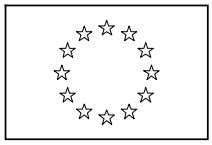

COMMISSION OF THE EUROPEAN COMMUNITIES

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REPORT FROM THE COMMISSION

SURVEY INTO THE SOCIO-ECONOMIC BACKGROUND OF ERASMUS STUDENTS

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SUMMARY OF RESULTS AND RECOMMENDATIONS

The ERASMUS student survey

1. The Socio-Economic Survey was conducted at the end of 1998. More than 20,000 students or nearly one-quarter of those who took part in the ERASMUS Student Mobility scheme in the 1997/98 academic year were invited to take part in the survey which covered 300 institutions of Higher Education in 15 countries[1]. Replies were received from nearly 9,500 students giving an overall response rate of 46% - sufficient to ensure that the survey provides reliable information on the ERASMUS chapter of the SOCRATES programme.

2. The ERASMUS mobility scheme, which has grown from about 3,000 students when it first began in 1987/88 to over 100,000 today, is valued throughout the Higher Education world in Europe and is now extending into many of the countries in Central and Eastern Europe. The experiences available to mobile students are many and varied and are not merely educational.

3. Many of the findings of the survey support widespread views about the strengths of a study period abroad within the framework of ERASMUS and about the impact of the programme on student mobility in Europe. This confirms that the Community programmes in the field of education, training and youth play an important role.

4. The main findings of the survey which are presented below are covered in more detail in Section III of this report. The statistical tables including data for all participating countries which are referred to are presented in Annex I.

A. General issues

5. The work on the student survey has shown that **there is a lack of harmonised and comparable European statistics relating to the socio-economic situation of students**. There are also strong indications that the collection of such data on a national level is incomplete in a number of countries. In order to monitor the student population from a social and economic point of view and form appropriate policies in this area, an improvement in the availability of statistics would be required. The Commission hopes that the recent initiative by the German Ministry of Education and Research to co-ordinate a large scale survey concerning the socio-economic situation of the student population in Member States will be realised. This initiative has received a positive reaction from many EU Directors-General for Higher Education. The Commission will contribute to this exercise as it did for its 1997 precursor, the *Euro Student Report*[2].

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1 For practical reasons, the three smallest countries which participate in the ERASMUS Student Mobility scheme - Iceland, Liechtenstein and Luxembourg - did not take part in the survey.

2 *Euro Student Report. Social and Economic Conditions of Student Life, Synopsis of indicators for Austria, France, Germany and Italy*, Deutsches Studentenwerk, Bonn, 1997.

6. For the SOCRATES programme in general, it is an extremely encouraging finding that **the ERASMUS students show a very high degree of satisfaction with the outcome of the study period abroad both academically and socially/culturally.** Not surprisingly, nearly all (98%) of students who took part in the socio-economic survey considered their ERASMUS experience to have been positive or very positive from a social and cultural point of view (Table 4) - and nearly as many (91%) - felt it was positive academically (Table 5).

   However, the problems of an academic nature signalled by 9% of the students deserve attention by the National Authorities, especially in those countries which have a higher than average negative rating as there may be a variety of reasons underlying the difficulties the students sometimes encounter: Differences between the educational systems in the Member States as regards organisation and the level of funding (which, in turn, have an influence on the material conditions, the degree of teacher contact, access to computers, libraries and other resources) may be a factor but so too may be problems of a linguistic and/or cultural nature which no doubt play a role, especially in exchanges between Northern and Southern Europe. Another well-known problem is that of academic recognition by the home university of the studies undertaken abroad. The introduction of the European Credit Transfer System (ECTS) on an increasingly wide scale has already contributed to solving this problem, but more efforts are still necessary to ensure its broader implementation.

7. In 1997/98, although nearly 181,000 student places were available in the framework of the ERASMUS Institutional Contracts in the 18 countries which participated in ERASMUS Student Mobility, that year only 86,000 were filled (which corresponds to an **overall take-up rate (i.e. actual use of places) of only about 50%** (Tables 1-3)).

   The discrepancy between places offered and places used can be related to a number of factors, which vary in importance from country to country. It may involve a possible overestimation of the student numbers by the universities concerned at the time of application, but other factors also play a role, of which two should be mentioned here:

   (i) **Countries with less widely taught and spoken languages are in general more affected by low take-up rates for incoming students**. There are several measures that can be taken to improve the situation and they vary according to the local conditions: linguistic preparation, promotion/information, complementary funding, etc.

   (ii) Furthermore, **the high grants policy** (whereby relatively high ERASMUS grants are given to a small number of students, rather than smaller grants to many students) **observed particularly in the countries with the lowest cost of living and limited direct national support schemes, may be one reason why the full capacity of outgoing student places is not used**. The possibility of sending ERASMUS students without an ERASMUS mobility grant (but with all the other benefits related to the ERASMUS student status) may be one way of maintaining a policy of high grants to selected students while encouraging an increase in student mobility in general. However, this should be weighed against the economic situation of the individual student.

B. Social and economic background of students

8. The relationship between the socio-economic background of students and students' access to the ERASMUS mobility scheme was one of the main concerns that prompted the current survey. Unfortunately, it has been possible to make a reliable comparison on a European level of the data from the ERASMUS student survey and the Higher Education student population or the population in general on only some of the aspects relating to this issue because of the lack of comparative data mentioned above. Socio-economic background has several meanings which must be considered independently. In the following, first the parents' income status, educational and professional background will be discussed. One or several of these are commonly used to define a person's socio-economic status. Secondly, other social aspects will be mentioned.

9. Figures from the *Euro Student Report* (1997) show[3] that the foreign study rate of students who come from higher income families is considerably higher than that of students from lower income families and one might expect this situation to be reflected in the ERASMUS survey. However, the survey does not appear to support the claim that ERASMUS students in general are more privileged students from an economic point of view than other Higher Education students. In fact, 53% of the surveyed students qualify their parents' income as average or below average (Table 19). Few direct comparisons with Higher Education students in general are available but one of the *Euro Student Report* indicators (Income of Students' Parents) suggests that ERASMUS students do not differ greatly in this respect. **The family economic background - in terms of parents' income status - does not in general seem to be a selection factor for ERASMUS students**. However, there are indications that low parental income does influence participation in countries where the students typically live with their parents and where the availability of direct national student support is limited.

10. The results of our survey also show that **the family economic background does not have a significant effect on the personal income of ERASMUS students**: on average, the difference in income between students from the highest and the lowest family income levels is only €70 per month, a figure which can safely be qualified as low (Table 20). The income of ERASMUS students living at home is not higher than that of other students living at home in the countries where comparative figures are available. Furthermore, the findings seem to indicate that **the economic background of students is taken into account either by the national student support systems (direct or indirect) or in the process of allocating the ERASMUS grant or both.** It seems reasonable to conclude that any bias of ERASMUS students towards higher income levels to a large degree reflects the situation amongst Higher Education students in general in the Member States. Despite the efforts that have been made to provide opportunities for all social groups, access to Higher Education is still somewhat biased towards higher economic groups.

[3] Figure 4: 'Study-related sojourn abroad by parental income'.

11. Something similar is found when the **occupational status of parents** is considered. Two-thirds of the parents of ERASMUS students have managerial, professional or technical occupations (Table 14) compared with less than two-fifths of employees in general aged 45 and over (Table 15). The available figures for the general student population (on the occupational status of heads of households containing students) drawn from the European Labour Force Survey (1997) do not appear to show significant differences compared with ERASMUS students. Although the LFS figures have to be treated with some caution, it seems reasonable to affirm that the **occupational status of parents does not appear to be a significant factor in the selection of ERASMUS students**.

12. However, when **family educational background** is considered, the results do suggest some bias towards higher educational levels of parents. Most of the ERASMUS students (59%) have one or both parents with a Higher Education degree, including both "short cycle" (less than 3 years) and "long cycle" (3 years or more) degrees (Table 17). By contrast, the available data[4] for Higher Education students in general indicate that around 30% of heads of households containing students hold a Higher Education qualification. Although the data have to be treated with some caution, especially concerning the Nordic and other countries where students do not normally live with their parents, there is some evidence to suggest that **parents of ERASMUS students are on average rather more highly-qualified than the parents of other Higher Education students in Europe and that this is indeed a significant factor in the selection of ERASMUS students**.

    In modern societies, where the educational systems are open to all social classes, it has in fact been observed that family educational background is becoming the most relevant factor for explaining the educational achievement of children, superseding the influence of economic factors. This general trend seems to be even more pronounced in the case of ERASMUS students. It might be assumed that the most highly-qualified parents are more conscious of the need for education in foreign languages and other cultures in order to provide opportunities for their children to develop initiative and independence - in short, in precisely the kind of experiences an ERASMUS study period can offer. It could also be that the knowledge of the exchange programme is more wide-spread in these families. Consequently, children from these higher social and cultural groups (but not necessarily with high economic status) are more likely to participate in the SOCRATES/ERASMUS programme.

13. **The question of how to decrease the bias towards students from the advantaged socio-cultural groups is in fact very problematic precisely because it is not based on economic grounds, but cultural ones.** Programmes like ERASMUS can succeed in furthering economic equality, but cultural inequality can only be solved in the long run by the actions of the whole society. **There is a need for an open discussion about how to ensure that the ERASMUS programme is available to young people from a wider variety of cultural backgrounds than seems to be the case at present**. Student

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[4] From the 1997 European Labour Force Survey: analyses of students living at home with their parents.

organisations acting at European level could be encouraged to be more actively involved in identifying and conducting information campaigns targeted towards these groups.

14. As far as **gender equality** is concerned, the developments observed in Higher Education in Europe in recent years are reflected in the ERASMUS figures, which in common with the student population in general, now show that women are in the majority (59% of ERASMUS students are female) (Table 9). Thus, **participation in ERASMUS is not, in general, influenced by gender.** In fact, as far as gender is concerned, the problem areas in student mobility may rather be found in certain subject areas which are dominated by men and which are underrepresented in mobility, reflecting the national situation in general.

15. As regards **other issues related to equal opportunities**, students with physical disabilities, certain social groups like the immigrant population and other minority peoples, these were not investigated in the framework of the ERASMUS survey. Certain steps have been taken in the framework of ERASMUS to provide funds to students with severe disabilities, but this is an area that remains to a large extent unexplored and where there may be potential for further action.

16. Finally, it is extremely interesting to note that **around 80 % of the students who answered the survey are the first in their family to study abroad** (Table 13). This finding confirms that European programmes do bring an added value to the educational system and to the lives of individual students as well as their families. Other interesting facts to note concerning the family situation of students is that in Southern Europe ERASMUS students normally live with their parents, while in Northern Europe it is most common to live in a rented room or student lodging or to live in shared accommodation with other students (Table 12).

C. Economic and financial issues

17. The analysis gives a clear indication of the extra costs involved during the study abroad period. **57% of the students reported financial problems abroad** (Table 24). Students who normally live with their parents in their home country – around one-third of ERASMUS students - and students who come from countries with low direct public support for students and who therefore rely largely on parental contributions, are particularly affected by financial problems.

18. **The difference in the modes of living and the national student financial support systems seem to be the main factors explaining the financial difficulties of ERASMUS students.** Students who normally live with their parents in their home countries spend, on average, an extra €310 per month during their study period abroad - more than twice as much as at home. Not surprisingly, accommodation costs represent two-thirds of this extra amount. For students who normally live away from the parental home, the additional costs of a study period abroad represent an average increase of 25% or €130 over their normal monthly expenses. For these students, the additional accommodation costs are still a substantial proportion (about one-third) of the extra costs they face whilst abroad (Table 27).

19. **In general, the survey confirms that the ERASMUS grant is a necessary financial supplement for mobility and that it does to some extent cover the extra costs of studying abroad. In certain countries, it can be observed that the ERASMUS grant is used to compensate for the lack of public funding for studies abroad.** It is also worth noting that it is **the group of students which receives the largest ERASMUS grants which reports the highest degree of financial problems**. This finding may be related to the following phenomenon: the ERASMUS students do not necessarily distinguish the ERASMUS grant from other kinds of public funding that they receive when going on an ERASMUS exchange, and their financial problems are perceived as a result of low ERASMUS grants. The expectations of students are often not realistic and so there is a need for more information both on the aims of the grant (a contribution towards the marginal costs of studying abroad) and on the actual costs they should expect in the host country.

20. **The findings indicate that although an increase in the Community funding for ERASMUS grants would be welcomed by the students it would not solve all the problems in so far as they are structural and related to national policies.** Other ways to increase the funding for student mobility should also be explored, such as for example:

    – the introduction of some kind of 'means testing' based on the experiences of the countries which already have such systems;

    – the provision of alternative sources of direct or indirect support, for example: reduced price travel tickets, fund raising from industry, business and local government, etc;

    – the establishment of a system of student loans at national and/or European level in order to cover the extra costs of mobility.

D. Further steps

21. The countries participating in the SOCRATES/ERASMUS programme are invited to discuss the findings of this survey with a view to the continual improvement of the programme and the widest possible access to it for all categories of students.

    The members of the SOCRATES Sub-Committee on Higher Education will be invited to co-ordinate, in co-operation with the SOCRATES/ERASMUS National Agencies, national follow-up measures including a more in-depth analysis of the survey data concerning each individual country.

22. The Commission will review the results of the follow-up work and will discuss with the relevant Committees any further steps to be undertaken at Community level, in particular how to best implement the provisions mentioned in the Decision on the second phase of SOCRATES concerning the consideration of socio-economic factors in the allocation of ERASMUS student grants.

I - INTRODUCTION

Background

As part of the negotiations for the budget revision of the first phase of the SOCRATES programme, the European Parliament requested the European Commission to present a report on the social and economic background of Higher Education students participating in the ERASMUS chapter of the SOCRATES programme.

The Commission therefore set up, in co-operation with the ERASMUS National Agencies, a mechanism to collect information by means of a survey of a representative sample of ERASMUS students having participated in the programme in the 1997/98 academic year. The whole exercise was carried out between May 1998 and March 1999.

This survey exercise provides a good basis for comparison with the national allocation policies. A Steering Group (see Annex 4) assisted the Commission in this work.

Methodology adopted

The methodology to carry out this task consisted of the following phases:

Development

- The elaboration of a harmonised questionnaire (in 11 languages);
- The definition of a methodology for calculating the representative sample (see Annex 3).

Collection of data and analysis

- Through the National Agencies and a selected number of Higher Education institutions (see selection criteria in Annex 3).
- Processing of data and interpretation of the statistics.

Reporting

The present report deals with the survey, the interpretation of the data emerging from the survey, the conclusions and the recommendations. The statistical tables are included at Annex 1.

Further analysis – especially at national level – are planned based on more detailed results from the survey itself and comparative country profiles.

II - RESPONSE RATES TO THE QUESTIONNAIRE

(BY HOME COUNTRY)

On the basis of the criteria proposed by the Commission to the National Agencies for selecting the Higher Education institutions to form the country sample (see Annex 3), the following final results were obtained:

Response rates (overall results)

Country	**Number of HEIs which participated in the survey**	**Number of students in the initial sample**	**Number of respondents[5]**	**Response rate (in %)**
Belgium(fr) Belgium(nl) Total Belgium	15 6 21	470 787 1300	284 546 830	60% 69% 64%
Denmark	38	992	471	47%
Germany	26	1704	775	45%
Greece	10	979	448	46%
Spain	17	1699	660	39%
France	15	1682	939	56%
Ireland	18	1006	358	36%
Italy	15	2000	1380	69%
Netherlands	14	1720	334	19%
Austria	23	1300	791	61%
Portugal	17	1127	475	42%
Finland	14	1024	529	52%
Sweden	7	1099	741	67%
United Kingdom	26	1700	442	26%
Norway	33	1072	290	27%
Total	**301**	**20362**	**9463**	**46%**

The overall response rate of 46% is quite satisfactory compared to other surveys, despite the fact that the distribution of the questionnaires took place during the

[5] Only replies that were included in the analyses are included in these figures. Replies received by the Commission after data inputting had been completed are not included.

Christmas break. The length of this break varies between different countries (e.g. in Norway, the Christmas break starts already in November and lasts until late January. This could explain its low response rate). Only three countries have a response rate below 30%: NO (27%) , UK (26%) and NL (20%). On the other hand, IT, BE, SW and AT achieved a very high response rate.

The success of the survey is due mainly to the co-operation of the National Agencies and the selected institutions of Higher Education. In addition, the European Student Information Bureau (ESIB) undertook an information campaign amongst students in 8 of its member countries.

III – THE INTERPRETATION OF THE STATISTICAL TABLES

Explanatory note on the interpretation of the data emerging from the questionnaires

Some basic data asked for in the questionnaire (eg. country of host university, field of study, age, year of study, duration of the period abroad) could be compared with data supplied by the National Agencies as part of their normal annual reporting procedures to the Commission. This enabled an assessment to be made of the extent to which the composition of the achieved sample was representative of ERASMUS students in general. Further biographical data were surveyed, such as gender, parents' educational background and family status.

A set of issues was established allowing for the comparison of the data emerging from the survey. This set comprises:

- General and academic issues;
- Social status of the ERASMUS students and of their parents;
- Economic and financial issues

In the cases where comparable European or national data were not available, comparisons have been made only between the surveyed ERASMUS students in the different countries.

1 - General and academic issues

1.1 - ERASMUS student mobility in 1997/98

(Tables 1-3)

In 1997/98 180,985 student places were available in the framework of the ERASMUS Institutional Contracts in the 18 countries which participated in ERASMUS Student Mobility that year. The total number of ERASMUS students was 86,000 which corresponds to an overall take-up rate of 48% (Tables 1-3) or about 1% of all Higher Education students.

Take-up rates can be influenced by many factors: eg. student preferences; the language of the host country; the availability of linguistic preparation; the particular features of the Higher Education system in a given host country and its general appeal; the availability of mobility grants and loans and the length of the study programmes. The highest take-up rates (by home country) were registered in Austria (65%), followed by Belgium and Italy (both with 56%) and Spain (54%). The lowest take-up rates were in the UK (39%) and Greece (35%). As for incoming students, the highest take-up rates were in the UK (65%) and Ireland (61%), closely followed by Spain (54%), while Greece (23%), Portugal (29%), Finland (32%), Iceland (32%), and Norway (33%) had the lowest take-up rates for incoming students (Table 3).

Nearly four out of five of all Higher Education students in the 18 countries participating in ERASMUS Student Mobility in 1997/98 are registered in the five largest EU Member States (Germany, France, UK, Italy and Spain). It is therefore to be expected that these five countries will both send and receive between them a very large proportion of all ERASMUS students. Indeed, in 1997/98 71% of all ERASMUS students came from these five countries - a little less than their theoretical capacity to send students abroad - whilst they hosted 74% of all ERASMUS students that year - a little less than their theoretical capacity to receive students (Table 2).

By contrast, the four Nordic countries (Denmark, Finland, Sweden and Norway) account for about 6% of all Higher Education students but hosted more than 8% of all ERASMUS students - rather more than might be expected.

Four EU Member States (UK, Ireland, Netherlands and France) host more ERASMUS students than they send abroad. Portugal, Greece and Norway are the least chosen host countries (altogether they hosted less than 4% of all ERASMUS students) (Table 2). This is partly because they are small countries but also because they are relatively unpopular with ERASMUS students. Italy and Germany also receive considerably fewer ERASMUS students than their size would suggest they could manage.

The UK is the leading host country with 20,770 students (24%), followed by France with 15,197 students (18%), Spain with 11,392 students (13%) and Germany with 10,969 students (13%). Italy, with 5,667 students (7%) hosted far fewer students than Spain and only slightly more than the Netherlands (4,922 students which is 6%), despite its large population.

The patterns of student mobility may be attributed to a variety of factors: for example, language barriers; the academic reputation of particular institutions or programmes; the flexibility of home programmes with respect to counting time spent abroad toward degree requirements; and the limitations of Higher Education provision in the home country. These patterns may also reflect geographical and historical links, cultural aspirations and government and institutional policies to facilitate credit transfer between home and host institutions.

The historical, cultural and linguistic links between countries are reflected in the ERASMUS student mobility patterns to a lesser extent than might be expected. For example, the Nordic countries form a homogenous group from a number of different points of view (history, languages, political and economic institutions, labour markets and cost of living). Nevertheless, only 4% of ERASMUS students from these countries go to other Nordic countries - 96% choose to study outside the region (Table 2). Similarly, only 1% of ERASMUS students from anglophone countries and 2% of students from germanophone countries go to countries within their own linguistic group (although it should be noted that many non-anglophone host countries offer their study programmes in English).

On the other hand, the common languages between French-speaking Belgium and France and Dutch-speaking Belgium and the Netherlands may play an important role in the choices of out-going Belgian, and Dutch students. Overall, 17% of ERASMUS students from Belgium go the France and 12% to the Netherlands although those from francophone Belgium are more likely to choose the Netherlands than France whilst

those from Flanders are more likely to choose France than the Netherlands. About 6% of Dutch ERASMUS students go to Belgium.

1.2 - The assessment of the ERASMUS period abroad

(Tables 4-6)

The vast majority (91%) of the surveyed students considered their ERASMUS period abroad to have been 'positive' or 'very positive' from an academic point of view. (54% assessed their experience as 'Positive' and 37% considered it 'Very positive'). The most satisfied students came from Greece (97%), Portugal (97%) and Austria (96%). The highest proportions of students who considered their experience 'Negative' or 'Very Negative' were registered among the Norwegian (15%), British (14%) and Danish (14%) students (Table 5).

However, when viewed by host country, the proportion of students who considered their academic experience as 'Negative' or 'Very Negative' increases considerably for those who went to Italy (17%); Greece (16%); Portugal (14%); Spain (11%) and France (11%) (Table 6). The analysis of the data shows no correlation between this assessment and the year of study, nor with the duration of the period abroad, nor with the type of host institution. The most significant correlation was therefore by host country. ERASMUS students who went to southern European countries were clearly more dissatisfied from an academic point of view then students spending a study period abroad in another country.

A number of factors could explain this 'negative' assessment: linguistic problems and insufficient language preparation prior to the study abroad particularly in the host countries with less widely taught and used languages; educational discrepancies between Higher Education systems; different academic and organisational aspects of the programmes of study; exposure to subjects not offered at the home university or more demanding courses at the host university.

Different traditions may also have influenced the students' assessment: UK universities put a strong emphasis on out-of-class communication between teachers and students, whilst in German universities students' freedom to work independently is strongly emphasised, and less importance is given to regular class attendance. The opposite happens in France and Portugal, which place high emphasis on regular class attendance and on teachers as the main source of information.

However, **from a social and cultural point of view** (Table 4), **98% of all students considered their experience in the host country either as 'Very positive'(79%) or 'Positive' (19%).**

It is interesting to stress that in those countries where the academic experience abroad was considered less positively (the southern European countries), views on social contacts and cultural life in those countries tended to be much more positive. Overall, only 2% of students considered the ERASMUS experience (from a social and cultural point of view) as 'Negative' or 'Very negative', in particular the British (4%) and the Danish (3%).

1.3 - Age of ERASMUS students and year of study

(Tables 7 and 8)

Age profiles of Higher Education students differ widely between countries. According to the 1997 edition of OECD's publication *'Education at a Glance'*, Austria, Denmark, Finland and Italy report about 75% or more of all university level graduates as aged 25 years or more. The typical university-level graduation age (i.e., assuming continuous, full-time study) ranges from around 21 years in Ireland, Portugal, Spain and the United Kingdom (short university-level programmes) to around 26 years or more in Denmark, Finland, Norway and Germany (long university-level programmes).

The ages of graduates reflect, in part, the lengths of degree programmes which vary quite widely between countries. However, the ages of entrants to Higher Education are also quite variable. In some countries the traditional idea that students enter university immediately after secondary school continues to prevail. For example, in France and Ireland more than 80% of first-time entrants to Higher Education are aged under 20. A similar age profile occurs in Greece too. By contrast, in Denmark, Norway and Sweden the opposite is true: 80% of first-time entrants are aged 20 or over.

The pattern emerging from the survey corresponds to the overall picture, not only in terms of all ERASMUS students, but also in terms of the whole student population. According to the figures supplied by the National Agencies, in 1997/98 **the average age of all the ERASMUS students was 23.9 years**. This pattern has changed little since 1988/89 when the average age was 23.4. **The average age of the surveyed students was 23.7 years** (Table 7). Male students are slightly older than female students on average - which may reflect th1(o)-299(c)2(o)-23(n)17(t)-24(i)16(n)17(u)-23(i)16(n)-3(g)-30 takes place between the end of secondary school and the start of Higher Education studies).

The highest average ages among the surveyed students were in Denmark (25.6 years), Sweden (25.1) and Norway (25.0). Irish students were, on average, the youngest (21.4 years).

As far as year of study is concerned, it should be noted that some surveyed students may have misinterpreted the question, having often indicated the calendar year. Moreover, 3% of all surveyed students indicated that they were enrolled in the first year, presumably meaning the first year of a second orsubsequent cycle of studies as students in their first year of Higher Education are not eligible to participate in ERASMUS.

Nevertheless, according to the survey, at the time of the ERASMUS period abroad **students had been in Higher Education for, on average, 3.5 years**. This varies

1.4 - Gender of ERASMUS students

(Table 9)

According to OECD (*Education at a Glance,1997*), over the last decade there has been a clear upwards trend in female participation in Higher Education. Current entry rates show that this trend is continuing. On average, about half of all 17 to 34 year-old students in Higher Education are female, with 57% in Portugal and 55% in France, Norway and Sweden. Both entry and graduation rates show a clear predominance of women. Several factors may contribute to this discrepancy. In particular, men are more likely to participate in programmes with a longer duration and/or take slightly longer to finish their Higher Education studies.

A similar pattern was noticed in this survey: **59% of respondents were female**. The highest proportions of female ERASMUS students were recorded in Greece (70%), Finland (69%) and Ireland (67%).

1.5 - Subject areas

(Tables 9 and 12)

While women have made important strides towards closing the gap in educational attainment between men and women, significant gender differences in women's participation in different fields of study still persist. The programmes least likely to enrol women are those in the natural sciences and industrial and engineering fields; on the other hand, women are more likely to enrol in fields related to the health professions, education and the social and behavioural sciences. In the fields of mathematics, computer science, engineering and architecture, women earn far fewer university-level qualifications than men. The percentage of university-level degrees in engineering and architecture that are awarded to women ranges from 6% in Germany and 7% in Spain to 25% in Denmark and Portugal and 38% in Austria. However, the analysis of the 1997 edition of OECD's *Education at a Glance* indicates that women have progressed in specific areas that are important to domestic and international competitiveness, and this is mainly due to encouragement from parents, better preparation of mathematics and science teachers, interactions between teachers and students, curriculum content, hands-on laboratory experience, self-concept, changes in attitudes towards mathematics and resources available at home.

At a time when technological innovation is becoming an increasingly important component of European industries' ability to compete in the global market and when employment is growing in high technology and science based sectors, closing the gender gap may be an important policy objective to ensure a sufficient supply of the required skills and knowledge.

Amongst ERASMUS students, there are quite wide variations by gender in the various subject areas too. Female ERASMUS students are much more likely than men to be enrolled in Languages (84% are female) and Education Sciences (81% are female) whereas men form the vast majority of ERASMUS students in Engineering (77%) and Mathematics (65%) (Table 9). However, overall these variations are reflected amongst Higher Education students in general and do not therefore suggest any serious gender bias in the selection of ERASMUS students.

Overall, **Business studies** (24% of all ERASMUS students) **and Languages** (19%) **are much more popular** among ERASMUS students than Higher Education students

in the case of Italy where only 18% of ERASMUS students said that both their parents had a Higher Education qualification (Table 17).

However, on average **only 20% of the students reported that their siblings had studied abroad**, although one-third of Swedish students and one-quarter of those from Spain and Ireland reported that at least one of their siblings had done so. Furthermore, **82% of the students** indicated that they **were the first member of the family to undertake a study period abroad** (Table 13).

During their ERASMUS study period abroad, 86% of the surveyed students indicated that their parents had 1 or more dependent children at home. The highest proportions were registered in Greece (97%), Spain (95%), Belgium (94%), Ireland (94%) and Italy (93%). Overall, nearly one in five students indicated that their parents had more than two dependent children at the time of their study period abroad. In Ireland this proportion was very high (47%) (Table 13).

2.2 - Parental occupations

(Tables 14-16)

Students were asked to indicate their parents' main occupations. The questionnaire provided a comprehensive list of the ISCO codes (International Standard Classification of Occupations) used by Eurostat and OECD. However, to facilitate the interpretation and the reading of the data, occupations have been aggregated into 6 major categories: Managers and scientific staff ; Associate professionals and technical staff ; Clerical, secretarial, service and shop workers; Craft and trade workers; Inactive or unemployed; and Other occupations.

Nearly one-third of the surveyed students **indicated that both their parents had managerial, professional or technical occupations; almost the same proportion (30%) indicated that only their father had such a job and a further 6% indicated only the mother** (Table 16).

The highest percentage of students with both parents employed in managerial, professional or technical jobs were in Sweden (54%), Norway (46%) and Portugal (42%). By contrast in Spain, Italy, Austria and Ireland more than two-fifths of ERASMUS students indicated that neither parent had such a job.

Overall, two-thirds of ERASMUS students have parents employed in managerial, professional or technical jobs (Table 14). This proportion is rather higher than found in the population in general. For example, less than 40% of people in employment aged 45 and over have such jobs (Table 15). Similarly, at the other end of the scale less than 10% of ERASMUS students reported that their parents were craft or trade workers or employed in other elementary occupations (Table 14) whereas nearly one-third of employed people aged 45 and over have such jobs (Table 15).

Only 2% of the surveyed students indicated that their parents were either inactive or unemployed.

2.3 - Parental qualifications

(Tables 17 and 18)

36% of the surveyed students indicated that **both their parents had completed a degree or other Higher Education qualification; a further 16% reported that only their father had such a qualification and 8% stated that their mother had one** (Table 17)**.**

The highest proportion of ERASMUS students with both parents possessing a Higher Education degree were registered amongst the Scandinavians (Sweden 57%, Denmark 55% and Norway 53%) and Germans (51%). The lowest proportion was registered in Italy (18%) (Table 17).

The European Labour Force Survey (1995) indicates that only 19% of people in the European Union aged 25-59 years have Higher Education qualifications and that this proportion is even lower amongst those aged 45 and over (approximately the age group of parents of ERASMUS students) (Table 18).

3 - Economic and financial issues [6]

3.1 - Parental income status

(Table 19)

Students were asked to estimate the income status of their parents as compared to the average income situation in their home country.

53% assessed their parental income as average or below average. The highest proportions were registered among Finnish and Austrian students (both 61%).

Only 6% of surveyed students assessed their parental income as considerably higher than average. This proportion varied between 2% in Spain and 18% in the Netherlands.

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[6] Explanatory note: In order to define a common student population for the interpretation of the questions and answers related to economic and financial issues, the following rules were adopted:

Students included who:
- Provided full information to all questions on page B of the questionnaire (amount of expenses at home, share of expenses at home, amount of expenses abroad, amount of income at home, sources of income at home, amount of income abroad and sources of income abroad).
- Stated the income of their parents
- Stated expenses and incomes within the following ranges:

expenses at home :€ 0 - 1500
income at home: € 0 - 1500
expenses abroad : € 100 - 2000
income abroad: € 100 – 2000.

The establishment of a cut-off point at the upper end was necessary because after the process of data validation some extremely high values could still be found in the database. The cut-off points chosen eliminate the highest 0.5% of values. This procedure is justified for the reason that mean-statistics are influenced by extreme values.

3.2 - Students' income in their home countries

(Table 20)

ERASMUS students who normally live away from the parental home **estimated that their average monthly income whilst studying in their home country at €530 of which 27% was funded by a public grant or loan, and 51% by family contributions**.

In cash terms, the average monthly incomes varied quite widely between countries from €330 in Portugal to €820 in Norway (Table 20). However, these figures are strongly dependent on the cost of living in each country. If the local purchasing powers are taken into account, the differences between students' incomes in the different countries are less dispersed.

Students' average incomes varied little with respect to the income status of their parents from on average nearly €560 per month for students from the highest income families to €490 for those from lower income families. Nevertheless, differences are significant in relation to the origin of this income. Those from low income families received nearly half (49%) of their income from public grants or loans and less than one-quarter (24%) from family contributions, while those from the highest income families received the majority of their income (62%) from their families and less than one-fifth (19%) from public grants and loans.

The survey also reveals substantial disparities between countries in the relative importance of public and private contributions (the latter represented mainly by the family). **In Greece family contributions represent on average 85% of the income of ERASMUS students whereas in Sweden and Norway public grants and loan amount to three-quarters of more of a student's income.**

3.3 - ERASMUS grants

(Tables 21-24)

The average grants awarded to ERASMUS students for a study period abroad in 1997/98 **were €830 per student or €120 per month** (Table 21). Greek and Portuguese students received the highest grants (on average approximately €1,600 per student). By contrast, Finnish and Swedish students received the lowest ERASMUS grants (around €500 per student or €80 per month). These differences reflect national policies for distributing ERASMUS grants as well as differences in the cost of living in host countries and the availability or otherwise of other forms of financial assistance.

Each year a number of ERASMUS students go abroad without an ERASMUS grant (Table 22). In 1997/98 nearly 9% of ERASMUS students had no ERASMUS grant although variations between countries were large. In many countries more than 95% of the mobile students had an ERASMUS grant but in a few (Norway, Austria, Belgium and France) the figure was less than 80%. These are countries with national and/or regional public grant schemes complementary to ERASMUS. It should be

Nevertheless, nearly half (47%) of the surveyed students who did not receive an ERASMUS grant reported having 'no financial problems' during their ERASMUS period abroad (Table 23) - only marginally more than surveyed students with an ERASMUS grant (43%) (Table 24). However, there are clear differences according to the type and level of public support systems available in their home countries. In those countries with a high level of public support (Denmark, Finland, the Netherlands, Norway and Sweden), 60-65% of ERASMUS students had no financial problems abroad while the opposite was true in Greece, Italy and Portugal (the countries with a low level of public support), where between two-thirds and three-quarters of students reported having some financial difficulties (Tables 23-24).

A sizeable proportion of students indicated that their ERASMUS grant was insufficient especially students from countries with little or no other forms of public support for studies abroad. However students with an ERASMUS grant were more likely to complain of this problem than those without (34% compared with 25%).

Another significant problem for both ERASMUS grant holders and non-grant holders during their period abroad was having to leave their accommodation in their home country except for students from countries where it is most common to live with their parents.

Overall, however, the students who did not receive an ERASMUS grant seem to have faced fewer financial problems than other ERASMUS students, particularly those from countries which have high or medium levels of additional public funding for students.

3.4 - Students' income during their ERASMUS periods abroad

(Tables 25-26)

Family contributions accounted for nearly half (47%) of the income abroad of students without an ERASMUS grant. The family contribution is particularly important for Belgian (85%), Portuguese (84%), Greek (81%) and Italian (77%) students (Table 25).

Overall, the average monthly income of the surveyed students during the ERASMUS period abroad was nearly €600 (Table 26). **Family contributions at 44% were the main source of income, followed by public grants and loans (21%) and the ERASMUS grant (20%).**

The income status of parents appears to have had little influence on the students' income abroad. Those from lower income families had an average monthly income of €570 compared with €630 for those from high income families although family contributions formed a higher proportion of the income for those from wealthier backgrounds whilst public grants and loans (including the ERASMUS grant) formed a lower proportion (Table 26).

The relative importance of the ERASMUS grant as a source of income is influenced by the varying allocation policies in the individual countries. Each ERASMUS National Agency is responsible for determining the national policy for the distribution of ERASMUS grants. They have the flexibility to decide whether to award high

grants to a smaller number of students or relatively small grants to a higher number of students. This flexibility aims at allowing complementarity between Community funds and national or other funds for student mobility. However, this flexibility is clearly a factor that influences not only the take-up rates in each country but also the choice of the country of destination and the duration of the period abroad, particularly for students from countries with no national assistance for studies abroad.

The ERASMUS grant represented about two-fifths of the monthly income for Austrian, Portuguese and Greek students. Public grants and loans in general (including the ERASMUS grant) represented at least two-thirds of the income of students from Nordic countries. Only in Sweden however was the ERASMUS grant less than 10% of the total income of ERASMUS students (Table 26).

3.5 - The additional costs of studying abroad

(Tables 27-28)

In the home country students living with their parents reported average monthly expenses of about €280 compared with an average income of €270 of which less than 5% was for accommodation (Tables 27-28). During their study period abroad, however, their monthly expenses more than doubled to on average of nearly €590 -

Annex 1

STATISTICAL TABLES

General and academic issues		
Table numbers	**Title of the tables**	**Source**
Table 1	1997/98 Total ERASMUS student places available	Commission
Table 2	Actual ERASMUS student mobility 1997/98: total student numbers	Commission
Table 3	Actual ERASMUS student mobility 1997/98: take-up rates by country	Commission
Table 4	Assessment of ERASMUS period abroad from a social and cultural point of view, by home country	Survey
Table 5	Assessment of ERASMUS period abroad from an academic point of view, by home country	Survey
Table 6	Assessment of ERASMUS period abroad from an academic point of view, by host country	Survey
Table 7	Age at the time of the ERASMUS period abroad, by home country	Survey
Table 8	Year of study at the time of the ERASMUS period abroad, by home country	Survey
Table 9	Gender of ERASMUS students, by subject area	Survey
Table 10	Duration of ERASMUS period abroad, by home country	Survey
Table 11	Actual ERASMUS student mobility 1997/98, by field of study	Commission

Social status of the students and of their parents		
Table numbers	**Title of the tables**	**Source**
Table 12	Where ERASMUS students normally live, by home country	Survey
Table 13	Family background, by home country	Survey
Table 14	Occupations of parents on ERASMUS students, by home country	Survey
Table 15	Occupations of people in employment aged 45 and over, 1997	Commission
Table 16	Parents' occupation: proportion of ERASMUS students whose parents have managerial, professional or technical occupations, by home country	Survey
Table 17	Level of education/training of parents: proportion of ERASMUS students whose parents have Higher Education qualifications, by home country	Survey
Table 18	25-59 year olds with Higher Education qualifications, by age band	Commission

Economic and financial issues		
Table numbers	**Title of the tables**	**Source**
Table 19	Assessment of income status of parents of ERASMUS students, by home country	Survey
Table 20	Monthly income and major sources of income while studying in home country	Survey
Table 21	ERASMUS student mobility: average grants 1997/98, by home country	Commission
Table 22	Proportion of ERASMUS students without an ERASMUS grant in 1997/98	Commission
Table 23	Financial problems encountered by non-ERASMUS grant holders during period abroad	Survey
Table 24	Financial problems encountered by students supported by ERASMUS grants during period abroad	Survey
Table 25	Sources of income of students without an ERASMUS grant during period abroad	Survey
Table 26	Monthly income and major sources of income during ERASMUS period abroad and financial status of parents, by home country	Survey
Table 27	Monthly expenses during study at home; additional costs from studies abroad, by students' living mode and by home country	Survey
Table 28	Additional costs during period abroad, by mode of living while studying at home	Survey

Table 1

1997/98: Total ERASMUS student places available

	Country of host institution																	
	BE	**DK**	**DE**	**GR**	**ES**	**FR**	**IRL**	**IT**	**LUX**	**NL**	**AT**	**PT**	**FIN**	**SWE**	**UK**	**IS**	**NO**	**TOTAL**
BE		190	892	189	1008	1258	256	592	2	878	186	259	335	314	1085	12	132	**7588**
DK	205		655	82	443	521	90	272	0	291	93	69	132	145	809	24	131	**3962**
DE	1021	713		874	3792	6864	1106	3088	7	1854	611	640	1274	1449	6633	66	549	**30541**
GR	279	116	666		364	664	68	407	1	226	135	138	200	144	599	13	61	**4081**
ES	1325	560	3501	459		5526	472	3303	2	1188	487	988	424	585	4100	37	207	**23164**
FR	1138	508	5769	682	5162		1176	2720	11	1210	635	844	636	982	8868	29	308	**30678**
IRL	195	62	817	48	364	1046		188	0	191	75	53	134	92	252	4	48	**3569**
IT	926	358	2847	485	3240	3331	272		2	714	511	489	298	419	2482	24	164	**16562**
LUX	0	0	5	0	1	22	0	1		0	8	2	0	0	0	0	0	**39**
NL	772	326	1547	206	1066	1157	259	515	0		185	221	489	653	2353	14	238	**10001**
AT	161	97	456	103	409	597	101	448	2	195								

Table 2

Actual ERASMUS student mobility 1997/98: total number of students

		Country of host institution																		
		BE	**DK**	**DE**	**GR**	**ES**	**FR**	**IRL**	**IT**	**LUX**	**NL**	**AT**	**PT**	**FIN**	**SWE**	**UK**		**IS**	**NO**		**TOTAL**
	BE		93	445	51	691	714	171	306		500	100	89	141	171	706		5	50		**4233**
	DK	59		266	6	218	273	63	77		104	67	16	23	34	543		7	39		**1795**
	DE	283	227		160	1941	2813	663	1096	1	664	212	127	369	761	4259		17	192		**13785**
	GR	88	19	197		169	248	23	123		89	38	35	41	46	300			15		**1431**
	ES	696	313	1719	130		2687	370	1525		760	185	386	181	310	3098		19	89		**12468**
	FR	225	190	2374	160	2574		786	753	3	561	230	213	277	410	5953		4	108		**14821**
	IRL	87	14	402	12	181	533		77		81	36	13	32	13	79		2	2		**1564**
	IT	454	186	1375	113	2035	1798	192			448	250	221	176	240	1673		13	97		**9271**
	LUX			5	1	9	21	3	3			10	2	1	2	8			1		**66**
	NL	245	105	460	44	585	568	126	137			76	53	182	349	1173		6	81		**4190**

Table 3

Actual ERASMUS student mobility 1997/98: Take-up rates by country (percentages)

Country of home institution	BE	DK	DE	GR	ES	FR	IRL	IT	LUX [1]	NL	AT	PT	FIN	SWE	UK	IS	NO	Take-up rates by home country
BE		49	50	27	69	57	67	52		57	54	34	42	54	65	42	38	**56**
DK	29		41	7	49	52	70	28		36	72	23	17	23	67	29	30	**45**
DE	28	32		18	51	41	60	35		36	35	20	29	53	64	26	35	**45**
GR	32	16	30		46	37	34	30		39	28	25	21	32	50	0	25	**35**
ES	53	56	49	28		49	78	46		64	38	39	43	53	76	51	43	**54**
FR	20	37	41	23	50		67	28		46	36	25	44	42	67	14	35	**48**
IRL	45	23	49	25	50	51		41		42	48	25	24	14	31	50	4	**44**
IT	49	52	48	23	63	54	71			63	49	45	59	57	67	54	59	**56**
LUX [1]																		
NL	32	32	30	21	55	49	49	27			41	24	37	53	50	43	34	**42**
AT	44	73	37	31	83	68	78	72		62		35	46	73	79	75	57	**65**
PT	39	35	37	10	40	38	55	43		65	25		30	49	53	0	28	**41**
FIN	33	20	46	39	49	41	58	38		59	72	30		25	61	18	19	**48**
SWE	36	17	48	23	54	52	65	26		46	78	11	9		70	38	28	**50**
UK	28	24	37	23	49	50	26	41		33	34	19	23	25		17	16	**39**
IS	78	76	34	25	56	40	11	13		72	80	0	60	64	30			**45**
NO	22	40	38	49	84	41	35	30		45	46	34	21	24	56			**43**
Take-up rates by host country	**35**	**37**	**42**	**23**	**54**	**48**	**61**	**39**	**30**	**47**	**43**	**29**	**32**	**44**	**65**	**32**	**33**	**48**

[1] The breakdown by country has been omitted because of the small numbers of students.

Table 4

Assessment of Erasmus period abroad from a social and cultural point of view (percent*)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
Very positive	75	59	78	88	81	84	81	81	76	85	88	65	75	75	78	79
Positive	23	38	20	12	19	16	18	18	22	14	11	34	24	22	21	19
Negative	2	3	2	0	0	0	1	1	2	1	1	1	1	4	1	1
Very negative	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(415)	(169)	(1544)	(1230)	(1569)	(178)	(1007)	(173)	(416)	(296)	(186)	(291)	(365)	(869)	(89)	(8796)

Question: Would you judge your ERASMUS experiences to have been from a social and cultural point of view
*All ERASMUS students participating in the survey
Weighted table

Table 5

Assessment of Erasmus period abroad from an academic point of view (percent*)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
Very positive	37	24	32	47	39	43	45	31	28	41	57	26	29	31	28	37
Positive	55	62	56	46	55	53	49	59	61	55	39	64	61	55	57	54
Negative	6	12	11	6	6	3	5	10	11	4	2	10	10	13	14	8
Very negative	1	2	1	1	1	0	1	0	0	0	1	1	1	1	1	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(440)	(182)	(1544)	(1246)	(1573)	(178)	(1005)	(174)	(416)	(299)	(189)	(301)	(367)	(943)	(94)	(8951)

Question: Would you judge your ERASMUS experiences to have been from an academic point of view
*All ERASMUS students participating in the survey
Weighted table

Table 6

Judgement of academic outcome of the ERASMUS period abroad by host country (percent*)

	Host country																Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	Other	
Very positive	38	48	39	28	34	22	34	33	44	32	33	42	44	42	45	51	37
Positive	54	49	54	61	55	62	49	58	53	62	53	49	52	51	49	49	54
Negative	8	4	6	10	10	14	16	9	4	5	14	8	4	6	4	0	8
Very negative	0	0	1	1	1	2	1	0	0	0	0	0	1	1	2	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(289)	(211)	(1035)	(1136)	(1548)	(156)	(581)	(348)	(472)	(169)	(162)	(233)	(362)	(2044)	(116)	(18)	(8881)

Question: Would you judge your ERASMUS experiences to have been from an academic point of view *All ERASMUS students participating in the survey

Table 7

Age at the time of the Erasmus period abroad by home country (percent*)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
Up to 20 years	26	1	2	13	24	17	2	66	15	7	13	7	2	49	7	17
21 years	27	6	10	19	30	24	12	21	26	15	24	16	11	26	14	20
22 years	25	15	23	23	23	28	26	8	27	20	24	22	18	9	13	21
23 years	13	21	20	16	13	17	25	2	18	20	20	19	21	4	17	16
24 years	5	17	16	14	6	7	17	1	8	13	7	15	21	3	20	11
25 years	1	15	10	8	2	3	8	1	2	11	4	7	10	2	12	6
26 years	1	9	7	3	1	2	5	0	2	6	2	4	6	1	5	3
27 years and older	2	15	11	5	1	3	6	1	3	8	5	9	10	7	13	6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(457)	(187)	(1548)	(1316)	(1576)	(178)	(1006)	(177)	(416)	(300)	(188)	(352)	(369)	(1054)	(95)	(9219)
Average age	23,1	25,6	24,7	23,6	22,9	23,0	24,2	21,4	23,1	24,2	23,6	24,5	25,1	22,7	25,0	23,7

Question: Your age
*All ERASMUS students participating in the survey
Weighted table

Table 8

Year of study at the time of the Erasmus period abroad by home country (percent*)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
First year	7	8	0	2	2	4	2	6	0	1	2	12	4	4	7	3
Second year	9	30	12	15	12	6	5	19	8	13	13	21	18	26	20	14
Third year	37	30	40	27	34	44	33	69	32	15	26	29	37	67	21	38
Fourth year	35	14	27	38	45	28	32	5	36	27	54	21	26	3	26	29
Fifth year	7	10	13	11	4	14	17	1	19	22	5	12	11	0	17	10
Sixth year	3	4	4	3	1	2	8	0	5	12	0	4	3	1	6	4
Seventh year or later	2	3	3	4	1	2	4	0	1	10	1	2	2	0	4	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(300)	(178)	(1496)	(792)	(1132)	(133)	(945)	(158)	(348)	(290)	(122)	(309)	(358)	(941)	(83)	(7583)
Average year of study	3.4	3.1	3.6	3.7	3.4	3.6	4.0	2.8	3.8	4.4	3.5	3.2	3.4	2.7	3.6	3.5

Question: Your current year of study
*All ERASMUS students participating in the survey
Weighted table

Table 9

Gender of Erasmus students, by subject area (percent*)

	Subject area																Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	
Female	42	46	65	52	81	23	63	63	84	58	35	66	51	62	67	63	59
Male	58	54	35	48	19	77	37	37	16	42	65	34	49	38	33	37	41
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(235)	(256)	(342)	(1626)	(355)	(861)	(126)	(417)	(1520)	(896)	(259)	(480)	(460)	(790)	(206)	(114)	(8943)

Question: Sex
*All ERASMUS students participating in the survey
Weighted table

Table 10

Duration of Erasmus period abroad, by home country (percent*)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
3 months	27	21	6	10	9	22	7	16	10	9	14	23	10	20	25	12
4 - 6 months	42	65	53	27	34	62	50	16	77	45	44	44	51	23	48	42
7 - 9 months	16	6	21	39	30	11	26	35	6	22	21	16	15	29	9	25
10 - 12 months	14	9	20	24	28	5	16	33	7	24	21	17	24	28	18	21
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(461)	(187)	(1544)	(1308)	(1579)	(178)	(1005)	(175)	(416)	(300)	(189)	(352)	(367)	(1006)	(95)	(9162)
Average duration	5.7	5.2	6.8	7.6	7.5	5.1	6.9	7.8	5.4	6.9	6.7	6.0	6.5	7.1	5.8	6.9

Question: What was the duration of your ERASMUS study period abroad?
*All ERASMUS students participating in the survey
Weighted table

Table 11

Actual ERASMUS student mobility 1997/98 by field of study

Field of study	Country of home institution																		
		BE	DK	DE	GR	ES	FR	IRL	IT	LUX	NL	AT	PT	FIN	SWE	UK	IS	NO		TOTAL
	Agricultural Sciences	127	21	125	48	286	253	13	145		109	59	66	81	40	66		7		1446
	Architecture & Planning	167	68	481	35	456	283	9	631	2	71	136	125	36	11	165		30		2706
	Art & Design	165	54	516	92	451	331	36	411	3	189	106	88	179	6	568	17	38		
	Business & Management Studies	984	312	3222	182	2150	4155	524	996	4	1144	558	165	814	2981	2206	10	189		20596
	Education & Teacher Training	263	210	490	48	423	189	27	192	19	375	268	97	209	14	321	10	108		3263
	Engineering & Technology	315	145	1448	99	1617	1982	51	776	3	168	155	201	381	63	546	3	85		8038
	Geography & Geology	19	17	224	29	171	167	8	186	1	112	24	38	45	2	149	2	19		1213
	Humanities	109	119	551	91	439	391	60	623	3	71	105	29	110	20	275	13	36		3046
	Languages	678	369	2523	255	2450	3068	342	1846	5	268	370	249	221	6	3313	23	139		16125
	Law	347	124	1363	106	1075	1054	59	860	6	340	242	71	112	20	875	20	98		6773
	Mathematics & Computing	46	17	359	56	267	406	66	199		26	75	39	50	15	203	1	16		1841
	Medical Sciences	335	75	614	96	620	216	23	340	1	259	86	186	341	7	229	2	120		3550
	Natural Sciences	64	31	537	78	490	867	72	399	1	80	99	107	83	15	364	4	25		3316
	Social Sciences	455	183	1006	173	1221	1215	214	1250	14	802	111	279	289	46	1104	9	139		8515
	Communication & Information Sciences	104	34	161	18	266	155	47	56	4	80	30	67	62	16	127		8		1235
	Other areas of study	55	16	165	25	86	89	13	29		96	18	27	39	2	71		14		752
	Field of study unknown								332											335
	TOTAL	4233	1795	13785	1431	12468	14821	1564	9271	66	4190	2442	1834	3052	3264	10582	113	1071		85999

Table 12

Where Erasmus students normally live, by home country (percent*)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
With parents	37	4	12	75	30	56	66	44	16	27	55	3	12	12	10	34
Student lodging	52	36	33	3	46	18	5	9	68	21	14	74	70	34	33	32
Shared flat with other students	9	25	43	19	17	17	26	43	13	35	23	7	10	48	37	26
Other	2	35	12	4	7	9	4	4	4	17	8	15	8	7	20	8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(455)	(181)	(1544)	(1282)	(1576)	(178)	(1006)	(175)	(416)	(298)	(190)	(334)	(365)	(929)	(94)	(9022)

Question: As a student do you normally live (in your home country)
*All ERASMUS students participating in the survey
Weighted table

Table 13

Family background, by home country (percent*)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
Number of brothers and sisters																
None	13	16	15	20	16	5	17	22	7	19	15	18	12	17	16	16
One	48	53	54	43	48	62	53	10	51	44	54	48	52	48	43	49
Two	33	31	21	30	33	24	21	29	29	29	20	30	32	31	35	28
More	6	0	10	8	4	8	10	39	13	8	11	4	5	5	6	8
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(428)	(167)	(1548)	(1250)	(1437)	(179)	(1004)	(175)	(415)	(285)	(187)	(324)	(344)	(984)	(91)	(8817)
Higher education of brothers and sisters																
Yes	85	64	62	75	73	74	93	85	76	57	70	49	70	72	73	73
None	15	36	38	25	27	26	7	15	24	43	29	51	30	28	27	27
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(374)	(146)	(1304)	(1014)	(1229)	(165)	(834)	(138)	(385)	(230)	(160)	(269)	(304)	(838)	(77)	(7466)
Experiences abroad of brothers and sisters																
Yes	22	23	17	26	13	23	19	27	17	14	15	20	33	22	23	20
None	78	77	83	74	87	77	81	73	83	86	85	80	67	78	77	80
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(372)	(145)	(1268)	(994)	(1222)	(159)	(821)	(135)	(386)	(223)	(154)	(264)	(302)	(826)	(77)	(7347)

(continuation of Table 13)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
Number of children dependent on parents while abroad																
None	6	60	9	5	11	3	7	6	16	17	9	34	60	17	56	14
1 Child	30	27	37	21	32	22	31	17	31	33	30	34	25	25	25	29
2 Children	41	10	41	44	38	60	48	31	40	35	44	22	12	39	15	39
More than 2 children	23	3	13	29	19	15	14	47	13	15	16	10	3	18	4	18
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(446)	(171)	(1474)	(1288)	(1549)	(176)	(958)	(177)	(403)	(282)	(184)	(330)	(361)	(1025)	(90)	(8914)
First member of familiy to study abroad																
Yes	80	79	83	79	87	80	84	81	83	86	86	80	70	83	73	82
No	20	21	17	21	13	20	16	19	17	14	14	20	30	17	27	18
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(431)	(173)	(1526)	(1246)	(1535)	(177)	(991)	(173)	(415)	(290)	(189)	(338)	(361)	(989)	(92)	(8926)

Question: Number of brothers and sisters?
Question: Are they have been in higher education?
Question: Are they studying or have they studies abroad?
Question: During your ERASMUS period, how many children were dependent on your parents?
Question: Are you the first member of your family to study abroad?
*All ERASMUS students participating in the survey
Weighted table

Table 14

Occupations of parents of Erasmus students, by home country (percent*)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
Managers and scientific staff	69	60	63	45	52	56	46	53	76	46	58	56	72	66	70	57
Associate professional and technical staff	6	8	11	9	12	9	10	7	4	12	7	7	9	11	6	10
Clerical, secretarial, service and shop workers	16	24	16	26	23	17	29	26	12	28	22	29	13	16	19	21
Craft and trade workers, elementary occupation	7	7	6	15	11	13	11	12	5	12	11	6	5	4	5	9
Inactive or unemployed	2	1	3	3	2	1	2	2	2	1	1	2	1	2	0	2
Other	0	0	1	2	0	3	1	1	1	0	2	0	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(461)	(187)	(1548)	(1312)	(1566)	(178)	(1000)	(178)	(413)	(298)	(190)	(353)	(370)	(1046)	(94)	(9194)

Question: What are your parents main occupations?
*All ERASMUS students participating in the survey
Weighted table

Table 15

Occupations of people in employment aged 45 and over, 1997

	BE	DK	DE	ES	FR	GR	IT	IE	LU	NL	AT	PT	FI	SW	UK	Total
Managers and scientific staff	34	26	24	23	24	23	14	27	28	39	22	17	27	23	33	25
Associate professional and technical staff	11	18	18	7	16	3	13	4	13	15	11	9	15	21	8	13
Clerical, secretarial, service and shop workers	27	25	25	27	28	44	33	40	26	21	33	43	30	30	29	29
Craft and trade workers, elementary occupations	28	31	33	42	32	29	36	29	33	23	33	31	27	26	30	32
Other occupations	1	0	0	0	1	0	4	0	0	3	0	0	1	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Source: European Labour Force Survey, 1997

Table 16

Parents' occupation: proportion of ERASMUS students whose parents have managerial, professional or technical occupations, by home country (percent*)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
Both	35	36	34	23	33	35	26	24	35	17	42	30	54	39	46	32
Only father	34	26	37	29	27	27	24	32	43	37	16	25	22	33	24	30
Only mother	7	6	5	4	6	4	8	5	4	5	7	10	6	7	8	6
None	24	31	24	44	35	34	42	40	18	41	35	35	18	22	22	32
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(436)	(180)	(1492)	(1240)	(1477)	(174)	(940)	(168)	(385)	(285)	(182)	(341)	(361)	(1018)	(91)	(8770)

Question: What are your parents main occupations?
*All ERASMUS students participating in the survey
Weighted table

Table 17

Level of education/training of parents: proportion of ERASMUS students whose parents have Higher Education qualifications by home country (percent*)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
Both	49	55	51	28	29	41	18	25	37	27	33	34	57	37	53	36
Only father	15	12	17	17	13	21	13	17	27	20	11	12	13	15	15	16
Only mother	11	9	3	6	8	5	7	13	5	7	9	12	10	12	10	8
None	25	23	28	48	50	33	62	46	31	46	46	42	21	35	23	41
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(450)	(174)	(1510)	(1272)	(1469)	(175)	(945)	(170)	(398)	(291)	(178)	(328)	(311)	(989)	(90)	(8751)

Question: What is the highest level of education and/or training for each of your parents?
*All ERASMUS students participating in the survey
Weighted table

Table 18

25-59 year olds with Higher Education qualifications, by ageband (percent)

	BE	DK	DE	ES	FR	GR	IT	IE	LU	NL	AT	PT	FI	SW	UK	Total
All people aged 25-59	25	28	23	17	19	16	8	21	16	22	8	12	22	29	22	19
of which those aged:																
45-49	*22*	*32*	*25*	*12*	*18*	*13*	*9*	*17*	*17*	*22*	*7*	*11*	*20*	*30*	*22*	*18*
50-54	*20*	*25*	*23*	*9*	*14*	*10*	*7*	*14*	*16*	*18*	*7*	*10*	*23*	*29*	*19*	*16*
55-59	*14*	*21*	*19*	*7*	*10*	*8*	*5*	*12*	*12*	*16*	*5*	*7*	*17*	*21*	*16*	*12*

Source: European Labour Force Survey, 1995

Table 19

Assessment of income status of parents of ERASMUS students, by home country (percent*)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
Considerably higher than average	7	7	6	2	5	4	5	10	18	6	9	5	9	9	4	6

Table 20
Monthly income and major sources of income while studying in home country (mean of students living away from parental home)

		Income status of parents			Total
		Higher than average	Average	Lower than average	
BE	average income (Euro)	444	371	415	412
	public grant / loan (%)	2	8	34	8
	contribution from family (%)	86	76	46	78
DK	average income (Euro)	680	657	658	668
	public grant / loan (%)	55	58	51	56
	contribution from family (%)	4	3	0	3
DE	average income (Euro)	581	531	519	557
	public grant / loan (%)	4	13	49	12
	contribution from family (%)	77	60	20	65
ES	average income (Euro)	383	370	309	361
	public grant / loan (%)	1	20	33	17
	contribution from family (%)	88	63	43	66
FR	average income (Euro)	489	481	442	477
	public grant / loan (%)	5	17	47	17
	contribution from family (%)	77	62	25	62
GR	average income (Euro)	475	385	437	428
	public grant / loan (%)	1	2	0	1
	contribution from family (%)	88	88	71	85
IT	average income (Euro)	490	451	388	454
	public grant / loan (%)	2	11	12	7
	contribution from family (%)	86	73	63	76
IE	average income (Euro)	533	381	393	446
	public grant / loan (%)	5	34	47	25
	contribution from family (%)	70	42	23	50
NL	average income (Euro)	520	524	500	519
	public grant / loan (%)	39	55	64	45
	contribution from family (%)	38	20	10	32
AT	average income (Euro)	535	515	518	523
	public grant / loan (%)	7	31	62	29
	contribution from family (%)	71	44	12	48

Table 20 (cont)
Monthly income and major sources of income while studying in home country (mean of students living away from parental home)

		Income status of parents			Total
		Higher than average	Average	Lower than average	
PT	average income (Euro)	358	307	273	331
	public grant / loan (%)	0	4	37	6
	contribution from family (%)	87	86	49	82
FI	average income (Euro)	522	473	478	493
	public grant / loan (%)	59	60	61	60
	contribution from family (%)	11	9	11	10
SW	average income (Euro)	797	787	825	797
	public grant / loan (%)	78	86	88	81
	contribution from family (%)	10	4	2	7
UK	average income (Euro)	608	524	572	573
	public grant / loan (%)	20	41	65	34
	contribution from family (%)	62	33	12	44
NO	average income (Euro)	819	805	932	819
	public grant / loan (%)	74	78	75	75
	contribution from family (%)	6	3	0	5
Total	average income (Euro)	559	507	489	530
	public grant / loan (%)	19	30	49	27
	contribution from family (%)	62	48	24	51

Weighted table

Table 21		
Erasmus student mobility: average grants 1997/98, by home country		
Home country	**1997/98**	**1997/98**
B	570	110
DK	600	120
DE	890	120
GR	1610	310
ES	790	110
FR	850	120
IRL	680	90
IT	880	130
LUX	2380	390
NL	700	130
AT	780	120
PT	1590	260
FIN	480	80
SWE	520	80
UK	910	140
FL	3130	390
IS		

Table 22				
Proportion of ERASMUS students without an ERASMUS grant in 1997/98				
	Out-going students		**In-coming students**	
	Total number of students in 1997/98	***of which % who received no grants***	**Total number of students in**	

Table 23

Financial problems encountered by Non-ERASMUS grantholders during period abroad by type of public student support systems (percent*)

	Public support system of home country			Total
	Low support (GR, IT, PT)	Medium support (AT, BE, DE, ES, FR, IE, UK)	High support (DK, FI, NL, NO, SW)	
No financial problems encountered	33	44	65	47
Unable to transfer a national grant or loan	1	4	1	3
Parents contribution was insufficient	9	8	8	8
Leaving accommodation in home country	6	34	21	29
Unable to continue paid work	9	12	5	10
The ERASMUS grant was insufficient	64	23	15	25
Other	11	8	8	9
Total	133	133	122	131
(n)	(61)	(593)	(162)	(817)

Question: Did you experience financial problems in connection with your ERASMUS study period
*Only students receiving no ERASMUS support

Table 24

Financial problems encountered by students supported by Erasmus during period abroad by type of public student support systems (percent*)

	Public support system of home country			Total
	Low support (GR, IT, PT)	Medium support (AT, BE, DE, ES, FR, IE, UK)	High support (DK, FI, NL, NO, SW)	
No financial problems encountered	25	44	59	43
Unable to transfer a national grant or loan	2	3	1	2
Parents contribution was insufficient	6	7	8	7
Leaving accommodation in home country	6	31	20	26
Unable to continue paid work	5	13	9	11
The ERASMUS grant was insufficient	72	28	22	34
Other	4	8	10	7
Total	120	134	129	131
(n)	(1258)	(5623)	(1216)	(8097)

Question: Did you experience financial problems in connection with your ERASMUS study period
*Only students receiving ERASMUS support

Table 25

Sources of income of students without Erasmus grant during period abroad (mean of percentages*)

	Country of home institution															Total
	BE	DK	DE	ES	FR	GR	IT	IE	NL	AT	PT	FI	SW	UK	NO	
Public grant	2	48	12	19	26	18	6	13	52	72	8	58	35	18	37	25
Public loan	0	15	8	0	1	0	2	2	7	0	0	7	51	10	47	9
Private grant	2	6	4	1	0	0	0	0	0	2	1	3	1	1	0	1
Private loan	0	2	2	0	2	0	0	3	2	1	0	3	1	4	0	2
Contribution from members of your family	85	4	56	61	56	81	77	49	23	17	84	11	6	42	6	47
Own contribution	10	9	18	20	15	2	14	32	16	7	7	15	6	20	10	15
Other forms of support	2	17	0	0	1	0	1	1	0	1	0	3	0	5	1	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(57)	(16)	(76)	(42)	(163)	(6)	(28)	(20)	(18)	(13)	(4)	(38)	(54)	(48)	(13)	(594)

Question: From the total amounts you indicated above, please estimate the percentages you received from
*All ERASMUS students participating in the survey
Weighted table

Table 26

Monthly income and major sources of income during Erasmus period abroad and financial status of parents, by home country (mean of all Erasmus students responding to the financial questions)

		Income status of parents			Total
		Higher than average	Average	Lower than average	
BE	average income (Euro)	584	529	555	559
	ERASMUS grant (%)	17	27	33	23
	public grant / loan (%)	2	4	16	4
	contribution from family (%)	72	55	33	61
DK	average income (Euro)	670	698	670	681
	ERASMUS grant (%)	14	15	16	15
	public grant / loan (%)	51	53	49	52
	contribution from family (%)	6	3	2	4
DE	average income (Euro)	649	581	550	613
	ERASMUS grant (%)	15	17	17	16
	public grant / loan (%)	4	12	42	12
	contribution from family (%)	70	53	25	58
ES	average income (Euro)	533	474	520	505
	ERASMUS grant (%)	28	29	27	28
	public grant / loan (%)	2	9	13	6
	contribution from family (%)	64	51	39	55
FR	average income (Euro)	603	571	559	584
	ERASMUS grant (%)	18	21	22	20
	public grant / loan (%)	10	18	30	16
	contribution from family (%)	58	46	23	48
GR	average income (Euro)	687	602	648	645
	ERASMUS grant (%)	35	38	45	37
	public grant / loan (%)	1	2	1	2
	contribution from family (%)	59	54	40	55
IT	average income (Euro)	588	552	517	562
	ERASMUS grant (%)	25	28	28	27
	public grant / loan (%)	8	10	15	10
	contribution from family (%)	62	53	44	56

(Continuation of Table 26)

		Income status of parents			Total
		Higher than average	Average	Lower than average	
IE	average income (Euro)	606	490	484	542
	ERASMUS grant (%)	10	16	17	13
	public grant / loan (%)	2	17	29	12
	contribution from family (%)	59	35	22	44
NL	average income (Euro)	608	539	528	584
	ERASMUS grant (%)	18	20	19	19
	public grant / loan (%)	34	49	59	40
	contribution from family (%)	35	18	13	29
AT	average income (Euro)	638	632	675	642
	ERASMUS grant (%)	43	45	44	44
	public grant / loan (%)	8	21	37	19
	contribution from family (%)	41	25	9	28
PT	average income (Euro)	664	576	586	631
	ERASMUS grant (%)	39	43	42	40
	public grant / loan (%)	1	2	11	2
	contribution from family (%)	56	49	39	52
FI	average income (Euro)	624	588	591	603
	ERASMUS grant (%)	18	18	16	18
	public grant / loan (%)	49	53	52	51
	contribution from family (%)	11	9	9	10
SW	average income (Euro)	831	814	861	828
	ERASMUS grant (%)	7	8	7	7
	public grant / loan (%)	73	81	83	77
	contribution from family (%)	10	4	2	7
UK	average income (Euro)	634	580	610	611
	ERASMUS grant (%)	19	23	25	21
	public grant / loan (%)	17	38	52	30
	contribution from family (%)	48	25	11	34

(Continuation of Table 26)

		Income status of parents			Total
		Higher than average	Average	Lower than average	
NO	average income (Euro)	876	842	911	862
	ERASMUS grant (%)	18	20	22	19
	public grant / loan (%)	67	68	65	68
	contribution from family (%)	7	3	1	5
Total	average income (Euro)	628	573	571	599
	ERASMUS grant (%)	20	24	24	22
	public grant / loan (%)	16	23	34	21
	contribution from family (%)	53	40	25	44

Weighted table

Table 27

Monthly expenses during study at home; additional costs from studies abroad, by students' living mode and by home country (mean in Euro*)

		During study at home		During study abroad		Additional costs	
		Living with parents	Living on their own	Living with parents	Living on their own	Living with parents	Living on their own
BE	Total costs	278	428	574	589	296	161
	Accommodation	16	159	213	219	197	60
	Travel	27	26	66	68	39	42
	Fees	31	26	-	-	-31	-26
	Other expenses	203	217	296	302	93	85
DK	Total costs	291	590	643	743	352	153
	Accommodation	34	229	232	278	198	49
	Travel	56	32	87	103	31	71
	Fees	5	2	-	-	-5	-2
	Other expenses	195	327	325	362	130	35
DE	Total costs	311	535	624	678	313	143
	Accommodation	13	204	244	258	231	54
	Travel	56	35	69	65	13	30
	Fees	8	11	-	-	-8	-11
	Other expenses	233	285	310	354	77	69
ES	Total costs	236	369	569	572	333	203
	Accommodation	8	131	216	216	208	87
	Travel	23	25	71	77	48	52
	Fees	43	41	-	-	-43	-41
	Other expenses	162	172	281	279	119	107
FR	Total costs	296	497	596	621	300	124
	Accommodation	25	180	234	247	209	67
	Travel	35	40	70	88	35	48
	Fees	42	55	-	-	-42	-55
	Other expenses	195	222	292	286	97	64

(Continuation of Table 27)

		During study at home		During study abroad		Additional costs	
		Living with parents	Living on their own	Living with parents	Living on their own	Living with parents	Living on their own
GR	Total costs	270	417	627	669	357	252
	Accommodation	6	125	198	214	192	89
	Travel	33	31	102	101	69	70
	Fees	3	1	-	-	-3	-1
	Other expenses	228	260	327	354	99	94
IT	Total costs	281	440	561	611	280	171
	Accommodation	6	143	190	212	184	69
	Travel	30	38	73	92	43	54
	Fees	49	45	-	-	-49	-45
	Other expenses	196	214	297	307	101	93
IE	Total costs	251	470	554	585	303	115
	Accommodation	4	187	185	194	181	7
	Travel	47	32	66	85	19	53
	Fees	10	11	-	-	-10	-11
	Other expenses	190	239	302	306	112	67
NL	Total costs	236	513	524	706	288	193
	Accommodation	2	174	187	249	185	75
	Travel	9	20	48	75	39	55
	Fees	53	58	-	-	-53	-58
	Other expenses	173	262	289	382	116	120
AT	Total costs	292	530	639	700	347	170
	Accommodation	9	197	215	250	206	53
	Travel	37	42	46	74	9	32
	Fees	1	1	-	-	-1	-1
	Other expenses	244	289	377	376	133	87
PT	Total costs	332	338	668	598	336	260
	Accommodation	8	89	210	190	202	101
	Travel	48	40	73	90	25	50
	Fees	86	34	-	-	-86	-34
	Other expenses	190	176	386	318	196	142

(Continuation of Table 27)

		During study at home		During study abroad		Additional costs	
		Living with parents	Living on their own	Living with parents	Living on their own	Living with parents	Living on their own
FI	Total costs	354	492	655	656	301	164
	Accommodation	6	194	224	224	218	130
	Travel	46	41	87	109	41	68
	Fees	1	3	-	-	-1	-3
	Other expenses	301	254	344	324	43	70
SW	Total costs	375	751	767	812	392	61
	Accommodation	29	253	244	249	215	-4
	Travel	67	54	86	105	19	51
	Fees	8	9	-	-	-8	-9
	Other expenses	271	436	437	457	166	21
UK	Total costs	376	594	585	627	209	33
	Accommodation	31	260	176	207	145	-53
	Travel	113	41	69	96	-44	55
	Fees	10	6	-	-	-10	-6
	Other expenses	222	287	339	324	117	37
NO	Total costs	402	739	826	838	424	99
	Accommodation	43	239	200	241	157	2
	Travel	69	54	169	148	100	94
	Fees	26	12	-	-	-26	-12
	Other expenses	265	434	457	449	192	15
Total	Total costs	277	526	586	659	309	133
	Accommodation	12	197	212	238	200	41
	Travel	35	37	71	85	36	48
	Fees	37	25	-	-	-37	-25
	Other expenses	193	268	303	337	110	69

* Mean of all Erasmus students responding to the financial questions
Weighted table

Table 28

Additional costs during the ERASMUS period abroad by mode of living while studying at home (mean in Euro*)

	Living with parents while studying at home		Total
	Yes	No	
Income at home	270	530	454
Income abroad	544	622	599
Add. income abroad	274	91	145
Expenditure in home country	277	526	453
Expenditure abroad	586	659	638
Add. costs abroad	309	133	185
ERASMUS Grant	121	105	110
Percentage of additional costs covered by the ERASMUS grant	39%	79%	59%
(n)	(1882)	(4521)	(6403)

Question: From the total amounts you indicated above, please estimate the percentages you received from
* Only Students who had received ERASMUS support

Annex 2

THE METHODOLOGY USED TO CONDUCT THE SURVEY

The methodology to carry out this task consisted of the following phases:

The development phase

- The elaboration of a harmonised questionnaire (in 11 languages);
- The definition of a methodology for calculating the representative sample.

Collection of data and data analysis

- Through the National Agencies and a selected number of higher education institutions
- Processing of data, data analysis and interpretation of the statistics

The report

The report deals with the survey as such, the interpretation of the data emerging from the survey and the conclusions. The statistical tables are at Annex 1.

The development phase

A **questionnaire** with a common structure was developed and distributed to the National Agencies in their own languages (see version at Annex 5). The questionnaire covered:

- The personal background of the student
- Sources of students' income (including ERASMUS grants) and their patterns of expenditure at home and abroad
- Student accommodation
- Income and occupational status of students' parents
- Educational achievement of students' parents

N.B.: The questionnaire **did not require** the personal identification of the student.

The questionnaire for each Member State was adapted to its national circumstances. All National Agencies were involved in this process and acted as the contact points for consulting other relevant organisations in their countries (national authorities, academic experts, offices for statistics, etc). It was essential that the issue of comparability of the national systems was taken into account at the design stage.

Therefore, the text of the questionnaire and the different country and language versions were subject to consultation with academic experts and national authorities in the participating countries prior to finalisation and printing. A pre-test was also carried out with a small group of students in different European higher education institutions.

The 86,000 students who studied abroad under ERASMUS in 1997/98 formed the sampling frame for this survey. Given time and resource constraints, it was considered feasible only to produce a snapshot of the socio-economic background of ERASMUS students for the year 1997/98. To produce a longitudinal survey would have required the inclusion of ERASMUS students from previous years and would have increased substantially the scope and complexity of this work.

Distribution of the questionnaire

The questionnaires were distributed by post to National Agencies for onward transmission to their selected higher education institutions. The students returned their completed questionnaires to their National Agency in an unmarked pre-paid envelope. It was considered preferable to send the individual questionnaires back to the National Agency, to remove any grounds for the individual student to fear identification by the university.

All questionnaires were produced in precisely the same format and layout because the transfer of information from the individual questionnaire to the database took place via optical reading. The questionnaires were produced in 11 languages and 16 country versions (all EU and EEA countries, except Luxembourg, Iceland and Liechtenstein).

The National Agencies registered the serial numbers of the questionnaires sent to each institution, in order to check the response rate. In the case of very low response rates from specific institutions National Agencies encouraged them to send out reminders.

Annex 3

THE SELECTION CRITERIA FOR COUNTRY SAMPLES

Given timing, resources and the complexity of the task, it was not practical to send out a questionnaire to 86,000 individual students. This exercise was therefore based on a sample study, which is the standard method for this type of socio-economic research. The sample (20,000 students) was chosen to be representative of the whole population of ERASMUS students.

Iceland, Luxembourg and Liechtenstein did not take part in the survey.

In order to compose the sample, each National Agency was asked to select a sample of higher education institutions in its country, on the basis of criteria proposed by the Steering Group. In selecting the higher education institutions to form the sample, National Agencies were asked to ensure that, taken together, they were representative of the pattern of participation among outgoing ERASMUS mobility for the country. In particular, they were asked to ensure that the sample of higher education institutions was representative with respect to:

- Type of institution (university versus non-university)
- Size of institution
- Subject areas represented in the institution (including an appropriate balance between mono- and multi-disciplinary institutions)
- Destinations (of out-going ERASMUS students)
- Place (urban versus rural)
- Institutional funding status (public versus private)
- Institutional involvement in ERASMUS (active versus more passive)

The selected institutions were then asked to distribute the socio-economic questionnaire to all students who took part in SOCRATES/ERASMUS mobility in academic year 1997/98.

Annex 4

THE STEERING GROUP

1 - The members of the Steering Group:

- Mr Michel BOSQUET, Service des Relations Extérieurs, Facultés Universitaires Notre-Dame de la Paix, Namur, Belgium
- Prof. Dr. Patrick CLANCY, Associate Professor of Sociology, University College, Dublin, Ireland
- Mrs. Arlette DELHAXHE, Eurydice Central Unit, Brussels, Belgium
- Mrs. Maria Emilia GALVÃO, Deputy Director, Gabinete de Assuntos Europeus e Relações Internacionais, Ministério da Educação, Lisboa, Portugal
- Mr. Michel JOUVE , Director of the French SOCRATES National Agency, Bordeaux, France
- Prof. Dr. Socrates KAPLANIS, President of the Technological and Educational Institute of Patras, Greece
- Prof. Dr. José-Ginés MORA, Department of Applied Economics, University of Valencia, Spain
- Mr Antti PENTIKÄINEN, National Unions of Students in Europe (ESIB), National Union of Finnish Students, Helsinki, Finland
- Mr John REILLY, Director of the UK SOCRATES/ERASMUS National Agency, The University of Kent, Canterbury, UK
- Mr Dieter SCHÄFERBARTHOLD, European Council for Student Affairs, General Secretary of the Deutsches Studentenwerk, Bonn, Germany

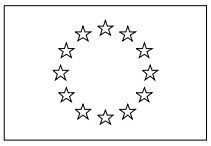
2 - Mr. Pedro de SOUSA, Academic Coordinator of the project.

3 - Mr. Friedhelm MAIWORM, Statistician.

Annex 5

QUESTIONNAIRE

An example of the questionnaire in the language version(s) of the present report is attached.



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EDUCATION, TRAINING AND YOUTH

SURVEY ON THE SOCIO-ECONOMIC SITUATION OF ERASMUS ST

INFORMATION TO HELP YOU COMPLETE THE QUESTIONNAIRE

This form will be analysed by optical reading. Mark the appropriate boxes (using a black biro) with an "x", or insert figures. Try to follow as closely as possible the style shown here.

X	1	2	3	4	5	6	7	8	9	0

Please give just one answer unless otherwise indicated ("multiple answers possible").

Please return the ORIGINAL questionnaire (not a photocopy). DO NOT FOLD, STAPLE or PIN TOGETHER, etc.

ERASMUS SUBJECT AREA CODES

01 AGRICULTURAL SCIENCES

Agriculture, Agricultural Economics, Food Science and Technology, Horticulture, Fisheries, Forestry, Animal Husbandry, Tropical/Subtropical Agriculture, Others Agricultural Sciences

02 ARCHITECTURE, URBAN AND REGIONAL PLANNING

Architecture, Urban and Regional Planning, Interior Design, Urban Planning, Regional Planning, Landscape Architecture, Transport and Traffic Studies, Others Architecture, Urban and Regional Planning

03 ART AND DESIGN

Art and Design, Fine Art (Painting, Sculpture, Printmaking), Music and Musicology, Performing Arts, Photography, Cinematography, Design (Graphic Design, Industrial Design, Fashion, Textile), History of Art, Others Art and Design

04 BUSINESS STUDIES AND MANAGEMENT SCIENCES

Business Studies, Management Science, Business Studies with languages, Business Studies with technology, Accountancy, Financial Management, Tourism, Catering, Hotel Management, Industrial Relations and Personnel Management, Secretarial Studies, Marketing and Sales Management, Others Business Studies, Management Science

05 EDUCATION, TEACHER TRAINING

Education, Teacher Training, Teacher Training , Primary Education, Secondary Education, Vocational and Technical Education, Adult Education, Special Education, Educational Science, Comparative Education, Educational Psychology, Others Education, Teacher Training

06 ENGINEERING, TECHNOLOGY

Engineering, Technology, Mechanical Engineering, Electrical Engineering, Chemical Engineering, Civil Engineering, Electronic Engineering, Telecommunications, Manufacturing Sciences (including CAD, CAM, CAE), Materials Science, Aeronautical Engineering, Others Engineering, Technology

07 GEOGRAPHY, GEOLOGY

Geography, Geology, Environmental Sciences, Ecology, Soil and Water Sciences, Geodesy, Cartography, Remote Sensing, Meteorology, Others Geography, Geology

08 HUMANITIES

Humanities, Philosophy, Theology, History, Archaeology, Others Humanities

09 LANGUAGES AND PHILOLOGICAL SCIENCES

Languages and Philological Sciences, Modern EC Languages, General and comparative literature, Linguistics, Translation, Interpretation, Classical Philology, Non-EC Languages, Less Widely Taught Languages, Others Languages and Philological Sciences

10 LAW

Law, Comparative Law, Law with Languages, International Law, Civil Law, Criminal Law, Criminology, Constitutional /Public Law, Public Administration, European Community/EU Law, Others Law

11 MATHEMATICS, INFORMATICS

Mathematics, Statistics, Informatics, Computer Science, Artificial Intelligence, Actuarial Science, Others Mathematics, Informatics

12 MEDICAL SCIENCES

Medical Sciences, Medicine, Psychiatry and Clinical Psychology, Dentistry, Veterinary Medicine, Pharmacy, Nursing, Midwifery, Physiotherapy, Public Health, Medical Technology, Others Medical Sciences

13 NATURAL SCIENCES

Natural Sciences, Biology, Physics, Chemistry, Microbiology, Biotechnology, Nuclear and High Energy Physics, Biochemistry, Astronomy, Astrophysics, Oceanography, Others Natural Sciences

14 SOCIAL SCIENCES

Social Sciences, Political Science, Sociology, Economics, Psychology and Behavioural Sciences, Social Work, International Relations, European Studies, Area Studies, Anthropology, Development Studies, Others Social Sciences

15 COMMUNICATION AND INFORMATION SCIENCES

Communication and Information Sciences, Journalism, Radio/TV Broadcasting, Public Relations, Publicity, Advertising, Library Science, Documentation, Archiving, Museum Studies, Conservation, Others Communication and Information Sciences

16 OTHER AREAS OF STUDY

Physical Education, Sport Science, Leisure Studies, Home Economics, Nutrition, Nautical Science, Navigation, Other Areas of Study

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COUNTRY ABBREVIATIONS																			
BE	Belgium	DK	Denmark	DE	Germany	ES	Spain	FR	France
GR	Greece	IT	Italy	IE	Ireland	LU	Luxembourg	NL	The Netherlands
AT	Austria	PT	Portugal	FI	Finland	SW	Sweden	UK	United Kingdom
IS	Iceland	FL	Liechtenstein	NO	Norway				

In which country did you spend your 1997/98 ERASMUS study period? (do not mark your home country)

BE ☐ DK ☐ DE ☐ ES ☐ FR ☐ GR ☐ IT ☐ IE ☐ LU ☐ NL ☐ AT ☐ PT ☐ FI ☐ SW ☐ UK ☐ IS ☐ FL ☐ NO ☐

Please give the ERASMUS code for the subject area of your study course ☐☐
(see list of subject areas on the back of the cover - e.g. if you studied History, write "08" in the boxes)

What was the duration of your ERASMUS study period? (to the nearest month)

3 months | 4 months | 5 months | 6 months | 7 months | 8 months | 9 months | 10 months | 11 months | 12 months

Would you judge your ERASMUS experience to have been

from an academic point of view

Very positive | Positive | Negative | Very negative

from a social and cultural point of view

Very positive | Positive | Negative | Very negative

Did you experience financial problems in connection with your ERASMUS study period? Yes No

If you did, please specify (multiple answers possible)

Unable to transfer a national grant or loan

Parents' contribution was insufficient

Leaving accommodation in your home country

Unable to continue paid work

The ERASMUS grant was insufficient

Other

As a student do you normally live (in your home country)

With your parents | In a rented room/student lodging | In a shared flat with other students | Other

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SURVEY ON THE SOCIO-ECONOMIC SITUATION OF ERASMUS STUDENTS

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Please estimate your average MONTHLY expenditure as a student in 1997/98

	In your own country During ERASMUS HOME	ABROAD
In whole pounds sterling	£	

From the total amounts you indicated above, please estimate the percentages you spent on (multiple answers possible - if an option does not apply, please leave the boxes blank)

This space is for your workings

(remember to transfer the results to the boxes)

	HOME	ABROAD
Accommodation	%	%
Travel	%	%
Food	%	%
Course fees	%	%
Books and other educational equipment (including computer hard- and software)	%	%
Clothes, other personal items, leisure and recreation	%	%
Other costs (Including insurance, savings, etc.)	%	%

Please estimate your average MONTHLY income as a student in 1997/98

	In your own country During ERASMUS HOME	ABROAD
In whole pounds sterling	£	

From the total amounts you indicated above, please estimate the percentages you received from (multiple answers possible - if an option does not apply, please leave the boxes blank)

This space is for your workings

(remember to transfer the results to the boxes)

	HOME	ABROAD
ERASMUS grant	%	%
Public grant	%	%
Public loan	%	%
Private grant	%	%
Private loan	%	%
Contribution from members of your family (including parents, spouse, partner)	%	%
Your own contribution (holiday/part-time job, savings etc)	%	%
Other forms of support	%	%

What are your parents' main occupations?

(if retired, please give the main occupation before retirement)

Father Mother

Members of the Executive, legislators, senior officials
For example, members of the Executive, legislators, senior public service officials; company directors (directors and management staff, production and other specialised management staff); directors and managers of small businesses

Intellectual and scientific professions
For example, physical, mathematical and engineering science professionals (physicists, chemists, mathematicians, statisticians, data processing professionals, architects, engineers); life science and health professionals (life science professionals, doctors and equivalent occupations, nursing professionals and midwives); teaching professionals (university and other higher education teachers, secondary school teachers, primary and pre-primary teachers); other members of professions (administrative and commercial professionals in businesses, legal professionals, archivists, librarians, documentalists, writers, creative and performing artists, members of the clergy, public service administrative staff)

Associate professions in the physical and engineering sciences
For example, physical and engineering science technicians (console operators and other computer operators, optical and electronic apparatus technicians, sea and air transport technicians, building, health & safety and quality inspectors); other associate professionals (finance and sales, commercial agents and brokers, customs, tax and similar services, criminal police inspectors and detectives, associate professionals in social work, artistic creation, entertainment and sport)

Clerks
For example, office workers (secretaries and typists, library and mail service employees and equivalent occupations); receptionists, cashiers, counter staff and equivalent occupations (customer service and information clerks)

Service workers and shop and market sales workers
For example, employees providing assistance (catering industry employees, carers and equivalent occupations, security workers); models, sales assistants and demonstrators (mannequins and other models, sales assistants and demonstrators in shops, on sales stands and on markets)

Skilled agricultural and fishery workers
For example, farmers and skilled agricultural and fishery workers in areas other than stockfarming; breeders and skilled stockfarming workers; forestry professionals and equivalent occupations; fishermen, hunters and trappers

Craftsmen and craft trade workers
For example, craftsmen and craft trade workers in the extractive and building industries (miners, quarryworkers, shotfirers, stonecutters, construction workers and equivalent occupations, painters, facade workers and equivalent occupations); craftsmen and craft trade workers in the metal and mechanical engineering industries and equivalent occupations (casters, welders, sheet metal workers, boilermakers, steel erectors and equivalent occupations, blacksmiths, toolmakers and equivalent occupations); machinery mechanics and fitters, electrical and electronic equipment mechanics and fitters, precision mechanics working on metal and similar materials, potters, glassblowers, craft trade workers in wood, textiles, leather and similar materials, craftsmen and craft trade workers in leather, hides and footwear)

Plant and machinery operators and assembly workers
For example, operators of plant and fixed-position equipment and equivalent occupations (operators of mining and mineral extraction plant, operators of metal processing plant, operators of glassmaking and ceramics plant and equivalent occupations, operators of chemical processing plant, operators of energy production plant and equivalent occupations, operators of industrial robots); machinery operators and assembly workers; drivers of heavy lifting and handling vehicles and equipment

Unskilled workers and maintenance, supervision and handling operatives
For example, street vendors and equivalent occupations, shoeshiners and other workers in basic street trades (home helps, providers of other forms of help, cleaners and laundry service providers, building service providers, window cleaners and similar occupations, messengers, couriers, guards, caretakers, refuse collectors and other unskilled workers); agricultural and fishing labourers and equivalent occupations; labourers in mining, civil engineering, manufacturing industries and transport

Armed forces

Not engaged in paid activity, not seeking employment
(for example, running a household)

Unemployed, seeking employment

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Please estimate the income status of your parents as compared to the average income situation in your home country

++	+	Ø	-	--
Considerably higher than average				Considerably lower than average

What is the highest level of educati n and/or training of each of your parents?

	Father	Mother
Left full-time education before 15 years of age		
Remained in full-time education to at least 15 years of age, with or without obtaining qualifications necessary for progress to next level (e.g. O-level or equivalent)		
Remained in full-time education to at least 17 years of age, with or without obtaining qualifications necessary to progress to next level (e.g. A-level or equivalent)		
Higher BTEC/SCOTBTEC, BEC/SCOTBEC, TEC/SCOTEC, SCOTVEC; HNC; HND; teaching and nursing education without degree		
Higher education degree or equivalent professional qualification		

Your personal background

Your age	☐☐ years			**Your current year of study**	☐☐
Sex	Male	Female		**Civil Status**	Single	Married
Number of children	0	1	2	More	

Your parental/household background

Number of brothers and sisters	0	1	2	More
Are they or have they been in higher education?	Yes	No		
Are they studying or have they studied abroad?	Yes	No		
During your ERASMUS period, how many children were dependent on your parents? (including yourself, where applicable)	0	1	2	More
Are you the first member of your family to study abroad?	Yes	No		

Thank you for your co-operation.

PLEASE DON'T FORGET to return this completed questionnaire no later than **16.12.1998** to the following address:

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EDUCATION, TRAINING AND YOUTH

SURVEY ON THE SOCIO-ECONOMIC SITUATION OF ERASMUS STUDENTS

Ireland

INFORMATION TO HELP YOU COMPLETE THE QUESTIONNAIRE

This form will be analysed by optical reading. Mark the appropriate boxes (using a black biro) with an "x", or insert figures. Try to follow as closely as possible the style shown here.

X	1	2	3	4	5	6	7	8	9	0

Please give just one answer unless otherwise indicated ("multiple answers possible").

Please return the ORIGINAL questionnaire (not a photocopy). DO NOT FOLD, STAPLE or PIN TOGETHER, etc.

ERASMUS SUBJECT AREA CODES

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02 ARCHITECTURE, URBAN AND REGIONAL PLANNING

Architecture, Urban and Regional Planning, Interior Design, Urban Planning, Regional Planning, Landscape Architecture, Transport and Traffic Studies, Others Architecture, Urban and Regional Planning

03 ART AND DESIGN

Art and Design, Fine Art (Painting, Sculpture, Printmaking), Music and Musicology, Performing Arts, Photography, Cinematography, Design (Graphic Design, Industrial Design, Fashion, Textile), History of Art, Others Art and Design

04 BUSINESS STUDIES AND MANAGEMENT SCIENCES

Business Studies, Management Science, Business Studies with languages, Business Studies with technology, Accountancy, Financial Management, Tourism, Catering, Hotel Management, Industrial Relations and Personnel Management, Secretarial Studies, Marketing and Sales Management, Others Business Studies, Management Science

05 EDUCATION, TEACHER TRAINING

Education, Teacher Training, Teacher Training , Primary Education, Secondary Education, Vocational and Technical Education, Adult Education, Special Education, Educational Science, Comparative Education, Educational Psychology, Others Education, Teacher Training

06 ENGINEERING, TECHNOLOGY

Engineering, Technology, Mechanical Engineering, Electrical Engineering, Chemical Engineering, Civil Engineering, Electronic Engineering, Telecommunications, Manufacturing Sciences (including CAD, CAM, CAE), Materials Science, Aeronautical Engineering, Others Engineering, Technology

07 GEOGRAPHY, GEOLOGY

Geography, Geology, Environmental Sciences, Ecology, Soil and Water Sciences, Geodesy, Cartography, Remote Sensing, Meteorology, Others Geography, Geology

08 HUMANITIES

Humanities, Philosophy, Theology, History, Archaeology, Others Humanities

09 LANGUAGES AND PHILOLOGICAL SCIENCES

Languages and Philological Sciences, Modern EC Languages, General and comparative literature, Linguistics, Translation, Interpretation, Classical Philology, Non-EC Languages, Less Widely Taught Languages, Others Languages and Philological Sciences

10 LAW

Law, Comparative Law, Law with Languages, International Law, Civil Law, Criminal Law, Criminology, Constitutional /Public Law, Public Administration, European Community/EU Law, Others Law

11 MATHEMATICS, INFORMATICS

Mathematics, Statistics, Informatics, Computer Science, Artificial Intelligence, Actuarial Science, Others Mathematics, Informatics

12 MEDICAL SCIENCES

Medical Sciences, Medicine, Psychiatry and Clinical Psychology, Dentistry, Veterinary Medicine, Pharmacy, Nursing, Midwifery, Physiotherapy, Public Health, Medical Technology, Others Medical Sciences

13 NATURAL SCIENCES

Natural Sciences, Biology, Physics, Chemistry, Microbiology, Biotechnology, Nuclear and High Energy Physics, Biochemistry, Astronomy, Astrophysics, Oceanography, Others Natural Sciences

14 SOCIAL SCIENCES

Social Sciences, Political Science, Sociology, Economics, Psychology and Behavioural Sciences, Social Work, International Relations, European Studies, Area Studies, Anthropology, Development Studies, Others Social Sciences

15 COMMUNICATION AND INFORMATION SCIENCES

Communication and Information Sciences, Journalism, Radio/TV Broadcasting, Public Relations, Publicity, Advertising, Library Science, Documentation, Archiving, Museum Studies, Conservation, Others Communication and Information Sciences

16 OTHER AREAS OF STUDY

Physical Education, Sport Science, Leisure Studies, Home Economics, Nutrition, Nautical Science, Navigation, Other Areas of Study

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Please estimate your average MONTHLY expenditure as a student in 1997/98

		In your own country HOME	During ERASMUS ABROAD
In whole Irish pounds	IRL		

From the total amounts you indicated above, please estimate the percentages you spent on (multiple answers possible - if an option does not apply, please leave the boxes blank)

This space is for your workings

(remember to transfer the results to the boxes)

	HOME	ABROAD
Accommodation	%	%
Travel	%	%
Food	%	%
Course fees	%	%
Books and other educational equipment (including computer hard- and software)	%	%
Clothes, other personal items, leisure and recreation	%	%
Other costs (Including insurance, savings, etc.)	%	%

Please estimate your average MONTHLY income as a student in 1997/98

		In your own country HOME	During ERASMUS ABROAD
In whole Irish pounds	IRL		

From the total amounts you indicated above, please estimate the percentages you received from (multiple answers possible - if an option does not apply, please leave the boxes blank)

This space is for your workings

(remember to transfer the results to the boxes)

	HOME	ABROAD
ERASMUS grant	%	%
Public grant	%	%
Public loan	%	%
Private grant	%	%
Private loan	%	%
Contribution from members of your family (including parents, spouse, partner)	%	%
Your own contribution (holiday/part-time job, savings etc)	%	%
Other forms of support	%	%

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What are your parents' main occupations?

(if retired, please give the main occupation before retirement)

Father Mother

Members of the Executive, legislators, senior officials
For example, members of the Executive, legislators, senior public service officials; company directors (directors and management staff, production and other specialised management staff); directors and managers of small businesses

Intellectual and scientific professions
For example, physical, mathematical and engineering science professionals (physicists, chemists, mathematicians, statisticians, data processing professionals, architects, engineers); life science and health professionals (life science professionals, doctors and equivalent occupations, nursing professionals and midwives); teaching professionals (university and other higher education teachers, secondary school teachers, primary and pre-primary teachers); other members of professions (administrative and commercial professionals in businesses, legal professionals, archivists, librarians, documentalists, writers, creative and performing artists, members of the clergy, public service administrative staff)

Associate professions in the physical and engineering sciences
For example, physical and engineering science technicians (console operators and other computer operators, optical and electronic apparatus technicians, sea and air transport technicians, building, health & safety and quality inspectors); other associate professionals (finance and sales, commercial agents and brokers, customs, tax and similar services, criminal police inspectors and detectives, associate professionals in social work, artistic creation, entertainment and sport)

Clerks
For example, office workers (secretaries and typists, library and mail service employees and equivalent occupations); receptionists, cashiers, counter staff and equivalent occupations (customer service and information clerks)

Service workers and shop and market sales workers
For example, employees providing assistance (catering industry employees, carers and equivalent occupations, security workers); models, sales assistants and demonstrators (mannequins and other models, sales assistants and demonstrators in shops, on sales stands and on markets)

Skilled agricultural and fishery workers
For example, farmers and skilled agricultural and fishery workers in areas other than stockfarming; breeders and skilled stockfarming workers; forestry professionals and equivalent occupations; fishermen, hunters and trappers

Craftsmen and craft trade workers
For example, craftsmen and craft trade workers in the extractive and building industries (miners, quarryworkers, shotfirers, stonecutters, construction workers and equivalent occupations, painters, facade workers and equivalent occupations); craftsmen and craft trade workers in the metal and mechanical engineering industries and equivalent occupations (casters, welders, sheet metal workers, boilermakers, steel erectors and equivalent occupations, blacksmiths, toolmakers and equivalent occupations); machinery mechanics and fitters, electrical and electronic equipment mechanics and fitters, precision mechanics working on metal and similar materials, potters, glassblowers, craft trade workers in wood, textiles, leather and similar materials, craftsmen and craft trade workers in leather, hides and footwear)

Plant and machinery operators and assembly workers
For example, operators of plant and fixed-position equipment and equivalent occupations (operators of mining and mineral extraction plant, operators of metal processing plant, operators of glassmaking and ceramics plant and equivalent occupations, operators of chemical processing plant, operators of energy production plant and equivalent occupations, operators of industrial robots); machinery operators and assembly workers; drivers of heavy lifting and handling vehicles and equipment

Unskilled workers and maintenance, supervision and handling operatives
For example, street vendors and equivalent occupations, shoeshiners and other workers in basic street trades (home helps, providers of other forms of help, cleaners and laundry service providers, building service providers, window cleaners and similar occupations, messengers, couriers, guards, caretakers, refuse collectors and other unskilled workers); agricultural and fishing labourers and equivalent occupations; labourers in mining, civil engineering, manufacturing industries and transport

Armed forces

Not engaged in paid activity, not seeking employment
(for example, running a household)

Unemployed, seeking employment

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Please estimate the income status of your parents as compared to the average income situation in your home country

++	+	Ø	-	--
Considerably higher than average				Considerably lower than average

What is the highest level of education and/or training of each of your parents?

	Father	Mother
Primary or lower education		
Completed Junior cycle; Intermediate/Group/Junior Certificate		
Completed Senior cycle; Leaving Certificate		
Diploma from Regional Technical College, College of Technology or equivalent		
Higher education degree or equivalent professional qualification		

Your personal background

Your age	☐☐ years			**Your current year of study**	☐☐	
Sex	Male	Female		**Civil Status**	Single	Married
Number of children	0	1	2	More		

Your parental/household background

Number of brothers and sisters	0	1	2	More
Are they or have they been in higher education?	Yes	No		
Are they studying or have they studied abroad?	Yes	No		
During your ERASMUS period, how many children were dependent on your parents? (including yourself, where applicable)	0	1	2	More
Are you the first member of your family to study abroad?	Yes	No		

Thank you for your co-operation.

PLEASE DON'T FORGET to return this completed questionnaire no later than **16.12.1998** to the following address:

EUROPEAN COMMISSION
DIRECTORATE-GENERALXXII
EDUCATION, TRAINING AND YOUTH

SURVEY ON THE SOCIO-ECONOMIC SITUATION OF ERASMUS STUDENTS

Norway

INFORMATION TO HELP YOU COMPLETE THE QUESTIONNAIRE

This form will be analysed by optical reading. Mark the appropriate boxes (using a black biro) with an "x", or insert figures. Try to follow as closely as possible the style shown here.

X	1	2	3	4	5	6	7	8	9	0

Please give just one answer unless otherwise indicated ("multiple answers possible").

Please return the ORIGINAL questionnaire (not a photocopy). DO NOT FOLD, STAPLE or PIN TOGETHER, etc.

ERASMUS SUBJECT AREA CODES

01 AGRICULTURAL SCIENCES

Agriculture, Agricultural Economics, Food Science and Technology, Horticulture, Fisheries, Forestry, Animal Husbandry, Tropical/Subtropical Agriculture, Others Agricultural Sciences

02 ARCHITECTURE, URBAN AND REGIONAL PLANNING

Architecture, Urban and Regional Planning, I~terior Design, Urban Planning, Regional Planning, Landscape Architecture, Transport and Traffic Studies, Others Architecture, Urban and Regional Planning

03 ART AND DESIGN

Art and Design, Fine Art (Pai~ti~g, Sculpture, Printmaking), Music and Musicology, Performing Arts, Photography, Cinematography, Design (Graphic Design, Industrial Design, Fashion, Textile), History of Art, Others Art and Design

04 BUSINESS STUDIES AND MANAGEMENT SCIENCES

Business Studies, Management Science, Business Studies with languages, Business Studies with technology, Accountancy, Financial Manageme~t, Tourism, Catering, Hotel Management, Industrial Relations and Personnel Management, Secretarial Studies, Marketing and Sales Management, Others Business Studies, Management Science

05 EDUCATION, TEACHER TRAINING

Education, Teacher Training, Teacher Trai~ing , Primary Education, Secondary Education, Vocational and Technical Education, Adult Education, Special Education, Educational Science, Comparative Education, Educational Psychology, Others Education, Teacher Training

06 ENGINEERING, TECHNOLOGY

Engineering, Technology, Mechanical Engineering, Electrical Engineering, Chemical Engineering, Civil Engineering, Electronic Engineering, Telecommunications, Manufacturing Sciences (including CAD, CAM, CAE), Materials Science, Aeronautical Engineering, Others Engineering, Technology

07 GEOGRAPHY, GEOLOGY

Geography, Geology, Environmental Sciences, Ecology, Soil and Water Sciences, Geodesy, Cartography, Remote Sensing, Meteorology, Others Geography, Geology

08 HUMANITIES

Humanities, Philosophy, Theology, History, Archaeology, Others Humanities

09 LANGUAGES AND PHILOLOGICAL SCIENCES

Languages and Philological Sciences, Modern EC Languages, General and comparative literature, Linguistics, Translation, Interpretation, Classical Philology, Non-EC Languages, Less Widely Taught Languages, Others Languages and Philological Sciences

10 LAW

Law, Comparative Law, Law with Languages, International Law, Civil Law, Criminal Law, Criminology, Constitutional /Public Law, Public Administration, European Community/EU Law, Others Law

11 MATHEMATICS, INFORMATICS

Mathematics, Statistics, Informatics, Computer Science, Artificial Intelligence, Actuarial Science, Others Mathematics, Informatics

12 MEDICAL SCIENCES

Medical Sciences, Medicine, Psychiatry and Clinical Psychology, Dentistry, Veterinary Medicine, Pharmacy, Nursing, Midwifery, Physiotherapy, Public Health, Medical Technology, Others Medical Sciences

13 NATURAL SCIENCES

Natural Sciences, Biology, Physics, Chemistry, Microbiology, Biotechnology, Nuclear and High Energy Physics, Biochemistry, Astronomy, Astrophysics, Oceanography, Others Natural Sciences

14 SOCIAL SCIENCES

Social Sciences, Political Science, Sociology, Economics, Psychology and Behavioural Sciences, Social Work, International Relations, European Studies, Area Studies, Anthropology, Development Studies, Others Social Sciences

15 COMMUNICATION AND INFORMATION SCIENCES

Communication and Information Sciences, Journalism, Radio/TV Broadcasting, Public Relations, Publicity, Advertising, Library Science, Documentation, Archiving, Museum Studies, Conservation, Others Communication and Information Sciences

16 OTHER AREAS OF STUDY

Physical Education, Sport Science, Leisure Studies, Home Economics, Nutrition, Nautical Science, Navigation, Other Areas of Study

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COUNTRY ABBREVIATIONS									
BE	Belgium	DK	Denmark	DE	Germany	ES	Spain	FR	France
GR	Greece	IT	Italy	IE	Ireland	LU	Luxembourg	NL	The Netherlands
AT	Austria	PT	Portugal	FI	Finland	SW	Sweden	UK	United Kingdom
IS	Iceland	FL	Liechtenstein	NO	Norway				

In which country did you spend your 1997/98 ERASMUS study period? (do not mark your home country)

BE	DK	DE	ES	FR	GR	IT	IE	LU	NL	AT	PT	FI	SW	UK	IS	FL	NO
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Please give the ERASMUS code for the subject area of your study course ☐☐
(see list of subject areas on the back of the cover - e.g. if you studied History, write "08" in the boxes)

What was the duration of your ERASMUS study period? (to the nearest month)

3 months | 4 months | 5 months | 6 months | 7 months | 8 months | 9 months | 10 months | 11 months | 12 months

Would you judge your ERASMUS experience to have been

from an academic point of view

Very positive | Positive | Negative | Very negative

from a social and cultural point of view

Very positive | Positive | Negative | Very negative

Did you experience financial problems in connection with your ERASMUS study period? Yes No

If you did, please specify (multiple answers possible)

Unable to transfer a national grant or loan

Parents' contribution was insufficient

Leaving accommodation in your home country

Unable to continue paid work

The ERASMUS grant was insufficient

Other

As a student do you normally live (in your home country)

With your parents | In a rented room/student lodging | In a shared flat with other students | Other

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Please estimate your average MONTHLY expenditure as a student in 1997/98

	In your own country HOME	During ERASMUS ABROAD
In Norwegian Krone	NKR	

From the total amounts you indicated above, please estimate the percentages you spent on (multiple answers possible - if an option does not apply, please leave the boxes blank)

This space is for your workings

(remember to transfer the results to the boxes)

	HOME	ABROAD
Accommodation	%	%
Travel	%	%
Food	%	%
Course fees	%	%
Books and other educational equipment (including computer hard- and software)	%	%
Clothes, other personal items, leisure and recreation	%	%
Other costs (Including insurance, savings, etc.)	%	%

Please estimate your average MONTHLY income as a student in 1997/98

	In your own country HOME	During ERASMUS ABROAD
In Norwegian Krone	NKR	

From the total amounts you indicated above, please estimate the percentages you received from
(multiple answers possible - if an option does not apply, please leave the boxes blank)

This space is for your workings

(remember to transfer the results to the boxes)

	HOME	ABROAD
ERASMUS grant	%	%
Public grant	%	%
Public loan	%	%
Private grant	%	%
Private loan	%	%
Contribution from members of your family (including parents, spouse, partner)	%	%
Your own contribution (holiday/part-time job, savings etc)	%	%
Other forms of support	%	%

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What are your parents' main occupations? (if retired, please give the main occupation before retirement)

Father Mother

Members of the Executive, legislators, senior officials
For example, members of the Executive, legislators, senior public service officials; company directors (directors and management staff, production and other specialised management staff); directors and managers of small businesses

Intellectual and scientific professions
For example, physical, mathematical and engineering science professionals (physicists, chemists, mathematicians, statisticians, data processing professionals, architects, engineers); life science and health professionals (life science professionals, doctors and equivalent occupations, nursing professionals and midwives); teaching professionals (university and other higher education teachers, secondary school teachers, primary and pre-primary teachers); other members of professions (administrative and commercial professionals in businesses, legal professionals, archivists, librarians, documentalists, writers, creative and performing artists, members of the clergy, public service administrative staff)

Associate professions in the physical and engineering sciences
For example, physical and engineering science technicians (console operators and other computer operators, optical and electronic apparatus technicians, sea and air transport technicians, building, health & safety and quality inspectors); other associate professionals (finance and sales, commercial agents and brokers, customs, tax and similar services, criminal police inspectors and detectives, associate professionals in social work, artistic creation, entertainment and sport)

Clerks
For example, office workers (secretaries and typists, library and mail service employees and equivalent occupations); receptionists, cashiers, counter staff and equivalent occupations (customer service and information clerks)

Service workers and shop and market sales workers
For example, employees providing assistance (catering industry employees, carers and equivalent occupations, security workers); models, sales assistants and demonstrators (mannequins and other models, sales assistants and demonstrators in shops, on sales stands and on markets)

Skilled agricultural and fishery workers
For example, farmers and skilled agricultural and fishery workers in areas other than stockfarming; breeders and skilled stockfarming workers; forestry professionals and equivalent occupations; fishermen, hunters and trappers

Craftsmen and craft trade workers
For example, craftsmen and craft trade workers in the extractive and building industries (miners, quarryworkers, shotfirers, stonecutters, construction workers and equivalent occupations, painters, facade workers and equivalent occupations); craftsmen and craft trade workers in the metal and mechanical engineering industries and equivalent occupations (casters, welders, sheet metal workers, boilermakers, steel erectors and equivalent occupations, blacksmiths, toolmakers and equivalent occupations); machinery mechanics and fitters, electrical and electronic equipment mechanics and fitters, precision mechanics working on metal and similar materials, potters, glassblowers, craft trade workers in wood, textiles, leather and similar materials, craftsmen and craft trade workers in leather, hides and footwear)

Plant and machinery operators and assembly workers
For example, operators of plant and fixed-position equipment and equivalent occupations (operators of mining and mineral extraction plant, operators of metal processing plant, operators of glassmaking and ceramics plant and equivalent occupations, operators of chemical processing plant, operators of energy production plant and equivalent occupations, operators of industrial robots); machinery operators and assembly workers; drivers of heavy lifting and handling vehicles and equipment

Unskilled workers and maintenance, supervision and handling operatives
For example, street vendors and equivalent occupations, shoeshiners and other workers in basic street trades (home helps, providers of other forms of help, cleaners and laundry service providers, building service providers, window cleaners and similar occupations, messengers, couriers, guards, caretakers, refuse collectors and other unskilled workers); agricultural and fishing labourers and equivalent occupations; labourers in mining, civil engineering, manufacturing industries and transport

Armed forces

Not engaged in paid activity, not seeking employment
(for example, running a household)

Unemployed, seeking employment

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Please estimate the income status of your parents as compared to the average income situation in your home country

++	+	Ø	-	- -
Considerably higher than average				Considerably lower than average

What is the highest level of education and/or training of each of your parents?

	Father	Mother
Left full-time education before 15 years of age		
Remained in full-time education to at least 15 years of age, with or without obtaining qualifications necessary for progress to next level (e.g. "grunnskole")		
Remained in full-time education to at least 18 years of age, with or without obtaining qualifications necessary to progress to next level (e.g. "videregående skole")		
Higher education lasting less than 3 years		
Higher education degree or equivalent professional qualification (3 years or more)		

Your personal background

Your age	☐☐ years		**Your current year of study**	☐☐
Sex	Male	Female	**Civil Status**	Single / Married
Number of children	0	1	2	More

Your parental/household background

Number of brothers and sisters	0	1	2	More
Are they or have they been in higher education?	Yes	No		
Are they studying or have they studied abroad?	Yes	No		
During your ERASMUS period, how many children were dependent on your parents? (including yourself, where applicable)	0	1	2	More
Are you the first member of your family to study abroad?	Yes	No		

Thank you for your co-operation.

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