What is the Student Social Survey?
- A survey carried out since the 1970s
- Online survey among all students in Austria
- Survey phase: May – June in the 2019 summer semester
- Survey data is complemented by administrative data from the Higher Education Statistics

Project advisory board:
- Universities Austria (uniko)
- Austrian Association of Universities of Applied Sciences (FHK)
- Austrian Private Universities Conference (ÖPUK)
- Rectors’ Conference of Austrian University Colleges of Teacher Education (RÖPH)
- Austrian Association of Higher Education Students (ÖH)
- Agency for Quality Assurance and Accreditation Austria (AQ Austria)
- Austrian Science Council (WR)

TOPICS
- Population of first-year students and students
- Evolution of the number of first-year students and students
- University access rates
- Regional and social background
- Students with children
- Housing situation
- Time budget
- Employment & internships
- Student grants/financial support
- Financial situation & financial difficulties

2019 survey

What else happens to the results?
- Analysis of Student Social Surveys since the 1990s also in an international comparison (EUROSTUDENT)
- Data resource for various evaluations (e.g. of access regulations, the introductory and orientation period (STEEP))
- Basis for the implementation of the National Strategy for the Social Dimension in higher education
- Special evaluations, e.g. for individual higher education institutions, the ÖH, the BMBWF, the Chamber of Labour, various working groups of Universities Austria (uniko)
- ...
Gender

- In Health and Welfare (excl. Medicine) (79%) and Education Sciences (84%) the proportion of women is very high.

- In Engineering (29%) and Informatics (ICTs) (19%) it is particularly low, but has risen somewhat in recent years.

  - More women than men study in all higher education sectors, except in the sector for working students at universities of applied sciences – although the proportion is slowly increasing here as well.
  - At colleges of teacher education, the proportion of women is highest at 80%.
  - Women complete their studies slightly more often than men and need slightly less time to do so. If they drop out, they also do so somewhat earlier (in lower semesters) than men.

Higher education access rates

46% of the Austrian population take up higher education studies in Austria in the course of their lives (higher education access rate). Women significantly more often than men (54% vs. 39%)

- The development of the higher education access rate is directly related to:
  - the number of first-year students
  - the development of passed Matura exams
  - the corresponding age group in the resident population
  - & developments in the labour market also play a role.

- The general entrance requirement is the Matura (i.e. Abitur, A-Level) obtained at the end of upper secondary schooling.

- The higher education access rate provisionally reached its maximum in 2015/16 (51%) and fell sharply in 2016/17 due to lower Matura rates. Since then it has risen slightly.

Proportion of international students among all students by nationality and field of study (axis section 40%)

- 66,000 students in Austria have acquired their higher education entrance qualification outside of Austria and are international students (incl. some with Austrian nationality)

- At 22% (first-year students: 19%), the proportion of international students is well above the European average.

- 40% of students at private universities are international students, 25% at public universities

- Universities of applied sciences are also becoming increasingly attractive for international students, especially full-time economic and technical degree programmes.

- The largest group of international students comes from Germany (9% of all students).

Domestically educated students with migration background

Definitions

2nd generation: students born in Austria, both parents born abroad
1st generation: students and both parents born abroad (attended the national school system)

Proportion of all domestically educated students in comparison over time (only first-year students)

<table>
<thead>
<tr>
<th>Year</th>
<th>2nd generation</th>
<th>1st generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>4.7%</td>
<td>3.6%</td>
</tr>
<tr>
<td>2019</td>
<td>5.5%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

-> The proportion of the 1st generation has fallen slightly compared to 2015, that of the 2nd generation has risen slightly – but to a lesser extent than in the total population.

Estimated university access rate

People with a migration background take up studies about half as often as people without a migration background.

Proportion of all students

<table>
<thead>
<tr>
<th>Category</th>
<th>Domestic students: 78%</th>
<th>International students: 22%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without migration background</td>
<td>72%</td>
<td>3.5%</td>
</tr>
<tr>
<td>2nd generation</td>
<td>3.5%</td>
<td>2.4%</td>
</tr>
<tr>
<td>1st generation</td>
<td>2.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>German-speaking countries</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Other countries of origin</td>
<td>10%</td>
<td>8%</td>
</tr>
</tbody>
</table>

By higher education sector and fields of study

<table>
<thead>
<tr>
<th>Sector</th>
<th>1st generation</th>
<th>2nd generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Universities (Total)</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Humanities</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Business</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Nursing Sciences</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Information (ICT)</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Economics (including business)</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Engineering</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Medicine</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Teacher Training College</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Teacher Training College</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Teacher Education College</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>University Colleges</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Veterinary/agriculture</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Veterinary/agriculture</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Information (ICT)</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Business</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Teacher Training College</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>University Colleges</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Universities, part-time</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Universities, full-time</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>UAS: working students</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Universities, full-time</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>UAS: working students</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>


Special characteristics of the 2nd generation

- Financial difficulties: more often affected by financial difficulties than students without a migration background (33% vs. 18%)
- Study grants: more frequent receipts of conventional study grants (25% vs. 12%), but less frequent receipt of self-supporting grants (3% vs. 7%) and merit-based grants (2% vs. 4%)
- Housing situation: proportion of students living with parents significantly higher (48% vs. 23%)
- Stress/psychological problems: more often affected by stress factors (67% vs. 55%) and/or psychological health problems (60% vs. 45%)

> For students who have been self-supporting for four years prior to the first award of a study grant.

Domestically educated students with a migration background are more likely to have higher educated parents (at least Matura) than those without a migration background.

2nd generation: somewhat more often with higher educated background than students without a migration background, at the same time many students with parents no more than compulsory schooling

1st generation: particularly many tertiary educated parents, but also more often parents with no more than compulsory school attainment than students without a migration background

Geographical origin

The majority of domestically educated students with a migration background come from countries of the former Yugoslavia (especially Bosnia and Herzegovina, Serbia and Croatia), German-speaking countries (especially Germany) and Turkey.

2nd generation students increasingly have ex-Yugoslavian and Turkish backgrounds.

1st generation foreign students are increasingly from Germany.
60% of all or 66% of domestically educated students in Austria are 'first-generation' students. Also in comparison with other European countries, the proportion of students with parents who are not graduates is relatively high. Nevertheless, first-generation students whose parents have a higher level of education are overrepresented in higher education institutions compared to the domestic resident population.

### Probability of university enrolment by education of the father

<table>
<thead>
<tr>
<th>Fathers’ education</th>
<th>Compulsory school</th>
<th>Vocational training</th>
<th>BMS/Meister*</th>
<th>Matura</th>
<th>Higher education</th>
<th>Low level of education</th>
<th>High level of education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22</td>
<td>13</td>
<td>22</td>
<td>37</td>
<td>43</td>
<td>16</td>
<td>40</td>
</tr>
</tbody>
</table>

Recruitment rates and probability factor are very similar in relation to mother’s education (see Core Report of the Student Social Survey 2019).

#### Interpretation:
For every 1,000 'low' educated men/fathers, 16 children start a tertiary education, whereas for every 1,000 'high' educated men/fathers, 40 children start a tertiary education. The probability of children from a high educated background starting a tertiary education is therefore 2.5 times higher.

#### Recruitment rate
Indicates how many people per 1,000 fathers or mothers of an educational level start a degree programme.

#### Probability factor ‘high’ to ‘low’ level of education

- Public universities: 3.0
- Univ. of Applied Sciences: 1.8

#### Age differences of students by parents’ education

<table>
<thead>
<tr>
<th>Age at survey</th>
<th>Age at first-time enrolment</th>
<th>Only domestically educated students: Proportion with delayed start of studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory school</td>
<td>32.5y.</td>
<td>25.2y.</td>
</tr>
<tr>
<td>Without Matura</td>
<td>28.4y.</td>
<td>22.7y.</td>
</tr>
<tr>
<td>Matura</td>
<td>26.5y.</td>
<td>21.2y.</td>
</tr>
<tr>
<td>Study degree: BA/MA</td>
<td>25.5y.</td>
<td>21.0y.</td>
</tr>
<tr>
<td>Doctoral study degree</td>
<td>26.3y.</td>
<td>20.6y.</td>
</tr>
<tr>
<td>Total</td>
<td>27.0y.</td>
<td>21.7y.</td>
</tr>
</tbody>
</table>

Source: Student Social Survey 2019.

Students whose parents have a lower level of education are not only less likely to take up studies, but also tend to do so later in life.

(Very) well-off estimated financial situation by parents’ education

The probability factor indicates the factor by which the probability of enrolment at a higher education institution is higher for groups with a high level of education than for groups with a low level of educational background.

Source: Student Social Survey 2019.
Region and delayed transition

At two-thirds, the higher education access rate is highest in Vienna, and lowest in Vorarlberg at one-third.

In the last 10 years, there has been hardly any convergence of provinces with low higher education access rates with the overall Austrian average; in Styria, the difference has even increased.

While the higher education access rate in the capitals is usually relatively high, it is below 25% in some rural areas.

Delayed transition

Definition:
First-time enrolment more than 2 years after the highest school-leaving qualification in the regular school system (Matura) or no entitlement to study acquired in the regular school system ("2nd educational pathway").

Only domestically educated students.

23% of all domestically educated students start their studies with a delay:
- They are much more likely to come from low level educated backgrounds
- Almost 40% have a non-traditional higher education access qualification, above all a vocational Matura
- They are Ø 8 years older
- The majority of them are men
- 62% of them come from a rural area

The Austrian higher education system would be less socially diverse without students with delayed transfer.

Socio-demographic characteristics by start of studies

<table>
<thead>
<tr>
<th></th>
<th>Direct transition (77%)</th>
<th>Delayed transition (23%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents' education: Compulsory school</td>
<td>29%</td>
<td>52%</td>
</tr>
<tr>
<td>Parents' education: Matura</td>
<td>30%</td>
<td>23%</td>
</tr>
<tr>
<td>Parents' education: Without Matura</td>
<td>38%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Source: Student Social Survey 2019.

Time spent on studies and paid job(s) by duration of study

Source: Student Social Survey 2019.

In Austria, a particularly large number study with delayed transfer, only in Scandinavia are the proportions higher.

77% were in regular employment prior to their studies.

They are employed about Ø 7h/week more than students with direct transfer, but invest only 2h less in their studies.

The proportion with financial difficulties is significantly higher than among students who start their studies directly.

34% of them receive study grants, mainly as self-supporting students.
Housing and children

Average housing costs (except living with parents): **442€**

Housing costs have risen by 36% in ten years. → 37% of the total living costs are housing costs.

### Ø Housing costs by form of living

<table>
<thead>
<tr>
<th></th>
<th>Student accommodation</th>
<th>Shared accommodation</th>
<th>Living alone</th>
<th>Living with partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ø Costs</td>
<td>362€</td>
<td>376€</td>
<td>504€</td>
<td>498€</td>
</tr>
</tbody>
</table>

Costs across all higher education locations (excl. students pursuing their studies as distance learners). Excluding students living with parents.

Source: Student Social Survey 2019.

### Increase in Ø housing costs since 2009

<table>
<thead>
<tr>
<th></th>
<th>Since 2009</th>
<th>Since 2011</th>
<th>Since 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student accommodation</td>
<td>16%</td>
<td>39%</td>
<td>48%</td>
</tr>
<tr>
<td>Shared accommodation</td>
<td>9%</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td>Living alone</td>
<td>11%</td>
<td>27%</td>
<td>35%</td>
</tr>
<tr>
<td>Living with partner</td>
<td>21%</td>
<td>34%</td>
<td>45%</td>
</tr>
<tr>
<td>Total</td>
<td>14%</td>
<td>27%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Excl. students living with parents.

Source: Student Social Survey 2019.

### Type of housing by age, gender, and education of parents

<table>
<thead>
<tr>
<th></th>
<th>Age</th>
<th>Gender</th>
<th>Parents’ education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt; 2 1y.</td>
<td>2-6 y.</td>
<td>7-14 y.</td>
<td>&gt; 15 y.</td>
</tr>
<tr>
<td>Living with parents</td>
<td>16%</td>
<td>22%</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>Student accommodation</td>
<td>6%</td>
<td>9%</td>
<td>12%</td>
<td>20%</td>
</tr>
<tr>
<td>Shared accommodation</td>
<td>21%</td>
<td>32%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>Living alone</td>
<td>42%</td>
<td>13%</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>Living with partner</td>
<td>25%</td>
<td>7%</td>
<td>5%</td>
<td>8%</td>
</tr>
</tbody>
</table>

1 incl. household of other adult relatives.

Source: Student Social Survey 2019.

Across all age groups, students of parents without a Matura live more often in the parental household compared to students whose parents have a degree - a form of housing that generates little or no costs.

- Only **11%** of students live in student accommodations
- The costs for student accommodations have risen the most since 2009
  → This increase is due, among other things, to the expansion of student accommodation that is not operated by non-profit housing providers, but by private, commercial providers

### Students with children at a glance

7.5% of students have children under the age of 25, which is around 22,400 students (excluding doctoral students) in Austria

Single parents are confronted with financial problems more often than average: **43%** vs. **Ø 22%** for all students.

43% of all students with children cannot arrange care for their children under 15 in such a way that they can study without restrictions. Mothers of young children report this at 61%.

### Ø Time spent per week by age of the youngest child

- Time spent on studies
- Time spent on job(s)
- Time spent on childcare

Source: Student Social Survey 2019.
Average time budget by age, gender, and start of studies

- **Weekly workload**: Ø 43.1h/week
- **Time spent on studying**: Ø 30.3h/week (taught studies Ø 11.8h/week + personal study time Ø 18.5h/week)
- **Time spent on work**: Ø 12.1h/week (non-employed included with 0h)

Students with low study intensity
- 11% of all students report less than 10 hours of study per week (teaching + personal study time).
- Ø Age: 30.2 years
- Ø Workload (incl. those not in employment): 20.9h/week
  - More frequently than the average at public universities

Students with low study intensity...
- have taken up their studies with a delay more often than the average (26% vs. Ø 23%).
- are 3.2 years older than the average (30.2 years vs. Ø 27.0 years).
- are employed to an above-average extent (20.9h/week vs. Ø 12.8h/week). The employment rate is in line with the average (65%).
- see themselves more often than their colleagues primarily as workers who study on the side (84% vs. Ø 34%).
- do an above-average amount of childcare work (3.9h/week vs. Ø 2.2 h/week; students without childcare obligations are included with 0 hours).
- are more likely than average to seriously consider quitting their studies entirely (11% vs. Ø 6%) or changing their studies (8% vs. Ø 6%).
- are more likely than average to say that they lack motivation to study (34% vs. Ø 29%).
- were admitted to all planned courses in the 2019 summer semester less frequently than the average (63% vs. Ø 74%).

Average time budget by higher education sector and field of study I

Average time budget by higher education sector and field of study II

Students' average time budget per week

- **Weekly workload**: Ø 43.1h/week
- **Time spent on studying**: Ø 30.3h/week (taught studies Ø 11.8h/week + personal study time Ø 18.5h/week)
- **Time spent on work**: Ø 12.1h/week (non-employed included with 0h)

Average time budget by higher education sector and type of study programme

- Taught studies
- Personal study time
- Time spent on paid job(s)
Officially, there are no part-time studies at public universities in Austria.

**Employment rate among students (summer semester 2019): 65%**

Ø Time spent on paid job(s)
of all employed students: 20.5h/week

→ Employment motives show that students in 2019 are less likely to be employed due to financial need, but more often in order to be able to 'afford more'.

Students self-identifying primarily as a worker of students primarily identify as working and studying alongside their job.

Work & study compatibility and adequacy of employment for studies

- About half of employed students state they have difficulties in reconciling study and work (48%).
- More than one third of all students have a job that is appropriate to their studies (39%); especially Informatics (ICTs) students with 56%.

**Typology of students’ employment**

Parents with Matura

Parents without Matura

Total

Direct transition

Delayed transition

Marginaly employed

Permanently employed

≠ Not employed

≠ Self-identification primarily as a student & max. 10h of work

≠ Self-identification primarily as a student & >10h of work

≠ Self-identification primarily as a worker

Source: Student Social Survey 2019.

Students with parents without a Matura, older students, those with a delayed start to their studies and those with a permanent job – i.e. characteristics that all strongly overlap – are more often primarily employed than the average.

**Time spent on paid job(s) by age and parents’ education**

Students whose parents have a low level of education are independent of the fact that they tend to be older – employed more often and to a greater extent.

**Income from paid job(s) of employed students**


**Employment rate in the European context**

The employment rate of Austrian students is located in the top third of European countries, the Ø hours worked in the middle range.

Source: EUROSTUDENT VI Database, Student Social Survey 2019.

If students spend >10h/week on paid job(s), employment has a negative effect on study performance; from 13h onwards, there is a clear reduction.
Financial situation

Income and expenditure
- All (also irregular) income is recorded, but only regular/ongoing costs; costs for major purchases, repairs, holidays are not included ... income exceeds expenditure on average & calculating a balance is not very useful.

- Cash and non-cash benefits, so-called transfers in kind, are recorded. On average, these account for 12% of the total budget.

The following applies:
- Total budget = cash income + transfers in kind
- Total costs = expenditure + transfers in kind

- Income and expenditure differ greatly according to age. Therefore, the spread of the amounts is very large & mean values are not very meaningful.

Amount and composition of the total monthly budget (€1,216) by age and parents’ education

Distribution of the total monthly budget

Amount and composition of regular total costs (€1,016) by age and parents’ education

Groups affected by financial difficulties more frequently than average
- Single parents: 22% - 4% points since 2015
- International students from a country with a non-German official language: 40%
- Students with health impairments that limit their studies: 36%
- Domestically educated students with migration background: 1st generation: 35%, 2nd generation: 33%
- Students with children who need care (youngest child under 7): 29%
- Students who were between 26 and 30 years old at first enrolment in HE, especially with a delayed transition: 23%
- Recipients of a scholarship for self-supporting students: 27%

* For students who have been self-supporting for four years prior to the first award of a study grant.
Study progression at public universities and universities of applied sciences: Bachelor degree first-year students in WS 2012/13

Success rates in the 14th semester (still enrolled)

- Women: 48% (14%)
- Men: 44% (20%)
- Under 21*: 52% (18%)
- Over 30*: 19% (9%)

Success rates in the 12th semester

- Women: 85%
- Men: 73%
- Under 21*: 81%
- Over 30*: 66%

Success rates: Fields of study at public universities

- Education: 37%
- Humanities: 27%
- Social Sciences: 25%
- Business: 13%
- Natural Sciences: 14%
- Informatics (ICTs): 13%
- Engineering: 15%
- Agriculture, Forestry, Veterin.: 15%
- Services (esp. Sports): 15%
- Bachelor degrees (Total): 16%
- Law: 76%
- Medicine: 18%

Only domestically educated students: WS - winter semester.

Success rates: Fields of study at universities of applied sciences

Bachelor degrees in the 12th semester (cohort WS 2011/12)

- Social Sciences: 98%
- Business: 88%
- Natural Sciences: 91%
- Informatics (ICTs): 98%
- Engineering: 80%
- Health & Welfare (excl. Medicine): 80%
- Services (esp. Tourism): 80%
- Unv. of Applied Sciences: full-time (Total): 66%

UAS: full-time students

- Business: 70%
- Natural Sciences: 78%
- Informatics (ICTs): 53%
- Engineering: 58%
- Health & Welfare (excl. Medicine): 89%
- Services (esp. Tourism): 72%
- UAS: working students (Total): 66%

Only domestically educated students: UAS - universities of applied sciences.

Success rates: International students at public universities

(Bachelor degree first-year students WS 2012/13)

- Germany: 88%
- South Tyrol: 98%
- Western Europe (EU+EEA): 91%
- South-East Europe (EU): 89%
- Other EHEA-States: 72%
- Non-EHEA-States: 50%

- Domestically educated students

Master and PhD/doctoral studies at public universities

Master degree first-year students (WS 2014/15)

- Success rate: any Master or PhD/doctoral degree
- Retention rate: any Master or PhD/doctoral degree
- Drop-out rate: discontinuation of all degrees

Only domestically educated students: WS - winter semester.

PhD/doctoral first-year students (WS 2011/12)

- Success rate: any Master or PhD/doctoral degree
- Retention rate: any Master or PhD/doctoral degree
- Drop-out rate: discontinuation of all degrees

Only domestically educated students: WS - winter semester.

Transitions

Public universities only: Transfer rates from Bachelor’s to Master's programmes by selected fields of study and gender

In addition, there are 4% of all Bachelor students at public universities planning a Master’s degree abroad & 3% in another higher education sector in Austria.

In addition, there are 21% of students who do not yet know whether they want to take up a Master’s degree programme. These potential transfers are not included in the transfer rates.

Bachelor students only (excl. first-year students): Plans for Master’s degree programmes after the Bachelor’s degree by higher education sector

Public universities only: Transfer rates to doctoral programmes by field of study (axis section 40%)

*Another degree* can refer to a consecutive Master’s degree programme, but also to another degree programme.

Transfers of the 2016/17 graduation cohort within two years of Bachelor’s graduation. Education Sciences excl. Teacher Training.


Transfers of the 2016/17 graduation cohort within two years of Bachelor’s graduation. Education Sciences excl. Teacher Training.

Source: Student Social Survey 2019.

For working students, 53% & up to one third of students are still undecided.

At public universities, 67% of students plan to transfer to a Master programme, 21% are still unsure & 70% have actually transferred.

At university colleges of teacher education, 68% at private universities, 58% at universities of applied sciences: full-time, 48% for working students, 53% … are planning a Master’s programme & up to one third of students are still undecided.

<table>
<thead>
<tr>
<th>Public universities (incl. Teacher Training academic sec)</th>
<th>Master programme planned</th>
<th>Do not yet know whether to take up another degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Colleges of Teacher Education</td>
<td>68%</td>
<td>15%</td>
</tr>
<tr>
<td>Private Universities</td>
<td>58%</td>
<td>26%</td>
</tr>
<tr>
<td>Universities of Applied Sciences: full-time</td>
<td>48%</td>
<td>33%</td>
</tr>
<tr>
<td>Universities of Applied Sciences: working students</td>
<td>53%</td>
<td>32%</td>
</tr>
<tr>
<td>Total</td>
<td>64%</td>
<td>22%</td>
</tr>
</tbody>
</table>

| Private Universities                                      | 58%                      | 26%                                             |
| Universities of Applied Sciences: full-time               | 48%                      | 33%                                             |
| Universities of Applied Sciences: working students        | 53%                      | 32%                                             |
| Total                                                     | 64%                      | 22%                                             |
Who is internationally mobile?

- **Women**, both in terms of semesters abroad and for internships, in all study groups, with the exception of Education Sciences.
- Students who were **young** when first enrolled.
- Students whose **parents** have a **high level of formal education**, but also those who come from a (rather) financial well-off household.

Which destination countries are popular?

- The most common destination countries for **semesters abroad** are:
  1. Spain
  2. USA
  3. France
  4. UK
  5. Germany

- The most common destination countries for **internships abroad** are:
  1. Germany
  2. Italy
  3. Switzerland
  4. USA
  5. UK

Who goes where for the semester abroad?

- Especially frequent destination countries were:
  - ... among **women**, the British Isles, Southern Europe and Western Europe.
  - ... among **men**, Central/Eastern Europe and countries outside Europe (especially North America and Asia).
  - ... among students from **financial (very) well-off families**, countries outside Europe.
  - ... among students from **less affluent backgrounds**, Central/Eastern Europe.
  - ... among **Business students**, North America.
  - ... among students at **university colleges of teacher education, Education Sciences, Natural Sciences and Technology**, Northern Europe (incl. Scandinavia).
  - ... among **Teacher Training** students, the British Isles and Southern Europe.
International mobility II

How is the semester abroad financed?

The primary source of funding for the (most recent) semester abroad:

- Family (44%)
- EU grant (17%)
- Austrian grant (11%)
- Own funds (19%)

How does the main source of funding for the semester abroad differ by parental education background?

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>Parents without Matura/Abitur/A-Level</th>
<th>Parents with Matura/Abitur/A-Level</th>
<th>Parents with tertiary background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family (parents, partner, other relatives)</td>
<td>27%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Own funds (savings)</td>
<td>19%</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>EU grant (e.g. Erasmus)</td>
<td>20%</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>Austrian grant (e.g. conventional study grant)</td>
<td>25%</td>
<td>20%</td>
<td>56%</td>
</tr>
<tr>
<td>Other</td>
<td>27%</td>
<td>41%</td>
<td>56%</td>
</tr>
</tbody>
</table>

Why don’t all students complete a semester abroad?

Students who do not plan to spend a semester abroad select the following reasons, among others:

- Financing: 80%
- Employment: 47%
- Negative effects on studies in Austria: 66%
- Time loss: 49%
- Low benefits: 35%
- Social hurdles (e.g., separation from partner, children, social environment): 63%

Were these topics also relevant for students who have completed a semester abroad?

Students who completed a semester abroad faced the following difficulties, among others:

- Financing: 36%
- Employment: 9%
- Negative effects on studies in Austria: 34%
- Time loss: 19%
- Benefits: 9%
- Social hurdles: 16%

Overall, there are greater differences in obstacles to mobility according to:

- Field of study and type of higher education institution
- Education of students’ parents
- Type of higher education entry qualification
- Age at first registration (very large)
- Gender
Health impairments

(Results include doctoral students)

12% of all students have a health impairment that has at least a weak or temporary effect on their studies. = 39,100 students

- Men: 11%
- Women: 14%

Proportion of women: 60%

Teacher Education Colleges: 7.7%
Universities of Applied Sciences: 8.9%
Private Universities: 9.5%
Teacher Training Academic Sec: 12.5%
Scientific Universities: 13.1%
Art Universities: 16.1%

Form of impairment
- Proportion of students with impairments: Mobility/motoric impairment 2.6%, Visual impairment 3.5%, Hearing/speech impairment 2.1%, Mental illness 39.9%, Allergy/respiratory disease 5.1%, Chronic/somatic disease 26.1%, Specific Learning Disability 4.4%, Other impairment 5.7%, Multiple impairment 10.6%, Students with impairments that limit their studies 100%
- Proportion of all students: Mobility/motoric impairment 0.3%, Visual impairment 0.4%, Hearing/speech impairment 0.3%, Mental illness 4.9%, Allergy/respiratory disease 0.6%, Chronic/somatic disease 3.2%, Specific Learning Disability 0.5%, Other impairment 0.7%, Multiple impairment 1.3%, Students with impairments that limit their studies 12.2%

Mental illness
- 4.9% of all students report a mental illness that has the greatest impact on their studies. Of all forms of impairment, the strongest increase since 2015 is depression and anxiety disorders.

Difficulties in everyday student life
- 78% have impairment-related difficulties (e.g., illness-related interruptions, examination mode, submission deadlines, study organization, design of courses)
- 75% have psychological problems during their studies (e.g., fear of failure/exam anxiety, depressive moods)
- 79% are affected by stress during their studies (e.g., stress-related health complaints, learning/concentration difficulties)

Study interruption & drop-out intention
- 21% have already interrupted their studies for at least 1 semester (e.g., students with mental illnesses or multiple impairments)
- 11% are seriously thinking of giving up studying altogether (e.g., students with mental illnesses or multiple impairments)

Financial difficulties
- 35% are (very) strongly affected by financial difficulties
- 19% have impairment-related additional costs

Studyability & academic performance
- 34% of them only rate their studies as (very) studyable (e.g., due to high workload, lack of compatibility with other obligations)
- 29% rate their academic performance as worse than that of other students

Necessary measures from the students' point of view
- Flexible study organisation (e.g., expansion of online elements)
- Information about counselling services
- Awareness & open interaction
- Financial support & tolerance semesters