Social and Economic Conditions of Student Life in Europe

National Profile of Spain

eurostudent IV

Metadata for the national survey

National Currency	Euro
Exchange rate: 1 Euro =	1
Date and source of exchange rate:	--
Survey method	On line
Size of final sample	5,267
Sampling method	--
Return rate	11.1%
Reference period of survey (semester, year)	Second semester 2009/2010
Weighting scheme	Sex and age
Project sponsor	Ministery of Education (Spain)
Implementation	University of Valencia

Topic: Metadata

Subtopic 1: Metadata on national survey

Key Indicators

details on missing data:

methodical issues or considerations for data interpretation:

Methodological aspects

The invitation to participate in the questionnaire of EUROSTUDENT IV was sent to 101,603 students belonging to 47 universities (there are 79 universities in Spain). Each university provided Ministery of Education emails from 10% of their students (10% of each degree). 11,298 students answered the questionnaire, but only 5,756 complete all the questions. 489 of these were removed because they didn't fit with the standard target group of EUROSTUDENT IV (this subsample of 489 students included students from open universities and students who finished their secondary education in another country). So, the final sample was 5,267 students (5,163 with the effect of weighting).

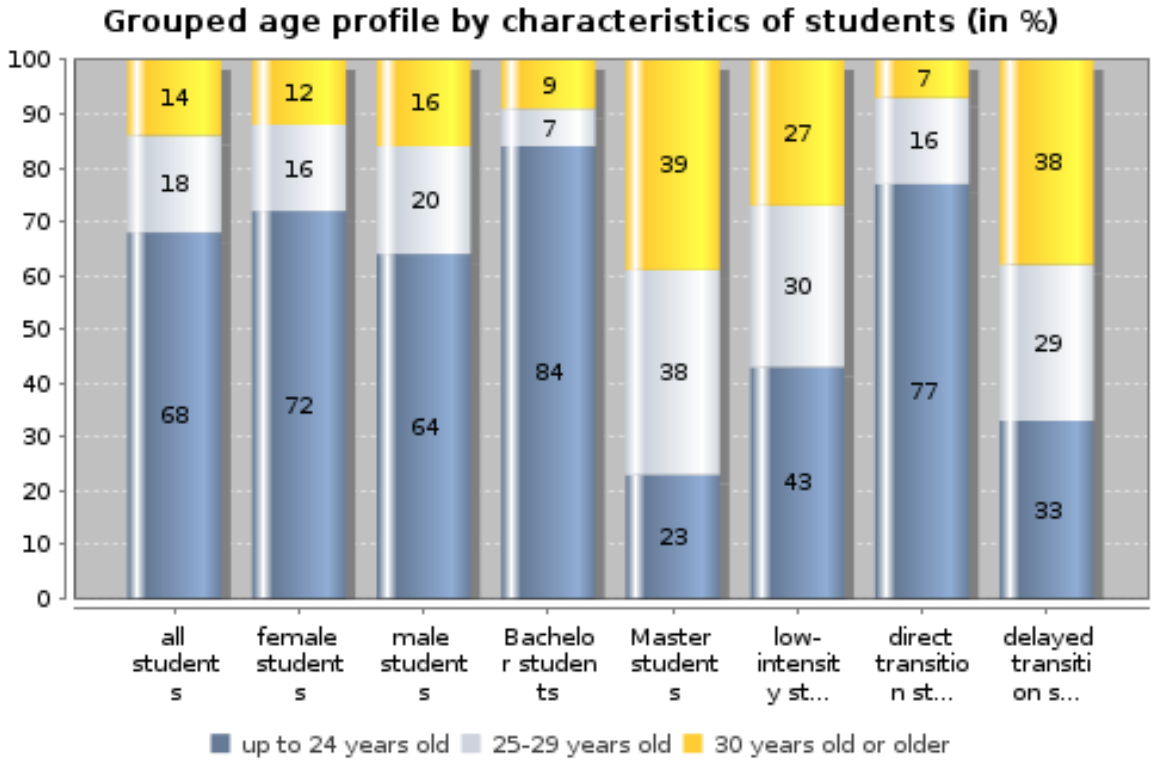
We have covered public and private universities, although the number of private universities participating in the survey has been few. The sample can be considered very suitable in terms representativity due to the nice proportion of students by age and by area of study (the five areas: health, sciences, engineers, humanities, and social sciences). The questionnaire covered the core set questions of EUROSTUDENT IV and also included a question on social participation.

national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators	
Average age (arithm.mean) in years - all students	24.06
Average age (median) in years - all students	22.0
Average age (arithm.mean) in years - female students	23.55
Average age (arithm.mean) in years - male students	24.68
Average age (arithm.mean) in years - BA students	21.89
Average age (arithm.mean) in years - MA students	29.07
Average age (arithm.mean) in years - low-intensity students	26.79



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methodical issues or considerations for data interpretation:

The sample was certainly a little biased on young students, but we have weighted the sample according to data provided by INE (National Institute of Statistics) regarding 2009 season (Estadística de la Enseñanza Universitaria, 2009, INE). Students up to 24 are approximately 63% of the total students. But you have to take into account that official statistics include also students in open universities which

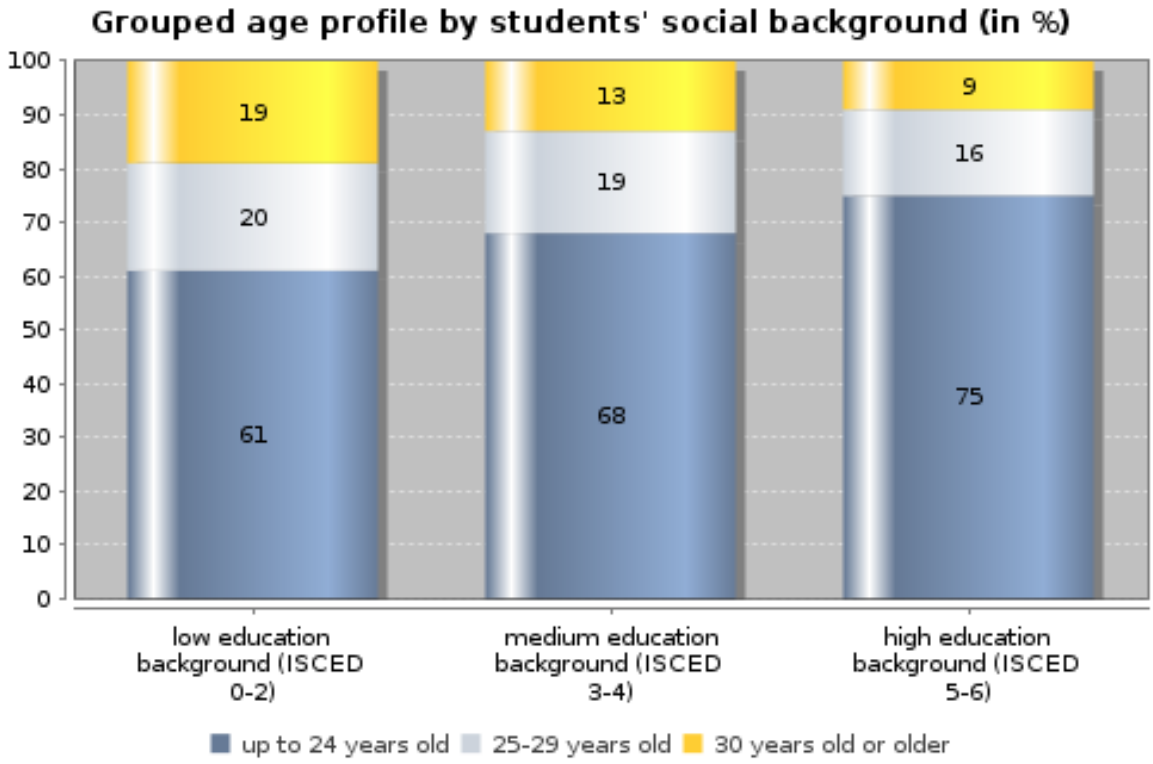
are not included in EUROSTUDENT IV target. As students from open universities are generally older than ?normal? students it is not surprising that in EUROSTUDENT IV sample students up to 24 are around 68%.

national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators	
Average age (arithm.mean) in years - low education background (ISCED 0-2)	25.22
Average age (median) in years - low education background (ISCED 0-2)	23.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	23.02
Average age (median) in years - high education background (ISCED 5-6)	22.0



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methodical issues or considerations for data interpretation:

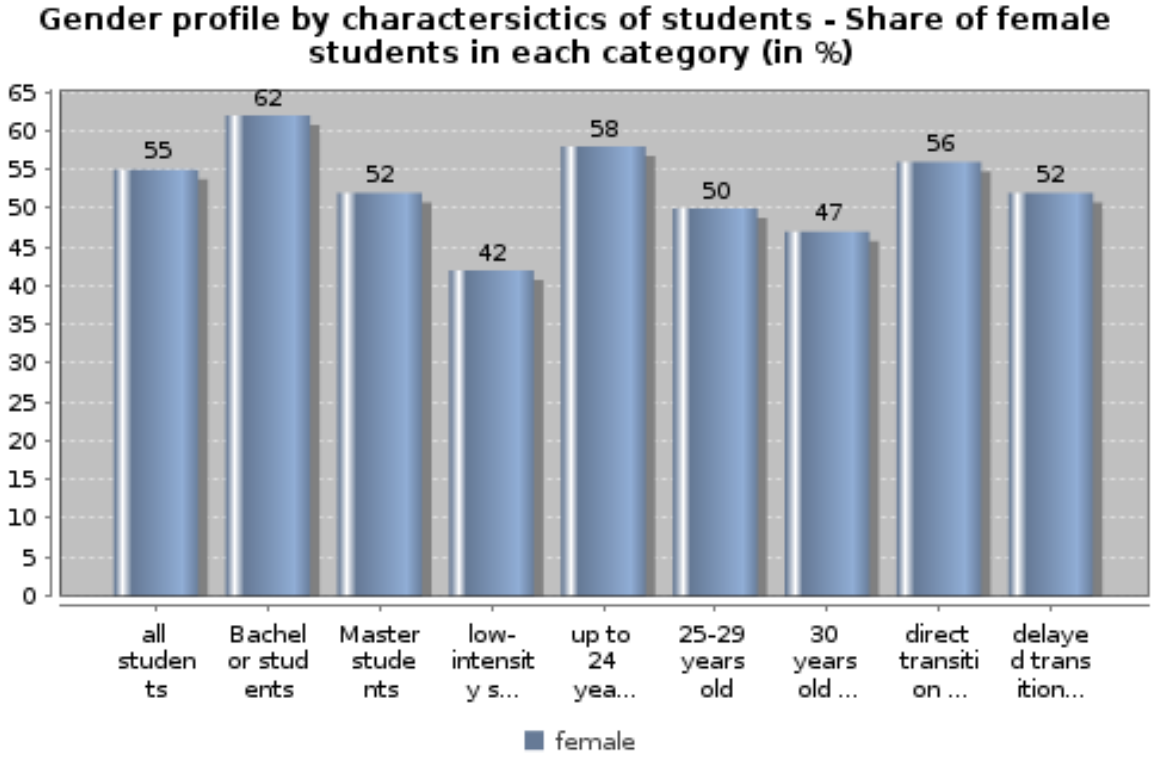
Sorry but the note is not exact The arithm.mean of students with low education background is 25.22 while the arithm.mean of students with high education background (ISCED 5-6) is 23.02 and the arithm.mean of students with medium (ISCED 3-4) education background is 23.9. We have the same trend with the median.

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 %	55.2
Share of females among BA students, in %	62.2
Share of females among MA students, in %	51.7
Share of females among low-intensity students, in %	42.3
Share of females among the 30 years old or older, in %	47.4



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methodical issues or considerations for data interpretation:

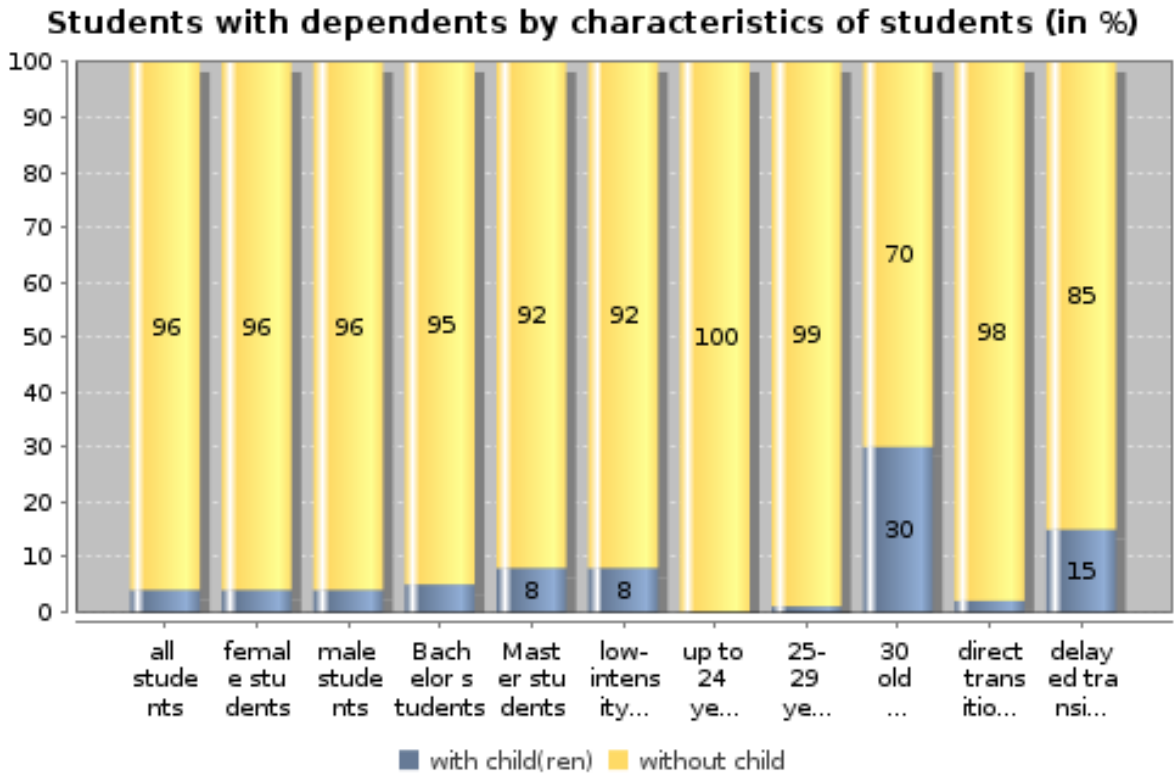
Firstly, we should take into account the small number of Bachelor (and also Master) student cases which is a consequence of the very recent implantation of the Bologna process in Spain (this comment is applicable to other topics as well). Secondly, we should take into account the fact that men have more chances to continue their studies after 30 years compared with women because women have more problems in combine work and private life with work and with studying.

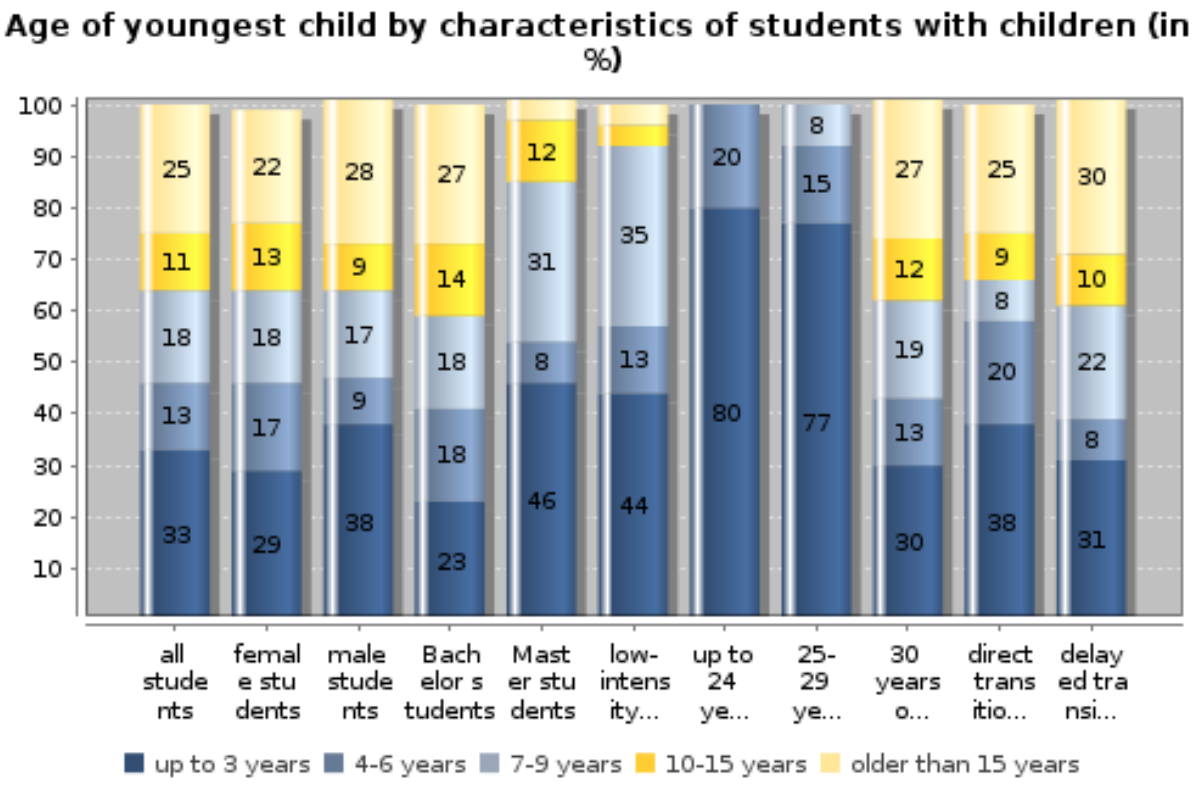
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 4: Dependents by characteristics of students

Key Indicators	
Share of students with children among all students, in %	4.3
Share of students with children among female students, in %	4.4
Share of students with children among male students, in %	4.4
Share of students with children among MA students, in %	8.4
Share of students with children among up to 24 years old, in %	0.0
Students with children up to the age of 3 years of all students with children, in %	33.3
Students with children between the ages of 4 to 6 of all students with children, in %	13.2





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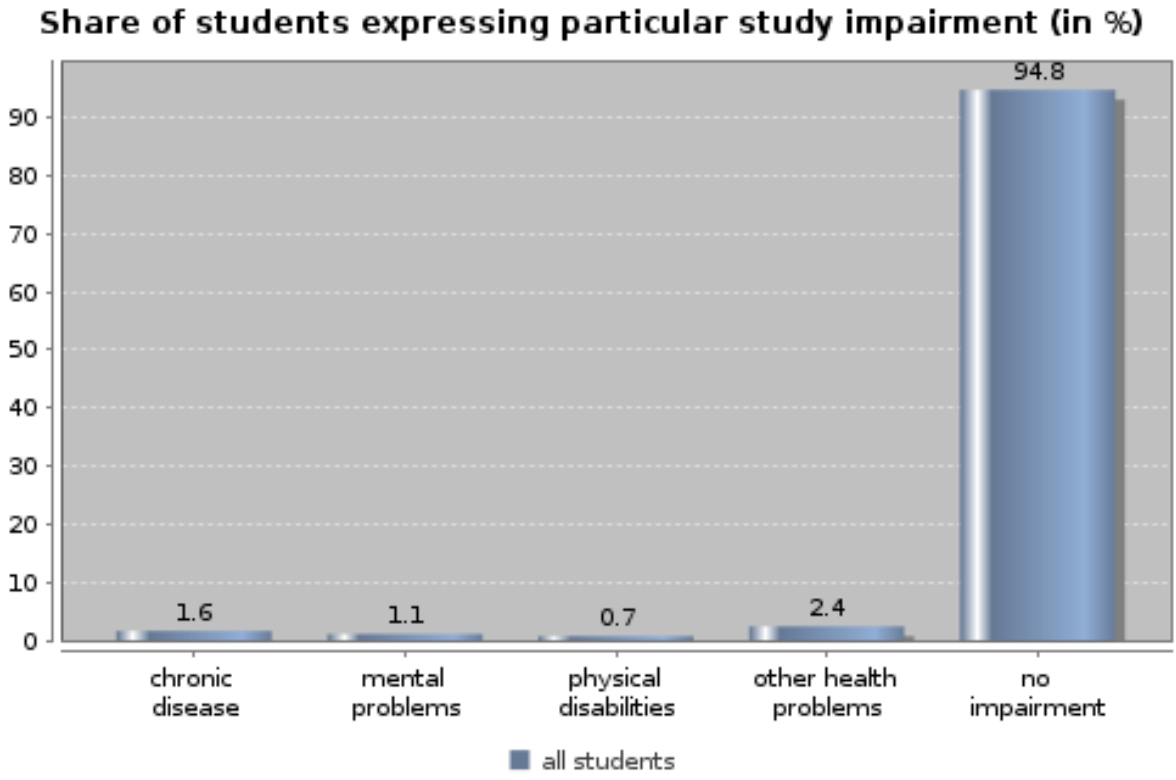
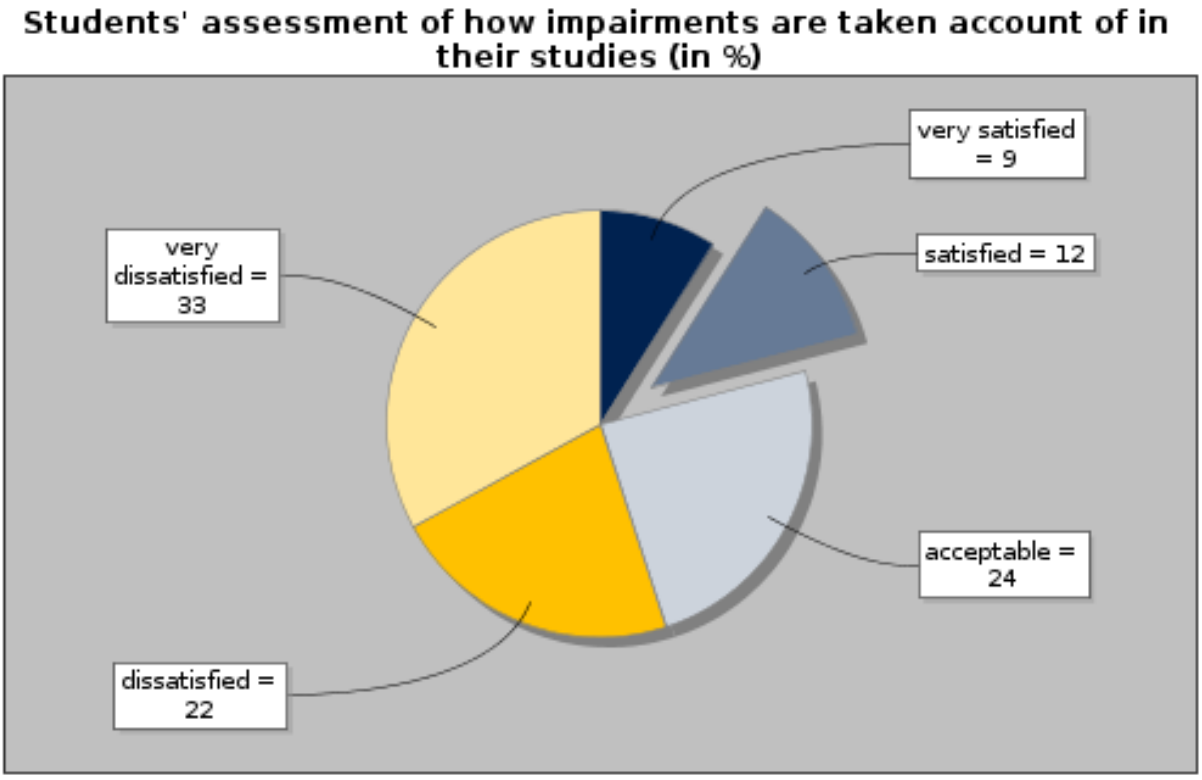
national interpretation of the results of the data analysis:

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 %	5.2
Students who are (very) satisfied with the way their impairments are taken account of in %	20.5
Students who are (very) dissatisfied with the way their impairments are taken account of in %	55.4





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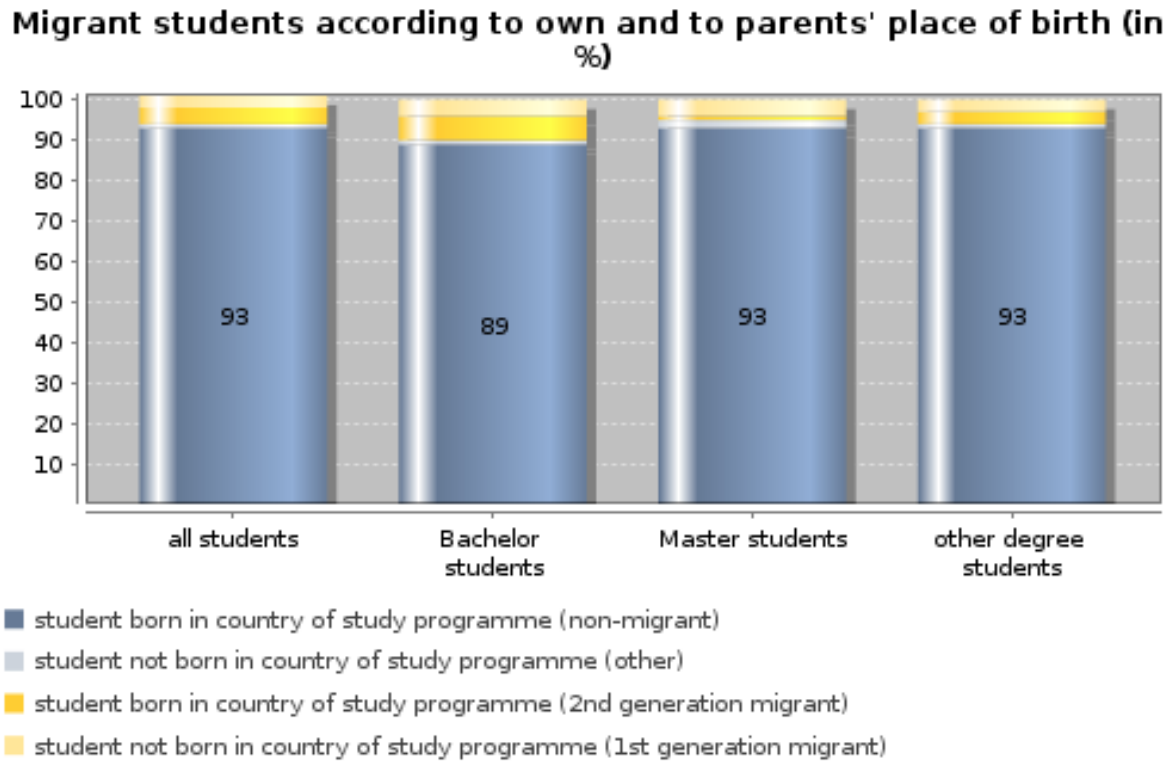
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 6: Mobile/migrant students

Key Indicators	
Share of non-migrants among all students, in %	92.5
Share of non-migrants among all BA students, in %	89.2
Share of non-migrants among all MA students, in %	92.8
Share of 2nd generation migrants among all students, in %	3.6
Share of 2nd generation migrants among all BA students, in %	5.5
Share of 2nd generation migrants among all MA students, in %	0.9
Share of 1st generation migrants among all students, in %	3.1
Share of 1st generation migrants among all BA students, in %	4.4
Share of 1st generation migrants among all MA students, in %	4.4



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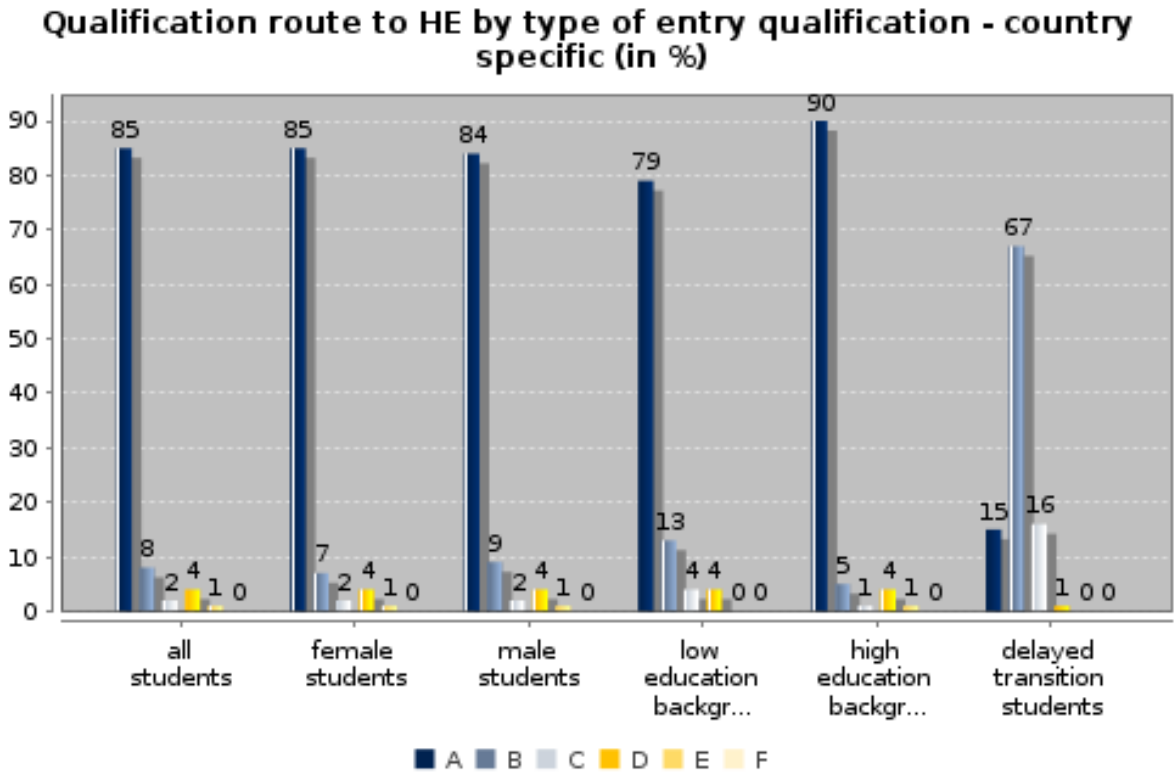
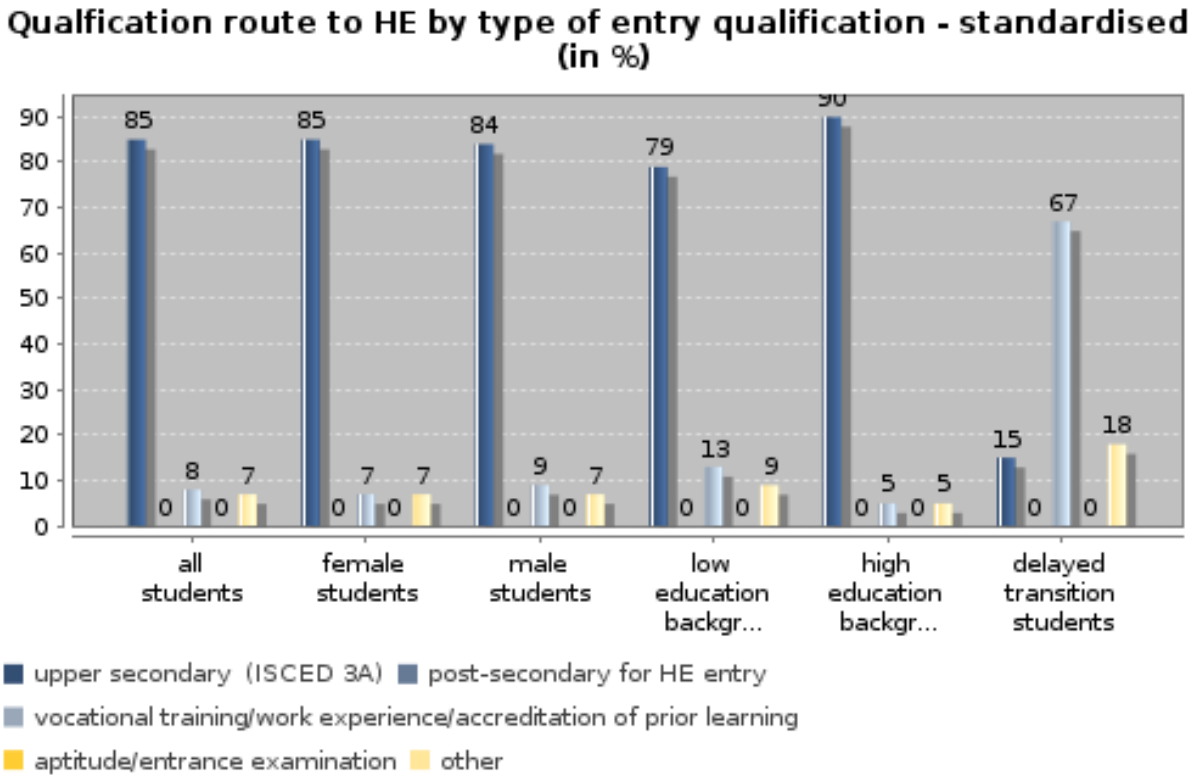
national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education

Key Indicators	
All students via upper secondary in %	84.8
Female students via upper secondary in %	85.4
Male students via upper secondary in %	84.1
Students with low education background (ISCED 0-2) via upper secondary in %	78.9
Students with high education background (ISCED 5-6) via upper secondary in %	89.7
Students with delayed transition via upper secondary in %	15.4





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

A Secondary education and entry exam

B Vocational training

C Special entry exam for those over 25 years old

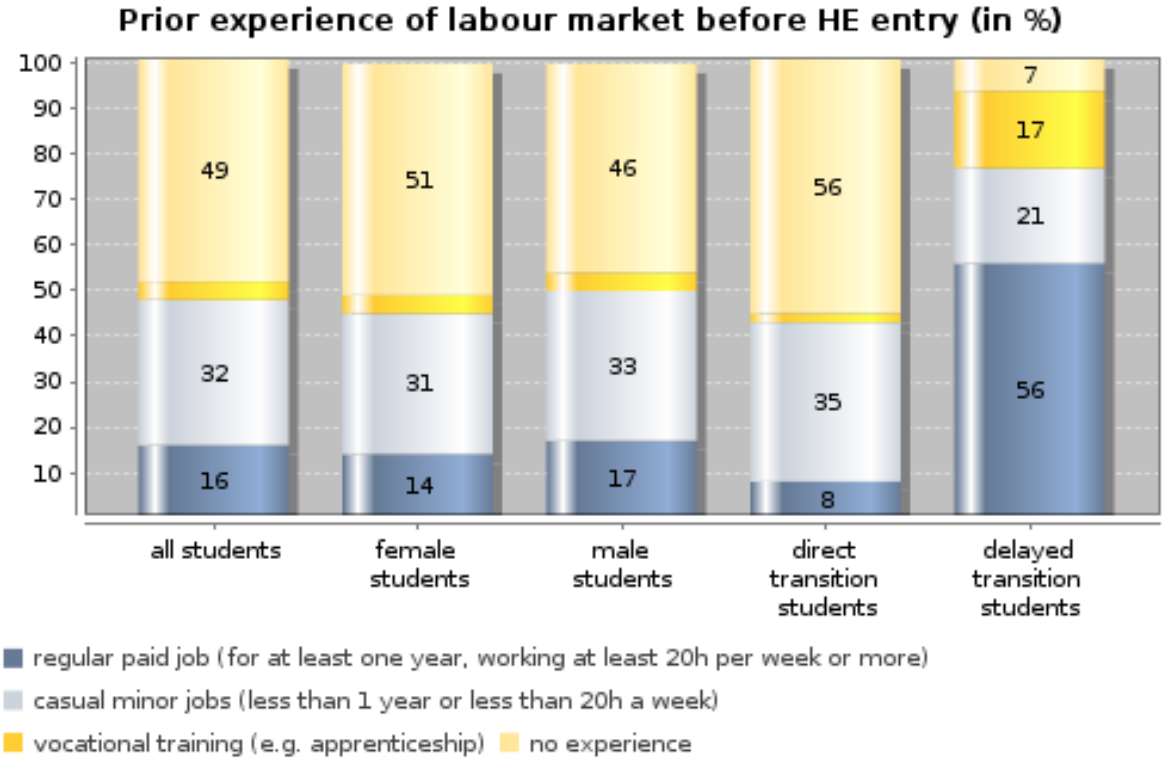
D Previous university degree

E Recognition of foreign studies

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 %	15.6
Females with regular paid job before entering HE in %	14.2
Males with regular paid job before entering HE in %	17.2
Direct transition students with regular paid job before entering HE, in %	8.0
Delayed transition students with regular paid job before entering HE, in %	55.6
All students without labour market experience before entering HE in %	48.7
Females without labour market experience before entering HE in %	50.8
Males without labour market experience before entering HE in %	46.0



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methodical issues or considerations for data interpretation:

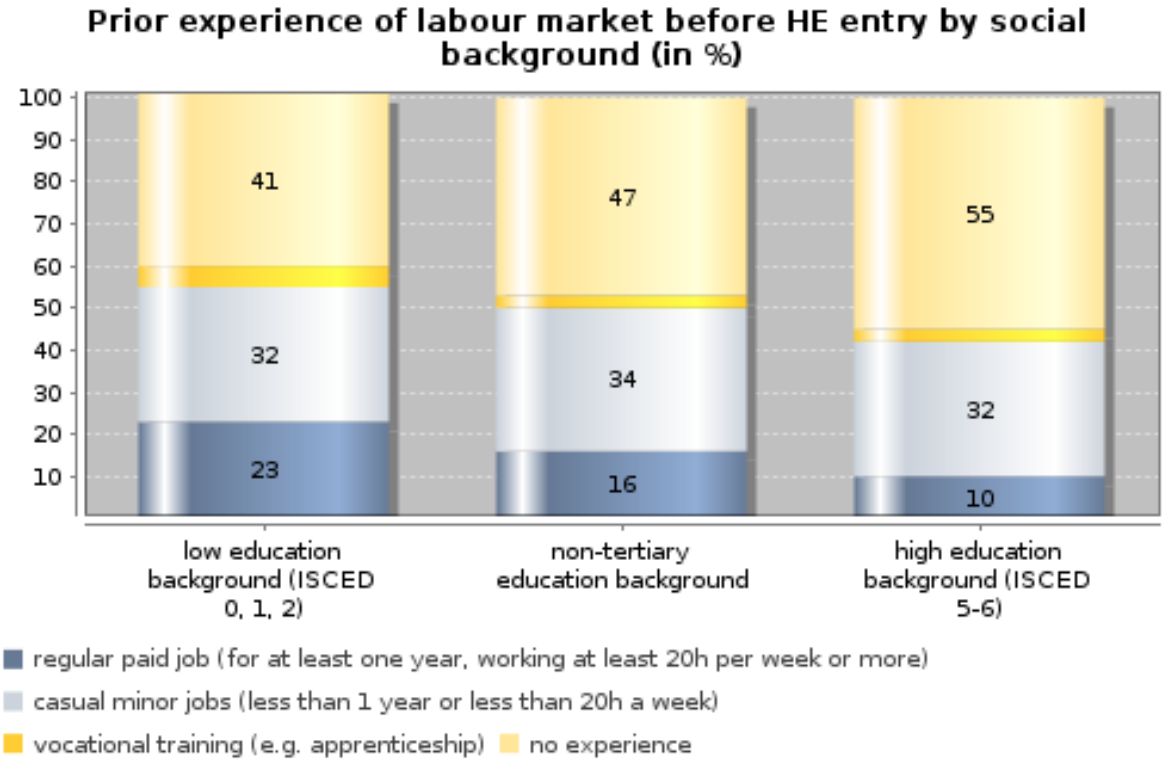
During the last decade, Spain has created a lot of jobs which slowed down the entrance in the university. The labour market awoke a great attraction on them and they felt very attracted to the possibility to work and get money. And this was despite the labour market offered them elementary occupations. Time after, they got tired of these jobs o simply they realised of the limitations of theses jobs and decided to continue studying.

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 %	40.6
Students without labour market experience and high education background (ISCED 5-6) in %	54.7



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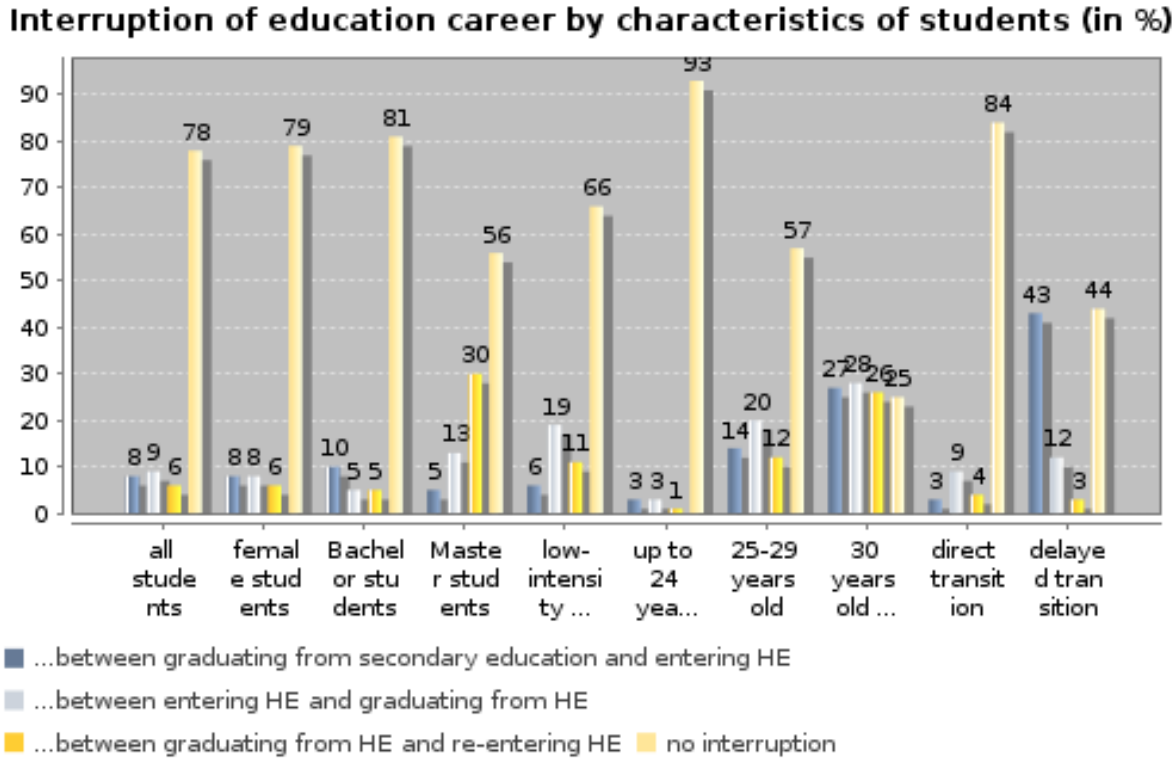
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

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

Key Indicators	
BA students with interruption between graduating from secondary education and entering HE, in %	9.8
BA students with interruption between entering HE and graduating from HE, in %	5.4
BA students without interruption, in %	80.9



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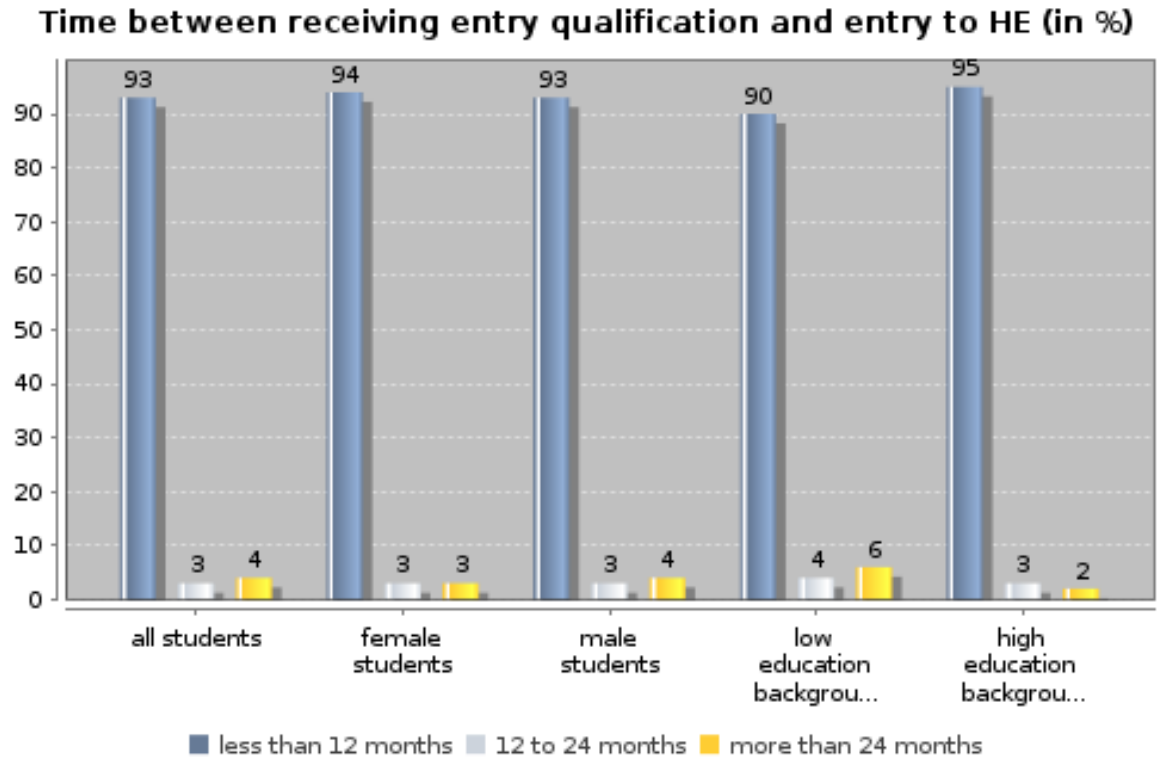
national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

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

Key Indicators

Average time between HE qualification and HE entry in months (arithm. mean)	
all students	4.75
female students	4.76
male students	4.74
low education background (ISCED 0-2)	6.13



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methodical issues or considerations for data interpretation:

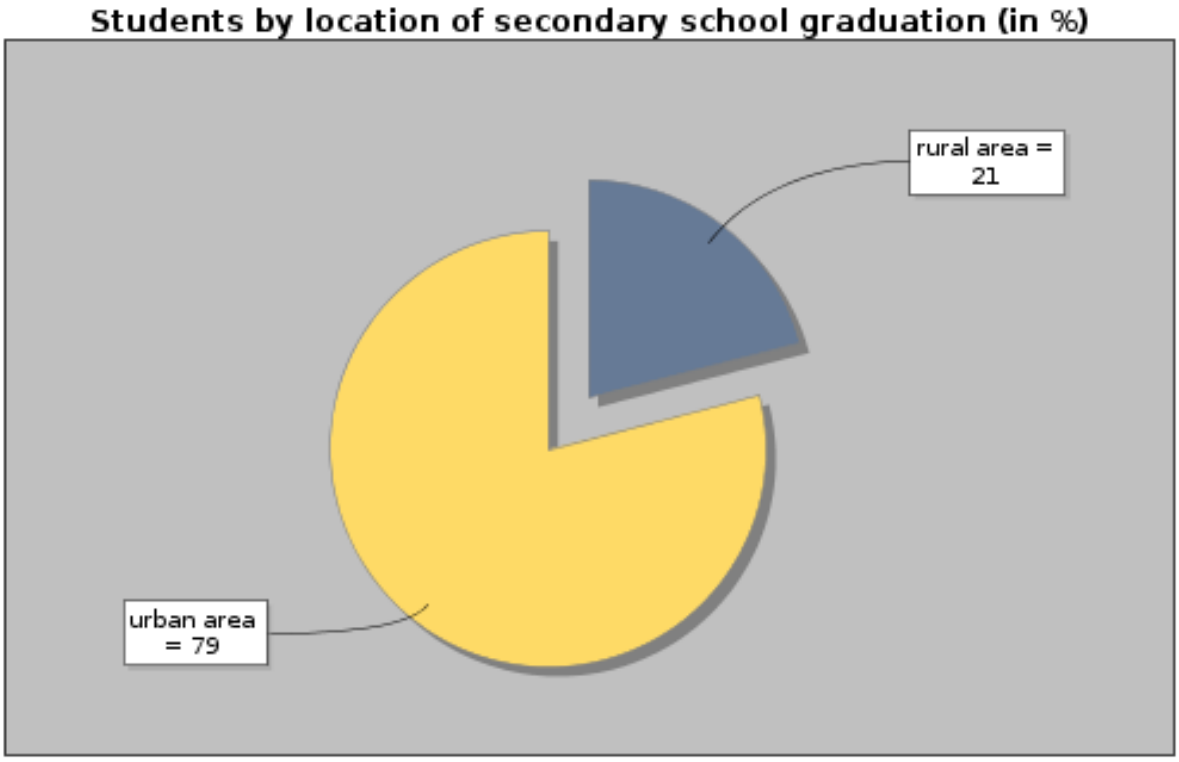
national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 6: Location of graduation from secondary education

Key Indicators

Share of students who graduated from secondary education in rural ares, in %	20.9



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methodical issues or considerations for data interpretation:

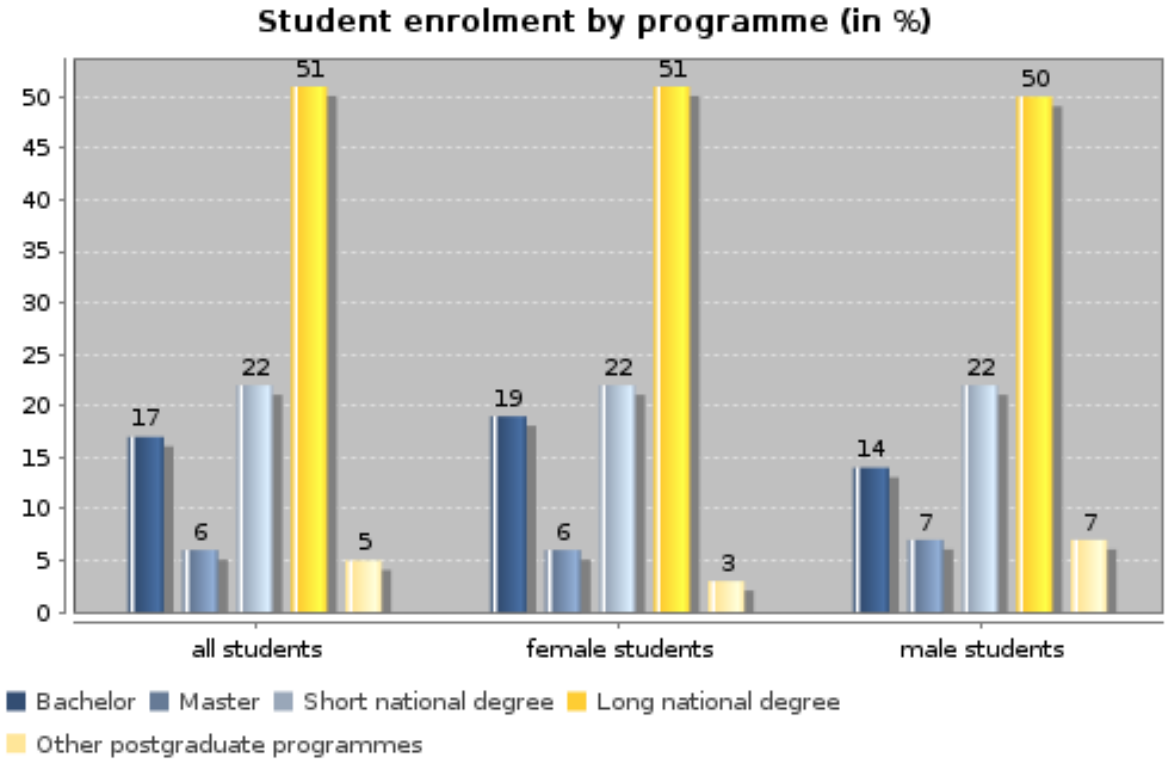
In Spain, the criteria generally admitted for rural area is less than 10,000 inhabitants, while urban area is for those localities 10,000 and over. By the other hand, there is not available information on the average population density by inhabitants per square kilometre at the official statistics.

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 %	16.7
All students studying for MA, in %	6.2
All students studying for other national degrees, in %	77.1



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methodical issues or considerations for data interpretation:

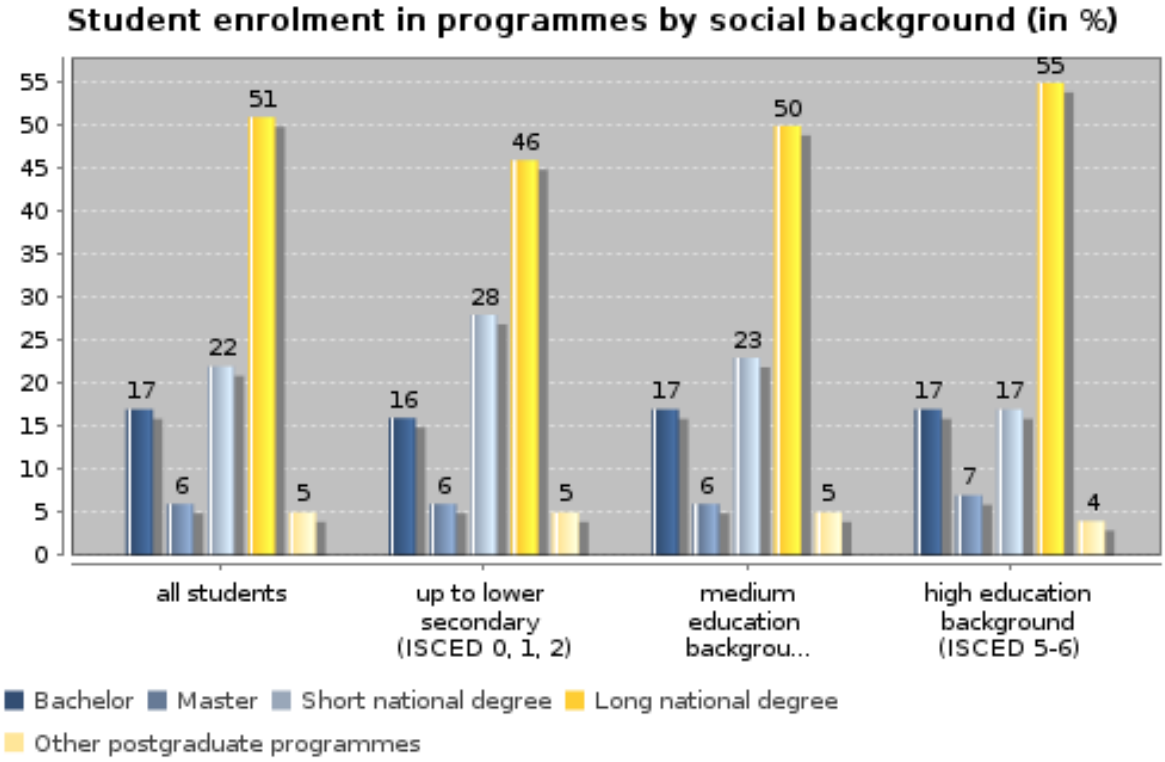
The Spanish university system before the Bologna process was based on long national degree (5 years) and short national degrees (3 years). The European programmes (Bachelors and Masters) have been implanted very recently: Masters in the past 5 years and Bachelors in the past two years. So now we are in a transition process because we have at the same time the new programmes and also the long and short national degrees: the new programmes starting and the nation al programmes finishing. General speaking, 2009-2010 was the first season with Bachelor students in Spain.

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators	
Students with low education background (ISCED 0-2) studying for BA, in %	15.6
Students with low education background (ISCED 0-2) studying for MA, in %	5.8
Students with high education background (ISCED 5-6) studying for BA, in %	17.1
Students with high education background (ISCED 5-6) studying for MA, in %	6.7



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methodical issues or considerations for data interpretation:

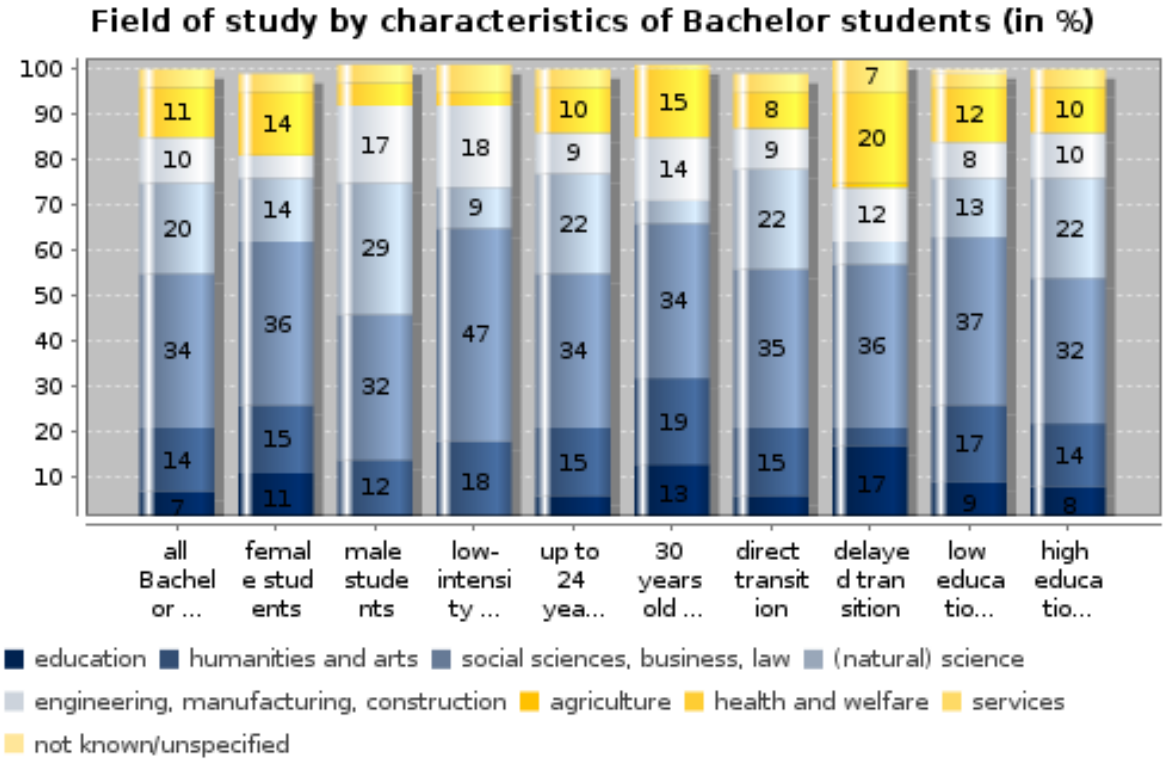
Short national degree were more demanded by low social background students while long national degree were more demanded by medium and high social background students.

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators	
Students in engineering disciplines among all BA students, in %	9.7
Students in humanities and arts among all BA students, in %	14.1
Students in social sciences, business and law among all BA students, in %	34.2
BA students from lowest education backgrounds in engineering disciplines, in %	7.9
BA students from lowest education backgrounds in humanities and arts, in %	16.8
BA students from lowest education backgrounds in social sciences, business and law, in %	37.2



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

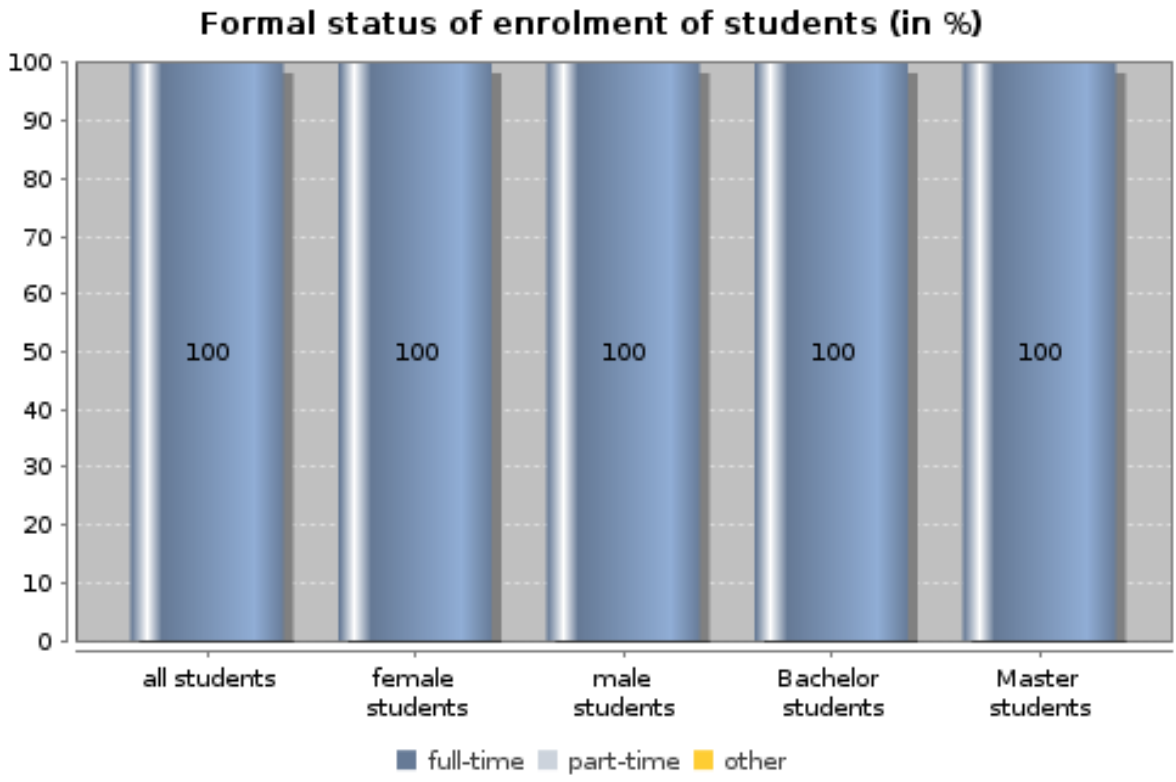
Topic: B. Access and entry to higher education

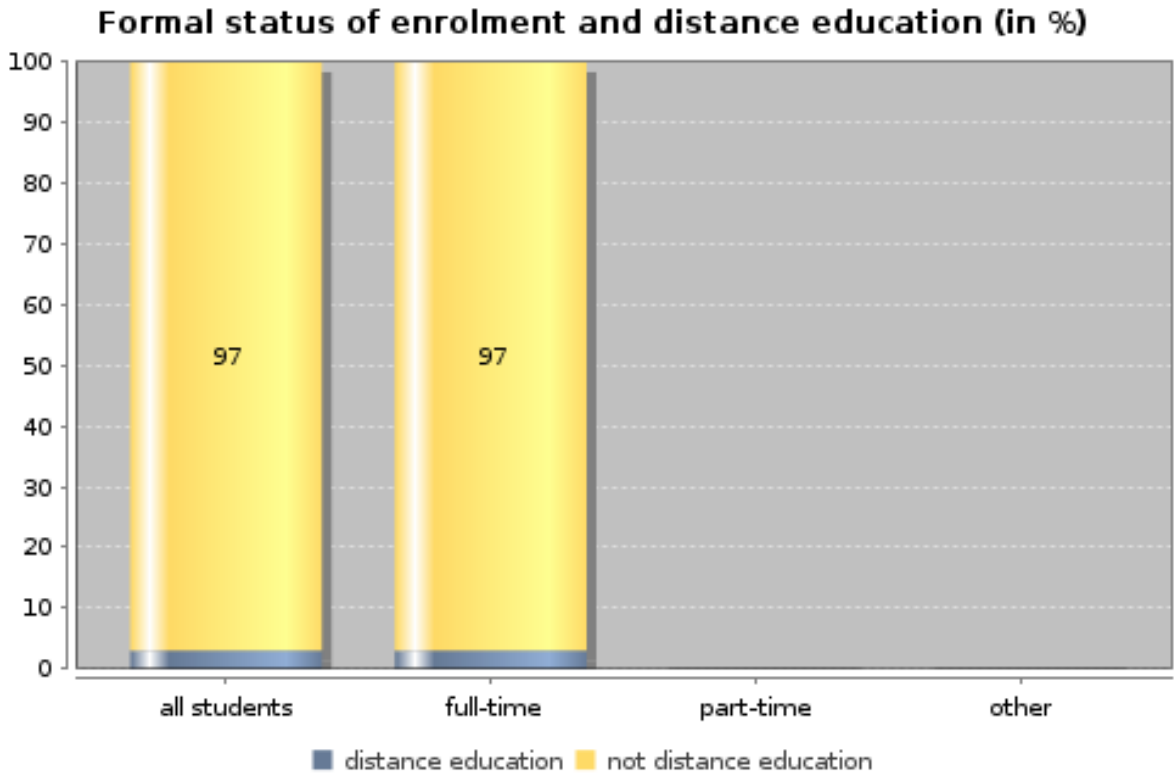
Subtopic 10: Formal status of enrolment

Key Indicators

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

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





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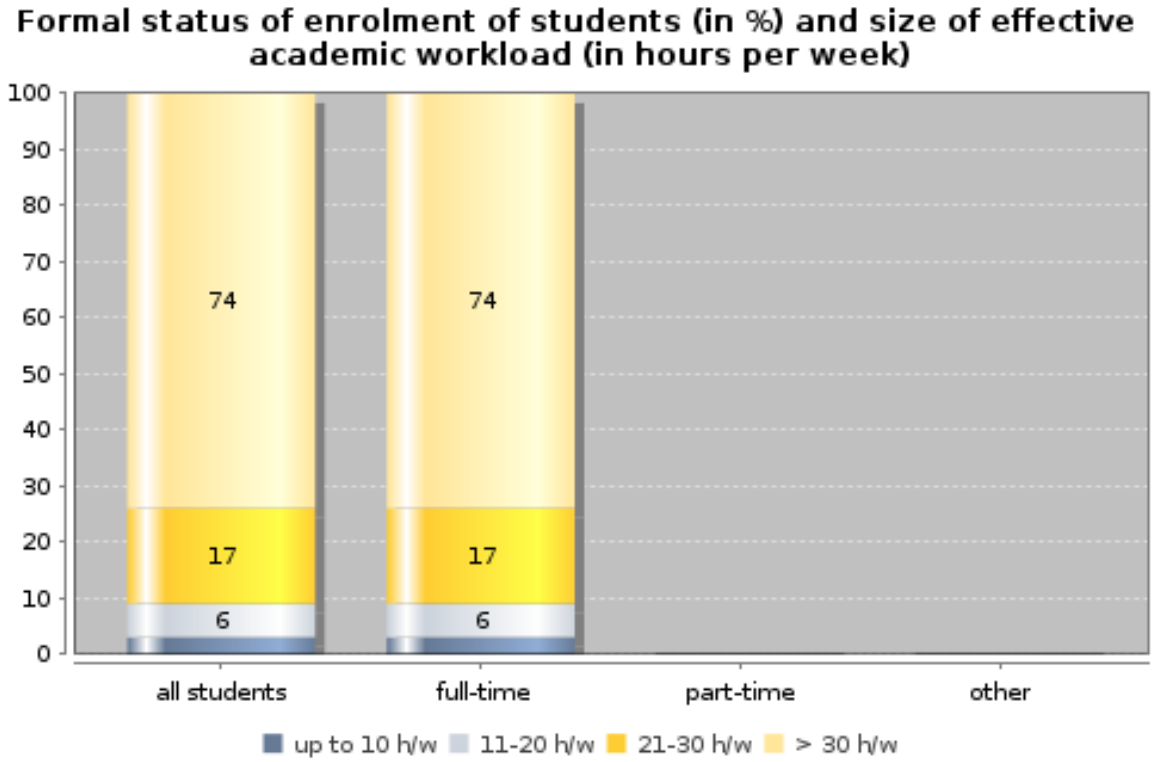
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

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

Key Indicators	
All students with study-related activities up to 20 hours per week, in %	8.9
Students with full-time status and study-related activities up to 20 hours per week, in %	8.9



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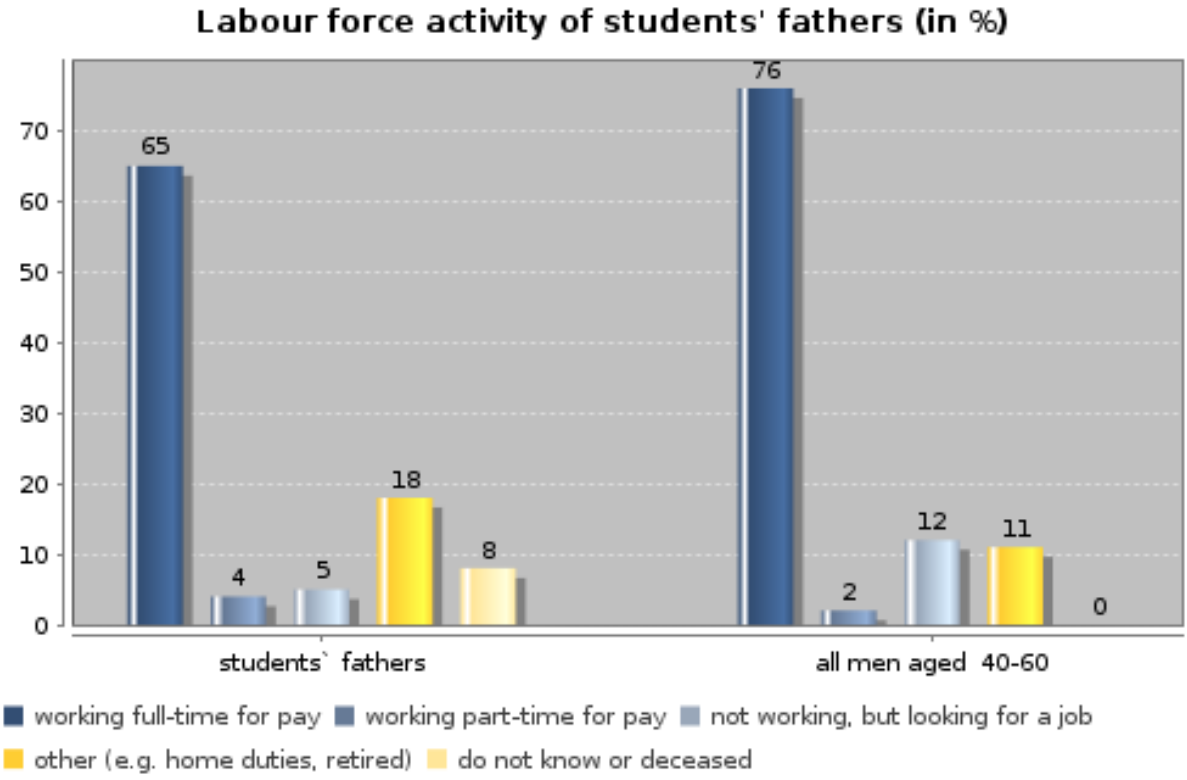
methodical issues or considerations for data interpretation:

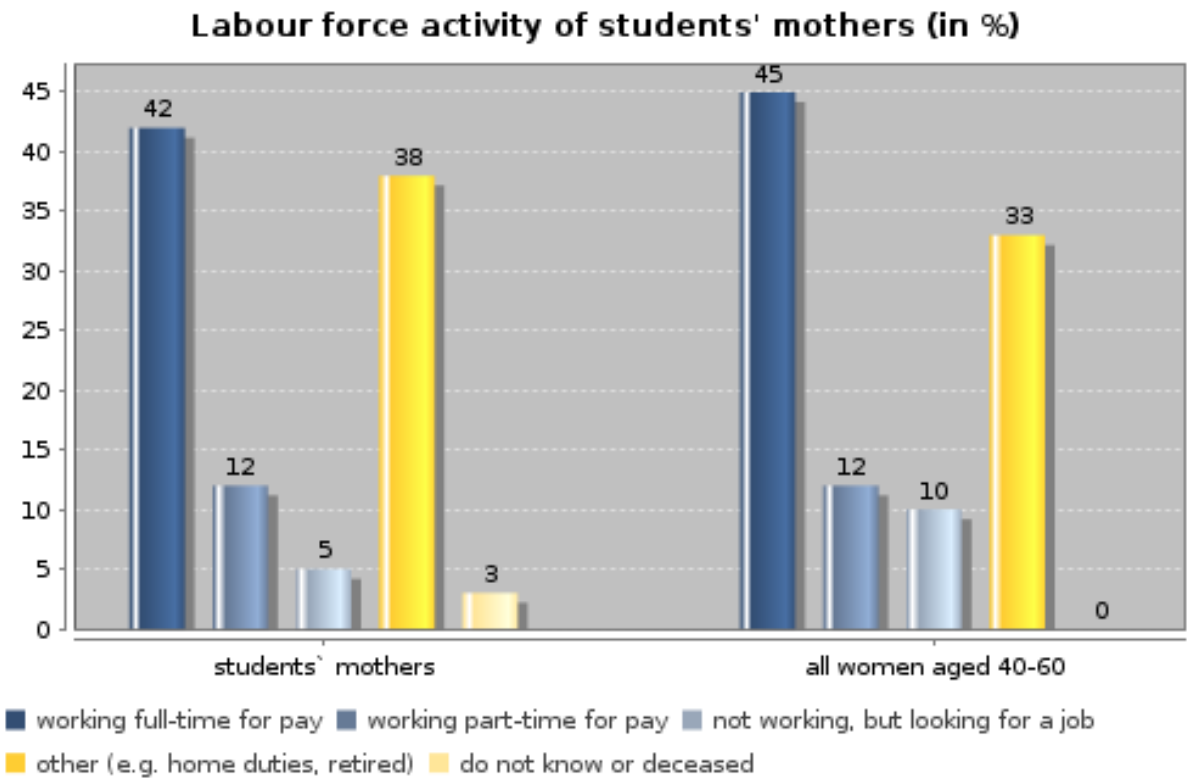
national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

Key Indicators	
Share of economically active students' fathers in %	69.1
Share of economically active students' mothers in %	54.1
Ratio of economically active students' fathers to corresponding male population	0.9
Ratio of economically active students' mothers to corresponding female population	1.0





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methodical issues or considerations for data interpretation:

From the period when the fieldwork of EUROSTUDENT III was carried out (2006) to the period when EUROSTUDENT IV has been carried out (2010), Spanish labour market has suffered the lost of a lot of jobs and ?as everybody knows? the country is in a very proof economical crisis. 2010 has been a very difficult year for the Spanish economy while in 2006 the country was in the housing market bubble, completely ignoring what it was near to coming.

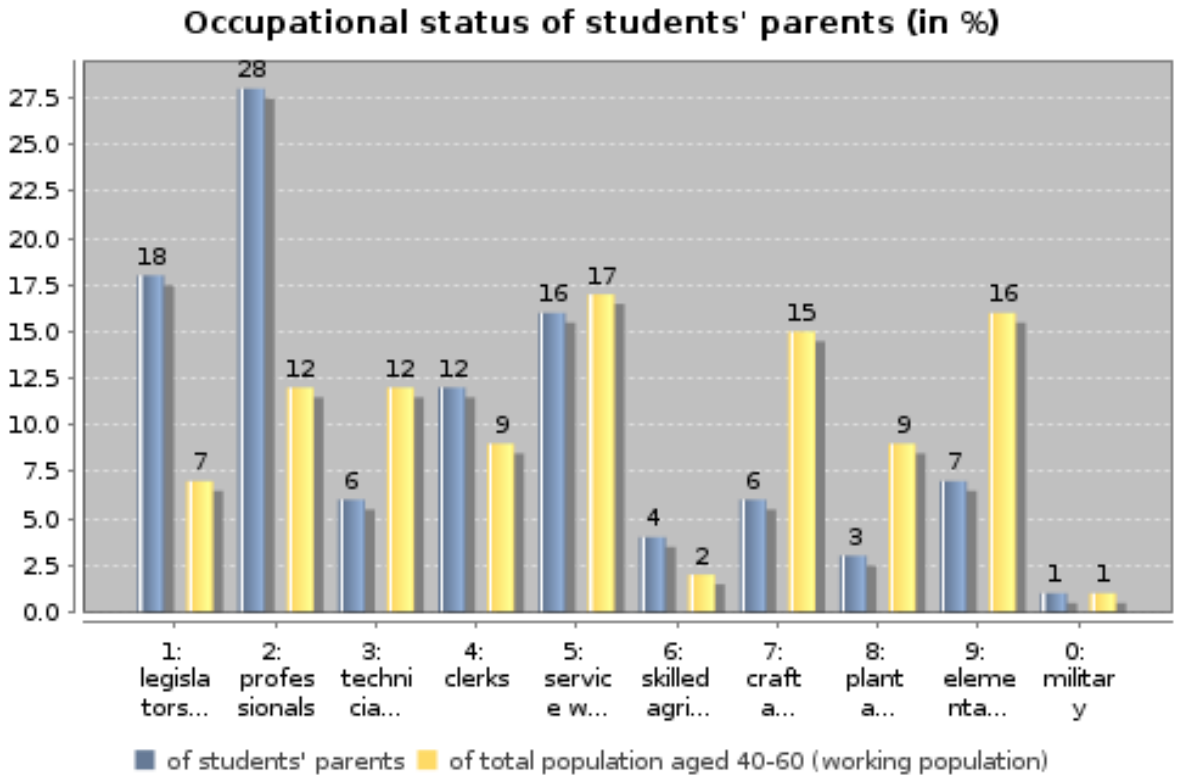
The absolute number of persons by employment activity of the total population from national statistics (INE: National Statistics Institute) included are for 40-59 years.

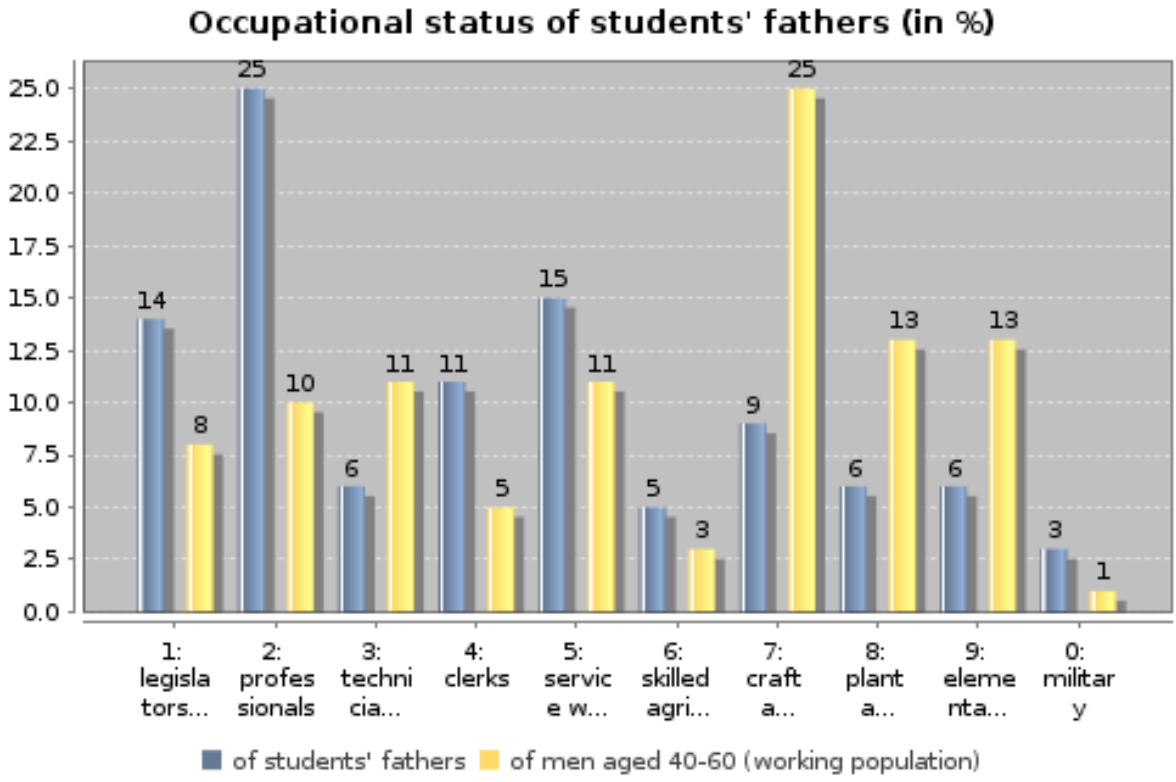
national interpretation of the results of the data analysis:

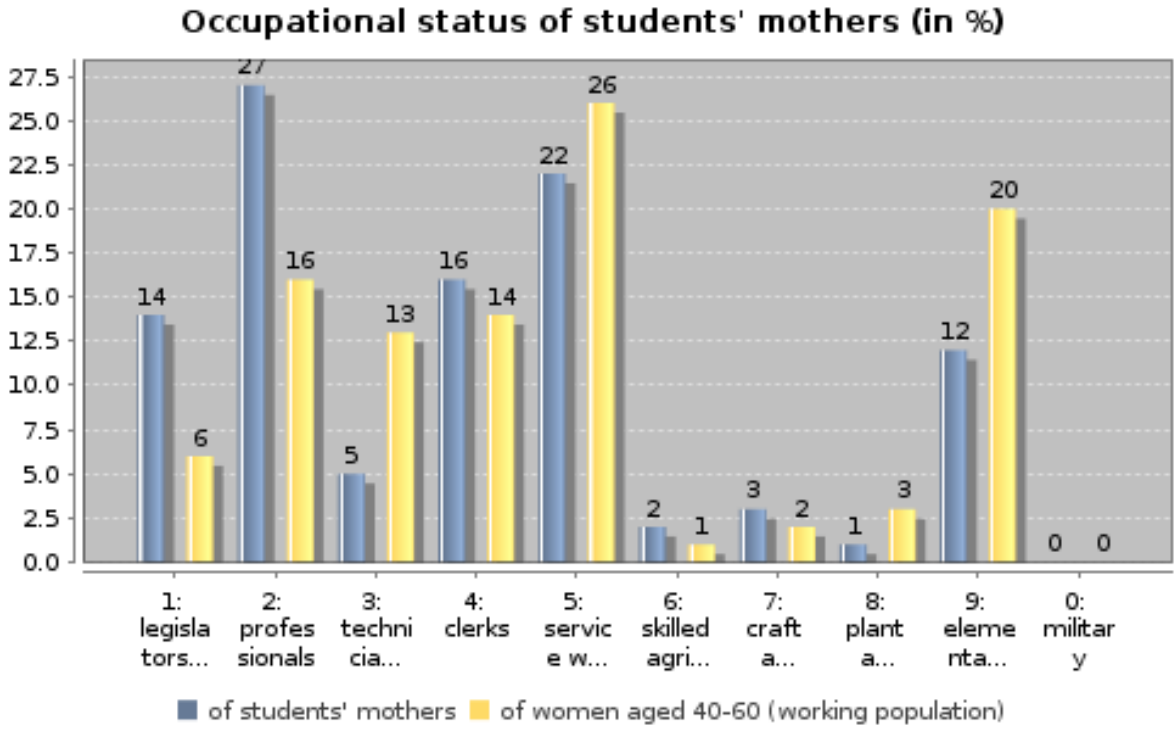
Topic: C. Social background of student body

Subtopic 2: Occupational status of students' parents

Key Indicators	
Students' parents with blue-collar occupation in%	19.8
Students' fathers with blue-collar occupation in %	26.4
Students' mothers with blue-collar occupation in %	16.8
Ratio of students' fathers with blue-collar occupation to counterparts in working population	0.5
Ratio of students' mothers with blue-collar occupation to counterparts in working poulation	0.6







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methodical issues or considerations for data interpretation:

Sorry there was a mistake in the figures regarding the share of mothers in blue collar category. I have cheeked and corrected.

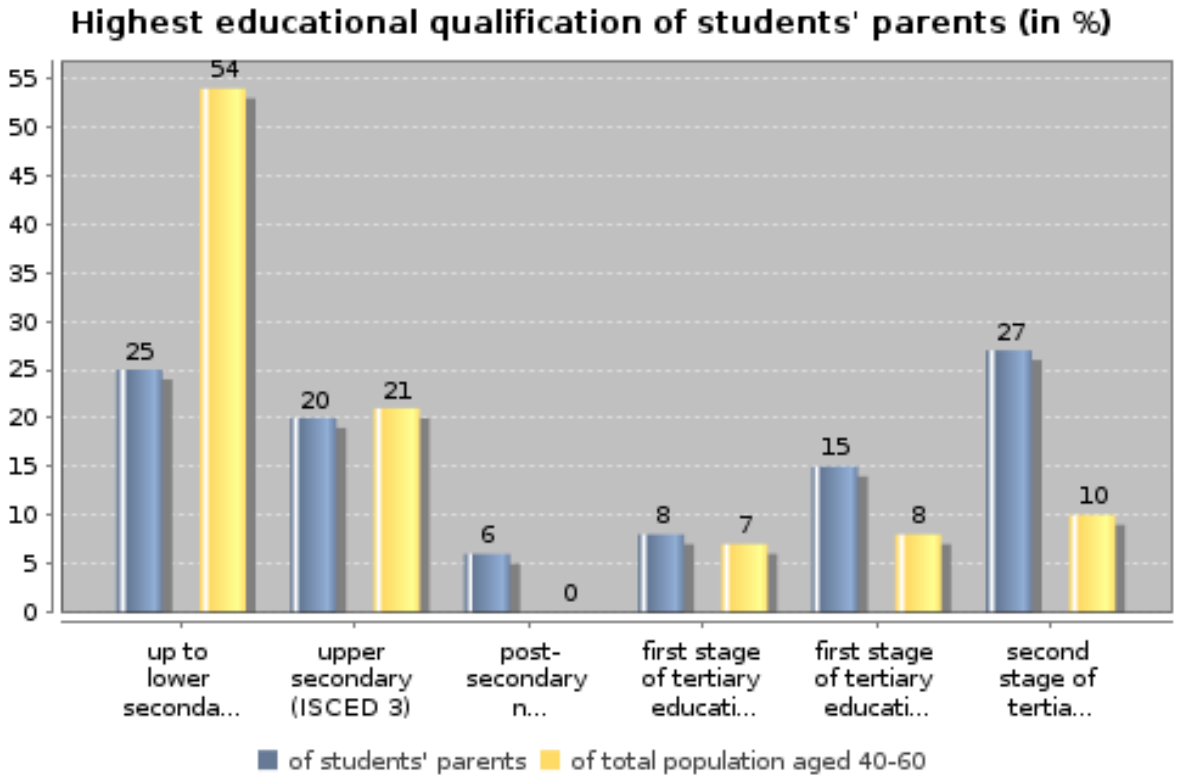
Another question: take into account that the numbers of total working population are for the total population, and not for the group aged 40-60. These figures are not available

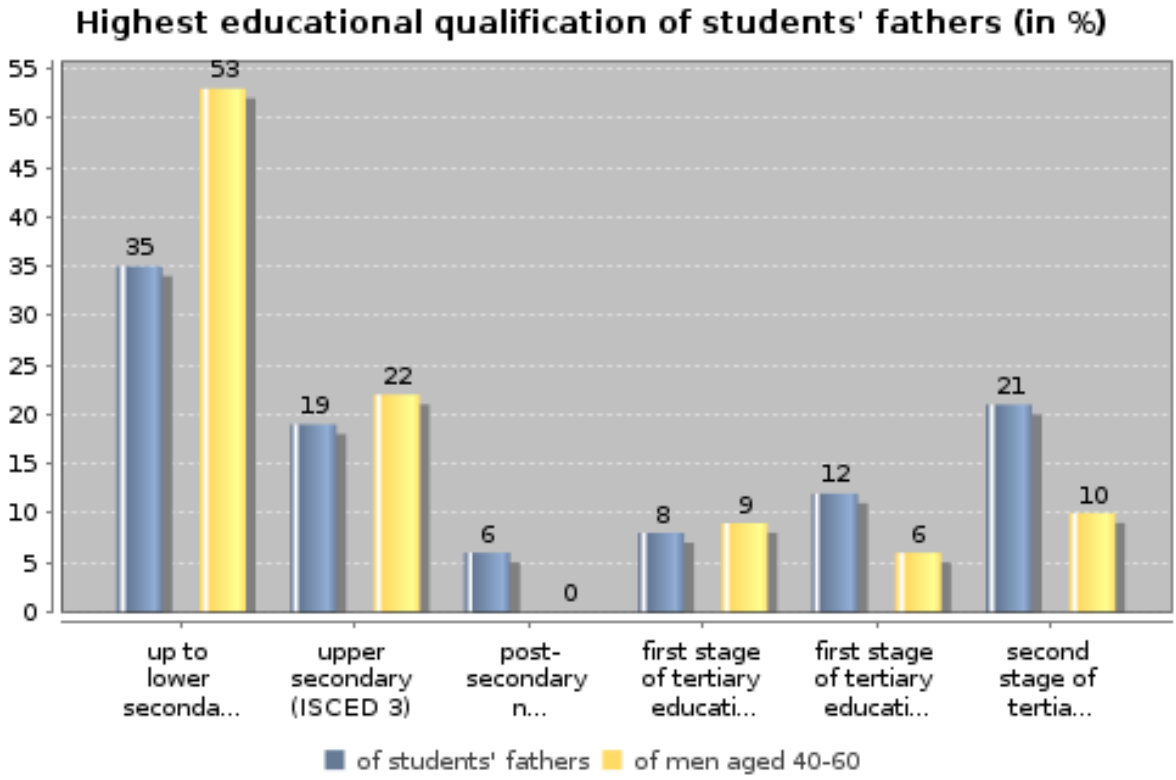
national interpretation of the results of the data analysis:

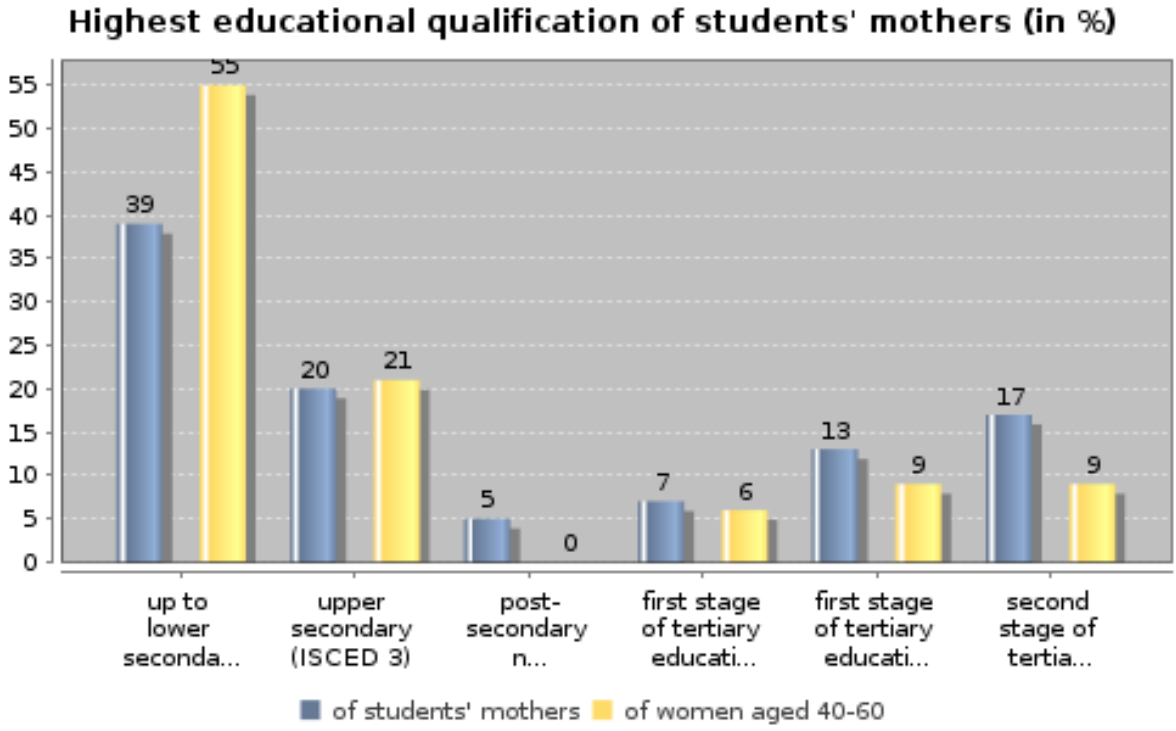
Topic: C. Social background of student body

Subtopic 3: Highest educational attainment of students' parents

Key Indicators	
Students' parents without tertiary education (not ISCED 5-6) in %	50.8
Students' fathers without tertiary education (not ISCED 5-6) in %	59.4
Students' mothers without tertiary education (not ISCED 5-6) in %	63.8
Ratio students' fathers without tertiary education to counterparts in total population	0.8
Ratio students' mothers without tertiary education to counterparts in total population	0.8







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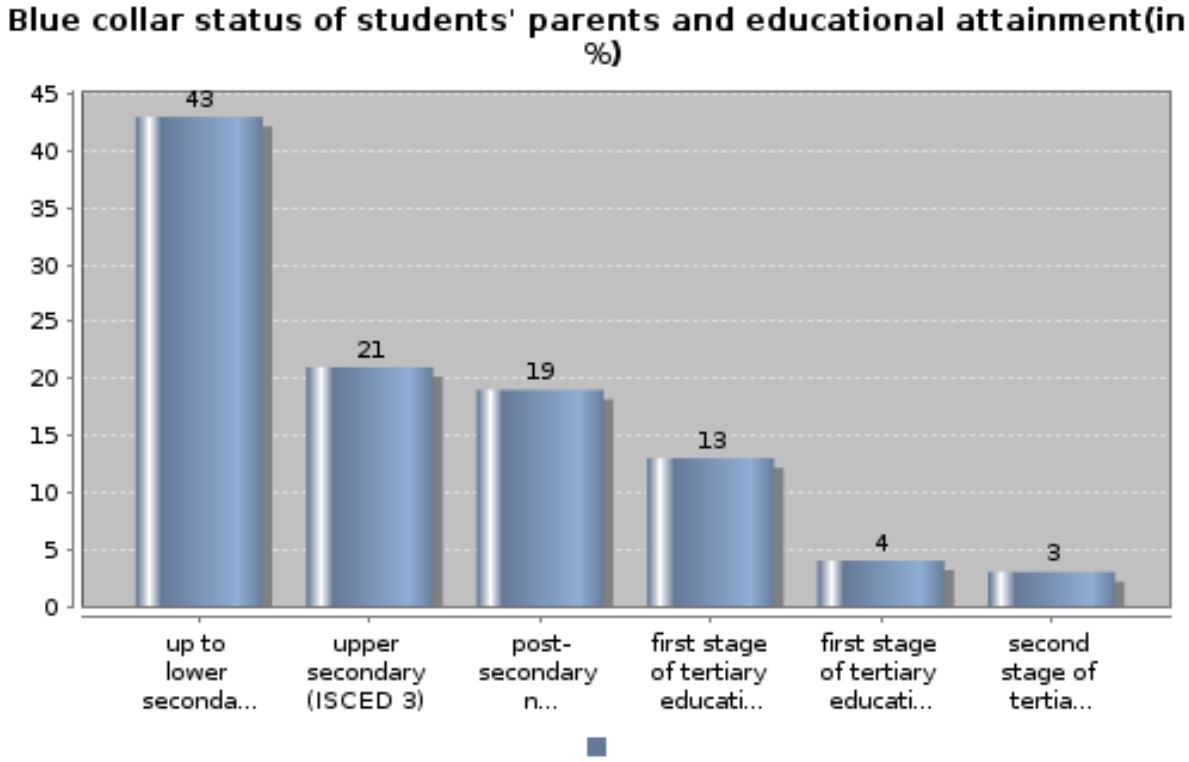
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators	
Students' parents with blue collar status and ..	
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	76.6
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	51.2



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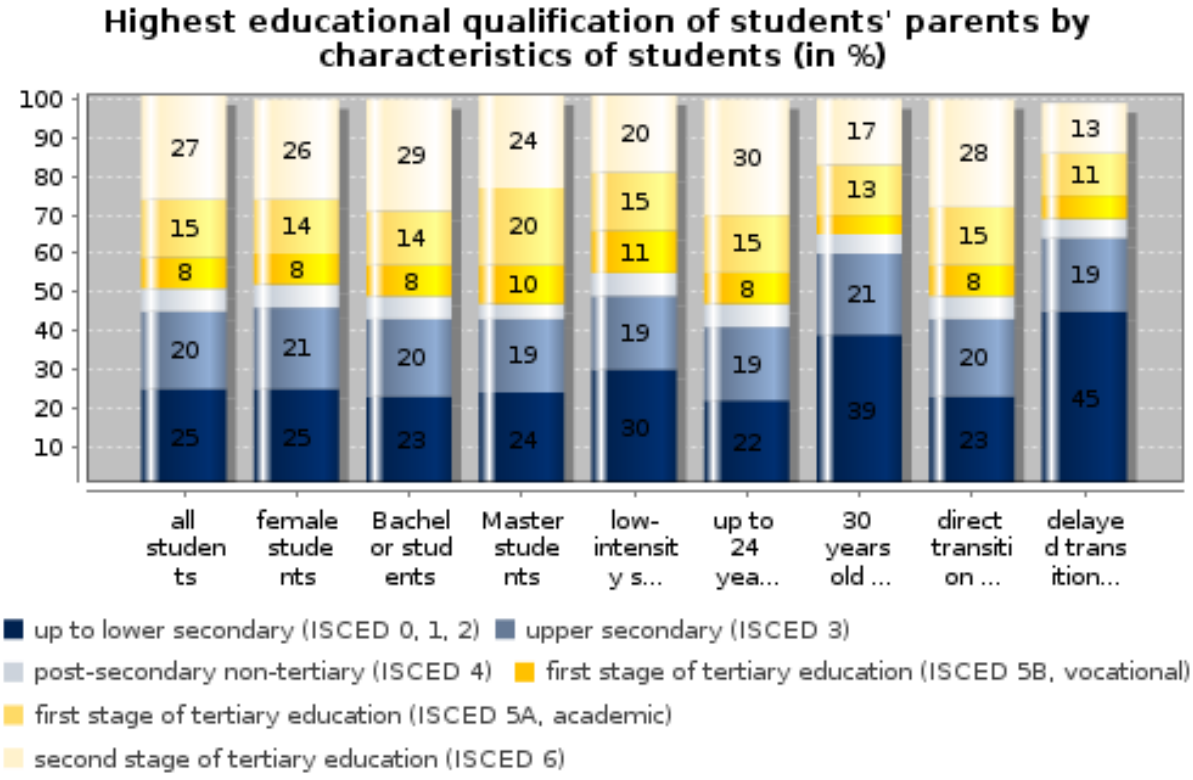
methodical issues or considerations for data interpretation:

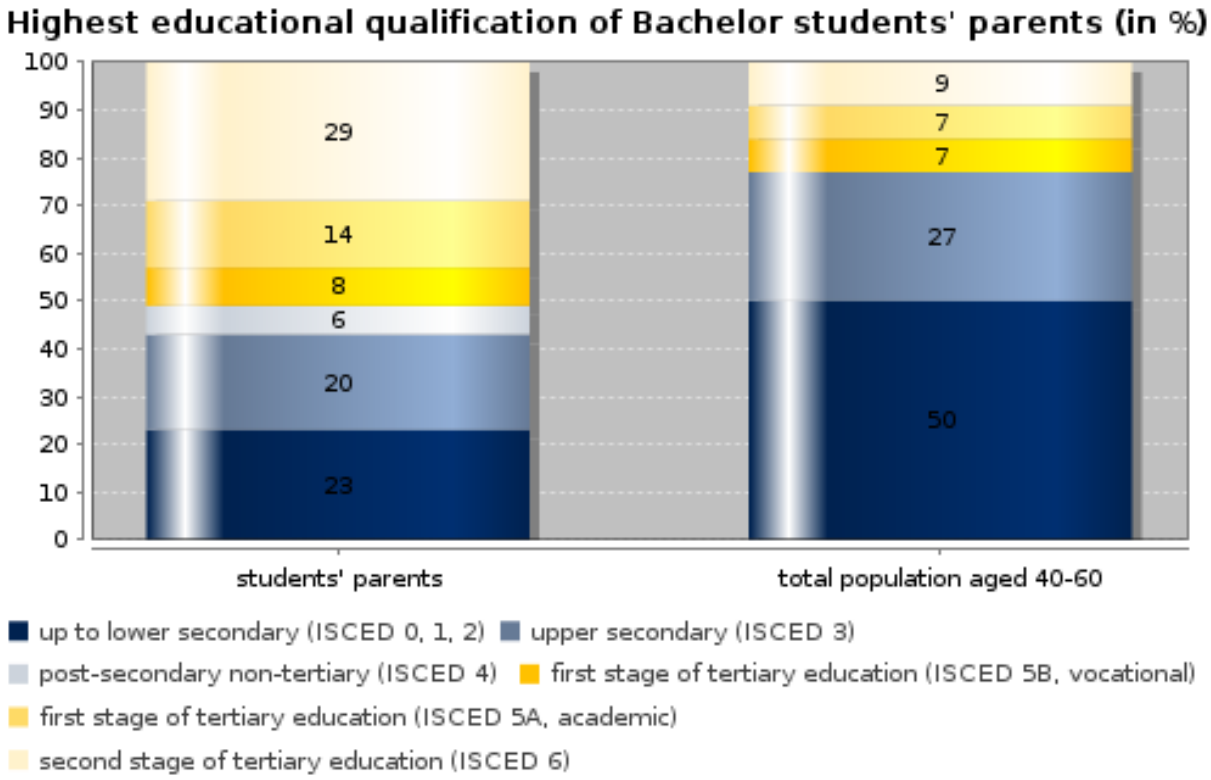
national interpretation of the results of the data analysis:

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 %	50.8
Share of BA students' parents without tertiary education (ISCED 5-6), in %	49.9
Share of MA students' parents without tertiary education (ISCED 5-6), in %	46.3
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	54.6
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	64.4
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	69.5





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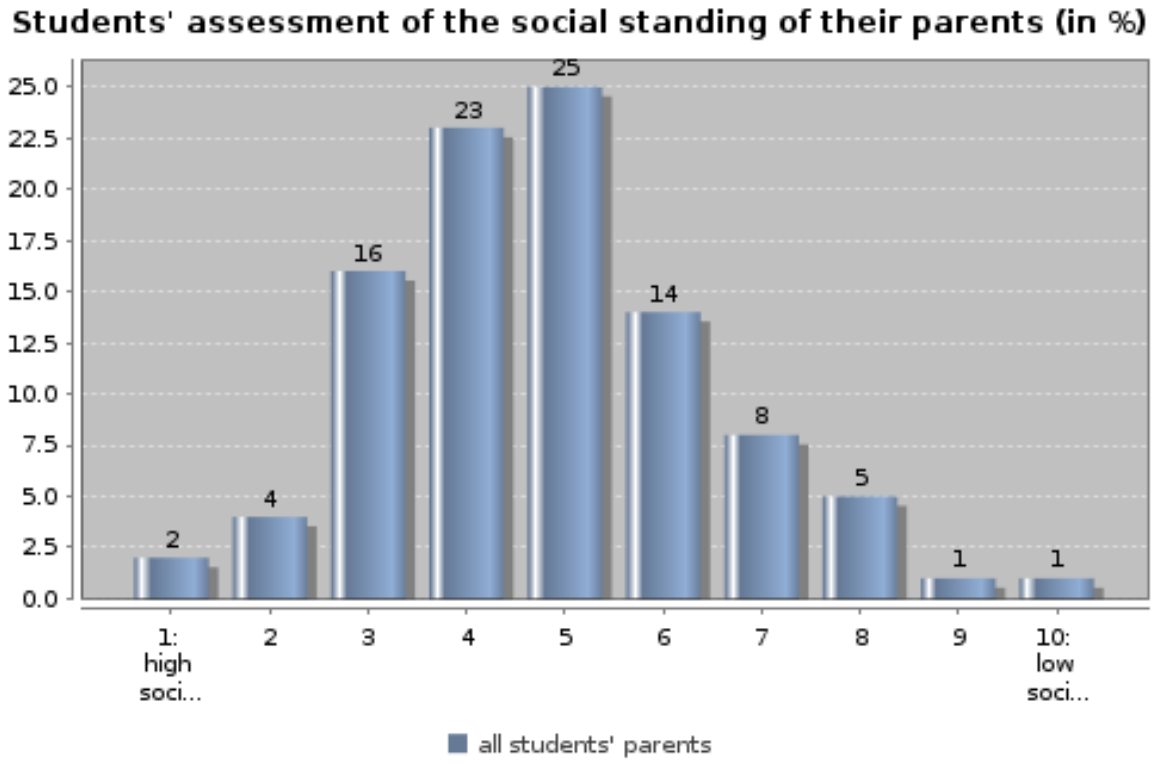
national interpretation of the results of the data analysis:

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)	70.2
Students' parents with lower social standing (6-10)	29.7



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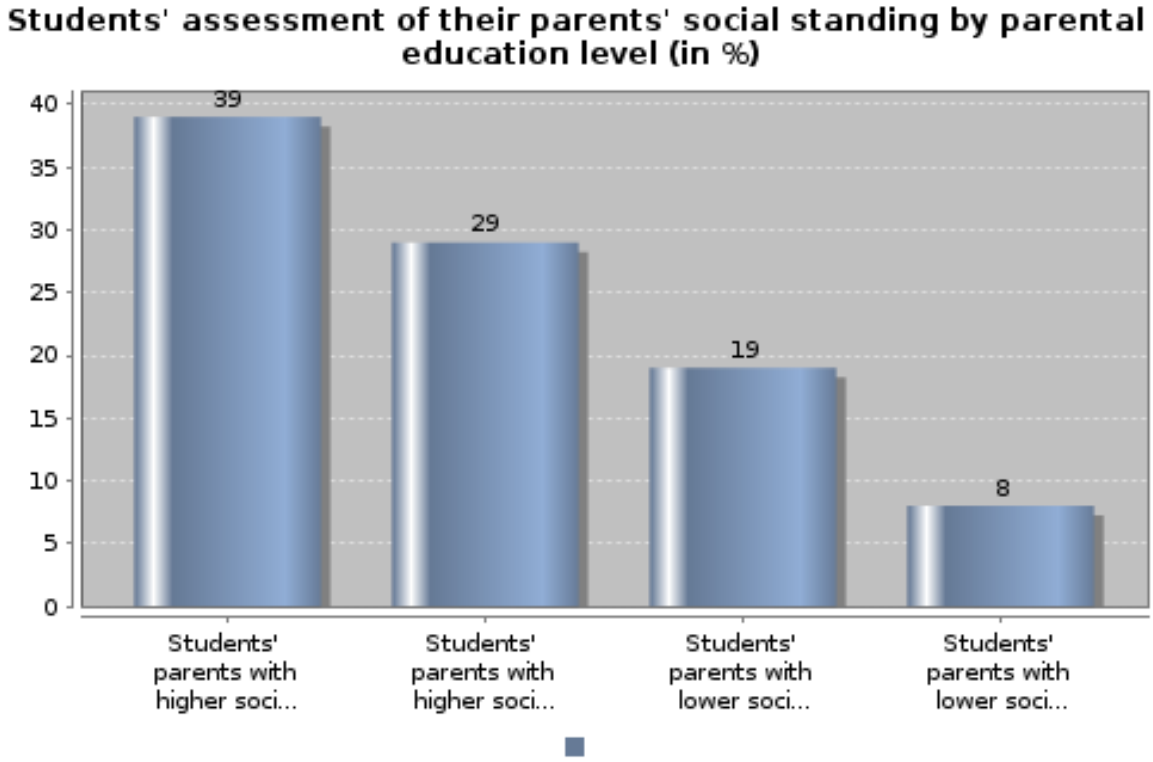
national interpretation of the results of the data analysis:

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 %	38.7
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	28.5
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	19.3
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	7.5



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methodical issues or considerations for data interpretation:

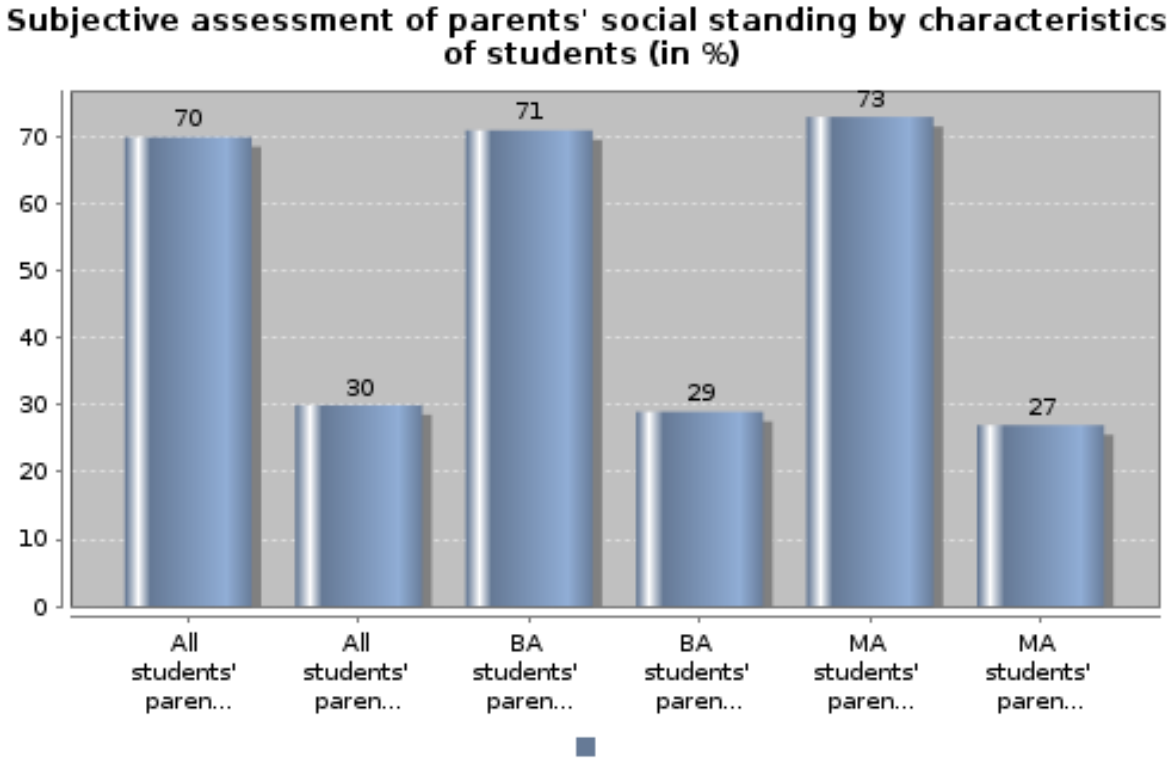
In our survey the share of students? parents with high social standing (1-5) and without tertiary education is 42.4%. This is to say that from 3,440 students who attribute high social standing to their parents (1-5), 1,459 haven?t tertiary education

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 %	70.2
All students' parents with lower social standing (6-10), in %	29.7
BA students' parents with higher social standing (1-5), in %	70.8
BA students' parents with lower social standing (6-10), in %	29.2
MA students' parents with higher social standing (1-5), in %	73.0
MA students' parents with lower social standing (6-10), in %	27.0



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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 %

51.4

Share of all students not living with parents, in %

48.6

Share of all students living in student halls, in %

6.9

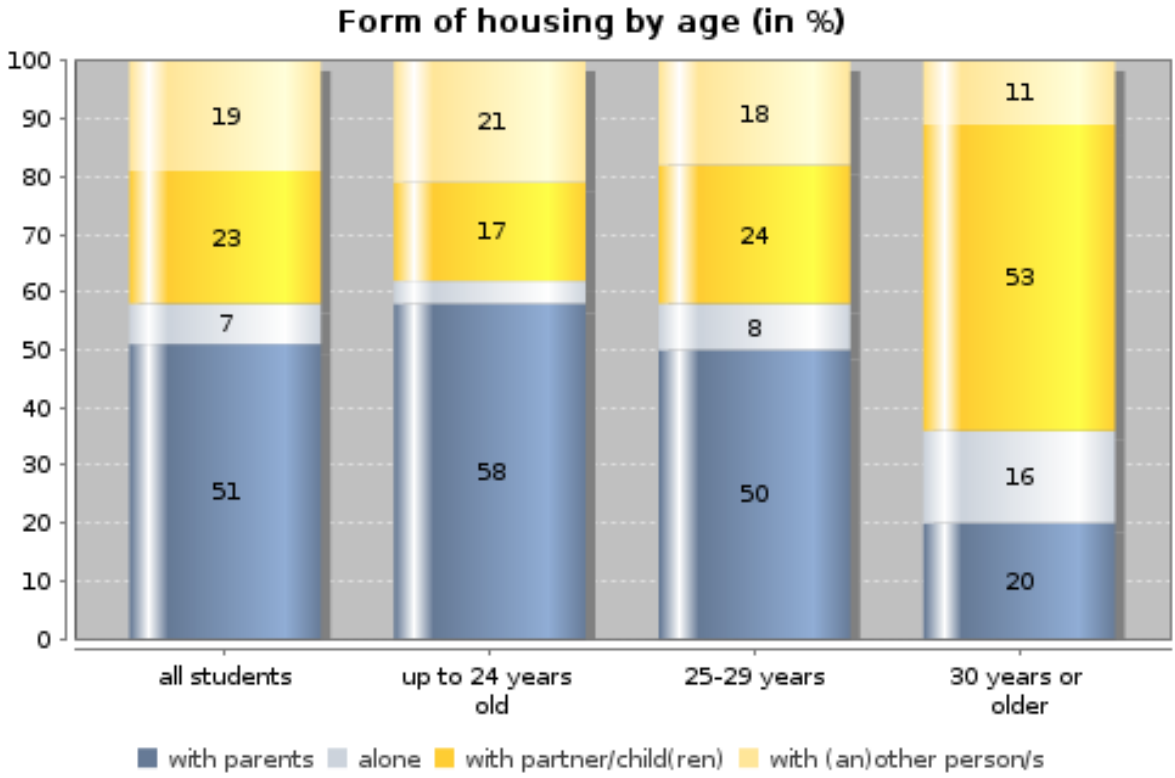
Share of students up to 24 years old living in the most frequent type of housing, in %

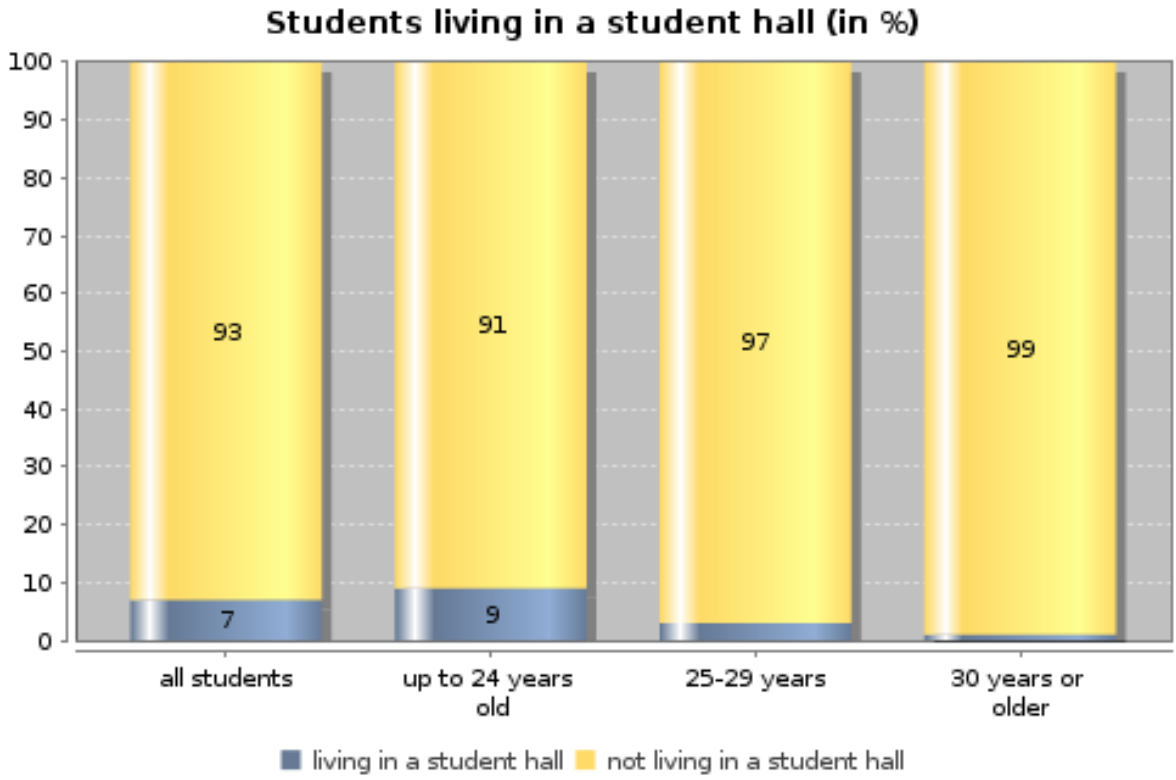
57.8

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

1.0

3.0





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methodical issues or considerations for data interpretation:

We don?t think there has been important changes to that regard in Spain, do the differences between EUROSTUDENT III and EUROSTUDENT IV may be related to the different wording of the question and the different methodological approach (now online survey, while EUROSTUDENT III was a paper and pencil questionnaire).

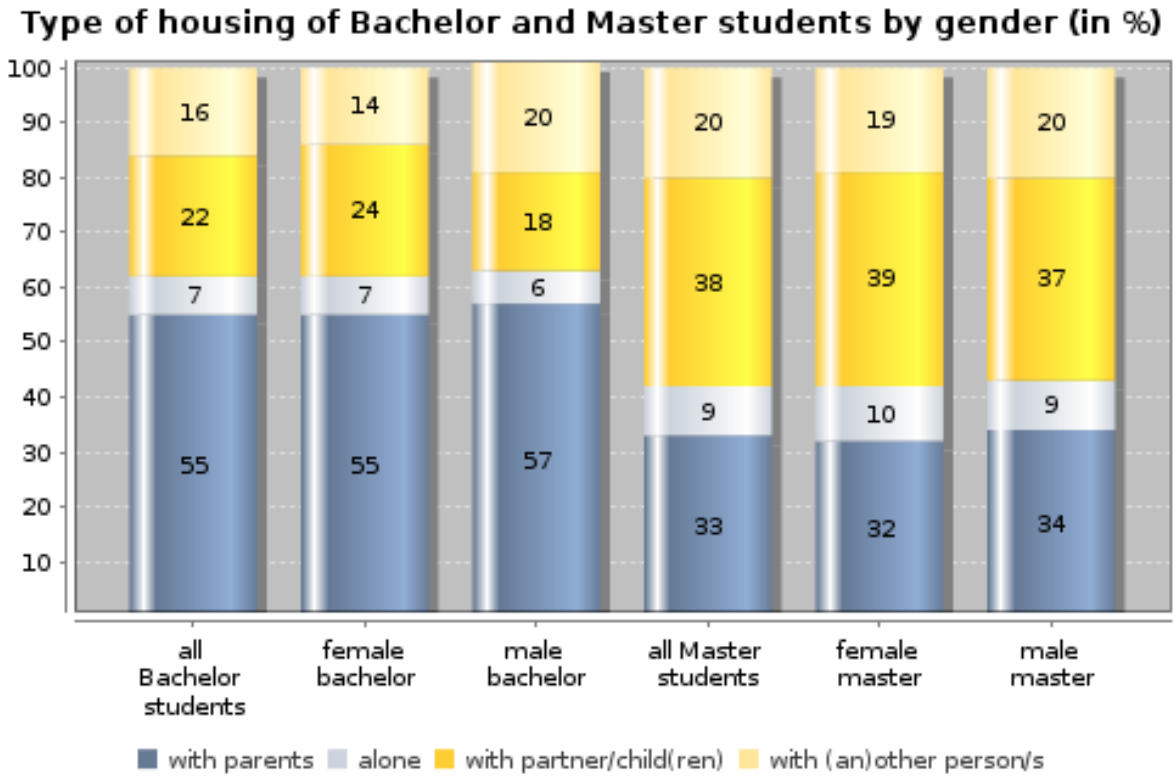
national interpretation of the results of the data analysis:

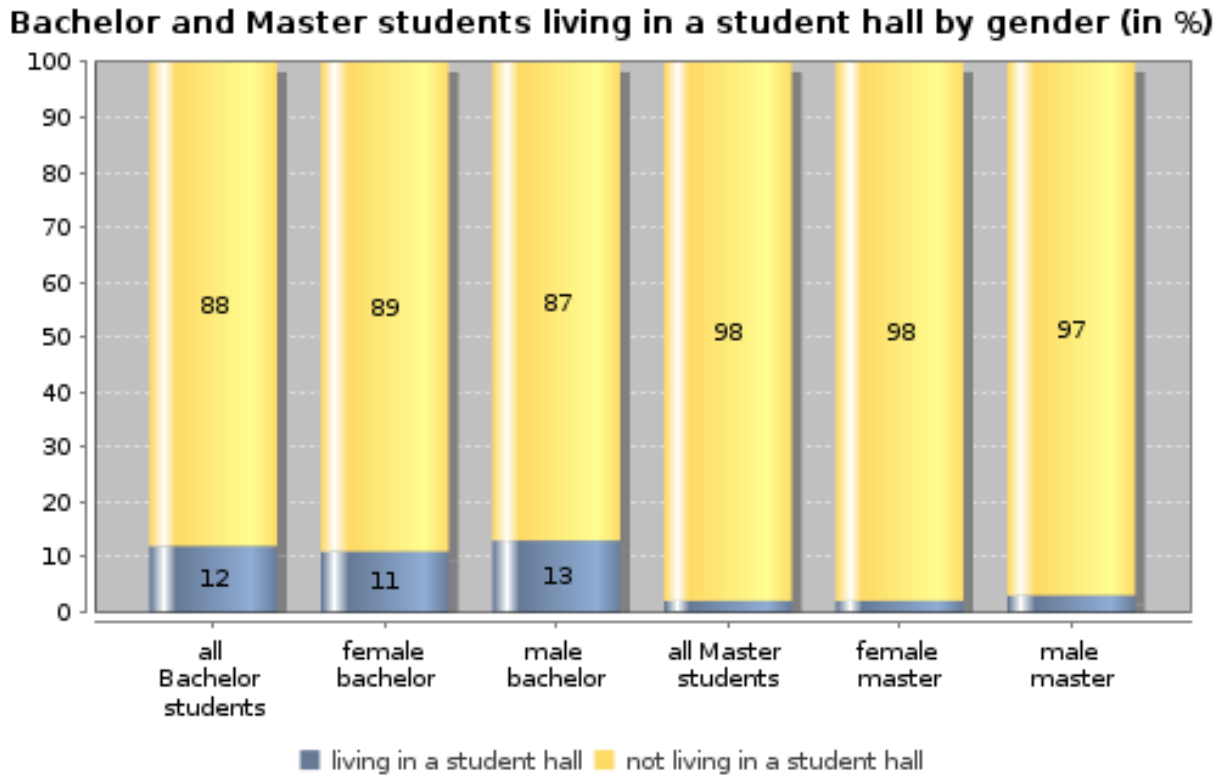
Topic: D. Accommodation

Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	55.4
Share of all Bachelor students living in student halls, in %	12.0
Share of all Master students living with parents, in %	33.3
Share of all Master students living in student halls, in %	2.2





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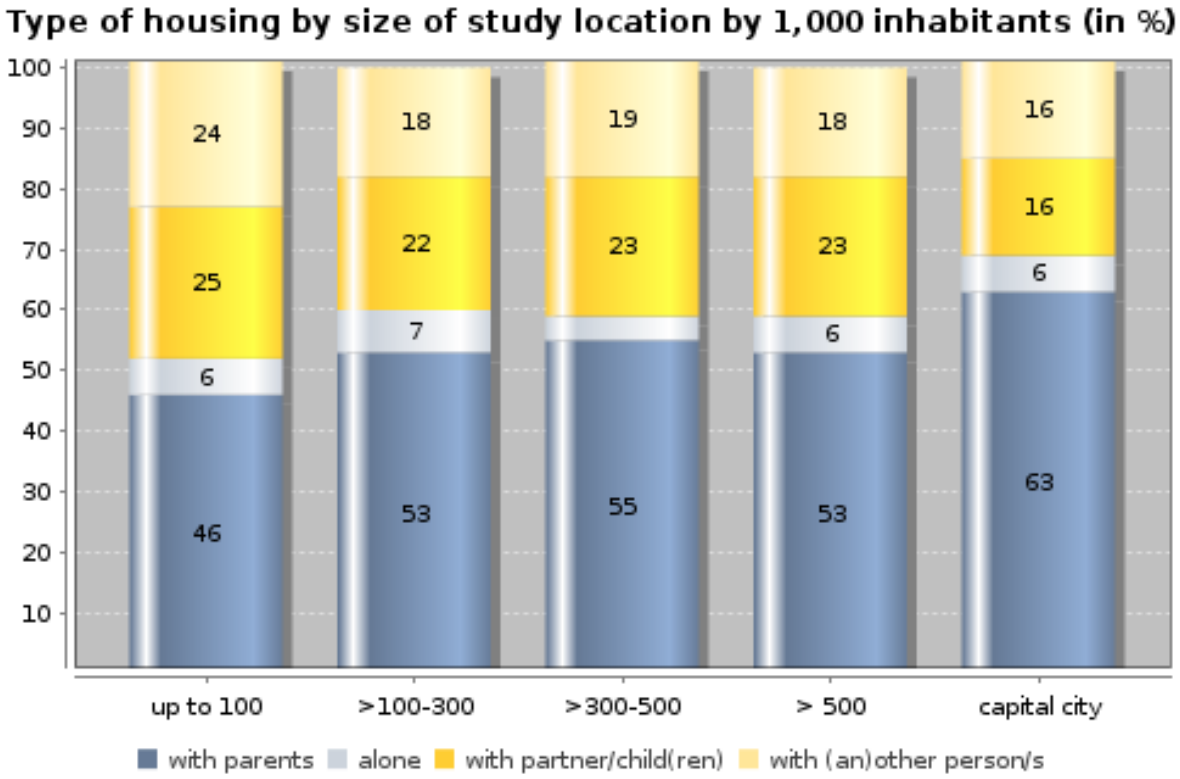
Obviously, we have to take into account the small number of cases we have for Bachelor and Master students. We also have to take into account that due to the way in which the Bologna process are being introduced in Spain, firstly it has been introduced the Master programmes and more recently (two years ago) the Bachelors. So, students that now are in a Master programmes are people who have previously obtained a long national degree.

national interpretation of the results of the data analysis:

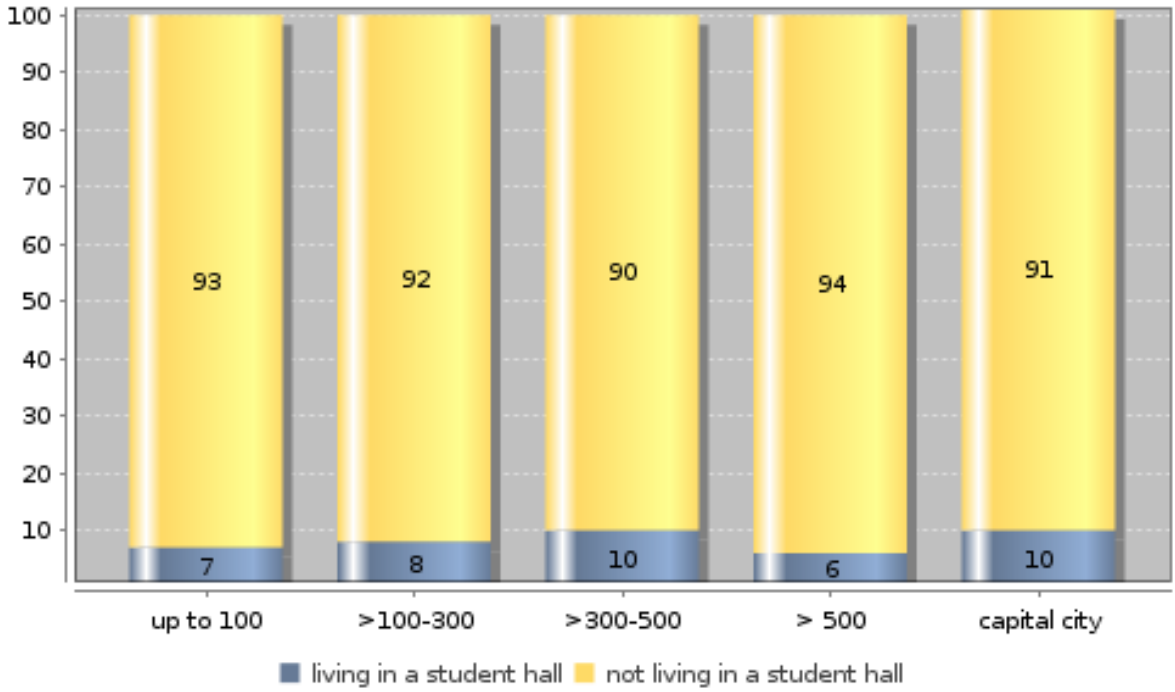
Topic: D. Accommodation

Subtopic 3: Form of housing by size of study location

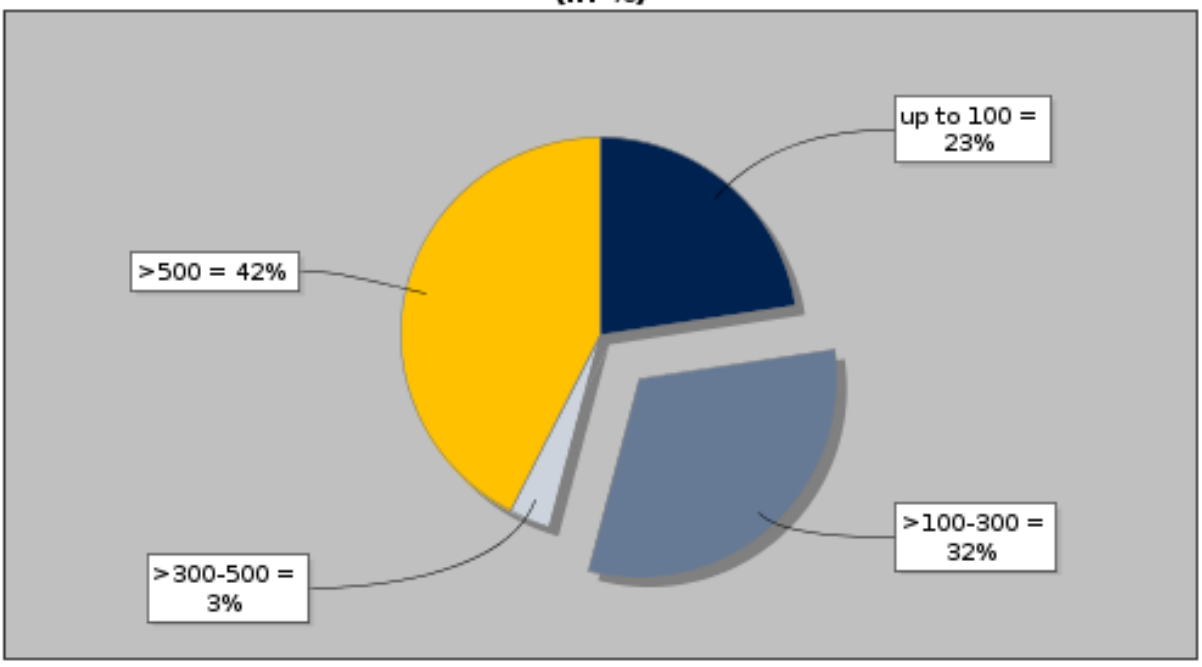
Key Indicators	
Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	1.2
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	0.9
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	0.8
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	0.9
Ratio of students living (not with parents)/(with parents) in capital city	0.6



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



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



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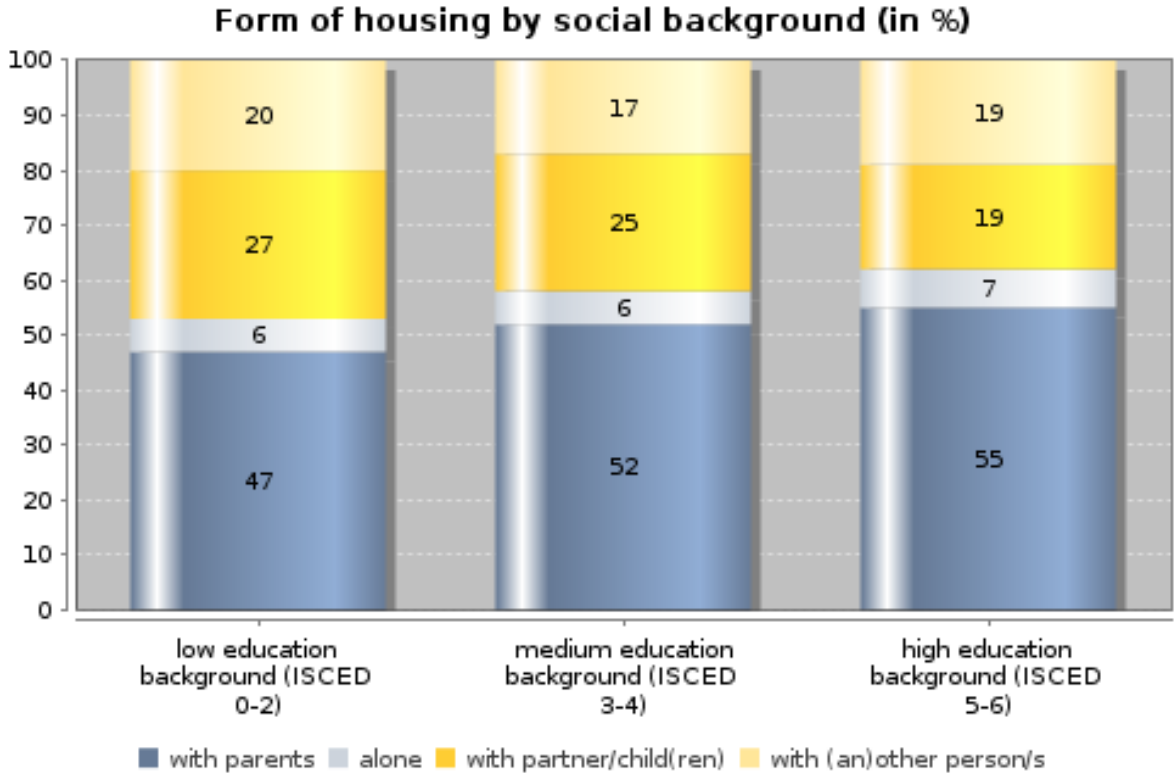
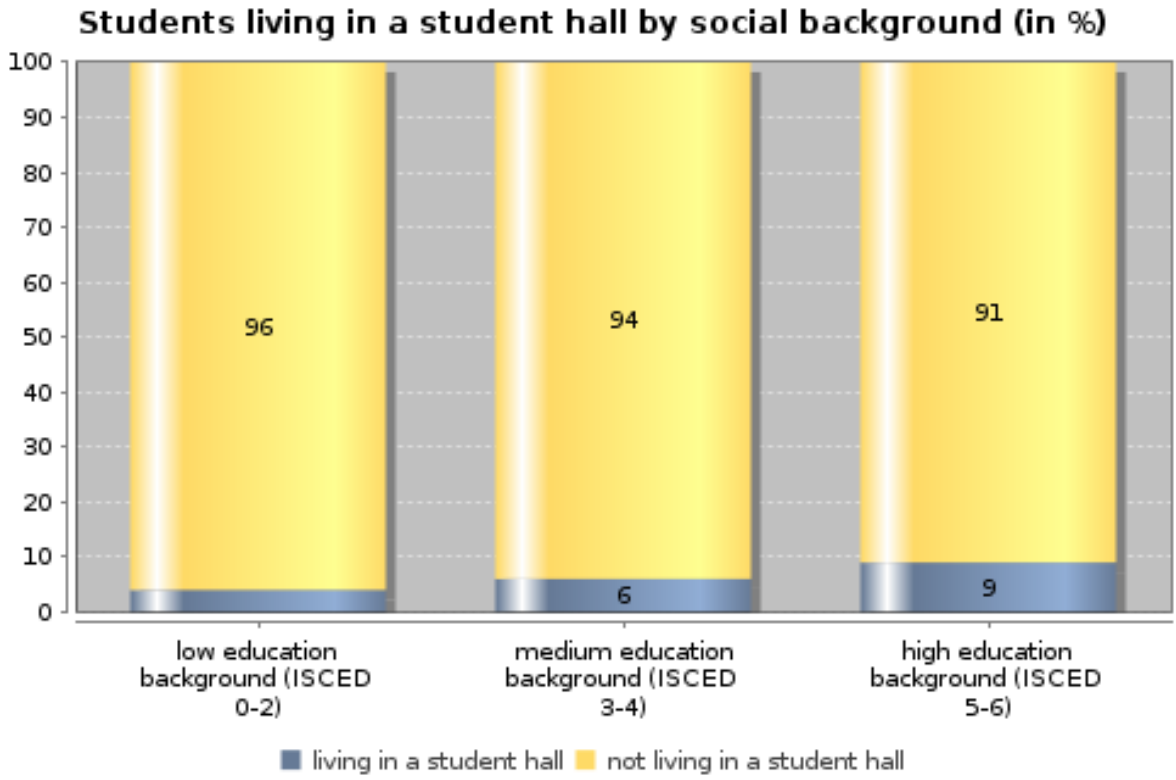
national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 4: Form of housing by social background

Key Indicators	
Share of all students from low education background (ISCED 0-2) living with parents, in %	46.7
Share of all students from low education background (ISCED 0-2) living in student halls, in %	4.2
Share of all students from high education background (ISCED 5-6) living with parents, in %	55.0
Share of all students from high education background (ISCED 5-6) living in student halls, in %	8.9





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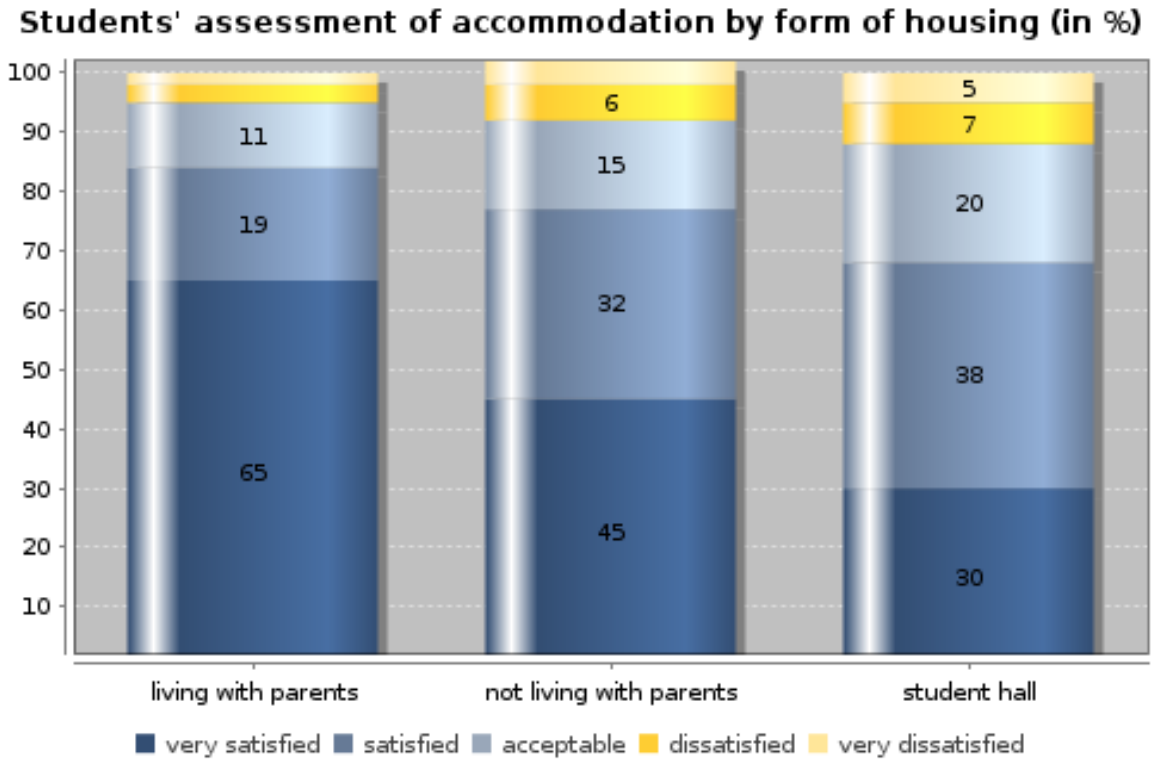
national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators	
Students living with parents, who are (very) satisfied in %:	83.7
Students not living with parents, who are (very) satisfied in %:	76.2
Students residing in student halls, who are (very) satisfied in %:	67.3
Students living with parents, who are (very) dissatisfied in %:	4.9
Students not living with parents, who are (very) dissatisfied in %:	9.0
Students residing in student halls, who are (very) dissatisfied in %:	12.7



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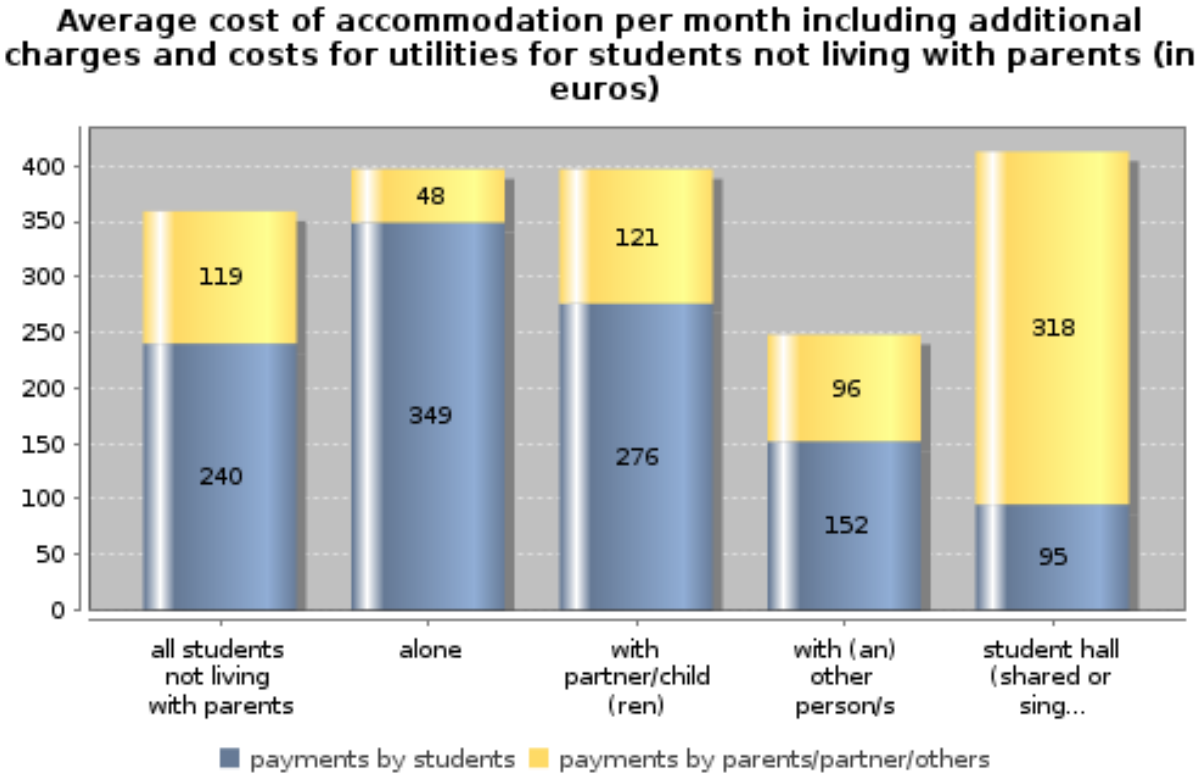
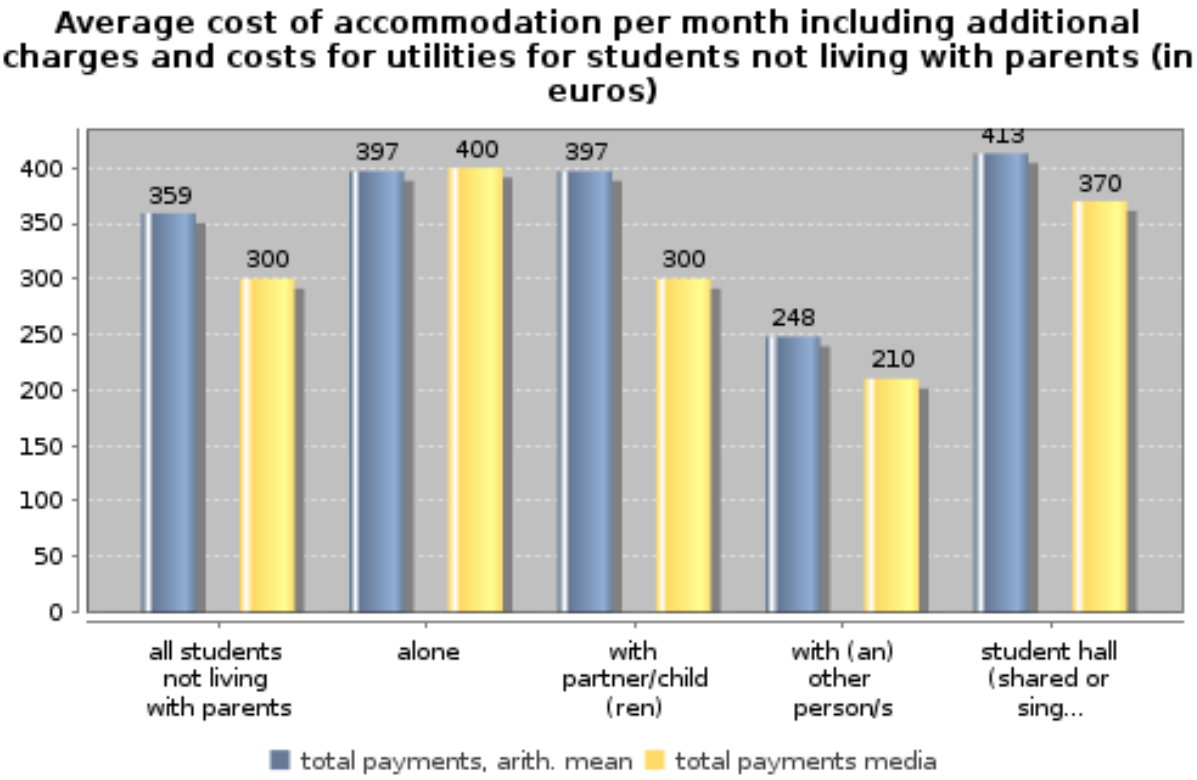
national interpretation of the results of the data analysis:

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	300.0
student hall	370.0
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	359.0
student hall	413.0
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	1.0





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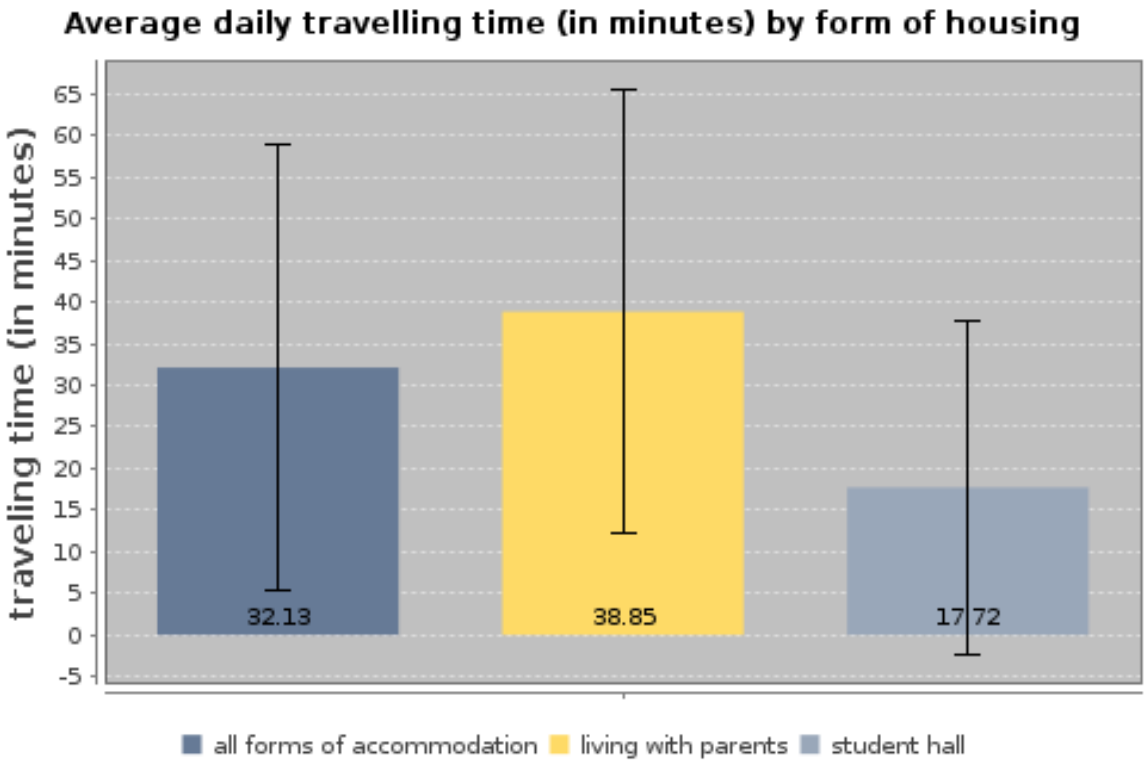
national interpretation of the results of the data analysis:

Topic: D. Accommodation

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

Key Indicators	
Travelling time from home in minutes (median)	
all forms of accommodation	25.0
living with parents	30.0
student hall	15.0



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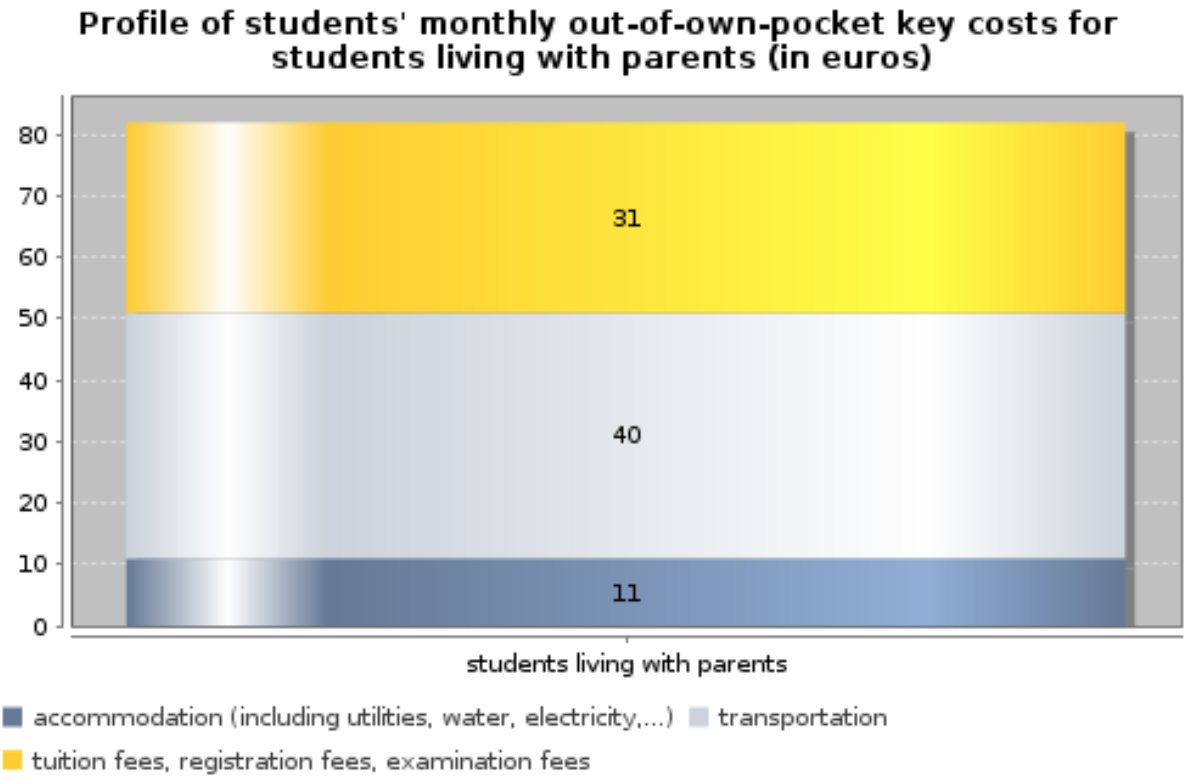
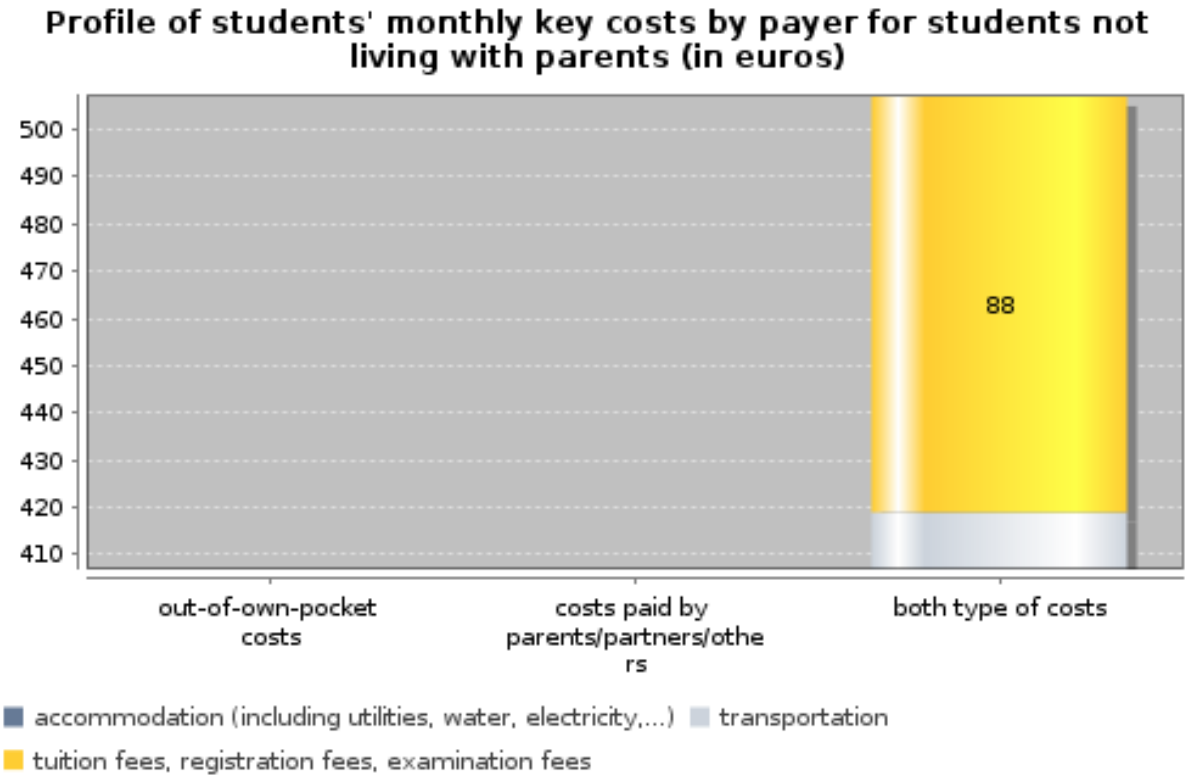
national interpretation of the results of the data analysis:

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 %	12.7
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	7.6
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	16.4
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	7.8
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	4.6
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	35.9





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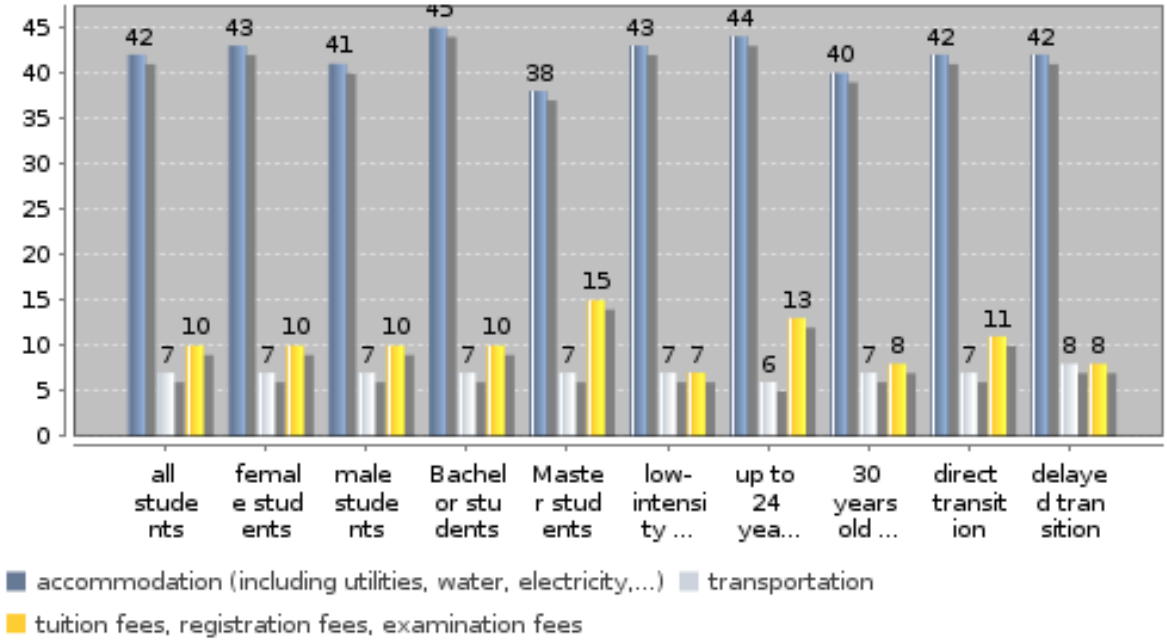
national interpretation of the results of the data analysis:

Topic: E. Living costs

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

Key Indicators	
Fees to higher education institution as share of total costs for BA students, in %	9.7
Fees to higher education institution as share of total costs for MA students, in %	14.5
Fees to higher education institution as share of total costs for low-intensity students, in %	7.2
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	43.6
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	39.8

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



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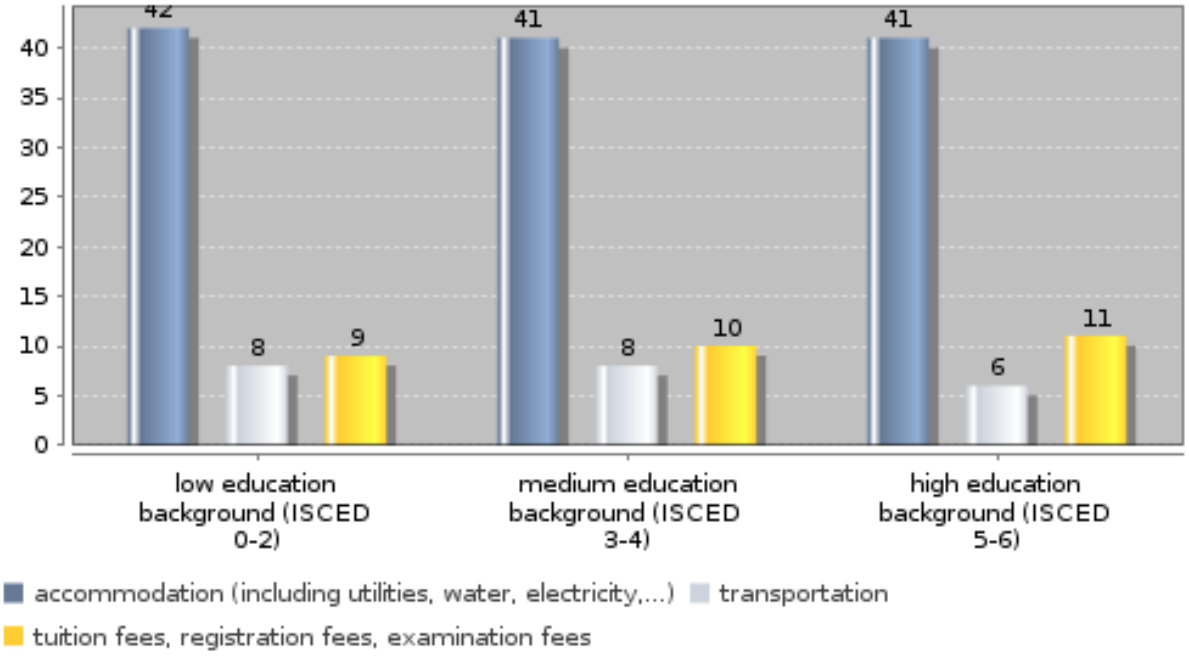
national interpretation of the results of the data analysis:

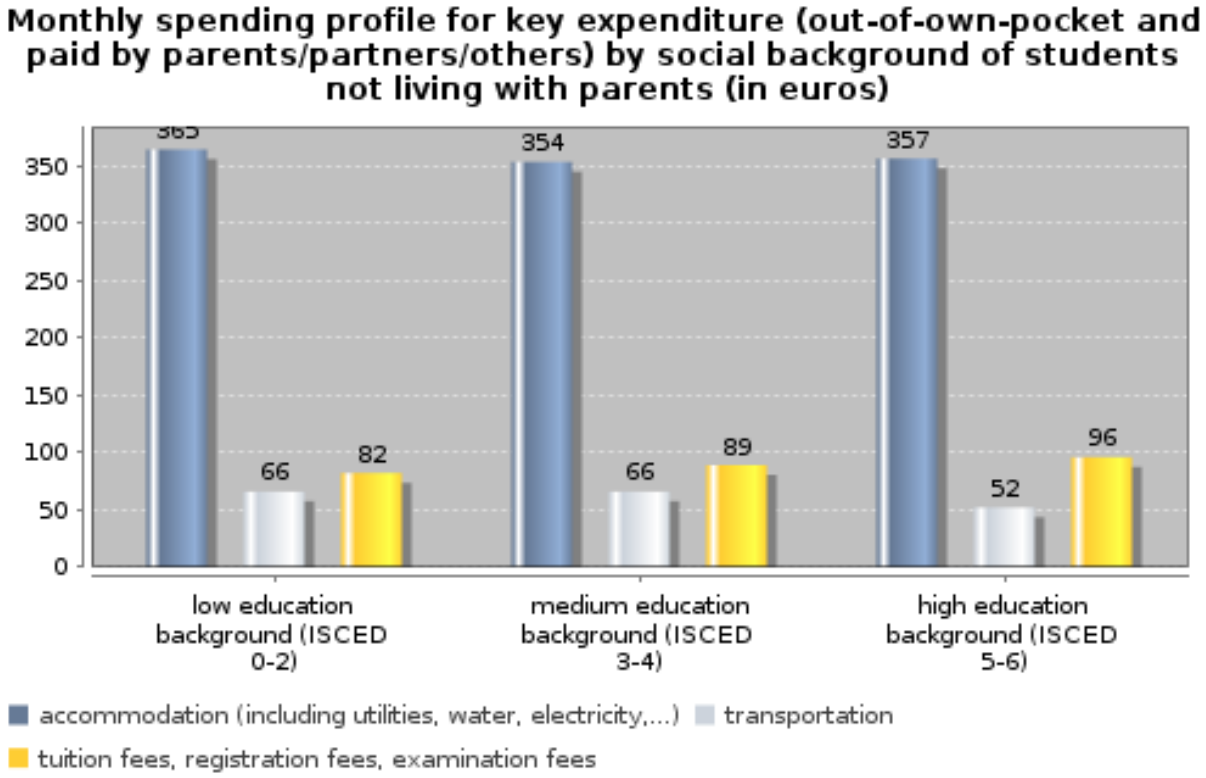
Topic: E. Living costs

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

Key Indicators	
Fees to higher education institution as share of total costs for low education background ISCED(0-2), in %	9.4
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	11.2
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	42.1
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	41.4

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)





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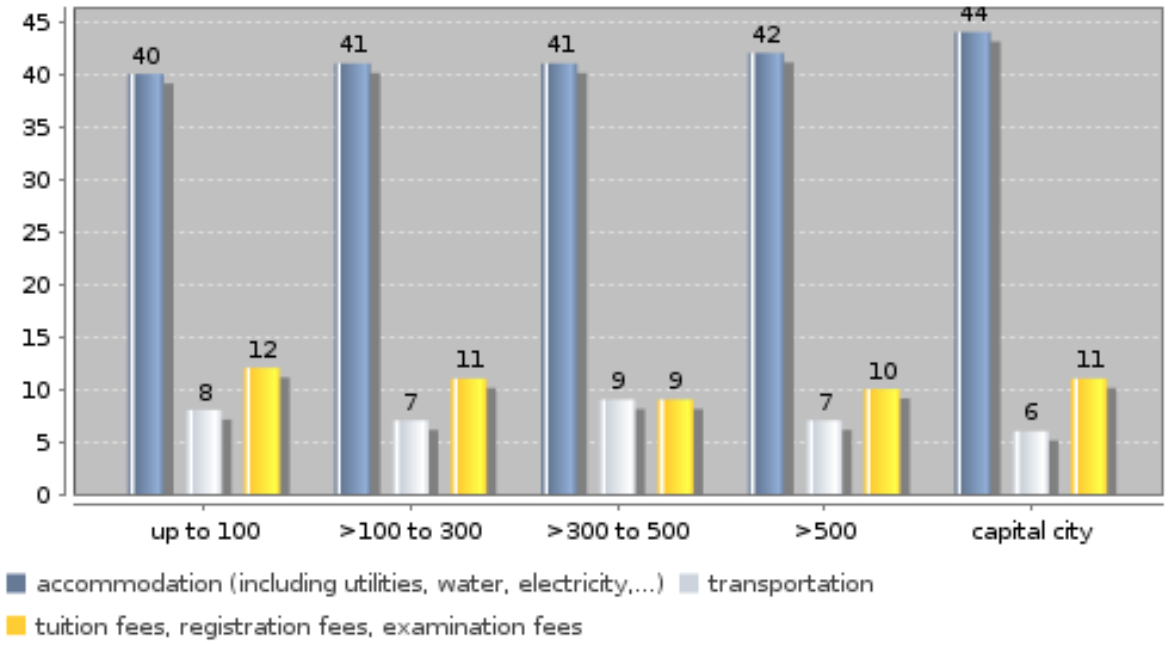
national interpretation of the results of the data analysis:

Topic: E. Living costs

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

Key Indicators	
Total expenditure for students in study locations with up to 100,000 inhabitants, amount	714.0
Total expenditure for study locations in capital city, amount	966.1
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	39.8
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	44.0

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



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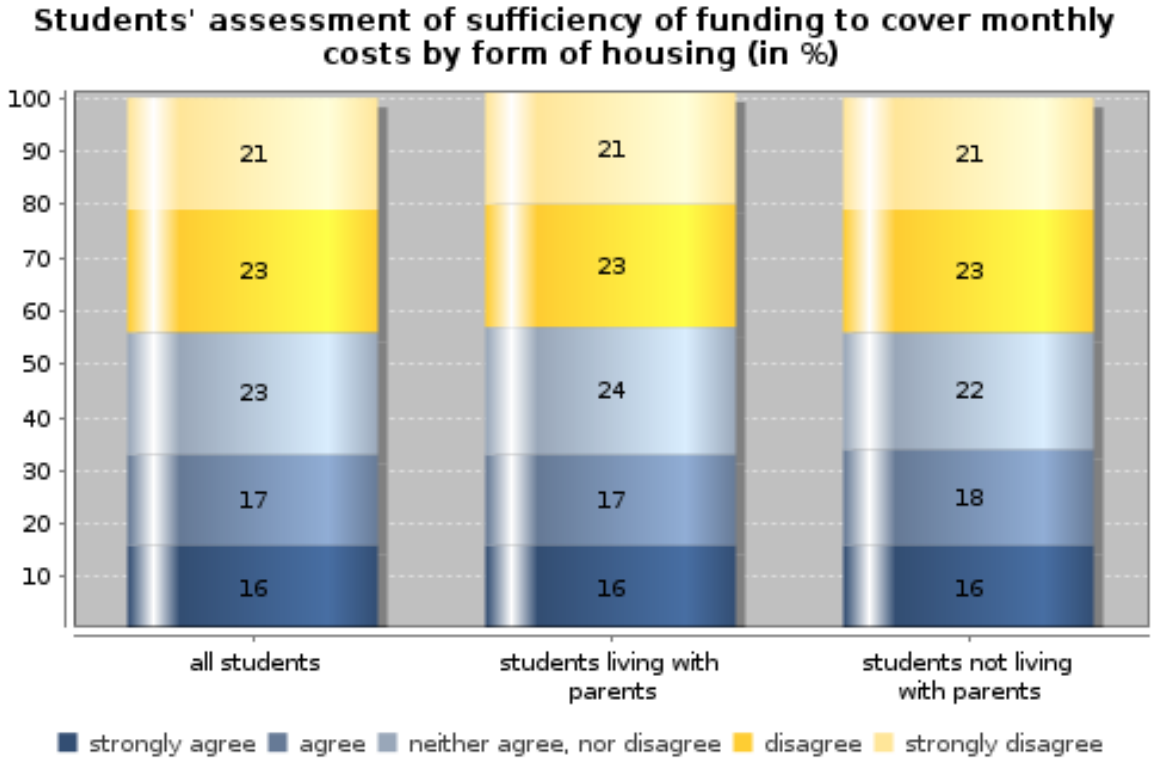
national interpretation of the results of the data analysis:

Topic: E. Living costs

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

Key Indicators	
(Strong) agreement of all students that funding is sufficient, in %	33.7
(Strong) disagreement of all students that funding is sufficient, in %	43.8
(Strong) agreement of students living with parents that funding is sufficient, in %	33.1
(Strong) disagreement of students living with parents that funding is sufficient, in %	43.3
(Strong) agreement of students not living with parents that funding is sufficient, in %	34.1
(Strong) disagreement of students not living with parents that funding is sufficient, in %	44.2



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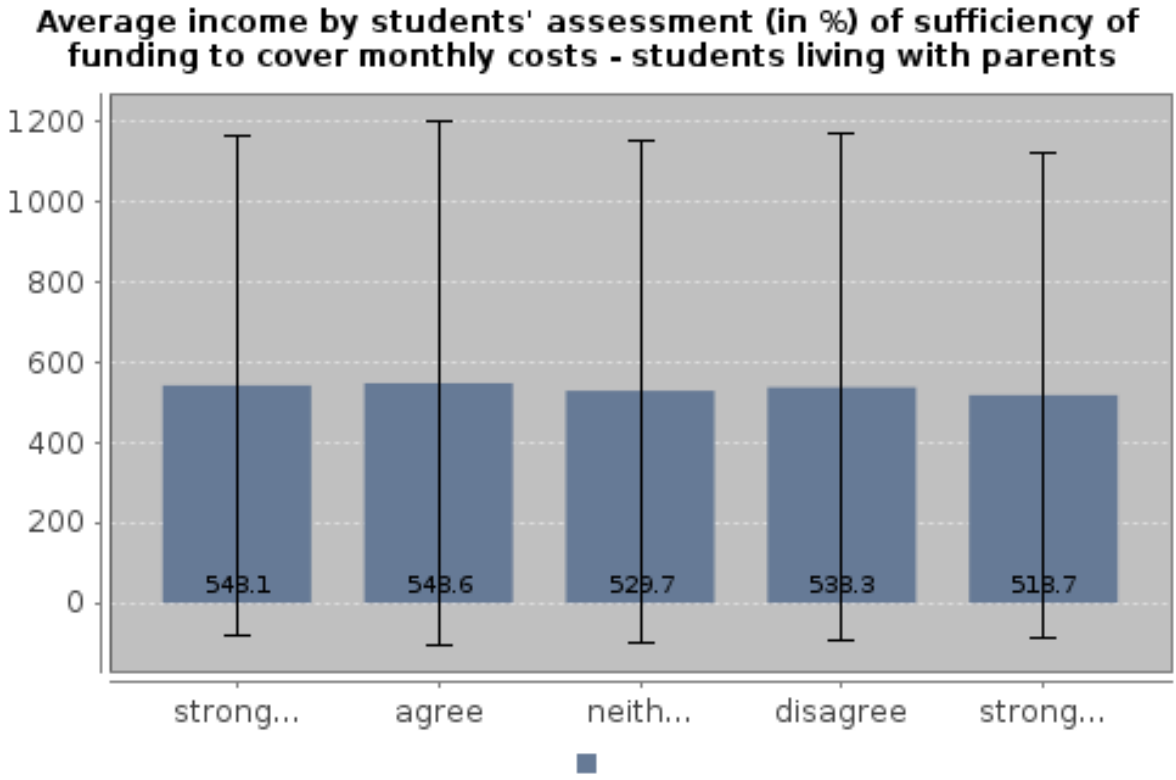
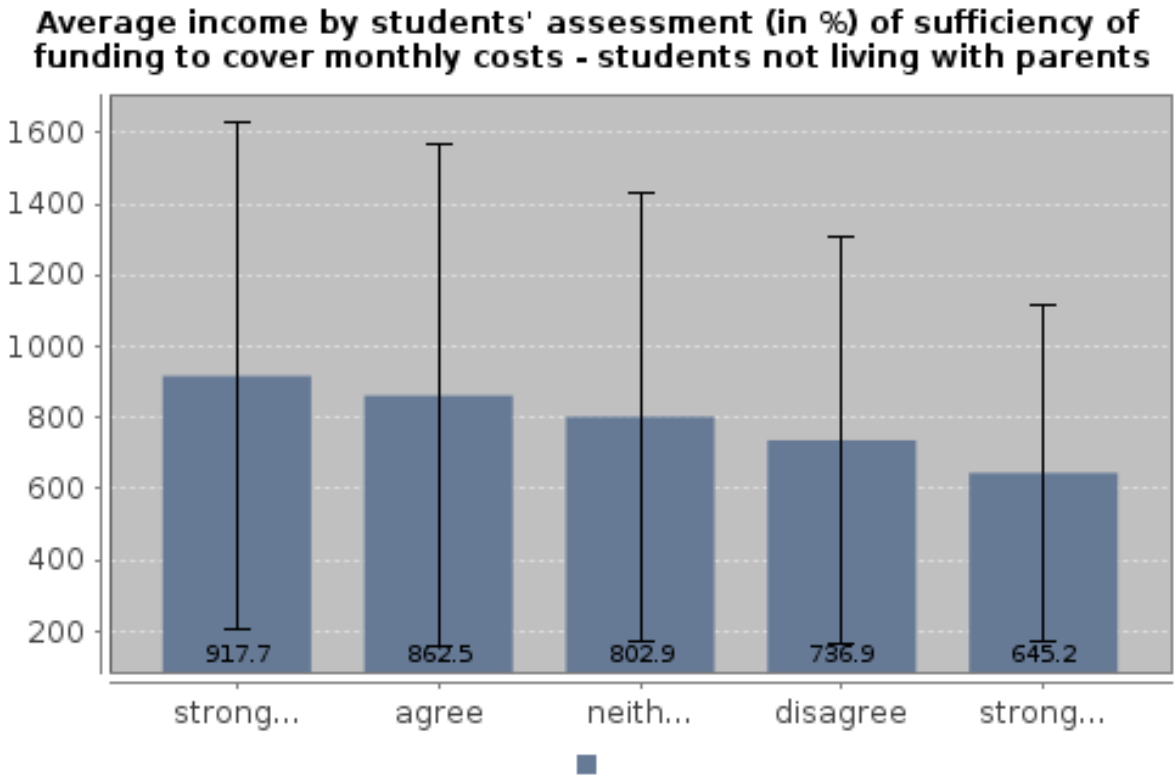
national interpretation of the results of the data analysis:

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	300.0
Median income of students with very strong disagreement that funding is sufficient, amount	262.0
Students not living with parents:	
Median income of students with very strong agreement that funding is sufficient, amount	700.0
Median income of students with very strong disagreement that funding is sufficient, amount	500.0





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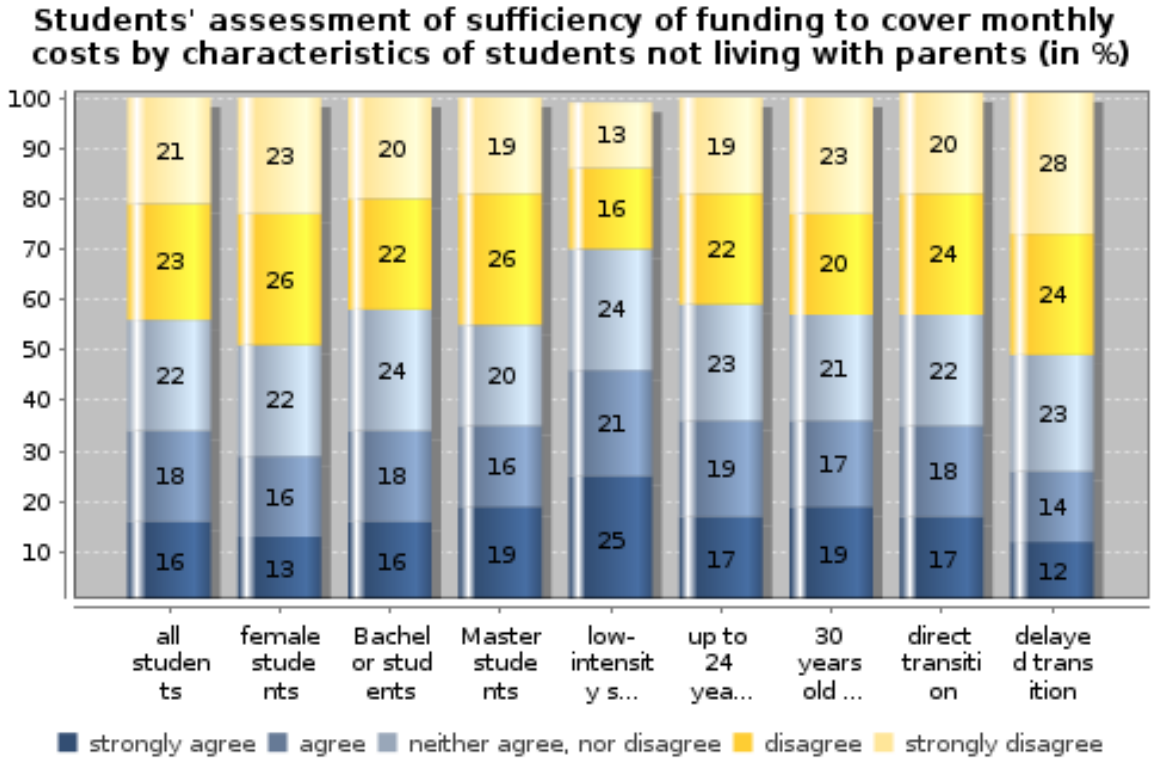
national interpretation of the results of the data analysis:

Topic: E. Living costs

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

Key Indicators

(Strong) agreement that funding is sufficient of low-intensity students, in %	46.6
(Strong) disagreement that funding is sufficient of low-intensity students, in %	29.0
(Strong) agreement that funding is sufficient of up to 24 years old, in %	35.5
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	41.2
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	35.9
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	42.8



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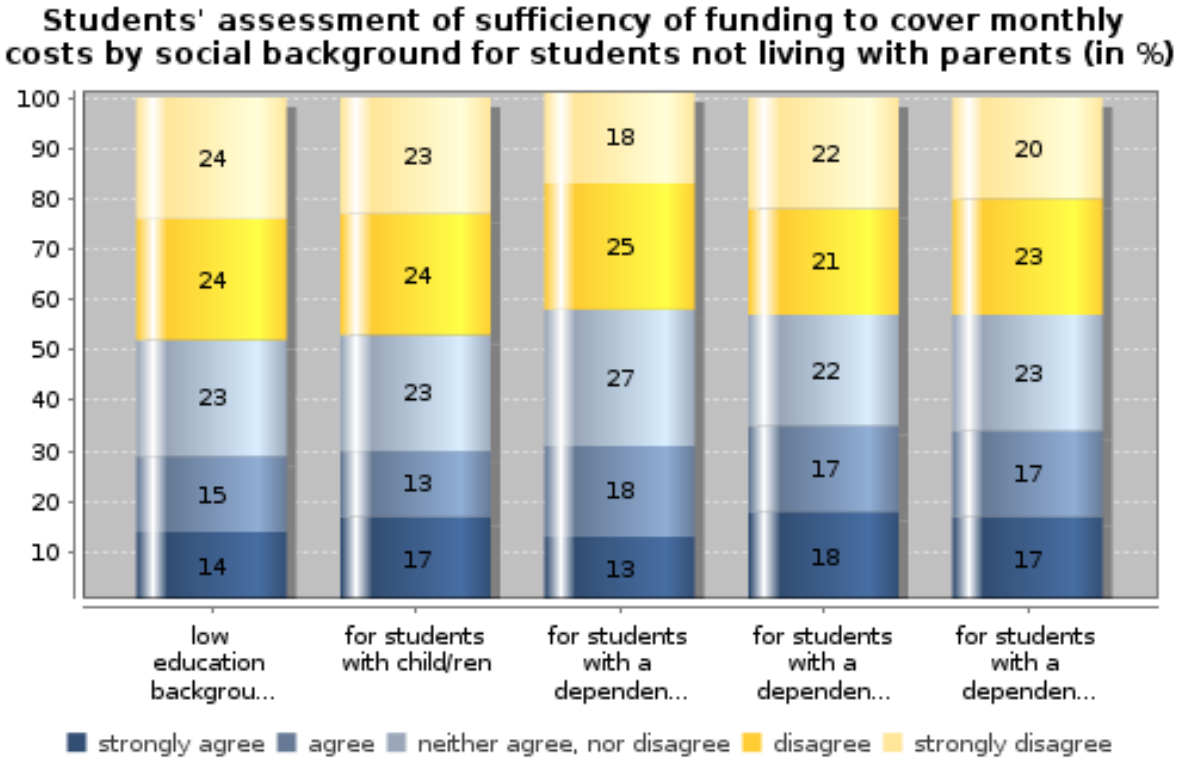
national interpretation of the results of the data analysis:

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 %	48.4
(Strong) disagreement that funding is sufficient for students with child/ren, in %	46.6
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	43.0
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	43.0



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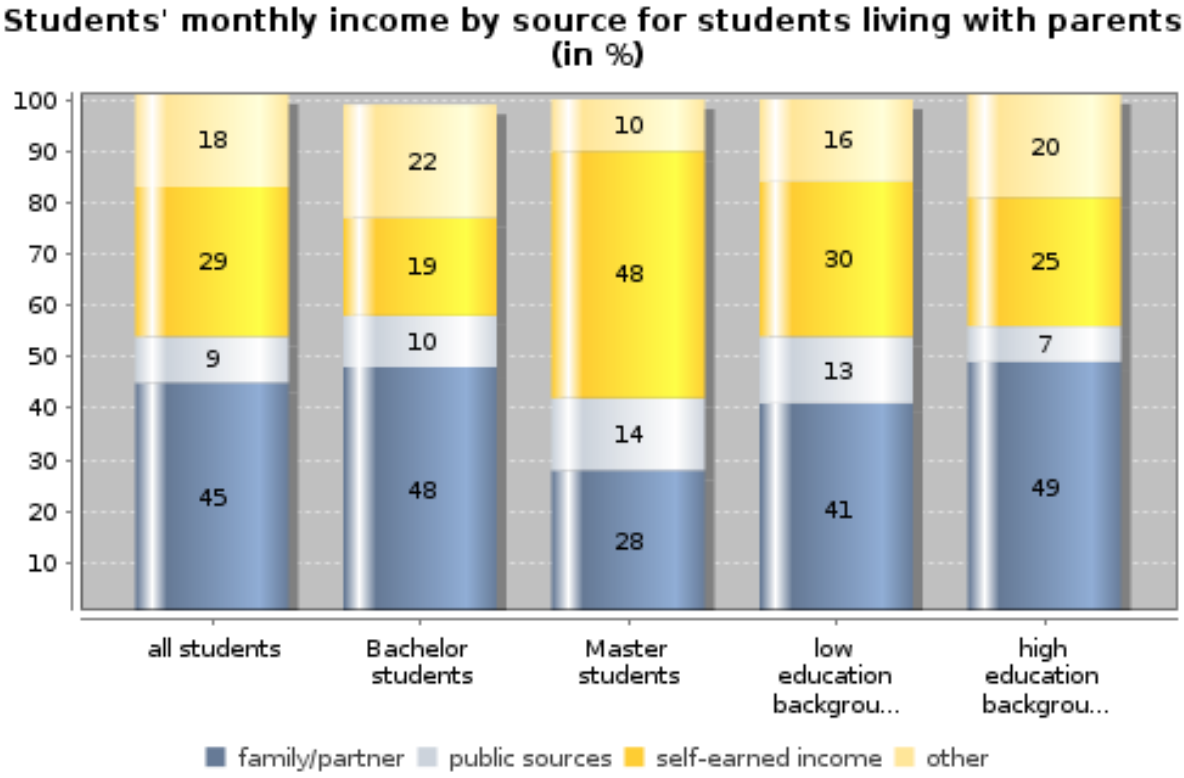
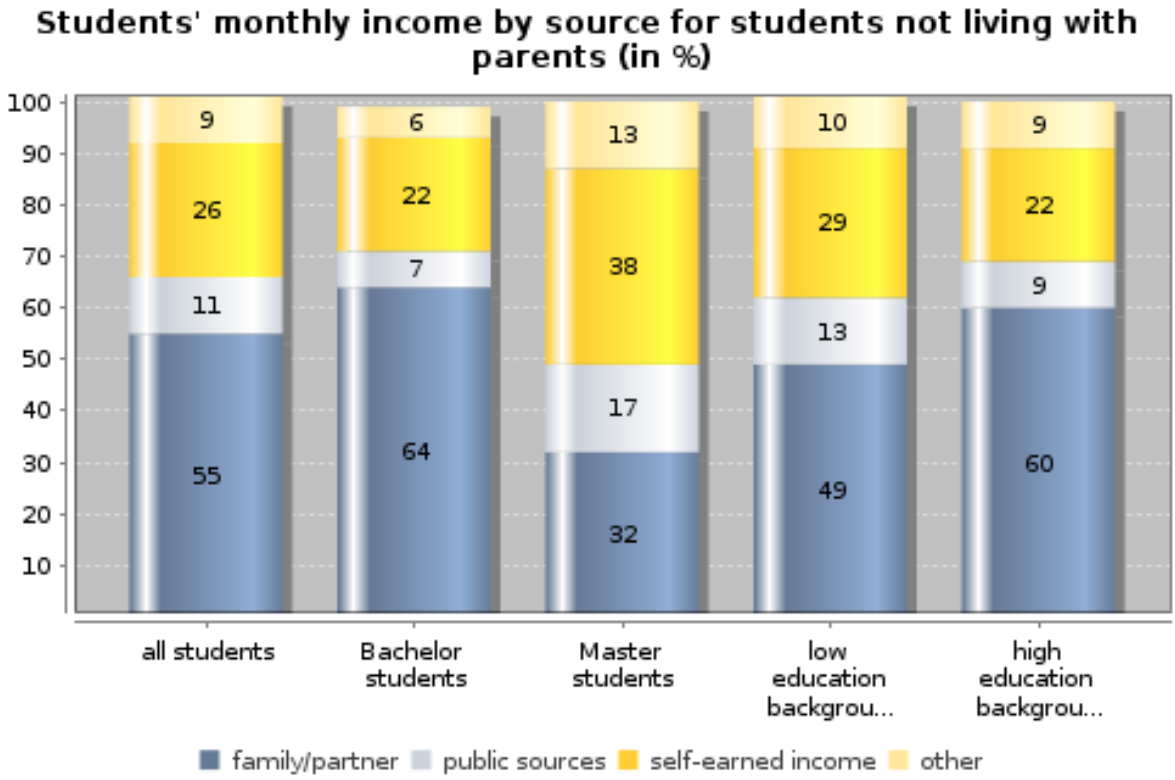
national interpretation of the results of the data analysis:

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 %	54.9
Family/partner contribution for Bachelor students, in %	64.4
Family/partner contribution for students with low education background (ISCED 0-2), in %	49.1
Family/partner contribution for students with high education background (ISCED 5-6), in %	59.7
Job contribution for all students, in %	25.7
Job contribution for Bachelor students, in %	22.3
Job contribution for students with low education background (ISCED 0-2), in %	28.5
Job contribution for students with high education background (ISCED 5-6), in %	22.4





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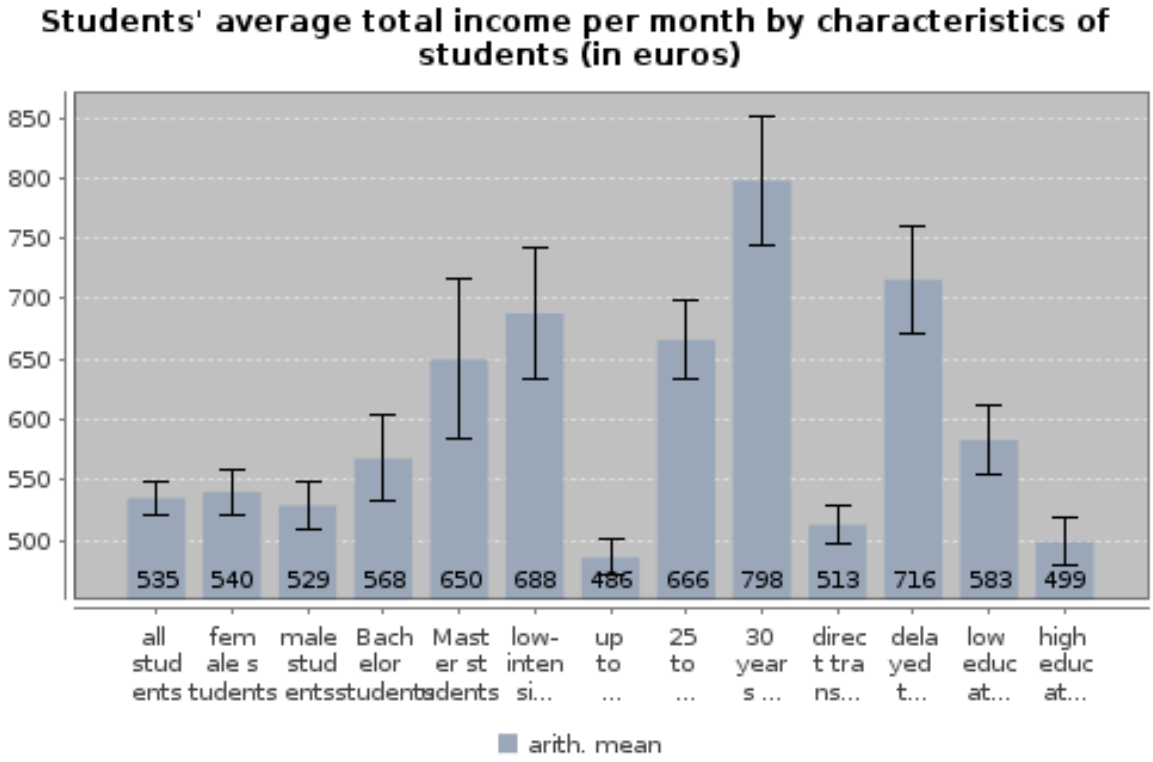
national interpretation of the results of the data analysis:

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	300.0
median income Bachelor students, amount	300.0
median income Master students, amount	494.0
median income low-intensity students, amount	503.0
median income 25-29 years old, amount	450.0



details on missing data:

methodical issues or considerations for data interpretation:

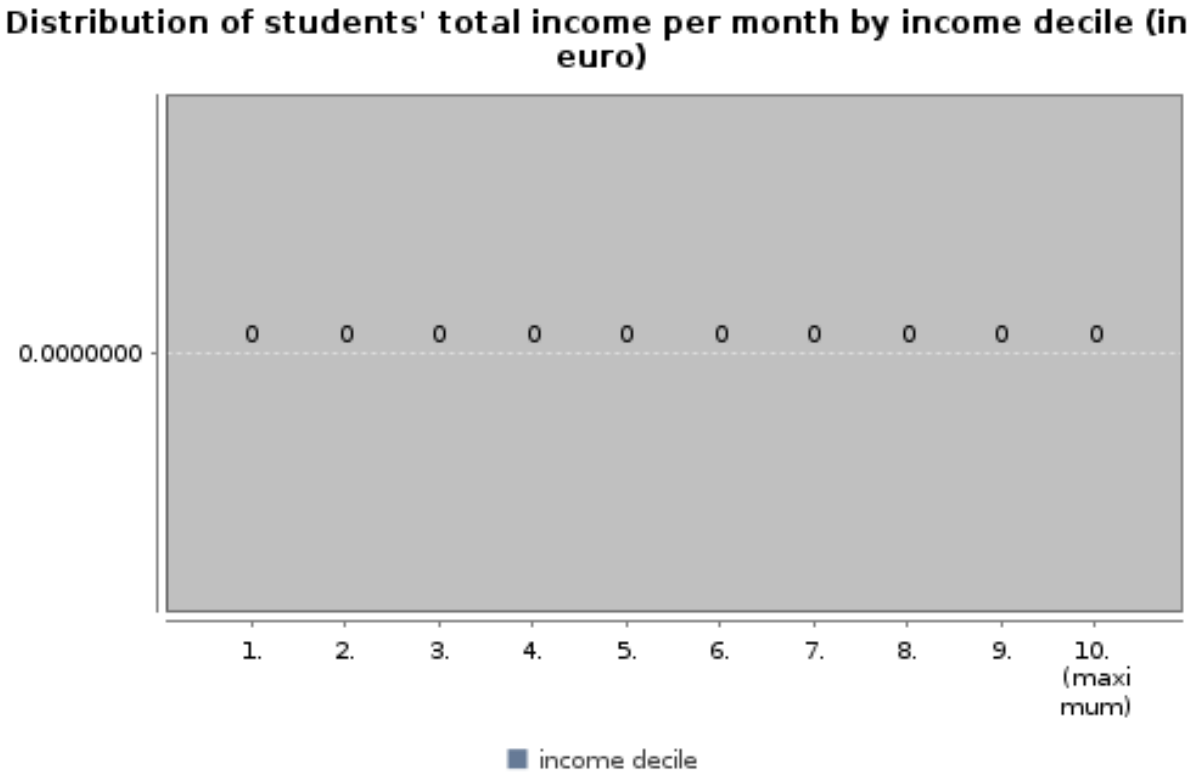
national interpretation of the results of the data analysis:

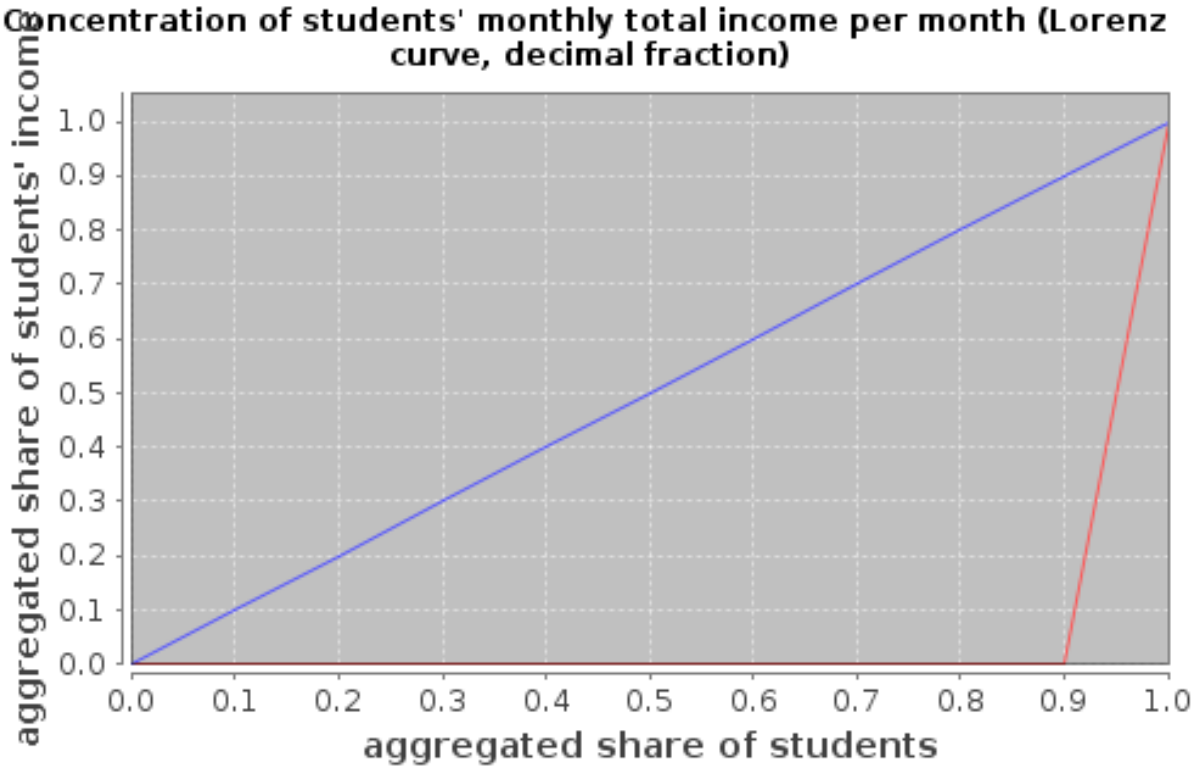
Topic: F. Funding and state assistance

Subtopic 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	0.0
Gini coefficient	0.0





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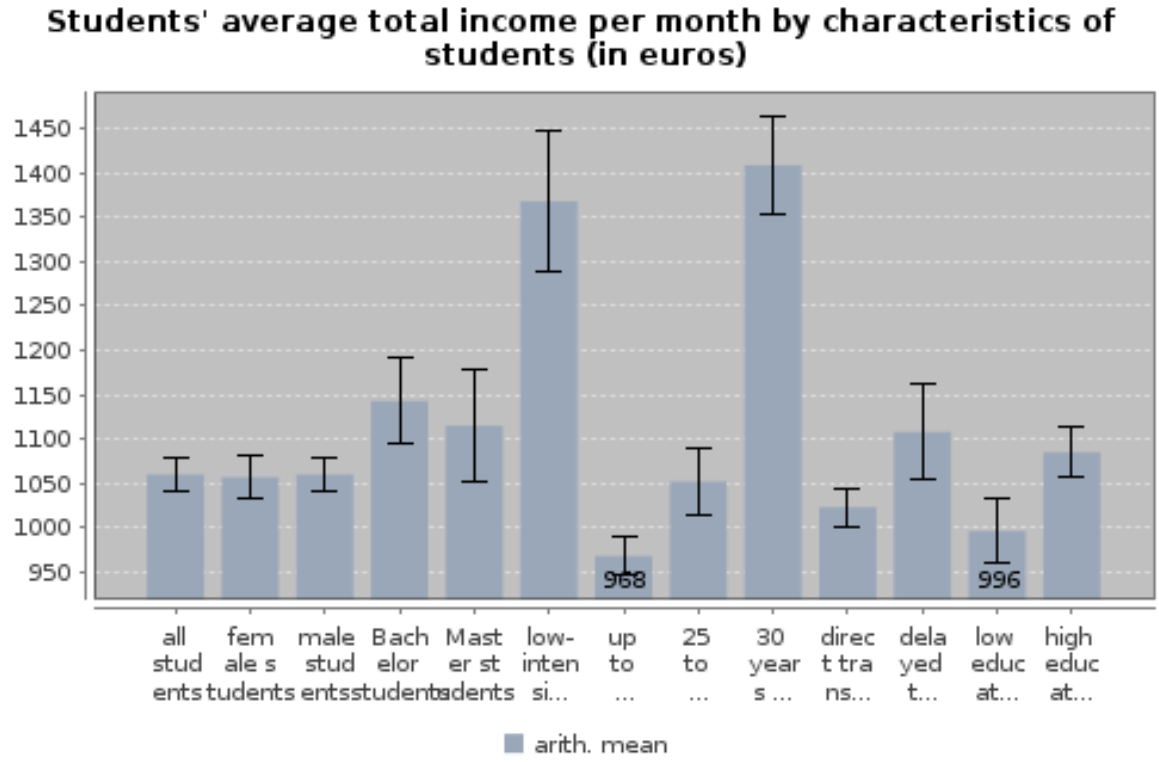
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

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

Key Indicators	
median income all students, amount	910.0
median income Bachelor students, amount	1078.0
median income Master students, amount	950.0
median income low-intensity students, amount	1200.0
median income 25-29 years old, amount	936.0



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methodical issues or considerations for data interpretation:

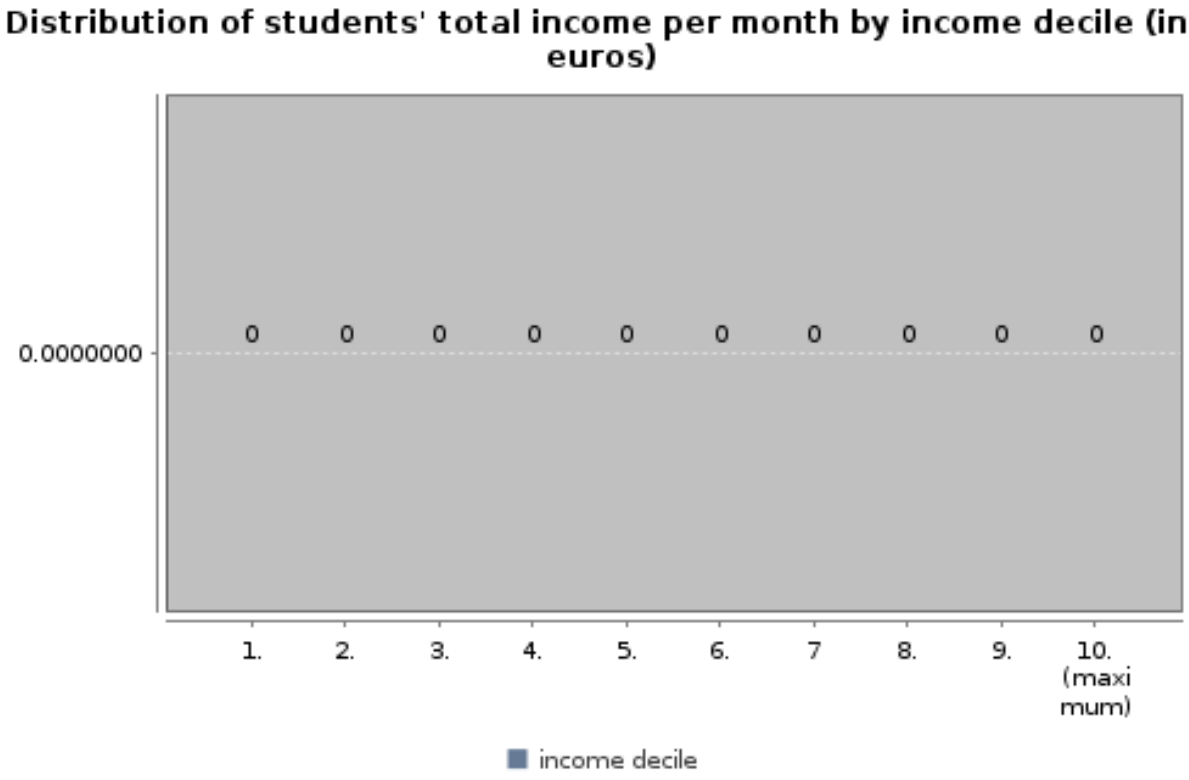
national interpretation of the results of the data analysis:

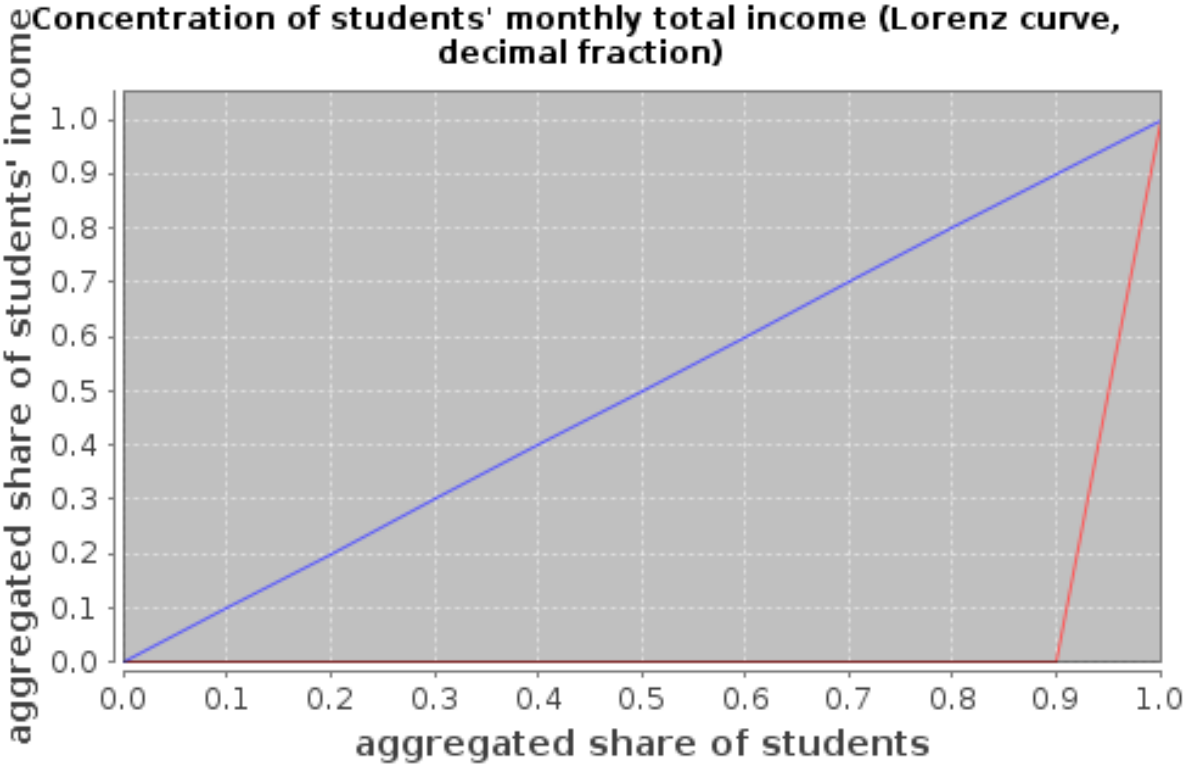
Topic: F. Funding and state assistance

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

Key Indicators

Income cut-off point for lowest 20% of students, amount	0.0
Gini coefficient	0.0





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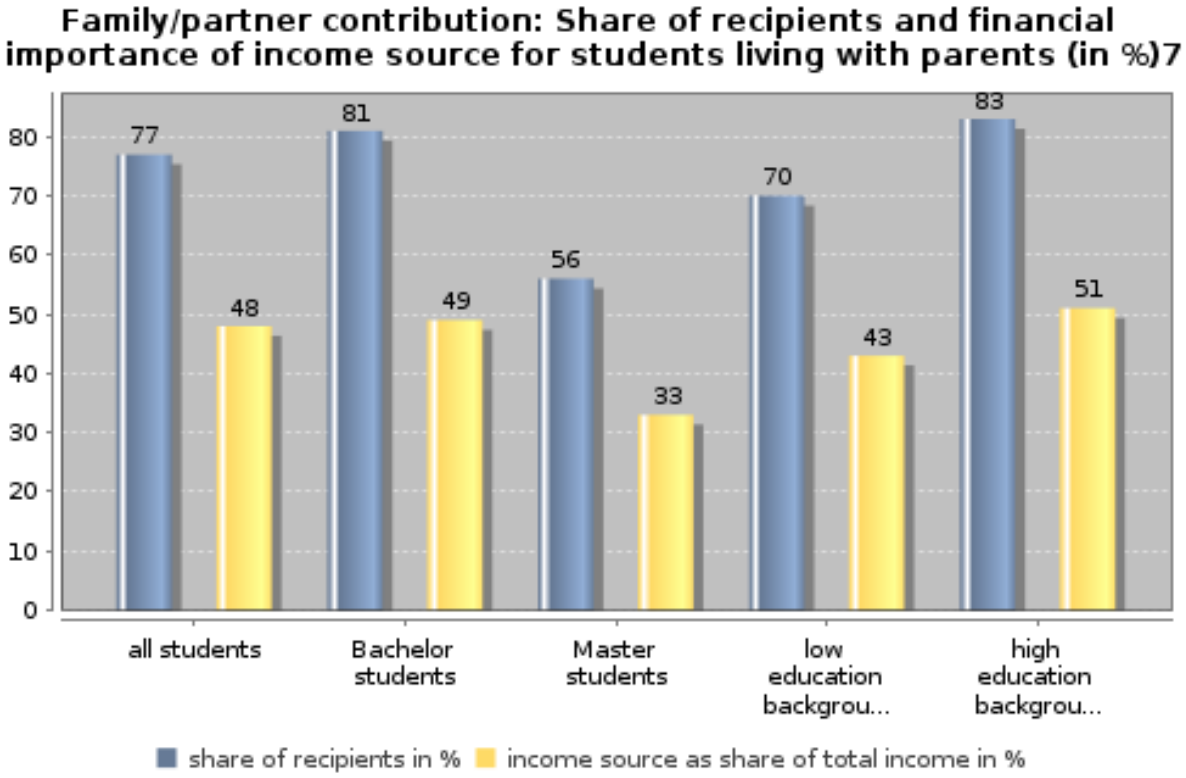
methodical issues or considerations for data interpretation:

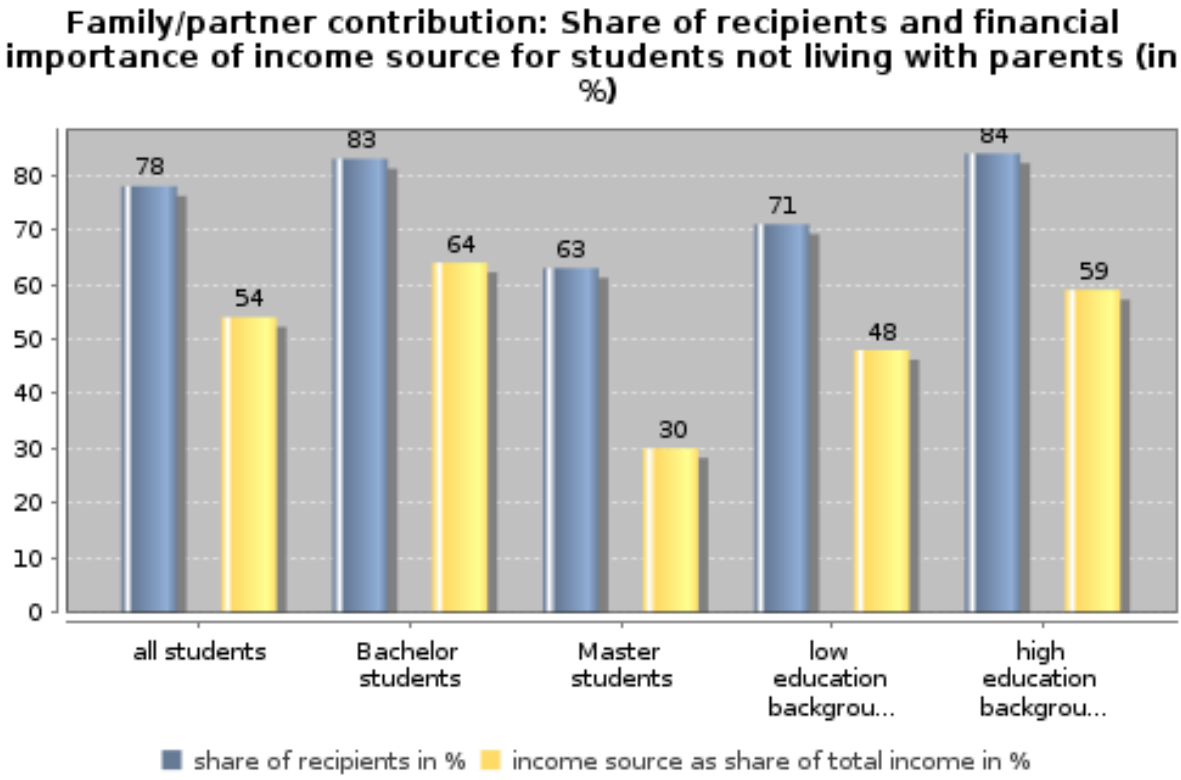
national interpretation of the results of the data analysis:

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 %	78.4
Share of recipients of Bachelor students, in %	82.7
Share of recipients of students with low education background, in %	70.9
Share of recipients of students with high education background (ISCED 5-6), in %	84.4
Contribution to total monthly income of all students, in %	53.7
Contribution to total monthly income of Bachelor students, in %	63.7
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	47.8
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	59.0





details on missing data:

methodical issues or considerations for data interpretation:

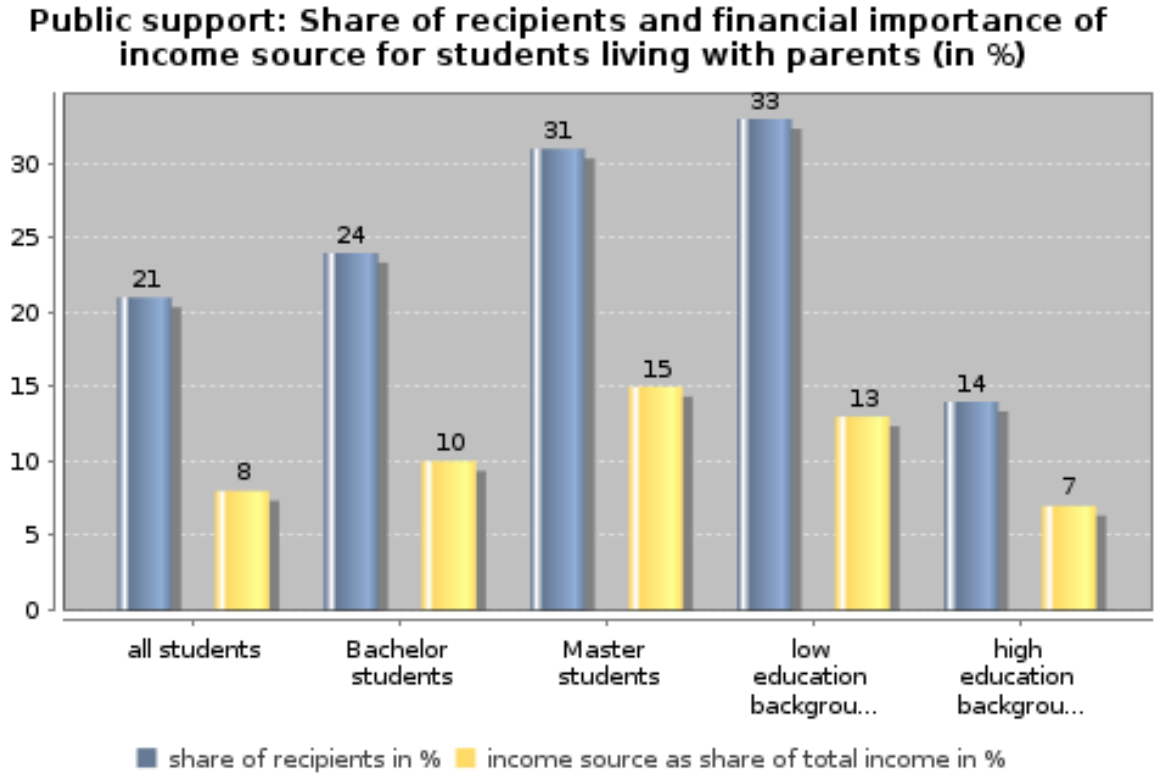
Now I have recalculated the total monthly income (third row) only of the recipients of family/partner contribution.

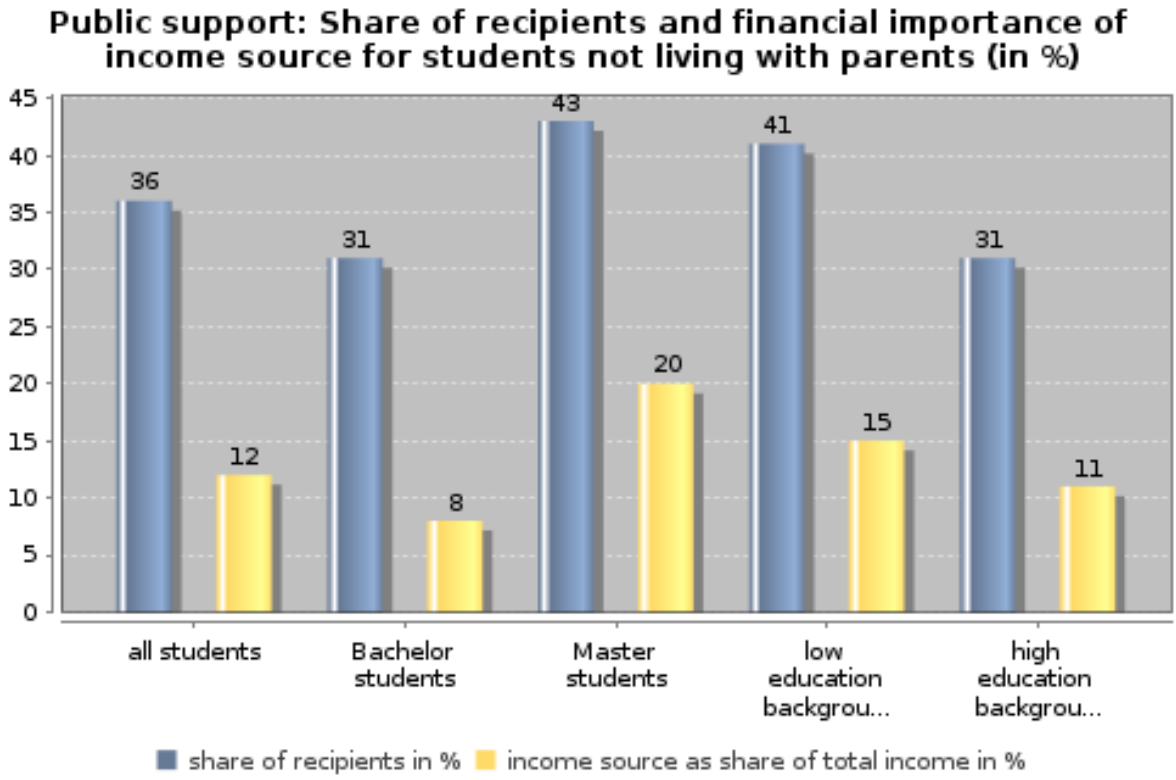
national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

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

Key Indicators	
Public support for students not living with parents	
Share of recipients of all students, in %	36.2
Share of recipients of Bachelor students, in %	31.0
Share of recipients of students with low education background, in %	40.7
Share of recipients of students with high education background (ISCED 5-6), in %	30.9
Contribution to total monthly income of all students, in %	12.4
Contribution to total monthly income of Bachelor students, in %	7.5
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	15.0
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	10.8





details on missing data:

methodical issues or considerations for data interpretation:

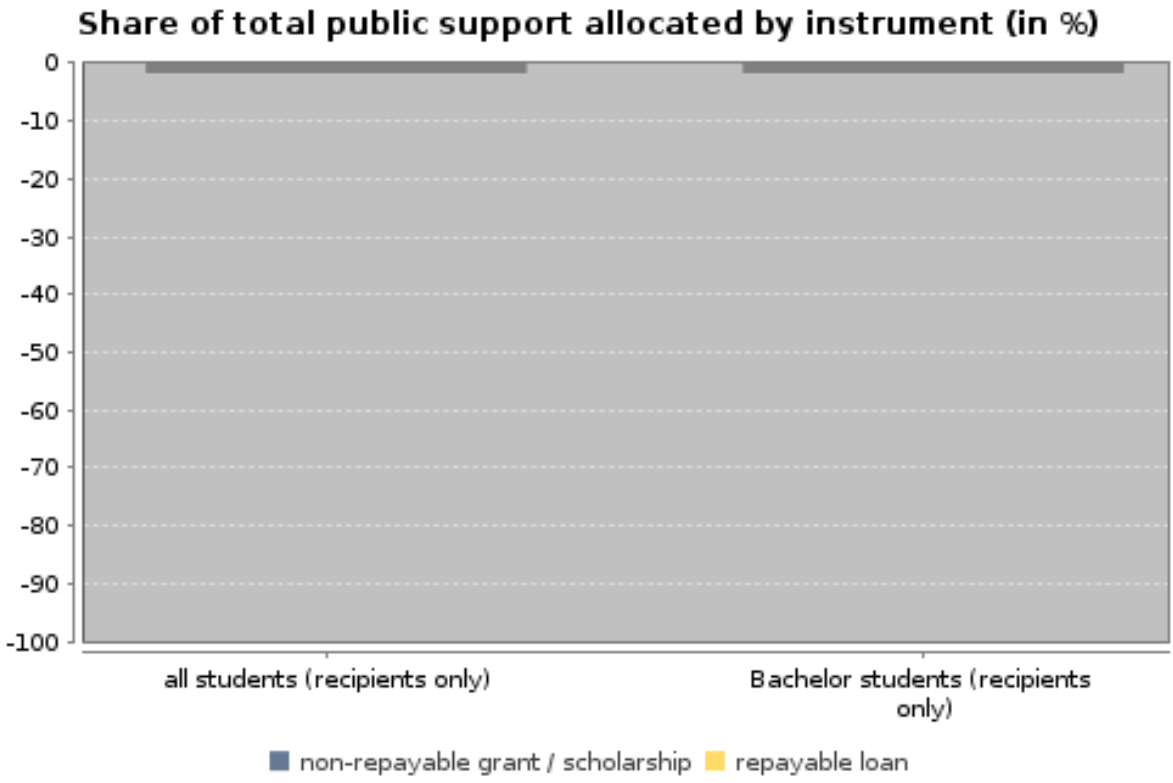
Now I have recalculated the total monthly income (third row) only of the recipients of public support.

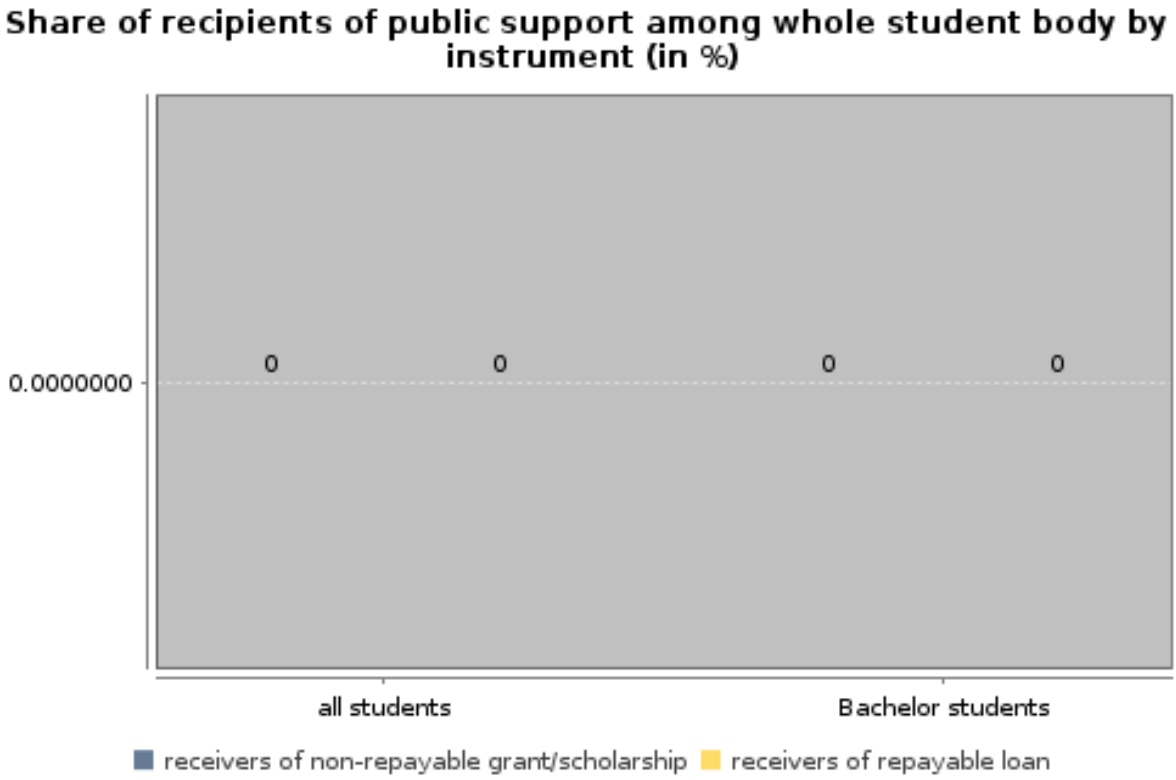
national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 8: Make-up of public support

Key Indicators	
Non-repayable public support as share of total public support for all students (recipients only), in %	0.0
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	0.0
Students who receive non-repayable support as share of whole student body, in %	0.0
Students who receive non-repayable support as share of all Bachelor students, in %	0.0
Students who receive repayable loans as share of whole student body, in %	0.0
Students who receive repayable loans as share of all Bachelor students, in %	0.0





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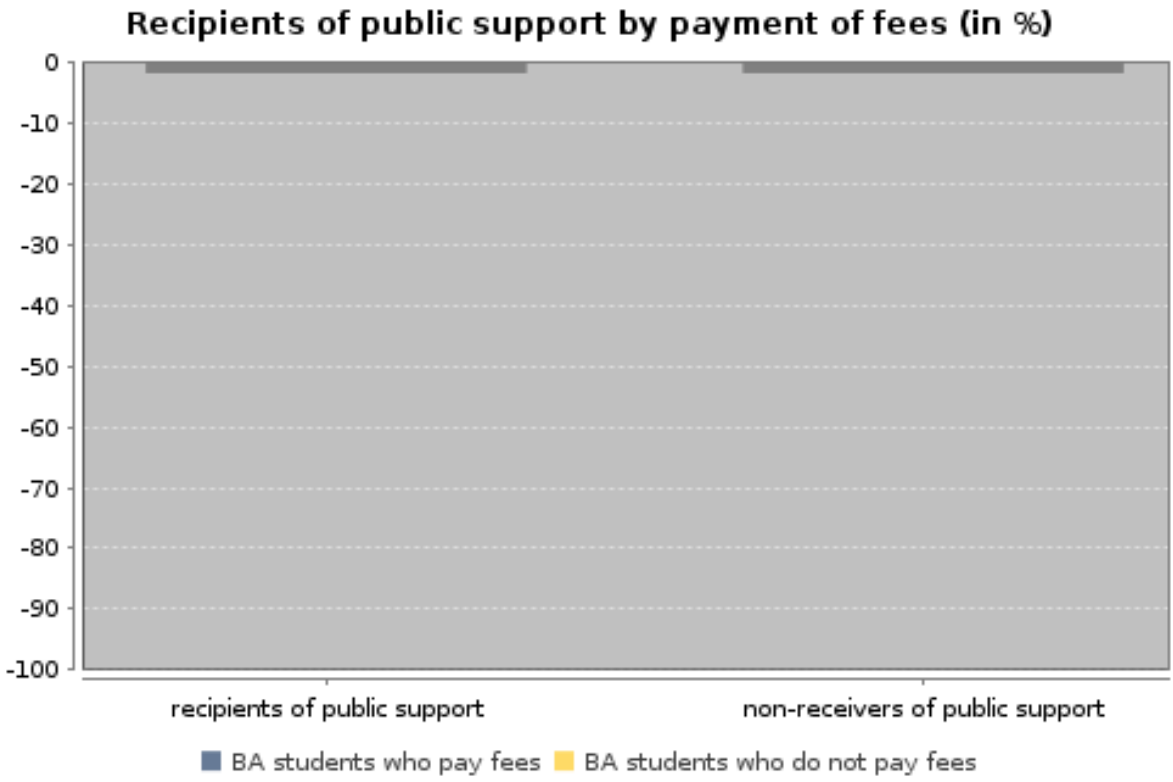
methodical issues or considerations for data interpretation:

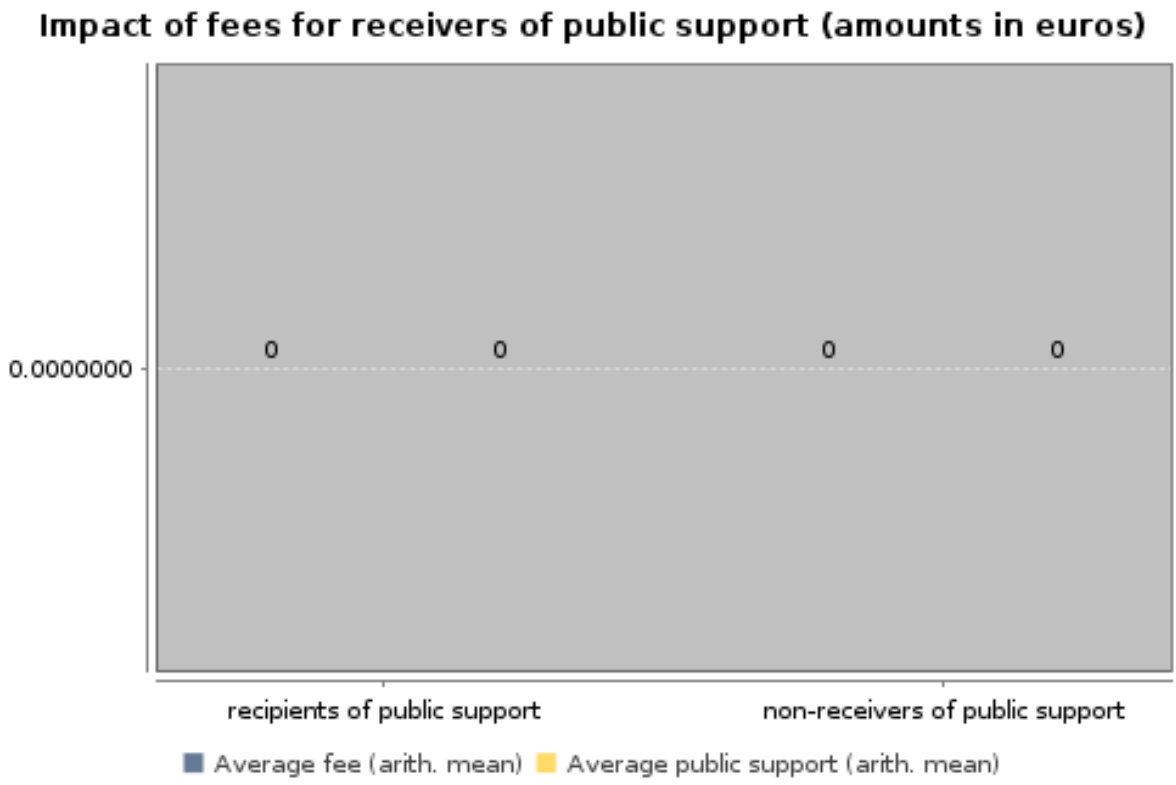
national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

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

Key Indicators	
Recipients of public support who pay fees, in %	0.0
Share of public support which covers fees for recipients of public support, in %	0.0





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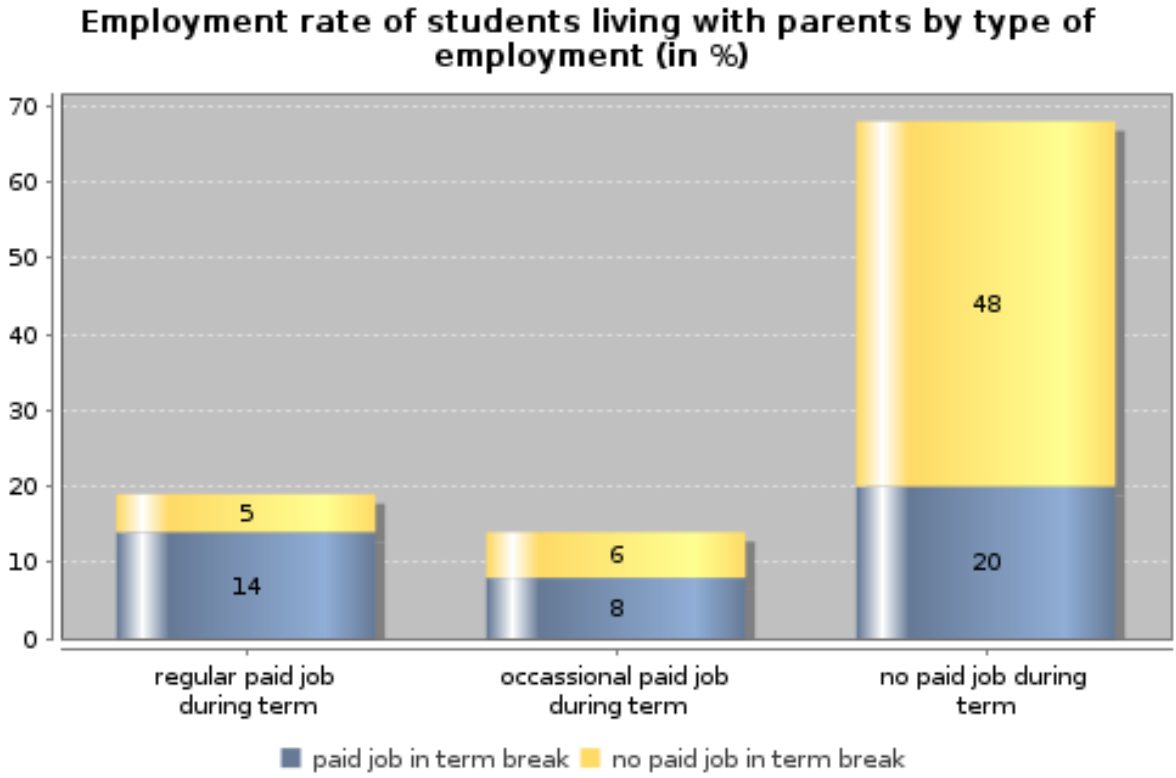
methodical issues or considerations for data interpretation:

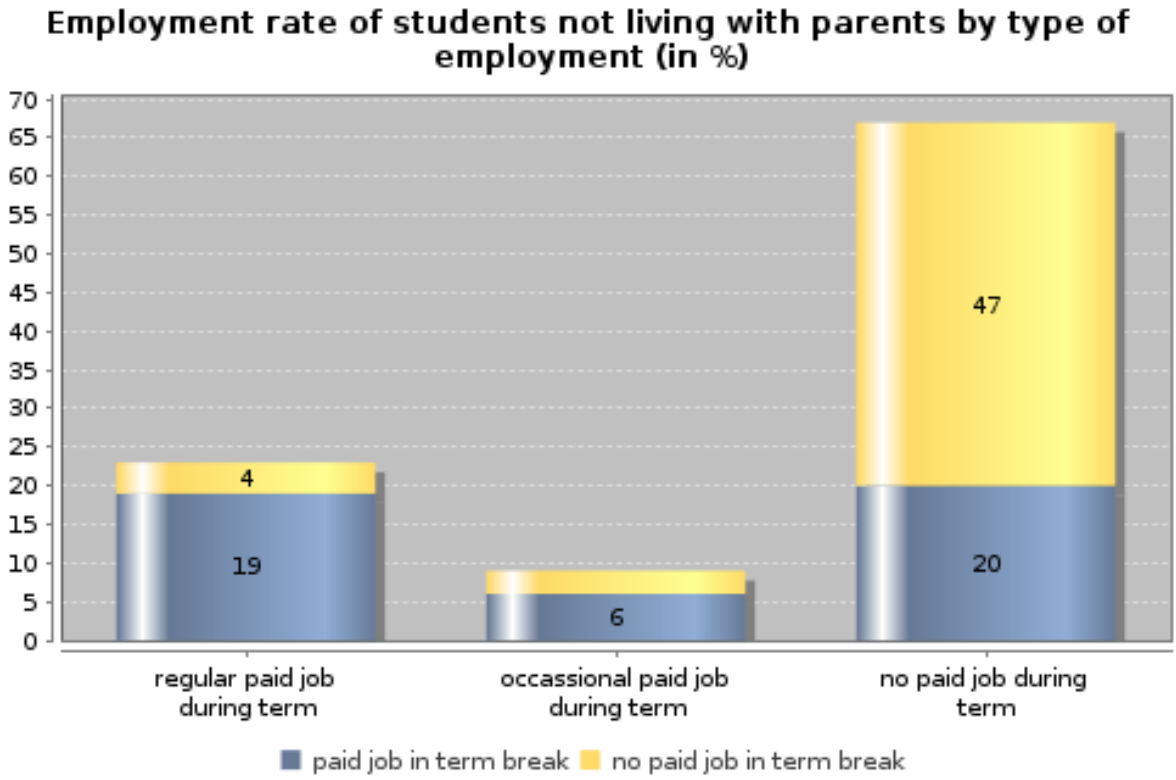
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

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

Key Indicators	
Employment rate of students not living with parents by type of employment:	
Regular paid job during term, in %	23.0
Occassional paid job during term, in %	9.4
Regular paid job during term and in term break, in %	18.9
Occassional paid job during term and in term break, in %	6.4
No paid job at any time, in %	47.2





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methodical issues or considerations for data interpretation:

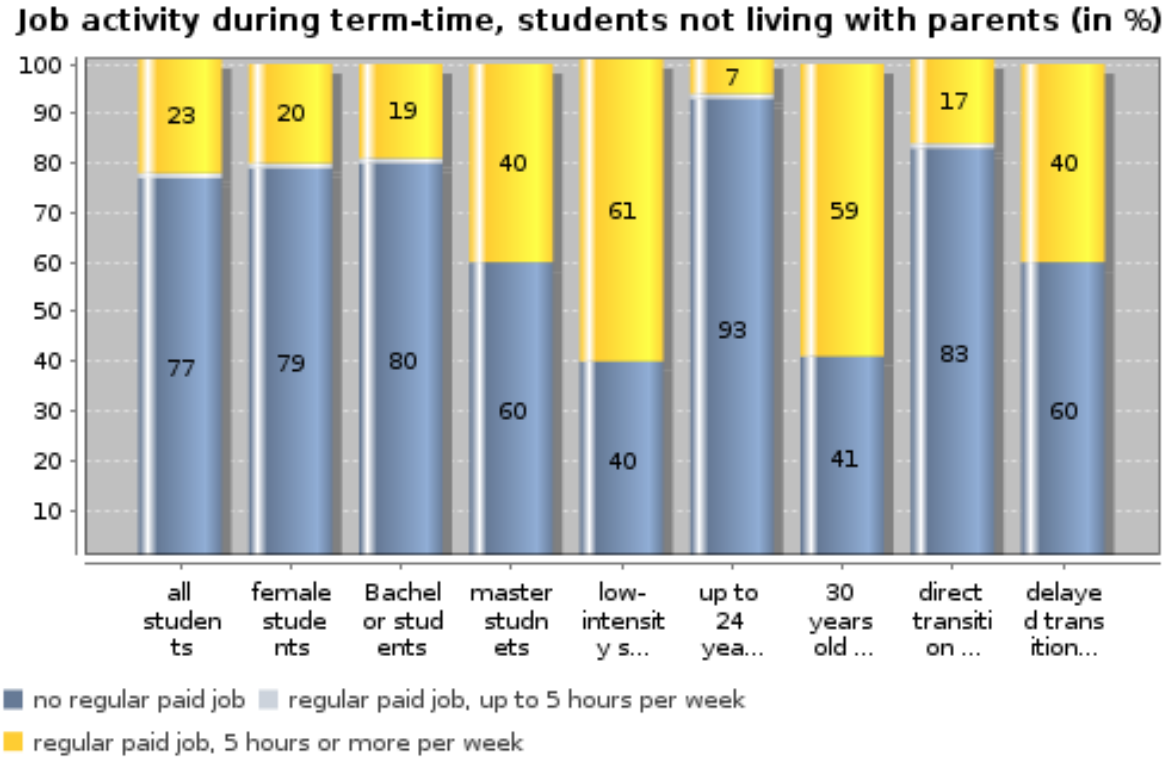
Taking into account the results of EUROSTUDENT III we don't think that this is a very high share.

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 %	22.8
Regular paid job, 5 hours or more per week, BA students, in %	18.5
Regular paid job, 5 hours or more per week, low-intensity students, in %	60.5
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	58.7



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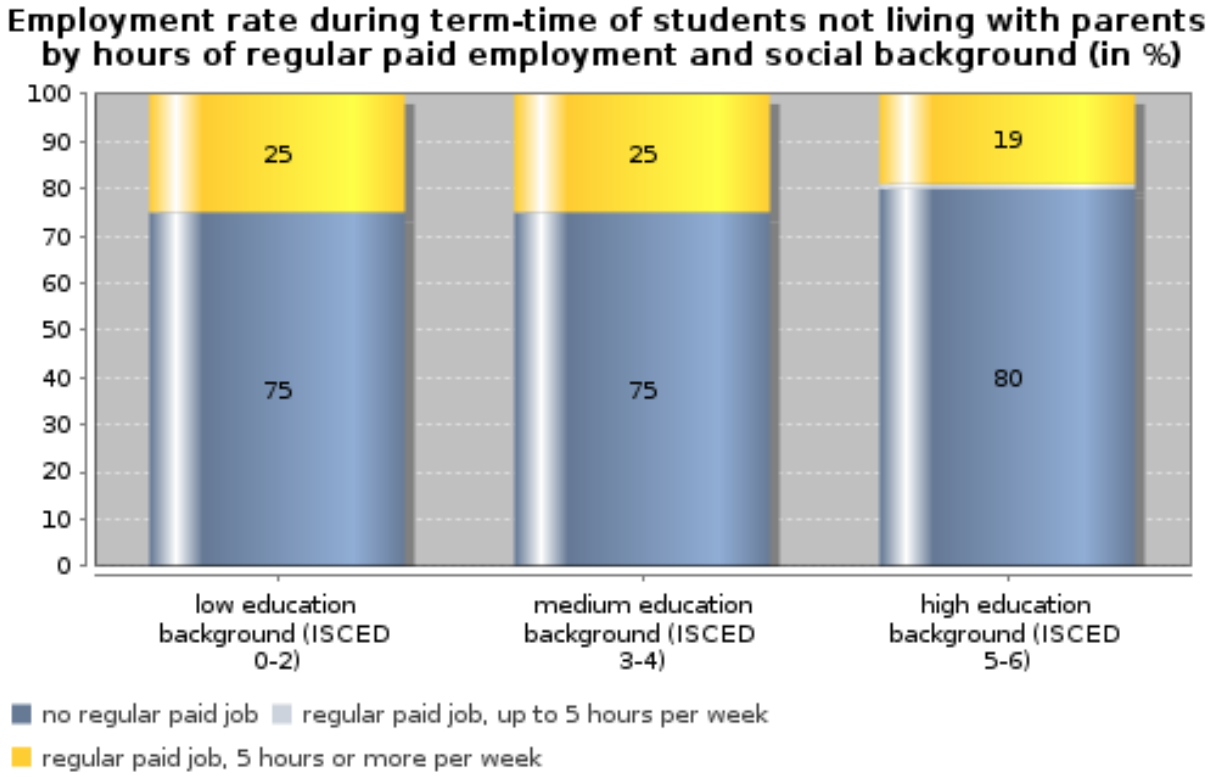
methodical issues or considerations for data interpretation:

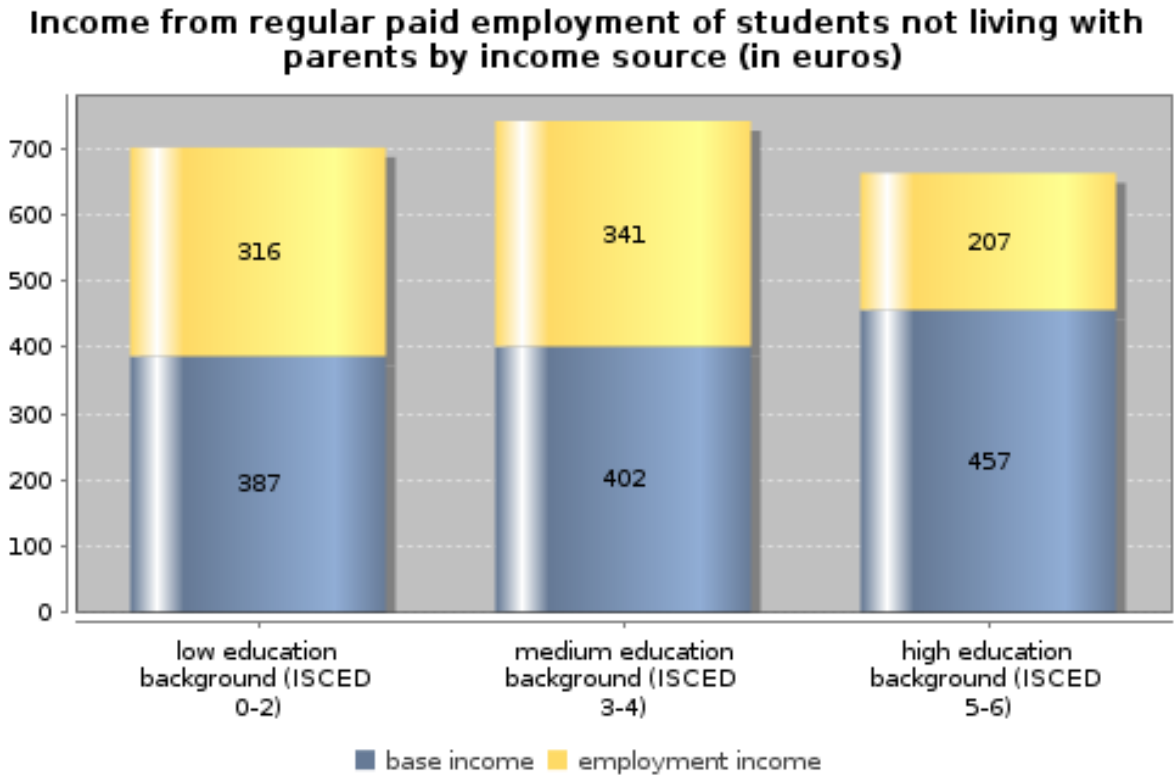
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

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

Key Indicators	
Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	25.2
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	19.2
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	45.0
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	31.2





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methodical issues or considerations for data interpretation:

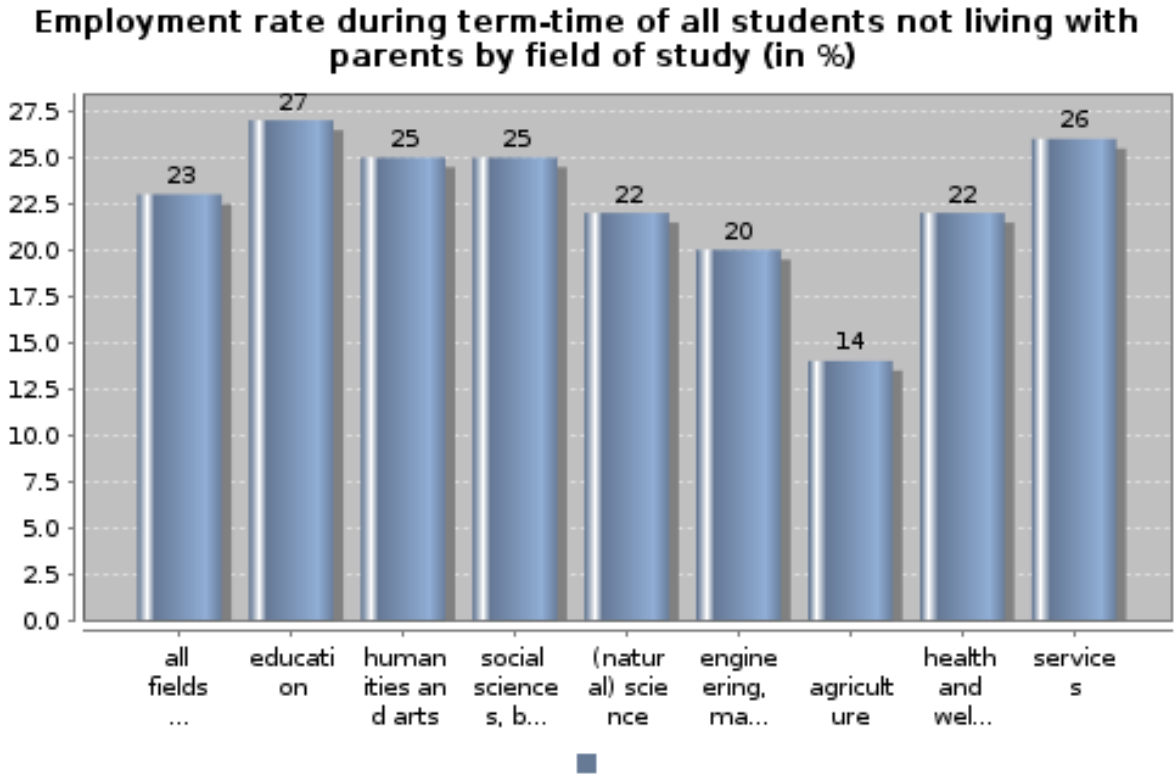
In other pieces of research we have confirmed that students, who have a paid job, have a paid job because they want to get money for their pocket money (and not for finance the studies). Moreover, this is understandable if you take into account that in Spain the tuition fees are low compared with other countries.

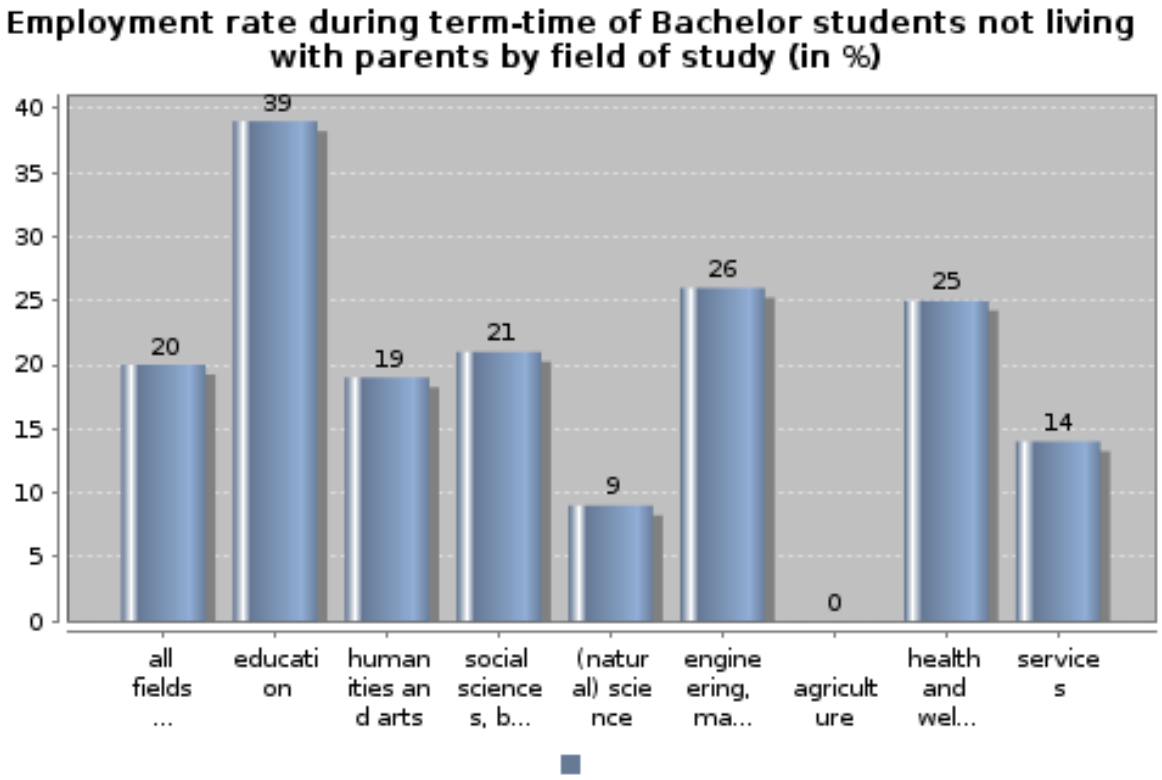
national interpretation of the results of the data analysis:

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 %	19.5
all students in humanities and arts, in %	24.9
BA students in engineering disciplines, in %	25.6
BA students in humanities and arts, in %	18.5





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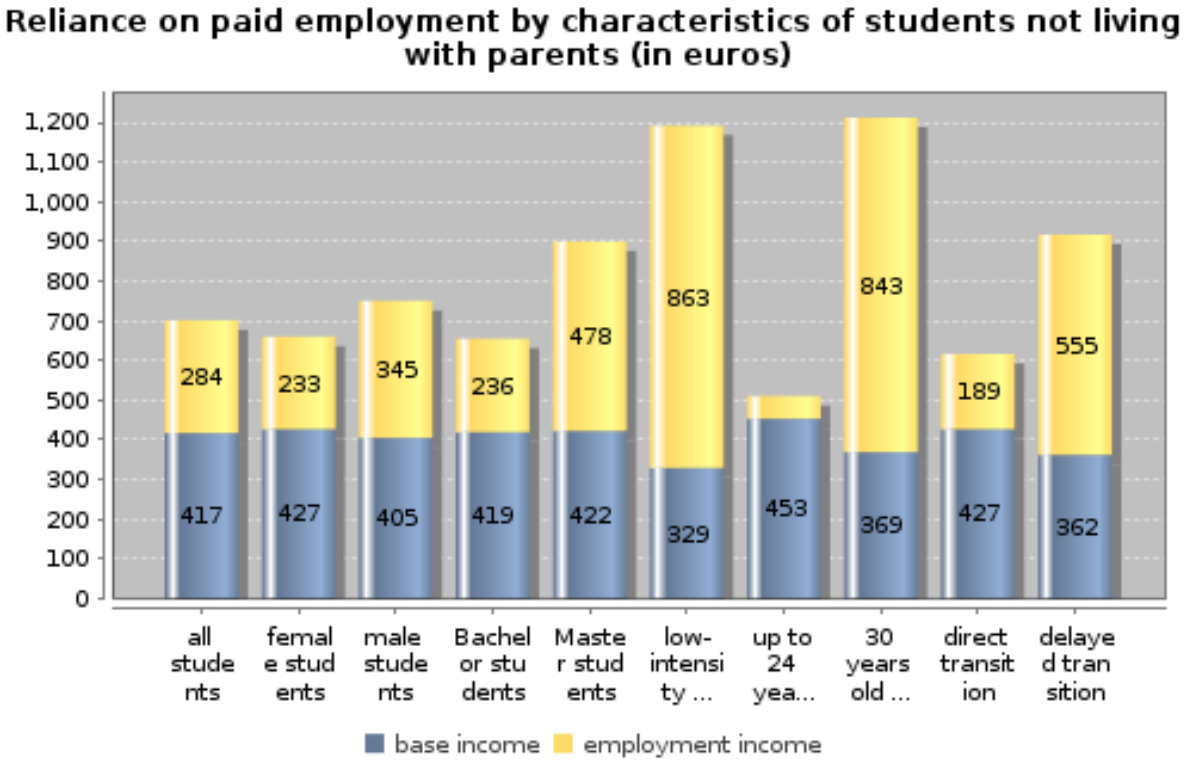
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

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

Key Indicators	
Income from employment as share of total income for all students, in %	40.5
Income from employment as share of total income for BA students, in %	36.0
Income from employment as share of total income for low-intensity students, in %	72.4
Income from employment as share of total income for 30 years old or above, in %	69.6



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methodical issues or considerations for data interpretation:

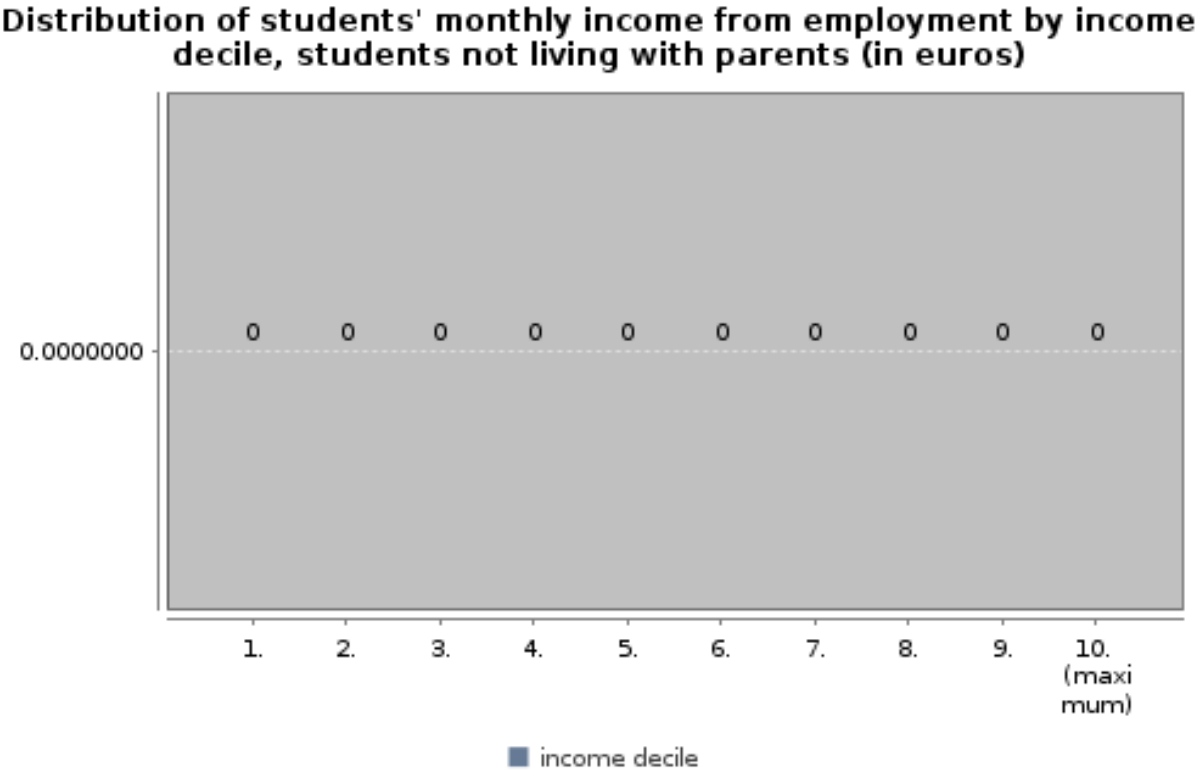
national interpretation of the results of the data analysis:

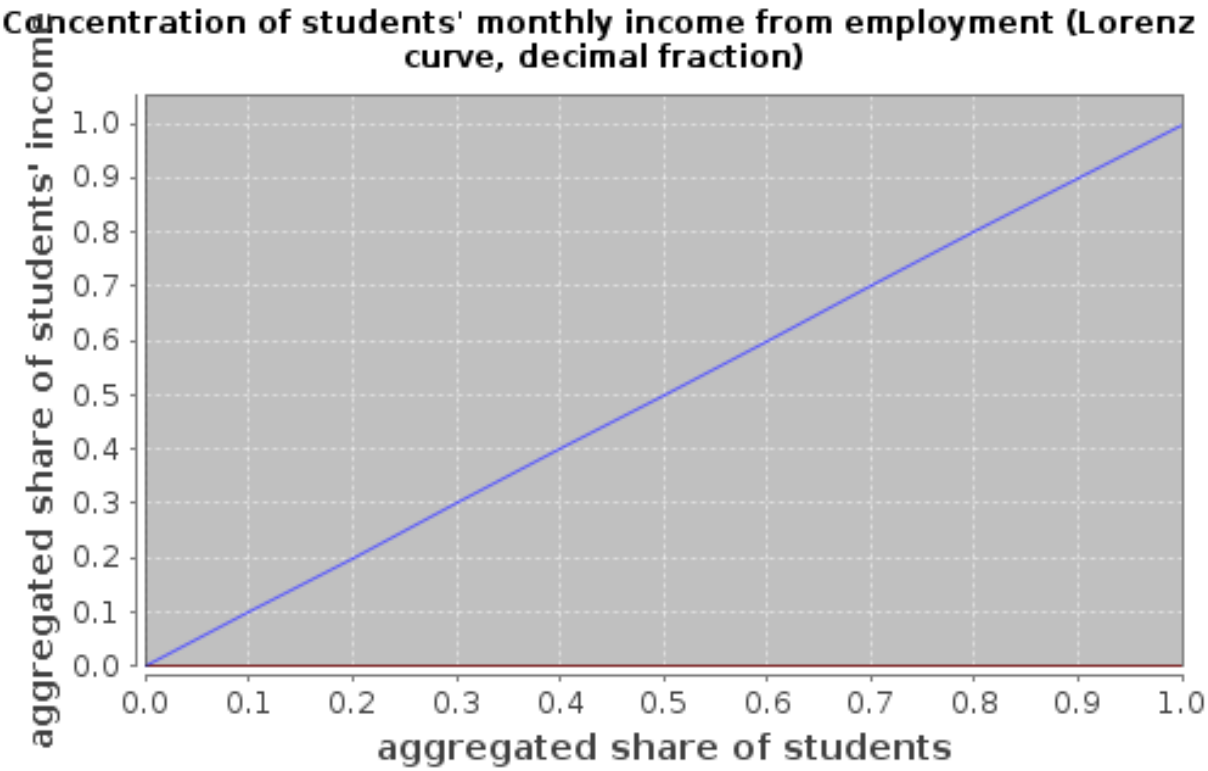
Topic: G. Time budget and employment

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

Key Indicators

Income cut-off point for lowest 20% of working students not living with parents	0.0
Gini coefficient	0.0





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methodical issues or considerations for data interpretation:

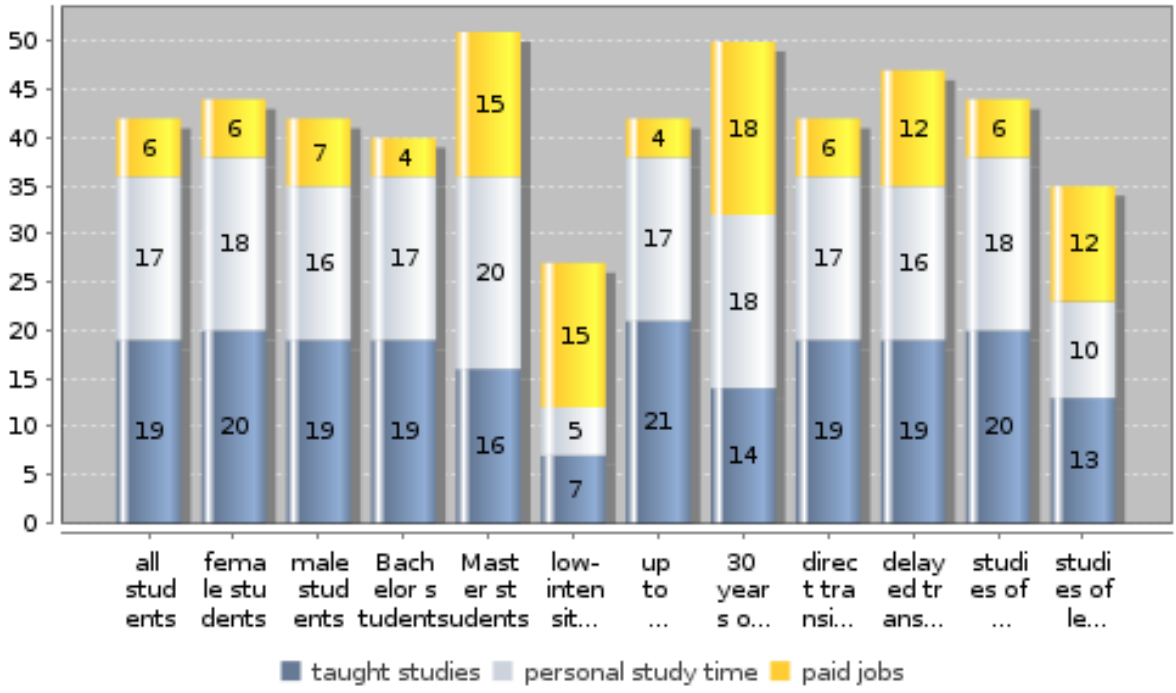
national interpretation of the results of the data analysis:

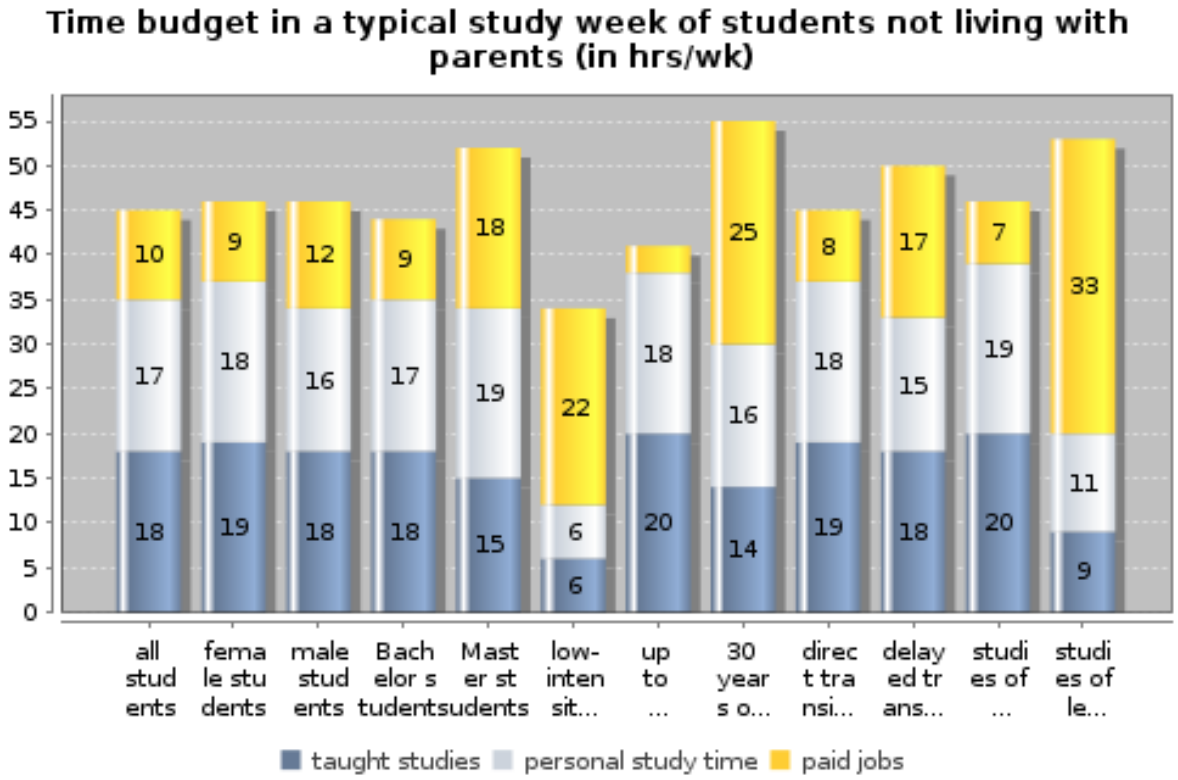
Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

Key Indicators	
Study-related activities of all students not living with parents, hrs/wk	35.0
Study-related activities of BA students not living with parents, hrs/wk	35.0
Study-related activities of MA students not living with parents, hrs/wk	34.0
Study-related activities of low-intensity students not living with parents, hrs/wk	12.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	38.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	20.0

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





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methodical issues or considerations for data interpretation:

These values are not surprising for us. Maybe the bigger dedication to the studies that you see in country comparison is due to the lower access to the labour market for the Spanish students. Thus, with fewer opportunities to access to a paid job they dedicate more time to studies.

national interpretation of the results of the data analysis:

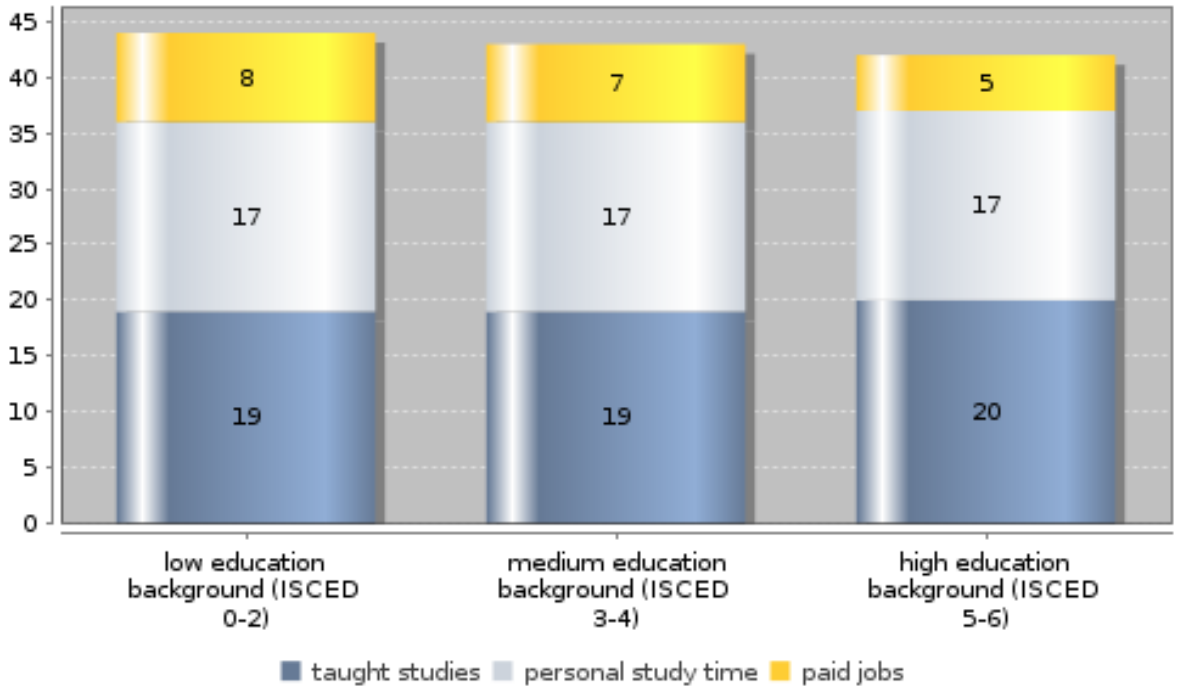
Topic: G. Time budget and employment

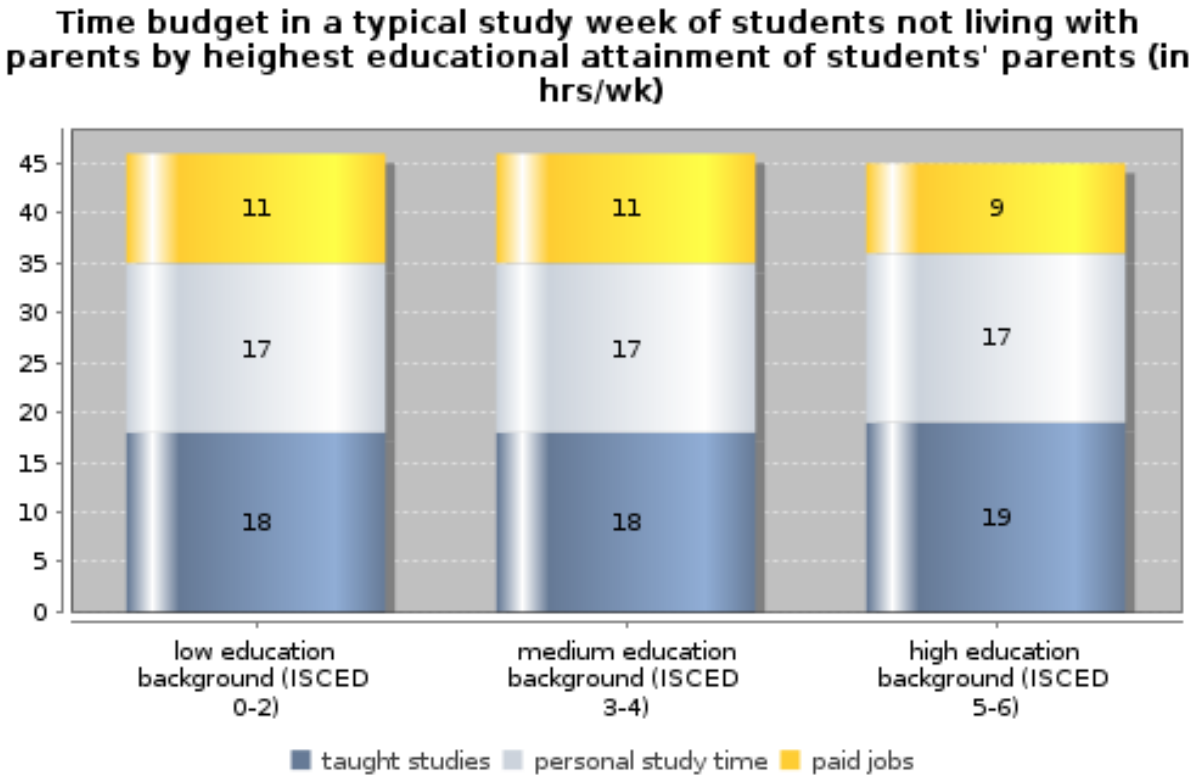
Subtopic 8: Time budget by social background

Key Indicators

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	36.0
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	35.0

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





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methodical issues or considerations for data interpretation:

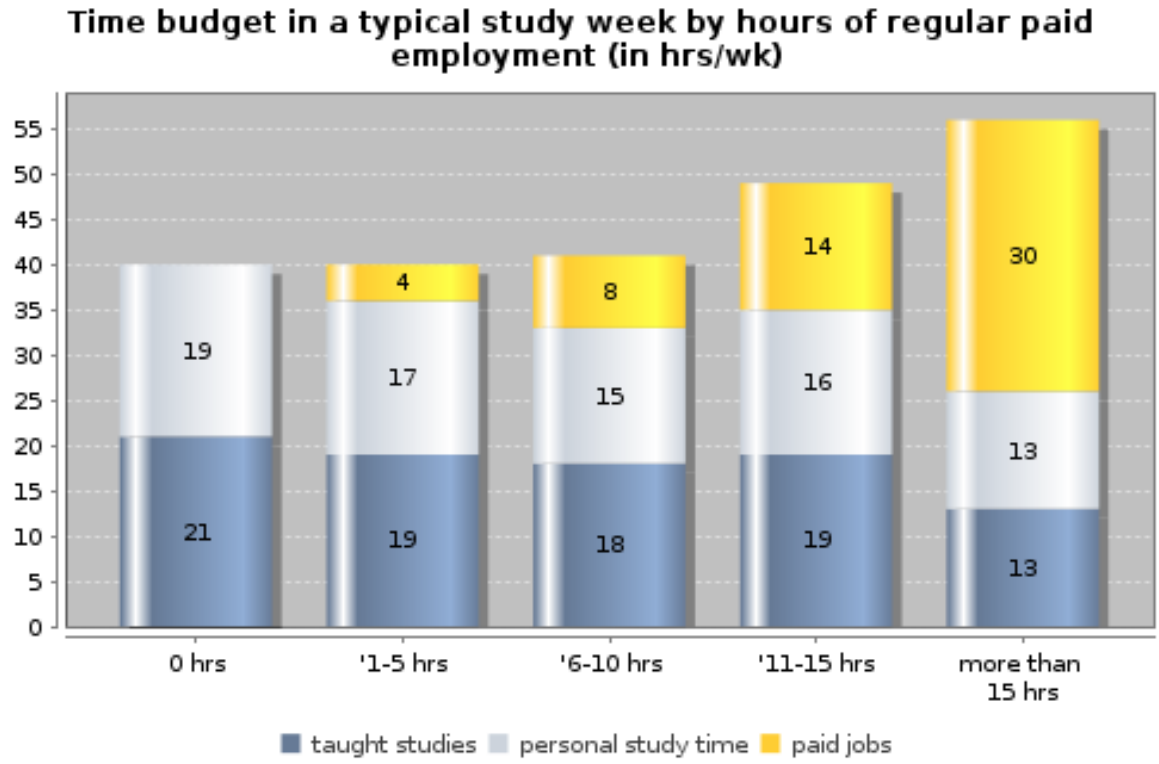
See comment ES_G07. Moreover, those students from low educational background dedicate dedicate more time to the paid job.

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	39.0
Study-related activities of students, who work 1-5 hrs/wk	36.0
Study-related activities of students, who work 11-15 hrs/wk	35.0
Study-related activities of students, who work more than 15 hrs/wk	27.0



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methodical issues or considerations for data interpretation:

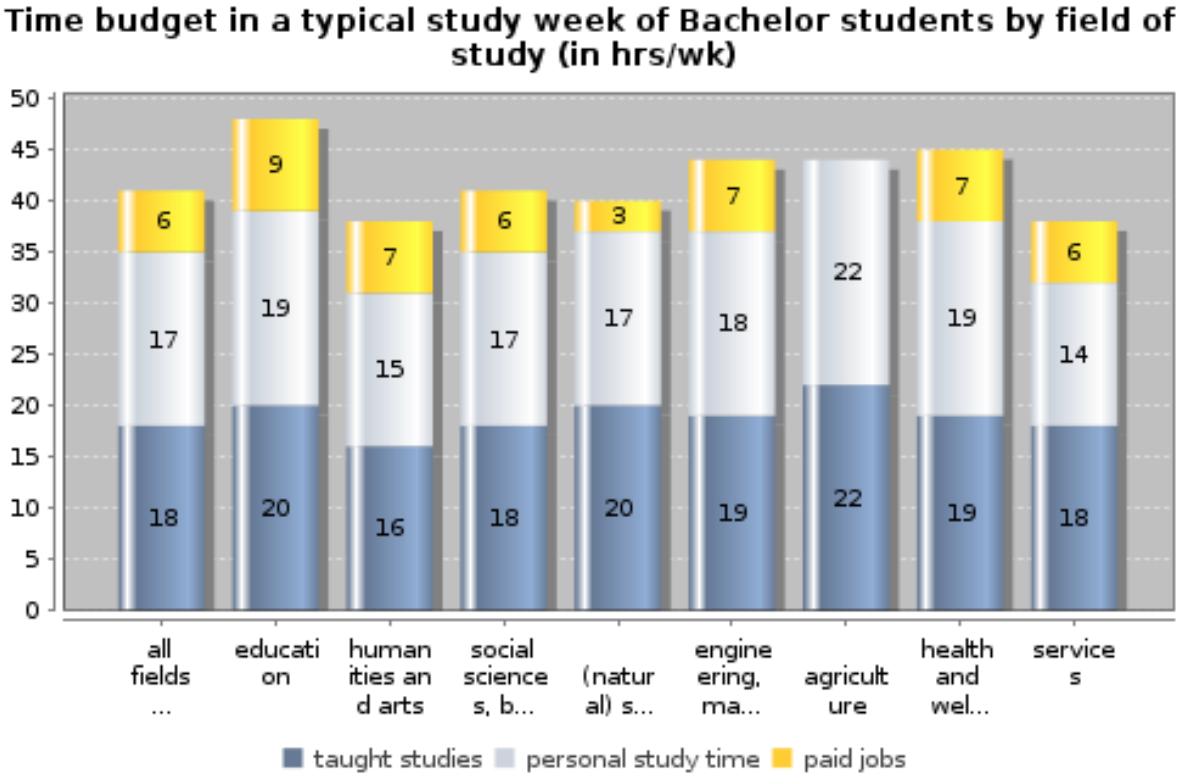
Spanish universities don't differentiate between full-time and part-time students status. Thus, these students with part-time jobs try to follow the rate of the university courses as they were full-time students. This is to say that they maintain the dedication to the studies although they have augmented the dedication to a paid job.

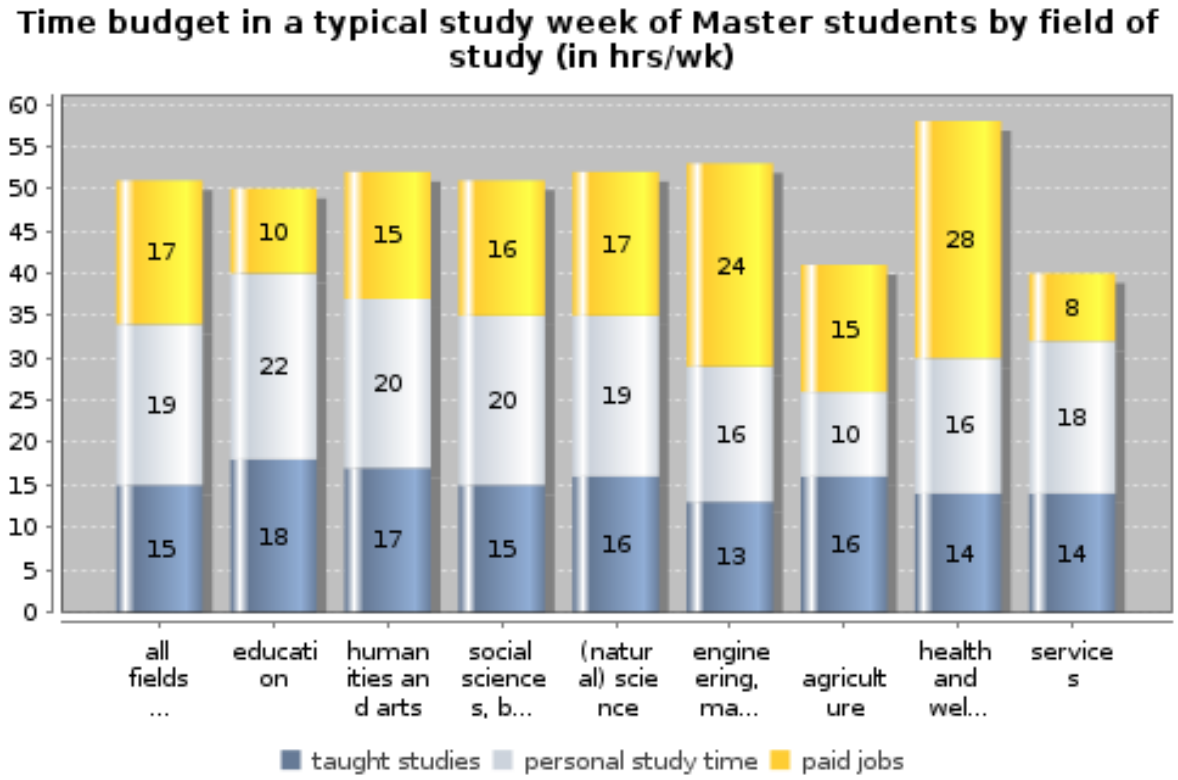
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

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

Key Indicators	
Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	37.1
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	31.7
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	28.9
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	37.1





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methodical issues or considerations for data interpretation:

In Spain, the incorporation to the labour world for students from Humanities is very difficult and maybe this is the reason they dedicate more time to the studies.

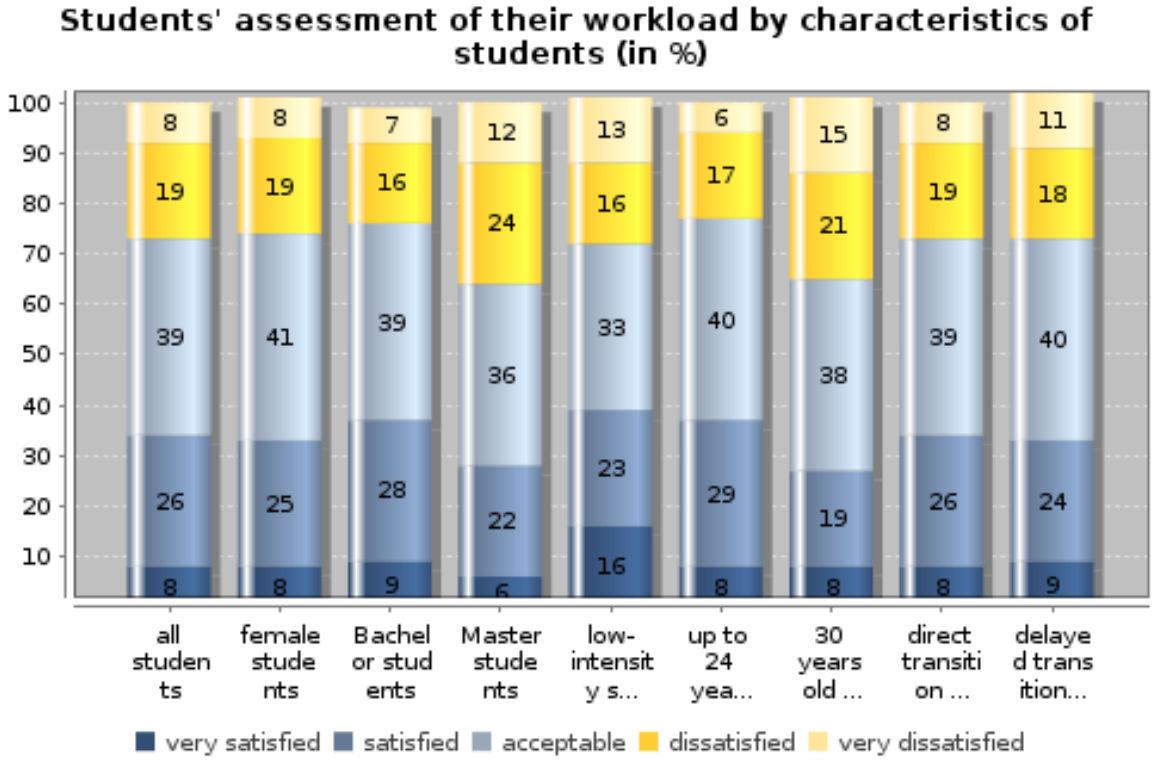
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

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

Key Indicators

Share of all students who are (very) satisfied, in %	34.1
Share of BA students who are (very) satisfied, in %	37.1
Share of low-intensity students who are (very) satisfied, in %	38.8
Share of 30 year olds or over who are (very) satisfied, in %	26.4



details on missing data:

methodical issues or considerations for data interpretation:

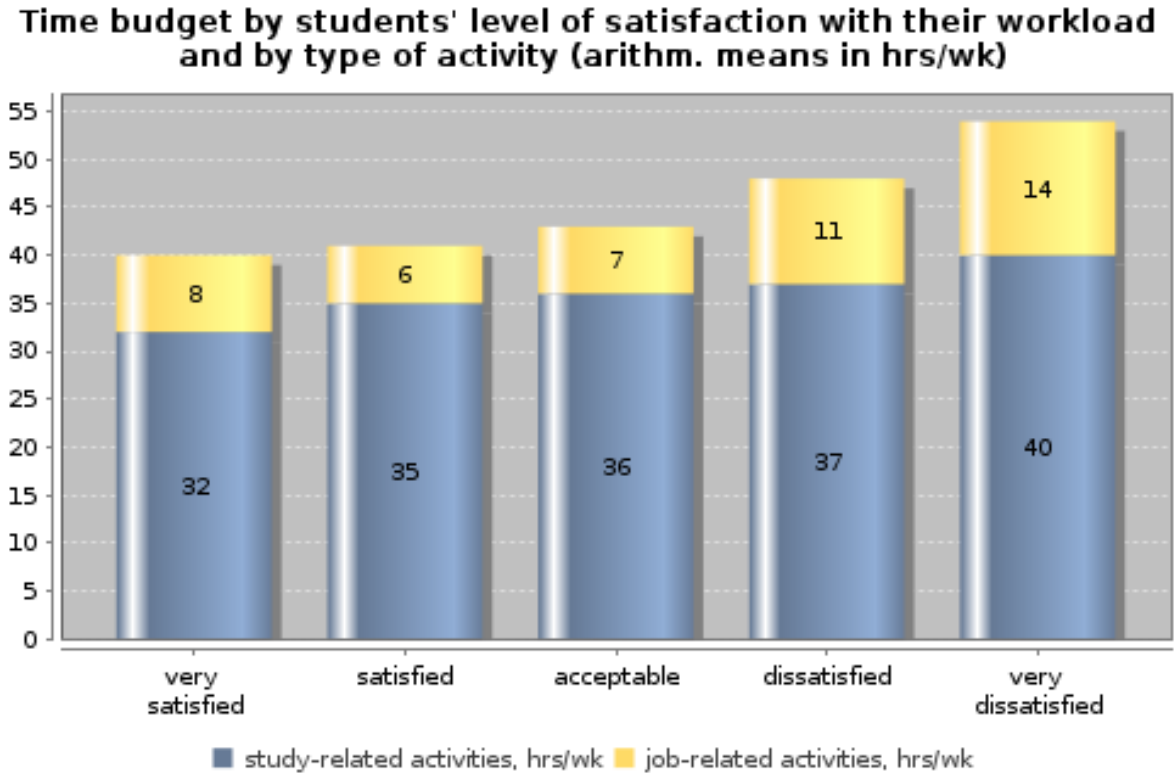
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

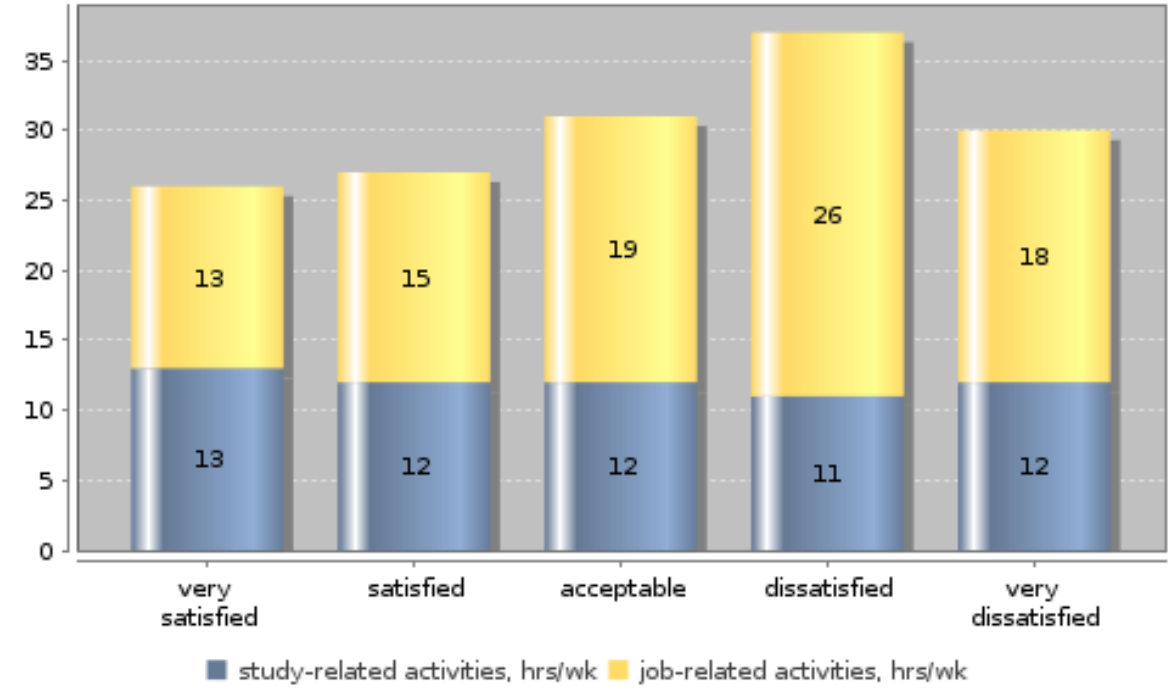
Subtopic 12: Time budget by students' level of satisfaction with their workload

Key Indicators

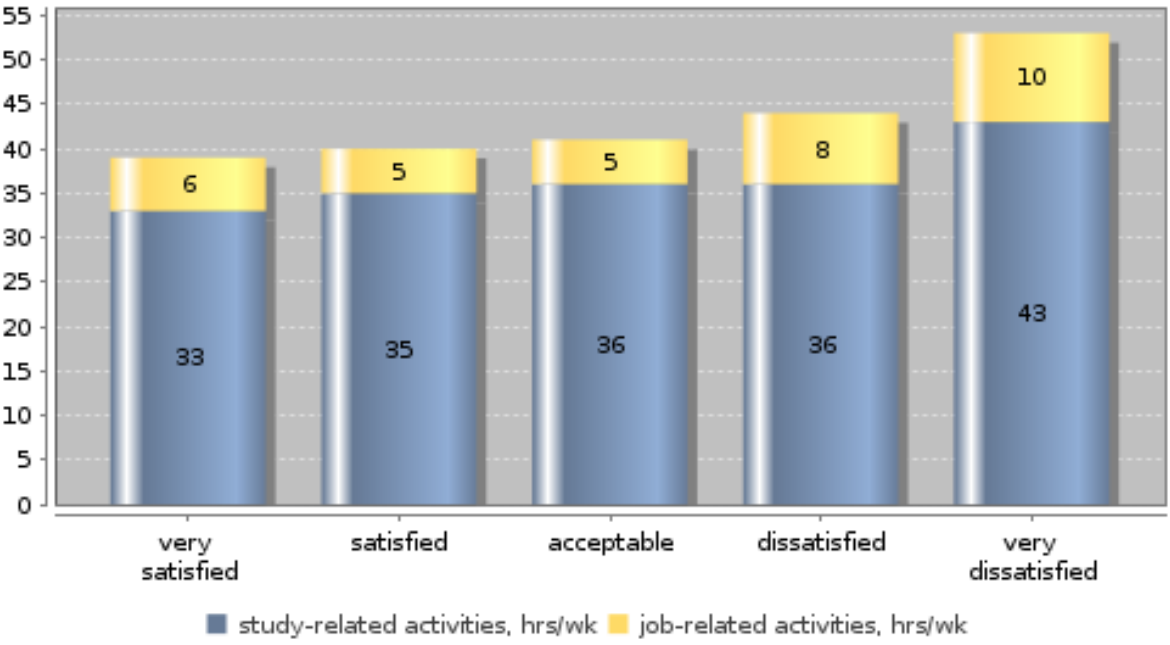
Total workload of all students who are very dissatisfied, in hrs/wk	53.5
Total workload of BA students who are very dissatisfied, in hrs/wk	53.4
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	30.6



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:

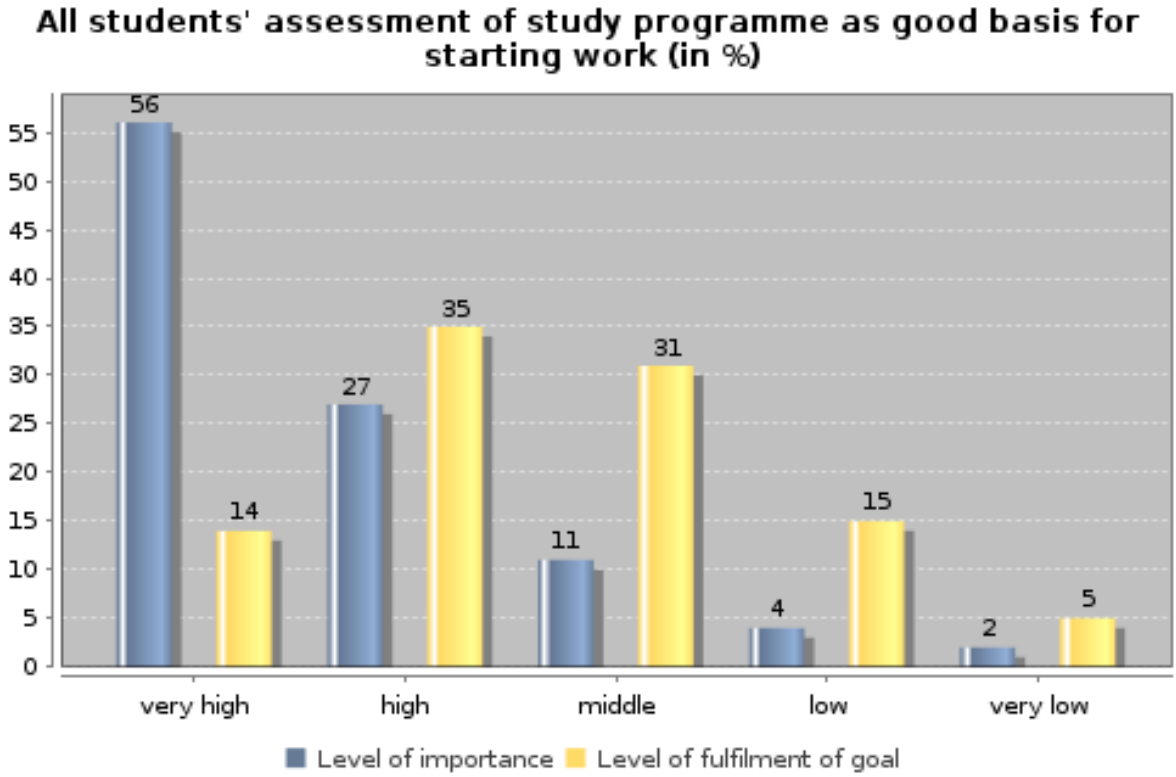
national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

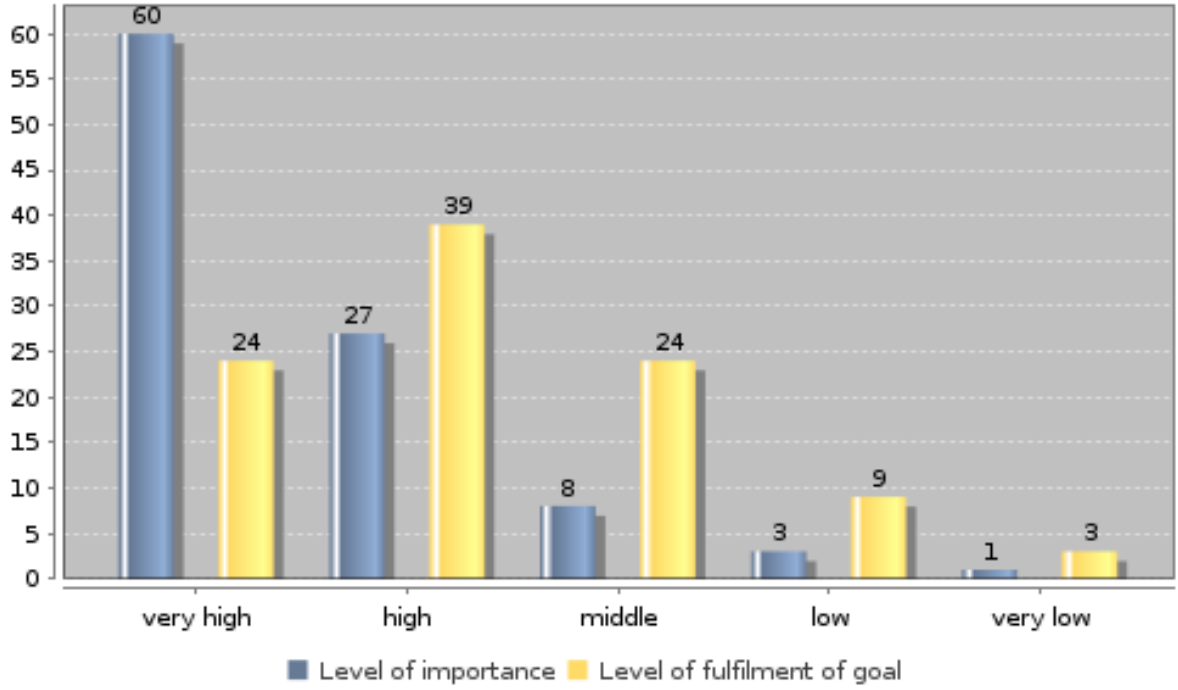
Subtopic 1: All students' assessment of general aspects of studies

Key Indicators

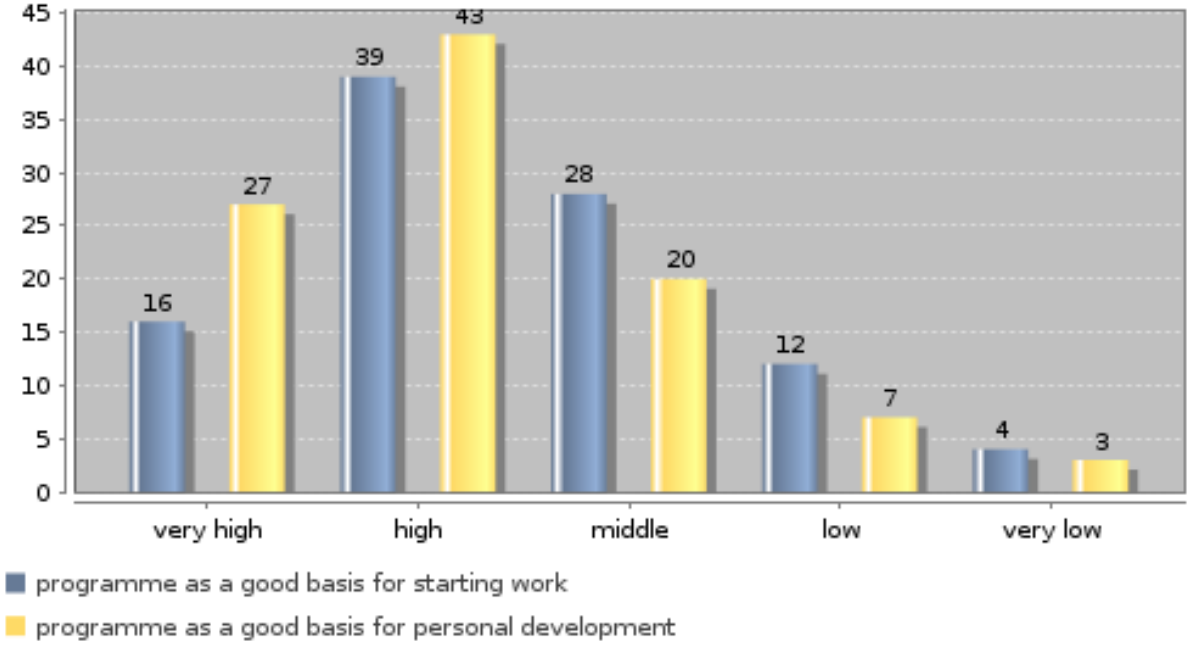
Share of all students whose goals are met at (very) high level - basis for starting work, in %	48.9
Share of all students whose goals are met at (very) high level - basis for personal development, in %	63.2



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



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



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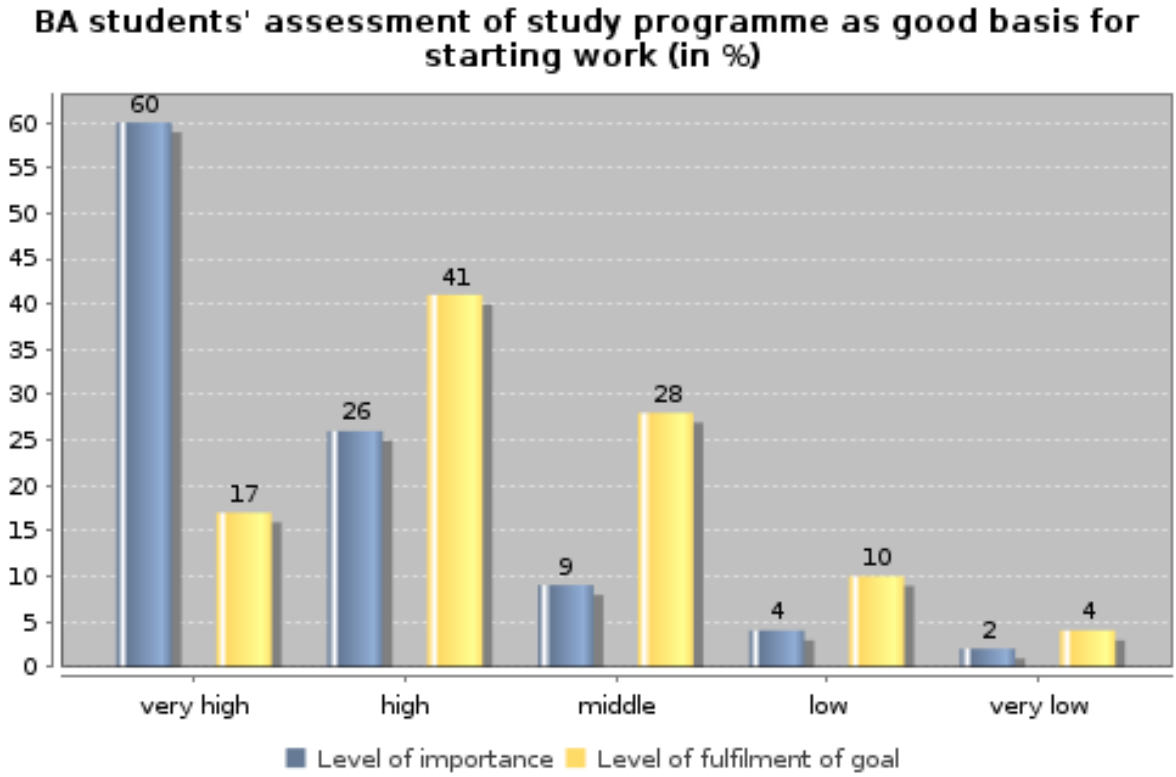
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

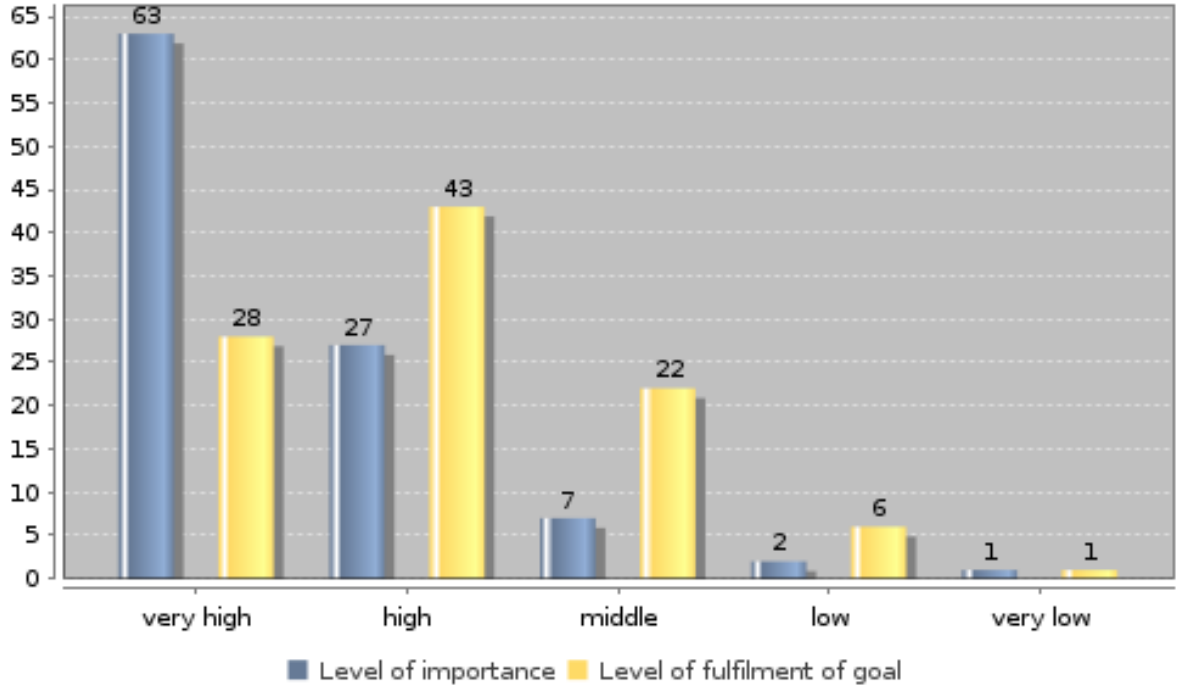
Topic: H. Assessment of studies

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

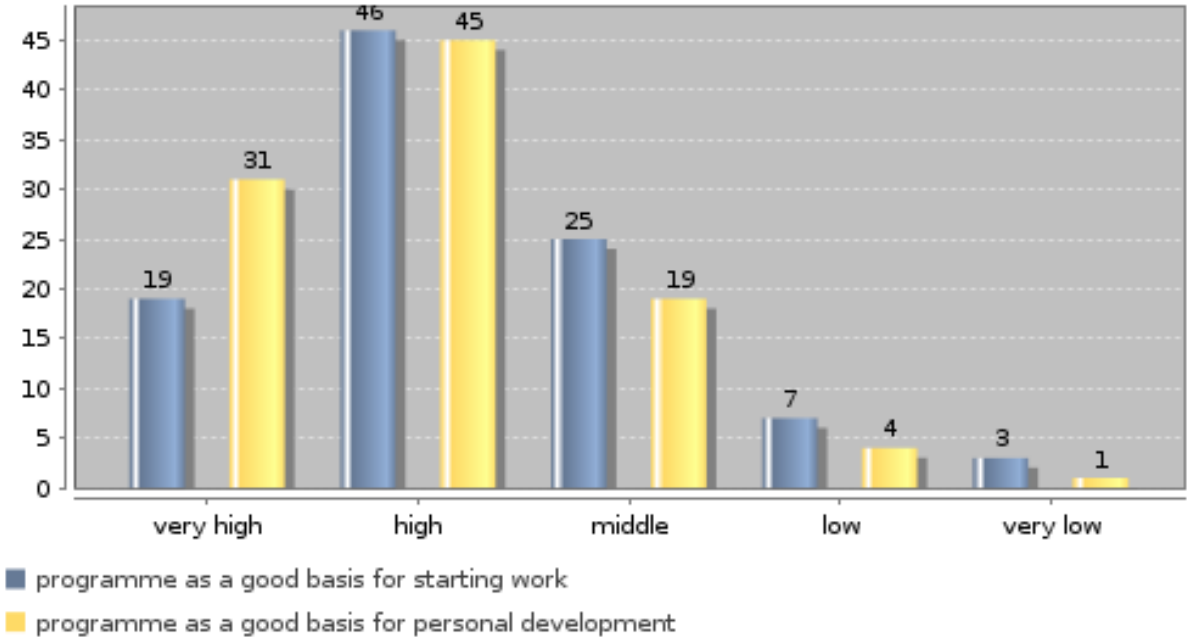
Key Indicators	
Share of BA students whose goals are met at (very) high level - basis for starting work, in %	58.3
Share of BA students whose goals are met at (very) high level - basis for personal development, in %	70.8



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



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



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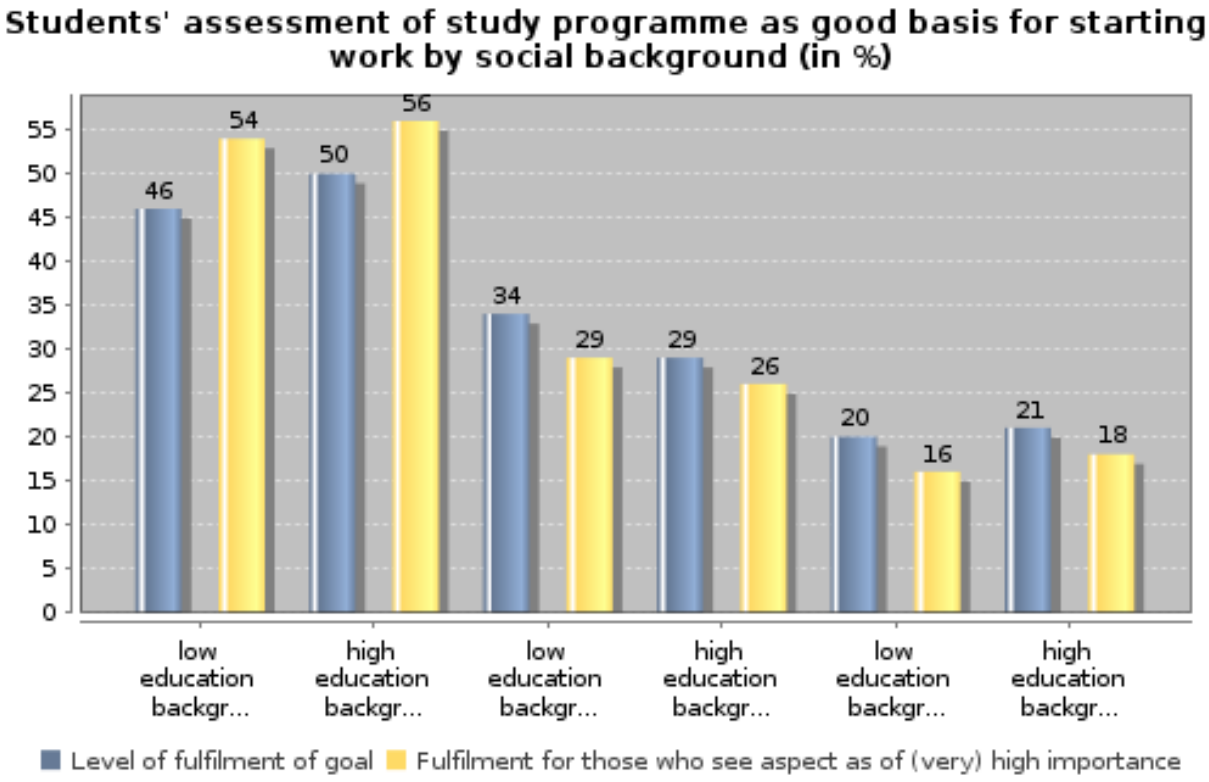
methodical issues or considerations for data interpretation:

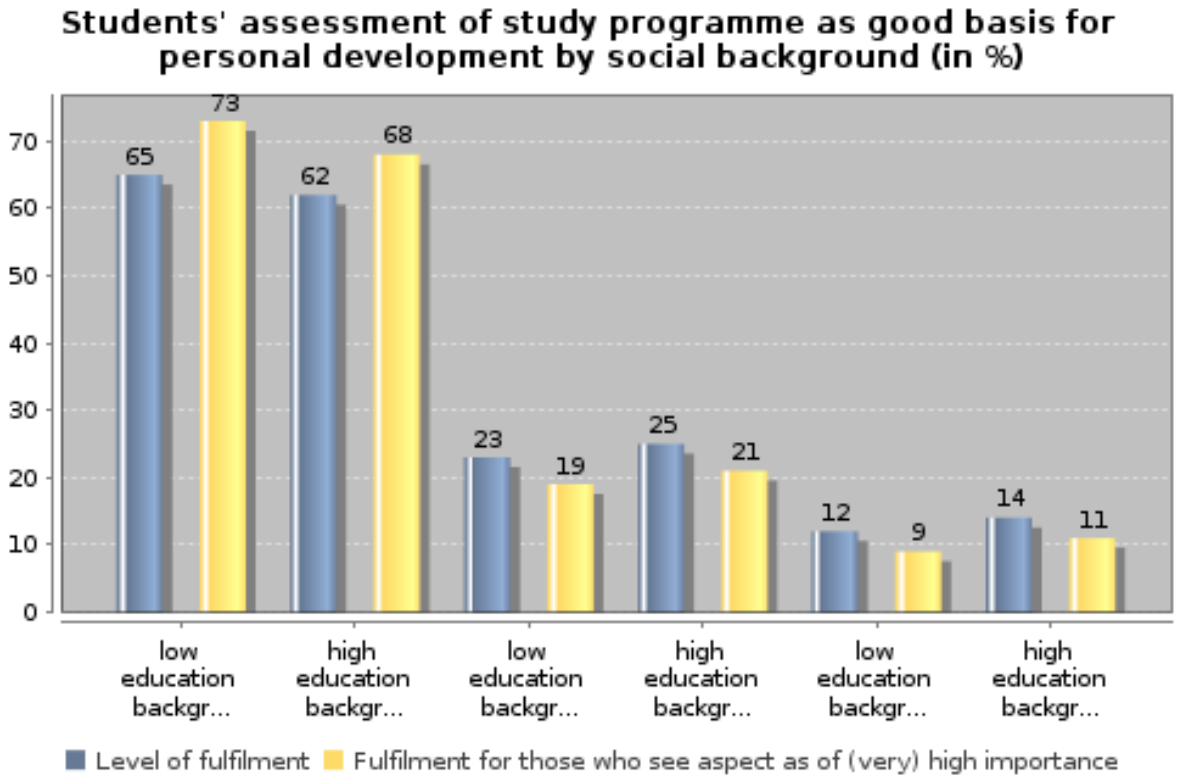
national interpretation of the results of the data analysis:

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 %	45.7
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	64.9
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	50.3
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	61.8





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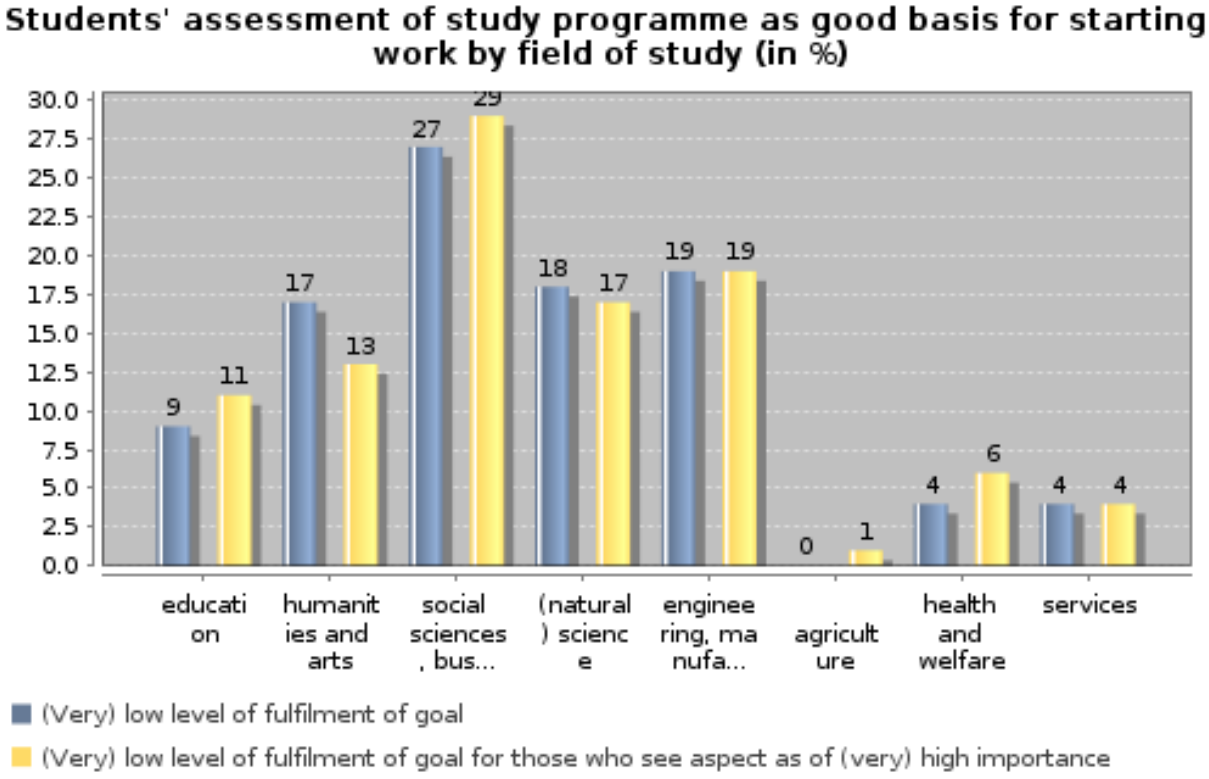
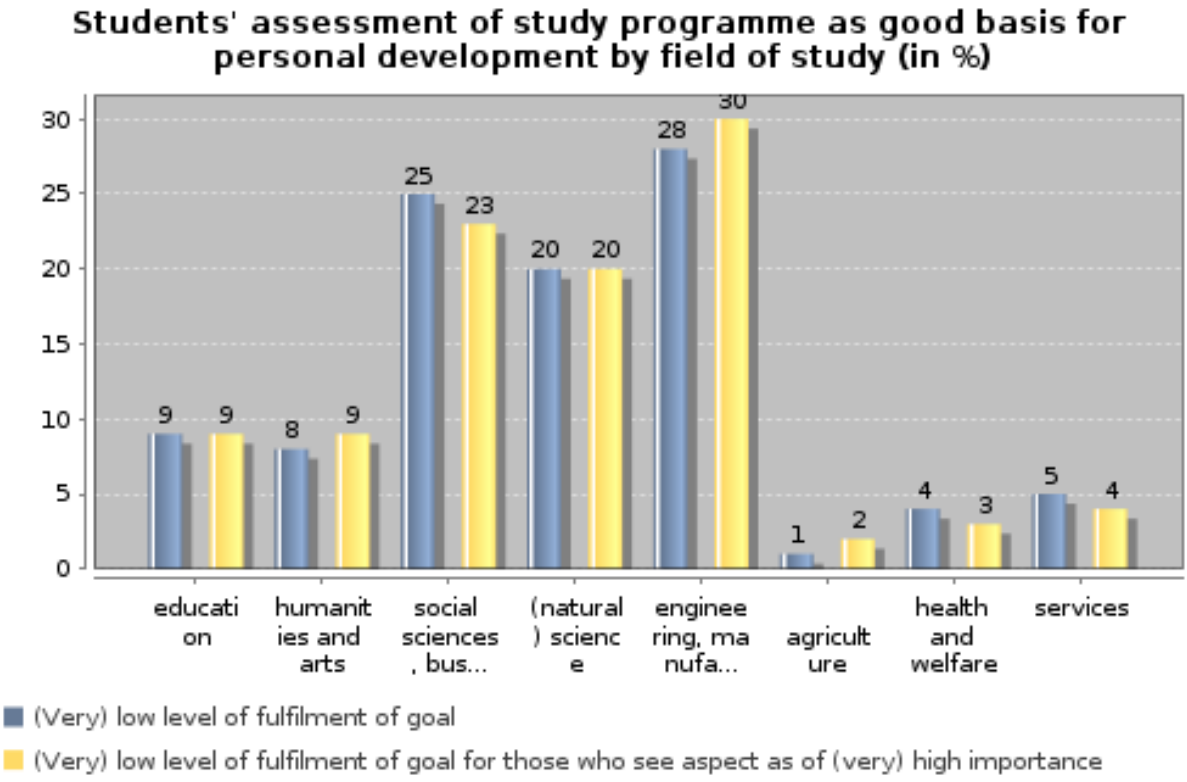
national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

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

Key Indicators	
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	13.0
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	8.5
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	19.3
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	29.9





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methodical issues or considerations for data interpretation:

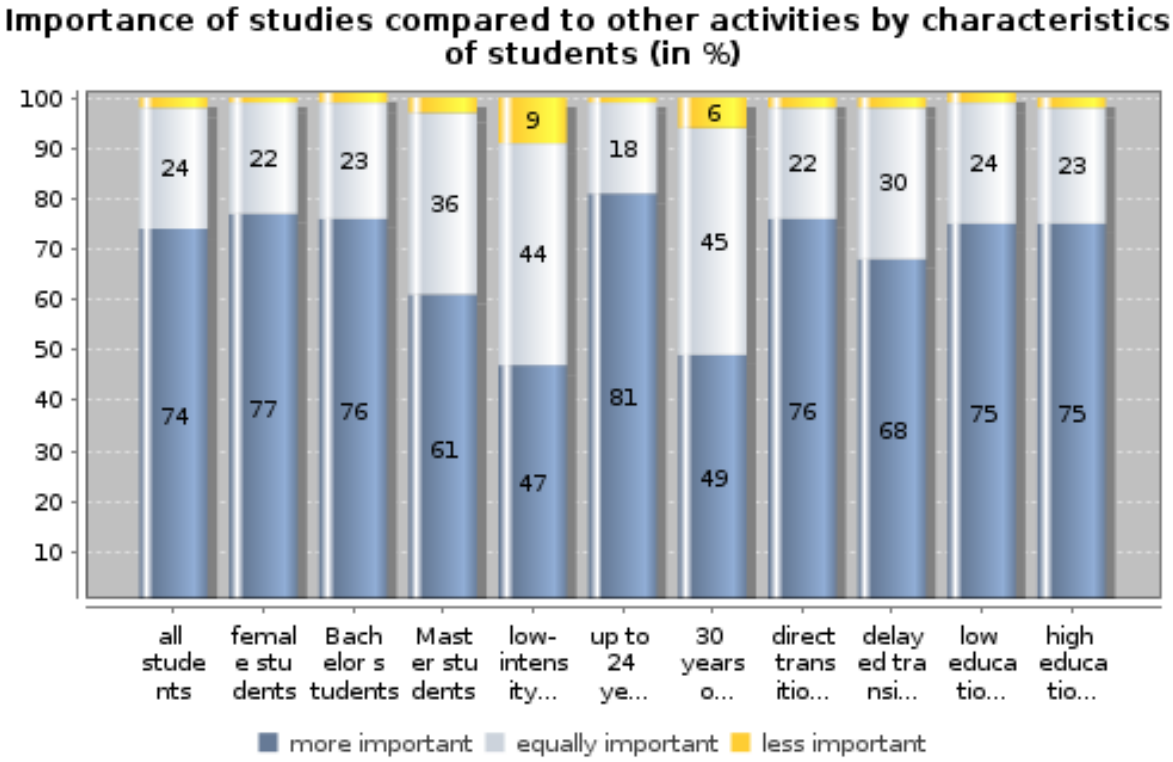
The only explanation that I could give is the strong technical orientation of engineering programmes.

national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

Subtopic 5: Students' assessment of importance of studies

Key Indicators	
Share of all students for whom studies are more important, in %	74.1
Share of all students for whom studies are less important, in %	1.9
Share of BA students for whom studies are more important, in %	75.8
Share of BA students for whom studies are less important, in %	1.5
Share of low-intensity students for whom studies are more important, in %	46.9
Share of low-intensity students for whom studies are less important, in %	9.2
Share of 30 years old or older for whom studies are more important, in %	48.8
Share of 30 years old or older for whom studies are less important, in %	6.1



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methodical issues or considerations for data interpretation:

We think that this is because they see the kind of paid job that can find as a way to obtain additional income (not always but in many cases). We have to take into account the allocation of the question in

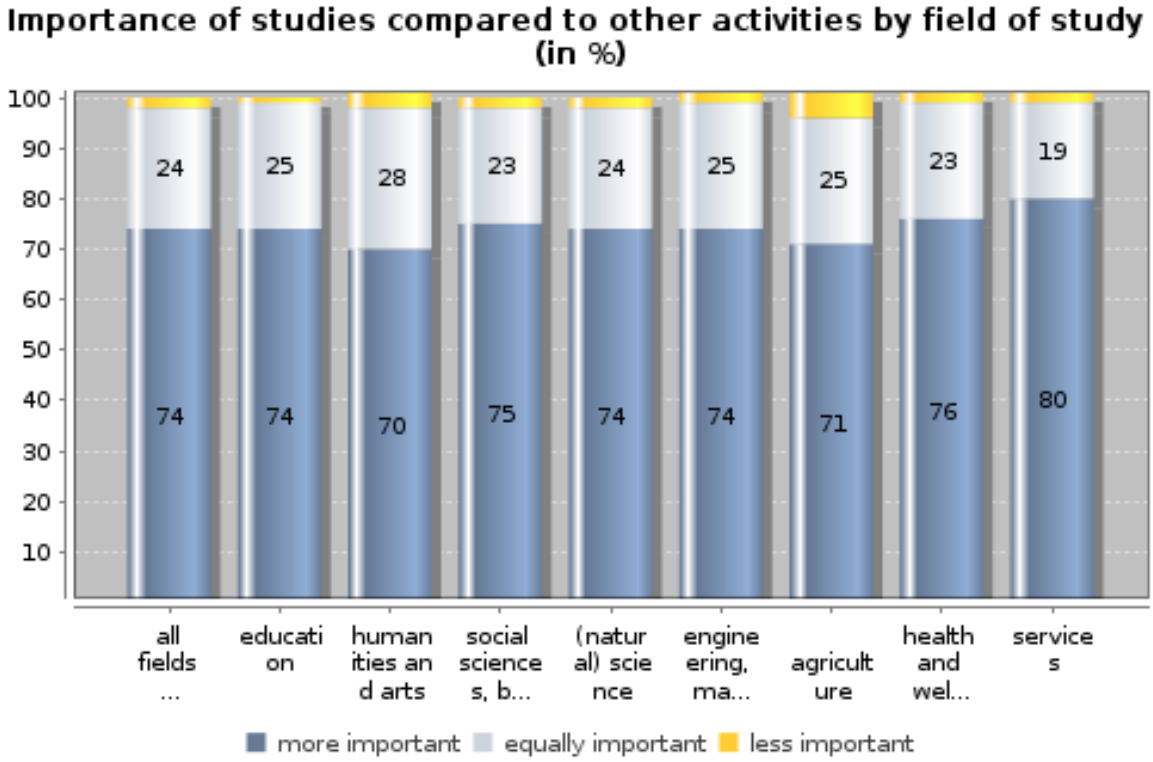
the questionnaire, that is, immediately after the question about paid job in term break. So, presumably, they have compared the studies with the paid job in term break.

national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

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

Key Indicators	
Share of students in humanities and arts for whom studies are more important, in %	69.5
Share of students in humanities and arts for whom studies are less important, in %	2.7
Share of students in engineering disciplines for whom studies are more important, in %	73.6
Share of students in engineering disciplines for whom studies are less important, in %	1.6
Share of students in social sciences for whom studies are more important, in %	75.4
Share of students in social sciences for whom studies are less important, in %	2.0



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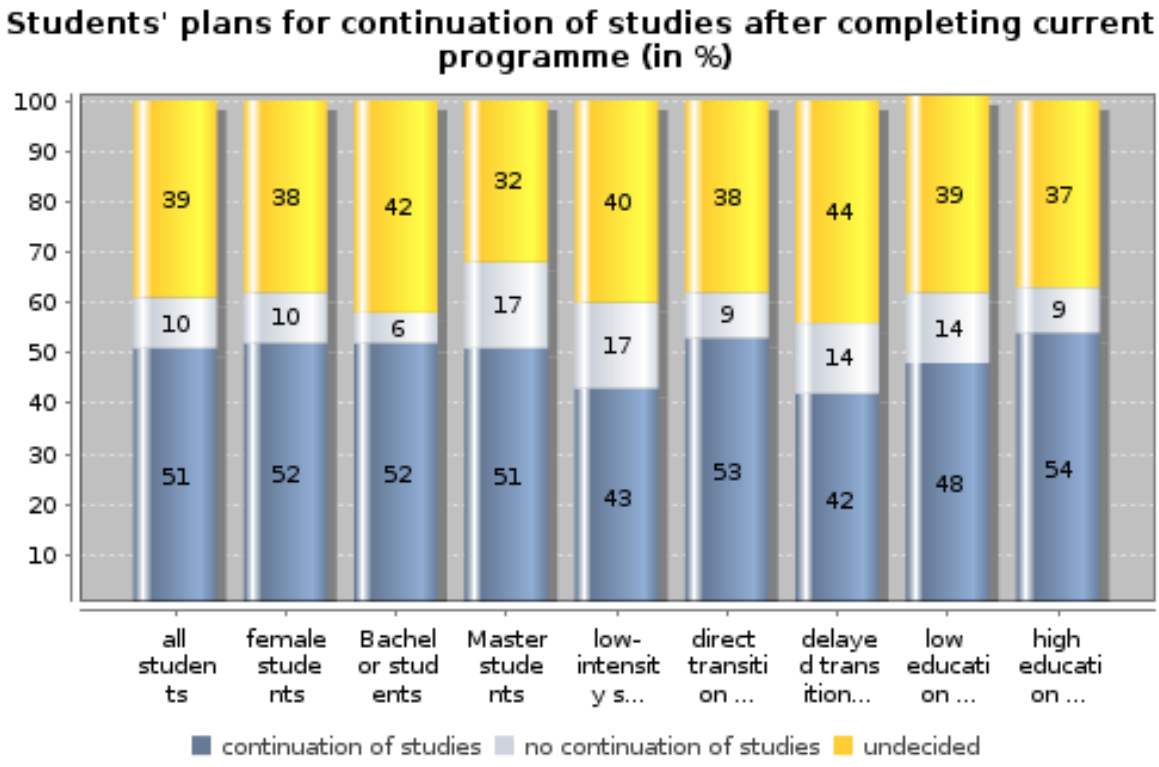
See comment on subtopic ES_H05. In fact, the distribution of the shares between programmes is very balanced.

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 %	50.8
Share of all students who plan not to continue studies, in %	10.0
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	47.7
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	13.8
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	54.1
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	8.9



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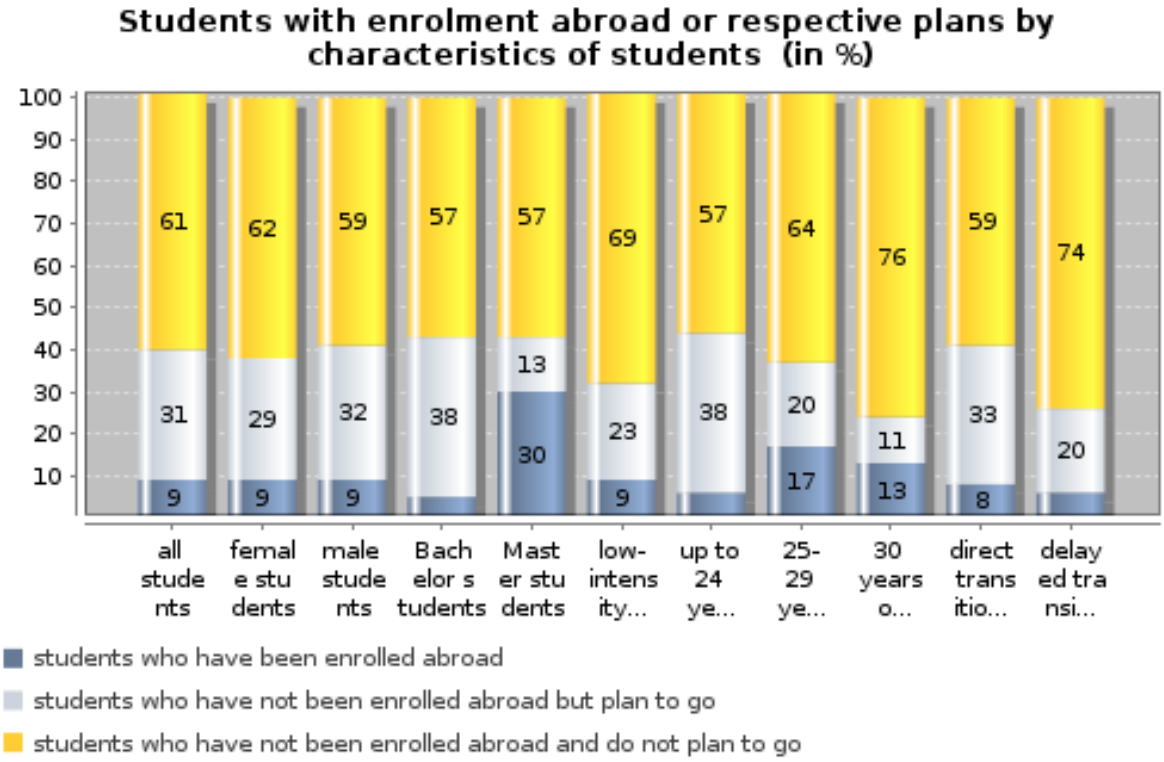
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators	
Enrolment rate of all students, in %	8.5
Enrolment rate of female students, in %	8.6
Enrolment rate of Bachelor students, in %	4.8
Enrolment rate of Master students, in %	30.1
Plans for foreign enrolment of all students, in %	30.6
Plans for foreign enrolment of Bachelor students, in %	38.3



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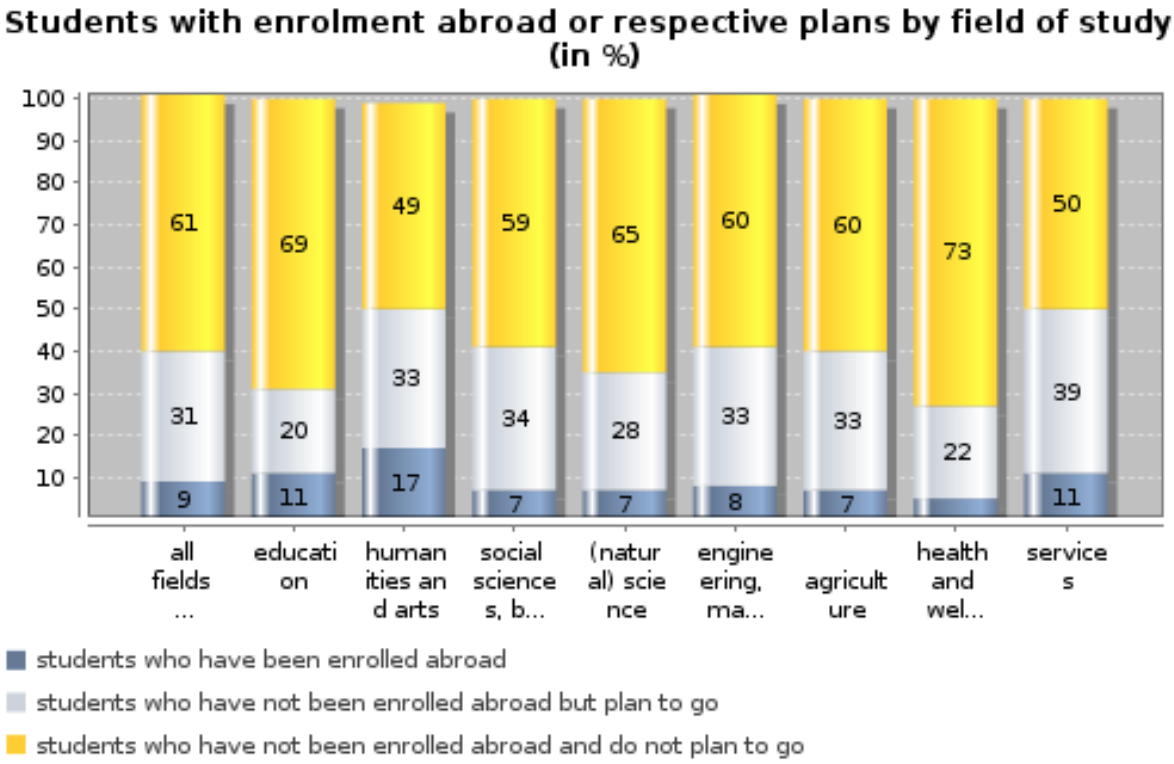
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 2: Enrolment abroad by field of study

Key Indicators

Enrolment abroad by field of study:	
humanities and arts, in %	17.4
social sciences, in %	6.9
(natural) science, in %	6.6
engineering disciplines, in %	7.6



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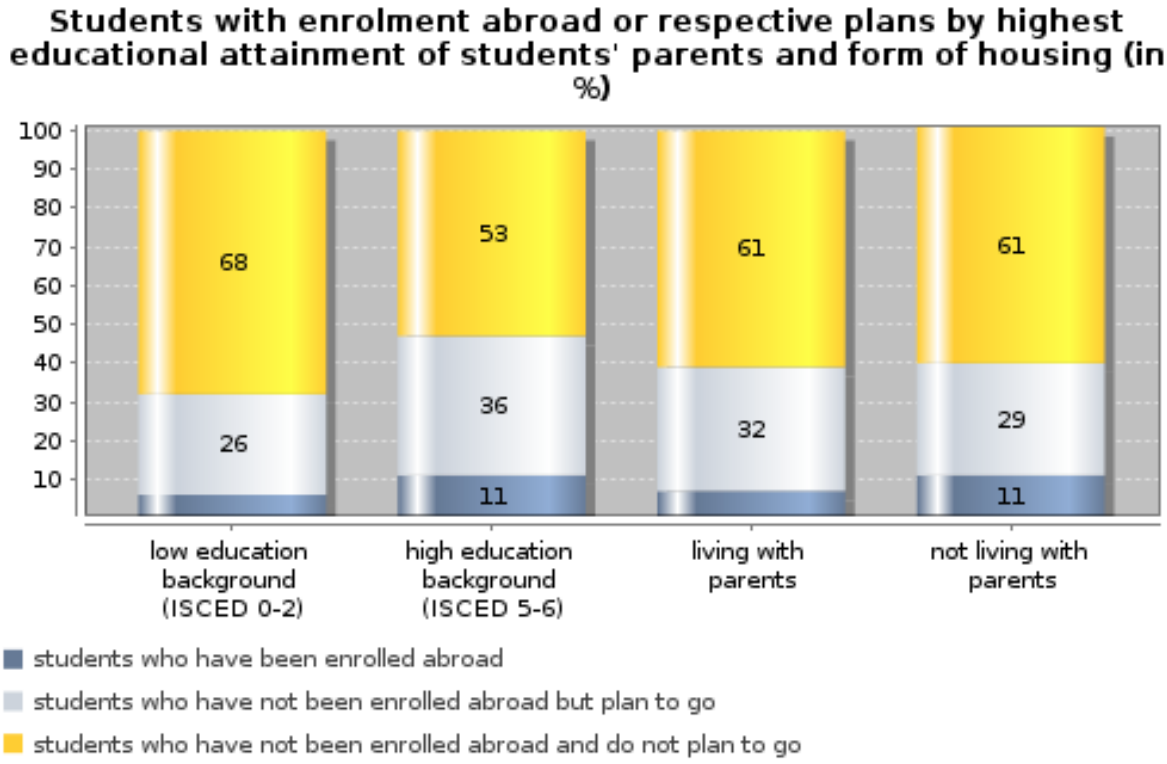
national interpretation of the results of the data analysis:

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 %	10.6
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	6.1
Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)	1.7



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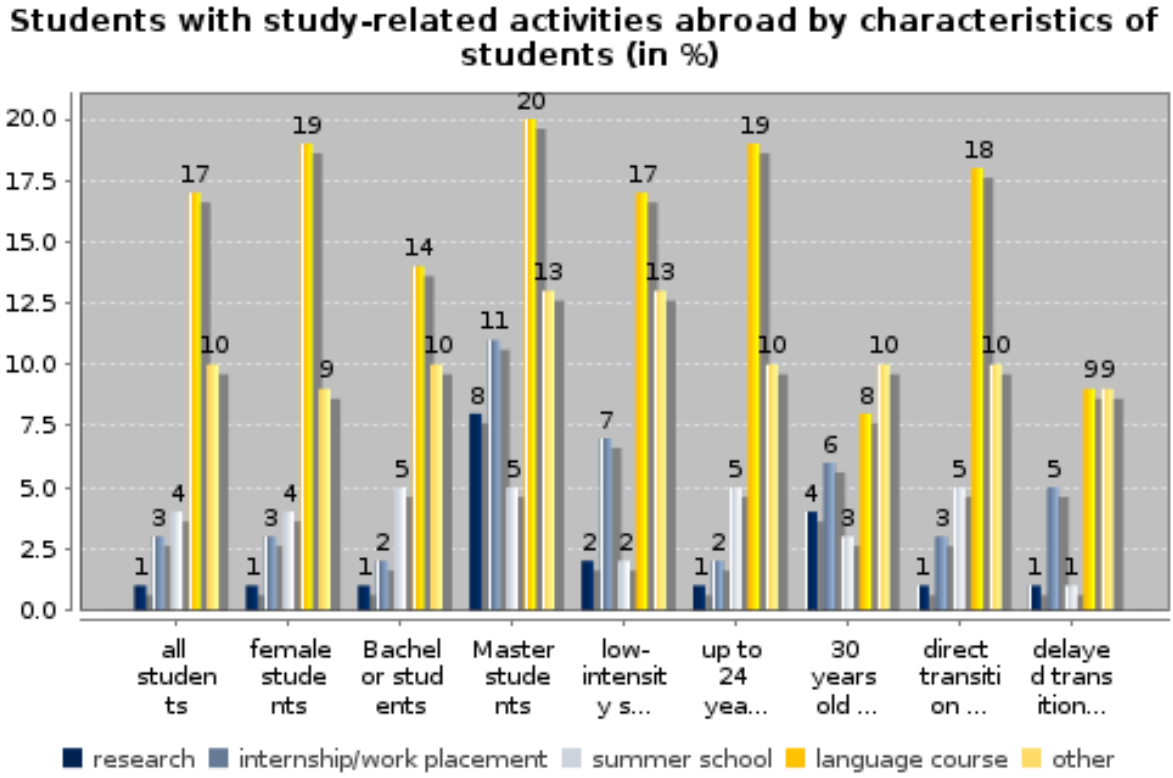
methodical issues or considerations for data interpretation:

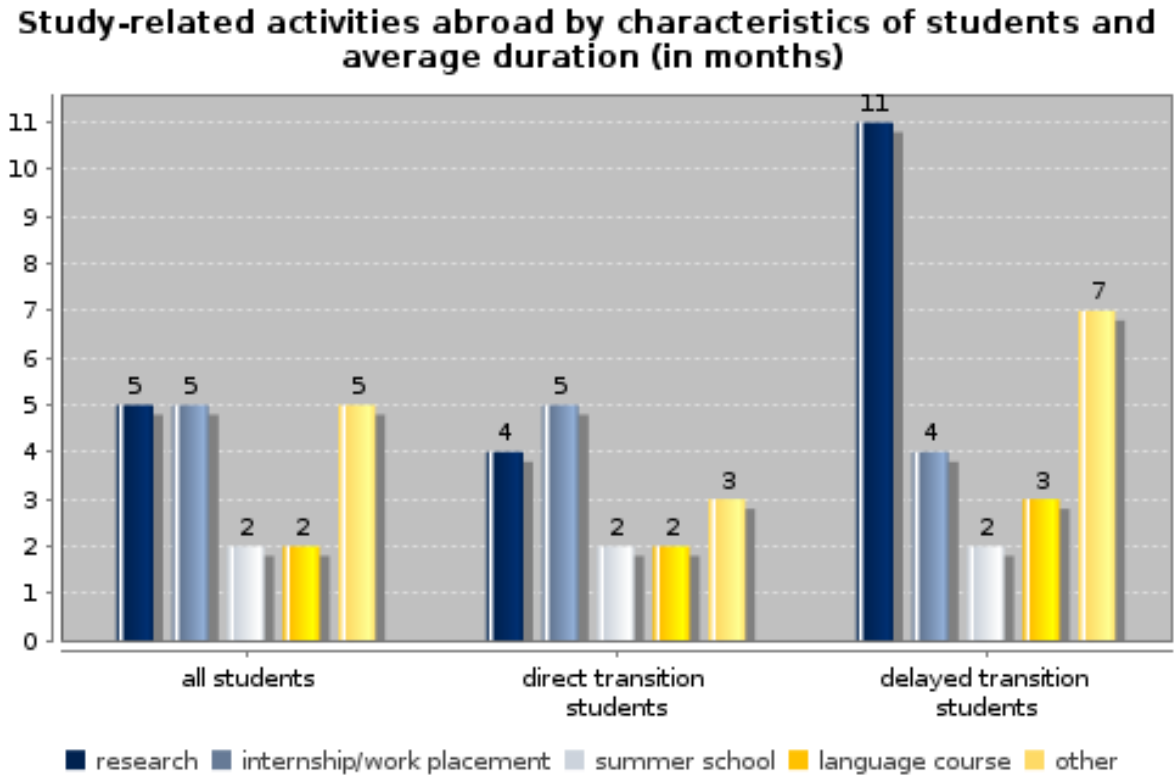
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

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

Key Indicators	
Internship/work placement abroad, all students, in %	4.55
Language course abroad, all students, in %	1.84
No acitivities abroad, all students, in %	72.9
No acitivities abroad, students up to 24 years, in %	71.9





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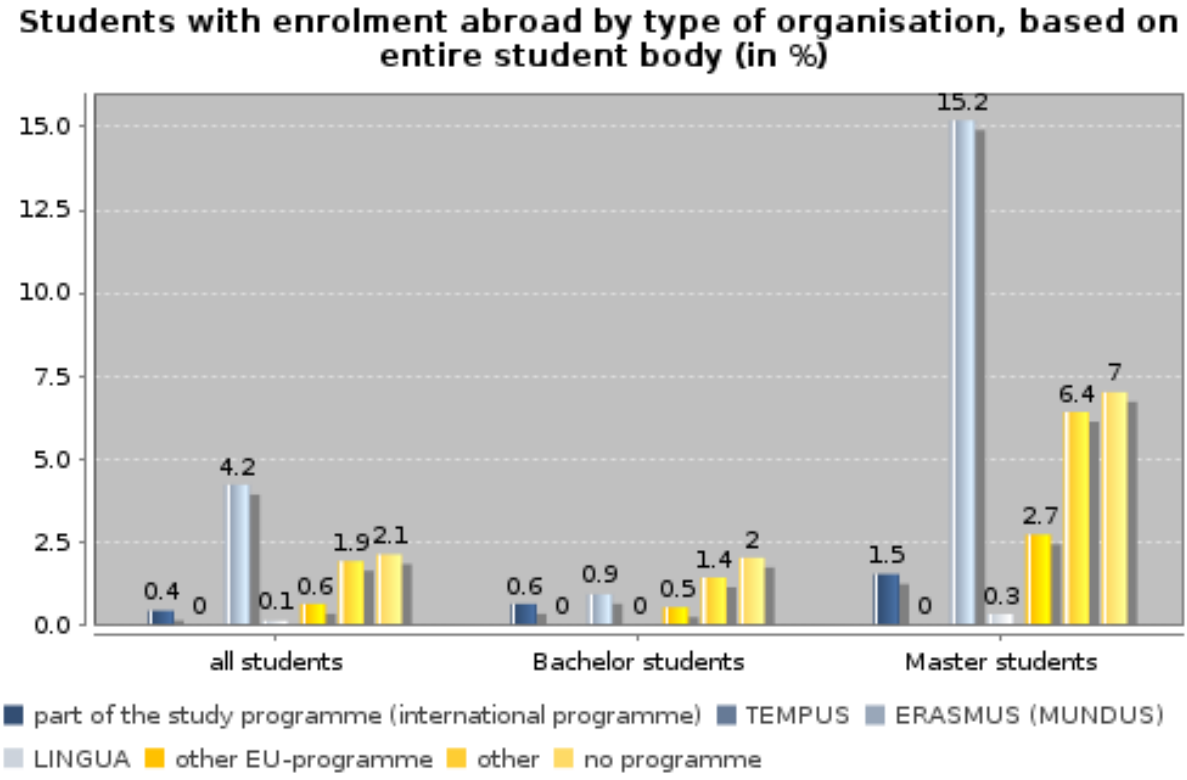
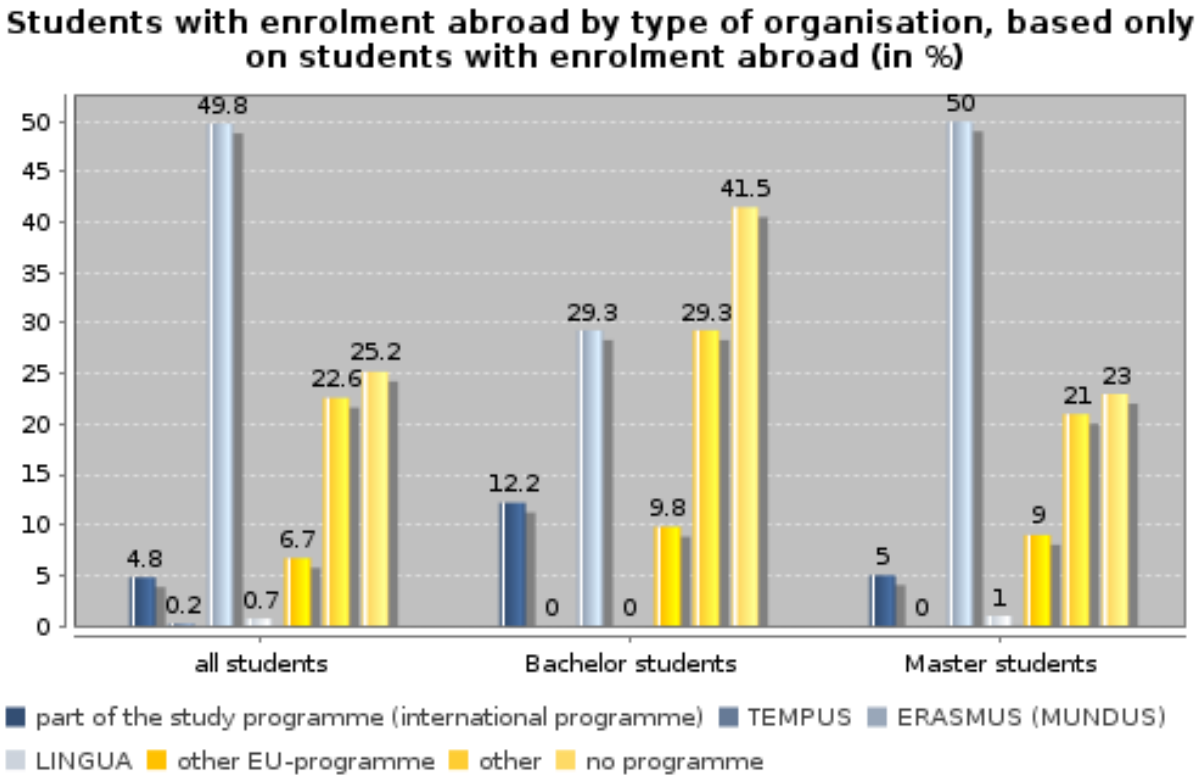
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

Key Indicators	
Students with enrolment abroad, who went abroad without a programme, in %	25.2
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	49.8
Bachelor students with enrolment abroad, who went abroad without a programme, in %	41.5
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	29.3





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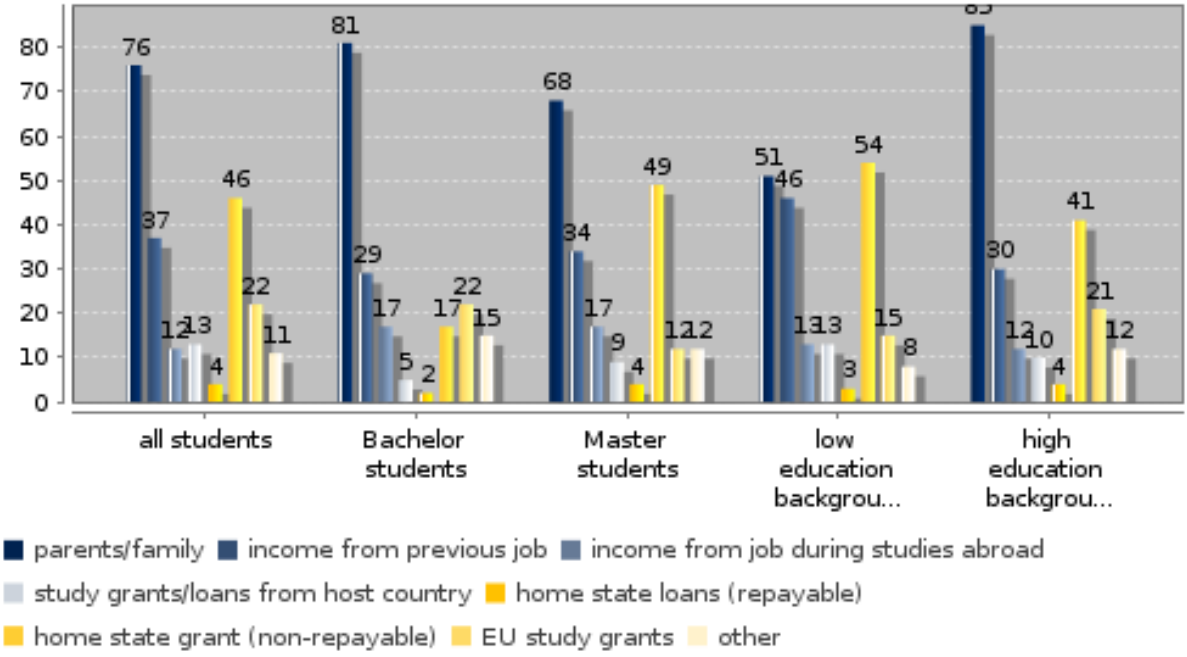
national interpretation of the results of the data analysis:

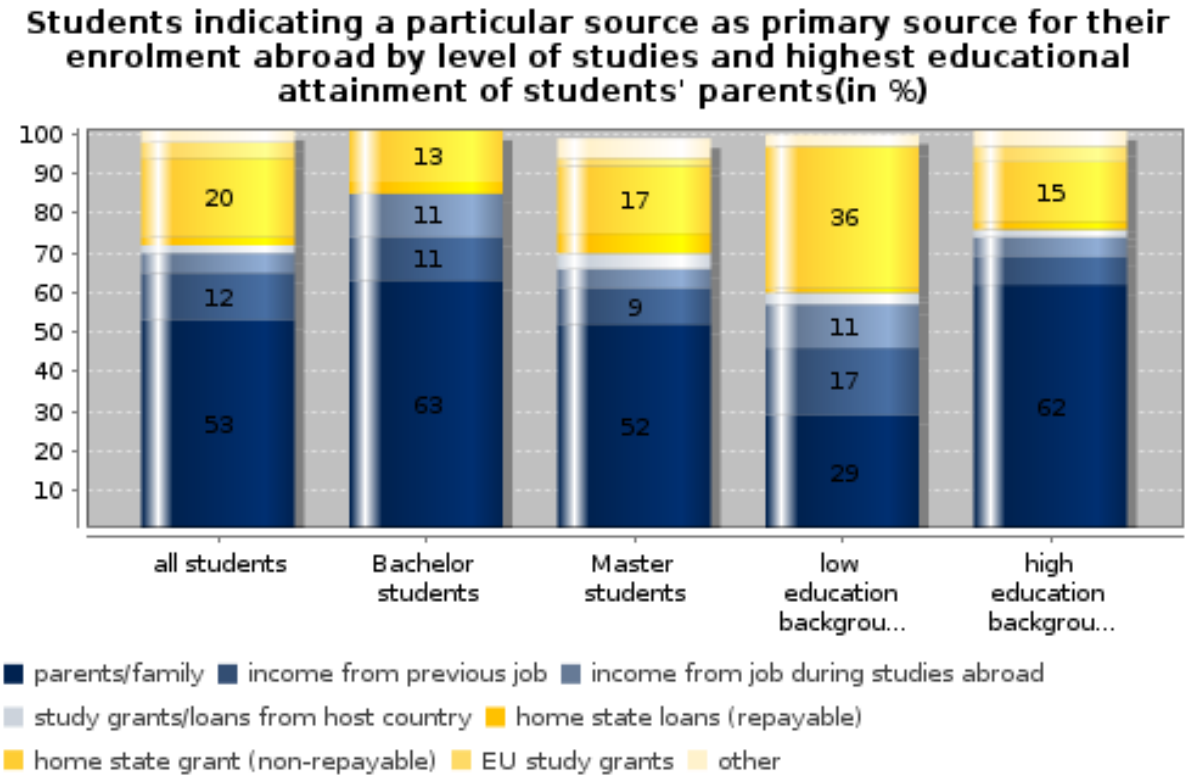
Topic: I. Internationalisation and mobility

Subtopic 6: Sources of funding for enrolment abroad

Key Indicators	
Share of students utilising their parents/family as a source of funding:	
all students, in %	76.4
BA students, in %	80.5
students with high education background (ISCED 5-6), in %	85.0
students with low education background (ISCED 0-2), in %	51.4
Share of students indicating their parents/family as primary source of funding:	
students with high education background (ISCED 5-6), in %	62.1
students with low education background (ISCED 0-2), in %	29.2
Share of students giving public support as primary source:	
students with high education background (ISCED 5-6), in %	22.3
students with low education background (ISCED 0-2), in %	40.3

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





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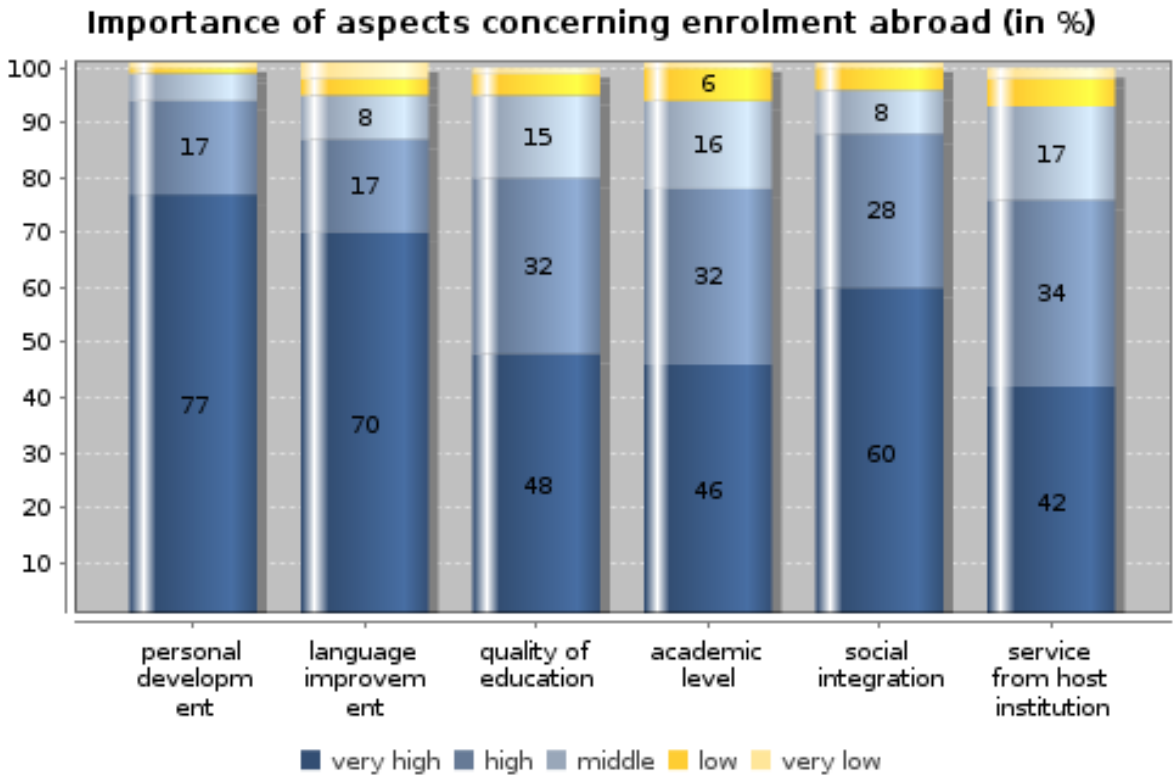
national interpretation of the results of the data analysis:

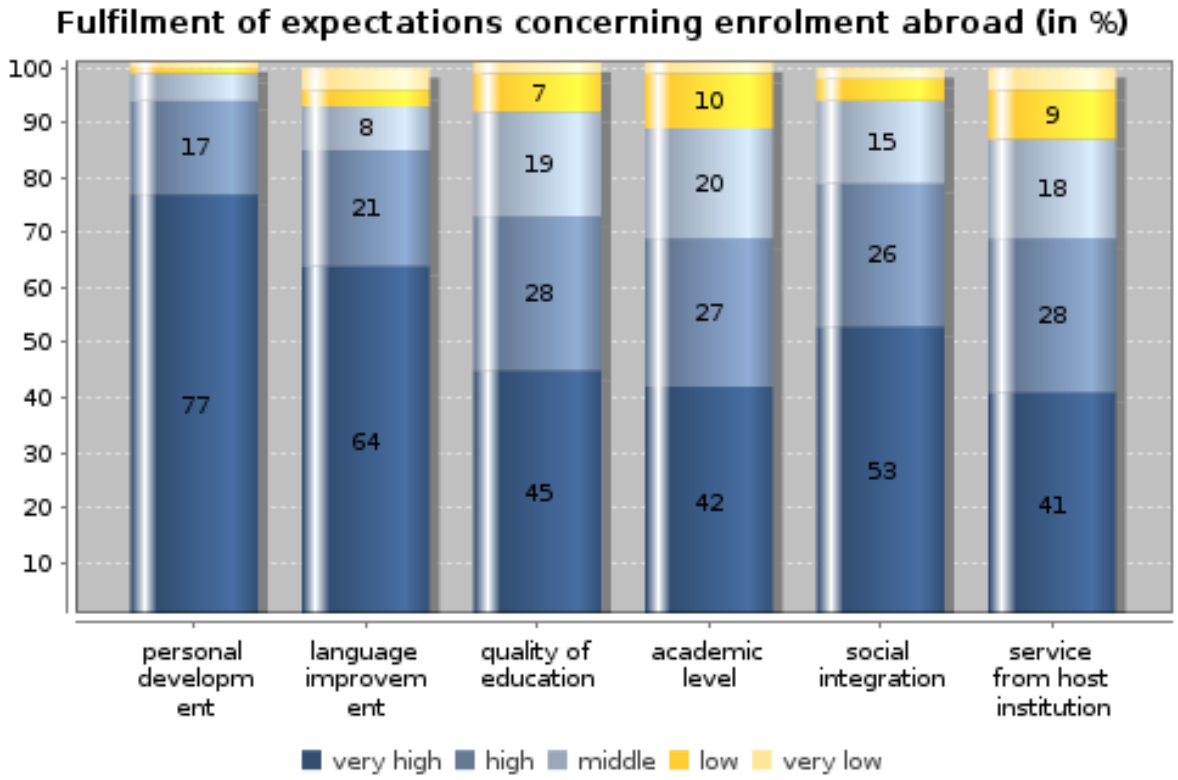
Topic: I. Internationalisation and mobility

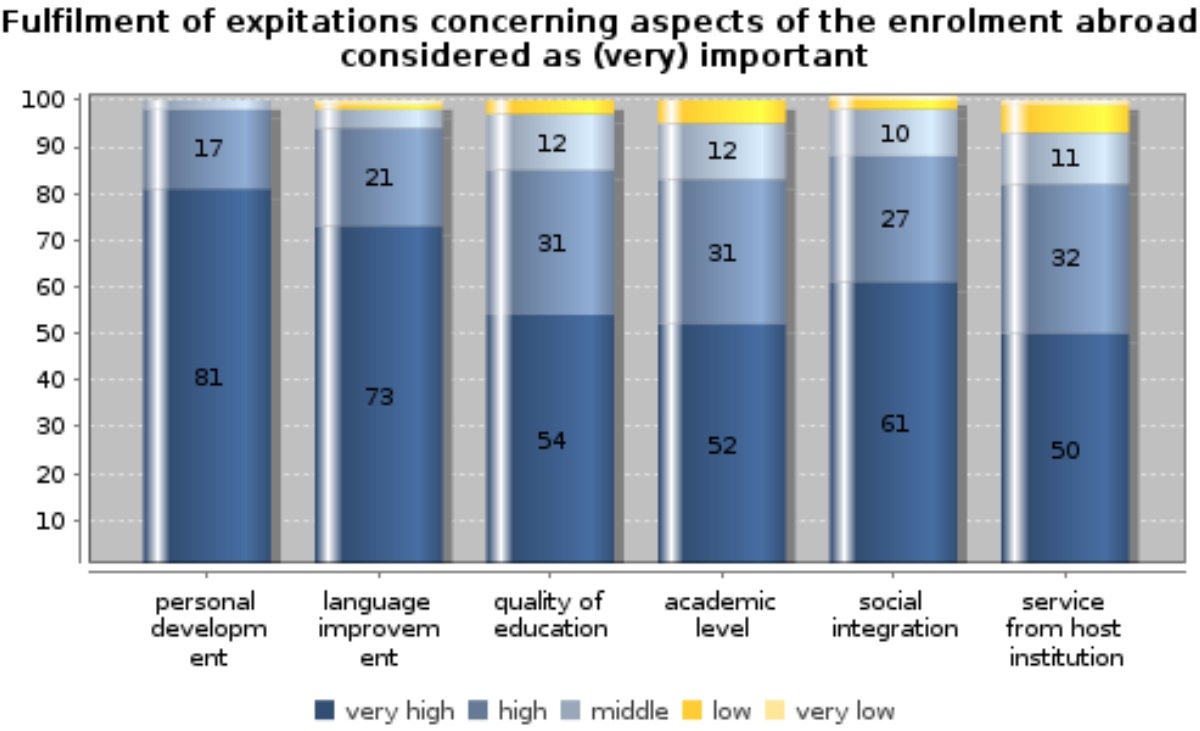
Subtopic 7: Important aspects and fullfilled expectations concerning the enrolment abroad

Key Indicators

Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:	
personal development, in %	93.3
language improvement, in %	85.2
quality of education, in %	72.8
academic level, in %	68.5
social integration, in %	79.1
service from host institution, in %	68.8







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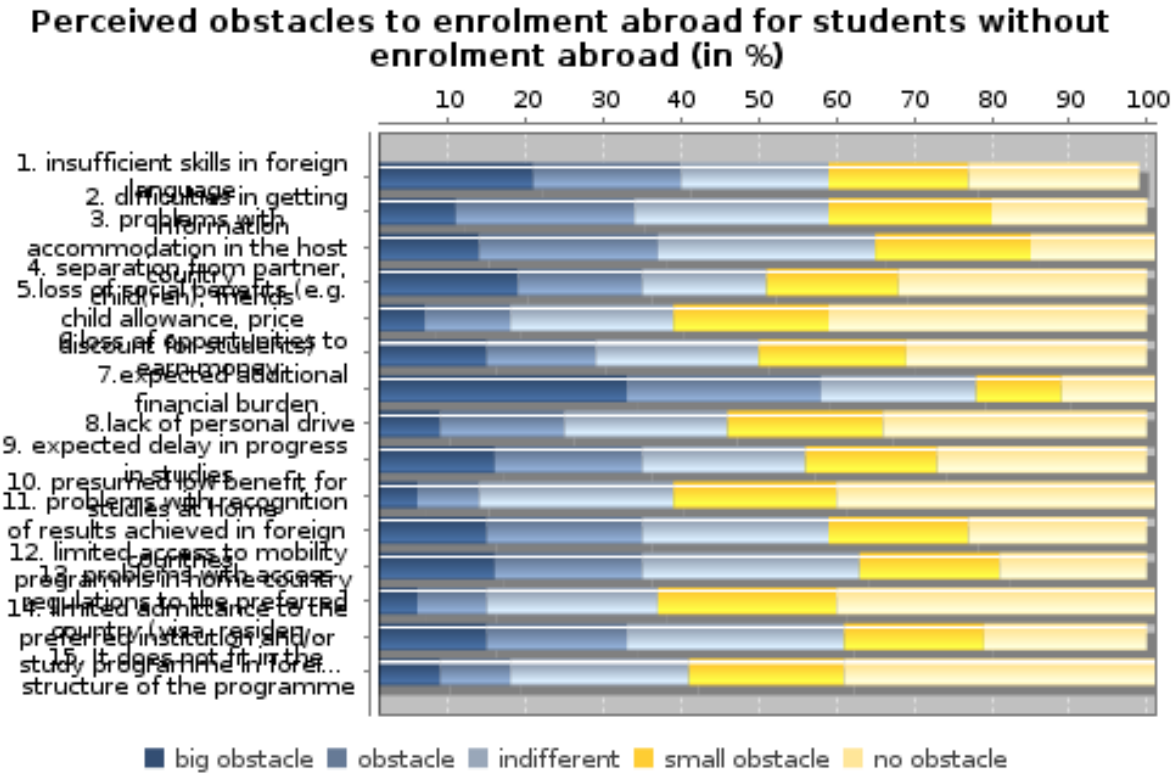
national interpretation of the results of the data analysis:

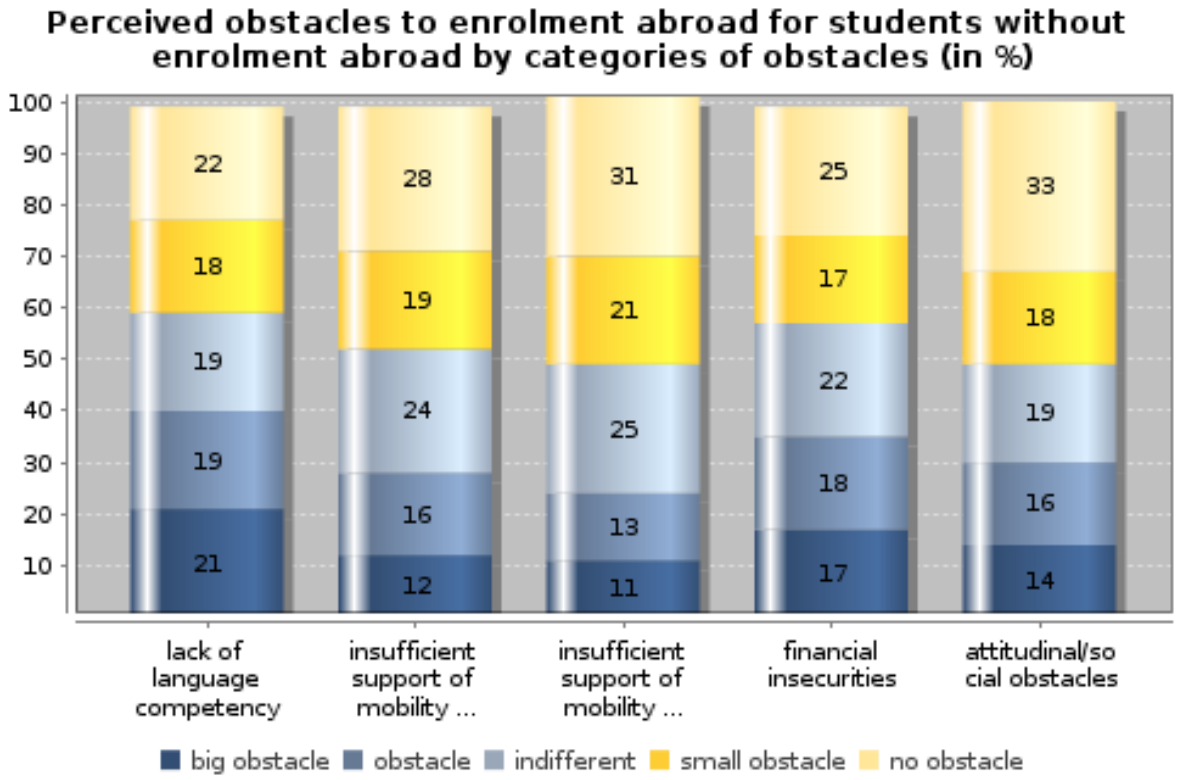
Topic: I. Internationalisation and mobility

Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad:	
lack of language competency, in %	21.1
insufficient support in the home country, in %	12.1
insufficient support in the host country, in %	10.5
financial insecurities, in %	17.2
attitudinal/social abstacles, in %	13.9





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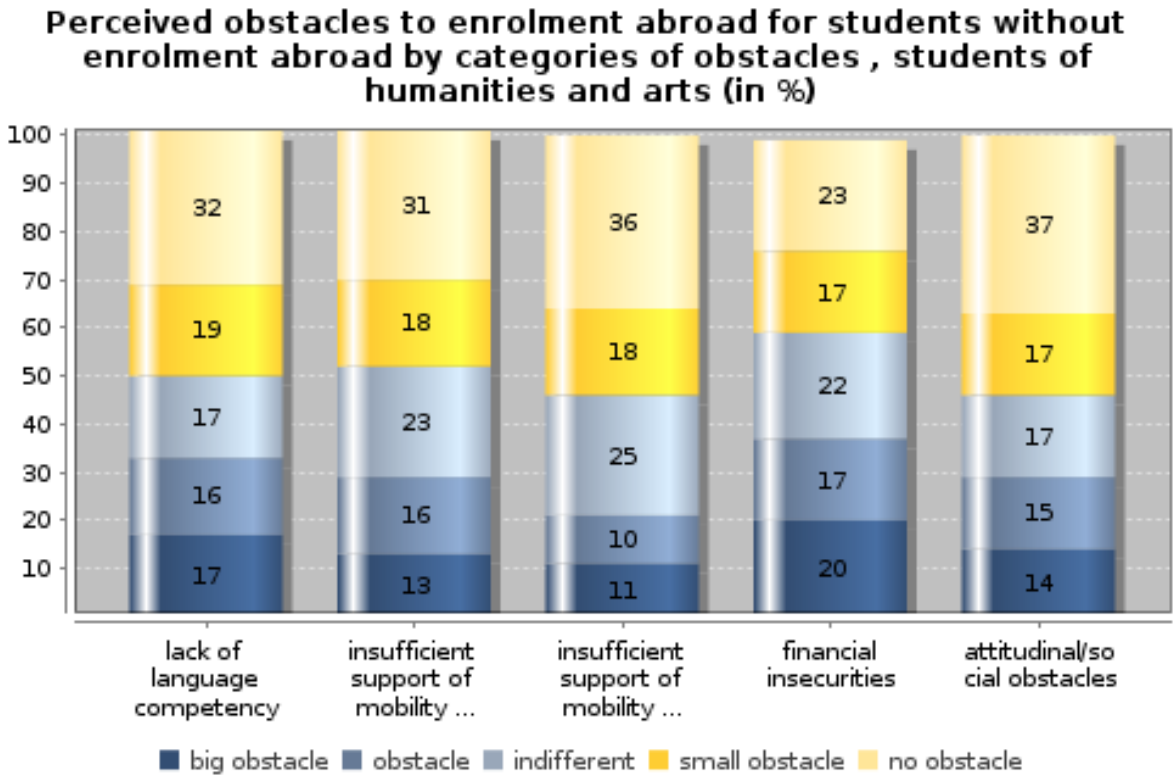
national interpretation of the results of the data analysis:

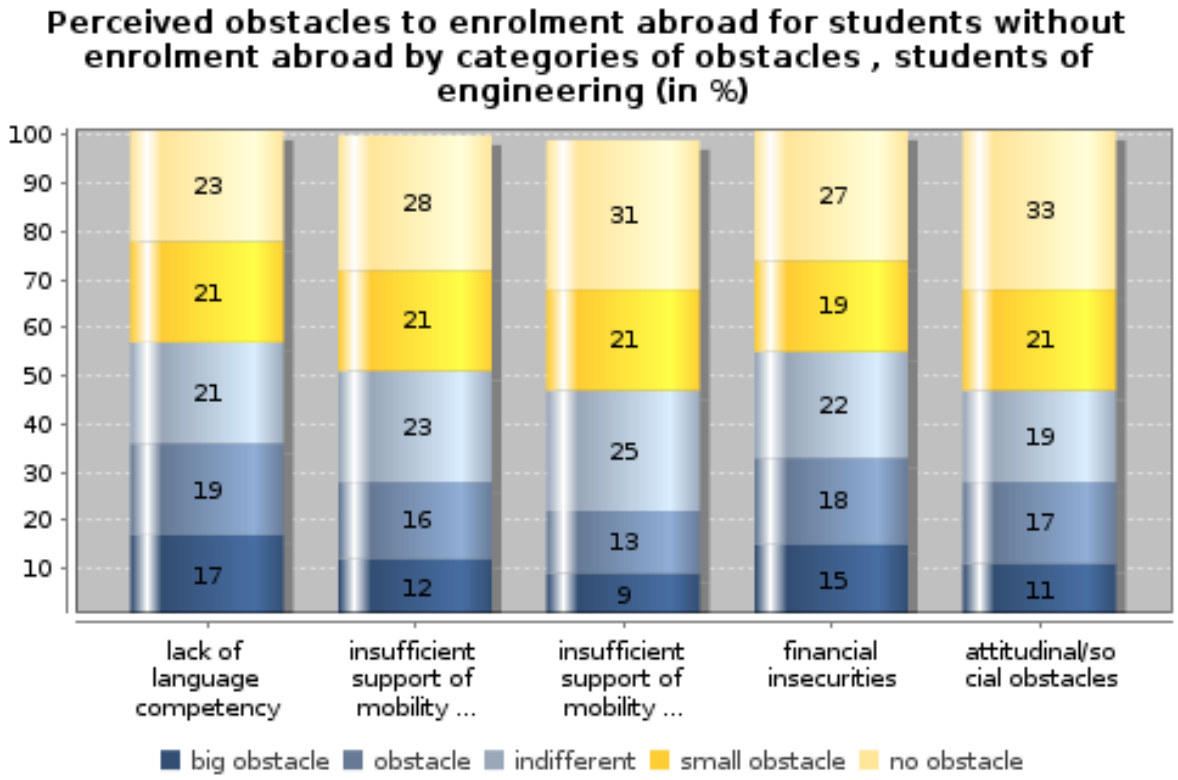
Topic: I. Internationalisation and mobility

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

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:	
humanities and arts - lack of language competency, in %	16.9
engineering disciplines - lack of language competency, in %	16.6
humanities and arts - insufficient support in the home country, in %	12.5
engineering disciplines - insufficient support in the home country, in %	11.7
humanities and arts - financial insecurities, in %	20.4
engineering disciplines - financial insecurities, in %	15.3





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methodical issues or considerations for data interpretation:

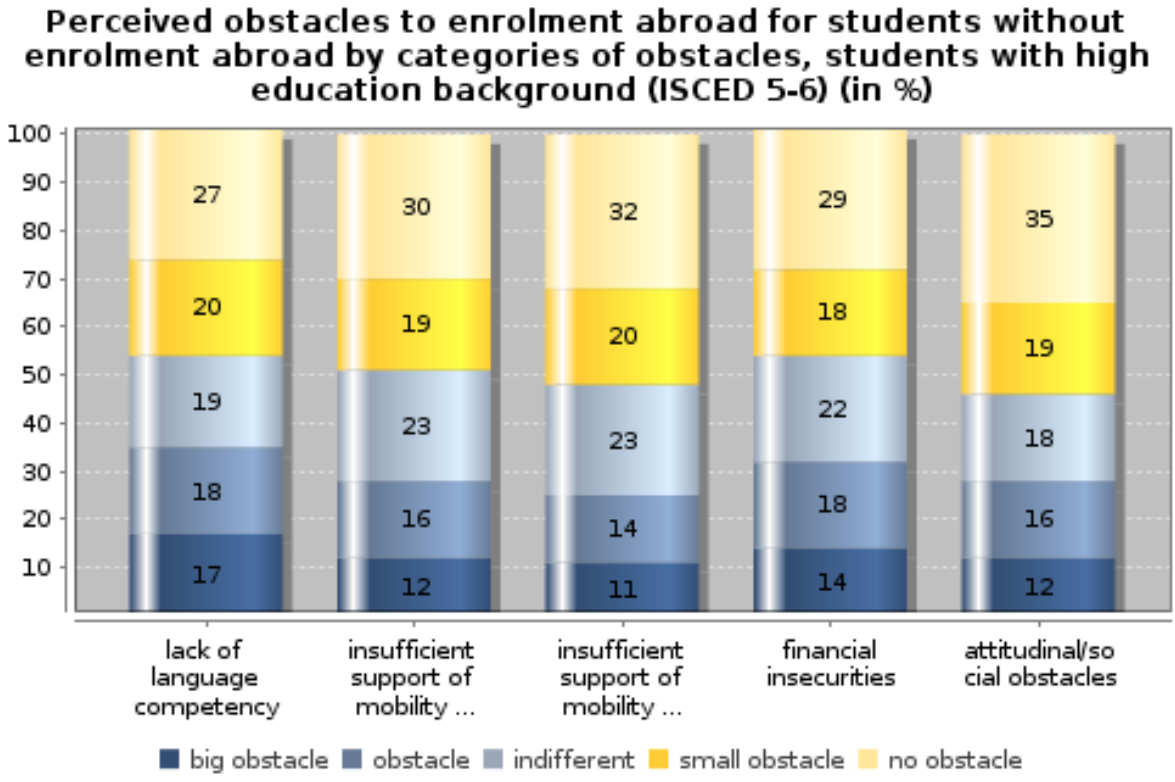
national interpretation of the results of the data analysis:

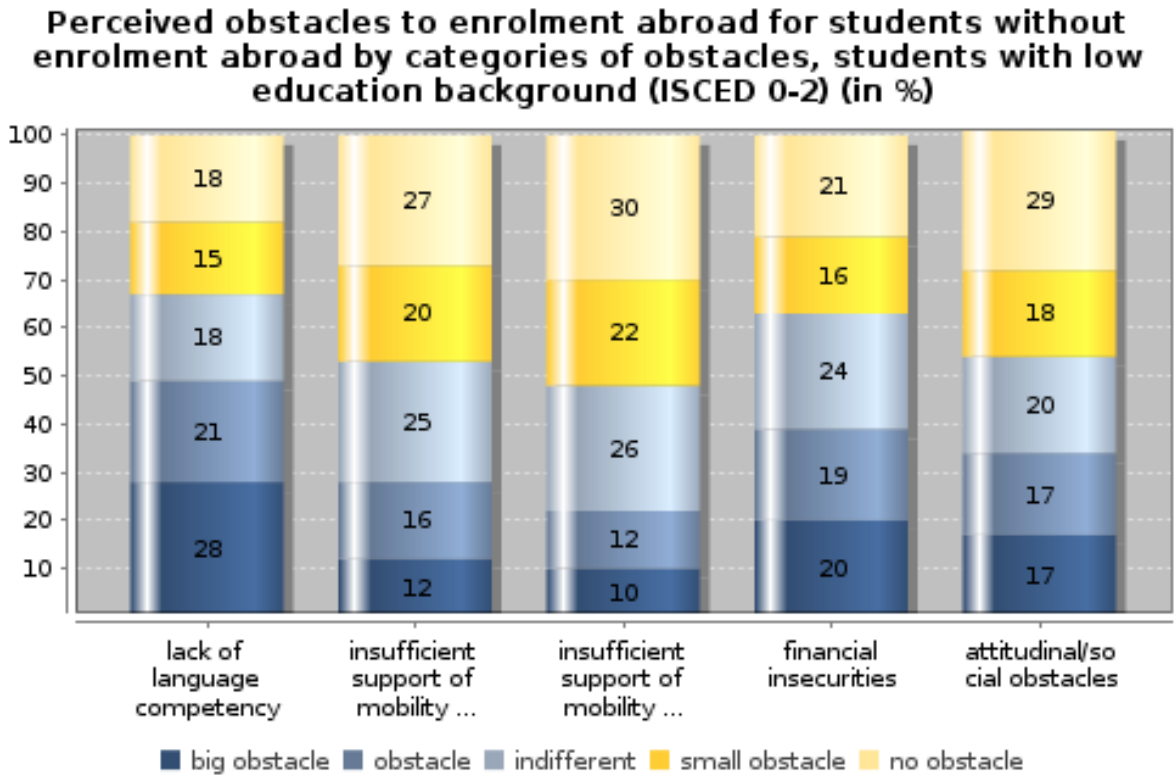
Topic: I. Internationalisation and mobility

Subtopic 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 %	27.9
high education background (ISCED 5-6) - lack of language competency, in %	16.6
low education background (ISCED 0-2) - insufficient support in the home country, in %	12.1
high education background (ISCED 5-6) - insufficient support in the home country, in %	12.3
low education background (ISCED 0-2) - financial insecurities, in %	20.2
high education background (ISCED 5-6) - financial insecurities, in %	13.9





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methodical issues or considerations for data interpretation:

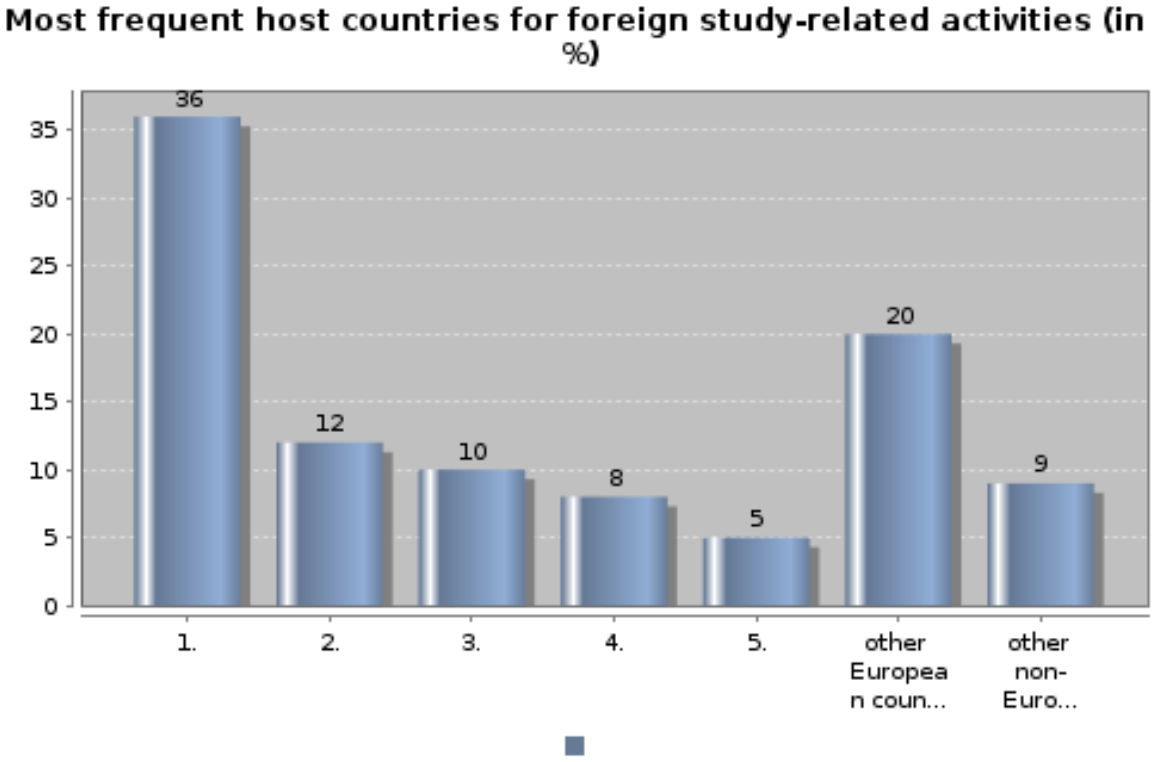
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

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

Key Indicators

Students with study-related activities in most frequent host country, in %	45.0
36.2	Students with study-related activities in second most frequent host country, in %
32.0	12.4
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:

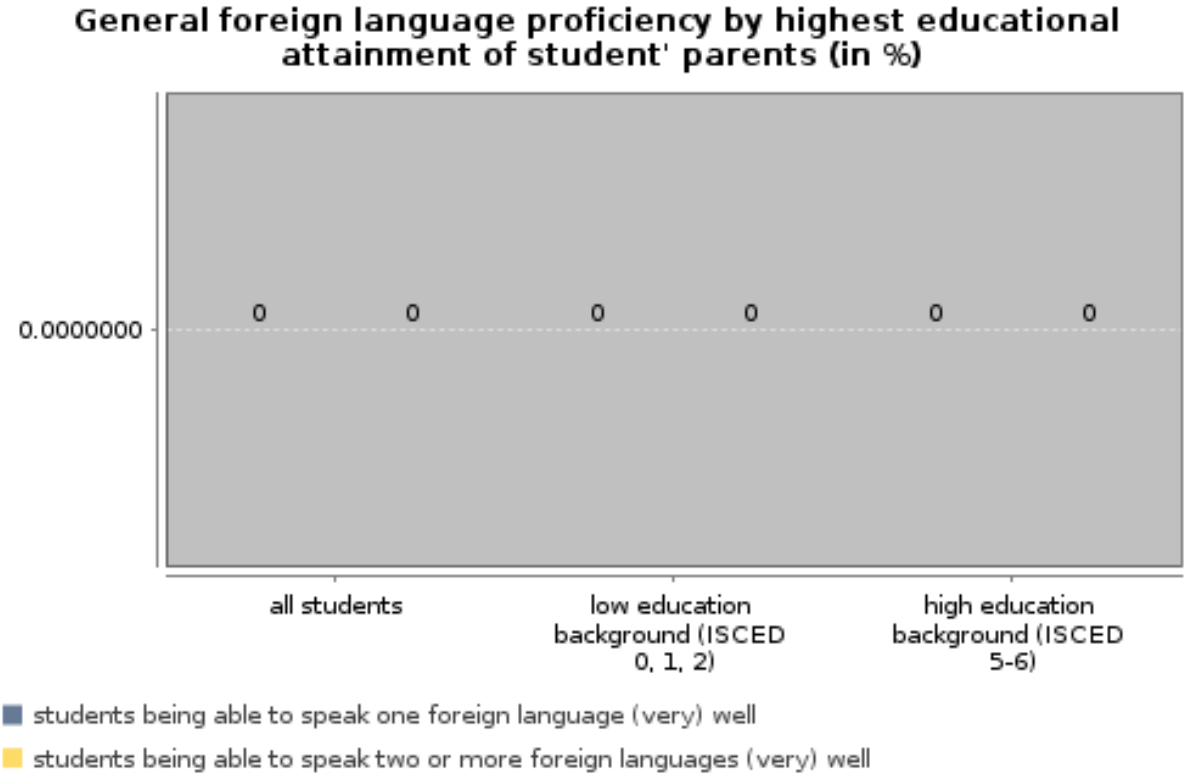
national interpretation of the results of the data analysis:

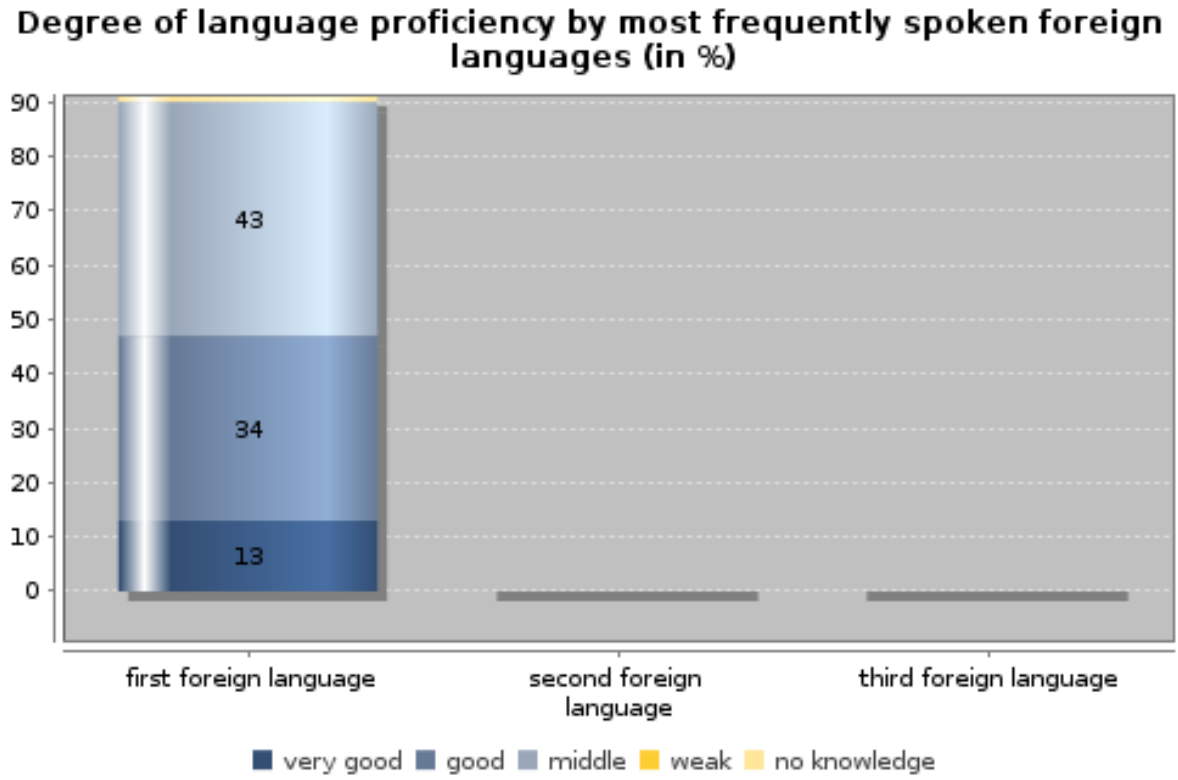
Topic: I. Internationalisation and mobility

Subtopic 12: Foreign language proficiency according to self-assessment

Key Indicators

Share of students with (very) good proficiency in most frequently spoken foreign language, in %	1.0
47.1	Share of students with (very) good proficiency in second most frequently spoken foreign language, in %
0.0	Share of students with (very) good proficiency in third most frequently spoken foreign language, in %
0.0	Share of all students being able to speak two or more foreign languages (very) well, in %





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methodical issues or considerations for data interpretation:

Idem ES_I08. We have information only for English language.

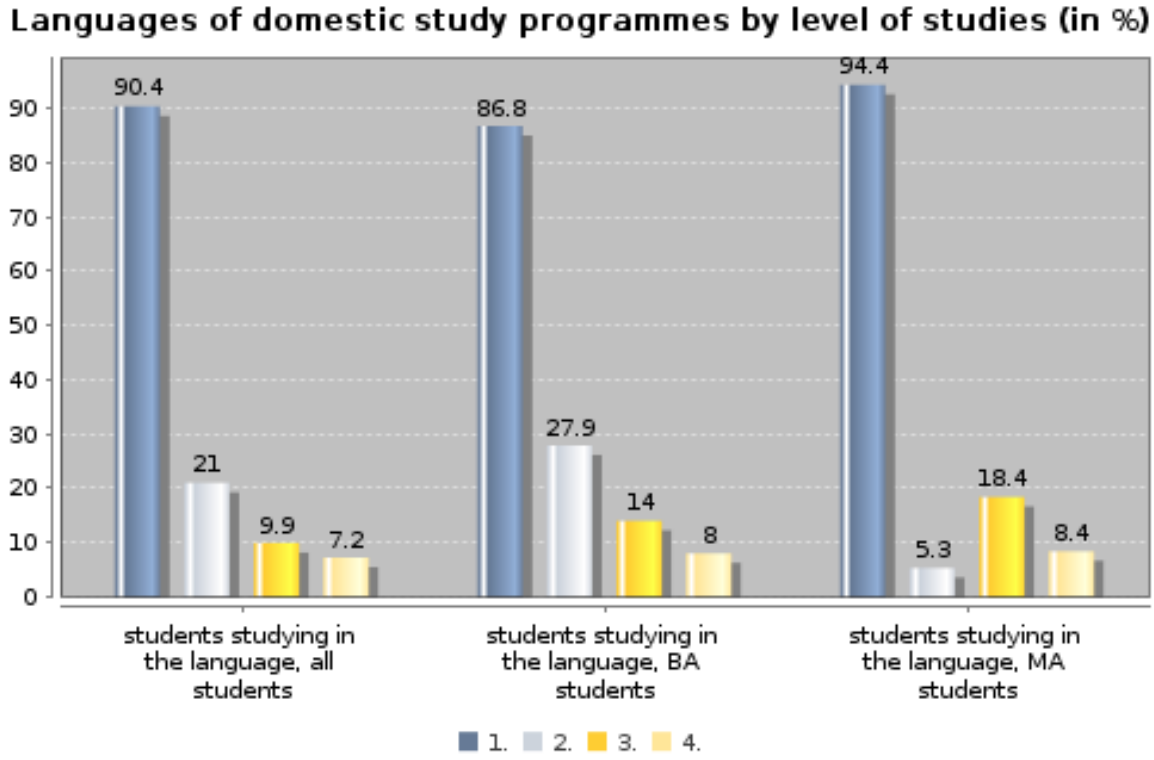
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators

Most frequent language of domestic study programmes of all students, in %	90.4
2nd most frequent language of domestic study programmes, all students, in %	5.0
3rd most frequent language of domestic study programmes, all students, in %	0.0
	21.0
	0.0



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2 = Catalan

4 = Galician

methodical issues or considerations for data interpretation:

In Spain, Spanish is the official language for all the country, but in several regions we have co-official languages. For example: Catalan, Euskera and Galician. So in these regions, people have two official languages, and in many cases (especially in Catalonia, Galician and Valencia) students can study also in the regional language.

national interpretation of the results of the data analysis: