Social and Economic Conditions of Student Life in Europe

National Profile of Sweden

eurostudent IV

Metadata for the national survey

National Currency	SEK
Exchange rate: 1 Euro =	0.1047
Date and source of exchange rate:	17/09/2010 http://www.ekonomifakta.se/sv/Fakta/Ek
Survey method	questionnaire (papper+web)
Size of final sample	2541
Sampling method	random sample
Return rate	51%
Reference period of survey (semester, year)	Fall 2009
Weighting scheme	1: Type of study (single-subject course vs. study programme) * Gender. 2: Type of study * Country of birth (in Sweden vs. in other country).
Project sponsor	Ministry of Education
Implementation	Swedish National Agency for Higher Education

Topic: Metadata

Subtopic 1: Metadata on national survey

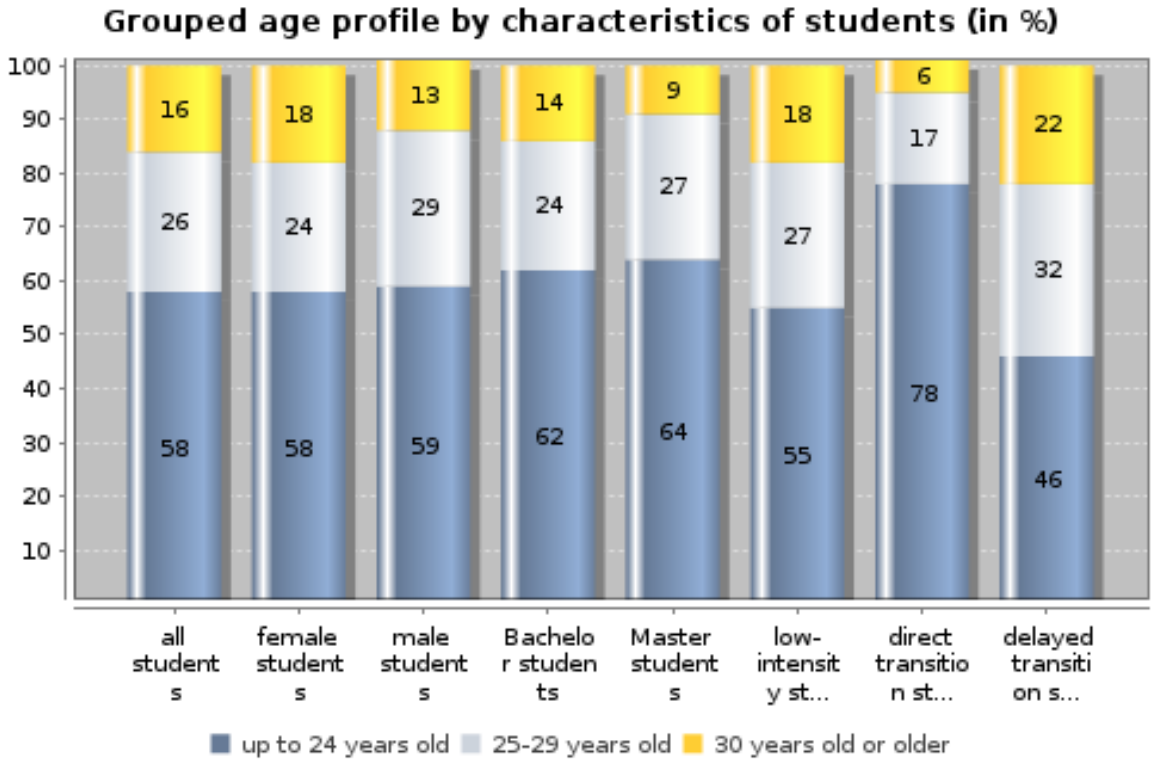
Key Indicators

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

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators	
Average age (arithm.mean) in years - all students	25.45
Average age (median) in years - all students	24.0
Average age (arithm.mean) in years - female students	25.77
Average age (arithm.mean) in years - male students	24.97
Average age (arithm.mean) in years - BA students	24.96
Average age (arithm.mean) in years - MA students	24.31
Average age (arithm.mean) in years - low-intensity students	25.62



details on missing data:

methodical issues or considerations for data interpretation:

Students who are 30 or older is underrepresented in this study and unfortunately Statstics Sweden didn´t use age to weight data. In this survey about 15 percent are 30 or older. When we compare to register data they are about one third of the students.

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside

normal school system.

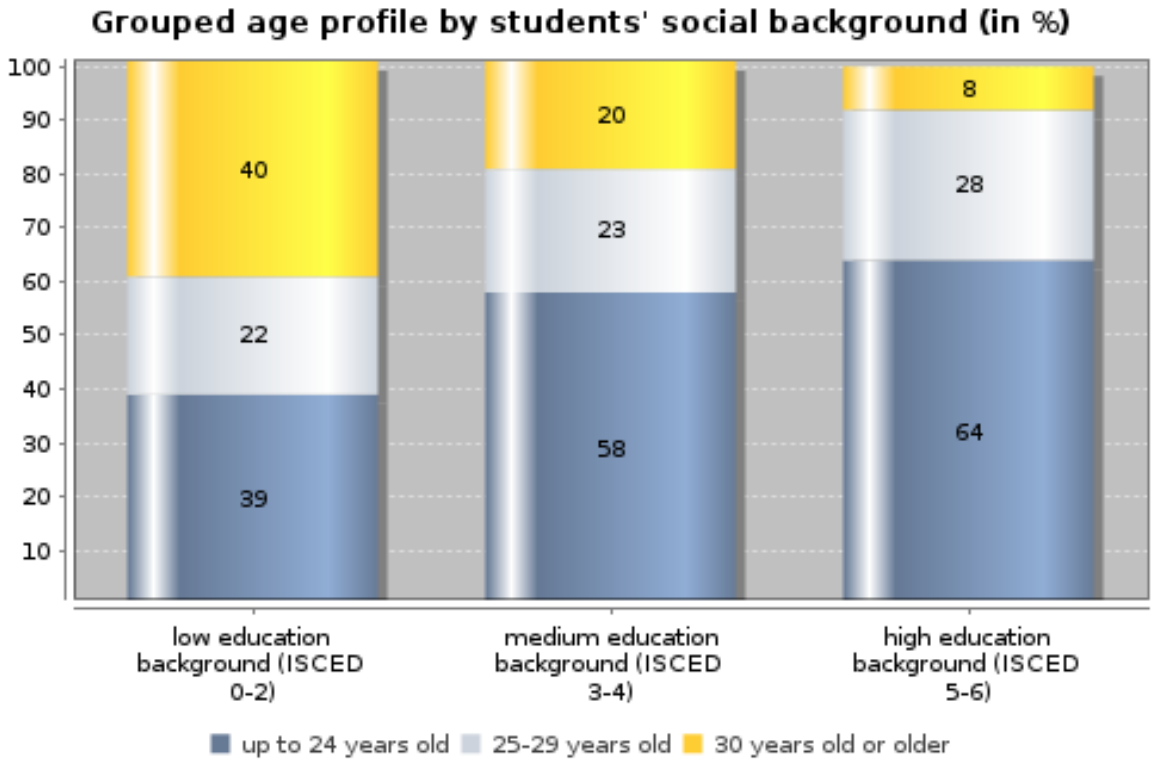
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators

Average age (arithm.mean) in years - low education background (ISCED 0-2)	28.83
Average age (median) in years - low education background (ISCED 0-2)	26.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	24.33
Average age (median) in years - high education background (ISCED 5-6)	24.0



details on missing data:

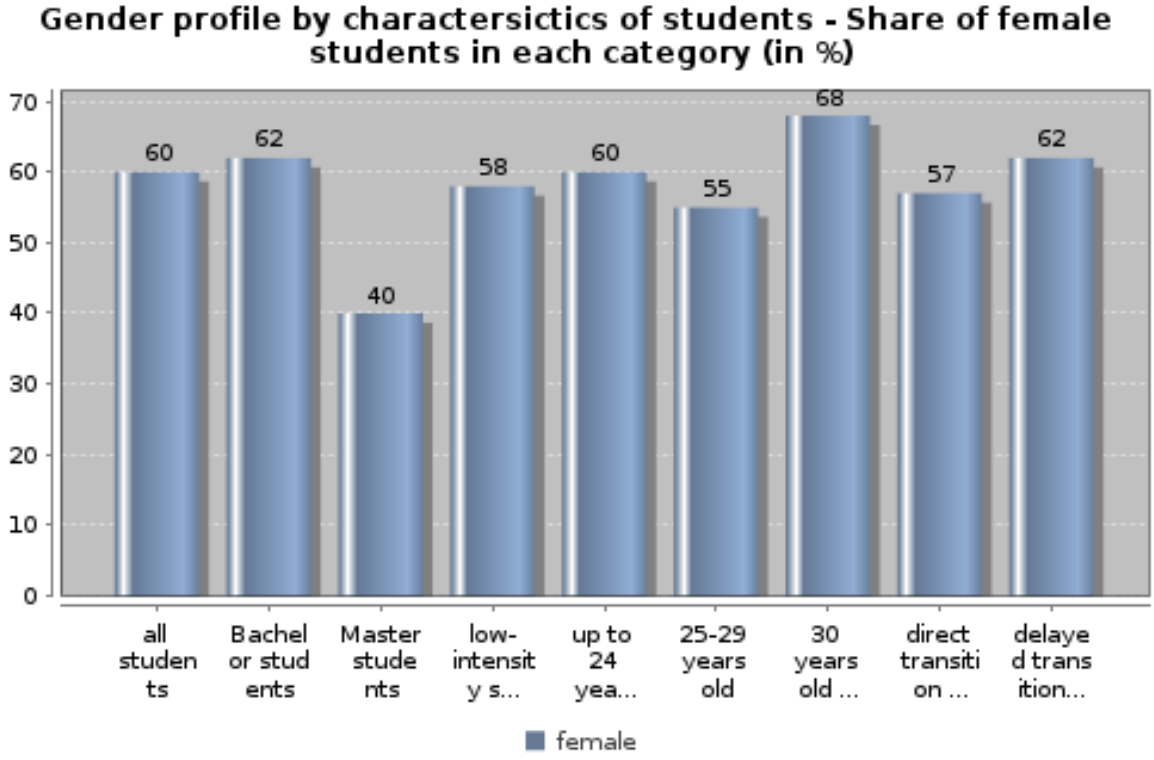
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators	
Share of females among all students, in %	59.8
Share of females among BA students, in %	62.3
Share of females among MA students, in %	39.9
Share of females among low-intensity students, in %	57.8
Share of females among the 30 years old or older, in %	67.9



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methodical issues or considerations for data interpretation:

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

national interpretation of the results of the data analysis:

There is a larger share of female students among the students who are 30 or older. This is also the case when we look in the registers (which Statistics Sweden keep).

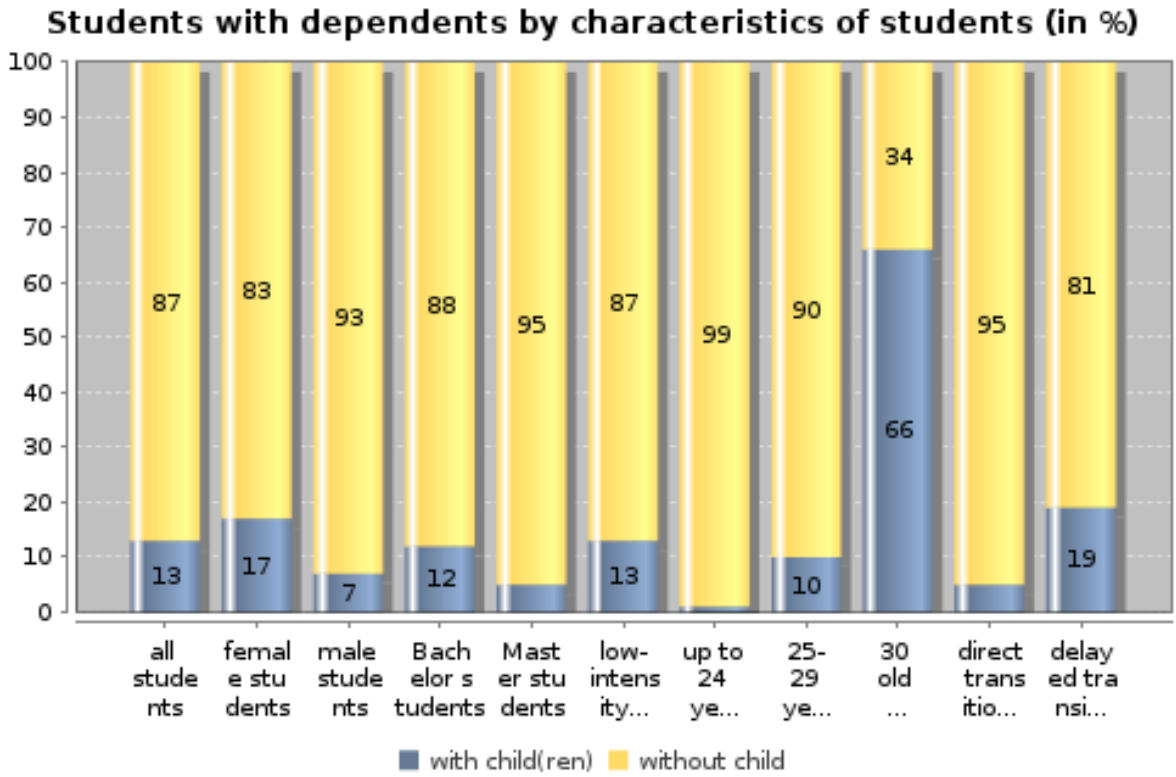
There is a larger share of male students among Master students. Master programs are more frequent within the field of Engineering than within other fields of study and male students dominate in

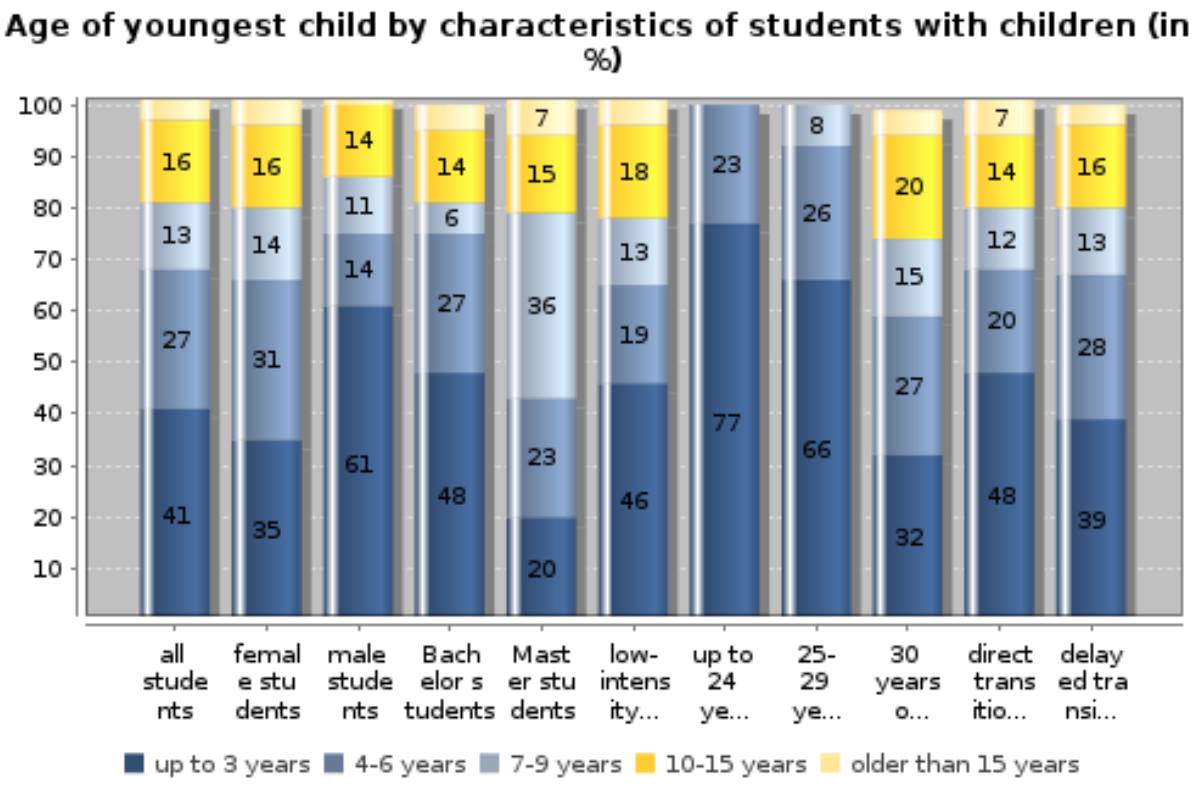
Engineering.

Topic: A. Demographic Characteristics

Subtopic 4: Dependents by characteristics of students

Key Indicators	
Share of students with children among all students, in %	13.3
Share of students with children among female students, in %	17.2
Share of students with children among male students, in %	7.3
Share of students with children among MA students, in %	4.7
Share of students with children among up to 24 years old, in %	0.9
Students with children up to the age of 3 years of all students with children, in %	40.7
Students with children between the ages of 4 to 6 of all students with children, in %	26.9





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methodical issues or considerations for data interpretation:

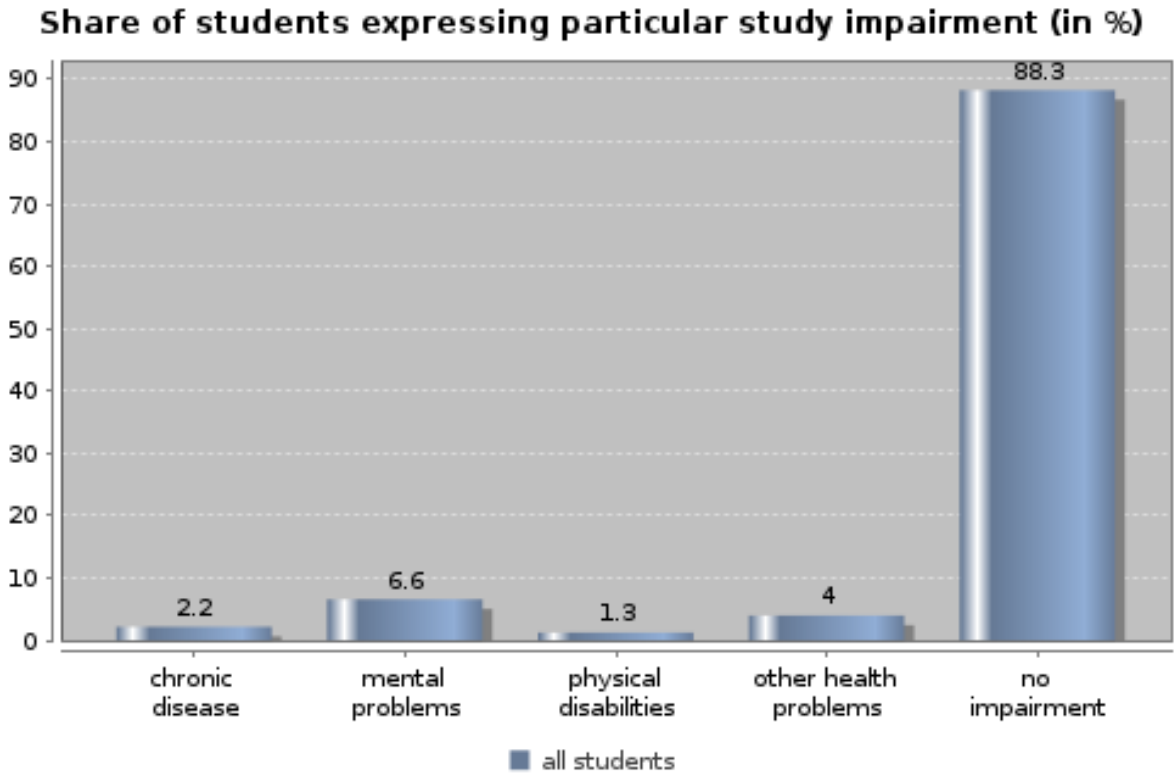
Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

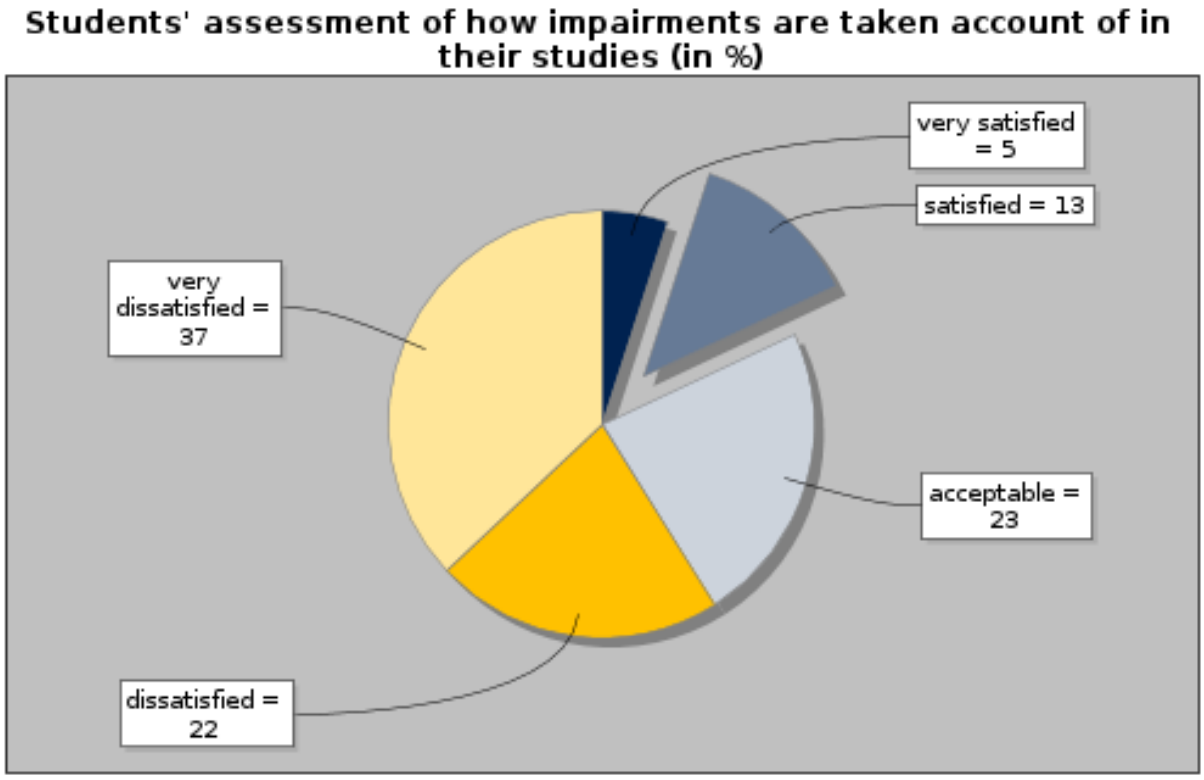
national interpretation of the results of the data analysis:

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 %	11.7
Students who are (very) satisfied with the way their impairments are taken account of in %	18.2
Students who are (very) dissatisfied with the way their impairments are taken account of in %	58.5





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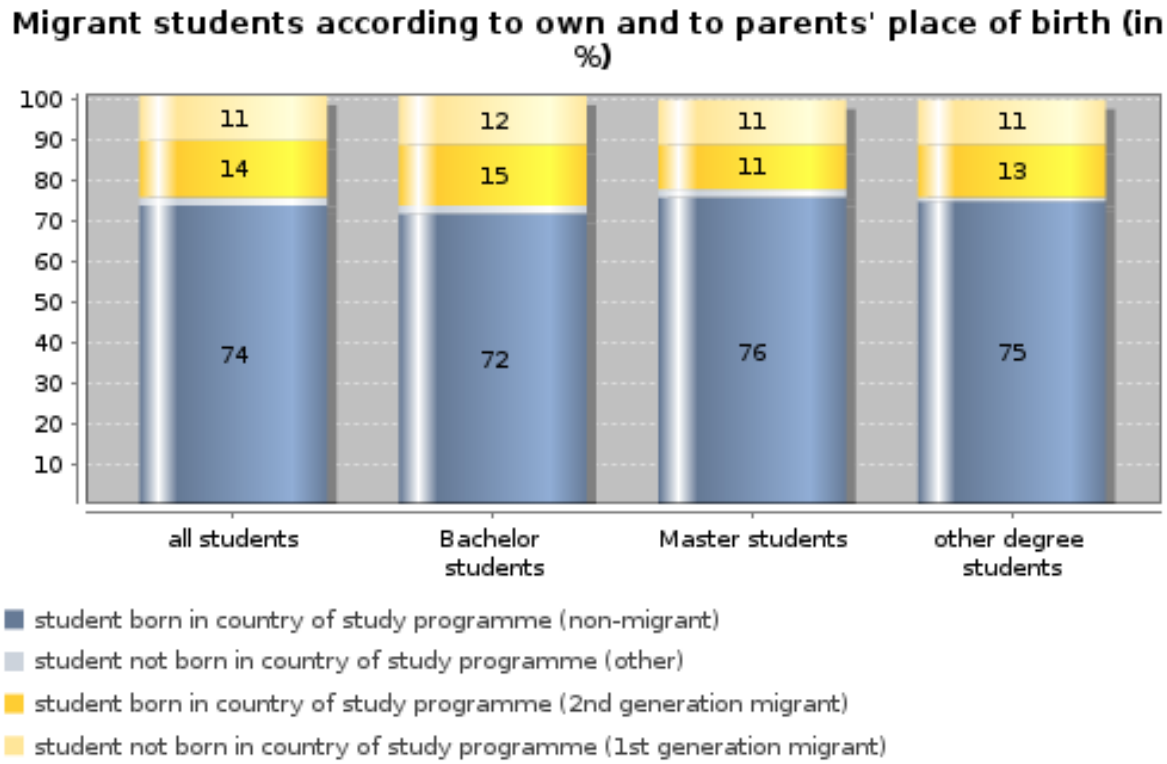
methodical issues or considerations for data interpretation:

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 %	74.1
Share of non-migrants among all BA students, in %	71.9
Share of non-migrants among all MA students, in %	75.5
Share of 2nd generation migrants among all students, in %	13.5
Share of 2nd generation migrants among all BA students, in %	14.9
Share of 2nd generation migrants among all MA students, in %	11.4
Share of 1st generation migrants among all students, in %	11.0
Share of 1st generation migrants among all BA students, in %	11.5
Share of 1st generation migrants among all MA students, in %	11.2



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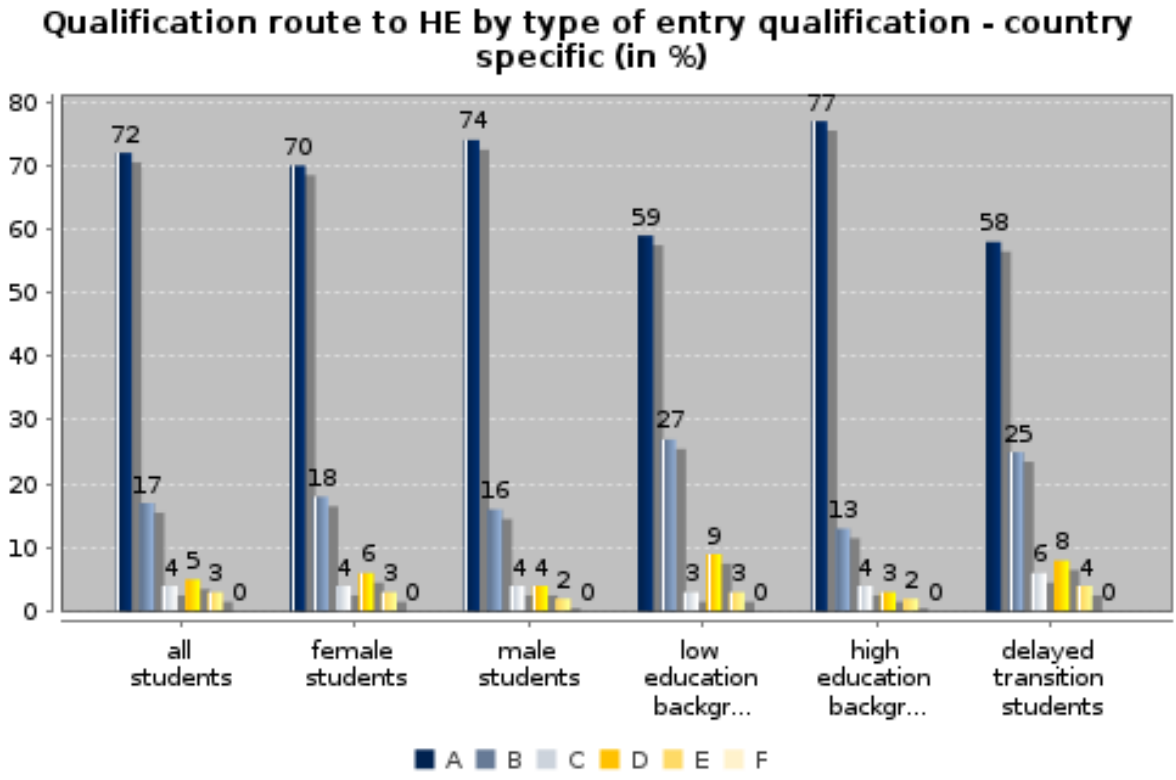
methodical issues or considerations for data interpretation:

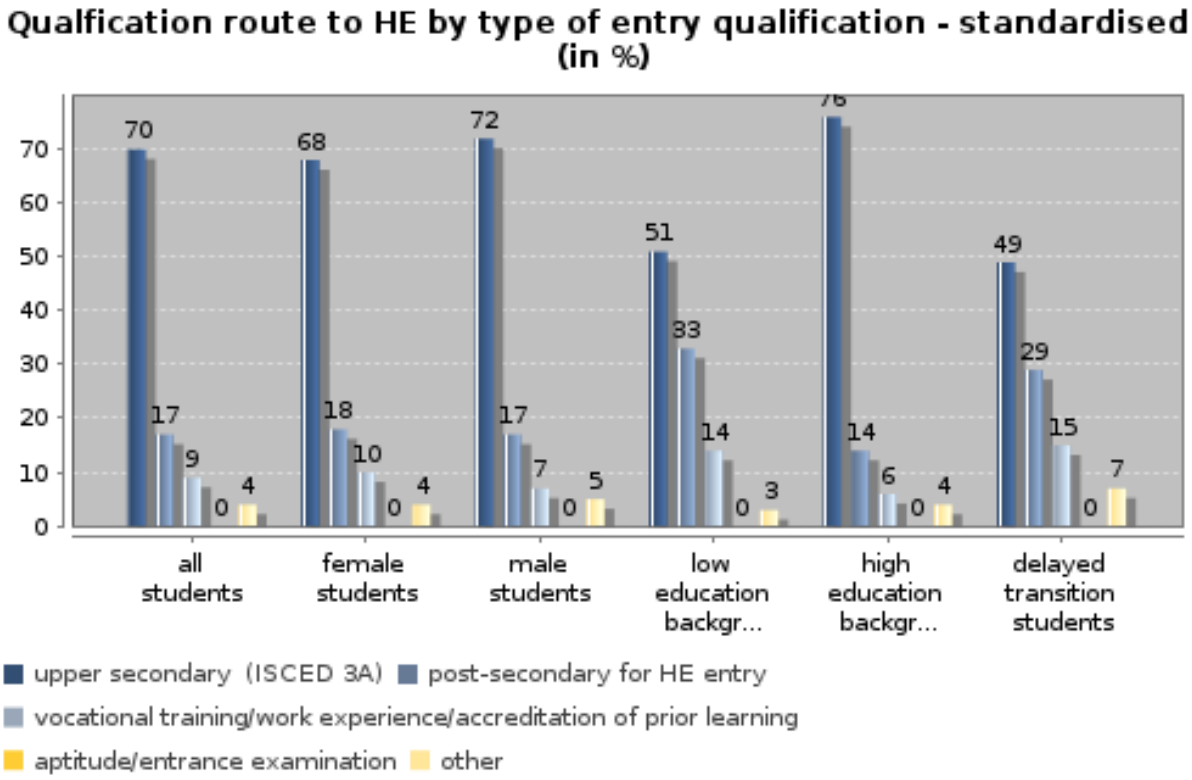
national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education

Key Indicators	
All students via upper secondary in %	69.7
Female students via upper secondary in %	68.3
Male students via upper secondary in %	71.7
Students with low education background (ISCED 0-2) via upper secondary in %	50.5
Students with high education background (ISCED 5-6) via upper secondary in %	75.7
Students with delayed transition via upper secondary in %	49.1





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methodical issues or considerations for data interpretation:

Table "Qualification route 1" is based on combinations of qualification route (net sum), not on individuals. The combination A+B is most common (15,2 %).

A= Gymnasieskolan. Upper secondary school

B= Kommunal vuxenutbildning (Komvux). Adult education at upper secondary level. Both young people leaving upper secondary school and adults may study there to get better grades or to fulfill the entry requirements

C= Annan utbildningsform (t.ex. folkhögskola). Other education, for instance folk high school

D= Arbetslivserfarenhet. Professional experienced of at least 4 years combined with age (25 years) used to be a way of fulfilling the general entry requirements. There are still students at the universities who got their requirements this way.

E= Validering av reell kompetens. Validation of prior learning

Table "Qualification route 2" is based on individuals (gross sum), where Work experience > Further education > Upper secondary academic.

national interpretation of the results of the data analysis:

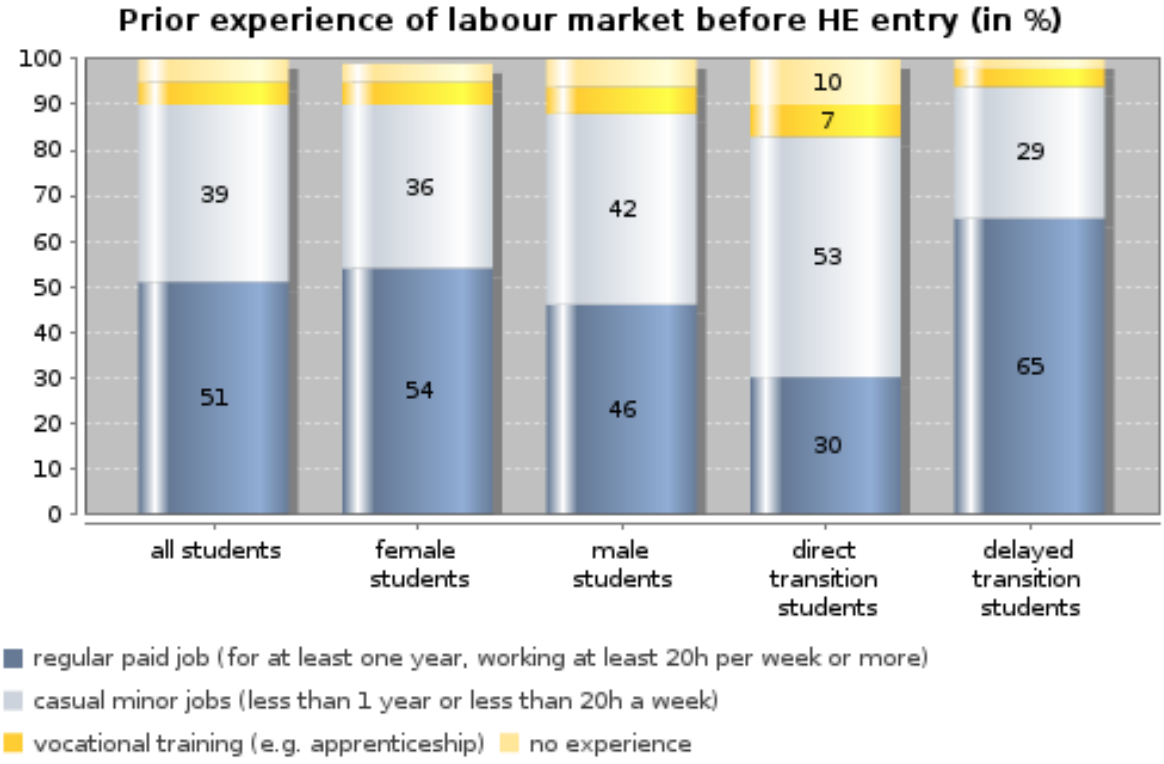
Figures are corrected.

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 %	51.0
Females with regular paid job before entering HE in %	54.2
Males with regular paid job before entering HE in %	46.4
Direct transition students with regular paid job before entering HE, in %	30.0
Delayed transition students with regular paid job before entering HE, in %	65.2
All students without labour market experience before entering HE in %	5.2
Females without labour market experience before entering HE in %	4.4
Males without labour market experience before entering HE in %	6.4



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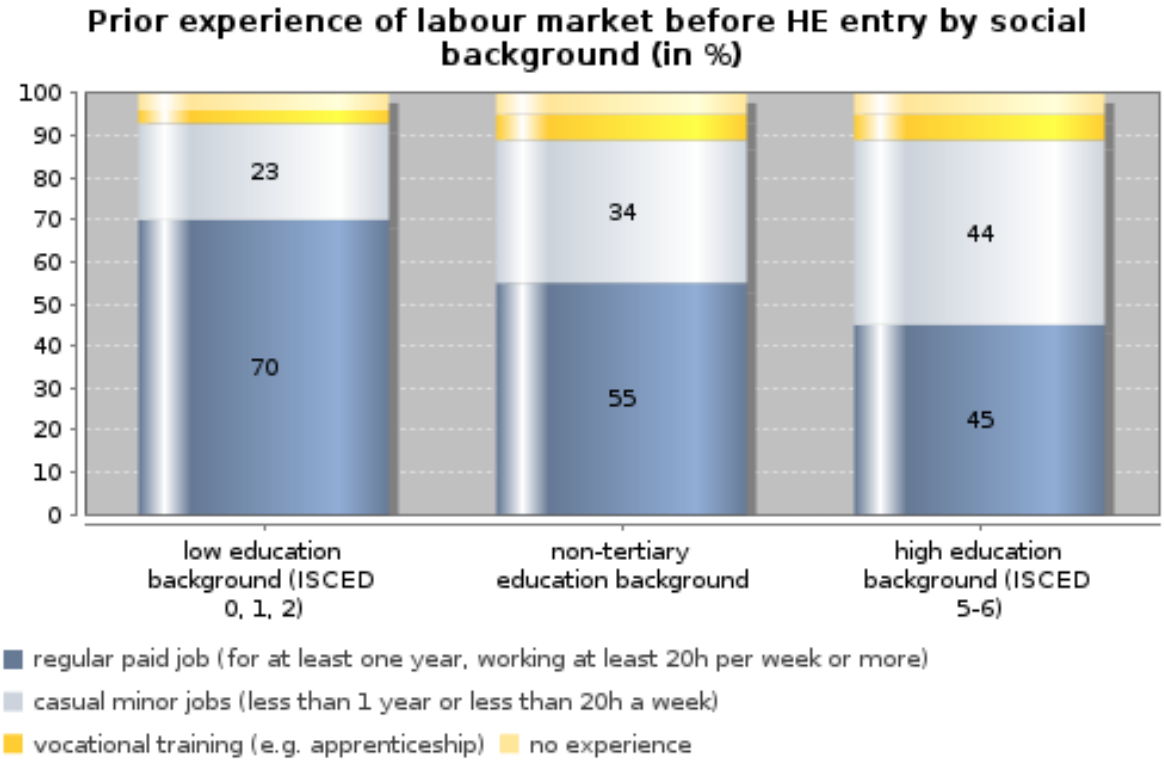
methodical issues or considerations for data interpretation:

The table shows number of individuals. However some students have chosen more than one alternative, and the combination regular/casual is common (9,7%). The order of rank is regular paid > voc. training > causal.
Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.
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 %	4.4
Students without labour market experience and high education background (ISCED 5-6) in %	5.0



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methodical issues or considerations for data interpretation:

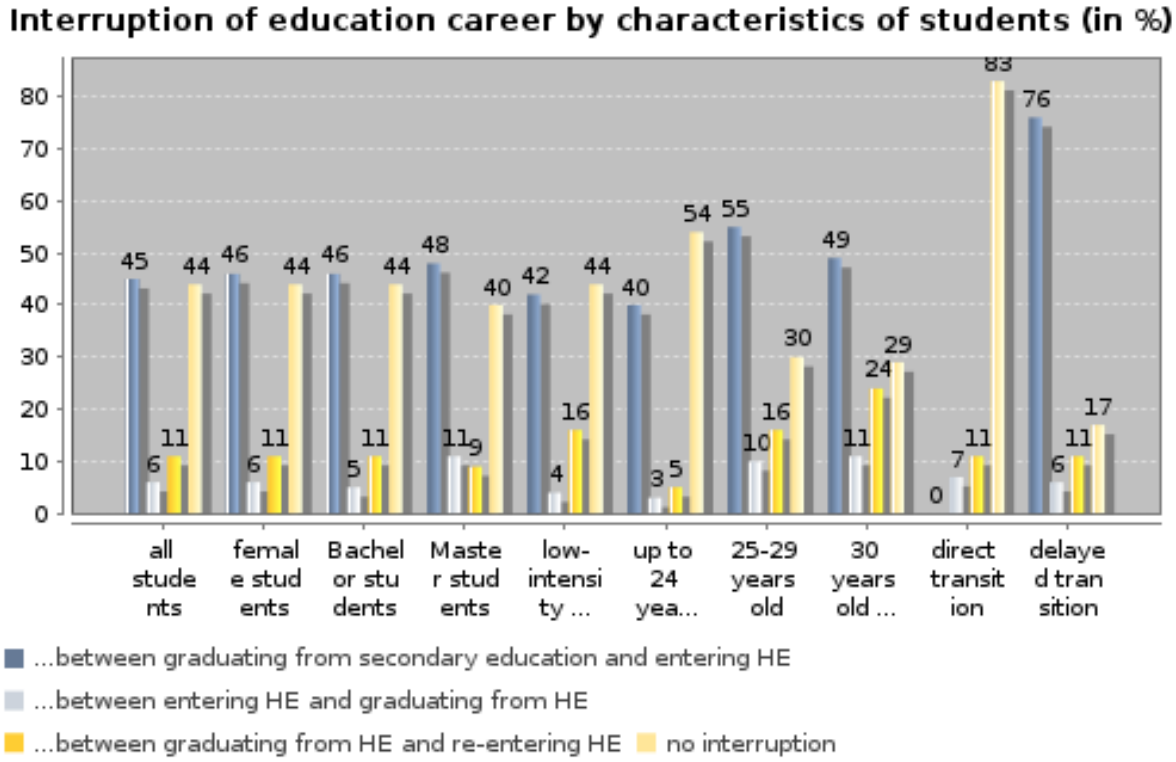
national interpretation of the results of the data analysis:

Students with parents with tertiary education are younger and therefore have less experience from a regular paid job.

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 %	46.1
BA students with interruption between entering HE and graduating from HE, in %	4.6
BA students without interruption, in %	44.1



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methodical issues or considerations for data interpretation:

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

national interpretation of the results of the data analysis:

The figures are correct, don´t know if the figures are reasonable or not.

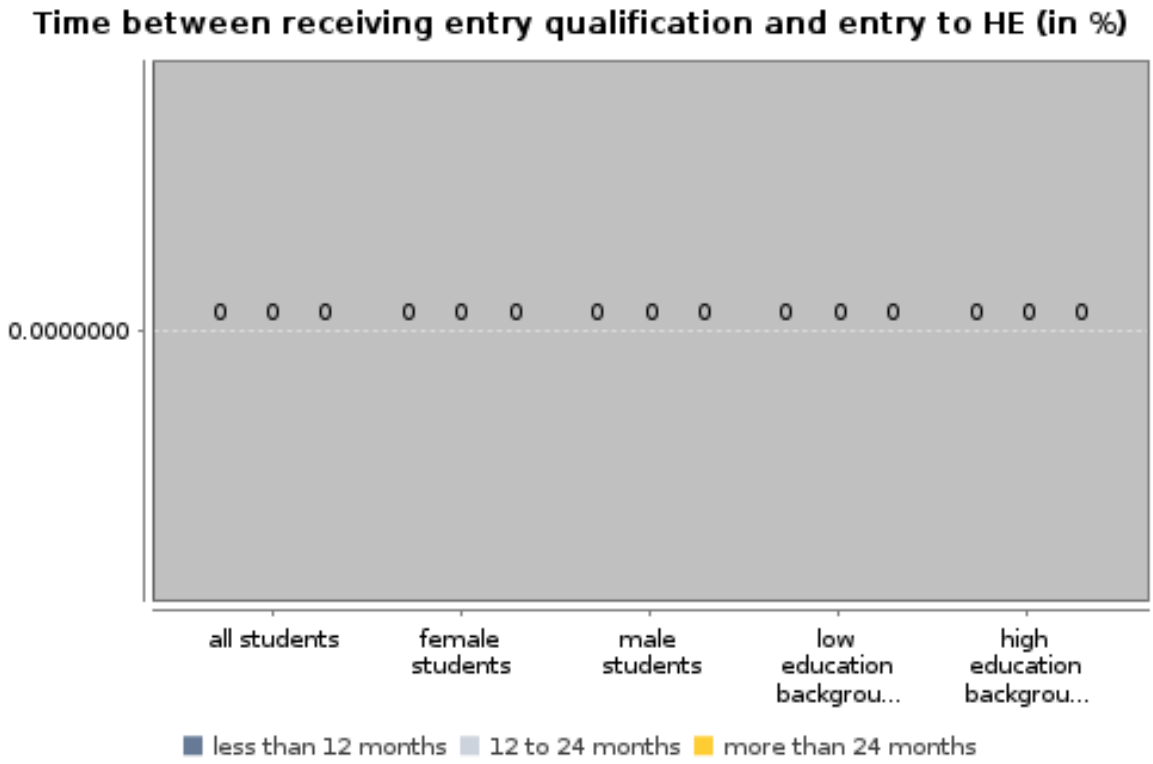
Topic: B. Access and entry to higher education

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	female students
male students	low education background (ISCED 0-2)



details on missing data:

We cannot answer this question because we don´t have information about when they entered HE.

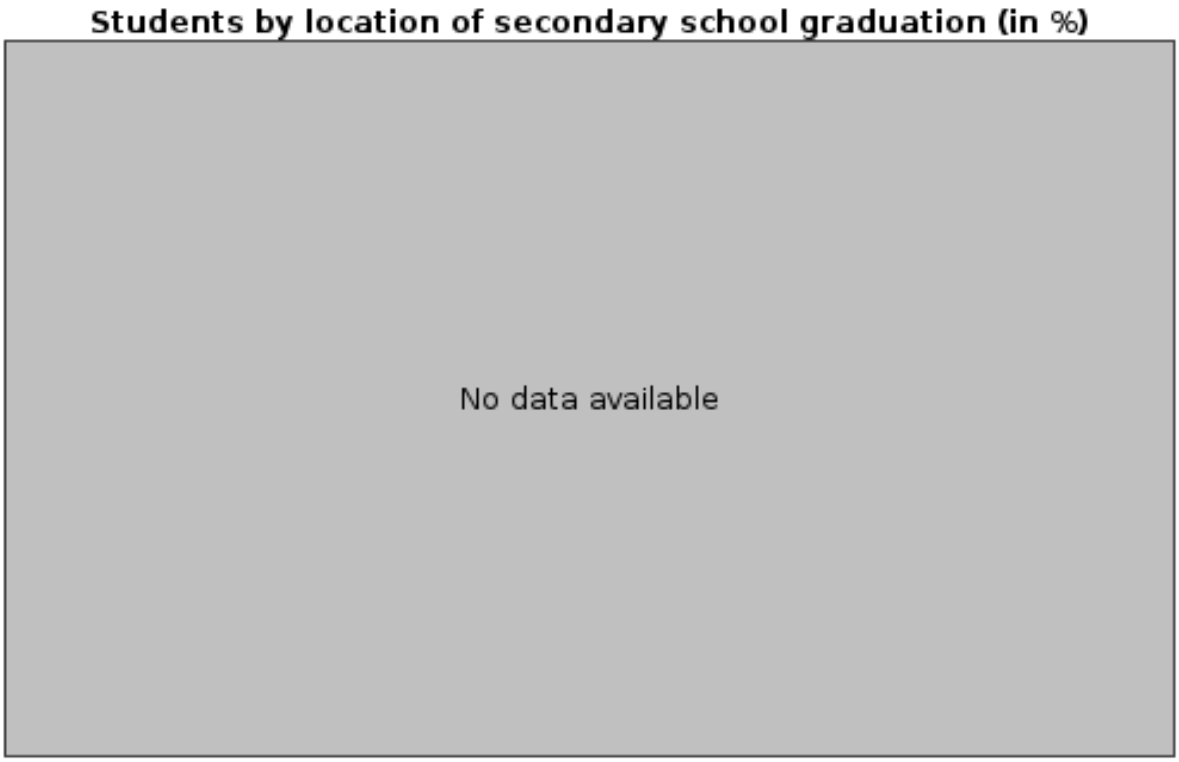
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 6: Location of graduation from secondary education

Key Indicators

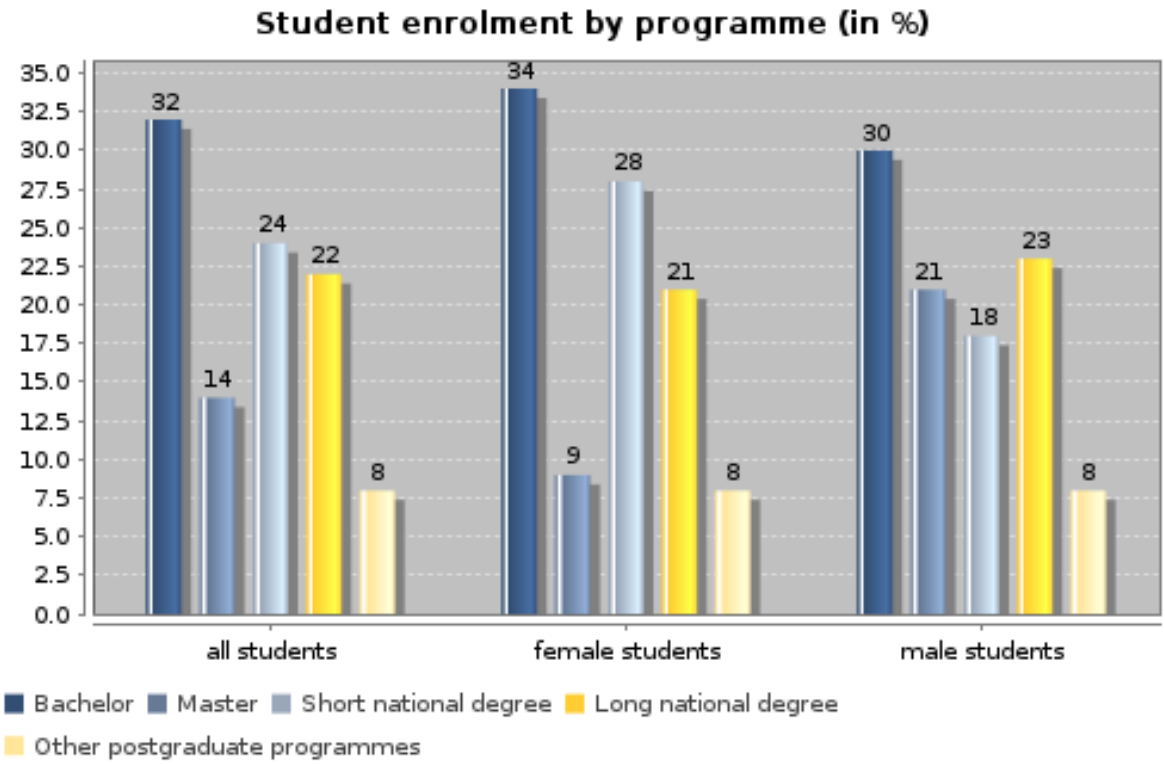


details on missing data:
This question is not so valid in a Swedish context. It is difficult to classify different parts of the country into rural/urban areas. Students can also moved from their home to go to upper secondary school. However, most important in this context, today there is at least one higher education institution located in every county in Sweden and distance education is also quite spread.
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 7: Student enrolment by programme

Key Indicators	
All students studying for BA, in %	32.0
All students studying for MA, in %	14.1
All students studying for other national degrees, in %	53.9



details on missing data:

methodical issues or considerations for data interpretation:

"Long national degree" means at least 4 years of studies

"Other postgraduate programmes", includes those who haven´t decided yet(7 713)and those who don´t study for a qualification (4 813)

national interpretation of the results of the data analysis:

There are probably two reasons why such a small share are in the BA/MA structure: one is that we think they didn´t fill in the right alternative. They have probably misunderstood the alternative that is corresponding to "short national degree" and choosen that alternative instead of BA or the alternative corresponding to "long national degree". The other reason is that you can either study in programs leading to a general qualification (short nationela degree, BA, MA)/degree in fine arts or in programs leading to a professional qualification. Most of the programs leading to a professional qualification don´t lead to a bachelor or master degree as well and therefore they are not in the BA/MA structure. All

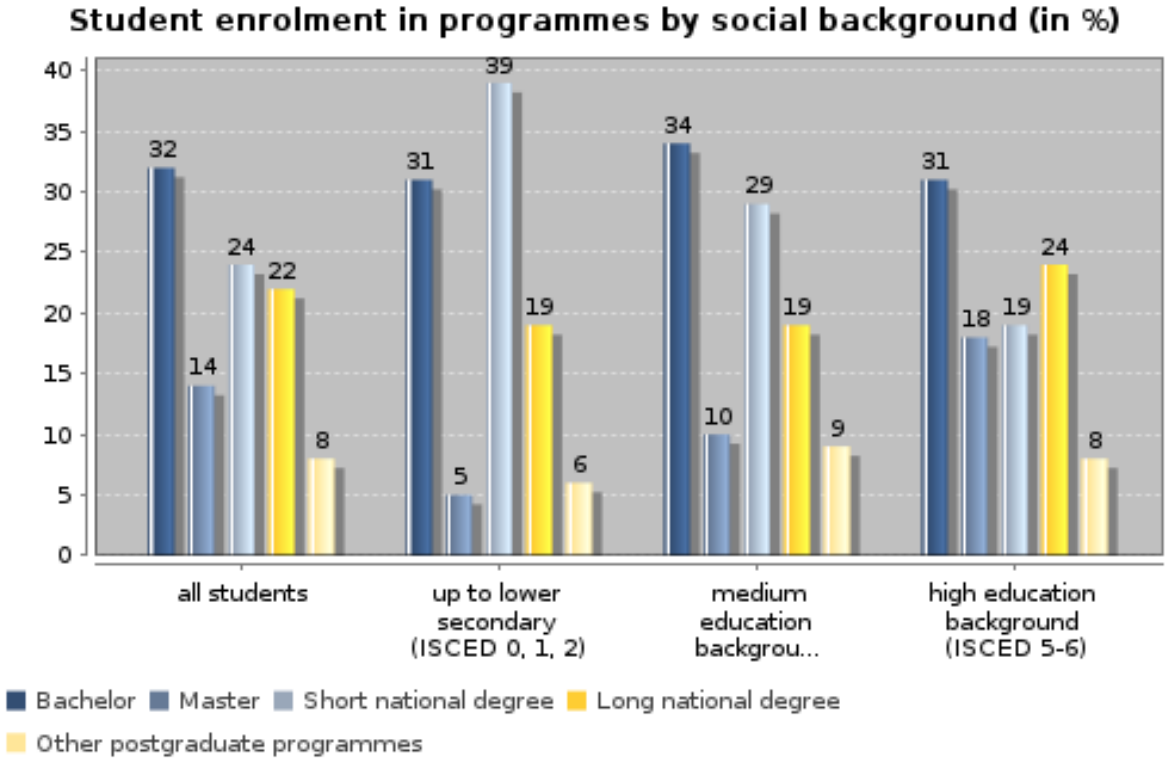
programs and courses are either in the first, second or third cycle.

I think the fact that Sweden has a long tradition of many short programs at univeristies and university colleges explains many of your comments on the Swedish result compared to other countries. This means that many students can start working, are attractive on the labour market, after their BA. They don´t have to go on studying to get a job. As I understand this is a difference from many other European countries.

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 %	30.6
Students with low education background (ISCED 0-2) studying for MA, in %	5.2
Students with high education background (ISCED 5-6) studying for BA, in %	31.1
Students with high education background (ISCED 5-6) studying for MA, in %	17.7



details on missing data:

Information on parents' educational background is missing for immigrants.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

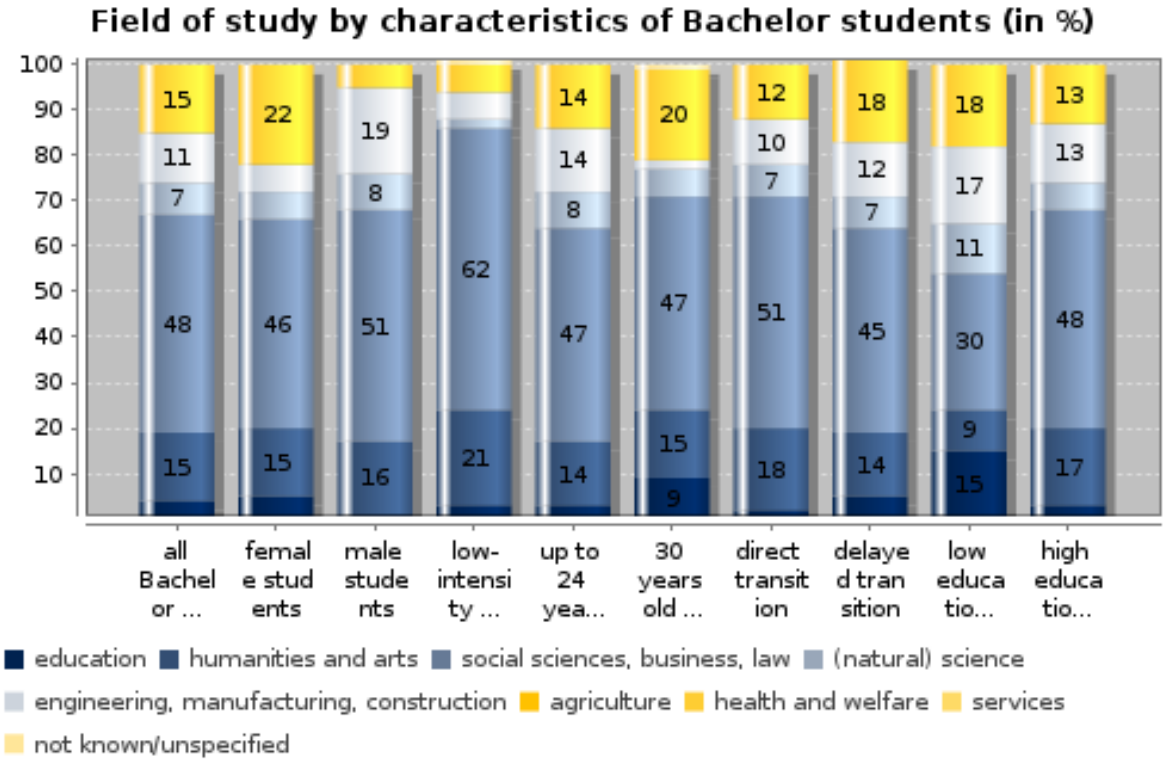
There are probably two reasons why such a small share are in the BA/MA structure: one is that we think they didn´t fill in the right alternative. They have probably misunderstood the alternative that is corresponding to "short national degree" and choosen that alternative instead of BA or the alternative corresponding to "long national degree". The other reason is that you can either study in programs

leading to a general qualification (short nationela degree, BA, MA)/degree in fine arts or in programs leading to a professional qualification. Most of the programs leading to a professional qualification don´t lead to a bachelor or master degree as well and therefore they are not in the BA/MA structure. All programs and courses are either in the first, second or third cycle.

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 %	11.0
Students in humanities and arts among all BA students, in %	15.3
Students in social sciences, business and law among all BA students, in %	47.5
BA students from lowest education backgrounds in engineering disciplines, in %	17.2
BA students from lowest education backgrounds in humanities and arts, in %	9.1
BA students from lowest education backgrounds in social sciences, business and law, in %	30.2



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methodical issues or considerations for data interpretation:

The Swedish classification, used here, corresponds mainly with the list above. Services is not included in the Swedish classification.

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside

normal school system.

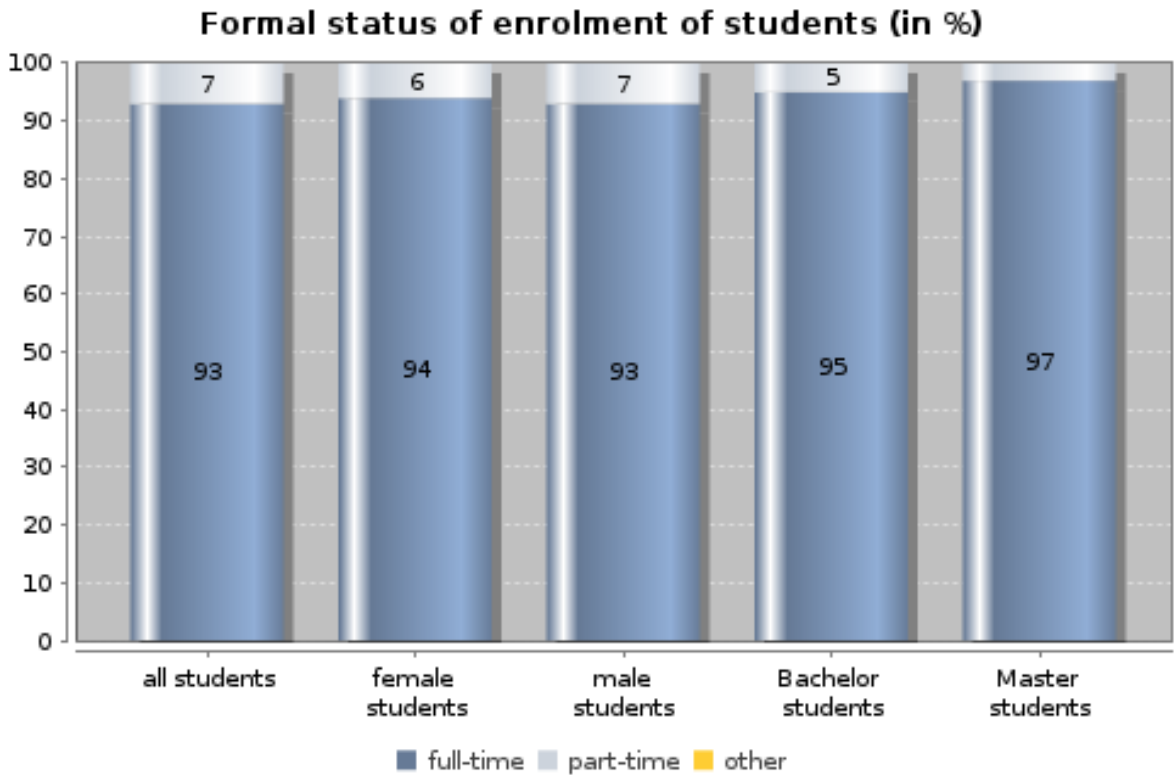
national interpretation of the results of the data analysis:

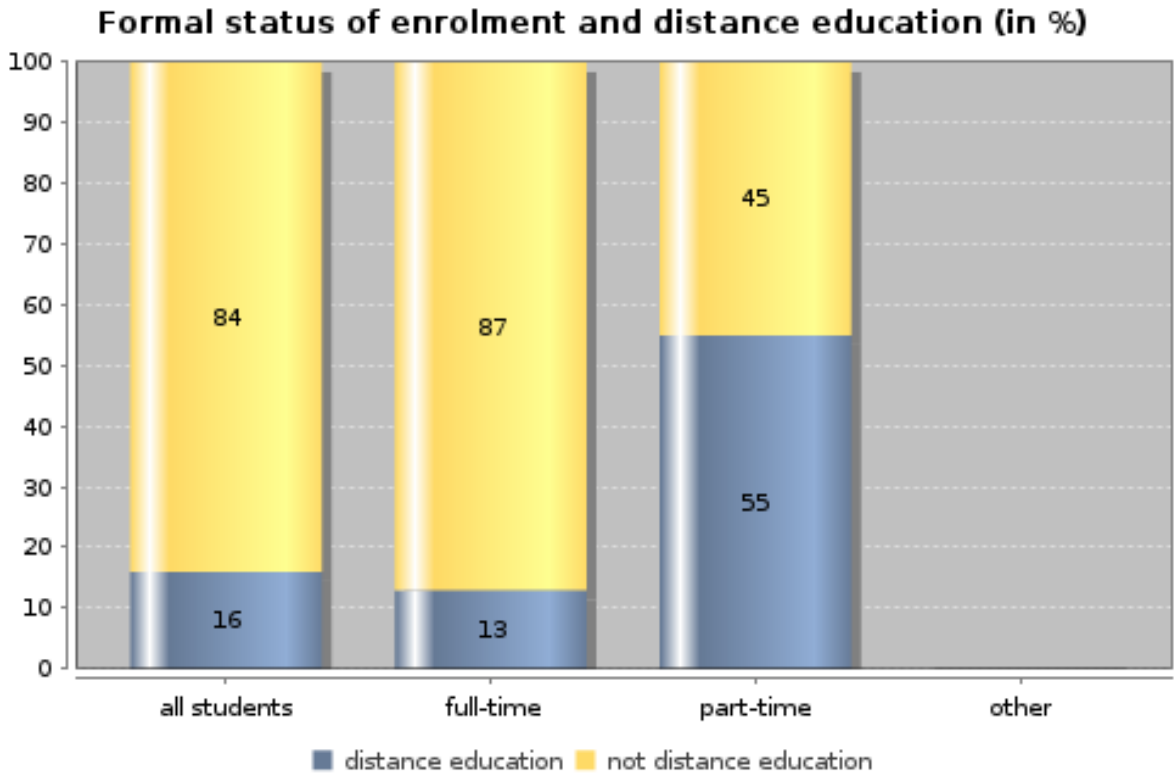
Topic: B. Access and entry to higher education

Subtopic 10: Formal status of enrolment

Key Indicators

Share of part-time students among all students, in %	6.6
Share of part-time students among BA students, in %	5.2
Share of part-time students among MA students, in %	3.1





details on missing data:

methodical issues or considerations for data interpretation:

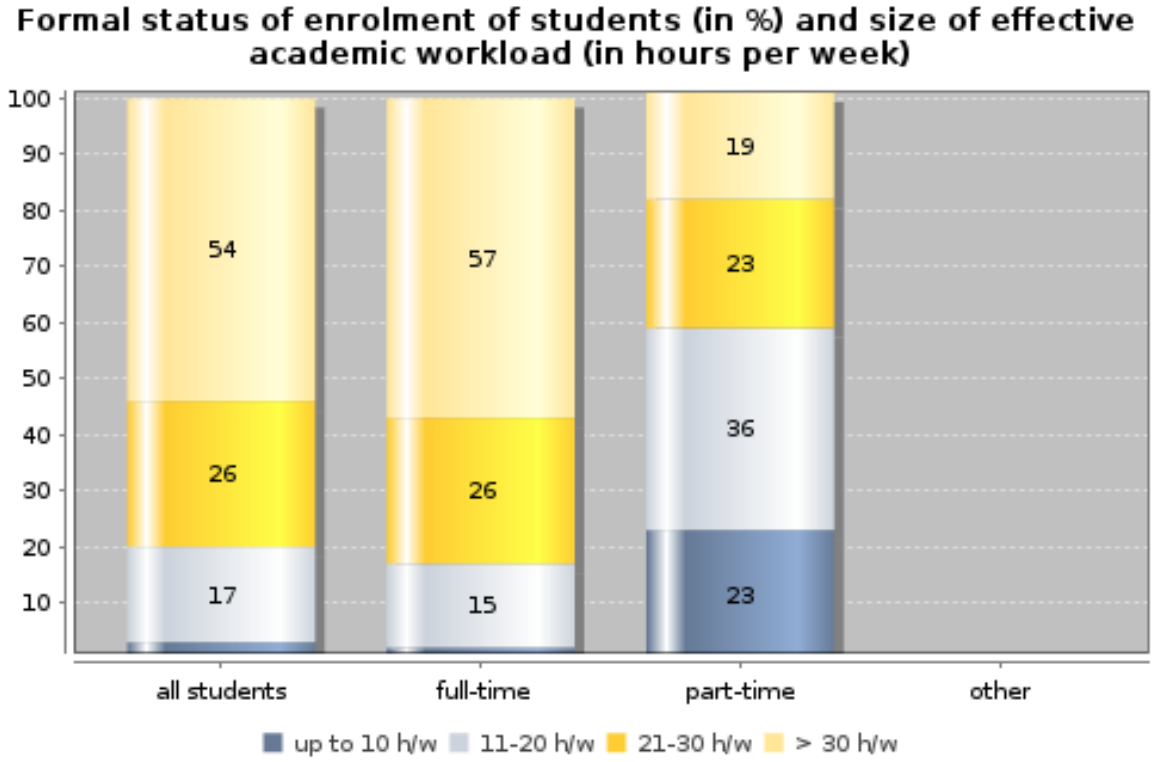
national interpretation of the results of the data analysis:

I don´t understand your comment on B10.

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 %	19.9
Students with full-time status and study-related activities up to 20 hours per week, in %	17.3
Students with part-time status and study-related activities of 21 hours or more per week, in %	41.4



details on missing data:

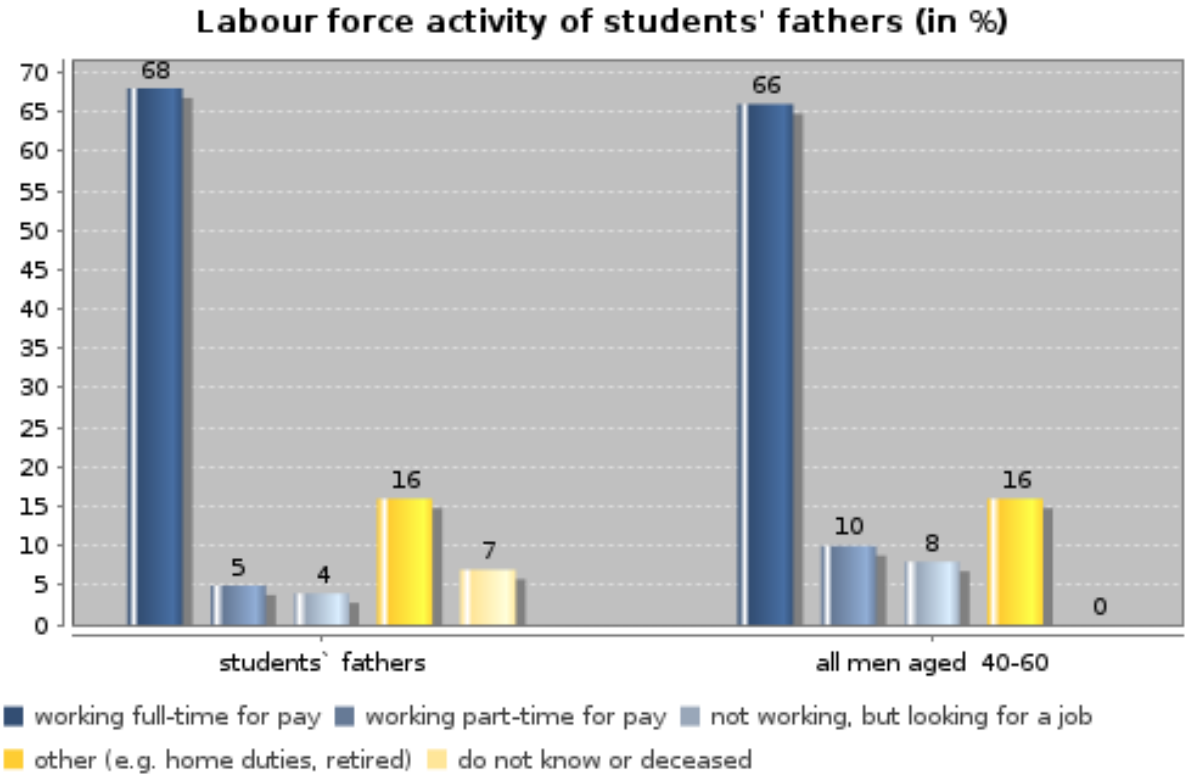
methodical issues or considerations for data interpretation:

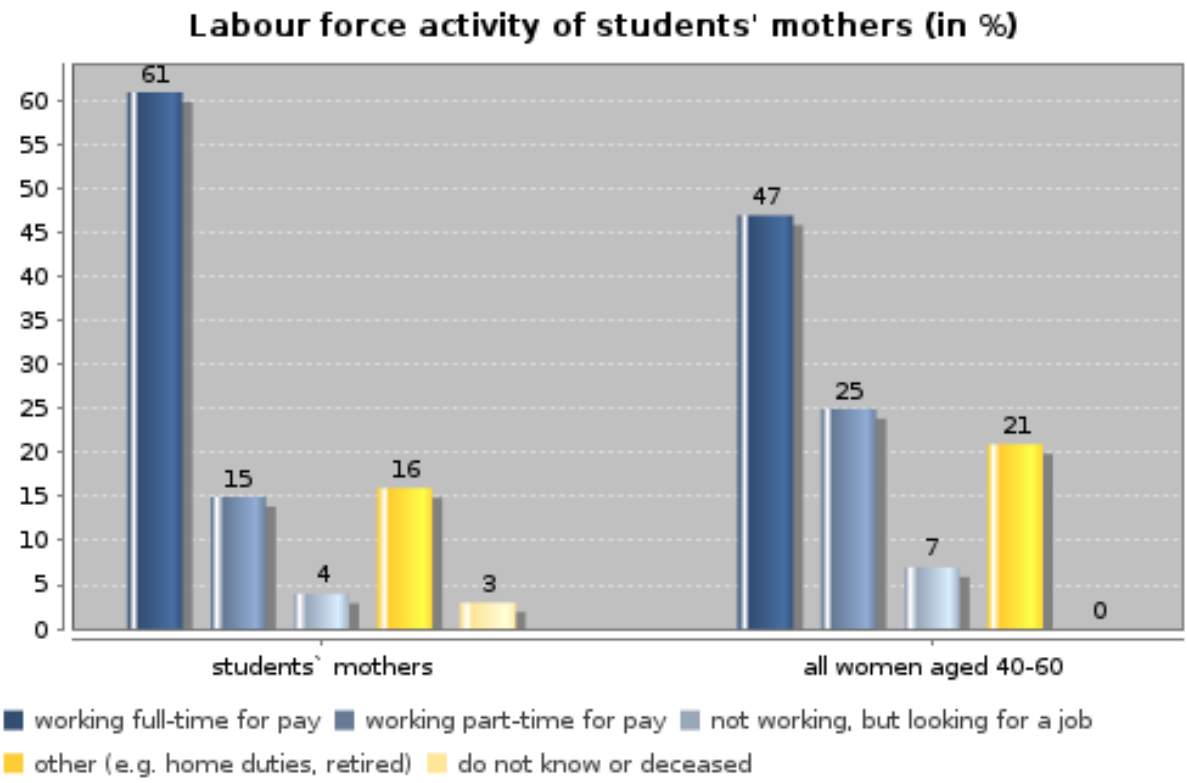
national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

Key Indicators	
Share of economically active students' fathers in %	73.2
Share of economically active students' mothers in %	76.7
Ratio of economically active students' fathers to corresponding male population	1.0
Ratio of economically active students' mothers to corresponding female population	1.1





details on missing data:

The category "do not know or deceased" not obtainable for the population.

methodical issues or considerations for data interpretation:

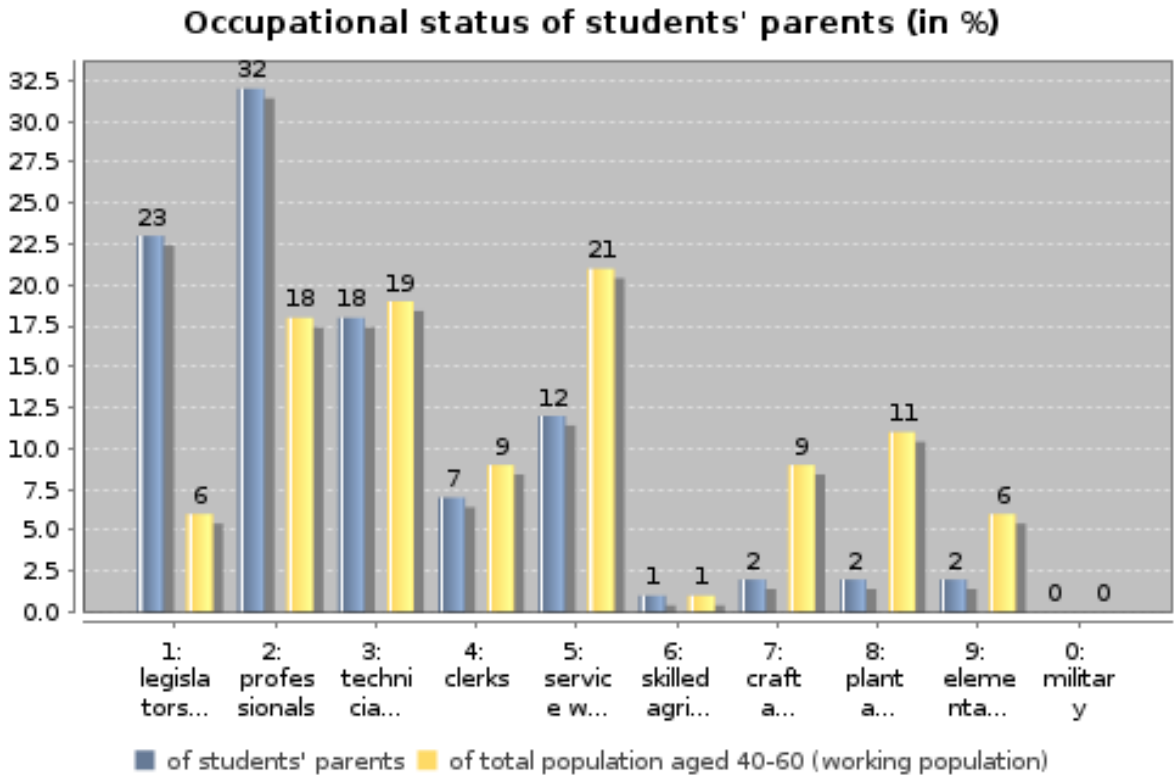
Numbers for the population (aged 16-64 years) from a Labour Force Survey 2010.

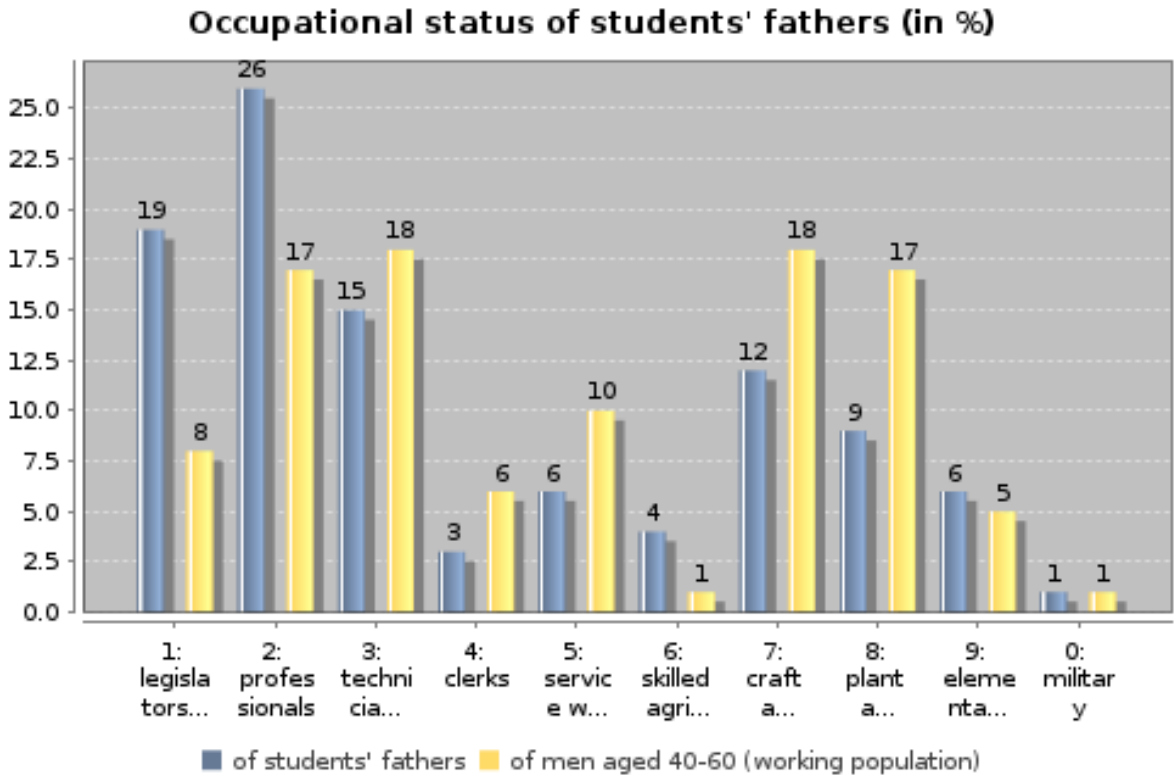
national interpretation of the results of the data analysis:

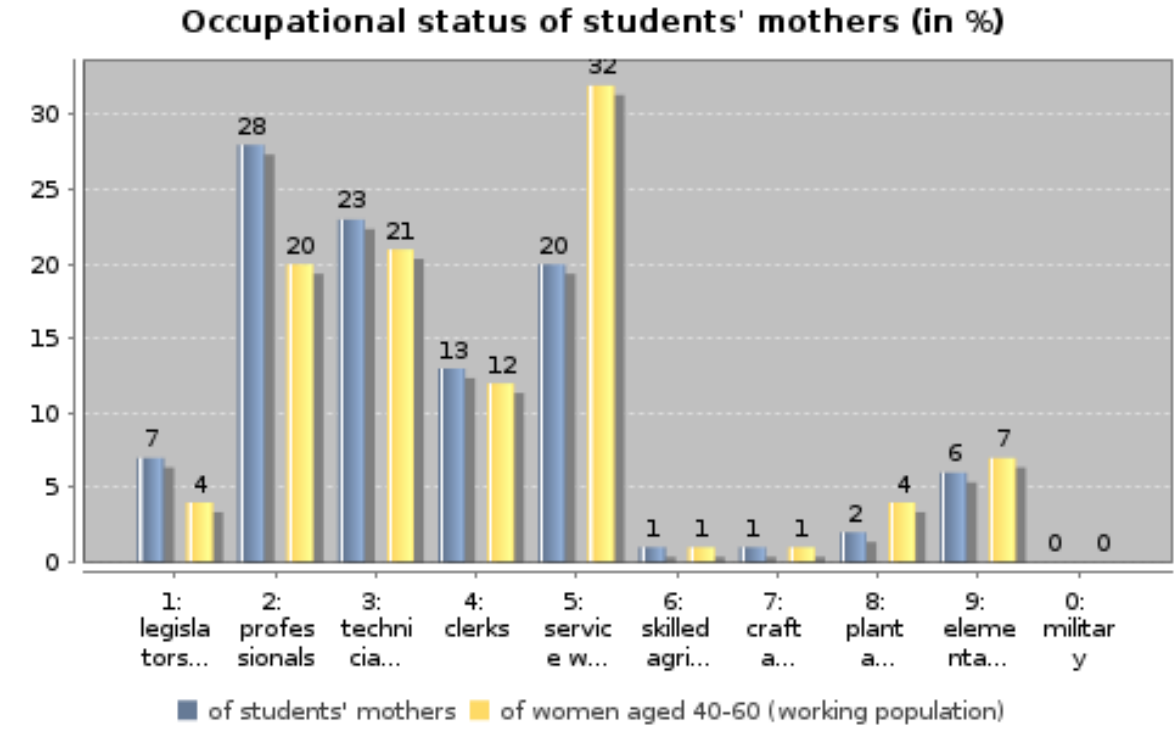
Topic: C. Social background of student body

Subtopic 2: Occupational status of students' parents

Key Indicators	
Students' parents with blue-collar occupation in%	7.5
Students' fathers with blue-collar occupation in %	30.6
Students' mothers with blue-collar occupation in %	9.2
Ratio of students' fathers with blue-collar occupation to counterparts in working population	0.7
Ratio of students' mothers with blue-collar occupation to counterparts in working poulation	0.8







details on missing data:

methodical issues or considerations for data interpretation:

Figures for the total population concern people aged 16-64 years in 2008.

"Military" has been ranked as no 4 - that is higher than "clerks"

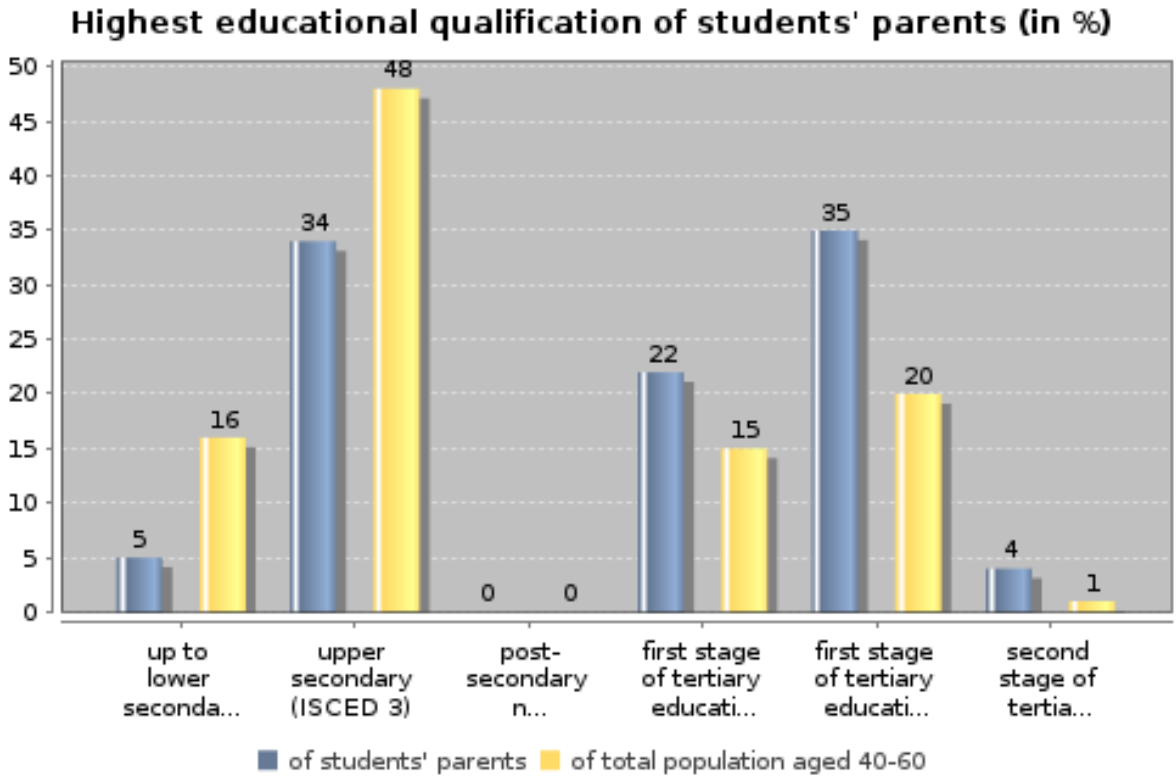
national interpretation of the results of the data analysis:
We do not understand what you mean by "Values for mothers around 24 percentage points lower than EIII".

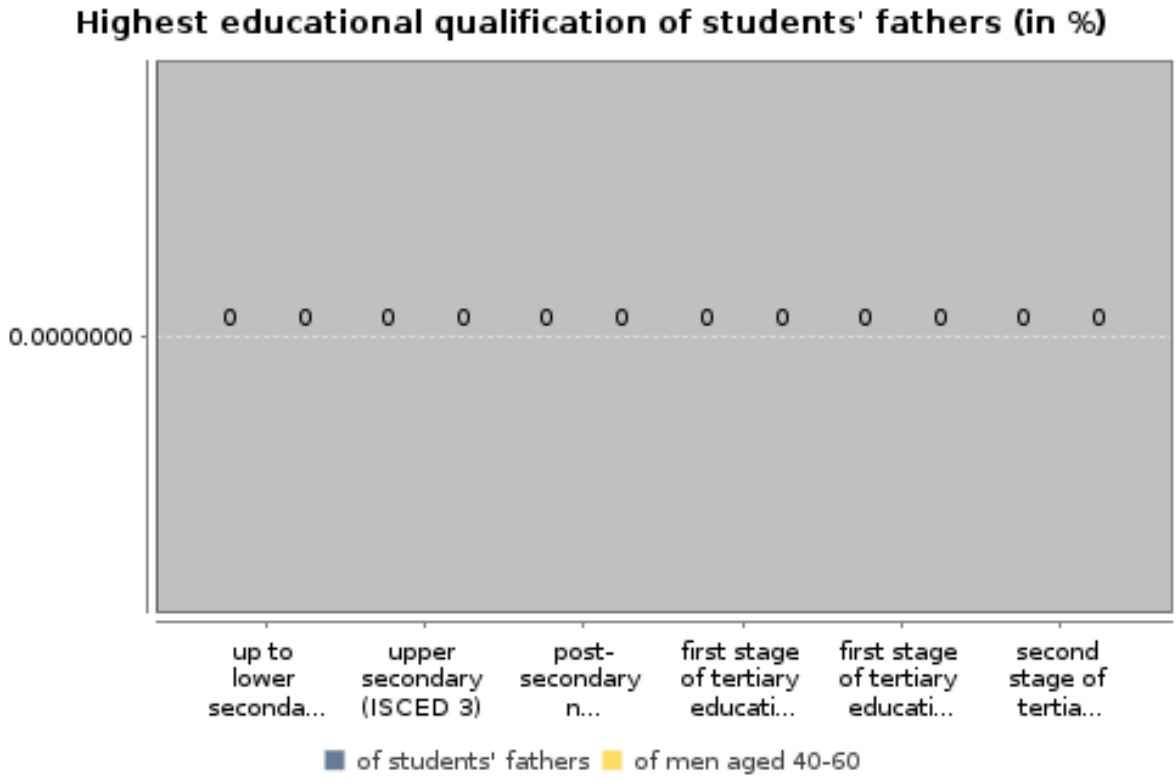
Topic: C. Social background of student body

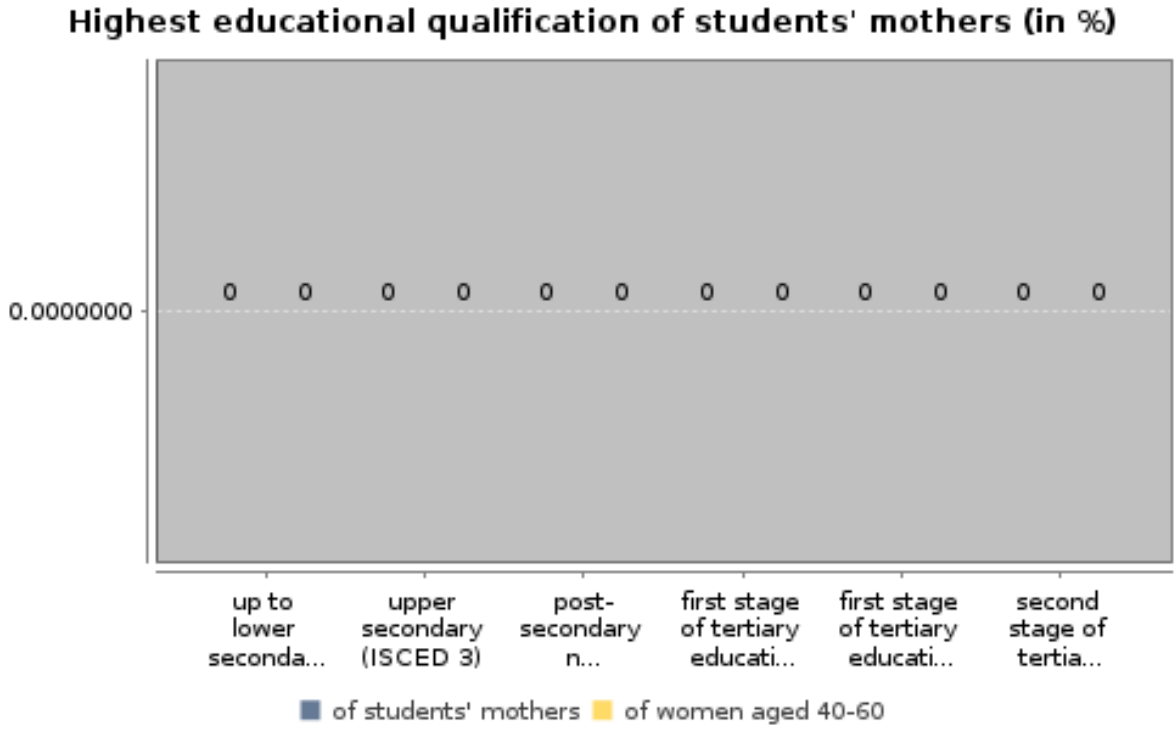
Subtopic 3: Highest educational attainment of students' parents

Key Indicators

Students' parents without tertiary education (not ISCED 5-6) in %	39.4
Students' fathers without tertiary education (not ISCED 5-6) in %	Students' mothers without tertiary education (not ISCED 5-6) in %
Ratio students' fathers without tertiary education to counterparts in total population	Ratio students' mothers without tertiary education to counterparts in total population







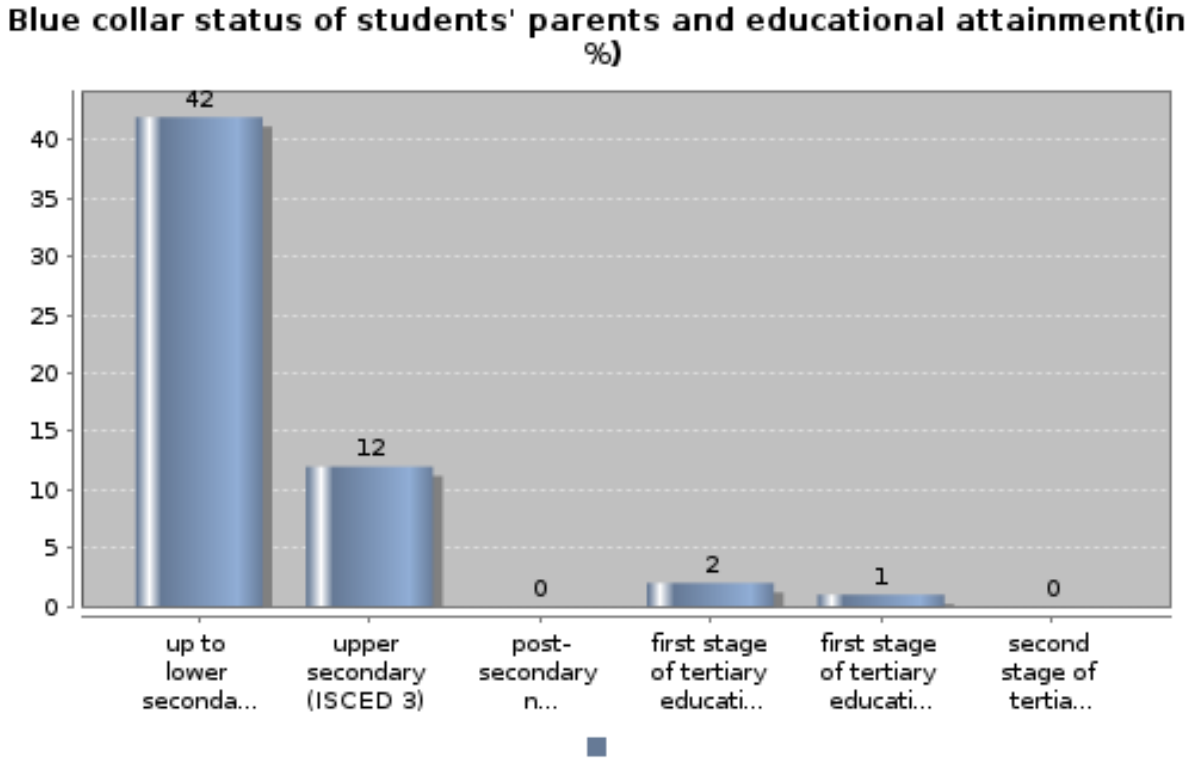
details on missing data:
parents' educational attainment only, no figures for fathers and mothers respectively
methodical issues or considerations for data interpretation:

Education concerning population aged 35-64 in 2009
Post-secondary non-tertiary (ISCED 4) - not a classification in Sweden
national interpretation of the results of the data analysis:
We made a mistake! We have these figures, that is the highest educational level of the parents, in our registers. Therefore we received that variable from Statistics Sweden instead of asking about it in the questionnaire!

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators	
Students' parents with blue collar status and ..	
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	86.0
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	30.4



details on missing data:

methodical issues or considerations for data interpretation:

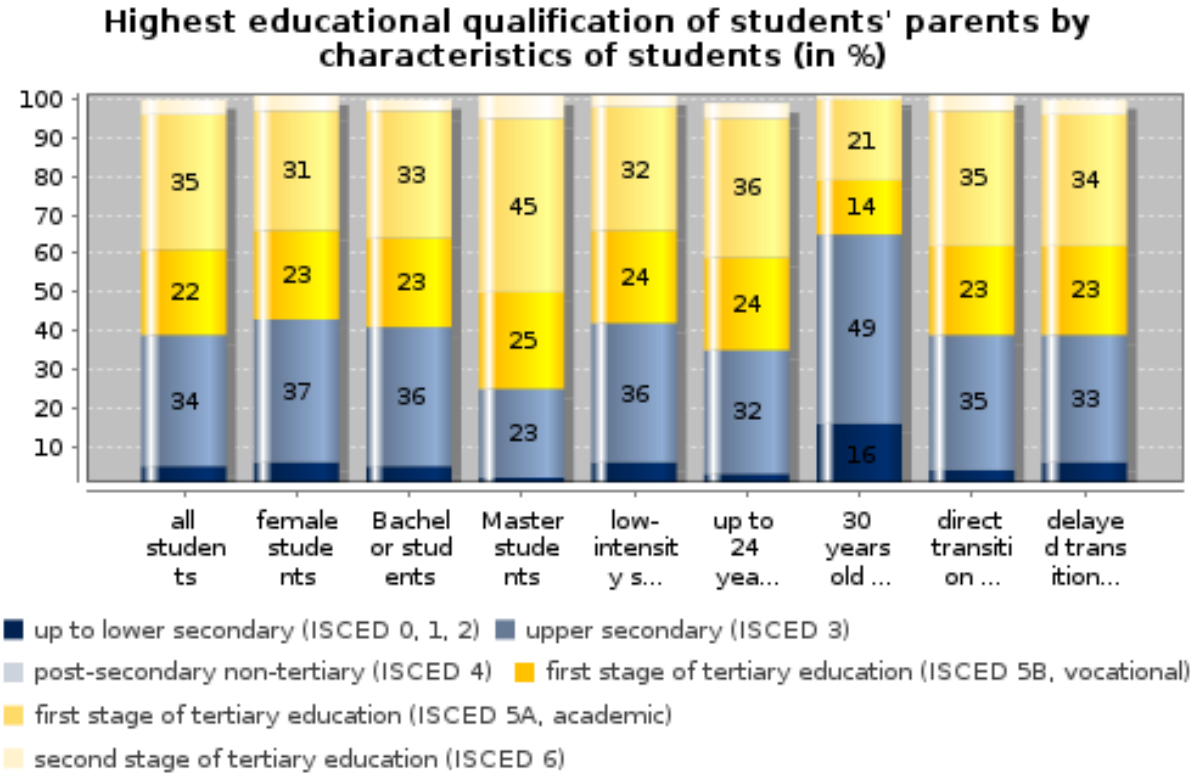
national interpretation of the results of the data analysis:

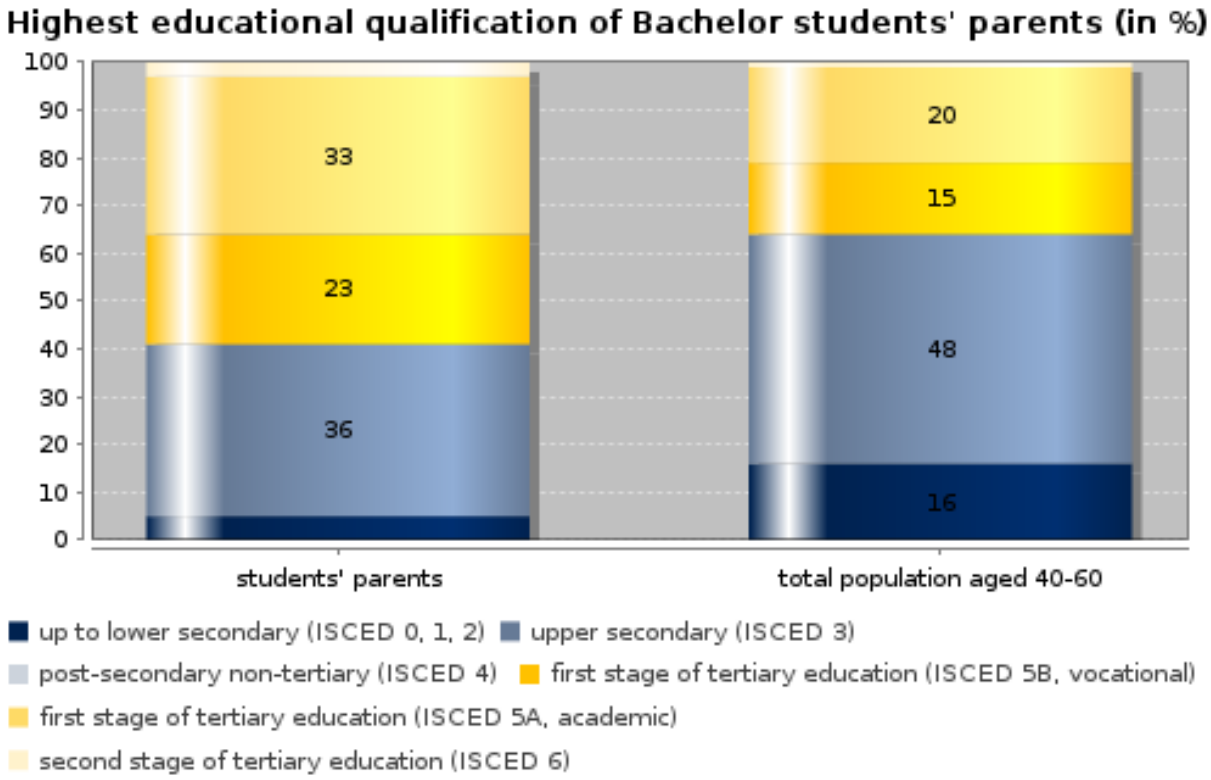
Topic: C. Social background of student body

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

Key Indicators

Share of all students' parents without tertiary education (ISCED 5-6), in %	39.4
Share of BA students' parents without tertiary education (ISCED 5-6), in %	40.9
Share of MA students' parents without tertiary education (ISCED 5-6), in %	24.7
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	41.3
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	64.7
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	39.4





details on missing data:

methodical issues or considerations for data interpretation:

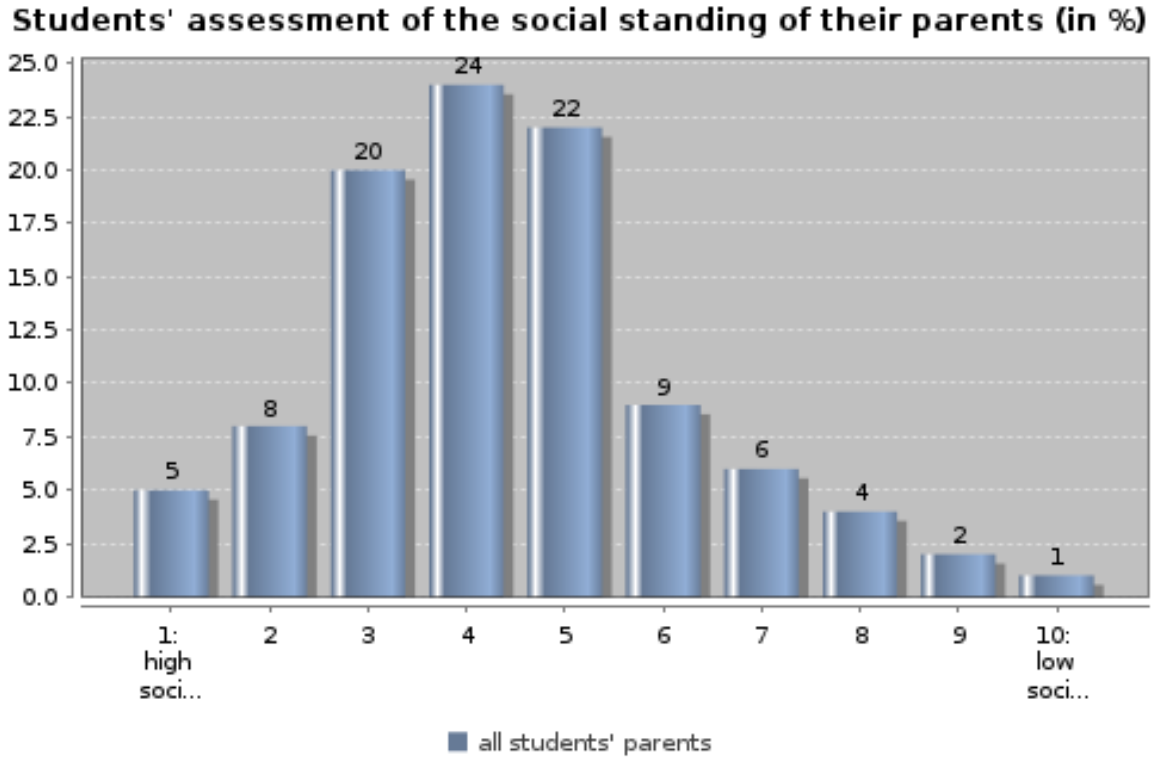
Education concerning population aged 35-64 in 2009. Post-secondary non-tertiary (ISCED 4) - not a classification in Sweden.

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)	78.7
Students' parents with lower social standing (6-10)	21.2



details on missing data:

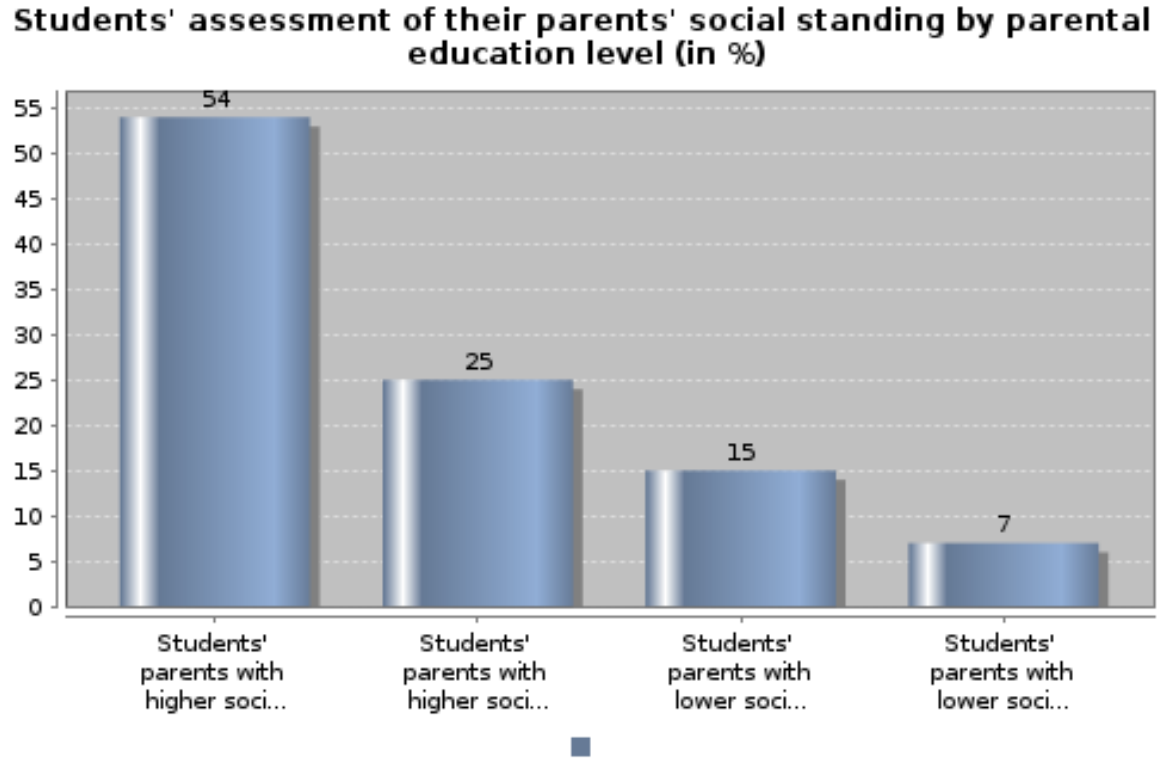
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 7: Assessments of social standing of parents by highest educational attainment of parents

Key Indicators	
Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in %	54.2
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	24.5
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	14.8
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	6.5



details on missing data:

methodical issues or considerations for data interpretation:

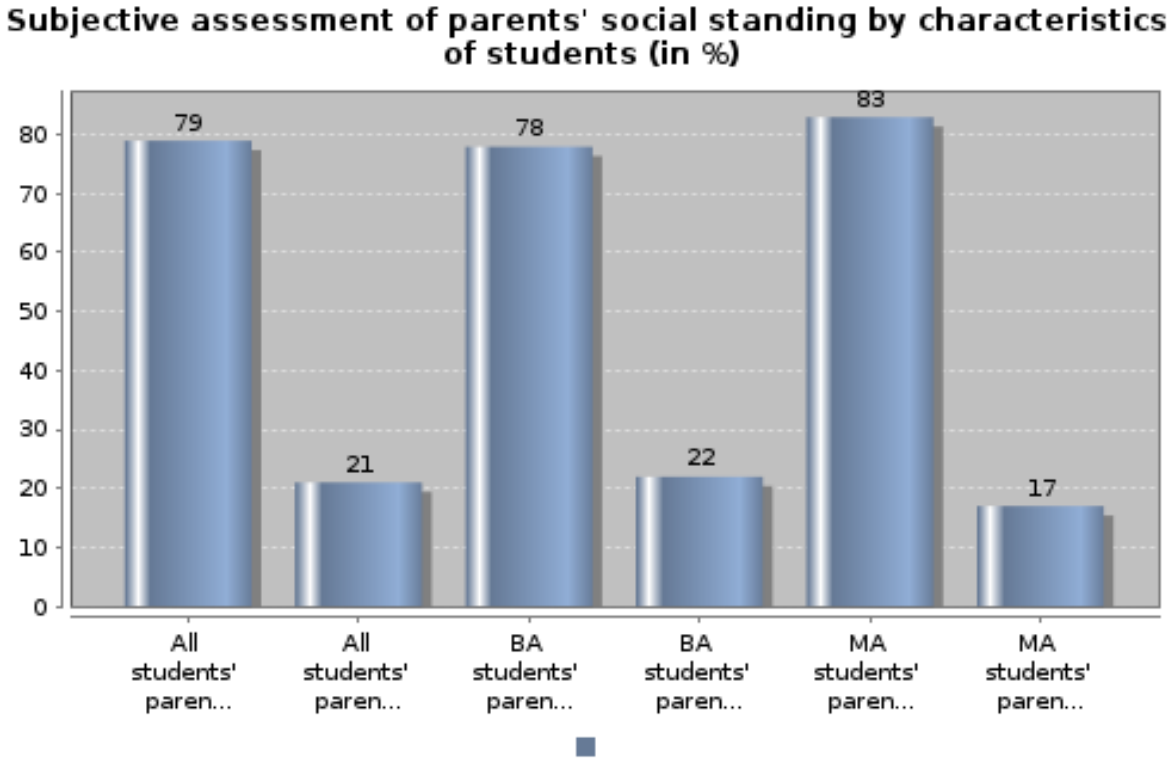
Post-secondary non-tertiary (ISCED 4) - not a classification in Sweden.

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 %	78.7
All students' parents with lower social standing (6-10), in %	21.2
BA students' parents with higher social standing (1-5), in %	78.1
BA students' parents with lower social standing (6-10), in %	21.8
MA students' parents with higher social standing (1-5), in %	83.2
MA students' parents with lower social standing (6-10), in %	16.8



details on missing data:

methodical issues or considerations for data interpretation:

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

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 %

11.9

Share of all students not living with parents, in %

88.1

Share of all students living in student halls, in %

30.5

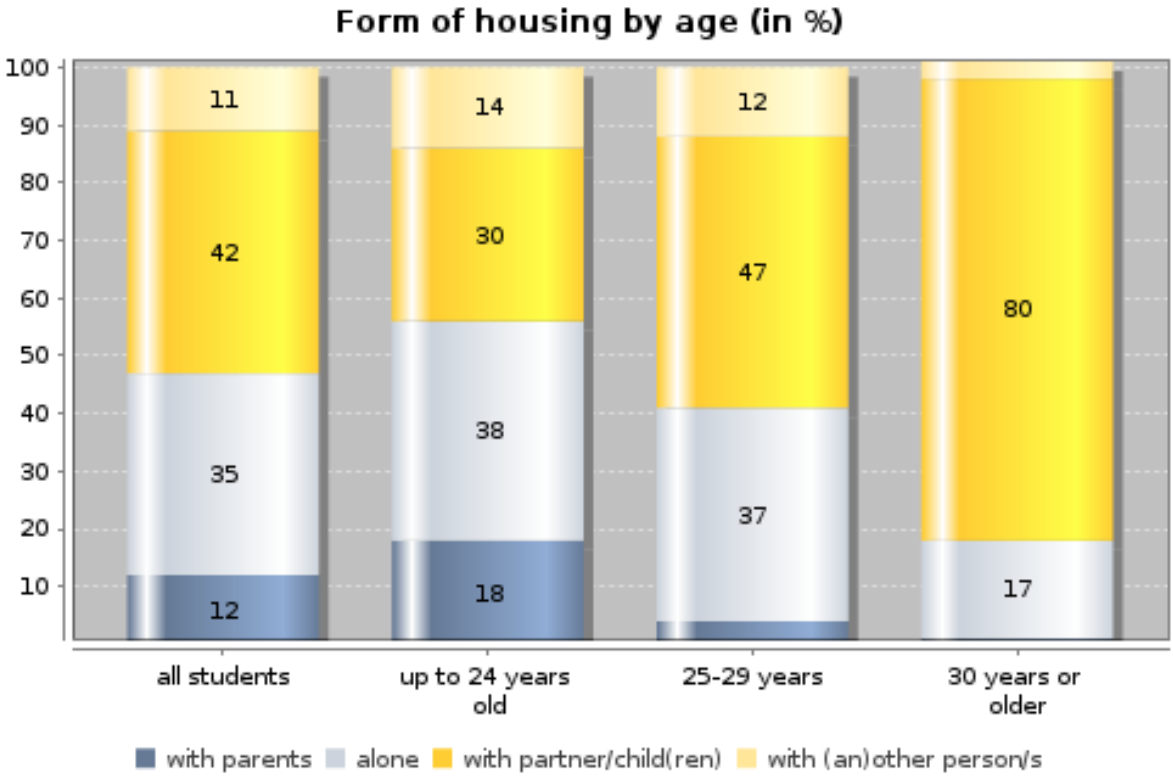
Share of students up to 24 years old living in the most frequent type of housing, in %

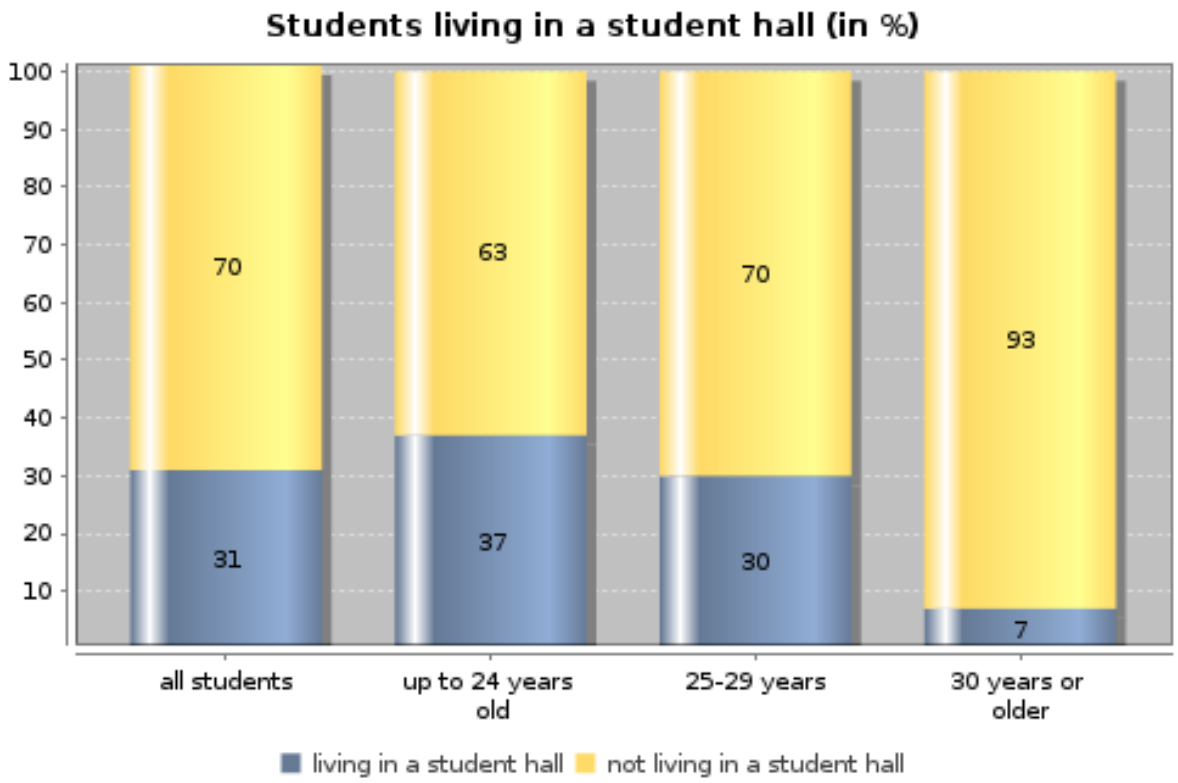
2.0

38.4

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

3.0





details on missing data:

methodical issues or considerations for data interpretation:

"Student hall" also includes student appartments, which is the most common form of student accommodation in Sweden - 9 % of the students live in "student hall" - 21 % live in student apartments. In Sweden, campus living is very uncommon, i.e. students live off-campus.

Data is weighted for the whole student group

national interpretation of the results of the data analysis:

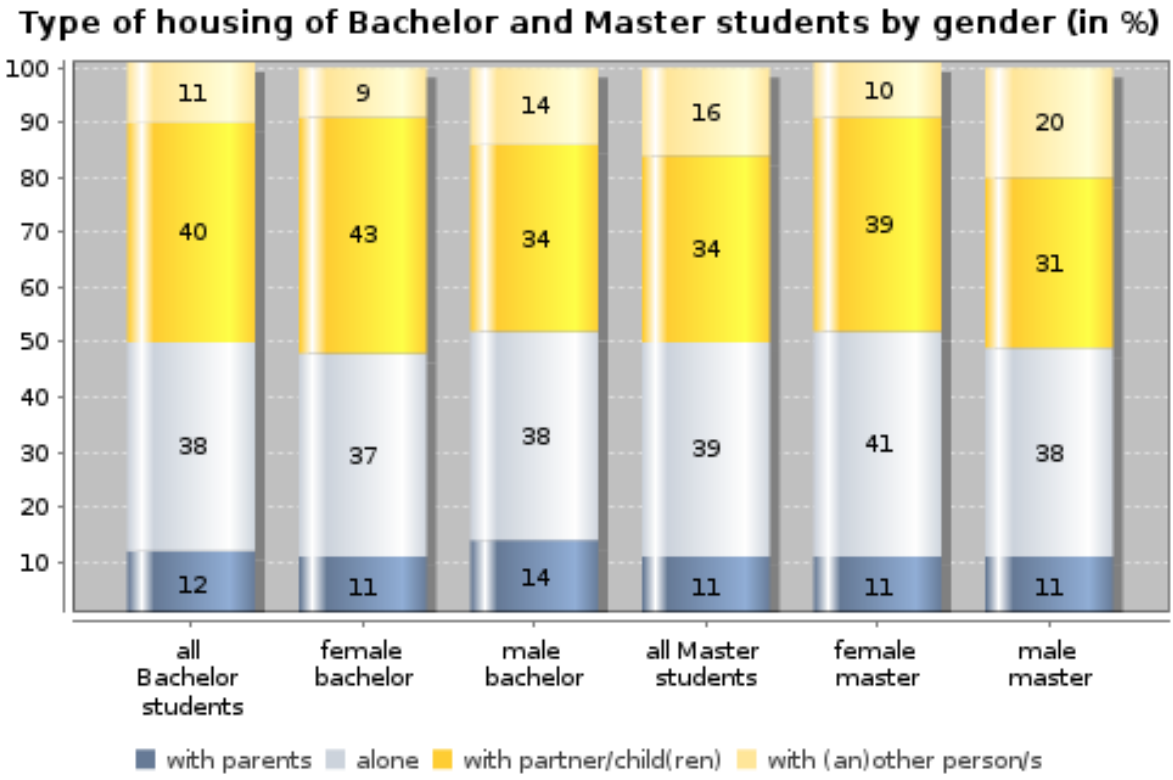
Maybe the Swedish student aid helps students to move from their families when they start studying or during their studies. Quite a large share of the students work as well.

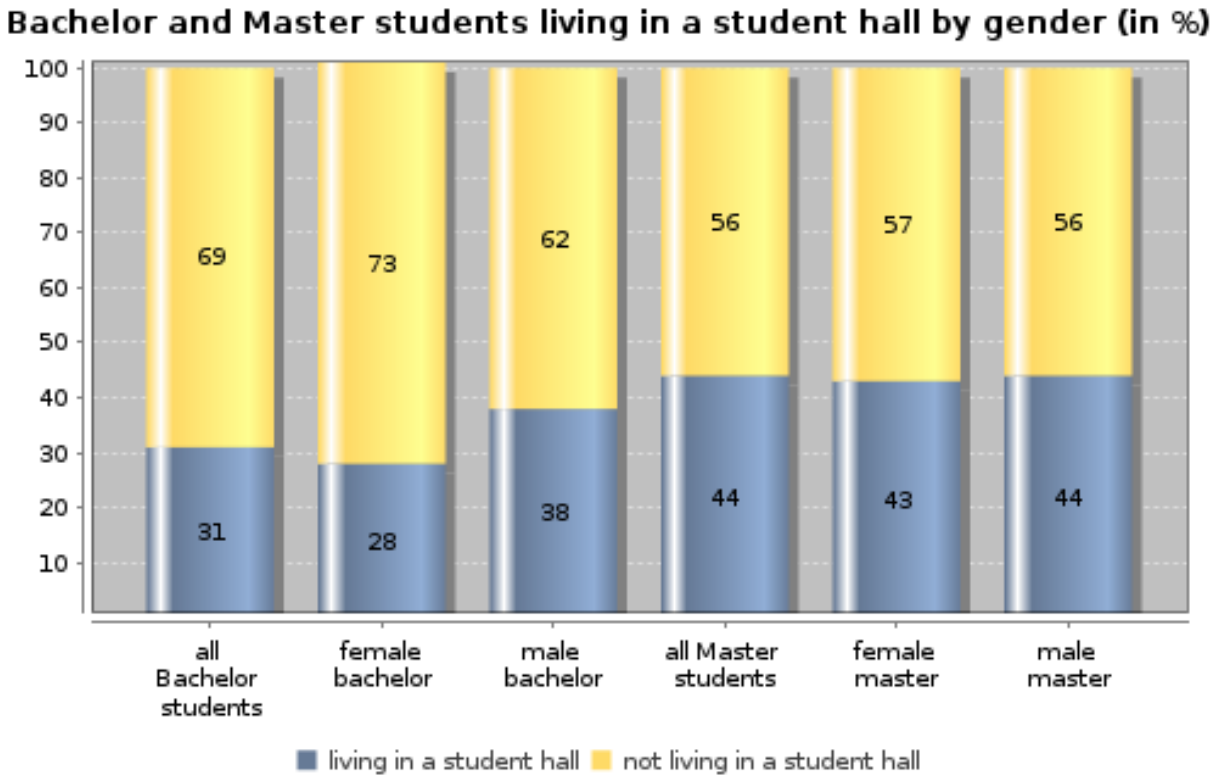
Topic: D. Accommodation

Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	12.0
Share of all Bachelor students living in student halls, in %	31.3
Share of all Master students living with parents, in %	11.0
Share of all Master students living in student halls, in %	43.6





details on missing data:

methodical issues or considerations for data interpretation:

Data is weighted for the whole student group.

national interpretation of the results of the data analysis:

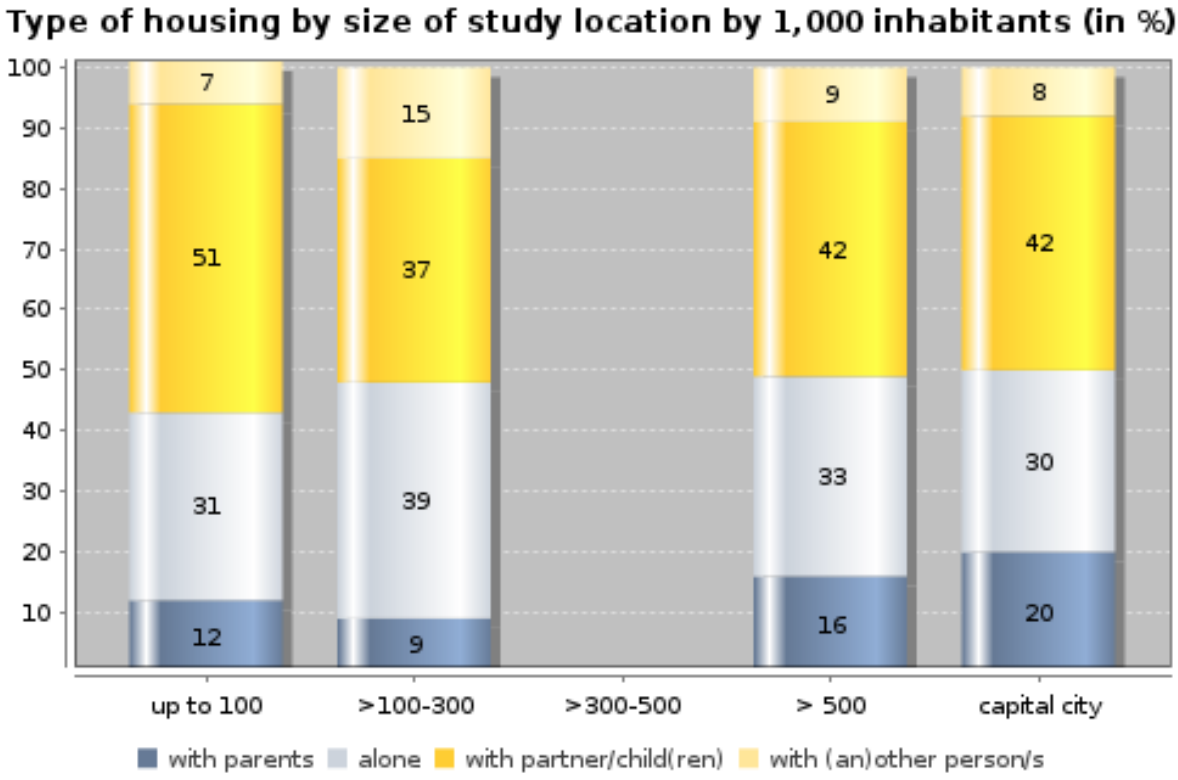
According to a report by the Swedish National Board of Housing, Building and Planning about 25 % of the students live in a student living. This share is therefore over represented in this survey.

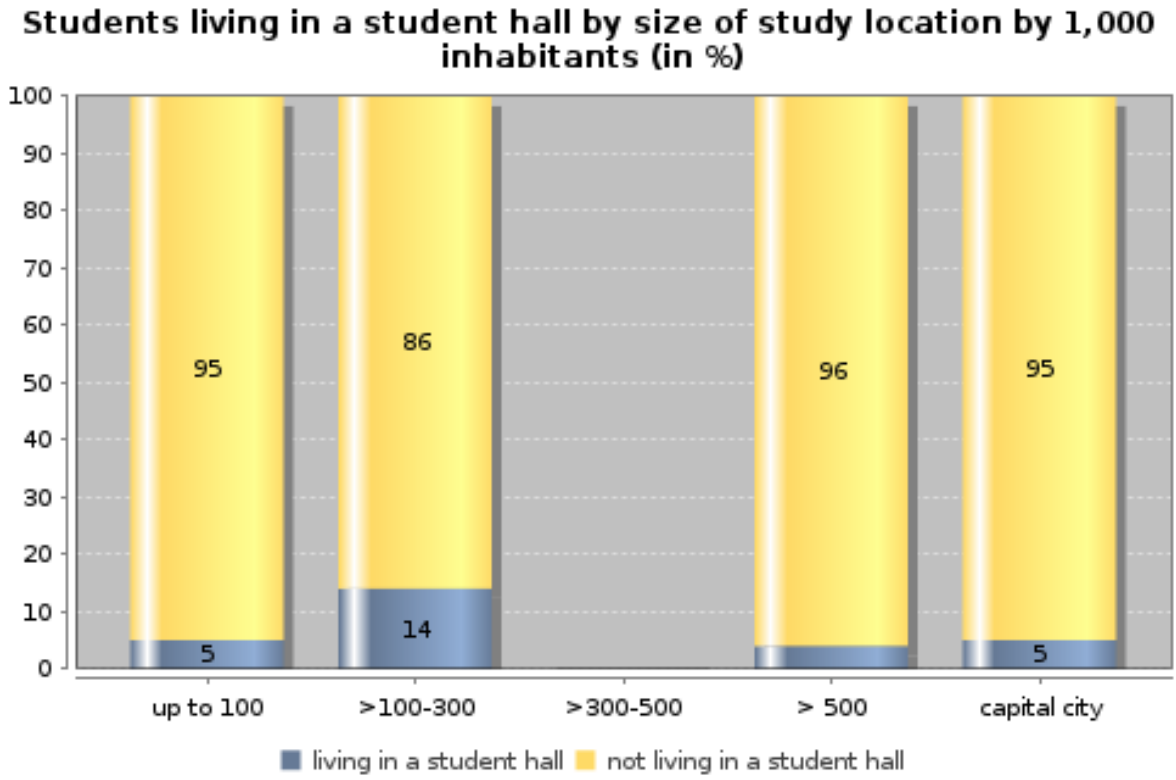
Topic: D. Accommodation

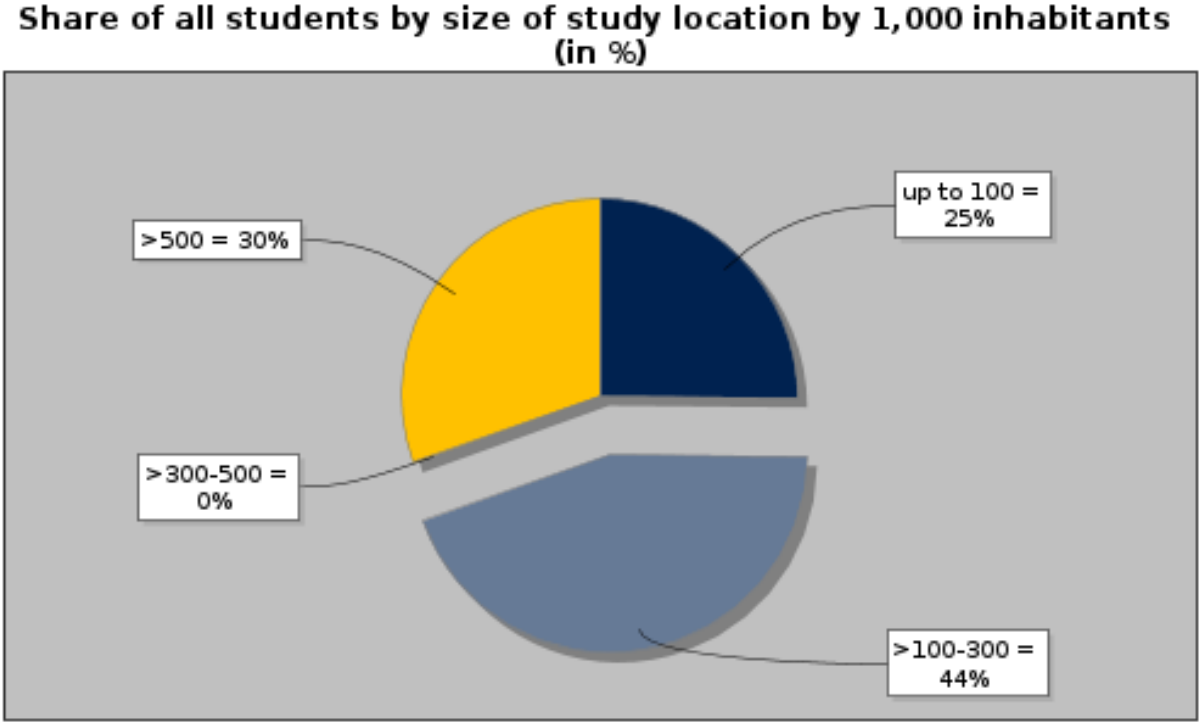
Subtopic 3: Form of housing by size of study location

Key Indicators

Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	7.6
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	9.9
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants
5.2	Ratio of students living (not with parents)/(with parents) in capital city







details on missing data:

There is no Swedish study location with 300-500 k inhabitants.

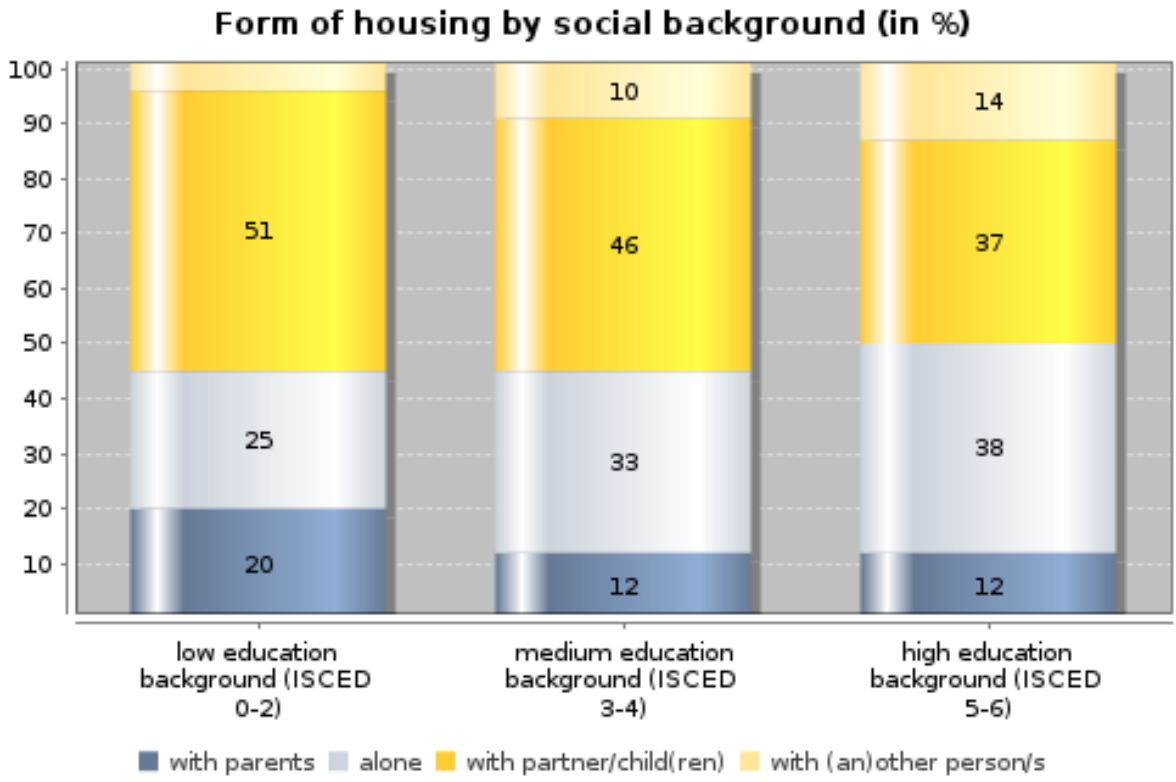
methodical issues or considerations for data interpretation:

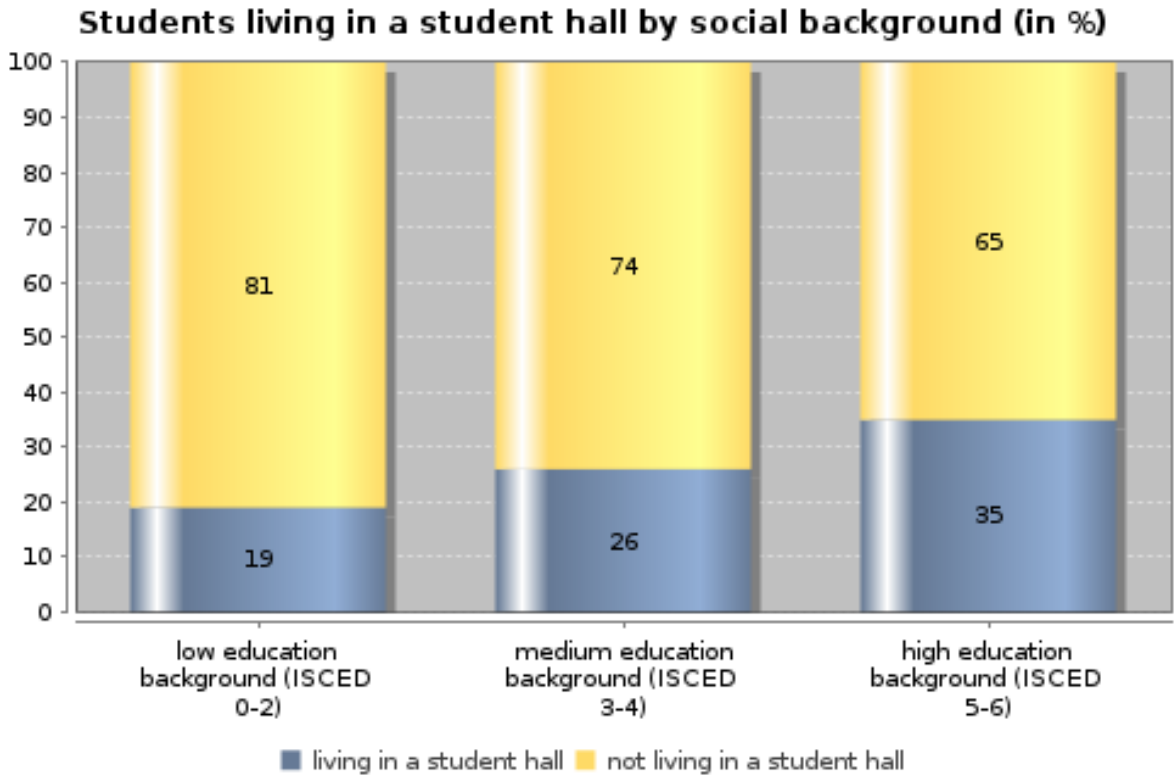
national interpretation of the results of the data analysis:
The housing market in Stockholm (shortage of cheap apartmens) keeps young people (not only students) from leaving home.

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 %	19.7
Share of all students from low education background (ISCED 0-2) living in student halls, in %	18.7
Share of all students from high education background (ISCED 5-6) living with parents, in %	11.6
Share of all students from high education background (ISCED 5-6) living in student halls, in %	35.1





details on missing data:

methodical issues or considerations for data interpretation:

Data is weighted for the whole student group.

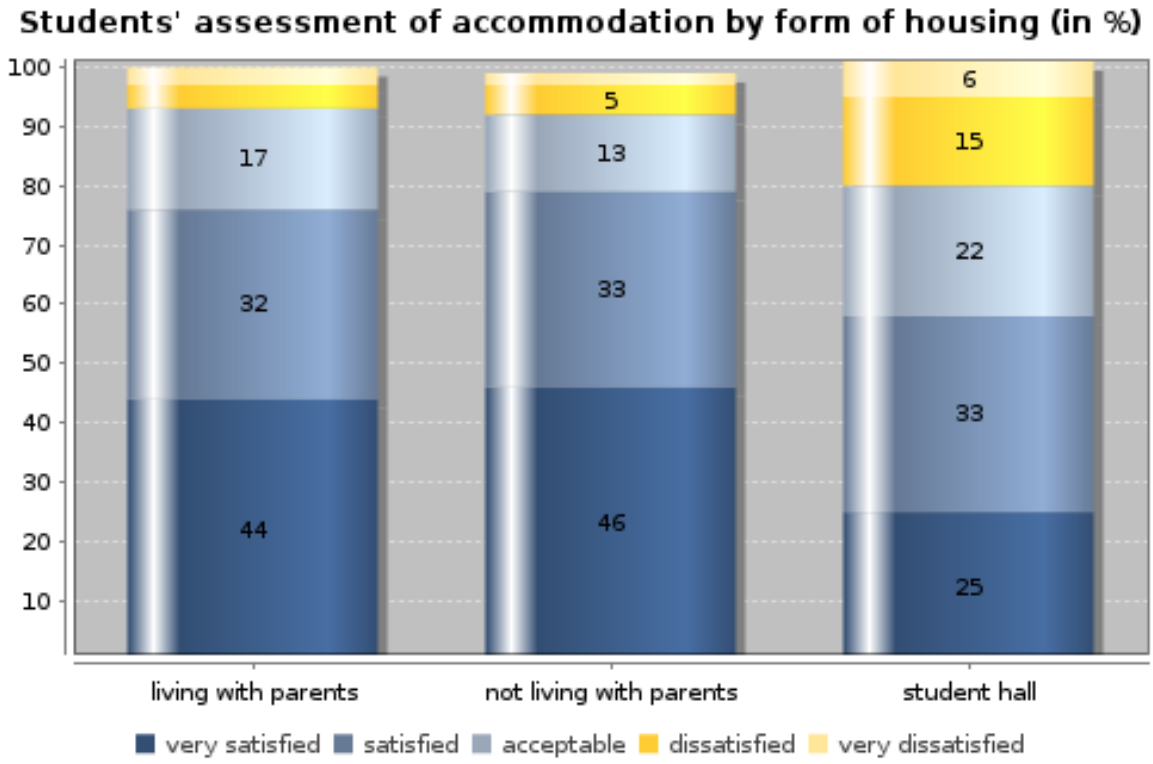
national interpretation of the results of the data analysis:

Parents education level correlates with age of students, that is these students are older. Therefore it also have an impact on form of housing.

Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators	
Students living with parents, who are (very) satisfied in %:	76.5
Students not living with parents, who are (very) satisfied in %:	79.6
Students residing in student halls, who are (very) satisfied in %:	57.3
Students living with parents, who are (very) dissatisfied in %:	7.0
Students not living with parents, who are (very) dissatisfied in %:	7.0
Students residing in student halls, who are (very) dissatisfied in %:	20.9



details on missing data:

methodical issues or considerations for data interpretation:

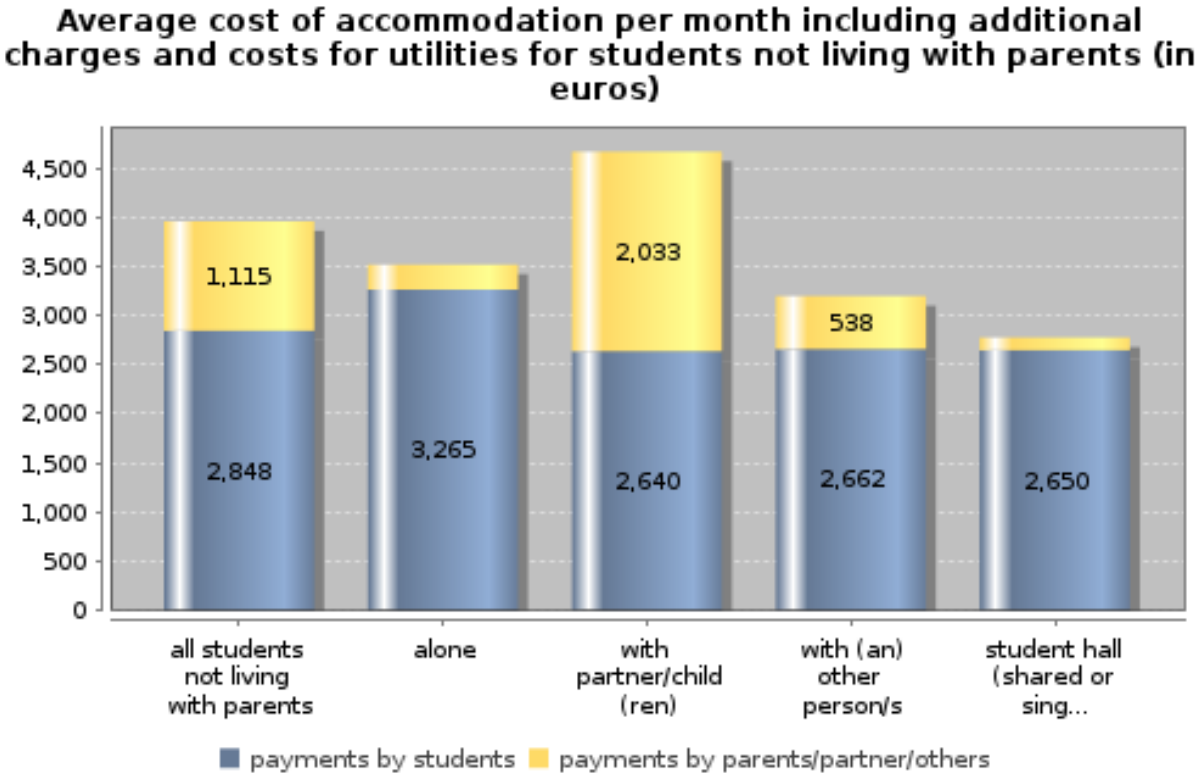
Data is weighted for the whole student group.

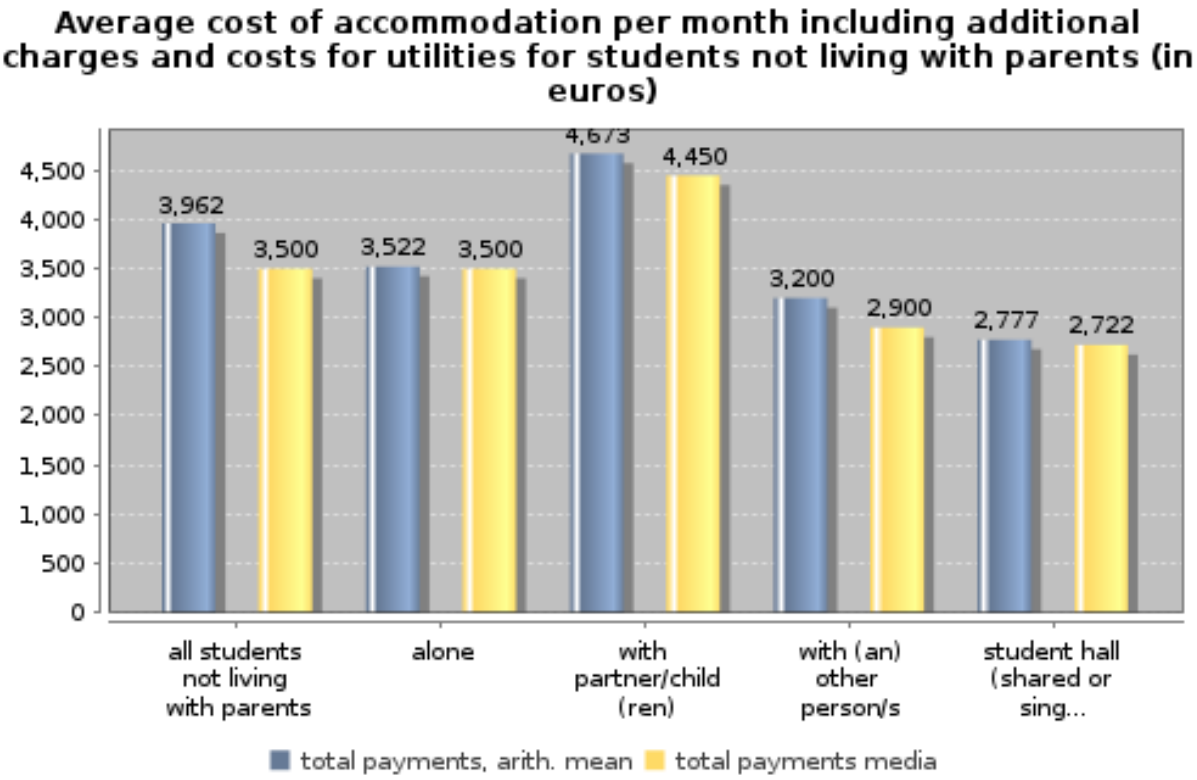
national interpretation of the results of the data analysis:

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	366.4
student hall	284.9
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	414.8
student hall	290.7
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0.8





details on missing data:

methodical issues or considerations for data interpretation:

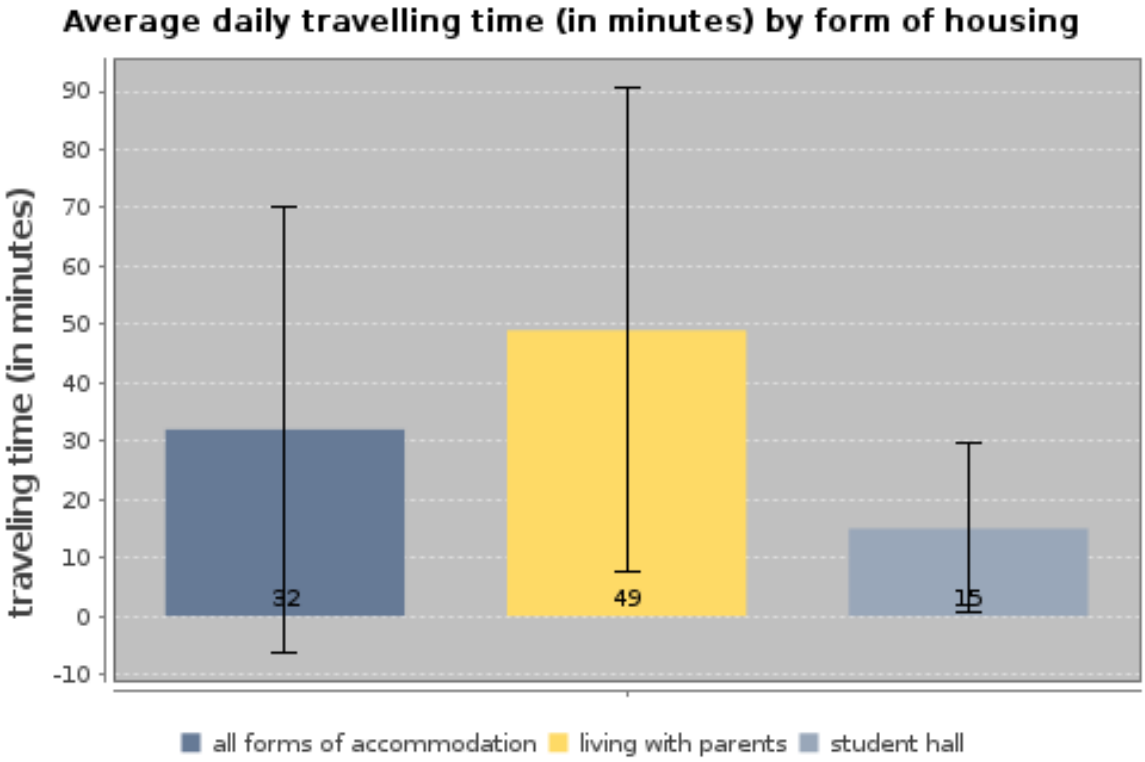
We have now corrected the reported figures. It is more expensive to live alone than in a student hall.

national interpretation of the results of the data analysis:

Topic: D. Accommodation

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

Key Indicators	
Travelling time from home in minutes (median)	
all forms of accommodation	20.0
living with parents	40.0
student hall	10.0



details on missing data:

methodical issues or considerations for data interpretation:

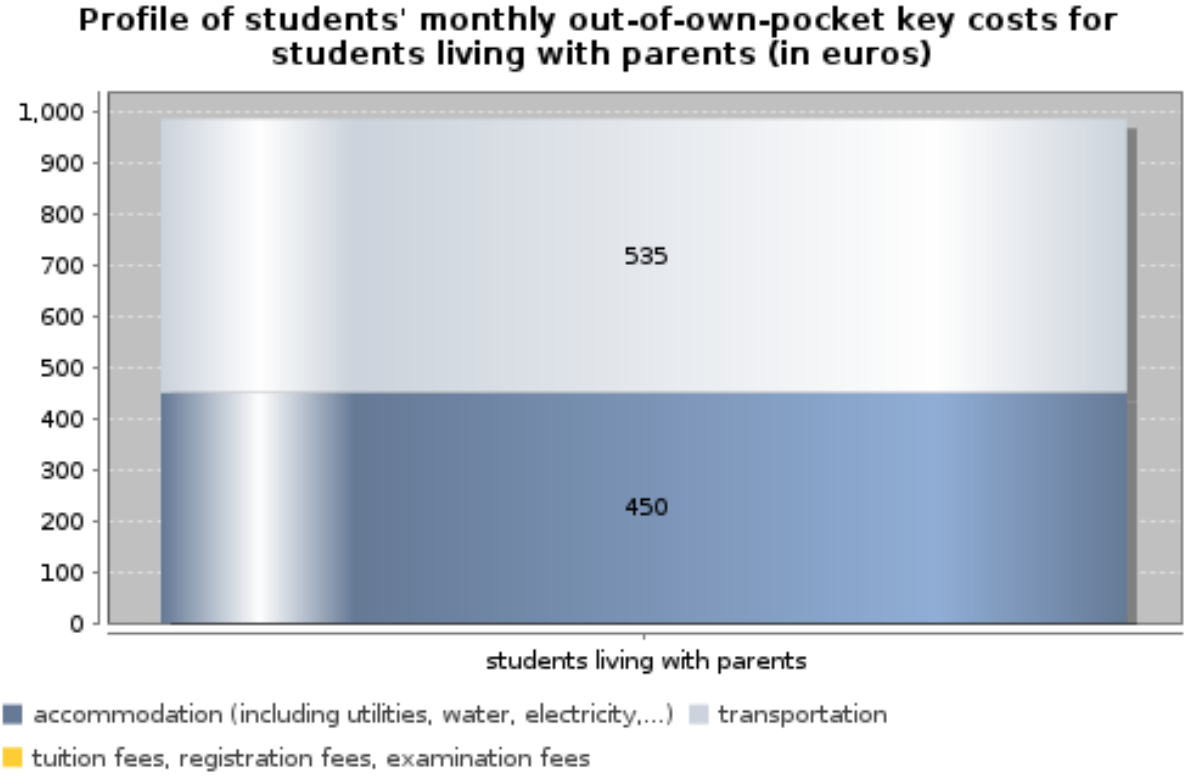
national interpretation of the results of the data analysis:

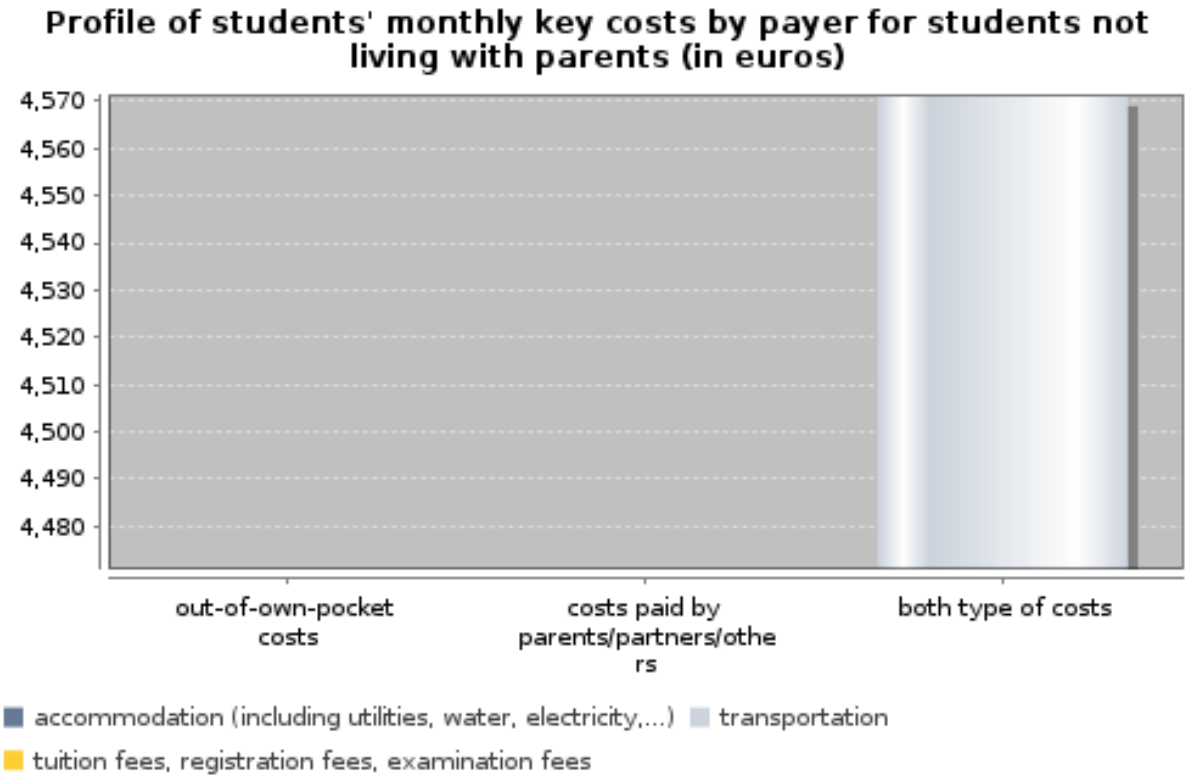
Topic: E. Living costs

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

Key Indicators

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	15.7
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	6.4
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	13.2
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	38.1





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

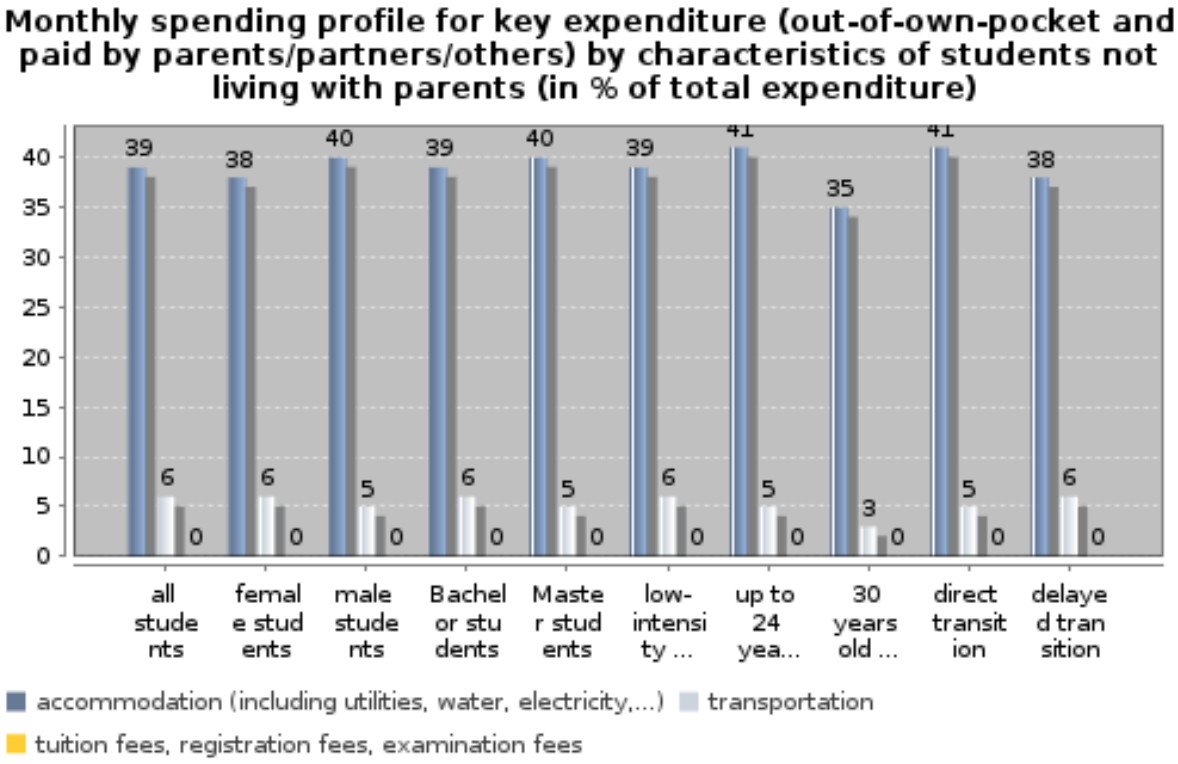
The cost for accomodation is quite high in Sweden. The reported cost in this survey is supported by surveys conducted by the Swedish Board for Study Support.

In Sweden there are no tuition fees, registration fees, examination fees.

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 %	0.0
Fees to higher education institution as share of total costs for MA students, in %	0.0
Fees to higher education institution as share of total costs for low-intensity students, in %	0.0
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	41.2
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	34.9



details on missing data:

methodical issues or considerations for data interpretation:

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

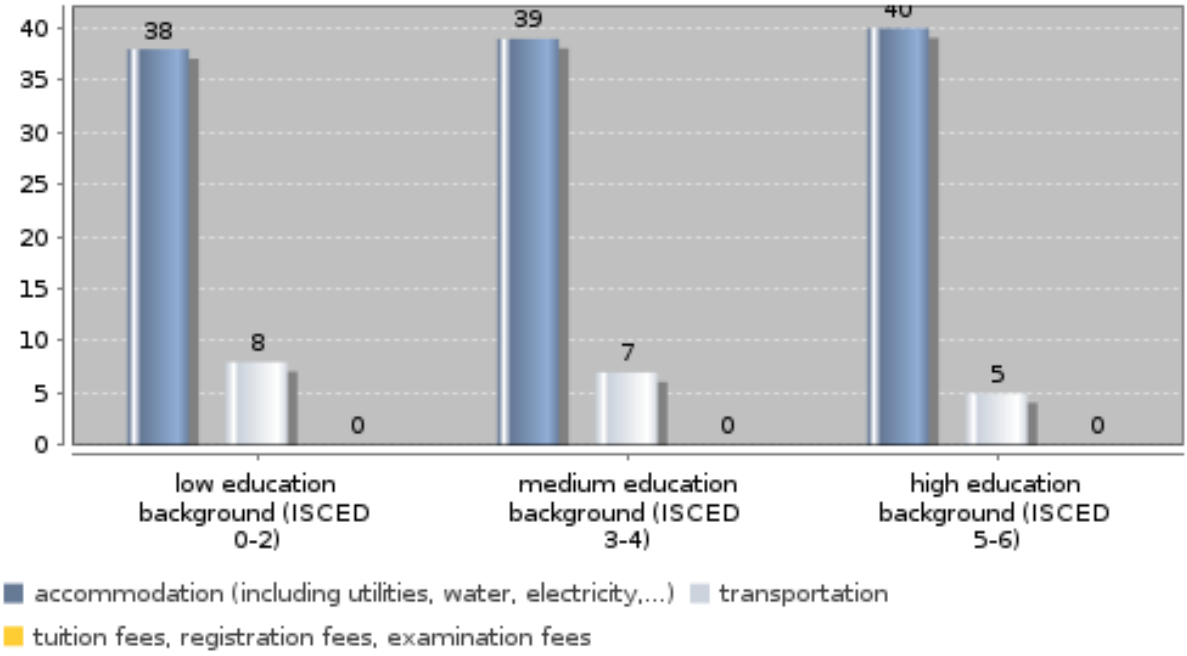
national interpretation of the results of the data analysis:
In Sweden there are no tuition fees, registration fees, examination fees. Fees to student union though. From this year there will be student fees for students outside EU.

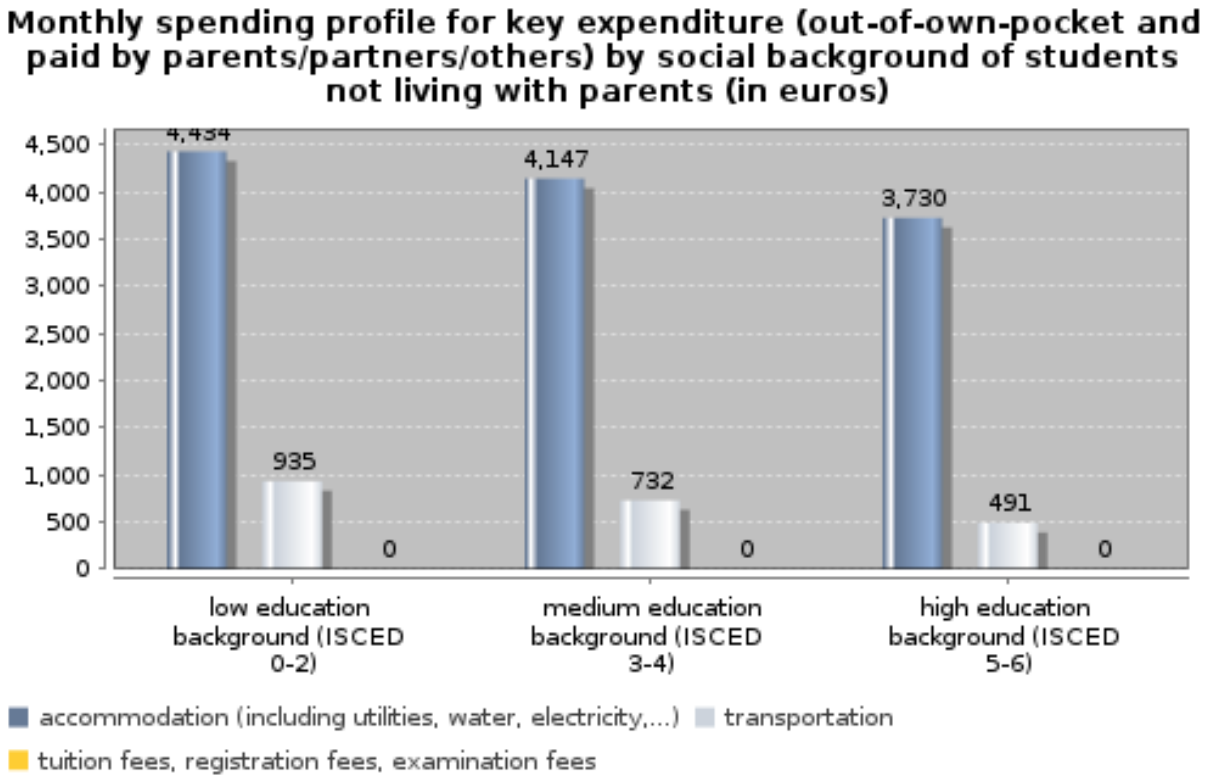
Topic: E. Living costs

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 %	0.0
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	0.0
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	37.6
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	39.5

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)





details on missing data:

methodical issues or considerations for data interpretation:

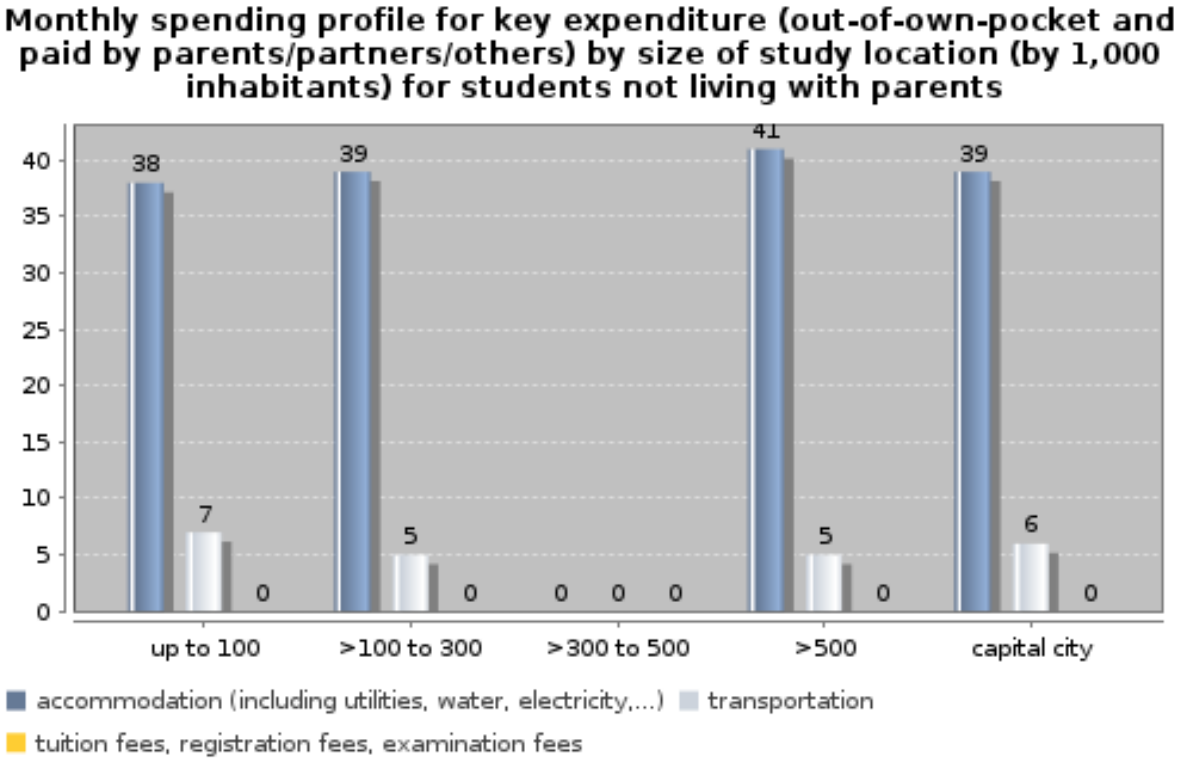
national interpretation of the results of the data analysis:

In Sweden there are no tuition fees, registration fees, examination fees. Fees to student union though. From this year there will be student fees for students outside EU.

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	11403.0
Total expenditure for study locations in capital city, amount	10804.0
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	37.5
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	38.6



details on missing data:

methodical issues or considerations for data interpretation:

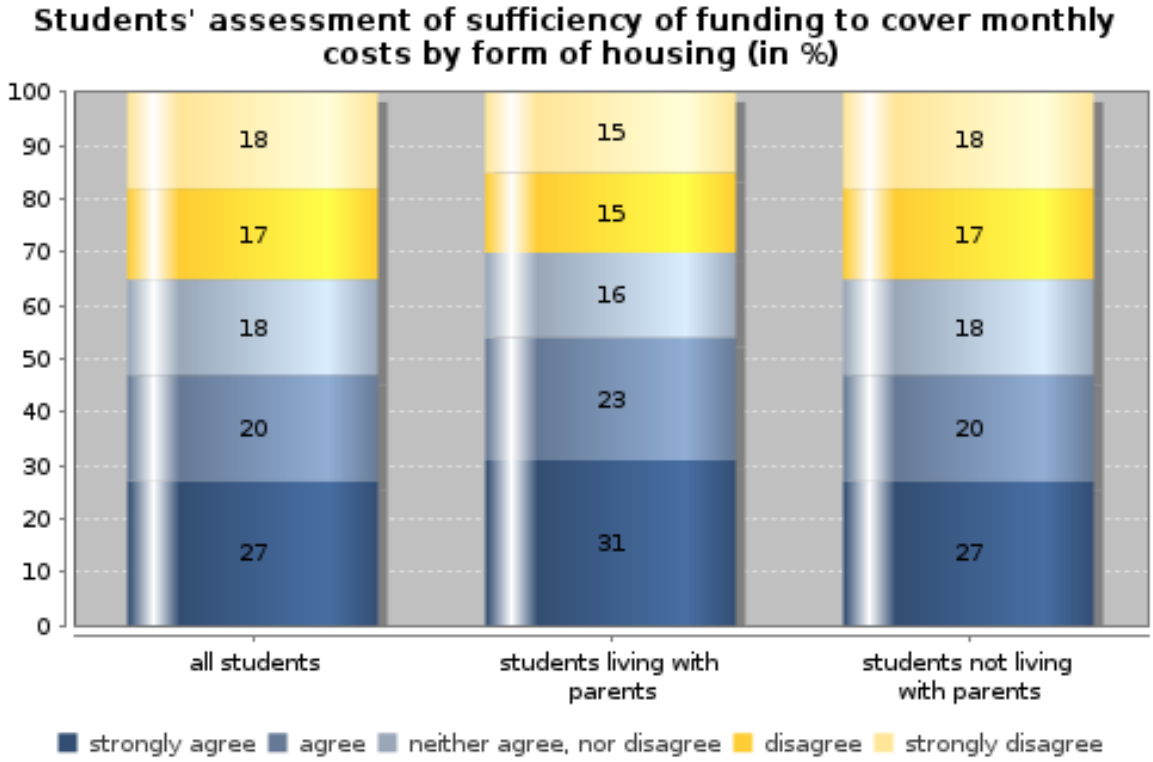
national interpretation of the results of the data analysis:

There are usually older students who live in cities up to 100 000 inhabitants. It is more common among them to have family and therefore their expences are higher compared to other groups.

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 %	47.7
(Strong) disagreement of all students that funding is sufficient, in %	34.2
(Strong) agreement of students living with parents that funding is sufficient, in %	53.9
(Strong) disagreement of students living with parents that funding is sufficient, in %	29.9
(Strong) agreement of students not living with parents that funding is sufficient, in %	46.9
(Strong) disagreement of students not living with parents that funding is sufficient, in %	34.7



details on missing data:

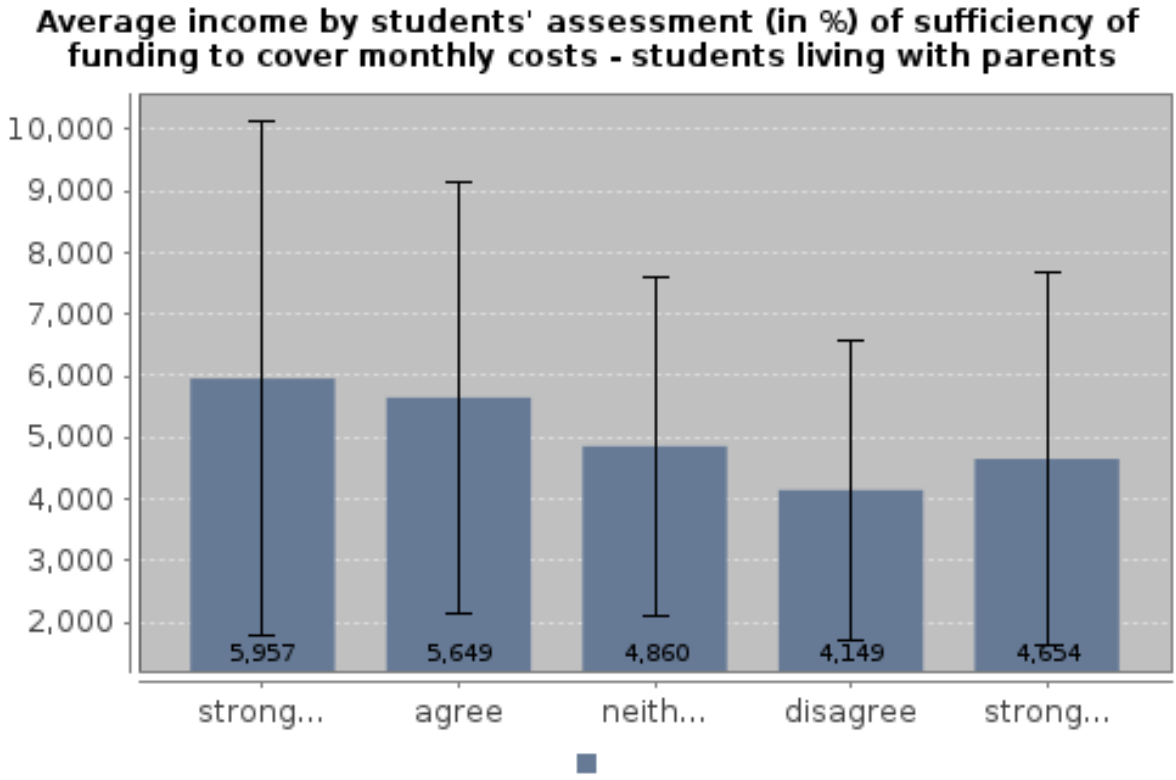
methodical issues or considerations for data interpretation:

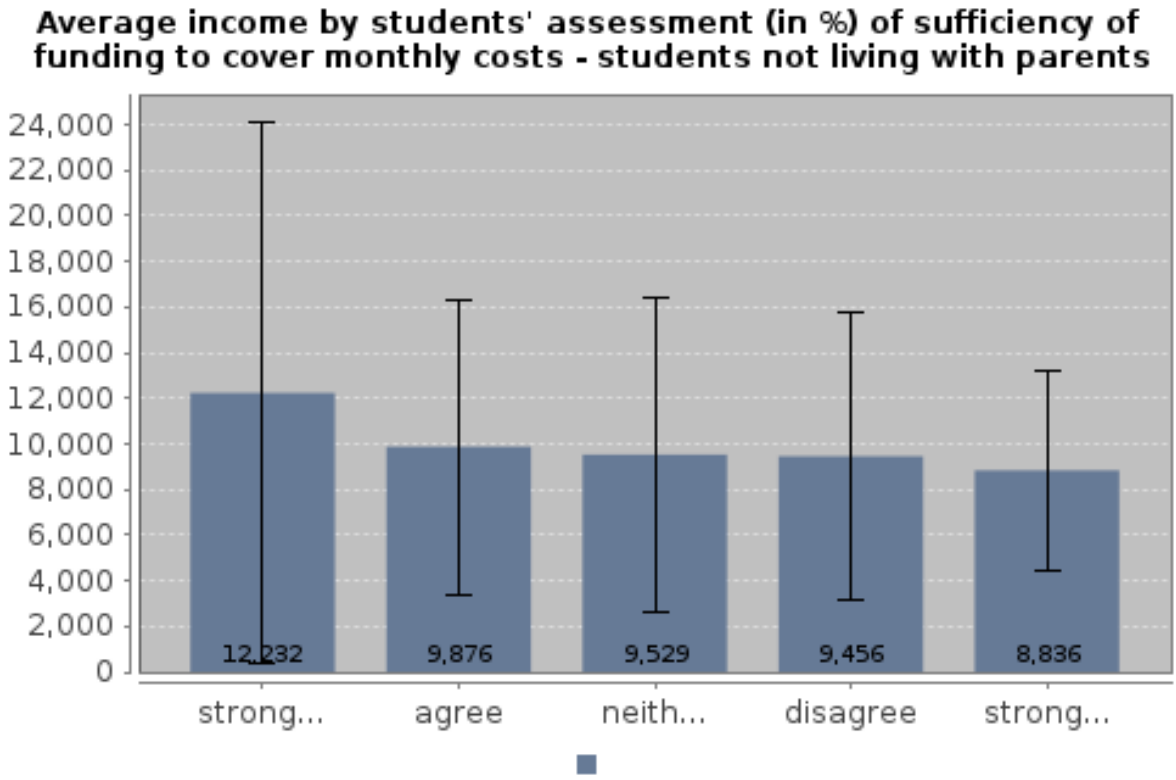
national interpretation of the results of the data analysis:

Topic: E. Living costs

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

Key Indicators	
students living with parents	
Median income of students with very strong agreement that funding is sufficient, amount	5100.0
Median income of students with very strong disagreement that funding is sufficient, amount	2900.0
Students not living with parents:	
Median income of students with very strong agreement that funding is sufficient, amount	9320.0
Median income of students with very strong disagreement that funding is sufficient, amount	8450.0





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

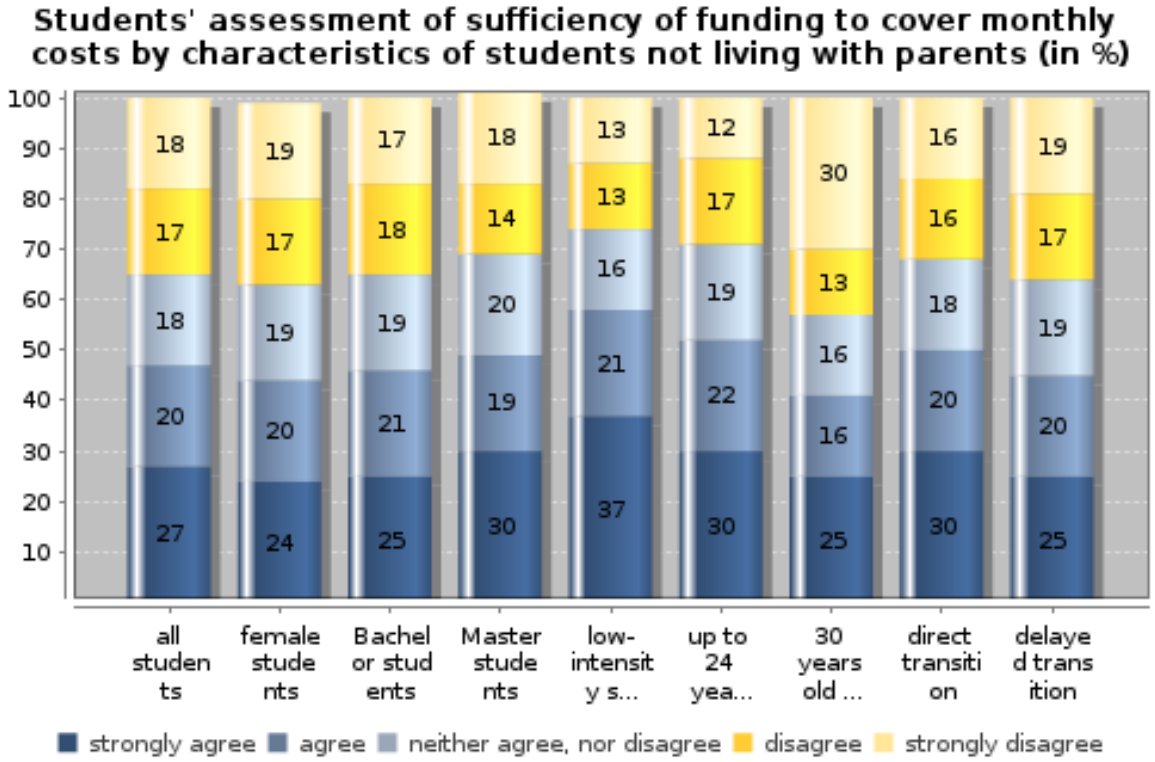
The students have income both from student aid (grant or both grant and loan) and some of them also from paid work. The students who are most dissatisfied with their economic situation are students with children and mostly those with children but no partner.

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 %	58.5
(Strong) disagreement that funding is sufficient of low-intensity students, in %	25.3
(Strong) agreement that funding is sufficient of up to 24 years old, in %	51.8
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	28.8
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	41.5
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	42.6



details on missing data:

methodical issues or considerations for data interpretation:

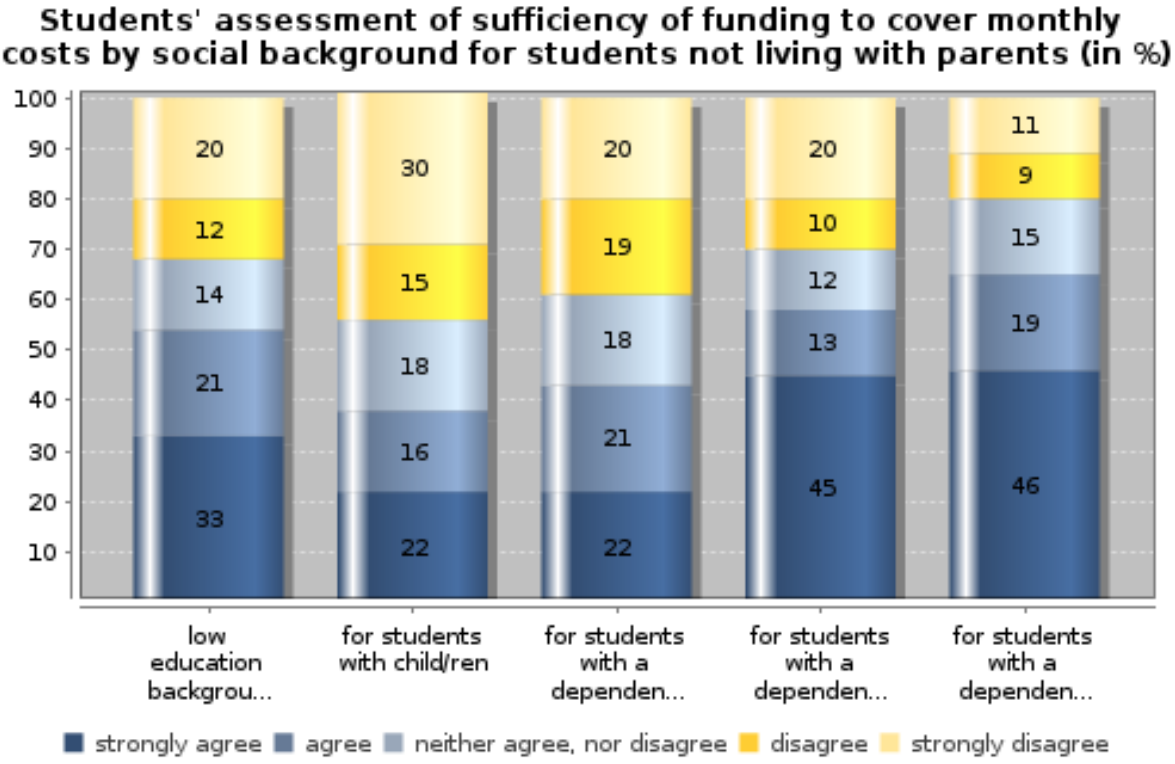
Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

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 %	31.6
(Strong) disagreement that funding is sufficient for students with child/ren, in %	44.7
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	39.2
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	19.4



details on missing data:

methodical issues or considerations for data interpretation:

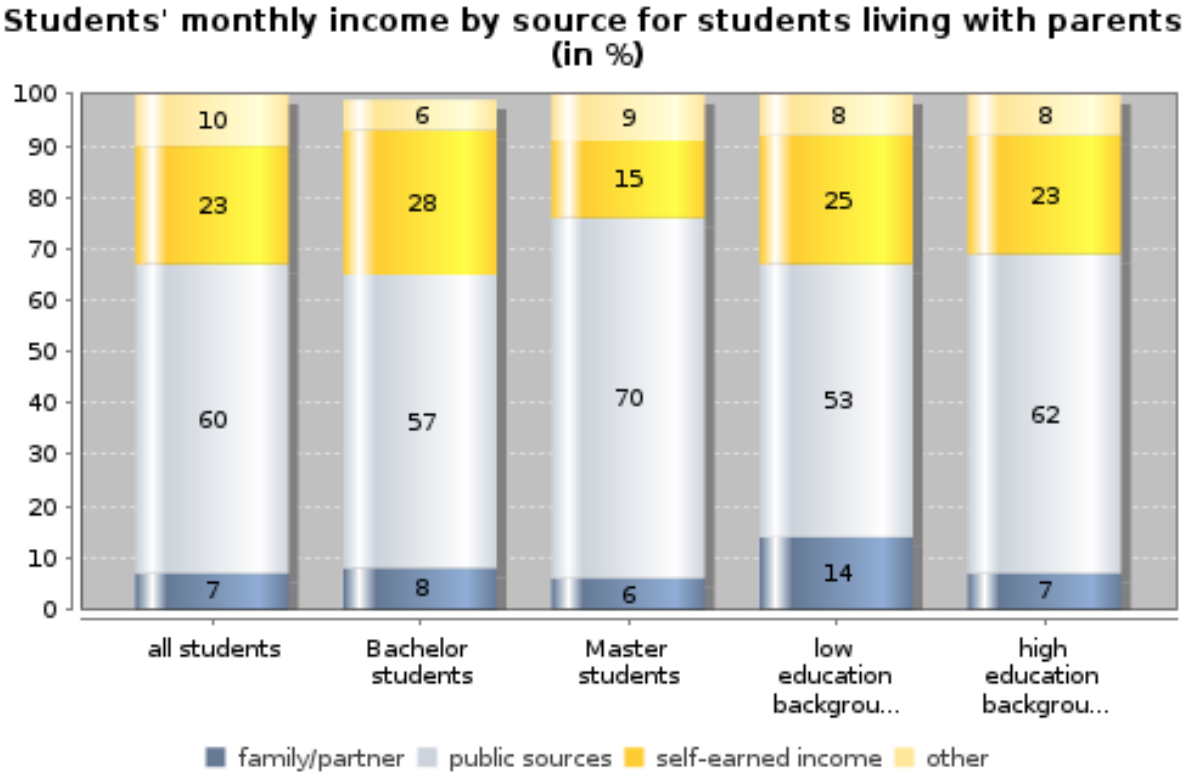
"for students with a dependency on parental support" includes students with support from partner

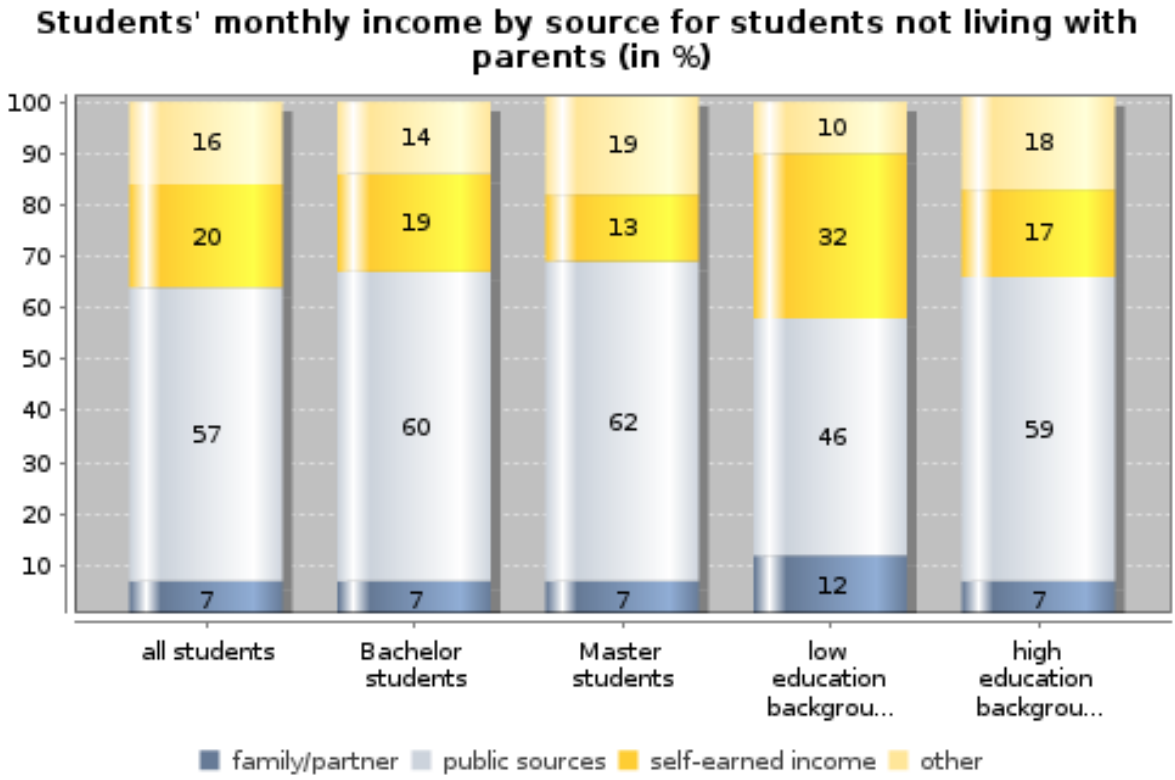
national interpretation of the results of the data analysis:

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 %	7.3
Family/partner contribution for Bachelor students, in %	7.2
Family/partner contribution for students with low education background (ISCED 0-2), in %	12.4
Family/partner contribution for students with high education background (ISCED 5-6), in %	6.6
Job contribution for all students, in %	20.1
Job contribution for Bachelor students, in %	18.5
Job contribution for students with low education background (ISCED 0-2), in %	31.6
Job contribution for students with high education background (ISCED 5-6), in %	17.0





details on missing data:

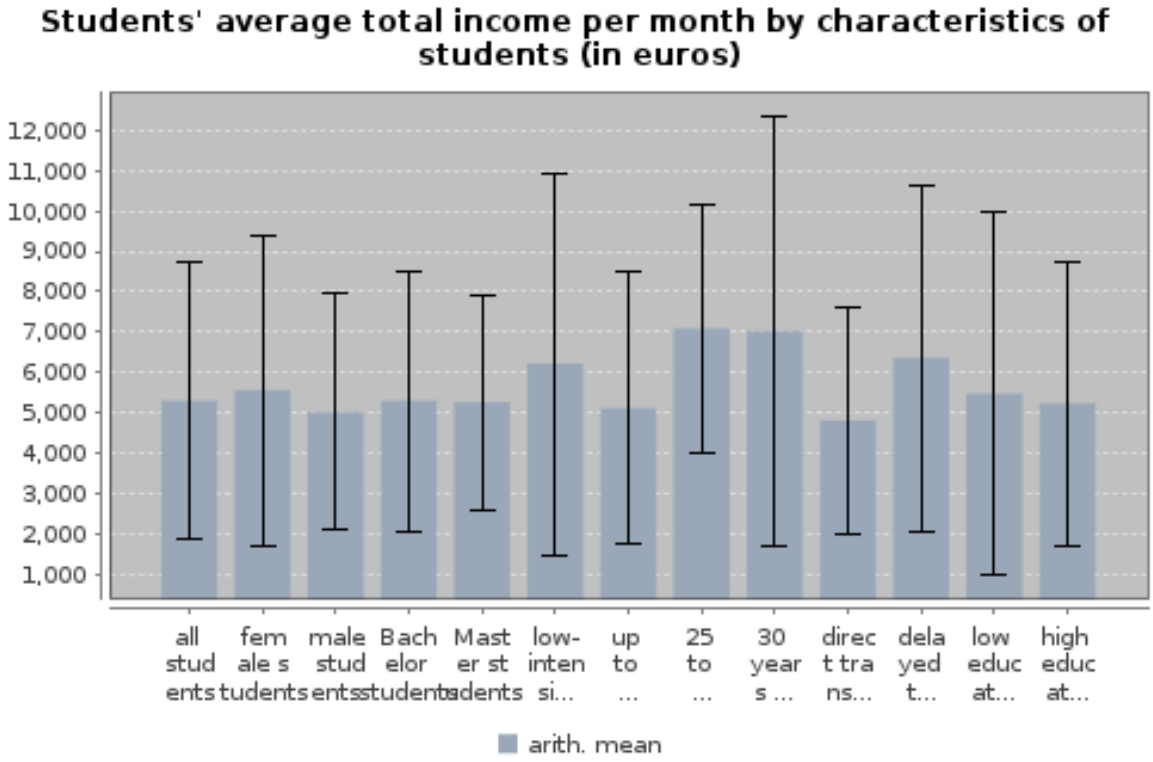
methodical issues or considerations for data interpretation:

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	429.2
median income Bachelor students, amount	460.6
median income Master students, amount	481.6
median income low-intensity students, amount	565.3
median income 25-29 years old, amount	785.2



details on missing data:

methodical issues or considerations for data interpretation:

0,4% cut off lowest/highest income

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system. The group 25-29 living at home is a small group.

national interpretation of the results of the data analysis:

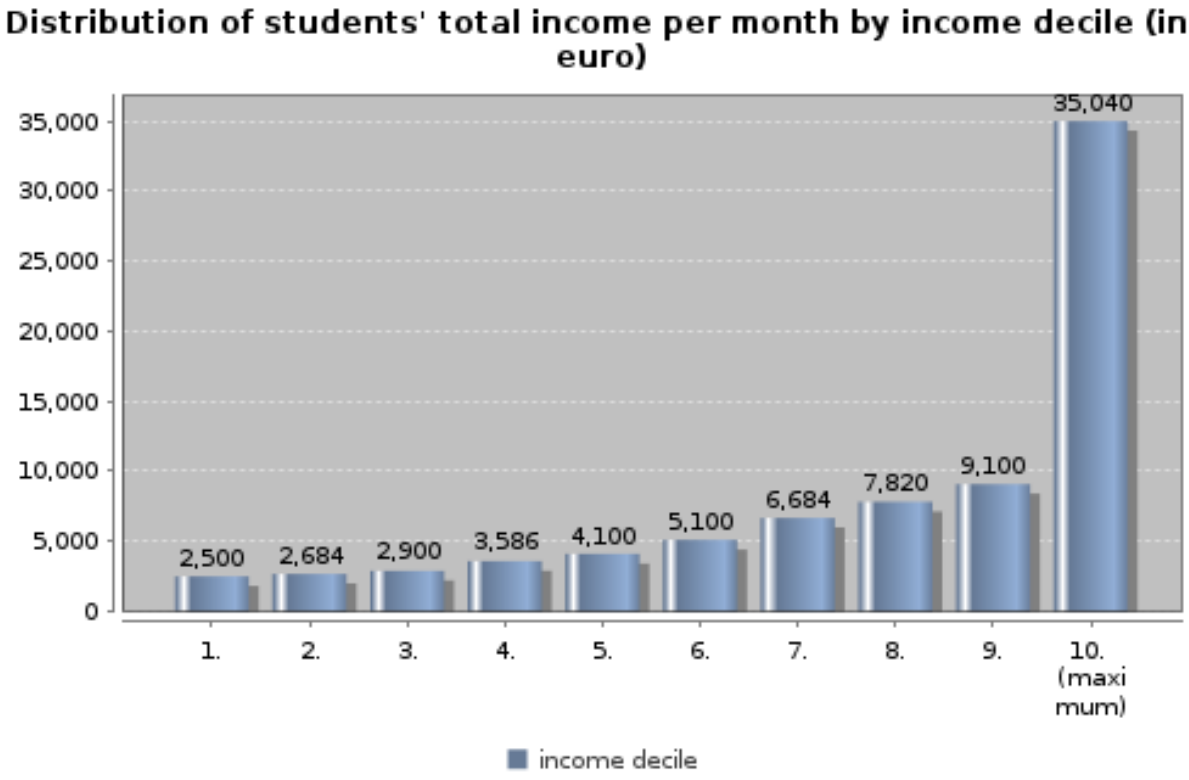
The reported figures are correct. There is no reason why BA students should have less money than other groups.

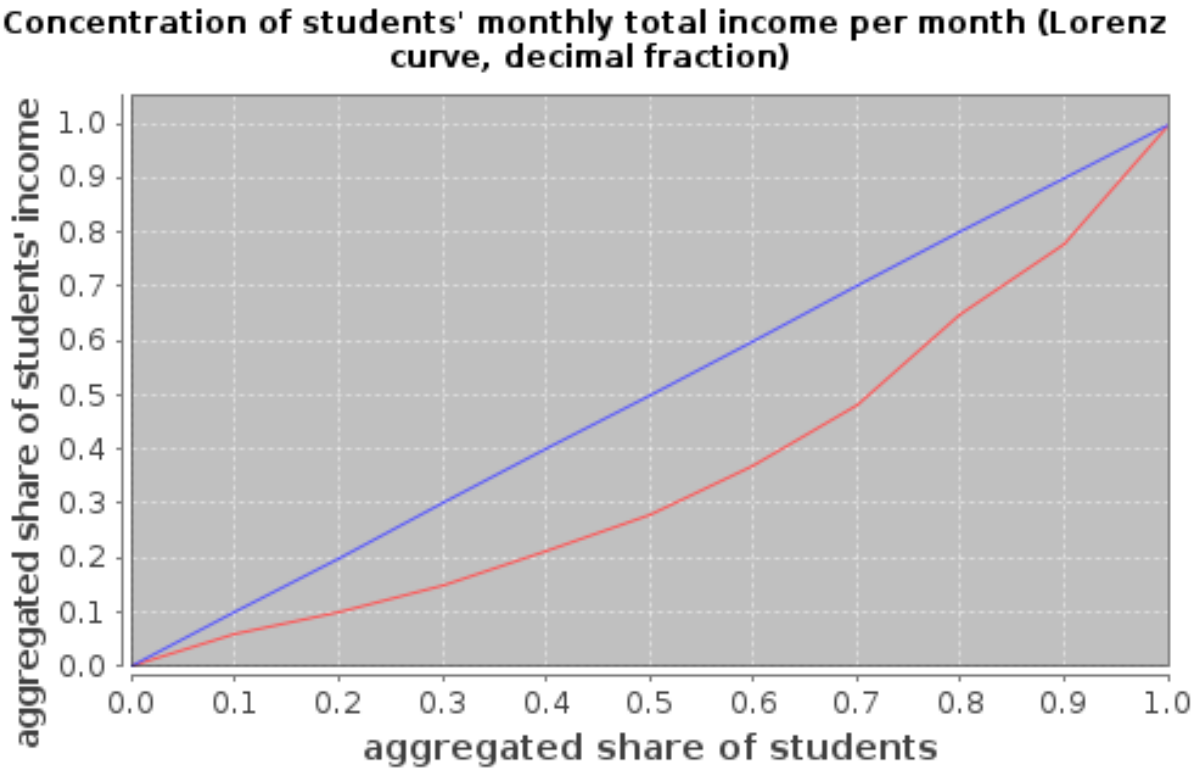
Topic: F. Funding and state assistance

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	281.0
Gini coefficient	0.31





details on missing data:

methodical issues or considerations for data interpretation:

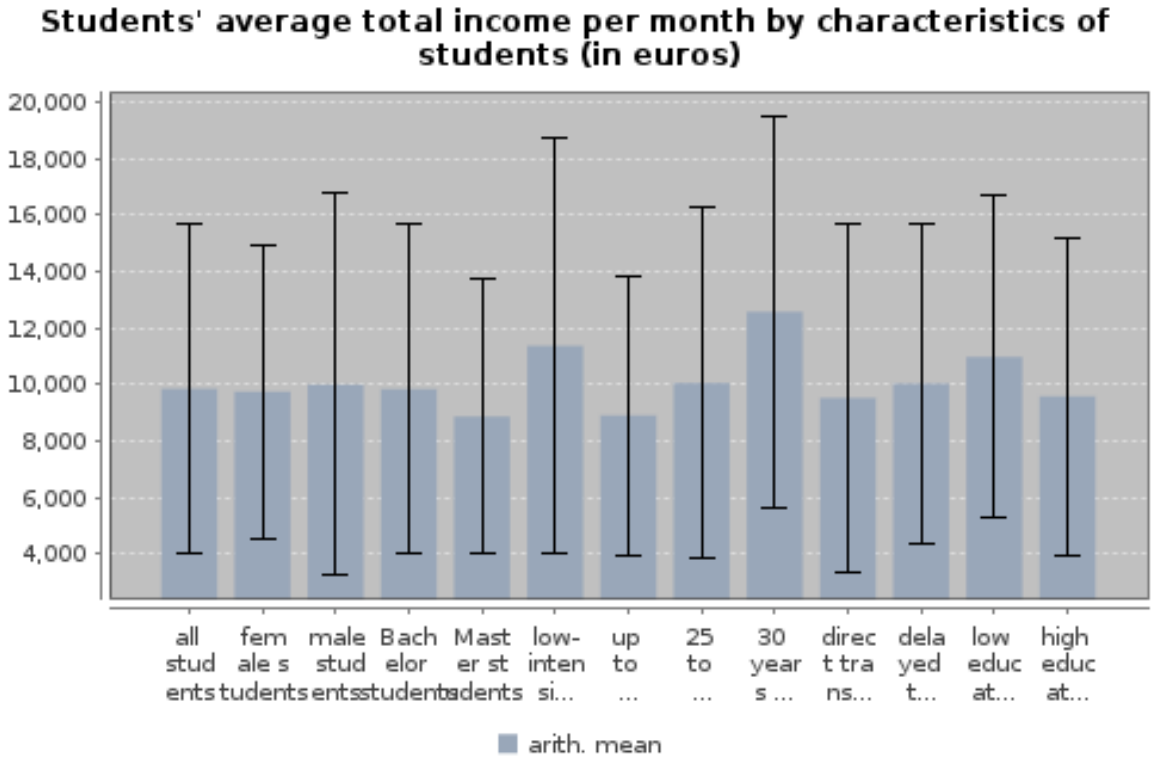
F03, F05 and G06: Income is not evenly distributed and some of the incomes are mentioned more often than others (for example is the income of 7 800 SEK mentioned by 5,3% of the respondents).

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	900.4
median income Bachelor students, amount	890.5
median income Master students, amount	848.9
median income low-intensity students, amount	984.1
median income 25-29 years old, amount	923.4



details on missing data:

methodical issues or considerations for data interpretation:

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

national interpretation of the results of the data analysis:

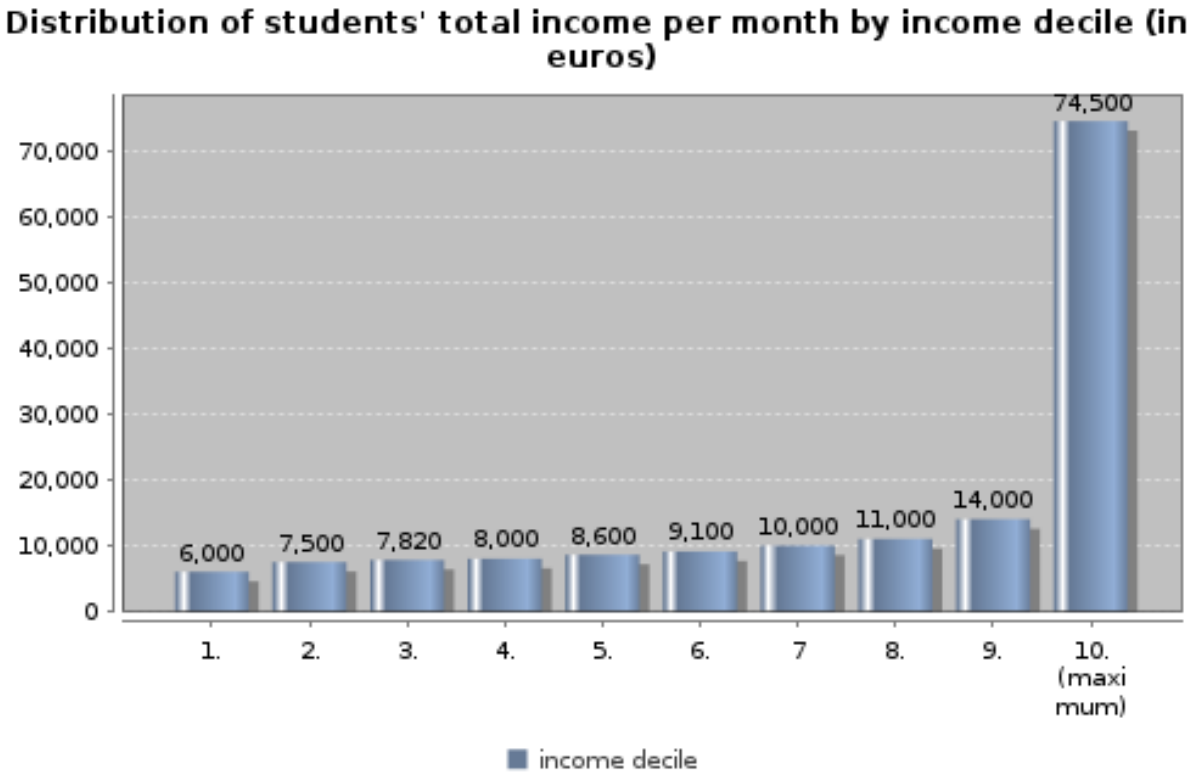
A bigger share of BA students work than MA students. Low-intensity students work more frequently as well.

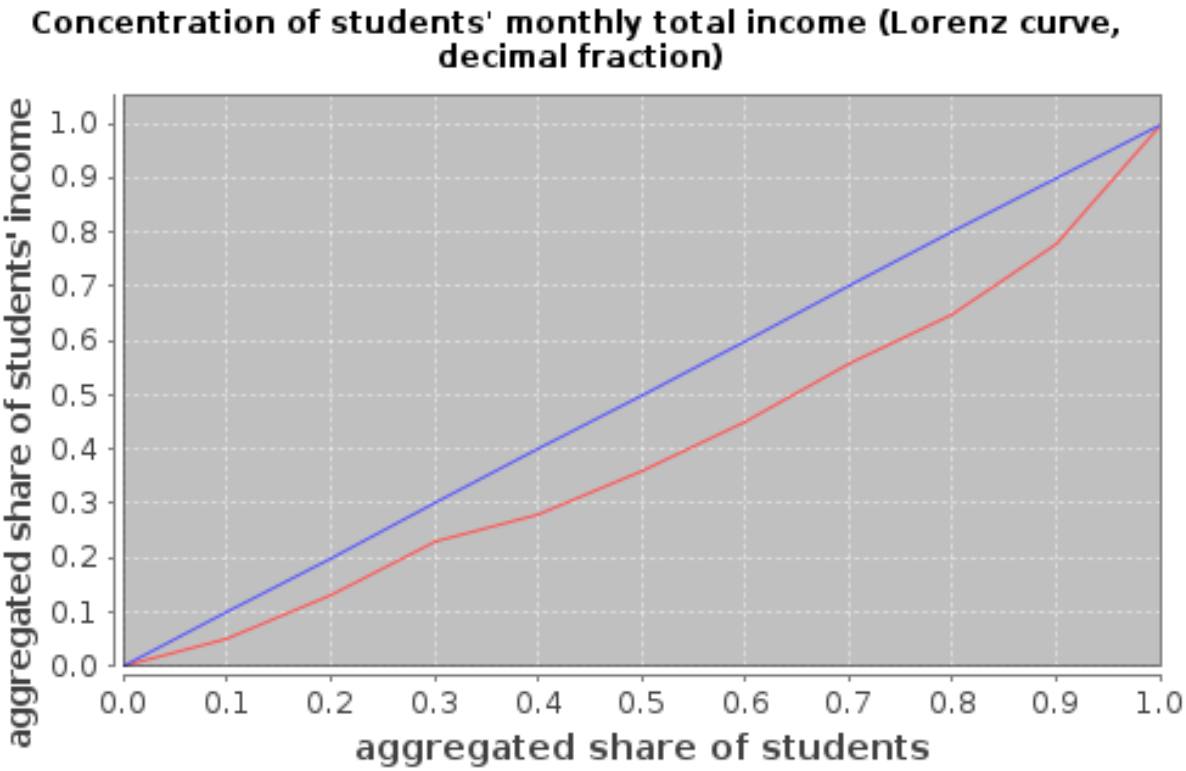
Topic: F. Funding and state assistance

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	785.2
Gini coefficient	0.25





details on missing data:

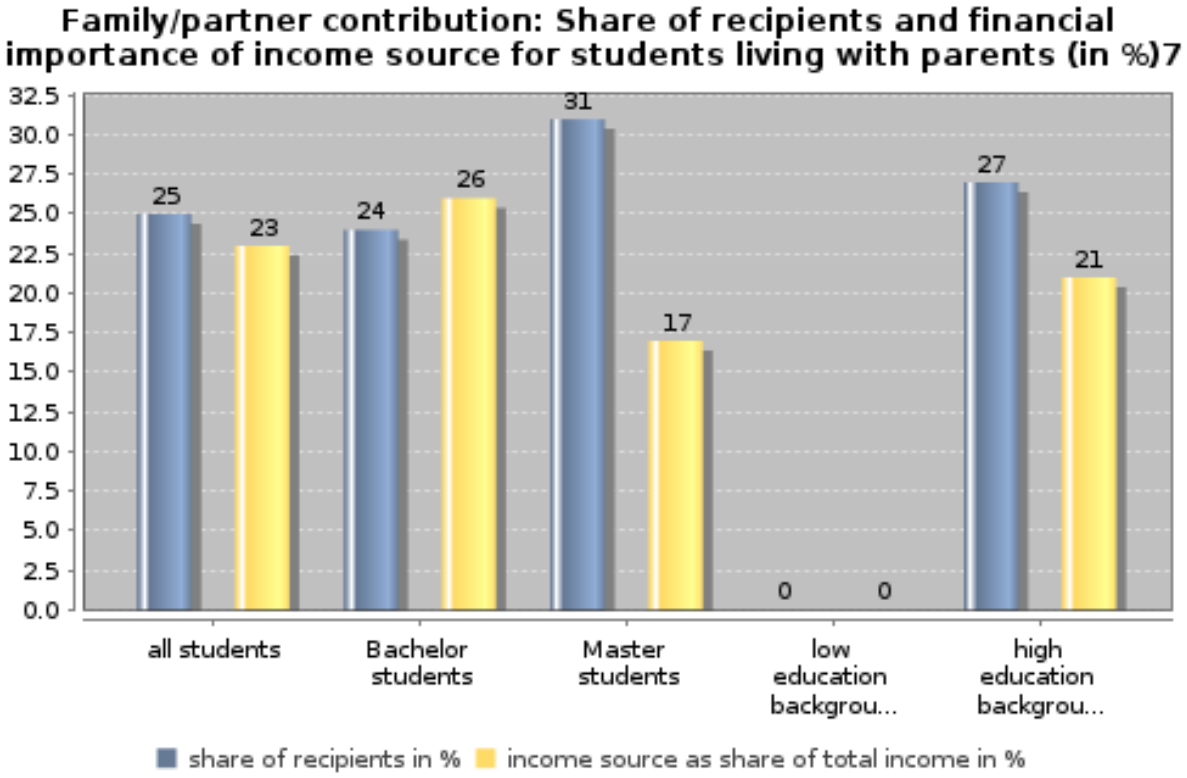
methodical issues or considerations for data interpretation:

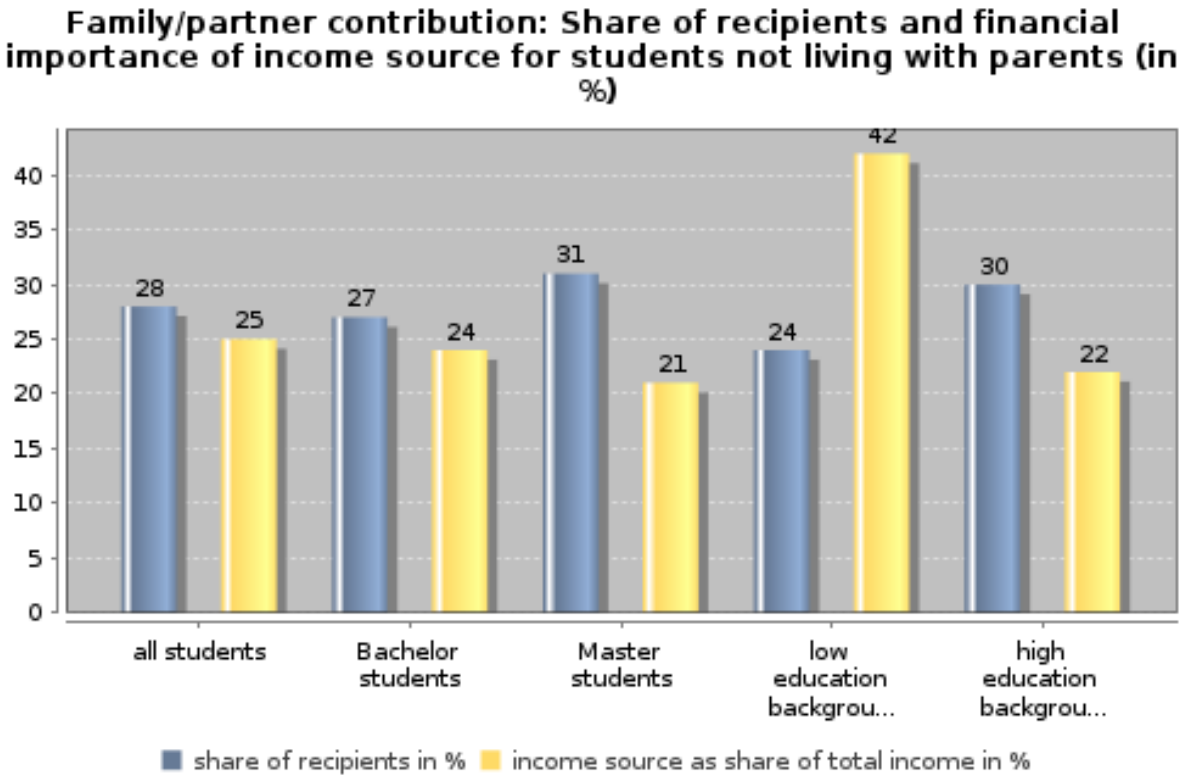
national interpretation of the results of the data analysis:

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 %	27.7
Share of recipients of Bachelor students, in %	26.7
Share of recipients of students with low education background, in %	23.7
Share of recipients of students with high education background (ISCED 5-6), in %	30.0
Contribution to total monthly income of all students, in %	25.1
Contribution to total monthly income of Bachelor students, in %	23.8
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	41.7
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	21.8





details on missing data:

Only four respondents live at home, have low educated parents and have family/partner contribution

methodical issues or considerations for data interpretation:

26% of the respondents state that they have provision from family/parner(q3:5)- but 51% have stated a value paid by parents/partners in q 3:6

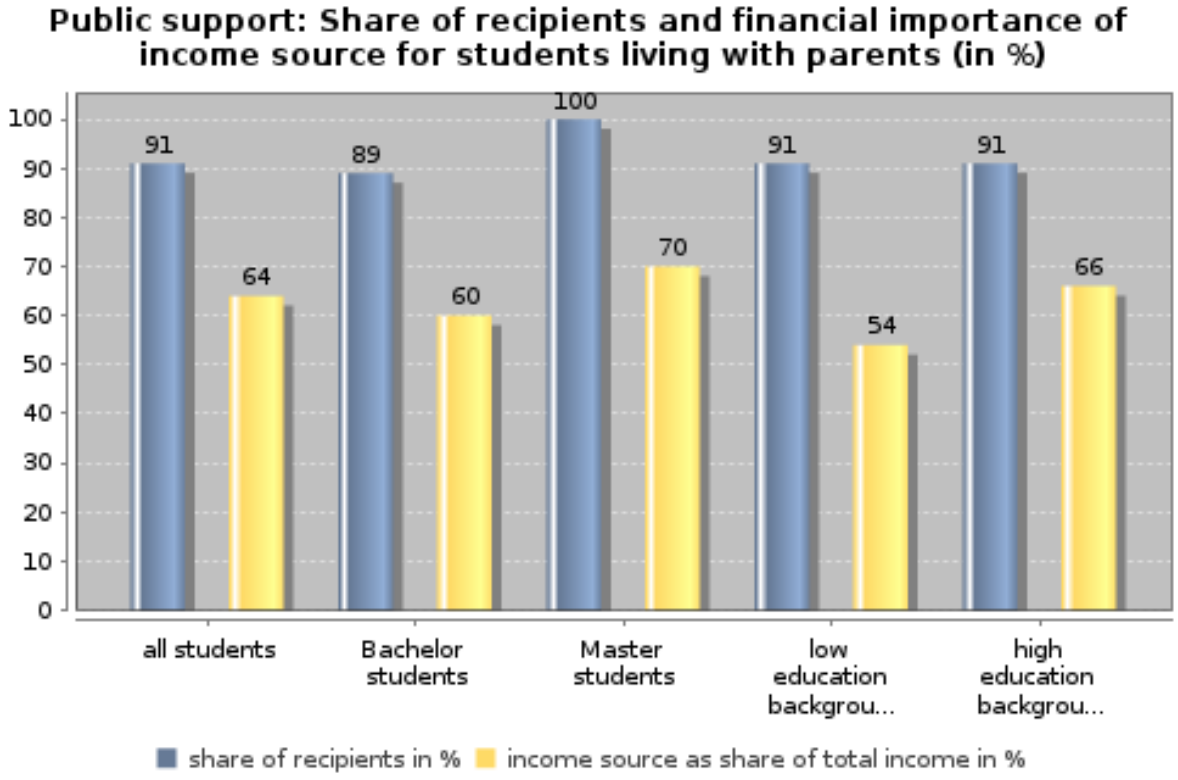
national interpretation of the results of the data analysis:

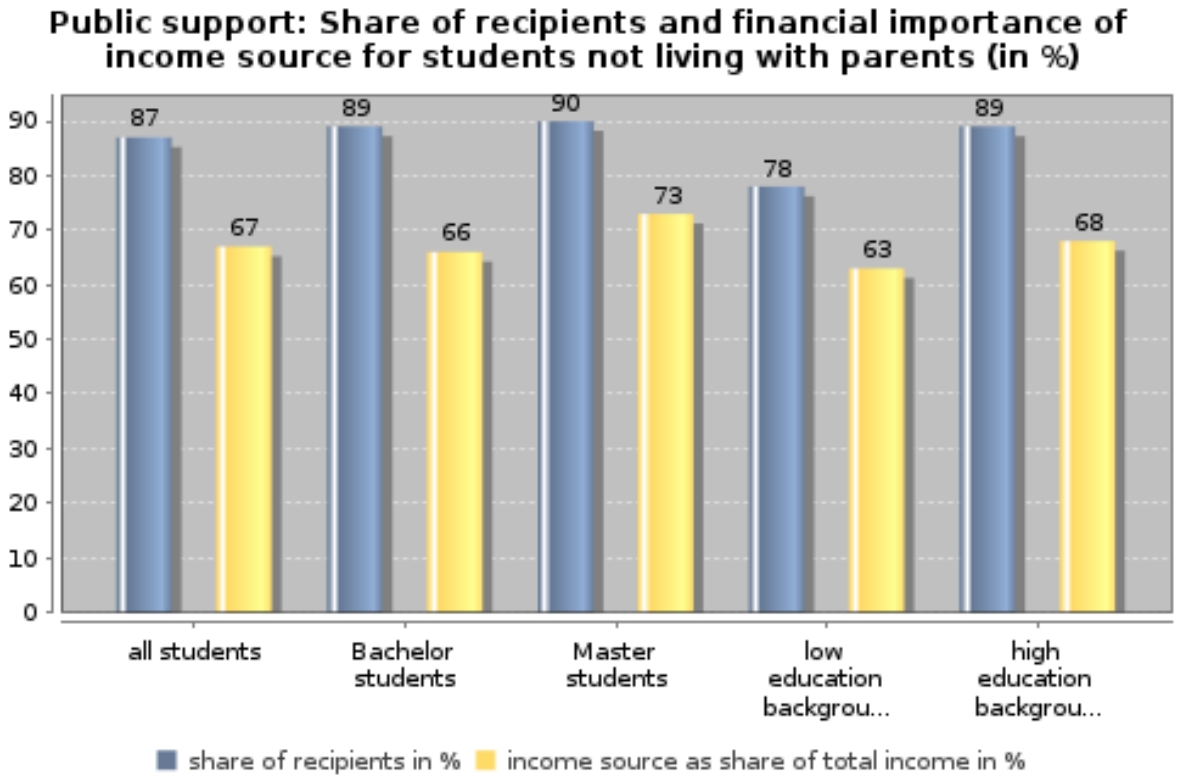
A higher share of those with low educated parents are older, that means living with partner and have economic support

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 %	86.7
Share of recipients of Bachelor students, in %	88.6
Share of recipients of students with low education background, in %	77.9
Share of recipients of students with high education background (ISCED 5-6), in %	88.6
Contribution to total monthly income of all students, in %	67.4
Contribution to total monthly income of Bachelor students, in %	66.4
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	62.9
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	68.1





details on missing data:

methodical issues or considerations for data interpretation:

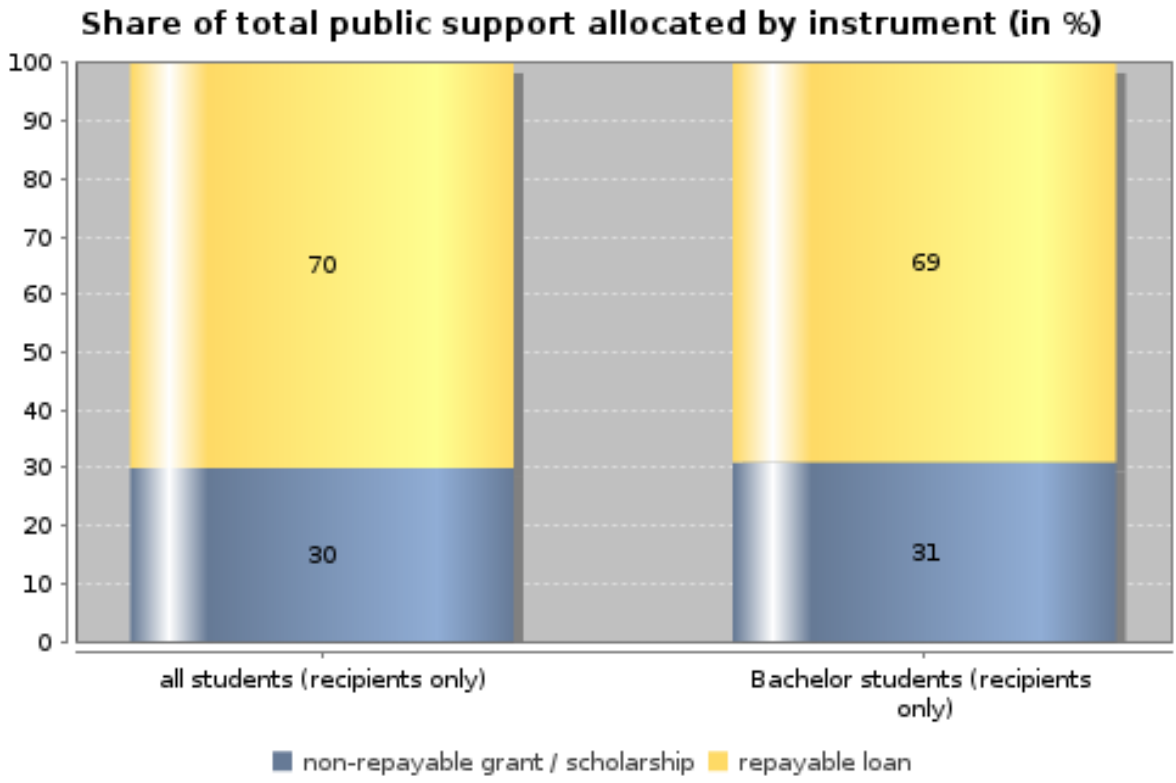
national interpretation of the results of the data analysis:

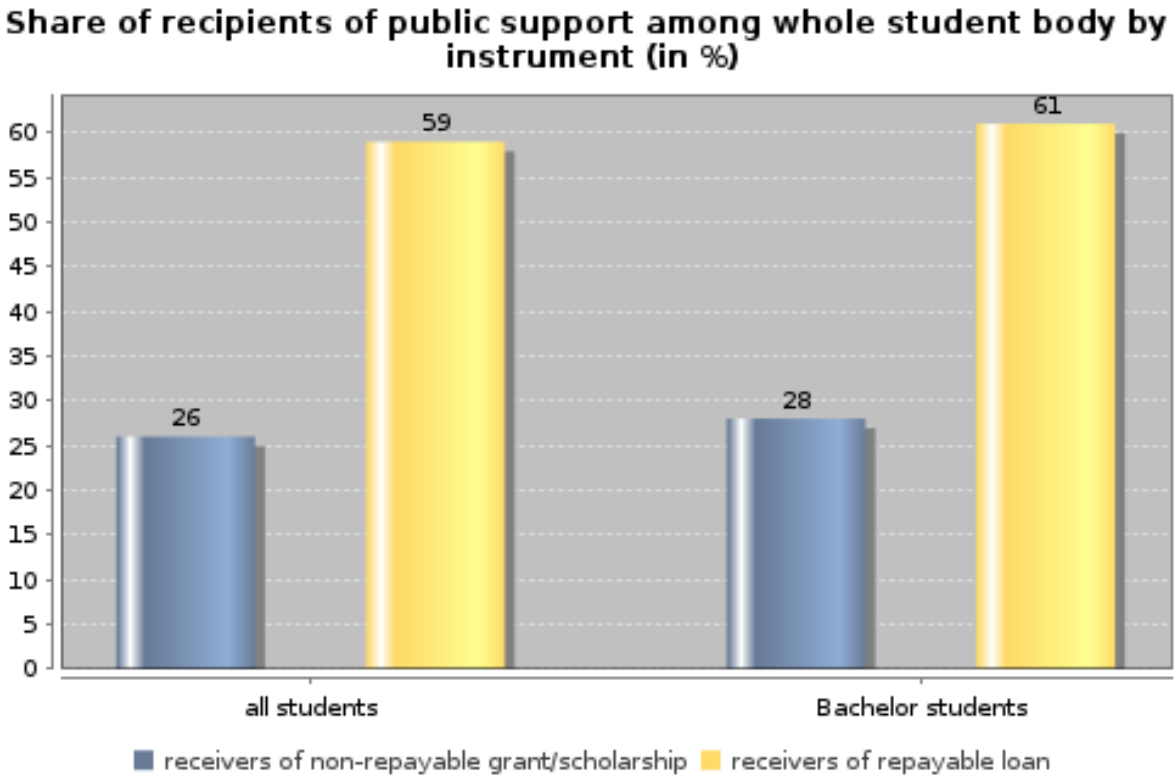
About 85 % of the students have student aid from studies from the Swedish Board of Study Support. The student aid consists of two parts: a repayable loan and a non-repayable grant. Most students who have student aid, takes both the loan and the grant. Your right to get student aid is limited when you turn 45 and you are not allowed to have student aid from the year you turn 54.

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 %	30.4
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	31.1
Students who receive non-repayable support as share of whole student body, in %	25.7
Students who receive non-repayable support as share of all Bachelor students, in %	27.6
Students who receive repayable loans as share of whole student body, in %	58.9
Students who receive repayable loans as share of all Bachelor students, in %	61.1





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

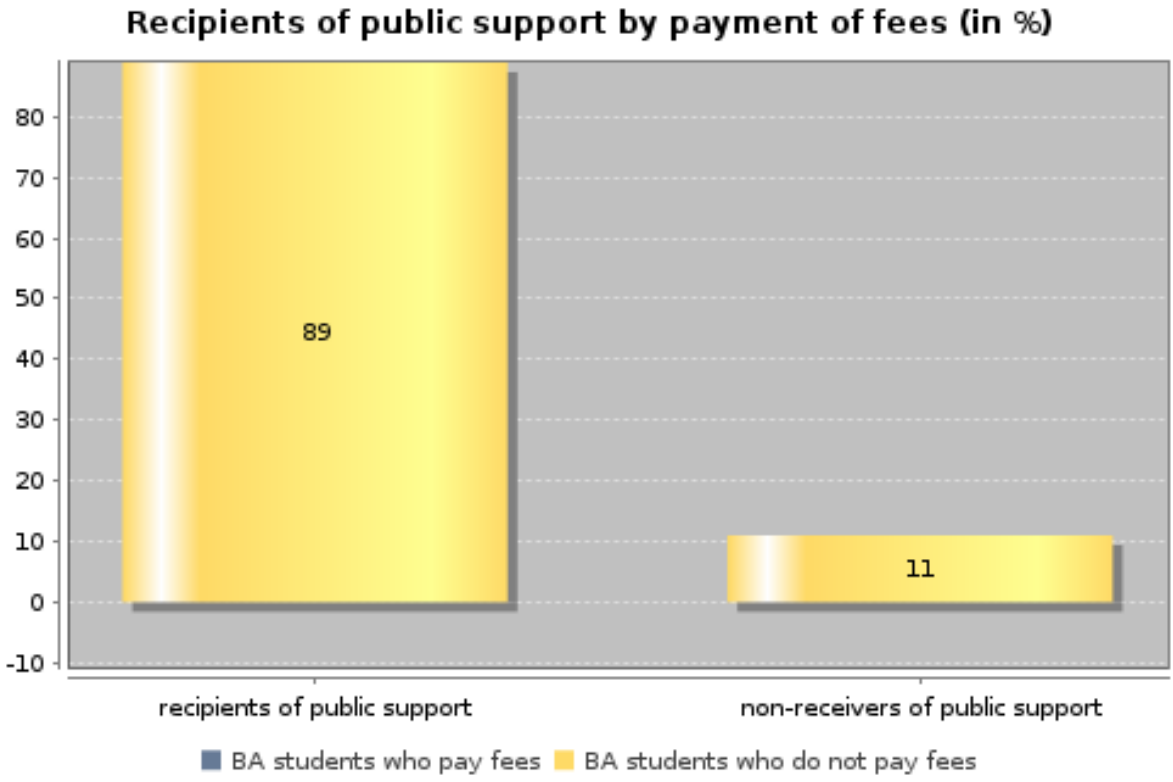
85% of the students have public support. Figure 1 shows that 30% have non-repayable grant / scholarship and 70% have repayable loan. Of those 70%, almost all (98%) also have non-repayable grant.

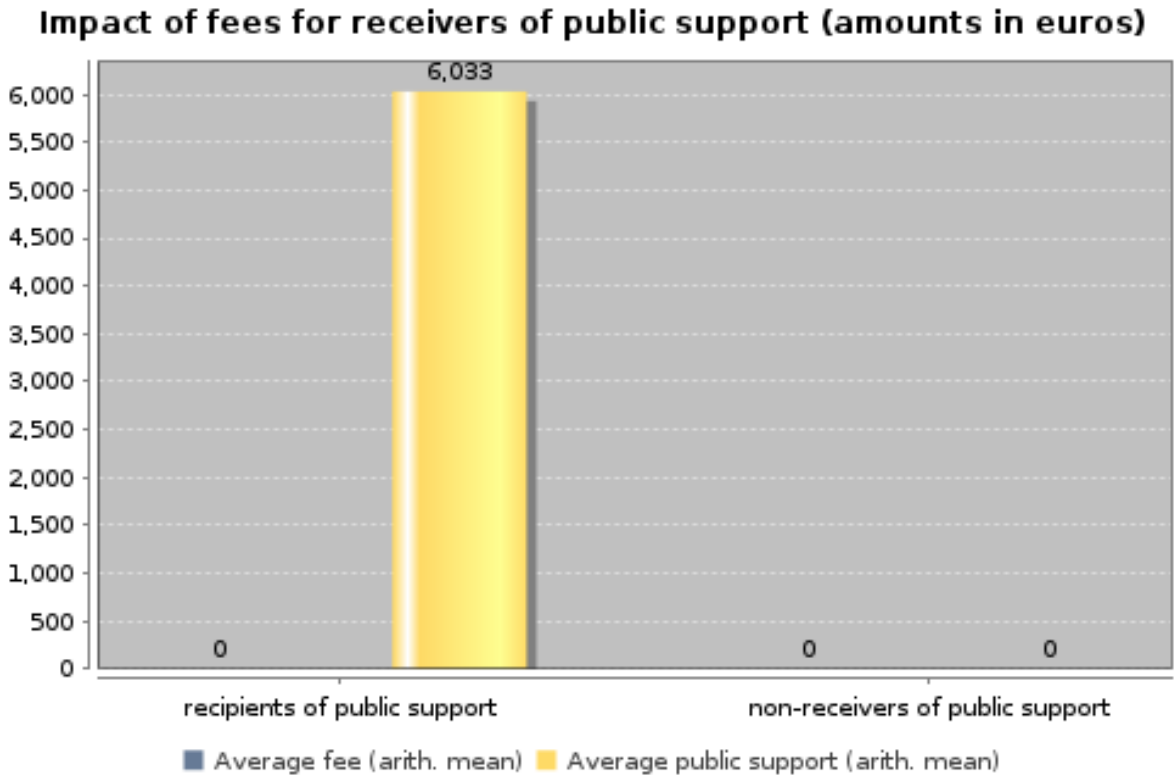
Topic: F. Funding and state assistance

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

Key Indicators

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





details on missing data:

methodical issues or considerations for data interpretation:

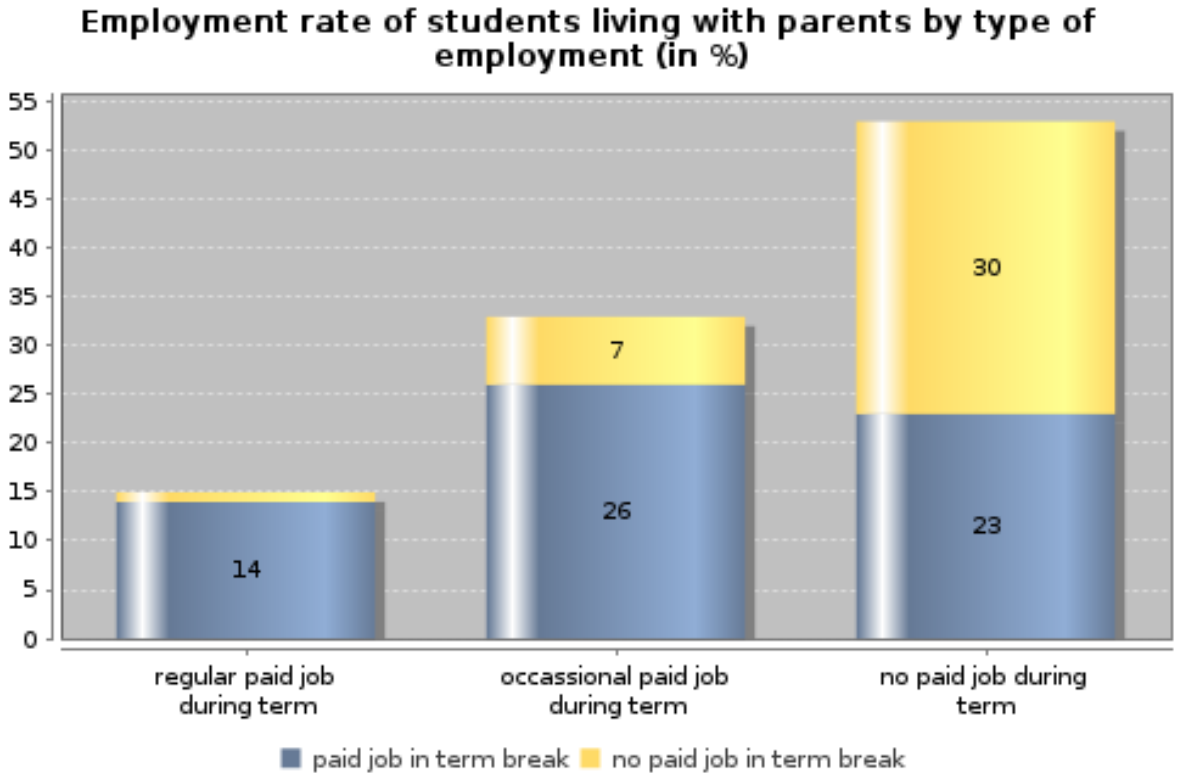
national interpretation of the results of the data analysis:

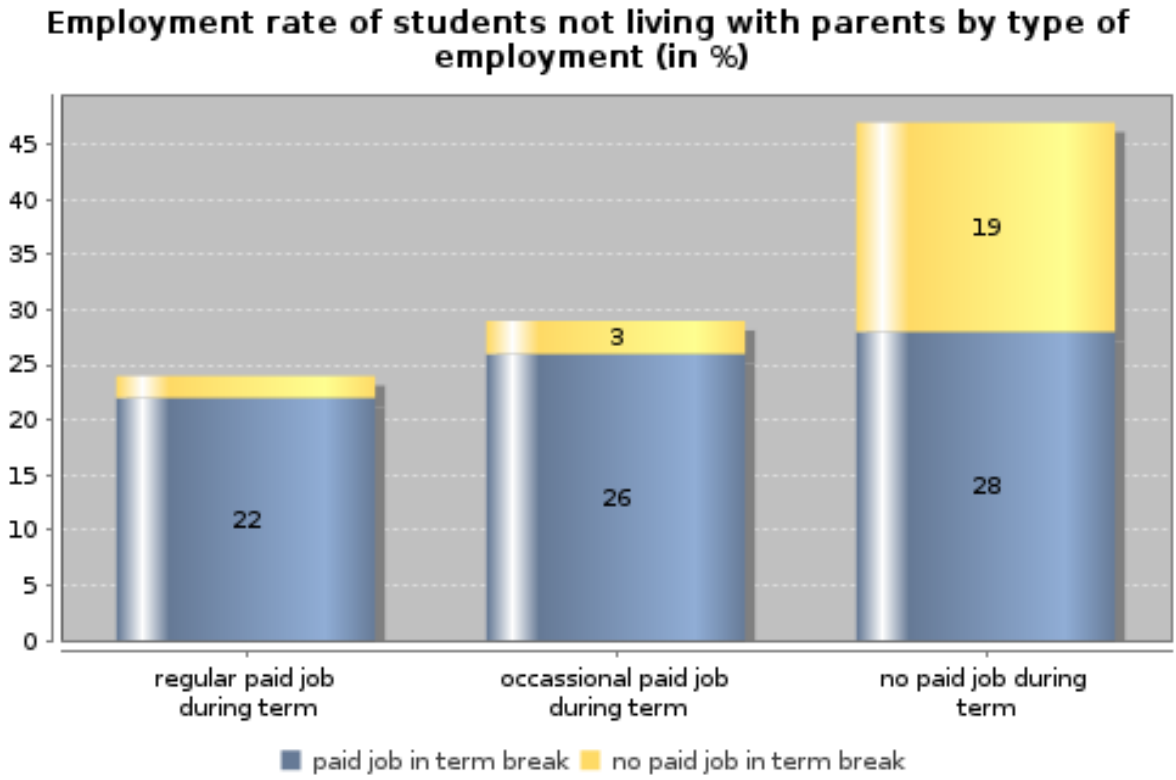
In Sweden there are no tuition fees, registration fees, examination fees. Fees to student union though. From this year there will be student fees for students outside EU.

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 %	23.7
Occassional paid job during term, in %	29.5
Regular paid job during term and in term break, in %	21.7
Occassional paid job during term and in term break, in %	26.1
No paid job at any time, in %	18.7





details on missing data:

methodical issues or considerations for data interpretation:

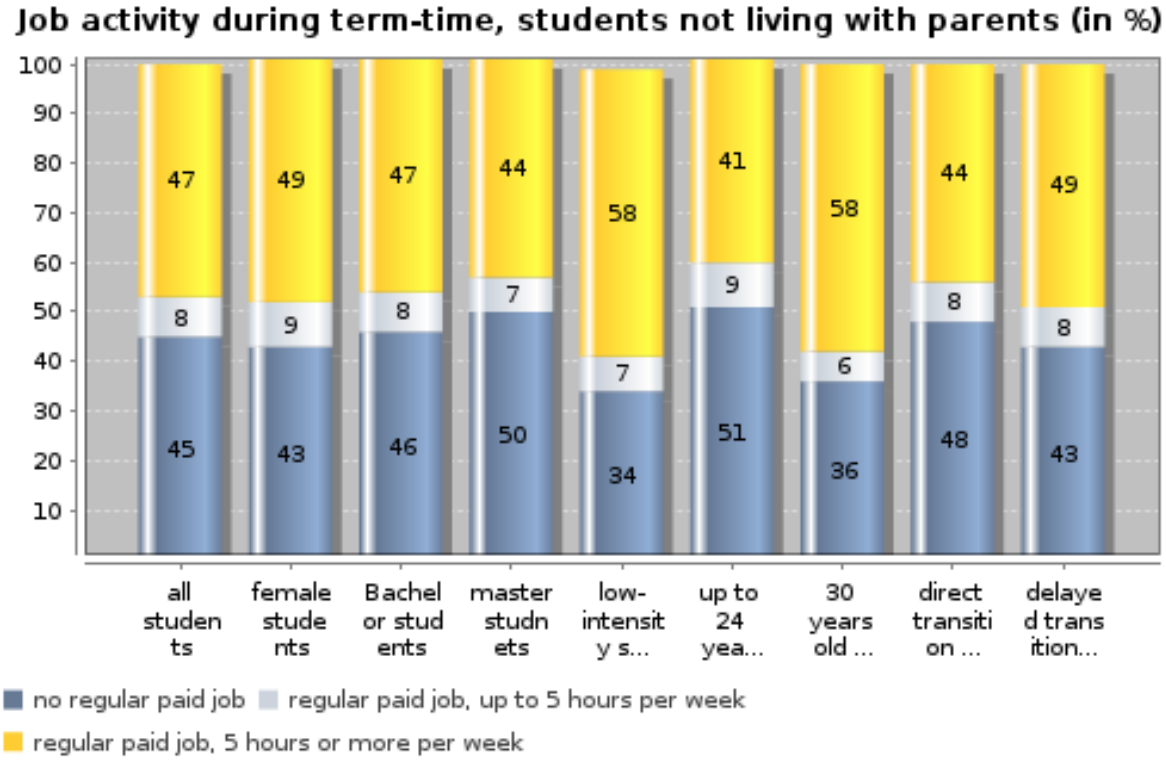
Figures have been corrected.

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 %	46.8
Regular paid job, 5 hours or more per week, BA students, in %	46.6
Regular paid job, 5 hours or more per week, low-intensity students, in %	58.4
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	57.8



details on missing data:

methodical issues or considerations for data interpretation:

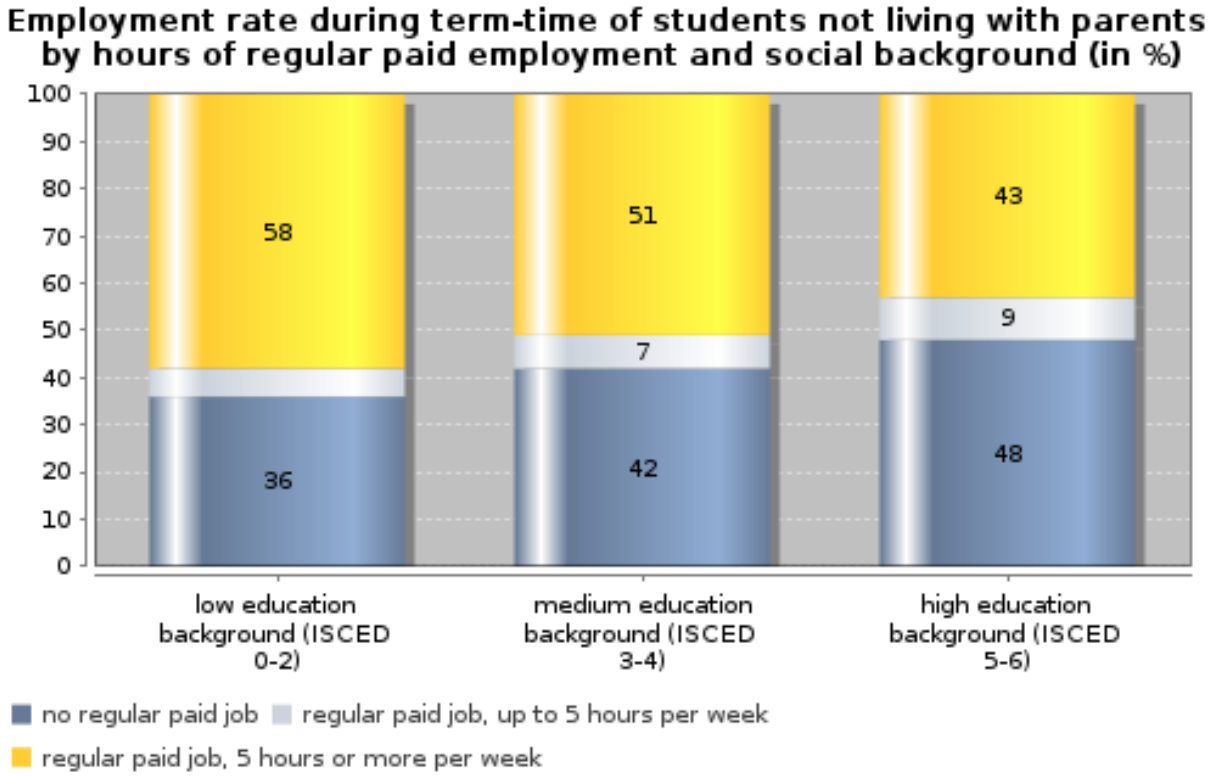
Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

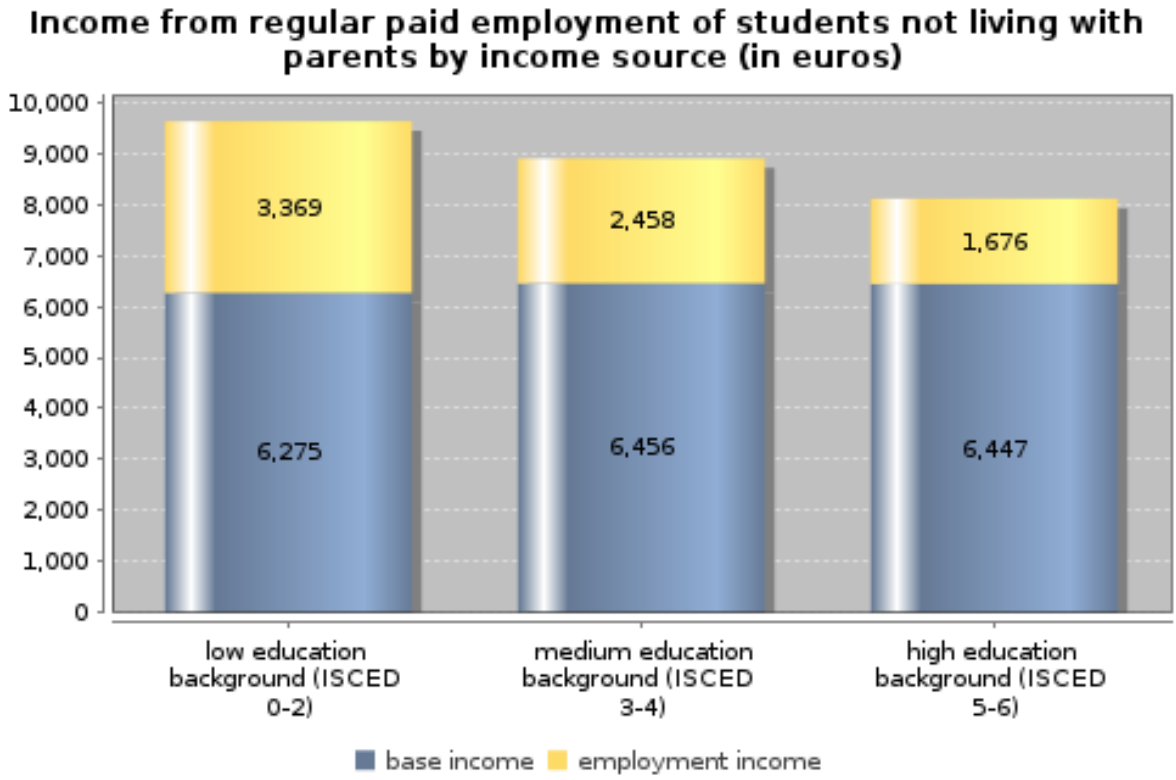
national interpretation of the results of the data analysis:

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%	57.9
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	42.8
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	34.9
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	20.6





details on missing data:

methodical issues or considerations for data interpretation:

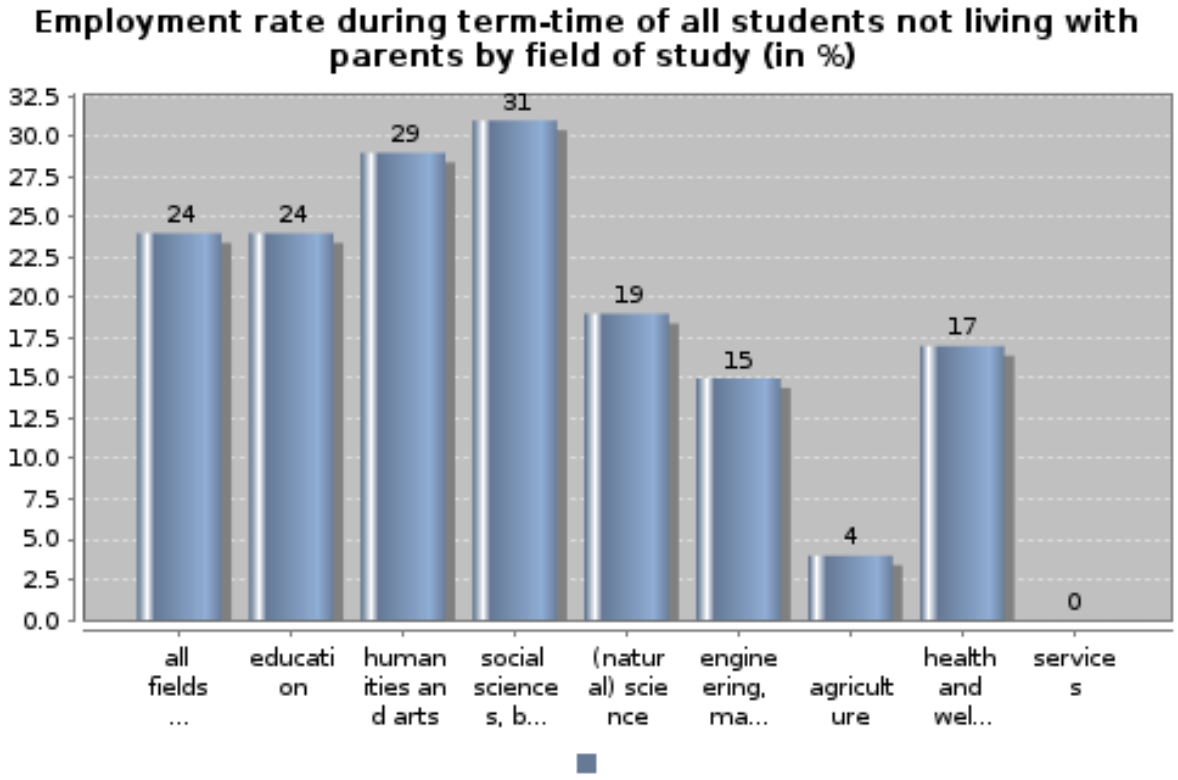
We miscalculated and figures have now been changed.

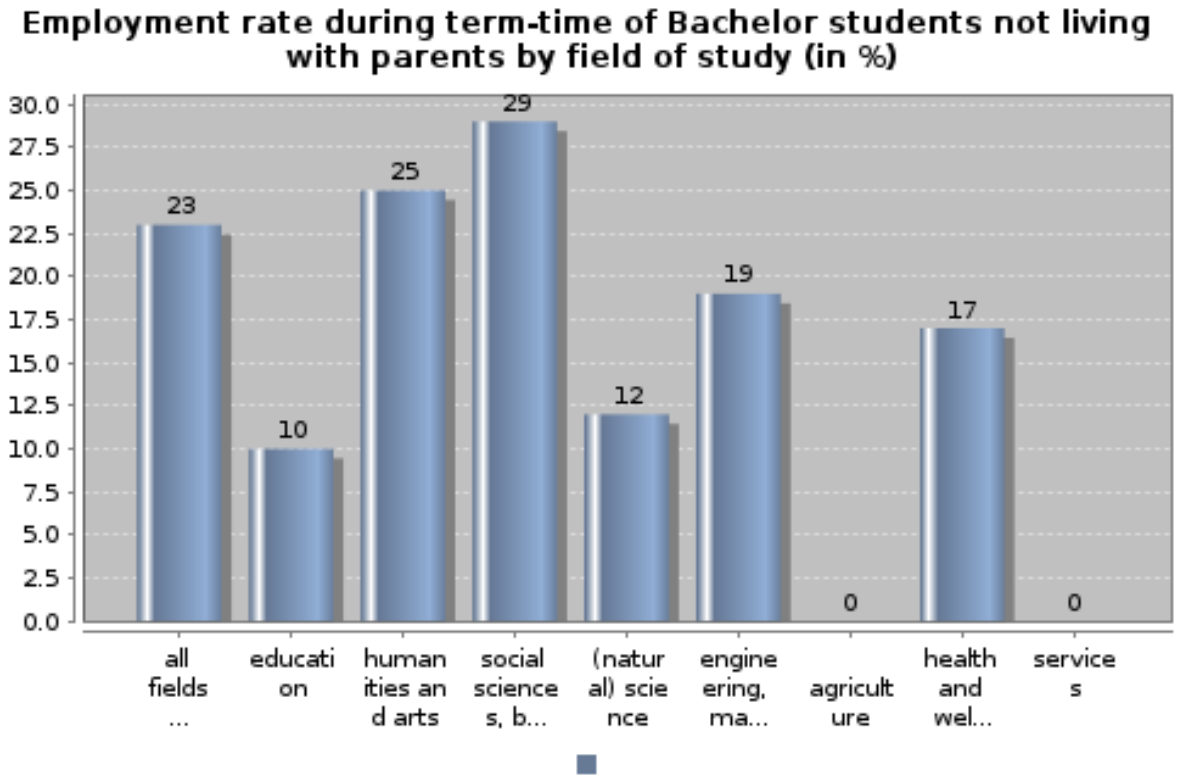
national interpretation of the results of the data analysis:

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 %	15.3
all students in humanities and arts, in %	28.7
BA students in engineering disciplines, in %	19.1
BA students in humanities and arts, in %	25.3





details on missing data:

Agriculture - too few bachelors respondents

methodical issues or considerations for data interpretation:

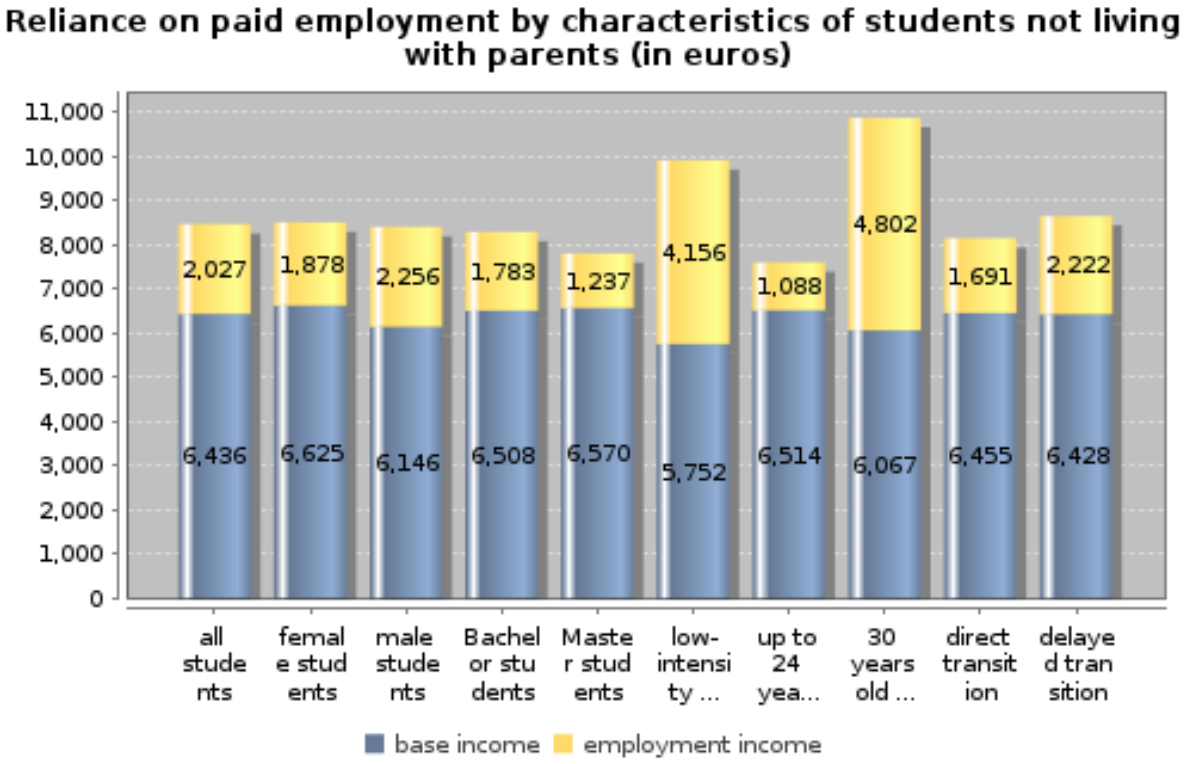
Figures have been corrected

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 %	24.0
Income from employment as share of total income for BA students, in %	21.5
Income from employment as share of total income for low-intensity students, in %	41.9
Income from employment as share of total income for 30 years old or above, in %	44.2



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

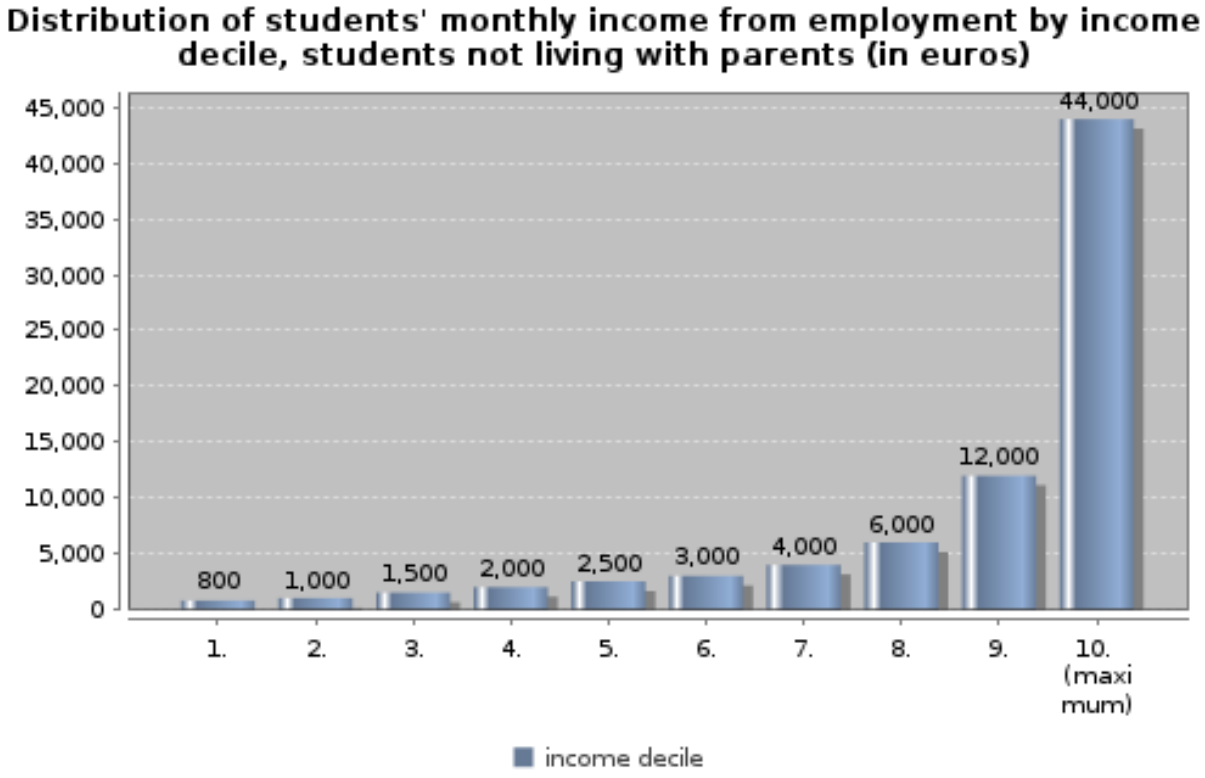
According to a survey conducted by the Swedish Board for Study Support, the share of students working parallell to their studies has decreased during 2009, that is specially the case for students working occasionally (and not regularly). The cause for this is probably the financial crisis, which had its breakthrough in 2009.

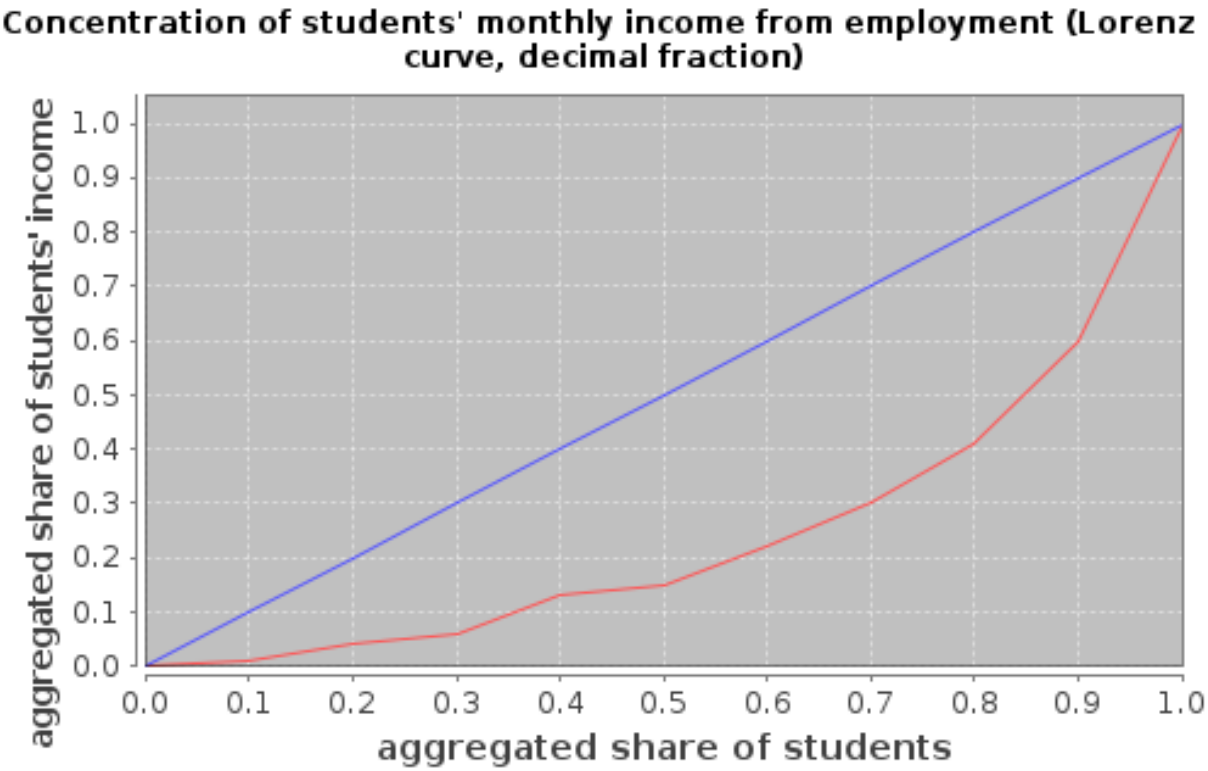
Topic: G. Time budget and employment

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	104.7
Gini coefficient	0.55





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

A small group of students report a relatively high income from paid work.

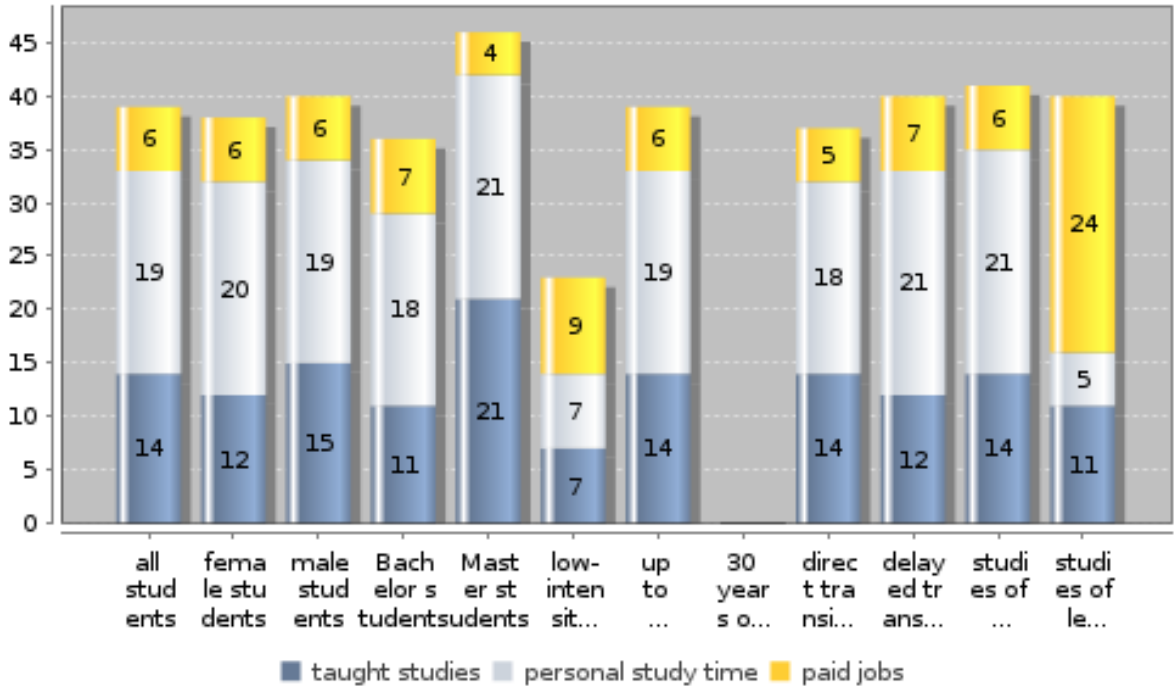
Topic: G. Time budget and employment

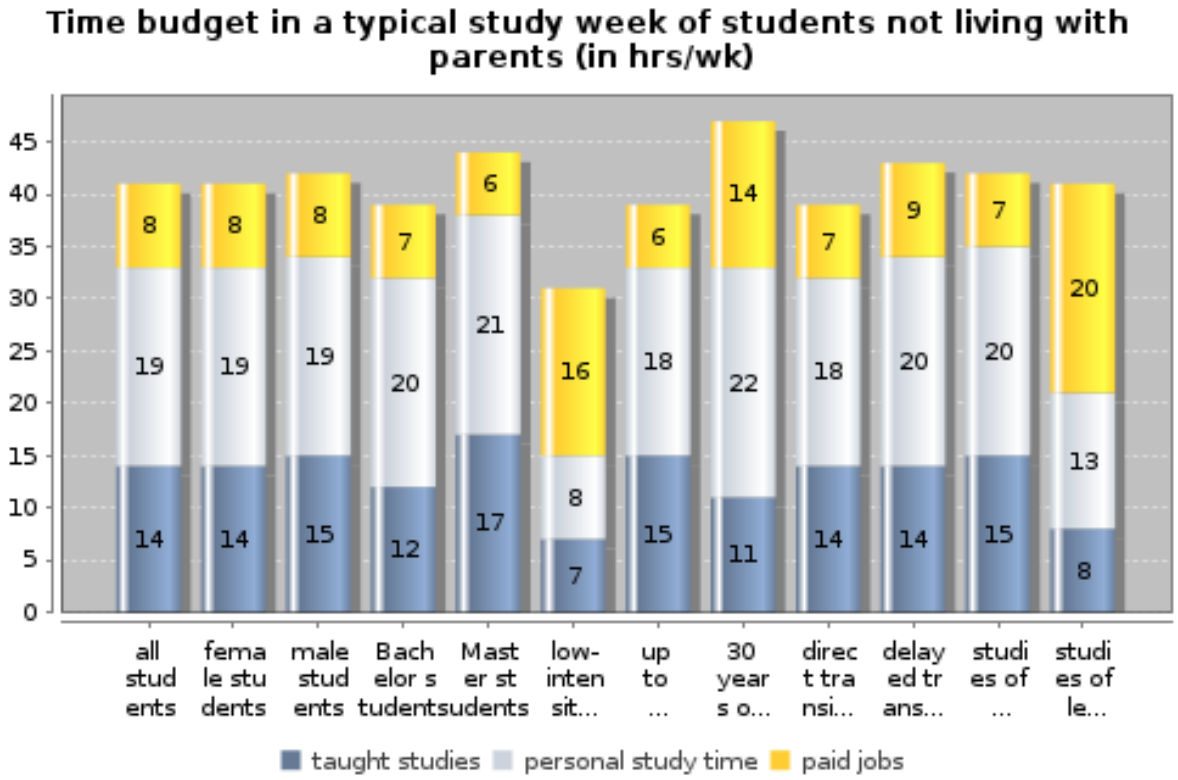
Subtopic 7: Time budget by characteristics of students

Key Indicators

Study-related activities of all students not living with parents, hrs/wk	33.0
Study-related activities of BA students not living with parents, hrs/wk	32.0
Study-related activities of MA students not living with parents, hrs/wk	38.0
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	35.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	21.0

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





details on missing data:

Only four respondents 30 years and older live with parents.

methodical issues or considerations for data interpretation:

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

national interpretation of the results of the data analysis:

55 percent of the MA students are studying in Engineering. Engineering is a field where students put a lot of hours/week on taught studies.

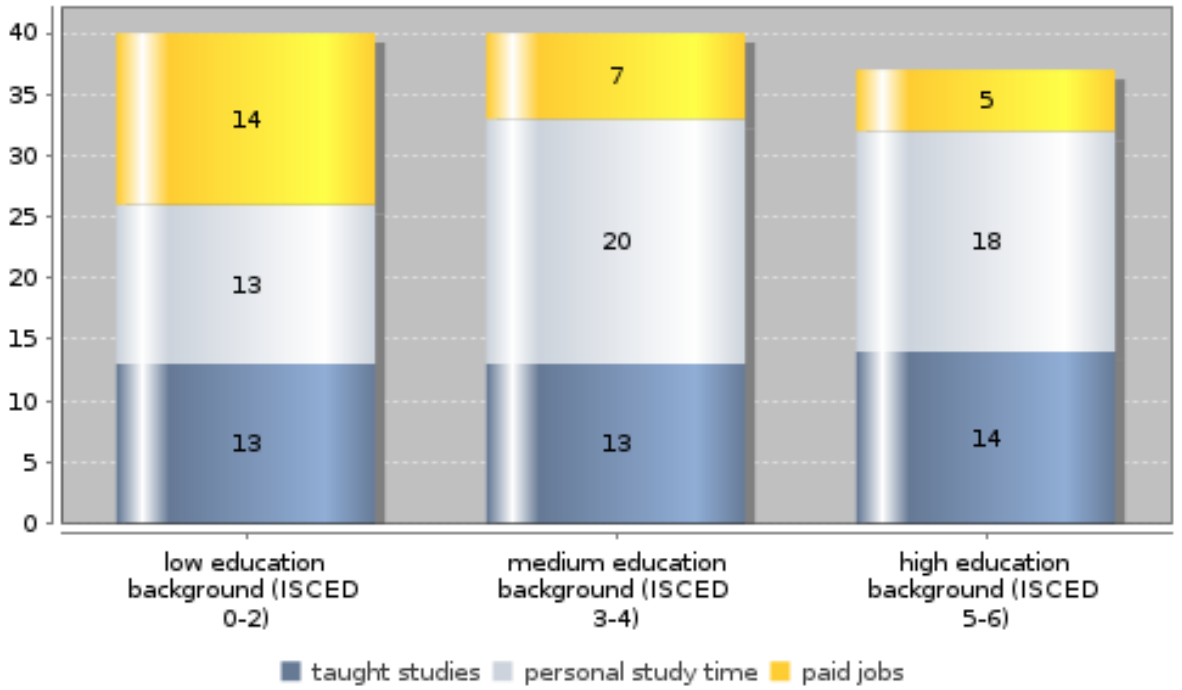
Topic: G. Time budget and employment

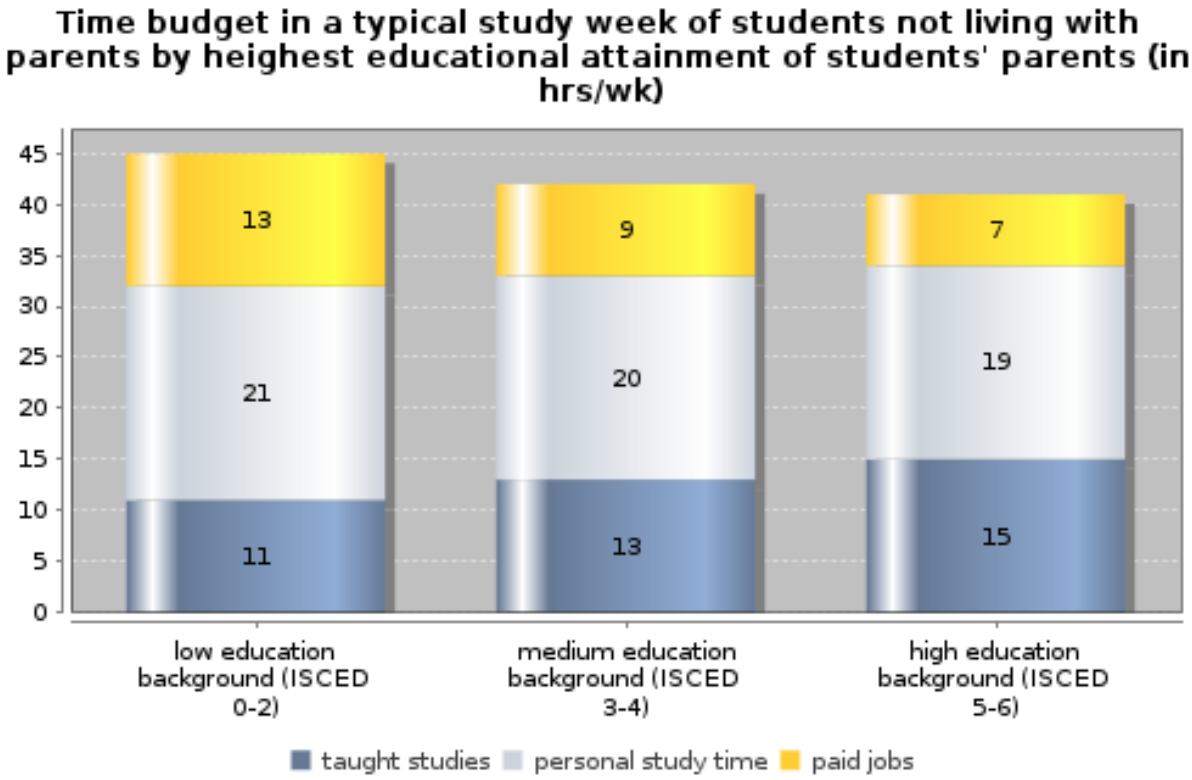
Subtopic 8: Time budget by social background

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	32.0

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





details on missing data:

methodical issues or considerations for data interpretation:

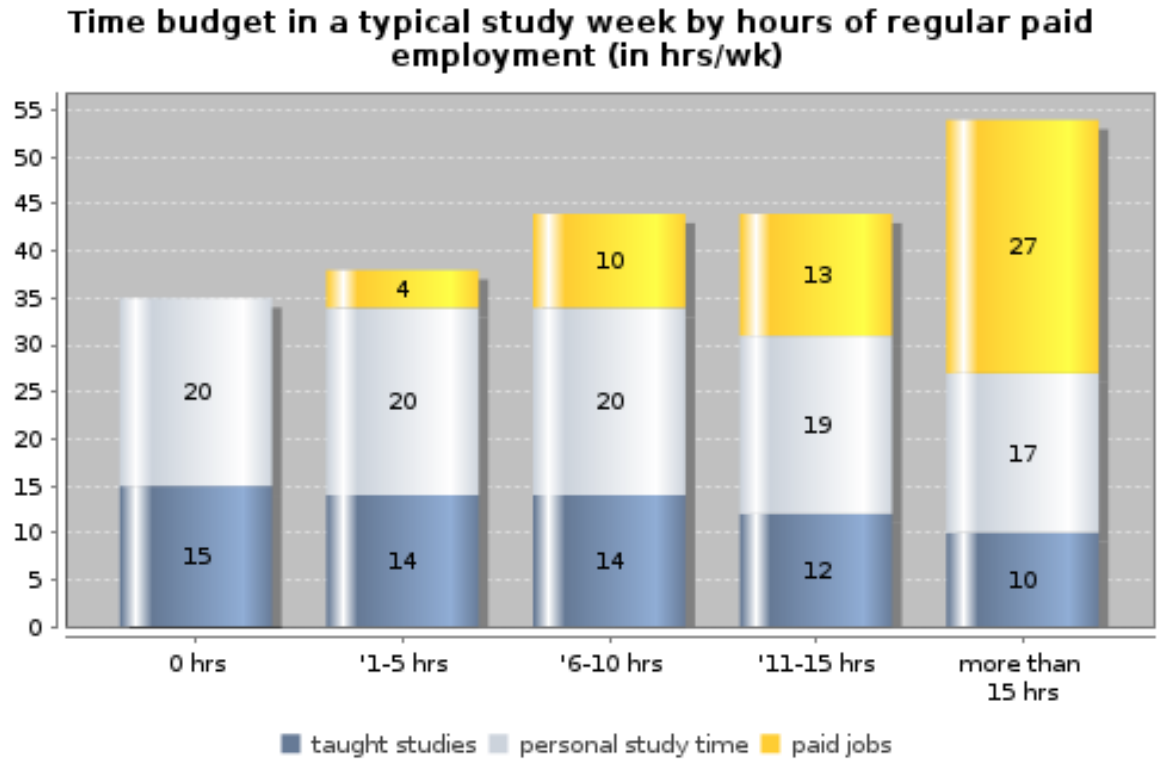
Students with low educated parents are older i.e. work to a greater extent

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	35.0
Study-related activities of students, who work 1-5 hrs/wk	33.0
Study-related activities of students, who work 11-15 hrs/wk	31.0
Study-related activities of students, who work more than 15 hrs/wk	27.0



details on missing data:

methodical issues or considerations for data interpretation:

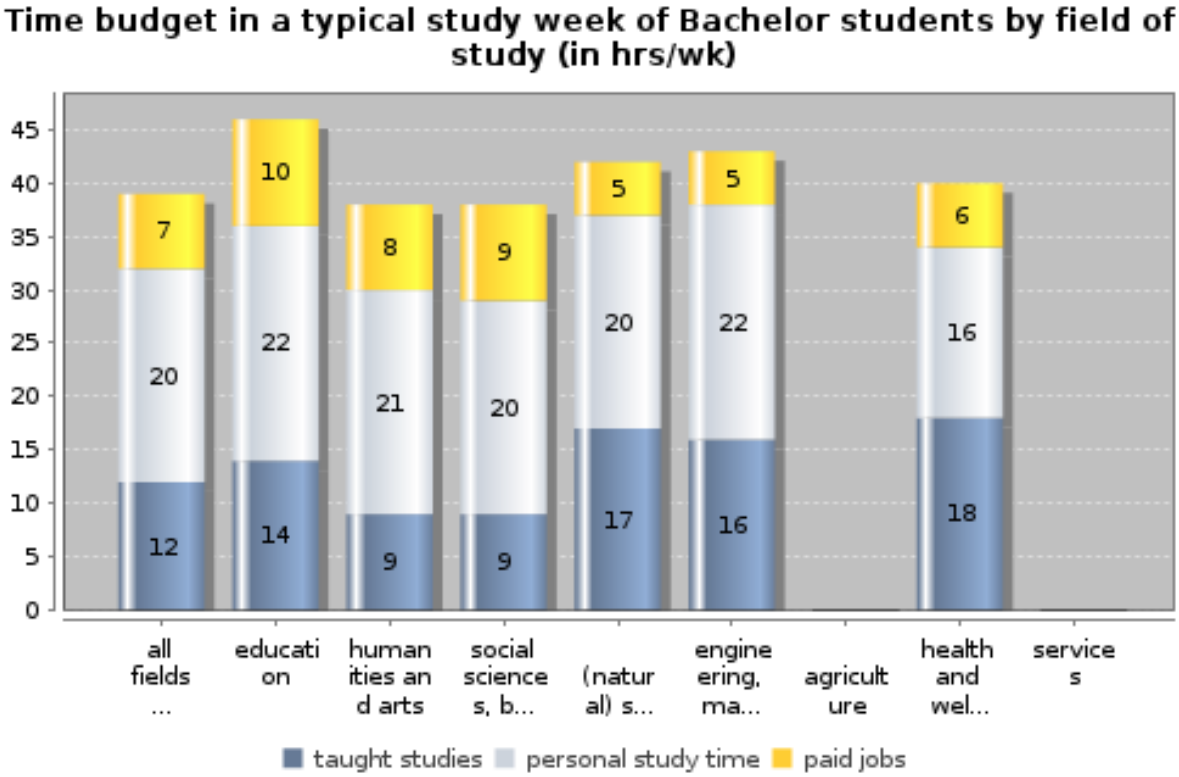
national interpretation of the results of the data analysis:

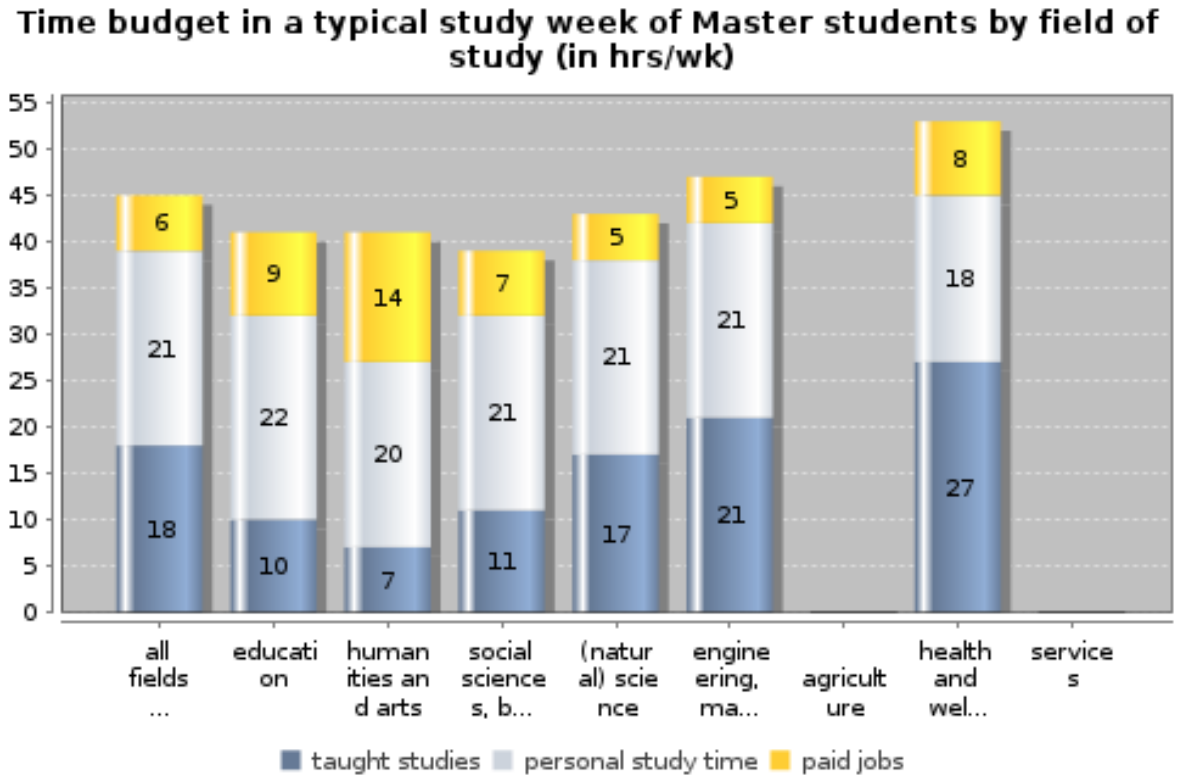
Topic: G. Time budget and employment

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

Key Indicators

Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	37.7
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	29.5
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	41.6
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	27.8





details on missing data:

Agriculture bachelors/masters too few (3/3 respondents)

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

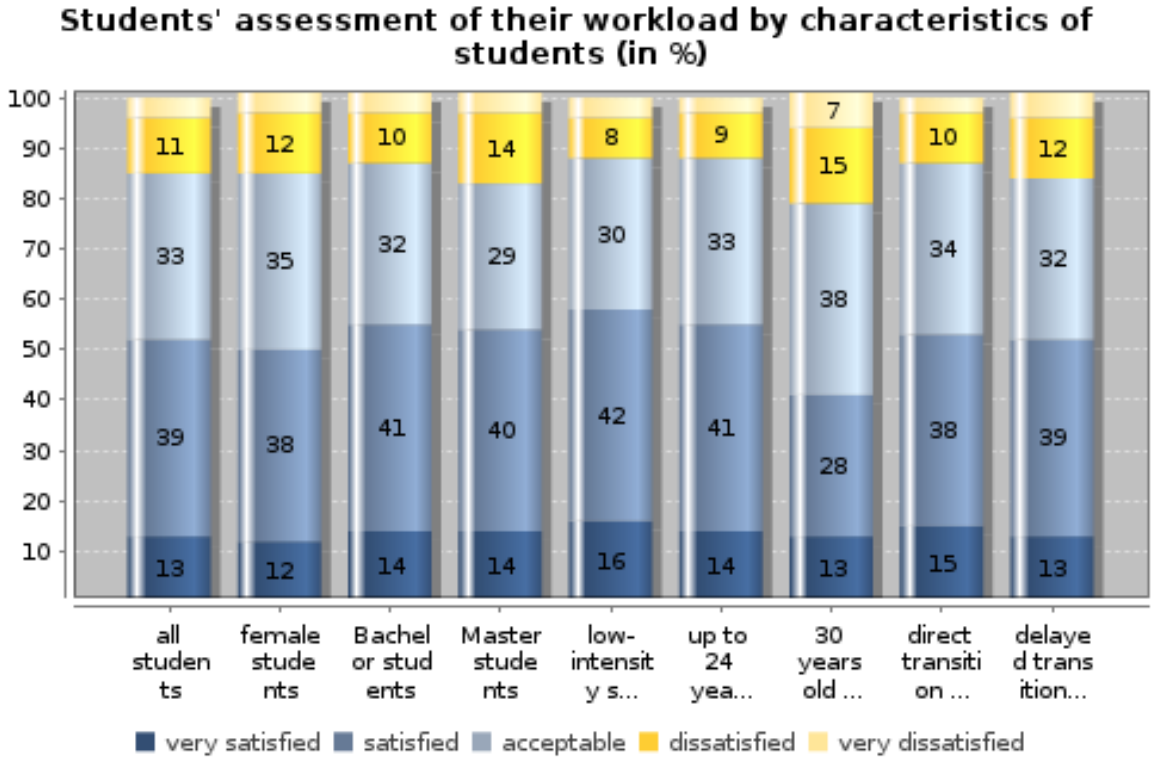
55 percent of the MA students are studying in Engineering. Engineering is a field where students put a lot of hours/week on taught studies.

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 %	52.0
Share of BA students who are (very) satisfied, in %	54.4
Share of low-intensity students who are (very) satisfied, in %	57.3
Share of 30 year olds or over who are (very) satisfied, in %	40.7



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methodical issues or considerations for data interpretation:

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

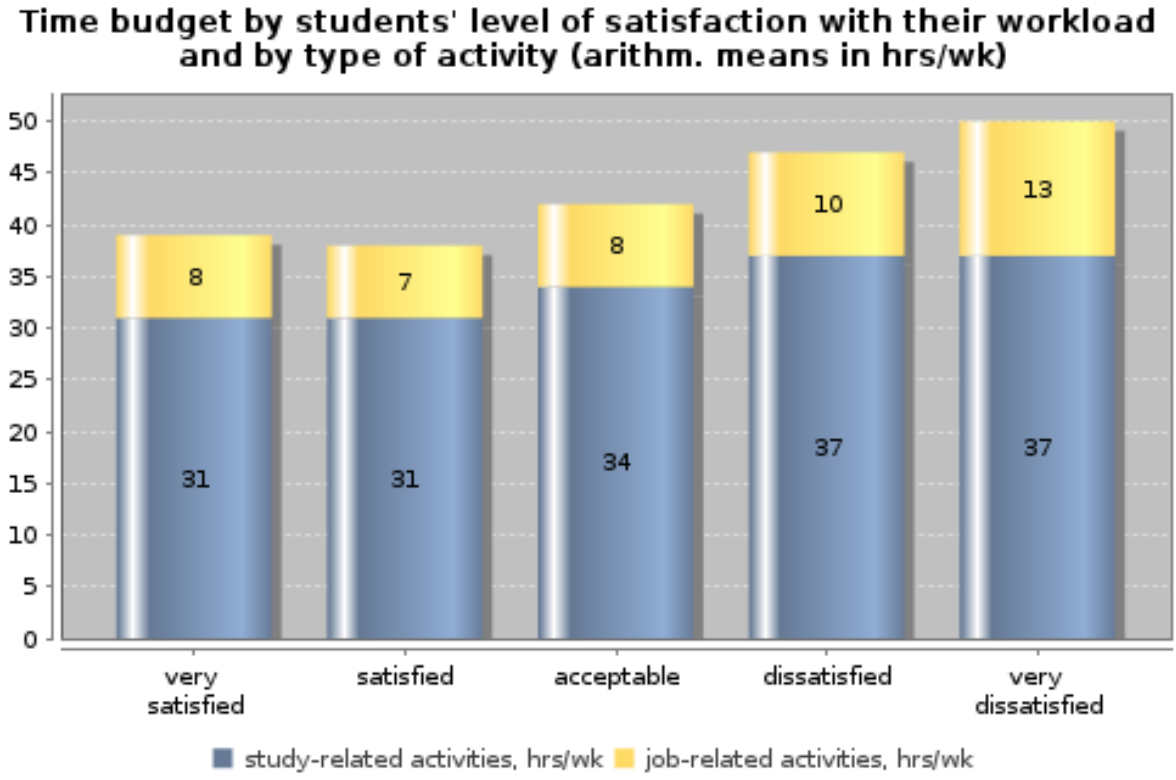
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

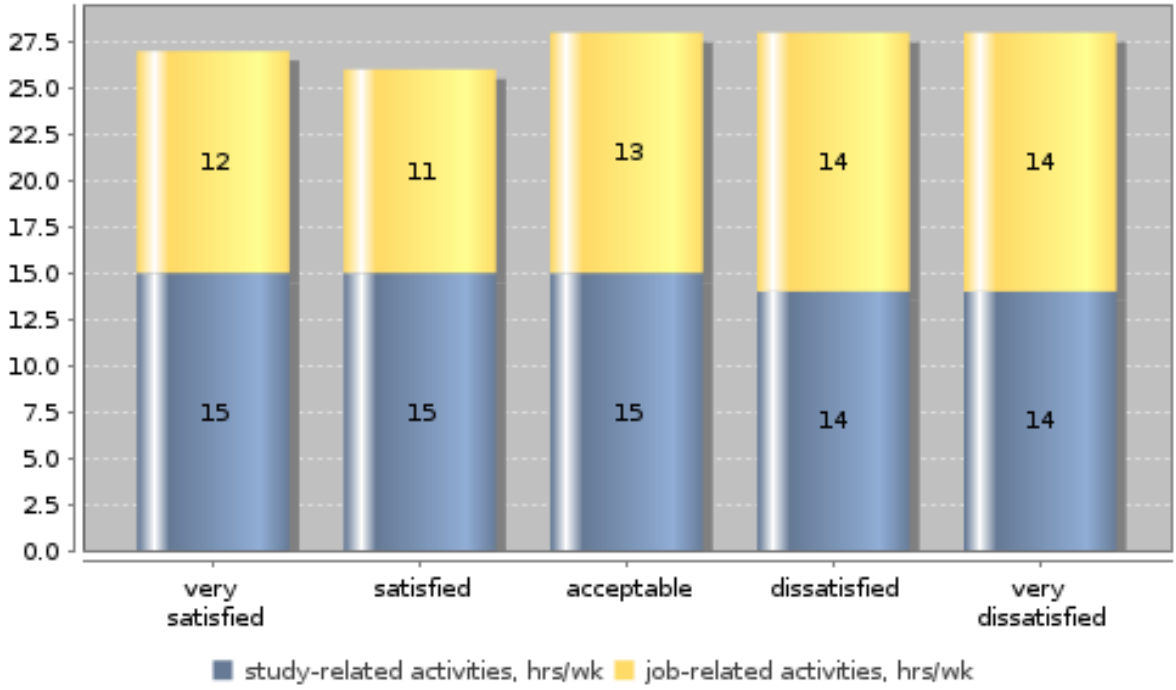
Subtopic 12: Time budget by students' level of satisfaction with their workload

Key Indicators

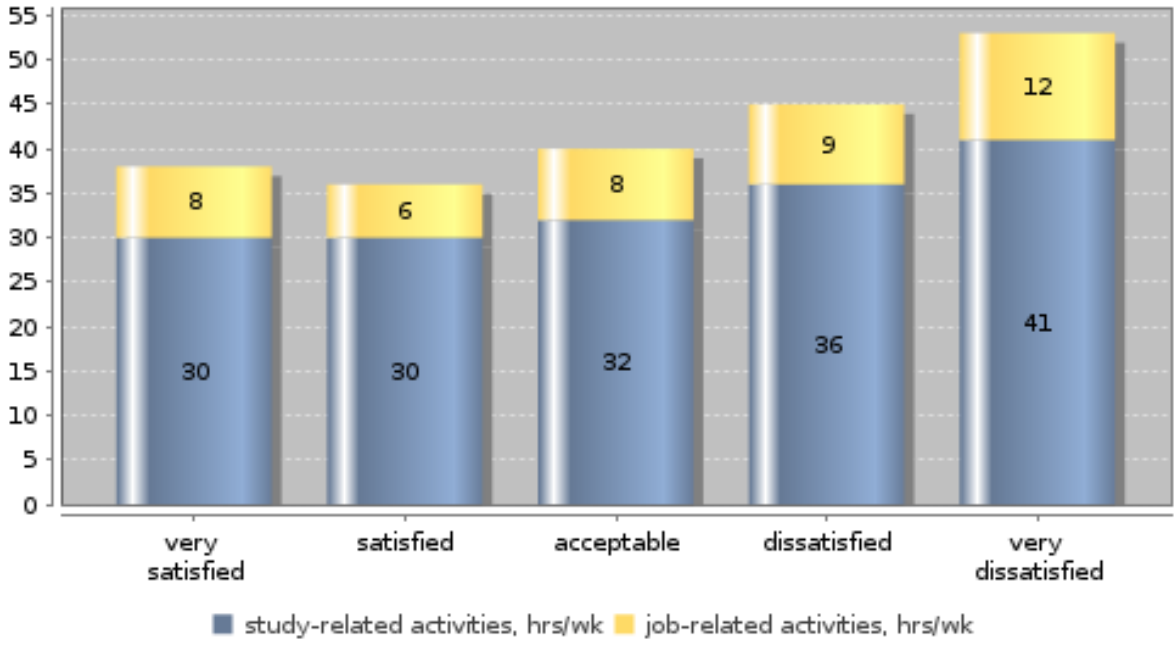
Total workload of all students who are very dissatisfied, in hrs/wk	96.0
Total workload of BA students who are very dissatisfied, in hrs/wk	97.3
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	55.5



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



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



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methodical issues or considerations for data interpretation:

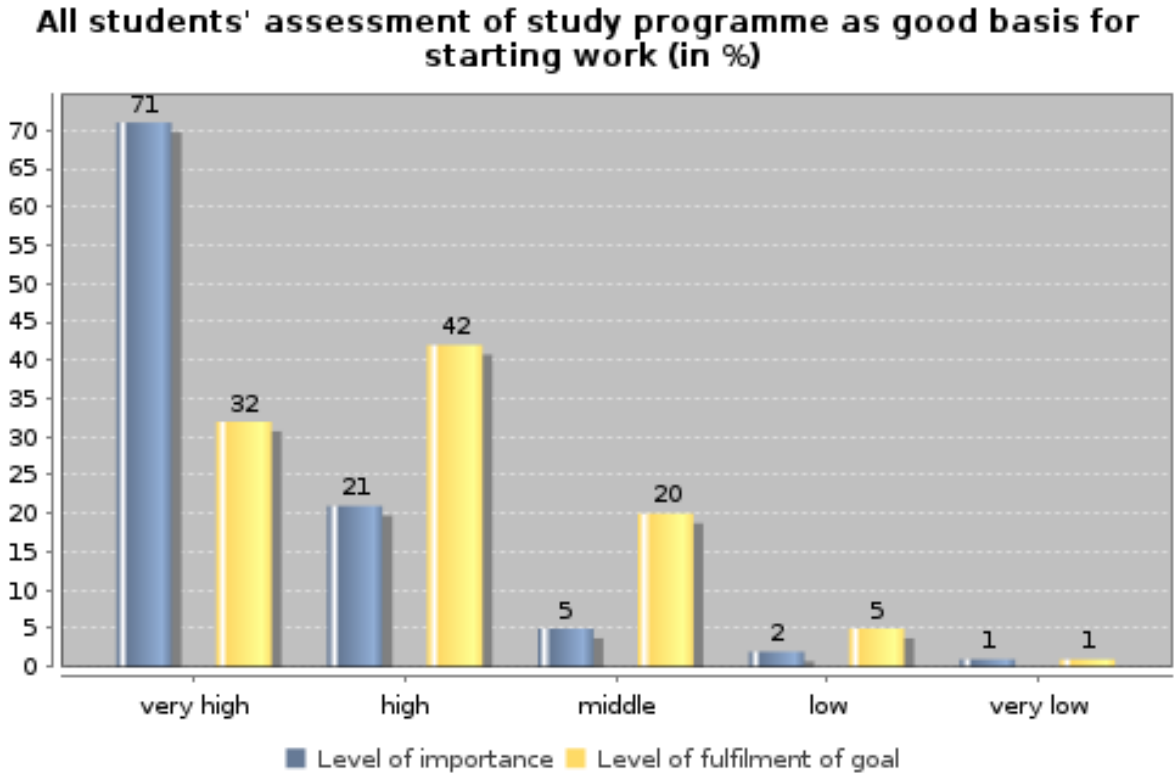
national interpretation of the results of the data analysis:

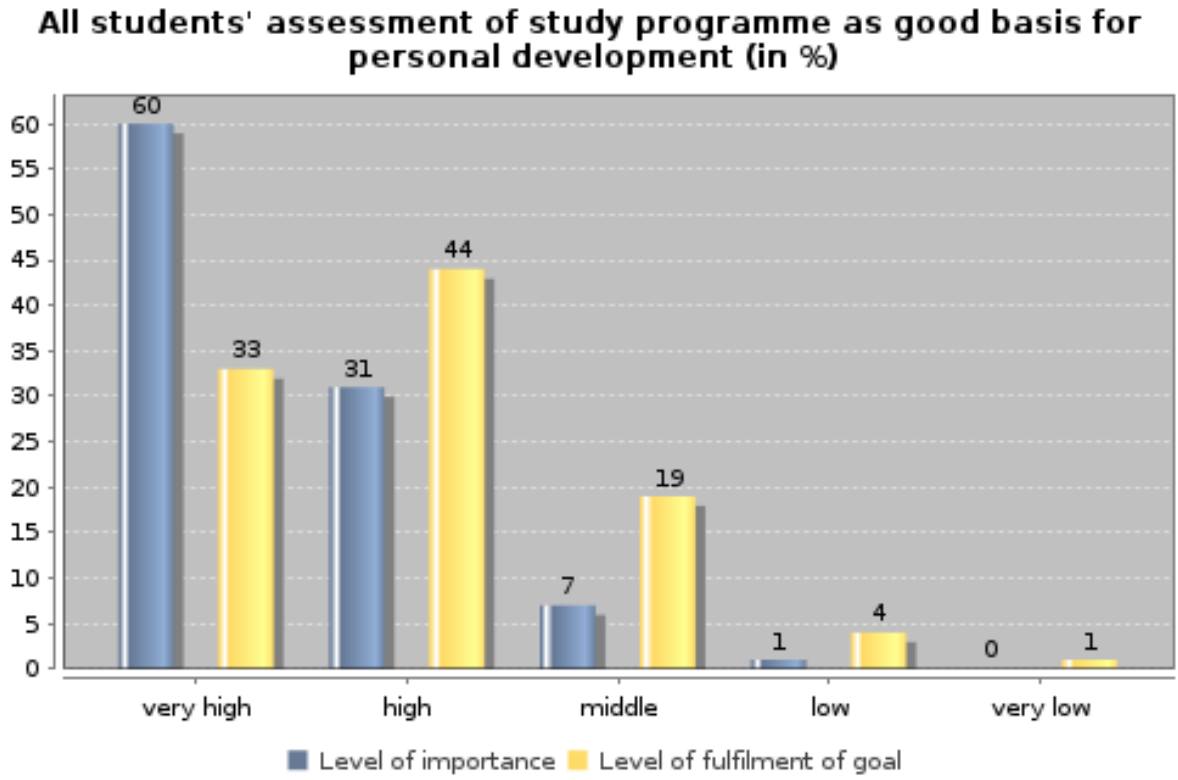
Topic: H. Assessment of studies

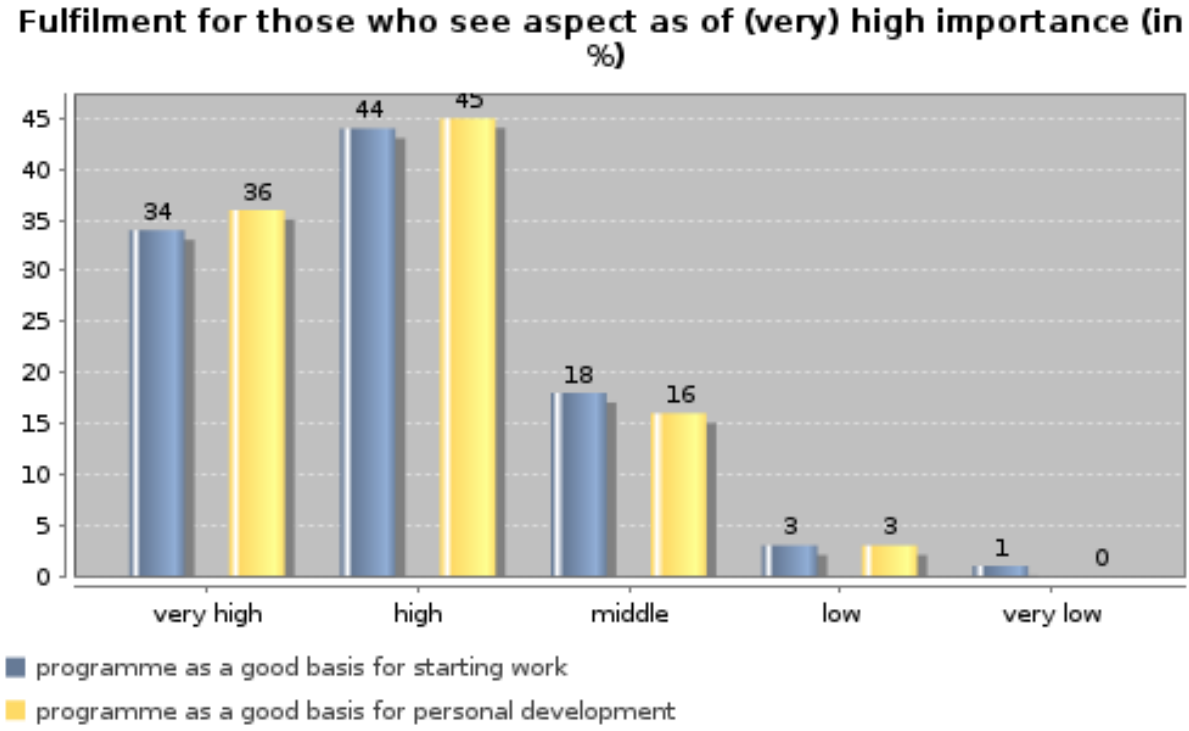
Subtopic 1: All students' assessment of general aspects of studies

Key Indicators

Share of all students whose goals are met at (very) high level - basis for starting work, in %	74.1
Share of all students whose goals are met at (very) high level - basis for personal development, in %	76.6







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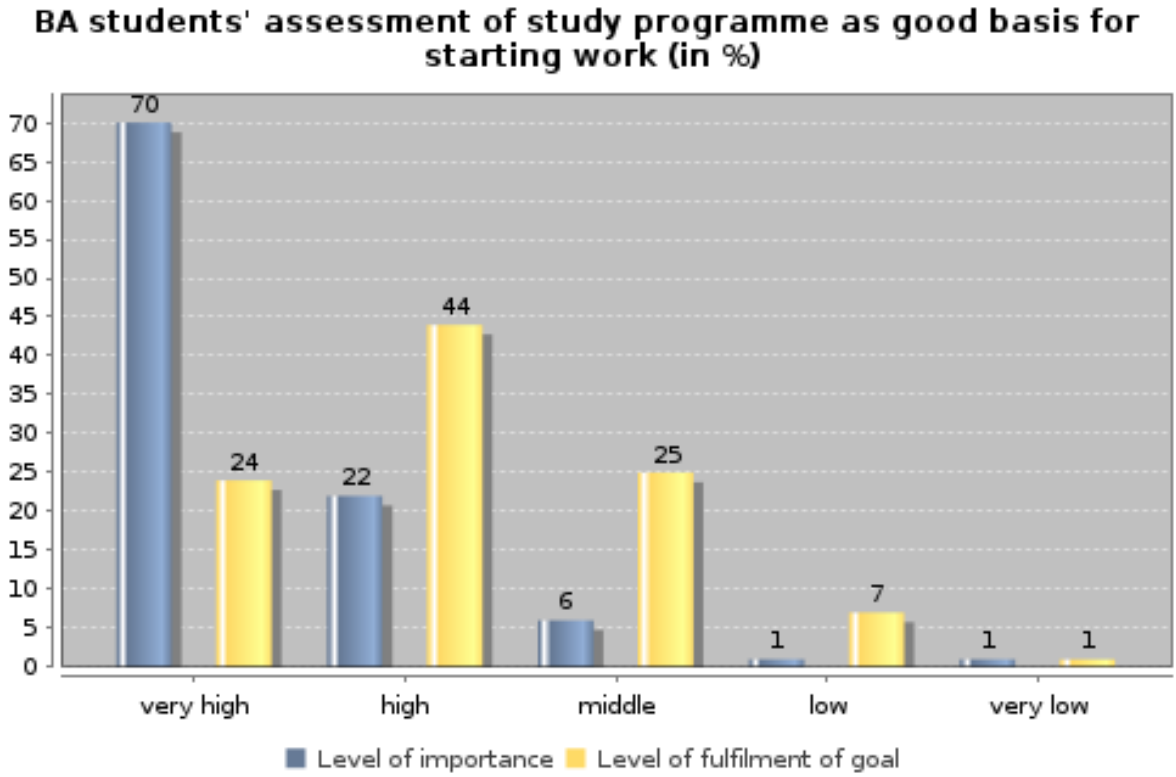
methodical issues or considerations for data interpretation:

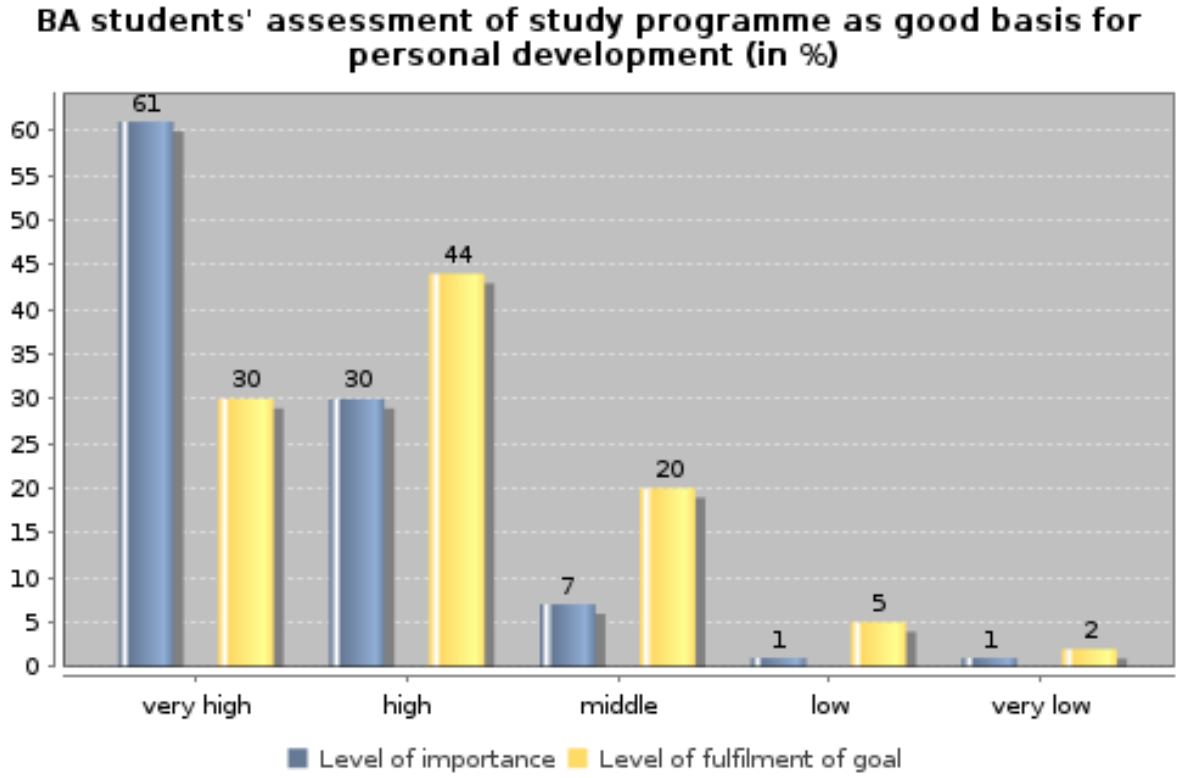
national interpretation of the results of the data analysis:

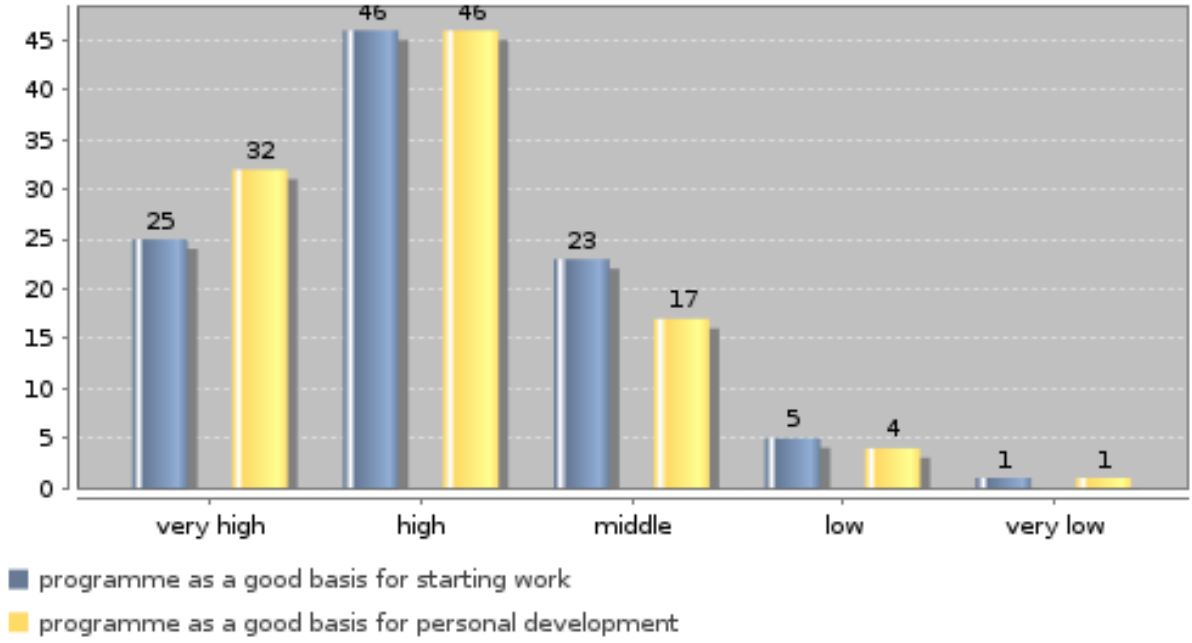
Topic: H. Assessment of studies

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

Key Indicators	
Share of BA students whose goals are met at (very) high level - basis for starting work, in %	67.5
Share of BA students whose goals are met at (very) high level - basis for personal development, in %	73.4







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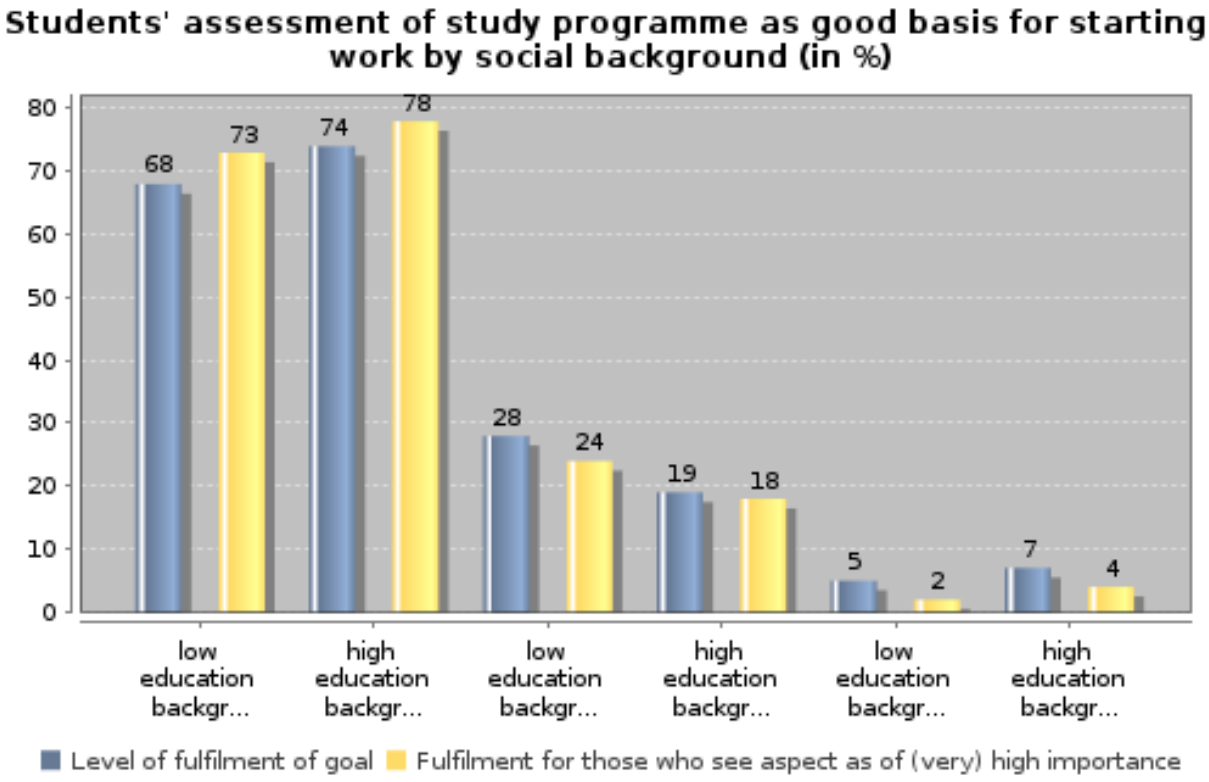
methodical issues or considerations for data interpretation:

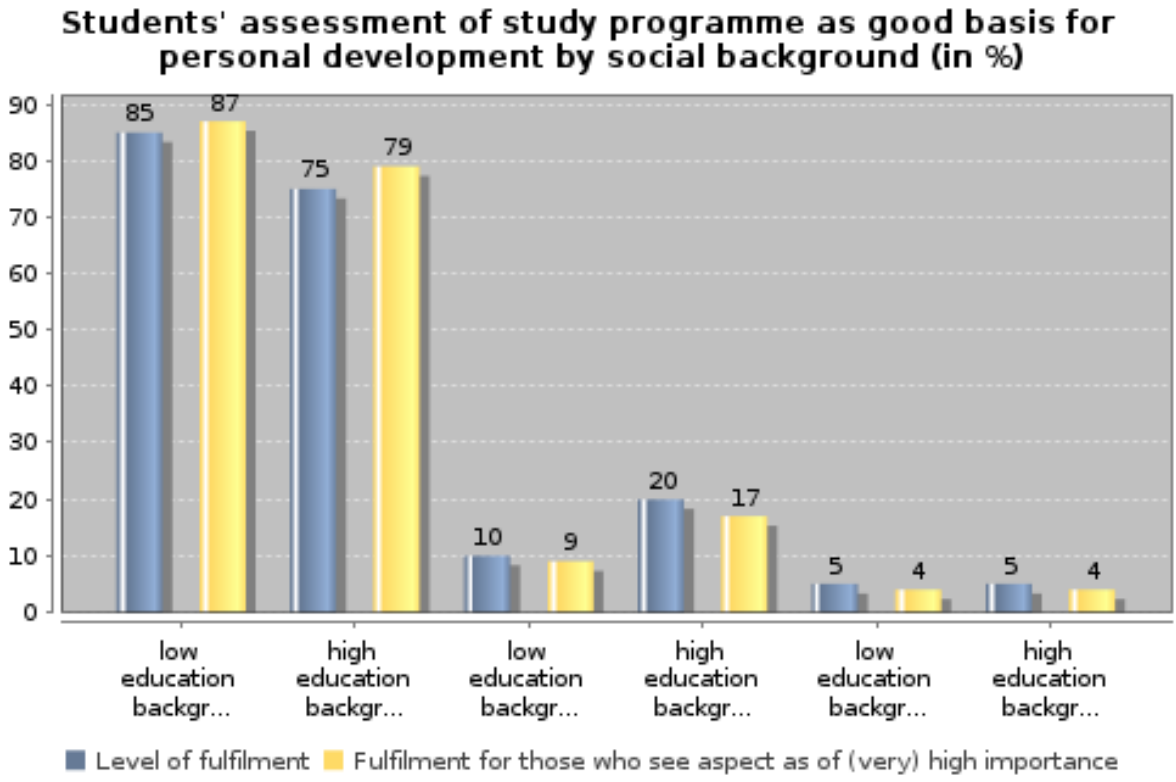
national interpretation of the results of the data analysis:

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 %	67.7
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	84.6
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	74.3
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	74.8





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methodical issues or considerations for data interpretation:

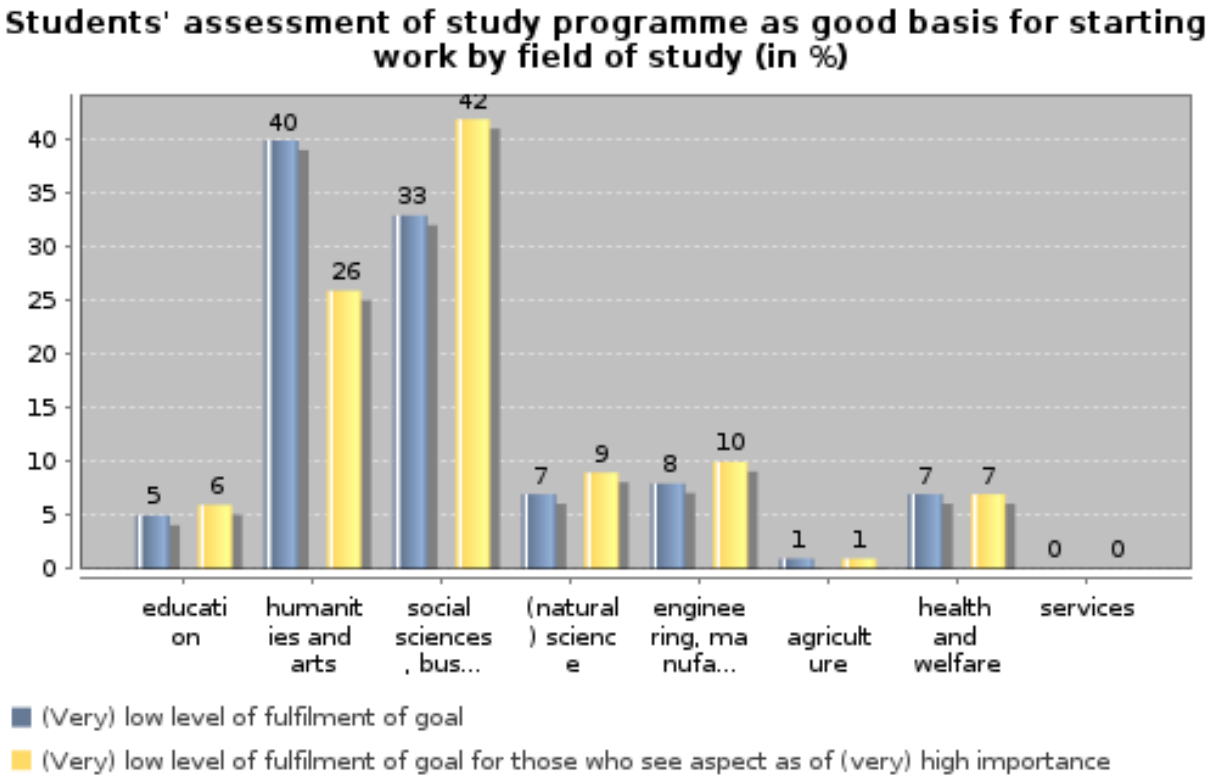
The figures are now corrected.

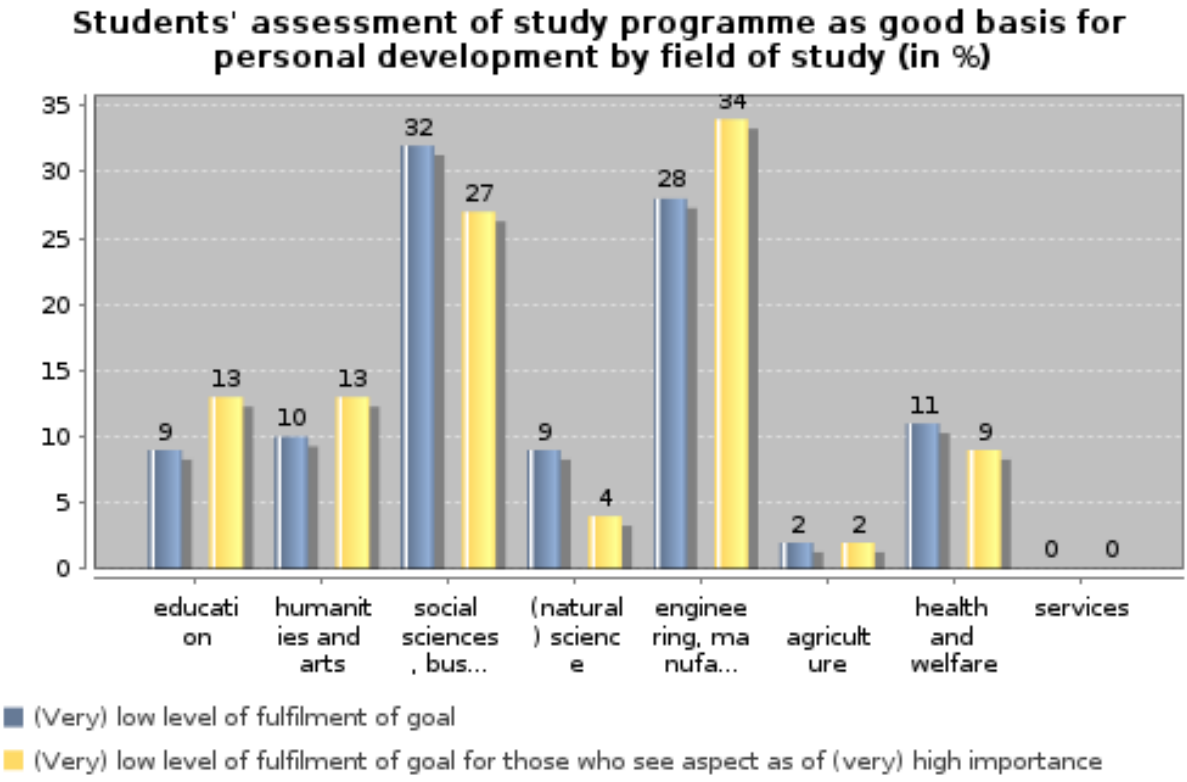
national interpretation of the results of the data analysis:

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 %	25.8
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	12.9
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	10.0
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	33.6





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methodical issues or considerations for data interpretation:

The Swedish classification, used here, corresponds mainly with the list above. Services is not included in the Swedish classification.

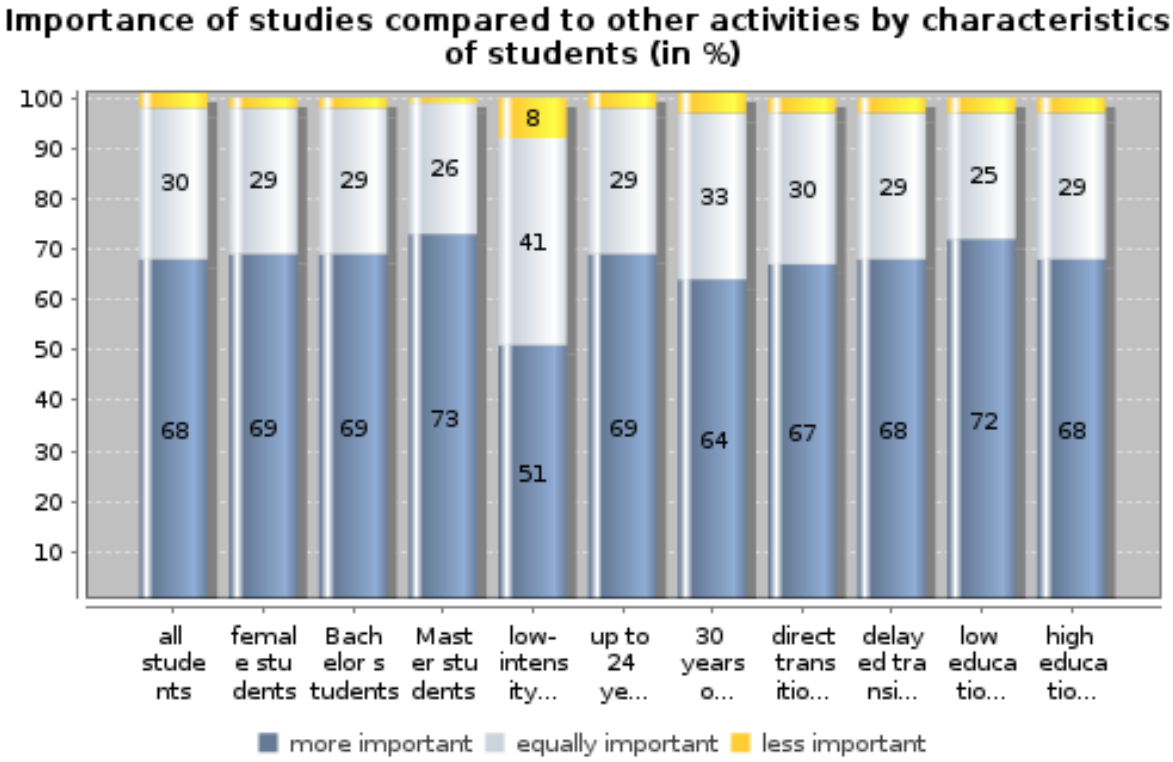
national interpretation of the results of the data analysis:

The shares of students whose goals are met when it comes to good basis for starting work and good basis for personal development, depends on the charateristic of the program I guess. The focus for programs in engineering is the labour market while those in humanities and arts don´t have that same focus. I don´t know why this is characheristic of the Swedish students.

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 %	67.5
Share of all students for whom studies are less important, in %	2.8
Share of BA students for whom studies are more important, in %	68.8
Share of BA students for whom studies are less important, in %	1.9
Share of low-intensity students for whom studies are more important, in %	51.4
Share of low-intensity students for whom studies are less important, in %	7.7
Share of 30 years old or older for whom studies are more important, in %	63.5
Share of 30 years old or older for whom studies are less important, in %	3.6



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methodical issues or considerations for data interpretation:

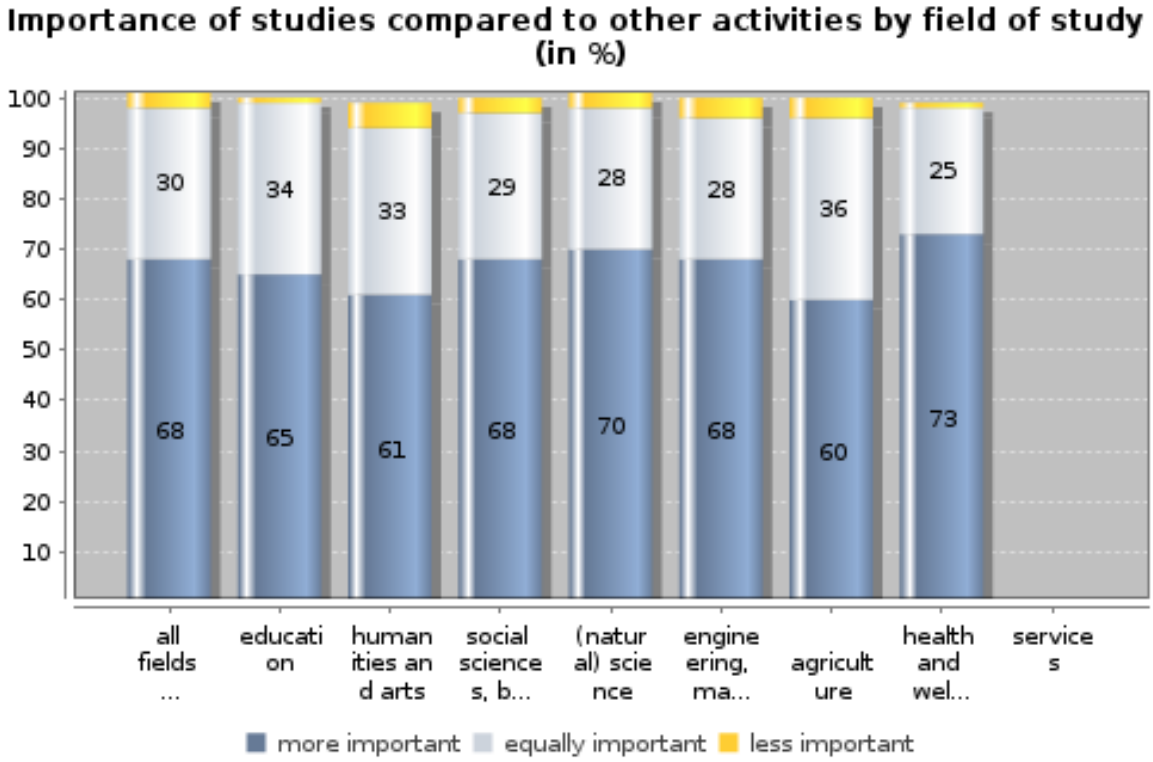
Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

national interpretation of the results of the data analysis:
The share of students who says studies are more important is around 60 percent in all groups. For low-intesity students the share is lower. Many of the students who are 30 years or older might already have a diploma and are now in university for further education.

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 %	61.3
Share of students in humanities and arts for whom studies are less important, in %	5.4
Share of students in engineering disciplines for whom studies are more important, in %	68.0
Share of students in engineering disciplines for whom studies are less important, in %	3.8
Share of students in social sciences for whom studies are more important, in %	67.8
Share of students in social sciences for whom studies are less important, in %	3.0



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methodical issues or considerations for data interpretation:

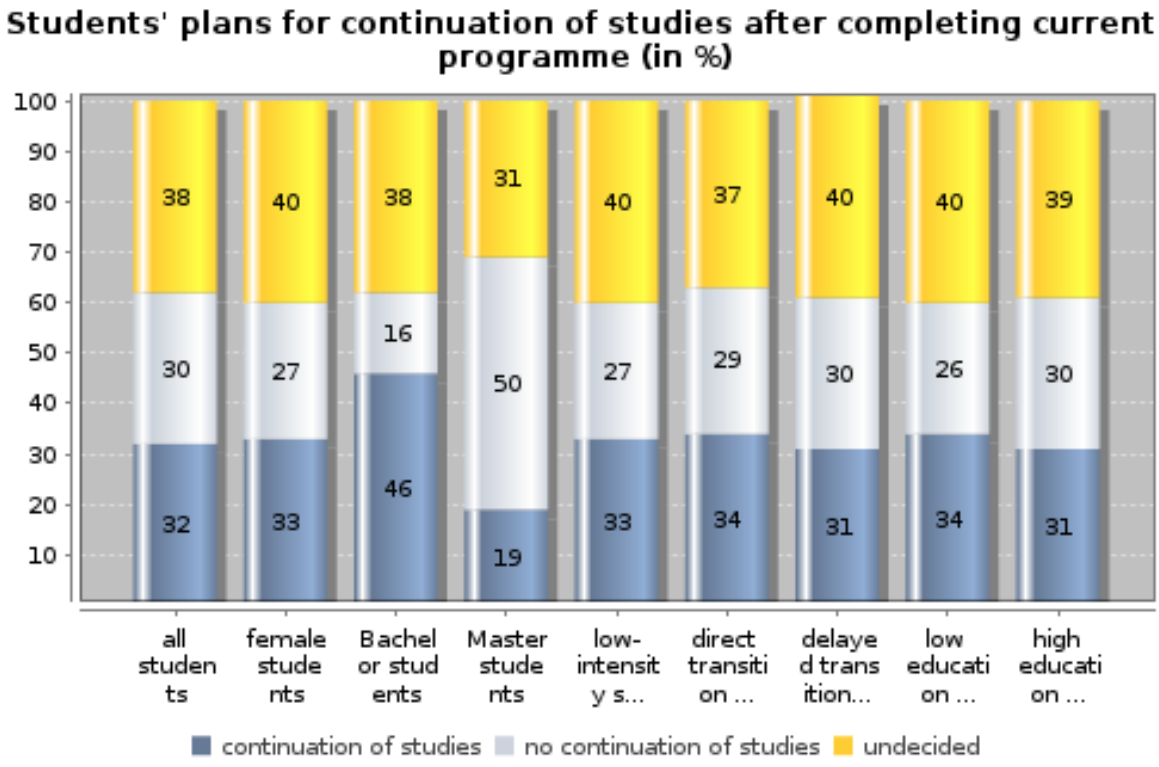
The Swedish classification, used here, corresponds mainly with the list above. Services is not included in the Swedish classification.

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 %	31.8
Share of all students who plan not to continue studies, in %	29.6
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	33.5
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	26.5
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	30.8
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	30.5



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The total in the tables differs due to we used two questions. The first one about level (BA MA etc.)and the second one about home/foreign country. Some missings in the second questions.

methodical issues or considerations for data interpretation:

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

national interpretation of the results of the data analysis:

In Sweden the students are older than in most countries. Of course that has an impact on their plans to continue studying after their current studies. Quite a lot of students also have a job and their studies are for further education. I think the fact that Sweden has a long tradition of many short programs at univeristies and university colleges explains many of your comments on the Swedish result compared to other countries. This means that many students can start working, are attractive on the labour market, after their BA. They don´t have to go on studying to get a job. As I understand this is a difference from many other European countries.

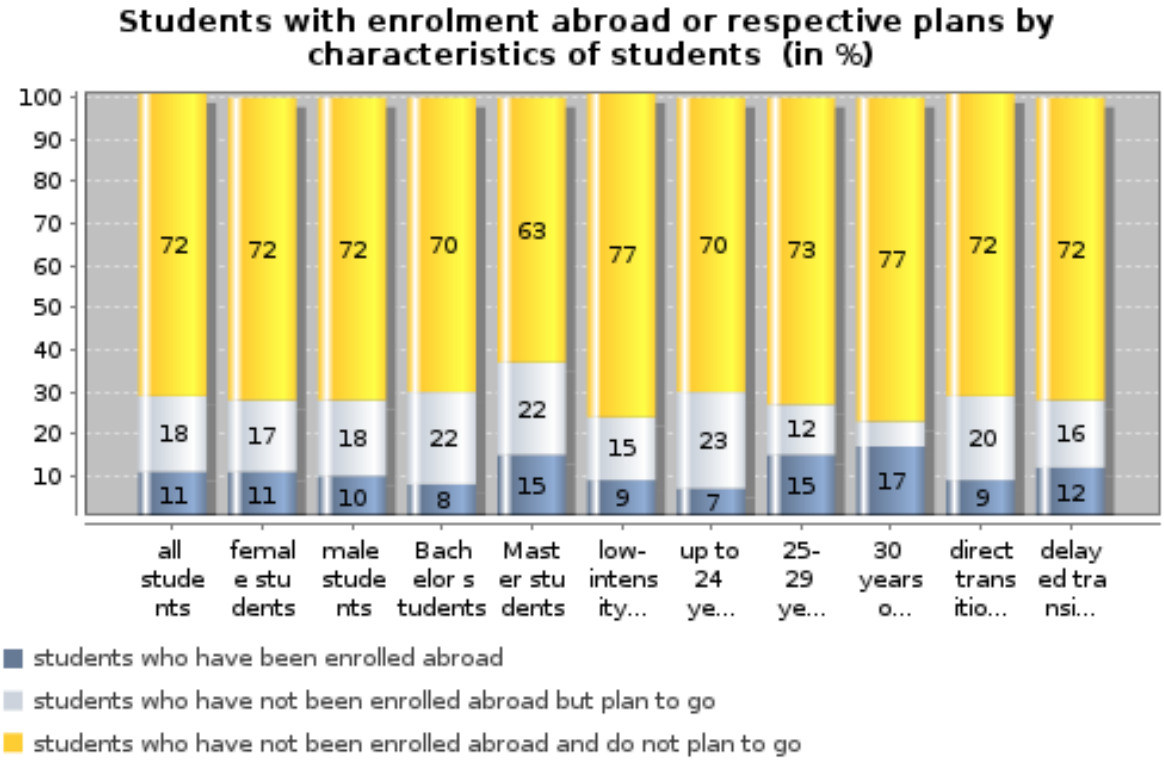
There is a certain connection between the rate of unemployment and the tendency to go on studying after you have taken a qualification. If there is a high rate of unemployment the bigger the tendency to go on studying extra courses or for a qualification in the nest cycle. But eventhough there is a depression, there is still quite a high rate of students taking their (first) qualification that get established on the labour market. There is a difference between fields though.

In this survey the students studying to take a professional qualification are overrepresented. That could have an impact on their future plans for studying. There is also quite a large share of students who haven´t decided yet, maybe because they don´t know what the state of the market will be by the time they finish their current studies.

Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators	
Enrolment rate of all students, in %	10.6
Enrolment rate of female students, in %	11.1
Enrolment rate of Bachelor students, in %	8.0
Enrolment rate of Master students, in %	14.9
Plans for foreign enrolment of all students, in %	17.5
Plans for foreign enrolment of Bachelor students, in %	22.0



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methodical issues or considerations for data interpretation:

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system.

national interpretation of the results of the data analysis:

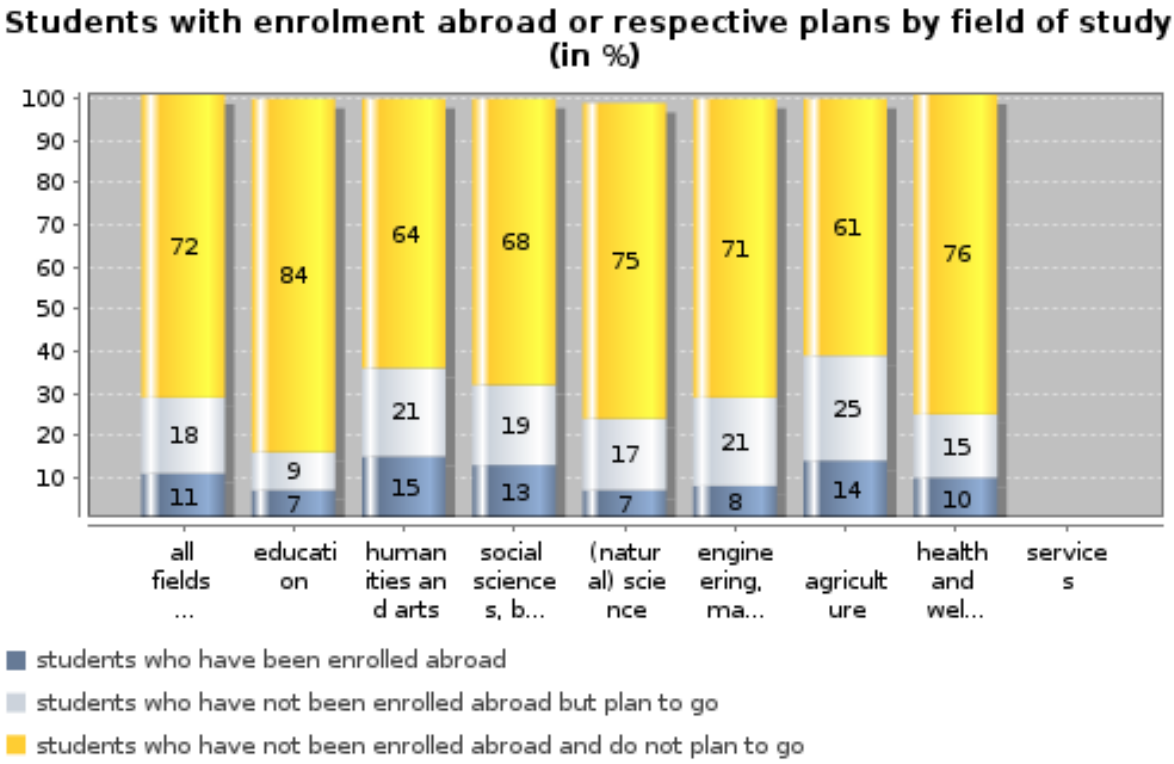
I think the differences between the results this time and in the last Eurostudent round is due to the sample. There has not been any spcific measures to get more students going abroad.

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 %	15.1
social sciences, in %	12.7
(natural) science, in %	7.2
engineering disciplines, in %	8.4



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methodical issues or considerations for data interpretation:

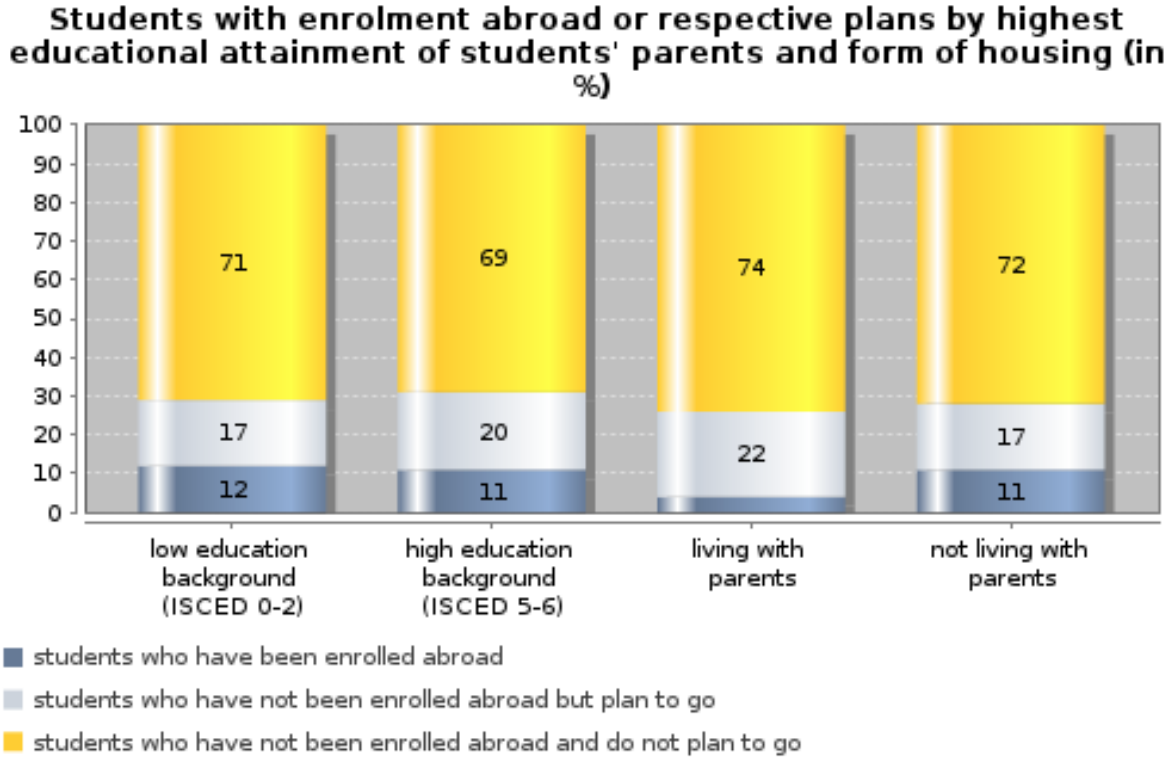
The Swedish classification, used here, corresponds mainly with the list above. Services is not included in the Swedish classification.

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 %	11.0
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	11.9
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)	0.9



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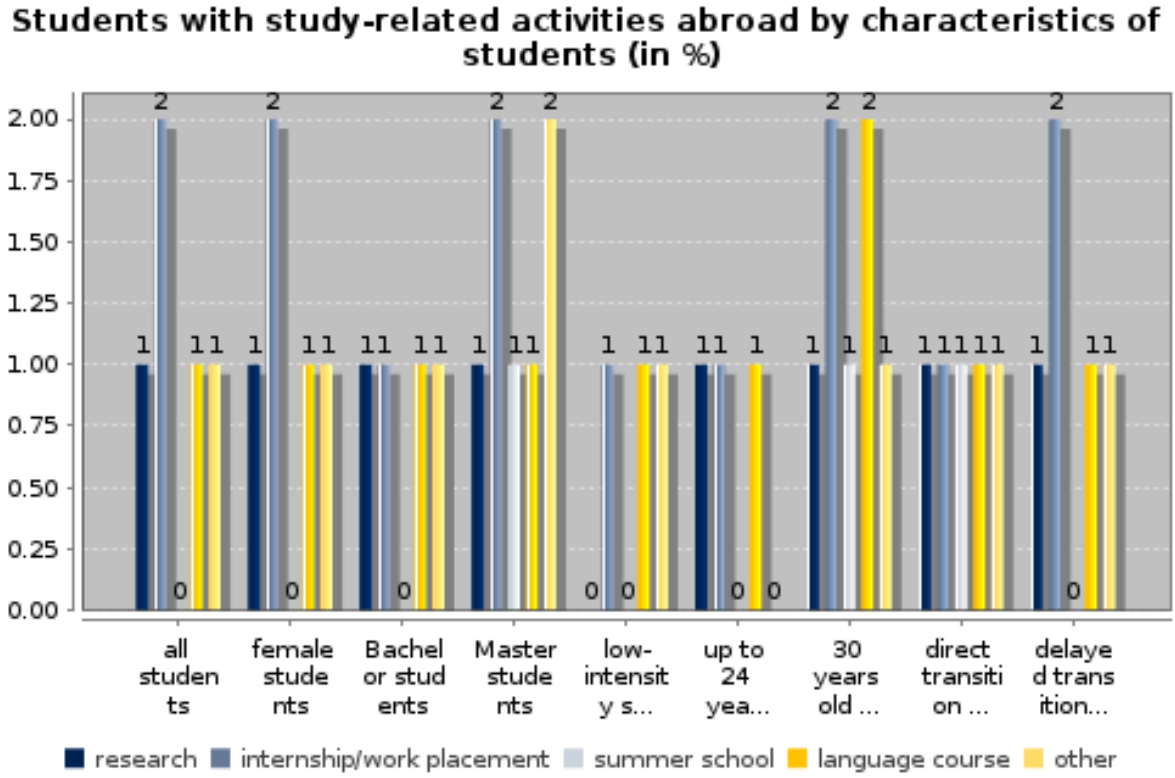
methodical issues or considerations for data interpretation:

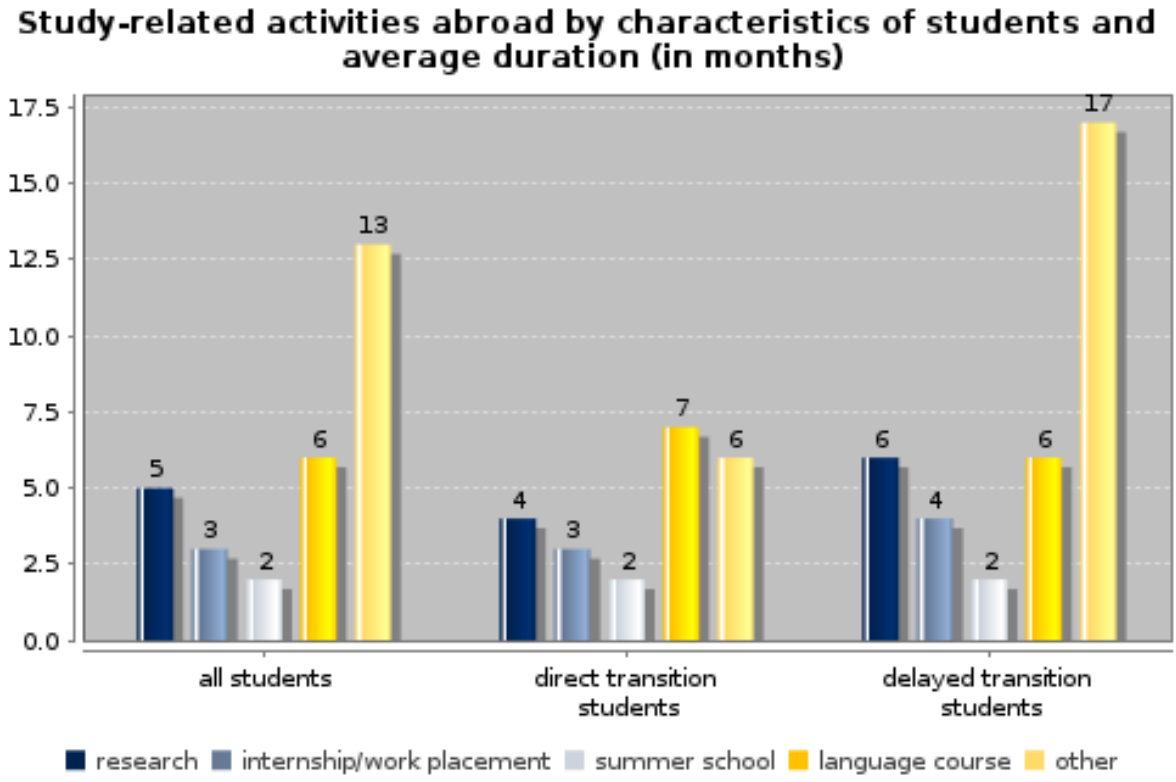
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

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

Key Indicators	
Internship/work placement abroad, all students, in %	3.48
Language course abroad, all students, in %	6.24
No acitivities abroad, all students, in %	96.8
No acitivities abroad, students up to 24 years, in %	98.0





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methodical issues or considerations for data interpretation:

Delayed transition students: at least 1 year (not 2) break before entry and/or qualifications outside normal school system

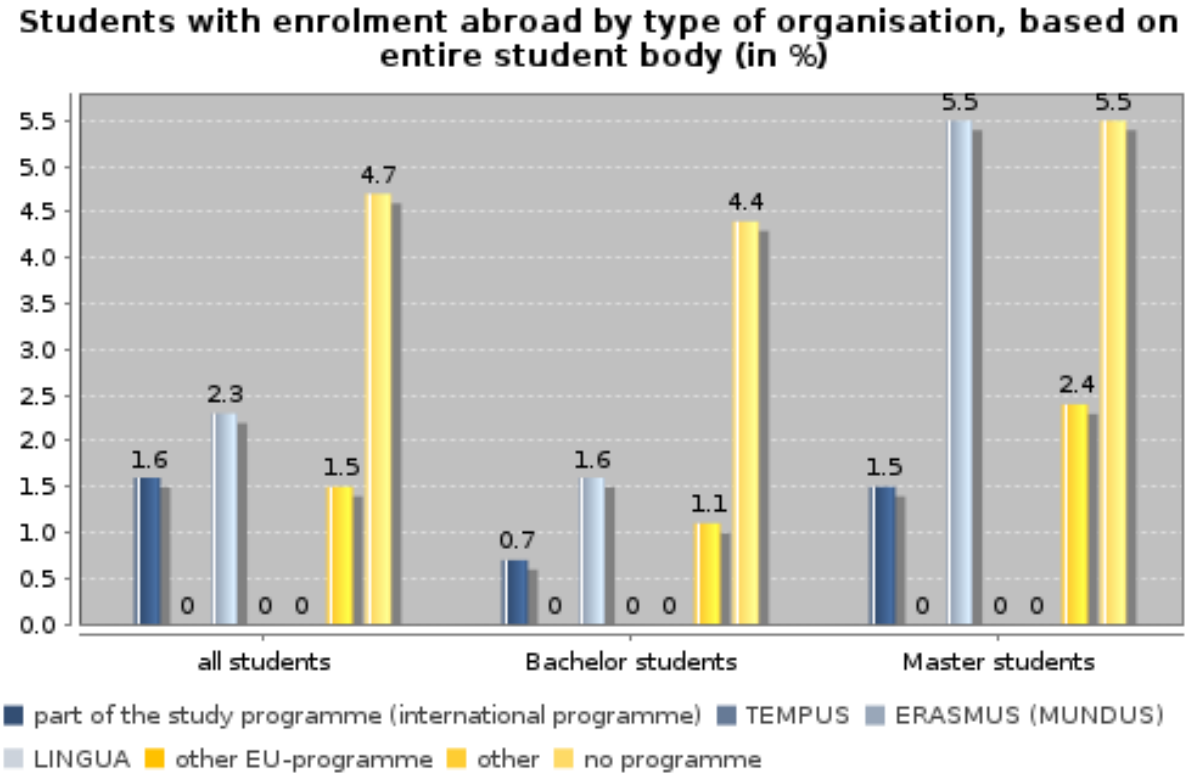
national interpretation of the results of the data analysis:

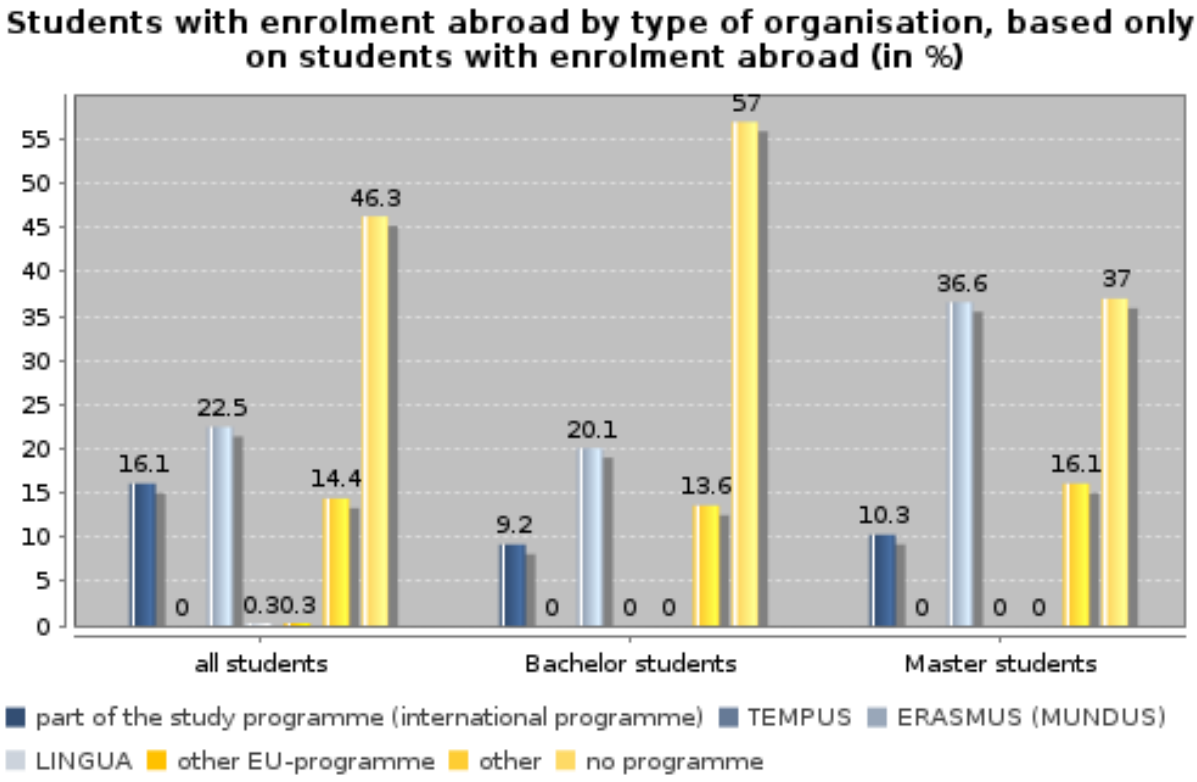
Students usually go abroad for language courses directly after Upper secondary school, that is before entering university. They usually go for one or two semesters. For those who go abroad for language courses during their studies at university, which should be the case in Eurostudent, 6 months seems long as an average (according to the Swedish Board for Study Support).

Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

Key Indicators	
Students with enrolment abroad, who went abroad without a programme, in %	46.3
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	22.5
Bachelor students with enrolment abroad, who went abroad without a programme, in %	57.0
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	20.1





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

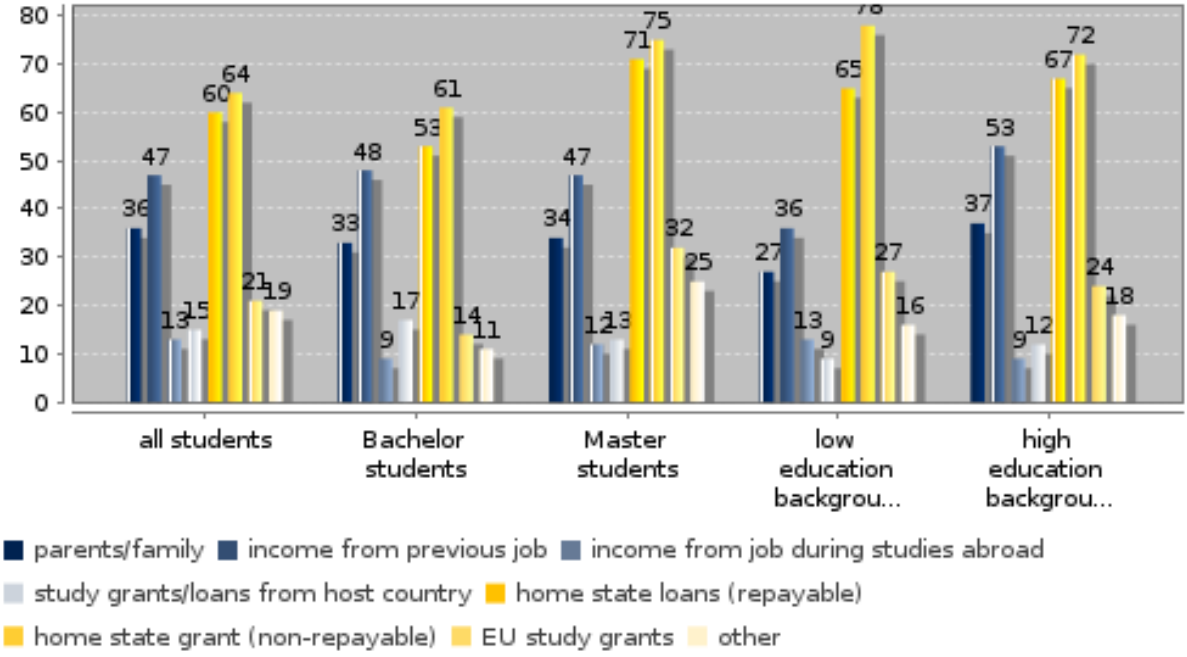
Sweden has quite a generous student financial aid system which consists of both loans and grants. If you go abroad you can "bring" the student aid and you can also have an extra loan for paying fees in the country you´re going to. How much you can get depend on country and time spent abroad. This of course means that the Swedish students are not so dependent on economic support from their parents.

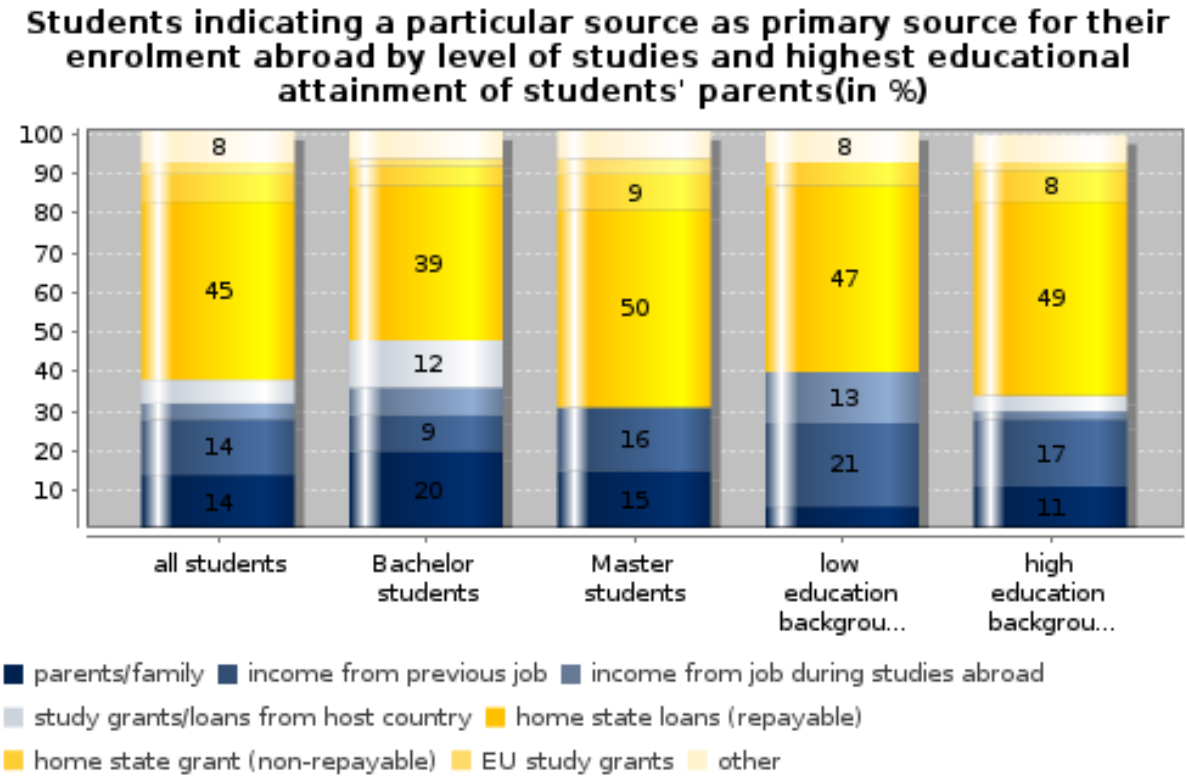
Topic: I. Internationalisation and mobility

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 %	36.4
BA students, in %	33.3
students with high education background (ISCED 5-6), in %	37.1
students with low education background (ISCED 0-2), in %	26.7
Share of students indicating their parents/family as primary source of funding:	
students with high education background (ISCED 5-6), in %	10.6
students with low education background (ISCED 0-2), in %	6.0
Share of students giving public support as primary source:	
students with high education background (ISCED 5-6), in %	63.2
students with low education background (ISCED 0-2), in %	52.7

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





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

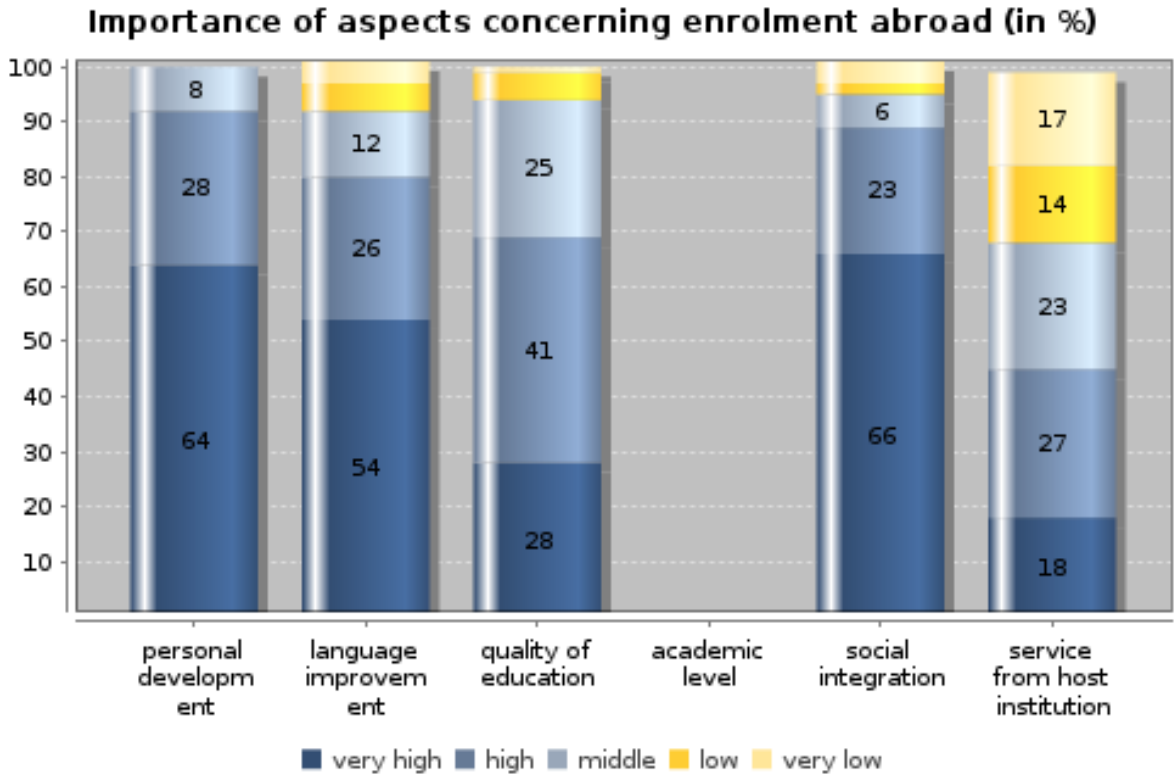
Sweden has quite a generous student financial aid system which consists of both loans and grants. If you go abroad you can "bring" the student aid and you can also have an extra loan for paying fees in the country you´re going to. How much you can get depend on country and time spent abroad. This of course means that the Swedish students are not so dependent on economic support from their parents.

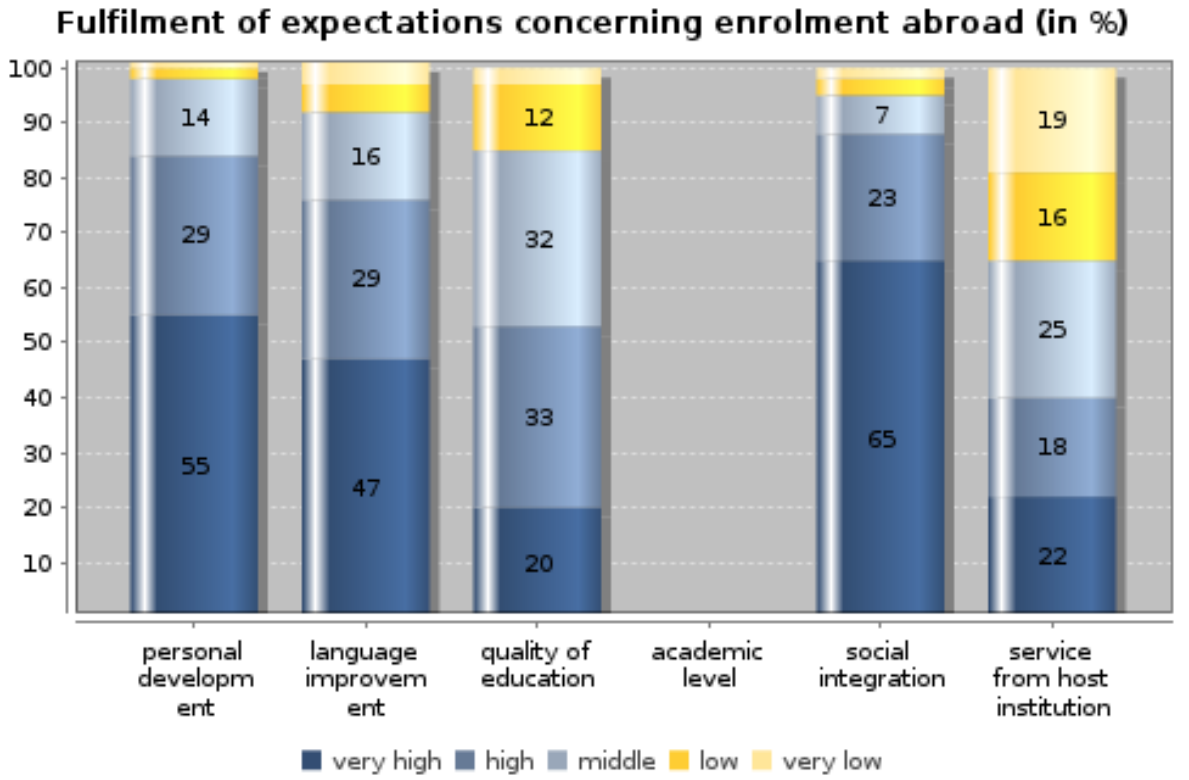
Topic: I. Internationalisation and mobility

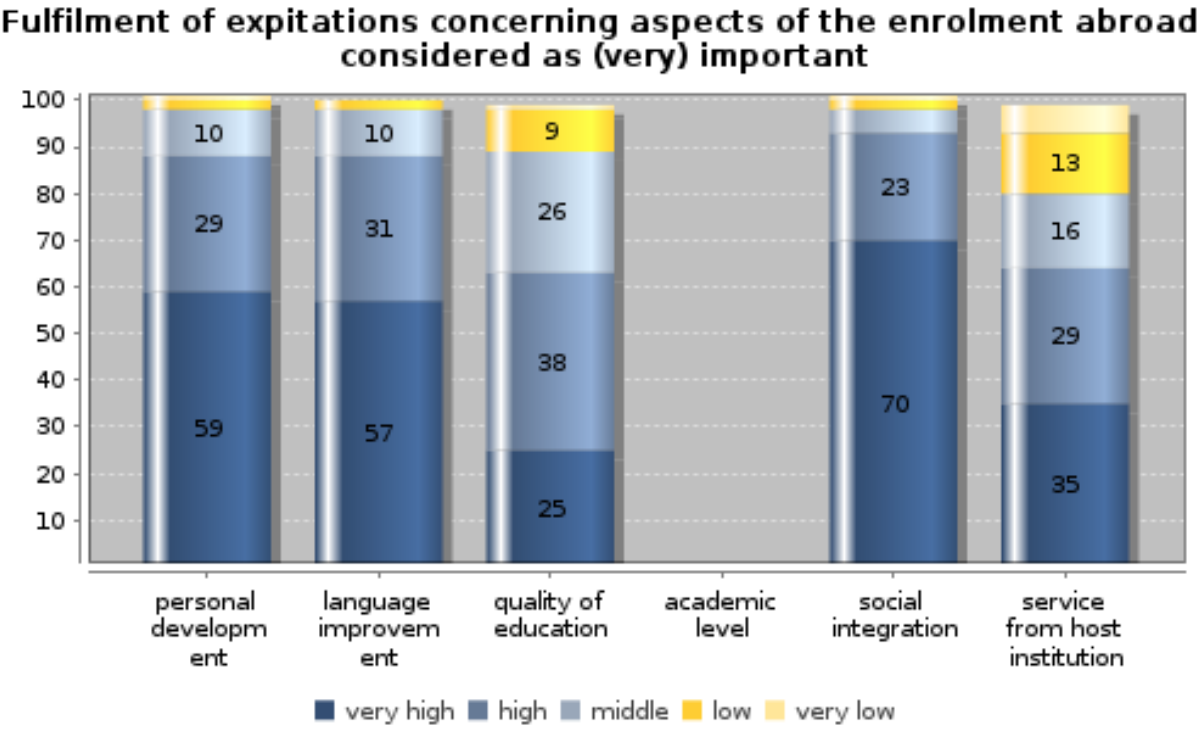
Subtopic 7: Important aspects and fullfilled expectations concerning the enrolment abroad

Key Indicators

Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:	
personal development, in %	83.9
language improvement, in %	75.9
quality of education, in %	53.4
academic level, in %	social integration, in %
87.9	service from host institution, in %







details on missing data:

methodical issues or considerations for data interpretation:

From a Swedish point of view - Academic level is an aspect of the quality of education, so we didn´t put academic level as a separate question.

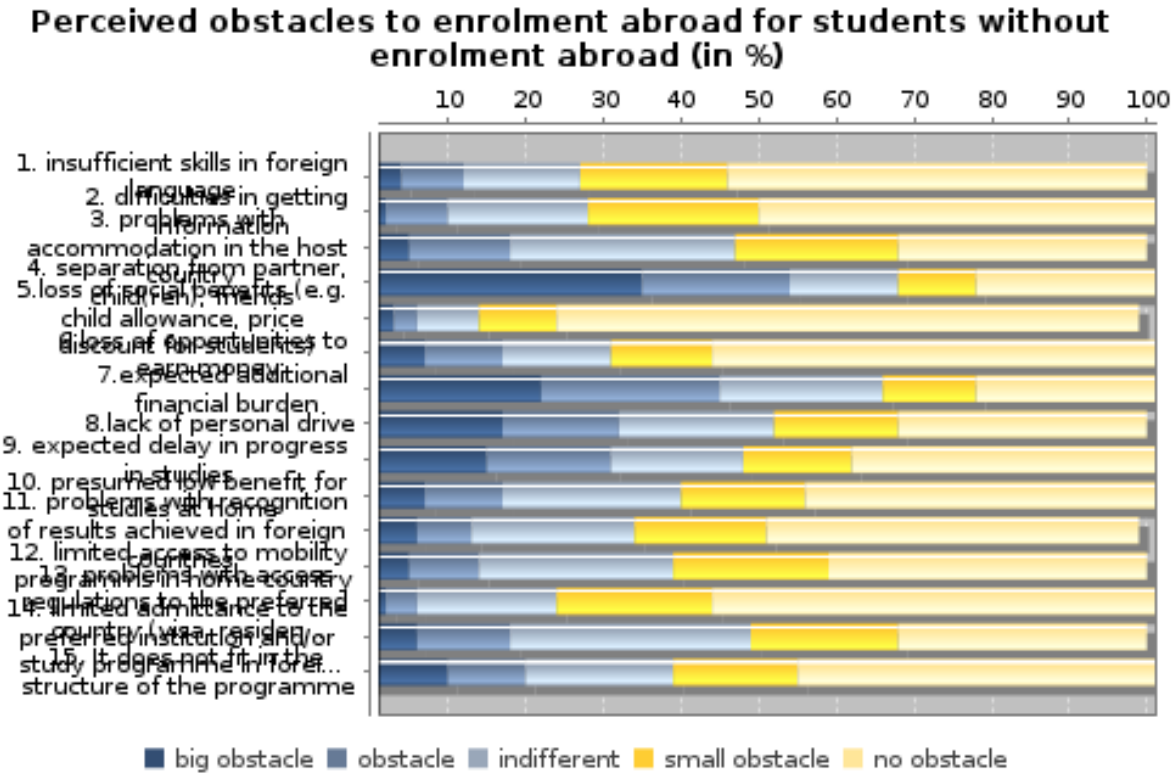
national interpretation of the results of the data analysis:

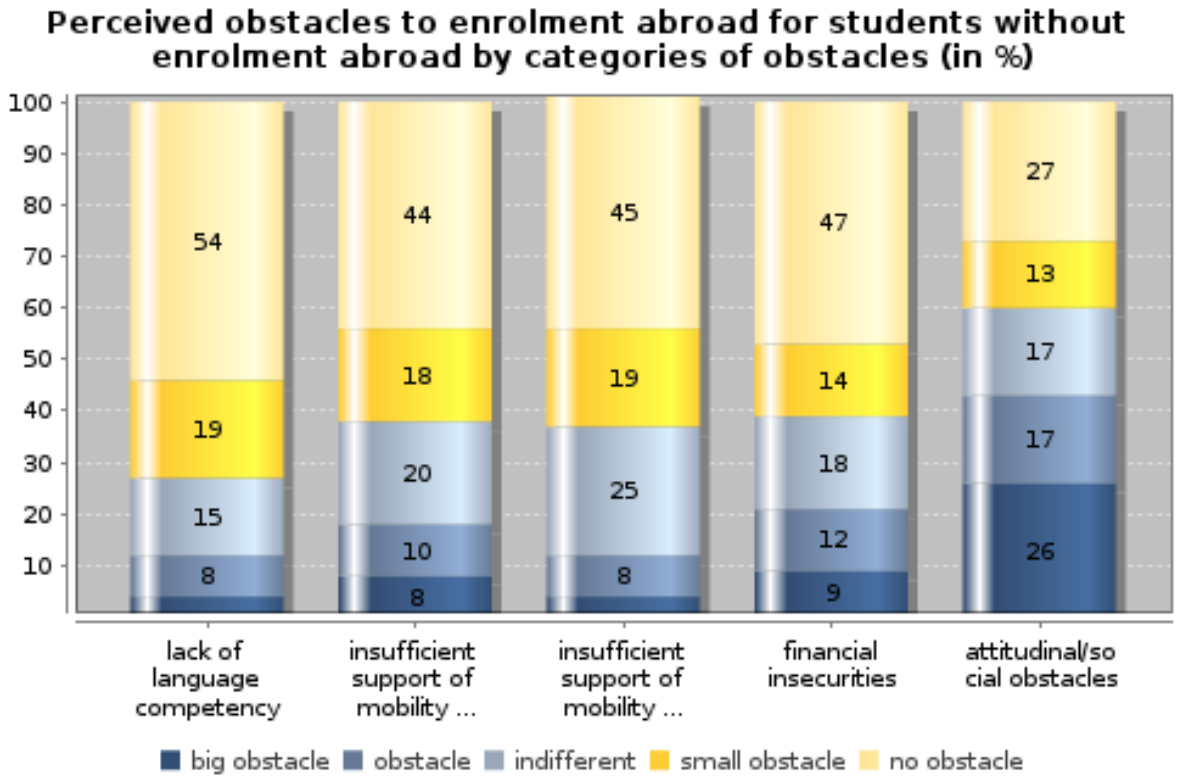
Topic: I. Internationalisation and mobility

Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad:	
lack of language competency, in %	3.6
insufficient support in the home country, in %	7.5
insufficient support in the host country, in %	3.8
financial insecurities, in %	9.3
attitudinal/social abstacles, in %	26.3





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

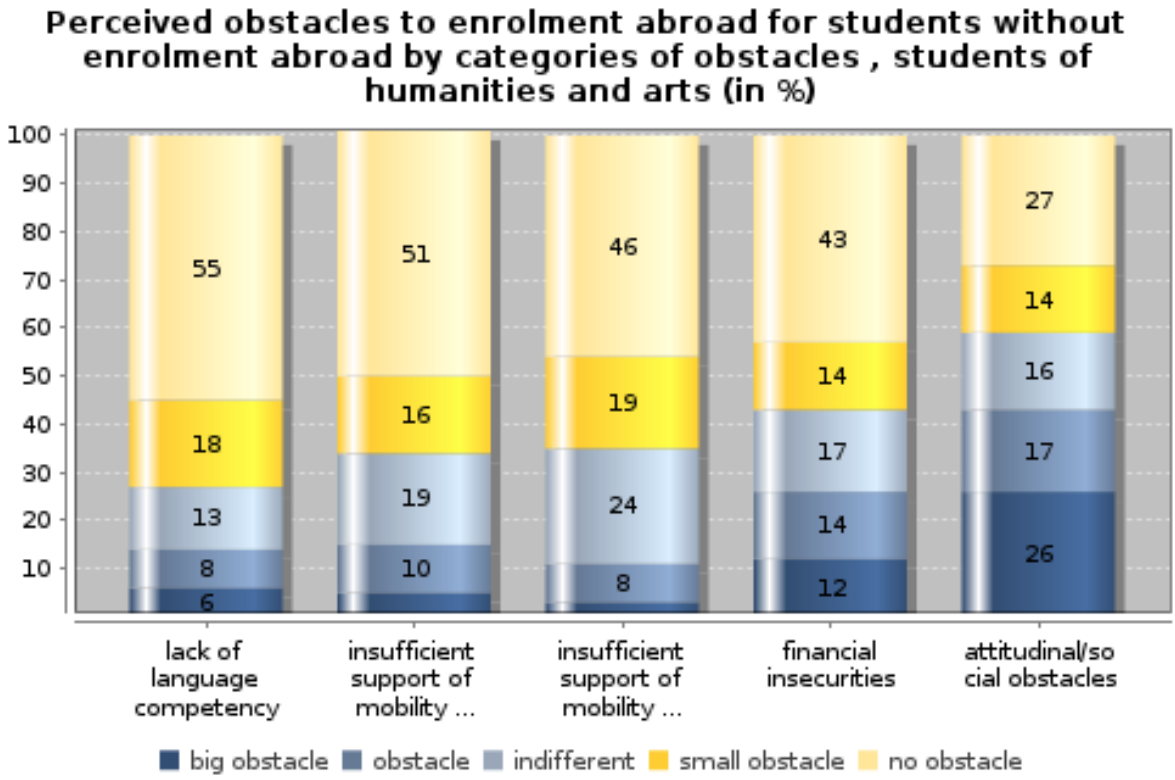
The relatively large share of older students with families is probably an important reason that a large share of the students lack motivation to go abroad. Another cause is probably that quite a lot of students are in further education and just study one or two single courses and not a full study program.

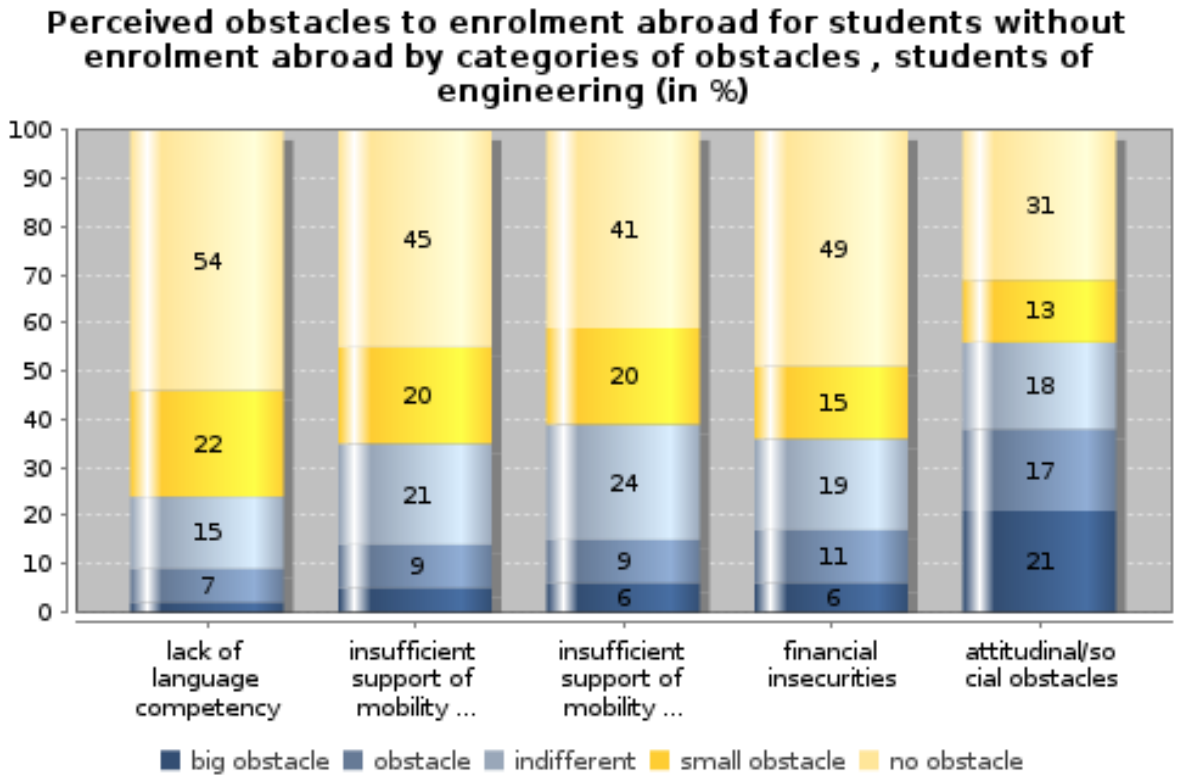
Topic: I. Internationalisation and mobility

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

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:	
humanities and arts - lack of language competency, in %	5.9
engineering disciplines - lack of language competency, in %	1.9
humanities and arts - insufficient support in the home country, in %	4.7
engineering disciplines - insufficient support in the home country, in %	4.7
humanities and arts - financial insecurities, in %	12.0
engineering disciplines - financial insecurities, in %	6.1





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

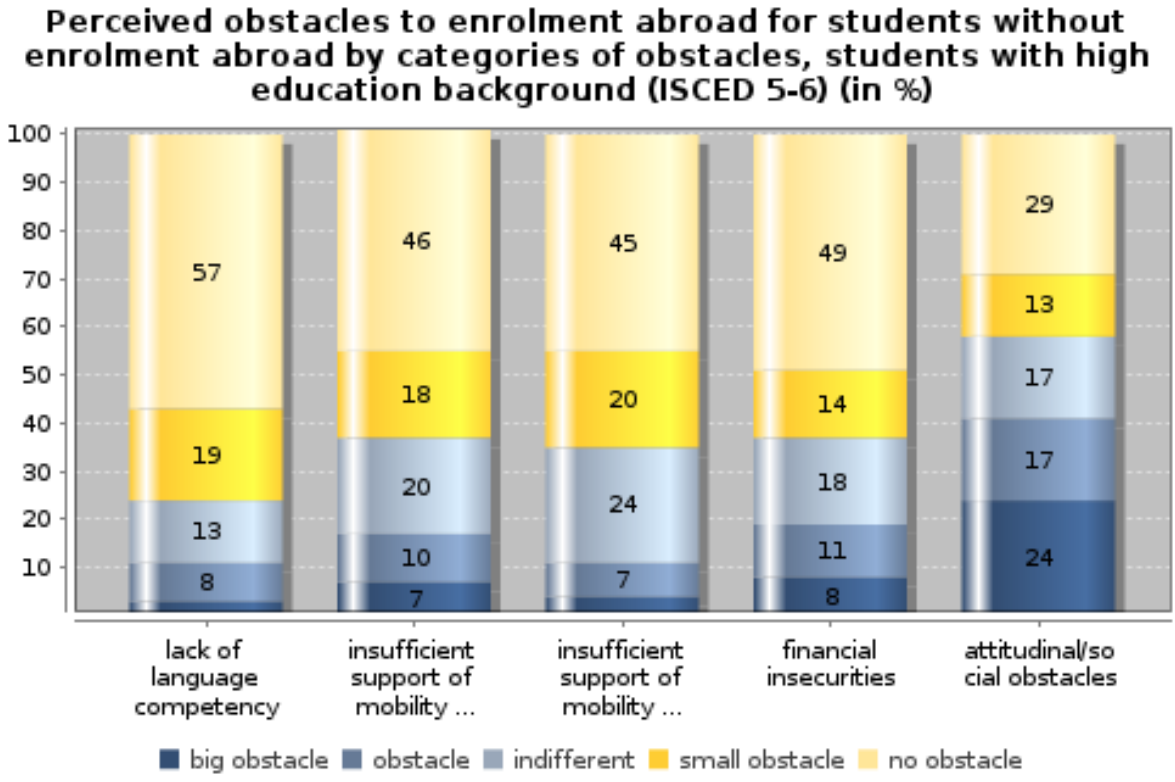
The shares of students estimating their language competency in English very high differs from about 35 percent to 51 percent between different fields. The share in Engineering and Humanities is about 49 percent for both. It is hard to know why there is a difference in how the students estimate their langauge competency and why a smaller share in Engineering sees it as a big obstacle. Maybe one explanation is that a bigger share of the students in Engineering has courses in English during the semester than the students in Humanities and therefore they feel more comfortable with studying in a foreign language.

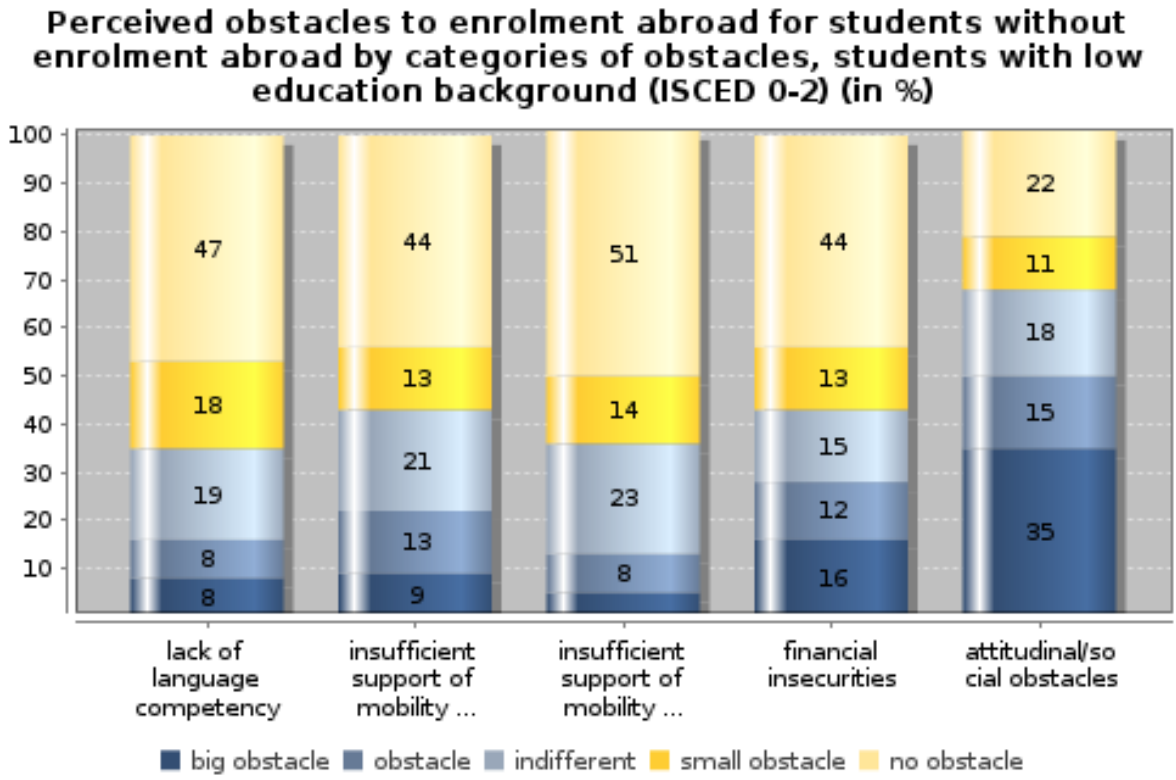
Topic: I. Internationalisation and mobility

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 %	7.9
high education background (ISCED 5-6) - lack of language competency, in %	3.1
low education background (ISCED 0-2) - insufficient support in the home country, in %	9.1
high education background (ISCED 5-6) - insufficient support in the home country, in %	7.1
low education background (ISCED 0-2) - financial insecurities, in %	16.4
high education background (ISCED 5-6) - financial insecurities, in %	7.7





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methodical issues or considerations for data interpretation:

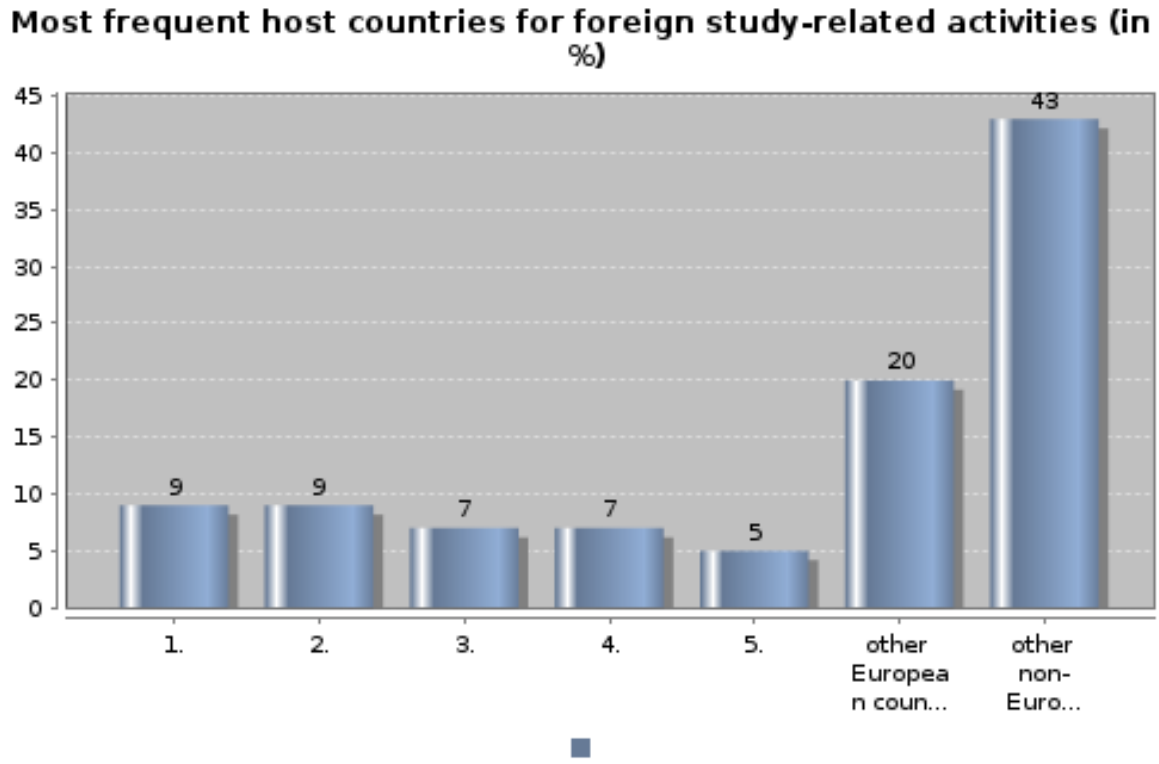
national interpretation of the results of the data analysis:

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 %	48.0
	Students with study-related activities in second most frequent host country, in %
9.2	
45.0	8.7
Students with study-related activities in third most frequent host country, in %	15.0



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Students go to a variety of countries both for enrolment abroad and for other study-related activities. United States and United Kingdom are the top countries for both enrolment and other activities. Australia is the third top country for enrolment, while France is the third top country for other study-related activities).

Topic: I. Internationalisation and mobility

Subtopic 12: Foreign language proficiency according to self-assessment

Key Indicators

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

85.1

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

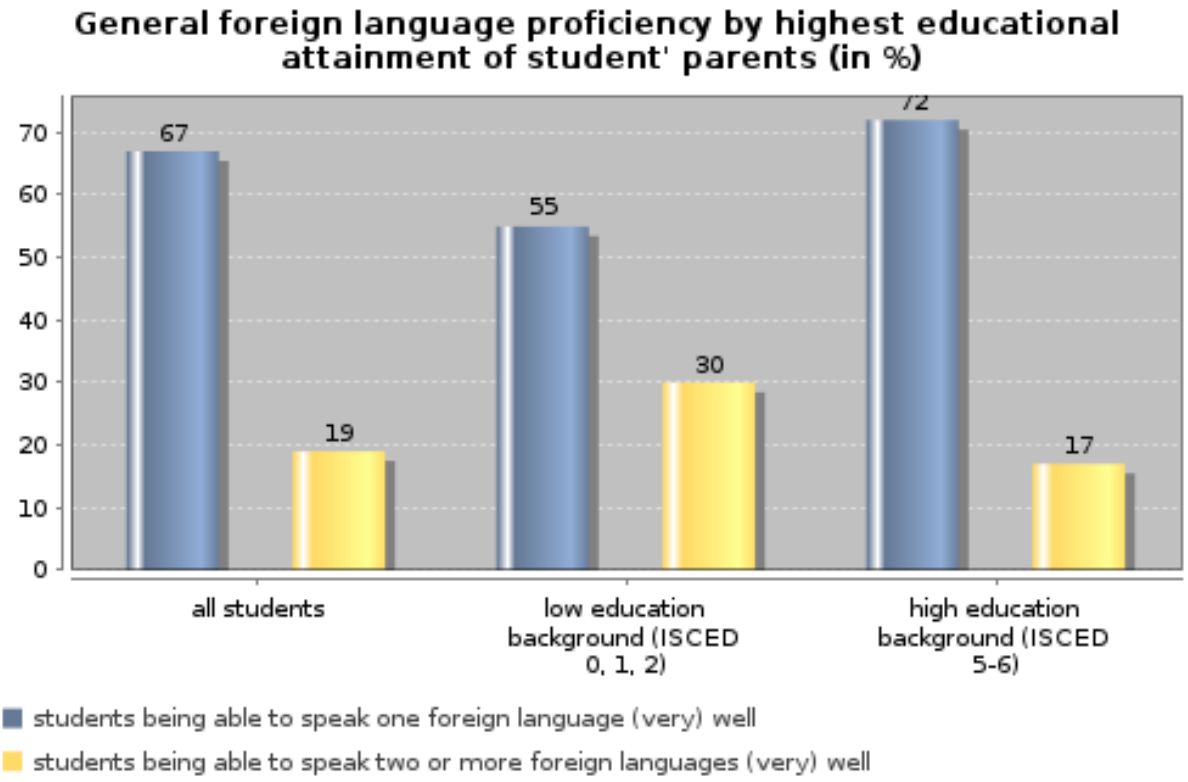
7.2

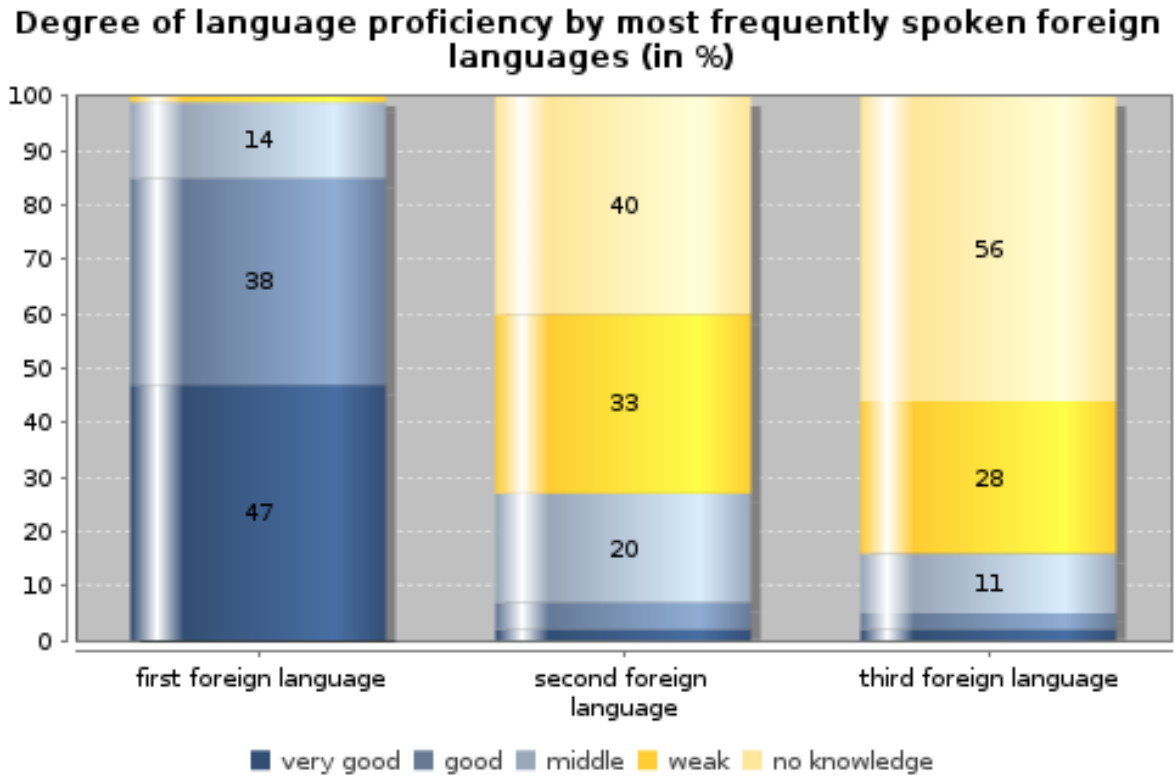
Share of students with (very) good proficiency in third most frequently spoken foreign language, in %

5.2

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

18.5





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methodical issues or considerations for data interpretation:

Figure 1 includes mothertounge

Figure 2 concerns English Spanish and German

national interpretation of the results of the data analysis:

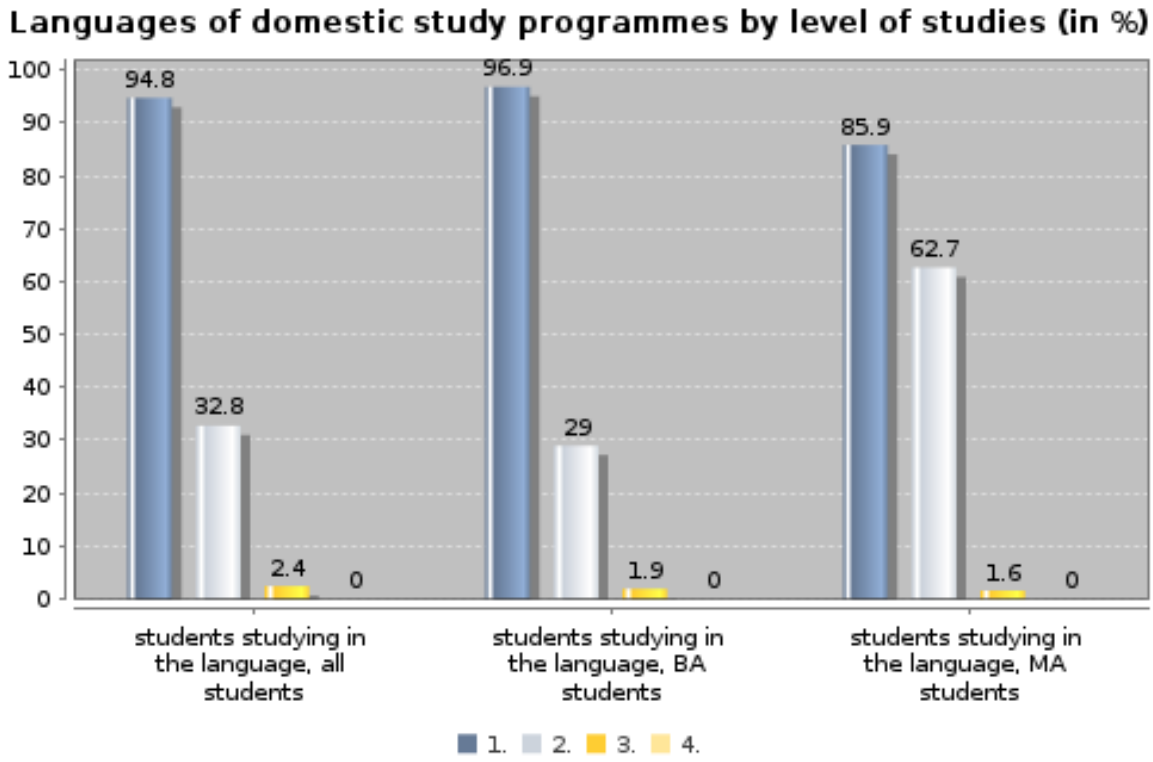
Figure 1 - The share of students with another background than Swedish is higher among students with low educated parents than among students with high educated parents - which means that that group has a mothertounge which is a foreign language in Sweden .

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
94.8	2nd most frequent language of domestic study programmes, all students, in %
1.0	32.8
3rd most frequent language of domestic study programmes, all students, in %	0.0



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methodical issues or considerations for data interpretation:

1= Swedish 3= "other"(then Swe/Eng)

national interpretation of the results of the data analysis: