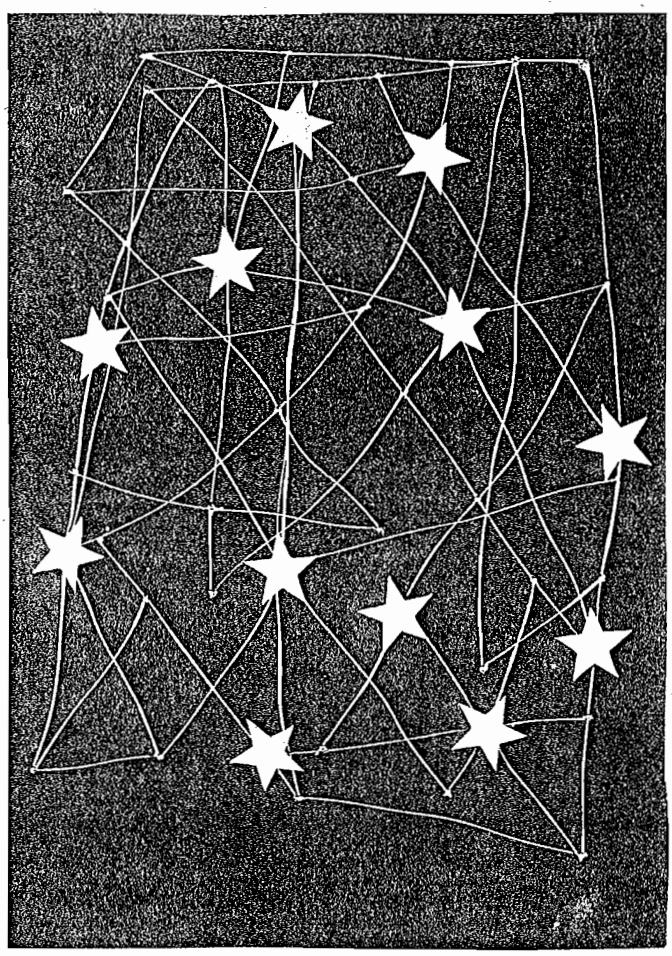
EURO STUDENT REPORT

Social and Economic Conditions of Student Life in Selected EU-Member States

National Profiles and Synopsis of Indicators Austria, France, Germany, Italy



Project of the Deutsches Studentenwerk (DSW) under the Auspices of the European Council for Student Affairs (ECSTA) with Support of the EU-Commission.

Project Coordination : HIS Hochschul- Informations-System, Hannover, Germany

Klaus Schnitzer

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Compilation of National Survey Data of
Bundesministerium für Wissenschaft und Forschung (BMWF) in Austria ,
Observatoire de la Vie Etudiante (OVE) in France ,
Deutsches Studentenwerk (DSW) in Germany ,
Fondazione RUI in Italy.

Contributions for National Profiles
Austria: Eva Schmutzer-Hollensteiner, BMWF
France: Louis Gruel and Claude Grignon, OVE
Germany: Klaus Schnitzer, HIS
Italy: Gionanni Finochietti, RUI

Project Coordination:
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Progress Report

Generation of Key Social Data on Students
of Selected Member States of the European Community

1. Project Implementation

1.1 Institutional Context

This joint project aimed at acquiring key social data on students of selected member states of the European Community was conducted by Deutsches Studentenwerk (DSW) under the auspices of the European Council for Student Affairs (ECSTA). The ECSTA supervised it by means of an advisory committee comprised of ECSTA members and chaired by Dott. Ing. A. Razzano, Director of Fondazione RUI, Rome, and D. Schäferbarthold, Deputy Secretary General of the Deutsches Studentenwerk (DSW), Bonn.

HIS Hochschul-Informations-System Hannover was charged with the procedural coordination of the surveys and the generation of the report.

1.2 Project Sponsors

The basis of the project was formed by nationally conducted surveys on students' social circumstances. A subset of this data was gathered in accordance with standard conventions and made available for the EURO-STUDENT-REPORT.

The participants were:

Austria – Project sponsor: Ministry of Science and Research
Implementation: Fessel+GfK Opinion Research Institute

France – Project sponsor: Observatoire de la Vie d'Etudiants (OVE)
Implementation: Ditto

Germany – Project sponsor: Deutsches Studentenwerk (DSW)
Implementation: HIS Hochschul-Informations-System

Italy – Project sponsor: Fondazione RUI
Implementation: Universita degli Studii di Camerino

1.3 Project Financing

The national surveys were financed by the individual member states. Depending on the scope of the individual surveys, costs ranging from 200,000 to 500,000 ECU were incurred for the project. The European Community contributed funds towards the coordination of the national surveys and creating a joint EURO-STUDENT-REPORT. These funds were administered by the Deutsches Studentenwerk.

1.4 Timetable

The national surveys were conducted in 1994. In 1995, at the same time as the findings were undergoing analysis, the member states generated tables of results as agreed upon for the National Reports.

The National Reports were submitted as follows:

- Austria: July, 1995
- Germany: October, 1995

- Italy: November, 1995
- France: November, 1995 (partial); December, 1995 (partial)

2. Project Aim and Strategy of Implementation

2.1 Project Aim

The project was designed around a decentralized data-generation approach seeking to obtain comparable data on the following key aspects of student life:

- individual financing of studies
- social background and participation in higher education
- state support and the financing of studies
- international mobility
- student living and housing patterns

The data collected constitutes primary data not covered by any official statistics.

2.2 Strategy of Implementation

The project called for the coordination of decentralized work efforts. In order to ensure comparable results, conventions were adopted with regard to:

- the type of survey (random sampling)
- definitions of individual items and indicators
- the form of presentation (national reports and synopses).

The conventions applied only to a minimum set of data (minimal strategy). The dual-purpose usage of national data (by-product strategy) was aimed at preventing survey redundancy. Data are intended for cumulative updating and long-term storage in a common database (e.g. EUROSTAT and EURYDICE).

3. Goal Fulfillment

3.1 Achievement of Overall Project Aim

Strengths

The overall project goal of generating comparable key data and indicators by coordinated, decentralized efforts has proved effective. The surveys were able to be conducted such that they describe nearly identical time frames. Time lags occurred only during subsequent analysis, thus hindering efforts to merge all the data concurrently.

In the case of Germany, the entire set of data was provided. In the case of the other countries, data on certain issues was omitted (Austria: mobility; Italy: financing of studies; France: job activity only presented in part).

Due to certain response items of highly national character (e.g. involving social stratification, degrees), not all of the information could be collected in directly comparable form. However, it was possible to gather comparable data on those categories necessary for creating indicators (e.g. percentage of children with blue-collar parents). Even though the systematical approach to portraying the social circumstances of student life could not generate fully congruent results, the indicators provided do allow a reliable comparison of systems with regard to core issues such as:

- participation in higher education by "educationally remote" social strata

- the degree of student mobility in Europe, and its trends
- the financing of studies as differentiated by state and private contributions
- state and private student housing

Drawbacks

A satisfactory way of assessing forms of student financing has yet to be found. There are two problems which need to be solved:

1. When student funding is differentiated in terms of state sources (direct transfers) and private sources, two avenues of funding are left out of the picture:

- indirect transfers (i.e. tax breaks, child allowances)
- "real transfers", i.e. material subsidies (free dormitory occupancy, free canteen meals, book donations, etc.)

2. For purposes of comparison, a distinction must be made between two types of households: students living with their parents, and students living on their own. These two types of households are present to varying degrees in the different countries. The dominant type of household in Germany – students living on their own – is not typically found in the Mediterranean countries of Europe. The financial circumstances of the majority of students in these countries – i.e. those living with their parents – can only be described with a great degree of "fuzziness". Monetary expression of the non-cash benefits received (free food and housing) can only be expressed monetarily in the form of estimates.

These procedural issues were addressed in the following manner for the present study:

1. The portrayal of each educational system is prefaced by an overall calculation of private and state spending for student financing. This includes the following amounts:

- direct contributions
- real transfers (material subsidies) by the state
- indirect family burden equalization by the state

This approach made it possible to globally specify the actual amount of state and private contributions. The percentage of state contributions (state contribution rate) was adopted as an additional indicator in the indicator synopses.

2. Maintenance provided by parents to students residing with them was taken into account by means of an alternate method of calculation:

- cash contributed, excluding non-cash benefits
- calculation of what housing would cost outside of the parental home, as an expression of monetary savings due to living at home

3.2 Appraisal of Survey Strategy

The decentralized approach to conducting such a survey has proven fundamentally effective. In any event, this approach is superior to a centralized effort to collect data from various member states. Differences in the way of collecting the data did, however, create problems. Austria, for example, opted for quota sampling, and conducted oral interviews. The other countries chose the path of true random sampling, accomplished by mail. In spite of the fact that quota sampling is advantageous in terms of swiftness and formal representativeness, it has drawbacks with regard to the representation of critical groups (e.g. older students, working students). Moreover, the low number of cases taken seldom lends itself to disaggregation by particular groups. In future efforts, all parties should strive to conduct their surveys by written random sampling.

3.3 Effectiveness of Project Organization

Even with only four countries involved, noncentral organization engenders a great deal of coordination work. To facilitate the merging of data, the conventions for data collection and provision need to be even more tightly circumscribed and adhered to. It is only possible to achieve such binding conventions with the help of greater EU financing.

A considerable amount of procedural work is involved in merging, jointly interpreting and synoptically presenting the data, and this task cannot be accomplished "on the side". In the event that this pilot study is extended, provisions will have to be made for central, full-time management.

3.4 Appraisal of Survey Procedures

The polling instruments used have proven effective with regard to **survey content**. Only in the case of inquiry into the sensitive matter of "financial situation" in Italy was there concern of possible rejection on the part of those tested, as implied by pre-tests. However, the results of the Italian surveys show that it is indeed possible to inquire into the issue of student financing, there.

With regard to the **processing** of responses, different standards of quality prevail at present. Only in the case of the Austrian and German surveys were extensive plausibility tests carried out. Greater attention must be paid to the weighting of data in the event of deviation from the representative sample.

Two problems occurred relative to the **comparability** of results:

1. To enable comparison of educational participation rates, income-based frequency divisions were created from the given distributions. The use of rigidly defined, universal income brackets would have led to distortions due to national variation in income levels. Therefore, each country's income distribution was divided up into quartiles. The lower quartile was defined as the "poverty quartile", regardless of the respective ECU poverty line. Such functional divisions allow adequate comparison of countries' educational participation rates as a function of income.
2. The educational systems in the various countries differ widely. Different age profiles, for example, are found to give rise to different patterns of economic behavior among students. As a model for eliminating such system-related effects, some items (e.g. amount of student income, extent of student job activity) were based on subpopulations of homogeneous age make-up.

3.5 Integrity of Findings

3.5.1 Completeness

The main topics addressed by the survey (educational participation and social stratification, income, spending, job activity, housing, mobility, time budgets, personal data) are covered by the various national surveys to an extent of about 90%. The national reports and synopses contain certain "white patches" which differ from country to country. For example, foreign mobility was not assessed in Austria because too few cases were produced by the small quota sample. The reduced treatment given to the issues of income (Italy) and spending budgets (e.g. only rent spending in France) is not the result of any intrinsic obstructions. With further use of the current method of survey, area-wide coverage can be ensured.

3.5.2 Validity

The populations surveyed vary in size. The smallest (approx. 1,500 cases) was in Austria, due to the quota sampling method used. The largest were in France and Germany (over 20,000 evaluated cases). The size of the random samples is by all means sufficient for the purpose of overall cross-national comparison. The Austrian quota sample is limited in its potential for further differentiation.

The differences in response behavior are more disturbing. The response rates were:

- 100% in Austria (inevitably, due to quota sample)
- 51% in Germany
- 35% in France
- 28% in Italy

The formal representativeness of the responses differs correspondingly. In all of the surveys, the upper age brackets are underrepresented. The social sciences are found to be underrepresented in all the surveys except Austria's.

The resulting system-related distortions of the findings are of varying magnitude. They can, however, be eliminated by appropriate weighting schemes. Further efforts are necessary in this regard.

3.5.3 Comparability

Although a relatively large amount of freedom was given for characteristic national categories, a high degree of comparability was still ensured by focusing on comparable subsets of data (e.g. "children of blue-collar parents") and by forming structural equivalencies (sub-categories of identical age).

Yet to be settled is the definition of the "normal student". The principle forms of student household vary from country to country. Attempts at specifying a "standard" student for comparative purposes are further hampered by the tiered educational system and pluralistic curricula in France. Further standards and definitions will have to be adopted in cooperation with UNESCO, the OECD and EURYDICE.

3.5.4 Relevance of Findings

How relevant the findings are depends on how well they may be exploited for the implementation of policies seeking to create equal educational opportunity in Europe.

Of major importance are the social and income-related discrepancies in **educational participation** within and among the member states. The magnitude of these discrepancies clearly indicates a great need for action. The picture presented by the survey's data and indicators is of greater integrity than ever before.

The models of **student financing** encountered superbly reflect structural differences among the countries. Even when comparing only the four countries, considerable qualitative differences emerge: At the one end of the spectrum we find subsistence-like financing (students living with parents), and at the other end nearly complete self-financing (over 60% of students in Germany and Austria having jobs). These differences elucidate the difficulties involved in developing guidelines for a system of student financial aid in Europe as a way overcoming educational barriers.

In deliberating these issues, **indirect transfers** (tax subsidies) need to be given even more consideration than before. However, such transfers cannot be brought to light within the scope of empirical polling of students. This would call for collateral analysis of state budgets. Since the effects of indirect transfers are highly income-dependent, this dependency will have to be given closer attention when developing measures for promoting educational mobility.

Alongside findings on social mobility, insight into **international mobility** is of major significance to the European objective of creating a common market. The current findings succeed in giving an overall picture of international student mobility in terms of groups, programmes and free movers. When it comes to efforts to promote educational mobility in Europe, **foreign language proficiency** is of major importance, as well as the effects of social standing on mobility. Here, too, the findings demonstrate the need for explicit action on a Europe-wide level.

The overview of **forms of student housing** provides more than a descriptive outline. For the purpose of comparative analysis, the forms of student housing can be drawn upon to arrive at characteristic types of households which are suitable for comparison. In the context of international mobility, this analysis reveals housing-related barriers which

deserve closer attention. Extremely high percentages of students living with their parents and low availability of dormitory accommodations represent serious obstacles to study abroad.

3.5.5 Condensing of Information

By means of creating indicators, the size of the data pool was condensed by approximately 10 : 1. Only by means of condensation does the data become manageable and lend itself to comparison. The specific indicators make system-related differences apparent at a glance. Still, the indicators cannot satisfactorily explain the differences by themselves. However, the comprehensible way in which the indicators in the national reports have been derived enables one to retrace references in order to clarify systematic differences. The chosen reference system (consisting of a highly aggregated indicator comparison [synopsis] and system-specific national representations) has convincingly proved itself. Thus the chosen form of presentation may be regarded as a methodological refinement of the OECD's "Education at a Glance".

3.5.6 Weaknesses and Strengths of the Survey

Weaknesses arose from the following:

- Due to limited sanctioning ability (financing), it was not possible to ensure a sufficient degree of uniformity with regard to both survey strategies and the presentation of results.
- The different rates at which the surveys were conducted gave rise to considerable delays in merging the data, thus rendering the data considerably less up-to-date.
- The validity of the data leaves room for improvement. Particularly when it comes to the monitoring of the returns (plausibility testing, weighting), the standards of quality for empirical sociological research will have to be adhered to more closely.

  The coverage of direct sources of funding in the national reports was highly inconsistent. With regard to this topic, the thrust of the survey has not yet been fully realized. Especially in the case of countries having mainly real transfers or extensive indirect transfers, further pilot studies are necessary in order to validate the polling instruments used. So far, the data on student financing is thoroughly informative only within a national context. International comparisons which neglect indirect and real transfers are of little informational value.

The study is characterized by the following strengths:

- The survey's root concept has proved transferable. Incremental broadening to include other states of the European Community is feasible. In view of the impact of the pilot project, other countries have already declared an interest in participating in a second stage: Portugal, the Netherlands, Great Britain and Switzerland.
- Findings can be used to create a problem-oriented database. The data on students' material circumstances are outside of the scope of official statistics, and as such can only be obtained in the way described here.
- The findings on socially dependent educational participation, the housing situation, job activity, international mobility and foreign language proficiency are solid, and are of great significance in their bearing on European measures to promote equal opportunity of education and living in Europe.

4. Presentation of Findings

Part A contains the four national reports, each systematically presented. Part C takes the individual indicators already specified in the national reports and juxtaposes them synoptically for each topic area.

The remarks on the following two topic areas are intended to exemplify the kinds of insights which may be gained.

4.1 Educational Participation

Patterns of educational participation emerge upon comparison of the social make-up of the student population with that of the overall population of corresponding age. The data on the social make-up of the student population originates from social surveys, and the data on the general population of corresponding age comes from the national micro-census for a given year. The differences in frequency among the various corresponding age groups clearly illustrate the prevailing discrepancies in educational participation. The deviations for Germany, Austria, Italy and France are shown diagrammatically in the corresponding figures 6 of the National Report and at one sight in the Synopsis of Indicators.

The attributes of professional and educational status chosen for each of the national reports are ordered in accordance with the key items for the given countries. The sub-categories "blue-collar fathers" (for professional status) and "fathers with higher education degrees" (for educational status) constitute comparable structural elements. The two structural equivalents "blue-collar fathers" and "fathers with higher education degrees" are used as indicators. The indicator values which are consistently specified on the various annotated graph sheets are also carried over into the synoptical part. The "Synopsis" sheet graphically illustrates the differences in educational participation among the countries under study.

4.2 International Mobility

In the most comprehensive case (e.g. Germany), the conclusions on international mobility are drawn from the following annotated graph sheets:

- Students' written and oral foreign language proficiency (Fig. 27)
- Self-appraisal of foreign language ability (Fig 28)
- Percentage of students having been abroad, by purpose of stay (Fig. 29)
- Relationship between international mobility and parental income (Fig. 30)
- Frequency with which countries are selected for foreign study (Fig. 31)
- Relationship between frequency of international mobility and foreign language ability (Fig. 32)

For the synoptical presentation of indicators, all national sheets have been used so far.

5. Recommendations

Taking the weaknesses and strengths of the pilot study into account, one arrives at the following recommendations:

1. A subsequent trial phase should follow the pilot stage. The inclusion of another three to four countries is organizationally feasible.
2. The topical content should be reduced for a second trial. The issue of student financing should be excluded from consideration for the time being. The surveys should concentrate on the issues of social mobility (educational participation) and international mobility.
3. The matter of student financing including indirect and real transfers (material subsidies) should be addressed more closely in a preliminary study. Special attention should then be paid to the particular structural traits of the southern European countries.
4. For the purpose of conducting the social surveys in the selected countries of the European Community, the funding provided by the European Community should be increased to a point where the conventions prescribed for collecting and processing a minimum set of data can be made binding for the national surveys.
5. The second round of European social surveys should be scheduled for 1997. The ECSTA is called upon to adopt the necessary resolutions.

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Fig.A1 Structure of Educational System

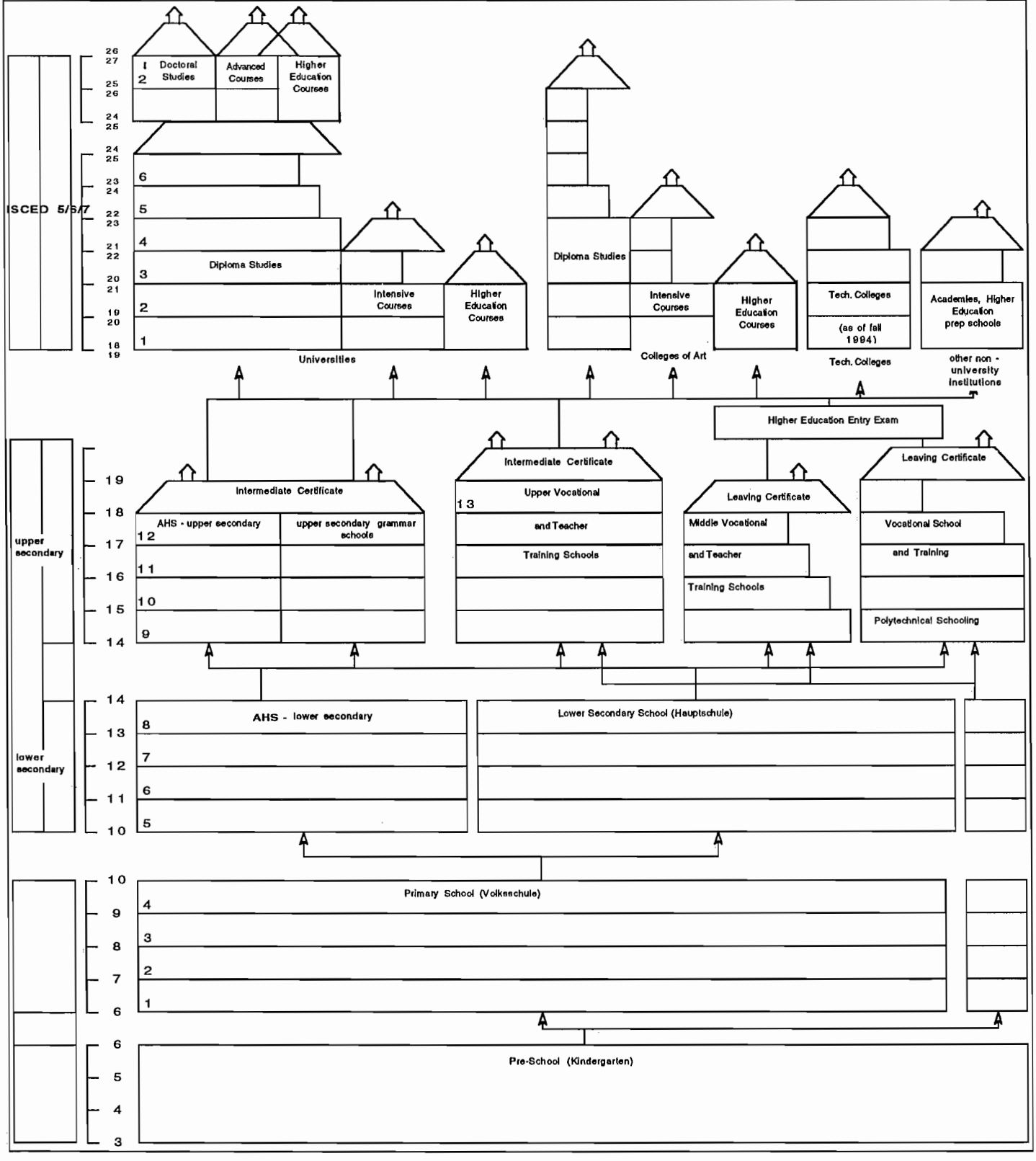

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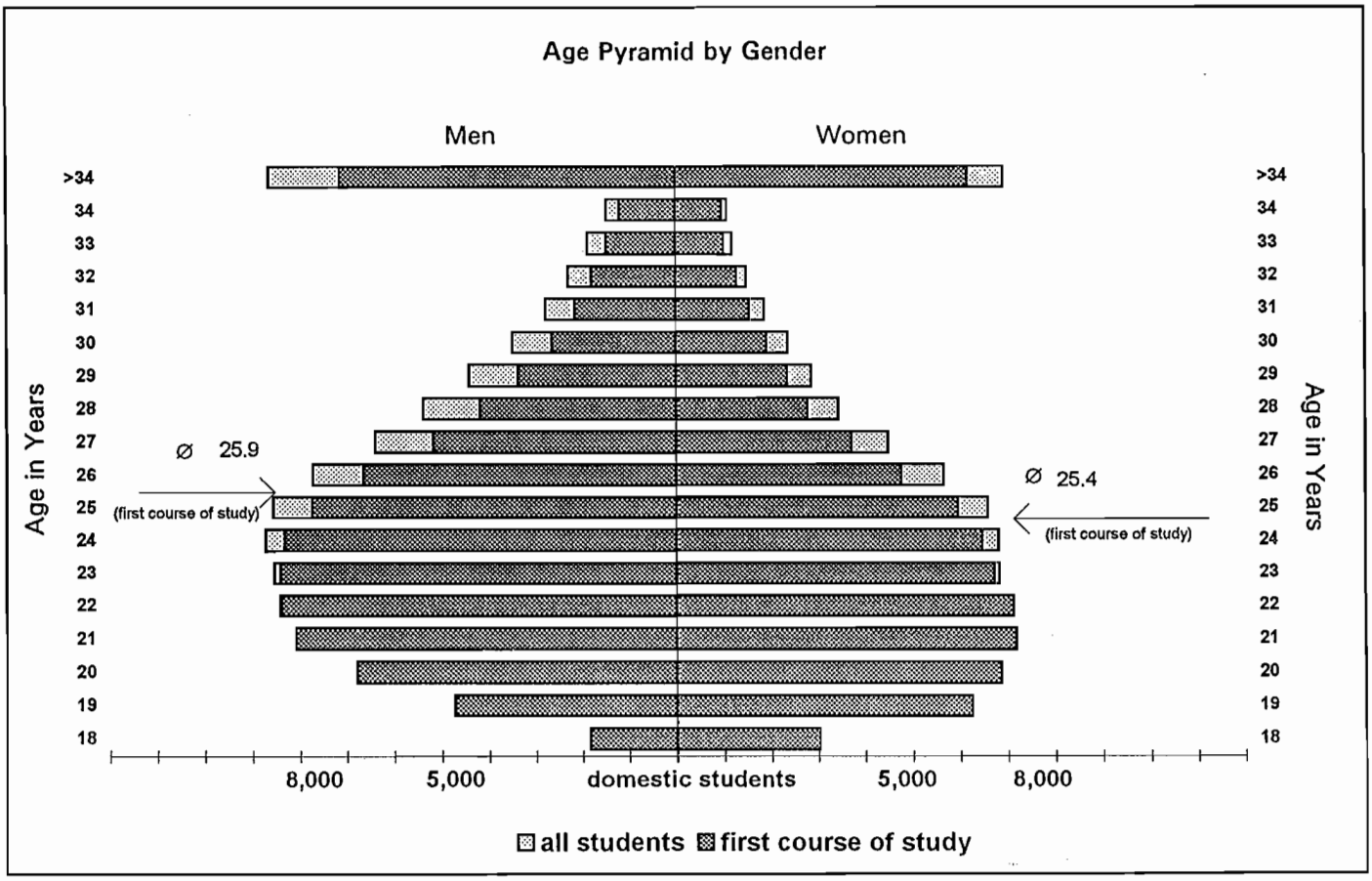
Fig. A 4 Student Age Profile by Gender

Indicators:

Total average age (first course):	25.6 years
Average age of female students (first course):	25.4 years
Average age of male students (first course):	25.9 years
Proportion of female students (first course):	45.9 %
Proportion of senior students (> 35 y.):	8.7%



Source: Official BMWF statistics from WS 1993/94

Explanations: Data reflect university students, only.

Comments: Official statistics show university students in their first course of study are 25.6 years old, on average. Male students are an average of half a year older their female counterparts. The existing – though small – gender discrepancy is partially accountable for by the mandatory eight-month military service for men, although it may be deferred until after completion of studies.

46% of students are female students in their first course of study. Females only make up 36% of those students pursuing post-graduate studies, though. The large proportion of persons enrolled who are over 34 years old (a total of 10% of all students in their first course of studies) is due to several factors:

- An rising number of persons are choosing not to study right after passing qualifying exams, but rather after other training or a period of employment, or parallel to a job.
- Studying is becoming increasingly popular among "senior citizens" There are about 2,900 students over 50.
- The official statistics given here reflect formally enrolled persons, but do not given any indication of students' actual involvement in their studies. Working individuals, in particular, often remain officially enrolled for a long time without actively pursuing their studies.

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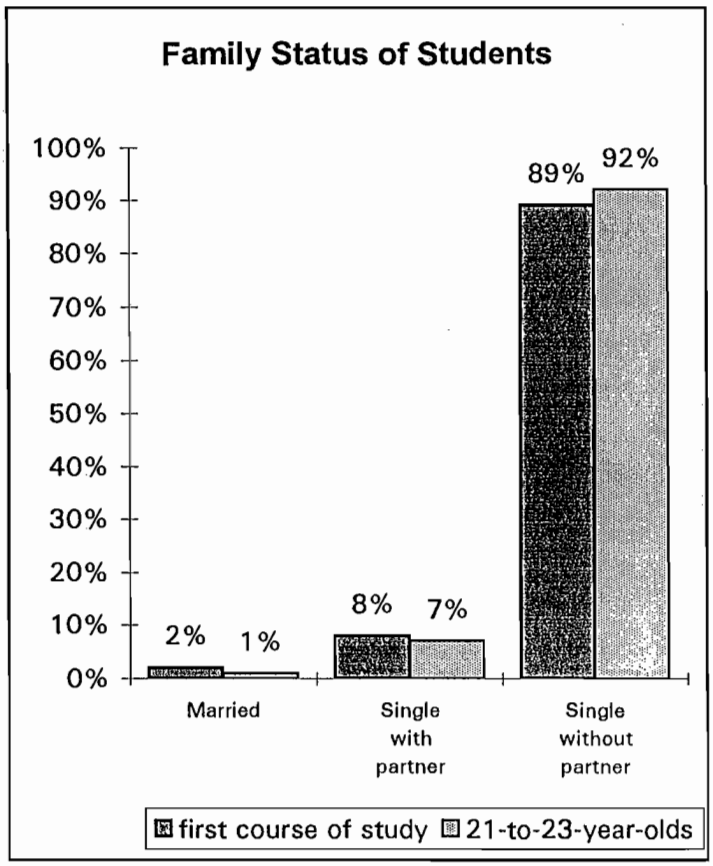
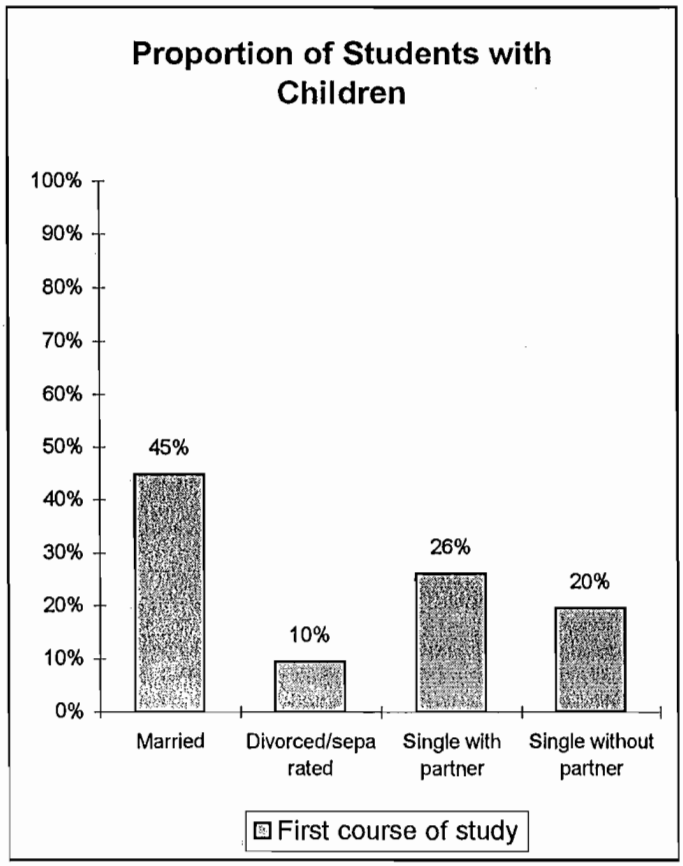
Fig. A 5 Family Status of Students

Indicators:
Proportion of married students: 2.2 %
Proportion of students with child(ren): 3.5 %





Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Distribution of 21-23 year-old students with children only of limited representational value, as N only consists of 10 interviewees.

Comments: The bulk of the students surveyed consisted of 21-to-23-year-olds (63% of whom are in their first course of studies). In terms of family status, they hardly differ from the overall student population surveyed: In both cases, singles make up 90%. Of those students having children, 70% have a partner. In total, only about 4% of those surveyed have children, while 2% are married.
In this context, the findings of the survey do not coincide with official statistics, which state a higher percentage of married students (5%). The survey's underrepresentation of this group stems from the population surveyed, which was limited to active students. Such individuals are much scarcer among older students. As a consequence of the underrepresentation of older students, the survey underrepresents married individuals and persons with children. Nevertheless, the figures do make it apparent that studies contribute to postponing the establishment of families.

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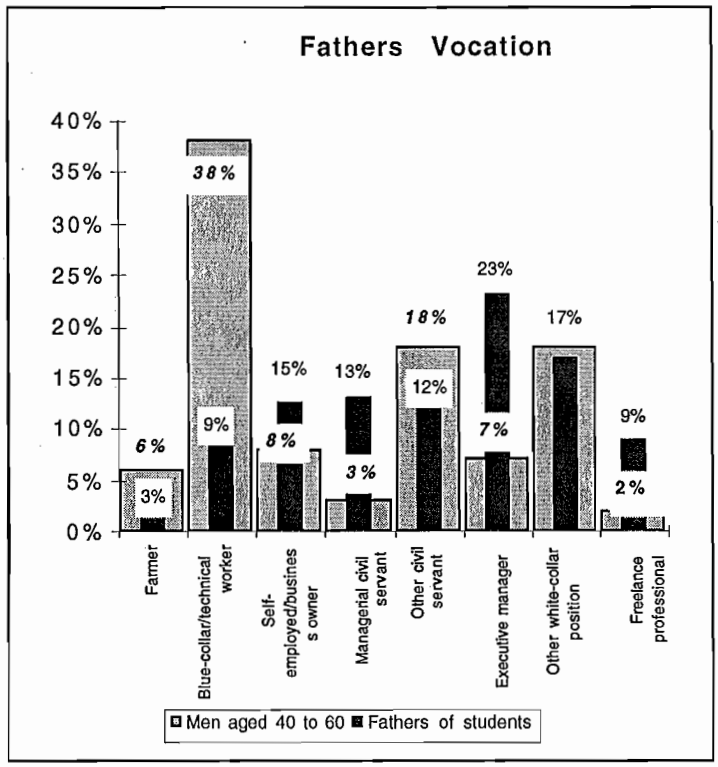
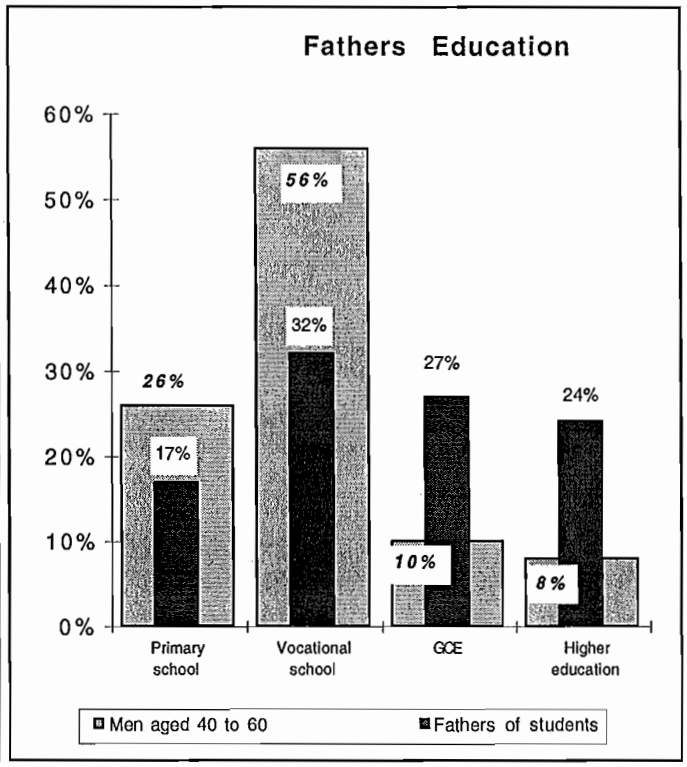
Fig. A 6 Social Background and Educational Background

Indicators:

Students from working-class families:	9 %
Students from higher-education families:	24 %
Students from families with primary school certification:	17 %
Ratio (students' father/all fathers) for children from working-class backgrounds:	0.24 %
Ratio (students' father/all fathers) for children from higher-education backgrounds:	3.0 %





Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF; 1993 Microcensus by the Austrian Central Bureau of Statistics

Explanations: Data reflects students in their first course of studies. The breakdown by profession of 40-to-60-year-old men is based on the working population; the breakdown by educational status (highest level attained) is based on the resident population.

Comments:

This analysis hinges on the simplifying assumption that the father's job and educational status suffice for socio-economic characterization of the families students come from. This makes it possible to draw upon the entire "paternal generation" (i.e. 40-to-60-year-old men) for comparison, and to assess over- and underrepresentation.

Such a comparison clearly demonstrates that a disproportionately large number of students come from socio-economically more privileged backgrounds. The percentage of students having working-class fathers comprises only a quarter of the working-class population in the given paternal generation. In comparison, the percentage of students having self-employed fathers (notary publics, lawyers, doctors, etc.) and fathers in managerial or civil-servant positions is three to four times greater than that for the corresponding paternal generation. Even supposing a certain inflation of the "managerial" category in the responses given, these groups remain clearly overrepresented. A similar picture emerges when comparing the level of education of students' fathers with that of the corresponding paternal generation. Fathers having passed school-leaving exams and academic fathers are nearly three times more prevalent among students' families, and the percentage of student's fathers from lower-education backgrounds is a third lower than that for all fathers.

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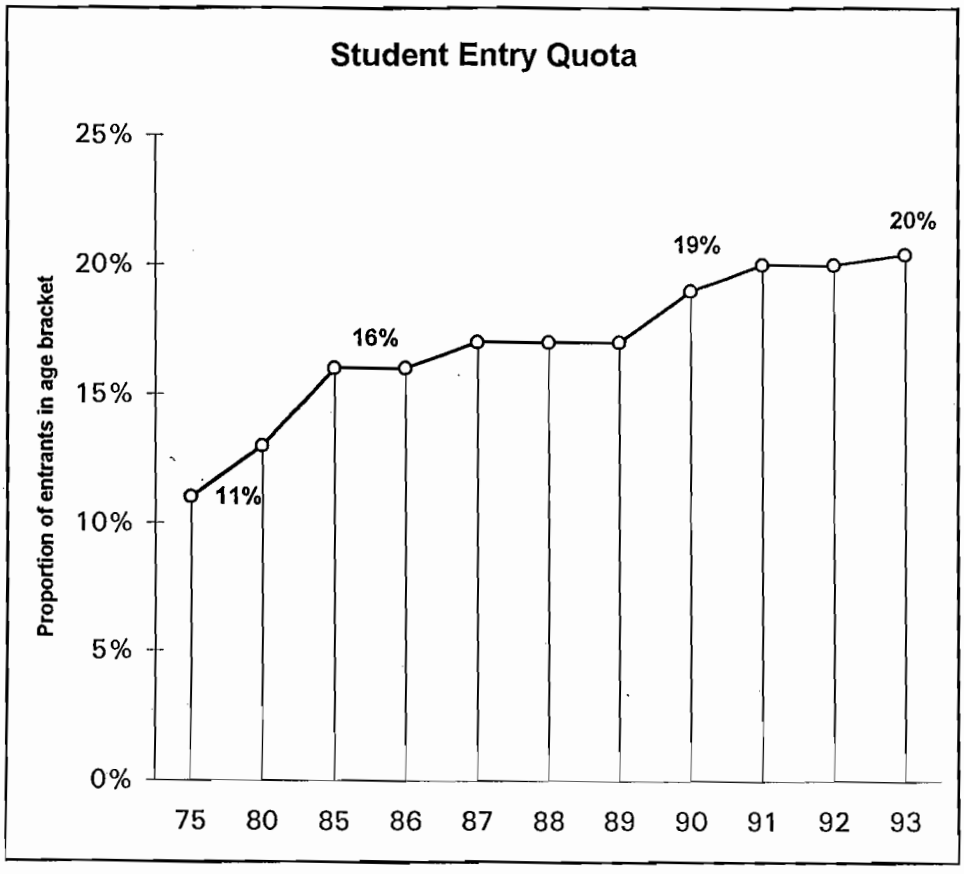
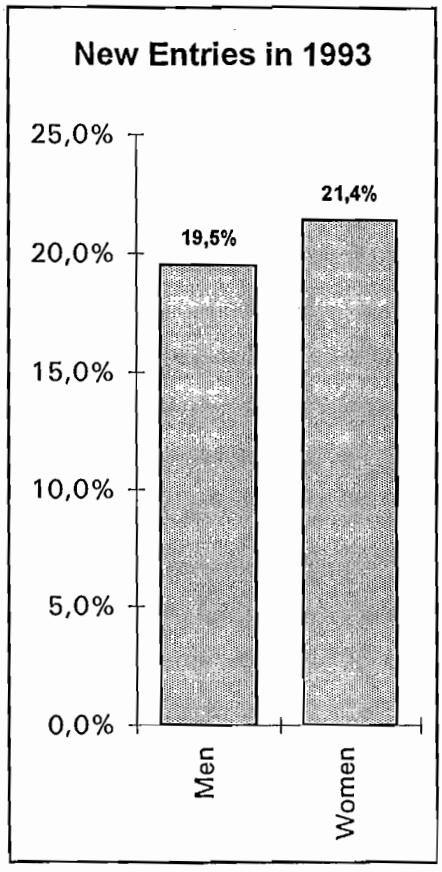
Fig. A 7 Participation in Higher Education

Indicators:	1993 new-entry rate:	20.4 %
	Difference between male and female new-entry rate:	+ 1.9 %-points





Source: Official BMWF statistics; ÖSTAT census figures

Explanations: Percentage of university and art college entrants among corresponding 18-to-21-year-old population

Comments: Alongside demographic trends, increased enrollment was a decisive factor in Austria's higher education boom beginning at the end of the Sixties. In 1970, the higher-education enrollment rate (expressed as the percentage of the average population in the given age bracket commencing studies) was still as low as 8%, and this figure doubled by the mid Eighties. This rate is now around 20%. Predictions call for a continued rise up to about a quarter of the overall population in the given age bracket by the year 2000, provided the prevailing policy of unrestricted and tuition-free entry remains unchanged.

In the Eighties, the percentage of female entrants – which at the beginning of the Seventies was only half as great as that of male entrants – went on to surpass the rate of male entry, and it currently exceeds that rate by two percentage points. Therefore, as studies have shown, increased participation in higher education on the part of women – and especially those from lower-education backgrounds – played a major role in the growth of higher education in the Seventies.

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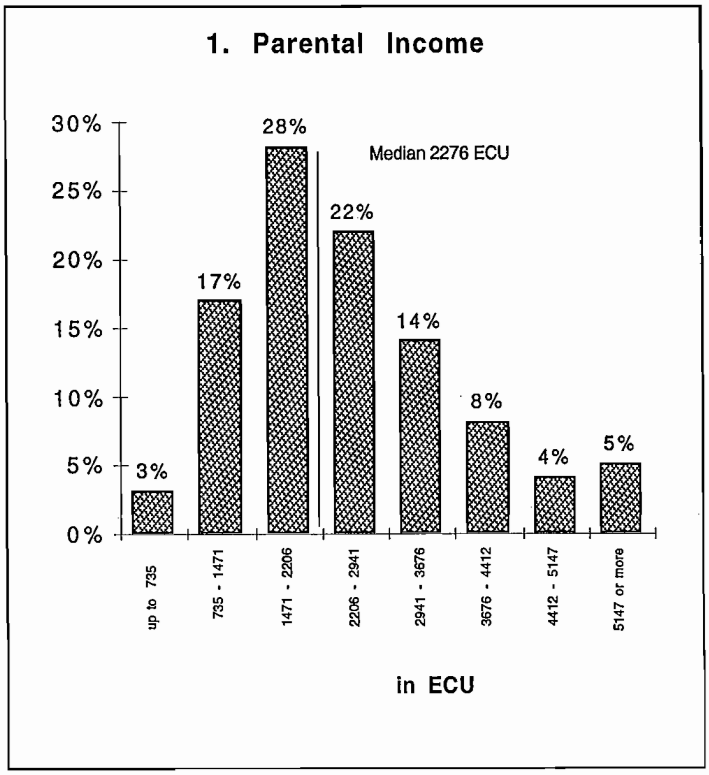
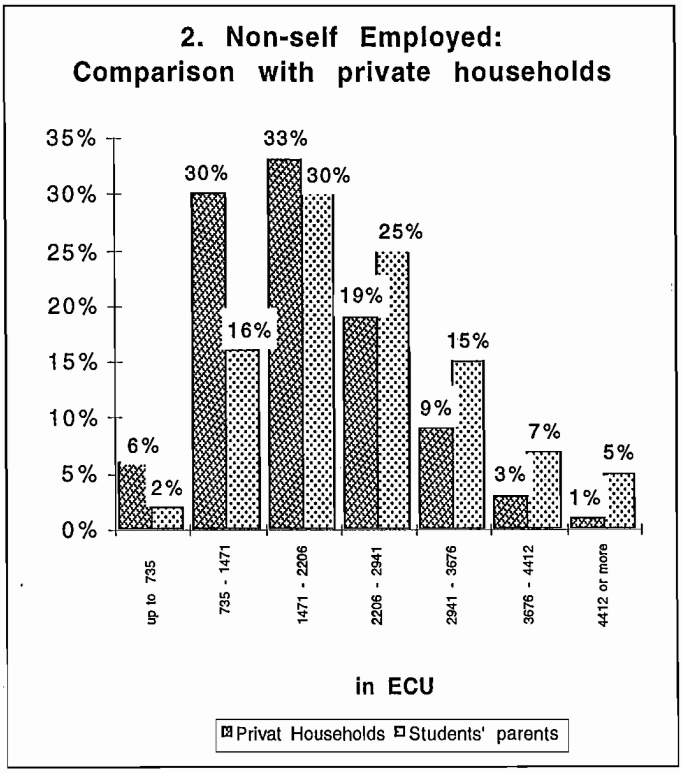
Fig. A 8 Income of Students' Parents

Indicators:

Income cut-off between upper and lower half of parental income distribution (median):	2276 ECU
Poverty rate (percentage of students' parents having income below income cut-off for lowest-income quartile of all private households:	10,2 %





Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF; 1991 Microcensus

Explanations: Data reflects students in their first course of studies. Income data was gathered in terms of income brackets.

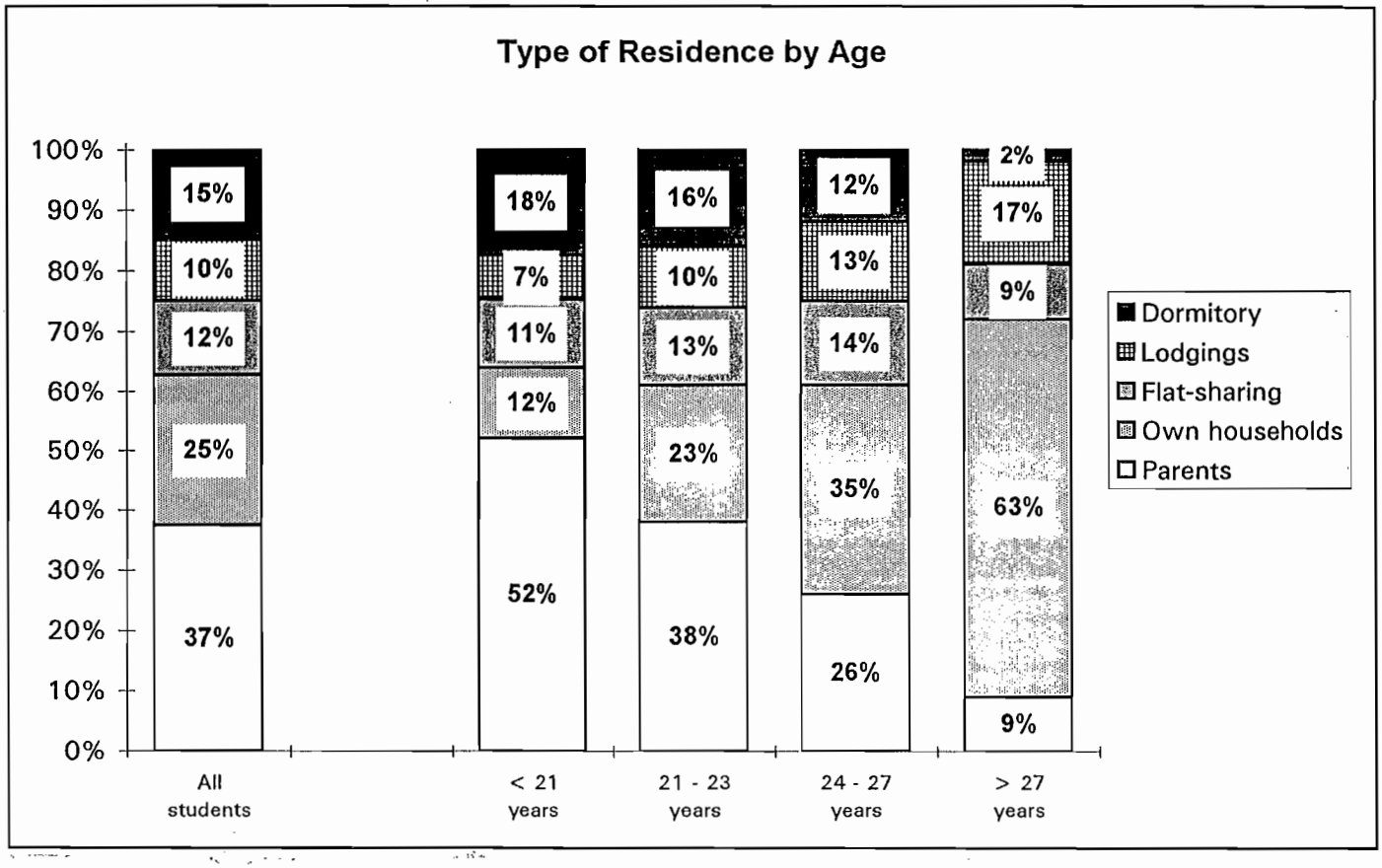
Comments: Half of all students come from homes with parental income up to 2276 ECU. The parental income of the "lowest income" quarter of the students is below 1605 ECU. About 25% of those surveyed gave no response for parental income, with most selecting the "cannot estimate" option. This percentage is far greater among students from families where the father is self-employed (36%) than for non-self-employed families (20%), with a regular monthly income. Considering that higher incomes ought to be more frequent among the self-employed, one can assume the upper income brackets to be somewhat underrepresented in the above findings.

Only for the category of the non-self-employed can a comparison be made with the income of private households. To do this, income data for private households headed by a 40-to-60-year-old (including retirees) were drawn upon. This age bracket was bracketed in order to do justice to the fact that students' parents are inevitably older, and that income increases with rising age. Comparing the two distribution graphs clearly reveals how the higher income brackets are overrepresented among students' families. This is also reflected in the higher quartile figures: 25% of these students come from families whose income is up to 1635 ECU, half of them from families with an income up to 2254 ECU. The income cut-offs for the comparison group of households are lower, namely 1250 ECU and 1801 ECU, respectively.

Euro - Student - Report: Austria

Fig. A 9 Students' Type of Residence by Age

Indicators:
Proportion of dormitory residents: 15 %
Proportion of students living at home: 37 %



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Own household: alone or with partner. Parents include in-laws and relatives.

Comments: The average percentage of students living with their parents amounts to 36%. With increasing student age, this percentage drops from over 50% to below 10%. There is a clear decline in the percentage of older students living in dormitories, which is substantially due to the length of residence being linked with the average period of study at many dormitories. In contrast, the percentage of students with their own households and those in lodgings increases with increasing age. Of those under age 21, 19% are in lodgings or have their own household. Of those over age 27, on the other hand, 80% fit this description. The percentage of those living in flat-sharing situations is less influenced by age. Partnerships are also a significant reason for students to set up their own household. Of the 27% of students with a household of their own, 11% are living with a partner. Of the 63% of those over 27 living in their own households, as many as 33% are living with a partner.
The trend towards establishing one's own household – which manifests itself with increasing age and which leads to a higher cost of living – is accompanied by an increase in student job activity (see also Fig. 24). Of those students maintaining their own households, 50% work more than 10 hours a week on a regular basis. By contrast, only 14% of those living at home and only 6% of dormitory residents have jobs.

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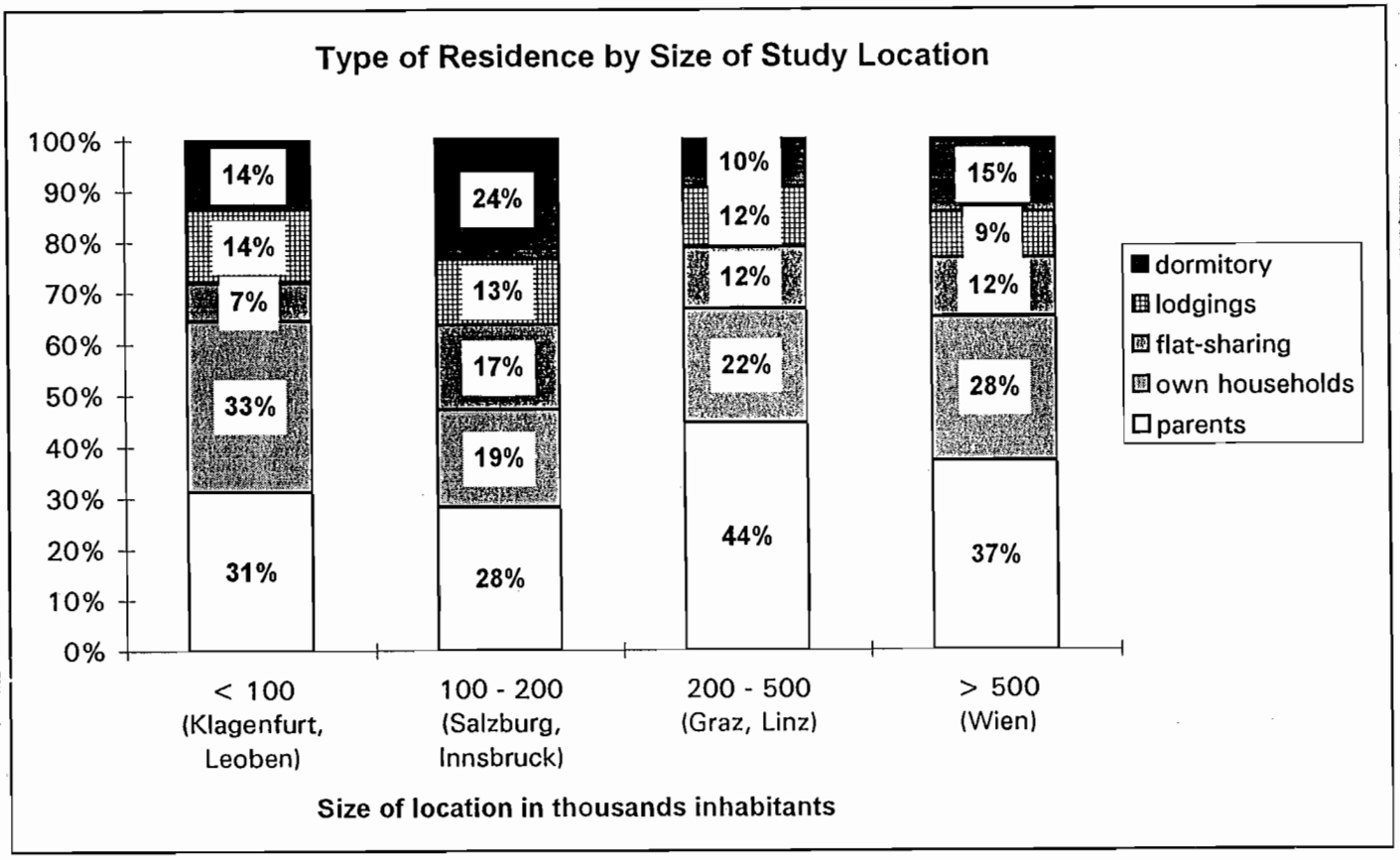
Fig. A 10 Type of Residence by Size of Study Location

Indicators: Ratio of students living in own households/with parents in location < 100.000 inhabitants: 33% / 31%
Ratio of students living in own households/with parents in location > 500.000 inhabitants: 28% / 37%



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMBF

Explanations: Data reflects students in their first course of studies. Own household: alone or with partner.

Comments: The 18 Austrian institutions of higher education are distributed among seven locations (these being capital cities, with the exception of Leoben). There seems to be no clear connection between size of study location and type of residence. More significant influences are exerted by the catchment area, the local housing market, and the availabilitx of student dormitories. As a case in point, in Innsbruck 23% of the students live in dormitories, and in Salzburg only 7%, even though both cities are in the same population bracket of 100.000 to 200.000 inhabitants. In Graz and Linz (both with 200.000 to 500.000 inhabitants), the differences are even more pronounced: In these two cities, 40% and 54% live with their parents, respectively, 15% and 5% live in lodgins, 20% and 31% maintain their own household, and 16% and 24% live in a flat-sharing situation. In Vienna, which has eight institutions of higher education, there are even definite differences in the main types of residence among the various institutions.

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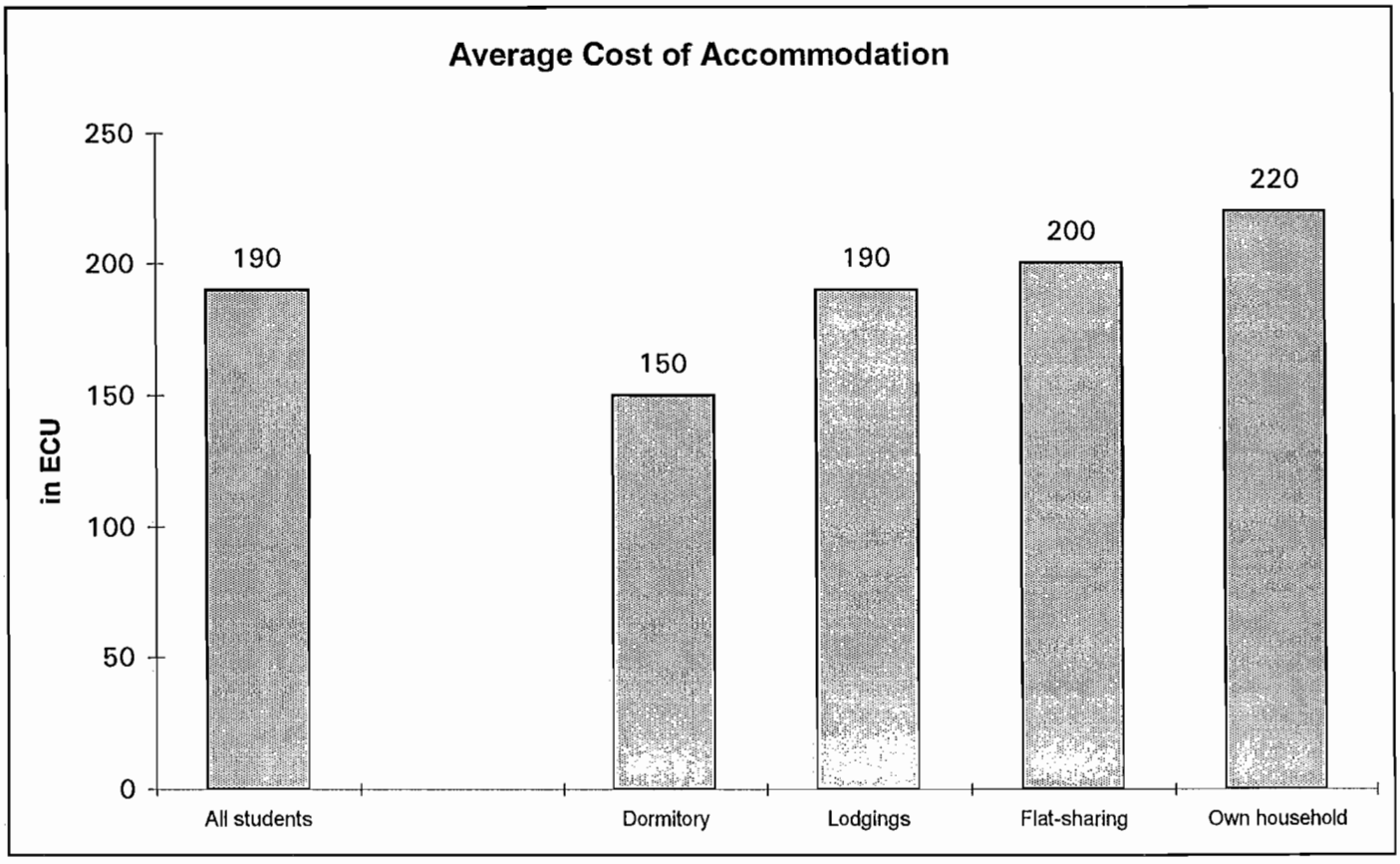
Fig. A 11 Average Cost of Accommodations

Indicators:

Average dormitory cost:	150 ECU
Average cost of student accommodations:	190 ECU



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies and students living on their own. Own household: alone or with partner. Accommodation costs: rent and associated expenses (e.g. heating, electricity).

Comments: As to be expected, the highest accommodation expenses are incurred by students maintaining their own households, amounting to an average of 220 ECU a month. Monthly spending for "lodgings" and "flat-sharing" as forms of residence is of similar magnitude, namely around 190 ECU.
Dormitories represent the least expensive form of residence for students in Austria. At about 150 ECU a month, dormitory residents spend an average of around 25% less on accommodations. This fact, along with the growing scarcity and rising expense of flats, prompted an intensification of Austrian investment in building dormitories, as well as an increase in associated state funding.

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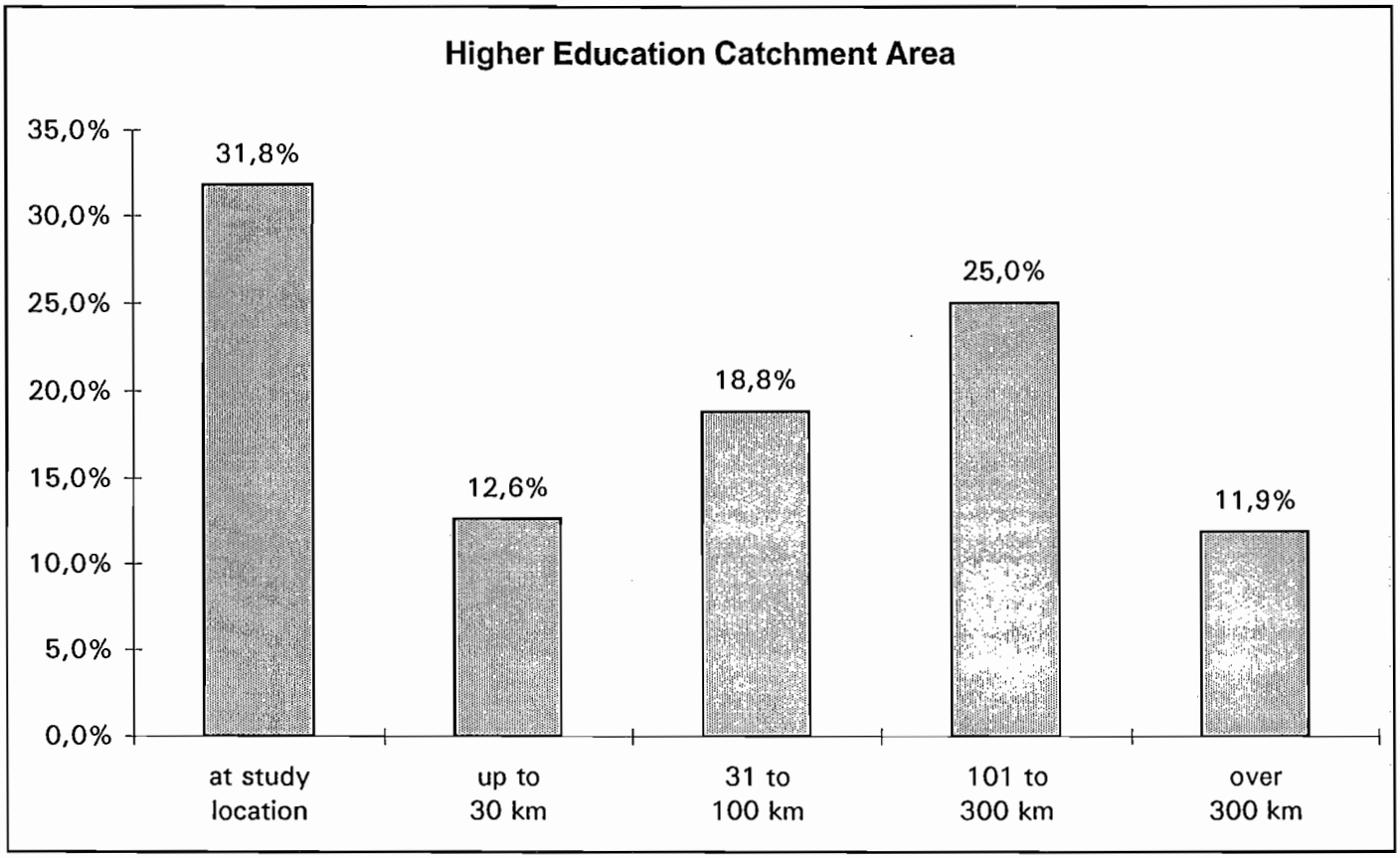
Fig. A 12 Higher Education Catchment Area

Indicators: Regionalization quota (catchment area below 100 km) in % if all students: 63,2 %



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Response to the question as to how far parents live from place of study.

Comments: Seen relative to Austria's size, distances to the next university are in some cases quite great. Three of the new state regions (Bundesländer) do not have any university, and special institutions of higher education (e.g. coal and steel university, university of veterinary medicine) exist only at one location in Austria. While Vienna boasts a concentration of study options, about half of the country's population lives there or in the surrounding region of Lower Austria, anyhow, thus reducing the effects of this centralized distribution of higher education catchment area.
44% of students originate from the very location of study or the immediate surroundings. The percentage of those living with their parents is correspondingly high (69%). A further 19% come from places close enough so that daily commuting is possible, given appropriate transit options. About 37% of students deem the distance between their parental home and place of study so great as to make it imperative to establish their own households.

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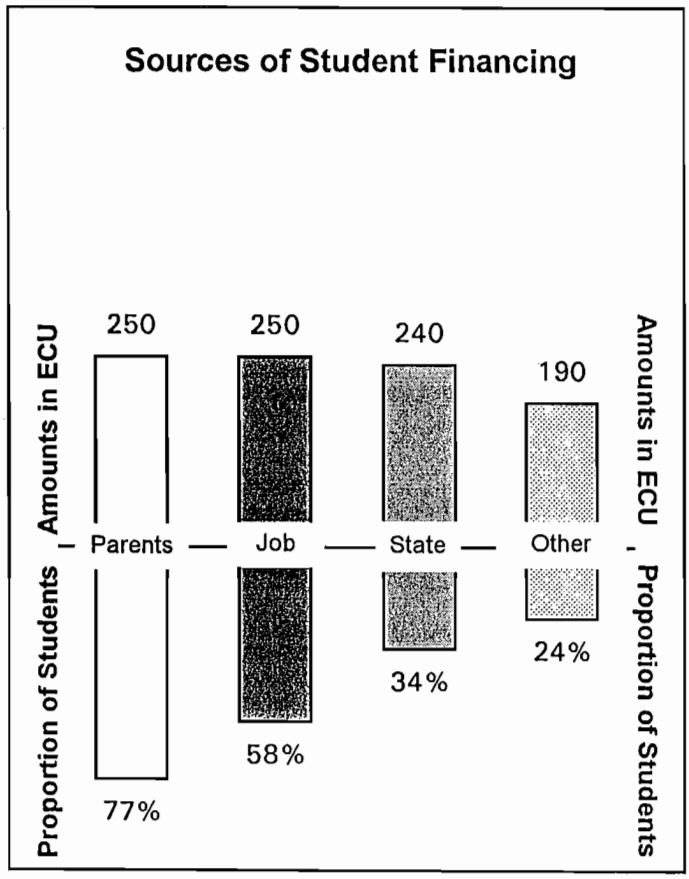
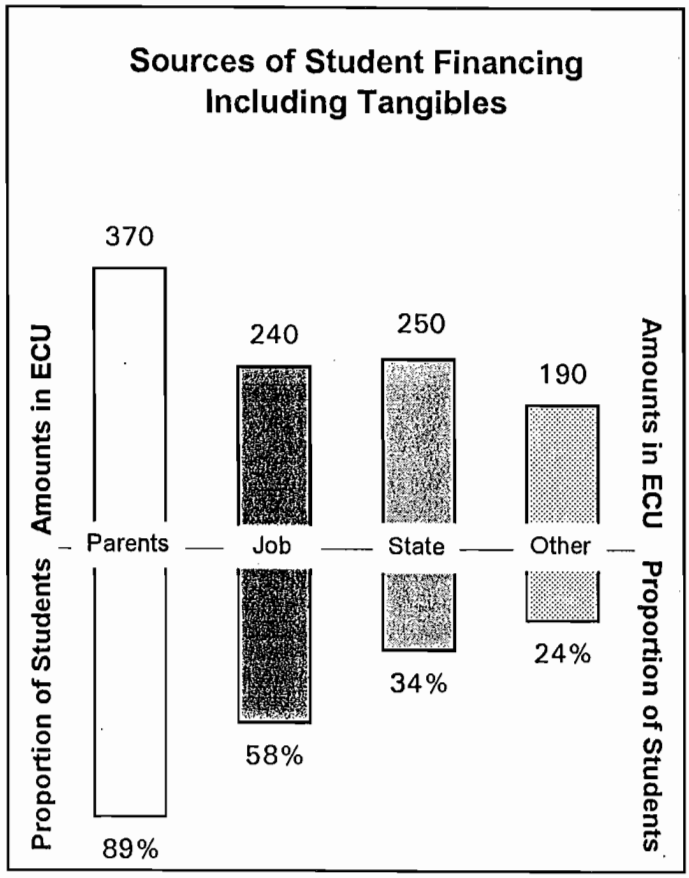
Fig. A 13 Sources of Student Financing

Indicators:

Parental financing quota:	78.2 %
Parental contribution (only monetary):	250 ECU
Parental contribution (monetary + tangibles):	370 ECU





Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Amounts refer only to cases where income is received from the respective source. Job activity: during the semester plus vacation jobs. State: student aid and family allowances. Other: monetary contributions by partner/spouse or relatives, as well as savings, orphan's allowances, credit and other responses.

Comments:

Parents represent the primary financial source for students; nearly 80% of students receive monetary contributions from their parents, with the average amount being 250 ECU. The second largest source of income is from student job activity. 57% of students specify this source, with average earnings of 250 ECU per month.

"State" as a source of income encompasses student aid and family allowances, with a larger portion consisting of family allowances than student aid (26% vs. 16%). At 86%, the percentage of students receiving family allowances is greater, though, as family allowances is only paid to the students in particular cases, with payment to the parents being the rule. Thus it would show up as student income only in the event that the parents pass it on directly to the student. The average income from the state amounts to about 240 ECU, which is comparable in magnitude to parental contributions. However, due to the lesser flat-rate amount for family allowances, income from the state is lower than from student aid (see also Fig. 21).

This analysis of financial sources focuses not only on monetary income. Some rather substantial support is provided by the parents or partner in the form of tangibles, however, often compensating for lesser monetary support. After all, 74% of all those surveyed receive tangibles amounting to a value of approx. 180 ECU on average.

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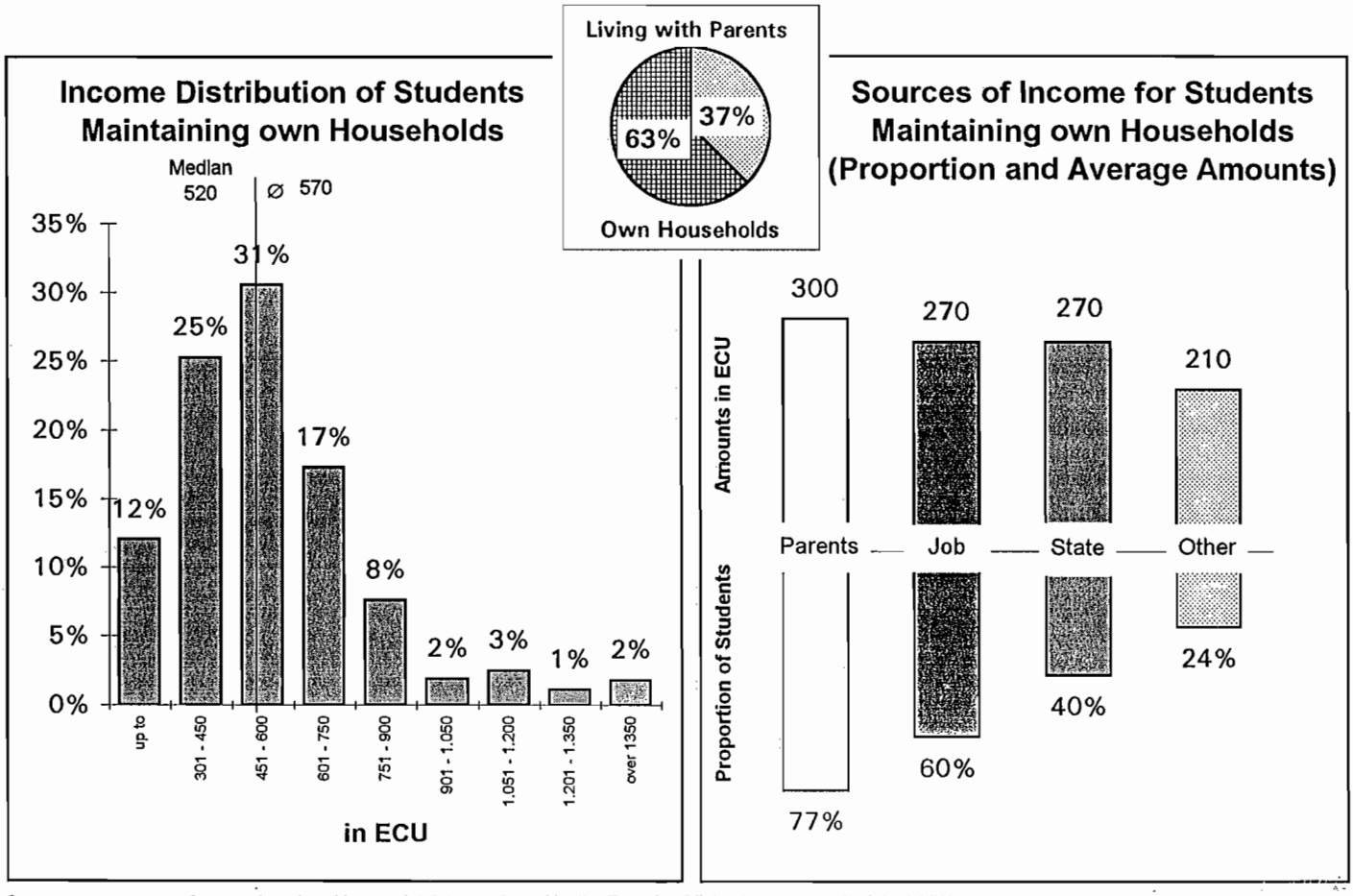
Fig. A 14 Income Distribution and Sources of Income for Students Maintaining Own Households

Indicators:

Average total student income (arithmetic mean):	565 ECU
Income cut-off between lower and upper half of distribution of student income (median):	515 ECU



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Amounts refer only to cases where income is received from the respective source. Job activity: during the semester plus vacation jobs. State: student aid and family allowances. Other: monetary contributions by partner/spouse or relatives, as well as savings, orphan's allowances, credit and other responses.

Comments:

About a quarter of all students not residing with their parents have income below 5,000 Sch; half of them have income below 370 ECU. As many as 14% receive monthly income over 750 ECU.
Parental contributions, at about 300 ECU per month, constitute the most significant source of income. (Including the value of tangibles, this figure rises to 400 ECU a month. Only 4% of all students then receive income of less than 370 ECU, but 28% receive more than 740 ECU). The monetary support given by parents is about 70% greater in the case of students living away from home than for those living at home.
For nearly two thirds of those students living away from home, personal earnings represent a major source of income, amounting to an average of 270 ECU a month. This means job-related income among students living away from home is nearly 50% greater than for students living at home, and is earned in a greater percentage of cases from work activity during the semester. The financial contribution awarded by the state, too, is greater in the case of students living away from home than for those living with their parents.
The greater cost of living incurred when students maintain their own households is being offset by the parents, by personal income or by state support, depending on the given situation.

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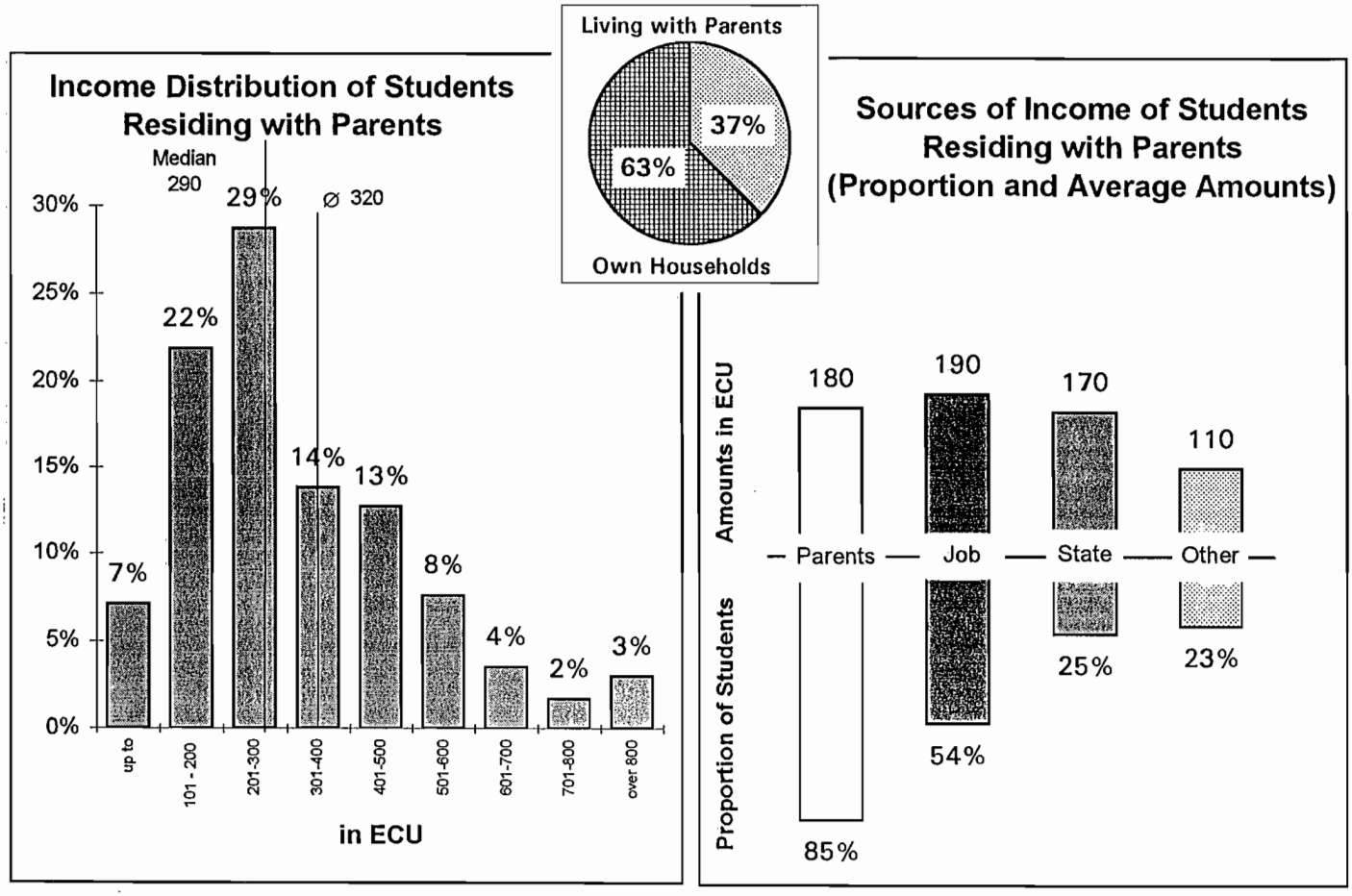
Fig. A 15 Income Distribution and Sources of Income for Students Residing at Home

Indicators:

Average total income of students residing at home (arithmetic mean):	320 ECU
Income cut-off between lower and upper half of distribution of student income (median):	290 ECU



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Amounts refer only to cases where income is received from the respective source. Job activity: during the semester plus vacation jobs. State: student aid and family allowances. Other: monetary contributions by partner/spouse or relatives, as well as savings, orphan's allowances, credit and other responses.

Comments:

The total income of students living at home is unmistakably lower than for those maintaining any kind of household of their own. Half of those living at home have a monthly income below 290 ECU, and 72% have income up to 370 ECU a month. Only 4% have a monthly income exceeding 740 ECU. (Including the value of tangibles, 34% of those residing at home have a monthly income below 370 ECU, and 11% over 740 ECU).

The great majority of those living at home also receive financial support from their parents, but it is of far lesser magnitude than that received by students living on their own. On the other hand, students living at home receive more tangible support than their counterparts living away from home. Taking tangibles into account, the average monthly parental contribution amounts to about 330 ECU. Income from personal job activity is of lesser significance (-40%) for students living at home than for those with their own households.

On the whole, the total income (including tangibles) of those living at home and those living away from home differs by 190 ECU on average, this amount being roughly equivalent to average expenditures for rent.

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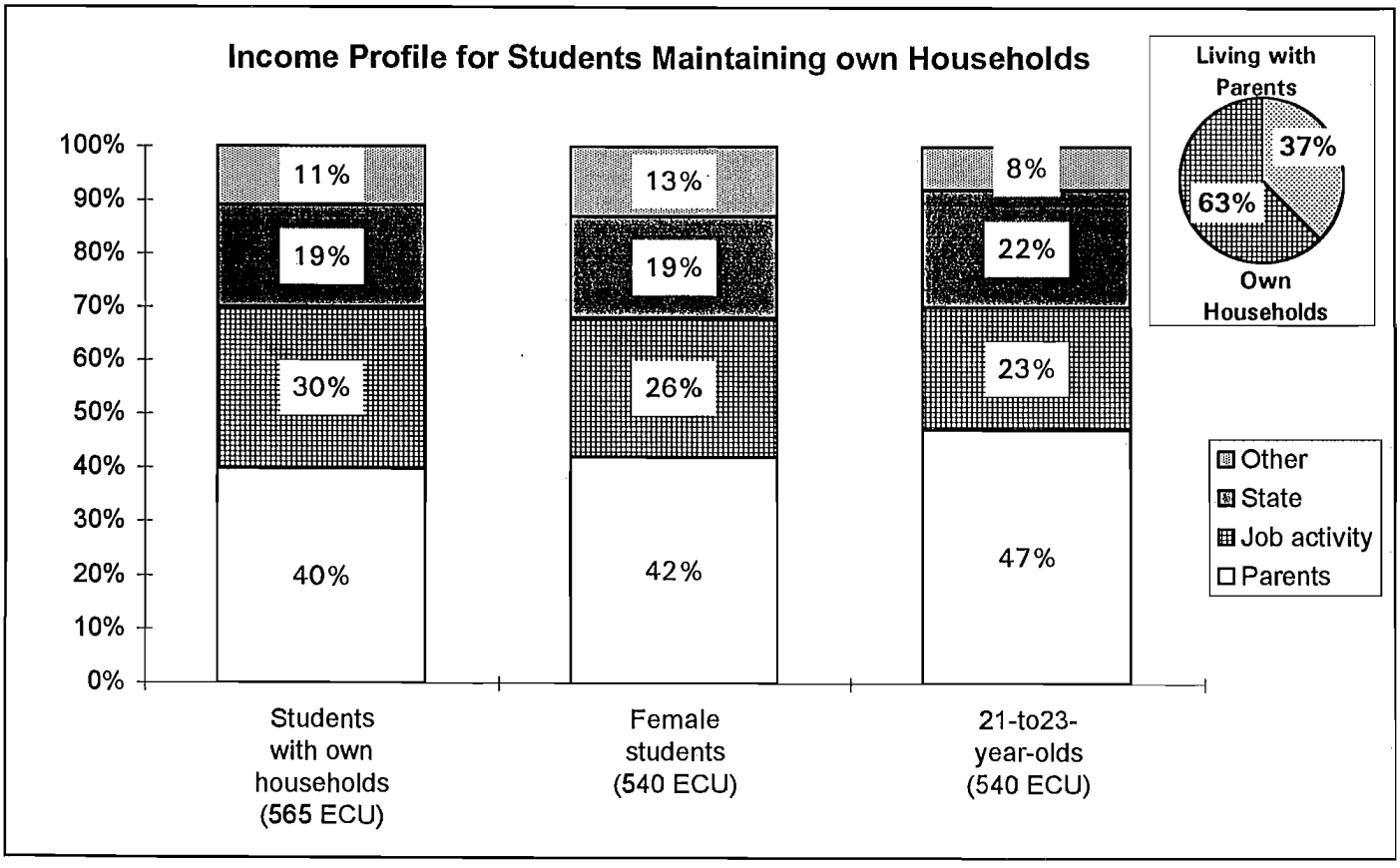
Fig. A 16 Income Profile for Students Maintaining Own Households

Indicators:

Parental financing quota (percentage of students receiving parental contributions):	76,8 %
Parental financing amount (average parental contribution's portion of total income):	300 ECU
Portion of total income made up by average parental contribution :	40 %



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Amounts refer only to cases where income is received from the respective source. Job activity: during the semester plus vacation jobs. State: student aid and family allowances. Other: monetary contributions by partner/spouse or relatives, as well as savings, orphan's allowances, credit and other responses. Method of calculation: Proportion of average amount to total income, weighted with proportion of students having income from the given source.

Comments: At 40% on average, parents are providing the largest contribution to the income of students living away from home. On average, almost a third is coming from personal earnings. The government's contribution (student aid, family allowances) amounts to an average of 19%.
If one takes the value of tangibles into account, the share of the financial load shouldered by parents rises to 50%.
No significant differences can be determined relative to income patterns for female or younger students (age 21 to 23), except that the share covered by parental and state contributions is somewhat larger and the share covered by personal earnings smaller than for the average of all student households. The slight variations in the makeup and amount of income for female students are accountable for in terms of their lower employment rate of 60% (70% for males), and their lesser working time per week.

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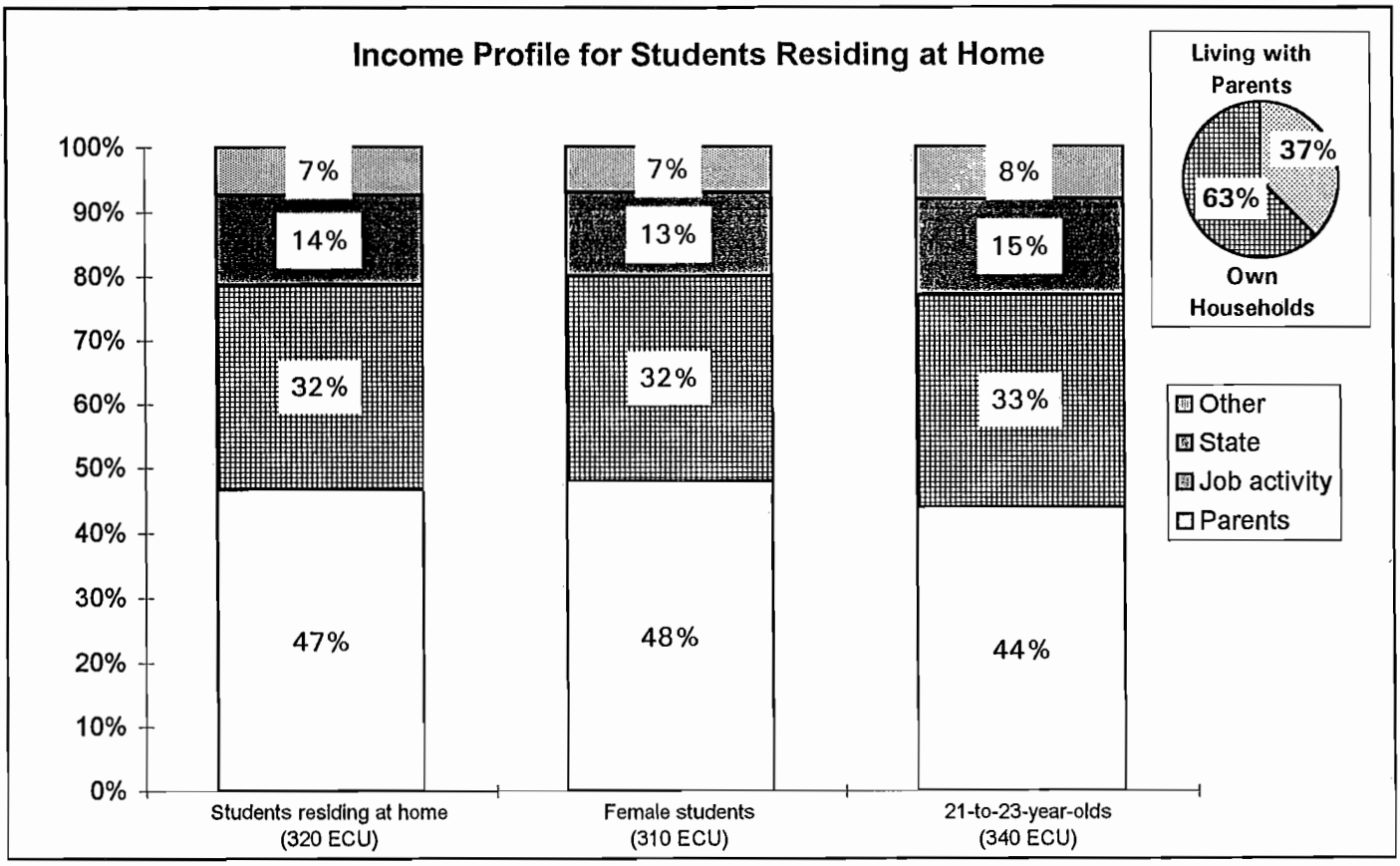
Fig. A 17 Income Profile for Students Residing at Home

Indicators:

Parental financing quota (proportion of students receiving parental contributions):	85,1 %
Parental financing amount (average parental contribution's portion of total income):	180 ECU
Portion of total income made up by average parental contribution :	47 %



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Amounts refer only to cases where income is received from the respective source. Job activity: during the semester plus vacation jobs. Government: student aid and family allowances. Other: monetary contributions by partner/spouse or relatives, as well as savings, orphan's allowances, credit and other responses. Method of calculation: Proportion of average amount to total income, weighted with proportion of students having income from the given source.

Comments: Nearly half of the monetary income received by students living at home comes from the parents. Their average percentage of income from personal job activity is somewhat greater than for students living away from home, and the state's contribution is lower. One must bear in mind, however, that the amounts of these components are considerably lower for students living at home than for those living on their own (about 40% less on average).
If one takes the value of tangibles into account, the parental share rises to 65%.
The income pattern for female students and younger students (age 21 to 23) departs only minimally from that of all students living at home.

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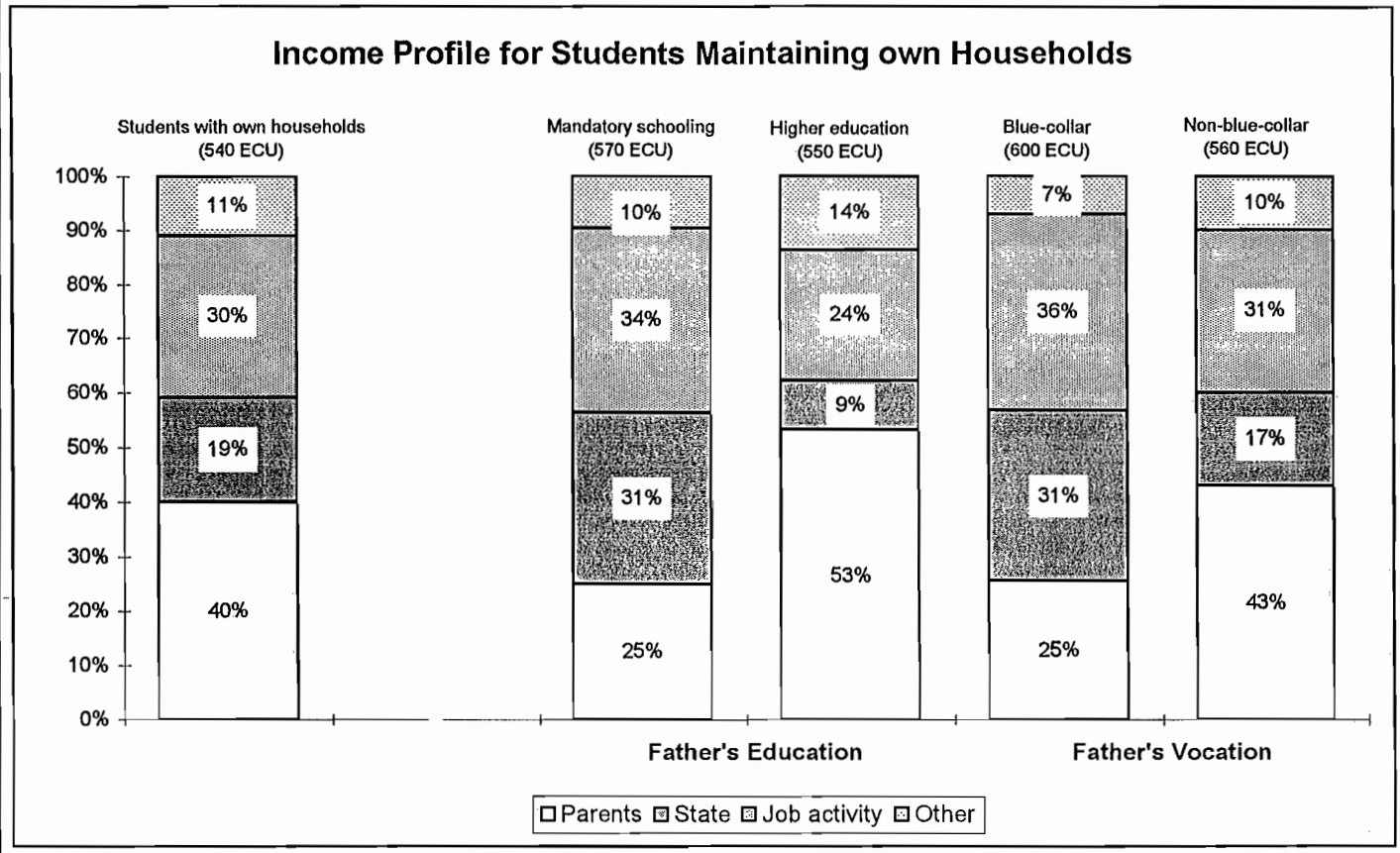
Fig. A 18 Income Profile for Students Maintaining Own Households

Indicators:

Difference between Income of working-class offspring and all students:	+ 4.2 %-points
Ratio of state aid to total, for working class offspring:	1,1
Ratio of state aid to total, for higher education offspring:	0,8



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Amounts refer only to cases where income is received from the respective source. Job activity: during the semester plus vacation jobs. Government: student aid and family allowances. Other: monetary contributions by partner/spouse or relatives, as well as savings, orphan's allowances, credit and other responses. Method of calculation: Proportion of average amount to total income, weighted with proportion of students having income from the given source.

Comments:

The income patterns of students maintaining their own households are closely dependent upon their social background, although the volume of income is nearly the same on average. The percentage of students receiving monetary contributions from their parents is 21% greater for children whose fathers have higher education backgrounds than for those whose fathers completed mandatory schooling. Also in terms of the amount of parental support, children from higher education backgrounds receive twice as much.

Students whose fathers completed primary education more frequently have a job, and a larger portion of their income comes from their own earnings than in the case of students from "academic" families.

The lower level of parental support for students whose fathers completed mandatory schooling is mainly compensated for by government contributions (particularly student aid). Such students have a higher rate of aid receipt and receive greater amounts of aid. Consequently, the state's contribution to student income is greatest for this group of students (31%).

Analogous differences in student income patterns are found to exist between the offspring of working-class and non-working-class fathers.

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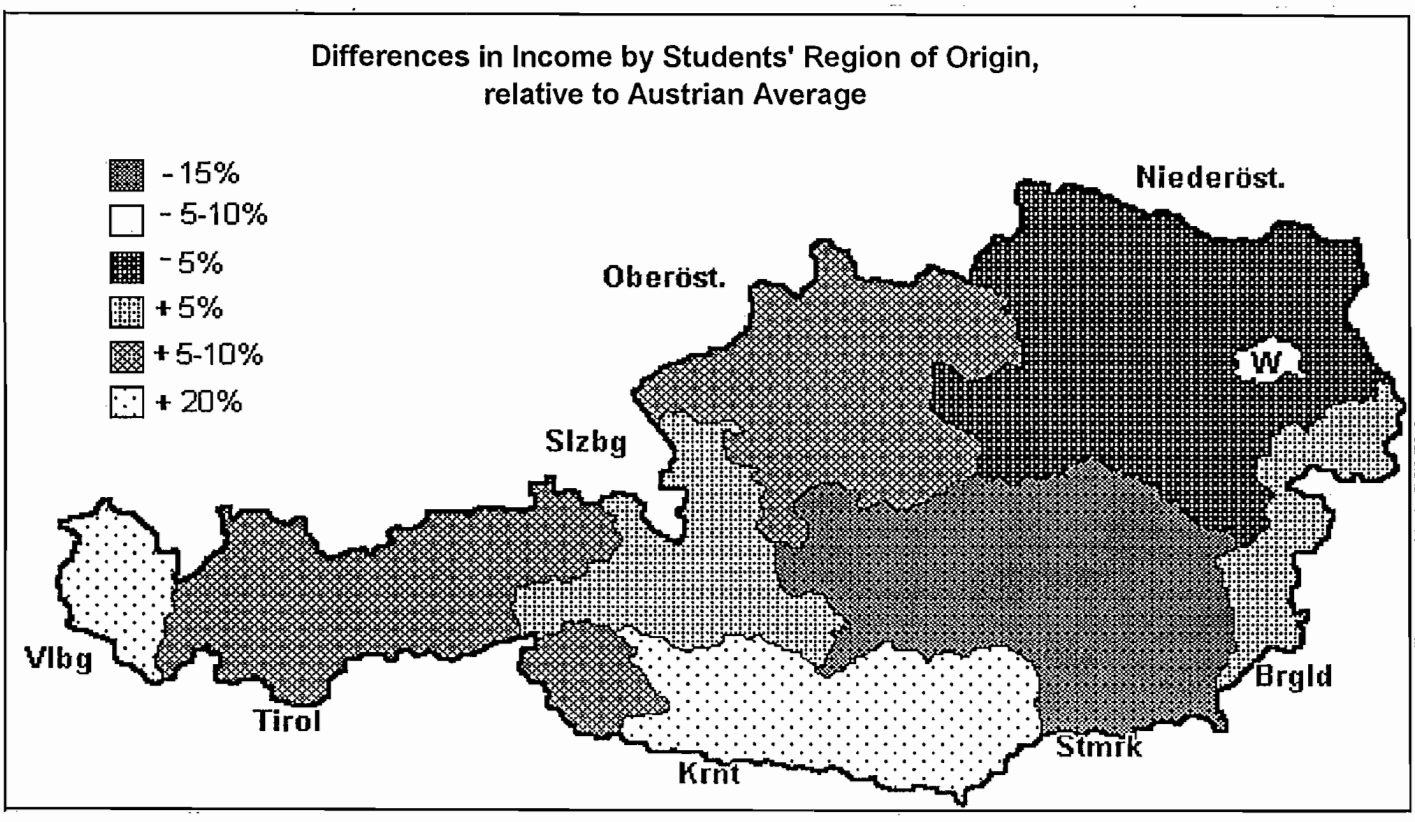
Fig. A 19 Differences in Income among National Regions

Indicators: Regions with the greatest upward and downward deviation: Vorarlberg (+ 22 %)
Steiermark (- 15 %)



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Regional variation from Austrian average:

	Total income	Parental monetary support
Austria:	100%	100%
Steiermark (Stmrk):	85%	91%
Vienna (W):	94%	87%
Lower Austria (Niederöst.):	96%	92%
Burgenland (Brgld):	104%	104%
Salzburg (Slzbg):	104%	105%
Upper Austria (Oberöst.):	106%	109%
Tirol:	107%	109%
Kärnten (Krnt):	122%	116%
Vorarlberg (Vlbg):	122%	154%

Comments: The volume of total income is decisively influenced by parental contributions (see also Figs. 16 and 17). Both in terms of total income and parental contributions, there is a clear discrepancy between East and West. However, this discrepancy is more pronounced when it comes to parental contributions than to total income, as any lesser parental support is compensated for by personal earnings or state support. The students with the highest income – particularly from the parents – come from Vorarlberg. Their parental support and total income exceed the Austrian average by the largest margin. The eastern regions of Steiermark, Vienna and Lower Austria range below the national average in both respects.

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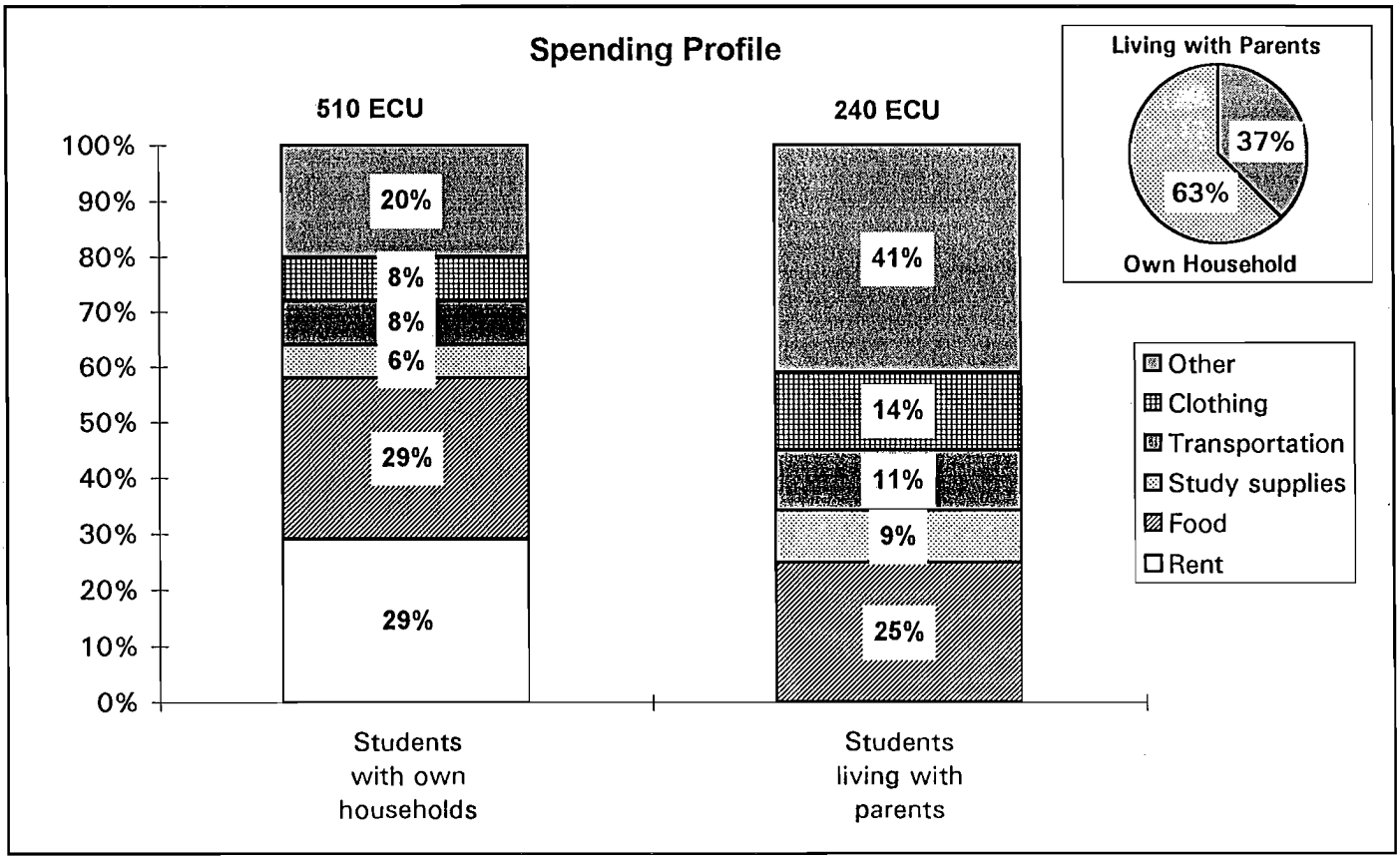
Fig. A 20 Student Spending Profile

Indicators:
Proportion of rent relative to all expenditures: 29 %
Proportion of tuition relative to all expenditures: 0 %



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Rent includes associated expenses. Food includes canteen/restaurants. Study supplies: course books, copies, writing supplies. Transportation: public and private.
Method of calculation: Proportion of average amount to total spending, weighted with proportion of those having the given expenses.

Comments:

The expenses of students living on their own are about twice as high as home residents'. Lodging (rent and associated expenses) makes up nearly a third (29%) of all spending by students living on their own. Transportation, clothing and other expenses amount to approx. 36%, and 6% of spending is for study supplies.

Students living at home have no rent to pay and thus spend the most on food. Transportation, clothing and other expenses account for almost two thirds of all spending. Study supplies absorb 9% of stay-at-home students' spending. Given the lower overall spending by these students, however, these higher percentages correspond to actual spending amounts which are at the same level as those for students living on their own. On the other hand, stay-at-homes spend only half as much on food as their counterparts.

Owing to the fact that no tuition or examination fees are required of domestic students in Austria, study expenses make up a rather small proportion of spending.

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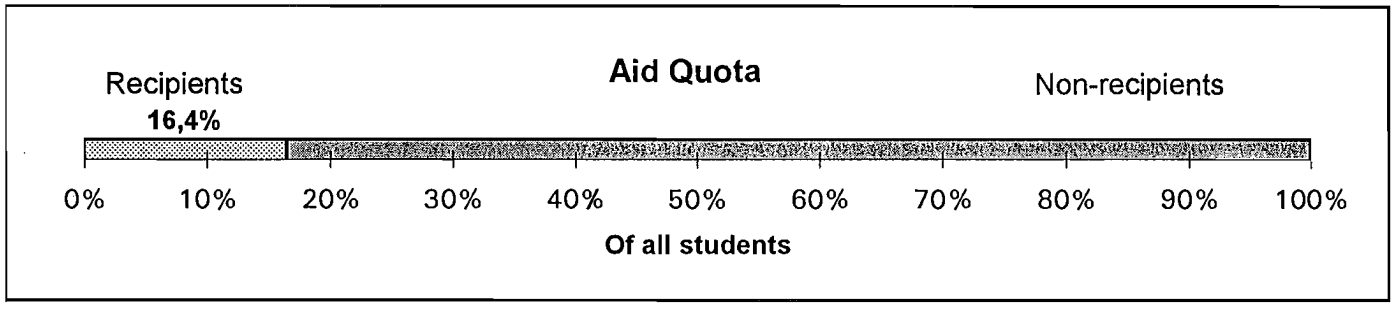
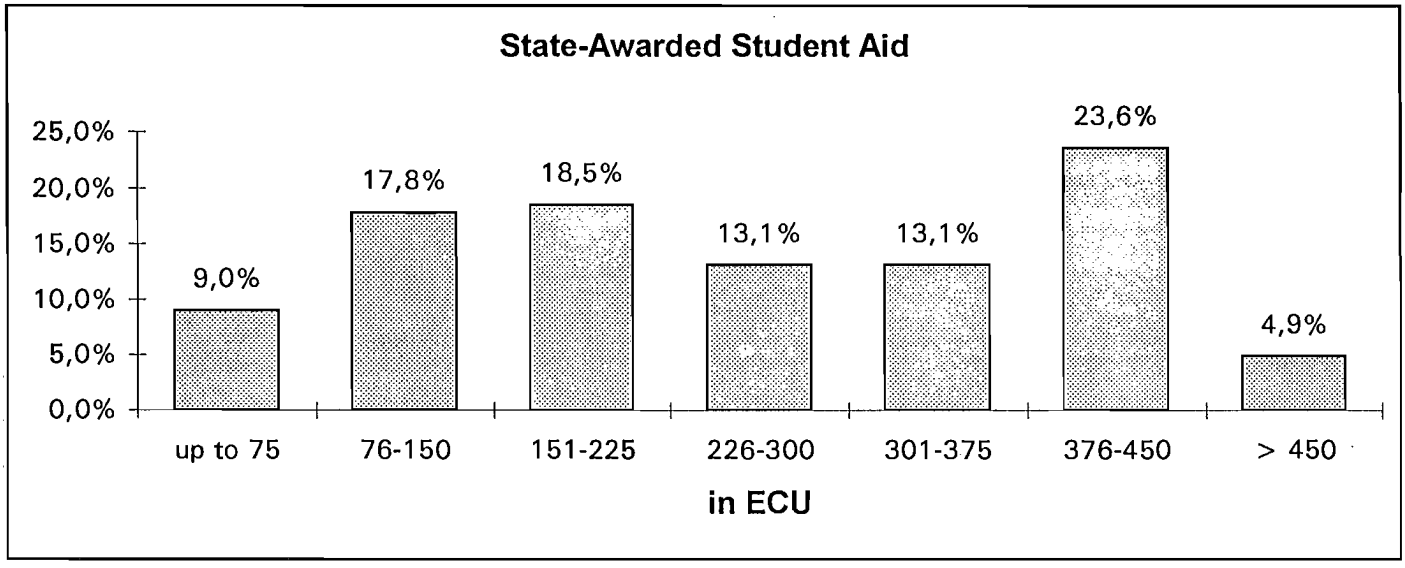
Fig. A 21 State Aid for Students

Indicators:
State aid quota: 16.4 %
Mean aid amount: 180 ECU (340 ECU according to official aid statistics)





Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF; BMWF student aid statistics

Explanations: Data reflects students in their first course of studies. Aid quota calculated from number of respondents citing receipt of student aid during current year.

Comments: Student aid represents the principle means of public support for higher education: a state contribution which generally need not be paid back. Prerequisites for student aid are social need and favourable academic performance.
Recipients of student aid make up 16.4%, which is higher than the quota obtained by juxtaposing official statistics on aid recipients and the student population (12%). The reason for the difference is that the population surveyed represents students actively pursuing studies, whereas the official statistics also include those who are effectively enrolled in writing, only.
The average amount of student aid of 280 ECU – which is calculated based on student responses – lies quite significantly below the average of 340 ECU cited for the winter semester of 1993/94 in administrative records kept by the Student Aid Agency. The underestimation might partially be due to the underrepresentation of students with maximum amount of aid (students not residing at home).

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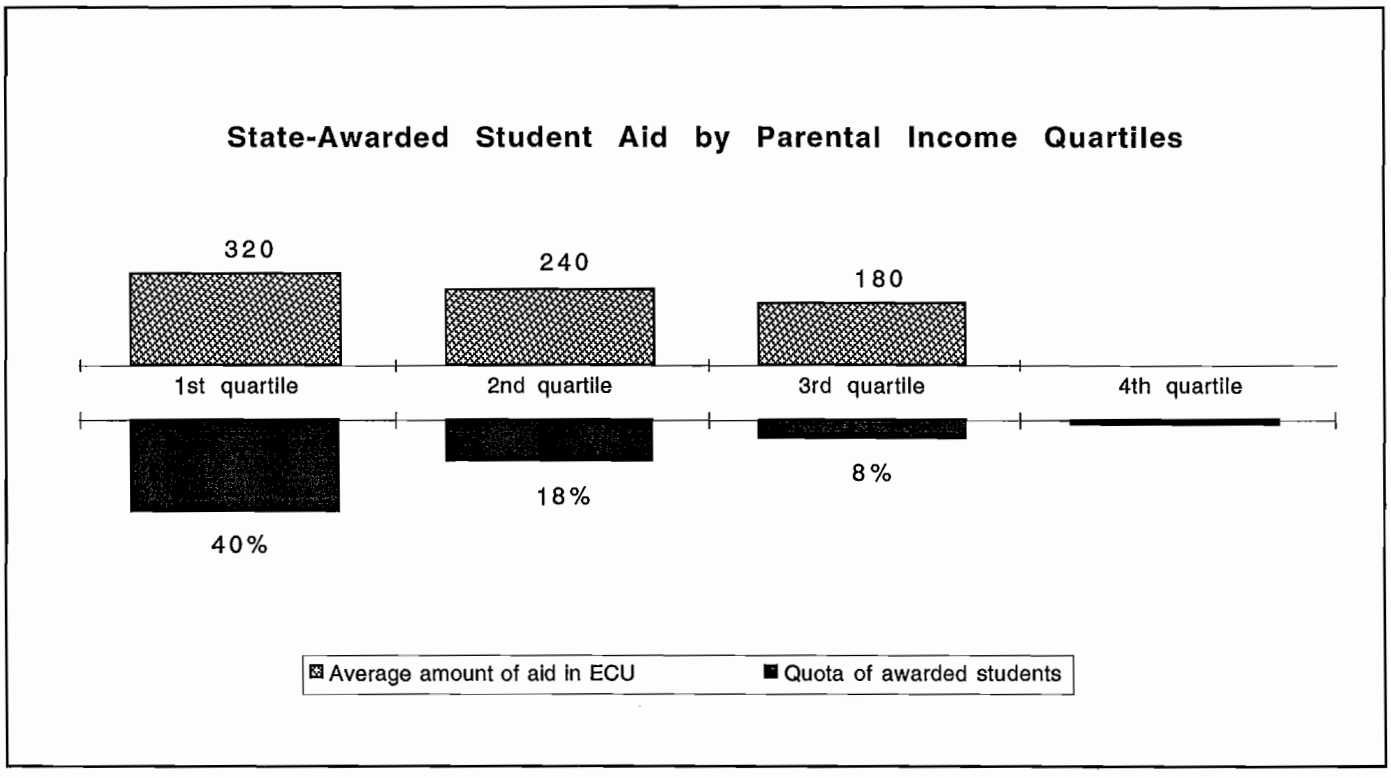
Fig. A 22 Aid and Social Mobilization

Indicators: State aid quota for students from lowest income quartile: 40 %
Mean aid amount for students from lowest income quartile: 320 ECU



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Aid quota calculated from number of respondents citing receipt of student aid during current year. Graph for 4th quartile missing due to low case count.

Comments: The aid quota as broken down by parental income shows that Austria's system of student aid is fully meeting its objective of distributing aid in accordance with social need.
The aid quota for students belonging to the lower quartile in terms of parental income surpasses the 40% mark. For the second quartile, the quota of 18% is still above average. Since the aid guidelines also give consideration to other factors besides parental income (e.g. family size), some recipients of student aid are still to be found among the upper income quartiles.
As state support is primarily supposed to compensate for unavailable or low funding by the parents, aid amounts are intended to decrease with increasing parental income. The survey's findings clearly demonstrate how the highest aid amounts are being received by the lowest quartile, and how the average amount of aid declines as parental income increases.

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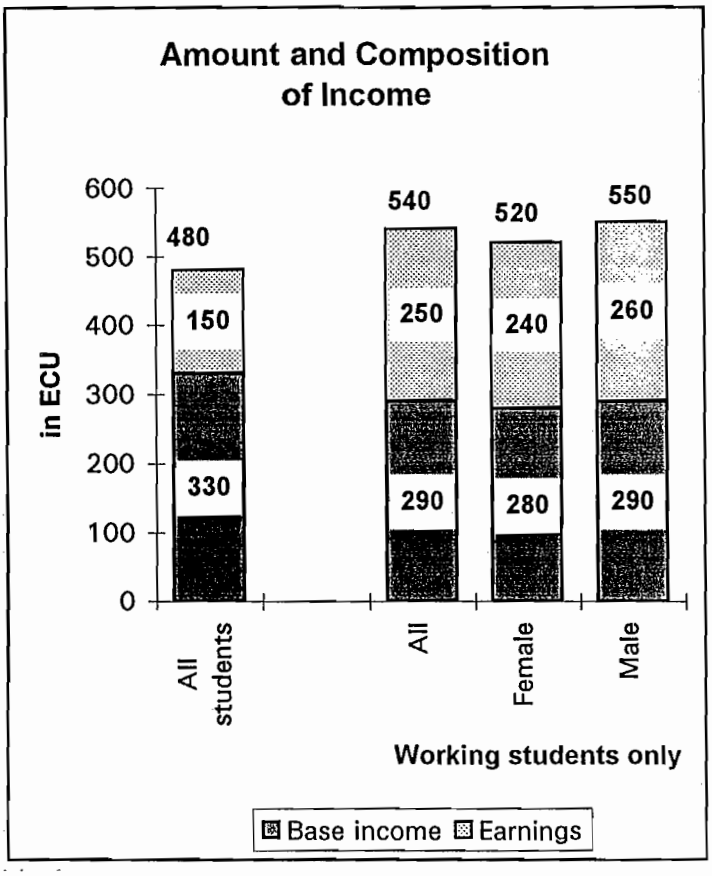
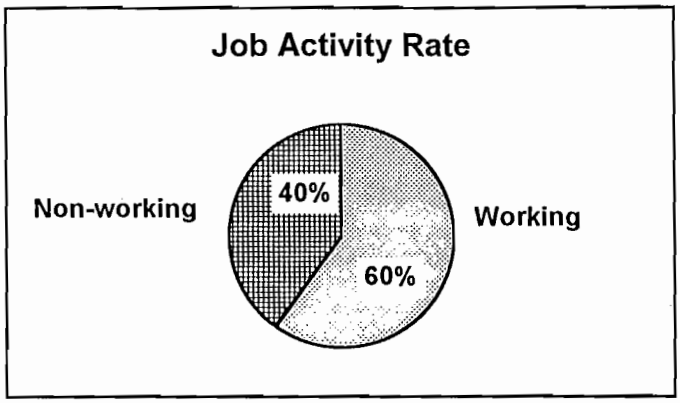
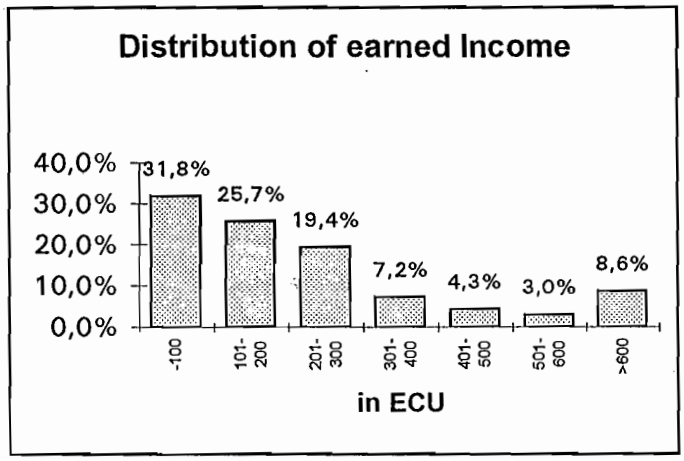
Fig. A 23 Employment and Income

Indicators:

Job activity rate:	60 %
Proportion of total income contributed by job activity:	26 %
Proportion of those having only low income (< 100 ECU) from own earnings:	31.8 %







Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Base income: income from all sources except personal earnings. Earners quota is calculated from number of persons indicating having been gainfully employed in any way during current year of studies (including vacation jobs).

Comments:: 61% of the students surveyed are gainfully employed in some way, with the kind and extent of employment varying widely. 16.4% regularly work on a full- or half-time basis; 19.1% work sporadically. Students working only during semester breaks constitute 24.4%.
A large number of students rely on their own earnings as a significant additional source of income, but not the principle one. This observation is also supported by the distribution of monthly student earnings. About half of all working students are not earning more than 150 ECU as additional income.
On average, nearly a third of students' income comes from their own earnings. This calculation also includes non-working students. Taking only the income of working students into account, one finds it to be about 14% above the average student income. The amount of this percentage accounted for by students' own earnings amounts to around 43% on average

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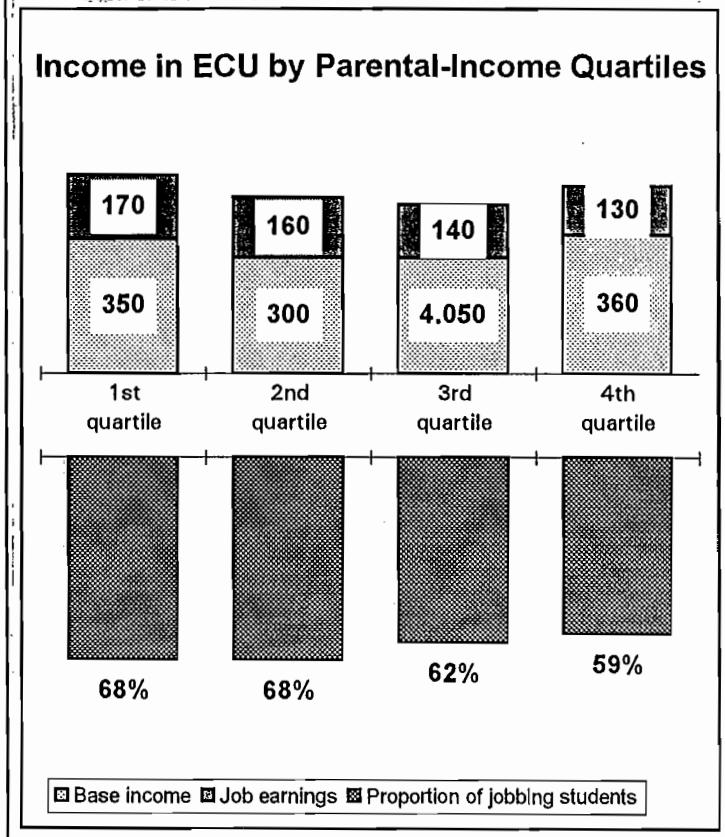
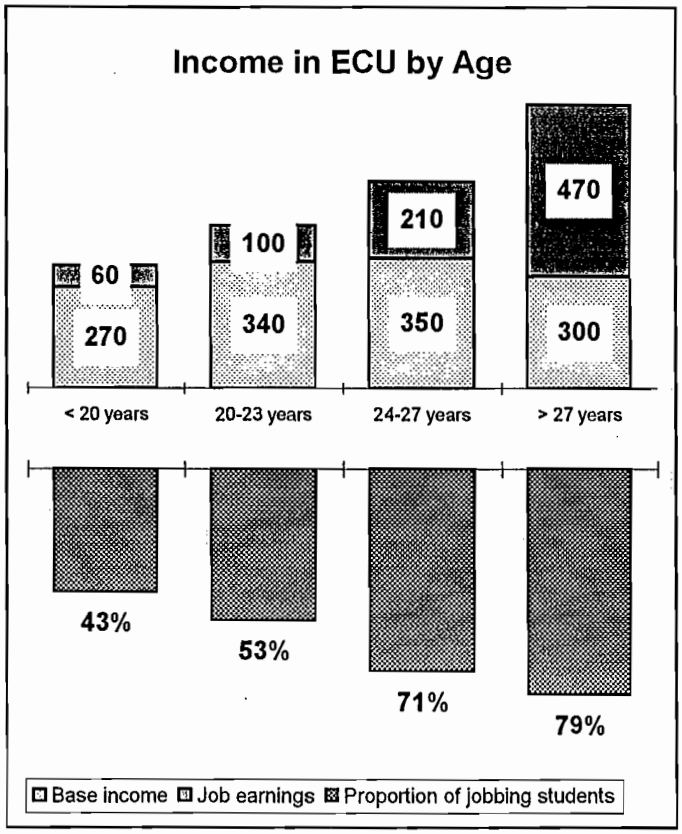
Fig. A 24 Student Earnings by Parental Income and Age

Indicators: Job activity rate of students with low income: 68 %
Job activity rate of youngest and oldest students: 43% / 79%





Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Income from own earnings includes money saved from vacation jobs. Percentage of working students relates to responses to question: "Have you been gainfully employed during the current year of study?" "Base income" is the sum of all income from all sources except own earnings.

Comments: Students of more "well-to-do" parents show lower personal earnings on average than do students of parents from the lower income quartiles. In keeping with this, the individual quartiles show a corresponding decline in the average number of hours per week spent working.
The higher base income on the part of students from the lowest quartile is accounted for by student aid (see also Fig. 24); in the case of students from the top quartile, it is due to larger parental contributions.
The data demonstrate that students from financially more well-to-do backgrounds work to a lesser degree. Owing to the fact that even mere vacation jobs are included, one cannot draw any distinct conclusions about a background-related "necessity" to work.
A fact which does clearly emerge, though, is the relationship between age and job activity. The tendency for tastes and living circumstances to evolve with increasing student age finds expression in a corresponding rise in income. This increase in income, however, is based almost exclusively on income from students' own earnings, this representing the primary financial source for older students. There is a smaller percentage of working students under the age of 20 than over 27.

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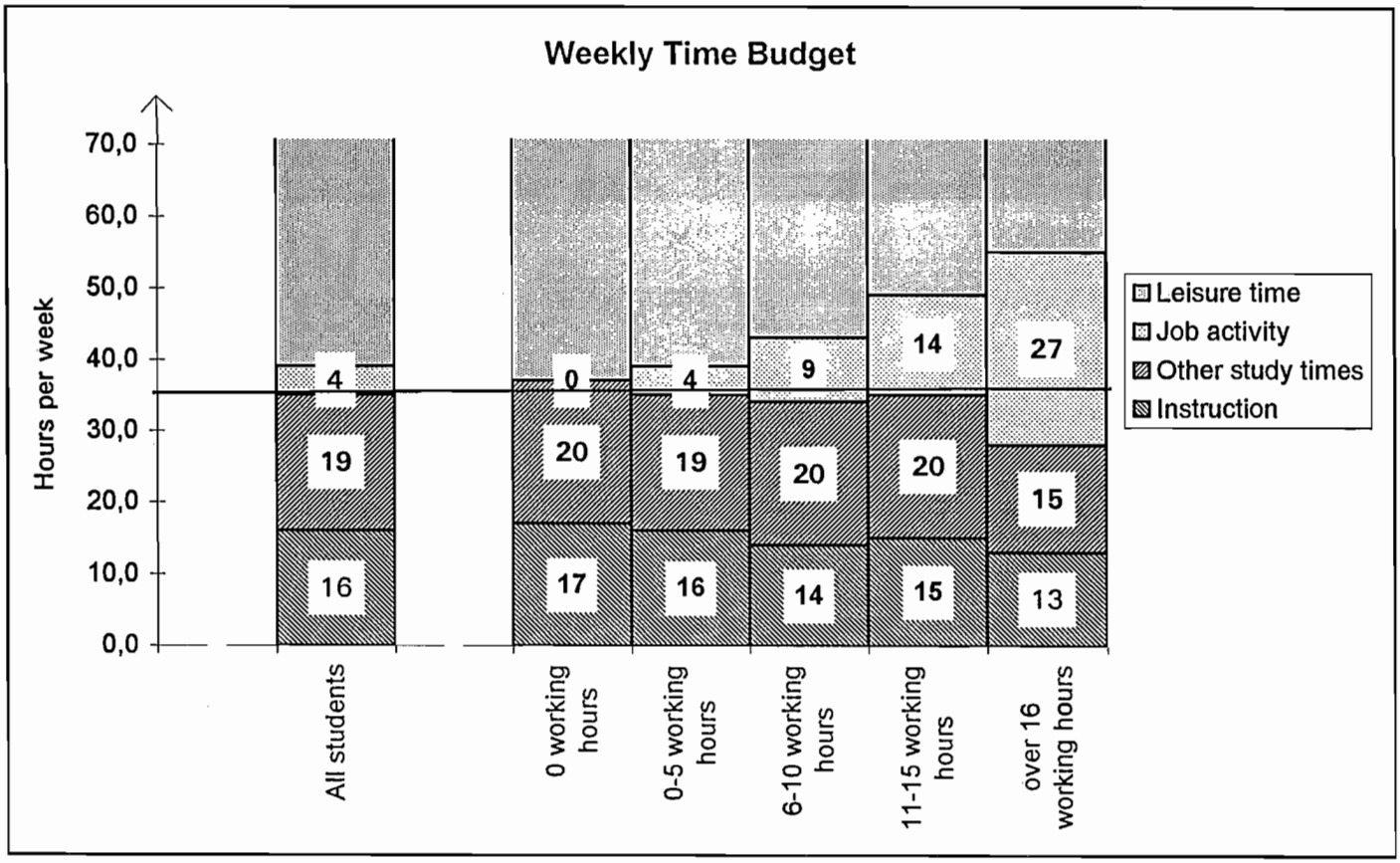
Fig. A 25 Weekly Time Budget Relative to Earning Activity

Indicators: Time budget for study-related activities: 37 hours/week
Time budget for job-related activities: 4 hours/week



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Instruction: lectures, practice, seminars, exams. Other study time: preparation, individual study, course reading, presentations, homework, etc. Job activity: all financially remunerated activity during the semester.

Comments:: Non-working students spend about 37 hours a week on their studies. One third of the time spent on the job is taken at the expense of study time, two thirds at the expense of leisure time.
In the case of students who work more than 15 hours a week, the time budget for study-related activities drops to 28 hours a week. For students working full time, the time spent on studies falls to 24 hours a week, thus amounting to less than two thirds of the time devoted to studies on the part of non-working students.

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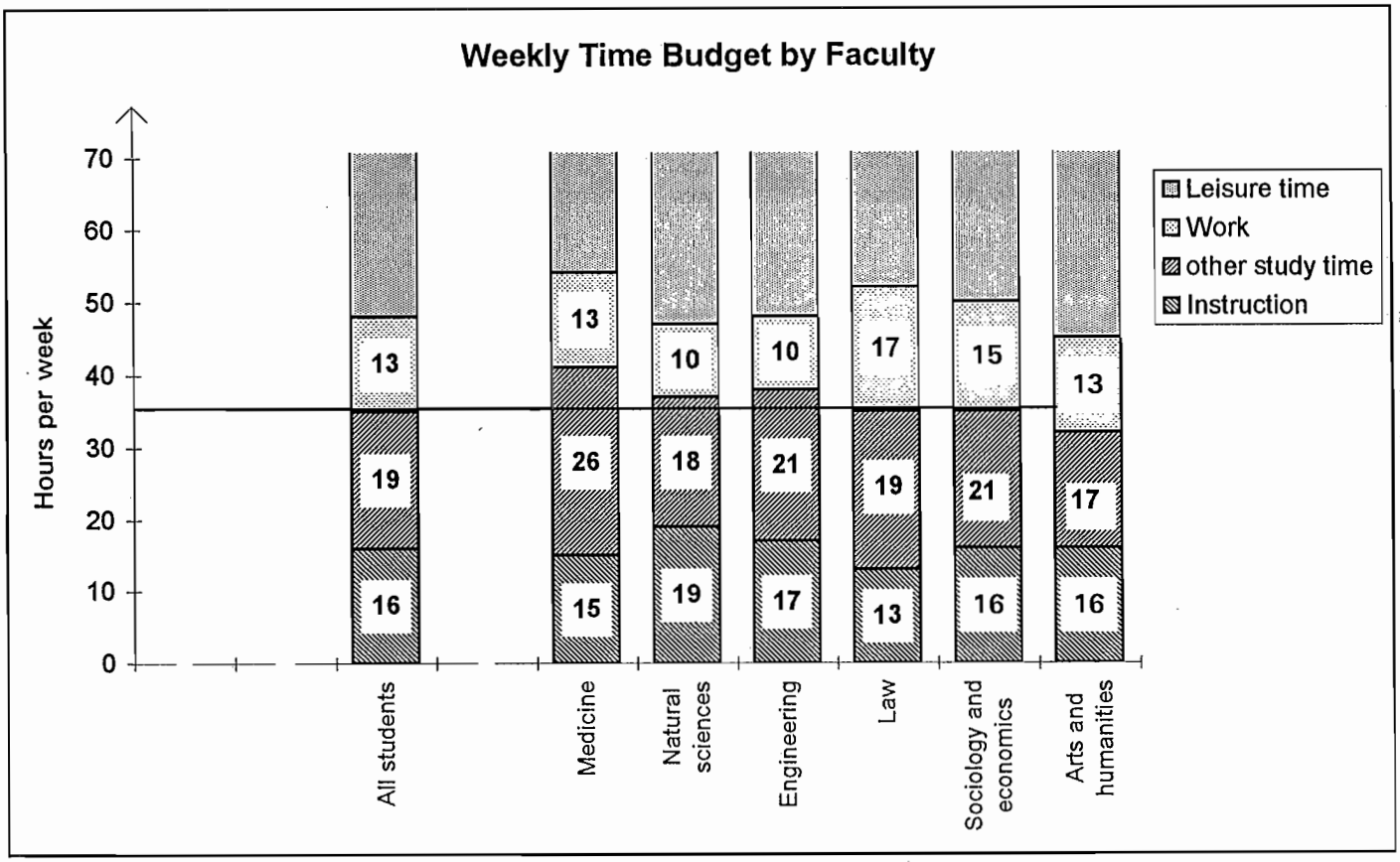
Fig. A 26 Weekly Time Budget by Faculty

Indicators:
Time budget for study-related activities in technical faculties: 38 hours/week
Time budget for study-related activities in humanities: 33 hours/week



Source: Survey of students' key social data conducted by the Fessel + Gfk Institute on behalf of the BMWF

Explanations: Data reflects students in their first course of studies. Instruction: lectures, practice, seminars, exams. Other study time: preparation, individual study, course reading, presentations, homework, etc. Job activity: all financially remunerated activity during the semester.

Comments: The time budget devoted to study-related activities, differentiated by faculty. The greatest amount of study-related time is spent by medical students: Their weekly study time is about 41 hours on average. Students of technology and the natural sciences also invest an above-average amount of time in their studies. Students of law, sociology and economics fall below the mean. Students of the arts and humanities spend an average of four hours a week less on their studies than the average student. Students of law, sociology and economics have the largest time budget for job activities.

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THE SURVEY

With the exception of certain data from ministerial statistics, the data upon which the follewing findings are based stems from a survey entitled "Living conditions of students" in France (OVE, university year 93–94)

Methodology

Date : The data was collected in the spring of 1994.

Scope : Public establishments of higher education as follows :
- universities (including their institutes and delocalized units);
- sections of higher technicians in the "lycées";
- classes preparing for the "grandes écoles".

Questionnaire : It included about one hundred and fifty questions (of which some had a filter or control function) on the following subjects : reconstitution of the exact course of study after having passed the baccalaureate (included); working conditions in school or university; time schedule; resources and standard of living; housing and transportation; food and health; disabilities; cultural activities; knowledge of foreign languages and study courses abroad; vacations; personal data (social and geographical origins, sex, age).

Sampling : The principle retained was to send the questionnaire to 1/20th of the population concerned, but the actual number of questionnaires sent out was slightly lower (about 78 000); five universities – out of eighty three – were unable to participate in the survey for practical reasons and, for technical reasons, it was not possible to forward the questionnaire to some university institutes and some scientific preparatory classes to the "grandes écoles".
The selection of university students was carried out by drawing one student out of twenty in each establishment (without prior quotas) on the basis of the central registration file for the running year; the drawing and the postal dispatching operation were handled by the universities themselves in accordance with the procedure laid down by the OVE. It was not possible to apply this procedure to the higher classes of the "lycées"; there the questionnaire was handed out during classes to STS and CPGE students after constitution of a weighted sample of about twenty classes concerned.
The number of answers usable for evaluation amounted to 27 710, i.e. a percentage between 35 and 36 % (larger than expected, in particular, considering the length of the questionnaire and the losses associated with unnotified changes of address or withdrawals from studies between admission and survey).
The sample of students having effectively answered did not show any major deviation from the structure of the actual student population (at least with respect to the most important variables like cycle, subject, family, sex, age, site ...) so that it was possible to make reasonable readjustments by reference to the data of the Ministry of National Education.

Implementation : The principle of the survey was defined by the Council of the Observatoire de la Vie Etudiante (President : Christophe Borgel) and approved by the Ministry of National Education which also financed the survey. The problematics and the questionnaire were drawn up by the Scientific Committee of the Obervatoire de la Vie Etudiante. The first analyses for the Eurostudent report were undertaken by Bernard Bensoussan (research worker at the GRS–CNRS Lyon 2, member of the Scientific Committee of the Observatoire de la Vie Etudiante), Claude Grignon (Director of Research at the INRA, President of the Scientific Committee of the Observatoire de la Vie Etudiante) and Louis Gruel (Senior lecturer at Rennes 2, Chargé de mission at the Observatoire de la Vie Etudiante).

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The system of Education

PRESENTATION :

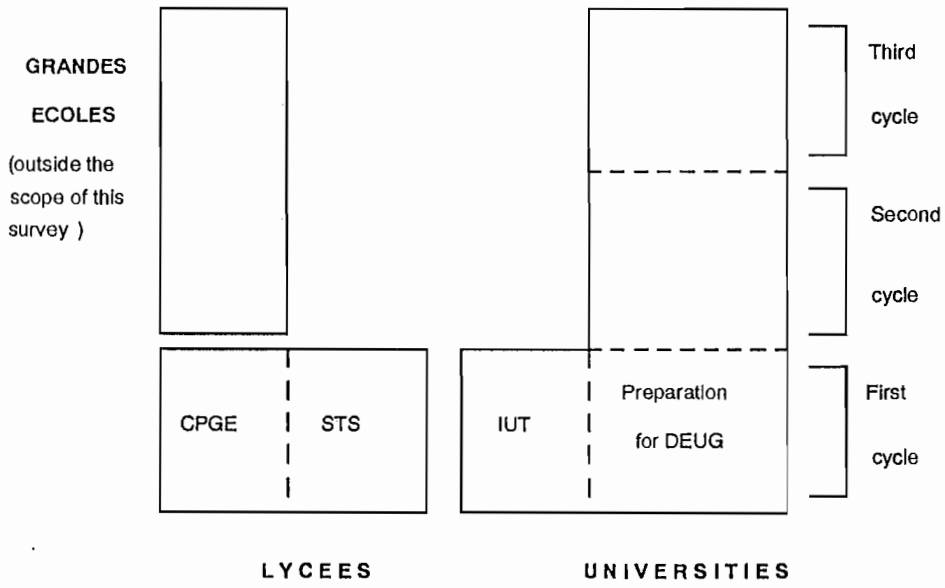
The system of education under the authority of the Ministry of National Education consists of three levels (degrés) divided into cycles :

- the first level (degré) which corresponds to pre–school and elementary education offered in nursery and primary schools.

- the second level (degré) or secondary education is offered in "collèges" (first cycle) and "lycées" (second cycle general technical vocational studies);

- post–secondary or higher education offered in the universities but also in the "lycées" (STS, CPGE), the "grandes écoles", some specialized schools.

Higher Education :



Definitions :

. *IUT* – University institutes of technology (preparation for university diplomas of technology).

. *STS* – Sections for higher technicians (preparation for certificates of higher technicians).

. *CPGE* – Preparatory classes for the "grandes écoles".

DEUG – Diploma of general university studies (humanities, sciences, law, etc.)

Number of students (in thousands) :

Universities (without IUT)	1 395
IUT	93
STS	233 (public : 150)
CPGE	72,5 (public : 59,5)
Ecoles	50

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FINANCIAL AIDS TO STUDENTS (1)

PRESENTATION :

In 1993–1994, close to 400 000 students have enjoyed financial aid helping them to continue their studies in higher education. Between 1992–1993 and 1993–1994, their number has increased by 16.5 % while the number of students registered in higher education had grown by 6.4 %.

About 350 000 students are awarded scholarships on the basis of social criteria, i.a. an increase of 19.4 % compared with the preceding term beginning. These scholarships represent 88.3 % of all students assistance. In 1993–1994, their amounts cover a range of between 6 588 FF and 17 766 FF.

The university remains the main benefiary of the increase in aid (+ 18.1 %). All in all, the proportion of university students enjoying aid again increased this year : 19.5 % against 17.8 % last year.

The development of subsidies to teacher training university institutes, an incentive for the recruitment of teachers, still remains very substantial (+ 32.8 % within one year).

In the preparatoy classes and the sections of higher technicians, 27 % of the students enjoy financial aid. The aid granted to these channels of education rose by 12.4 % between 1992–1993 and 1993–1994.

DEFINITIONS

. *Financial aid* – each year, the principal aids granted to students in higher education are accounted for.

. *Scholarships on the basis of social criteria* – are awared on the basis of declared gross income before abatement of family allowances. They are restricted to students of the 1st and 2nd cycles. Are also included in this category the exceptional individual types of aid (AIE).

. *Scholarships on the basis of university criteria* – they include public service scholarships, scholarships for " licences", DEA and DESS (post–graduate) scholarships and "agrégation" (Ph.D.) scholarships.

. *Research grants* – are awarded on the basis of university criteria for a period of three concecutive years to students in the 2nd year of the 3rd cycle.

. *IUFM (teacher training) scholarships* – in 1992, they replaced the allowance for teachers. They are granted to the university for the IUFM preparatory year and the first IUFM year.

. *Proportion of students enjoying aid* – the number of students enjoying aid is calculated on the basis of the total number of students registered whether they are potentially entitled to aid or not.

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(1) DEVELOPMENT OF THE NUMBER OF STUDENTS ENJOYING FINANCIAL AID GRANTED IN HIGHER EDUCATION
(metropolitan France)

	1970–71	1980–81	1989–90	1990–91	1991–92	1992–93	1993–94
Total of all aid	**117993**	**126986**	**248228**	**272996**	**303071**	**337792**	**393454**
of which :							
University							
Students enjoying aid	93337	97693	179503	196600	212212	230519	**272214**
as % of total number	14,1	13,6	16,2	16,6	17,3	17,8	**19,5**
CPGE and STS							
Students enjoying aid	12162	20769	55408	63521	68108	73282	**82323**
as % of total number	20,5	19,3	23	23,6	23,7	24,1	**27**

(2) DISTRIBUTION BY TYPE OF AID AND NATURE OF ESTABLISHMENT ATTENDED
(metropolitan France, 1993–1994)

	Scholarships social criteria	Scholarships university criteria	Total Scholarships	Loans on trust	Allowances IUFM	Grants research (a)	TOTAL
Total metropolitan France	347380	12693	360073	4514	18140	10727	393454

(a) Estimated share

Source : Repères et référence statistiques (1995 edition – D.E.P.)

Appendix : Main benefits in kind under the adminstration of the CNOUS.

Source : Centre National des Oeuvres Universitaires et Scolaires, CNOUS, year 1994

Development of the number of beds available (on the basis of social criteria) on university campuses or other types of housing under the administration of the Centre National des Oeuvres Universitaires et Scolaires, and development of the number of meals served in subsidized university restaurants.

	1991–1992	1993–1994	Forecast 1995
Reduced rent students housing	127.698	141.224	160.000
Reduced rate meal vouchers	64.500.000	66.000.000	62.400.000

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STUDENTS BY SEX, CYCLE AND SUBJECT IN 1993–1994
(metropolitan France university only)

	1st cycle and level 1stcycle		2nd cycle and level 2nd cycle		3rd cycle and level 3rd cycle		Total	
	Total	% Female	Total	% Female	Total	% Female	Total	% Female
Law	109170	61.0	59032	60.8	23493	51.2	191695	59.7
Economics, Business Adm.	79311	52.3	53198	52.9	18523	41.6	151032	51.2
Liberal arts, humanities	265973	72.5	178995	73.1	44306	56.3	489274	71.3
Sciences,MASS	141861	38.1	114204	35.7	48028	33.4	304093	36.4
Medicine	34349	60.7	26074	51.9	55039	42.9	115462	50.2
Pharmacy	11580	68.8	5025	66.4	12451	63	29056	65.9
Dentistry	1020	50.4	3956	44.9	3194	38.1	8170	42.9
STAPS (sports)	7191	39.1	5649	41.4	680	39.3	13520	40.1
IUT	92801	37.4		0		0	92801	37.4
Total	743256	55.8	446133	57.5	205714	45.5	1395103	55.3

Source : Repères et références statistiques sur les enseignements et la formation (1995 edition –D.E.P.)

Comments : The vertical selection is accompanied by a difference in orientation towards the main disciplines on the basis of sex : female students represent over 70 % of the students registered in liberal arts and humanities, but considerably less than 40 % in scientific subjects.

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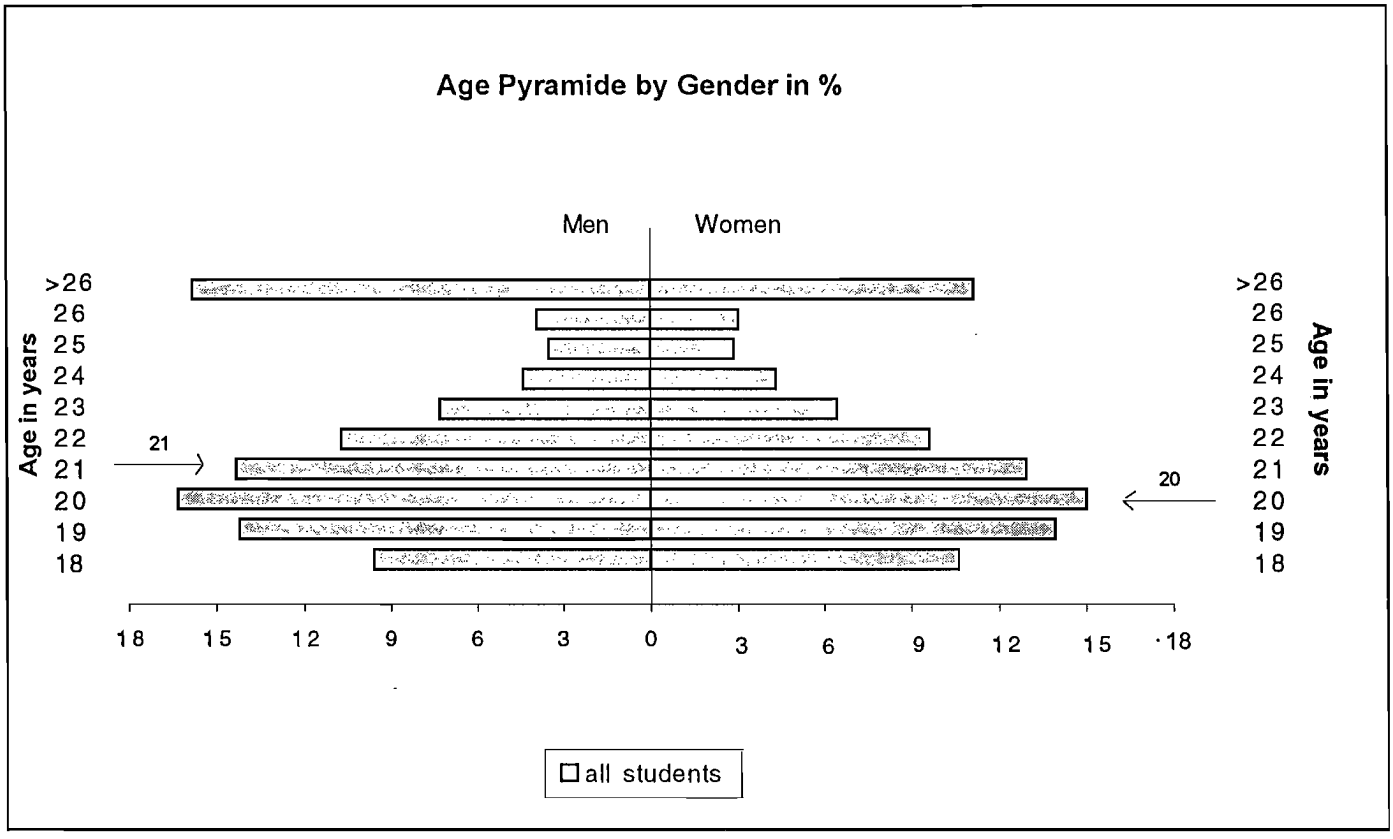
Fig. F 4 Student Age Profile by Gender

Indicators:

Total average age :	not reported
Average age of female students:	20 years
Average age of male students:	21 years
Proportion of female students:	55%
Proportion of older students:	not reported



Source: OVE survey, university year 93-94

Explanations:

Comments: Female students, a majority at the time of university admission as well as with respect to total student numbers (they represent 55%) are a minority in the third cycle; the longest courses of study with the highest prestige are still very much less accessible to them.

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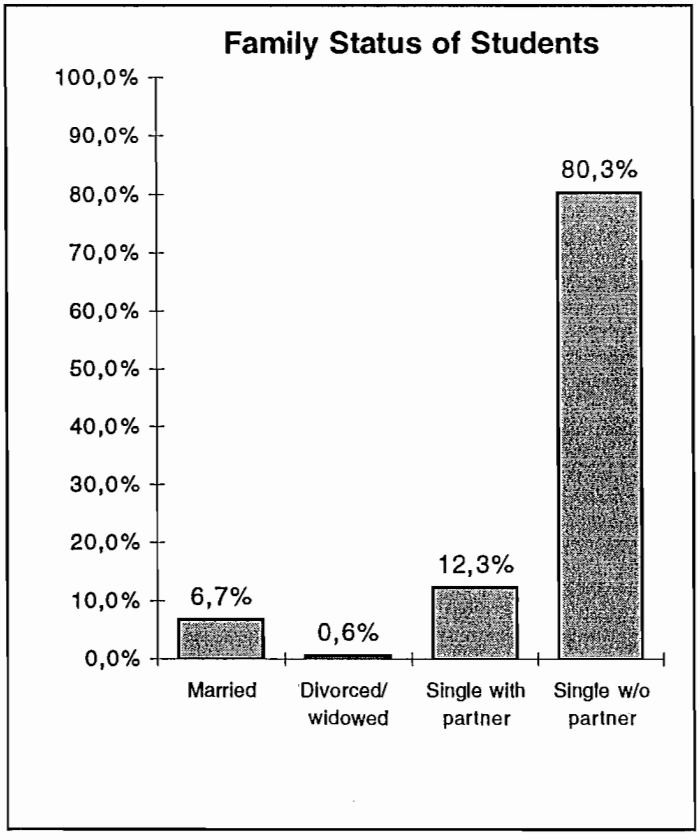
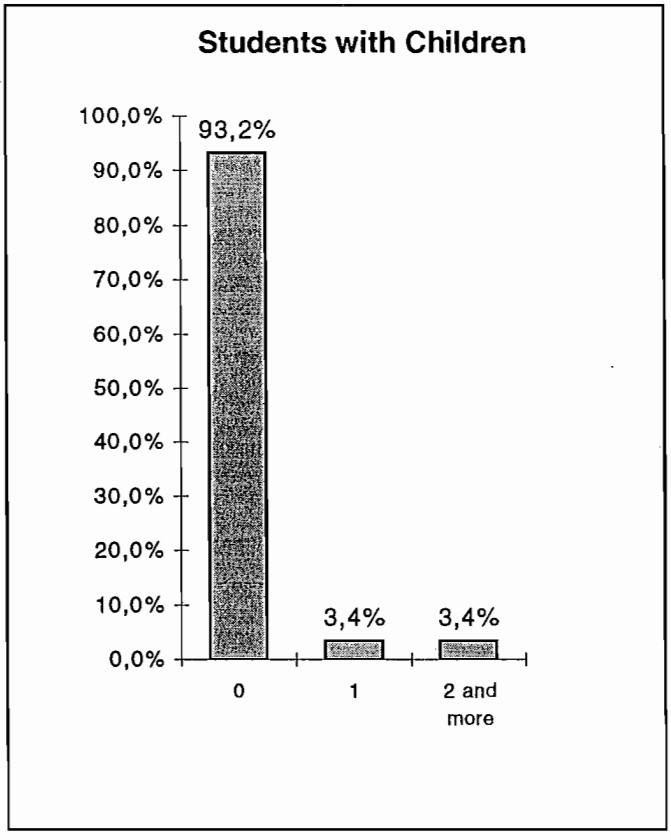
Fig. F 5 Family Status of Students

Indicators: Proportion of married students: 7%
Proportion of students with child(ren): 7%





Source: O.V.E. survey, university year 93-94

Explanations:

Comment: If the overwhelming majority of the youngest students are single without partner, the frequency of living as a couple increases regularly with age: it concerns one third of the students at the age of 25 and becomes the majority when approaching 30 years of age. It is also to be noted that the percentage of students living as unmarried couples tends to stabilize as of 24 years of age and even to decrease after 30 years of age: on the other hand, the proportion of married students become the dominant form of life as a couple when approaching the age of 30 years.

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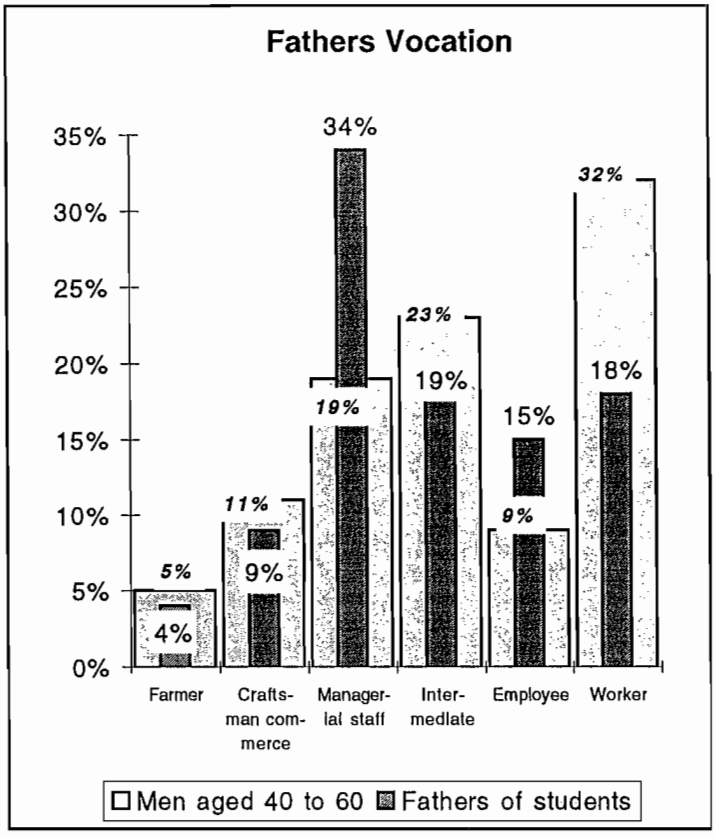
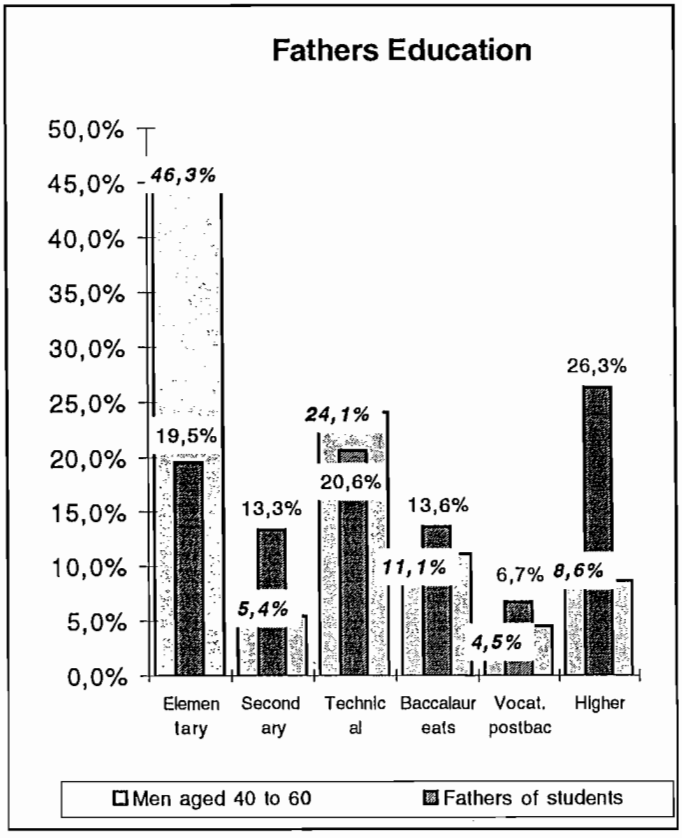
Fig. F 6 Social Background and Educational Background

Indicators:
Students form working-class families: 18%
Students from higher-education families: 26%
Students from families with primary school certification: 20%
Ratio (students' fathers/all fathers) for children from working-class backgrounds: not reported
Ratio (students' fathers/all fathers) for children from higher-education backgrounds: 3,1%





Source: O.V.E. survey, university year 93-94, and INSEE, survey FQP 93

Explanations: Percentages of students registered in public higher ecucation (universities, classes preparing for the "grandes écoles", sections of higher technician) according to the socioprofessional category of the father and distribution of active men aged from 40 to 60 years according to their socioprofessional category

Comment: With respect to the access to higher education, social inequalities are only being reduced slowly and in particular, the over-representation of children of higher managerial staff and the under-representation of children of workers are still very obvious. The students of whom at least one parent has attended higher education are overrepresented in the preparatory classes (46% against 26% on the average). By the same token, those coming from families where the highest diploma of the parents is lower than the baccalaureate (elementary, secondary or technical studies) represent 3/4 of the students of the STS (78%) and 60% of the students of the IUT against 54% on the whole. Furthermore, if the proportion of students of whom at least one of the parents has an elementary level of education is very much the same for students registered at the university, whatever the cycle, it represents about one quarter of the student numbers in short vocational study courses like the IUT and even more in the STS (respectively 22 and 27%). The proportion of students of whom at least one parent has attended higher education gradually increases when one passes from the STS to the CPGE via the IUT; it also increases regularly between the first and the third university cycles.

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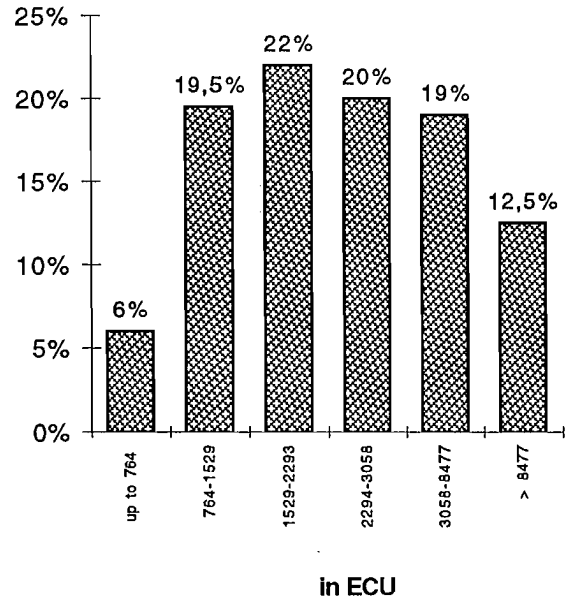
1 ECU = 6,53883 FF

Fig. F 8 Income of Students' Parents

Indicators:

Income cut-off between upper and lower half of parental income distribution (median):	2446 ECU
Poverty rate (percentage of students' parents having income below income cut off for lowest-income quartile of all private households:	not reported

1. Parental Income



2. Net Income of Students' Parents vs. Private Households

(not reported)

Source: O.V.E. survey, university year 93-94

Explanations: Distribution of monthly parental income (estimated by the students themselves)

Comments: The majority of the students have only taken earned income into account; at the time of the survey, the average salary was 1422 ECU (monthly).

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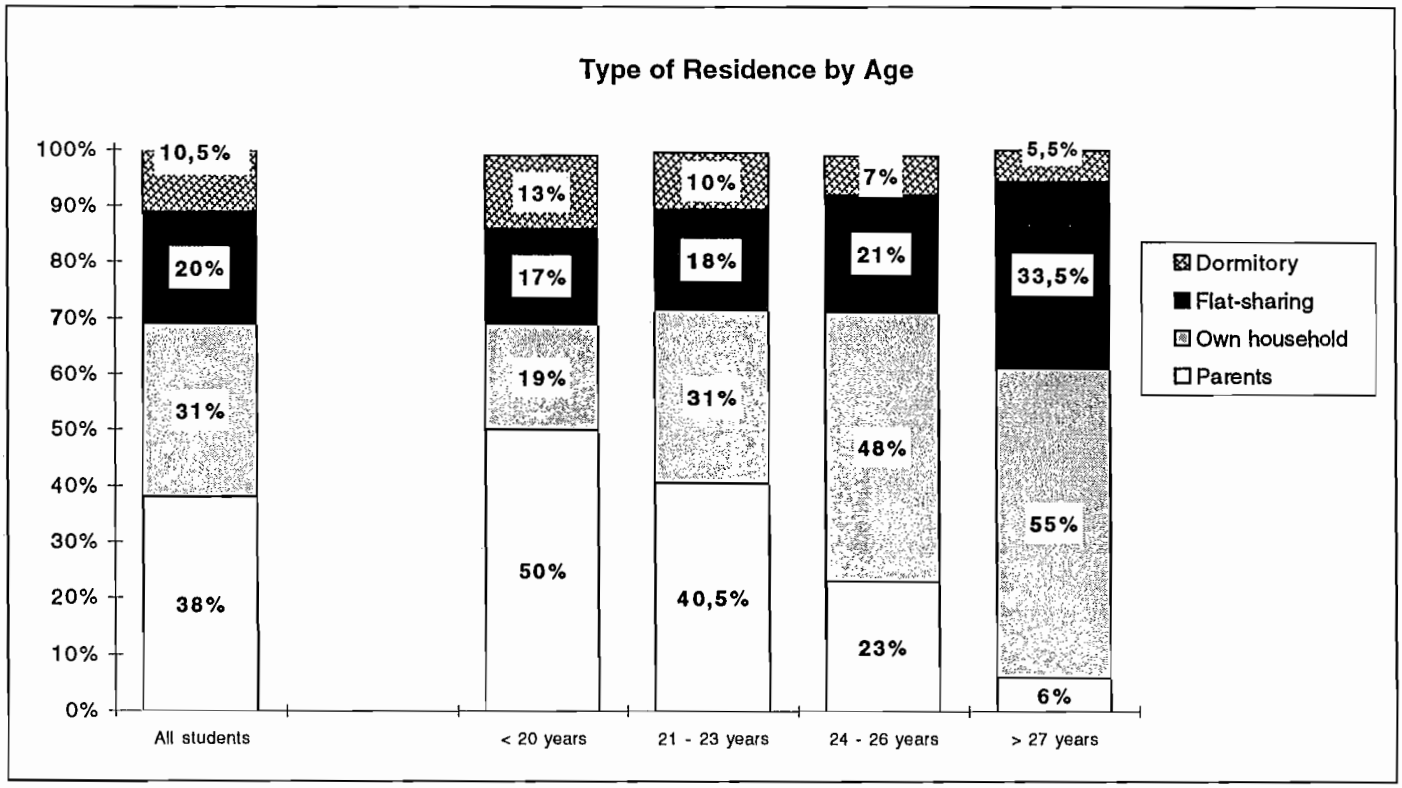
Fig. F 9 Students' Type of Residence by Age

Indicators: Proportion of dormitory residents: 11%
Proportion of students living at home: 38%



Source: O.V.E. survey, university year 93-94

Explanations: Distribution of students according to their type of residence and their age; analysis

Comments: The types of residence change with age. While the frequency of residing with the parents and in institutional collective housing (campus, residence hall, boarding school) decreases strongly with increasing age, that of the independent type of housing increases, especially after the age of 23 years. Thus, the independent type of housing is used by a student population whose great majority (over 60%) is 23 years and older, while the campuses lodge a younger population: over 68% of the students residing on campus are at most 22 years old.

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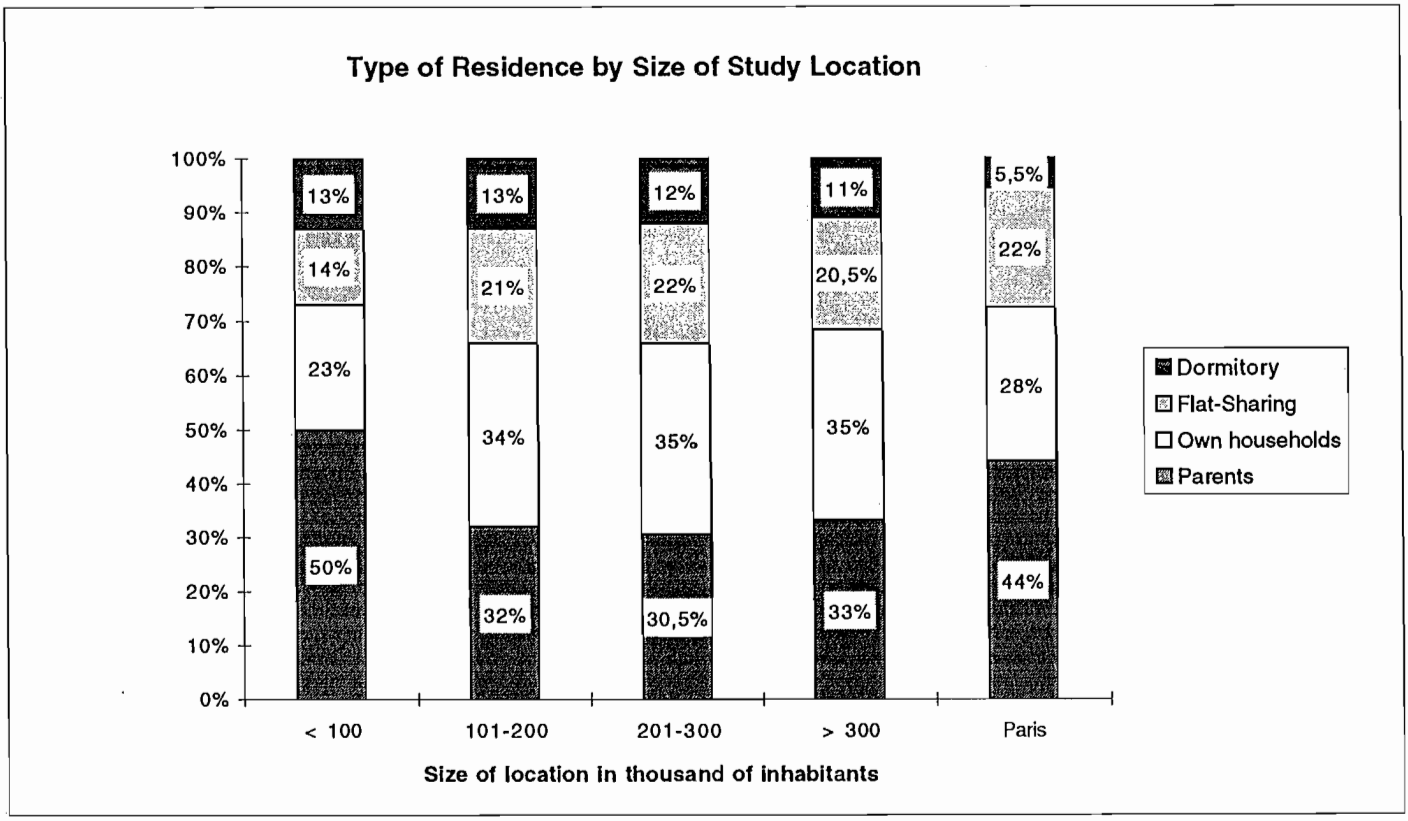
Fig. F 10 Type of Residence by Size of Study Location

Indicators: Ratio of students living in own households/with parents in locations < 100.000 inhabitants: 23%; 50%
Ratio of students living in own households/with parents in Paris: 28%; 44%



Source: O.V.E. survey, university year 93-94

Explanations: Distribution of students over the various types of housing according to size of study location.

Comments: In the provinces, the percentage of students residing at their parents decreases with the size of the university site (this importance of size is associated with the frequency of studies in the second and, even more, in the third cycle). In the Paris region however, which combines the greatest number of universities and where the third cycles weigh the most heavily, the percentage of students residing at their parents is not very distant from the percentage observed in the small provincial thowns. It is true that the Paris region hosts the highest percentage of students living less than 30 km away from the home of their parents (the local demand for higher education is here more massive than elsewhere), it is also true that the cost of private housing is particulary high here and it is finally true that the offer of reduced-rent university residence facilities is scarcer here than in the provinces.

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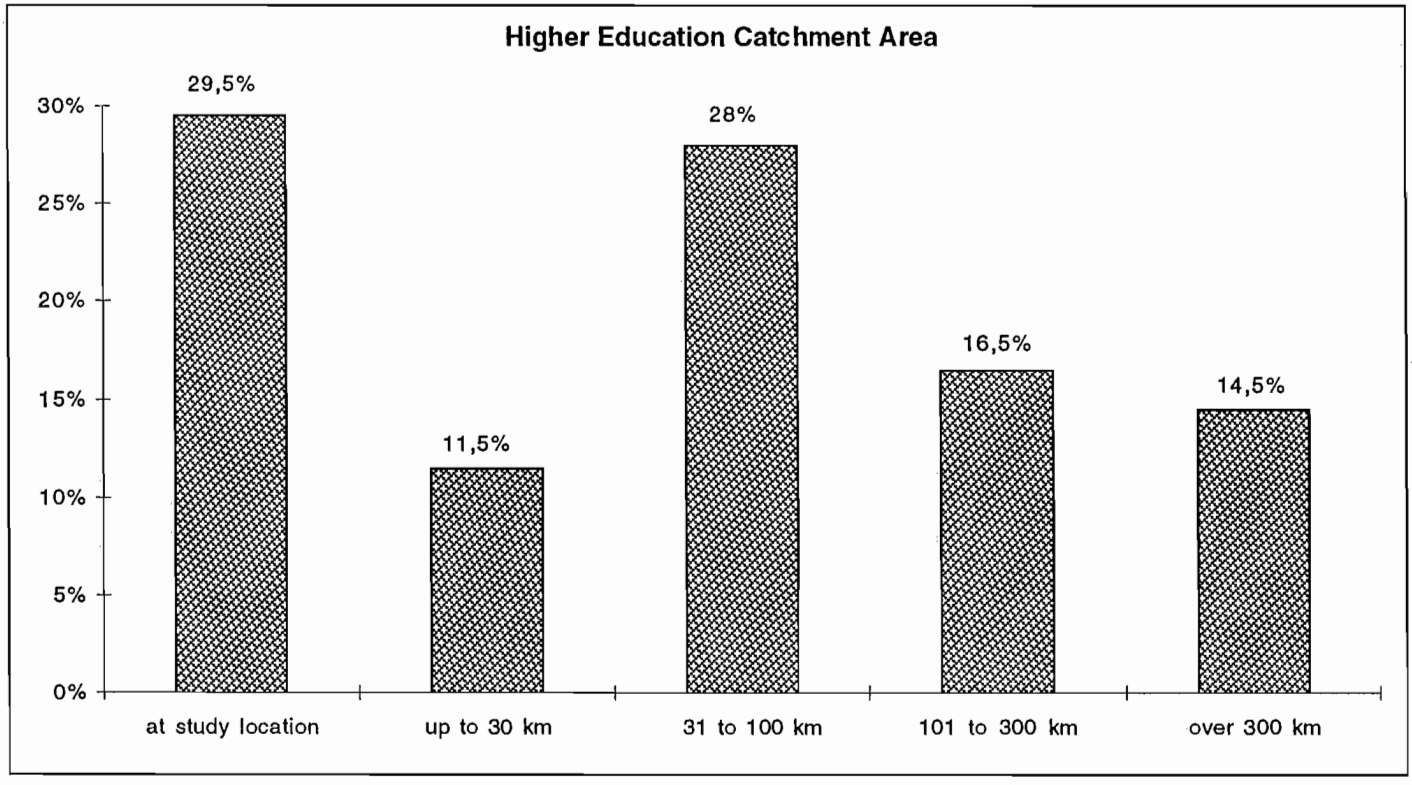
Fig. F 12 Higher Education Catchment Area

Indicators: Regionalization quota (catchment area up to 100 km): 69% of all students



Source: O.V.E. survey, university year 93-94

Explanations: Response to the question as to how far parents live from place of study

Comment: Almost 30% of all students (but more than 50% of parisian students) come from the place where they study, a further tenth coming from the immediate vicinity.

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1 ECU = 6053883 FF

Fig. F 24 Renumerated Activity According to Age

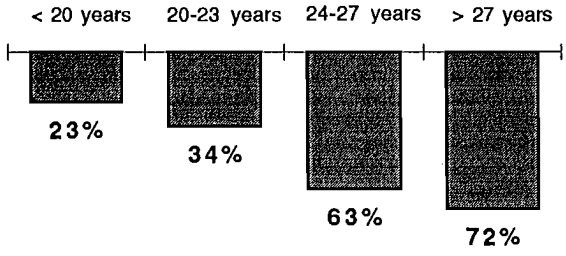
Indicators: Job activity rate of students whose parents' income falls in lowest quartile: not reported
Job activity rate of youngest and oldest students: 23% / 72%

Income in ECU by Parental Income

(not reported)

Income in ECU by Age

(job earnings distribution not reported)



Jobbing students' ratios

Source: O.V.E. survey, university year 93-94

Explanations: Percentage of students of a given age having answered "yes" to the question: "During this university year, outside the summer vacations, have you carried out one (or several) renumerated activity(ies)"?

Comments: The full coverage of the cost of school books and supplies by the parents tends to decrease with the increasing age of the student (20 years and less 51%, 21-23 years 37%, 24-26 years 16 %, 27 years and over 4%). On the contrary, the percentage of students carrying out a renumerated activity (outside summer vacations) increases regularly with age and becomes the majority of cases from 24 years onwards. However, the difference between the youngest students and their elder not only lies in the frequency of renumerated activity but also in its regularity and its duration.

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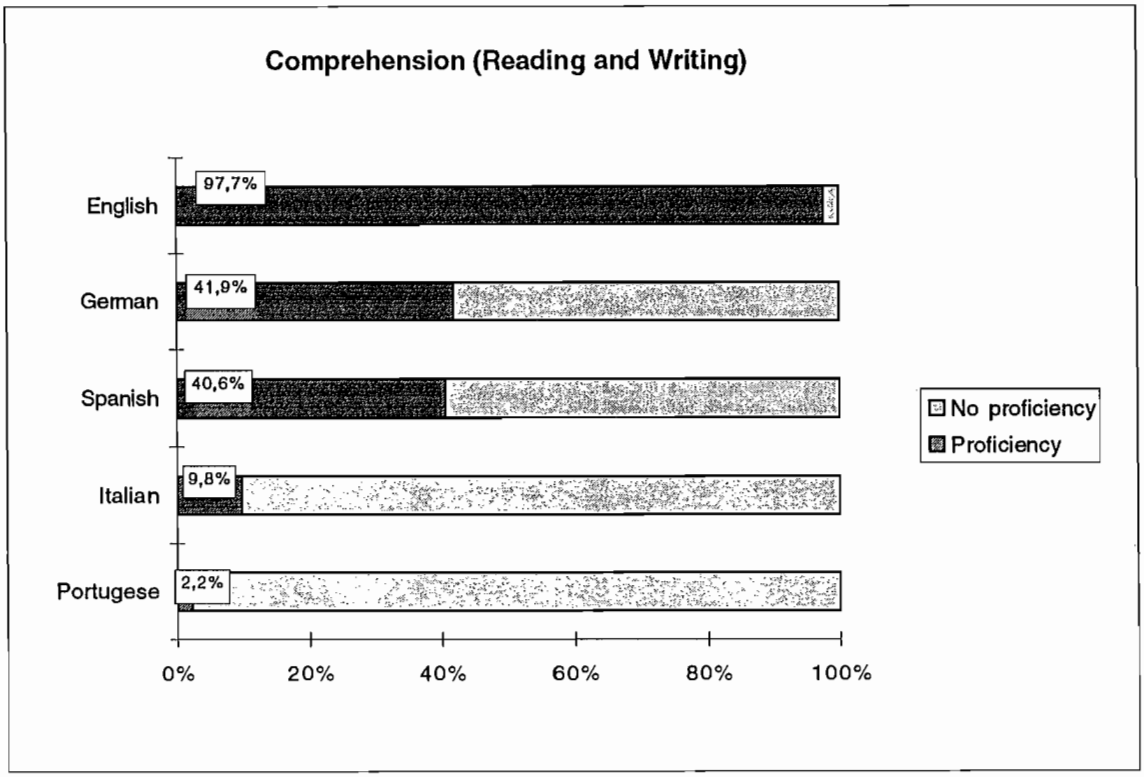
Fig. F 27 Foreign Language Proficiency among Students

Indicators:

Proficiency in English:	98%
Proficiency in the second foreign language (reading and writing skills):	42%
Proficiency in the third foreign language (reading and writing skills):	41%



Source: O.V.E. survey, university year 93-94

Explanations: Percentage of students declaring knowing one of the most usual foreign languages, whatever the quality of their practising this language.

Comments: After English, of which the knowledge appears to be almost obligatory in higher education, the survey highlights the frequency of students learning German which henceforth, out-distances all the Latin languages. This frequency ist particularly marked with students holding a scientific baccalaureate and, especially, the most selective, the Bac C (held by close to 25% of the students studying German and less than 16% of the students studying Spanish); on the other hand, Spanish remains the language most practised by the holders of other more general baccalaureates and, even more, vocationally oriented baccalaureates, directed towards "feminine" professions, like the secretariat (the proportion of the Bac G is almost twice as large for students studying Spanish then for those studying German); finally, the choice of Italian is above all noticable with the pure liberal arts students. However, as indicated by Fig F 28, the students studying German rarely declare a good mastery of the language, whatever the use made of the language.

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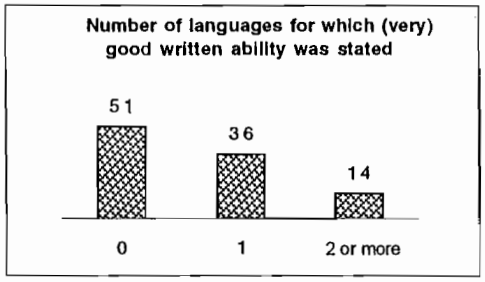
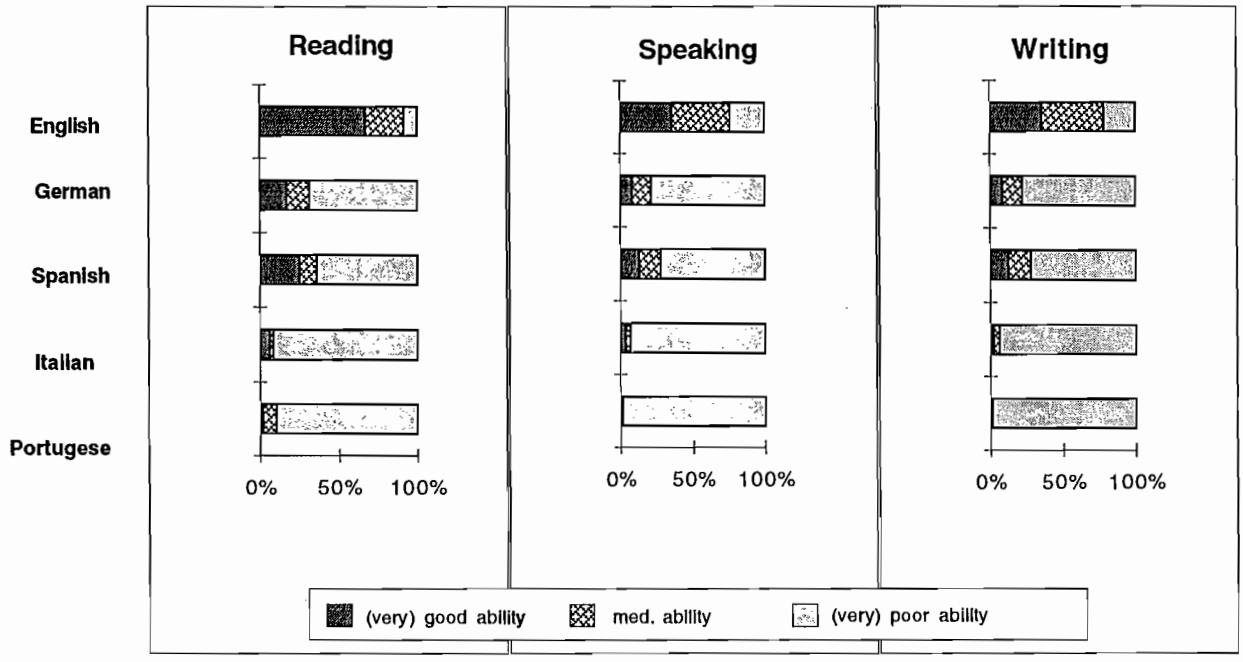
Fig. F 28 Degree of Foreign Language Proficiency

Indicators: Percentage of students with (very) good written ability in English: 65%
Percentage of students who stated good ability in 2 foreign languages: 14%





Source: O.V.E. survey, university year 93-94

Explanations: Data reflects all students.

Comment: not reported

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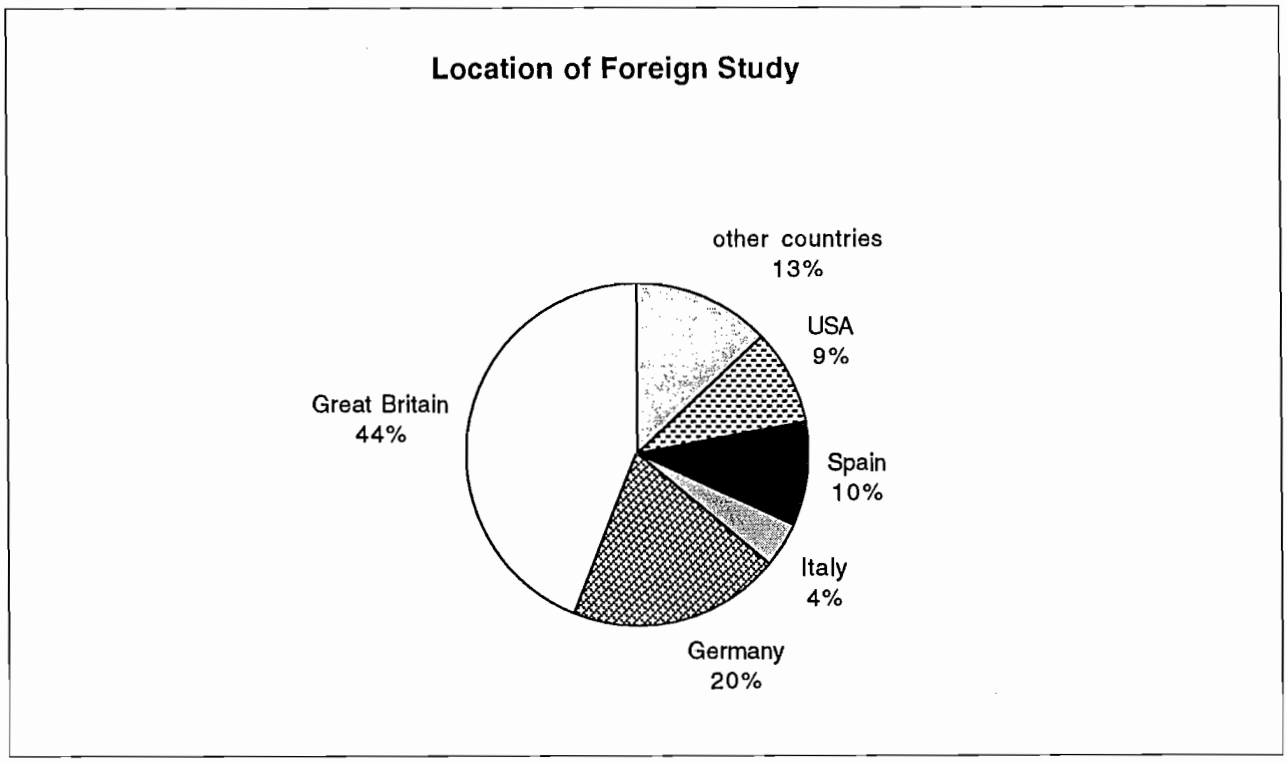
Fig. F 31 Choice of Country for Foreign Study

Indicators: Most popular destination country: GB 44%
Second popular destination country: G 20%
Third popular destination country: E 10%



Source: O.V.E. survey, university year 93-94

Explanations: Percentages of students having indicated the countries concerned as the places where they stayed at least once in connection with their studies. The calculation was carried out with reference to the sub-population of students having stayed abroad.

Comments: The foreign country where the largest percentage of students have spent study-related time is Great Britain (44%). Second place is taken by Germany. Third place is taken by Spain (the percentage of students having indicated Spain is small in comparison with percentage of students declaring knowing spanish language).

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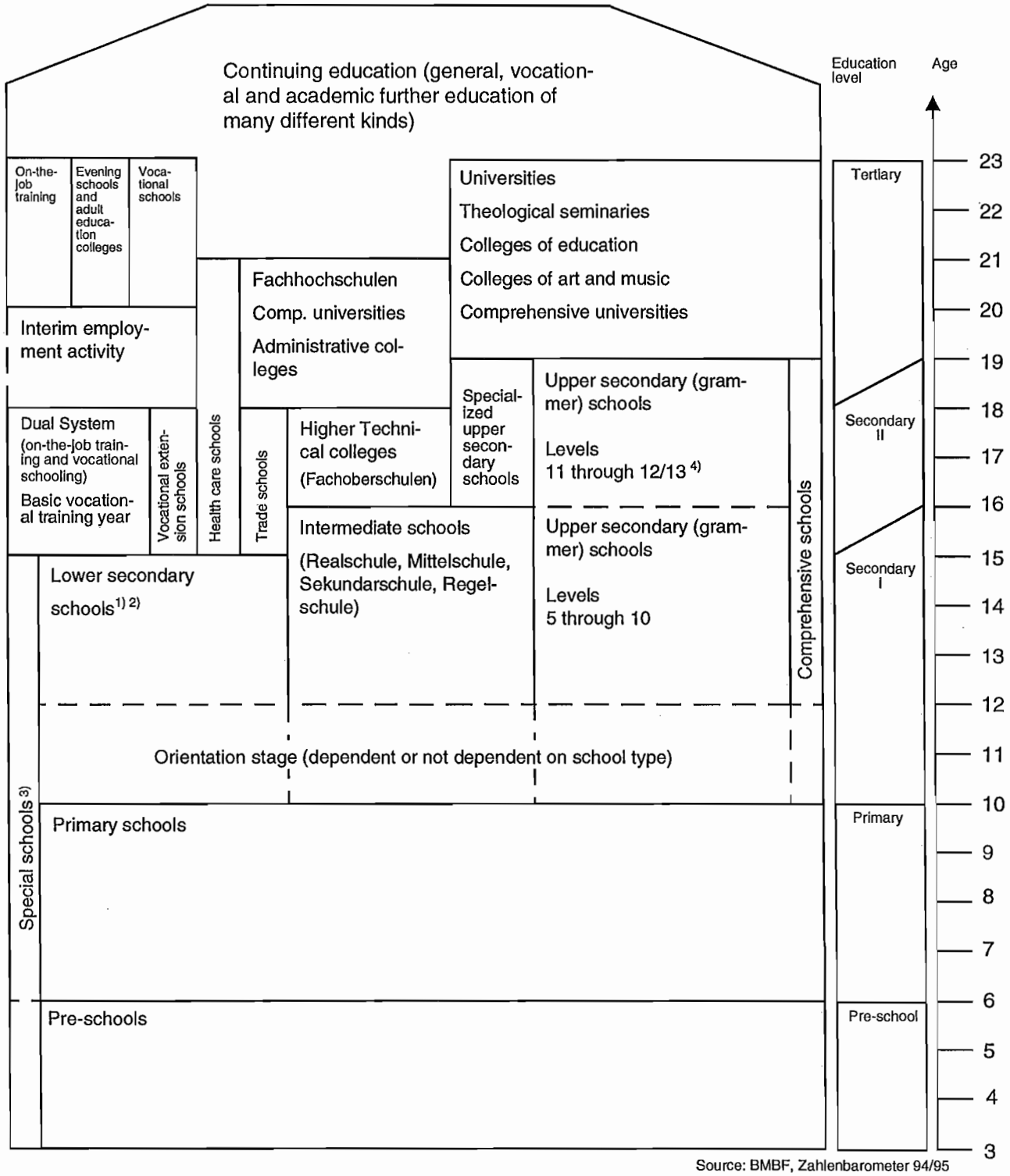
Fig. D 1 Structure of Education System



Source: BMBF, Zahlenbarometer 94/95

1) About 30% of lower secondary pupils go on to complete a tenth lower-secondary year after completion of the ninth.

2) The Mittelschule in Saxony, the Sekundarschule in Saxony-Anhalt, and the Regelschule in Thuringia award the lower secondary and intermediate certificates.

3) Facilities of this kind are also integrated in intermediate, upper secondary and vocational schools.

4) There are 12 levels in the Länder Mecklenburg-Western Pomerania, Saxony, Saxony-Anhalt and Thuringia.

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Fig. D 2 Size of Education Sector

Student Population by Type of Institution and German Region (Land) for Winter Semester, 1993

Land	Students					
	Total		Portion therof attending:			
			Universities	Colleges of art and music	Vocational colleges	
					Total	Portion attending administrative colleges
	Total	Female	Total	Total	Total	Total
Baden-Württemberg	235.511	90.759	172.822	4.047	58.642	8.378
Bavaria	263.420	106.755	196.295	2.399	64.726	7.442
Hesse	163.568	62.631	114.046	1.304	48.218	5.790
Lower Saxony	160.123	64.939	124.117	2.137	33.869	4.030
North-Rhine Westphalia	518.349	200.065	403.354	5.762	109.233	9.950
Rhineland-Palatinate	81.523	33.708	56.715	625	24.808	3.244
Saarland	24.961	9.955	20.336	367	4.000	218
Schleswig-Holstein	46.024	17.553	26.234	5.435	19.423	1.437
Berlin-West	121.268	53.450	97.523	698	18.310	5.467
Bremen	27.039	10.806	17.627	2.260	8.714	396
Hamburg	70.079	27.810	51.329	1.354	16.490	1.067
Berlin-East	28.753	14.470	22.221	396	5.178	1.497
Brandenburg	15.054	7.759	10.606	115	4.052	630
Mecklenburg-Western Pomeranla	15.398	7.146	12.216	1.736	3.067	1.915
Saxony	58.786	24.924	42.715	642	14.335	1.114
Saxony-Anhalt	23.753	11.452	17.607	597	5.504	198
Thuringia	21.575	9.580	16.514	-	4.464	-
Total	1.639.673	663.003	1.229.455	25.827	384.391	44.395

Source: BMBF, Grund- und Strukturdaten 1994/95

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Fig. D 3 Brief Description of Student Aid System

3.1 Total Aid Budget:

Direct aid:
1.483 billion ECU

Indirect aid (direct and indirect transfers to the parents, transfer of tangibles to students):
3.208 billion ECU

3.2 Underlying Legislation

Principle of subsidization:
"Within the meaning of this law, one is legally entitled to an education commensurate with one's interests, qualifications and performance if one is not otherwise in possession of the necessary means for one's subsistence and education." (§1 of BAföG law).

3.3 Tuitions:

No tuitions for domestic or foreign students.

3.4 Indirect State Aid:

Transfer of tangibles to students:
This type of transfer is accomplished by means of canteens and the provision of dormitory accommodations.
Number of available dormitory slots (1992): 188,236, approx. 10%
In addition to this, under certain circumstances students receive free insurance:
1) Health insurance: Students insured within their parents through the age of 25, provided they have only low income.
2) Statutory accident insurance.

Transfers to the parents:
Child benefits/Supplementary child benefit payments:
Child benefits or (in place of child care tax credits) supplementary child benefit payments are awarded for students through the age of 27. Payments are generally made to the parents.

Tax reductions and other aid:
1) Child care tax credit: For students through the age of 27
2) Education tax credit: For students through the age of 27
3) Household tax credit: For students of single parents
4) Maintenance tax credit: For students who do not (or no longer) qualify for child benefits, i.e. generally students who are 28 and older.

3.5 Direct State Aid for Students:

Objectives:
→ Full utilization of potential talent
→ Enabling socially needy persons to study whose parents cannot – or can only partially – bear the associated financial burden (principle of subsidization)
→ Suitability for studying (assumed until Intermediate Examination; afterwards proof of academic performance must be submitted)
→ Social stability during studies

Fig. D 3 cont.

Types of aid:

1) Student aid in accordance with BAföG
2) Grants which include public funds

Legislative stipulations for BAföG aid:

- Student aid in accordance with BAföG law issued 19th June 1992
- Proof of academic performance, generally as of fourth semester
- Income earned by the student, his/her spouse and parents is taken into consideration. Under certain circumstances, parental obligation to provide maintenance is waived, i.e. their income is excluded from consideration.
- Studies must be commenced prior to age 31.
- Aid for a further course of study (e.g. secondary or graduate studies) awarded within narrow limitations
- The student must be primarily engaged in studying; there is no direct ceiling for the number of hours of job activity.

Prerequisites for receiving BAföG aid:

- Social need
- Proof of academic performance as of fourth semester

Criteria for awarding BAföG aid:

Social criteria (incomes of student, spouse and parents)

Number of BAföG recipients for 1993:

- 408,710 per month on average
- 563,918 in total

Forms of BAföG support:

BAföG consists of half grant and half no-interest loan. In exceptional cases, it can constitute a 100% grant.

Max. aid amount:

- 452 ECU (870 DM) in the old Länder
- 413 ECU (795 DM) in the new Länder

In the case of students with their own health insurance, these amounts can increase by 31 ECU (60 DM) in the eastern region and 36 ECU (70 DM) in the western region. Students with heir own old-age social security scheme may receive an additional 5.2 ECU (10 DM).

Method of BAföG repayment:

Half of the amount awarded is to be repaid as a no-interest loan. Repayment commences after an initial 5-year grace period, and must be completed with 20 years by means of monthly payments of at least 104 ECU (200 DM).

Financial volume of BAföG Aid:

BAföG outlays	1.483 billion ECU
− loan repayments	0.350 billion ECU
= basic funds	1.133 billion ECU

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Fig. D 3 cont.

3.6 Total Budget of Student Aid System (1992)

Direct state aid:

BAföG outlays: 1.483 billion ECU

Indirect state aid:

Transfers of tangibles:
- Canteen meals: 0.433 billion ECU
- Dormitory accommodations: 0.169 billion ECU
- Statutory health insurance: not available
- Statutory accident insurance: not available

Monetary transfers to the parents:
- Child benefits/supplementary payments: 1.197 billion ECU (estimate)
- Educational tax credit: 0.496 billion ECU (estimate)
- Child-care tax credit: 0.912 billion ECU (estimate)
- Household tax credit: not available
- Maintenance tax credit: not available

Total indirect state aid: 3.208 billion ECU

3.7 Total per Capita Aid Amounts (Direct and Indirect) for Parents and Students

For a family with two children and low income (1st quartile):

524 ECU (≈ 1,008 DM)

Explanation: 1st quartile corresponds to gross income of 30,150 ECU.
Direct aid: 319 ECU; Indirect aid: 200 ECU

For a family with two children and medium income (2nd quartile):

212 ECU (≈ 409 DM)

Explanation: 2nd quartile corresponds to gross income of 46,000 ECU.
Direct aid: none; Indirect aid: 210 ECU

For a family with two children and high income (3rd quartile):

241 ECU (≈ 469 DM)

Explanation: 3rd quartile corresponds to gross income of 67,000 ECU.
Direct aid: none; Indirect aid: 241 ECU

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Fig. D 3 cont.

3.8 Higher Education Expenditures:

Educational Spending by Source and Purpose (1992) in billions of ECU			
Sources for funds spent / Funds spent for	Private Sources		state (direct and indirect financing)
	Student self-financing	Family members (less state transfers)	
student maintenances	5,197 (41%)	2,728 (22%)	4,691 (37%)
Operation of higher education facility	-	-	10,772 (100%)
Total	5,197 (22%)	2,728 (12%)	15,463 (66%)
	7.925 (34%)		15,463 (66%)

Bearing in mind that direct student aid is provided half as a loan, thus effectively reducing the cash value of the aid provided, the state's financial burden is lowered and the student's own share is increased. Assuming that the loan repayments approximately monetize the net amount by which the state's burden is lessened and the amount by which the student is additionally burdened (in the form of debt), the following adjusted picture of educational spending emerges:

Adjusted Portrayal of Educational Sending by Source and Puropose (1992) in billions of ECU			
Sources for funds spent / Funds spent for	Private Sources		state (direct and indirect financing)
	Student self-financing	Family members (less state transfers)	
student maintenances	5,197 + 0,350 5,547 (44%)	2,728 (22%)	4,691 - 0,350 4,341 (34%)
Operation of higher education facility	-	-	10,772 (100%)
Total	5,547 (24%)	2,728 (12%)	15,113 (64%)
	8,275 (36%)		15,113 (64%)

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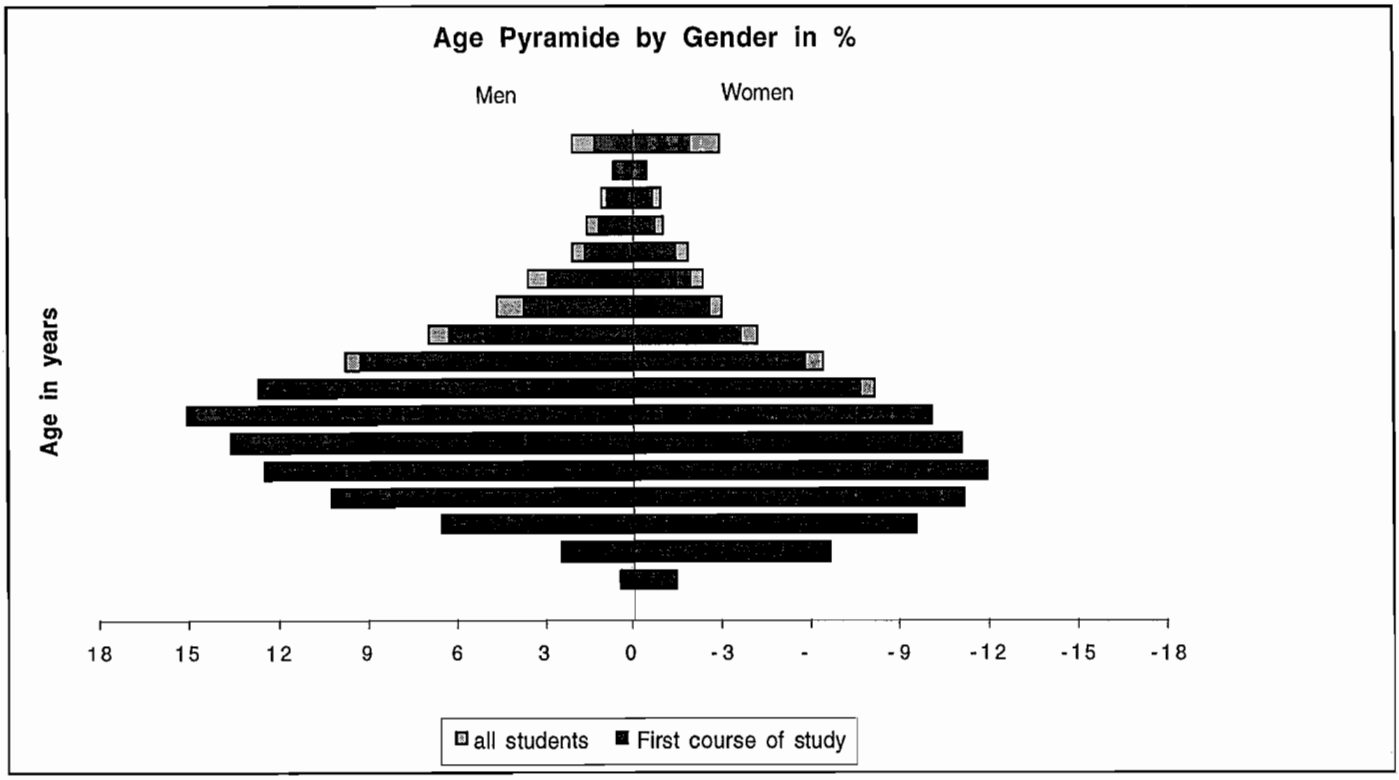
Fig. D 4 Student Age Profile by Gender

Indicators:

Total average age (first course):	24.8 years
Average age of female students (first course):	24.4 years
Average age of male students (first course):	25.1 years
Proportion of female students (first course):	41.9 %
Proportion of older students (≥ 35, first course):	1.6 %



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflect students at German institutions of higher education (excluding "Verwaltungsfachhochschulen" = colleges of administration).

Comments: Students in their first course of study are 24.8 years old, on average. Female students are half a year younger on average than their male counterparts. The existing – albeit slight – gender discrepancy is partly accountable for by mandatory military/civil service for men, which in Germany is generally served prior to studying. On the other hand, a significant percentage of women having passed qualifying exams are opting to begin studying comparatively late – after first completing a course of vocational training, for example. Female students make up 42% of all students in their first course of studies. Only 2% of those enrolling for their first course of studies are over 34 years of age.

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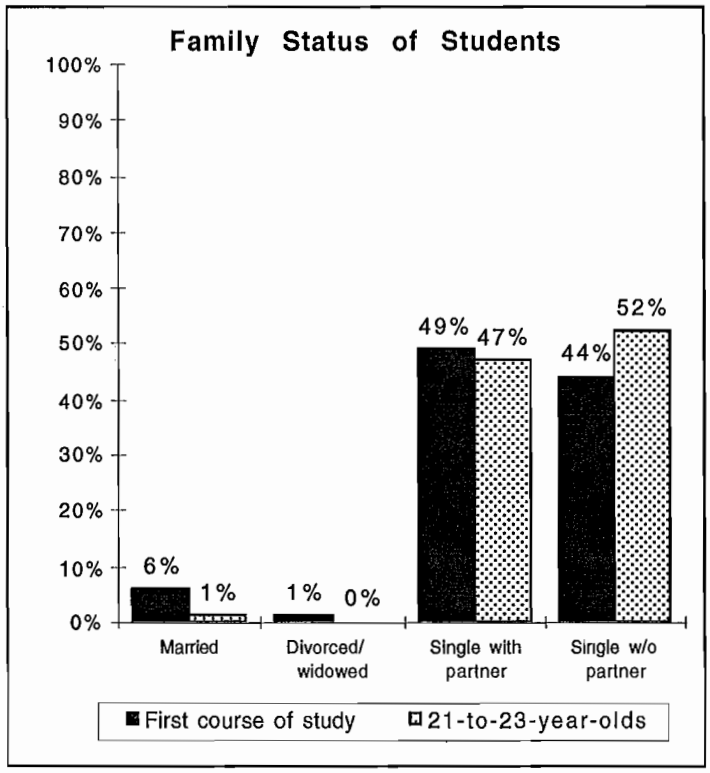
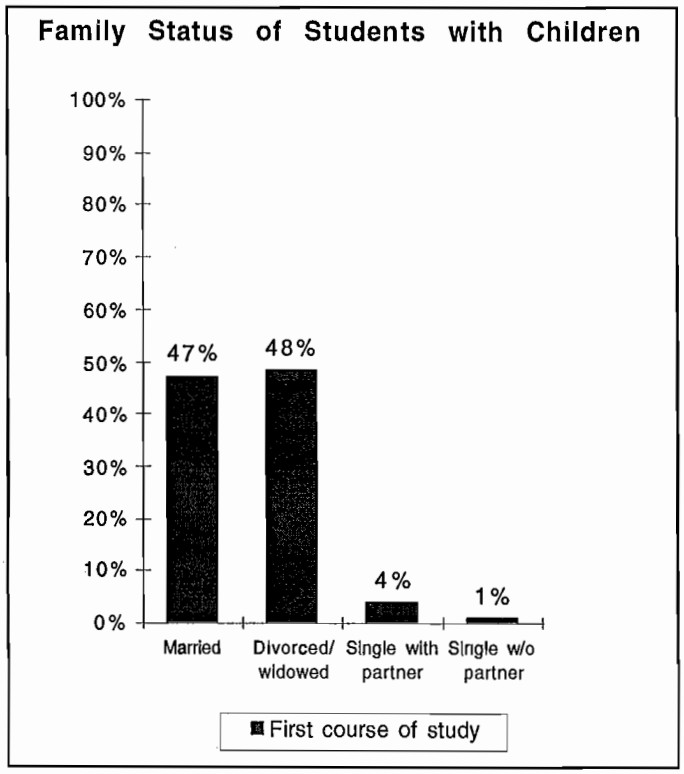
Fig. D 5 Family Status of Students

Indicators: Proportion of married students: 6 %
Proportion of students with child(ren): 6 %





Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies.

Comments: More than nine tenths of all students are single. Of these, about half are living in a steady partnership. Those 21 to 23 years of age are underrepresented in this group. Six percent of students are married, and about half of them have one or more children. Even among the group of students who are widowed, divorced or separated – which at one percent is very small – nearly one out of two students has offspring.

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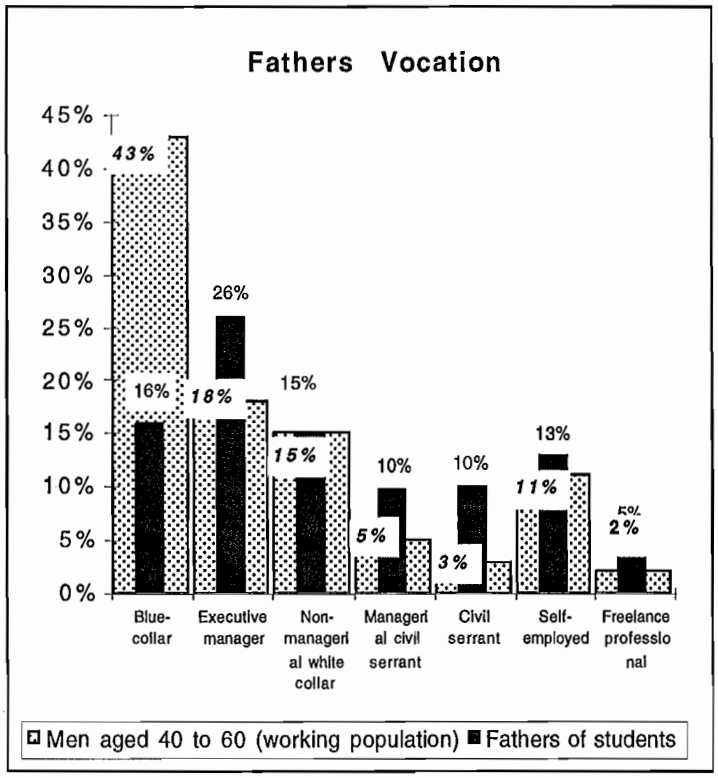
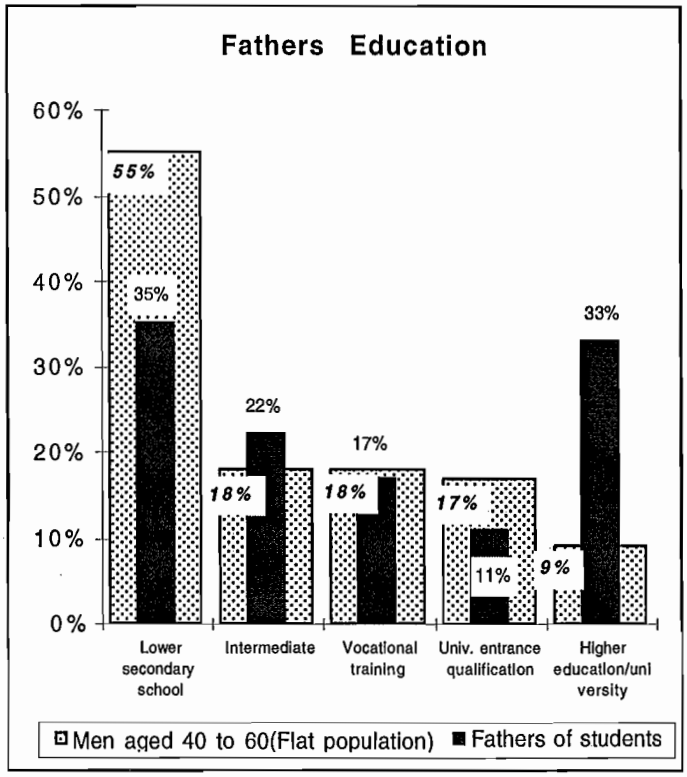
Fig. D 6 Social Background and Educational Background

Indicators:

Students from working-class families:	16 %
Students from higher-education families:	33 %
Students from families with primary school certification:	35 %
Ratio (students' fathers / all fathers) for children from working-class backgrounds:	0.37
Ratio (students' fathers / all fathers) for children from higher-education backgrounds:	3.7





Source: 14th Social Survey – Deutsches Studentenwerk; 1993 Microcensus

Explanations: Data reflects students in their first course of studies. The breakdown by profession of 40-to-60-year-old men is based on the working population; the breakdown by educational status (highest level attained) is based on the resident population.

Comments: A comparison of the social background of the student population with that of the average male working population in the 40-to-60 bracket in Germany reveals the distinctly different structure of these two segments of the population: While working-class fathers are found to comprise 43% of the average working population, student's fathers make up 16%. To a much greater degree, the latter are employed in white-collar, managerial or civil-servant positions. Furthermore, the proportion of self-employed or professional fathers is somewhat greater among students' fathers than among the average 40-to-60-year-old male population. Identical proportions occur only for mid-level white-collar workers or those with an executory function. Moreover, differentiating by social background confirms the fact that a disproportionately large number of students come from parental homes which are closely affiliated with education and/or are economically more privileged. Consequently, a third of those fathers with offspring who study has completed a course of higher education, this figure being four times greater than for the average resident population of 40-to-60-year-olds. In the latter group, 55% hold a lower secondary leaving certificate as their highest level of education. This certificate is specified by only 35% of fathers with offspring who study.

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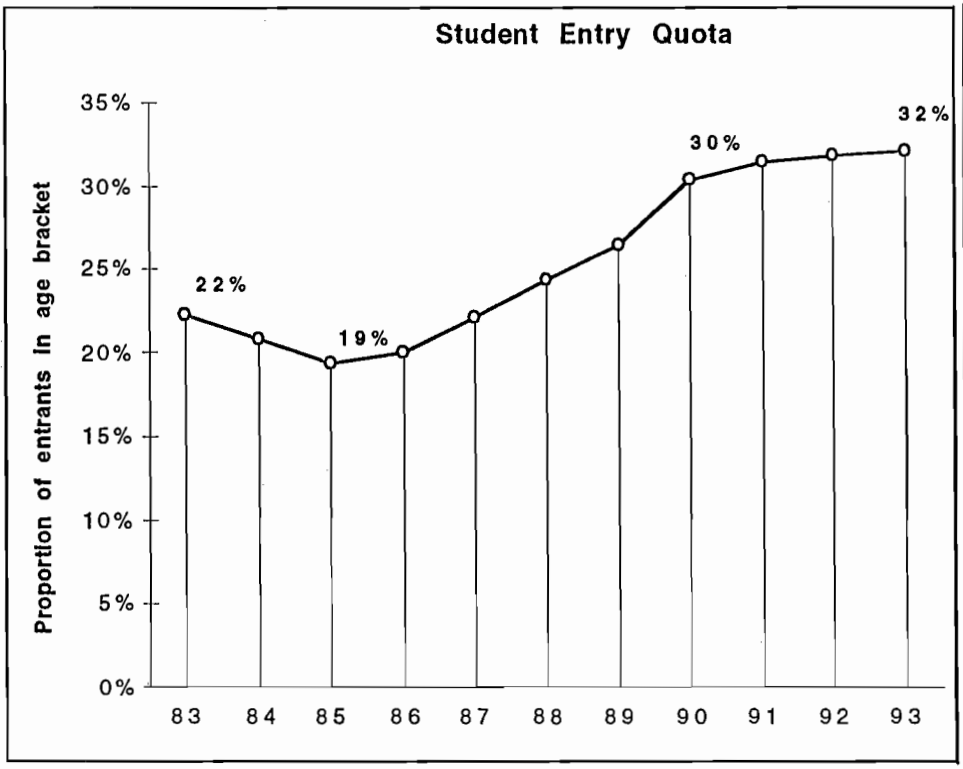
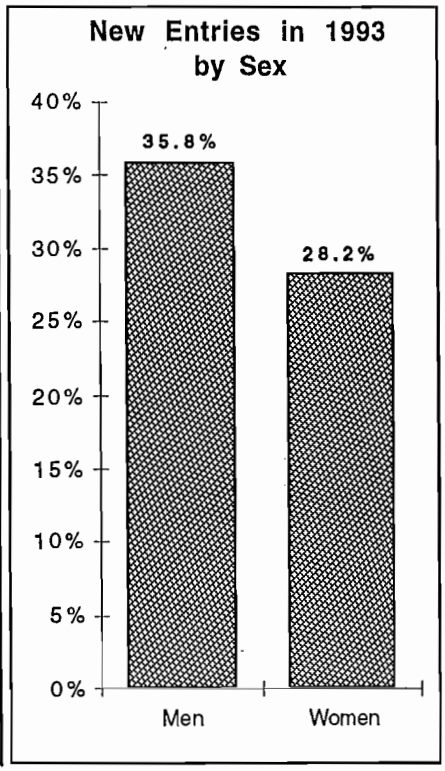
Fig. D 7 Participation in Higher Education

Indicators:		
	1993 new-entry rate:	32.1%
	Deviation of female new-entry rate from overall new entry rate:	- 7.6 %





Source: n-house calculations in accordance with Federal Bureau of Statistics; census figures (non-published); Federal Bureau of Statistics data on students of higher education from various age brackets

Explanations: Percentage of those entering German institutions of higher education among corresponding population aged 18 through 21

Comments: New-entry rates in former West Germany paralleled the general demographic trend in the Fifties and Sixties, continuing to rise until 1983. From 1984 to 1985, the number of first-time enrollments dropped, only to begin rising again in 1986 to a more or less extensive degree, although age brackets of declining birth rates are now involved. This steady increase in enrollment may be partially accounted for by a greater tendency to study on the part of those eligible to do so. Furthermore, there has been an increase in the percentage of new entrants opting to study after an initial delay, meaning that some of the new entrants originate from earlier, more populous age brackets of eligible individuals. In the new Länder, the new-entry rate for 1993 – both for men and women – was 21.4%, which was distinctly lower than that for western Germany. This gap – which has, however been steadily closing since its 1990 level (16%) – is due to the after-effects of the GDR's system of education.

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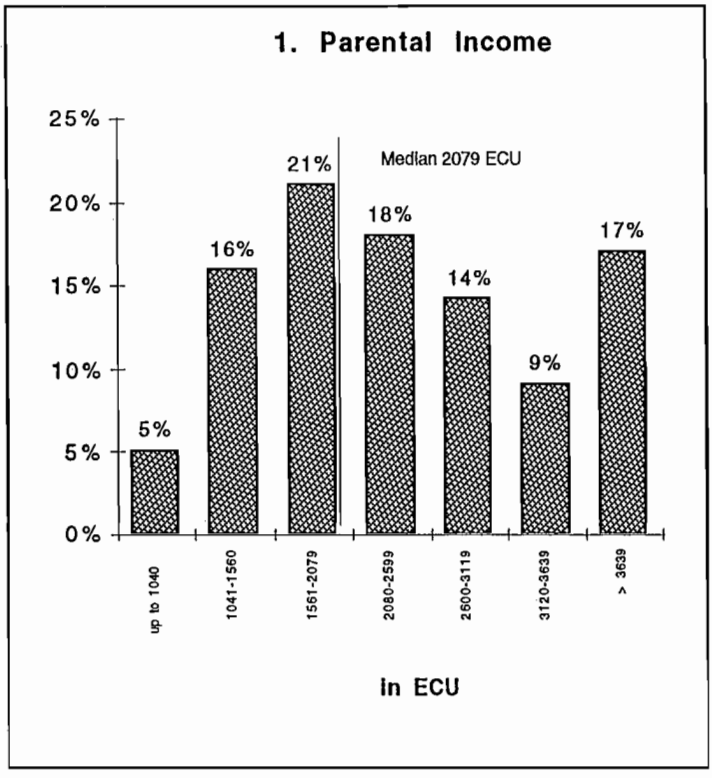
1 ECU = 1,94964 DM

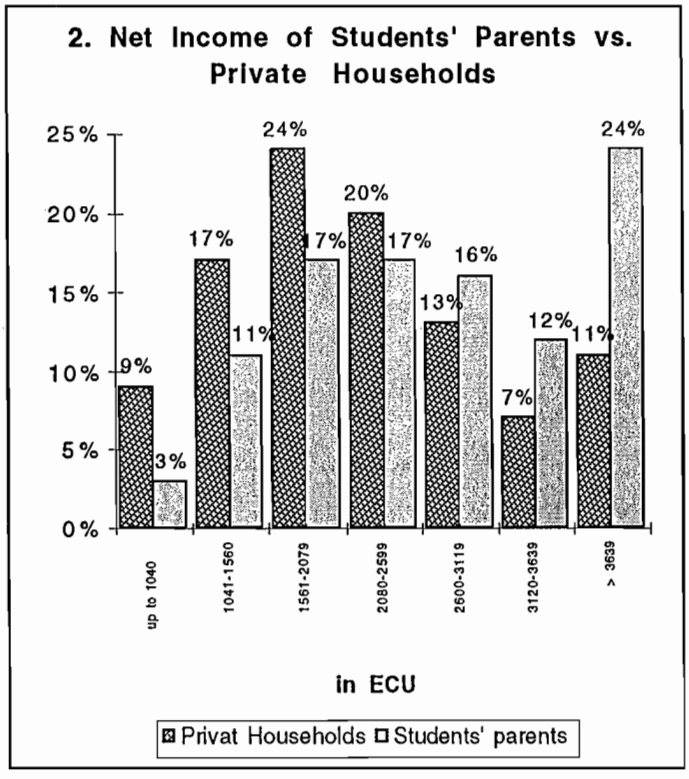
Fig. D 8 Income of Students' Parents

Indicators:

Income cut-off between upper and lower half of parental income distribution (median): 2079 ECU

"Poverty rate" (percentage of students' parents having income below income cut-off for lowest-income quarter of all private households: 13.4 %





Source: 14th Social Survey – Deutsches Studentenwerk; 1991 Microcensus

Explanations: Fig. 1 reflects all students in their first course of studies. For Fig. 2, income data was selected only for parents of students from the old Länder up through 21 years of age, and for private households in the old Länder having children aged 18 through 21 (Microcensus 1991). Income data was gathered by income brackets.

Comments: When scrutinizing income figures for parents with student offspring, one must bear in mind that the figures represent estimates provided by the students, themselves. In 28% of the cases, the information given is not usable, with the majority of students not feeling in a position to estimate their parents' income. On average, students' parents have a monthly income of 2658 ECU (arithmetic mean) at their disposal, with the "weakest income" quartile of students' parents having 1894 ECU. The income comparison between students' parents and all private households only covers those families having children aged 18 through 21. This comparison reveals that students from higher income brackets are disproportionately represented. For instance, while 25% of private households having children aged 18 through 21 have monthly incomes up to 1528 ECU, the corresponding percentage among students' parents is far lower, at 13%.

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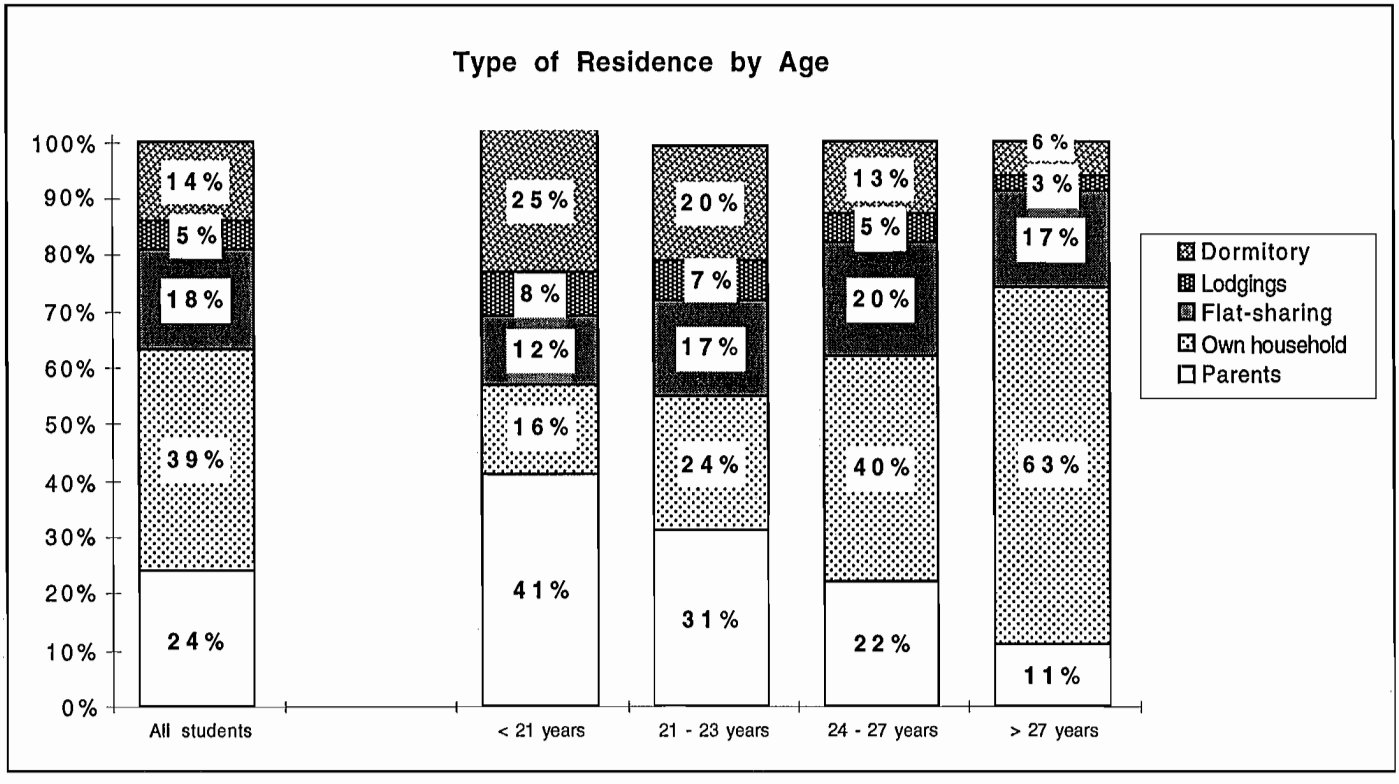
Fig. D 9 Students' Type of Residence by Age

Indicators:
Proportion of dormitory residents: 14 %
Proportion of students living at home: 24 %



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Own household: alone or with partner. Parents include relatives.

Comments: The majority of students (39%) live on their own. 25% live at home with their parents, and a further 18% live in shared flats. 14% of all students have taken up residence in dormitories, and a 5% minority lives in lodgings.
The older the students, the greater the likelihood that they live on their own. For instance, 63% of students over 27 years of age maintain their own household. Correspondingly, the percentage of students living with their parents or in dormitories decreases with increasing age. While as many as 41% of those under 21 live with their parents, this percentage shrinks immensely for those over 27 years of age. Contrastingly, the percentage of students in flat-sharing situations remains rather constant across all age groups, with the under-21 group being the only one opting for this type of residence less often.

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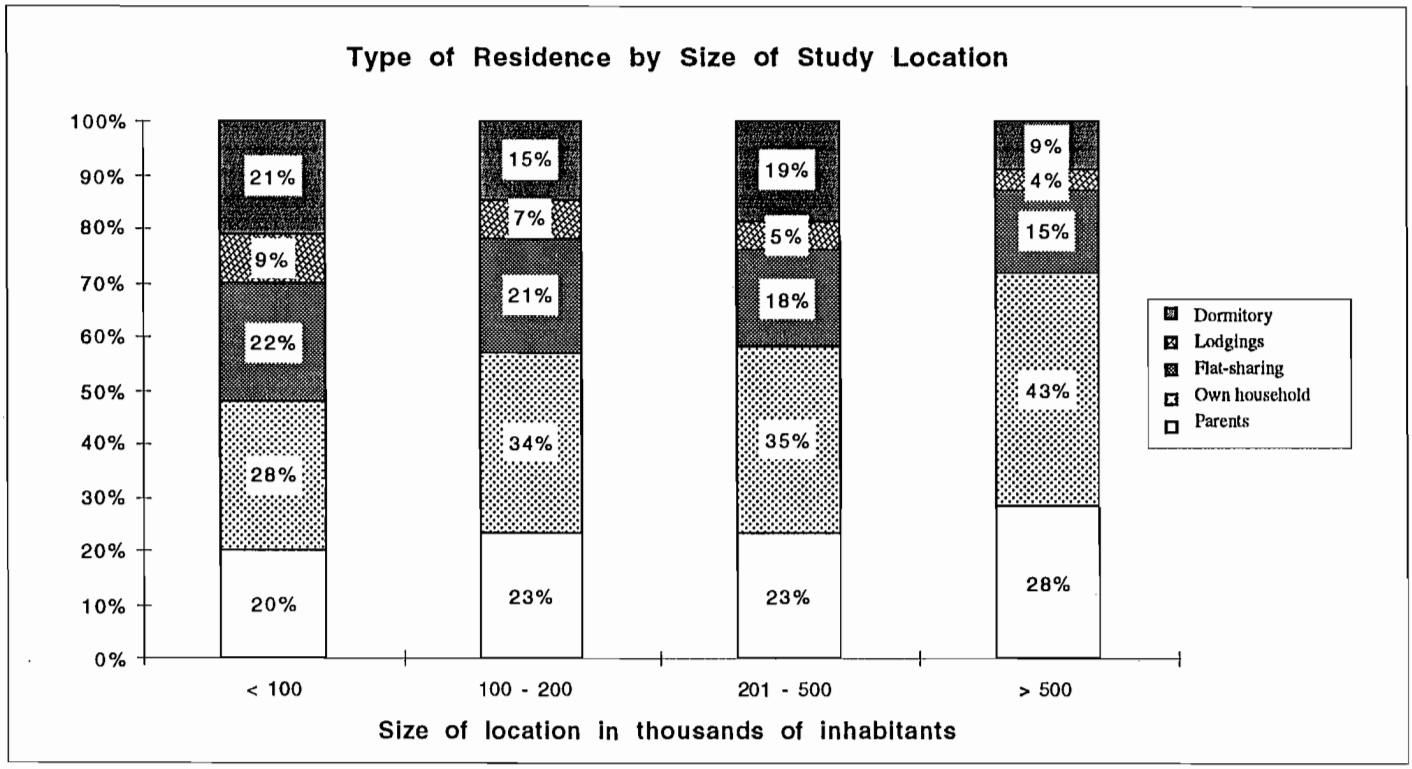
Fig. D 10 Type of Residence by Size of Study Location

Indicators:

Ratio of students living in own households/with parents in location <100.000 inhabitants:	28% / 20%
Ratio of students living in own households/with parents in location > 500.000 inhabitants:	43% / 28%



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Own household: alone or with partner.

Comments: Student accommodations are influenced, among other things, by a given institution's catchment area, the local housing market, and the density of dormitory places available at the given location. Differentiating types of student residence in terms of the size of the study location leads to some interesting findings: The larger the location, the more students live at home with their parents or maintain their own flats. The higher percentage of students living at home in large cities is partially due to the tight housing situation in areas of high-density population, as well as the lesser number of available dormitory rooms, there. Thus only 9% of all students attending locations with over 500,000 inhabitants live in a dormitory. By contrast, one in five of their counterparts studying at "smaller" locations calls a dormitory his home. The latter group also shows a greater tendency to live in flat-sharing situations or in lodgings.

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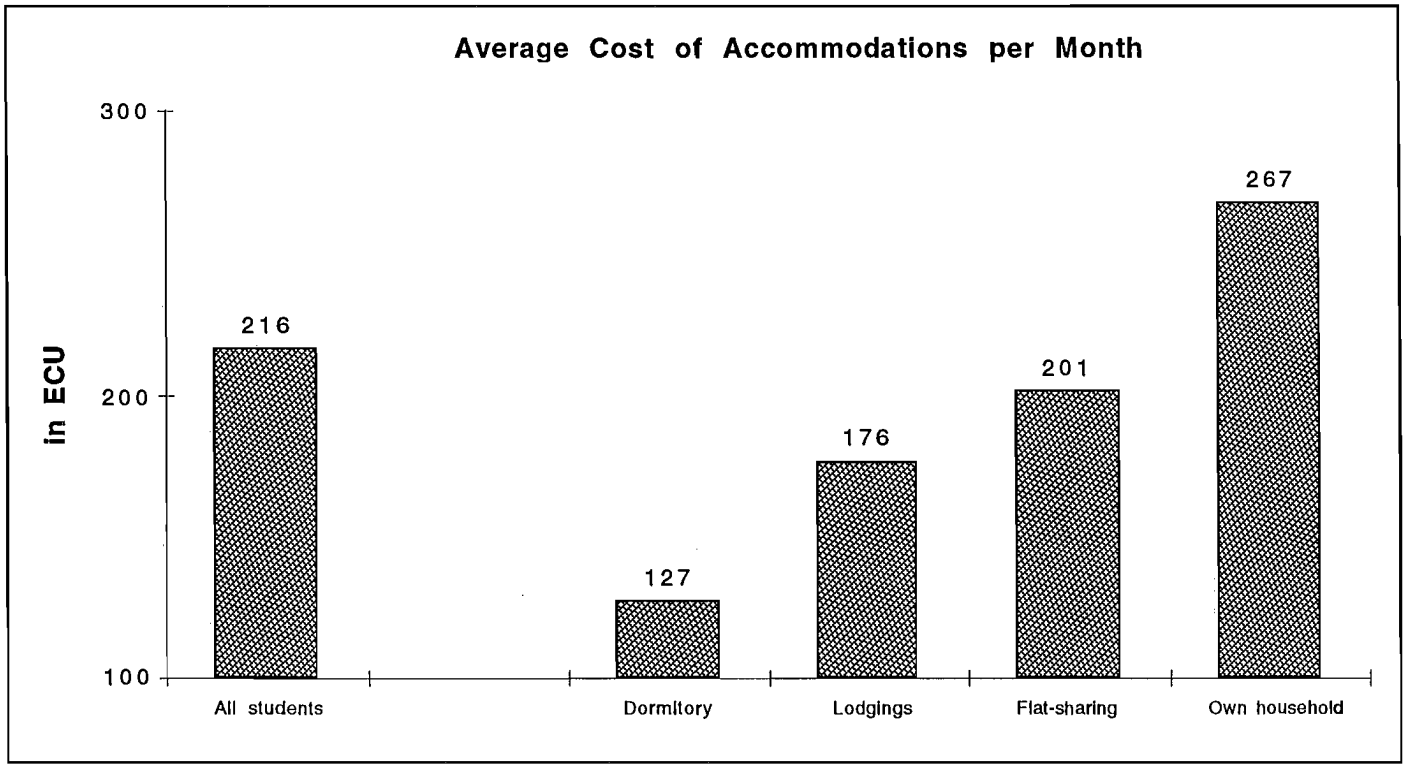
1 ECU = 1,94964 DM

Fig. D 11 Average Cost of Accommodations

Indicators:

Average dormitory cost: 127 ECU
Average cost of student accommodations: 216 ECU



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies, and only those living on their own. Own household: alone or with partner. Accommodation costs: rent and associated expenses (e.g. heating, electricity).

Comments: As to be expected, the highest accommodation expenses are incurred by students maintaining their own flats, amounting to an average of 267 ECU a month. Monthly expenses for occupying a room in a shared flat or living in lodgings are far lower on average, namely around 201 and 176 ECU, respectively. German dormitories, on the other hand, represent the most economical form of residence for students, costing them an average of about 127 ECU a month. In considering these totals, however, one should bear in mind that price levels in the new Länder are below the western standard in some cases. In other words, the cost of accommodations would appear much higher if one were to regard the old Länder, only.

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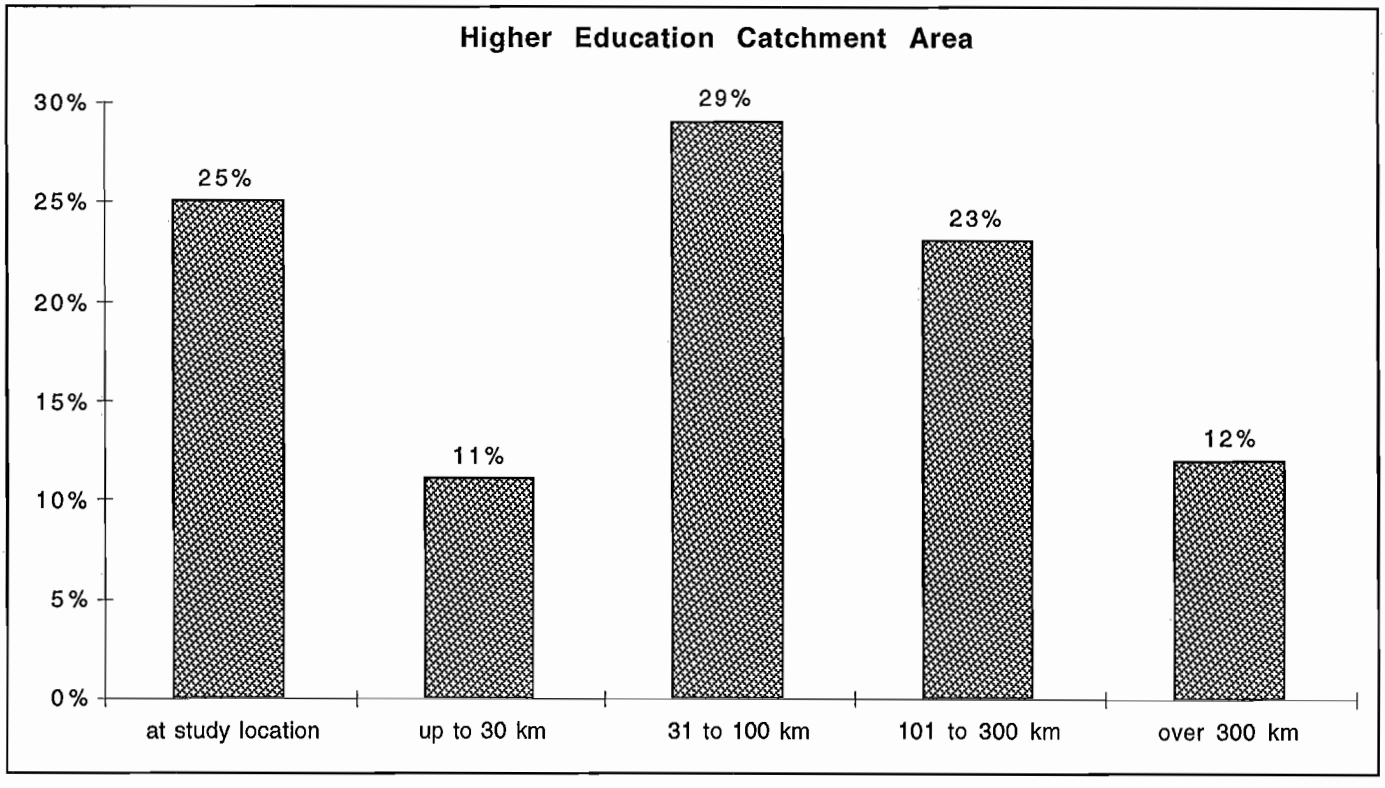
Fig. D 12 Higher Education Catchment Area

Indicators: Regionalization quota (catchment area up to 100 km) in % if all students: 65 %



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Response to the question as to how far parents live from place of study.

Comments: A quarter of all students come from the place where they study, a further tenth coming from the immediate vicinity. For the majority of students, however, beginning to study goes hand in hand with getting to know a new area. 29% of these persons come from within a 31-100 km radius of the location of study, meaning a radius which – given particular traffic conditions – represents a commute being undertaken by some of the students on a daily basis. 35% of all students are enrolled at an institution of higher education which is farther than 100 km away from their home town. Nearly all of these students maintain their own households. Living at home is the exception, as daily commuting is generally impossible due to the distance involved.

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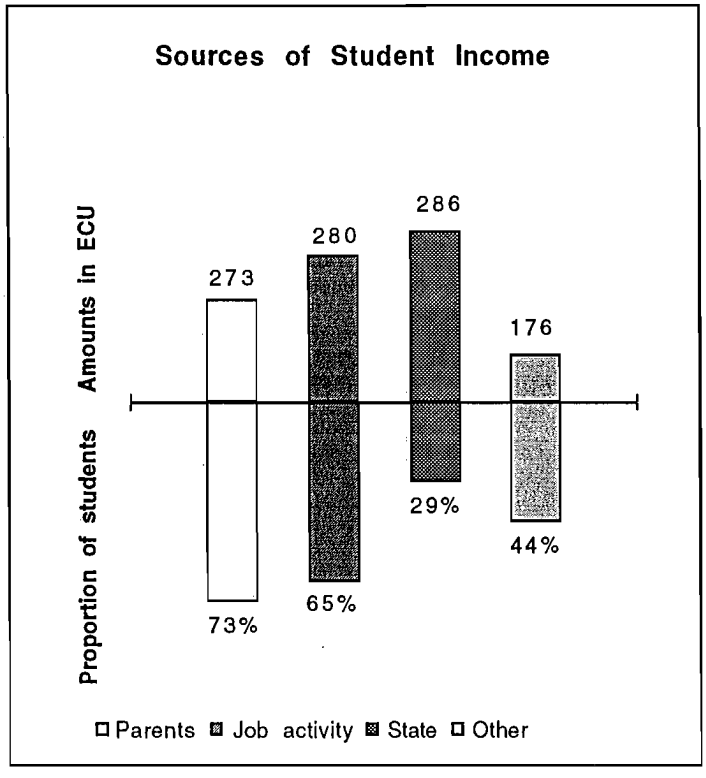
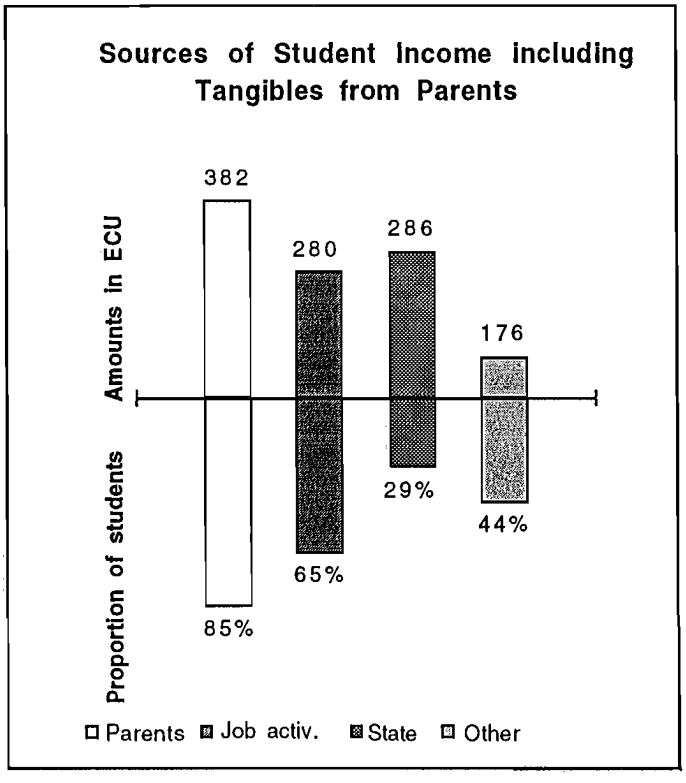
1 ECU = 1,94964 DM

Fig. D 13 Sources of Student Financing

Indicators:

Parental financing quota (monetary contributions):	73 %
Parental contributions per month(monetary contributions):	273 ECU
Parental financing quota (cash and tangibles):	85%
Parental contributions per month (cash and tangibles):	382 ECU





Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Amounts refer only to cases where income is received from the respective source. Job activity: during the semester plus vacation jobs. State: BAföG student aid. Other: monetary contributions by partner/spouse or relatives, as well as savings, orphan's allowances, credit and other responses.

Comments: Parents are the most widely specified financial source; about three quarters of all students receive parental contributions amounting to an average of 273 ECU a month. Second place is taken by student job activity, with about two thirds of all students earning an average of 280 ECU a month. The source specified least often – relative to all students – is BAföG student aid, but this source plays a comparatively critical role for those receiving state support. The 29% benefiting from this support receive an average of 286 ECU. This is the highest amount of all the sources of finance considered. However, if tangibles provided by parents are also included – these being of above-average relevance for those living with their parents – then one finds family support to be of prime significance: 85% of students receive some kind of support from their parents, whether monetary or tangible.

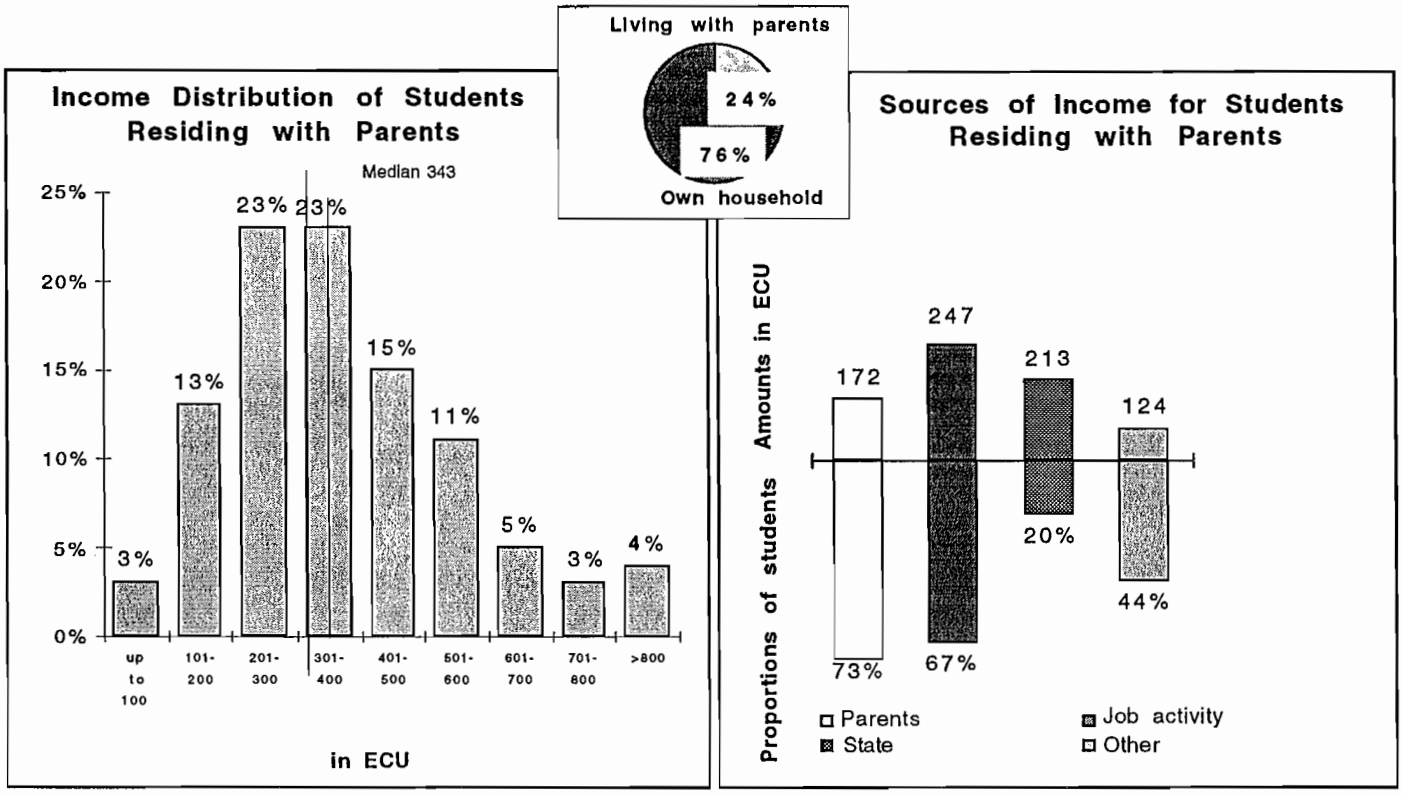
Euro - Student - Report: Germany

1ECU = 1,94964 DM

Fig. D 14 Income Distribution and Sources of Income for Students Maintaining Own Households

Indicators:

Average monetary income per month of students maintaining own households (arithmetic mean):	706 ECU
ncome cut-off between lower and upper half of distribution of student income (median):	639 ECU



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Amounts refer only to cases where income is received from the respective source. Job activity: during the semester plus vacation jobs. State: BAföG student aid. Other: monetary contributions by partner/spouse or relatives, as well as savings, orphan's allowances, credit and other responses.

Comments: Students residing outside their parental homes have an average of about 706 ECU a month at their disposal. The predominant sources of income for students are parental contributions (73%) and personal job activity (65%).

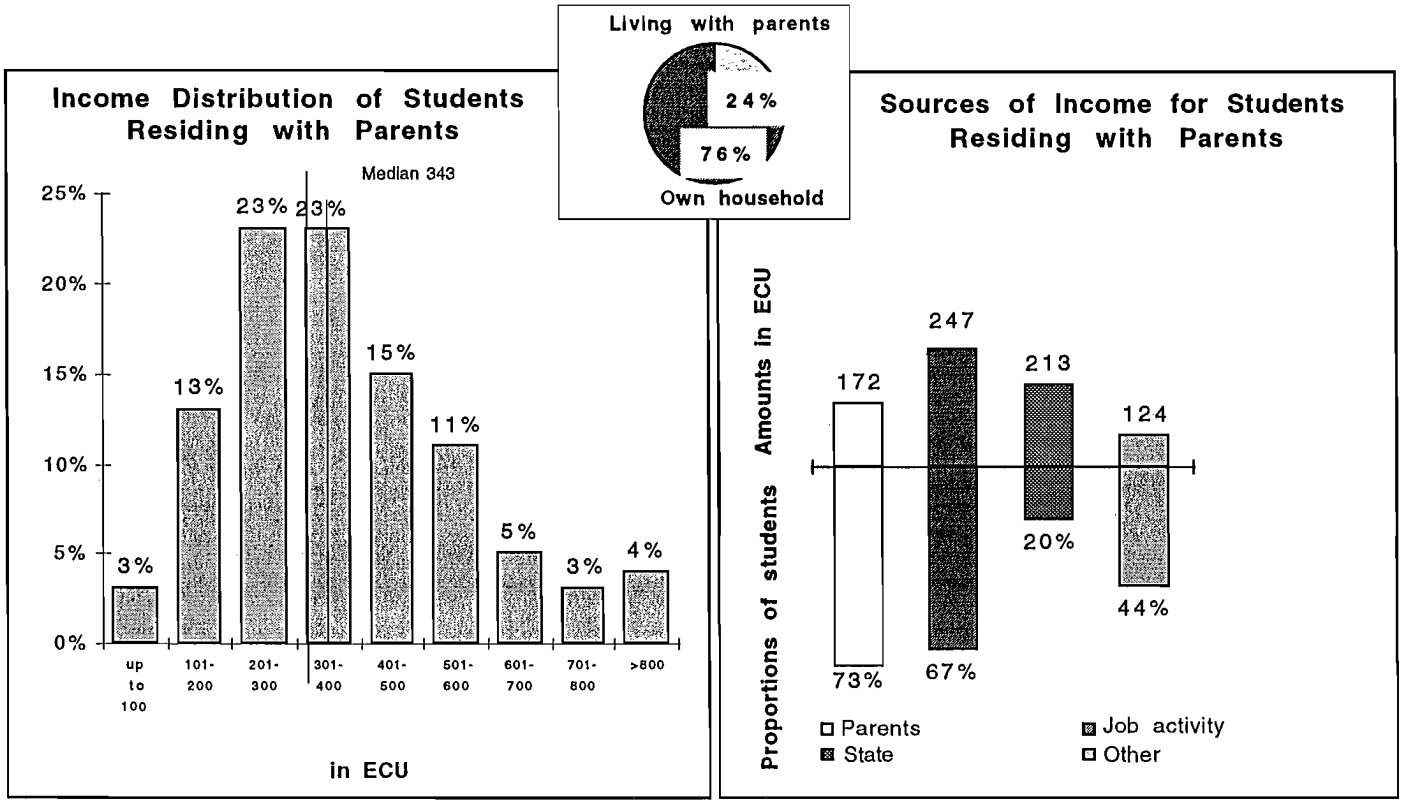
Compared with students residing with their parents (Fig. 15), far more BAföG recipients are to be found among students who maintain their own households, and the average amounts received by the latter group from all sources are far greater. Thus although the percentage of those receiving financial support from parents is the same for both groups (73%), the monthly sum available to students who maintain any kind of separate household is nearly twice as high. This circumstance can be explained by the fact that students maintaining their own households generally have to pay higher rents than do their stay-at-home counterparts, who naturally receive more tangibles from their parents by living in the family setting.

Euro - Student - Report: Germany

1 ECU = 1,94964 DM

Fig. D 15 Income Distribution and Sources of Income for Students Residing at Home

Indicators: Average monetary income per month of students residing at home (arithmetic mean) 387 ECU
Income cut-off between lower and upper half of distribution of student income (median): 343 ECU



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Amounts refer only to cases where income is received from the respective source. Job activity: during the semester plus vacation jobs. State: BAföG student aid. Other: monetary contributions by partner/spouse or relatives, as well as savings, orphan's allowances, credit and other responses.

Comments: Roughly one out of four students resides at home. On average, these students have 387 ECU a month at their disposal. The largest average income is garnered by stay-at-home students working jobs while studying or during semester breaks. 73% of these students are financially assisted by their parents to the average amount of 172 ECU a month. One should bear in mind, however, that this amount would be far greater if one were to include tangibles received by those residing at home, such as "rent-free" living. Correspondingly, the percentage of those receiving BAföG aid – and the average amount of aid received – are considerably lower for stay-at-home students than for those maintaining their own households.

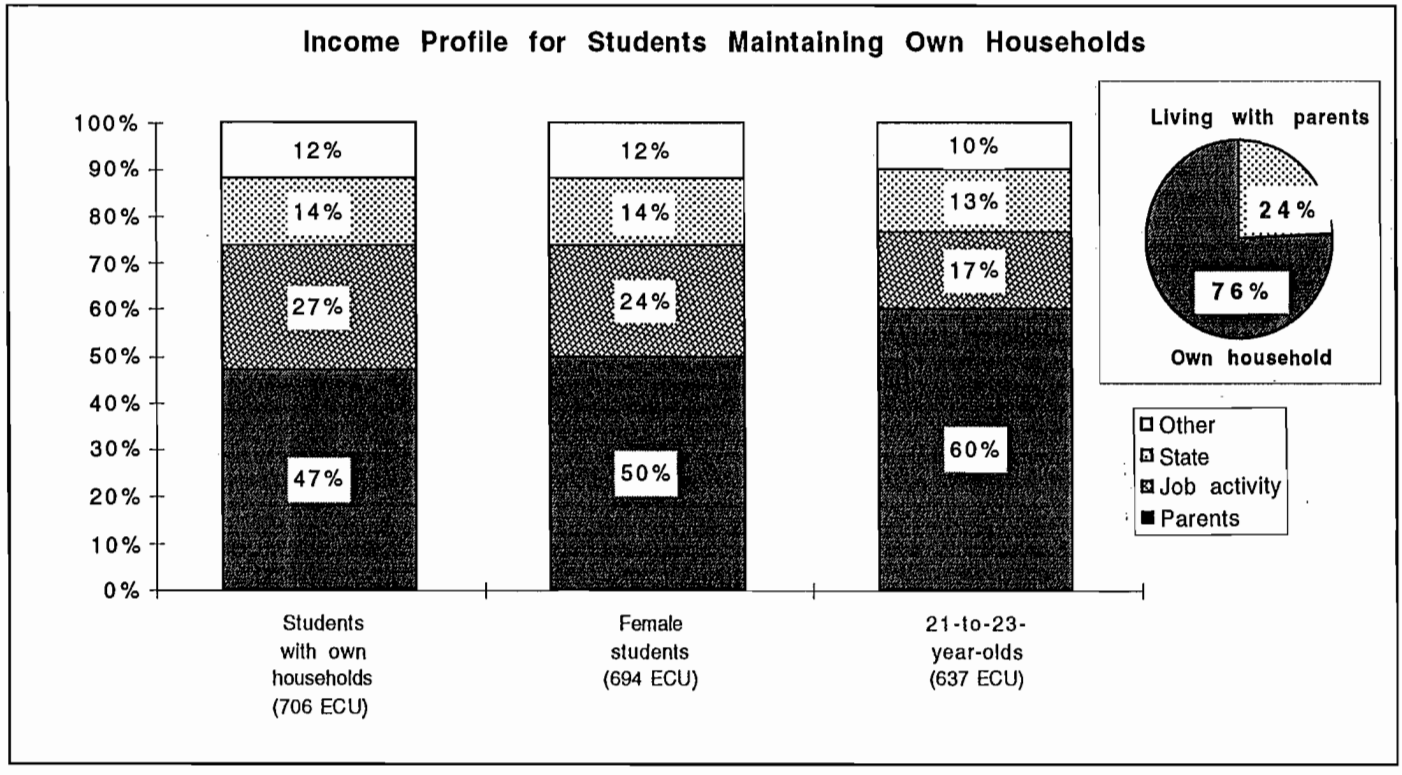
Euro - Student - Report: Germany

1 ECU = 1,94964 DM

Fig. D 16 Income Profile for Students Maintaining Own Households

Indicators:

Parental financing quota (percentage of students receiving parental contributions):	73 %
Parental financing amount (absolute):	332 ECU
Portion of total income made up by average parental contribution:	47%



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Amounts refer only to cases where income is received from the respective source. Job activity: during the semester plus vacation jobs. State: BAföG student aid. Other: monetary contributions by partner/spouse or relatives, as well as savings, orphan's allowances, credit and other responses.

Comments: Students maintaining their own households have an average of 706 ECU a month at their disposal, with the income of younger students being considerably lower than that of their older counterparts. Parental contributions make up the largest portion of this group's overall income, namely around 47%. Students in this group aged 21 to 23 even receive as much as three fifths of their total income from their parents, and they earn a comparatively much smaller portion on their own than do their older counterparts. It is interesting to note that a similarly high proportion of both groups is being supported by means of BAföG or other forms of financial aid.

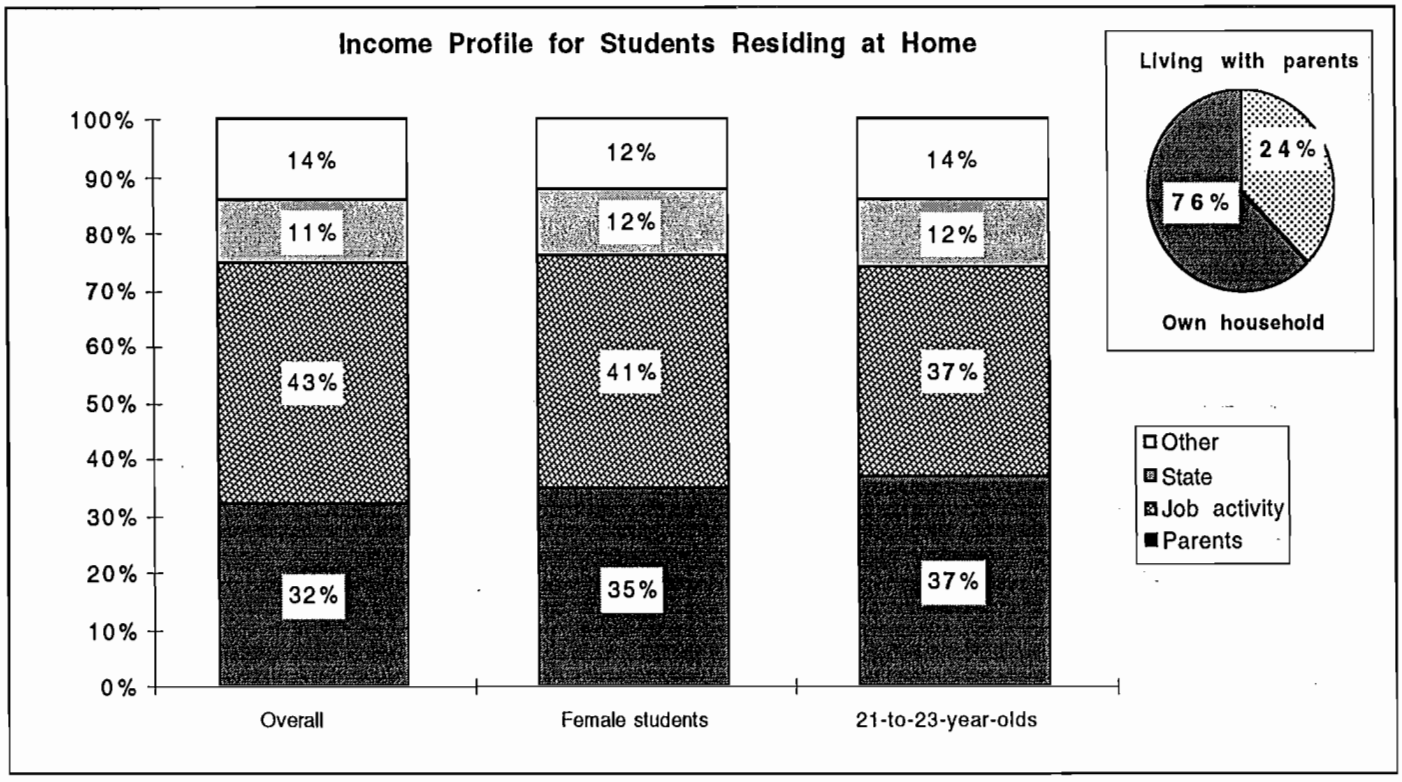
Euro - Student - Report: Germany

1 ECU = 1,94964 DM

Fig. D 17 Income Profile for Students Residing at Home

Indicators:

Parental financing quota (percentage of students receiving parental contributions):	73 %
Parental financing amount (absolute):	124 ECU
Portion of total income made up by average parental contribution:	32%



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Amounts refer only to cases where income is received from the respective source. Job activity: during the semester plus vacation jobs. State: BAföG student aid. Other: monetary contributions by partner/spouse or relatives, as well as savings, orphan's allowances, credit and other responses.

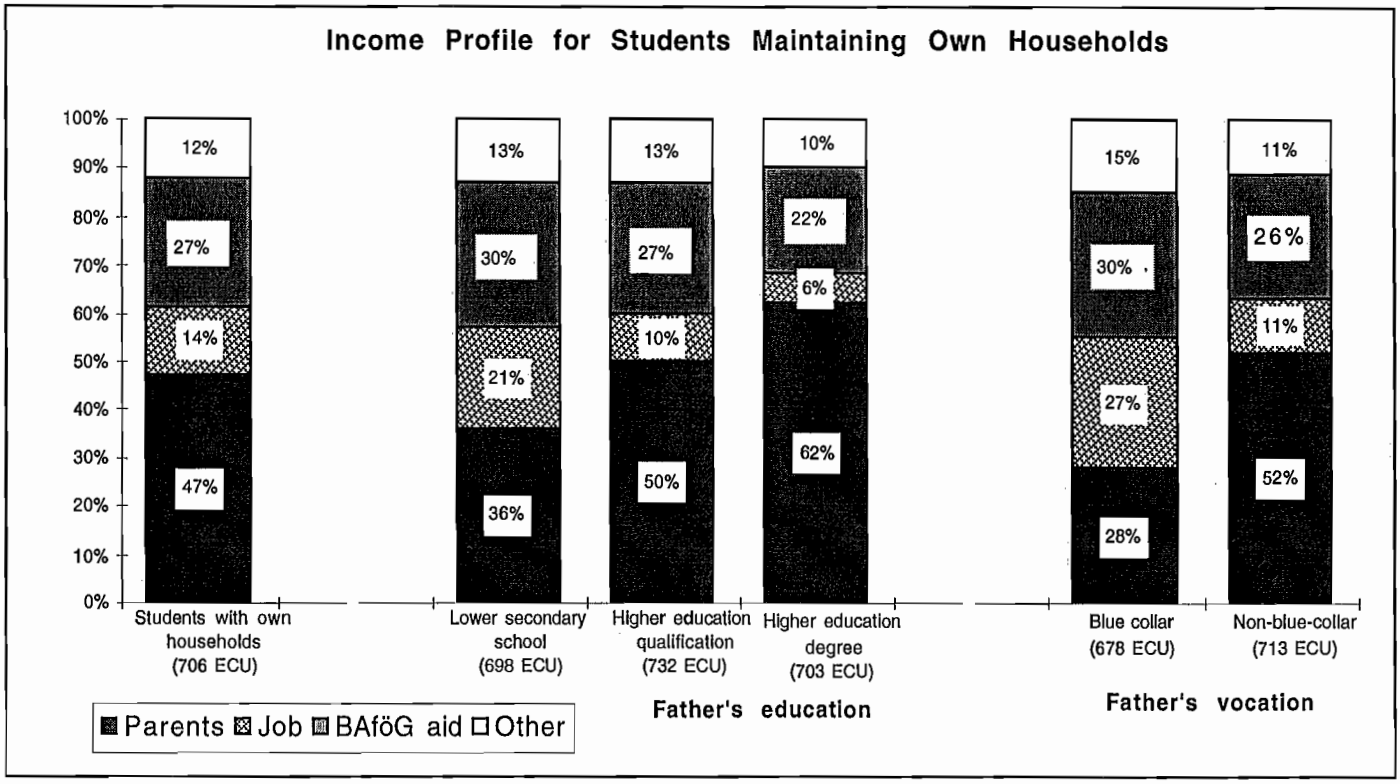
Comments: The budget of students residing at home is covered to one third by the parents. One must bear in mind that this refers to monetary contributions, only, anddoes not cover any tangibles received as a result of living at home. The portion of total income coming from personal job activity thus appears correspondingly high: On average, those living at home cover 43% of their budget from personal earnings. Younger students are conspicuously underrepresented, here, their percentage of income from personal job activity being just as great as the parental share, at 37% each. On average, BAföG student aid comprises around a tenth of the budget of students living at home.

Euro - Student - Report: Germany

Fig. D 18 Income Profile for Students Maintaining Own Households

Indicators:

Difference between income of working-class offspring and all students:	– 4 %
Ratio of state aid to total, for "working-class" offspring:	1.1
Ratio of state aid to total, for "higher education" offspring:	0.8



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Amounts refer only to cases where income is received from the respective source. Job activity: during the semester plus vacation jobs. State: BAföG student aid. Other: monetary contributions by partner/spouse or relatives, as well as savings, orphan's allowances, credit and other responses.

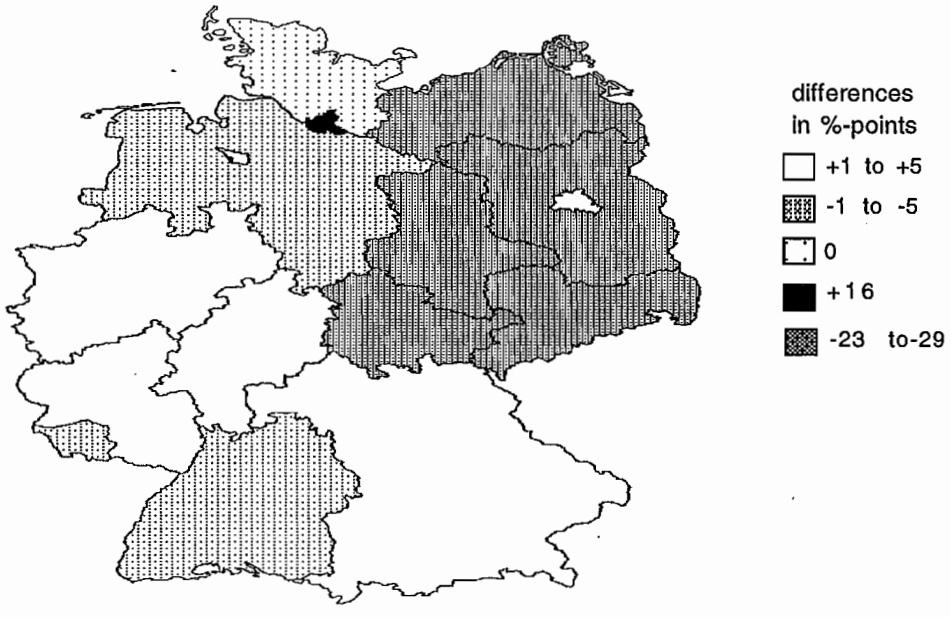
Comments: The income patterns of students maintaining their own households emerge as being closely dependent upon social background, even though the differences in income amounts tend to be small. In the case of those students maintaining their own households with fathers from secondary general school backgrounds, parental contributions to overall student income are far below the mean, while BAföG aid and personal earnings play a comparatively large role. By contrast, more than three fifths of the income of students living on their own whose parents have "higher education" backgrounds comes from the parents, and the portion of income from student aid is correspondingly low (6%). The differences between "working-class" students and students whose fathers' job status is white collar, self-employed or civil servant are of similar nature: The smaller share of the overall financial burden shouldered by "working-class" parents is compensated for by state aid in the form of BAföG.

Euro - Student - Report: Germany

Fig. D 19 Differences in Income among the German Länder

Indicators: Länder with the greatest upward and downward deviation: Hamburg (+ 16 %)
Saxony-Anhalt (- 29 %)

Variation of Income by Region in which Studies Are Being Pursued, Relative to German Average



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Variation of Länder from national mean (by type of higher education facility):

	Total Income	Parental contributions	Proportion of students living at home
Germany	100%	100%	100%
Baden-Württemberg	98%	105%	113%
Bavaria	103%	109%	104%
Berlin	103%	101%	71%
Brandenburg	77%	69%	92%
Bremen	103%	75%	121%
Hamburg	116%	90%	104%
Hessen	104%	101%	121%
Mecklenburg-Vorpommern	72%	91%	63%
Lower Saxony	97%	112%	58%
North Rhine-Westphalia	104%	96%	117%
Rhineland-Palatinate	103%	102%	104%
Saarland	98%	107%	154%
Saxony	72%	74%	83%
Saxony-Anhalt	71%	76%	67%
Schleswig-Holstein	100%	104%	67%
Thuringia	72%	82%	58%

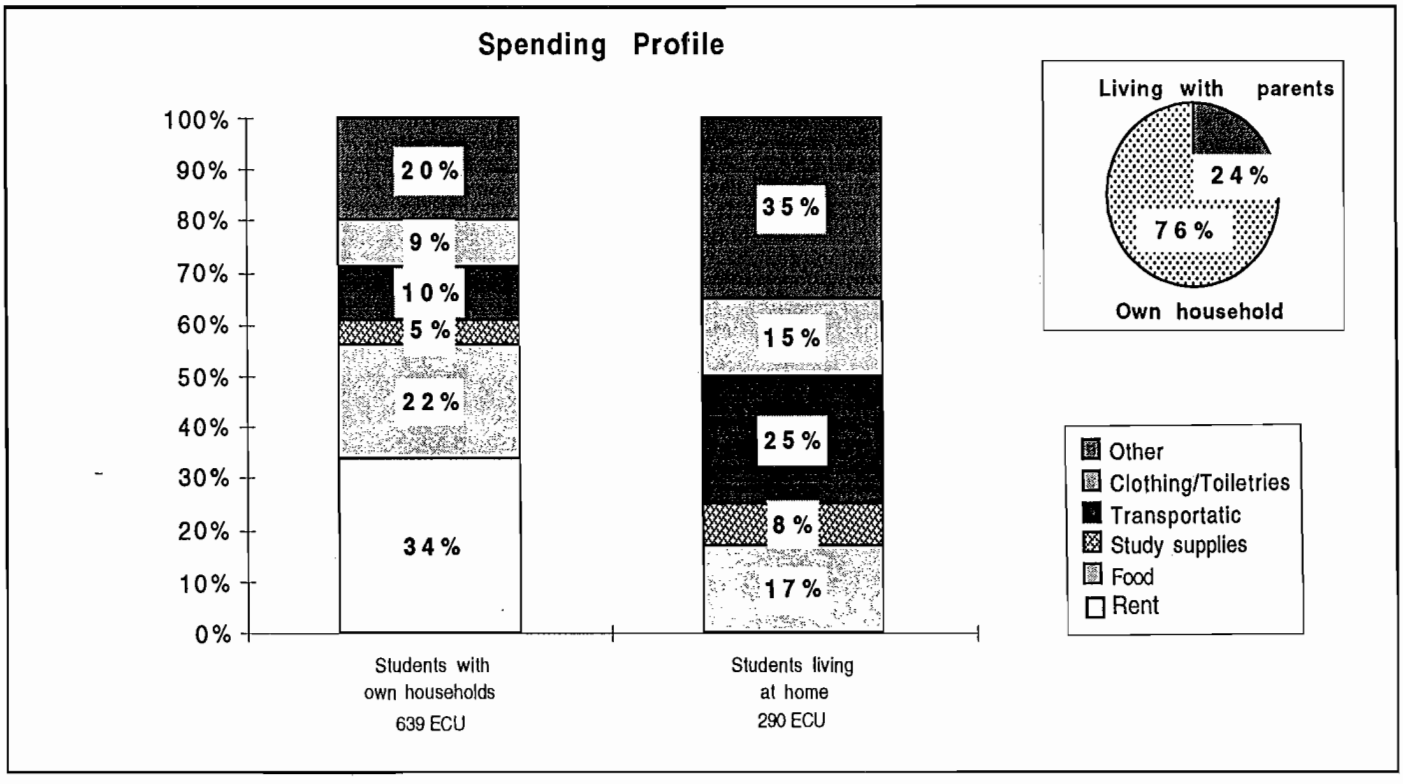
Comments: The most prominent differences in student income are those between the old and new Länder: In the eastern Länder, overall student income is consistently 20% below western levels.
Those studying in the Hamburg region have the largest income at their disposal, although students in West Berlin also have above-average incomes (108%). This situation may be accounted for in terms of the higher cost of living at these two major cities.

Euro - Student - Report: Germany

1 ECU = 1,94964 DM

Fig. D 20 Student Spending Profile

Indicators: Proportion of rent relative to all expenditures for students living away from home: 34 %
Proportion of tuition relative to all expenditures: 0 %



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Rent includes associated expenses. Food includes canteen/restaurants. Study supplies: course books, copies, writing supplies. Transportation: public and private. Clothing includes cosmetics/toiletries. Other: health insurance, media such as newspapers and magazines, phone bill and postage, tobacco, leisure time activities such as cinema, bars, etc.

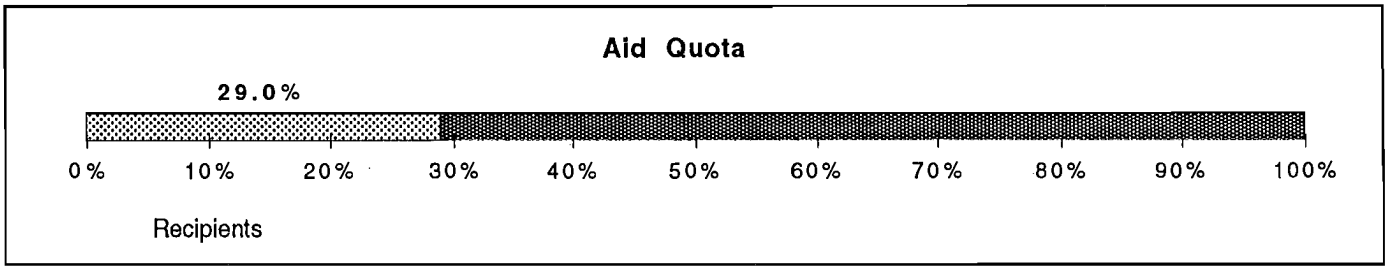
Comments: Students maintaining their own households spend an average of 639 ECU a month. Of this amount, about a third goes for rent and related expenses. If this portion of spending is deducted from the total for students living away from home, their spending budget still remains greater than that of students living at home, whose monthly expenditures amount to 290 ECU on average. The latter group spends less on food than those living on their own, presumably because they eat with their parents some of the time. Transportation expenditures, on the other hand, make up a quarter of all spending for those residing with their parents.

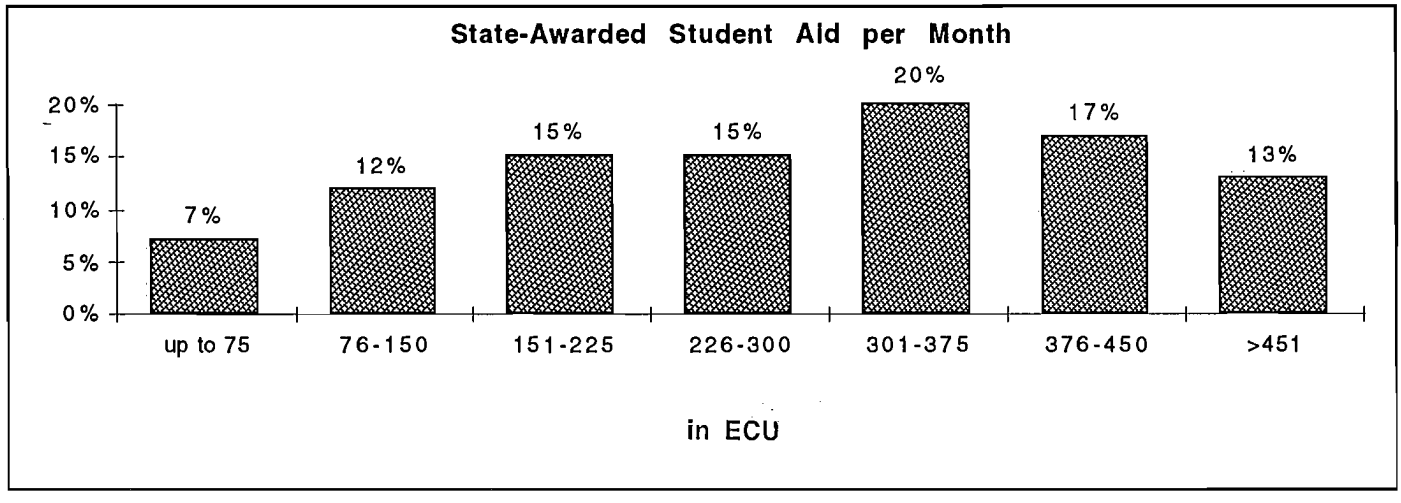
Euro - Student - Report: Germany

1 ECU = 1,94964 DM

Fig. D 21 State Aid for Students

Indicators: State aid quota: 29 %
Mean aid amount: 286 ECU a month





Source: 14th Social Survey – Deutsches Studentenwerk

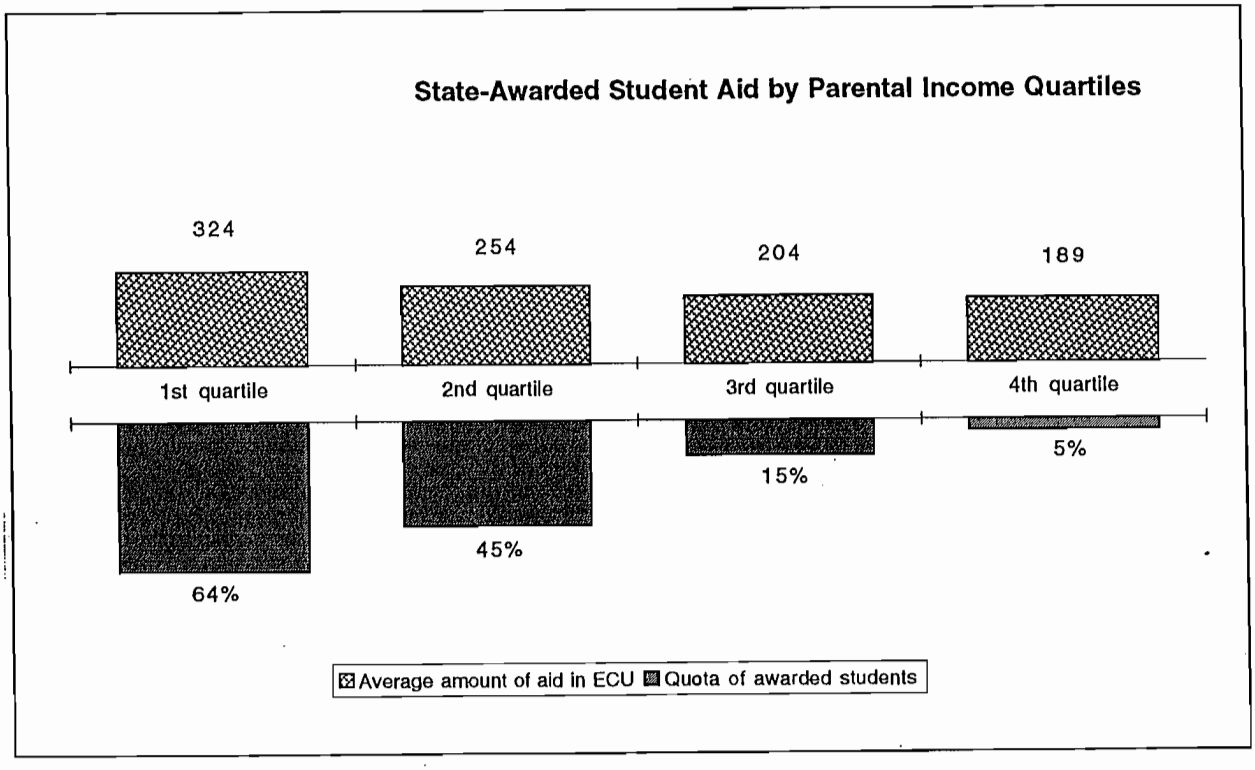
Explanations: Data reflects students in their first course of studies. Aid quota calculated from number of respondents citing receipt of BAföG student aid during current year.

Comments: In Germany, the provision of state aid for students is governed by "BAföG" legislation. For a student to receive aid, social need is a prerequisite. For the old Länder, the highest amount of aid awardable is currently around 490 ECU. BAföG aid is generally awarded for the duration of study, and it consists of half state grant and half no-interest loan. Limited extensions are possible as an exception. Aid recipients make up 29% of all students. They receive an average of 286 ECU.

Euro - Student - Report: Germany

Fig. D 22 Aid and Social Mobilization

Indicators:
State aid quota for students from lowest income quartile: 64 %
Mean aid amount for students from lowest income quartile: 324 ECU per month



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Aid quota calculated from number of respondents citing receipt of BAföG aid during current year.

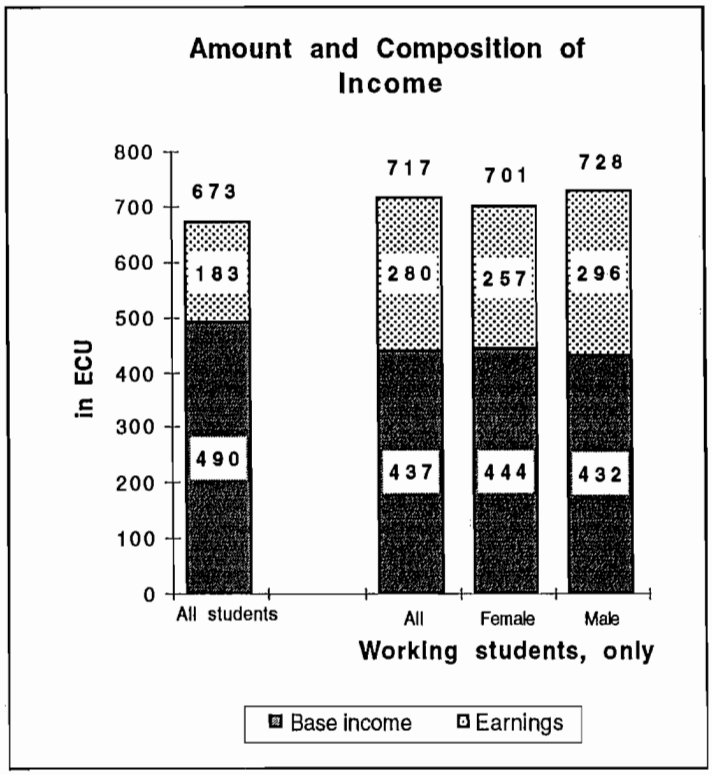
Comments: The aid quota as broken down by parental income shows that BAföG legislation is clearly meeting its objective of distributing aid in accordance with social need.
The aid quota for students belonging to the lowest quartile (in terms of parental income) is 64%. In the second quartile, 45% of the students receive BAföG aid. Since BAföG guidelines also take factors other than parental income into consideration (e.g. family size), and since it is possible in special cases for students to receive aid without regard to their parents' financial situation, some recipients of BAföG aid are still to be found among the upper income quartiles.
A comparison of the average aid amounts reveals the lowest quartile as receiving the greatest amounts of aid, with average aid amounts declining as parental income increases.

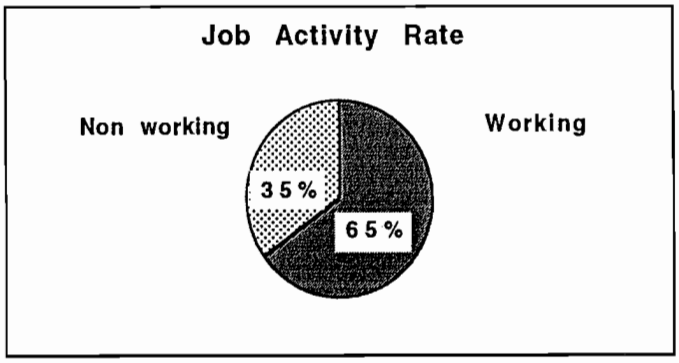
Euro - Student - Report: Germany

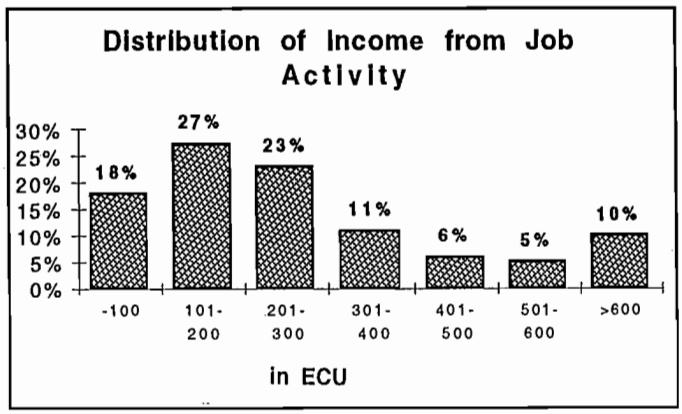
1 ECU = 1,94964 DM

Fig. D 23 Employment and Income

Indicators:		
	Job activity rate:	65 %
	Proportion of total income contributed by job activity:	27 %
	Proportion of those with only low income (up to 100 ECU) from own earnings:	18 %







Source: 14th Social Survey -- Deutsches Studentenwerk

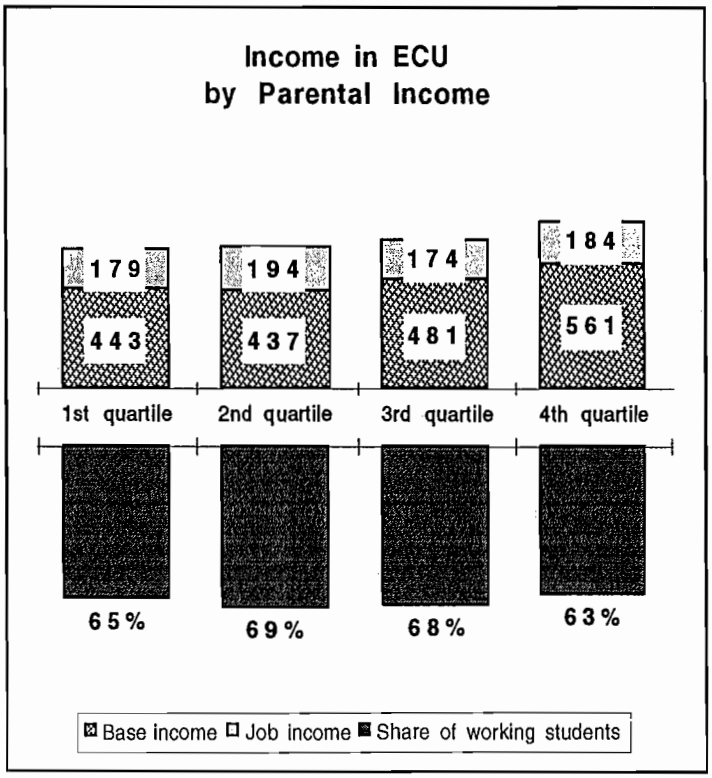
Explanations: Data reflects students in their first course of studies. Base income: income from all sources except personal earnings. Earners quota is calculated from number of persons indicating having been gainfully employed in any way during current year of study.

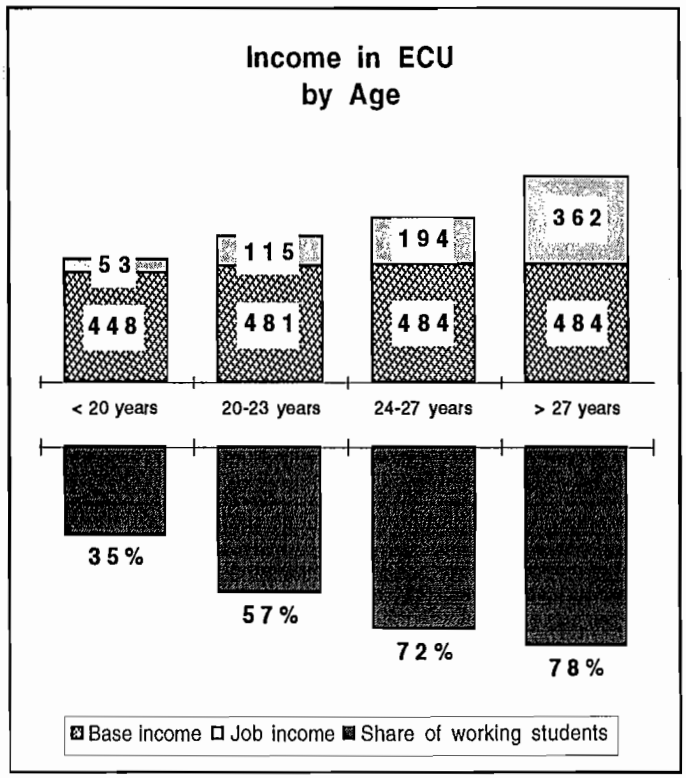
Comments: 65% of the students surveyed are gainfully employed in some way while studying. Of these, every third student typically works more than 15 hours a week during the semester. Earnings from student jobs make up 27% of all the monetary income received by the student group as a whole. If one focuses on working students as a group, this figure rises to about two fifths. For many students, job income represents a major source of funds, but only in some cases does it serve as the primary source. The average monthly income from jobs for working students amounts to 280 ECU.

Euro - Student - Report: Germany

Fig. D 24 Student Earnings by Parental Income and Age

Indicators: Job activity rate of students whose parents' income falls in lowest quartile: 65 %
Job activity rate of youngest and oldest students: 35 % / 78 %





Source: 14th Social Survey – Deutsches Studentenwerk

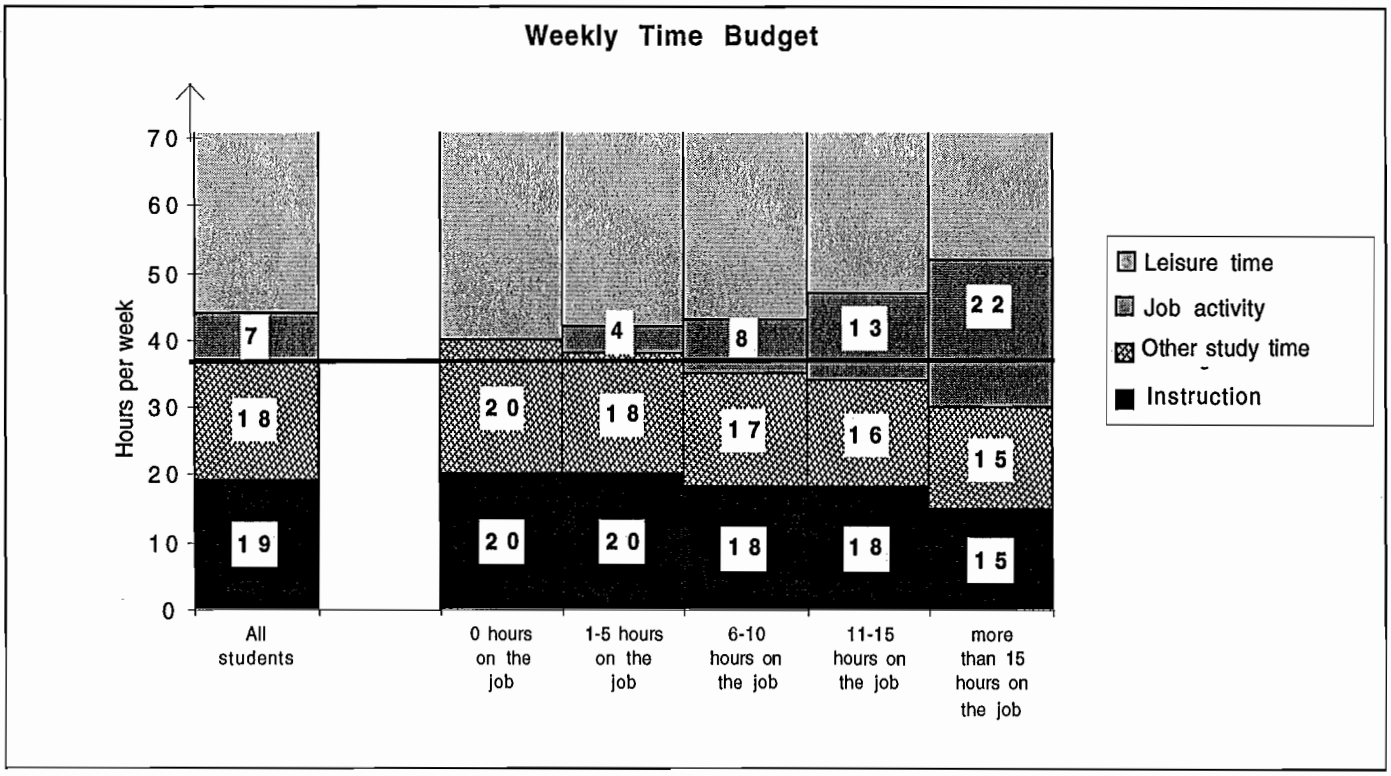
Explanations: Data reflects students in their first course of studies. "Base income" is the sum of all income from all sources except own earnings.

Comments: Students with parents who are more "well-to-do" naturally have a larger budget at their disposal than do their counterparts from lower income quartiles. This is due to differences in the groups' base income, which is made up in part by parental contributions. The proportion of those working and the average income from job activity are, however, of similar magnitude throughout the different quartiles. This means students from lower income quartiles are not significantly compensating for their lower base income by increasing the share of the burden covered by job activity. A breakdown by age reveals some more distinct trends, though: The younger the students, the less they tend to work while studying or during semester breaks. Only 35% of the youngest students have a job, with nearly four fifths of those 28 and over reporting job income. It is interesting to note that the smaller proportion of working students goes hand in hand with a relatively small amount of job income, and that, with increasing age, students have larger and larger amounts of job-related income at their disposal. This is due, on the one hand, to their spending more time working on average, and, on the other hand, to their holding more and more qualified jobs as they progress through their studies. The base income of the 19 and under group is the lowest, too, amounting to 448 ECU. Their older counterparts have an average of more than 484 ECU at their disposal as base income.

Euro - Student - Report: Germany

Fig. D 25 Weekly Time Budget Relative to Extent of Job Activity

Indicators: Time budget for study-related activities: 37 hours/week
Time budget for job-related activities: 7 hours/week



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Instruction: lectures, practice, seminars, exams. Other study time: preparation, individual study, course reading, presentations, homework, etc. Job activity: all financially remunerated activity during the semester.

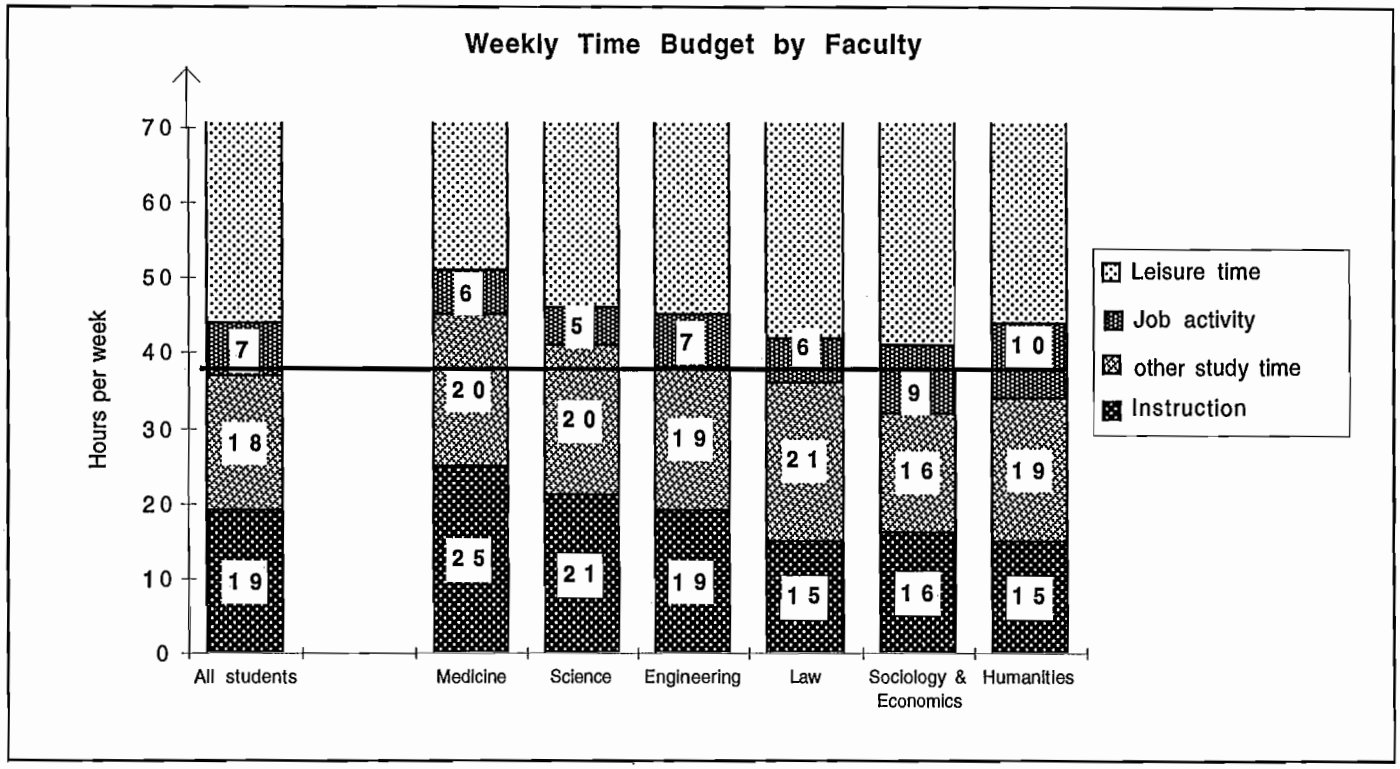
Comments: Non-working students spend about 40 hours a week on their studies. One third of the time spent on the job is taken at the expense of study time, two thirds at the expense of leisure time. Thus the study-related time budget for students working more than 15 hours a week amounts to 30 hours, with half of the time going into instruction activities and the other half into other study time

Euro - Student - Report: Germany

Fig. D 26 Weekly Time Budget by Faculty

Indicators:

Average time budget for study-related activities in technical faculties: 38 hours/week
Average time budget for study-related activities in humanities: 34 hours/week



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects students in their first course of studies. Instruction: lectures, practice, seminars, exams. Other study time: preparation, individual study, course reading, presentations, homework, etc. Job activity: all financially remunerated activity during the semester.

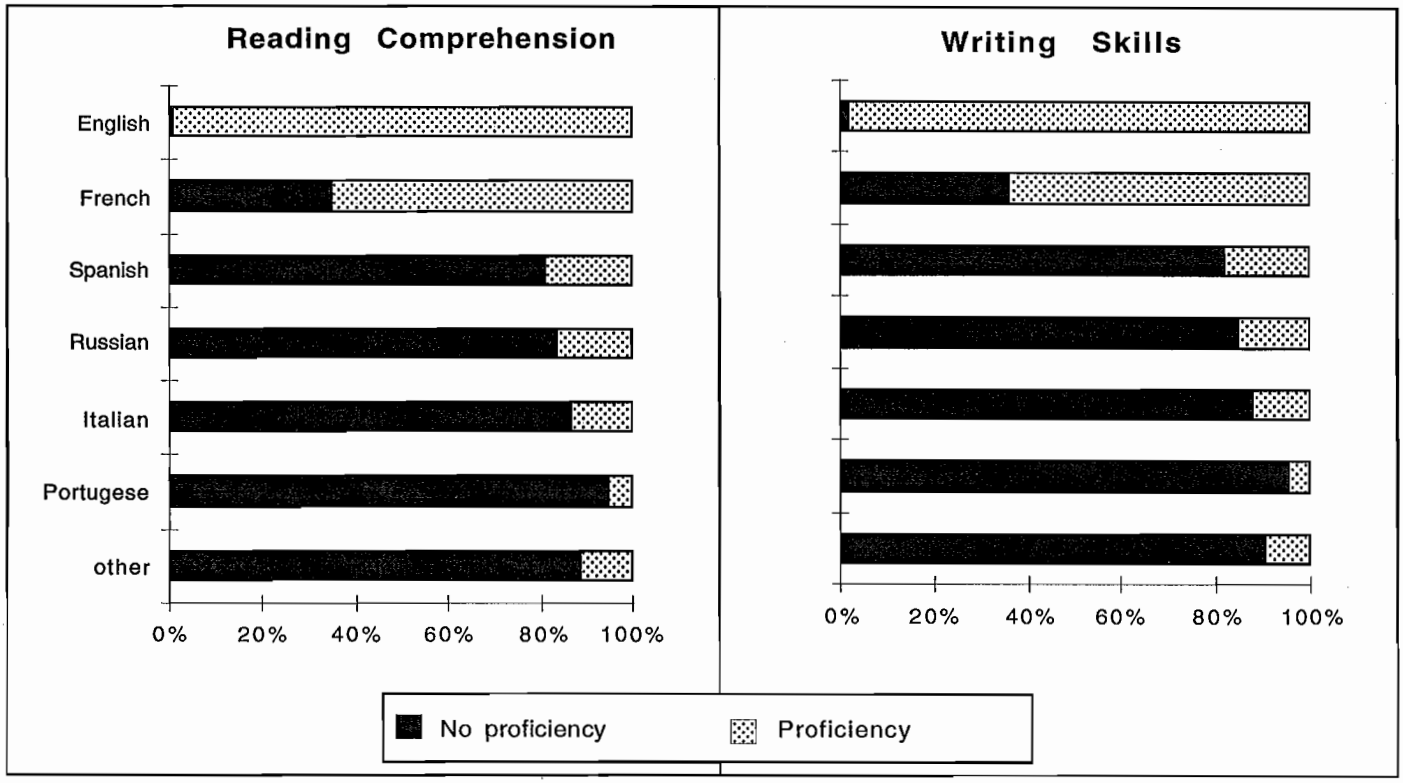
Comments: On average, students spend 37 hours a week on study-related activities. Some interesting differences emerge when one regards time budgets by faculty. For instance, the study time spent by students of medicine and the natural sciences takes the lead at 45 and 41 hours a week, respectively. Contrastingly, students of economics and sociology invest "only" 32 hours a week in their studies, and students of the humanities 34 hours a week on average. At the same time, the latter group shows the highest weekly time budget for job activity.

Euro - Student - Report: Germany

Fig. D 27 Foreign Language Proficiency among Students

Indicators:

Proficiency in English :	**99%**
Profiency in the second foreign language (writing skills):	**42%**
Profiency in the third foreign language (writing skills):	**19%**



Source: 14th Social Survey – Deutsches Studentenwerk

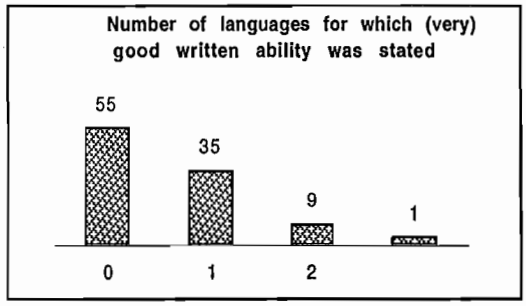
Explanations: Data reflects all students.

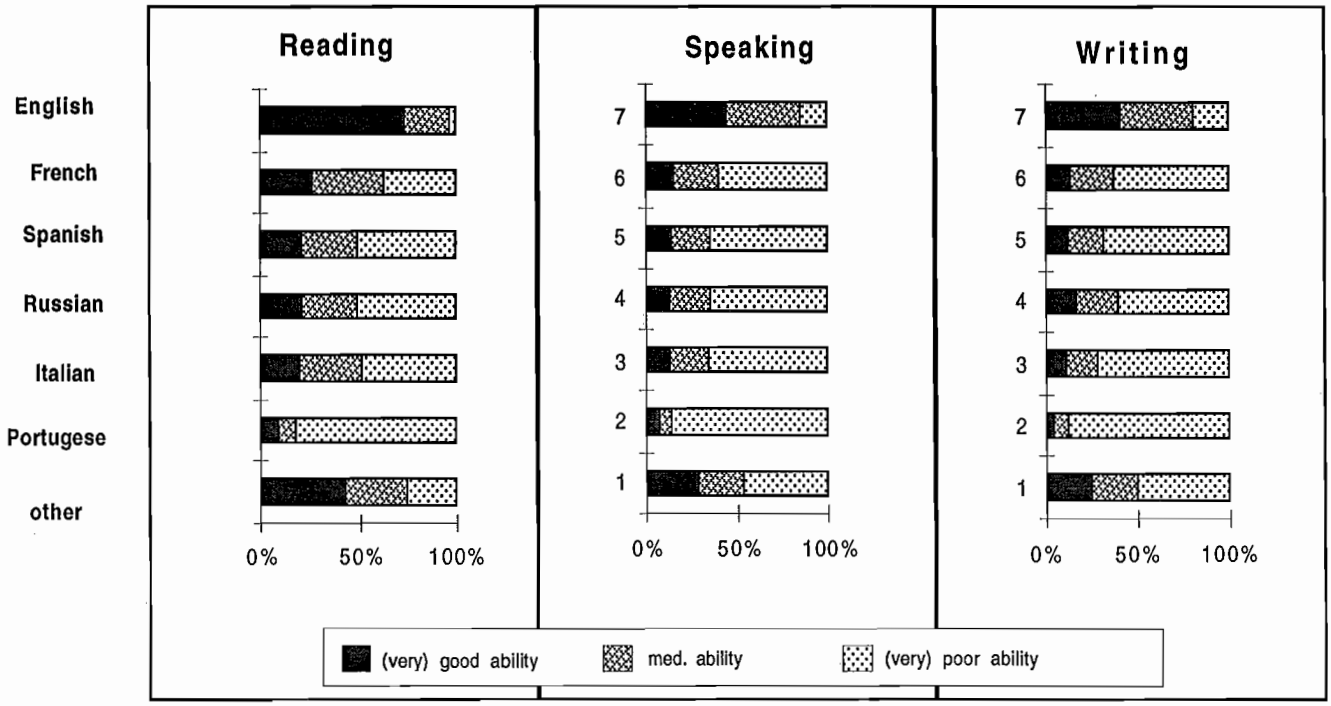
Comments: Nearly all students claim the ability to read and write English. This claim should be regarded as a self-appraisal, which was not put to the test in the questionnaire. The degree to which the students' foreign language proficiency may be seen as "satisfactory" for study-related or personal purposes is shown by Fig. 28. About two thirds of all students claim to have some command of French. Nearly one in five of them can reportedly read a text in Spanish, or write one, themselves. Proficiency in Italian is claimed by 12% of all students, and 15% – particularly those from the new Länder – report having ability in Russian. Discrepancies between active (written) and passive (reading) ability are virtually non-existent across the board.

Euro - Student - Report: Germany

Fig. D 28 Degree of Foreign Language Proficiency

Indicators: Percentage of students with (very) good written ability in English (speeking): 45%
Percentage of students who stated good ability in 2 foreign languages: 9%





Source: 4th Social Survey – Deutsches Studentenwerk

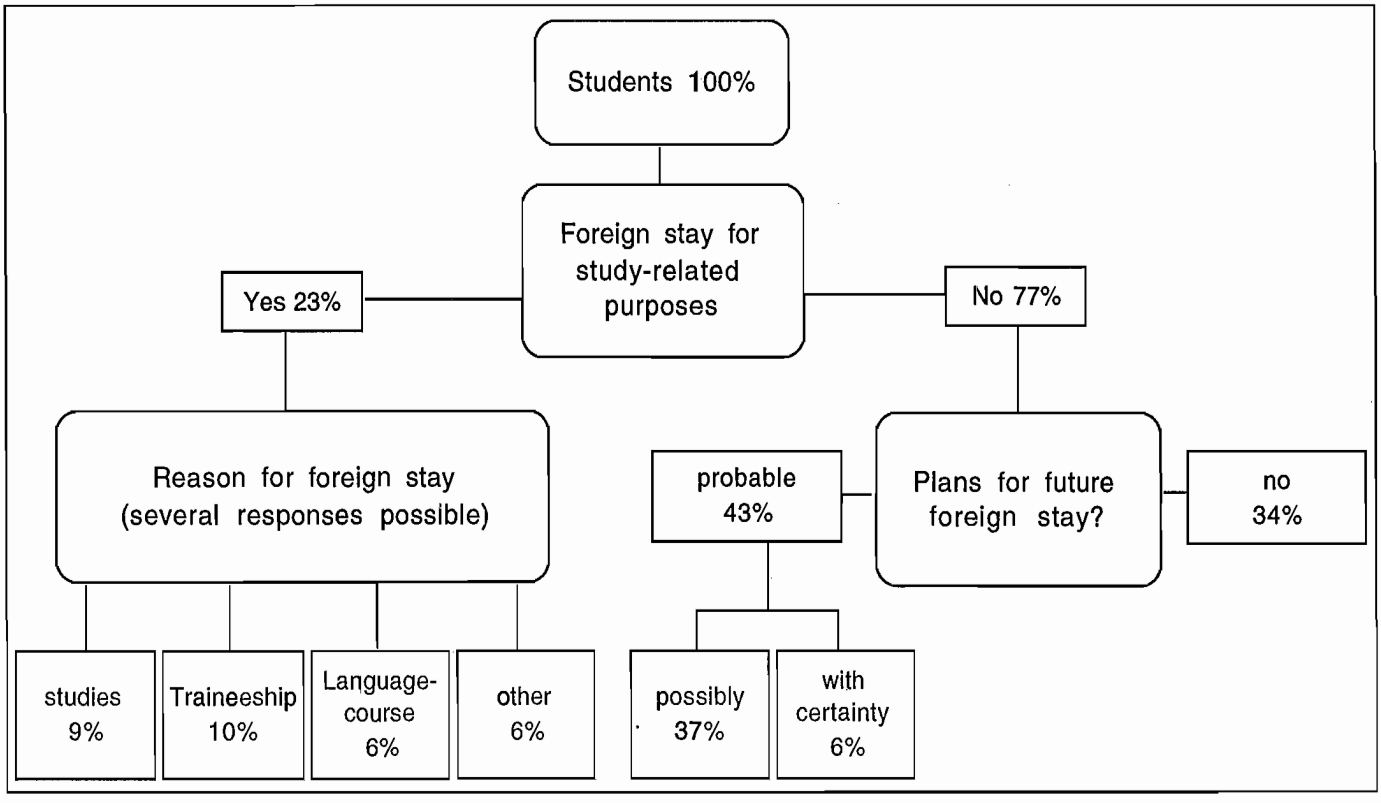
Explanations: Data reflects all students.

Comments: 35% of the students claim to be in command of good or very good written abilities in a foreign language. A further 10% claim to have such abilities in two or more foreign languages. Students rate their English proficiency the highest, with 74% claiming to be able to read an English text well or very well. Active language ability – i.e. speaking and writing – is rated throughout as being poorer. This applies to all the languages examined.

Euro - Student - Report: Germany

Fig. D 29 Student Mobility

Indicators: **Foreign study rate:** **23%**
Enrolled in study-courses: **9%**



Source: 14th Social Survey – Deutsches Studentenwerk

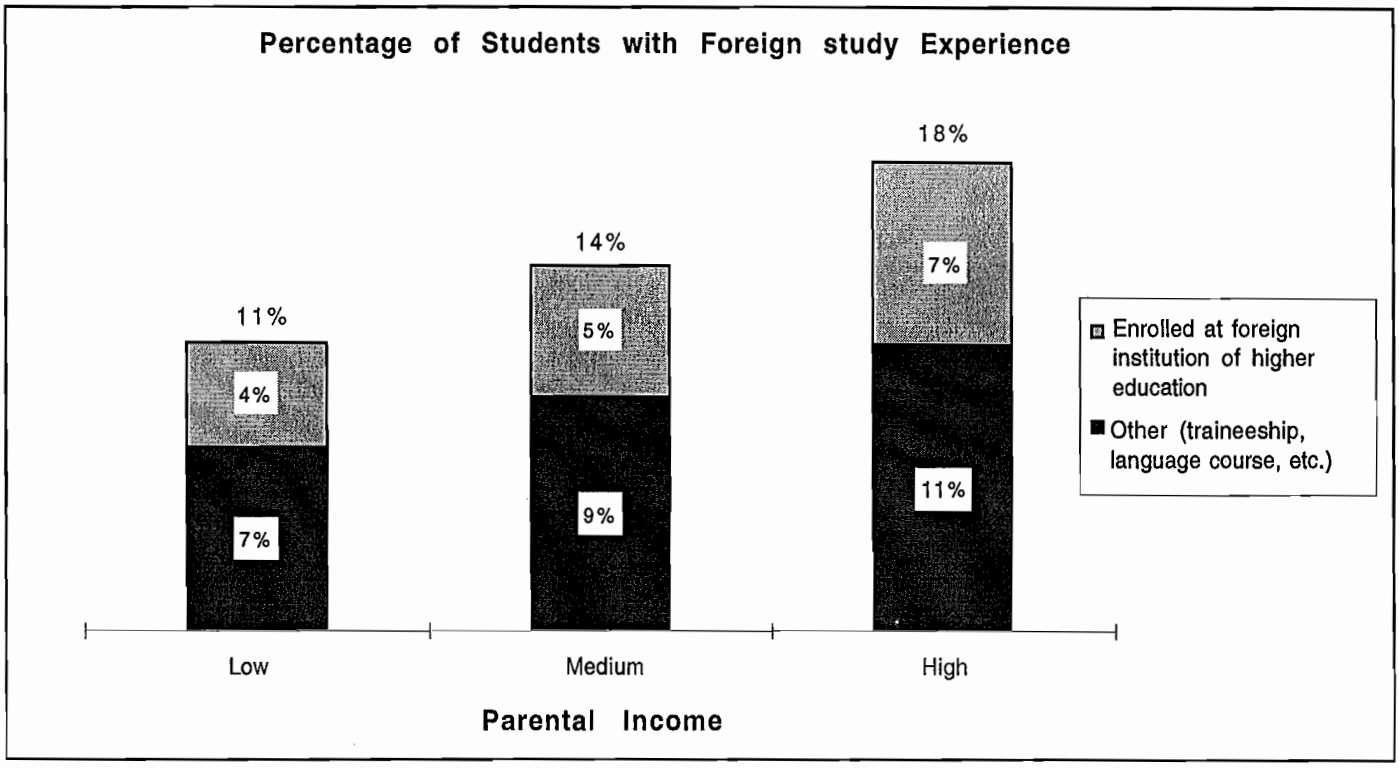
Explanations: Data reflects all students.

Comments: 15% of all German students of higher education have spent some time abroad for study-related purposes. One out of three of them was enrolled at a foreign institution of higher education. Similar percentages claim to have taken part in a traineeship or language course. Of the remaining 85% who had not had any study-related time abroad at the time the survey was conducted, about one out of three plans to do so "with certainty" or "possibly". However, only 12% think it very probable that they will spend study-related time abroad, whether in the context of a language course or traineeship, or by enrolling at a foreign university. A majority of students, on the other hand, prove to be rather disinclined to pursue a path which would take them abroad.

Euro - Student - Report: Germany

Fig. D 30 Study-Related Sojourn Abroad, by Parental Income

Indicators: **Foreign study rate of students form low income families: 11%**
Foreign study rate of students form high income families: 18%



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects all students.

Comments: As is to be expected, more students of "well off" parents engage in foreign study than do students from the lowest of the three income brackets (18% vs. 11%). This disparity is found both among those students who were enrolled at a foreign institution of higher education and those who went abroad for a limited time in conjunction with a traineeship or language course.

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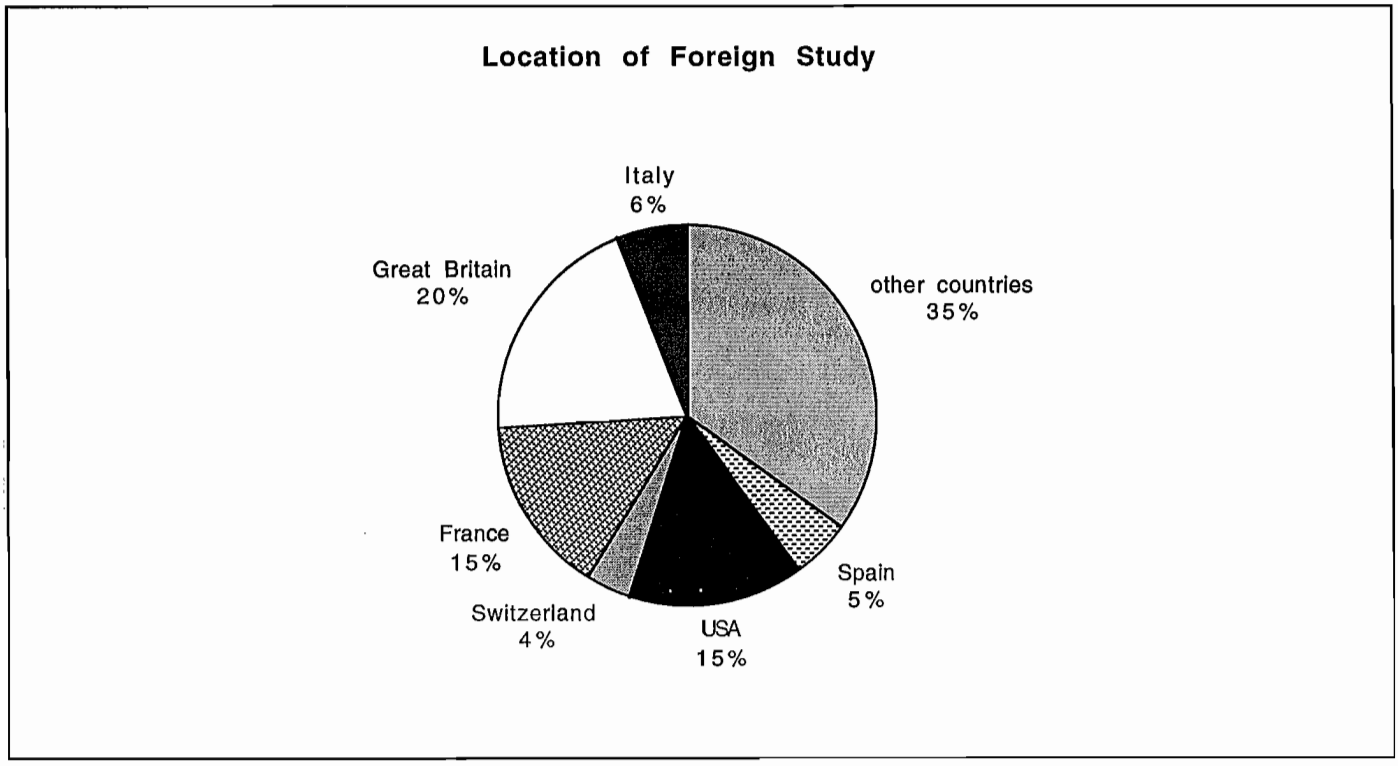
Fig. D 31 Choice of Country for Foreign Study

Indicators:			
	Most popular destination country:	GB	20%
	Second popular destination country:	F	15%
	Third popular destination country:	USA	15%



Source: 14th Social Survey – Deutsches Studentenwerk

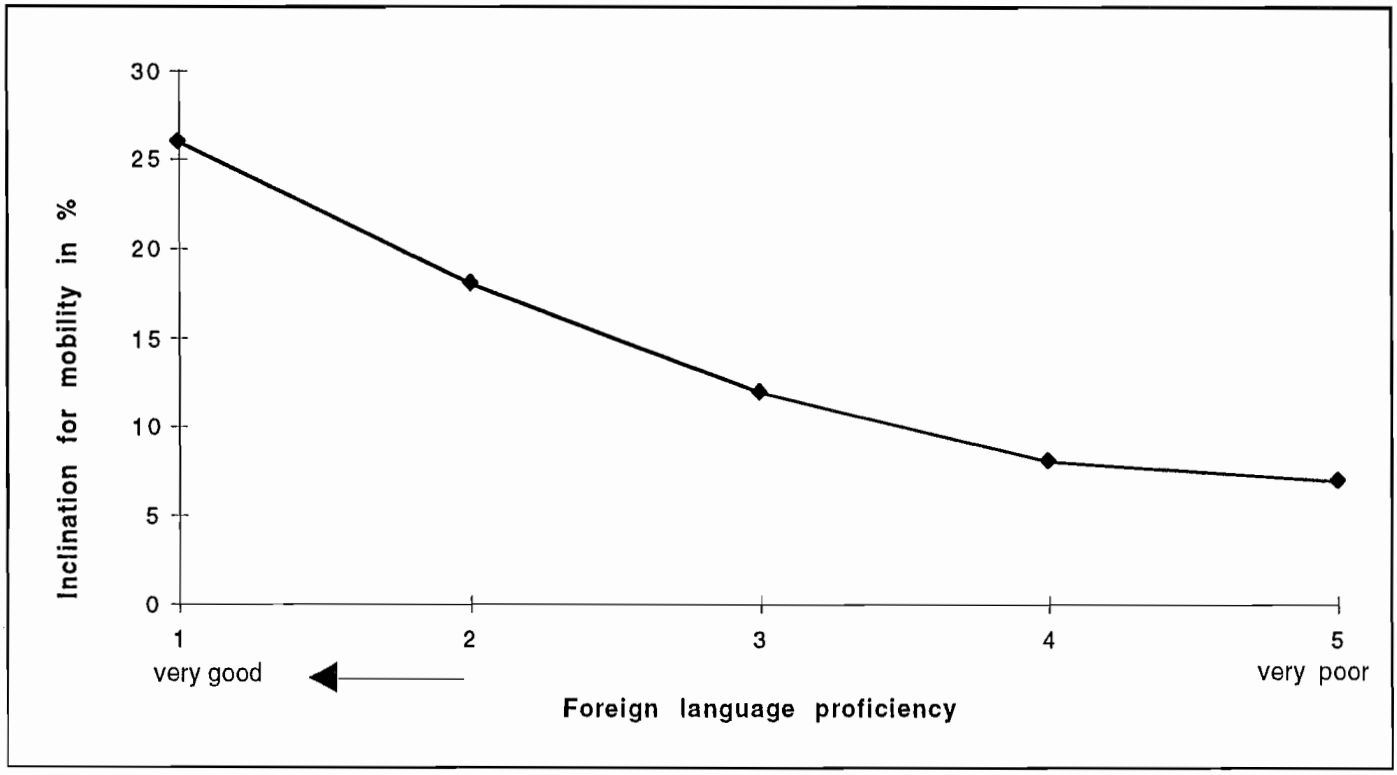
Explanations: Data reflects all students.

Comments: The foreign country where the largest percentage of students have spent study-related time is Great Britain (20%). Second place is taken by France and the USA, both with 15%. 6% of those who went abroad to study were drawn to Italy, and another 5% opted for Spain. A further breakdown of the students' other responses reveals a wide spread among other countries. It comes as some surprise that the German-speaking countries Switzerland and Austria account for a rather small portion of those studying abroad.

Euro - Student - Report: Germany

Fig. D 32 Effect of Foreign Language Proficiency on Student Mobility

Indicators: **Mobility rate among students with very good command in one foreign language: 23%**
Mobility rate among students with very bad command in one foreign language: 9%



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations: Data reflects all students not yet having spent study-related time abroad. Question: "Do you intend to spend study-related time abroad?" Degree of foreign language proficiency based on students' self-appraisal of their written abilities.

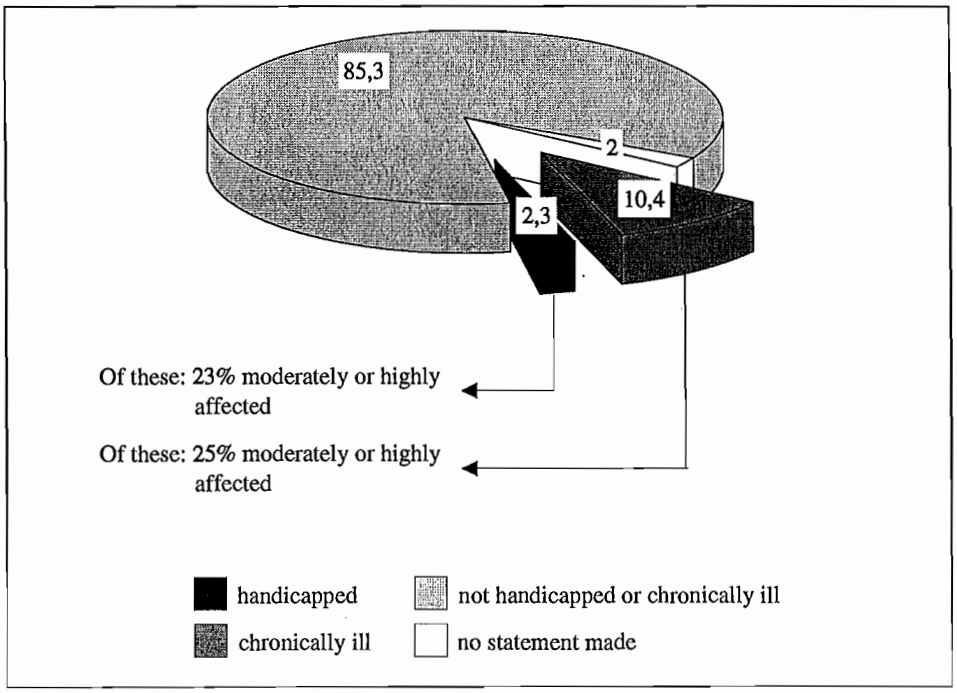
Comments: The decision to plan a study-related period abroad is dependent upon the degree of foreign language proficiency, among other things. The more highly students rate their active, written foreign language proficiency, the more inclined they are to plan to engage in foreign study. The current study does not allow any differentiation as to when foreign language skills were acquired. Thus one possible scenario is that students who feel foreign study to be important for their education strive to acquire the necessary language skills, and another is that the existence of good foreign language skills promotes an interest in international study and research. A further circumstance which should be taken into account is that, to an above-average extent, students enrolled in philological studies opt to spend time abroad in order to perfect their abilities in their chosen language.

Euro - Student - Report: Germany

Fig. 33 Percentage of Handicapped or Chronically Ill Students

Indicators:

Proportion of students stating no handicap or chronic illness:	85.3 %
Proportion of chronically ill students:	10.4%
Proportion of handicapped students:	2.3 %
Proportion of students making no statement:	2%



Source: 14th Social Survey – Deutsches Studentenwerk

Explanations:

Comments: 2.3% of the students polled in 1994 claim to have a handicap. 10.4% of the students claim to be suffering from a chronic illness. Relative to the total student population of approx. 1.7 million for Germany, this means one can assume there to be approx. 200,000 affected individuals at German institutions of higher education, of whom approx. 39.000 are handicapped and approx. 177,000 are chronically ill. The degree to which these students regard their impairments as detrimental or limiting in the pursuit of their studies varies quite widely. 23% of handicapped and 25% of chronically ill students experience their impairment as having a moderately or highly limiting effect on their studies.

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Presentation and Explanatory Notes

The work presented in the following pages represents the Italian contribution to the international project *Euro Student Report*. Its objective is to compare, through a series of country reports, the life and study conditions of higher education students in Europe.

In Italy the *Euro Student* survey has been carried out by the Fondazione Rui and the University of Camerino, which concluded an operational agreement to this end. The promoters have created a team of researchers who are backed up by a group of experts' consultancy.1

The survey has been carried out by mailing a ques-tionnaire on a random sample of about 21,000 students enrolled in Laurea courses at State universities in the academic year 1993-94. Students enrolled in Diploma courses, students enrolled at free (non-state) universities and foreign students were not surveyed. The sample has been selected from the list of the Italian students by using such stratification variables as: the institution; the field of study; and the student status.

Upon completion of the field survey 5,639 questionnaires were retained as valid, with a 26.9% rate of reply and a final sample share of 0.41%.

The preliminary results of the survey were presented at the international Conference *Euro Student 1995. On the student side*, organised by the Fondazione Rui in Rome in May 1995. On that occasion the representatives from the countries involved in the *Euro Student Report* project participated in a round table discussion.

Explanatory Notes

The 1994 average Ecu/Lit. exchange rate is used: 1 Ecu = Lit. 1,910.
Laurea courses are the Italian second level degree programmes; Diploma courses are the first level ones.

In paragraph *Family status* the *blue collars* category includes hired farmers and workers; the *white collars* category includes clerks, teachers (school and university), managers and middle-management; the *self-employees* category includes farm-owners, crafts-men and trademen; the *entrepreneurs and professionals* category includes businessmen and other self-employed professionals.

In paragraph *Social and educational backgrounds* the *single* category includes students living on their own and those living with their parents; the *married* category includes students living with their own families and those living with a steady partner/mate.

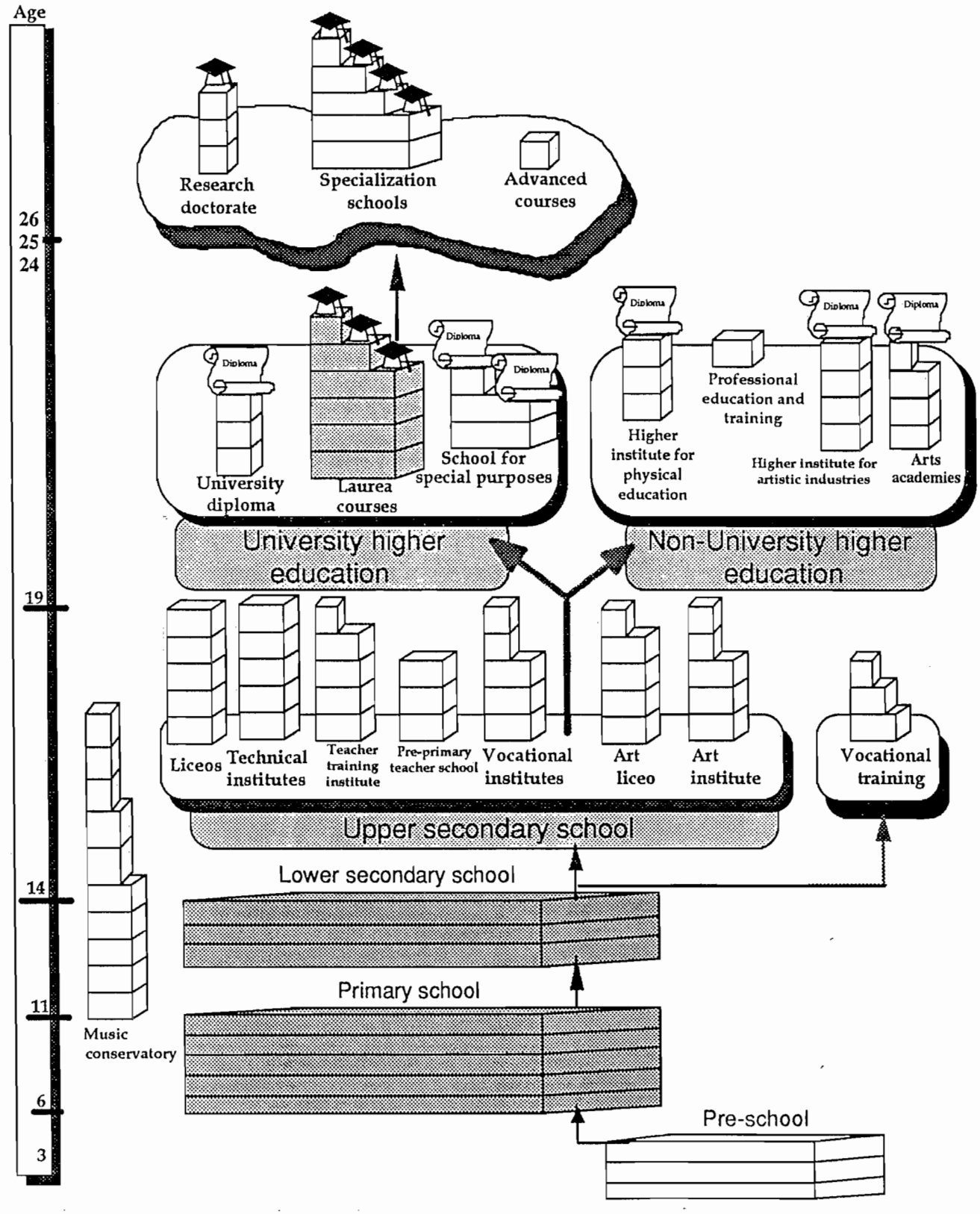
In paragraphs *Housing options by age group* and *Housing options by university-town size*, *resident* students are those enrolled in their hometown; *non-resident* students are those whose residence is outside the university town.

In paragraph *Weekly time budget by fields of study*, *economics and social sciences* include statistics and political sciences; *engineering* includes architecture; *natural sciences* include agriculture.

(1) The working group includes: Giovanni Finocchietti and Alfredo Razzano (Fondazione Rui); Giuseppe Ferraris, Mario Giannella, Luisa Laricini, Renato Mattioni and Maria A. Pannone (University of Camerino). The group of experts includes: Giorgio Alulli (Isfol), Elio Brusati (Doxa), Alessandro Cavalli (Iard; University of Pavia) and Federico Rossi (University of Cassino; Italian Rectors' Conference)

Euro Student Report: Italy

1 Structure of the education system



Euro - Student - Report: Italy

Fig. I 2 Size of the Higher Education System

Academic year	Students enrolled		
	total	Diploma courses (first level)	Laurea courses (second level)
1970-71	681,731	8,954	672,777
1975-76	935,795	13,498	922,297
1980-81	1,047,874	24,216	1,023,658
1985-86	1,113,175	23,103	1,090,072
1986-87	1,085,900	21,419	1,064,481
1987-88	1,153,293	22,340	1,130,953
1988-89	1,222,765	23,830	1,198,935
1989-90	1,291,991	23,616	1,268,375
1990-91	1,381,361	22,410	1,358,951
1991-92	1,474,719	22,050	1,452,669
1992-93	1,564,569	45,695	1,518,874
1993-94	1,628,715	53,357	1,575,358

Source: Istat, *Statistiche dell'istruzione.* Istat, *Statistiche dell'istruzione universitaria.*

Explanations: The expression refers to students who are meeting all graduation requirements and can therefore expect to graduate on time.

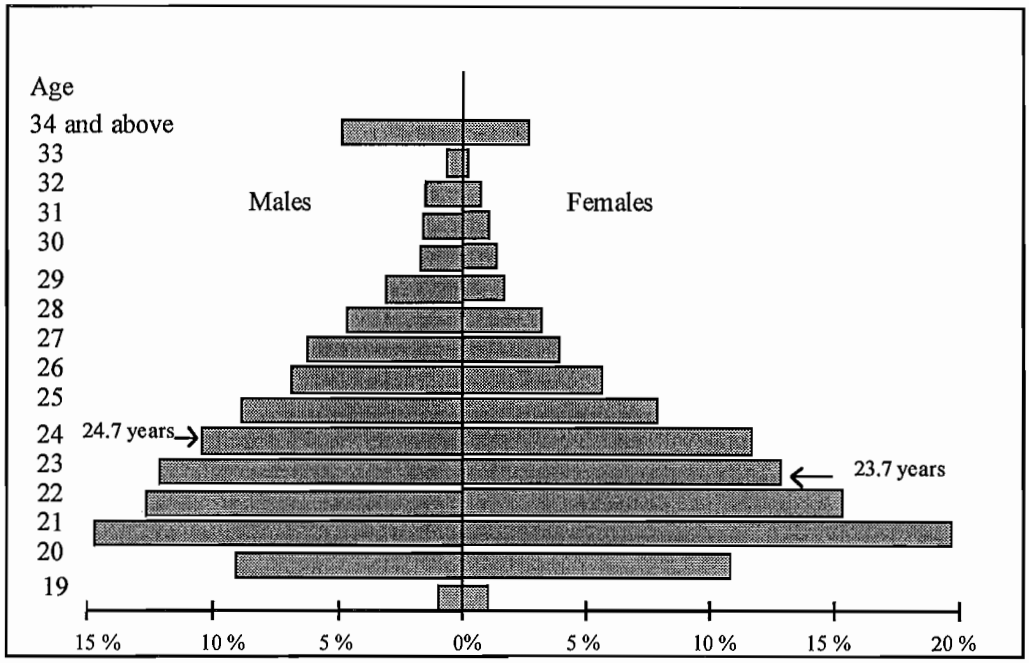
Comments: The student population has grown steadly since the mid-50's. Its growth was further favoured by the liberalization of the admissions policy in the late 60's. For the first time in the second half of the 60's the total population exceeded one million students.In recent years, following a stagnation period in the early 80's, the student population has grown again. The enrolment rate (number of students *In corso** every 100 person 19 to 24 years of age) has in-creased from 14% to 20% in the last ten years. The grad-uate/country population ratio is currently 6%. In 1994 the student population totalled about 1,630,000.

Euro - Student - Report: Italy

Fig. I 4 Student Age Profile by Gender

Indicators:

Total average age:	24.1 years
Average age of female students:	23.7 years
Average age of male students:	24.7 years
Proportion of female students:	53%



Source: Fondazione Rui - University of Camerino: *Euro Student Survey.*

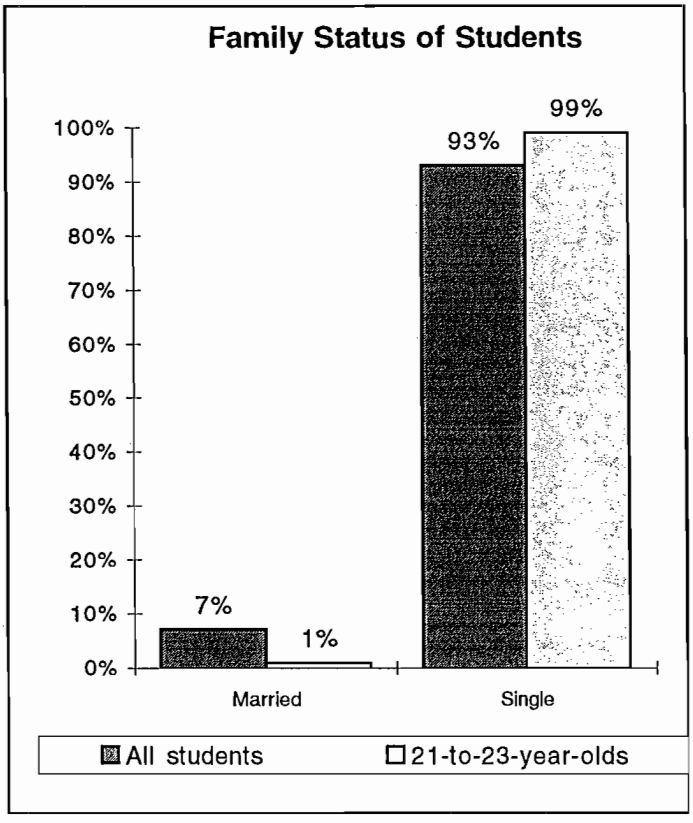
Explanations:

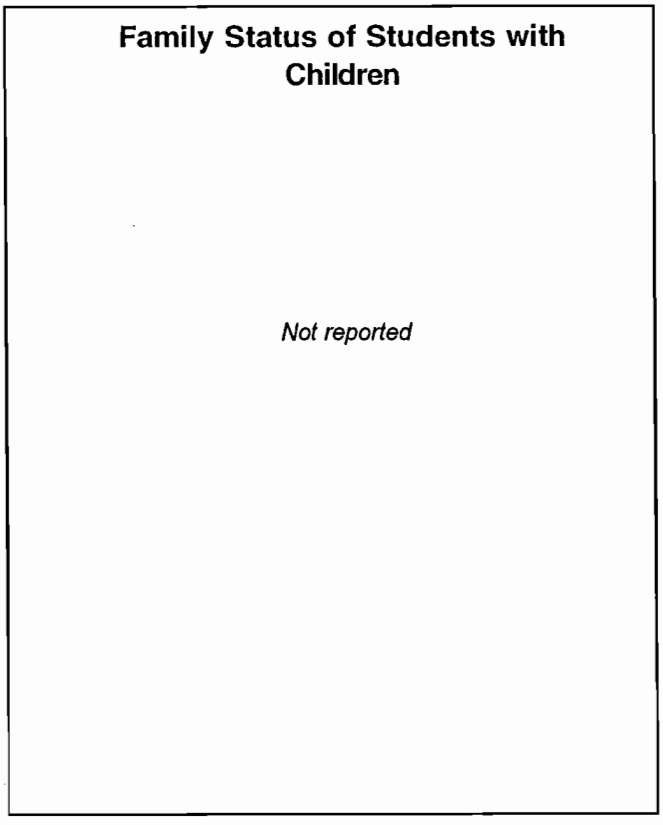
Comments: The students' average age is 24.1 years. The male students' average age is one year higher than the female students'. Female students outnumber the male population in the age group 19-24. The difference between the two groups becomes most pronounced in the age group 20-22. It levels off in subsequent age groups and, starting at the age of 25, the male student share exceed the female student counterpart. Overall, the sample distribution is consistent with official statistics which point to the predominance of female students among students enrolled in Laurea courses in the 90's. Recent surveys on young people (Iard, 1993) show a progressive narrowing of the traditional gender-related differences - unfavourable to women - in admission and successful completion of university-level programmes. The *Euro Student* Survey shows that the share of working female students (especially those holding occa-sional and stable part-time jobs) is not significantly differ-ent than their male colleagues. Thus the negative influence of holding a working student status on one's academic performance seems less relevant than in the past.

Euro - Student - Report: Italy

Fig. I 5 Family Status of Students

Indicators: Proportion of married students: 7%
Proportion of students with child(ren): not reported





Source: Fondazione Rui - University of Camerino: Euro Student Survey

Explanations:

Comment: The great majority of single students (89%) live in their parental home. About 4% of the students live on their own and are financially independent. Such a phenomenon is confirmed by recent surveys carried out in Italy (Istat, 1993-94; Iard 1993; Iard 1995). The latter show that young people leave the parental roof and start their own family at an increasingly older age. Over half of the students in the age group 25-29 live in their parental home, where as living on one's own or sharing an apartment is marginal. This phenomenon, referred as the long-family, has increased over time. It applies, most of all, to people with medium-advanced educational background. The influence of the long-family renders the difference between the overall student population and the students in the age group 21-23 less significant (the latter make up 44% of the sample). Single students represent 99% of the students in the age group 21-23 (97% of them still live under the parental roof and 2 % live on their own), whereas the percentage of married students drops to 1%.

One may see, in this age group the number of students who are either married or live with a steady partner/mate closely approximates the number of students living on their own (1% and 2% respectively). The numerical difference between the two groups increases in the whole sample: there are in fact twice as many married students or students with a steady partner/mate as students living on their own (7% and 4% respectively).

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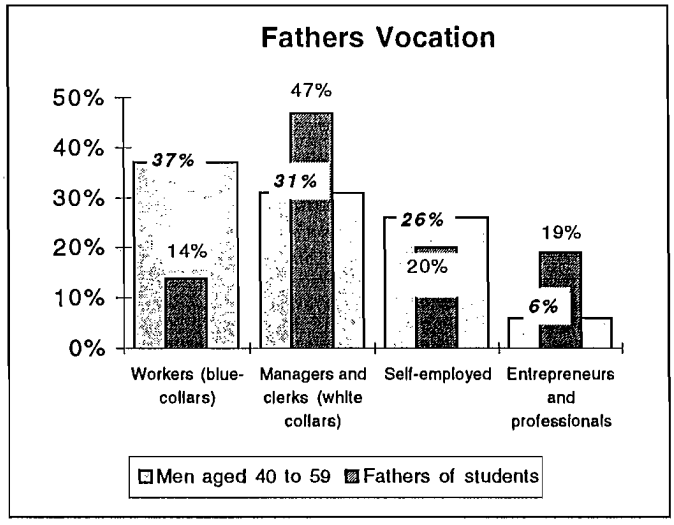
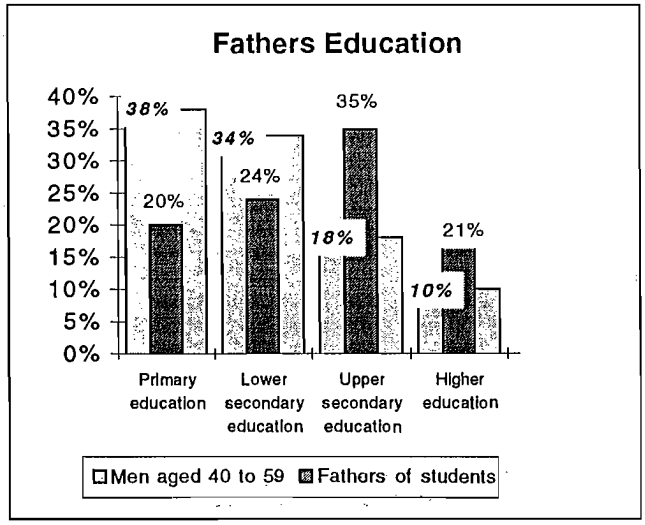
Fig. I 6 Social Background and Educational Background

Indicators:

Students from working-class families:	14%
Students from higher-education families:	21%
Students from families with primary school certification:	20%
Ratio (students' fathers/all fathers) for children from working-class backgrounds:	0,38%
Ratio (students'fathers/all fathers) for children from higher-education backgrounds:	2,1%





Source: Fondazione Rui - University of Camerino: Euro Student Survey.

Explanations: Data refers to students with working fathers (unless otherwise specified).

Comment: A comparison between students' working fathers and Italian working males in the age group 40-59 reveals a marked under-representation of students coming from blue-collar families. Students coming from self-employed families (i.e. craftsmen or trademen) are also under-represented, though the difference is less evident. The under-representation of students from blue-collar families may be attributed to their average lower disposable income. The low numerical presence of students from self-employed families may be influenced by the work opportunities offered by the family business (which represent an alternative to earning a degree) and by a value system which does not directly associate one's social success with the pursuit of a university education. The over-representation of students from white-collar, entrepreneur and professional family backgrounds can be explained by the financially privileged conditions enjoyed by these families (with the exception of clerks) and by a culturally favourable environment. In fact, these students' parents usually have a medium-high education level. The number of students' working fathers with a medium-high education level is twice as high as the number of the Italian matching males (56% as compared to 28%). Fathers with a medium-low education are about one third less represented than their matching males (44% as compared to 73%). This comparison suggests a dynamic which favours students from privileged socio-economic and cultural backgrounds. It should be noted that 71% of the students have a working father, while the remaining 29% have a retired or unemployed father. When examining the total sample (students with both working and economically inactive fathers), the share of students from medium-low-educational-level families goes from 44% to 49%. This dynamic is explained by the fact that 29% of the economically inactive fathers are, by and large, retired persons. They are for the most part older than 59, and probably less educated than the country average. Only beginning in the 70's, in fact, has an increase in the average education level been registered in Italy.

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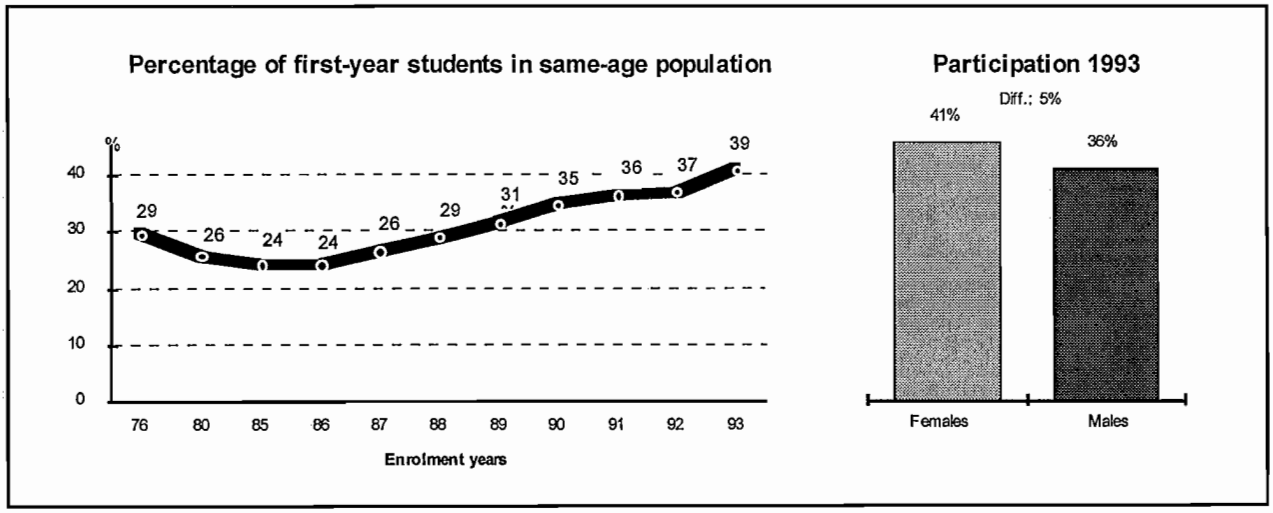
Fig. I 7 Participation in Higher Education

Indicators:

1993 new-entry rate:	39%
Deviation of female new-entry rate from overall new-entry rate:	5%



Source: Eurostat, *Statistiques demographiques,* 1977. Istat, *Statistiche demografiche.* Istat, *Statistiche dell'istruzione.* Istat, *Statistiche dell'istruzione universitaria.*

Explanations:

Comments: The participation rate was calculated by comparing the number of students enrolled for the first time in *Laurea* courses to the 19-year-old population for each year under examination. Whereas this rate was stable at 25% in the first half of the 80's, it has increased progressively during the second half of the decade and reached 39% in the academic year 1993-94. More recent data shows a decline in participation rates as a result of the low birth rates, whose effects begin to be felt on higher education institutions as well. Incidentally, it should be noted that participation rates in the first-level programmes (*Diploma universitario*) are increasing and currently represent about 6% of the total new entries. Although females make up 51% of the total student population, they represent 53% of the students at the time of matriculation. In fact, there is a 5 percentage point difference in participation rate in favour of female students: 41% as compared to 36%.

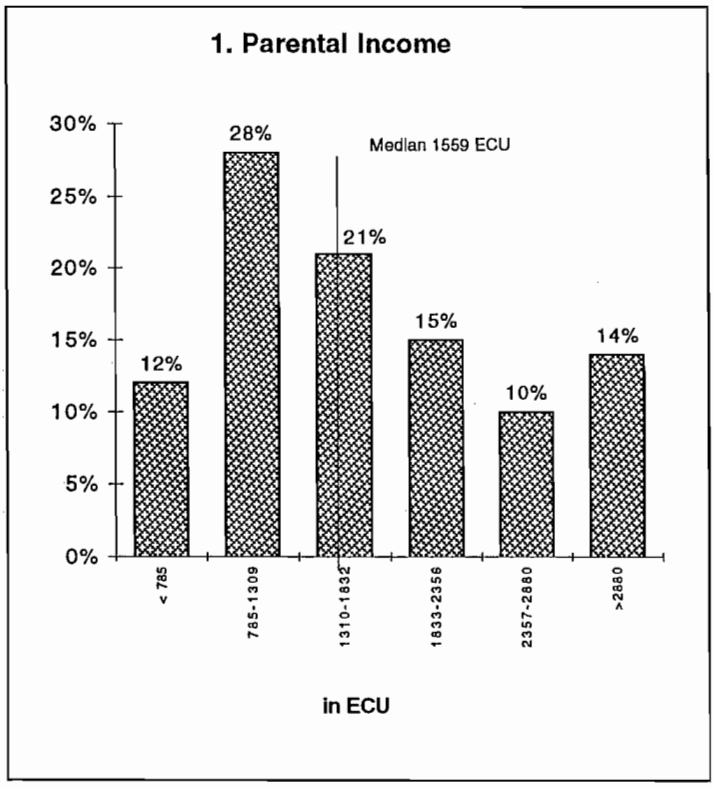
Euro - Student - Report: Italy

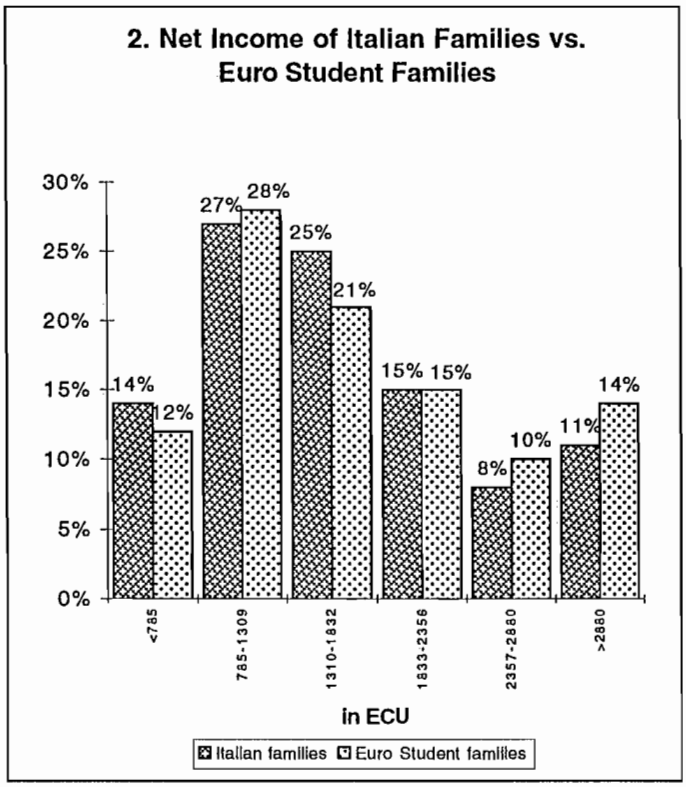
1 ECU = Lit. 1910

Fig. I 8 Income of Students' Parents

Indicators:

Income cut-off between upper and lower half of parental income distribution (median):	1559 ECU
"Poverty rate" (percentage of students' parents having income below income cut-off for lowest-income quarter of all private households:	22%





Source: Fondazione Rui - University of Camerino, Euro Student Survey.
Istat, La distribuzione quantitativa del reddito in Italia nelle indagini sui bilanci di famiglia - Anno 1992.

Explanations:

Comment: Income refers to the net monthly revenues. Istat data was processed in order to become compatible with Euro Student data. 25% of the students come from families with an income up to 1029 ECU/month (1st quartile); 25% of the students come from families with a minimum income of 2321 ECU/month (3rd quartile). 50% of the students come from families whose incomes do not exceed 1559 ECU/month. When the Euro Student and the Italian family income distributions are compared - though not perfectly compatible- they show similar trends. The number of students from upper income families exceeds the matching number of Italian families in the same income brackets. When the income distribution of the students' families in which the father is either an employee or is retired is compared with the matching Italian family income distribution, the above mentioned trend appears more marked. Students from low-income families are associated with lower shares than the matching Italian families. Conversely, students from high-income families are associated with higher shares than the matching Italian families.

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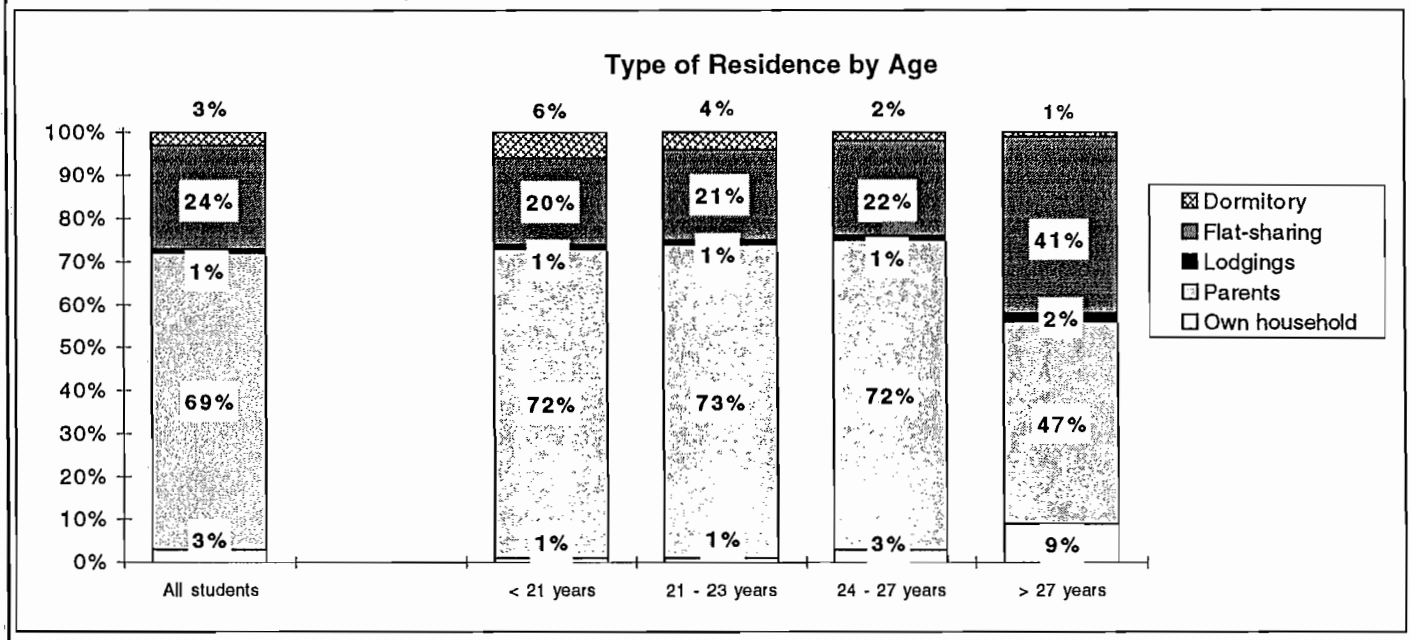
Fig. I 9 Students' Type of Residence by Age

Indicators: Proportion of dormitory residents: 3%
Proportion of students living at home: 69%



Source: Fondazione Rui - University of Camerino: Euro Student Survey

Explanations:

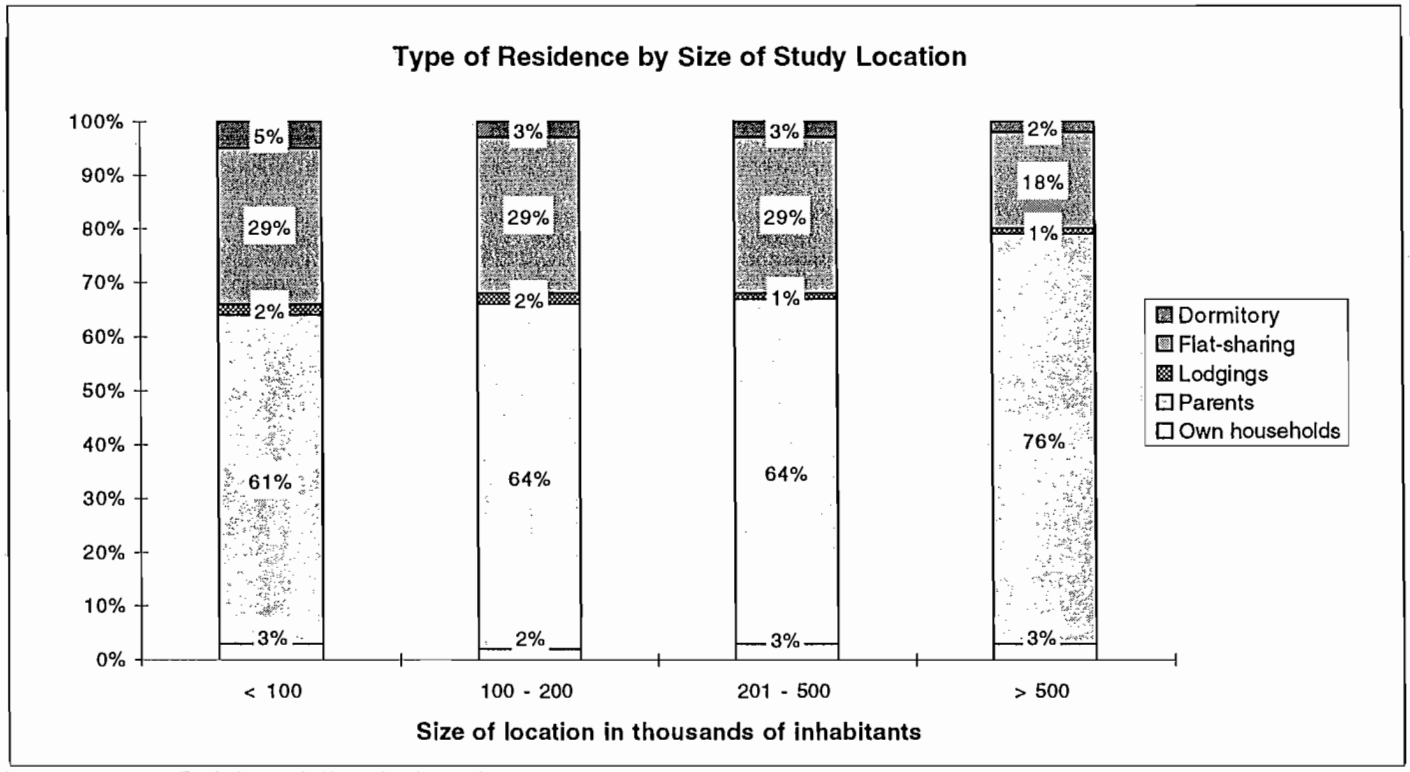
Comment: Over two thirds of the students live with their own family even during the term. Students' stay at their parental home drops to less than 50% only for students older than 27 (this figure also includes students who are either married or live with a steady partner/mate). Students' tendency to live at home during the term, even when home is outside the university town (when they are fuori sede, i.e. non-resident students), creates the phenomenon of students' commuting and makes regular class attendance more difficult. 24% of the students share an apartment with their fellow students. This share exceedes 40% in the case of students over 27, whereas it is fairly stable for younger students. Sharing an apartment with other students is the most widespread (and popular) housing option among non-resident students who move to the university town where they are enrolled. In addition, it might be worthy to point out that 45% of the non-resident students from other regions opt for this formula. This housing option appears to be the most popular also among students from low-income families. This appears to suggest a serious financial commitment by less affluent families in their sons/daughters' education. Lodging is an unusual formula. It applies to a marginal share of the students and it does not very in relation to the students' age. Students' housing in student halls progressively diminuishes as they grow older. Eligibility for this type of student accomodation is linked to the legal length of the study programmes (4-6 years). Thus peak presence is registered in the classes up to to the age of 24. These figures suggest a scarce supply of student accomodations in Italy. Further, the supply has not increased to a significant extent in recent years, since student welfare institutions sometimes provide students with direct financial contributions to rent a room or an apartmant (contributo alloggio). The share of housing places offered by student welfare regional institutions is estimated to be about 2.5% (Censis, 1990) A further 0,5% is provided by private and non-profit colleges. Thus Euro Student figures (3% of student hall residence) confirm available data.

Euro - Student - Report: Italy

Fig. I 10 Type of Residence by Size of Study Location

Indicators:

Ratio of students living in own households/with parents in location <100.000 inhabitants: 3% / 61%
Ratio of students living in own households/with parents in location >500.000 inhabitants: 3% / 76%



Source: Fondazione Rui - University of Camerino: Euro Student Survey

Explanations

Comment: About 50% of the Italian students are enrolled in large university-towns (over 500.000 inhabitants). The remainders are distributed in almost equivalent shares among small (less than 100.000 inhabitants) and medium-sized university-towns (between 100.000 and 500.000 inhabitants). The Euro Student survey shows that housing options most opted for by students enrolled in medium-sized university-towns are in line with the national average. In small university-towns the number of students living at home is below the average, whereas the number of non-resident students is above the average. These trends are reversed with regard to students in large university-towns. This dynamic might be explained by the greater availability of study programmes in large towns (where large-sized universities are located) which allows students to pursue an education with no need to relocate (resident students). Because small-sized universities are usually located in small towns, the array of study programmes to choose from is not very wide. It is more likely, therefore, that students have to relocate. Student halls availability appear to be larger in small towns. As a matter of fact, the percentage of students living in student halls is two times higher than in large towns (6% as compared to 2%). Several small-sized university towns have in fact invested on the quality of student services in order to attract more applicants, as they cannot compete with large universities in terms of variety of study programmes. The present survey did not collect data on the presence of foreign students in student halls. Other surveys (Berning, 1992; Fondazione Rui, 1995) estimate that about 5% of the places are reserved to foreign students in public student halls.

Euro - Student - Report: Italy

1 ECU= Lit. 1910

Fig. I 11 Average cost of Accomodations

Indicators:	Average dormitory cost:	not reported
	Average cost of student accomodations:	not reported

Comments: The average costs of the different housing options available to non-resident students do not derive from the *Euro Student* survey but from other sources (Fondazione Rui, 1994 and 1995; Fiaip, 1995). The average cost of an apartment in a university-town ranges from 500-700 Ecu/month in Northern and Central Italy to 325-375 Ecu/month in the South. No significant differences can be detected between the cost of a room rented from a household and from an agency. Here too is the cost lower in the South: from 175-300 Ecu/month to 75-250 Ecu/month. Rents for an accomodation at public student halls (student welfare regional institutions) vary very much in different university towns. Thus two brackets are considerd. Average prices are 26-95 Ecu/month for low-rent rooms and 60-132 Ecu/month for high-rent rooms. When accomodation is provided as scholarship or grant students pay no rent.

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Fig. I 12 Higher Education Catchment Area

Indicators: Regionalization quota (catchment area up to 100 km) in % if all students: 75%

Comments:

One out of three students attends university in his/her home town. About half of the students are enrolled in a university located within their region. Many of them do not move to the university town during the term and continue to live under the parental roof (see "Housing options by age group"): the peak of the commuting phenomenon is thus registered in this group.

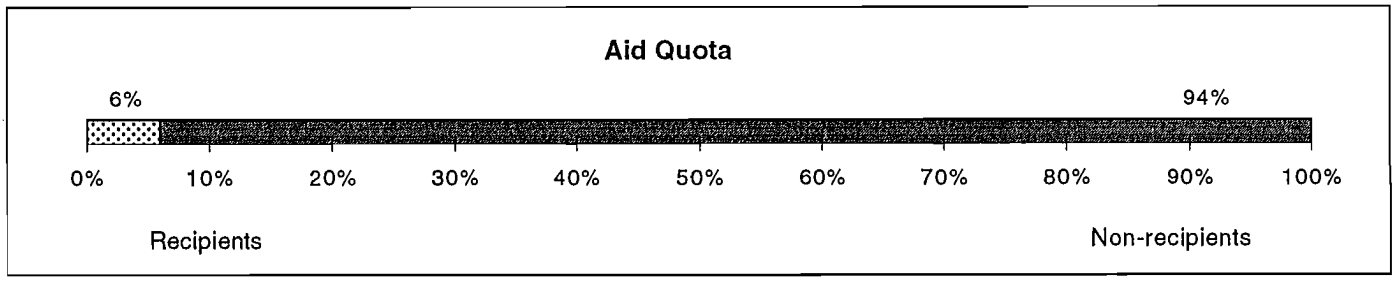
Three factors induce to select either a nearby or a distant university: the geographical distribution of the different study programmes; the status of working student; and the quest for a university which is either prestigious or *compatible* with one's own needs. 84% of the students are enrolled at universities in their home town or within their region. This datum is confirmed by recent surveys on the Italian student population (Alì et al., 1991). It can be estimated that the enrolment rates at institutions within 100 Km from one's own place of residence range between 70% and 80% of the total.

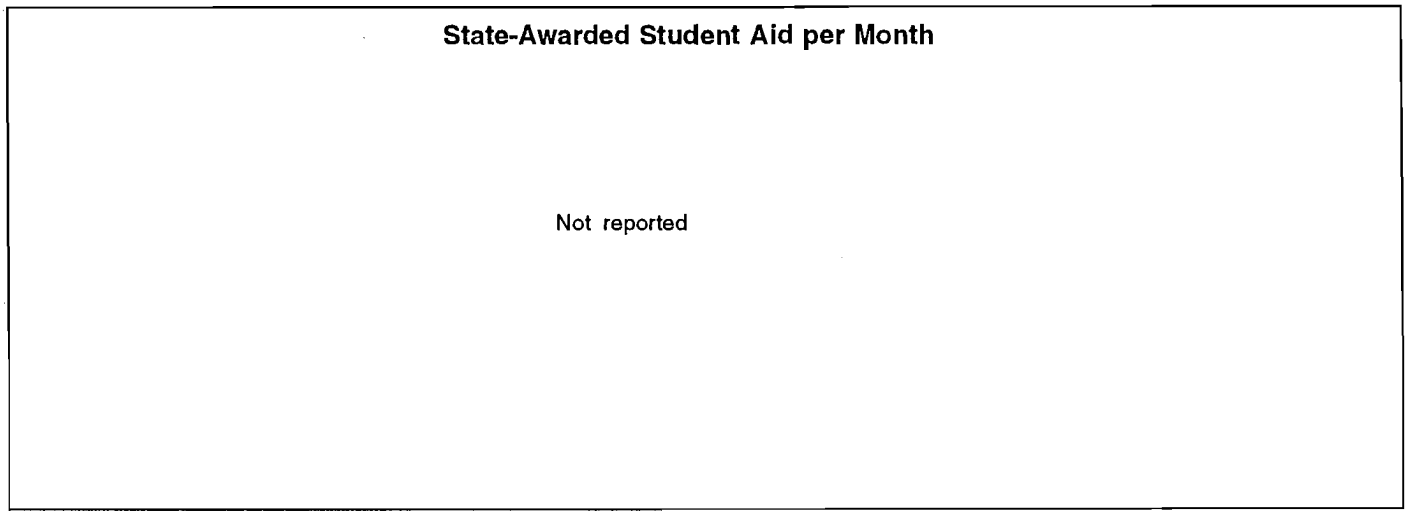
Euro - Student - Report: Italy

1 ECU = Lit. 1910

Fig. I 21 State Aid for Students

Indicators: State aid quota: 6%
Mean aid amount: not reported





Source: Fondazione Rui - University of Camerino: Euro Student Survey

Explanations:

Comment: The Euro Student survey covered direct financial aid to students (scholarships, grants, loans and other forms of financial contribution) which the Italian welfare system offers to university students. 6% of the students benefit from direct financial aid. This represents a higher share than the 3% of supported students indicated by authoritative sources (Catalano et al., 1993) as the support rate provided to students by the welfare system. The difference may be explained by the fact that the Euro Student survey refers also to: assistance by social security institutions; international scholarships; and support by private institutions. The survey did not quantify the amount of financial support students receive. In recent years, however, only one third of the total student aid has been allocated in the form of direct support. About 50.000 students a year benefit from such support; the average annual amount of financial support is about 1200 ECU/person. A recent reform in the student welfare system has mitigated the tendency to privilege indirect support over direct support. The amount of individual aid has also been significantly increased: a present it is 2800 ECU/year.

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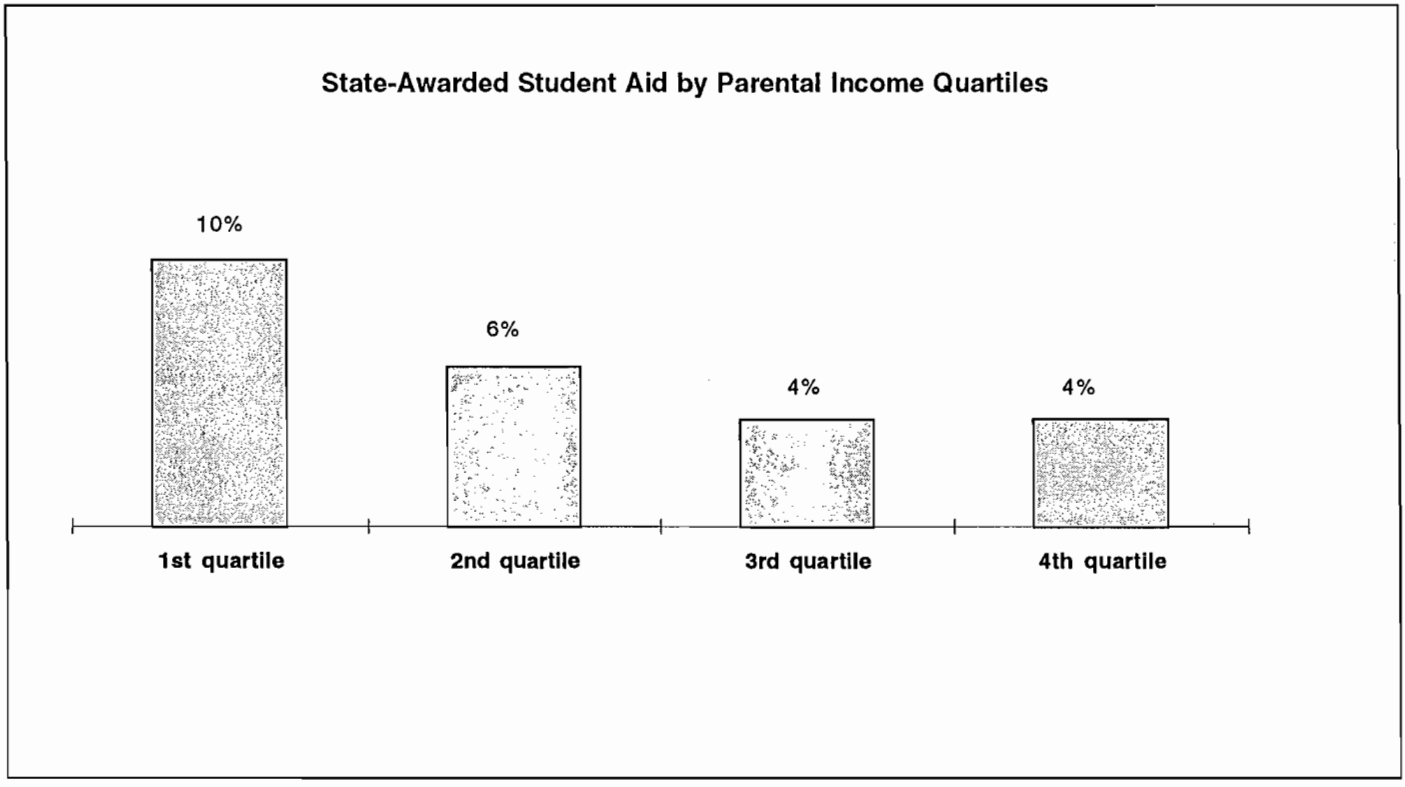
Fig. I 22 Aid and Social Mobilization

Indicators:

State aid quota for students from lowest income quartile:	10%
Mean aid amount for students from lowest income quartile:	not reported



Source: Fondazione Rui - University of Camerino: Euro Student Survey.

Explanations:

Comment: When assessing the situation as described by the available data it must be borne in mind (see "Public support to students") that, in addition to direct support from the student welfare system, those figures include other forms of public and private support, which often attach different degrees of importance to economic factors. Nonetheless, the data provides important insights into the functioning of the student welfare system in Italy. Students from low-income families receiving public support are 10%, the same percentage totalled by students from medium-income families. The support rate for students from high-income families is 4%. Thus it can be concluded that, in general, not only is direct support from the Italian student welfare system inadequate, but also inefficiently allocated to non-needy students. However this is the consequence - at least in part - of the increasing weight being given of students' academic performance: the latter can count more than economic considerations in granting access to the student welfare services. With no doubt, the systems designed to assess students' family financial status have proven inadequate thus far; moreover, they penalise incomes earned by persons working as employees. Recent reforms of the university fees system and of the student welfare system have been based on more complex indicators than the more income-level assessment.

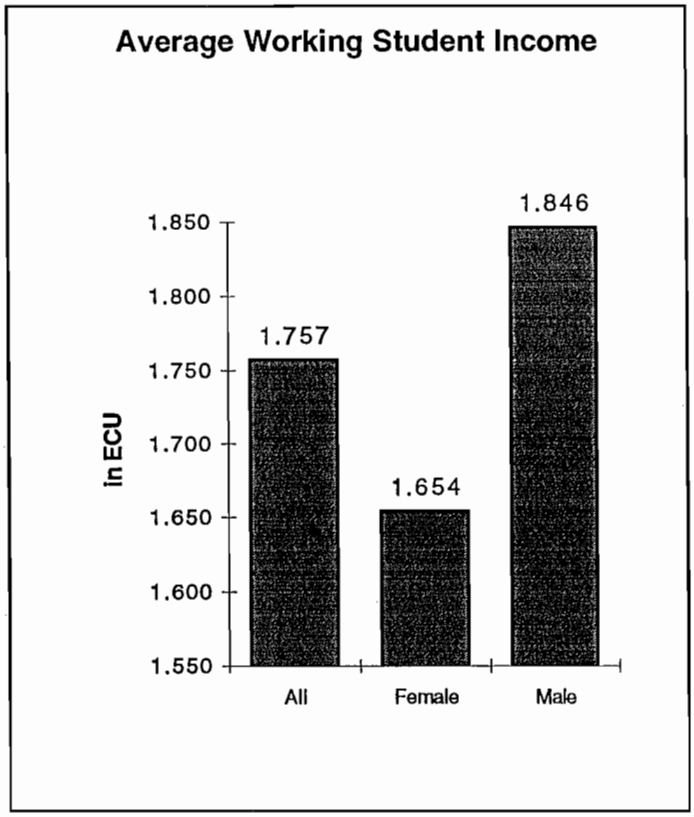
Euro - Student - Report: Italy

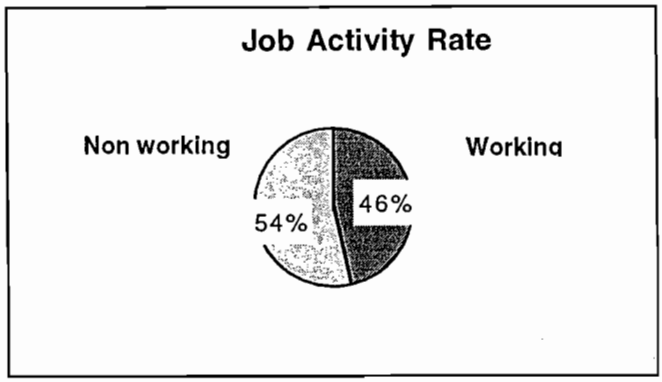
1 ECU = Lit. 1910

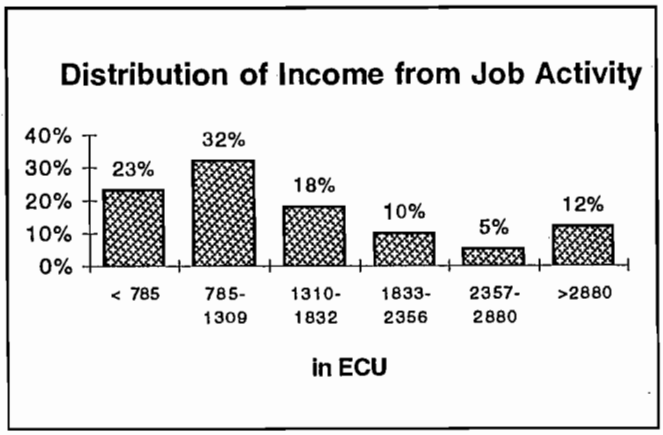
Fig. I 23 Employment and Income

Indicators:

Job activity rate:	46%
Proportion of total income contributed by job activity:	32%
Proportion of those with only low income (up to 100 ECU) from own earnings:	23%







Source: Fondazione Rui - University of Camerino: Euro Student Survey.

Explanations:

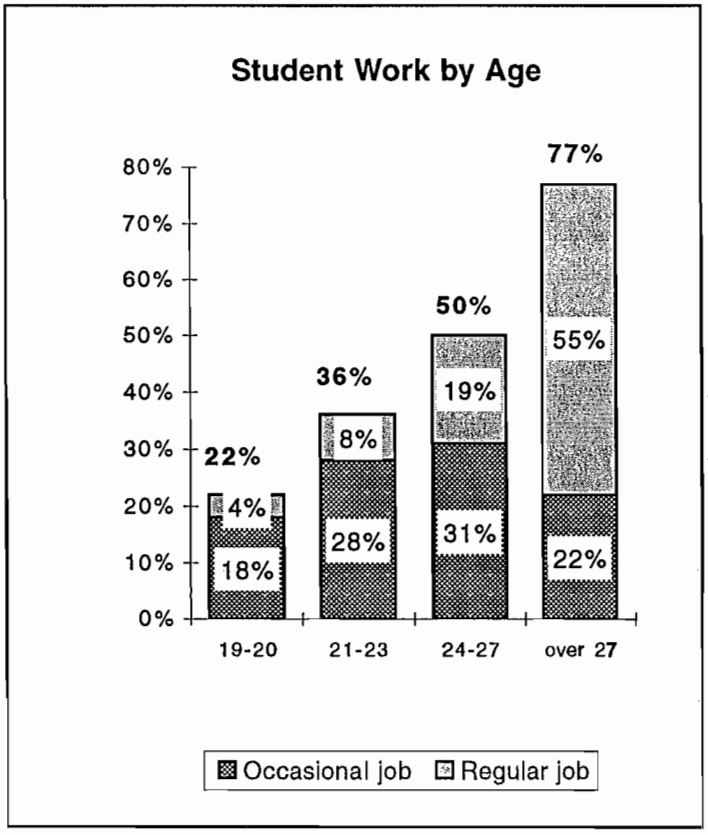
Comment: When assessing the situation as described by the available data it must be borne in mind (see "Public support to students") that, in addition to direct support from the student welfare system, those figures include other forms of public and private support, which often attach different degrees of importance to economic factors. Nonetheless, the data provides important insights into the functioning of the student welfare system in Italy. Students from low-income families receiving public support are 10%, the same percentage totalled by students from medium-income families. The support rate for students from high-income families is 4%. Thus it can be concluded that, in general, not only is direct support from the Italian student welfare system inadequate, but also inefficiently allocated to non-needy students. However this is the consequence - at least in part - of the increasing weight being given of students' academic performance: the latter can count more than economic considerations in granting access to the student welfare services. With no doubt, the systems designed to assess students' families financial status have proven inadequate thus far; moreover, they penalise incomes earned by persons working as employees. Recent reforms of the university fees system and of the student welfare system have been based on more complex indicators than the more income-level assessment.

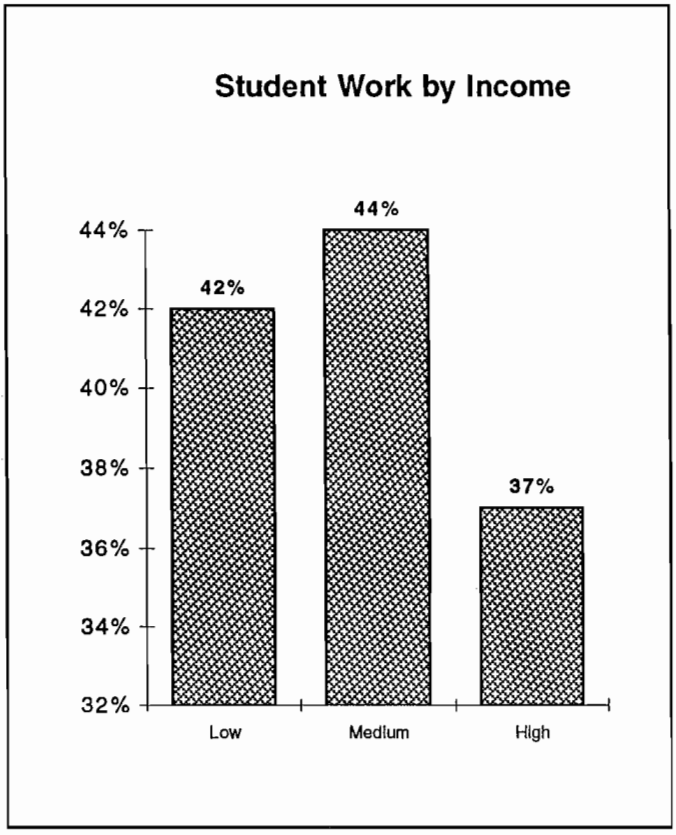
Euro - Student - Report: Italy

1 ECU = Lit. 1910

Fig. I 24 Students Earnings by Parental Income and Age

Indicators: Job activity rate of students whose parents' income falls in lowest quartile: 42%
Job activity rate of youngest and oldest students: 22% / 77%





Source: Fondazione Rui - University of Camerino, Euro Student Survey.

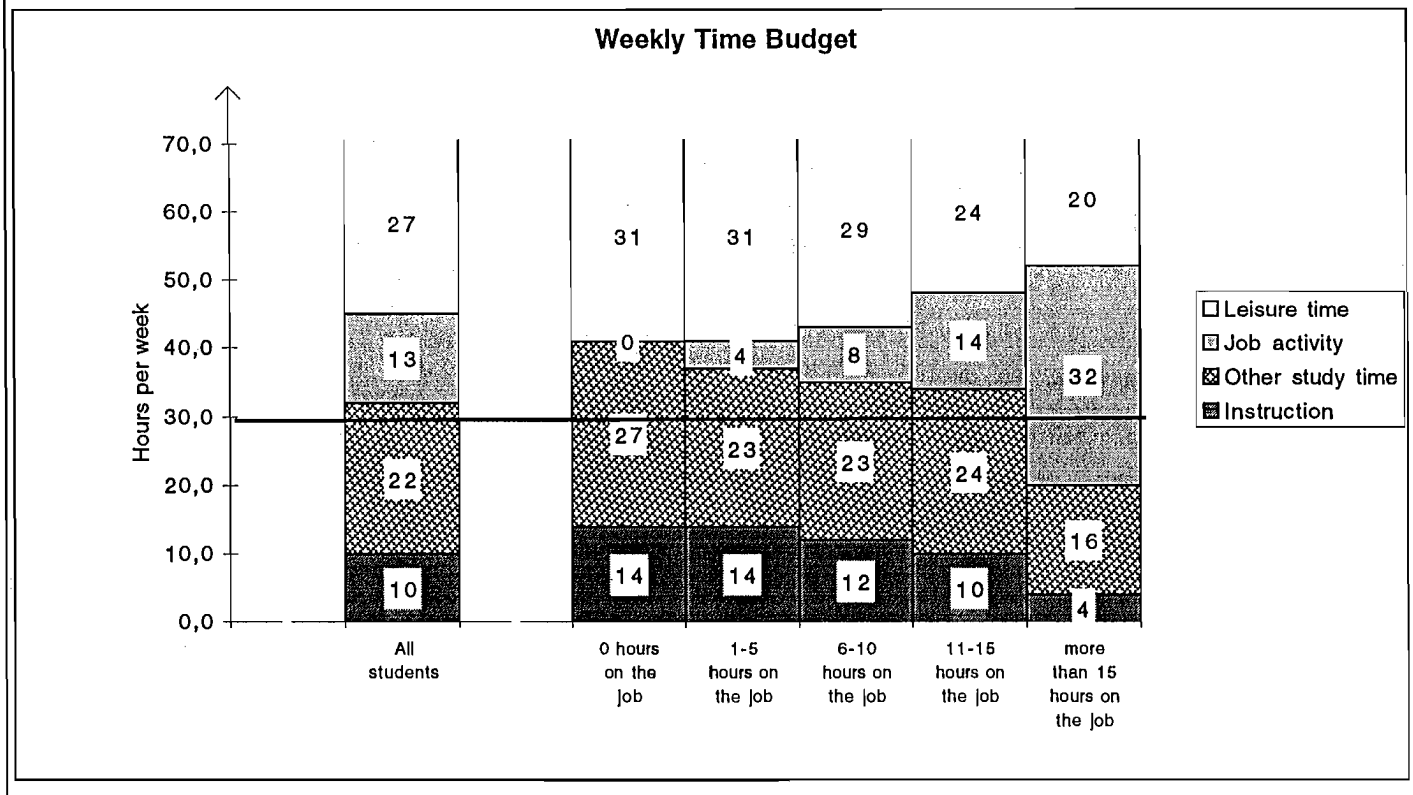
Explanations: Data concerning students' work in relation to familiy income refers to students living in their parental home.

Comment: The proportions of working students who live in low or medium-income families are fairly similar and aligned with the overall percentage (46%). The proportion of working students who live in high-income families is below the average (37%). Even though such a lower value is not surprising, differences don't look very significant. A closer relationship between student work and family income would be probably detected if stable and occasional jobs were not treated on equal footing. Occasional jobs are very popular among students and likely are not directly linked to the familiy financial status. The proportion of students who work and the type of jobs they hold varies a great deal depending on one's age group. 22% of the students in the age group 19-20 work, mostly occasionally (18%). The share of working students increases steadly in subsequent age groups. One out of three students works in the age group 21-23; one out of two students works in the age group 24-27; here too do occasional jobs prevail over stable employment (28% and 31% respectively). Three out of four students above age 27 hold a job: this is the only age group where steady jobs outnumber occasional jobs (55% as compared to 22%).

Euro - Student - Report: Italy

Fig. I 25 Weekly Time Budget Relative to Extent of Job Activity

Indicators: Time budget for study-related activities: 32 hours/week
Time budget for job-related activities: 13 hours/week



Source: Fondazione Rui - University of Camerino; Euro Student Survey.

Explanations:

Comment: The average hours allocated to job-related activities result from strikingly different situations. Full-time students or those holding occasional jobs average 2 h/w. Students holding regular jobs (part-time or full-time) average 29 h/w. This analysis of the disaggregate data shows a substantial difference in time allocation to different activities by students working full-time and all other students. As a matter of fact, a limited work commitment (occasional or stable part-time) does not significantly affect students' time budget for study-related activities. Time for job-related activities is mainly made at the expenses of leisure time. Class attendance diminishes just al little when a students' work commitment increases, whereas time devoted to individual study activities tends to remain unchanged. A marked decrease in study time is registered among students working full-time. For students working 32 h/w, study time drops to 20 h/w, that is, 40% less than students who work an average 14 h/w. This reduced study commitment affects students' class attendance in particular. For working students time available for leisure activities is also conciderably reduced.

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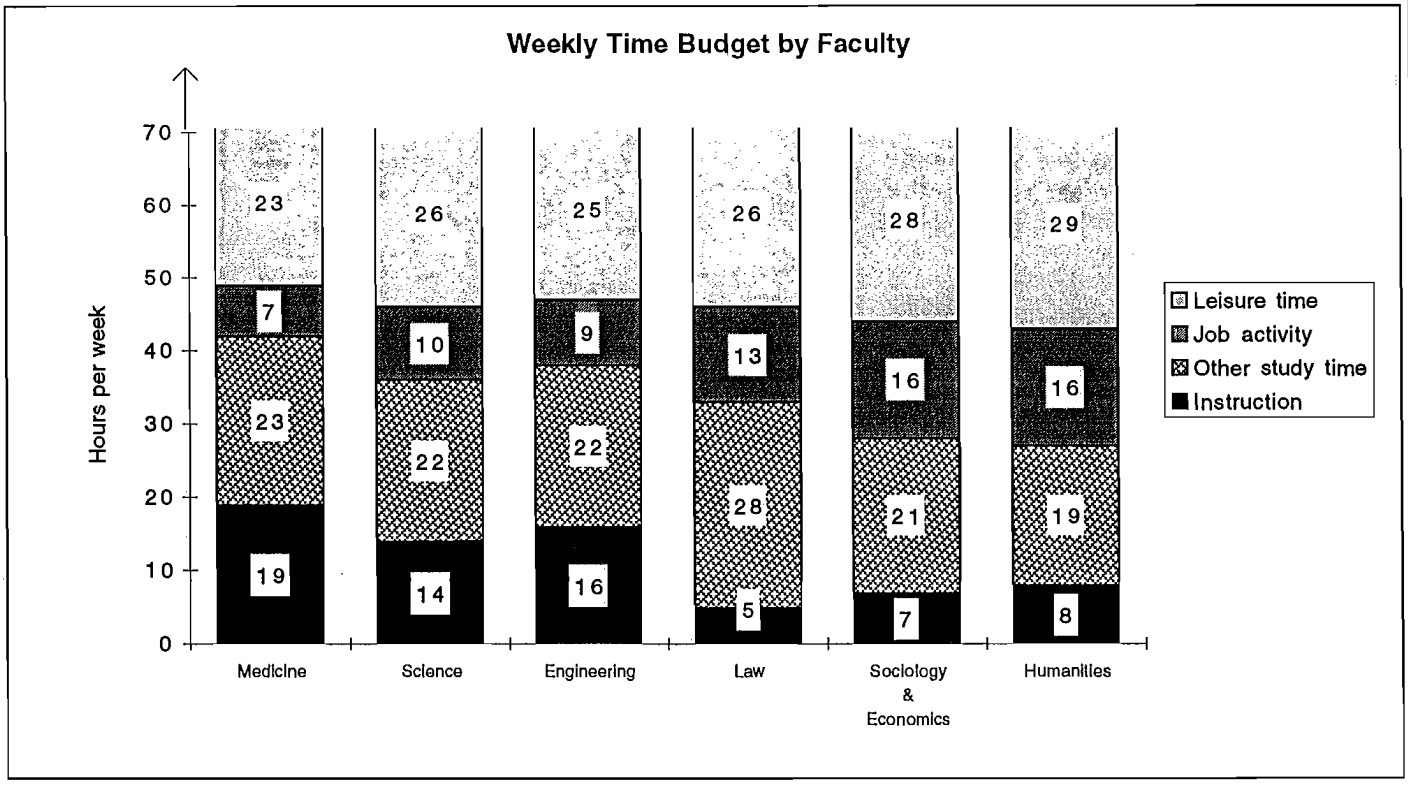
Fig. I 26 Weekly Time Budget by Faculty

Indicators:

Average time budget for study-related activities in technical faculties:	38 hours/week
Average time budget for study-related activities in humanities:	27 hours/week



Source: Fondazione Rui - University of Camerino, Euro Student Survey

Explanations:

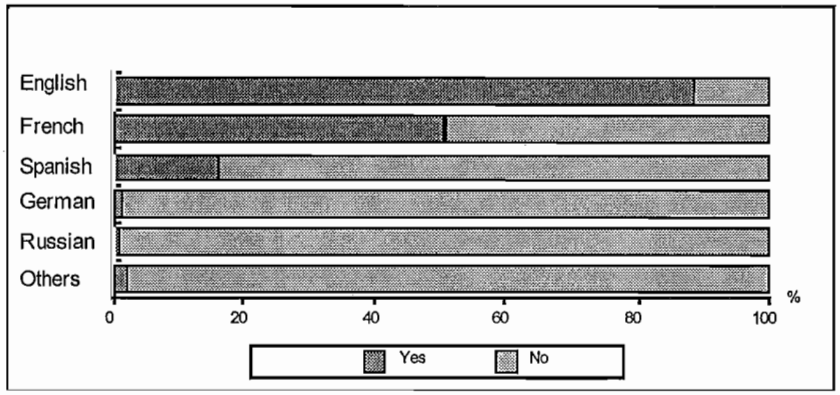
Comment: Out of 32 h/w devoted to study-related activities individual study time markedly prevails over class attendance in the average students' time budget. The greatest time commitment to study-related activities is associated with students of Medicine (42 h/w), Engineering (38 h/w), and Natural Sciences (36 h/w). Incidentally, some differences can be detected in the amount of time allocated to class attendance and individual study activities: students of Medicine exhibit the best attendance record. The latter's academic work-load considerably reduces the possibility to work and study at the same time, and ultimately curbs their leisure time as well. As a final remark, Law students' study pattern derserves attention: they allocate very few hours of their overall study time to class attendance. At the same time, these are the students who devote the largest number of hours to individual study activities.

Euro - Student - Report: Italy

Fig. I 27 Foreign Language Proficiency among Students

Indicators:

Proficiency in English:	89%
Proficiency in the second foreign language:	51%
Proficiency in the third foreign language:	16%



Source: Fondazione Rui - University of Camerino, *Euro Student Survey.*

Explanations:

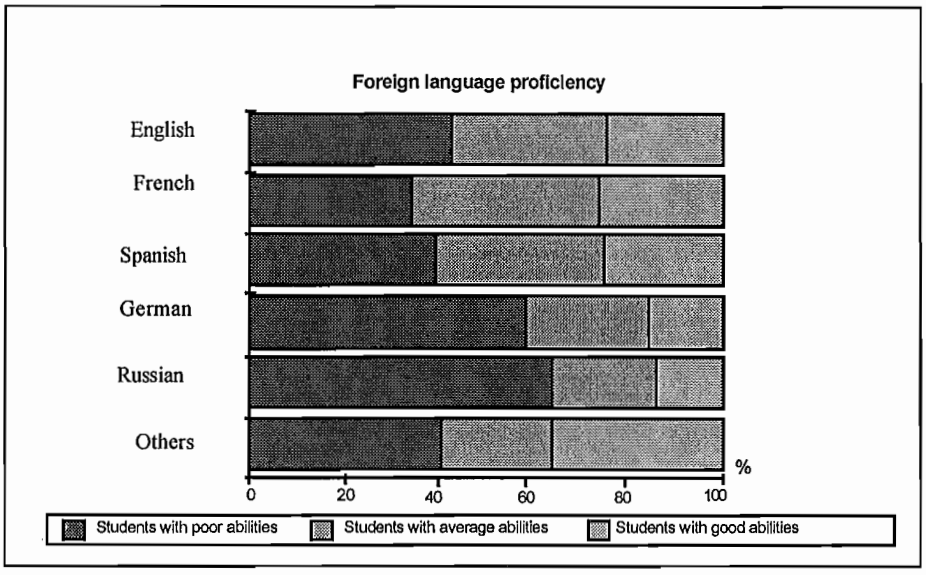
Comments: English is the most popular foreign language among Italian students. As a matter of fact, about 89% of the students claim at least a beginner's level. Slightly more than one half of the students know French (51%). The only other fairly popular foreign languages are Spanish and German (spoken by 16% and 13% of the students respectively). These are the most common foreign languages taught in Italian secondary-level schools.
A very limited number of students know Russian (1%) or other foreign languages (2%). The most frequent *rare* languages include Portuguese, Greek and Arabic.

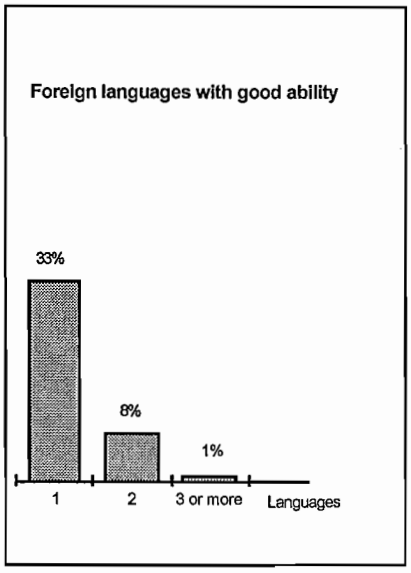
Euro - Student - Report: Italy

Fig. I 28 Degree of Foreign Language Proficiency

Indicators:

Percentage of students with (very) good ability in English:	26%
Percentage of students who stated good ability in 2 foreign languages:	8%





Source: Fondazione Rui - University of Camerino, *Euro Student Survey.*

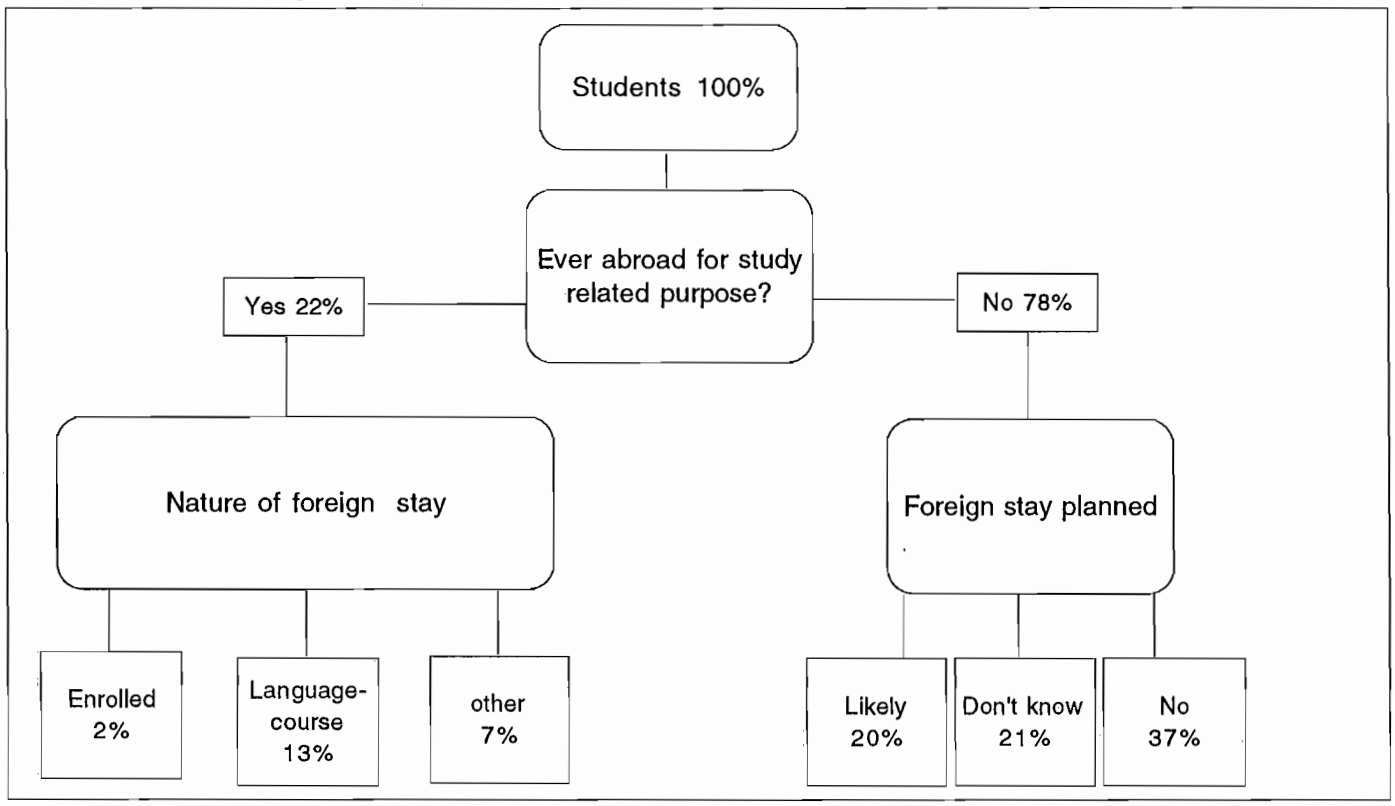
Explanations:

Comments: Many students have at least a basic knowledge of a foreign language, although being proficient in more than a foreign language is rare. In fact only 8% of the students declare to have a good command of two foreign languages and just 1% claim to know three or more foreign languages. 33% of the students claim to have a good command of one foreign language. In addition, 58% of the students don't regard their proficiency level as good. One out of four students declares a good command of French, Spanish or English (26%, 25% or 24% respectively); figures for German and Russian are similar (13% or 15%); a good command for the other *rare* foreign languages is relatively higher (36%).

Euro - Student - Report: Italy

Fig. I 29 Student Mobility

Indicators: Foreign study rate: 22%
Enrolled in study-courses: 2%



Source: Fondazione Rui - University of Camerino; Euro Student Survey

Explanations:

Comment: Over one fifth of the students (22%) have spent a period abroad for study purposes during their university career. Female students appear more inclined to international mobility than their male colleagues: 27% of the female students have spent a study period abroad as compared to 16% of the male students. The main objective in choosing to go abroad is to study a foreign language (by taking a summer course in over half of the cases). The majority of the students (58%) do not consider studying abroad at all, whereas 20% think it could be a viable option assuming that existing obstacles are removed. Difficulty in accessing information and locating the necessary contacts are the obstacles most frequently pointed out. Students who do not consider spending a study period abroad give different reasons. Economic considerations constitute the greatest obstacle (over half of the cases), followed by previous work committments and the family's aversion to the idea. The most frequent personal obstacle include indifference and provincialism, followed by inadequate foreign language skills (about one fourth of the cases). The influence of out-right opposition to the idea of mobility is marginal. 21% of the students have not considered the idea yet.

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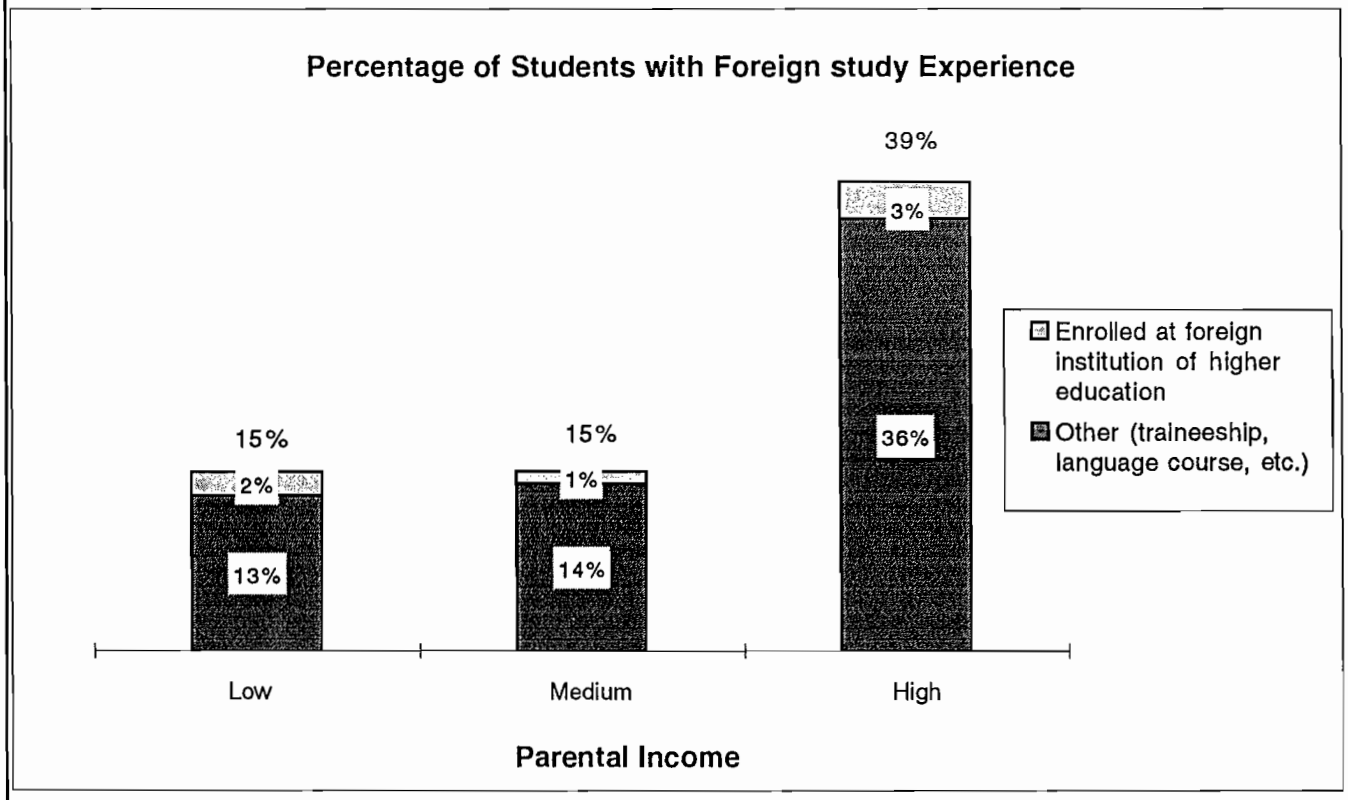
Fig. I 30 Study-Related Sojourn Abroad, by Parental Income

Indicators: Foreign study rate of students from low income families: 15%
Foreign study rate of students from high income families: 39%



Source: Fondazione Rui - University of Camerino, Euro Student Survey

Explanations: Data refers to students with study abroad experience.

Comment: Data on students' family income levels confirms that the family's economic conditions represent the main obstacle to student international mobility (see "International student mobility"). Whereas the average mobility rate yielded by the survey is 22%, the rate drops to 15% (that is, about one third lower) for students from low-income families. For students with a high family income the international mobility rate is 39%, that is, nearly double the norm. In terms of the objectives sought in relation to the family income, a difference seems to lie in the rate of other study activities (language courses, stages). Students from high-income families display relatively better records.

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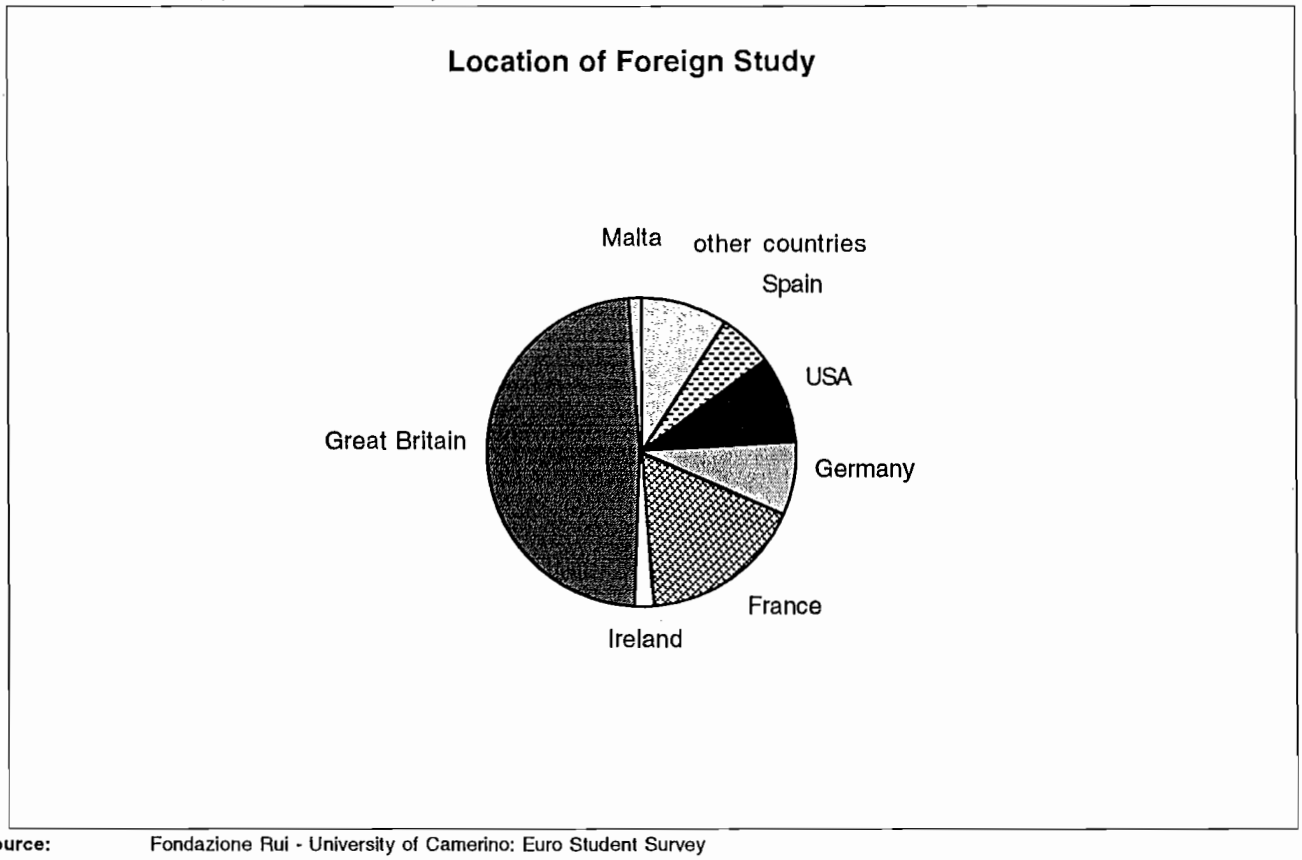
Fig. I 31 Choice of Country for Foreign Study

Indicators: Most popular destination country: GB 68%
Second popular destination country: F 24%
Third popular destination country: USA 13%



Source: Fondazione Rui - University of Camerino: Euro Student Survey

Explanations: Data refers to students with study abroad experience.

Comment: International mobility flows concentrate to a markedly great extent in the E.U. member States. European English-speaking countries are the most popular destination for Italian students. This trend accuratly reflects Italian students' overall proficiency in foreign languages, among which English is by far the most popular (see "Knowledge of foreign languages"). Two out of three students (68%) chose the United Kingdom as their host country. France ranks second with a markedly lower percentage (24%); the United States and Germany register similar inflows (13% and 11% respectively); Spain Spain hosts 8% of the Italian students. Other countries represent very sporadic students' destinations. Ireland and Malta are also in the list of Italian students' host countries (3% and 2% respectively) thanks to the availability of English-as-a-foreign-language courses competing with those offered in the United Kingdom. The high frequency of language training as a mobility objective (see "International student mobility") explains this phenomenon. It is also important to highlight the presence (though marginal) of European countries which do not have a tradition of inter-university cooperation with Italy (i.e. Belgium, The Netherlands, Portugal). Increased mobility flows toward these countries might be the result of programmes aimed at fostering intra-European student mobility, such as Erasmus.

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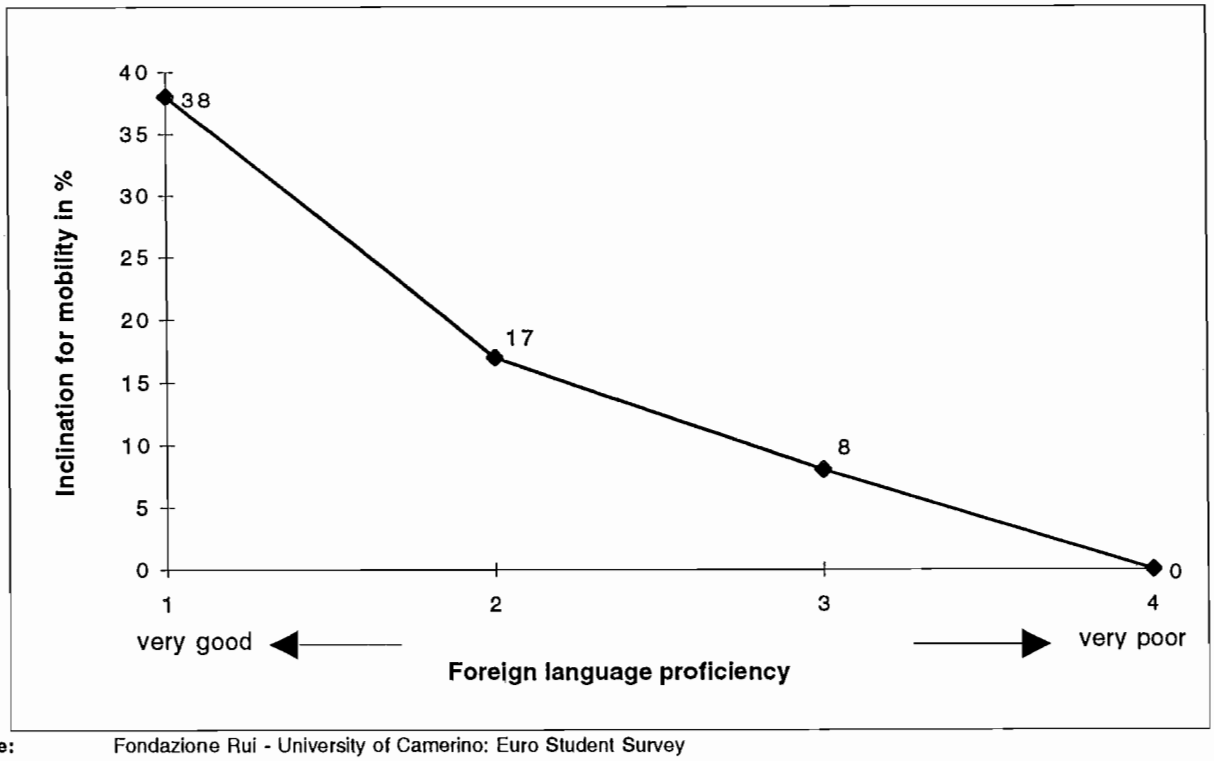
Fig. I 32 Effect of Foreign Language Proficiency on Student Mobility

Indicators: Mobility rate among students with very good command in one foreign language: 38%
Mobility rate among students with very bad command in one foreign language: 8%



Source: Fondazione Rui - University of Camerino: Euro Student Survey

Explanations: Data refers students who specified their proficiency level.

Comment: There is a clear relationship between international mobility and foreign language proficiency In fact, the average foreign language proficiency level of students with a study abroad experience is 1.5 (a 1 to 4 score was assigned to a decreasing proficiency level) as opposed to a 2.1 score assigned to students without any study abroad experience. 38% of the students with a good command of at least one foreign language have spent a study period abroad. This share is larger than total students with international experience (22%). The shares drop sharply for students with lower foreign language proficiency levels. The share drops to 17% for students claiming a fair proficiency level; for those claiming a poor command, the share is 8%. None of the students who claim no command of any foreign language have been abroad for study-related purposes. The clear relationship between foreign language proficiency and international mobility appears to sqare with the predominant students' objective to spend a study period abroad for language training purposes.

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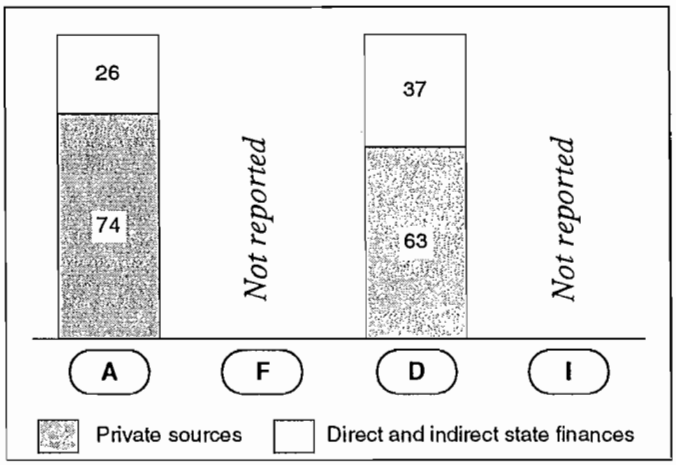
Fig. 3 Higher Education Expenses by Sources

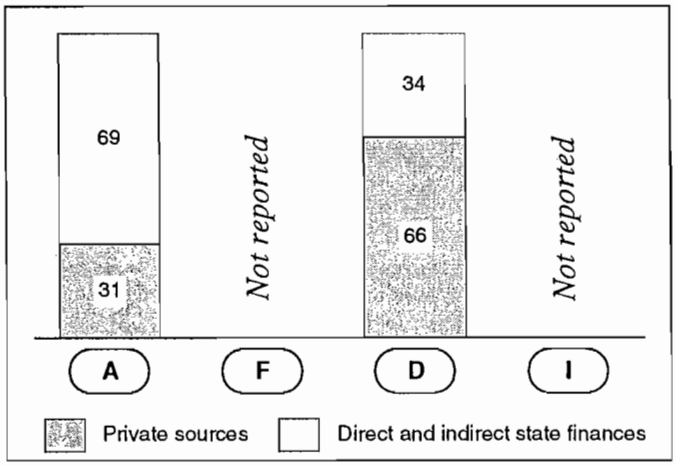
Indicator: **Students living expenses by sources (private and state)**

in %



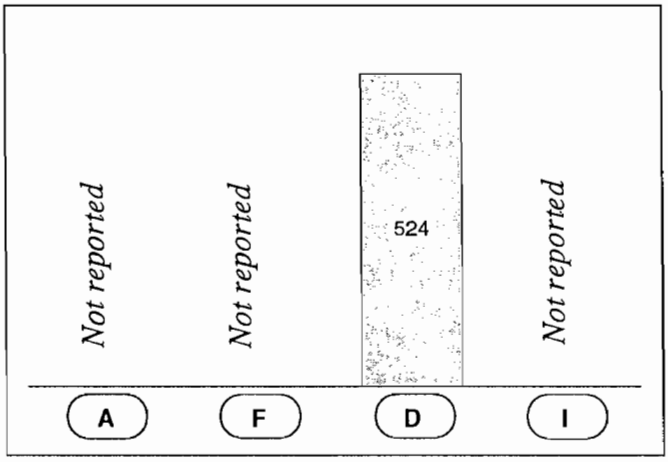
Indicator: **Higher education expenses (instruction costs + student living costs) borne by state and private sources**

in %



Indicator: **Student aid amount (direct and indirect) for a family with low income**

per capita in ECU



Indicator: **Student aid amount (direct and indirect) for a family with high income**

per capita in ECU

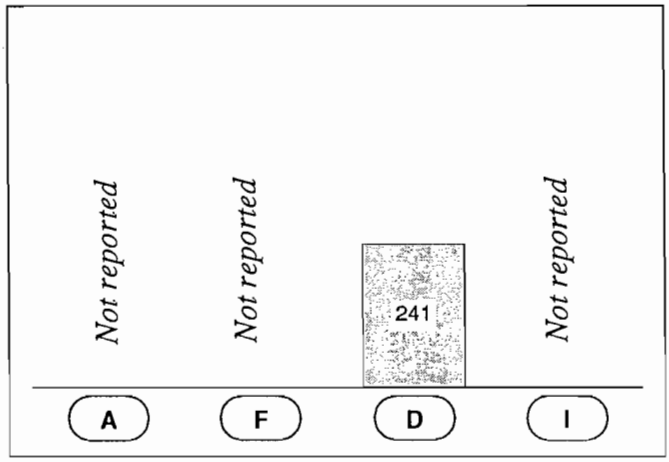


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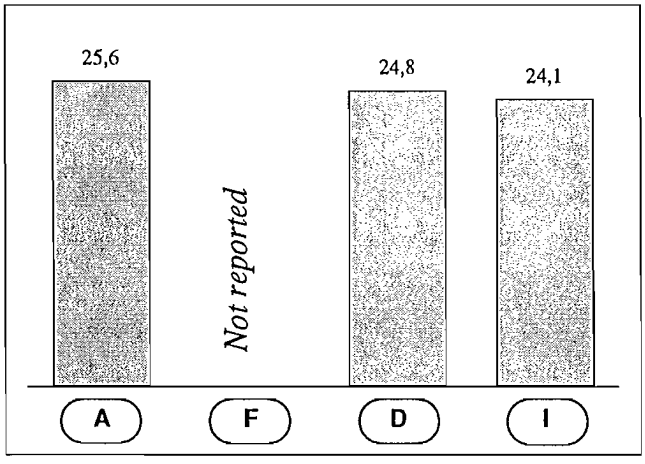
Fig. 4 Student Age Profile by Gender

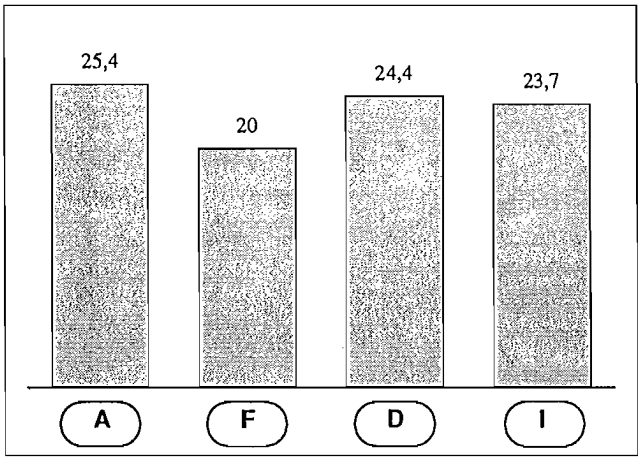
Indicator: Total average age (first course)

in years



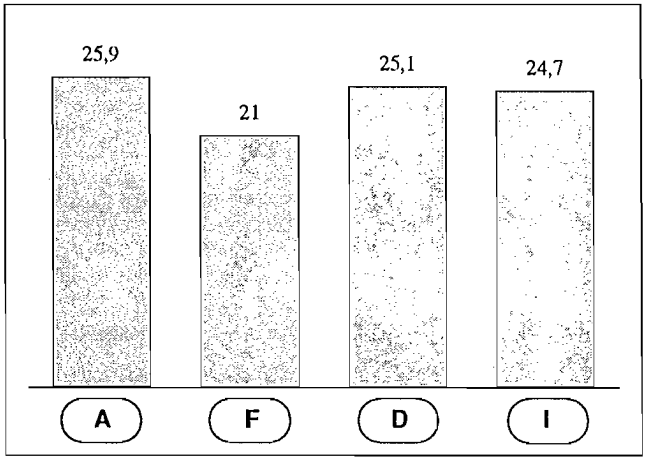
Indicator: Average age of female students (first course)

in years



Indicator: Average age of male students (first course)

in years



Indicator: Proportion of female students (first course)

in %

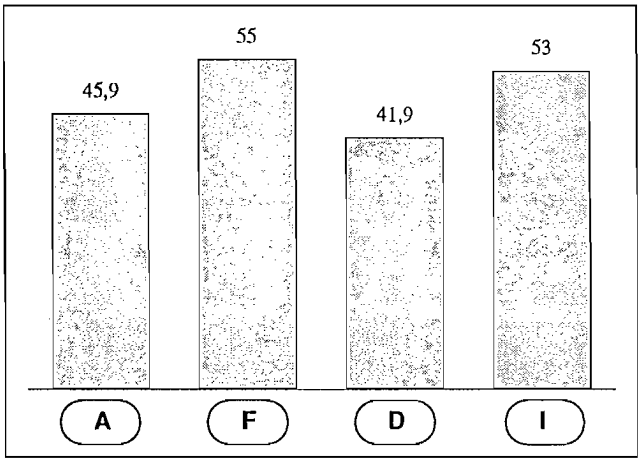


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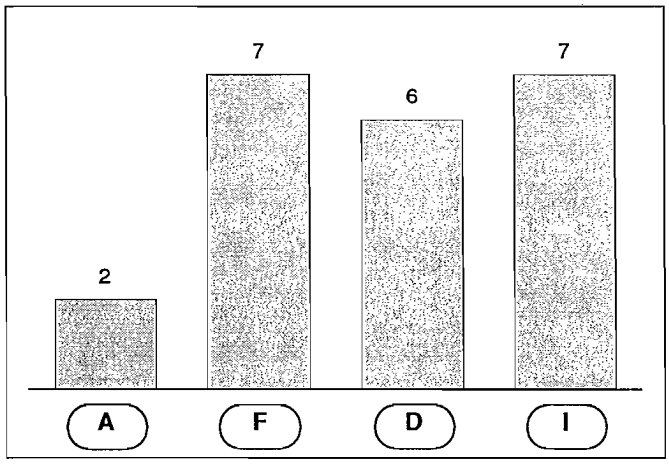
Fig. 5 Family Status of Students

Indicator: Proportion of married students
in %



Indicator: Proportion of students with children
in %

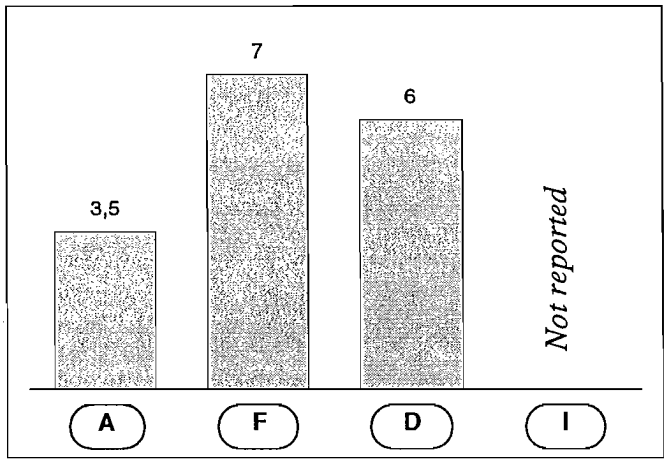


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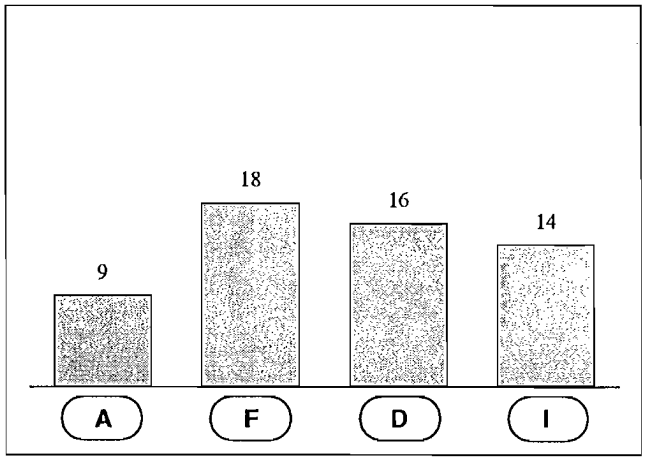
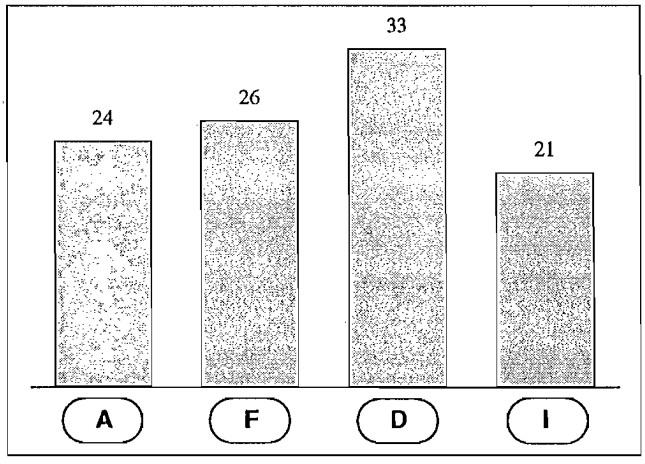
Fig. 6 Social Background and Educational Background

Indicator: Students from working-class families
in %

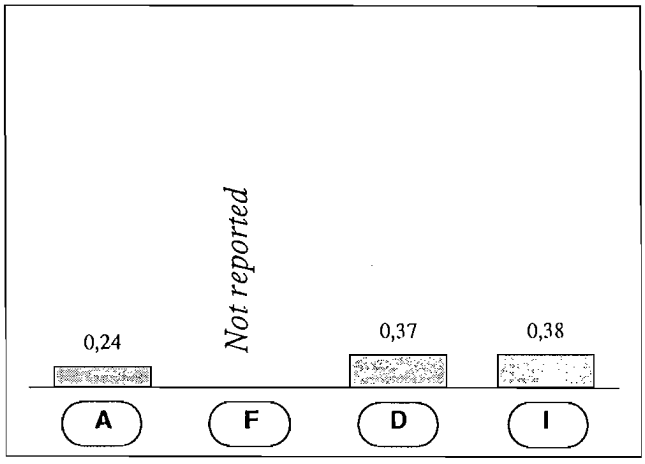


Indicator: Students from higher-education families
in %



Indicator: Ratio (students' fathers / all fathers) for children from working-class background

in %



Indicator: Ratio (students' fathers / all fathers) for children from higher-education background
in %

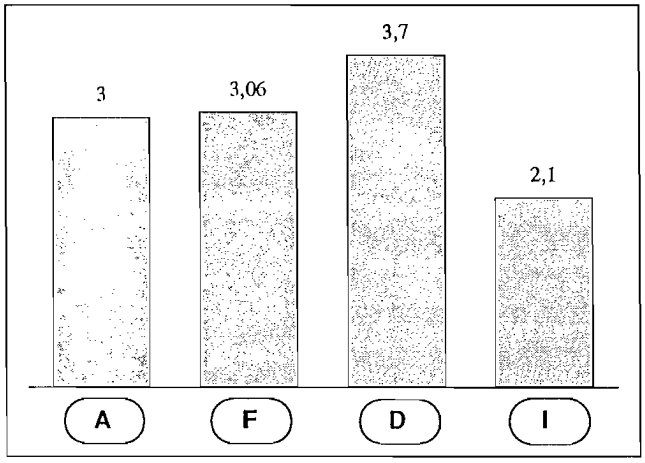


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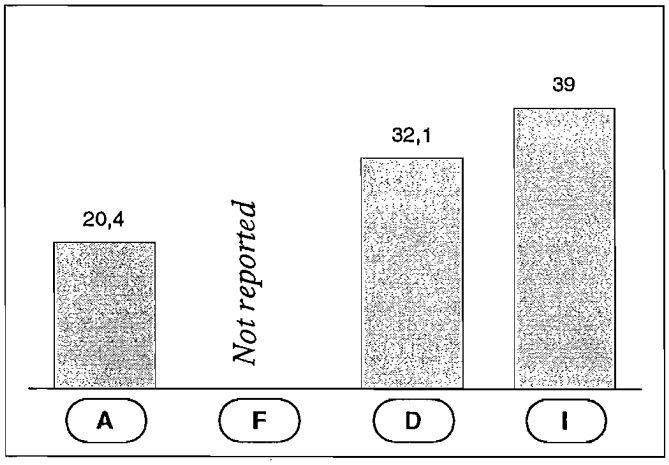
Fig. 7 Participation in Higher Education

Indicator: New-entry rate

in %



Indicator: Difference between male and female new-entry rate (f - m)

in %-points

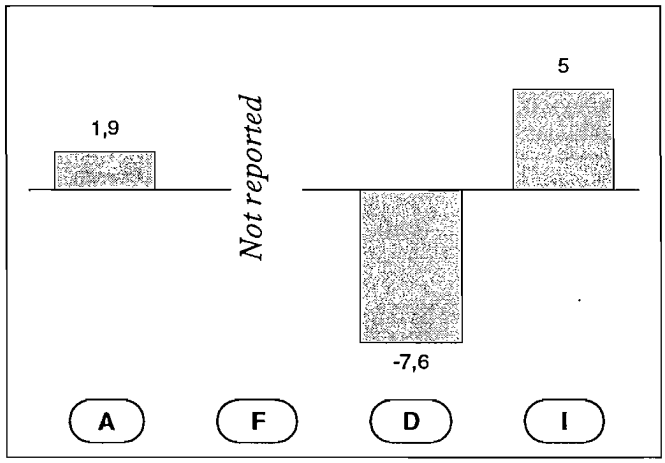


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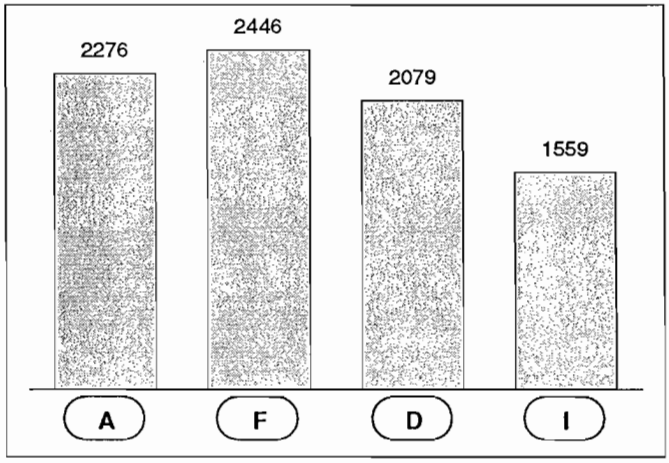
Fig. 8 Income of Students' Parents

Indicator: Income cut-off between upper and lower half of parental income distribution (median)

in ECU



Indicator: "Poverty rate" (percentage of students' parents having income below income cut-off for lowest- income quarter of all private households)

in%

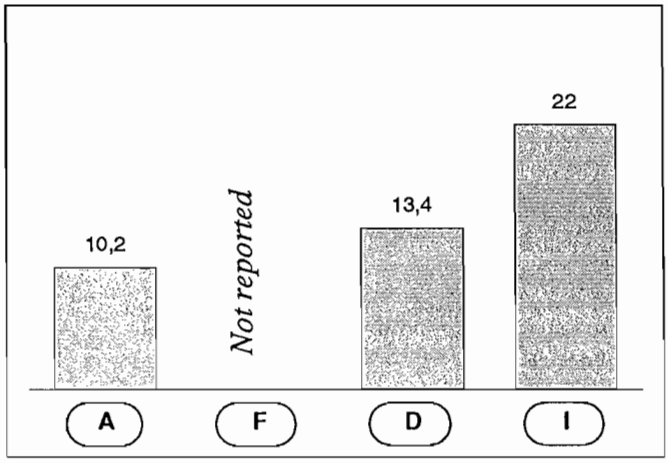


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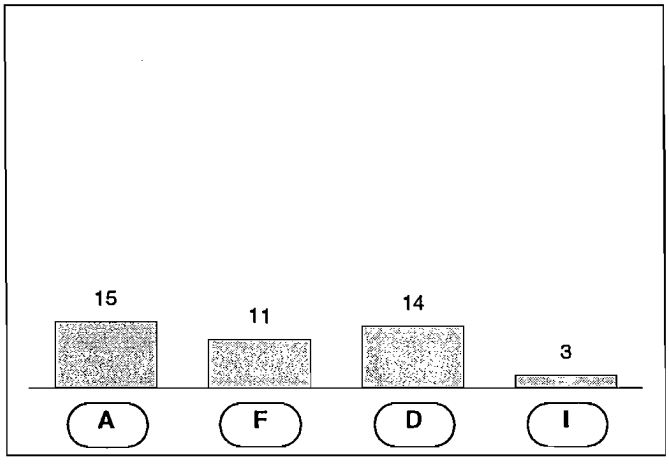
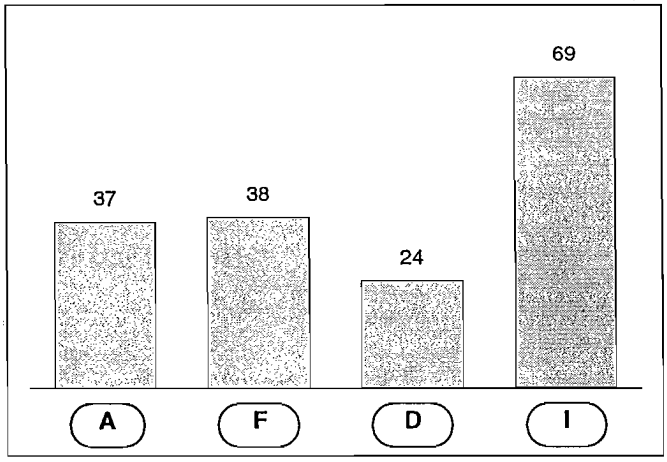
Fig. 9 Students' Type of Residence

Indicator: Proportion of dormitory residents
in %



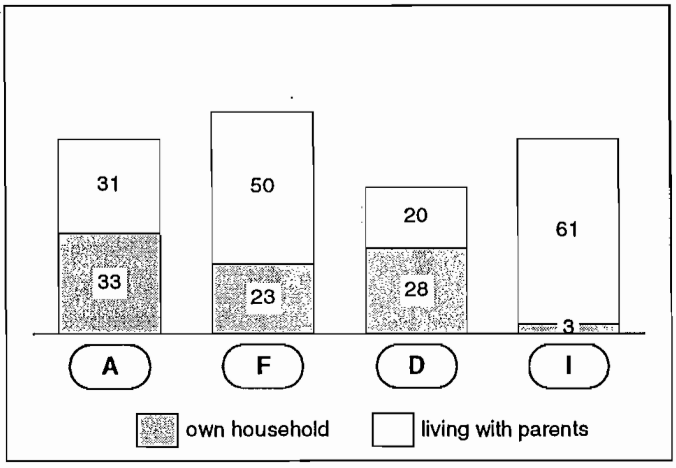
Indicator: Proportion of students living at home
in %



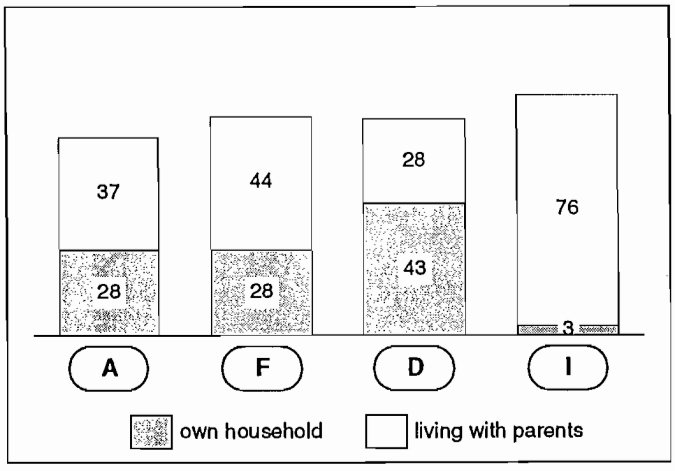
Euro - Student - Report: Indikatoren-Synopse

Bild 10 Type of Residence by Size of Study Location

Indicator: < 100.000 inhabitants
in %



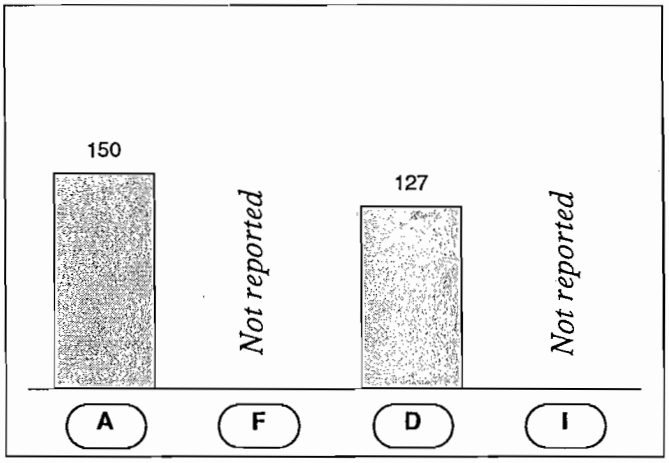
Indicator: > 500.000 inhabitants
in %



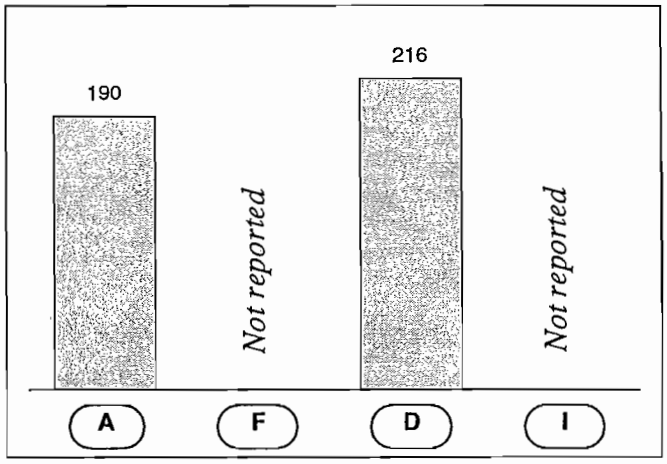
Euro - Student - Report: Synopsis of Indicators

Fig. 11 Average Cost of Accommodations

Indicator: **Average dormitory cost**
in ECU



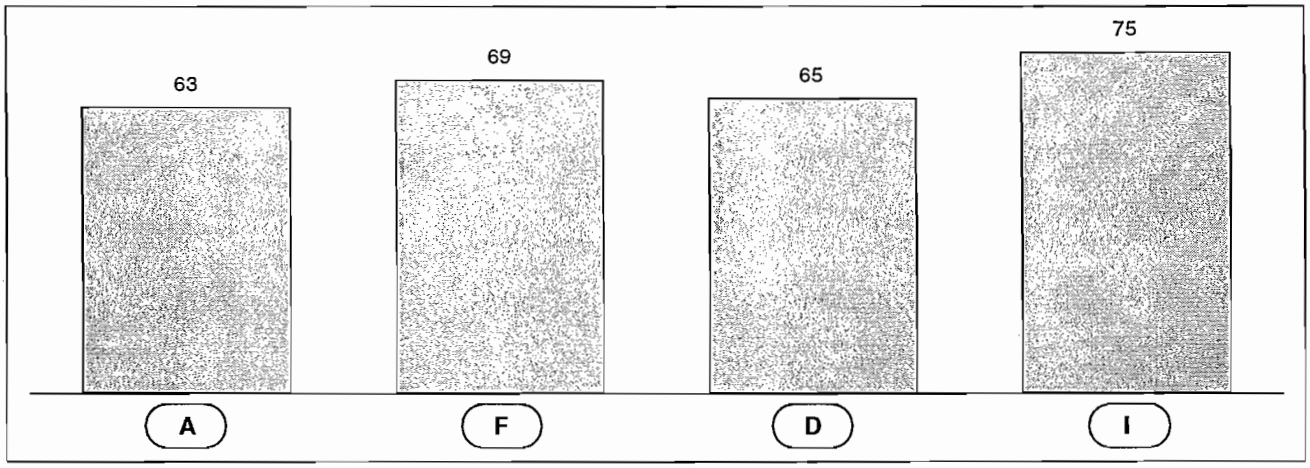
Indicator: **Average cost of student accommodations**
in ECU



Euro - Student - Report: Synopsis of Indicators

Fig. 12 Higher Education Catchment Area

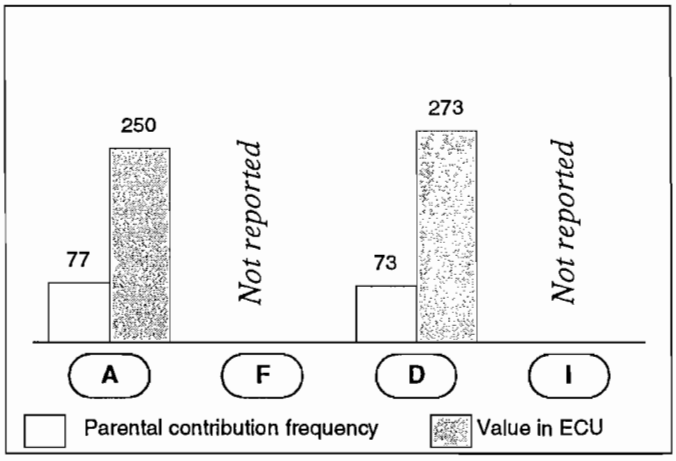
Indicator: **Regionalisation quota (catchment area up/to 100 km by all students)**
in %



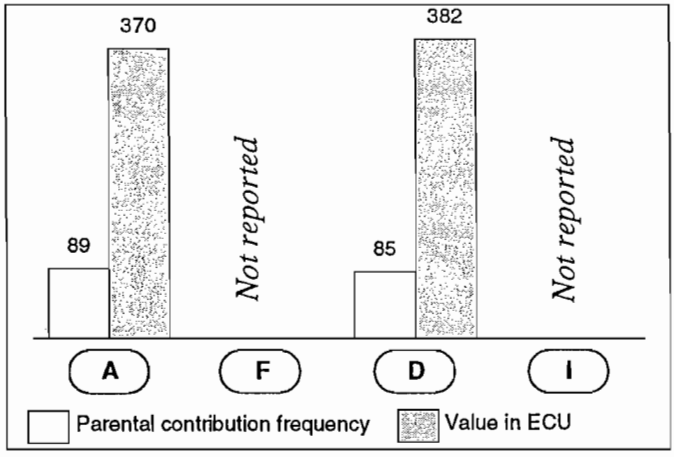
Euro - Student - Report: Synopsis of Indicators

Fig. 13 Sources of Student Financing

Indicator: Parental monetary contributions
frequency in % and cash value in ECU



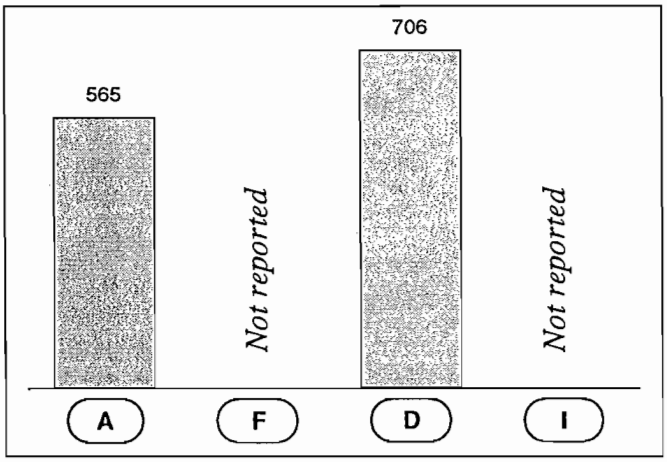
Indicator: Parental contributions including tangibles
frequency in % and value in ECU



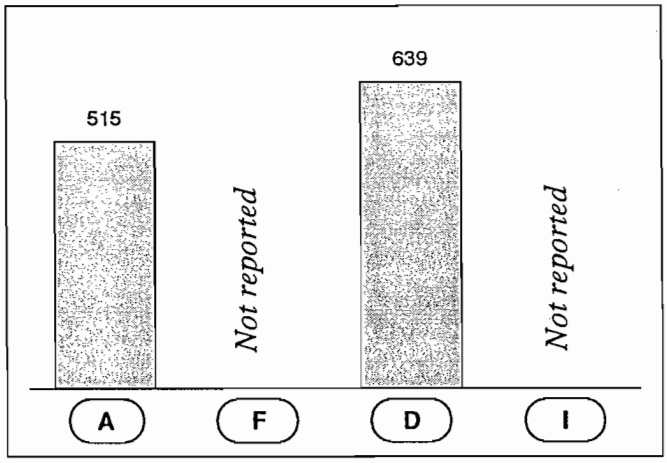
Euro - Student - Report: Synopsis of Indicators

Fig. 14 Income Distribution for Students Maintaining Own Households

Indicator: **Average monetary income per month of students**
arithmetic mean, in ECU



Indicator: **Income cut-off between lower and upper half of distribution of student income**
median, in ECU

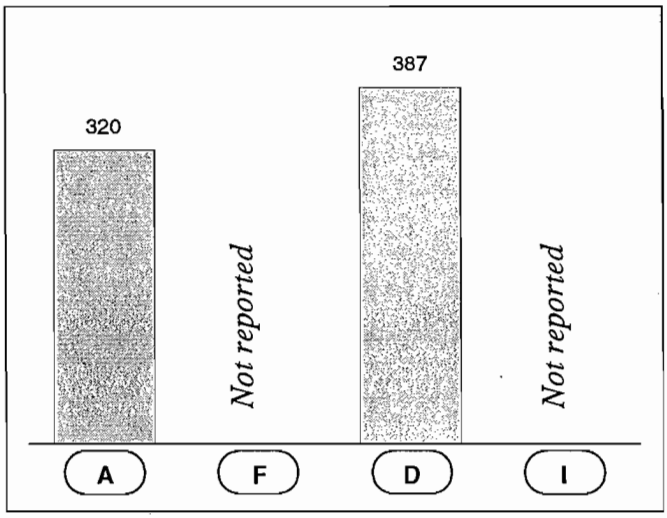


Euro - Student - Report: Synopsis of Indicators

Fig. 15 Income Distribution and Sources of Income for Students Residing at Home

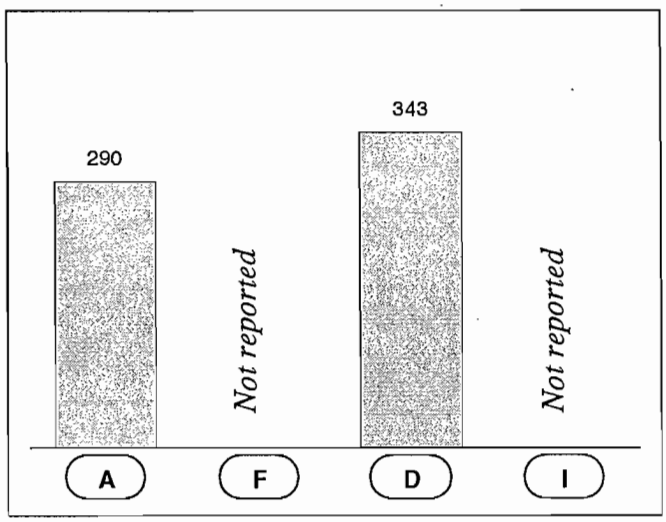
Indicator: **Average monetary income per month**

arithmetic mean, in ECU



Indicator: **Income cut-off between lower and upper half of distribution of student income**

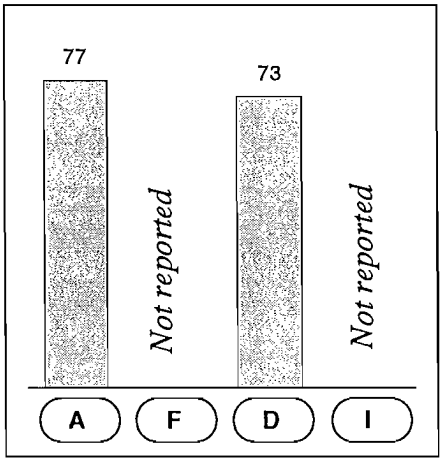
median, in ECU



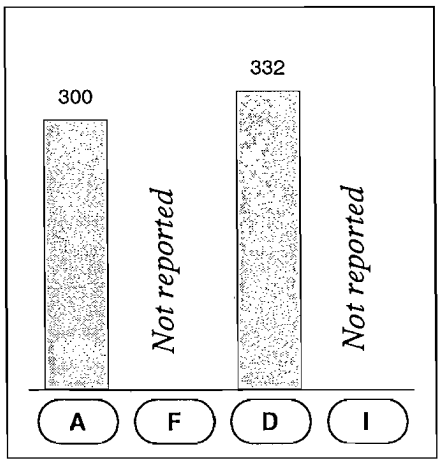
Euro - Student - Report: Synopsis of Indicators

Fig. 16 Income Profile for Students Maintaining Own Household (Importance of Parental Income Contribution)

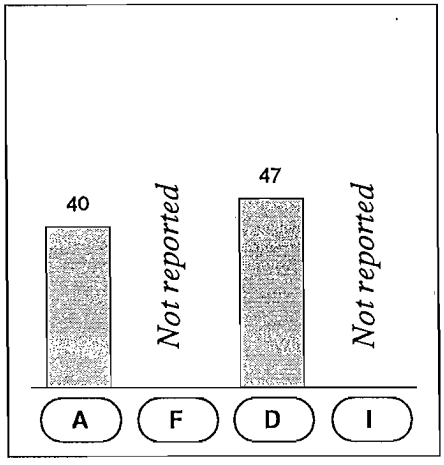
Indicator: Parental financing quota (percentage of students receiving parental contributions)
in %



Indicator: Parental financing amount (absolute)
in ECU



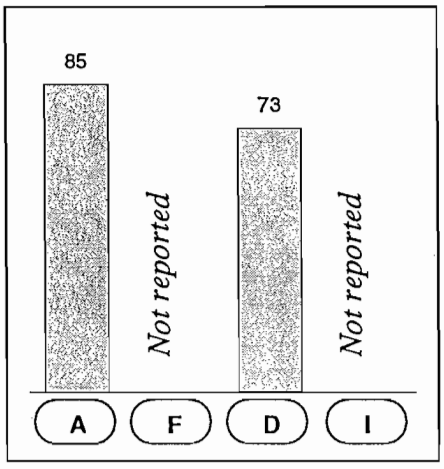
Indicator: Portion of total income made up by average parental contribution
in %



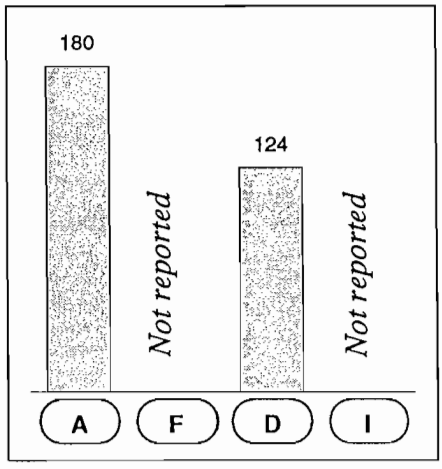
Euro - Student - Report: Synopsis of Indicators

Fig. 17 Income Profile for Students Residing at Home (Importance of Parental Contribution)

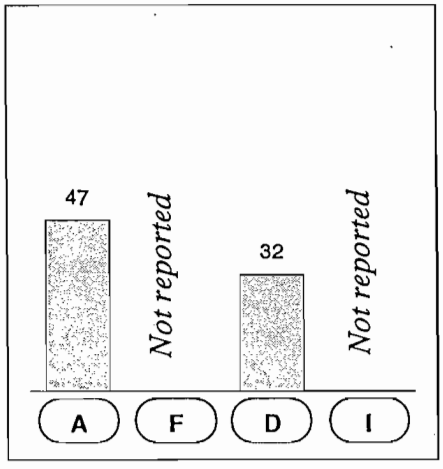
Indicator: Parental financing quota (percentage of students receiving parental contributions)
in %



Indicator: Parental financing amount (absolute)
in ECU



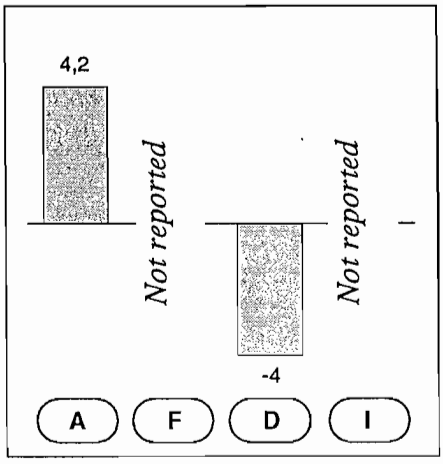
Indicator: Portion of totol income made up by average parental contribution
in %



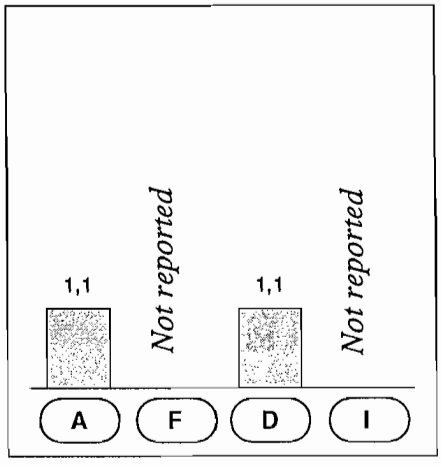
Euro - Student - Report: Synopsis of Indicators

Fig. 18 Income Profile for Students Maintaining Own Households - Importance of State Aid

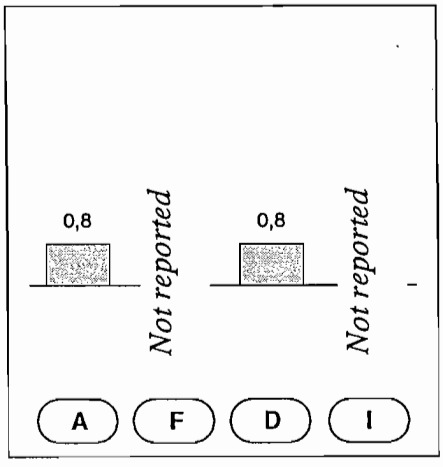
Indicator: Difference between Income of working-class offspring and all students
in % - points



Indicator: Ratio of state aid to parental contribution, for "working-class" offspring
in % - points



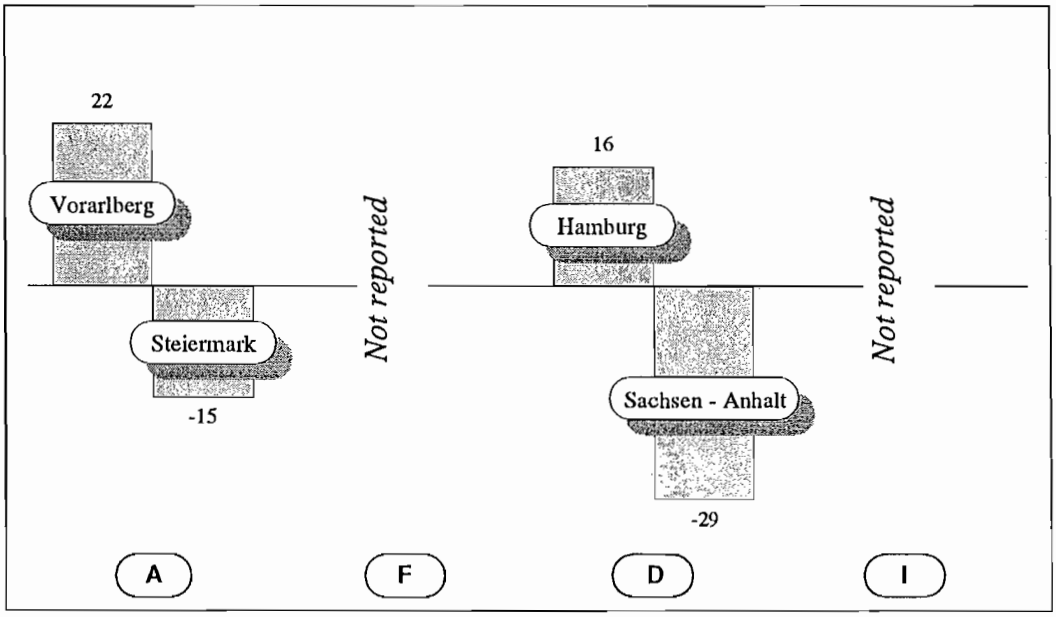
Indicator: Ratio of state aid to parental contribution, for "higher education" offspring
in % - points



Euro - Student - Report: Synopsis of Indicators

Fig. 19 Regional Differences in Income

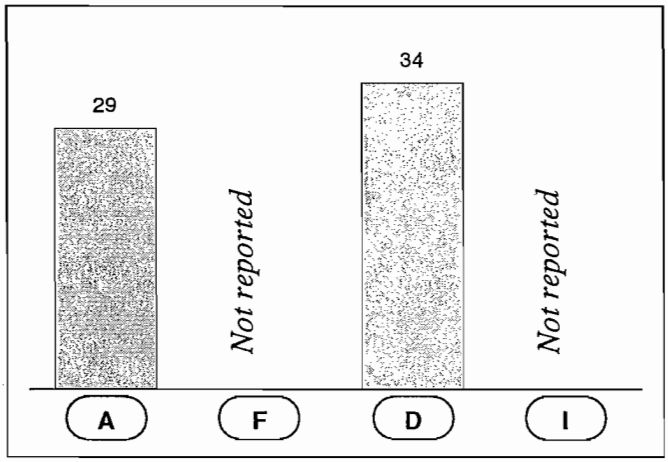
Indicator: **Regions with the greatest upward and downward deviation relative to national mean**
in % - points



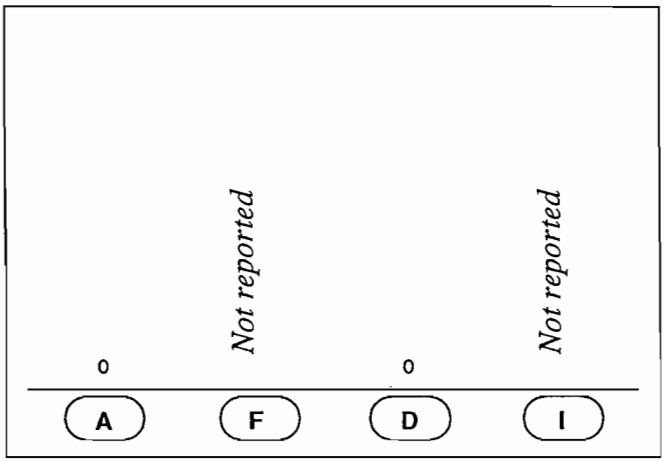
Euro - Student - Report: Synopsis of Indicators

Fig. 20 Student Spending Profile

Indikator: **Proportion of rent relative to all expenditures for students living away from home**
in %



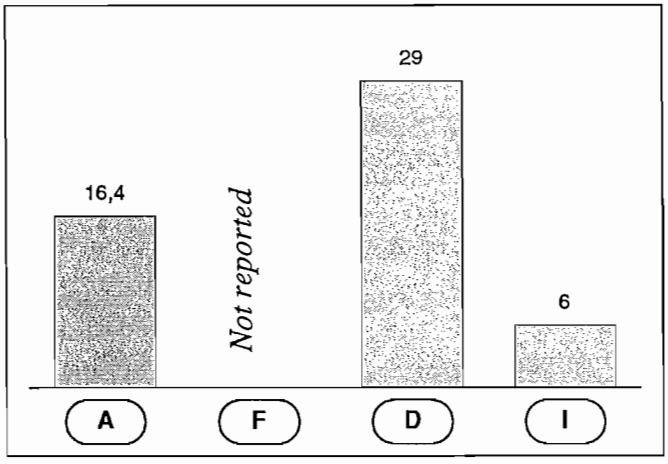
Indicator: **Proportion of tuition relative to all expenditures**
in %



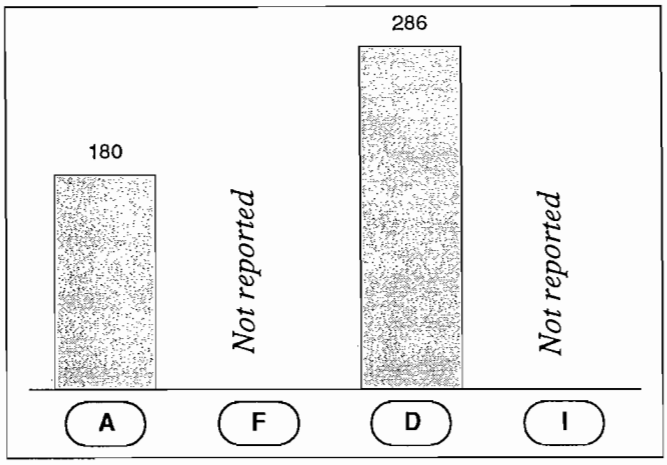
Euro - Student - Report: Synopsis of Indicators

Fig. 21 State Aid for Students

Indicator: State aid quota
in %



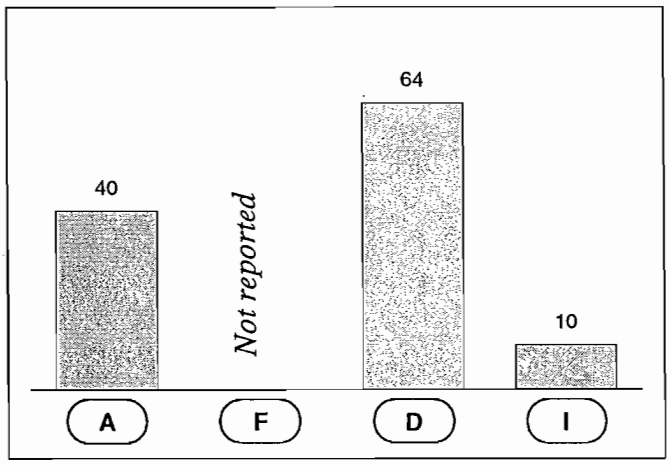
Indicator: Mean aid amount
in ECU per month



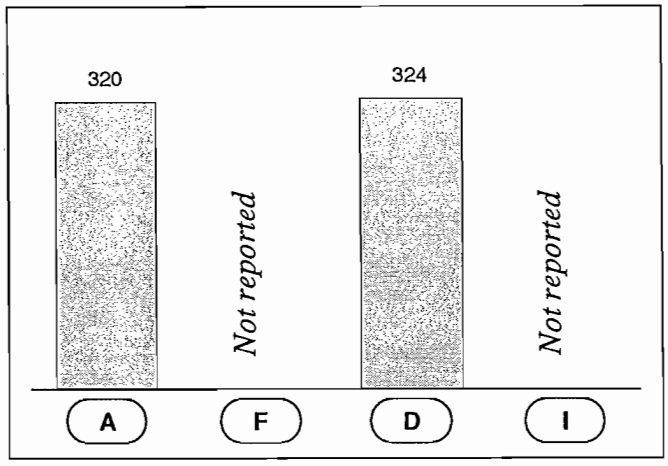
Euro - Student - Report: Synopsis of Indicators

Fig. 22 Aid and Social Mobilisation

Indicator: **State aid quota for students from lowest income quartile**
in %



Indicator: **Mean aid amount for students from lowest income quartile**
in ECU per month

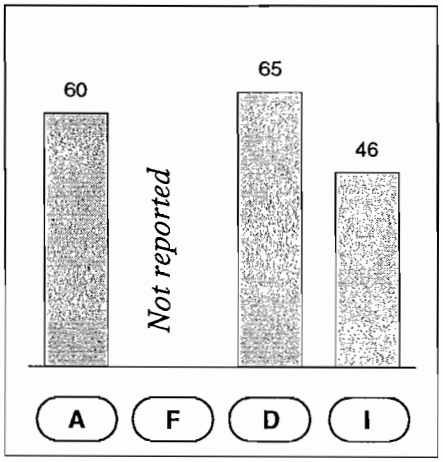


Euro - Student - Report: Synopsis of Indicators

Fig. 23 Employment and Income

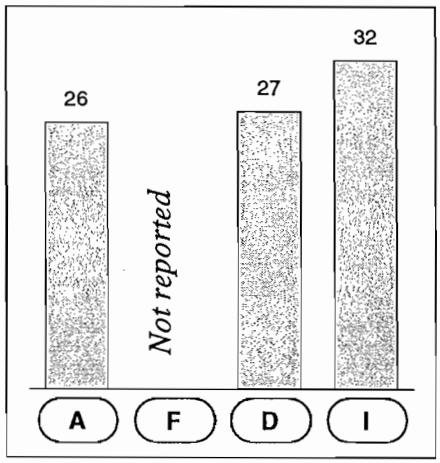
Indicator: Job activity rate

in %



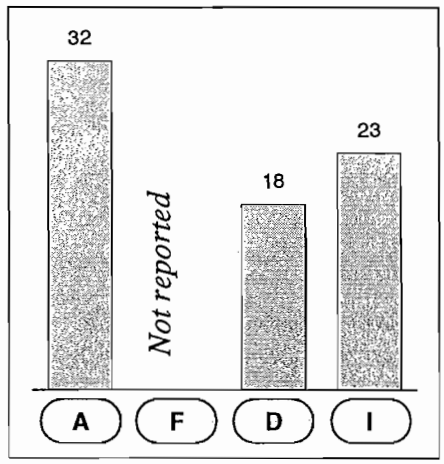
Indicator: Proportion of total income contributed by job activity

in %



Indicator: Proportion of those with only low job income (up to 100 ECU)

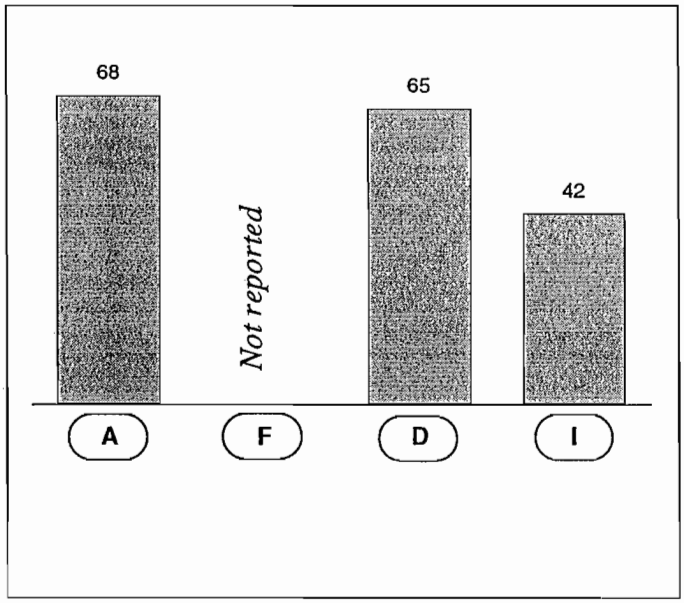
in %



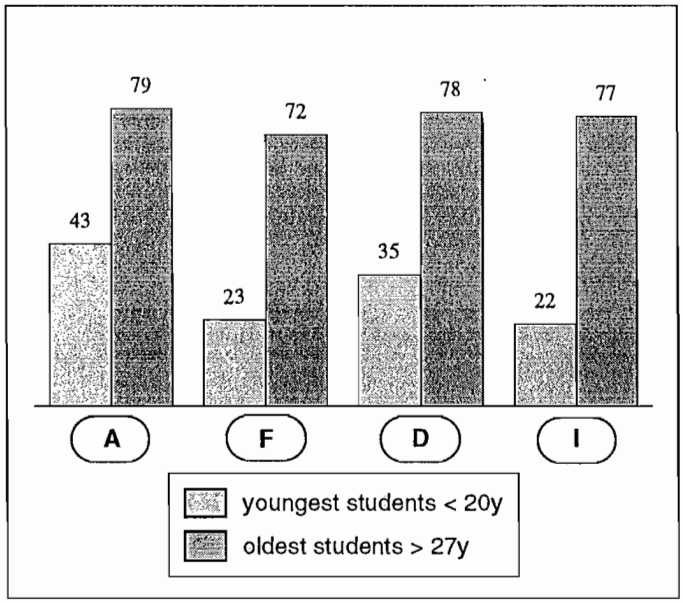
Euro - Student - Report: Synopsis of Indicators

Fig. 24 Student Earnings by Parental Income and Age

Indicator: **Job activity rate of students whose parents' income falls in lowest quartile**
in %



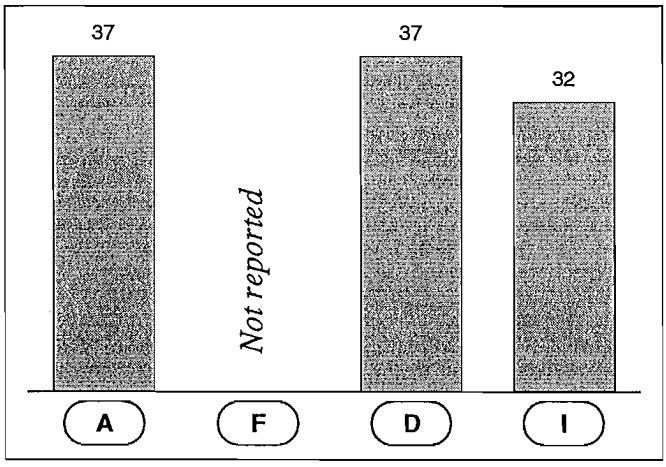
Indicator: **Job activity rate of youngest and oldest students**
in %



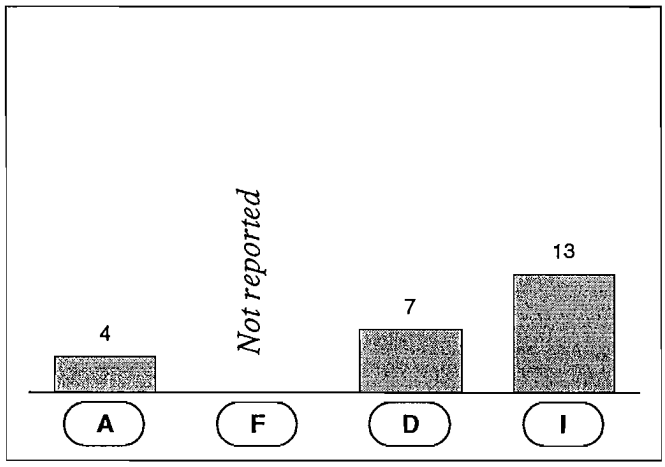
Euro - Student - Report: Synopsis of Indicators

Fig. 25 Weekly Time Budget Relative to Extent of Job Activity

Indicator: Time budget for study-related activities
in hours/week



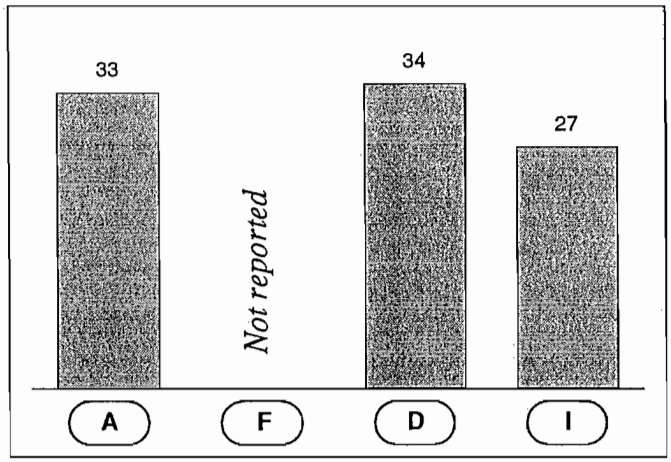
Indicator: Time budgets for job-related activities
in hours/week



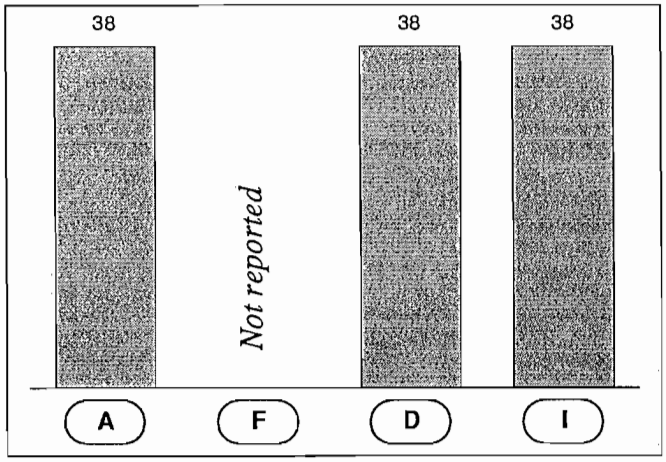
Euro - Student - Report: Synopsis of Indicators

Fig. 26 Weekly Time Budget by Faculty

Indicator: Average time budget for study-related activities in humanities
in hours/week



Indicator: Average time budget for study-related activities in technical faculties
in hours/week

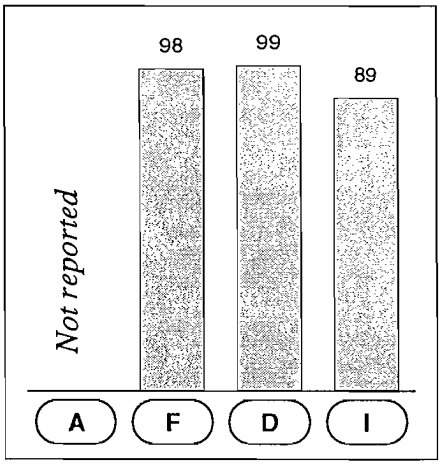


Euro - Student - Report: Synopsis of Indicators

Fig. 27 Foreign Language Proficiency among Students

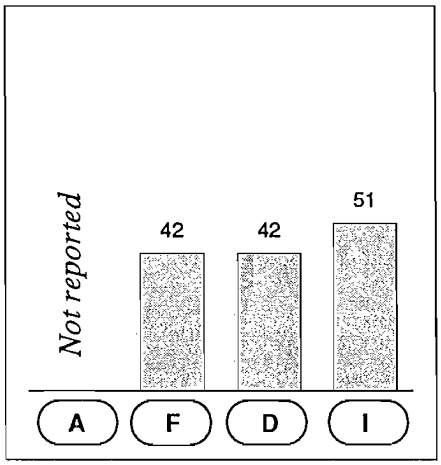
Indicator: Proficiency in English

in %



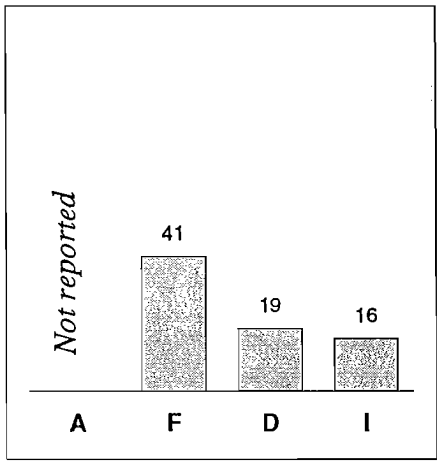
Indicator: Proficiency in the second foreign language (writing skills)

in %



Indicator: Proficiency in the third foreign language (writing skills)

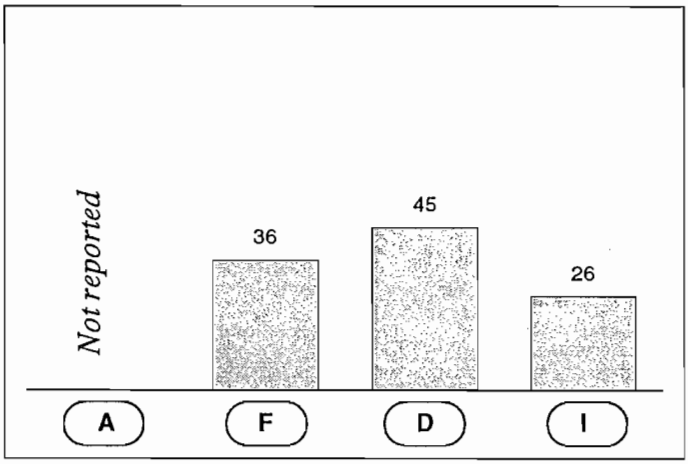
in %



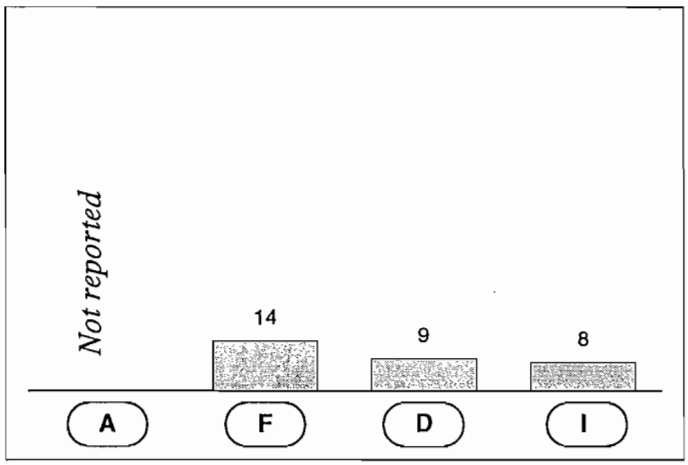
Euro - Student - Report: Synopsis of Indicators

Fig. 28 Degree of Foreign Language Proficiency

Indicator: **Percentage of students with (very) good writing ability in English**
in %



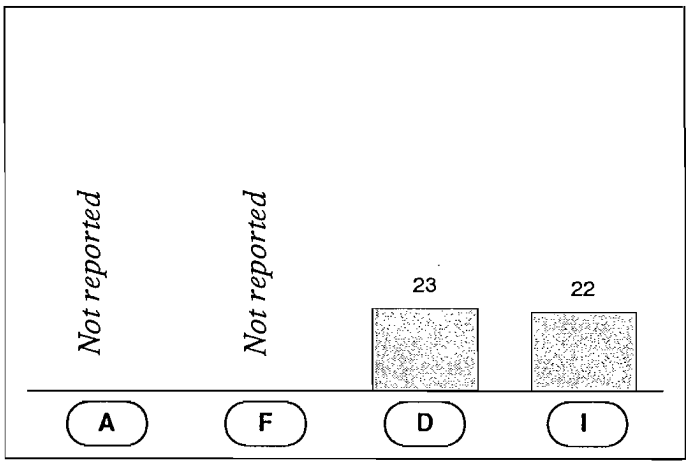
Indicator: **Percentage of students who stated good ability in 2 foreign languages**
in %



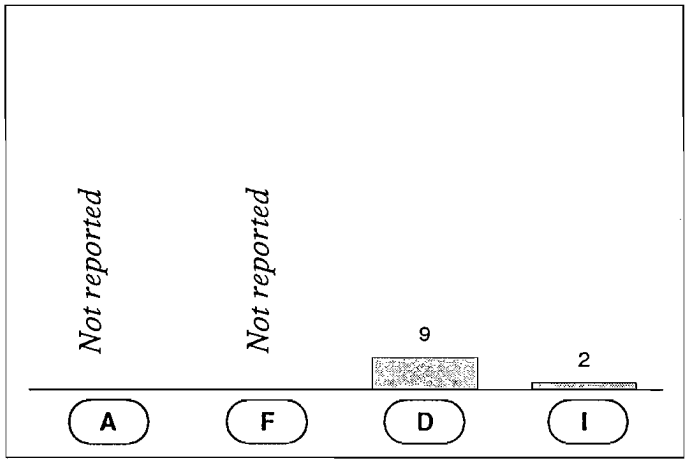
Euro - Student - Report: Synopsis of Indicators

Fig. 29 Student Mobility

Indicator: Foreign study rate (all study-related activities abroad)
in %



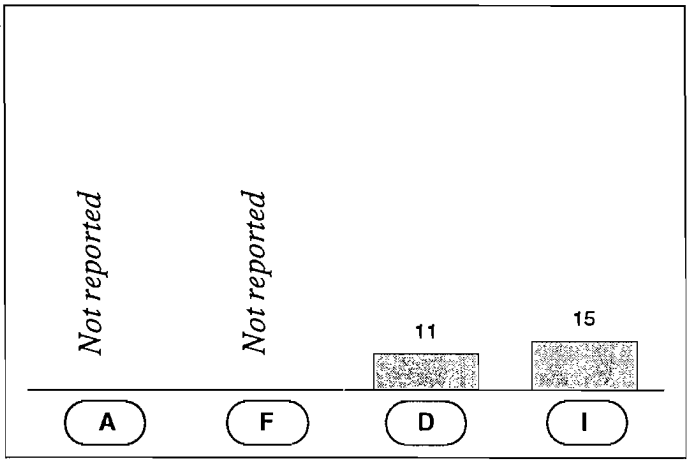
Indicator: Foreign enrolment rate
in %



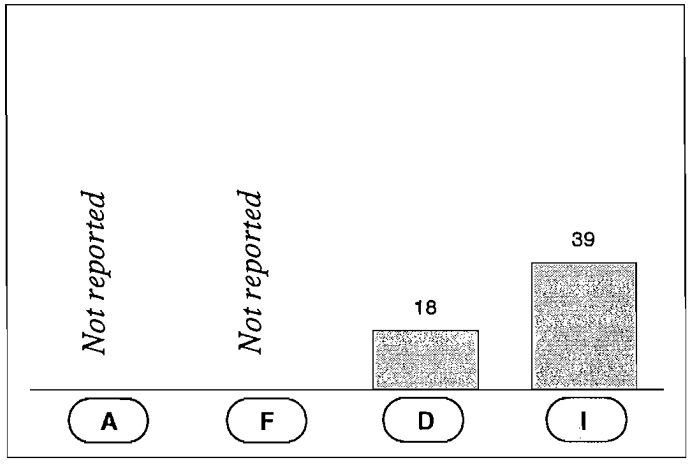
Euro - Student - Report: Synopsis of Indicators

Fig. 30 Study - Related Sojourn Abroad by Parental Income

Indicator: **Foreign study rate of students from low income families**
in %



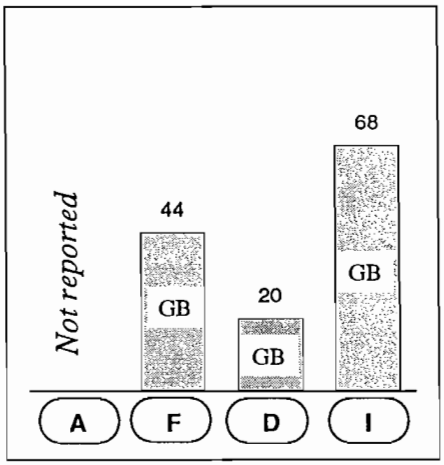
Indicator: **Foreign study rate of students from high income families**
in %



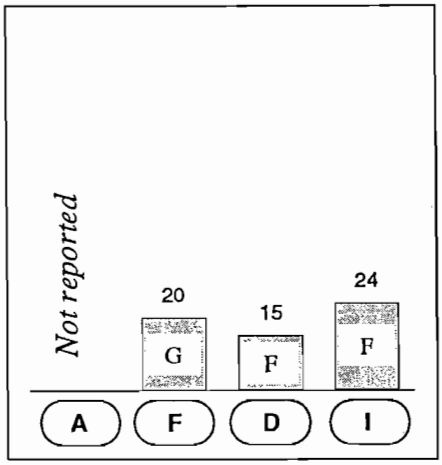
Euro - Student - Report: Synopsis of Indicators

Fig. 31 Choice of Country for Foreign Study

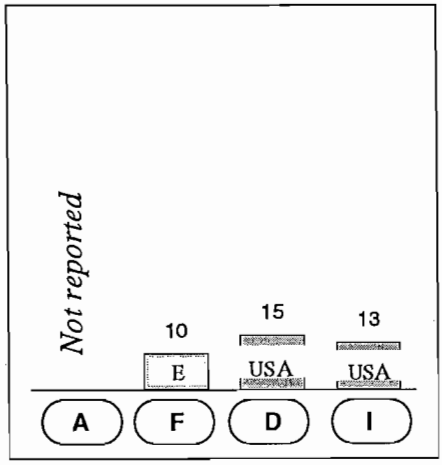
Indicator: Most popular destination country
in % of studies abroad



Indicator: Second popular destination country
in % of studies abroad



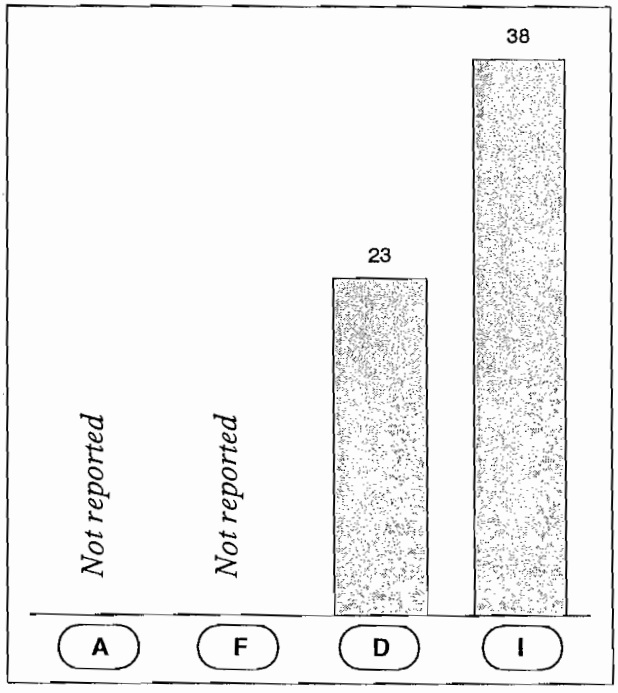
Indicator: Third popular destination country
in % of studies abroad



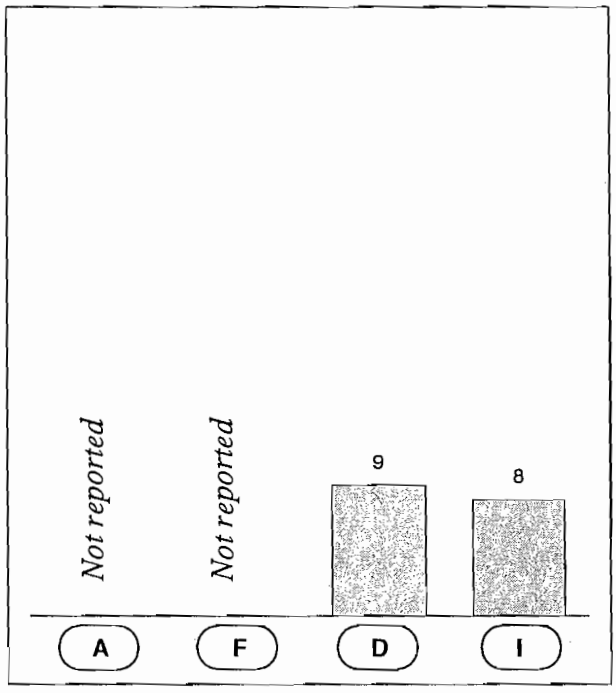
Euro - Student - Report: Synopsis of Indicators

Fig. 32 Effect of Foreign Language Proficiency on Student Mobility

Indicator: **Mobility rate among students with very <u>good</u> command in one foreign language**
in %



Indicator: **Mobility rate among students with very <u>bad</u> command in foreign languages**
in %

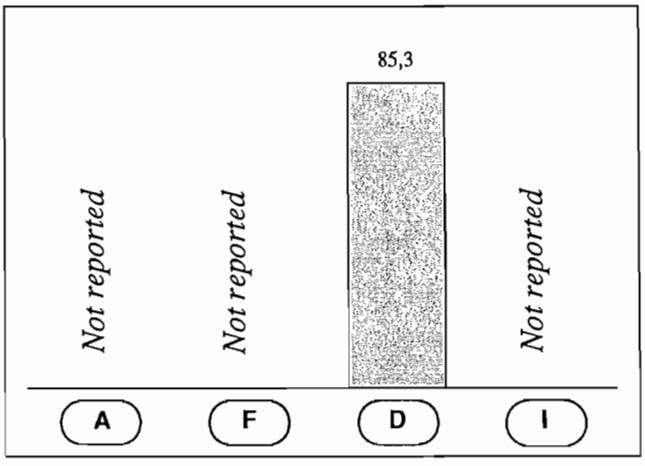


Euro - Student - Report: Synopsis of Indicators

Fig. 33 Percentage of Handicapped or Chronically Ill Students

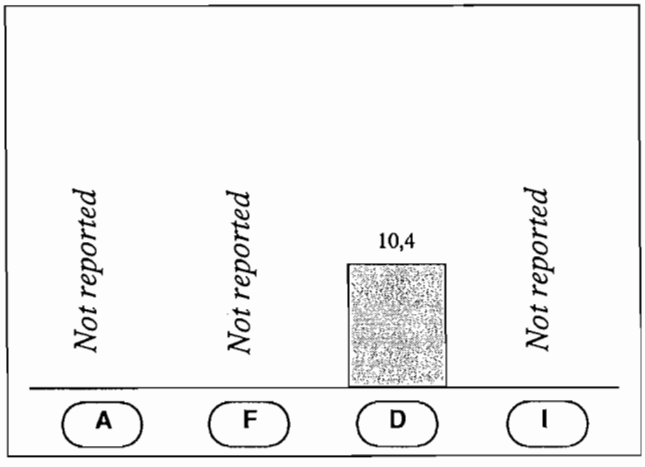
Indicator: Proportion of students stating no handicap or chronic illness

in %



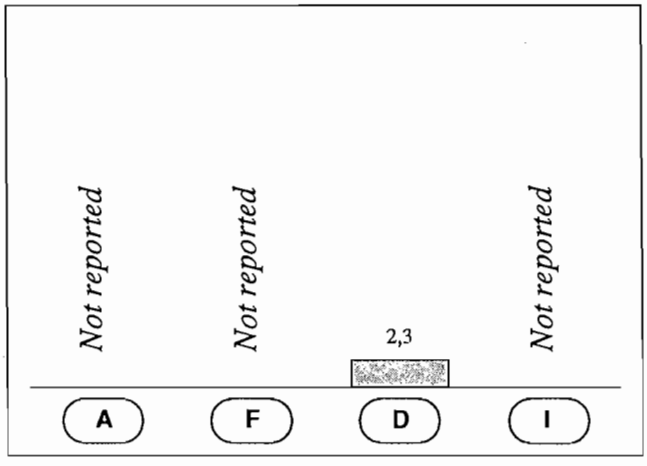
Indicator: Proportion of chronically ill students

In %



Indicator: Proportion of handicapped students

in %



Indicator: Proportion of students making no statement

in %