

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

## Metadata for the national survey

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

**Topic: Metadata**

**Subtopic 1: Metadata on national survey**

**Key Indicators**

**details on missing data:**

**methodical issues or considerations for data interpretation:**

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

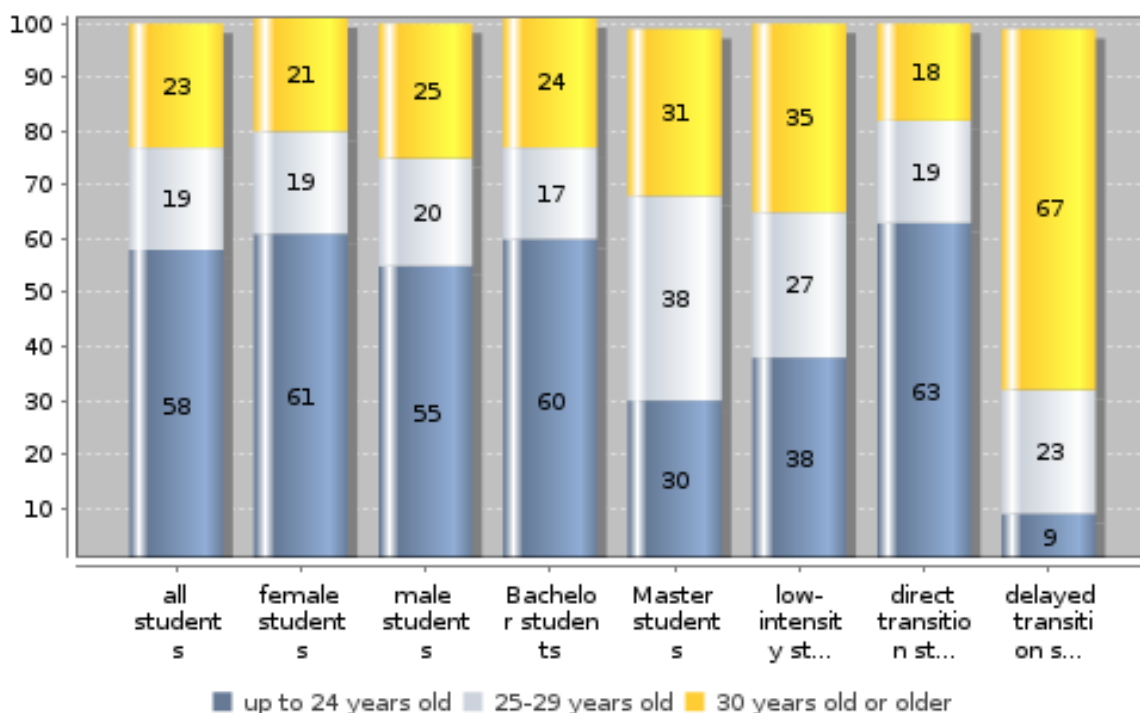
**Topic: A. Demographic Characteristics**

**Subtopic 1: Age profile by characteristics of students**

**Key Indicators**

Average age (arithm.mean) in years - all students	25.73
Average age (median) in years - all students	22.92
Average age (arithm.mean) in years - female students	25.31
Average age (arithm.mean) in years - male students	26.24
Average age (arithm.mean) in years - BA students	25.76
Average age (arithm.mean) in years - MA students	28.31
Average age (arithm.mean) in years - low-intensity students	28.57

**Grouped age profile 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:

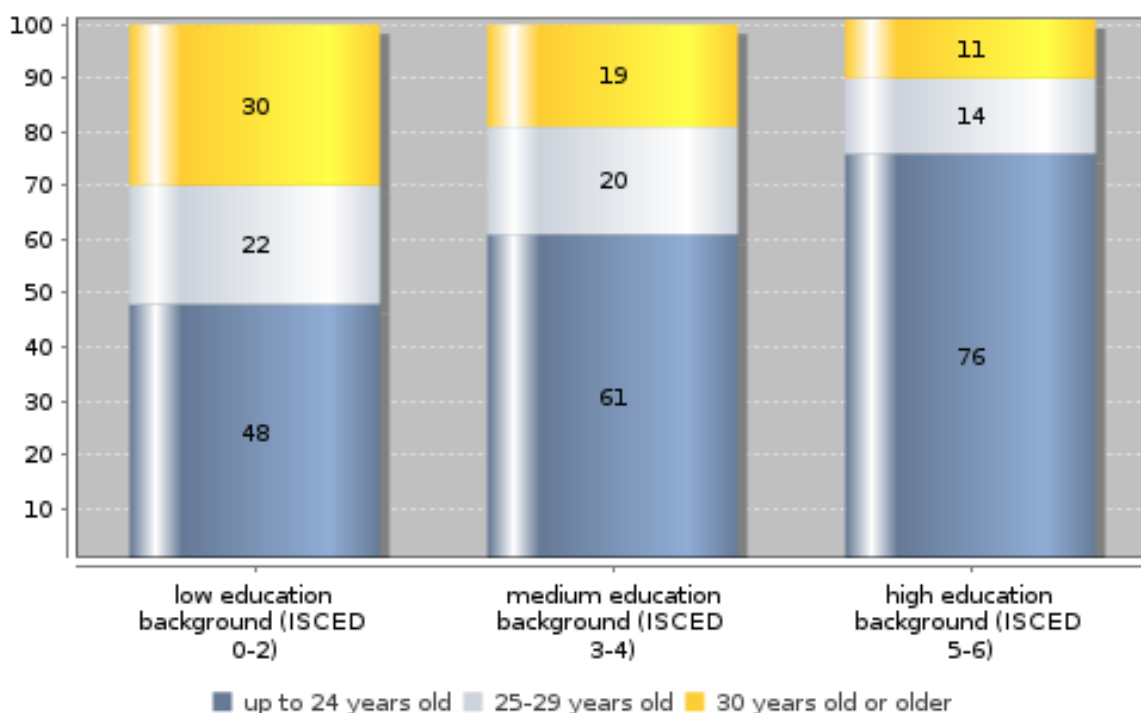
**Topic: A. Demographic Characteristics**

**Subtopic 2: Age profile by social background**

**Key Indicators**

Average age (arithm.mean) in years - low education background (ISCED 0-2)	25.23
Average age (median) in years - low education background (ISCED 0-2)	25.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	22.62
Average age (median) in years - high education background (ISCED 5-6)	22.0

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

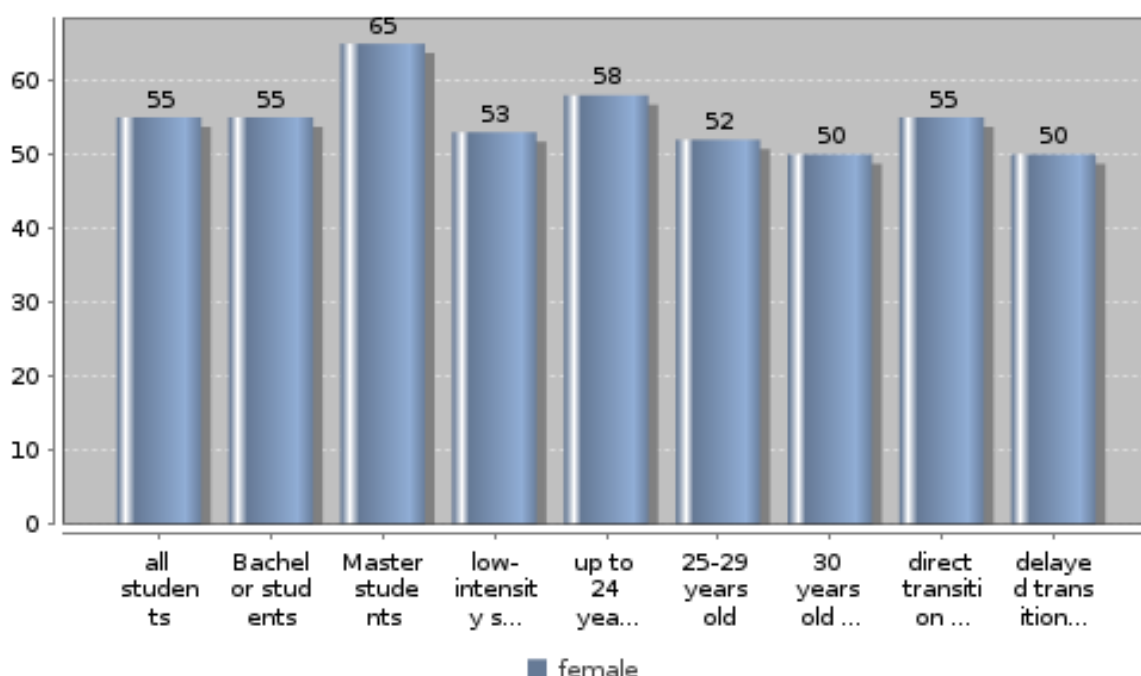
**Topic: A. Demographic Characteristics**

**Subtopic 3: Gender profile by characteristics of students**

**Key Indicators**

Share of females among all students, in %	54.9
Share of females among BA students, in %	54.6
Share of females among MA students, in %	64.6
Share of females among low-intensity students, in %	53.4
Share of females among the 30 years old or older, in %	49.9

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

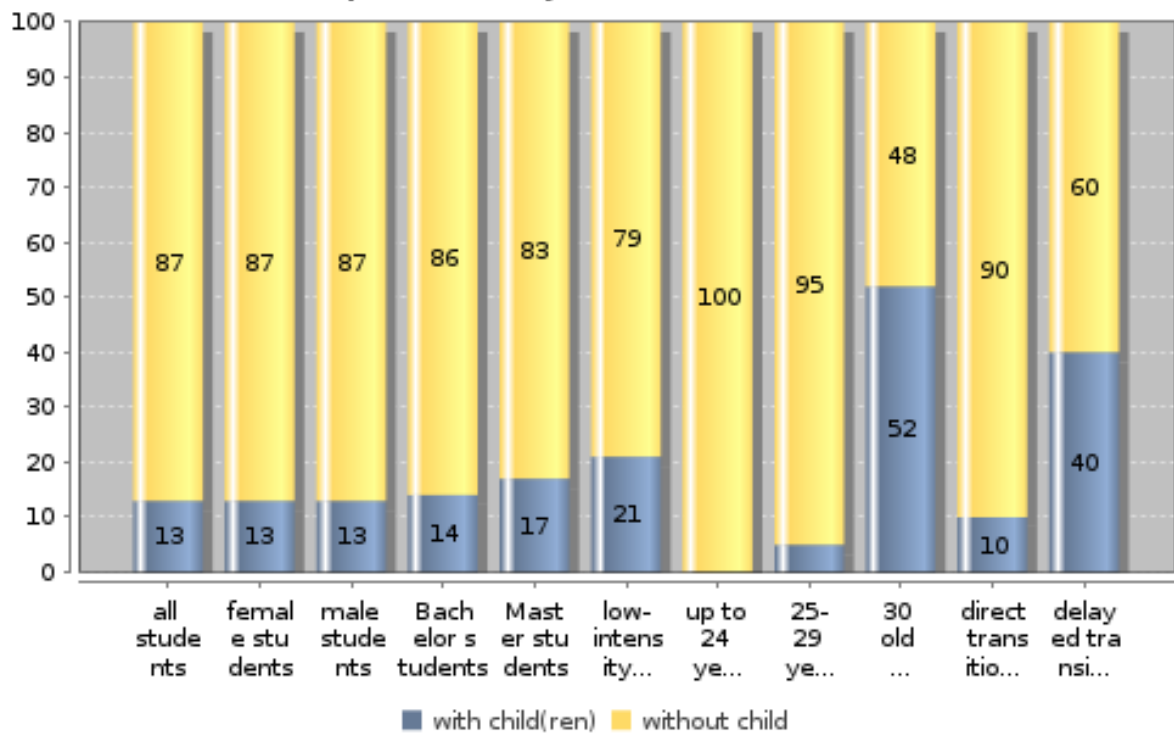
**Topic: A. Demographic Characteristics**

**Subtopic 4: Dependents by characteristics of students**

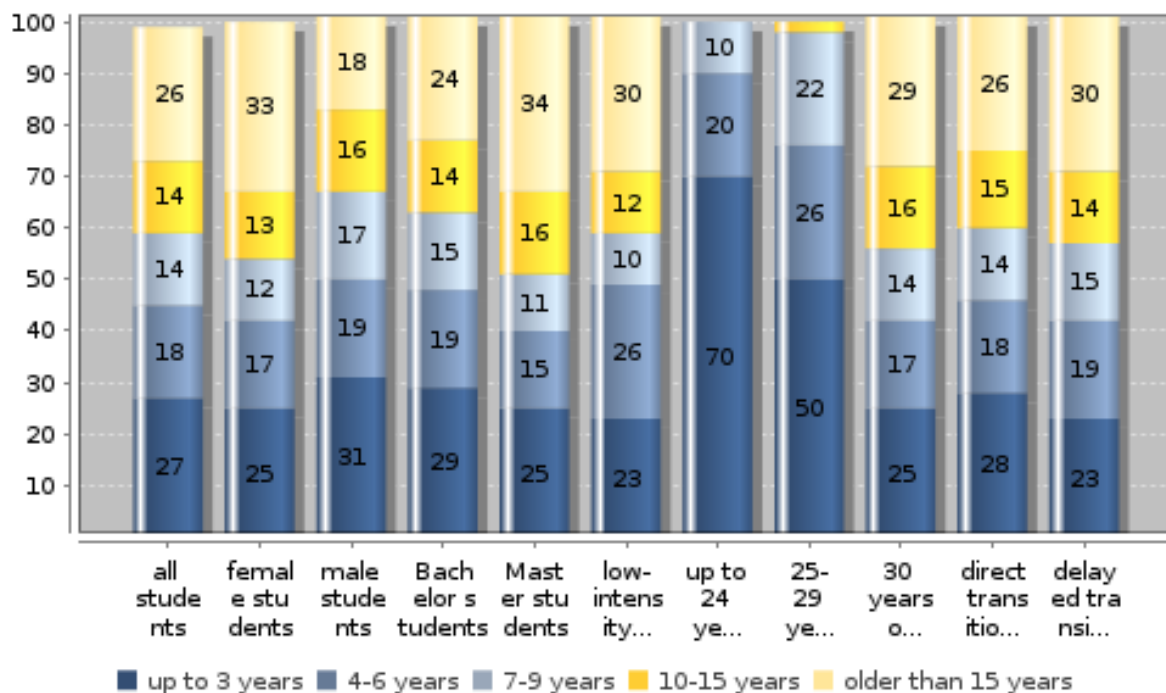
**Key Indicators**

Share of students with children among all students, in %	12.9
Share of students with children among female students, in %	12.7
Share of students with children among male students, in %	13.1
Share of students with children among MA students, in %	17.4
Share of students with children among up to 24 years old, in %	0.3
Students with children up to the age of 3 years of all students with children, in %	27.3
Students with children between the ages of 4 to 6 of all students with children, in %	17.9

**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:



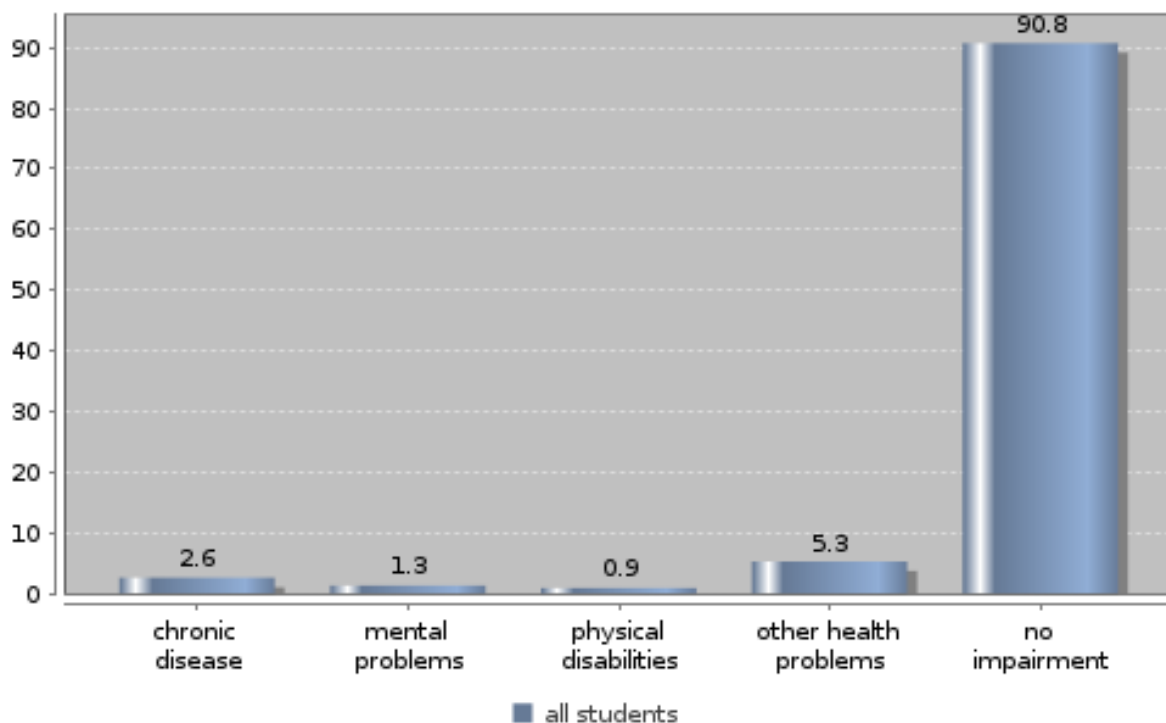
**Topic: A. Demographic Characteristics**

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

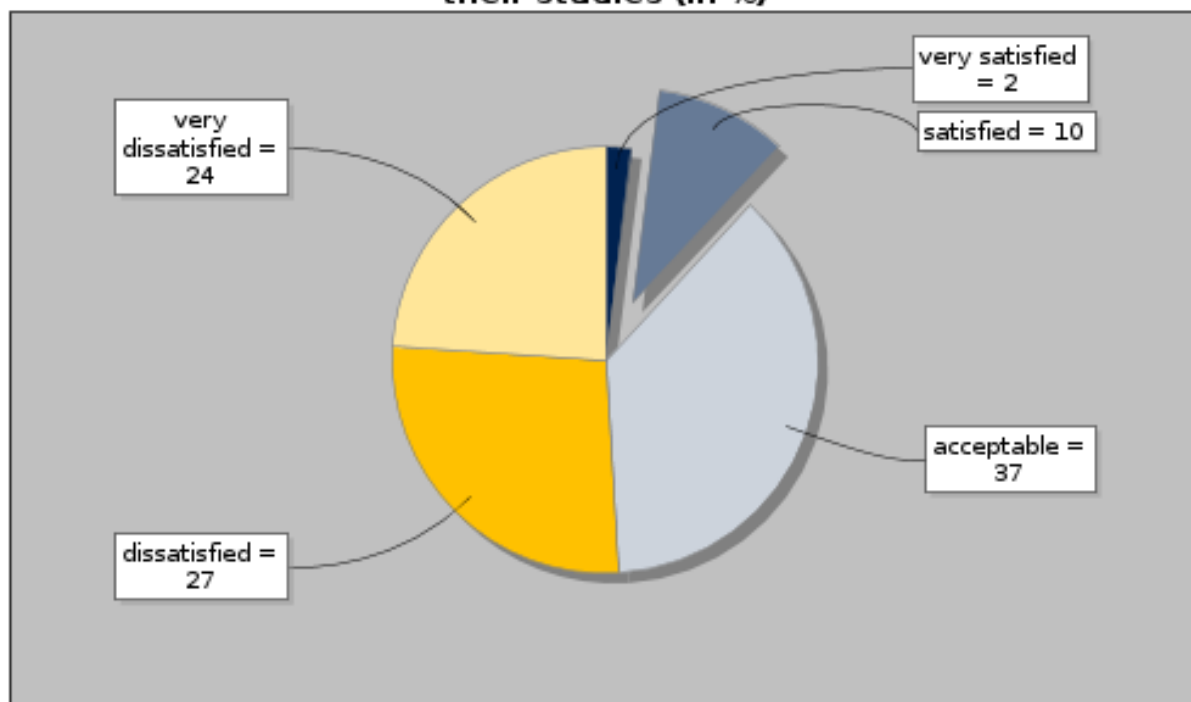
**Key Indicators**

Students who feel impaired in their studies in %	9.2
Students who are (very) satisfied with the way their impairments are taken account of in %	12.5
Students who are (very) dissatisfied with the way their impairments are taken account of in %	51.0

**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:

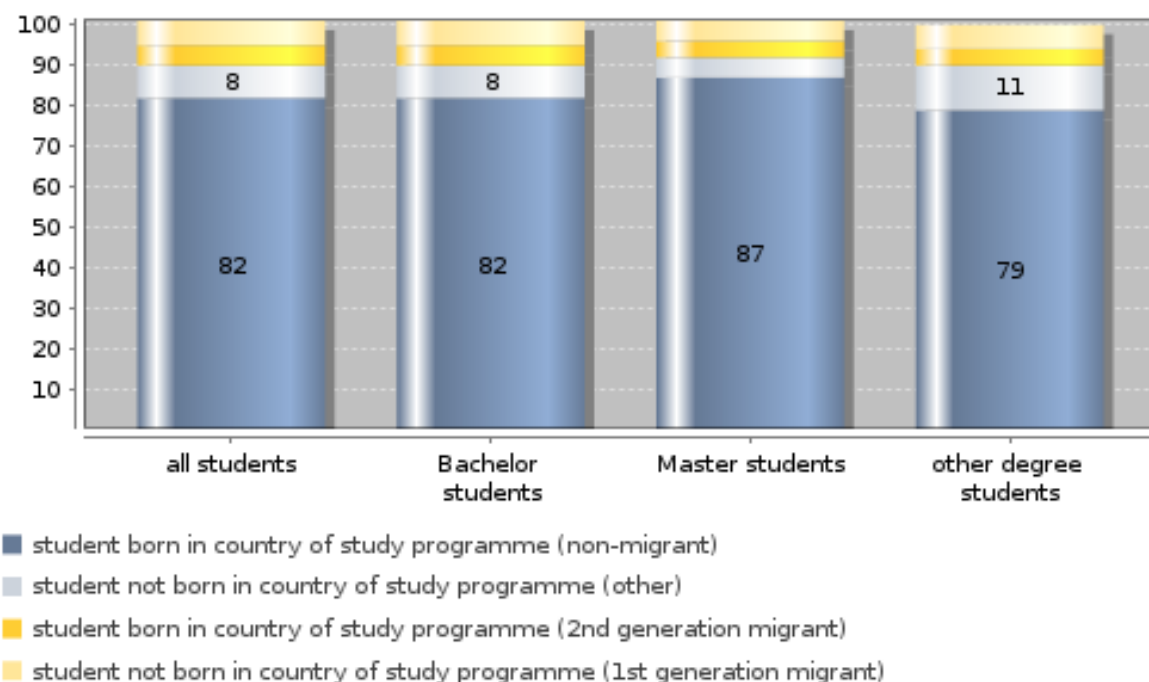
national interpretation of the results of the data analysis:

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

**Key Indicators**

Share of non-migrants among all students, in %	81.6
Share of non-migrants among all BA students, in %	81.5
Share of non-migrants among all MA students, in %	86.6
Share of 2nd generation migrants among all students, in %	4.9
Share of 2nd generation migrants among all BA students, in %	5.4
Share of 2nd generation migrants among all MA students, in %	4.0
Share of 1st generation migrants among all students, in %	5.5
Share of 1st generation migrants among all BA students, in %	5.5
Share of 1st generation migrants among all MA students, in %	4.8

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



details on missing data:

methodical issues or considerations for data interpretation:

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

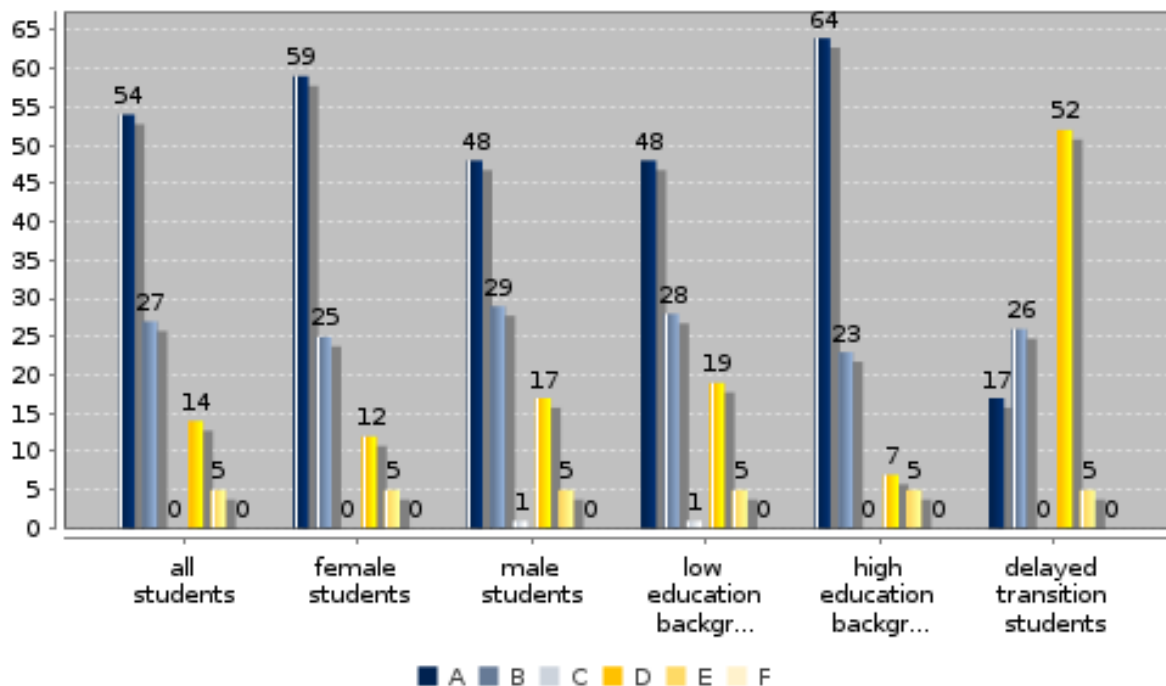
**Topic: B. Access and entry to higher education**

**Subtopic 1: Qualification routes into higher education**

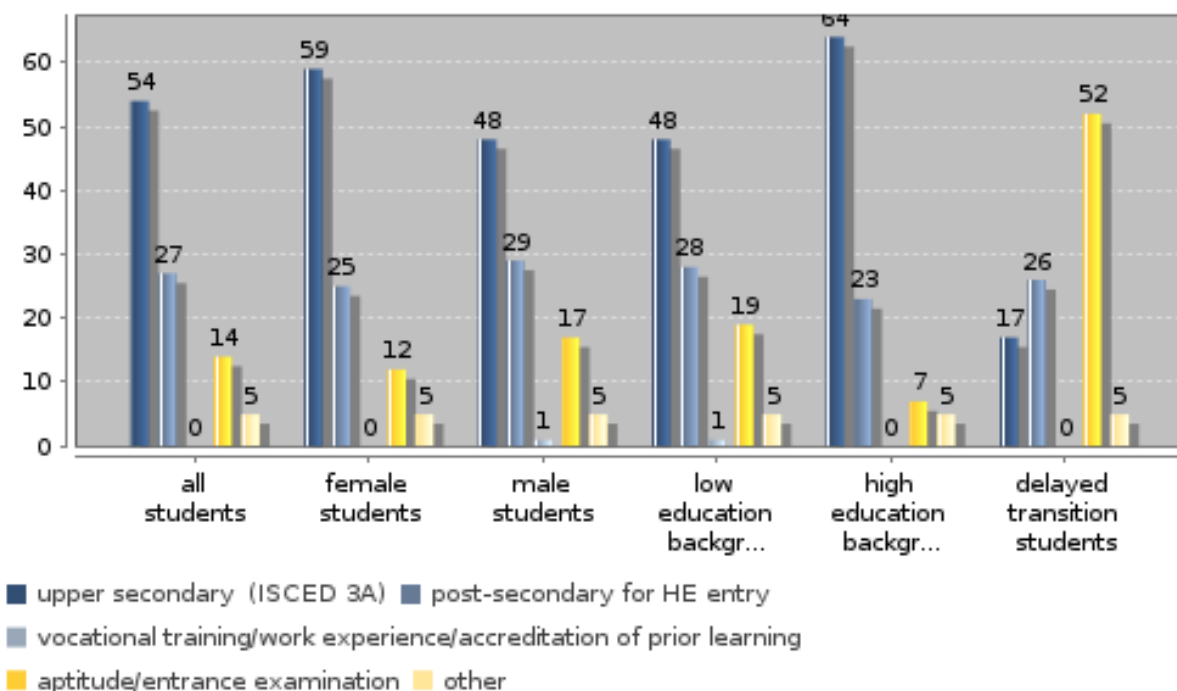
**Key Indicators**

All students via upper secondary in %	53.8
Female students via upper secondary in %	58.5
Male students via upper secondary in %	48.2
Students with low education background (ISCED 0-2) via upper secondary in %	47.7
Students with high education background (ISCED 5-6) via upper secondary in %	64.2
Students with delayed transition via upper secondary in %	17.4

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



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



**details on missing data:**

**methodical issues or considerations for data interpretation:**

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

A Cursos científico-humanísticos/traditional

B Technological, Specialized artistic education and professional courses

C Second chance education (adult education)

D Maiores de 23 (Special regime for over 23-years-old)

E Emigrants/ others

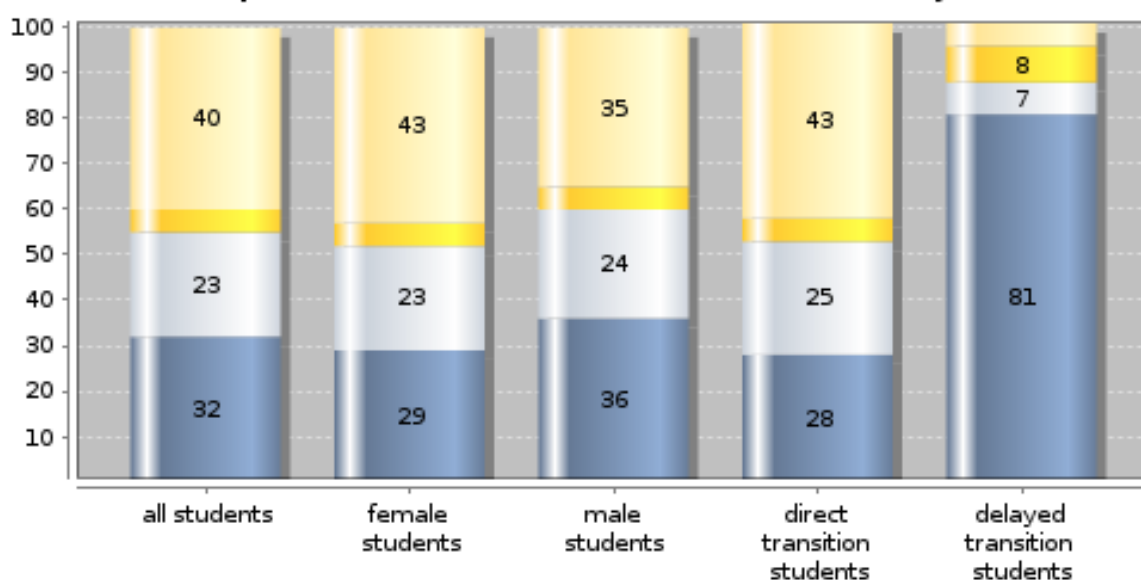
**Topic: B. Access and entry to higher education**

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

**Key Indicators**

All students with regular paid job before entering HE in %	32.3
Females with regular paid job before entering HE in %	29.3
Males with regular paid job before entering HE in %	36.0
Direct transition students with regular paid job before entering HE, in %	27.6
Delayed transition students with regular paid job before entering HE, in %	81.0
All students without labour market experience before entering HE in %	39.7
Females without labour market experience before entering HE in %	43.3
Males without labour market experience before entering HE in %	35.3

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



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

details on missing data:

methodical issues or considerations for data interpretation:

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



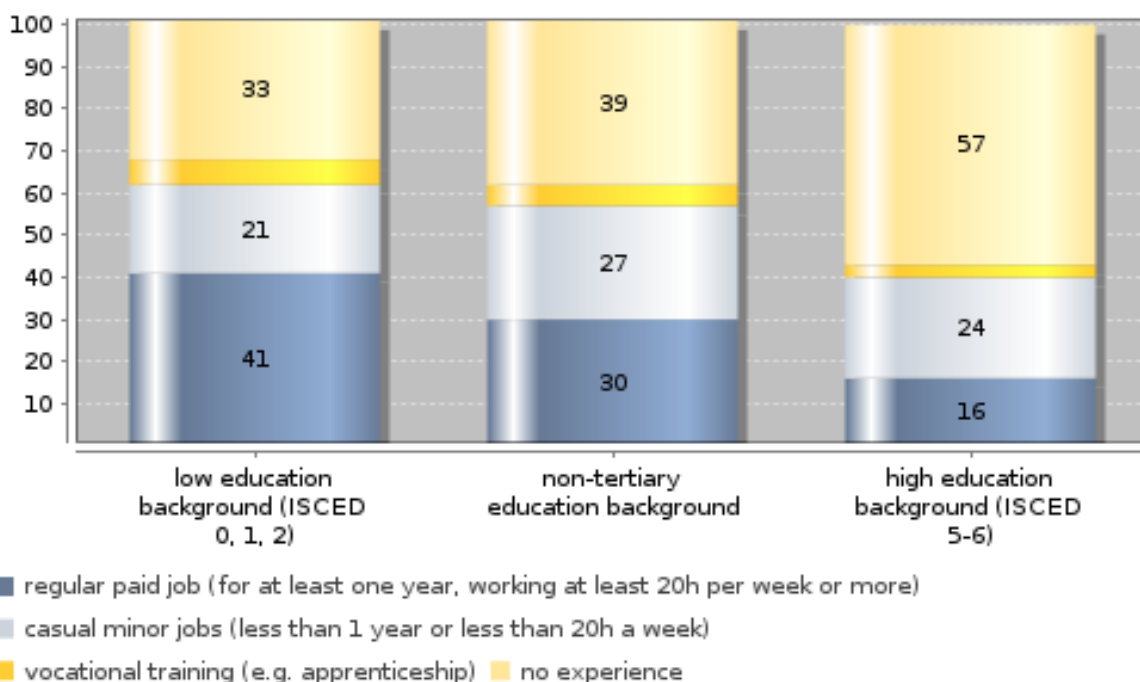
**Topic: B. Access and entry to higher education**

**Subtopic 3: Prior experience of the labour market before entering higher education by social background**

**Key Indicators**

Students without labour market experience and low education background (ISCED 0-2) in %	32.5
Students without labour market experience and high education background (ISCED 5-6) in %	56.8

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



**details on missing data:**

**methodical issues or considerations for data interpretation:**

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

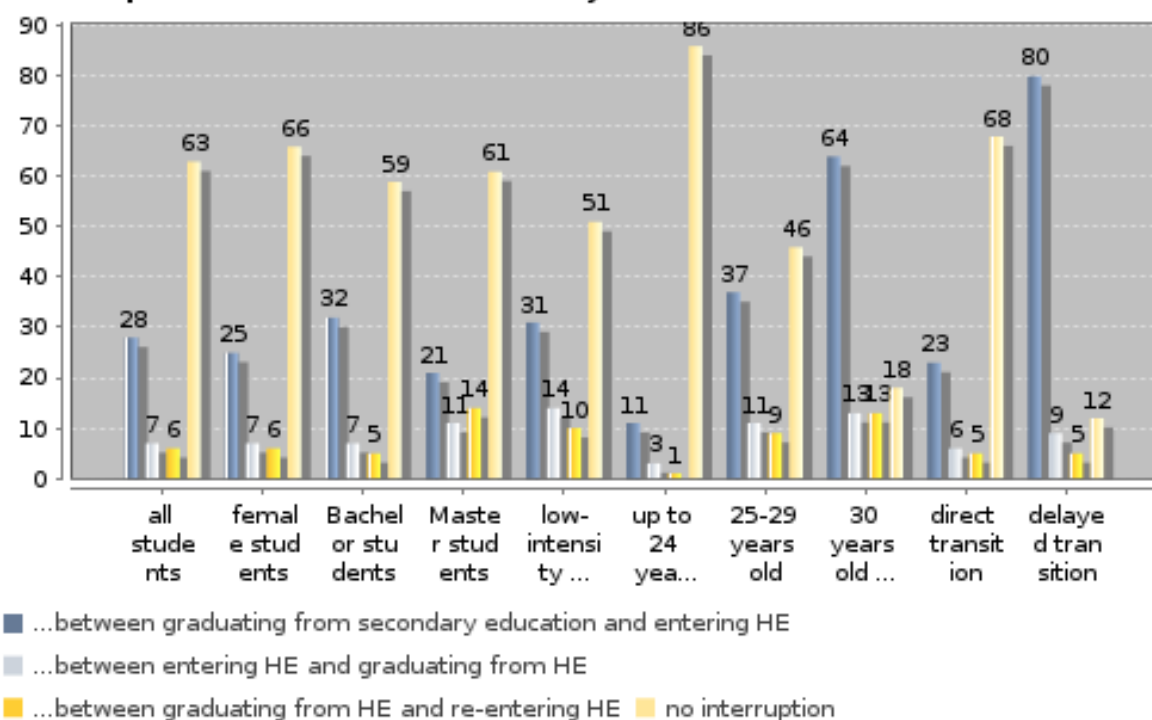
**Topic: B. Access and entry to higher education**

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

**Key Indicators**

BA students with interruption between graduating from secondary education and entering HE, in %	32.1
BA students with interruption between entering HE and graduating from HE, in %	6.6
BA students without interruption, in %	59.3

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



**details on missing data:**

warum haben 12% der delayed leute KEINE unterbrechung?  
 und warum haben 5% der ba eine unterbrechung zwischen abschluss und wiedereinstieg?

**methodical issues or considerations for data interpretation:**

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

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

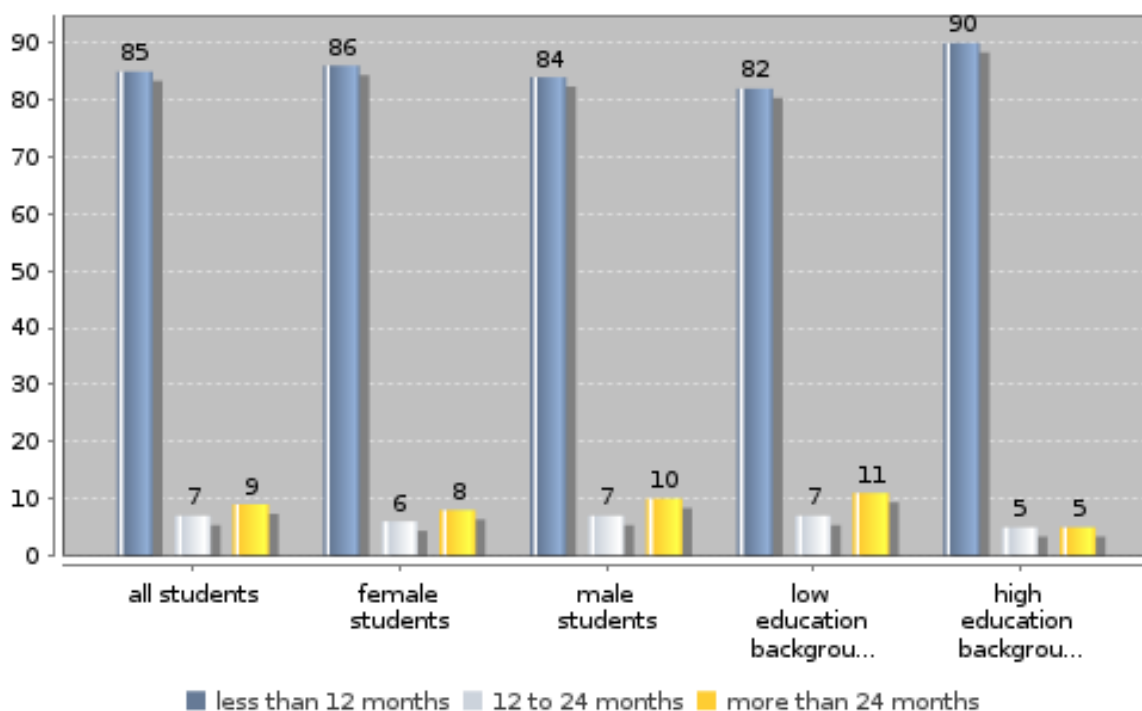
**Subtopic 5: Time between obtaining entry qualification and higher education participation**

**Key Indicators**

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

all students	12.59
female students	11.92
male students	13.42
low education background (ISCED 0-2)	17.04

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



**details on missing data:**

die standardabweichungen sind schon ziemlich krass...

**methodical issues or considerations for data interpretation:**

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

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

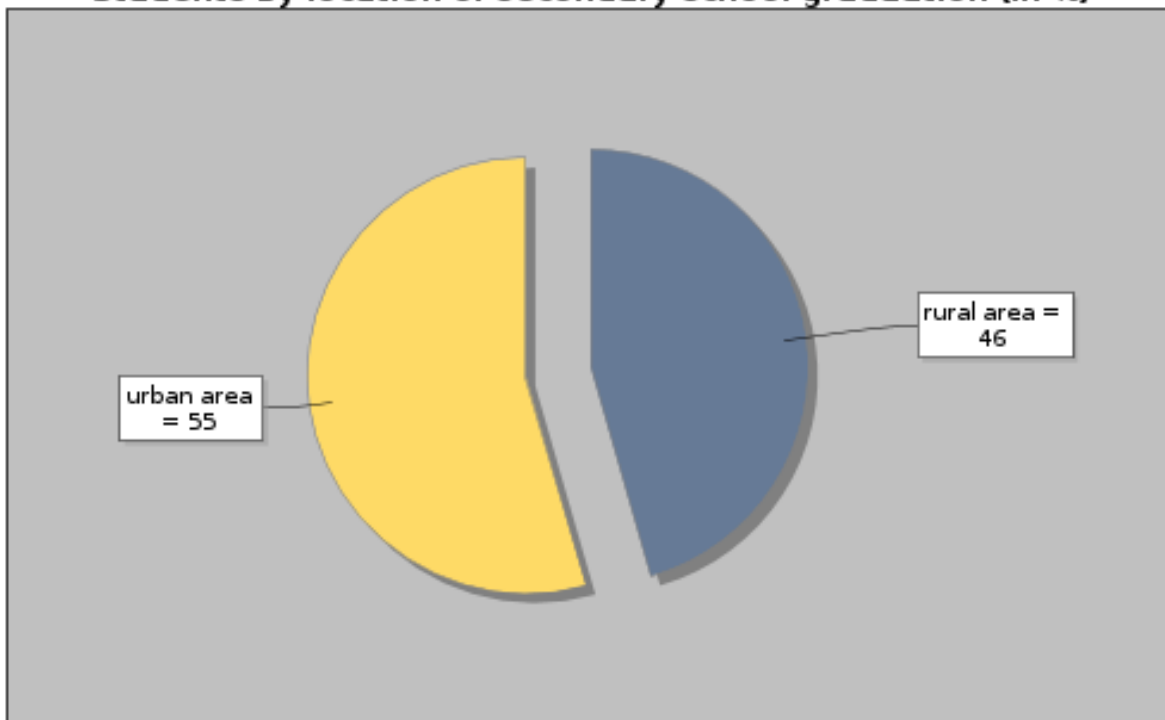
**Subtopic 6: Location of graduation from secondary education**

**Key Indicators**

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

45.5

**Students by location of secondary school graduation (in %)**



details on missing data:

methodical issues or considerations for data interpretation:

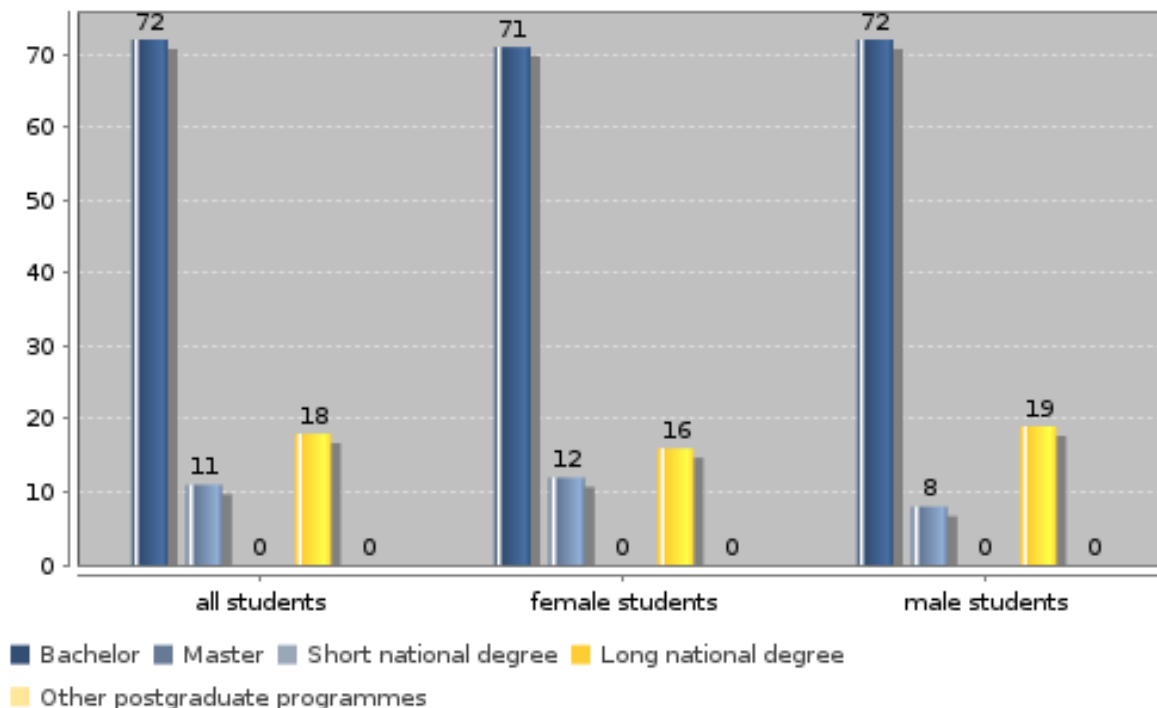
national interpretation of the results of the data analysis:

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

**Key Indicators**

All students studying for BA, in %	71.9
All students studying for MA, in %	10.6
All students studying for other national degrees, in %	17.6

**Student enrolment by programme (in %)**



**details on missing data:**

**methodical issues or considerations for data interpretation:**

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

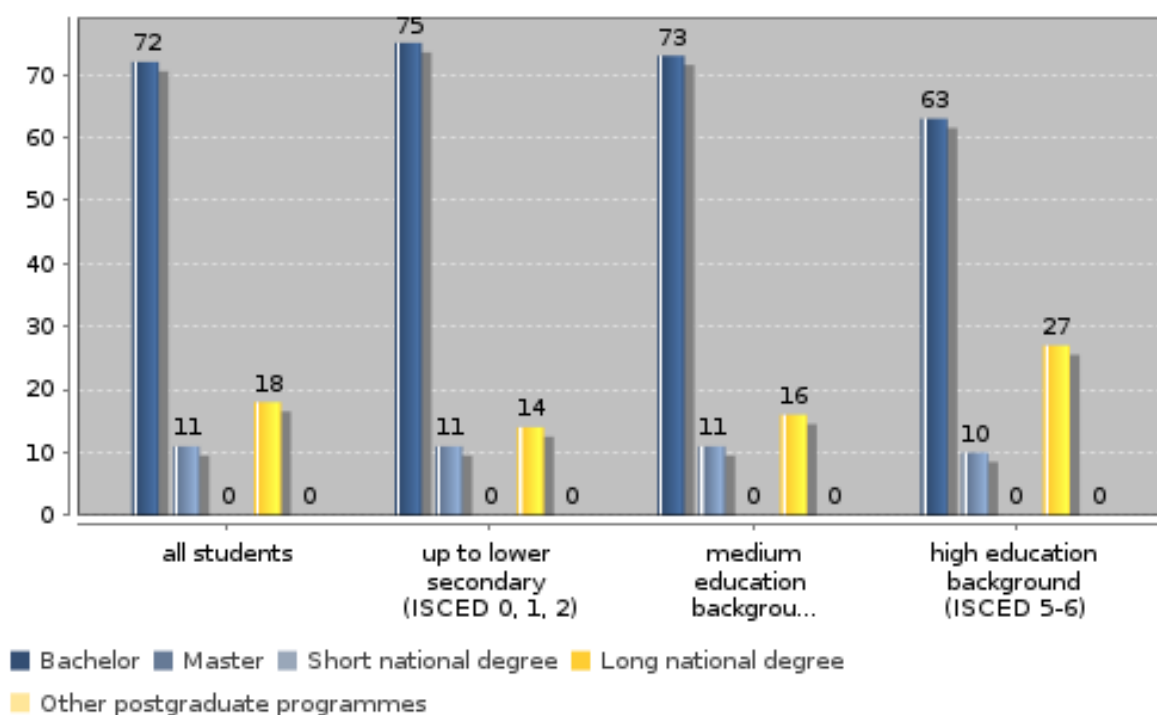
**Topic: B. Access and entry to higher education**

**Subtopic 8: Enrolment in programmes by social background**

**Key Indicators**

Students with low education background (ISCED 0-2) studying for BA, in %	75.3
Students with low education background (ISCED 0-2) studying for MA, in %	10.8
Students with high education background (ISCED 5-6) studying for BA, in %	62.9
Students with high education background (ISCED 5-6) studying for MA, in %	9.8

**Student enrolment in programmes by social background (in %)**



**details on missing data:**

**methodical issues or considerations for data interpretation:**

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

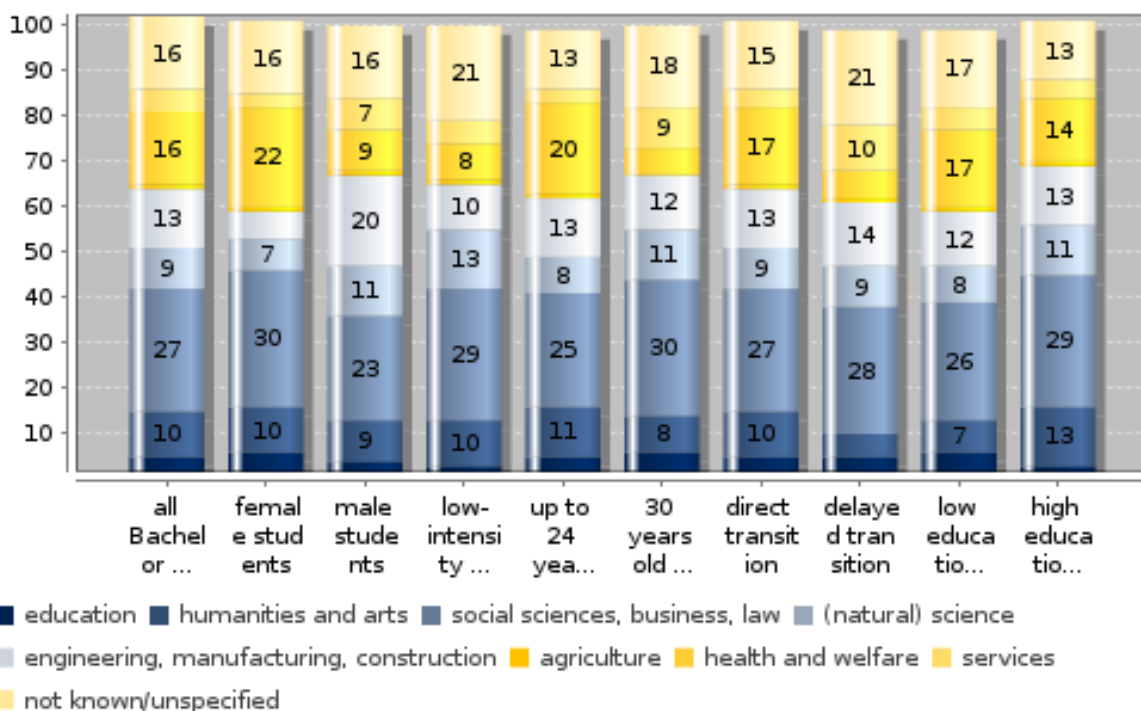
**Topic: B. Access and entry to higher education**

**Subtopic 9: Field of study by characteristics of BA students**

**Key Indicators**

Students in engineering disciplines among all BA students, in %	12.5
Students in humanities and arts among all BA students, in %	9.6
Students in social sciences, business and law among all BA students, in %	26.9
BA students from lowest education backgrounds in engineering disciplines, in %	12.2
BA students from lowest education backgrounds in humanities and arts, in %	7.4
BA students from lowest education backgrounds in social sciences, business and law, in %	25.9

**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:

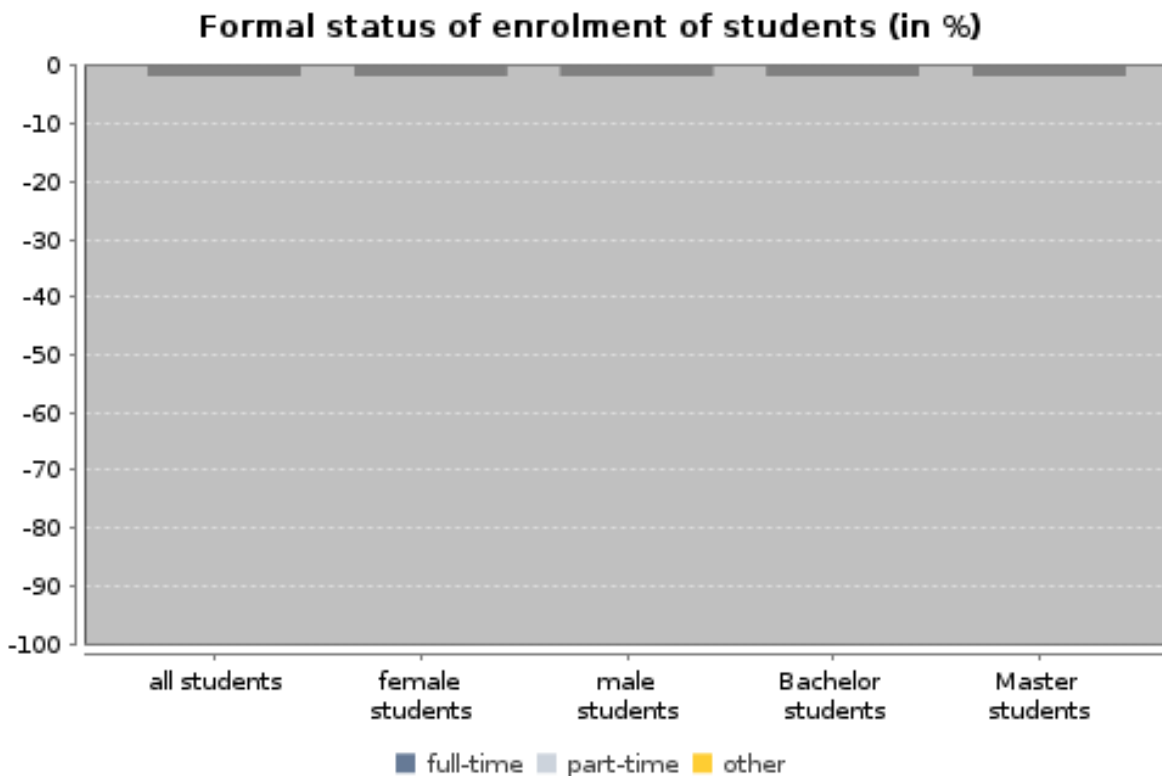
## Topic: B. Access and entry to higher education

### Subtopic 10: Formal status of enrolment

#### Key Indicators

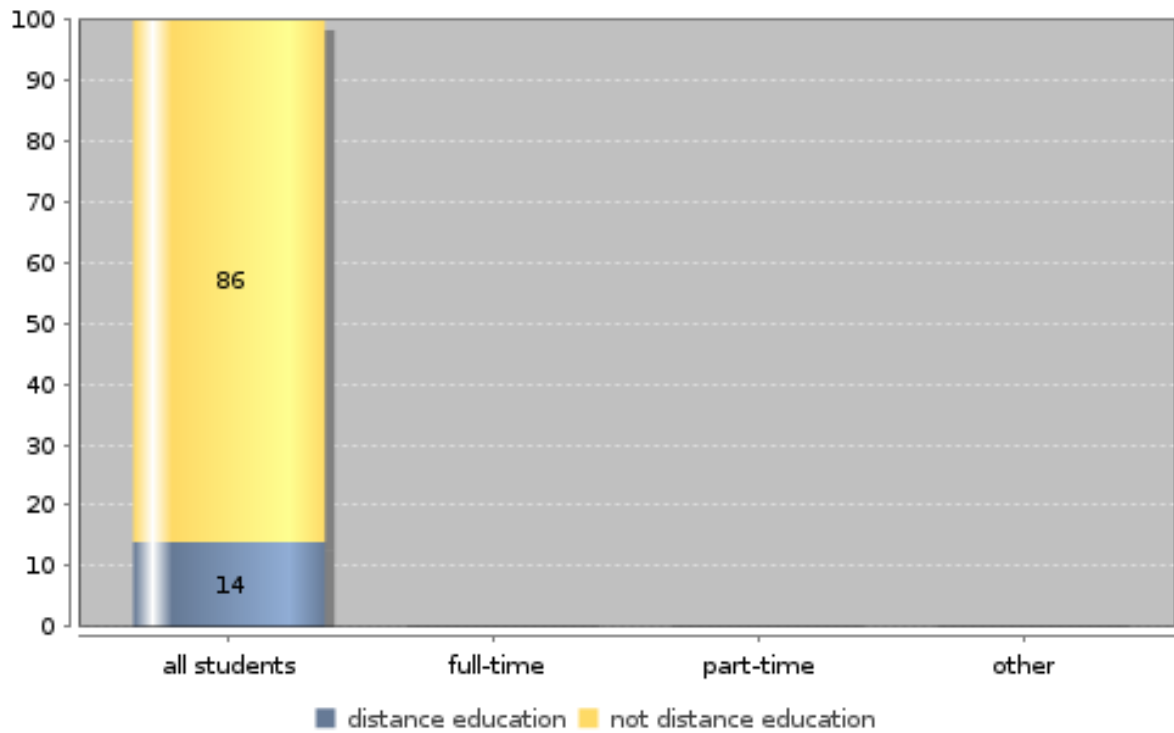
Share of part-time students among all students, in %

Share of part-time students among BA students, in %





### Formal status of enrolment and distance education (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

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

**Subtopic 11: Formal status of enrolment by size of academic workload**

**Key Indicators**

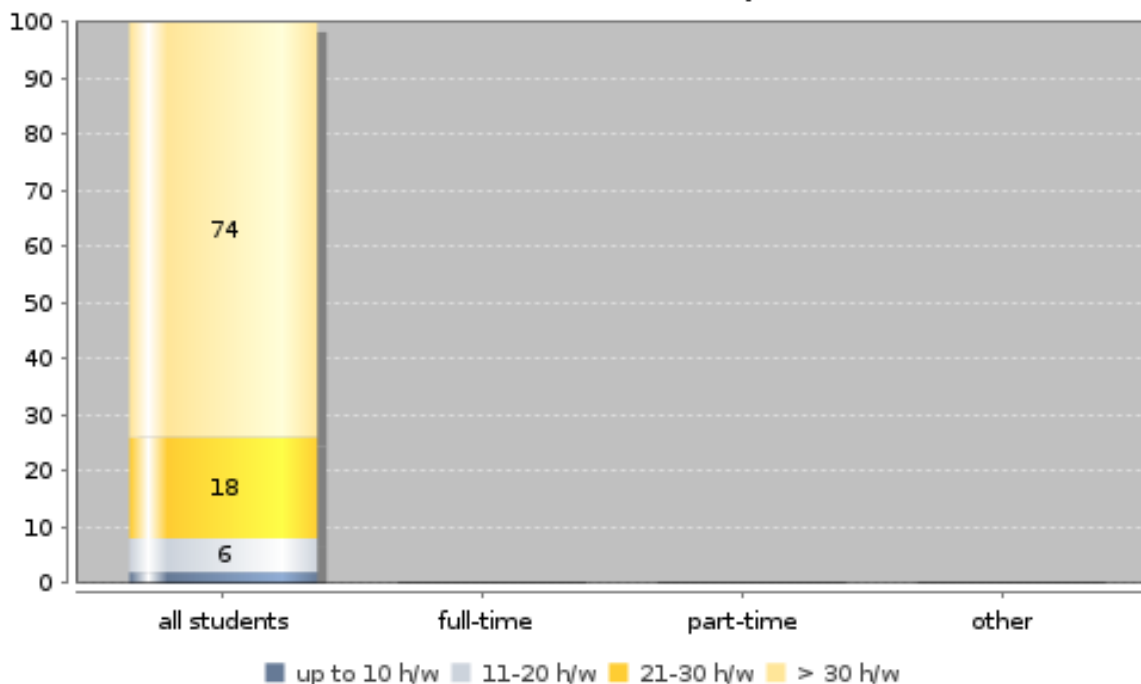
All students with study-related activities up to 20 hours per week, in %

8.2

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

Students with part-time status and study-related activities of 21 hours or more per week, in %

**Formal status of enrolment of students (in %) and size of effective academic workload (in hours per week)**



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

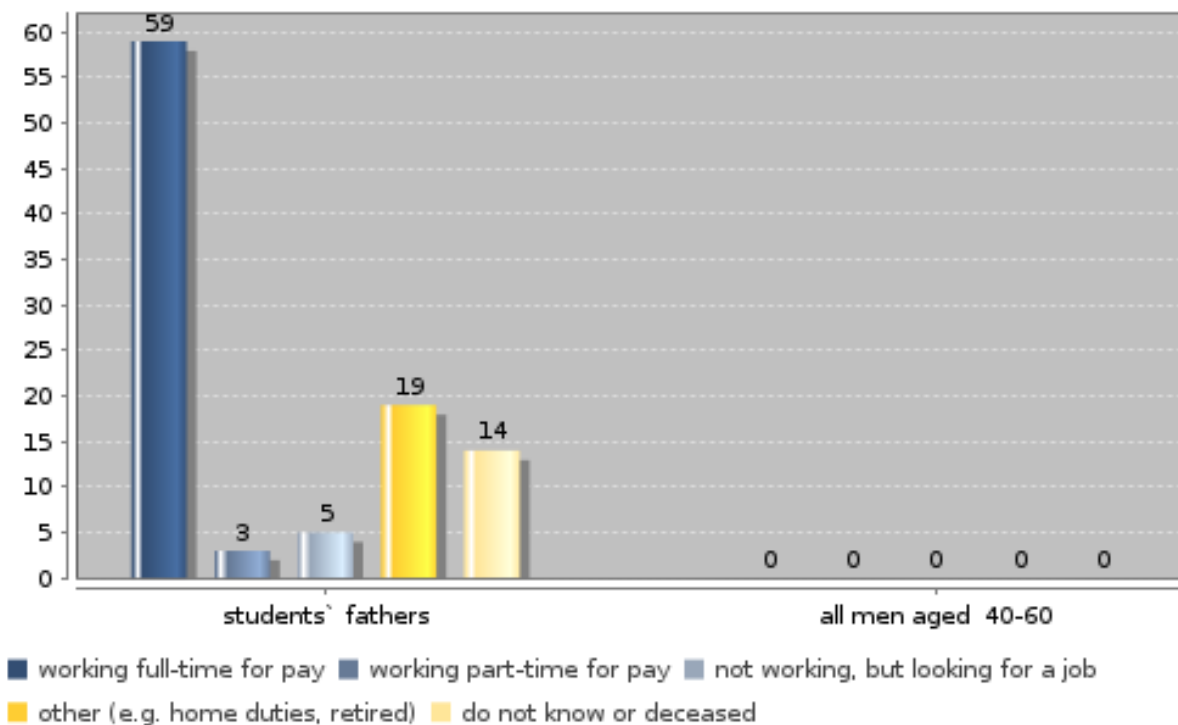
**Topic: C. Social background of student body**

**Subtopic 1: Labour force activity of students' parents**

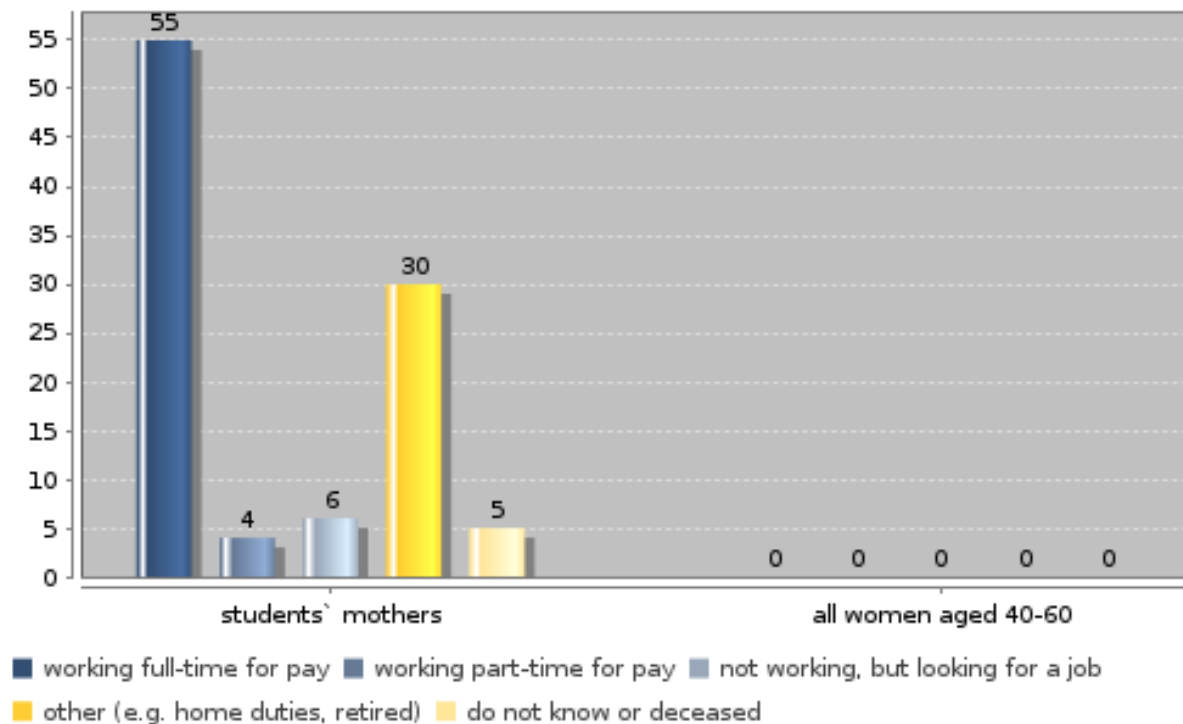
**Key Indicators**

Share of economically active students' fathers in %	61.6
Share of economically active students' mothers in %	58.4
Ratio of economically active students' fathers to corresponding male population	Ratio of economically active students' mothers to corresponding female population

**Labour force activity of students' fathers (in %)**



### Labour force activity of students' mothers (in %)



**details on missing data:**

sysmis (all columns): 55

**methodical issues or considerations for data interpretation:**

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

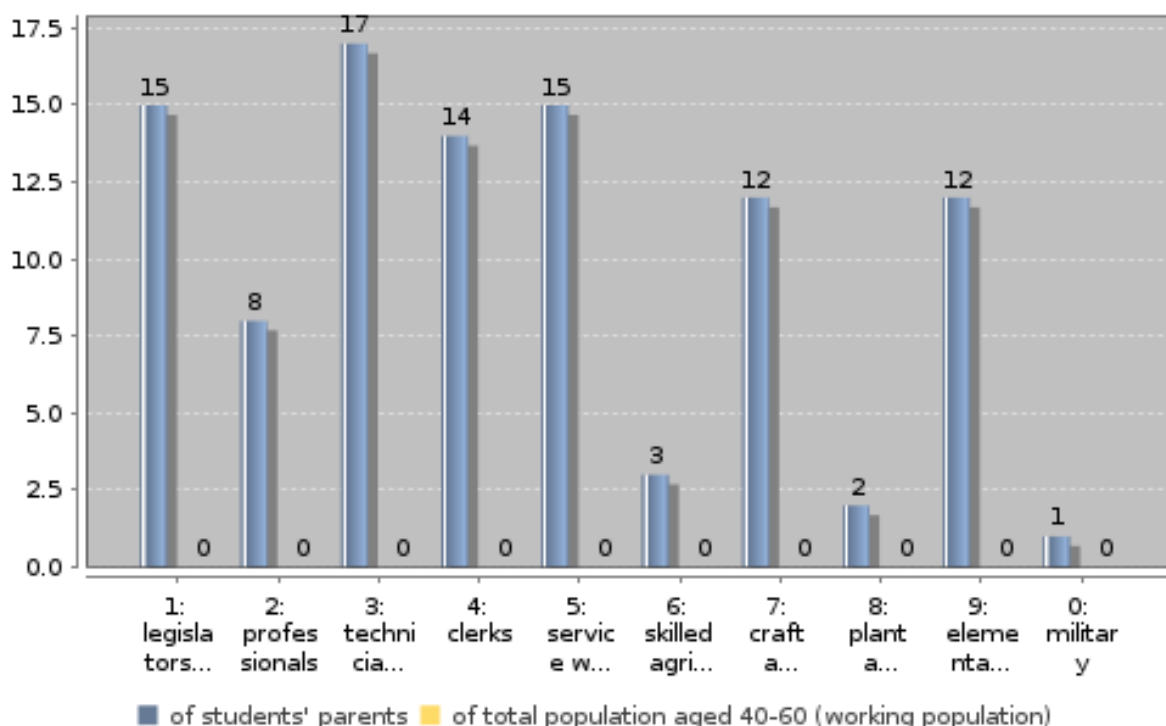
**Topic: C. Social background of student body**

**Subtopic 2: Occupational status of students' parents**

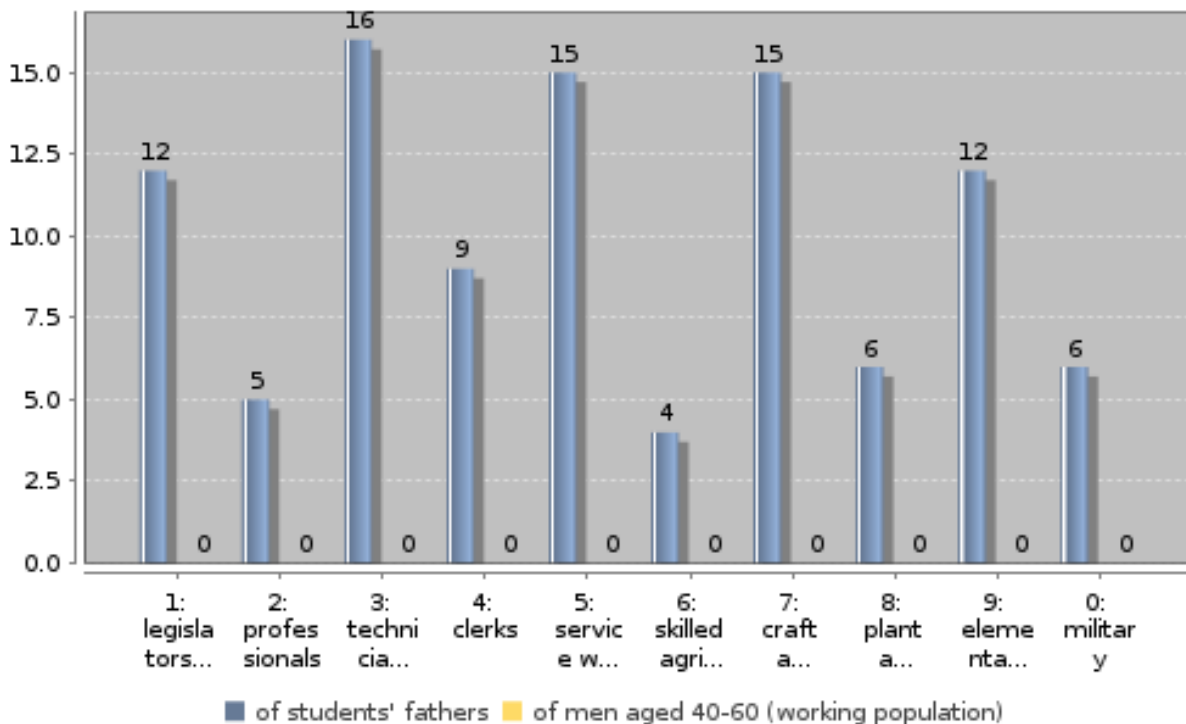
**Key Indicators**

Students' parents with blue-collar occupation in%	29.8	
Students' fathers with blue-collar occupation in %	37.5	
Students' mothers with blue-collar occupation in %	36.1	
Ratio of students' fathers with blue-collar occupation to counterparts in working population		Ratio of students' mothers with blue-collar occupation to counterparts in working population

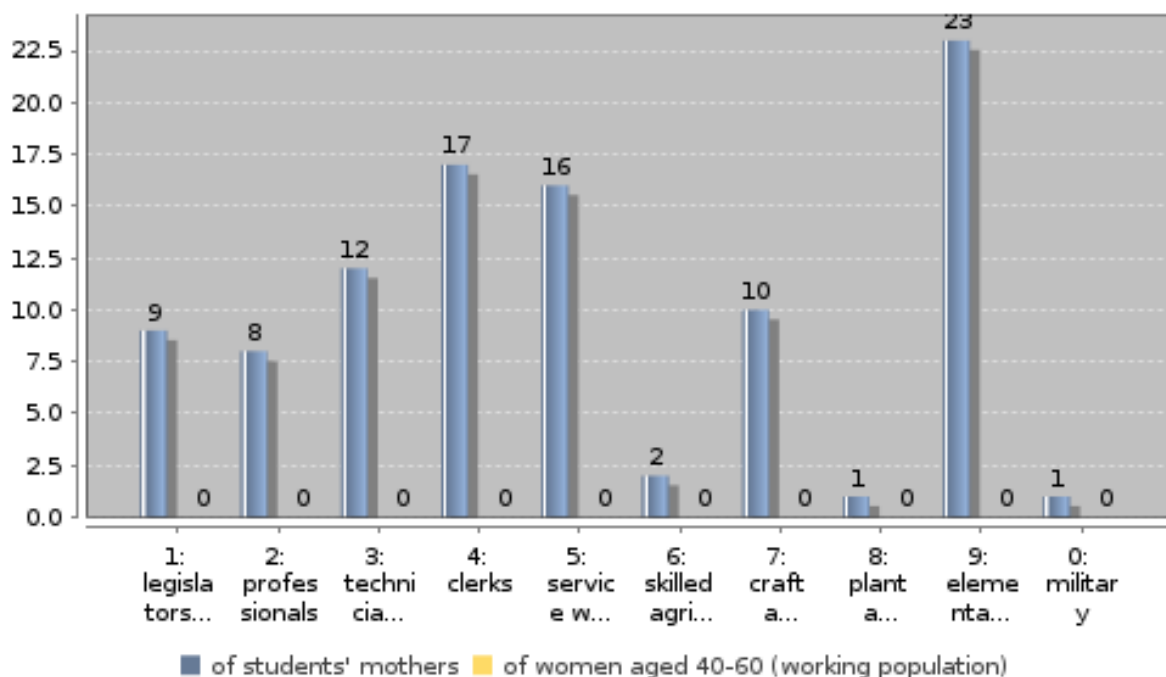
**Occupational status of students' parents (in %)**



### Occupational status of students' fathers (in %)



### Occupational status of students' mothers (in %)



**details on missing data:**

parents: 923 d.k., 64 sysmis

fathers: 1701 d.k., 64 sysmis

mothers: 1982 d.k., 64 sysmis

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

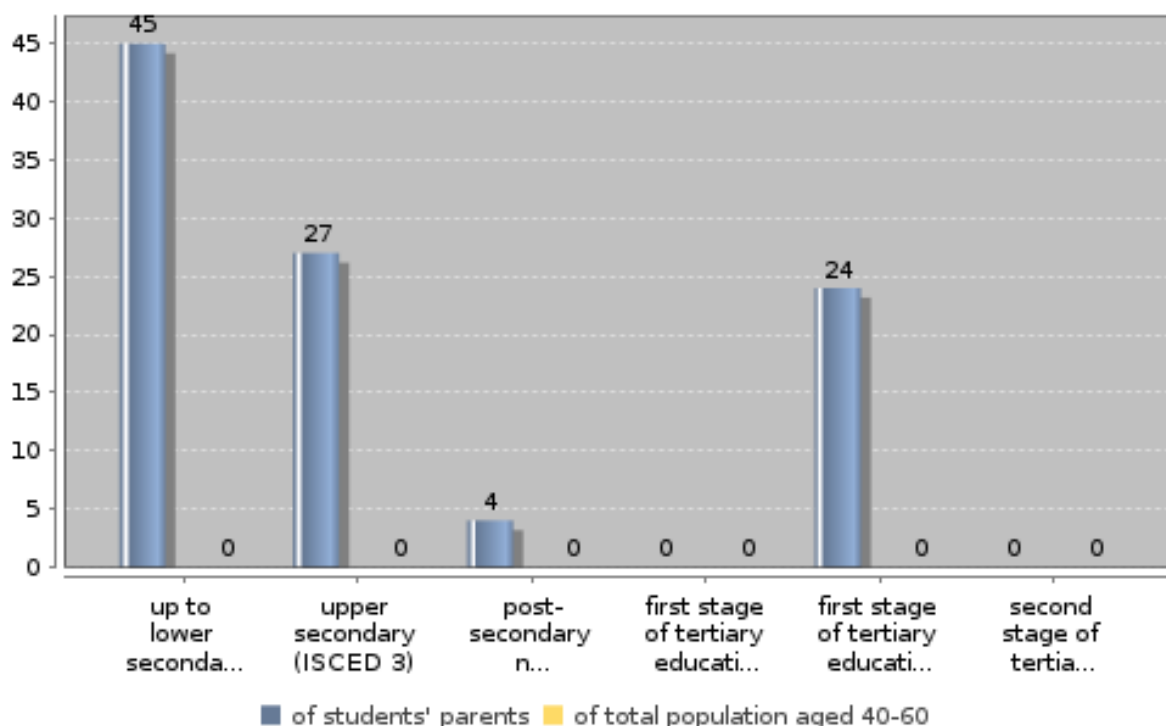
**Topic: C. Social background of student body**

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

**Key Indicators**

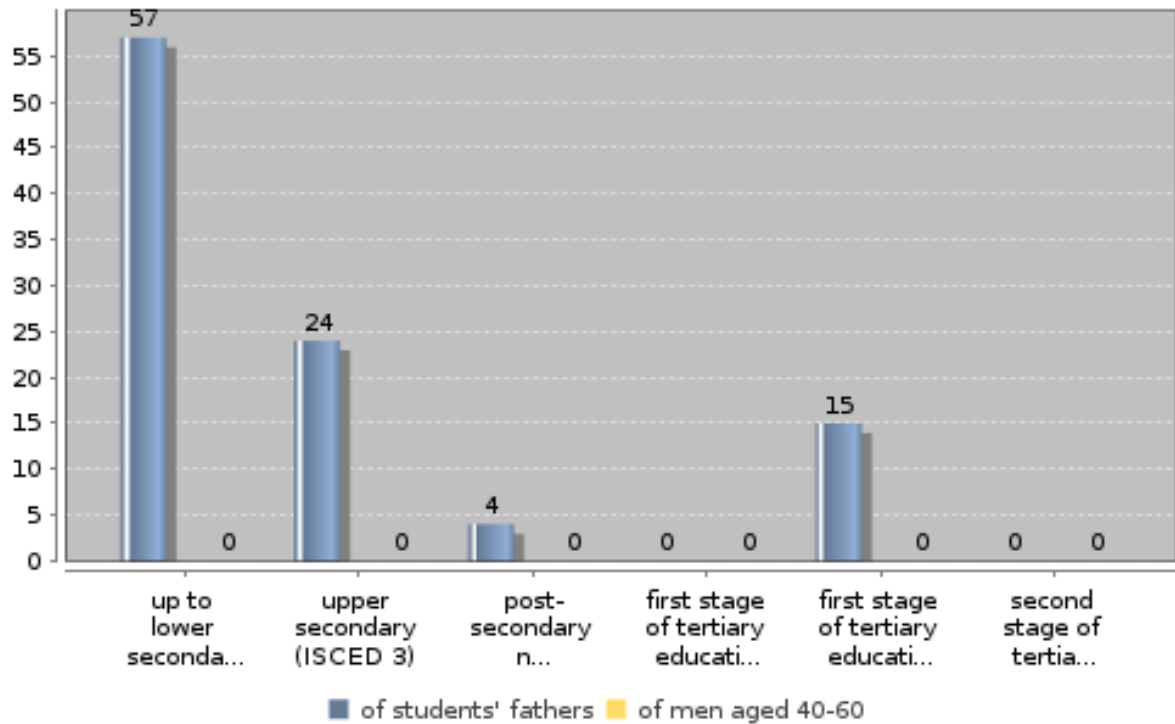
Students' parents without tertiary education (not ISCED 5-6) in %	76.2	
Students' fathers without tertiary education (not ISCED 5-6) in %	84.8	
Students' mothers without tertiary education (not ISCED 5-6) in %	81.0	
Ratio students' fathers without tertiary education to counterparts in total population		Ratio students' mothers without tertiary education to counterparts in total population

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

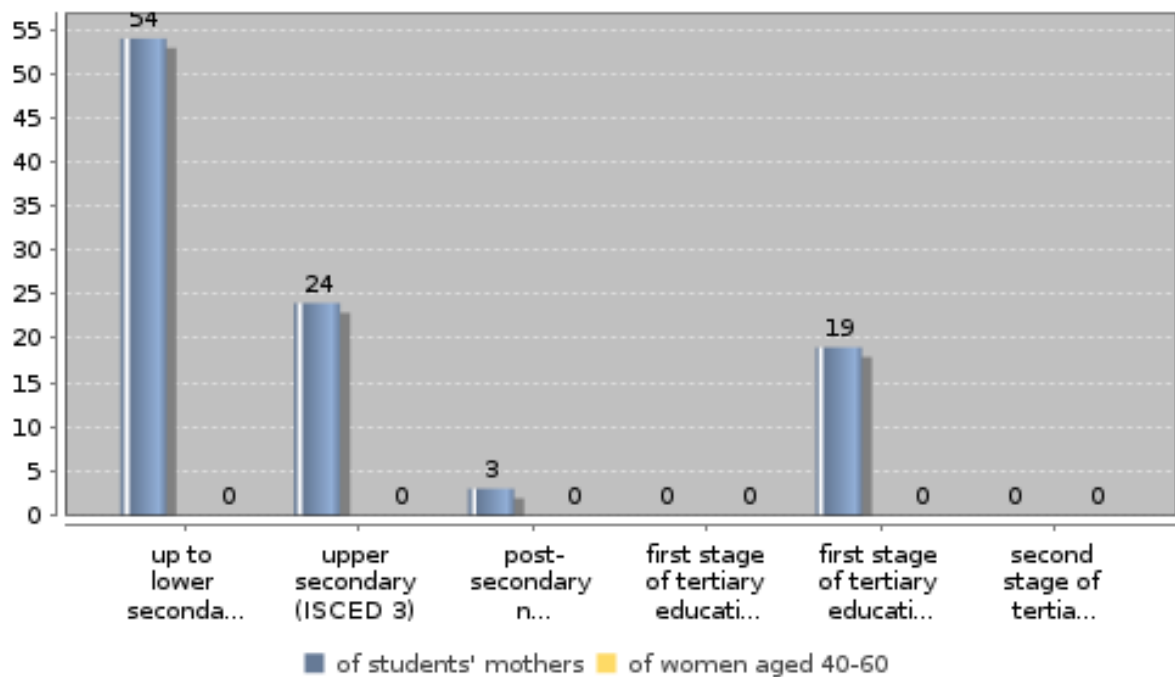




### Highest educational qualification of students' fathers (in %)



### Highest educational qualification of students' mothers (in %)



**details on missing data:**

parents: 457 d.k., 52 sysmis

fathers: 380 d.k., 52 sysmis

mothers: 253 d.k., 52 sysmis

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

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

**Subtopic 4: Occupational status by highest educational attainment**

**Key Indicators**

Students' parents with blue collar status and ..

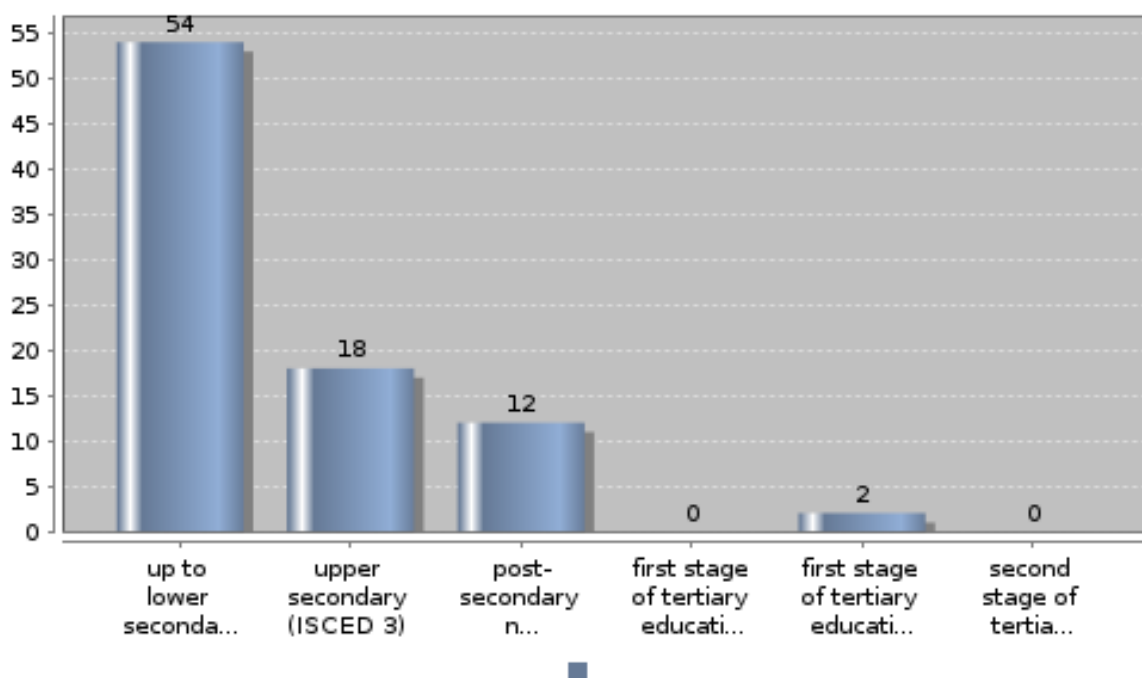
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %

94.2

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

76.3

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



**details on missing data:**

all students' parents: 923 d.k.

column 1: 469 d.k.

column 2: 205 d.k.

column 3: 17 d.k.

column 4: 128 d.k.

**methodical issues or considerations for data interpretation:**

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

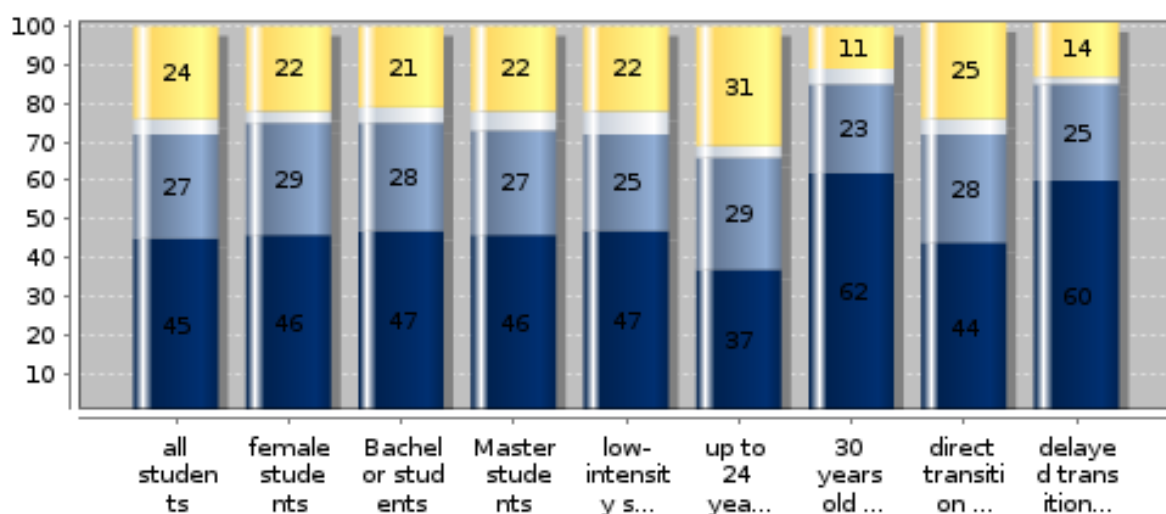
**Topic: C. Social background of student body**

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

**Key Indicators**

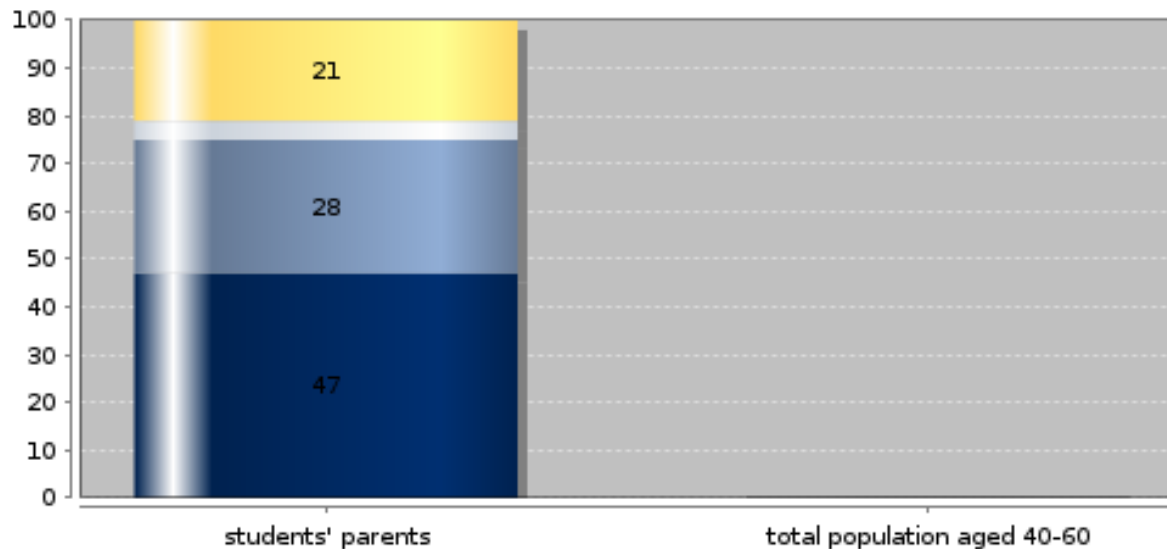
Share of all students' parents without tertiary education (ISCED 5-6), in %	76.2
Share of BA students' parents without tertiary education (ISCED 5-6), in %	79.1
Share of MA students' parents without tertiary education (ISCED 5-6), in %	78.0
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	77.7
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	88.7
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	86.4

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



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

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



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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

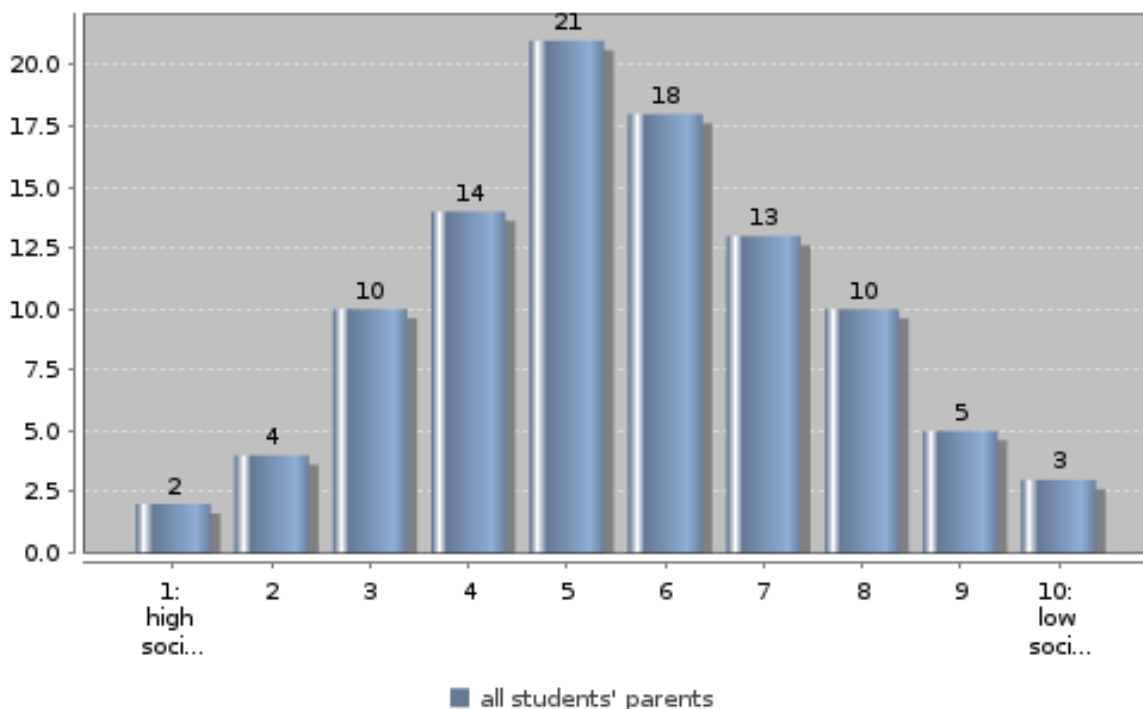
**Topic: C. Social background of student body**

**Subtopic 6: Assessments of social standing of parents**

**Key Indicators**

Students' parents with higher social standing (1-5)	51.2
Students' parents with lower social standing (6-10)	48.7

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



**details on missing data:**

missing: 74

**methodical issues or considerations for data interpretation:**

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

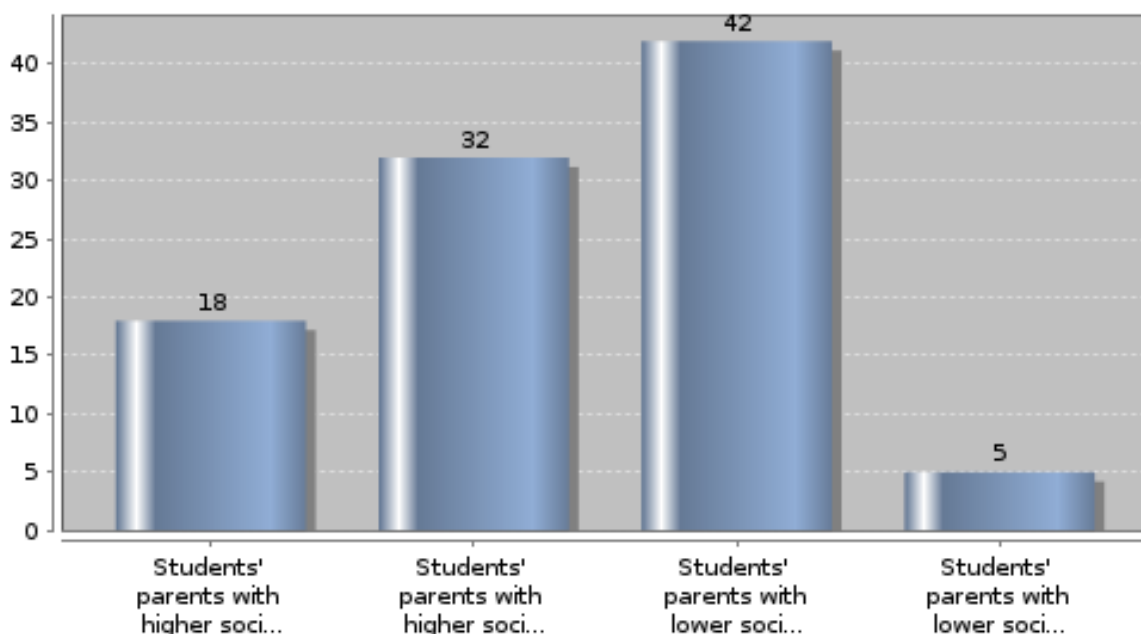
**Topic: C. Social background of student body**

**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 %	18.4
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	31.5
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	41.7
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	4.5

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



**details on missing data:**

missing: 74

**methodical issues or considerations for data interpretation:**

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

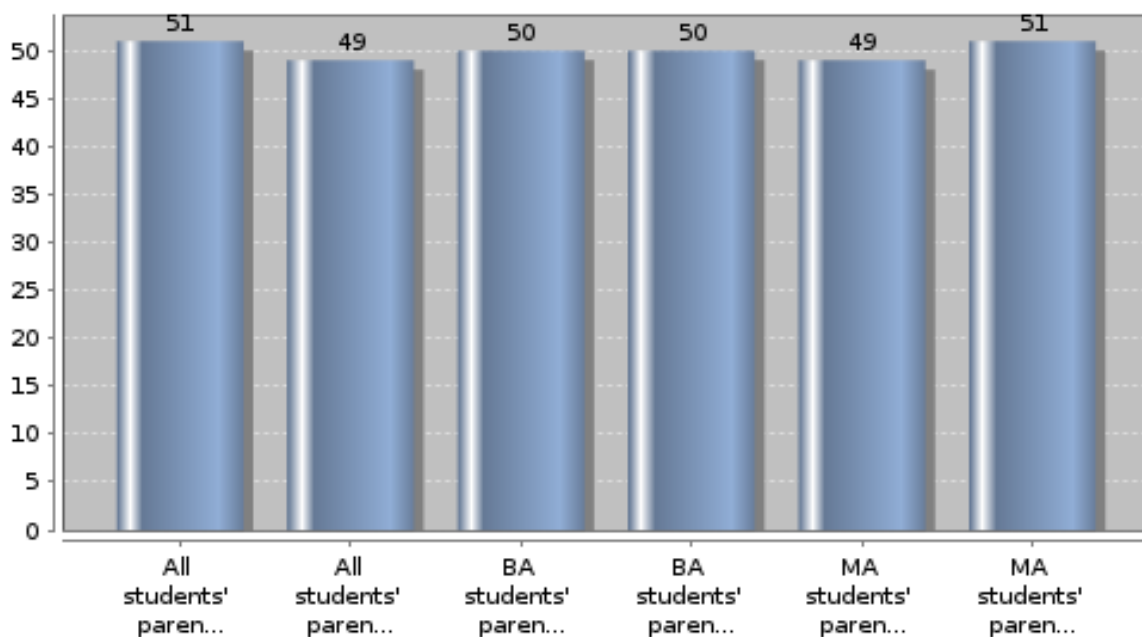
**Topic: C. Social background of student body**

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

**Key Indicators**

All students' parents with higher social standing (1-5), in %	51.2
All students' parents with lower social standing (6-10), in %	48.7
BA students' parents with higher social standing (1-5), in %	49.9
BA students' parents with lower social standing (6-10), in %	50.1
MA students' parents with higher social standing (1-5), in %	49.3
MA students' parents with lower social standing (6-10), in %	50.7

**Subjective assessment of parents' social standing 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: D. Accommodation**

**Subtopic 1: Form of housing by age**

**Key Indicators**

Share of all students living with parents, in %

46.1

Share of all students not living with parents, in %

53.9

Share of all students living in student halls, in %

4.9

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

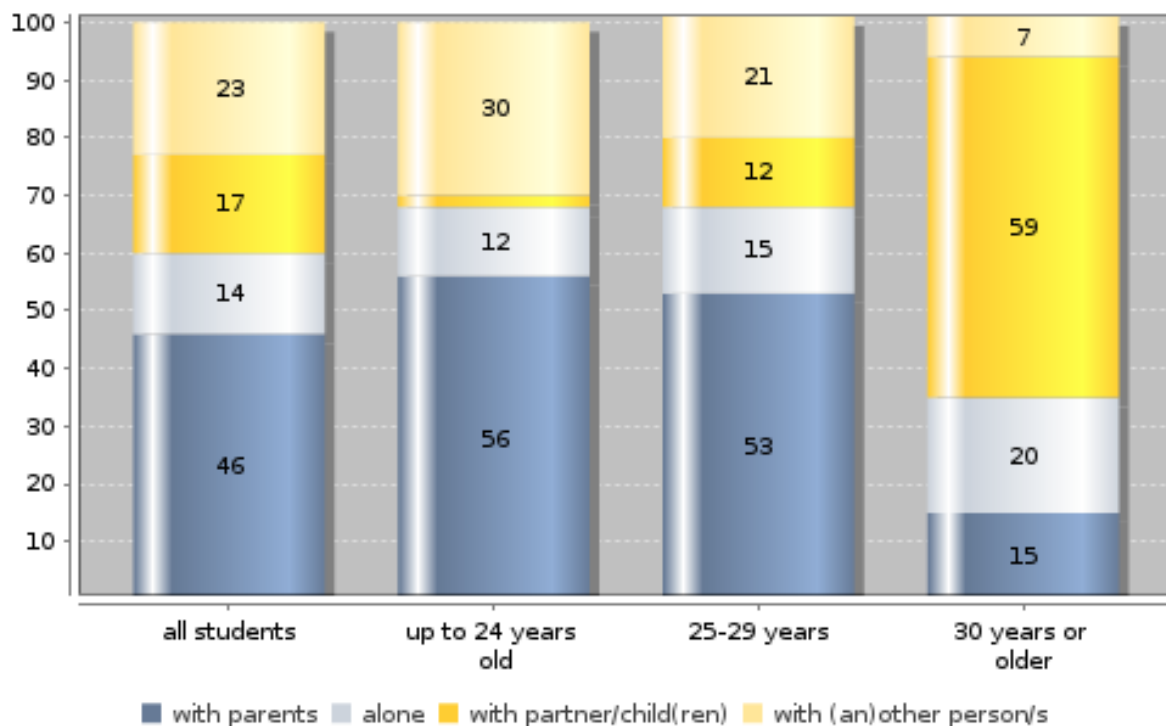
1.0

56.3

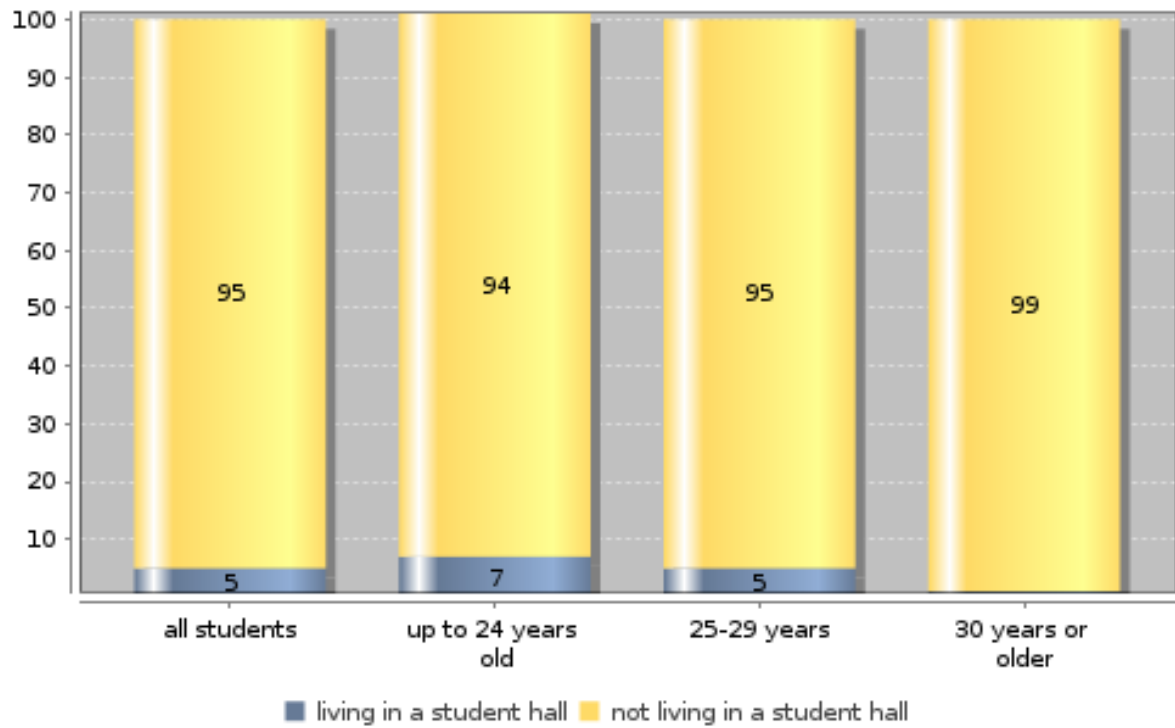
Share of students 30 years or older living in the most frequent type of housing, in %

3.0

**Form of housing by age (in %)**



### Students living in a student hall (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

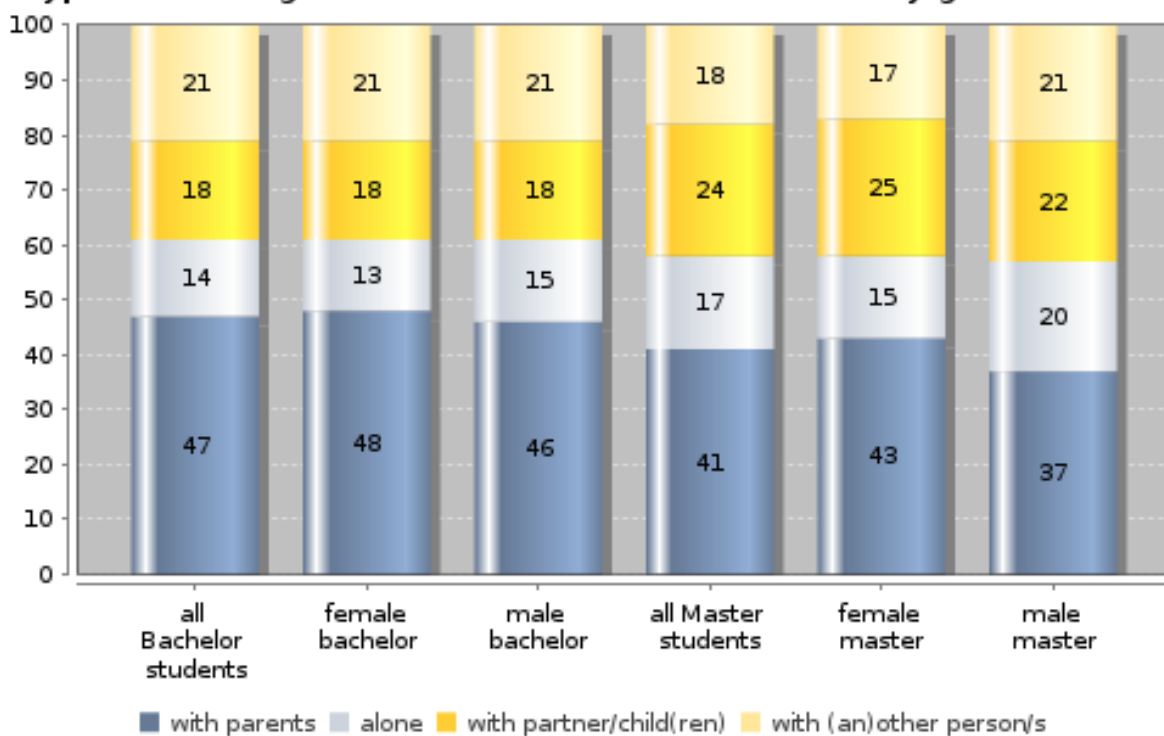
**Topic: D. Accommodation**

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

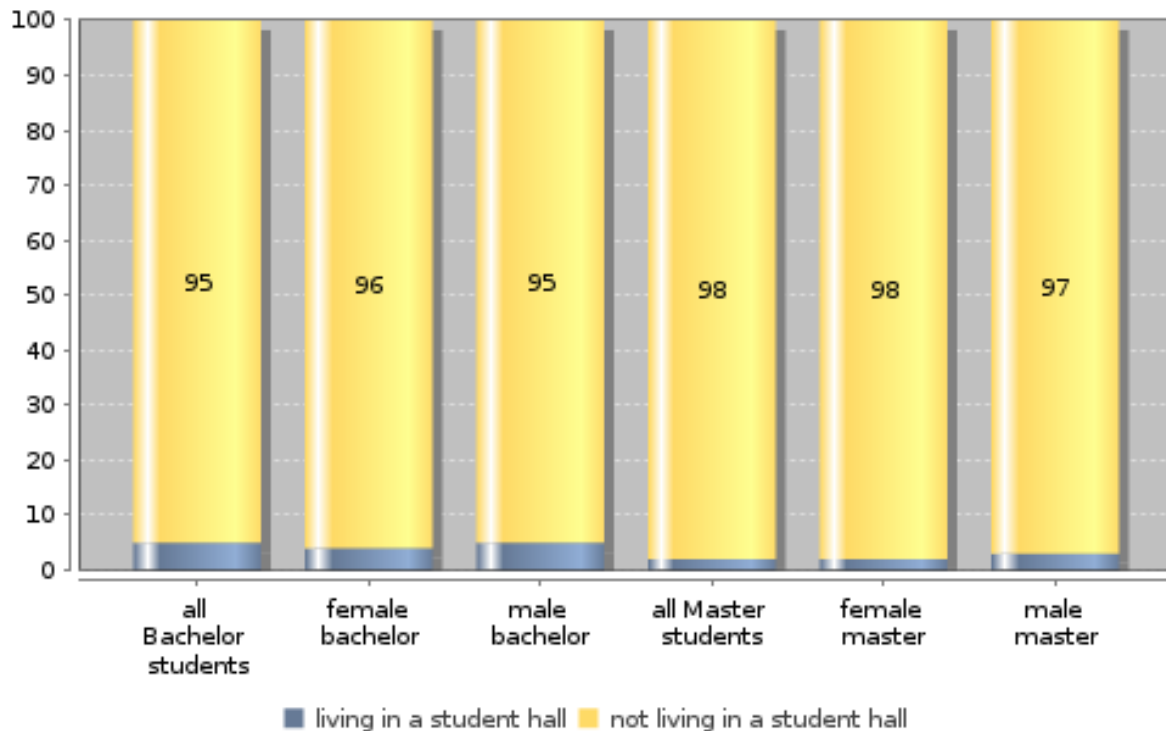
**Key Indicators**

Share of all Bachelor students living with parents, in %	47.3
Share of all Bachelor students living in student halls, in %	4.7
Share of all Master students living with parents, in %	40.8
Share of all Master students living in student halls, in %	2.2

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

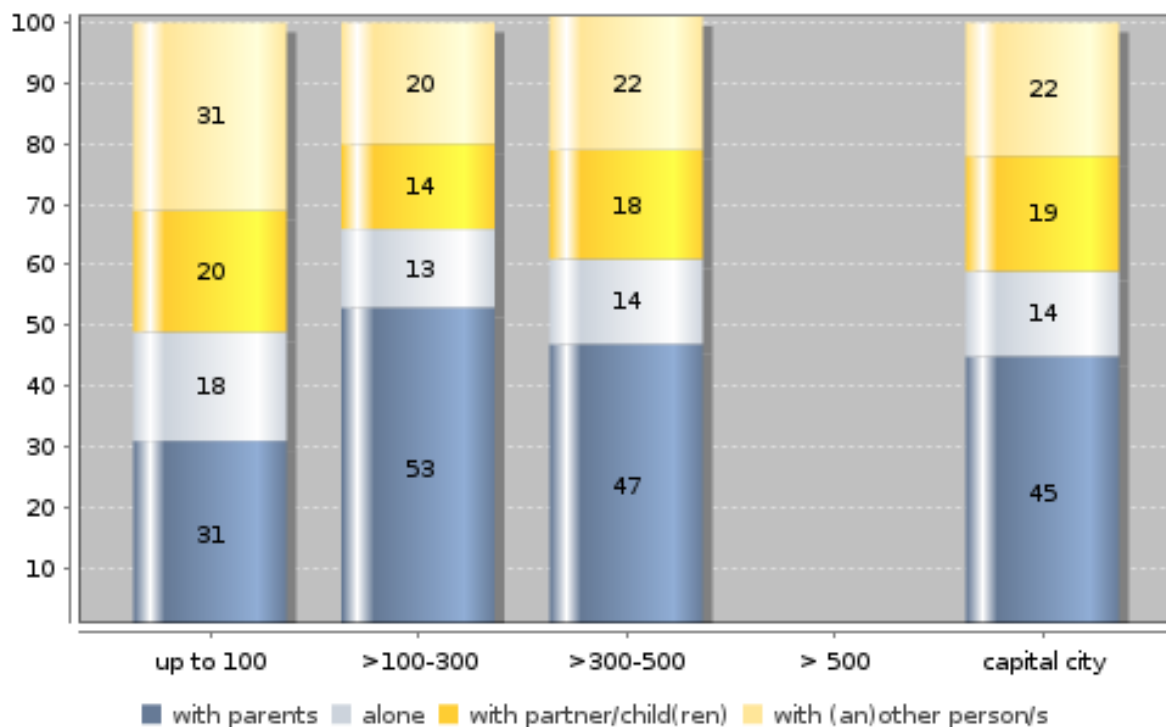
**Topic: D. Accommodation**

**Subtopic 3: Form of housing by size of study location**

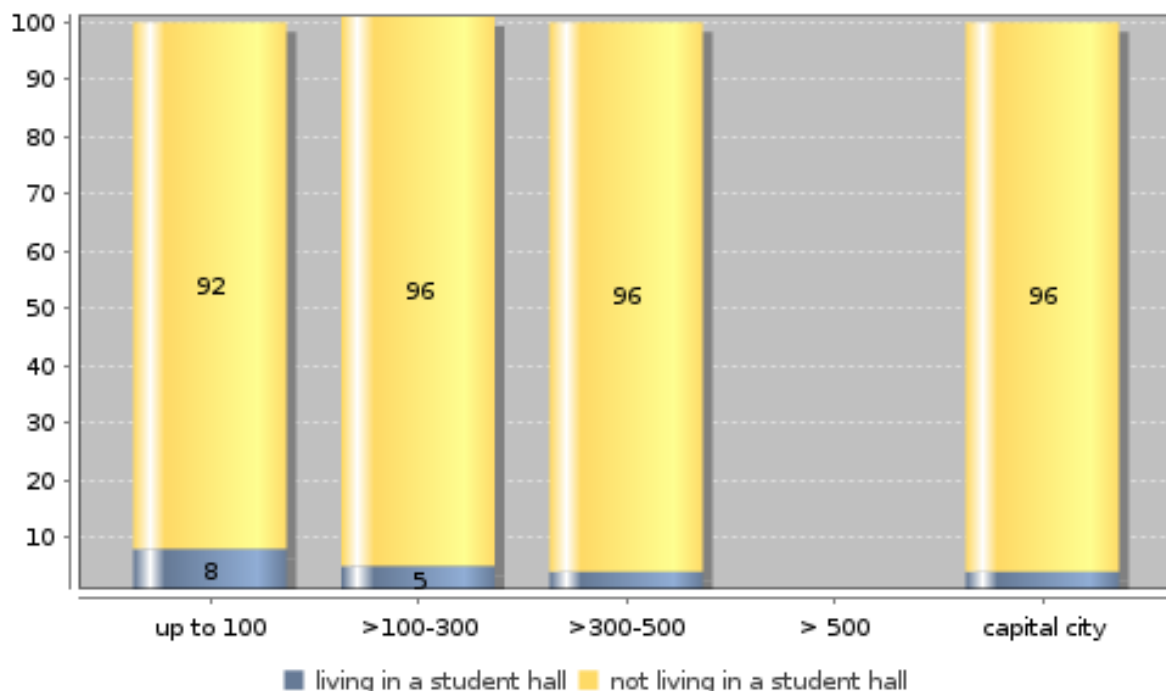
**Key Indicators**

Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	2.2
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	0.9
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	1.1
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	Ratio of students living (not with parents)/(with parents) in capital city

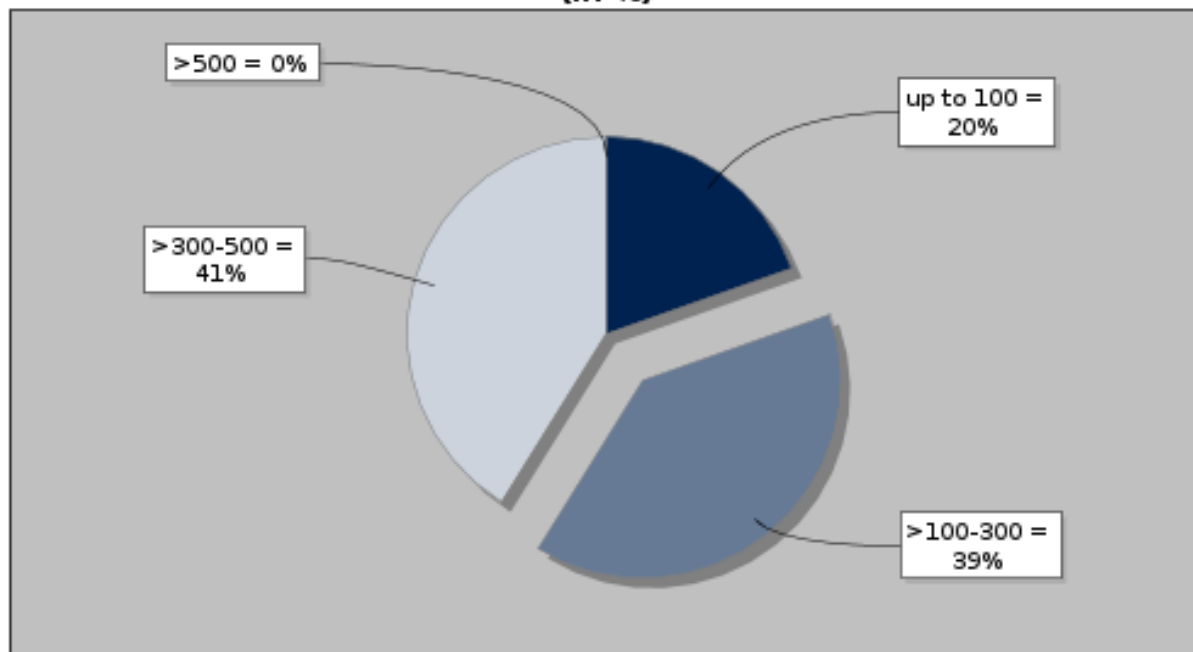
**Type of housing by size of study location by 1,000 inhabitants (in %)**



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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

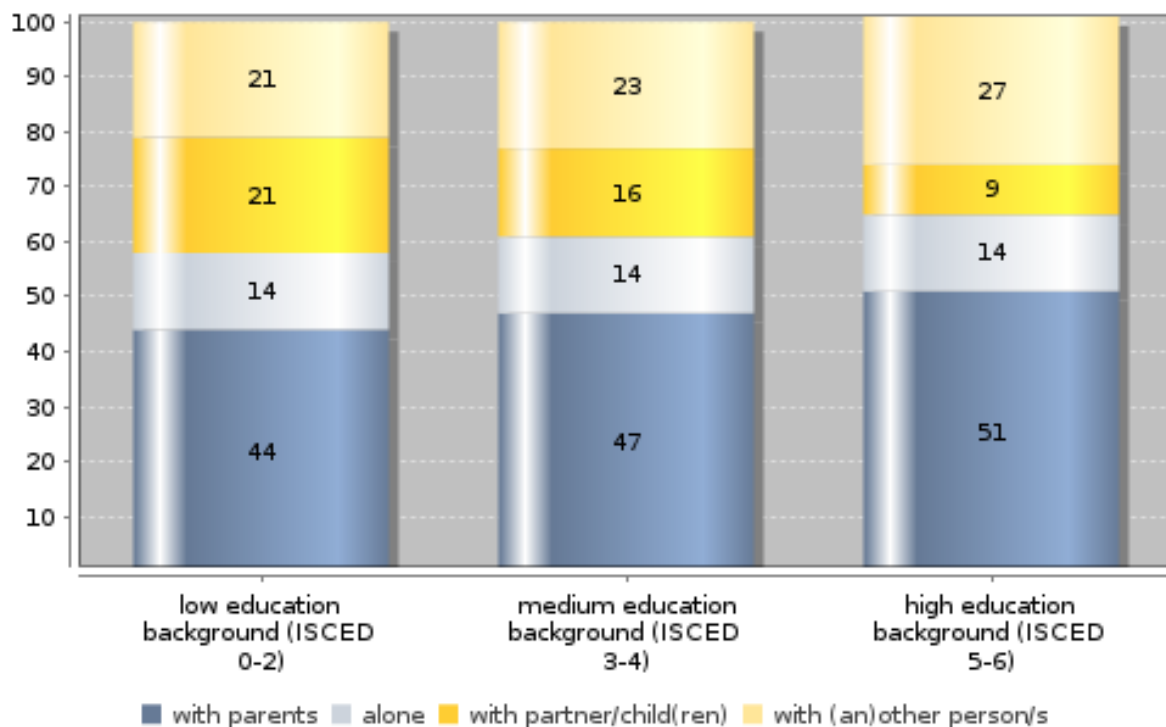
**Topic: D. Accommodation**

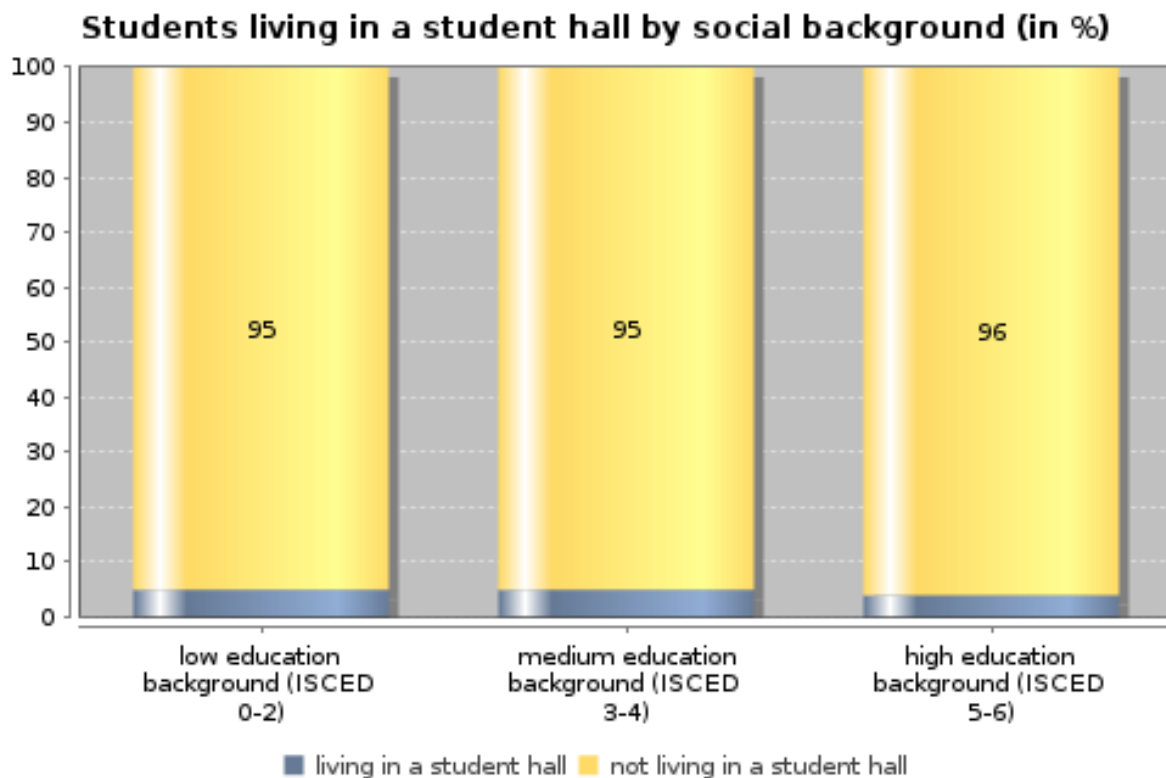
**Subtopic 4: Form of housing by social background**

**Key Indicators**

Share of all students from low education background (ISCED 0-2) living with parents, in %	43.9
Share of all students from low education background (ISCED 0-2) living in student halls, in %	5.1
Share of all students from high education background (ISCED 5-6) living with parents, in %	50.5
Share of all students from high education background (ISCED 5-6) living in student halls, in %	4.0

**Form of housing by social background (in %)**





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:



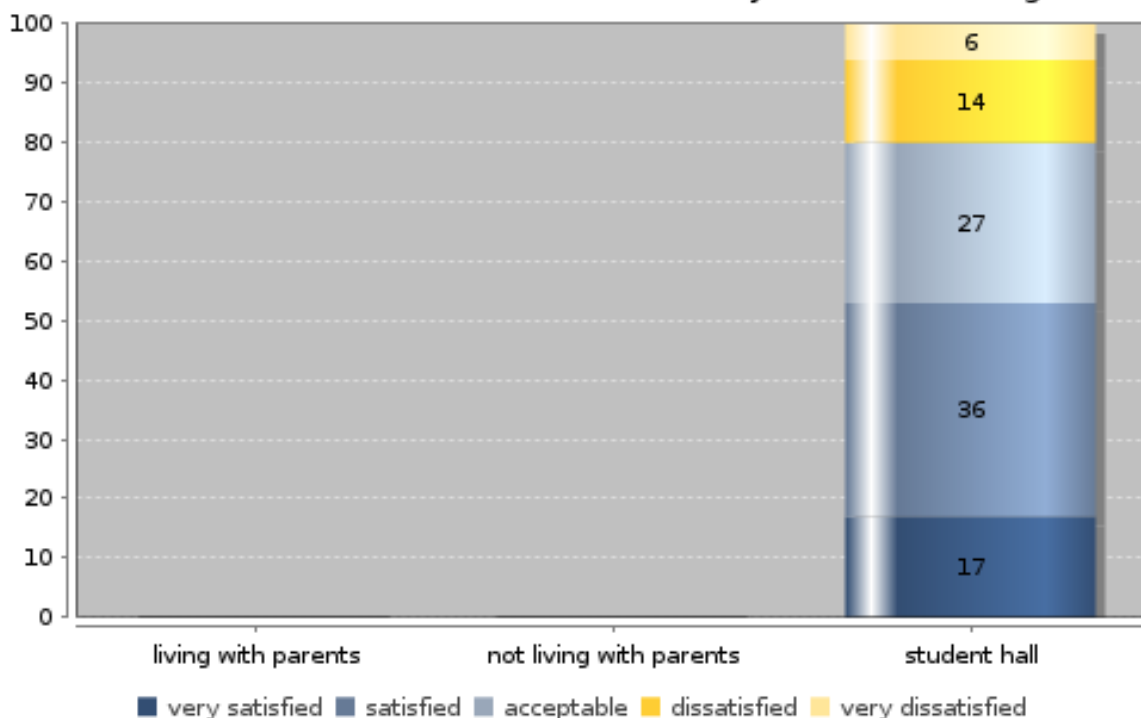
**Topic: D. Accommodation**

**Subtopic 5: Assessment of accommodation by form of housing**

**Key Indicators**

Students living with parents, who are (very) satisfied in %:	Students not living with parents, who are (very) satisfied in %:
Students residing in student halls, who are (very) satisfied in %:	53.1
Students living with parents, who are (very) dissatisfied in %:	Students not living with parents, who are (very) dissatisfied in %:
Students residing in student halls, who are (very) dissatisfied in %:	19.6

**Students' assessment of accommodation by form of housing (in %)**



**details on missing data:**

question was seen and answered by students living in a student hall only.

**methodical issues or considerations for data interpretation:**

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

**Topic: D. Accommodation**

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

**Key Indicators**

Average monthly rent (total payments, median)

all students not living with parents	200.0
student hall	96.0

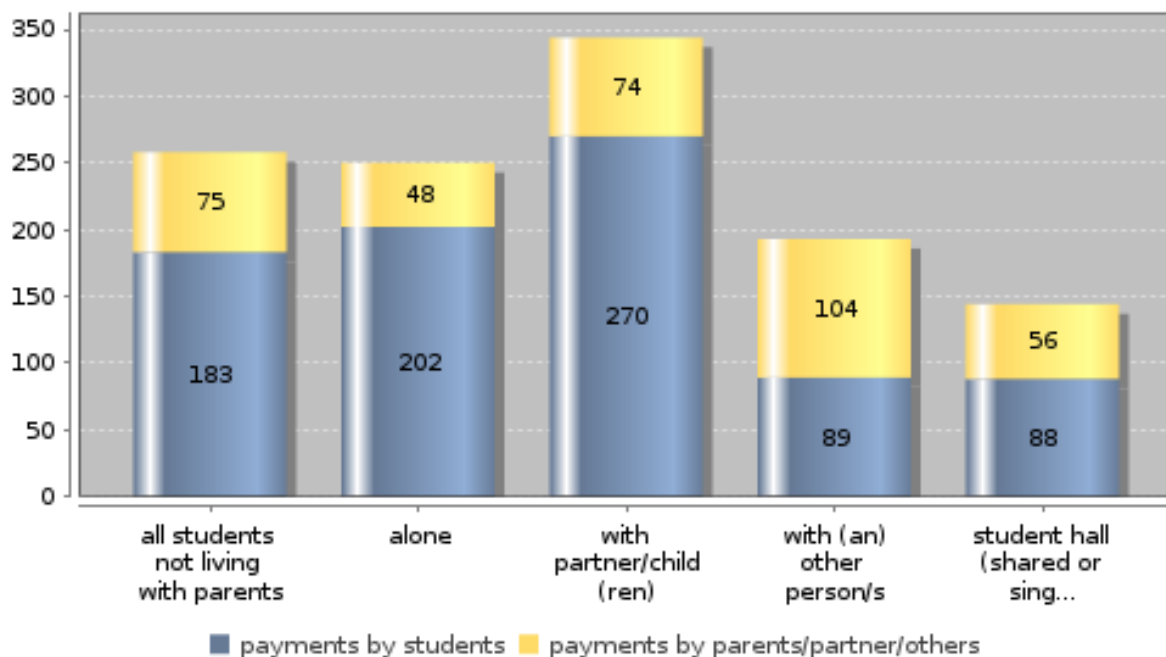
Average monthly rent (total payments, arithm. mean)

all students not living with parents	258.0
student hall	144.0

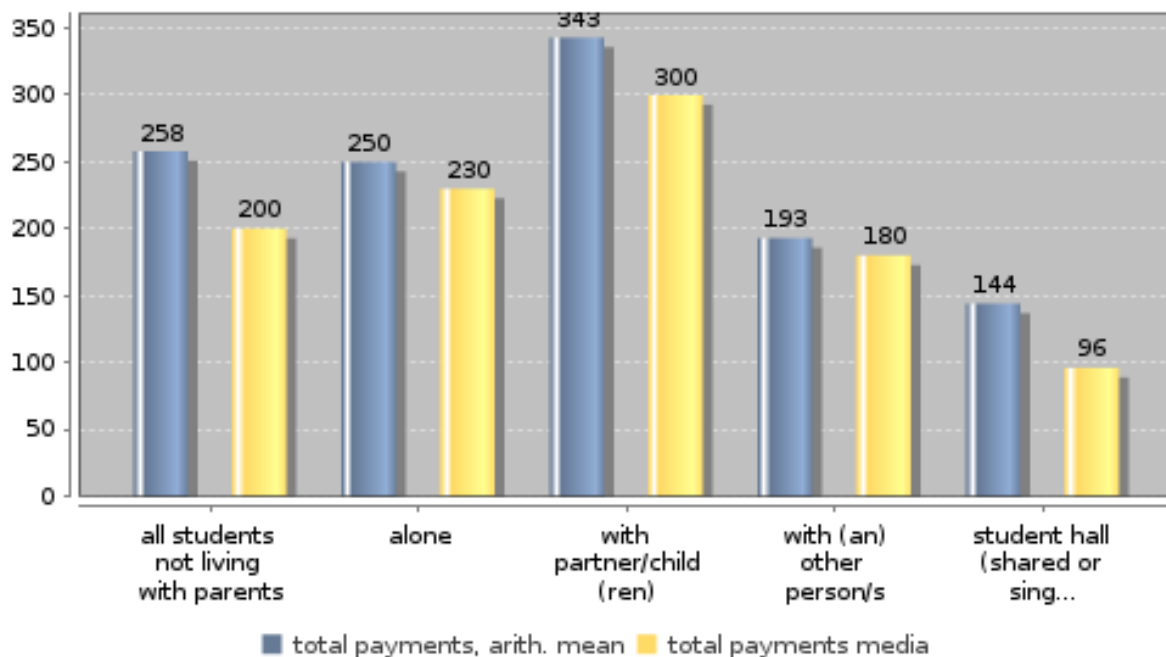
Ratio costs of student hall to costs of living alone

total payments, arith. mean	0.6
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**Average cost of accommodation per month including additional charges and costs for utilities for students not living with parents (in euros)**



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

**Topic: D. Accommodation**

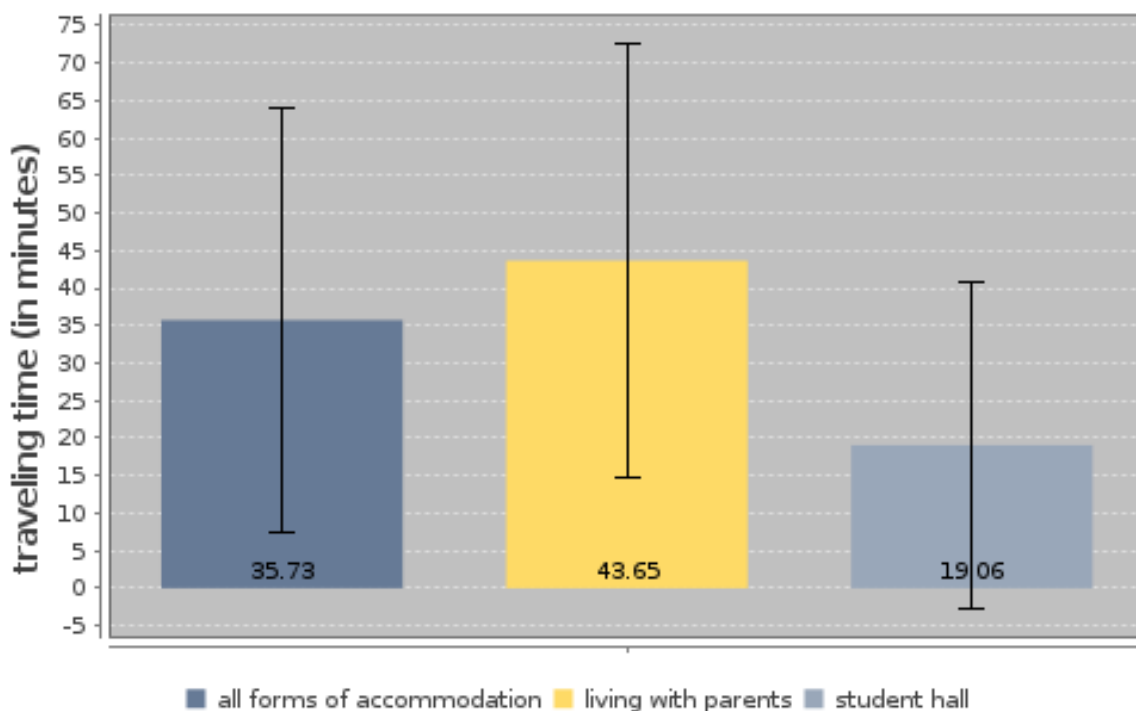
**Subtopic 7: Form of housing and daily time for travelling from home to higher education institution**

**Key Indicators**

Travelling time from home in minutes (median)

all forms of accommodation	25.5
living with parents	35.5
student hall	15.5

**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:

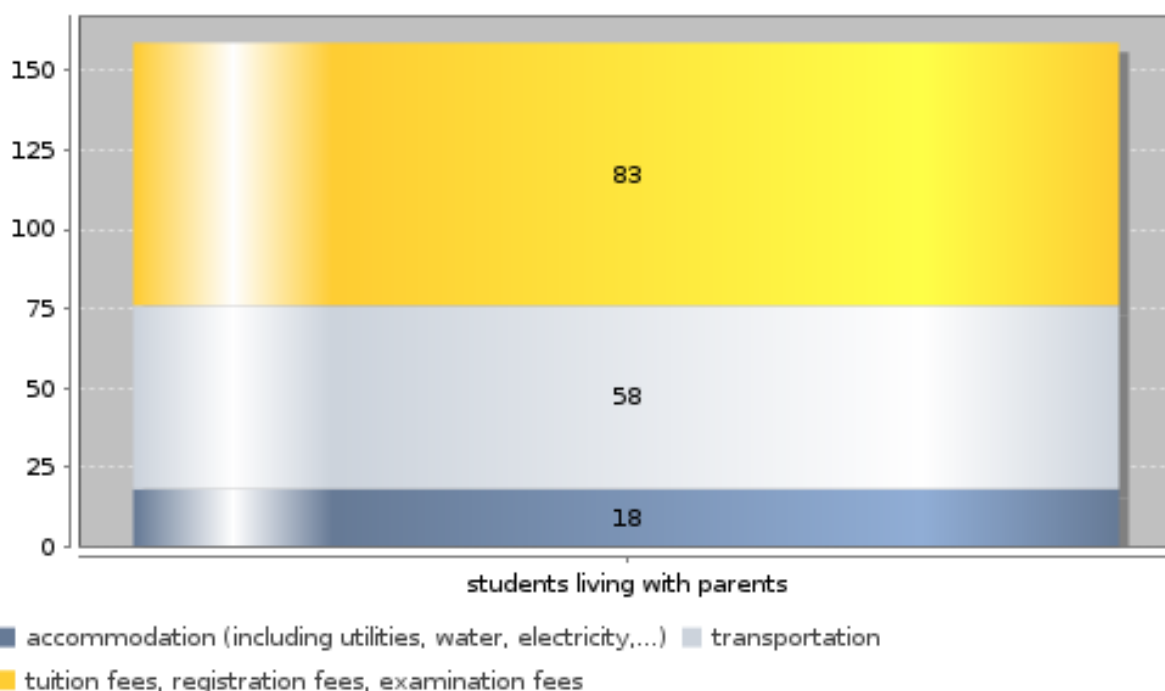
**Topic: E. Living costs**

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

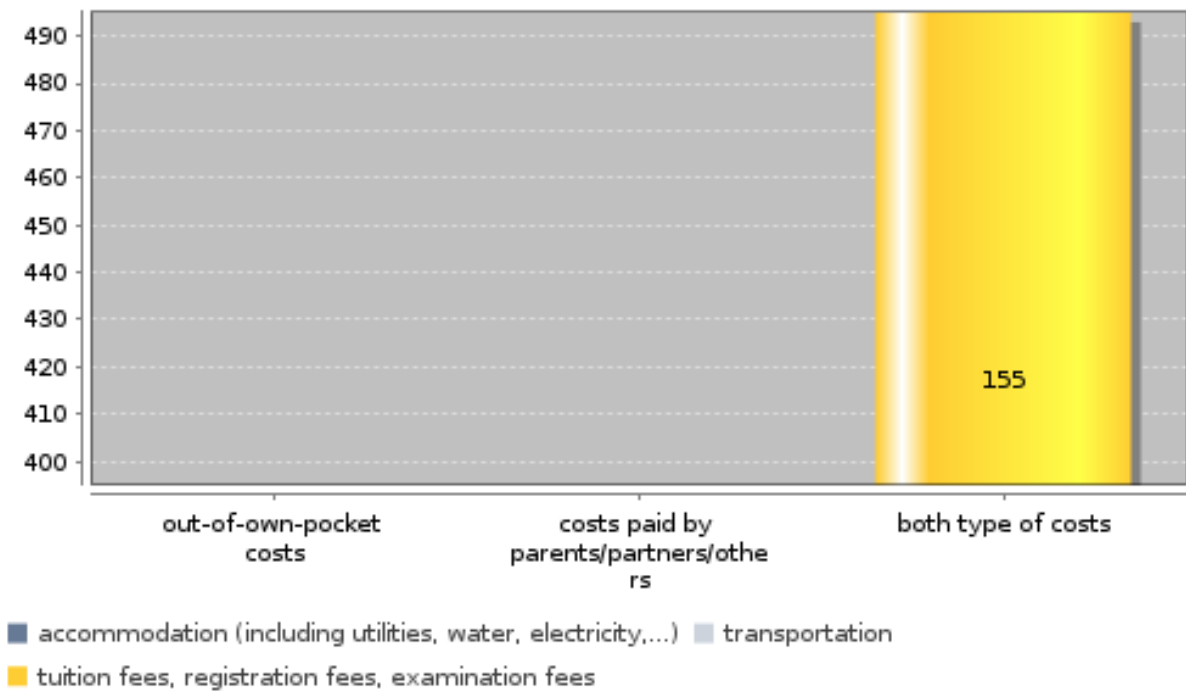
**Key Indicators**

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	18.7
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	14.1
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	13.0
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	8.8
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	4.0
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	23.7

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

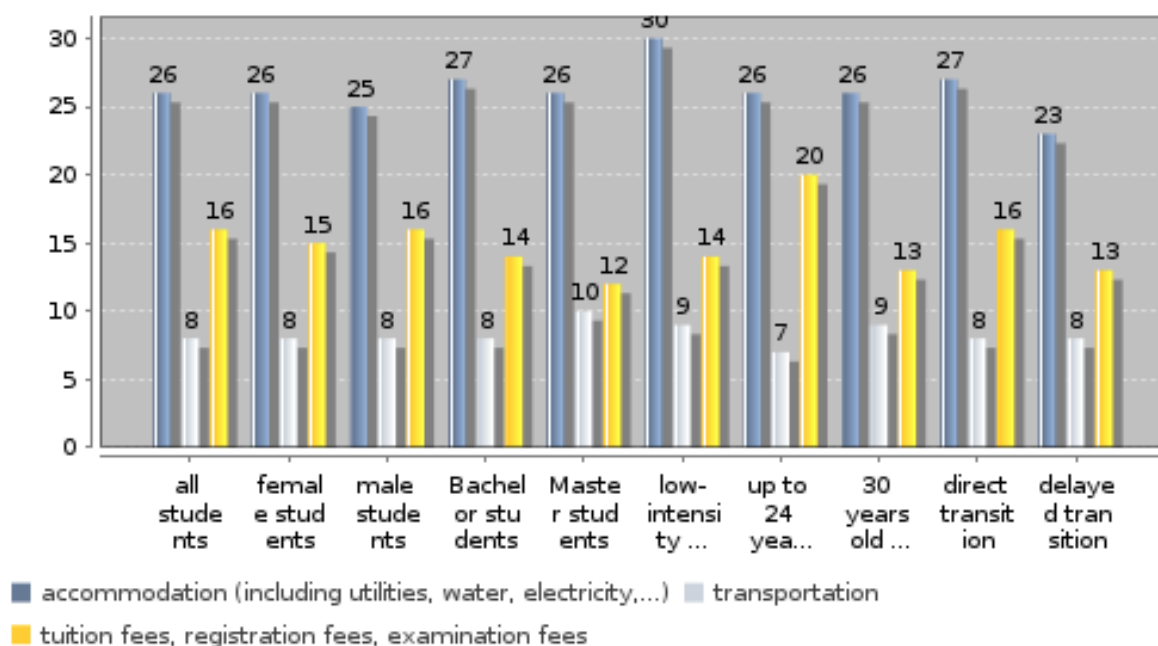
**Topic: E. Living costs**

**Subtopic 2: Profile of students' key expenditure by characteristics of students who are not living with parents**

**Key Indicators**

Fees to higher education institution as share of total costs for BA students, in %	13.8
Fees to higher education institution as share of total costs for MA students, in %	11.8
Fees to higher education institution as share of total costs for low-intensity students, in %	14.3
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	25.6
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	26.4

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

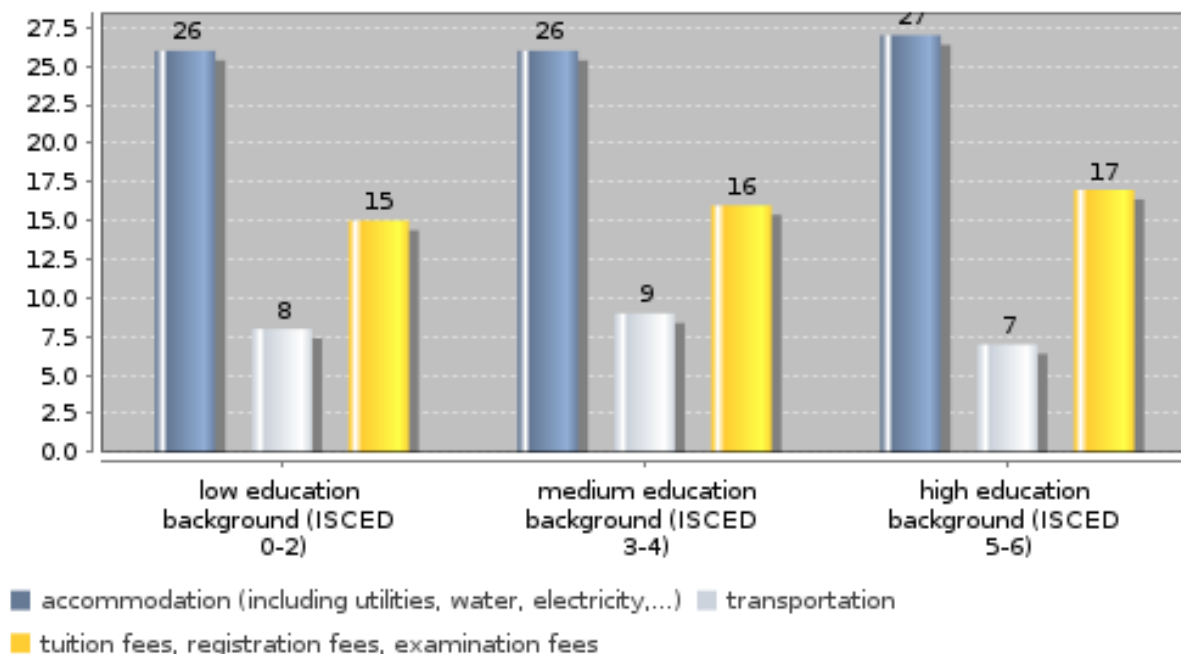
**Topic: E. Living costs**

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

**Key Indicators**

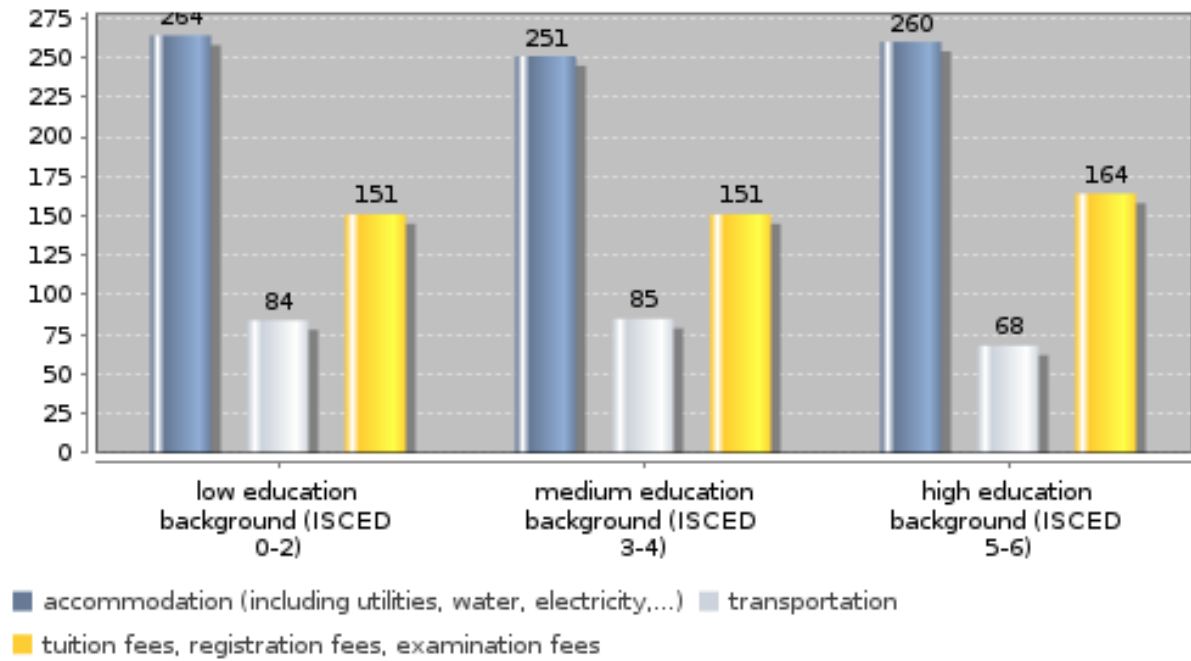
Fees to higher education institution as share of total costs for low education background (ISCED(0-2), in %	14.9
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	16.9
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	26.0
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	26.8

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





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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

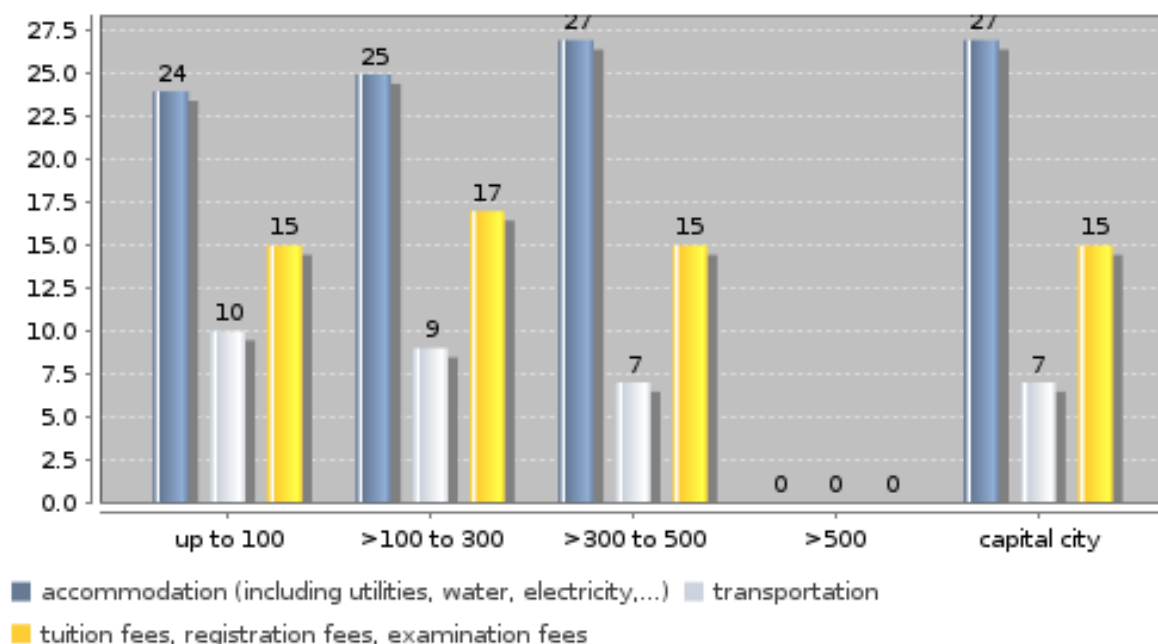
**Topic: E. Living costs**

**Subtopic 4: Profile of students' key expenditure by size of study location for students not living with parents**

**Key Indicators**

Total expenditure for students in study locations with up to 100,000 inhabitants, amount	952.07
Total expenditure for study locations in capital city, amount	1029.46
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	23.5
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	27.3

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

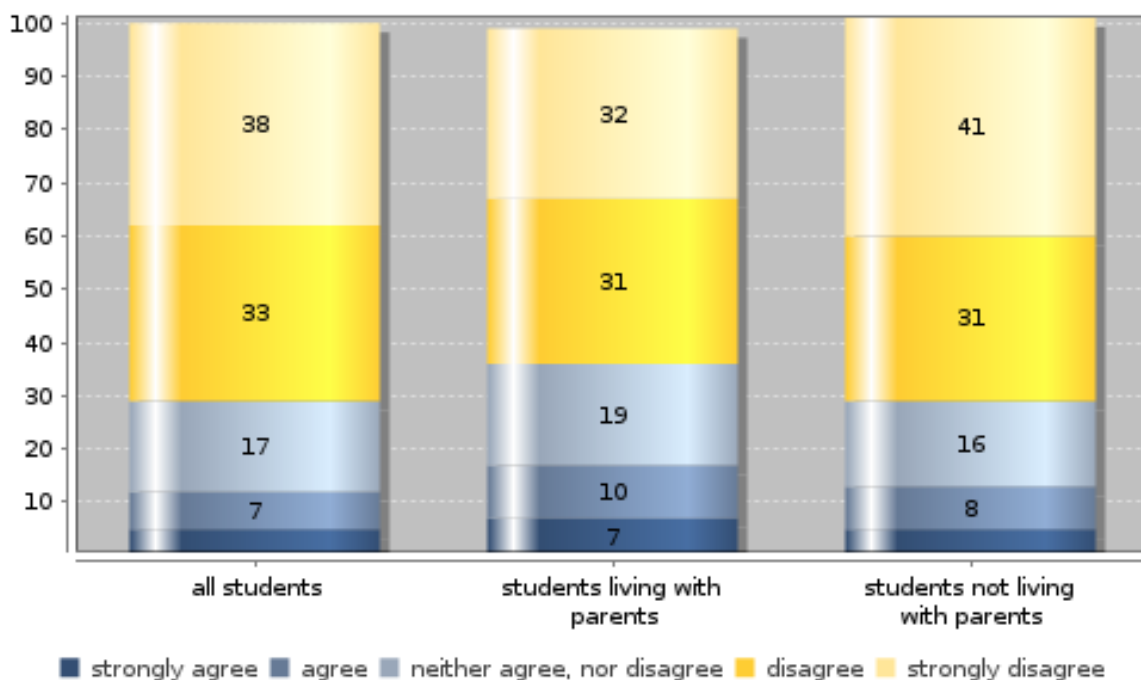
**Topic: E. Living costs**

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

**Key Indicators**

(Strong) agreement of all students that funding is sufficient, in %	11.5
(Strong) disagreement of all students that funding is sufficient, in %	71.1
(Strong) agreement of students living with parents that funding is sufficient, in %	17.7
(Strong) disagreement of students living with parents that funding is sufficient, in %	62.8
(Strong) agreement of students not living with parents that funding is sufficient, in %	12.7
(Strong) disagreement of students not living with parents that funding is sufficient, in %	71.6

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



details on missing data:

methodical issues or considerations for data interpretation:

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

**Topic: E. Living costs**

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

**Key Indicators**

students living with parents

Median income of students with very strong agreement that funding is sufficient, amount 310.0

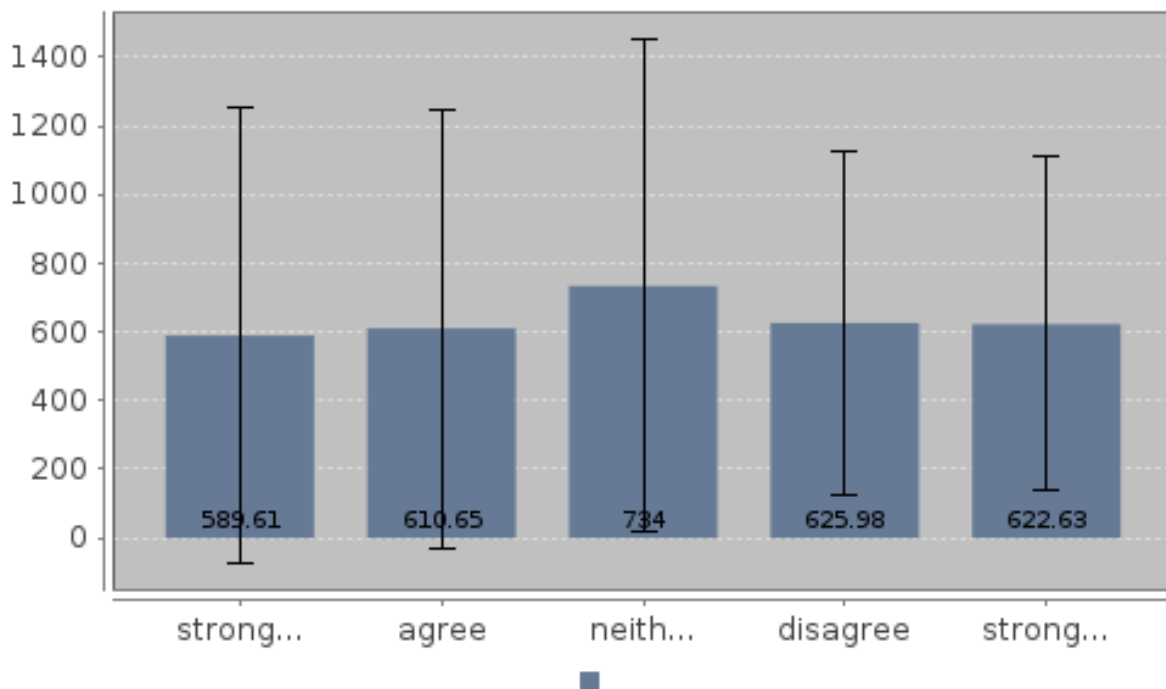
Median income of students with very strong disagreement that funding is sufficient, amount 500.0

Students not living with parents:

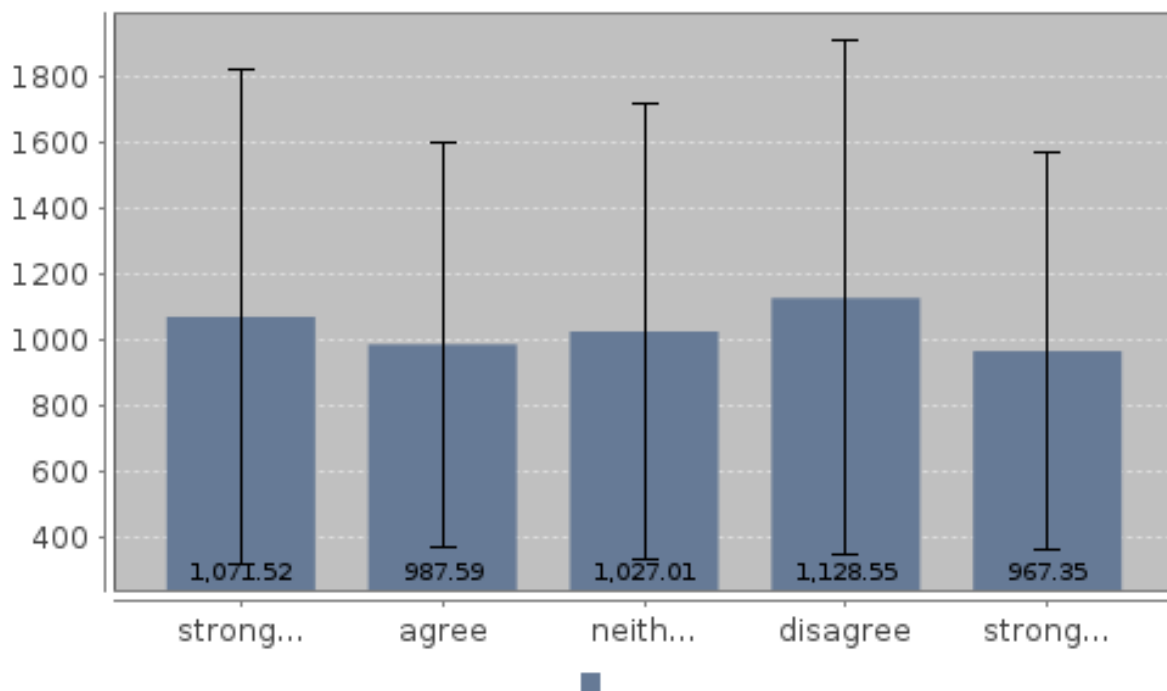
Median income of students with very strong agreement that funding is sufficient, amount 810.0

Median income of students with very strong disagreement that funding is sufficient, amount 800.0

**Average income by students' assessment (in %) of sufficiency of funding to cover monthly costs - students living with parents**



### Average income by students' assessment (in %) of sufficiency of funding to cover monthly costs - students not living with parents



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

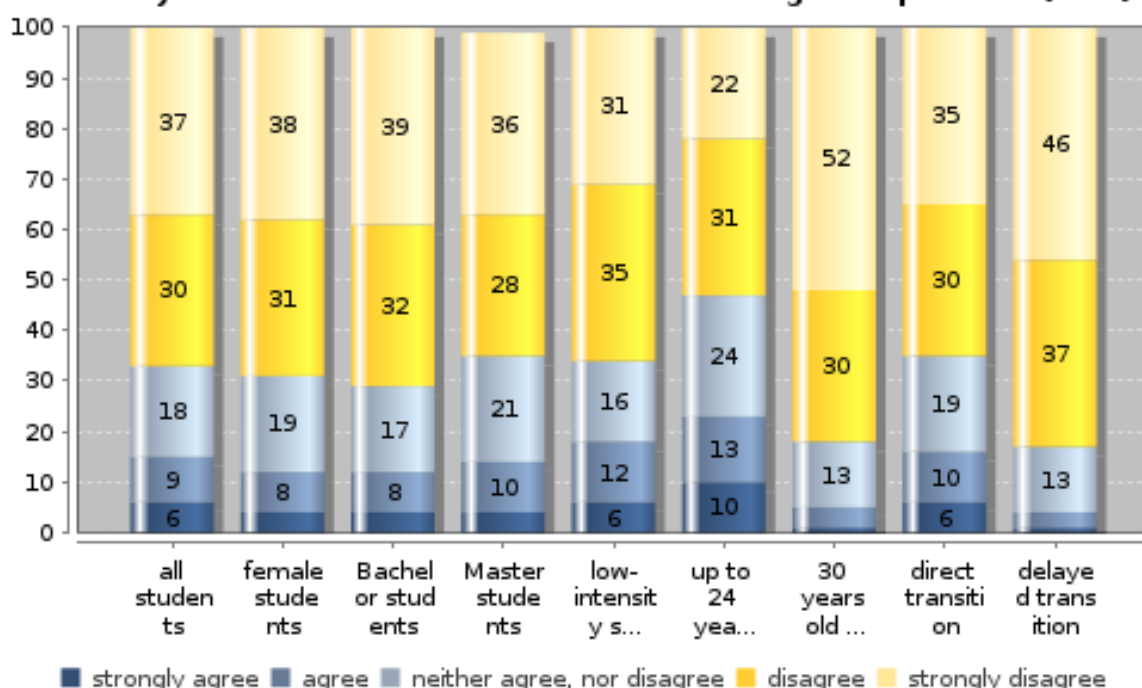
**Topic: E. Living costs**

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

**Key Indicators**

(Strong) agreement that funding is sufficient of low-intensity students, in %	17.9
(Strong) disagreement that funding is sufficient of low-intensity students, in %	65.8
(Strong) agreement that funding is sufficient of up to 24 years old, in %	23.0
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	53.2
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	5.2
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	81.7

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

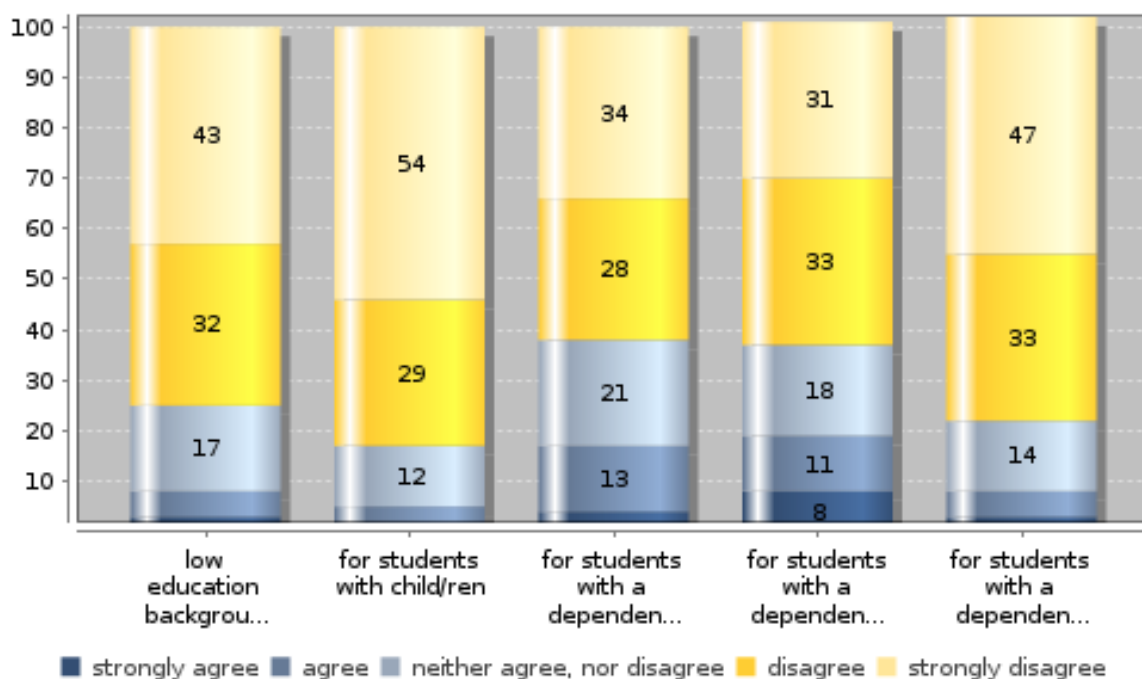
**Topic: E. Living costs**

**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 %	74.6
(Strong) disagreement that funding is sufficient for students with child/ren, in %	83.1
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	61.9
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	79.0

**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**

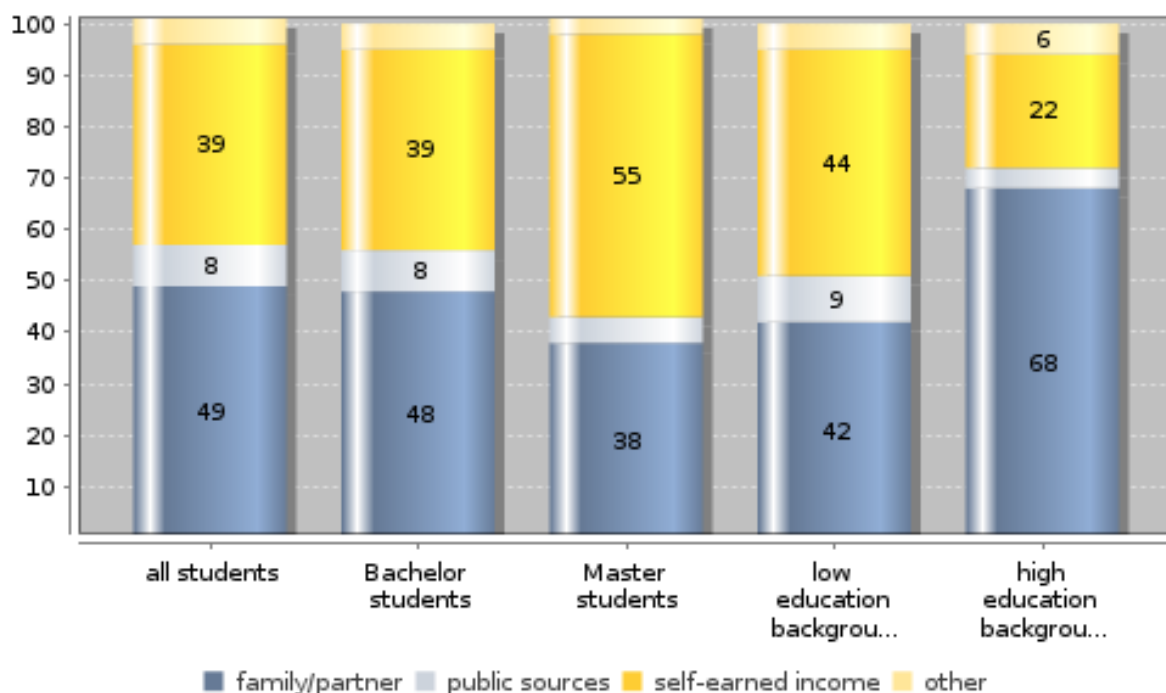
**Subtopic 1: Composition of monthly income by type of housing and characteristics of students**

**Key Indicators**

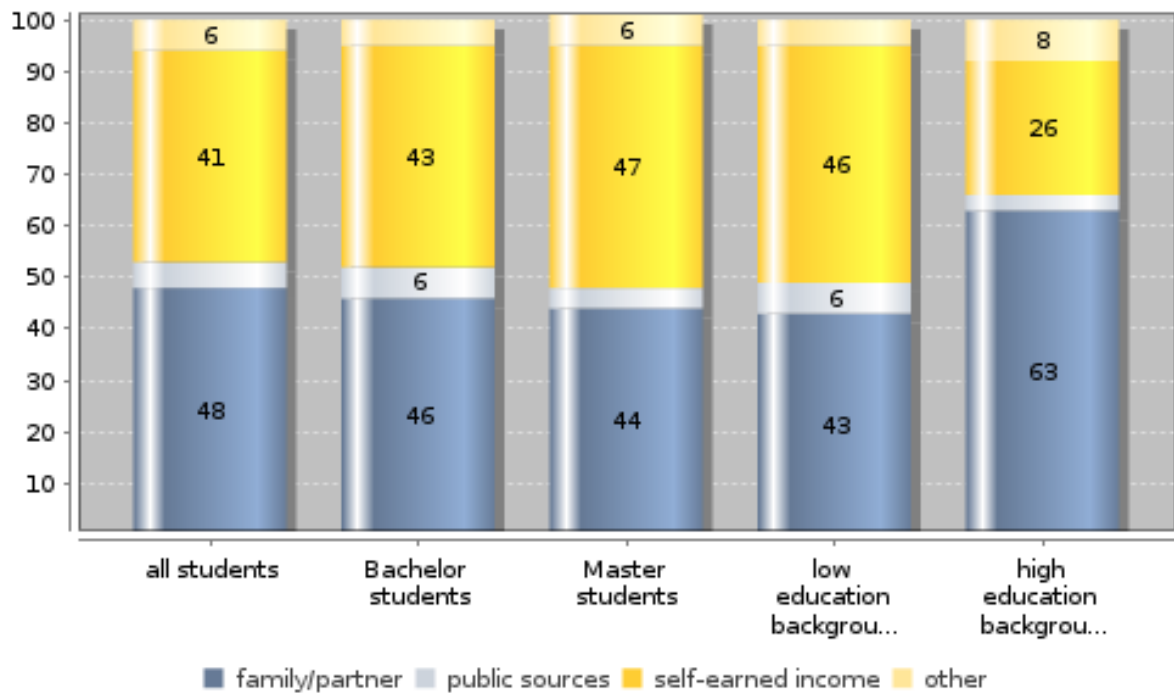
Composition of monthly income for students not living with parents

Family/partner contribution for all students, in %	48.4
Family/partner contribution for Bachelor students, in %	45.7
Family/partner contribution for students with low education background (ISCED 0-2), in %	42.9
Family/partner contribution for students with high education background (ISCED 5-6), in %	62.7
Job contribution for all students, in %	40.6
Job contribution for Bachelor students, in %	43.3
Job contribution for students with low education background (ISCED 0-2), in %	45.8
Job contribution for students with high education background (ISCED 5-6), in %	26.3

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

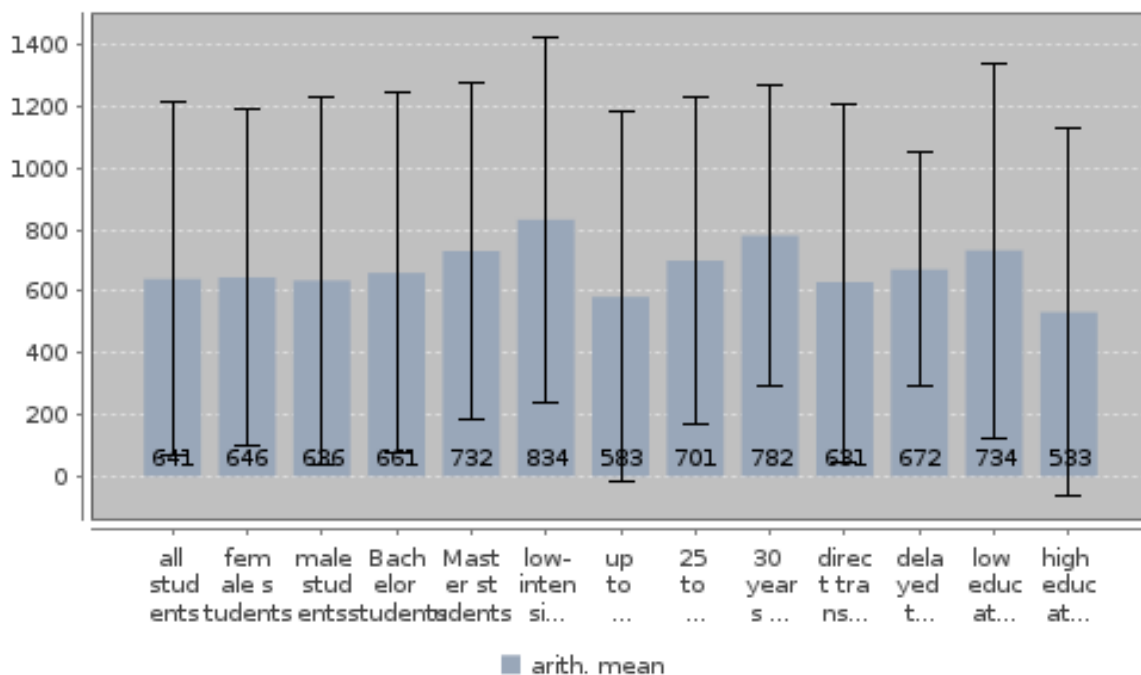
**Topic: F. Funding and state assistance**

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

**Key Indicators**

median income all students, amount	500.0
median income Bachelor students, amount	500.0
median income Master students, amount	600.0
median income low-intensity students, amount	736.0
median income 25-29 years old, amount	600.0

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

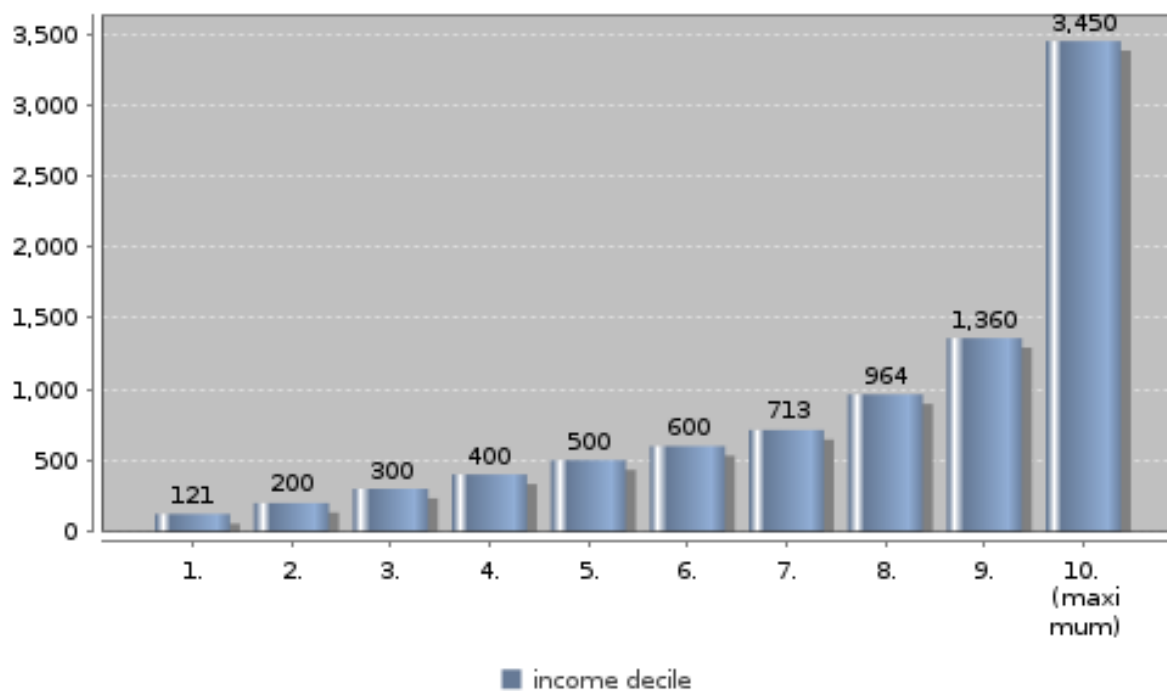
**Topic: F. Funding and state assistance**

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

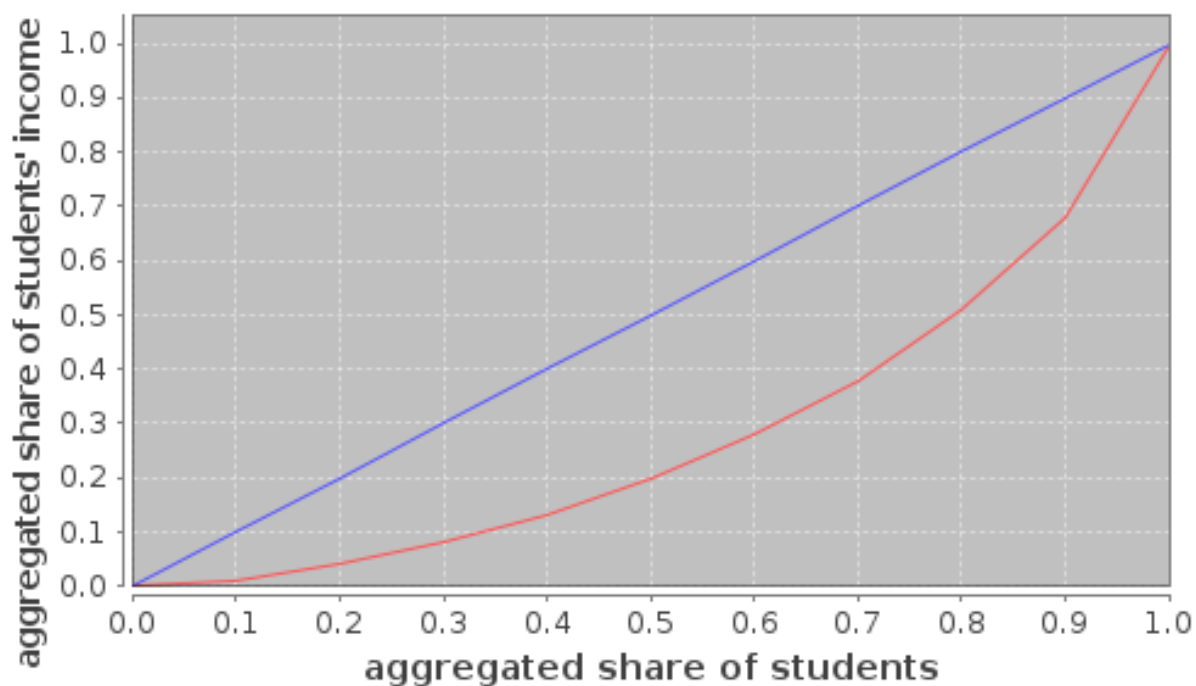
**Key Indicators**

Income cut-off point for lowest 20% of students, amount	200.0
Gini coefficient	0.42

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

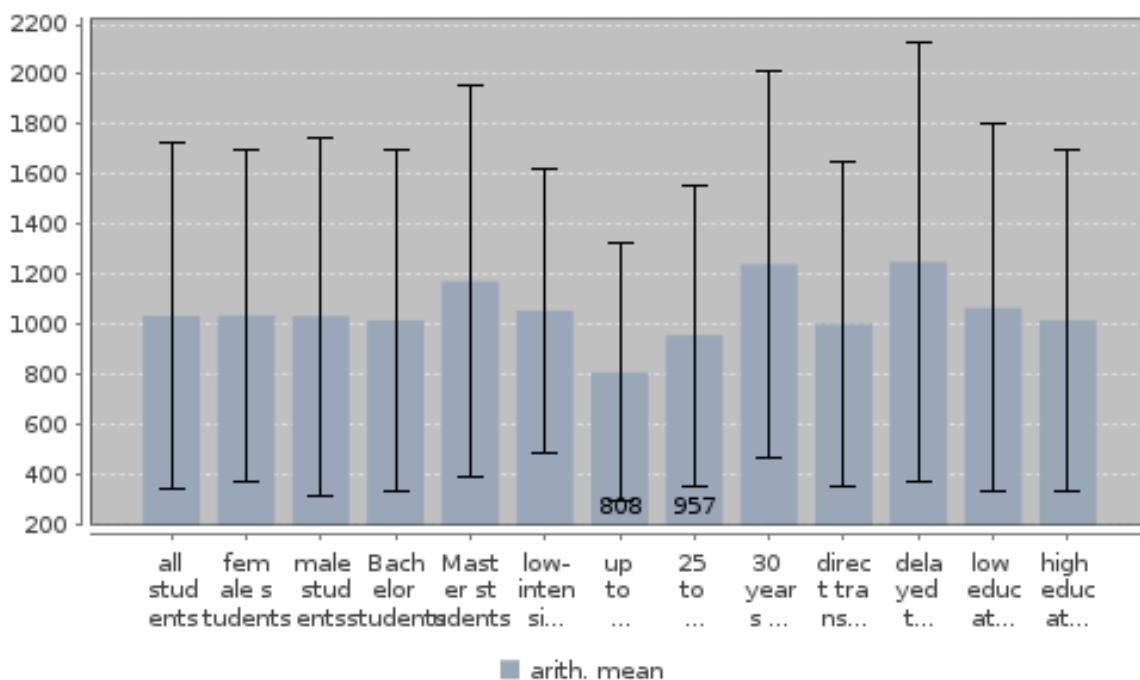
**Topic: F. Funding and state assistance**

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

**Key Indicators**

median income all students, amount	840.0
median income Bachelor students, amount	800.0
median income Master students, amount	1000.0
median income low-intensity students, amount	900.0
median income 25-29 years old, amount	783.0

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

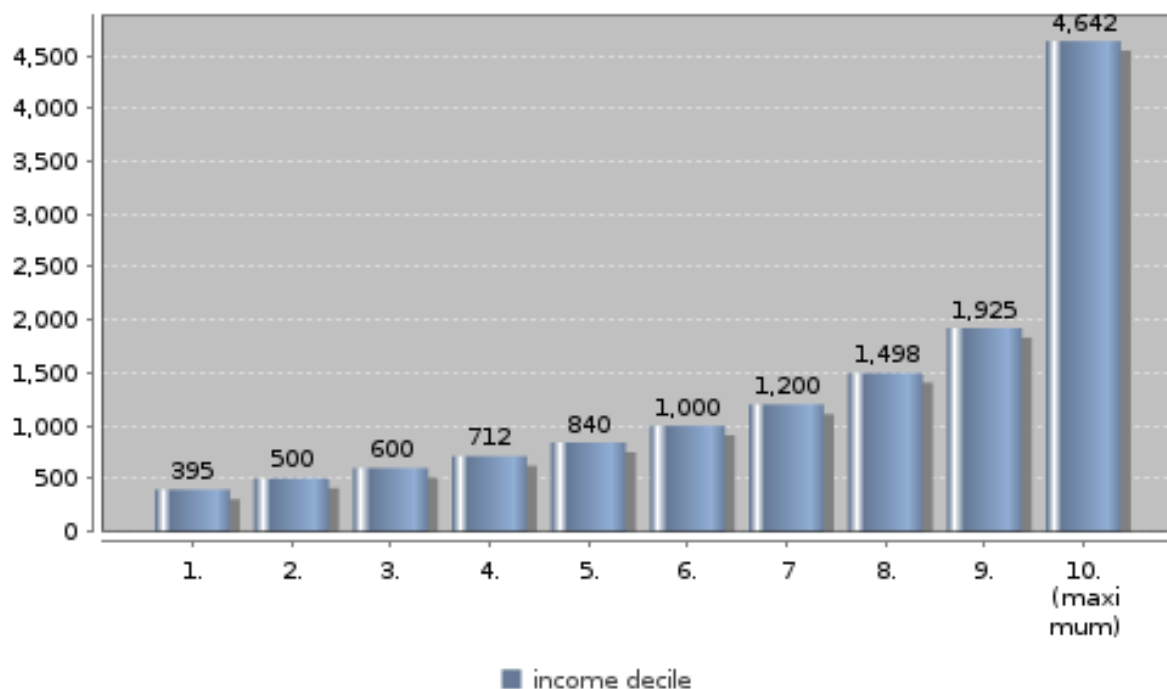
**Topic: F. Funding and state assistance**

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

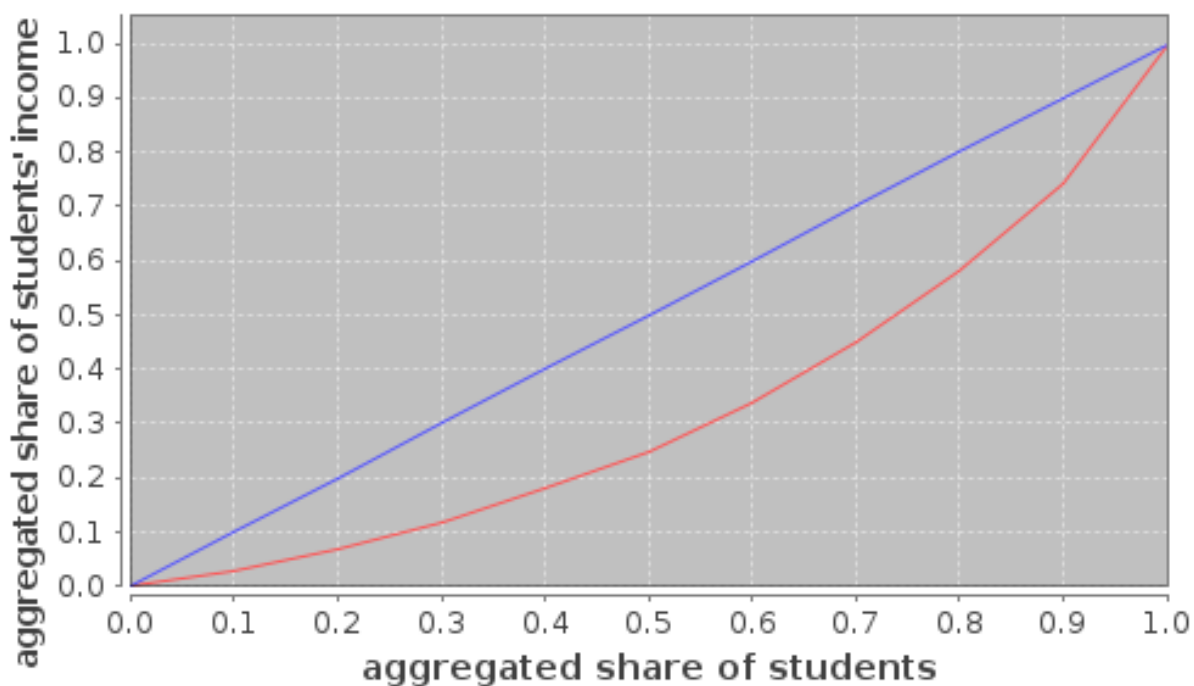
**Key Indicators**

Income cut-off point for lowest 20% of students, amount	500.0
Gini coefficient	0.32

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:



**Topic: F. Funding and state assistance**

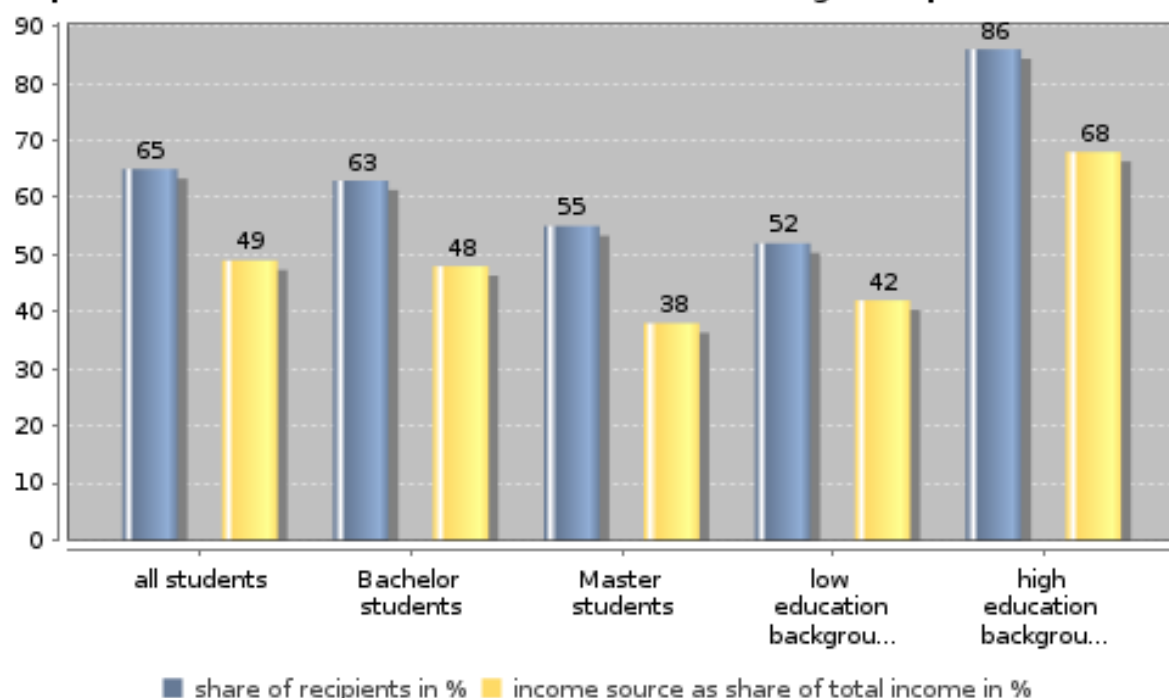
**Subtopic 6: Recipients of family/partner contribution and importance of income source by type of housing**

**Key Indicators**

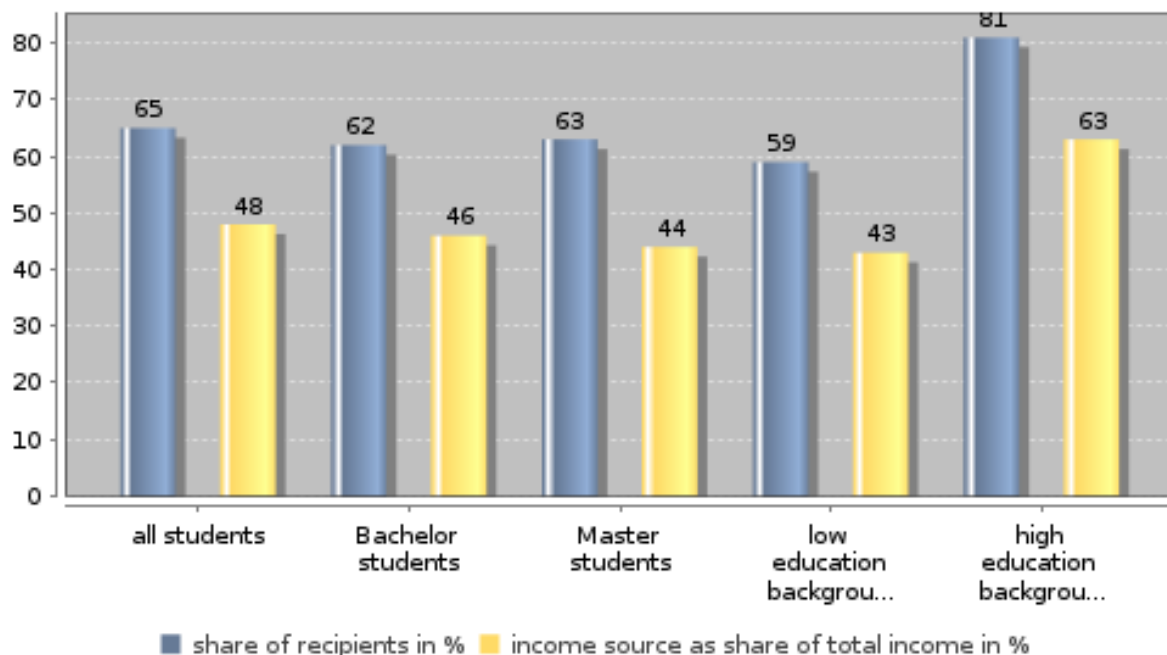
Family/partner contribution for students not living with parents

Share of recipients of all students, in %	65.09
Share of recipients of Bachelor students, in %	62.4
Share of recipients of students with low education background, in %	59.46
Share of recipients of students with high education background (ISCED 5-6), in %	80.66
Contribution to total monthly income of all students, in %	48.4
Contribution to total monthly income of Bachelor students, in %	45.7
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	42.9
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	62.7

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

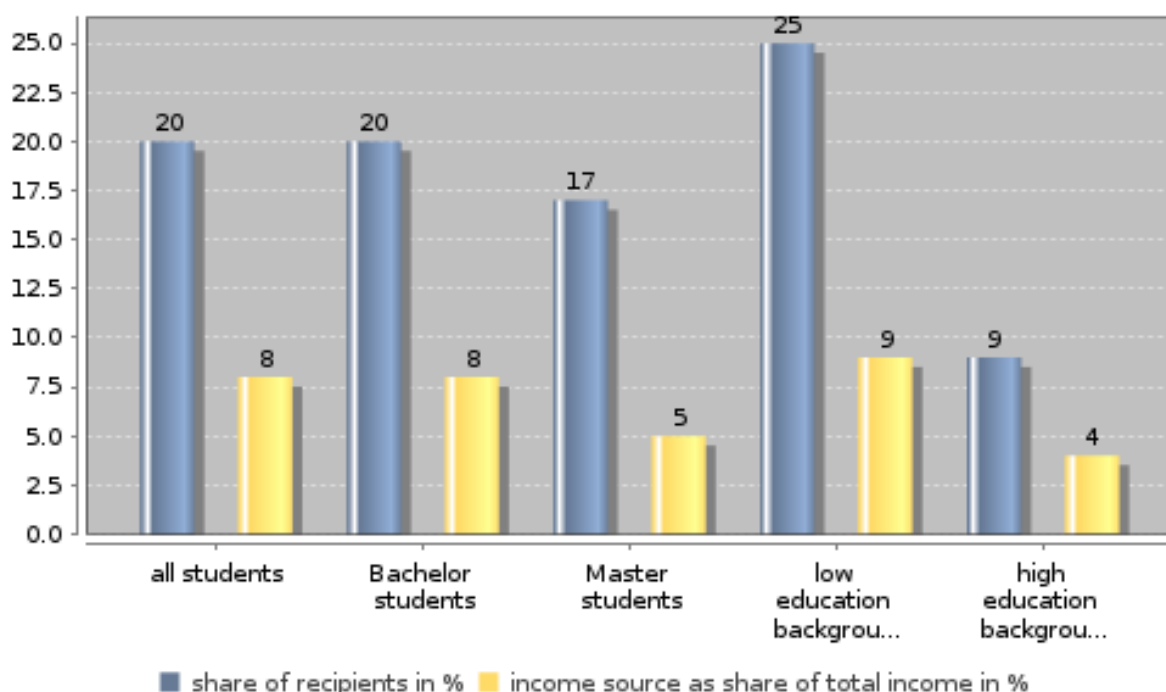
**Topic: F. Funding and state assistance**

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

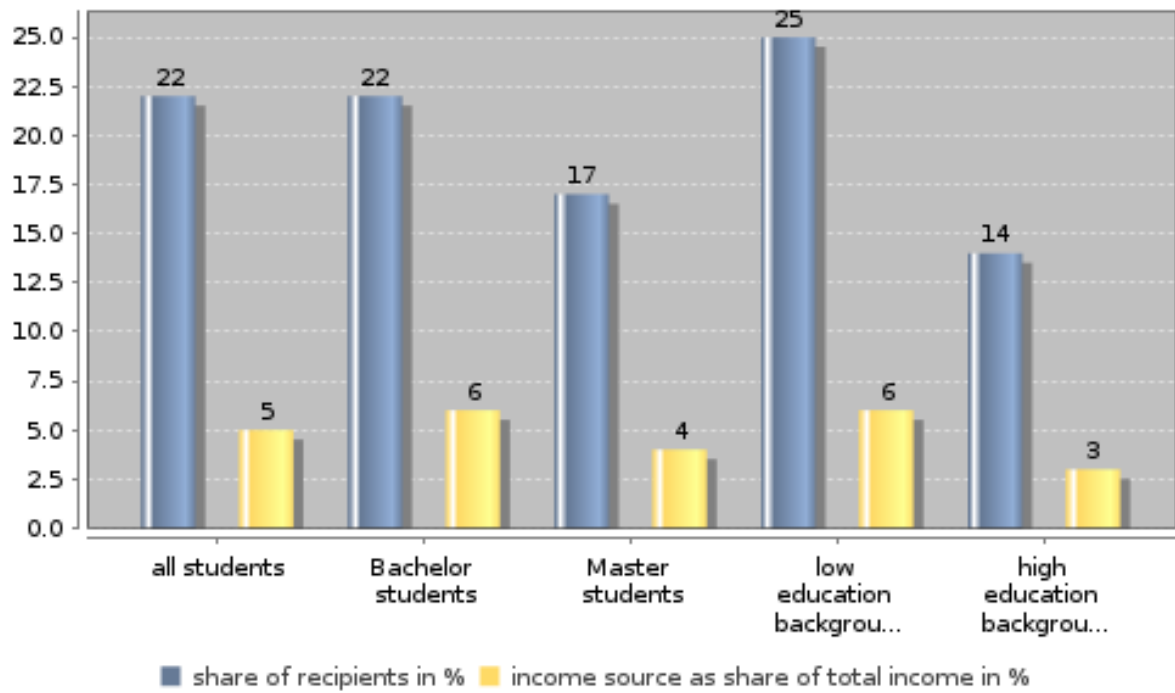
**Key Indicators**

Public support for students not living with parents	
Share of recipients of all students, in %	21.84
Share of recipients of Bachelor students, in %	21.64
Share of recipients of students with low education background, in %	25.03
Share of recipients of students with high education background (ISCED 5-6), in %	13.99
Contribution to total monthly income of all students, in %	5.4
Contribution to total monthly income of Bachelor students, in %	5.6
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	6.1
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	3.4

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



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



details on missing data:

methodical issues or considerations for data interpretation:

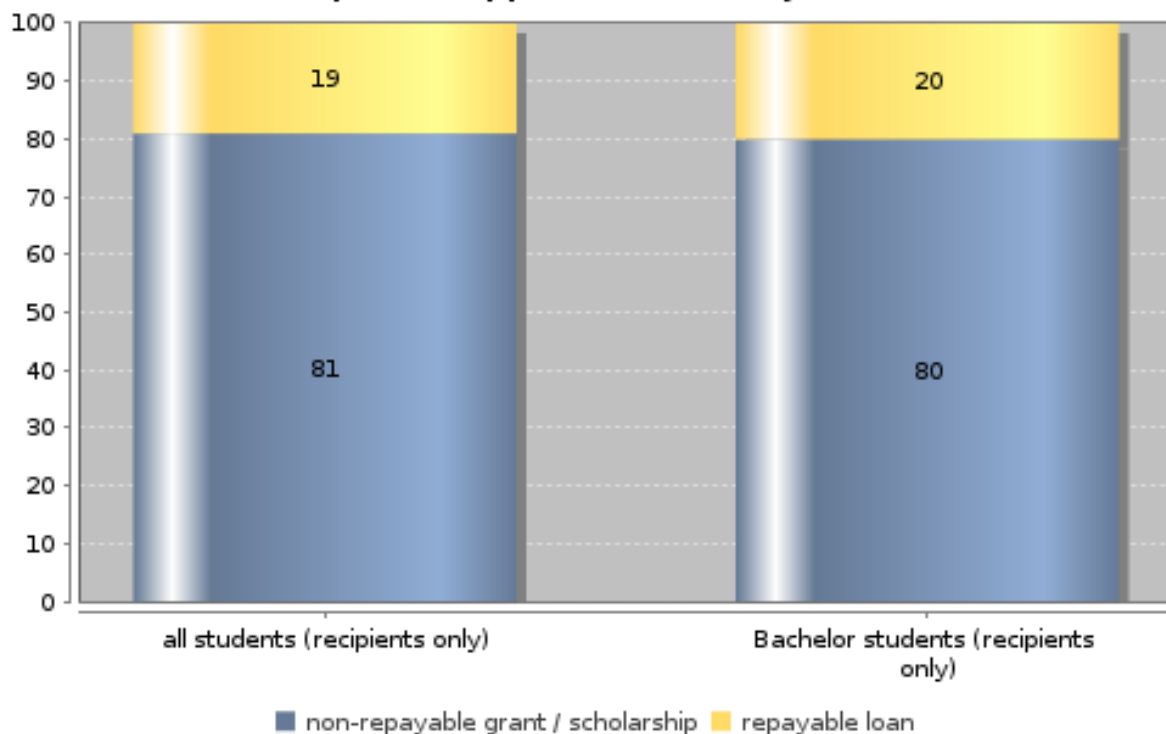
national interpretation of the results of the data analysis:

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

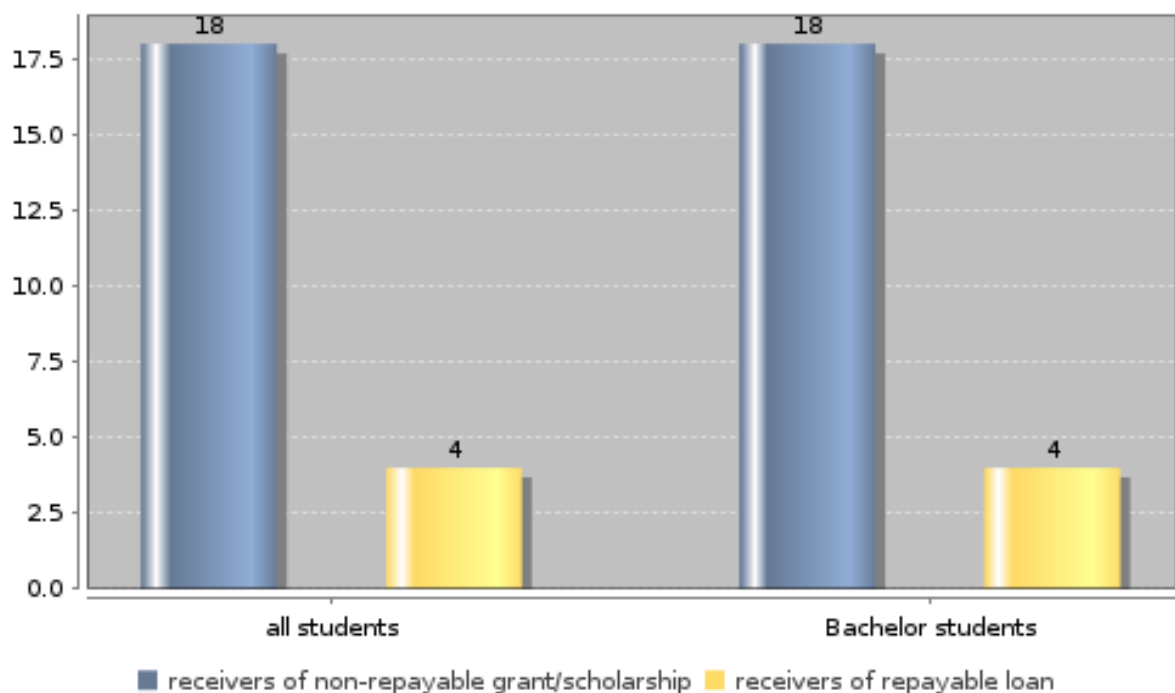
**Key Indicators**

Non-repayable public support as share of total public support for all students (recipients only), in %	80.8
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	79.9
Students who receive non-repayable support as share of whole student body, in %	17.8
Students who receive non-repayable support as share of all Bachelor students, in %	17.5
Students who receive repayable loans as share of whole student body, in %	4.2
Students who receive repayable loans as share of all Bachelor students, in %	4.4

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

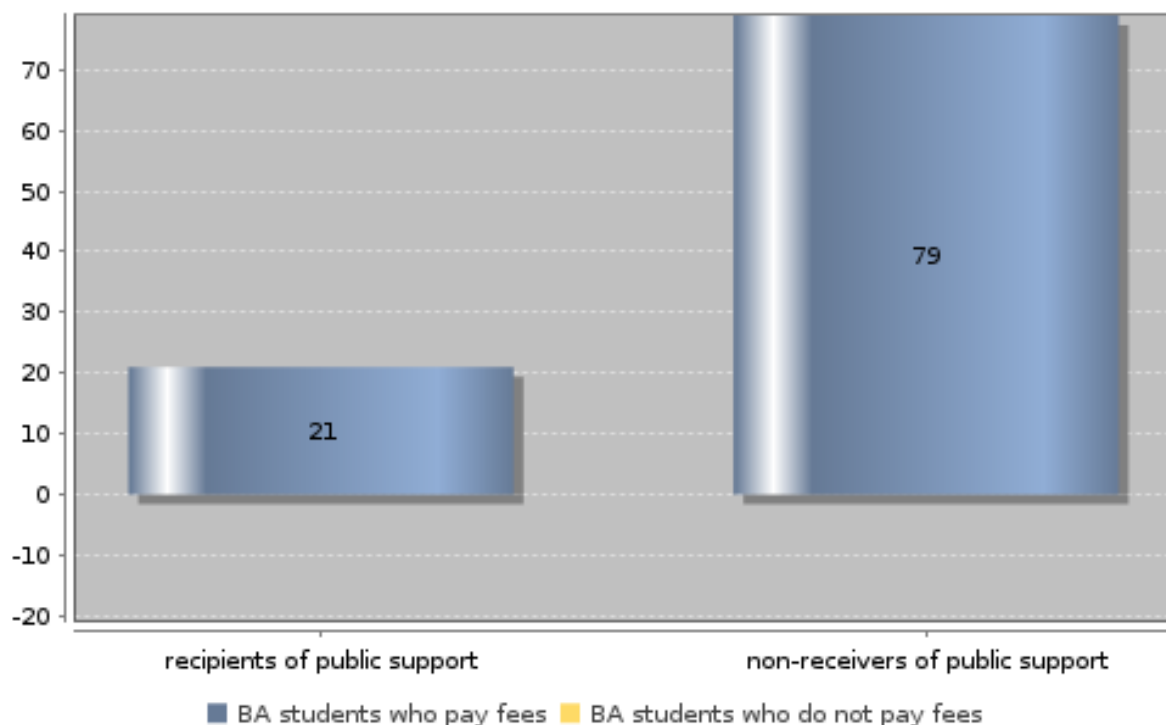
**Topic: F. Funding and state assistance**

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

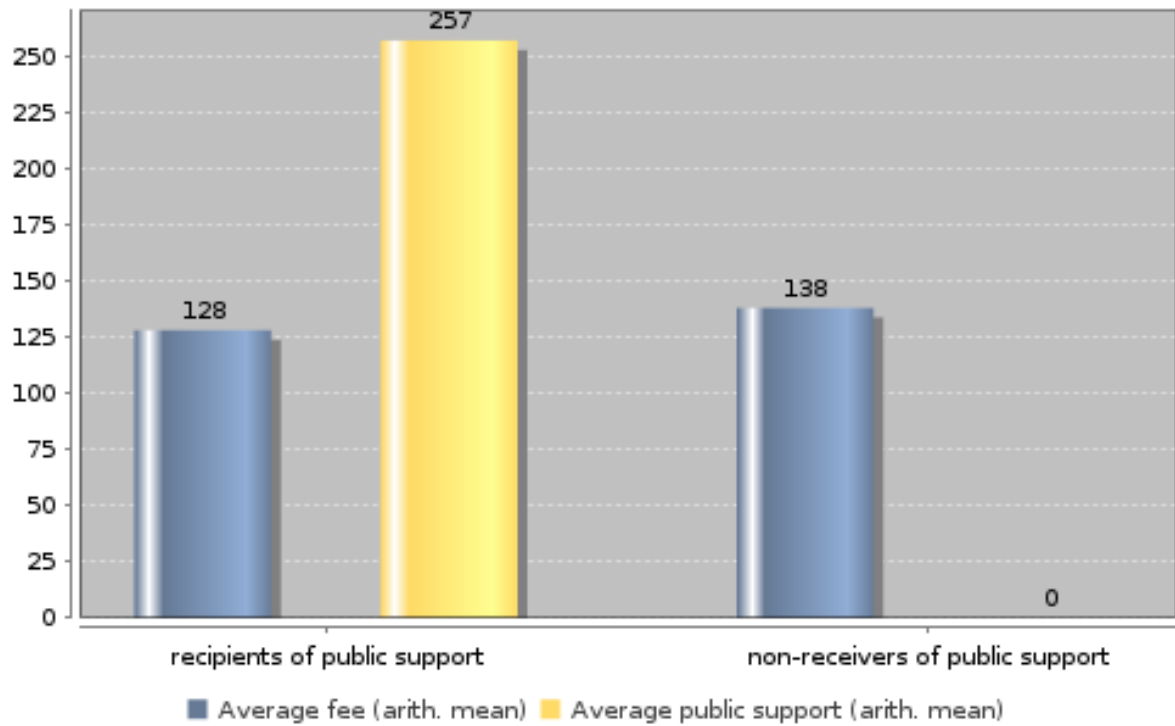
**Key Indicators**

Recipients of public support who pay fees, in %	21.0
Share of public support which covers fees for recipients of public support, in %	49.7

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:



**Topic: G. Time budget and employment**

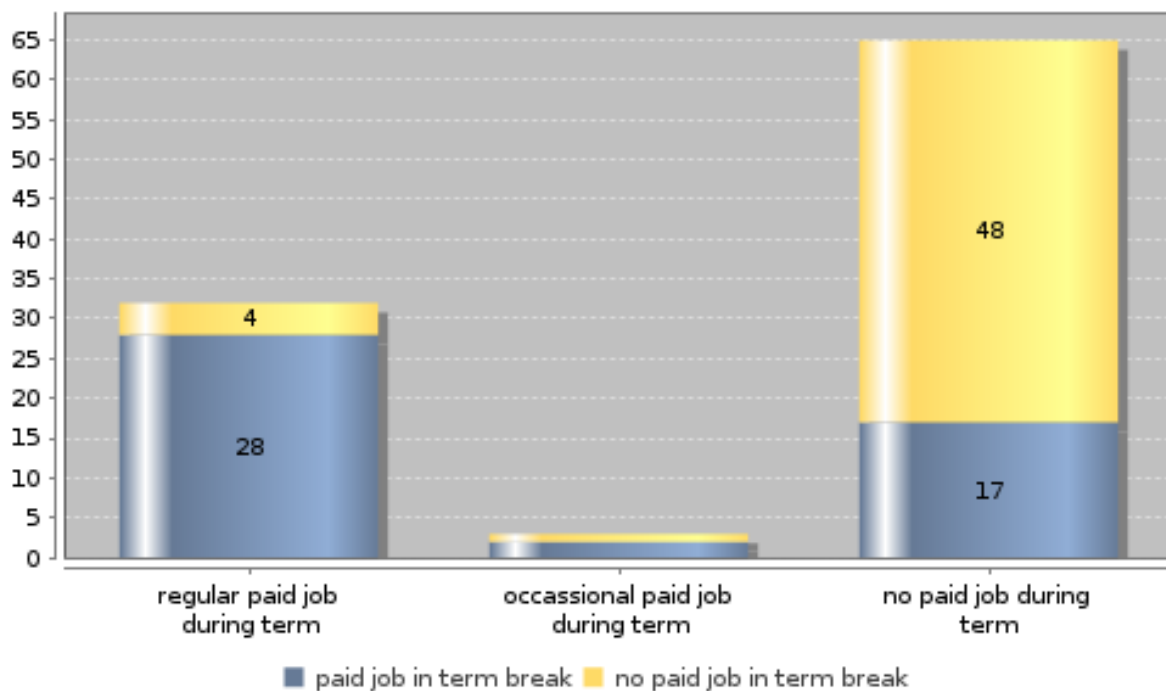
**Subtopic 1: Employment rate during term-time and in the term break by type of housing**

**Key Indicators**

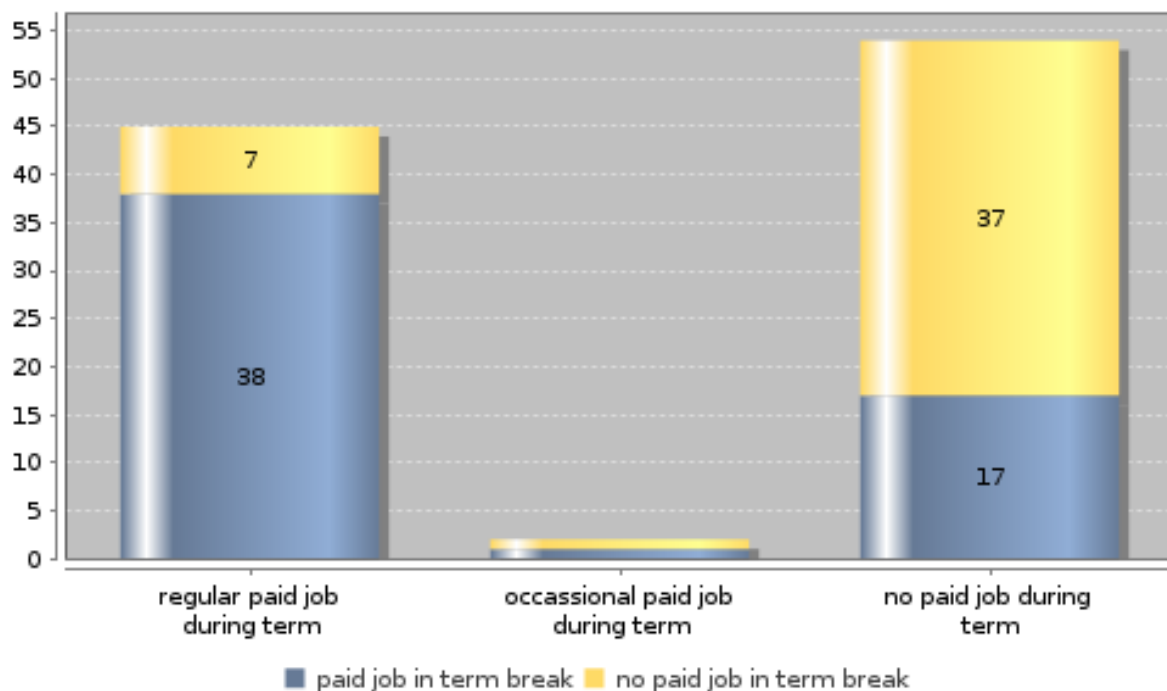
Employment rate of students not living with parents by type of employment:

Regular paid job during term, in %	44.7
Occasional paid job during term, in %	1.5
Regular paid job during term and in term break, in %	37.9
Occasional paid job during term and in term break, in %	0.9
No paid job at any time, in %	37.2

**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:

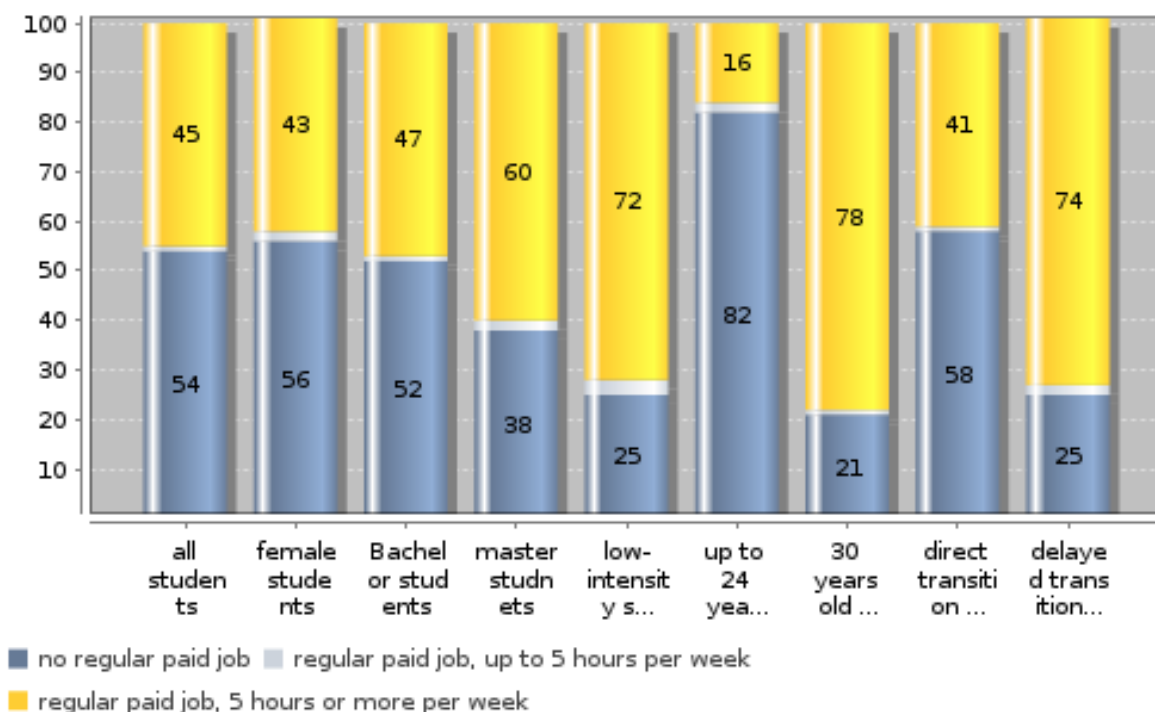
**Topic: G. Time budget and employment**

**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 %	44.6
Regular paid job, 5 hours or more per week, BA students, in %	46.9
Regular paid job, 5 hours or more per week, low-intensity students, in %	71.7
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	78.2

**Job activity during term-time, 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:

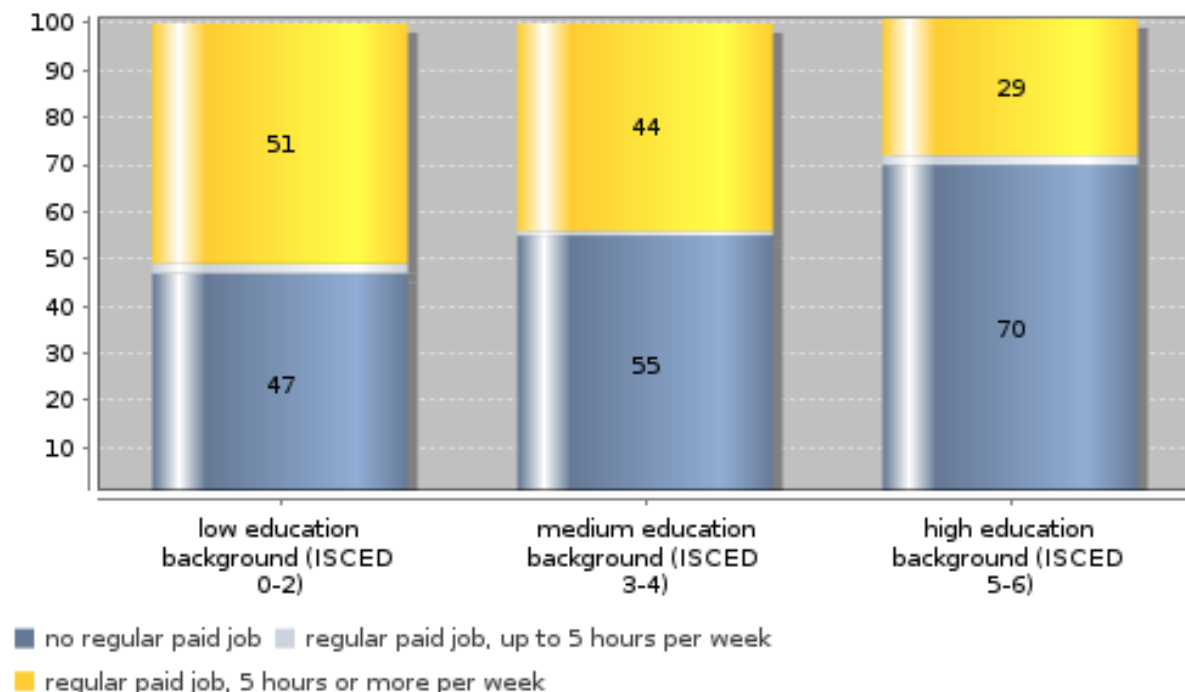
**Topic: G. Time budget and employment**

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

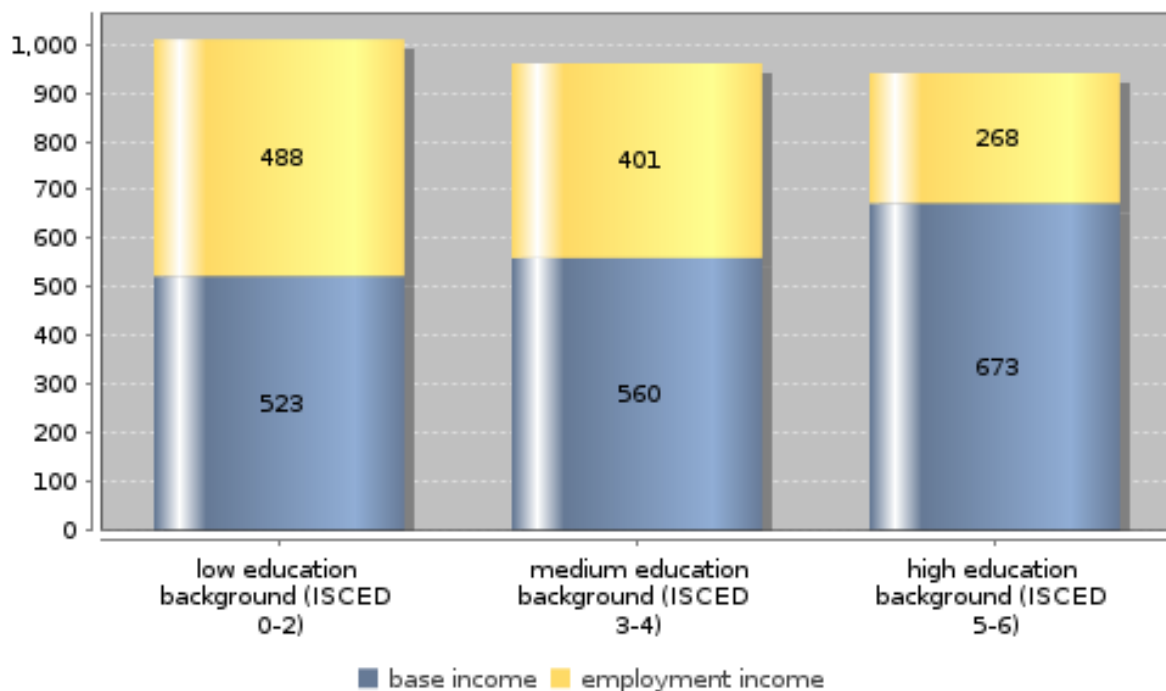
**Key Indicators**

Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	51.3
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	28.9
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	48.3
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	28.5

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

**Topic: G. Time budget and employment**

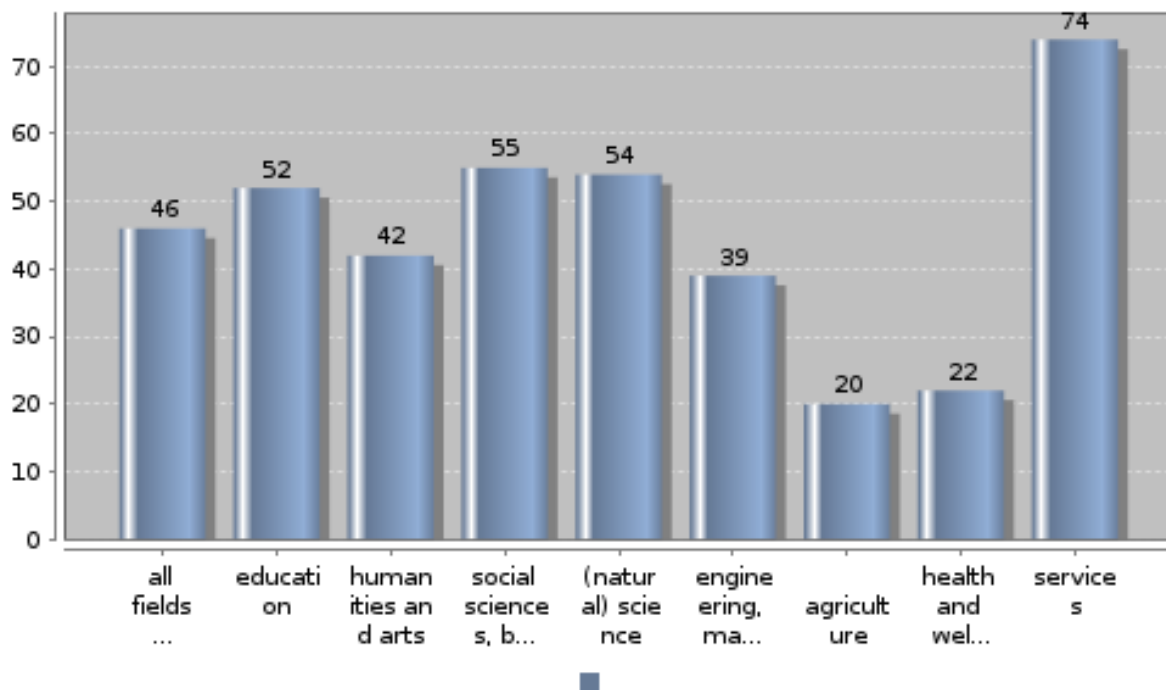
**Subtopic 4: Employment rate during term-time by field of study**

**Key Indicators**

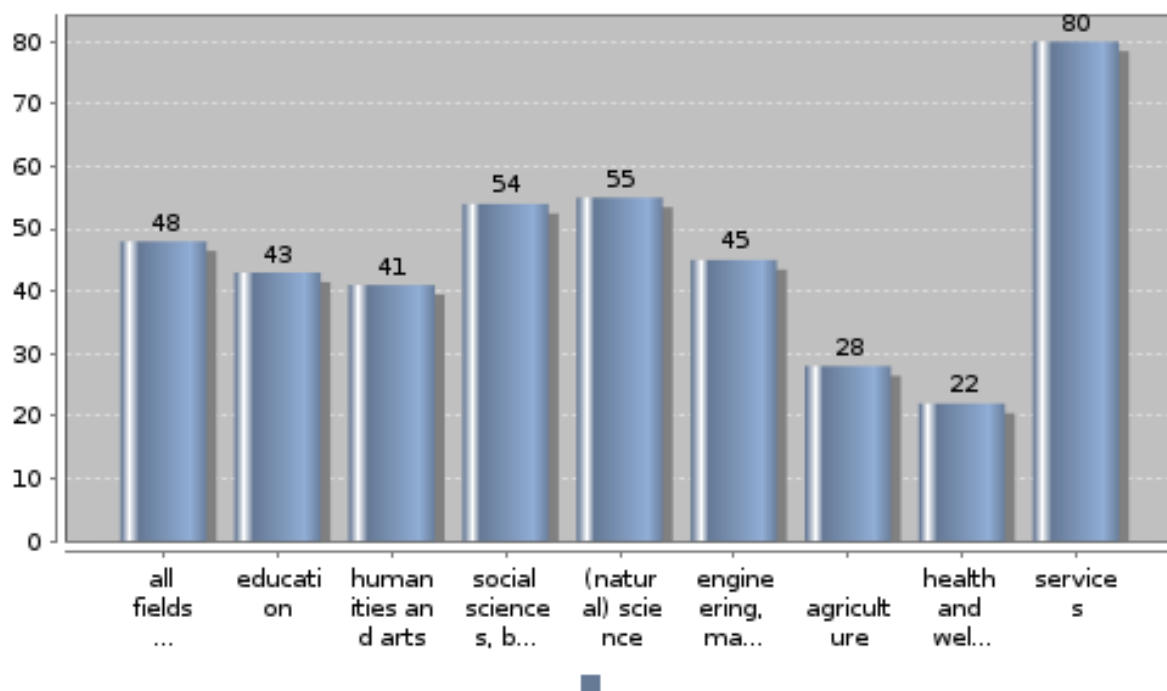
Employment rate of:

all students in engineering disciplines, in %	39.1
all students in humanities and arts, in %	42.1
BA students in engineering disciplines, in %	45.3
BA students in humanities and arts, in %	41.3

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



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



**details on missing data:**

all: unspecified, unknown

total 741

BA 659

employed: unspecified, unknown

total 403

BA 365

**methodical issues or considerations for data interpretation:**

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

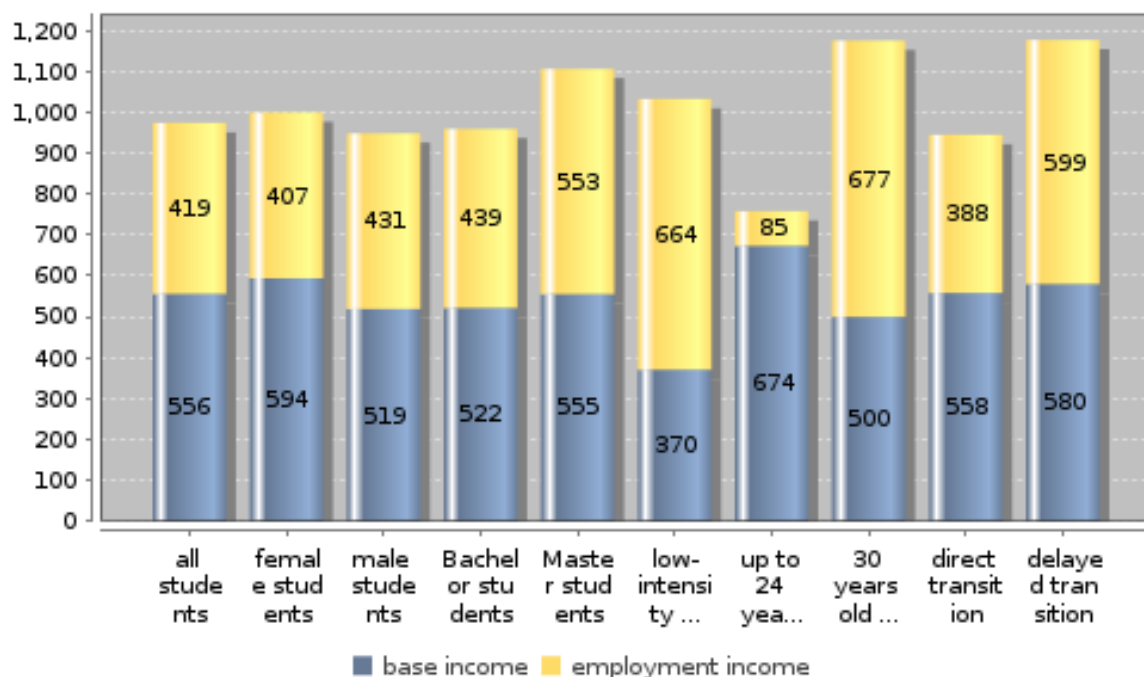
**Topic: G. Time budget and employment**

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

**Key Indicators**

Income from employment as share of total income for all students, in %	42.9
Income from employment as share of total income for BA students, in %	45.7
Income from employment as share of total income for low-intensity students, in %	64.2
Income from employment as share of total income for 30 years old or above, in %	57.5

**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:



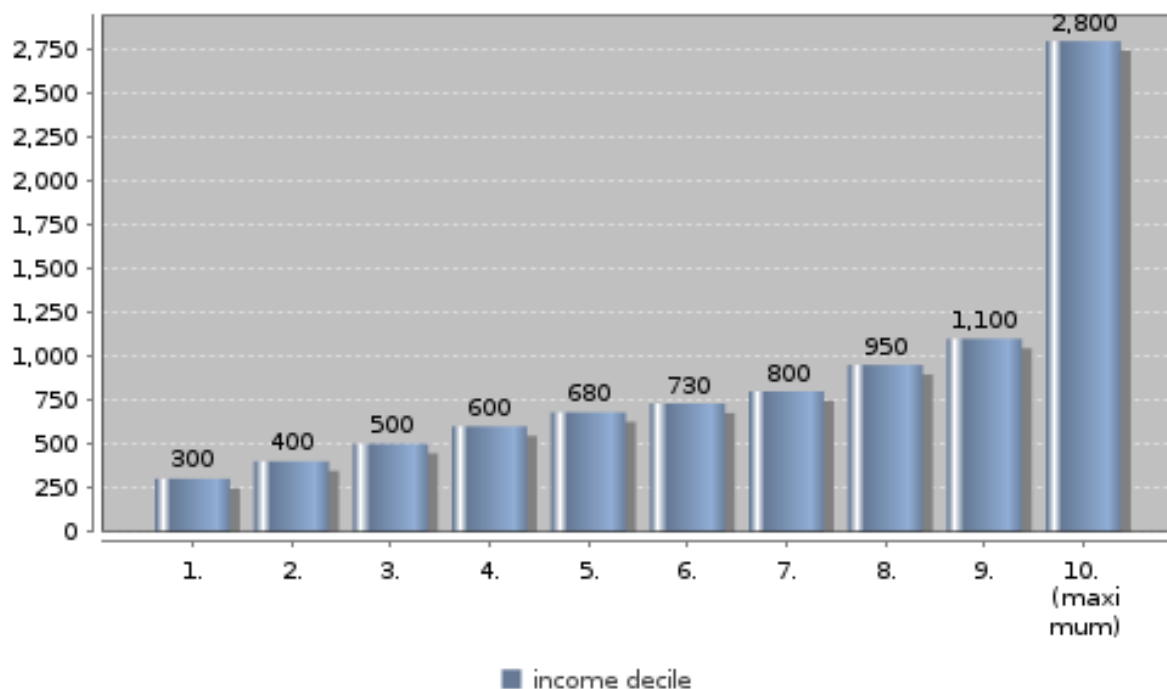
**Topic: G. Time budget and employment**

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

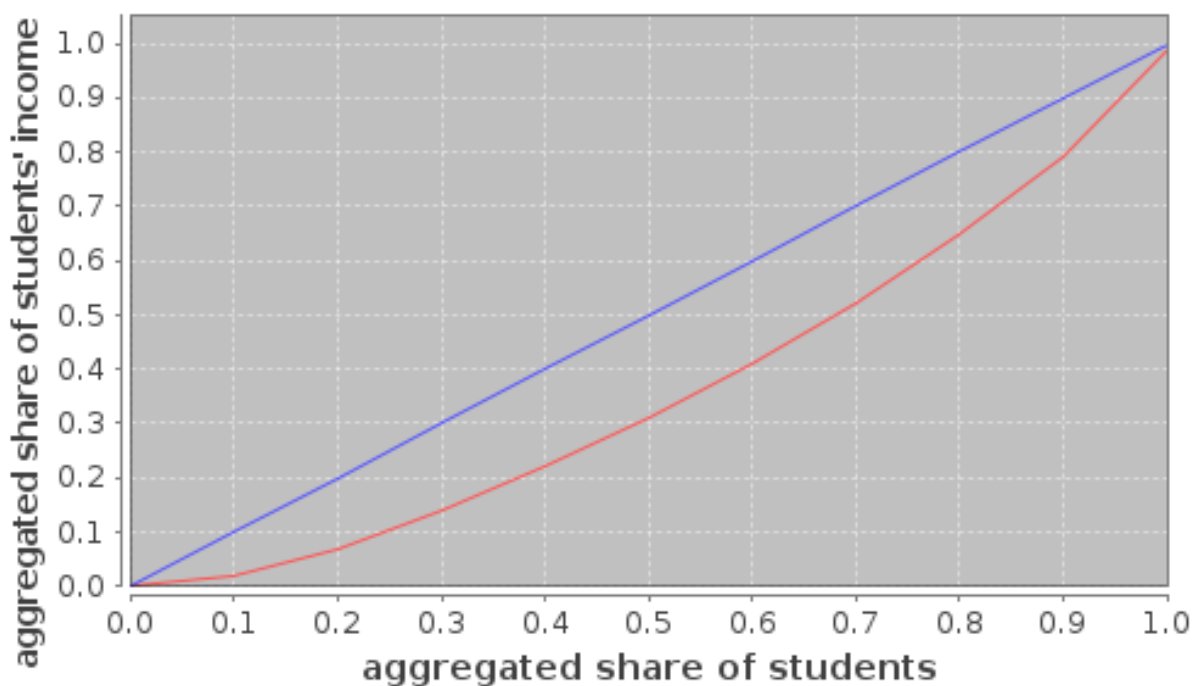
**Key Indicators**

Income cut-off point for lowest 20% of working students not living with parents	400.0
Gini coefficient	0.27

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



### Concentration of students' monthly income from employment (Lorenz curve, decimal fraction)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

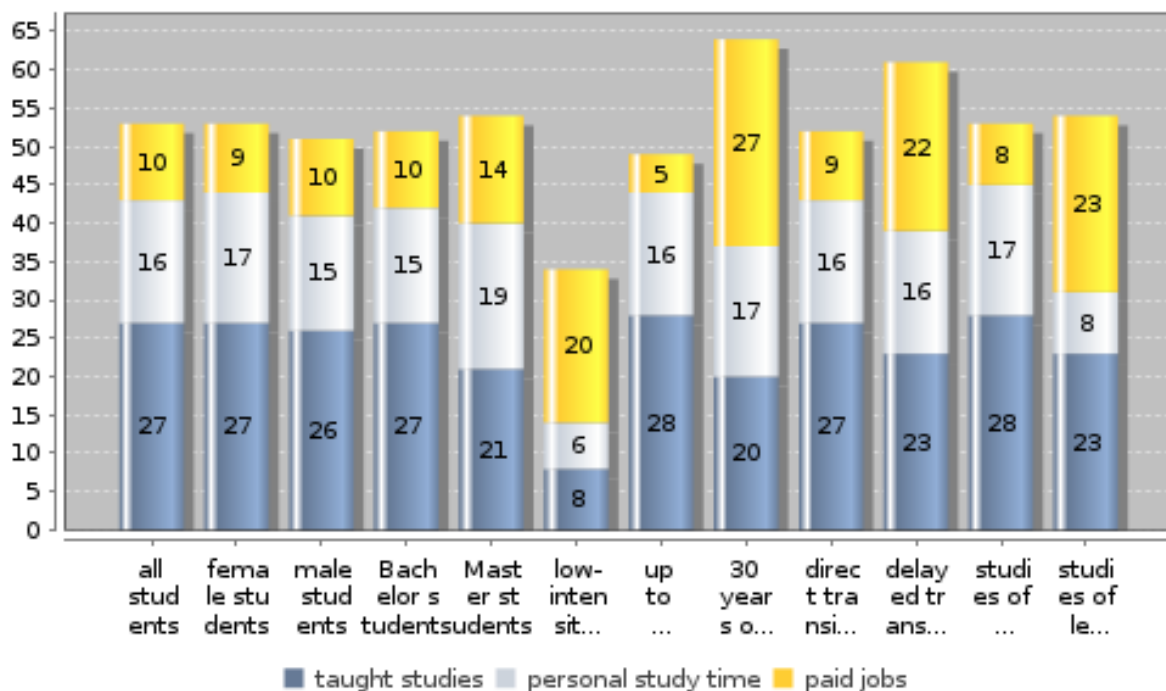
**Topic: G. Time budget and employment**

**Subtopic 7: Time budget by characteristics of students**

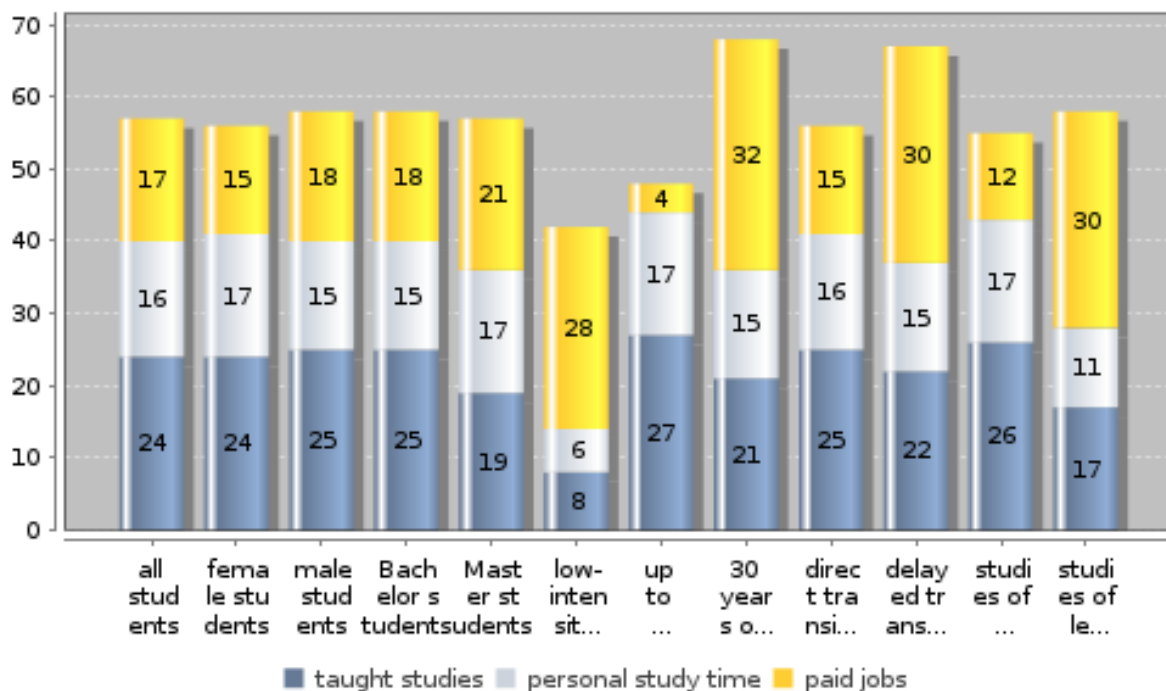
**Key Indicators**

Study-related activities of all students not living with parents, hrs/wk	40.0
Study-related activities of BA students not living with parents, hrs/wk	40.0
Study-related activities of MA students not living with parents, hrs/wk	36.0
Study-related activities of low-intensity students not living with parents, hrs/wk	13.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	44.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	28.0

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

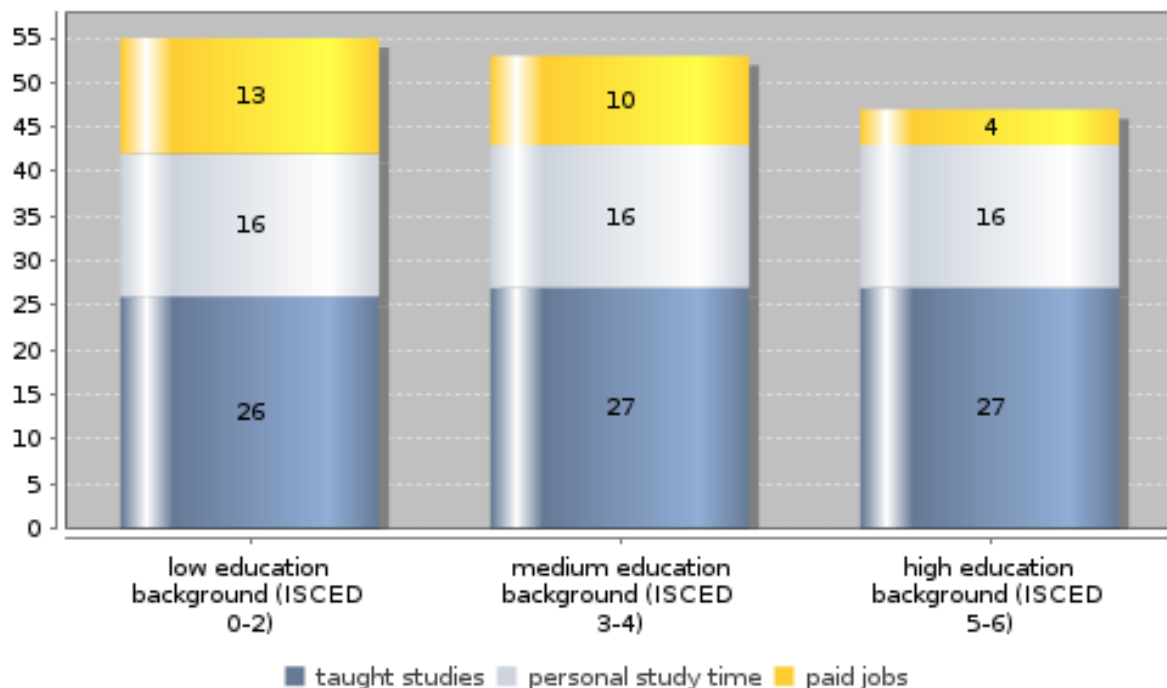
**Topic: G. Time budget and employment**

**Subtopic 8: Time budget by social background**

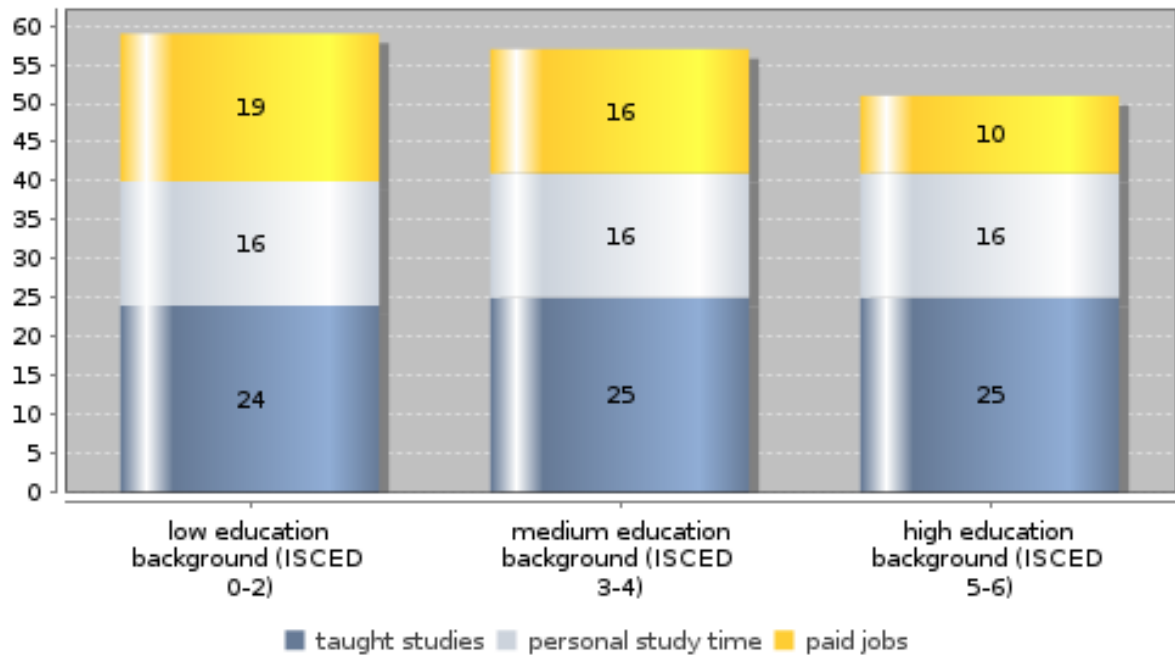
**Key Indicators**

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	41.0
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	40.0

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

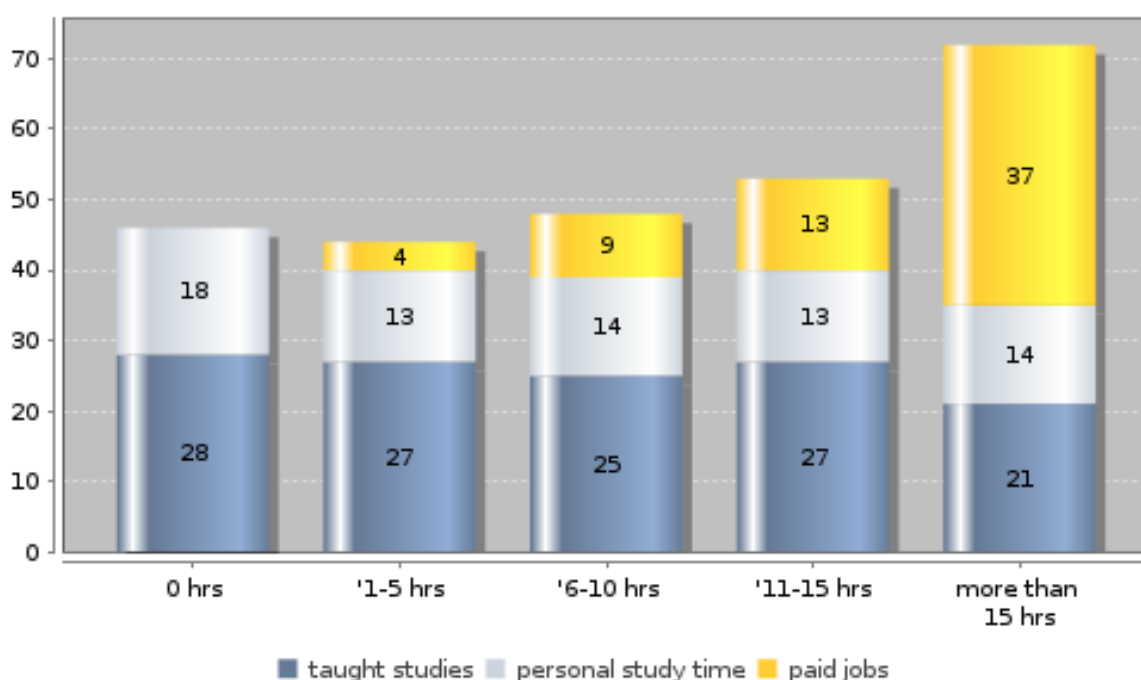
**Topic: G. Time budget and employment**

**Subtopic 9: Time budget by hours of regular paid employment**

**Key Indicators**

Study-related activities of students with no paid employment, hrs/wk	46.0
Study-related activities of students, who work 1-5 hrs/wk	40.0
Study-related activities of students, who work 11-15 hrs/wk	40.0
Study-related activities of students, who work more than 15 hrs/wk	34.0

**Time budget in a typical study week by hours of regular paid employment (in hrs/wk)**



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

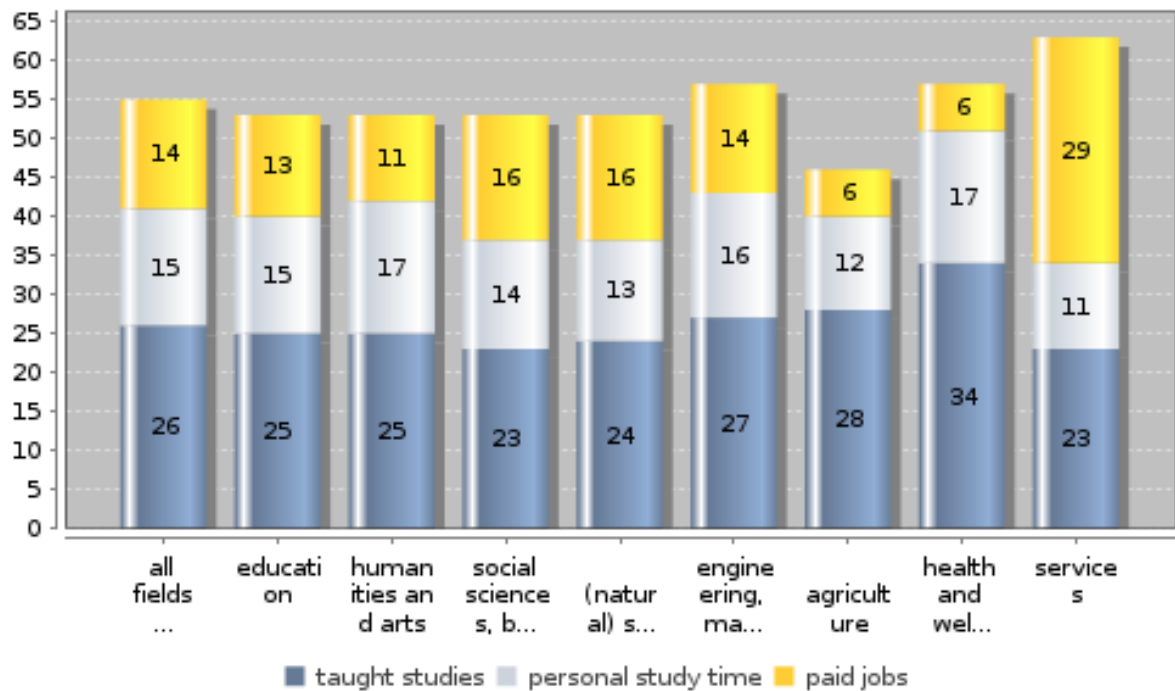
**Topic: G. Time budget and employment**

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

**Key Indicators**

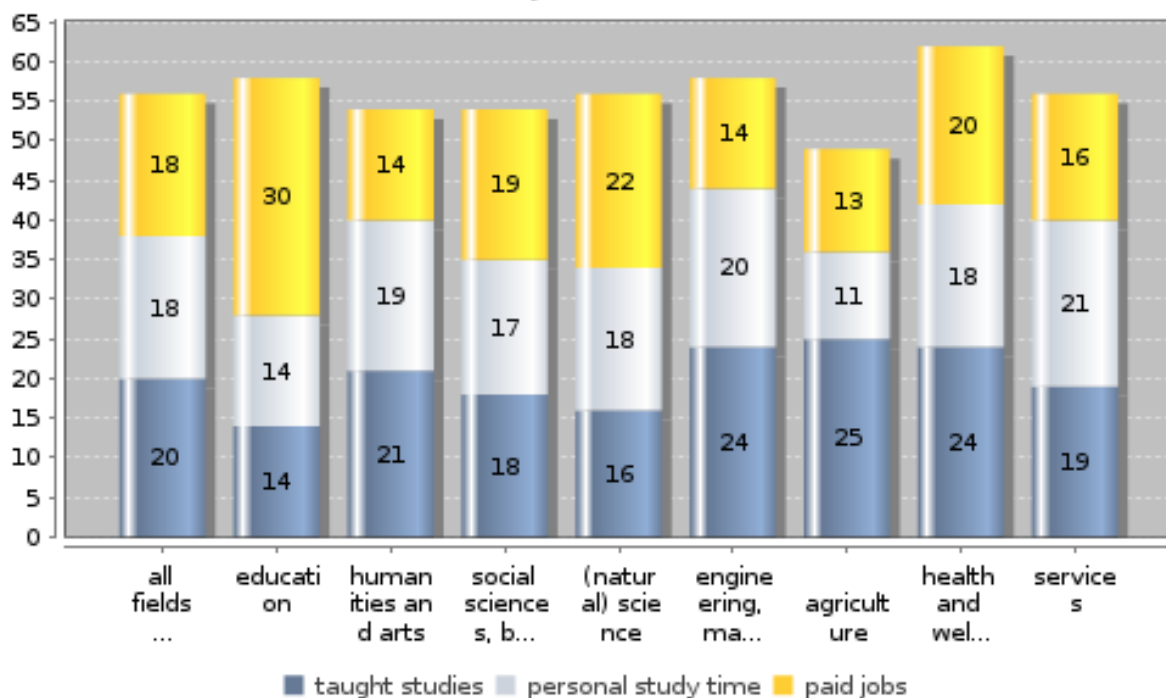
Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	42.4
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	42.3
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	44.5
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	40.5

**Time budget in a typical study week of Bachelor students by field of study (in hrs/wk)**





### Time budget in a typical study week of Master students by field of study (in hrs/wk)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

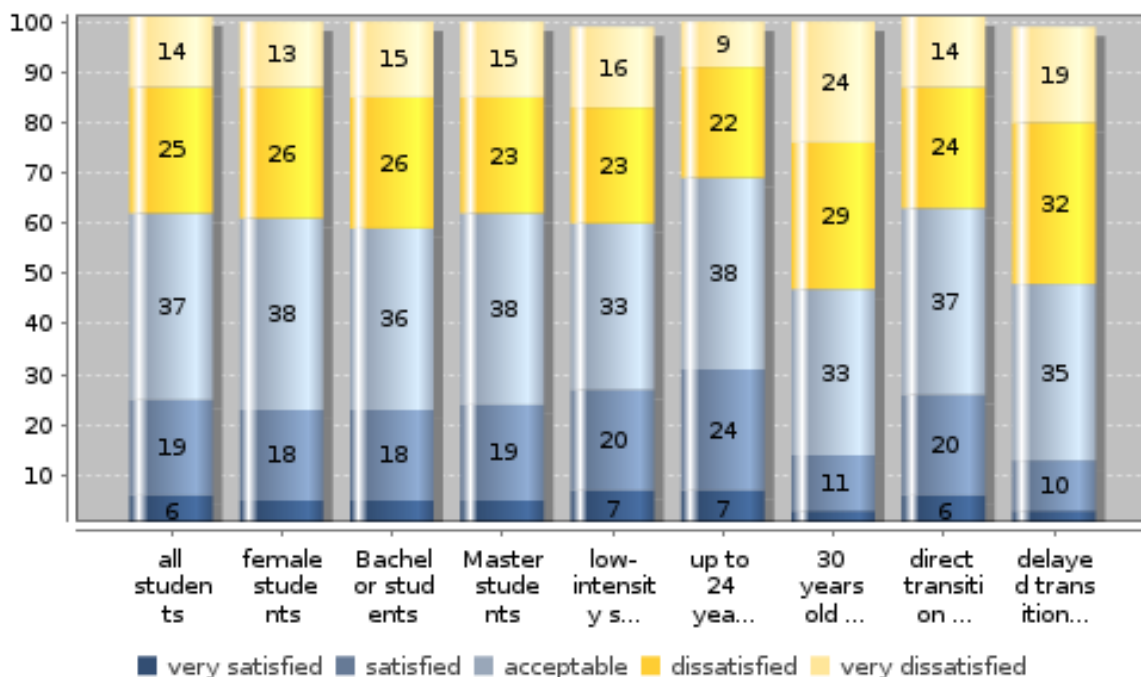
**Topic: G. Time budget and employment**

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

**Key Indicators**

Share of all students who are (very) satisfied, in %	24.3
Share of BA students who are (very) satisfied, in %	23.8
Share of low-intensity students who are (very) satisfied, in %	26.9
Share of 30 year olds or over who are (very) satisfied, in %	14.1

**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:

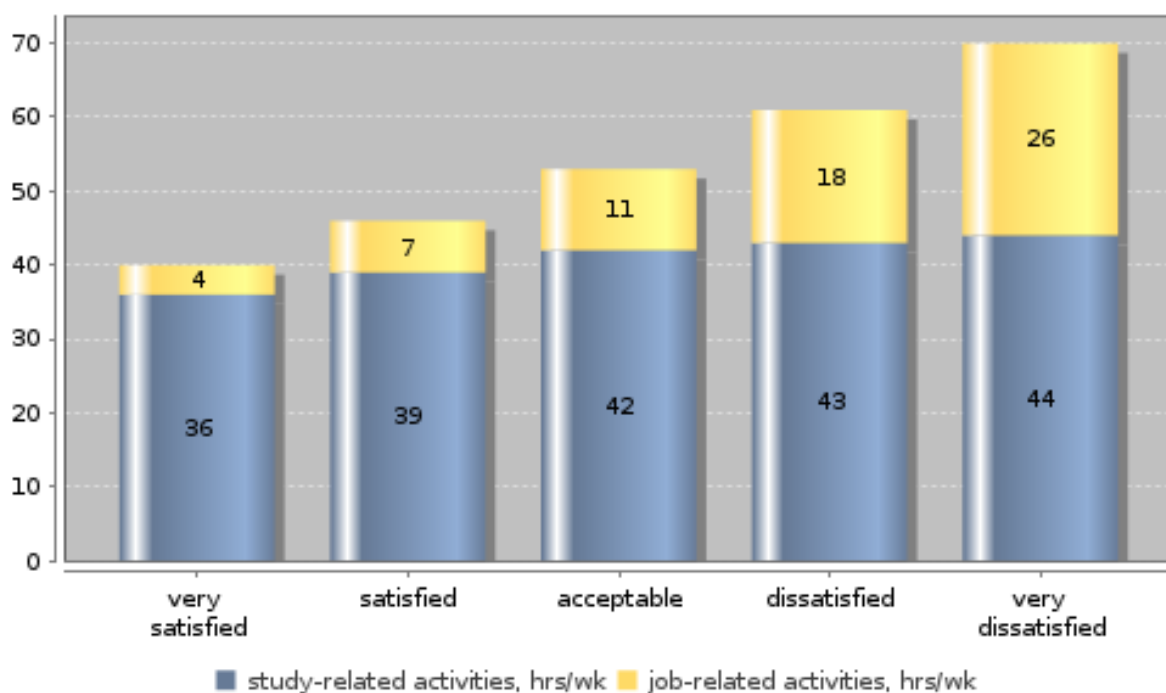
**Topic: G. Time budget and employment**

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

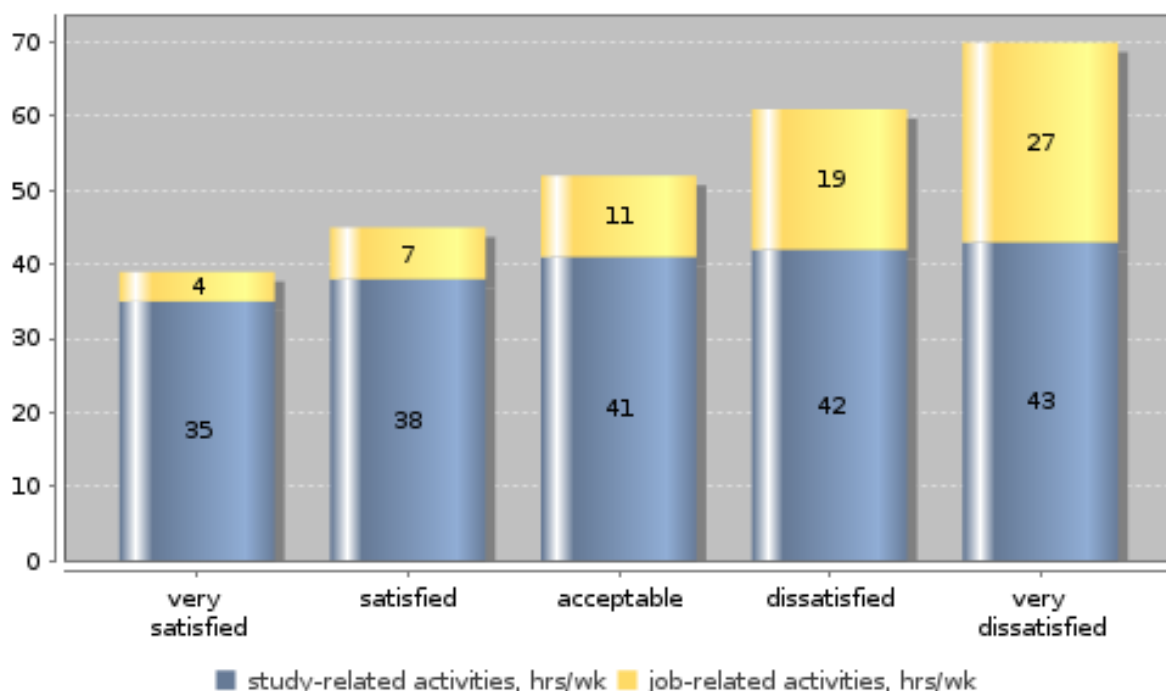
**Key Indicators**

Total workload of all students who are very dissatisfied, in hrs/wk	69.7
Total workload of BA students who are very dissatisfied, in hrs/wk	49.4
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	69.5

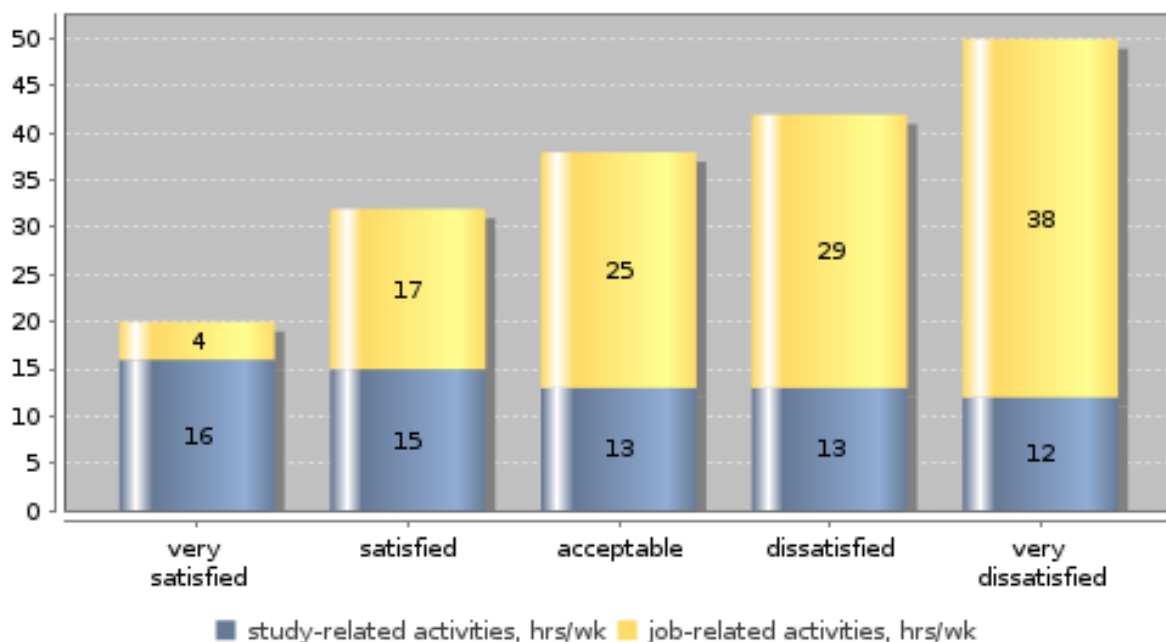
**Time budget by students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)**



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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

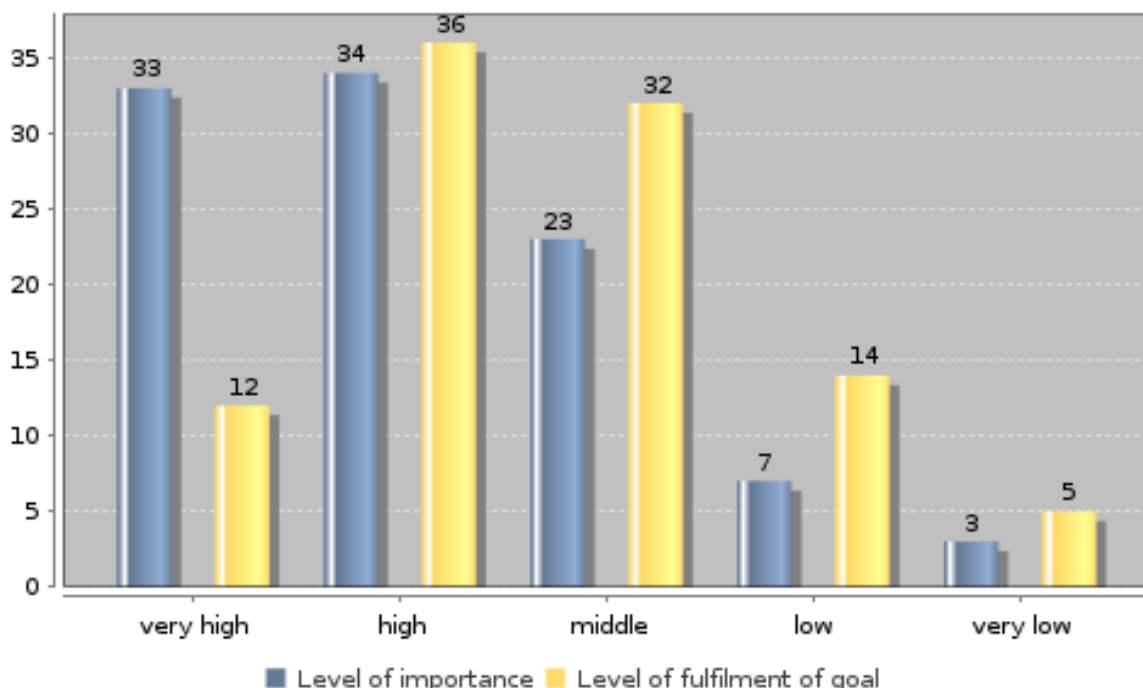
**Topic: H. Assessment of studies**

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

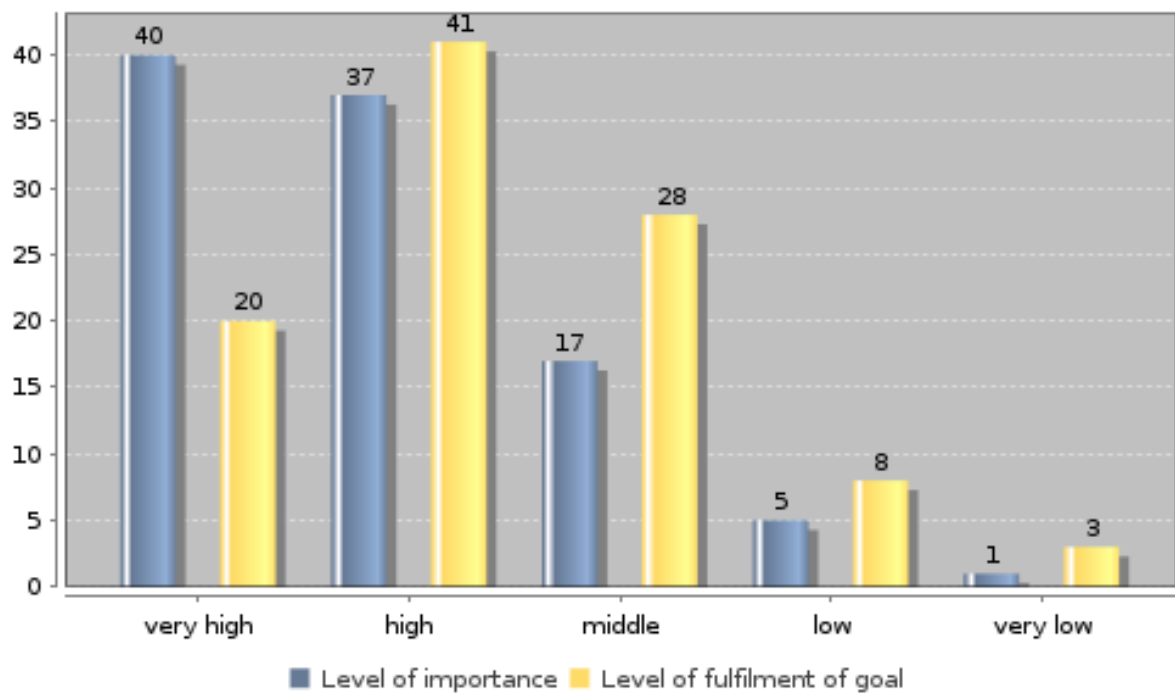
**Key Indicators**

Share of all students whose goals are met at (very) high level - basis for starting work, in %	48.5
Share of all students whose goals are met at (very) high level - basis for personal development, in %	60.5

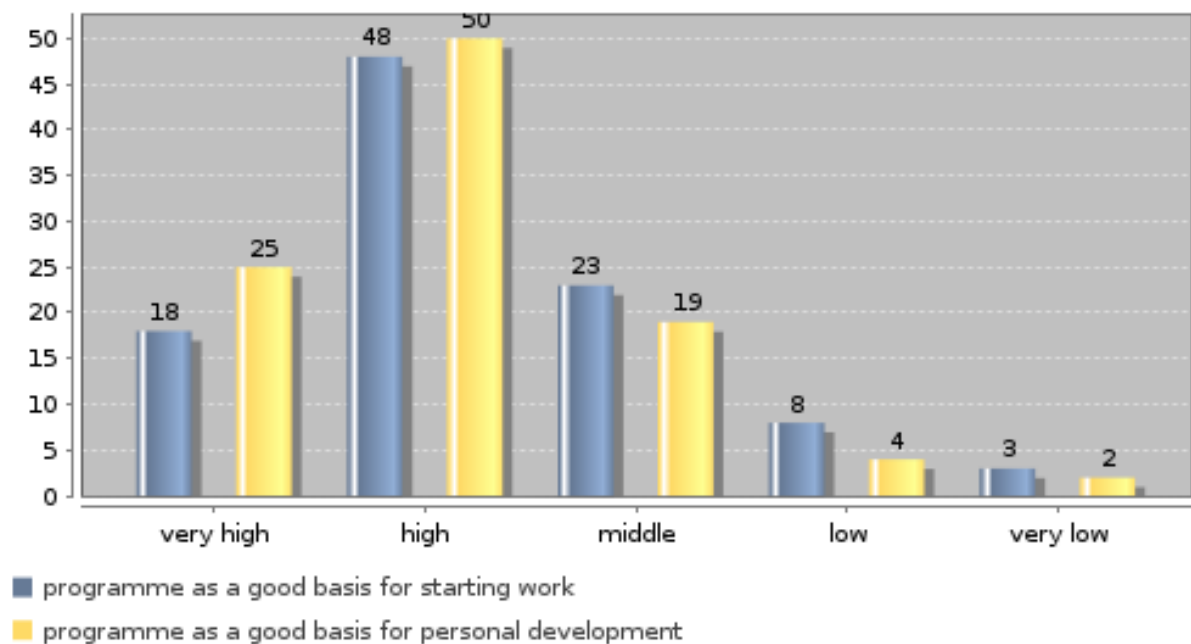
**All students' assessment of study programme as good basis for starting work (in %)**



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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

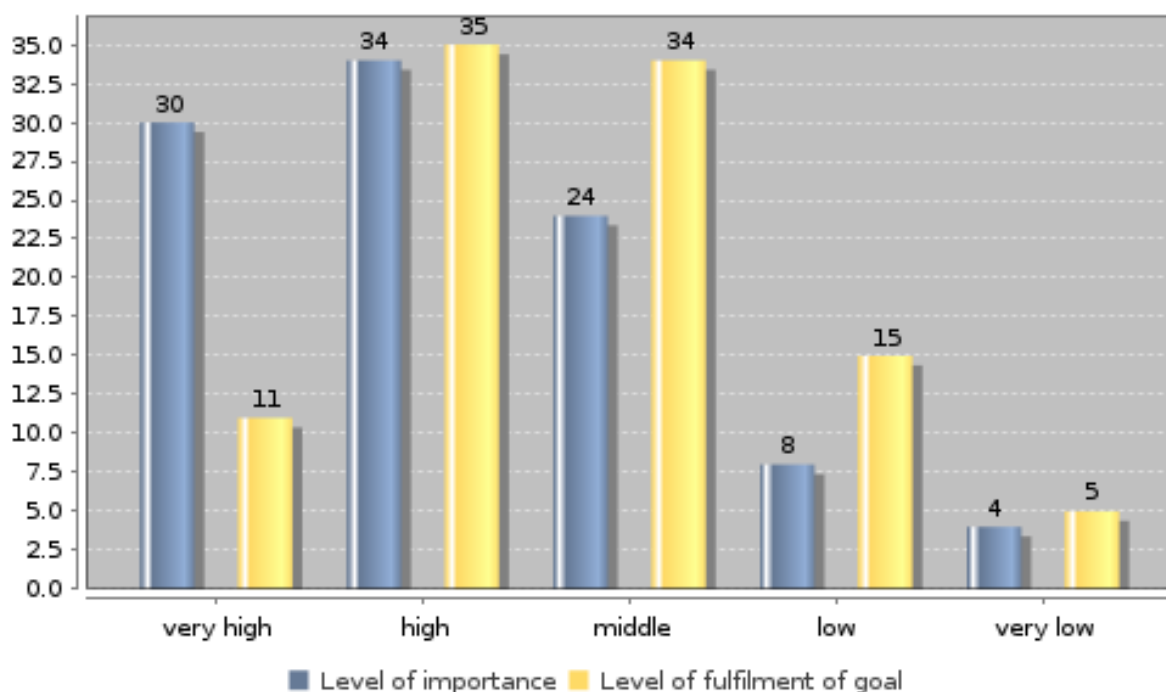
**Topic: H. Assessment of studies**

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

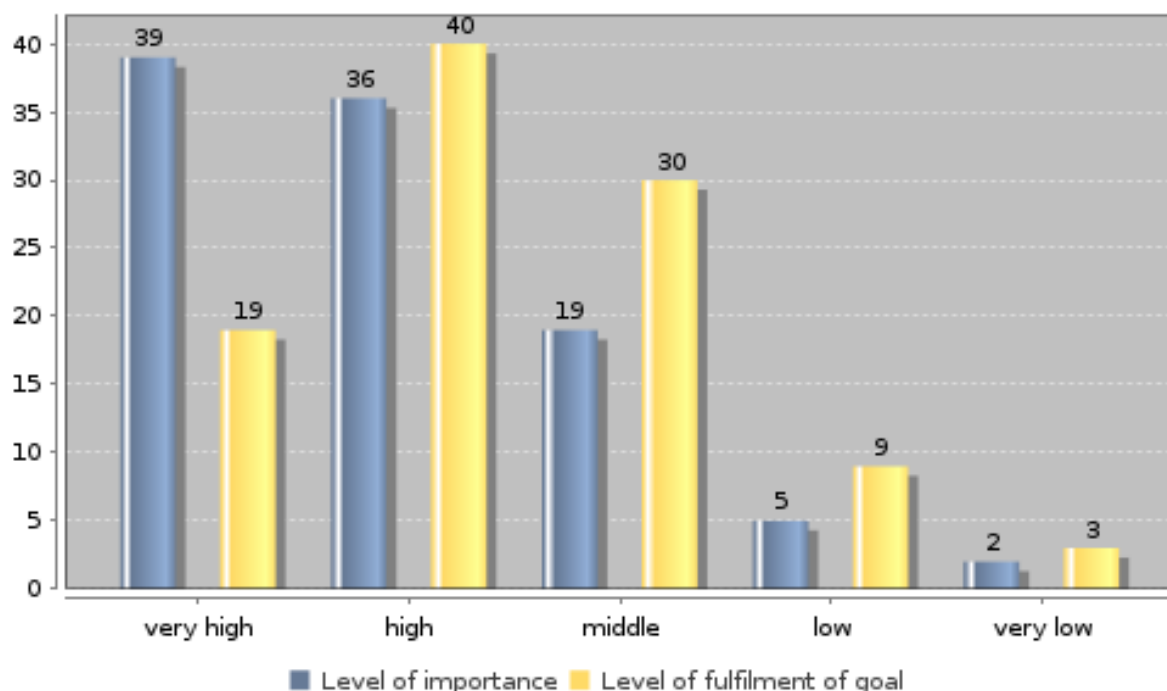
**Key Indicators**

Share of BA students whose goals are met at (very) high level - basis for starting work, in %	45.8
Share of BA students whose goals are met at (very) high level - basis for personal development, in %	58.8

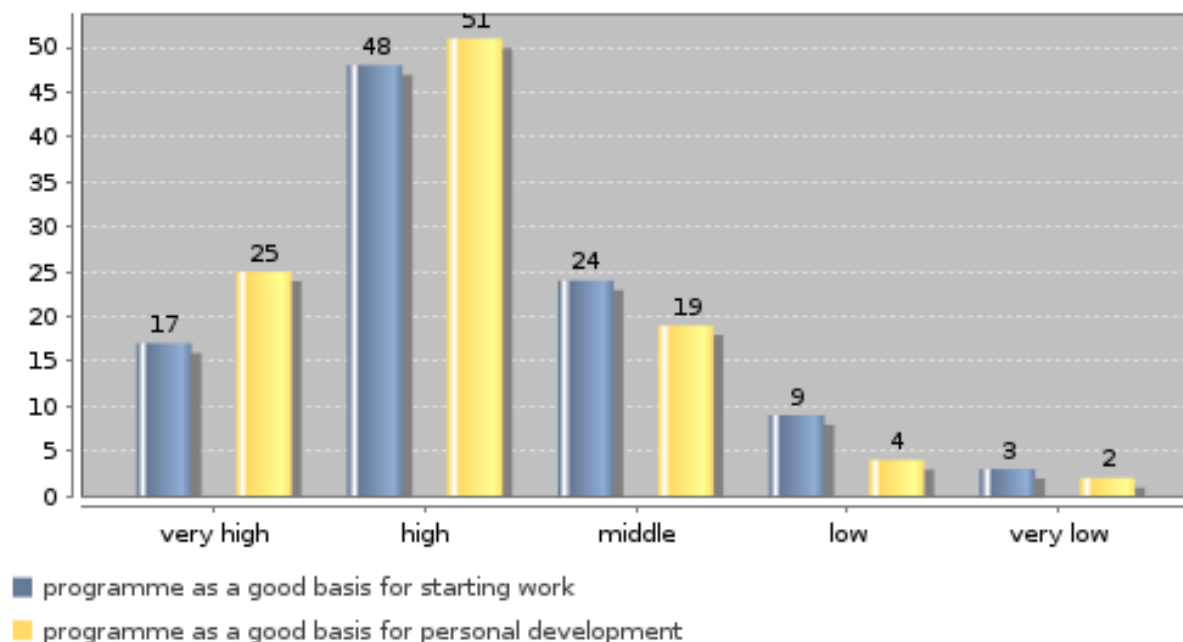
**BA students' assessment of study programme as good basis for starting work (in %)**



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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:



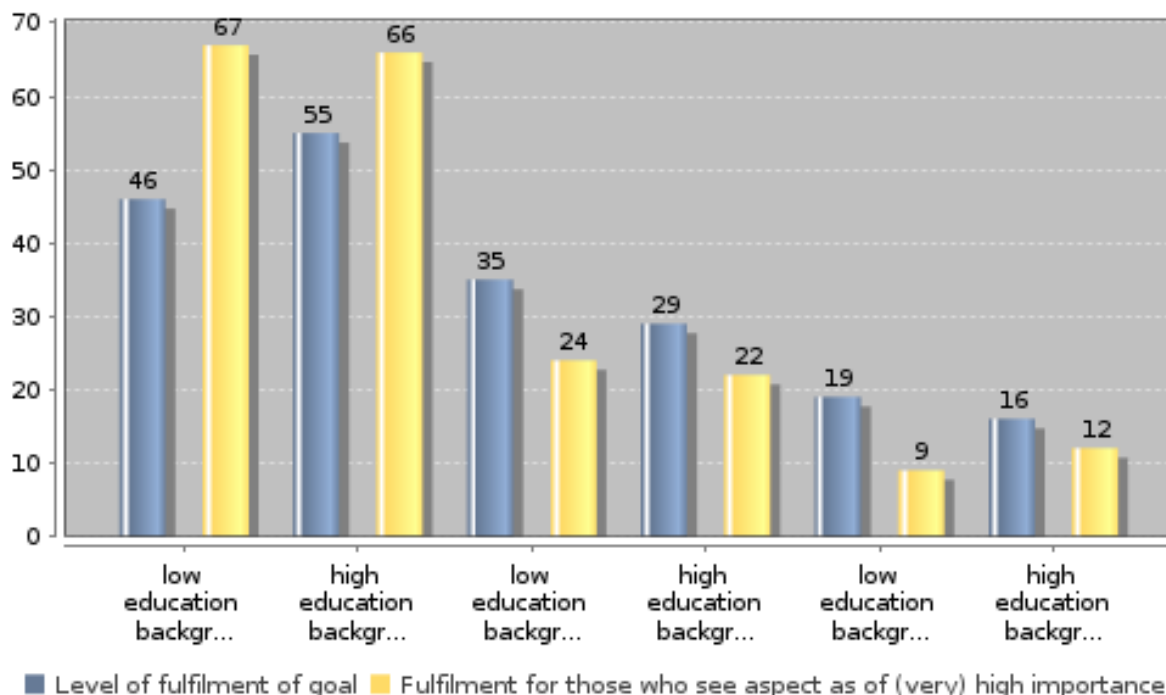
**Topic: H. Assessment of studies**

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

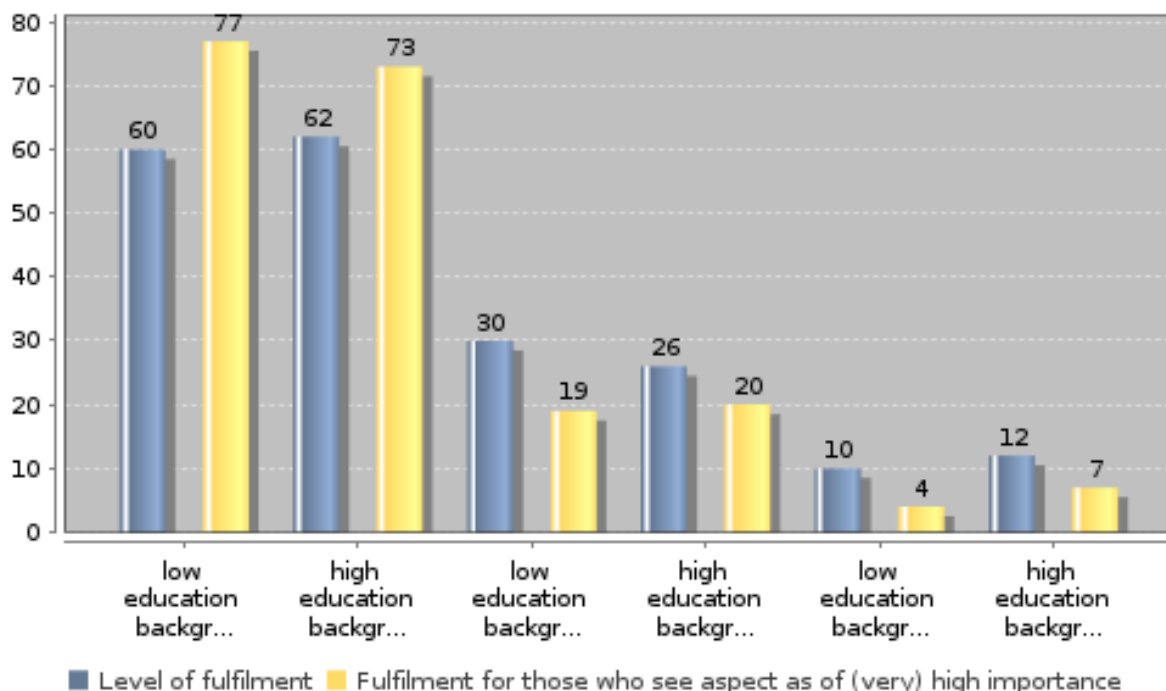
**Key Indicators**

Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %	46.1
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	60.1
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	54.6
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	61.7

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

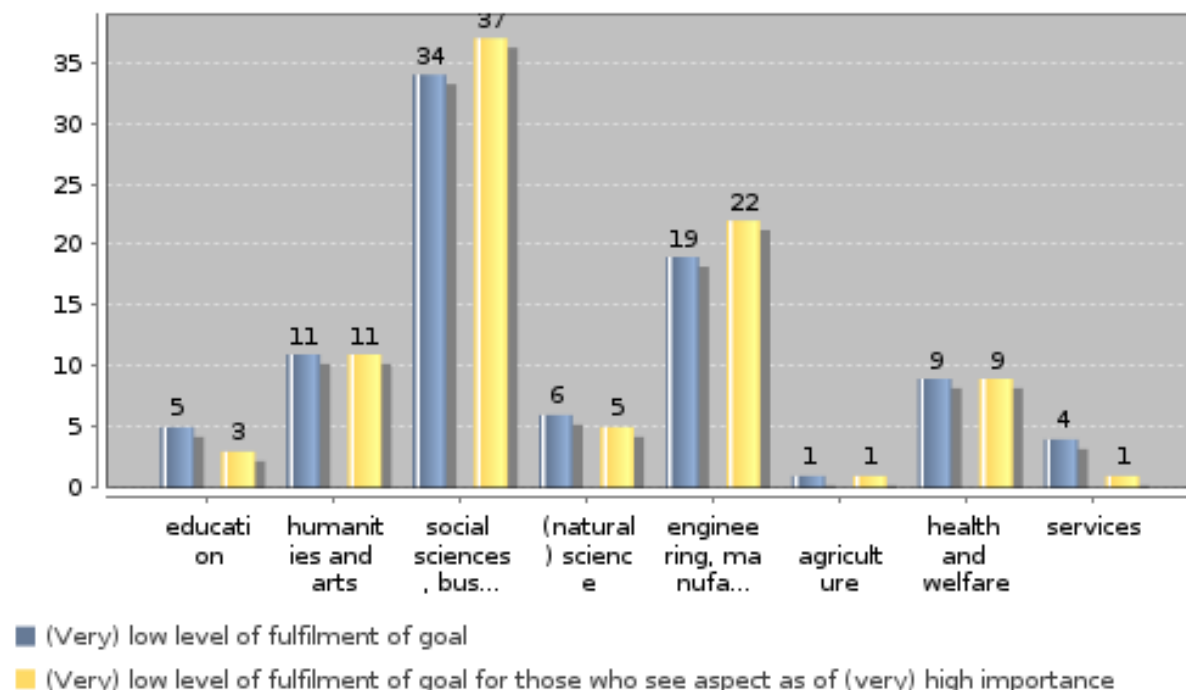
**Topic: H. Assessment of studies**

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

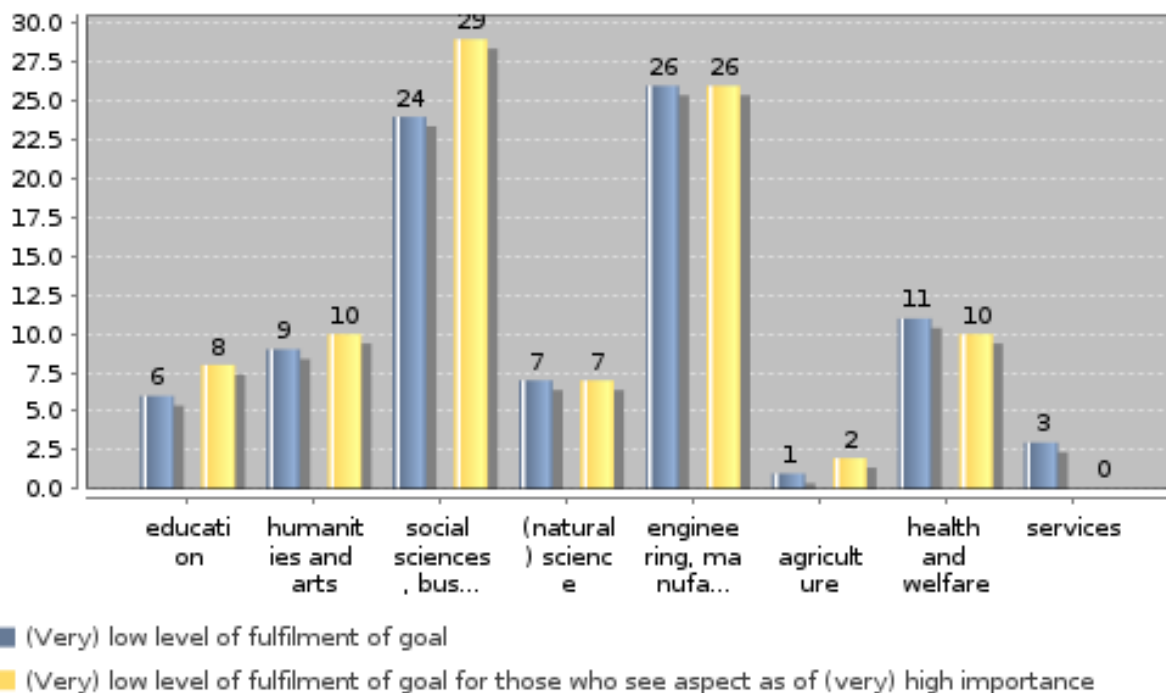
**Key Indicators**

Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	11.0
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	10.4
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	22.4
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	25.9

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

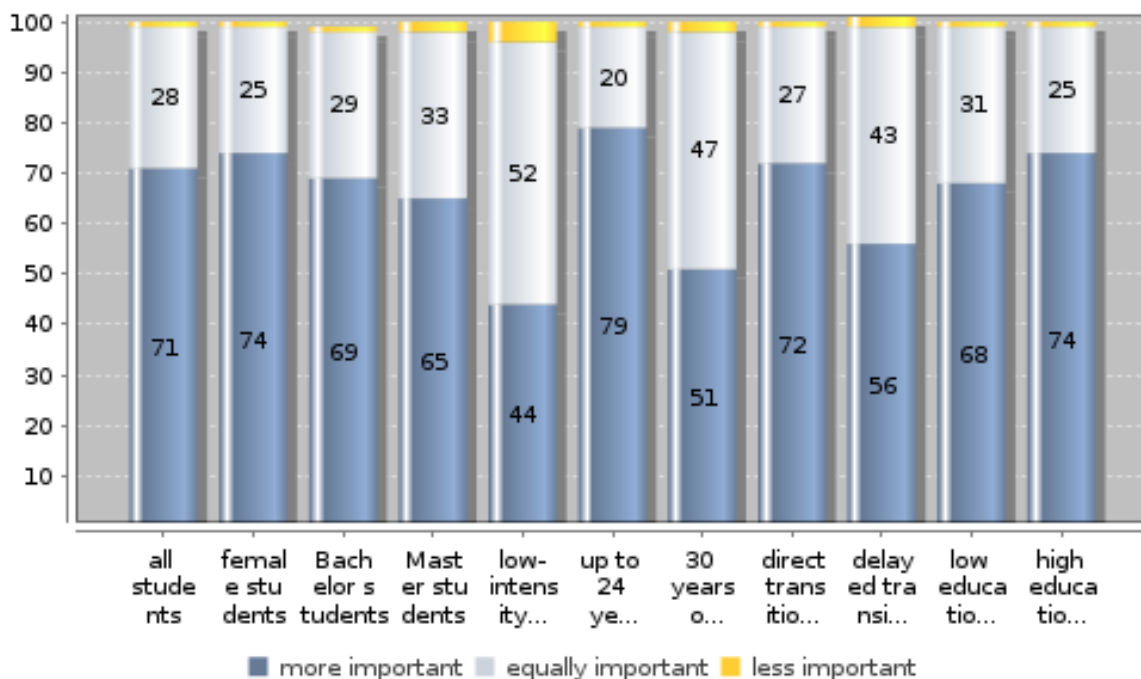
**Topic: H. Assessment of studies**

**Subtopic 5: Students' assessment of importance of studies**

**Key Indicators**

Share of all students for whom studies are more important, in %	70.8
Share of all students for whom studies are less important, in %	1.3
Share of BA students for whom studies are more important, in %	69.4
Share of BA students for whom studies are less important, in %	1.3
Share of low-intensity students for whom studies are more important, in %	43.7
Share of low-intensity students for whom studies are less important, in %	4.3
Share of 30 years old or older for whom studies are more important, in %	50.8
Share of 30 years old or older for whom studies are less important, in %	2.0

**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:

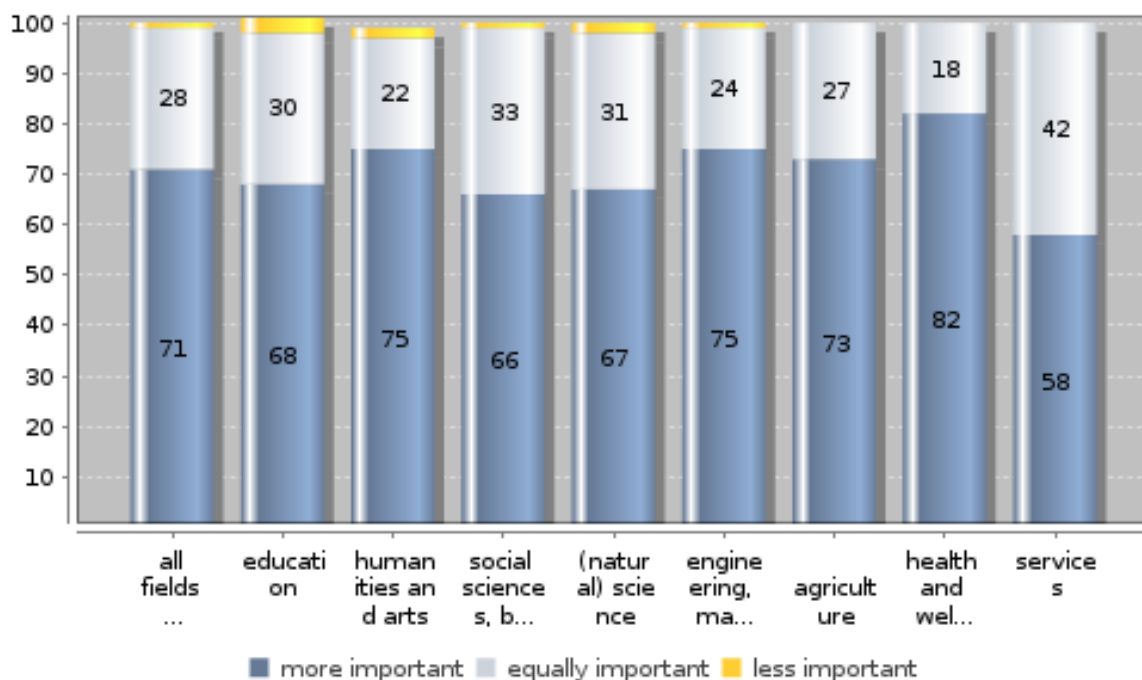
**Topic: H. Assessment of studies**

**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 %	75.4
Share of students in humanities and arts for whom studies are less important, in %	2.4
Share of students in engineering disciplines for whom studies are more important, in %	74.6
Share of students in engineering disciplines for whom studies are less important, in %	1.4
Share of students in social sciences for whom studies are more important, in %	66.0
Share of students in social sciences for whom studies are less important, in %	1.4

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



details on missing data:

methodical issues or considerations for data interpretation:

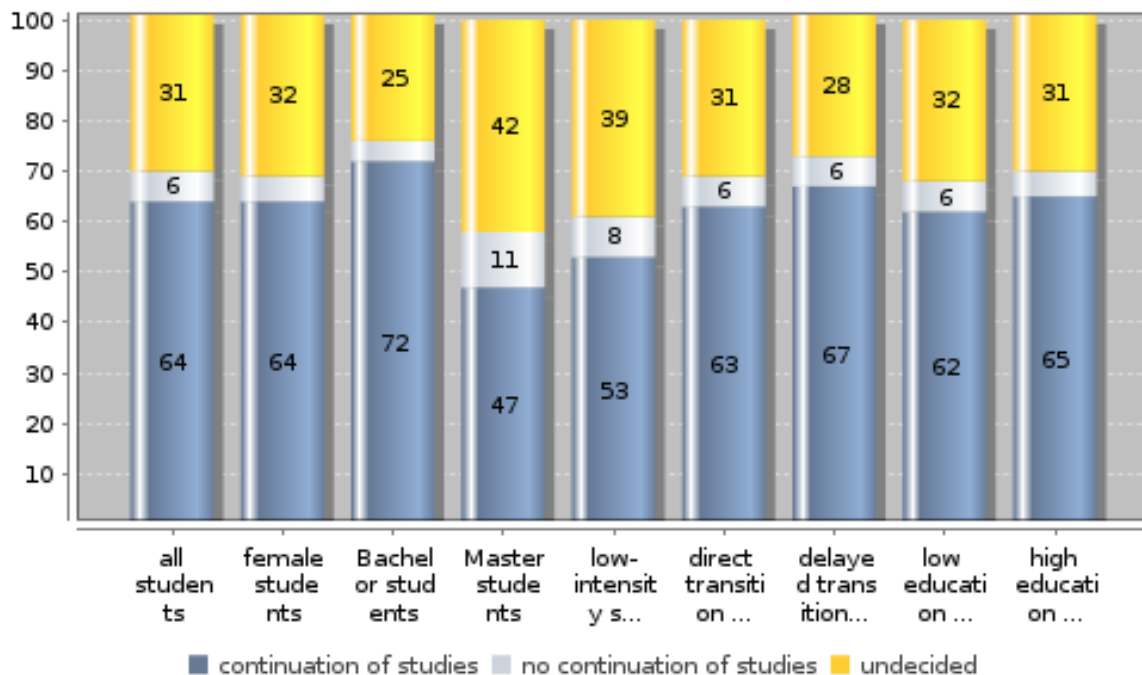
**national interpretation of the results of the data analysis:**

**Topic: H. Assessment of studies**  
**Subtopic 7: Plans for future studies**

**Key Indicators**

Share of all students with plans for future studies, in %	63.5
Share of all students who plan not to continue studies, in %	5.8
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	62.4
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	6.1
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	64.7
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	4.6

**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:



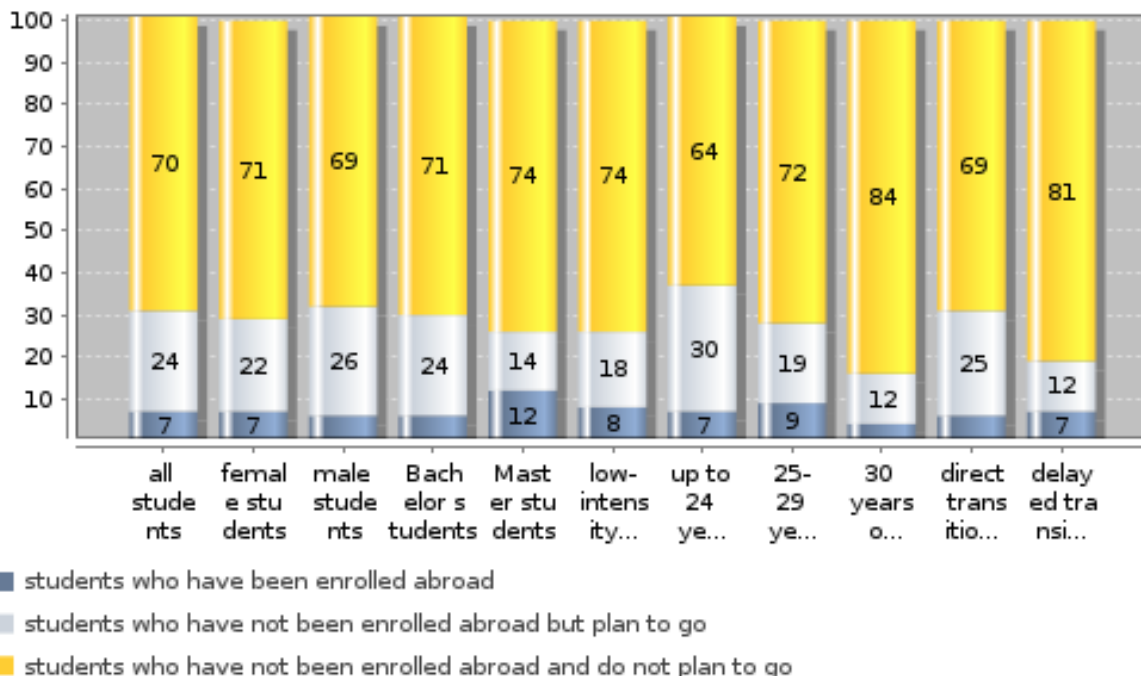
**Topic: I. Internationalisation and mobility**

**Subtopic 1: Enrolment abroad by characteristics of students**

**Key Indicators**

Enrolment rate of all students, in %	6.5
Enrolment rate of female students, in %	6.9
Enrolment rate of Bachelor students, in %	5.5
Enrolment rate of Master students, in %	12.2
Plans for foreign enrolment of all students, in %	23.6
Plans for foreign enrolment of Bachelor students, in %	23.6

**Students with enrolment abroad or respective plans 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: I. Internationalisation and mobility**

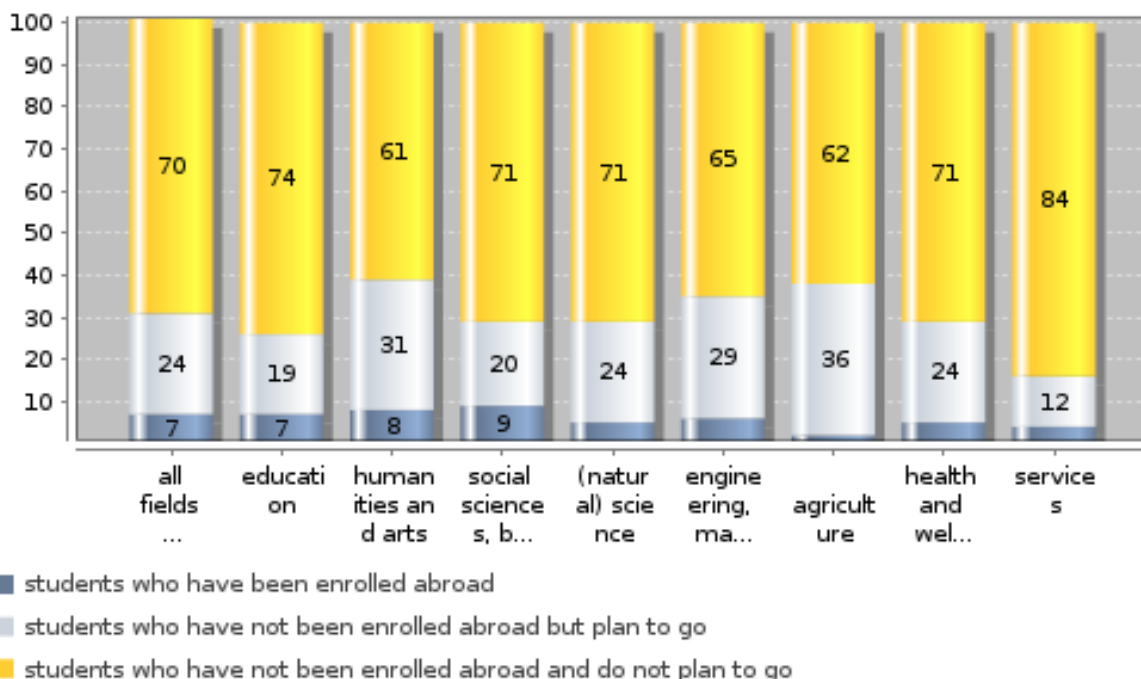
**Subtopic 2: Enrolment abroad by field of study**

**Key Indicators**

Enrolment abroad by field of study:

humanities and arts, in %	8.3
social sciences, in %	8.7
(natural) science, in %	5.3
engineering disciplines, in %	5.9

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



**details on missing data:**

unspecified:

have been abroad: 77

have not been but plan to go: 312

have not been and do not plan: 1074

**methodical issues or considerations for data interpretation:**

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

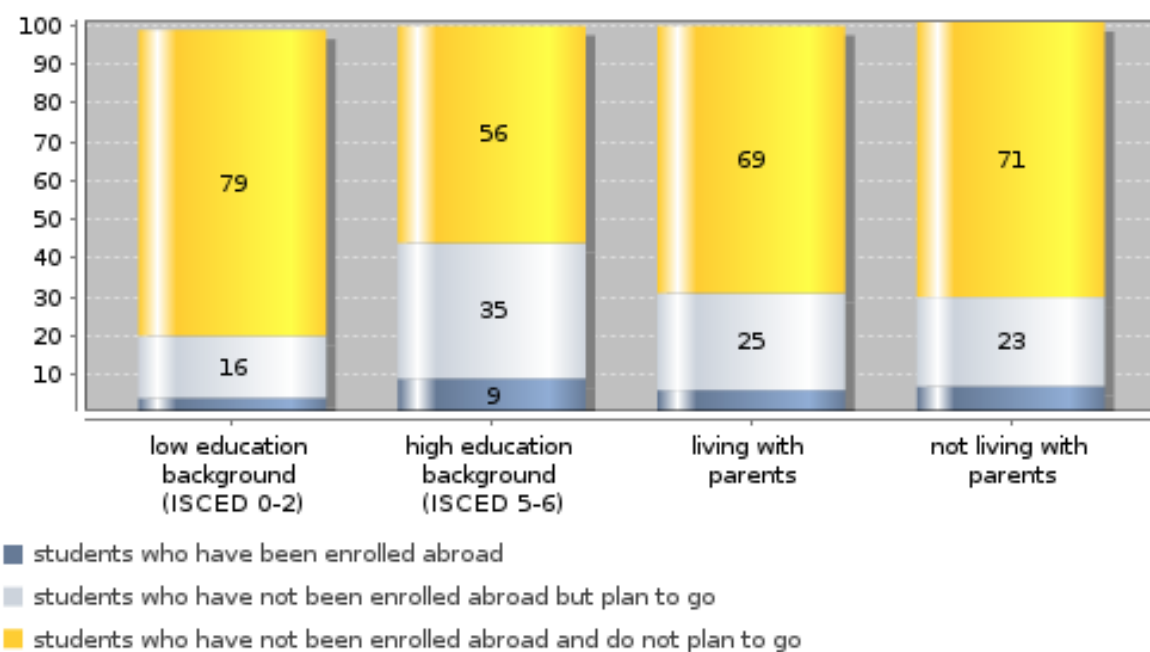
**Topic: I. Internationalisation and mobility**

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

**Key Indicators**

Enrolment rate of students, parents with high education background (ISCED 5-6), in %	9.3
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	4.3
Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)	2.2

**Students with enrolment abroad or respective plans by highest educational attainment of students' parents and form of housing (in %)**



**details on missing data:**

**methodical issues or considerations for data interpretation:**

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

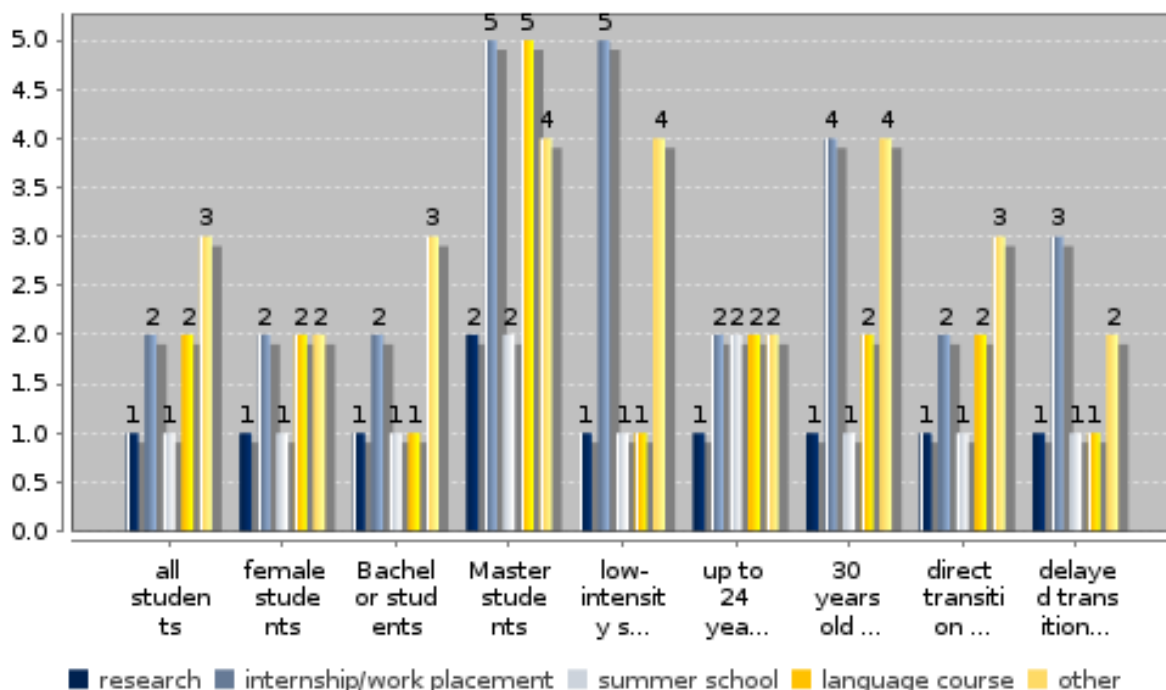
**Topic: I. Internationalisation and mobility**

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

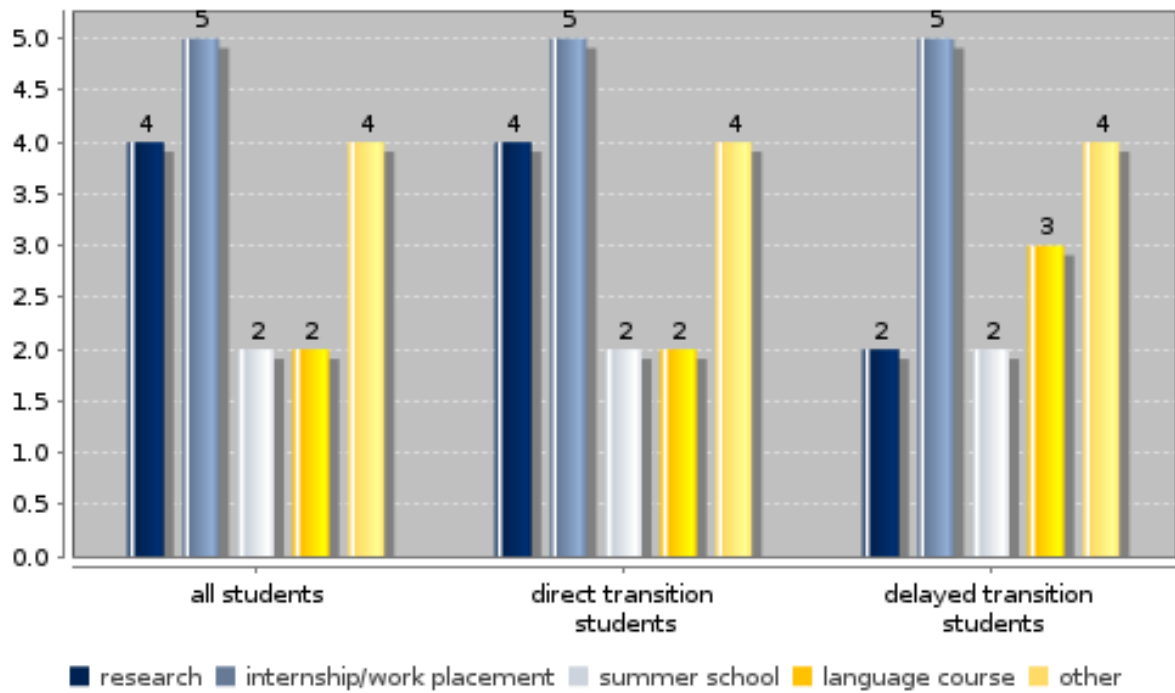
**Key Indicators**

Internship/work placement abroad, all students, in %	4.6
Language course abroad, all students, in %	2.2
No activities abroad, all students, in %	91.9
No activities abroad, students up to 24 years, in %	93.2

**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:

national interpretation of the results of the data analysis:

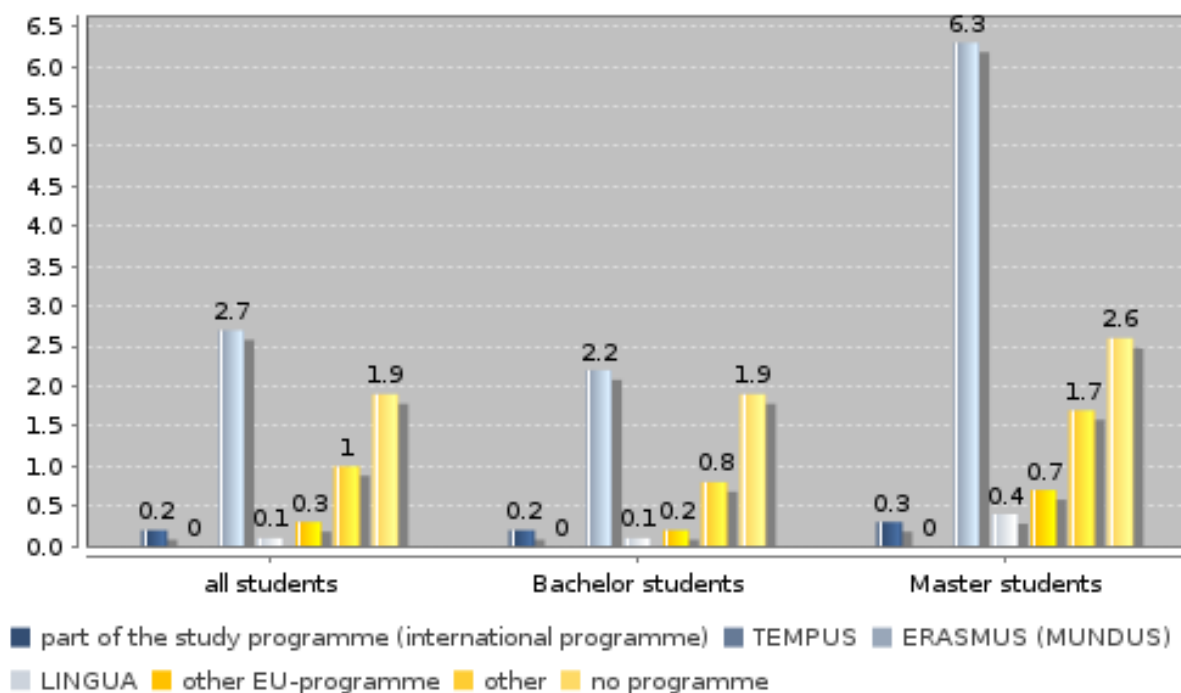
**Topic: I. Internationalisation and mobility**

**Subtopic 5: Organisation of enrolment abroad**

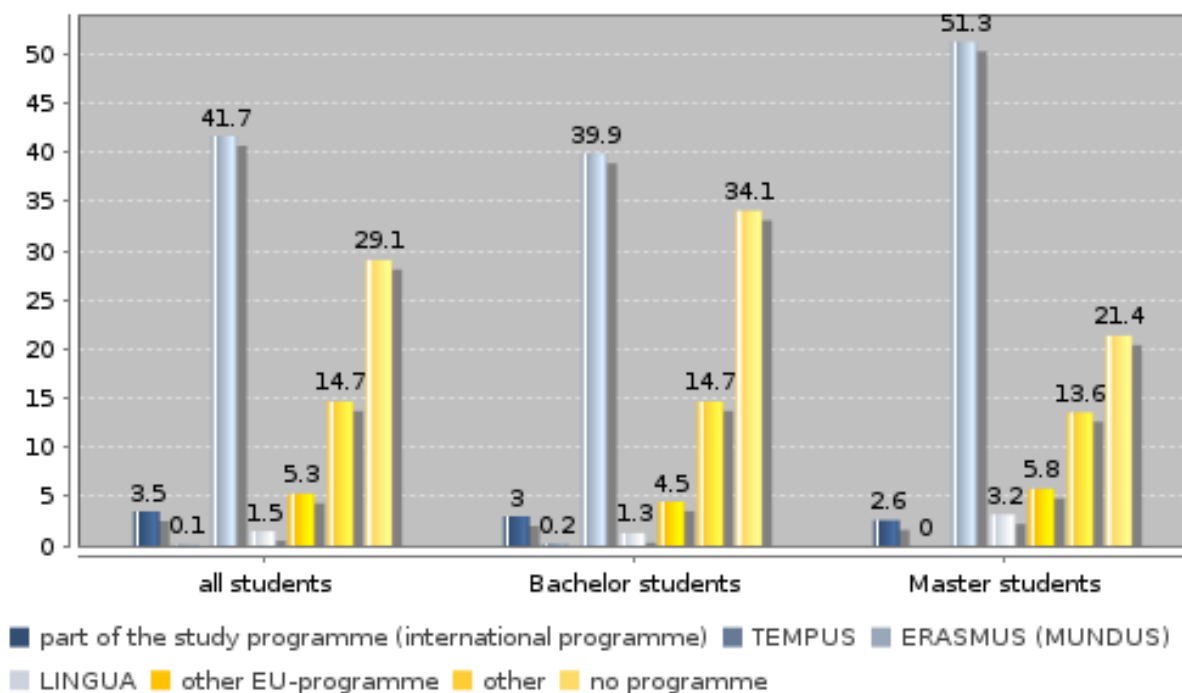
**Key Indicators**

Students with enrolment abroad, who went abroad without a programme, in %	29.1
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	41.7
Bachelor students with enrolment abroad, who went abroad without a programme, in %	34.1
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	39.9

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



### Students with enrolment abroad by type of organisation, based only on students with enrolment abroad (in %)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

**Topic: I. Internationalisation and mobility**

**Subtopic 6: Sources of funding for enrolment abroad**

**Key Indicators**

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

all students, in %	81.5
BA students, in %	82.3
students with high education background (ISCED 5-6), in %	90.6
students with low education background (ISCED 0-2), in %	81.9

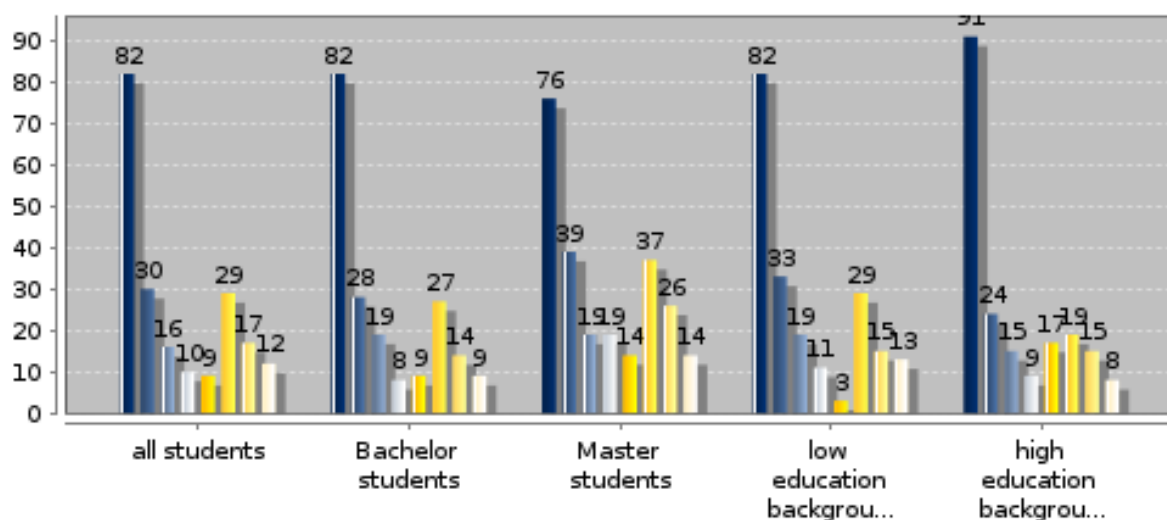
Share of students indicating their parents/family as primary source of funding:

students with high education background (ISCED 5-6), in %	75.5
students with low education background (ISCED 0-2), in %	57.7

Share of students giving public support as primary source:

students with high education background (ISCED 5-6), in %	6.8
students with low education background (ISCED 0-2), in %	16.8

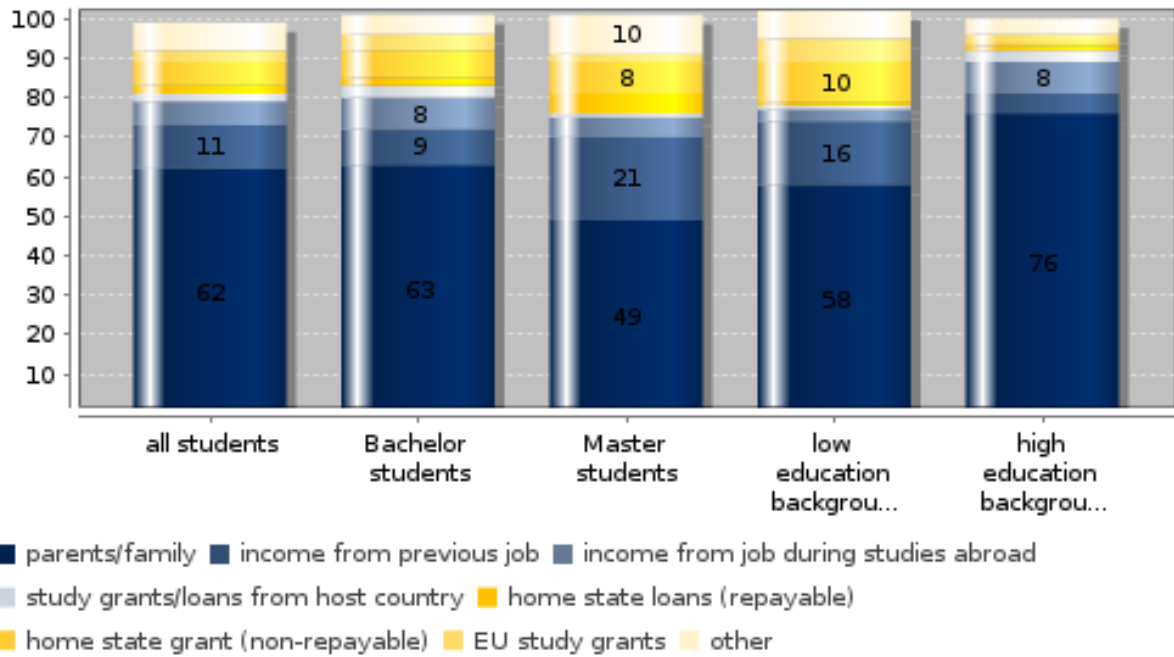
**Students utilising a particular source of funding for their enrolment abroad by level of studies and highest educational attainment of students' parents (in %)**



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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

**Topic: I. Internationalisation and mobility**

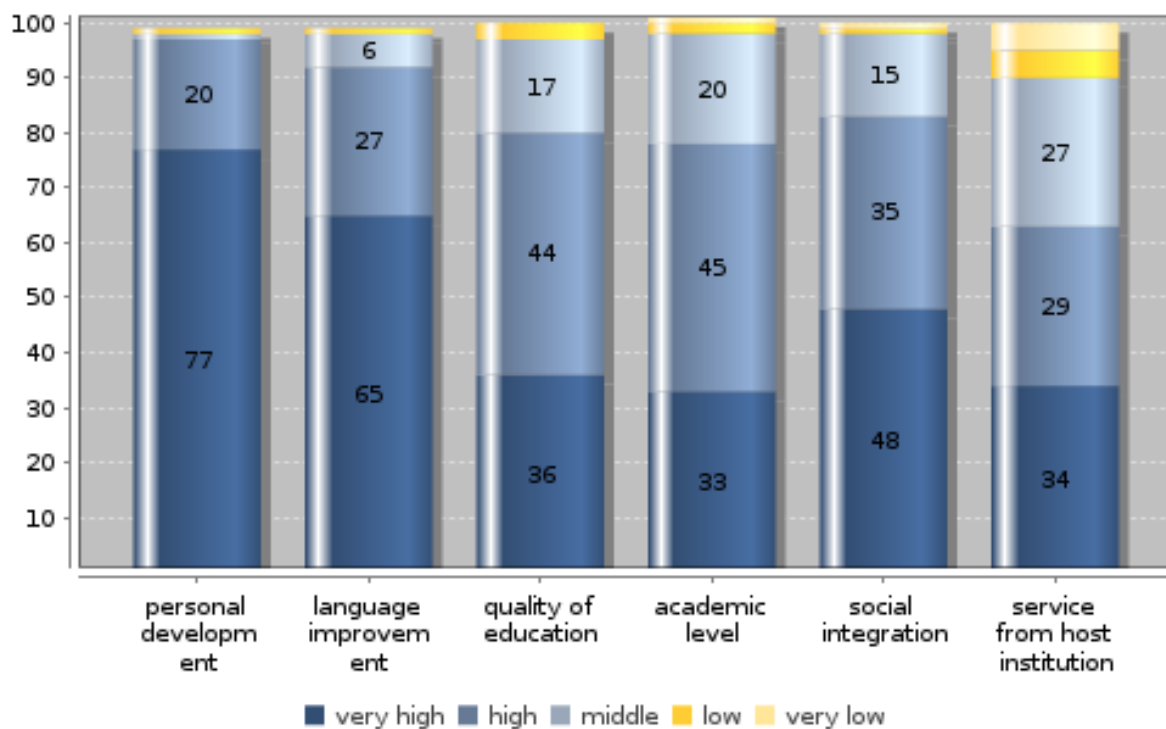
**Subtopic 7: Important aspects and fulfilled expectations concerning the enrolment abroad**

**Key Indicators**

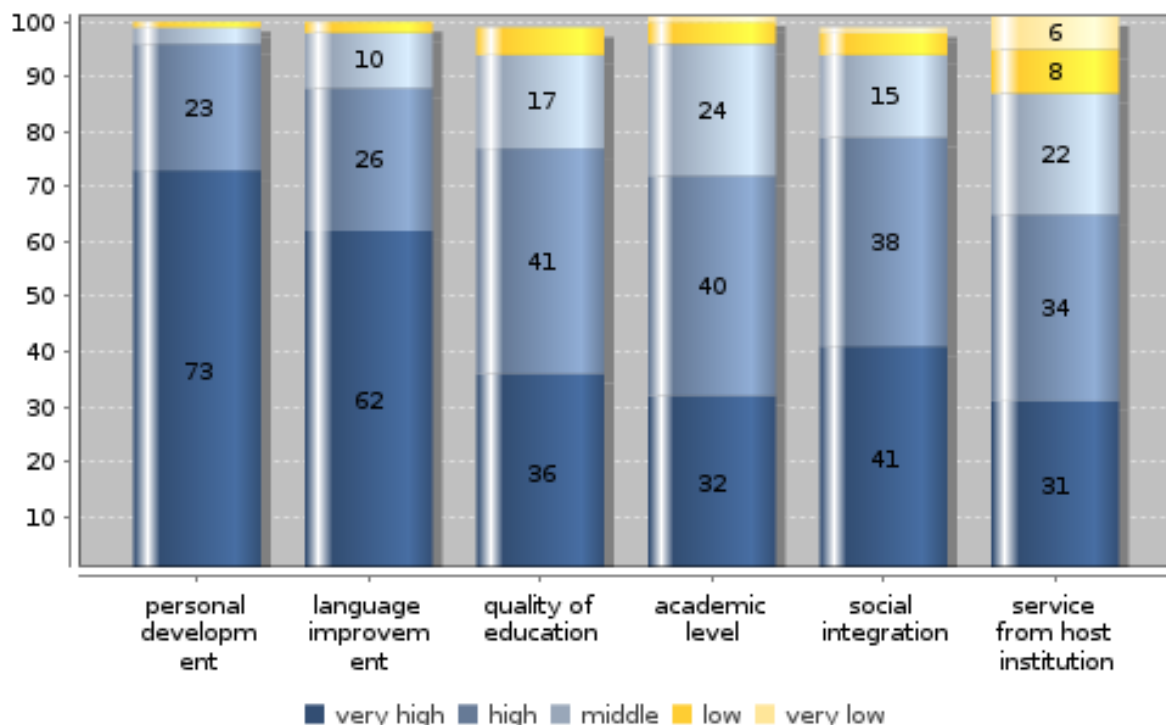
Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:

personal development, in %	95.9
language improvement, in %	87.7
quality of education, in %	77.2
academic level, in %	71.9
social integration, in %	79.3
service from host institution, in %	64.8

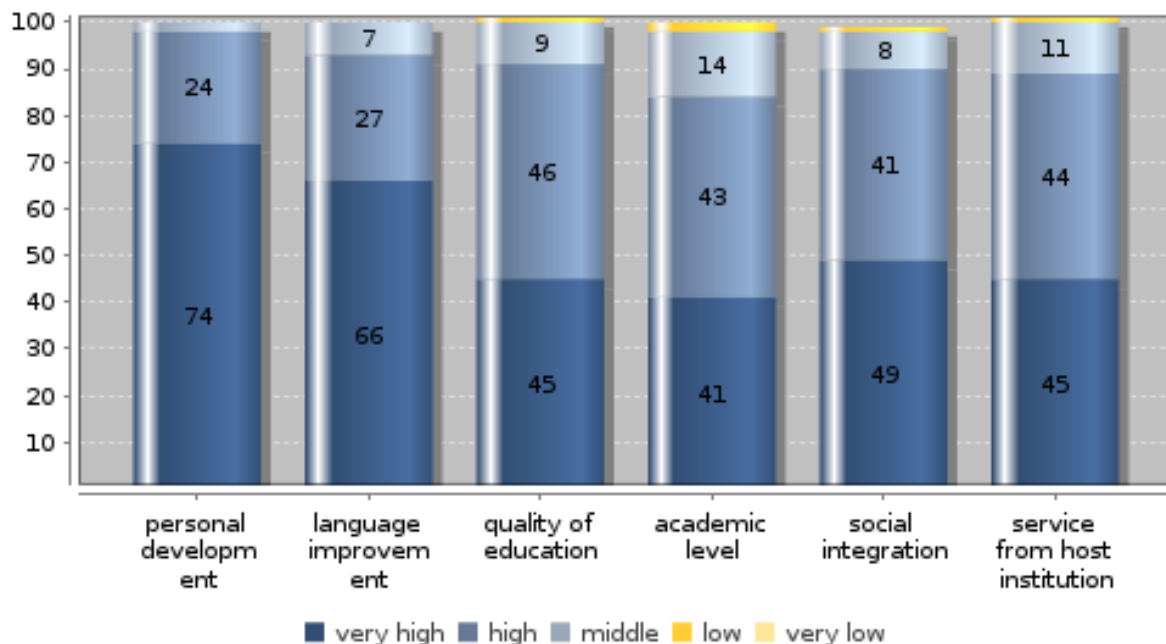
**Importance of aspects concerning enrolment abroad (in %)**



### Fulfilment of expectations concerning enrolment abroad (in %)



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

**Topic: I. Internationalisation and mobility**

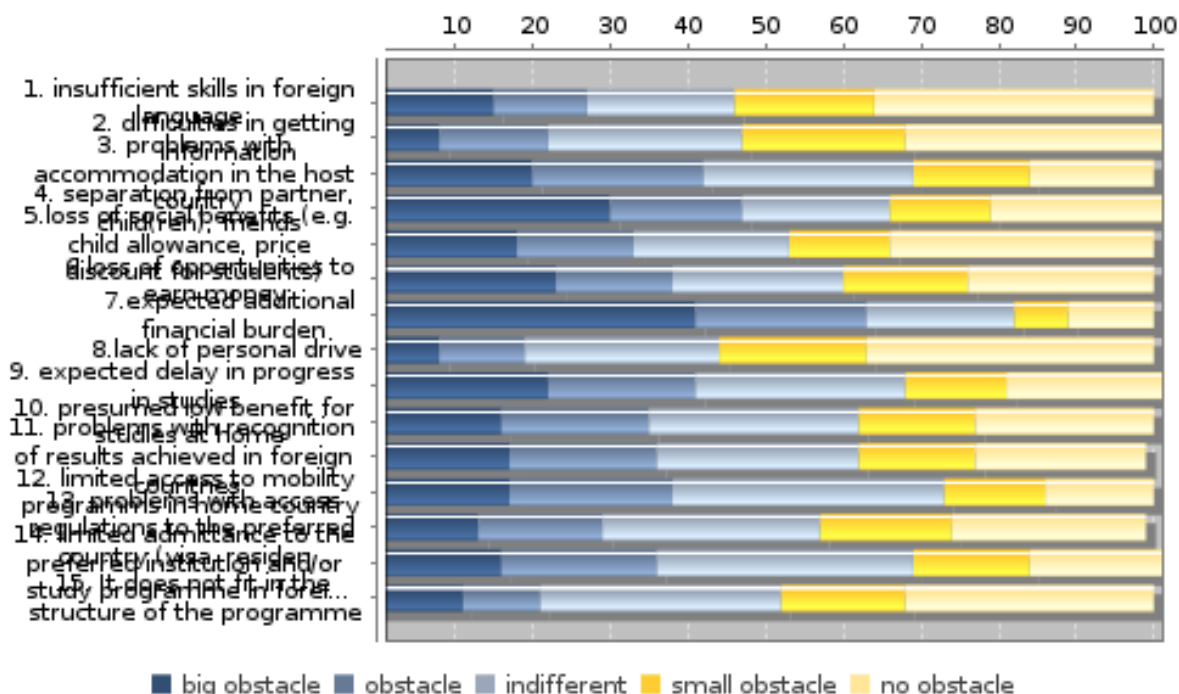
**Subtopic 8: Perceived obstacles to enrolment abroad**

**Key Indicators**

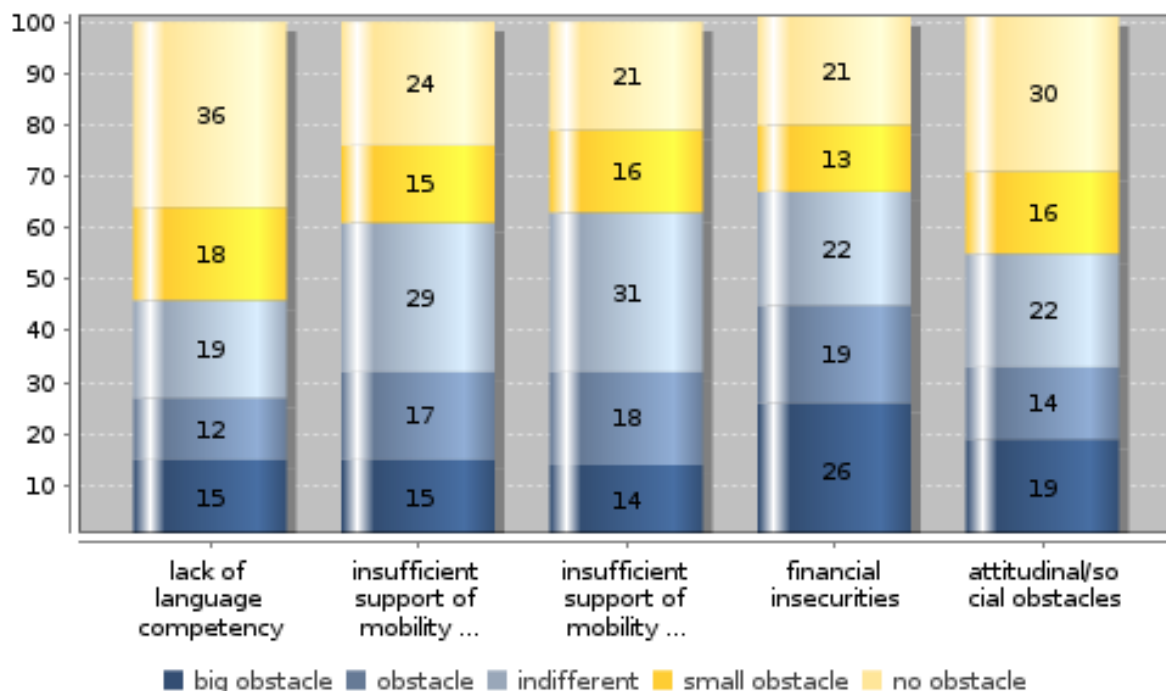
Big obstacle to enrolment abroad for students without enrolment abroad:

lack of language competency, in %	14.5
insufficient support in the home country, in %	15.1
insufficient support in the host country, in %	14.4
financial insecurities, in %	25.5
attitudinal/social obstacles, in %	18.7

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

**Topic: I. Internationalisation and mobility**

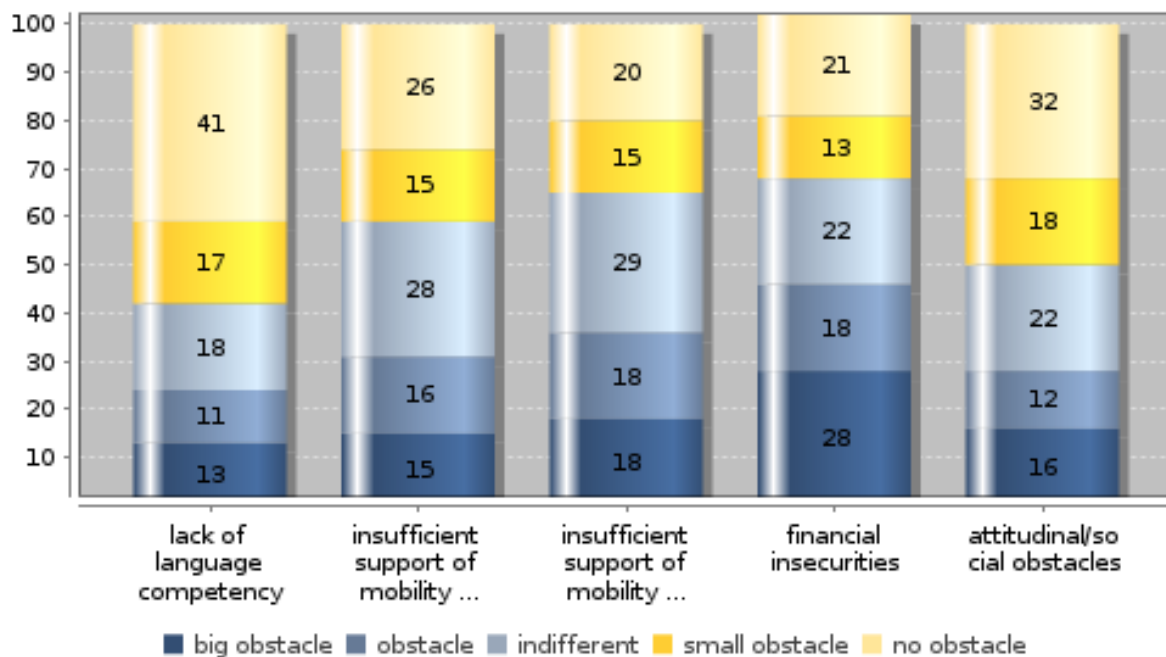
**Subtopic 9: Perceived obstacles to enrolment abroad by field of study**

**Key Indicators**

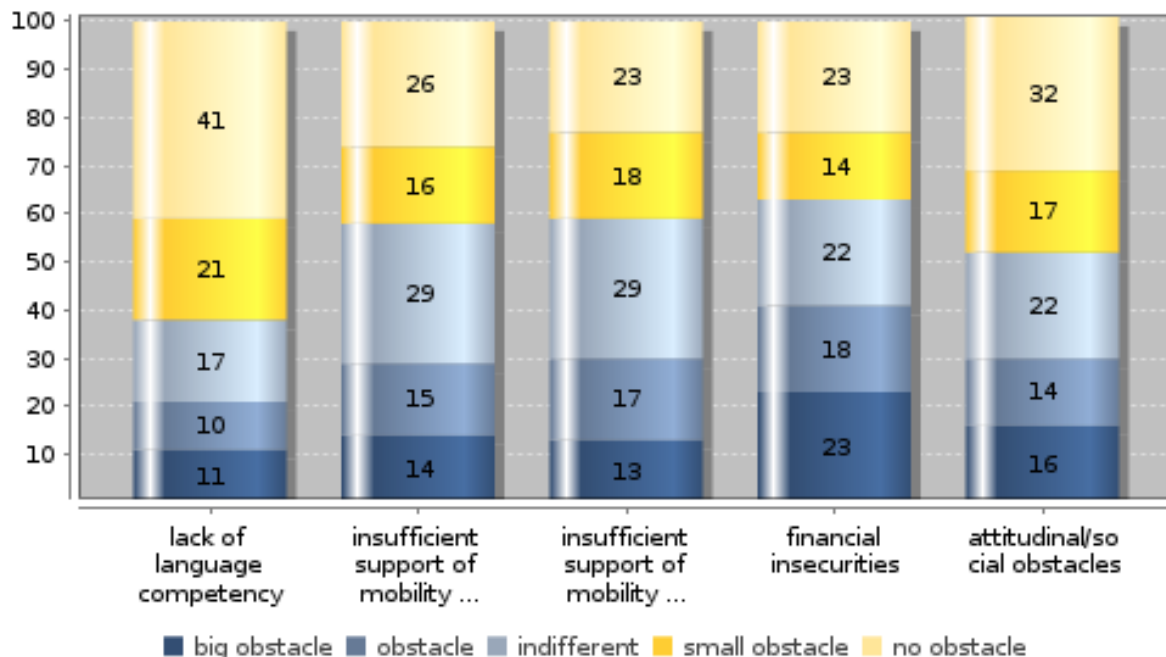
Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:

humanities and arts - lack of language competency, in %	12.8
engineering disciplines - lack of language competency, in %	10.7
humanities and arts - insufficient support in the home country, in %	14.9
engineering disciplines - insufficient support in the home country, in %	14.1
humanities and arts - financial insecurities, in %	27.5
engineering disciplines - financial insecurities, in %	23.3

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



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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

**Topic: I. Internationalisation and mobility**

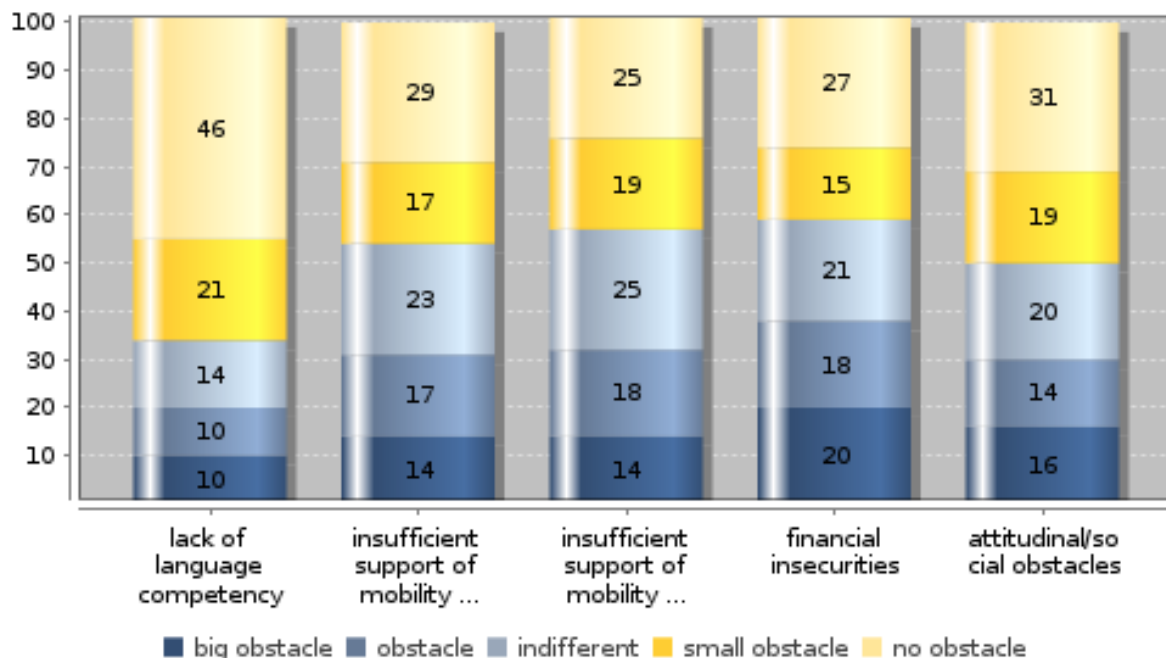
**Subtopic 10: Perceived obstacles to enrolment abroad by social background**

**Key Indicators**

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

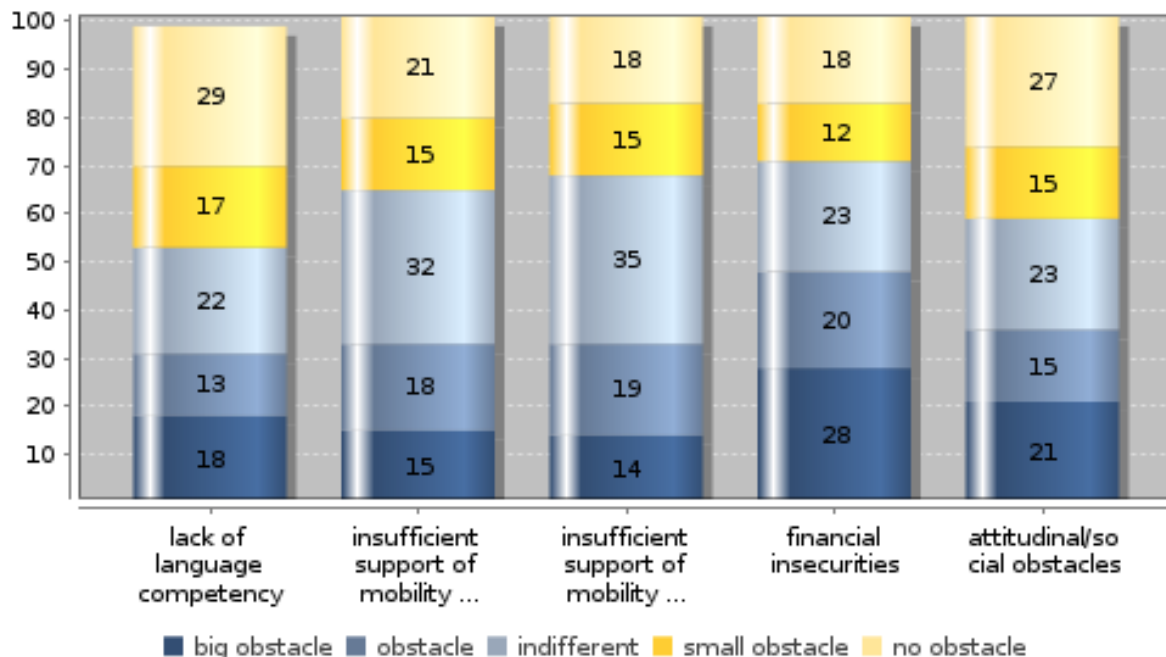
low education background (ISCED 0-2) - lack of language competency, in %	18.0
high education background (ISCED 5-6) - lack of language competency, in %	9.5
low education background (ISCED 0-2) - insufficient support in the home country, in %	15.3
high education background (ISCED 5-6) - insufficient support in the home country, in %	13.6
low education background (ISCED 0-2) - financial insecurities, in %	27.9
high education background (ISCED 5-6) - financial insecurities, in %	20.1

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





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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

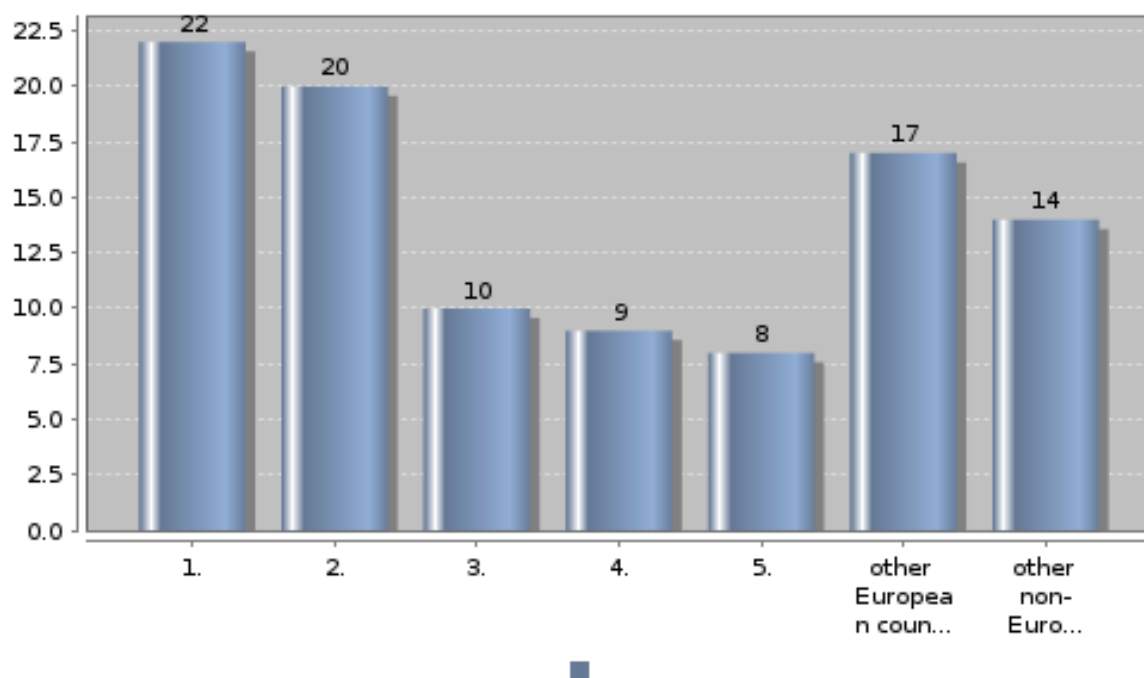
**Topic: I. Internationalisation and mobility**

**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 %	19.5
Students with study-related activities in third most frequent host country, in %	15.0

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

**Topic: I. Internationalisation and mobility**

**Subtopic 12: Foreign language proficiency according to self-assessment**

**Key Indicators**

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

57.3

5.0

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

11.0

1.0

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

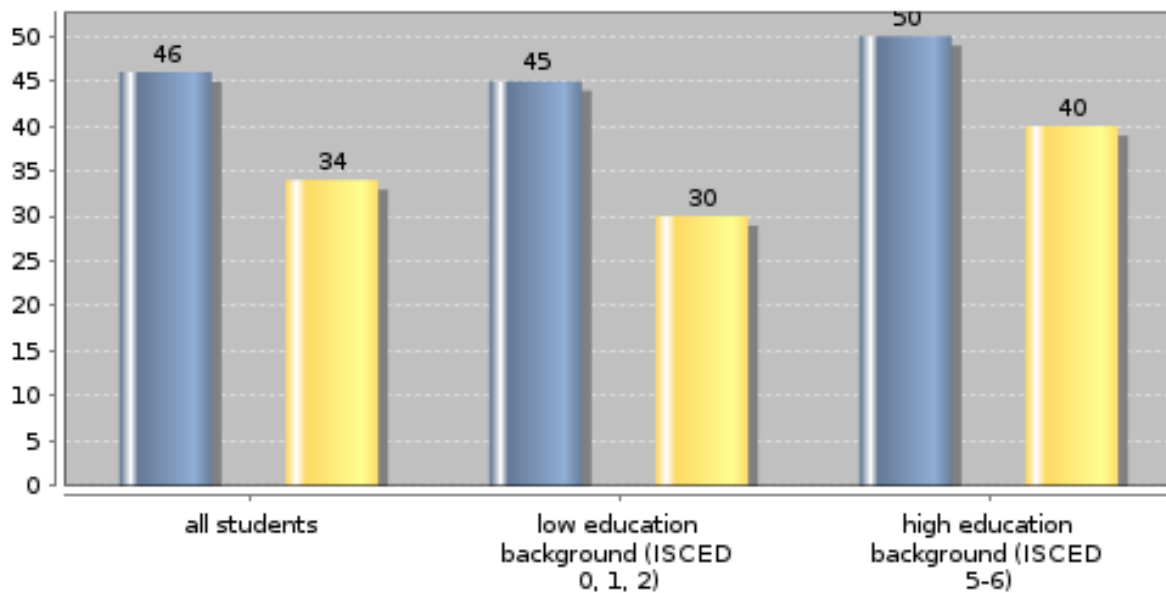
24.7

2.0

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

34.3

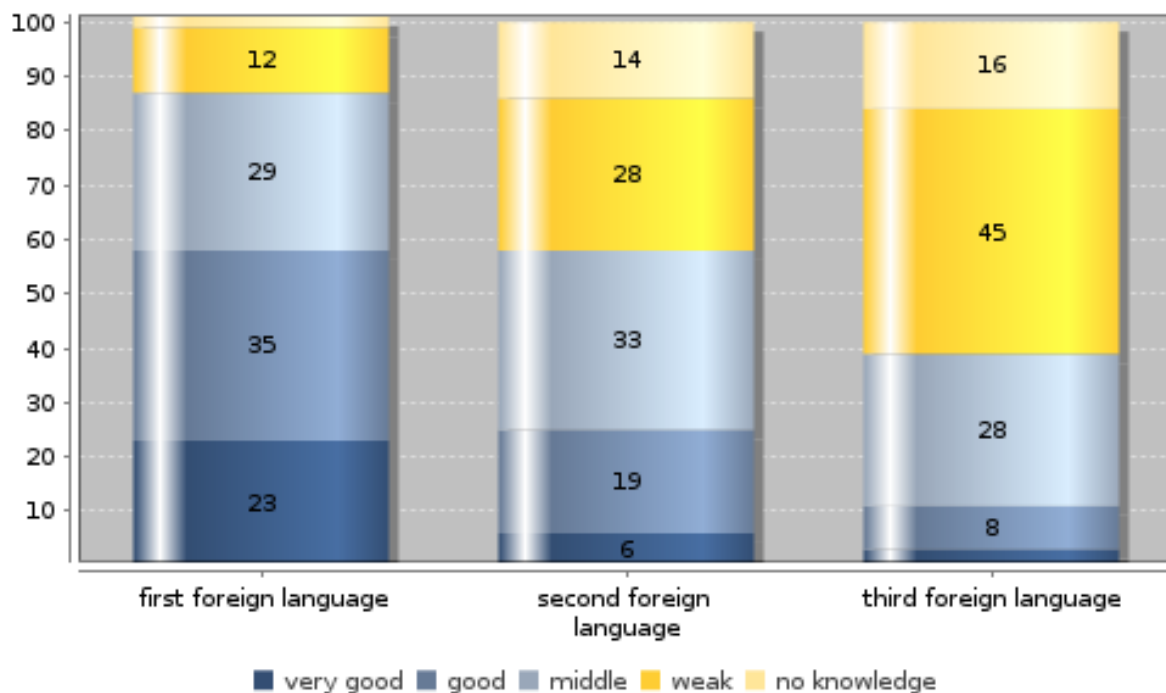
**General foreign language proficiency by highest educational attainment of student' parents (in %)**



■ students being able to speak one foreign language (very) well

■ students being able to speak two or more foreign languages (very) well

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



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

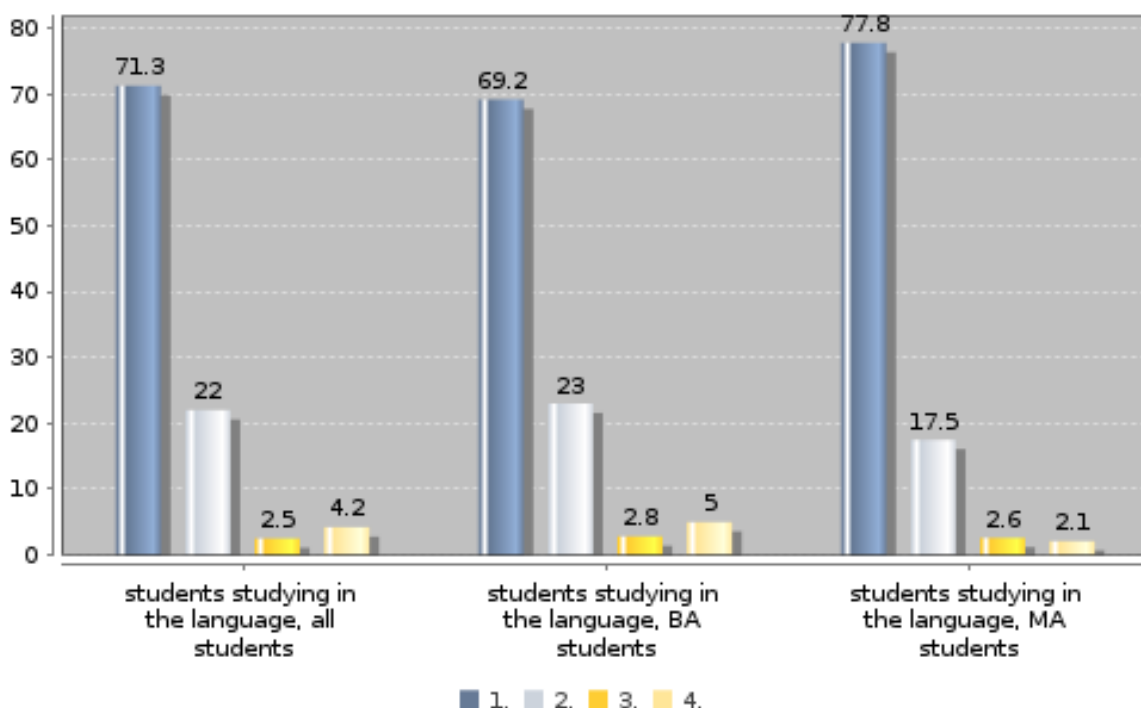
**Topic: I. Internationalisation and mobility**

**Subtopic 13: Languages of domestic study programmes**

**Key Indicators**

Most frequent language of domestic study programmes of all students, in %	71.3	0.0	22.0	0.0
2nd most frequent language of domestic study programmes, all students, in %	0.0	77.8	2.5	4.2
3rd most frequent language of domestic study programmes, all students, in %	2.5	2.8	5	2.1

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



**details on missing data:**

1=portugues

4=other

**methodical issues or considerations for data interpretation:**

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