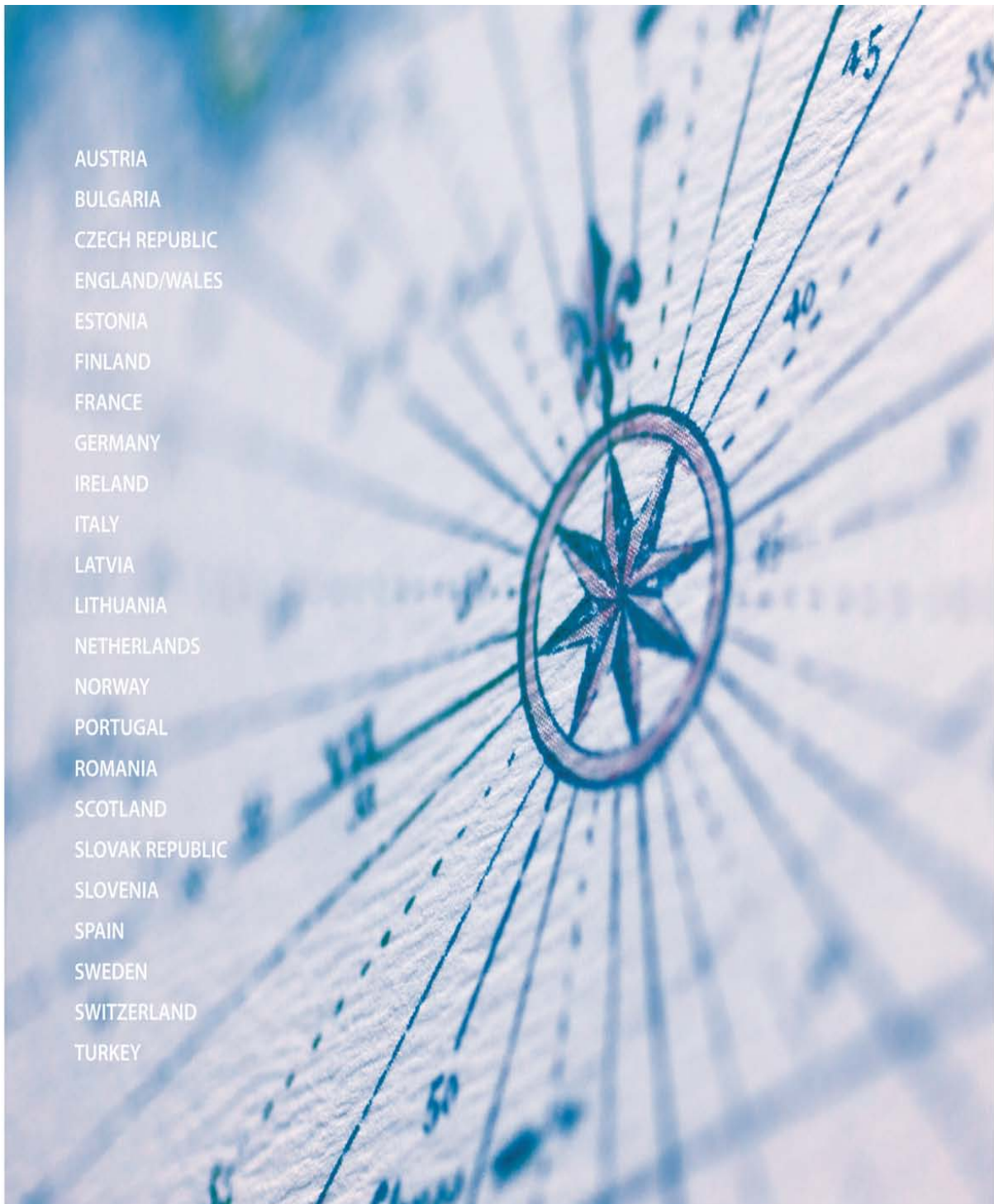


Social and Economic Conditions of Student Life in Europe

National Profile of Austria

eurostudent III 2005-2008



A joint international project co-ordinated by the Higher Education Information System (HIS), Germany

eurostudent.eu
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Introduction to this report

The National Profiles are a key element in the reporting concept of the EUROSTUDENT project:

- **National Profiles** focus on the data from individual participating countries. They provide both an introduction to each of the national higher education systems and the context data behind the key indicators used in the comparative report, the Synopsis of Indicators. The National Profiles include comments on the data from a national perspective.
- **Synopsis of Indicators:** The foundation of this report are the key indicators, which are highlighted in the National Profiles. These key indicators are then used to provide a comparison between the participating countries.
- A **dedicated website** and a special **data appendix** which can be downloaded provide easy access to the data and background materials used to draw-up the reports – www.eurostudent.eu

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Overview of the national system of higher education

1. General characteristics of country

Table 1: General characteristics

Total population (million)	8.2
Population density (persons per square kilometre)	99
GDP per inhabitant in 2006 in PPS, EU27 = 100 EU Member States, Candidate and EFTA countries	129
GDP year-on-year growth rate (2007)	3.3

2. Types of higher education institution

The higher education system in Austria consists of public and private universities, universities of applied sciences (UAS, *Fachhochschulen*) and (since 2007) university colleges of teacher education providing ISCED 5A education as well as other institutions offering ISCED 5B tertiary education programmes¹.

Public universities are autonomous legal entities under public law. They are supervised by the Federal Ministry of Science. Providers of *Fachhochschule* programmes may be the federal state or any other legal entities of public or private law. Universities are funded by the federal state, fees and own incomes. Public funding is based on 3 year performance agreements (80%) and an indicator based system (20%). Universities receive a general university fund (GUF) as a lump-sum. The funding of UAS is based on a funding per study place, of which the federal state pays 90%. The other 10% and the costs of the infrastructure must be supplied by the providers themselves. In fact, in most cases the money comes from the regional states and most of the UAS charge the same fees as universities do.

The objectives of the universities are (among others) scientific or artistic education in preparation for a profession. Universities of applied sciences provide, in contrast, a vocationally oriented education on a tertiary level. Hence, UAS offer also specialised programmes for working students. The *Fachhochschule* Sector was only set up in 1994, and is still developing today. It started with a fo-

¹ This report is based largely on the Eurydice country report in the Eurybase databank. Available online under: http://www.eurydice.org/portal/page/portal/Eurydice/DB_Eurybase_Home. Additional data was sourced from national statistics and the Eurostat statistics databank. Available online under: http://epp.eurostat.ec.europa.eu/portal/page?_pageid=0,1136184,0_45572592&_dad=portal&_schema=PORTAL

cus on courses in economics and engineering, but has widened its scope since then into programmes in art, tourism and social work. The number of available study places is expanding every year, as does the number of students.

Fachhochschule programmes have to be formally accredited (this is not the case in the public university sector) by the *Fachhochschule* council. Private universities also have to be accredited by an accreditation body.

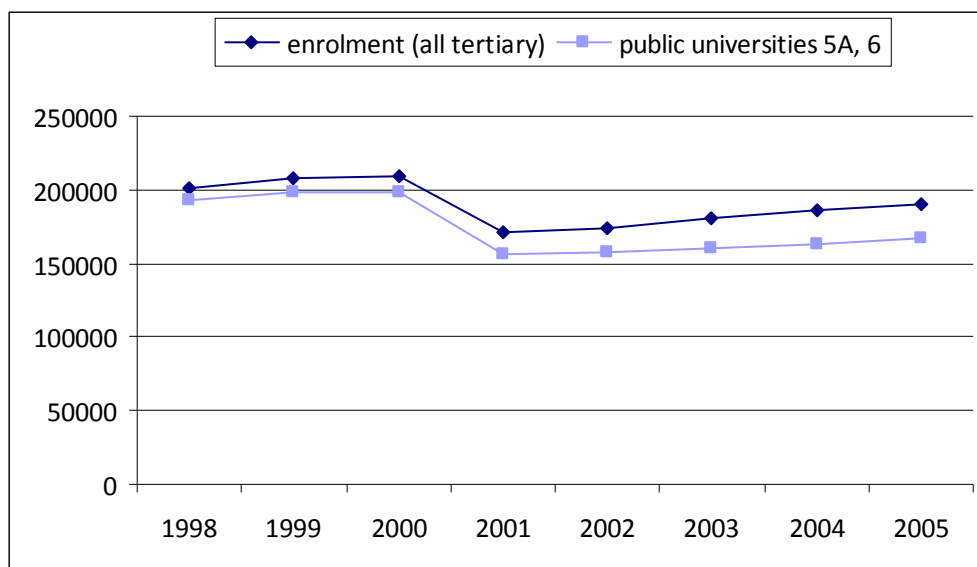
The tertiary sector in Austria consists of the following institutions at the end of 2007:

- 21 public universities (6 general universities, 3 medical universities, 2 technical universities, 1 university of veterinary medicine, 1 university of mining and metallurgy, 1 university of economics, 1 university of natural resources and applied life sciences and 6 universities of the arts);
- 1 public university for further education (post-graduates only);
- 20 providers of universities of applied sciences (UAS) or FH-programmes;
- 12 private universities and
- 14 university colleges of teacher education.

The Eurostudent data presented in this report covers national students at ISCED level 5A at the 21 public universities and 18 (out of 20) universities of applied sciences.

3. Enrolment levels

Figure 1 shows the development in higher education enrolments, where the number of people (nationals) participating in tertiary education increased between 1990 and 2000 by 20%. The number of enrolled students dropped by nearly 20% in 2001 when tuition fees were introduced. However, most of the drop-outs were nominal students; research has shown that they had not shown any study activity during the previous semesters (Pechar, Wroblewski 2002). Since 2001, the number of enrolled students has increased again by 15%. Figure 1 also shows the expansion of the UAS-sector, where 13% of all students, but already more than 25% of all beginners, study. 7.5% of all students (or 8.6% of all university students) study at ISCED level 6 (doctorate/ PhD), which is not offered at universities of applied sciences.

Fig.1 Enrolment of national students in public higher education

Source: National statistics, St.At.

4. Admission requirements

University

A matriculation examination (*Reifeprüfung*, also called *Matura*) obtained from a higher-level secondary school is required for admission to all degree programmes at universities. This matriculation examination entitles its holders to enrol in university studies of their choice without any further limitation on access. For some courses, additional examinations have to be taken in subjects which are relevant for the study course in question. For some studies, applicants must demonstrate their artistic talents, practical skills, or physical aptitude in addition to the matriculation examination.

Since 2005, a new rule has been in force regarding admissions. The universities can introduce admissions procedures in eight subjects which are affected by the German *numerus clausus* restrictions. This new procedure allows universities to control the influx of students. So far, universities make only very limited use of this new right, mainly in medical subjects. The following quotas apply for human medicine and dentistry since 2006/07: 75% of all places are reserved for students with an Austrian matriculation certificate, 20% for EU-citizens without an Austrian matriculation and 5% for non-EU-citizens. The EU commission is observing how these quotas conform with EU regulations. However, the observation is suspended for the next five years.

Those wanting to enrol in studies at an Austrian university who are not in possession of the matriculation examination may take a university entrance examination (*Studienberechtigungsprüfung*) for which the following requirements apply:

- decision for a specific study programme;
- proof of professional or other background for the intended study programme (candidates lacking a specific professional background may generally take additional examinations);
- minimum age of 22 years (20 years of age: completed vocational training and subsequent studies, minimum requirement of four years training in total).

Candidates may take the university entrance examination for all study programmes offered at Austrian universities. It grants a limited right to enrol in university studies, i.e. allows candidates to enrol in the particular study course (or a restricted number of associated studies) for which it was passed.

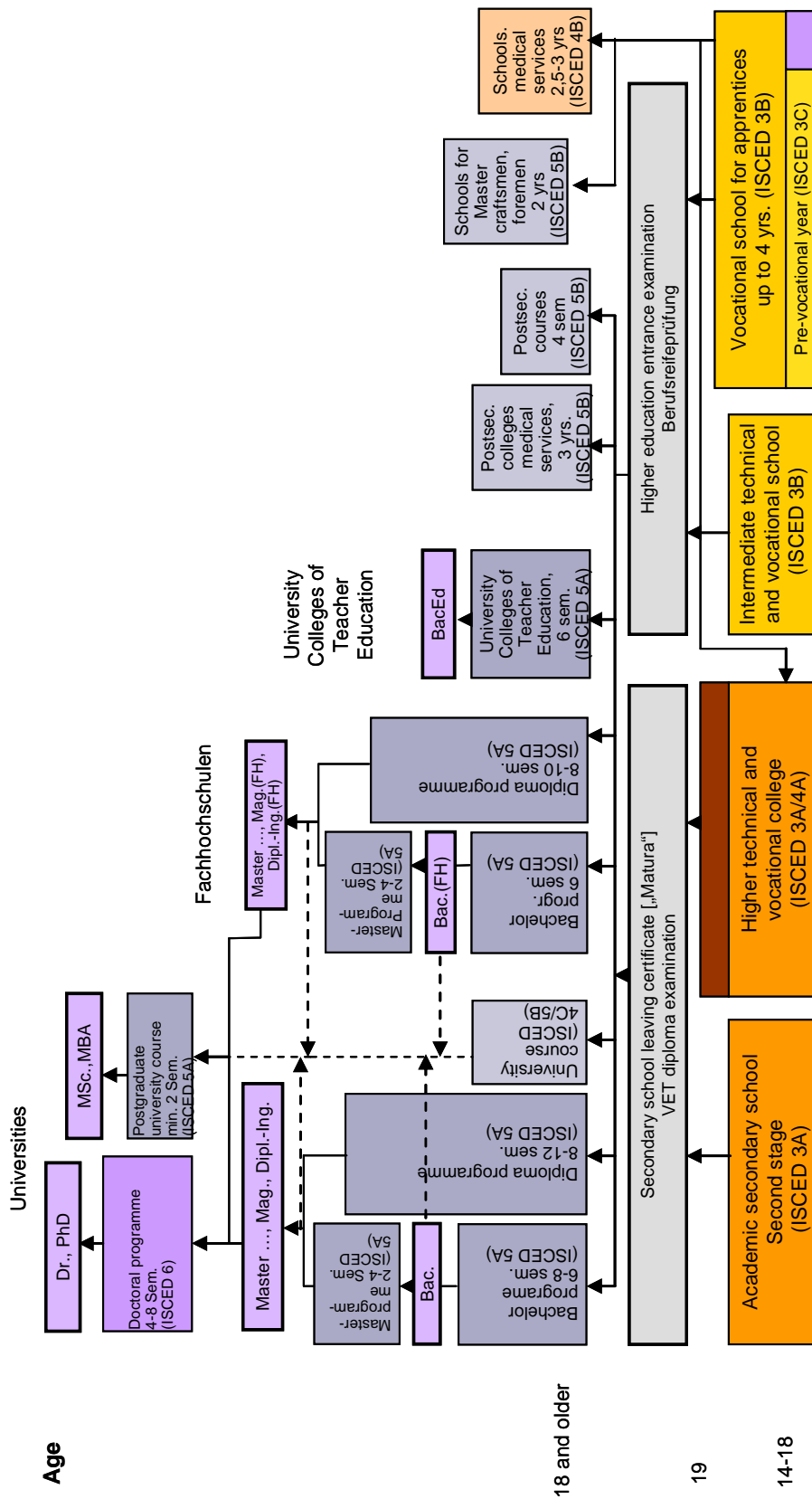
The *Berufsreifeprüfung* (special type of matriculation examination allowing unlimited access to university) was introduced in 1997. Replacing the matriculation examination, it is a new form of access to all types of studies for persons having successfully completed vocational training.

University of applied sciences (Fachhochschulen)

The requirements for admission to a UAS are in principle the same as for a study at a university. In addition to that, it is possible to enrol in some subjects with a professional qualification in the particular field without a matriculation or equivalent certificate. Depending on the objectives of a course of study, entrants with special professional qualifications may have to pass a number of additional examinations.

Subject to the availability of study places, *Fachhochschule* programmes are open to all those who fulfil the general admission requirements. The number of available places is determined in the "accreditation decree" of the *Fachhochschule* Council. Students are selected through entrance examinations by the programmes. The number of applications exceeds the number of available places more than twofold.

Figure 2: Overview of basic structure of tertiary education system



Source: BMWF

5. Study structure

Universities accomplish their principal task in teaching through Diploma, Bachelor and Master programmes. A post-graduate doctoral study course or PhD may be added later on. According to the 2002 Universities Act (*Universitätsgesetz 2002*), the senates of the individual universities decide on the development of studies and the specific study programmes they are able to offer within the teaching and research resources available. Currently, universities offer Bachelor, Master and Diploma programmes. However, most of the Diploma programmes are expiring and beginners may only start in Bachelor programmes. Programmes in education (secondary teachers), medicine and dentistry are so far exempted from the conversion into the two (three) cycle system. The provision of study programmes in the future is subject to the performance agreements concluded by a university with the federal minister (first performance agreement period 2007-2009).

For the two-cycle study programmes, university studies end with a Diploma degree or a Doctorate, the three-tier studies end with a Bachelor, Master or Doctorate/PhD.

As mentioned above, Fachhochschul-programmes must be accredited by the Fachhochschule Council. An accreditation typically lasts for 3-5 years until the provider has to apply for re-accreditation. The FH-Council is responsible for quality assurance of the sector (accreditation and reaccreditation based on evaluations of single programmes, field of studies and providers regularly). FH-Programmes offer Diploma, Bachelor and Master courses either for full-time or for working students. Graduates from a Master or a Diploma programme may continue with a Doctorate at a university.

The evaluations of FH-programmes are carried out by the Austrian Quality Assurance Agency (AQA), which is the main evaluation body for universities, FH and university colleges of teacher education.

Bologna reforms

In the winter term 2006/07, Austrian universities offered 211 Bachelor degree programmes, 278 Master degree programmes, 179 Diploma study programmes, 68 doctoral study programmes and 8 PhD-programmes. The number of enrolled studies exceeds the number of enrolled students by about 40%, because it is quite easy to enrol in more than one subject ("open access"). Therefore, the number of students enrolled in the two-cycle system is not exactly determinable.

UAS offered 116 Bachelor programmes, 33 Master programmes and 122 Diploma programmes (most of them expiring) in 2006/07. Meanwhile in 2007/08, first year students at UAS can chose between 166 Bachelor and 12 Diploma programmes.

Figure 3 Proportion of enrolled studies (national and foreign students), winter term 2006/07

Type of HEI	BA	MA	Diploma	Dr	PhD	Total
Public universities	21,1%	2,5%	70,1%	6,2%	0,1%	100%
UAS - Programmes	38,9%	4,2%	57,0%	---	---	100%
Total	22,6%	2,7%	69,0%	5,6%	0,1%	100%

UAS: Universities of applied sciences – Fachhochschulen.

Source: BMWF, „Bericht über den Stand der Umsetzung der Bologna Ziele in Österreich 2007“, Vienna 2007.

University colleges of teacher education did not convert to Bachelor programmes until October 2007, when the new Teacher Education Act, turning the teacher training colleges into university colleges of teacher education, became effective. It converted the training of teachers for primary and lower secondary education from non-degree to Bachelor programmes. A total of 14,138 persons were enrolled at teacher training colleges in 2006.

6. Registration and/or tuition fees

University students who are Austrian nationals, citizens of EU or EEA member states or Swiss citizens have to pay €363.36 for their tuition each semester. Tuition fees are higher for university students from other countries, i.e. €726.72. However, some students are exempted from fees, e.g. exchange students or students from less developed countries. Tuition fees must be paid in advance for each semester. If students make use of extended payment deadlines, their fees are increased by another ten percent. Students who are enrolled in several courses (at one or more Austrian universities) pay the fee only once. UAS may charge the same fee and UAS in six (out of nine) regional states do so. Tuition fees are at the institutions' disposal.

In addition to these fees, university students have to pay a membership fee (around €8/semester) to the students union as well as a small fee for personal accident insurance and personal liability insurance. Students have to pay all these fees in order to be admitted to studies and in order to be able to continue their studies. The Austrian National Union of Students has represented stu-

dents at UAS only since December 2007. Hence, students at UAS will have to pay the membership fee from summer 2008 on. Moreover, several UAS charge an administrative fee for study material.

Some universities exempt certain students from the fee, e.g. students employed at the university (like tutors) or students with disabilities or (chronic) diseases, not officially recognised as disabled persons. In general, all recipients of a study grant are compensated for their fees by the study grant authority (see below).

7. Financial support for students²

A number of direct and indirect supports are granted to students from the public purse. Indirect supports are granted irrespectively of social means and account for the largest share of government support. They include family allowance (for students up to 26 years and for children of students), insurance covered under parents' health insurance or a subsidised self-insurance of students, statutory accident insurance, and tax breaks granted to parents whose children study in the tertiary sector. In addition to that, student residences, student restaurants and the student union are subsidised.

Direct aid granted under the 1992 Student Support Act (*Studienförderungsgesetz*) are nearly all means-tested and linked to academic performance. There are only a few cases of direct federal aid awarded to students purely on the basis of performance criteria. All grants are non-repayable subsidies, except in the case of lack of proof of academic advancement after the first two semesters.

Regular students at public and (accredited) private universities as well as colleges of teacher education who are Austrian citizens or nationals from EEC-countries are eligible for the general study grant if their and their parents' income does not exceed a certain threshold. Foreign students are eligible in the case of close connection to Austria (at least 5 years subject to Austrian income tax via at least one parent). Receivers of a grant have to prove academic advancement, must start their studies before the completion of their 30th birthday, may not change their field of study more than twice and have not yet completed a study (exemptions for students in Master or doctoral programmes). There are several exemptions for students with children or disabled students. The amount of the grant takes into account if the town of study does not allow commuting to

² This section is based on information from the Study Grants Agency in English: http://www.stipendium.at/stbh/fileadmin/download/PDF/foreign_grants.pdf

their parents home, the number of children supported by the parents, and if students are orphans or married. In 2006 (the year of the Eurostudent survey) the maximum grant was € 5.088,- a year for students living with their parents, € 7.272,- a year for all others and € 7.992,- a year for students with children. There are supplements for disabled students. In addition to that, there are special grants for students who have supported themselves for four years before starting their studies ("self-supporters") or grants upon completion of studies.

All receivers of any of the mentioned grants are refunded the tuition fees by the Study Grants Agency ("study allowance"). Moreover, students whose parents' income is just above the threshold for receiving a grant get the study allowance as well. Additionally, grant receivers can get a transport allowance, an insurance cost allowance and supplements for child care. Grants are portable for a study abroad for the maximum of four semesters. A travel allowance and cost of language training courses are paid additionally.

Apart from the general grant, there are some performance-related and incentive grants, which are not means-tested. Moreover, students who do not receive any state support may apply for a subsidised bank loan exclusively for the purpose of funding the tuition fees. In that case, the state pays 2% of the interest of a normal loan from a private bank.

The source of all the mentioned direct supports is the Study Grants Agency, which operates branches in all major cities. The money for the direct support comes from the budget of the Ministry for Higher Education (actually the Ministry of Science and Research).

Around 23% of regular national students at public universities and UAS received a grant or a study allowance during the study year 2005/06. Nearly 3% receive a performance or incentive grant. Around 900 students receive the interest subsidy for a loan.

8. Recent reforms / developments concerning the social dimension

Financial aid: Grants were increased by 12% in autumn 2007 and the threshold for parents' income was lifted. Therefore, around 8% more students are eligible for a grant. Another reform of the Student Support Act will take place in autumn 2008. It will allow the students to earn more money from paid work without losing the grant (then € 8.000,- per year), contains improvements for students with children or disabilities, reduces bureaucracy and makes the grants portable for a full study abroad in an EU-country or Switzerland. Moreover, the number of performance grants is increased by a third and new regulations adapt the grant system better to the two cycle system.

Universities claim a capacity based funding (which in their view will result in a limitation of study places) and the right to select the students themselves, just as the UAS are doing. No political party is currently supporting these demands, although some interest groups are in favour of a limited access from Master level on (such as the union of industrialists).

Current discussions focus also on the employability of Bachelor studies and the improvement of the system of study counselling and career guidance to reduce drop-outs in higher education.

Metadata for the national survey

National Currency	Euro
Exchange rate: 1 Euro =	1
Date and source of exchange rate:	EZB
Survey method	postal letter, online survey, no reminder
Size of final sample	7444 (incl. ISCED 6 and foreigners: 8771)
Sampling method	stratified random sample
Return rate	19%
Reference period of survey (semester, year)	summer term 2006
Weighting scheme	by HEI, field of study, gender, age group, national/foreigner
Project sponsor	Ministry of Science and Reserarch (BMWF)
Implementation	Institute for Advanced Studies (IHS)

COMMENT:

The survey was carried out between April and June 2006. Randomly selected students were invited by a postal letter that included an individual password for the online survey. Envelopes were only addressed after sealing. This method was chosen to ensure 100% anonymity of the respondents. It would be impossible to match the passwords with the identity of the respondents. A representative of the national student union supervised this procedure. However, it was therefore not possible to send a reminder letter to the non-respondents. A reminder to the whole sample would have needed new passwords causing additional problems.

The objective was to at least double the number of completed questionnaires compared to the last survey. Hence, instead of a reminder letter, twice as many invitations were sent out than needed. The number of usable questionnaires nearly tripled for the prize of a low relative return rate.

Topic: Demographic Characteristics

All data in this report refer to the study year 2005/06 (national statistics) or the summer term 2006 (national student survey).

Meanwhile, especially the proportion of Bachelor students has increased strongly, because more and more subjects have converted their diploma programmes into Bachelor and Master programmes according to the Bologna process. Moreover, the new sector of Universities of Applied Sciences (Fachhochschulen - FHS) is still expanding; this means that the proportion of students enrolled at a FHS is increasing from year to year.

Social background

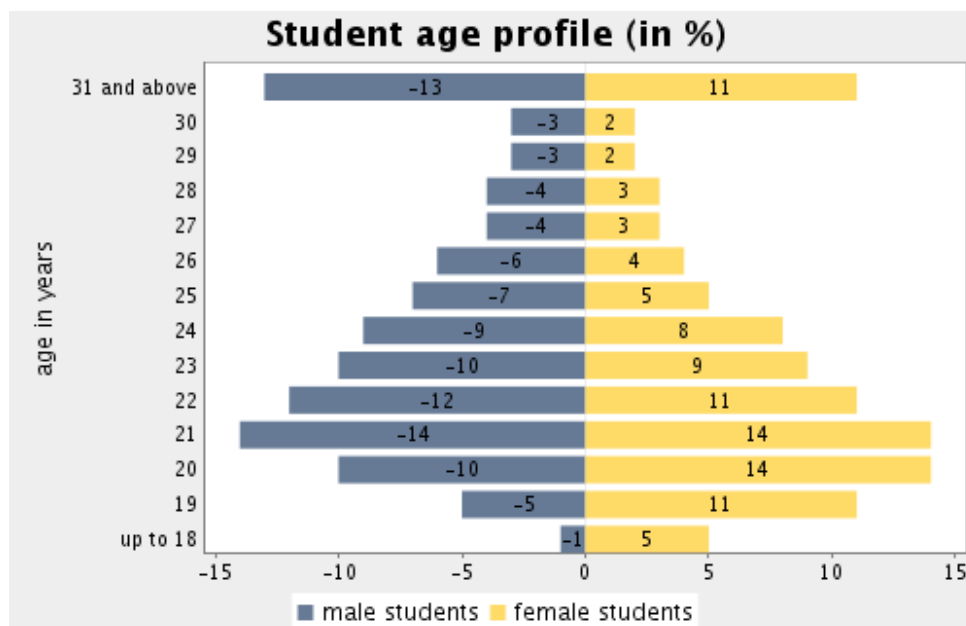
Several indicators throughout the report provide information on the situation of students by educational background of their parents as an indicator of the social background of the family. The educational background is measured according to the ISCED-97-classification. This classification ranks several vocational trainings much higher than the corresponding perception of these courses in the labour market or the society (e.g. schools for master craftsmen are ISCED level 5B). Hence, ISCED does not perfectly fit as a tool for the classification of society for countries with a strong system of vocational training, e.g. the dual system. Thus, we use a different system to describe the social background of students in the national report. Compared to that, the ISCED classification levels out social differences in society to a certain degree. In other words, Eurostudent indicators based on the educational background of students' parents underestimate the social differences within the student body.
 Moreover, the national classification system was used in EUROSTUDENT 2005. Therefore, the current data on educational background are not comparable with the data from EUROSTUDENT 2005.

Topic: Demographic Characteristics

Subtopic 1: Student age profile and percentage of female students

Key Indicators

Total average age (arithm.mean):	24.5
Average age of female students:	24.0
Average age of male students:	25.1
Percentage of 21 year old students:	14.0
Percentage of female students:	52.7



National Source: National student survey 2006

National commentary:

Note:

Age refers to 31.12.2005.

We use survey data, because national statistics would include ISCED 6. However, survey data has been weighted by age and gender (among others).

As of 2005/06, 85% of the students study at a Scientific University, 2% at a University of the Arts and 13% at a University of Applied Sciences (FHS). In general, 53% of the students are female. However, there are big differences among the sectors: At Universities the proportion of female students is 54%, at Univ. of the Arts it is 56% and at FHS it is on average 43%, but in special FH-programmes for working students, two thirds of the students are male.

Female students are on average one year younger than male students. The main reason for that is that they are younger when they begin to study (see Fig. 3). However, female students are also more successful in two ways which have opposing results on the age profile: Female students study quicker than male students and they therefore spent less time at the higher education institution. On the other

hand, the success rate of female students is higher and compared to the higher proportion of male drop-outs, they spent more time at the institution.

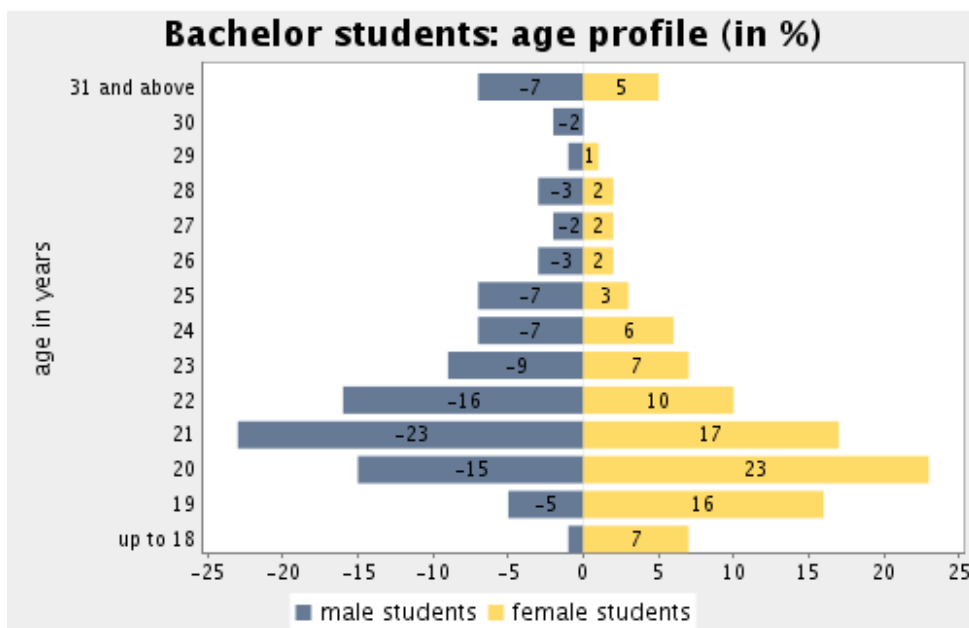
In general, the average age at FHS does not differ from the average age at scientific Universities. However, students in full-time programmes at FHS (i.e. 10% of all students) are on average 23.6 years old and students in FH-programmes designed for working students (i.e. 4% of all students) are on average 30.6 years old.

Topic: Demographic Characteristics

Subtopic 2: Bachelor students: age profile and percentage of female students

Key Indicators

Total average age (arithm.mean):	22.8
Average age of female students:	22.0
Average age of male students:	23.4
Percentage of 21 year old students:	20.43
Percentage of female students:	42.3



National Source: National student survey 2006

National commentary:

At scientific Universities, 15% of all students are enrolled in a Bachelor-programme; at Universities of the Arts the proportion of BA-students is 19% and at FHS it is 22% (as of summer 2006). The proportion of female students in BA programmes is much lower (42%) than the average of all students (s. Fig 1). That is because male dominated subjects like engineering adopted the 2-cycles-structure earlier than areas with a high proportion of females such as, e.g., the humanities.

Female students in Bachelor programmes are on average 22 years old, while men are on average 1.4 years older. However, students in BA-programmes at scientific Universities are on average 22.6 years old, while their colleagues at the FHS are on average 23.4 years old (they are 18% of all BA-students). The gender difference at FHS is even 1.7 years. At FHS, the proportion of BA-students who are older than 30 years is much higher than at Universities. Moreover, the majority of these older students are males enrolled in programmes for working students.

Topic: Demographic Characteristics

Subtopic 3: Student age profile of first year students

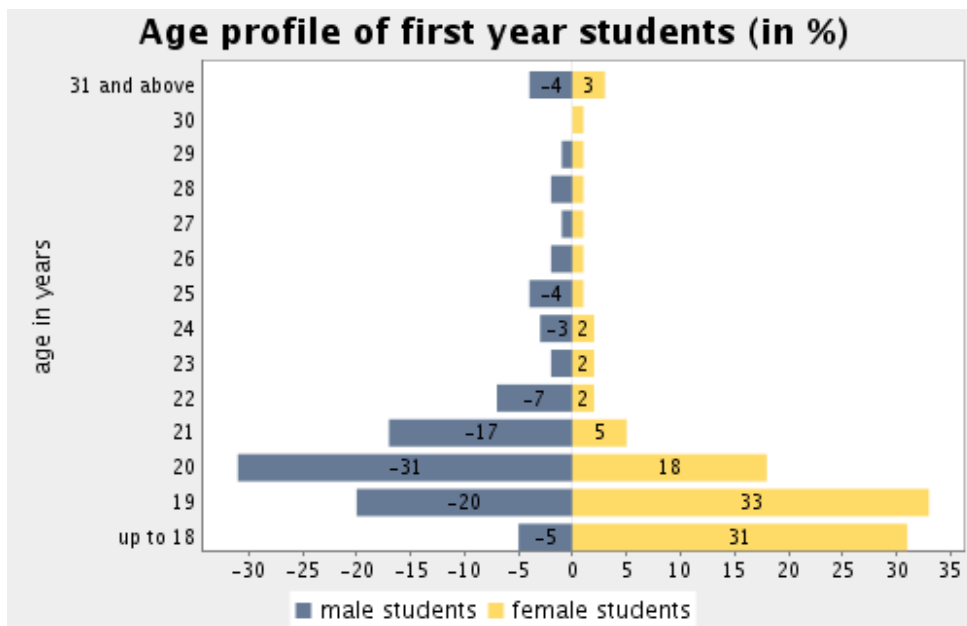
Key Indicators

Only first year students

Total average age (arithm.mean) of first year students 20.8

Average age of female first year students: 20.3

Average age of male first year students: 21.4



National Source: National student survey 2006

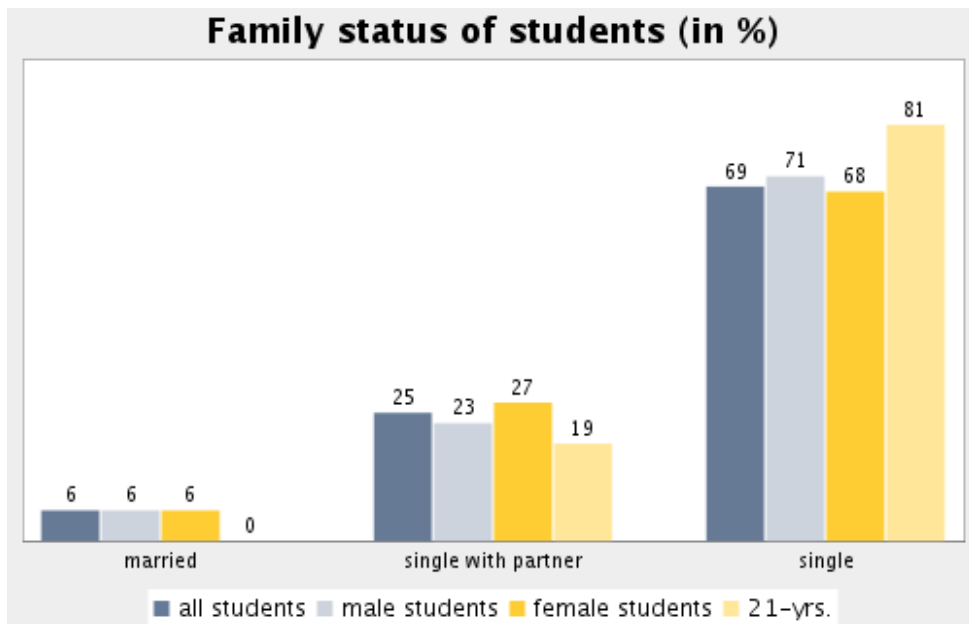
National commentary:

The average age of first year students is 20.8 years. At the Universities, this has not changed significantly since 1990. Beginners at FHS are currently around three years older than first year students at Universities. The reasons for this are twofold: First of all, first year students in FH-programmes for working students are on average nearly 28 years old. Secondly, a much higher proportion of students at FHS matriculated at a vocational secondary school compared to beginners at Universities, where graduates from general secondary schools dominate. However, the vocational schools last one year longer. Moreover, the proportion of students with non-traditional routes to higher education is also higher at FHS. They are on average older.

Topic: Demographic Characteristics
Subtopic 4: Family status of students

Key Indicators

Proportion of married students:	5.7
Proportion of married female students:	5.6
Proportion of married male students:	5.9
Proportion of married 21-yr old students:	0.3



National Source: National student survey 2006

National commentary:

Note: 1.4% of all students are divorced or widowed. These are counted as "single" in this context.

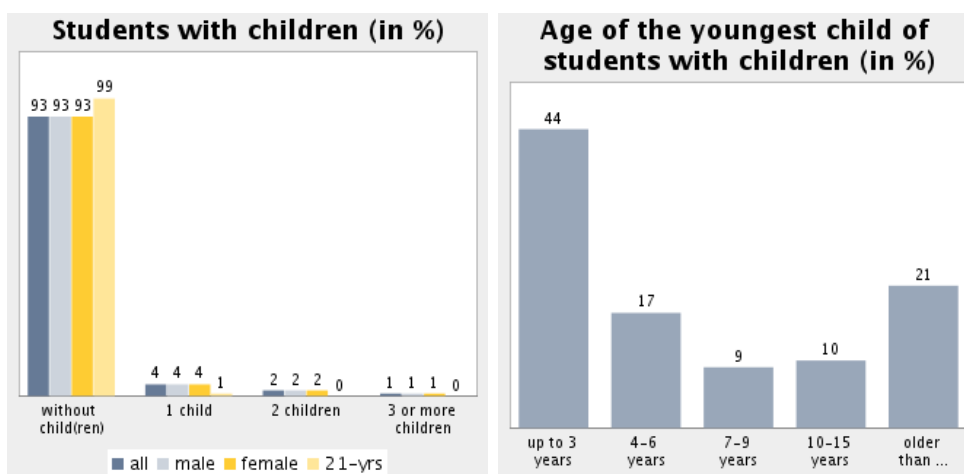
About 6% of all students are married and one out of four students is living with a partner. Female students are slightly more often single with partner. The proportion of married students or students living with a partner increases significantly with age. For example, about 30% of all students older than 30 years are married and 27% are single living with a partner. The majority of 21-year-old students is single (80%), only 19% live with a partner.

Topic: Demographic Characteristics

Subtopic 5: Students with children

Key Indicators

Proportion of all students with children	7.2
Proportion of female students with children	7.3
Proportion of male students with children	7.1
Proportion of 21-yr olds with children	1.1
Proportion of students with children up to the age of 15 years	78.8



National Source: National student survey 2006

National commentary:

7.2% of all students have children of their own: 57% of these have one child and one third have two children. There is no significant difference between the two genders. About 60% of the studying parents have children of pre-school age and in 21% of all cases the youngest child is older than 15 years. The proportion of parents increases with age: whereas only 1% of all students up to 25 years have children, more than one third (36%) of students older than 30 have a child.

Compared to the last survey (2002), the proportion of parents declined from 11% to 7%. This decline is not due to a general change in fertility in Austria and cannot be regressed to only one explanatory variable.

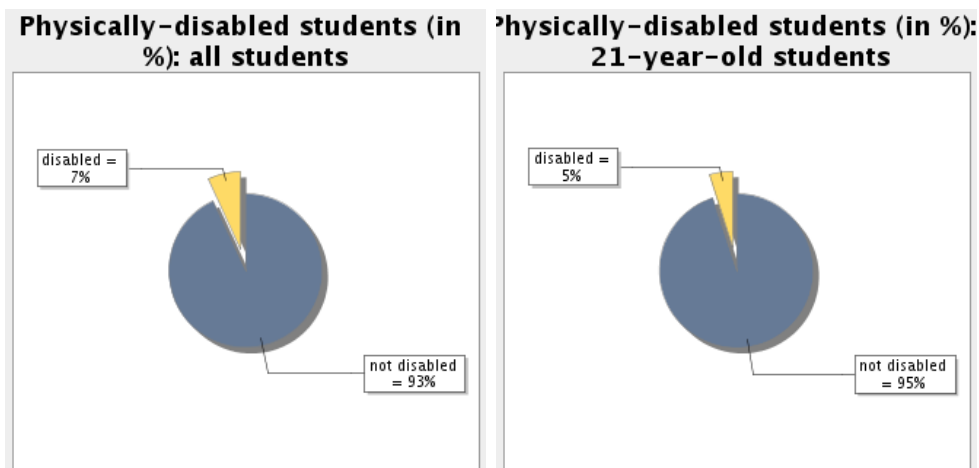
Source: national survey.

Topic: Demographic Characteristics

Subtopic 6: Physically-disabled students who feel impaired in their studies

Key Indicators

Physically-disabled students (%)	6.9
Physically-disabled students 21 years of age (%)	5.5



National Source: National student survey 2006

National commentary:

Following the Eurostudent-definition, 7% of all students (5.5% of 21-year-old students) are physically disabled and feel impaired in their studies. The proportion of physically disabled students varies between institutions: At some universities the proportion of students affected amounts to more than 15%, whereas at some Universities of Applied Sciences hardly any students affected are to be found. However, these figures do not include those who define themselves mentally ill (1.6% of all students) as well as those who are physically ill without being impaired in their studies (12.1% of all students). Overall, about one fifth of all students define themselves as physically disabled or mentally ill and altogether 8% of all students are impaired in their studies for that reason.

Source: national survey.

Topic: Access to Higher Education

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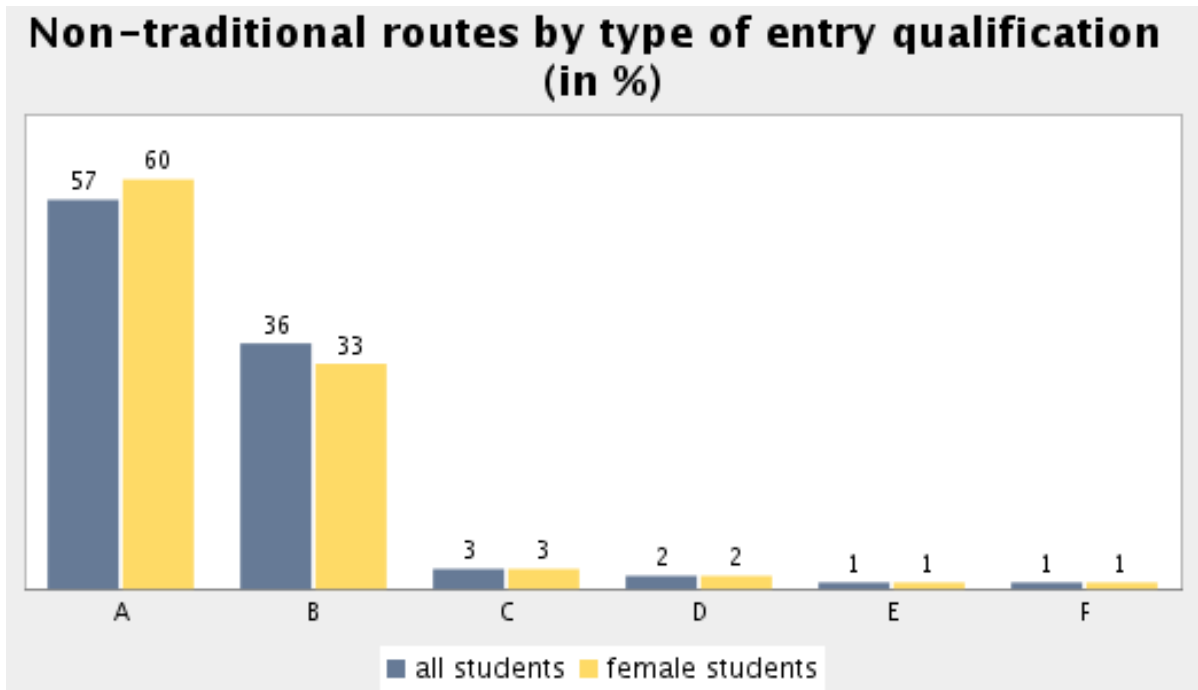
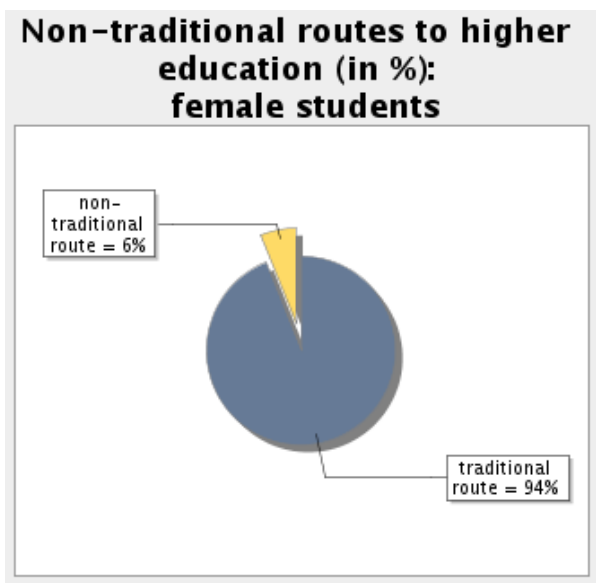
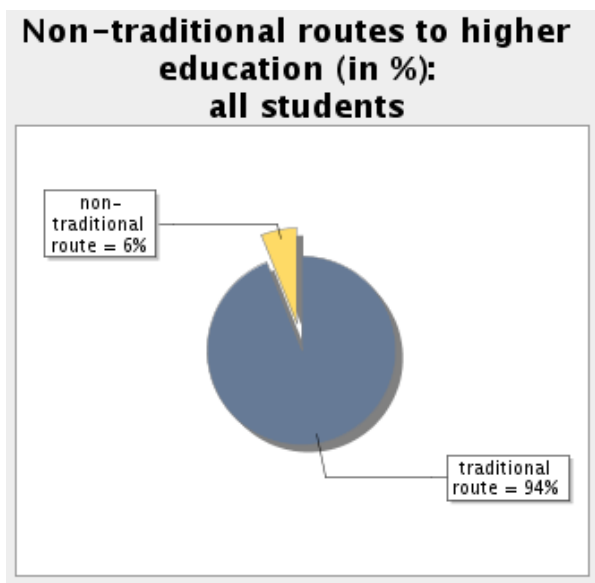
Topic: Access to Higher Education

Subtopic 7: Non-traditional routes to higher education

Key Indicators

Percentage of students with "non-traditional" route to higher education: 6.1

Percentage of female students with "non-traditional" route to higher education: 5.6



National Source: National student survey 2006

National commentary:

Note:

A - AHS - general secondary school (matriculation examination);

B - BHS - vocational secondary school (matriculation examination);

C - Studienberechtigungsprüfung - university entrance examination;

D - Berufsreifeprüfung - special type of matriculation examination allowing unlimited access to university;

E - andere - others;

F - ausländisches Reifezeugnis - foreign matriculation examination.

Non traditional = c,d,e.

The majority of the students enter university with an upper secondary school leaving diploma ("Matura"). 57% of all students visited a general upper secondary school (AHS), and about one third a vocational upper secondary school (BHS). In sum, 6% of all students have non-traditional access to universities, mainly via special exams for people with vocational training and some years of professional experience. These exams are called "Studienberechtigung" or "Berufsreifeprüfung". 1% of all students have another entitlement to study. This includes for instance the possibility to study at Universities of Applied Sciences without "Matura", but after passing a specific entrance exam; A similar situation can occur at Universities of the Arts. A further possibility to access university on a "traditional pathway" is the nostrification (recognition of equivalency) of a foreign secondary school certificate.

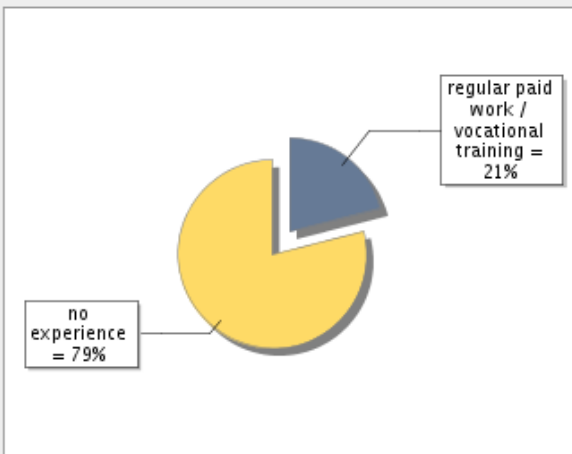
Topic: Access to Higher Education

Subtopic 8: Work experience before entering higher education

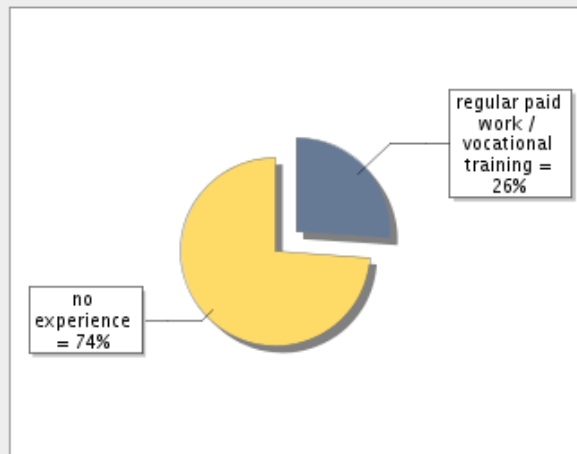
Key Indicators

Percentage of all students with work experience before entering higher education:	23.2
Percentage of male students with work experience before entering higher education:	26.3
Percentage of female students with work experience before entering higher education:	20.6

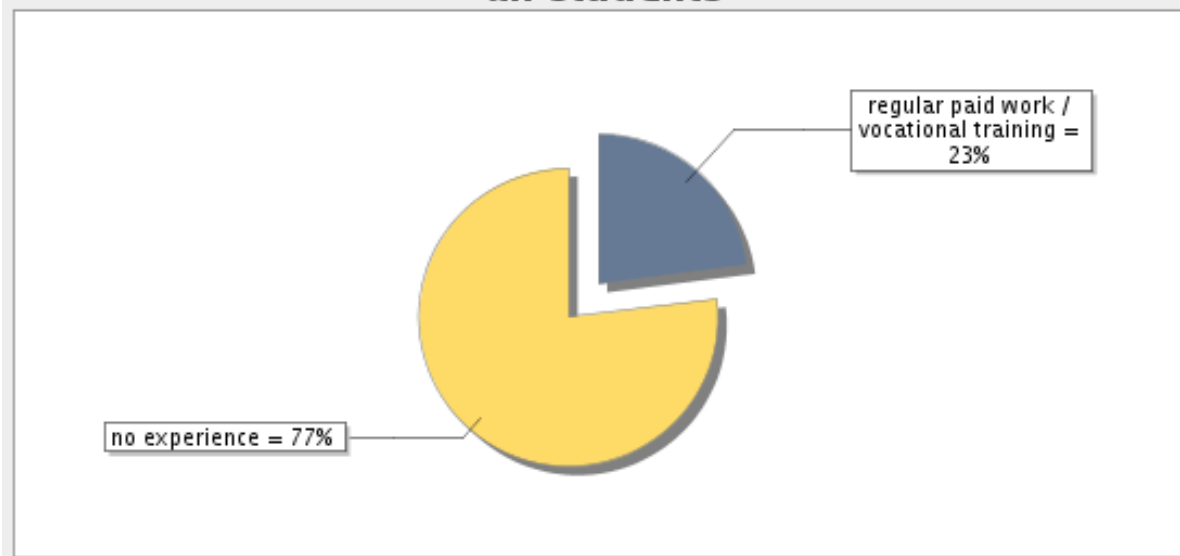
Work experience before entering higher education (in %): female students



Work experience before entering higher education (in %): male students



Work experience before entering higher education (in %): all students



National Source: National student survey 2006

National commentary:

23% of all students gained work experience before they started their studies (not counting paid or unpaid periods of practical training). This work experience is mostly arising from regular employment; only 3% of all students passed vocational training and entered universities via non-traditional routes. More male than female students gained work experience before they entered university (26% versus 21%). The highest proportion of students with work experience is found among students at Universities of Applied Sciences (Fachhochschule), which offer special courses for working students (86%). Compared to the last survey (2002), the proportion of students with work experience has increased, which is, on the one hand, due to the still ongoing expansion of Universities of Applied Sciences and, on the other, due to a slight change in the questionnaire.

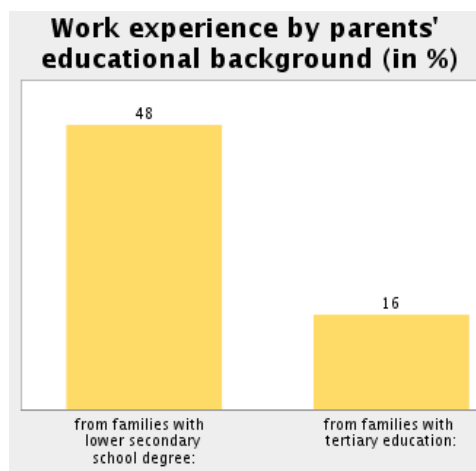
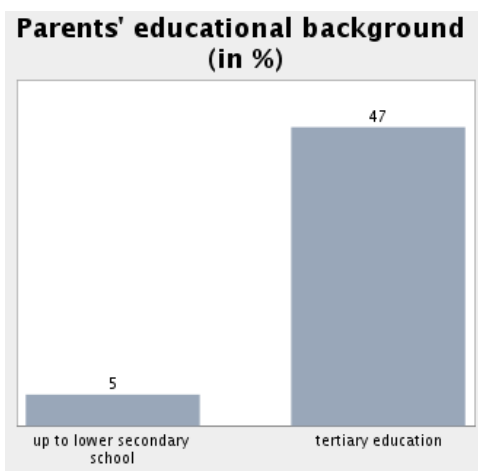
Topic: Access to Higher Education

Subtopic 9: Students with work experience before entering higher education by educational background of parents

Key Indicators

Students with work experience before entering higher education

from families with lower secondary school degree:	48.2
from families with tertiary education:	15.9
	0.0



National Source: National student survey 2006

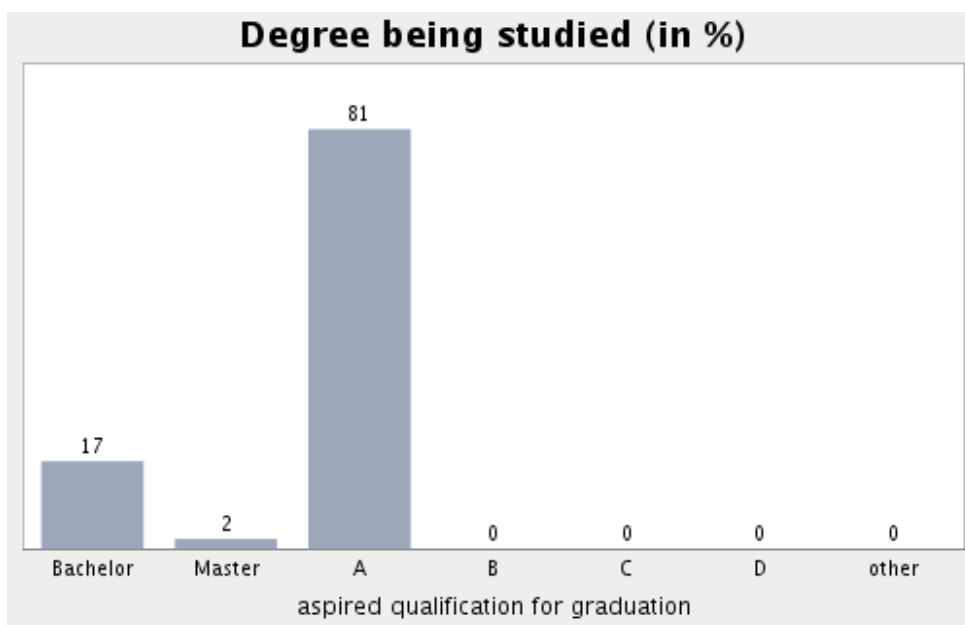
National commentary:

Students with work experience before entering higher education differ significantly in relation to their social background: Nearly half of all students with work experience before entering higher education come from families with lower secondary school degree, compared to only 5% of the total student population. 16% of those with work experience come from families with higher educational background, compared to nearly half of all students. This indicates that work experience (or non-traditional routes to higher education) is much more typical for students coming from lower social classes.

Topic: Access to Higher Education
Subtopic 10: Degree being studied

Key Indicators

% of students are studying for a Bachelor:	17.0
% of students are studying for a Master:	1.7
% of students are studying for other national degrees:	81.3



National Source: National statistics 2005/06

National commentary:

Note:

Data from universities refer to studies not students because a student can be enrolled in more than one subject. Therefore, the number of enrolled studies exceeds the number of students by about 40%.

2005/06, the majority of students (81%) were enrolled in "diploma courses", about 19% were enrolled in Bachelor (17%) and Master-studies (1.7%). As the implementation of the Bologna reforms continues, the proportion of Bachelor students is already much higher today (2007/08).

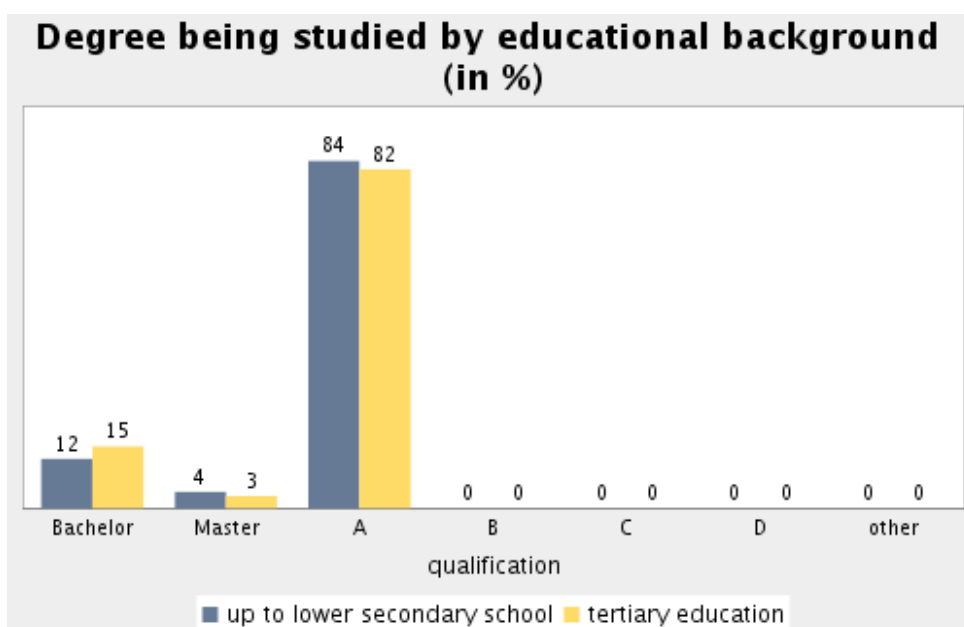
Topic: Access to Higher Education

Subtopic 11: Degree being studied by parents' education

Key Indicators

% of students with ...

low edu. background are studying for a Bachelor:	12.3
low edu. background are studying for a Master:	3.5
low edu. background are studying for other national degrees:	84.2
high edu. background are studying for a Bachelor:	15.3
high edu. background are studying for a Master:	3.0
high edu. background are studying for other national degrees:	81.7



National Source: National student survey 2006

National commentary:

Note: A = diplom.

The degree being studied does not differ much in relation to the educational background of parents. However, the chosen field of study differs depending on social background: FHS in general are more attractive for students from lower social background, most of all engineering studies. At the universities, science, social sciences and veterinary studies are most attractive for students from lower social backgrounds. On the other hand, students from higher social background prefer medicine, veterinary studies also (students from middle classes are under-represented here) and law.

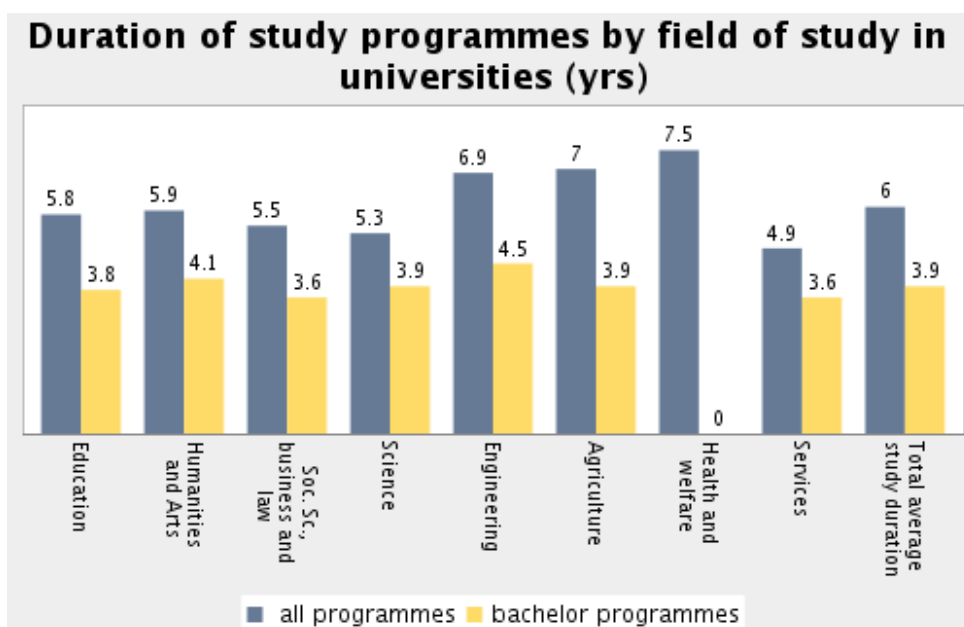
The degree being studied reflects therefore more the status of the implementation of the Bologna reforms in different fields of study than it is affected by the social background of the students.

Topic: Access to Higher Education

Subtopic 12: Duration of study programmes by field of study in universities

Key Indicators

Total average study duration (arithm. mean):	6.0
Average study duration in humanities:	5.9
Average study duration in engineering:	6.9
Total average study duration of Bachelor programmes (arithm. mean):	3.9
Average study duration of Bachelor programmes in humanities:	4.1
Average study duration of Bachelor programmes in engineering:	4.5



National Source: National Statistics 2005/06; BMWF.

National commentary:

The average study duration of all students at universities is twelve semesters or six years (as of 2005/06). The average study duration varies according to the subject studied and lies between 9.7 semesters (services) and 15 semesters (health and medicine). The average duration of Bachelor programmes amounts to 7.7 semesters with a minimum of 7.2 semesters in services and 9.0 semesters in engineering. However, several of the first graduates of a Bachelor programme started their study in a diploma programme. Therefore, the average duration of Bachelor programmes includes sometimes also some semesters in diploma courses. Hence, the statistical duration of Bachelor programmes will decrease in the future.

The empirical duration exceeds the theoretical duration of study (as defined in the course schemes)

significantly. The most important reason for longer duration is employment during term. In fact, a significant number of students are actually part time students.

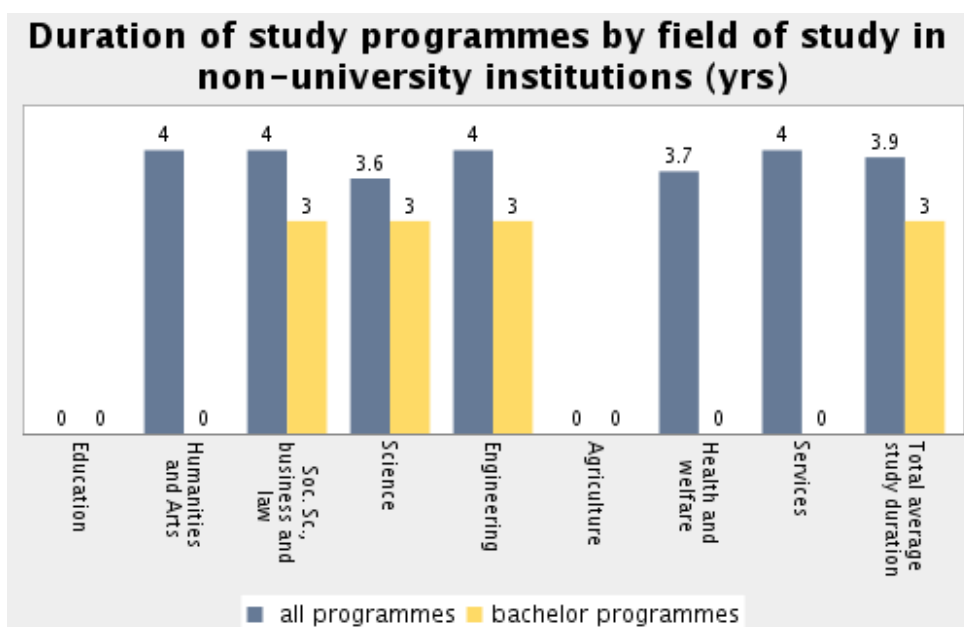
Note: No data available regarding Bachelor programmes in the fields of health and welfare.

Topic: Access to Higher Education

Subtopic 13: Duration of study programmes by field of study in non-university institutions

Key Indicators

Total average study duration (arithm. mean):	3.9
Average study duration in humanities:	4.0
Average study duration in engineering:	4.0
Total average study duration of Bachelor programmes (arithm. mean):	3.0
Average study duration of Bachelor programmes in humanities:	n.d.
Average study duration of Bachelor programmes in engineering:	3.0



National Source: National Statistics 2005/06; BMWF.

National commentary:

Data about the real duration of studies at Universities of Applied Sciences (Fachhochschule) are not available. However, due to the organisation of the sector (programmes are characterised by a stricter schedule and a more school-like system of classes than universities) it is assumed that the theoretical and empirical duration of a study programme are more or less identical. In most cases, the theoretical duration of a diploma-course is eight semesters, four years. That of a Bachelor-course is six semesters (three years). Special programmes for working students may be one or two terms longer or shorter (if vocational experience is taken into account).

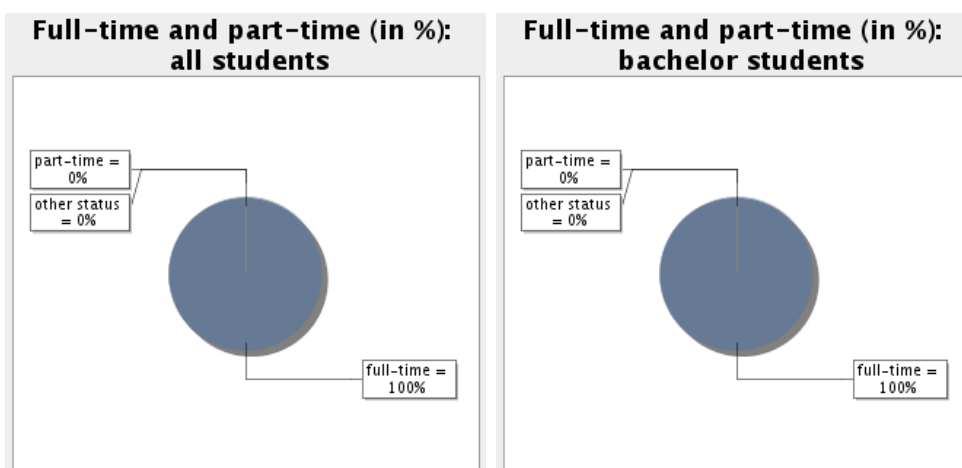
Note: No data available regarding Bachelor and/or Master programmes in the fields of education; humanities & arts; agriculture; health & welfare; services.

Topic: Access to Higher Education

Subtopic 14: Student status

Key Indicators

all-students	full-time	100.0
	part-time	0.0
	other status	0.0
Bachelor	full-time	100.0
	part-time	0.0
	other status	0.0



National Source: National Regulation.

National commentary:

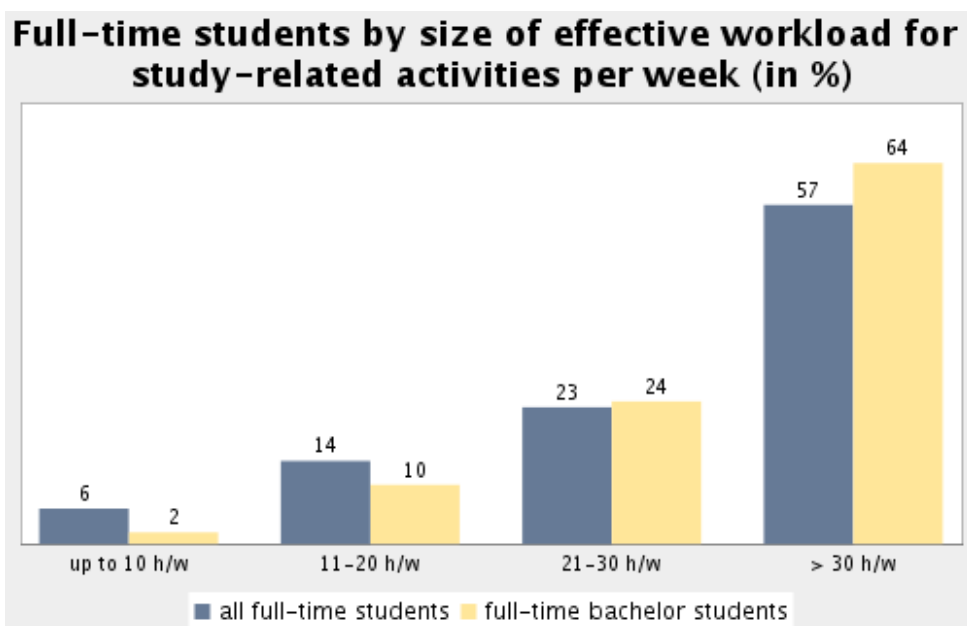
Officially, all students are full-time students, because there exists no status as "part-timer" in Austria. 4% of all students study in a programme at a University of Applied Sciences which is specially designed for working students. In Eurostudent II, these students were counted as "part-time students". However, they spend on average more time studying than many other students. Hence, they are counted as full-time students here.

Topic: Access to Higher Education

Subtopic 15: Full-time students by size of effective workload for study-related activities per week

Key Indicators

Full-time students following study-related activities up to 20 hours per week:	19.9
Full-time Bachelor students following study-related activities up to 20 hours per week:	12.5



National Source: National student survey 2006

National commentary:

In general, 40 hours per week are regarded as a full-time job in Austria. Only a third of all students spend on average 40 or more hours per week on study-related activities, mostly because they work on the side. If working hours are included, the average time budget of a student is 45 hours per week. However, 57% spend more than 30 hours on their studies, but on the other hand, 20% spend only up to 20 hours per week on study-related activities. Nevertheless, students spend on average 33 hours per week on their studies. At Universities of the Arts, the average is 38 hours, at FHS it is 39 hours, but in full-time programmes at FHS it is 44 hours and in programmes for working students it is 29 hours.

Topic: Social Make-up of Student Body

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Topic: Social Make-up of Student Body

Subtopic 16: Work status of students' parents

Key Indicators

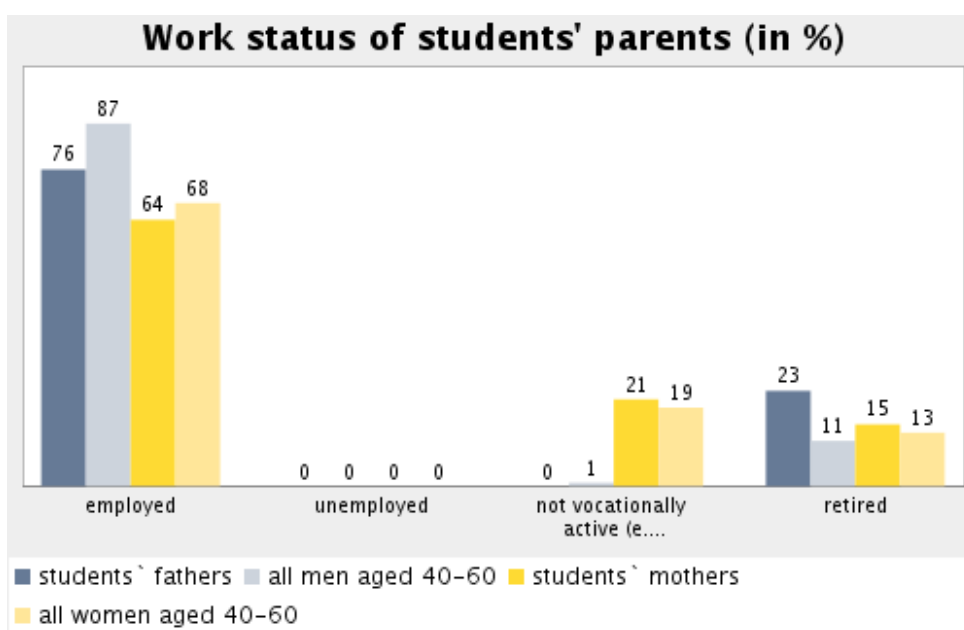
Occupational status of parents
(deceased parents excluded)

Percentage of students with economically active fathers: 76.2

Percentage of students with economically active mothers: 64.0

Ratio of students' fathers to all men who are economically active: 0.87

Ratio of students' mothers to all women who are economically active: 0.94



National Source: Labour force survey 2006, Statistik Austria; National student survey 2006.

National commentary:

Note:

In the National Survey, we do not differ between employed and unemployed parents for certain reasons. However, unemployment is in general comparatively low in Austria (2006: 4.8%). In 2006, the unemployment rate of men aged 40-60 was 3.6%, the corresponding rate for women was 3.4%.

Retired men and women aged 40-60 include persons permanently unable to work.

12% of all students are older than 30 years (s. Fig. 1). Most of their parents might therefore be older than 40-60 years. 7% of all students' fathers are deceased (3% of the mothers). Hence, they are not included in the table above. But still, a quarter of all students' fathers are retired compared to 11% of all men aged 40-60, or in other words, less fathers of students are economically active than men aged 40-

60. Nevertheless, the work status of students' mothers does not differ much from all women aged 40-60.

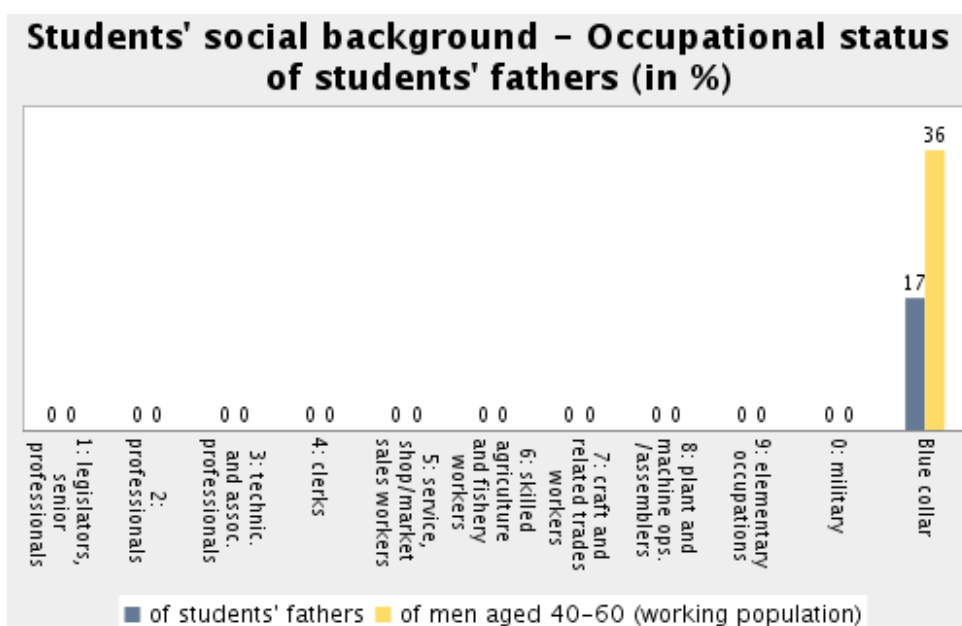
Note: No data available regarding unemployed parents.

Topic: Social Make-up of Student Body

Subtopic 17: Students' social background - Occupational status of students' fathers

Key Indicators

Students' fathers with working-class occupation (blue-collar) in %:	16.9
Ratio of students' fathers to all men with working-class occupation:	0.47



National Source: Labour force survey 2006, Statistik Austria; National student survey 2006.

National commentary:

Note:

The national student survey classifies the occupational status of students' parents according to their contractual status on the labour market, because of comparability over time. It is therefore not comparable with ISCO-88. According to ISCO-88, 50.2% of all men aged 40-60 are blue collar (subcategories 5-9).

Moreover, the question in the national survey refers to the current or last job (people that never worked are excluded), while ISCO refers only to the current job. Hence, the following data from the labour force survey include the last job as well (if the person is currently not working).

According to the national definition, the Austrian data are as follows:

Students' fathers, blue collar: 16.9% (workers, farmers, assistant in family business).

Men aged 40-60, blue collar: 35.9% (workers, farmers, assistant in family business).

The ratio of students' fathers to all men with working-class occupation is therefore: 0.47.

Students whose father has (or had) a working class occupation are under-represented by the factor two

in Austria. This ratio is quite stable over time.

Workers are the most under-represented group. 13% of students' fathers are workers compared to 31% of all men aged 40-60 (ratio: 0.41). Farmers on the other hand are only slightly under-represented with a ratio of 0.85 (4.1% versus 4.8%). Public employees are, in contrast to that, the most over-represented group among students' fathers (25% versus 16.5%, ratio: 1.53) followed by the self-employed (20% versus 14%; ratio 1.50). Employees in the private sector are more or less equally represented among students' fathers (37.5%) compared to all men aged 40-60 (34%; ratio 1.1).

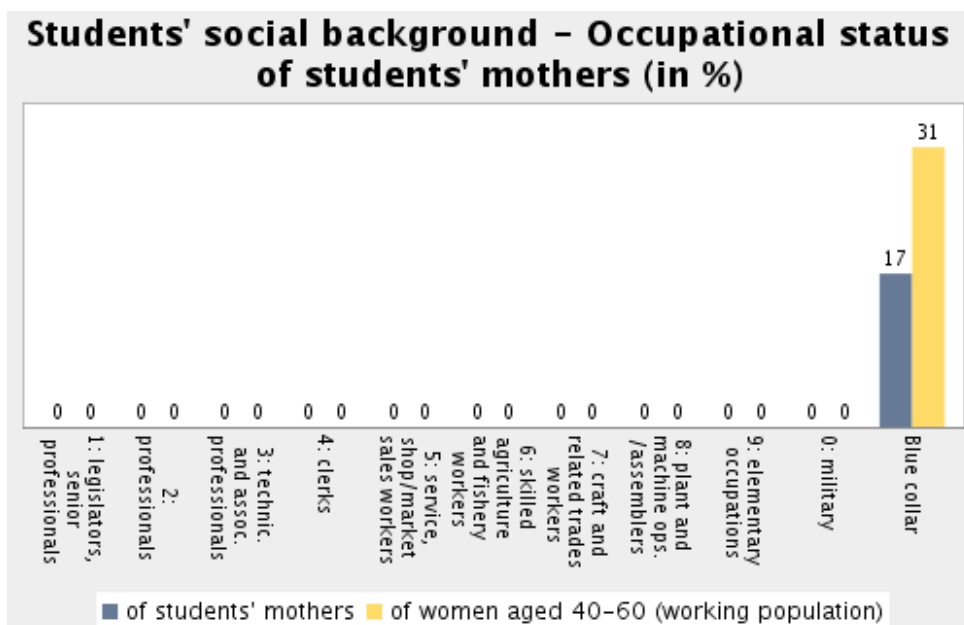
Note: No data available except for blue-collar occupations.

Topic: Social Make-up of Student Body

Subtopic 18: Students' social background - Occupational status of students' mothers

Key Indicators

Students' mothers with working-class occupation (blue-collar) in %:	17.0
Ratio of students' mothers to all women with working-class occupation:	0.54



National Source: Labour force survey 2006, Statistik Austria; National student survey 2006.

National commentary:

Note:

The national student survey classifies the occupational status of students' parents according to their contractual status on the labour market, because of comparability over time. It is therefore not comparable with ISCO-88. According to ISCO-88, 45.5% of all women aged 40-60 are blue-collar (subcategories 5-9).

Moreover, the question in the national survey refers to the current or last job (people that never worked are excluded), while ISCO refers only to the current job. Hence, the following data from the labour force survey include the last job as well (if the person is currently not working).

According to the national definition, the Austrian data are as follows:

Students' mothers, blue-collar: 17.0% (workers, farmers, assistant in family business).

Women aged 40-60, blue-collar: 31.4% (workers, farmers, assistant in family business).

The ratio of students' mothers to all women with working-class occupation is therefore: 0.54.

Students whose mother has (or had) a working class occupation are under-represented more than

twofold in Austria. This ratio has improved slightly during recent years.

In general, the representation of students' mothers is very similar to that of students' fathers: Workers are even more under-represented (9% of students' mothers versus 25% of all women aged 40-60; ratio 0.36) and farmers are less equally represented, too (ratio 0.76). Public employees are in contrast even more over-represented among students' mothers compared to students' fathers. 24% of students' mothers work in the public sector compared to 14% of all women aged 40-60 (ratio 1.77). The over-representation of self-employed is 1.22 and employees in the public sector are nearly equally represented (ratio 1.05).

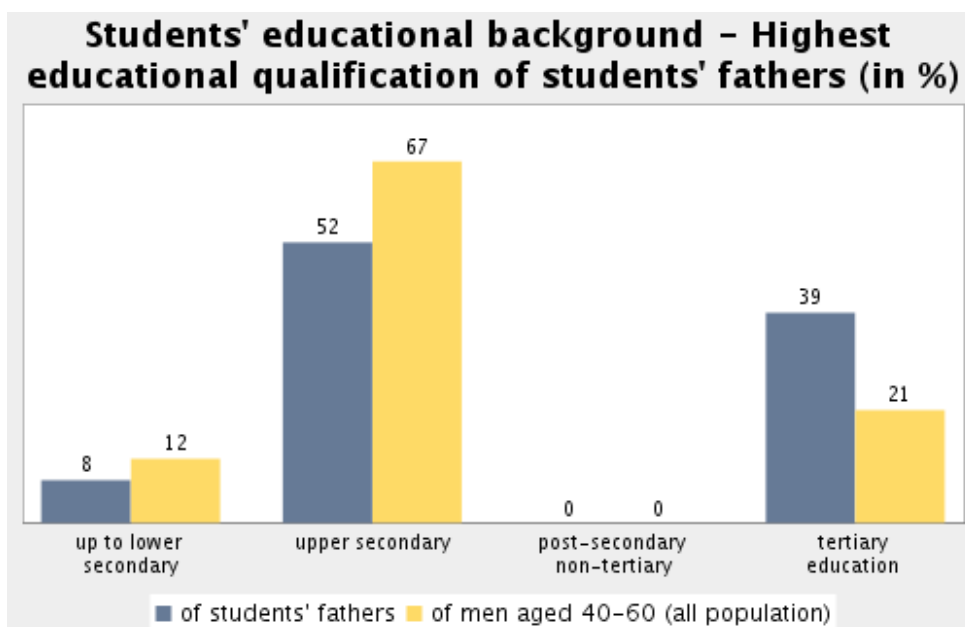
Note: No data available except for blue-collar occupations.

Topic: Social Make-up of Student Body

Subtopic 19: Students' social background - Highest educational qualification of students' fathers

Key Indicators

Students with high social background (measured by father's education) in %:	39.15
Ratio (students' fathers/all men aged 40-60 in the population) with high social background:	1.91
Ratio bachelor students' fathers/all men aged 40-60 with high social background	1.8
Students with low social background (measured by father's education):	8.46
Ratio students' fathers/all men aged 40-60 with low social background	0.7
Ratio Bachelor students' fathers/all men aged 40-60 with low social background	0.73



National Source: Labour force survey 2006, Statistik Austria; National student survey 2006.

National commentary:

Note:

In the national report and in Eurostudent 2005 we use(d) a different classification of students' educational background. Therefore, the data presented here is not comparable with the national report or Eurostudent 2005. Main difference is a higher ranking of vocational training in the ISCED than the national classification. Moreover, the data for "post-secondary non-tertiary" is included in upper secondary. Hence, no data is available for "post-secondary non-tertiary".

Compared to the male population aged 40 to 60, students' fathers have on average a higher educational level. Only about 8% of students' fathers have a school leaving certificate up to lower secondary level but 12% of the male population aged 40 to 60 reached this educational level. Even more dramatic is the difference concerning higher education: about 40% of students' fathers but only 20% of men in general have a higher education degree.

However, there is a difference between the two sectors of the higher education system: 41% of the students at Universities are children of a university graduate. At the FHS, this group consists only of 29% of the students. The over-representation of students from a higher educational background is therefore 1.4 at FHS and 2.0 at Universities and 1.9 overall. On the other hand, 11.5% of students' fathers have an education up to lower secondary. At the FHS their proportion corresponds nearly with the proportion of all men aged 40-60. Due to the ongoing expansion of the FH-sector, the over- or under-representation of groups by educational background is decreasing slightly in the whole higher education system.

The FH-sector implemented the Bologna-structure earlier than the Universities. Therefore, FH-students have a higher weight in the analysis of Bachelor students. This explains the small difference in the social composition of BA-students vis-à-vis all students.

Source: national survey.

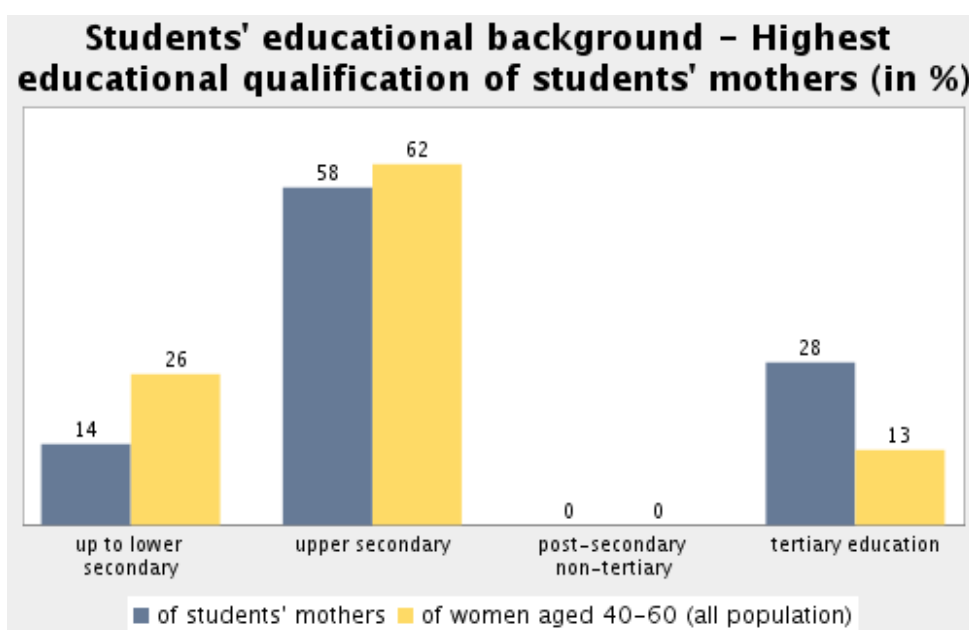
Note: No data available regarding post-secondary non-tertiary qualification.

Topic: Social Make-up of Student Body

Subtopic 20: Students' social background - Highest educational qualification of students' mothers

Key Indicators

Students with high social background (measured by mother's education) in %:	27.83
Ratio (students' mothers/all women aged 40-60 in the population) with high social background:	2.17
Ratio bachelor students' mothers/all women aged 40-60 with high social background	1.99
Students with low social background (measured by mother's education):	14.0
Ratio students' mothers/all women aged 40-60 with low social background	0.55
Ratio Bachelor students' mothers/all women aged 40-60 with low social background	0.5



National Source: Labour force survey 2006, Statistik Austria; National student survey 2006.

National commentary:

Note:

In the national report and in Eurostudent 2005 we use(d) a different classification of students' educational background. Therefore, the data presented here is not comparable with the national report or Eurostudent 2005. Main difference is a higher ranking of vocational training in the ISCED than the national classification. Moreover, the data for "post-secondary non-tertiary" is included in upper

secondary. Hence, no data is available for "post-secondary non-tertiary".

Similar to the education background of students' fathers, mothers' education shows that students are more likely to come from families with higher educational backgrounds. About 28% of all students' mothers have a higher education degree, which is more than double the proportion among the female population aged 40 to 60.

Mothers with a higher education degree add up to 29% among students at Universities, but only to 18% among FH-students. The over-representation of mothers with higher education is therefore 2.3 at Universities, 1.4 at FHS and 2.2 overall. Hence, the difference between Universities and FHS is even higher than among students' fathers. This is the reason for the slightly different figures for BA-students.

Source: national survey.

Note: No data available regarding post-secondary non-tertiary qualification.

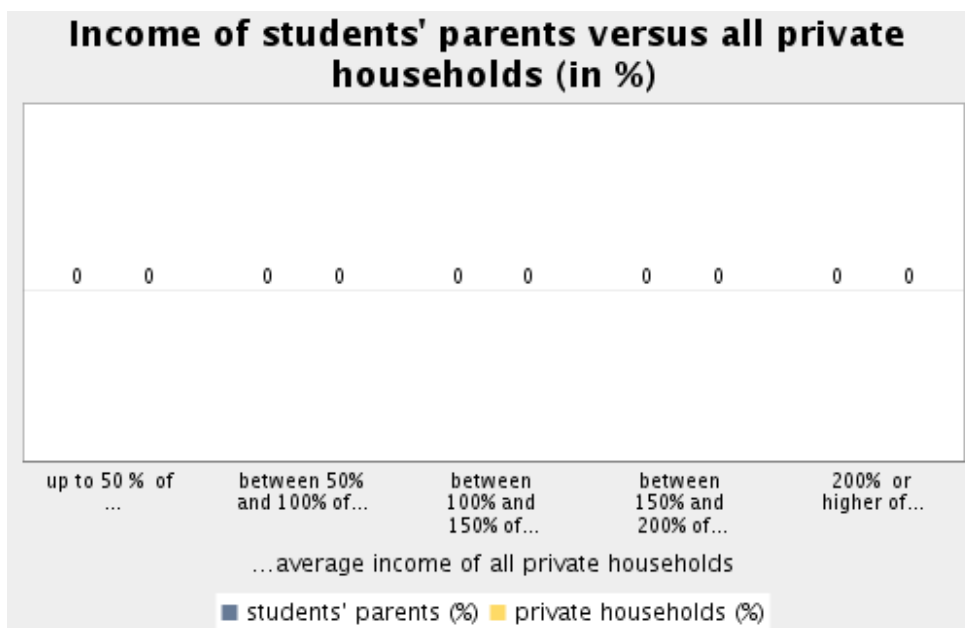
Topic: Social Make-up of Student Body

Subtopic 21: Income of students' parents versus all private households

Key Indicators

Percentage of students' parents with an income up to 50% below the average for all private households

n.d.



National Source: ---

National commentary:

Note:

Around a quarter of all students can not estimate their parents' income. A comparison with all private households is even more difficult, because students' parents are on average older than private households in general. Hence, another third of the students' parents are already retired or deceased, which makes their income not comparable.

Therefore, no reliable data about the income of students' parents can be provided.

Topic: Accommodation

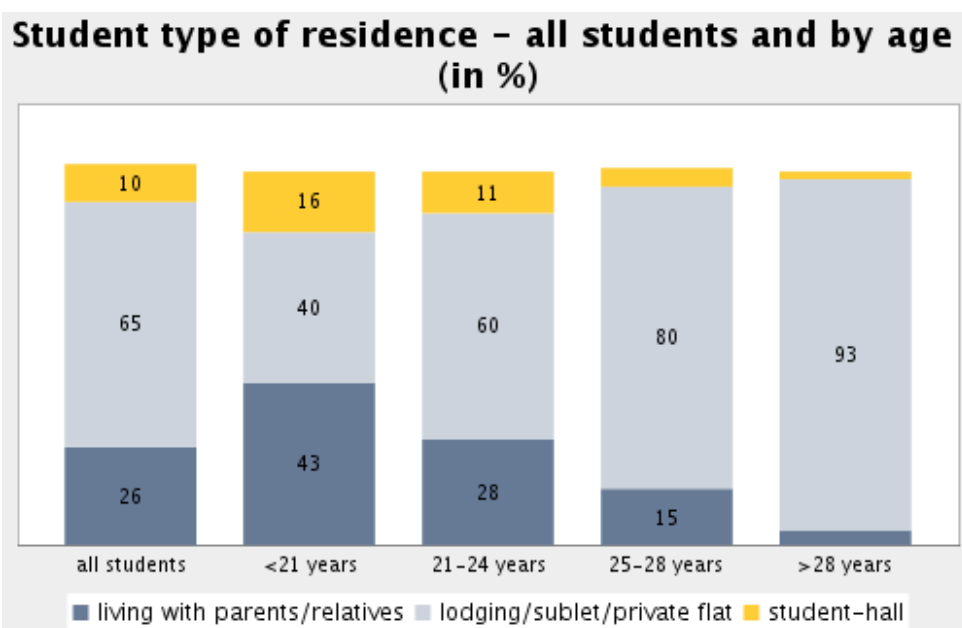
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Topic: Accommodation

Subtopic 22: Student type of residence and student type of residence by age

Key Indicators

Proportion of (all) students living with parents/relatives in %:	25.5
Proportion of student-hall residents in %:	9.9
Proportion of students living in an own lodging/sublet/privat flat in %:	64.6
Most frequent type of residence for students younger than 21 years:	1.0
Share of students younger than 21 years in this form of accommodation	43.4
Most frequent type of residence for students older than 28 years:	2.0
Share over 28 year old students in this form of accommodation:	93.39



National Source: National student survey 2006

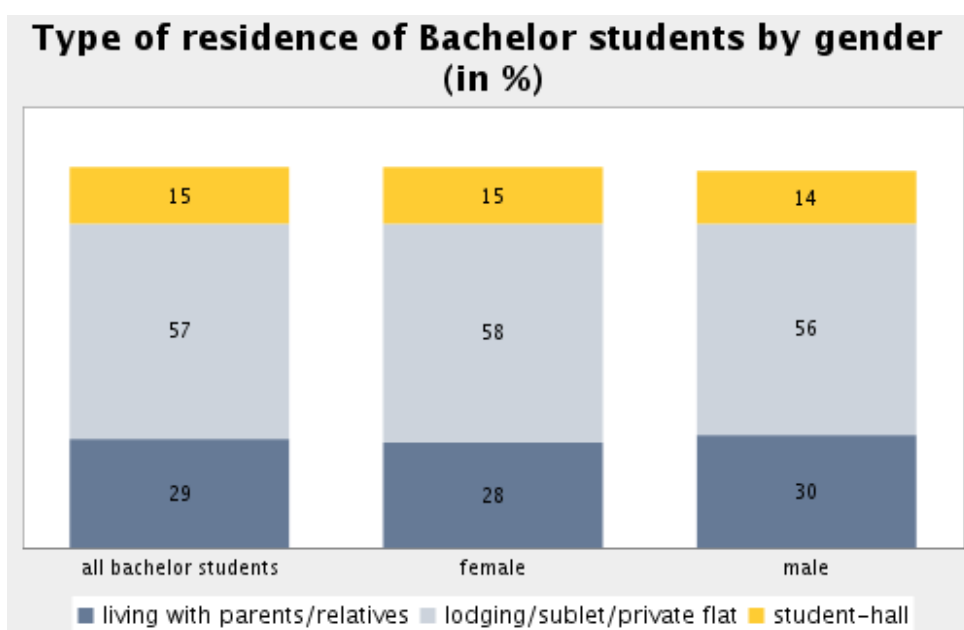
National commentary:

The majority of all students (65%) run their own household, 10% live in student halls and one out of four students lives with his/her parents.

The type of residence varies significantly within age groups. While about 40% of students up to 21 years live with their parents, more than 90% of all students older than 28 run their own household. Student halls lose importance the older students are. Among the youngest age-cohort (< 21 years) 16% of all students live in a student hall but only 2% of students older than 28.

Topic: Accommodation**Subtopic 23: Type of residence of bachelor students by gender****Key Indicators**

Proportion of Bachelor students living with parents/relatives in %:	28.7
Proportion of Bachelor students living in student-halls in %:	14.6
Proportion of Bachelor students living in a lodging/sublet/private flat in %:	56.7
Proportion of female Bachelor students living with parents/relatives in %:	27.5
Proportion of male Bachelor students living with parents/relatives in %:	29.5



National Source: National student survey 2006

National commentary:

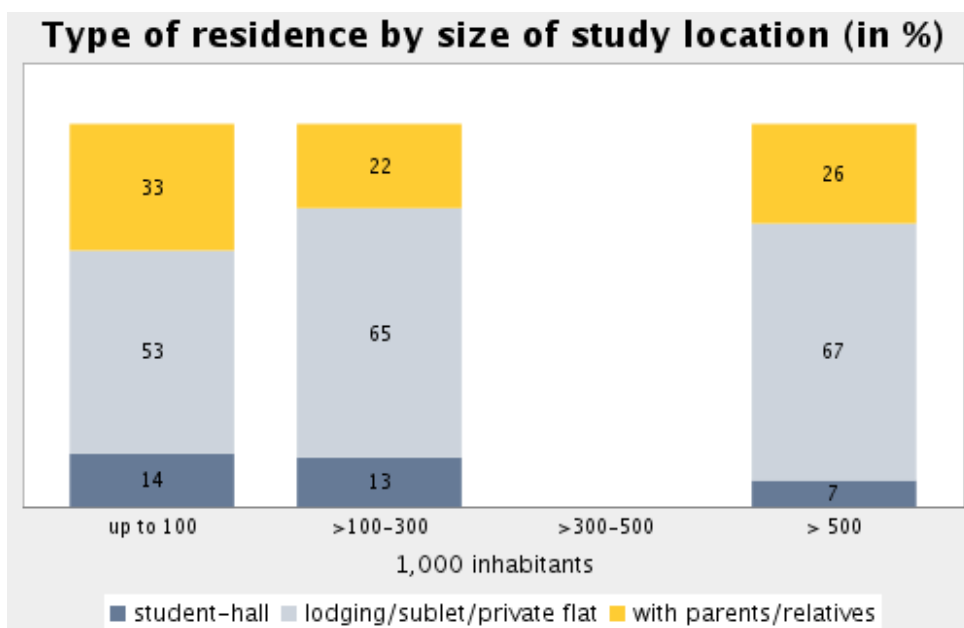
Bachelor students are nearly two years younger than the average of all students (see Figures 1,2). However, as figure 22 has shown, age has an great impact on the type of residence. 29% of all Bachelor students live with their parents and 57% run their own household. The proportion of students living in student halls is above the overall average (15% versus 10%). There are no significant gender differences concerning the type of residence of Bachelor students.

Topic: Accommodation

Subtopic 24: Type of residence by size of study location

Key Indicators

Ratio of students living in (lodging/sublet/private flat)/(with parents/relatives) in locations < 100,000 inhabitants:	1.62
Ratio of students living in (lodging/sublet/private flat)/(with parents/relatives) in locations > 500,000 inhabitants:	2.54



National Source: National student survey 2006

National commentary:

There is no city in Austria which has between 300-500 thousand inhabitants. The category over 500.000 inhabitants refers to Vienna only, where more than half of all students study.

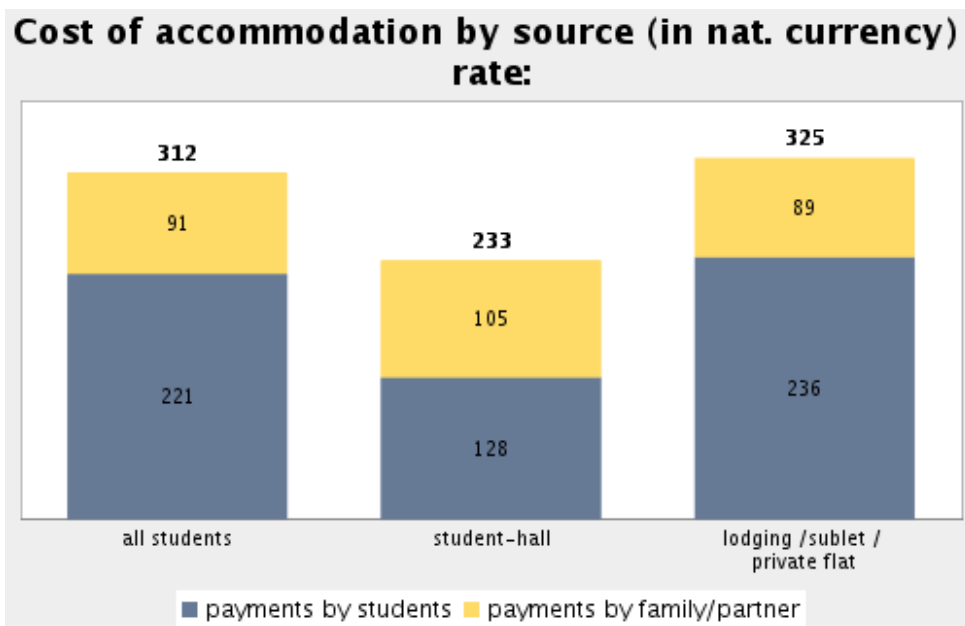
There are some differences in the type of residence depending on the size of the study location. In Vienna, two thirds of all students maintain their own households. One quarter of all students in Vienna lives in parents' households and about 7% stay in student halls. Living with parents is only possible for families residing near the university. This seems to be more likely for students in smaller study locations, where also more places in student halls are available. Moreover, Universities of Applied Sciences are more likely to be found in smaller cities. The student population in smaller cities is therefore slightly younger and has on average a slightly lower social background.

Topic: Accommodation

Subtopic 25: Cost of accommodation for students living in own households

Key Indicators

Average monthly rent for student-halls (arithm. mean):	232.0
Average monthly rent for students living in lodging/sublet/private flat:	325.0



National Source: National student survey 2006

National commentary:

Note: All forms of living away from home except student-halls are subsumed under own households (sub-tenancy, shared flat, own apartment/house).

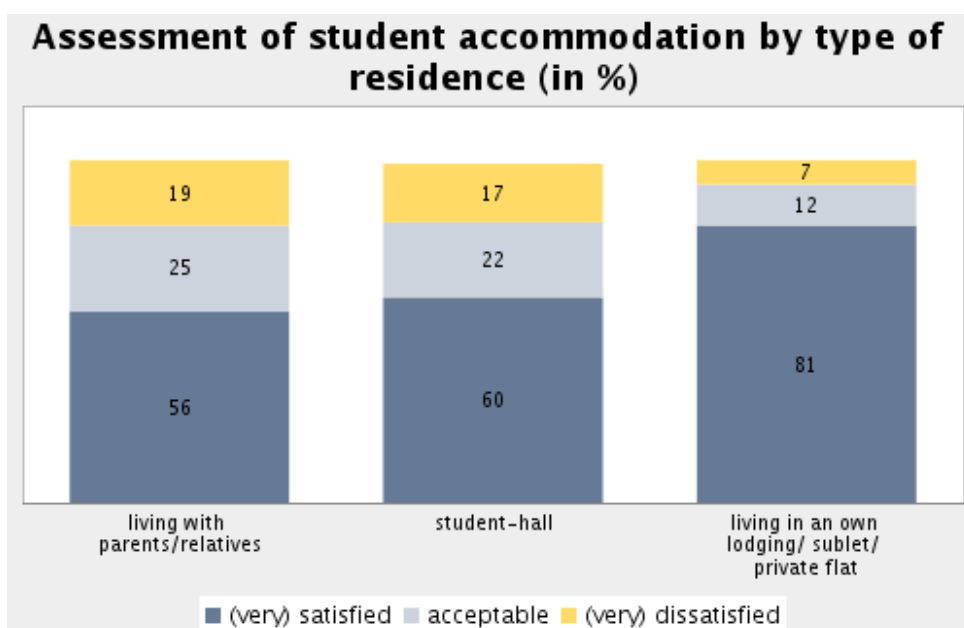
The cost of accommodation presented above include rent and additional costs like heating, lighting, and services paid by the students themselves or - in kind - by their family (parents or partner). Rent in student-halls may sometimes include meals as well. The average cost of accommodation for students maintaining their own household is Euro 312 per month. Euro 221 thereof is paid by the students themselves and on average Euro 91 are transfers in kind. The average cost for staying in a student-hall is about Euro 80 less. In-kind contributions from parents are more important for students living in a student-hall compared to those in own households. This is due to the different age structure of the two groups. The first are on average younger and to a lower extent employed and therefore more dependent on parents support.

Topic: Accommodation

Subtopic 26: Assessment of student accommodation by type of residence

Key Indicators

Percentage of (very) satisfied students, living with parents/relatives:	55.8
Percentage of (very) satisfied students, residing in student-halls:	60.5
Percentage of (very) satisfied students, living in an own lodging/sublet/private flat:	81.4



National Source: National student survey 2006

National commentary:

The assessment of accommodation depends on the type of residence. Students living with their parents or in student-halls are significantly more dissatisfied compared to students running their own households. More than 80% of students who run their own household are satisfied or very satisfied with their accommodation compared to 56% of students living with their parents or 60% residing in student halls. On the other hand, approximately 20% of students living with their parents are (very) dissatisfied with their accommodation compared to 7% of those maintaining own households. Compared to the last survey (2002) the assessment has slightly improved.

Topic: Funding and State Assistance

The collection of the information on the financial situation of students has been changed since the last survey. Now the focus is on the financial situation during the semester and excludes e.g. larger acquisitions (car, furniture...) or spending on holidays and income used for these expenses.

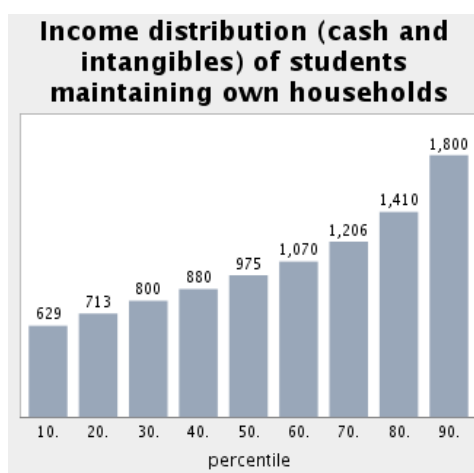
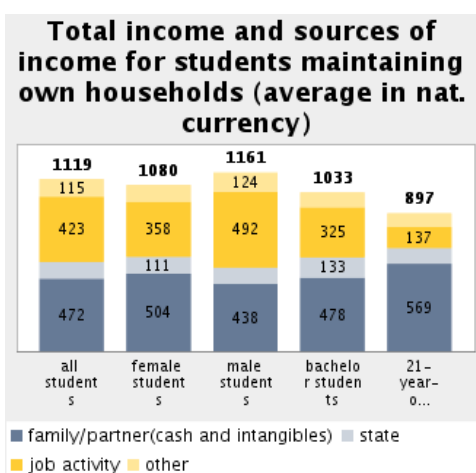
The category "state" (in income tables) consists only of state assistance for students. Child benefits (for all children in training up to 26 years), family credits (up to 30 months for a newborn) and all other social transfers by the state are summarised under "other". "Other" consists also of income from savings, income from loans, earnings during holidays or capital gains and miscellaneous erratic income, as long as they are used for daily living.

Topic: Funding and State Assistance

Subtopic 27: Total income of students maintaining their own household

Key Indicators

Income cut-off point between lower and upper half of distribution of student income (median):	975.0
Income cut-off point for lowest 20% of students:	713.0
Average monetary student income per month (mean):	1118.0
Average monetary income p.m. (mean) of female students:	1079.0
Average monetary income p.m. (mean) of male students:	1161.0
Average monetary income p.m. (mean) of bachelor students:	1033.0
Average monetary income p.m. (mean) of students aged 21:	897.0



National Source: National student survey 2006

National commentary:

The income of students correlates strongly with their age. Differences in the average age explain most of the distinctions within sub-groups of students, like the ones presented here. On average, students maintaining their own households have an income of Euro 1118. Male students have about Euro 80 more per month than female students (which are one year younger), mainly because of higher earnings from job activities. Females, on the other hand, receive higher contributions from their family or partner. Bachelor students (who are nearly two years younger than the overall average) have Euro 1033 per month, thus Euro 90 less than the average of all students. Moreover, 21-year-old students (3.5 years younger than the overall average) have nearly Euro 900 per month.

The average income in Austria was Euro 1220 (net, without social transfers) in 2006 according to a

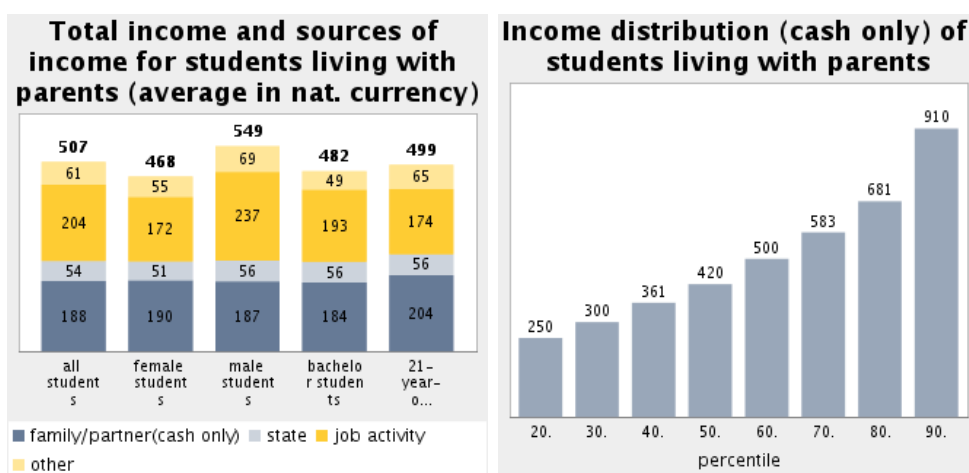
study of the Chamber of Labour. Around 30% of the students maintaining their own households have a monthly income above this reference value (including social transfers). On the other hand, around 20% have less than Euro 700 per month.

Topic: Funding and State Assistance

Subtopic 28: Total income of students living with parents/relatives

Key Indicators

Income cut-off point between lower and upper half of distribution of student income (median):	420.0
Income cut-off point for lowest 20% of students:	250.0
Average monetary student income p.m. (mean):	507.0
Average monetary income p.m. (mean) of female students:	468.0
Average monetary income p.m. (mean) of male students:	549.0
Average monetary income p.m. (mean) of bachelor students:	482.0
Average monetary income p.m. (mean) of students aged 21:	499.0



National Source: National student survey 2006

National commentary:

Note:

The proportion of students living with parents has slightly increased since the last survey. Moreover, this group is on average a bit younger than four years ago. In combination with the changes in the questionnaire (see comment on this chapter), their income has decreased slightly since 2002. Students living with their parents have an average monthly budget of Euro 508 (any transfers in-kind are not included here). Male students living with their parents are on average 1.3 years older than females. They dispose of Euro 550 per month, that is 17% more than their female colleagues. Male earnings from job activity are 38% higher, other income is 28% higher and state assistance is 9% higher than the respective figures for females. Moreover, male students receive only 2% less from their family than females although family contribution decreases in general with the age of the student.

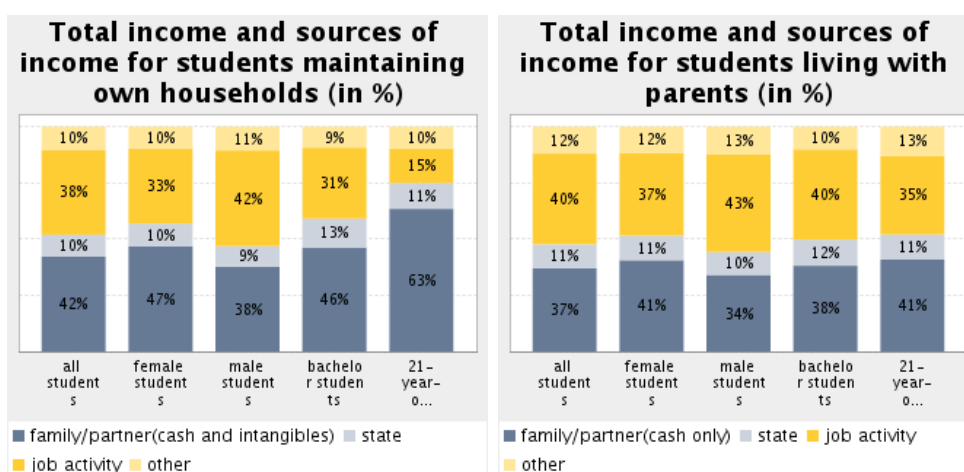
The income difference between high and low earners is much wider within students living with parents compared to students maintaining their own households. Contributions in-kind by the family might balance this distribution a bit more, but still, the reason for the difference is that students living with their parents have quite a low basic cost of living and do therefore not need a high income (from family, state or work). However, some students have a relatively high job income even if they might not need it for their current cost of living. It is much more difficult for students maintaining their own households to have an income significantly above their basic cost of living.

Topic: Funding and State Assistance

Subtopic 29: Composition of student income according to type of residence

Key Indicators

Family/partner contribution for students maintaining own households in %:	42.0
Job source for students maintaining own households in %:	38.0
State contribution for students maintaining own households in %:	10.0
Family/partner contribution for students living with parents/relatives in %:	37.0
Job source for students living with parents/relatives in %:	40.0
State contribution for students living with parents/relatives in %:	11.0



National Source: National student survey 2006

National commentary:

Family contributions (in cash and kind) are the most important source of income for students maintaining their own households. They provide 42% of the total budget (and even 63% of the budget of 21-year-old). Earnings from job activity add on average 38% to the budget. State assistance provides nearly 10% of the total income of students maintaining their own households. Students maintaining their own households are on average 26 years old. This is the age when most of the state assistances end. For younger students, the proportion of the budget provided by the state is therefore much higher. Male students maintaining their own households have an income from job activity of Euro 492, i.e. 38% higher than the respective income of females. Moreover, job earnings are the most important source of income for males as they provide 42% of the budget (family: 38%). On the other hand, female students maintaining their own households, depend much more on contributions from their family (47% of total budget) which in their case is more often a partner compared to the male students.

The income situation of students living with their parents is not directly comparable therewith, because transfers in-kind are lacking here. For that reason, family contributions are underestimated in this group.

State assistance takes into account if students cannot live with their parents because of the distance to their study location. Therefore, the state assistance for students living with their parents is on average less than half the amount than for students maintaining their own households regardless of the fact that students living with parents are on average 22 years old (i.e. four years younger).

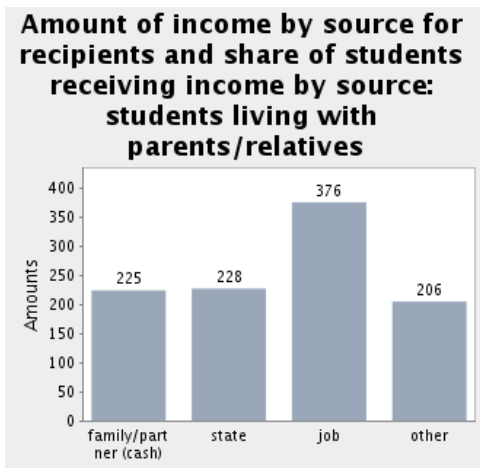
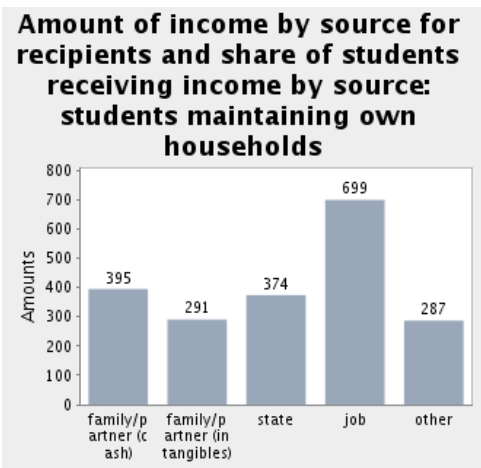
Topic: Funding and State Assistance

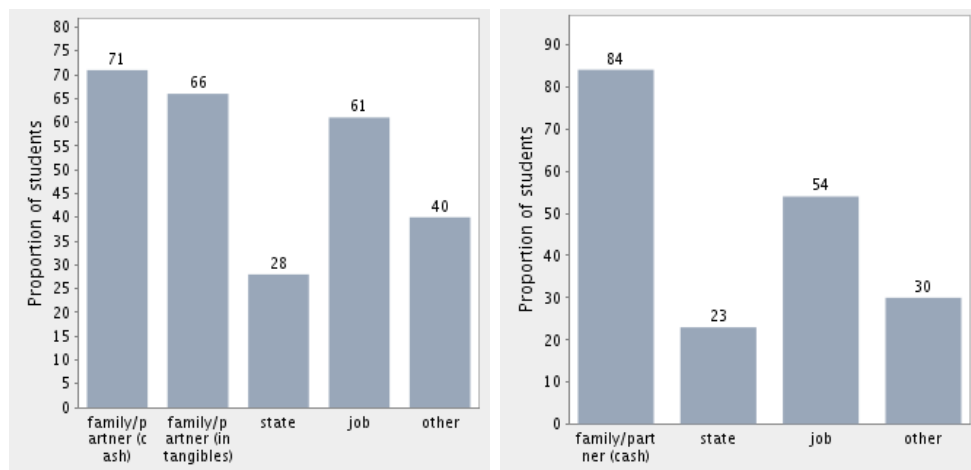
Subtopic 30: Sources of student income according to type of residence

Key Indicators

Students...

...maintaining own households who receive family/partner contribution in % and average amount:	71.0	395.0
...maintaining own households who earn income from employment in % and average amount:	60.5	699.0
...maintaining own households who receive state support in % and average amount:	28.1	374.0
...living with parents/relatives who receive family/partner contribution in % and average amount:	83.7	225.0
...living with parents/relatives who who earn income from employment in % and average amount:	54.4	376.0
...living with parents/relatives who receive state support in % and average amount:	23.5	228.0





National Source: National student survey 2006

National commentary:

Note: In the last survey, all income from jobs during holidays was treated as income from job activity. In 2006, only income from jobs during holidays that is used for studying or daily living is taken into account and counted as "other" income. Therefore, the proportion of students receiving income from job activity has fallen. Moreover, the proportion of students working during term has decreased as well.

71% of all students maintaining their own households receive cash contributions and two thirds receive transfers in-kind from their family (the older the students are, the more likely it is that family means partner and not parents). Converted for all students, this means that transfers in-kind have on average of all students a value of nearly Euro 200 per month or 17% of the total budget, a sum that is not negligible.

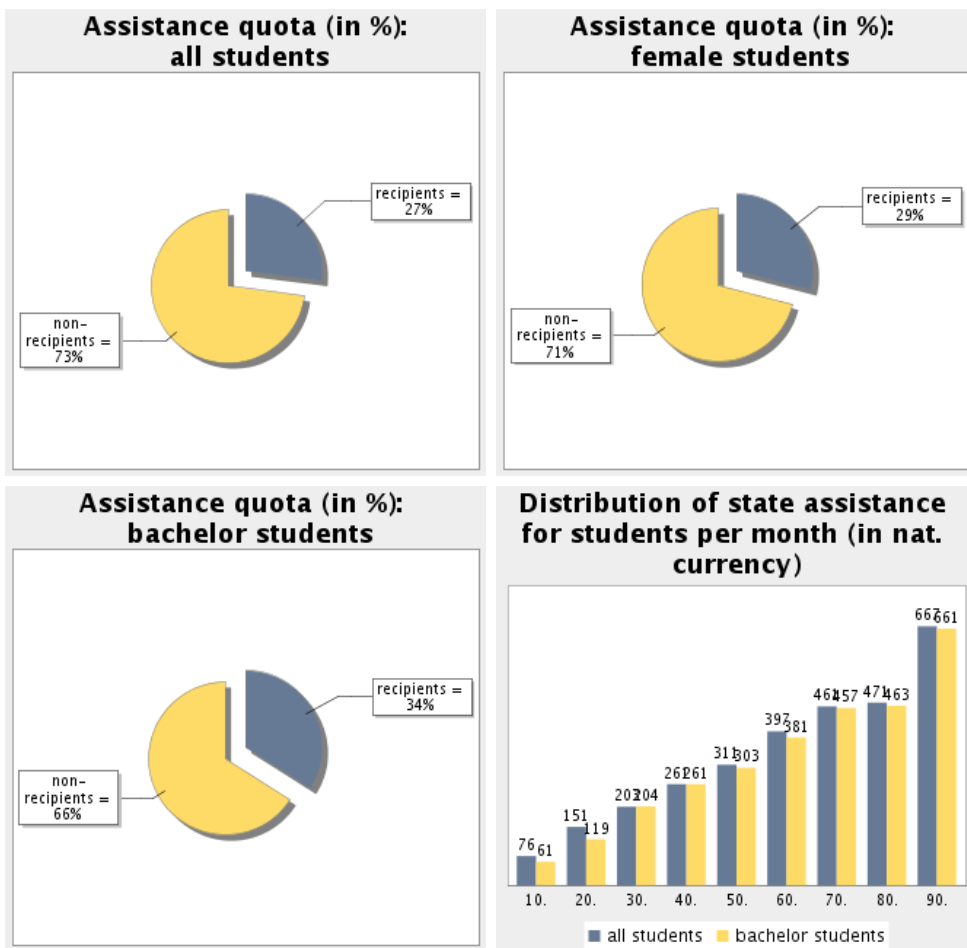
61% of all students maintaining their own households have an income from job activity which amounts to Euro 700 and 29% receive state assistance (on average Euro 374). It is clearly obvious that students maintaining their own households rely on a patchwork funding, i.e. the total budget combines financial contributions from several sources.

The proportion of students receiving family contributions in cash is even higher (84%) among those living with their parents. Moreover, one can assume that nearly everyone receives transfers in-kind from his/her family as well - even if they are hardly calculable. All other sources of income are less important compared to students maintaining their own households. 54% have job income, but earn on average only half the amount. 22% receive state assistance, which is also lower, because the cost of accommodation does not accrue.

Topic: Funding and State Assistance
Subtopic 31: State assistance for students

Key Indicators

State assistance quota for all students:	27.4
Cut-off point between lower and upper half of distribution of state assistance (median), all students:	311.0
State assistance quota for bachelor students:	34.2
Cut-off point between lower and upper half of distribution of state assistance (median), bachelor students:	303.0



National Source: National student survey 2006

National commentary:

Note:

State assistance comprises the following scholarships: Studienbeihilfe, Studienzuschuss, Selbsterhalterstipendium, Studienabschlussstipendium, Leistungsstipendium, Förderungsstipendium,

Kinderbetreuungskostenzuschuss (zur Studienbeihilfe), Stipendium von Gemeinde oder Bundesland.

27% of all students receive state assistance, women (29%) slightly more often. However, 34% of Bachelor students receive state assistance, because they are younger on average. The median of state assistance amounts to Euro 311 a month with a broad dispersion. 10% of all students with state assistance receive a benefit of up to Euro 76, and 10% receive more than Euro 667. The wide range of assistance can be explained by the fact that regular student assistance depends on parents' income (means tested). There are special forms of assistance for working students, students who achieve outstanding results, and students with children etc. All students who receive a general study grant (24%) and those whose parents income is just above the limit (2%) also get tuition fees refunded ("Studienzuschuss"). Furthermore, 2% of all students receive an assistance provided by the municipalities.

The average state assistance of Bachelor students is Euro 18 below the overall average, which is due to the difference in the age structure. As Bachelor students are on average younger there are fewer cases of assistance for working students or additional assistance for students with own children.

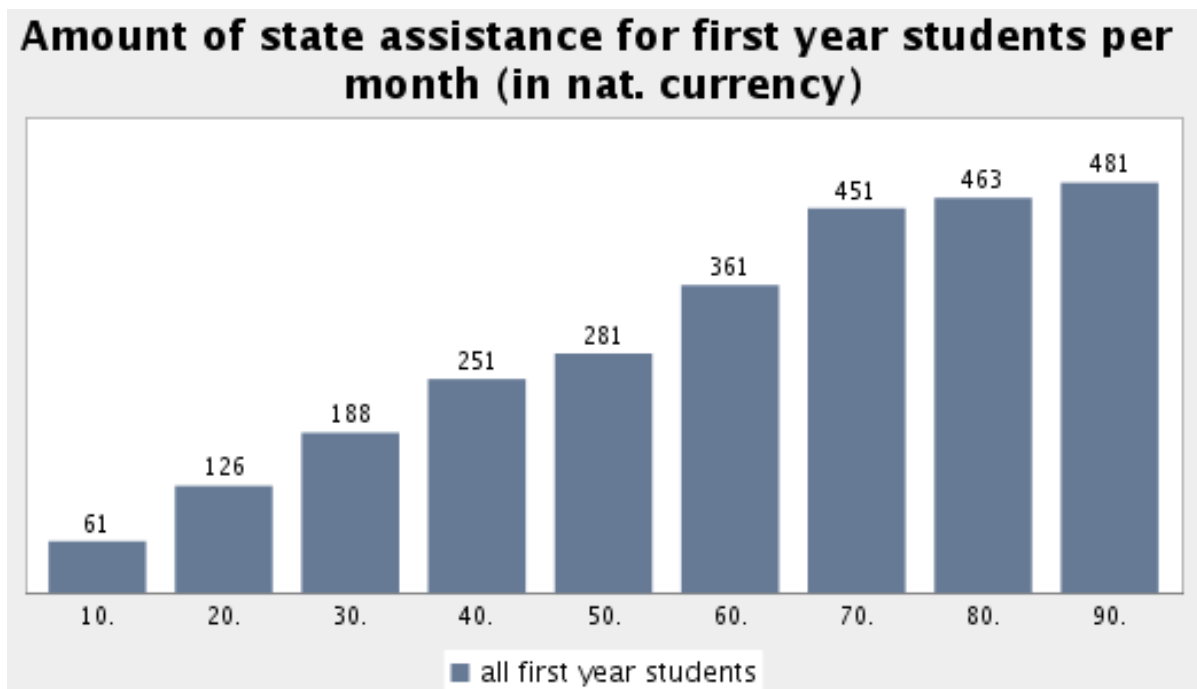
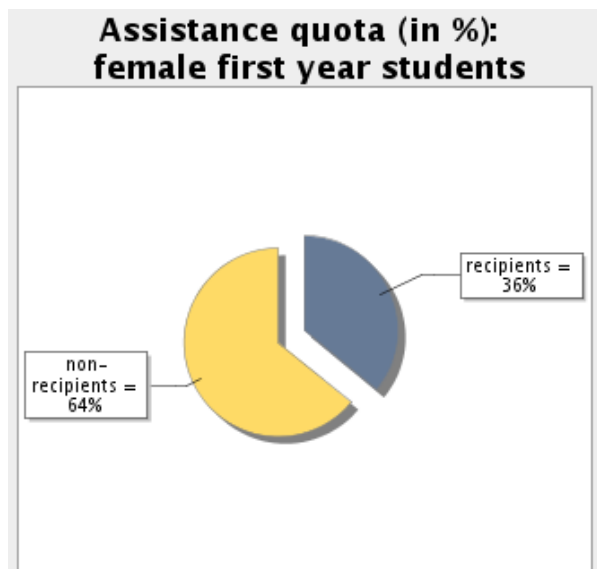
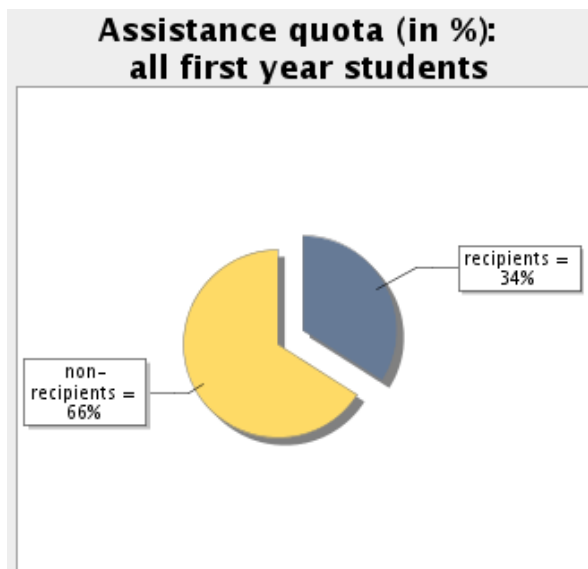
In 2006, the maximum amount of the general study grant was Euro 679 for students who cannot stay with their parents because of the distance to University/ FHS and Euro 475 for those who can stay with their parents.

Topic: Funding and State Assistance

Subtopic 32: State assistance for first year students

Key Indicators

State assistance quota:	34.4
Cut-off point between lower and upper half of distribution of state assistance (median), all students:	281.0



National Source: National student survey 2006

National commentary:

Note:

State assistance comprises the following scholarships: Studienbeihilfe, Studienzuschuss, Selbsterhalterstipendium, Studienabschlussstipendium, Leistungsstipendium, Förderungsstipendium, Kinderbetreuungskostenzuschuss (zur Studienbeihilfe), Stipendium von Gemeinde oder Bundesland.

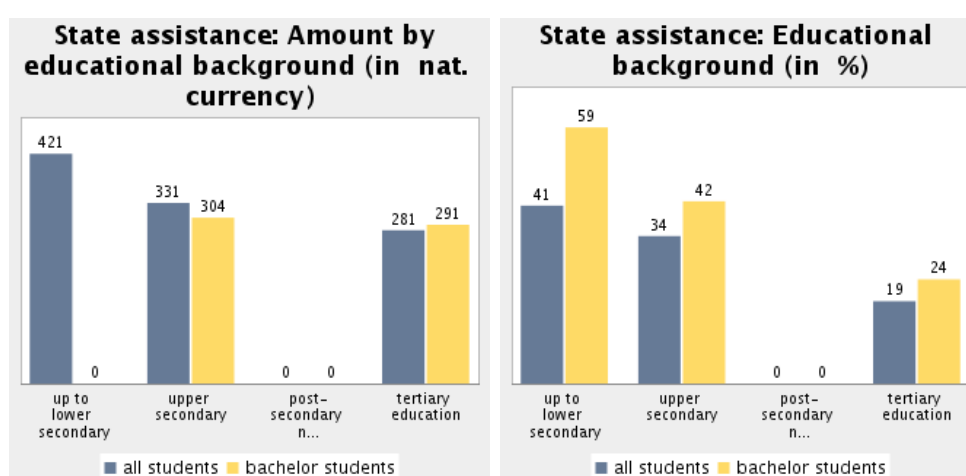
First year students are more likely to receive state assistance because they are to a lower extent employed. 34% of all beginners receive state assistance, as do 36% of female beginners. Moreover, that means that more than a third of all beginners do not pay tuition fees, because of social needs. The median state assistance is Euro 280, which is about Euro 30 below the overall median. This gap is also due to the age structure (see also figure 31).

Topic: Funding and State Assistance

Subtopic 33: State assistance by social background

Key Indicators

State assistance quota for students with parents with up to lower secondary education:	41.2
Median assistance amount per month for all recipients with parents with up to lower secondary education:	421.0
State assistance quota for students with parents with tertiary education:	19.3
Median assistance amount per month for recipients with parents with tertiary education:	281.0



National Source: National student survey 2006

National commentary:

Note: post-secondary is included in upper secondary.

Nd for bachelors from lower educational backgrounds, because less than 30 observations in this group.

State assistance: see Note in Fig. 31.

The main part of state assistance for students is means-tested, hence the amount of student assistance depends on parents' income. In general, income is strongly correlated with the educational background. Therefore, the assistance quota as well as the average amount of state assistance decrease with an increasing educational background: 41% of all students from families with lower educational background receive state assistance. The median assistance amounts to Euro 421. On the other hand, about 19% of students coming from academic households receive state assistance (median Euro 281). Even higher is the difference within the (younger) Bachelor students: Nearly 60% of the Bachelor students from lower educational background receive state assistance compared to 24% of the Bachelors from higher educational background.

Note: No data available regarding post-secondary non-tertiary qualification; no data available regarding

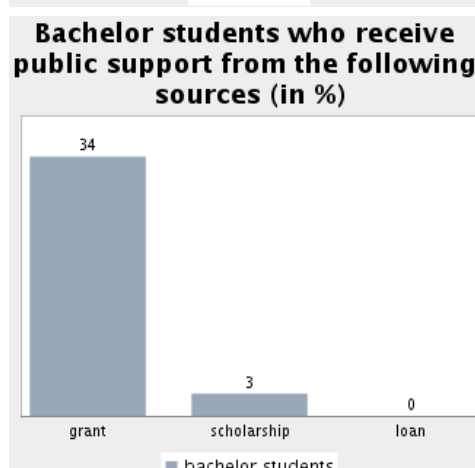
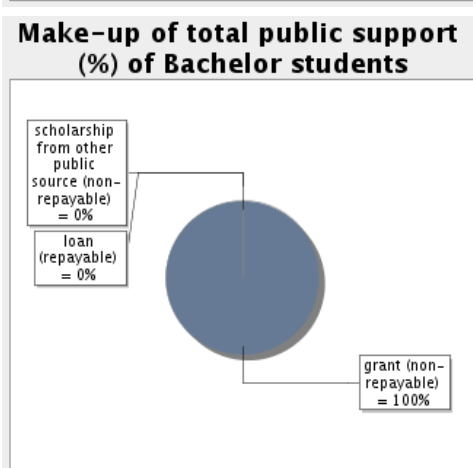
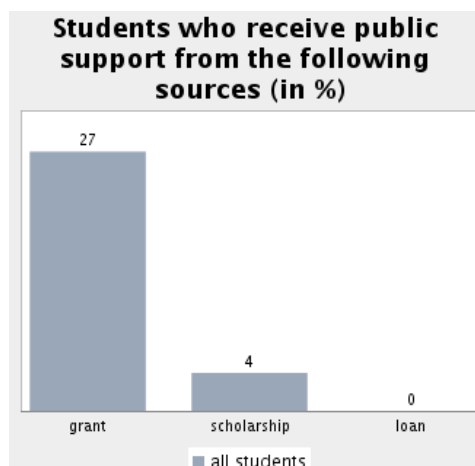
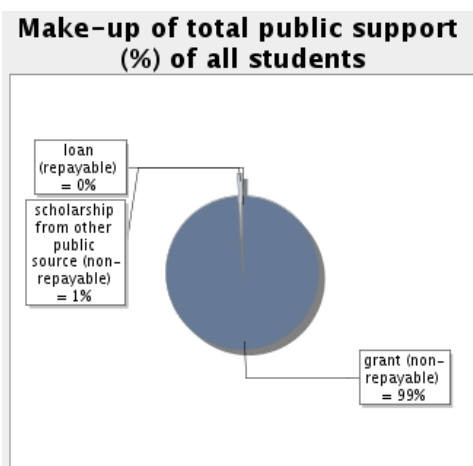
Bachelor students whose parents have up to lower secondary qualification.

Topic: Funding and State Assistance

Subtopic 34: Make-up of state assistance for students

Key Indicators

Share of non-repayable public support for all students	100.0
Share of non-repayable public support for bachelor students	100.0
Share of all students who receive grants	26.6
Share of all students who receive scholarships	4.2
Share of all students who receive loans	0.0
Share of bachelor students who receive grants	33.6
Share of bachelor students who receive scholarships	3.4
Share of bachelor students who receive loans	0.0



National Source: National student survey 2006

National commentary:

Note:

Grant consists of Studienbeihilfe, Studienzuschuß, Selbsterhalterstipendium, Studienabschlußstipendium, Kinderbetreuungskostenzuschuß

Scholarship consists of: Leistungsstipendium, Förderungsstipendium, Stipendium von Gemeinde oder Bundesland.

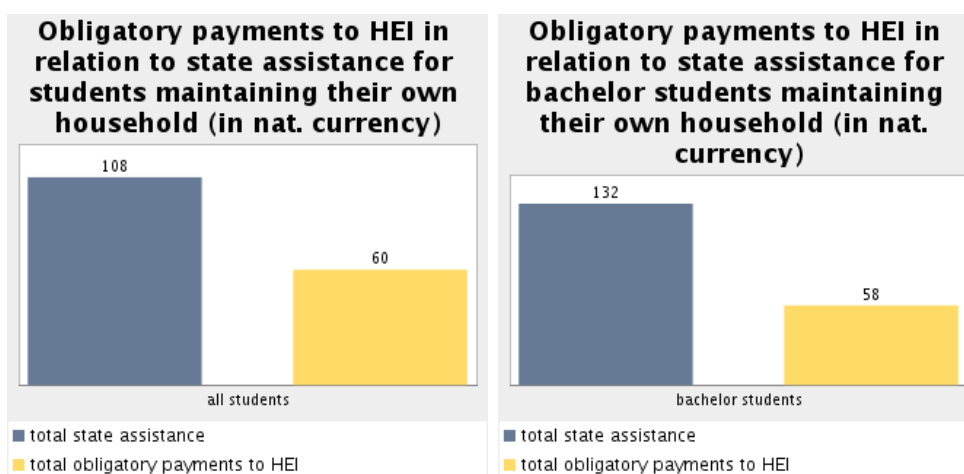
The Austrian student assistance systems consists of grants only; no loans have been paid to date. The main form of state assistance depends on parents' income (means-tested). This is defined as grant (non-repayable). Furthermore, there are some stipends that are granted independent of students' financial background for outstanding achievements. They are counted as scholarships here, as well as any stipend from municipalities. However, the figures show that these scholarships play hardly any role in the assistance system.

Topic: Funding and State Assistance

Subtopic 35: Obligatory payments to HEI in relation to income sources for students maintaining their own household

Key Indicators

Individual payments of students to HEIs as a proportion of total income (%)	5.3
Individual payments of bachelor students to HEIs as a proportion of total income (%)	5.6
Ratio individual payments of students to HEIs to students' state assistance	0.55
Ratio individual payments of bachelor students to HEIs to bachelors' state assistance	0.44



National Source: National student survey 2006

National commentary:

Note:

Social welfare: Obligatory contribution at Universities (not at FHS) to the student union including an obligatory accident insurance.

Some FHS charge obligatory payments for study material, such as cost of copies. These cost are not included here, because they are not a general fee, but have more the character of a purchase.

All students have to pay a fee of Euro 363 per semester except FH-students in three (of nine) provinces. However, all recipients of a federal study grant (24%) get the fee refunded by the state. An additional 2% , whose parents' income is just above the threshold for a grant, get the fees refunded. Moreover, each institution decides itself on refunding the fees. Some, e.g., refund the fee for their employees (including tutors or student assistances), some refund the fees in the case of a disability or severe illness not recognised by the state. In the table above, all payments of fees are included as well as all refunds by the state. No information is available on fees refunded by the institutions.

On average, students have to pay around 60% of the received state assistance to the HEI. However, this is a very general indicator, covering the fact that this is an average of two very different groups: Recipients and non-recipients of a state assistance. Recipients have to pay on average less than 20% of their assistance to the HEI and this money is earmarked for this purpose. The majority of the students do not receive any state assistance and pay therefore the full cost with money from other sources.

Topic: Funding and State Assistance

Subtopic 36: Income profile of students maintaining their own household by parents' education and occupation

Key Indicators

Total income (national average index = 100)

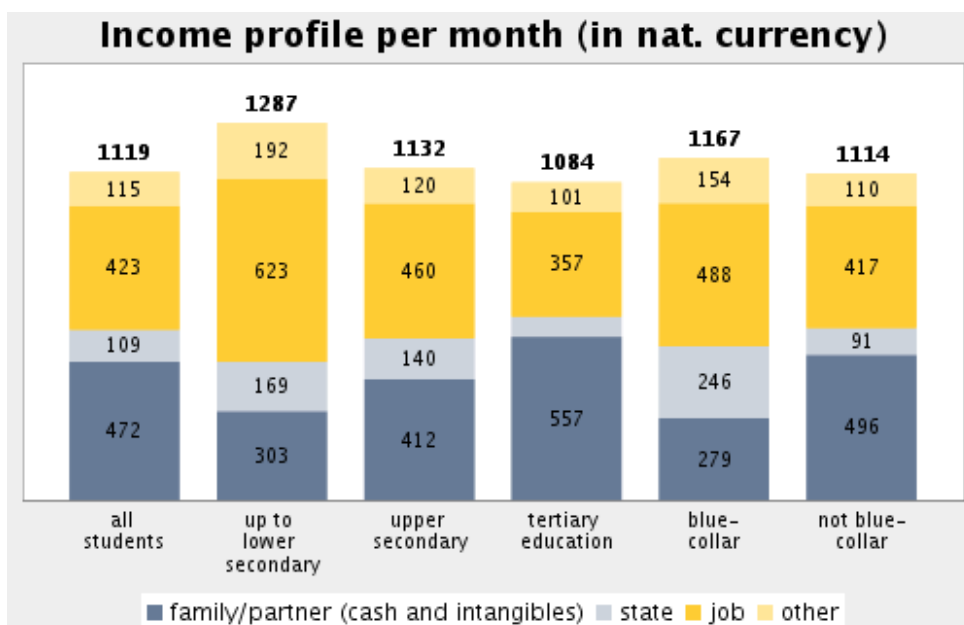
- low educational background = 115.0
- high educational background = 97.0

State assistance (national average index = 100)

- low educational background = 156.0
- high educational background = 63.0

Family contribution (national average index = 100)

- low educational background = 64.0
- high educational background = 118.0



National Source: National student survey 2006

National commentary:

Note:

Blue-collar: workers, farmers and assistances in family business. Not comparable with ISCO. Not-blue-collar: all others. See also Note on Fig. 17.

Upper secondary education includes non-tertiary post-secondary education.

Students from lower educational backgrounds maintaining their own households have on average the

highest income (Euro 1286). However, that is because of the different age structure within the groups: Students maintaining their own households from lower educational backgrounds are on average 30 years old. Students from upper secondary backgrounds are on average 27 years old and students from higher educational backgrounds are 25 years old. The national report showed that on average students' income increases by 4.5% for every year of age. Hence, if one compares the income of students from lower and higher educational background and controls for their ages, the picture changes: Students from lower educational background are less well off. They receive less contributions from their families, which is only partly balanced by higher state assistance and higher income from job activities. Nevertheless, if one compares students from lower and middle educational background, the difference is negligible.

A similar pattern is visible by occupational background. Students from blue collar background are on average 28 years old, those from non-blue-collar background are on average 2.5 years younger. However, the difference in income of these two groups does not correspond with the age difference. Much higher contributions by the non-blue-collar families are not compensated for completely by higher state assistance or earnings from work.

Due to the huge age differences, this comparison of the income profiles by social groups is not very meaningful for Austria.

Topic: Living Expenses - Student Spending

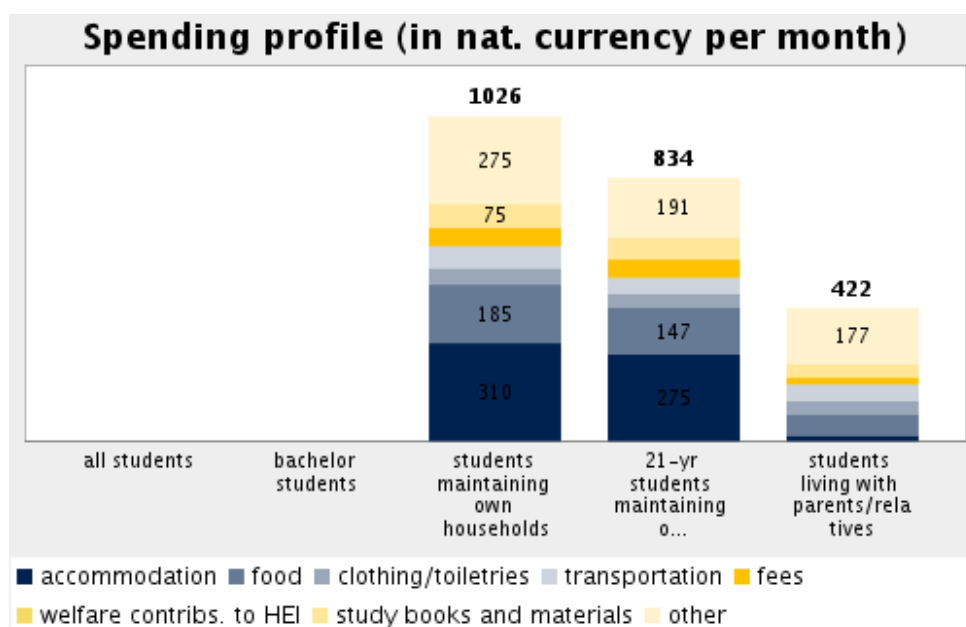
The collection of the information on the financial situation of students has been changed since the last survey. Now the focus is on the financial situation during the semester and excludes e.g. larger acquisitions (car, furniture...) or spending for holidays and income used for these cost. Hence, data show the living expenditures "as a student".

Topic: Living Expenses - Student Spending

Subtopic 37: Profile of students' living costs

Key Indicators

Percentage of rent for accommodation relative to all costs for students maintaining own households:	30.2
Percentage of rent for accommodation relative to all costs for 21-year-old students maintaining own households:	32.9
Percentage of contributions to the institution relative to all costs (all students):	n.d.
Percentage of contributions to the institution relative to all costs (bachelor students):	n.d.



National Source: National student survey 2006

National commentary:

Note:

No data available for all and for Bachelor students, because a mix of students expenditures with (maintaining own households) and without intangibles (living with parents) is not permissible.

"Study books and materials" contains cost of EDP for studying (including initial cost).

Students maintaining own households including intangibles, students living with parents excluding intangibles.

Toiletries is included in "other".

"Other" includes: communication (telephone, internet), health, child care, loan instalments, spare time (cinema, going out), tobacco, personal services (hair dresser), cleaning, savings, pets, insurances,

maintenance payments, toiletries etc.

Students maintaining their own households have on average monthly living costs of Euro 1.026. These costs include those paid by third parties (parents, partner...) which amount to around Euro 190. 30% of total costs are spent (directly or in-kind) on accommodation. Nearly 20% of the total living costs are spent on food. Euro 70 are spent on transportation, and Euro 75 on study materials. Tuition fees are on average Euro 57 per month. All students, except FH-students in three provinces, have to pay the fees. However, all recipients of a study grant (and some other students) get the fee repaid. Social welfare contribution to the university consists mainly of the (obligatory) membership fee of the student union at universities. Altogether, costs for studying sum up on average of all students maintaining their own households to Euro 134 per month. Other costs add up to Euro 275. Costs for spare time (Euro 90) and communication (Euro 50) are the most relevant.

The living costs of 21-year-old students maintaining their own households are nearly 20% lower. However, study costs are nearly the same, but other costs are about 30% lower and costs for transportation about 25%. They spend Euro 275 for accommodation, which is 11% below the average. The living costs of students living with their parents do not include costs paid by third parties. They have nearly no own expenditure for accommodation and much lower costs for food compared to students maintaining own households. However, the important role of expenditures paid by other persons, most of all the parents, becomes very obvious with regard to study costs, namely the fees. Students living with their parents pay only Euro 22 for fees and have only half the costs for study materials. The difference is paid by other persons. In general, half of all students do not pay the fees themselves. Nevertheless, students living with their parents still have direct costs of Euro 423 on average. Nearly half of that money is spend on "other costs" which in this case comprise mainly spare time and communication only.

Note: No data available regarding "all students" and "Bachelor students".

Topic: Living Expenses - Student Spending

Subtopic 38: Monthly living expenses by size of study location

Key Indicators

Average monthly direct expenditure at study locations with up to 100,000 inhabitants:	n.d.
Average monthly direct expenditure at study locations with more than 500,000 inhabitants:	n.d.
Average monthly direct expenditure on accommodation at study locations with up to 100,000 inhabitants:	n.d.
Average monthly direct expenditure on accommodation at study locations with more than 500,000 inhabitants:	n.d.



National Source: National student survey 2006

National commentary:

Note: No data available, because a mix of students expenditures with (maintaining own households) and without intangibles (living with parents) is not permissible.

Vienna is the only city with more than 500,000 inhabitants.

The expenditures of students maintaining their own households do not differ very much by size of study location, but the composition of the expenditures does slightly. Students maintaining their own households in smaller communities (up to 100,000) spend about 10% less on their accommodation (Euro 293) compared to students maintaining their own households in Vienna (Euro 319). On the other hand, they have higher costs for transportation (Euro 109 versus Euro 64). Another difference is the

type of HEI. Several FHS are located in smaller cities. Not all of them charge fees and FHS do not have a student union with obligatory membership. Hence, contributions to HEI are smaller by students maintaining their own households living in smaller cities. Moreover, several FHS charge administrative fees per semester (for copies and other study materials). Hence, the costs for study materials are higher for students maintaining their own households in smaller cities.

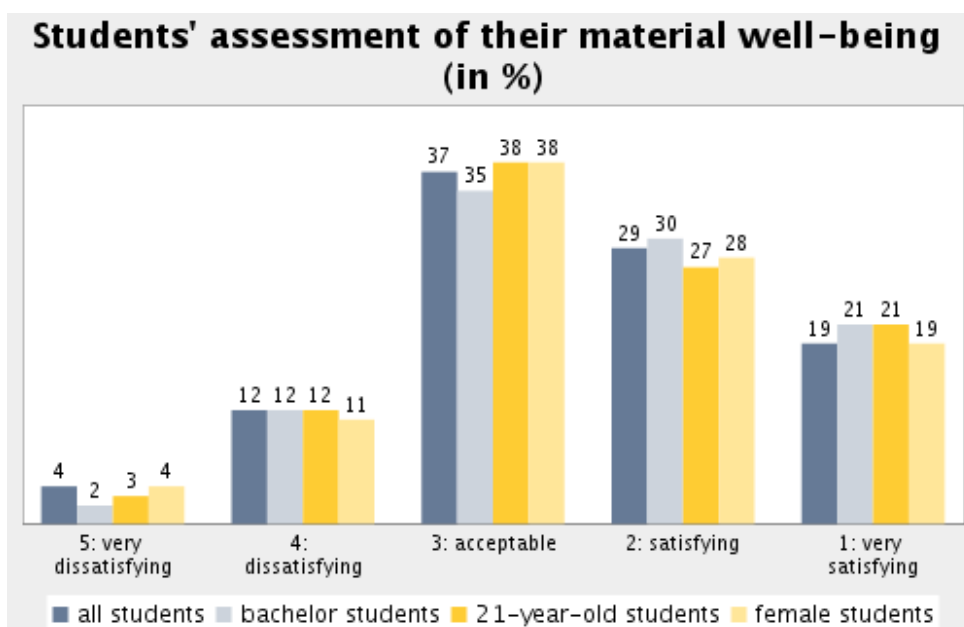
Overall, students maintaining their own households in small cities have average living expenses of Euro 1030, students in cities with 100-300,000 inhabitants have expenses of Euro 990 (they are half a year younger) and students in Vienna spend on average Euro 1050 per month. Thus, the differences in expenditure by size of study location are not very big.

Topic: Living Expenses - Student Spending

Subtopic 39: Students' assessment of their material well-being

Key Indicators

Percentage of all students who indicated that their material well-being is (very) satisfactory:	47.2
Percentage of all students who indicated that their material well-being is (very) dissatisfactory:	15.7
Percentage of bachelor students who indicated that their material well-being is (very) dissatisfactory:	14.4
Percentage of 21-year-old students who indicated that their material well-being is (very) dissatisfactory:	14.6
Percentage of female students who indicated that their material well-being is (very) dissatisfactory:	14.9



National Source:

National commentary:

Note:

The question in the Austrian survey was "how do you get on with your financial situation?" and the scale was from "very good" till "very bad".

Most of the students get on well or very well with their financial situation. 85% judge their financial situation at least as acceptable. There is no big difference between all students, bachelors, females or 21-year-old students. However, 15% get on badly or very badly with their financial situation. This

correlates strongly with age. Only 6% of the youngest students (below 21 years) fall in this group, but 22% of those between 26 and 30 years do. The highest increase in dissatisfied students is visible between 24 and 26 years, when most of the state supports for students end (child benefit, normal study grant) and when parents reduce their support significantly. At this age, students either extend their job activities largely (and reduce study activity) or they concentrate on their studies and run into financial difficulties.

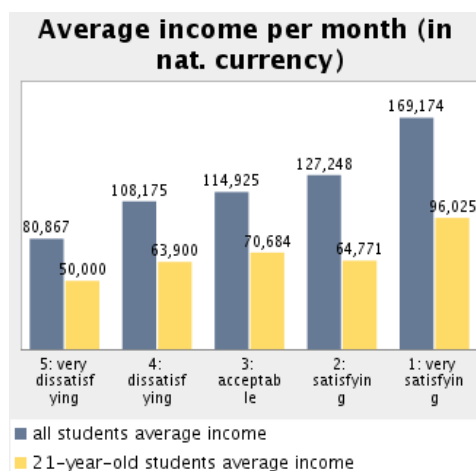
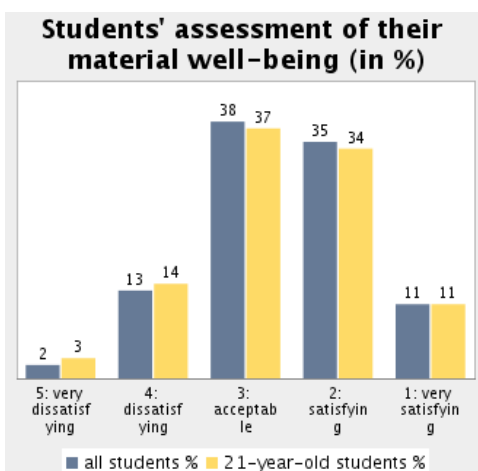
The dissatisfaction with the financial situation is also correlated with the social background. 20% of the students from lower classes, but 10% from the students from upper classes are (very) dissatisfied with their financial situation. Students with children (17%), but most of all single parents (25%), are also dissatisfied to a greater extent. The same is true for students with a disability or chronic disease (20%).

Topic: Living Expenses - Student Spending

Subtopic 40: Students' assessment of their material well-being and their average income for students maintaining their own household

Key Indicators

Percentage of students who indicated that their material well-being is (very) satisfactory:	46.0
and their average income (cash and intangibles):	137274.0
Percentage of students who indicated that their material well-being is (very) dissatisfactory:	15.0
and their average income (cash and intangibles):	104534.0
Percentage of 21-year-old students who indicated that their material well-being is (very) dissatisfactory:	17.0
and their average income (cash and intangibles):	61447.0
Difference of income between assessment of "very satisfying" to assessment "very dissatisfying":	88307.0
Index of difference: (average income very satisfactory) / (average income very dissatisfactory) = X:	209.2



National Source:

National commentary:

Note:

The question in the Austrian survey was "how do you get on with your financial situation?" and the scale was from "very good" till "very bad".

Nd, because less than 30 observations in this group.

Comment:

The assessment of the material well-being of students maintaining their own households correlates with their average income. Those who are very satisfied have on average a higher income by 34% compared to those very dissatisfied. Both income and living costs increase on average with the age of the students and so do their living circumstances. They move out of their parents house, live singly or with a partner, might have a child and so on. The satisfaction with the material well-being depends more on the individual living circumstances than on the absolute amount of income. The most satisfied group of students are young students living with their parents who have a certain income from job activities. However, their total budget might be far below the average of all satisfied students, but their living costs are lower as well.

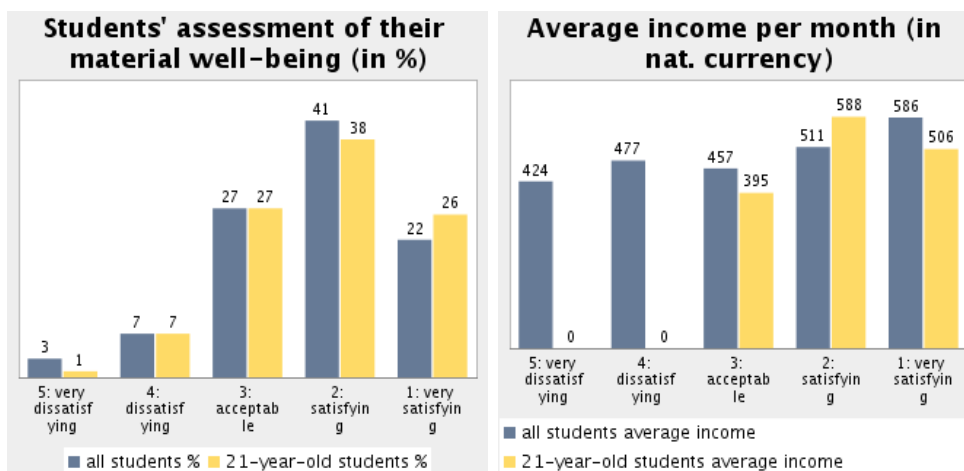
The difference in income between satisfied 21-year-old students maintaining their own households and those dissatisfied is much smaller compared to all students. Nevertheless, a minor correlation between income and satisfaction is also observable.

Topic: Living Expenses - Student Spending

Subtopic 41: Students' assessment of their material well-being and their average income for students living with parents/relatives

Key Indicators

Percentage of students who indicated that their material well-being is (very) satisfactory:	62.5
and their average income (cash):	537.0
Percentage of students who indicated that their material well-being is (very) dissatisfactory:	10.6
and their average income (cash):	460.0
Percentage of 21-year-old students who indicated that their material well-being is (very) dissatisfactory:	8.6
and their average income (cash):	n.d.
Difference of income between assessment of "very satisfying" to assessment "very dissatisfying":	162.0
Index of difference: (average income very satisfactory) / (average income very dissatisfactory) = X:	138.2



National Source: National student survey 2006

National commentary:

Note:

The question in the Austrian survey was "how do you get on with your financial situation?" and the scale was from "very good" till "very bad".

nd, because less than 30 observations in this group.

The correlation between satisfaction with the material well-being and income (see Fig. 40) is also observable with students living with their parents. However, the correlation is less strong (and not

always linear) compared to students maintaining their own households. Only students who are very satisfied have a remarkably higher income and therefore the difference among very satisfied and very dissatisfied students is quite high.

Due to the low number of cases and the high satisfaction of 21-year-old students, the income of the dissatisfied can not be calculated. The explanatory power of the income data is therefore limited for the satisfied students as well.

Note: 0 = no data.

Topic: Student Employment and Time Budget

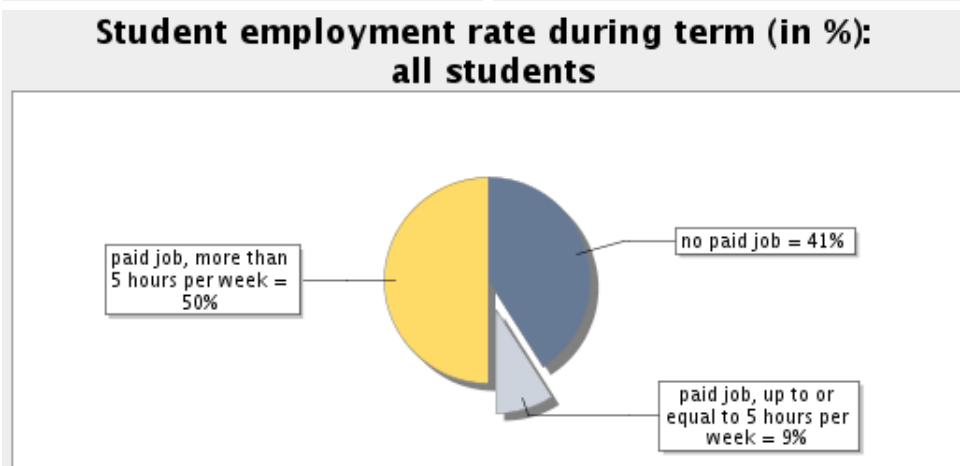
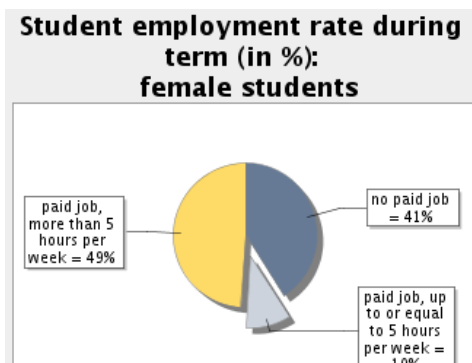
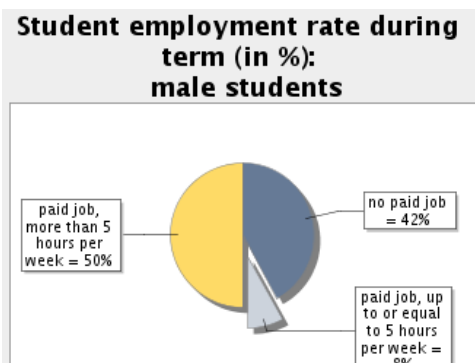
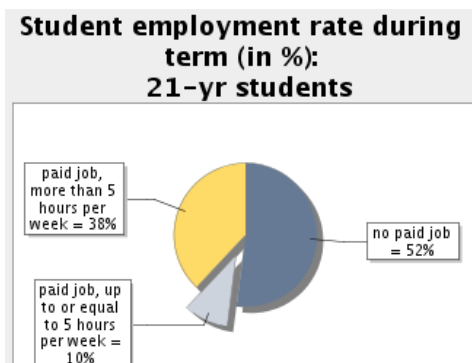
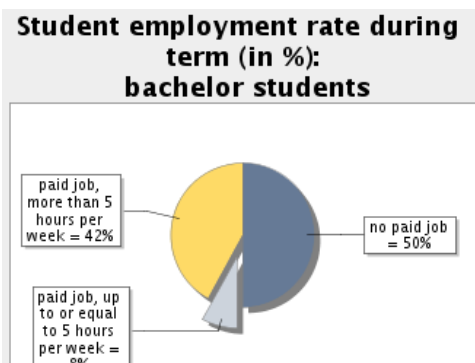
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Topic: Student Employment and Time Budget

Subtopic 42: Student employment rate during term

Key Indicators

Employment rate, all students:	58.7
Employment rate, bachelor students:	50.4
Employment rate, 21-year-old students:	48.3
Employment rate, female students:	58.9
Employment rate, male students:	58.4



National Source: National student survey 2006

National commentary:

Note:

Compared to the last survey, the question about employment has been changed slightly: Students doing an obligatory internship are no longer treated as being employed, even if the internship is paid for. This led to a reduction of the employment rate of max. 3%.

Apart from the methodological issue mentioned above, the employment rate decreased slightly compared to the last survey. In-detail analysis showed that this is only the fact in Bachelor programmes at Universities (not FHS) compared to same-age students in diploma programmes.

Overall 59% of the students work during the semester. 85% of the working students work more than five hours per week, and 15% work up to five hours. An additional 18% work only during holidays. Thus, three quarters of the students have contact with the labour market during the year.

The employment rate increases strongly according to the age of the students. 52% of the 21-year-old students work during the term (20% of those only up to 5 hours), but two thirds of the 25-year-olds, more than 70% of those between 26 and 30 years old and more than 80% of the students older than 30 years do.

The lower employment rate among Bachelor students has two causes: First of all, they are younger and secondly FH-students are overrepresented in this group. A full-time programme at a FH demands more attendance at school compared to a university. Hence, it is less combinable with a job. Moreover, students in full-time programmes at FHS are on average younger than their colleagues at Universities. Overall, there is no difference in the employment rate by gender.

Topic: Student Employment and Time Budget

Subtopic 43: Student employment and income for students maintaining own households

Key Indicators

All working students' income from employment as proportion of total income:

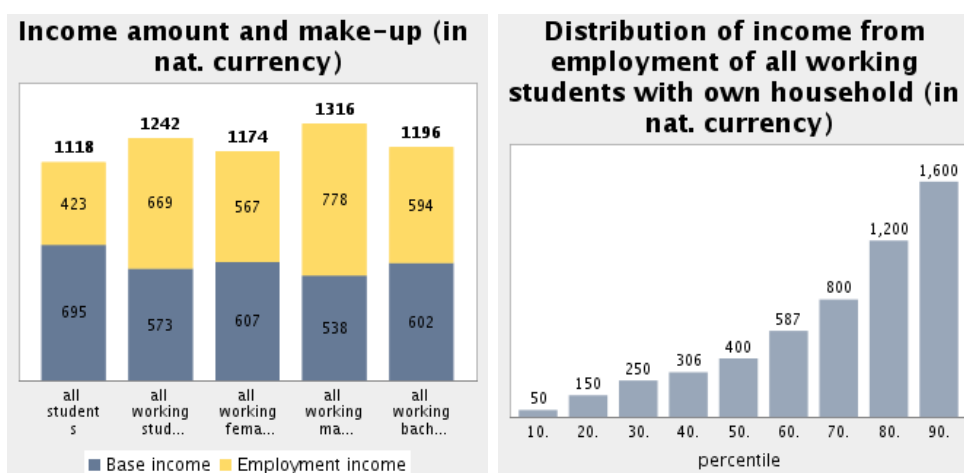
53.9

Working bachelor students' income from employment as proportion of total income:

49.7

Income cut-off point for lowest 10% of students:

50.0



National Source: National student survey 2006

National commentary:

The employment rate of students maintaining their own households is 61% compared to 52% of the students living with their parents. Working students maintaining their own households are on average three years older than non-working students. On average, students maintaining their own households earn Euro 423 from employment per month, which is 38% of their total budget (incl. transfers in kind). If one regards only working students, the income from job activity is Euro 669, or 54% of the total budget. A big difference is observable among male and female students: Male students maintaining their own households have an income from employment of Euro 778, while females have only Euro 567, i.e. a quarter less. Working males are on average 1.3 years older than working females. However, this can only explain a small part of the difference. Another reason is that males work on average nearly four hours more than females. In addition to that, males have higher wages, either because they work in better paid jobs or because they are better paid in the same jobs than females. That is not answerable with the data present. However, males dominate the FH-programmes for working students (see Fig. 1). Hence, the proportion of males working as professionals could be higher, whereas females might have typical student jobs to a greater extent.

There is a great variance in the income distribution of working students maintaining their own

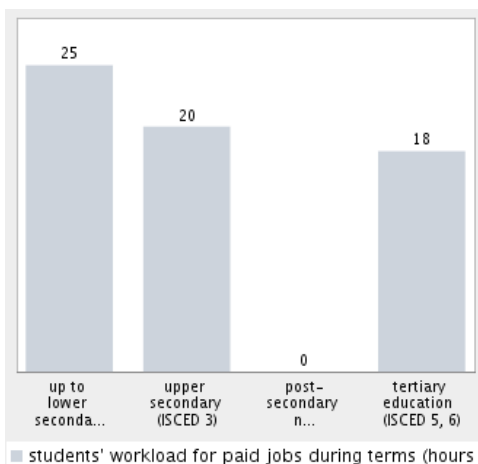
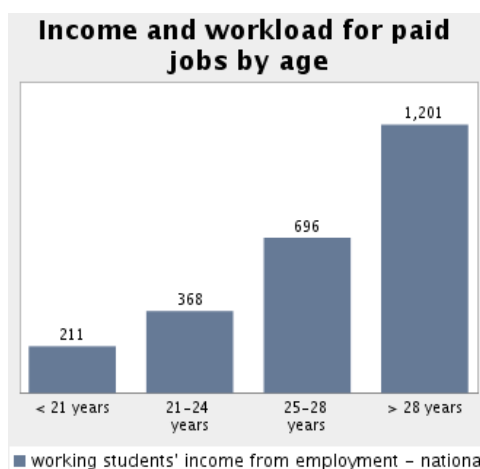
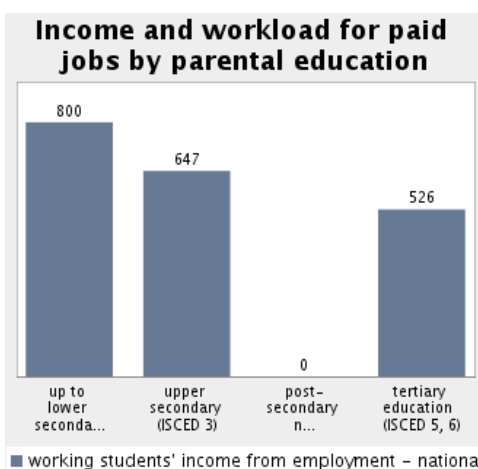
households. 10% of the students have an income from job activity of Euro 50 at most, whereas another 10% earn more than Euro 1600 per month.

Topic: Student Employment and Time Budget

Subtopic 44: Student earnings from employment by parental education and by age of students

Key Indicators

Employment rate of students with parents of low educational background (up to lower secondary):	65.64
Employment rate of students with parents with tertiary education:	56.48
Employment rate of youngest students (<21 years):	39.0
Employment rate of oldest students (>28 years):	81.06



National Source: National student survey 2006

National commentary:

Note: post-secondary is included in upper secondary.

Students from lower educational backgrounds work more hours per week and have a higher job income than students from higher educational backgrounds. However, students from lower educational backgrounds are on average 29 years old, whereas students with parents who graduated upper secondary school are on average 26 years old and students from higher educational backgrounds are on average less than 25 years old. As can be seen in the second chart, job activity is strongly correlated with age, both the employment rate and the hours worked per week, as well as the income from employment. Younger students are more likely to live with their parents and hence have lower living costs. Therefore, the need to earn money through working is lower. On the other hand, younger students are more likely to receive a study grant (which is limited by age), but recipients of a grant are only allowed to earn a certain amount of money from working.

Moreover, students from lower educational backgrounds are more likely to have had work experience before they entered higher education (see Fig. 9) and they are more likely to have already a profession, a fact that partly explains the higher wages they receive.

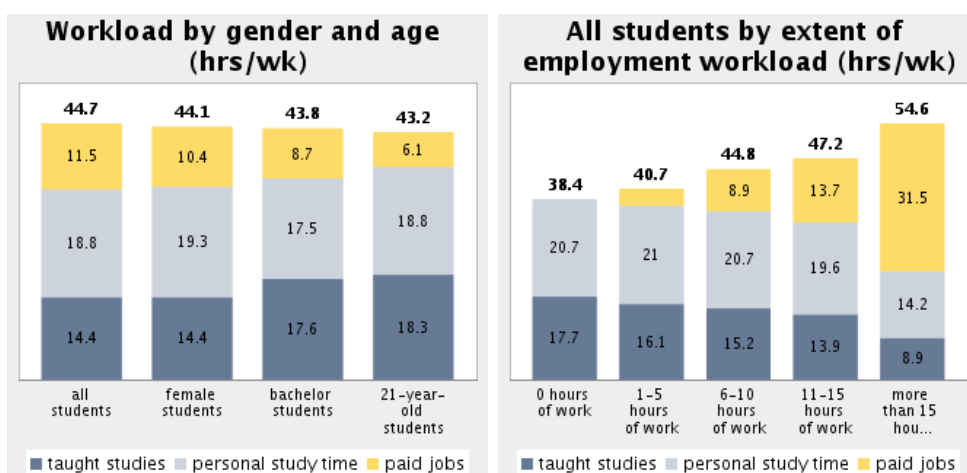
Note: No data available regarding students whose parents have post-secondary non-tertiary education.

Topic: Student Employment and Time Budget

Subtopic 45: Time budget for study-related activities relative to the employment workload

Key Indicators

Time budget for study-related activities for all students:	33.2
Time budget for work-related activities for all students:	11.5
Time budget for study-related activities for female students:	33.7
Time budget for work-related activities for female students:	10.4
Time budget for study-related activities for Bachelor's students:	35.1
Time budget for work-related activities for Bachelor's students:	8.7
Time budget for study-related activities for 21-year-old students:	37.1
Time budget for work-related activities for 21-year-old students:	6.1



National Source: National student survey 2006

National commentary:

On average, students have a weekly workload of 45 hours. They spend 33 hours per week on their studies and twelve hours working. However, there are big differences in the workload between different subgroups of students. First of all, the workload depends on the time spent on employment, which is closely related to age. Moreover, the workload differs according to the field of study (see Fig. 48) and by personal circumstances (disability, having a child etc.). Less differences are observable between male and female students. Males spend two hours more in paid jobs, whereas females spend one hour more studying. Hence, the overall workload just differs by one hour. Bachelor students spend on average 35 hours for studying and nine hours for working. Bachelor students are younger and a higher proportion of

them are enrolled in FHS which are organised more like a school.

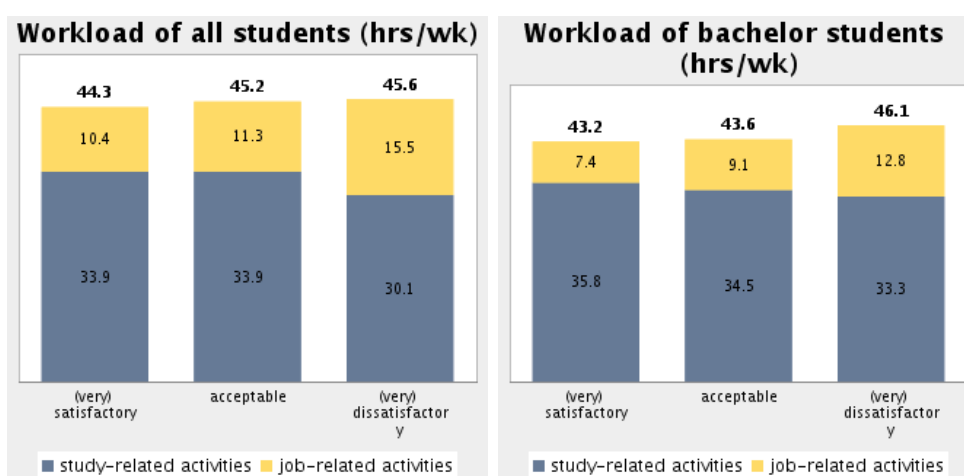
The more hours students spend working, the more they (have to) reduce their study time. However, this is not an exchange of one hour working versus one hour studying. In fact, at universities, each working hour leads to a reduction of 20 min of studying up to 10-15 hours of total employment. Above this threshold, every hour of employment leads to a reduction of 40min of studying. Nevertheless, every hour of employment leads to an increase of the overall workload. Students that do not work during the semester have a workload of 38 hours (which is identical to their study time). Students with an employment workload of 6-10 hours, have an overall workload of 45 hours (thereof 36 hours for studying). Students with an employment workload of 11-15 hours have an overall workload of 47 hours (33.5 hours for studying). And students working more than 15 hours have an overall workload of 55 hours per week (23 hours for studying). On average, students have a workload that corresponds to more than a full-time job, but for many the workload is much higher than a normal full-time job.

Topic: Student Employment and Time Budget

Subtopic 46: Students' assessment of their workload by extent of study- and job-related activity

Key Indicators

Total workload of all (very) satisfied students:	44.3
Total workload of (very) satisfied Bachelor students:	43.2
Total workload of all (very) dissatisfied students:	45.6
Total workload of (very) dissatisfied Bachelor students:	46.1



National Source: National student survey 2006

National commentary:

Slightly more than half of all students are (very) satisfied with their workload; 30% think its acceptable, 14% are dissatisfied and only 3% are very dissatisfied. The satisfaction with the workload corresponds only very little with the level of workload. Students that judge their workload from very satisfactory till dissatisfactory, have on average a workload between 44 and 45 hours a week. Only very dissatisfied students have a higher workload, namely 48.5 hours. Hence, the overall workload is not crucial, but rather the composition of the workload (study versus working time) and especially the compatibility of the study with a job. In general, study at a University is more flexible than a study at a FHS. A mass study is more flexible (because the same courses are offered several times) than a programme with a small number of students. A job as freelancer is more flexible than as employee. Hence, the satisfaction with the workload depends more on the flexibility of the study programme and of the job than on the overall workload.

The chart indicates a closer correlation of the satisfaction with the workload and the overall workload among Bachelor students. However, if one looks at the data in more detail, the linearity becomes blurred. Very satisfied Bachelor students have nearly the same workload as very dissatisfied ones.

Those who are satisfied or find the workload acceptable have the lowest workload, but the dissatisfied students have an even higher workload than the very dissatisfied ones. FH students are overrepresented among bachelors. In general, students at FHS are more satisfied with their studies than students at Universities. Moreover, the studies at a FHS follow a stricter schedule, are more organised and the courses are more coordinated. Whilst at a university, the students mostly follow an individual schedule. Our analysis indicates that at least some students prefer a stricter organisation of their study and hence accept a higher workload.

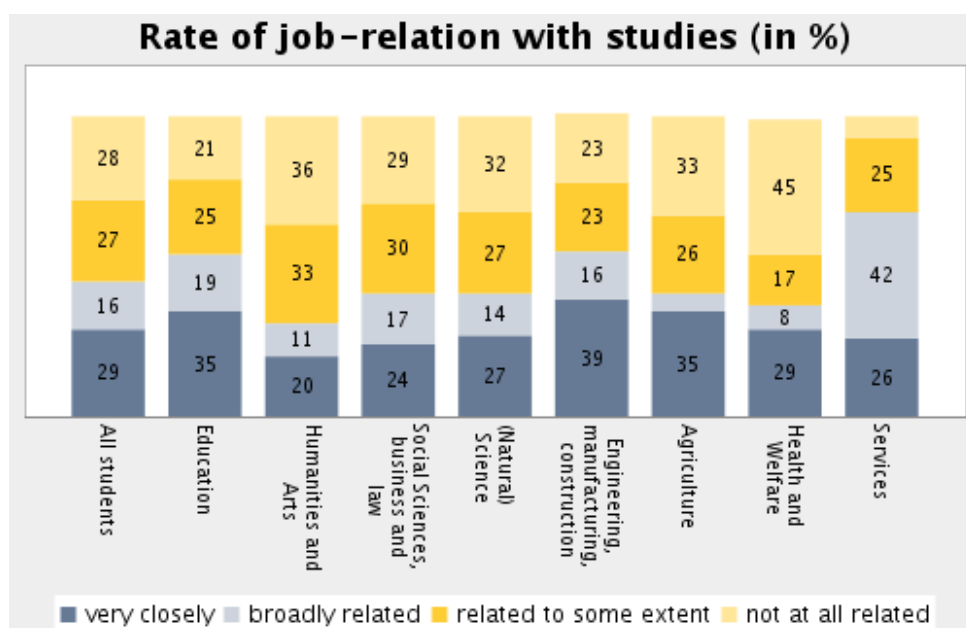
Topic: Student Employment and Time Budget

Subtopic 47: Extent of job-relation to studies

Key Indicators

Job activities are very closely related to studies: 29.0

Job activities are not at all related to studies: 28.0



National Source: National student survey 2006

National commentary:

Note: "All students" includes ISCED 9 ("other, general programmes").

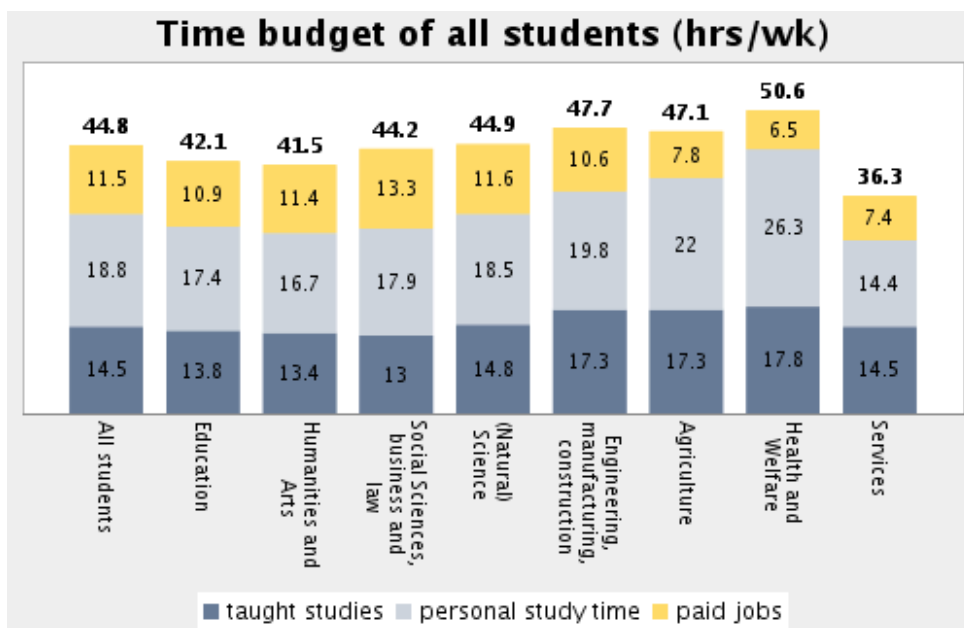
On average, 29% of the students judge their job as being very closely related to their studies. Just as many see their job as not at all related to their studies. This assessment varies according to the field of study. For 39% of the engineering students their job is very closely related to their studies, but this is only true for 20% of the students in humanities and arts. On the other hand, 45% of the students in health and welfare see their job as not at all related with their study, whilst this is only the case for 7% of the students in services. The difference among the fields of study becomes even greater if one adds those who see their job as broadly related to their studies. 68% of the students in services, 55% of the students in engineering and 54% of the students in education see their job as very closely or broadly related to their study. In comparison, only 31% of the students in humanities and arts as well as 37% of those in health and welfare agree with this judgement.

Topic: Student Employment and Time Budget

Subtopic 48: Weekly time budget of all students by field of study

Key Indicators

Average time budget for study-related activities in engineering disciplines:	37.2
Average time budget for study-related activities in humanities and arts:	30.2



National Source: National student survey 2006

National commentary:

Note:

"All students" includes ISCED 9 ("other, general programmes"). These are individual studies.

33% of agricultural students study veterinary (very high time budget)

Health and Welfare incl. Medicine (76%), dentistry (7%), pharmaceuticals (13%) and caring sciences (4%)

Services consists mainly of sports, sports management and environmental studies.

The weekly time budget of students depends on the field studied. Students in humanities and arts as well as in social sciences spend on average thirteen hours per week in classes, whereas students in health sit every week five hours more in the lecture room. Personal study time is also highest among health students (26 hours), but it is also higher than average in agriculture (22h) and engineering (20h) just as the time spend in classes (17h each). Altogether, the time budget for studying adds up to 44 hours in health, 39 hours in agriculture and 37 hours in engineering, whereas students in science, social sciences, humanities and arts as well as education spend on average 30-33 hours per week on study. In other words, students in health and welfare spend 30% more of their time studying than all students

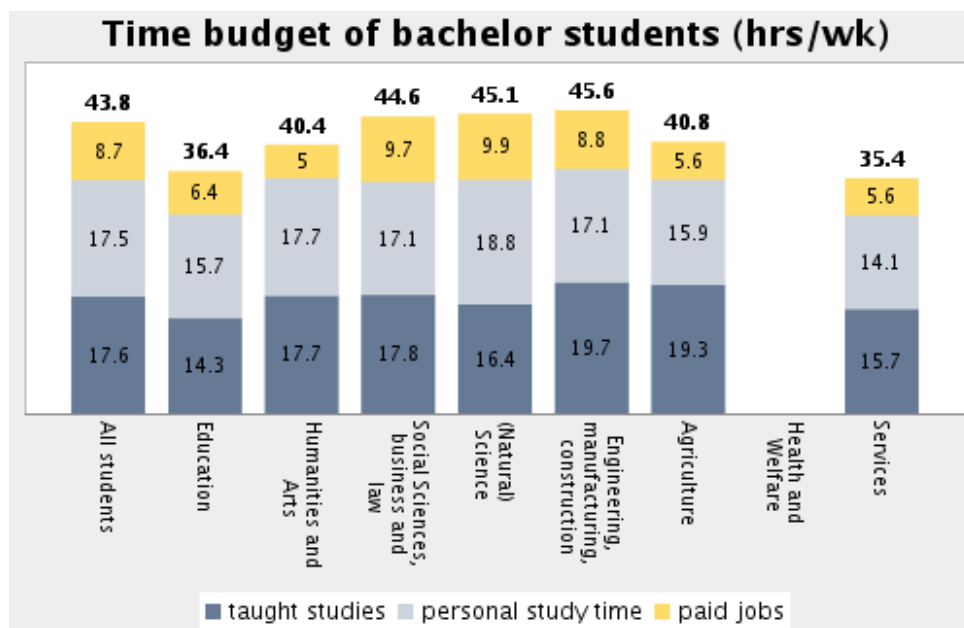
on average and even 50% more than students in humanities and arts. However, the lowest value is reported by students in services: 29 hours. Time for paid jobs adds to the time for studying. This is highest among students in social sciences (13 hours) and sciences (12 hours) and lowest in health and services (7h each). However, in all fields, except services, students have a weekly time budget of over 40 hours. In health studies, the time budget exceeds even 50 hours per week.

Topic: Student Employment and Time Budget

Subtopic 49: Weekly time budget of Bachelor students by field of study

Key Indicators

Average time budget for study-related activities in engineering disciplines:	36.8
Average time budget for study-related activities in humanities and arts:	35.3



National Source: National student survey 2006

National commentary:

Note:

"All students" includes ISCED 9 ("other, general programmes").

Only one Bachelor programme was offered in health and welfare in 2006, which is caring sciences. On the one hand, caring sciences are not representative for health and welfare and on the other hand, there are not enough cases for analysis in the survey data. Therefore, we report no data on health.

Even if health and therefore the most time intensive studies are not included, Bachelor students spend on average 35 hours per week on their studies; hence, two hours more than the average of all students. With regard to their study time, Bachelor students are divided into two groups: Students in education and services have a time budget of 30 hours for their study; students in all other fields spend 35-37 hours per week studying. However, the time for paid jobs differs more broadly. This is highest in social sciences and sciences (10h each) and lowest in education (5h). Hence, the overall workload differs from 35/36 hours in services and education up to 46 hours in engineering. Nevertheless, one should remember that Bachelor students are two years younger than the average of all students.

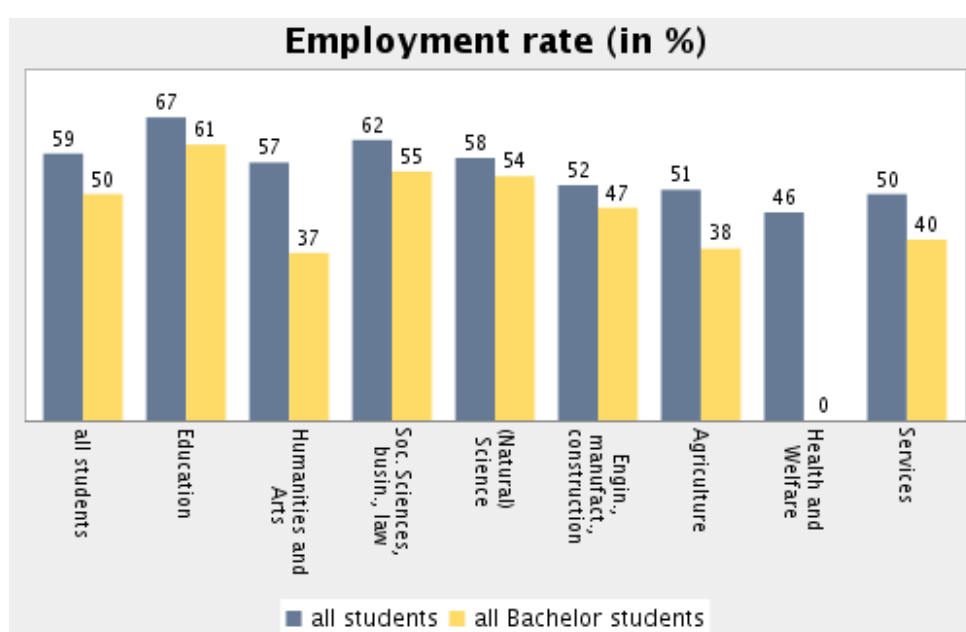
Note: No data available regarding the fields of health and welfare.

Topic: Student Employment and Time Budget

Subtopic 50: Employment rate of all students and Bachelor students by field of study

Key Indicators

Employment rate in Engineering all students:	52.0
Employment rate in Humanities and Arts all students:	57.0
Employment rate in Engineering Bachelor students:	46.7
Employment rate in Humanities and Arts Bachelor students:	36.8



National Source: National student survey 2006

National commentary:

Note: "All students" includes ISCED 9 ("other, general programmes").

Only one Bachelor programme was offered in health and welfare in 2006, which is caring sciences. On the one hand, caring sciences are not representative for health and welfare and on the other hand, there are not enough cases for analysis in the survey data. Therefore, we report no data on health for Bachelors.

The highest employment rate exists among students in education: 67% of all or 61% of all Bachelor students. However, as figures 48 and 49 have shown, the time spent on paid jobs is below the average among educational students, especially among Bachelor students in education. The lowest employment rate is observable among students in health (46%) and among Bachelor students in humanities and arts

(37%) as well as in agriculture (38%). Bachelor students in humanities are one year younger than the average of all bachelors, whereas Bachelor students in agriculture are one year older than all, but there are no Bachelor studies in veterinary science, which is a very time intensive study. The differences in the employment rates among all and Bachelor students reflects, therefore, to a certain extent, just the point in time when Bachelor studies were introduced. When Bachelor studies had only been offered for one semester, the students are on average very much younger than all students in the same field. However, figure 44 has shown the strong relation of employment to age. Hence, the differences in education and agriculture in the employment rates of all and Bachelor students are not very meaningful. On the other hand, FHS were among the first to introduce the new study architecture. There are many FH students in engineering (several in special programmes for working students); therefore, the employment rate of Bachelor students in engineering is nearly as high as the rate of all students. In general, it is too early to judge if the new study architecture will change the employment rate in the long run.

Note: No data available regarding Bachelor students of the fields of health and welfare.

Topic: Internationalisation

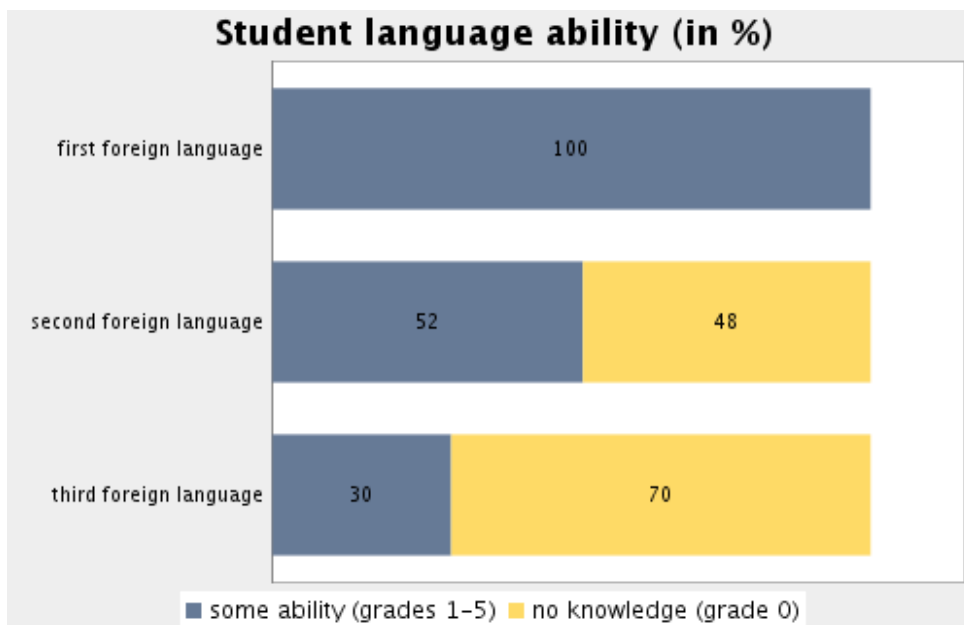
Questions on mobility were only put to half of the respondents, because the questionnaire was too long to ask everybody (the other half answered questions that were not relevant for Eurostudent). Hence, the sample size for the questions on mobility (not on language proficiency) is 3.729.

Topic: Internationalisation

Subtopic 51: Student language ability

Key Indicators

Some ability in most frequent foreign language, namely:	99.6
Some ability in second most frequent foreign language, namely:	51.8
Some ability in third most frequent foreign language, namely:	30.1



National Source: National student survey 2006

National commentary:

Note:

- 1st: English;
- 2nd: French;
- 3rd: Italian.

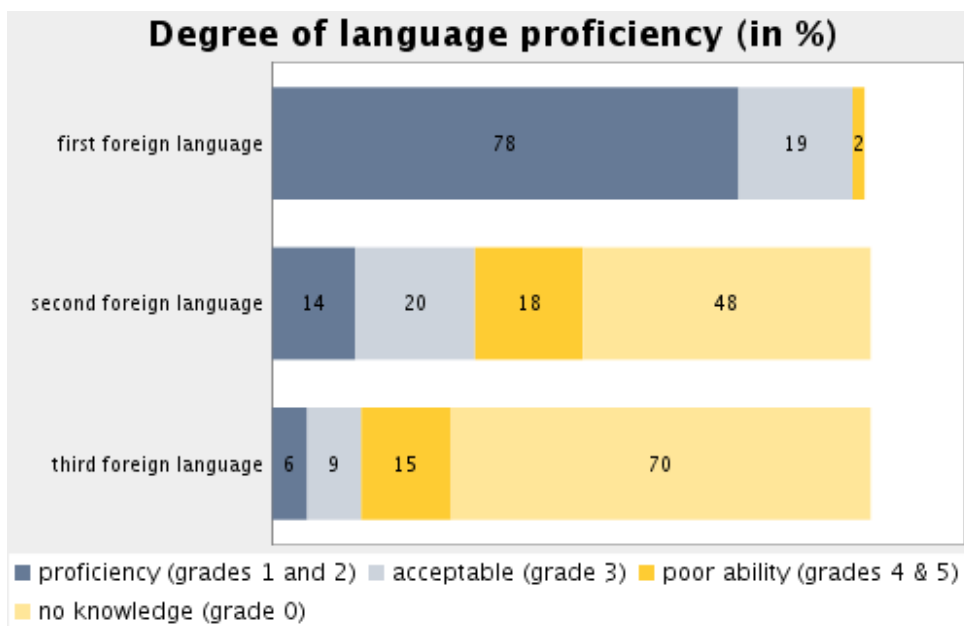
The most important foreign language is English: Nearly all students have at least some ability in English. More than half of all students state some ability in French and the third most frequent language is Italian (30%). For 7% of the national students, German is the first foreign language. This group consists of students from ethnic minorities in Austria, but most of all, these are students with a migration background.

Topic: Internationalisation

Subtopic 52: Degree of language proficiency

Key Indicators

Percentage of students who claim to have fluent or very good skills in most frequent first language:	78.0
Percentage of students who claim to have fluent or very good skills in two foreign languages:	23.0



National Source: National student survey 2006

National commentary:

Note:

- 1st: English;
- 2nd: French;
- 3rd: Italian.

The scale in the national survey was as follows: 1 mother tongue, 2 very good, 3 good, 4 middle, 5 poor, 6 no knowledge. We transformed the scale for Eurostudent: 1 = miss, 2 =1 (very good), 3=2 (good), 4=3 (acceptable), 5=4 +5 (poor), 6=0 (no knowledge). Hence, language proficiency 4 is not available.

78% claim to have good or very good knowledge of English, another 19% have acceptable knowledge of English and 2% have poor knowledge of English. Only 0,4% of all students do not speak English at all. The second most frequent language is French, which 14% of all students speak (very) well and another 20% have acceptable knowledge. About 6% of all students speak (very) good Italian and 9%

have acceptable knowledge.

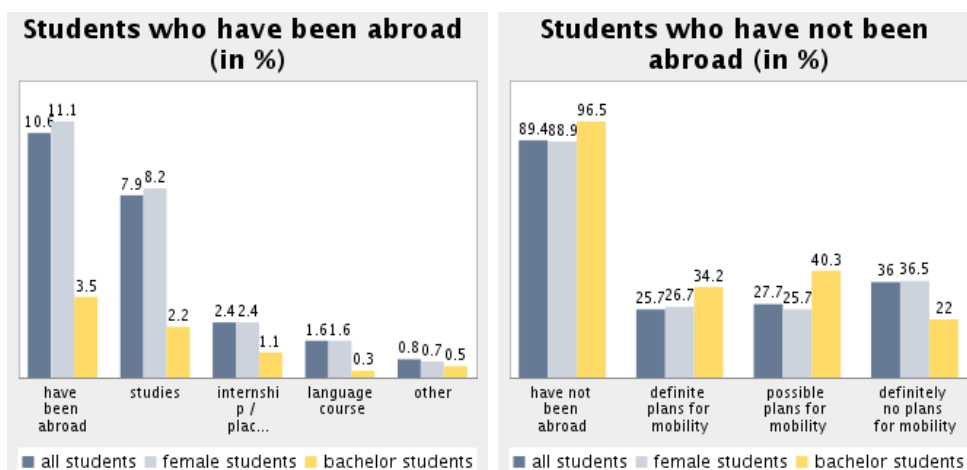
23% of all students claim to have (very) good skills in any two (or more) foreign languages. If one includes German for those with a different mother tongue, the indicator would increase to 30%.

Topic: Internationalisation

Subtopic 53: International student mobility

Key Indicators

Foreign study-related experience rate of all students:	10.6
Foreign study-related experience rate of female students :	11.1
Foreign study-related experience rate of bachelor students:	3.5
Foreign enrolment rate of (only studies) all students :	7.9
Foreign enrolment rate (only studies) of bachelor students:	2.2
Definite plans of all students for foreign stay:	25.7
Definite plans of bachelor students for foreign stay:	34.2



National Source: National student survey 2006

National commentary:

Note:

"Research" as a purpose for mobility is included in "studies".

Potential future mobility does not include those 26% who state "I don't know yet".

11% of all students have (by now) been abroad for the purpose of study related activities (studies, internship, language course). There is no significant gender difference in this respect. Most students who have been abroad are enrolled abroad, in sum 8% of all students studied abroad. About one out of five did an internship and 2% did a language course.

The rate of overall mobility has dropped by three percentage points since the last survey. However, the rate of students who have been enrolled abroad is stable, but all other forms of mobility have dropped. The decrease in the mobility rate is caused by students in engineering studies, in humanities, law,

science and veterinary science at Universities, whereas the mobility rate of FH students (16%) and of medical students increased strongly.

About one third of students without study related experience abroad definitely do not want to go abroad. One out of four already has definite plans to go abroad and for 28% it is possible to go abroad.

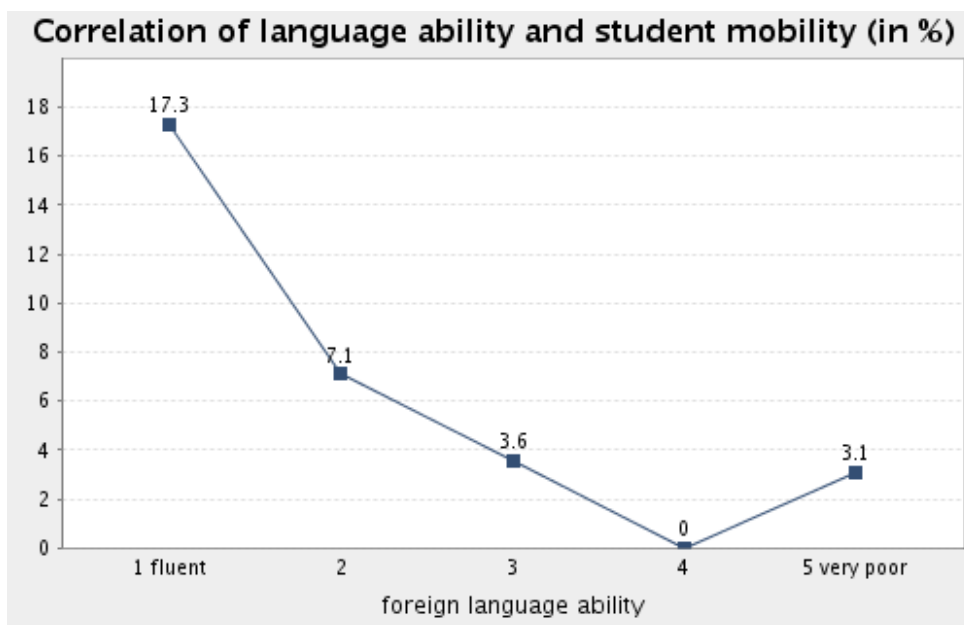
Bachelor students are on average in their 5th semester, whereas all students are on average in the 8th semester. Hence, bachelors had less time to go abroad, but they have more often definite plans for study related experience abroad (34%) and only 22% definitely do not want to go.

Topic: Internationalisation

Subtopic 54: Correlation of language ability and international student mobility

Key Indicators

Mobility rate among students fluent in at least one foreign language:	17.3
Mobility rate among students with very poor ability in foreign languages:	3.1



National Source: National student survey 2006

National commentary:

Note:

The scale in the national survey was as follows: 1 mother tongue, 2 very good, 3 good, 4 middle, 5 poor, 6 no knowledge. We transformed the scale for Eurostudent: 1 = miss, 2 =1 (very good), 3=2 (good), 4=3 (acceptable), 5=4 +5 (poor), 6=0 (no knowledge). Hence, language proficiency 4 is not available.

The mobility rate is higher among students who speak at least one foreign language fluently. 17% among students with very good skills have been abroad compared to 11% overall. The lower the language proficiency is, the less students have been abroad. Only 3% of all students with very poor ability to speak a foreign language have been abroad. However, it is not clear, if a fluent proficiency increases the chance to be mobile or if mobile students have improved their language skills while being abroad. Hence, it is a classic "the chicken or the egg" dilemma.

Note: 0 = no data.

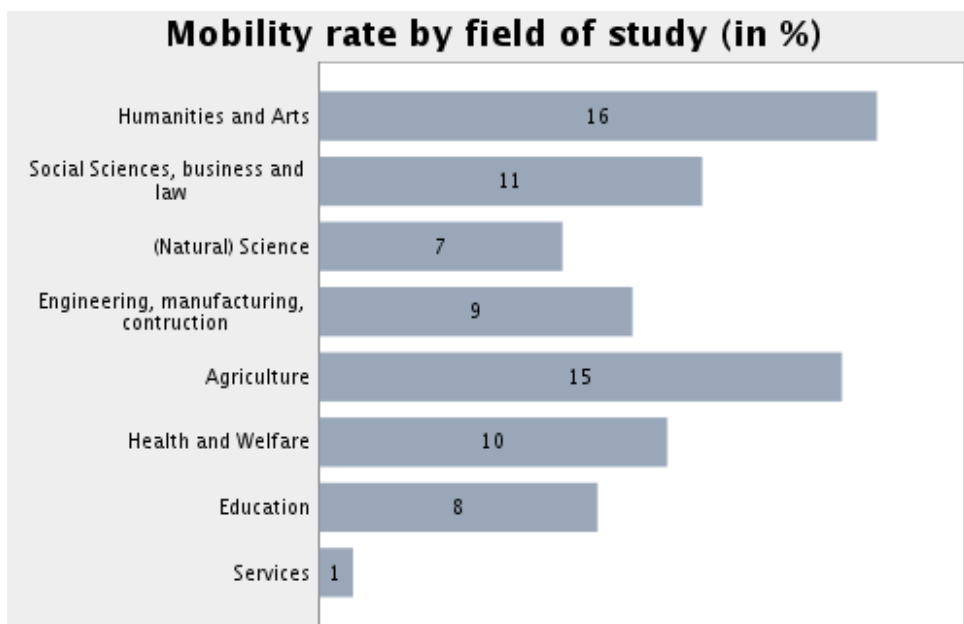
Topic: Internationalisation

Subtopic 55: International student mobility by field of study

Key Indicators

Percentage of students with study-related experience abroad, studying engineering: 9.3

Percentage of students with study-related experience abroad, studying humanities / arts: 15.8



National Source: National student survey 2006

National commentary:

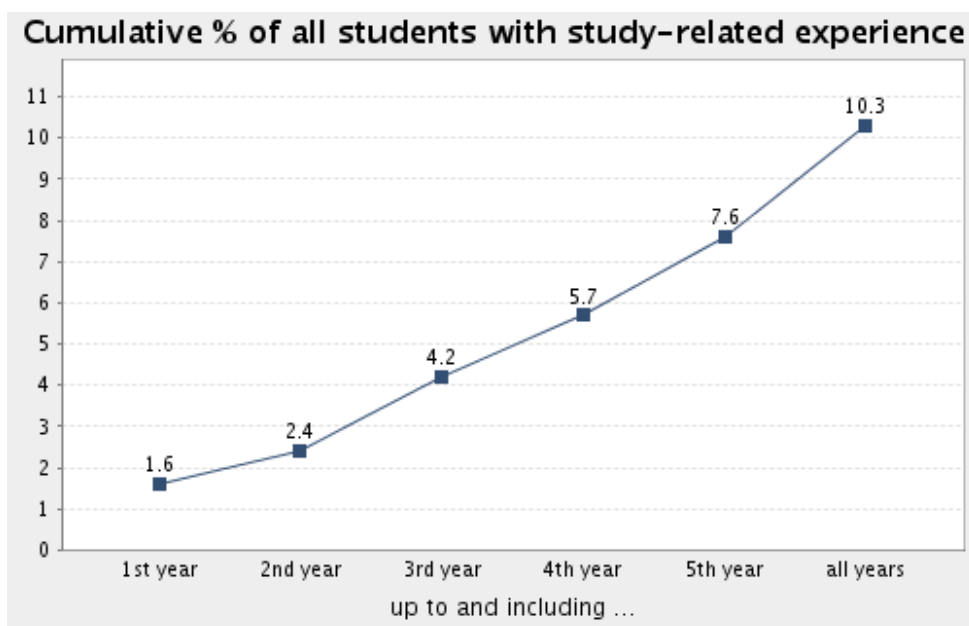
The proportion of students who have been abroad varies significantly by field of study: 16% of students in humanities and arts as well as 15% of students in agriculture already have gained study related experience abroad. Students in education and science show a significantly lower level of foreign experience (7% resp. 8%). The mobility rate is stable in science and health since the last survey, but decreased significantly in all other fields, most of all in engineering (minus 40%).

Topic: Internationalisation

Subtopic 56: Study-related experience abroad by stage of study career

Key Indicators

Students with study-related experience abroad in the first year of their studies:	1.6
Students with study-related experience abroad by their third year of their studies:	4.2
Total percentage of all students with study-related experience abroad:	10.3



National Source: National student survey 2006

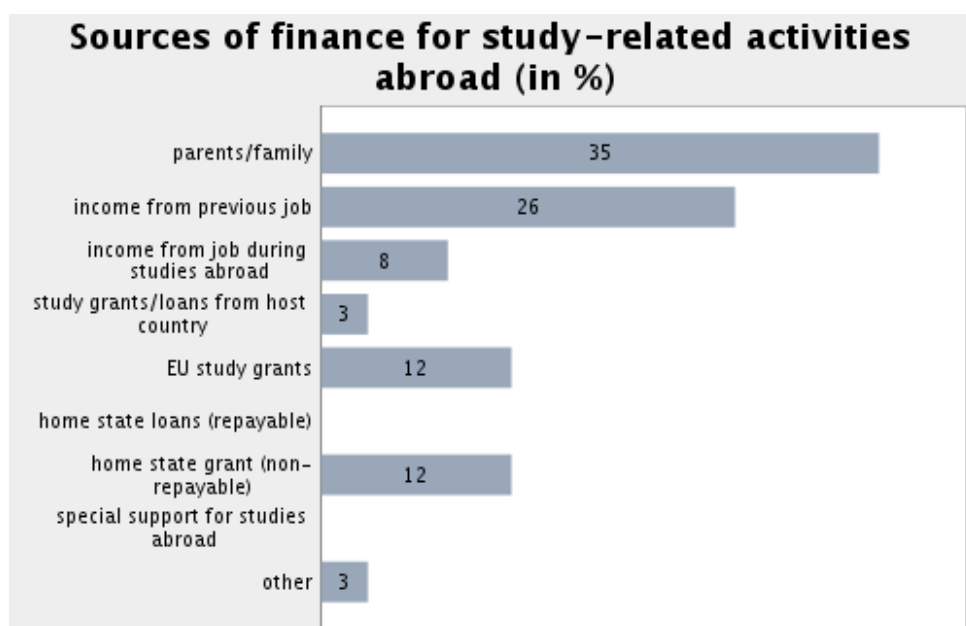
National commentary:

1,6% of first year students have already been abroad. This proportion increases continuously by each year of studying. 4% of all students up to and including the 3rd year of their studies, have had already study related experiences abroad. If one includes students from all years, one gets the overall average: 10.3% of all students had study-related experiences abroad.

The increase in the proportion by year is strongest in the 3rd and the 5th year. As the survey was conducted in the summer term of 2006, this indicates that the 4th and the 5th semester, but even more the 8th and the 9th semester are the most common period to go abroad. Of course, this depends on the type of study (Bachelor, Diploma).

Topic: Internationalisation**Subtopic 57: Sources of finance for study-related activities abroad****Key Indicators**

Percentage of private support for financing study-related activities abroad:	69.2
Percentage of public support for financing study-related activities abroad:	27.4
Percentage of income from earnings while staying abroad:	7.7



National Source: National student survey 2006

National commentary:

Note:

Categories used in the national survey were slightly different to those in the Eurostudent guidelines: "Income from previous job" includes all own resources of the student, "special support for studies abroad" is included in "home state grant".

On average, students paid Euro 4475 for a stay abroad. This sum was raised by a variety of financial resources. 35% of the total budget was financed by the students' parents. Parents are therefore the single most important source. 27% of the budget was paid by student assistance: 12% from the Austrian state, 12% from the EU and 3% from the host country. A quarter of the funds came from own resources of the student and further 8% came from paid jobs during the stay abroad.

Note: No data available regarding home state loans and special support for studies abroad.

Deviation from Synopsis of Indicators - Interim Report: The value from 'income from previous job' has

now been extracted from the category 'other'.

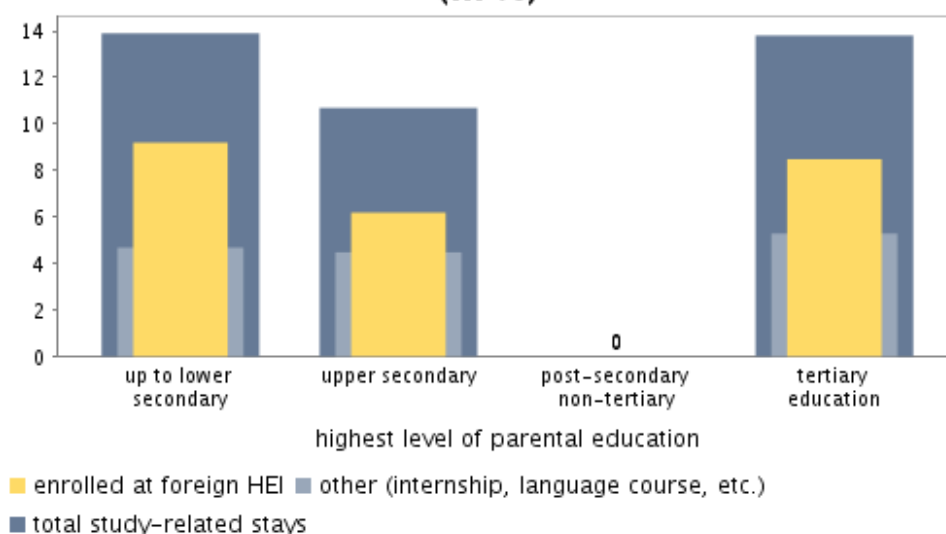
Topic: Internationalisation

Subtopic 58: Study-related stays abroad by parental education

Key Indicators

Foreign study rate of students from families with low education:	9.2
Foreign study rate of students from families with high education:	8.5

Study-related stays abroad by parental education (in %)



National Source: National student survey 2006

National commentary:

Note: post-secondary is included in upper secondary.

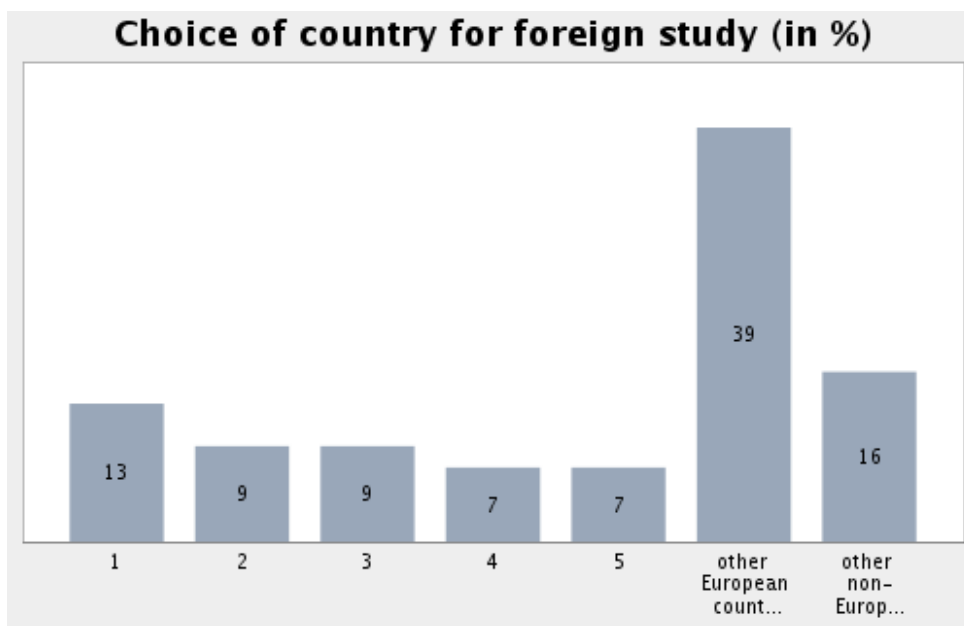
There is no significant difference in the rate of mobility by parental education on the first sight. However, if one looks into the data in more detail, a social segregation becomes observable. First of all, the ISCED classification of parents' education ranks several vocational trainings higher than one usually does in national statistics and than we did in the national report (see also the general comment on demographic characteristics). According to the national analysis, 9% of the students from lower class, but 13% of those from upper class have been abroad. Moreover, there is a big difference concerning at which stage of the study career students go abroad. No difference in the mobility rate is visible by social background up to 80% of the study. However, during the final phase of the study, students from upper classes are by far more mobile than students from lower classes. The data shown in the chart above, demonstrates the average mobility rate of all (i.e. from first till last year) students. However, if students from upper classes prefer to go abroad at the end of their study, the mobility rate of graduates will show an even greater difference by social classes. On the other hand, one has to keep in mind that students from lower classes are on average older; hence, they are more likely to have a good job, a partner or

children - all barriers to mobility (see Fig. 61).

Nevertheless, the differences in the mobility rates by social class have decreased remarkably since the last survey. Obligatory internships in FH-programmes (which are more frequented by students from lower classes) are one reason for that. Some programmes demand that the internship is done abroad.

Topic: Internationalisation**Subtopic 59: Choice of country for foreign study****Key Indicators**

Most frequent host country:	13.0
Second most frequent host country:	8.8
Third most frequent host country:	8.6



National Source: National student survey 2006

National commentary:

Note:

1=Germany;

2=USA;

3=Italy;

4=France;

5=Spain.

The most frequent host country for Austrian students is Germany, where 13% of all students go for study related activities, followed by the USA and Italy (about 9% each). France and Spain (about 7% each) rank 4th and 5th. The UK is following in the 6th position (6.5%). In general, three quarter of the students choose a European country for their stay abroad.

There are big gender differences in the choice of country for a foreign study: 18% of the male but only half that much of the female students go to Germany. The US is also preferred by males (12% vs 6%). France on the other hand is the first choice of females (10% versus 4% males). Spain as well hosts much more Austrian females (9%) than males (3.5%). Just the opposite is the case in Sweden, where

10% of the males went to, but only 2% of the females. In general, female students go to a broader variety of countries, whereas male students are more concentrated on fewer states. The difference by gender is also influenced by the field of study. Engineering students (mostly males), e.g., prefer a country in northern Europe, and students in humanities (females over-represented) prefer France or a country in southern Europe.

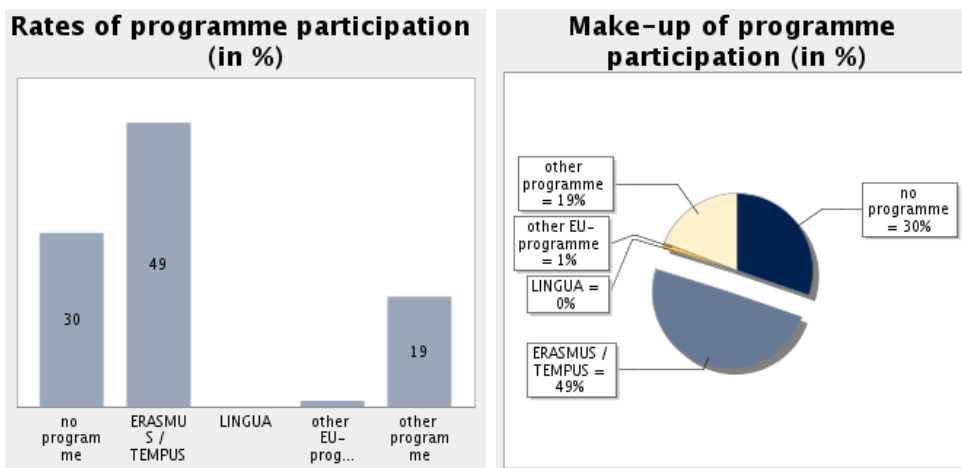
The choice of country depends also on the social background. Students from higher classes preferred smaller European countries (only 5% went e.g. to Germany and 1% to the UK) and are clearly over-represented among students that went to Finland, the Czech Republic or Switzerland. Students from lower classes preferred Germany or English speaking countries, but hardly ever went to Switzerland. The variety of countries chosen has increased dramatically compared to the last survey. "Other European countries" have been chosen by 39% now, compared to 28% the last time. Only Germany became slightly more attractive, whereas only half as many students went to the UK compared to the last survey.

Topic: Internationalisation

Subtopic 60: Study abroad programme

Key Indicators

Without programme (free-movers):	30.3
With a programme:	69.7
With ERASMUS / TEMPUS:	49.1



National Source: National student survey 2006

National commentary:

Note:

Data is not comparable with the last Eurostudent due to a change in the questionnaire. Moreover, multiple answers were not allowed in 2006.

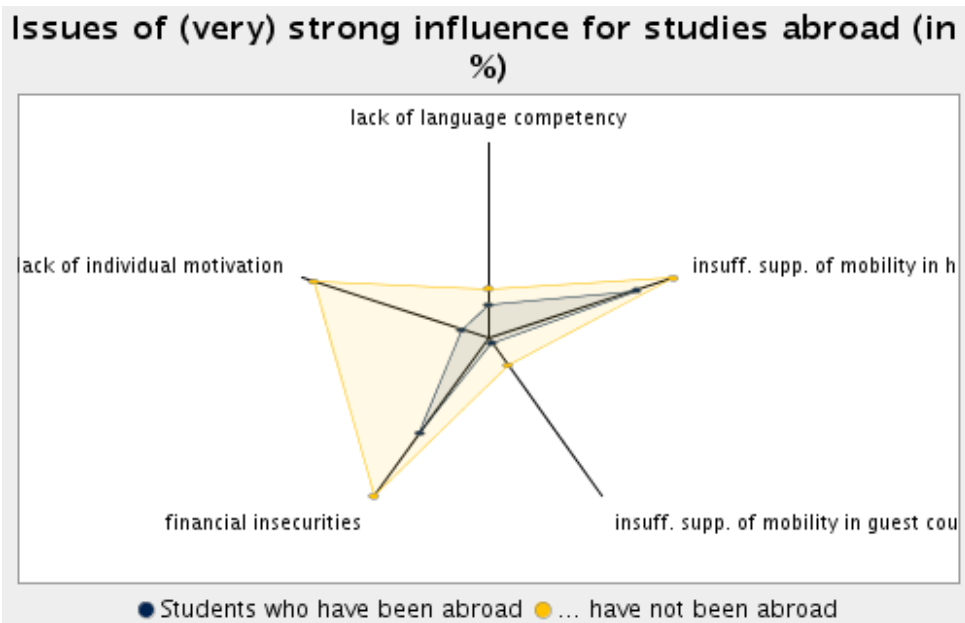
One out of two mobile students participated in a EU-programme (mainly Erasmus). 19% participated in another programme. Other programmes include joint studies (1,8%) and exchange programmes of higher education institutions (9.7%) as well as several bilateral exchange programmes mainly with eastern European countries. 30% of the students who have been abroad for study related activities were free movers.

Topic: Internationalisation

Subtopic 61: Issues that influence plans for a study-related stay abroad

Key Indicators

Students who have not been abroad	
(Very) strong influence of factor: lack of language competency	8.6
(Very) strong influence of factor: insufficient support of mobility in home country	35.2
(Very) strong influence of factor: insufficient support of mobility in guest country	5.6
(Very) strong influence of factor: financial insecurities	34.6
(Very) strong influence of factor: lack of individual motivation	32.5



National Source: National student survey 2006

National commentary:

Note:

The perceptions of obstructions to study-related stays abroad were questioned differently in the Austrian survey. First of all, some of the Eurostudent items were not asked, but some others (not relevant for Eurostudent) have been added. Secondly, different items were asked if the students have been abroad, plan to go abroad or do not plan to go abroad. Thirdly, the scale consisted only of three answers (yes, indifferent, no).

Answers from students planning a stay-abroad and those not planning to go abroad were summarised

to obtain information from students who have not been abroad. Only items for the types of obstruction which both students who have been and who have not been abroad have taken into account. Hence, "insuff. supp. of mobility in home country" consists only of "difficulties in getting information" and "problems with recognition of results achieved in foreign countries". "Insuff. supp. of mobility in guest country" consists only of "limited admittance to the preferred institution and/or study programme in foreign country". "Financial insecurities" does not include "loss of social benefits" and "lack of individual motivation" consists only of "separation from partner, child(ren), friends".

The perceptions of obstacles concerning international mobility of students vary in some respects between students who have been abroad and those who have not been yet.

However, both groups mention additional financial burden as the strongest obstacle. This was a problem for 21% of those who have been abroad already and is regarded as an obstacle by nearly half of the students who have not been abroad yet. Difficulties in getting information is also seen as a strong obstacle by 19% who have been abroad and by 28% who have not been abroad.

A third of the students who have not been abroad mention the separation from family as an obstacle compared to only 5% of those who have been abroad. Hence, family issues rank second on the list of obstacles and show the greatest difference within the two groups. The loss of opportunities to earn money is also mentioned three times more often by those not having been abroad yet. A quarter fear a delay in progress in his/her studies and 18% presume the benefit of a foreign stay to be low for their studies.

12% of the students who have been abroad were confronted with recognition problems. However, we do not know how long ago they were abroad and what was the stage of the implementation of the Bologna reforms at that time. Nevertheless, 15% of those who have not been abroad expect recognition problems, although the implementation of the Bologna reforms has progressed a lot in this context (diploma supplement, ECTS...).

To sum up: Insufficient language skills are hardly seen as an obstacle by both groups. Highest differences between mobile and (still) immobile students are the perception of financial problems, the separation from family and the quitting of a job. The last two issues are summarised as lack of individual motivation here. Students who have not been abroad are on average one year younger than those been abroad. However, the ranking of obstacles indicates that (so far) immobile students consist of two groups: on the one hand, older students with family and a good job, and, on the other, younger students with financial difficulties. Nevertheless, only a third of the (so far) non-movers, will definitely not go for a study abroad. All others have already plans or might have plans in the future (see Fig. 53).

Topic: Internationalisation

Subtopic 62: Issues that obstruct plans for a study-related stay abroad by parental education

Key Indicators

Students who have not been abroad with education of most qualified parent "up to lower secondary"

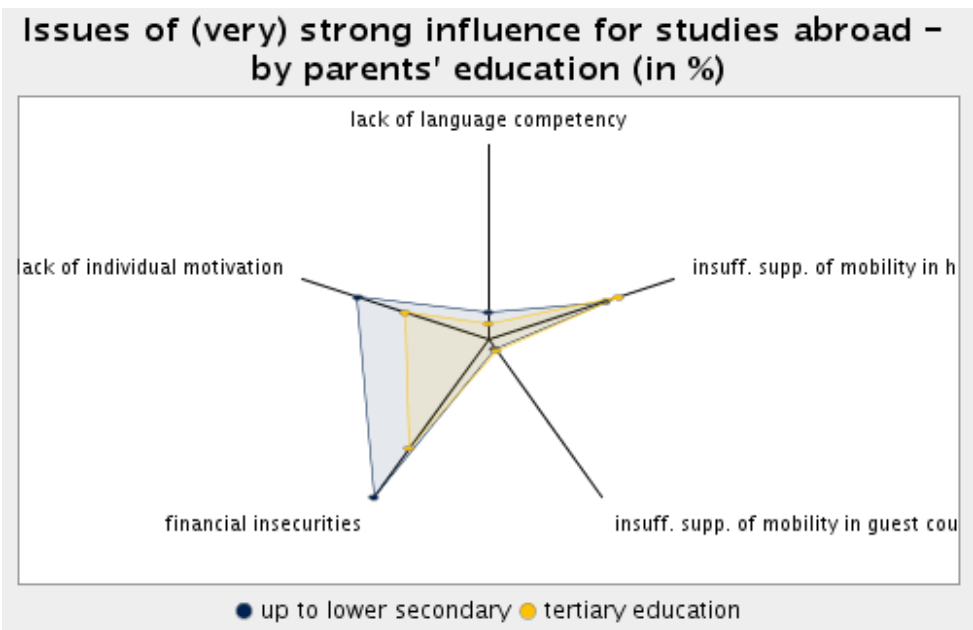
(Very) strong influence of factor: lack of language competency 9.8

(Very) strong influence of factor: insufficient support of mobility in home country 45.1

(Very) strong influence of factor: insufficient support of mobility in guest country 4.2

(Very) strong influence of factor: financial insecurities 71.3

(Very) strong influence of factor: lack of individual motivation 49.5



National Source: National student survey 2006

National commentary:

Note:

The perceptions of obstructions to study-related stays abroad were asked differently in the Austrian survey. First of all, some of the Eurostudent items were not asked, but some others (not relevant for Eurostudent) have been added. Secondly, the scale consisted only of three answers (yes, indifferent, no).

The types of obstruction do not include the following items: "loss of social benefits", "limited access to mobility programmes in home country" and "problems with access regulation to the preferred country".

The obstacles that obstruct plans for study related mobility differ between students coming from families with lower educational background and students from families with higher educational background. However, another relevant difference between the two groups is their age: Students from lower educational backgrounds who have not been abroad are on average 29.3 years old; those from higher educational background are 5.6 years younger.

Financial insecurity, lack of motivation and language problems are more often mentioned by students from families with lower educational background. If one looks at the single items in more detail, the largest differences are the following: separation from family (45% lower background versus 27% higher background), loss of job opportunity (36% versus 17%) and financial burden (53% versus 39%). Thus, it is obvious that financial issues are especially a problem for students from lower educational backgrounds and the separation from personal relations (family, job) is especially a problem for older students.

Topic: Internationalisation

Subtopic 63: Issues that obstruct plans for a study-related stay abroad by field of study

Key Indicators

Students who have not been abroad and study engineering

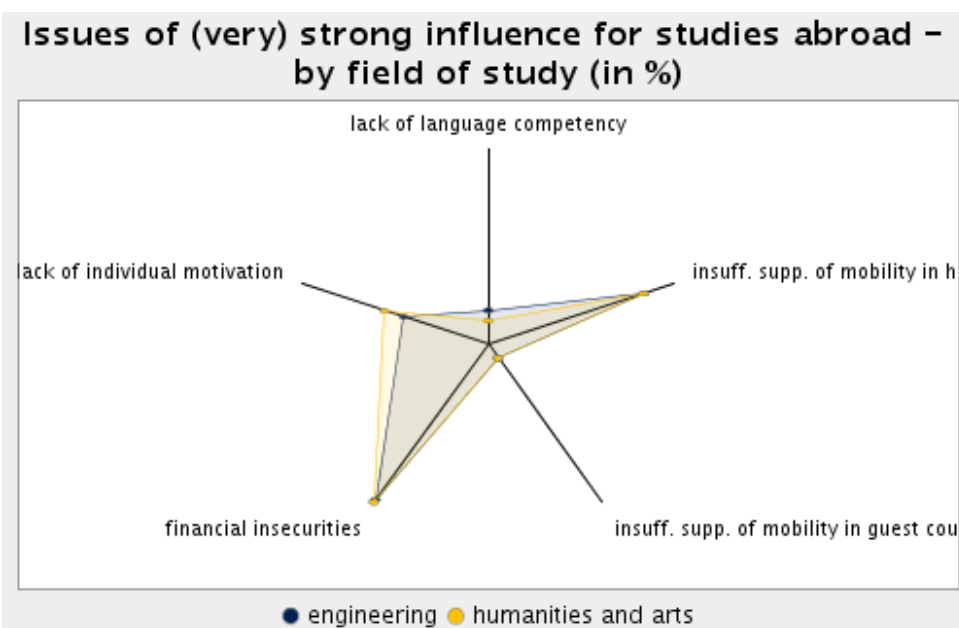
(Very) strong influence of factor: lack of language competency 10.1

(Very) strong influence of factor: insufficient support of mobility in home country 47.6

(Very) strong influence of factor: insufficient support of mobility in guest country 4.6

(Very) strong influence of factor: financial insecurities 56.4

(Very) strong influence of factor: lack of individual motivation 26.4



National Source: National student survey 2006

National commentary:

Note:

The perceptions of obstructions to study-related stays abroad were asked differently in the Austrian survey. First of all, some of the Eurostudent items were not asked, but some others (not relevant for Eurostudent) have been added. Secondly, the scale consisted only of three answers (yes, indifferent, no).

The types of obstruction do not include the following items: "loss of social benefits", "limited access to

mobility programmes in home country" and "problems with access regulation to the preferred country".

Concerning the obstacles of financial problems, insufficient support of mobility in Austria and insufficient support in the guest country, there are no significant differences between students in engineering and humanities or arts. Students in humanities and arts mention slightly more often lack of individual motivation as a main obstacle for mobility. They are on average 1.3 years older and might therefore mention separation from family a bit more often (27% versus 23%).

On the other hand, students in engineering name slightly more often deficits in language competence as a barrier.