

EUROSTUDENT IV

TECHNICAL MANUAL FOR THE EXECUTION OF THE EUROSTUDENT SURVEY IN NATIONAL SETTINGS

Final and approved document

ЦКОКО



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PREFACE

The manual reflects the experience of EUROSTUDENT network accumulated during the previous rounds of the project. It also takes into account the changes in core questions that have recently occurred as result of the discussions within the working group and especially during December 2008 meeting in Vienna and January 2009 meeting in Sofia. The manual was meant and developed as a supporting tool during the first project stage — Questionnaire design. It reflects the project conventions definitions achieved and developed during the EUROSTUDENT IV first stage. The tool will assist participating countries to prepare for the start of national surveys. The manual is to be used for adapting the EUROSTUDENT IV core questions to the national environments. It covers therefore the period after the elaboration of the final draft of the questionnaire in English by the international team and prior the initial project stage on national level. The explanations aim at helping national research teams in translating the EUROSTUDENT IV questionnaire into respective languages. It defines in a clear way the standard target groups to be addressed by the questionnaire. Although the manual was designed during an early project stage it will have an impact in the next project stages increasing the compatibility of the data obtained through the national questionnaires thus facilitating international comparisons and analyses during the further stages of the project. The authors of the manual are deeply convinced that their work will contribute to achieving common understanding and dialogue between different national contexts throughout Europe.

The manual follows the structure of EUROSTUDENT IV questionnaire and it is divided in six sections. Each section starts with a short introduction that explains the topics covered. As to the questions the methodology used consists of explaining the meaning of the question, pointing out its purpose and providing some background information about the history of the question. Each question is given a special article organised in four units: *Question; Explanation and Definition; Purpose and History*. The first unit reproduces the final and approved version of the question to be used in EUROSTUDENT IV. The second unit interprets the question trying to convey its meaning through defining the core concepts. The third explains how the data obtained through the question will contribute to defining the project comparative groups and the data delivery. The *History* unit has different format according to whether the question is new or changed/unchanged. It includes information only in case the question has been changed during EUROSTUDENT IV first stage. In other cases the unit includes only reference – *new question* if it is a newly introduced question or *not changed*.

The manual follows the logic of the modified EUROSTUDENT IV questionnaire, where the order of sections was changed and a new set of subjective questions was introduced in order to enable comparisons between the real situation and personal perceptions of the interviewees. Therefore the questions are classified as multiple choice questions, open and subjective questions. The answers to the subjective questions are meant to be given according to a five grade scale reflecting personal satisfaction. Special attention is paid to the explanation and definition of the core questions, so that better clarification and international data compatibility is achieved. Where applicable, instructions to the national teams on how to adapt questions to their national languages are provided. References

to the international classifications and statistics (such as EUROSTAT, ISCED, ISCO 88 etc.) facilitating the translation are also provided. Technical instructions and standards of data entry and data delivery are not included in the document.

The current manual is the final and approved printed document to be used for EUROSTUDENT IV. Participating countries are welcome to provide additional comments, remarks and suggestions on the EUROSTUDENT wiki-pages (<http://ice.his.de/eurostuwiki>), which may result in updates, further explanations or modifications of the text delivered in the printed version.

The manual was elaborated by the Bulgarian team of researchers under the EUROSTUDENT IV workpackage 2 **Development of project conventions and definitions**. The Center for Control and Assessment of Quality in Education (CCAQE) was given the task to assure that central conventions and definitions are established and are applicable to a maximum of cases in order to reflect the diversity of the social dimension of higher education in the participating countries. During the whole work process CCAQE and its research team received constant support by Higher Education Information System (HIS, Germany) and Institute for Advanced Studies (IHS, Austria). The authors express their gratitude to Dr. Dominic Orr (HIS), Andrea Riedel (HIS) and Martin Unger (IHS) for their kind collaboration, valuable advice and constructive critical remarks during the production of the manual.

The work on the manual started after the project meetings in Vienna (10–11 December 2008) and Sofia (15–17 January 2009), that elaborated the final concept of EUROSTUDENT IV Core questionnaire. The idea of having a supporting tool for execution the survey in national settings occurred during the meetings. While in Vienna the discussions were focused on updating the questionnaire, in Sofia the leading partners agreed upon the concrete structure of the manual. Detailed information on these two official events could be found on <http://www.ckoko.bg/content/category/11/60/186/lang.en>.

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List of abbreviations

CCAQE	Centre for Control and Assessment of Quality in Education
CEEPUS	Central European Exchange Program for University Studies
CES	Centre for Educational Strategies
EU	European Union
EUROSTAT	The Statistical Office of the European Communities
HE	Higher Education
HEI	Higher Education Institution
HIS	Higher Education Information System
IHS	Institute for Advanced Studies
ISCED	International Standard Classification of Education
ISCO-88	International Standard Classification of Occupations
LLL	Lifelong Learning Programme
MES	Bulgarian Ministry of Education and Science
NUTS	The Nomenclature of Territorial Units for Statistics
SU	Sofia University "St. Kliment Ohridski"
TEMPUS	The Trans-European Mobility Scheme for University Studies
VET	Vocational Education and Training

1. CURRENT STUDY SITUATION

Current study situation is the first section of the EUROSTUDENT IV questionnaire. In this part students are supposed to give information on eight questions, which are meant to provide key data, necessary for describing the main components of the current study framework. Special attention is paid to students of distance education as a target group to be surveyed in all countries taking part in EUROSTUDENT IV. Questions on future students' plans as well as study expectations are also presented.

The questions of this section cover the following major topics:

1. Qualifications of higher education: *Question 1.1*
2. Current formal status: *Question 1.2*
3. Students of distance education: *Question 1.3*
4. Fields of study: *Question 1.4*
5. Study location: *Question 1.5*
6. Plans for study continuation: *Question 1.6*
7. Language of study programme: *Question 1.7*
8. Study expectations: *Question 1.8*

Question 1.1. Which programme are you currently enrolled in?

If you study more than 1 course at the same time, please fill-in the survey for your main course (and only 1 of these courses) and stick to this course throughout the whole questionnaire.

Qualification

- Bachelor
- Master
- Short national degree (up to 3 years)
- Long national degree (more than 3 years)
- Other postgraduate programmes

Source of background information: *International Standard Classification of Education ISCED 97*
http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm

Explanation and Definition

This question obtains information about the different degrees within national higher education systems at ISCED 5A level. The country teams should translate or replace short, long and other degrees/programmes with corresponding national qualifications. If optional groups (like ISCED 5B or 6) are chosen, national research teams should make sure that they are able to identify them.

The so designed qualification framework for data collection distinguishes both bachelor and master degrees as Bologna recognized two-cycle qualification degrees in comparison to national degrees. The response category *Master* is designed to describe *only* the so called consecutive master programmes. It refers to the case of those students who have obtained a bachelor degree and continue their study in a master programme that usually lasts up to two years.

Both long and short national degrees (only at ISCED 5A level) refer to other higher education qualifications at an undergraduate level, that are traditional for the country, but do not comply with the Bologna agreement. The traditional long courses, awarding master degrees in certain subject areas (e.g. Law, Medicine, and Architecture), must be listed in the national version of this question as types of *Long national degree*.

Other postgraduate programmes are those university courses that provide students with qualifications or certificates, different from traditionally awarded academic/university qualifications. Postgraduate refers to post-Bachelor-level. Usually these programmes are no longer than 2 years and are aiming at enhancing professional development or improvement of career opportunities. This should also be only programmes at ISCED 5A level, i.e. this should not include doctoral courses/students.

Purpose

The main aim of this question is to identify the range of students enrolled in Bologna programmes in comparison with those students who still study in traditional national qualification degrees.

History

This is an improved version of *question 3.1* in EUROSTUDENT III. The new formulation avoids the theoretically possible confusion between the expected qualification upon leaving higher education and the current programme students are enrolled in. That is why *programme followed* replaces the old concept of *qualification being studied* thus presenting better relevance to the defined purpose of this question.

The changes made in response categories correspond to the comparative groups to be defined in EUROSTUDENT IV. In compliance, a further development of types of higher education degrees is introduced replacing the approach of listing national qualifications.

Question 1.2. What is your current formal status as a student?

Formal status

- Full-time student
- Part-time student
- Other

Explanation and Definition

This question is designed to collect information about the administrative dimension of higher education studies. According to the modus of study, the target student population is divided into two groups: full-time and part-time students defined by their formal student status. National data should be delivered according to this categorization. Any deviations from the scheme should be placed in the *other* response category, but only if the rule of mutual exclusiveness of response categories is observed. For example, in some countries distance education refers to the official student status, while in other it refers to the organisational aspect of studies. In the first case, when distance education is defined as an official student status, equal to full-time and/or part-time modes, in the national translation of this question it should replace the response category *other*. In the second case, distance students are allowed to answer according to the official status they have (full-time or part-time).

Countries, which do not have a different status for full-time and part-time students may skip this question. In this case they should report in the Data Delivery and Reporting Module that 100% of the students are full-time students.

Formal current status is any student modus of study, which is officially registered and recognized as such by the state order(s) and/or higher education institution in the respective country.

Purpose

The purpose of this question is to provide data on the weight of full-time and part-time students in the national higher education systems as an indicator for measuring the access to higher education on the basis of country specific definitions of official student status. Combined with the data on study intensity, this question represents the basis for further classification of the purposes of achieving international comparison of national data provided. EUROSTUDENT considers full-time students spending less than 21 hours per week on study-related activities as having *de facto* (but not necessarily official) part-time status.

History

This is an improved version of *question 3.3* in the EUROSTUDENT III. The new formulation overcomes the possible confusion among students regarding the way they perceive their status and calls for a more precise way for gathering information on their official student status in national education systems. The newly introduced response scale follows the definition of standard target group to be surveyed by an official status.

Question 1.3. Are you a student of distance education?

- Yes
- No

Explanation and Definition

This question identifies the group of students enrolled in distance education programmes. Distance education here is defined as a delivery mode (the way the courses are delivered) and not as an administrative modus of the study. Distance education does not include students studying in a branch of a faculty/university. Country teams are allowed to explain that this academic aspect differs from the official student status and full-time and part-time students must reply to the proposed “yes” and/or “no” response categories.

As a target group that should be surveyed by all participating countries, distance students are defined as those students of distance education who study at „normal” higher education institutions. That means that institutions that offer programmes for long distance students exclusively like open universities, Fernuniversität Hagen etc. are excluded.

Distance education represents a variety of educational and academic models characterized by the physical separation of the academic unit (faculty, department, etc.) and some or all of the students. Main components of the instruction process are presentation of content; interaction with the academic unit, peers and resources; practical application and assessment. Each distance education model uses technologies in various ways to address some or all of these components.

Purpose

The main aim of this question is to obtain information about the relative share of distance students in the traditional higher education systems. It is directly connected with the process of defining distance students as a standard target group to be surveyed in EUROSTUDENT IV.

History

New question.

Question 1.4. What is the programme you follow?

Name of programme: _____

Explanation and Definition

This is an open question, which obtains information about the field of study or programme that students are enrolled in. Fields of study are listed according to the International Standard Classification of Education (ISCED). National data must be delivered according to this scheme:

Basic / broad general programmes	Computing
Literacy and numeracy	Engineering and engineering trades
Personal skills	Manufacturing and processing
Teacher training and education science	Architecture and building
Arts	Agriculture, forestry and fishery
Humanities	Veterinary
Social and behavioural science	Health
Journalism and information	Social services
Business and administration	Personal services
Law	Transport services
Life science	Environmental protection
Physical science	Security services
Mathematics and statistics	Not known or unspecified

Source of background information: *International Standard Classification of Education ISCED 97*
http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm

Respondents are supposed to fill in the exact name of their study programmes. Students' responses must be allocated according to the proposed ISCED classification. National teams are allowed to ask for additional information (e.g. name of the faculty, offering the study programme or name of the higher education institution). This method requires additional data processing at national level.

Alternatively, national researchers might directly ask for study fields instead of programme followed. In this case countries should decide whether to incorporate the proposed ISCED classification directly into the national questionnaires or to use their own national classifications of study fields. The latter requires synchronization of both national and international schemes, as well as additional data processing at national level. If you choose this alternative, please make sure that all students are able to classify their programme corresponding exactly to the above-shown scheme, which may differ from the national schemes students are used to. E.g. psychology may be regarded as behavioural science or science (in

ISCED, it is a social and behavioural science). Sport students are another example. Where do they belong to? (in ISCED, they belong to personal services).

Purpose

The question aims at collecting data on students' participation by different fields of study. It identifies the most requested study fields throughout Europe. Linked to the other EUROSTUDENT questions, the collected data will reveal the extent of compatibility between the studies and the paid jobs of employed students. The question also refers to the weekly time budget of different students groups that depends on the workload (study and work-related), which is conditioned by the field of studies. The question sheds light on the levels of international student mobility rates according to the field of study.

History

This is an improved version of *question 3.4* in EUROSTUDENT III. Unlike the previous rounds, in EUROSTUDENT IV the respondent can point the exact programme, in which he/she is studying. In relation to data reporting, a scheme of narrower fields of study is introduced instead of former eight broader groups.

Question 1.5. Please name the location of the higher education institution you attend.

Name of the city / town / place: _____

Explanation and Definition

This question gathers information about the location of the higher education institution attended. EUROSTUDENT is interested in the size of location where students normally attend their programmes and not in the size of the “home” location of the institution.

The size of study location is defined by the number of its population. National researchers must calculate the size of study location based on the average of 100,000 inhabitants. Data delivery for EUROSTUDENT IV should differentiate between the following location sizes: up to 100,000 inhabitants; 100,000–300,000 inhabitants; 300,000–500,000 inhabitants; over 500,000 inhabitants.

Purpose

This question is meant to divide the target student population according to study location size. The collected data is useful in identifying the relative weight of students, pursuing their studies in smaller locations. This question enables the collection of comparative data on the expenditure levels featuring students living conditions in small and big cities.

History

Not changed.

Question 1.6. Do you plan to continue studying after finishing your current programme?

- Yes, a BA in [my country]
- Yes, a BA in a foreign country
- Yes, a MA in [my country]
- Yes, a MA in a foreign country
- Yes, a PhD in [my country]
- Yes, a PhD in a foreign country
- Yes, but another programme not mentioned here
- No, I don't plan to continue my studies
- I don't know yet

Explanations and Definition

This question seeks to provide information on the students' plans for continuation of their studies by qualification degrees and country of origin. Two groups of students can be identified through the information obtained: students, who have plans for continuation of their studies in home or foreign country, and students, who plan to leave higher education system after finishing their current programme. All programmes which do not (yet) belong to the Bologna system belong to "another programme".

This question could provide additional information about international mobility after graduation (making a BA in one and a MA in another country).

Be aware: To continue studying does not always mean to continue on a higher level. It may make sense to combine 2 Bachelor courses (e.g. in Humanities and Business Administration) to increase employability, instead of continuing on a higher level within the same discipline. Therefore, the answers include BA-programmes, too.

Purpose

The main aim of this question is to provide data on future study plans following the completion of students' current higher education programme. Continuation of the studies is viewed in the light of the qualification levels and location of studies, which is connected with change of study and living conditions. The division of the target student population in two groups - students with and students without further study plans — is meant to investigate the role and influence of the family background factors on the educational choices of the children. The issues of higher educational paths are to be interpreted in the light of the stage of study career and students' perception of the qualification(s) needed for entering the labour market.

History

New question.

Question 1.7. What is the language of your programme?

Multiple answers possible.

- [Common language in your country]
- [Common language in your country]
- [Common language in your country]
- Other

Explanation and Definition

The question about the language of the programme complements the set of questions, related to the language abilities and local/foreign origin (5.3, 5.4 and 5.5). It is an open question and the interviewees are asked to provide data about the language their study programmes are delivered in. It might be the national language of the respective country or a foreign language in case of international programmes. Philological programmes are regarded here as programmes delivered in national languages. Short-term courses taught by visiting or guest professors should also be disregarded. The possibility of multiple answers aims to describe only the case of genuine mixed-language or bilingual programmes.

Purpose

The purpose of this question lies in the recognition of “internal internationalization”, i.e. programs offered in a foreign language (usually English) at home university. The comparison of the data, contained in the answers of this question, is a source of information about the trends, related to the “Internationalization and mobility” issue. On the other hand it might be used to track the conditions of access to higher education for the newly constituted minority/immigrant groups (see questions 5.3, 5.4 and 5.5). The collected data shows the flexibility and openness of the higher education systems.

History

New question.

Question 1.8. What expectations do you have for your studies and how well is your programme achieving these?

My study programme as a whole is a good basis for starting work.

	😊				☹️
How important is this intention for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well is your programme fulfilling this goal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My study programme as a whole is a good basis for personal development.

	😊				☹️
How important is this intention for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well is your programme fulfilling this goal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation and Definition

This is a subjective question, which gathers information on the students' judgment about the extent to which the study programme corresponds to the personal educational outcomes set. Students are asked to rate separately two statements, thus allowing conclusions to be made on the perceived value of the studies in connection to the initial labour market positioning and students' personal development. The answers to this question are meant to be given according to a five grade scale reflecting personal satisfaction.

Here (as in other questions requiring a rating) we suggest the use of smiles in order to avoid the problems of finding comparable terms for high and low levels of satisfaction.

Purpose

The purpose of this question is to present subjective information about the students' expectations from the studies in the view of their employment perspective and personal development right after leaving HE. Study outcomes expectations are supposed to be analyzed in regard to the degree being studied, study intensity, the stage of study career and field of study thus providing comparative data for different groups of students.

History

New question.

2. STUDY BACKGROUND

Study background is the second section of EUROSTUDENT IV questionnaire. The questions are designed for gathering information on the key elements used for analyzing access to higher education.

In general the questions of the section fall in the following five major topics:

1. Students' residence before entering higher education: *Question 2.1*
2. Qualification used for higher education entry: *Questions 2.2, 2.3*
3. Years spent in higher education: *Questions 2.4, 2.5*
4. Labour market experience: *Question 2.6*
5. Interruption of educational career: *Question 2.7*

Question 2.1. Where were you living, when you graduated from secondary education?

District: _____

Explanation and Definition

This is an open question which gathers information about the students' living location at the time they have completed secondary education. Students should fill in the exact name of the place they lived in. Researchers should map population density of the district using the Eurostat NUTS classification:

http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/GISCO/mapjobs2008/4301EN.pdf

Purpose

The purpose of this question is to investigate the relation between living location background and access to higher education. It gives an insight into the tendency to move to more populated areas in order to study (e.g. from rural to urban regions). The data provided through this question is relevant for analysing students living and study conditions.

History

New question.

Question 2.2. What qualification did you use for higher education entry?

Qualification / Certificate / Other initiatives (access courses)

- [Name of national qualification]
- [Name of national qualification]
- [Name of national qualification]
- [Name of national qualification]
- [Name of national qualification]
- [Name of national qualification]

Explanation and Definition

This question collects information about the variety of entry qualifications required for entering higher education institutions. The received data will help to identify the different routes (traditional and non-traditional) to higher education according to the used qualification.

Each country team should provide a list of their national qualifications allowing access to HE including (at least) one item for foreign certificates officially recognized by national authorities. The question refers to the first entry in the higher educational system excluding the transition from one higher education path to another (from one study programme to another programme) or from one degree to another (e.g. from Bachelor to Master).

National reports must explain which of the listed qualifications can be considered as traditional or non-traditional routes to HE according to proposed by EUROSTUDENT dichotomy for the two main paths to be surveyed. In each country there will be a national understanding for this topic. The following paragraphs contain the leading principles for classifying the qualification used as traditional or non-traditional HE entry.

In the EUROSTUDENT III – Report traditional routes (direct routes from schooling) are defined this way: *“In the past, one of the functions of school education has been to prepare pupils with the founding knowledge necessary for the next level of education (propaedeutic function) and to afford a certain pre-selection of appropriate candidates through a final examination.”* (**EUROSTUDENT III, p. 38**).

Non-traditional (indirect) routes would otherwise be defined as “(introduced) measures which provide prospective students with a “second-chance” of entering higher education.” (ibid.) Especially interesting are students who have entered by recognition of vocational training, adult education or work experience and lower qualifications plus age.

Purpose

This question provides data about the routes for higher education entry according to the particular country qualifications. Its central purpose is to identify the group of students, who have used non-traditional (indirect) routes to enter HE. The data received through this question are used to present one of the main socio-economic indicators linked to the access to HE.

A further group to be identified are students with international qualifications (e.g. foreign school certificate), because they should be excluded from the dichotomy “traditional - non-traditional route”. If you survey non-resident (foreign) students as well, this question enables you to identify residents and non-residential students according to their educational career just as needed by EUROSTUDENT. Therefore, all possible qualification must be listed because it is not comparable if students allocate themselves to traditional or non-traditional.

History

This is an improved version of *question 2.2* in EUROSTUDENT III. The new wording allows obtaining more exact data on the routes to higher education in different European countries.

Question 2.3. When did you get the qualification used for entering higher education?

Month ____ Year ____

Explanation and Definition

This question refers to the time (year and month) at which the students obtained the qualification used for entering higher education. The data collected through this question helps to measure the time gap between secondary school graduation and the entrance in higher education, thus revealing possible breaks in the educational cycle.

Purpose

This question is related with the following *questions 2.4, 2.5*. The date of acquiring the qualification used is compared to the date of higher education entry in order to identify the different models of access to higher education.

History

This is a new question that complements *question 2.2*. The main reason for the change is the need to measure the period between secondary education and higher education as an indicator for the entry routes to higher education.

Question 2.4. When did you enter higher education for the first time?

Month ____ Year ____

Explanation and Definition

This question obtains information about the exact date of the first enrolment. It is related to the previous *question 2.3* in order to define the group of students whose passage from secondary to higher education is interrupted.

Through this question in combination with *question 2.5* EUROSTUDENT identifies first-year students. *First-year students* are those students, who are enrolled in the first year of their first HE programme. This definition excludes the students who are in the first year of their second HE programme.

Purpose

The data received from this question is used for registering both the possible time gaps between secondary and tertiary levels and the total years spent in higher education. The date of the first enrolment in higher education shows whether there were interruptions in the higher education studies of the student and whether there were transitions from one programme to another or to an upper level of education.

History

This is an improved version of *question 3.2* in EUROSTUDENT III.

Question 2.5. When did you start your current programme?

Month ____ Year ____

Explanation and Definition

The question refers to the time when the programme students are currently enrolled in began. It is designed to check information obtained through other questions in order to specify the time spent in higher education and the group of first year students.

Purpose

The purpose of this question is to define the range of students by the years spent in the current programme and in HE education as a whole and to identify different student groups by the stage of their study career. In combination with *question 2.4*, *question 2.5* also allows to identify students in their first programme or those in a further programme.

History

Together with *question 2.4* this question is an improved version of *question 3.2* in EUROSTUDENT III.

Question 2.6. Before entering higher education, did you have any experience on the labour market?

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

Explanation and Definition

This question obtains information about the relative share of students who have experience on the labour market before entering higher education. The question also covers students' employment during their school days.

The concept of a *regular paid job* relates to these students that have experience on the labour market for at least one year and have worked for at least 20 h per week with an official contract. The response category *casual minor jobs* refers to these students that have worked less than 1 year or less than 20 h a week. *Vocational training (apprenticeship)* is also considered to be a labour market experience. Those countries which VET systems are fully or partly integrated in the official secondary educational system may replace "vocational training" with "apprenticeship" in order to mark only the labour market part of the training. In countries with compulsory military or civil service, these services should not be considered as experiences on the labour market.

Purpose

The purpose of this question is to measure the levels of students' labour market experience before entering higher education. The data obtained is viewed in the light of parents' educational background and represents an important indicator for topic access to higher education.

History

This is an improved version of *question 2.2* used in EUROSTUDENT III. For the EUROSTUDENT IV one more option is added in order to obtain more detailed information on this issue: *yes, casual minor jobs (less than 1 year or less than 20 h a week)*.

Question 2.7. Did you ever interrupt your education career after graduating from secondary school for at least one year?

Multiple answers possible.

- Yes, I interrupted between graduating secondary education and entering higher education
- Yes, I interrupted between entering higher education and graduating from higher education
- Yes, I interrupted between graduating from higher education and re-entering higher education
- No

Explanation and Definition

This is a multiple choice question, which gathers information about the interruptions in the students' educational career. The main focal point of the question is to measure and cover all kinds of breaks in the students' educational paths after graduating from secondary school. Interruptions for less than one year should not be considered.

Purpose

The purpose of this question is to help identifying the students who enter or re-enter higher education from the labour market (concept of "lifelong learner"). In combination with other questions the data obtained could be used for better description of the study and living conditions of those students who have interrupted their study for at least one time.

History

New question.

3. LIVING CONDITIONS

Living Conditions is the third section of EUROSTUDENT IV questionnaire. The interviewees are asked to provide information on how they fund their studies and how they organise their time in order to balance different types of activities.

The questions are designed to collect information on the following topics:

1. Students' household: *Question 3.1*
2. Students' accommodation: *Questions 3.2, 3.3 and 3.4*
3. Living costs and structure of the monthly budget: *Questions 3.5, 3.6 and 3.7*
4. Students' employment: *Questions 3.8, 3.9*
5. Weekly time budget: *Questions 3.10, 3.11 and 3.12*

Question 3.1. Who do you live with during the study term/semester (Monday until Friday)?

Multiple answers possible.

- Parents
- Partner
- Child(ren)
- With another person/s not mentioned above
- I live alone

Explanation and Definition

This is a multiple-choice question, which refers to the person(s) the student lives with. The period of time refers to students study term/semester. The vacation periods or any other non-study periods are excluded. “Partner” means married or not-married/same or different sex. “Children” means own children or any other children living with the student.

Purpose

The main purpose of the question is to provide data on living conditions during the study term/semester according to the students’ household inhabitants. The question is to distinguish the students who live with their parents from those who maintain their own households. In combination with *question 3.2*, it is also possible to identify a third group: students who live in student halls.

History

This is an improved version of *question 4.1* in EUROSTUDENT III. The old version of the *question 4.1* is split in two *questions 3.1* and *3.2*. Thus students could identify separately where they live and whom they live with. In this way we avoid confusion about any possible combination of form of accommodation and with whom students live together (like living with partner in a student-hall). Overlapping and culturally non-appropriate options are avoided.

Question 3.2. Do you live in a student-hall?

- Yes
- No

Explanation and Definition

This question collects information on the students living in the student-hall during the study term/semester. Students' hall of residence is type of students' accommodation, which is often subsidised by governments, higher education institutions, charity or other organisations.

Purpose

The main purpose of the question is to identify the relative share of the students who live in a student-hall. The data will serve for international comparison and will help developing appropriate student support policies for improving students living conditions.

History

See above *question 3.1*.

Question 3.3. How satisfied are you with your accommodation?

😊				☹️
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation and Definition

This is a subjective question that collects information on the students' satisfaction with their accommodation. The interviewees are asked to assess their living conditions in terms of accommodation using the proposed 5 grade scale.

Purpose

The main purpose of this question is to identify how satisfied the students are with their accommodation during study term/semester.

History

This was the first part of the *question 4.4* in EUROSTUDENT III. Information on the satisfaction with financial situation and workload is asked in later sections of the new questionnaire.

Question 3.4. On a typical day, what is the time and distance you cover from your home to your higher education institution?

Home is here your place of living during term-time (Monday until Friday)

_____ minutes on average (one way)
_____ kilometres on average (one way)

Explanation and Definition

This question is designed to identify the usual time in minutes which students spend on travelling between their homes and their higher education institution. “Typical day” is defined as a day during the study term/semester. National teams should be cautious in translating “home” into the respective languages. Here “home” is understood as the place where the student usually spends the night during the study term/semester. It might or might not coincide with the parental house.

Purpose

The main purpose of the question is to provide data about the average time spent on travelling from the student’s home to the student’s higher education institution. This question is important for understanding the choice of particular forms of accommodation and the consequences of this choice (e.g. remaining at parents home).

History

New question.

Question 3.5. What is the average monthly income at your disposal from the following sources?

**At your disposal is the money which is meant for monthly consumption, no matter when it was earned. (National currency)*

** Add a '0' or strike-out box if you did not receive any income from a certain source.*

	Average Income
Provision from family/partner	_____
Financial support from public sources — non-repayable grant / scholarship — repayable loan	_____ _____
Self-earned income through paid job	_____
Savings (e.g. previously earned money)	_____
Other sources (incl. other public or private support)	_____
Total income	_____

Explanation and Definition

The question refers to the income structure and the national values for students. The national teams deliver data in national currency which is used for the internet data reporting module. The values are automatically recalculated in Euros by the data delivery module for comparative presentations.

The interviewees are invited to provide exact figures of their personal incomes distributed by the various sources the financial support comes from, i.e. family support, public support, self-support. It is important to make a distinction between student and other public support (like family or child support or accommodation allowances). Special focus is put on the public support where two additional categories are introduced — repayable and non-repayable support. By public support is meant a financial contribution from this source, which a student receives directly, precisely because he/she is a student. „Other public support” (included in “other sources”) — this category includes support such as child support or accommodation allowances. Concerning the category “savings”, it is important to add that it doesn’t matter when the money was earned. As an example savings could be made by the student by having a summer job or by an inheritance.

Research teams should mention in the questionnaire, that students should only mention the money they really get themselves (“cash”) and not to include “indirect financial benefits” (e.g. rent or tuition fees paid by their parents).

In this question, it is very important that students differ clearly between 0 and missing value, because the two answers are completely different: If a student answers 0, he/she gives the information of not getting any amount of money from that source. If a student leaves a category unanswered, it could mean that he/she doesn't know, doesn't want to answer or could not say it. In those cases, we cannot calculate a total income! Moreover, because EUROSTUDENT is calculating the average income of students, it is important to differ exactly between these two answers.

Purpose

The question aims at identifying the relative shares of incomes coming from family and public sources and collects data on the dimension and the type of state assistance for different groups of students. A relation between the social background and self-supporting students is also to be expected.

History

This is an improved version of *question 4.2* in EUROSTUDENT III. The changes introduce new response category adding the option of savings (previously earned money).

Question 3.6. What are your average monthly expenses for the following needs?

Add a '0' or strike-out box if no money was spent on a certain type of costs.

A) Living costs per month	I pay out of my own pocket	Paid by parents/partner/others for me
Accommodation (including utilities, water, electricity,...)	_____	_____
Living/ daily expenses (food, clothing/ toiletries etc.)	_____	_____
Social and leisure activities	_____	_____
Transportation	_____	_____
Health costs (e.g. medical insurance)	_____	_____
Communication (telephone, internet etc.)	_____	_____
Childcare	_____	_____
Other regular costs (tobacco, pets, insurance, debt payment...)	_____	_____
Total	_____	_____

B) Study-related costs per semester	I pay out of my own pocket	Paid by parents/partner/others for me
Tuition fees, registration fees, examination fees	_____	_____
Social welfare contributions to the university/ college and student association	_____	_____
Learning materials (e.g. books, photocopying, DVDs, fields trips)	_____	_____
Other regular costs (e.g. training, further education)	_____	_____
Total	_____	_____

Explanation and Definition

The students are subject to a multitude of costs, which are directly or indirectly related to their studies. The question is meant to provide information about different types of students' spending, mainly living costs and study related costs. The interviewees are invited to report their monthly expenditures in exact figures

in national currency according to the proposed scale. They are also asked to provide information about the sources that support the different types of spending.

The trickiest issue of the whole questionnaire is the second column: “Paid by parents/partner/ others for me”. Here, we refer to **indirect payments**, hence support that students do not receive in real money (“cash”) but in the form that other persons (mostly parents or partner) pay some of their bills. That is most likely to be the case with rent, tuition fees, communication or transportation costs. These indirect transfers must be covered, because we are interested in the living situation of students. Some may get money directly from their parents and pay their bills themselves. Others get the same amount of support, but no money and have no own expenditures, because their bills are paid directly by others. However, their living conditions are identical. Hence, we have to cover both, direct money and indirect transfers to ensure comparability.

However, two groups of students may have great difficulties to answer the second column: Firstly, students living with parents, because the bills of the household normally cannot be divided by persons living in the family. Hence, the financial situation of students living with their parents is reported without the indirect transfers, because it is too difficult for them to estimate the amount their parents are paying for them (i.e. their data in the second column will be ignored). The second group are students living with a partner and share their incomes and expenditures. For them, the same holds true: bills of the household normally cannot be divided by persons living in the household. Nevertheless, we still require those students to provide us with an estimation of the expenditures for their own living, because so far, nobody has found a better solution for this group yet.

It is important to make clear in the questionnaire that the living costs are asked **per month** and the study-related costs are asked **per semester**. Furthermore, national researchers should clearly point out that the question’s targets are “ordinary, running costs” not “one-time-made purchases” like cars or furniture.

Research has shown that the more items the question has or the more examples are provided, the higher the mentioned costs will be. Therefore, research teams should tell EUROSTUDENT if there are deviations from the EUROSTUDENT questionnaire or from the questionnaire used the last round in that country.

Purpose

The question tries to identify the relative weight of different types of student expenditures thus providing the base for state intervention (in terms of policy and support) in the fields where it’s more needed.

History

This is an improved version of **question 4.3** in EUROSTUDENT III. Some additional options such as DVDs and study tours are provided in order to obtain most detailed information on study related costs.

Question 3.7. To what extent do you agree with the formulation?

I have sufficient funding in order to cover my monthly costs.

😊				☹
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation and Definition

Unlike the 2 previous *questions* (3.5 and 3.6) that are factual this is a subjective question asking for the personal opinion of the students on the sufficiency of funding at their disposal. The answers to this question are meant to be given according to a five grade scale reflecting personal satisfaction.

Purpose

The central purpose of this question is to obtain the student self-assessment of their material well-being and to put it in comparison to the objective criteria: average income-average monthly spending.

History

In the last round EUROSTUDENT asked about satisfaction. This turned out to be difficult because of two reasons: 1) students were thinking of the highest income possible and compared themselves with the absolute. 2) it was not possible to identify students with real financial problems. So EUROSTUDENT decided to ask if the students get along with the money they have.

Question 3.8. Do you have a paid job during the current semester?

- Yes, I work regularly during term-time
- Yes, I work occasionally during term-time
- No, I don't work during term-time

Explanation and Definition

The question provides data on the students' employability during the term. Work means **paid** employment (not unpaid internship). It should be made clear that if a student has to make an internship during his/her studies, it should only be mentioned if it is paid.

Purpose

The question serves to identify the relative share of the students who supports their studies in relation with their social background and as a part of their living conditions.

History

New question. In EUROSTUDENT III this was included in 4.4 and 4.5 as a part of both living conditions and time budget.

Question 3.9. Did you have a paid job during the term break in the last 12 months?

- Yes
- No

Explanation and Definition

The question provides data on the students' employment during the term break. Term break is defined as any period of vacation free from educational activities in the last 12 months.

Purpose

The question serves to identify the relative share of the students who supports their studies in relation with their social background and as a part of their living conditions. In combination with 3.8 it allows to identify three groups of students: those working only during the breaks; those working only during the term; those working during the whole year.

History

New question. In EUROSTUDENT III this was included in 4.4 and 4.5 as a part of both living conditions and time budget.

Question 3.10. How important are your studies compared to other activities to you?

- More important
- Equally important
- Less important

Explanation and Definition

The question aims at exploring students' assessment of the importance of their studies compared to the other activities: work alongside the studies and other personal interests. Since it can be surmised that the extent of relatedness between the studies and other personal interests is also dependent on the course of study a student is following, the answers will differentiate by study area.

Purpose

This is a question about the centrality of a student's studies within their student life (especially relevant for part-time students or older learners).

History

New question.

Question 3.11. How many hours do you spend in a typical week in taught courses, personal study and on paid jobs?

(Try to remember day by day and fill in the sum of hours over the whole week including the weekend. Add a '0' or strike-out box if no hours were spent on an activity on the respective day.)

	MO	TU	WE	TH	FR	SA	SU
Taught studies (lessons, seminars, labs, tests, etc.)	—	—	—	—	—	—	—
Personal study time (like preparation, learning, reading, writing homework)	—	—	—	—	—	—	—
Paid jobs	—	—	—	—	—	—	—

Explanation and Definition

The interviewees are asked to report the time spent on both study-related and work-related activities day by day for a typical week. Study-related hours are split into two categories: contact hours and hours for self-preparation. As course hours may differ from “60-minutes-hours”, students’ answers shall be given in standard hours.

“Typical week” is defined as a week during the study term/semester (*s. also 3.4*).

As in *question 3.4*, please ensure that students **clearly differentiate between 0** (no time spend) **and missing values** (“don’t know”, “don’t want to tell”). If not, sums and means cannot be calculated properly.

Purpose

The question will reveal the relative share of the study-related activities in regard to the total students’ time budget. It is to be expected that the amount of hours spent on these activities will depend on both the fields of studies and employment activities.

Responses to this question can provide context information for the subjective responses to *question 3.10*.

History

This is an improved version of *question 4.5* in EUROSTUDENT. The term “typical week” replaced “last week” as related to “typical day” in *3.4*.

Question 3.12. Looking at your total workload based on the time you spend in study-related activities and in paid work, please rate your satisfaction with your workload.

😊				☹️
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation and Definition

The question assesses the implication of the total workload (study- and work-related) on satisfaction. It is a subjective question (similar to **1.8** on study expectation, **3.3** on accommodation, **3.7** on well being, **5.5** on language skills and **6.4** on social status). It refers to the “coping” strategy of the students who work alongside the studies. The answers to this question are meant to be given according to a five grade scale reflecting personal satisfaction.

Purpose

The data collection relies on students’ personal perception of how well they organise their time budget in order to balance the study-related activities and paid work. The level of satisfaction depends on both the study area and social background.

History

New question.

4. INTERNATIONAL MOBILITY

This is the fourth section of EUROSTUDENT IV questionnaire. It is dedicated to the international mobility. Special attention is paid to those students, who have been enrolled abroad for a regular course of study.

This section contains six questions structured in five main topics:

1. Foreign enrolment rates: *Question 4.1*
2. Financing of foreign enrolment: *Questions 4.2, 4.3*
3. Level of satisfaction with the studies abroad: *Question 4.4*
4. Main obstacles to foreign enrolment: *Question 4.5*
5. Rates of other study-related stays abroad: *Question 4.6*

Question 4.1. Have you been enrolled abroad in a regular course of study?

- Yes, I have been (-> please go on to *question 4.2*)
- No, but I plan to go (-> please go on to *question 4.5*)
- No (-> please go on to *question 4.5*)

Explanation and Definition

This question obtains information about the relative share of students, who have been abroad for a regular course of study. This approach allows the identification of returners: those national students who have been enrolled at foreign higher education institution. The question only refers to foreign enrolment where the student left the country of the survey to study a certain period abroad. It does not include studies that have been started abroad and are continued now in the country of the survey. The time period covered is from the moment of entering higher education till now, i.e. former, already graduated programmes are included. Hence, unlike all other questions, we do not only refer to the current programme.

Moreover, this question seeks to divide students who have not been enrolled abroad into two separated groups: 1. students, who have stated future plans for foreign enrolment, 2. students, who have not stated such plans.

Purpose

The main aim of this question is to provide data on the long-term international student mobility rates, measured by the share of those students, who have been abroad for a regular course of study. The enrolment levels at foreign higher education institutions are viewed as an important contribution to the employability on the European labour market and personal development of the students.

Both long-term international mobility rates and its potential are analysed in relation to students' gender, years spent in higher education, degree being studied, selected fields of study and parents' educational background.

History

This question is a combination of *questions 5.2* and *5.3* in EUROSTUDENT III. Unlike the third round of EUROSTUDENT, the new version only refers to enrolment.

Question 4.2. Was your enrolment abroad part of any of the following programmes?

Please specify the name of the programme. Multiple answers are possible.

- Part of my study programme (international programme)
- TEMPUS
- ERASMUS (MUNDUS)
- LINGUA
- Other EU-programme
- Other (Please, fill in the name of the programme: _____)
- No programme

Explanation and Definition

The question seeks to identify the relative share of students who have used public and EU sources to support their foreign enrolment. Only students who have been enrolled for a regular course of study are supposed to answer.

The response category *part of my study programme (international programme)* refers to those students who have taken part in an international academic exchange programme that was part of their own study programme at their home university/HEI. It includes also “joint degree programmes”, where several HEI offer a programme.

TEMPUS, *ERASMUS (MUNDUS)* and *LINGUA* are listed in order to describe the most commonly used programmes available for supporting students’ international mobility. *Other EU-Programme* is meant to capture the EU programmes which are not presented above like Leonardo da Vinci, LLL etc.

The response category *Other* refers to those students who have been abroad with some other kind of supporting programme which differs from the already mentioned.

That could be a state or regional programme different than EU funded programmes like CEEPUS. Usually these programmes are based on bilateral or multilateral intergovernmental agreements. Students are supposed to provide the exact name of the programme.

No programme is related to the case of those students who have been abroad for a regular course of study without using the support of any kind of public or EU support.

Purpose

The central purpose of this question is to provide data on the share of students whose mobility is officially supported (through state or EU programmes) in comparison to those students who have been abroad on their own initiative (free-movers).

History

This is the former *question 5.7* in EUROSTUDENT III. The question refers only to enrolment in a regular course abroad.

Question 4.3. Which of the following sources did you use to fund your enrolment abroad and which one of them was your primary source of funding?

Multiple responses expected! Please choose only one primary source of funding.

	Source of funding	Primary source of funding
Contribution from parents/family	<input type="checkbox"/>	<input type="radio"/>
Own income from previous job	<input type="checkbox"/>	<input type="radio"/>
By working during my studies abroad	<input type="checkbox"/>	<input type="radio"/>
Study grants/loans from host country	<input type="checkbox"/>	<input type="radio"/>
Support by home state loan (repayable)	<input type="checkbox"/>	<input type="radio"/>
Support by home state grant (non-repayable)	<input type="checkbox"/>	<input type="radio"/>
EU study grants	<input type="checkbox"/>	<input type="radio"/>
Other	<input type="checkbox"/>	<input type="radio"/>

This question obtains information about the different sources of funding used for supporting student enrolment abroad. National questionnaires should specify that more than one source of financing could be ticked, but only one of them can be pointed as a primary source of funding. Therefore, the first column should be a **multiple** choice, the second just a **single** choice.

The question refers to the longest stay abroad of the students.

Each country should give examples of grants available to students and detail these in the data delivery module, too.

Purpose

This question is meant to provide data on the main sources, which students use for supporting their foreign enrolment. Besides revealing the primary source of financing, the contribution for this type of international mobility of each source can be observed. The latter is connected with examination of the impact and effect of policy measures designed to stimulate international students' exchange.

History

This is a new question, which uses elements of *question 5.6* in EUROSTUDENT III.

Question 4.4. How important were the following aspects and were your expectations fulfilled concerning your enrolment abroad?

Importance	😊				☹️
Personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service from host institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfilment of expectations	😊				☹️
Personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service from host institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(-> please go on to [question 4.6](#))

Explanation and Definition

This question investigates from different aspects the levels of importance and satisfaction of students, who have been abroad for enrolment. If the national research teams decide they don't have enough space in the questionnaire to ask for both — importance and fulfilment of satisfaction — they could leave out the importance scale, but they should ask for the fulfilment of satisfaction at all costs. The answers to this question are meant to be given according to a five grade scale reflecting personal satisfaction.

The following paragraph describes the main features of each listed aspect that should be assessed only by the students, who have been enrolled abroad for a regular course of study. These explanations should serve as leading principle in adopting this question into national questionnaires.

Both *personal development* and *language improvement* are connected with gaining personal benefits of the enrolment abroad. *Quality of education* refers to the subject of study programme students are enrolled in. *The academic level* is mainly associated with the qualifications being studied for (e.g. bachelor, master, etc). *Service from host institution* is meant to gather information on the social and administrative conditions featuring the enrolment abroad. Social integration

is dedicated to the socio-cultural aspect of studying and living in foreign environment.

Purpose

The main aim of this question is to provide data on the levels of importance and satisfaction in different personal, academic and socio-cultural aspects of an enrolment abroad. Student assessment of the main living and studying conditions is seen as a basis for undertaking both national and institutional policy measures for improving the academic and social services, offered to foreign students by higher education institutions.

History

New question.

Question 4.5. To what extent are the following aspects an obstacle for an enrolment abroad to you?

	Big obstacle				No obstacle
Insufficient skills in foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties in getting information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with accommodation in the host country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Separation from partner, child(ren), friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loss of social benefits (e.g. child allowance, price discounts for students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loss of opportunities to earn money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expected additional financial burden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of personal drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presumed low benefit for my studies at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expected delay in progress in my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with recognition of results achieved in foreign countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited access to mobility programmes in home country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with access regulations to the preferred country (visa, residence permit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited admittance to the preferred institution and/or study programme in foreign country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It doesn't fit into the structure of my programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation and Definition

This question obtains information about the potential barriers, which influence the cross-border study plans of those students, who have never been enrolled abroad. It refers to both groups of students: those, who have no plans to study abroad, and those, who have not been abroad, but have stated to have plans to study at foreign higher education institution. Students with foreign experience in enrolment abroad are not supposed to answer this question. Country teams must provide an explanation that this is a multiple choice question, which requires students to assess each of the listed obstacles.

Purpose

The central purpose of this question is to identify the main obstacles to foreign enrolment of those students, who have never been abroad to study. The parents' educational background is viewed as an important factor, which determines the social models of international mobility rates.

History

This is an improved version of *question 5.8* in EUROSTUDENT III. The main change is connected with the identification of the obstacles faced by the group of students, who have not been abroad, thus excluding students, who have been enrolled abroad, whose answers have been also calculated in the previous round of EUROSTUDENT.

The newly introduced 5 scale measuring according to the extremes “Big obstacle – No obstacle” replaced the old 5 responses scale, which ranked students' answers according to their perception of both strengths and weaknesses of the obstacles listed.

Question 4.6. Have you ever been abroad for other study related activities during your study programme?

Fill in the duration in months and the country you have been to per activity. If you've been abroad more than once per activity, please refer to your most recent stay abroad.

	Duration in months	Country
Research	_____	_____
Internship / work placement	_____	_____
Summer school	_____	_____
Language course	_____	_____
Other	_____	_____

Explanation and Definition

The question is designed to collect data on the different types of short-term international mobility by the duration of each listed type of foreign study experience and the countries students have been to. Students are supposed to fill in the exact duration, in months, per each type of their study-related stay(s) abroad. The students who have never been abroad for study purposes do not respond to this question. In this case the research teams count the “no response” for “No”.

Research refers to all students who are in the period of completion their studies. This response category describes study-related stay abroad in regards of doing more in-depth research at foreign institutions (universities, libraries, museums, databanks etc.) for preparation of bachelor, master thesis or research.

Internship/work placement is a type of labour market-related experience, acquired during the higher education studies. This could be self-organised within the semester or within the holidays. In addition to that, it could be on a voluntary basis or by obligation in a students' programme.

The last three category options (*summer school*, *language course* and *other*) are meant to describe the undertaken study-related activities abroad, which are connected with the enhancing students' personal knowledge and skills. Usually, these are programmes/courses, offered by different educational institutions, but similar to the case of internship/work placement, they could, but may not represent part of the official student study programme.

Purpose

The main aim of this question is to provide data on different types of students' international mobility by type of study-related experiences abroad during the studies. The mobility levels reveal the relative share of students involved by gender and qualification. This question, linked to [4.1](#) is used to generate comparative data on students' participation in both enrolment and non-enrolment periods abroad.

History

This is an improved version of [questions 5.4](#) and [5.5](#) in EUROSTUDENT III. The main change is connected with making the response classification more precise. The study destination is placed here. Unlike the third round of EUROSTUDENT, enrolment in a regular course of study abroad is excluded as a response category.

5. PERSONAL DETAILS

The section gathers data about and constitutes the basic statistical groups that will be used in the following parts of the survey — age and gender. One new set of questions is introduced in the new version of the document — related to language and origin of the participants. Special attention is paid to family conditions and handicapped students.

In general the questions of the section fall in the following major groups:

1. Age and gender: *Questions 5.1, 5.2*
2. Language and Origin: *Questions 5.3, 5.4 and 5.5*
3. Family Conditions/Status: *Questions 5.6, 5.7 and 5.8*
4. Disabilities: *Questions 5.9, 5.10*

Question 5.1. When were you born?

Please provide month and year of your birthday.

Month _____ Year _____

Explanation and Definition

The question collects data on the participants' age profile. It allows the calculation of the average age and other age comparisons in the different topics of the survey. On the other hand the data allows definition of the different age groups, needed for the comparison.

Purpose

Using the exact birth date allows to structure precise age groups at the moment of data processing (or any other key date), regardless of the time when the question has been answered, since:

- 1) Age is dependent on when the questionnaire will be carried out.
- 2) If only the year of birth would be asked, the student could be born half a year earlier or later than estimated.

The age profile of the students can be linked to almost any topic of the survey, thus making it a universal indicator. It can show homogeneous student groups or groups with strong age differences, making it core source of information for the "Demographic characteristics" topic.

History:

This is an improved version of *question 1.1* in EUROSTUDENT III. It was modified in a way so that the student is not asked to point the completed age, but to indicate the year and month of birth. The latter would allow calculating the data at any time, irrespectively when the process of data collecting took place.

Question 5.2. What is your sex?

- Female
- Male

Explanation and Definition

The question aims at revealing the sex structure of the students' body. The data generated through this question provides a key tool for tracking gender-related social phenomena and it is no less applicable when studying the social conditions of student life in Europe.

Purpose

The question provides data on gender participation in higher education. Special attention is paid to the rate of female students, which constitutes an essential comparative group. International comparisons have proven that some of the social aspects of higher education are gender-related. Access to higher education, accommodation and students' financing are the most significant examples.

History

Not changed.

Question 5.3. Were you born in the country in which you are now studying?

- Yes
- No

Explanation and Definition

This question allows gathering data about the ethnic/national diversity of the student body. It does not emphasize on “ethnicity”, but rather on “country of origin” — whether same or different from “country of study”. At the same time it is important to notice that it does not require mentioning the particular place of origin.

Questions 5.3 and *5.4* identify the migration background of the student. Migration background is more important than citizenship, because citizenship is dependent on the national praxis of naturalisation and would therefore be not comparable.

Using these two questions it is possible to identify first and second generation students.

Purpose

The question assesses the share of students whose origins do not coincide with the country they are studying in, compared to the whole student population. It helps constituting a new comparative group consisting of students with different origins.

EUROSTUDENT is going to investigate the social aspect of students of different origin in tertiary education.

History

New question.

Question 5.4. Were both of your parents born in the country in which you are now studying?

- Yes
- No

Explanation and Definition

The question collects complementary data on the ethnic/national structure of the student group in the respective country with a special emphasis on the students born in mixed families. It measures the participation rate of these students in the HE and introduces the migrant/immigrant phenomenon, trying to separate it from the minority issues.

Purpose

The markers “local” and “of foreign origin” related to the parents, are used to construct a conditional criterion, part of the “Demographic characteristics” topic. Further this conditional criterion might be used to set a conditional social group, neither called “minority”, nor “migrant”, but rather “of foreign origin”, which allows deeper research on the conditions of student life for specific strata in some countries, participating in EUROSTUDENT.

History

New question.

Question 5.5. What are your language skills?

Please rate your grade of proficiency in the applicable language(s).

	Mother tongue	Very good				No knowledge
[Official language in your country]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Other common language in your country]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Other common language in your country]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation and Definition

This is a subjective question concerning students' language skills, in which the "mother tongue" represents a proficiency criterion. National research teams are supposed to provide a list with the most spoken foreign languages in the respective country starting with English. The students are invited to assess their language skills according to the proposed list and the respective scale.

Purpose

This question aims at tracking the correlation between language ability and international student mobility. It also shows the most spoken foreign languages in a particular country and the level of proficiency. The data allows calculating the percentage of students who use more than one foreign language and diversify the student population by various levels of command of foreign languages.

History

The question is an improved version of *question 5.1* in EUROSTUDENT III. The new wording introduces a common self-assessment scale, which facilitates international comparisons.

Question 5.6. Do you have any children?

- Yes
- No (please go on to *question 5.9*)

Explanation and Definition

The question is meant to provide information on students who are parents.

Purpose

The main purpose of the question is to identify the relative share of students with children in the national higher education systems. One can surmise that the level of public support for student families influences the number of student families with children. On the other hand, having children predetermines a higher level of financial spending and workload during the studies.

History

This is an improved version of *question 1.4* in EUROSTUDENT III.

Question 5.7. How many children do you have?

___ child(ren)

Explanation and Definition

This is an open question, which refers to those students who are parents. Students are supposed to fill in the exact number of children they have.

Purpose

This question will be used to represent the share of students with 1 child, 2 children and more.

History

This is an improved version of *question 1.4* in EUROSTUDENT III.

Question 5.8. How old is your youngest child?

___ years of age

Explanation and Definition

This is an open question, which collects data about the age of the youngest child of the students who have children. Students with children are asked to identify the age of their youngest child.

Purpose

This question will be used to diversify the students who are parents according to the age of their last born child. The respective scale will be provided in the module for data delivery.

History

This is an improved version of *question 1.4* in EUROSTUDENT III.

Question: 5.9. Are you impaired in your studies by any of the following?

Multiple answers possible.

- Yes, chronic diseases
- Yes, mental problems
- Yes, physical disabilities
- Yes, other health problems
- No (please go on to *question 6.1*)

Explanation and Definition

The question explores to what extent disabilities impede the access to higher education. It focuses on defining the participation rate of handicapped students. The list of some general types of disabilities is also provided in order to facilitate the comparability between the various educational systems, using different classifications, approaches and measures. The focus is only on the impairments that are related to the studies, not on all special needs students might have. This question proposes a set of general responses, where the students are supposed to define their position based on their own judgment.

Purpose

The question aims at exploring the demand for special assistance of higher education to ensure the participation of students with different types of disabilities. It allows comparing the percentage of disabled people who found successfully their way in the HE system, to the country average of people with disabilities. It is complemented with an additional question — *5.10*, which asks whether the handicapped student is content with the support she/he receives. The data will provide information of the level of the social support students with disabilities could rely on in the respective countries.

History

It is an improved version of the *question 1.5* in EUROSTUDENT III through splitting it in two separate questions — the first one measuring the efficiency of the system through objective data, and a second one, assessing the current situation, based on subjective, personal opinions of the interviewees. The question has been changed in order to improve the comparability of the data.

Question: 5.10. Do you feel that your impairment is sufficiently taken account of in your studies?

				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation and Definition

This is a subjective question complementary to [question 5.9](#). The answers to this question are meant to be given according to a five grade scale reflecting personal satisfaction of the respondents.

Purpose

The question relies on the personal assessment of study conditions made by disabled students. The idea behind is not to collect facts about what the universities do to help impaired students, but rather how students perceive what is done.

The data collected through this question is viewed as a complementary tool (apart from the objective data) for analysing the capacity of HE system to integrate people with disabilities.

History

New question.

6. FAMILY BACKGROUND

Family Background is the sixth section of EUROSTUDENT IV questionnaire. In this section students are asked to provide information on their parents in regard to the highest educational level attained and to their occupational and social status. The questions are designed to collect information on the following topics:

1. Educational background: *Question: 6.1*
2. Work status: *Question 6.2*
3. Occupational status: *Question: 6.3*
4. Social position: *Question 6.4*

In this section the interviewees will be asked some questions about their family background. The following questions are about their mother and father or those person(s) who are like a mother or father to them — for example, guardians, step-parents, foster parents, etc. If they shared their time with more than one set of parents or guardians during their youth, they must answer the following questions for those parents/guardians they spent the most time with.

Question 6.1. What is the highest level of education your father and mother have obtained?

	father	mother
Up to lower secondary (ISCED 0, 1, 2)	<input type="radio"/>	<input type="radio"/>
Upper secondary (ISCED 3)	<input type="radio"/>	<input type="radio"/>
Post-secondary non-tertiary (ISCED 4)	<input type="radio"/>	<input type="radio"/>
First stage of tertiary education (ISCED 5B, vocational)	<input type="radio"/>	<input type="radio"/>
First stage of tertiary education (ISCED 5A, academic)	<input type="radio"/>	<input type="radio"/>
Second stage of tertiary education (ISCED 6)	<input type="radio"/>	<input type="radio"/>
Do not know	<input type="radio"/>	<input type="radio"/>

Source of background information: International Standard Classification of Education ISCED 97
http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm

Explanation and Definition

The question refers to the educational background of students' parents according to the ISCED levels. The country teams should translate/replace the ISCED levels with corresponding national qualifications. The interviewees are supposed to provide data about both their mothers and fathers.

Purpose

The question is meant to provide data on the social make-up of the student body since international comparisons revealed that the parental educational achievements predetermine to a large extent the educational choices of their children. Educational attainments of the parents are viewed as an indicator for the impact of socio-cultural and economic forces on access to higher education. The inclusiveness of the system depends strongly on the social filtering preceding the entry into higher education. International comparisons show that the school performance in most countries is strongly influenced by the socio-economic background. Using educational background of parents as an indicator instead of their occupational status has the advantage of greater reliability in the international comparisons due to the existence of a common scale. The question will reveal the disadvantaged social groups and will help designing proper policies for bringing more equity in higher education participation. In addition, the relative share of students whose parents hold tertiary education degrees will indicate the capacity of higher education to reproduce itself.

History

This is an improved version of *question 6.1* in EUROSTUDENT III. The question was changed in order to provide data on the educational attainments of both parents and refined according to ISCED levels.

Question 6.2. What is your father / mother currently doing?

Please tick only one box.

	father	mother
Working full-time for pay	<input type="radio"/>	<input type="radio"/>
Working part-time for pay	<input type="radio"/>	<input type="radio"/>
Not working, but looking for a job	<input type="radio"/>	<input type="radio"/>
Other (e.g. home duties, retired)	<input type="radio"/>	<input type="radio"/>
Do not know or deceased	<input type="radio"/>	<input type="radio"/>

Explanation and Definition

The question provides data on the current work status of students' parents on the labour market according to the type of employment obtained. The national questionnaires should reflect the specific working conditions in the respective country. The question is linked to both [6.1](#) and [6.3](#).

Purpose

The purpose of this question is to show the difference in work status of parents' from student population as compared to total population. The question allows revealing the connection between educational background of the parents and their employability thus providing additional information on the participation of the students with different social backgrounds in higher education. The subtopic is complementary to [6.3](#) searching for detailed description of the occupational status of the students' parents with a special focus on those who are disadvantaged in the labour market.

History

This is an improved version of [question 6.2](#). The question has been changed in order to obtain more precise data on the type of employment in terms of working hours, thus avoiding some offensive definitions as well.

Question 6.3. What are the most recent or former occupations of your father and mother?

Please classify the job according to one of the following categories of occupation.

	father	mother
Legislators, senior officials and managers	<input type="radio"/>	<input type="radio"/>
Professionals	<input type="radio"/>	<input type="radio"/>
Technicians and associate professionals	<input type="radio"/>	<input type="radio"/>
Clerks	<input type="radio"/>	<input type="radio"/>
Service workers/sales workers	<input type="radio"/>	<input type="radio"/>
Skilled agricultural and fishery workers	<input type="radio"/>	<input type="radio"/>
Craft and related trades workers	<input type="radio"/>	<input type="radio"/>
Plant and machine operators and assemblers	<input type="radio"/>	<input type="radio"/>
Elementary occupations/domestic and related helpers	<input type="radio"/>	<input type="radio"/>
Armed forces/military	<input type="radio"/>	<input type="radio"/>
Do not know	<input type="radio"/>	<input type="radio"/>

Source of background information: International Standard Classification of Occupations (ISCO-88)
<http://www.iser.essex.ac.uk/research/esec/user-guide/understanding-isco88>

Explanation and Definition

The question provides data on the current occupational status of students' parents according to their professions with special focus on the underprivileged social group of workers who performs (skilled or unskilled) manual labour — the so called “blue-collars”.

This group is chosen because of its relatively low chances to access higher education. When possible, country data provides a more detailed breakdown of participation, since the blue-collar group is only one part — in some countries a rather small part — of the working population.

National participants in EUROSTUDENT are asked to use the International Standard Classification of Occupations (ISCO-88), if possible¹. In other cases the national participants should apply their own definitions of “blue-collar” workers. If the question will be asked with the categories of ISCO-88, national research teams should take the official translations of their national statistical department.

¹ EUROSTUDENT uses ISCO-88 to be comparable with other international statistics. Sometimes it is difficult to ask directly for ISCO-88 because students are not aware of this classification. If the question will be asked with the categories of ISCO-88, national research teams should take the official translations of their national statistical department. Maybe it would be useful to add examples to the categories.

Purpose

The main purpose is to examine the socio-economic background of the students by both mothers' and fathers' occupational status. The focal point is the occupational status of students' parents in comparison to the whole population. The question is cross-related with 6.1, which determines students' educational background. Both indicators serve to measure the inclusiveness of higher education system and its capacity to deal with the underprivileged social groups.

History

Not changed.

Question 6.4. Some people are considered to have a high social standing and some are considered to have a low social standing. Thinking about your family background, where would you place your parents on this scale if the top indicated high social standing and the bottom indicated low social standing?

- High social standing
-
-
-
-
-
-
-
-
- Low social standing

Explanation and Definition

The question is meant to collect information on students' parents' social position that constitutes a significant indicator for assessing the socio-economic conditions of the student population. The responses should be based on the subjective perception of the interviewees who should compare their parents' social status to the alleged country social stratification and do not require the exact figures².

The question deliberately asks for the family background not for the own situation of the student, because sometimes the study time represents an exceptional time in a student's biography and they would therefore find it difficult to place themselves on this scale.

Purpose

The indicator is chosen to reveal the social background of the students in comparison to whole population. The target of this question is to have more information, besides the "objective information", on the social origin and on the class or strata the students belong to according to their subjective evaluation.

History

This is a new question, which replaces *question 6.4* in EUROSTUDENT III. The question has been reformulated in order to avoid responses in exact figures required in EUROSTUDENT III. The new wording alleviates the doubts as to how well students know the income situation of their parents. The new question facilitates the data processing as well.

² This question was used successfully in the International Social Justice Project (<http://www2.hu-berlin.de/isjp/>)