Social and Economic Conditions of Student Life in Europe

National Profile of Romania

eurostudent IV

Metadata for the national survey

National Currency	RON
Exchange rate: 1 Euro =	0.23595
Date and source of exchange rate:	28.9.2010/Commercial Bank
Survey method	online
Size of final sample	11800
Sampling method	stratified by fields of study and by study years / selection type cluster
Return rate	32,9%
Reference period of survey (semester, year)	2nd term of the academic year 2009/2010
Weighting scheme	
Project sponsor	Ministry of Education
Implementation	

Topic: Metadata
Subtopic 1: Metadata on national survey

Key Indicators

details on missing data:
methodical issues or considerations for data interpretation:
SAMPLING
Educational network: 98 universities, with 625 faculties (except military education)
Sampling criteria: (a) field of study; (b) level of study (Bachelor/Master)
Sampling methodology: selection type cluster, bistadial (selection of units of sampling / selection of students)
Sampling base: 883 units (public and private universities), selected by the main fields of study
Sample volume (projected): 109 clusters (units) with 11800 students

VALIDATION OF THE DATA BASE
From total of 11800 students (volume projected) were received 3848 answers (32,6%), from which 3339 were valid and 509 were not-valid (due to the large number of non-answers).
The final sampling (3339 subiecþi) is representative for the main fields of study, for a 5% selection error ? the value of Chi-square (12,50) being smaller than the tabelar value (12,59) for 6 liberty degree (which represent the 7 main fields of study).

DATA CLEANING

Invalidations or corrections were done for the item Q3.11, as follows:
- All fields are empty or filled with 0: in the case of 445 subjects (13,30%), the decision adopted was: Item exclusion;
- Subjects which don?t work (Q3.8=3), but have paid jobs (Q3.11>0): in the case of 281 subjects (8,40%), the decision was: Cancel of working time declared;
- Subjects which have permanent work place (Q3.8=1), but do not allocate time for paid jobs (Q3.11=0): in the case of 337 subjects (10,10%) the decision was: Item exclusion;
- Subjects which have over 120 hours per week: in the case of 3 subjects (0,10%), the decision was: Item exclusion.
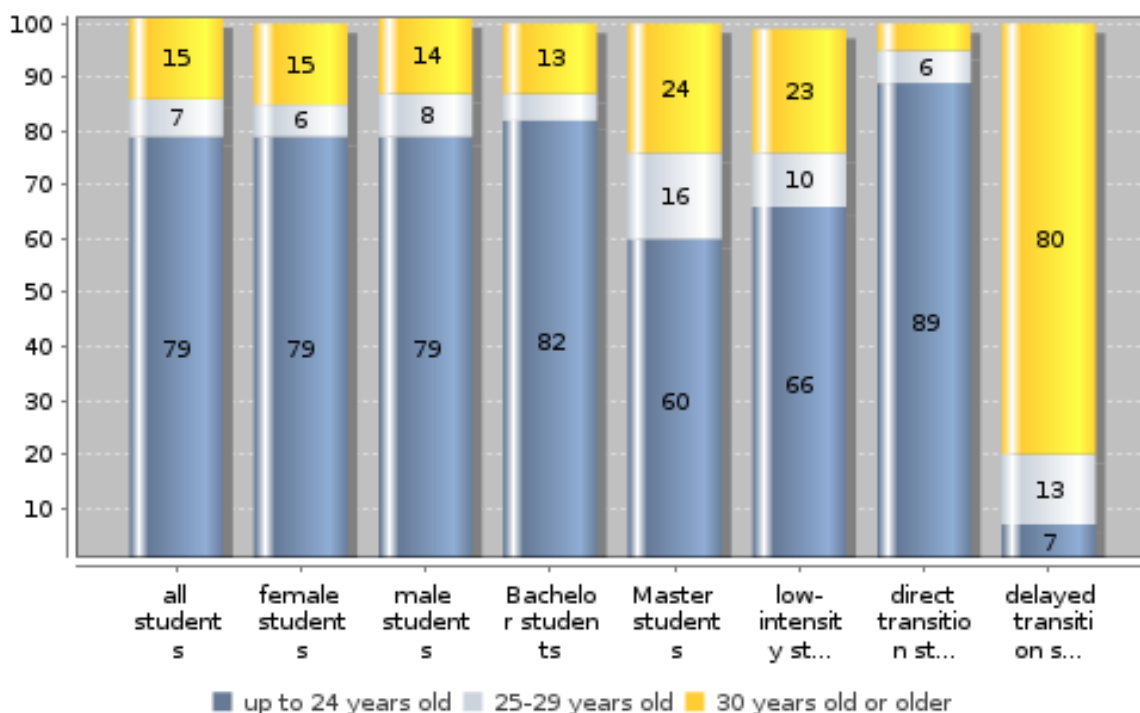**national interpretation of the results of the data analysis:**

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators

Average age (arithm.mean) in years - all students	24.0
Average age (median) in years - all students	22.0
Average age (arithm.mean) in years - female students	24.0
Average age (arithm.mean) in years - male students	24.0
Average age (arithm.mean) in years - BA students	23.4
Average age (arithm.mean) in years - MA students	27.4
Average age (arithm.mean) in years - low-intensity students	21.4

Grouped age profile by characteristics of students (in %)

	all students	female students	male students	Bachelor students	Master students	low-intensity st...	direct transition st...	delayed transition s...
30 years old or older	15	15	14	13	24	23	6	80
25-29 years old	7	6	8		16	10		13
up to 24 years old	79	79	79	82	60	66	89	7

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:
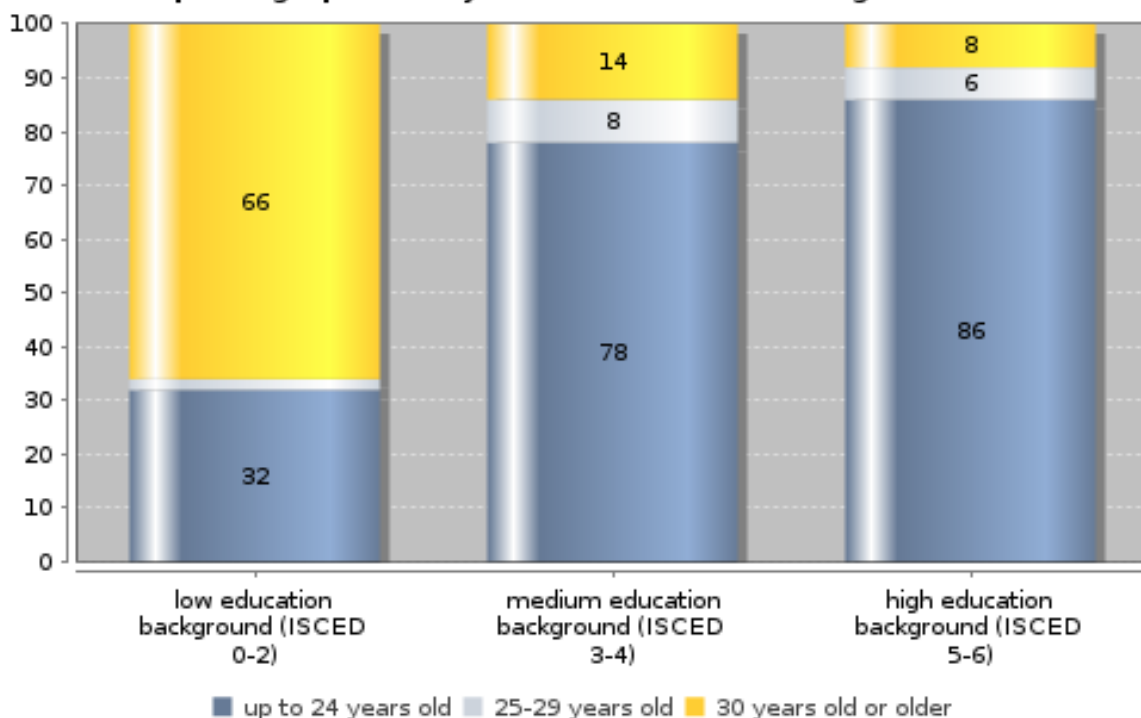
national interpretation of the results of the data analysis:

4

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)	34.7
Average age (median) in years - low education background (ISCED 0-2)	37.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	22.8
Average age (median) in years - high education background (ISCED 5-6)	25.0

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

■ 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:

Th age was calculated as the difference between the date of birth and the month of research application (April 2010).

national interpretation of the results of the data analysis:

In the last years, in Romania has grown the percent of students in the 30 years+ age group. The causes could be: the new structure of labour market (which requests higher levels of study for the labour force); the increase of access to tertiary education, in the context of extention of university network (public and private).
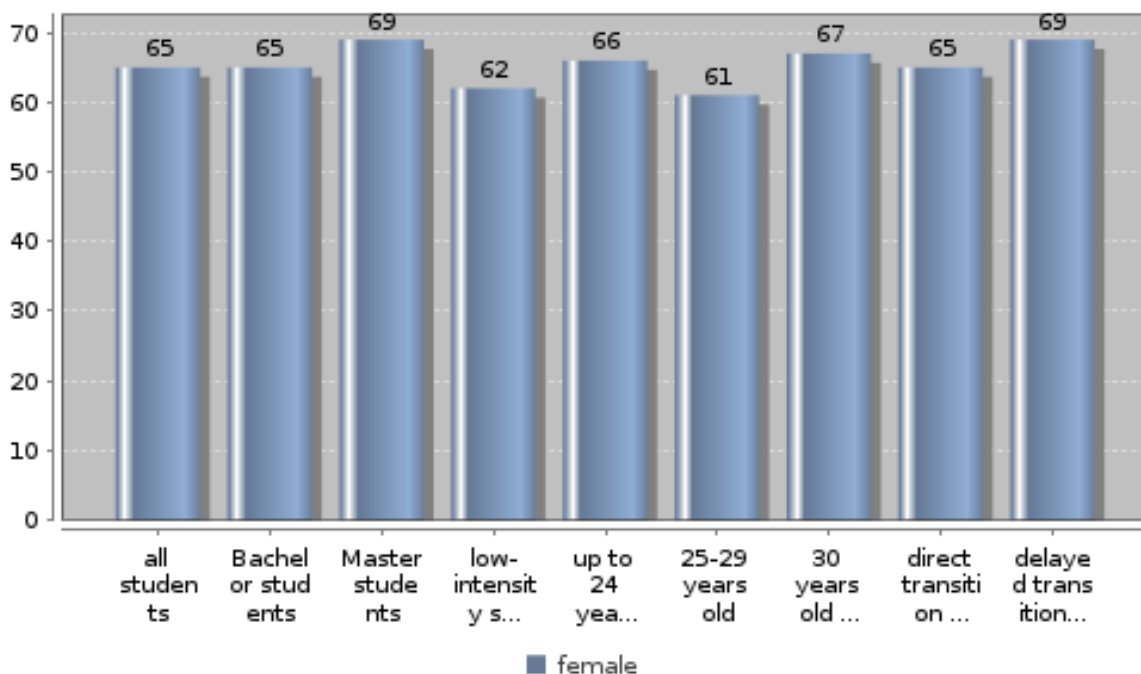
Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators

Share of females among all students, in %	65.4
Share of females among BA students, in %	64.8
Share of females among MA students, in %	68.7
Share of females among low-intensity students, in %	61.8
Share of females among the 30 years old or older, in %	67.2

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:
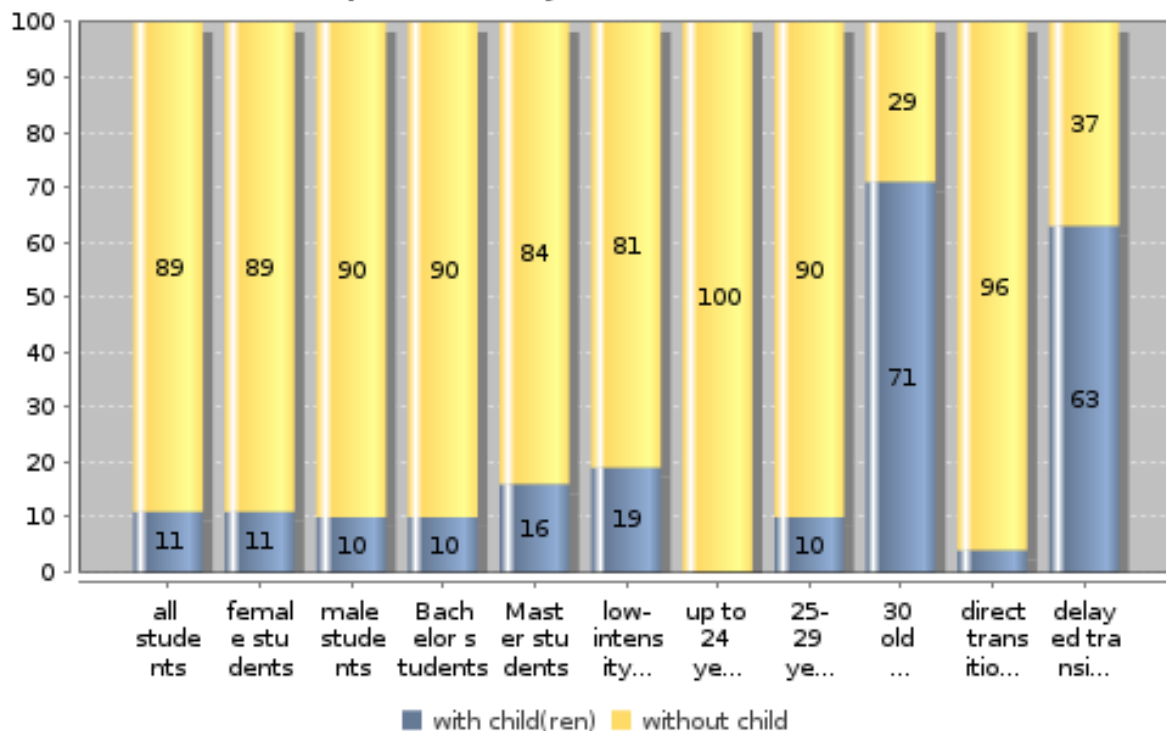
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

## Subtopic 4: Dependents by characteristics of students

Key Indicators

Share of students with children among all students, in %	10.6
Share of students with children among female students, in %	10.8
Share of students with children among male students, in %	10.2
Share of students with children among MA students, in %	16.4
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 %	20.4
Students with children between the ages of 4 to 6 of all students with children, in %	9.5

Students with dependents by characteristics of students (in %)

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

Legend: up to 3 years | 4-6 years | 7-9 years | 10-15 years | older than 15 years
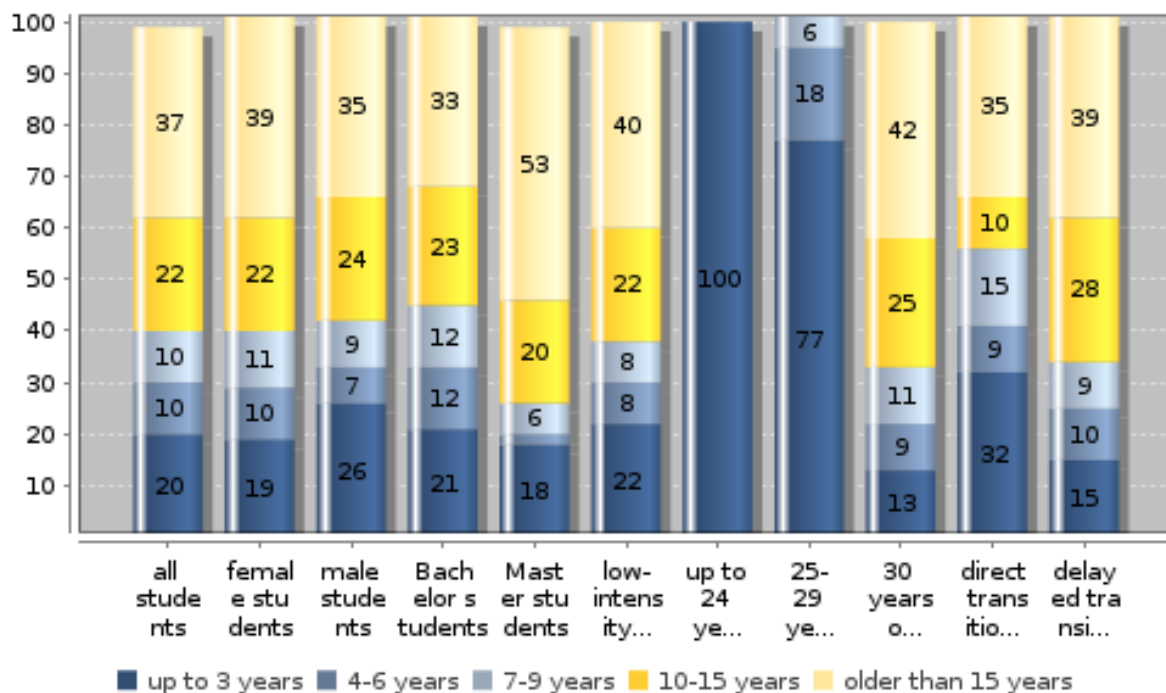
details on missing data:

Non responses for Table Students with children, by row: 80(total)/49/31/53/27/7/30/8/42/46/34.

Non responses for Table Age of the youngest child, by row: 134(total)/74/60/103/31/39/2/5/127/35/99.

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
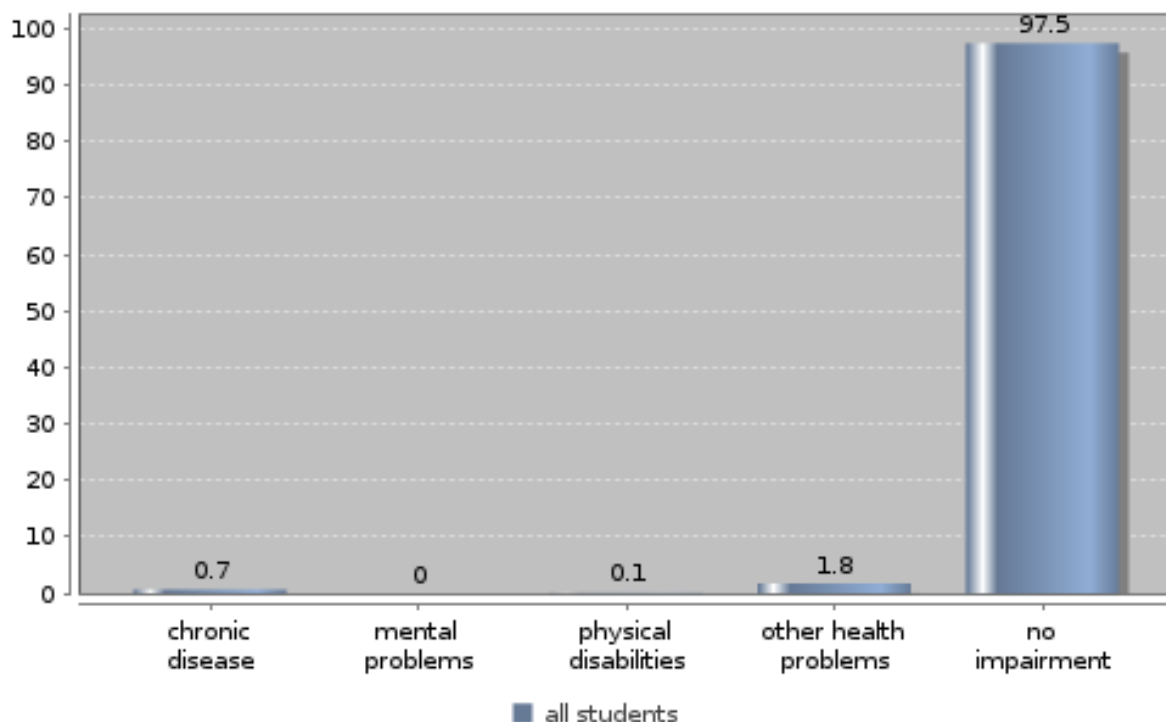
Key Indicators

Students who feel impaired in their studies in %	2.5
Students who are (very) satisfied with the way their impairments are taken account of in %	Students who are (very) dissatisfied with the way their impairments are taken account of in %

Share of students expressing particular study impairment (in %)

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

No data available

details on missing data:
No data was given by the 83 students who are impaired.
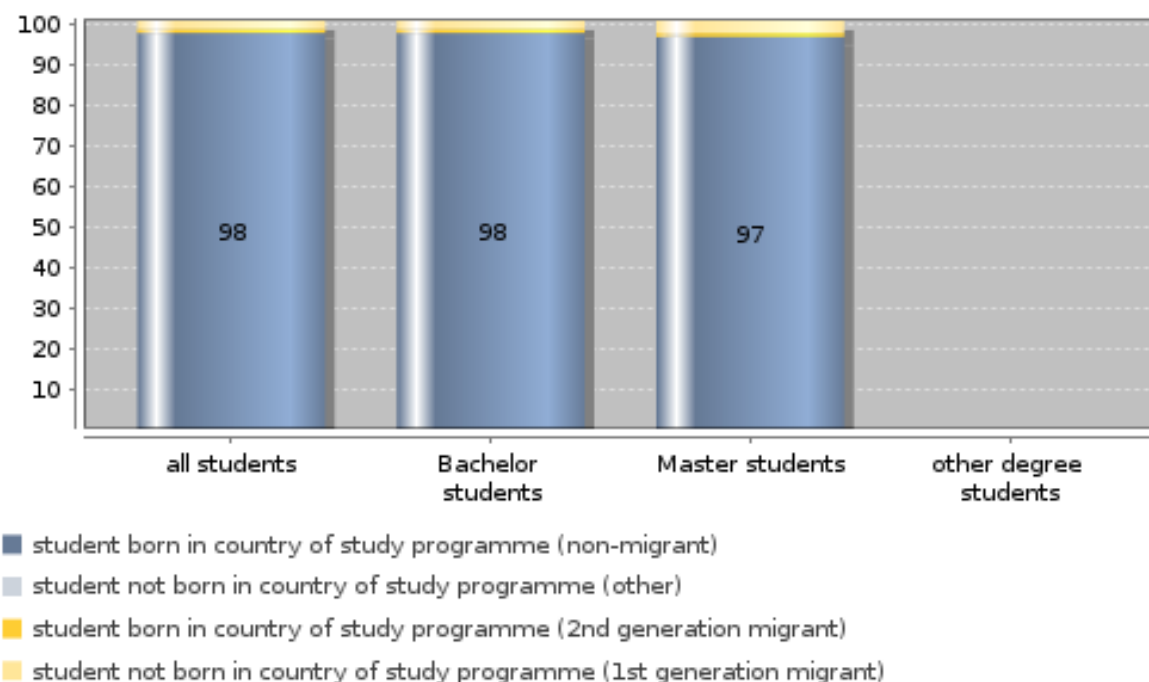**methodical issues or considerations for data interpretation:**
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 6: Mobile/migrant students

Key Indicators

Share of non-migrants among all students, in %	97.5
Share of non-migrants among all BA students, in %	97.7
Share of non-migrants among all MA students, in %	96.6
Share of 2nd generation migrants among all students, in %	0.6
Share of 2nd generation migrants among all BA students, in %	0.5
Share of 2nd generation migrants among all MA students, in %	0.8
Share of 1st generation migrants among all students, in %	1.7
Share of 1st generation migrants among all BA students, in %	1.5
Share of 1st generation migrants among all MA students, in %	2.6

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:

Non-responses: 102 (3,1%) / 94 Bachelor students / 8 Master students.

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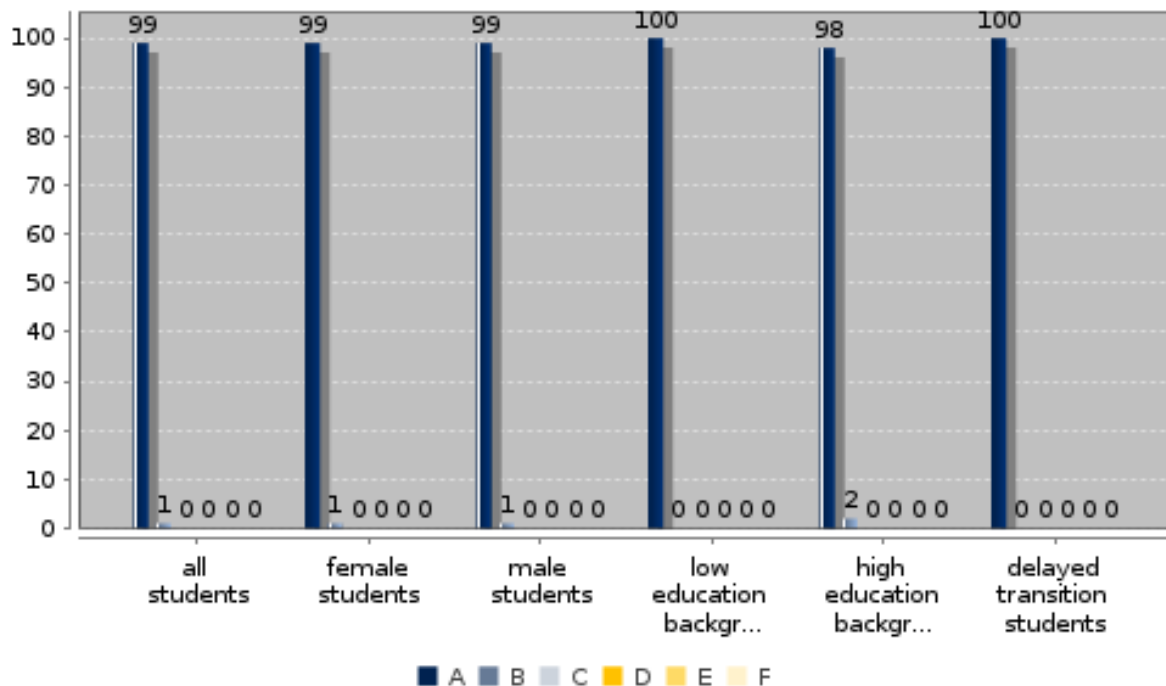**national interpretation of the results of the data analysis:**

Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education
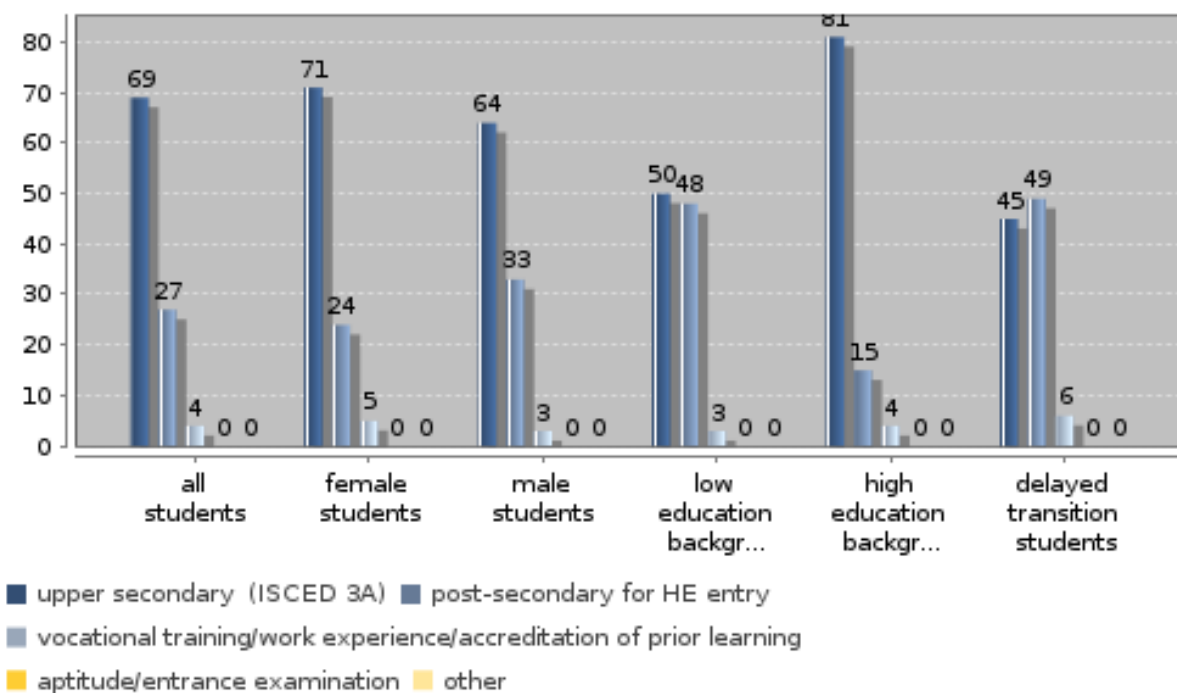
Key Indicators

All students via upper secondary in %	68.7
Female students via upper secondary in %	71.3
Male students via upper secondary in %	63.9
Students with low education background (ISCED 0-2) via upper secondary in %	49.6
Students with high education background (ISCED 5-6) via upper secondary in %	80.9
Students with delayed transition via upper secondary in %	45.2

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:

Non-responses Table 2: total 18/14/4/0/7/4.

methodical issues or considerations for data interpretation:

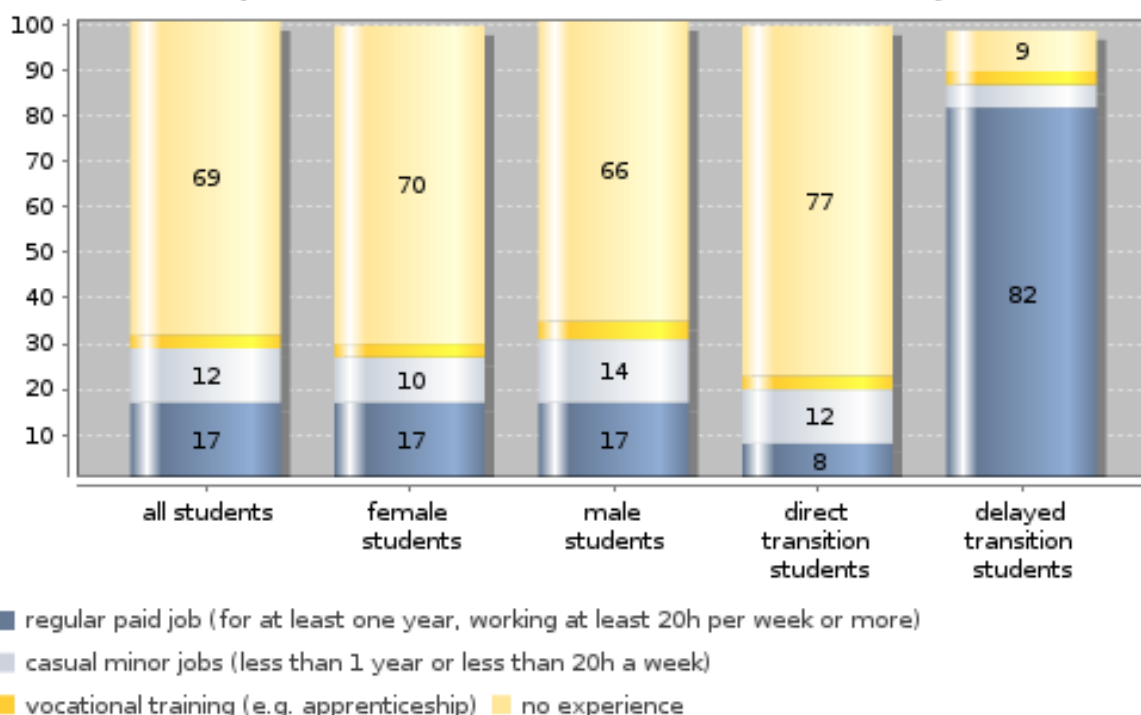**national interpretation of the results of the data analysis:**

Topic: B. Access and entry to higher education

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

Key Indicators

All students with regular paid job before entering HE in %	16.9
Females with regular paid job before entering HE in %	16.6
Males with regular paid job before entering HE in %	17.4
Direct transition students with regular paid job before entering HE, in %	7.6
Delayed transition students with regular paid job before entering HE, in %	82.2
All students without labour market experience before entering HE in %	68.6
Females without labour market experience before entering HE in %	70.3
Males without labour market experience before entering HE in %	65.5

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:

Non-responses, by row: total 23/13/10/16/7.

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
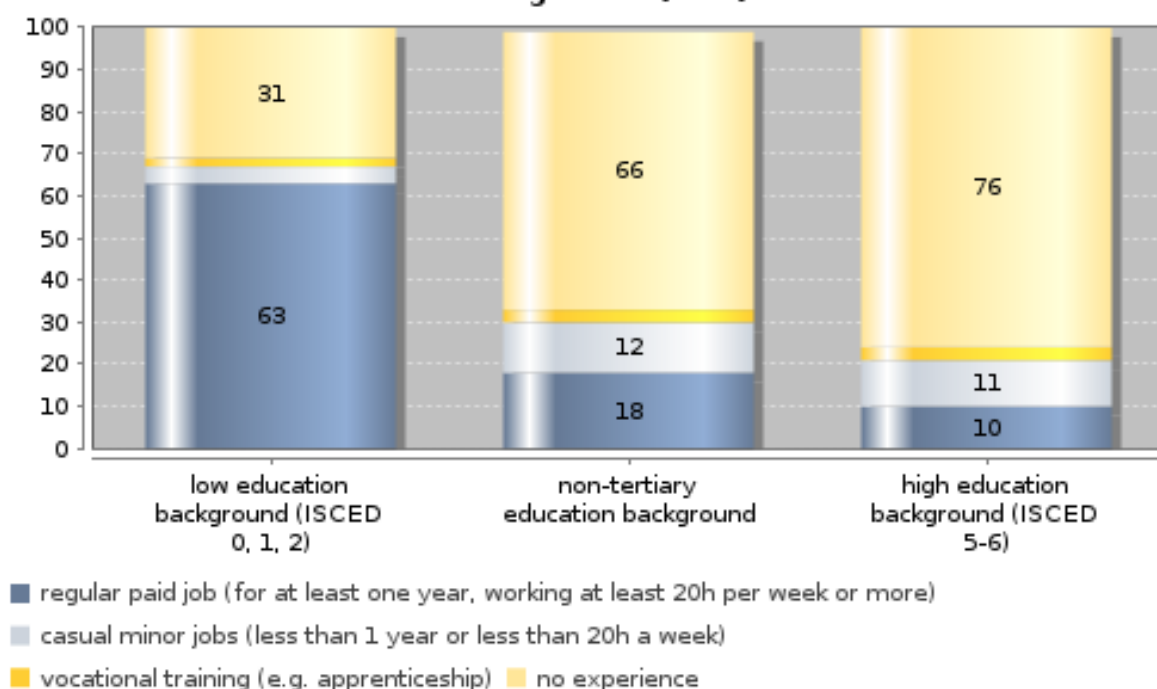
Key Indicators

Students without labour market experience and low education background (ISCED 0-2) in %	31.1
Students without labour market experience and high education background (ISCED 5-6) in %	75.9

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

details on missing data:

Non-responses: total 15; by row: 2/8/5.

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 %	9.7
BA students with interruption between entering HE and graduating from HE, in %	2.1
BA students without interruption, in %	87.0

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

- ...between graduating from secondary education and entering HE
- ...between entering HE and graduating from HE
- ...between graduating from HE and re-entering HE
- no interruption
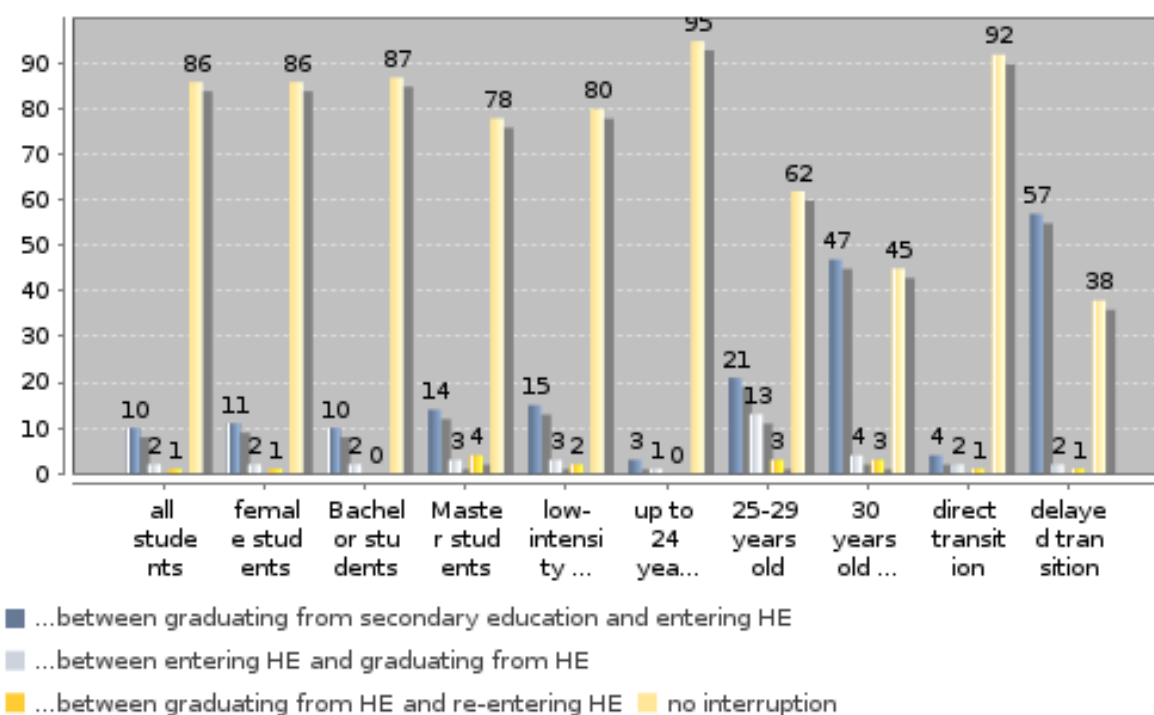
details on missing data:

Non-responses, by row: total 33 /18/15/28/5/4/21/2/10/24/9.

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	25.6
female students	27.0
male students	22.9
low education background (ISCED 0-2)	137.8

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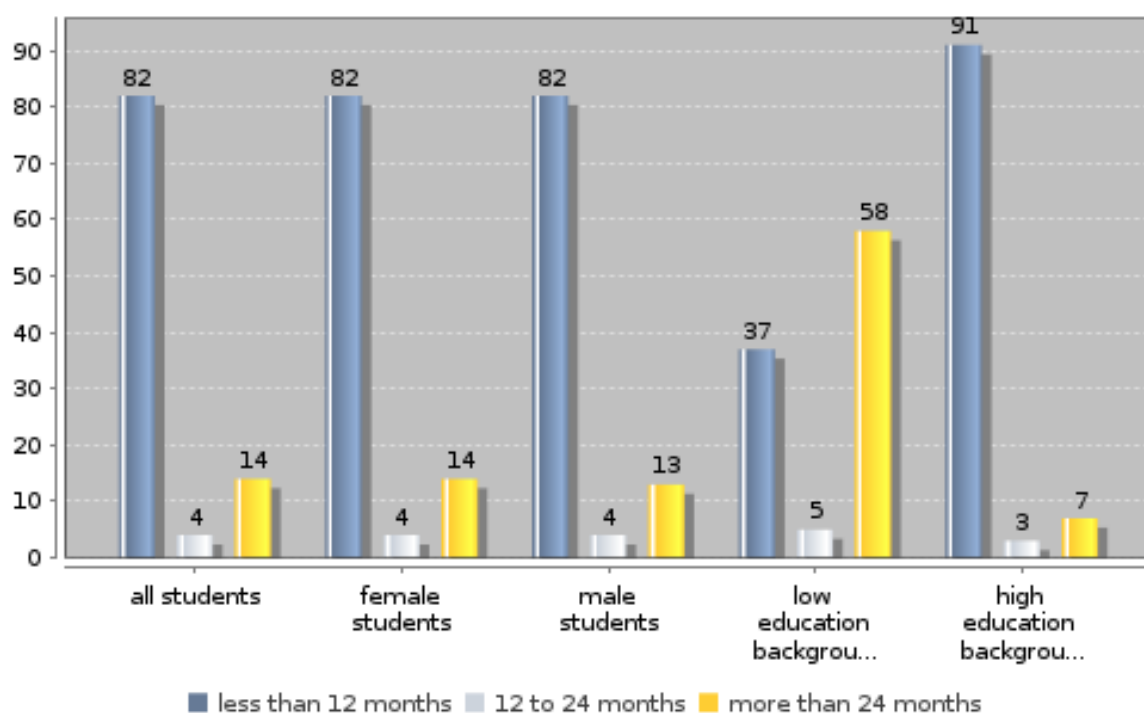
details on missing data:

methodical issues or considerations for data interpretation:

The period between high school graduation and entrance into university is: 3 months (for the pupils which graduate Bacalaureat exam in the first session) and 1 month (for the pupils which graduate Bacalaureat exam in the second session).

national interpretation of the results of the data analysis:

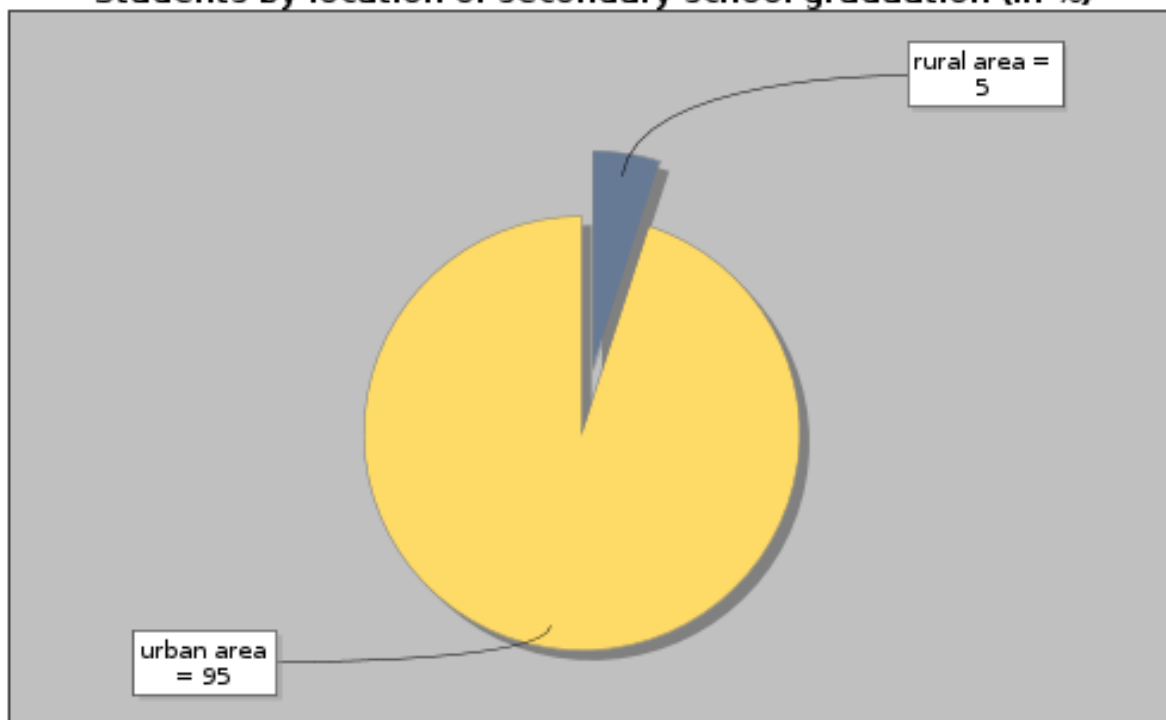## Topic: B. Access and entry to higher education

Subtopic 6: Location of graduation from secondary education

Key Indicators

Share of students who graduated from
secondary education in rural ares, in %   4.9

Students by location of secondary school graduation (in %)

rural area = 5

urban area = 95

details on missing data:

Non responses: total 136 (4.1%).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The total average population density by inhabitants per square kilometre in Romania is 90.9.

The high proportion of students who graduated from secondary education in urban is explained by the fact that 85% of the high school units are located in urban area.

At national level, the participation rates in tertiary education, for 2009/2010: 56,3% urban, 27,2% rural.

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

Key Indicators

All students studying for BA, in %	84.6
All students studying for MA, in %	15.4
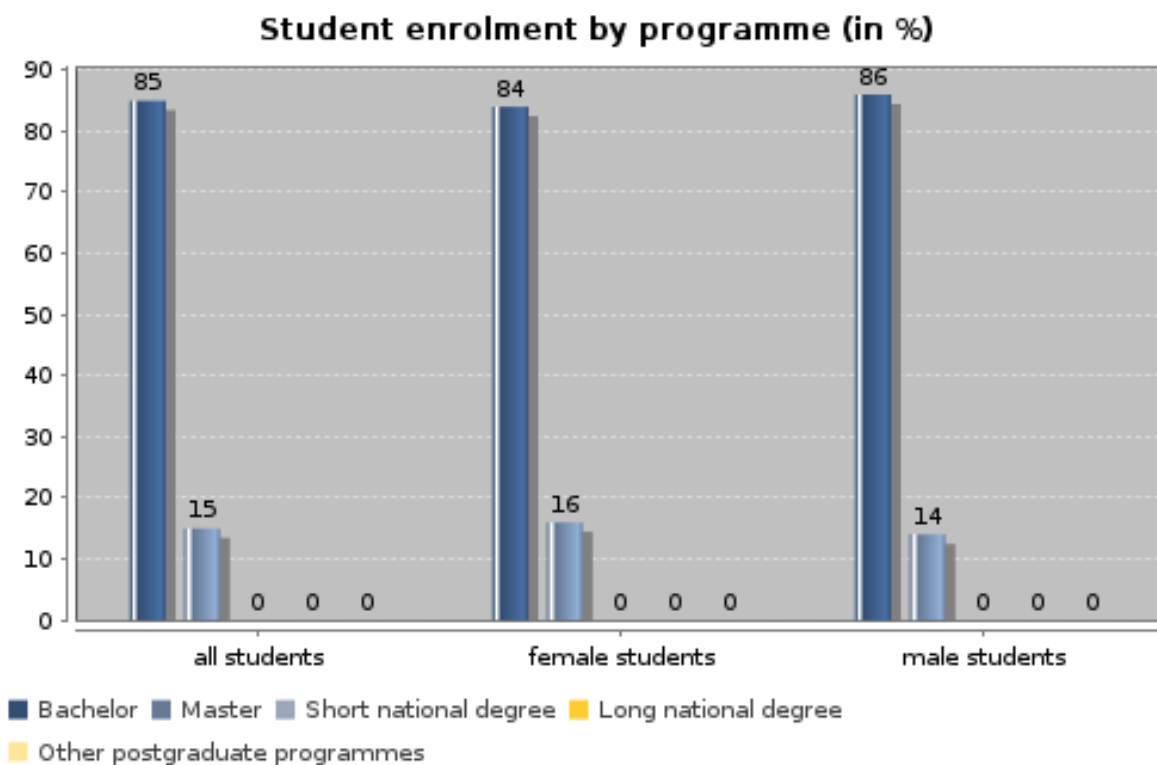
Student enrolment by programme (in %)

details on missing data:

methodical issues or considerations for data interpretation:

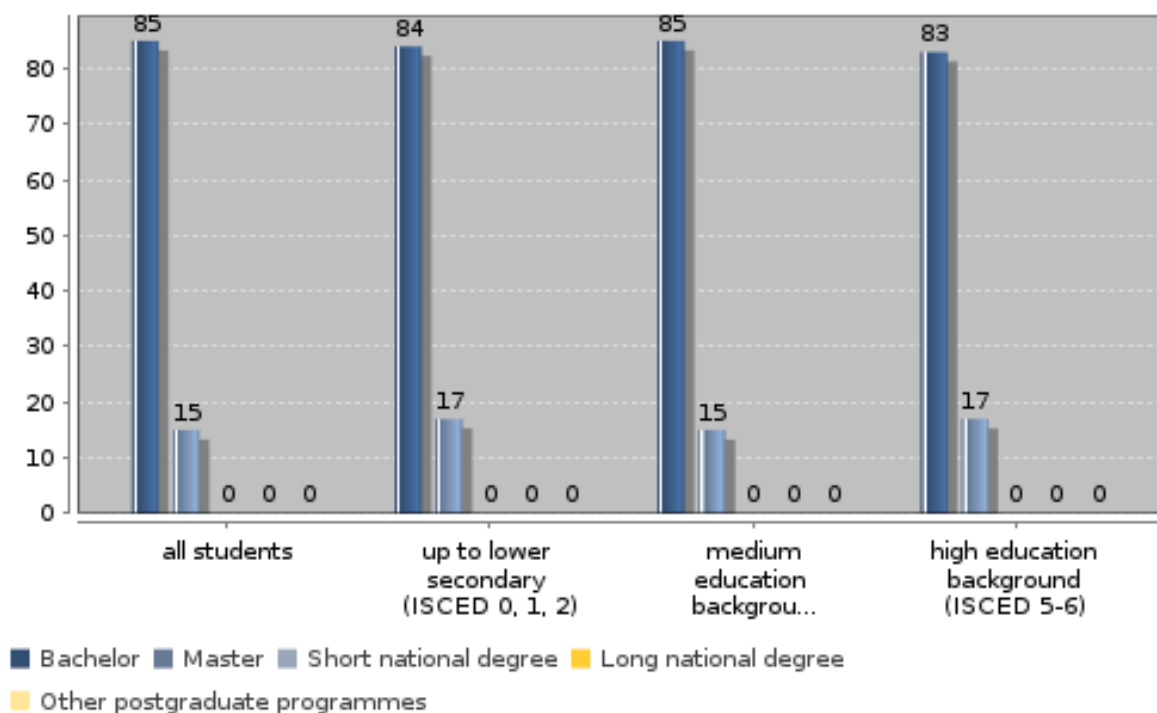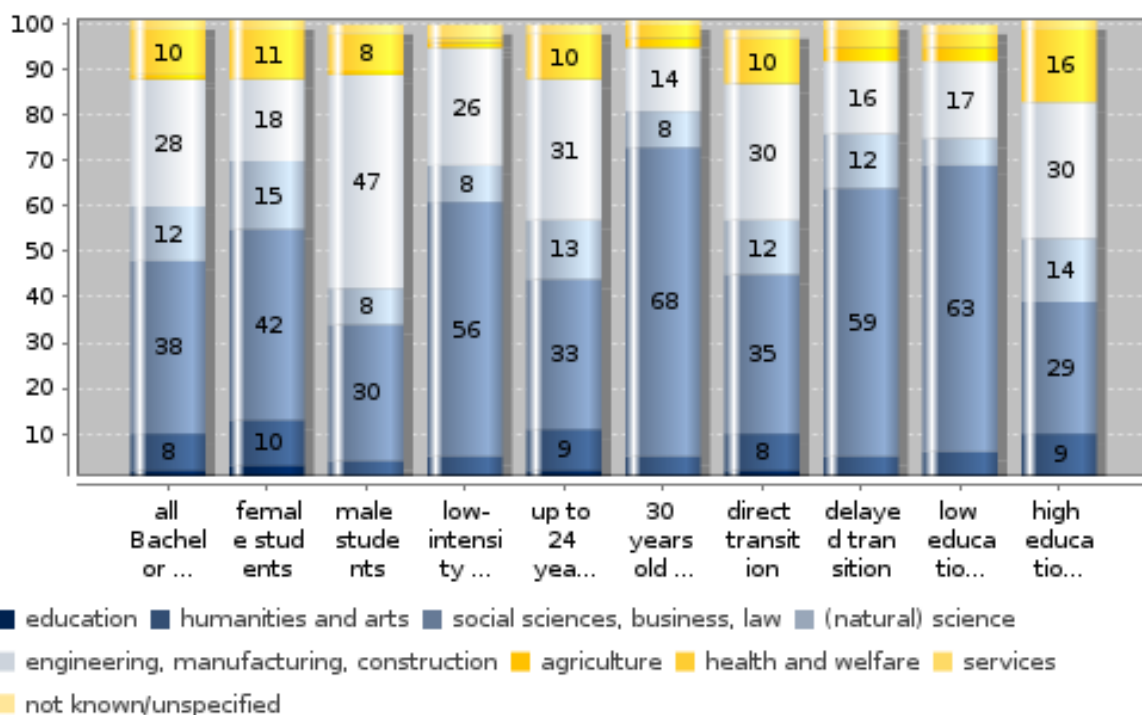**national interpretation of the results of the data analysis:**

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 %	83.5
Students with low education background (ISCED 0-2) studying for MA, in %	16.5
Students with high education background (ISCED 5-6) studying for BA, in %	82.8
Students with high education background (ISCED 5-6) studying for MA, in %	17.2

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 %	28.2
Students in humanities and arts among all BA students, in %	7.8
Students in social sciences, business and law among all BA students, in %	38.2
BA students from lowest education backgrounds in engineering disciplines, in %	16.8
BA students from lowest education backgrounds in humanities and arts, in %	5.0
BA students from lowest education backgrounds in social sciences, business and law, in %	63.4

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

details on missing data:

methodical issues or considerations for data interpretation:

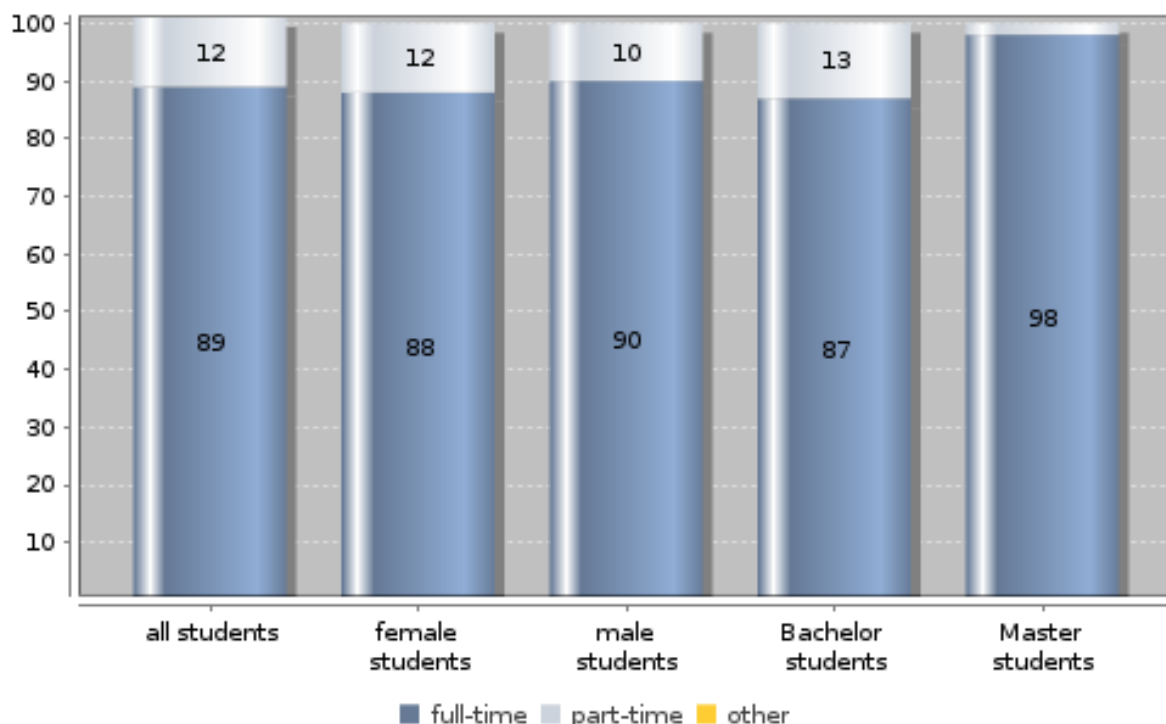**national interpretation of the results of the data analysis:**

Topic: B. Access and entry to higher education

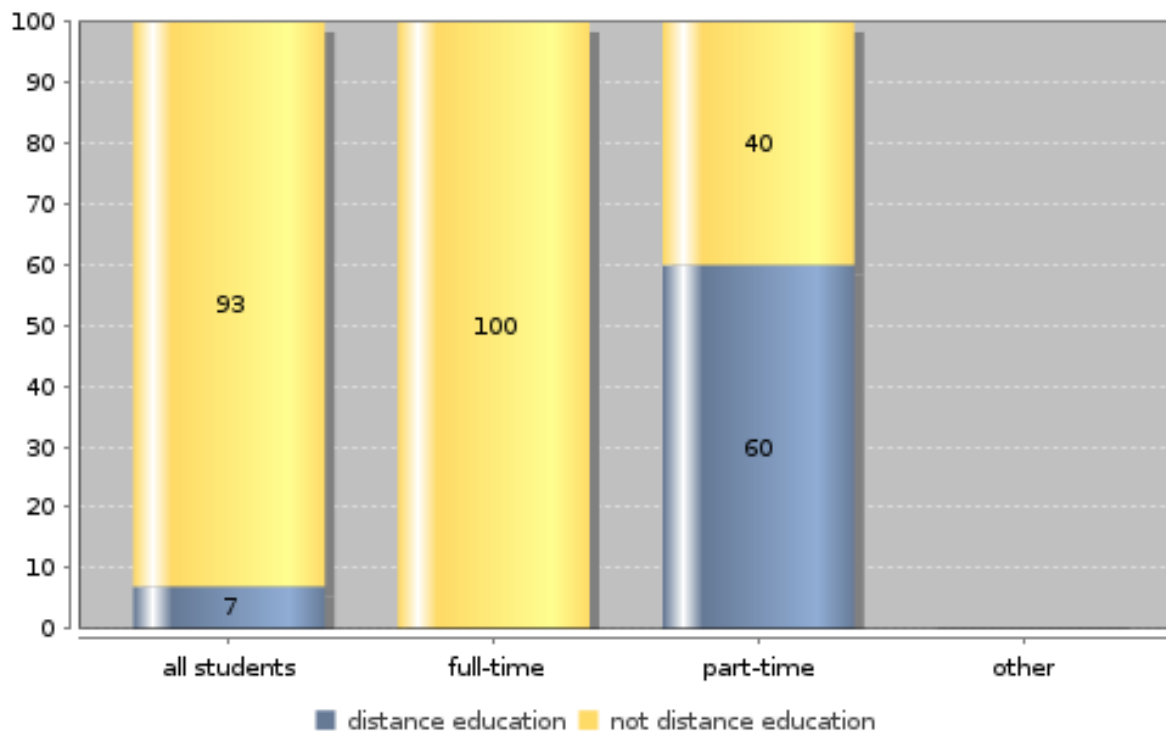## Subtopic 10: Formal status of enrolment

Key Indicators

Share of part-time students among all students, in %	11.5
Share of part-time students among BA students, in %	13.3
Share of part-time students among MA students, in %	1.8

Formal status of enrolment of students (in %)

	all students	female students	male students	Bachelor students	Master students
part-time	12	12	10	13	
full-time	89	88	90	87	98

Legend: ■ full-time ■ part-time ■ other

Formal status of enrolment and distance education (in %)

details on missing data:

methodical issues or considerations for data interpretation:

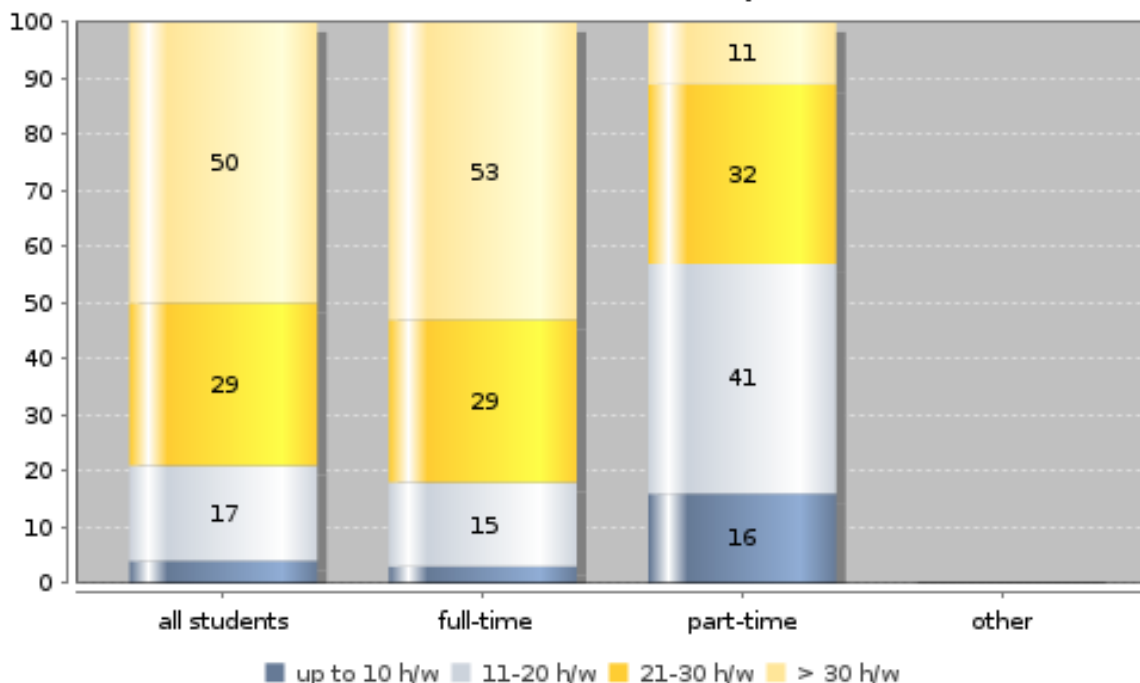national interpretation of the results of the data analysis:

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 %	21.1
Students with full-time status and study-related activities up to 20 hours per week, in %	18.2
Students with part-time status and study-related activities of 21 hours or more per week, in %	42.6

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

details on missing data:

Non responses: total 785; full-time 583; part-time 202.

methodical issues or considerations for data interpretation:

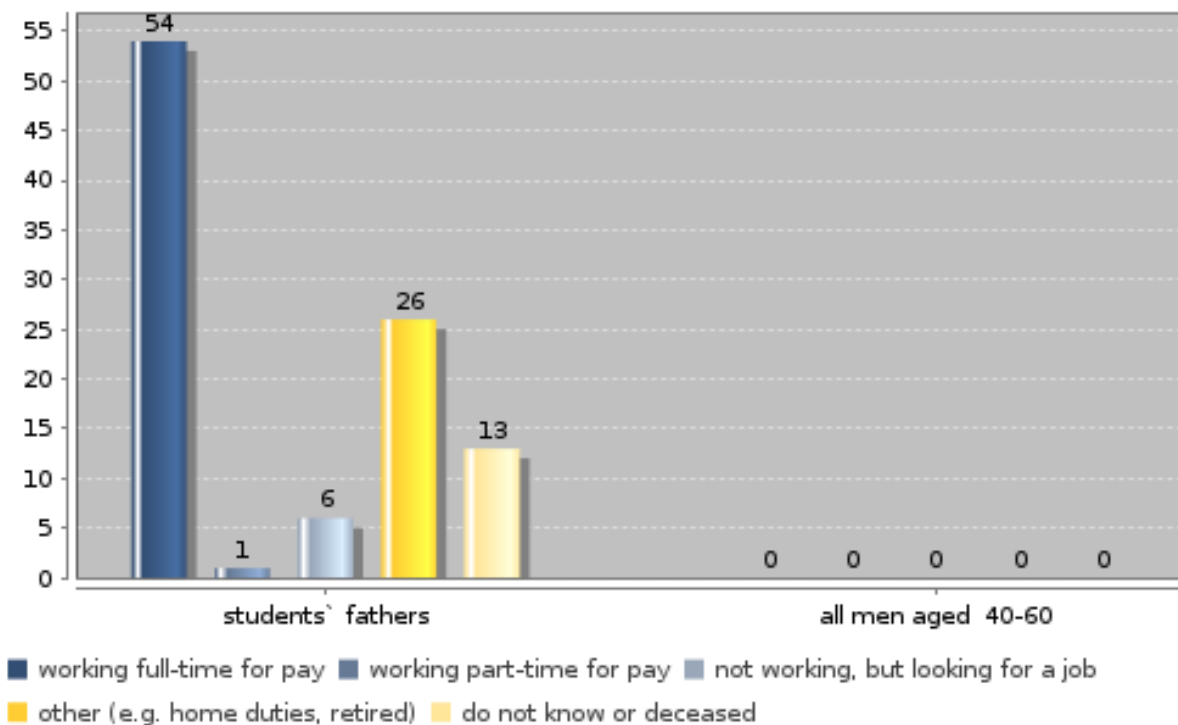**national interpretation of the results of the data analysis:**

Topic: C. Social background of student body

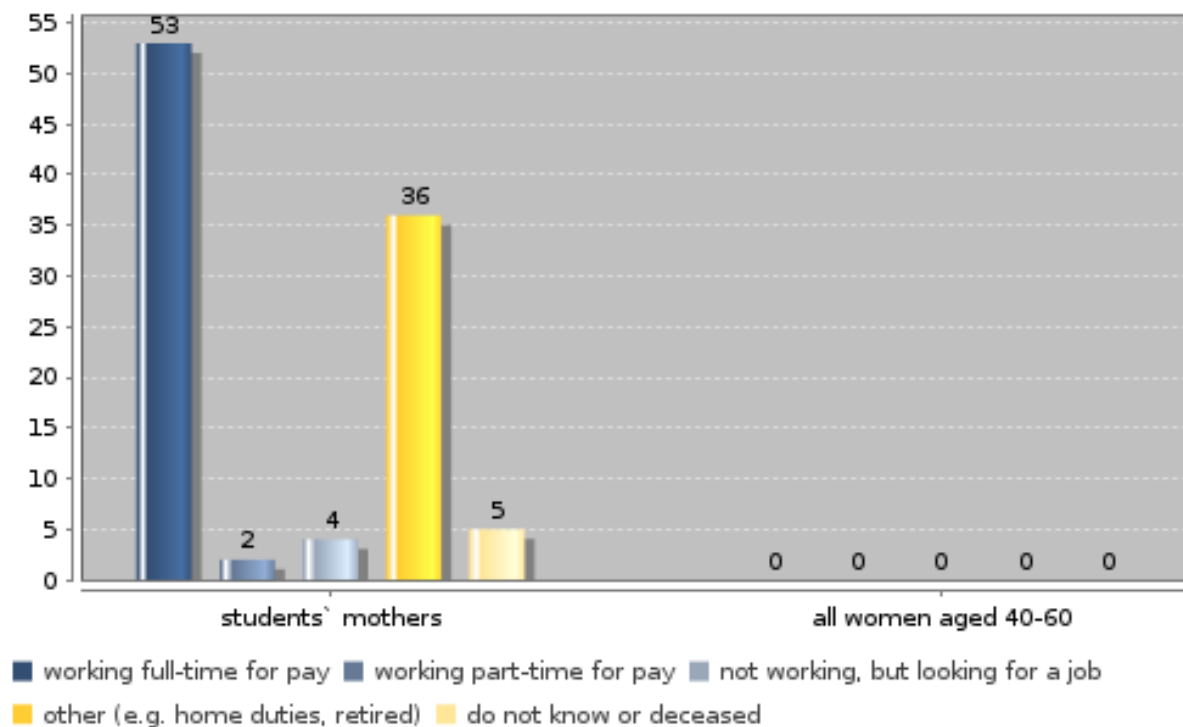## Subtopic 1: Labour force activity of students' parents

Key Indicators

Share of economically active students' fathers in %	55.2
Share of economically active students' mothers in %	55.2
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 %)

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

students' fathers: 54, 1, 6, 26, 13
all men aged 40-60: 0, 0, 0, 0, 0

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:

Non responses: 349 (10.5%) students' fathers, 343 (10,3%) students' mothers.

methodical issues or considerations for data interpretation:

n.d. = Not available data. The oficial Romanian statistics uses different age groups (15-24 years, 25-34 years, 35-44 years, 45-54 years, 55-64 years etc.)

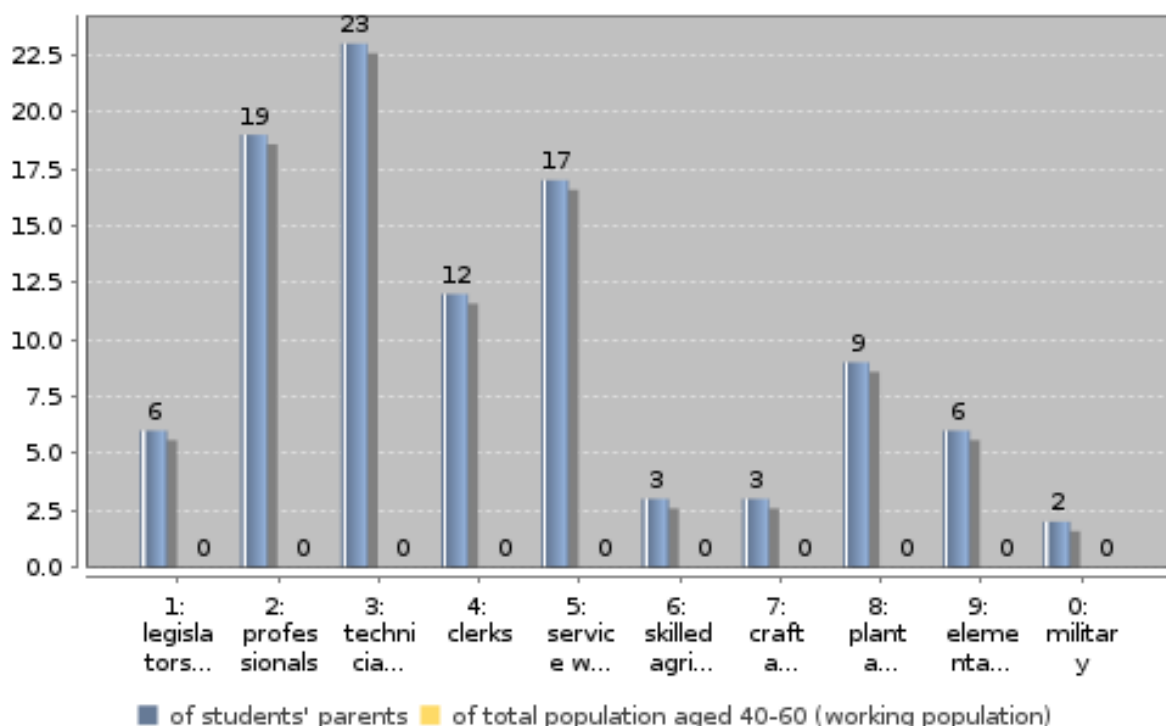**national interpretation of the results of the data analysis:**

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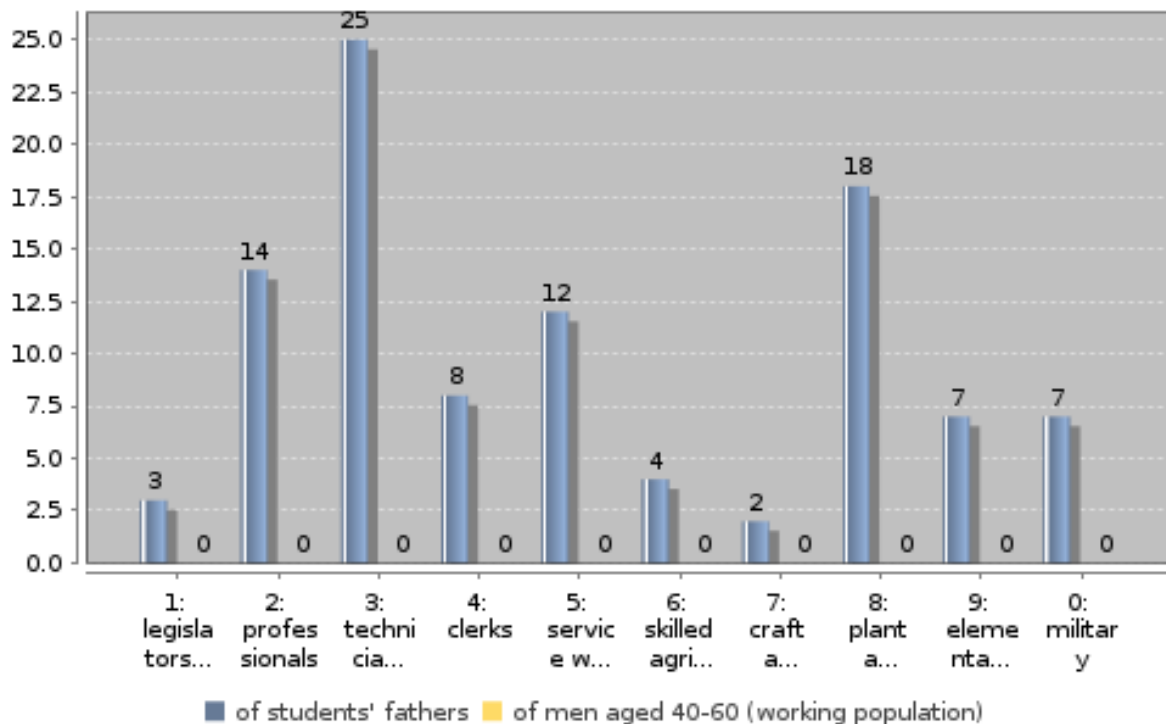
Subtopic 2: Occupational status of students' parents

Key Indicators

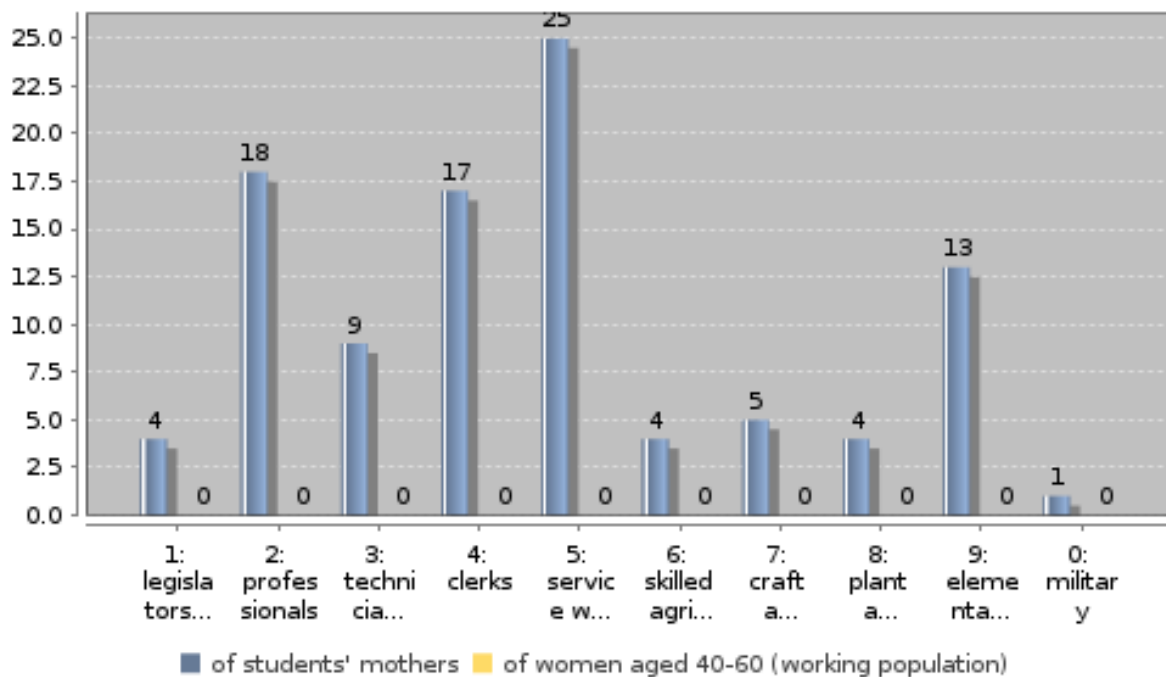|	
Students' parents with blue-collar occupation in%	21.5
Students' fathers with blue-collar occupation in %	31.2
Students' mothers with blue-collar occupation in %	25.9
Ratio of students' fathers with blue-collar occupation to counterparts in working population	Ratio of students' mothers with blue-collar occupation to counterparts in working poulation

Occupational status of students' parents (in %)

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

Occupational status of students' fathers (in %)

Values of students' fathers bars:
- 1: legislators... : 3
- 2: professionals : 14
- 3: technicia... : 25
- 4: clerks : 8
- 5: service w... : 12
- 6: skilled agri... : 4
- 7: craft a... : 2
- 8: plant a... : 18
- 9: elementa... : 7
- 0: military : 7

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

Occupational status of students' mothers (in %)

Values of students' mothers bars:
- 1: legislators... : 4
- 2: professionals : 18
- 3: technicia... : 9
- 4: clerks : 17
- 5: service w... : 25
- 6: skilled agri... : 4
- 7: craft a... : 5
- 8: plant a... : 4
- 9: elementa... : 13
- 0: military : 1

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

details on missing data:
Non-responses = 527. I dont' know = 220.
methodical issues or considerations for data interpretation:

n.d. = Not available data. The oficial Romanian statistics uses different age groups (15-24 years, 25-34 years, 35-44 years, 45-54 years, 55-64 years etc.)

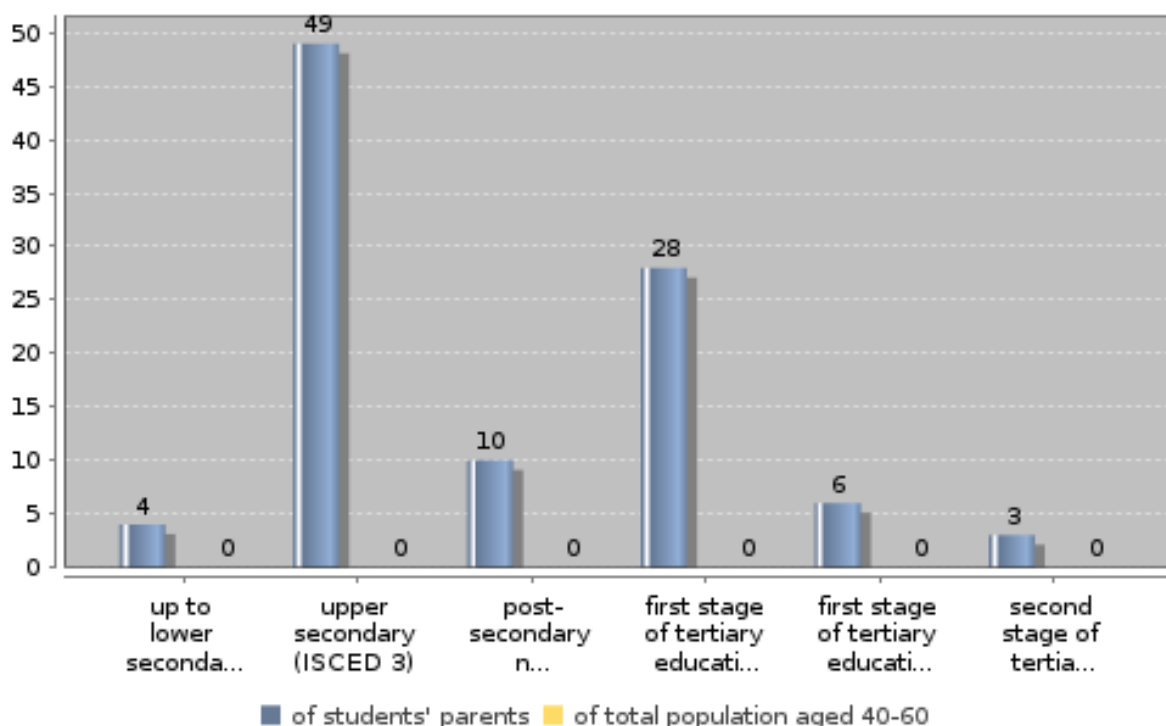**national interpretation of the results of the data analysis:**

Topic: C. Social background of student body

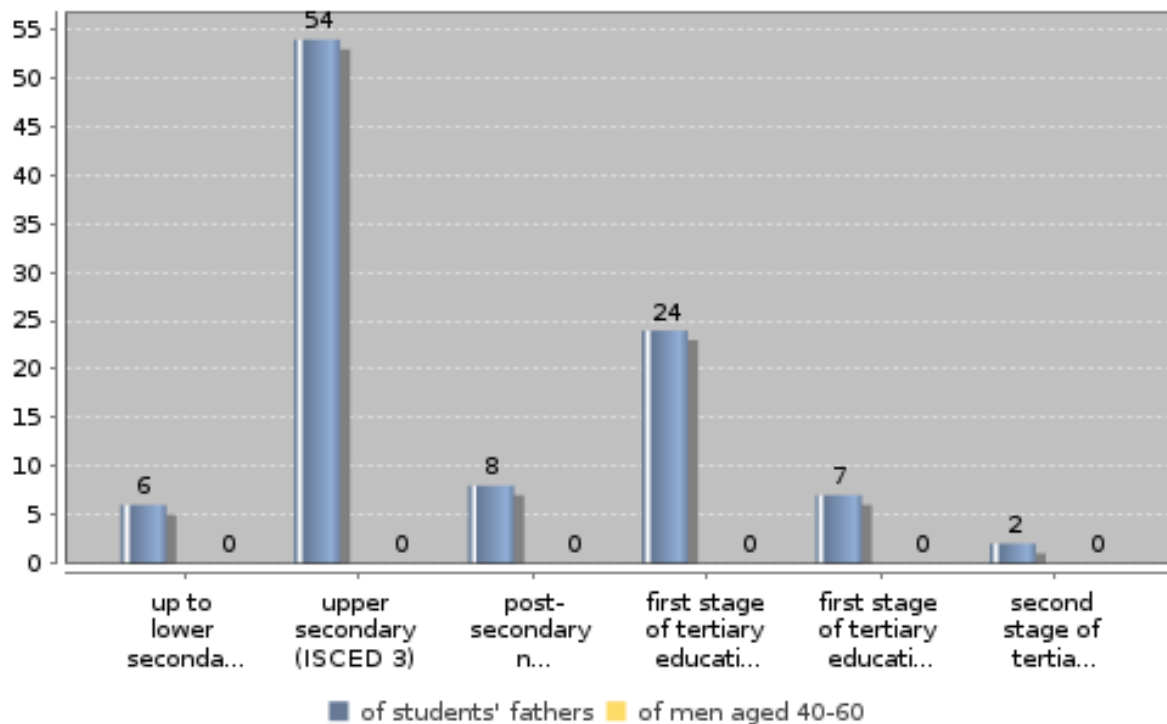## Subtopic 3: Highest educational attainment of students' parents

Key Indicators

Students' parents without tertiary education (not ISCED 5-6) in %	62.7
Students' fathers without tertiary education (not ISCED 5-6) in %	67.9
Students' mothers without tertiary education (not ISCED 5-6) in %	72.9

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 %)

Legend: ■ of students' parents ■ of total population aged 40-60

Highest educational qualification of students' fathers (in %)

Bar chart values (of students' fathers):
- up to lower seconda...: 6 / 0
- upper secondary (ISCED 3): 54 / 0
- post-secondary n...: 8 / 0
- first stage of tertiary educati...: 24 / 0
- first stage of tertiary educati...: 7 / 0
- second stage of tertia...: 2 / 0

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

Highest educational qualification of students' mothers (in %)

Bar chart values (of students' mothers):
- up to lower seconda...: 9 / 0
- upper secondary (ISCED 3): 54 / 0
- post-secondary n...: 10 / 0
- first stage of tertiary educati...: 21 / 0
- first stage of tertiary educati...: 5 / 0
- second stage of tertia...: 1 / 0

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

details on missing data:
Non responses: 360 of all students' parents, 410 of students' fathers, 381 of students' mothers.
methodical issues or considerations for data interpretation:

n.d. = Not available data. The oficial Romanian statistics uses different age groups (15-24 years, 25-34 years, 35-44 years, 45-54 years, 55-64 years etc.)

national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

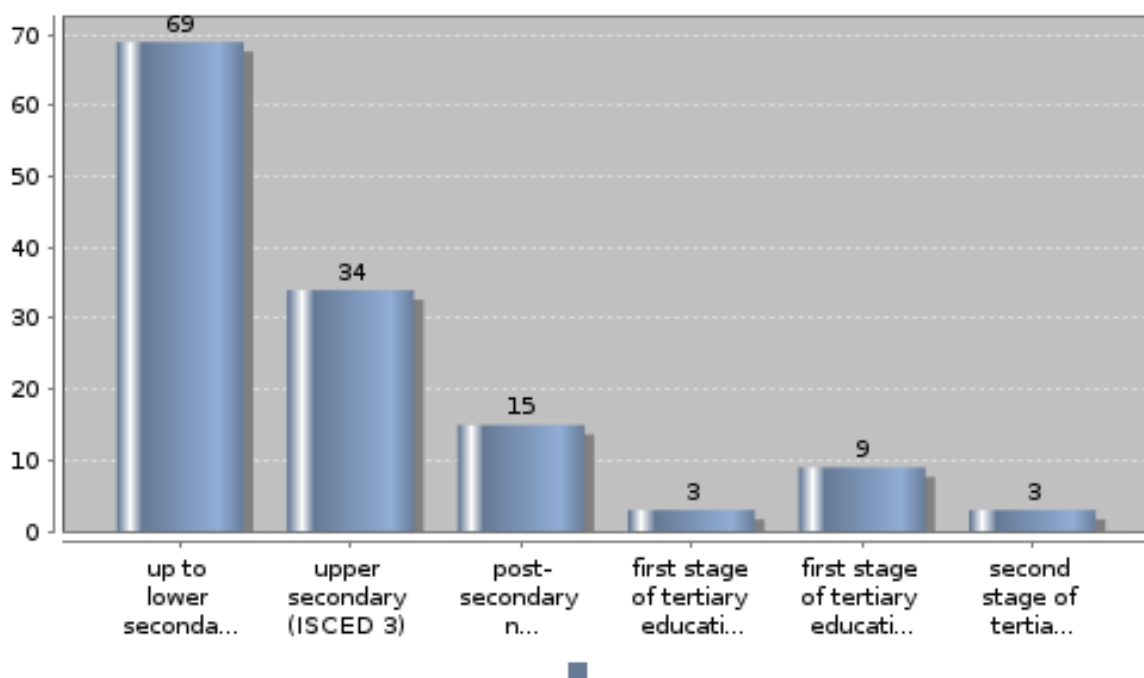**Key Indicators**

Students' parents with blue collar status and ..

without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %   91.7

with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %   10.8

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

details on missing data:

Non responses: 747 total; 34 ISCED2; 233 ISCED3; 41 ISCED4; 68 ISCED5B; 16 ISCED5A; 6 ISCED6.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: C. Social background of student body

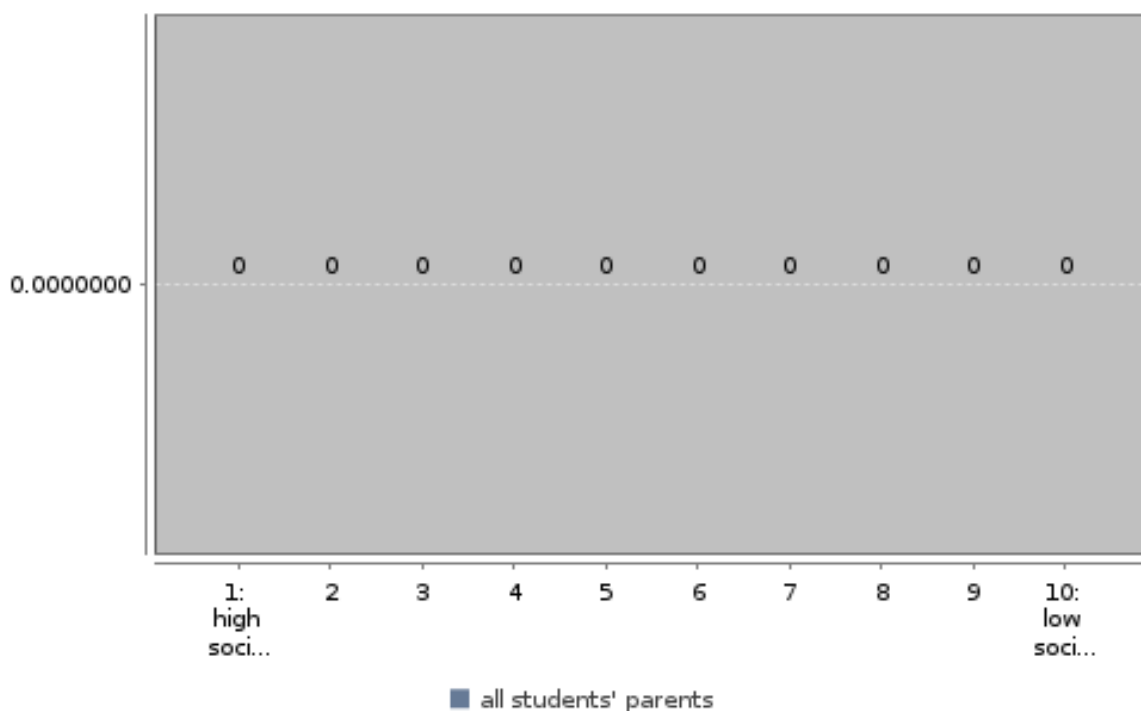## Subtopic 5: Highest educational attainment of students' parents by characteristics of students

Key Indicators

Share of all students' parents without tertiary education (ISCED 5-6), in %	62.7
Share of BA students' parents without tertiary education (ISCED 5-6), in %	63.2
Share of MA students' parents without tertiary education (ISCED 5-6), in %	59.4
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	52.3
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	78.7
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	81.0

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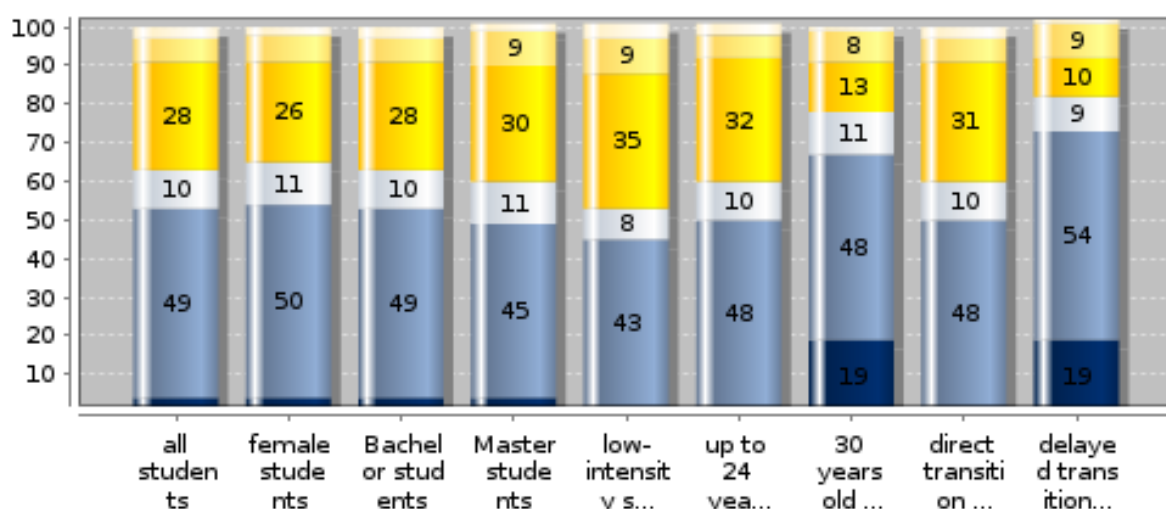
Legend:
- up to lower secondary (ISCED 0, 1, 2)
- upper secondary (ISCED 3)
- post-secondary non-tertiary (ISCED 4)
- first stage of tertiary education (ISCED 5B, vocational)
- first stage of tertiary education (ISCED 5A, academic)
- second stage of tertiary education (ISCED 6)

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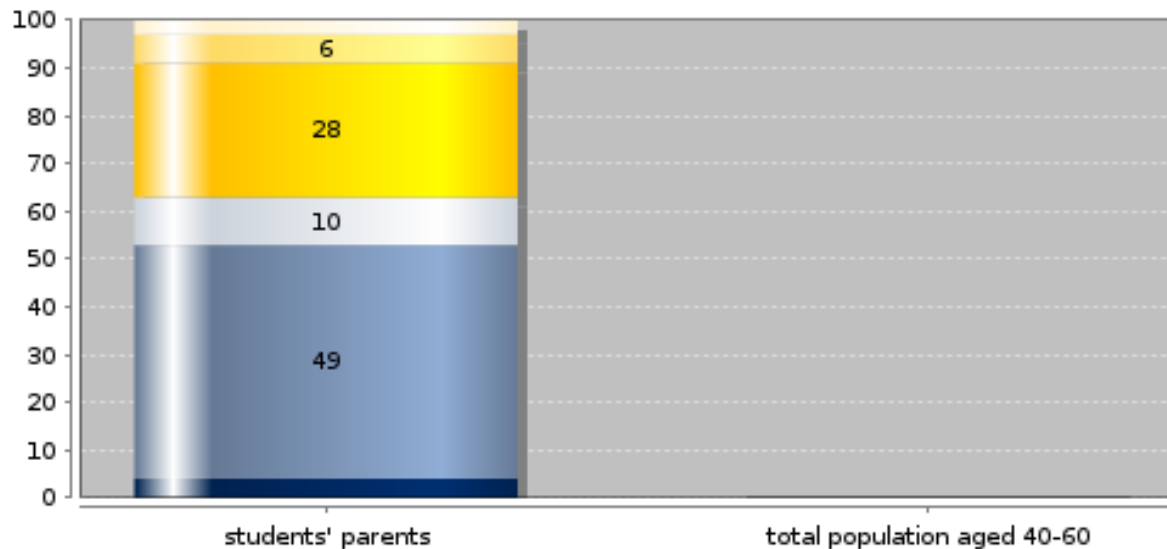
Legend:
- ■ up to lower secondary (ISCED 0, 1, 2) ■ upper secondary (ISCED 3)
- ☐ post-secondary non-tertiary (ISCED 4) ■ first stage of tertiary education (ISCED 5B, vocational)
- ☐ first stage of tertiary education (ISCED 5A, academic)
- ☐ second stage of tertiary education (ISCED 6)

details on missing data:

Non responses Tabel 1: 360 total.

Non responses Tabel 2: 317 total.

methodical issues or considerations for data interpretation:

n.d. = Not available data. The oficial Romanian statistics uses different age groups (15-24 years, 25-34 years, 35-44 years, 45-54 years, 55-64 years etc.)

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 %)

0	0	0	0	0	0	0	0	0	0

0.0000000

1: high soci...   2   3   4   5   6   7   8   9   10: low soci...

■ all students' parents

details on missing data:

The students did not answer at this item.

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 %)
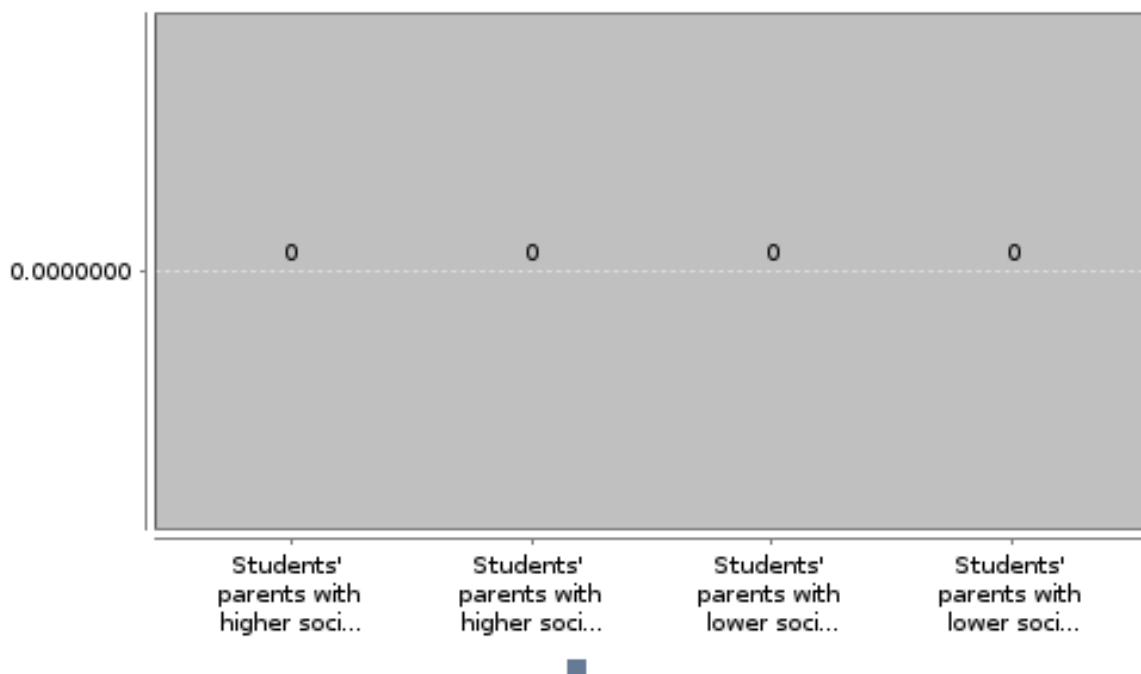
0	0	0	0

0.0000000

Students' parents with higher soci...

Students' parents with higher soci...

Students' parents with lower soci...

Students' parents with lower soci...

details on missing data:

The students did not answer at this item.

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

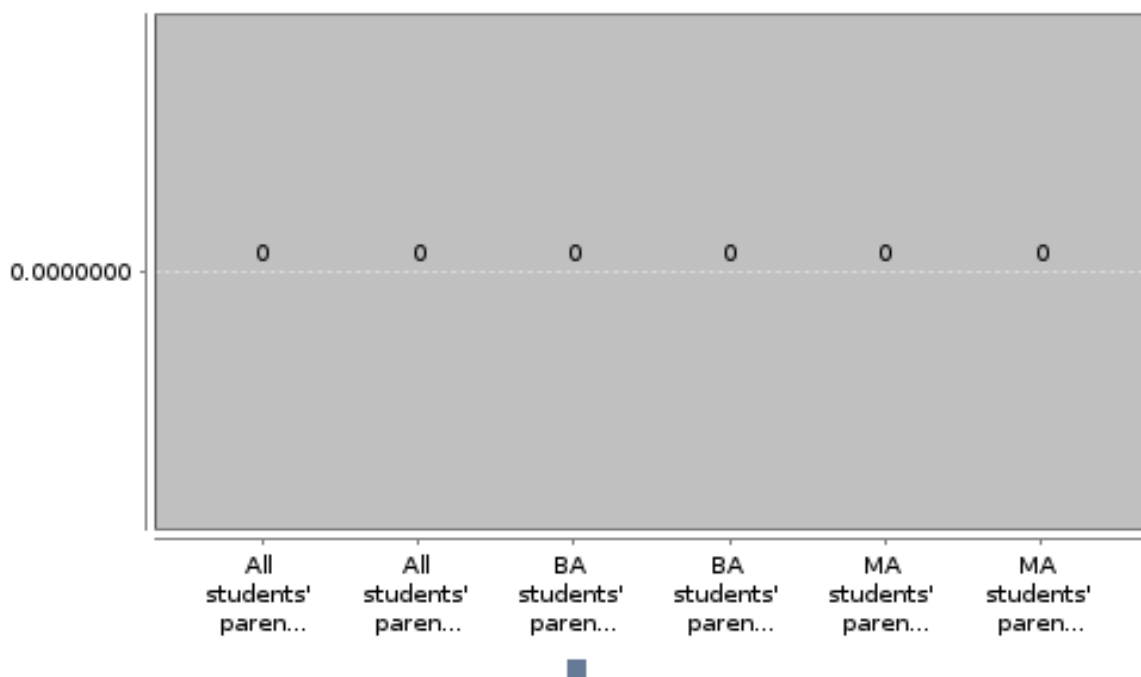**Key Indicators**

All students' parents with higher social standing (1-5), in %	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 %)

	All students' paren...	All students' paren...	BA students' paren...	BA students' paren...	MA students' paren...	MA students' paren...
0.0000000	0	0	0	0	0	0

details on missing data:

The students did not answer at this item.

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 %

40.0

Share of all students not living with parents, in %

60.0

Share of all students living in student halls, in %

23.1

Share of students up to 24 years old living in the most frequent type of housing, in %
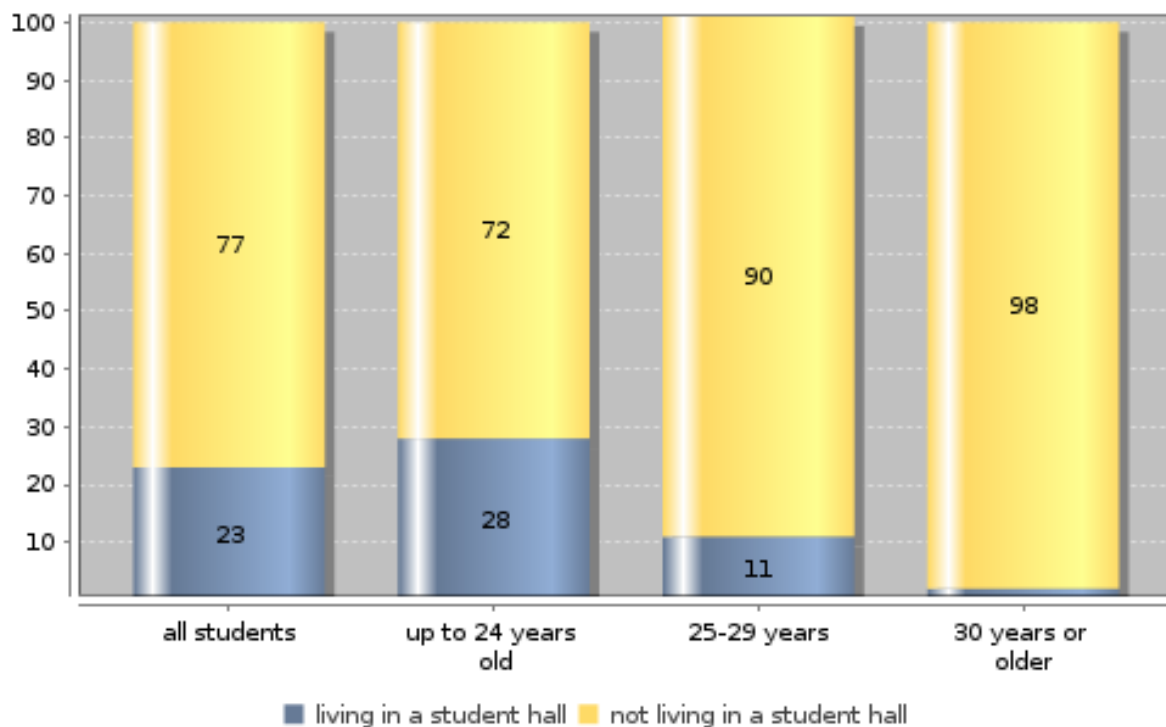
1.0

0.0

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

3.0

Form of housing by age (in %)
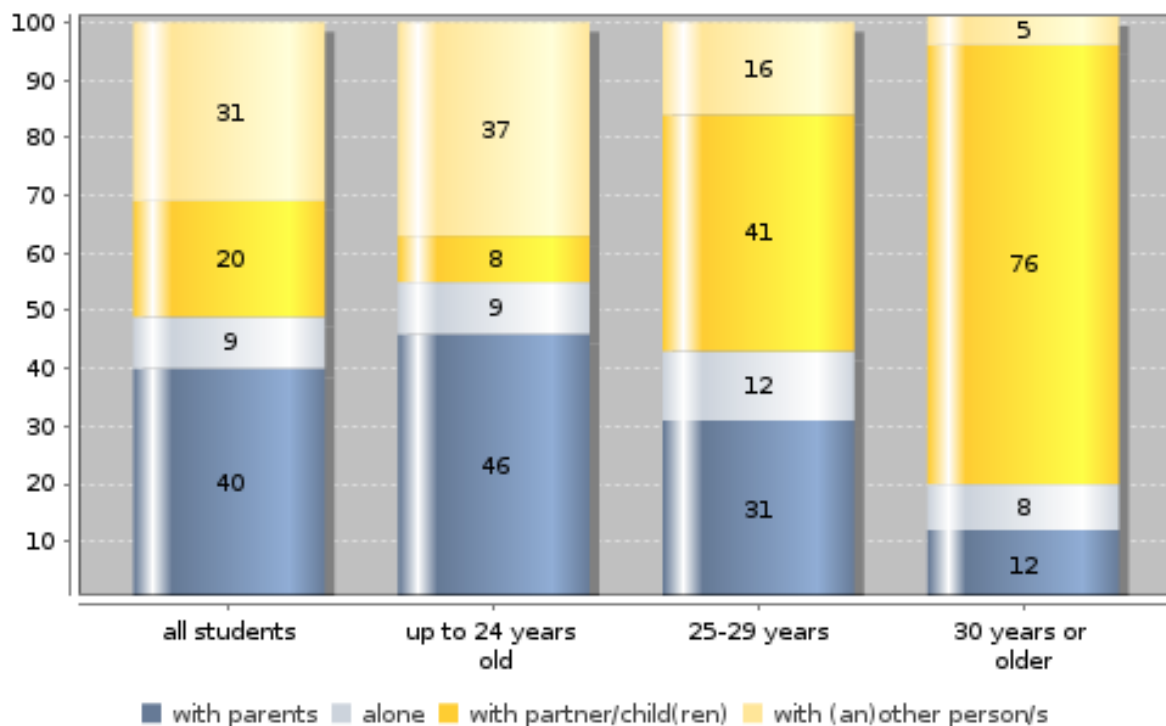
Students living in a student hall (in %)

	all students	up to 24 years old	25-29 years	30 years or older
living in a student hall	23	28	11	
not living in a student hall	77	72	90	98

details on missing data:

methodical issues or considerations for data interpretation:

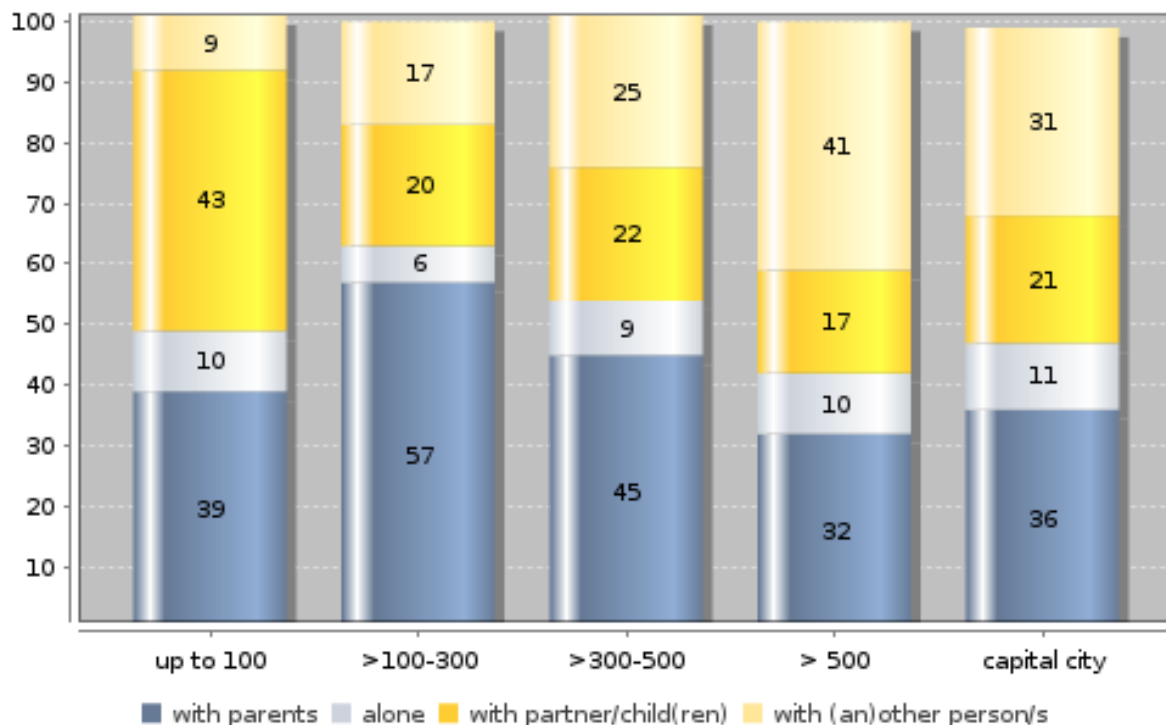**national interpretation of the results of the data analysis:**

Topic: D. Accommodation

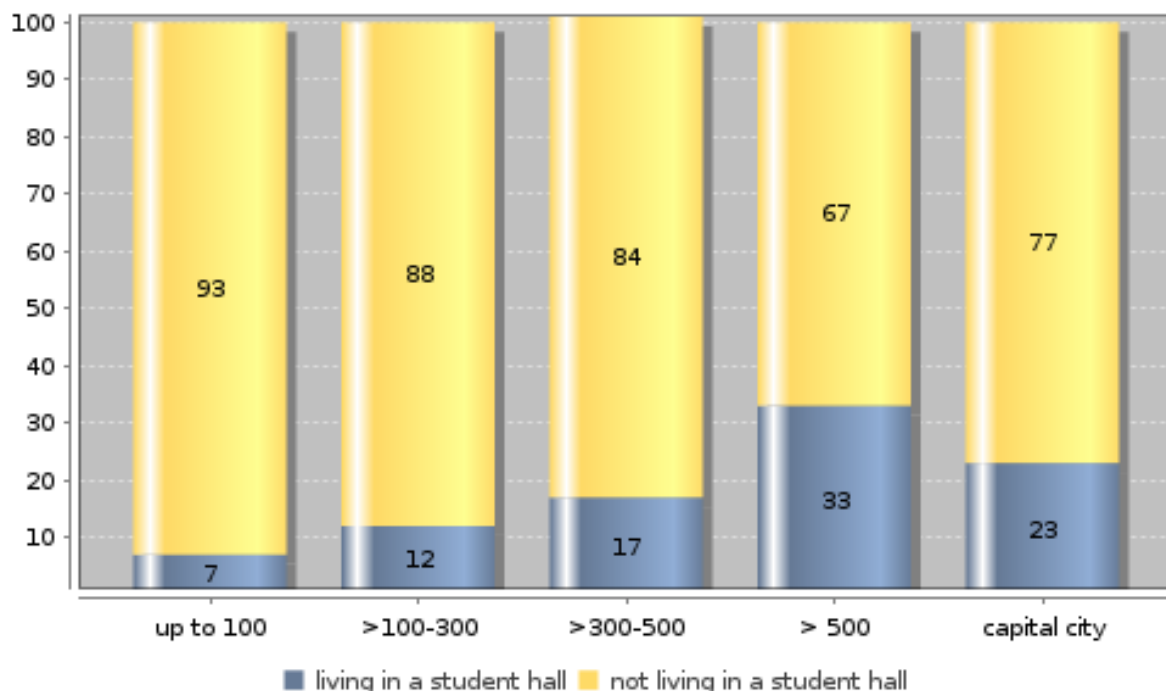## Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	40.8
Share of all Bachelor students living in student halls, in %	24.5
Share of all Master students living with parents, in %	35.6
Share of all Master students living in student halls, in %	15.4

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

Legend: with parents | alone | with partner/child(ren) | with (an)other person/s
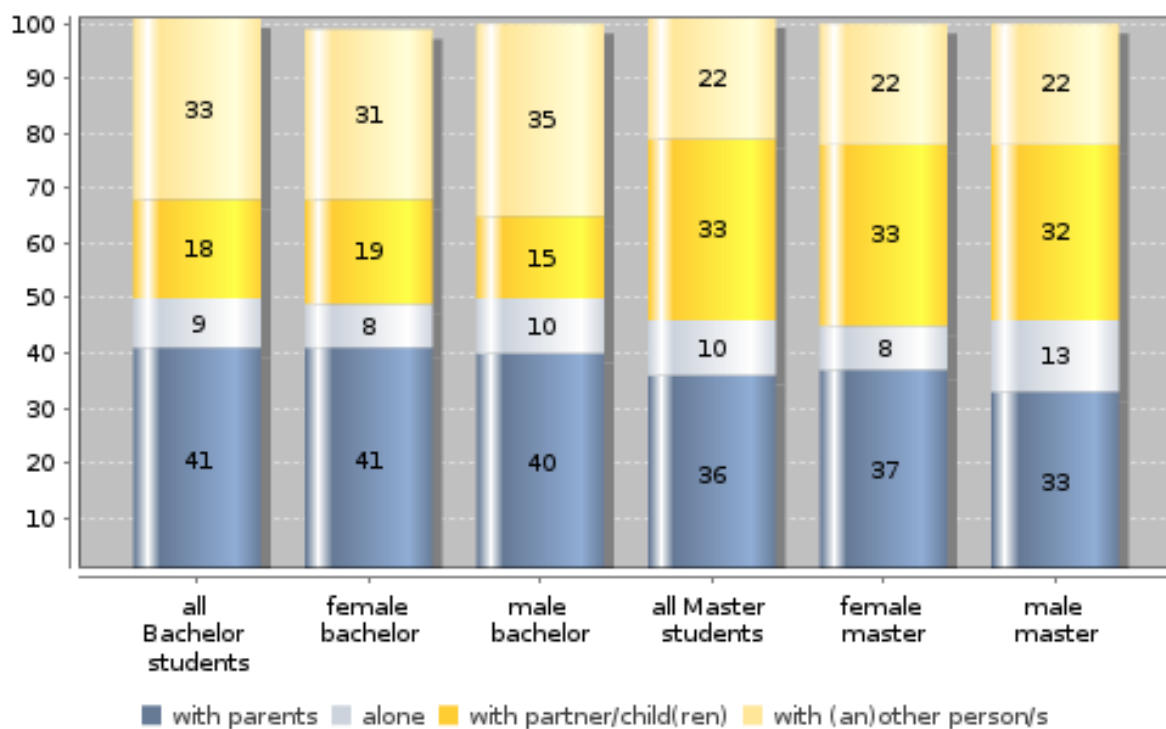
Bachelor and Master students living in a student hall by gender (in %)
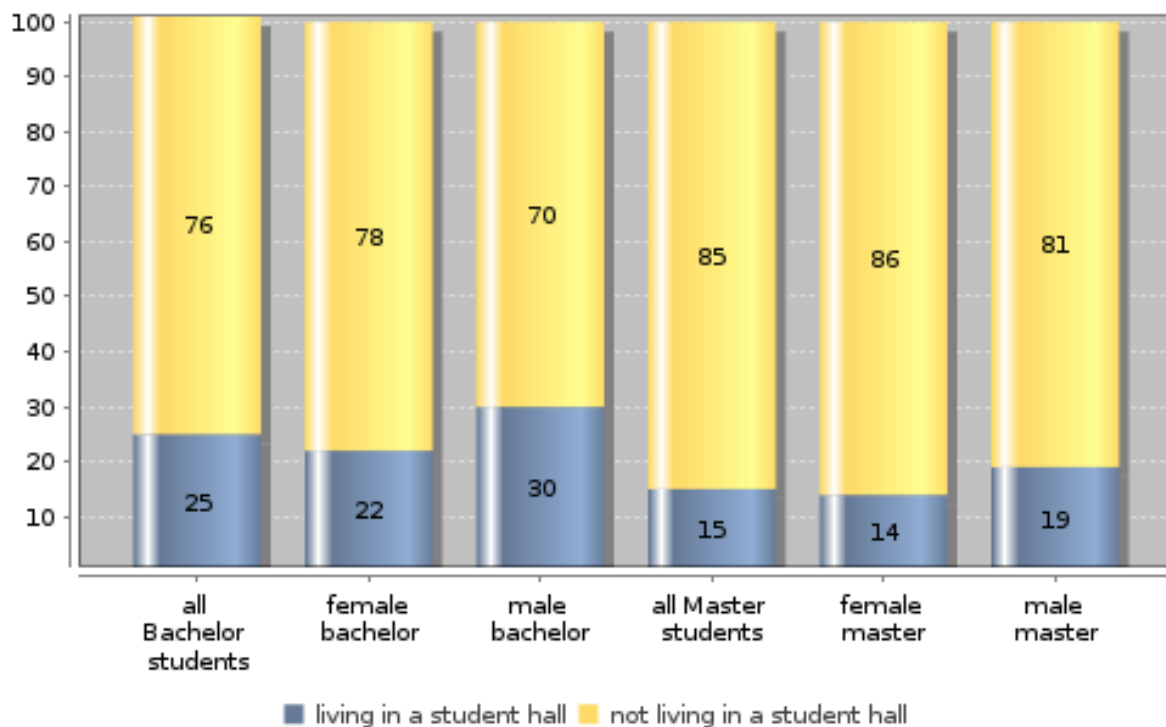
details on missing data:

methodical issues or considerations for data interpretation:

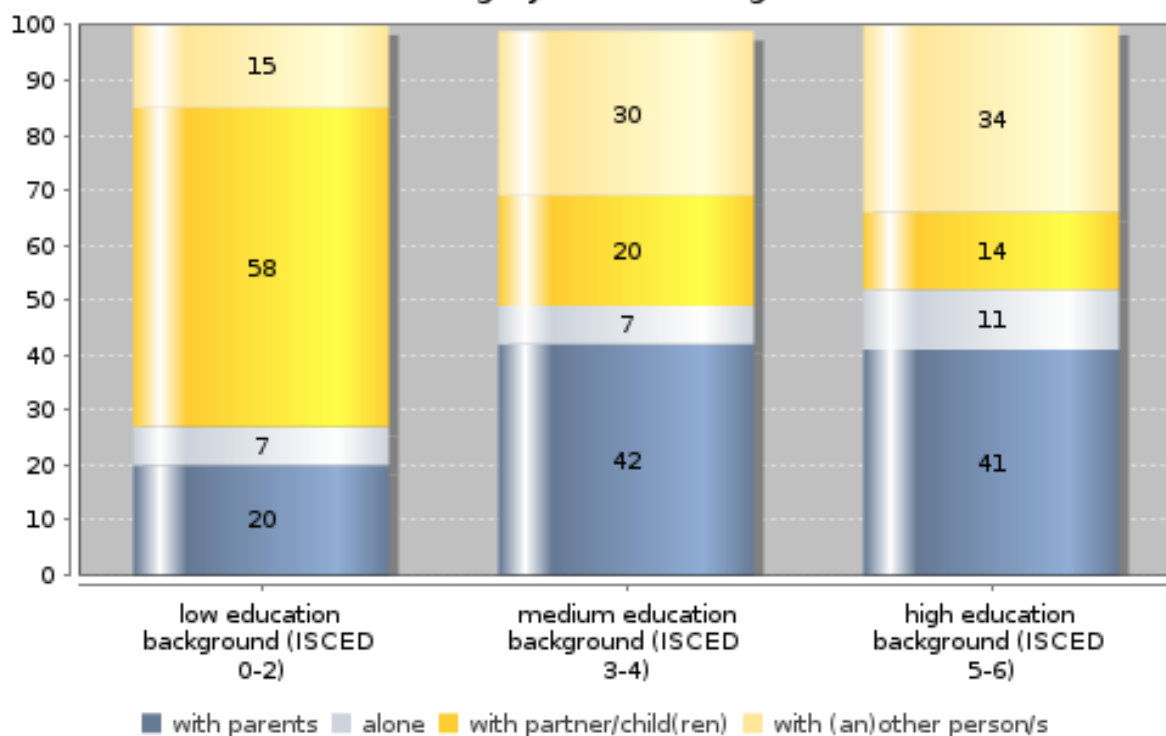national interpretation of the results of the data analysis:
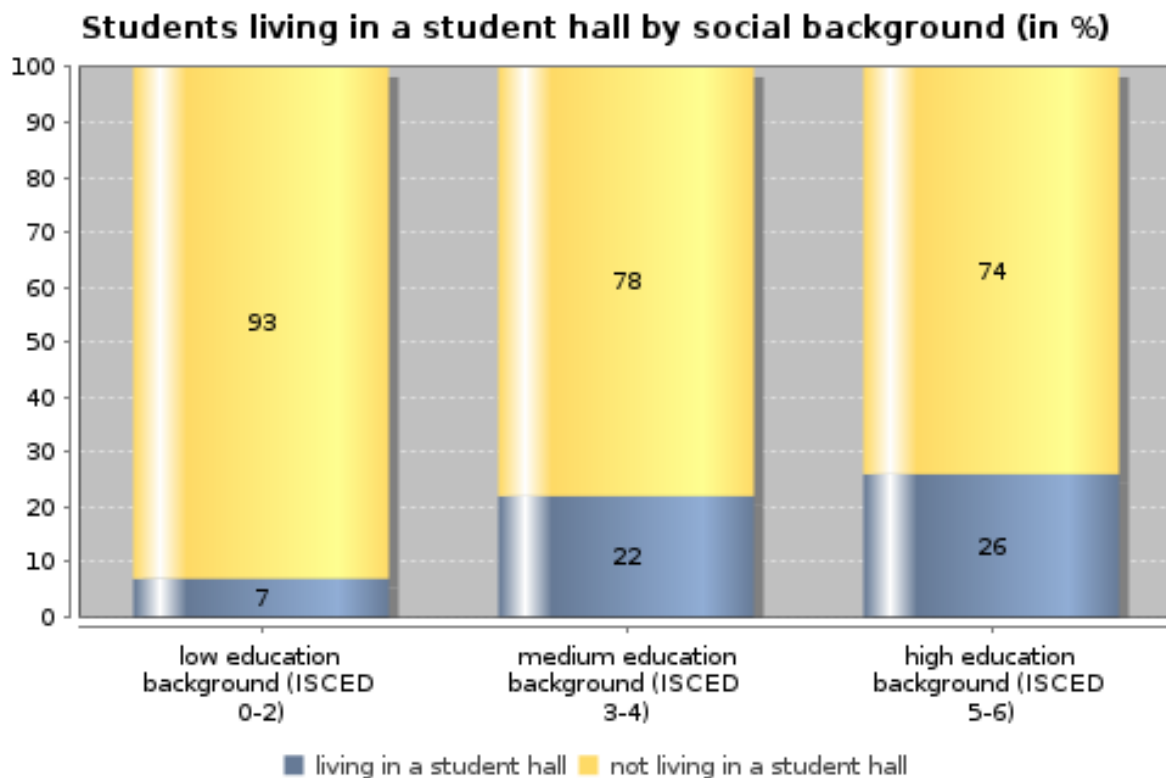
Topic: D. Accommodation

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	1.6
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	0.7
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	1.2
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	2.1
Ratio of students living (not with parents)/(with parents) in capital city	1.8

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

Legend: ■ 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	93	88	84	67	77
living in a student hall	7	12	17	33	23

■ 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 %)
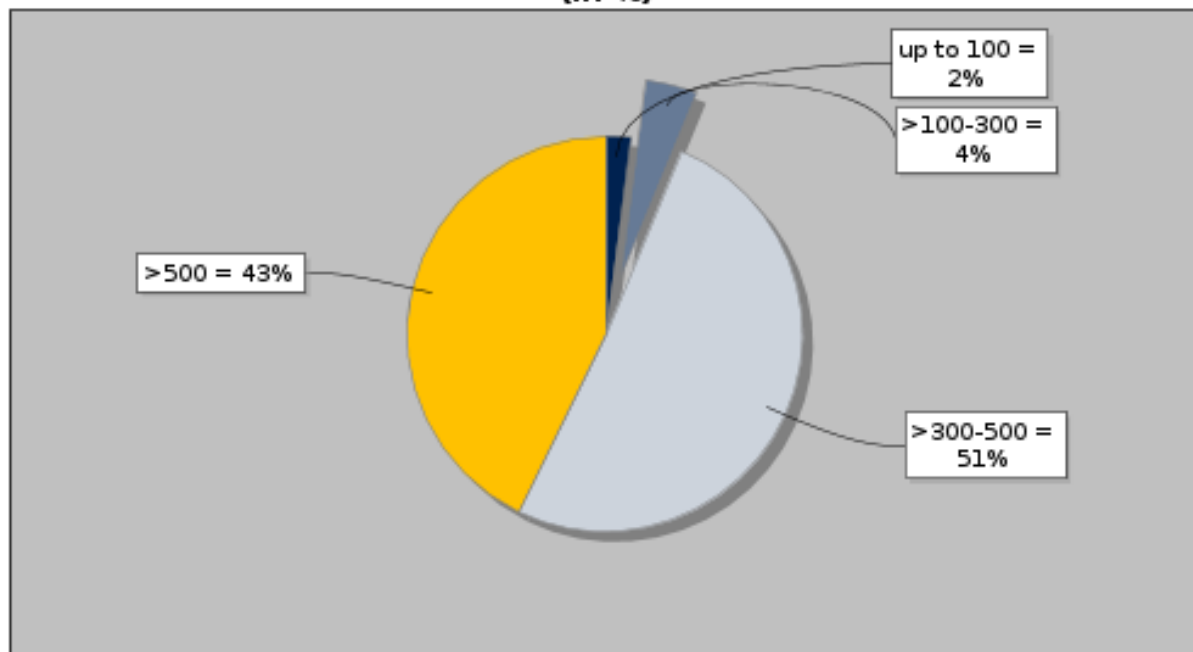
up to 100 = 2%
>100-300 = 4%
>500 = 43%
>300-500 = 51%

details on missing data:

methodical issues or considerations for data interpretation:

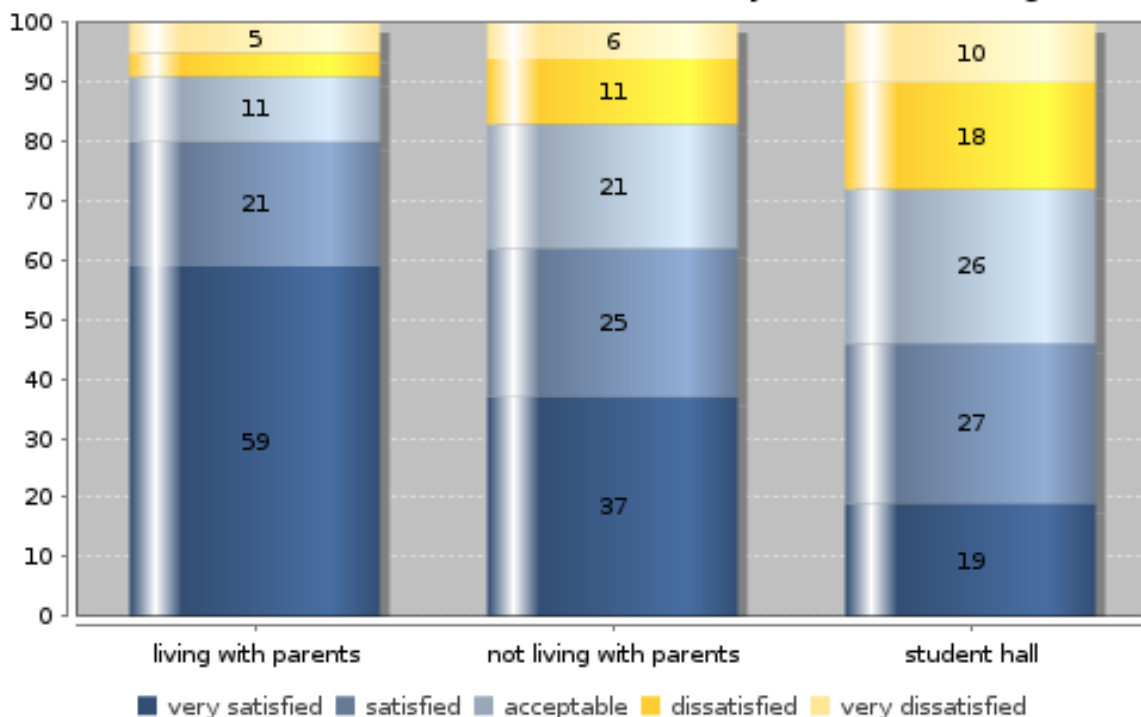**national interpretation of the results of the data analysis:**

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 %	19.8
Share of all students from low education background (ISCED 0-2) living in student halls, in %	7.4
Share of all students from high education background (ISCED 5-6) living with parents, in %	40.8
Share of all students from high education background (ISCED 5-6) living in student halls, in %	26.1

Form of housing by social background (in %)

Students living in a student hall by social background (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:

Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators

Students living with parents, who are (very) satisfied in %:	80.6
Students not living with parents, who are (very) satisfied in %:	62.5
Students residing in student halls, who are (very) satisfied in %:	45.5
Students living with parents, who are (very) dissatisfied in %:	8.5
Students not living with parents, who are (very) dissatisfied in %:	16.6
Students residing in student halls, who are (very) dissatisfied in %:	28.3

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

details on missing data:

Non responses: 51 - living with parents; 52 - not living with parents; 1 - student hall.

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

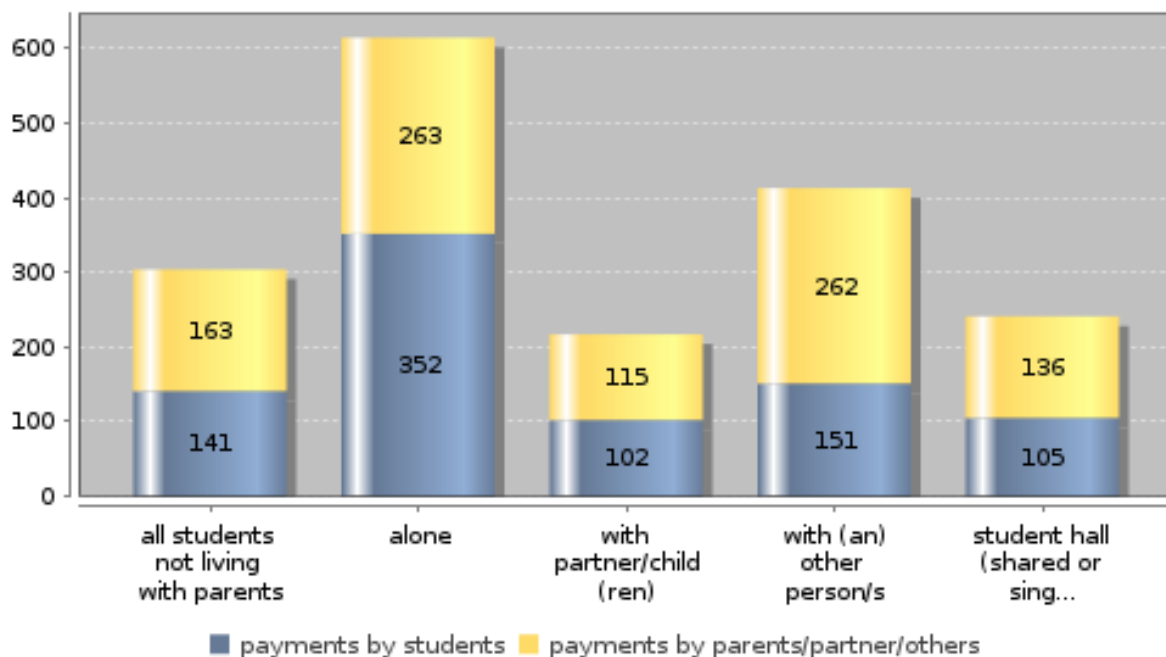|	
Average monthly rent (total payments, median)	
all students not living with parents	33.0
student hall	28.3
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	71.7
student hall	56.8
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0.4

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)
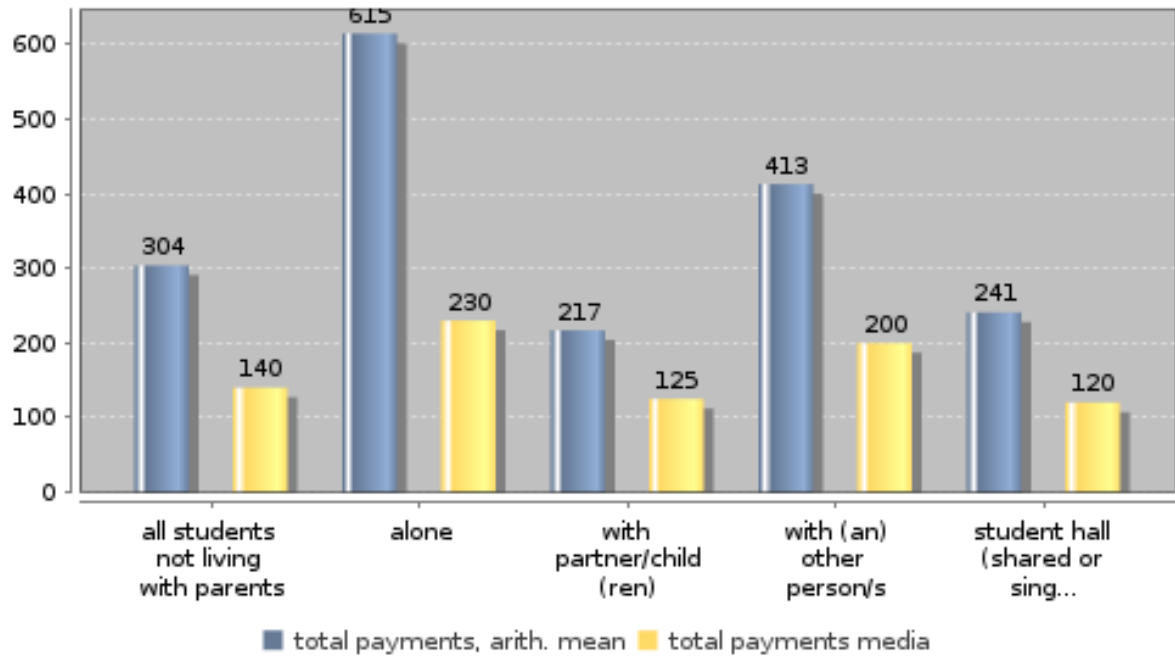
details on missing data:

methodical issues or considerations for data interpretation:

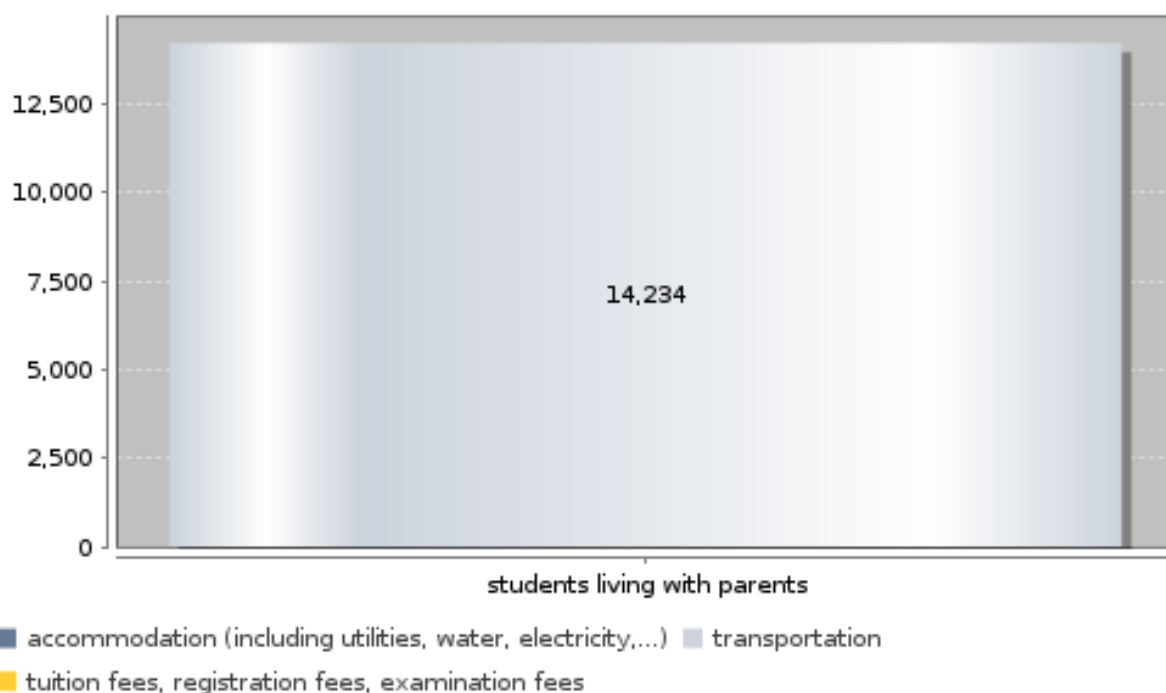**national interpretation of the results of the data analysis:**

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	25.0
living with parents	30.0
student hall	15.0

Average daily travelling time (in minutes) by form of housing
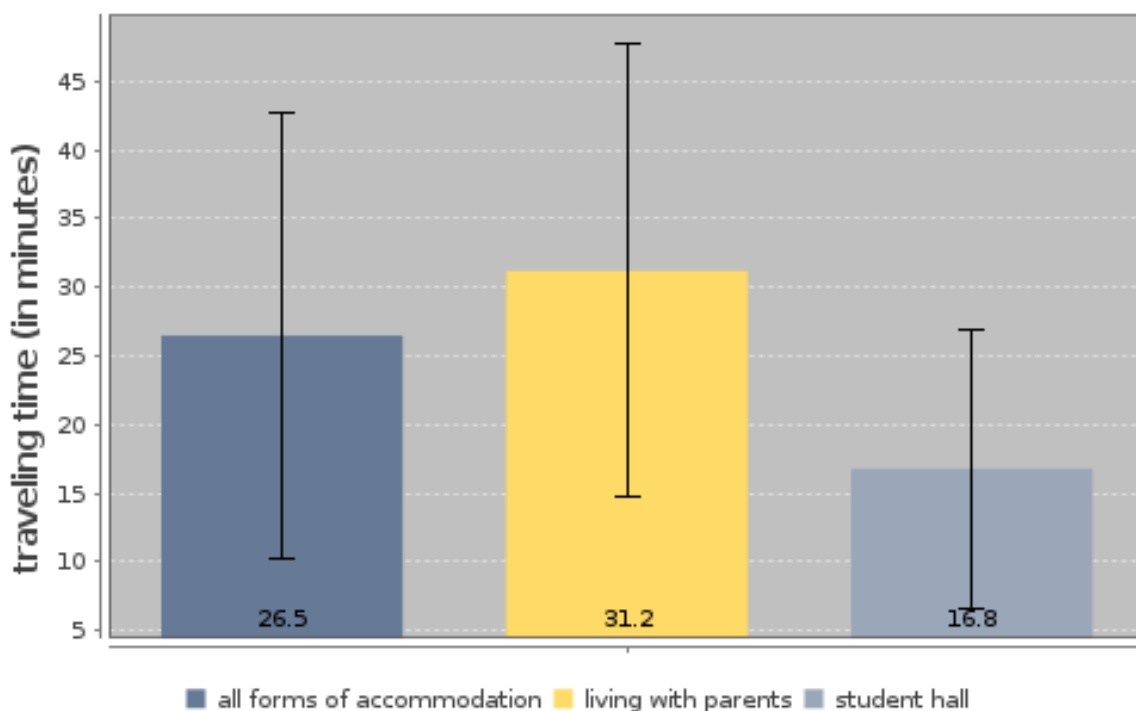
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: E. Living costs

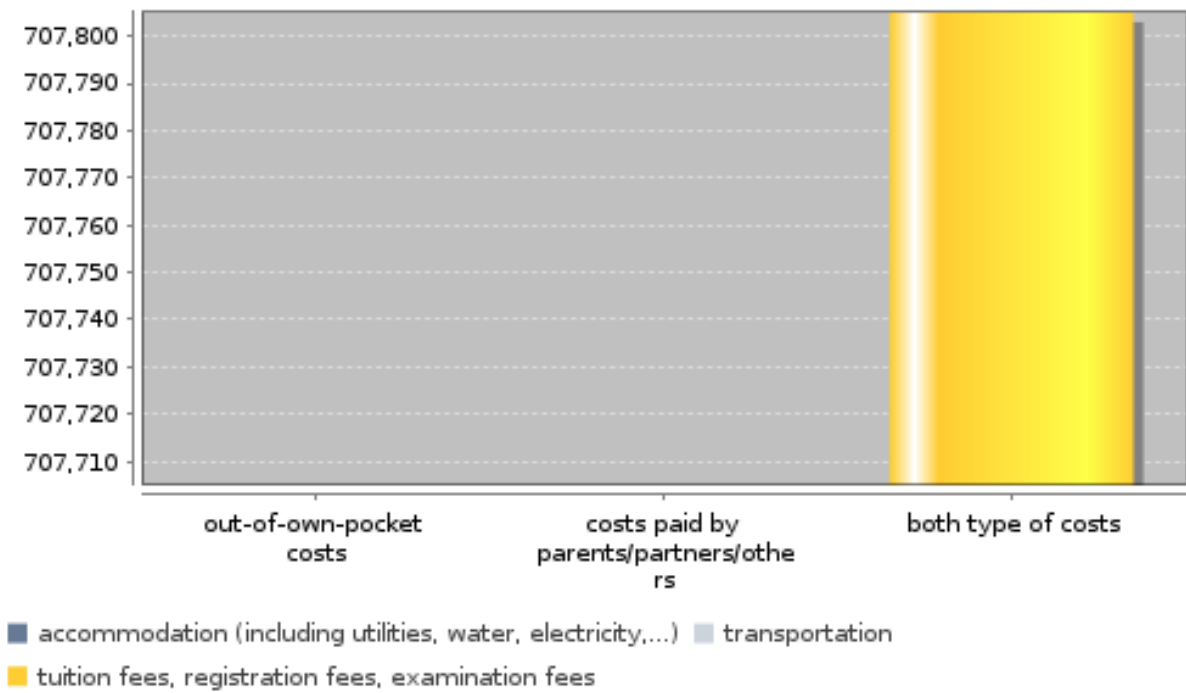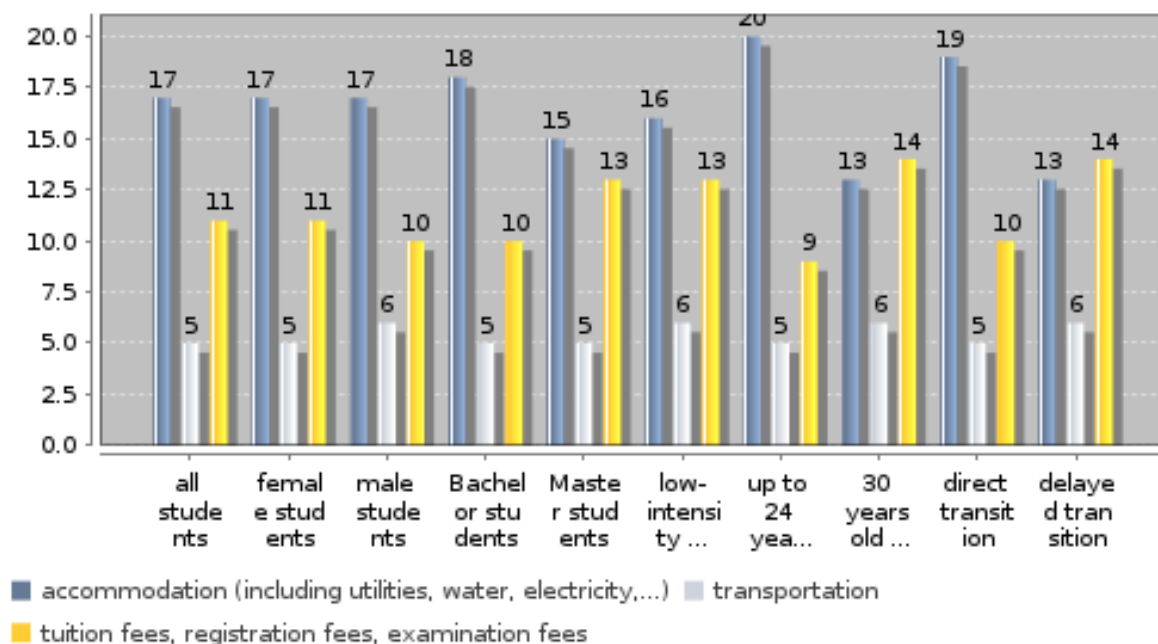## Subtopic 1: Profile of students' expenditure by form of housing

Key Indicators

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %

Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %

21.2

Transportation costs as share of total costs paid by students living with parents out of own pocket, in %

30.9

Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %

5.9

Accommodation as share of total costs paid by students living with parents out of own pocket, in %

Accommodation as share of total costs paid by students not living with parents out of own pocket, in %

13.0

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)

| | out-of-own-pocket costs | costs paid by parents/partners/others | both type of costs |

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

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 %	10.2
Fees to higher education institution as share of total costs for MA students, in %	13.4
Fees to higher education institution as share of total costs for low-intensity students, in %	12.8
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	19.8
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	12.5

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:

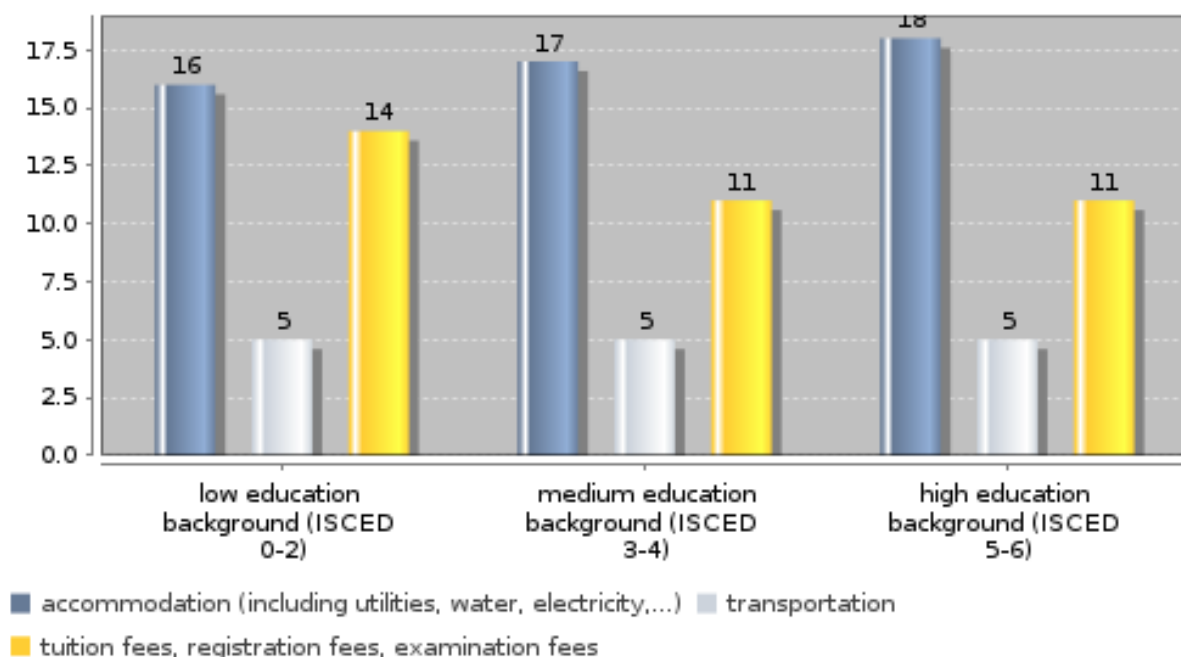**national interpretation of the results of the data analysis:**

Topic: E. Living costs

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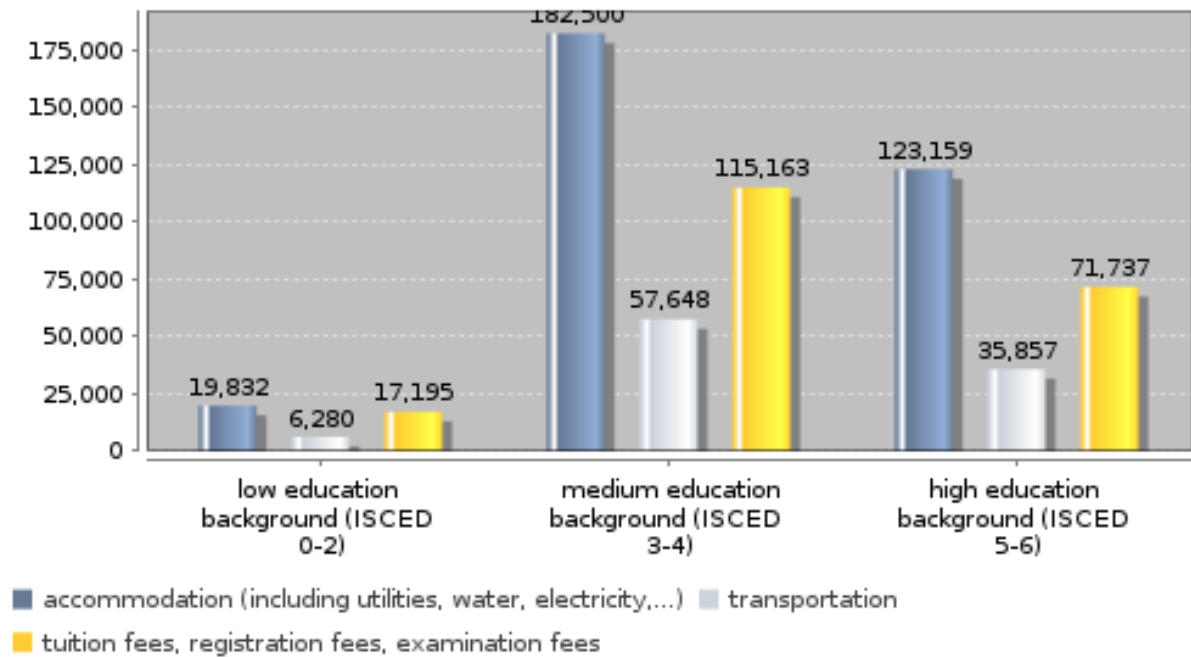
Key Indicators

Fees to higher education institution as share of total costs for low education background ISCED(0-2), in %	13.7
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	10.5
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	15.8
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	18.1

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)

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

details on missing data:

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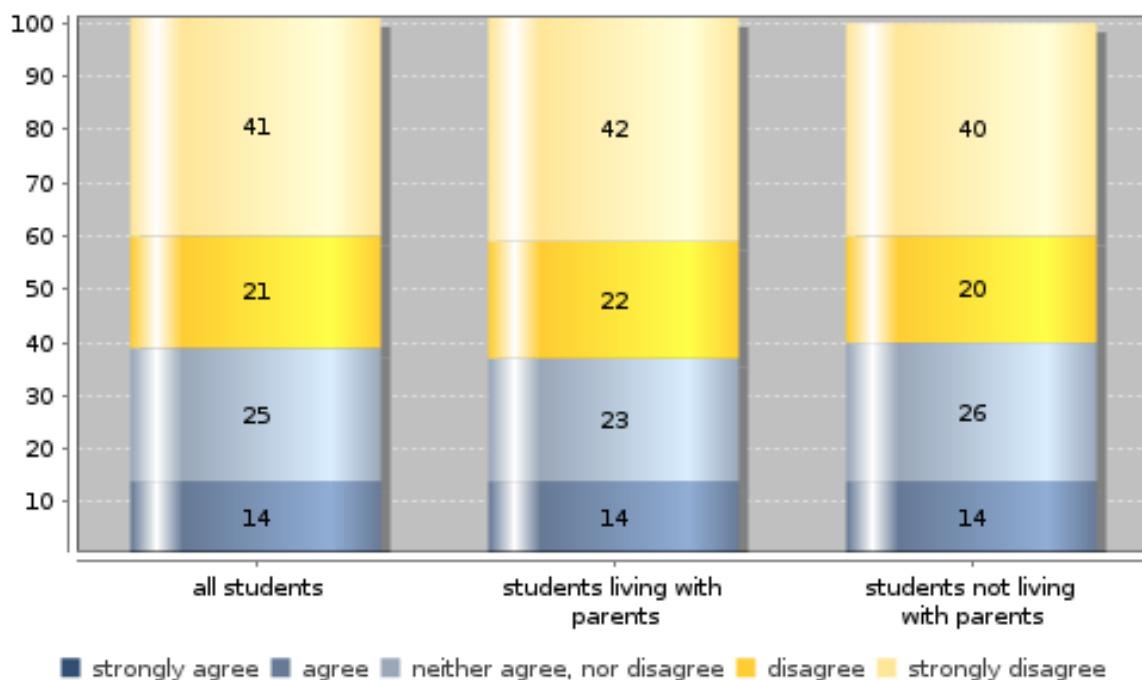
national interpretation of the results of the data analysis:

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	100483.0
Total expenditure for study locations in capital city, amount	584170.0
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	15.8
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	19.4

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
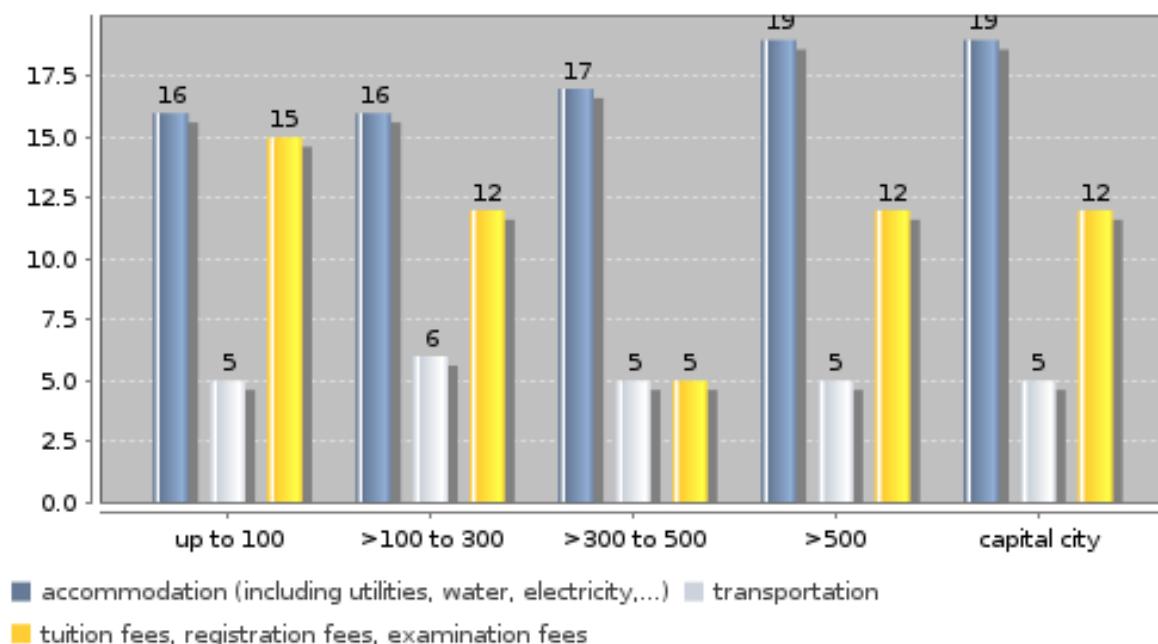
details on missing data:

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 %	13.5
(Strong) disagreement of all students that funding is sufficient, in %	61.5
(Strong) agreement of students living with parents that funding is sufficient, in %	13.5
(Strong) disagreement of students living with parents that funding is sufficient, in %	63.5
(Strong) agreement of students not living with parents that funding is sufficient, in %	13.5
(Strong) disagreement of students not living with parents that funding is sufficient, in %	60.1

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

details on missing data:

Non responses: 183 - total; 70 - students living with parents; 113 - students not living with parents.

.

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 550.0

Median income of students with very strong disagreement that funding is sufficient, amount 430.0

Students not living with parents:

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

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
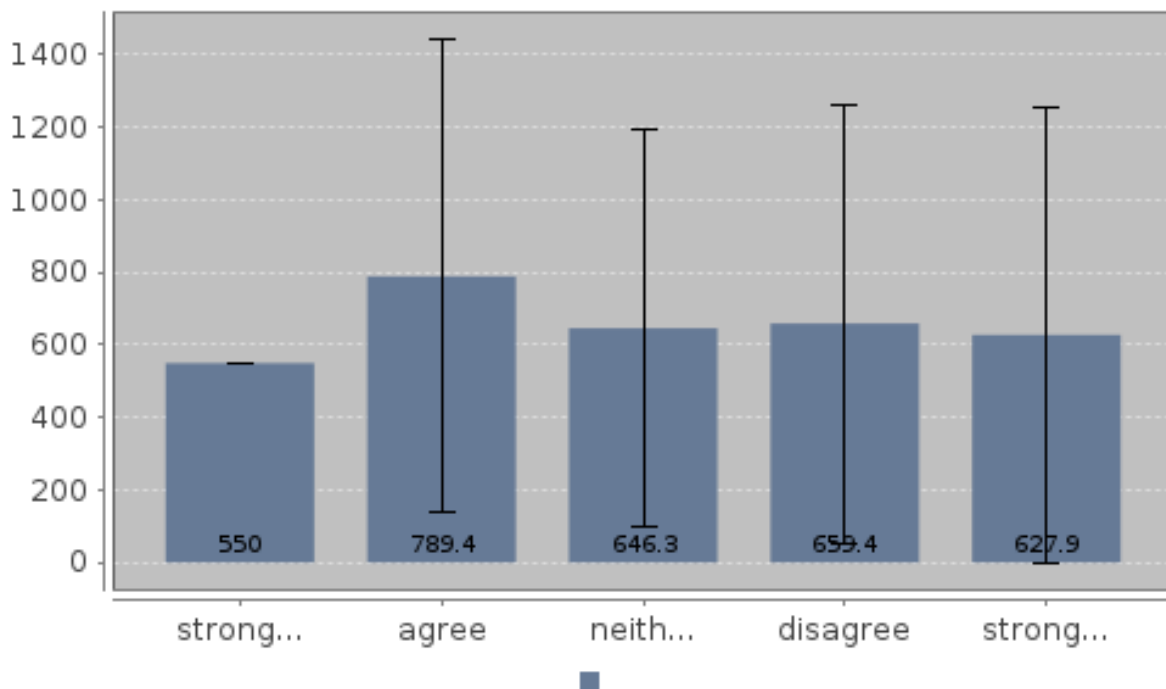
	strong...	agree	neith...	disagree	strong...
value	550	789.4	646.3	659.4	627.9

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

strong...	agree	neith...	disagree	strong...
2,000	1,120.2	1,117.7	967.8	1,048.6
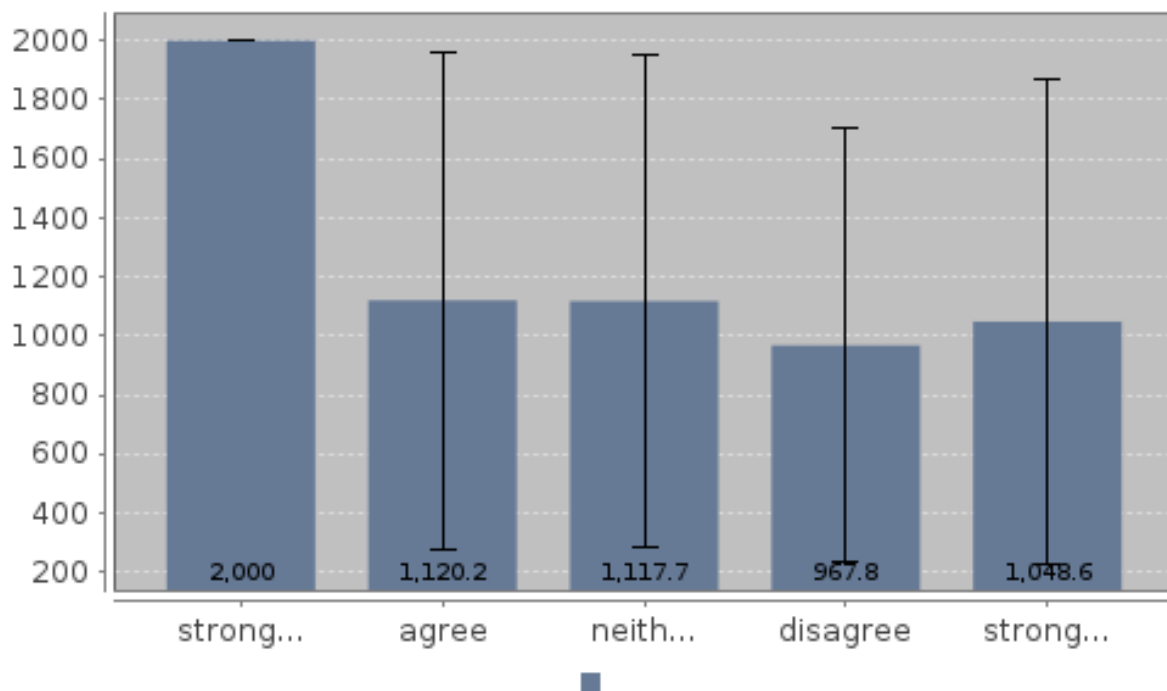
details on missing data:

Total responses: 2818 - total; (1132 - students living with parents, 1686 - students not living with parents).

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 %	12.8
(Strong) disagreement that funding is sufficient of low-intensity students, in %	64.1
(Strong) agreement that funding is sufficient of up to 24 years old, in %	15.4
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	58.6
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	11.1
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	62.1

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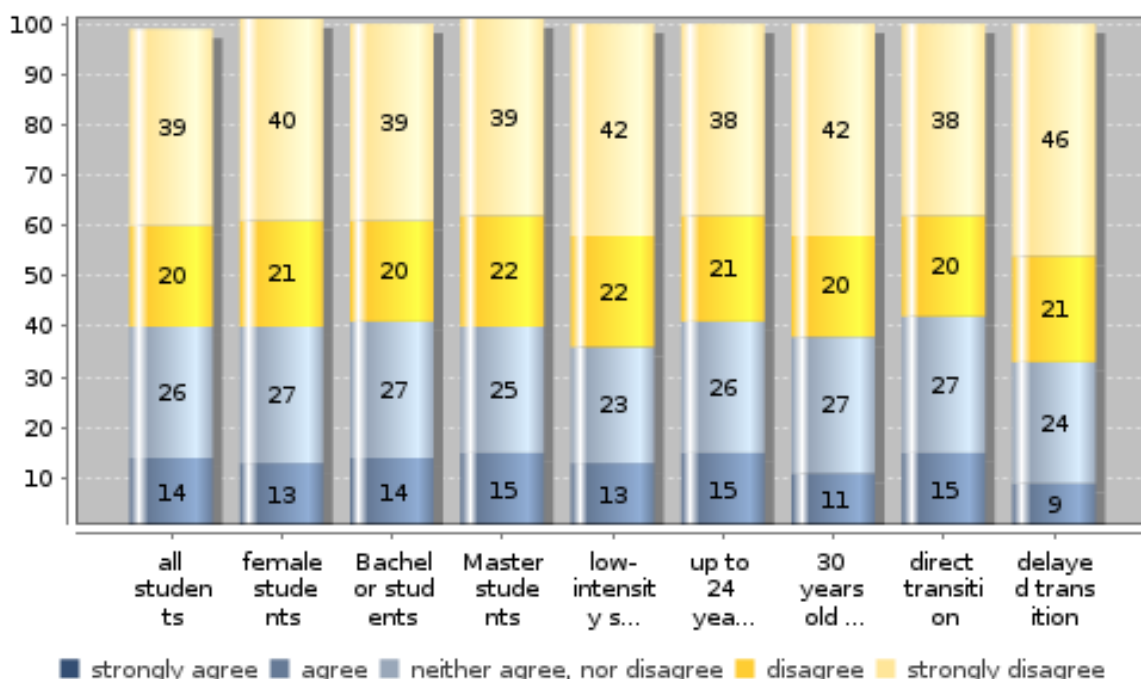
details on missing data:

methodical issues or considerations for data interpretation:

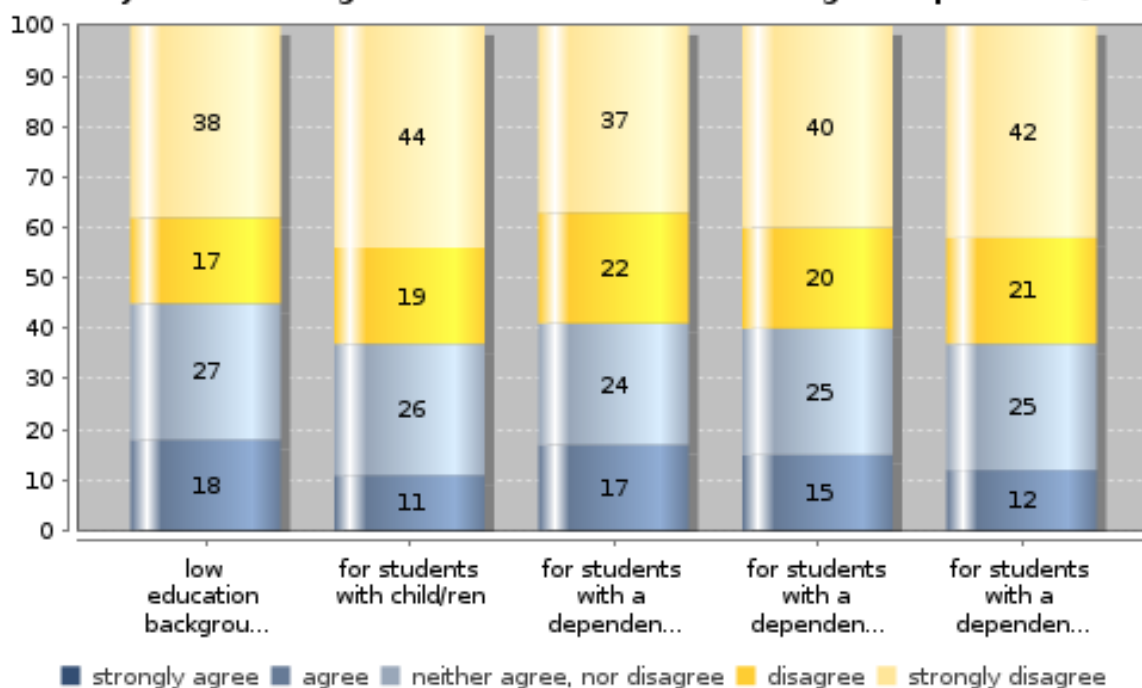**national interpretation of the results of the data analysis:**

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 %	55.1
(Strong) disagreement that funding is sufficient for students with child/ren, in %	62.8
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	59.2
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	62.7

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

details on missing data:

Total number of responses is 1686 - students not living with parents.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:
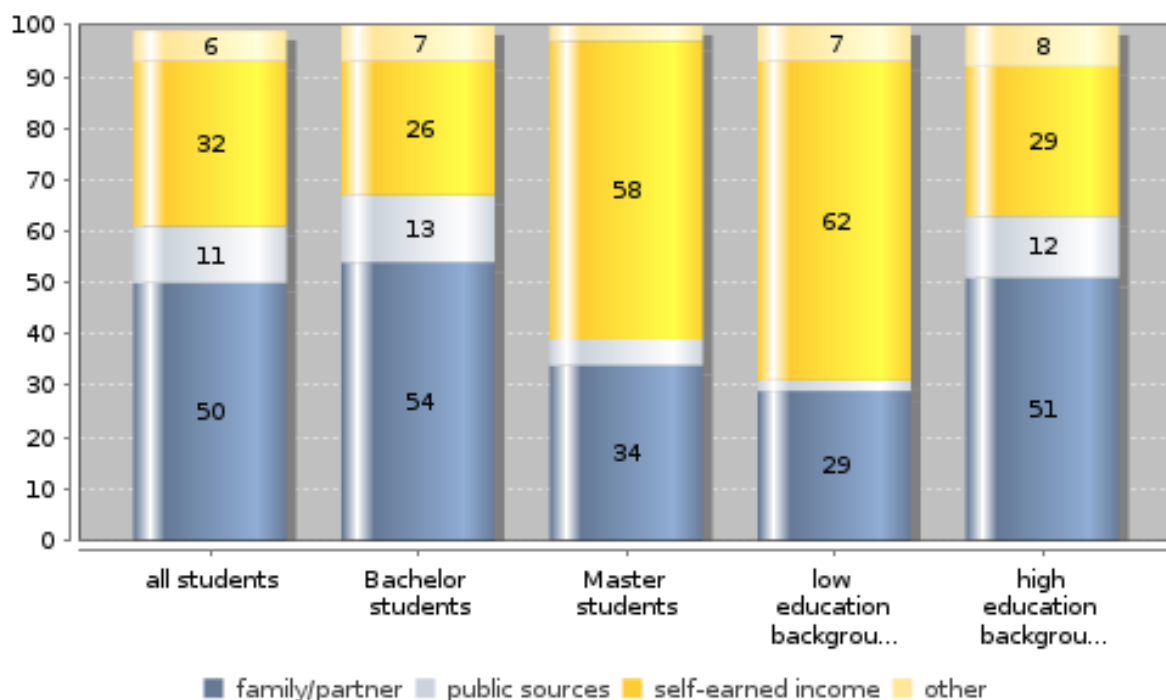
Topic: F. Funding and state assistance

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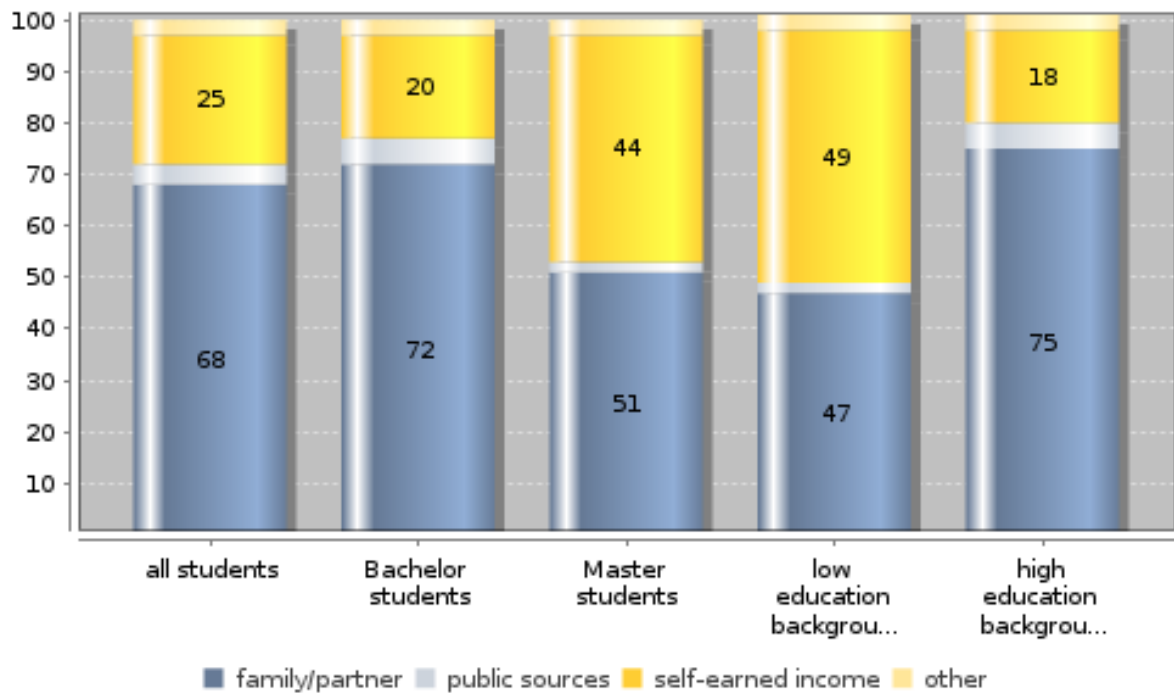
Key Indicators

Composition of monthly income for students not living with parents	
Family/partner contribution for all students, in %	68.2
Family/partner contribution for Bachelor students, in %	72.2
Family/partner contribution for students with low education background (ISCED 0-2), in %	46.9
Family/partner contribution for students with high education background (ISCED 5-6), in %	74.5
Job contribution for all students, in %	24.8
Job contribution for Bachelor students, in %	20.3
Job contribution for students with low education background (ISCED 0-2), in %	48.6
Job contribution for students with high education background (ISCED 5-6), in %	17.7

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

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

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

	all students	Bachelor students	Master students	low education backgrou...	high education backgrou...
family/partner	68	72	51	47	75
self-earned income	25	20	44	49	18

Legend: family/partner, public sources, self-earned income, other

details on missing data:

methodical issues or considerations for data interpretation:

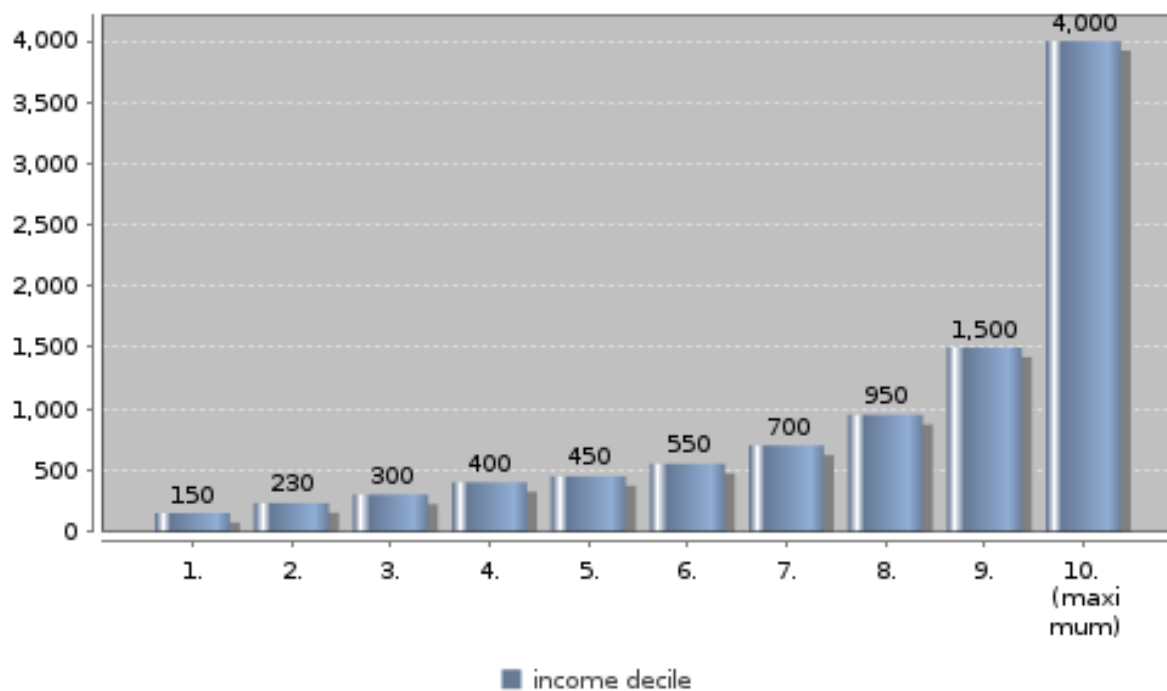**national interpretation of the results of the data analysis:**

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	106.1
median income Bachelor students, amount	103.8
median income Master students, amount	188.7
median income low-intensity students, amount	120.3
median income 25-29 years old, amount	212.3

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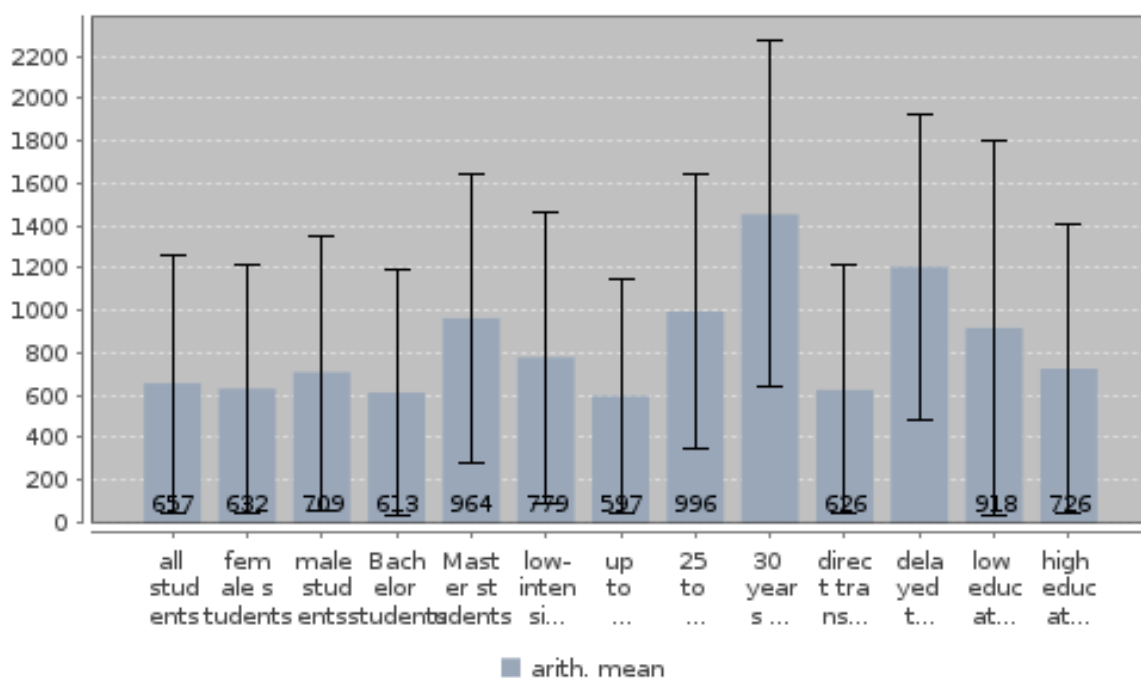
details on missing data:

methodical issues or considerations for data interpretation:

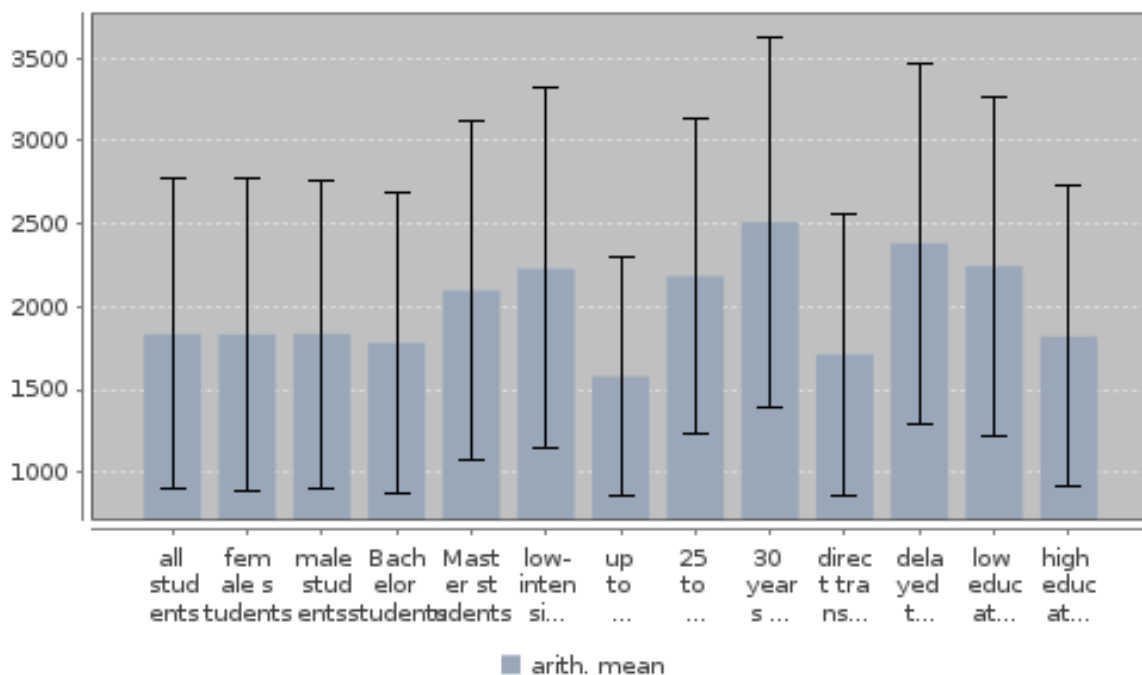**national interpretation of the results of the data analysis:**

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	54.2
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)
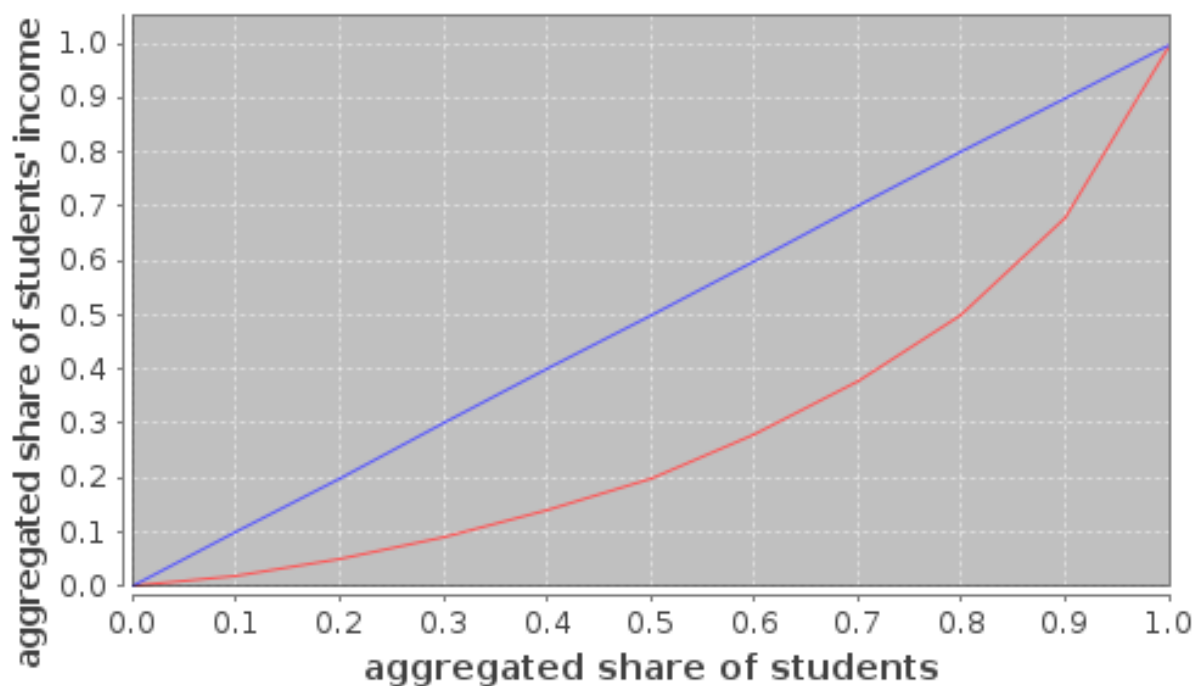
details on missing data:

methodical issues or considerations for data interpretation:

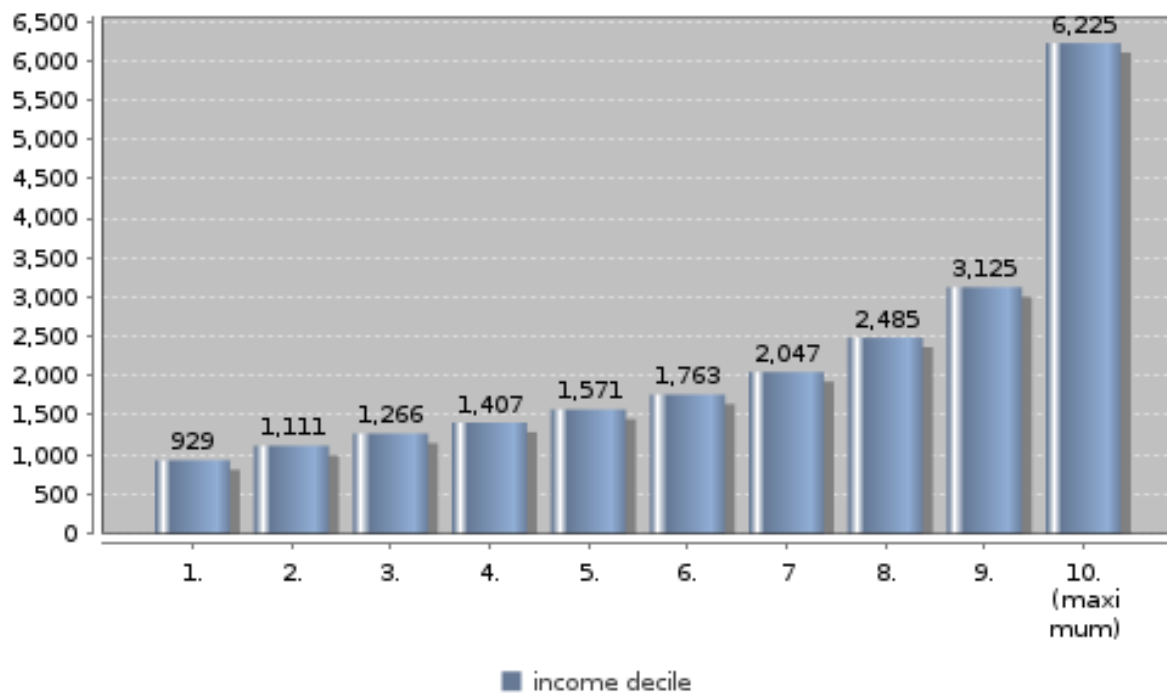**national interpretation of the results of the data analysis:**

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	370.6
median income Bachelor students, amount	357.7
median income Master students, amount	436.5
median income low-intensity students, amount	466.2
median income 25-29 years old, amount	479.9

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

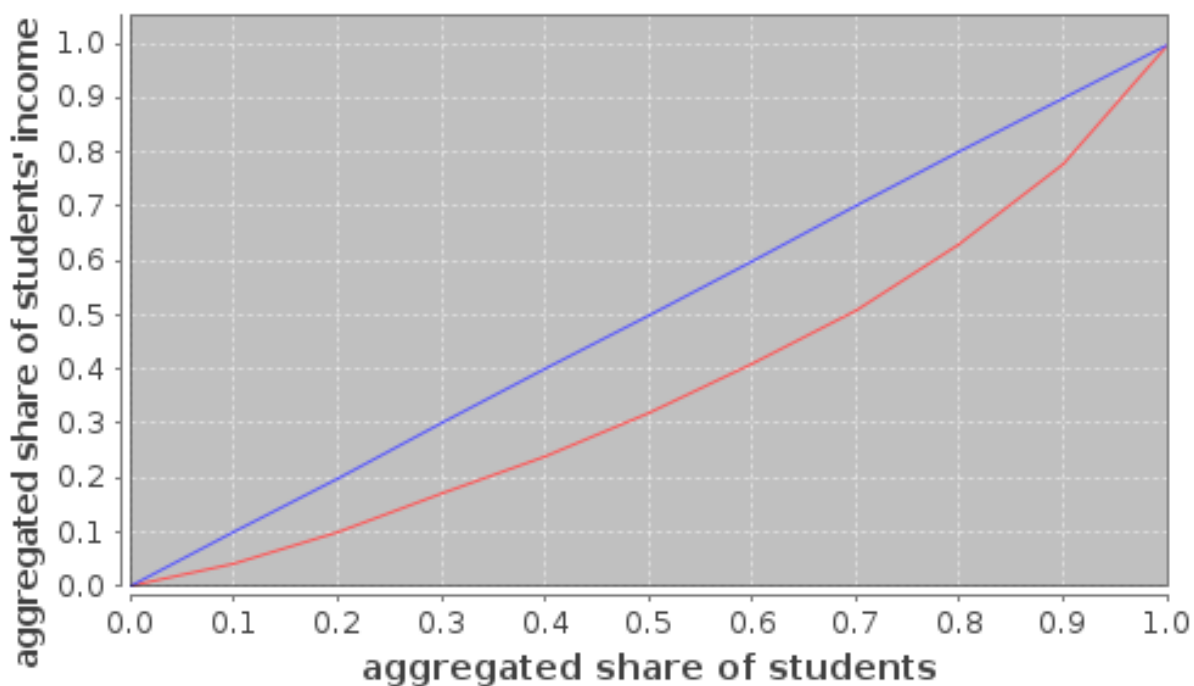## Subtopic 5: Distribution and concentration of total monthly income for students not living with parents

Key Indicators

Income cut-off point for lowest 20% of students, amount	262.1
Gini coefficient	0.27

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

Decile	Amount
1.	929
2.	1,111
3.	1,266
4.	1,407
5.	1,571
6.	1,763
7	2,047
8.	2,485
9.	3,125
10. (maximum)	6,225

income decile

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

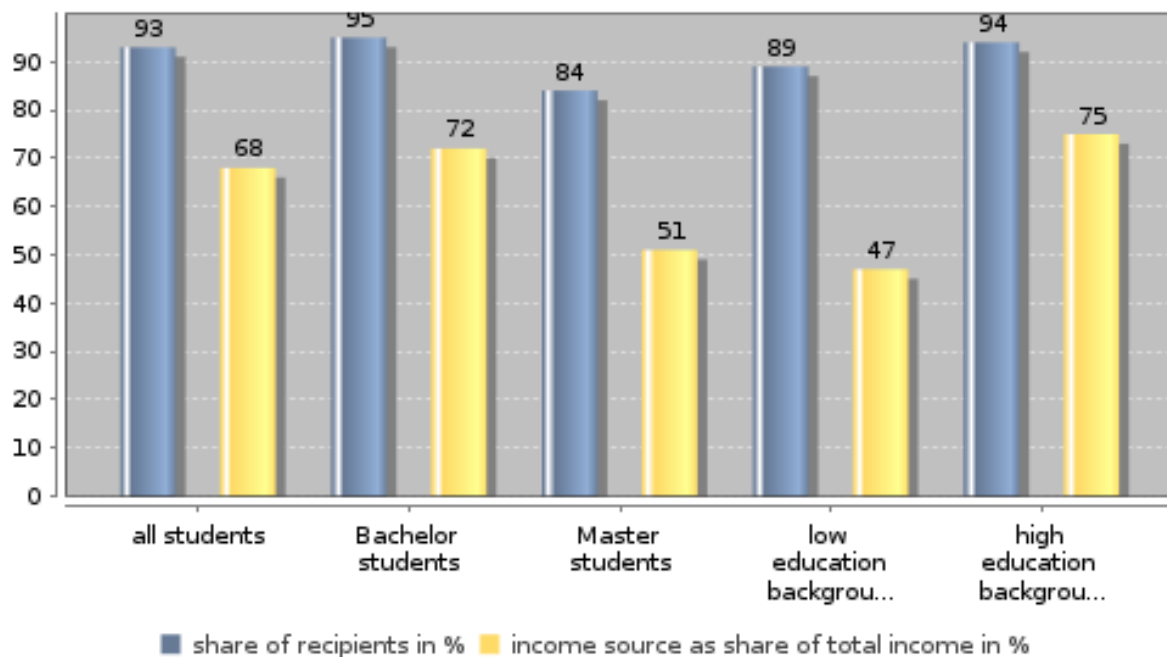|	
Family/partner contribution for students not living with parents	
Share of recipients of all students, in %	93.3
Share of recipients of Bachelor students, in %	95.3
Share of recipients of students with low education background, in %	88.9
Share of recipients of students with high education background (ISCED 5-6), in %	94.3
Contribution to total monthly income of all students, in %	68.2
Contribution to total monthly income of Bachelor students, in %	72.2
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	46.9
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	74.5

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

	all students	Bachelor students	Master students	low education background	high education background
share of recipients in %	80	83	62	74	85
income source as share of total income in %	50	54	34	29	51

Family/partner contribution: 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:

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 %	27.9
Share of recipients of Bachelor students, in %	30.4
Share of recipients of students with low education background, in %	16.7
Share of recipients of students with high education background (ISCED 5-6), in %	30.6
Contribution to total monthly income of all students, in %	4.0
Contribution to total monthly income of Bachelor students, in %	4.5
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	1.8
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	4.6

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

■ share of recipients in %   ■ income source as share of total income in %

Public support: Share of recipients and financial importance of income source for students not living with parents (in %)
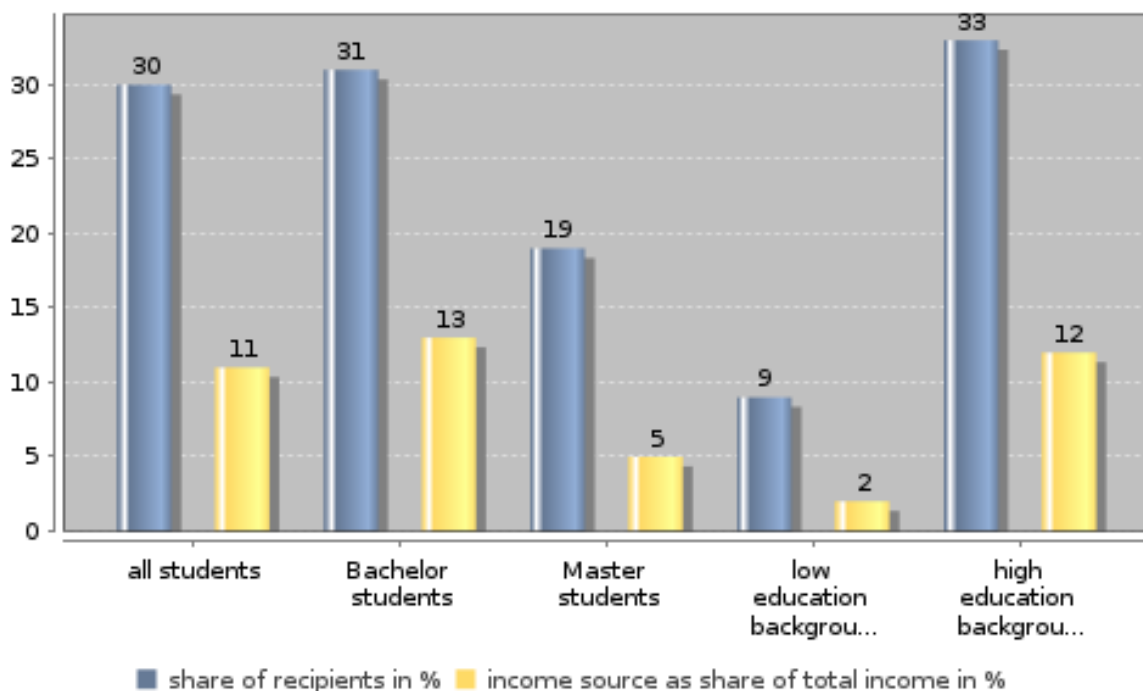
share of recipients in %　■ income source as share of total income in %
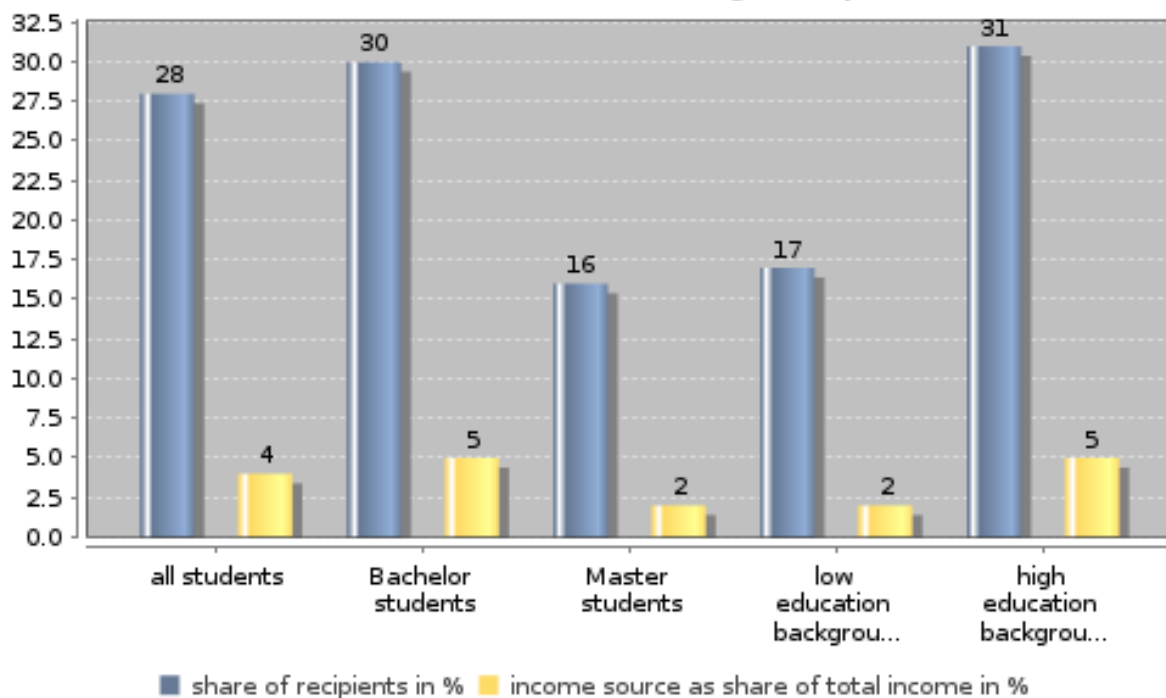
details on missing data:

methodical issues or considerations for data interpretation:

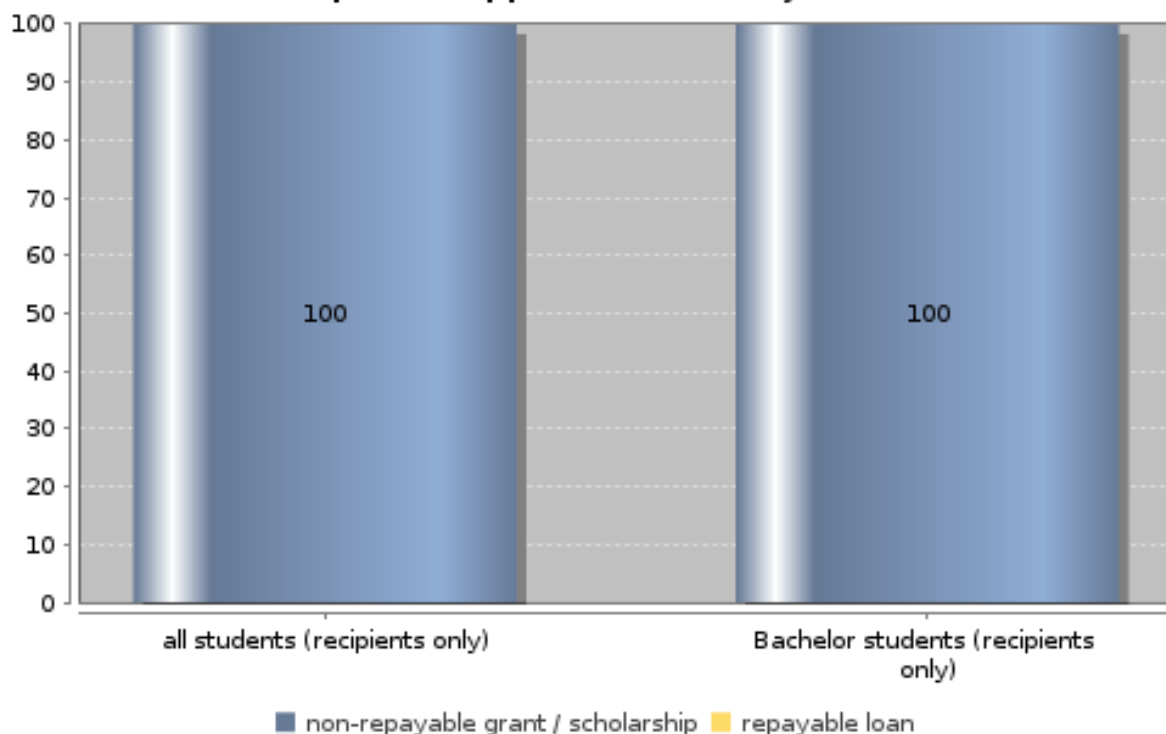**national interpretation of the results of the data analysis:**

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 %	100.0
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	100.0
Students who receive non-repayable support as share of whole student body, in %	25.5
Students who receive non-repayable support as share of all Bachelor students, in %	27.5
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 %)

non-repayable grant / scholarship ■ repayable loan

Share of recipients of public support among whole student body by instrument (in %)
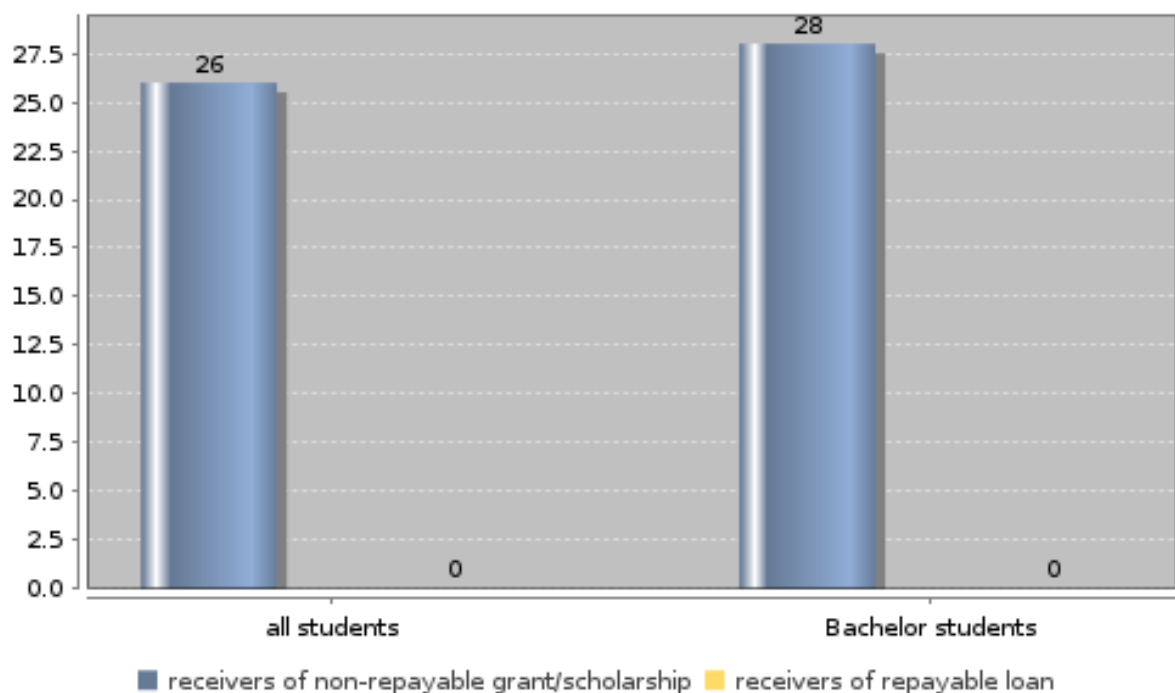
Legend: ■ receivers of non-repayable grant/scholarship ■ receivers of repayable loan

details on missing data:

methodical issues or considerations for data interpretation:

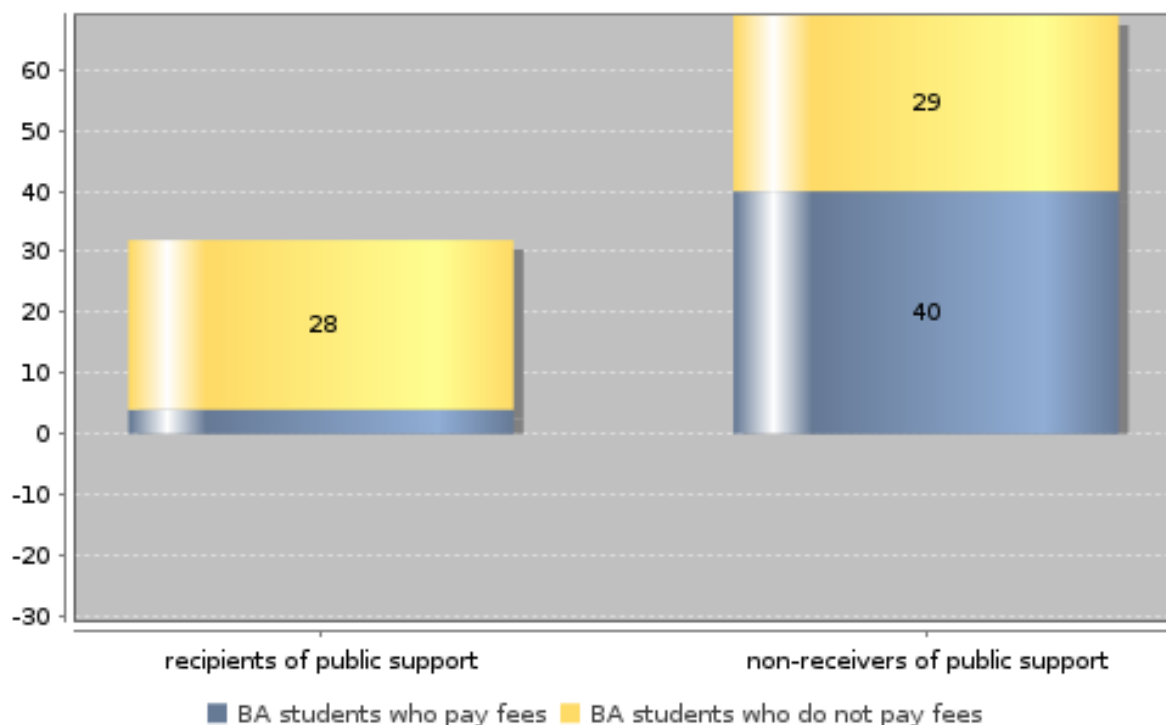**national interpretation of the results of the data analysis:**

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 %	4.2
Share of public support which covers fees for recipients of public support, in %	57.0

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)
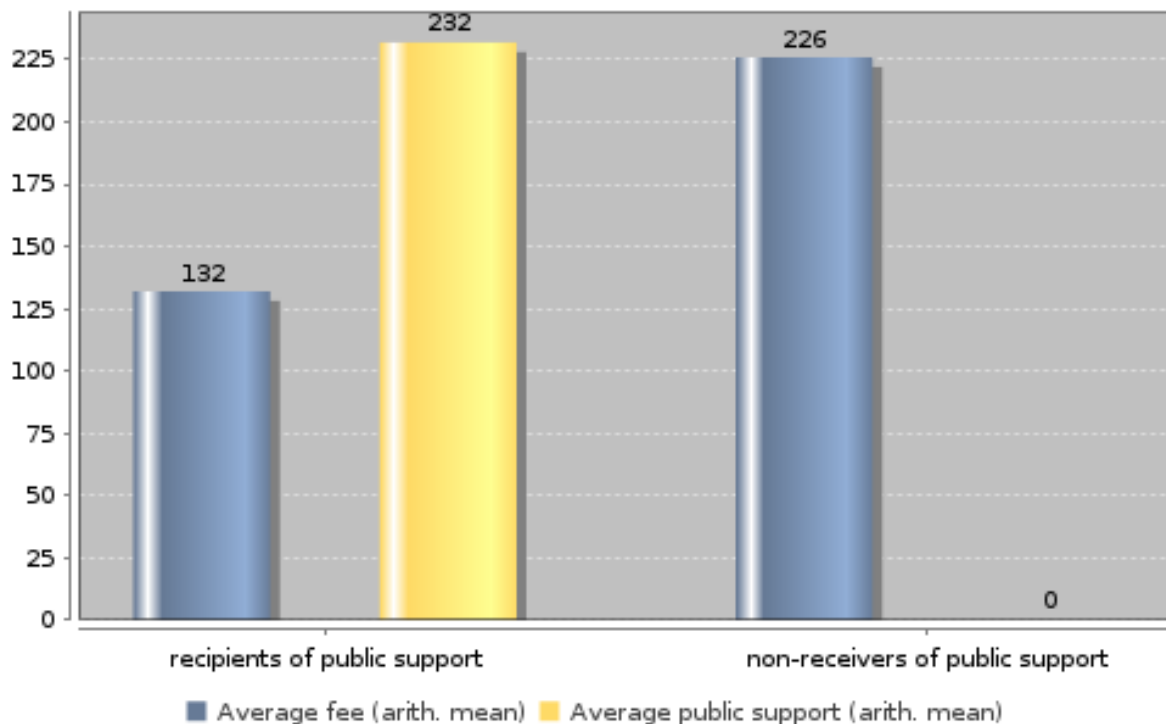
Legend: ■ Average fee (arith. mean) ■ Average public support (arith. mean)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:
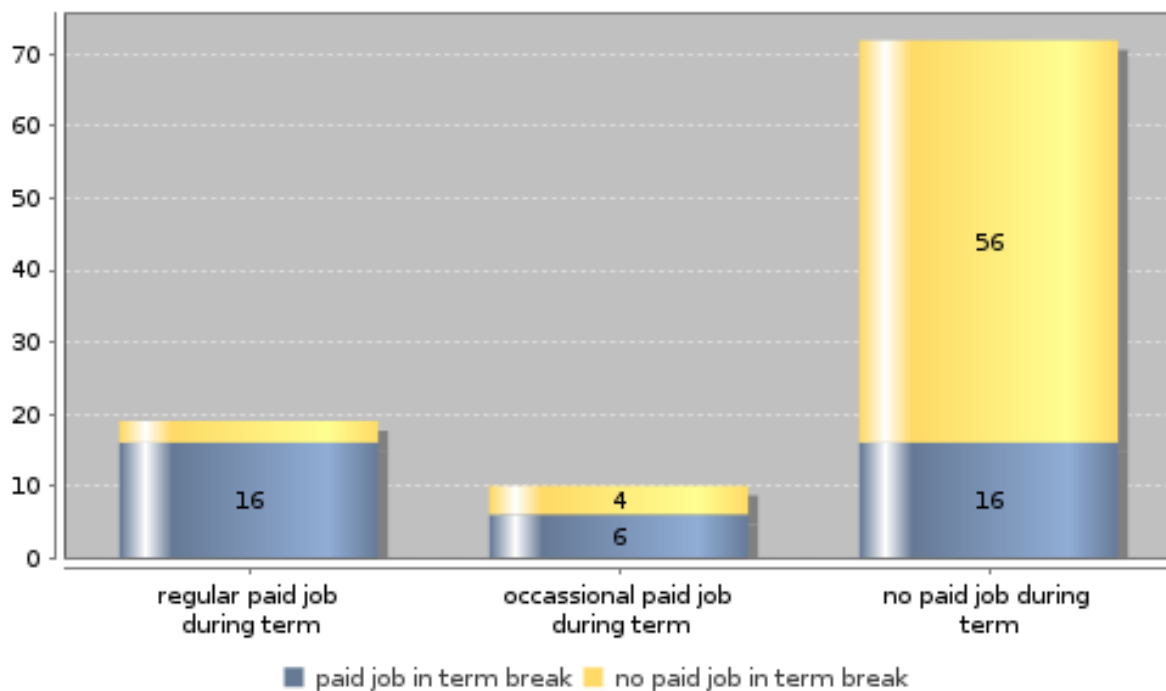
Topic: G. Time budget and employment

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 %	30.1
Occassional paid job during term, in %	6.5
Regular paid job during term and in term break, in %	26.4
Occassional paid job during term and in term break, in %	3.7
No paid job at any time, in %	48.7

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

paid job in term break ▪ no paid job in term break

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

Legend: paid job in term break ■ no paid job in term break
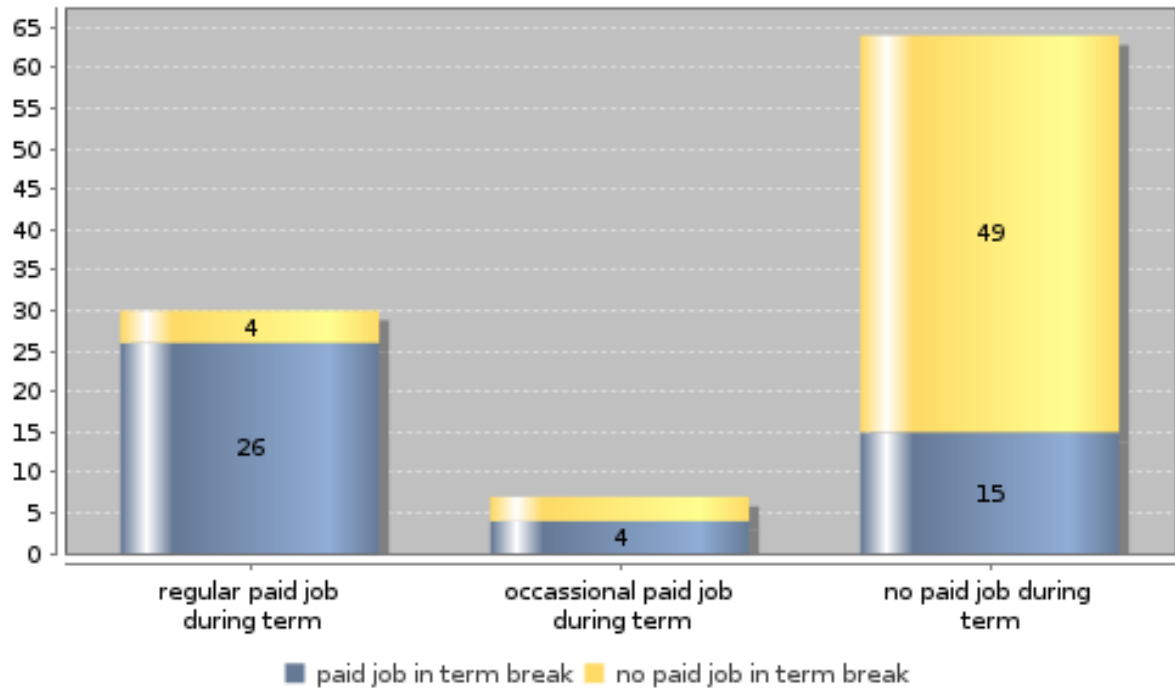
details on missing data:

Non responses: 170.

methodical issues or considerations for data interpretation:

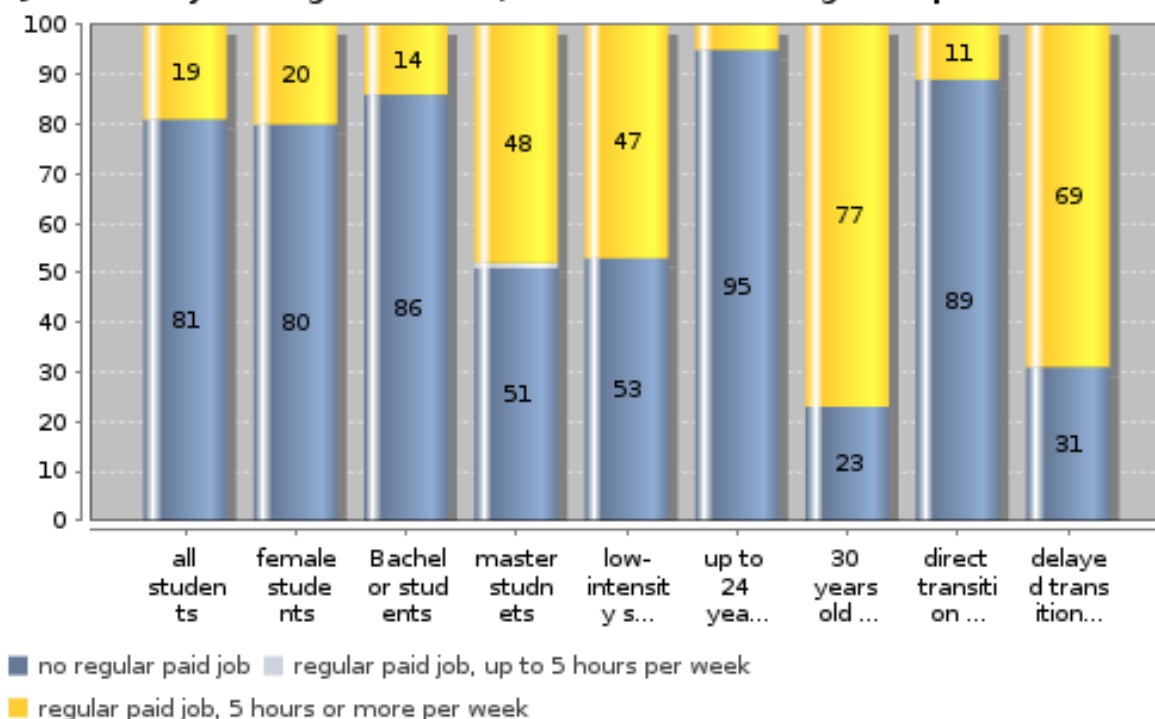**national interpretation of the results of the data analysis:**

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 %	19.0
Regular paid job, 5 hours or more per week, BA students, in %	14.3
Regular paid job, 5 hours or more per week, low-intensity students, in %	46.6
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	77.0

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

Legend:
- 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:

Total number of valid responses for Q3.11 is 2554 (445 Non responses and 340 invalidated), from which: 1040 students living with parents and 1514 students not living with parents.

methodical issues or considerations for data interpretation:

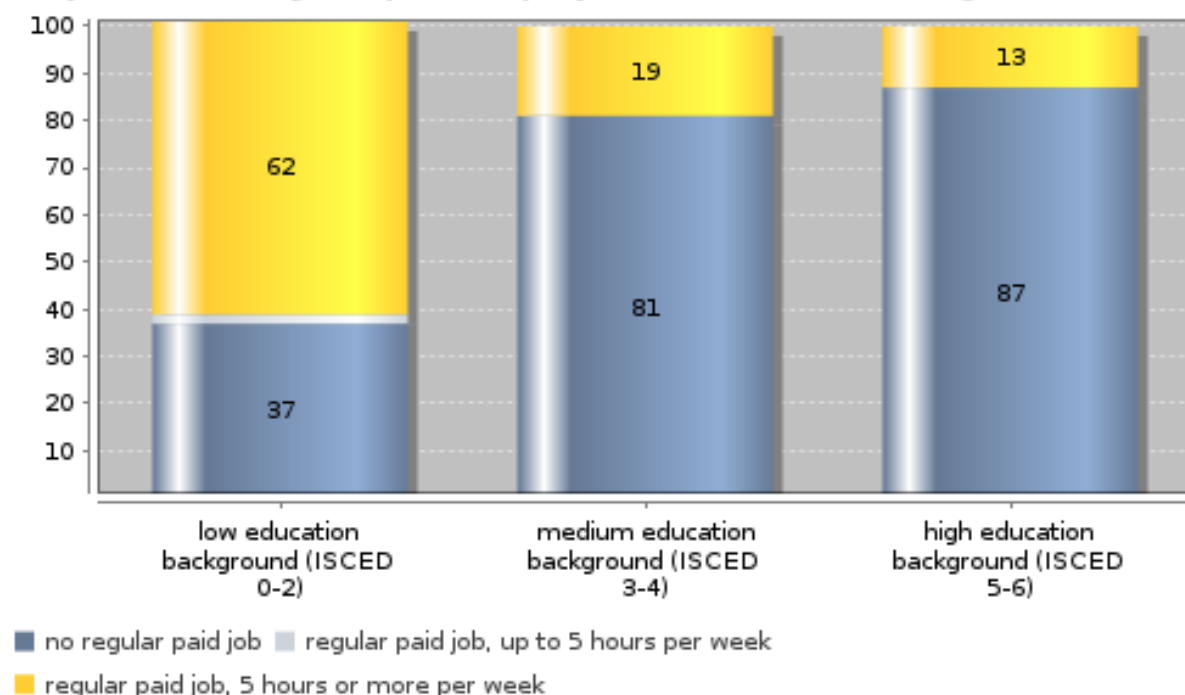**national interpretation of the results of the data analysis:**

Topic: G. Time budget and employment

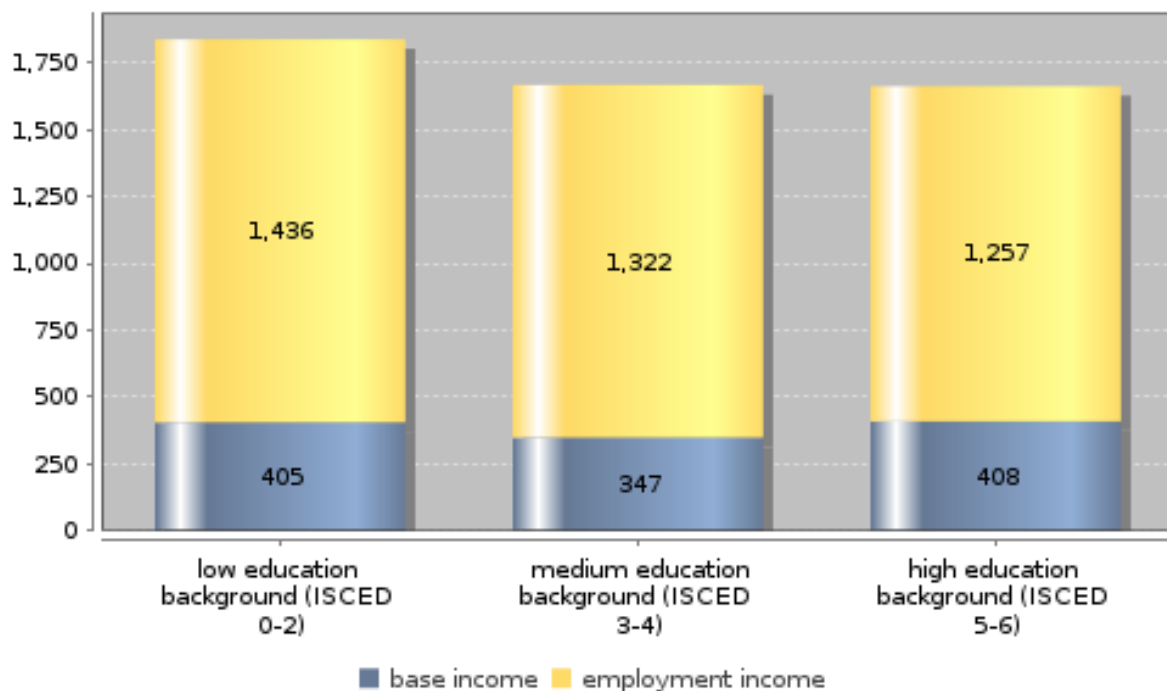## Subtopic 3: Employment rate during term-time by hours of regular paid employment and social background

Key Indicators

Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	61.9
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	13.0
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	78.0
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	75.5

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:

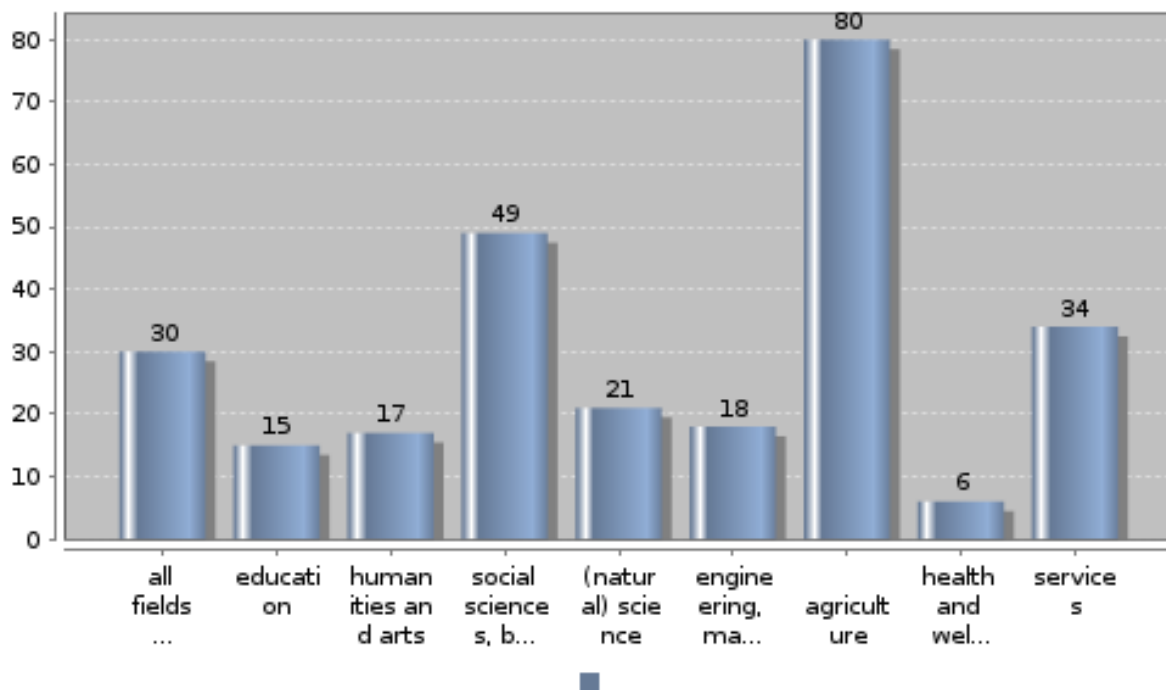## Topic: G. Time budget and employment

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

Key Indicators

Employment rate of:

all students in engineering disciplines, in %	18.3
all students in humanities and arts, in %	16.5
BA students in engineering disciplines, in %	62.9
BA students in humanities and arts, in %	48.3

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

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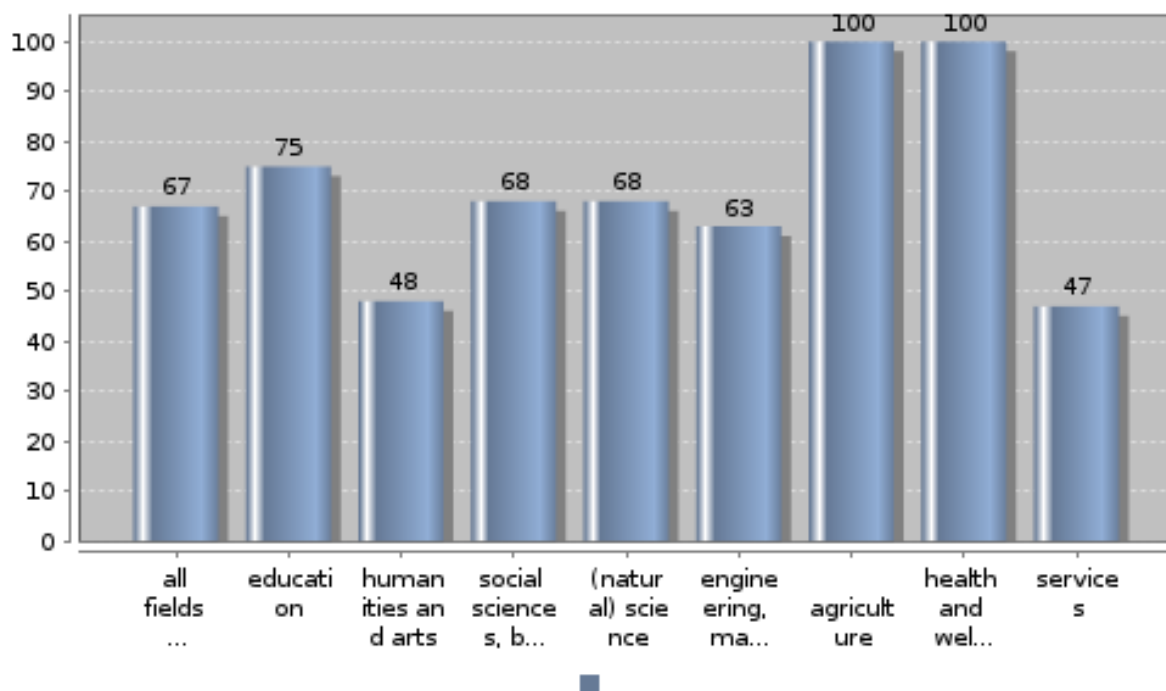
details on missing data:

methodical issues or considerations for data interpretation:

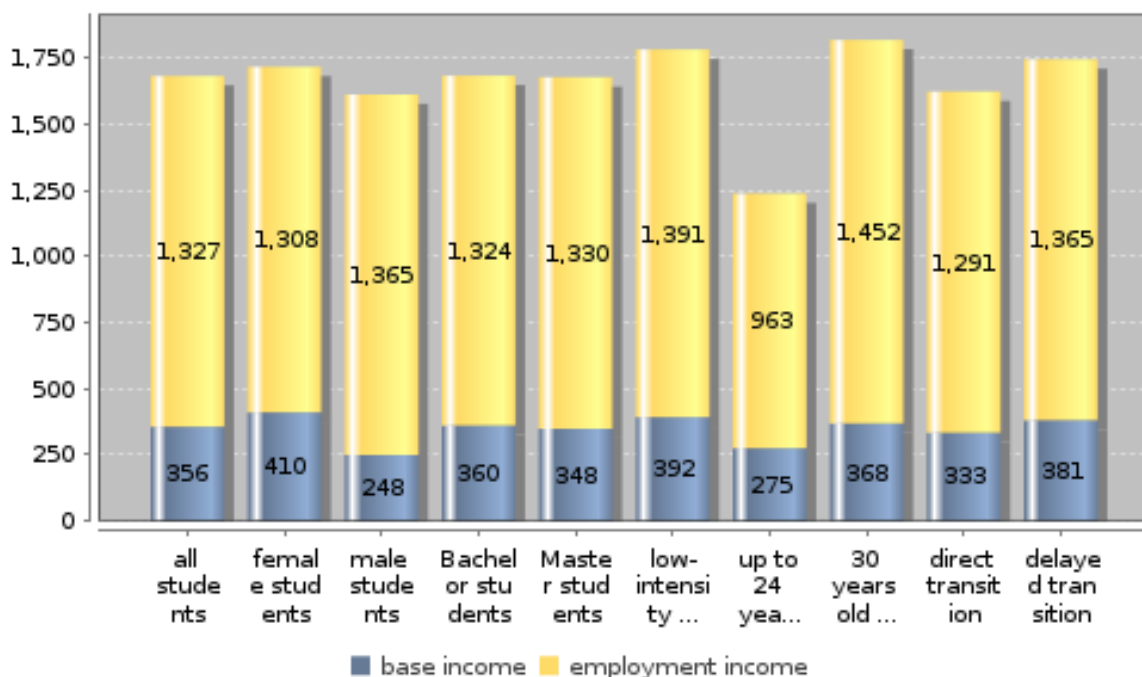**national interpretation of the results of the data analysis:**

Topic: G. Time budget and employment

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

Key Indicators

Income from employment as share of total income for all students, in %	78.8
Income from employment as share of total income for BA students, in %	78.6
Income from employment as share of total income for low-intensity students, in %	78.0
Income from employment as share of total income for 30 years old or above, in %	79.8

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:

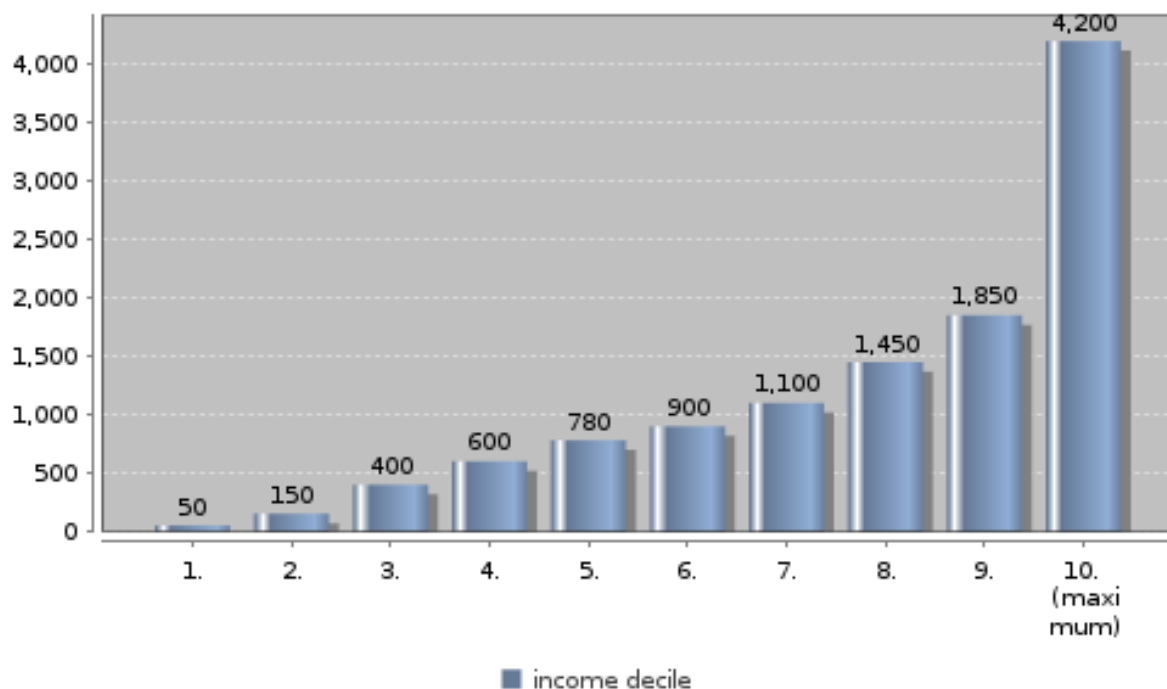**national interpretation of the results of the data analysis:**

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	35.3
Gini coefficient	0.42

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

income decile

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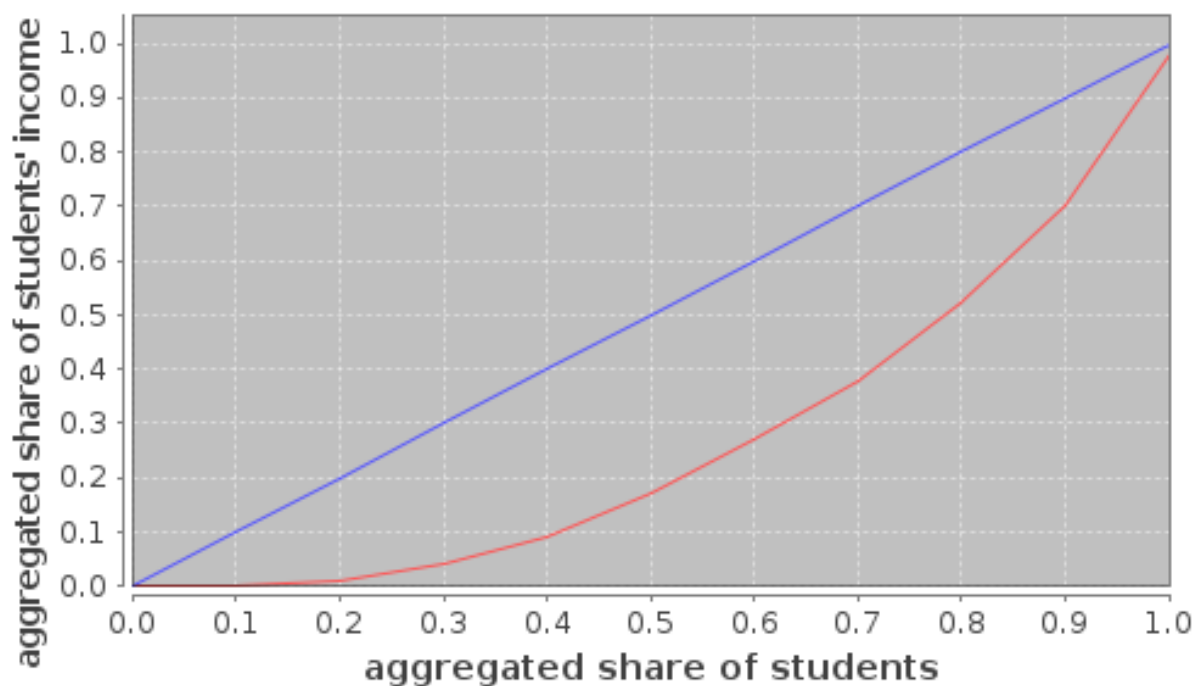
details on missing data:

methodical issues or considerations for data interpretation:

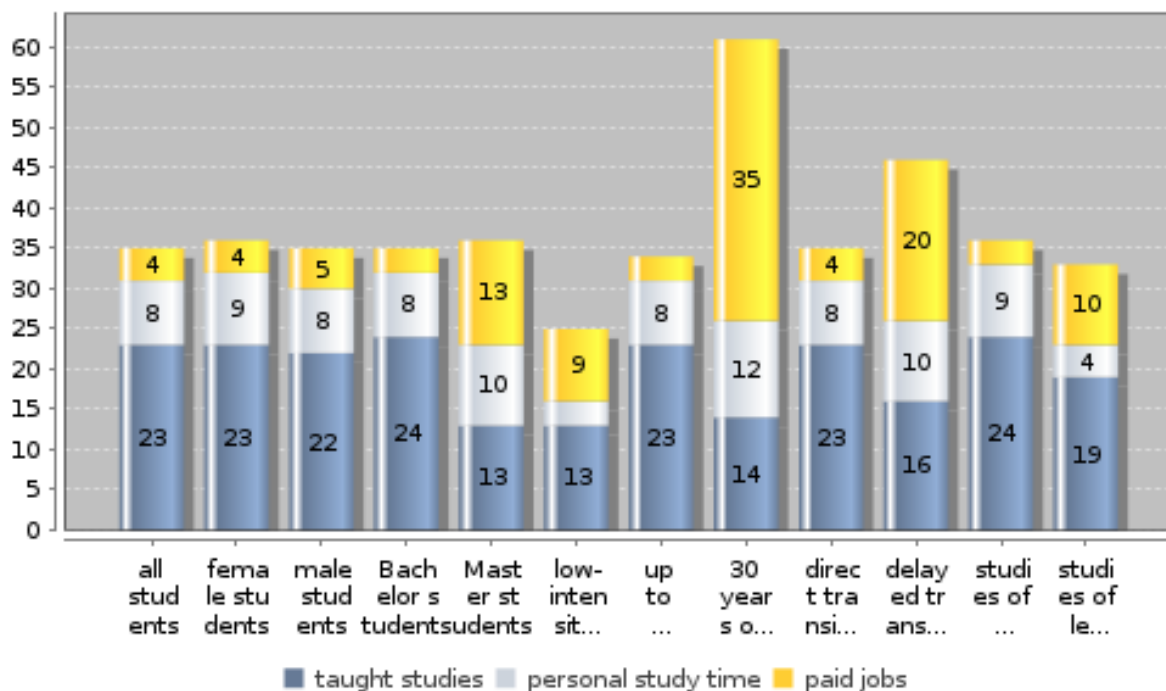**national interpretation of the results of the data analysis:**

Topic: G. Time budget and employment

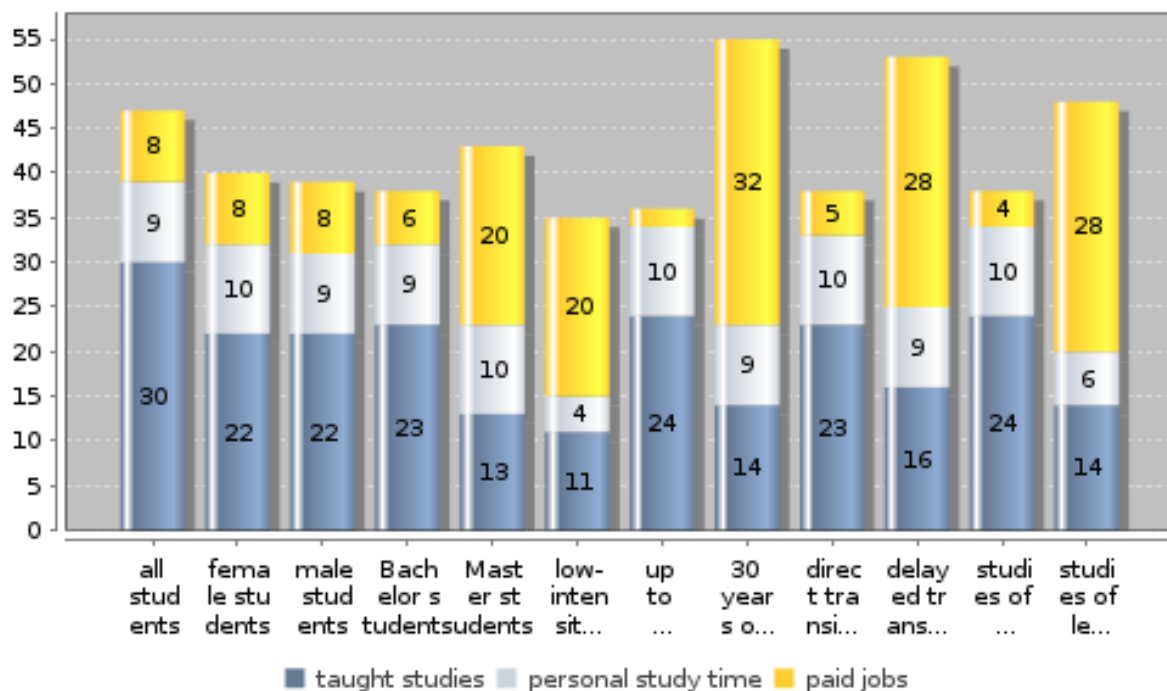## Subtopic 7: Time budget by characteristics of students

Key Indicators

Study-related activities of all students not living with parents, hrs/wk	39.0
Study-related activities of BA students not living with parents, hrs/wk	33.0
Study-related activities of MA students not living with parents, hrs/wk	23.0
Study-related activities of low-intensity students not living with parents, hrs/wk	15.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	34.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	20.0

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

taught studies personal study time paid jobs

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

Legend: taught studies ■ personal study time ■ paid jobs ■

details on missing data:

methodical issues or considerations for data interpretation:

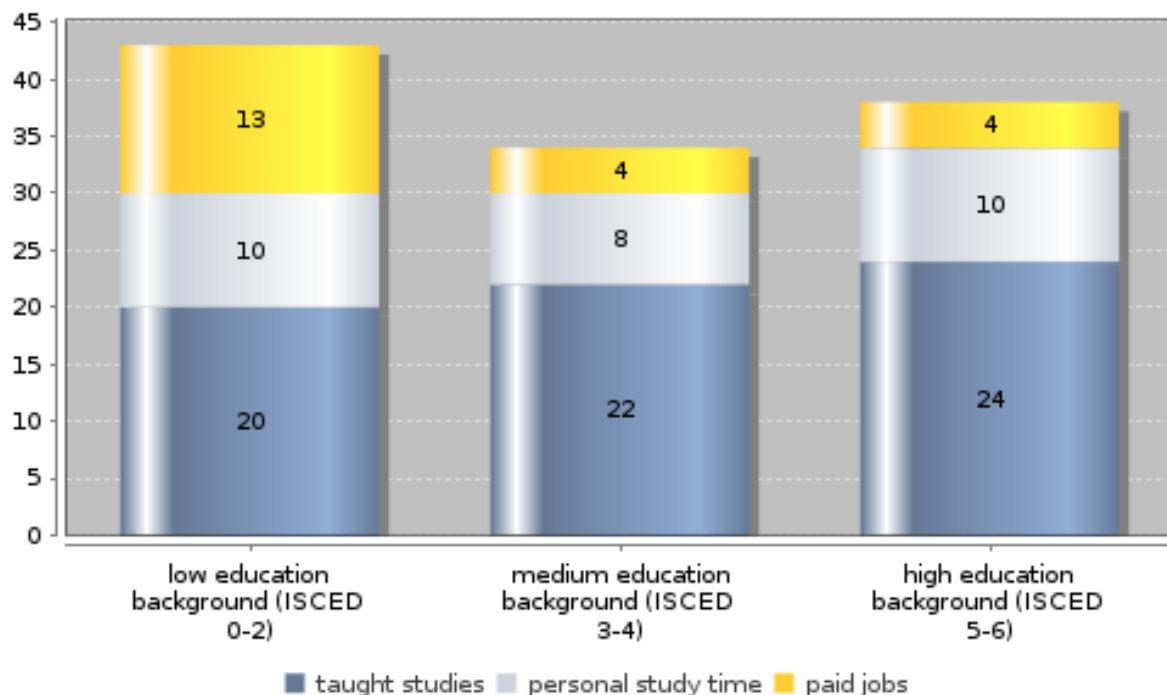**national interpretation of the results of the data analysis:**

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   33.0

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)

Legend: taught studies, personal study time, paid jobs

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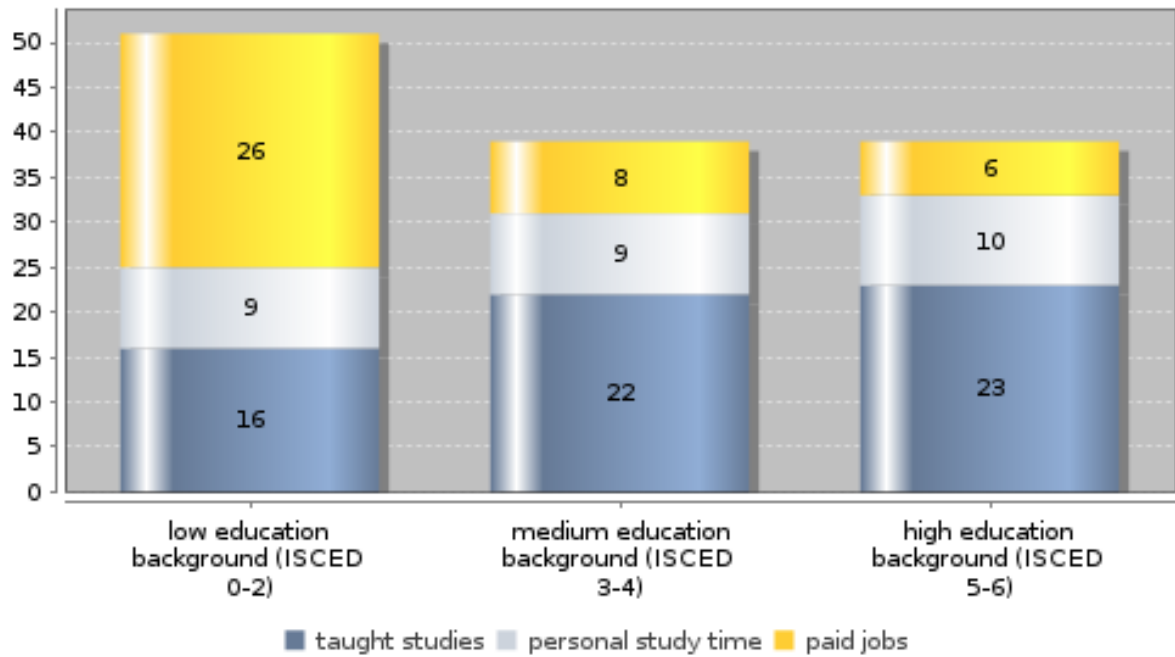
details on missing data:

methodical issues or considerations for data interpretation:

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	0.0
Study-related activities of students, who work 1-5 hrs/wk	7.0
Study-related activities of students, who work 11-15 hrs/wk	26.0
Study-related activities of students, who work more than 15 hrs/wk	46.0

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:

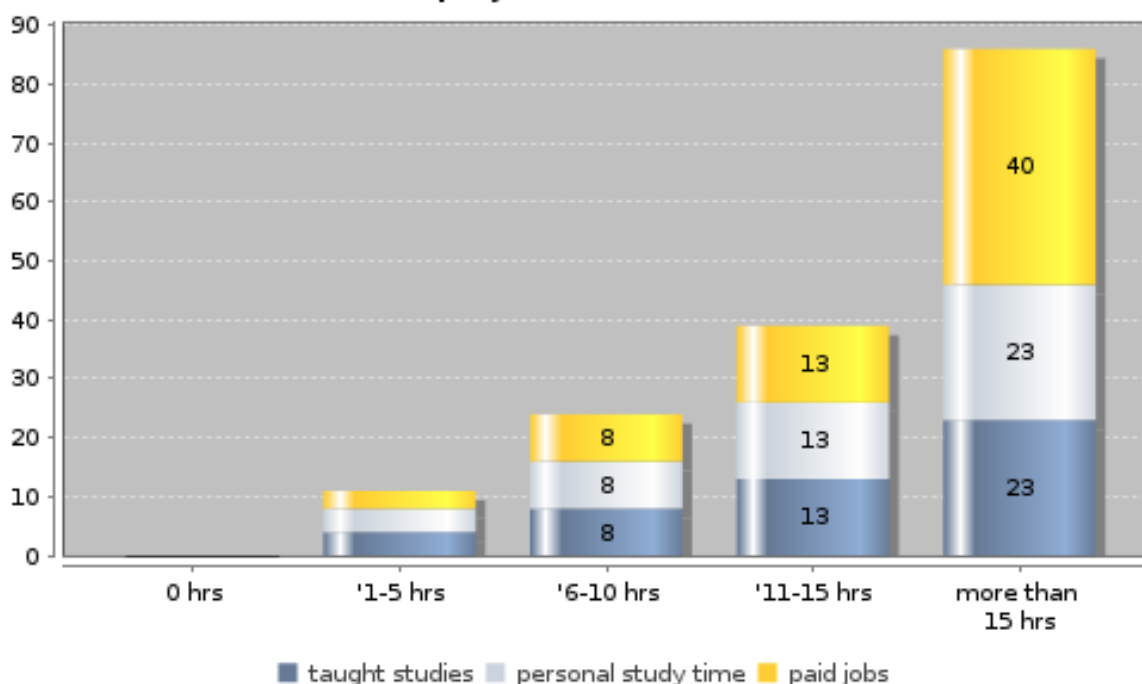**national interpretation of the results of the data analysis:**

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	33.0
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	36.3
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	23.6
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	26.9

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:

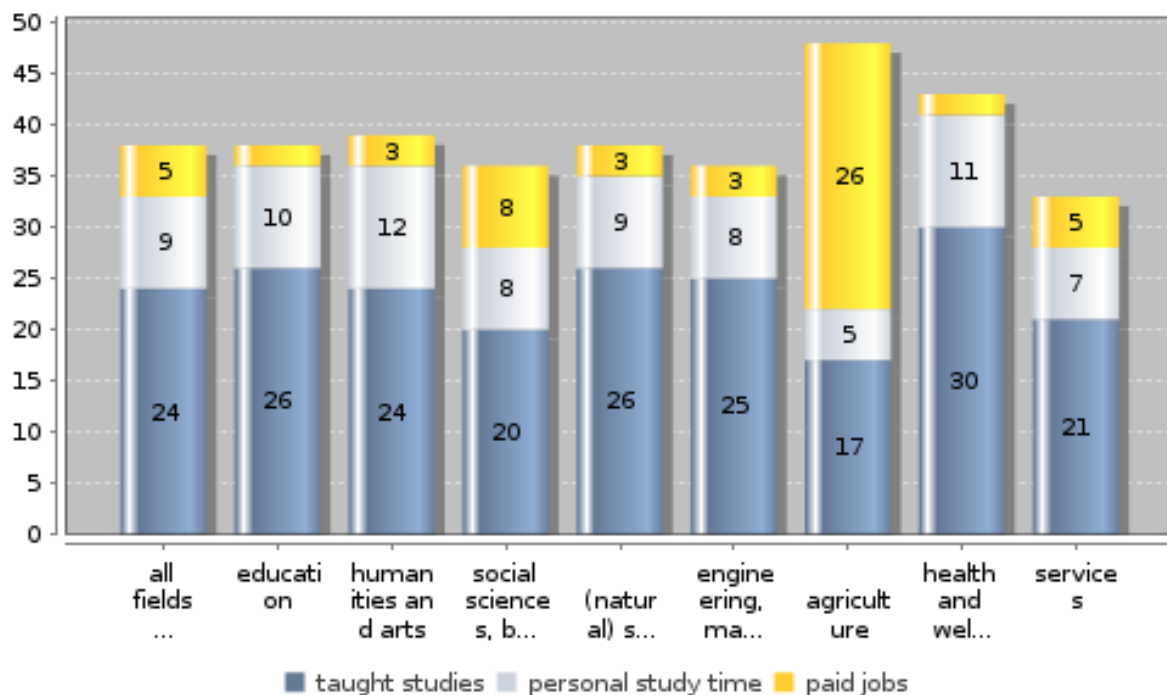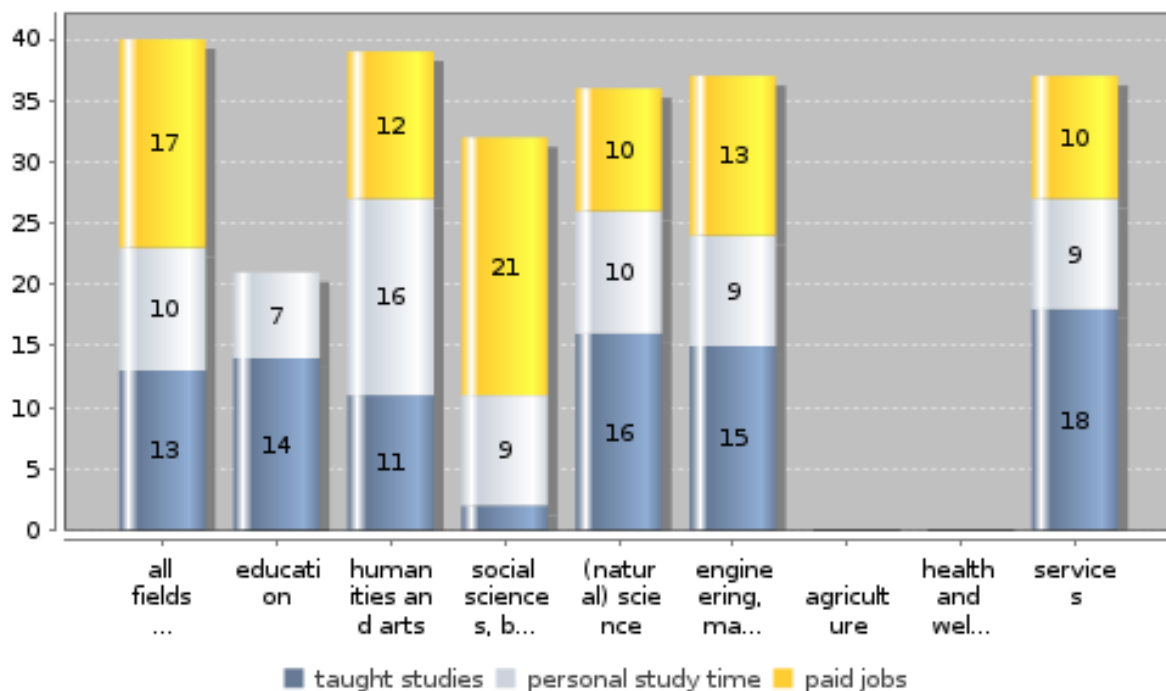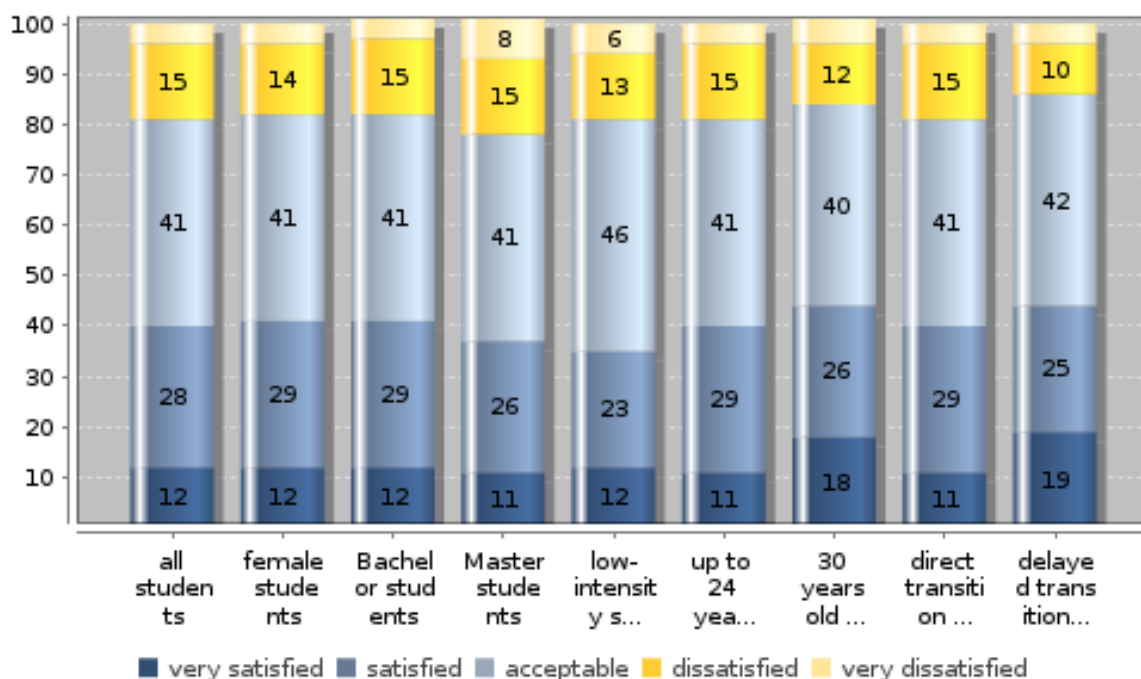**national interpretation of the results of the data analysis:**

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 %	40.2
Share of BA students who are (very) satisfied, in %	40.8
Share of low-intensity students who are (very) satisfied, in %	35.5
Share of 30 year olds or over who are (very) satisfied, in %	43.7

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	78.6
Total workload of BA students who are very dissatisfied, in hrs/wk	78.0
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	64.5

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)

■ 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)

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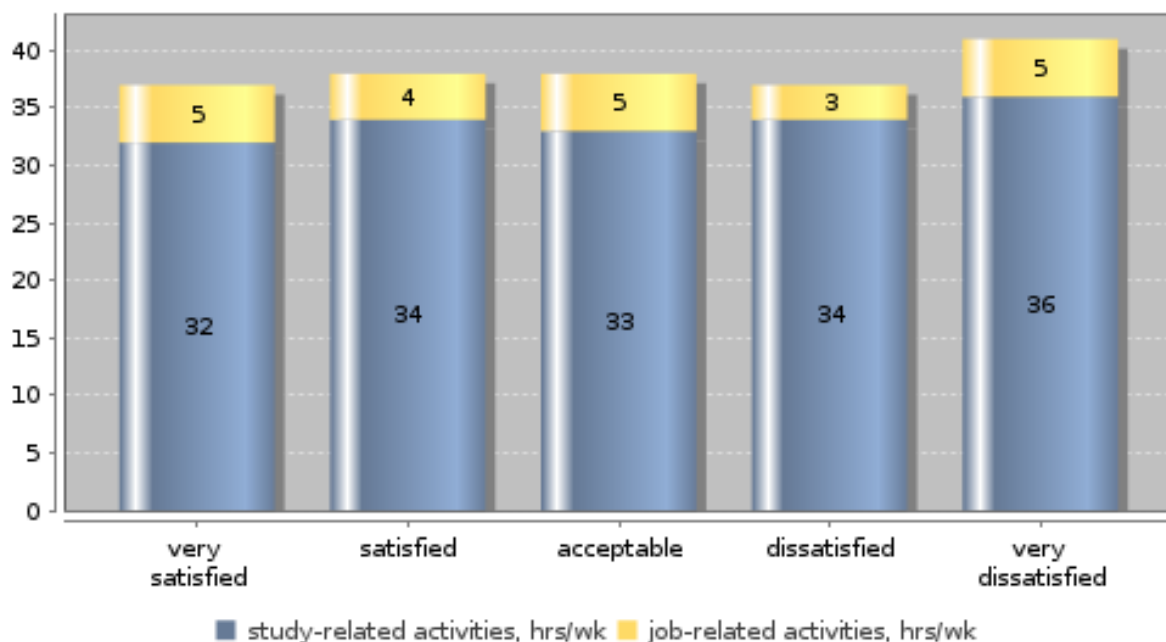
details on missing data:

methodical issues or considerations for data interpretation:

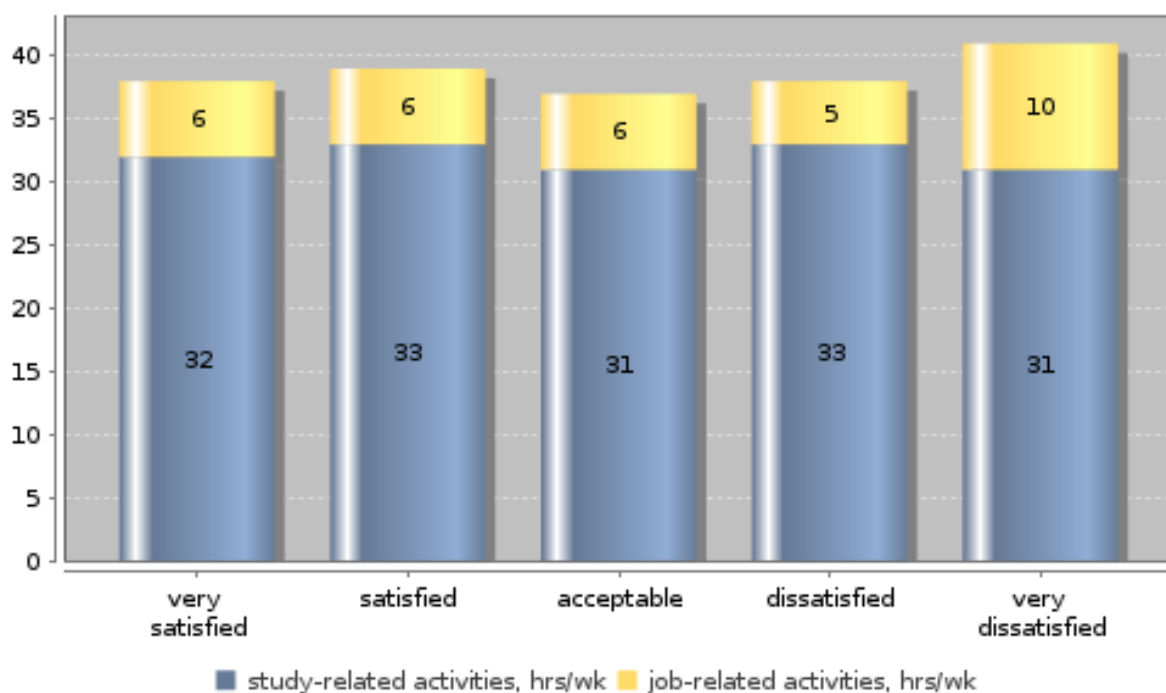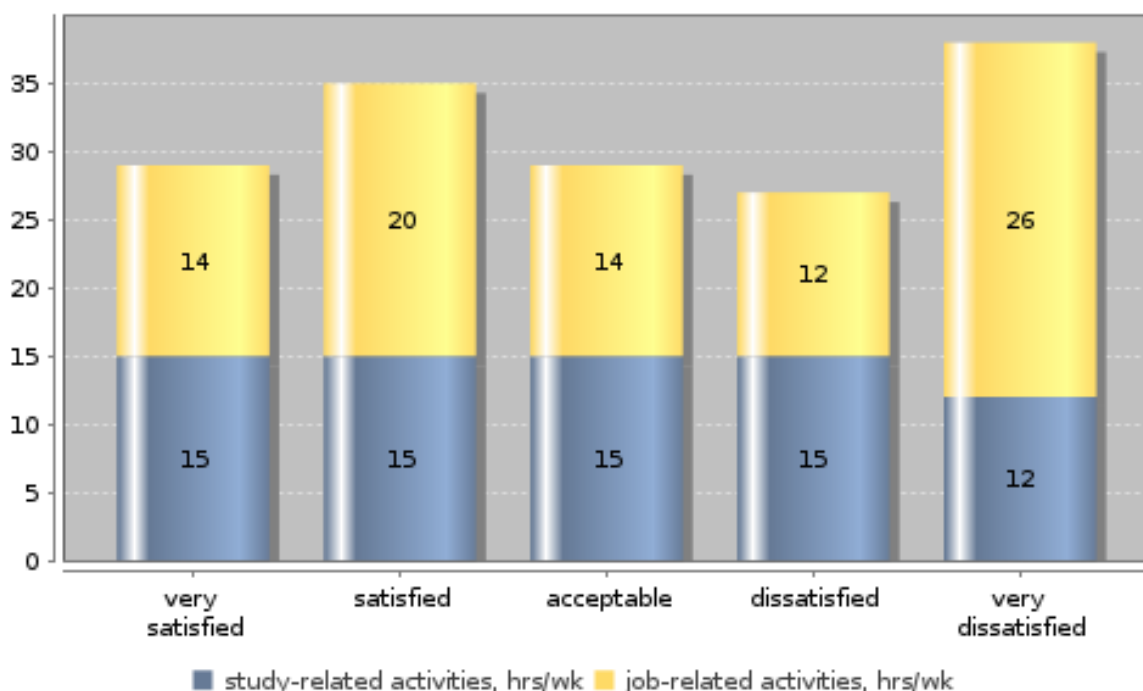**national interpretation of the results of the data analysis:**

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 %   43.2

Share of all students whose goals are met at (very) high level - basis for personal development, in %   59.1

All students' assessment of study programme as good basis for starting work (in %)
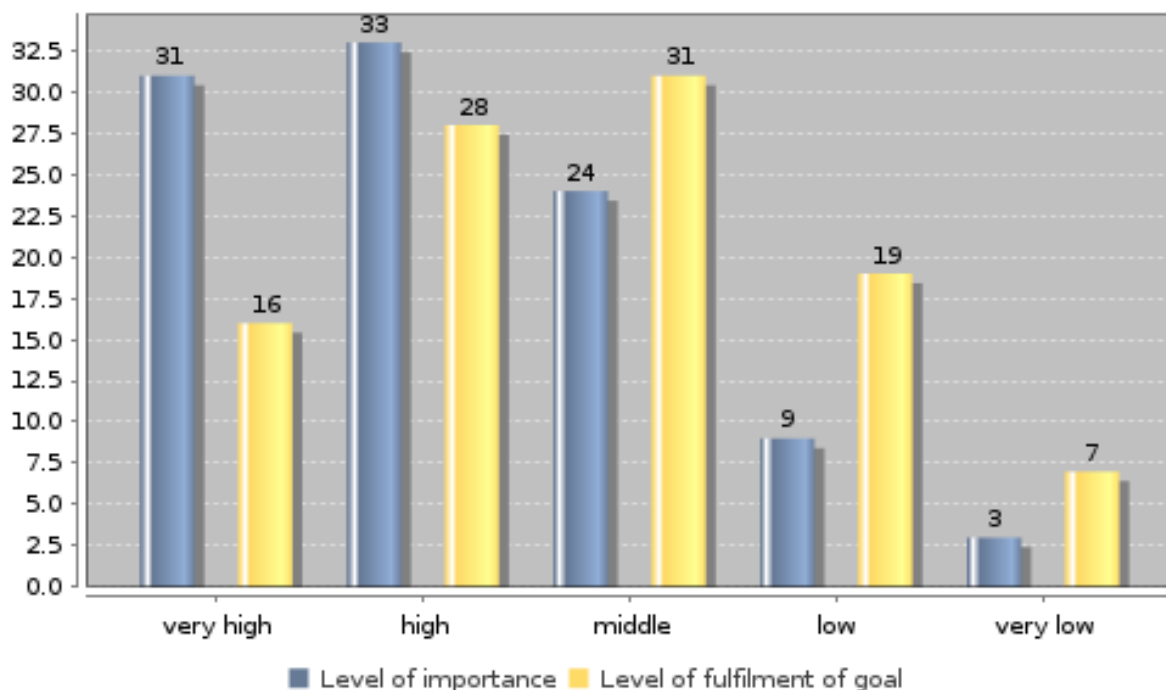
	very high	high	middle	low	very low
Level of importance	31	33	24	9	3
Level of fulfilment of goal	16	28	31	19	7

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
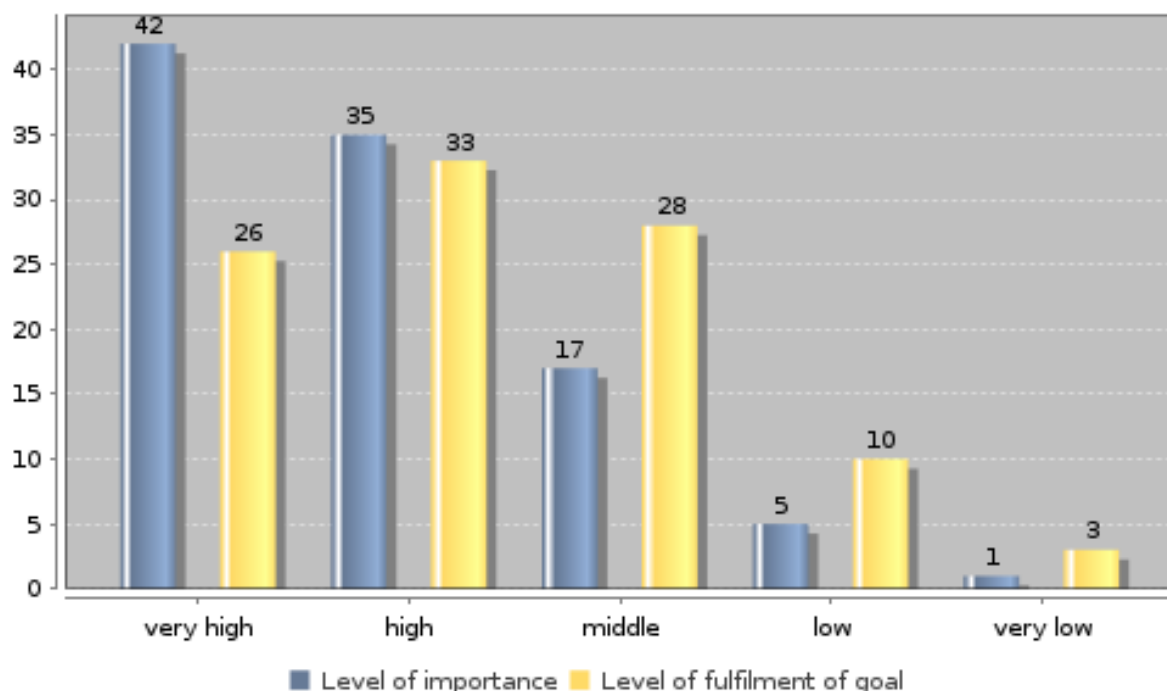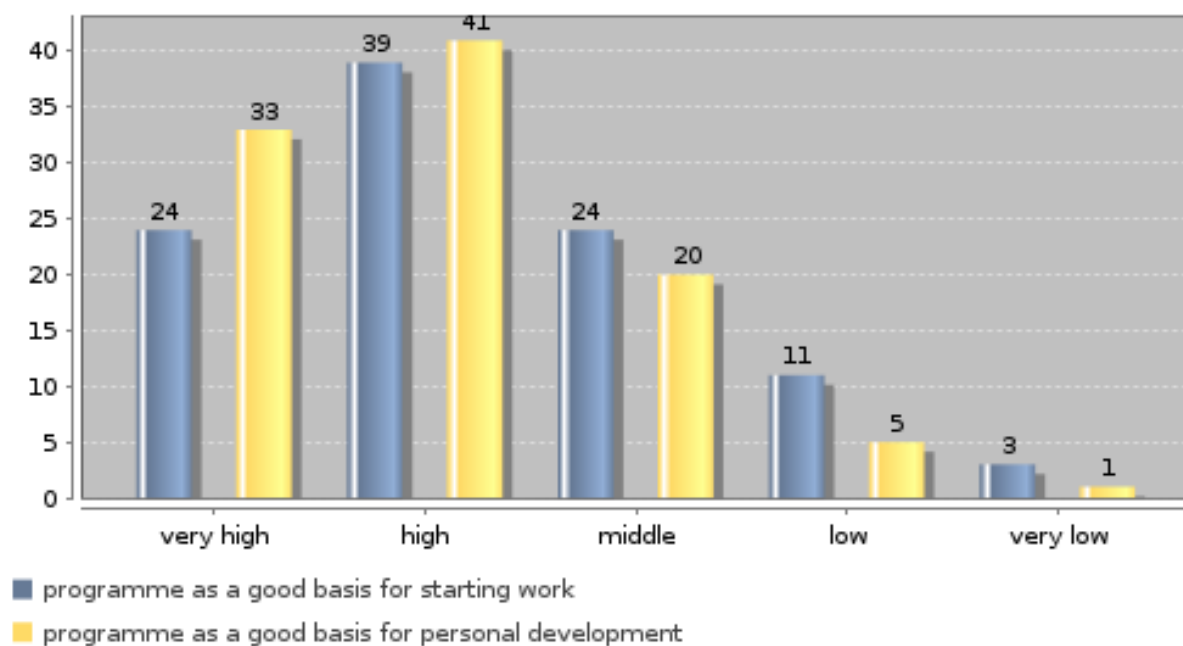
details on missing data:
Level of importance: 16 Non responses - programme as a good basis for starting work; 23 Non responses - programme as a good basis for personal development.
Level of fulfilment of goal: 119 Non responses - programme as a good basis for starting work; 105 Non

responses - programme as a good basis for personal development.

Fulfilment for those who see aspect as of (very) high importance: 67 Non responses - programme as a good basis for starting work; 65 Non responses - programme as a good basis for personal development.

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 %	44.2
Share of BA students whose goals are met at (very) high level - basis for personal development, in %	59.6

BA students' assessment of study programme as good basis for starting work (in %)
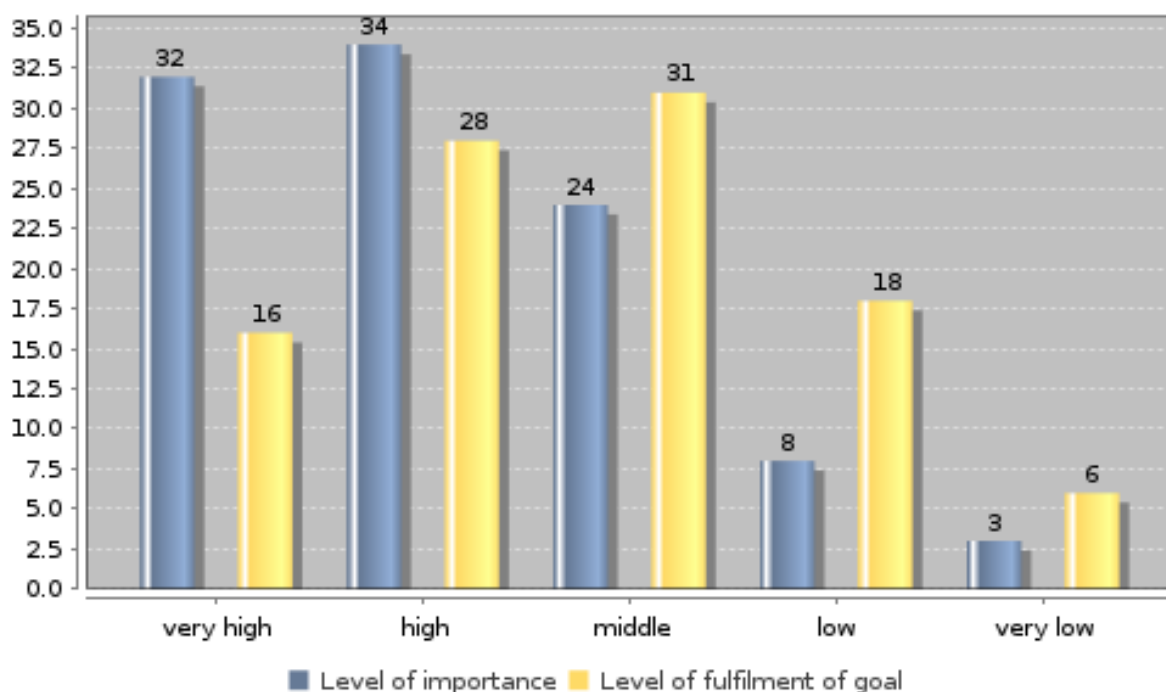
	very high	high	middle	low	very low
Level of importance	32	34	24	8	3
Level of fulfilment of goal	16	28	31	18	6

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

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

Data points (very high, high, middle, low, very low):
- Level of importance: 43, 35, 16, 5, 1
- Level of fulfilment of goal: 26, 33, 28, 10, 3

Fulfilment for those BA students 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

Data points (very high, high, middle, low, very low):
- programme as a good basis for starting work: 23, 39, 24, 11, 3
- programme as a good basis for personal development: 33, 41, 20, 5, 1
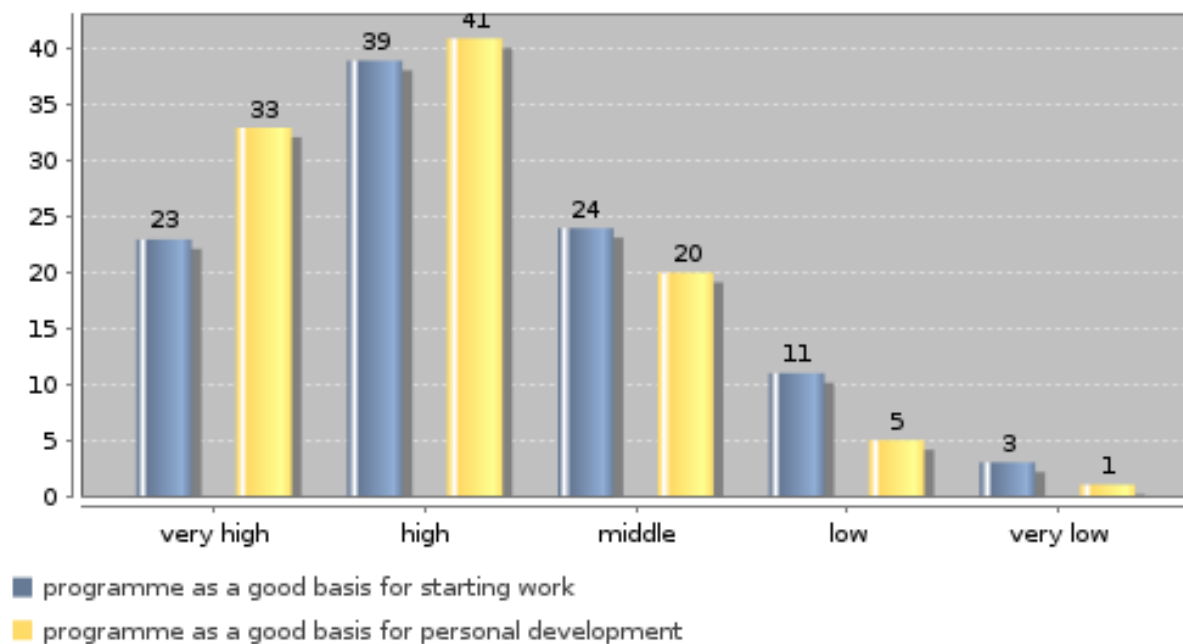
details on missing data:

Level of importance (BA): 15 Non responses - programme as a good basis for starting work; 18 Non responses - programme as a good basis for personal development.

Level of fulfilment of goal (BA): 104 NR - programme as a good basis for starting work; 92 NR -

programme as a good basis for personal development.

Fulfilment for those who see aspect as of (very) high importance (BA): 57 NR - programme as a good basis for starting work; 55 NR - programme as a good basis for personal development.

methodical issues or considerations for data interpretation:

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

Topic: H. Assessment of studies

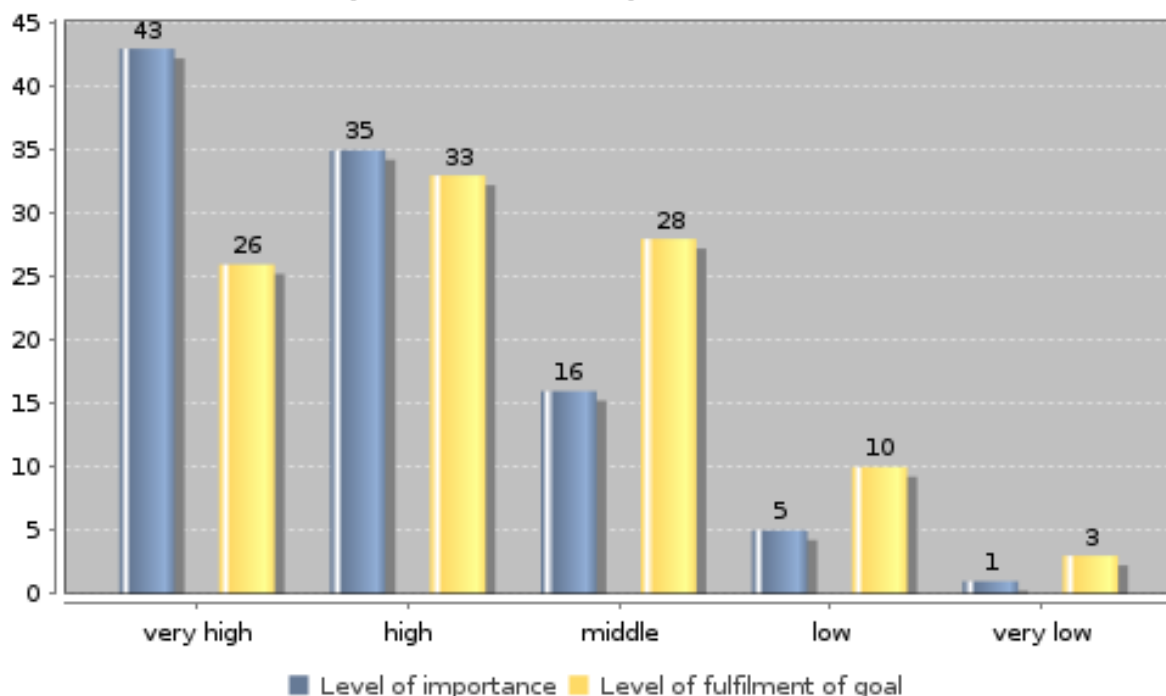## Subtopic 3: Students' assessment of general aspects of studies by social background

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 %	44.0
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	65.0
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	44.7
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	56.4

Students' assessment of study programme as good basis for starting work by social background (in %)
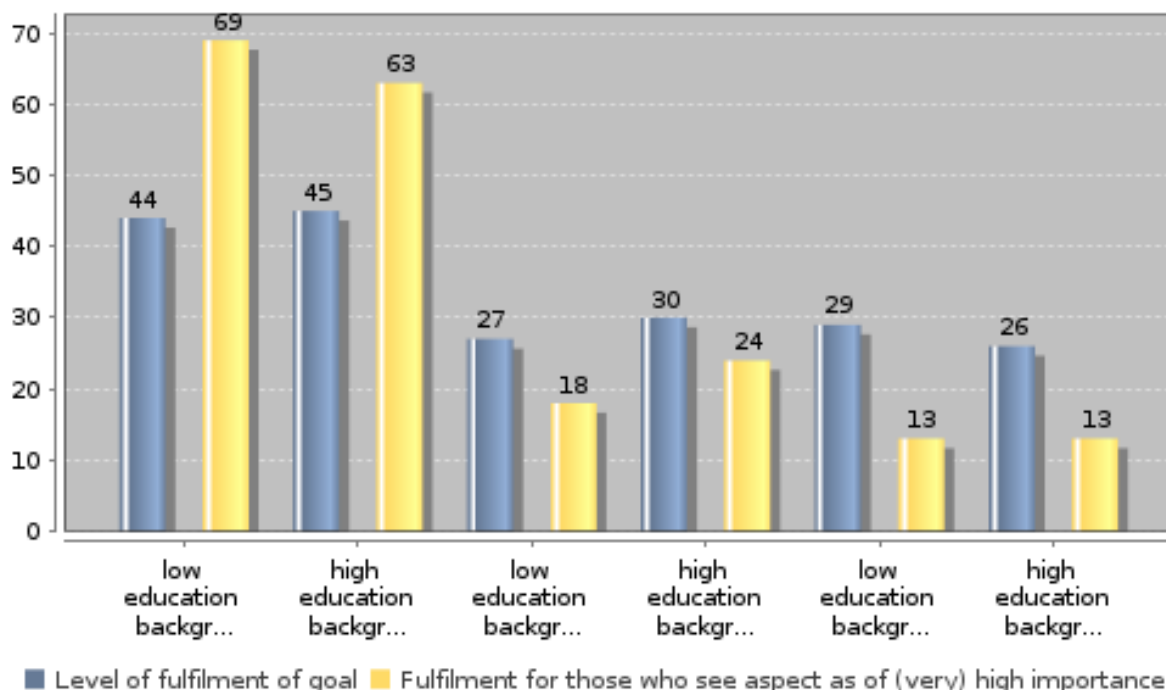
Students' assessment of study programme as good basis for personal development by social background (in %)
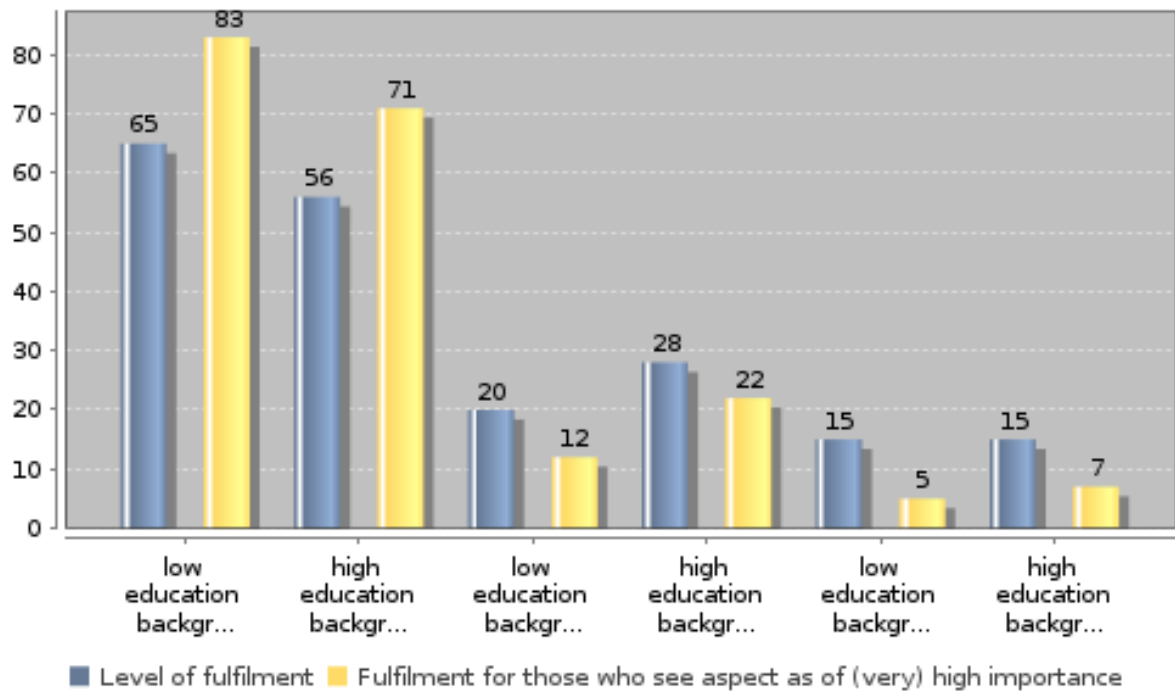
details on missing data:

methodical issues or considerations for data interpretation:

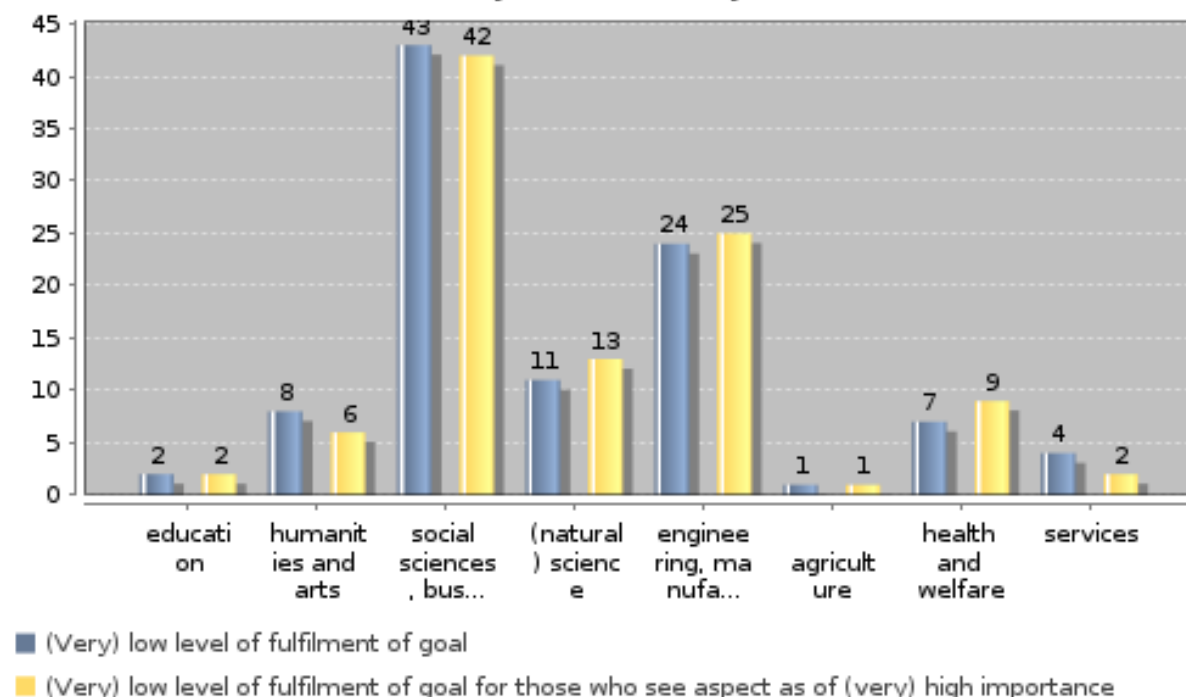national interpretation of the results of the data analysis:

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 %	6.1
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	10.8
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	25.4
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	20.9

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

Students' assessment of study programme as good basis for personal development by field of study (in %)
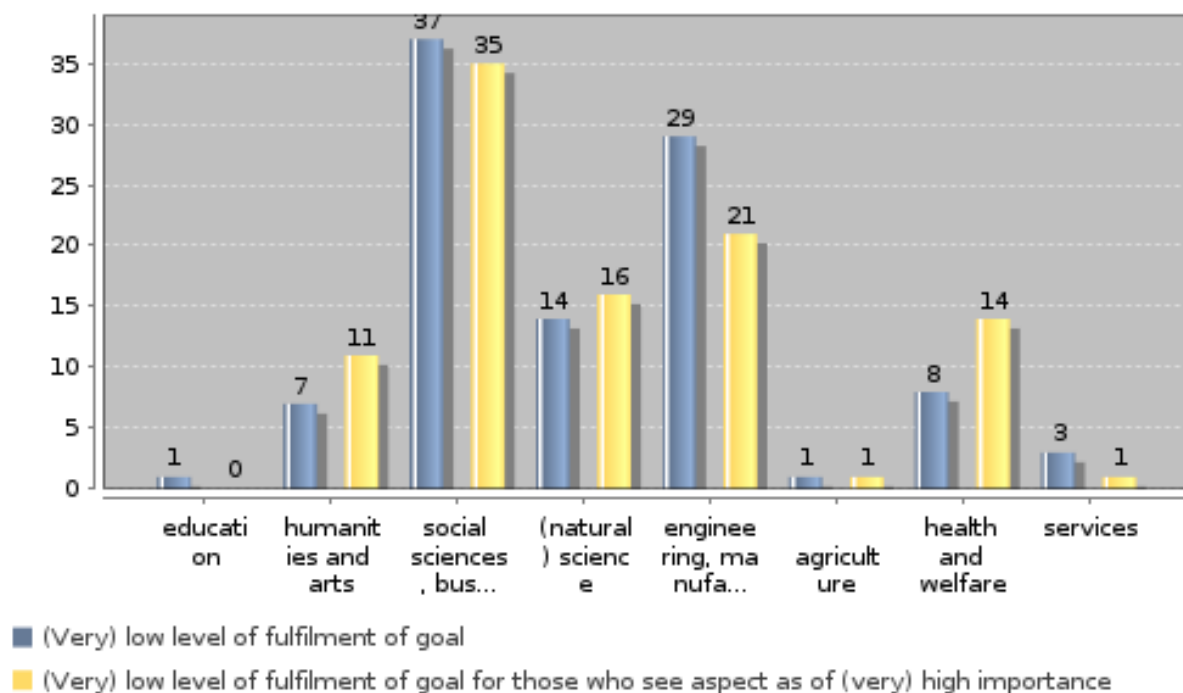
Legend:
- (Very) low level of fulfilment of goal
- (Very) low level of fulfilment of goal for those who see aspect as of (very) high importance

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

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 %	69.6
Share of all students for whom studies are less important, in %	2.2
Share of BA students for whom studies are more important, in %	73.3
Share of BA students for whom studies are less important, in %	1.8
Share of low-intensity students for whom studies are more important, in %	51.9
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 %	36.4
Share of 30 years old or older for whom studies are less important, in %	2.3

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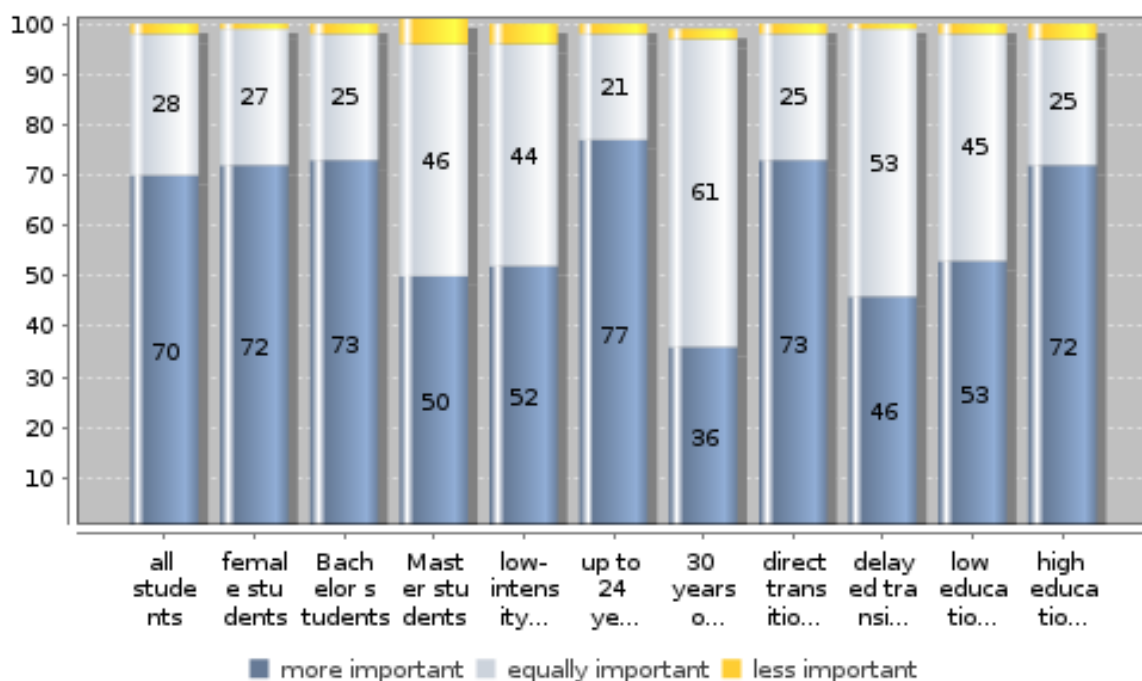
details on missing data:

Non Responses, by row: total 112 / 54 / 99 / 13 / 7 / 95 / 13 / 100 / 12 / 1 / 7.

methodical issues or considerations for data interpretation:

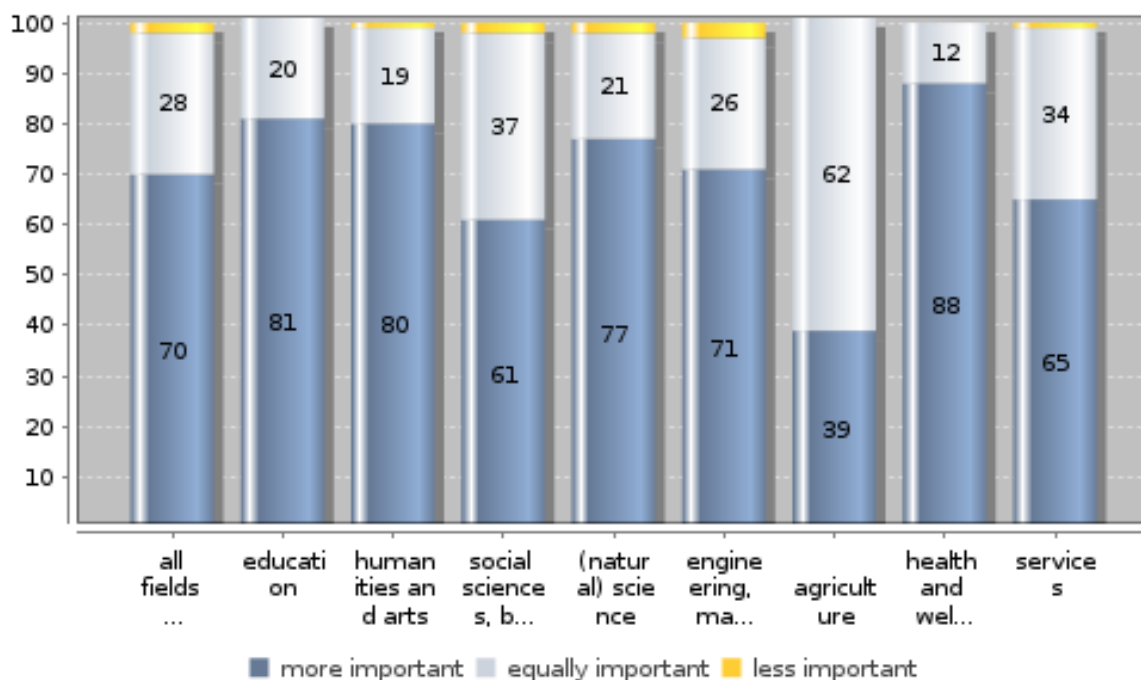**national interpretation of the results of the data analysis:**

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 %	79.8
Share of students in humanities and arts for whom studies are less important, in %	1.1
Share of students in engineering disciplines for whom studies are more important, in %	71.0
Share of students in engineering disciplines for whom studies are less important, in %	3.3
Share of students in social sciences for whom studies are more important, in %	61.1
Share of students in social sciences for whom studies are less important, in %	2.4

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

details on missing data:

Non-responses by row: total 112 / 10 / 9 / 32 / 15 / 31 / 0 / 9 / 6.

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 %	79.0
Share of all students who plan not to continue studies, in %	2.3
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	72.1

Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	Share of students with high education background (ISCED 5-6) with plans for future studies, in %
	Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %
80.9	

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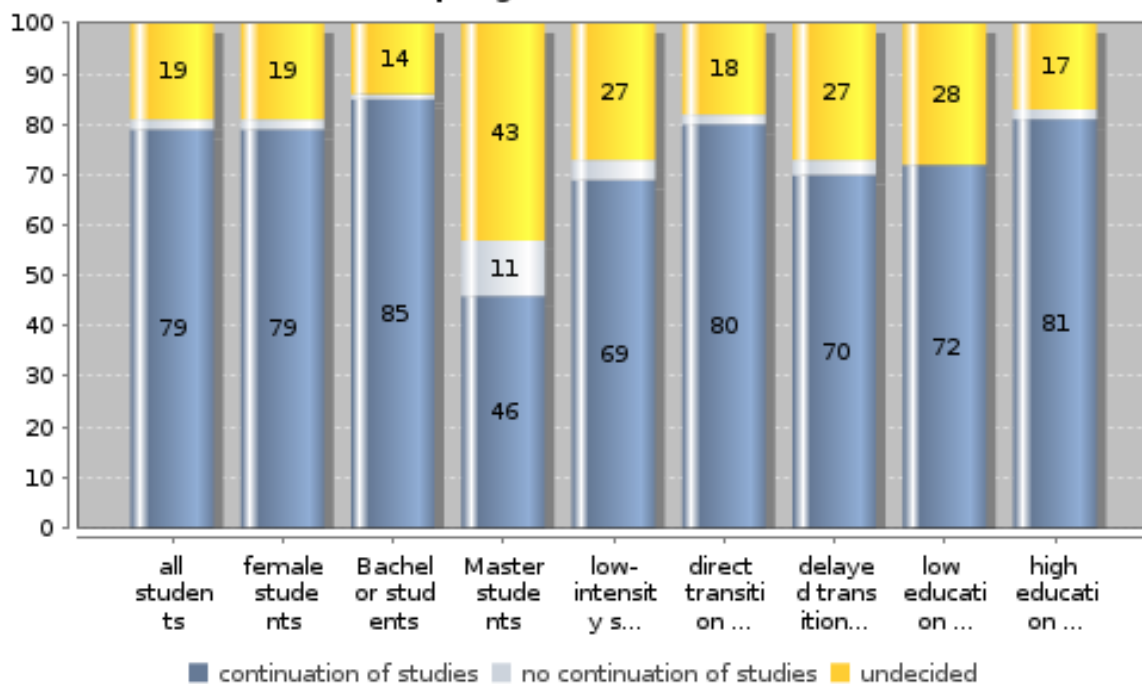
details on missing data:

Plans for continuation of studies after completing current programme - Non-responses by row: total 6 / 4 / 6 / 0 / 0 / 4 / 2 / 2 / 0.

Plans for continuation of studies after completing current programme,overview - Non-responses by row: total 6 / 4 / 6 / 0 / 0 / 4 / 2 / 2 / 0.

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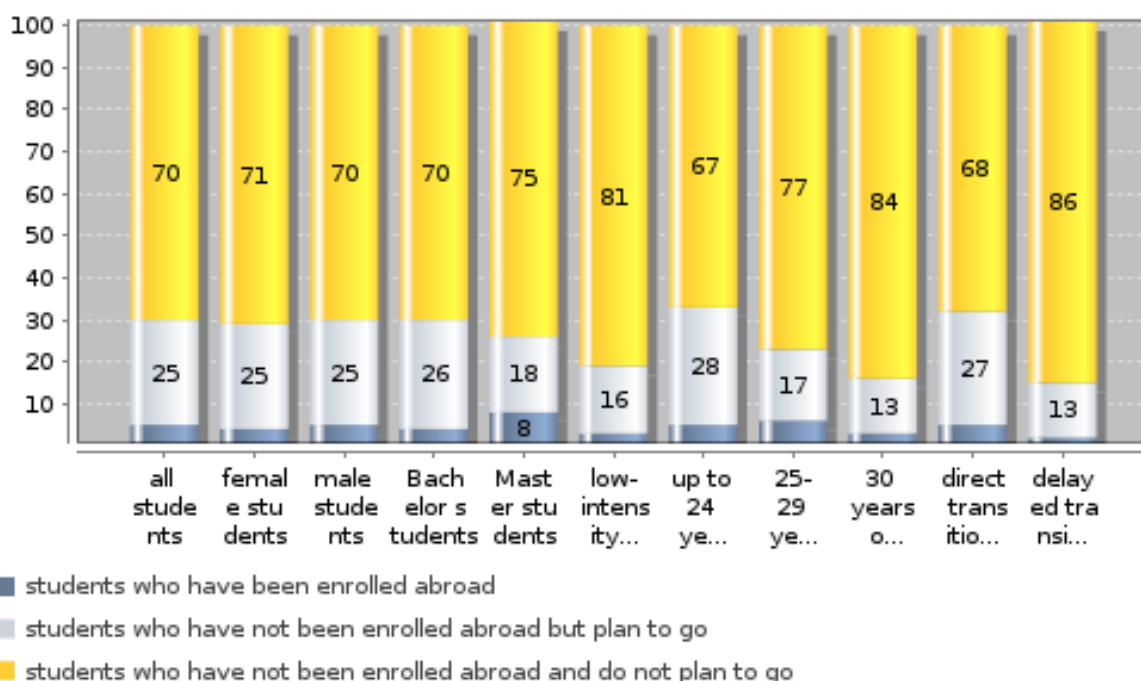**national interpretation of the results of the data analysis:**

Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators

Enrolment rate of all students, in %	4.7
Enrolment rate of female students, in %	4.4
Enrolment rate of Bachelor students, in %	4.1
Enrolment rate of Master students, in %	7.9
Plans for foreign enrolment of all students, in %	25.1
Plans for foreign enrolment of Bachelor students, in %	26.4

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:

Non responses, by row: total 108/10/8/33/12/28/1/10/6.

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 %	9.5
social sciences, in %	3.8
(natural) science, in %	3.9
engineering disciplines, in %	5.5

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

details on missing data:

Non responses, by row: total 108 /10/8/33/12/28/1/10/6.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:
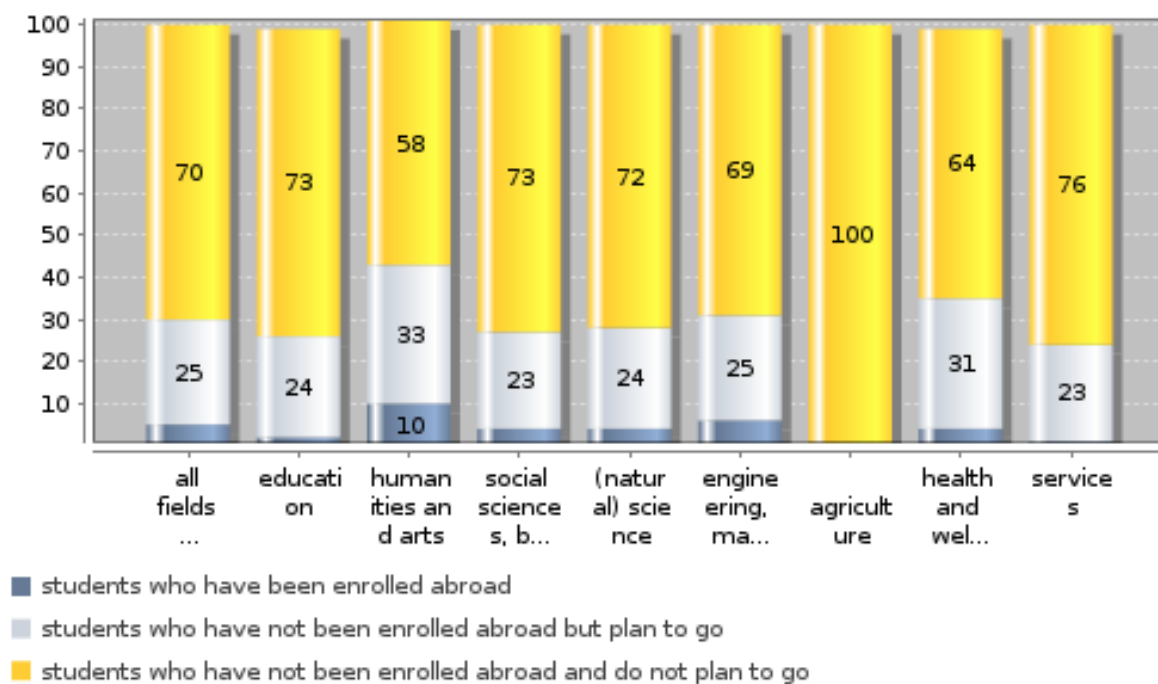
Topic: I. Internationalisation and mobility

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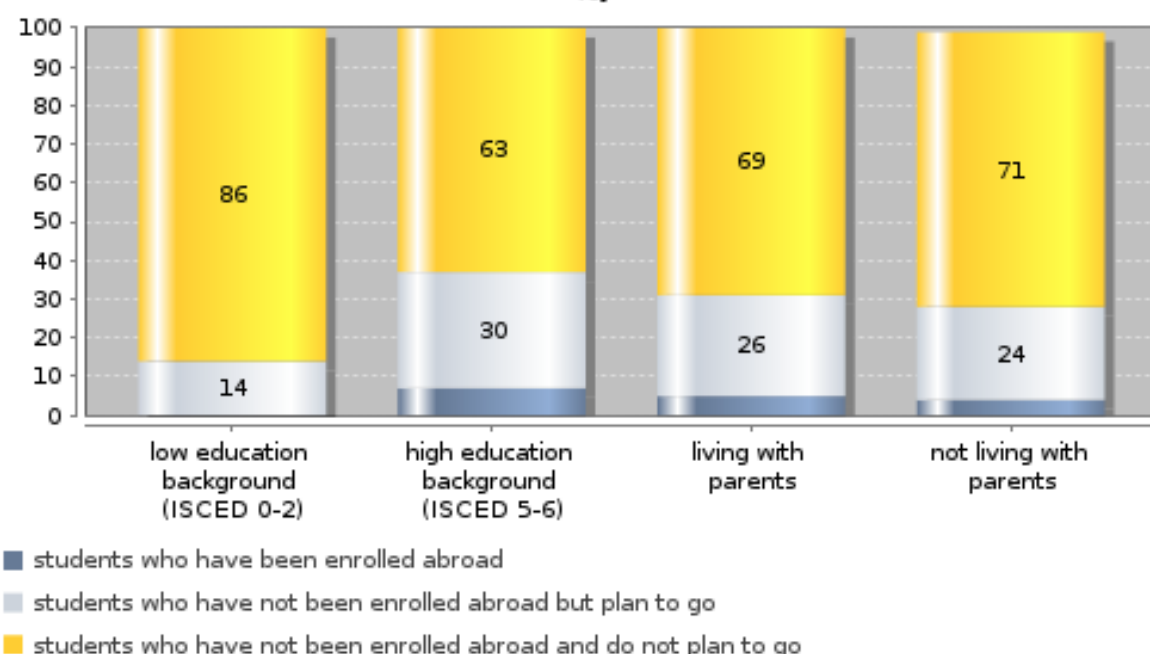
Key Indicators

Enrolment rate of students, parents with high education background (ISCED 5-6), in %

7.0

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

Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)

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

	low education background (ISCED 0-2)	high education background (ISCED 5-6)	living with parents	not living with parents
students who have not been enrolled abroad and do not plan to go	86	63	69	71
students who have not been enrolled abroad but plan to go	14	30	26	24

■ 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:

Non responses, by row: 0/4/44/64.

methodical issues or considerations for data interpretation:

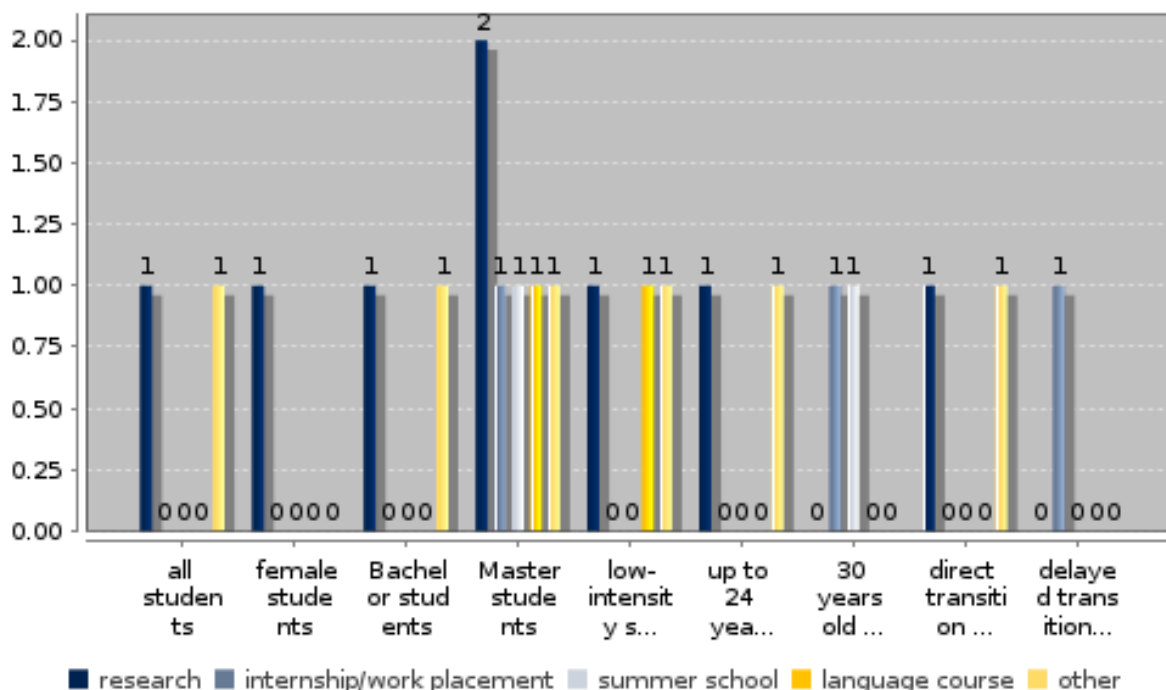**national interpretation of the results of the data analysis:**

Topic: I. Internationalisation and mobility

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

Key Indicators

Internship/work placement abroad, all students, in %	5.0
Language course abroad, all students, in %	2.1
No acitivities abroad, all students, in %	92.2
No acitivities abroad, students up to 24 years, in %	91.7

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

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

Legend: research ▮ internship/work placement ▮ summer school ▮ language course ▮ other
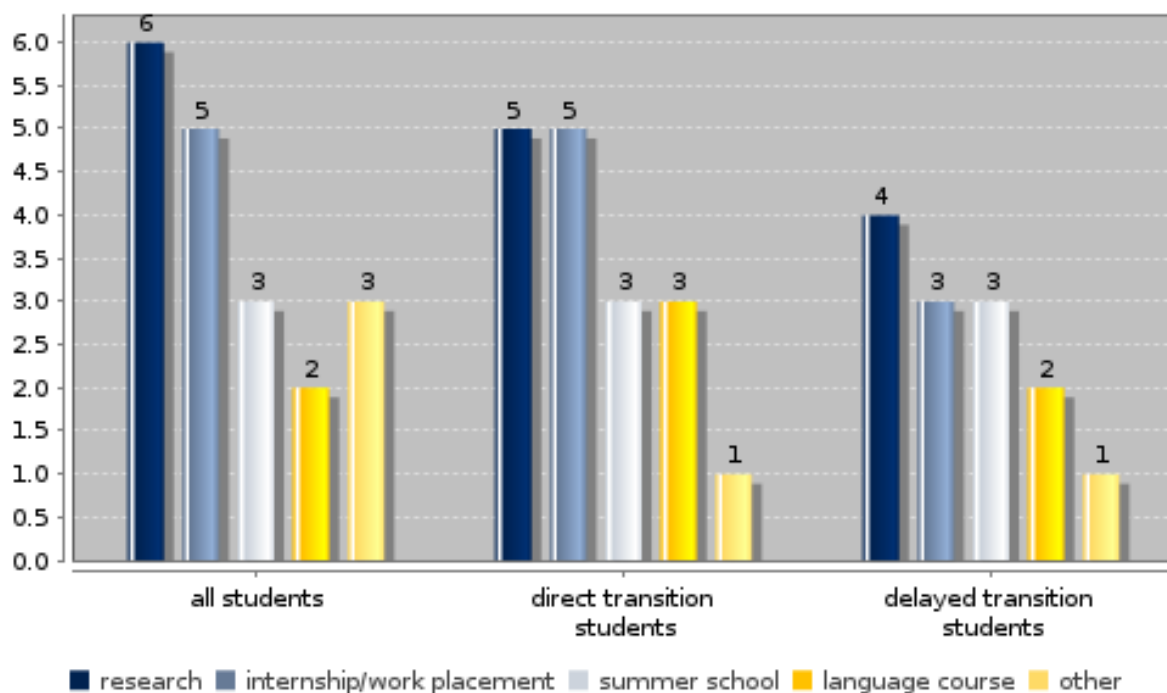
details on missing data:

89 students did not offered any data regarding the type of activities.

methodical issues or considerations for data interpretation:

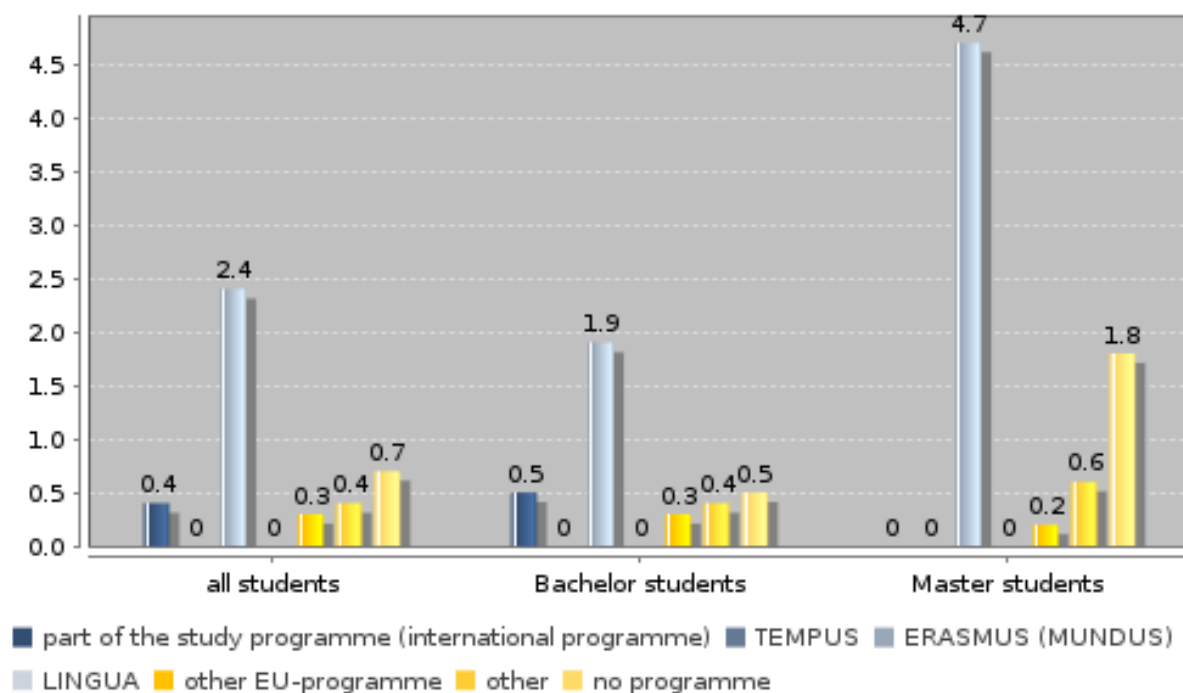**national interpretation of the results of the data analysis:**

Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

Key Indicators

Students with enrolment abroad, who went abroad without a programme, in %	16.1
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	57.7
Bachelor students with enrolment abroad, who went abroad without a programme, in %	13.0
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	55.0

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:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

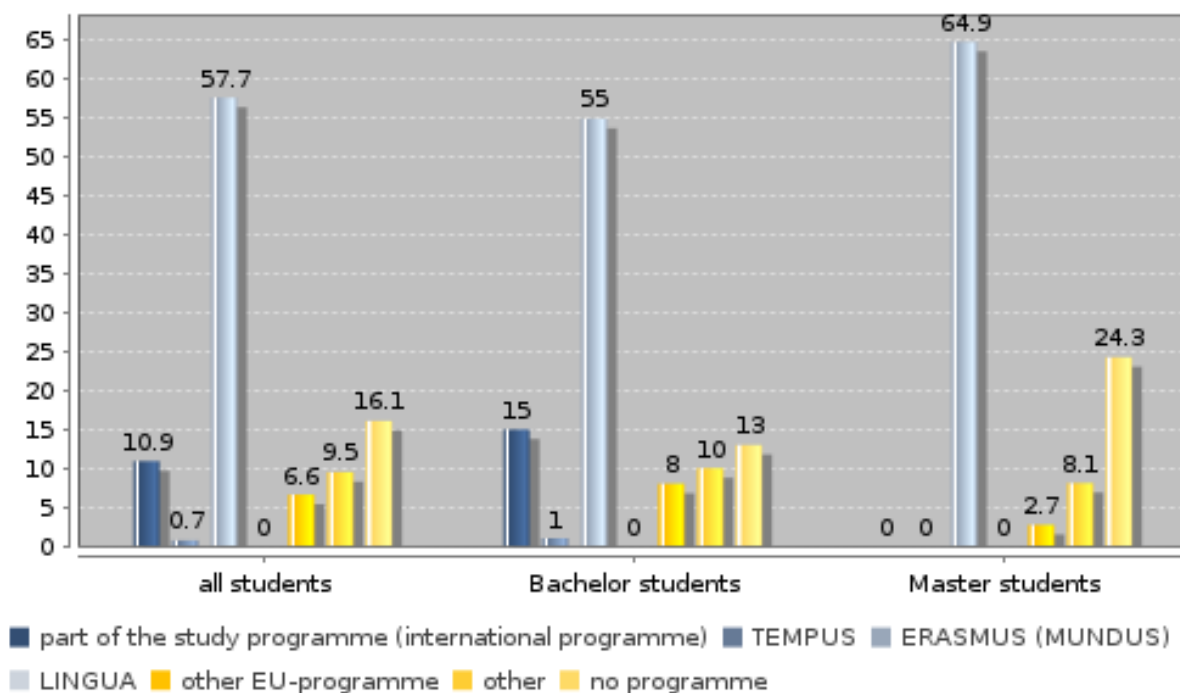## Subtopic 6: Sources of funding for enrolment abroad

Key Indicators

|	
Share of students utilising their parents/family as a source of funding:	
all students, in %	62.3
BA students, in %	65.8
students with high education background (ISCED 5-6), in %	60.0
students with low education background (ISCED 0-2), in %	0.0
Share of students indicating their parents/family as primary source of funding:	
students with high education background (ISCED 5-6), in %	42.3
students with low education background (ISCED 0-2), in %	41.0

Share of students giving public support as primary source:

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

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

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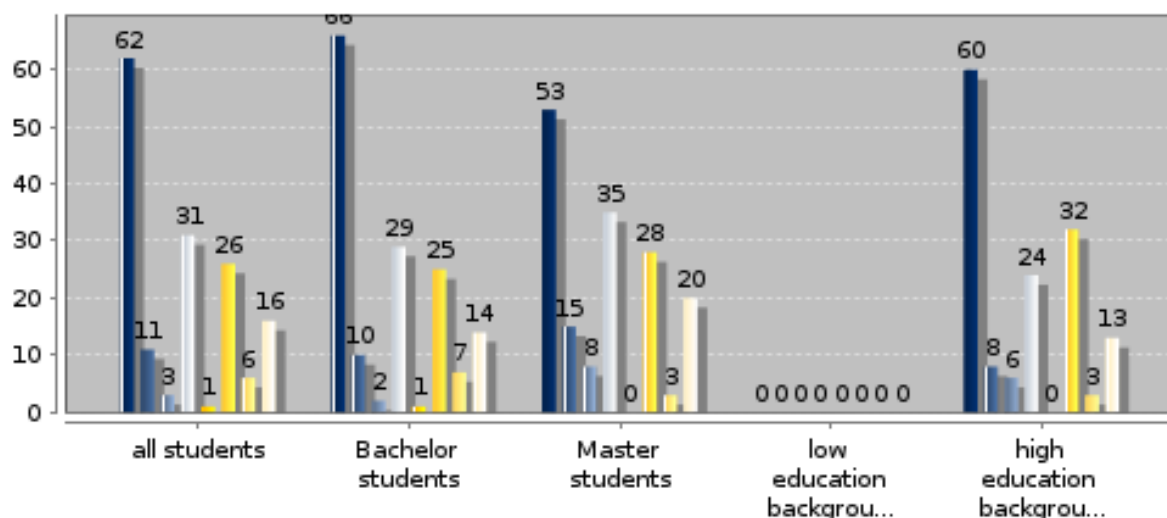
Legend: parents/family · income from previous job · income from job during studies abroad · study grants/loans from host country · home state loans (repayable) · home state grant (non-repayable) · EU study grants · other

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
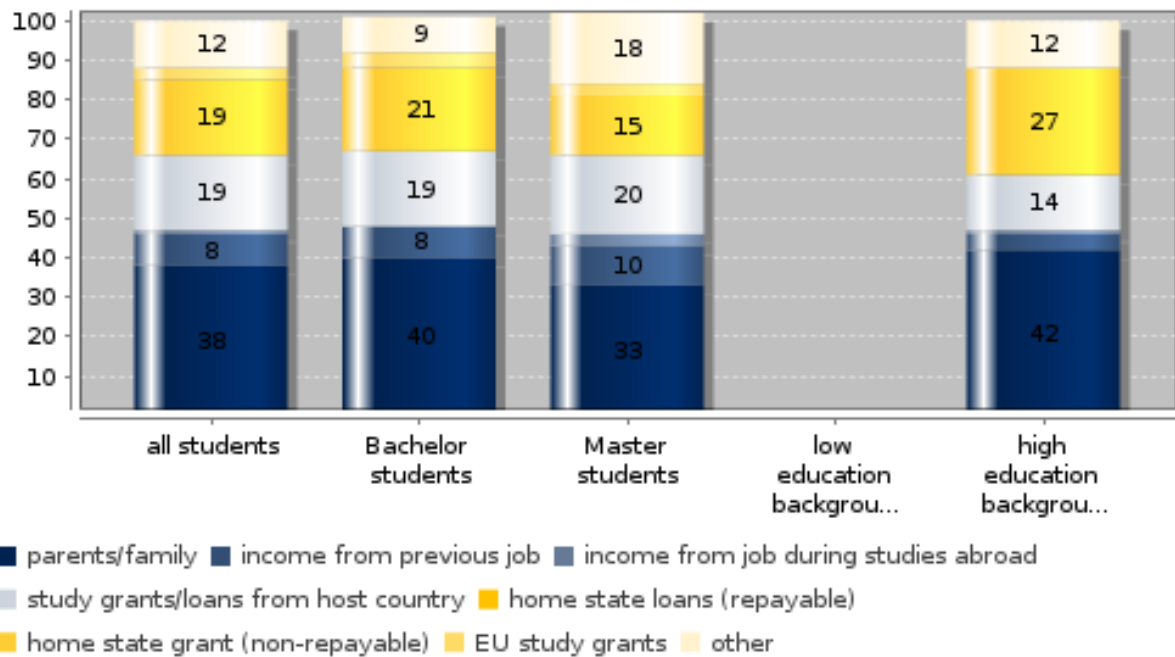
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

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 %	83.3
language improvement, in %	74.2
quality of education, in %	76.3
academic level, in %	76.7
social integration, in %	73.4
service from host institution, in %	68.4

Importance of aspects concerning enrolment abroad (in %)

Fulfilment of expectations concerning enrolment abroad (in %)

	personal development	language improvement	quality of education	academic level	social integration	service from host institution
low/very low (top)	7	7	7	7	7	7
middle	8	8	15	15	11	19
high	22	10			8	
		24	32	29	30	27
very high	62	51	44	48	43	42

■ very high ■ high ■ middle ■ low ■ very low
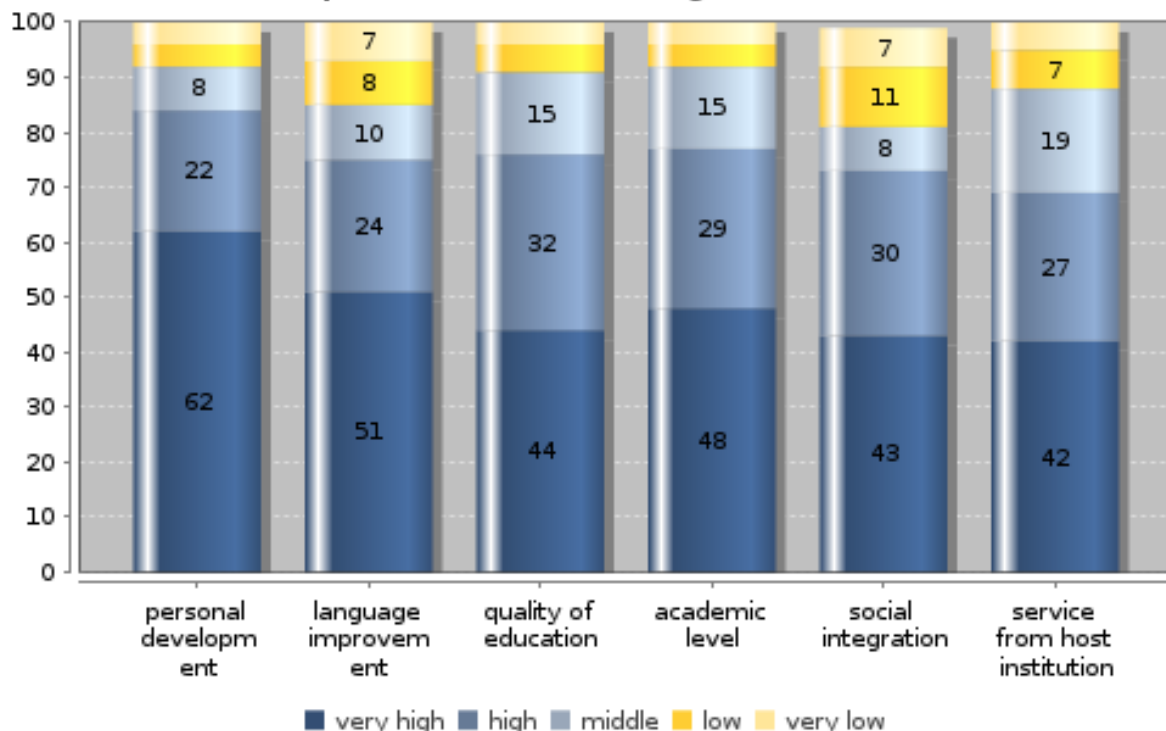
Fulfilment of expitations concerning aspects of the enrolment abroad considered as (very) important

	personal development	language improvement	quality of education	academic level	social integration	service from host institution
middle	22	30	12	12	34	14
high			38	32		27
very high	71	64	50	55	57	56

■ 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:
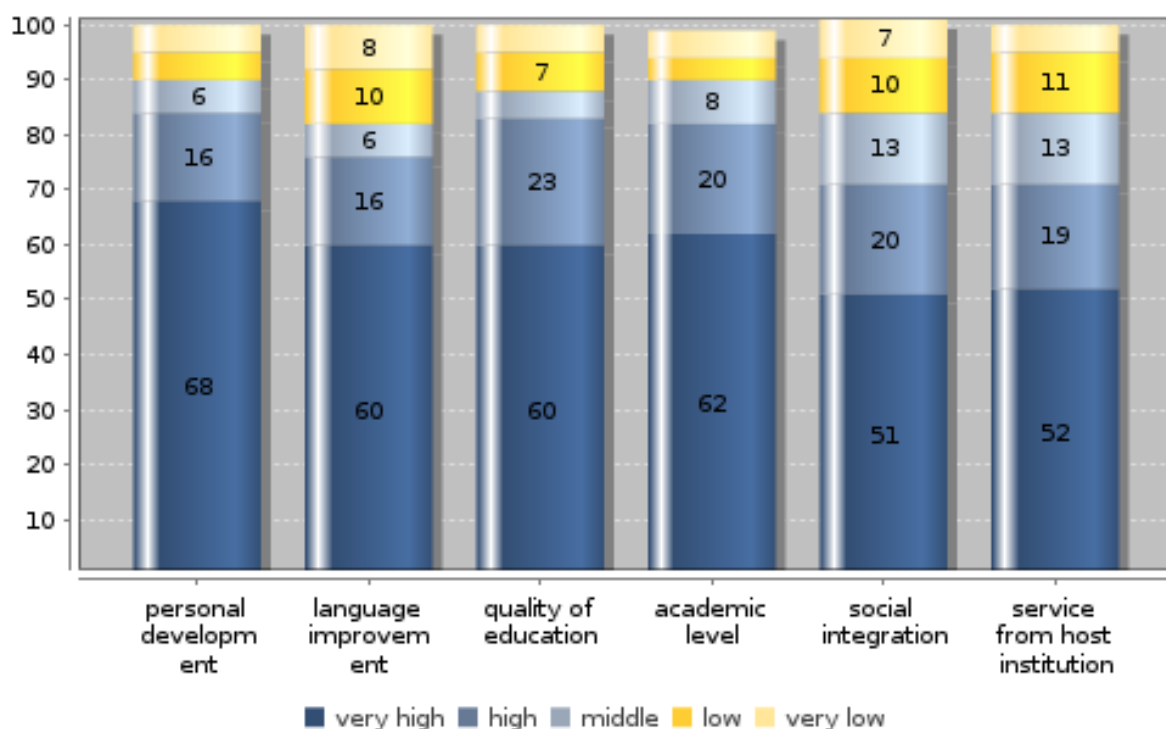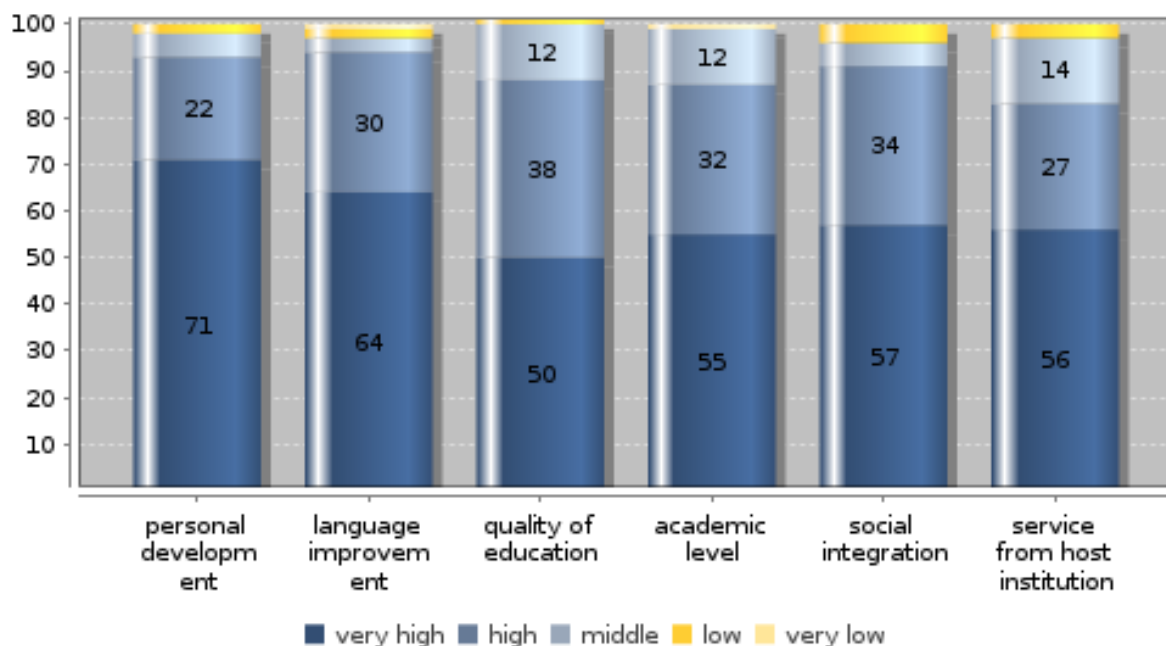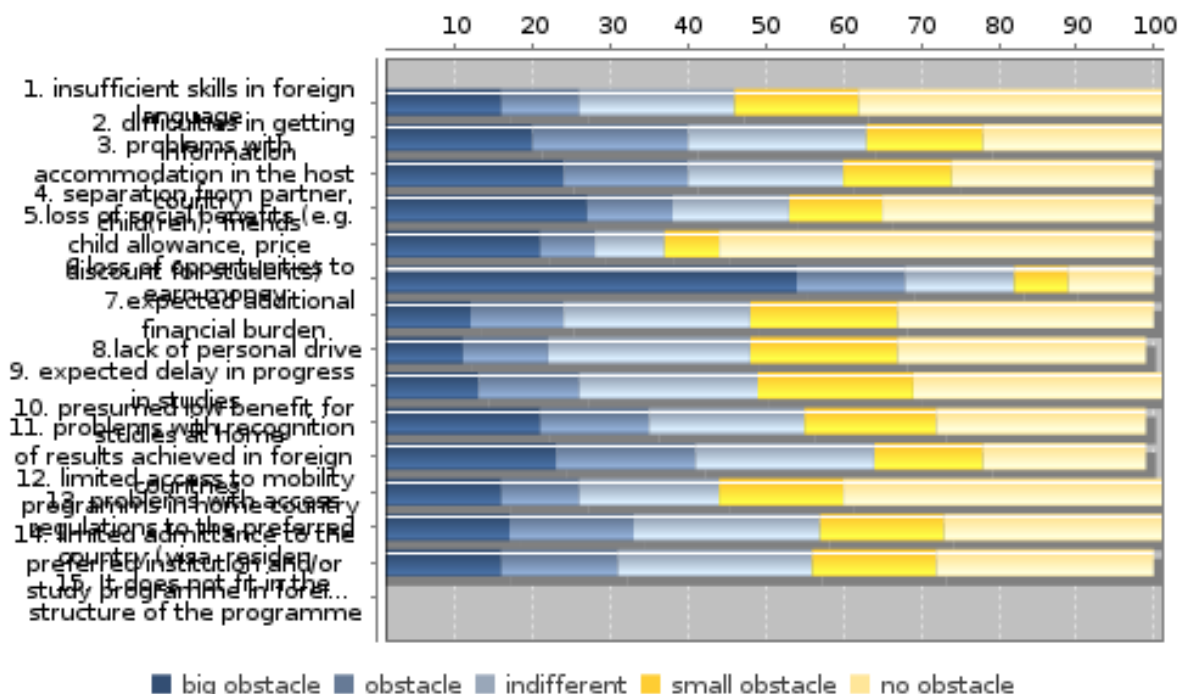
Topic: I. Internationalisation and mobility

Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

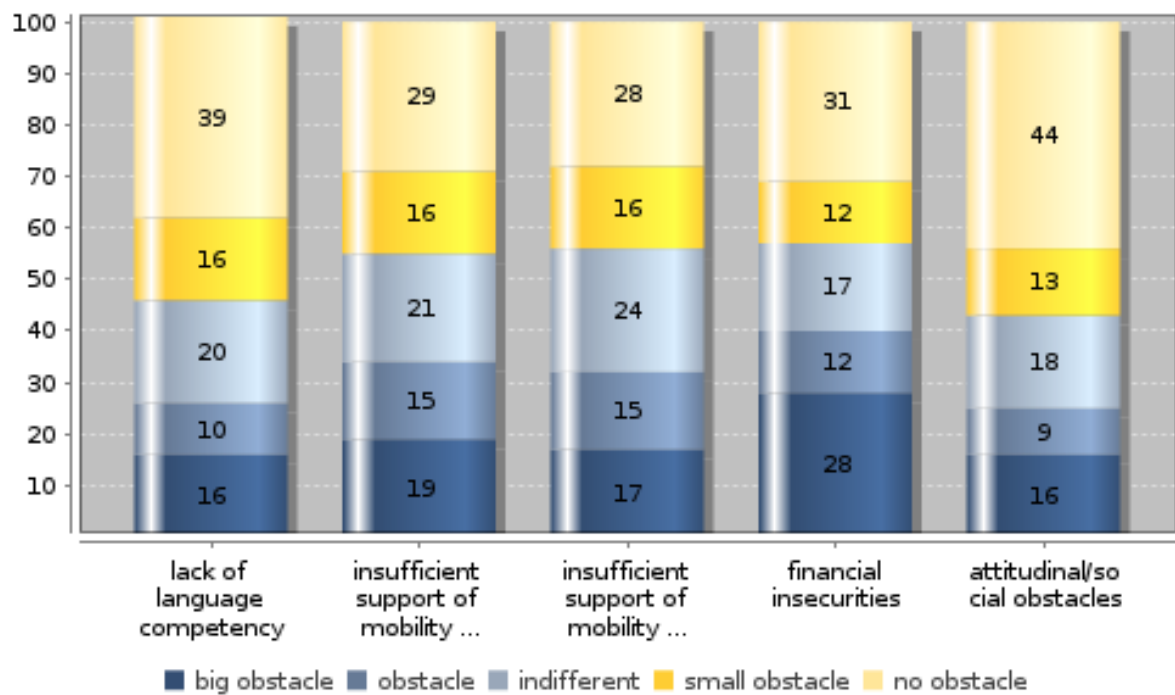|	
Big obstacle to enrolment abroad for students without enrolment abroad:	
lack of language competency, in %	15.7
insufficient support in the home country, in %	18.5
insufficient support in the host country, in %	16.5
financial insecurities, in %	28.1
attitudinal/social abstacles, in %	16.3

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 %)

	lack of language competency	insufficient support of mobility ...	insufficient support of mobility ...	financial insecurities	attitudinal/so cial obstacles
no obstacle	39	29	28	31	44
small obstacle	16	16	16	12	13
indifferent	20	21	24	17	18
obstacle	10	15	15	12	9
big obstacle	16	19	17	28	16

■ 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:
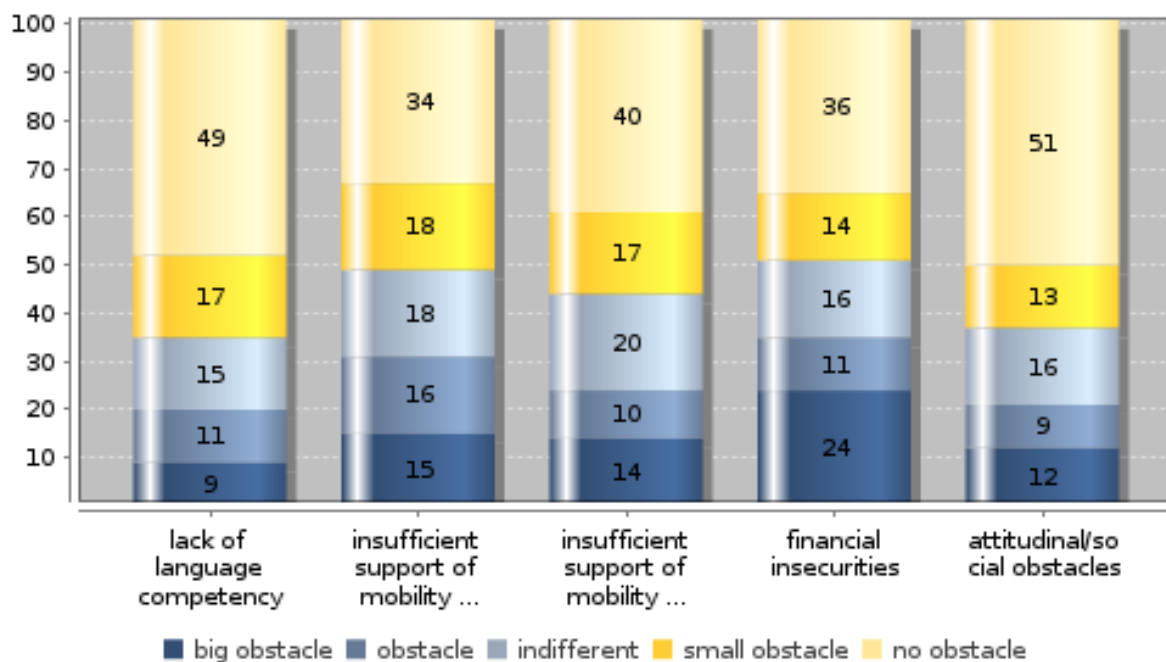
Topic: I. Internationalisation and mobility

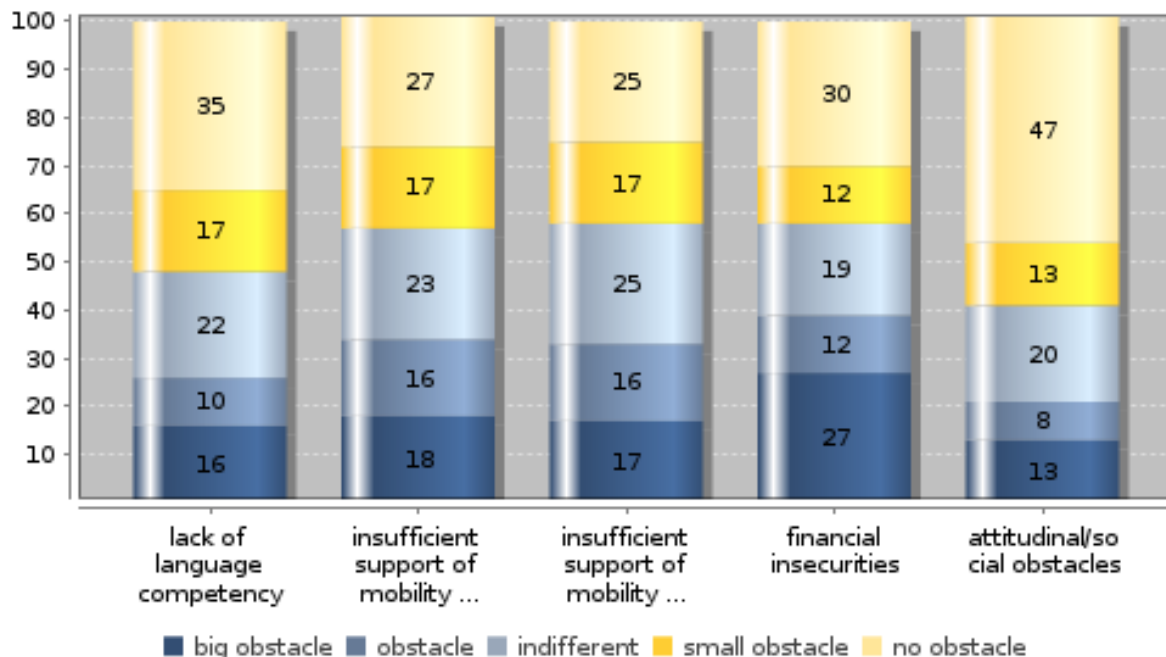## Subtopic 9: Perceived obstacles to enrolment abroad by field of study

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 %	9.3
engineering disciplines - lack of language competency, in %	15.8
humanities and arts - insufficient support in the home country, in %	15.3
engineering disciplines - insufficient support in the home country, in %	17.7
humanities and arts - financial insecurities, in %	23.8
engineering disciplines - financial insecurities, in %	26.9

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 %)

	lack of language competency	insufficient support of mobility ...	insufficient support of mobility ...	financial insecurities	attitudinal/social obstacles
no obstacle	35	27	25	30	47
small obstacle	17	17	17	12	13
indifferent	22	23	25	19	20
obstacle	10	16	16	12	8
big obstacle	16	18	17	27	13

■ 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:
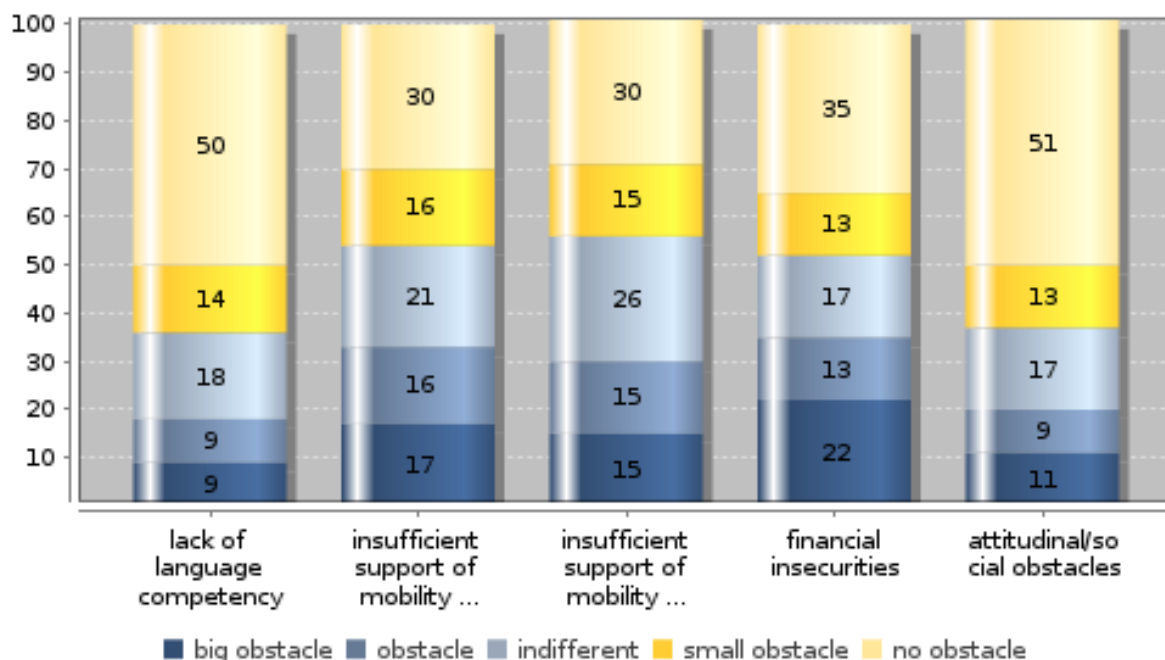
Topic: I. Internationalisation and mobility

Subtopic 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 %	22.6
high education background (ISCED 5-6) - lack of language competency, in %	8.6
low education background (ISCED 0-2) - insufficient support in the home country, in %	18.1
high education background (ISCED 5-6) - insufficient support in the home country, in %	16.7
low education background (ISCED 0-2) - financial insecurities, in %	38.1
high education background (ISCED 5-6) - financial insecurities, in %	22.2

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

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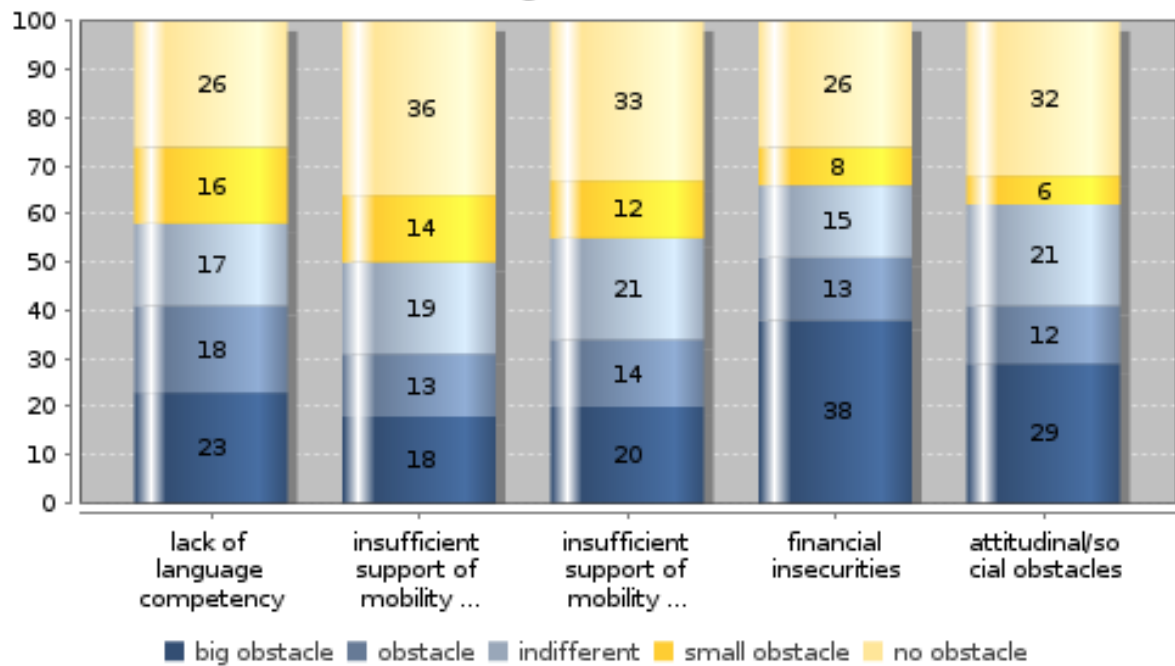
details on missing data:

methodical issues or considerations for data interpretation:

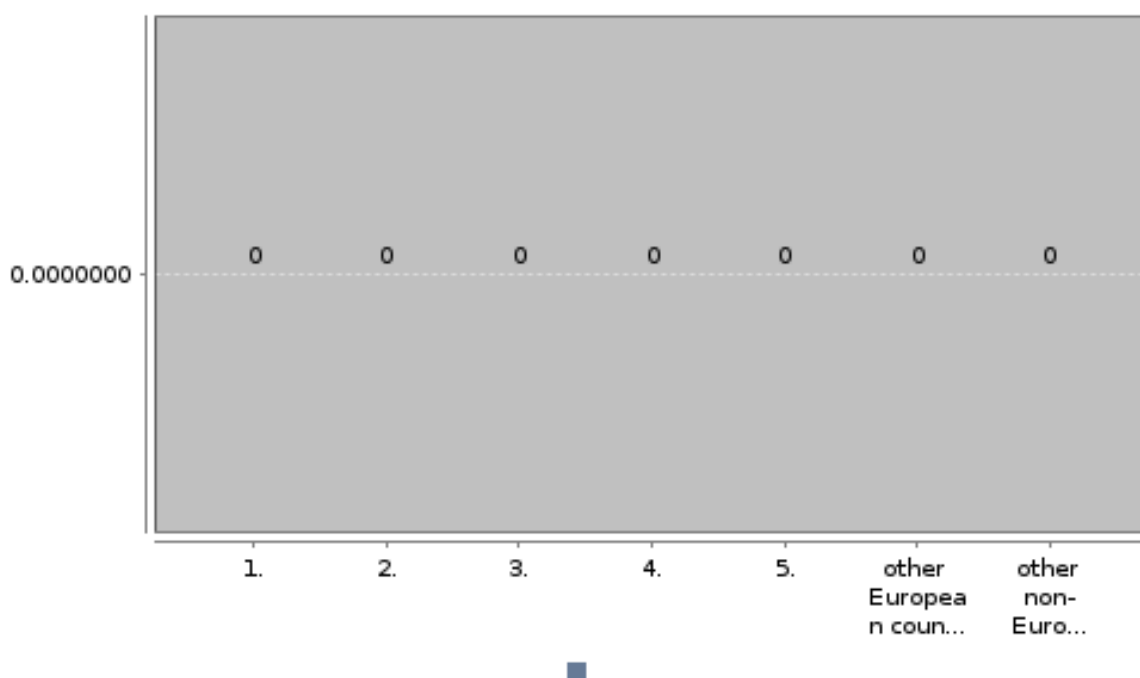**national interpretation of the results of the data analysis:**

Topic: I. Internationalisation and mobility

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

Key Indicators

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

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

details on missing data:

There are not any answers to this item.

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 %

1.0

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

65.9

2.0

25.9

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

0.0

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

10.3

47.4

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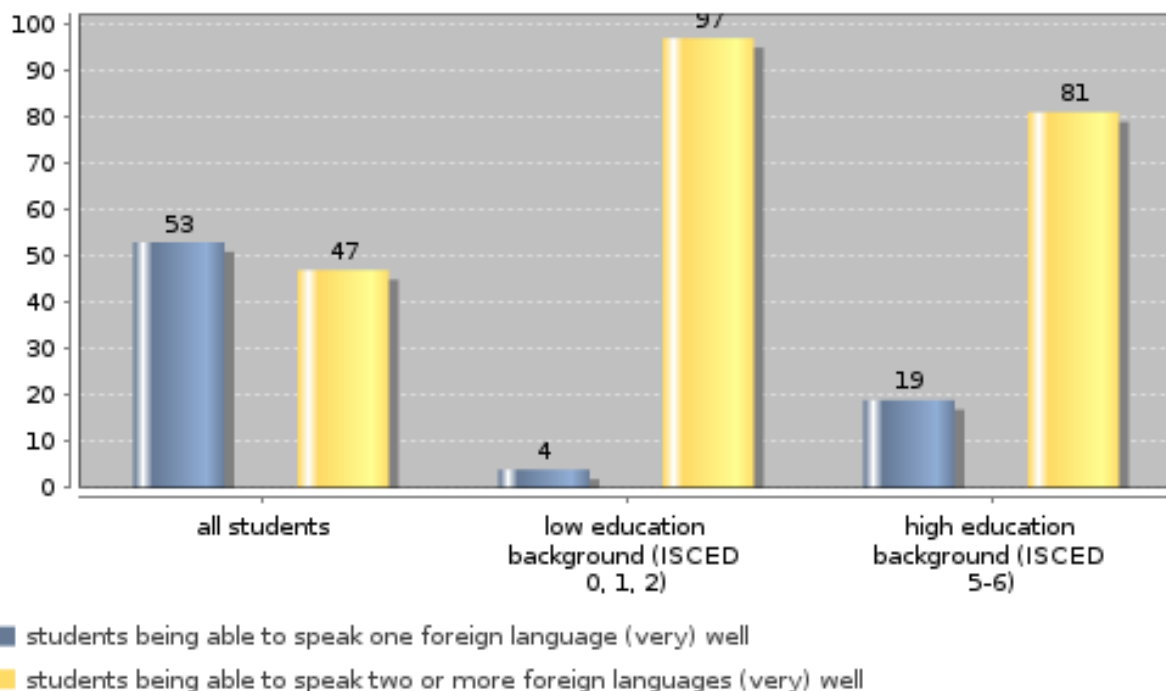
Degree of language proficiency by most frequently spoken foreign languages (in %)

Legend: very good ▪ good ▪ middle ▪ weak ▪ no knowledge
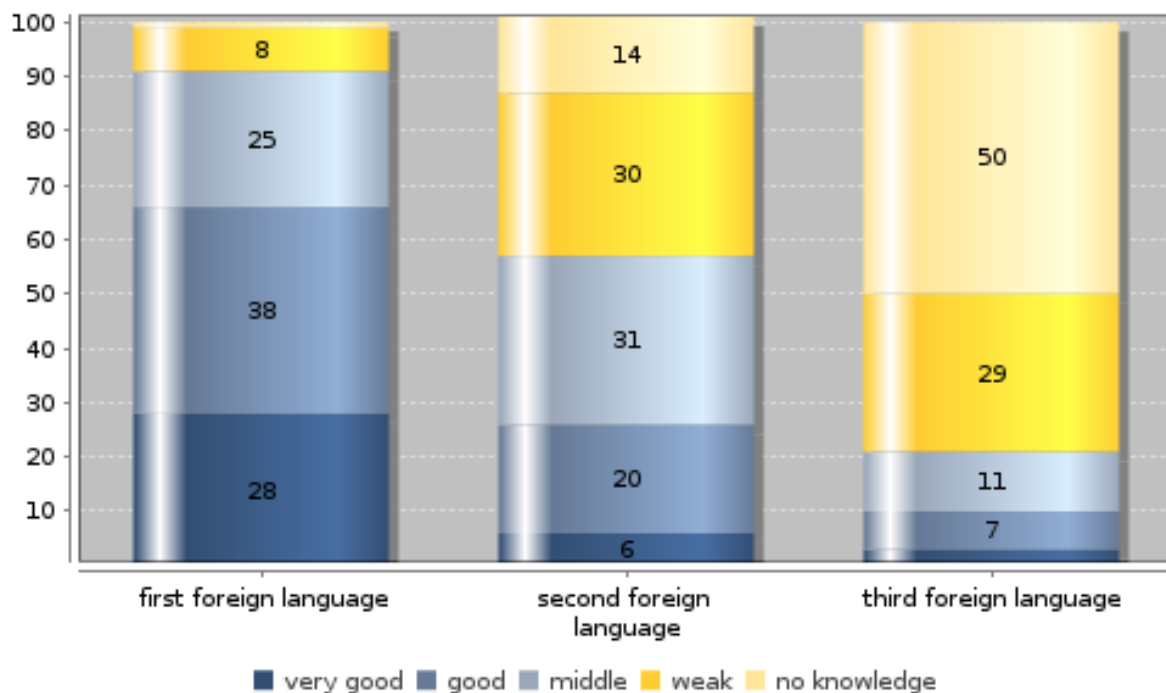
details on missing data:

methodical issues or considerations for data interpretation:

Third foreign language = Italian

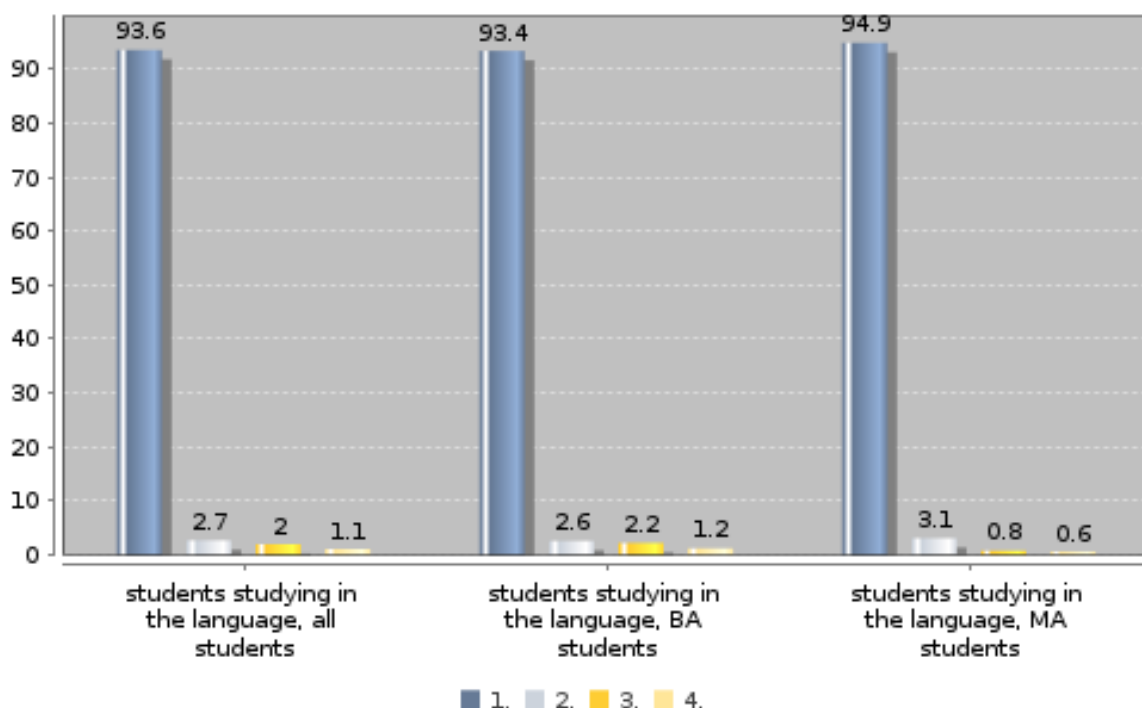**national interpretation of the results of the data analysis:**

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 %
93.6	
1.0	2.7
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:

methodical issues or considerations for data interpretation:

Language no.1 (native tongue) = Romanian; Language no. 3 = Hungarian

national interpretation of the results of the data analysis: