Social and Economic Conditions of Student Life in Europe

National Profile of Austria

eurostudent IV

Metadata for the national survey

National Currency	Euro
Exchange rate: 1 Euro =	1
Date and source of exchange rate:	EZB
Survey method	online survey, 2 reminder e-mails
Size of final sample	38407 (incl. ISCED 6: 42329)
Sampling method	none; every student in Austria was invited via e-mail
Return rate	estimated 17% net (undelivered e-mails unknown)
Reference period of survey (semester, year)	summer term 2009
Weighting scheme	by nationality, HEI, field of study, sex, age group
Project sponsor	Ministry of Science and Research (BMWF)
Implementation	Institute for Advanced Studies (IHS)

Metadata for the national survey

Topic: Metadata
Subtopic 1: Metadata on national survey

Key Indicators

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

Topic: Metadata
Subtopic 1: Metadata on national survey

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators

Average age (arithm.mean) in years - all students	25.97
Average age (median) in years - all students	24.4
Average age (arithm.mean) in years - female students	25.46
Average age (arithm.mean) in years - male students	26.56
Average age (arithm.mean) in years - BA students	24.65
Average age (arithm.mean) in years - MA students	27.72
Average age (arithm.mean) in years - low-intensity students	27.47

Grouped age profile by characteristics of students (in %)
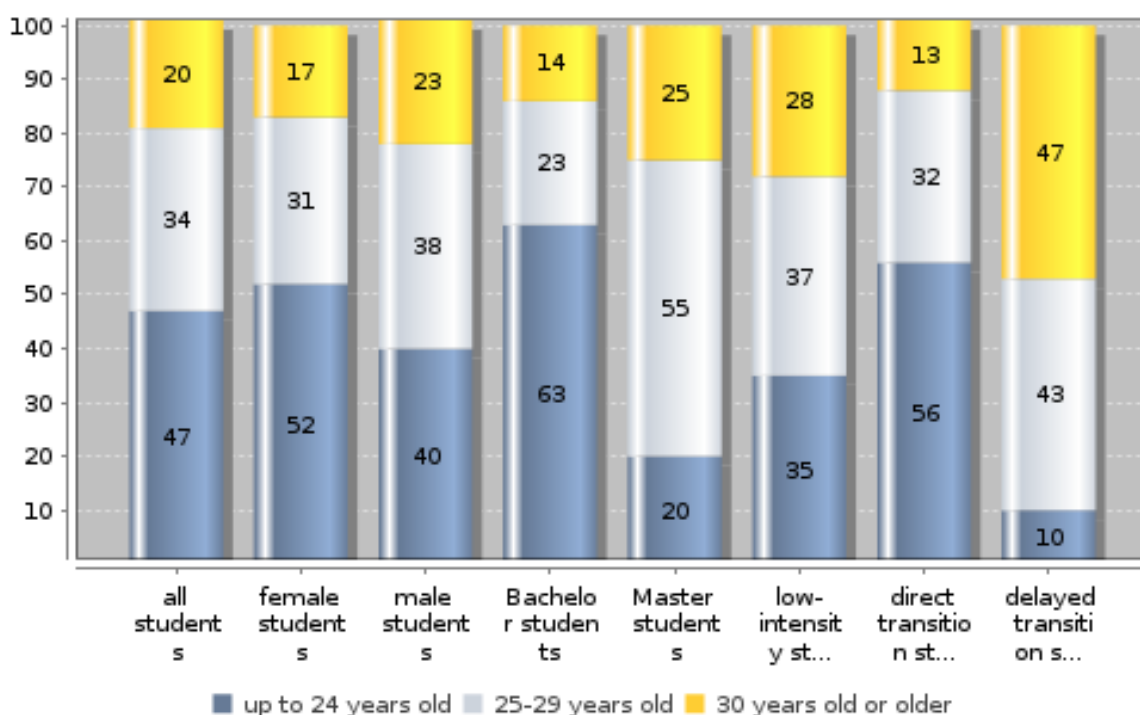
details on missing data:

methodical issues or considerations for data interpretation:

There seems to be big difference to students' age-distribution related to Eurostat data. This difference happens due two reasons: firstly, Eurostat uses the 1st of January as reference day - the national students' survey takes the time of the survey (mid June) in account. This difference is rounded up to one year and results in this shift. The second reason for the differences in the age-distribution is a

specific one: in 2009 the number of first-enrolment increased by almost 20%. At the same time, a surpassing number of elderly students returned to universities to complete their "Doktorats"-studies (ISCED 6) before they expire. And: in 2009 tuition fees were exempted for the majority of students and due to financial and economic crisis, the number of new hires was quite low. This also explains differences between the Eurostat 2008 data and Eurostudent 2009.

national interpretation of the results of the data analysis:

Age refers to June 2009. We use survey data, because national statistics would include ISCED 6. As 2009, 81% of the students study at a Scientific University, 3% at a University of the Arts, 13% at a University of Applied Sciences (FHS) and 3% at a University College of Teacher Education. In general, 54% of the students are female. However, there are big differences among the sectors: At Universities the proportion of female students is 54%, at Universities of the Arts it is 60% and at FHS it is on average 47%, but in special FH-programmes for working students, two thirds of the students are male. Female students are on average one year younger than male students. The main reason for that is that they are younger when they begin to study. However, female students are also more successful in two ways which have opposing results on the age profile: Female students study quicker than male students and they therefore spend less time at the higher education institution. On the other hand, the success rate of female students is higher and compared to the higher proportion of male drop-outs, they spend more time at the institution. In general, the average age at FHS does not differ from the average age at Scientific Universities. However, students in full-time programmes at FHS (i.e. 8% of all students) are on average 23.9 years old and students in FH-programmes designed for working students (i.e. 4% of all students) are on average 27.7 years old.

Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators

Average age (arithm.mean) in years - low education background (ISCED 0-2)	31.02
Average age (median) in years - low education background (ISCED 0-2)	28.32
Average age (arithm.mean) in years - high education background (ISCED 5-6)	25.21
Average age (median) in years - high education background (ISCED 5-6)	23.9

Grouped age profile by students' social background (in %)
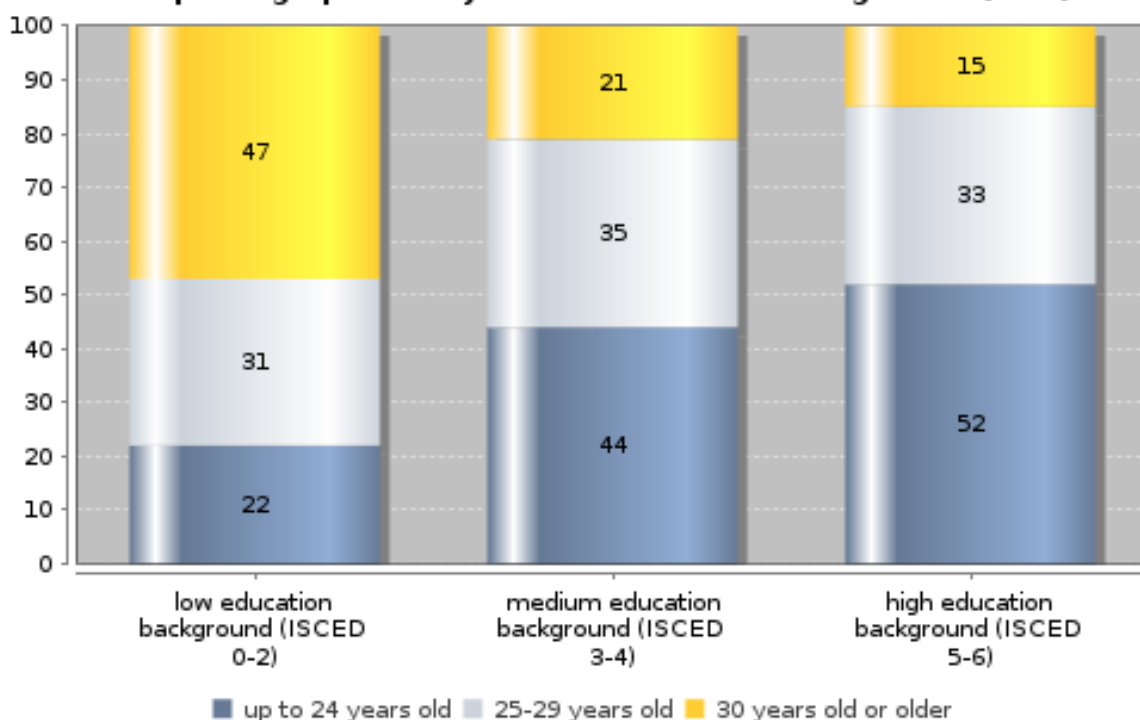
■ up to 24 years old ■ 25-29 years old ■ 30 years old or older

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

According to the Eurostudent definition of social class, 5% of the students in Austria come from families with low educational background, 51% from families with non-tertiary education and 45% from families with tertiary education. Students from low education background are on average nearly six (mean), respectively 4,5 years (median) older than those from families with tertiary background. On average, they are 31 years old (mean), half of them are older than 28 years (median). The reasons for that age difference are plentiful. Among others, the upper-secondary school system is split into two tracks: a general academic and a vocational one which lasts one year longer and is mainly preferred by pupils from lower socio-economic background. A second reason is the growing number of students with

delayed transition who have been working for a certain time before studying - also thanks to an increased offer of programs for working students at Universities of Applied Science. Moreover, the number of students with non-traditional access certificate grew significantly in 2009. They again, are mainly from lower socio-economic backgrounds.

Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators

Share of females among all students, in %	54.0
Share of females among BA students, in %	51.1
Share of females among MA students, in %	44.8
Share of females among low-intensity students, in %	53.7
Share of females among the 30 years old or older, in %	46.7

Gender profile by charactersictics of students - Share of female students in each category (in %)
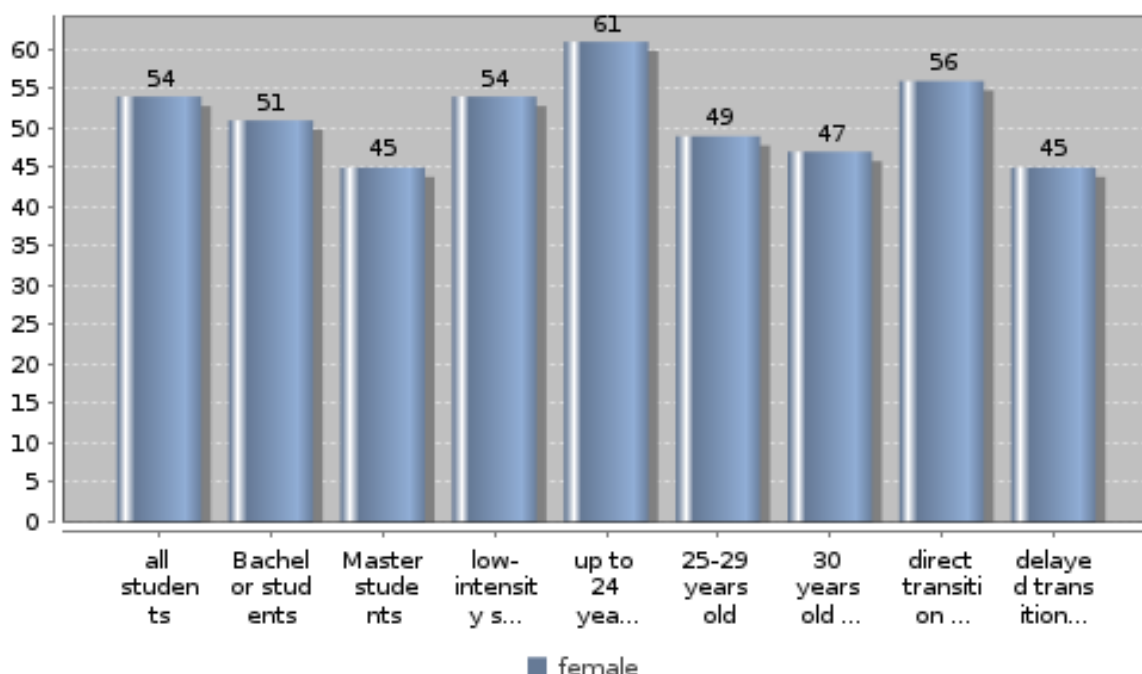
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

54% of students in Austria are female. However, there is a strong segregation by gender within the different fields of study. In veterinary e.g., the share of female students is around 80%, whereas in engineering males comprise 80% of the students. Hence, the share of females in Bachelor and Master programmes depends first of all on the fact if a certain programme has already been converted into the two-cycle structure and since when. Programmes with a majority of male students have converted slightly earlier than those with a female domination; hence male students are the majority in Master

programmes. However, that's only part of the explanation why females are the majority in Bachelor, Diploma and Doctoral programmes, but not in Master programmes. The other reason is that around 80% of Bachelor graduates immediately continue with a Master programme. This ratio is slightly decreasing over the years and, the transition rate of females is currently 10%-points below the one of males. This gender gap is widening from year to year. Females prefer slightly more often to study another programme (e.g. a second Bachelor) instead of continuing with a Master, but this behaviour does by far not close the gender-gap. The only difference between male and female students we found in our data to explain the different transition rates is the fact that around 10% of female Bachelor students show a lower labour market orientation in their motivational profile than men. Among Master students this difference in motivation has diminished, hence, we can suppose that the different motivation to study has the greatest impact on the transition rates.

Females are younger when they start studying, they study more successful and, if they drop-out, they drop out quicker than male students. Hence, female students are on average younger than male students which is also clearly visible in the share of the genders in each age group.
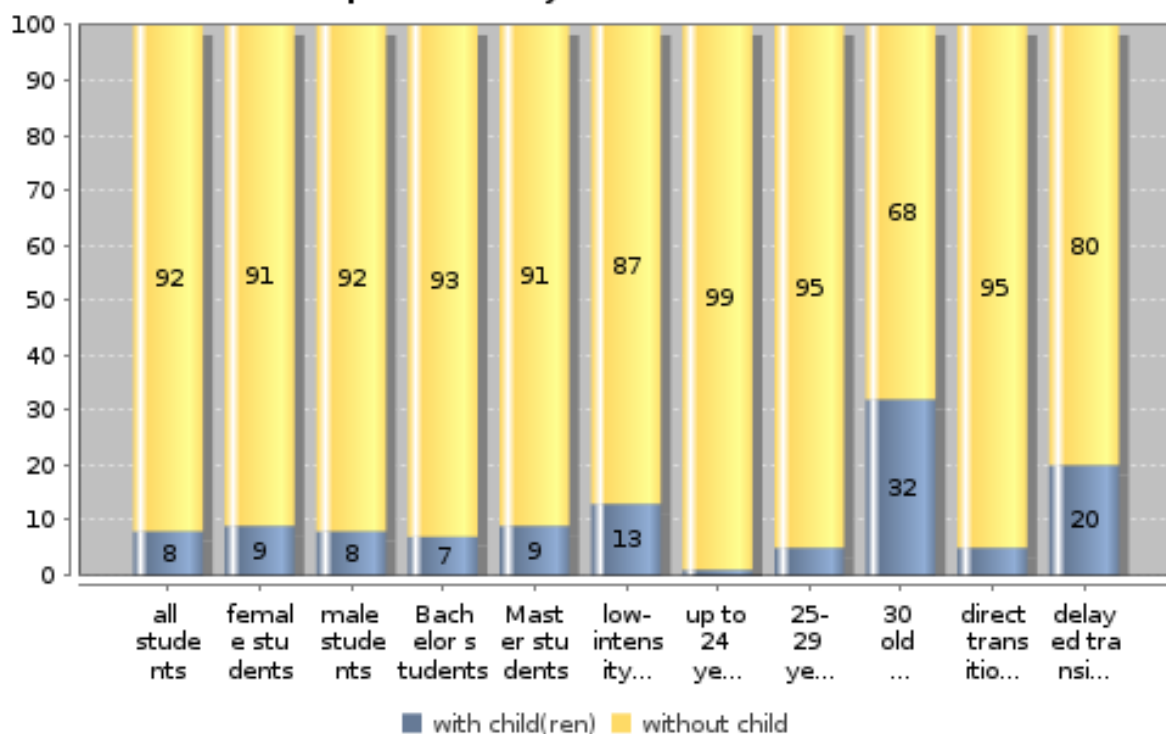
Topic: A. Demographic Characteristics

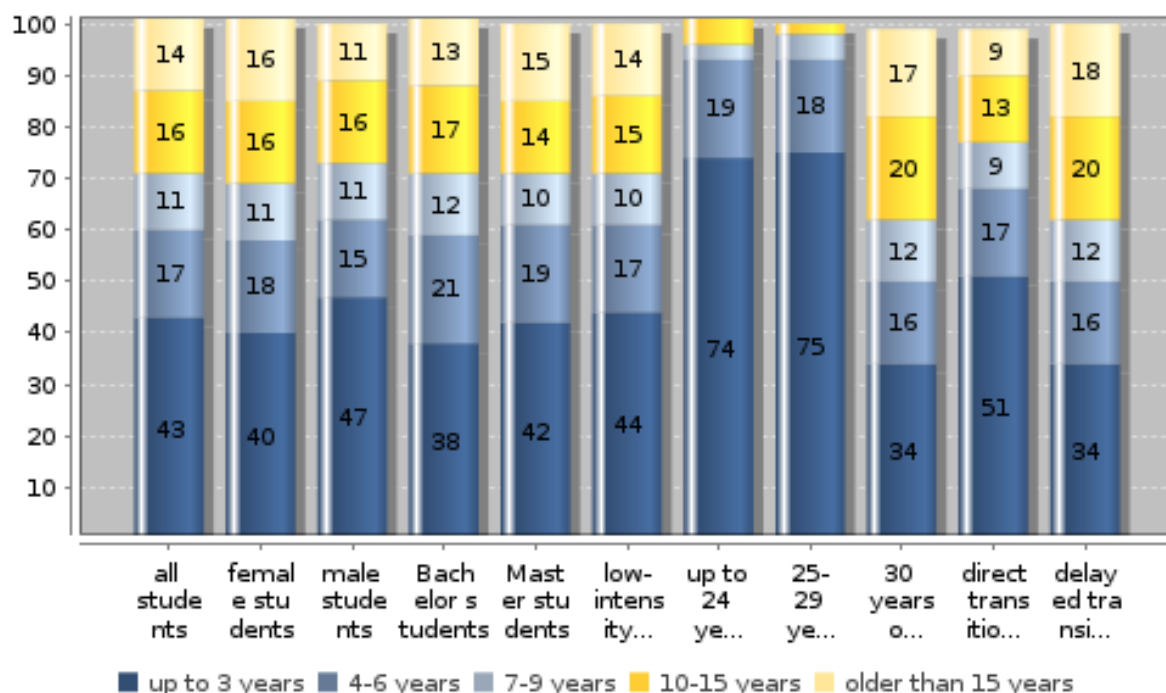## Subtopic 4: Dependents by characteristics of students

Key Indicators

Share of students with children among all students, in %	8.2
Share of students with children among female students, in %	8.5
Share of students with children among male students, in %	7.6
Share of students with children among MA students, in %	9.1
Share of students with children among up to 24 years old, in %	0.7
Students with children up to the age of 3 years of all students with children, in %	42.7
Students with children between the ages of 4 to 6 of all students with children, in %	16.6

Students with dependents by characteristics of students (in %)

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

	all students	female students	male students	Bachelors tudents	Master students	low-intensity...	up to 24 ye...	25-29 ye...	30 years o...	direct transitio...	delayed transi...
older than 15 years	14	16	11	13	15	14			17	9	18
10-15 years	16	16	16	17	14	15	19	18	20	13	20
7-9 years	11	11	11	12	10	10			12	9	
4-6 years	17	18	15	21	19	17			16	17	12
up to 3 years	43	40	47	38	42	44	74	75	34	51	34

Legend: ■ up to 3 years ■ 4-6 years ■ 7-9 years ■ 10-15 years ■ older than 15 years

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

4% oft the students in Austria have one child, 3% have two children and 1% has three or more children, hence, in total 8% of the students have at least one child. However, due to the relatively high proportion of students older than 30 years (nearly 20% - see Figure 1), the youngest child of 14% of the students with child(ren) is already older than 15 years and usually needs no caring any more. In other words, 7% of all students have children below the age of 15 and hence have caring duties.

The proportion of students with child(ren) corresponds clearly to the age of the students. Below the age of 25, hardly anybody has a child, between 25 and 29 years, nearly 5% have at least one child and among students aged 30 and above, around a third has a child. Since all other groups of students presented here are age dependent, the share of students with children depends on the share of older students within the respective groups.

Topic: A. Demographic Characteristics

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

Key Indicators

Students who feel impaired in their studies in %	14.2
Students who are (very) satisfied with the way their impairments are taken account of in %	11.7
Students who are (very) dissatisfied with the way their impairments are taken account of in %	75.5

Share of students expressing particular study impairment (in %)
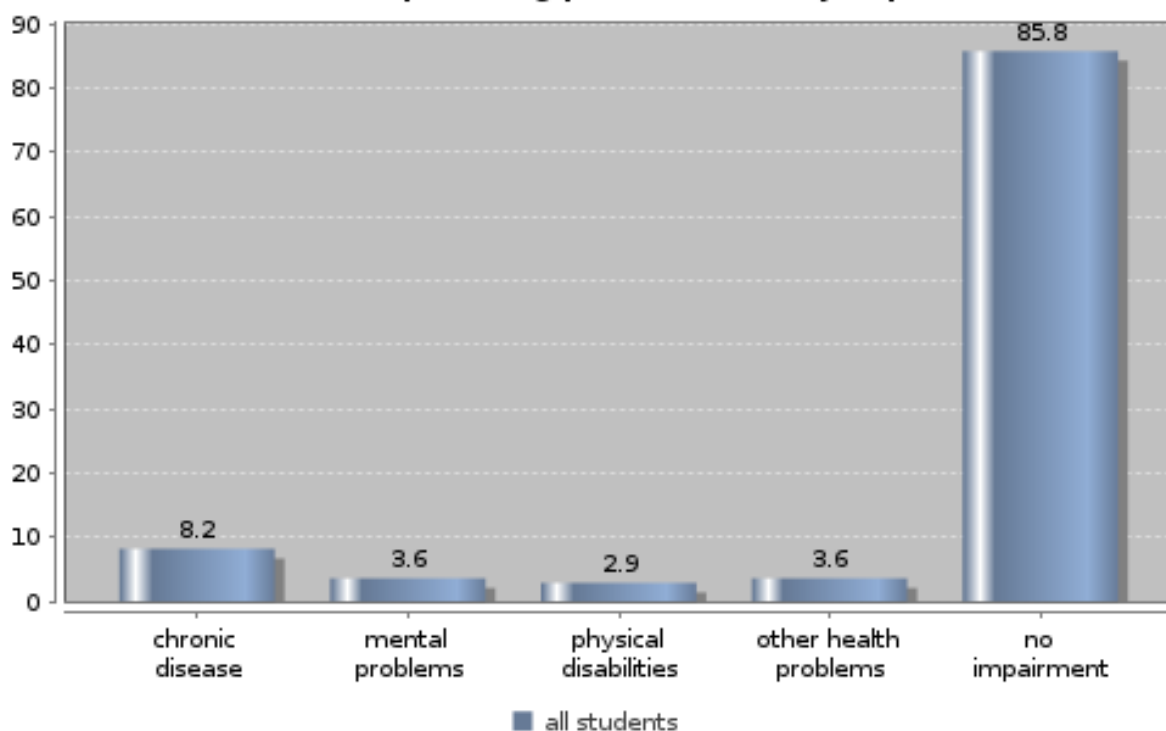
Students' assessment of how impairments are taken account of in their studies (in %)
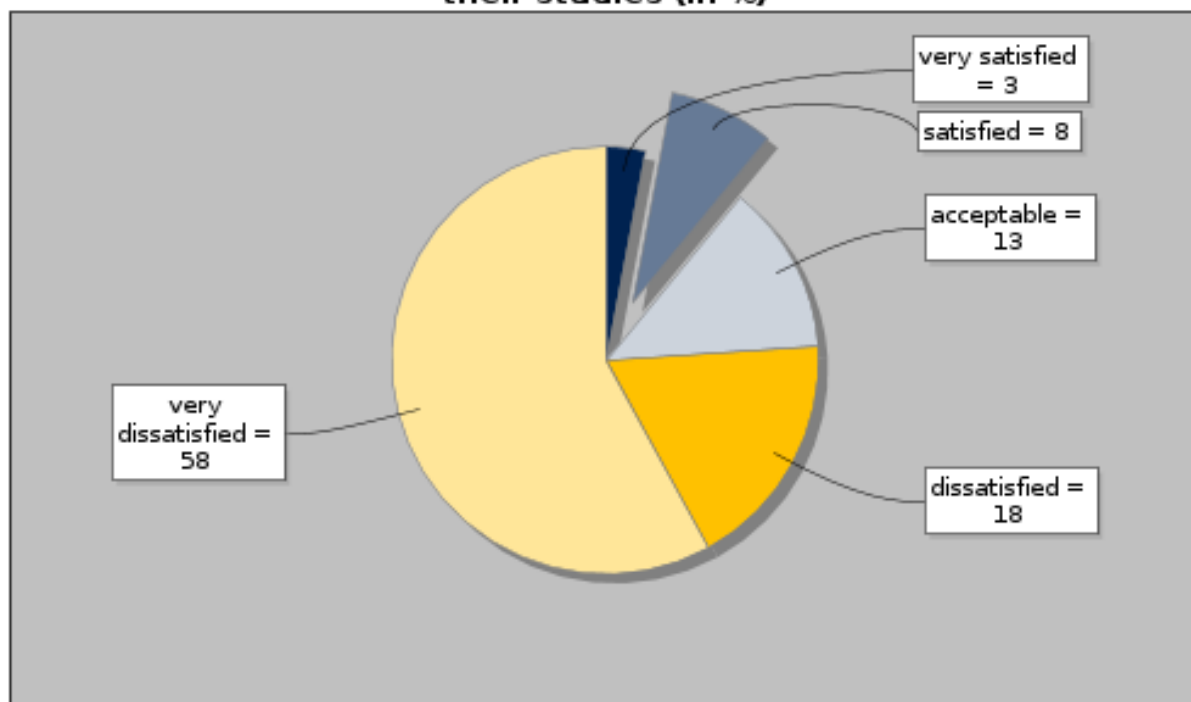
details on missing data:

98 cases did not answer the 2nd question.

2689 students answered, that they have no special needs, although, they feel impaired in their studies. They have not been asked to answer the 2nd question, hence the far lower total.

methodical issues or considerations for data interpretation:

The difference between the sum of total number of students with and without impairments and the sum of all students is owed to the number of students with multiple answers: 731 students have at least two impairments.

The second question, how impairments are taken account of in their studies, has only been asked, if students answered to have special needs in their studies. Hence, the comparability of this question is limited. However, we could consider counting all those without special needs as very satisfied. This would, however, result in a new record of satisfied students (63%), a value not reflecting reality and not comparable as well.

national interpretation of the results of the data analysis:

20% of the students mentioned to have a disability or an illness (disability, chronic disease, other illness). 14% of the students mentioned to be impaired in their studies, because of a disability or an illness, hence, 6% have an illness not impairing their studies. Asked, what kind of disease/ illness they have (multiple answers possible), 8% of all students answered to be impaired in their learning because of a chronic disease, 4% because of mental problems, 3% because of a physical disability and 4% because of other health problems. Those impaired in their studies have been asked if they have any special needs during their studies. Around 60% denied this, 40% mentioned to have special needs. Only those have in the following been asked, how their impairments are taken account of in their

studies. Hence, answers to this question are NOT COMPARABLE with other EUROSTUDENT countries. Nearly 60% with special needs reported to be very and further 20% reported to be dissatisfied on how their impairments are taken account of in their studies. Only 3% are very satisfied. Students with disabilities or illness are a focal point of the national surveys since 2003 including qualitative interviews with persons concerned and higher education institutions. For further information (in German) refer to the special reports (2003, 2006, 2009) on this topic: www.sozialerhebung.at.

Topic: A. Demographic Characteristics

Subtopic 6: Mobile/migrant students

Key Indicators

Share of non-migrants among all students, in %	83.0
Share of non-migrants among all BA students, in %	83.1
Share of non-migrants among all MA students, in %	85.6
Share of 2nd generation migrants among all students, in %	9.8
Share of 2nd generation migrants among all BA students, in %	9.2
Share of 2nd generation migrants among all MA students, in %	8.7
Share of 1st generation migrants among all students, in %	6.7
Share of 1st generation migrants among all BA students, in %	7.1
Share of 1st generation migrants among all MA students, in %	5.2

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

- student born in country of study programme (non-migrant)
- student not born in country of study programme (other)
- student born in country of study programme (2nd generation migrant)
- student not born in country of study programme (1st generation migrant)
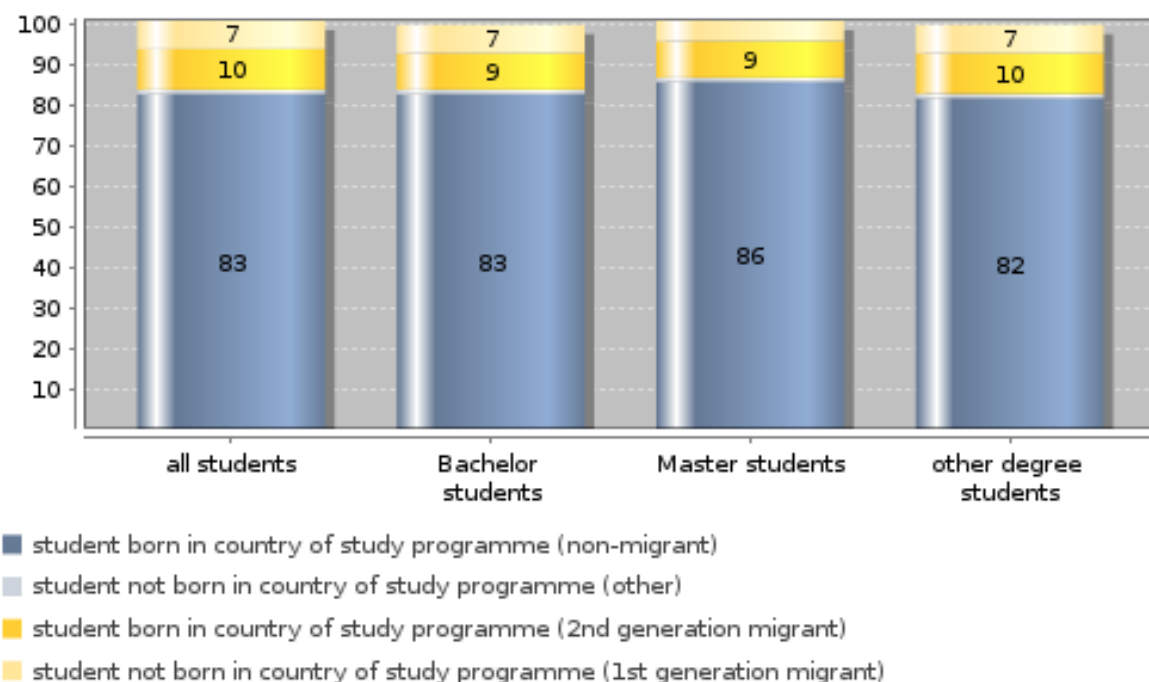
details on missing data:

If one information (of either mother or father) is missing, the whole case is set to the missing cases.
Therefore, these numbers differ strongly from those of the national report.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

By definition, EUROSTUDENT excludes students who have finished their prior education in another country. In Austria, this group alone comprises 16% of all students (mainly students from Germany, from the German-speaking minority in Italy and from (south)eastern Europe).

Among the resident students covered by EUROSTUDENT (i.e. students who finished their prior education in Austria), 17% have a migration background. 40% of them belong to the first generation of migrants (student and both parents not born in Austria). Many of their parents were born in former Yugoslavia or in Eastern European countries like Poland, Romania, Slovakia, Hungary or in Turkey. 60% of all resident students belong to the second generation of migrants (student born in Austria but both parents not born in Austria). Their parents are more likely to be born in Western Europe (namely Germany or Southern-Tyrol), in Turkey or in an African country. In general, the two generations show the different waves of migration into Austria during the last decades. During the last 20 years, migration was strongly influenced by the Yugoslavian wars and the opening of Eastern Europe. Only recently, the largest group of migrants are Germans.
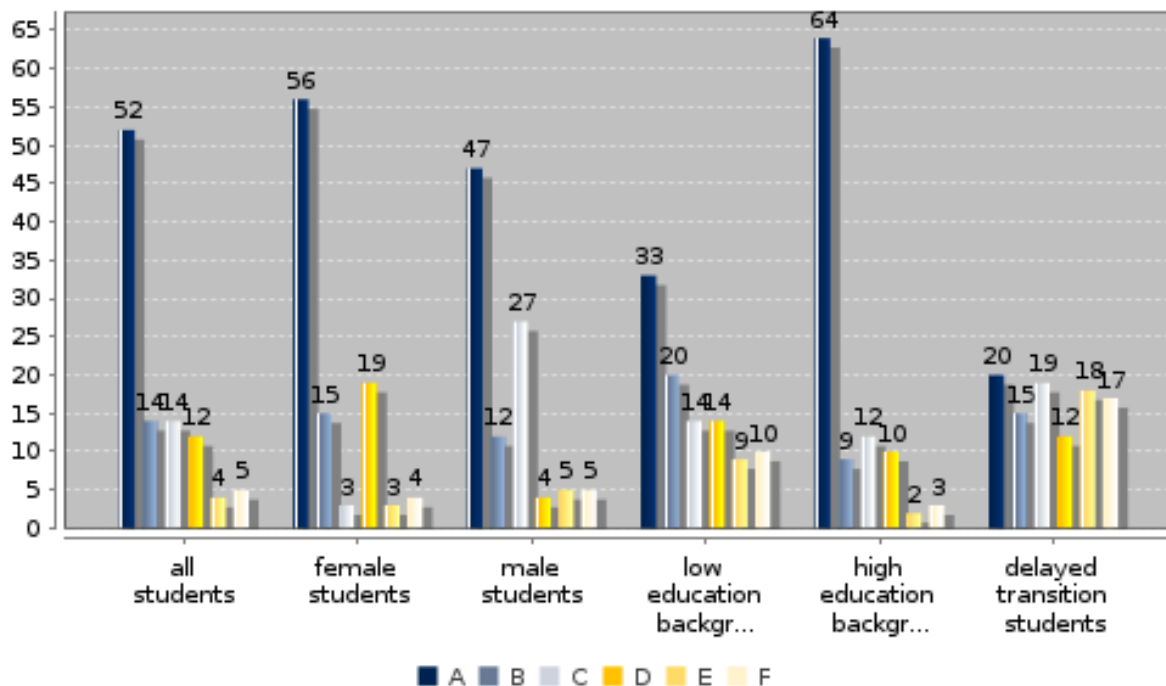
Topic: B. Access and entry to higher education

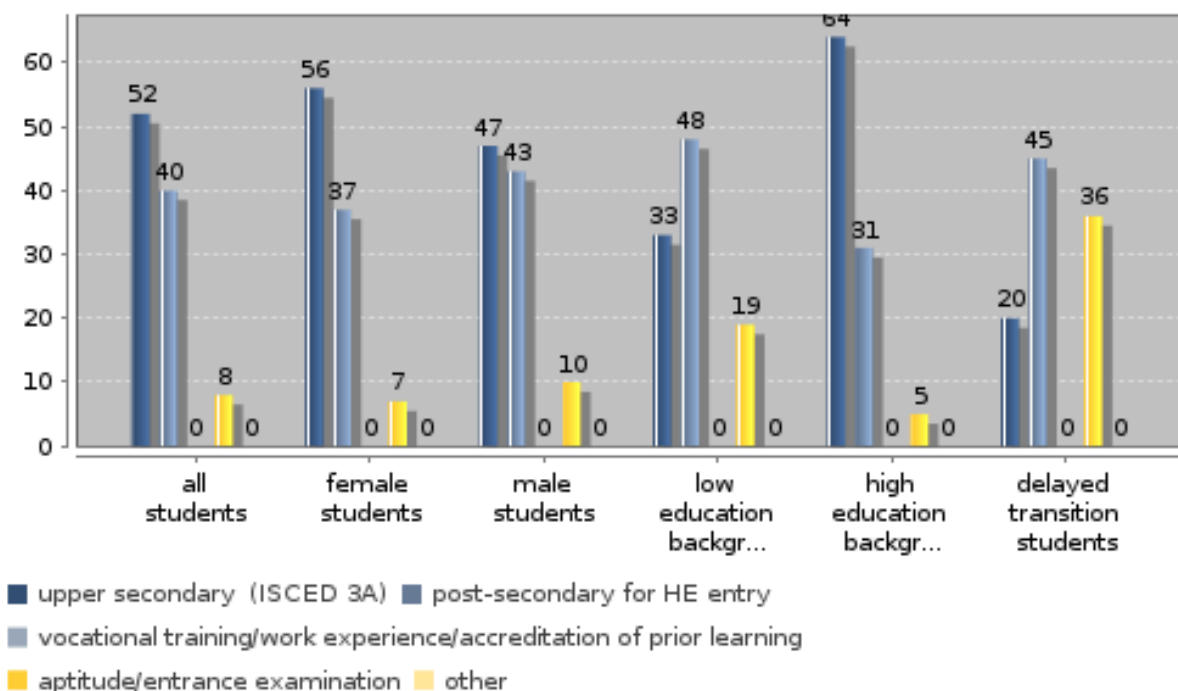## Subtopic 1: Qualification routes into higher education

Key Indicators

All students via upper secondary in %	51.9
Female students via upper secondary in %	56.2
Male students via upper secondary in %	46.9
Students with low education background (ISCED 0-2) via upper secondary in %	32.7
Students with high education background (ISCED 5-6) via upper secondary in %	63.7
Students with delayed transition via upper secondary in %	19.5

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

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

■ upper secondary (ISCED 3A) ■ post-secondary for HE entry
■ vocational training/work experience/accreditation of prior learning
■ aptitude/entrance examination ■ other

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

A=AHS - general secondary school (matriculation examination)

B=HAK - vocational secondary school (matriculation examination)- focus on business

C=HTL - vocational secondary school (matriculation examination) - focus on engineering

D=other vocational secondary schools (HLW, BAKiP, Höhere Lehranstalten, other)

E=non-traditional with compulsive prior vocational training (Berufsreifeprüfung)- university entrance examination/ special type of matriculation examination

F=non-traditional without compulsive prior vocational training (Studienberechtigungsprüfung) or other Austrian HE-Qualification

The upper secondary school system in Austria consists of two different types of schools: general, academic schools and vocational schools. Both finish with a general matriculation which entitles students to study (nearly) all subjects ("open access policy"). Currently, 52% of tertiary students have graduated from a general secondary school, 40% from a vocational secondary school - which takes one year longer. Vocational schools gained a lot of attractiveness during the last years and transition rates to higher education from these schools are increasing - also thanks to the expanding Universities of Applied Science which are more attractive for graduates from vocational schools. Altogether, we see a shrinking share of students from general schools and an increasing share of students from vocational schools. However, school choice is highly dependent on social and geographic background and on gender as can be seen in the figure. The number of students with non-traditional access to higher

education is also growing. Due to the recently huge increase of total student numbers, their share is not growing tremendously, but in absolute numbers, the amount of these students has increased a lot. Again, non-traditional access is much more common among students from low education background and correlated with their educational history. More than a third of students with delayed transition to higher education show a non-traditional access.

Vocational training/work experience/accreditation of prior learning without a special exam only allows access to very few programmes at Universities of Applied Sciences or at universities of the Arts. However, in practice, nearly all students in those programmes have either a matriculation or passed a special entrance exam. At Universities of the Arts (as well as in sports), applicants have to pass an aptitude test in addition to the general entrance qualification.
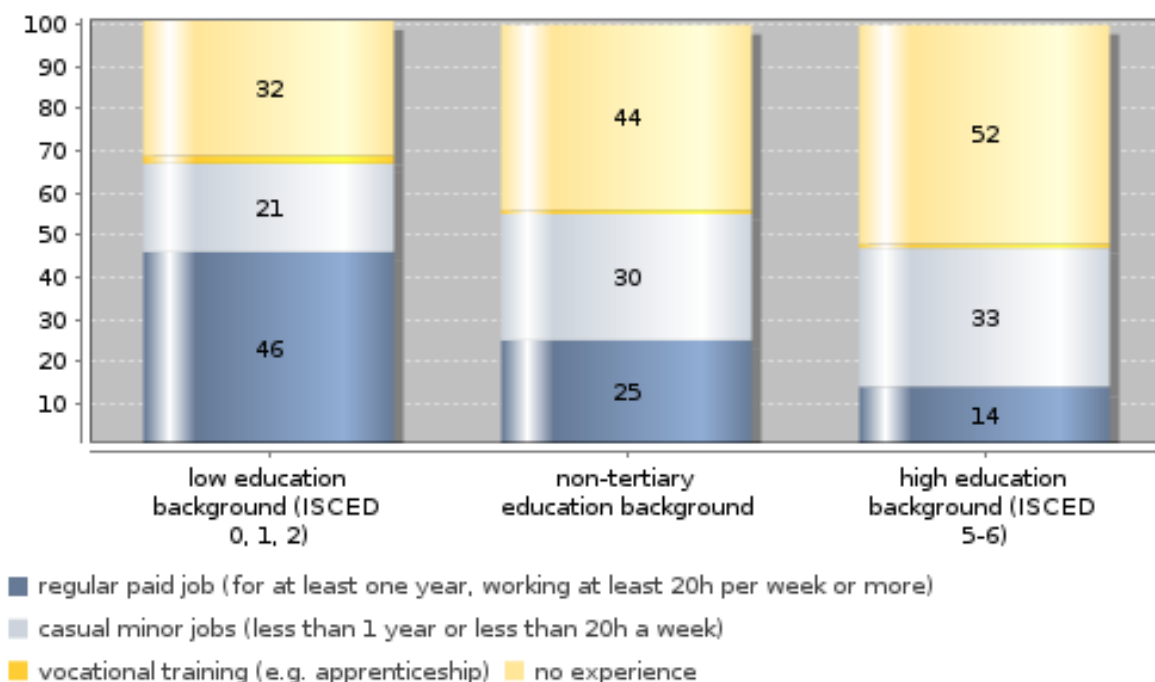
Topic: B. Access and entry to higher education

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

Key Indicators

All students with regular paid job before entering HE in %	20.8
Females with regular paid job before entering HE in %	18.4
Males with regular paid job before entering HE in %	23.6
Direct transition students with regular paid job before entering HE, in %	6.0
Delayed transition students with regular paid job before entering HE, in %	81.7
All students without labour market experience before entering HE in %	46.9
Females without labour market experience before entering HE in %	50.2
Males without labour market experience before entering HE in %	43.1

Prior experience of labour market before HE entry (in %)
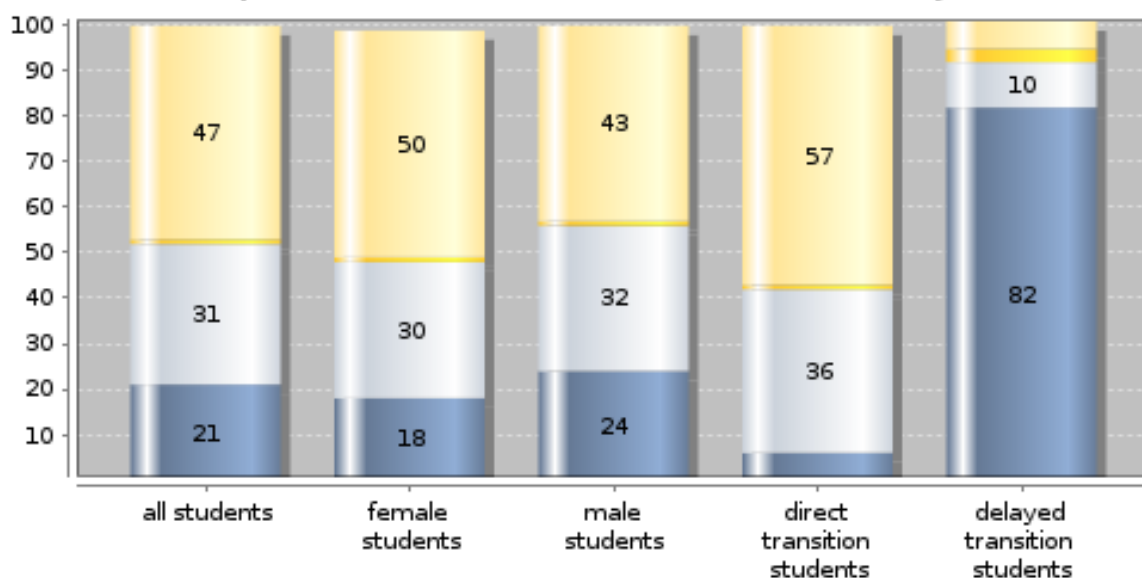
- regular paid job (for at least one year, working at least 20h per week or more)
- casual minor jobs (less than 1 year or less than 20h a week)
- vocational training (e.g. apprenticeship) no experience

details on missing data:

missing values due to missing data

methodical issues or considerations for data interpretation:

Der Unterschied zwischen direct und delayed erscheint mir aufgrund der Definition logisch. Was sollen die Leute denn sonst >2 Jahre lang gemacht haben ausser arbeiten?

national interpretation of the results of the data analysis:

More than half of the students had experience on the labour market before entering higher education (men a little bit more than women). Around 20% of all students had a regular paid job before entering higher education; nearly a third did casual minor jobs - mainly during school time or between school and start of their studies. Not common at all is a study after having done an apprenticeship. Moreover, after finishing an upper-secondary school, hardly anybody looks for an apprenticeship. Unlike some other countries with a dual system, this is due to the strong sector of vocational secondary schools, which are a dual system themselves.

Topic: B. Access and entry to higher education

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

Key Indicators

Students without labour market experience and low education background (ISCED 0-2) in %	32.0
Students without labour market experience and high education background (ISCED 5-6) in %	52.3

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

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The lower the educational background of the students' parents, the more likely they have had experience on the labour market before entering higher education. Roughly three times more students, whose parents have finished lower-secondary school at the most, had a regular paid job compared to students, whose parents finished tertiary education.

Topic: B. Access and entry to higher education

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

Key Indicators

BA students with interruption between graduating from secondary education and entering HE, in %	21.0
BA students with interruption between entering HE and graduating from HE, in %	6.9
BA students without interruption, in %	68.9

Interruption of education career by characteristics of students (in %)
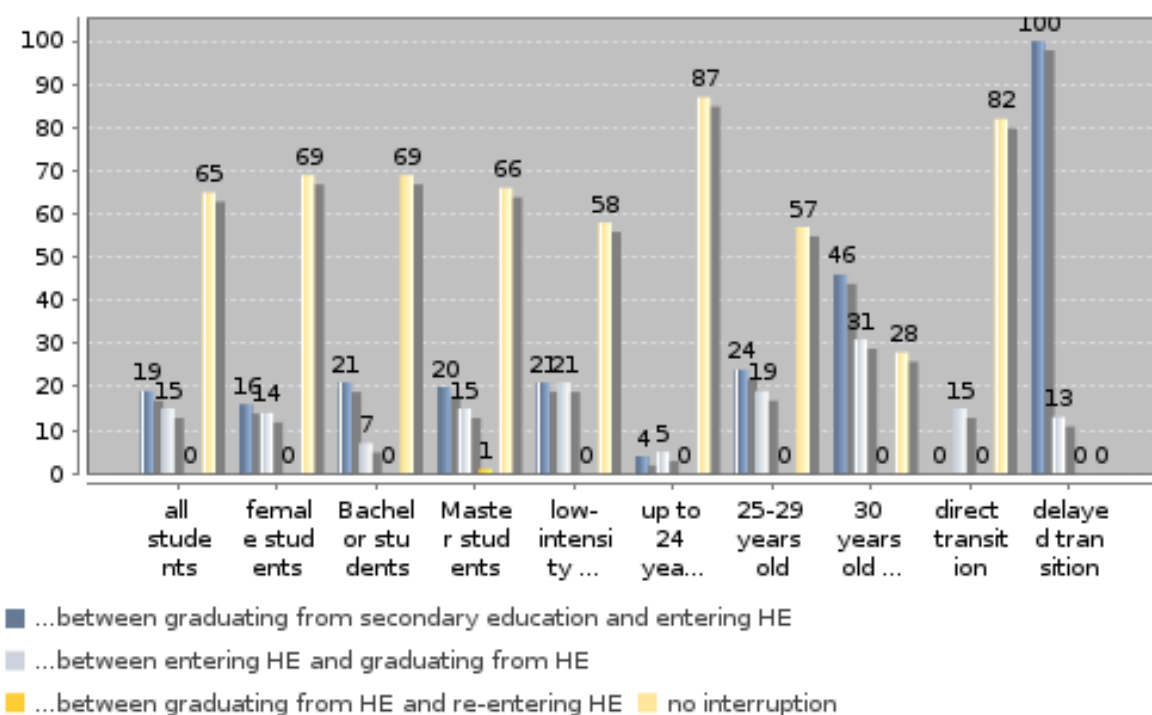
details on missing data:

methodical issues or considerations for data interpretation:

The definition of delayed transition to higher education coincide with the non-traditional routes to higher education.

national interpretation of the results of the data analysis:

Around 19% of all students interrupted their educational career between school leaving and entering higher education. In EUROSTUDENT this group is referred to as students with delayed transition. 15% interrupted their tertiary education for at least one year. Clearly, the older students are, the higher is the proportion with delayed transition, but also the proportion of students who have interrupted their studies at least once. So far, if Bachelor graduates continue with a Master, they do this immediately after

graduating. Hence, there is only 1% of the Master students who interrupted for at least one year after graduating as Bachelor. First of all, this is mainly due to the fact that only recently the first Bachelors left the universities; hence, only very few could have had a break between BA and MA studies. However, the transition rate from Bachelor to Master studies fell only recently below 90%. Therefore, there are even less Bachelors around who did not yet continue with a Master.

Topic: B. Access and entry to higher education

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

Key Indicators

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

all students	13.85
female students	11.51
male students	16.59
low education background (ISCED 0-2)	27.21

Time between receiving entry qualification and entry to HE (in %)
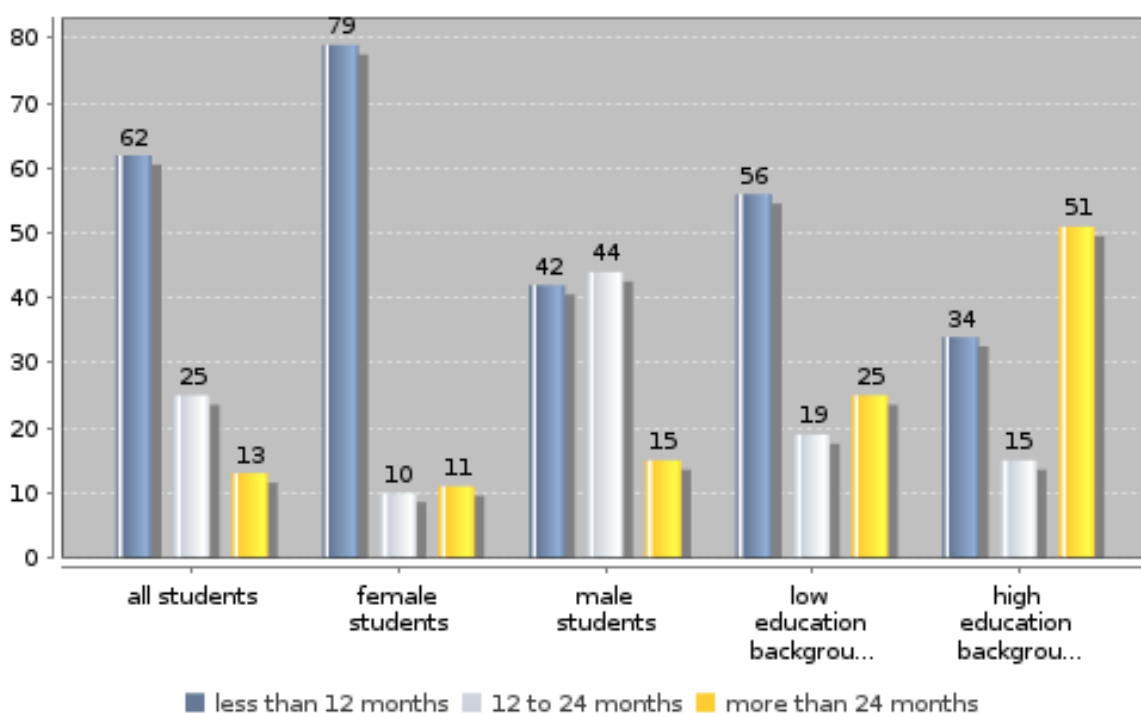
- less than 12 months
- 12 to 24 months
- more than 24 months

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

More than 90% of all students enter higher education with a matriculation certificate from their secondary school. Students with non-traditional access have to pass an exam. They mainly do this shortly before studying. Hence, the time between obtaining the entry qualification and higher education participation is not in all cases the time between leaving the school system and entering higher education. In fact, particularly students with a delayed transition, have either a very short or a very long time-span between receiving their entry qualification and beginning to study. Among students from low educational background, 19% have a non-traditional access (see Figure B1). Hence, not surprisingly, a

relatively high proportion of them had nearly no time-span between receiving the entry qualification and starting to study.

Most male students have to do a compulsory military service of six month or a national substitution service of nine months. Hence, their average time between receiving the higher education entry qualification and the start of their studies is on average five month longer than the one of female students.
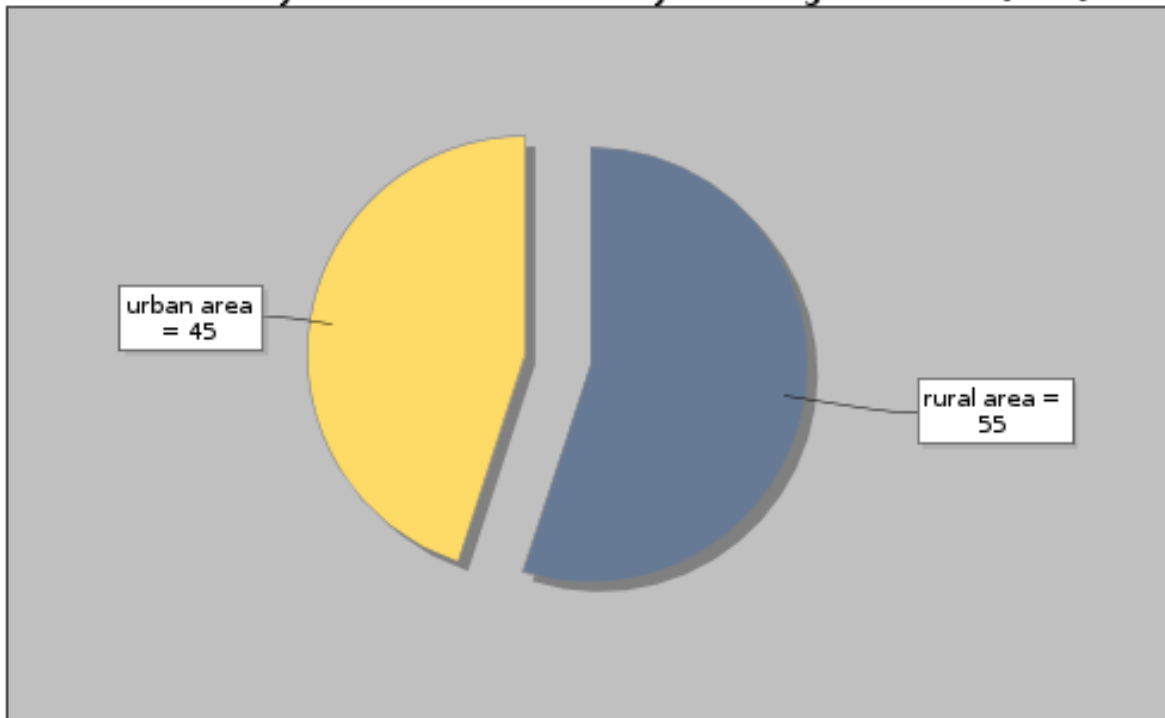
Topic: B. Access and entry to higher education

Subtopic 6: Location of graduation from secondary education

Key Indicators

Share of students who graduated from
secondary education in rural ares, in %   54.6

Students by location of secondary school graduation (in %)

urban area
= 45

rural area =
55

details on missing data:

methodical issues or considerations for data interpretation:

In the Austrian survey, students were asked about their subjective opinion, if they grew up in a rural or urban area. Hence, we can not provide the area where they graduated from secondary school and more over, we can not correlate the subjective estimation of the students with national statistics.

national interpretation of the results of the data analysis:

Asked, where they grew up, 55% of the resident students answered 'in a rural area'. However, rural and urban have not been defined by the questionnaire, but are the subjective opinion of the students.

Apart from the school types, rural or urban students have attended, there is hardly any difference between the two groups. However, students from rural areas are more likely to choose educational studies and veterinary, their colleagues from urban areas dominate medicine.

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

Key Indicators

All students studying for BA, in %	40.6
All students studying for MA, in %	8.3
All students studying for other national degrees, in %	51.1
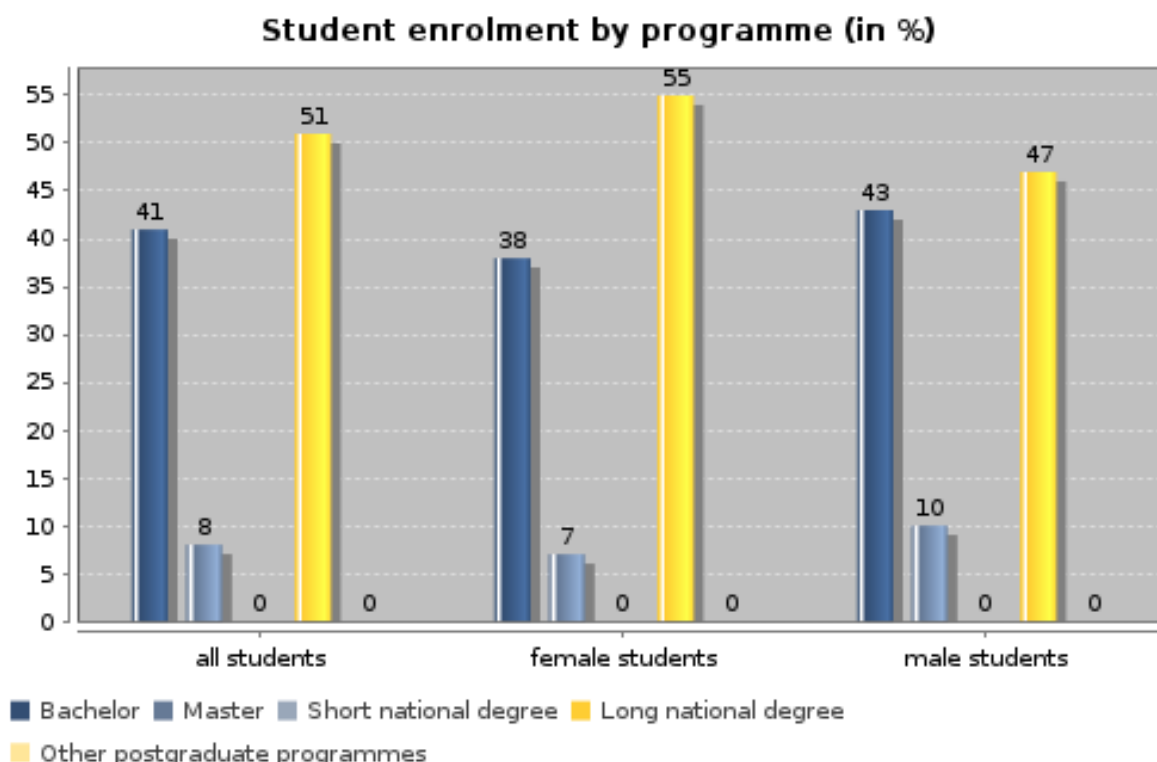
Student enrolment by programme (in %)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

At Scientific Universities, educational studies, medicine and veterinary have not (yet) converted to the Bologna structure of Bachelor and Master Studies. In law and theology, still very few programmes are offered in the two-cycle structure. On the other hand, most of the students in engineering study in a Bachelor or Master programme and in social sciences it is around half of the students. At Universities of Applied Sciences however, all programmes are only offered as Bachelor or Master Studies, but a few students in diploma programmes have not yet finished their studies.

Whereas female students are the majority in not yet converted programmes (mainly educational studies and veterinary), male students dominate in already converted programmes (mainly engineering and studies at Universites of Applied Sciences). Hence, the variation among the genders by type of study

depends only on the time when programmes have been converted to the Bologna structure - if they have at all. In total, half of all students still studied in a traditional diploma programme in 2009.
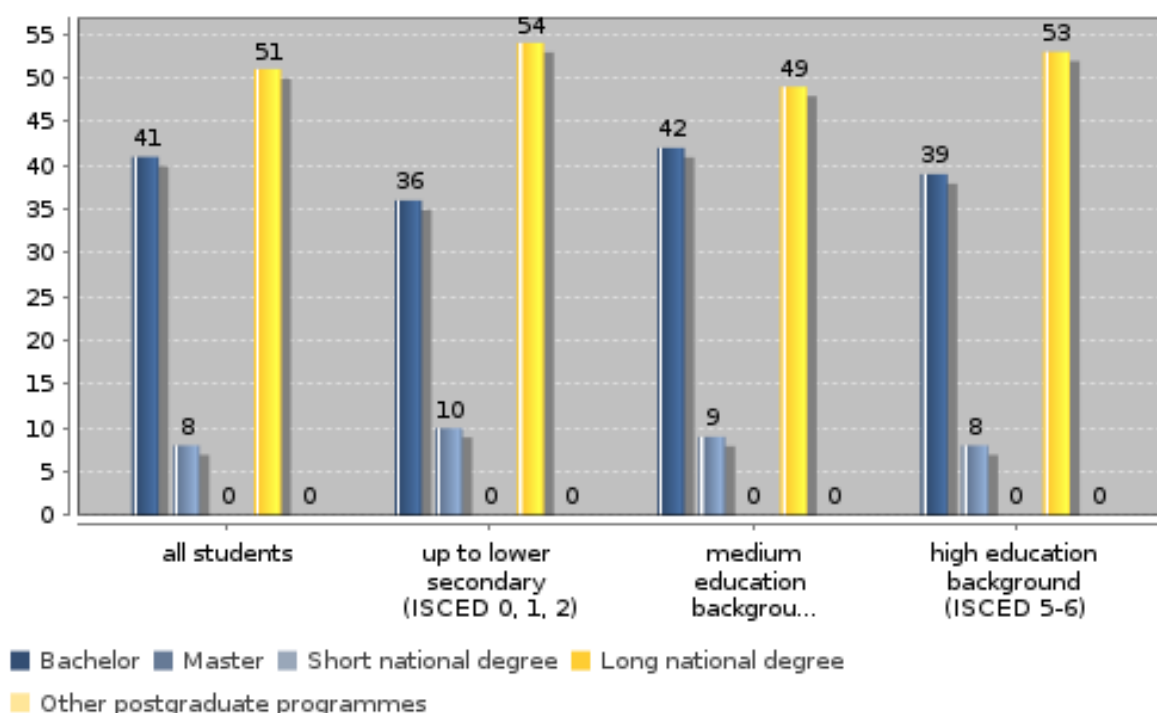
Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators

Students with low education background (ISCED 0-2) studying for BA, in %	35.7
Students with low education background (ISCED 0-2) studying for MA, in %	10.1
Students with high education background (ISCED 5-6) studying for BA, in %	39.0
Students with high education background (ISCED 5-6) studying for MA, in %	7.8

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There is hardly any difference visible by type of study according to the educational background of the students' families. However, that's just by accident. In general, the choice of study and the type of higher education institution attended correlate significantly with the educational background of the students. But, because not all programmes have been converted to the Bologna structure (at the same point in time), this segregation is currently not visible by type of study programmes.

However it is visible that students from low education background are a bit more likely to attend a Master programme. Nevertheless, this is only due to the fact that Universities of Applied Sciences, where students from low education background are overrepresented, started earlier with the conversion than Scientific Universities, where students with parents who finished tertiary education are overrepresented.

In addition to that, we see the highest transition rates from Bachelor to Master Studies in programmes for working students at Universities of Applied Sciences (many of them with low education background). These students mainly have a longer vocational experience and hence, a Bachelor is not of much use for improving their career. Only a Master is regarded as being more valuable than the professional experience they already accumulated.

Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators

Students in engineering disciplines among all BA students, in %	13.2
Students in humanities and arts among all BA students, in %	10.9
Students in social sciences, business and law among all BA students, in %	31.2
BA students from lowest education backgrounds in engineering disciplines, in %	10.6
BA students from lowest education backgrounds in humanities and arts, in %	13.2
BA students from lowest education backgrounds in social sciences, business and law, in %	31.5

Field of study by characteristics of Bachelor students (in %)
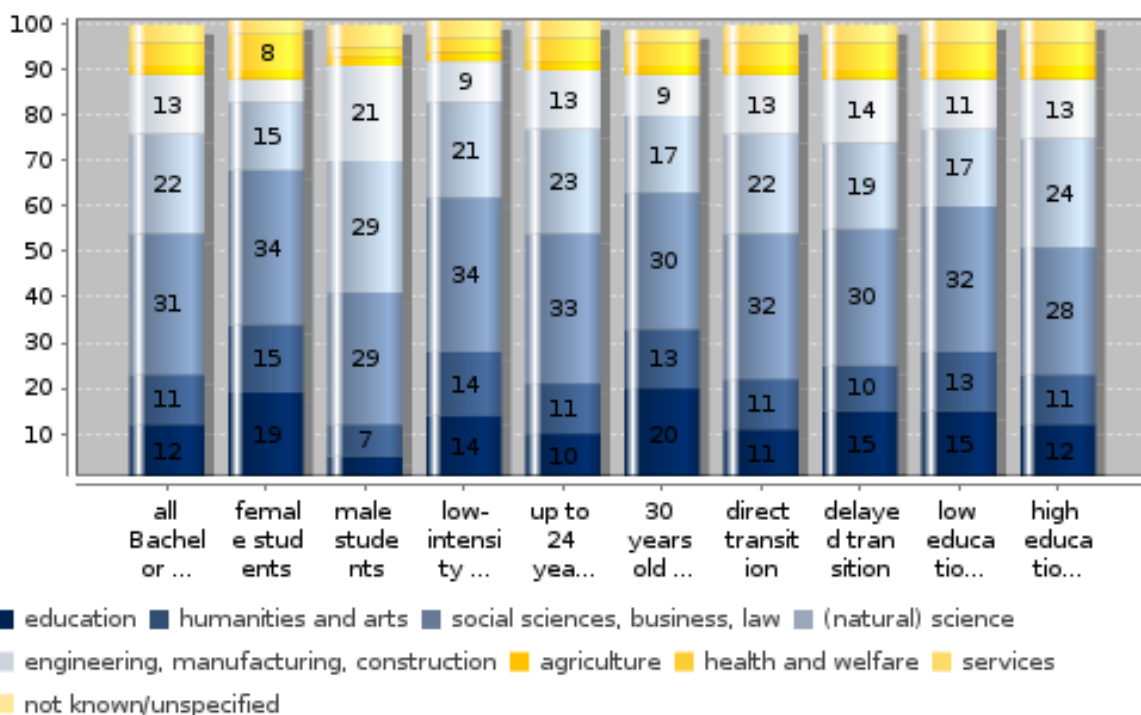
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

If looking on the fields of study of Bachelor students, it has to be taken into account that still half of all students are enrolled in a traditional Diploma Programme. This includes all students in educational

studies at Scientific Universities, in medicine, veterinary and law. Hence, BA students in education study at a University College of Teacher Education (entitling them to teach in compulsory schools only), BA students in health and welfare are studying to become a medical assistant and BA students in law study a combination of economics and law. Therefore, the presented figure shows only a fraction of all fields of study. Moreover, the point in time when programmes have been converted from Diploma to Bachelor/Master Programmes differs greatly between institutions and field of study. E.g. the great difference of the share of students in educational programmes between younger and older students (as shown in the figure) is only due to the fact that the vast majority of educational programmes has not yet been converted to the two cycle system, but Bachelor Programmes at University Colleges of Teacher Education are of special attractiveness for older students. That explains the higher share of education among older students and among those with delayed transition. If we would include Diploma Programmes as well, the share of education programmes among older students would be much smaller.
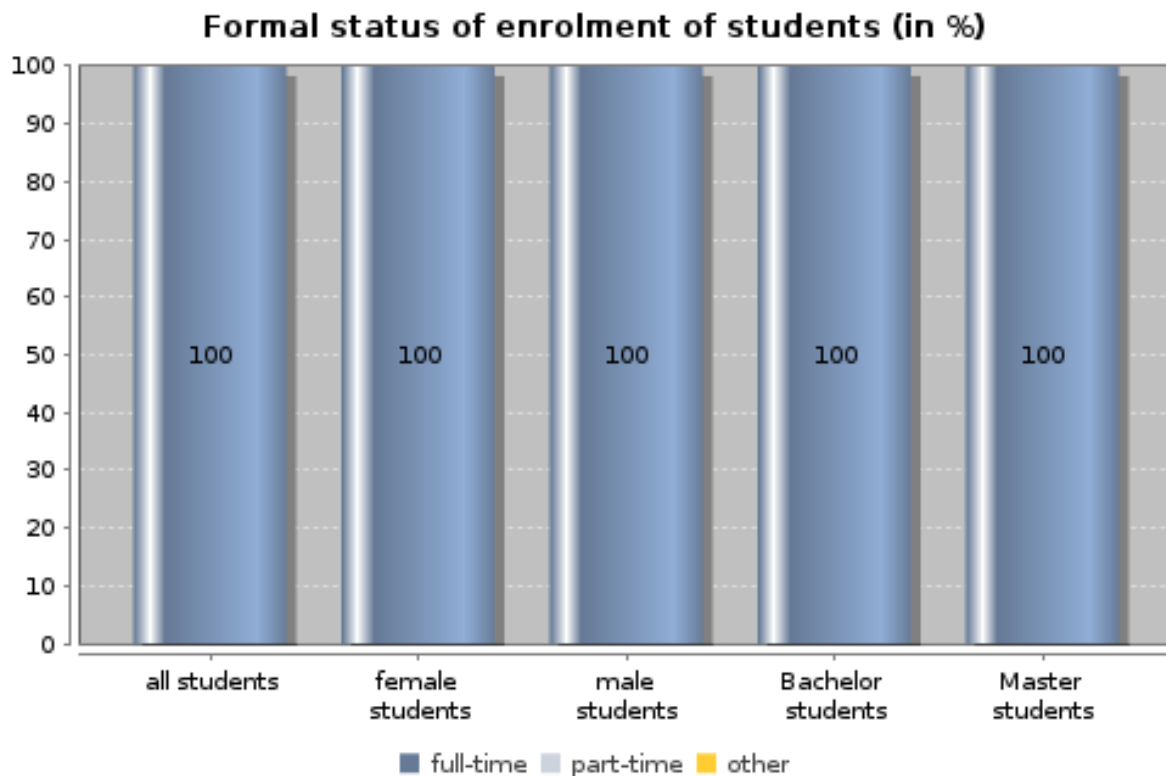
Topic: B. Access and entry to higher education
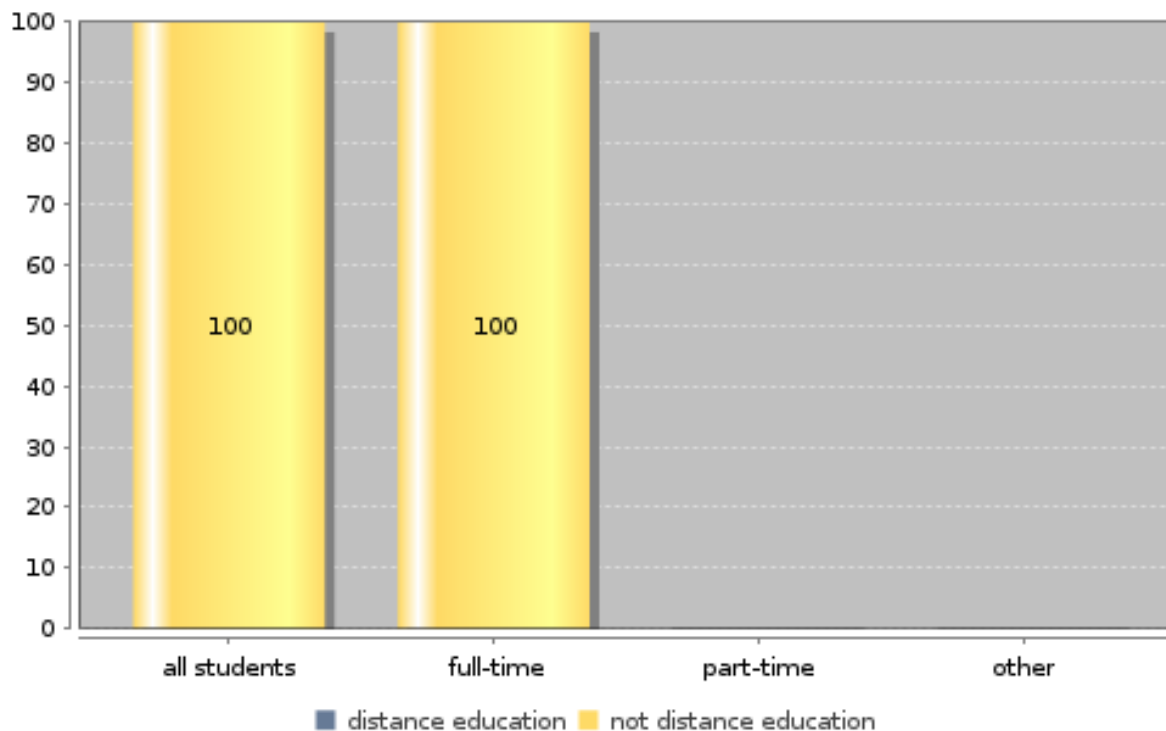
Subtopic 10: Formal status of enrolment

Key Indicators

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

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

Formal status of enrolment of students (in %)

	all students	female students	male students	Bachelor students	Master students
	100	100	100	100	100

■ full-time ■ part-time ■ other

Formal status of enrolment and distance education (in %)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Formally, all studies in Austria are only offered as full-time programmes. Even special programmes for working students at Universities of Applied Sciences (evening and weekend classes) are offered as full-time programmes, shortening the vacations to offer the same teaching load as in general programmes.

Topic: B. Access and entry to higher education

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

Key Indicators

All students with study-related activities up to 20 hours per week, in %	31.4
Students with full-time status and study-related activities up to 20 hours per week, in %	31.4

Formal status of enrolment of students (in %) and size of effective academic workload (in hours per week)
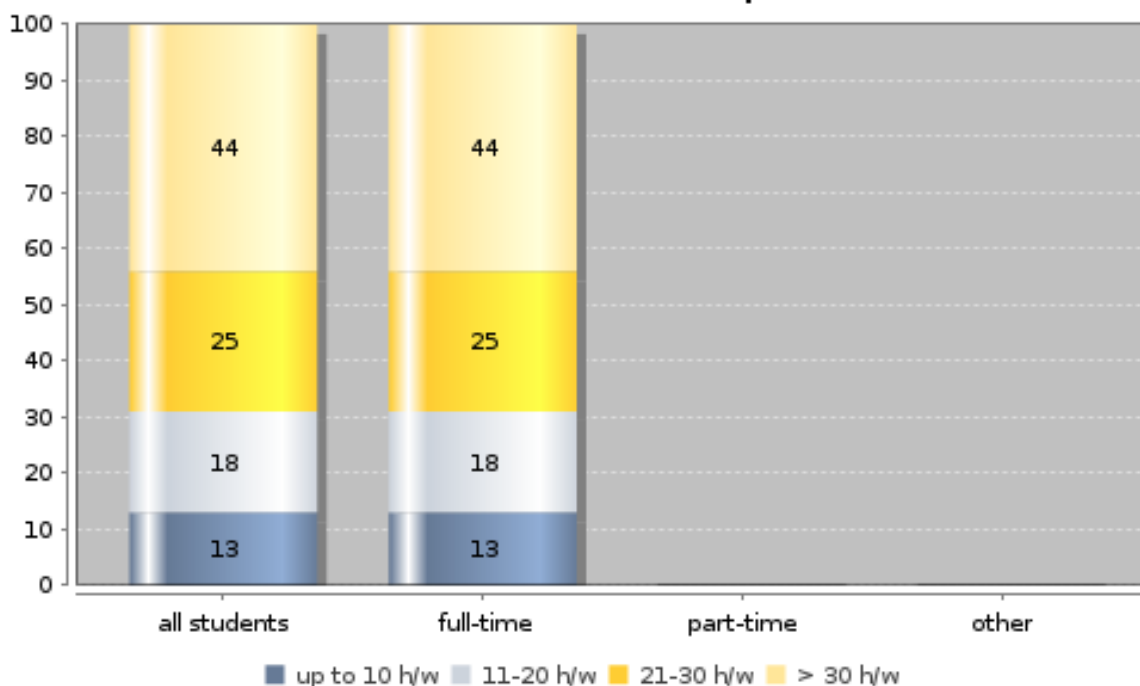
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Formally, all studies in Austria are only offered as full-time programmes. Nevertheless, around a third of all students invest only up to 20 hours a week for their studies. Only 44% of all students invest more than 30 hours a week for their studies. The main reason for the de facto part-time students is their high work load in paid employment.
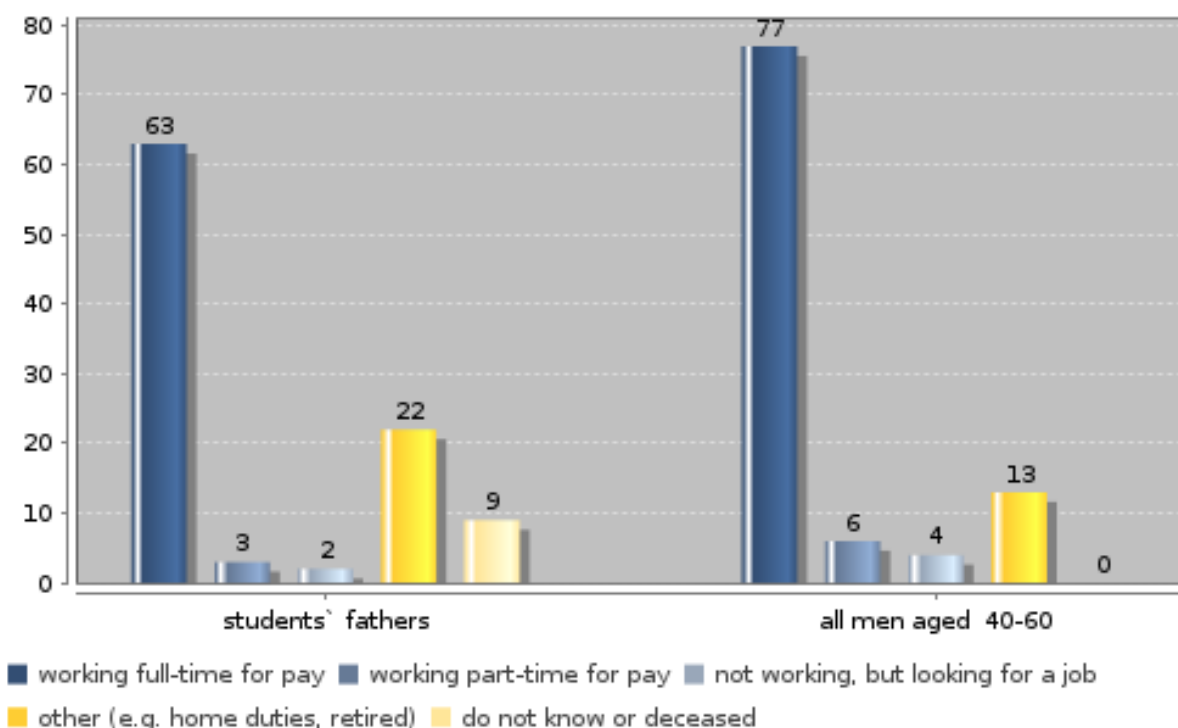
Topic: C. Social background of student body

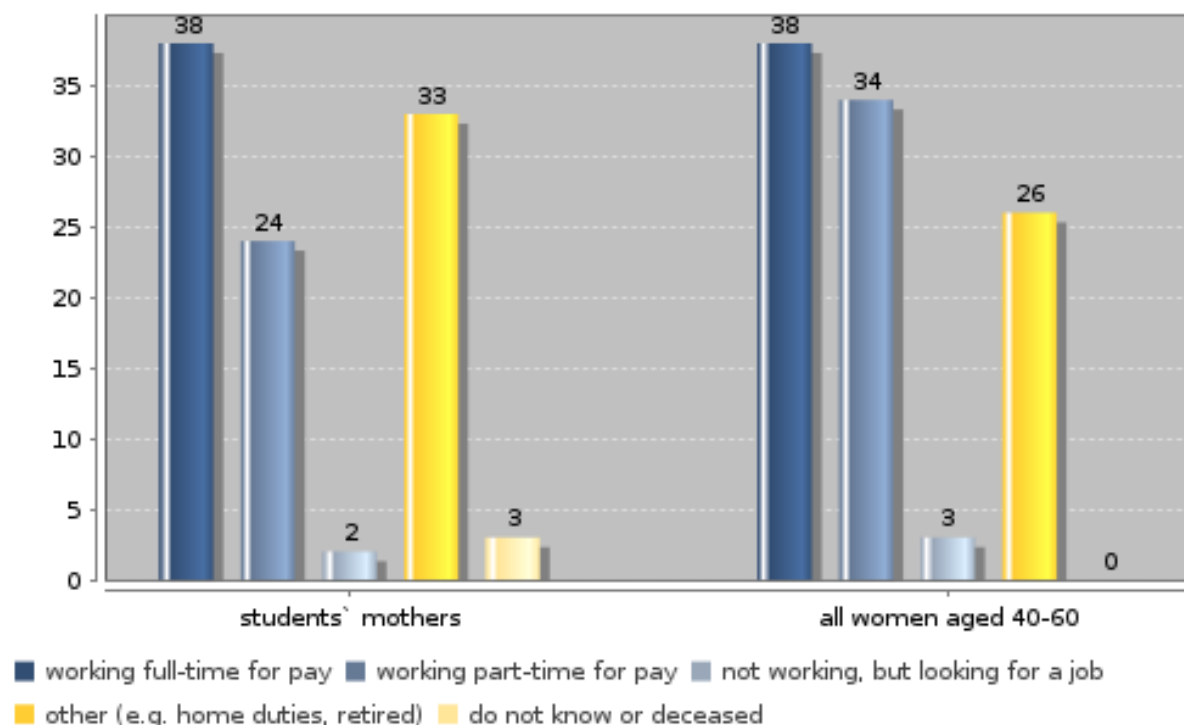## Subtopic 1: Labour force activity of students' parents

Key Indicators

Share of economically active students' fathers in %	66.5
Share of economically active students' mothers in %	62.2
Ratio of economically active students' fathers to corresponding male population	0.8
Ratio of economically active students' mothers to corresponding female population	0.9

Labour force activity of students' fathers (in %)

- ■ working full-time for pay ■ working part-time for pay ■ not working, but looking for a job
- ■ other (e.g. home duties, retired) ■ do not know or deceased

Labour force activity of students' mothers (in %)

Legend:
- ■ working full-time for pay
- ■ working part-time for pay
- ■ not working, but looking for a job
- ■ other (e.g. home duties, retired)
- ■ do not know or deceased

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

9% of the students do not know about the activities of their fathers or their father has already deceased. In 3% of the cases, the same is true for the students' mothers.

If one excludes these cases from analysis, 70% of the students' fathers are working full-time (40% of the mothers), 3% of the fathers but 25% of the mothers are working part-time and 2% of both parents are looking for a job. Hence, 75% of the fathers and 65% of the mothers are economically active, the rest is retired and/or taking care of home duties. If these figures are compared with a virtual parent generation of 40 to 60 years old persons in society, it shows that students' parents are a bit less economically active. However, it should be taken into account that 20% of the students are older than 30 years. Hence, their parents might already be older than 60 years and the virtual parent generation (constructed for comparative reasons among the EUROSTUDENT countries) might not fit that well for Austria.

If one instead compares only economically active persons (i.e. full-time, part-time and looking for a job), it shows that students' parents of both sexes are more likely to work full-time and are less likely to work part-time or looking for a job than the comparative group in society. The reason for that is that students' parents are on average higher educated.

Source for Labour force activity of student's parents: LFS 2009, Statistik Austria.
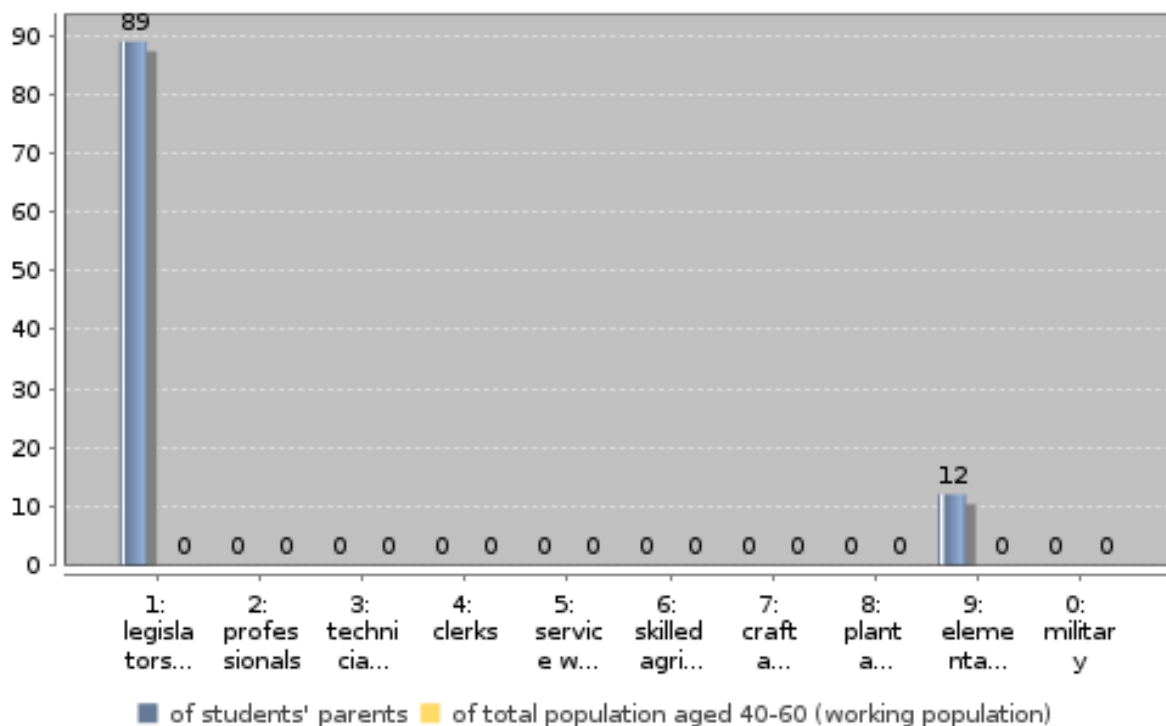
Topic: C. Social background of student body
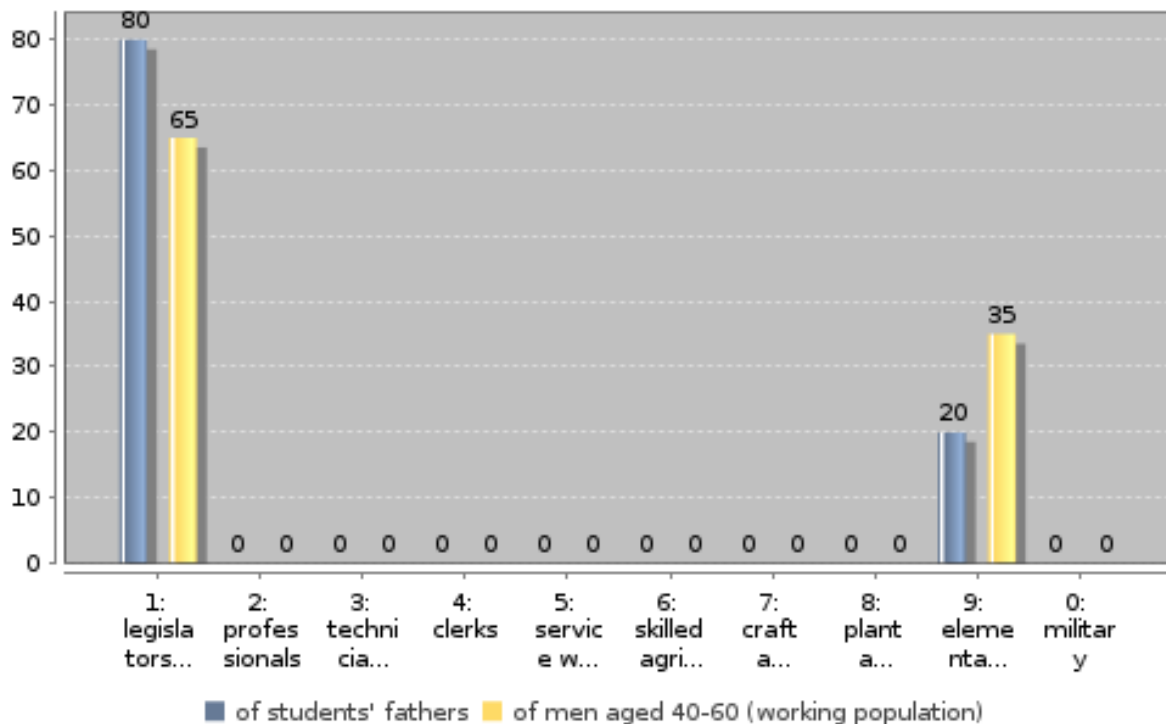
Subtopic 2: Occupational status of students' parents

Key Indicators

Students' parents with blue-collar occupation in%	11.5
Students' fathers with blue-collar occupation in %	19.6
Students' mothers with blue-collar occupation in %	18.8
Ratio of students' fathers with blue-collar occupation to counterparts in working population	0.6
Ratio of students' mothers with blue-collar occupation to counterparts in working poulation	0.7

Occupational status of students' parents (in %)

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

Occupational status of students' fathers (in %)

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

X-axis categories: 1: legislators..., 2: professionals, 3: technicia..., 4: clerks, 5: service w..., 6: skilled agri..., 7: craft a..., 8: plant a..., 9: elementa..., 0: military

Values (fathers / men aged 40-60): 1: 80 / 65; 2: 0 / 0; 3: 0 / 0; 4: 0 / 0; 5: 0 / 0; 6: 0 / 0; 7: 0 / 0; 8: 0 / 0; 9: 20 / 35; 0: 0 / 0

Occupational status of students' mothers (in %)

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

X-axis categories: 1: legislators..., 2: professionals, 3: technicia..., 4: clerks, 5: service w..., 6: skilled agri..., 7: craft a..., 8: plant a..., 9: elementa..., 0: military

Values (mothers / women aged 40-60): 1: 81 / 73; 2: 0 / 0; 3: 0 / 0; 4: 0 / 0; 5: 0 / 0; 6: 0 / 0; 7: 0 / 0; 8: 0 / 0; 9: 19 / 27; 0: 0 / 0

details on missing data:

methodical issues or considerations for data interpretation:

Occupational status of parents was asked not according to ISCO-Classification.

National definition of blue collar consists of the following status: "worker", "farmer", "assistant in family

business". All others, like employee, self-employed, public servant are regarded as white collar.

national interpretation of the results of the data analysis:

20% of the students' fathers come from a blue-collar milieu (worker, farmer, assistant in family business) compared to 35% of men aged 40-60 in total population. That means, the ratio of students' fathers with blue-collar occupation to counterparts in working population is 0,6 (20% / 35%) while 1 would represent an equal representation among the student population. The situation for students' mothers is very similar: 19% of the students' mothers have a blue-collar occupation compared to 27% among women aged 40-60 in total population. Hence, the ratio here is 0,7.

However, if one looks on the occupational status of both, students' fathers and mothers, 11.5% come from a blue collar milieu.

Topic: C. Social background of student body

Subtopic 3: Highest educational attainment of students' parents

Key Indicators

Students' parents without tertiary education (not ISCED 5-6) in %	55.6
Students' fathers without tertiary education (not ISCED 5-6) in %	62.9
Students' mothers without tertiary education (not ISCED 5-6) in %	73.7
Ratio students' fathers without tertiary education to counterparts in total population	0.7
Ratio students' mothers without tertiary education to counterparts in total population	0.9

Highest educational qualification of students' parents (in %)
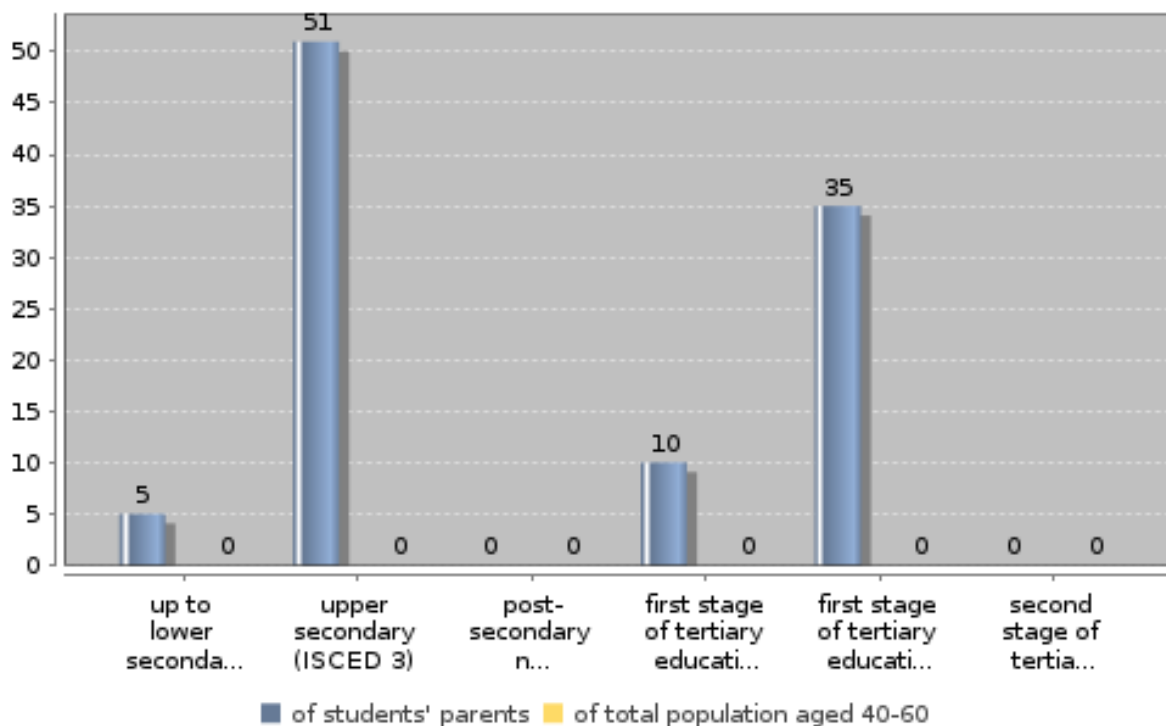
of students' parents ▮ of total population aged 40-60

Highest educational qualification of students' fathers (in %)

	up to lower seconda...	upper secondary (ISCED 3)	post-secondary n...	first stage of tertiary educati...	first stage of tertiary educati...	second stage of tertia...
of students' fathers	9	54	0	10	27	0
of men aged 40-60	13	74	0	2	11	0

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

Highest educational qualification of students' mothers (in %)

	up to lower seconda...	upper secondary (ISCED 3)	post-secondary n...	first stage of tertiary educati...	first stage of tertiary educati...	second stage of tertia...
of students' mothers	14	60	0	2	24	0
of women aged 40-60	25	62	0	6	8	0

■ of students' mothers   ■ of women aged 40-60
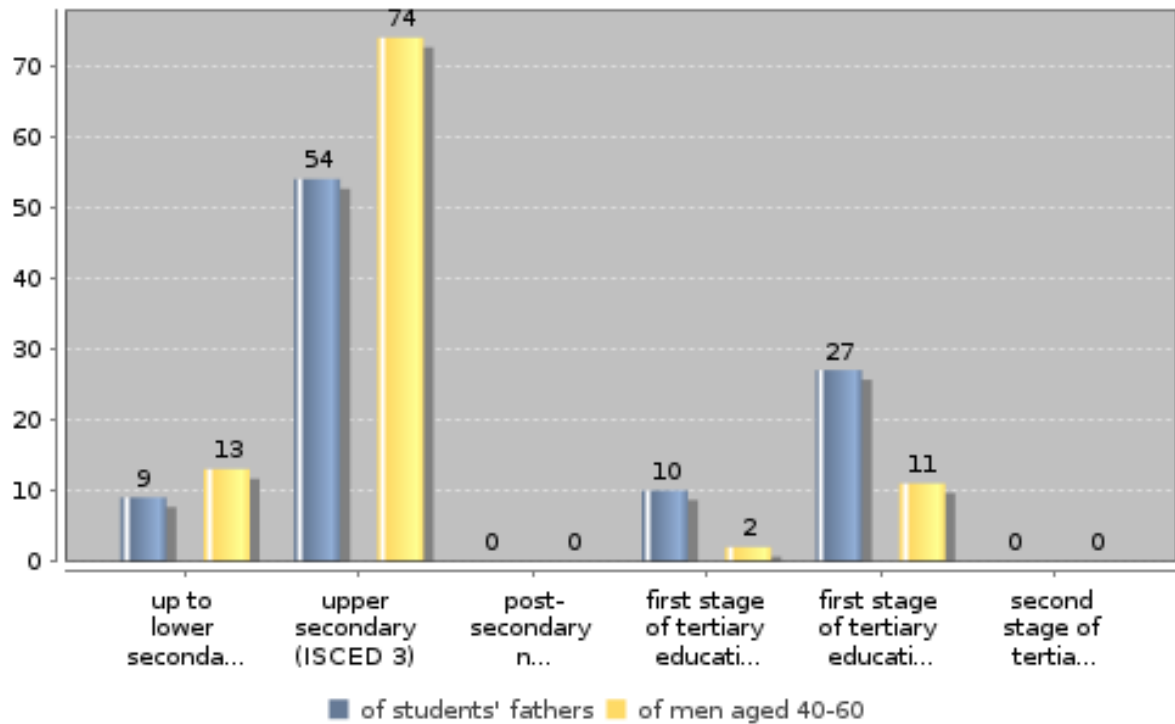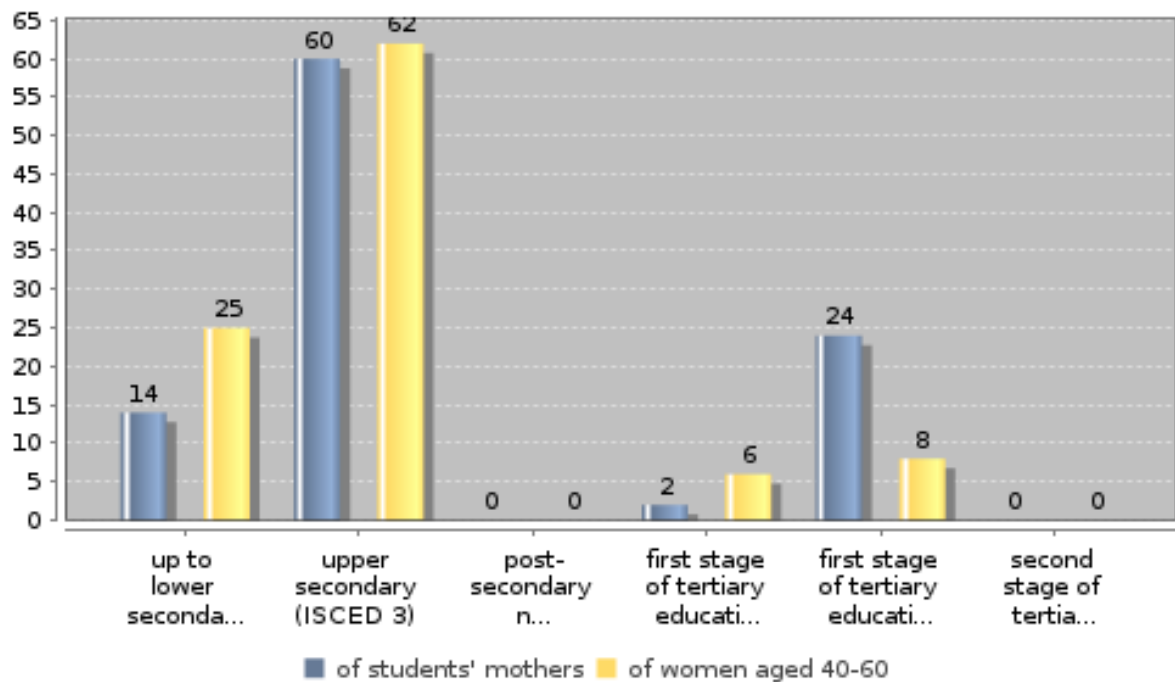
details on missing data:

methodical issues or considerations for data interpretation:

National survey data does not provide a differentiation of ISCED 5A- and ISCED 6-levels. Therefore, ISCED 6 is coded as ISCED 5A. Moreover, ISCED 4 is included in ISCED 3.

national interpretation of the results of the data analysis:

Note: ISCED 4 included in ISCED 3, ISCED 6 included in ISCED 5A.

Nearly two thirds of students' fathers and three quarter of students' mothers do not have a tertiary education. However, if the highest educational level of either father or mother is taken into account, 56% of the students come from a family where neither father nor mother holds a tertiary degree.

In other word, 37% of students' fathers have a tertiary degree. In the corresponding age group of 40-60 years old men in the population, only 13% hold a tertiary degree. Hence, students' fathers with tertiary education are overrepresented by the factor 2.8. Compared to that, 26% of students' mothers and 14% of women aged 40-60 hold a tertiary degree. The factor of overrepresentation of tertiary degree holders is 1.9 among students' mothers.

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators

Students' parents with blue collar status and ..	
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	66.3
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	16.6

Blue collar status of students' parents and educational attainment(in %)
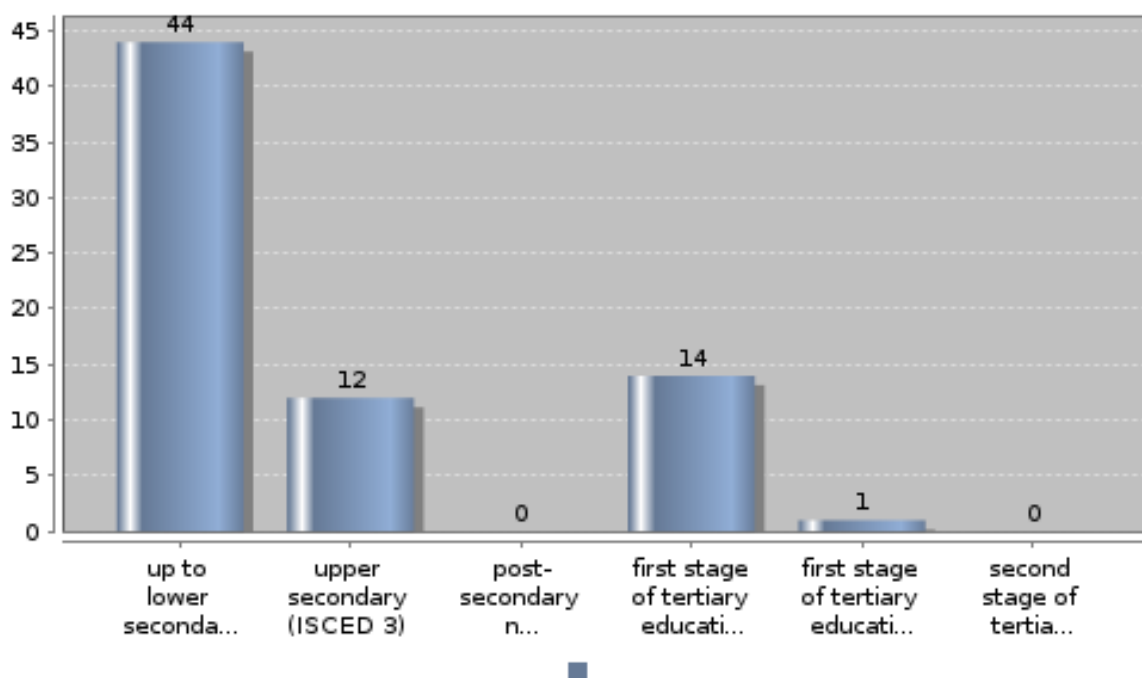
details on missing data:

methodical issues or considerations for data interpretation:

ISCED 4 included in ISCED 3, ISCED 6 included in ISCED 5A.

national interpretation of the results of the data analysis:

Note:

ISCED 4 included in ISCED 3, ISCED 6 included in ISCED 5A.

Parents' educational attainment refers to the highest educational level of either father or mother.

11.5% of all students' parents (both father and mother) have a blue-collar occupational status. Among students whose parent's educational attainment is up to lower secondary, the share of blue-collars is 44%. Among parents with upper secondary degree, the share is on the average level of 12%, among

parents with any tertiary degree it is 4% and among those with a tertiary degree in an academic track (ISCED 5A) it is 0.6%.

Topic: C. Social background of student body

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

Key Indicators

Share of all students' parents without tertiary education (ISCED 5-6), in %	55.6
Share of BA students' parents without tertiary education (ISCED 5-6), in %	56.9
Share of MA students' parents without tertiary education (ISCED 5-6), in %	58.9
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	57.1
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	65.4
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	69.9

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

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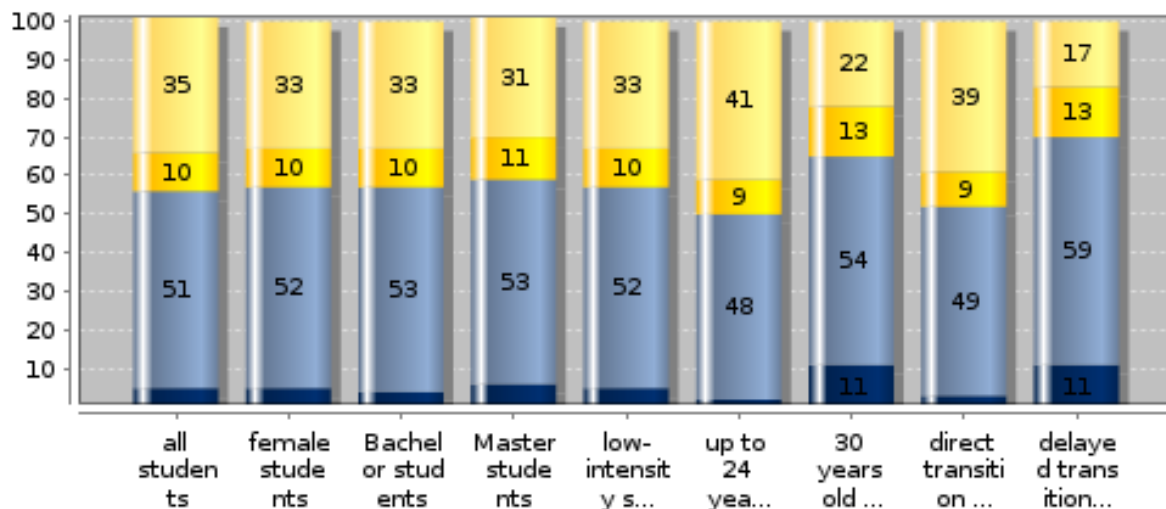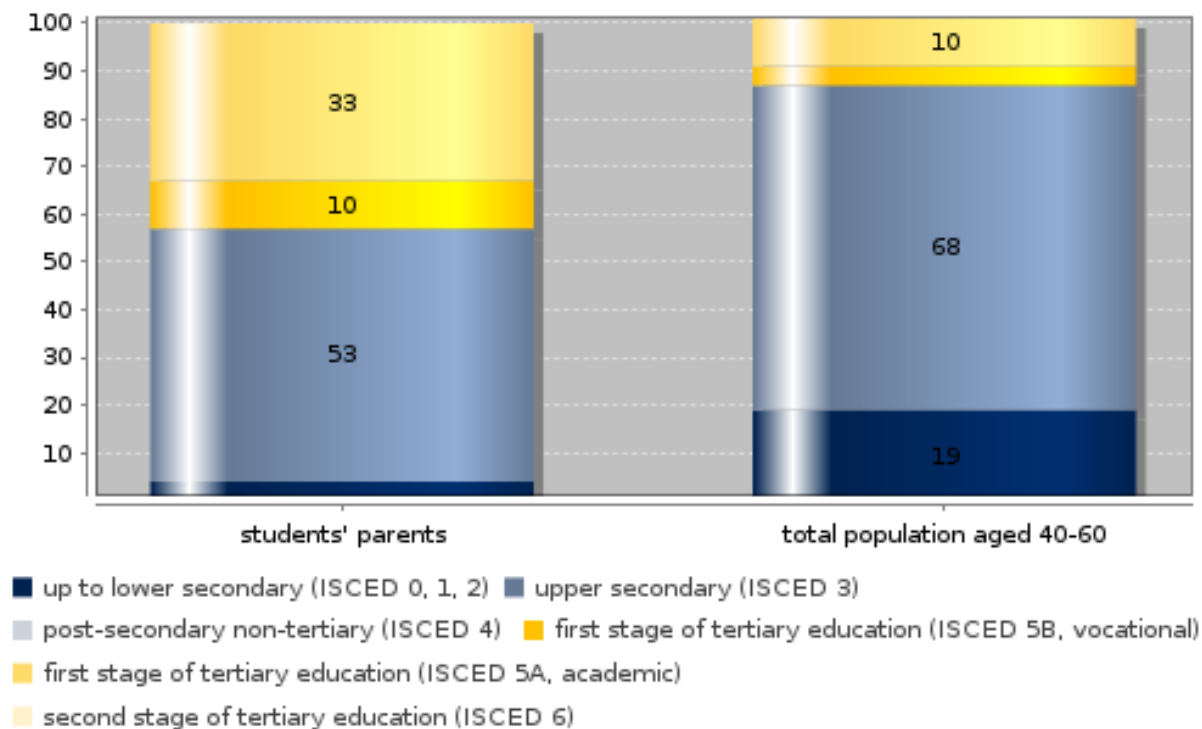
up to lower secondary (ISCED 0, 1, 2) ■ upper secondary (ISCED 3)
post-secondary non-tertiary (ISCED 4) ■ first stage of tertiary education (ISCED 5B, vocational)
first stage of tertiary education (ISCED 5A, academic)
second stage of tertiary education (ISCED 6)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Note: ISCED 4 included in ISCED 3, ISCED 6 included in ISCED 5A.

Regarding the educational background of students' families, there is hardly any difference between female and male students. The slight difference between Bachelor and Master Students is caused by the fact if and when the different fields of study have been converted from diploma to two cycle programmes (in fact, more than half of all students are still enrolled in Diploma programmes, see Figure B8). However, the following trend is clearly visible: the older the students are, the more likely they come from families with low education background. This correlates highly with the distinction of direct or delayed transition, because students from low education background show on average a very different educational career: they attend vocational schools more often, they have working experience before entering higher education more often and they are more often enrolled in special programmes for working students.

In Bachelor Programmes, slightly more students from families with low education background are enrolled than on average of all students. The reason is that programmes preferred by students from families with tertiary education (like medicine) have not (yet) been converted to the Bachelor-Master-Structure.

Topic: C. Social background of student body

Subtopic 6: Assessments of social standing of parents

Key Indicators

Students' parents with higher social standing (1-5)	78.5
Students' parents with lower social standing (6-10)	21.5

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

■ all students' parents
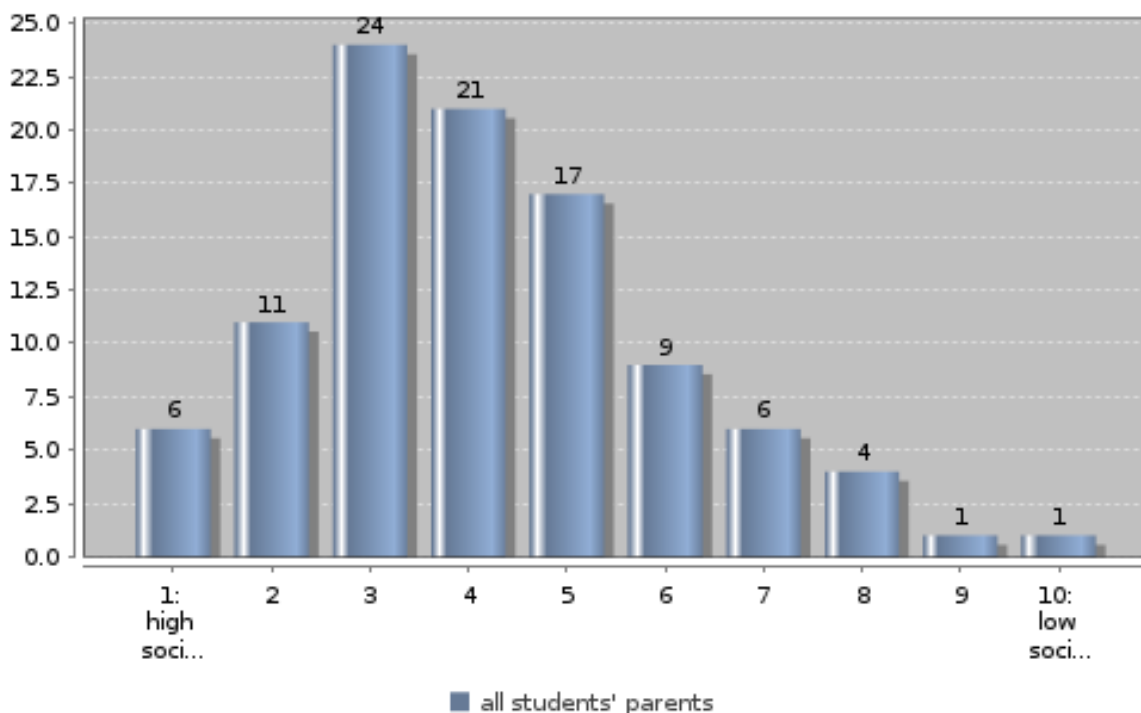
details on missing data:

1138 missing, 981 not answered

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

In addition to the "objective" coverage of the students' social background by educational and professional level of their parents, students have been asked to asses the social standing of their parents by "subjective" criteria themselves on a scale ranging from 1 (high social standing) to 10 (low social standing). In our pretests, students first of all thought of the profession of their parents. In a second step they 'calculated' their income and thirdly, they thought of social or political activities of their parents (like volunteer work, honorary major in a small village and the like).

On average, students ranked their parents with a value of 4.2, clearly above the mathematical average of the scale at 5.5. However, 41% of the students gave their parents a value between 1 and 3, attributing their families clearly a high social standing. On the opposite, only 6% gave values between 8 and 10, i.e. very low social standing of their family. Overall, this subjective view of their own family

seems to be congruent with the overrepresentation of students from higher social backgrounds found by "objective" criteria (see Figure C7).

Topic: C. Social background of student body

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

Key Indicators

Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in %	40.4
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	39.5
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	16.1
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	4.0

Students' assessment of their parents' social standing by parental education level (in %)
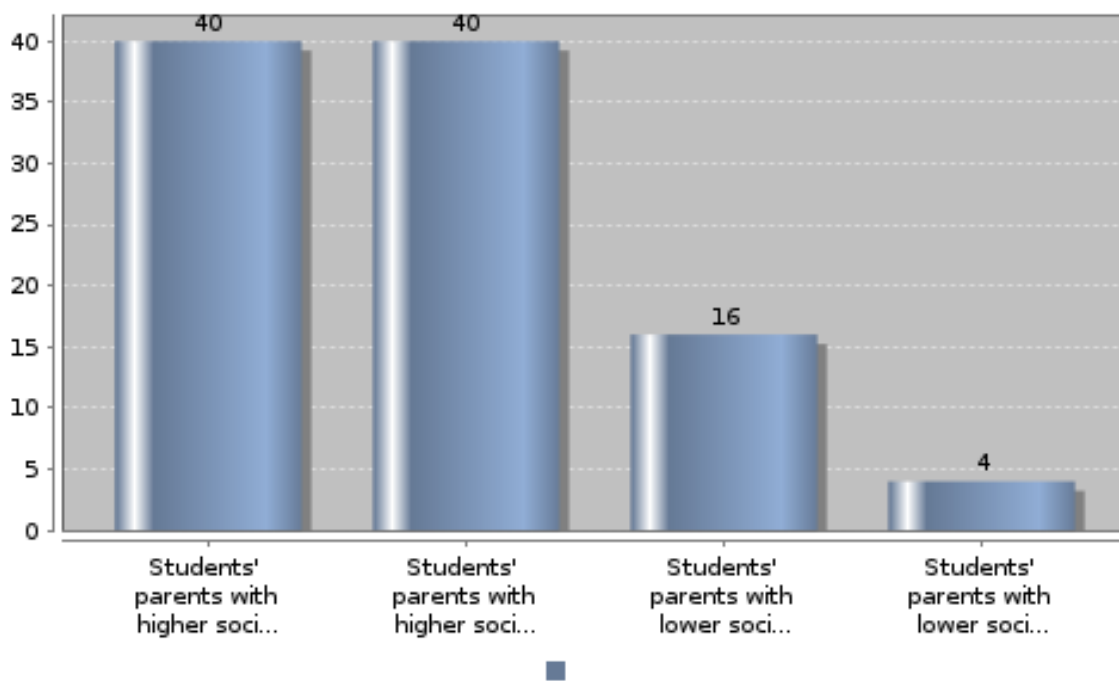
details on missing data:

methodical issues or considerations for data interpretation:

Was genau meint Ihr mit "Pls see general note in guidelines" ?

national interpretation of the results of the data analysis:

Note: ISCED 4 included in ISCED 3, ISCED 6 included in ISCED 5A.

Around 40% of all students attribute their family a higher social standing (values 1-3) and around 6% a lower social standing (values 8-10). On average, the students rank their background with 4.1, whereas the mathematical average would be 5.5. However, on regards of students from families with low education background, only 17% attribute their families a higher, but 25% a lower social standing. On average, they rank their family background with 5.8, hence, clearly below the overall average. If one looks on students from families with an upper secondary school leaving certificate ('matriculation'), then 31% see themselves coming from higher and 7% from lower social background (average rank 4.5). This trend continues within students from families with a tertiary degree, leading to 63% of the students from families with at least an ISCED 5A certificate attributing them a higher social background and 0.7% with a lower social background (average rank 3.2). For comparison: In 2009, only 11% of the Austrian population among 25 and 64 years held a tertiary degree on ISCED 5A or 6 level (Source: Statistik Austria, Österreich. Zahlen, Daten, Fakten 10/11).

Topic: C. Social background of student body

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

Key Indicators

All students' parents with higher social standing (1-5), in %	78.5
All students' parents with lower social standing (6-10), in %	21.5
BA students' parents with higher social standing (1-5), in %	79.5
BA students' parents with lower social standing (6-10), in %	20.5
MA students' parents with higher social standing (1-5), in %	78.3
MA students' parents with lower social standing (6-10), in %	21.7

Subjective assessment of parents' social standing by characteristics of students (in %)
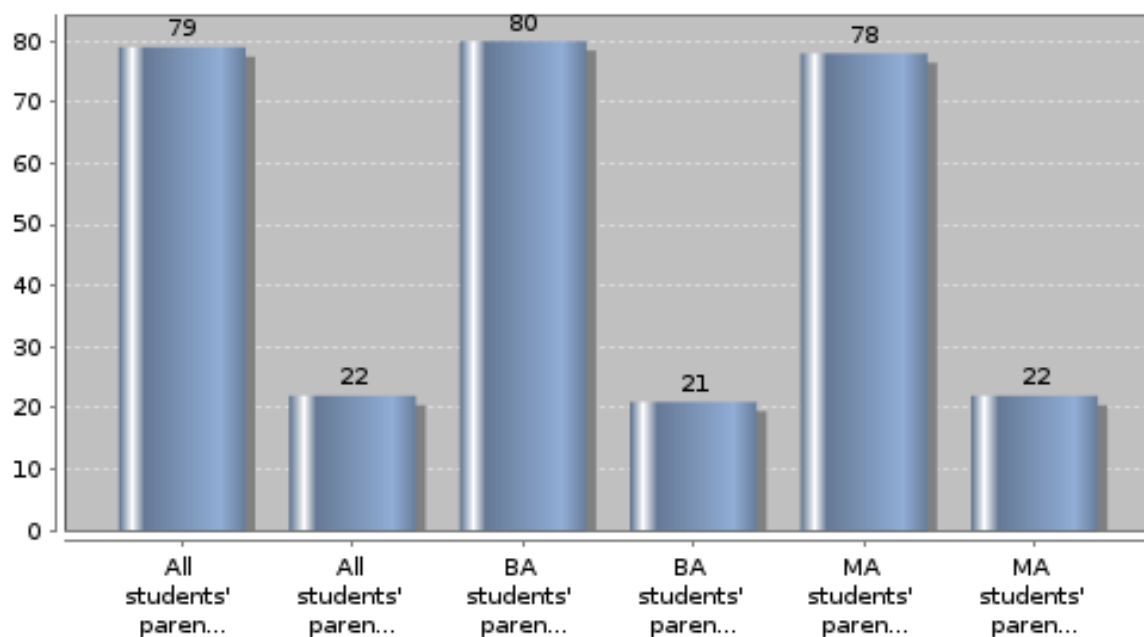
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Around 40% of all students attribute their family a higher social standing (values 1-3) and around 6% a lower social standing (values 8-10). This proportion does not differ much by gender, type of study (BA or MA) and intensity of studying. All of them rank their background on average with 4.2, whereas the

mathematical average would be 5.5.

However, 45% of the younger students regard themselves as coming from a higher social background, but only 5% from a lower one (average rank: 4.0). In contrast, among students older than 30 years, only a third attributes themselves a higher, but 10% a lower social background (average rank 4.6). This correlates strongly with the direct or delayed transition groups.

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

20.6

Share of all students not living with parents, in %

79.4

Share of all students living in student halls, in %

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

8.1

1.0

31.0

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

3.0

Form of housing by age (in %)
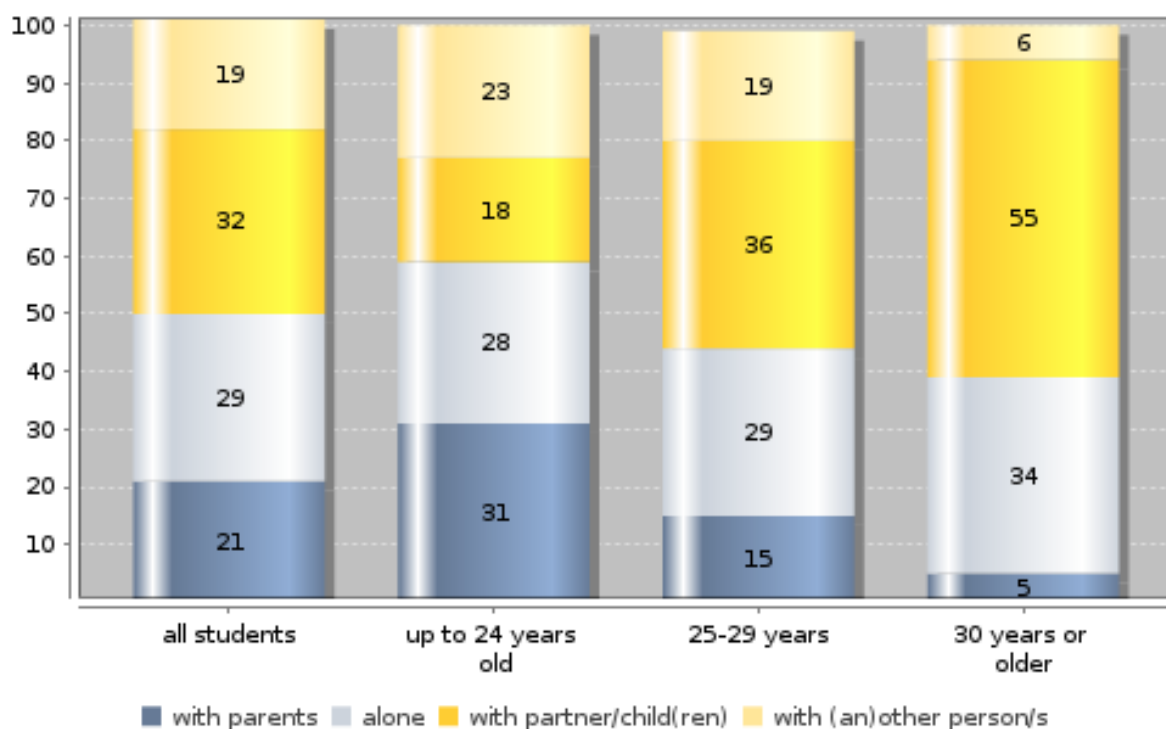
	all students	up to 24 years old	25-29 years	30 years or older
with parents	21	31	15	5
alone	29	28	29	34
with partner/child(ren)	32	18	36	55
with (an)other person/s	19	23	19	6

Students living in a student hall (in %)

living in a student hall not living in a student hall
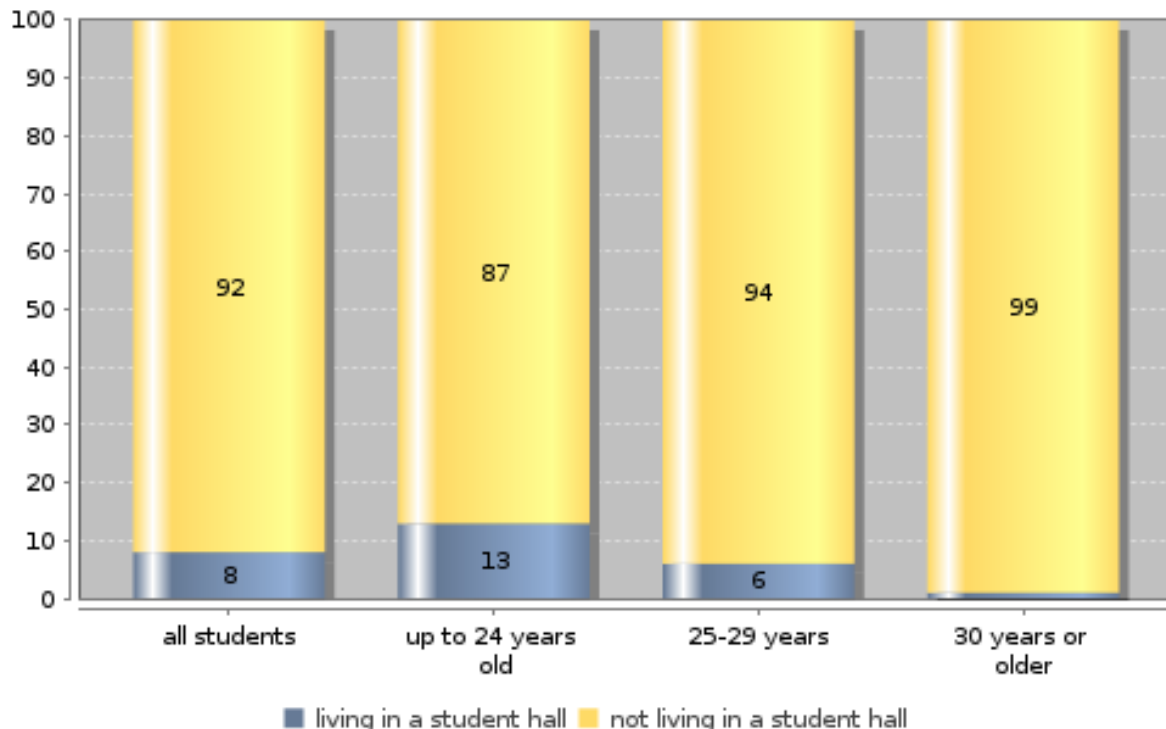
details on missing data:

methodical issues or considerations for data interpretation:

Due to a change in the Eurostudent questionnaire, living with relatives is no longer included in living with parents. This explains 1%-point of the difference in our data compared to 2006. Hence, the share "living with parents" has fallen by 4%-points since 2006 - a value we reported in the national report as well. Reasons are the growing average age and a different composition of the higher education sector (expanding FHS, new University Colleges of Teacher Education, 20% new beginners in 2009, many older students returning for the last chance of doing a Doctorate instead of a PhD).

national interpretation of the results of the data analysis:

32% of the students in Austria live together with a partner and/or child, 29% live alone (in an own flat or a student hall), 21% live with their parents (a declining share) and 19% live together with other persons (mainly in shared flats). The form of housing clearly depends on the age of the students. Below 25 years, the most common form of housing is living with parents (31%) and the proportion living with a partner or a child is still comparatively low (18%). Among students older than 30 years, only 5% live with their parents (again), but 55% live with a partner/child. A similar picture is visible regarding the proportion living in student halls. On average, these are 8% (a decreasing share), among younger students, the respective value is 13%, among those older than 30 years it is 1%.

Topic: D. Accommodation

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

Key Indicators

Share of all Bachelor students living with parents, in %	24.8
Share of all Bachelor students living in student halls, in %	9.6
Share of all Master students living with parents, in %	14.9
Share of all Master students living in student halls, in %	6.9

Type of housing of Bachelor and Master students by gender (in %)
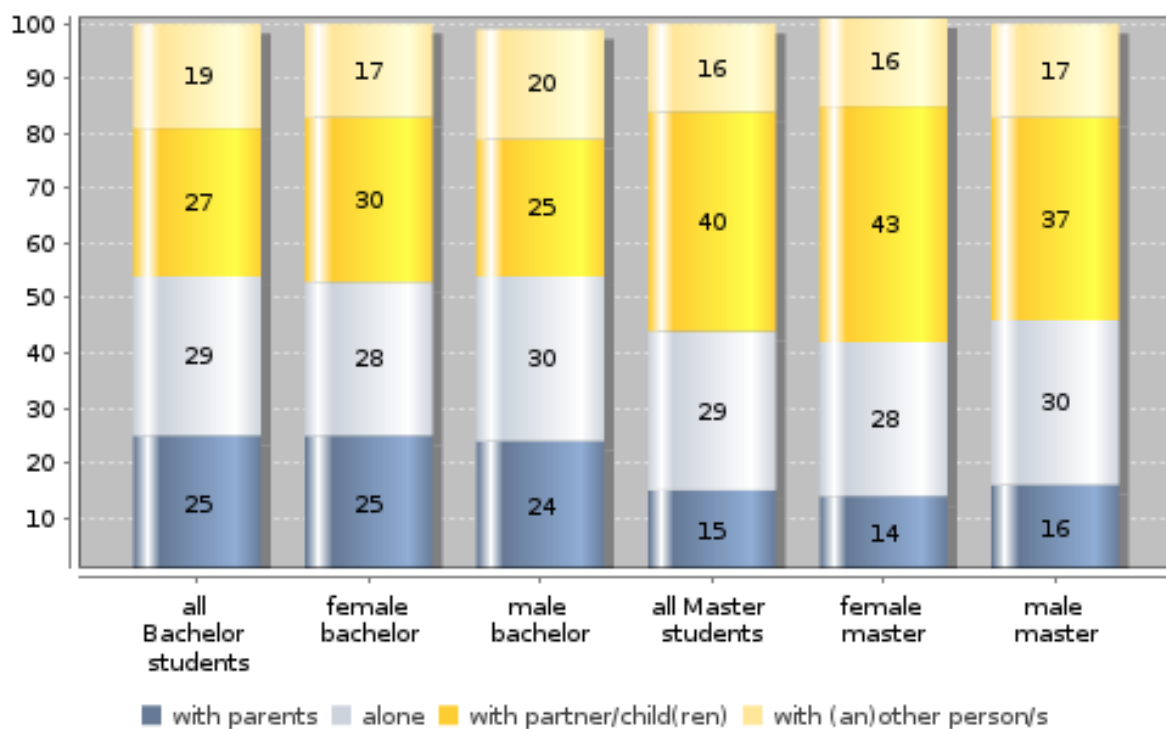
Bachelor and Master students living in a student hall by gender (in %)
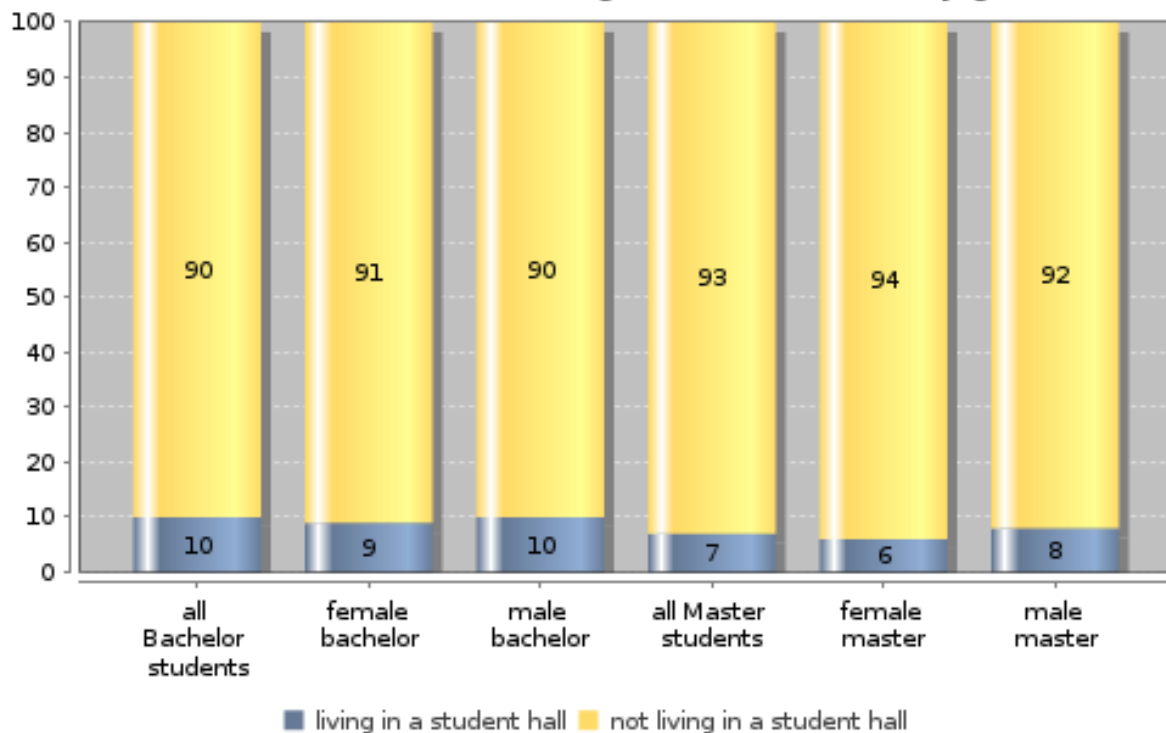
■ living in a student hall ■ not living in a student hall

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There are hardly any differences visible in the form of housing by gender. However, in general, the form of accommodation depends strongly on the age of the students, but male students are on average one year older than female students. Therefore, the differences among the genders could be larger. Nevertheless, the only remarkable difference is that female students are more likely to live with a partner/child than male students and male students in a Master Programme are a bit more likely to live with their parents or in a student hall. The general differences between Bachelor and Master Students are due to the age difference of three years.

Topic: D. Accommodation

Subtopic 3: Form of housing by size of study location

Key Indicators

|	
Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	2.7
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	4.0
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants
4.0	Ratio of students living (not with parents)/(with parents) in capital city

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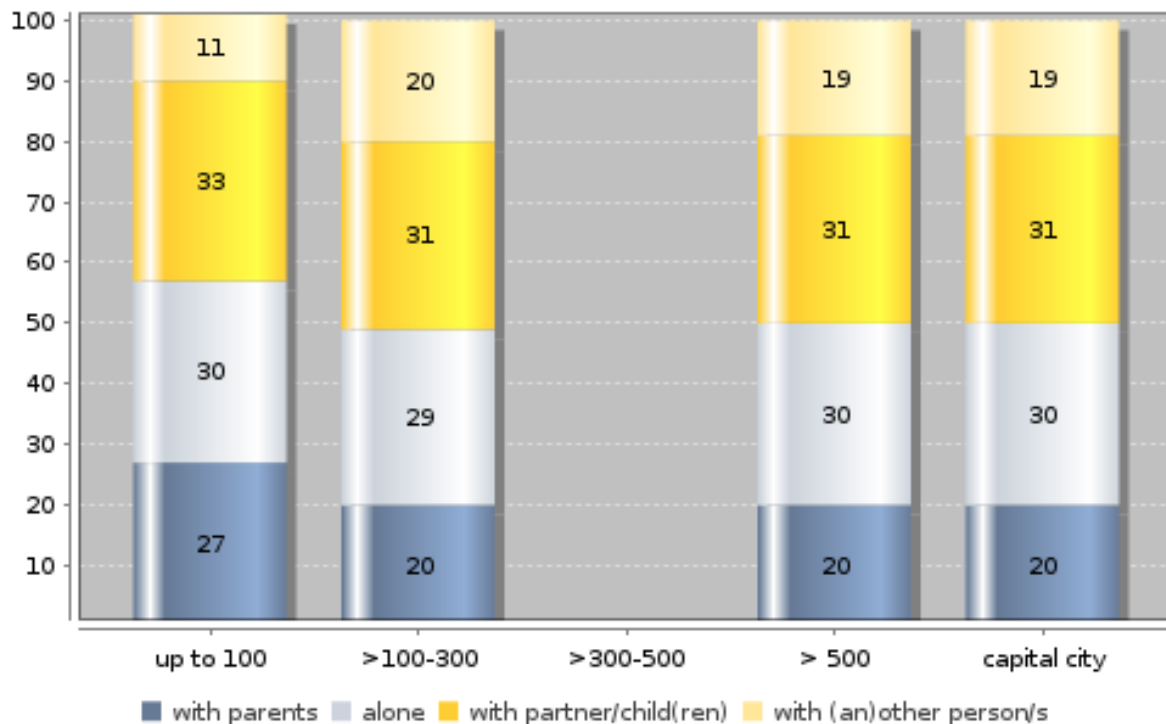
Students living in a student hall by size of study location by 1,000 inhabitants (in %)

	up to 100	>100-300	>300-500	> 500	capital city
not living in a student hall	89	90		93	93
living in a student hall	11	10		7	7

■ living in a student hall ■ not living in a student hall
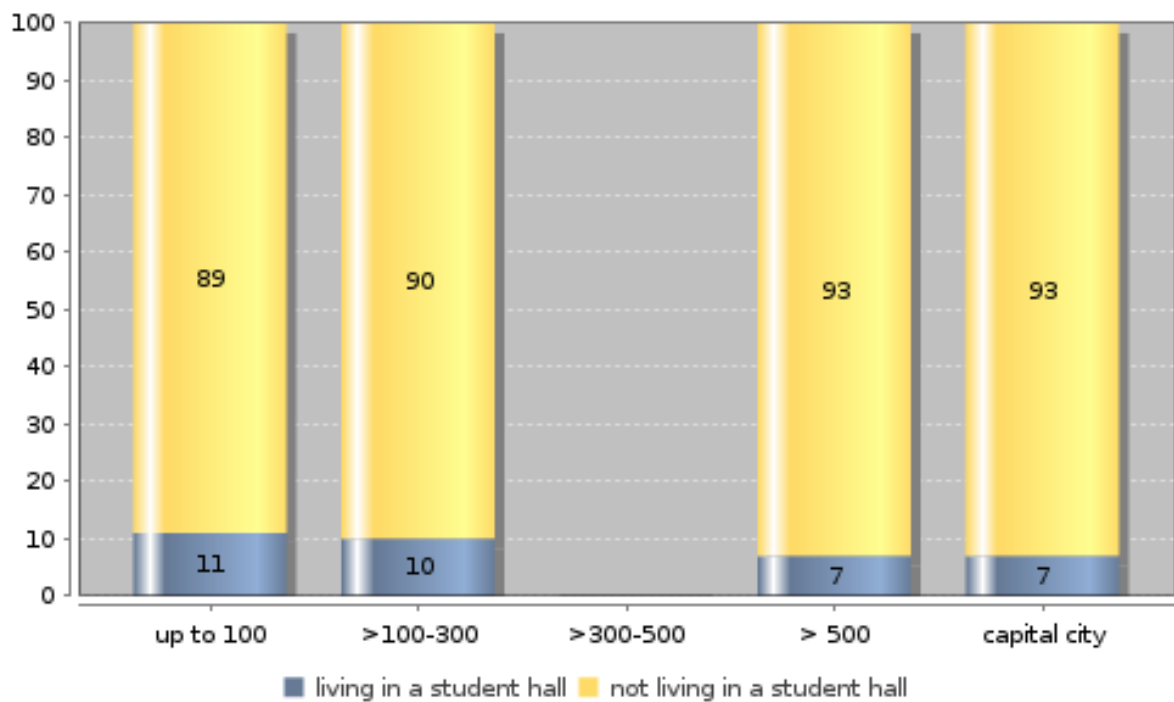
Share of all students by size of study location by 1,000 inhabitants (in %)
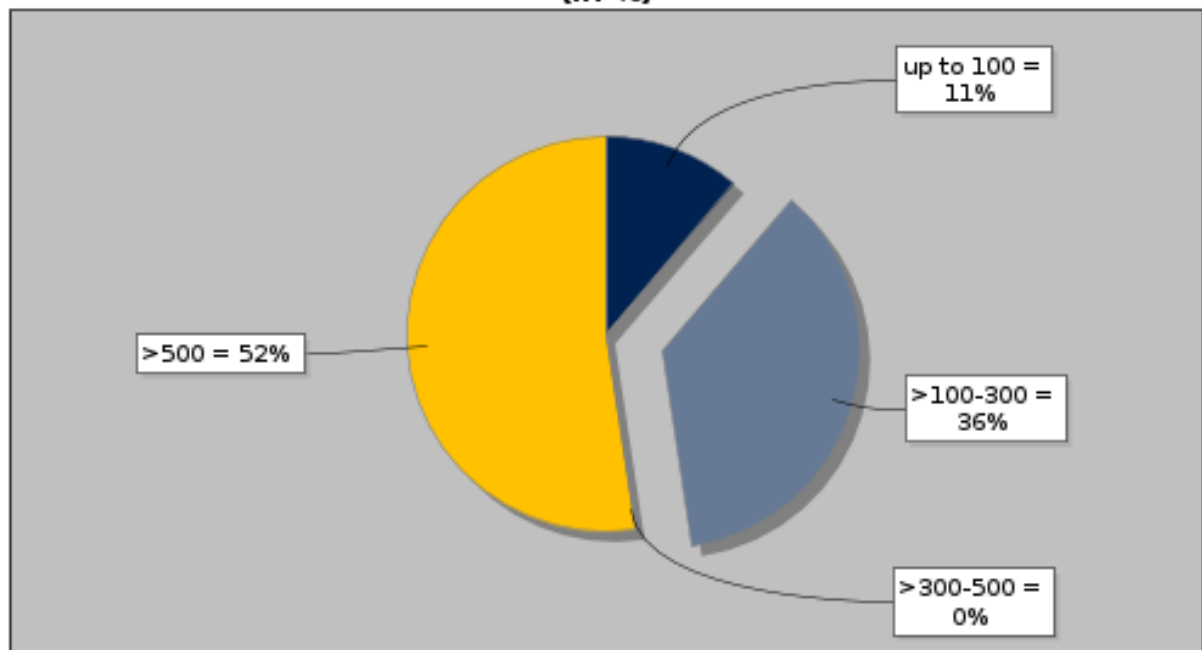
up to 100 = 11%

>100-300 = 36%

>300-500 = 0%

>500 = 52%

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

In Austria, only the capital Vienna has more than 300.000 inhabitants. More than half of all students study in Vienna, only around 10% in locations with less than 100.000 inhabitants. Nearly 60% of the students studying in such a small location, study at a University of Applied Sciences. They offer two different types of programmes, either evening classes for working students (who are on average older), and very structured programmes during the day, which are mainly attend by comparatively young students. Hence, at small study locations, students living with their parents (27%) and students living with a partner/child (33%) are overrepresented. Apart from this explanation by age, shared flats are more difficult to find in smaller locations. On the other side, several student halls have opened during the last years in these comparatively new locations of tertiary education, and hence, students living in student halls are overrepresented as well (11%). Due to the enormous importance of Vienna as a study location, it is no surprise that the form of accommodation among students studying in Vienna is more or less equal to the country's average. Only shared flats are a little bit more common in Vienna and student halls are quite seldom (7%). But the situation in other university cities is not much different either.

Topic: D. Accommodation

Subtopic 4: Form of housing by social background

Key Indicators

Share of all students from low
education background (ISCED 0-2)
living with parents, in %   11.8

Share of all students from low
education background (ISCED 0-2)
living in student halls, in %   5.4

Share of all students from high
education background (ISCED 5-6)
living with parents, in %   19.6

Share of all students from high
education background (ISCED 5-6)
living in student halls, in %   8.4

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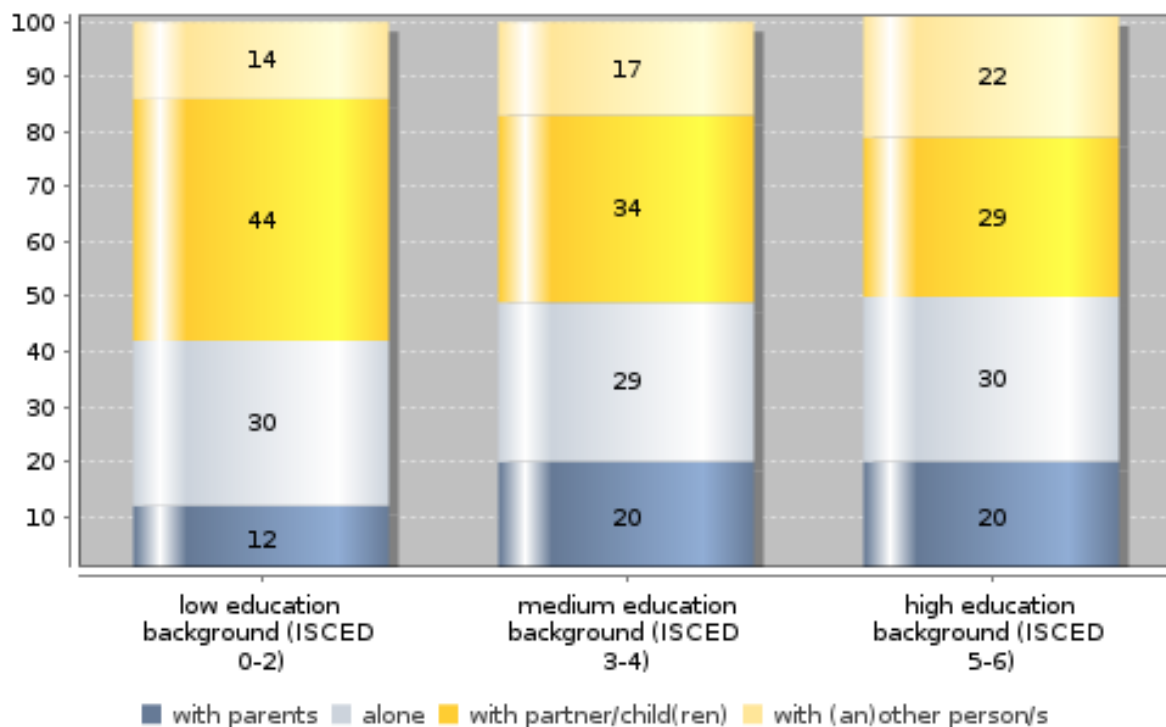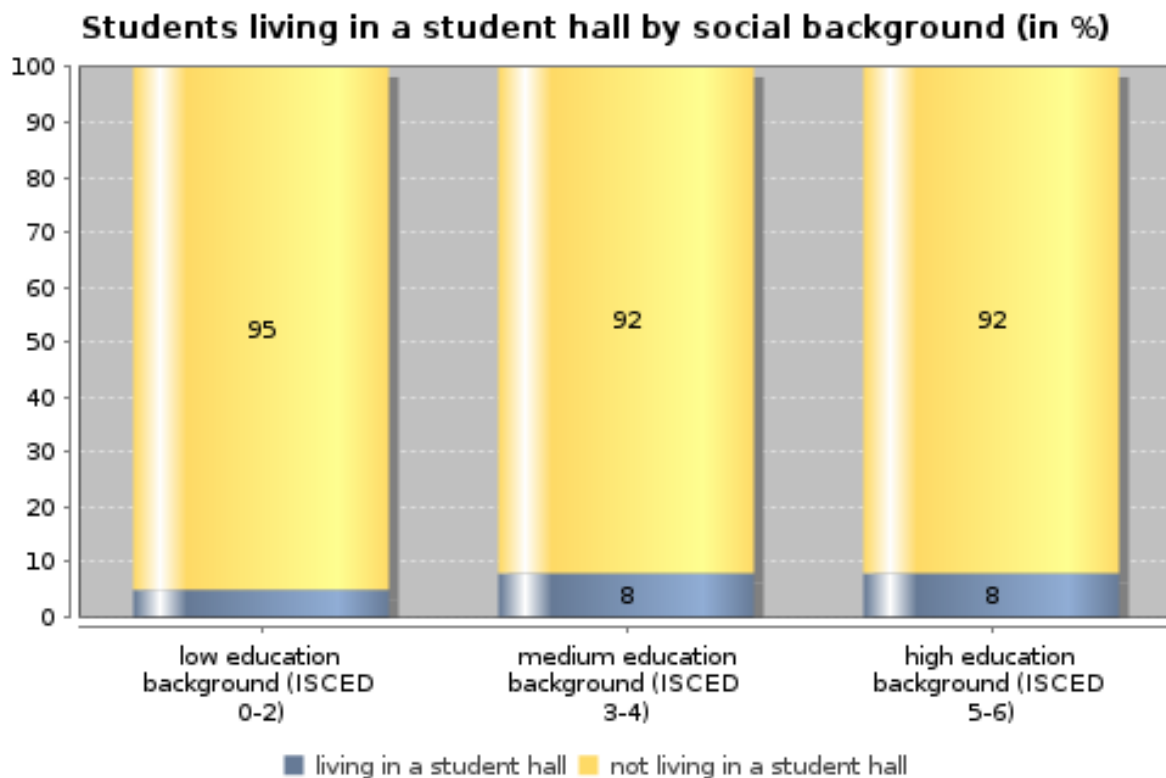
Students living in a student hall by social background (in %)

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The form of housing shown by educational background of the students' families is overlapped by the different ages in the groups: Students from families with lower education are on average nearly 33 years old, students from families with non-tertiary background are on average 27 and students from families with tertiary background are on average 26 years old. Hence, not surprisingly, students from lower educational background are less likely to live with their parents or in a student hall, but to live with a partner/child.

Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators

Students living with parents, who are (very) satisfied in %:	62.6
Students not living with parents, who are (very) satisfied in %:	81.8
Students residing in student halls, who are (very) satisfied in %:	58.9
Students living with parents, who are (very) dissatisfied in %:	15.8
Students not living with parents, who are (very) dissatisfied in %:	7.0
Students residing in student halls, who are (very) dissatisfied in %:	19.5

Students' assessment of accommodation by form of housing (in %)
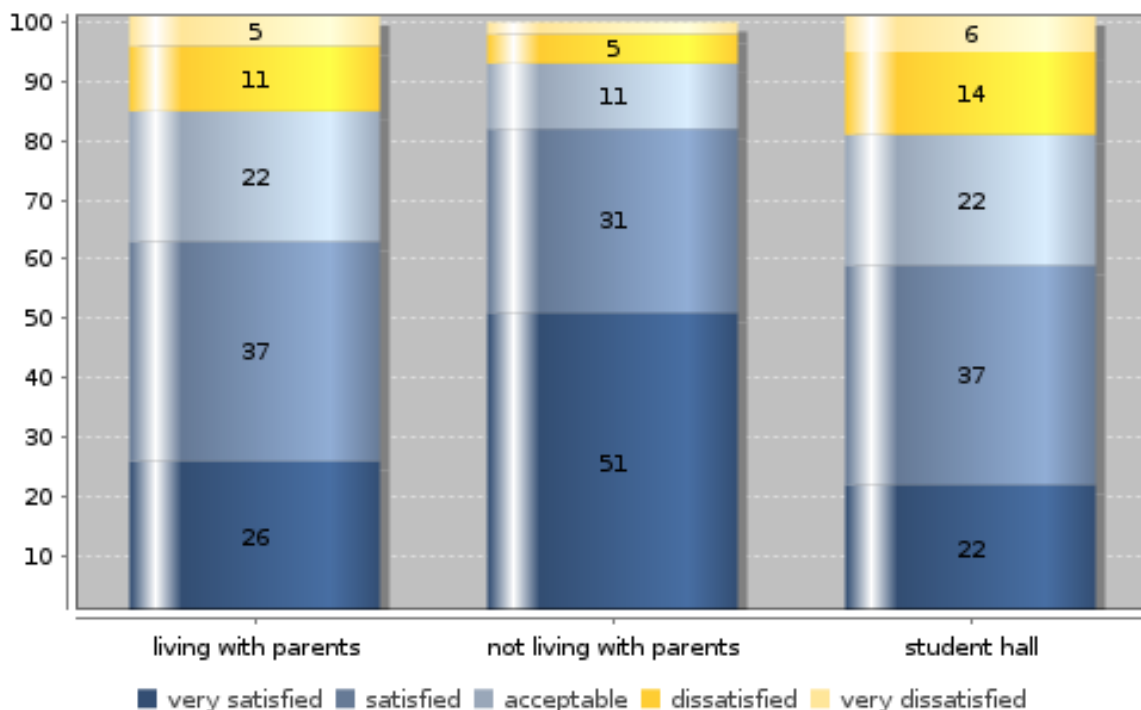
details on missing data:

methodical issues or considerations for data interpretation:

Why are students living with their parents so dissatisfied? No idea, every answer would be speculation: If the ideal model is not living with parents, some might be frustrated, because they can not afford to leave their parents house? On average, students living with parents have a long commuting time. That could cause frustration...

national interpretation of the results of the data analysis:

In general, students in Austria are quite satisfied with their accommodation. Three quarters of all students mention to be (very) satisfied, only 10% are (very) dissatisfied. On a scale ranging from 1 (very satisfied) to 5 (very dissatisfied), the average satisfaction level of the students is 1.9. Nevertheless, students living with their parents and students living in student halls are somewhat less satisfied with their accommodation. 16% of the students living with parents and 20% of those living in a student hall are (very) dissatisfied. Their average satisfaction is 2.3 and 2.4 respectively.

Topic: D. Accommodation

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

Key Indicators

Average monthly rent (total payments, median)	
all students not living with parents	300.0
student hall	250.0
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	326.0
student hall	247.0
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0.7

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

payments by students   payments by parents/partner/others
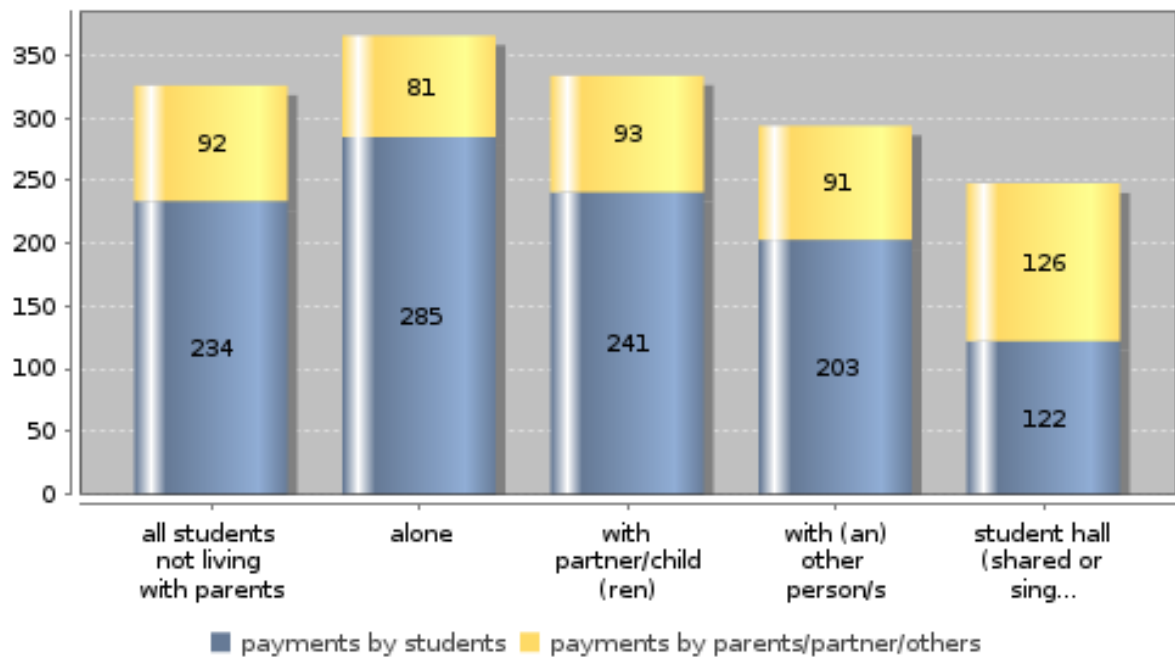
Average cost of accommodation per month including additional charges and costs for utilities for students not living with parents (in euros)
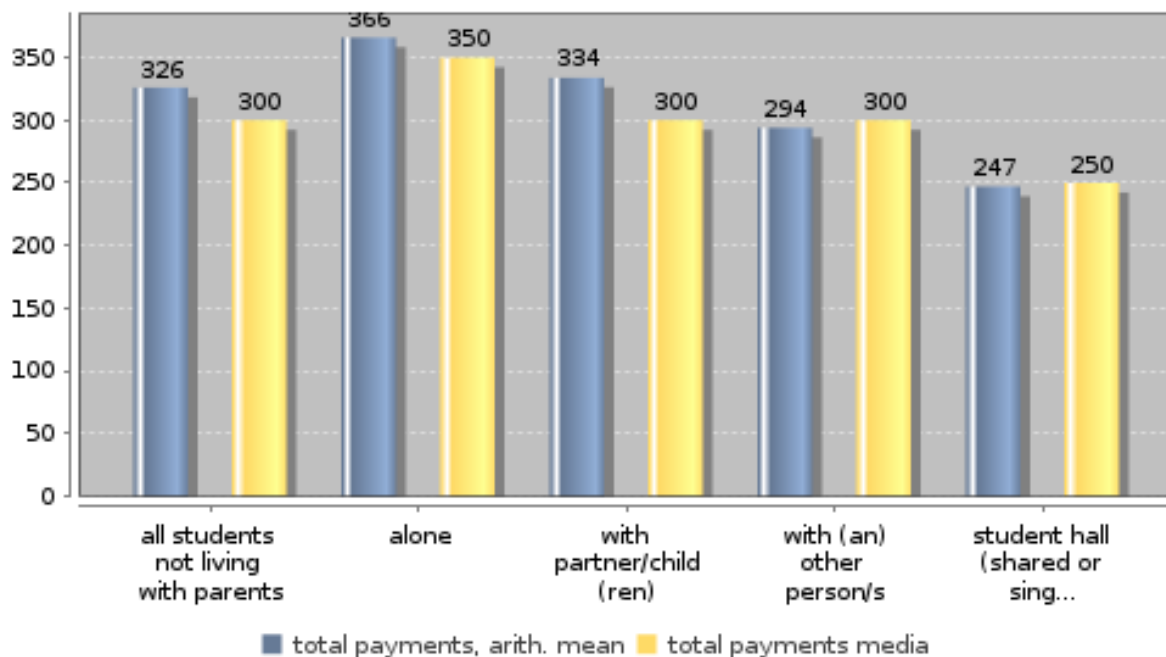
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The average cost for accommodation of students not living with their parents are 326Euro per month (Median: 300Euro), of which the students themselves pay on average 72%. Students living alone pay on average the most (366Euro), students living with partner/child pay for their part of the flat on average 334Euro, students sharing a flat with somebody pay 334Euro and students living in a student hall pay on average 247Euro. In other words, compared to living in a student hall, for sharing a flat, students pay about 20% more, for living with partner/child the pay 35% more and for living alone they pay 48% more. Interestingly, the Mean and the Median of the average cost for accommodation differ only by 9%. This is an indication for a very homogenous market for accommodation. Only very students pay comparatively high amounts for their accommodation.

Topic: D. Accommodation

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

Key Indicators

Travelling time from home in minutes (median)	
all forms of accommodation	30.0
living with parents	45.0
student hall	15.0

Average daily travelling time (in minutes) by form of housing
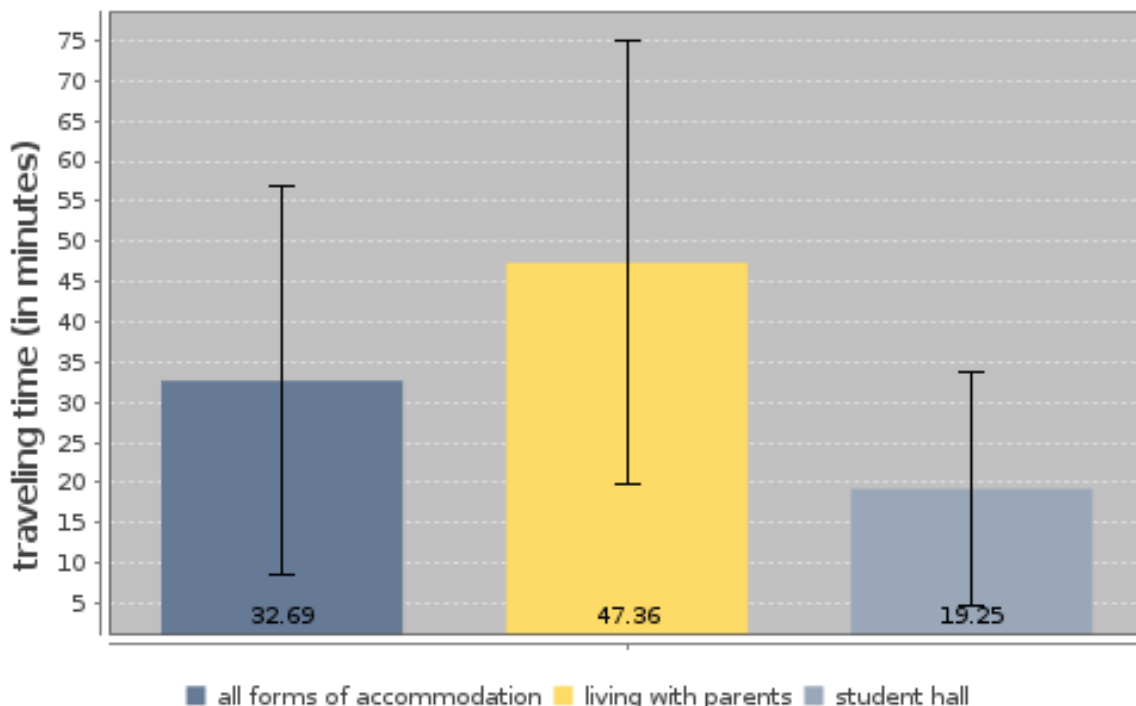
■ all forms of accommodation ■ living with parents ■ student hall

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

On average, students commute about half an hour to reach their higher education institution. Students living with their parents need 15 minutes more, students living in student halls need 15 minutes less. More than half of all students study in Vienna. Compared to smaller study locations, the travel time in Vienna is much higher for students living with parents (because many families live outside the city) and for students living in student halls (because student halls in small study locations are very close to the higher education institution).

Topic: E. Living costs

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

Key Indicators

Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	2.3
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	1.5
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	13.7
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	7.5
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	4.5
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	28.1

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

- accommodation (including utilities, water, electricity,...) transportation
- tuition fees, registration fees, examination fees
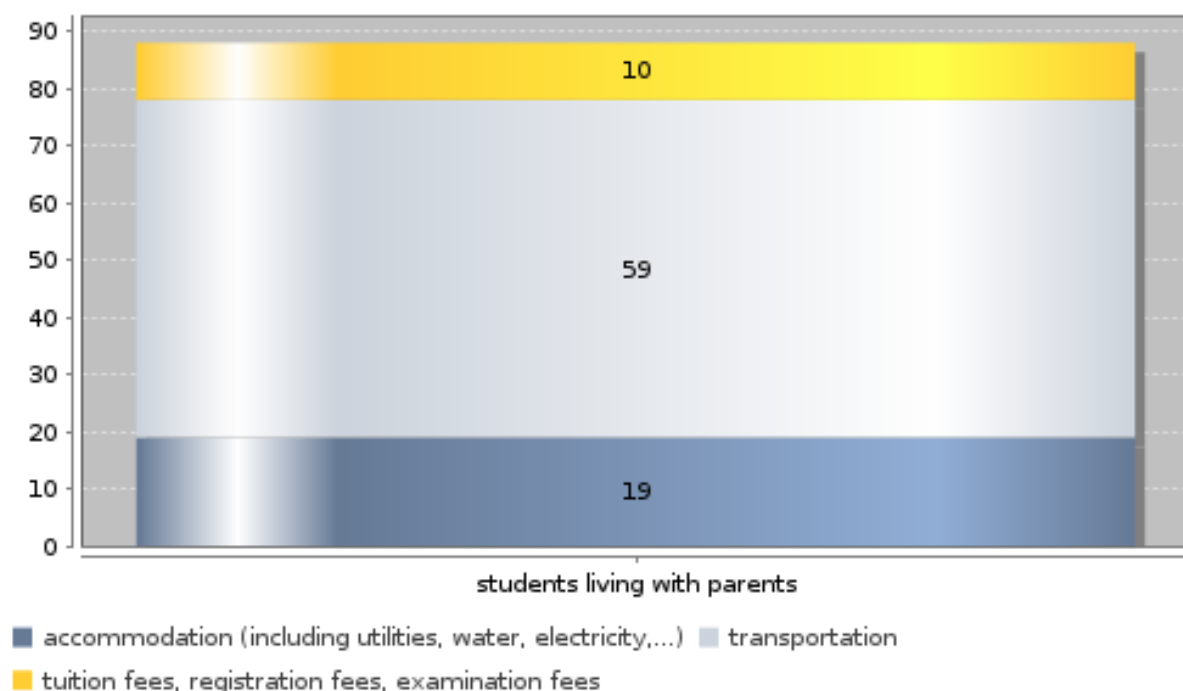
Profile of students' monthly key costs by payer for students not living with parents (in euros)
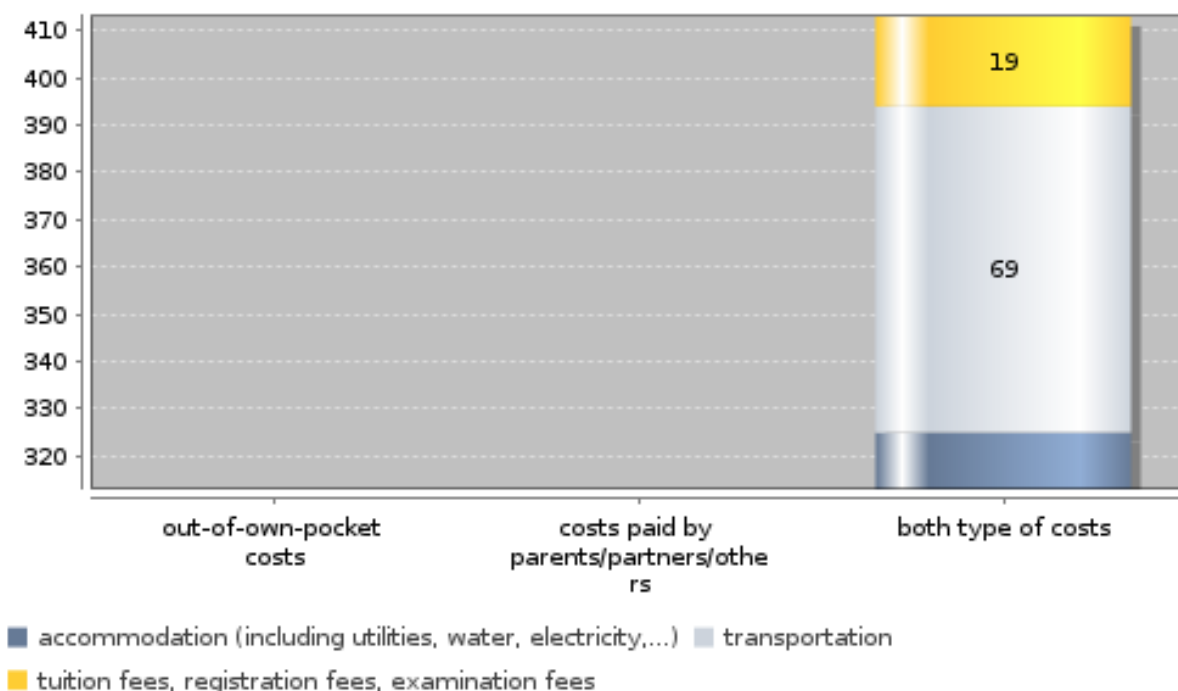
details on missing data:

methodical issues or considerations for data interpretation:

For data cleaning of expenses, several means were used. For students living with their parents, costs for accommodation were capped at the median of 200Euro for out-of-own and transfers-in-kind.

Second, as there is an compulsive contribution for every student to the national student union, these values were imputed and as tuition fees in Austria are fixed for public universities these values were imputed as well. For Universities of Applied Sciences, the values for tuition fees were capped at the maximum of 800Euro per term. Both values were then calculated as share of expenses per month (e.g. for public universities, the tuition fees are 363Euro per term, therefore 60Euro per month). Additionally, refundings of tuition fees were taken in account and subtracted from this matter of expense.

According to further information given by students of arts, some cases were excluded, as they had expenses for instruments of around 20.000Euro. These outliers were excluded from analysis, as they distorted the means significantly.

Concluding, the sum of living-costs were cut off at 0.2% resp. 99.8%, i.e. equal or less than 90Euro and equal or more than 3450Euro. Those cases were excluded from analysis. So were cases with less than three

national interpretation of the results of the data analysis:

Note: Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

On average, students living with their parents have own costs of 430Euro per month. They spend 120Euro (28% of total costs) for their daily expenses (food, clothes...), 88Euro (20%) for social and leisure activities, 60Euro (14%) for transportation, 40Euro (10%) for learning materials, and altogether

120Euro for the rest, including e.g. accommodation, communication, health care and tuition fees. Out of the total costs, around 60Euro per month (13%) are devoted for learning activities, i.e. fees, materials and other contributions to the higher education institution or the student union.

Students not living with their parents have on average monthly costs of 980Euro, of which 150Euro (16%) are paid by others (mostly parents or partner). A third of their living costs is being spend on accommodation (325Euro), daily expenses amount to 245Euro (25%), social and leisure activities cost them 90Euro (9%), and transportation 70Euro (7%). Total costs for learning activities add up to nearly 90Euro a month (9%). The costs for the rest sum up to 160Euro (16%). These costs include, as mentioned, transfers in kind by others. They contribute mainly to the costs of fees and accommodation. Students have to pay fees in Austria. They were (re)introduced in 2001 and amount to 363Euro/Semester. Until recently students from non-EU-countries had to pay double the amount. In 2009 the regulations about these fees got amended: Austrian and other EU-students do not have to pay fees as long as they study within the minimum study period according to the respective curriculum plus two semesters. After that time students have to pay 363 Euro per semester.

That means when students are enrolled in a 3 year bachelor programme, they are exempt of paying the fees for 4 years. Only if they need more than 4 years they have to pay fees. But even then students might be exempt from paying fees as long as they claim to be working bedisdes their studies or suffering from an illness or being pregnant and therefore not being able to study full time. The fees are also waived for students who study under mobility programmes and for students from the least developed countries and they can be refunded to students from developing countries.

The majority of Universities of Applied Sciences still charges a fee of around 360Euro/semester.

Nevertheless, around three quarters of the students did not have to pay tuition fees in the summer term 2009 (the time of the survey), hence the relatively low average amount paid for fees. In addition to that, every student is by obligation member of the student union and has to pay a membership fee of 16.50Euro/semester.
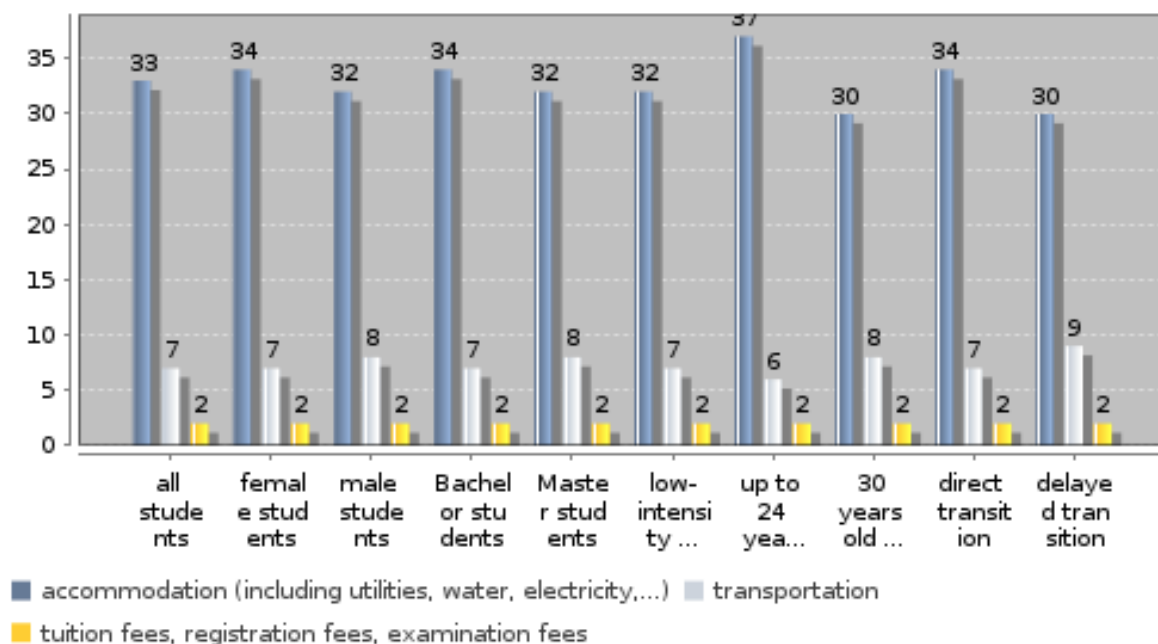
Topic: E. Living costs

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

Key Indicators

Fees to higher education institution as share of total costs for BA students, in %	2.1
Fees to higher education institution as share of total costs for MA students, in %	1.9
Fees to higher education institution as share of total costs for low-intensity students, in %	1.6
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	36.5
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	29.6

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

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Note: Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

On average, students not living with their parents have living costs of 980Euro/month. The costs of male students are nearly 10% higher than those of female students, first of all, because males are older (and costs grow with age), secondly because the income from paid employment is higher among men (hence, they have more money to spend). The average costs of students younger than 25 years add up to 780Euro, those of students older than 30 years are nearly twice as high (1.370Euro). Hence, it's not surprising that total costs of Bachelor students (950Euro) are below those of Master students (1.050Euro), and costs of students with direct transition (915Euro) are below those of students with delayed transition (1.200Euro), because of the age differences between the groups. Moreover, low-intensity students have higher total costs (1.100Euro) than high-intensity students, mainly because their study intensity is lower due to a higher work load caused by paid employment. Hence, their income is higher and they have more money to spend.

For all these groups, accommodation is the highest share of their costs, ranging from 30% of total costs (students older than 30 years) to 37% among students younger than 25. That means in other words, that younger students pay less for their accommodation (280Euro on average) than older students (410Euro on average). The same holds true for transportation costs, which amount to 7-9% of total budget, but range between 48Euro (younger students) and 100Euro (students with delayed transition). The average amount of tuition fees is on the other hand quite stable over the comparative groups, but it's a bit higher among older students and students with delayed transition, because higher shares of these groups study at a University of Applied Sciences.
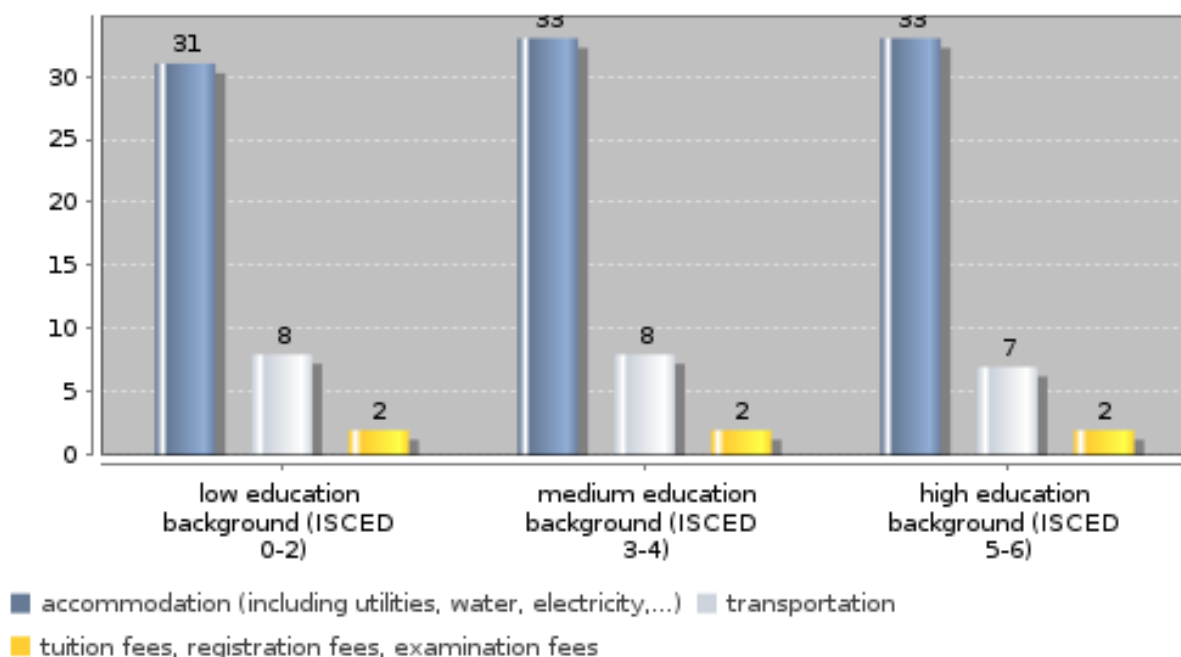
Topic: E. Living costs

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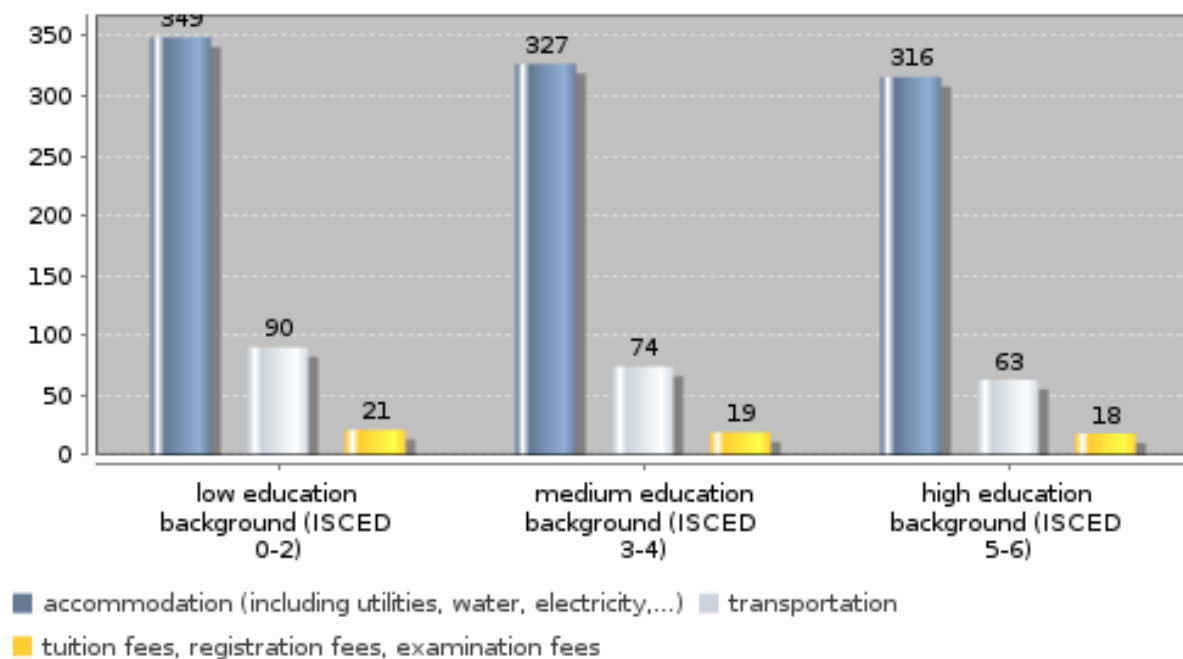
Key Indicators

Fees to higher education institution as share of total costs for low education background ISCED(0-2), in %	1.8
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	1.9
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	30.5
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	33.4

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

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

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Note: Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

Students from families with low education background are on average six years older than students from families with middle or higher educational background. Hence, as costs grow with increasing age, they have the highest total costs (1.150Euro). Students from families with middle educational background spend on average 990Euro per month and students from families with tertiary education spend on average 940Euro. On the first hand, these differences can be explained by age differences. However, in general an age gap of six years leads to a higher difference in total costs than visible here. In other words: nominally students from low education backgrounds have the highest costs, but balanced by age, they have the lowest.

Because of this relatively small difference in total costs, the proportions spent for transportation or fees do not vary greatly.

Topic: E. Living costs

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

Key Indicators

Total expenditure for students in study locations with up to 100,000 inhabitants, amount	1046.42
Total expenditure for study locations in capital city, amount	990.01
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	29.3
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	34.0

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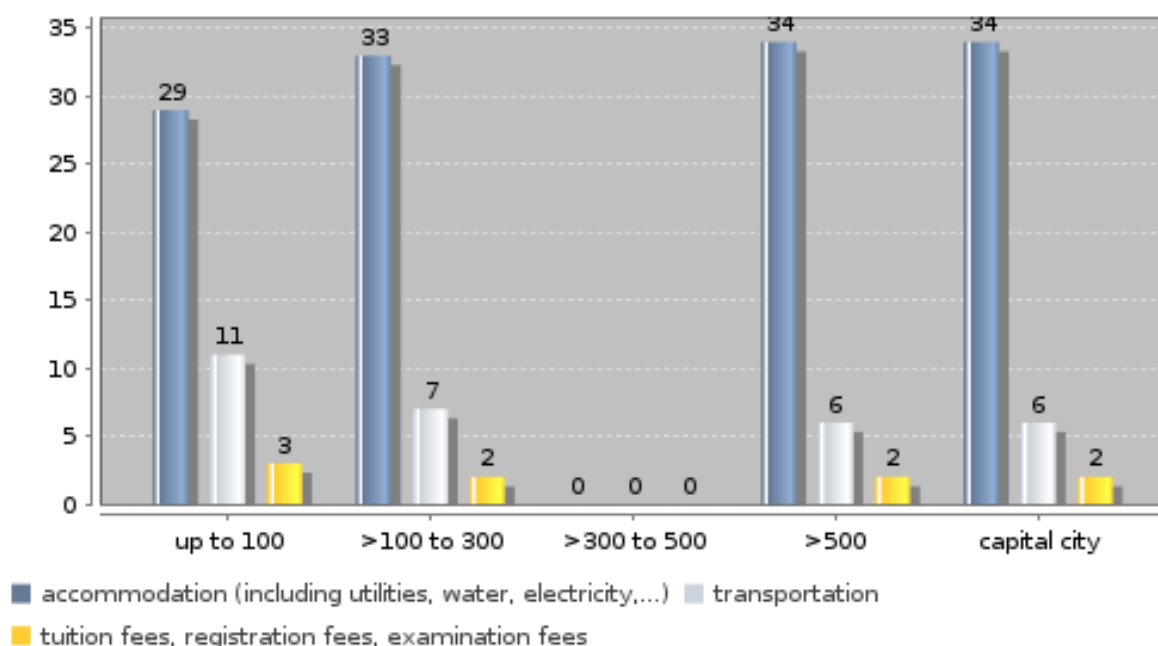
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Note: Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

Living costs do not vary greatly among Austrian cities. Especially Vienna, the capital, is not the most

expensive place to live. Nevertheless, the total costs for students studying in smaller cities (below 100.000 inhabitants) are on average the highest (1.050Euro), followed by those studying in Vienna (only city with more than 300.000 inhabitants) with an average of 990Euro. Students studying in a middle sized town have on average total costs of 930Euro per month. However, these differences can be explained by the higher education system. Students in smaller cities study mainly at small Universities of Applied Sciences (FHS). The majority of them charges tuition fees. Hence, the average amount paid for fees is for those students twice as high as for students in cities with more than 100.000 inhabitants. Moreover, students at small FHS usually commute longer than students in larger cities and additionally the public transport system is less developed. Hence, they mainly use individual means of transport and their transportation costs are therefore nearly twice as high as in larger cities. These two points alone explain half of the difference in total costs by study location. On the other hand, accommodation is on average a bit cheaper in smaller study locations, because a larger share of the students lives in student halls or with their parents.

Topic: E. Living costs

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

Key Indicators

(Strong) agreement of all students that funding is sufficient, in %	47.9
(Strong) disagreement of all students that funding is sufficient, in %	26.4
(Strong) agreement of students living with parents that funding is sufficient, in %	53.7
(Strong) disagreement of students living with parents that funding is sufficient, in %	21.9
(Strong) agreement of students not living with parents that funding is sufficient, in %	46.6
(Strong) disagreement of students not living with parents that funding is sufficient, in %	27.4

Students' assessment of sufficiency of funding to cover monthly costs by form of housing (in %)
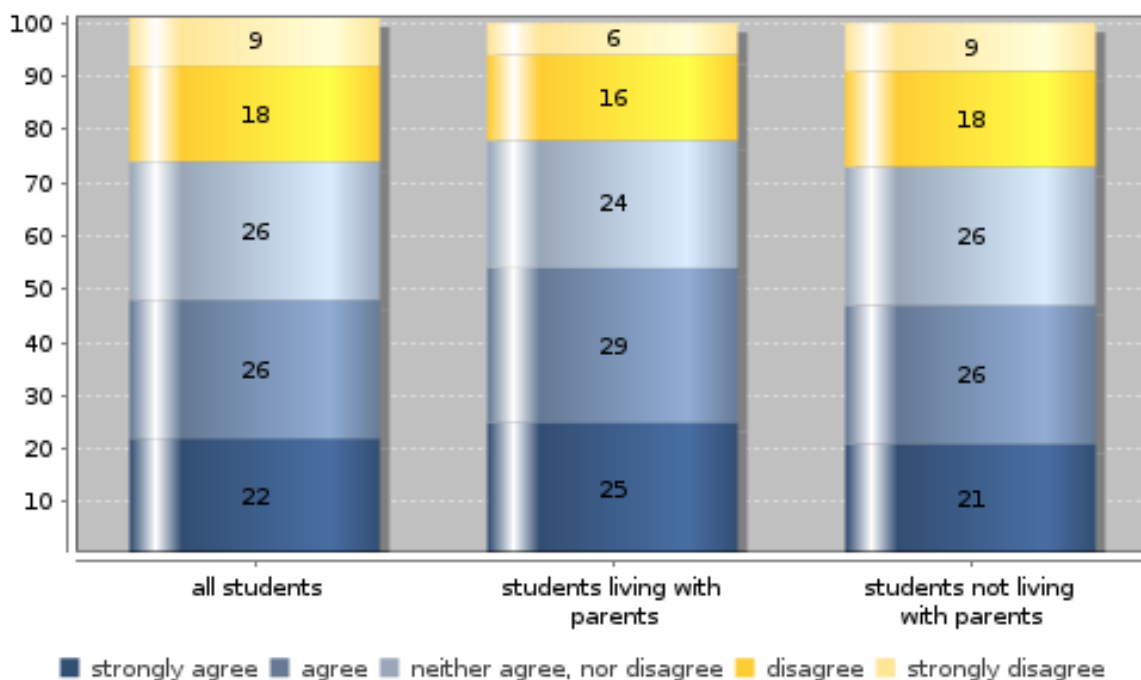
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Note: Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

Around half of all students report to get along relatively well with their financial situation, whereas a quarter of all students mention to have (severe) financial difficulties. The self-estimation of their financial situation does not differ much between students living with or without their parents. However, among students living with their parents, the proportion of those with financial difficulties is a bit lower. However, only less than 20% of all students live with their parents, and, hence, the situation of those not living with parents does not differ from the overall average.

Topic: E. Living costs

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

Key Indicators

students living with parents

Median income of students with very strong agreement that funding is sufficient, amount	500.0
Median income of students with very strong disagreement that funding is sufficient, amount	397.0
Students not living with parents:	
Median income of students with very strong agreement that funding is sufficient, amount	1106.0
Median income of students with very strong disagreement that funding is sufficient, amount	770.0

Average income by students' assessment (in %) of sufficiency of funding to cover monthly costs - students living with parents
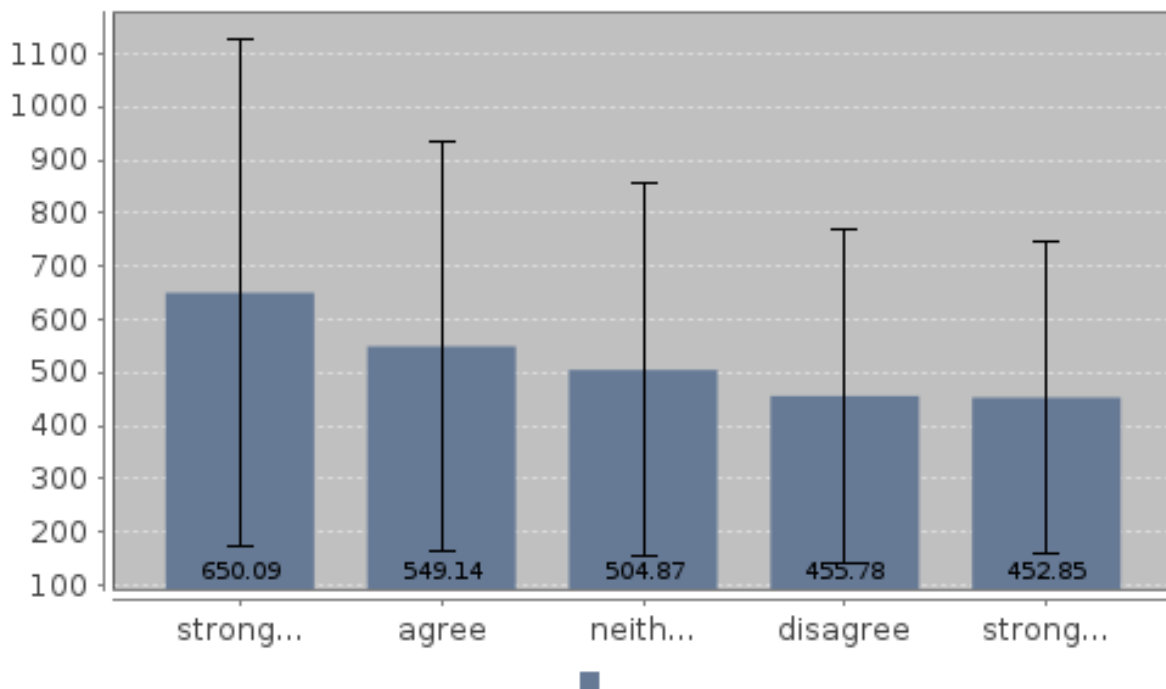
Average income by students' assessment (in %) of sufficiency of funding to cover monthly costs - students not living with parents
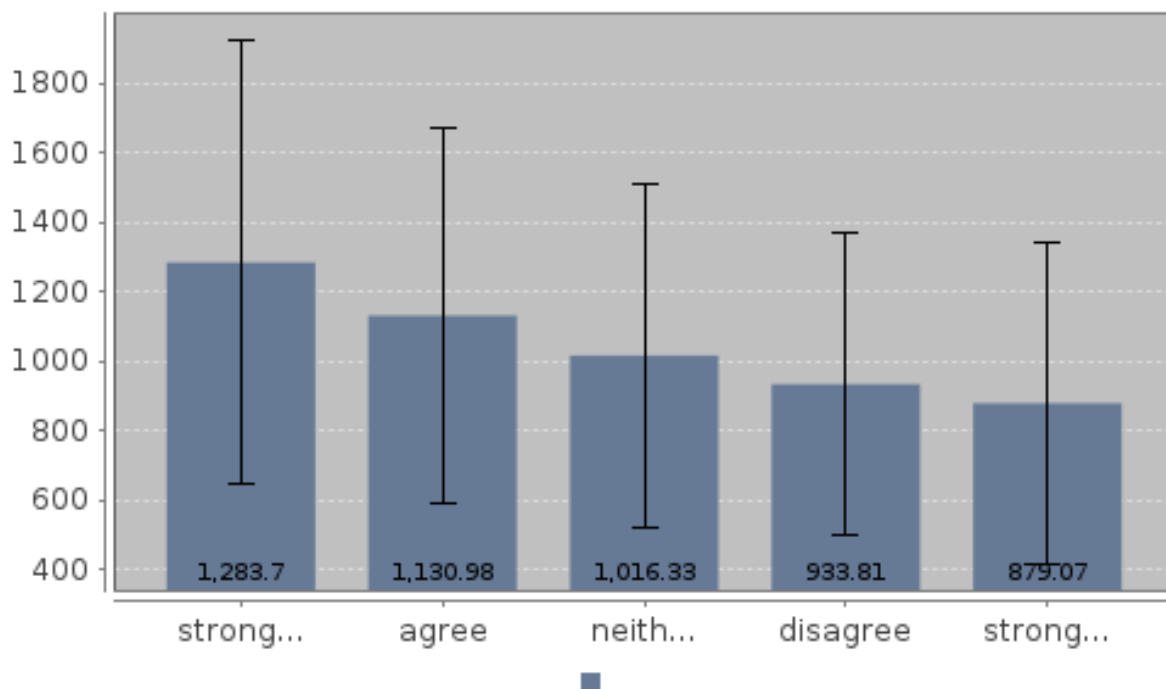
strong...	agree	neith...	disagree	strong...
1,283.7	1,130.98	1,016.33	933.81	879.07

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Note: Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

The big picture shows: The higher the students' income is, the more satisfied they are with their financial situation. Students living with their parents report to have financial difficulties if their total income (excluding transfers in kind) is on average below 500Euro. For students not living with their parents, this threshold is on average below 1.000Euro (including transfers in kind).

However, the high standard deviations (visualised by the lines in the figures) indicate that this connection is only a very superficial one. Whether students get by with their money, depends mainly on their fixed costs. They are higher, for example, when they have a child, a chronic disease or when they have to commute a lot. On the other hand, the total income very often depends on the income by paid employment and hence, depends on how much time students can and want to spend for paid employment. Therefore, a better financial situation often comes along with lower study intensity. A completely different picture is the situation of students with longer working experience before entering higher education. If they have to reduce their work load (e.g. because they get a special scholarship for formerly working students which limits the amount that can be earned by employment), they often still have higher living costs (accommodation, car...), but a far lower income situation and hence, financial difficulties.

Altogether, there are students with a comparatively high income reporting financial difficulties and students with a comparatively low income without financial difficulties.

Topic: E. Living costs

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

Key Indicators

(Strong) agreement that funding is sufficient of low-intensity students, in %	51.4
(Strong) disagreement that funding is sufficient of low-intensity students, in %	23.7
(Strong) agreement that funding is sufficient of up to 24 years old, in %	53.7
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	20.9
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	45.5
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	28.5

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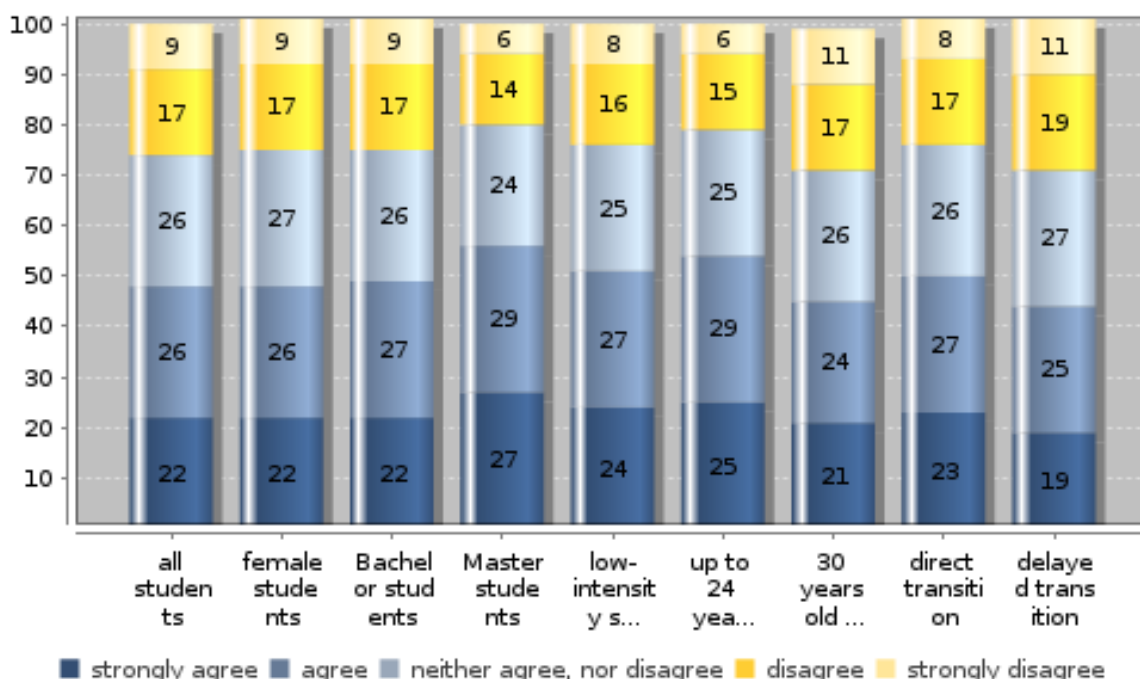
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Note: Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

Age is the most important variable to explain differences in the share of students with financial

difficulties. On average, 26% of all students report to have such difficulties. However, among students below 20 years, there are 16%, among students aged 23 there are 23%, among students aged 25 there are 28%, among students aged 27 there are 31% and among students aged 30 there are 34% with financial difficulties. Among students older than 30, this value falls to 25%. The reason for this increase is that between the ages of 25 and 27, several public subsidies (like child benefits, scholarships, reduced tariffs for health care or public transport) end and parents reduce their financial assistance for the students as well (from 2011 on, child benefit will end with 24 years). Students then have the choice to begin or increase paid employment, to get into debt or to reduce living standards to keep the amount of study intensity up.

Apart from these differences by age, there are no differences by gender, no remarkable difference between Bachelor and Master students (because at time of surveying, students (with higher income) in programmes for working students were overrepresented among Master students), no big difference between low and high intensity students, but a significant difference between students with direct or delayed transition corresponding to the different ages of these groups.

Topic: E. Living costs

Subtopic 8: Students' assessment of their financial situation by finance-related characteristics for students not living with parents

Key Indicators

(Strong) disagreement that funding is sufficient for students from low education background (ISCED 0-2), in %	31.3
(Strong) disagreement that funding is sufficient for students with child/ren, in %	30.5
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	33.2
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	26.3

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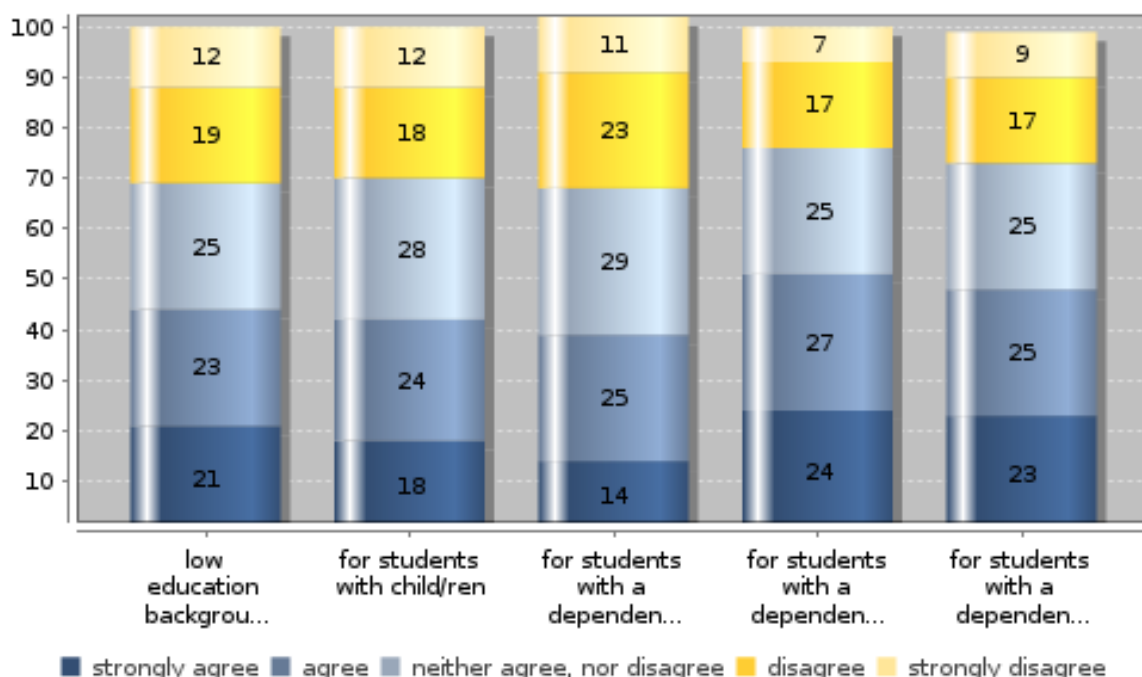
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Note: Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

As mentioned before (see Figure E7), age explains most of the variance in the share of students with

financial difficulties. Students from low education background are on average six years older. Among them, 31% report to have financial difficulties (26% on average of all students). Students with children are also older and have higher expenses. 30% of this group report to have financial difficulties. Within the groups compared here, students dependent on state support have the highest share with financial difficulties (33%). Receivers of a scholarship may only earn money up to a certain limit from paid employment. Moreover, means tested scholarships are lower than average contribution by parents. Scholarships for formerly working students are in fact a lot higher, but can hardly cover the higher living costs of their receivers. Among students who are mainly dependent on money from their parents, 24% report to have financial difficulties. This proportion varies greatly on how much students earn themselves from paid employment in addition to their parents' contribution. Just like the total average, 26% of the students depending mainly on paid employment report to have financial difficulties. They are also divided into students with high and low income depending on the "quality" of their jobs (typical student jobs or a more demanding activity).

Topic: F. Funding and state assistance

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

Key Indicators	
Composition of monthly income for students not living with parents	
Family/partner contribution for all students, in %	36.0
Family/partner contribution for Bachelor students, in %	37.6
Family/partner contribution for students with low education background (ISCED 0-2), in %	16.7
Family/partner contribution for students with high education background (ISCED 5-6), in %	44.9
Job contribution for all students, in %	42.3
Job contribution for Bachelor students, in %	38.8
Job contribution for students with low education background (ISCED 0-2), in %	56.8
Job contribution for students with high education background (ISCED 5-6), in %	37.5

Students' monthly income by source for students living with parents (in %)
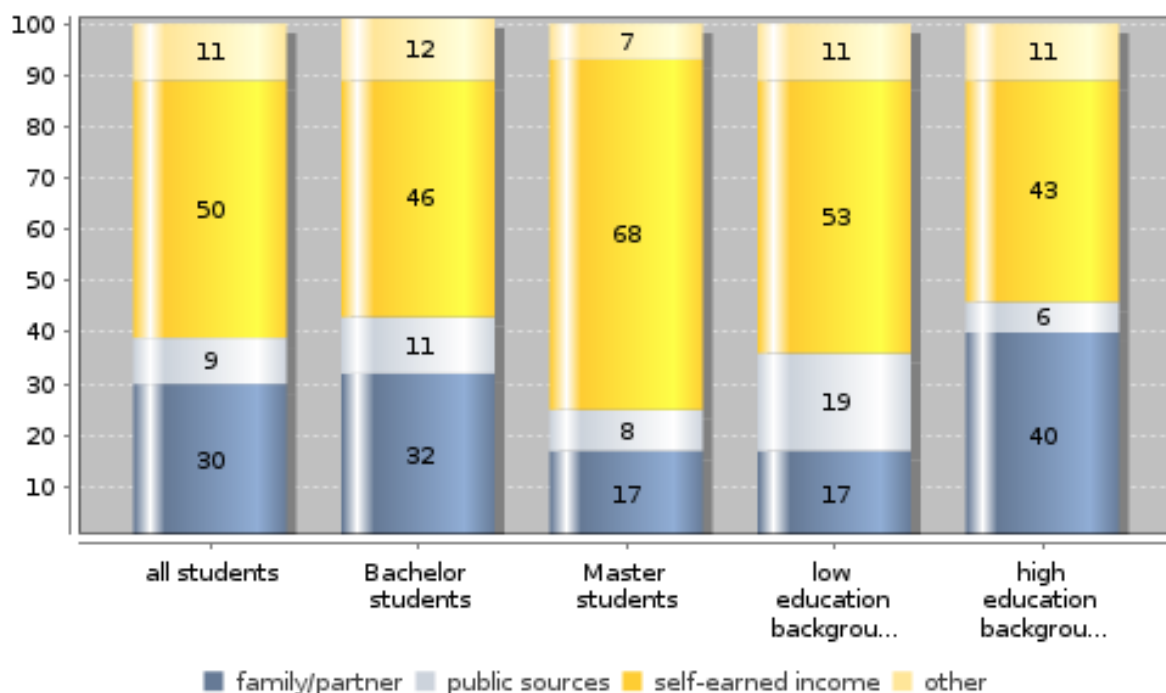
family/partner public sources self-earned income other

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

Legend: family/partner | public sources | self-earned income | other
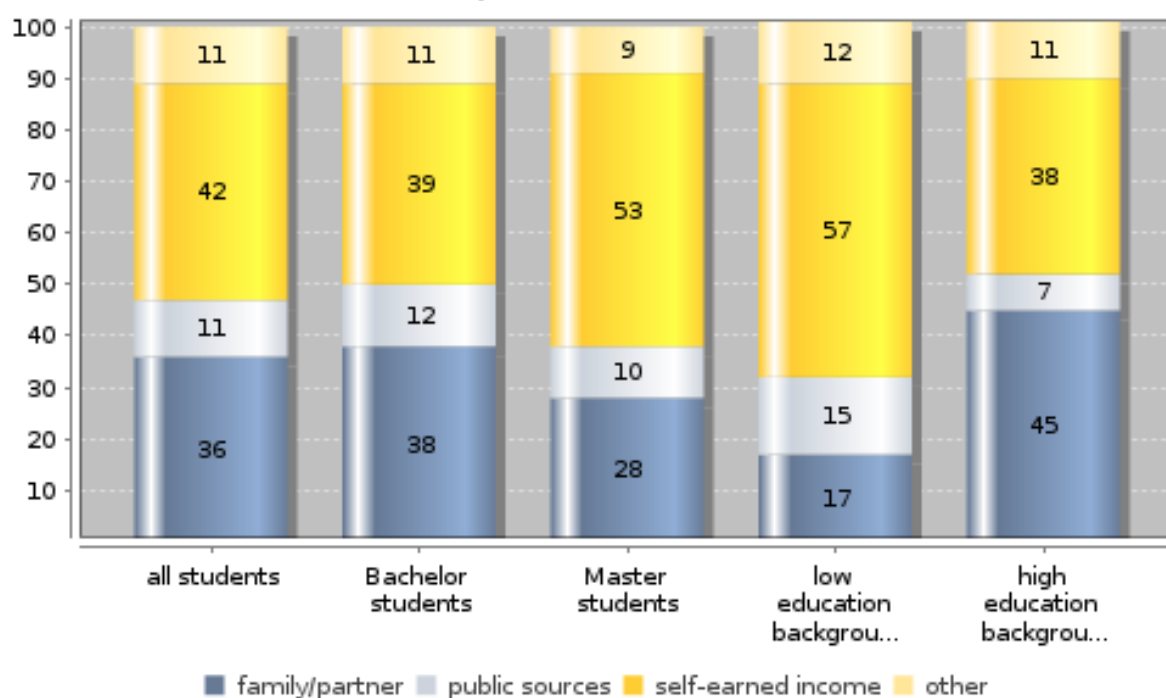
details on missing data:

methodical issues or considerations for data interpretation:

Data Cleaning Funding and State Assistance:

First, amounts for monthly income (cash only) was capped (less or equal 50Euro/month or more or equal 4000Euro) to exclude implausible outliers from analysis.

For all finance topics, an extensive data cleaning was done to improve data quality. For each source of funding, different information given by students was related to the amounts of money, students get from different sources.

Family: In order to improve estimation of student's funding by parents and family, different ratios of total income and expenses were taken into account in order to identify and correct values given not for monthly income but for funding per year, half a year or term. The same procedure was used for every source which may not be disbursed monthly, i.e. special scholarships, other sources, irregular payments and income from term-break jobs.

State Assistance: The amount of public grants is arranged depending on different criteria. Therefore, amounts given by the respondents were matched with variables like form of housing, marital status, age, impairments/ diseases etc. and imputed. This does not mean replacing numbers arbitrarily but correcting according to the legal regulations of state assistance for students. The same procedure was used for amounts of family assistance payments, which were related to student's age.

Self-earned income: Wages were corrected with an algorithm using form of occupation (different kinds of labour contracts) and working-hours as factors.

national interpretation of the results of the data analysis:

Note:

1. Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

2. Public sources do only include public student support. Students until the age of 26 may also receive child benefit (on average 210Euro per month). In most cases, this money is paid to the parents. Hence, in many cases financial support by parents includes public transfer. We estimated that the amount of this 'hidden' public transfer is around 80Euros on average of all students.

Students living with parents have an average income of 520Euro per month. Around half of that comes from self-earned income, a third from their family and 10% from public sources. However, if transfers in kind would be included, the support by family would be the most important source of income for students living with parents (those transfers sum up to around 190Euros/month). Students not living with their parents have an income of 1.060Euros per month. The most important source of income for these students is self-earned income, covering 42%. Secondly, their family contributes on average 36% (incl. around 150Euros in kind). Public and other sources contribute 10% each to the total income.

The older the students are, the higher is their income. However, with growing age, contributions by family and the state shrink and self-earned income gains importance. This explains mainly the difference in total amount of income between Bachelor and Master Students as well as the structure of their income by sources. Students from low education background are on average several years older than students from higher educational background. That is the reason why their total income is higher and it partly explains the greater importance of self-earned income. However, if age is kept constant, it shows that students from low education background still have a higher income from paid work, because they receive far less contribution from their family which public student support does not completely compensate.

Topic: F. Funding and state assistance

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

Key Indicators

median income all students, amount	435.0
median income Bachelor students, amount	400.0
median income Master students, amount	600.0
median income low-intensity students, amount	500.0
median income 25-29 years old, amount	550.0

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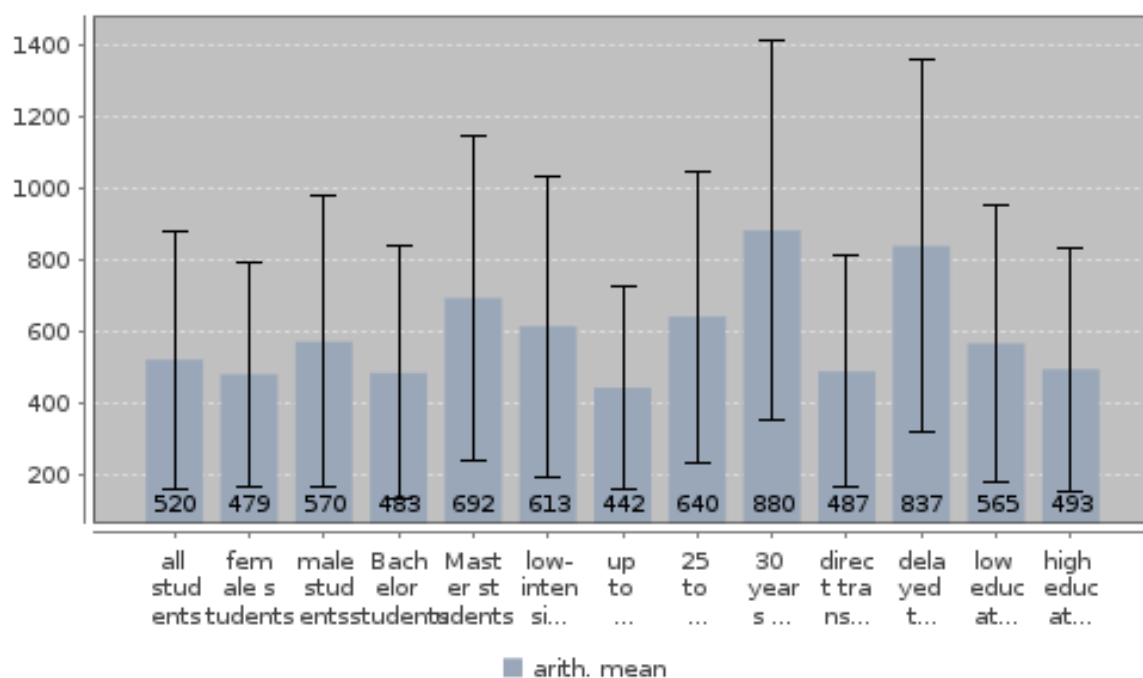
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Note:

Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

Students living with parents have an average (mean) income of 520Euro per month. However, the

median income is 435Euro and the standard deviation is 360Euro, hence, indicating quite a big heterogeneity in students' income (70% of the students living with parents have an income between 160Euros and 880Euros per month, i.e. mean plus/minus std.dev). Female students living with their parents have on average 90Euros less than male students. That is mainly because male students have a higher income from paid employment and are on average older. The older students are, the higher is their monthly income. Younger students (up to 24 years) living with their parents, have on average an income of 440Euros, those between 25 and 29 years have on average an income of 640Euros and those at the age of 30 years or older have on average an income of 880Euros. That explains e.g. the difference between Bachelor (480Euro mean) and Master Students (690Euros) living with their parents. Also, students living with their parents and showing low study intensity are on average older (610Euros), just as are students with delayed transition (840Euros) and students from low education background (565Euros). Compared to them, students living with parents from higher educational background have on average 70Euros less per month and students with direct transition have on average 350Euros less than those with delayed transition.

Topic: F. Funding and state assistance

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

Key Indicators

Income cut-off point for lowest 20% of students, amount	250.0
Gini coefficient	0.35

Distribution of students' total income per month by income decile (in euro)
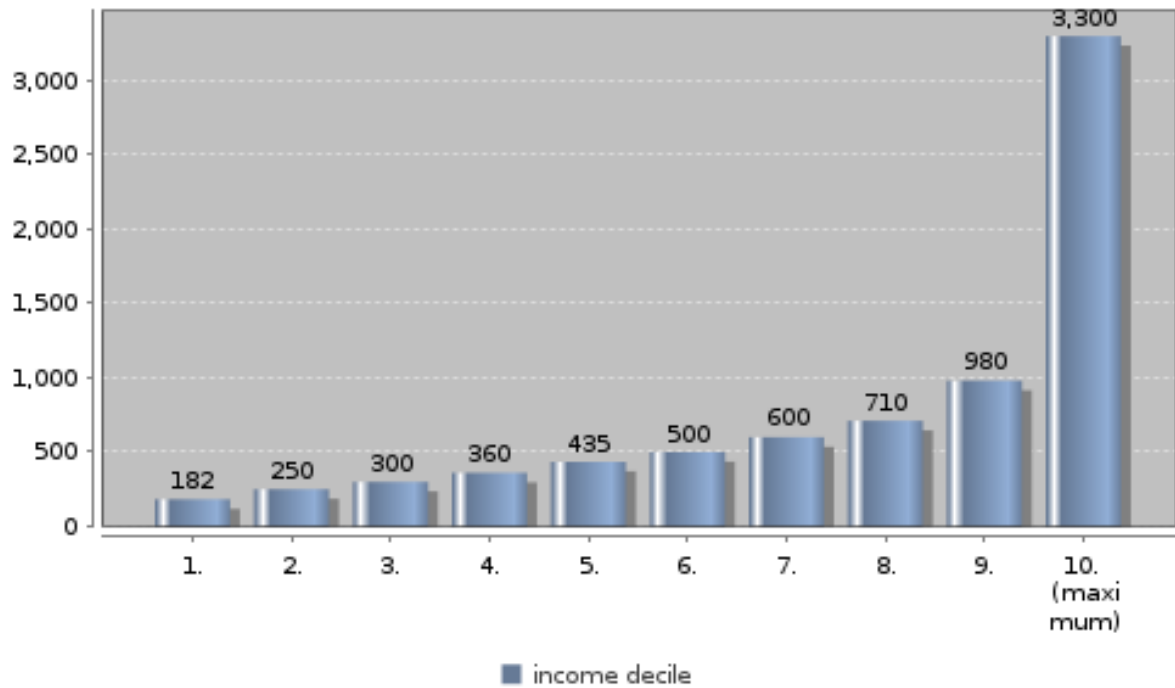
Concentration of students' monthly total income per month (Lorenz curve, decimal fraction)
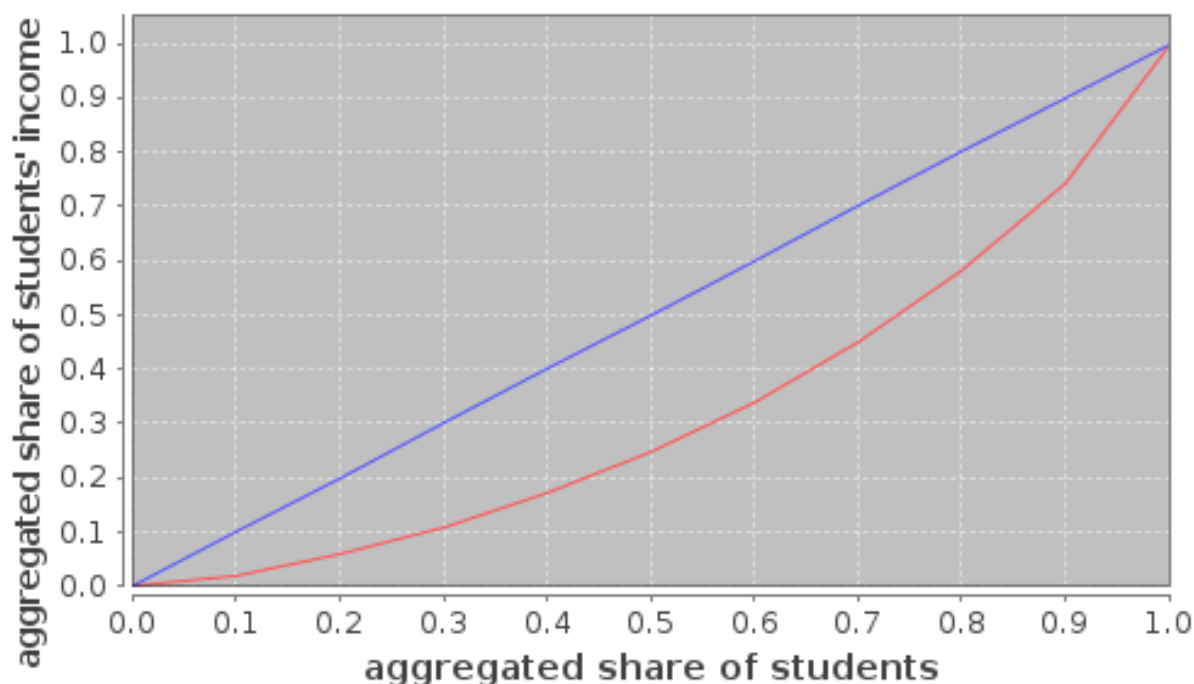
details on missing data:
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
Note:
Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

To measure the income concentration among students living with their parents, they are sorted by their income and splitted in 10 groups of equal size (deciles). Students within the first decile have on average an income of 130Euros per month; students in the 10th decile have on average an income ten times higher, namely 1.360Euros. This spread is indicated by the so called Gini Coefficient, which can take values from 0 (all income equally distributed - no concentration of income) to 1 (1 person has all the income - full concentration of income). The value for students in Austria living with their parents is 0.35. For comparison: The Gini Coefficient for the income distribution within the Austrian society is 0.29 (according to the UNDP Human Development Report 2010). Hence, the income concentration among students living with their parents is higher than within total society, or, in other words, students living with their parents are more heterogeneous than most would probably have expected (http://hdr.undp.org/en/media/HDR_2010_EN_Complete_reprint.pdf).

Topic: F. Funding and state assistance

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

Key Indicators

median income all students, amount	912.0
median income Bachelor students, amount	880.0
median income Master students, amount	1003.0
median income low-intensity students, amount	1080.0
median income 25-29 years old, amount	950.0

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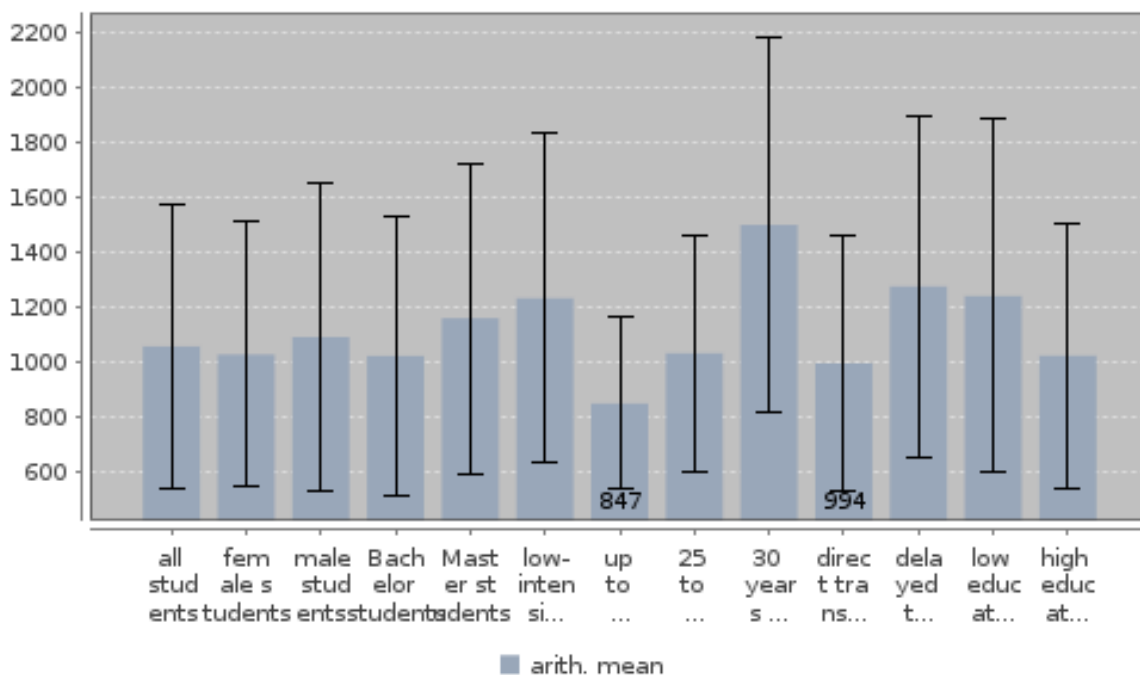
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Note:

Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

Students not living with parents have an average (mean) income of 1.060Euro per month. However, the

median income is 910Euro and the standard deviation is 520Euro, hence, indicating quite a big heterogeneity in students' income (70% of the students not living with parents have an income between 540Euros and 1.580Euros per month, i.e. mean plus/minus std.dev). Female students not living with their parents have on average an income 60Euros lower than male students. That is mainly because male students have a higher income from paid employment and are on average older. The older students are, the higher is their monthly income. Younger students (up to 24 years) not living with their parents, have on average an income of 850Euros, those between 25 and 29 years have on average an income of 1.030Euros and those 30 years or older have on average an income of 1.500Euros. That explains e.g. the difference between Bachelor (1.020Euro mean) and Master Students (1.160Euros) not living with their parents. Also, students not living with their parents and showing low study intensity are on average older (1.230Euros), just like students with delayed transition (1.280Euros) and students from low education background (1.240Euros). Compared to them, students not living with parents from higher educational background have on average 220Euros less per month and students with direct transition have on average 290Euros less than those with delayed transition.

Roughly spoken, students not living with their parents have a twice as high income as students living with their parents. However, the in the figure presented income includes once transfers in kind for students not living with parents and once no such transfers for students living with their parents. Moreover, the factor 2 is not valid in case comparing students by age group: Those up to 24 years not living with parents have 'only' a 1.6 times higher income than their colleagues living with parents. Those students older than 30 years have an income nearly three times higher. That illustrates that income corresponds not only with type of accommodation, but also with the age of the student. Students not living with their parents are on average four years older than their colleagues living with their parents.
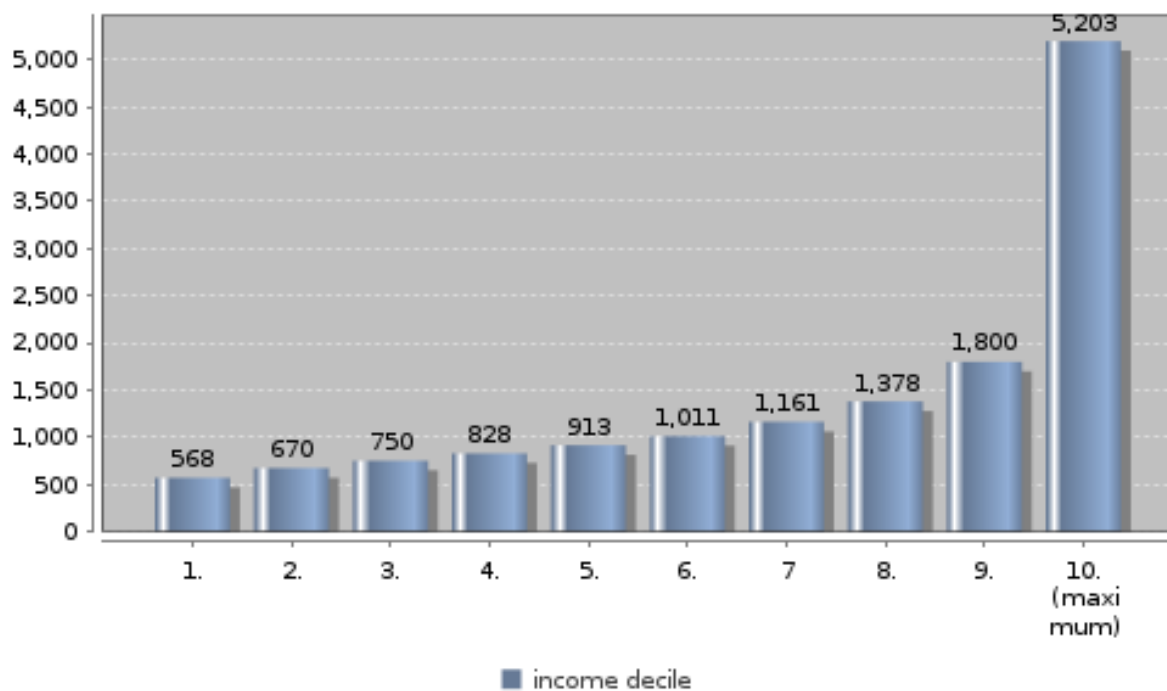
Topic: F. Funding and state assistance

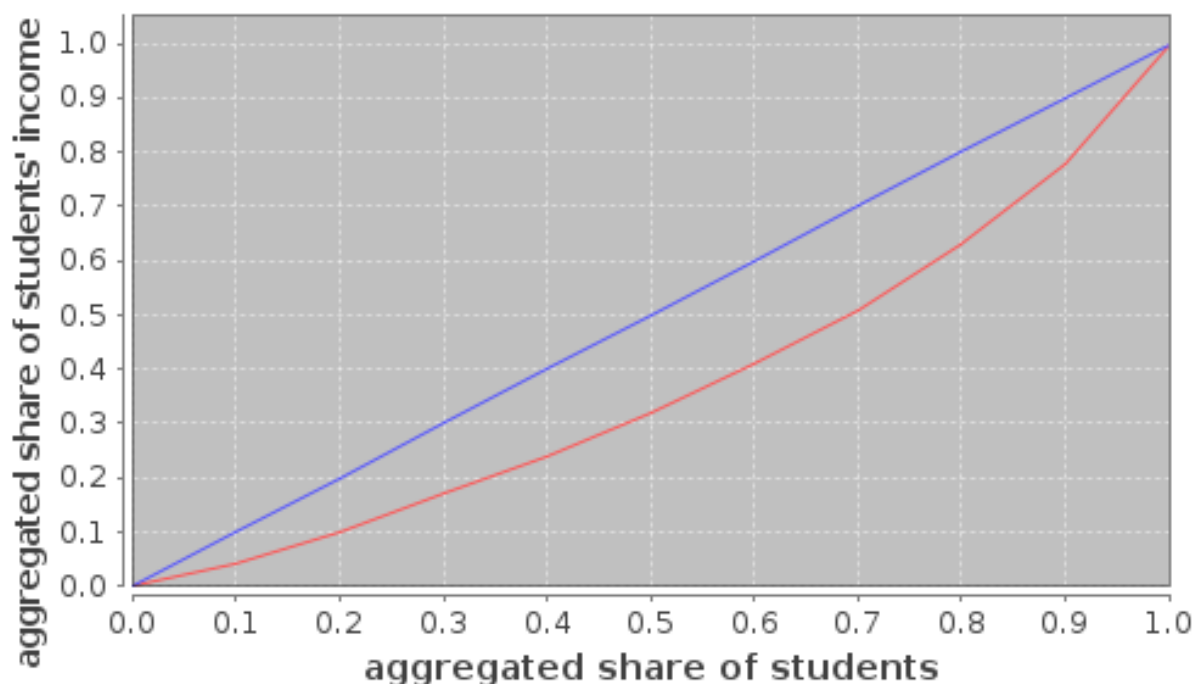## Subtopic 5: Distribution and concentration of total monthly income for students not living with parents

Key Indicators

Income cut-off point for lowest 20% of students, amount	670.0
Gini coefficient	0.25

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

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

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Note:

Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

To measure the income concentration among students not living with their parents, they are sorted by their income and splitted in 10 groups of equal size (deciles). Students within the first decile have on average an income of 460Euros per month. Students in the 10th decile have on average an income five times higher, namely 2.260Euros. This spread is indicated by the so called Gini Coefficient, which can take values from 0 (all income equally distributed - no concentration of income) to 1 (One person has all the income - full concentration of income). The value for students in Austria not living with their parents is 0.25. For comparison: The Gini Coefficient for the income distribution within the Austrian society is 0.29 (according to the UNDP Human Development Report 2010). Hence, the income concentration among students not living with their parents is lower than within total society and far lower than among student living with their parents (http://hdr.undp.org/en/media/HDR_2010_EN_Complete_reprint.pdf).

Topic: F. Funding and state assistance

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

Key Indicators	
Family/partner contribution for students not living with parents	
Share of recipients of all students, in %	62.8
Share of recipients of Bachelor students, in %	64.5
Share of recipients of students with low education background, in %	34.5
Share of recipients of students with high education background (ISCED 5-6), in %	72.7
Contribution to total monthly income of all students, in %	60.6
Contribution to total monthly income of Bachelor students, in %	62.3
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	47.1
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	65.3

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

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

details on missing data:
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
Note:
Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfers in kind.

Students living with their parents:
72% of the students living with their parents receive a financial contribution in cash from their parents. On average, that amounts to 220Euro per month. Hence, if one calculates the parents' contribution on average over all students living with their parents (those not receiving any contribution enter with '0' in the calculation), the amount comes to 160Euros, which is 30% of the average total income of students living with their parents. Bachelor and Master Students receive more or less the same amount from their parents, but 74% of the Bachelor and only 59% of the Master Students are supported by their parents. Hence, the average contribution for Master Students is 25Euros lower than for Bachelor students. Moreover, because the total income of Master students is higher than the income of Bachelor students, the share of their family's contribution amounts with 17% only to half that of Bachelor Students (32%). 50% of students from families with low educational background receive money from their family (on average 190Euros) compared to 82% of the students from higher educational background (average 240Euros). A recalculation for all students living with their parents results in a twice as high contribution from families with higher educational background. However, those students are on average 2.5 years younger and have on average a lower income than students from low education background. Summing

all this up, students from low education background receive 17% and students from higher educational background receive 40% of their income from their family.

Students not living with their parents:

Nearly two thirds of the students not living with their parents receive financial contributions in cash and kind from their family (including partner) of on average 610Euros. On average of all students not living with their parents, this amounts up to 380Euros (610*62,8%), which covers 36% of their total income of 1.060Euros. Families of all groups regarded in the figure contribute nearly the same amount of money and kind. Only students from higher educational background get on average 630Euros. The difference between the groups is the proportion of students receiving any family support, which is 65% of Bachelor Students, 55% of Master Students, 35% of students from low educational background and 73% of students from higher educational background. Hence, the average amount of income funded by family differs between 210Euros (Students from low education background) to 460Euros (students from higher educational background). In contrast, students from low education background have the highest total income (1.240Euros). They are on average 2.5 years older and have a higher income from paid employment. Bachelor students and students from higher educational background have the lowest total income (1.020Euros). To conclude, family contribution in cash and kind contributes on average 36% of the total income of students not living with their parents. The proportions for Bachelor Students are 38%, for Master Students 28%, for students from low educational background 17% and for students from higher educational background 45%.

Topic: F. Funding and state assistance

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

Key Indicators

Public support for students not living with parents	
Share of recipients of all students, in %	28.4
Share of recipients of Bachelor students, in %	32.4
Share of recipients of students with low education background, in %	37.8
Share of recipients of students with high education background (ISCED 5-6), in %	18.8
Contribution to total monthly income of all students, in %	42.9
Contribution to total monthly income of Bachelor students, in %	44.3
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	51.7
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	41.3

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

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

■ share of recipients in % ■ income source as share of total income in %
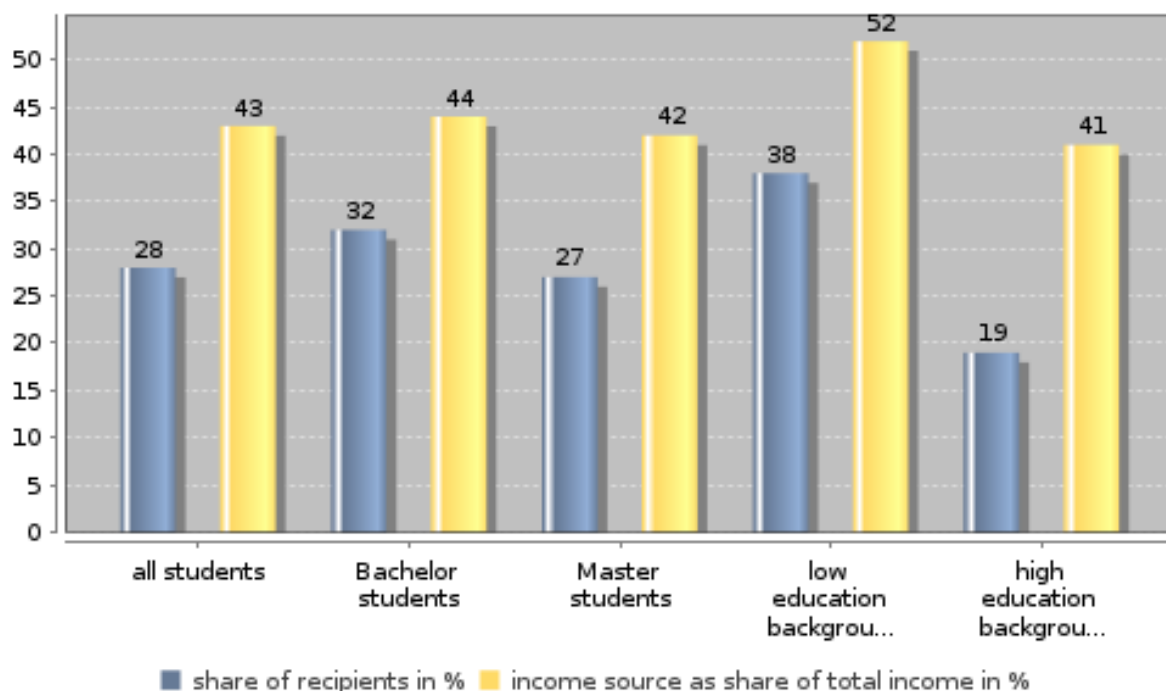
details on missing data:
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
Note:
1. Financial issues of students living with parents are reported without transfers in kind (costs paid by others), financial issues of students not living with parents are reported with transfer in kind.
2. Public sources do only include public student support. Students until the age of 26 may also receive child benefit (on average 210Euros per month). In most cases this money is paid to the parents. Hence, financial support by parents includes in many cases public transfer. We estimated that the amount of this ´'hidden' public transfer is around 80Euros on average of all students.

Students living with their parents:
On average, 21% of the students living with their parents receive a public student support of around 240Euros. Converted for all students living with their parents, this adds up to 9% of their total budget. Master Students get on average a higher grant (260Euros) than Bachelor Students (240Euros), but they have a higher total income and hence, public support contributes only 8% of their total budget compared to 11% among Bachelor Students. The differences between students from lower and higher educational backgrounds are larger: Both receive on average the same amount of grant (255Euros), but much more students from low education background receive a grant (42%) than students from higher educational background (12%). Hence, even if students from lower background have a higher total income, public support adds on average a higher share to it (19%) than to the budget of students from higher educational background (6%).

Students not living with their parents:

The student support system in Austria takes into account if it is reasonable for students to live with their parents or if their location of study is too far away. In the latter case, they receive a higher grant. Moreover, students with self-earned income over the last four years, receive a higher grant independently from their parents' income. That is the reason why the average grants are higher among older students (e.g. Master Students).

On average, 28% of students not living with their parents receive a grant of around 400Euros, which contributes 11% to their total income. The highest ratio of grant receivers (38%) and the highest average grant (480Euros) can be found among students from low education backgrounds. However, the majority of this group does not receive student support and relies strongly on self-earned income. Therefore, this group has the highest total income and income from student support contributes only 15% to it. Students from higher educational backgrounds are showing the opposite picture: Only 19% receive a grant of on average 380Euros, which contributes 7% of the average income of that group. Bachelor and Master Students are in between.

Topic: F. Funding and state assistance

Subtopic 8: Make-up of public support

Key Indicators

Non-repayable public support as share of total public support for all students (recipients only), in %	100.0
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	100.0
Students who receive non-repayable support as share of whole student body, in %	25.1
Students who receive non-repayable support as share of all Bachelor students, in %	27.9
Students who receive repayable loans as share of whole student body, in %	Students who receive repayable loans as share of all Bachelor students, in %

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

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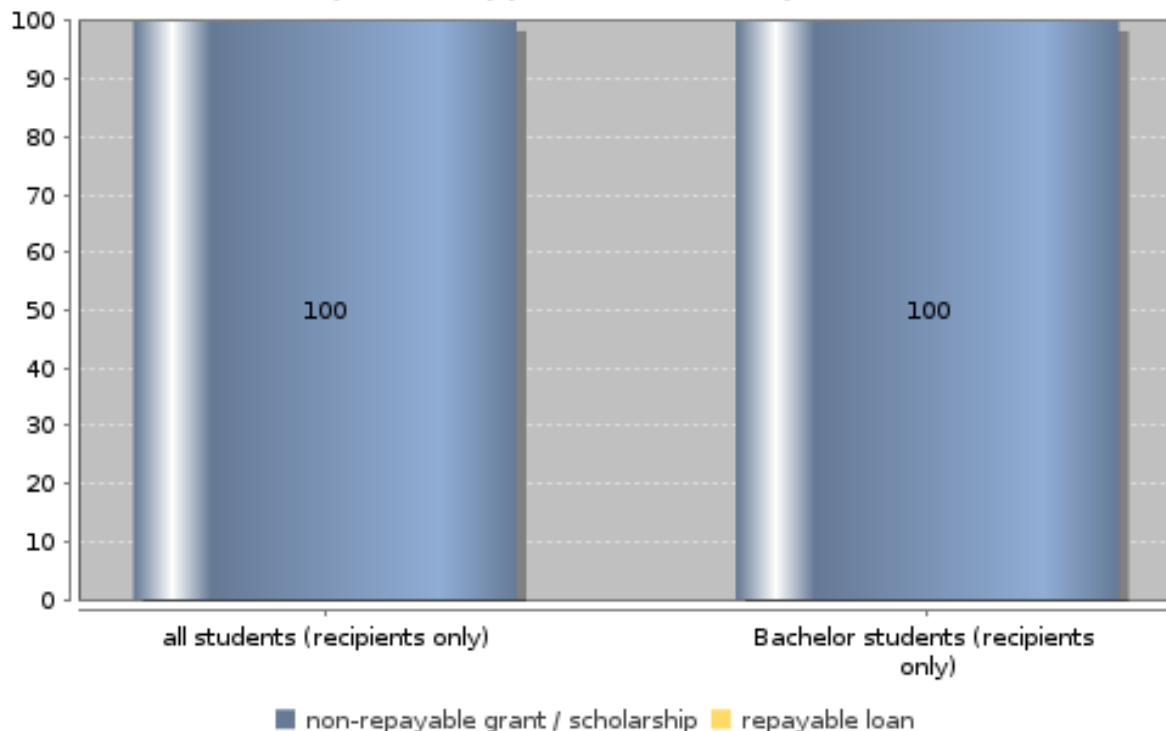
Share of recipients of public support among whole student body by instrument (in %)
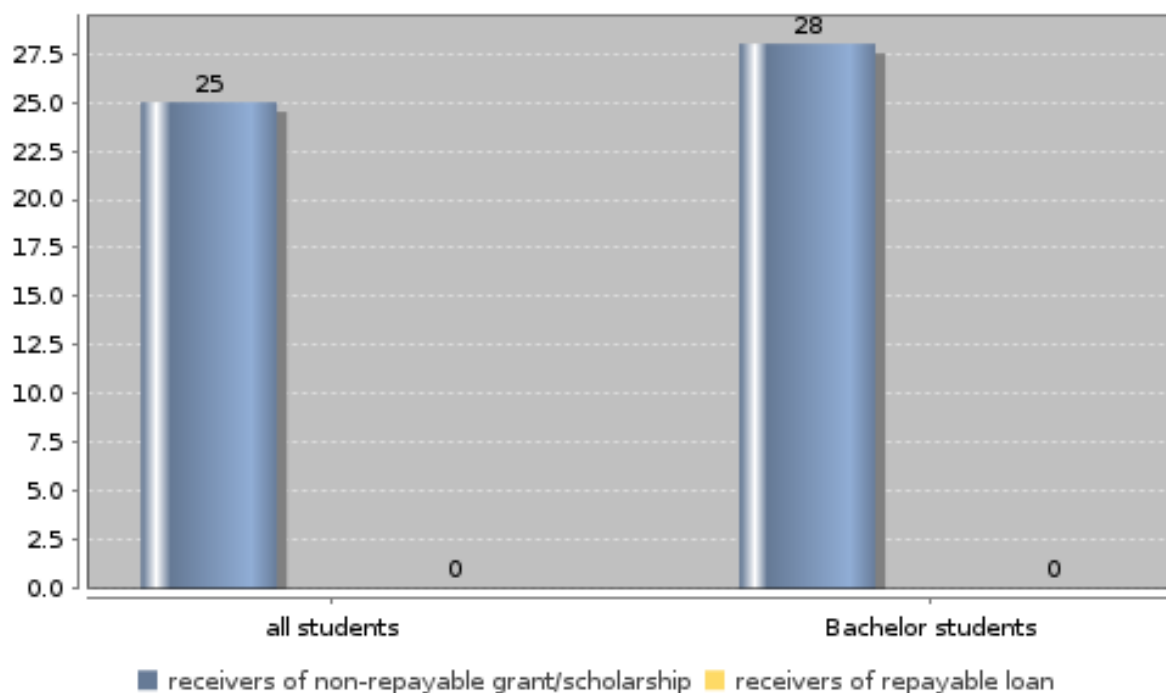
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

All student support in Austria is given as a non-repayable grant. It is a means tested support system. However, there are two different kinds of grants: Once, the 'normal' grant which depends on the financial situation of the student's parents, the number of brothers and sisters and if it is reasonable for the student to live with his or her parents or if the study location is too far away (the limit is around 1 hour of one-way travelling by public transport). Secondly, students can receive a grant if they sustained themselves during the last four years. In that case, the student's income is taken into account, not the situation of his or her parents. Those grants are on average more than twice as high as the 'normal' grants. Both grants are altogether reviewed in the figure.

On average 25% of the students receive a grant. Among the younger Bachelor Students there are 28% grant receivers.

Topic: F. Funding and state assistance

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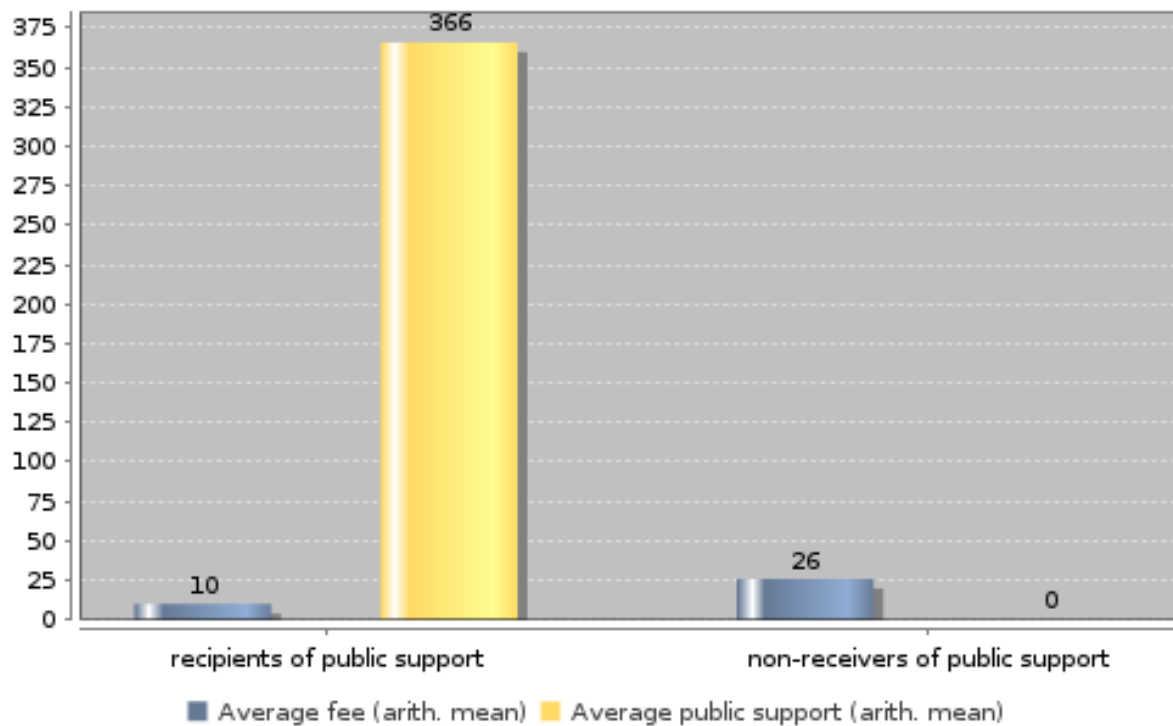
Key Indicators

Recipients of public support who pay fees, in %	4.3
Share of public support which covers fees for recipients of public support, in %	2.8

Recipients of public support by payment of fees (in %)
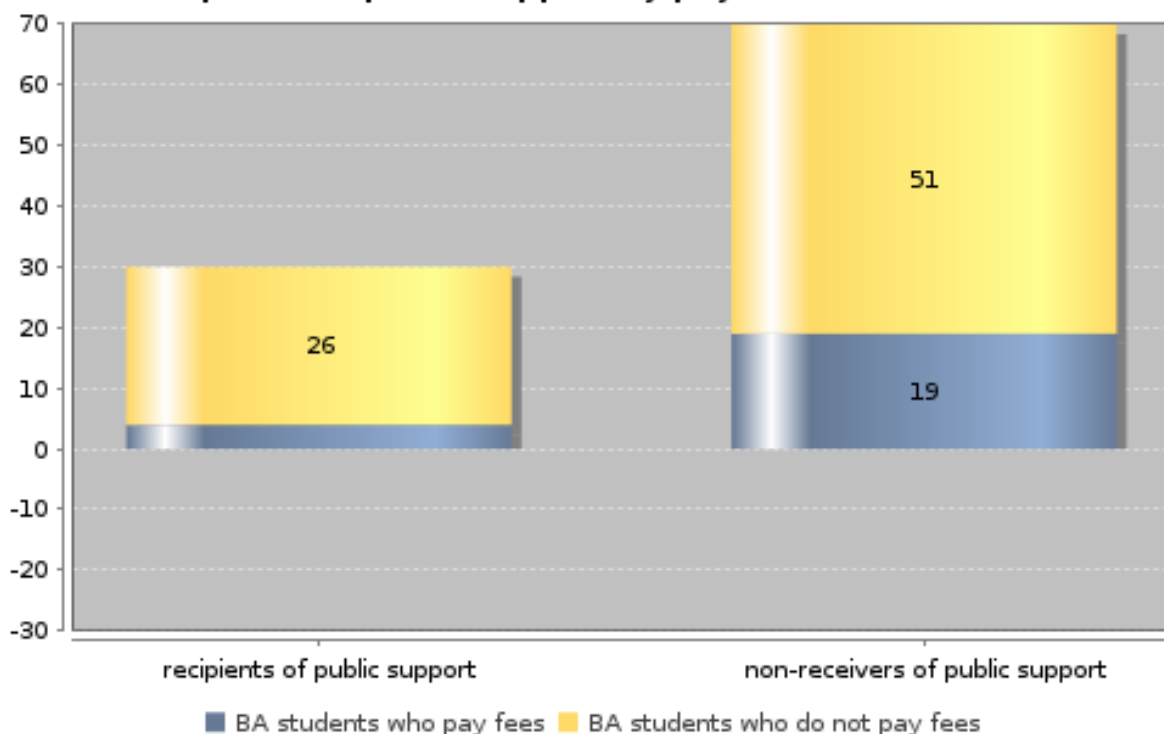
Impact of fees for receivers of public support (amounts in euros)

recipients of public support: Average fee 10, Average public support 366
non-receivers of public support: Average fee 26, Average public support 0

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

details on missing data:

Due to missing data (data cleaning, nonresponse) the percentage of recipients of public support differs from that in sheet 8.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Since 2009 tuition fees have been abolished at public universities for students studying in time or are working part time. Only some Universities of Applied Sciences still charge fees of around 360Euros/semester (i.e. around 60Euros per month) from all students. Receivers of public student support get the fees refunded.

23% of all Bachelor Students paid fees in 2009. Among them 18% received a grant. Out of the two thirds not paying tuition fees 34% received a grant. The low rate of grant receivers among students paying fees is due to the fact that at Universities of Applied Sciences many students study in special programmes for working students. Hence, they have a higher income and do not qualify for a grant.

TEXT 2. GRAFIK FEHLT

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

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

Key Indicators

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

Regular paid job during term, in %	49.5
Occassional paid job during term, in %	15.3
Regular paid job during term and in term break, in %	49.5
Occassional paid job during term and in term break, in %	15.3

Employment rate of students living with parents by type of employment (in %)
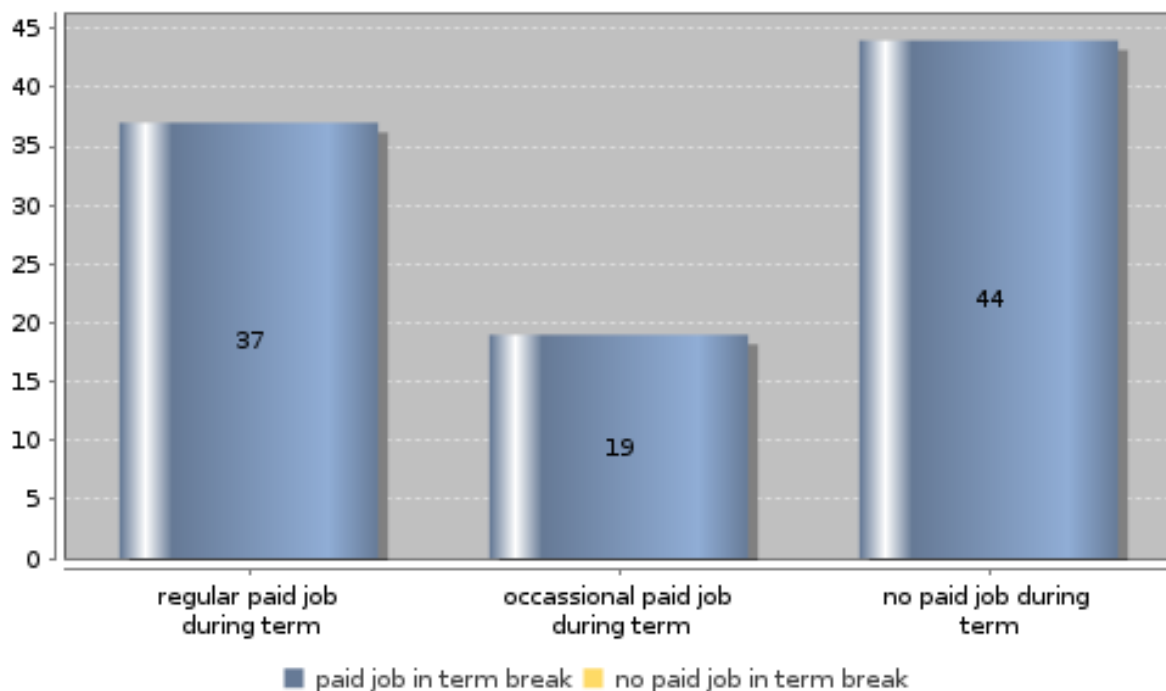
Employment rate of students not living with parents by type of employment (in %)
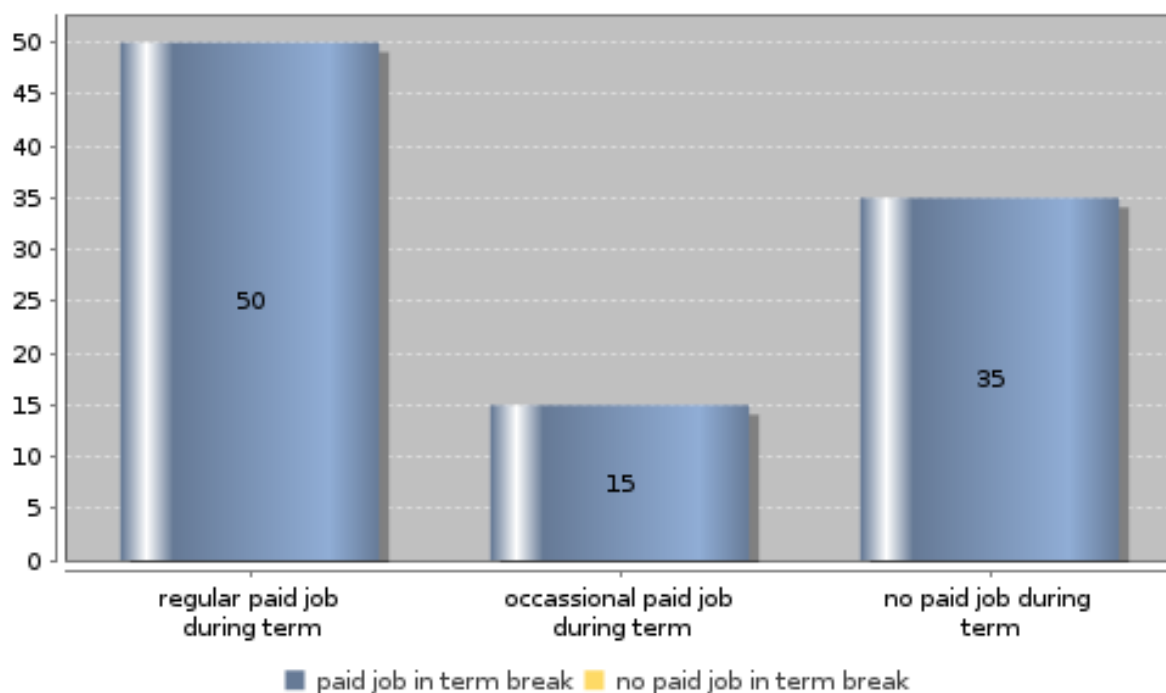
details on missing data:

Only students not working during term have been asked the question 3.9 "Did you have a paid job during the term break in the last 12 months?". Hence, we cannot completely fill-in the above tables. We can only provide data for the "Total" column, plus we can provide the % of students with no paid job at any time (but we cannot enter it anywhere).

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

56% of the students living with parents have a paid job during term. Two thirds of those have a regular paid job (i.e. 37% of all students living with parents) and one third has an occasional job during term (i.e. 19% of all).

Among students not living with their parents, the ratio of students with a regular paid job during term is about 10%-points higher. Altogether, 65% of the students not living with their parents have a paid job during term, of which 76% have a regular job (i.e. 50% of all students not living with parents) and a quarter has an occasional job during term (i.e. 15% of all).

Topic: G. Time budget and employment

## Subtopic 2: Employment rate during term-time by hours of regular paid employment and characteristics of students

Key Indicators

Regular paid job, 5 hours or more per week, all students, in %	45.9
Regular paid job, 5 hours or more per week, BA students, in %	39.7
Regular paid job, 5 hours or more per week, low-intensity students, in %	63.5
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	71.5

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

- no regular paid job
- regular paid job, up to 5 hours per week
- regular paid job, 5 hours or more per week
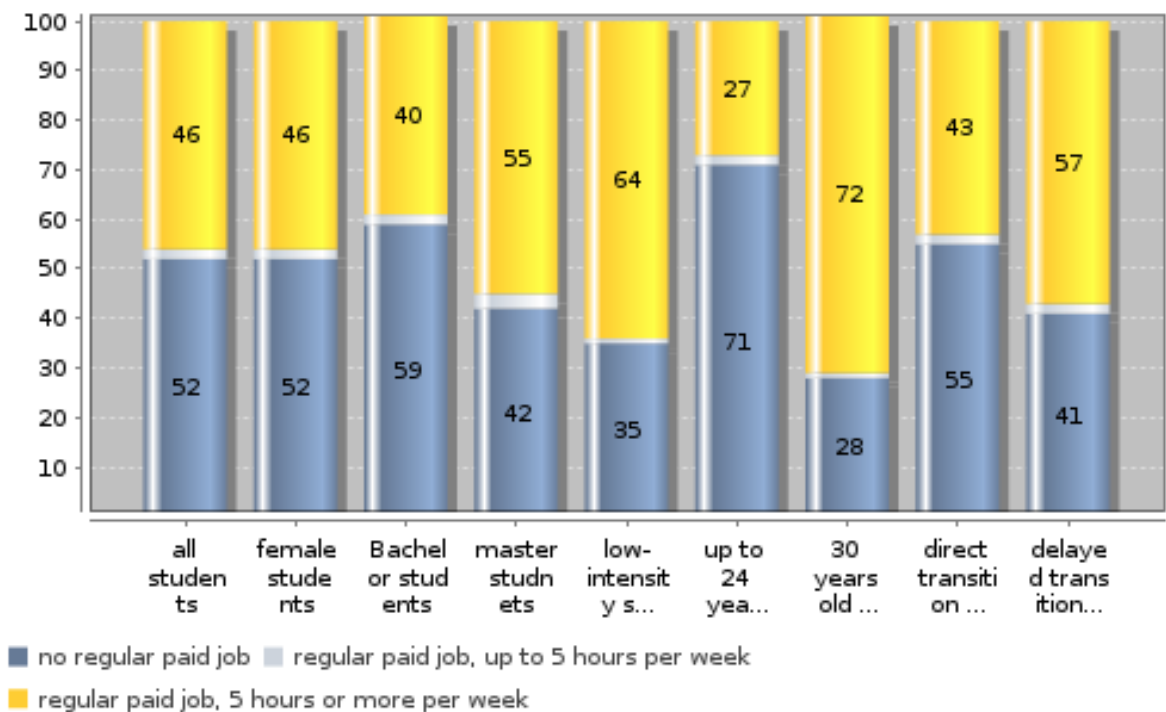
details on missing data:

due to data cleaning on the time budget there are 560 cases missing within the group of students not living with parents.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Note: Data is based on respondents with valid data about their time budget only. Rate of employment is therefore slightly lower than in other indicators.

Only a few students not living with parents of all comparative groups work less than five hours a week.

The majority has paid jobs of more than five hours a week, the minority is not working at all. On average of all students not living with parents, more than a half (55%) have a paid job of more than five hours a week. There is no gender difference, but the proportion increases with students' age: Among those younger than 25 years, 37% have a paid job of more than five hours, among those 30 years and older 78% have such a job. Hence, more Master (65%) than Bachelor Students (49%) and more students with delayed transition (65%) than with direct transition (52%) work more than five hours a week. Interesting is the 'low-intensity' group. Of them, 70% work more than five hours, 4% less than five hours, but 25% do not have a regular job at all. This indicates that low study intensity is not only caused by paid employment, but can have other reasons, like child care, chronic disease and so on.

Topic: G. Time budget and employment

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

Key Indicators

Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	56.9
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	41.9
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	64.4
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	41.9

Employment rate during term-time of students not living with parents by hours of regular paid employment and social background (in %)
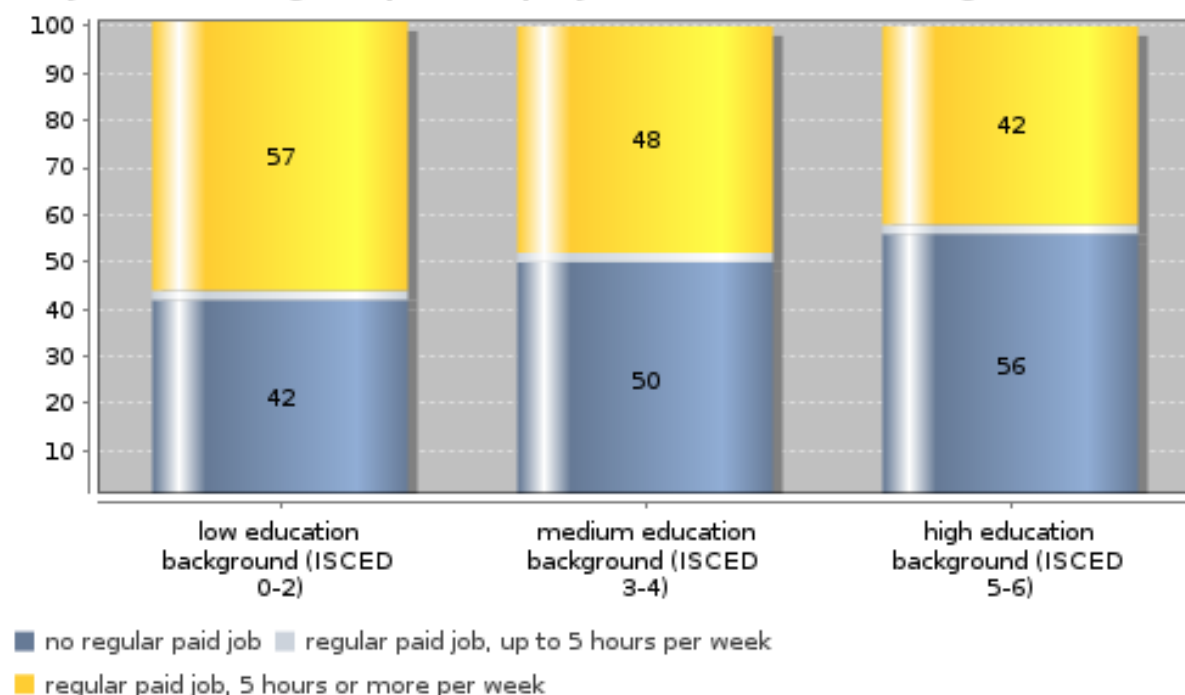
Income from regular paid employment of students not living with parents by income source (in euros)
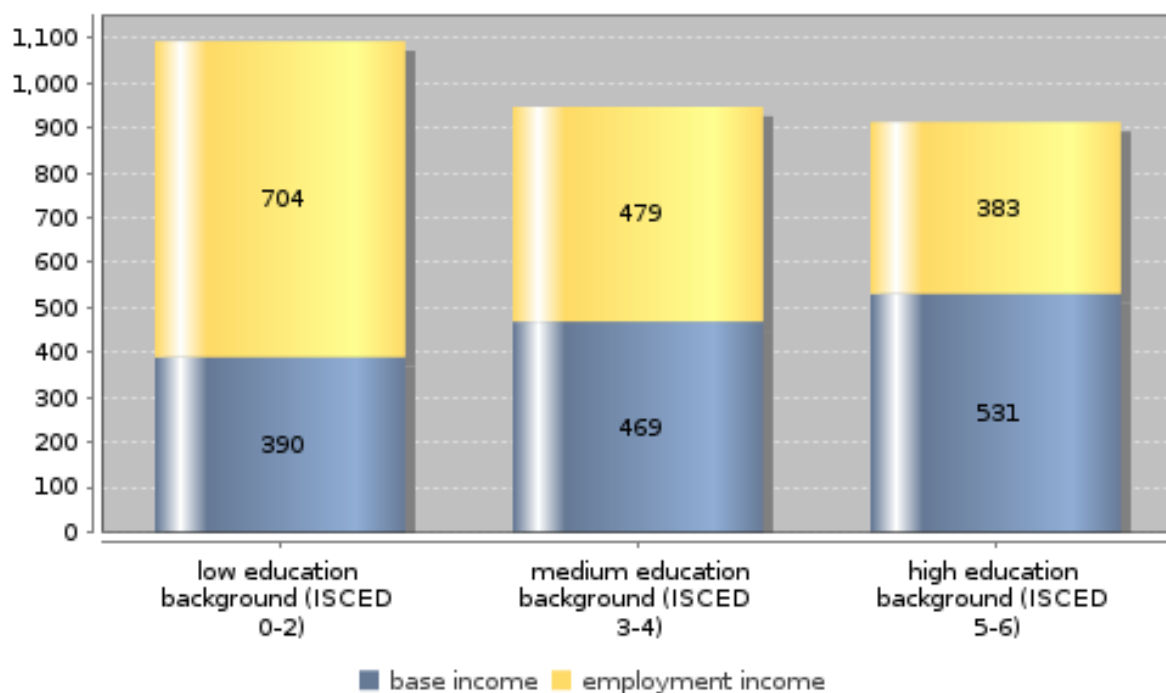
details on missing data:

methodical issues or considerations for data interpretation:

ISCED 4 is coded with ISCED 5 because national data does not provide this differentiation.

national interpretation of the results of the data analysis:

Note: Data is based only on respondents with valid data about their time budget. Rate of employment is therefore slightly lower than in other indicators.

On average of all students not living with parents, almost half (46%) have a paid job of more than five hours (see Figure G2). Among students from low education background this ratio is 57%, among students from non-tertiary background the ratio is 48% and among those from families with tertiary education the ratio is 42%. However, students (not living with parents and working more than five hours a week) from low education background are on average 33 years old, those from non-tertiary background 28 years and those from tertiary background are on average 27 years old. Hence, the difference is not only caused by social background but first of all by a different average age within the groups.

This age difference is also reflected in the income from paid employment: Students from low education background have on average an income of 700Euros from paid employment, students from non-tertiary background have on average 480Euros and those from tertiary background have on average 380Euros from paid employment. This difference is mainly caused by the fact that students from low education background work more hours a week. In addition to the nominal amount of income, the relevance of income from paid employment differs: Income from paid employment contributes 64% to the total average income of students from low education background, 51% to the total average income of

students from non-tertiary and 42% to the total average income of students from tertiary background.

Topic: G. Time budget and employment

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

Key Indicators

Employment rate of:

all students in engineering disciplines, in %	59.9
all students in humanities and arts, in %	67.0
BA students in engineering disciplines, in %	48.9
BA students in humanities and arts, in %	58.2

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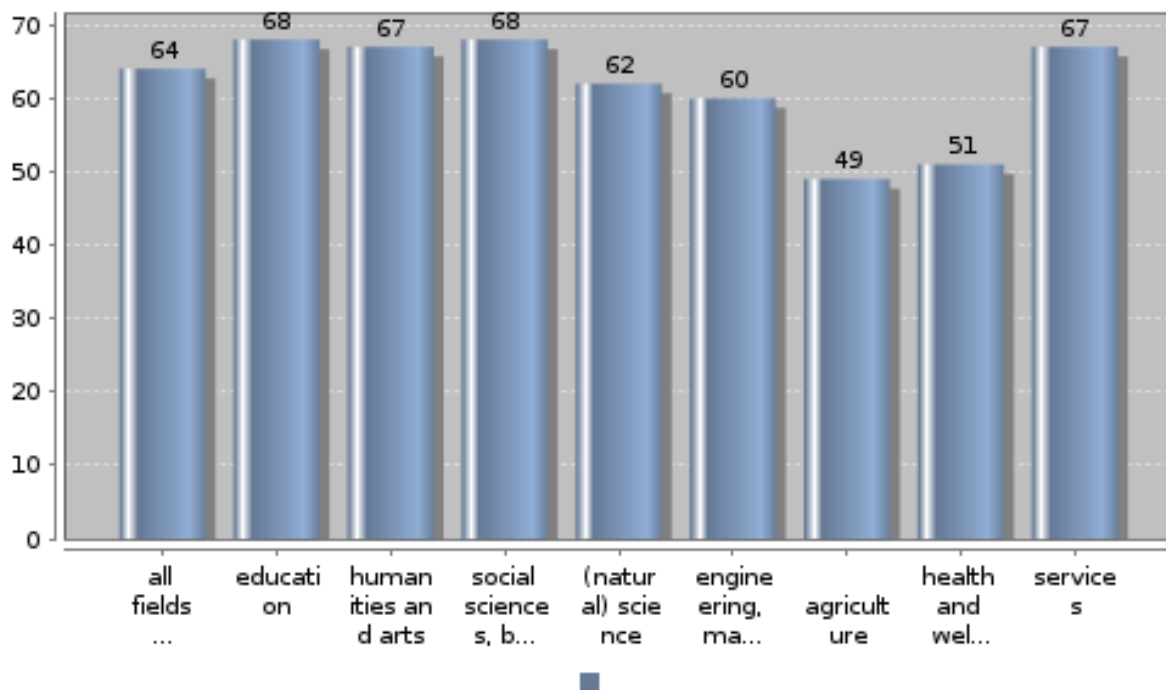
Employment rate during term-time of Bachelor students not living with parents by field of study (in %)
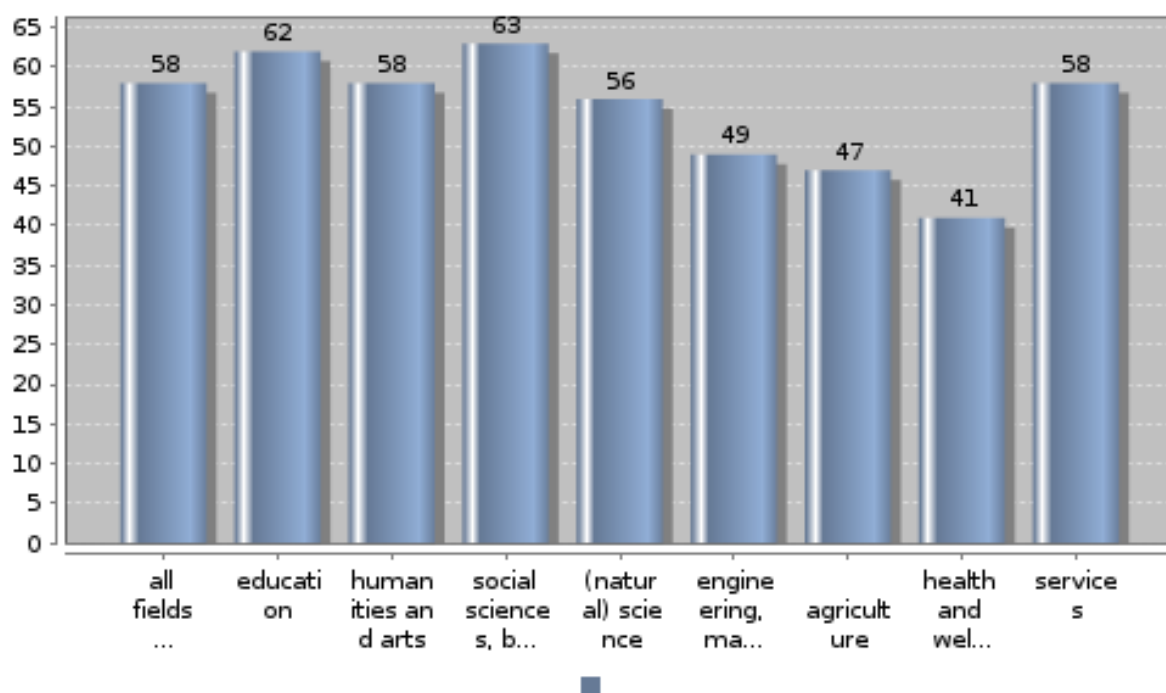
details on missing data:

There are 423 employed students with unknown/ unspecified field of study and 6 employed BA students with unknown/ unspecified field of study.

Further there are 882 of all students enrolled with unknown/ unspecified field of study, and 12 of BA students enrolled with unknown/ unspecified field of study.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The overall employment rate during term of students not living with parents is 64%. This ratio depends first of all on the age of the students, but also e.g. on attending a special programme for working students at an University of Applied Sciences or on the field of study. Nevertheless, it is not easy to differentiate between these different effects, because in some fields of study, those programmes specialised for working students are by far more common (e.g. Services) than in other fields (e.g. Humanities), or e.g. students in Agriculture are on average 2 years younger than students in Education. However, there are genuine effects of the fields of study, too. The employment rates among students in Health and Agriculture are the lowest (around 50%). In Medicine, e.g. the study load is so high that there is hardly any time left for working and, moreover, students from higher educational background with higher financial support from their parents are strongly overrepresented, so the need to work is on average lower in that group. The highest employment rates (more than 2/3) report students from Social Sciences/ Business/ Law, Education, Humanities and Arts and Services.

The employment rates among Bachelor Students are on average 10% lower than among all students. However, they are about 20% lower in Engineering as well as in Health and Welfare. That is mainly due to the different progress in converting to the Bologna structure between Universities and Universities of

Applied Sciences. Bachelors in Engineering and Welfare are (as of 2009) mainly offered in Universities of Applied Sciences, where teaching is much more structured and hence offering less time for working alongside.

Topic: G. Time budget and employment

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

Key Indicators

Income from employment as share of total income for all students, in %	47.5
Income from employment as share of total income for BA students, in %	43.7
Income from employment as share of total income for low-intensity students, in %	64.9
Income from employment as share of total income for 30 years old or above, in %	76.4

Reliance on paid employment by characteristics of students not living with parents (in euros)
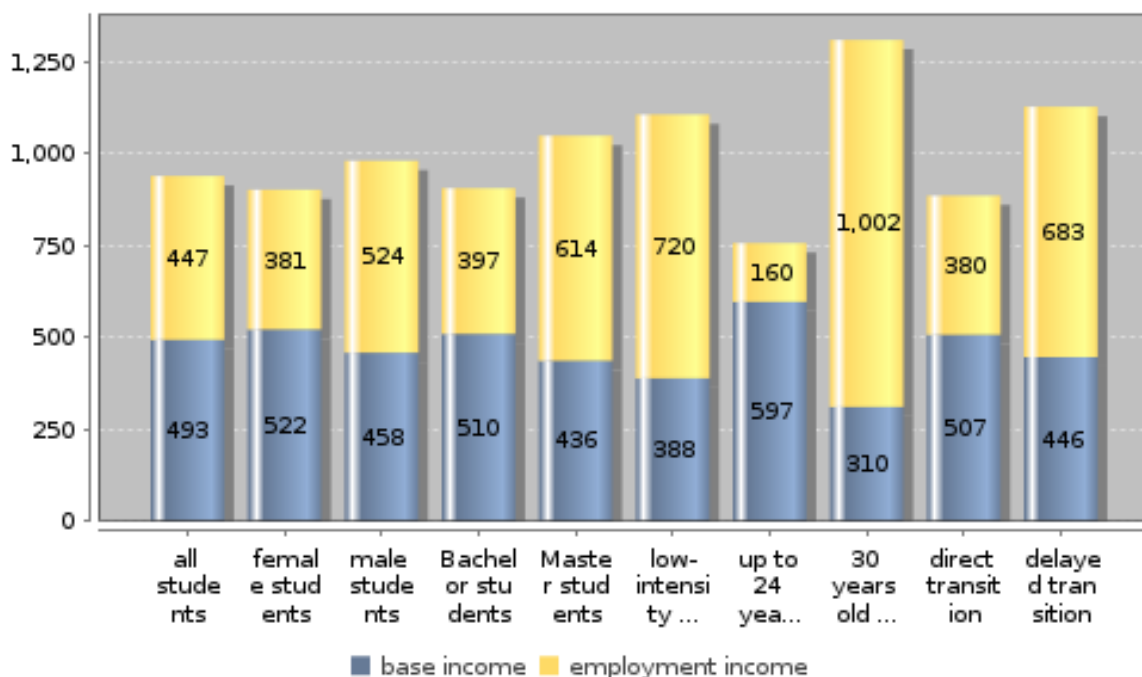
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

On average, income from paid employment contributes 48% of the total income from students not living with parents. The average employment income hereby is 450Euros. However, male students have an employment income which is 40% higher than that of female students. They are on average older, work a little bit more, are more likely to be employed in qualified jobs and earn more per hour than female students. Hence, paid employment contributes on average 53% to the total income of male and 42% to

the total income of female students. Students aged 24 or younger have an average income from paid jobs of 160Euros a month. Students aged 30 years or older earn on average 1.000Euros a month from paid employment. Hence, 21% of the total budget of younger students, but 76% of the total budget of older students stem from paid employment. Bachelor students have on average an employment income of 400Euros, Master students have an income of on average 610Euros. Therefore, employment contributes 44% of the total income of Bachelor Students, but 59% of the total income of Master Students. Students with direct transition have an average employment income of 380Euros. Their older colleagues with delayed transition have an average income from paid jobs of 680Euros. Even if the total income of the first group is significantly lower, 43% of their income is contributed by employment compared to 61% of the total income of students with delayed transition.

Topic: G. Time budget and employment

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

Key Indicators

Income cut-off point for lowest 20% of
working students not living with parents   200.0

Gini coefficient   0.48

Distribution of students' monthly income from employment by income decile, students not living with parents (in euros)
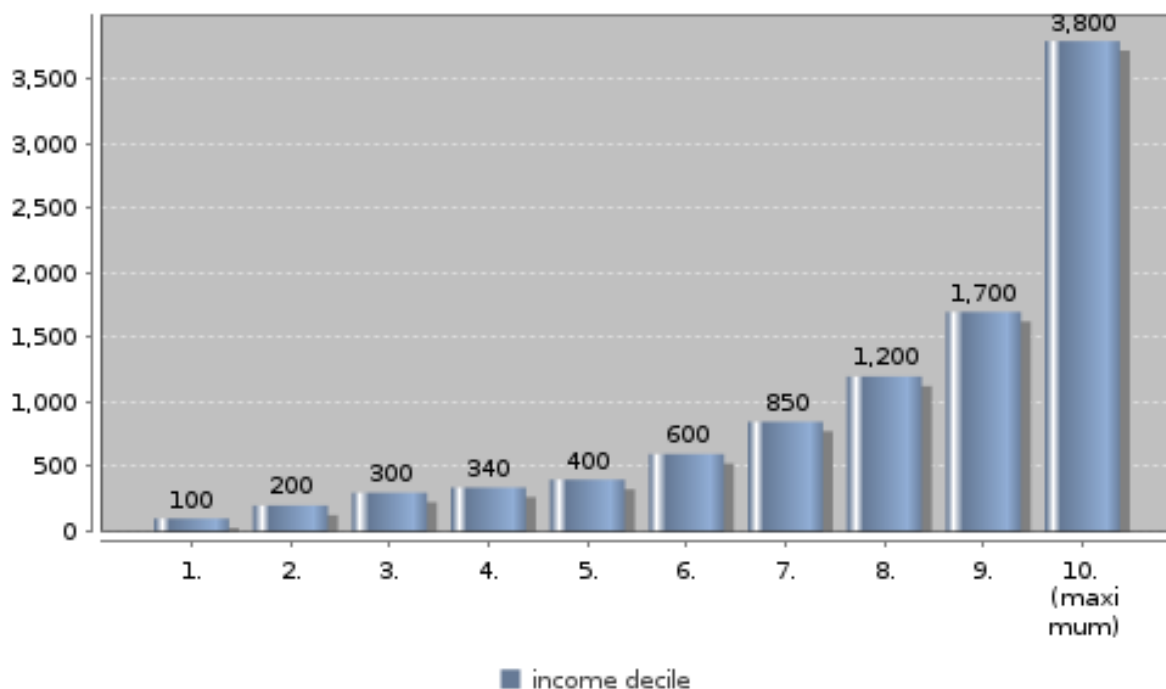
Concentration of students' monthly income from employment (Lorenz curve, decimal fraction)
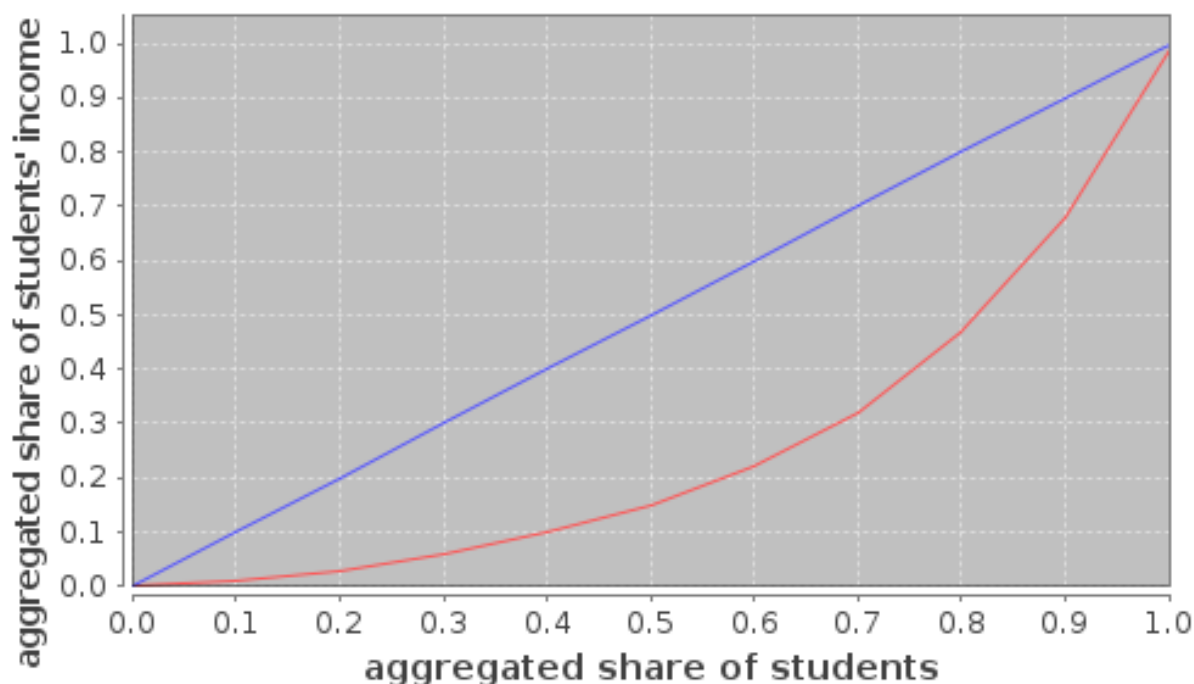
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Minor jobs with less than 375Euros income per month are exempted from most of the social security charges and from income taxes. Moreover, they are compatible with receiving child benefit and/ or a student grant. Hence, many of the working students choose a 'minor job' fulfilling these conditions. This is mirrored in the distribution of students' income from employment. The median (among students not living with parents) is 400Euros and the first five deciles show only little difference. Above 400Euros, the large group of part-time employed students is allocated. They cover a wide range between 10 and around 30 working hours per week. At the end of the scale, we see full-time employed persons, which study very often in specially designed programmes for working students at Universities of Applied Sciences or study at Universities attending mainly evening classes or lectures at weekends. On average they have an employment income of around 2.000Euros a month. In general, there are roughly three different groups of working students: 'minor jobbers', part-time and full-time employed students. These differences result in a very heterogeneous distribution of students' income from employment, which is indicated by a Gini coefficient of 0.48.

Topic: G. Time budget and employment

## Subtopic 7: Time budget by characteristics of students

Key Indicators

Study-related activities of all students not living with parents, hrs/wk	28.0
Study-related activities of BA students not living with parents, hrs/wk	29.0
Study-related activities of MA students not living with parents, hrs/wk	26.0
Study-related activities of low-intensity students not living with parents, hrs/wk	11.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	34.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	15.0

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

121
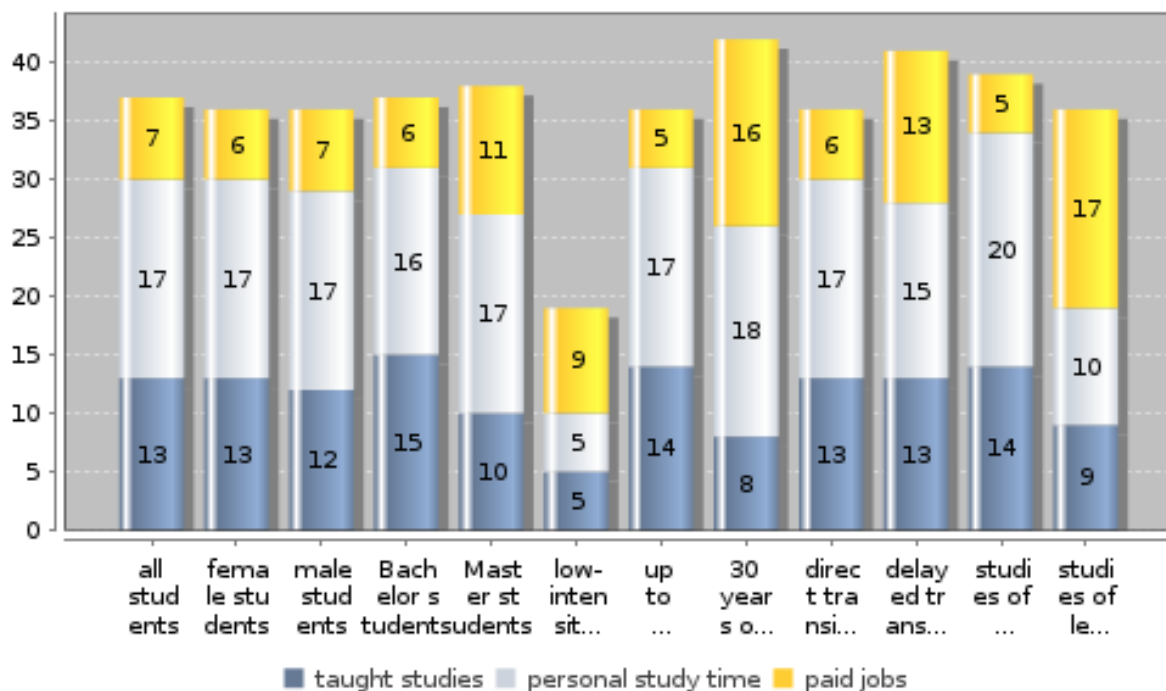
Time budget in a typical study week of students not living with parents (in hrs/wk)
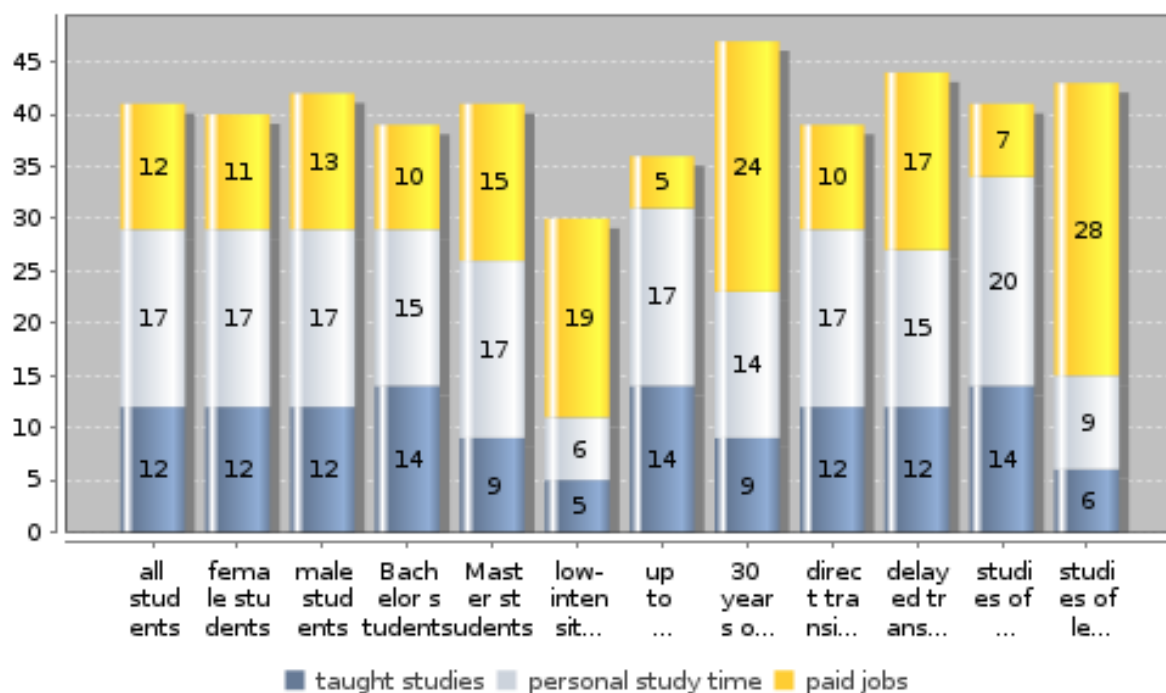
details on missing data:

methodical issues or considerations for data interpretation:

In the category "paid jobs" students who do not work regularly during term time (i.e. students who do not work at all and students who work occasionally during term time) are coded 0. Thus the mean hours are 1-2 hours less (depending on the subgroup) as if occasionally working students were included. The effect on the standard deviation is minimal.

national interpretation of the results of the data analysis:

Students living with parents:

Students living with parents spend on average 30 hours per week for their studies (13h in taught studies and 17h for personal studies). There is no gender difference, but a difference by age: Younger students (below the age of 25) spend on average 31 hours on their studies, older students on average 26 hours. Moreover, younger students spend nearly half of their study time on taught studies, older students 'only' 30% - they do more personal studies. Students with delayed transition spend on average a bit less on their studies (namely 28h), but a large difference is visible comparing students who mention their studies are very important in their current life (34h) and students mentioning their studies are currently of less importance for them (19h). Students with low study intensity, by definition, spend fewer hours than others on their studies - on average 11 hours. In addition to that, all students living with parents spend on average 8 hours on paid employment. Their total workload is therefore 38 hours a week. Master Students living with parents spend on average 13 hours on employment. Students older than 30 years spend on average 18 hours as do students with delayed transition. These three groups have a total workload of more than 40 hours a week, whereas students with low study intensity (and living with parents) have on average a total workload of 22 hours.

Students not living with parents:

Students not living with parents spend on average two hours less on their studies (28h) than students living with parents. This lower study intensity is visible in nearly all comparative groups, however, students with low study intensity spend on average 11 hours on their studies (whether they are living with their parents or not). Students not living with parents, who regard their studies of less importance, study even four hours less (15h) as students of the same group living with parents. In general, students not living with parents spend on average 60% more time on paid employment than students living with parents (13h). This ratio is the same for male, female and Bachelor Students. However, Master Students not living with parents work 17hours (+30% compared to Master Students not living with parents), younger students of both groups work 6 hours per week, but older students not living with parents work on average 25 hours (+35%). Students not living with parents with delayed transition spend on average 18 hours on paid employment, nearly twice as much as students with direct transition (11h). Students not living with parents regarding their studies as less important work on average 15 hours and have a total workload of 30 hours. Both values are clearly lower than the same group living with parents, indicating that these are students in very different situations of their life. Students not living with parents having low study intensity spend on average 20 hours on paid employment. Altogether with their studies, this sums up to a total workload of 31 hours - clearly below the average of all students not living with parents (41h). This indicates that low study intensity is not in all cases caused by a high workload from paid employment. The highest total workload is reported by students not living with parents older than 30 years (48h), followed by students with delayed transition (45h). Students with low study intensity spend 65% of their total workload on paid employment, older students 52%, students regarding their studies as less important 48% and students with delayed transition 41%. Compared to that, younger students spend 'only' 16% of their time budget on paid employment and Bachelor Students 28%.

Topic: G. Time budget and employment

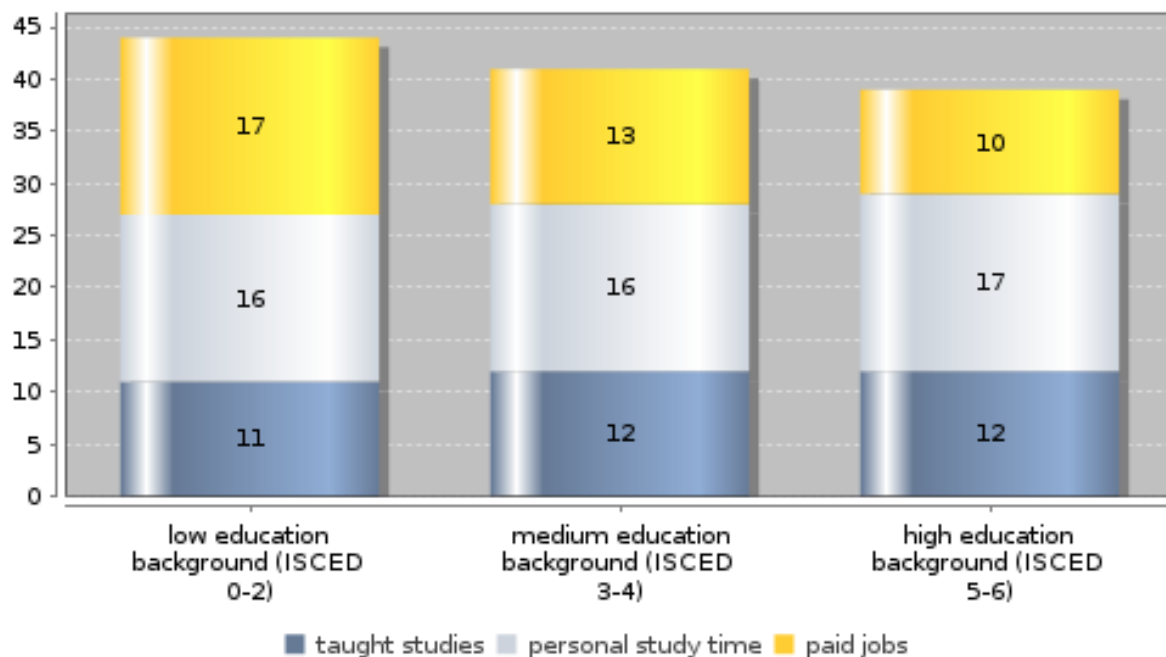## Subtopic 8: Time budget by social background

Key Indicators

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk   29.0

Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk   27.0

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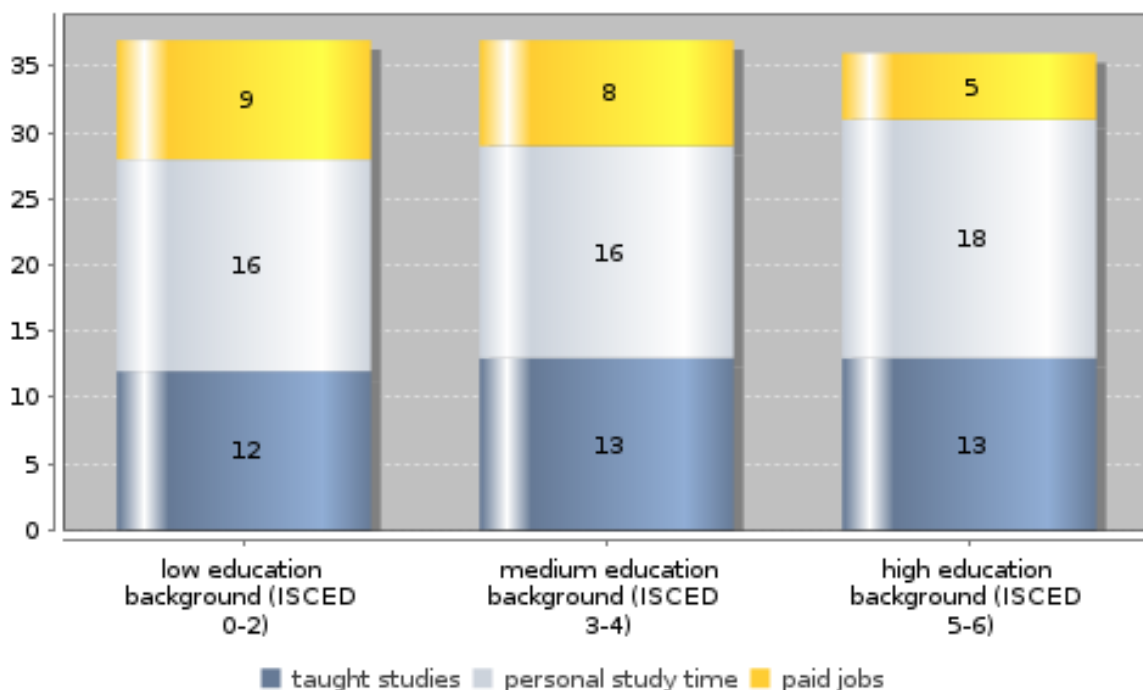
Time budget in a typical study week of students not living with parents by heighest educational attainment of students' parents (in hrs/wk)

details on missing data:

methodical issues or considerations for data interpretation:

In the category "paid jobs" students who don't have a regular paid job during term time (i.e. students who do not work at all and students who work occasionally during term time) are coded 0. Thus the mean hours are 1-2 hours less (depending on the subgroup) than if occasionally working students were included. The effect on the standard deviation is minimal.

national interpretation of the results of the data analysis:

There are only marginal differences in hours spent on study activities by educational background of students' families, especially because one has to keep the age differences among the groups in mind. Students from low education background spend around two hours less on their study activities (28h if they live with parents, 27h if they do not live with parents) than students from families with tertiary education (30,6h if they live with their parents, 29h if they do not live with parents). Also the proportion of taught studies as a share of total time spend on study activities is in all groups around 40%. However, there is a large difference in hours spent on paid work by educational background: Students from families with low education background spend around 60% more time on paid employment per week (11h if they live with parents, 18h if they do not live with parents) than students from families with tertiary background (7h if they live with parents, 12h if they do not live with parents). This results also in a higher total workload of students from low education background (39h if they live with parents, 46h if they do not live with parents) compared to students from families with tertiary background (37h if they live with parents, 41h if they do not live with parents).

Topic: G. Time budget and employment

Subtopic 9: Time budget by hours of regular paid employment

Key Indicators

Study-related activities of students with no paid employment, hrs/wk	32.0
Study-related activities of students, who work 1-5 hrs/wk	32.0
Study-related activities of students, who work 11-15 hrs/wk	28.0
Study-related activities of students, who work more than 15 hrs/wk	21.0

Time budget in a typical study week by hours of regular paid employment (in hrs/wk)
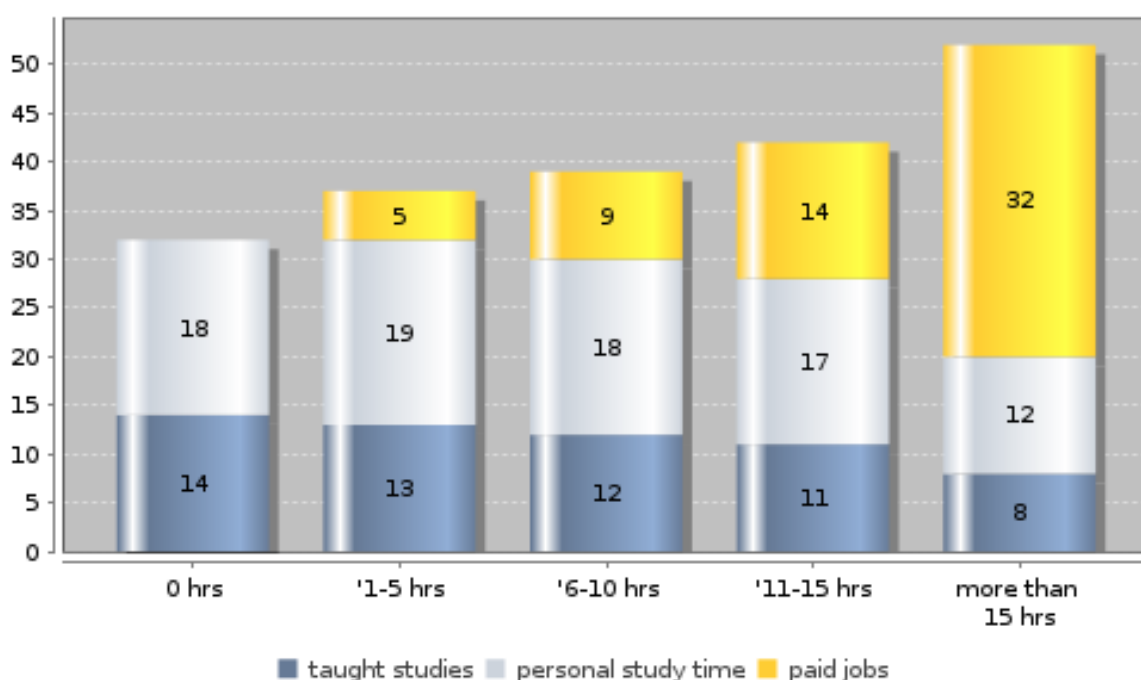
details on missing data:

methodical issues or considerations for data interpretation:

In this sheet students who don't have a regular paid job during term time (i.e. students who do not work at all and students who work occasionally during term time) are coded 0. Thus the mean hours slightly differ (~1h; depending on the subgroup) than if occasionally working students were included.

national interpretation of the results of the data analysis:

Students without any regular paid employment spend on average 32 hours per week on their studies. Students with a paid employment of up to 5hours a week spend nearly the same amount of time on their studies. Nevertheless, as more hours students spend on paid employment, the less they spend for their study activities. However, this is by far not an 1:1 exchange of time: Students with paid employment of up to 5 hours a week, reduce their study time on average by 1 minute per additional

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working hour. Students, with paid employment of 6-10hours a week reduce their study activities on average by 12 minutes per additional hour of paid employment. But, students working more than 10 hours, reduce their study time on average by 17 minutes for every working hour. Hence, a paid employment of up to 5 hours does not harm the study activities of the students - according to the time devoted for it (if analyzed in more detail, the limit is actually between 7 and 8 hours of paid employment). Every additional hour of paid employment reduces on average the time devoted for study activities more. This is an accelerating process.

However, because every additional hour of paid employment reduces the time of studying less than 1 hour, the total workload increases with the amount of paid work. Hence, students working more than 15 hours a week have a total workload of 53 hours per week.

Topic: G. Time budget and employment

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

Key Indicators

Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	33.4
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	27.9
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	28.1
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	26.5

Time budget in a typical study week of Bachelor students by field of study (in hrs/wk)
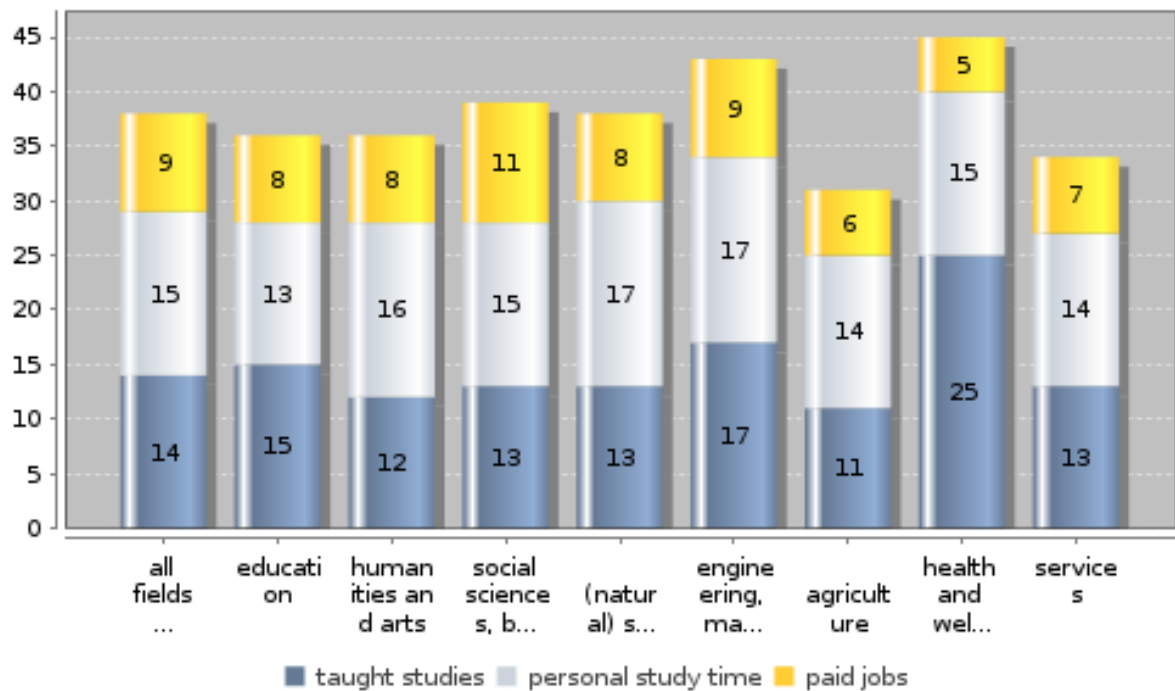
Time budget in a typical study week of Master students by field of study (in hrs/wk)
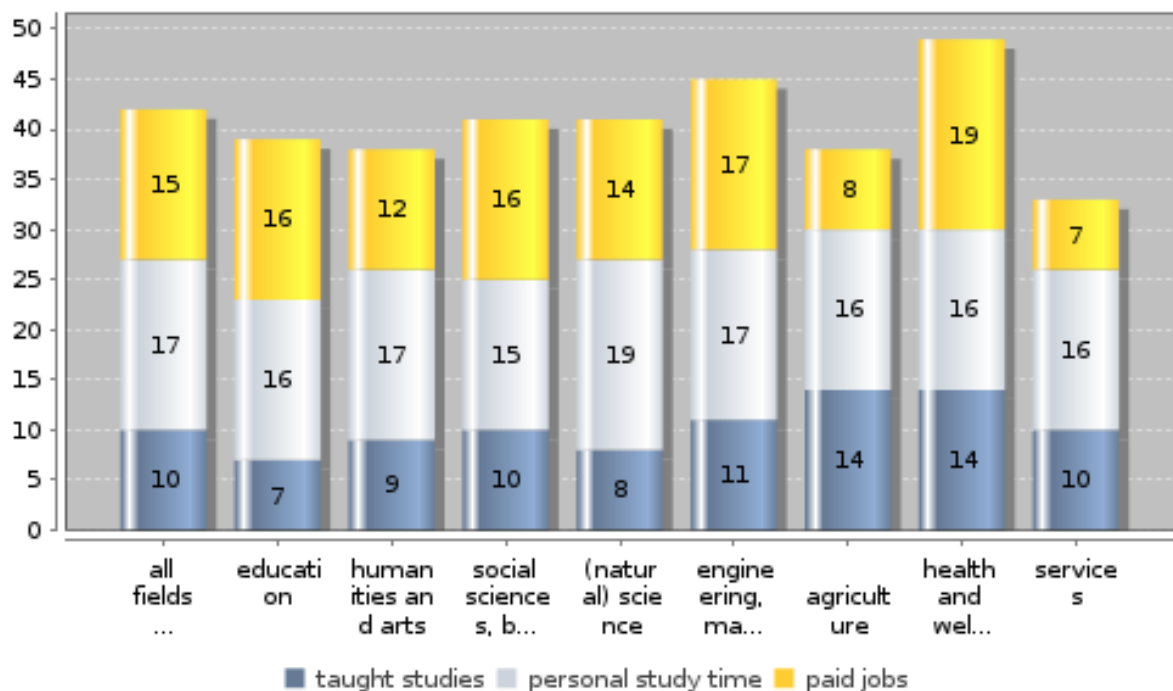
details on missing data:

methodical issues or considerations for data interpretation:

In the category "paid jobs" students who don't have a regular paid job during term time (i.e. students who do not work at all and students who work occasionally during term time) are coded 0. Thus the mean hours are 1-2 hours less (depending on the subgroup) than if occasionally working students were included.

national interpretation of the results of the data analysis:

Regarding the time budget by field of study, one has to keep in mind that at least the proportion of students at Universities of Applied Sciences, the proportion of students in special programmes for working students, the age structure of the students and their gender segregation differs by field of study influencing the time budgets.

Bachelor Students spend on average 29,5 hours a week on their study activities. Around half of this time is devoted to taught studies and the other half on personal studies. However, Bachelor Students in Engineering spend 33 and Bachelor Students in Health even 39 hours a week on their studies of which more than 60% are devoted to taught studies (Bachelors in Health are mainly younger students at Universities of Applied Sciences). The last mentioned have in contrast the lowest time budget for paid employment (5,5 hours), whereas students in Social Sciences spend more than twice the time on paid employment (in this group, students in special programmes for working students are overrepresented). In total, the average weekly workload of Bachelor Students is 40 hours, of which a quarter is devoted to paid employment. Bachelor students in Agriculture have a workload of 33 hours and those in Services of 34 hours.

The time budget for study activities among Master Students is on average 10% lower (26h) than the

one among Bachelor Students, but the time for paid employment (16h) is on average 60% higher. However, there are quite larger difference by field of study. The lowest time budget for study activities report Master Students in Education (23h, 22% less than Bachelors), the highest time budget for study activities report Master Students in Agriculture (31h, 22% more than Bachelors) and in Health (30h, 25% less than Bachelors). Also, Master Students in Health spend a lot more time on paid employment than their Bachelor students colleagues (21h vs. 5,5h). However, that just mirrors the offer of full-time programmes (mainly as Bachelors) and special programmes for working students (mainly as Master programmes) in that sector. Apart from that, Master Students in Engineering and in Education work a lot more than the Bachelor Students in that field (18h vs. 10h). Hence, the spread of the total work load between Master Students in different fields of studies is much larger than among Bachelor Students. It ranges from 35 hours a week in Services up to 51 hours in Health.

Topic: G. Time budget and employment

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

Key Indicators

Share of all students who are (very) satisfied, in %	44.0
Share of BA students who are (very) satisfied, in %	43.8
Share of low-intensity students who are (very) satisfied, in %	40.9
Share of 30 year olds or over who are (very) satisfied, in %	37.1

Students' assessment of their workload by characteristics of students (in %)
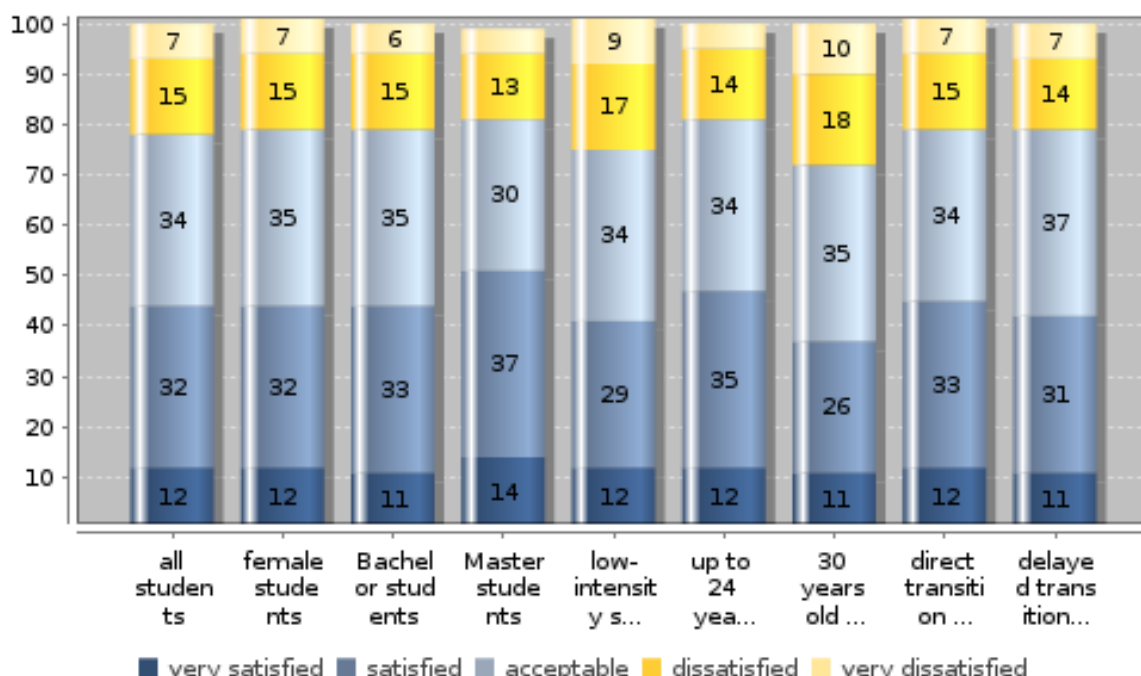
details on missing data:

methodical issues or considerations for data interpretation:

In this sheet all students - regardless of their working status (not working/ occasionally/ regularly during term time) - are included.

national interpretation of the results of the data analysis:

Twice as many students are (very) satisfied with their workload (44%) than (very) dissatisfied (22%). However, there is no strong linear correlation between the amount of the workload and the satisfaction with it. Master Students show the highest grade of satisfaction (51%) among all groups regarded here, even if they have a higher workload than Bachelor Students (of which 44% are (very) satisfied). The

satisfaction with the workload depends mostly on how study and employment can be combined (by content and time), how flexible work and studies can be organised and if other duties have to be fulfilled (like e.g. child care) or on the personal situation of the student (especially his/her health conditions). Therefore, quite a high level of dissatisfaction is reported by students with low study intensity (25%) even if they have the lowest total workload of all groups analysed here (22h, see Fig G7). Only among students aged 30 or older, we find more dissatisfied persons (28%). The satisfaction with the work load does however not depend on the gender of the student or if they started studying directly after graduating from secondary school or with a delay.

Topic: G. Time budget and employment

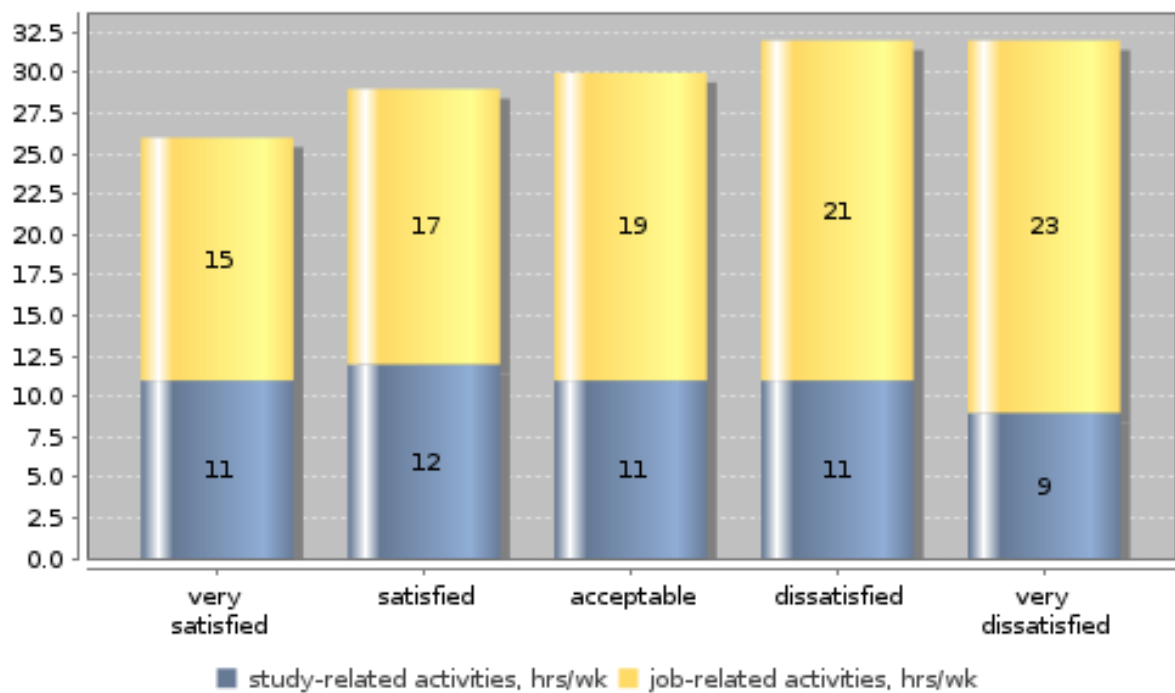**Subtopic 12: Time budget by students' level of satisfaction with their workload**

Key Indicators

|	
Total workload of all students who are very dissatisfied, in hrs/wk	44.2
Total workload of BA students who are very dissatisfied, in hrs/wk	43.0
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	31.8

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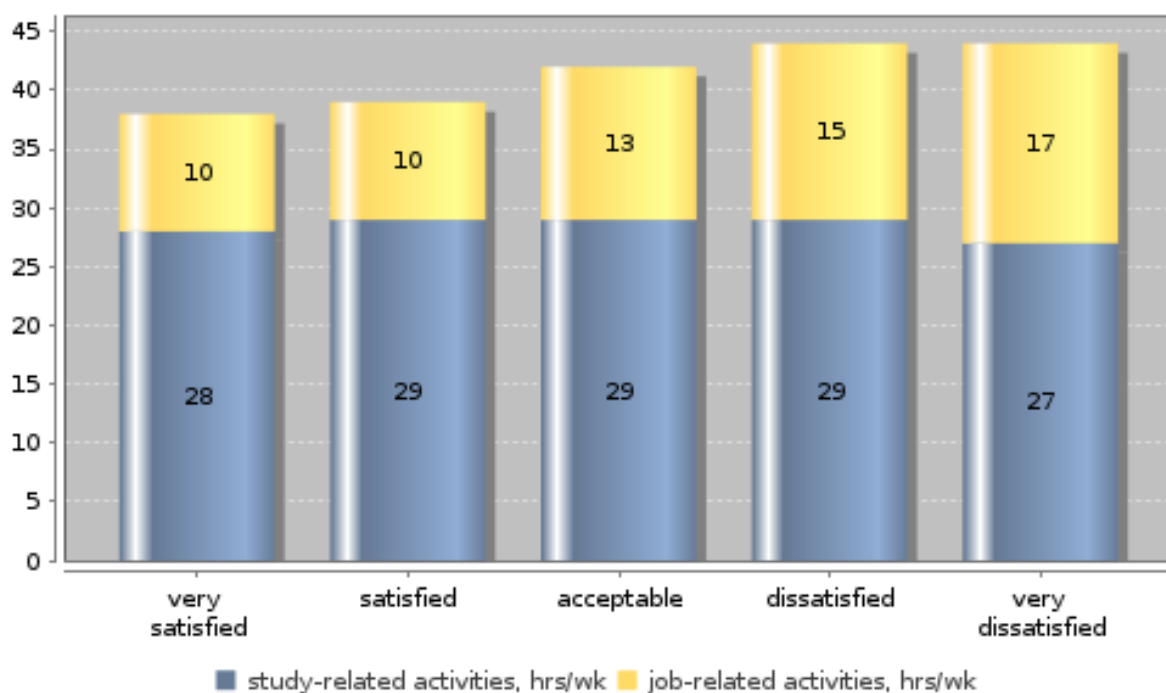
Time budget by low-intensity students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)

■ study-related activities, hrs/wk ■ job-related activities, hrs/wk

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

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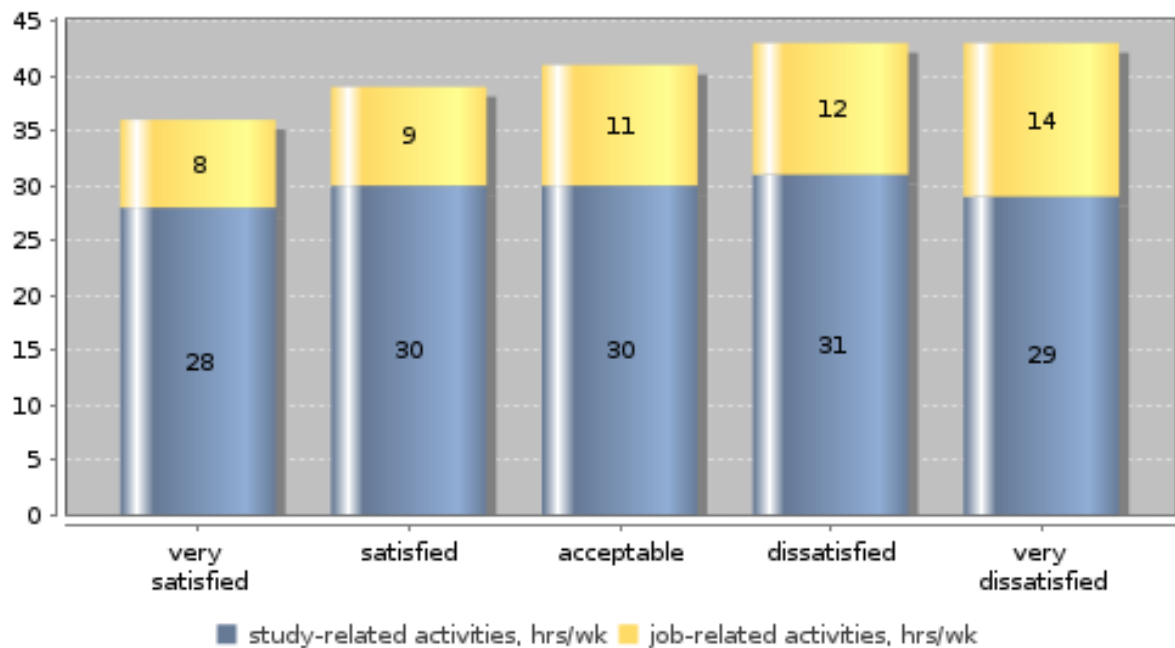
details on missing data:

methodical issues or considerations for data interpretation:

In this sheet all students - regardless of their working status (not working/ occasionally/ regularly during term time) - are included.

national interpretation of the results of the data analysis:

Satisfaction with the total workload does hardly depend on the time budget for study activities, but on the time devoted to paid employment (apart from the factors mentioned in the comment at Fig G11). The more hours students work in paid employment, the lower is their level of satisfaction with the total workload. This is visible for the average of students, for Bachelor Students and for students with low study activity (which have quite a low total workload).
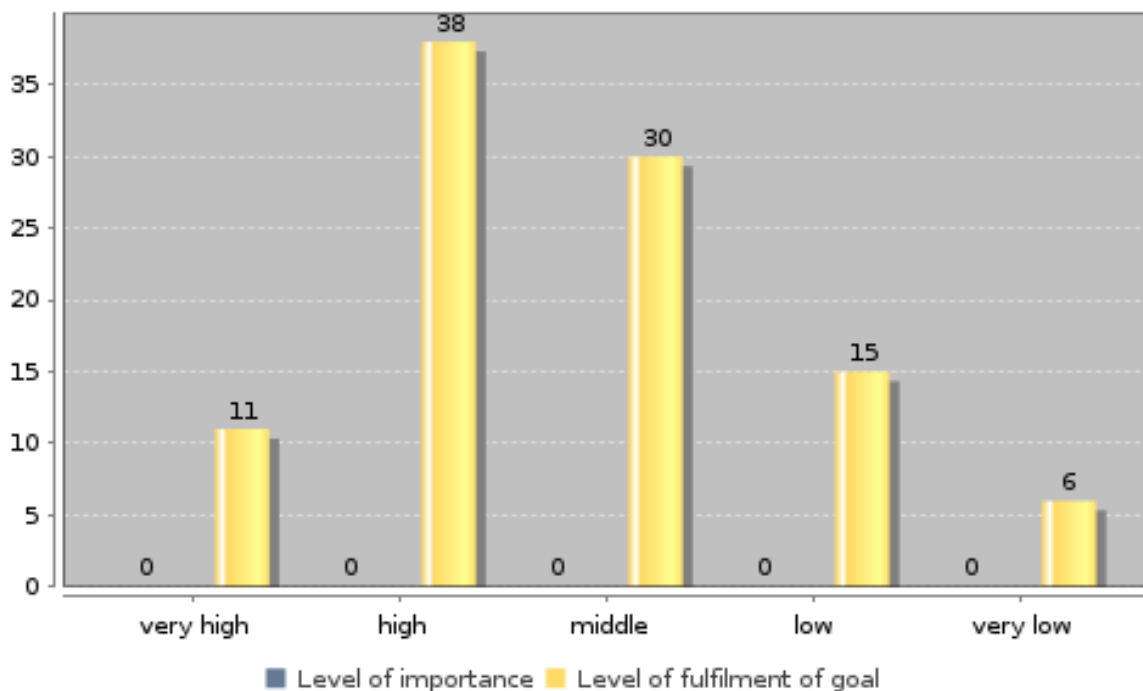
Topic: H. Assessment of studies

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

Key Indicators

Share of all students whose goals are
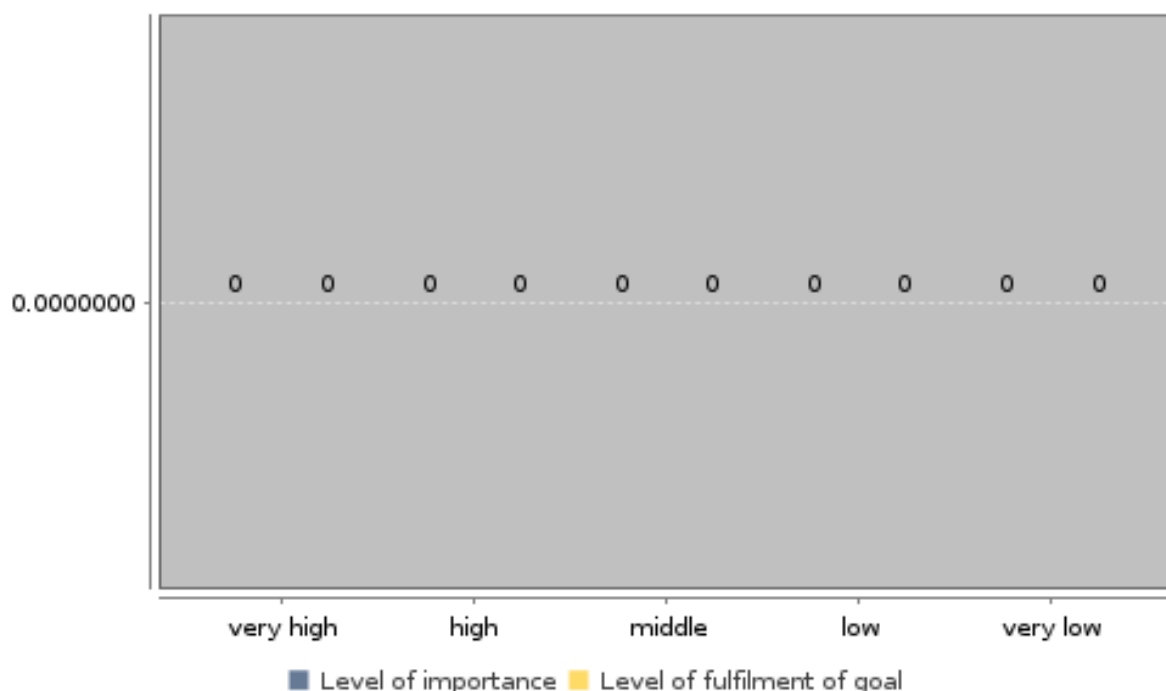met at (very) high level - basis for
starting work, in %   48.6

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

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

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

	very high	high	middle	low	very low

■ Level of importance ■ Level of fulfilment of goal

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

	very high	high	middle	low	very low

■ programme as a good basis for starting work

■ programme as a good basis for personal development
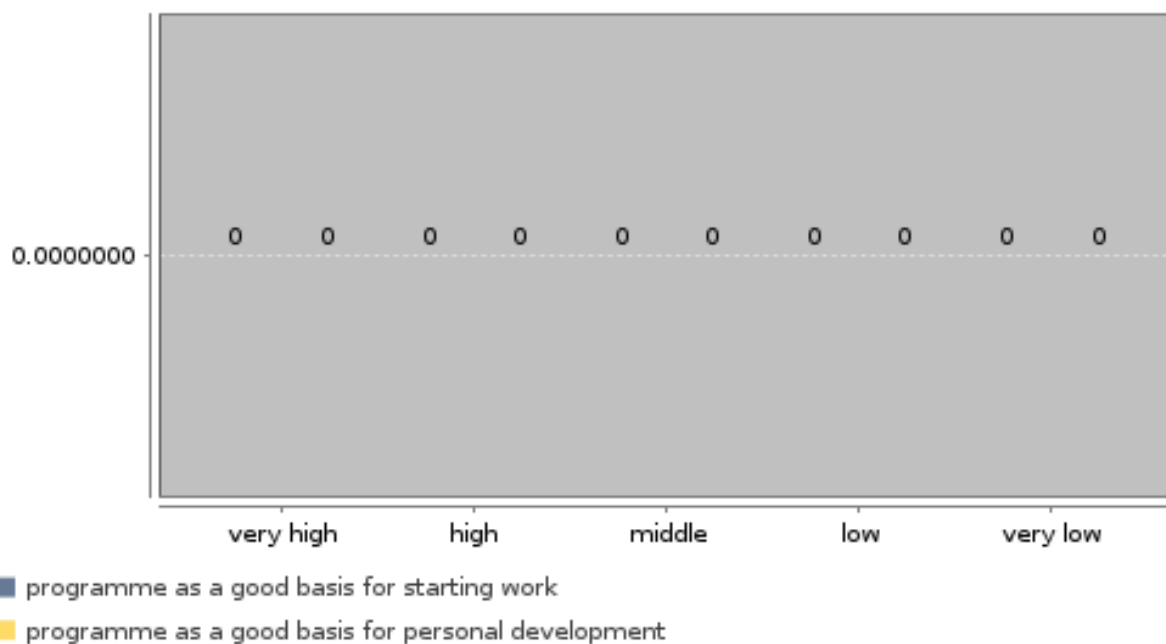
details on missing data:

For Austria this data is not available.

methodical issues or considerations for data interpretation:

In the Austrian questionnaire the students were not asked for the level of fulfillment of a goal, but at which level they feel prepared for the labour market. They were not asked whether their studies were a good basis for personal development.

national interpretation of the results of the data analysis:

Nearly half of all students see their programme as a (very) good basis for starting work, around 20% don't agree with this statement. As the following figures will show, there are remarkable differences in this assessment by several groups of students and especially in the fields of study. However, not part of the analysis by EUROSTUDENT is the difference between students at Universities (which by low should prepare the students for taking up a profession) and the Universities of Applied Sciences (which by law should provide the students with a professional formation). Students at UAS in general feel themselves better prepared for the labour market as do students at Universities. However, the proportion of students at UAS varies greatly in the subgroups analysed in the following figures.
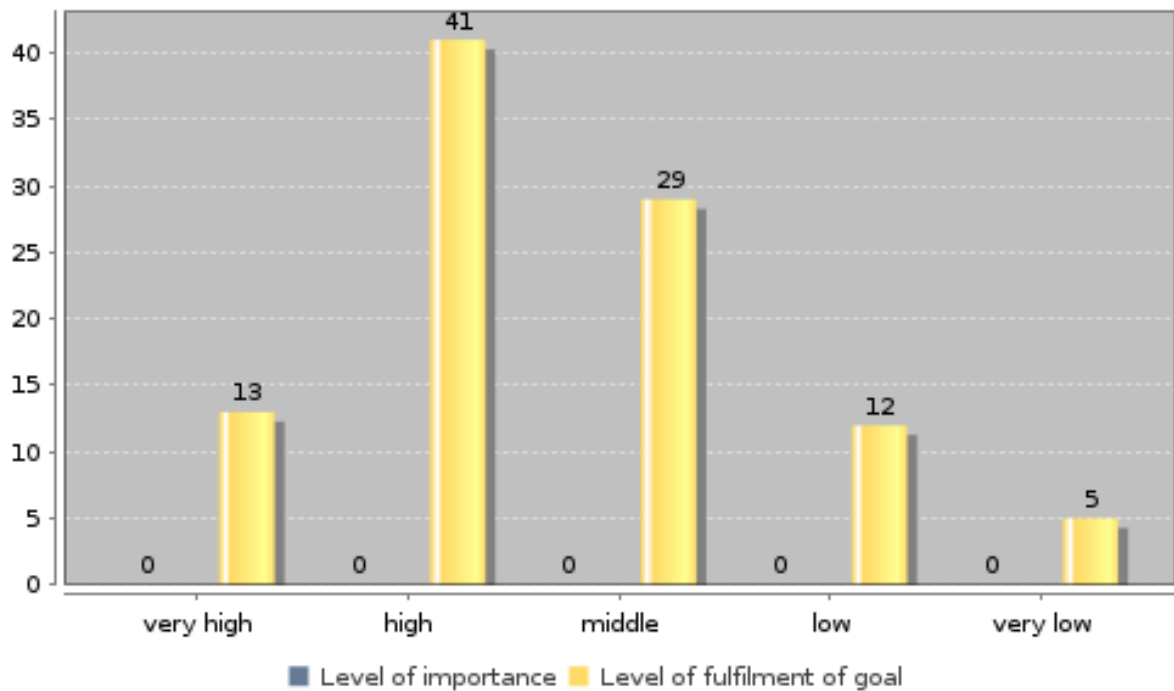
Topic: H. Assessment of studies

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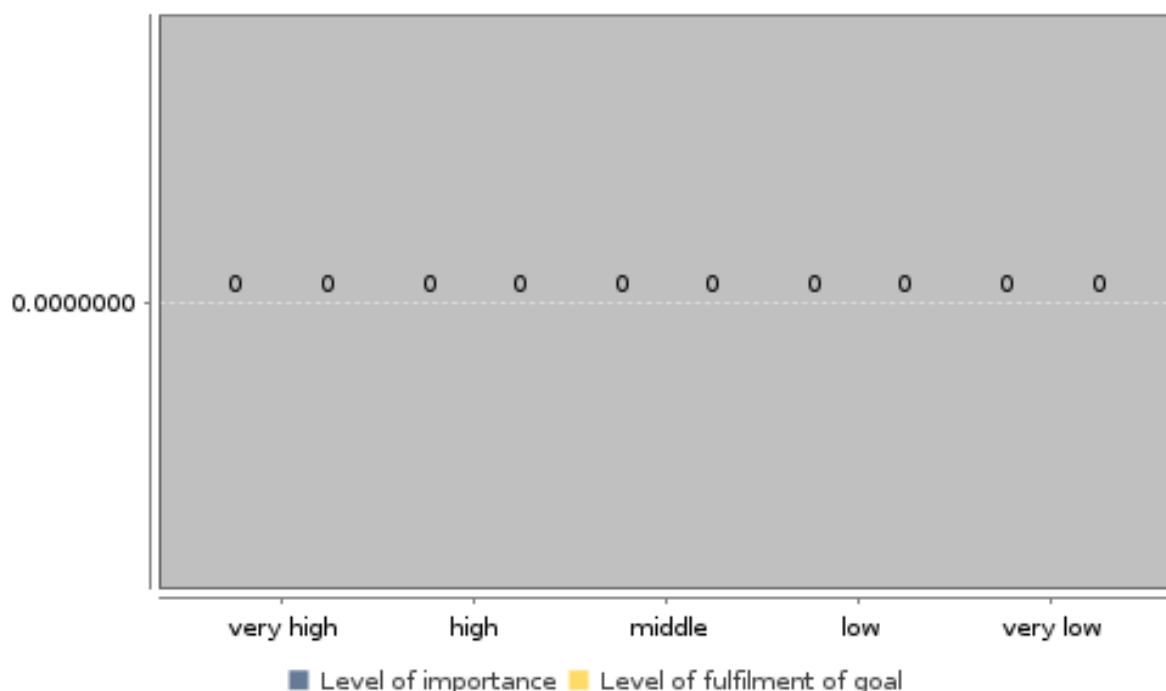
Key Indicators

Share of BA students whose goals are
met at (very) high level - basis for
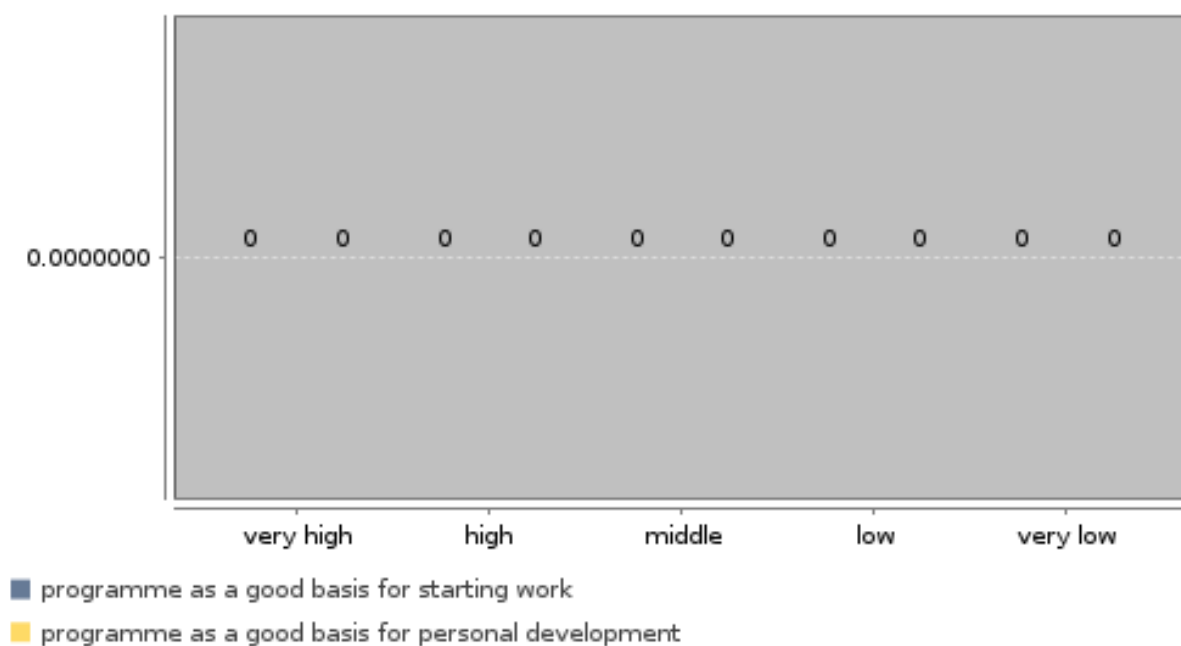starting work, in %   54.0

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

Level of importance   Level of fulfilment of goal

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

0.0000000 —   0   0   0   0   0   0   0   0   0   0

very high   high   middle   low   very low

■ Level of importance   ■ Level of fulfilment of goal

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

0.0000000 —   0   0   0   0   0   0   0   0   0   0

very high   high   middle   low   very low

■ programme as a good basis for starting work
■ programme as a good basis for personal development

details on missing data:
methodical issues or considerations for data interpretation:
In the Austrian questionnaire the students were not asked for the level of fulfillment of a goal, but at which level they feel prepared for the labour market. They were not asked whether their studies were a

good basis for personal development.

national interpretation of the results of the data analysis:

More than half (54%) of the students in Bachelor programmes admit that their study programme is a good basis for starting work. Hence, the affirmation among Bachelor Students is a bit higher than the average of all students. However, students at Universities of Applied Sciences are overrepresented among Bachelor Students and, moreover, it is the objective of UAS to enable a direct transition into a professional job of their graduates, but the objective of Universities to generally prepare students for the labour market.

Topic: H. Assessment of studies

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

Key Indicators

Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %

Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %
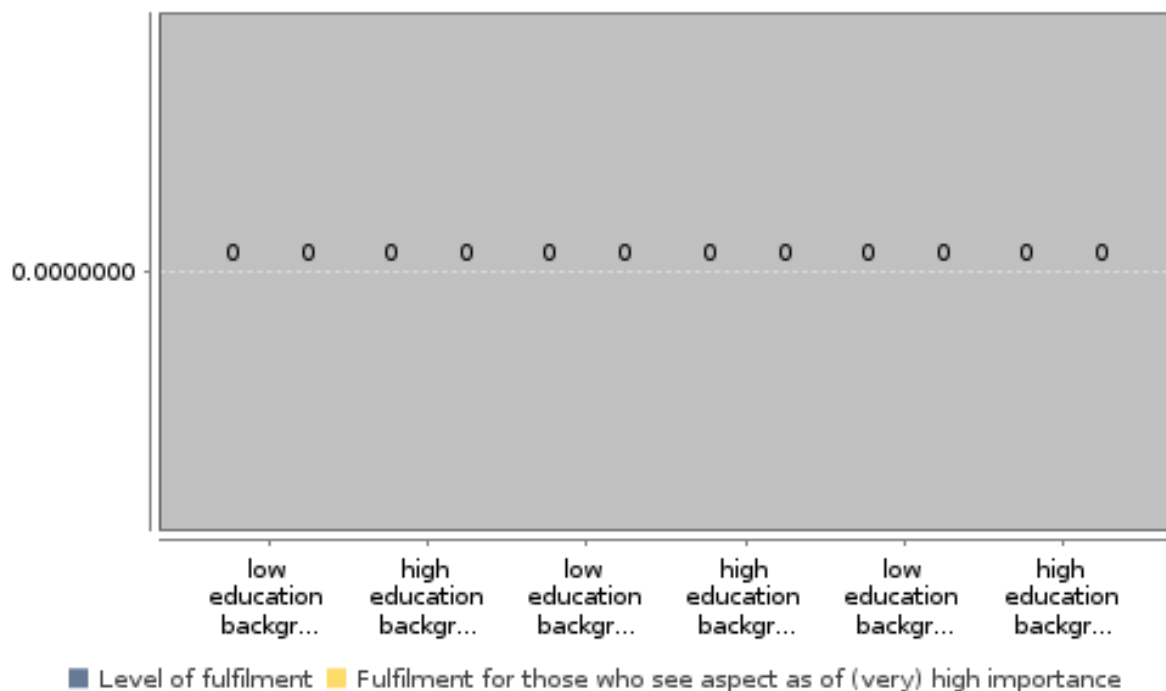
49.2

Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %

Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %

48.9

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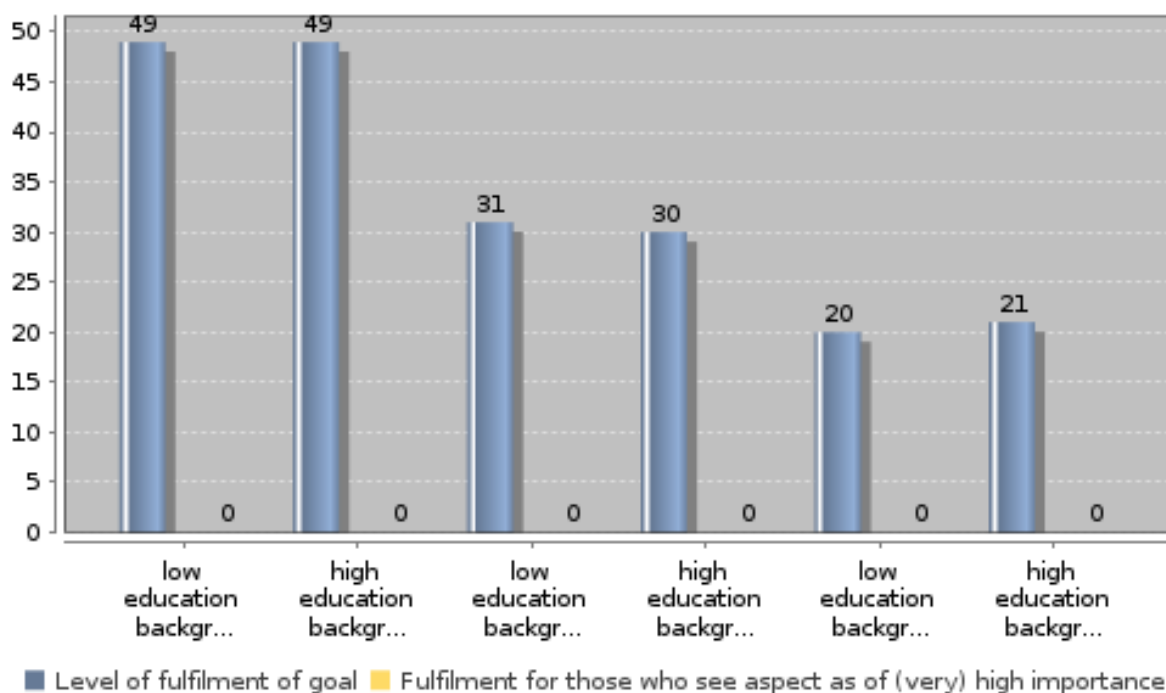
Students' assessment of study programme as good basis for personal development by social background (in %)

low education backgr...	high education backgr...	low education backgr...	high education backgr...	low education backgr...	high education backgr...

■ Level of fulfilment ■ Fulfilment for those who see aspect as of (very) high importance

details on missing data:

methodical issues or considerations for data interpretation:

In the Austrian questionnaire the students were not asked for the level of fulfillment of a goal, but at which level they feel prepared for the labour market. They were not asked whether their studies were a good basis for personal development.

national interpretation of the results of the data analysis:

There is no difference in the assessment of the study programme as good basis for starting work by educational background of the students' families.

Topic: H. Assessment of studies

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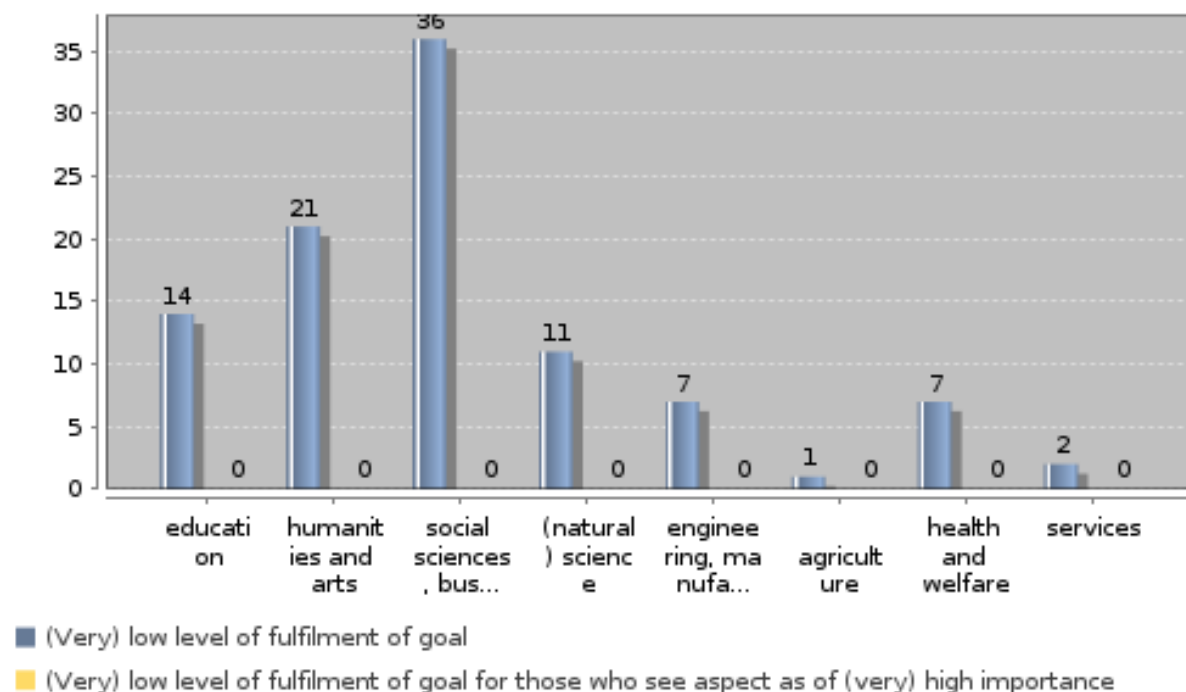
Key Indicators

Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %

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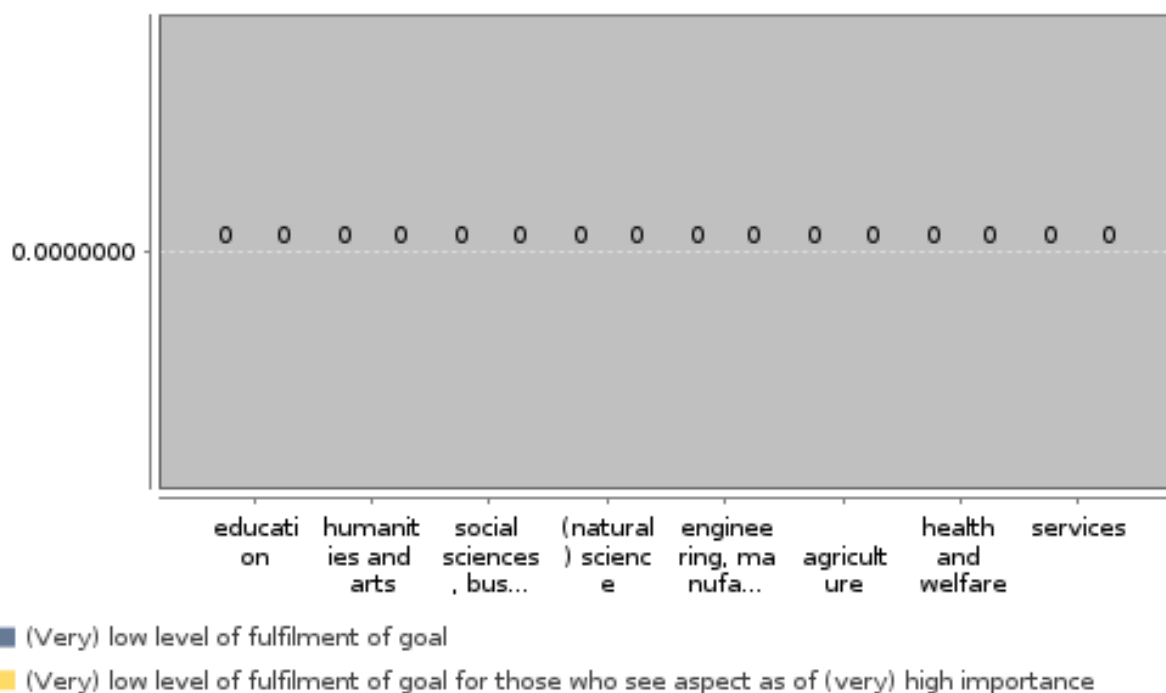
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %

Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %

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

- (Very) low level of fulfilment of goal
- (Very) low level of fulfilment of goal for those who see aspect as of (very) high importance

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

Legend:
- ■ (Very) low level of fulfilment of goal
- ■ (Very) low level of fulfilment of goal for those who see aspect as of (very) high importance

details on missing data:
Concerning table 1, programme as a good basis for starting work: there are 124 students in unknown/ unspecified fields of study that assessed this issue as (very) low.

methodical issues or considerations for data interpretation:
In the Austrian questionnaire the students were not asked for the level of fulfillment of a goal, but at which level they feel prepared for the labour market. They were not asked whether their studies were a good basis for personal development.

national interpretation of the results of the data analysis:
Students of different fields of studies rate their programmes very differently regarding its role as a basis for starting work. Especially students in Social Sciences, Business and Law are very critical hereby. 36% of them do not agree with the statement that their programme is a good basis for starting work, followed by students in Humanities and Arts (21%) and students in Education (14%). Only minorities of the students in other fields are (very) sceptical about their programmes being a good basis for starting work: Science 11%, Engineering 7%, Health and Welfare 7%, Services 2% and Agriculture 1%.

Topic: H. Assessment of studies

Subtopic 5: Students' assessment of importance of studies

Key Indicators

Share of all students for whom studies are more important, in %	47.3
Share of all students for whom studies are less important, in %	12.2
Share of BA students for whom studies are more important, in %	48.7
Share of BA students for whom studies are less important, in %	10.3
Share of low-intensity students for whom studies are more important, in %	26.9
Share of low-intensity students for whom studies are less important, in %	23.8
Share of 30 years old or older for whom studies are more important, in %	28.8
Share of 30 years old or older for whom studies are less important, in %	29.6

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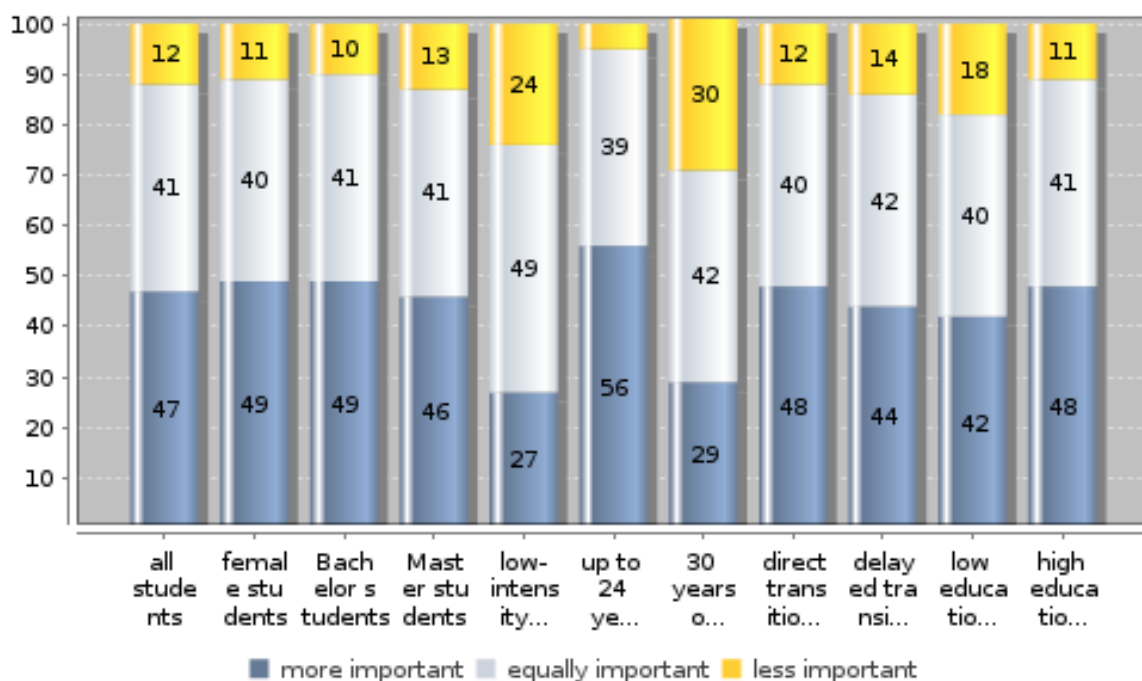
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

47% of all students asses their studies as being (currently) more important than other activities in their life, 41% rate them as equally important and only 12% say they are less important. There are hardly any differences by gender, between Bachelor and Master Students, between students with direct or delayed transition or between students from low or higher educational background. However, there are large differences by age of the students: 56% of the younger students (below 25 years), but only 29% of the older students (30 years and older) asses their studies of being their most important activity. In contrast, 30% of the older students rate their studies as less important compared to only 5% of the younger students. The second group with a high rating of less importance are students with low study activity (24%). Only 27% of them regard their studies as being currently their most important activity.

Topic: H. Assessment of studies

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

Key Indicators

Share of students in humanities and arts for whom studies are more important, in %	44.7
Share of students in humanities and arts for whom studies are less important, in %	13.7
Share of students in engineering disciplines for whom studies are more important, in %	51.6
Share of students in engineering disciplines for whom studies are less important, in %	8.6
Share of students in social sciences for whom studies are more important, in %	44.6
Share of students in social sciences for whom studies are less important, in %	14.6

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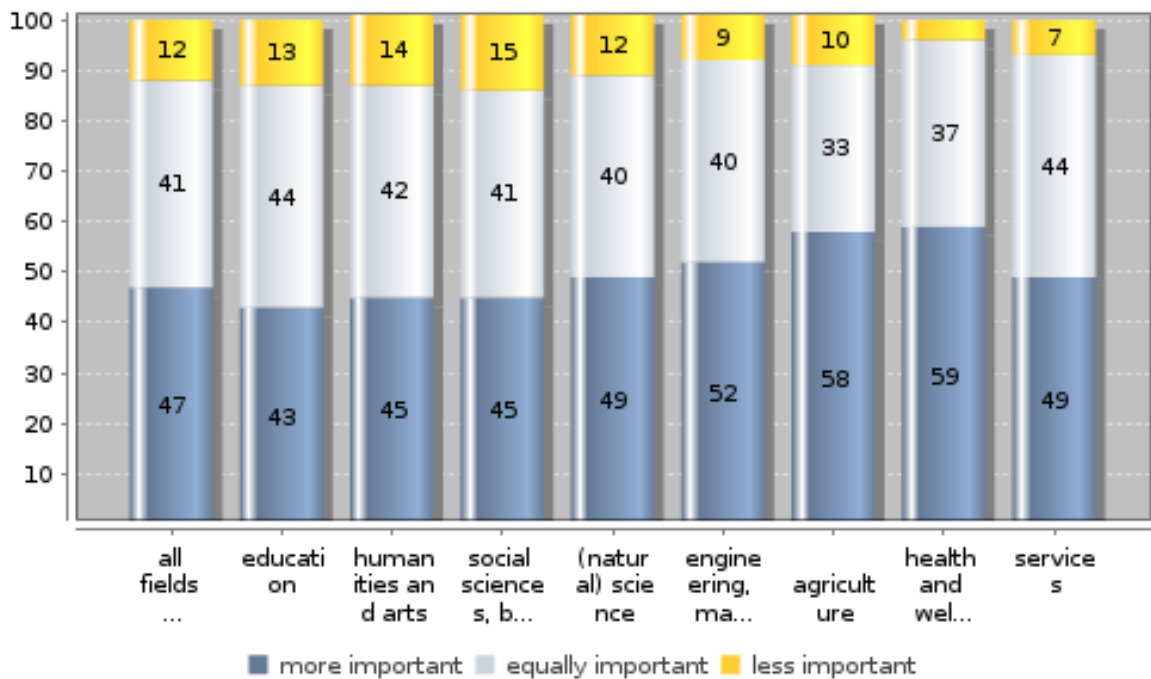
details on missing data:

Students enrolled in unknown/not specified fields of study: more important (709), equally important (331), less important (38)

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

More than half of the students in Health and Welfare (59%), Agriculture (58%) and Engineering (52%) asses their study as their most important activity. These students are on average slightly younger than students in other fields of study and fewer have a paid employment. Students in Social Sciences, Business and Law (15%) and students in Humanities and Arts (14%) rate their study on average a little bit less important than the average of all students (12%).

Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators

Share of all students with plans for future studies, in %	70.4
Share of all students who plan not to continue studies, in %	18.3
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	64.3
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	21.5
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	71.9
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	17.9

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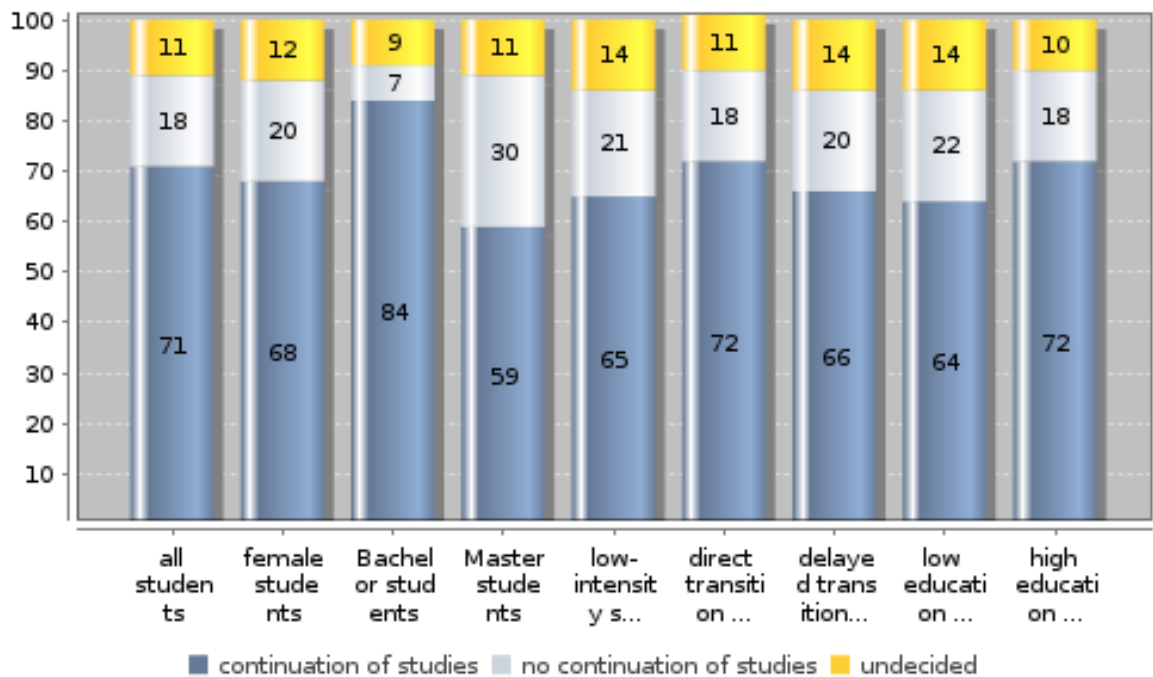
details on missing data:

479 persons answered, they are not planning to finish their current studies. the majority of these students are waiting for access to another programme and bridge the gap time, taking courses in a related field of study.

methodical issues or considerations for data interpretation:

The national data does not provide a differentiation for where another BA is planned, therefore, all students who are planning another BA are assumed to take this programme in Austria.

national interpretation of the results of the data analysis:

84% of the Bachelor Students want to continue studying after graduating (another 9% don't know yet). That reflects more or less the current transition rate from Bachelor to Master programmes. Moreover, 97% of the Bachelor Students planning a Master after graduating want to do this at home in Austria. Nearly 60% of the Master Students want to continue studying after graduation (another 11% don't know yet). From them, 6% want to study a Bachelor programme, 36% another programme (Master or Diploma) and more than half (57%) a PhD (7% of them want to do their PhD in a foreign country). Regarding the rates of direct transition from Bachelor to Master programmes, we see a growing gap by gender: Female students are less likely to continue with a Master programme than male students. Among University graduates of the study year 2007/2008, the gender gap reached 10%-points and was highest among graduates in Social Sciences, Business and Law, whereas in Humanities and Arts more female than male students continue with a Master. Nevertheless, female students are more likely to continue with another Bachelor (or traditional Diploma) programme than male students. However, that only narrows the gender gap, but does not close it. The same trends can be seen when asking Bachelor students about their future plans: Fewer female students want to continue studying, but compared to male students, more of them prefer another Bachelor and fewer females than males want to continue with a Master programme.

In all compared groups the share of students who plan to continue studying is quite high, but slightly lower among students from low education background (which are significantly older), among students with delayed transition and among students with low study intensity (around 65% in each group mentioned).
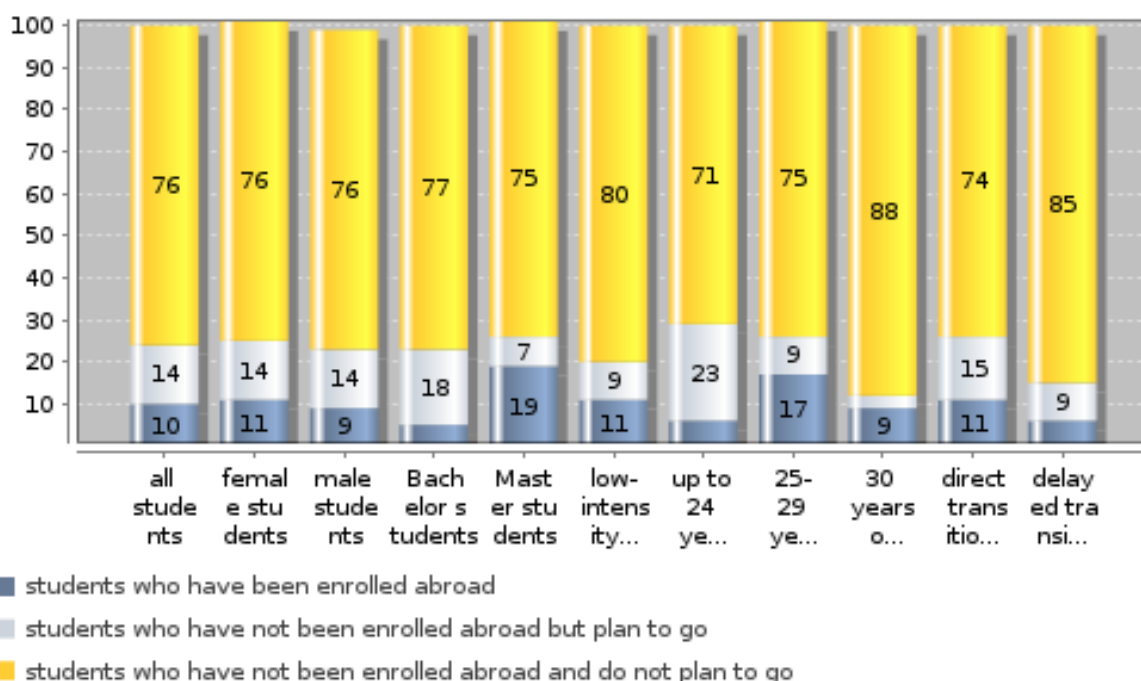
Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators

Enrolment rate of all students, in %	10.0
Enrolment rate of female students, in %	10.7
Enrolment rate of Bachelor students, in %	4.9
Enrolment rate of Master students, in %	18.8
Plans for foreign enrolment of all students, in %	14.1
Plans for foreign enrolment of Bachelor students, in %	18.2

Students with enrolment abroad or respective plans by characteristics of students (in %)

- students who have been enrolled abroad
- students who have not been enrolled abroad but plan to go
- students who have not been enrolled abroad and do not plan to go

details on missing data:

In the national survey, students could also answer another category: "Maybe I will enroll abroad, but I haven't been yet". Those 11.144 cases have been included in the last category "have not been and do not plan", otherwise the percentages would be calculated based on a wrong total. However, this group was partly excluded from answering some of the following questions. Hence, the total "n" sometimes differs greatly.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

On average, 10% of all students have already been enrolled abroad for a period of study, another 14% plan to study abroad. However, this data is not a mobility rate (for which one has to ask graduates) and should not be interpreted as such. It is an average rate among all students, that means, beginners who have by definition not yet been enrolled abroad are included just as are students close to the end of their studies who by nature have a significantly higher proportion of mobile students. The added value of this ratio is the comparison among countries, among different groups of students, the information about students planning to go and the focus on barriers on mobility (see next figures). Moreover, it is important to mention, that the published ratios for Master Students cover all their study time, hence, including their bachelor study.

Obviously, the proportion of students who have been enrolled grows with their study progress and correlates roughly with the age of the students. Hence, 5% of the Bachelor Students have been enrolled abroad and another 18% plan to go. Together, that indicates the potential of mobile Bachelor students of 23% of which only a fifth has been realised yet. On the other hand, 19% of the Master Students have already been enrolled abroad and another 7% plan to go. That indicates a potential of mobile students in Master programmes of 26%, of which 74% have been realised (not including Bachelor graduates who continue their complete study in a foreign country). A similar picture can be seen if looking at different age groups: 6% of the students younger than 25 years have been and further 23% plan to be mobile (in sum a potential of 29%), among students aged 25-29 years, 17% have been and 9% plan to be mobile (a potential of 25%). However, among students older than 30 years, 'only' 9% have been and 'only' 3% plan to be mobile (in sum a potential of 12%). This group of students is not just older than the others, but started their studies later, has in general several years of working experience and is very often enrolled in a special programme for working students. Hence, they also face different barriers than their younger colleagues (see next figures). A very similar picture is visible within students with delayed transition, because there is a large overlap between those two groups. However, a small difference in the mobility behaviour is notable by gender: More female students were already enrolled abroad (11% vs. 9%). In total, the potential of mobility is also slightly higher among female students. However, these differences are mainly caused by different age structures, different speed of progress in studying and by different fields of studies both genders are enrolled in.
Nevertheless, the largest group in all the analysed subgroups are students who have not been enrolled abroad and do not plan to go. On average, they are 76% of all students, they are 88% among students older than 30 years and 85% among students with delayed transition.
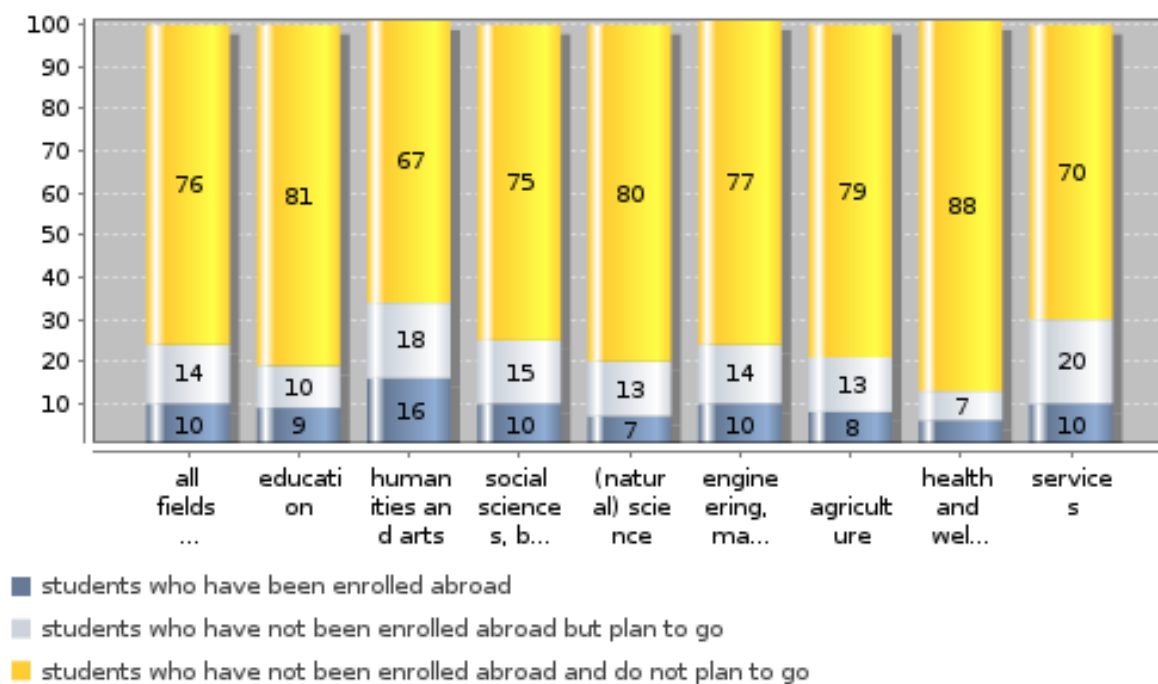
Topic: I. Internationalisation and mobility

Subtopic 2: Enrolment abroad by field of study

Key Indicators

Enrolment abroad by field of study:

humanities and arts, in %	15.6
social sciences, in %	10.0
(natural) science, in %	6.5
engineering disciplines, in %	9.8

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

details on missing data:

unspecified fields of study:

enrolled abroad: 73

plan to go: 180

students who do not know yet resp. have not been, not plan: 831

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

If one regards the mobility of students by field of study, one has to keep in mind that different fields of study changed to the Bologna Structure of Bachelor and Master Studies at different points in time or not (yet) at all. Hence, we have different proportions of students in Bachelor, Master and traditional Diploma Programmes by field of study which might have an influence on the mobility of students. However, on the first glance, that does not seem to be the case.

The highest rate of students who have been enrolled abroad, report students in Humanities (of which 36% are Bachelor Students), namely 21% and students in Services (44% of them are Bachelor Students) with 18%. The lowest rates of students who have been enrolled abroad are visible in Health (6% Bachelors) with 8% mobile students and in Sciences (58% are Bachelors) with 10%. Hence, there is no correlation with the Bologna Structure notable. Fields of studies with a high rate of already mobile students are also the fields with a high proportion of students planning to be mobile and if summarised, these are also the fields with the highest potential of mobile students: Humanities 50%, Services 48%, compared to 23% in Education and 21% in Health. By field of study also the ratio of mobile students as a share of potentially mobile students differs, i.e. the proportion of students who have been mobile on all potentially mobile students. It is on average 42%, but highest in Education (53%) and lowest in Sciences (30%). That might be an indication, whether students prefer to be mobile in the middle of their studies (like in Education) or more towards the end of their studies (like in Sciences).
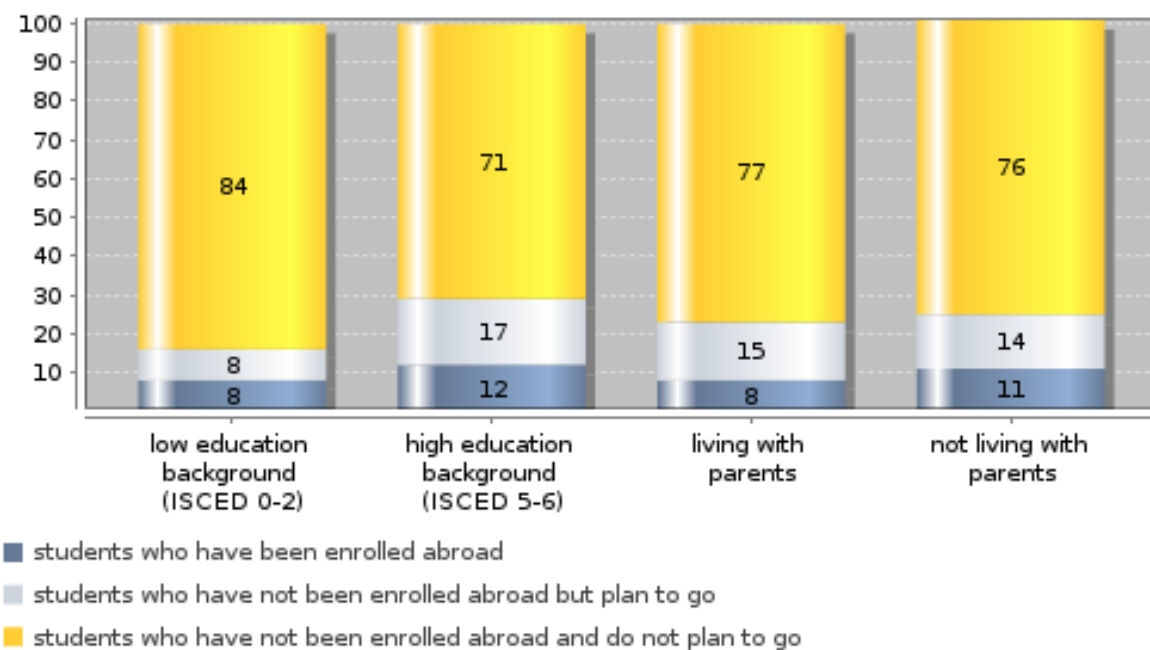
Topic: I. Internationalisation and mobility

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

Key Indicators

Enrolment rate of students, parents with high education background (ISCED 5-6), in %	11.7
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	8.1
Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)	1.4

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

- students who have been enrolled abroad
- students who have not been enrolled abroad but plan to go
- students who have not been enrolled abroad and do not plan to go

details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Students from low education background are less mobile (8% have already been enrolled abroad) than students from higher educational background (12% have already been enrolled abroad) and far more students from higher educational background plan to be mobile (17% vs. 8%). Some reasons for that are, that students from low education background are older, have more working experience before

studying, work more during their studies, are more likely to have their own family and are more likely to study in a special programme for working students. Their different funding situation is another reason: see next figures for that.

8% of students living with parents, but 11% of students not living with parents have been mobile. However, that is mainly because students living with parents are younger and have been studying for a shorter period of time and more students living with parents plan to be mobile. Altogether (have been + planning), the potential of mobility is practically the same in both groups (23-24%), but students not living with parents have to a greater proportion already realized that potential.

Topic: I. Internationalisation and mobility

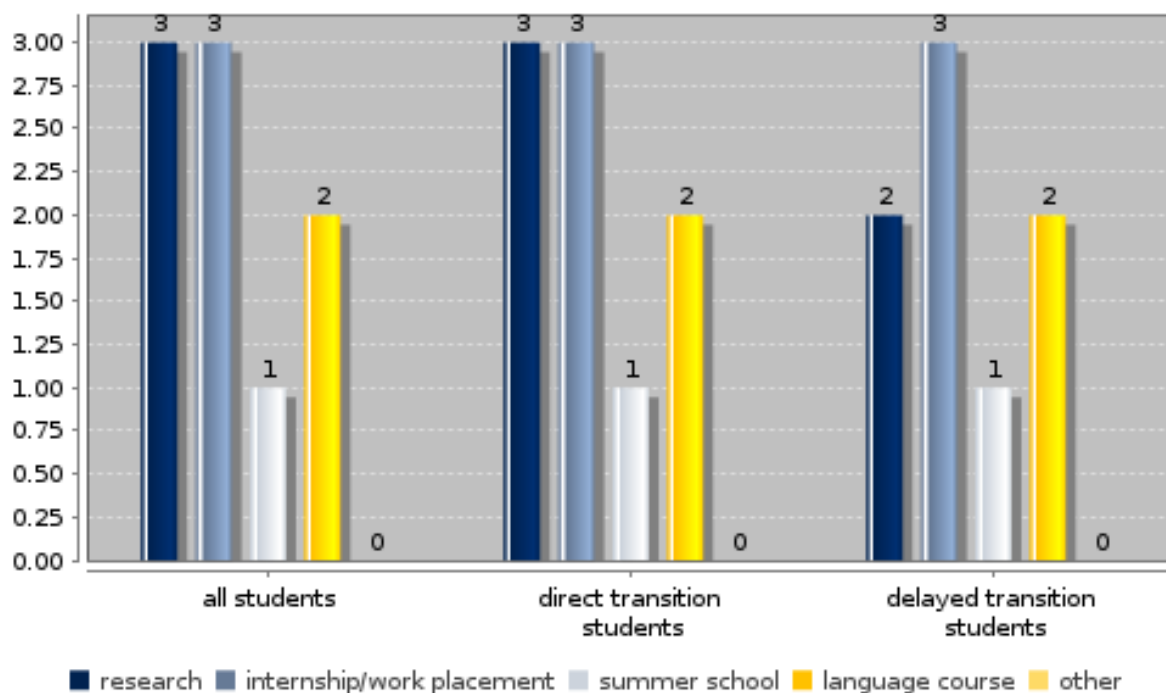## Subtopic 4: Study-related activities abroad by characteristics of students

Key Indicators

Internship/work placement abroad, all students, in %	3.16
Language course abroad, all students, in %	1.85
No acitivities abroad, all students, in %	85.2
No acitivities abroad, students up to 24 years, in %	89.0

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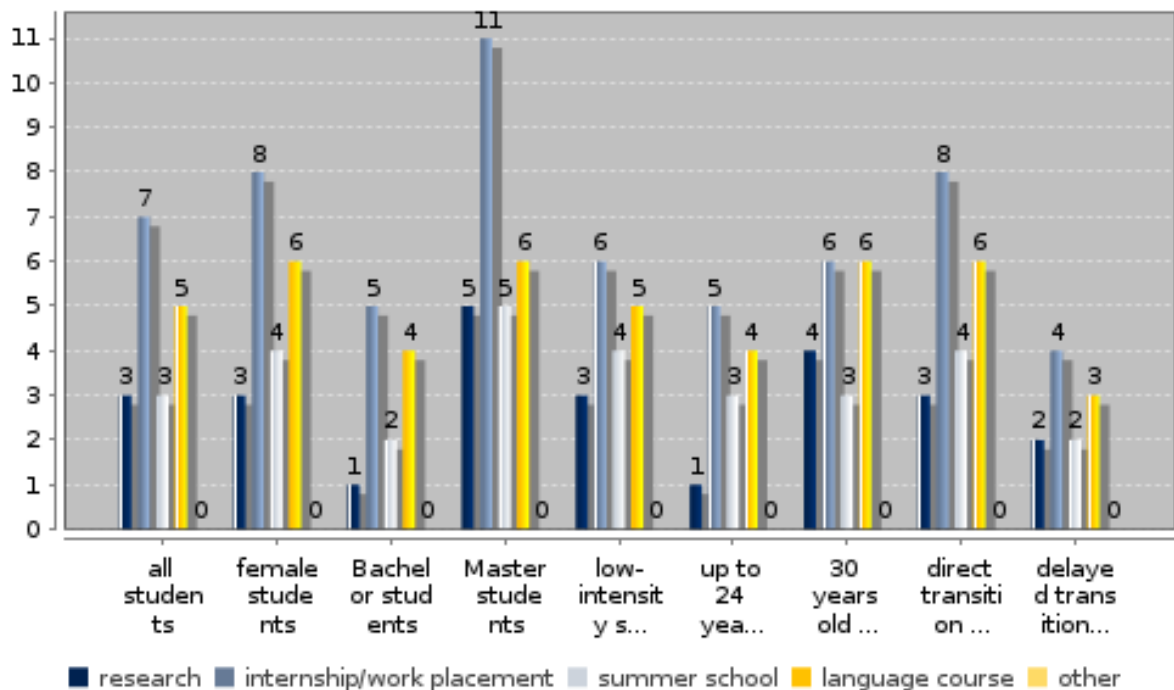
Study-related activities abroad by characteristics of students and average duration (in months)

Legend: ■ research ■ internship/work placement ■ summer school ■ language course ■ other

details on missing data:

The total numbers of students do not match the headcounts filled in the meta data. The numbers do not include students who didn't answer any of the questions concerning other study related activities abroad.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Apart from being enrolled abroad, students can do other study-related activities abroad to be regarded as mobile students: Research, internship, participation in a Summer School or enroll in a language course (study-related!). On average, 15% of all students have done at least one of these activities - in combination with an enrollment abroad or not. The most common activity in that area is an internship abroad: 7% of all students (from beginners to nearly graduates) have done this, which means nearly half of all other study-related activities abroad are internships. In some study programmes, internships abroad are obligatory. 5% of all students have participated in a (study-related) language course, very often in combination with one of the other activities. 3% of all students have done research abroad or participated in a summer school. A little bit more female students than male students have done all of these activities. 22% of the Master students and 9% of the Bachelor students have done other study-related activities abroad. In both groups internship is the most frequent activity, however, for Master students, research activities gain prominence. 15% of the older students (over 30 years) have done other activities abroad compared to 11% of the younger students (up to 25 years). However, the main reason for that difference is a higher engagement in research activities of older students. Even larger are the differences between students with direct (16% with other activities abroad) and delayed transition (9%). The former did every activity twice as often as the latter.

Students with delayed transition have been abroad to a lesser degree and if they were, they have done nearly as often language courses as internships.

In addition internships are the activity abroad with the longest duration, namely 3,2 months on average. Research took on average 2,6 months, language courses 1,9 months and Summer Schools 1,3 months. There is no difference between students with direct or delayed transition regarding the average duration of a study activity abroad.
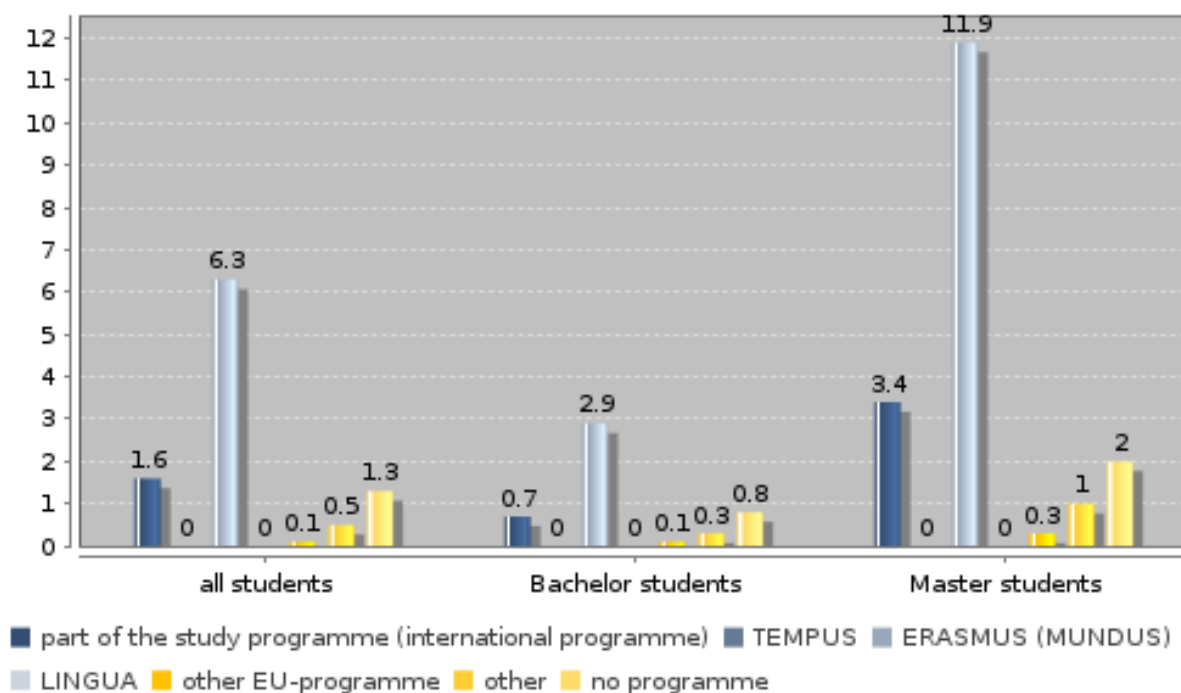
Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

Key Indicators

Students with enrolment abroad, who went abroad without a programme, in %	13.6
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	63.3
Bachelor students with enrolment abroad, who went abroad without a programme, in %	17.0
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	60.1

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

- part of the study programme (international programme)
- TEMPUS
- ERASMUS (MUNDUS)
- LINGUA
- other EU-programme
- other
- no programme

Students with enrolment abroad by type of organisation, based only on students with enrolment abroad (in %)
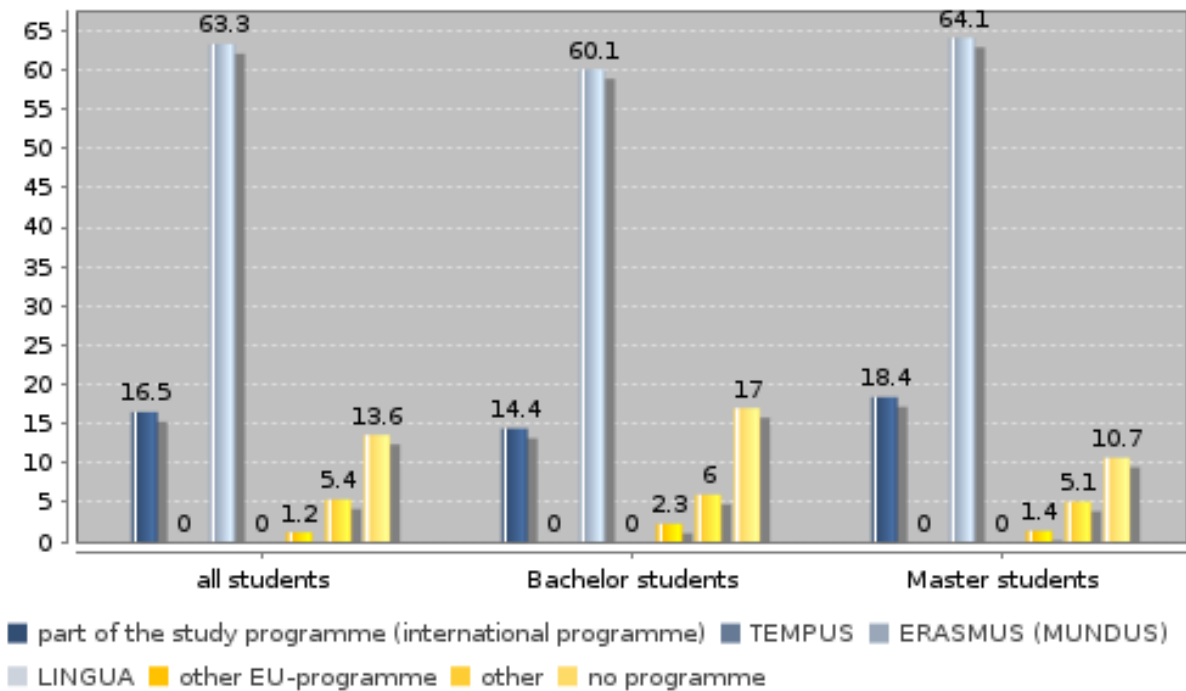
details on missing data:

TEMPUS and LINGUA have not been asked for, because pretests showed no evidence for them (as proven by low numbers for other programmes).

Total number of students in respective group (in both tables) doesn't match the headcounts filled in the meta data, because they don't contain students who didn't answer the question on mobility programme at all. That is also the reason, why the mobility rate is a bit lower here than in Fig. 1

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Erasmus is the most important programme for organising an enrollment abroad. 63% of all mobile students went on Erasmus exchange, in 17% of the cases the exchange was part of their study programme at home (e.g. double degree programmes, joint studies, and direct exchange programmes of higher education institutions) and 14% of the mobile students went as so called free-movers without the assistance of any programme. Hence, 6% of all students in Austria participated (already) in the Erasmus programme. Other programmes do not play a role at all. There is only a small difference between Bachelor and Master Students in organising their enrollment abroad: Bachelor Students are more likely to go as free-movers than Master Students (17% vs. 11%) and the exchange is less frequently part of their study programme (14% vs. 18%).

Topic: I. Internationalisation and mobility

Subtopic 6: Sources of funding for enrolment abroad

Key Indicators

|	
Share of students utilising their parents/family as a source of funding:	
all students, in %	76.8
BA students, in %	77.6
students with high education background (ISCED 5-6), in %	82.5
students with low education background (ISCED 0-2), in %	58.2
Share of students indicating their parents/family as primary source of funding:	
students with high education background (ISCED 5-6), in %	57.2
students with low education background (ISCED 0-2), in %	27.8
Share of students giving public support as primary source:	
students with high education background (ISCED 5-6), in %	18.8
students with low education background (ISCED 0-2), in %	43.3

Students utilising a particular source of funding for their enrolment abroad by level of studies and highest educational attainment of students' parents (in %)
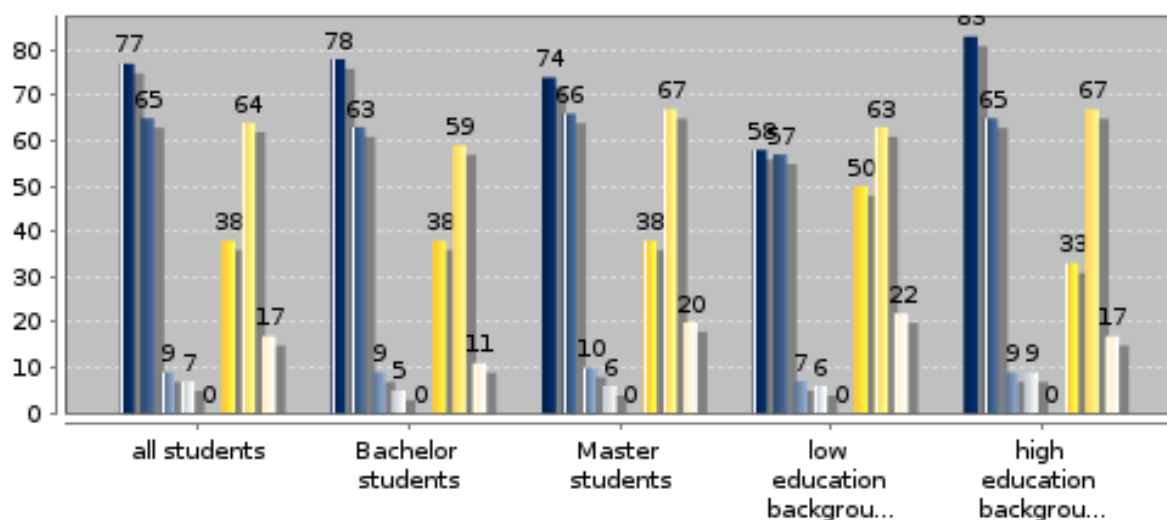
Students indicating a particular source as primary source for their enrolment abroad by level of studies and highest educational attainment of students' parents(in %)
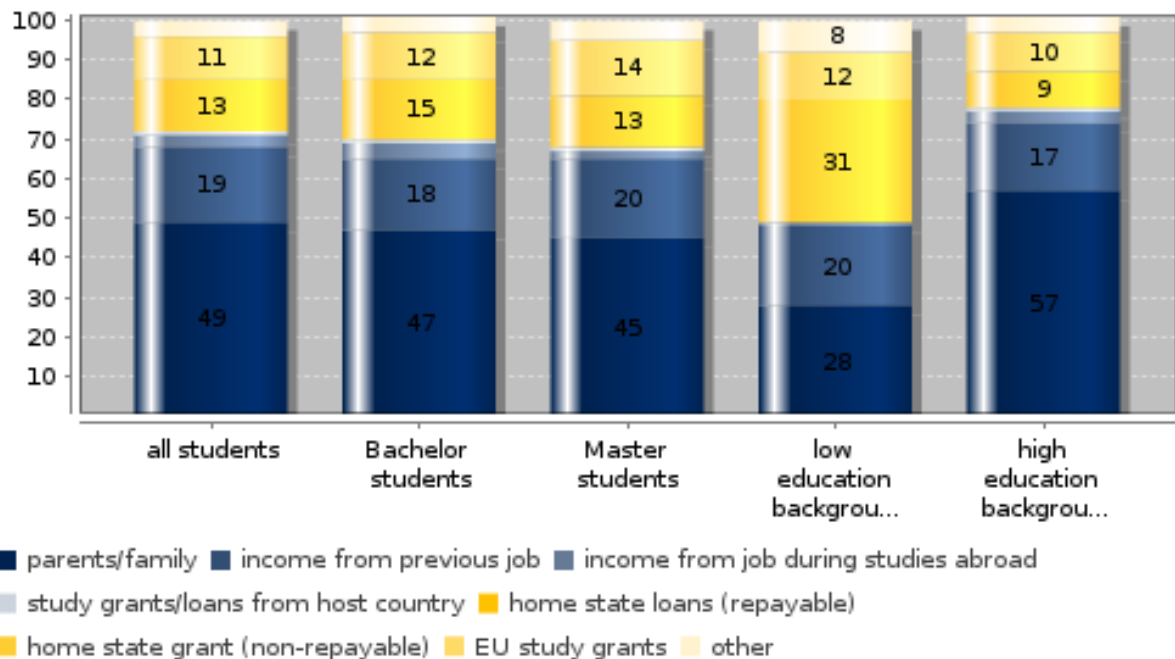
details on missing data:

There are no repayable state loans for students in Austria.

methodical issues or considerations for data interpretation:

We asked for the amount of money received. Hence, the second table is based on the highest amount of Euros.

national interpretation of the results of the data analysis:

How did students fund their enrollment abroad? In general, the funding of a stay abroad is a mixture of income from different sources: 77% received financial support from their family, 65% used income from previous jobs ('savings') and 64% received a grant from the EU and nearly 40% received support from a national study grant. Other sources of funding are of minor importance, e.g. paid jobs during the enrollment abroad (9%) or study grants from host countries (7%). There are practically no differences between Bachelor and Master students with regard to their sources of funding apart from the fact that Master students went more often on Erasmus exchange and hence, a bit more of them received a grant from the EU. However, there are large differences between students from low and from higher education background. Less than 60% of the first group received financial support from their family vs. 83% from the second group. Also income from previous jobs was more frequently used by students from high education background. On the other hand, students from low education background more often received a grant from the home state (50% vs. 33%).

The students' family was also the most important source of funding for half of all students, but for only 28% of the students from low education background compared to 57% of the students from higher educational background. The second most important source, mentioned by 19% of all students, was saved income from previous jobs. However, this ranking of funding sources looks completely different

for students from low education background: Study grants from the home state are the most important source for them (31%), followed by contributions from their family (28%) and income from previous jobs (20%). Study grants from the EU follow on forth position, which were the most important source of funding for 12% of students from low education background. Hence, the funding pattern of an enrollment abroad differs very much by social background. Compared to that, the differences between Bachelor and Master students are marginal.

Topic: I. Internationalisation and mobility

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

Key Indicators

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

|	
personal development, in %	96.3
language improvement, in %	87.5
quality of education, in %	66.8
academic level, in %	62.5
social integration, in %	74.9
service from host institution, in %	75.4

Importance of aspects concerning enrolment abroad (in %)
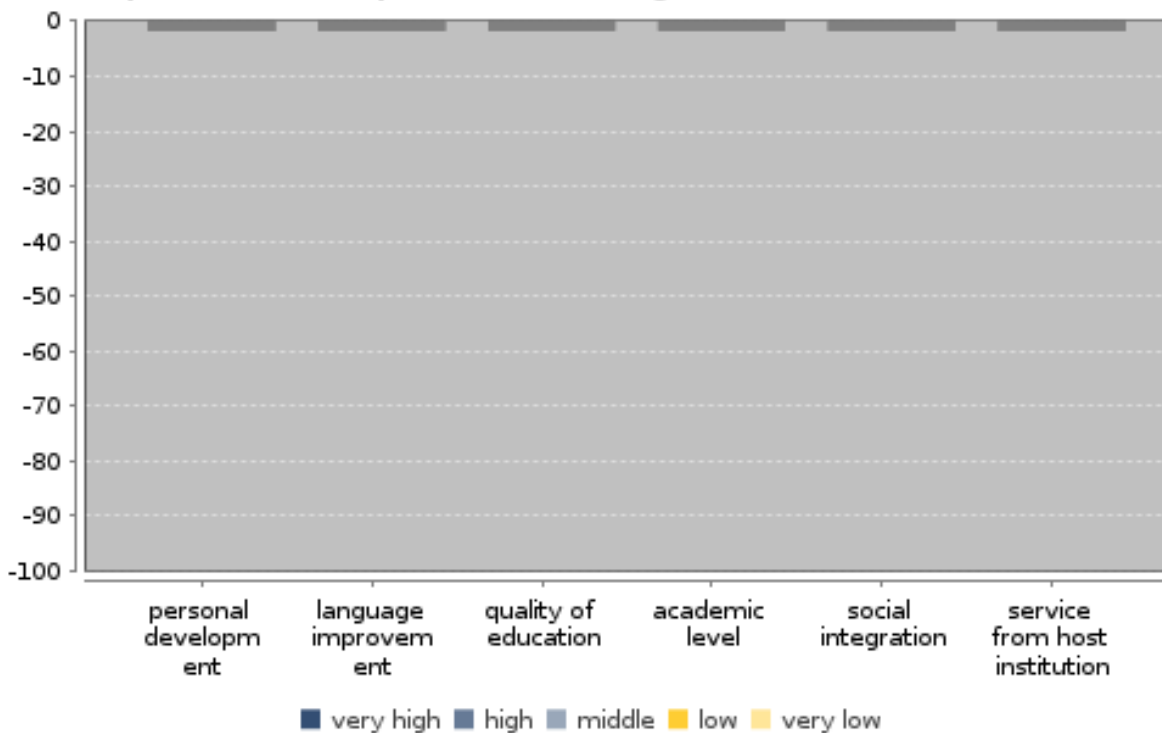
Fulfilment of expectations concerning enrolment abroad (in %)

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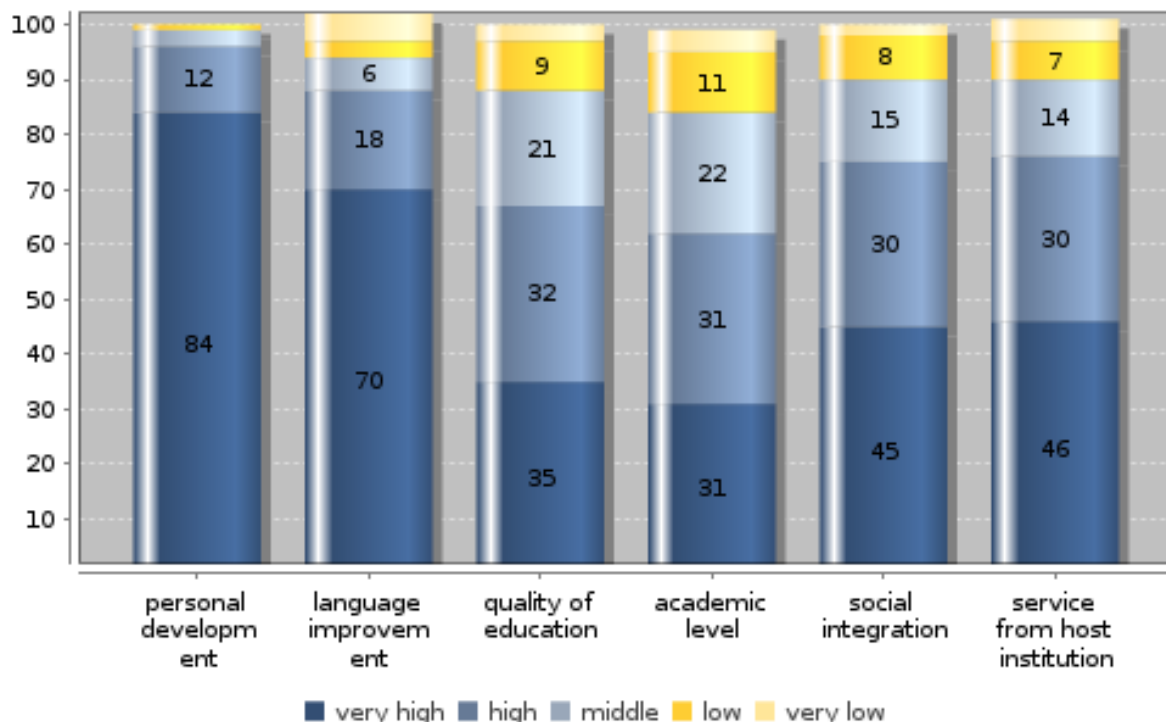
Fulfilment of expitations concerning aspects of the enrolment abroad considered as (very) important

	very high	high	middle	low	very low
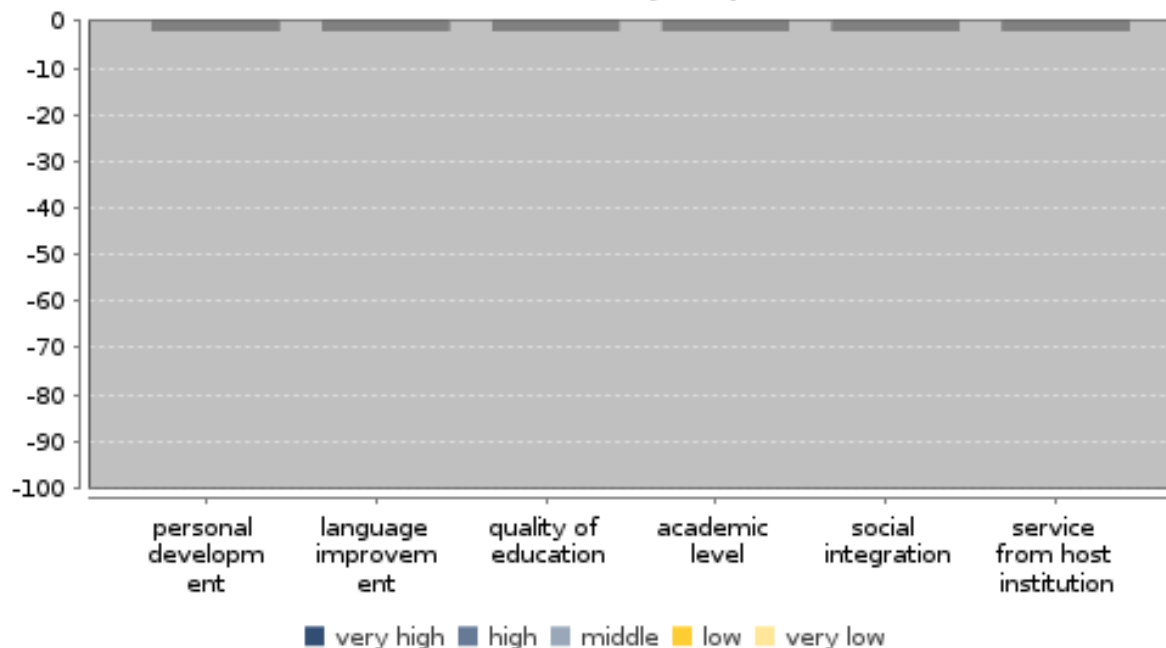
details on missing data:

Importance of aspects has not been asked for.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The expectations of the students regarding their enrollment abroad have been fulfilled to a high degree. 96% of all mobile students report their expectations regarding their personal development have been (very) highly fulfilled. 88% report to be (very) satisfied with the improvement of their language competencies, and 75% see their expectations towards social integration and service of the host institution (very) highly fulfilled. For two thirds, the quality of education (very) much fulfilled their expectations and 63% admit to this regarding the academic level of the host programme. However, 15% saw their expectations not or not at all met regarding the academic level, 12% the quality of education and 11% the service of the host institution.
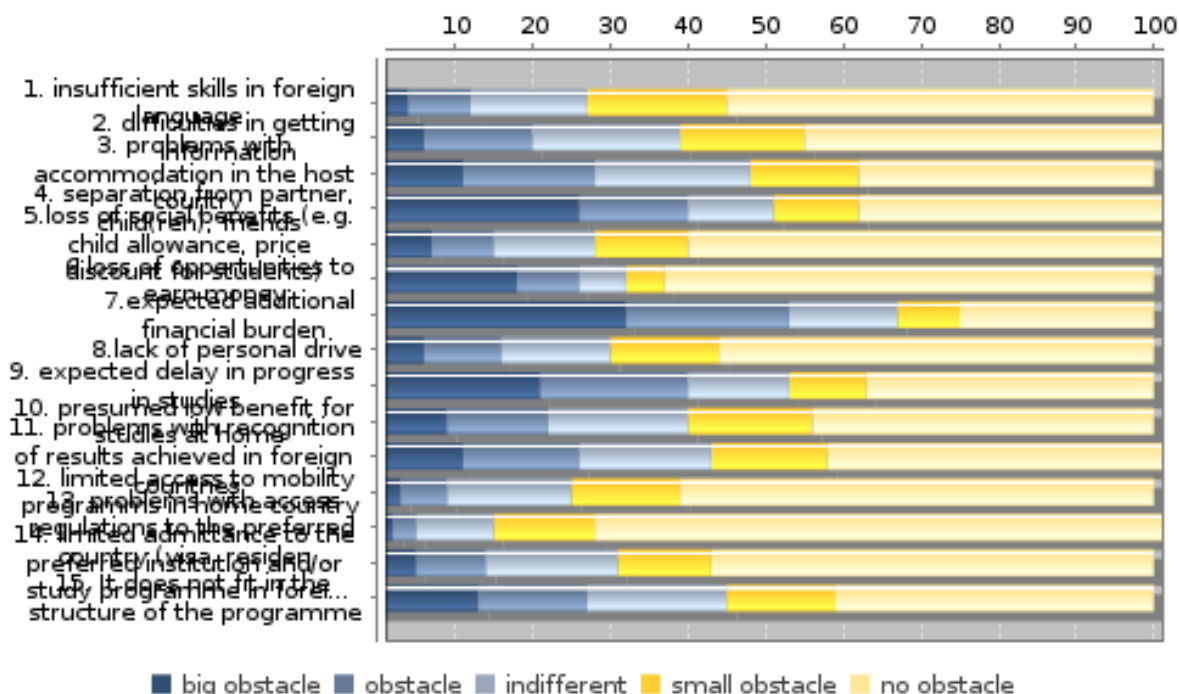
Topic: I. Internationalisation and mobility

## Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

Big obstacle to enrolment abroad for
students without enrolment abroad:

lack of language competency, in %	3.6
insufficient support in the home country, in %	10.6
insufficient support in the host country, in %	3.4
financial insecurities, in %	16.9
attitudinal/social abstacles, in %	19.4

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

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

big obstacle ■ **obstacle** ■ **indifferent** ■ **small obstacle** ■ **no obstacle**
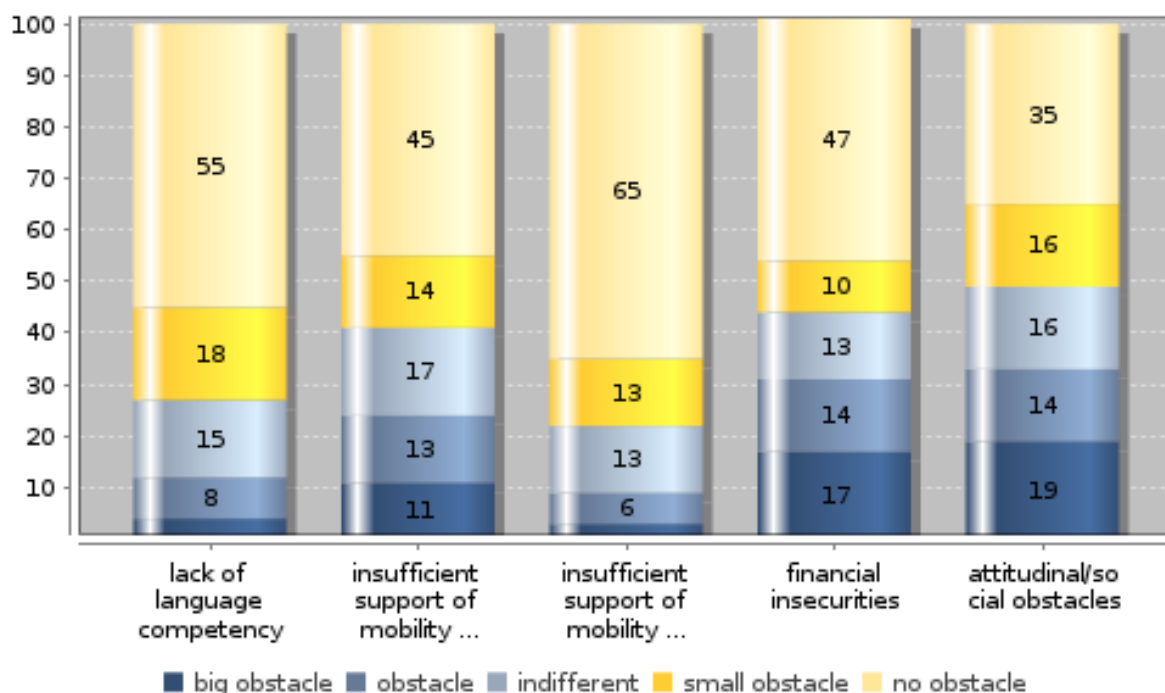
details on missing data:

Obstacle 6 contains more missing values than the other variables, because it was hidden for students who were not working in the term the survey was conducted.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

What are obstacles to mobility from the perspective of students, who have not undertaken enrollment abroad? For nearly a third of them, the expected financial burden is a big obstacle, followed by separation from their family (26%). If one sums the answers "big obstacle" and "obstacle" up, more than half of the non-mobile students fear the financial burden of an enrollment abroad and 40% each expect a delay in their studies and have difficulties with the separation from their family and friends. Moreover, around a quarter of all non-mobile students believe that an enrollment abroad does not fit in the structure of their study programme, fear problems with recognition of results achieved in foreign countries or presume low benefit for their studies at home. On the other hand, around 70% or more of the non-mobile students see no problems with their language skills, a potential loss of social benefits, a potential lack of personal drive, limited access to mobility programmes, visa restrictions, or limited admittance to the preferred institution and/or study programme in a foreign country.

However, aggregating these 15 potential obstacles to 5 categories, provides a slightly different pattern: A third of the students, who have not undertaken enrollment abroad, mention attitudinal or social obstacles, 31% name financial insecurities, a quarter complains about insufficient support of mobility in home country and 12% believe to have a lack of language competency. Insufficient support of mobility in the host country is only mentioned by 9%.

Topic: I. Internationalisation and mobility

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

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:	
humanities and arts - lack of language competency, in %	2.7
engineering disciplines - lack of language competency, in %	3.4
humanities and arts - insufficient support in the home country, in %	9.7
engineering disciplines - insufficient support in the home country, in %	9.7
humanities and arts - financial insecurities, in %	18.5
engineering disciplines - financial insecurities, in %	17.6

Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles , students of humanities and arts (in %)
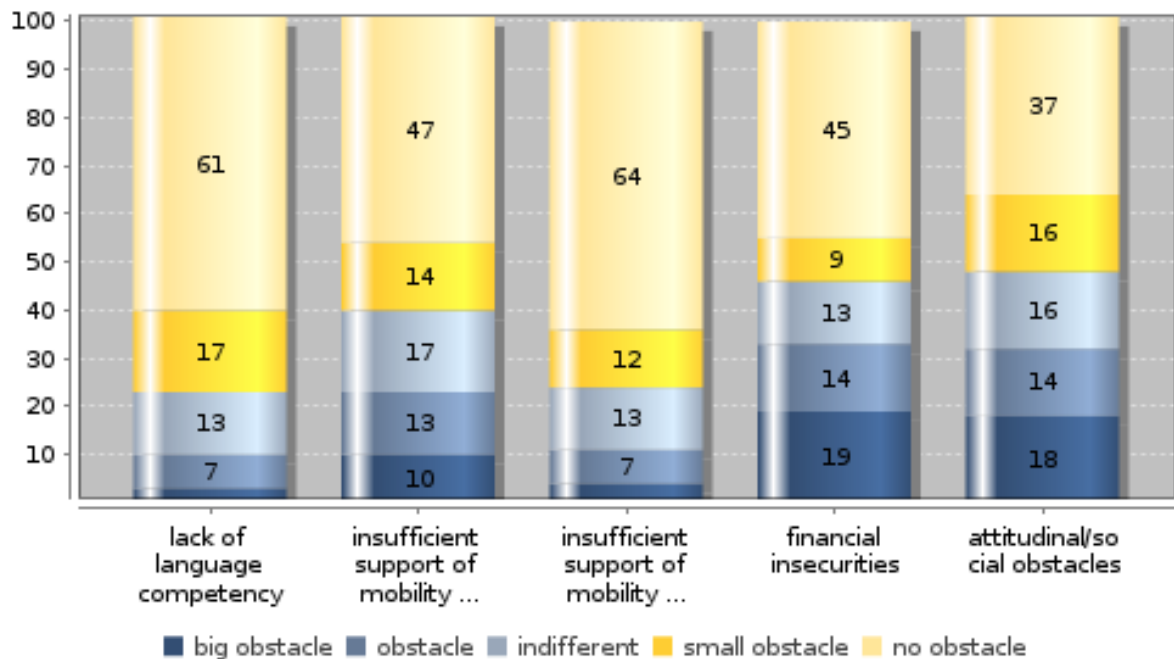
Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles , students of engineering (in %)
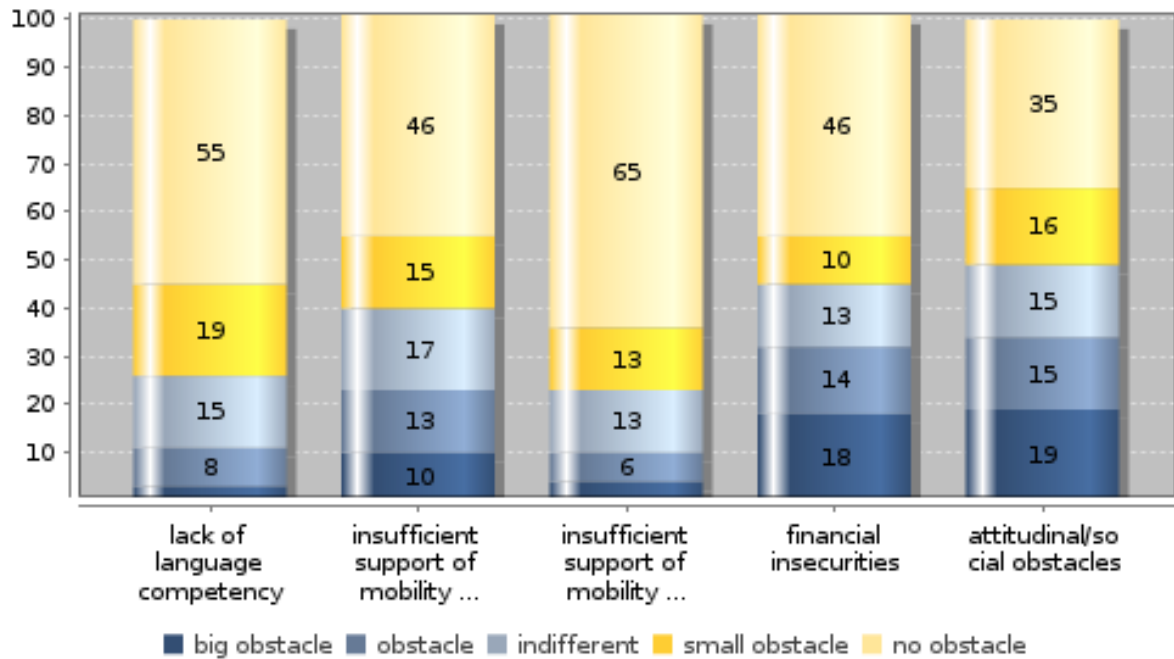
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The perceived obstacles to mobility do not differ very much between students in Humanities or students in Engineering and, moreover, answers from both groups do not differ very much from the average of all students (see figure 8). However, students in Humanities regard their language skills a bit less often as an obstacle to mobility (10% compared to 12% on average). On the other hand, they mention the financial burden a bit more often (32% vs. 30,5% on average).

Topic: I. Internationalisation and mobility

Subtopic 10: Perceived obstacles to enrolment abroad by social background

Key Indicators

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

low education background (ISCED 0-2) - lack of language competency, in %	4.8
high education background (ISCED 5-6) - lack of language competency, in %	3.1
low education background (ISCED 0-2) - insufficient support in the home country, in %	7.9
high education background (ISCED 5-6) - insufficient support in the home country, in %	11.2
low education background (ISCED 0-2) - financial insecurities, in %	18.3
high education background (ISCED 5-6) - financial insecurities, in %	14.1

Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles, students with high education background (ISCED 5-6) (in %)
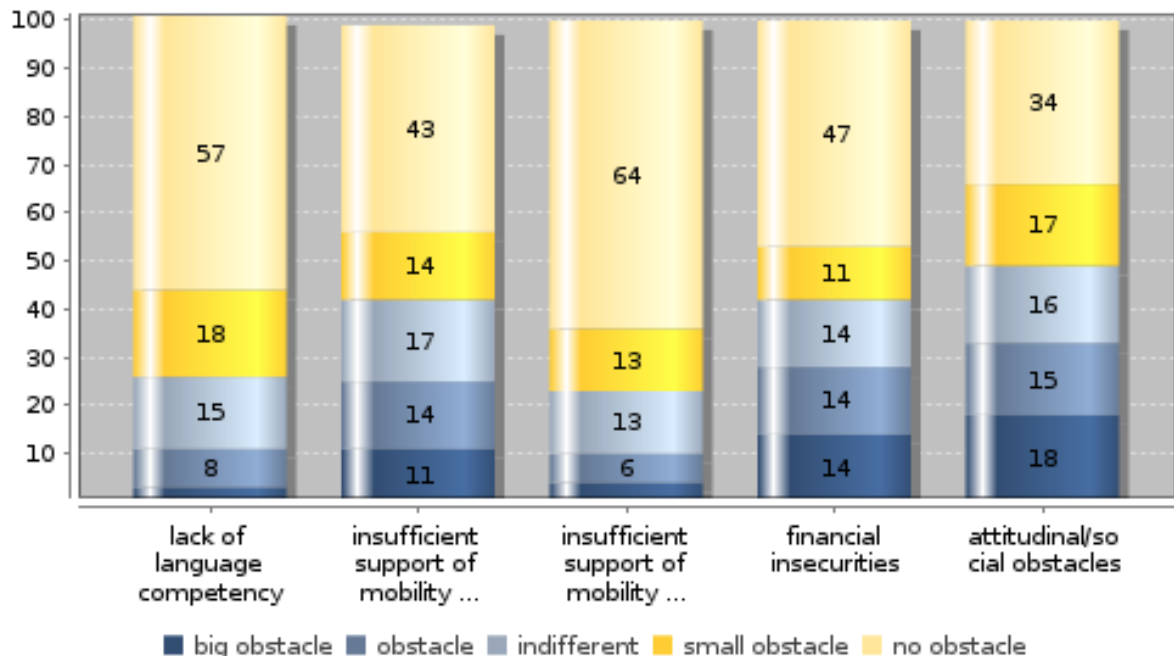
Perceived obstacles to enrolment abroad for students without enrolment abroad by categories of obstacles, students with low education background (ISCED 0-2) (in %)

big obstacle ■ **obstacle** ■ **indifferent** ■ **small obstacle** ■ **no obstacle**
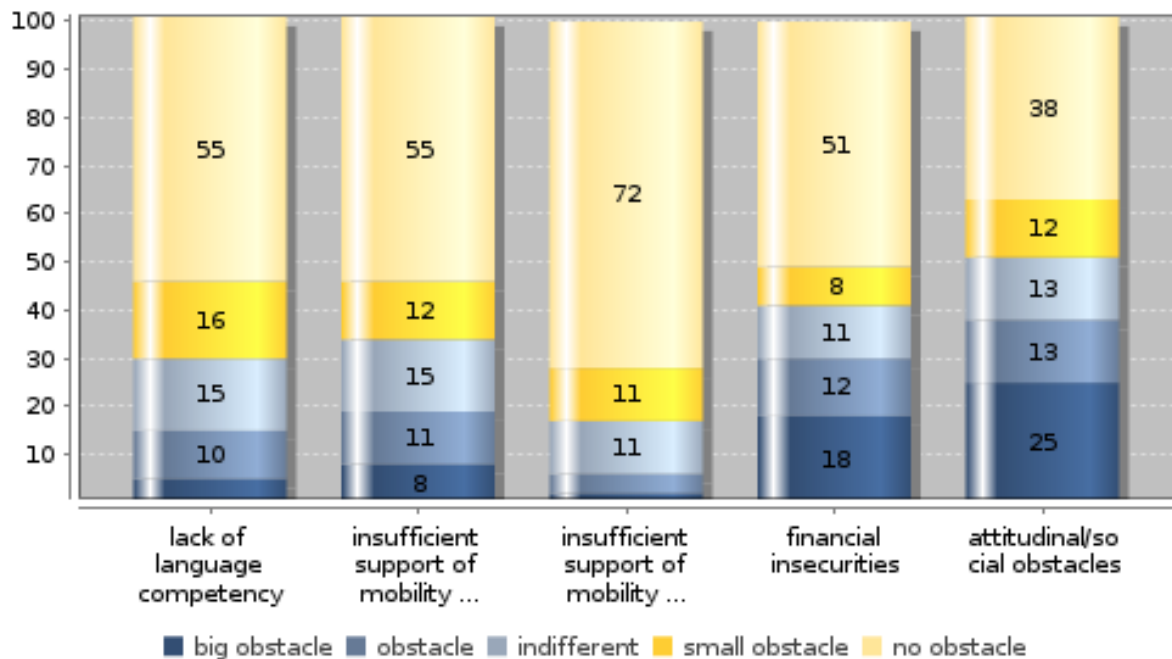
details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The perceived obstacles to mobility differ by social background of students. However, this analysis also unfolds some unexpected results: First of all, students from a higher educational background fear the financial burden of an enrollment abroad slightly less than the average of all students. However, students from low education background mention financial insecurities just as often as the average of all students does. Moreover, they mention more often to have a lack of motivation (38% vs. 34% on average) and they regard their language skills more often as not sufficient for an enrollment abroad (14% vs. 12% on average). Languages skills are, on the other hand, a potential obstacle less often mentioned by students from higher educational background (11%). However, the biggest difference between students from low and higher educational background lies in their rating of support of mobility in home or host country. Students from low education background far less often mention insufficient support (either from home or host country) than students from higher educational background. The main reason for these differences is, however, the difference in average age of the two groups: Non mobile students from low education background are on average six years older than their colleagues from higher educational background. Hence, we do not see a difference in e.g. the rating of financial insecurities, because students in their thirties on average have less financial problems due to higher job income.
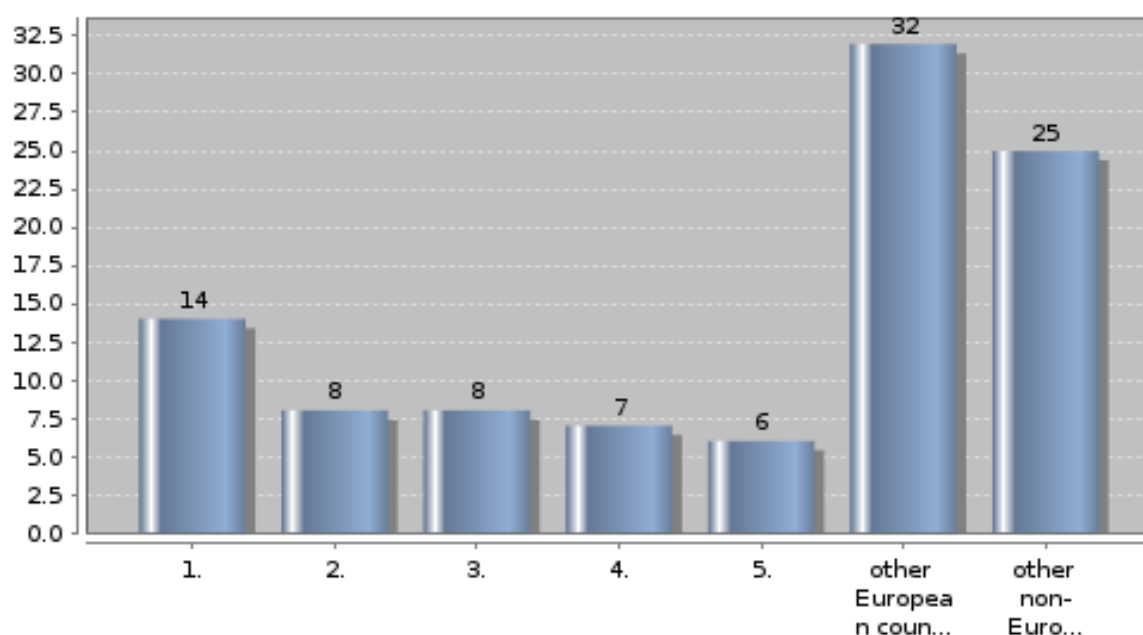
Topic: I. Internationalisation and mobility

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

Key Indicators

Students with study-related activities in
most frequent host country, in %   17.0

Students with study-related activities in
second most frequent host country, in
14.3   %

45.0   7.7

Students with study-related activities in
third most frequent host country, in %   48.0

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

details on missing data:

Due to nonresponse the total number of students who have been abroad for study-related activities differs from the total number in other sheets.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Most frequent host country for other study-related activities (such as research, internship, summer schools) of Austrian students is Germany (14%), followed by the United Kingdom (8%), USA (8%), Spain (7%), and Italy (6%). However, 32% of the mobile students stayed in another European country, further 25% in another Non-European country.

Topic: I. Internationalisation and mobility

Subtopic 12: Foreign language proficiency according to self-assessment

Key Indicators

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

1.0

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

79.8

2.0

11.9

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

0.0

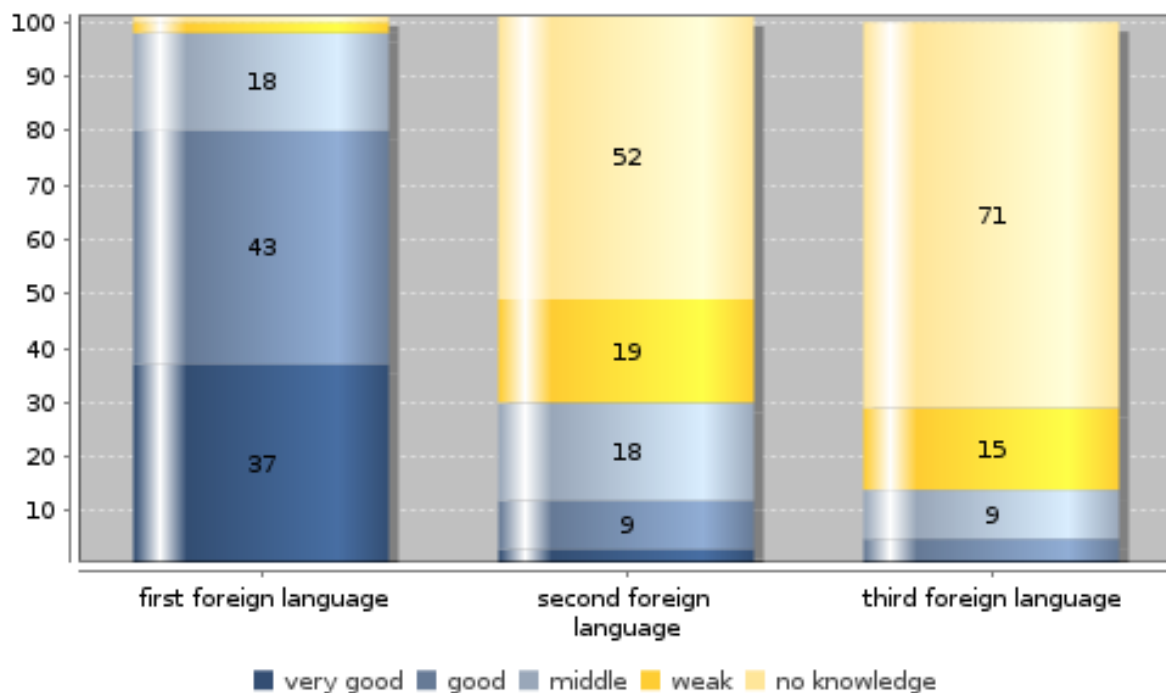Share of all students being able to speak two or more foreign languages (very) well, in %

5.8

29.4

General foreign language proficiency by highest educational attainment of student' parents (in %)
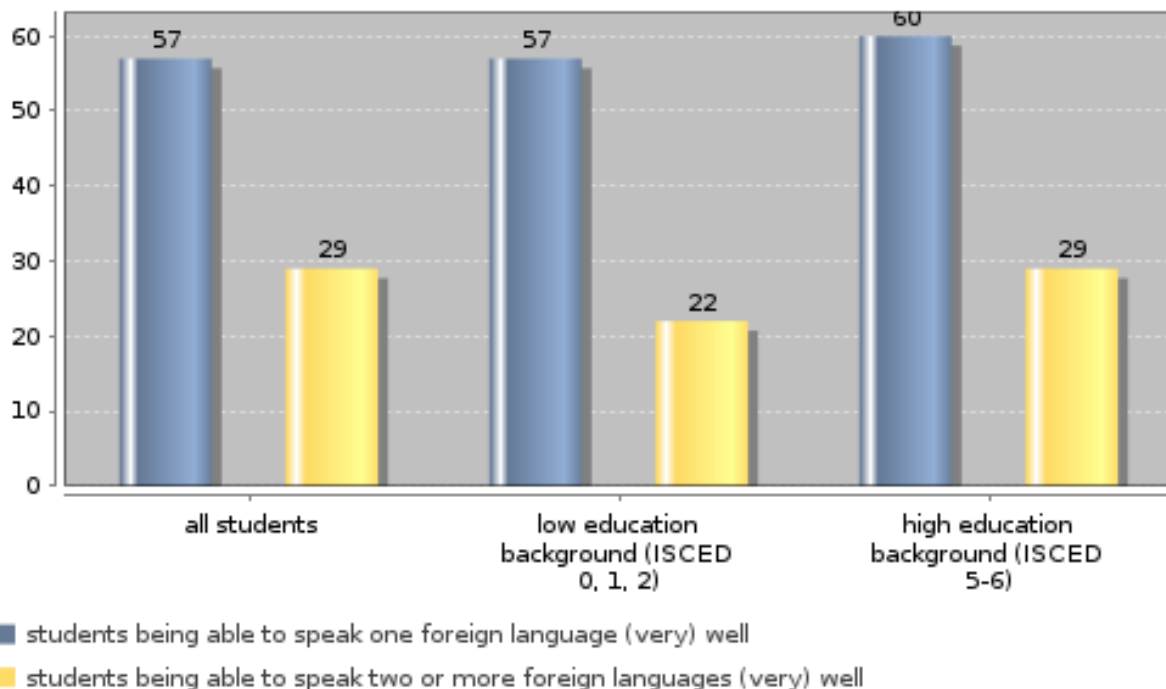
Degree of language proficiency by most frequently spoken foreign languages (in %)

details on missing data:

methodical issues or considerations for data interpretation:

third foreign language: Italian

national interpretation of the results of the data analysis:

In a self-assessment 57% of all students rate their language proficiency in one foreign language as good or very good, further 29% in two or more foreign languages. Summed up, that means 86% of the student's asses themselves a (very) good competency in at least one foreign language.

These ratios are a bit lower among students from low education background, especially with regard to a second foreign language. That is mostly the case, because fewer students of this group attended a general academic high school, but more a vocational oriented secondary school where languages are taught less intensively.

The first foreign language spoken by students in Austria is definitely English: 80% asses themselves a (very) good proficiency. This is followed by French, of which 12% regard themselves as (very) capable and Italian with 6% (very) capable of.

Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators

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

Languages of domestic study programmes by level of studies (in %)
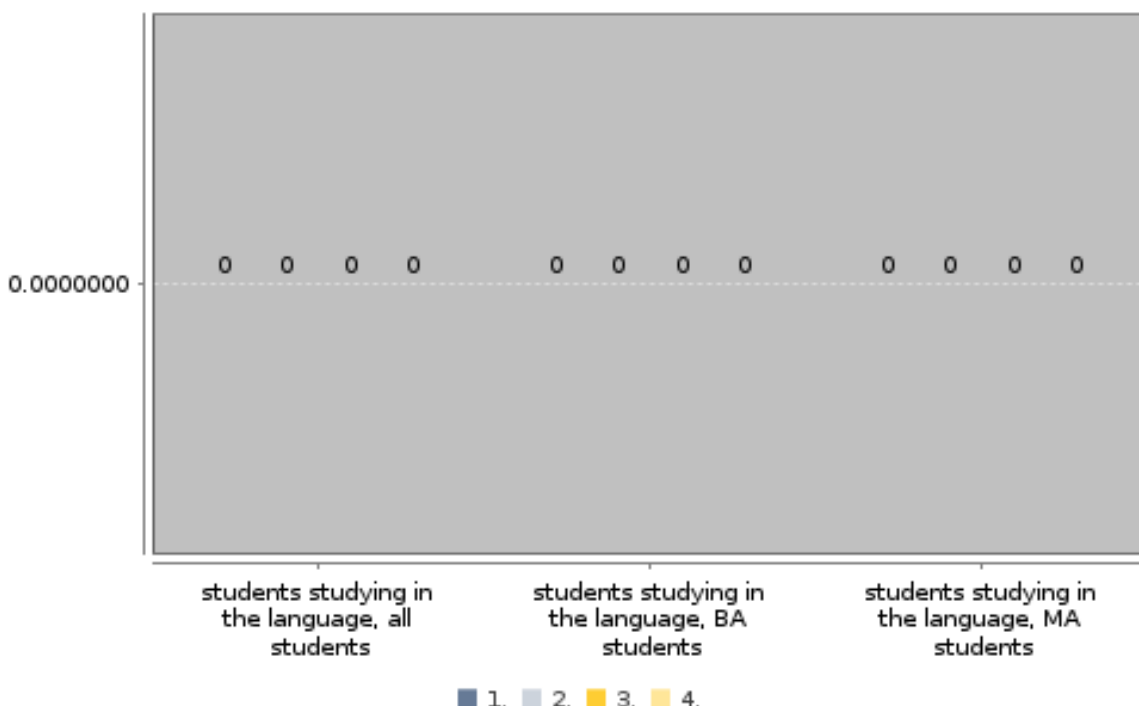
details on missing data:

This question has not been asked, because nearly all programmes were taught in German as of 2009.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

This question has not been asked, because nearly all programmes were taught in German as of 2009.