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Economic and Social Conditions of Student Life

16th Social Survey – Summary

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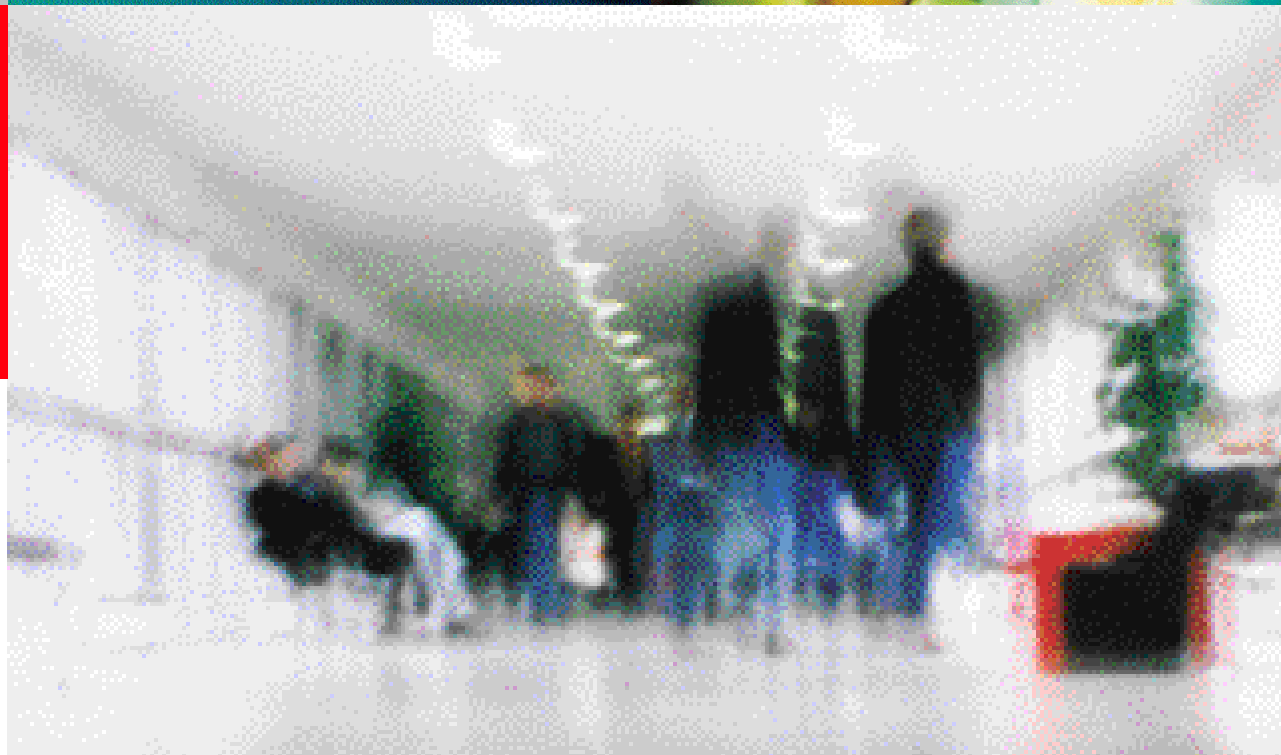

BMBF PUBLIK

Impressum

Published by
Federal Ministry of
Education and Research
Public Relations Devision
D-53170 Bonn

Orders
By mail to the publisher
Postfach 300235
D-53182 Bonn

or by calling
Tel. +49-1805-BMBF02 or +49-1805-262302
Fax +49-1805-BMBF03 or +49-1805-262303

E-mail-adress: books@bmbf.bund.de
Internet: http://www.bmbf.de

Layout
design agenten, Hannover
HIS Hochschul-Informations-System GmbH, Hannover

Printing by
poppdruck, Langenhagen

February 2002

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Economic and Social Conditions of Student Life in Germany 2000

Summary of the 16th Social Survey
of the Deutsches Studentenwerk (DSW)
produced by HIS Hochschul-Informations-System

Bonn 2002
Published by Federal Ministry of Education and Research

This report was commissioned by the German Students' Social Welfare Organization (Deutsches Studentenwerk - DSW), supported with funds from the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung - BMBF) and prepared by the Higher Education Information System (HIS - Hochschul-Informations-System GmbH), Hanover, under the responsibility of Dr. Klaus Schnitzer. HIS is responsible for the content.

1 Purpose of the Survey

The 16th Social Survey was carried out on behalf of the Deutsches Studentenwerk (DSW) by HIS Hochschul-Informations-System and was funded and published by the German Federal Ministry of Education and Research (BMBF).

The basic population for the 16th Social Survey is made up of the students enrolled at all higher education institutions in Germany with the exception of public administration Fachhochschulen[1] (Verwaltungsfachhochschulen), distance studies institutions (Hochschulen für das Fernstudium) and the universities maintained by the German federal armed forces (Universitäten der Bundeswehr), meaning a total of 303 institutions. Of these, 269 higher education institutions supported the survey by carrying out random sampling and mailing questionnaires and papers in May/June 2000. Consequently, the process reached 99% of the students in the original random sample.

The report bases its findings on the usable questionnaires submitted by 12,573 German students. This corresponds to a net response rate of 27%. The representative quality of the random sample which was carried out at federal (national) level and well as at regional level - old Länder (formerly West Germany) and new Länder (former East Germany) - is guaranteed.

2 Access to Higher Education and Study Progress

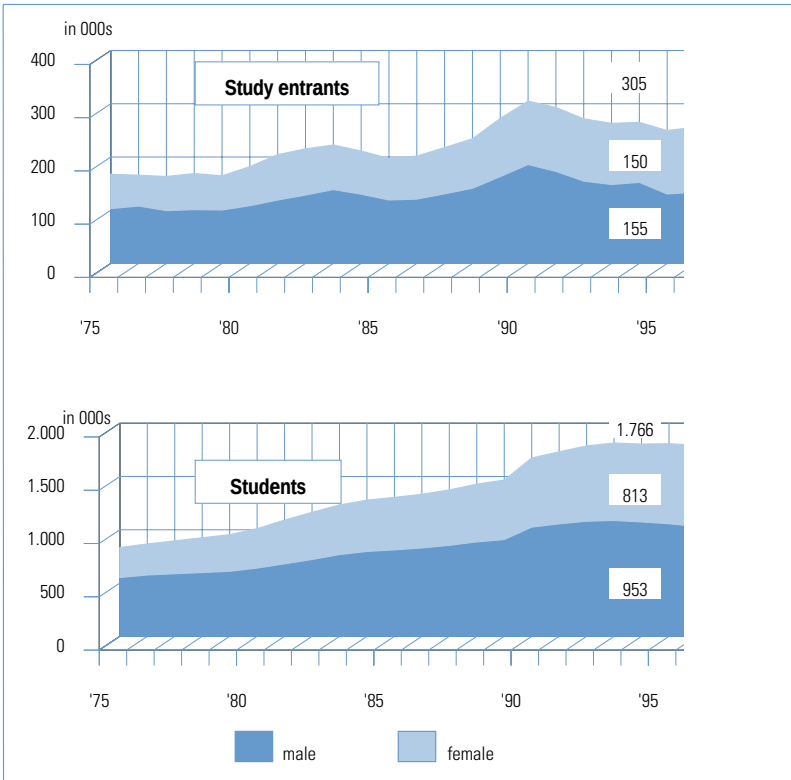
2.1 Development of Student Numbers

According to the official statistics, the number of students enrolled at German higher education institutions (excluding Verwaltungsfachhochschulen) amounted to between approx. 1.746m (winter semester 1999/2000) and 1.766m (winter semester 2000/2001) when the survey was carried out in the summer semester 2000. This means that since reaching its peak in 1993, the total number of students rose again for the first time from the winter semester 1999/2000 to the winter semester 2000/2001, after having fallen in the preceding comparative periods, interrupted only by a slight rise from 1994 to 1995.

A continuing above-average increase in the number of women starting their studies is to be observed in the development of study entrant numbers. While the proportion of female students among all students rose in the period from 1991 to 2000 from 39% to 46%, the proportion of women among study entrants increased from 41% to 49%.

Fig. 1 German and foreign students and study entrants 1975 to 2000, by sex

without Verwaltungsfachhochschulen, in 000s

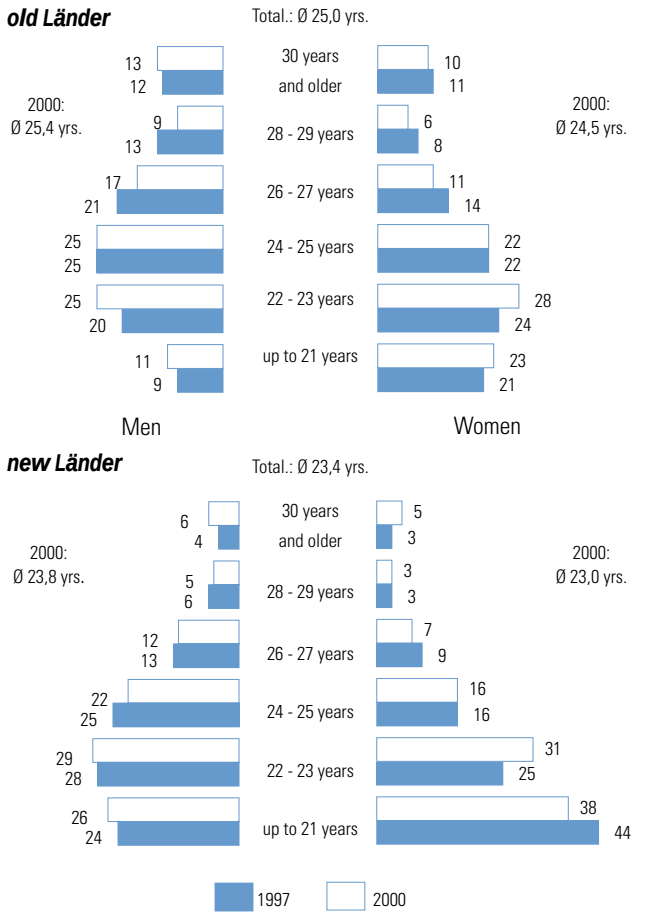


Source: Federal Office of Statistics, Special Series 11 DSW/HIS 16th Social Survey

[1] „Fachhochschule" is officially translated as „University of Applied Sciences"

Fig. 2 Age structure of students in 1997 and 2000

Students in their first degree course, in %, average age in years



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2.2 Demographic Characteristics

Age

The data acquired by the Social Survey show that students in their first degree course are 24.7 years old on average. The trend of increasing average age observed up until 1997 has not continued (1997: 25.1 years old). However, the age gap between students in the old Länder and those in the new Länder has remained steady (25.0 versus 23.4 years old).

Family Status

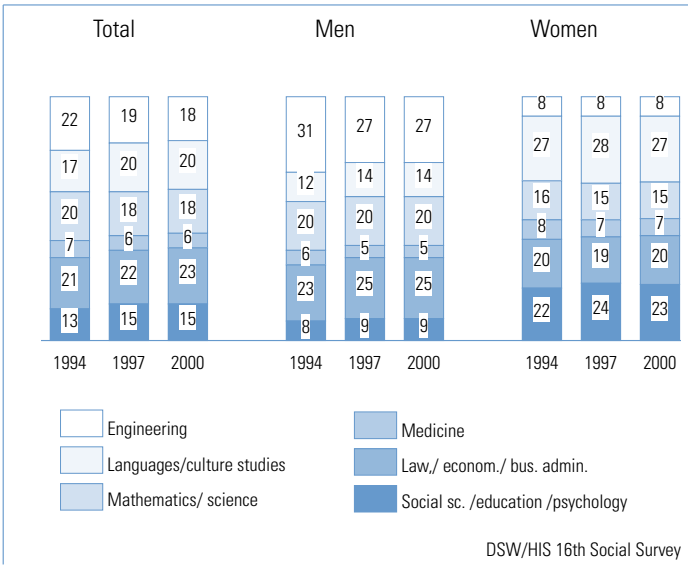
5% of students in their first degree course are married. Compared to 1997 (6%), the proportion of married students fell. The means that the trend emerging since the 1980s has continued. However, the proportion of students living in steady relationships is increasing (2000: 56%, 1997: 48%).

2.3 Structure of Subjects and Choice of Study Discipline

Between 1997 and 2000, the proportion of students enrolled in the individual subject groups changed only marginally. 18% of students were studying engineering disciplines. The falling proportion observed from 1994 (22%) to 1997 (19%) continued at a slightly lesser rate. The proportion of students reading languages/cultural studies remained at the same level as in 1997, namely 20%, while in the period from 1994 to 1997 an increase from 17% to 20% was observed. The proportions of students in mathematics and science (18%), medicine (6%) and social sciences, sociology, social services, education, psychology (15%) practically remained at the same level as in 1997. Only the field of law, economics and business administration showed a slightly higher proportion of students in the year 2000, with 23% compared to 22% in 1997.

Fig. 3 Subject structure for students

Students in their first degree course, in %



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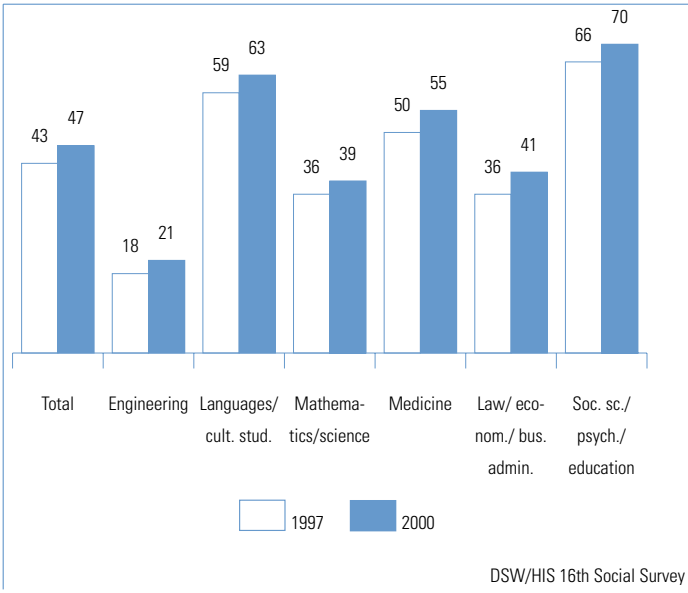
The proportion of women in all subject groups rose between 1997 and 2000. Particularly pronounced increases were achieved by women in medical (from 50% to 55%), law, economics and business administration (from 36% to 41%) courses. While women account for the majority of students reading medicine for the first time (55% women versus 45% men), men continue to dominate in law, economics and business administration courses (41% women versus 59% men). However, the latter achieved even greater shares in engineering courses (21% women versus 79% men) and in mathematics/science programmes (39% women versus 61% men). By contrast, women greatly prefer the social sciences, psychology and education (70% women versus 30% men) as well as languages and cultural studies (63% women versus 37% men).

Fig. 4 Proportion of female students by subject group 1997 and 2000

in %



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2.4 Study Progress

Changing Degree Course

Of all students enrolled in the summer semester 2000, one in five had changed their degree course (study discipline and/or target degree) as they had progressed through their studies. In 1997, this proportion was slightly higher at 21%.

University students had changed their degree course much more frequently than Fachhochschule students (22% versus 15%).

Fig. 5 Reasons for interrupting/dropping out of studies, by subject group

Reference group „students interrupting/dropping out of their studies, in %, mulitple answers possible

Reasons	Total	Egineering	Languages/ cult. stud.	Mathematics/ science	Medicine	Law, econom, /bus. admin.	Soc. sc./ educat.
Doubts as to the point or sense of studying	28	29	33	27	19	22	33
To gain some extra experience	25	19	36	24	11	23	25
Employment	27	30	29	28	8	28	25
Financial problems	26	36	26	27	19	21	26
Health problems	16	14	13	18	18	18	19
Family problems	13	15	9	13	13	14	15
Pregnancy	12	9	12	9	18	6	18
Military or alternative community service	6	12	4	8	4	8	2
other reasons	20	15	21	19	37	23	17
Proportion of students interrupting/dropping out of their studies (first degree course)	15	14	20	13	14	12	21

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Interrupting or Dropping Out of Studies

Compared to 1997, the proportion of students who interrupt or drop out of their studies had seen a pronounced increase (from 11% to 15%). Students were able to choose from several given reasons for doing this. The most frequently-mentioned reasons were doubts as to the point or sense of studying (28%), employment (27%) or financial problems (26%).

The highest rate of students interrupting/dropping out of their studies is recorded for those reading „languages and cultural studies" and „social sciences, psychology, education" at 20% and 21%, respectively.

Changing University/College

The proportion of students in their first degree course who changed university/college while studying in the present course amounts to 15% (1997: 17%). Students reading disciplines from the subject groups „languages and cultural studies" (20%), „medicine" (19%) and „social sciences, psychology, education" (17%) changed university/college relatively frequently, while students reading disciplines from the subject groups „law, economics and business administration" (13%), „mathematics/science" (11%) and „engineering" (11%) changed university/college relatively rarely.

The change of university/college also results in a process of regional exchange: 10% of all university/

college changers went from the old Länder to the new Länder, while conversely, 6% moved from the new Länder to the old Länder.

Advanced Studies

The proportion of students engaged in advanced studies (second degree course), i.e. those who have already graduated from a first degree course, is unchanged at 9%. Clear differences are noticeable between individual disciplines. The highest proportion of students engaged in a second degree course is 15% for students reading biology, chemistry, geosciences (earth sciences) as well as languages, cultural studies and art. The largest proportion of students (41%) is studying for a doctorate as their next qualification, while a small proportion are enrolled without studying for a further qualification (5%).

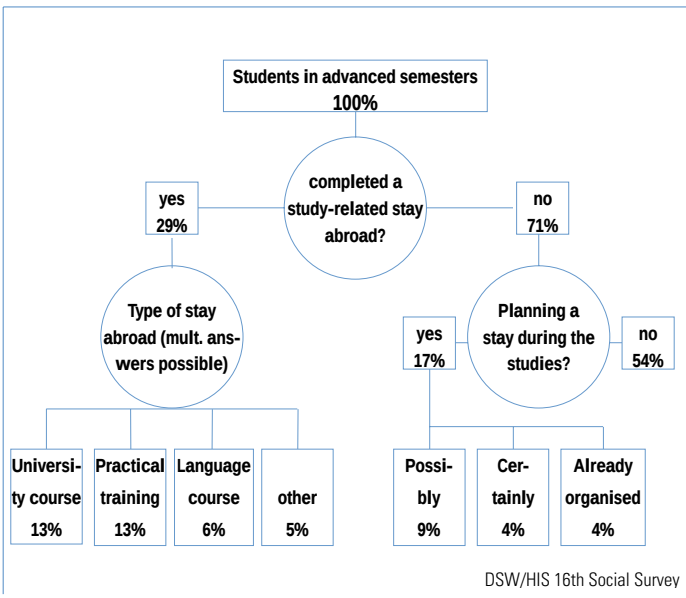
Study-related Stay Abroad

More and more students are completing study-related stays abroad. The positive development also continued in the period from 1997 to 2000: The proportion of students from advanced semesters (as from the 6th study semester at Fachhochschulen and from the 8th study semester at universities) who completed a study-related stay abroad rose from 27% to 29%.

13% of students in their advanced semesters were enrolled at a foreign university for the purpose of completing a study section (1997: 11%) and an equally-high proportion completed some practical training (work placement/internship) abroad (1997: 12%). Language courses and other study-related activities are also stated as reasons for going abroad.

Fig. 6 Study-related stays abroad and plans to go abroad

Students in advanced semesters, in %



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2.5 Access to Higher Education - Previous Educational Qualifications

Type of School at which the Higher Education Entrance Qualification was gained

89% of university students gained their higher education entrance qualification at a grammar school or comprehensive school (1997: 86%). Other school types are only of minor significance as far as access to university is concerned.

Students in the Fachhochschule sector (universities of applied sciences) also meanwhile largely gained their higher education entrance qualification at a grammar school or comprehensive school (2000: 55%, 1997: 43%). Access via qualifications from a Fachoberschule (higher technical school) continued to fall (from 34% to 26%). Indeed, 59% of the students enrolled at Fachhochschulen hold the general higher education entrance qualification (Abitur).

Vocational Qualifications gained prior to Studying

The proportion of students who completed a vocational training programme prior to commencing their studies fell to 28%. In 1997, the corresponding proportion was still 32%, while in 1994 it was even as high as 34%. The drop in the proportion of students holding a double qualification is noticeable both in the university sector (from 23% to 20%) and in the Fachhochschule sector (from 62% to 53%).

Delaying the Start of Studies

79% of male students and 42% of female students did not immediately commence their studies after gaining their higher education entrance qualification. On average, males not going immediately into higher education commenced their studies around 22 months after they had gained their higher education entrance qualification (median: 15 months) and female students the delay was just under 27 months after gaining that qualification (median: 16 months).

Compared to 1997, students' behaviour relating to the transition into higher education had hardly changed. The order of reasons given for these delays also remained stable. The main reason for men is military/alternative community service, which alone or inter alia delays the transition to higher education. Other important aspects are vocational training completed after gaining the higher education entrance qualification, employment and the completion of practical training (internship/placement). A different constellation was observed among female students: In fact, vocational training, practical training (internship/placement) and employment were also the main reasons cited by them for delaying the start of their studies. However, in contrast to men, a stay abroad or language course as well as uncertainty about which course of training to take played a major role.

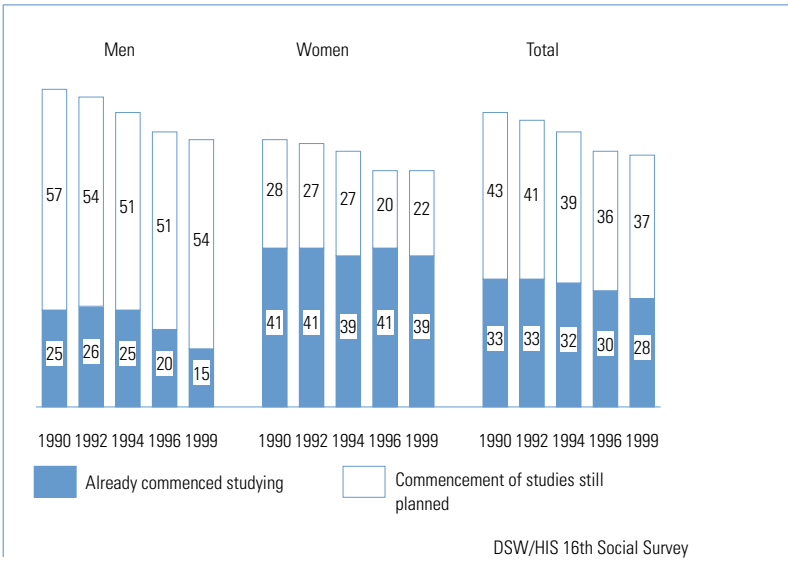
To Study or Not to Study?

Delays in the commencement of studies are also to be seen in connection with the increasing practice of deciding not to study at all, although actually qualified for entrance to higher education. According to HIS surveys carried out among holders of a higher education entrance qualification, the preference for studying is falling among holders of a higher education entrance qualification. While the gross study rate of school-leavers was 66% in 1996, it fell by a further percentage point in 1999. Thus, the process continued which had began as early as back at the beginning of the 1990s. Since then, the study rate among holders of a higher education entrance qualification has dropped from 76% to 65%.

However, the recent fall applies solely to men. Among those who left school holding a higher education entrance qualification in 1999, men only achieved a gross study rate of 69%, a further fall of two percentage points over 1996 and a fall of 13 percentage points over 1990. The gross study rate for women is stagnating at 61%. This means that it had dropped by eight percentage points since the beginning of the 1990s.

Fig. 7 **Holders of higher education entrance qualifications 1990, 1992, 1994, 1996 and 1999: Gross study rate 6 months after leaving school**

in %



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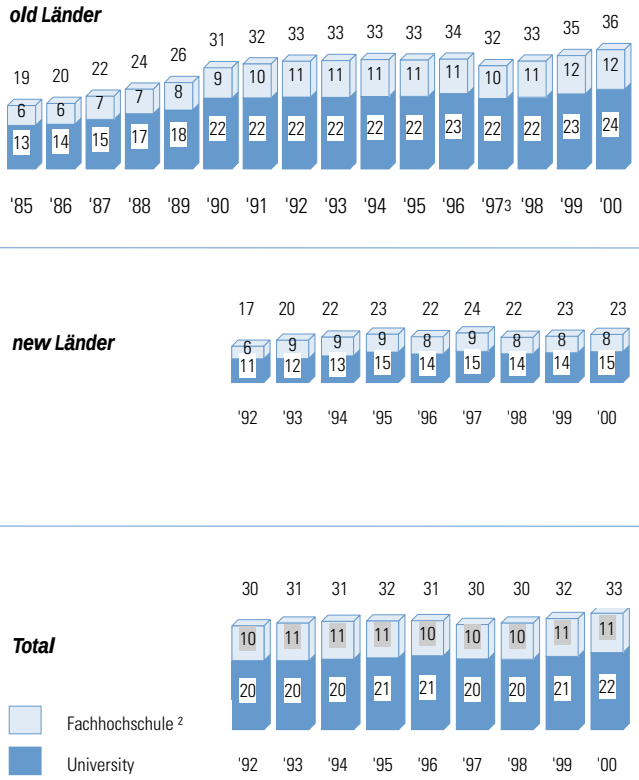
3 Educational Participation

Educational participation related to higher education access measures the extent to which same-aged population year groups participate in academic education (study entrant rate). Socio-specific educational participation rates provide insights into the proportions to which children with differing social background characteristics enter higher education.

Fig. 8 **Proportion of German study entrants (study entrant rate) among the same-aged[1] German population 1985-2000 at universities and Fachhochschulen (universities of applied sciences)**

in %



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[1] average year group sizes for the 18-21-year-old population or, from 1997, the 19-24 year-old population

[2] including public administration Fachhochschulen (Verwaltungsfachhochschulen)

[3] from 1997, including East Berlin

Sources: Federal Office of Statistics, HIS-own calculations

Study Entrant Rate

In 2000, one third of the 19- to 24-year-old German population commenced a course of higher education study. Compared to 1996, this represents a slight increase (+2 percentage points), which falls equally on the university sector and the Fachhochschule sector.

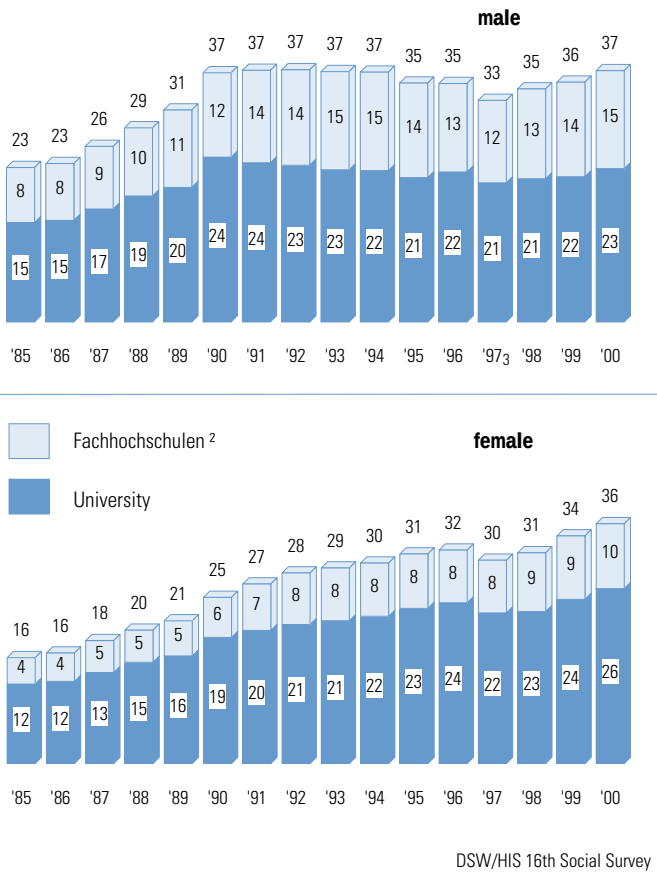
Educational participation in the new Länder continues to fall clearly behind that in the old Länder (23% versus 36%).

Educational Participation by Sex

Differences between the sexes have continued to decrease over recent years due to the strong growth in the educational participation of young women. In the 2000/2001 academic year, 34% of men and 33% of women commenced a course of higher education study.

Fig. 9 Proportion of German study entrants among the same-aged[1] German population by sex and type of higher education institution 1985-2000

old Länder, in %



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[1] average year group size for the 18-21-year-old population or, from 1997, the 19-24 year old population

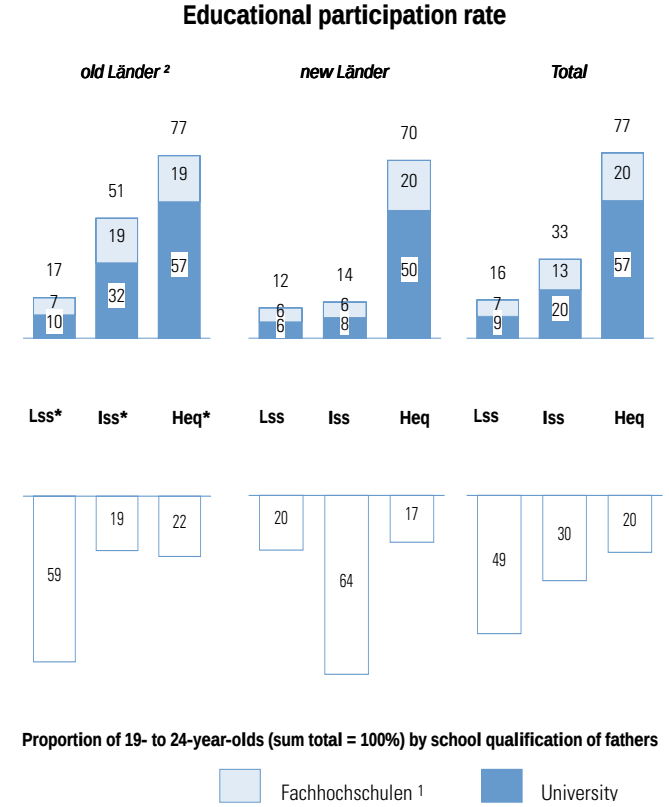
[2] including public administration Fachhochschulen (Verwaltungsfachhochschulen)

[3] from 1997, including East Berlin

Source: Federal Office of Statistics, HIS - own calculations

Fig. 10 Educational participation of 19-24-year-olds in higher education, by the school education of students'[1] fathers 2000

in %



Interpretation Aid: 59% of all 19- to 24-year-olds in the old Länder have fathers whose highest school leaving qualification is a lower secondary certificate (Hauptschulab schluss). Of these 59%, 10% attend a university and 7% a Fachhochschule.

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[1] including public administration Fachhochschulen (Verwaltungsfachhochschulen

[2] from 1997, including Berlin

* Lss = Lower secondary school, Iss = Intermediate secondary school, Heq = Higher education entrance qualification

Educational Participation by the School Qualification of Students' Fathers

The family educational background continues to be of decisive significance as far as the transition into higher education is concerned. Of those children whose father held a higher education entrance qualification (Hochschulreife), three quarters will begin a course of higher education study. Only a third of those children whose fathers gained an intermediate secondary school leaving certificate (mittlere Reife) will take the same route, while only one in six children whose fathers hold a lower secondary school leaving certificate (Hauptschulabschluss) will do so. The correlation between the father's school leaving certificate and the commencement of a course of higher education study has continued to increase since 1996.

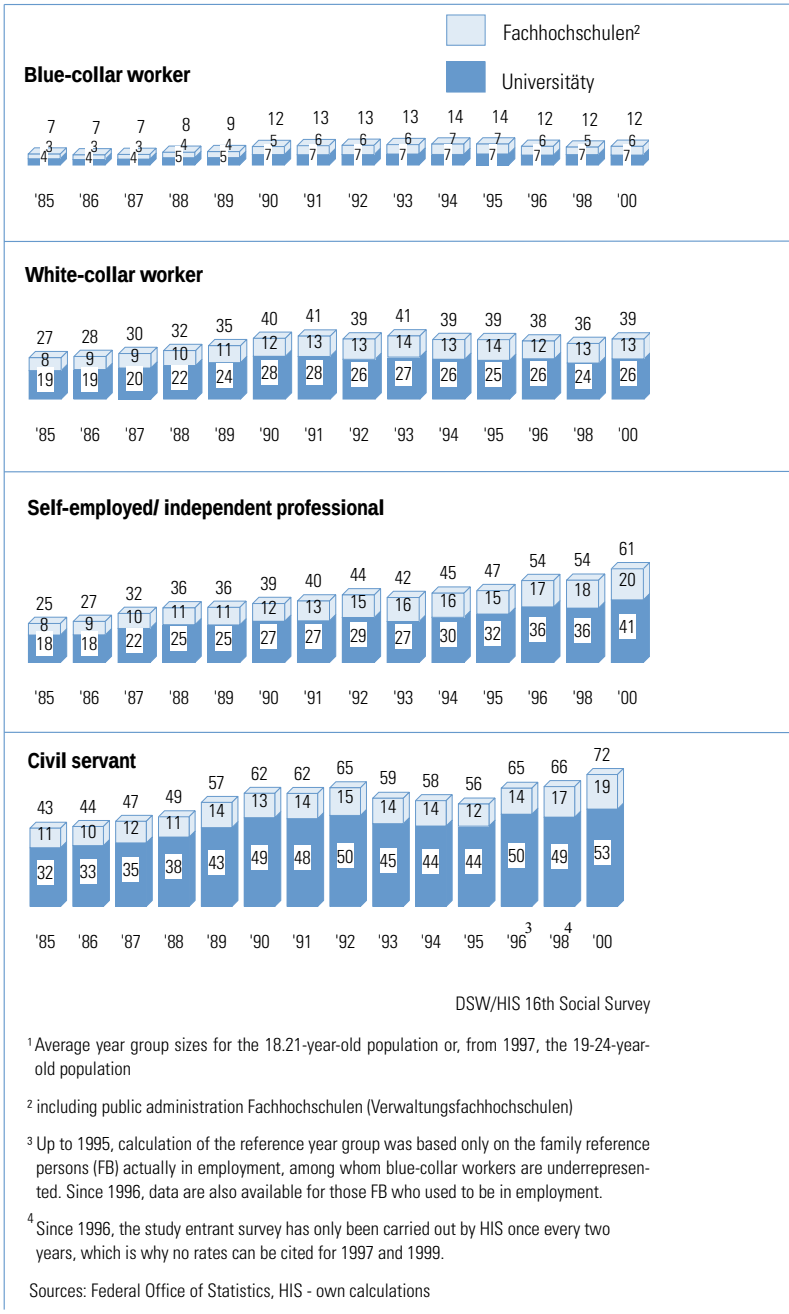
Educational Participation by Occupational Status of Students' Fathers

The social insurance law categories „blue collar", „white collar", „self-employed/independent professional", and „civil servant" in some cases actually conceal very heterogeneous groups, for example, as far as educational level and income are concerned. Nevertheless, a high degree of correlation exists between the occupational status of the father and the educational participation of his children. Almost three quarters of those children whose father is a civil servant take up a course of higher education study. 60% of the children of self-employed or independent professionals study. Educational participation by children from white-collar worker households is much lower at 37%, while only a minority of working class (blue-collar) children actually enter higher education (12%).

Status-dependent differences in educational participation have strengthened over recent years, as a timeline, and other charts, for the old Länder illustrate since 1985. A pronounced increase in the educational participation of the children of civil servants and the self-employed/independent professionals was observed, while the rate for working-class children increased only slightly or stood still at its low level over recent years.

Fig. 11 Educational participation in higher education, by occupational status of students´ fathers over the course of time from 1985-2000[1]

old Länder, in %



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[1] Average year group sizes for the 18.21-year-old population or, from 1997, the 19-24-year-old population

[2] including public administration Fachhochschulen (Verwaltungsfachhochschulen)

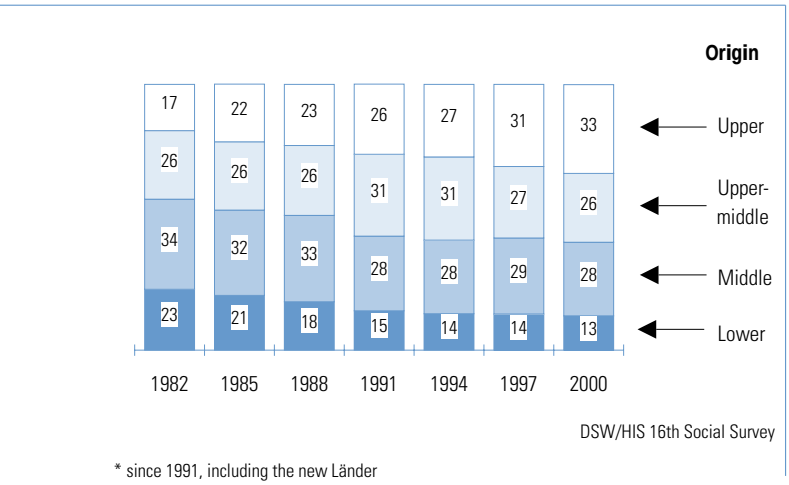
[3] Up to 1995, calculation of the reference year group was based only on the family reference persons (FB) actually in employment, among whom blue-collar workers are underrepresented. Since 1996, data are also available for those FB who used to be in employment.

[4] Since 1996, the study entrant survey has only been carried out by HIS once every two years, which is why no rates can be cited for 1997 and 1999.

Sources: Federal Office of Statistics, HIS - own calculations

Fig. 12 Social make-up of the student body-development since 1982*

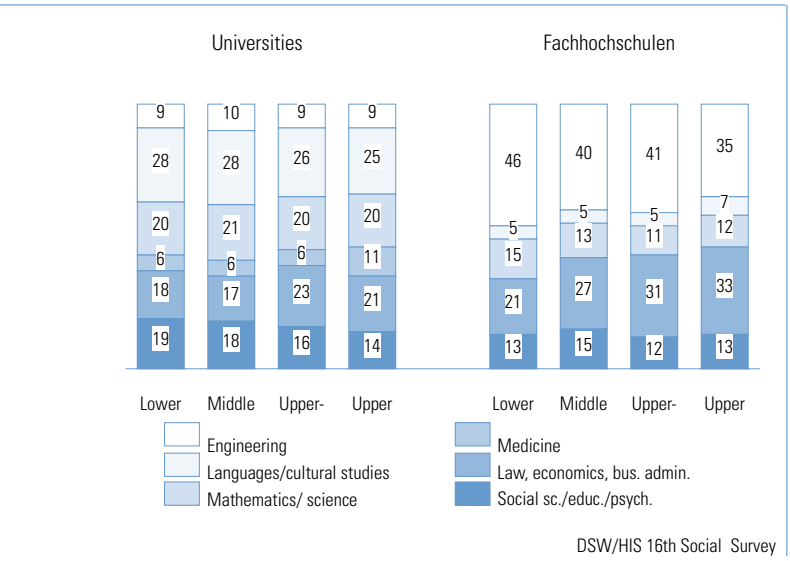
in %



* since 1991, including the new Länder

Fig. 13 Structure of subjects studies of students, by social origin

Students in their first degree course, in %



Social Make-Up of Students 4

The results of demographic developments and changes in socio-specific educational participation result in the following make-up of the student body by various socio-specific characteristics:

4.1 Social Background

According to the four social background groups defined by the social survey (lower, middle, upper-middle, upper), the make-up of the student body changed only slightly from 1997 to 2000: The proportion of students from the „upper" social background group increased slightly (from 31% to 33%), while the proportions for the other social background groups exhibited a downward trend („upper-middle": from 27% to 26%, „middle": from 29% to 28%, „lower": from 14% to 13%).

A longer-term examination reveals the following changes: From 1982 to 2000, the proportion from the highest social background group almost doubled (from 17% to 33%), while the proportions of students from the two lower social background groups, and especially the lowest social background group, experienced a pronounced drop („middle": from 34% to 28%, „lower": from 23% to 13%).

More than half of the students studying in the Fachhochschule sector come from the two lower - less educationally-oriented - social background groups, while a good third of university students can be attributed to these social background groups.

The social situation in the parental home also influences the choice of study subject which prospective students make. Students from less educationally-oriented and financially weaker parental homes are overrepresented in engineering and social sciences disciplines in particular. By contrast, students from educationally-oriented parental homes have an above-average tendency of choosing to study a degree course from the fields of law, economics and business

administration, or medicine.
In the advanced semesters, the proportion of students from the two lower social background groups is larger than in the lower semesters. It may be assumed that students from the two lower social background groups tend to remain in higher education longer than students from the two upper social background groups. One reason for the longer study time is, among others, to be seen in the relatively higher extent of gainful employment which these students engage in, especially to cover their cost of living. The largest proportion of these students is made up of former BAföG educational assistance recipients who lost their BAföG entitlement, in most cases because they exceeded the maximum support period or because they changed their study subject. Moreover, it should be noted that many more students from the lower social background group than from the upper one interrupted/dropped out of their studies (61% versus 43%). The most frequently mentioned reason given by students interrupting/dropping out of their studies was financial problems (51% versus 19%).

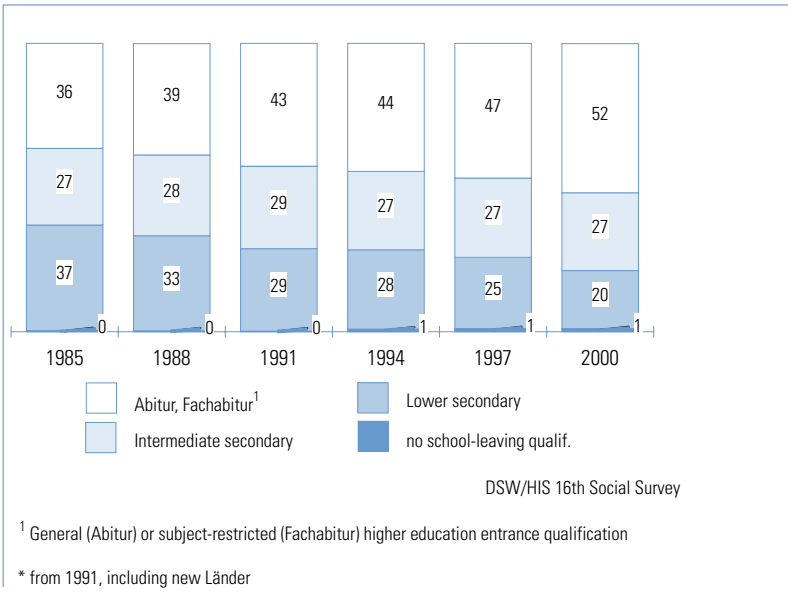
4.2 School and Educational Qualifications held by Parents

The proportion of students from parental homes where at least one parent also holds a higher education entrance qualification (Hochschulreife) rose in the period from 1997 to 2000 from 47% to 52%. By contrast, the proportion of students whose parents hold a lower secondary school leaving certificate (Hauptschulabschluss) as their highest school qualification fell from 25% to 20%.

The development of more and more students coming from parental homes in which at least one parent also holds a higher education entrance qualification has been observable over a longer period of time. In 1985, the proportion was still at a good third. By contrast, the proportion of students from parental homes in which a lower secondary school leaving certificate is the highest school qualification dropped from almost two fifths to just one fifth in the period from 1985 to 2000.

Fig. 14 Highest school qualification of parents 1985-2000*

in %



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[1] General (Abitur) or subject-restricted (Fachabitur) higher education entrance qualification

* from 1991, including new Länder

Judging by the educational qualifications held by parents, the proportion of students with at least one parent holding a higher education entrance qualification reached its highest value in 2000 at 44% (1997: 39%). By contrast, at 28% the proportion of students whose parents hold a vocational qualification or craft certificate was noticeably lower in 2000 than it had been in previous years (1997: 31%).

The changes turn out to be the effect of a general rise in the educational level of the general population and the differing rates of educational participation by the various social background groups.

4.3 Occupational Status of Parents

Judged by the occupational status of the father, the make-up of the student body only changed insignificantly in the period from 1997 to 2000. The largest proportion of students have a father who is a white-collar worker (42%, 1997: 42%). In the next two groups - i.e. students' fathers who are civil servants and students' fathers who are self-employed/ independent professionals - the proportion was 20% in each case (1997: 21% respectively 20%) and the proportion for students whose fathers have the status of a blue-collar worker was 18% (1997: 17%).

When the occupational status of mothers is used as a basis, the change between 1997 and 2000 becomes even more obvious: The proportion of students with a mother who is a white-collar worker rose from 52% to 55%, as did the proportion of mothers with civil servant status (from 8% to 10%).
The proportion of students who have a working-class mother is falling (from 8% to 7%) as is the proportion of students whose mother is a housewife (from 23% to 20%). Only the proportion of students whose mother is self-employed or an independent professional remains unchanged at 9%.

5 Study Funding - Student Income

This section describes the income situation of single students, not living in the parental home and enrolled in their first-degree course (Reference Group „Normal Student"). These students are treated as the rule for all maintenance and support policy considerations. The „normal student" reference group currently applies to 65% of all students.

Amount of monthly Income

The average of total income on what students in year 2000 dispose per month ranges with 703 € slightly higher than 1997 (693 € on average).

The mean variation of monthly income levels is substantial: The quarter of students with the lowest incomes have less than € 537 per month, while the quarter with the highest incomes have more than € 818. The median of monthly incomes - the sum which one half of all students exceed and the other half fall below - is € 665.

Fig. 15 Level of monthly incomes - Averages

„Normal student" reference group, in €

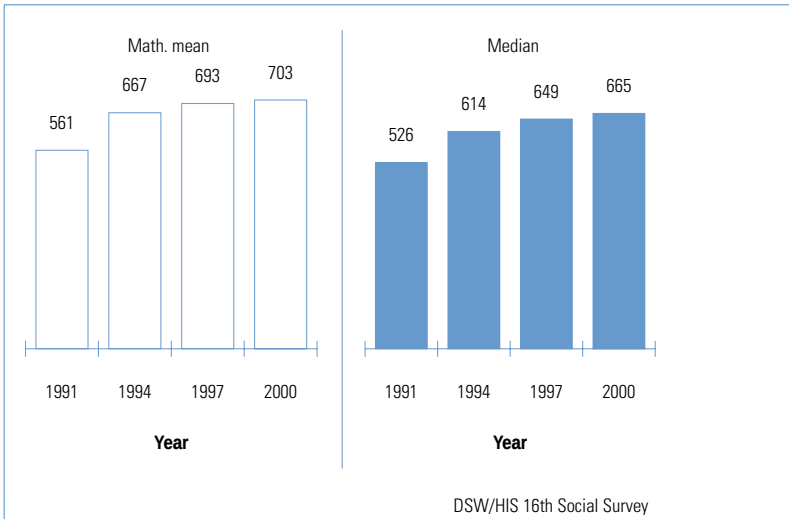

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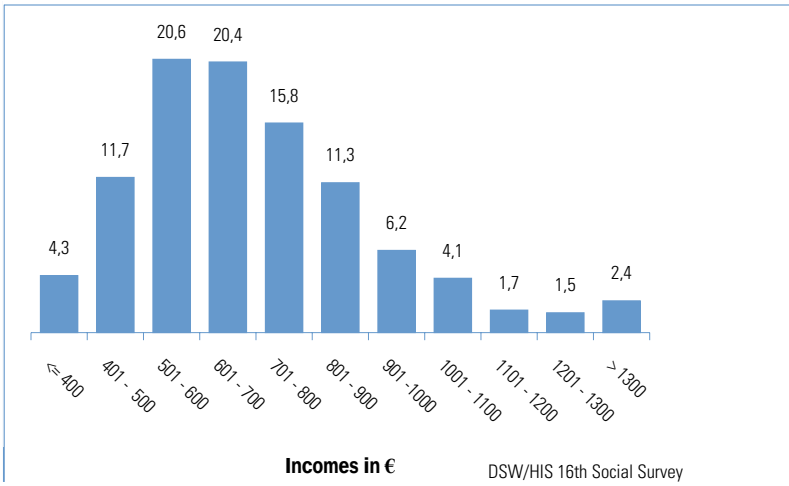
Fig. 16 Income distribution 2000 - Students by level of monthly incomes

„Normal student" reference group, in %



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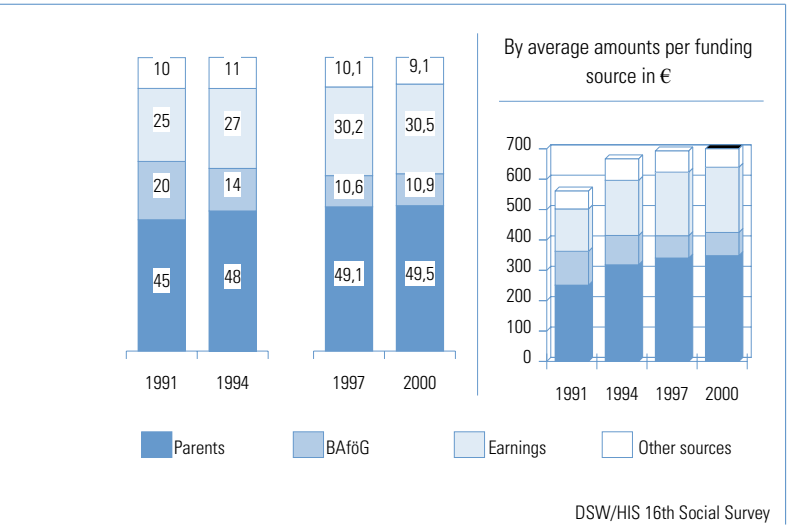
Sources of Income - Funding Sources

The great majority of students (86%) receive financial support from their parents - a good 12% live solely on maintenance payments from their parents. Just under two thirds of all students contribute to their living expenses with earnings from employment engaged in besides their studies - for 5% of students this is the sole source of funding. BAföG educational assistance is used by just under 24% of the students in the „normal student" reference group (for information on the BAföG rate among all students cf. Ch. 7) - a good 1% of students in the „normal student" reference group live solely on BAföG assistance.

Fig. 17 Composition of monthly incomes, by origin of the funds

„Normal student" reference group, proportion per funding source, in %



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Over and above this, students make use of additional funding sources whose significance is certainly not to be underestimated in individual cases, but which all in all only play a negligible role.

The statistical make-up of the monthly receipts (income) of students changed marginally in the period from 1997 - 2000: As far as the funding sources „parents", „BAföG" and „personal earnings" are concerned, it is possible to observe a development towards a minor increase in the respective proportions of the monthly incomes (parental contribution: from 49.1% to 49.5%, BAföG contribution: from 10.6% to 10.9%, personal earnings: from 30.2% to 30.5%). The proportion covered by other sources has dropped accordingly. This means that the long-observed trend of an increasing amount of self-funding from personal earnings (in 1982 this proportion was just 19%) slowed down in the 1997 - 2000 period and the reduction in the BAföG proportion of the monthly income of students measured since 1991 did not continue.

Income Differences

The level of students' monthly incomes is more or less strongly influenced by various factors (Ch. 5.3). Most conspicuous is the income level's dependence on the age of students. As students grow older, the average amount of their monthly income rises from € 617 for students in the „up to 21 years old" age group to € 841 for students in the „30 years and older" age group.

Likewise, a substantial difference has been established in the monthly income levels of students in the **old Länder (formerly West Germany)** and those in the **new Länder (former East Germany):** While the monthly income of students in the old Länder averages out at € 727 (median: € 680), students in the new Länder have an average income of € 605 (median: € 562). Compared with the average monthly income available in 1997 (old Länder: € 712, new Länder: € 570), the gap between the income sums continued to narrow, meaning that incomes continued to align.

Further alignment is a consequence of the fact that students in the old Länder only increased their monthly incomes nominally by 2.1% from 1997 to 2000, while the nominal increase in the new Länder was much higher at 6.1%.

Consideration of how the cost of living price index for all private households valid for the respective region developed produced the following real-value change in income levels: With the income they achieved in the year 2000, the purchasing power of students in the old Länder was 1.4% lower than that of comparable students in 1997, while the income of students in the new Länder in the year 2000 provided them with a purchasing power that was 2.8% higher than that which comparable students had at their disposal in 1997. At € 635, the level of monthly income for students receiving parental-dependent BAföG.

Fig. 18 Development of monthly incomes, by old and new Länder - averages

„Normal student" reference group, in €

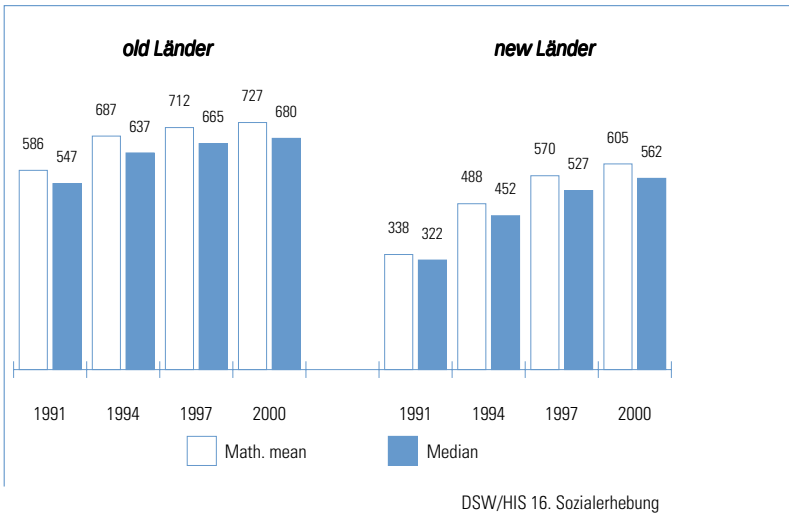

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Fig. 19 Composition of monthly incomes, by old and new Länder

„Normal student" reference group, proportion per source in %

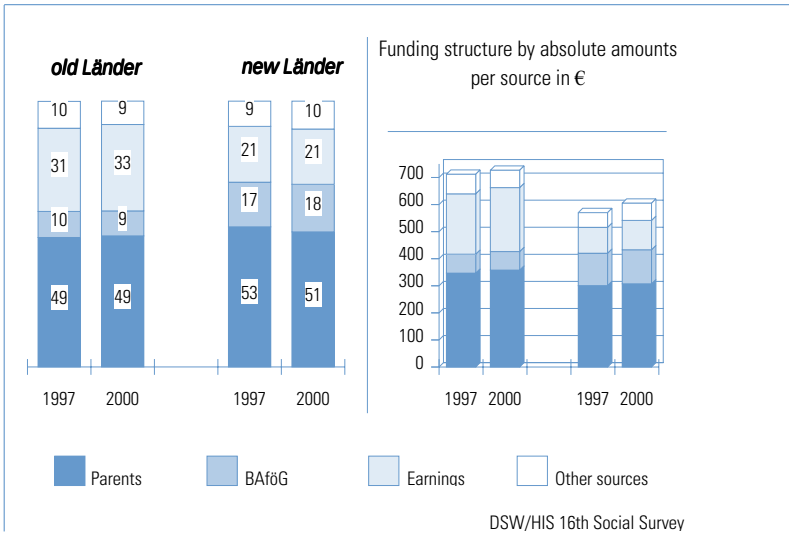

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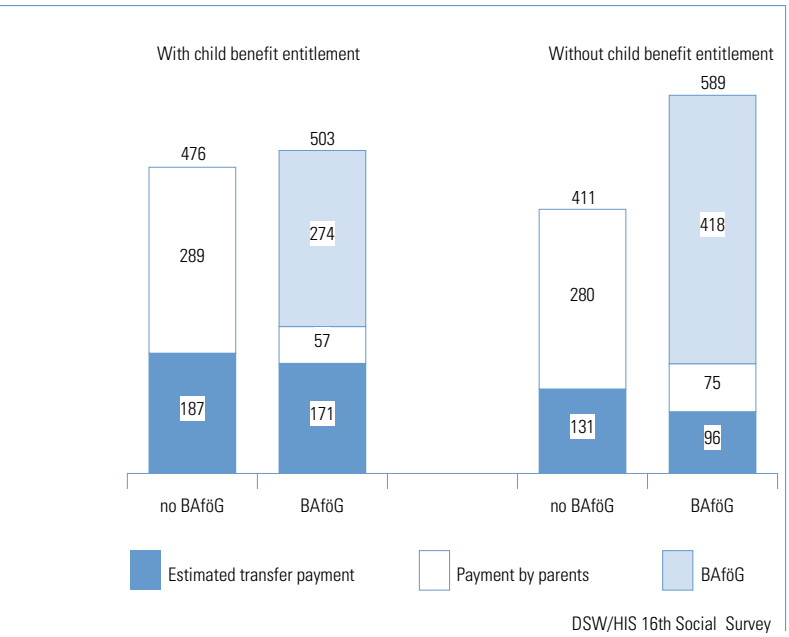
Fig. 20 **Maintenance payments by parents and estimated state transfer payments for selected groups of students**

„Normal student" reference group, in €



assistance is clearly lower than the sum which students in general have at their disposal (€ 703).

Parental Contribution

On average, parents provide just under half of the means available to students in the „normal student" reference group. In fact, 86% of the students were supported by their parents, with the average support amounting to € 405 per month. In 1997, the proportion was at the same level, although the average amount of the means provided was slightly lower at € 395.

At a conservative estimate, parents who financially support their children receive state transfer payments (child benefit, child allowance, education allowance, maintenance allowance) amounting to € 175 on average, meaning that actually only € 231 of the parental mainentance sum comes from parental-own funds. The survey estimates also determined that 13% of the students in the „normal student" reference group only received parental support at levels which were lower than the estimated transfer payments. This means that the parents of at least 95,000 students did not fully pass on the transfer payments which they had received to their student child(ren).

The extent of parental support is influenced to a particular degree by social background and by the age of the students: Along with social background, both the proportion of students maintained by parents as well as the level of the maintenance increase. As students grow older, both the proportion of students financially supported by their parents as well as the level of the parental maintenance contribution fall.

Self-funding - Personal Earnings

The proportion of students who contribute towards their own maintenance with personal earnings (employment) dropped slightly in the period from 1997 to 2000 (from 67% to 66%). By contrast, average additional earnings rose from € 312 to € 327.

The extent of self-funding is particularly dependent on the age of the students. As they grow older, the proportion of students who have their own earnings increases as does the average amount of those earnings: from 49% with € 201 in the up to 21 years old age group to 89% with € 584 in the 30 years and older age group.

The age-dependent increase in additional earnings balances out the decreasing level of parental support, while the amount of total monthly income is simultaneously increased. Consequently, the falling basic support is overcompensated for, an effect which can largely be explained by rising standard of living expectations as students grow older.

The level of financial support from the family and, where applicable, BAföG (base funding) has a decisive influence on whether students earn additional income and on how much additional income they earn.

Fig. 21 **Level of personal earnings, by age of students**

„Normal student" reference group, math. mean in € related to the proportion of relevant students

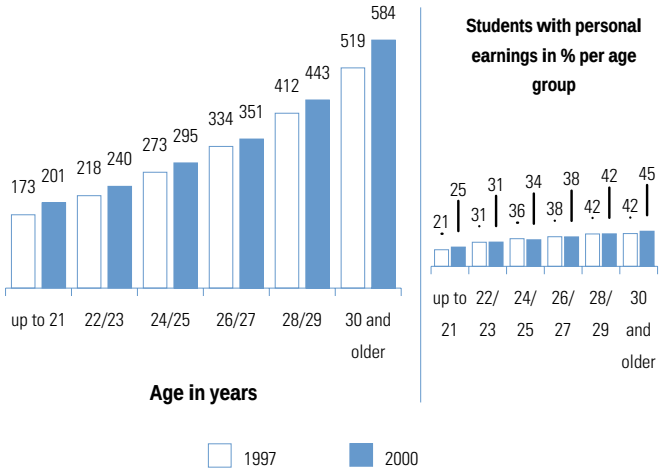


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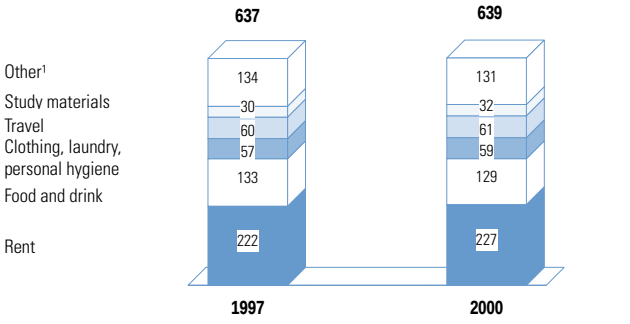
Fig. 22 **Monthly expenditure of students**

„Normal student"-reference group, proportion per funding source in €



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¹ Other covers costs for personal health insurance, telephone and postage, hobby, sport and similar costs

6 Cost of Living - Student Expenditure

In 2000, the cost of living for students in the „normal student" reference group was at more or less at the same level throughout Germany as in 1997. The average sum of students' monthly expenditure amounted to € 639 (1997: € 637). The median value was € 603 (1997: € 607).

However, even in the year 2000, there was still a clear difference in the level of the monthly cost of living for students in the old Länder and for those in the new

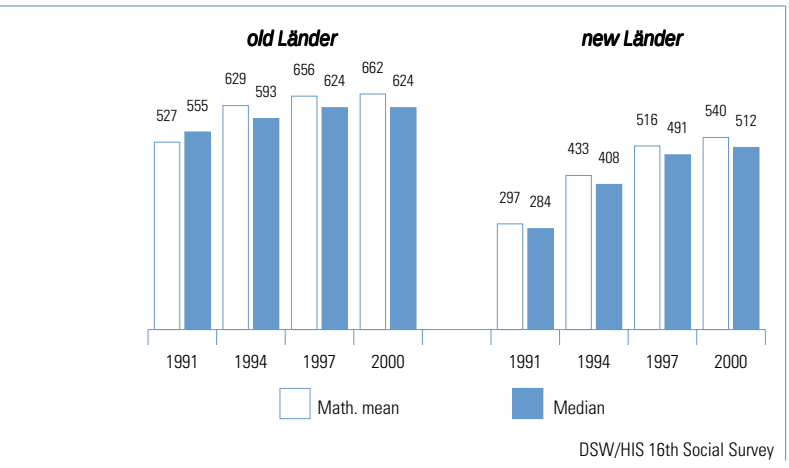
Länder: On average, students in the old Länder spend € 122 per month more than students in the new Länder. The drop in the spending difference which was at € 140 in 1997 indicates that living expenses continued to align. In the old Länder, the average amount of monthly costs totalled € 662 (1997: € 656), while in the new Länder it was € 540 (1997: € 516). The median value of the expenditure distribution remained unchanged in the old Länder at € 624, while in the new Länder it shifted from € 491 to € 512.

Development of Monthly Expenditure - Nominal and Real

From 1997 to 2000, the average sum of monthly expenditure increased nominally in the old Länder by 0.9% and in the new Länder by 4.7%. Under consideration of the development of the cost of living price index for all private households in the respective region, the purchasing power of students' monthly outgoings was 2.6% lower than in 1997, while students in the new Länder experienced a 1.4% real-value increase in costs.

Since 1991 - the year in which the first joint social survey was carried out in both regions of Germany - students' monthly expenditure has seen a pronounced increase both in the old as well as in the new Länder (old Länder: from € 527 to € 662, new Länder: from € 297 to € 540). In the old Länder, monthly expenditure increased nominally by a good quarter over the period from 1991-2000, while in the new Länder, and starting from a much lower level, the nominal increase amounted to more than 80%. In real terms then, i.e. under consideration of the changes in the respective cost of living price indices, the monthly costs for students in the year 2000 were 4.7% higher than those for students in 1991, while in the new Länder the real-value increase in monthly costs over this period ran to 27.7%. The differing rates of increase clearly illustrate the cost of living alignment process in progress between the old and the new Länder.

Fig. 23 Development of expenditure totals 1991 - 2000
„Normal student" reference group, in €



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Comparison of the average sums spent on the individual items of expenditure clearly shows that, as a rule, students in the new Länder spend less on the individual cost of living items than students in the old Länder. In the new Länder, expenditure on rent (€ 183 versus € 237) and food (€ 108 versus € 134) continued to be noticeably lower. Students in the new Länder only spent more on average on their car/public transport (€ 68 versus € 60).

Mathematically, calculation of the average monthly receipts (income) and outgoings results in a surplus. This can largely be explained by the fact that students with above-average monthly incomes, in particular, achieve distinctly higher surpluses. Generally, it must be presumed that students are more aware of their income situation than of their costs (with the exception of expenditure on rent). To a certain extent, the mathematical income surplus can be explained by incomplete acquisition of expenditure data.

7 BAföG (Bundesausbildungsförderungsgesetz) Educational Assistance

At the time of the survey in the summer semester 2000, BAföG educational assistance was governed by the 20th Law on the Amendment of the Federal Educational Assistance Act (20. BAföGÄndG of 7 May 1999). The previous 15th Social Survey had been carried out in the summer semester 1997, when BAföG was governed by the 18th Amending Law, which had come into force on 17 July 1996.

In the meantime, BAföG has again been reformed, although this reform only came into force on 1 April 2001, i.e. after the 16th Social Survey had been carried out.

Fig. 24 Proportion of BAföG recipients related to all students - Standard method

in %

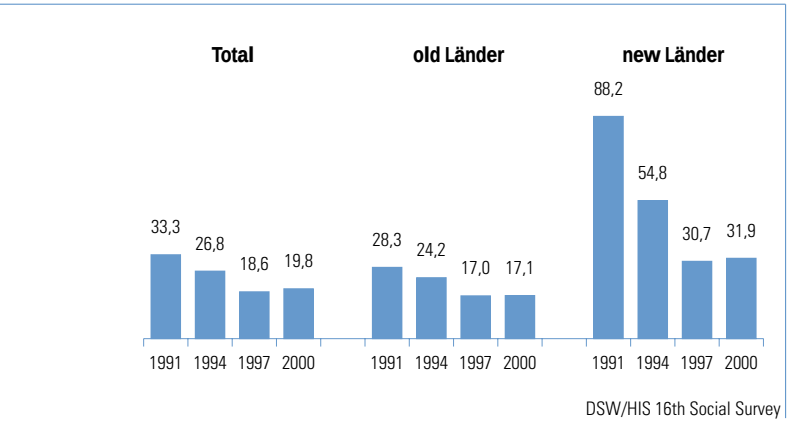
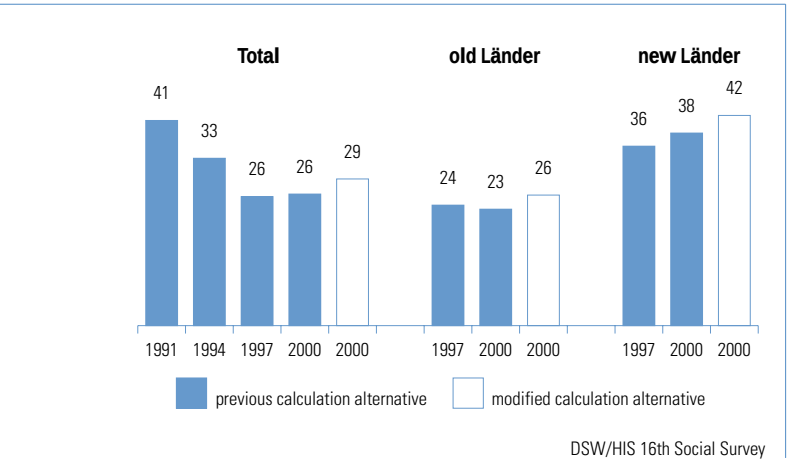


Fig. 25 Proportion of BAföG recipients related to those students who, on merit, are entitled to support - normative method

in %



Extent of the Assistance - Assisted Students Rate

The assisted students rate or BAföG rate reflects the proportion of students receiving BAföG assistance at the time of the Social Survey. This rate is meanwhile calculated on the basis of three different methods which vary in terms of the differing definitions given to the reference group (cf. Ch. 7.2).

Both so-called standard method as well the normative method (the previous calculation alternative) showed that there had been a slight increase in the BAföG rate throughout Germany in the period from 1997 to 2000 (from 18.5% to 19.8% respectively from 25,6% to 26.1%). This means that the fall in the BAföG rate observed in previous periods (1991 to 1997: from 33.3% to 18.6% respectively from 40.7% to 25.6%) had been stopped.

Based on the modified calculation alternative for the normative method, used for the first time in this survey, 29% of those students who according to the law are entitled to claim BAföG assistance - meaning students who have not lost the right to BAföG (e.g. because they exceeded the maximum support period, lack academic achievement credits, etc.) - actually receive assistance.

The slight rise in the nationwide BAföG rate is above all to be put down to an increase in the proportion of assisted students in the new Länder (from 30.7% to 31.9% according to the standard method, from 35.6% to 38.2% according to the normative method), because the standard method showed that the BAföG rate in the old Länder had practically remained unchanged in the period from 1997 to 2000 (1997: 17.0%, 2000: 17.1%), while the normative method (the previous calculation alternative) revealed that the trend was actually still a downward one (1997: 23.9%, 2000: 23.1%).

Compared to 1997, a larger proportion of students were receiving assistance in 2000 who come from parental homes with lower to middle family incomes. By contrast, the BAföG rate had fallen among students whose parents have a monthly income in excess of € 3,068.

Assistance Levels

The sums paid out to all assisted students averaged out at € 306 per month in 2000. Compared with the corresponding result in 1997 (€ 304), the level of assistance practically remained unchanged.

Assisted students who no longer live in the parental home received an average amount of assistance of € 325 (old Länder: € 334, new Länder: € 285), while assisted students who were still living with their parents received € 218 on average (old Länder: € 227, new Länder: € 193).

Subjective View of Assistance

Almost three quarters of the assisted students (72%) assume that they will be able to study without BAföG. Around two fifths (39%) consider BAföG educational assistance to be appropriate and a good two fifths (42%) feel that the assistance provides a secure future planning basis. As the level of the assistance rises, the proportion of assisted students also increases who voice such views.

Time Budget 8

Time spent Studying

On average, students spend a total of 36 hours per week on their studies. Of these, around 19 hours are used to attend lectures and courses, while 17 hours are spent on personal study activities. The time spent on study and the division between lectures and courses, on the one hand, and personal study, on the other, have largely remained constant over years now.

Fig. 26 Study load compared by subject fields

Students in the first degree course, in hours/week

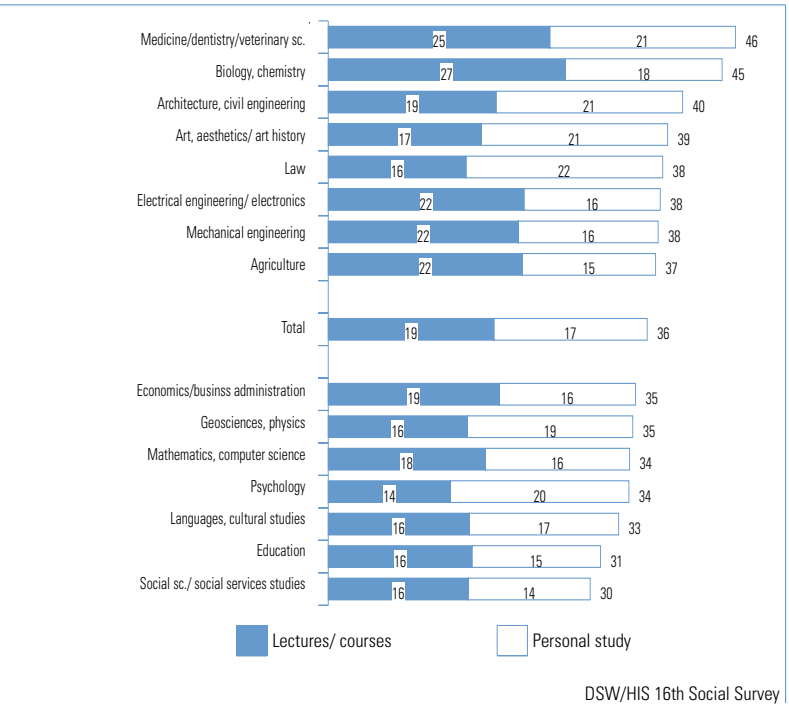


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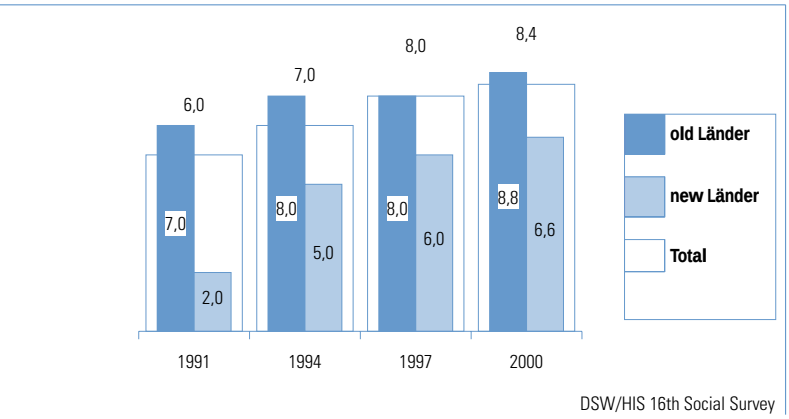
Fig. 27 Development of the time spent in paid employment

Students in their first degree course, averages in hours/week



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At 37 hours per week on average, the study week at Fachhochschulen (universities of applied sciences) is one hour longer than at the traditional universities, with an increased proportion of supervised teaching in the Fachhochschule sector (22 hours versus 18 hours).

The time spent studying is dependent on the subject group and ranges from 30 hours (social sciences) to 46 hours (medicine).

As the studies progress or respectively as students grow older, the length of the study week decreases gradually. And so students in their first degree course spend about 39 hours per week studying in the first two study semesters, while, by contrast, students spend four hours less in the 11th and 12th semesters.

Time spent in Employment

Related to all students in their first degree course, the workload for employment averages out at 8.4 hours per week. The 65% of students who actually take up employment spend around 13.9 hours working per week in the semester (lecture period). The time spent on paid employment is fairly widely spread: Around one in ten students in paid employment work up to four hours per week, just under a third work up to eight hours per week. At any rate, more than one in six students spend more than 20 hours a week in paid employment.

The time spent in paid employment correlates strongly with regional conditions (university location, size of the university town, regional labour market). It is subject to study-specific parameters (subject group, extent of regulation in the degree course, number of study semesters completed). Of the socio-demographic characteristics, it is students' age which is of greatest significance to the extent of paid employment engaged in besides studying.

Time spent on Studies and Employment

The time spent on studies and employment averages out at 45 hours per week. As for the individual activity fields, the overall time burden is also spread relatively widely: One quarter of students have a weekly workload (studies and employment) of up to 35 hours per week, while, on the other hand, one fifth invest more than 55 hours per week in their studies and employment.

Time Division between Studies and Employment

There is a close correlation between the extent of employment time and time spent studying. The more time students use to earn money besides studying, the less time they invest in lectures, courses and personal study. With every hour used for employment, the workload for study activities drops by around half an hour.

Full-time versus Part-time Studies

To differentiate between full-time and part-time studies, the survey created four time types, using their employment patterns as a basis:

The proportion of students engaged in classic full-time study with a low employment load amounts to 67% (1997: 68%). The classic student type in full-time study with a low employment load has been falling continually since 1988 (79%). The group of full-time students with a high employment load amounts to 13% (1997: 14%). One in five is classed as a part-time student (1997: 19%), of whom well above half had no or only a relatively low employment load. Therefore, paid employment is not the sole decision-affecting reason for part-time study.

Fig. 28 Time spent in Employment and Studying

Students in their first degree course, averages in hours/week

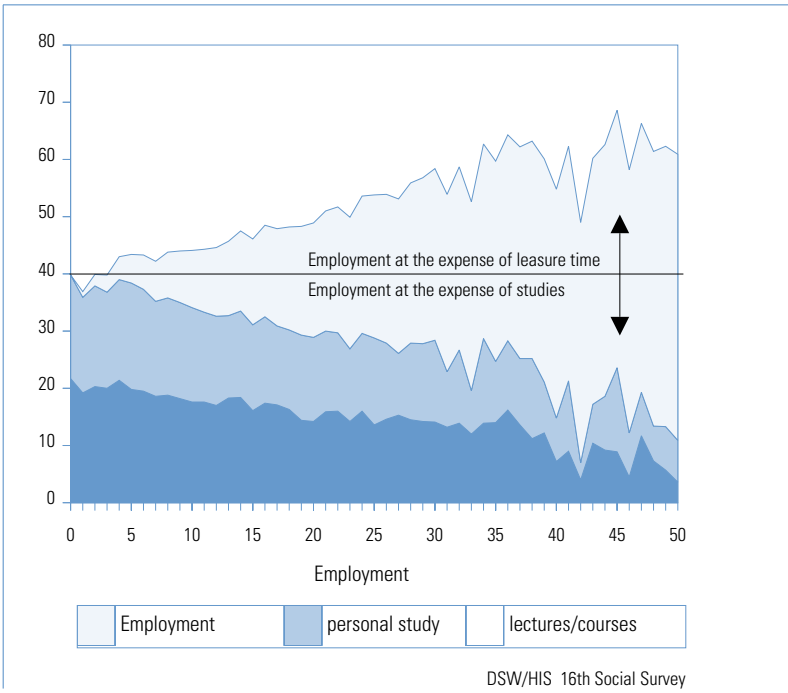

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Fig. 29 **Development of the working student rate during the lecture period (term) compared by types of higher education institution**

in %

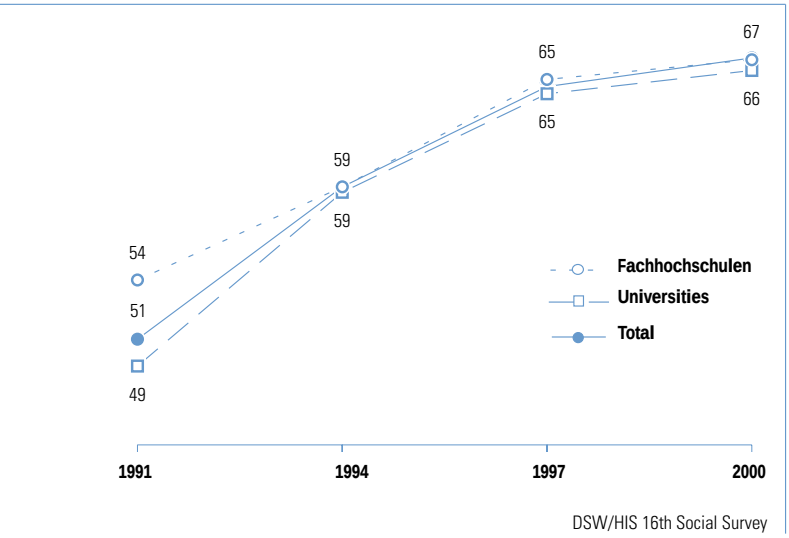

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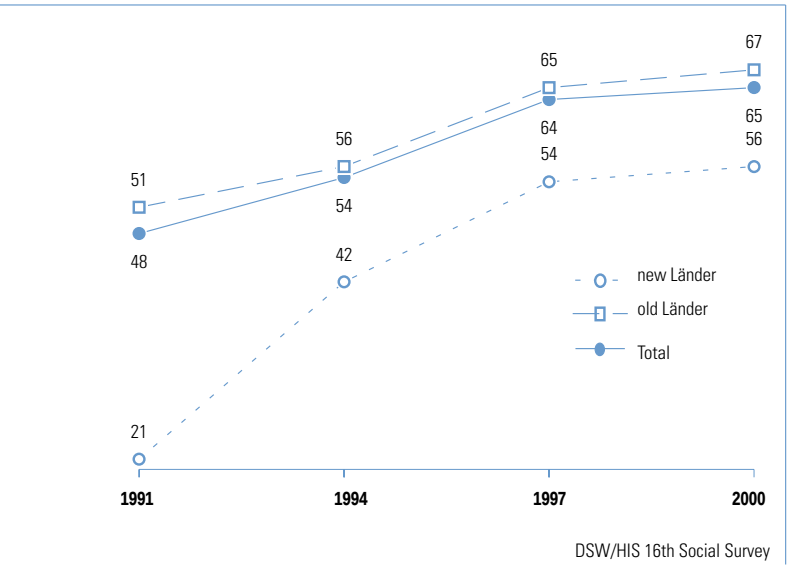
Fig. 30 **Development of the working student rate - Comparison of new and old Länder**

Students in their first degree course, in %



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Student Employment 9

Working Students Rate

67% of all German students were employed in one way or another to varying degrees and with varying regularity in the non-lecture period (recess) and in the lecture period (term) of the summer semester 2000. The working students rate had increased by 2 percentage points over 1997. In the time from 1991 to 1997, higher increase rates (between 6 and 8 percentage points) were recorded.

In the new Länder, the rate of working students in their first degree course continues to be distinctly lower than in the old Länder (56% versus 67%). In a comparison of the 16 federal states, the working students rate ranges from 80% in Hamburg to 49% in Saxony-Anhalt.

As students grow older, the proportion of those who in any case take up paid employment, besides studying, during the non-lecture period (recess) rises (from 41% of the 19-year-olds to 85% of the 30-year-olds) as does the proportion of students who are in paid employment all the time (from 6% of the 19-year-olds to 48% of the 30-year-olds).

Universities and Fachhochschulen have a similarly high proportion of working students. Student employment is more widespread in relatively less-structured disciplines than in the more strongly-regulated disciplines (e.g. 73% in the social sciences, 51% in medicine).

Reasons for Working

Economic reasons are mainly cited as the reasons for taking up employment (multiple answers possible), being cited by around two thirds of the working students in their first degree course as to why they took up paid work besides studying: 69% aimed to be able to „afford a little more" (1997: 64%), while 60% explained their reasons for taking up paid employment as: „Because it is absolutely necessary to finance my living expenses" (1997: 63%). The motive „living expenses" is of much greater significance to the time load invested in employment than is the striving for additional consumption.

Types of Work

The greatest proportion of working students in their first degree course take on casual work (41%). 28% work as student assistants (28%). 13% work in a trade or profession in which they were trained with 13% also being self-employed/independent professionals. Less frequently, students will provide private tuition to pupils (9%) or complete some paid practical training (work placement/internship) (8%) to earn some extra money. One in 25 working students (4%) earn their money by working independently in their own company.

Fig. 31 Working student rate and proportion of continuously working students, by age

Students in their first degree course, in %

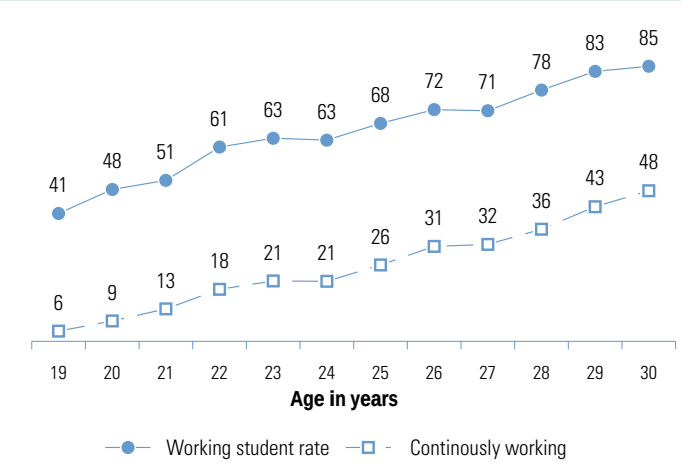

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Fig. 32 Development of reasons for taking up paid employment 1991-2000

Evaluation scale from (completely agree) to 5 (completely disagree), students in their first degree course, in %

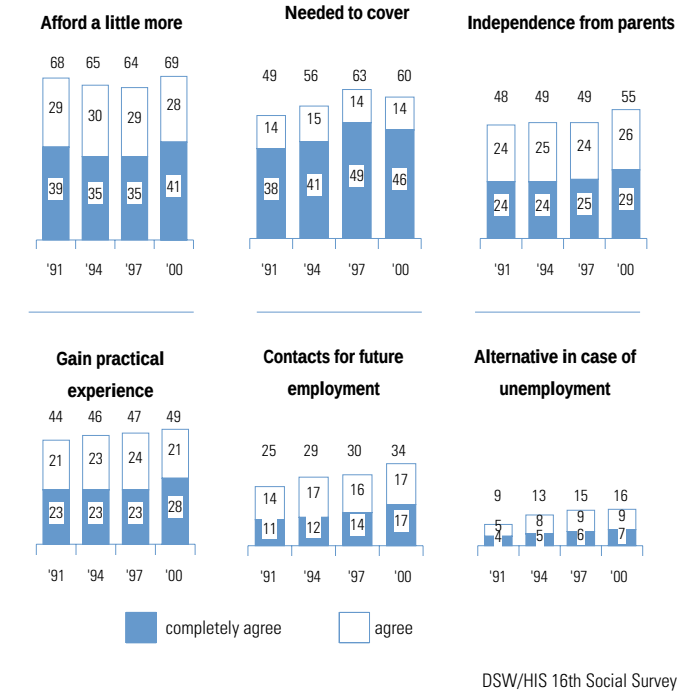

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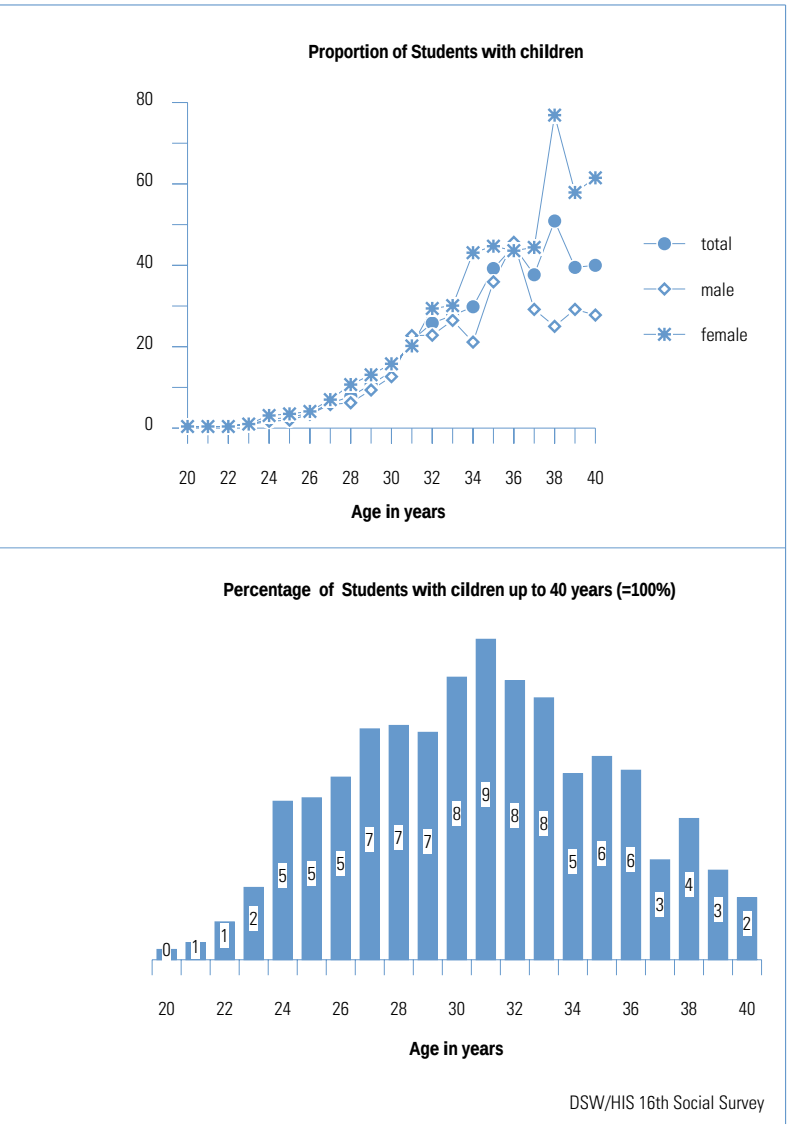
Fig. 33 **Students with children by student age**
in %



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Students with Children 10

The proportion of students with children averages out at 6.7% nationwide. This means that it has remained relatively stable on the more or less the same level over the past 18 years or so, although it is tending to fall slightly. Among female students, the proportion of mothers is slightly higher than the proportion of fathers among male students (7.1% versus 6.3%). Due to the larger number of male students enrolled in higher education, the absolute number of student fathers (51,000) exceeds the number of student mothers (49,000).

Of the student mothers, 27% are single mothers, while of the student fathers only 7% are raising the child(ren) on their own. 70% of the student mothers and fathers are enrolled in their first degree course, 30% are engaged in an advanced course of higher education study. More than half of the student mothers and fathers (52%) have to care for an infant up to crèche age (i.e. up to and including the age of 3).

The time spent caring for children of crèche age by student mothers averages out at 48 hours per week and is markedly higher than the time which student fathers invest (29 hours per week). On the other hand, student fathers are more likely to be in paid employment.

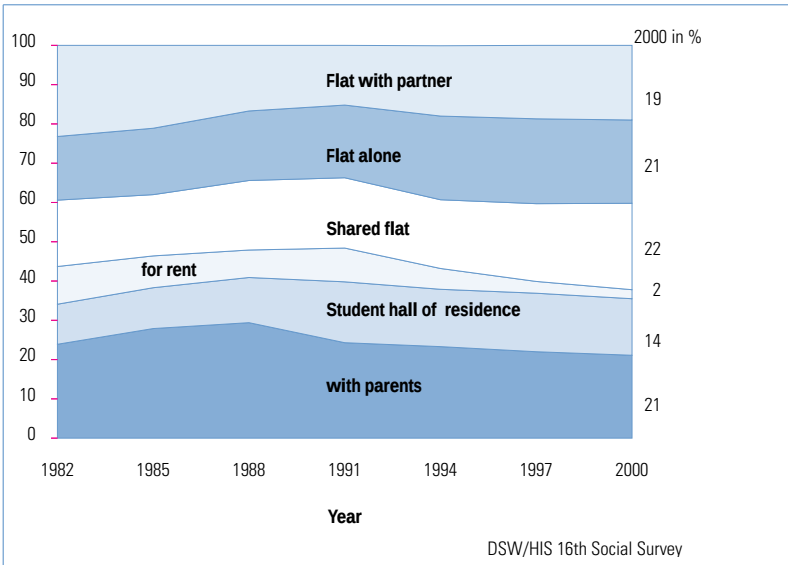
11 Accommodation

In the reference period from 1997 to 2000, the distribution of students across the various forms of student accommodation only changed negligibly. The trend shows the proportion of students living with their parents to be falling (from 21% to 20%), as is that of students living in halls of residence (from 15% to 14%) and of those living as subtenants (from 3% to 2%) as well as of those living alone in a flat (from 22% to 21%). By contrast, the proportion of students living together with a partner in a flat remained practically constant (at 19% for each sex), while the proportion of those living in a shared flat with other students rose (from 20% to 22%). This means that the shared flat has become the most widespread form of student accommodation.

While the distribution of students across the various forms of accommodation remained almost constant in the old Länder, the trend towards a flat of their own, a shared flat, or towards living with parents observed in the new Länder since 1991 continued. This development in the new Länder accompanied a pronounced drop in the proportion of students living in halls of residence (1997: 30%, 2000: 22%). Therefore, the process of alignment with the conditions in the old Länder continued in the period from 1997 to 2000 as well.

Fig. 34 Development of forms of accommodation in the old and new Länder[1]

in %



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[1] from 1991, including new Länder

Fig. 35 Students by form of accommodation per age group

in %

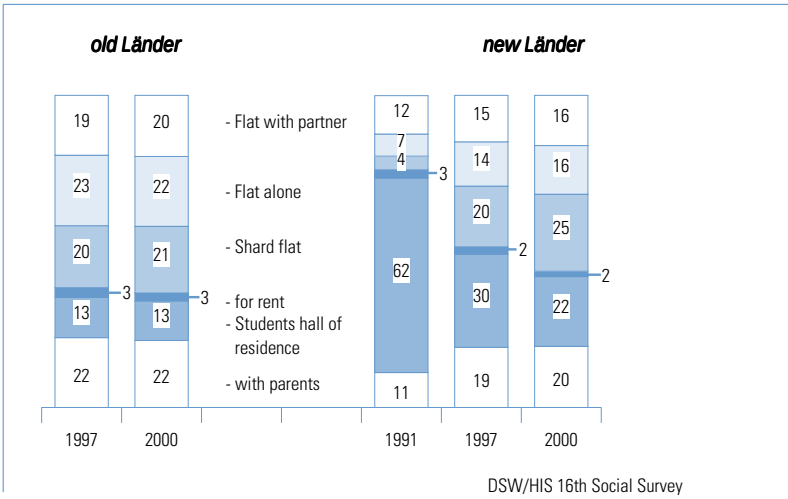

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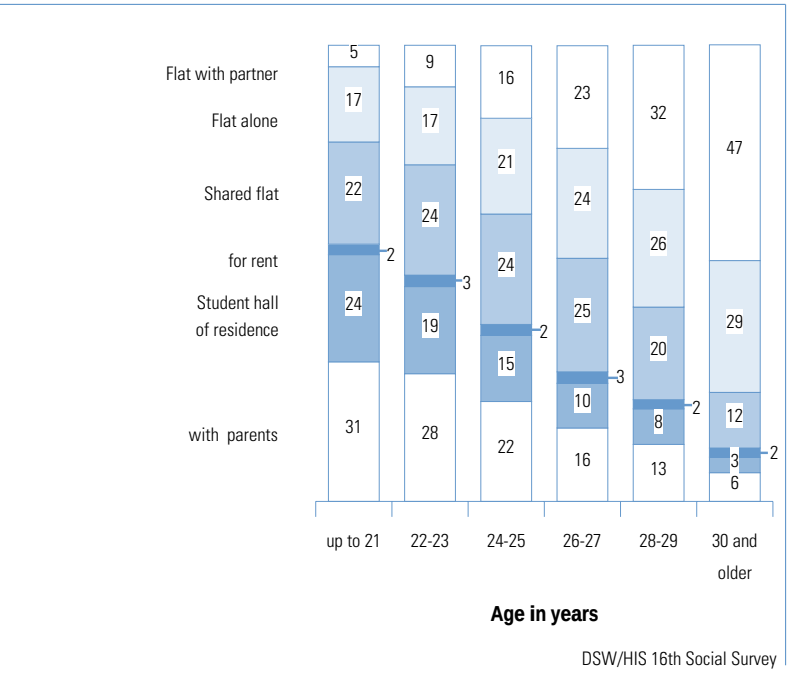
Fig. 36 Students by form of accomodation per age grup

in %



DSW/HIS 16th Social Survey

The influence exerted by student age on the chosen form of accommodation is very clear: As students grow older - and so, implicitly, the time they have been studying increases - the proportion living in the parental home or in a student hall of residence falls and the proportion of students living alone in a flat or in a flat with a partner increases.

Only 36% of the students live in a type of accommodation which corresponds with their ideals. If only the wishes of students regarding type of accommodation were considered, then there would be practically no more subtenants and the proportion of students living with their parents would be less than a third of the current level. The proportion of students living in halls of residence would also fall slightly. Very many more students than has been the case would then live in a shared flat or in a flat of their own.

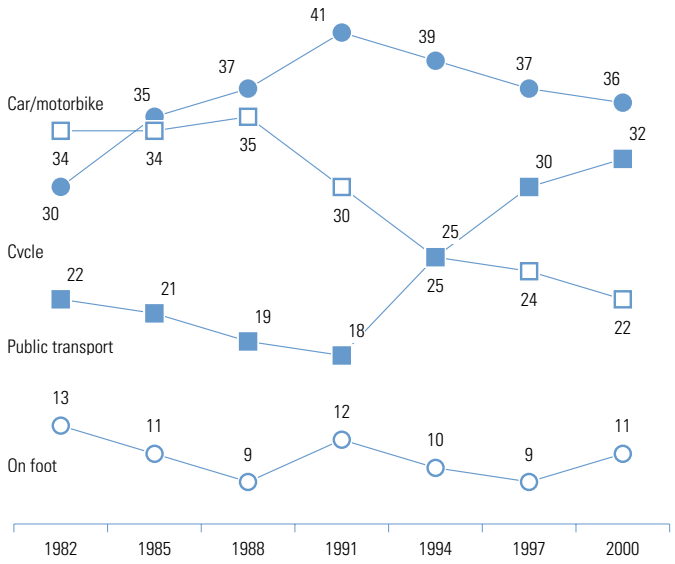
12 Getting to University - Use of Means of Transport

At present, almost half of the students get to university on foot or by bike in the summer, while just over half use public transport or a private motor vehicle to do so. Between 1997 and 2000, the proportion of pedestrians increased a little (from 9% to 11%), while the proportion of cyclists dropped slightly (from 37% to 36%). The proportion of private vehicle users is also falling (from 24% to 22%). On the other hand, the proportion of students travelling to university by public transport rose (from 30% to 32%). The results confirm the long-observed trend towards increasing use of public transport rather than a car or motorbike.

In the winter months, the proportion of students cycling to work halves (from 36% to 17%) and the proportion of those using public transport rises to 47%.

Fig. 37 Means of transport used for getting to university/ college, 1982 to 2000*

Students in %, in summer



DSW/HIS 16th Social Survey

* from 1991 including new Länder

13 Food and Drink

The findings of the 16th Social Survey on what students eat and drink, in particular the use of the student refectory, essentially agree with the results of previous social surveys. The majority take breakfast and the evening meal themselves at home (breakfast: 60%, evening meal: 58%) or with their parents (breakfast: 19%, evening meal: 20%). The catering services offered by the refectory are largely used for the midday meal (35%).

A remarkably-large number of students skip breakfast (13%) or the midday meal (10%). The reasons for this are to be found both in the time schedules as well as in the specific nutritional-dietary needs and habits. Many more students miss out breakfast than the evening meal (4%).

Fig. 38 Where students take their meals during the day

Based on a 7-day week, students in %

Where do you eat?	Breakfast			Midday meal			Evening meal		
	m	f	total	m	f	total	m	f	total
- at home	57	62	60	23	28	25	57	60	58
- with my parents	21	17	19	14	12	13	22	17	20
- in the refectory/ student café	3	2	3	39	29	35	2	1	1
- take my own food with me	3	4	3	7	13	9	2	3	3
- in a restaurant/snack bar	+	+	+	6	4	5	6	8	7
- with friends	2	3	2	2	2	2	6	8	7
- miss out meal(s)	13	12	13	9	13	10	3	5	4
	100	100	100	100	100	100	100	100	100

+ less than 0,5%

DSW/HIS 16th Social Survey

Fig. 39 Assessment of refectory services 1985 to 2000
on a scale from 1 (excellent) to 5 (very poor), math. average

Aspects of assessment	1985	1988	1991	1994	1997	2000
Taste	3,3	3,2	3	2,9	2,8	2,9
Nutritional quality/ healthiness	3,4	3,3	3,2	3,1	2,9	3
Choice and possible combinations	3	2,9	2,8	2,8	2,6	2,7
Value for money	2,4	2,4	2,3	2,4	2,3	2,4
Atmosphere	3,7	3,6	3,3	3,3	3,2	3,1
Overall satisfaction	2,9	2,8	2,7	2,6	2,8	2,8

DSW/HIS 16th Social Survey

*from 1991 including new Länder

Refectory Usage

The proportion of regulars (students who take their midday meal in the refectory at least three times a week) has been stable at over the 40% mark since the end of the 1980s and was calculated at 44% by the survey. However, the proportion of students who never eat in the refectory (25%) is also similarly constant.

On average, students stated that they were just as satisfied with the refectory as in 1997. Thus, the 16th Social Survey confirms the satisfaction profile for the refectory which has been recorded since the beginning of the 1990s. It should be remembered, however, that over this period nutritional preferences have changed in a number of areas and that quality standards have risen. Consequently, the stable satisfaction values cannot be interpreted as a standstill, but rather as a continual adaptation to rising demands.

Comparison between the individual criteria of the refectory evaluation shows that the value for money category gets the best marks, while the category relating to the nutritional quality/healthiness of the food and drink is given a more qualified assessment. It is remarkable that value for money has achieved a constant evaluation over many years. Students continue to view the atmosphere/interior design of the refectory facilities most critically of all individual aspects.

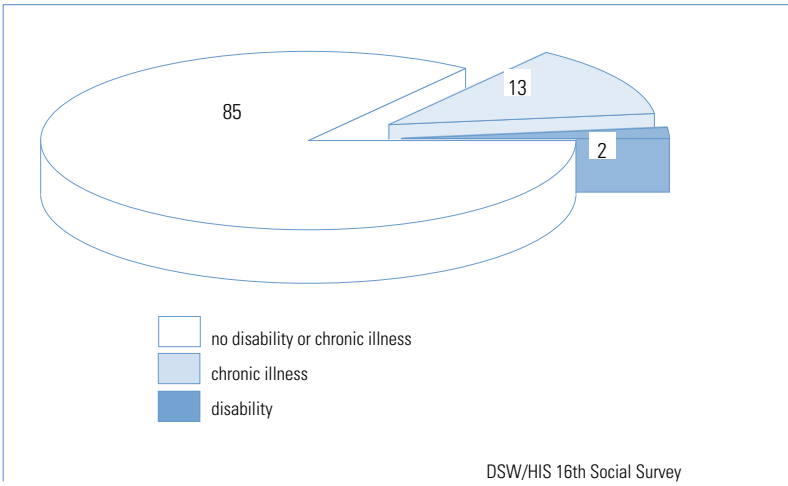
14 Studying with Health Impairments

The proportion of students with disabilities is 2%, while of those with a long-term/chronic illness it is 13%. Among students with health impairments, allergies or respiratory illnesses (52%) and damage to the sustencular (body frame) and locomotor system (17%) are the most widespread conditions. Mental/ emotional illnesses were cited by 8% of the students with health impairments respectively by 1% of all students.

Most of the students suffering from health impairments do not consider their studies to have been hindered as a consequence of this condition (61%). One in twelve of the health-impaired students state that the disability or chronic illness strongly hindered their studies.

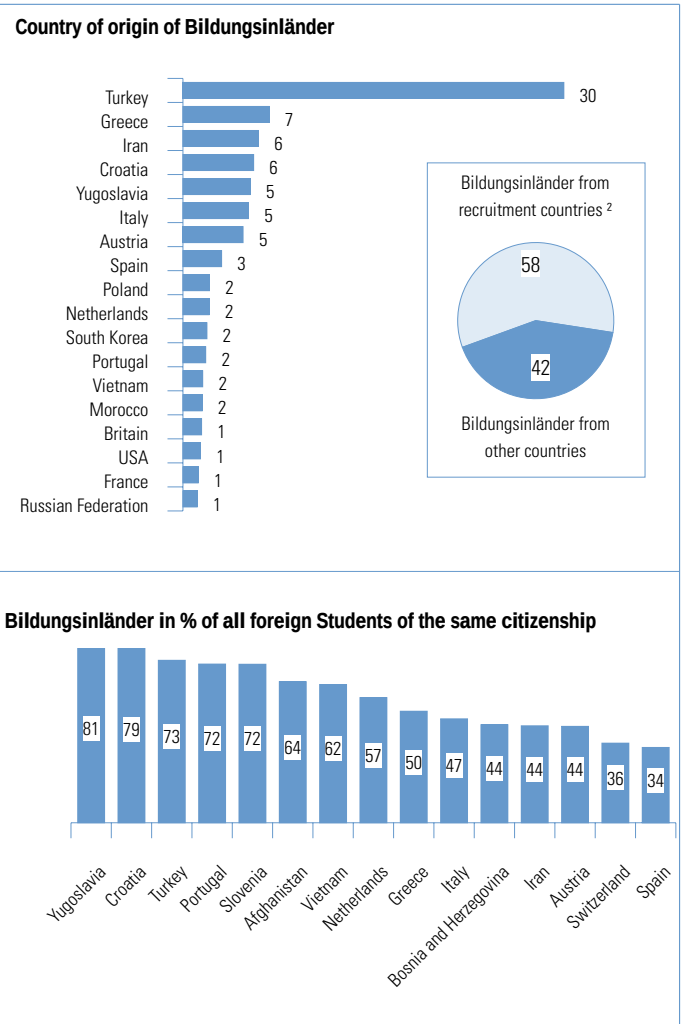
Studies by students with a disability or a chronic illness progress less easily, which is reflected in higher proportions of such students changing their study discipline, their target degree or their university/ college. Conspicuous among the health-impaired students who have been strongly hindered in their studies is not only the fact that a higher proportion of students change their degree course (33%), but also that, in particular, an above-average proportion of these students interrupt/drop out of their studies (51%).

Fig. 40 Proportion of disabled or chronically-ill students
all Students, in %



DSW/HIS 16th Social Survey

Fig. 41 **Country of origin of Bildungsinländer* and proportion of Bildungsinländer by citizenship[1]**
in %



DSW/HIS 16.th Social Survey

* Bildungsinländer are foreigners who gained their higher education entrance qualification at a German school

[1] Source: Federal office of statistics 2000

[2] Turkey, former Yugoslawia, Greece, Italy, Spain, Portugal

15 Foreigners holding a German School-Leaving Certificate (Bildungsinländer)

According to the available data contained in the official statistics, 34.5% of all foreign students enrolled at German higher education institutions in 1998 were so-called Bildungsinländer (foreign students holding a school-leaving certificate = higher education entrance certificate gained from a German school). The majority of these Bildungsinländer (58%) come from the so-called Anwerberländer (countries from which guest and/or migrant workers were recruited). The other Bildungsinländer largely come either from (German-speaking) neighbouring countries (13%) or from political conflict regions (for example, 6% of the Bildungsinländer hold Iranian citizenship).

The results of the 16th Social Survey show that the proportion of women among Bildungsinländer is 2% lower than their share among German students (44% versus 46%). Bildungsinländer from recruitment countries overproportionally come from parental homes with a lower school education background, while the parents of students from other countries have a higher educational level than that achieved by the parents of German students: For 74% of these Bildungsinländer, at least one parent holds a higher education entrance qualification, compared with 52% for German students.

Bildungsinländer from recruitment countries will opt more frequently than their German counterparts for studies at a Fachhochschule (30% versus 25%). They will overproportionally frequently choose to study for degrees in engineering, law and economics/business administration. Their subject-choice patterns have generally remained structurally unchanged over recent years.

As far as study progress is concerned, it is conspicuous that Bildungsinländer from recruitment countries relatively rarely interrupt or drop out of their studies (18%), while Bildungsinländer from other countries relatively frequently interrupt or drop out of their studies (26%).

As regards the financial situation, major differences exist between foreign and German students: Thus, Bildungsinländer are proportionally less likely to be financially supported by their parents (54% versus 72%). By contrast, the proportion of Bildungsinländer who use personal earnings from employment to cover their living expenses is higher than is the case among German students (72% versus 68%). The proportion of BAföG assistance recipients is much higher among Bildungsinländer than among German students (30% versus 20%). One third of the Bildungsinländer from recruitment countries receive BAföG and a quarter of those from other countries do.

The accommodation situation for Bildungsinländer is particularly characterised by a high proportion of students living with their parents. Of the Bildungsinländer from recruitment countries, 47% live in the parental home, while 26% of those from other countries do, while only 21% of German students live in the parental home.

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