolment by programme (in %)
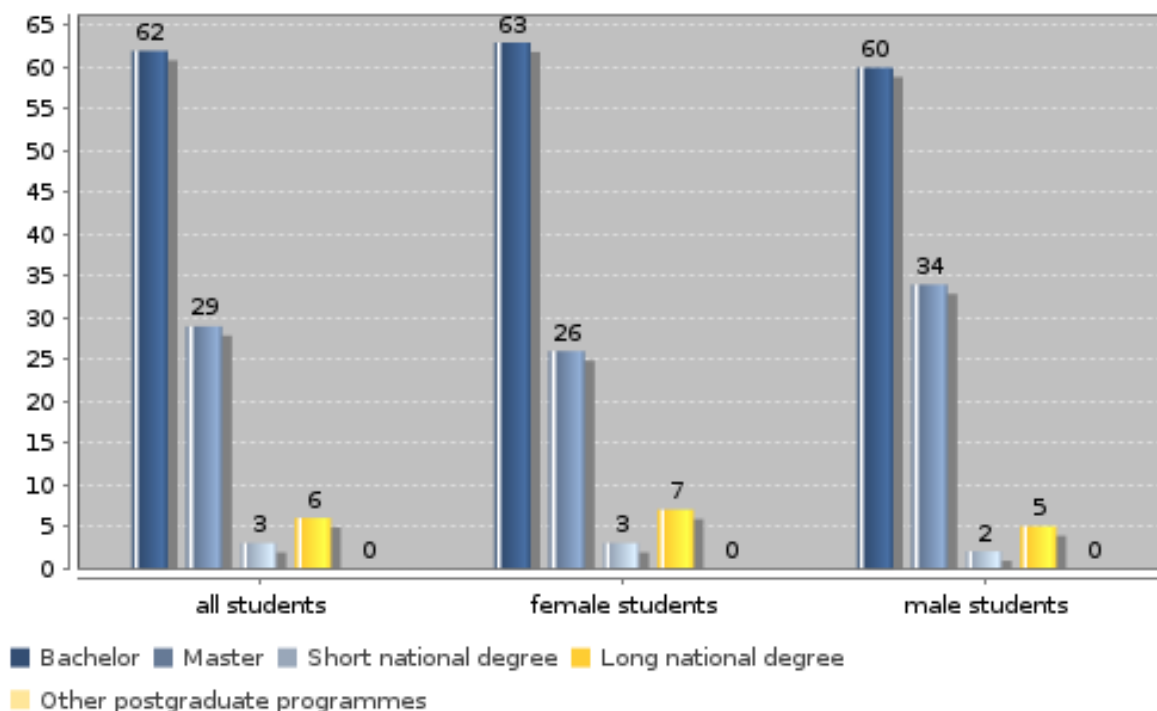
details on missing data:

"other postgraduate programmes" not determined, information in questionnaire insufficient to distinguish between undergratuate and postgraduate programmes.

methodical issues or considerations for data interpretation:

 Short and long national degrees are so-called "profession studies", qualifying for professions such as lawyers, doctors and teachers.

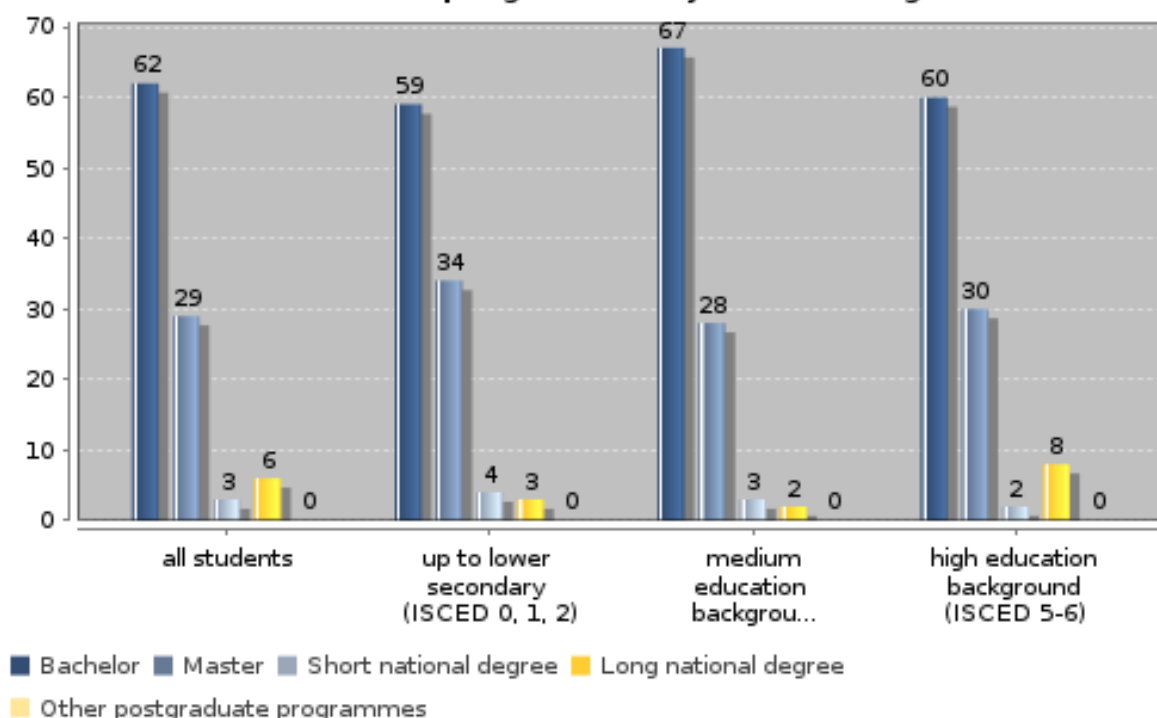**national interpretation of the results of the data analysis:**

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 %	59.3
Students with low education background (ISCED 0-2) studying for MA, in %	33.7
Students with high education background (ISCED 5-6) studying for BA, in %	60.0
Students with high education background (ISCED 5-6) studying for MA, in %	29.5

Student enrolment in programmes by social background (in %)

details on missing data:

methodical issues or considerations for data interpretation:

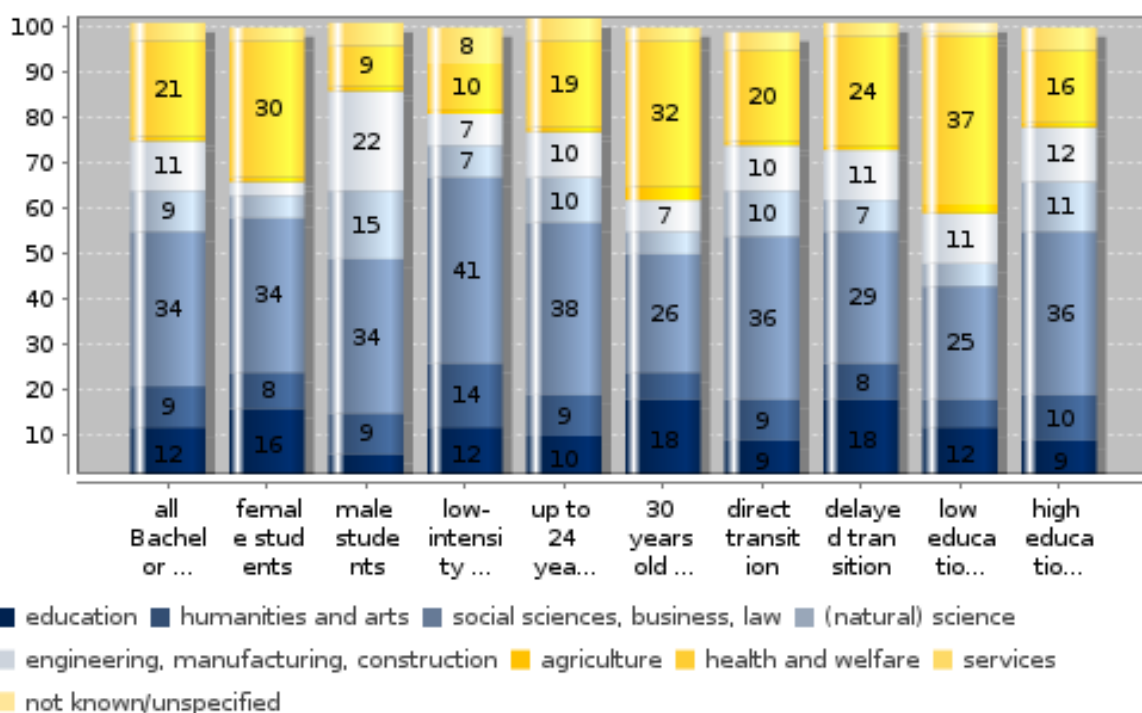**national interpretation of the results of the data analysis:**

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 %	10.6
Students in humanities and arts among all BA students, in %	8.5
Students in social sciences, business and law among all BA students, in %	33.7
BA students from lowest education backgrounds in engineering disciplines, in %	11.0
BA students from lowest education backgrounds in humanities and arts, in %	6.3
BA students from lowest education backgrounds in social sciences, business and law, in %	25.0

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

A comment on the low representation of low education students in social sciences was requested. Figures have now been double-checked.
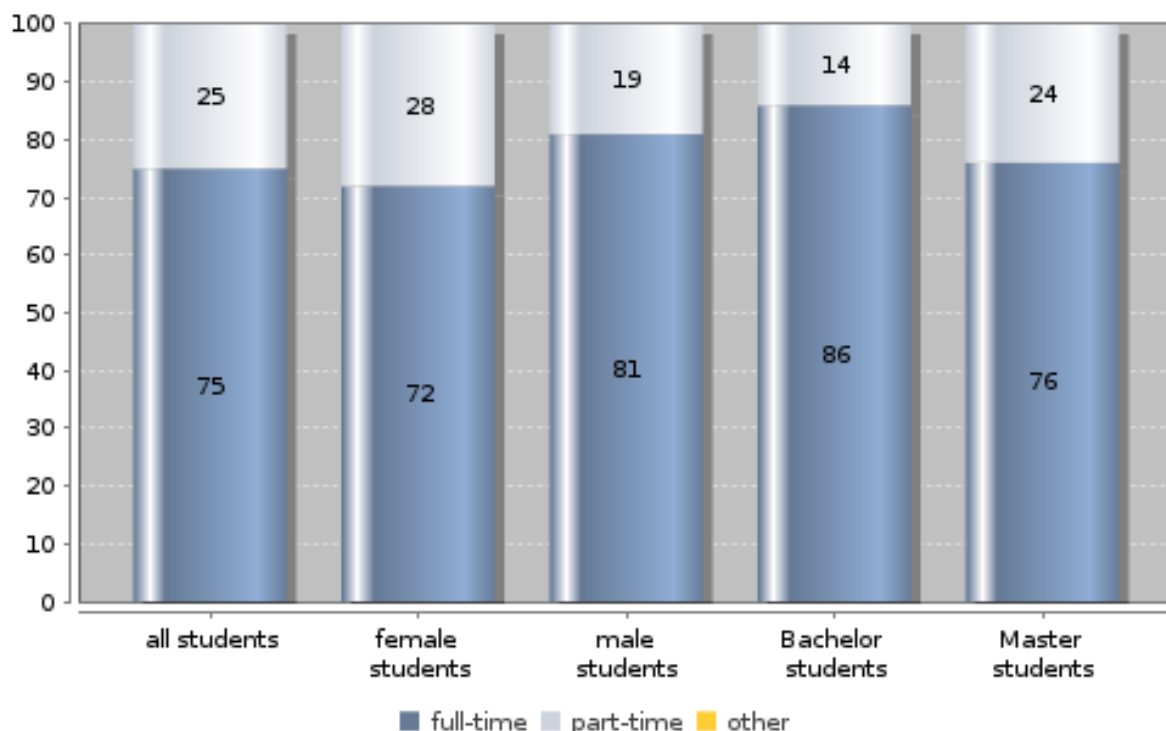
Topic: B. Access and entry to higher education
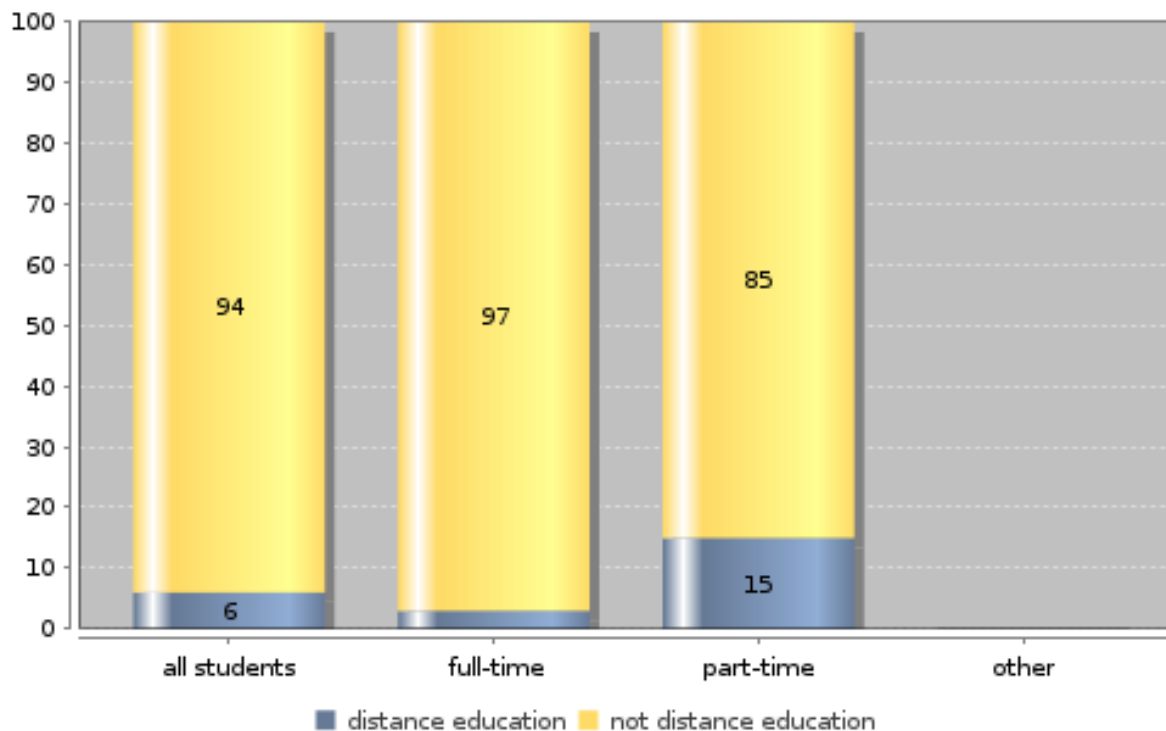
Subtopic 10: Formal status of enrolment

Key Indicators

Share of part-time students among all students, in %	24.8
Share of part-time students among BA students, in %	14.4
Share of part-time students among MA students, in %	24.0

Formal status of enrolment of students (in %)

Formal status of enrolment and distance education (in %)

details on missing data:

methodical issues or considerations for data interpretation:

Register data from 2009 used for formal status.

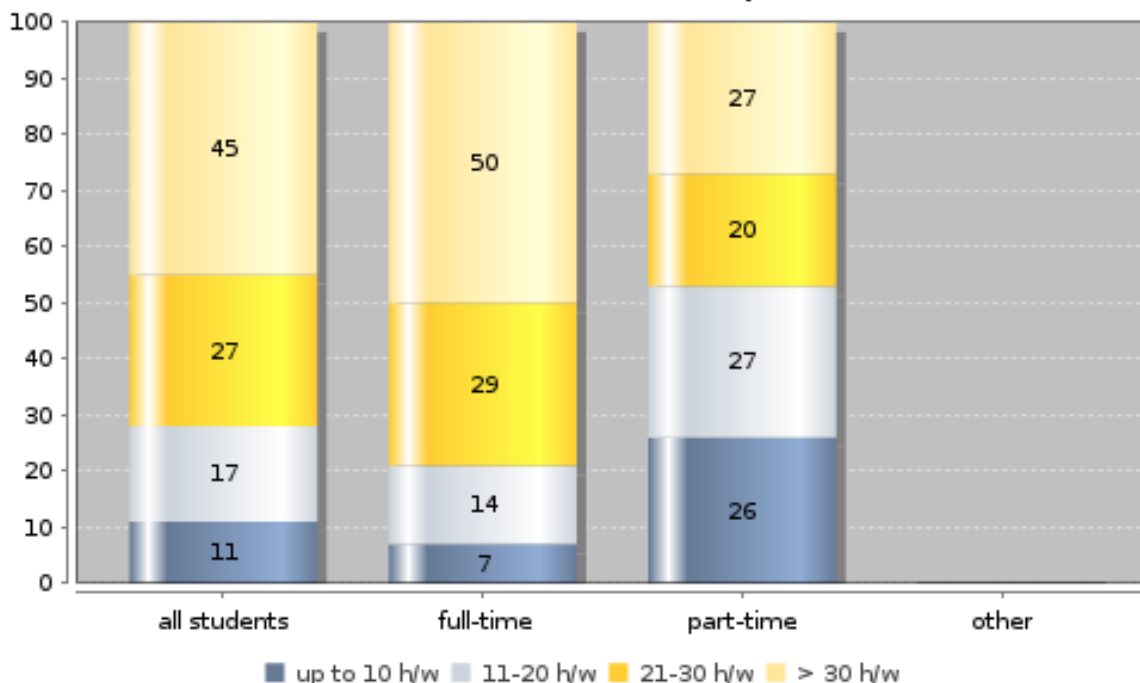**national interpretation of the results of the data analysis:**

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 %	28.7
Students with full-time status and study-related activities up to 20 hours per week, in %	21.0
Students with part-time status and study-related activities of 21 hours or more per week, in %	47.0

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:

Formal status based on register data from 2009. Formal status may have changed for some students in 2010.

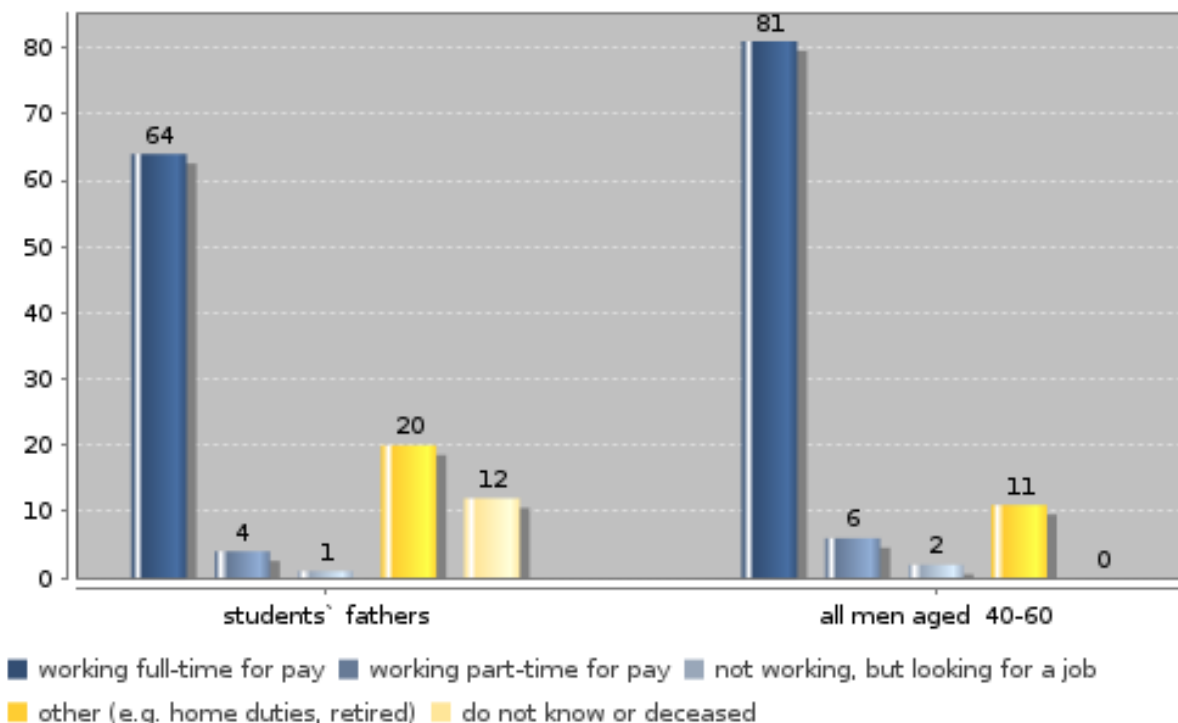**national interpretation of the results of the data analysis:**

Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents
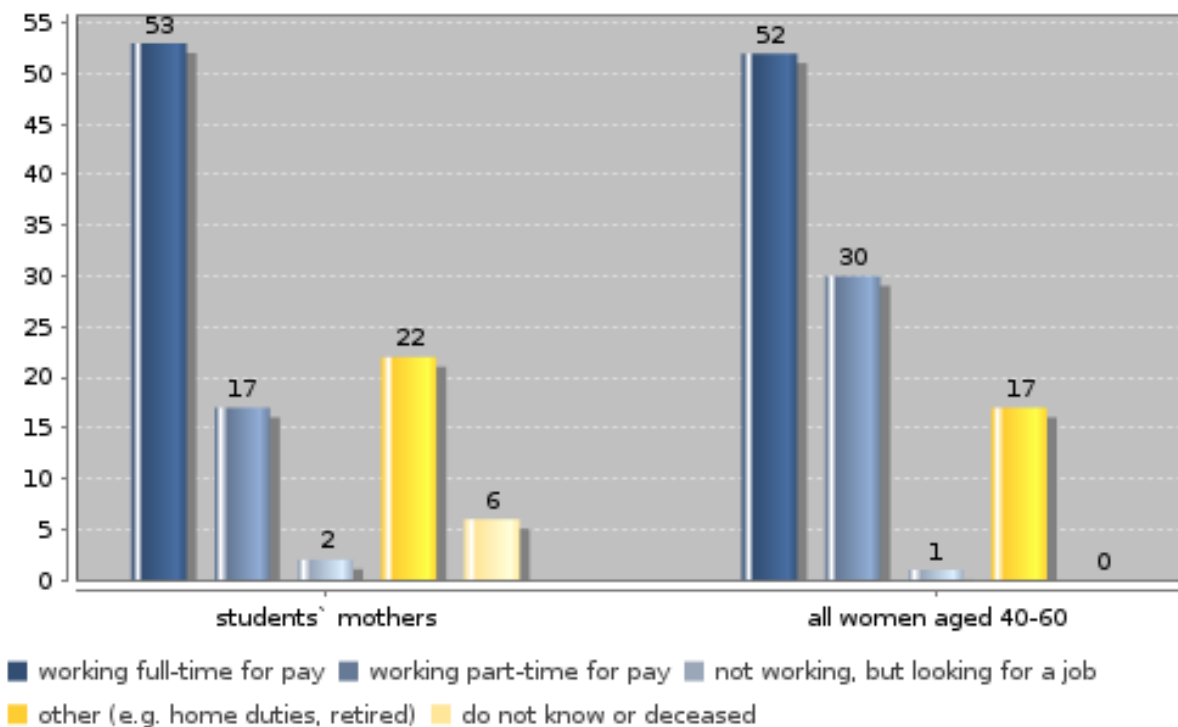
Key Indicators

Share of economically active students' fathers in %	67.1
Share of economically active students' mothers in %	69.8
Ratio of economically active students' fathers to corresponding male population	0.8
Ratio of economically active students' mothers to corresponding female population	0.9

Labour force activity of students' fathers (in %)

Labour force activity of students' mothers (in %)

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

details on missing data:
methodical issues or considerations for data interpretation:
Population data rounded off to closest 1000.
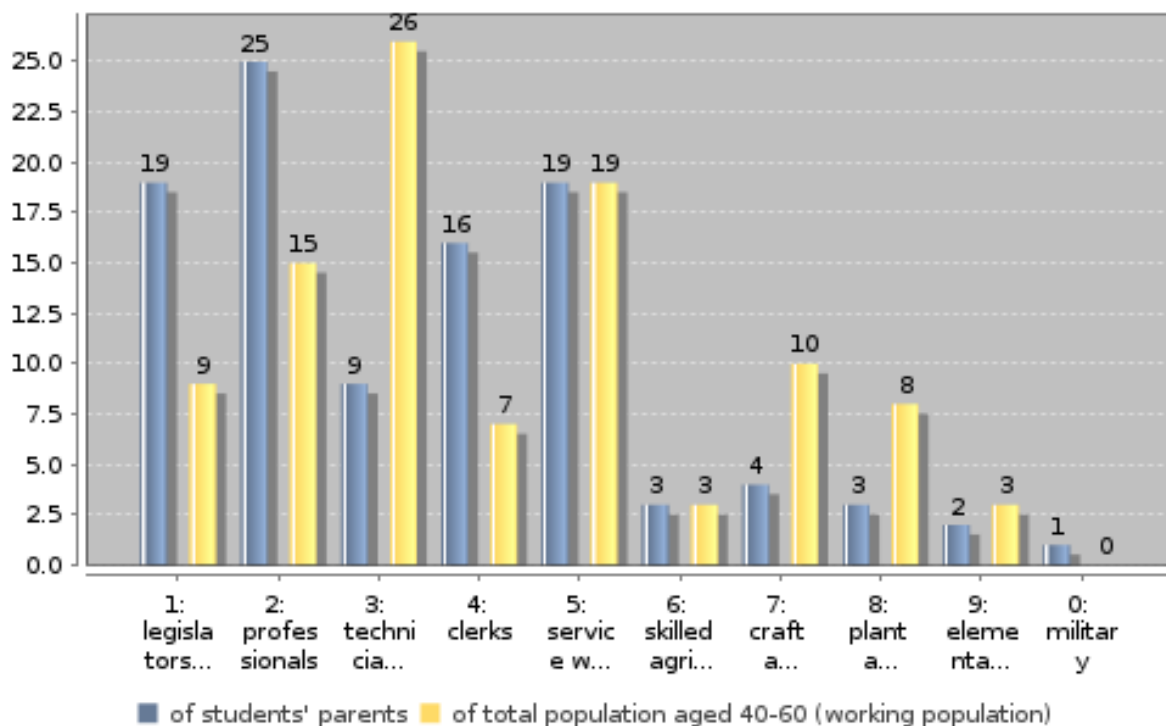**national interpretation of the results of the data analysis:**

Topic: C. Social background of student body

Subtopic 2: Occupational status of students' parents

Key Indicators

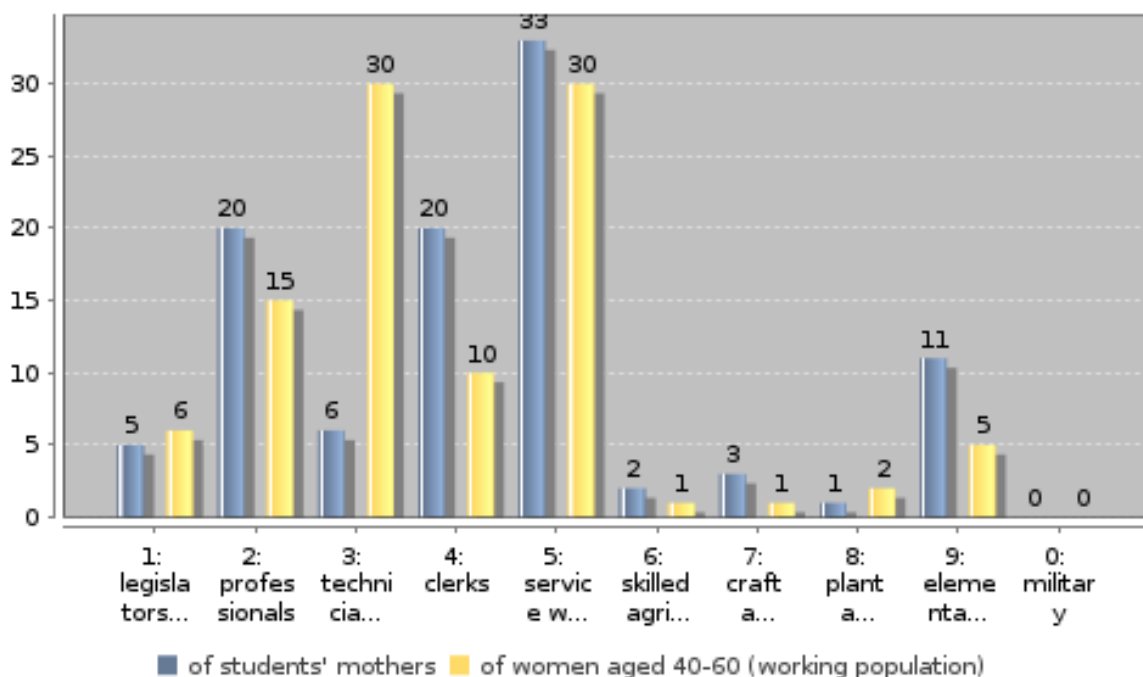|	
Students' parents with blue-collar occupation in%	11.3
Students' fathers with blue-collar occupation in %	35.5
Students' mothers with blue-collar occupation in %	16.1
Ratio of students' fathers with blue-collar occupation to counterparts in working population	1.0
Ratio of students' mothers with blue-collar occupation to counterparts in working poulation	1.8

Occupational status of students' parents (in %)

■ of students' parents ■ of total population aged 40-60 (working population)

Occupational status of students' fathers (in %)

Legend: of students' fathers ■ (blue) | of men aged 40-60 (working population) ■ (yellow)

Categories:
- 1: legislators...
- 2: professionals
- 3: technicia...
- 4: clerks
- 5: service w...
- 6: skilled agri...
- 7: craft a...
- 8: plant a...
- 9: elementa...
- 0: military

Occupational status of students' mothers (in %)

Legend: of students' mothers ■ (blue) | of women aged 40-60 (working population) ■ (yellow)

Categories:
- 1: legislators...
- 2: professionals
- 3: technicia...
- 4: clerks
- 5: service w...
- 6: skilled agri...
- 7: craft a...
- 8: plant a...
- 9: elementa...
- 0: military
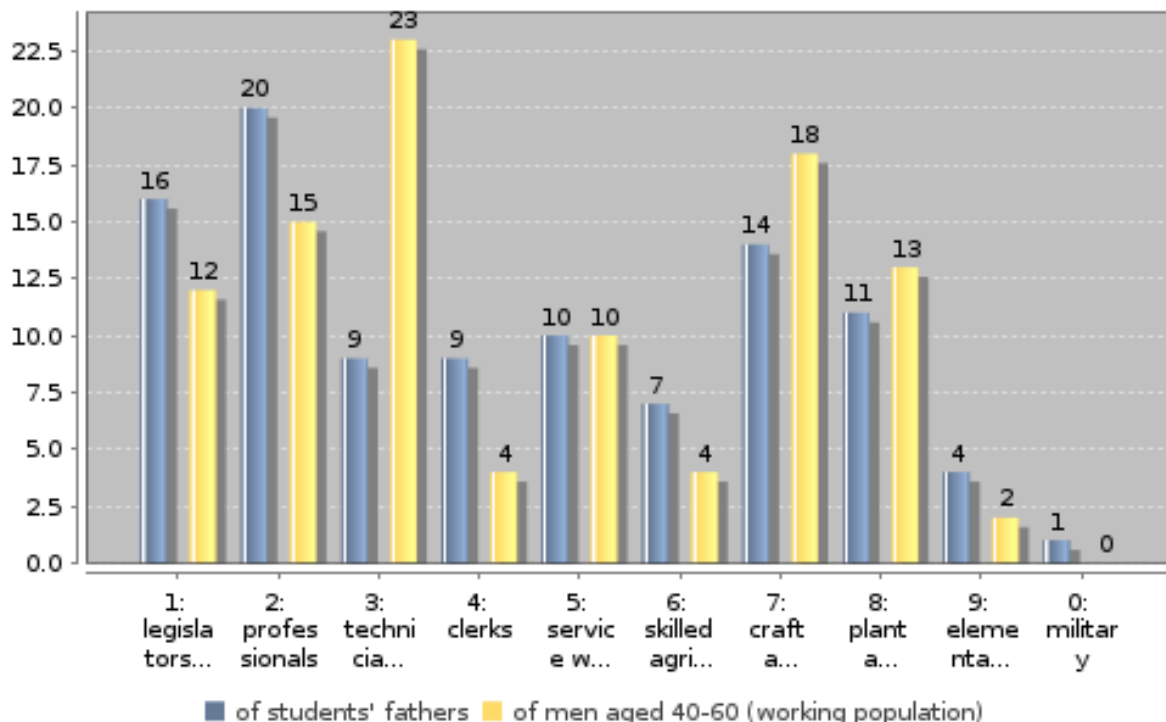
details on missing data:

Don't know any parent's: 14.2. Don't know father's: 74.8. Don't know mother's: 82.9.

methodical issues or considerations for data interpretation:

Total population/men/women figures for age group 40-54 years. Technicians seem underrepresented among students' parents. Proxy reporting and unclear boundaries between response categories may have contributed to this.

national interpretation of the results of the data analysis:

A comment on the high ratio of students' mothers with blue-collar occupation to counterparts in working population: It is important to realise that these data has been collected in two very different ways. Asking somebody about their parents is likely to introduce proxy effects. Population data is register data based on reporting from employers. Additionally, one possible explanation is that the Statistics Norway version of the ISCO-88 classification that we used for the response categories in the questionnaire had some problems as it tied profession to education. In perticular, this affects category 9: elementary occupations is translated "Professions not requiring education". It not unlikely that there has been overreporting here, as one may not necessarily have an education to have one of the professions defined as white-collar, in perticular 4: clerks or 5: service workers etc.
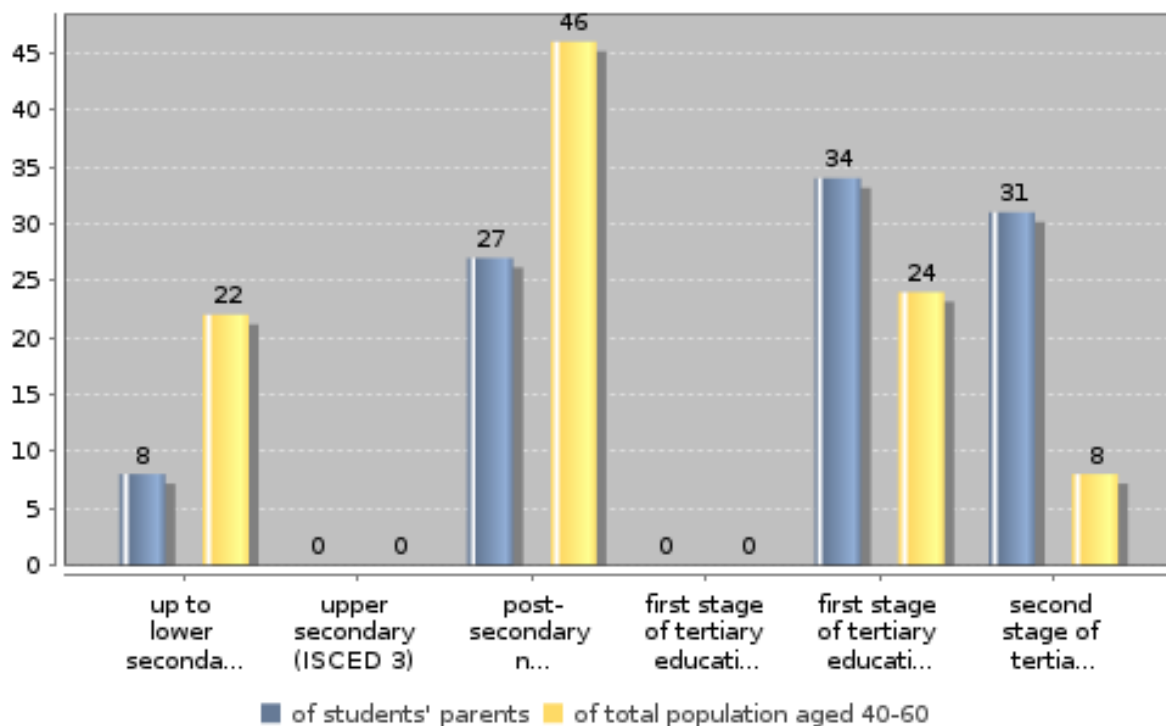
Topic: C. Social background of student body

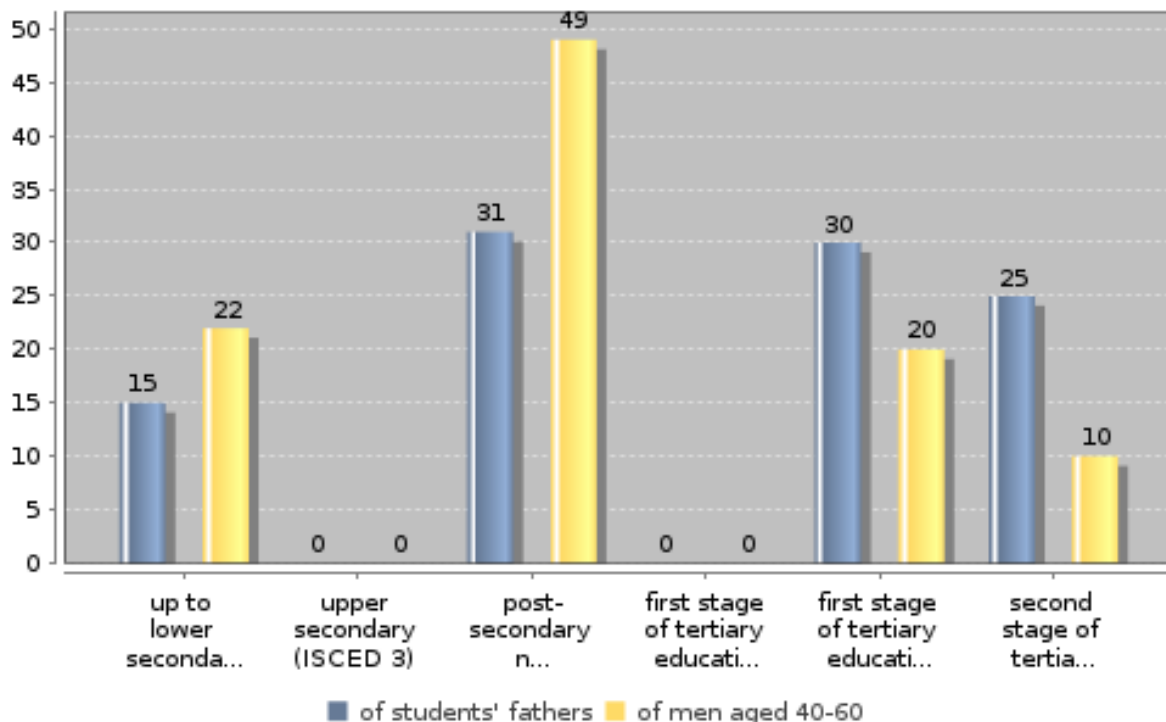## Subtopic 3: Highest educational attainment of students' parents

Key Indicators

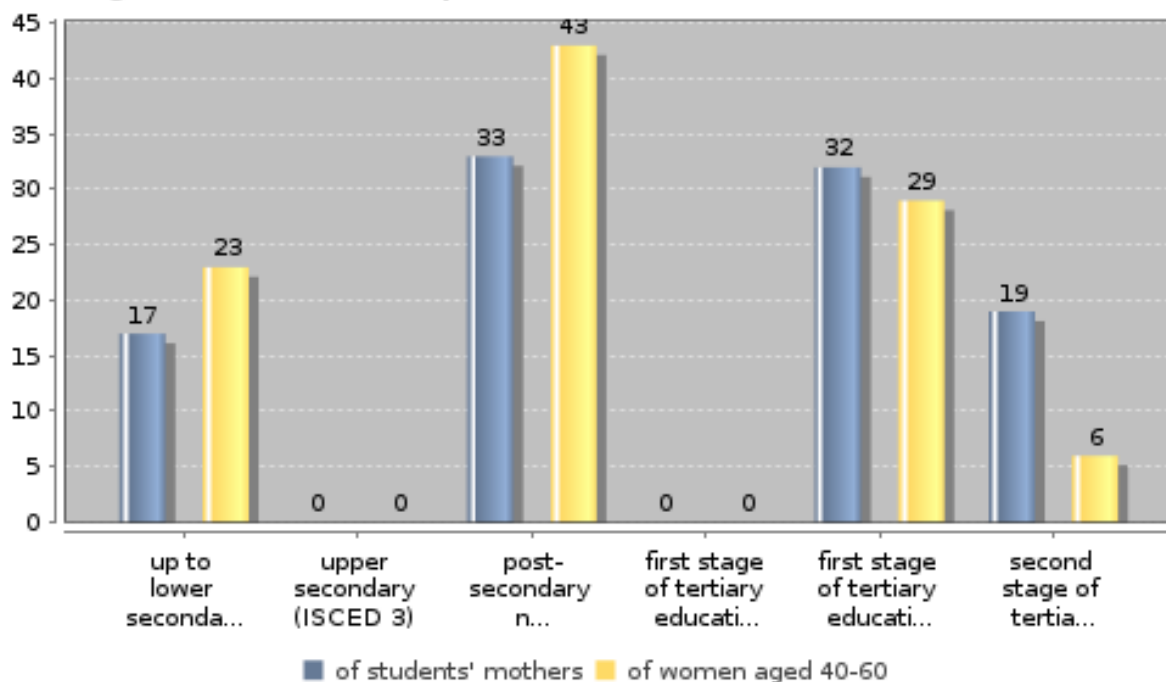|	
Students' parents without tertiary education (not ISCED 5-6) in %	35.3
Students' fathers without tertiary education (not ISCED 5-6) in %	45.8
Students' mothers without tertiary education (not ISCED 5-6) in %	49.6
Ratio students' fathers without tertiary education to counterparts in total population	0.6
Ratio students' mothers without tertiary education to counterparts in total population	0.8

Highest educational qualification of students' parents (in %)

of students' parents   of total population aged 40-60

Highest educational qualification of students' fathers (in %)

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

Category	of students' fathers	of men aged 40-60
up to lower seconda...	15	22
upper secondary (ISCED 3)	0	0
post-secondary n...	31	49
first stage of tertiary educati...	0	0
first stage of tertiary educati...	30	20
second stage of tertia...	25	10

Highest educational qualification of students' mothers (in %)

Legend: ■ of students' mothers ■ of women aged 40-60

Category	of students' mothers	of women aged 40-60
up to lower seconda...	17	23
upper secondary (ISCED 3)	0	0
post-secondary n...	33	43
first stage of tertiary educati...	0	0
first stage of tertiary educati...	32	29
second stage of tertia...	19	6

details on missing data:
Don't know mother's: 92.1. Don't know father's: 111.5
methodical issues or considerations for data interpretation:

Error in questionnaire. We have used composite categories from our national statistics instead: From top to bottom: ISCED1+2, ISCED3+4, ISCED5short, ISCED 5long+ISCED6.

national interpretation of the results of the data analysis:

A comment on the apparent decline of values of highest education for Eurostudent IV: I cannot fint the Eurostudent III figures for Norway, but a drop may be du to the fact that there is noe age cutoff in Eurostudent IV. When you mention "low" values, I do not know which variables you specifically mean. Do you mean that parents appear to be "over-qualified" when compared to the previous study?

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators

Students' parents with blue collar status and ..
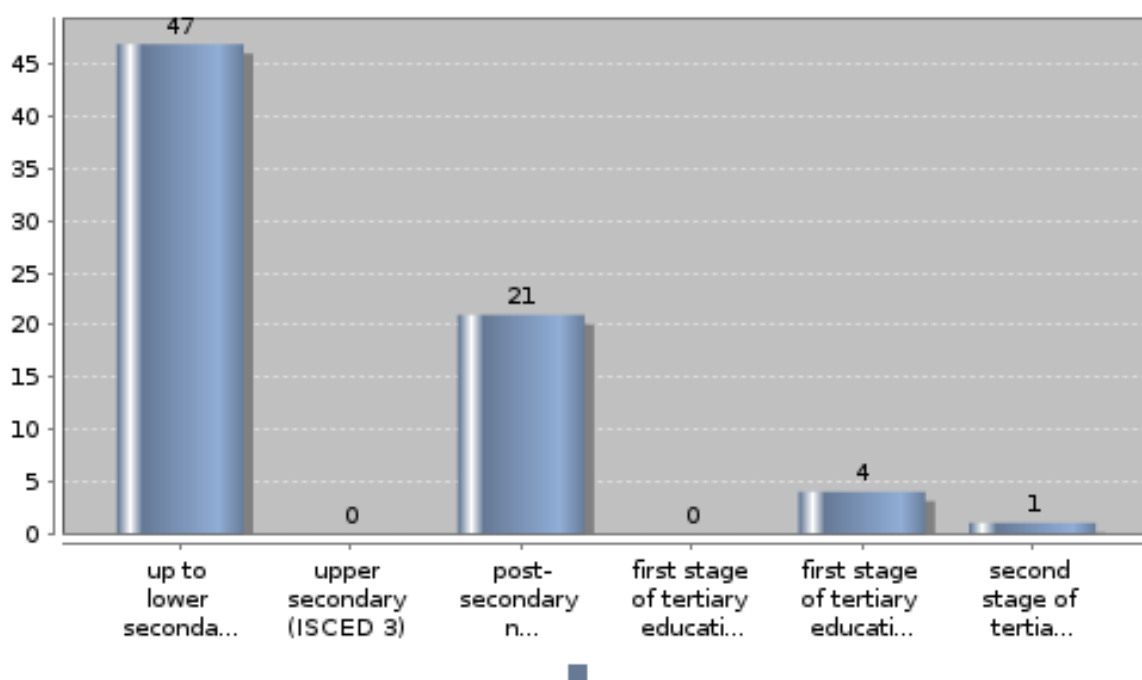
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	86.1
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	35.5

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

details on missing data:

methodical issues or considerations for data interpretation:

Error in questionnaire. We have used composite categories from our national statistics instead: From left to right: ISCED1+2, ISCED3+4, ISCED5short, ISCED 5long+ISCED6.

**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 %	35.3
Share of BA students' parents without tertiary education (ISCED 5-6), in %	34.8
Share of MA students' parents without tertiary education (ISCED 5-6), in %	32.5
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	42.9
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	55.6
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	40.1

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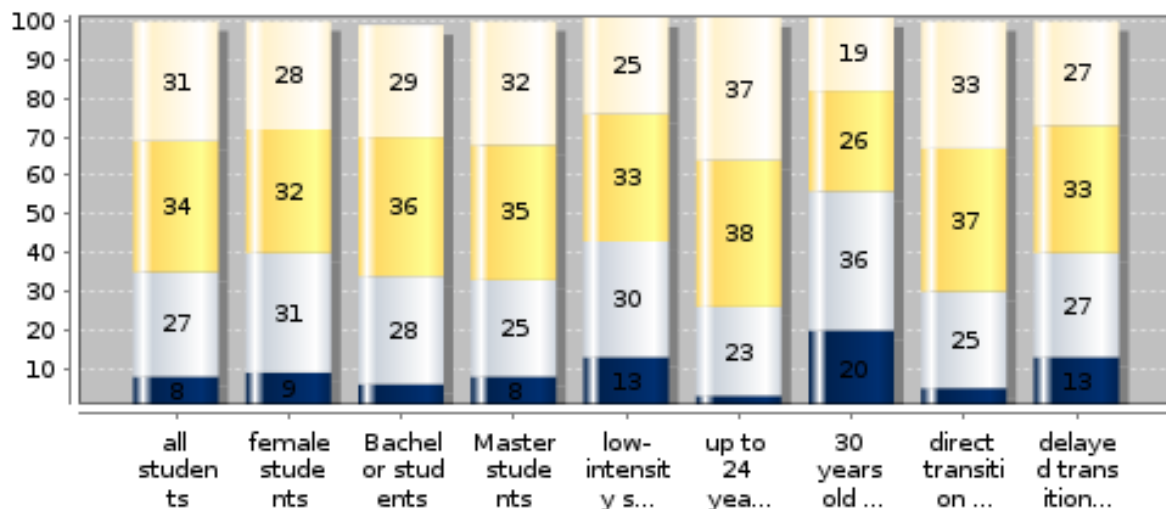
Legend:
- up to lower secondary (ISCED 0, 1, 2)
- upper secondary (ISCED 3)
- post-secondary non-tertiary (ISCED 4)
- first stage of tertiary education (ISCED 5B, vocational)
- first stage of tertiary education (ISCED 5A, academic)
- second stage of tertiary education (ISCED 6)

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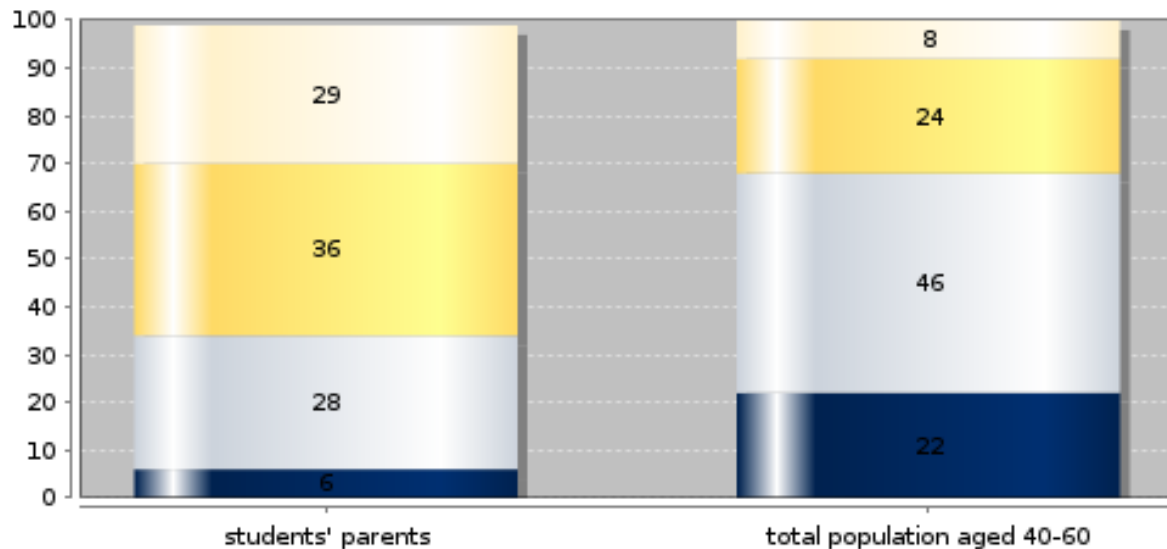
students' parents

total population aged 40-60

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

details on missing data:

methodical issues or considerations for data interpretation:

Error in questionnaire. We have used composite categories from our national statistics instead: From top to bottom: ISCED1+2, ISCED3+4, ISCED5short, ISCED 5long+ISCED6. The same composits are used for population data.

national interpretation of the results of the data analysis:

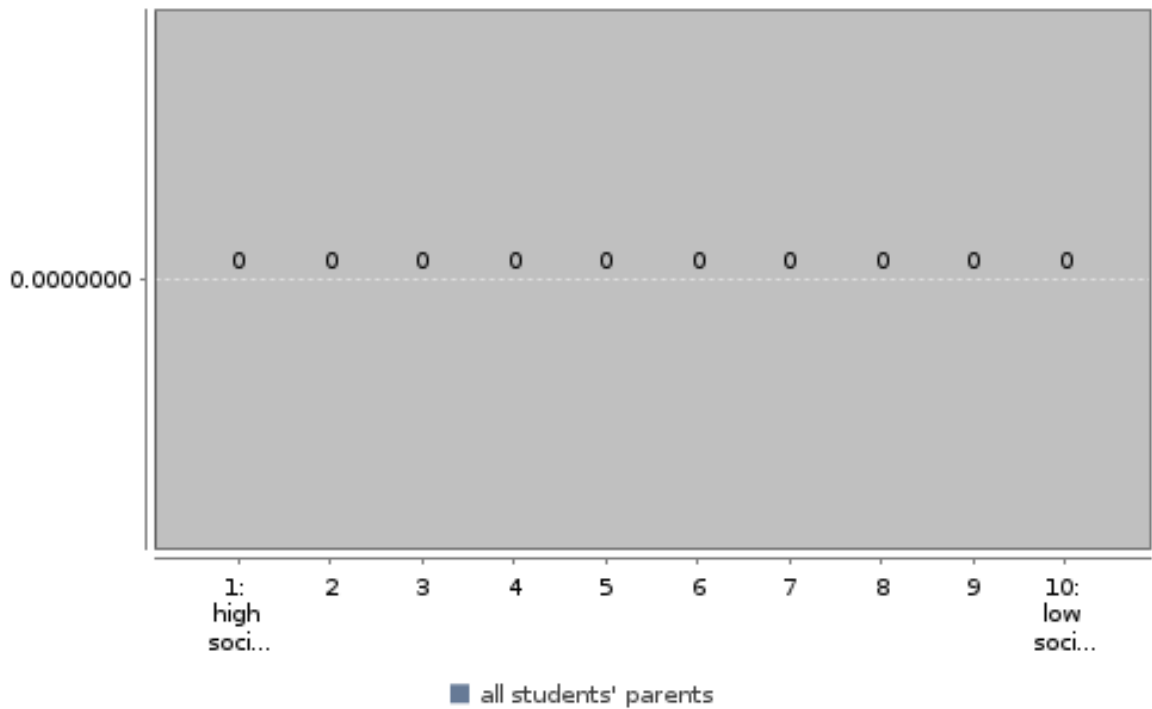**Topic: C. Social background of student body**

Subtopic 6: Assessments of social standing of parents

Key Indicators

Students' parents with higher social standing (1-5)

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

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

details on missing data:

Question not included in Norwegian Eurostudent survey.

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
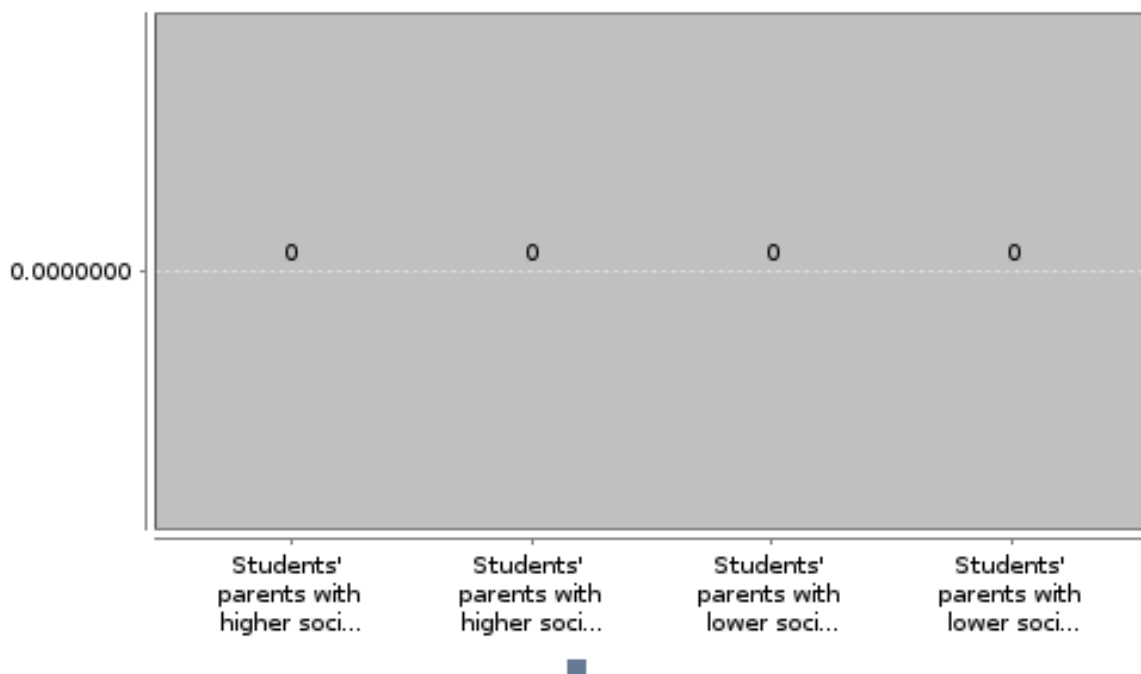
Key Indicators

Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in %

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

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

Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %

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

0.0000000 —

| 0 | 0 | 0 | 0 |

Students' parents with higher soci...   Students' parents with higher soci...   Students' parents with lower soci...   Students' parents with lower soci...

details on missing data:

Question not included in Norwegian Eurostudent survey.

methodical issues or considerations for data interpretation:

Question not included in Norwegian Eurostudent survey.

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

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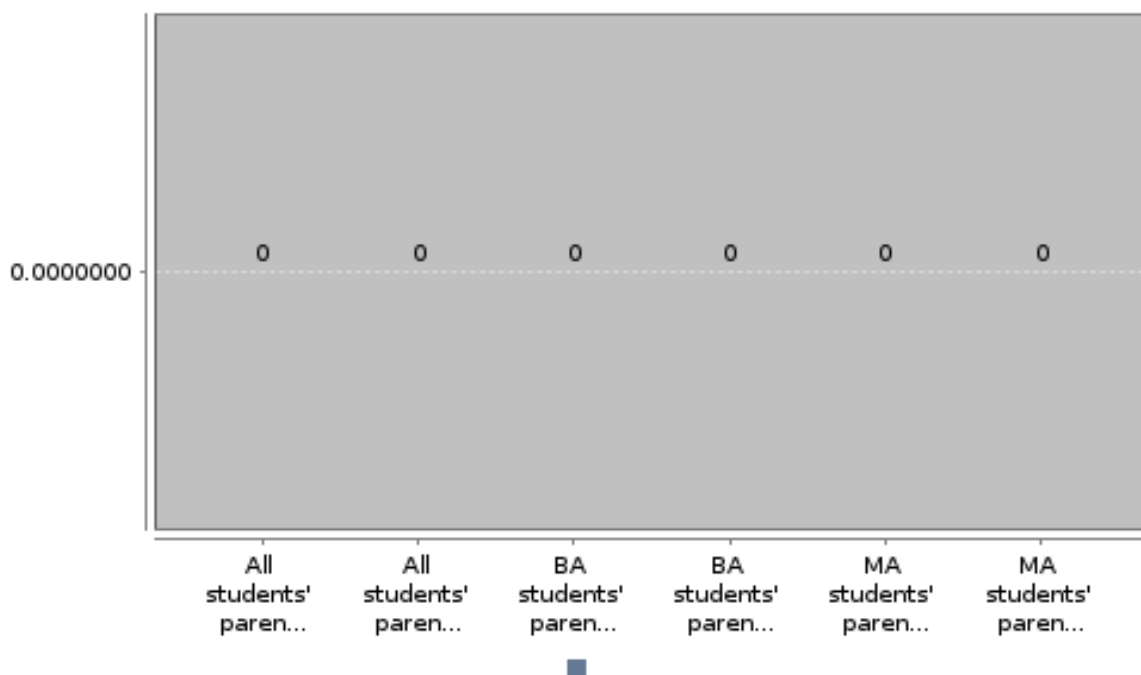
details on missing data:

Question not included in Norwegian Eurostudent survey.

methodical issues or considerations for data interpretation:

Question not included in Norwegian Eurostudent survey.

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 %

7.2

Share of all students not living with parents, in %

92.8

Share of all students living in student halls, in %

9.8

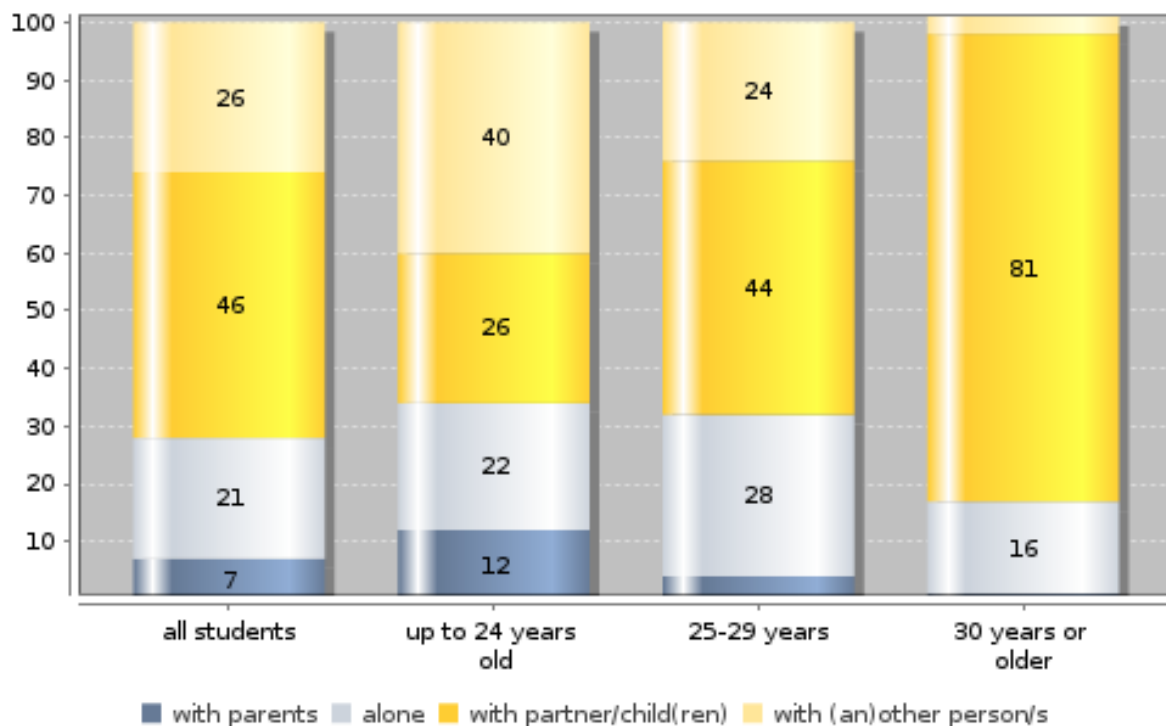Share of students up to 24 years old living in the most frequent type of housing, in %
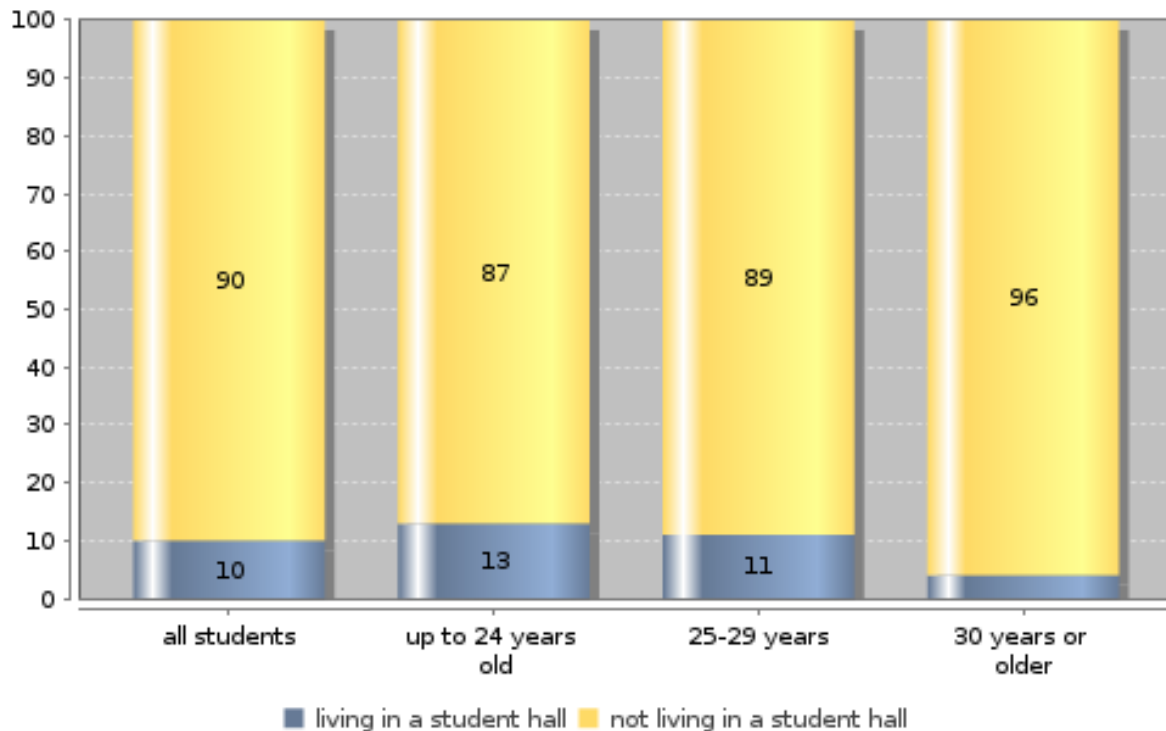
4.0

40.2

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

3.0

Form of housing by age (in %)

Students living in a student hall (in %)

details on missing data:

methodical issues or considerations for data interpretation:

From glossary: "The answer categories with (an)other person/s not mentioned above and alone exclude any combinations of multiple answers." This is not the case for (an)other person/s! One may for instance live with a sibling AND one's parents. One may also live with partner and/or children AND other persons. Therefore, we only report those that have reported living with (an)other person(s) and nobody else.

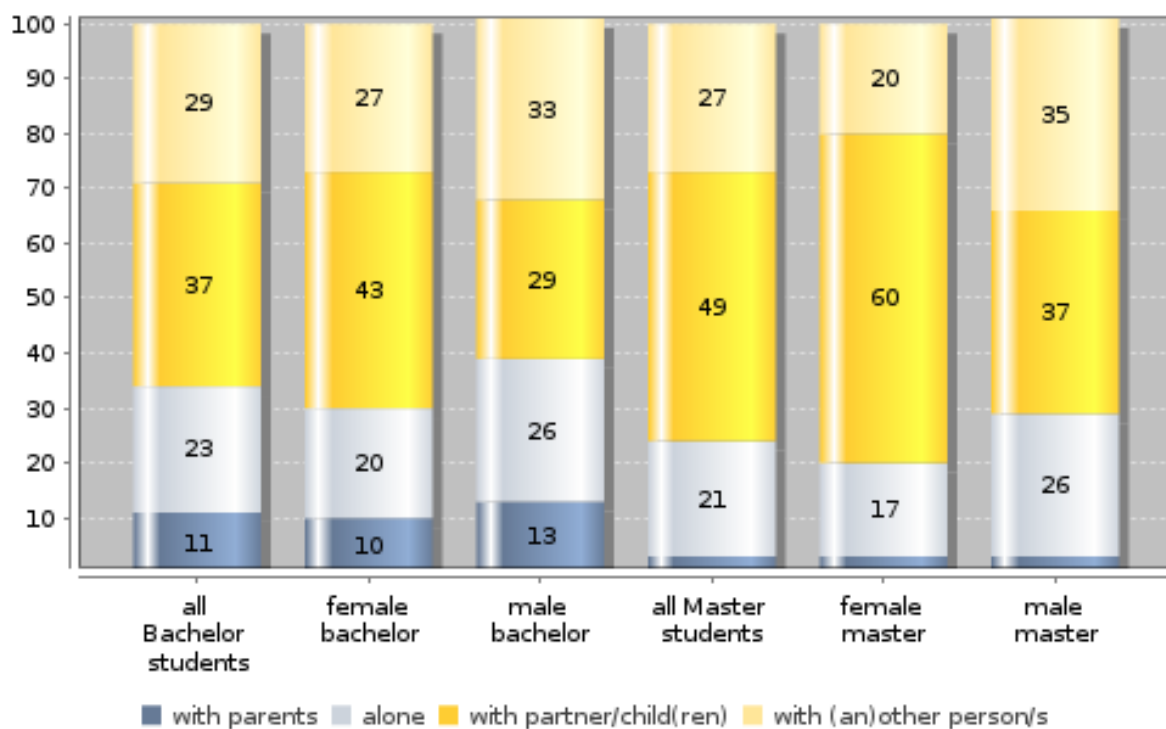national interpretation of the results of the data analysis:

Topic: D. Accommodation

## Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	11.0
Share of all Bachelor students living in student halls, in %	11.8
Share of all Master students living with parents, in %	2.7
Share of all Master students living in student halls, in %	10.0

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

Bachelor and Master students living in a student hall by gender (in %)
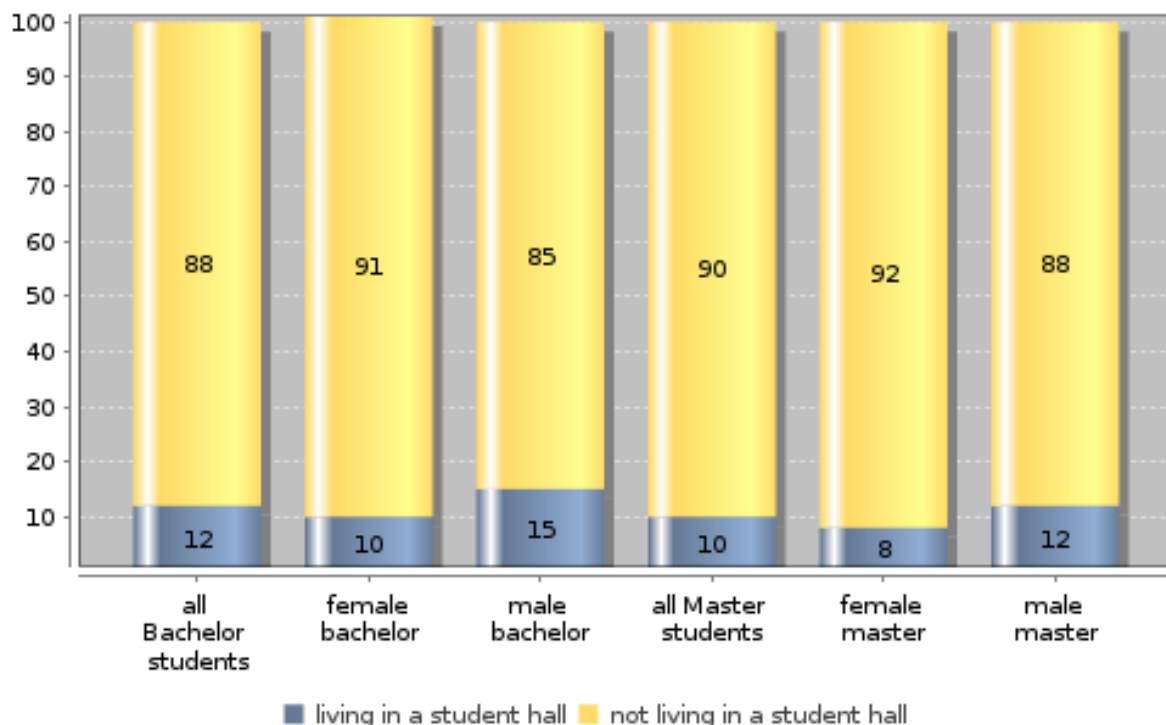
living in a student hall ■ not living in a student hall

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Low percentage of students living with parents is consistent with previous studies, including Eurostudent III. (7 % of all students.)

Topic: D. Accommodation

Subtopic 3: Form of housing by size of study location

Key Indicators

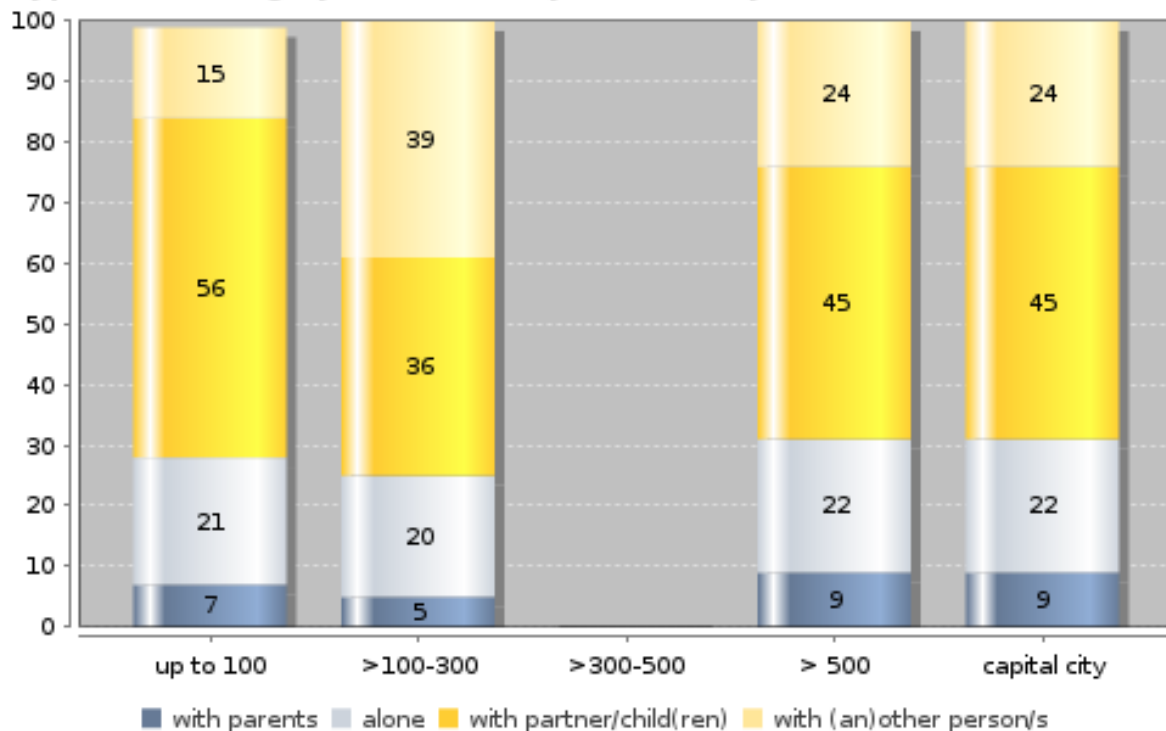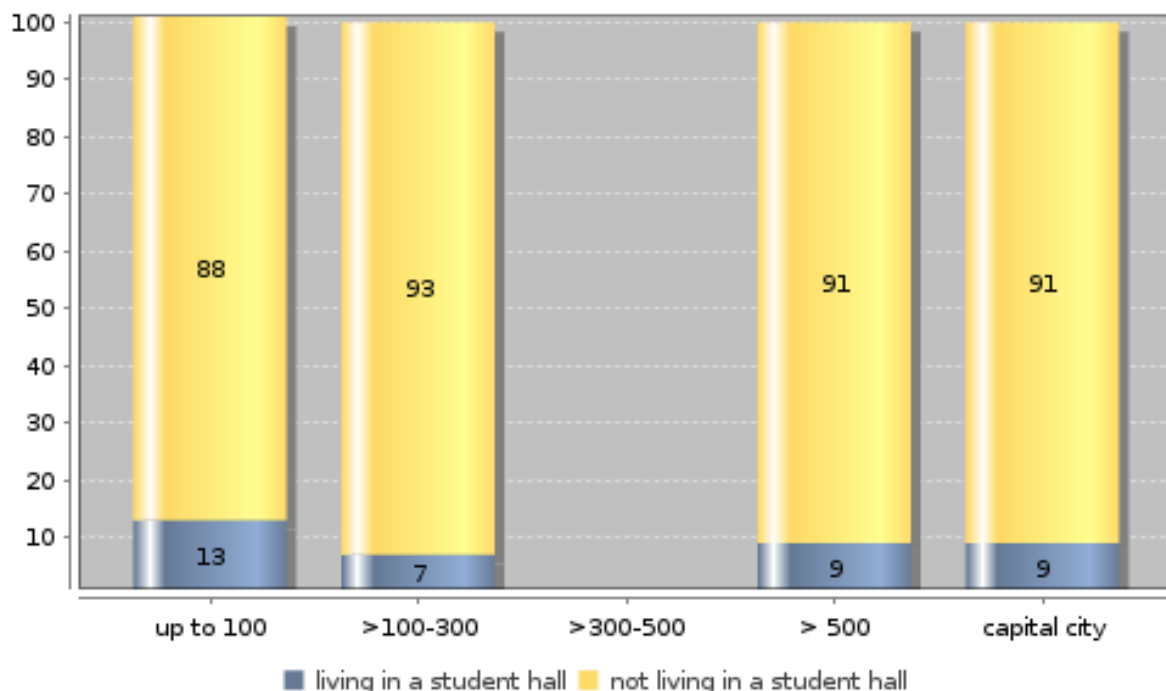|	
Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	12.7
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	17.8
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants
10.2	Ratio of students living (not with parents)/(with parents) in capital city

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

	up to 100	>100-300	>300-500	> 500	capital city
with (an)other person/s	15	39		24	24
with partner/child(ren)	56	36		45	45
alone	21	20		22	22
with parents	7	5		9	9

■ with parents ■ alone ■ with partner/child(ren) ■ with (an)other person/s

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

	up to 100	>100-300	>300-500	> 500	capital city
not living in a student hall	88	93		91	91
living in a student hall	13	7		9	9

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

Share of all students by size of study location by 1,000 inhabitants (in %)
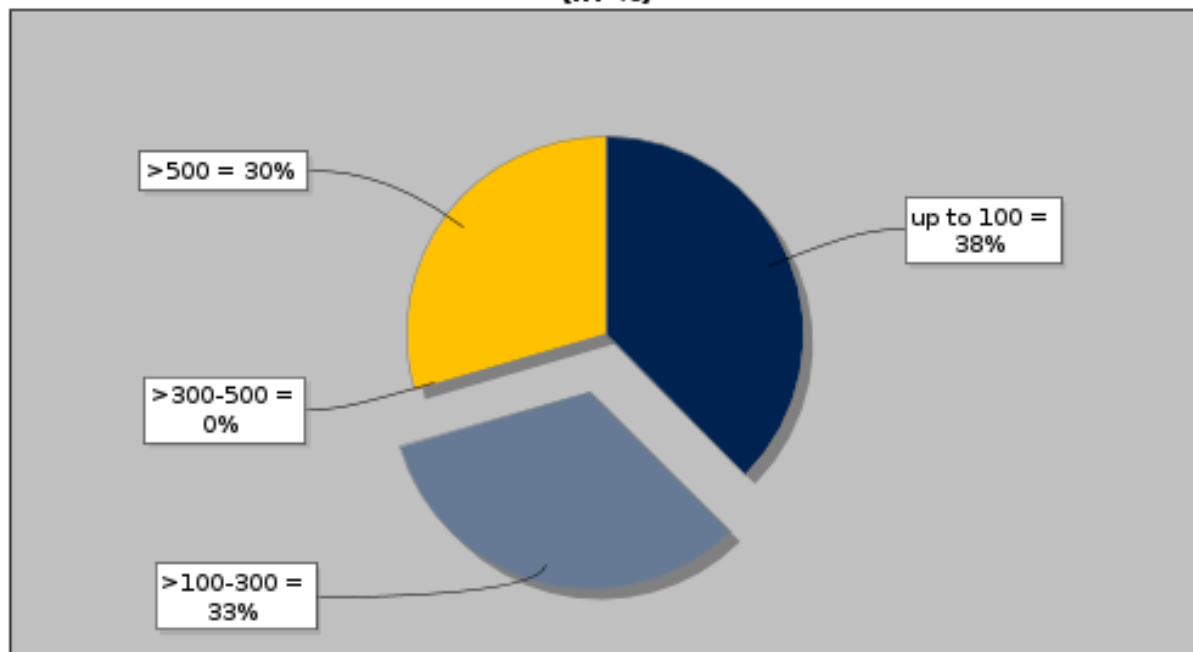
>500 = 30%
up to 100 = 38%
>300-500 = 0%
>100-300 = 33%

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

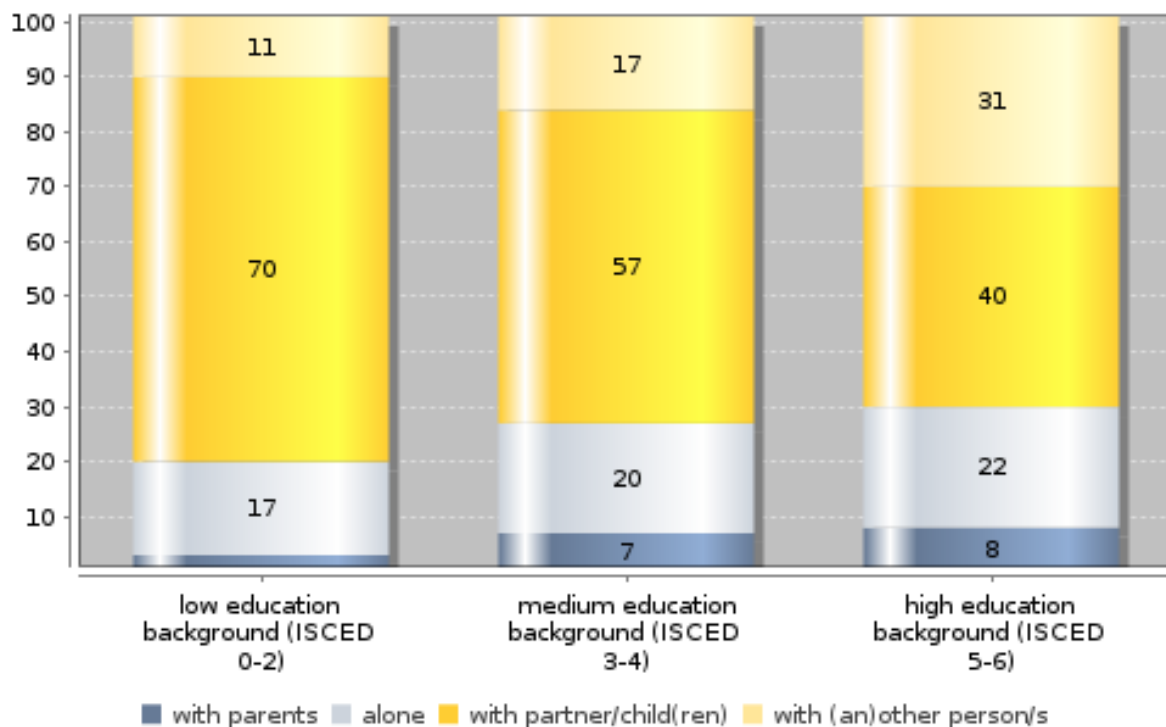High ratio of students not living with parents/students living with parents is consistent with previous studies.

Topic: D. Accommodation
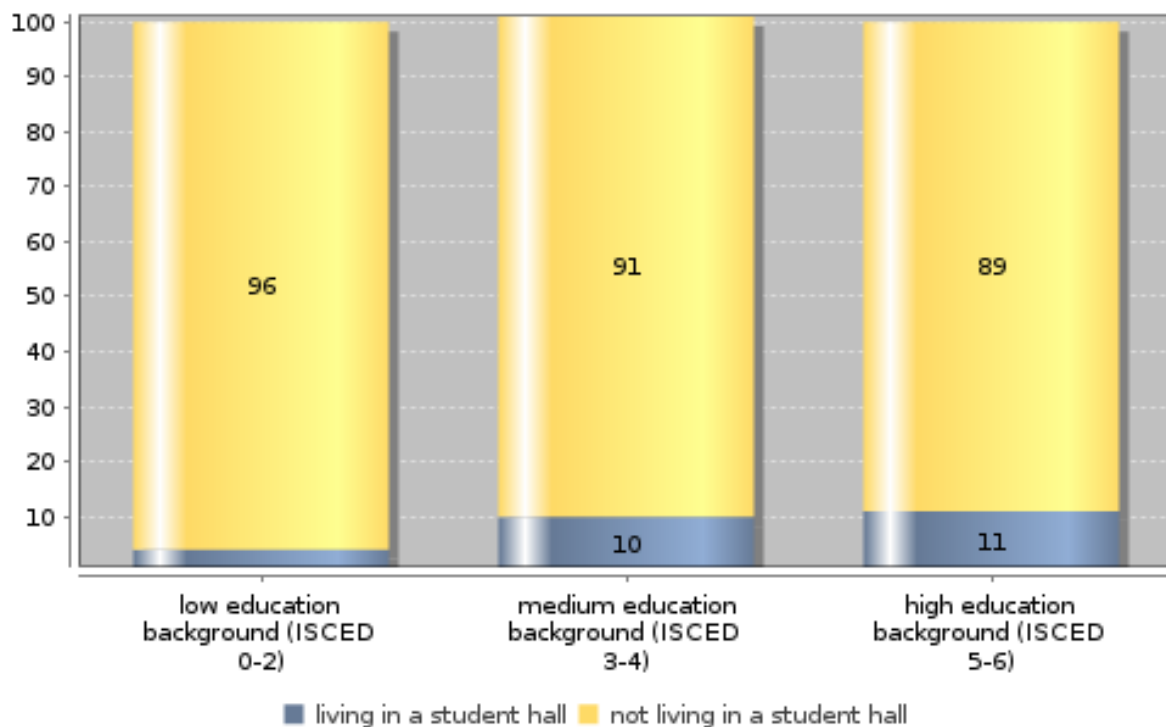
Subtopic 4: Form of housing by social background

Key Indicators

Share of all students from low education background (ISCED 0-2) living with parents, in %	2.5
Share of all students from low education background (ISCED 0-2) living in student halls, in %	3.9
Share of all students from high education background (ISCED 5-6) living with parents, in %	7.9
Share of all students from high education background (ISCED 5-6) living in student halls, in %	10.6

Form of housing by social background (in %)

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

	low education background (ISCED 0-2)	medium education background (ISCED 3-4)	high education background (ISCED 5-6)
not living in a student hall	96	91	89
living in a student hall		10	11

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Question from Eurostudent: "Shares for low edc background students living with parents and living in student halls are rather low compared to the averages for all students in your country. Is that due to small numbers of cases?"

Answer: Also consider the fact that the age profile of low background students is different. 71,5 % of low ed background students are 30 years of older, and more likely to have formed their own families.
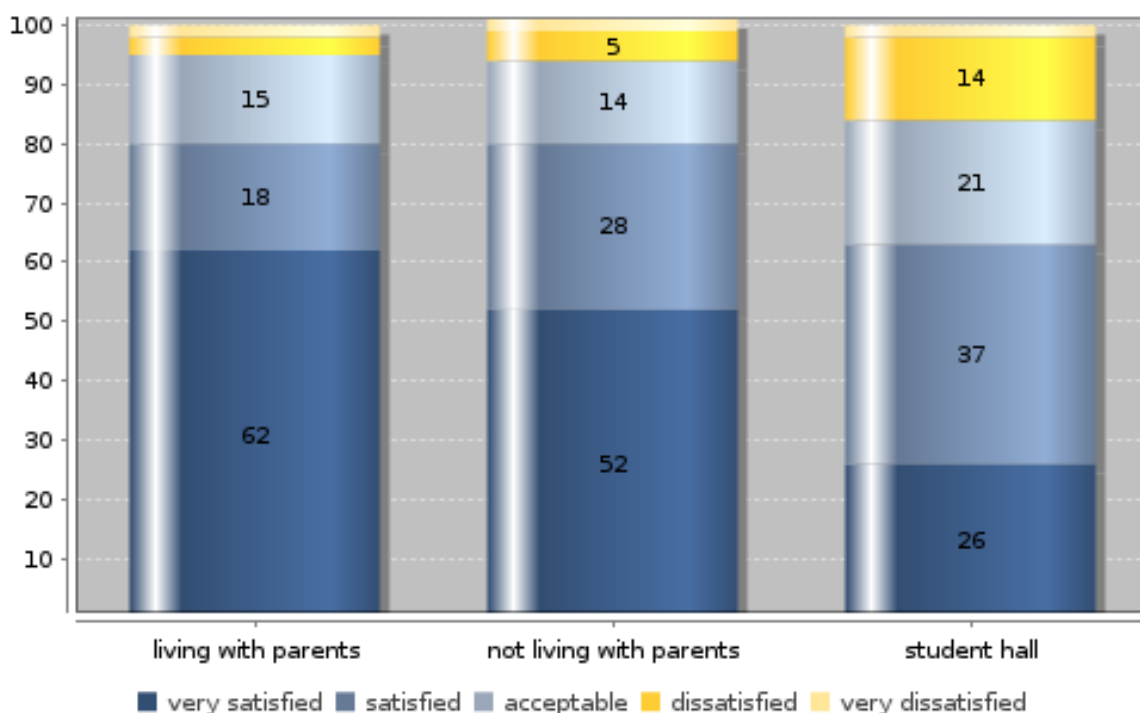
Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators

Students living with parents, who are (very) satisfied in %:	80.4
Students not living with parents, who are (very) satisfied in %:	79.3
Students residing in student halls, who are (very) satisfied in %:	63.0
Students living with parents, who are (very) dissatisfied in %:	4.9
Students not living with parents, who are (very) dissatisfied in %:	7.0
Students residing in student halls, who are (very) dissatisfied in %:	16.6

details on missing data:

methodical issues or considerations for data interpretation:

Smileys not used due to methodological considerations, scale extremities labled with text.

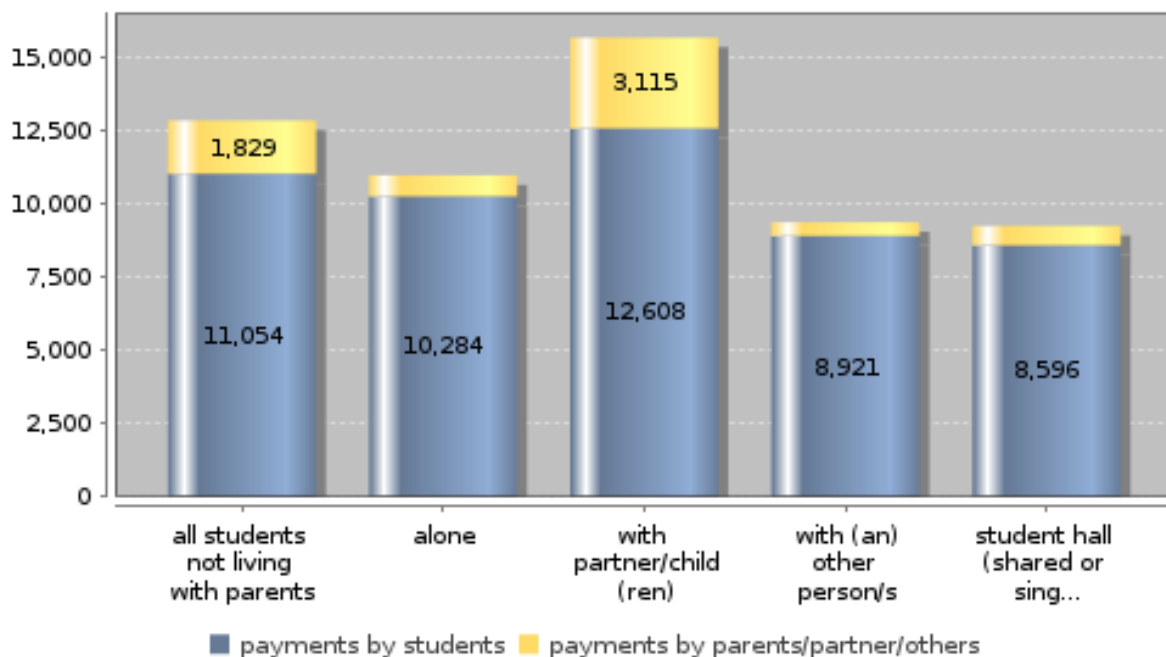**national interpretation of the results of the data analysis:**

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	1299.1
student hall	962.9

Average monthly rent (total payments, arithm. mean)

all students not living with parents	1595.1
student hall	1146.9

Ratio costs of student hall to costs of living alone

total payments, arith. mean	0.8

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

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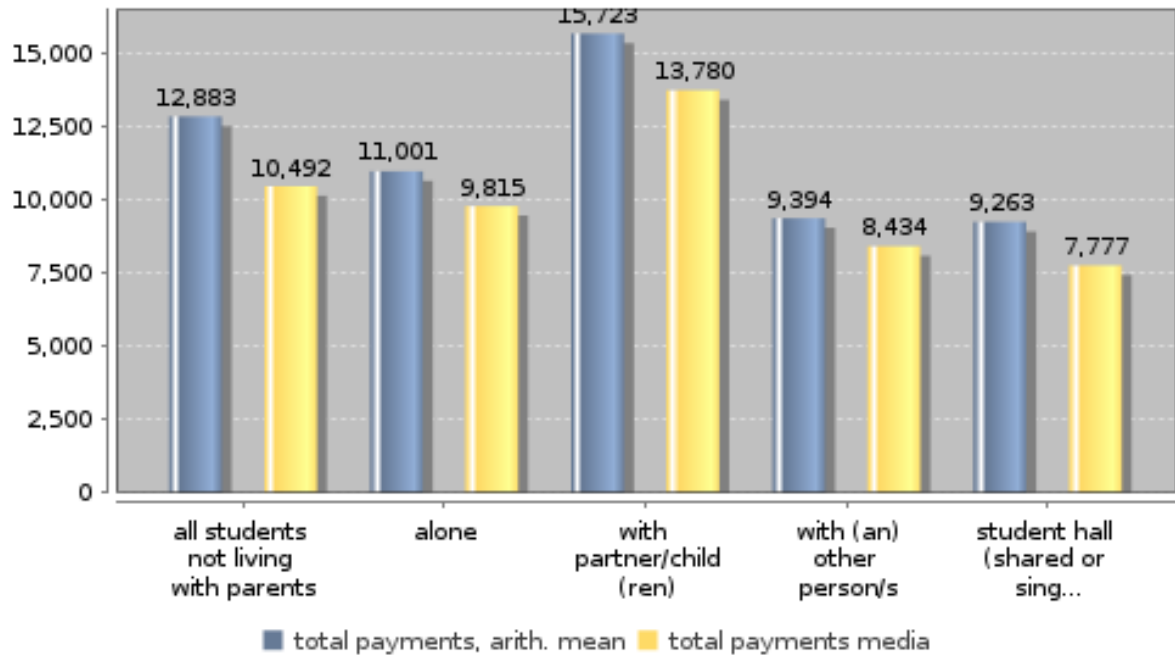
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:
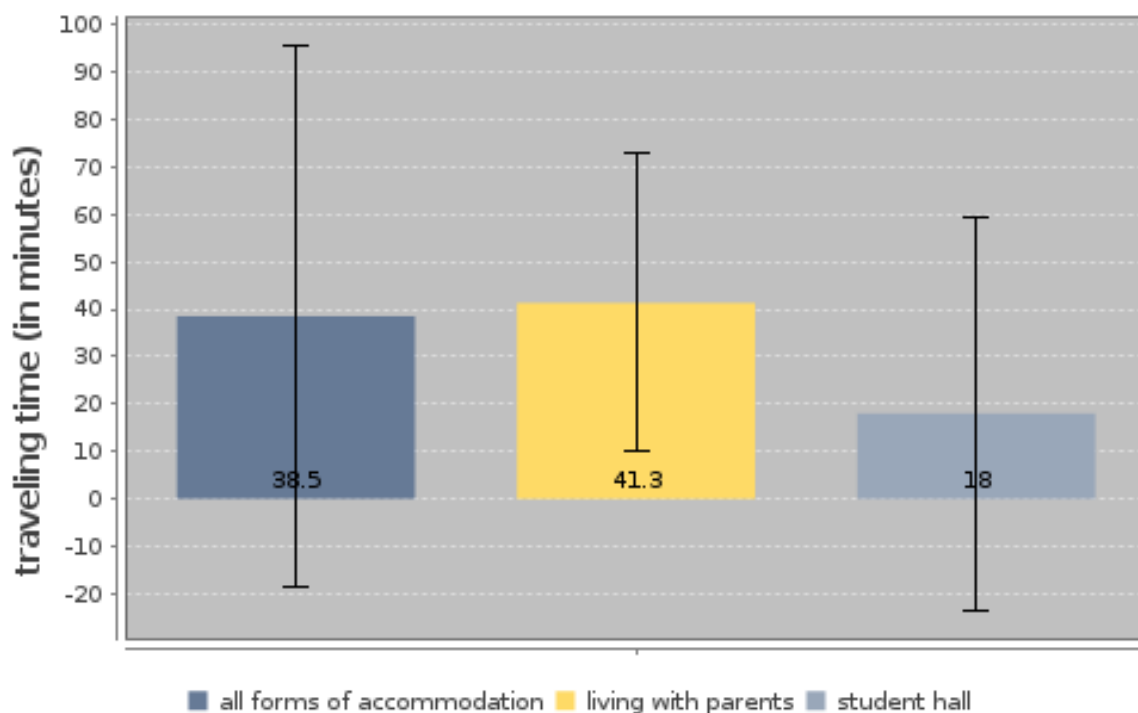
Topic: D. Accommodation

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

Key Indicators

Travelling time from home in minutes (median)

all forms of accommodation	20.0
living with parents	35.0
student hall	12.0

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

details on missing data:

methodical issues or considerations for data interpretation:

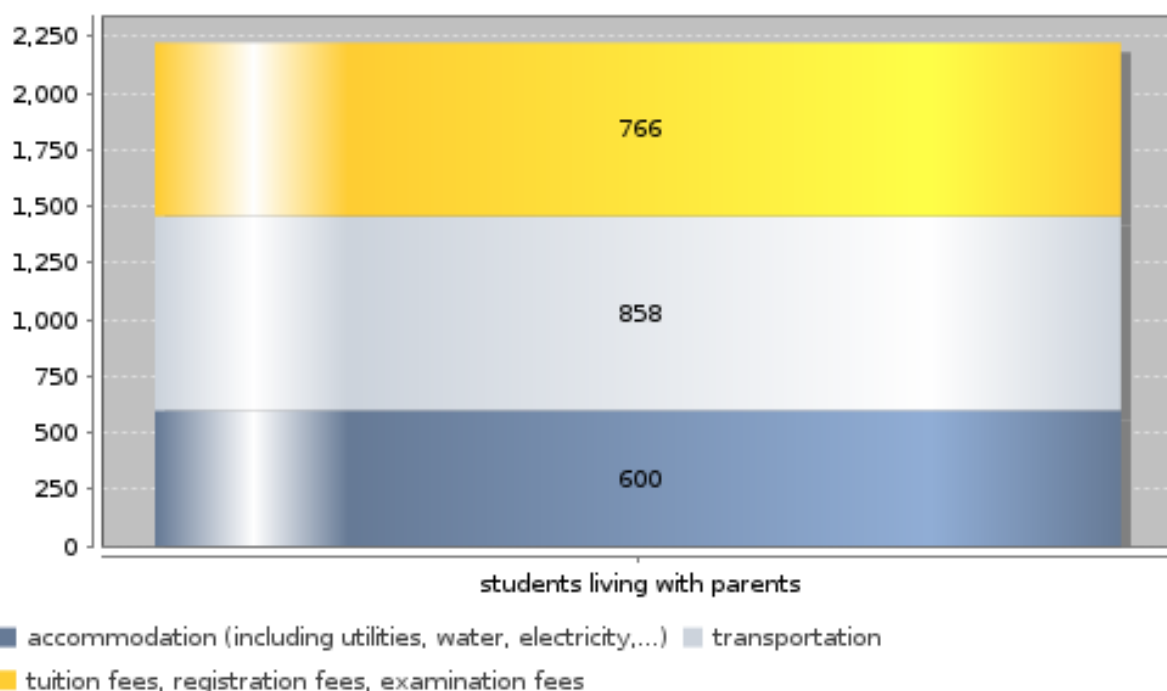**national interpretation of the results of the data analysis:**

Topic: E. Living costs

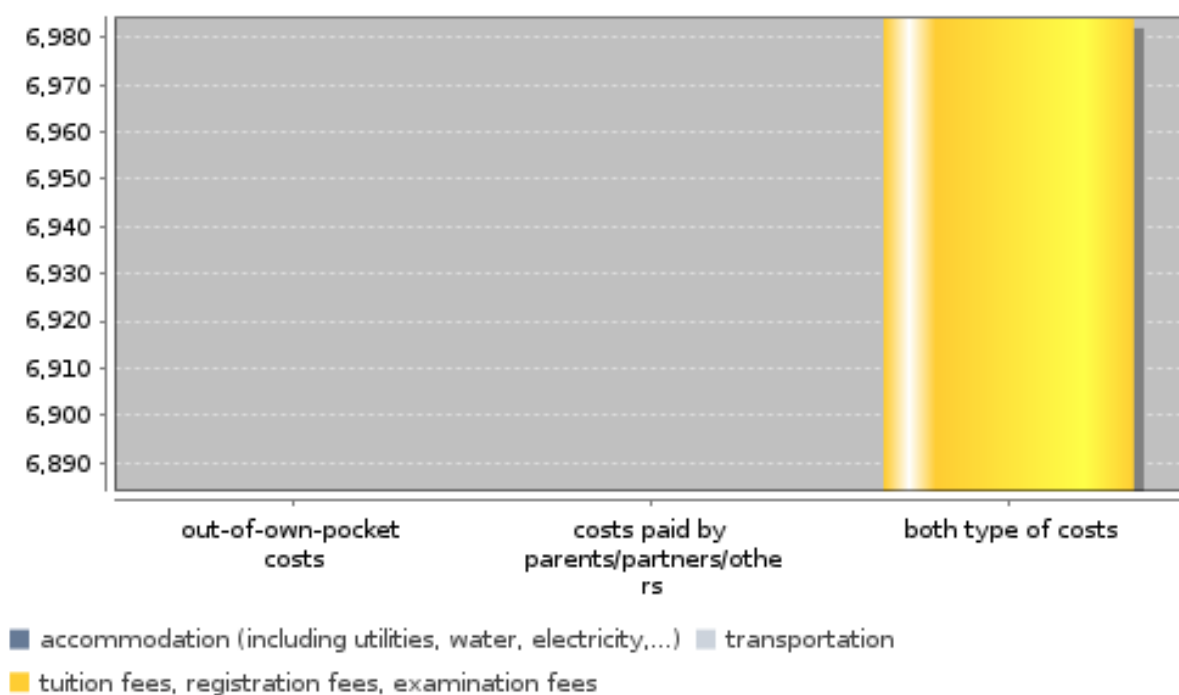## Subtopic 1: Profile of students' expenditure by form of housing

Key Indicators

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	14.0
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	3.5
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	15.7
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	6.5
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	11.0
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	41.6

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

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

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

Legend:
- accommodation (including utilities, water, electricity,...)
- transportation
- tuition fees, registration fees, examination fees

details on missing data:

Due to a questionnaire error, social and leisure activities was not included as a separate category. This will most likely have been reported as "other regular costs", though there may also be underreporting. Social welfare contributions have not been separated from tuition fees etc.

Of all students, 43 observations were removed due to 0/missing values, 82 observations were removed due to extremely low values and 1 observation due to extremely high value.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

"In country comparison the share of accommodation costs (out of own pocket) for students not living with parents is quite high. Can you comment on this?" Age does not seem to matter. Students under 25 not living at home have roughly the same share of total costs going to accomodation although absolute figures are lower (3741 out of own pocket to accomodation). Could the missing data on social and leasure activities be a partial explanation? I'll have to leave this to the institution that is assigned to analyze the data.

Note that a minor calculation error was detected. Most figures therefore have been reviewed!
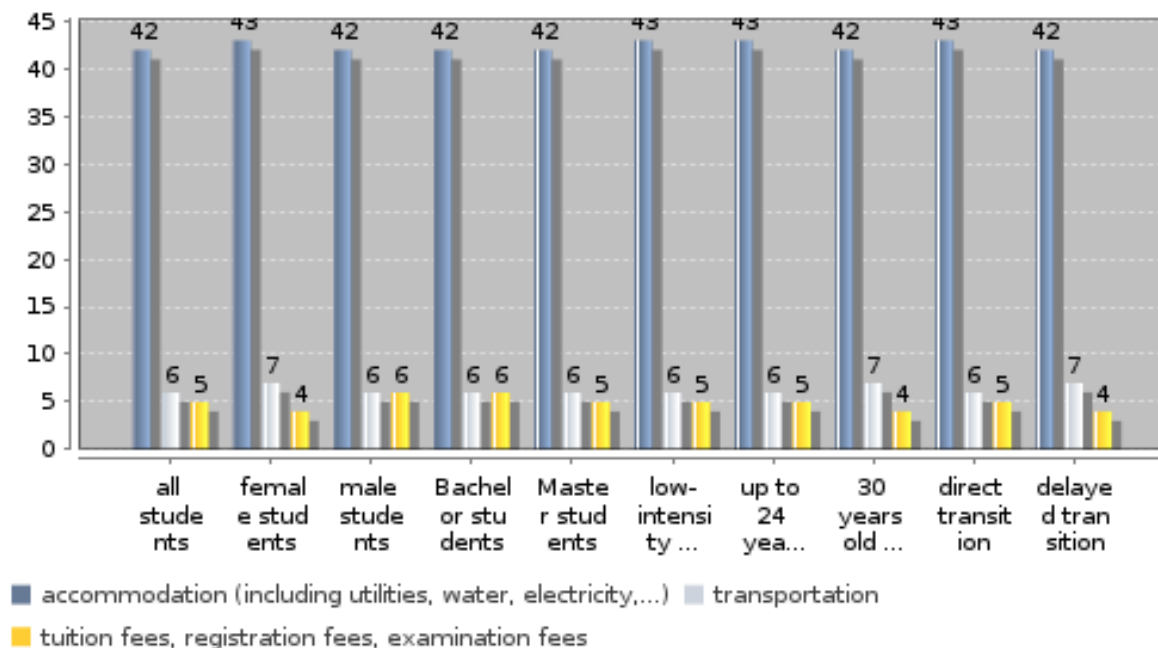
Topic: E. Living costs

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 %	6.0
Fees to higher education institution as share of total costs for MA students, in %	4.7
Fees to higher education institution as share of total costs for low-intensity students, in %	5.2
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	43.0
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	41.6

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

details on missing data:

methodical issues or considerations for data interpretation:

corrected data as of february 4th 2011. Slightly higher figures, slightly changed estimates for all groups.

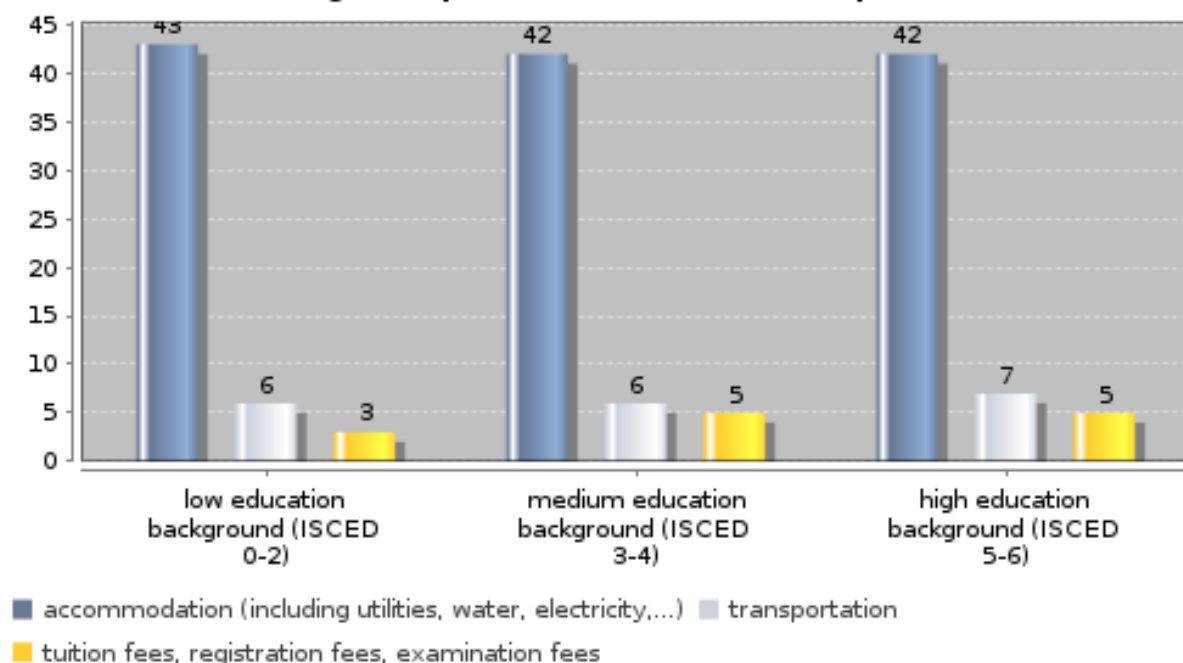**national interpretation of the results of the data analysis:**

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 %   2.8

Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %   4.8

Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %   42.7

Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %   42.1

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

accommodation (including utilities, water, electricity,...) ▉ transportation

▉ tuition fees, registration fees, examination fees

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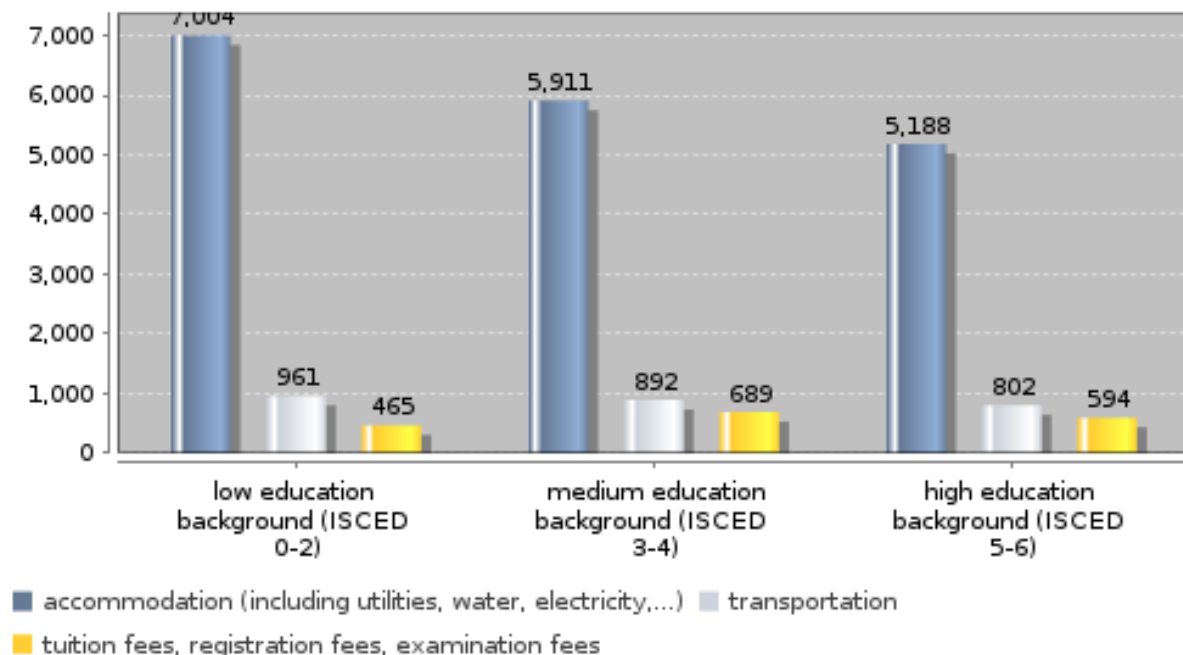
details on missing data:

methodical issues or considerations for data interpretation:

Corrected data as of february 4th 2011. Slightly higher figures, slightly changed estimates.

This should be controlled for age. In Norway, many of the students with a "low social background" will be older students, and with age comes greater expenses.

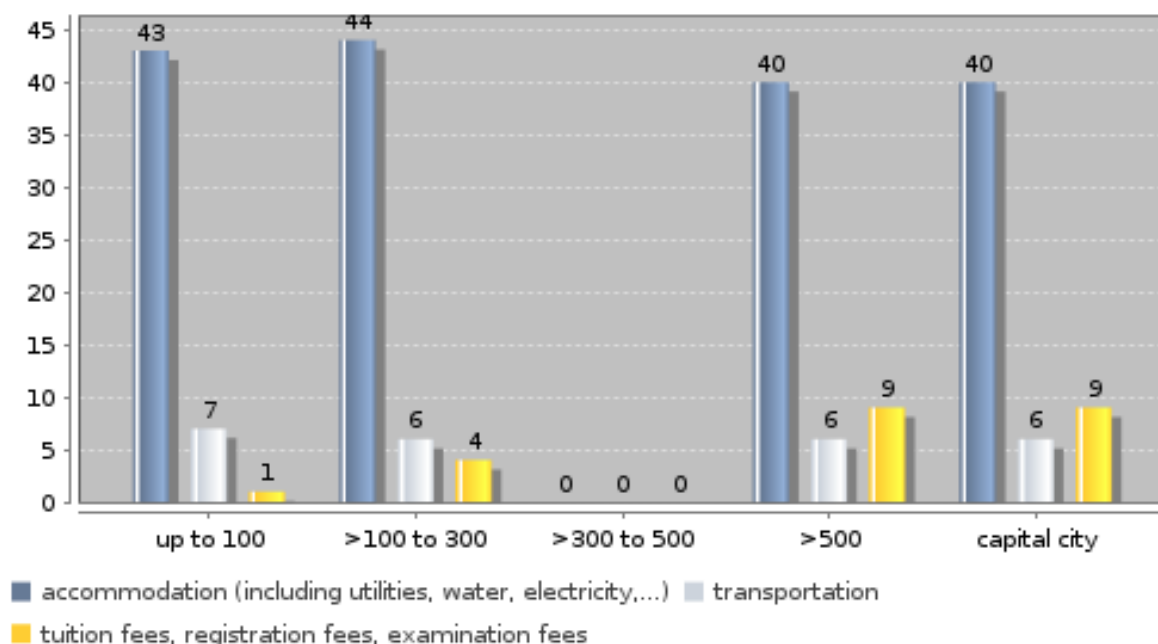**national interpretation of the results of the data analysis:**

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	13974.9
Total expenditure for study locations in capital city, amount	14297.2
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	42.7
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	40.2

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:

Corrected data as of february 4th 2011. Slightly higher figures, slightly changed estimates.

national interpretation of the results of the data analysis:

"In international comparison the amounts for total expenditure in study locations up to 100,000 inhabitants and in capital city are very high. Can you comment on this in DDM?" Share of total

expenditure is even higher for the >100 to 300 group. Comment under 1. Share of students' expenditure by form of housing is valid also for these figures.
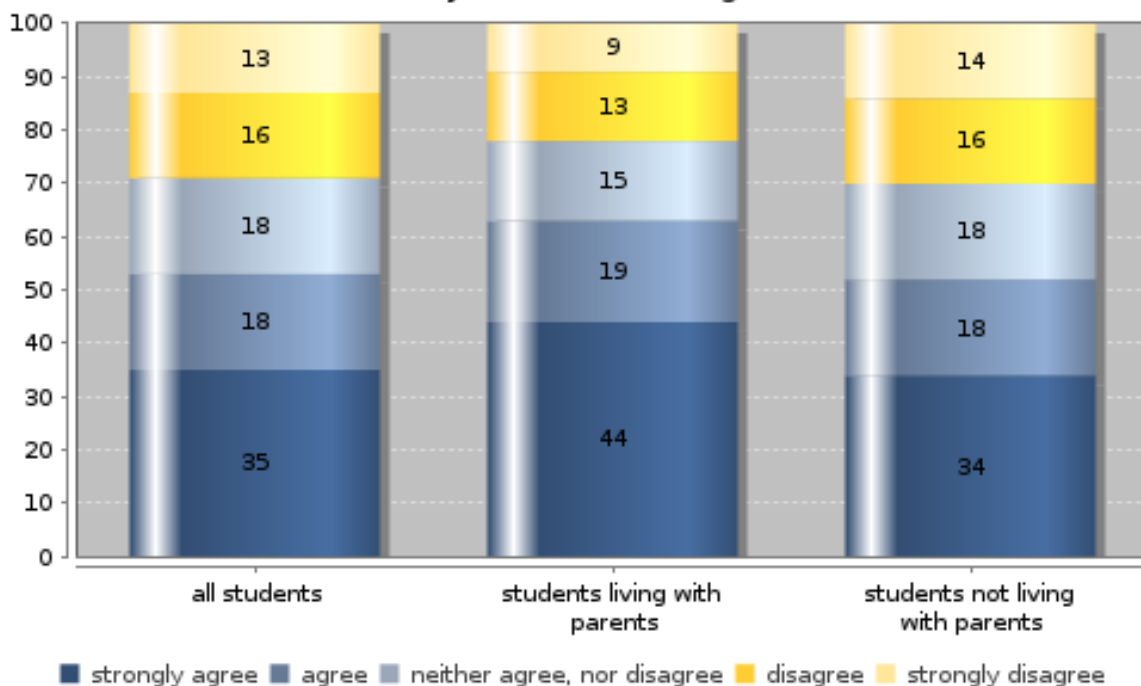
Topic: E. Living costs

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

Key Indicators

(Strong) agreement of all students that funding is sufficient, in %	52.8
(Strong) disagreement of all students that funding is sufficient, in %	29.1
(Strong) agreement of students living with parents that funding is sufficient, in %	62.7
(Strong) disagreement of students living with parents that funding is sufficient, in %	22.7
(Strong) agreement of students not living with parents that funding is sufficient, in %	52.1
(Strong) disagreement of students not living with parents that funding is sufficient, in %	29.7

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

details on missing data:

methodical issues or considerations for data interpretation:

Smileys not used due to methodological concerns.
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 — 8400.0

Median income of students with very strong disagreement that funding is sufficient, amount — 7300.0

Students not living with parents:

Median income of students with very strong agreement that funding is sufficient, amount — 15800.0

Median income of students with very strong disagreement that funding is sufficient, amount — 8750.0

Average income by students' assessment (in %) of sufficiency of funding to cover monthly costs - students living with parents
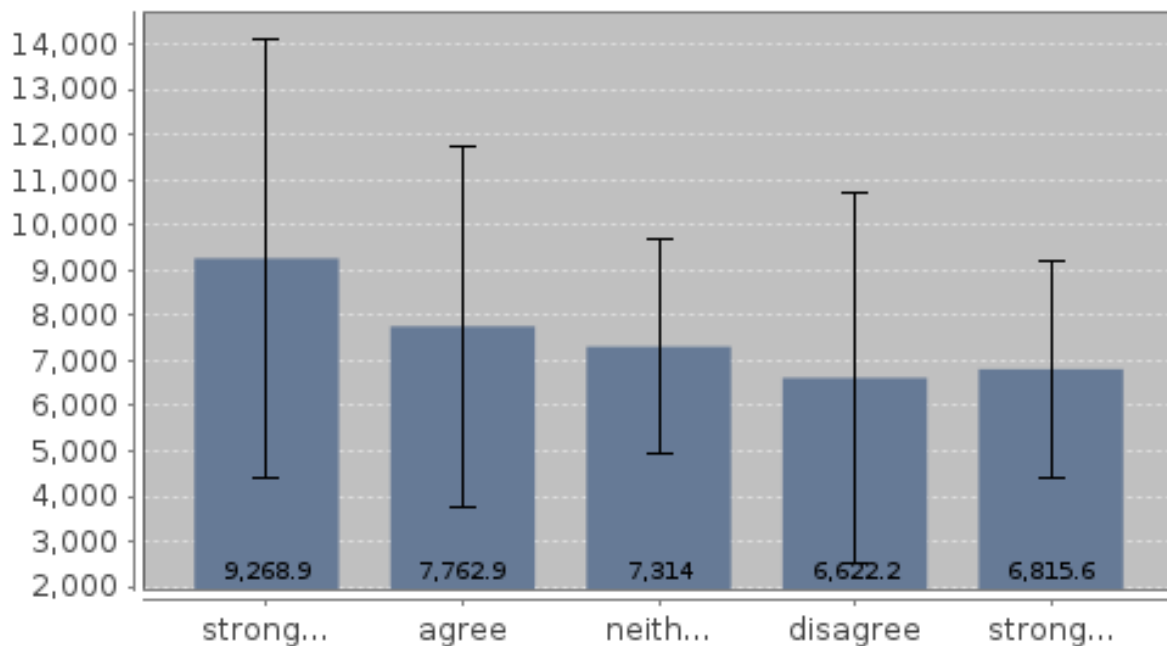
Category	Average income
strong...	9,268.9
agree	7,762.9
neith...	7,314
disagree	6,622.2
strong...	6,815.6

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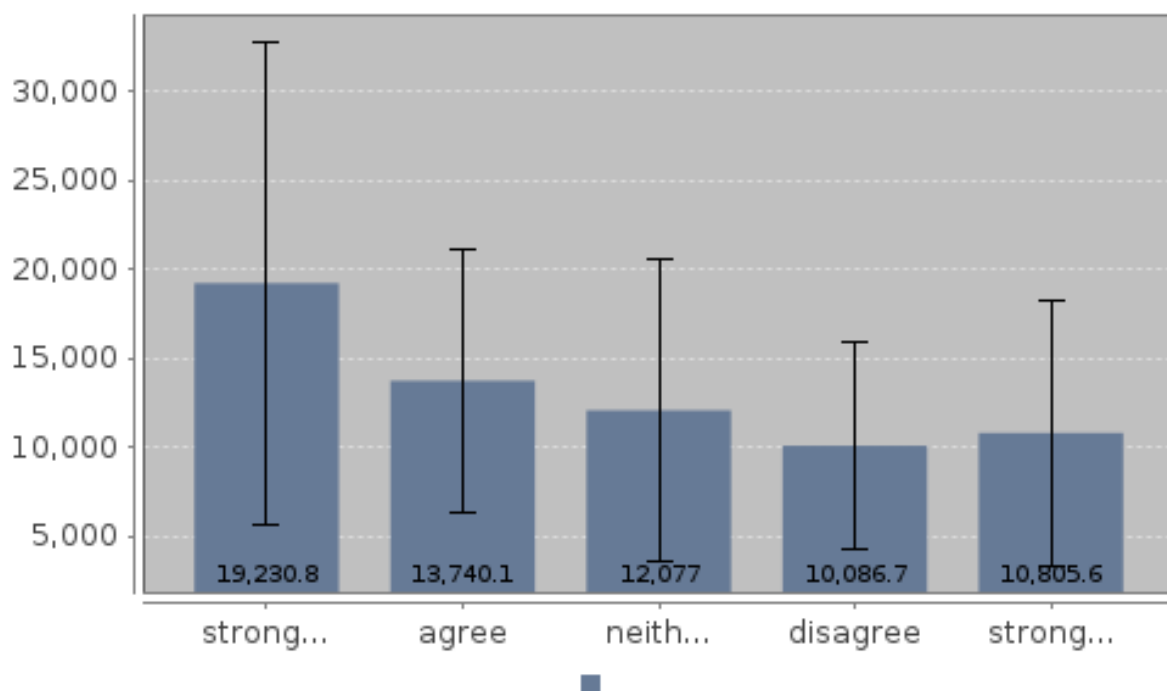
details on missing data:

methodical issues or considerations for data interpretation:

Smileys not used due to methodological concerns.

national interpretation of the results of the data analysis:

"In country comparison all values for median income are very high. Can you comment on this in DDM?" New figures as of february 4th 2011, due to calculation error. This has resulted in lower median income for most groups, including all not living with parents.

In a 2006 student survey, where income was calculated based on register data, the mean income for students living with parents was 99 000 per year, or 8 250 per month. For single students not living with parents the figures were 136 000, or 11 300 per month. Income was calculated on a household level, so further comparison is difficult. Do the 2010 Eurostudent figures seem more plausible in the light of these data?
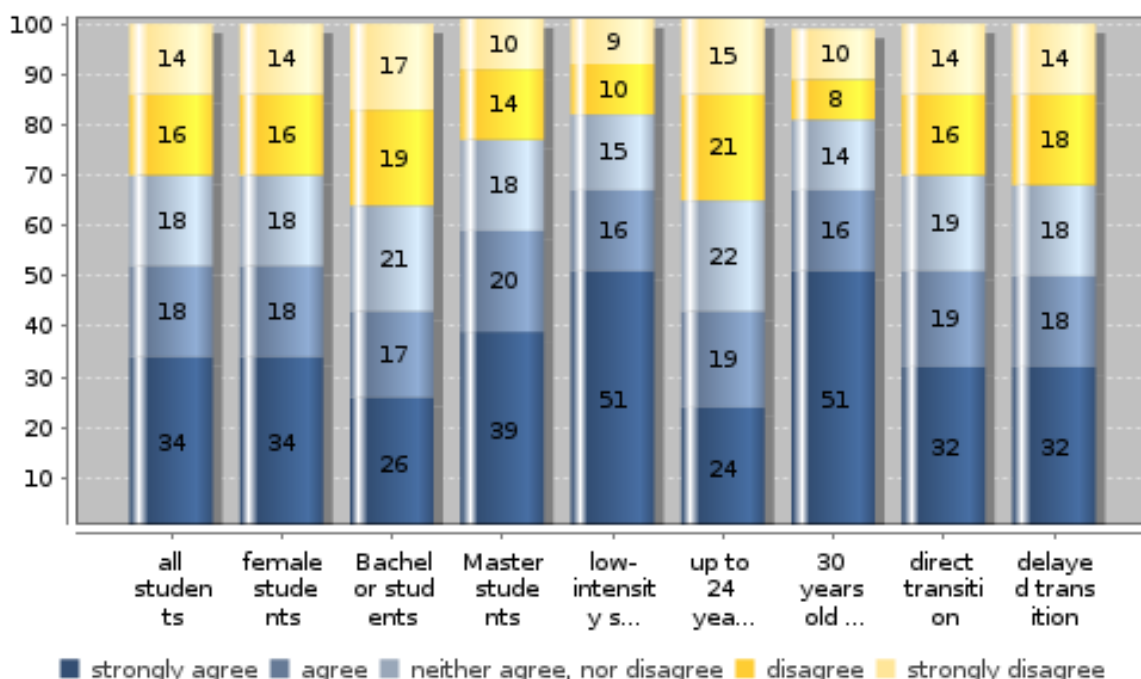
Topic: E. Living costs

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 %	66.9
(Strong) disagreement that funding is sufficient of low-intensity students, in %	18.4
(Strong) agreement that funding is sufficient of up to 24 years old, in %	42.4
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	35.6
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	67.6
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	18.6

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

details on missing data:

methodical issues or considerations for data interpretation:

smileys not used due to methodological concerns.

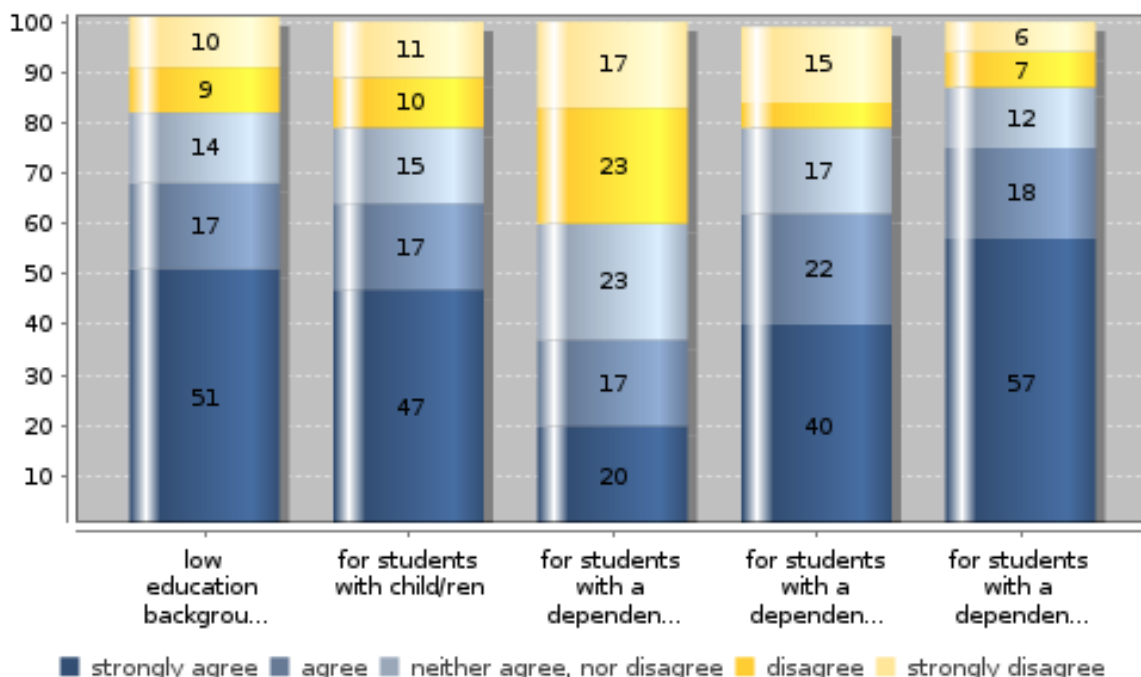**national interpretation of the results of the data analysis:**

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 %	18.7
(Strong) disagreement that funding is sufficient for students with child/ren, in %	20.6
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	40.7
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	12.8

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

details on missing data:

methodical issues or considerations for data interpretation:

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 %	10.7
Family/partner contribution for Bachelor students, in %	11.1
Family/partner contribution for students with low education background (ISCED 0-2), in %	8.4
Family/partner contribution for students with high education background (ISCED 5-6), in %	11.9
Job contribution for all students, in %	49.6
Job contribution for Bachelor students, in %	32.6
Job contribution for students with low education background (ISCED 0-2), in %	64.0
Job contribution for students with high education background (ISCED 5-6), in %	44.3

Students' monthly income by source for students living with parents (in %)
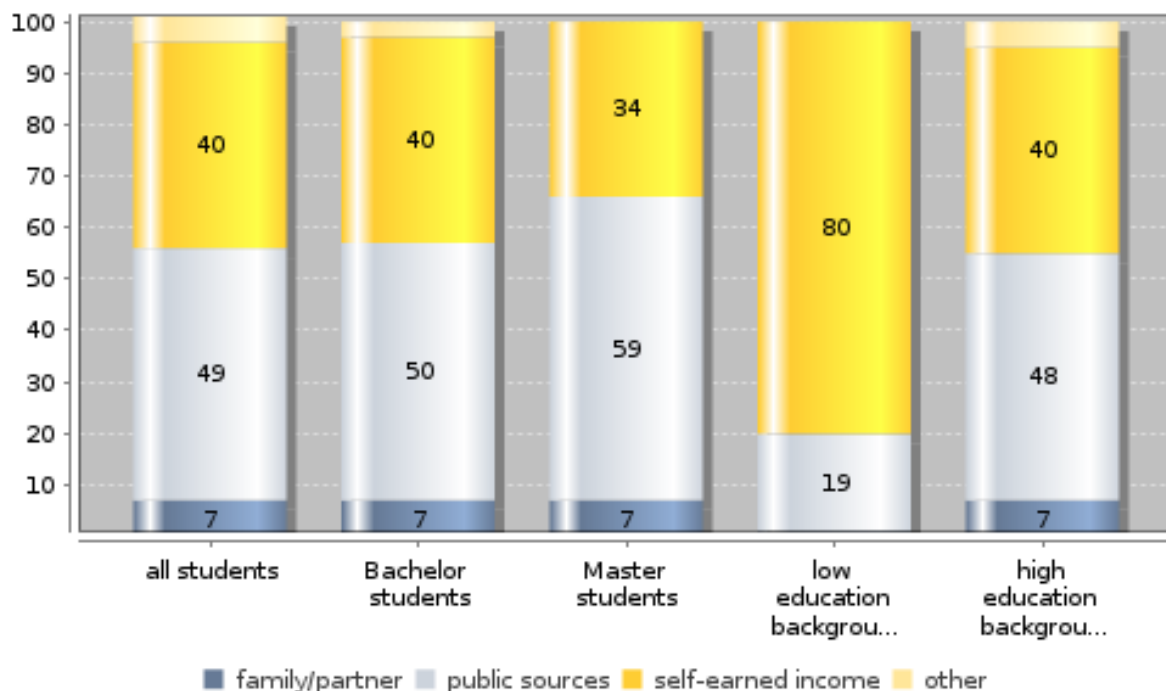
legend: family/partner public sources self-earned income other

Students' monthly income by source for students not living with parents (in %)
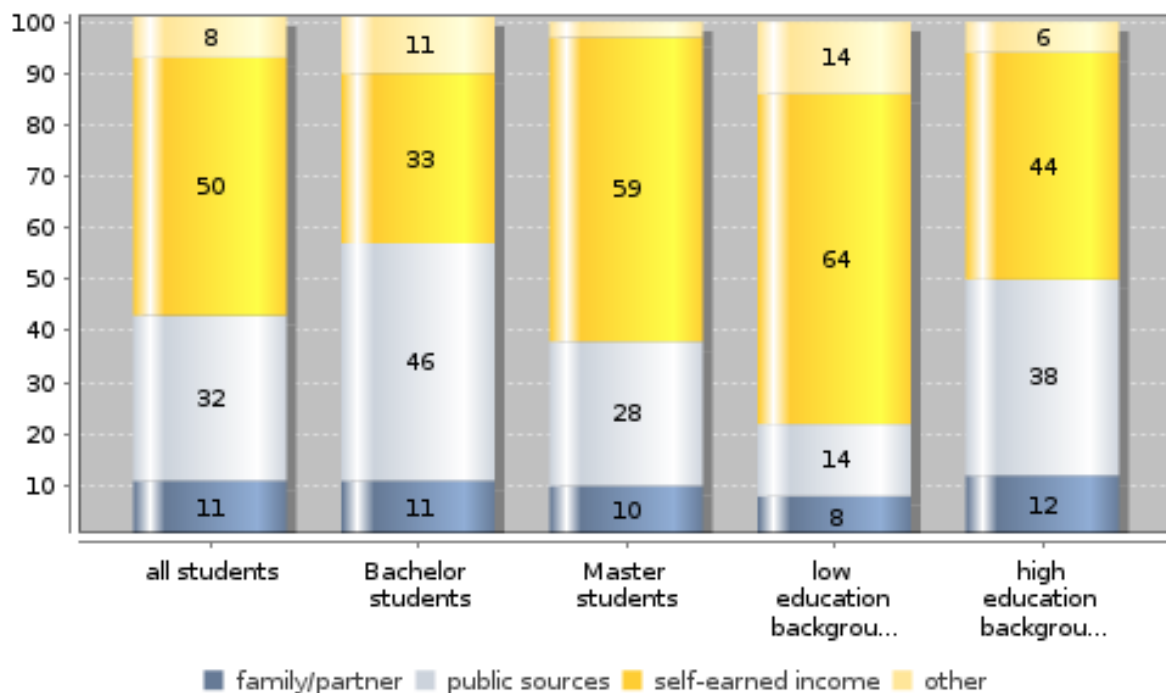
details on missing data:

Of all 2309 students, 66 were excluded due to 0 or missing value for total income. 21 observations were excluded due to extremely low values, and 8 due to extremely high values. 2 % used as cutoff.

methodical issues or considerations for data interpretation:

"other" is ambiguous. Should savings be counted here? As this is not explicitly stated, we assume that it should not. Master students living with parents: N=15. Low background: N=5.

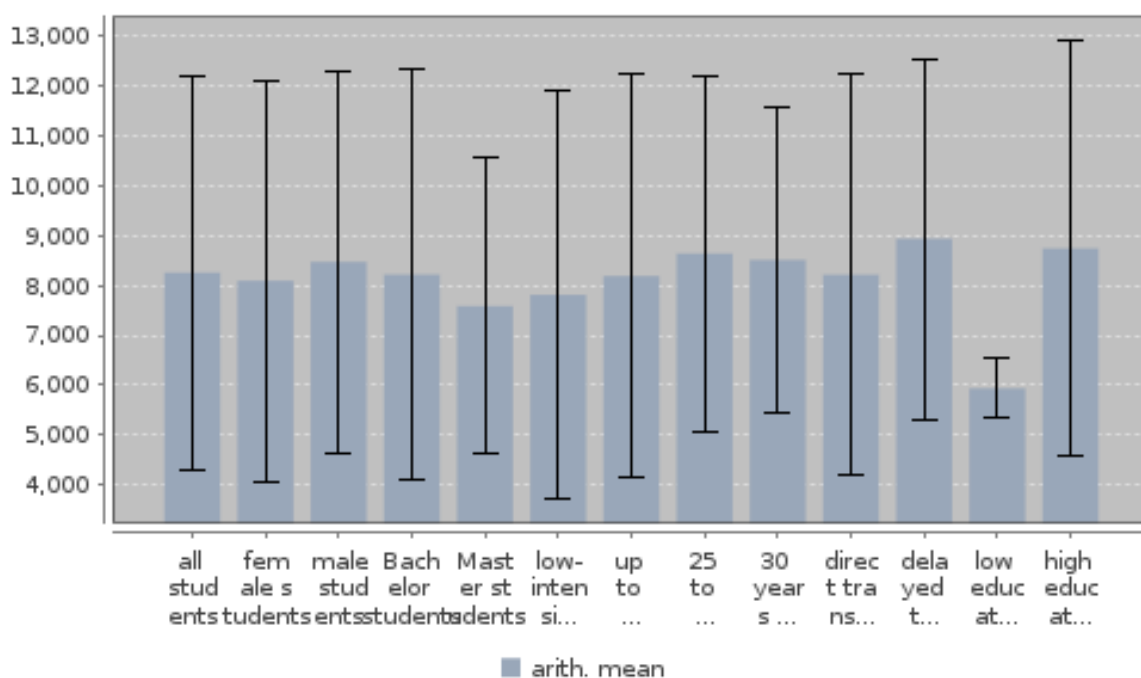**national interpretation of the results of the data analysis:**

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	990.5
median income Bachelor students, amount	928.6
median income Master students, amount	866.7
median income low-intensity students, amount	928.6
median income 25-29 years old, amount	990.5

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

details on missing data:

methodical issues or considerations for data interpretation:

Low intensity students: N=35. Age group 25 to 29: N=19. 30 years or older: N=4. Delayed transition: N=26. Low social background: N=3. Master students: N=15. Savings not included in total total income.

national interpretation of the results of the data analysis:

"The median income for MA students is lower than the median income for all students and BA students. This is unusual. Please review data and comment in DDM." The N for master students was only 15. I forgot to mention this in the "methodical issues" etc. The info is now added.
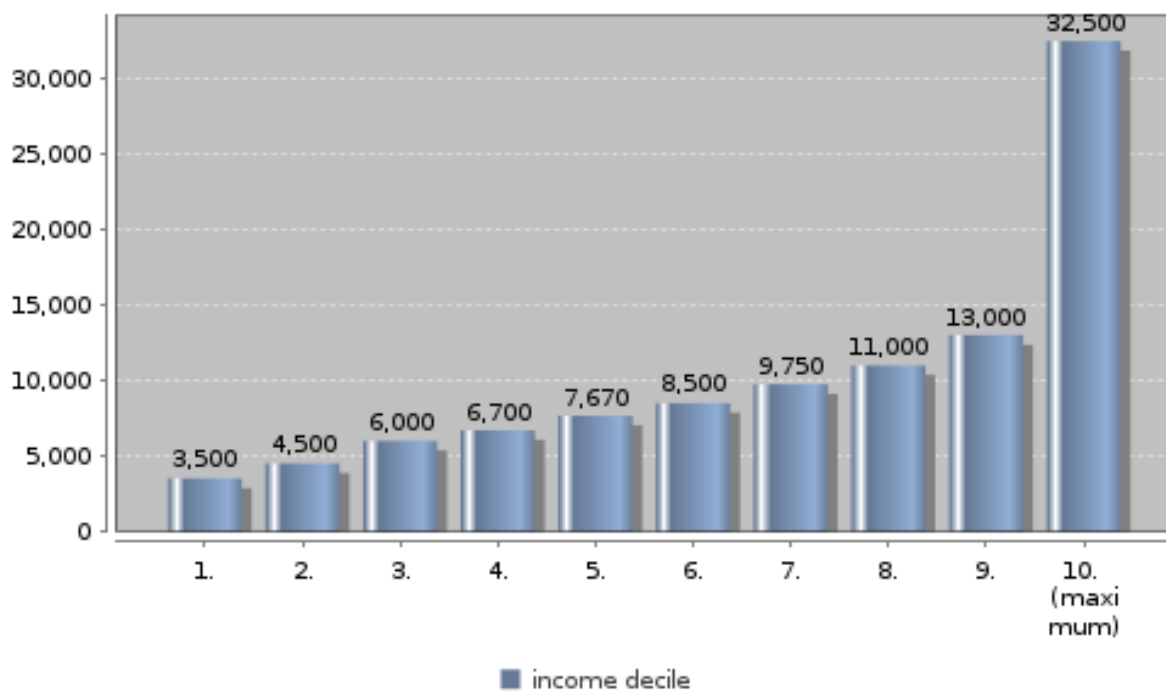
Topic: F. Funding and state assistance

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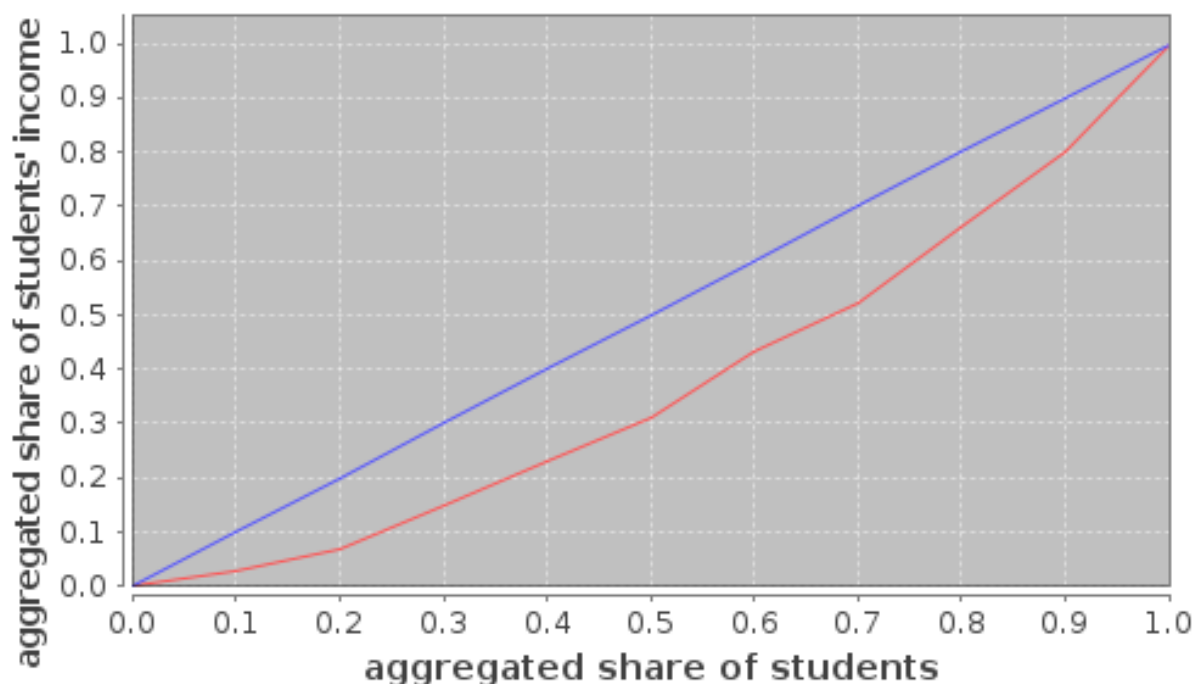
Key Indicators

Income cut-off point for lowest 20% of students, amount	557.1
Gini coefficient	0.24

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:

Savings not included in total total income.

national interpretation of the results of the data analysis:

"In country comparison the 20% cut-off point is very high and the gini coefficient is very low. Please comment in DDM."

"Your decile limits are not correct (share of students per income group should always be 10%). Please check data."

This is because of the way the SAS procedure proc rank handles ties. None of the proc rank options handle ties producing exact groups of 15 or 16. I've now used an option that produces less variation in size, but this leads to the 5th decile value being slightly lower than the median in sheet 2. Also, the Gini coefficient is slightly higher.

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	1349.6
median income Bachelor students, amount	1238.2
median income Master students, amount	1423.9
median income low-intensity students, amount	2352.5
median income 25-29 years old, amount	1337.2

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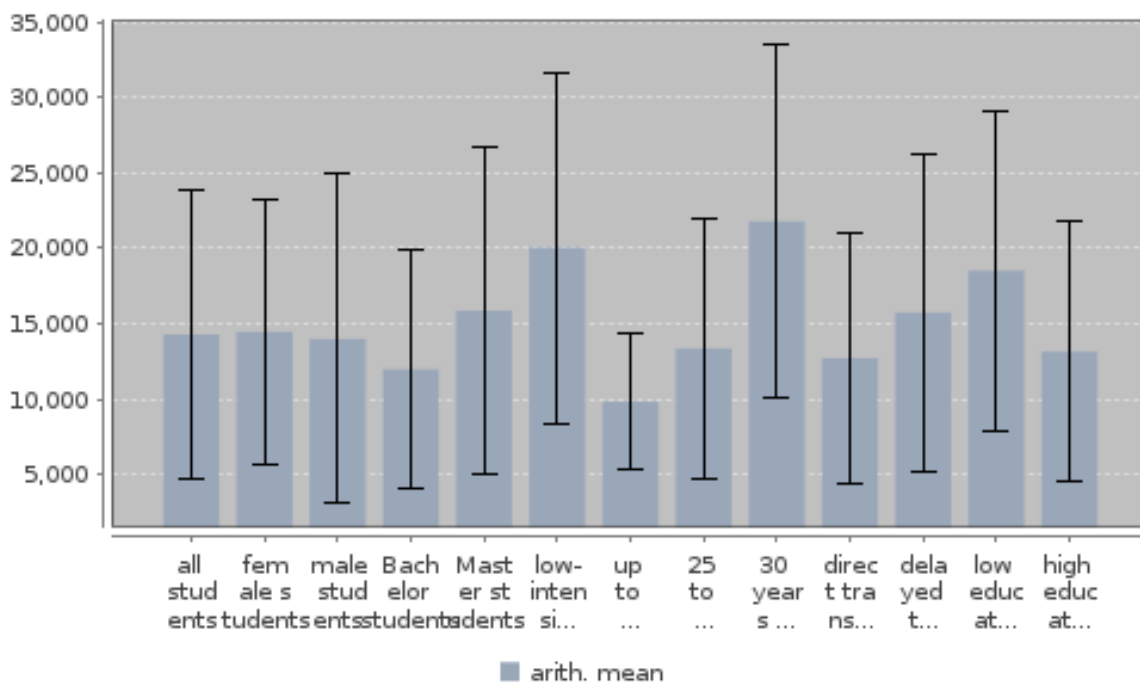
details on missing data:

Of all 2309 students, 66 were excluded due to 0 or missing value for total income. 21 observations were excluded due to extremely low values, and 8 due to extremely high values. 2 % used as cutoff. Savings not included in total total income.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

"All income values appear very high in country comparison. Please comment in DDM."

In a 2006 student survey, where income was calculated based on register data, the mean income for

single students not living with parents was 136 000 a year, or 11 300 per month. Income was calculated on a household level, so further comparison is difficult. Do the 2010 Eurostudent figures seem more plausible in the light of these data?
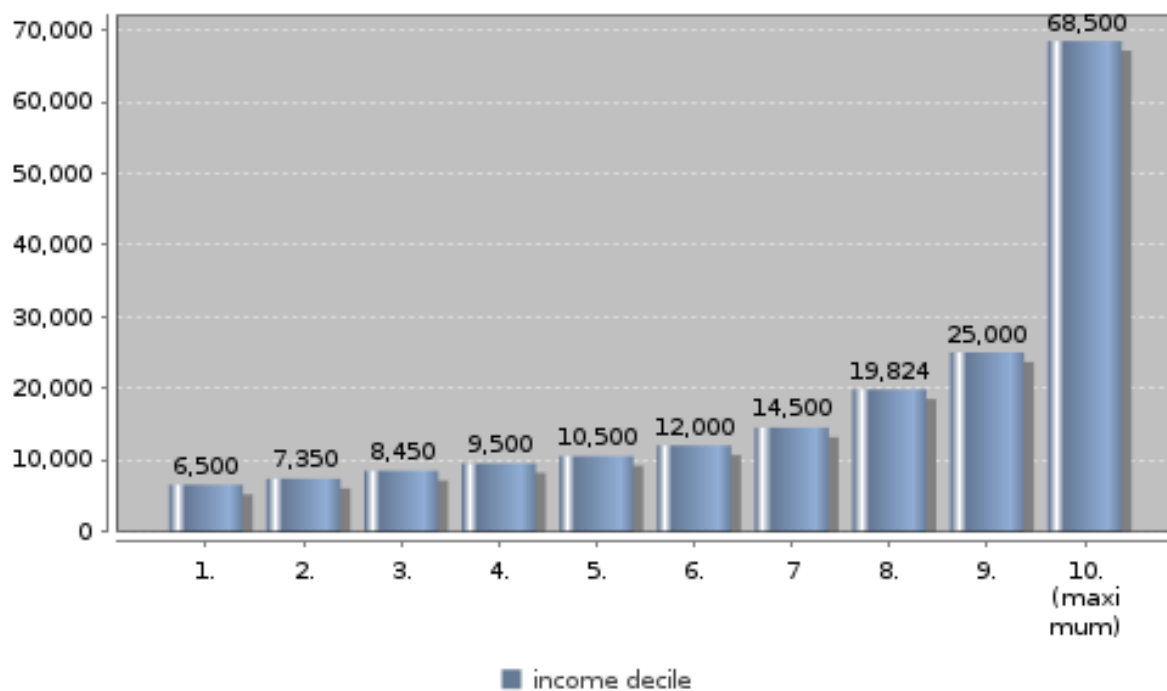
Topic: F. Funding and state assistance

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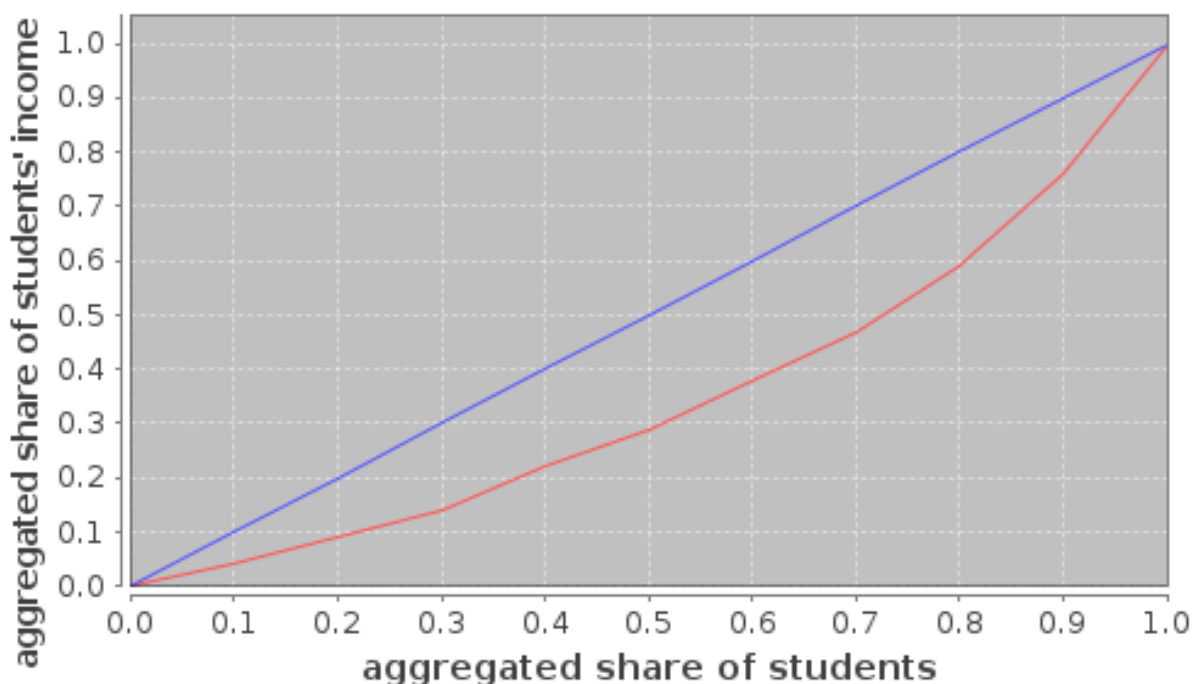
Key Indicators

Income cut-off point for lowest 20% of students, amount	910.0
Gini coefficient	0.31

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:

Savings not included in total total income. The income value for the 5th decile is not the same as the median for all students in the table in sheet 4, probably because of the way SAS calculates deciles.

national interpretation of the results of the data analysis:

"Compared to students living with parents the gini coefficient for those not living with parents is markedly higher, which is unusual in international comparison. Can you comment on this in the DDM?" Students not living with parents are a very heterogenous group, remember that Norway has a high percentage of 30+ students, including well-established wage-earners. This would account for much of the difference. Further comments must be left to the institution assigned the task of analyzing data.

"Your decile limits are not correct (share of students per income group should always be 10%). Please check data."

Decile group sizes differ because of value ties. See also methodical issues & subtopic 3.

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 %	34.9
Share of recipients of Bachelor students, in %	36.4
Share of recipients of students with low education background, in %	18.9
Share of recipients of students with high education background (ISCED 5-6), in %	39.3
Contribution to total monthly income of all students, in %	31.7
Contribution to total monthly income of Bachelor students, in %	29.6
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	39.4
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	30.3

Family/partner contribution: Share of recipients and financial importance of income source for students living with parents (in %)7

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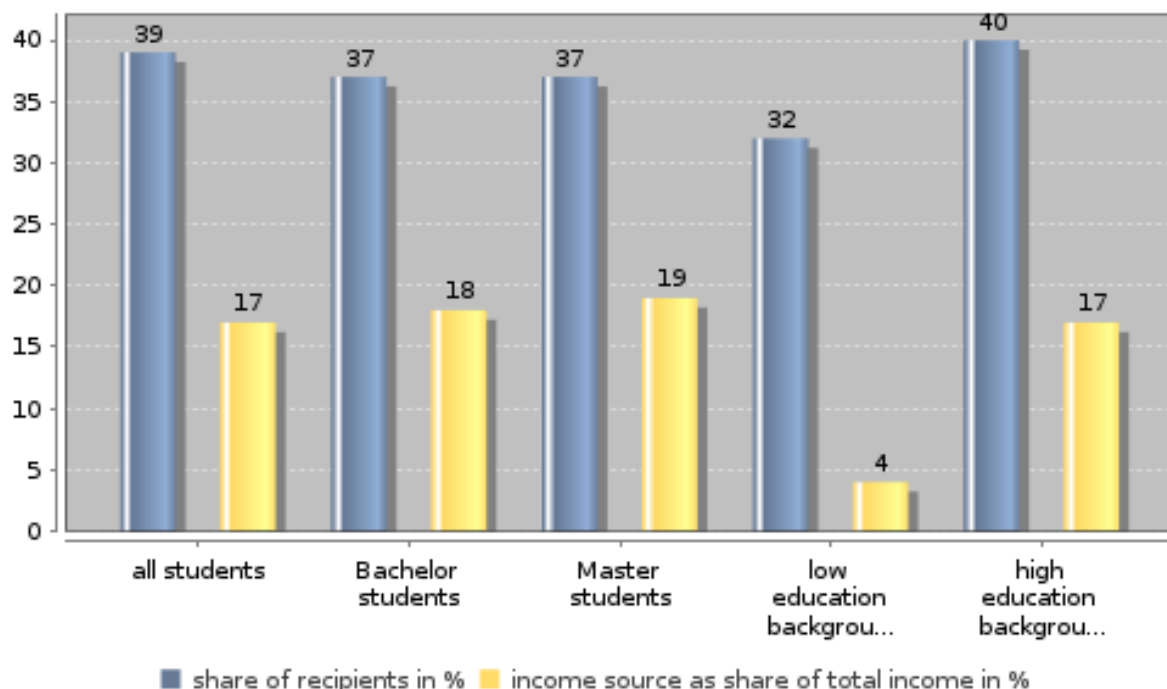
Legend: ■ share of recipients in % ■ income source as share of total income in %
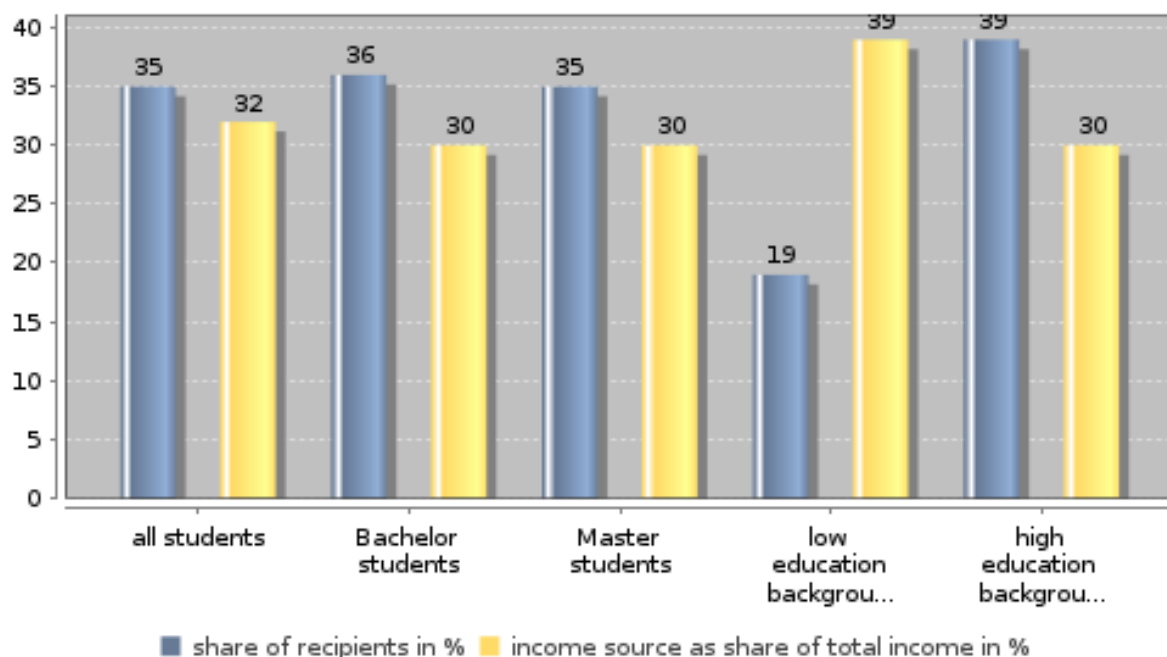
details on missing data:

methodical issues or considerations for data interpretation:

Master students living with parents: N=15. Low ed living with parents: N=3.

national interpretation of the results of the data analysis:

"In international comparison the share of recipients within each student focus group is very low. Please review data and comment in DDM. " Data reviewed. By mistake, recipient shares were not weighted, but weighting resulted in even lower shares. The 2005 survey showed that about half of the students received family support, which would seem substantially higher than Eurostudent IV figures. BUT 2005 figures also include one-off support and not only monthly contributions. http://www.ssb.no/ssp/utg/200701/01/

"For students living with parents share of recipients for MA is higher than for BA. For students not living with parents amount for MA is higher than for BA. Is that all correct?" Please note that the N for master students living with parents is 15.

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 %	71.8
Share of recipients of Bachelor students, in %	85.9
Share of recipients of students with low education background, in %	43.4
Share of recipients of students with high education background (ISCED 5-6), in %	78.4
Contribution to total monthly income of all students, in %	56.3
Contribution to total monthly income of Bachelor students, in %	58.4
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	43.8
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	58.9

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 %)
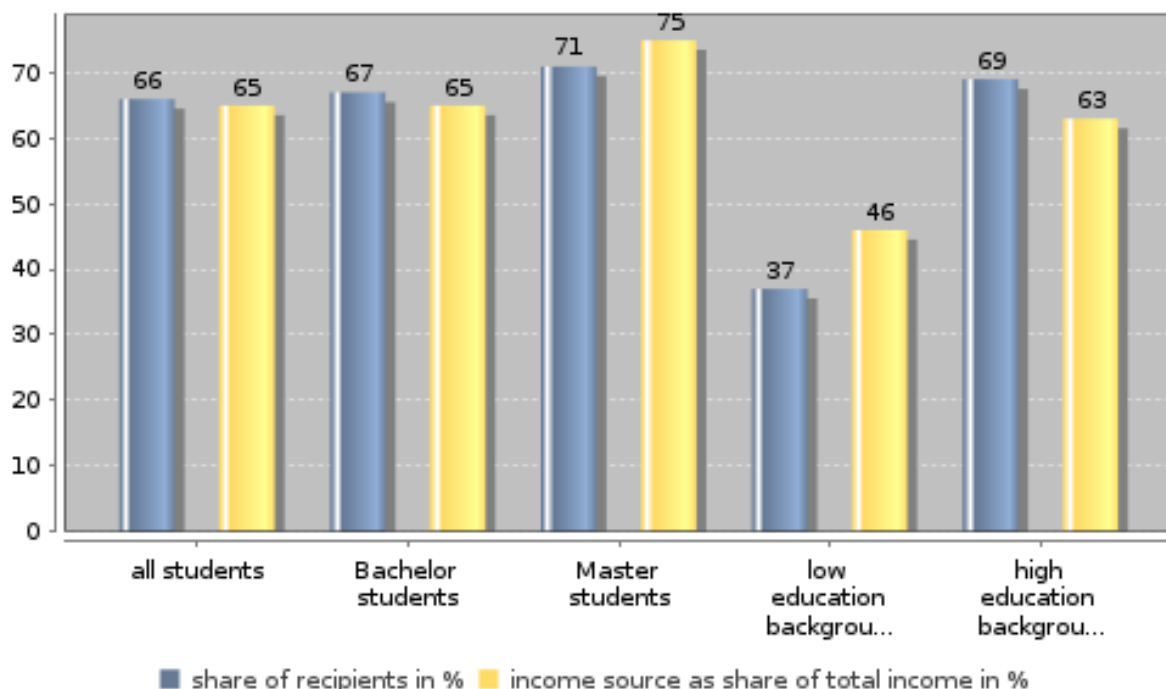
share of recipients in %   **income source as share of total income in %**
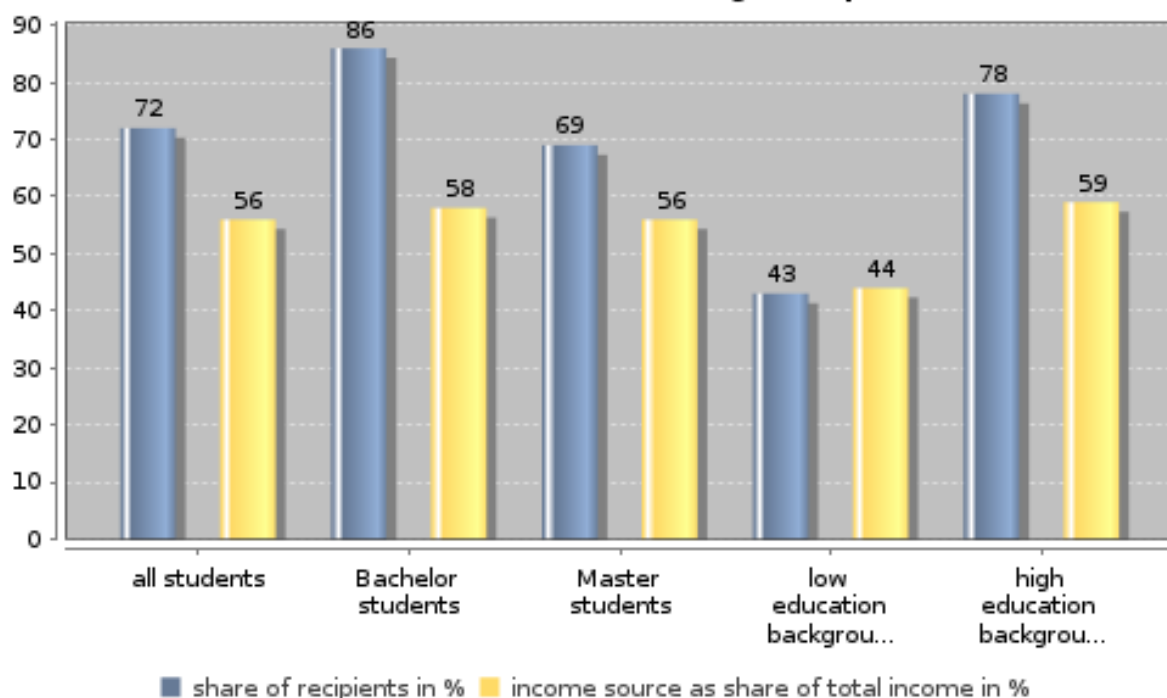
details on missing data:

methodical issues or considerations for data interpretation:

Master students living with parents: N=15, low ed students living with parents: N=3.

national interpretation of the results of the data analysis:

"In international comparison the share of recipients among all students, BA and high edc background students is quite high. Also the share of contribution to income is very high in all categories. Please comment in DDM."

Data reviewed. By mistake, recipient shares were not weighted, but weighting only resulted in slightly altered shares. The 2005 survey showed that 63 % of students had public support as the main source of income. This seems consistent with Eurostudent IV data.

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 %

Non-repayable public support as share of total public support for Bachelor students (recipients only), in %

Students who receive non-repayable support as share of whole student body, in %

Students who receive non-repayable support as share of all Bachelor students, in %

Students who receive repayable loans as share of whole student body, in %

Students who receive repayable loans as share of all Bachelor students, in %

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

all students (recipients only)

Bachelor students (recipients only)

■ non-repayable grant / scholarship ■ repayable loan
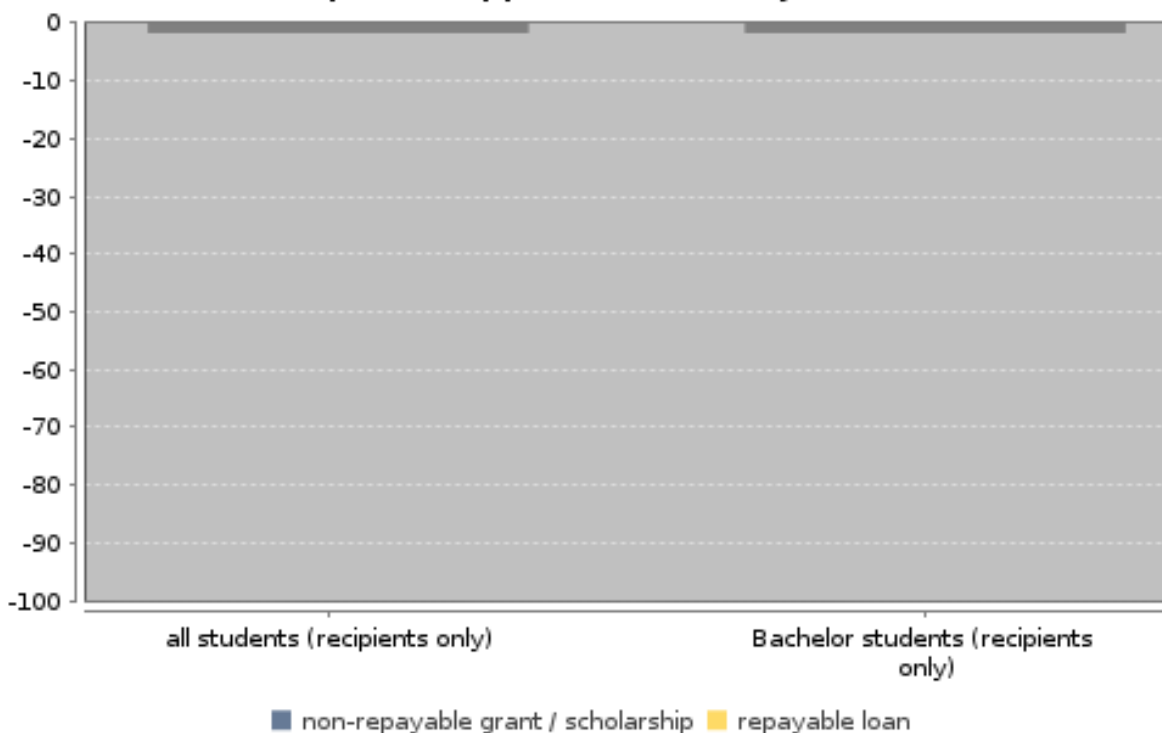
Share of recipients of public support among whole student body by instrument (in %)
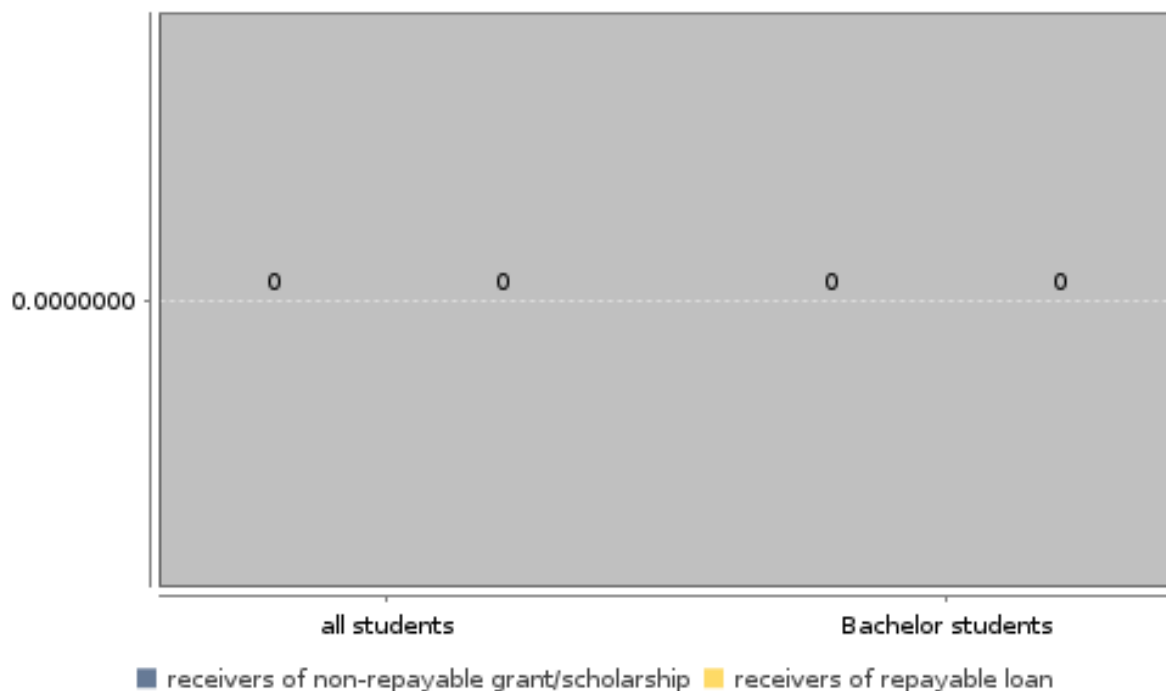
details on missing data:
Not relevant, not possible to separate loans from non-repayable support.
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

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

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

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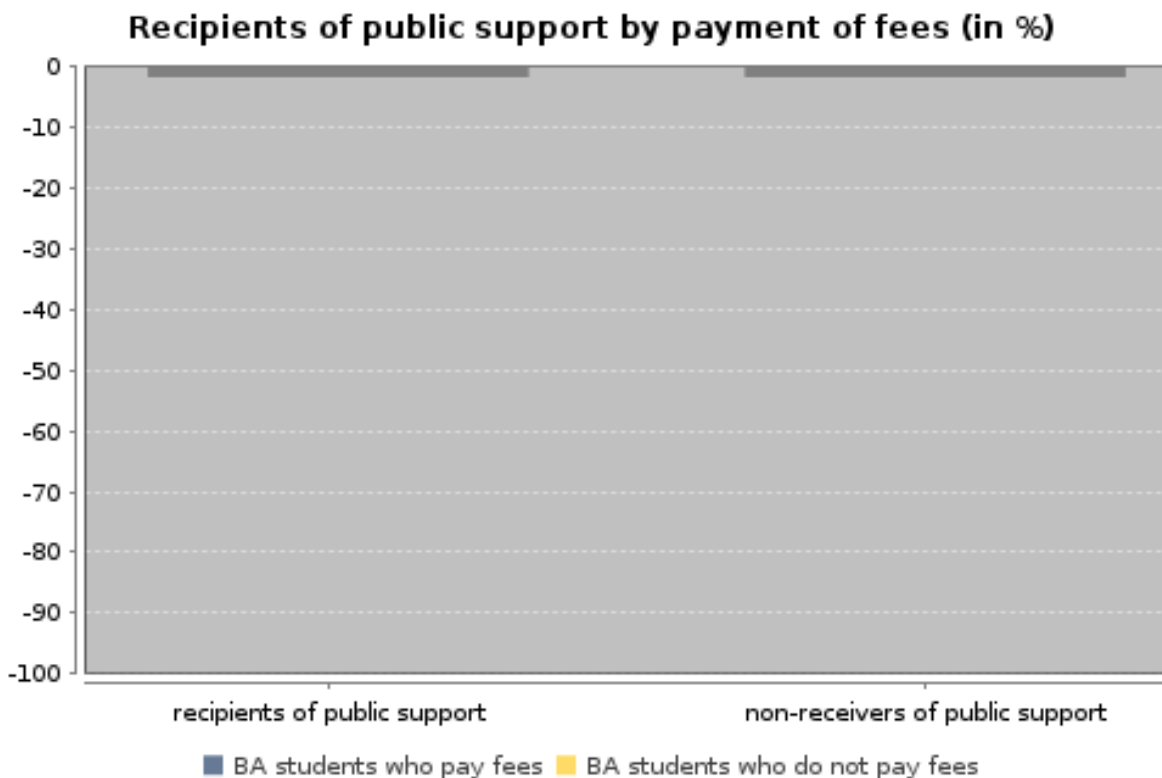
Impact of fees for receivers of public support (amounts in euros)
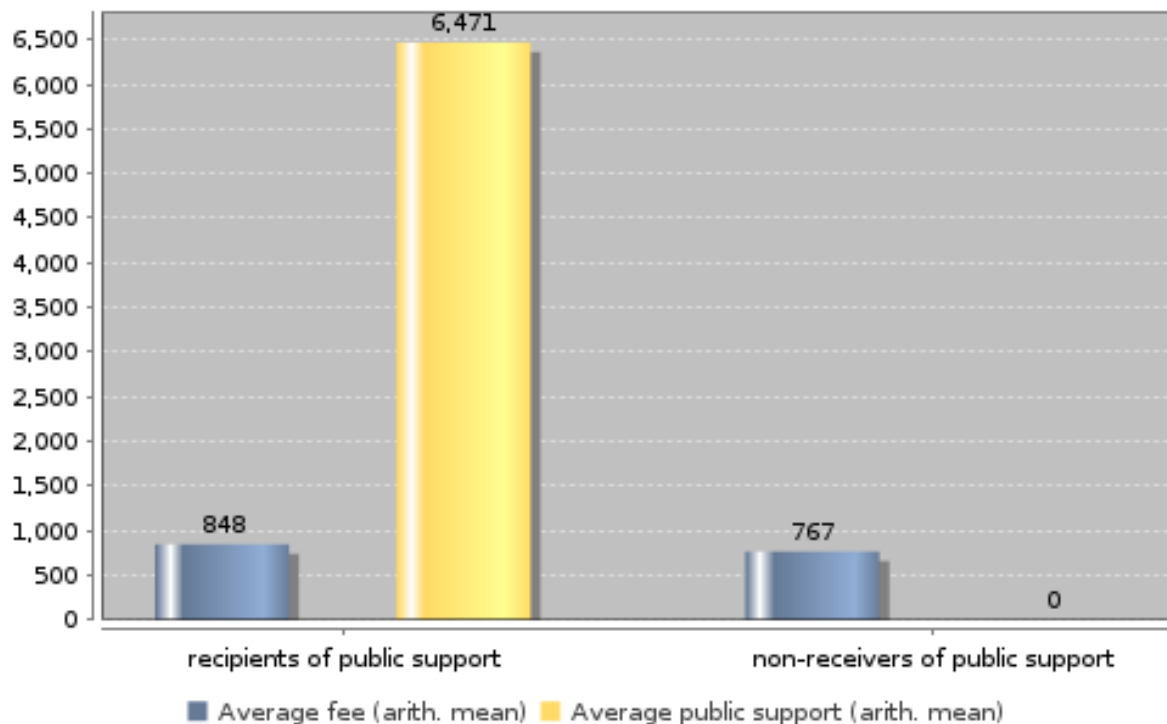
details on missing data:

Only 57 of all students and 17 of bachelor students respond that neither they nor other persons pay fees for them. this is most likely due to misinterpretation of the question. therefore, this table is not included.

methodical issues or considerations for data interpretation:

Average public support calculated for recipients only in table 2, line 1. Average public support for non-receivers must by definition be 0.

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 %	48.9
Occassional paid job during term, in %	21.6
Regular paid job during term and in term break, in %	41.0
Occassional paid job during term and in term break, in %	18.6
No paid job at any time, in %	10.6

Employment rate of students living with parents by type of employment (in %)
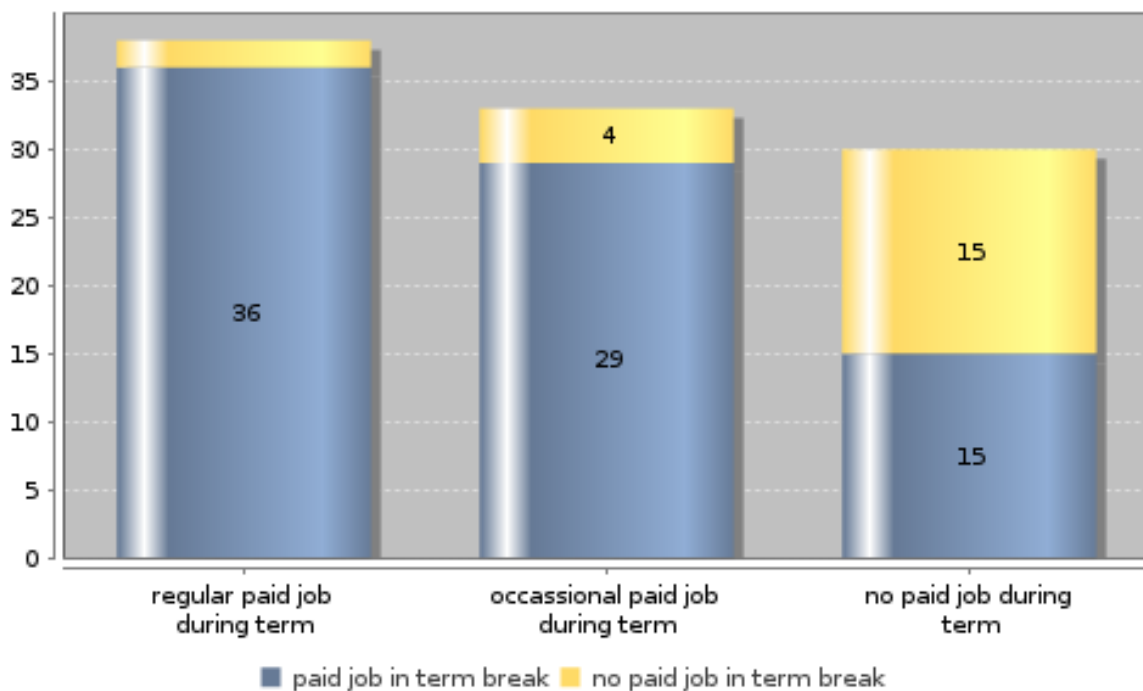
Employment rate of students not living with parents by type of employment (in %)
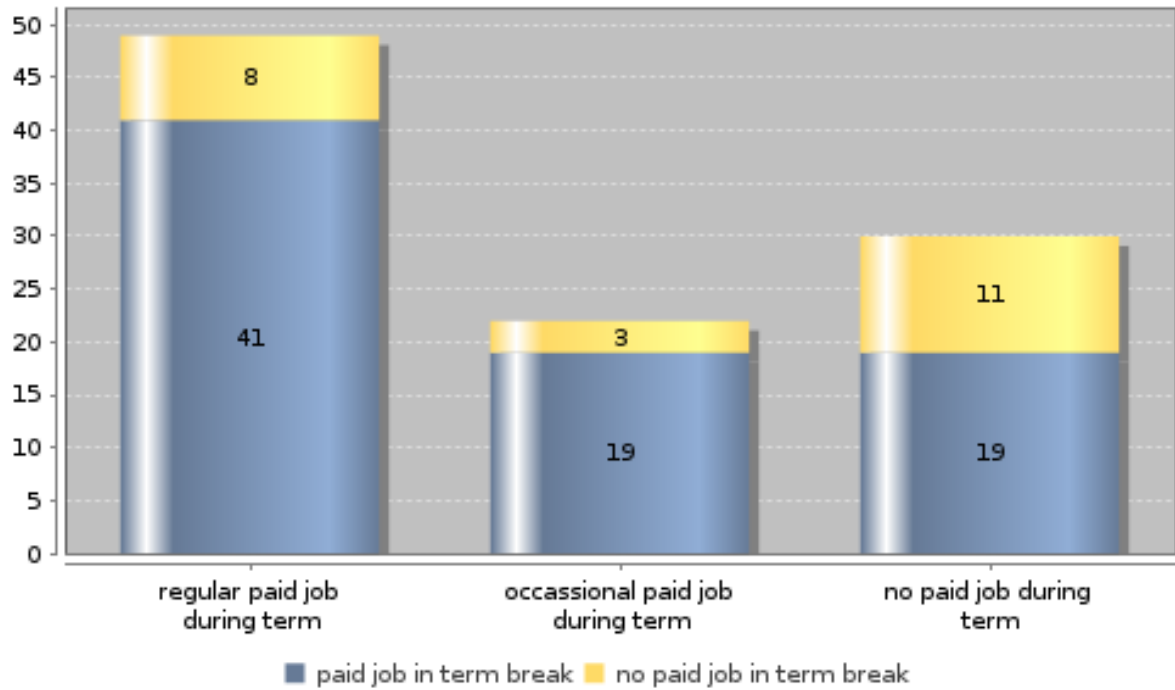
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

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

Key Indicators

Regular paid job, 5 hours or more per week, all students, in %	45.6
Regular paid job, 5 hours or more per week, BA students, in %	34.2
Regular paid job, 5 hours or more per week, low-intensity students, in %	74.7
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	65.6

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

all students: 53, 46
female students: 58, 41
Bachelor students: 64, 34
master studnets: 49, 49
low-intensity s...: 25, 75
up to 24 yea...: 63, 34
30 years old ...: 34, 66
direct transition ...: 56, 42
delayed transition...: 52, 47

■ no regular paid job ▪ regular paid job, up to 5 hours per week
■ regular paid job, 5 hours or more per week

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment
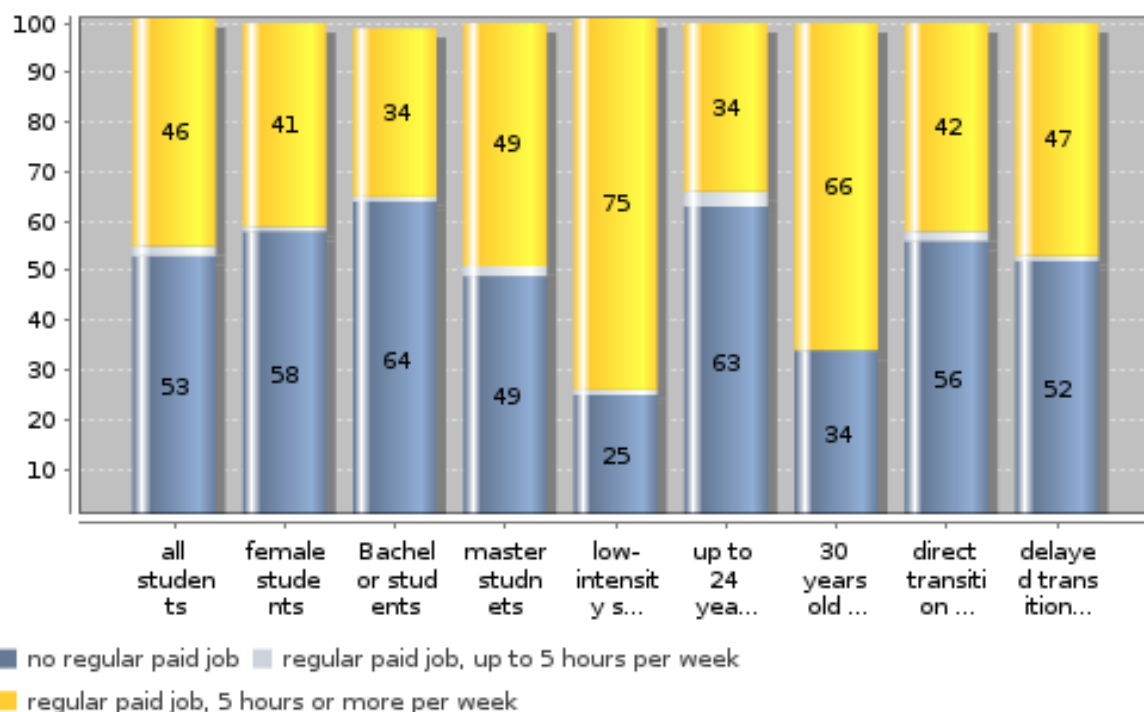
Subtopic 3: Employment rate during term-time by hours of regular paid employment and social background

Key Indicators

Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	56.4
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	43.1
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	74.1
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	47.1

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)
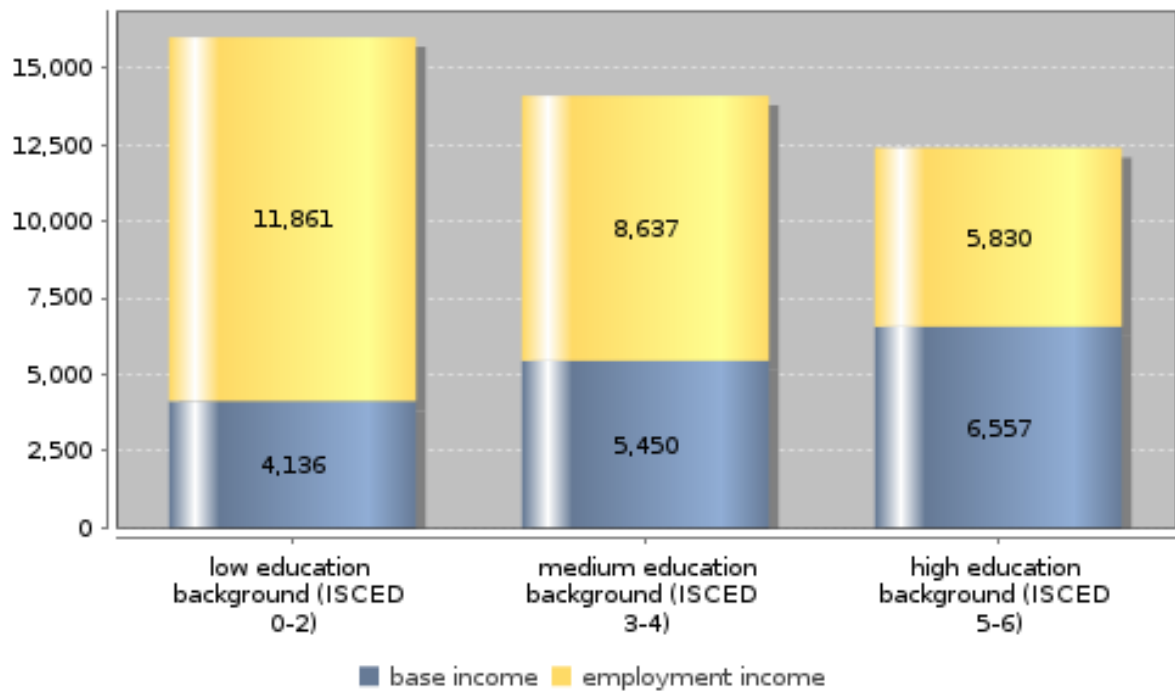
details on missing data:

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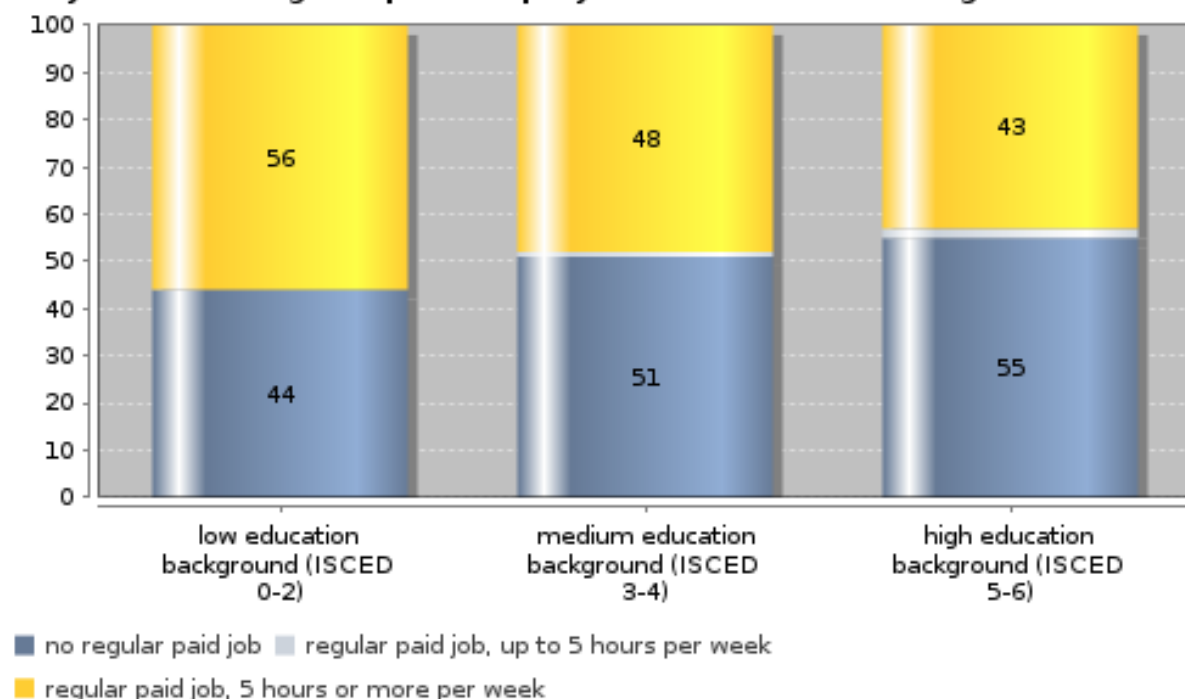
national interpretation of the results of the data analysis:

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 %	50.1
all students in humanities and arts, in %	72.7
BA students in engineering disciplines, in %	56.3
BA students in humanities and arts, in %	70.5

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

91
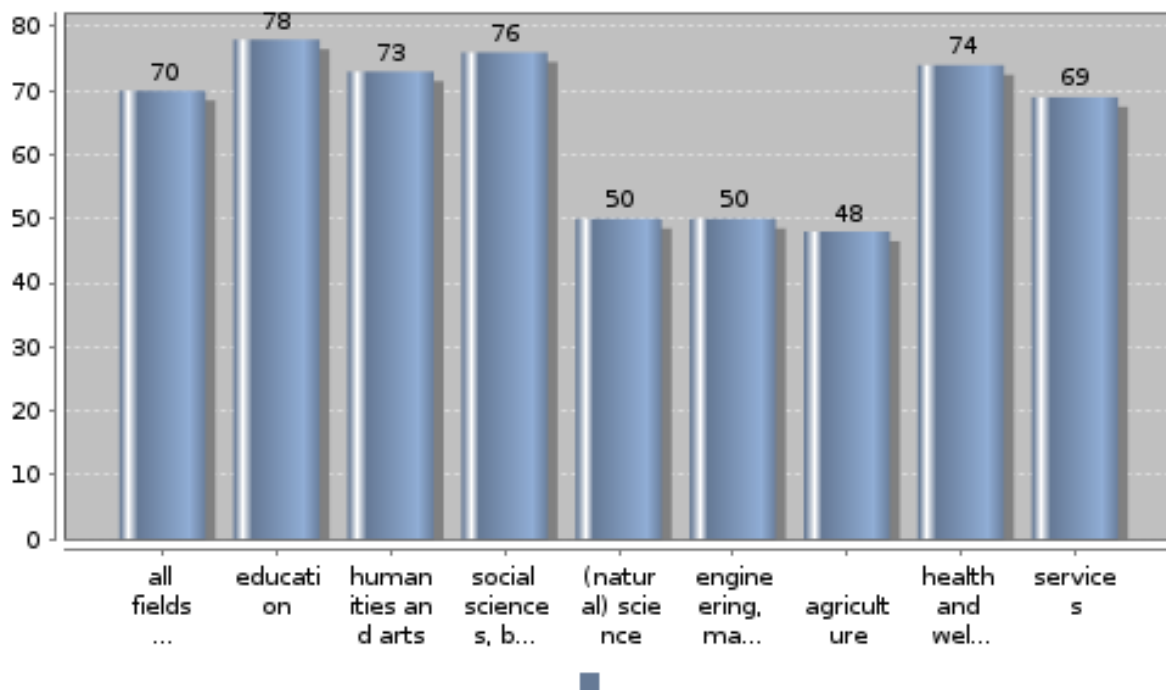
Employment rate during term-time of Bachelor students not living with parents by field of study (in %)
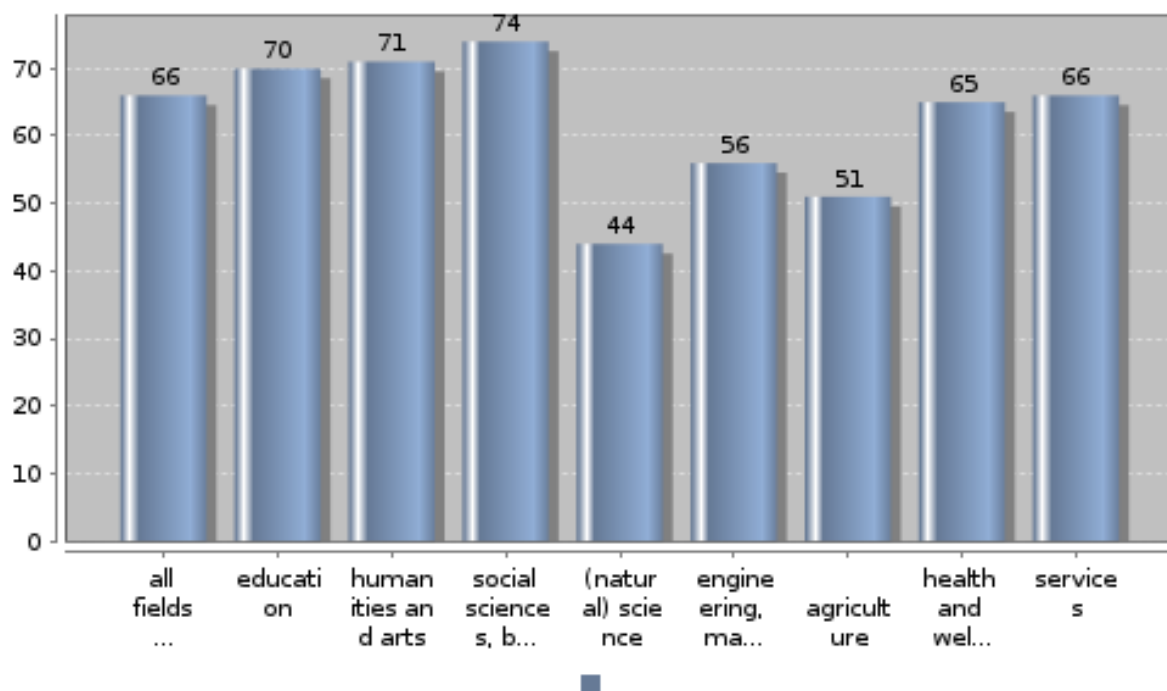
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

"Compared to E:III the employment rate of all students in humanities has increased tremendously. Please check data and comment in DDM." Data checked. Figures are in the 70s both when we look at the answer to the question on whether they work or not during term-time, and when we look at hours reported as working hours. I do not have the E:III figures.

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 %	53.9
Income from employment as share of total income for BA students, in %	36.5
Income from employment as share of total income for low-intensity students, in %	78.7
Income from employment as share of total income for 30 years old or above, in %	77.5

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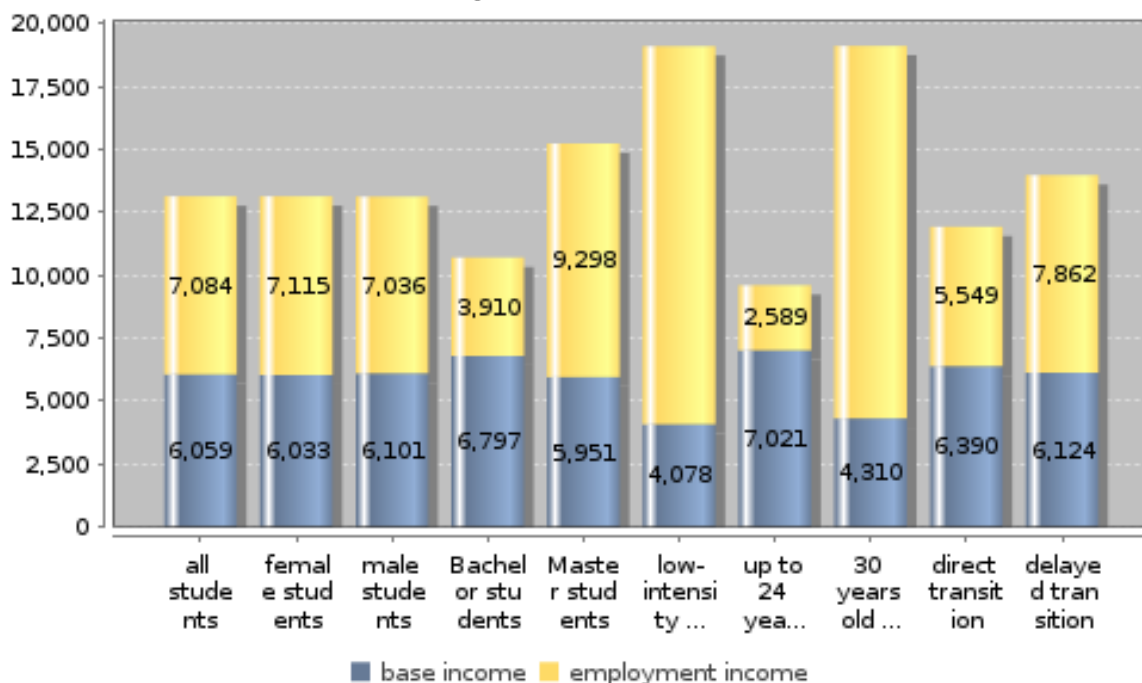
details on missing data:

methodical issues or considerations for data interpretation:

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	297.1
Gini coefficient	0.52

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

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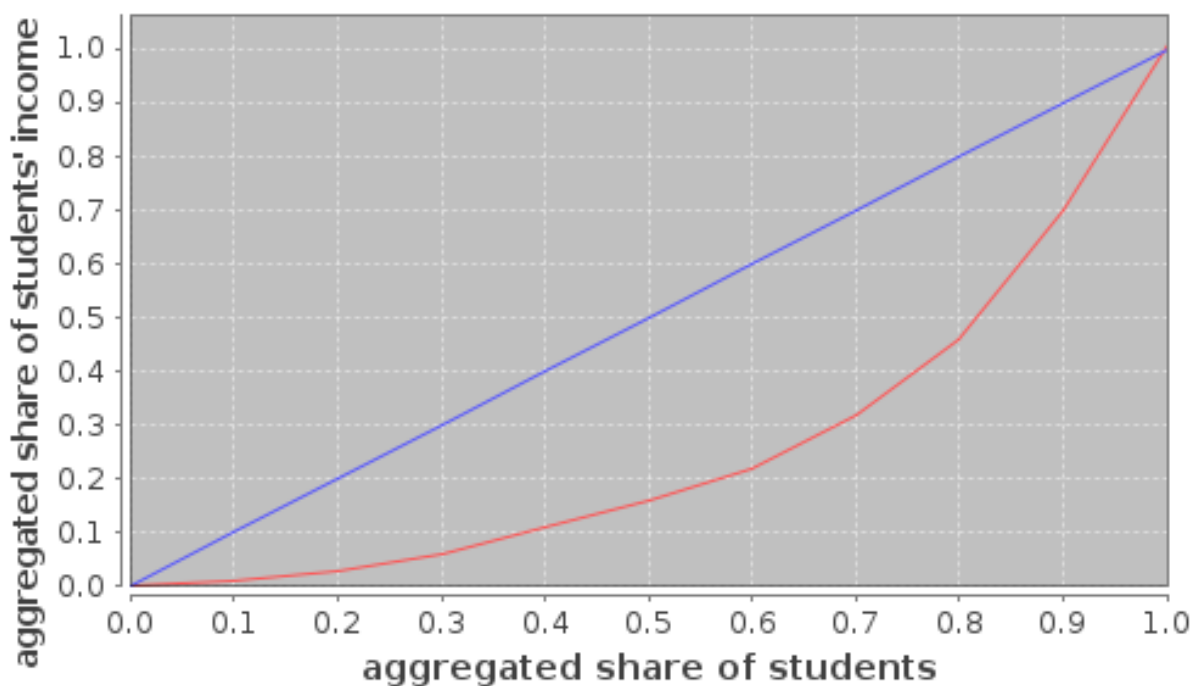
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

"Your decile limits are not correct (share of students per income group should always be 10%). Please check data." Data checked. This is because of the way SAS treats tied values.

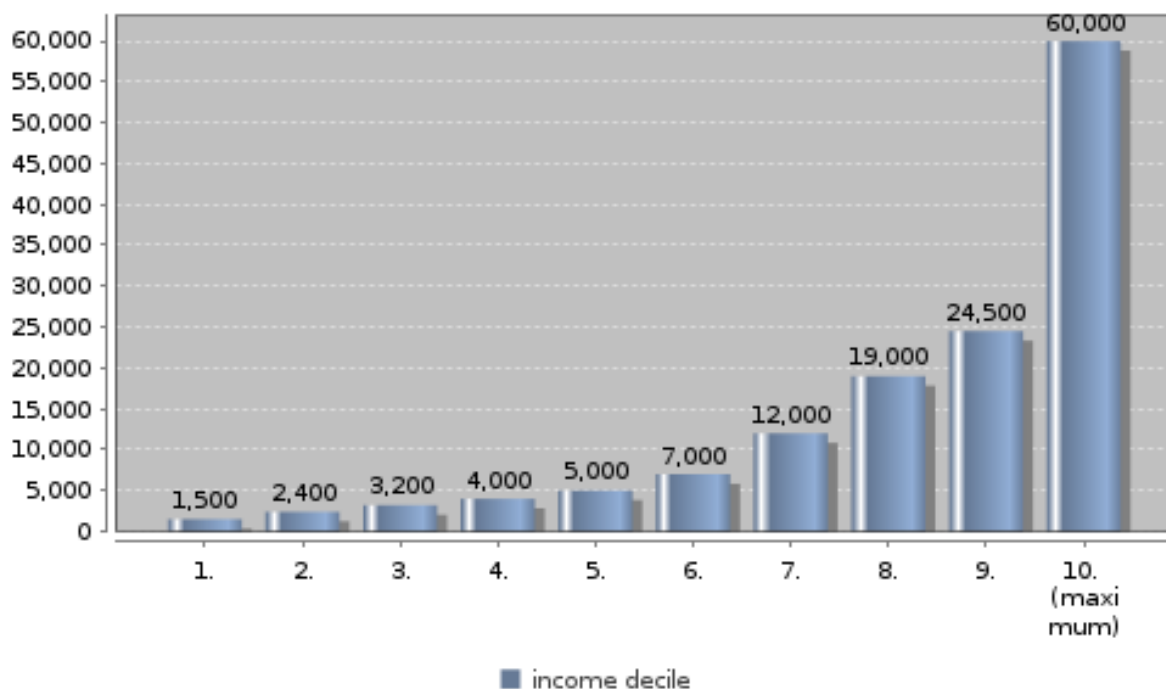## Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

Key Indicators

Study-related activities of all students not living with parents, hrs/wk	30.0
Study-related activities of BA students not living with parents, hrs/wk	32.0
Study-related activities of MA students not living with parents, hrs/wk	32.0
Study-related activities of low-intensity students not living with parents, hrs/wk	12.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	35.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	13.0

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)

	all students	female students	male students	Bachelor students	Master students	low-inten sit...	up to ...	30 years o...	direct transi...	delayed trans...	studies of ...	studies of le...
paid jobs	12	12	10	7	14	24	6	22	10	12	8	27
personal study time	17	17	19	17	23	7	18	14	18	17	20	9
taught studies	12	12	13	15	9	5	15	9	13	13	14	5

■ taught studies ■ personal study time ■ paid jobs
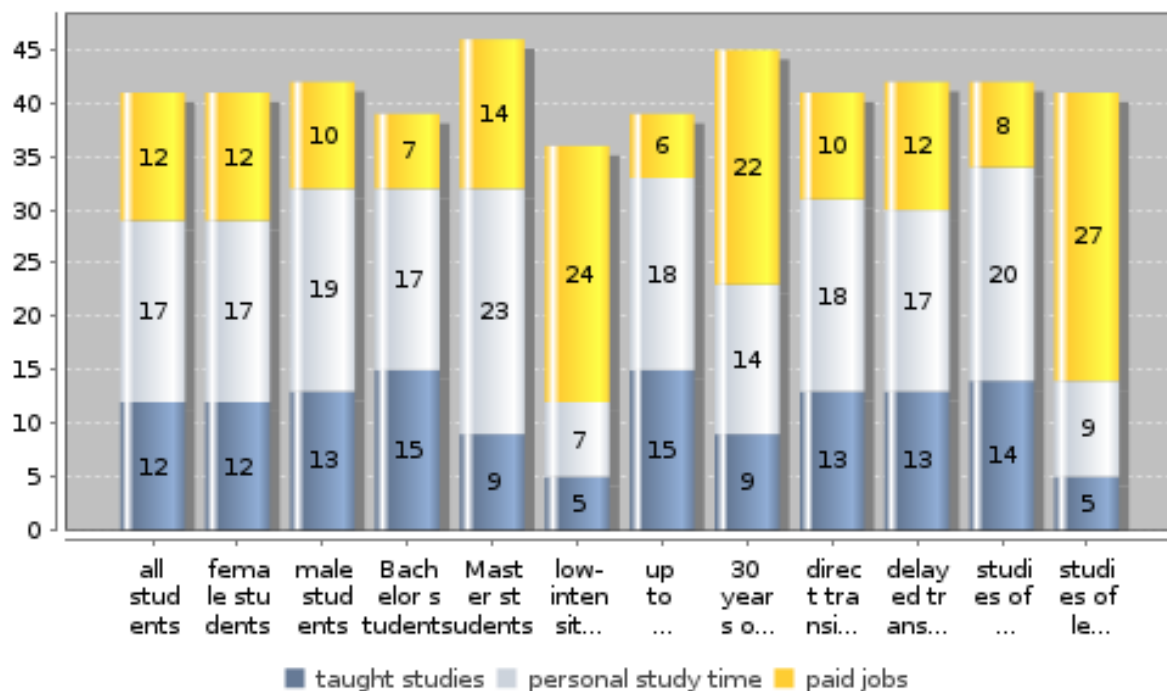
details on missing data:

methodical issues or considerations for data interpretation:

Updated May 27th to correct for errors.

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 8: Time budget by social background

Key Indicators

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	31.0
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	25.0

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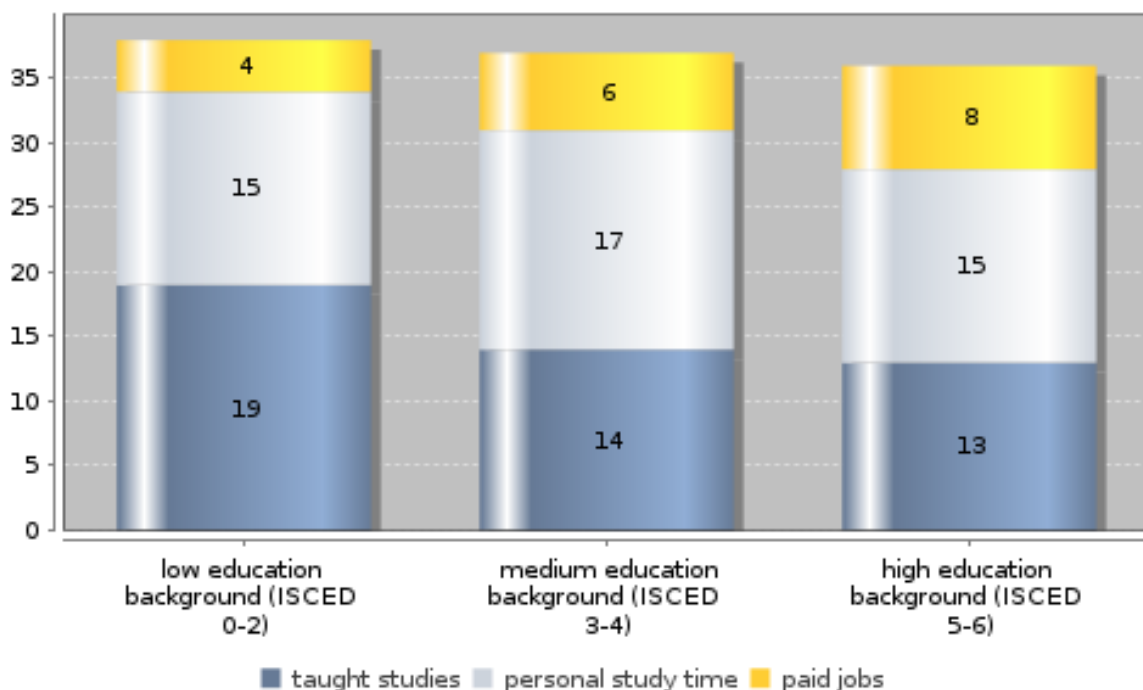
Time budget in a typical study week of students not living with parents by heighest educational attainment of students' parents (in hrs/wk)
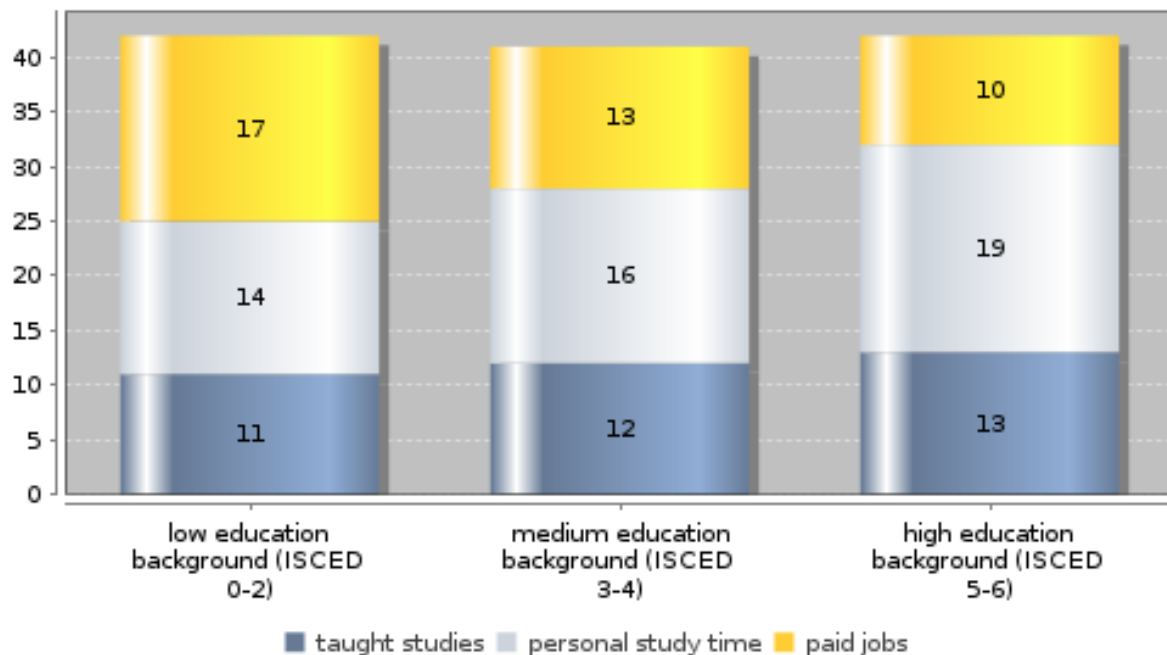
details on missing data:

methodical issues or considerations for data interpretation:

ISCED1-2, living with parents: N=5. ISCED3-4, living with parents: N=44.

national interpretation of the results of the data analysis:

"In international comparison the value for low edc background students is rather low. Please comment in DDM." In Norway, low education students are often older, part-time students. See table A2: median age for low ed background students is 40 years, compared to 26 years for high education background students.

ALSO NOTE: figures corrected may 27th.

Topic: G. Time budget and employment

Subtopic 9: Time budget by hours of regular paid employment

Key Indicators

Study-related activities of students with no paid employment, hrs/wk	35.0
Study-related activities of students, who work 1-5 hrs/wk	34.0
Study-related activities of students, who work 11-15 hrs/wk	31.0
Study-related activities of students, who work more than 15 hrs/wk	20.0

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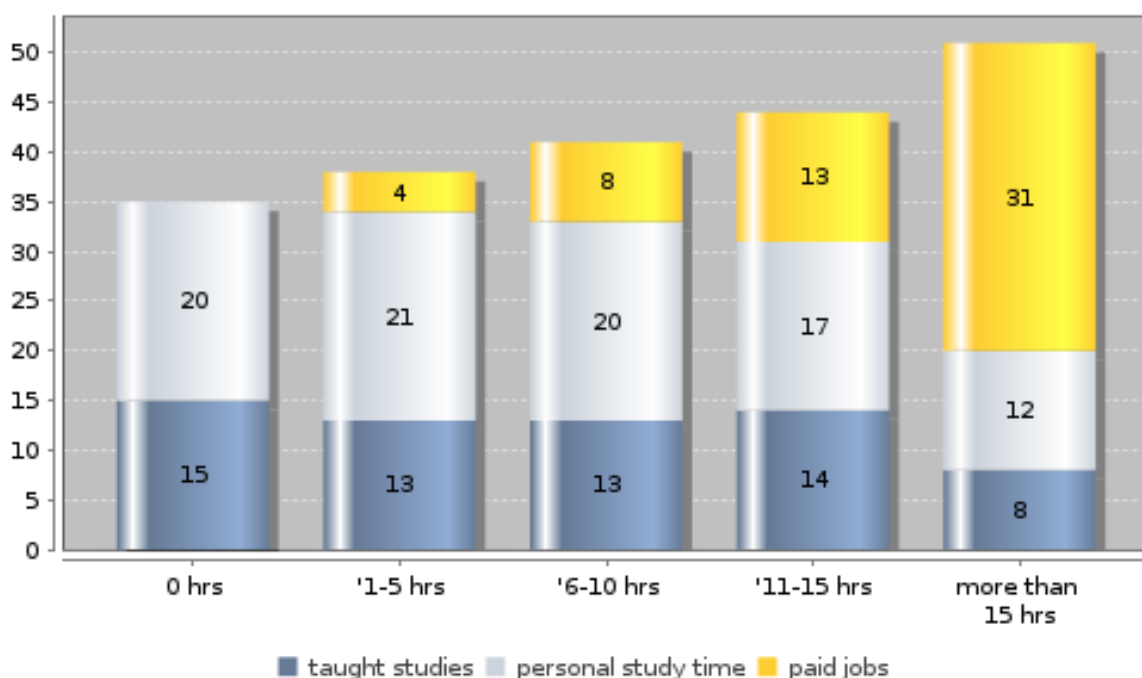
details on missing data:

methodical issues or considerations for data interpretation:

Figures corrected may 27th.

**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	37.1
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	28.2
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	39.7
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	33.2

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)
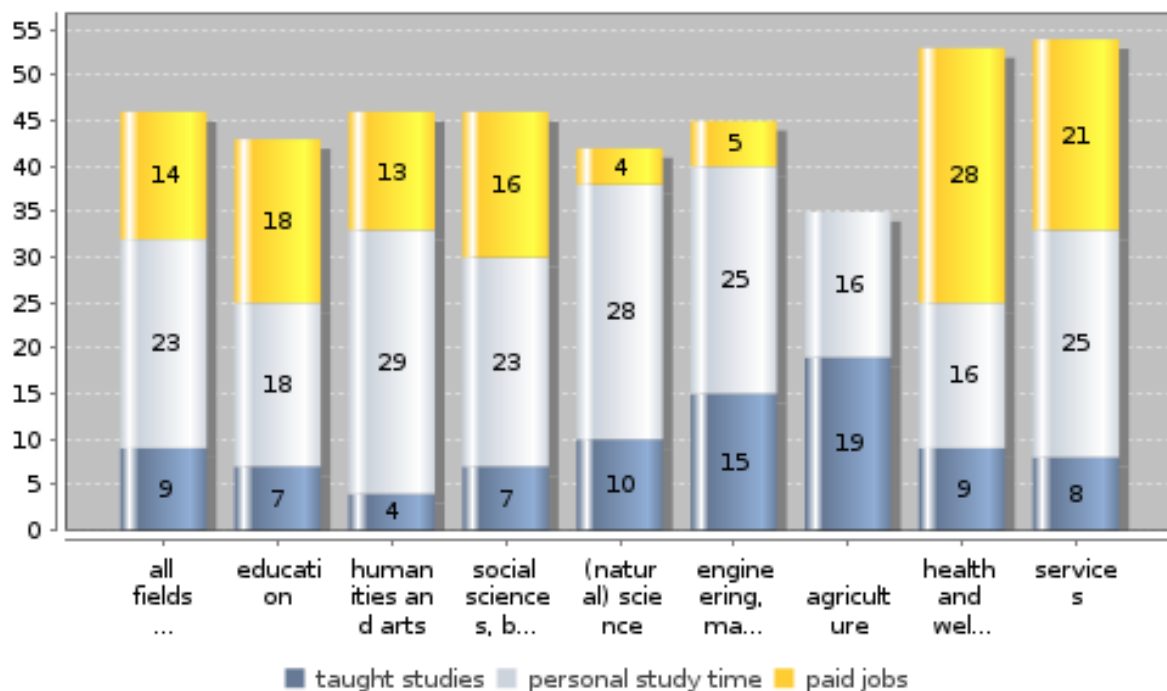
details on missing data:

methodical issues or considerations for data interpretation:

Note the low N for agriculture: 4, services: 5.

Figures corrected may 27th.

national interpretation of the results of the data analysis:

"Compared to other countries (and also compared to MA in humanities in your country) the value for BA in humanities is rather low. Please comment in DDM." Data checked. Further commenting must be left to the institution that is assigned to analyze the data.

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 %	42.7
Share of BA students who are (very) satisfied, in %	43.2
Share of low-intensity students who are (very) satisfied, in %	37.0
Share of 30 year olds or over who are (very) satisfied, in %	40.9

Students' assessment of their workload by characteristics of students (in %)
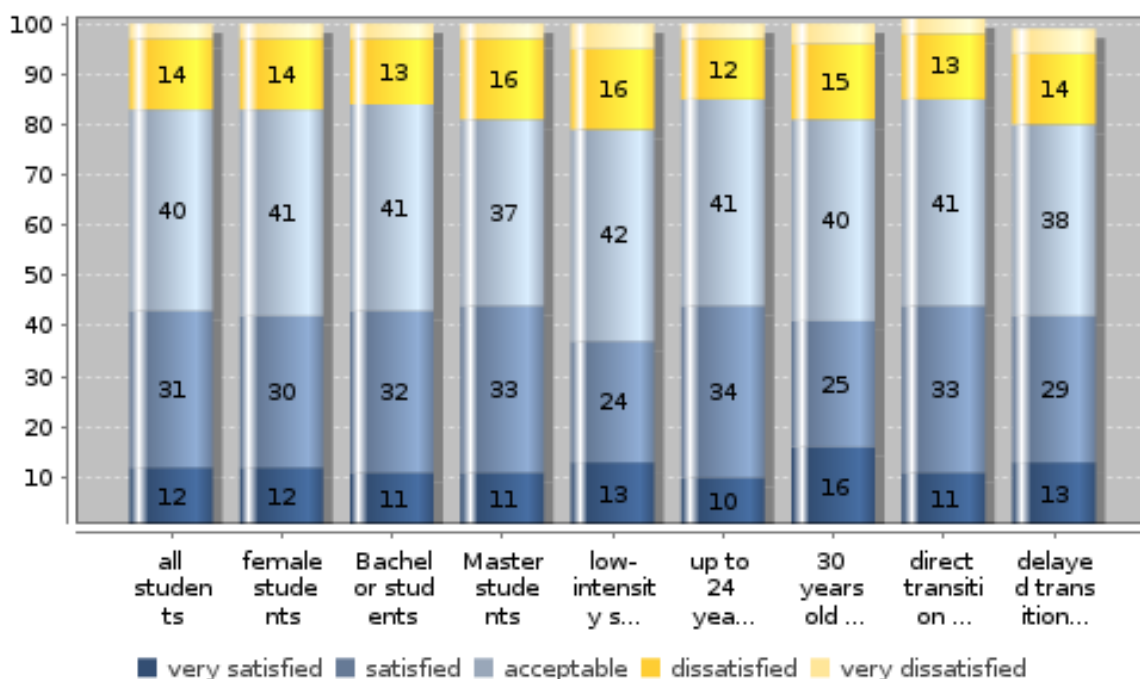
details on missing data:

methodical issues or considerations for data interpretation:

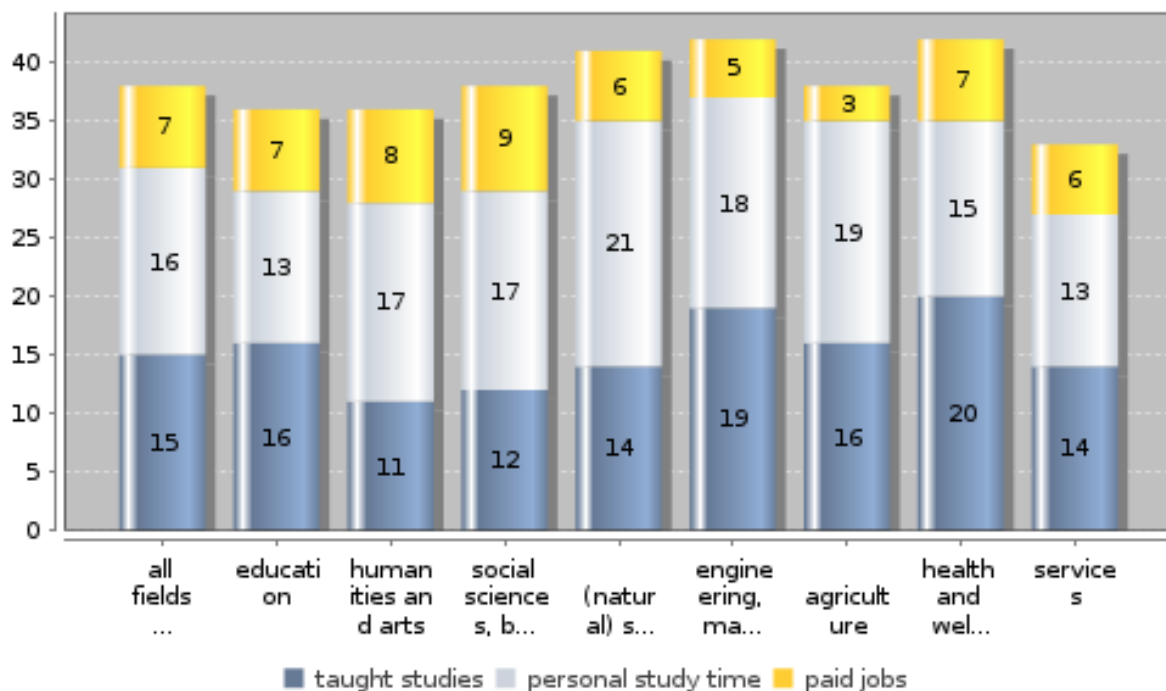**national interpretation of the results of the data analysis:**

Topic: G. Time budget and employment

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

Key Indicators

Total workload of all students who are very dissatisfied, in hrs/wk	44.5
Total workload of BA students who are very dissatisfied, in hrs/wk	38.6
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	35.1

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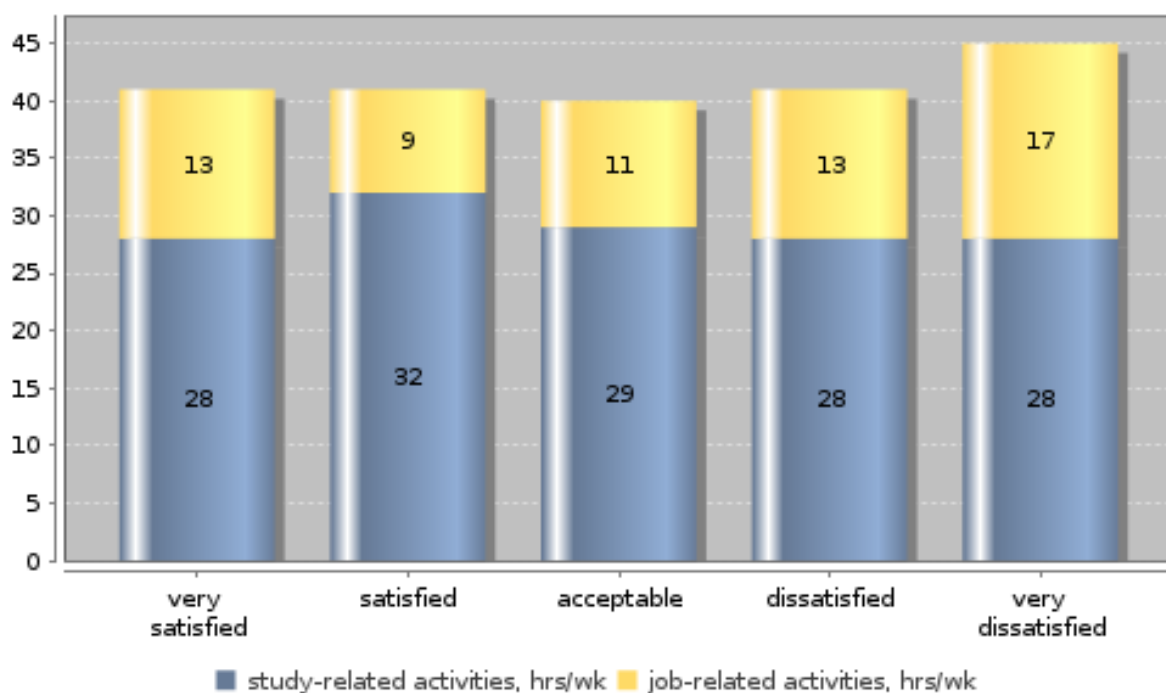
Time budget by low-intensity students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)

	very satisfied	satisfied	acceptable	dissatisfied	very dissatisfied
job-related activities, hrs/wk	26	22	23	22	24
study-related activities, hrs/wk	10	12	13	13	11

■ study-related activities, hrs/wk ■ job-related activities, hrs/wk
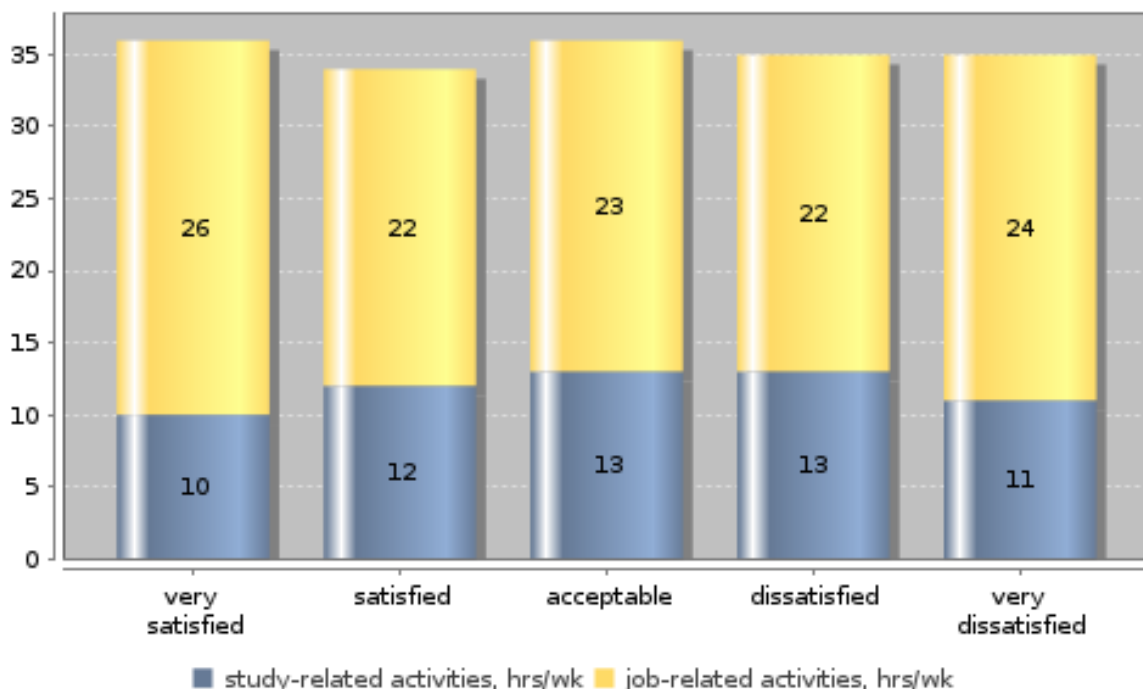
Time budget by Bachelor students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)

	very satisfied	satisfied	acceptable	dissatisfied	very dissatisfied
job-related activities, hrs/wk	9	7	7	7	10
study-related activities, hrs/wk	33	33	31	29	29

■ study-related activities, hrs/wk ■ job-related activities, hrs/wk
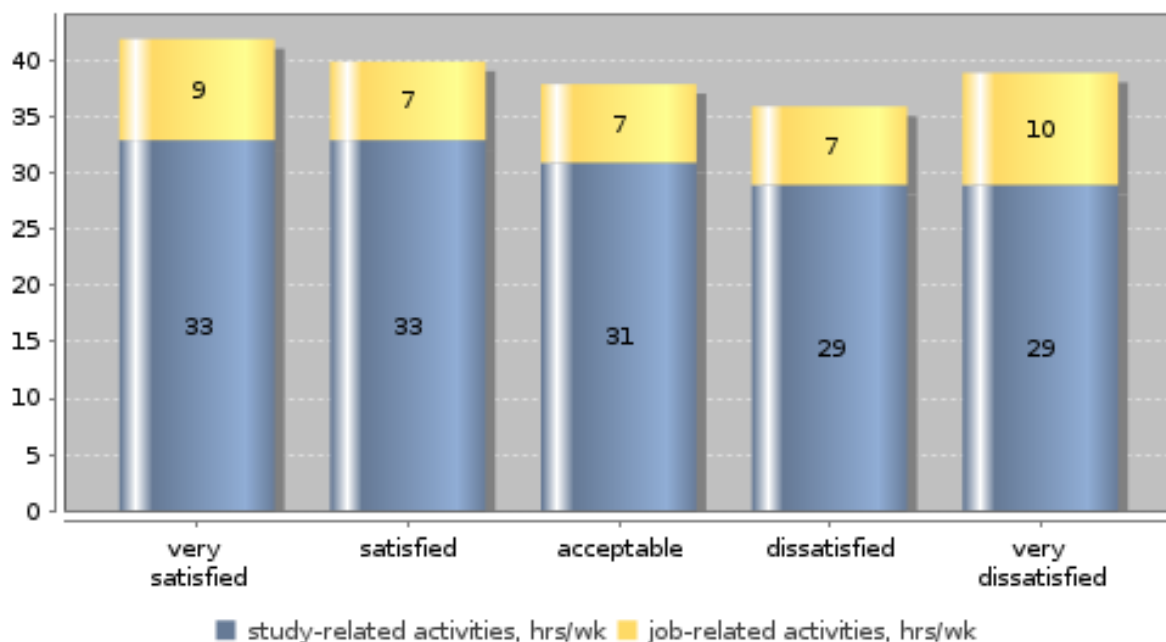
details on missing data:

methodical issues or considerations for data interpretation:

It should be noted that having too little work to do may also be perceived as negative.

Figures corrected may 30th.

national interpretation of the results of the data analysis:

"In international comparison (and also compared to all students in your country) the total workload of BA students who are very dissatisfied is quite low. Please check data and comment in DDM." Data checked. It should be noted that having too little work may also be perceived as negative. ("I'd like to have a bigger workload, so that I can make more money") The total workload per se does not seem to be very correlated to the level of satisfaction for any of the groups.

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 %

70.5

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

75.0

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

	very high	high	middle	low	very low
Level of importance	36	30	17	8	9
Level of fulfilment of goal	37	34	19	6	4

Level of importance   Level of fulfilment of goal

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

Legend: ■ Level of importance ■ Level of fulfilment of goal

Fulfilment for those who see aspect as of (very) high importance (in %)
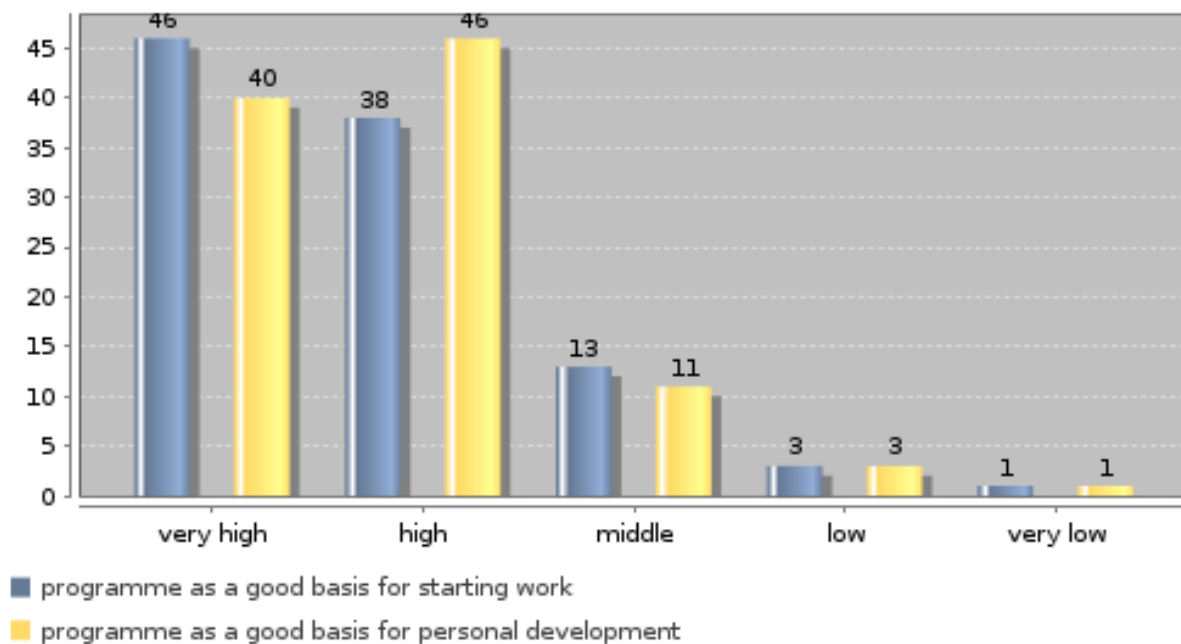
Legend: ■ programme as a good basis for starting work
■ programme as a good basis for personal development

details on missing data:

methodical issues or considerations for data interpretation:

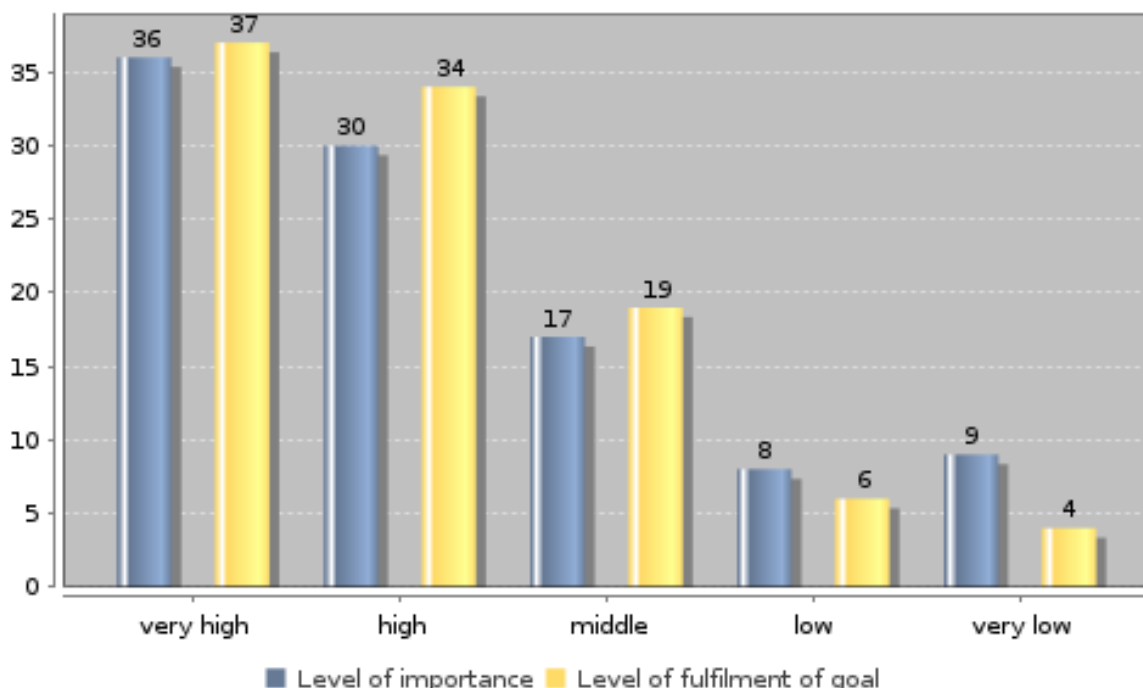**national interpretation of the results of the data analysis:**

Topic: H. Assessment of studies

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

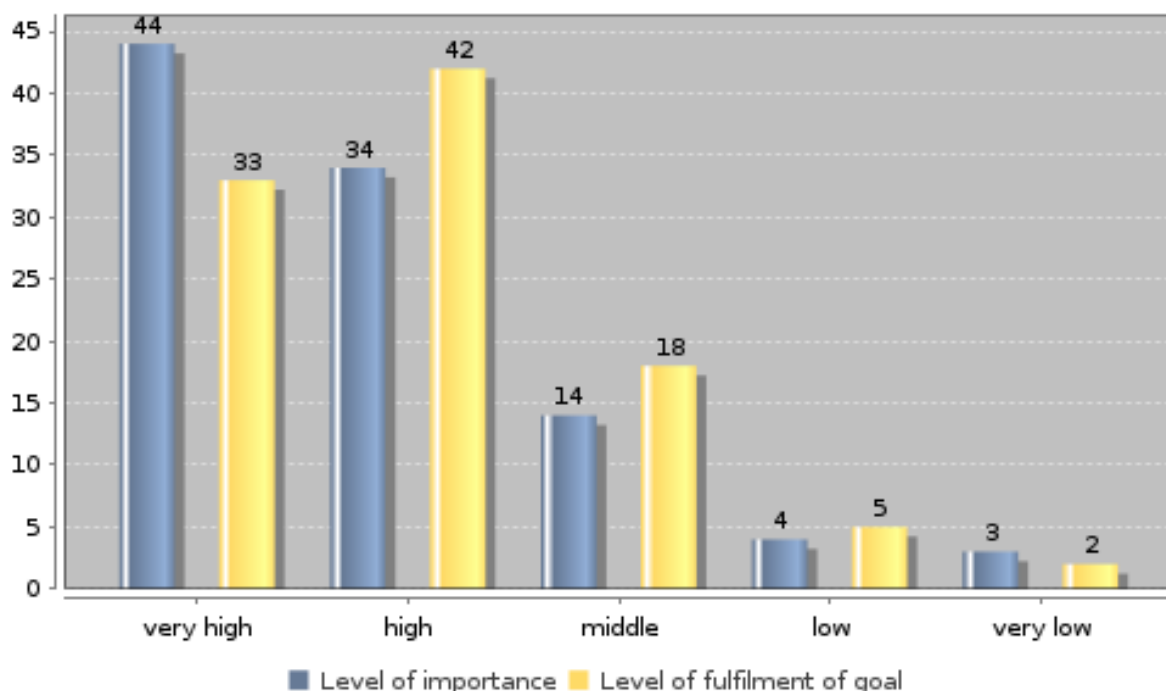**Key Indicators**

Share of BA students whose goals are met at (very) high level - basis for starting work, in %   70.1

Share of BA students whose goals are met at (very) high level - basis for personal development, in %   72.2

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

Legend: ■ Level of importance   ■ Level of fulfilment of goal

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

Level of importance ■ Level of fulfilment of goal

Fulfilment for those BA students who see aspect as of (very) high importance (in %)
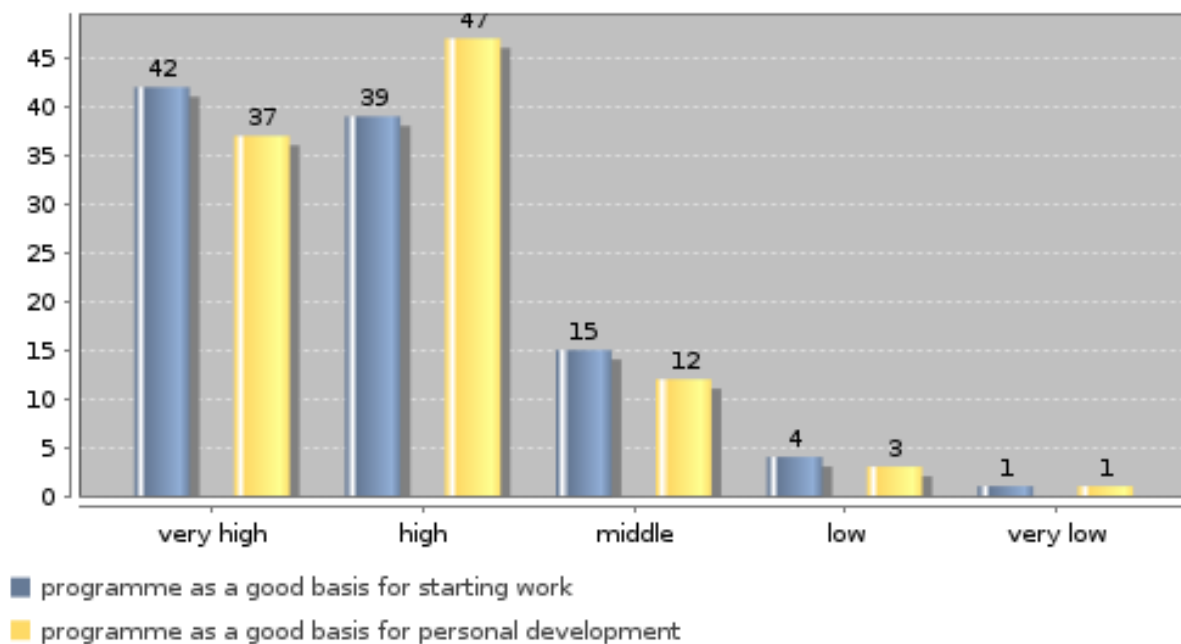
■ programme as a good basis for starting work
■ programme as a good basis for personal development

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

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

Key Indicators

Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %	66.4
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	77.3
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	69.2
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	77.1

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:

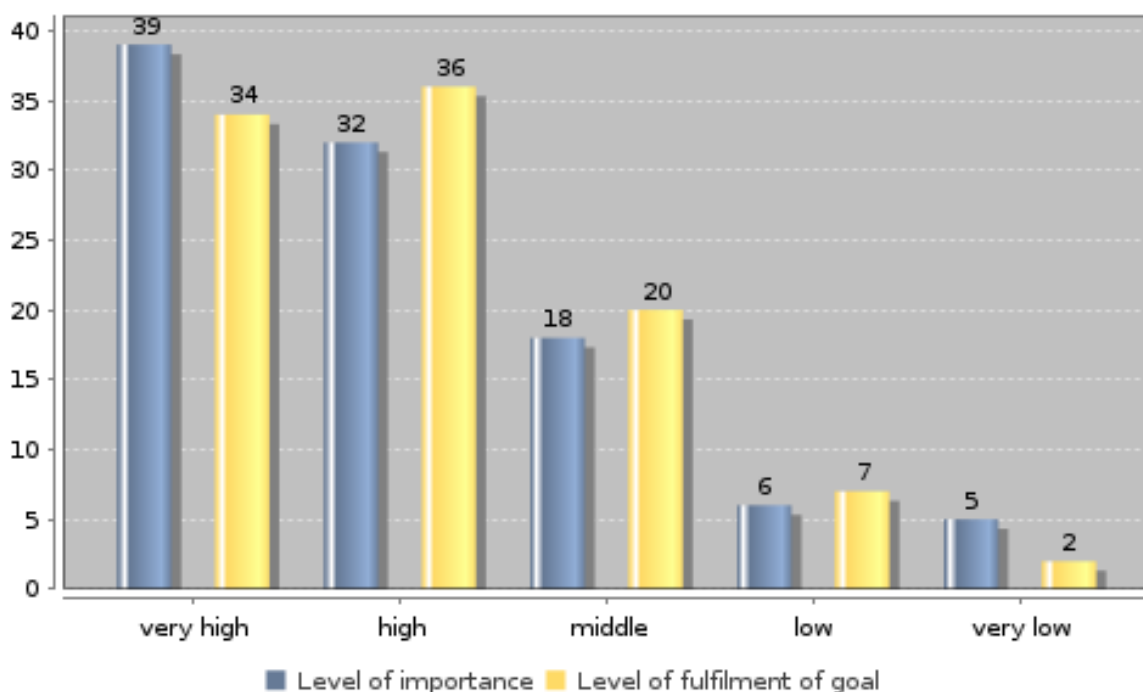national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

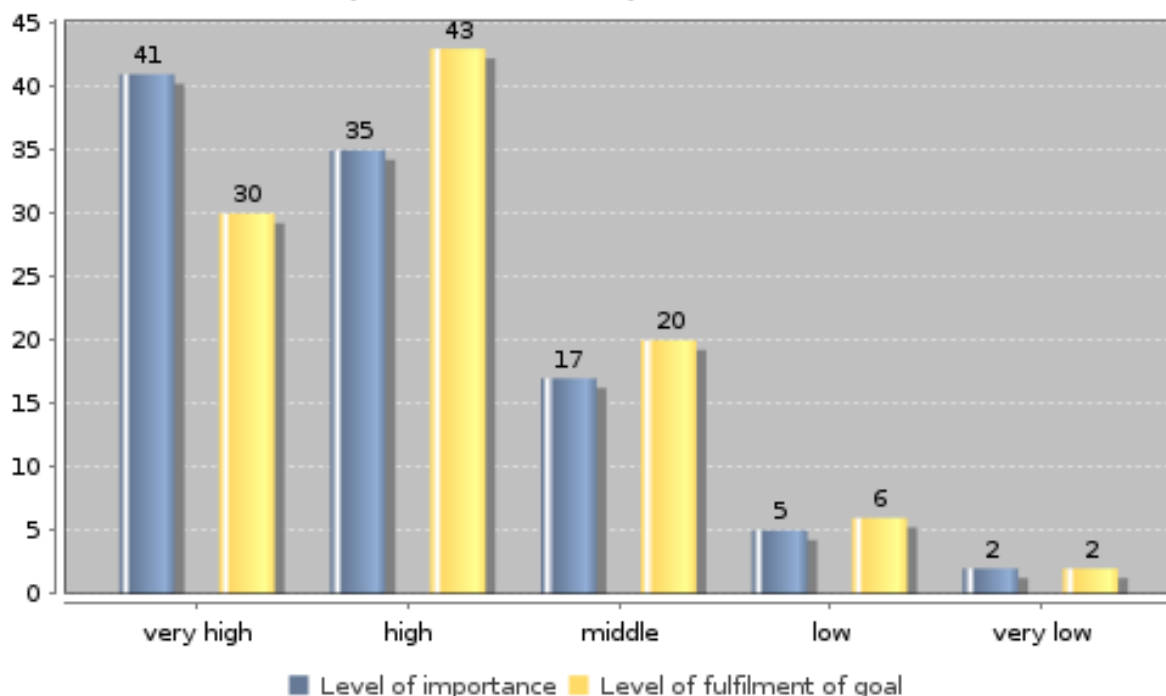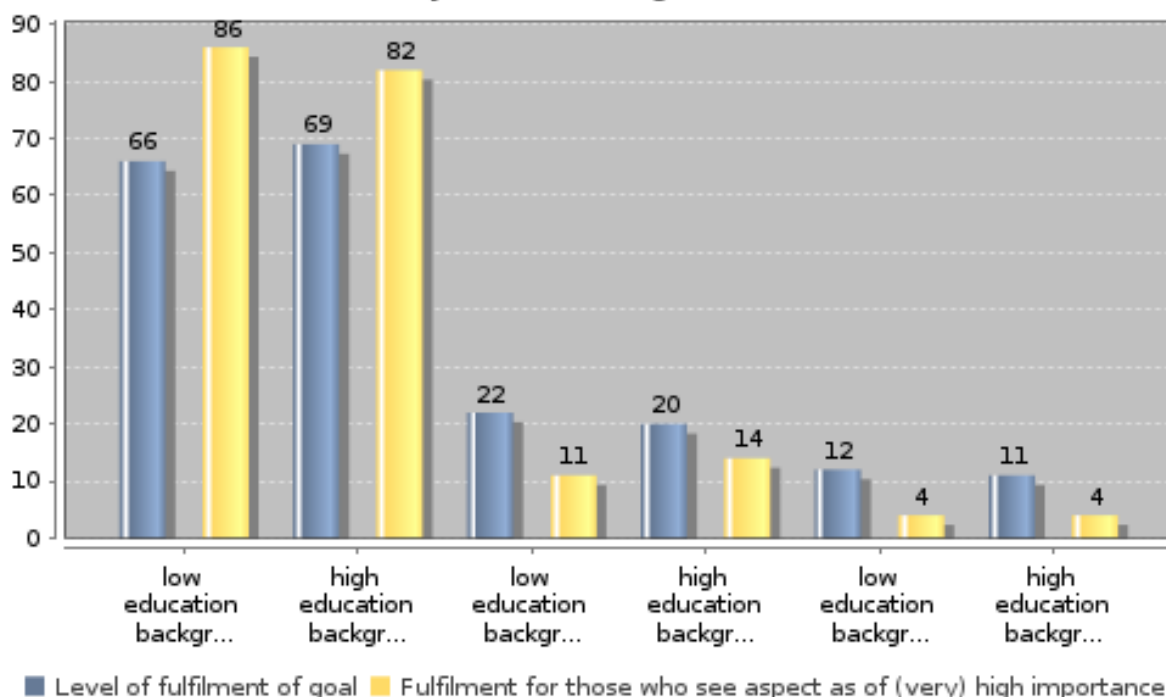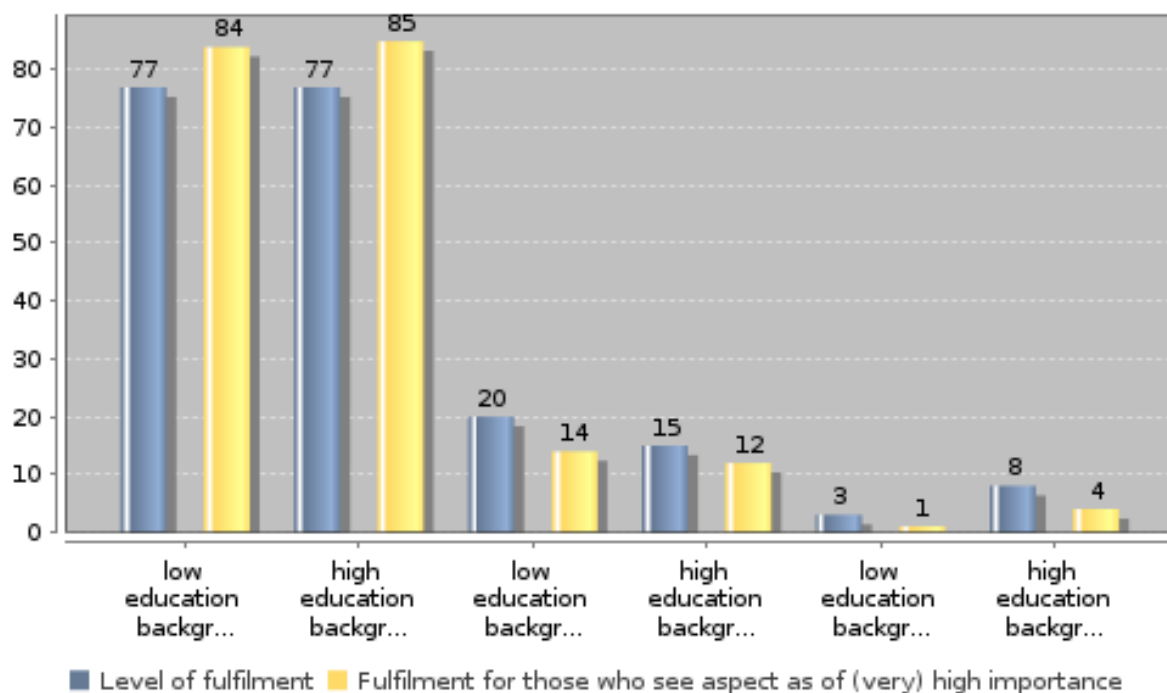## Subtopic 4: Students' assessment of general aspects of studies by field of study

Key Indicators

Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	13.6
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	13.0
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	5.0
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	16.7

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

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

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

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

details on missing data:

methodical issues or considerations for data interpretation:

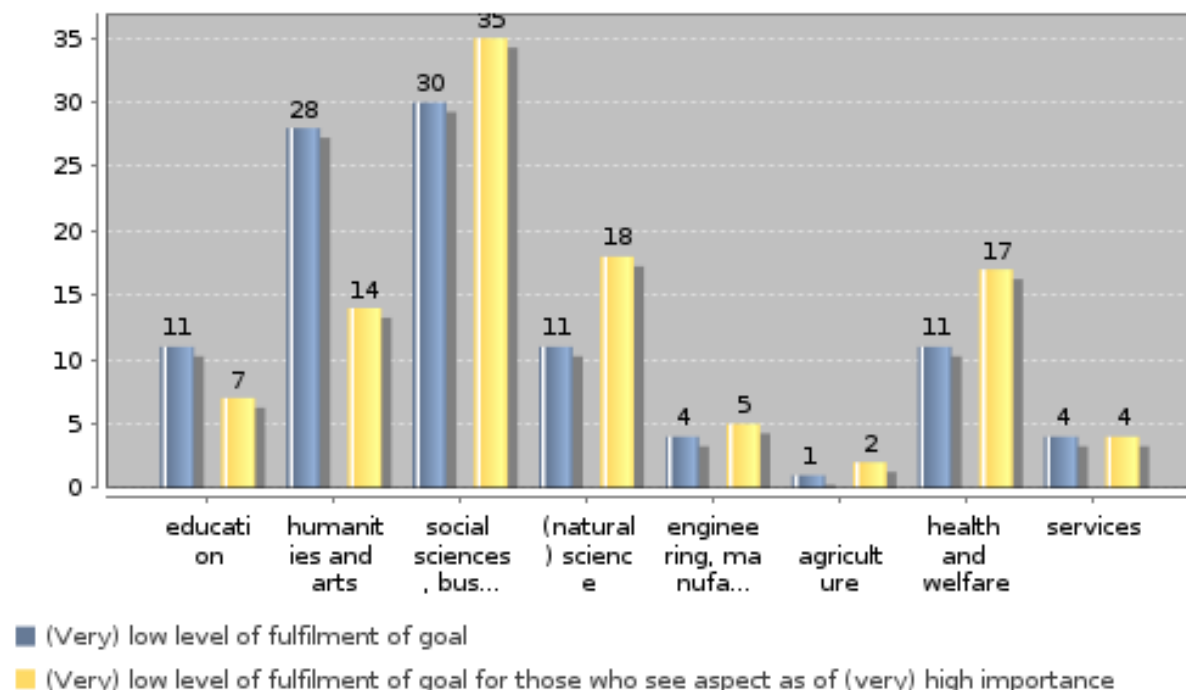**national interpretation of the results of the data analysis:**

"In country comparison, the share of students in humanities and arts whose goal that the programme is a good basis for starting work is fulfilled at (very) low level is extremely high, while the corresponding share for students of engineering is extremely low! How can this be explained (beyond the low case numbers on this indicator)? Please comment on this in the DDM." Data checked. Beyond the fact that there is an ever-present and increasing demand for engineers, I must leave this to whoever gets the assignment of analyzing the Norwegian data. HOWEVER, THERE WAS AN ERROR IN TABLE 2, GOOD BASIS FOR STARTING WORK! THIS IS NOW CORRECTED RESULTING IN A MUCH LOWER PERCENTAGE OF DISSATISFIED STUDENTS. There were also errors in the Personal Development cells which are now corrected.

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 %	56.3
Share of all students for whom studies are less important, in %	7.5
Share of BA students for whom studies are more important, in %	63.4
Share of BA students for whom studies are less important, in %	3.4
Share of low-intensity students for whom studies are more important, in %	30.0
Share of low-intensity students for whom studies are less important, in %	20.4
Share of 30 years old or older for whom studies are more important, in %	43.5
Share of 30 years old or older for whom studies are less important, in %	15.7

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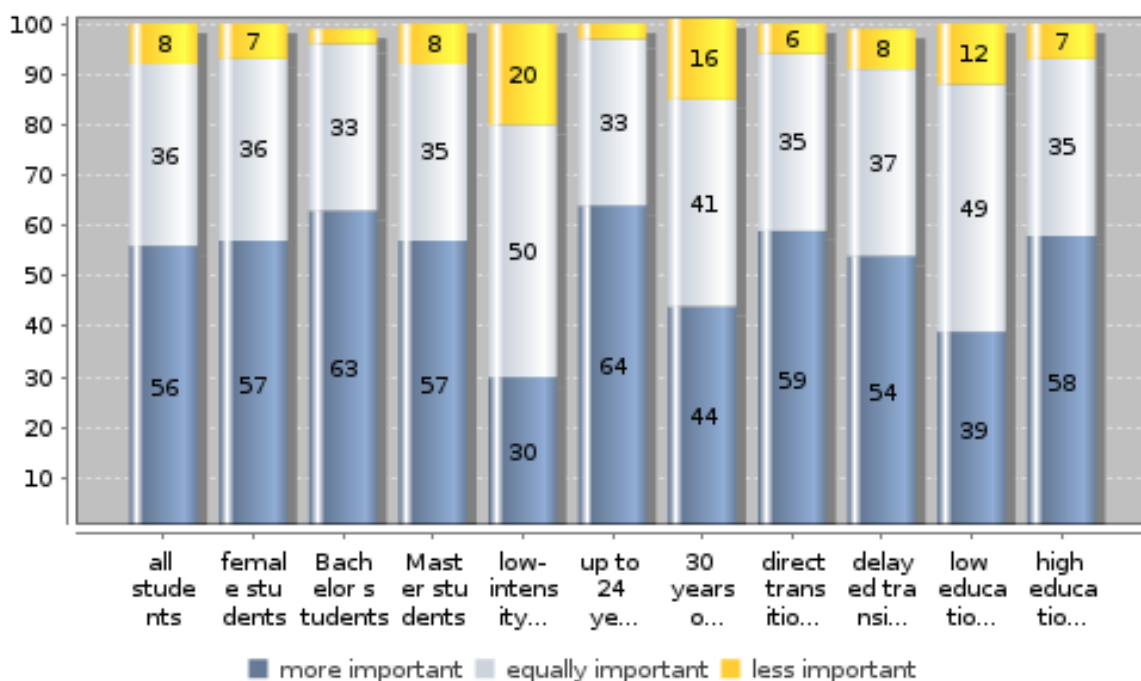
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

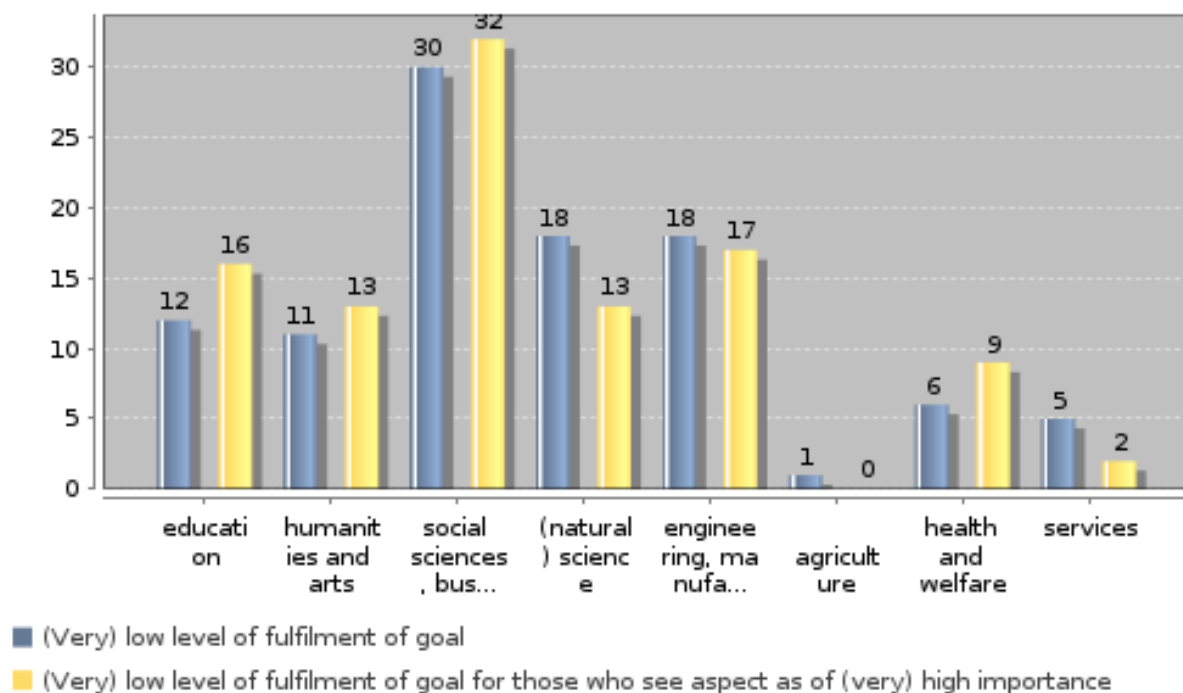## Subtopic 6: Students' assessment of importance of studies by field of study

Key Indicators

Share of students in humanities and arts for whom studies are more important, in %	51.1
Share of students in humanities and arts for whom studies are less important, in %	12.9
Share of students in engineering disciplines for whom studies are more important, in %	56.8
Share of students in engineering disciplines for whom studies are less important, in %	4.3
Share of students in social sciences for whom studies are more important, in %	57.0
Share of students in social sciences for whom studies are less important, in %	7.8

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators

Share of all students with plans for future studies, in %	46.8
Share of all students who plan not to continue studies, in %	23.9
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	36.3
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	33.2
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	49.3
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	23.2

Students' plans for continuation of studies after completing current programme (in %)
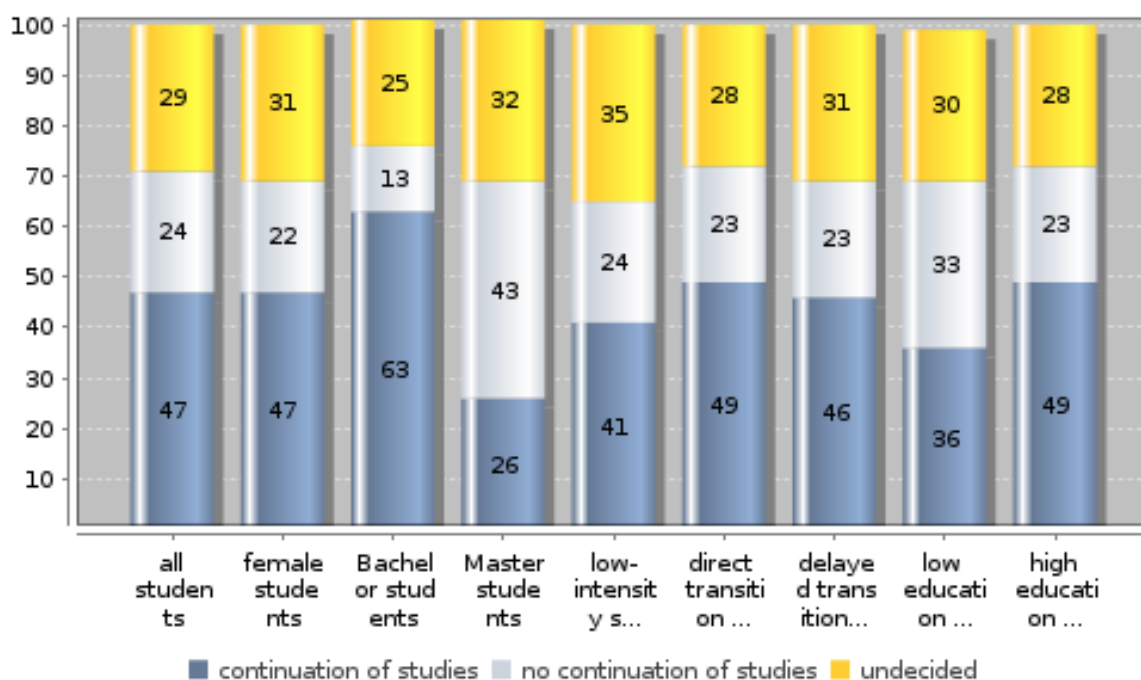
details on missing data:

methodical issues or considerations for data interpretation:

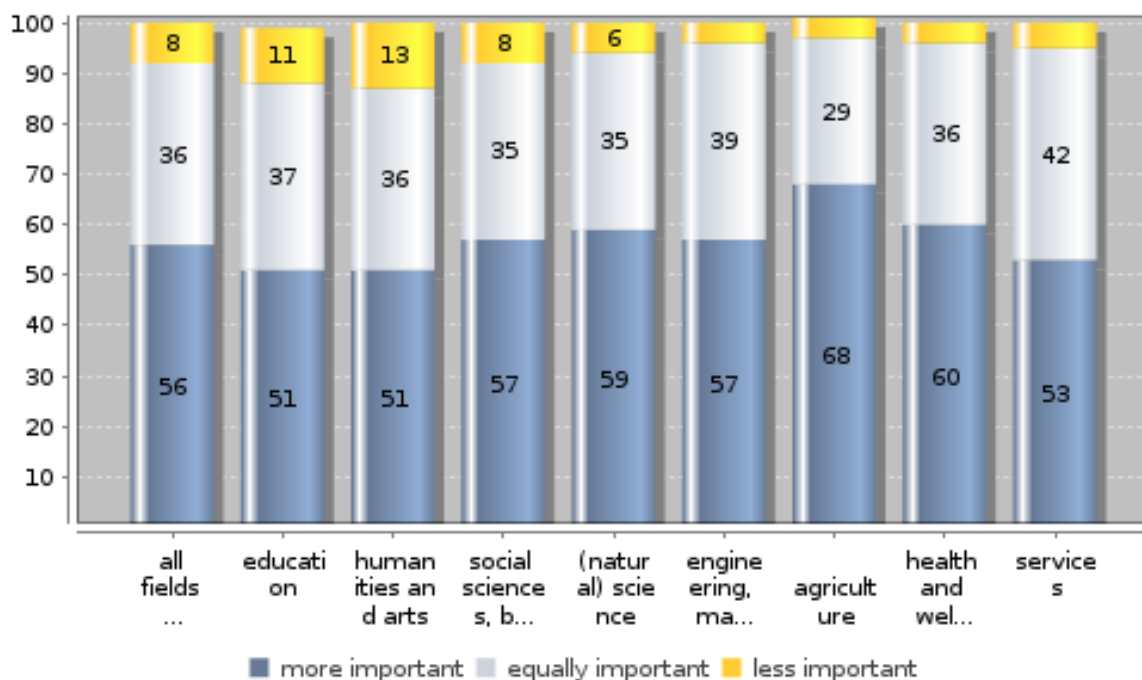**national interpretation of the results of the data analysis:**

"In country comparison, the shares of the types of students considered here who plan not to continue their studies are very high (especially that of students with low education backgrounds). How can this

be explained? Please comment on this in the DDM." Data checked. For students with low ed background, this may be explained partly by their age. Many are back for some education, but not a longer carreer. Some may already have a degree. Further analysis must be left to whoever is assigned to analyze the Norwegian data.

Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators

Enrolment rate of all students, in %	14.0
Enrolment rate of female students, in %	14.4
Enrolment rate of Bachelor students, in %	9.5
Enrolment rate of Master students, in %	23.0
Plans for foreign enrolment of all students, in %	19.5
Plans for foreign enrolment of Bachelor students, in %	23.9

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

- students who have been enrolled abroad
- students who have not been enrolled abroad but plan to go
- students who have not been enrolled abroad and do not plan to go
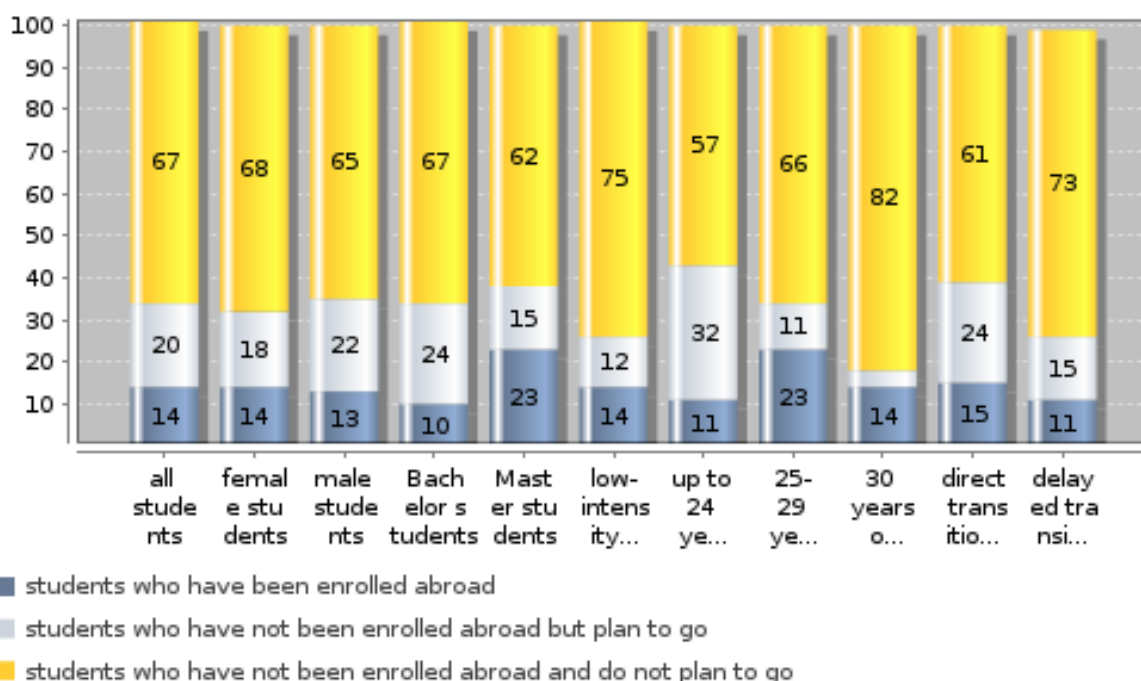
details on missing data:

methodical issues or considerations for data interpretation:

possible wording problem, see national interpretation.

national interpretation of the results of the data analysis:

Q: "In country comparison, the enrolment rate of all students, female students and Bachelor students are rather high. How can this be explained? How can the increase in the enrolment rates of all students and female students since EUROSTUDENT III be explained"

Answer: The wording of the question may have been too vague, not putting being clear on the formal

requirements of enrolment, possibly leading to over-reporting and later under-reporting on question 4.6. Acccording to the registers, there has not been any significant increase of Norwegian students studying abroad the last 5 years.

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 %	26.6
social sciences, in %	16.7
(natural) science, in %	11.0
engineering disciplines, in %	7.2

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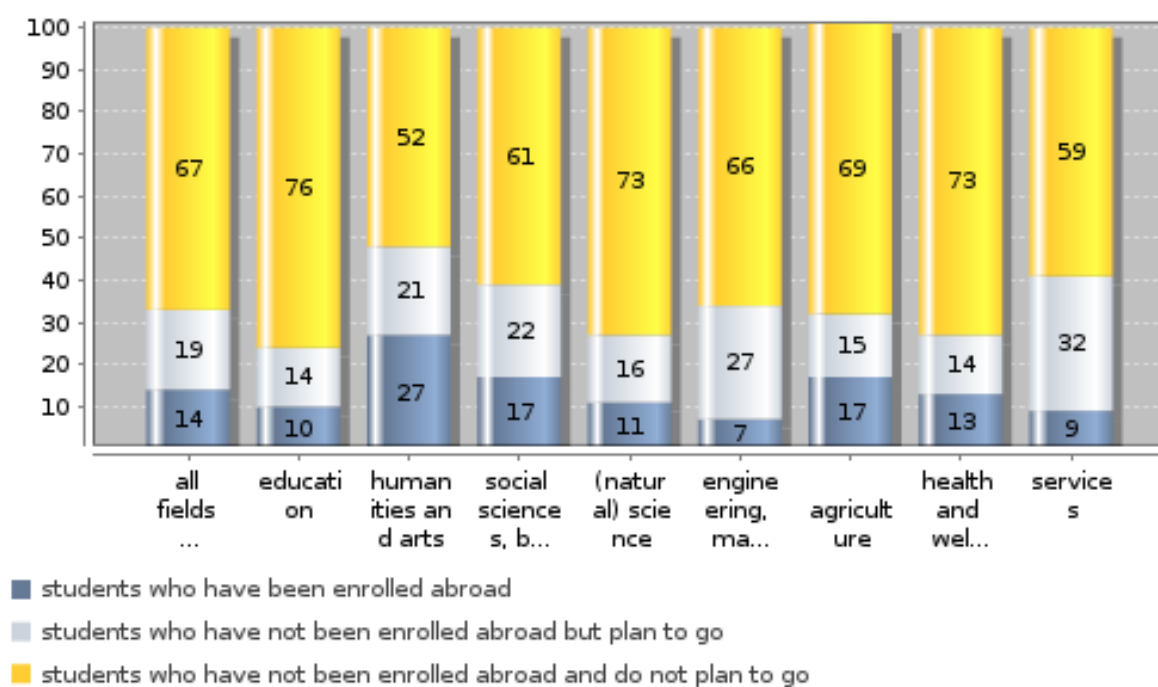
- students who have been enrolled abroad
- students who have not been enrolled abroad but plan to go
- students who have not been enrolled abroad and do not plan to go

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Question: "In country comparison, the enrolment rates of students in humanities and arts, the social sciences and (natural) science are very high. How can this be explained? To what extent could it have to do with the structures/specific measures to support mobility"

Answer: According to register data, 14.9 % of Norwegian students enrolled abroad in 2009 studied humanities and art, 17.3 % studied social sciences and 10.9 % studied (natural) science. Based on the above table, this would be: 17.5 %, social sciences: 38.9 % (natural) science: 6.7 %. Social sciences thus seem overrepresented. It could be connected to the likely problem of overreporting of enrolment commented on in I1.

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 %	16.3
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	9.4
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)	1.7

Students with enrolment abroad or respective plans by highest educational attainment of students' parents and form of housing (in %)
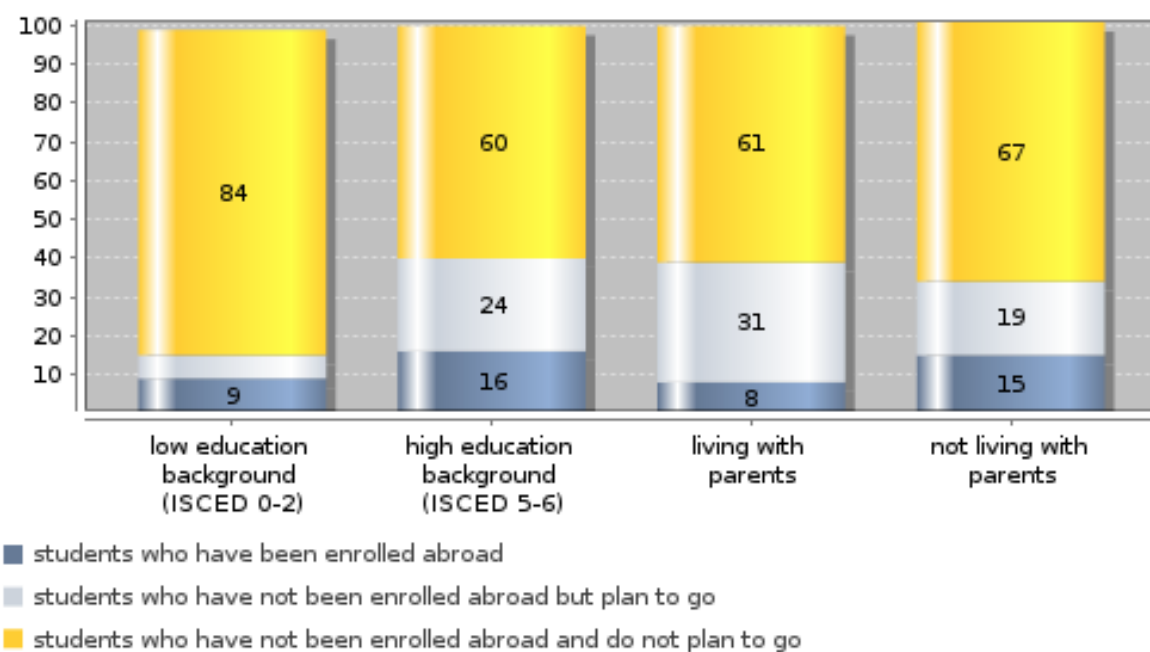
- ■ students who have been enrolled abroad
- ▪ students who have not been enrolled abroad but plan to go
- ■ students who have not been enrolled abroad and do not plan to go

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Comment: "In international comparison, the enrolment rate of students with high education background is rather high. In EUROSTUDENT III, the absolute number of students from high education background was lower than the absolute number of students from low education"

Answer: Figures have been double-checked. The possible overrepresentation in the high ed group may have to do with the likely overreporting of enrolment commented on in I1. Regarding the low ed group, there were only 174 observations (before weighting). I cannot find the EUROSTUDENT III numbers you refer to, but I believe that a correlation between high education background and enrollment abroad is far more probable than vice versa.

Topic: I. Internationalisation and mobility

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

Key Indicators

Internship/work placement abroad, all students, in %	2.7
Language course abroad, all students, in %	3.2
No acitivities abroad, all students, in %	90.4
No acitivities abroad, students up to 24 years, in %	92.4

Students with study-related activities abroad by characteristics of students (in %)
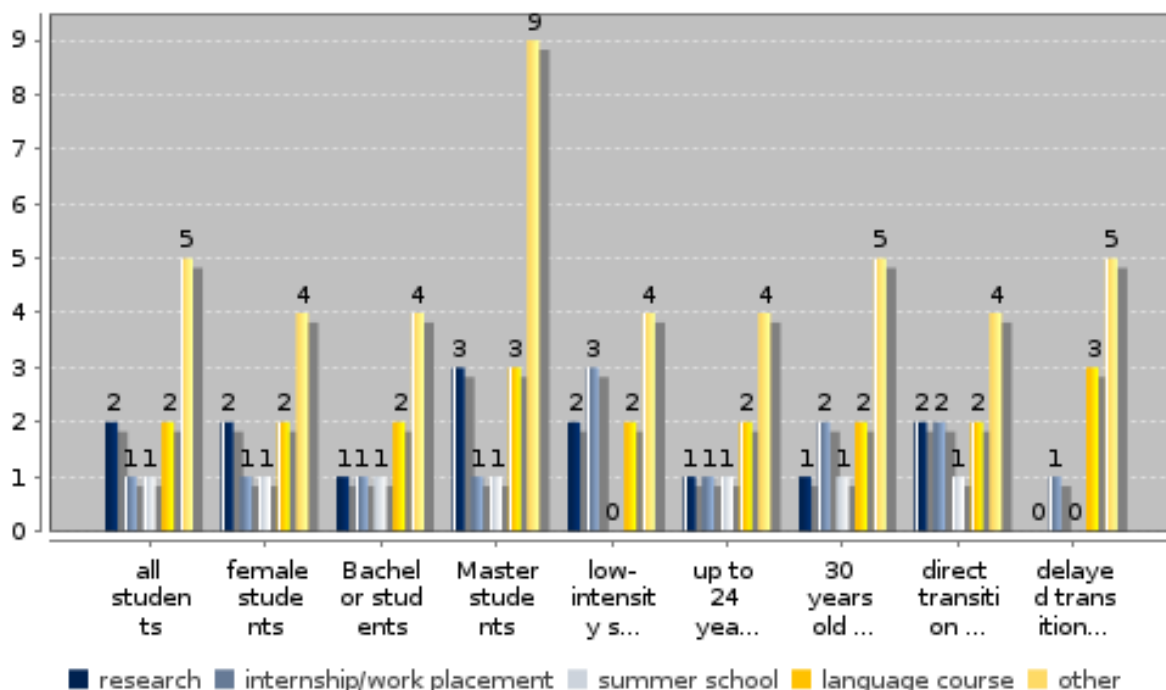
Study-related activities abroad by characteristics of students and average duration (in months)
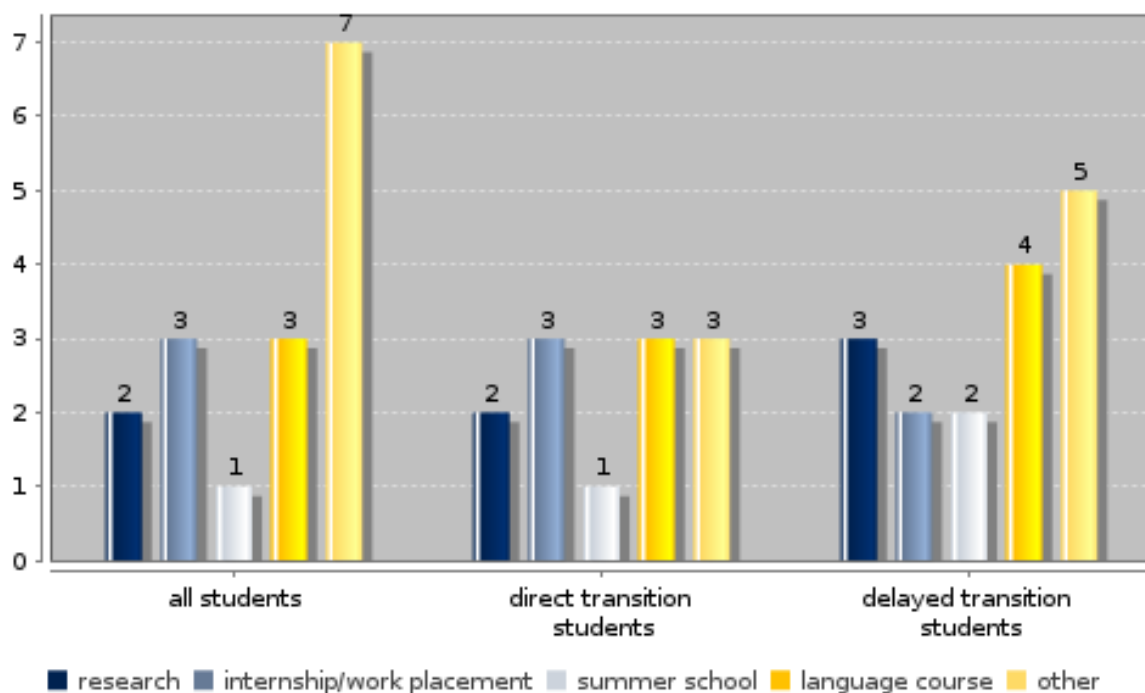
details on missing data:

methodical issues or considerations for data interpretation:

missing-issue with data, not possible to separate non-participation from missing data for "no activity".

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 %	52.5
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	18.1
Bachelor students with enrolment abroad, who went abroad without a programme, in %	49.4
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	14.2

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

legend: part of the study programme (international programme) ■ TEMPUS ■ ERASMUS (MUNDUS) LINGUA ■ other EU-programme ■ other ■ no programme
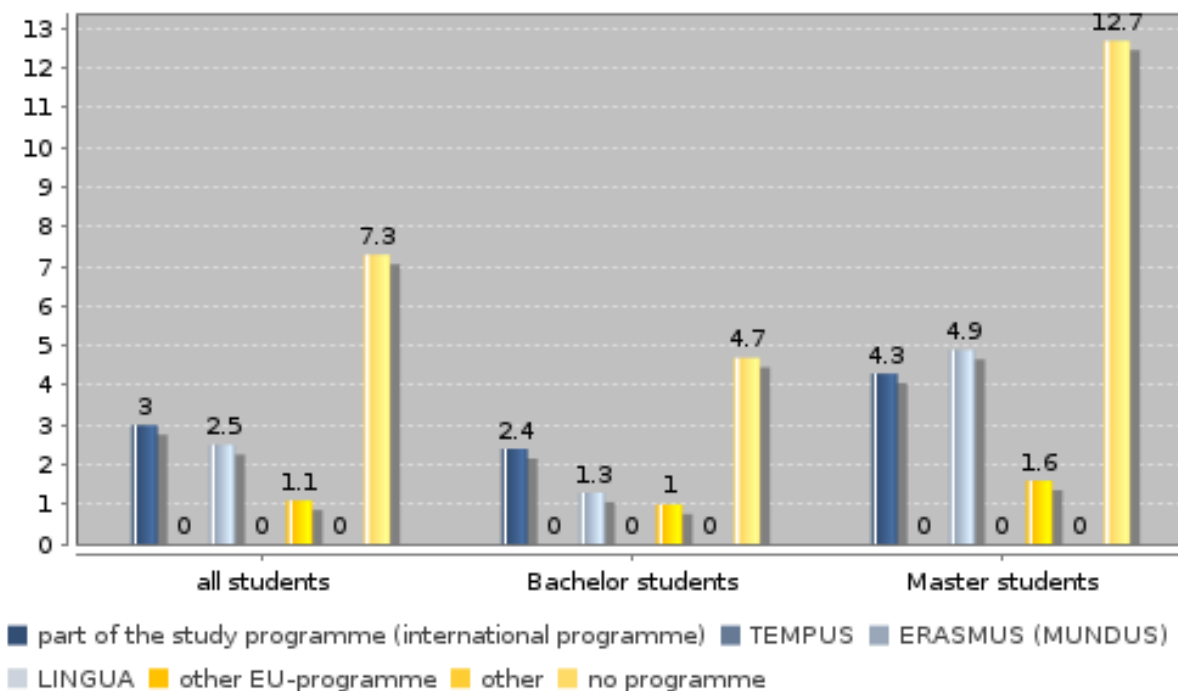
Students with enrolment abroad by type of organisation, based only on students with enrolment abroad (in %)
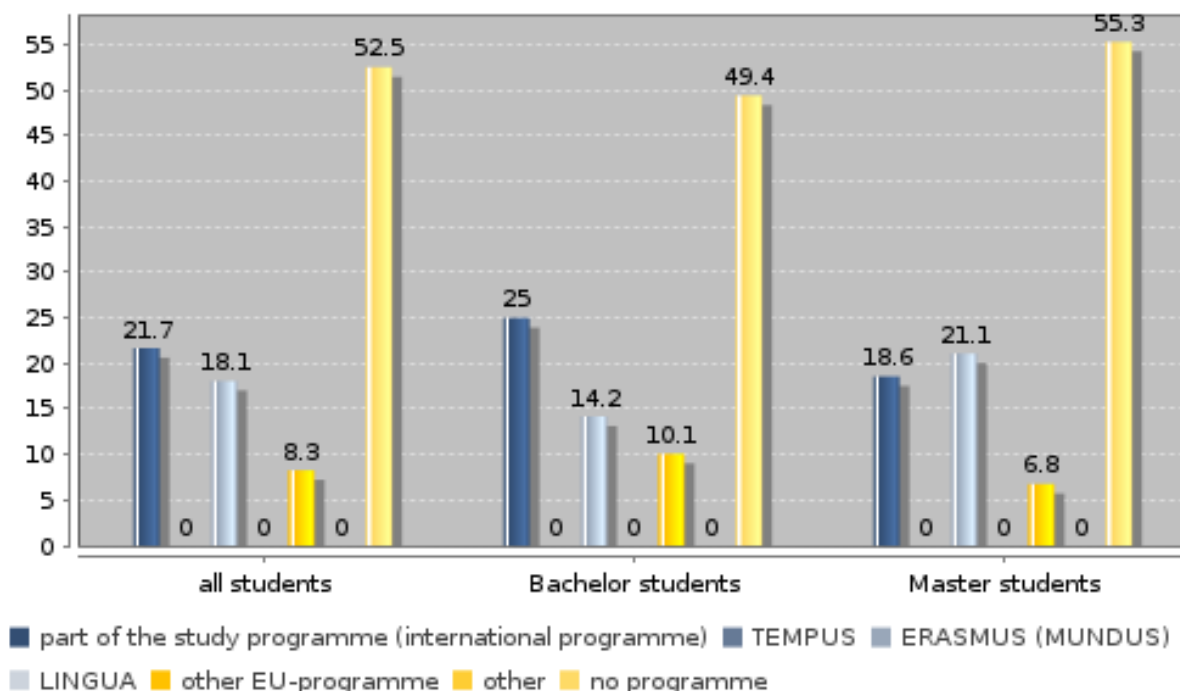
details on missing data:

methodical issues or considerations for data interpretation:

Due to a questionnaire error, the response category "other" was not available to respondents. This may have been reported as part of the other catecories.

national interpretation of the results of the data analysis:

Request: "In country comparison, the share of all mobile students, who went abroad without a programme, is extremely high. In contrast, the share of students, who went abroad with ERASMUS, is extremely low. Please comment on this in the DDM."

Answer: this may have to do with the probable over-reporting of enrolment commented on in I1. It is likely that non-enrolment activities abroad would be reported as "no programme".

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 %	32.0
BA students, in %	33.8
students with high education background (ISCED 5-6), in %	34.6
students with low education background (ISCED 0-2), in %	17.0
Share of students indicating their parents/family as primary source of funding:	
students with high education background (ISCED 5-6), in %	3.2
students with low education background (ISCED 0-2), in %	6.2
Share of students giving public support as primary source:	
students with high education background (ISCED 5-6), in %	77.6
students with low education background (ISCED 0-2), in %	53.7

Students utilising a particular source of funding for their enrolment abroad by level of studies and highest educational attainment of students' parents (in %)
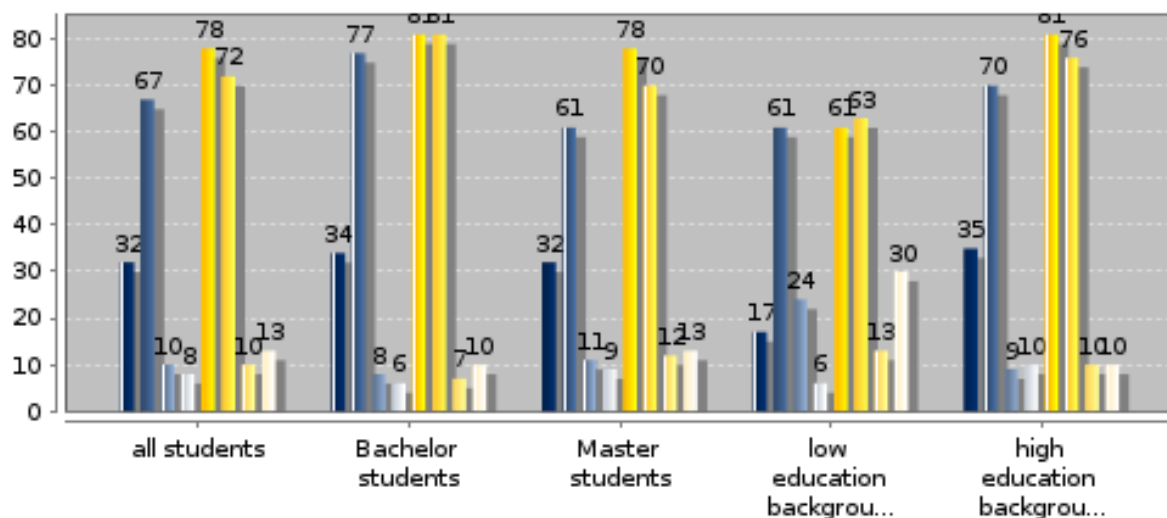
■ parents/family ■ income from previous job ■ income from job during studies abroad
■ study grants/loans from host country ■ home state loans (repayable)
■ home state grant (non-repayable) ■ EU study grants ■ other

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

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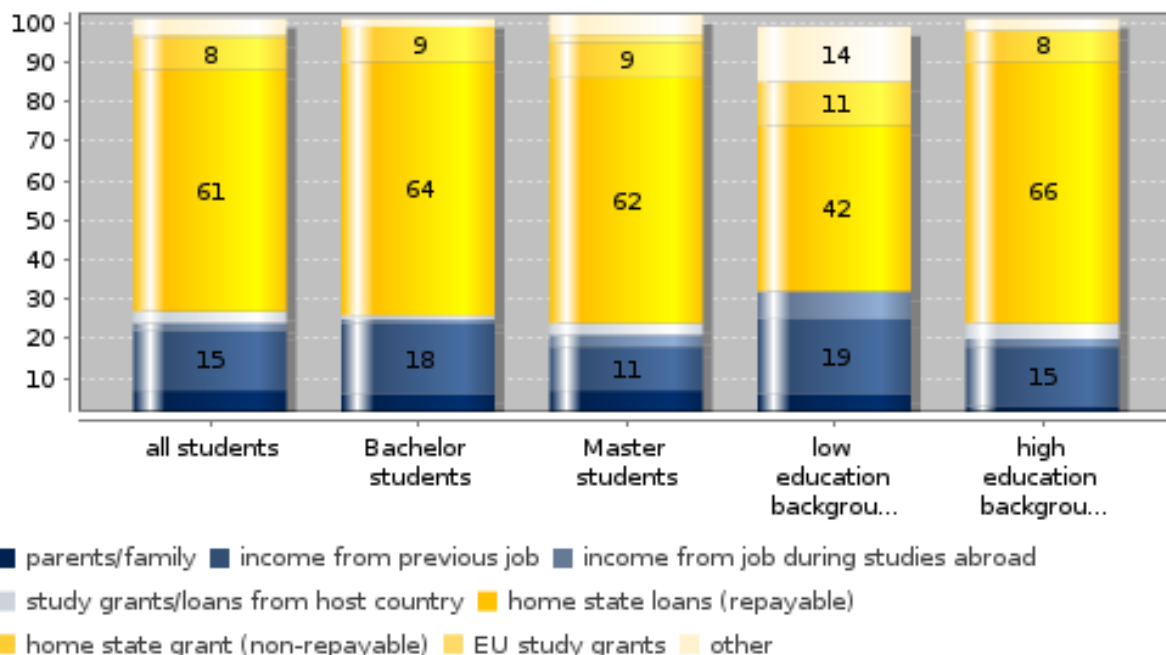
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Request: "In country comparison, the share of students (from both high and low education backgrounds) giving parents/family as primary source is extremely low! Please comment on this in the DDM."

Answer: We must leave this to the institution appointed to analyze the Norwegian data.

Topic: I. Internationalisation and mobility

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

Key Indicators

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

personal development, in %	86.2
language improvement, in %	70.7
quality of education, in %	61.8
academic level, in %	58.5
social integration, in %	71.3
service from host institution, in %	43.5

Importance of aspects concerning enrolment abroad (in %)
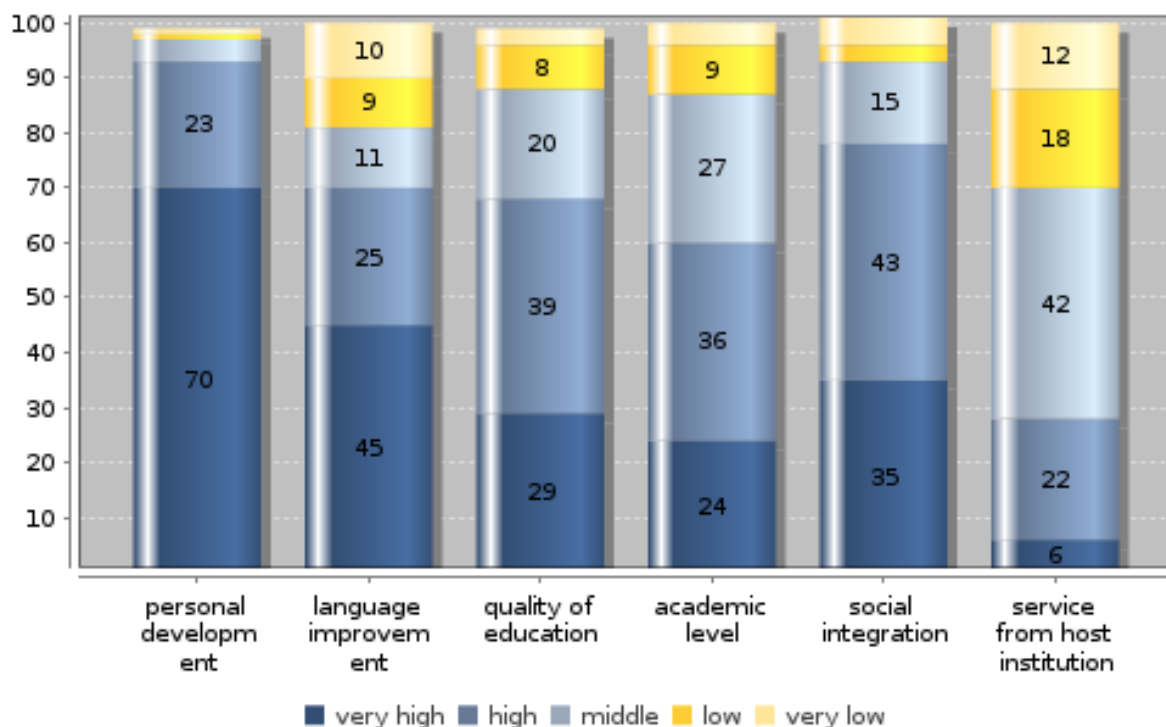
Fulfilment of expectations concerning enrolment abroad (in %)

	very high	high	middle	low	very low
personal development	61	25	12		
language improvement	43	28	18	7	
quality of education	29	33	25	11	
academic level	28	31	27	12	
social integration	38	33	18	7	
service from host institution	16	28	35	14	8

■ very high ■ high ■ middle ■ low ■ very low
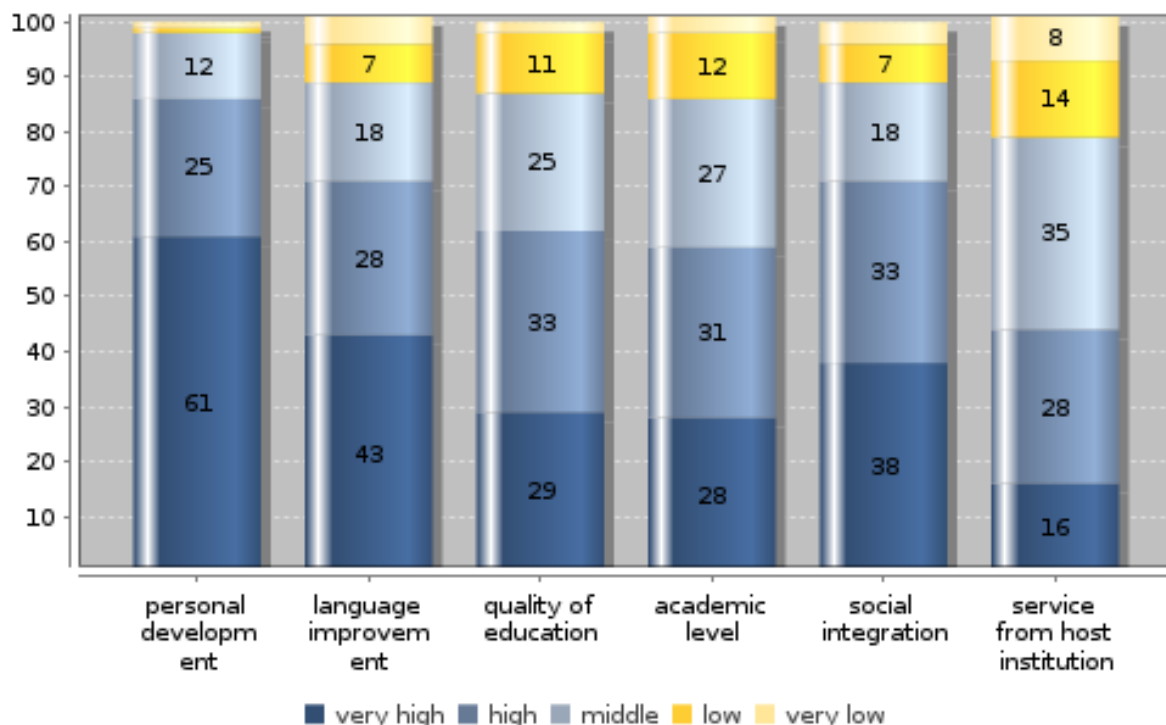
Fulfilment of expitations concerning aspects of the enrolment abroad considered as (very) important
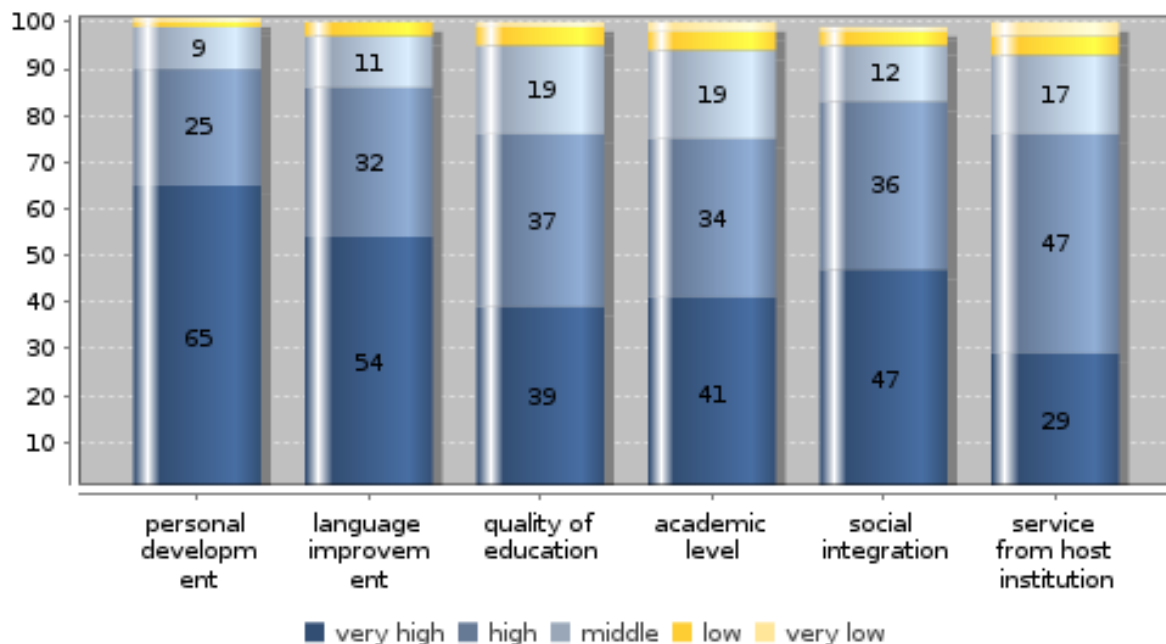
	very high	high	middle	low	very low
personal development	65	25	9		
language improvement	54	32	11		
quality of education	39	37	19		
academic level	41	34	19		
social integration	47	36	12		
service from host institution	29	47	17		

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Question: "In country comparison, the shares of students whose expectations regarding their language skills, their social integration but especially the service from their host institution abroad are met at (very) high level are extremely low. Please comment on this"

Answer: Figures have been double-checked. The satisfaction rate for "high importance" groups are consistently higher than for all foreign enrolled students, and at least 75 %. Is this really extremely low? What are the figures for other countries?

Topic: I. Internationalisation and mobility

Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

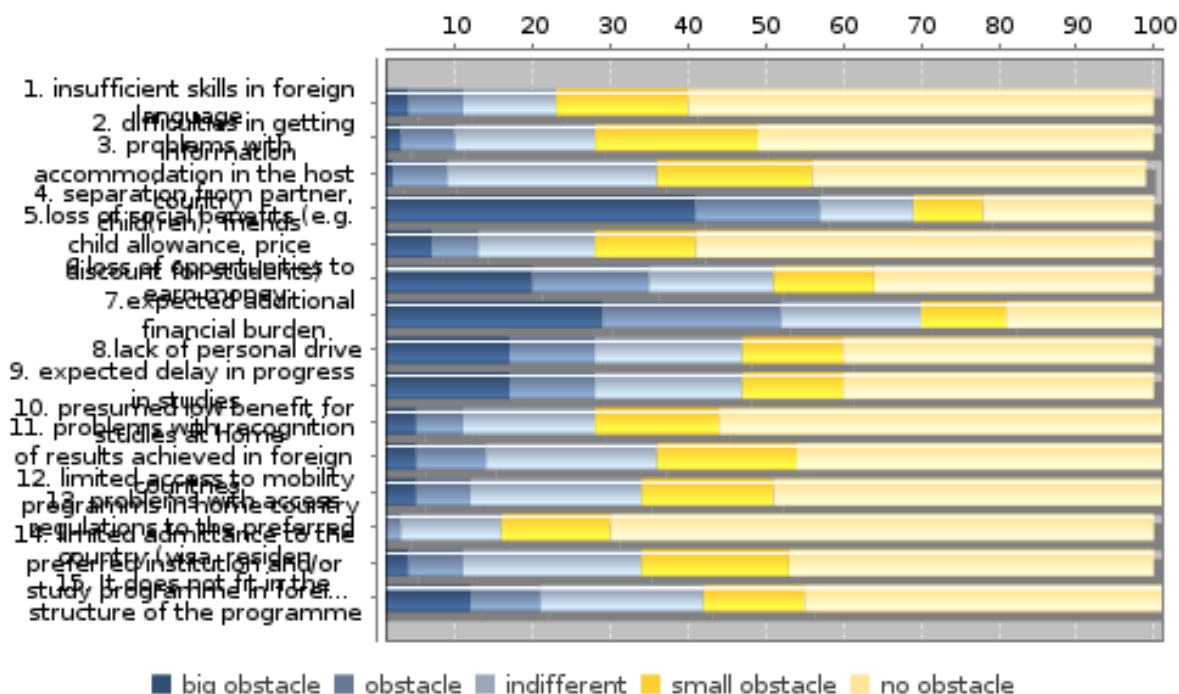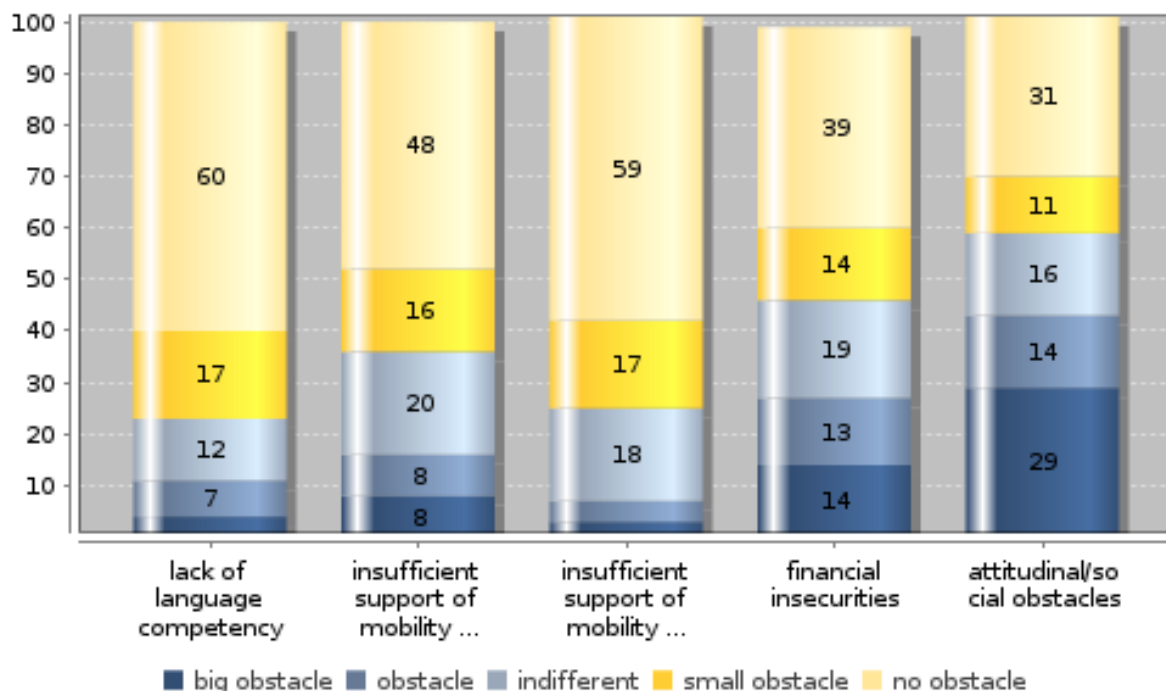|	
Big obstacle to enrolment abroad for students without enrolment abroad:	
lack of language competency, in %	4.3
insufficient support in the home country, in %	7.6
insufficient support in the host country, in %	2.7
financial insecurities, in %	14.4
attitudinal/social abstacles, in %	28.8

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

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

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

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

legend: big obstacle ■ obstacle ■ indifferent ■ small obstacle ■ no obstacle

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Request: "In country comparison, the share of students for whom (lacking) motivation is a big obstacle to enrolment abroad is very high. Please comment on this in the DDM."

We must leave the interpretation of this to the institution that is assigned to analyze the Norwegian Eurostudent data.
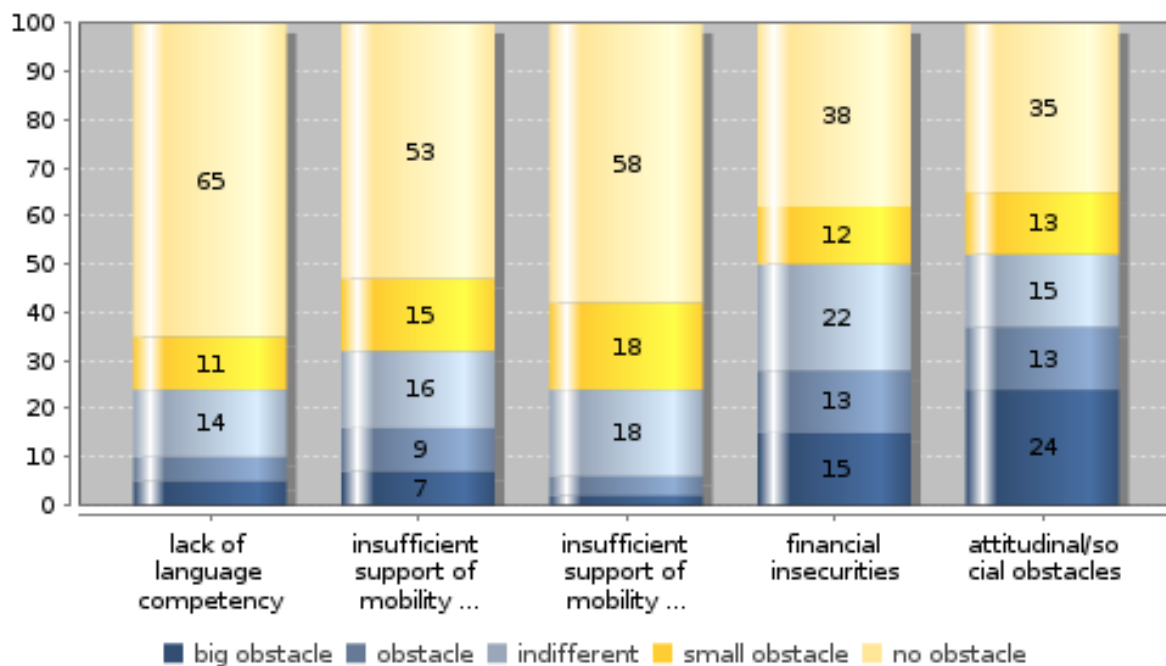
Topic: I. Internationalisation and mobility

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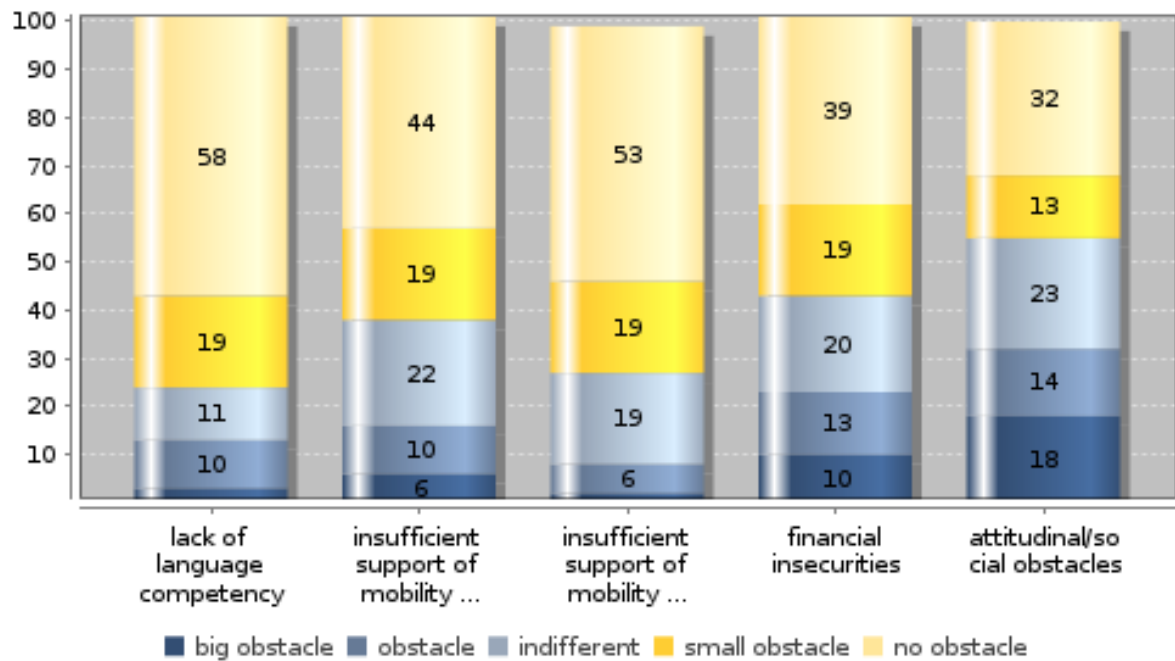
Key Indicators

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 %	2.9
humanities and arts - insufficient support in the home country, in %	6.7
engineering disciplines - insufficient support in the home country, in %	5.7
humanities and arts - financial insecurities, in %	14.6
engineering disciplines - financial insecurities, in %	9.9

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

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

	big obstacle	obstacle	indifferent	small obstacle	no obstacle
lack of language competency	10	11	19	58	
insufficient support of mobility ...	6	10	22	19	44
insufficient support of mobility ...	6	19	19	53	
financial insecurities	10	13	20	19	39
attitudinal/social obstacles	18	14	23	13	32

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

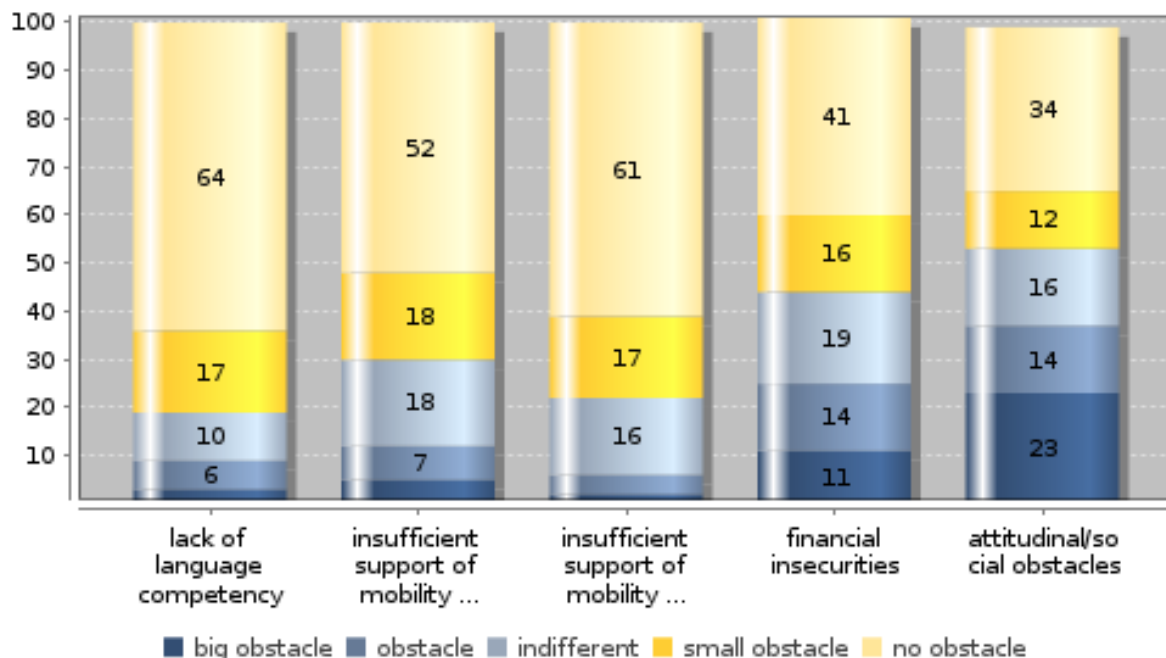**Topic: I. Internationalisation and mobility**

Subtopic 10: Perceived obstacles to enrolment abroad by social background
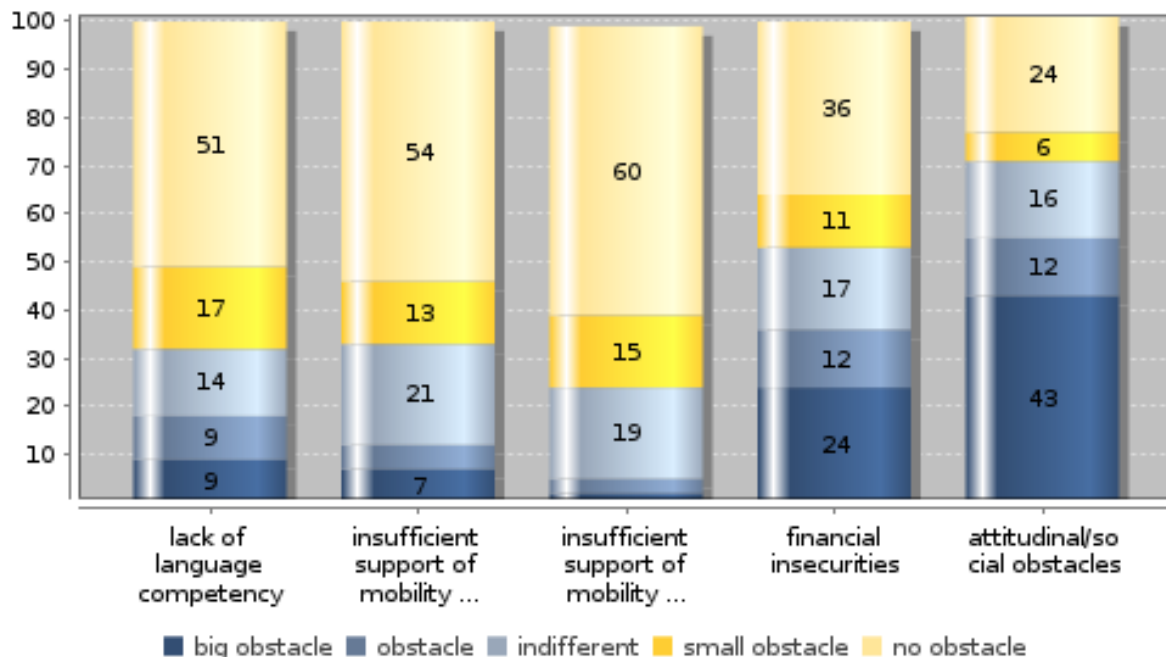
Key Indicators

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

low education background (ISCED 0-2) - lack of language competency, in %	9.1
high education background (ISCED 5-6) - lack of language competency, in %	2.7
low education background (ISCED 0-2) - insufficient support in the home country, in %	7.3
high education background (ISCED 5-6) - insufficient support in the home country, in %	4.9
low education background (ISCED 0-2) - financial insecurities, in %	24.3
high education background (ISCED 5-6) - financial insecurities, in %	11.1

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

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

	lack of language competency	insufficient support of mobility ...	insufficient support of mobility ...	financial insecurities	attitudinal/so cial obstacles
no obstacle	51	54	60	36	24
small obstacle	17	13	15	11	6
indifferent	14	21	—	17	16
obstacle	9	7	19	12	12
big obstacle	9	—	—	24	43

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

details on missing data:

methodical issues or considerations for data interpretation:

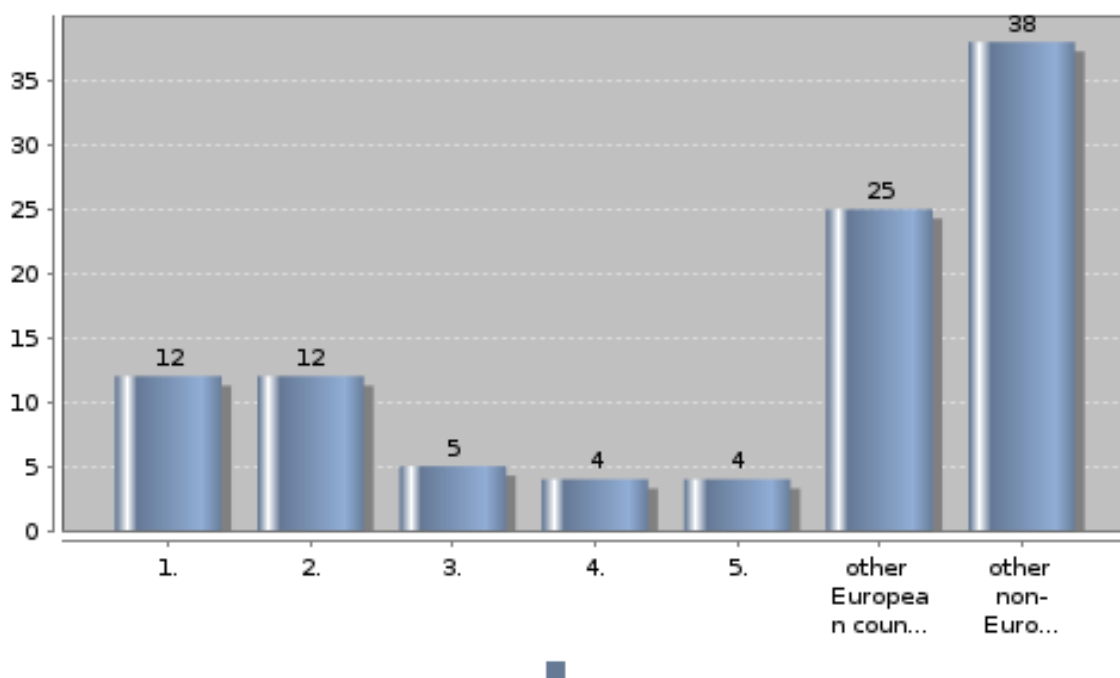**national interpretation of the results of the data analysis:**

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 %	45.0
	Students with study-related activities in second most frequent host country, in %
12.2	
48.0	11.5
Students with study-related activities in third most frequent host country, in %	12.0

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

details on missing data:

methodical issues or considerations for data interpretation:

Several students reported multiple countries per activity. Here, only the first country is counted. Brazil would have been 4th with 10.2 cases.

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 %

1.0

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

79.1

3.0

5.1

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

2.0

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

3.2

22.5

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

- students being able to speak one foreign language (very) well
- students being able to speak two or more foreign languages (very) well
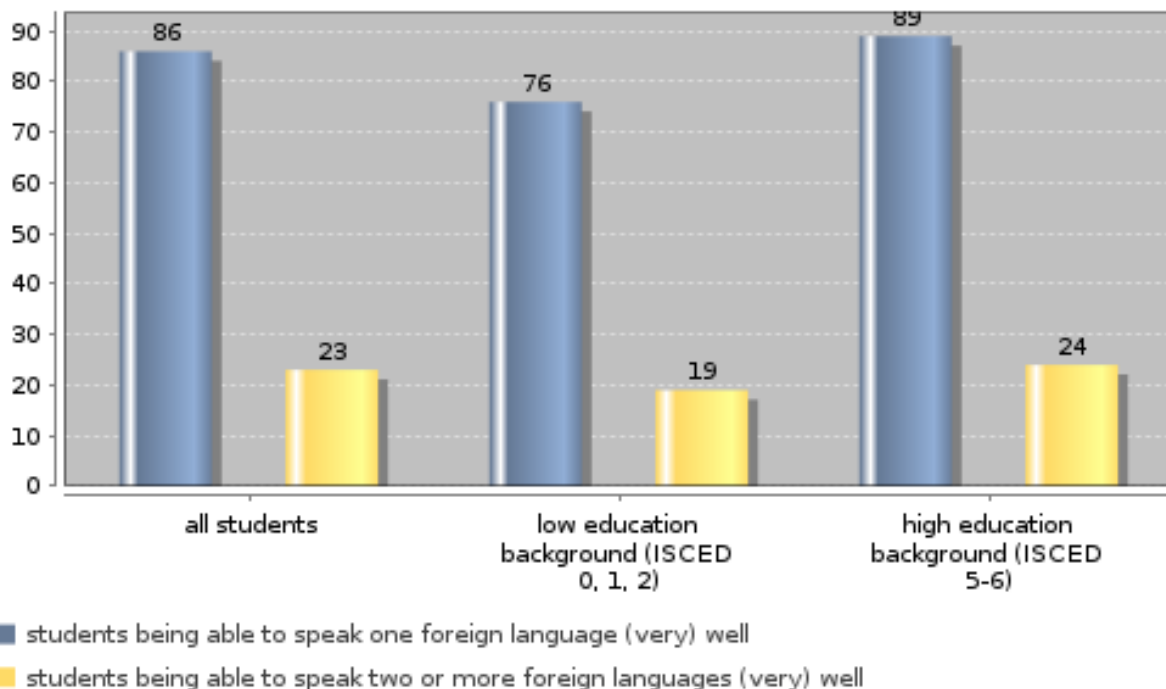
Degree of language proficiency by most frequently spoken foreign languages (in %)
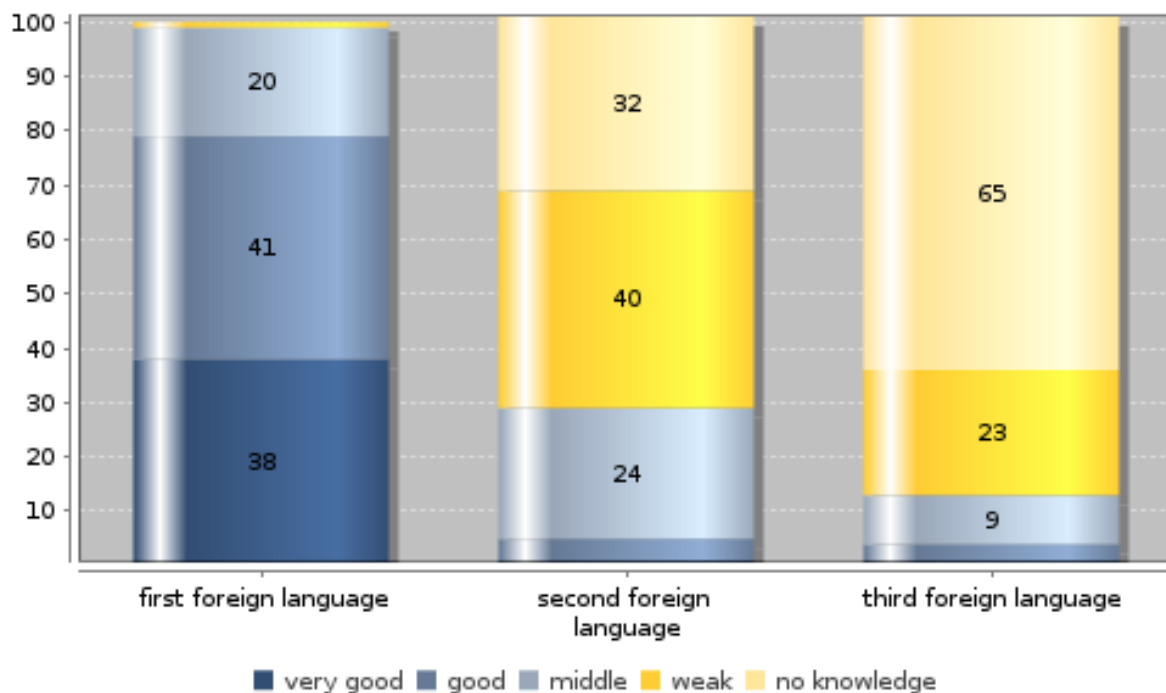
| | very good | good | middle | weak | no knowledge |

details on missing data:

methodical issues or considerations for data interpretation:

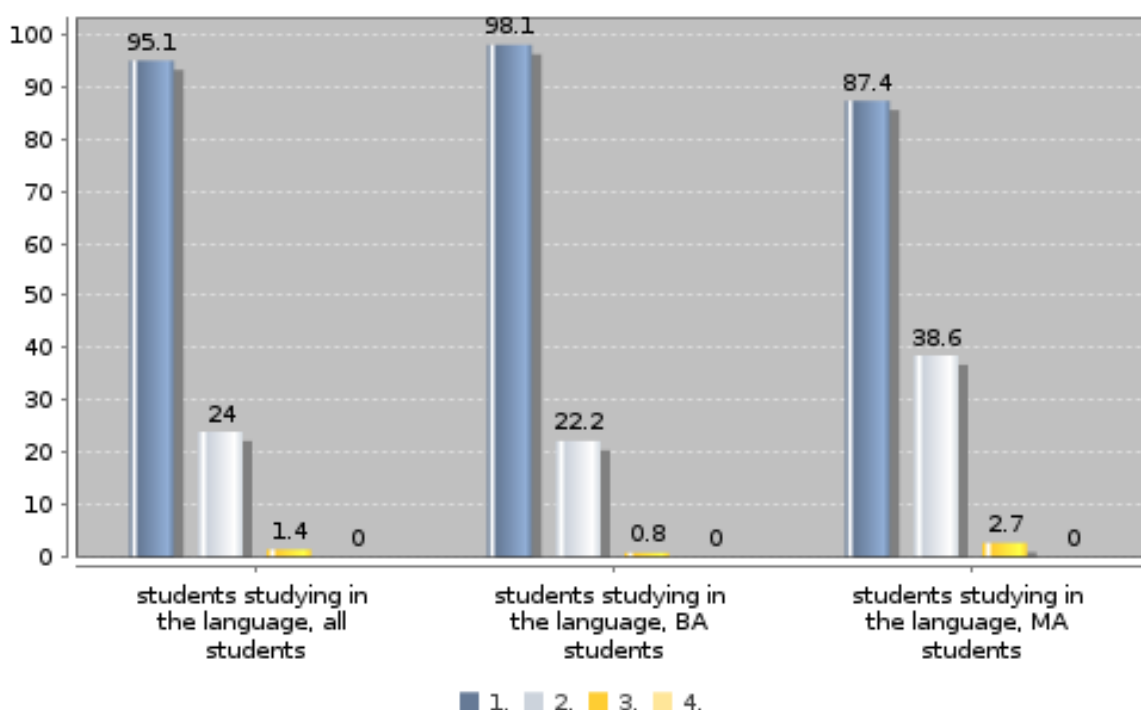**national interpretation of the results of the data analysis:**

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 %
95.1	24.0
1.0	
3rd most frequent language of domestic study programmes, all students, in %	0.0

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

details on missing data:

1: Norwegian.

2: English

3: Other languages

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis: