



Federal Ministry
of Education
and Research

Internationalization of Higher Education – Foreign Students in Germany – German Students Abroad

**Results of the 18th Social Survey of the Deutsches Studentenwerk (DSW)
conducted by HIS Hochschul-Informationen-System**

This report was prepared by HIS Hochschul-Informationssystem GmbH, Hanover, on behalf of the Deutsches Studentenwerk (DSW) and with funding by the Federal Ministry of Education and Research (BMBF). HIS is responsible for the contents.

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FOREWORD

We live in a world that is more closely internationally networked than ever before. Globalization touches virtually every aspect of our lives. Scientific advances and technological innovations have made significant contributions to these developments. This has led to an increasing recognition that international approaches, openness and mobility are key components and distinguishing characteristics of academic excellence.

Germany has established itself internationally as an attractive place to study and conduct research. This has been confirmed by the 18th Social Survey of the Deutsches Studentenwerk on the internationalization of higher education. Since 1997, the number of foreign students who come to Germany to study has increased every year – from 100,033 to 189,450. This places Germany among the leading academic destinations in the world, behind the United States and Great Britain.

There are many reasons to study in Germany. Foreign students have a wide range of motivations, from the desire to improve their language skills and acquire specialized knowledge in Germany, to the expectation that studying in Germany will improve their career opportunities. Young people from developing countries, countries in transition, and Eastern European countries are particularly interested in studying in Germany. Based on their experiences while studying here, the majority of foreign students would recommend pursuing studies in Germany to friends and acquaintances back home.

German students also see studying abroad as an attractive option. They are significantly more mobile than students from other leading industrialized nations. The number of German students abroad rose from 52,200 in 2000 to 75,800 in 2005.

The results also show, however, that the international mobility of German students is linked to their social origins. The anticipated extra financial burden of studying in a foreign country is the main factor influencing their personal views on study-related stays abroad. This reflects the important role played by BAföG (Germany's Federal Law on Support for Education and Training) in financing studies abroad.

The present study provides the empirical basis for ensuring continued success in the future, which depends on a strong social infrastructure as an essential element for promoting studies for foreigners and studies abroad.

We would like to express our thanks to everyone who contributed to the success of this endeavor, the students who filled out the comprehensive questionnaire, the staff of the institutions of higher education and the students services for their support, and the team at HIS Hochschul-Informationen-System GmbH for the successful implementation of the study.

Berlin, April 2008



Dr. Annette Schavan, MP
Federal Minister of Education and Research



Prof. Dr. Rolf Dobischat
President, Deutschen Studentenwerk

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Summary

Database

The database for the present report was compiled from the results of the 18th Social Survey on behalf of the Deutsches Studentenwerk (National Association of Student Services Organizations) with funding from the German Ministry for Education and Research (BMBF). During the 2006 summer semester, HIS Hochschul-Informationssystem conducted a written survey of the economic and social situation of 1,870 foreign students (who came to Germany for study reasons) and 16,590 German students (including foreign students with a German education). The results of the survey of foreign students are presented in Chapter 2 of this report. Chapter 3 focuses exclusively on the topic of study-related stays abroad based on the survey of German students. The results of the main survey of German students in the 18th Social Survey were published in June 2007 by the BMBF.¹

Results

The following selection of results is intended to give readers a short overview of the contents of the present report.

Statistical Overview

(1) Rapid annual increases in the number of students abroad boosted international mobility to a total of 2.7 million students by the year 2005. China, India and South Korea are currently the countries with the largest numbers of students abroad. Industrialized countries are the main destination of these mobile students (Figure 1.1).

(2) In terms of absolute numbers, the US is the world's leading host country. Mobile foreign students represent 3.4% of the total student population in the US. Germany has a significantly higher proportion of mobile students (11.5%), bringing it almost to the same level as the UK (13.9%, Figure 1.2).

(3) German students are considerably more mobile than students from other developed countries. Germany sends 2.9% of its students abroad compared to 1.0% from the UK and 0.2% from the US (Figure 1.2).

(4) The total number of foreign students in Germany has risen every year since 1997, from 100,033 to 189,450 in 2006. This brought the proportion of foreign students in the German student population to 9.5% in 2006. If foreign students with a German education are included, the proportion of students with foreign citizenship attending German institutions of higher education is 12.5%.

(5) Chinese students are the largest group of foreign students in Germany, with 13.8% of the foreign student population, followed

by Bulgaria and Poland (6.6% and 6.5%, respectively). The majority of foreign students at German institutions of higher education still come from European countries (51%).

(6) The number of German students abroad continues to rise. From 2000 to 2005, the mobile student population increased from 52,200 to 75,800 (Figure 1.7).

(7) The main host countries for German students in 2005 were the Netherlands, the UK and Austria, each with over 10,000 students from Germany.

Studying in Germany – Foreign Students in 2006

(8) The vast majority (85%) of foreign students independently organized their studies in Germany. The remaining 15% came to Germany as part of a mobility, partnership, cooperation or exchange program (Figure 2.16).

(9) An analysis of the income situation in the country of origin reveals that nearly half the foreign students in Germany come from countries with a low or lower middle per capita income. More than a fifth of the foreign students come from countries with a high per capita income (Figure 2.2).

(10) More than two-thirds of the foreign students are pursuing their first degree. In addition, nearly one-fifth are graduate students and nearly one-tenth are pursuing partial studies in Germany (Figure 2.4).

(11) Men outnumber women among foreign students from low and lower middle income countries, whereas more women than men come to Germany from upper middle and high income countries (Figure 2.18).

(12) Most foreign students intend to acquire a degree in Germany (90%). The proportion that is pursuing a bachelor's or a master's degree was seven percent higher in 2006 than in 2003 (Figure 2.7).

(13) Most foreign students come to Germany with previous study experience (70%). Nearly half reported that they had already completed a degree (46%; Figure 2.21). One out of four foreign students (not including guest students, i.e., students pursuing partial studies) are dissatisfied with the equivalency that was granted in recognition of their previous education.

(14) The main academic reasons given by respondents for studying in Germany were to improve their knowledge of German, to gain specific specialist knowledge, and the expectation that conditions and facilities would be better than back home (Figure 2.31). In addition, the main motivation cited by foreign students who opted to study in Germany was that it would improve their career opportunities (Figure 2.33).

(15) Foreign students pursuing their first degree or enrolled as guest students meet their living expenses in Germany primarily with personal earnings secured while attending an institution of higher education (39%) and with money from their parents (31%).

¹ The Economic and Social Conditions of Student Life in the Federal Republic of Germany in 2006, 18th Social Survey of the Deutsches Studentenwerk conducted by HIS Hochschul-Informationssystem, publisher German Federal Ministry for Education and Research, Bonn, Berlin 2007

Scholarships are the next most important source of funds for foreign students, accounting for 12% of their income (Figure 2.40).

(16) Foreign students pursuing their first degree or enrolled as guest students have an average monthly income of €654. The corresponding group of German students (reference group “normal students”) has a significantly higher level of income (€770).

(17) Foreign students who are pursuing their first degree in Germany face a difficult financial situation. These students depend primarily on personal earnings to meet their living expenses (Figure 2.41).

(18) More than half the foreign students (at least 55%, maximum 61%) were gainfully employed during the spring break of 2006. The employment rate was not any lower during the subsequent semester period (Figure 2.45).

(19) Student halls of residence are by far the main type of housing and are used by 43% of the foreign student population (Figure 2.48). A particularly high proportion of foreign students who came to Germany as participants in a mobility or cooperation program (60%) live in student halls of residence.

(20) Only 43% of the foreign students surveyed indicated that Germany was their first choice on the list of countries where they would have preferred to study (Figure 2.60).

(21) When asked about where they encountered difficulties during their stay in Germany, the most commonly cited areas were figuring out the academic system, meeting German students and financing studies; 38% to 40% of the foreign students had huge difficulties with these obstacles (Figure 2.61).

(22) Based on their experiences with the living and studying conditions in Germany, the majority of foreign students reported that they would recommend to friends and acquaintances in their home country that they study in Germany. Students from low and lower middle income countries were less willing to recommend Germany than students from upper middle and high income countries (see Chapter 2.6.4).

German Students Abroad

(23) Of the German students and foreign students with a German education who were enrolled in a German institution of higher education during the 2006 summer semester and pursuing their first degree, 16% indicated that they had completed a study-related stay abroad (degree, internship, language course, etc.) and 7% reported that they had temporarily studied at a foreign institution of higher education (Figure 3.2).

(24) Focusing on students in advanced semesters (9th to 14th semester for universities, 7th to 11th semester for universities of applied sciences), 31% had completed a study-related stay abroad and 16% had temporarily studied abroad (Figure 3.1).

(25) An examination of students in advanced semesters reveals that the international mobility of German students has increased significantly since 1991. The proportion of study-related stays

abroad has risen from 20% to 31% and the number of students who have temporarily studied abroad has soared from 7% to 16%.

(26) Female students enjoy a considerably higher degree of international mobility than male students. Whereas 38% of the women enrolled in advanced semesters during the 2006 summer semester had experienced a study-related stay abroad, the corresponding proportion among men was 26%. Focusing specifically on those students who had pursued studies abroad, 20% of the women and 13% of the men had enrolled in a degree program at a foreign institution of higher education (Figure 3.4).

(27) Students' international mobility is significantly influenced by their social origins. Compared to the group at the bottom of the social ladder, the proportion of students with study-related experience abroad is twice as high among the upper group of social origin (3.4).

(28) As in previous years, it is primarily students in linguistics and cultural studies who embark on a study-related stay abroad. However, the proportion of students from other subject areas who have spent study-related time abroad has increased substantially since 1991 (Figure 3.6).

(29) More than half the study-related stays abroad are completed under the auspices of the ERASMUS program (Figure 3.6).

(30) Generally, a number of different financial sources are used to fund study-related stays abroad. The vast majority of students receive financial assistance from their parents (78%). The next most important source is scholarships, which are awarded to 62% of the students. Nearly half the students also finance their studies abroad with personal earnings from Germany and 27% of the students who studied abroad received financial aid in accordance with BAföG (Figure 3.10).

(31) The anticipated extra financial burden was by far the most important factor influencing students' personal views on study-related stays abroad (Figure 3.12).

1. Internationalization of Higher Education – Statistical Overview

1.1 Global Mobility

For a number of years, the OECD has compiled a database that reveals how many students study outside their country of citizenship. However, – in contrast to official government statistics in Germany since 1997 –, the OECD statistics make no distinction between students who went abroad to study at an institution of higher education and those foreign students who already belonged to the population of their host country before they commenced their studies. Nevertheless, this database makes it possible to compare the world's leading countries of origin and host countries for foreign students and ascertain the extent of international mobility trends.

According to the latest OECD data, in 2005 approx. 2.73 million people worldwide were studying outside their country of citizenship (Figure 1.1). The corresponding figure for 2002 was 1.89 million students. Obviously, the international mobility of students has increased significantly over the past few years.

The vast majority of students who study abroad come from China. With over 400,000 students in 2005, the number of Chinese students more than doubled from 2002 (approx. 182,000) and their number in Germany rose rapidly during this period (from approx. 17,000 to approx. 27,000). However, the proportion of mobile Chinese students who have opted to study in Germany declined from 7.7% (2002) to 6.7% (2005).

Figure 1.1 Global student mobility in institutions of higher education – matrix of the 10 most important host countries and countries of origin, 2005^{1,2}

Outgoing	Incoming											Total
	USA	UK	Germany	France	Australia	Japan	Russia	Canada	New Zealand	Spain	Other countries	
	1	2	3	4	5	6	7 ³	8 ⁴	9	10	11	
1. China	92,370	52,677	27,129	14,316	37,344	83,264			23,260	454	73,850	404,664
2. India	84,044	16,685	4,339	502	20,515	346			1,563	81	11,148	139,223
3. South Korea	55,731	3,846	5,282	2,140	4,222	22,571			25	83	2,522	96,423
4. Germany	9,024	12,553	-	5,887	1,665	308			1,075	1,483	34,816	66,811
5. Japan	44,092	6,179	2,470	2,152	3,380	-			916	147	3,517	62,853
6. France	6,847	11,685	6,545	-	590	340			266	1,715	25,880	53,868
7. Turkey	13,029	1,913	25,421	2,283	236	157			11	26	8,951	52,027
8. Morocco	1,641	186	8,227	29,859	12	50			0	4,547	7,468	51,989
9. Greece	2,125	19,685	6,552	2,040	50	20			0	155	13,885	44,512
10. Russia	5,299	2,027	12,158	2,672	447	382	-		203	411	19,360	42,959
11. Other countries	275,965	190,963	161,674	174,667	108,573	18,479	90,450	75,249	42,071	36,501	536,073	1,710,666
Total	590,167	318,399	259,797	236,518	177,034	125,917	90,450	75,249	69,390	45,603	737,472	2,725,996

DSW/HIS 18th Social Survey

¹The basis for collecting and organizing the OECD data is the "International Standard Classification of Education ISCED 1997". This key system helps to establish international comparisons. It diverges more or less from the key systems used for domestic statistics. Results from domestic statistics therefore do not match OECD statistics, even though many identical terms are used, for example, "students".

²DRankings for countries of origin and host countries only include countries that have made the appropriate OECD data available. For instance, China provides no data on foreign students studying at Chinese institutions of higher education, so there is no information on its position as a host country.

³The Russian Federation only provides information on the former members of the Soviet Union that have gained independence.

⁴The OECD only has information from Canada on the total number of foreign students. Therefore, it is not possible to differentiate according to countries of origin.

Source: OECD education online database

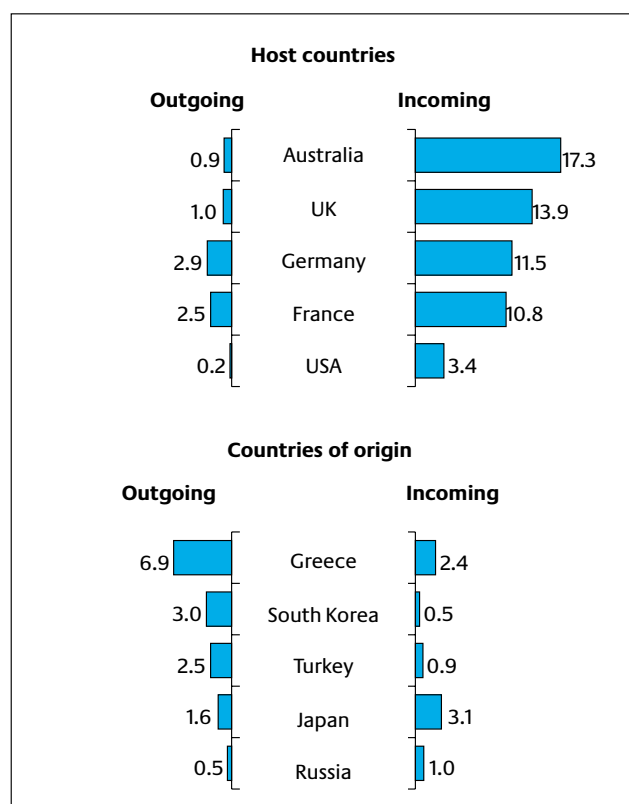
After China, the largest “outgoing countries” are India (approx. 139,000 students) and South Korea (approx. 96,000) and, in fourth place, Germany (approx. 67,000).

The number of Indian students in Germany nearly doubled from 2002 to 2005 (from 2,196 to 4,339). From 2002 to 2005, the proportion of mobile Indian students who decided to study in Germany rose from 2.5% to 3.1%. By contrast, the number of students from South Korea who elected to study in Germany remained virtually unchanged (2002: 5,153; 2005: 5,282). As a result, Germany received a smaller proportion of the mobile South Korean foreign students in 2005 than in 2002 (5.5% vs. 6.1%).

In 2005, as in 2002, Germany was the third leading host country in the world, in third place after the USA and the UK. However, taking into account the total number of students worldwide who are studying outside their country of citizenship, the proportion who are studying in Germany declined from 11.6% in 2002 to 9.5% in 2005.

Australia plays an outstanding role as a host country for internationally mobile students. In 2005, the proportion of foreigners in the Australian student population was 17.3% (2002: 17.8%). According to the results for selected countries in 2005, shown in Figure 1.2, the proportion of foreign students in the UK was 13.9%, fol-

Figure 1.2 Incoming and outgoing students for selected host countries and countries of origin 2002
% of the student population in host countries and in countries of origin



DSW/HIS 18th Social Survey

Source: OECD education online database

lowed by Germany with 11.5%. In 2002, the corresponding proportion for both countries was 10.1%. Although the USA has the largest total number of incoming students (2005: approx. 590,000), it still has proportionally significantly fewer foreign students (2005: 3.4%; 2002: 3.7%).

1.2 Foreign Students at German Institutions of Higher Education

From 1975 to 2006, the number of foreign students at German institutions of higher education more than quintupled – from 45,490 to 248,357. As a result of this development, the proportion of foreign students in the total student body in Germany rose during this period from 5.7% to 12.5%.

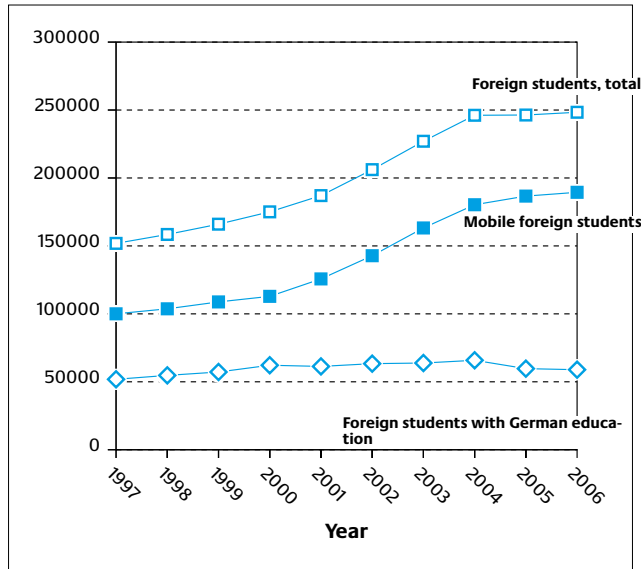
Since 1997, official government statistics have differentiated between what are known as mobile and non-mobile foreign students. The term non-mobile foreign students refers to students who grew up in Germany as immigrants. However, the deciding factor remains that they received their higher education entrance qualification in Germany. By contrast, mobile foreign students were educated abroad before they came to Germany and began to pursue their studies. This is the only group that qualifies as internationally mobile students. For the sake of enhanced readability, mobile foreign students will simply be referred to as “foreign students” in this report.

The total number of foreign students in Germany has risen every year since 1997, from 100,033 to 189,450 in 2006. However, since 2004, this increase has slowed down substantially compared to the previous years (Figure 1.3). The number of non-mobile foreign students also rose from 1997 to 2004, from 51,837 to 65,830. Thereafter, it declined to 59,678 in 2005 and 58,907 in 2006.

From 1997 to 2003, the number of foreign students who annually commence their studies at a German institution of higher education nearly doubled – from approx. 31,000 to approx. 60,000. In 2004, this number began to decline and in 2006 there were approx. 53,500 new foreign students (Figure 1.4).

The number of first-year non-mobile foreign students rose from over 9,000 in 1997 to approx. 10,800 in 2003. In 2004, this number fell to just under 10,000, a level that was maintained in 2005 before it dropped to slightly below 9,900 in 2006.

Figure 1.3 Foreign students at German institutions of higher education, 1997-2006¹

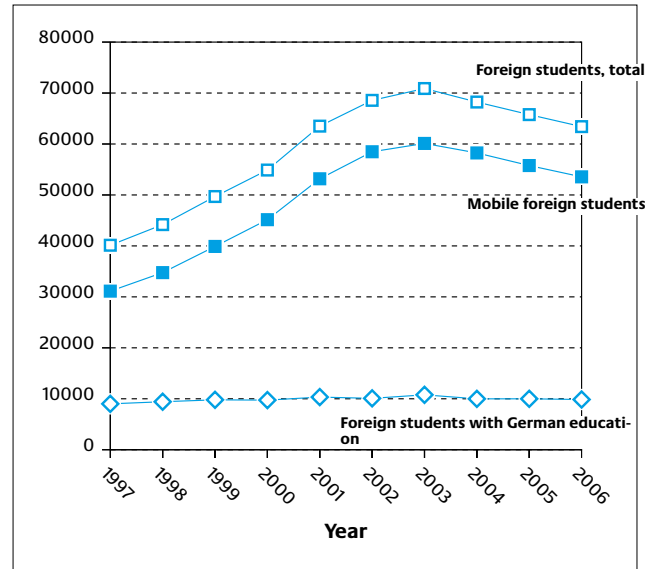


DSW/HIS 18th Social Survey

Source: Wissenschaft weltoffen – DAAD/HIS

¹ Pertains to the annual student population during the winter semesters (winter semester 1996/97 = 1997 etc.)

Figure 1.4 Foreign first-year students at German institutions of higher education, 1997-2006¹



DSW/HIS 18th Social Survey

Source: Wissenschaft weltoffen – DAAD/HIS

¹ Pertains to the academic year (1997 academic year = 1997 summer semester and 1997/98 winter semester, etc.)

Foreign Students

In 2006, more than half the foreign students in Germany came from European countries (51.0%), followed by students from Asia, who represent 31.9%. A comparatively small proportion of students come to Germany from Africa or the American continent (11.0% and 5.7%, respectively).

As shown in Figure 1.5, the total number of foreign students from each continent rose from 2003 to 2006; however, the rate of increase varies from region to region. For example, the number of students from Asia saw the largest increase (up 27%) while growth for Africa was significantly weaker (up 8%). Due to this development, the proportion of Asian students among the general student population in Germany rose by two percent from 2003 to 2006. By contrast, the proportion of foreign students from European countries declined by two percent.

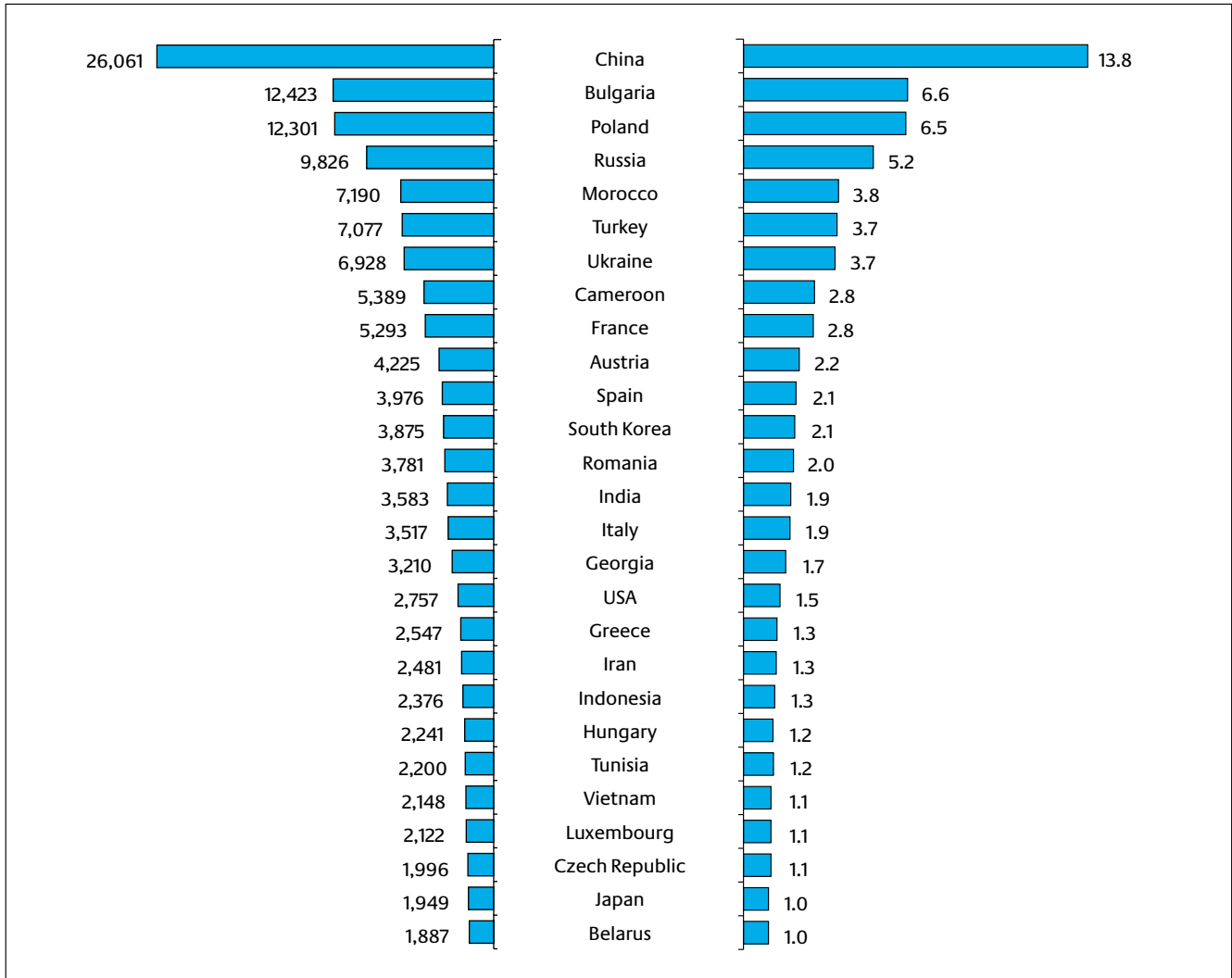
Figure 1.6 illustrates the countries that provide at least one percent of the foreign students in Germany. China sends the vast majority of foreign students. Chinese students represented 13.8% of all foreign students in 2006 (2003: 11.9%). The next two countries are Bulgaria and Poland, which swapped their ranking positions after 2003. These two countries furnish 6.6% and 6.5% of the foreign students in Germany.

Figure 1.5 Mobile foreign students according to continent of origin
mobile foreign students, total and in %

Continent	Total		In %	
	2003	2006	2003	2006
Africa	19,246	20,842	11.8	11.0
America	9,184	10,865	5.6	5.7
Asia	47,467	60,345	29.1	31.9
Australia/Oceania	278	345	0.2	0.2
Europe	86,427	96,588	53.0	51.0
Uncertain/stateless	611	465	0.4	0.2
Total	163,213	189,450	100	100

DSW/HIS 18th Social Survey

Figure 1.6 Rankings of the most important countries of origin for foreign students studying in Germany in 2006
mobile foreign students, total and in %



Source: Wissenschaft weltoffen DAAD/HIS

DSW/HIS 18th Social Survey

1.3 German Students Abroad

Current figures provided by the German Federal Statistical Office on the number of German students abroad in 2005 indicate that a projected 75,800 German students are studying in foreign countries (Figure 1.7). According to this data, the most popular host countries were the Netherlands, the UK and Austria. From 2004 to 2005, there was a significant increase in the number of German students in the Netherlands and Austria.

Figure 1.7 German students studying abroad, 1998-2005 per country
total

Countries*	1998	1999	2000	2001	2002	2003	2004	2005
The Netherlands ¹	1.399	1.650	3.176	4.194	5.239	6.479	8.604	11.896
UK	9.565	10.120	10.115	9.770	10.495	10.760	11.040	11.600
Austria	5.679	5.973	5.889	4.979	5.486	6.151	7.069	10.174
USA	9.568	9.800	10.128	9.613	9.302	8.745	8.640	8.829
Switzerland	4.548	4.476	5.142	5.444	6.131	6.716	7.132	7.839
France	5.162	5.422	5.378	5.412	5.792	6.496	6.509	6.867
Sweden ²	695	1.860	2.033	2.234	2.392	2.820	2.882	2.880 e
Spain ^{3,4}	3.326	3.798	4.111	4.411	5.049	5.659	1.350	1.350 e
Australia	278	361	471	569	1.330	1.941	2.440	2.764
Italy	706	663	764	870	1.189	1.293	1.410	1.410 e
Canada ⁵	769	770 e	770 e	1.404	1.400 e	1.400 e	1.400 e	1.400 e
Hungary	504	522	520 e	520	518	765	1.149	1.403
Denmark	421	351	524	548	658	700	866	860 e
Norway	296	410	439	439	437	485	482	520 e
Belgium	340	350	375	371	372	381	371	370 e
New Zealand	135	194	237	321	387	837	840 e	970
Portugal	258	318	296	300 e	301	304	369	370 e
Japan	244	255	255	262	267	315	308	352 e
Ireland	245 e	230	240	240 e	289	319	401	443
Finland	154	176	190	195	292	274	322	323
Vatican	180	180	180	194	190 e	229	200 e	161
Chile	-	-	90	178	186	186 e	84	84 e
Poland	140 e	147	154	133	148	182	290	344
Romania	300 e	300 e	170	139	125	146	225	230 e
Turkey	62	60 e	96	96 e	115	125	143	140 e
Total	44.974	48.326	51.798	52.929	58.211	65.140	66.085	75.364
German students studying abroad – calculation for all countries	46.300	49.000	52.200	53.400	58.700	65.600	66.500	75.800

DSW/HIS 18th Social Survey

* Only those countries are listed that tend to have at least 125 students from Germany

¹ From 2000, this includes institutions that are comparable with German universities of applied sciences (Fachhochschulen)

² Revised definition for German students from reporting year 1999

³ Revised definition for German students from reporting year 1996

⁴ Revised definition for German students from reporting year 2003: ERASMUS students excluded

⁵ Revised definition for German students from reporting year 1995

e = estimate

Source: Federal Statistical Office 2007, German Students Abroad – Statistical Overview 1995 to 2005

2. Studying in Germany – Mobile Foreign Students

2.1 Source of Information – The Social Survey

The current Social Survey of the National Association of German Student Services Organizations (Deutsches Studentenwerk, DSW) is the latest in a series of studies that has examined the economic and social situation of German students every three years since 1951. Since the 15th Social Survey (1997), these studies have also regularly included foreign students.

Since 1982, Hochschul-Informationssystem (HIS) has been responsible for conducting the surveys, analyzing the data, and presenting the results.

As usual, the 18th Social Survey was financed with funds from the Federal Ministry of Education and Research (BMBF).

This chapter focuses on the results of the survey of mobile foreign students enrolled in the 2006 summer semester. Mobile foreign students are defined as students who received their higher education entrance qualification in their home countries before coming to Germany to study at an institution of higher education.

The results of the survey of German students and foreign students with German education (i.e., foreign students who were educated in Germany and received a higher education entrance qualification in the German school system) were published in June, 2007 under the title "Economic and Social Conditions of Student Life in the Federal Republic of Germany in 2006".

Note: Unless otherwise specified, the generic term "foreign students" hereafter refers to mobile foreign students.

2.1.1 Questionnaire

The paper-pencil-survey of foreign students did not use the same questionnaire that was used for German students. Separate questionnaires for German and foreign students were used for the first time in 2003 during the 17th Social Survey. The questionnaire developed in 2003 for the foreign student target group was partially revised and contains questions on the following topic areas in German and English:

- Course of study
- Previous education
- Living situation
- Student cafeteria and nutrition
- Monthly income during 2006 summer semester
- Earning money during studies
- Personal details
- Information on the parents
- Germany as a place of study

For additional details, please see the enclosed questionnaire in the appendix.

2.1.2 Conducting the Survey

In the spring of 2006, institutions of higher education in Germany (with the exception of colleges of public administration, universities of the German armed forces, the Bundeswehr, and schools for distance learning) were asked – in addition to the mandatory sample for the Social Survey – to make a second random sample that included every 18th foreign student. A corresponding number of questionnaires were then delivered to the institutions of higher education, which then sent them on to the students in the week of 15 to 19 May, 2006. Two weeks later, a reminder was sent.

According to the information furnished by the institutions of higher education, the questionnaire was sent to 8,706 foreign students. By the end of September 2006, nearly 2,000 questionnaires had been filled out and returned to HIS. A total of 1,870 of these questionnaires could be utilized. This works out to a net return rate of 21.5% (in 2003, the net return rate was 22.3%).

Representativeness of the Random Sample

Representativeness of the Random Sample

The random sample includes information from 1,870 foreign students. Consequently, roughly one percent of the foreign students enrolled in the 2006 summer semester at German institutions of higher education took part in the survey. Comparing the gender and areas of study indicated by these respondents with official government statistics reveals that male students were significantly underrepresented and female students accordingly overrepresented in the random sample (Figure 2.1). An analysis according to areas of study also shows differences which are, however, considerably less distinct. Weighting certain characteristics compensates for these discrepancies.

The distribution of foreign students according to the states in Germany in the random sample corresponds to a large degree with the distribution according to official statistical data (Figure 2.1).

The weighted sample makes it possible to draw representative conclusions about the situation of foreign students studying in Germany.

2.1.3 Terms and Definitions

The economic stages of development of the countries of origin were used as key differentiating criteria in this study. In previous studies conducted within the scope of the Social Survey, the countries of origin were divided into three categories: developing countries, countries in transition and industrial countries. These categories were based on definitions established by the OECD. Since these categories are no longer in use, it was decided to employ the list compiled by the World Bank (see appendix: World Bank list of economies), which makes it possible to differentiate the countries of origin according to the strength of their economies.

Figure 2.1 Foreign students according to selected characteristics - comparison of Social Survey sample and official government statistics
mobile foreign students, in %

Selected characteristics	Official statistics ¹	Random sample	Difference
Gender			
- Male	48.6	37.2	-11.4
- Female	51.4	62.8	11.4
Area of study			
- Linguistics & cultural studies	22.6	29.0	6.4
- Sports	0.5	0.3	-0.2
- Law, econ. & soc. sciences	25.6	29.0	3.4
- Mathematics & natural science	17.9	15.5	-2.5
- Medicine	4.5	5.2	0.7
- Veterinary medicine	0.2	0.5	0.3
- Agriculture, forestry and nutrition	1.8	1.7	-0.1
- Engineering	21.8	15.3	-6.5
- Art	4.9	3.7	-1.2
German states			
- Baden-Württemberg	15.2	16.1	0.9
- Bavaria	12.2	13.3	1.1
- Berlin	8.4	10.1	1.7
- Brandenburg	2.5	2.2	-0.3
- Bremen	2.6	1.9	-0.7
- Hamburg	3.3	4.1	0.8
- Hesse	8.6	7.4	-1.2
- Mecklenburg-Vorpommern	1.0	1.0	-0.0
- Lower Saxony	7.6	6.2	-1.4
- North Rhine-Westphalia	22.4	21.0	-1.4
- Rhineland-Palatinate	4.8	4.5	-0.3
- Saarland	1.5	1.8	0.3
- Saxony	4.7	5.1	0.4
- Saxony-Anhalt	2.2	2.2	-0.0
- Schleswig-Holstein	1.6	1.8	0.2
- Thüringen	1.4	1.4	-0.0

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¹ Source: Federal Statistical Office, winter semester 2005/2006 – mobile foreign students from all institutions of higher education, with the exception of business schools, military academies and correspondence schools

This list shows the annual per capita income (gross national income, [GNI], 2005 figures) in the various countries of origin. The World Bank differentiates here among the following groups:

Per capita income	Category
Up to 875 dollars	low income
876-3,465 dollars	lower middle income
3,466-10,775 dollars	upper middle income
Over 10,775 dollars	high income

Whereas low income and middle income earners are primarily found in developing countries, industrialized countries are predominantly high income. It should be noted, however, that the World Bank has indicated that the classification according to income does not necessarily reflect the developmental stage of an economy (Source: World Bank list of economies, see above).

Furthermore, differentiations among the foreign students are made throughout this report with regard to their academic objectives in coming to Germany, i.e., whether they are pursuing a first degree, a graduate degree or partial studies for a limited amount of time with no intention of acquiring a degree. Classification according to these subgroups was decided according to the students' previous education before arriving in Germany and whether the students explicitly stated their intention to pursue partial studies (i.e., as "guest students" who are only temporarily in Germany).

2.2 Structural Characteristics of Studies for Foreigners

First, it is important to note that the vast majority of foreign students come from countries with a low or lower middle per capita income (Figure 2.2). Only one-fifth of foreign students come from countries with an income level that is comparable with Germany.

Figure 2.2 Foreign students according to per capita income in the countries of origin
mobile foreign students, in %

Per capita income in the countries of origin ¹	2006	
	Min.	Max. ²
Low income	7	7
Lower middle income	41	42
Upper middle income	29	30
High income	20	21
No answer given	4	-
Total	100	100

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¹ Gross national income (GNI) per capita, calculated using the World Bank Atlas method
Source: World Bank list of economies (July 2006)

² Under the assumption that the distribution among non-respondents is comparable to the distribution among respondents

A comparison of per capita income that also takes into account the continent of the country of origin results in the distribution of foreign students in Germany shown in Figure 2.3. According to this analysis, the largest group (26%) comes from European countries with an upper middle income. This group primarily consists of students from former East Bloc countries, with Poland and the Russian Federation at the head of the list. The second largest group (19%) comes from Asian countries, – primarily China, but also Indonesia –, which have a lower middle per capita income. A significant proportion of foreign students (14%) also come from European countries with a lower middle income. Most of the students in this group come from Bulgaria and Ukraine, but a fairly large number also come from Belarus. In addition, 15% of the foreign students come from European countries with a high per capita income. These students come from older EU member states and Switzerland.

Figure 2.3 Foreign students according to per capita income in the country of origin and continent of origin
mobile foreign students, in %

Per capita income in the country of origin ¹	Continent of origin					Total
	Africa	America	Asia	Europe	Australia/Oceania	
Low income	3	-	4	-	-	7
Lower middle inc.	7	3	19	14	-	42
Upper middle inc.	0	2	2	26	-	30
High income	-	2	3	15	0.1	21
Total ²	10	7	28	55	0.1	100

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¹ Gross national income (GNI) per capita, calculated using the World Bank Atlas method
Source: World Bank list of economies (July 2006)

² Reflects the 96% of foreign students who provided their country of origin

2.2.1 Type of Study - Study Program Study Status When Beginning Course of Study

More than two-thirds of the foreign students enrolled at a German institution of higher education during the 2006 summer semester were pursuing a first degree in accordance with their recognized previous education (see Chapter 2.4.1). Roughly one-fifth came to Germany as graduate students and nearly one-tenth indicated that they would only temporarily stay in Germany as a guest student. The proportion of foreign students pursuing a first degree was thus somewhat larger in 2006 than in 2003. The proportion of foreign students in graduate courses of study has remained constant, whereas the proportion of students who are in Germany to pursue partial studies has slightly declined since 2003 (Figure 2.4).

Figure 2.4 Students according to study status when commencing studies and income in country of origin
mobile foreign students, in %

Per capita income in the country of origin ¹	Study status				No answer given
	First-degree studies	Graduate studies	Partial studies		
Low income	54	36	1	8	
Lower middle income	75	16	3	6	
Upper middle income	68	18	9	5	
High income	55	18	24	2	
No answer given	75	21	2	3	
Total	Min.	68	19	8	5
	Max. ²	71	20	9	-
2003:	Min.	63	19	11	7
	Max. ²	67	21	12	-

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¹ Gross national income (GNI) per capita, calculated using the World Bank Atlas method
Source: World Bank list of economies (July 2006)

² Under the assumption that the distribution among non-respondents is comparable to the distribution among respondents

A comparison according to the per capita income in the countries of origin reveals the following: Students from countries with low and high incomes come comparatively less often to Germany to pursue a first degree than students from countries with lower middle and upper middle incomes (Figure 2.4). Whereas an above-average proportion of students from low income countries pursue a post-graduate degree (36%), nearly one in four students from high income countries come to Germany for partial studies.

Type of Institution of Higher Education

The distribution ratio of foreign students at universities and universities of applied sciences (i.e., German technical colleges, Fachhochschulen and universities of applied sciences) was 84 to 16 in 2006 (2003: 86 to 14). Thus the proportion of foreign students studying at universities of applied sciences has increased slightly since 2000 (13%).

Apparently, there is a correlation between the income situation in the country of origin and the type of institution of higher education selected in Germany. The higher the income of the country of origin, the larger the proportion of foreign students who study at a university (Figure 2.5).

Figure 2.5 Students according to type of institution of higher education and per capita income of country of origin
mobile foreign students, in %

Per capita income in the country of origin ¹	Type of institution		
	University	Univ. of applied sciences	
Low income	79	21	
Lower middle income	83	17	
Upper middle income	84	16	
High income	86	14	
Including:			
- EU countries (before 2004)	87	13	
- EU accession states	86	14	
Total ²	84	16	
	2003	86	14
	2000	87	13

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¹ Gross national income (GNI) per capita, calculated using the World Bank Atlas method
Source: World Bank list of economies (July 2006)

² Including students who provided no information on their country of origin

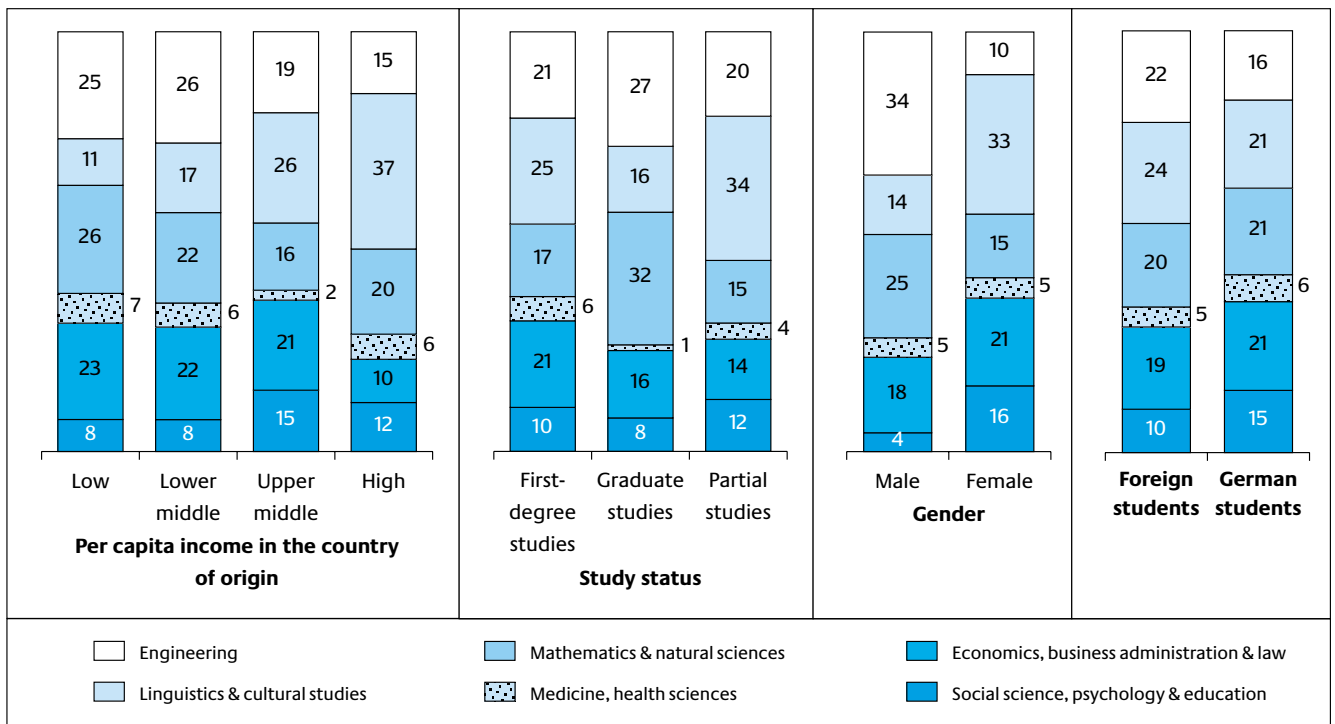
Areas of Study

The majority of foreign students are enrolled in a course of study in the area of linguistics and cultural studies.

However, this proportion (24%) is four percentage points lower than in 2003. As shown in Figure 2.6, depending on the income situation of the country of origin, the number of foreign students who are enrolled in this area of study increased from 11% (low income) to 37% (high income).

The area of linguistics and cultural studies is primarily preferred by students who come to Germany as guest students (Figure 2.6, "study status"). A comparison according to gender clearly re-

Figure 2.6 Subject structure – Students according to selected characteristics
mobile foreign students, in %



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reveals that proportionally more than twice as many women as men are enrolled in languages and cultural studies (33% vs. 14%).

After linguistics and cultural studies, engineering is the second most popular course of study. In 2006, 22% of foreign students were enrolled in engineering. This proportion has risen by three percent since 2003.

Engineering is predominantly studied by students from countries of origin with lower incomes (Figure 2.6, “per capita income in country of origin”). A larger proportion of foreign students (27%) pursue graduate courses of study in engineering than first degrees (21%) or partial studies (20%). A gender-based comparison reveals that 34% of the men and 10% of the women are enrolled in engineering.

Natural sciences are studied by one-fifth of foreign students (2003: 19%). There are a higher proportion of students from lower income countries of origin than higher income countries in this area of study (Figure 2.6, “per capita income in country of origin”). The largest proportion of foreign students in graduate courses of study (32%) can be found in natural sciences. A substantially larger number of men than women (25% vs. 15%) decide to study mathematics and natural sciences when they come to Germany.

The area of economics, business administration and law was selected by 19% of the foreign students (2003: 20%). Only one-tenth of the students from high income countries of origin pursue studies in the area of economics, business administration and law, whereas the proportion of students from low income countries enrolled in this area is more than twice as high (Figure 2.6, “per

capita income in country of origin”). It should be noted here that the vast majority of the students in this area of study are enrolled in economics and only a minority of roughly one-fifth are pursuing a law degree.

A comparatively small proportion of foreign students are enrolled in social sciences, psychology and education (10%, 2003: 9%), or study medicine (5%, 2003: 5%). There are, however, considerable gender differences, with 16% of female foreign students pursuing a course of study in the area of social sciences, psychology and education compared to only 4% of the men.

Degree Pursued

Over 90% of the foreign students enrolled in the 2006 summer semester were pursuing a degree in Germany. In 2003, 86% of the foreign students had this objective. The individual degrees pursued are shown in Figure 2.7.

Thus, the proportion of foreign students in 2006 pursuing a bachelor’s or a master’s degree is significantly higher than it was in 2003 – a direct consequence of the ongoing transition of higher education in accordance with the Bologna Process. There has also been a rise in the proportion of those pursuing a university of applied sciences degree. However, the percentage of students studying for a traditional university Diplom or Magister has declined.

More than two-thirds of the foreign students enrolled in a bachelor’s program in Germany are studying at a university, as are more than four-fifths of those studying for a master’s degree. Whereas 84% of foreign students are studying at a university and

Figure 2.7 Students according to the type of degree pursued in Germany
mobile foreign students, in %

Degree pursued	2003	2006		
		Total	First-degree studies	Graduate studies
University Diplom	35	29	36	5
Magister	17	14	16	6
Doctorate	12	11	4	37
Univ. of applied sciences degree	12	15	18	2
Master's	9	13	5	44
Bachelor's	6	9	9	3
State examination (incl. teaching)	8	9	11	2
Other degree	1	1	1	1
Total	100	100	100	100

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16% are enrolled at a university of applied sciences, the proportions of bachelor's students among the foreign student population at the two institutions are 68% and 32% respectively, while the corresponding figures for master's students are 84% and 16%. Consequently, an above-average percentage of foreign students pursuing a bachelor's degree are enrolled at universities of applied sciences.

Previous Semesters

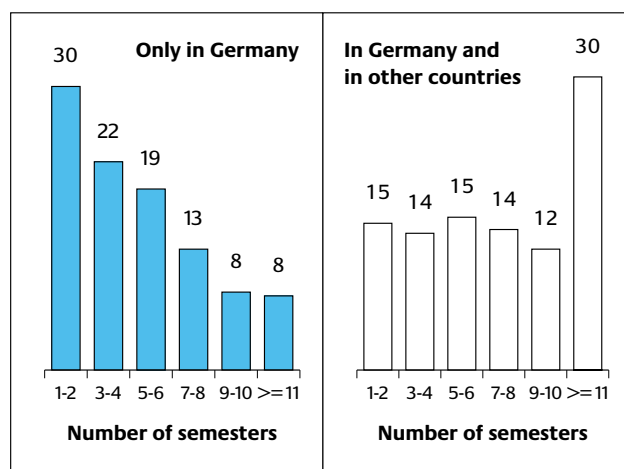
Foreign students in the 2006 summer semester had been enrolled in Germany for an average of 5.3 semesters in their main subject area (incl. the 2006 summer semester). In 2003, the average number of semesters completed in Germany in their area of study was 4.7 semesters.

Before commencing their studies in Germany, two-fifths of the foreign students had studied in their main academic area in their home country – on average 7.1 semesters (2003: 36%, average 6.9 semesters), while 3% (average 3.8 semesters) had studied in a third country (2003: 3%, average 3.4 semesters) before coming to Germany. Since some foreign students had studied both in their home country and in a third country (2%), the total proportion of students with previous study experience before arriving in Germany is 43%.

Whereas 30% of foreign students had been studying in Germany for only one or two semesters, 8% have been studying for eleven or more semesters (Figure 2.8). Taking into account the total number of previous semesters in the current area of study, (including time spent studying in the country of origin and/or in a third country), only 15% of foreign students are in their first semester, whereas 30% have already attended eleven or more semesters.

Compared with the results from 2003, the number of foreign students who have only studied one or two semesters has declined (from 38% to 30%), while the percentage who have been enrolled

Figure 2.8 Students according to the total number of semesters in the subject area
mobile foreign students, in %



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for five or more semesters at a German institution of higher education has increased. Significant rises can be observed in the number of foreign students with five to six semesters (from 15% to 19%) and with seven to eight semesters (from 10% to 13%).

Presumably, the number of previous semesters differs according to students' study status. Foreign students enrolled in the 2006 summer semester and pursuing their first degree had studied on average 6.0 semesters in Germany (total study time: 8.0 semesters), while foreign students pursuing a graduate degree had studied on average 4.1 semesters and students in Germany for partial studies had completed 2.2 semesters (total study time: graduate studies 9.4 semesters, partial studies 8.0 semesters). In 2003, the average amount of study time completed by first-degree foreign students in Germany was 5.5 semesters, followed by graduate students with 3.8 semesters and guest students with 2.5 semesters.

Notice of Admission

In response to the question of how many weeks before commencing their studies in Germany they had received a notice of admission, 42% of all foreign students said that they could not remember. An additional 3% gave no response and 55% answered by indicating a length of time.

Among those respondents who could still recall when they received their notice of admission, 30% indicated that they had only been informed of their acceptance in the last four weeks prior to commencing their studies (one week before commencing studies: 4%, two weeks: 7%, three weeks, 5%, four weeks, 14%). One-third received their notice of admission five to eight weeks beforehand and more than a fifth were notified nine to twelve weeks before they began their studies. An additional 16% were informed so early that they had a quarter of a year or longer to organize everything that is required when moving to another country.

On average, notices of admission arrived nine weeks before the foreign addressees commenced their studies. However, the following differences were observed: Guest students in Germany were informed on average 16 weeks before commencing studies, those who enrolled in graduate programs were notified of acceptance eleven weeks beforehand and students pursuing their first degree were advised eight weeks prior to beginning their studies.

Student Transfers from Higher Education Institution to another

A total of 16% of foreign students enrolled in the 2006 summer semester had transferred to other institutions of higher education within Germany (2003: 14%). Slightly more students from low and lower middle income countries transferred than students from upper middle and high income countries (16% vs. 13%).

Students who are currently enrolled at universities of applied sciences transferred significantly more often than students at universities (24% vs. 14%) – a difference that was also observed in 2003 (23% vs. 13%).

The study areas where foreign students have transferred the least are engineering and mathematics and natural sciences, each with 13%, while the highest rate of transfers was found in the area of linguistics and cultural studies (19%).

In 2006, students were asked for the first time what factors played a role in their decision to transfer to their current institution of higher education. Respondents were then asked to rate eight possible reasons on a scale of one to five, from “no role whatsoever” to “a very big role”.

The following reasons are listed in their order of importance based on the proportions of students who rated them either as playing a big role or a very big role in their decision to transfer to their current institution of higher education (multiple answers were possible):

- Courses better suited expectations 56%
- Changing of degree program 39%
- Personal reasons 38%
- Better studying conditions 36%
- The school's reputation 30%
- More appealing city 27%
- Lower cost of living 18%
- No/lower tuition fees 13%

Study-related reasons are clearly the main factors for transferring to another institution of higher education. By contrast, financial reasons apparently play a relatively minor role.

Regional Distribution

Earlier in Chapter 2, Figure 2.1 showed the distribution of foreign students among the individual German states, as indicated by official government statistics. This distribution is presumably determined by the specific academic needs of foreign students and the study offers in the individual German states.

Figure 2.9 illustrates the distribution of foreign students among the individual German states according to the per capita income in the countries of origin, based on the data collected in

the Social Survey. The order of the states here reflects the proportions of all foreign students studying in these individual regions. This reveals that students from relatively low income countries of origin are significantly overrepresented in North-Rhine Westphalia while there are an above-average number of students from countries of origin with a higher income in Baden-Württemberg, Bavaria and Berlin.

The proportion of foreign students in eastern Germany² has risen from 10% in 2003 to 12% in 2006. A comparison of the continent of origin of the foreign students in eastern and western Germany reveals (see below) that proportionally more students from Asia are enrolled in eastern Germany (primarily Vietnam and China) than in western Germany. In eastern Germany there are also a substantially higher percentage of foreign students from countries that joined the EU in 2004.

Figure 2.9 Distribution of students in the German states according to per capita income in the country of origin
mobile foreign students, in %

German states	Per capita income in the country of origin			Total ¹
	Low+lower m.	Upper middle	High	
North Rhine-Westphalia	27	19	14	22
Baden-Württemberg	14	16	20	16
Bavaria	11	12	20	13
Berlin	8	8	16	10
Hesse	8	9	4	8
Lower Saxony	6	7	4	6
Saxony	6	6	3	5
Rhineland-Palatinate	4	4	6	5
Hamburg	3	5	3	4
Saxony-Anhalt	3	1	1	2
Brandenburg	2	3	2	2
Bremen	2	3	1	2
Saarland	2	1	3	2
Schleswig-Holstein	2	2	1	2
Thüringen	1	2	0.4	1
Mecklenburg-Vorpommern	1	1	1	1
Western Germany ²	87	87	93	88
Eastern Germany	13	13	7	12
Total	100	100	100	100

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¹ including students who gave no answer regarding their country of origin

² including Berlin

² In this report, western Germany refers to the ten states of the Federal Republic of Germany (plus associated West Berlin) which existed prior to German unification on 3 October 1990. By the same token, eastern Germany refers to the five reestablished states of the former German Democratic Republic.

Foreign students in eastern and western Germany according to the continent of the country of origin (students in %):

Continent	Western Germany	Eastern Germany
Africa	10	7
America	7	7
Asia	26	35
Australia/Oceania	0.1	-
Europe	54	48
- EU before 2004	13	9
- New EU states 2004	12	22
- Bulgaria, Romania	10	4
Unknown	4	4

2.2.2 Time Commitments

The question about the amount of time spent each week attending classes and lectures, studying and working prompted responses from 91% of the students. Based on this information, foreign students spend on average 16.5 hours a week (2003: 15.2 hours) “attending classes” (i.e., lectures, seminars, internships and other forms of instruction supervised by university staff) and devote 17.7 hours (2003: 14.7 hours) a week to “self-study”, (i.e., pursuing all forms of self-directed, self-administrated study-related activities). This means that foreign students in the 2006 summer semester spent on average 34 hours a week on their studies, over four hours more than in 2003, when the average weekly time commitment for studies was 30 hours³.

The time spent on studies is significantly influenced by students’ study status and, if they are employed, by the time spent working to finance their studies (Figure 2.10).

Time Commitments According to Study Status

Graduate students have the largest total time commitments with regard to their studies (36 hours a week). They spend considerably more time (22 hours) a week on self-study than first-degree students (17 hours) and guest students (14 hours). However, first-degree students spend on average 17 hours a week attending classes, one hour more than guest students and three hours more than graduate students.

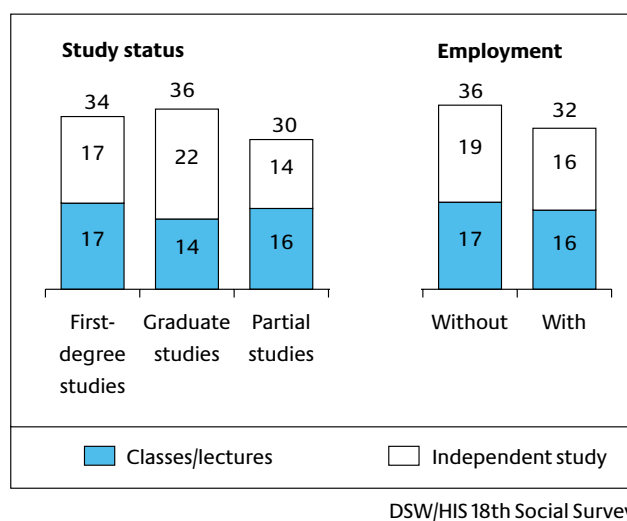
Compared with the results for 2003, first-degree and graduate foreign students in 2006 have greater time commitments (approx. one hour and half an hour, respectively) with regard to attending classes. There has also been a sharp increase in the amount of time spent on self-study, with both subgroups of students devoting three hours more to this activity than in 2003. By contrast, foreign students pursuing partial studies spend three hours more a week attending classes than in 2003 but only one hour more on self-study. Study-related time commitments are thus substantially higher for all three subgroups than in 2003.

³ Due to different subject structures and differences in the make-up of the student populations with regard to study status, it is not appropriate here to make a comparison of the amount of time that German students devote to their studies. A comparative analysis will be given in the sections “Time Commitments According to Area of Study” and “Time Commitments of First-Degree Students According to Type of Institution of Higher Education”.

Time Commitments for Studies and Employment

A comparison of working and non-working foreign students clearly reveals the influence that employment has on the amount of time devoted to studies. Students without a job spend 36 hours a week on their studies, whereas students who have to work to finance their studies devote on average 32 hours a week to their education (Figure 2.10). Employed foreign students devote less time primarily to self-study, on average three hours a week (for more on the extent of their employment, see Section 2.5.2).

Figure 2.10 Time spent attending classes and studying according to study status and employment
mobile foreign students, mean in hours/week



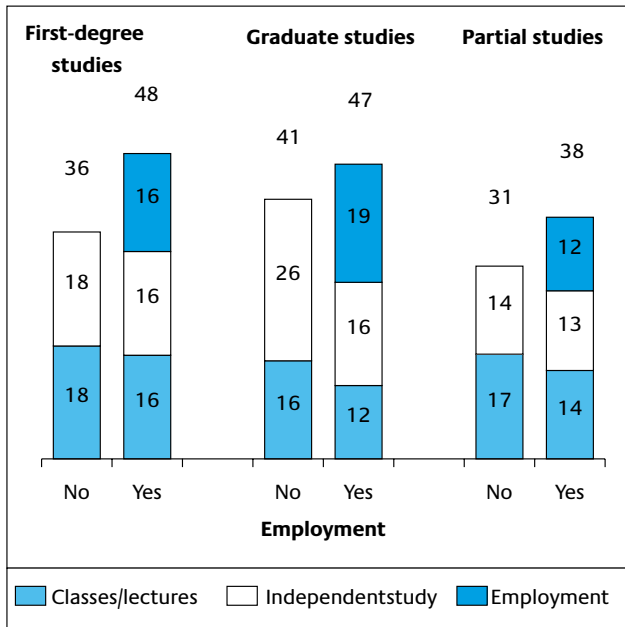
An examination of both the study status and the time spent earning money shows that work has a considerable influence on the amount of time devoted to studies (Figure 2.11).

Gainfully employed foreign students pursuing a first degree and guest students spend on average four hours less a week on their studies than those who do not work. This gap is even more pronounced among foreign students in graduate programs: Working students devote on average 13 hours less a week to their studies than non-working students.

Whereas non-working foreign students in first-degree and graduate programs in 2006 spent four to six hours more a week on their studies than in 2003, there has been very little change in the amount of time that working foreign students devote to their studies. First-degree students spend one hour more a week, whereas graduate students have reduced their study-related time commitments by one hour.

The amount of time devoted to earning money is highest among gainfully employed graduate students, with on average 19 hours a week, followed by working first-degree students, who spend 16 hours a week at work, and guest students, with on average 12 hours a week at work. Weekly working time commitments for gainfully employed graduate students and first-degree foreign students in 2006 are thus on average five hours greater than in 2003. Employed guest students worked in 2006 on average two

Figure 2.11 Time spent on studies and employment according to study status
mobile foreign students, mean in hours/week



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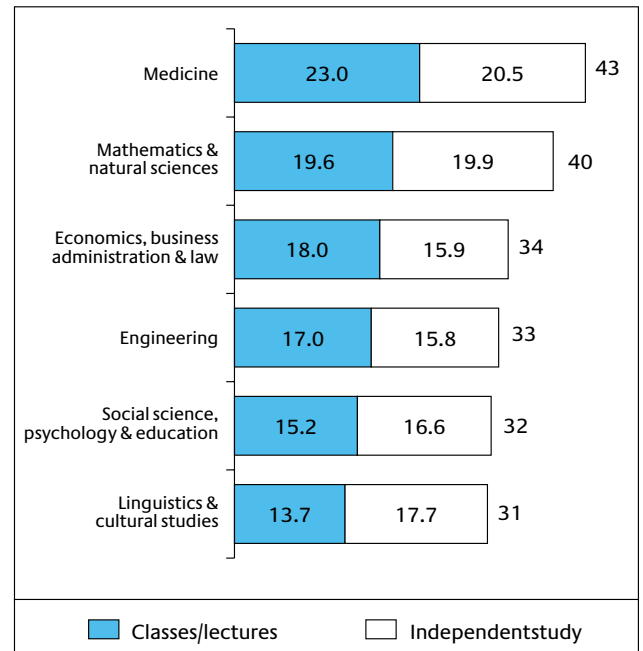
hours more than in 2003. These increasing time commitments for studies and employment – with the exception of students pursuing partial studies in Germany – have significantly exacerbated the situation for working foreign students since 2003.

Time Commitments According to Area of Study

As previously mentioned, first-degree foreign students spend on average 34 hours a week on study-related activities, which can be broken down to 17 hours attending classes and 17 hours on self-study. A comparison according to subject area reveals a number of considerable deviations from this overall average. According to the results shown in Figure 2.12, students of medicine devote the most amount of time to their studies, with 43 hours a week. The time commitments of students of mathematics and natural sciences are also clearly above-average with 40 hours a week. By contrast, students of linguistics and cultural studies have the lowest time commitments with on average 31 hours a week devoted to study-related activities.

Compared with 2003, students in most areas of study have increased their weekly time commitments for study-related activities by three to five hours. The largest increase in the time commitments of foreign students can be observed among students enrolled in mathematics and natural sciences. These students devote on average nine hours more to their studies than in 2003, i.e., three hours more to attending classes and six hours more to self-study. Students of engineering are the only ones whose time commitments in 2006 remained unchanged from 2003 (see following overview):

Figure 2.12 Time spent on studies according to area of study
mobile foreign students, "first degree" study status, average hours/week



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Area of study	Study-related time commitment in hr/week	
	2003	2006
Medicine	39	43
Math & natural sciences	31	40
Economics, bus. admin. & law	30	34
Engineering	33	33
Soc. sciences, psych. & ed.	27	32
Linguistics & cultural studies	28	31

Time Commitments of First-Degree Students According to Type of Institution of Higher Education

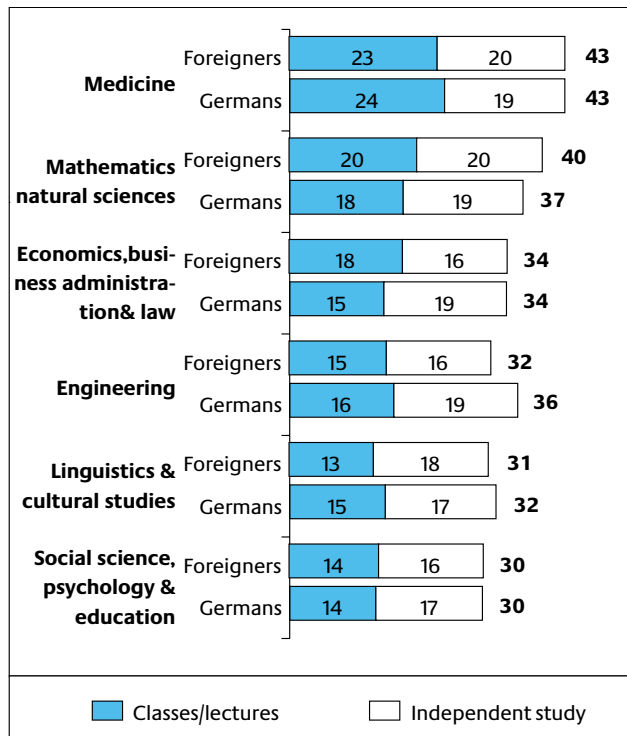
Foreign students pursuing their first degree at a university of applied sciences have an average study week of 35 hours (2003: 32 hours), while those enrolled at a university have a 34-hour week (2003: 30 hours). Students at universities of applied sciences spend considerably more time attending classes (universities of applied sciences: 20 hours, universities 16 hours) but university students spend more time on self-study (universities: 18 hours, universities of applied sciences: 15 hours).

The time commitments of foreign students in 2006 were comparable to those of German students pursuing a first degree. This contrasts with the situation in 2003, when foreign students at universities devoted 4 hours less time to their studies (universities of applied sciences 2 hours less) than German students.

A time commitment comparison that also takes into account different subject areas produces the results for first-degree university students seen in Figure 2.13. This shows a remarkable difference between foreign and German students in the areas of ma-

Figure 2.13 Time spent on university studies according to area of study

Mobile foreign students and German students pursuing a first degree, average hours/week



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thematics and natural sciences and engineering. Foreign students who study mathematics and natural sciences devote on average 40 hours a week to their studies – three hours more than their fellow German students. When it comes to engineering, however, the foreign students spend only 32 hours a week on their studies, which is four hours less than German students. Courses of study in the remaining subject groups are pursued with a similar time commitment by both foreign and German students. It should also be noted that in 2003 foreign students in all areas of study had lower time commitments than German students.

In addition to devoting more time to their studies, foreign students in 2006 spent substantially more time working than they did in 2003. The average weekly working time commitment of all foreign students pursuing their first degree in 2006 was over nine hours compared to nearly seven hours in 2003. The amount of time that comparable German students in 2006 spent working was approximately 6 hours a week, which is significantly lower.

A breakdown of the figures according to area of study (see the table below) reveals that the average weekly working time commitments of foreign students ranges from nearly seven hours for engineering students to just under eleven hours for those studying in the area of social sciences, psychology and education.

Time commitments for studies and employment (average figure for all foreign students in each subject group, hr/week)

Area of study	Job only	Studies and job
Medicine	8	52
Math & natural sciences	8	48
Economics, bus. admin. & law	10	44
Linguistics & cultural studies	10	41
Soc. sciences, psych. & ed.	11	41
Engineering	7	38
Total	9	43

However, it should be noted here that the time commitment of those students who were actually employed (for employment rates see Section 2.5.2) was 16 hours a week, which represents a considerable higher budget (2003: 11 hours). Working foreign students (status: first-degree university students) have a combined study and work time commitment of 48 hours a week. These students spend on average three hours less a week on study-related activities than their non-working peers (33 hours vs. 36 hours).

A comparison of the different areas of study shows that working students devote one to six hours less a week to study-related activities than non-working students. The individual results for each subject group are shown in the following overview.

Time devoted to study-related activities for students with and without a job (hr/week)

Area of study	Without job	With job	Time commitment of those with job*
Medicine	46	40	57
Math & natural sciences	42	38	54
Economics, bus. admin. & law	35	33	49
Linguistics & cultural studies	32	31	46
Soc. sciences, psych. & ed.	33	29	45
Engineering	32	31	45
Total	36	33	48

* Total time commitments for work and studies

The amount of time that working German students (status: first degree at universities) devote to their studies is on average 34 hours a week, which is somewhat higher than the time commitments of working foreign students. However, employed Germans have on average work time commitments that are less than their foreign peers (13 hr/week vs. 16 hr/week).

2.2.3 Scholarship Students – Exchange Students – Free Movers

Scholarship students

In 2006, 20% of foreign students either fully or partially financed their studies with a scholarship or a grant (for more on financing, see Section 2.5.1). The proportion of scholarship students was thus lower than in 2003 (23%), but slightly higher than in 2000 (19%).

Breaking down the results according to areas of study reveals that students in mathematics and natural sciences have the highest proportion of scholarship recipients (27%), followed by engi-

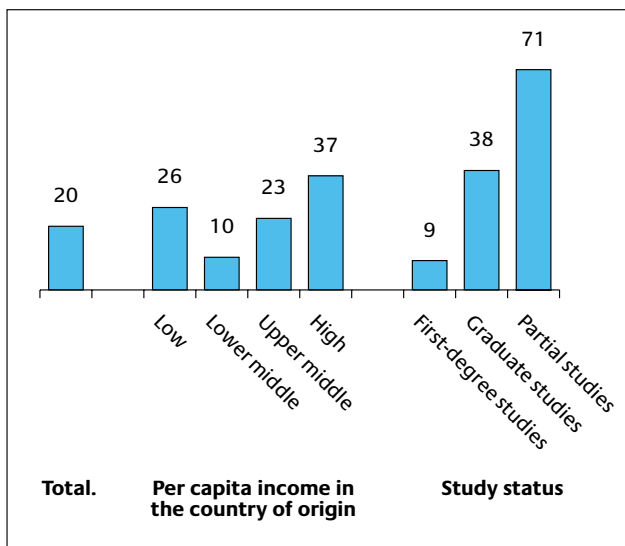
neering (24%). The lowest proportion of scholarship students is found in the area of economics, business administration and law (13%)

Area of study	Scholarships
Math & natural sciences	27
Engineering	24
Medicine	20
Linguistics & cultural studies	18
Soc. sciences, psych. & ed.	18
Economics, bus. admin. & law	13
Total	20

Foreign students who study at a university receive scholarships far more often than those who attend a university of applied sciences (21% vs. 14%). Fewer female foreign students receive scholarships than their male peers (18% vs. 23%).

The results show that 26% of the foreign students from countries with the lowest per capita income receive a scholarship. Nevertheless, students from countries with the highest per capita income are far more likely to enjoy financial support from a scholarship. The proportion of scholarship students here is 37% (Figure 2.14).

Figure 2.14 Scholarship students according to per capita income in the countries of origin and study status
mobile foreign students, in %



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A close examination of those students who receive scholarships reveals the following distribution: Nearly 10% come from low income countries, nearly 22% from lower middle income countries, 32% from upper middle income countries and the majority, namely just under 37%, come from high income countries.

The proportion of scholarship students from America is 28% and among students from European countries outside Germany the figure is 23%, which is higher than the overall average for foreign students. The main scholarship recipients here (43%) are

students from the older EU states (prior to 2004), but a large number (27%) also come from the accession countries that joined the EU in 2004. However, only a small proportion of the students from the remaining European countries receive a scholarship. The number of scholarship students from Africa and Asia (16%) is also below average.

Of all the foreign students who partially or completely financed their studies in Germany in 2006 with a scholarship, 59% came from Europe (45% from EU countries), 22% from Asia, 9% from America and 8% from Africa (the country of origin of the remaining 2% is unknown).

A comparison based on study status shows that guest students (partial studies) are the main group to receive scholarships. In 2006, a larger proportion of these students had a scholarship than in 2003 (71% vs. 66%), a slightly smaller proportion of graduate students received a scholarship (38% vs. 40%) and a smaller percentage of students pursuing a first degree enjoyed a scholarship (9% vs. 12%).

Graduate students were the main receivers of scholarships with 36%, followed by first-degree and partial-studies scholarship students, each with 32%.

A breakdown of the study status according to the income situation in the country of origin produces the following results (scholarship students in %):

Per capita income in home country	First degree	Post-graduate degree	Partial studies
Low income	7	20	1
Lower middle income	23	28	11
Upper middle income	37	29	30
High income	33	23	58

Whereas graduate scholarship students come relatively often from low and lower middle income countries, significantly smaller proportions of first-degree and partial studies scholarship recipients come from these countries.

Most students (42%) have a German scholarship (2003: 40%). There are also a relatively large number of students who come to Germany with a scholarship from their home country (2003: 35%). The remaining students receive a European scholarship (15%, 2003: 13%), are sponsored by an international organization (3%, 2003: 3%) or have another type of scholarship (7%, 2003: 9%).

German scholarships primarily support students from countries with a lower level of income, with 46% awarded to students from low and lower middle income countries, 36% to recipients from upper middle income countries and 14% to students from high income countries (the country of origin of the remaining 4% is unknown).

Scholarship students from high income countries usually come with a scholarship from their home country (50%) or receive funding from a European program (24%). Funding from European scholarships primarily benefits students from countries with a higher level of income. Focusing on students who come to Germany with a European scholarship reveals that 59% come from high income countries, 29% come from upper middle countries

and 11% come from lower middle and low income countries (the country of origin of 1% of the students is unknown).

Amount of Funding Provided

Scholarship students receive on average €661 per month. Hence, the average scholarship amount is €100 higher than it was in 2003. It is predominantly graduate students who received larger monthly scholarship payments in 2006 than in 2003 (€1,007 vs. €771). Scholarship students pursuing their first degree also received more funding (€546 vs. €489), whereas guest students were given slightly less scholarship money in 2006 than in 2003 (€365 vs. €414).

A comparison according to the income situation in the country of origin shows that the lower the per capita income the higher the average amount of scholarship funding received by scholarship students (Figure 2.15).

Foreign students with a German scholarship are provided with an average of €816 per month in funding (2003: €705). Students who have a scholarship from their home country receive €593 per month (2003: €480). Foreign students with a European scholarship receive €446 per month (2003: €354), making this the type of scholarship with the lowest amount of funding (Figure 2.15).

Figure 2.15 Amount of scholarship funding according to selected characteristics
mobile foreign scholarship students, mean in €/month

Selected characteristics	Amount
Per capita income in the country of origin	
Up to \$875 (low income)	922
\$876 - \$3,465 (lower middle income)	797
\$3,466 - \$10,775 (upper middle income)	675
More than \$10,775 (high income)	499
Study status	
First-degree studies	546
Graduate studies	1,007
Partial studies	365
Type of scholarship	
Scholarship from country of origin	593
German scholarship	816
European scholarship	446
Scholarship from an international organization ¹	510
Other scholarship	559
Total	661

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¹ Due to a limited pool of respondents, this can only be interpreted as a tendency

Exchange Students

The term "exchange students" is used here to describe students who came to Germany as part of a mobility, partnership, cooperation or exchange program. This applies to 15% of the foreign stu-

dents enrolled in the 2006 summer semester in Germany. In 2003, this proportion was 17% and in 2000 it was 16%.

Figure 2.16 provides an overview of the proportions of foreign students in Germany who are participating in the various types of programs.⁴

Most exchange students in 2006 took part in the ERASMUS

Figure 2.16 Exchange students according to type of program
mobile foreign students, only participants in a program, in %

Type of program	2003		2006	
	Ex-change students	% ¹	Ex-change students	% ¹
Cooperation program between universities	20	3	22	3
Program of the country of origin	5	1	6	1
German program	22	4	23	3
ERASMUS program	39	7	34	5
Other European program	3	0	3	0
Program of an international organization	2	0	4	1
Other program (incl. no response re. type of program)	9	2	9	1
Total	100	17	100	15

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¹ Of all mobile foreign students

program (34%). Nearly four-fifths of the participants in the ERASMUS program come from EU member states (Eurozone as of 2006). The vast majority of participants in the ERASMUS program in Germany are guest students (92%).

Participants in a German program (23% of exchange students) come primarily from countries with lower and upper middle incomes (two-thirds). The proportion from EU countries (one-fifth) is relatively small. The majority of these students are enrolled in post-graduate courses of study (60%).

One-third of the foreign students who are studying as part of a cooperation program between their home college or university and their institution of higher education in Germany (22% of the exchange students) come from Asian countries and one-third come from older EU countries (Eurozone prior to 2006). Almost half of all students in cooperation programs come from countries with a high per capita income and nearly one-third come from countries with low middle income. A comparison according to study status reveals a fairly even three-way split, with a third pursuing a first degree, a third in partial studies and a third in post-graduate studies.

⁴ Participating in a program does not always entail financial support. Although the majority of exchange students have a scholarship, 30% of these students study in Germany without the support of a scholarship provider (2003: 20%).

Free Movers

Foreign students who have organized their studies in Germany on their own are often referred to as “free movers”. This applies to 85% of the foreign students enrolled in the 2006 summer semester (2003: 83%).

Free movers come significantly more often from countries of origin with lower and upper middle incomes than exchange students (Figure 2.17). A breakdown according to study status reveals that the vast majority of free movers are pursuing their first degree (80%) and relatively rarely come to Germany to pursue partial studies (2%). The proportion of graduate students is also smaller among free movers than among exchange students (Figure 2.17).

The majority of foreign students who came to Germany to pursue a first degree or a post-graduate degree came as free mo-

Figure 2.17 Free movers and exchange students according to selected characteristics
mobile foreign students, in %

Selected characteristics	Free movers	Exchange students
Per capita income in the country of origin		
Low income	7	10
Lower middle income	44	20
Upper middle income	29	27
High income	16	40
Country of origin unknown	4	3
Continent		
Africa	10	6
America	6	9
Asia	28	24
Europe	52	58
- EU countries (before 2004)	10	30
- EU accession states	13	13
Australia/Oceania	0	0.3
country of origin unknown	4	3
Study status		
First-degree studies	80	28
Graduate studies	18	27
Partial studies	2	45
Type of institution		
University	83	86
Univ. of applied sciences	17	14
Gender		
Male	48	54
Female	52	46
Total	100	100

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vers (94% and 79%, respectively). By contrast, the majority of guest students came to Germany as part of a mobility program (78%).

Compared to exchange students, a somewhat higher proportion of foreign students who have organized their own studies in Germany are enrolled at a university of applied sciences and a slightly smaller proportion are at a university (Figure 2.17).

A comparison according to subject groups reveals that a substantially smaller proportion of free movers than exchange students are enrolled in engineering (20% vs. 29%). By contrast, a larger proportion of free movers study economics, business administration and law (20% vs. 15%) and medicine (5% vs. 2%). No differences could be detected in the remaining subject areas.

The proportion of women among free movers is 52%, but the percentage of women is lower (46%) among foreign students who have come to Germany as part of a mobility program.

2.3 Personal Characteristics

Gender

Although there was an equal ratio of men and women in 2003, the proportion of women among the foreign student population was slightly higher (51%) in 2006 (Figure 2.18).

Figure 2.18 Foreign students according to gender and selected characteristics
mobile foreign students, in %

Selected characteristics	Gender	
	Female	Male
Per capita income in the country of origin		
Low income	28	72
Lower middle income	47	53
Upper middle income	64	36
High income	51	49
Continent		
Africa	21	79
America	56	44
Asia	39	61
Europe	62	38
- EU countries (before 2004)	48	52
- EU accession states	76	24
Study status		
First-degree studies	54	46
Graduate studies	41	59
Partial studies	56	44
Type of institution		
University	53	47
Univ. of applied sciences	41	59
Total	51	49

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When it comes to foreign students from upper middle income countries, there is a significantly higher percentage of women (64% vs. 36%), but only a slight difference among students from high income countries (51% vs. 49%). The proportion of men is considerably higher among students from low income countries (Figure 2.18).

Breaking down the results according to continent of origin shows that an above-average number of women from America and European countries come to study in Germany. There is a particularly high proportion of women (76%) among the foreign students from the ten countries that joined the EU in 2006. Among students from Africa and Asia, however, there are relatively few women (21% and 39%, respectively).

More women than men come to Germany to pursue a first degree (54% vs. 46%) and partial studies (56% vs. 44%). By contrast, men outnumber women in post-graduate courses of study (59% vs. 41%).

Age

The foreign students enrolled in the 2006 summer semester in Germany were – just as in 2003 – on average 26.3 years old. As anticipated, foreign students in post-graduate courses of study are older (28.1 years old) than students pursuing a first degree (26.2 years old) and guest students (23.9 years old). A breakdown of the ages of these subgroups is shown in Figure 2.19.

Within the total foreign student population, men are on average half a year older than women (26.6 years vs. 26.1 years). There is no age difference among men and women pursuing a first degree and a relatively minor difference in post-graduate studies (men: 28.3 years, women: 27.7 years). However, a larger difference

can be found among guest students (men: 24.5 years, women: 23.4 years).

Marital Status, Relationships

A larger proportion of foreign students are married than German students (18% vs. 6%). A comparison according to study status reveals that 24% of foreign students in post-graduate courses of study are married (German: 22%) along with 17% (German: 5%) in first studies. Foreign students who are in Germany as guest students are significantly younger than the rest of the foreign student population and have a relatively low marriage rate (7%). Compared to the 2003 results, the proportion of married foreign students has declined from 20% to 18%.

More than a third of the foreign students (36%) indicated that they were in a committed relationship without being married (2003: 34%). The percentage of foreign students who are not in a committed relationship (46%) has remained unchanged since 2003. By comparison, in 2006 a larger proportion of German students lived in a committed relationship (52%) and a smaller number were not in a committed relationship (41%).

Students with Children

The proportion of foreign students who already have children (9%) is higher than among German students. It is predominantly foreign students pursuing their first degree who are more often parents than German first-degree students (8% vs. 5%), whereas the number of foreign students in post-graduate courses of study who have children is substantially lower than the corresponding peer group of German students (11% vs. 20%).

The highest numbers of foreign students with children can be found among students from countries with an upper middle per capita income (11%). Among students from lower middle and low income countries the corresponding figure is 9% and among students from high income countries it is 7%, which corresponds to the proportion of parents found among German students.

Broken down according to the gender of the foreign students, 10% of the women and 8% of the men have children. In 2003, the number of fathers was slightly higher than the proportion of mothers among the foreign student population (9% vs. 8%).

Nearly three-quarters of foreign students with children have one child, more than a fifth have two children and the remainder have more than two children. The majority of studying mothers and fathers (71%) live together with their children in Germany, although the women outnumber the men in this respect (85% vs. 54%). A total of 82% of mothers and fathers live together with their children in Germany (94% of the fathers, 76% of the mothers), 11% are in a committed relationship (6% of the fathers, 13% of the mothers) and 7% are not in a committed relationship; only mothers fall into this last category, representing 11% of all female foreign students with children.

The age of the only or youngest child with whom the foreign students live together in Germany is on average 4.9 years. More than half of these children are still at an age where they would require childcare and nearly one-quarter are pre-school age children.

Figure 2.19 Age of students according to study status
mobile foreign students, in %

Age	Study status			Total
	First-degree studies	Graduate studies	Partial studies	
Up to 21 years	10	-	19	9
22-23 years	16	8	37	17
24-25 years	24	22	22	23
26-27 years	19	24	8	19
28-29 years	14	16	9	14
30 years and older	17	30	5	18
Total	100	100	100	100
Average age in years				
<i>Students:</i>				
- Total	26.2	28.1	23.9	26.3
- Male	26.2	28.3	24.5	26.6
- Female	26.1	27.7	23.4	26.1

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Age of the children who live together with their student parents in Germany

Age of the children	in %
Up to 3 years	52
4 to 6 years	24
7 to 10 years	11
11 years and older	13

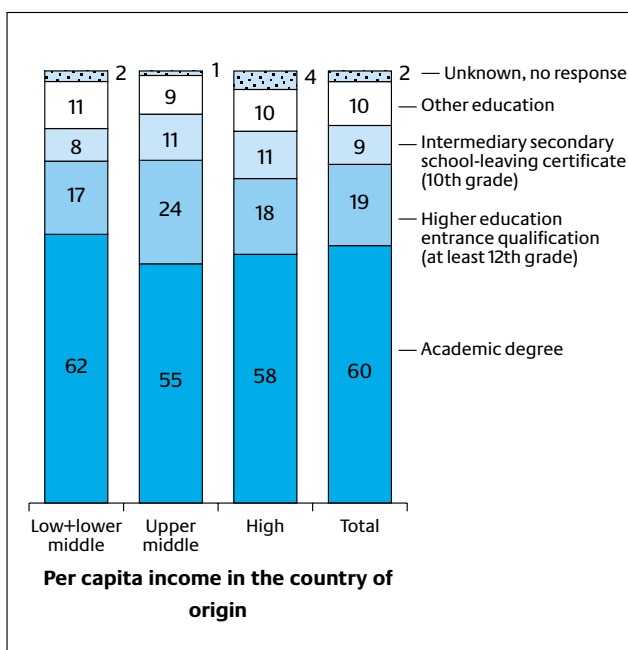
Highest Level of Education in the Parents' Household

The majority of foreign students (60%) have at least one parent who has completed a college or university education. An additional 19% come from households where a general higher education entrance qualification is the highest level of education achieved by one of their parents. Foreign students thus come primarily from academically educated families.

A comparison of the income situations in the students' countries of origin reveals a number of differences (Figure 2.20). A higher percentage of students whose parents have a college or university education come from low and lower middle income countries.

It is also apparent that a larger proportion of women than men (63% vs. 56%) among the foreign student population come from academically educated households where at least one parent has a college or university education. An additional 20% of the women come from households where at least one parent has a higher education entrance qualification, whereas the corresponding proportion among men is 17%.

Figure 2.20 Students according to parents' highest level of education mobile foreign students, in %



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2.4 Previous Education and Motives for Studying in Germany

2.4.1 Recognition of Previous Qualifications

Foreign students who have acquired their higher education entrance qualifications in their home country have to fulfill certain admission criteria in order to be accepted into a course of study in Germany. For instance, they have to furnish proof of sufficient knowledge of the German language. Their admission also depends to a large degree on how their foreign higher education entrance qualifications or foreign academic degrees are assessed in Germany. The guidelines for evaluating academic qualifications are specified in the framework regulations for foreign students of the Standing Conference of Ministers of Education (KMK). These guidelines divide prospective foreign students into three groups.

The first group consists of all foreigners whose previous educational qualifications are equivalent to a German higher education entrance qualification. This applies principally to applicants from European countries and from the USA. These candidates can be directly admitted to institutions of higher learning, subject to possible admissions restrictions. Should the educational certificates of applicants only be comparable to a certain degree to a German higher education entrance qualification, the prospective students are assigned to the second evaluative group, and if they are not at all comparable, they are assigned to the third evaluative group. Applicants in the second and third group have to pass an assessment test before they can be accepted into an institution of higher education in Germany.

This publication will now focus on the previous qualifications of foreign students enrolled at German institutions of higher education during the 2006 summer semester. It will show the level of recognition that these students received in Germany for their educational background and report on their degree of satisfaction with this recognition.

Previous Qualifications Upon Arrival

Only a minority of 29% of the foreign students who began their studies in Germany were merely able to produce proof of a higher education entrance qualification. The majority of foreign students came to Germany with previous study experience. One-quarter had already studied in their country of origin or in another country, but without obtaining a degree. Nearly one-third had completed a first degree. More than 13% of the foreign students came to Germany with a post-graduate degree.

A comparison of foreign students according to the income situation in their home countries shows considerable differences (Figure 2.21). A larger percentage of students with a first degree come to Germany from low and lower middle income countries than from upper middle and high income countries.

Compared with the corresponding result from 2003, the number of foreign students who came to Germany with a higher education entrance qualification was six percent higher and the proportion who had attended an institution of higher education but not obtained a degree was five percent higher than in 2006.

Figure 2.21 Previous qualifications upon arrival in Germany according to per capita income in country of origin mobile foreign students, in %

Previous qualifications	Per capita income in the country of origin			Total ¹
	Low & lower middle	Upper middle	High	
- Higher education entrance qualification	27	34	28	29
- Higher education, no degree	25	21	30	25
- Higher education with first degree	36	25	29	32
- Higher education with a post-graduate degree	11	17	12	13
- Doctorate	0.9	0.8	0	0.6
No answer given	1	2	1	1
Total	100	100	100	100

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¹ Including students who gave no response concerning their country of origin

By contrast, the proportion of foreign students who came to Germany with an academic degree was four percent lower. This development can be partly attributed to the fact that the percentage of respondents who did not answer this question was significantly smaller in 2006 than in 2003 (1% vs. 8%).

Recognition of Previous Education

With the exception of students who are only pursuing partial studies in Germany, the foreign students were asked to what extent their educational qualifications were recognized in Germany and how satisfied they were with the recognition of their previous education.

Approx. 92% of the foreign students were granted some sort of equivalency in recognition of their educational qualifications. However, this distribution according to the type of previous education differs from the overall foreign student population, i.e., including guest students (compare Figure 2.21 with Figure 2.22, focusing on the individual results under “Total”). Figure 2.22 shows, according to the information provided by the respondents, the equivalency procedures that students had to go through and how their previous education was rated.⁵

The previous education of the majority (58%) of foreign students who came to Germany with a higher education entrance qualification was directly recognized as an entrance qualification. A large proportion of these foreign students (36%) were admitted following an assessment test at a preparatory course and a small number (5%) following an aptitude test.

When it comes to the foreign students who came to Germany with previous study experience but no degree, 21% were admitted only after they passed an assessment test at a preparatory course and 5% following an aptitude test. An additional 39% were directly granted an entrance qualification based on their previous education. A relatively small proportion (13%) were granted a Vordiplom in recognition of their previous studies.

More than a third of the foreign students who came to Germany with a first degree were granted the equivalency of a bachelor's for their previous education, but very few were given a higher level of recognition. Approximately one-fifth of the foreign students were only able to use their foreign academic degrees to achieve entrance into a German institution of higher education, with no higher level of equivalency.

In many cases, foreign students who came to Germany with a post-graduate degree were only able to use this qualification to

⁵ It cannot be ruled out that a small number of respondents may have misunderstood the corresponding question. There is no other explanation for occasional responses such as “my previous education consists of a higher education entrance qualification, which has been recognized as a Vordiplom”

Figure 2.22 Previous education and equivalency granted in Germany mobile foreign students, excluding guest students, in %, – multiple answers possible for types of recognition

Previous education	Total	Previous education was recognized						Only partially recognized
		After assessment test ¹	After an aptitude test ¹	As secondary school leaving certificate	As Vordiplom	As bachelor's	As Diplom, Magister, master's	
- Higher education entrance qualification	31	36	5	58	1	-	-	3
- Higher education, no degree	22	21	5	39	13	-	-	32
- Higher education with first degree	33	5	3	20	13	35	7	25
- Higher education with a post-graduate degree	14	4	2	12	13	3	55	21
Total	100	18	4	35	9	12	10	19

¹ As university entrance qualification

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gain admission to a course of study (12%). A small proportion of these foreigners (6%) were only granted an entrance qualification after an assessment test or an aptitude test (Figure 2.22). Nevertheless, more than half managed to have their degree recognized as the equivalent of a Diplom, Magister or master's degree.

Satisfaction with Equivalency Process

As expected, the affected foreign students' subjective evaluation of the equivalency process is relatively critical. A quarter of the students are dissatisfied or very dissatisfied with the recognition of their previous educational qualifications (rated on a scale of one to five, from "very dissatisfied" to "very satisfied"). Slightly more than half the respondents indicated that they were satisfied to very satisfied (53%) and over one-fifth were undecided (22%).

A breakdown according to gender reveals that more men than women are satisfied with the equivalency process (57% vs. 50%). Substantial differences also emerged when comparing responses according to the income situation in the country of origin, the type of educational institution and the organization of the study abroad (see the following overview).

Satisfaction with the Equivalency Process

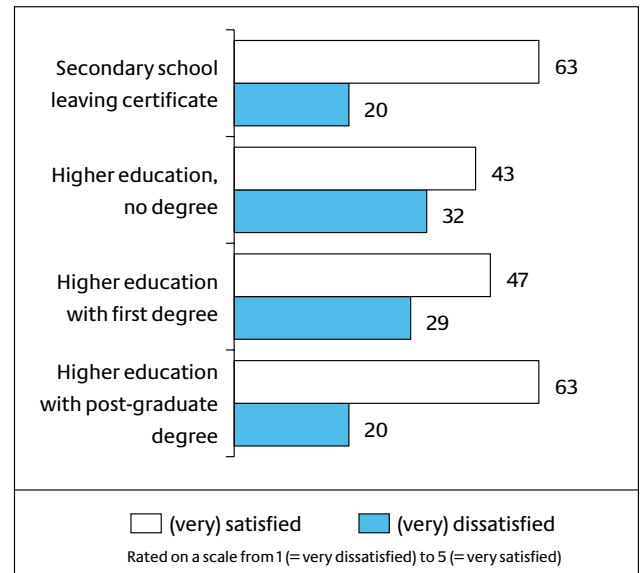
Characteristics	students in %	
	satisfied	dissatisfied
Per capita income in home country		
Low & lower middle income	50	27
Upper middle income	54	26
High income	63	21
Gender		
Male	57	24
Female	50	27
Type of institution		
University (or similar)	54	25
Univ. of applied sciences	48	27
Organization of study abroad		
Free Mover	52	27
Programmstudierende	70	12
Total	53	25

Foreign students who had previous study experience, including those with and those without a first degree, are far less satisfied with the equivalency process than those who came to Germany with a higher education entrance qualification or a post-graduate degree (Figure 2.23). There has been no significant change since 2003 in how the various foreign student subgroups assess the equivalency process.

It stands to reason that foreign students who come to Germany with an academic degree are considerably less satisfied with the equivalency process when they are recognized as first-degree students instead of graduate students (Figure 2.24).

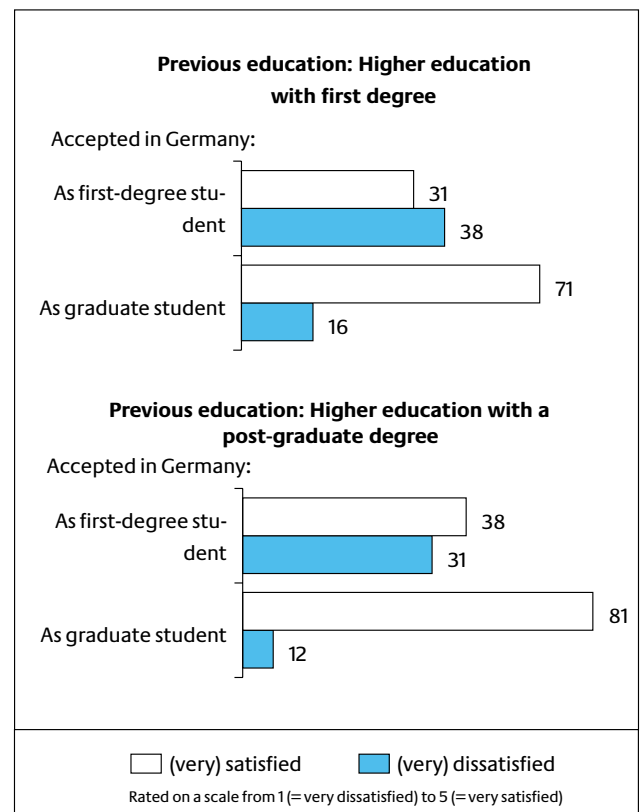
If the information obtained from the respondents is extrapolated to the entire student body, then approx. 80,000 of the foreign students enrolled in the 2006 summer semester received an academic degree before they commenced their studies in Germany. However, only slightly more than 37,000 foreign students

Figure 2.23 Students' satisfaction with the equivalency granted for previous education
mobile foreign students, excluding partial-study students, in %



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Figure 2.24 Students' satisfaction with the level of recognition of their degree in Germany
mobile foreign students, excluding guest students, in %



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managed to obtain an equivalency in Germany for their academic degree.

2.4.2 Knowledge of German

Foreign students are generally expected to have sufficient knowledge of the German language when they come to study in Germany. Nonetheless, a number of courses of study in Germany are now also offered in English and, consequently, a command of the German language is not always a necessary prerequisite for studies in Germany. When asked where they had learned German before they came to Germany, 80% replied – as in 2003 – that they had acquired their initial knowledge of the language in their home country. Nearly two-thirds of the foreign students surveyed (64%, 2003: 60%) indicated that before they commenced their studies they had also spent time in Germany learning German or improving their knowledge of the language.

Nearly two-fifths of the foreign students had begun learning the German language at school in their home country – with a higher proportion of women than men (Figure 2.25). A total of 28% also learned German at an institution of higher education in their home country – with women outnumbering men again. More than a fifth (21%) learned German at a Goethe Institute or other German institution in their home country – an opportunity that was used more often by men than women. Figure 2.25 shows addi-

Figure 2.25 Knowledge of German
mobile foreign students, in %, multiple answers possible

Learned German	Gender		Total
	Male	Female	
In home country			
- in school	30	45	38
- at a college/university	22	33	28
- at a Goethe Institute, another German institution	26	16	21
- at a language course offered outside the college/university	21	18	19
- by distant learning/self-study course	5	8	6
In Germany			
- at a preparatory course	15	11	13
- at an institution of higher education	25	25	25
- at a language offered course outside the college/university	37	39	38
Learned German some other way	10	14	12
Didn't learn any German before commencing studies	8	2	5

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tional options that were used in the foreign students' home country to learn German.

In Germany, 38% of the foreign students learned German or improved their knowledge of the language – before they commenced their studies – at a language course outside their institution of higher education, with an additional 25% learning German at their institution of higher education and 13% at a preparatory course.

It is interesting to note that one in twenty foreign students responded that they had learned no German before commencing their studies. This proportion is significantly higher among men (8%) than among women (2%).

Language Courses During the Course of Study

The proportion of foreign students who took language courses during their studies in Germany to improve their knowledge of German was just as high in 2006 (48%) as it was in 2003. There is a slightly higher percentage of men than women who participated in such language courses (49% vs. 47%). An above-average number of guest and post-graduate students attend these courses (64% and 60%, respectively). By contrast, a considerably smaller percentage of first-degree students take language courses (42%).

A comparison according to subject groups reveals that most engineering students (55%) and relatively few medicine and health science students (39%, the lowest proportion of any group) attend a language course to improve their German. Above-average numbers of students in mathematics and natural science as well as social sciences, psychology and education (43% each) take such courses, whereas the proportional figures for students in linguistics and cultural studies and economics, business administration and law who attend German courses correspond (47% and 49%, respectively) roughly to the average.

The vast majority of students who have not attended a course to improve their German during their studies in Germany indicated that such instruction was not necessary (Figure 2.26). Comparatively few foreign students found that the courses were too expensive (6%) or not suitable (5%). A relatively large percentage responded that they did not have enough time to take a language course (16%).

Figure 2.26 Additional German language courses in Germany
mobile foreign students, in %, multiple answers possible

Language course	Gender		Total
	Male	Female	
- Yes, at college/university	38	36	37
- Yes, outside college/university	17	18	18
- No, there were no appropriate courses offered	6	5	5
- No, the courses were too expensive	7	6	6
- No, I didn't have enough time for this	18	14	16
- No, I didn't need to	27	33	30

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Language Tests

Over three-fourths of the foreign students enrolled in the 2006 summer semester took a language test for German as a foreign language (2003: 80%). More women (79%) than men (71%) passed a test certifying their knowledge of German.

An analysis based on study status shows that 83% of first-degree students but a considerably smaller proportion of graduate and guest students (56% and 52%, respectively) have taken a language test.

Nearly half the foreign students (47%) took their language test at an institution of higher education or during a preparatory course (German Language Test, DSH). By contrast, relatively few foreign students had their knowledge of German tested at institutions that offer language tests (Figure 2.27).

Figure 2.27 Language tests of German as a foreign language mobile foreign students, in %

Language test	Gender		Total
	Male	Female	
- At a Goethe Institute	6	10	8
- At another institution in home country	3	4	4
- At a preparatory course at an institution of higher education (DSH German Language Test)	45	47	47
- Test of German as a Foreign Language (DaF Test)	10	12	11
- Other language test	7	6	6
- None	29	21	24
Total	100	100	100

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A comparison with the results of the previous survey shows that the proportion of foreign students who took a test at a Goethe Institute has declined by more than half, from 17% in 2003 to 8% in 2006. However, the German as a Foreign Language Test (TestDaF) has become more popular. In 2003, 4% of the foreign students took this test; in 2006 this figure had risen to 11%.

2.4.3 Information on Studying in Germany

This section addresses the question of how foreigners who were interested in studying abroad were made aware of Germany as a potential country to study and what sources of information they use to find out about study opportunities in Germany.

By far the most common way that respondents were made aware of Germany was through the people in their immediate surroundings. Nearly half (46%) the foreign students enrolled in the 2006 summer semester indicated that family, friends or acquaintances had passed on information about Germany as a possible place to study. For 30% of the foreign students, it was the school or the institution of higher education in their home country that raised the possibility of studying in Germany. Nearly just as many (29%) were introduced to the idea through persons who had stu-

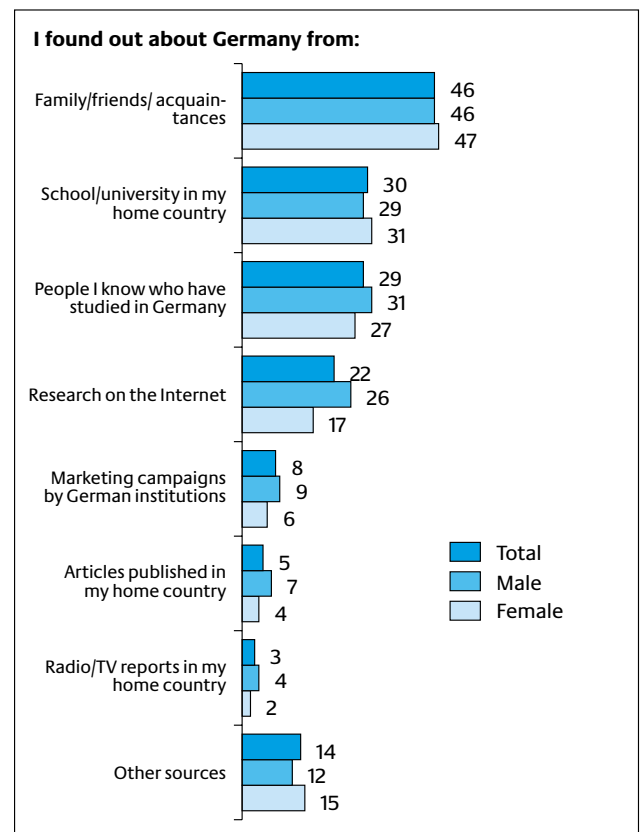
died in Germany themselves. Research on the Internet was another way that a considerable number of foreign students (22%) became aware of Germany. Marketing campaigns by German institutions such as institutions of higher education and DAAD were also effective (Figure 2.28).

The results in Figure 2.28 also show that foreign women and men who realized their objective to study abroad were made aware of Germany in similar ways. It should be noted here that the Internet is currently a more effective means of reaching men.

Upon closer examination, it becomes clear that it is primarily guest students who were made aware of Germany through their home institution of higher education (67% vs. 34% of graduate students and 25% of first-degree students). When it comes to students pursuing a first-degree, it was above all family, friends and acquaintances who made them aware of Germany (51% vs. 33% of graduate students and 32% of guest students). An above-average number of graduate students reported that they used research on the Internet (39% vs. 19% and 18% of the guest students and first-degree students) and marketing campaigns by German institutions (17% vs. 5% and 6%, respectively).

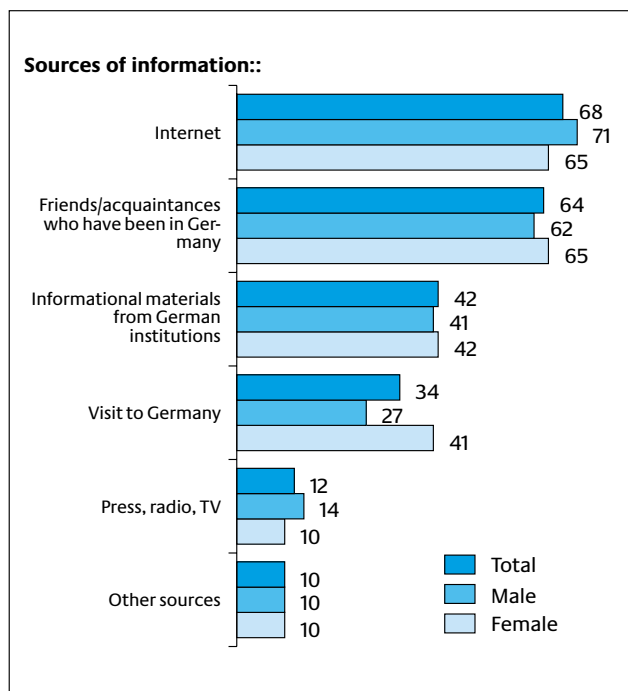
When asked what sources of information that they used to find out about study opportunities in Germany, more than two-thirds of the foreign students said that they used the Internet. Slightly fewer, i.e., nearly two-thirds, indicated that they gained

Figure 2.28 Information on studying in Germany mobile foreign students, in %, multiple answers possible



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Figure 2.29 Sources of information on studying in Germany
mobile foreign students, in %, multiple answers possible



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their information from friends/acquaintances who had studied in Germany (Figure 2.29). What’s more, 42% used informational materials from German institutions and 34% visited Germany – women more often than men (41% vs. 27%) –, to gather information directly on location. Reports in the press and on radio and TV were a source of information for only 12% of the foreign students.

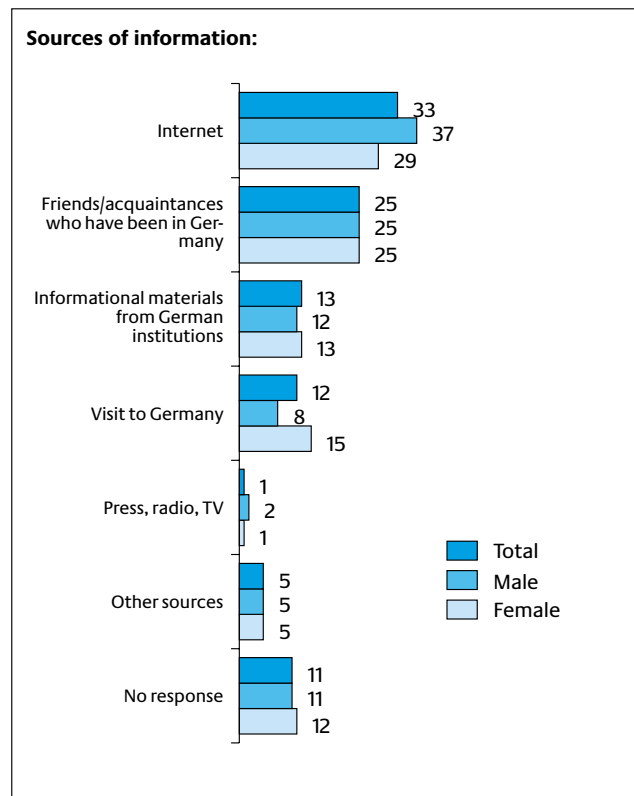
It is interesting to note that students from countries with a low per capita income used the Internet less often than students from countries with a higher income level. Members of the former group tend to rely more heavily on traditional media (see following overview). It also stands to reason that students from low and lower middle income countries enjoy significantly fewer opportunities to travel to Germany to gather information.

Use of selected sources of information according to the income situation in the students’ countries of origin (students in %)

Income situation	Source of information		
	Internet	Press, radio, TV	Visit to Germany
Low & lower middle income	64	15	22
Upper middle income	71	9	47
High income	75	6	46

In addition to reporting how they obtained information, the foreign students were asked to indicate their most important source of information. For one-third of the foreign students this was the Internet, for one-quarter it was friends/acquaintances who could relate their experiences in Germany, for roughly one-eighth it was informational materials from German institutions and for another one-eighth it was a visit to Germany (Figure 2.30).

Figure 2.30 Most important source of information on studying in Germany
mobile foreign students, in %, multiple answers possible



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2.4.4 Reasons for Studying in Germany

Educational Considerations

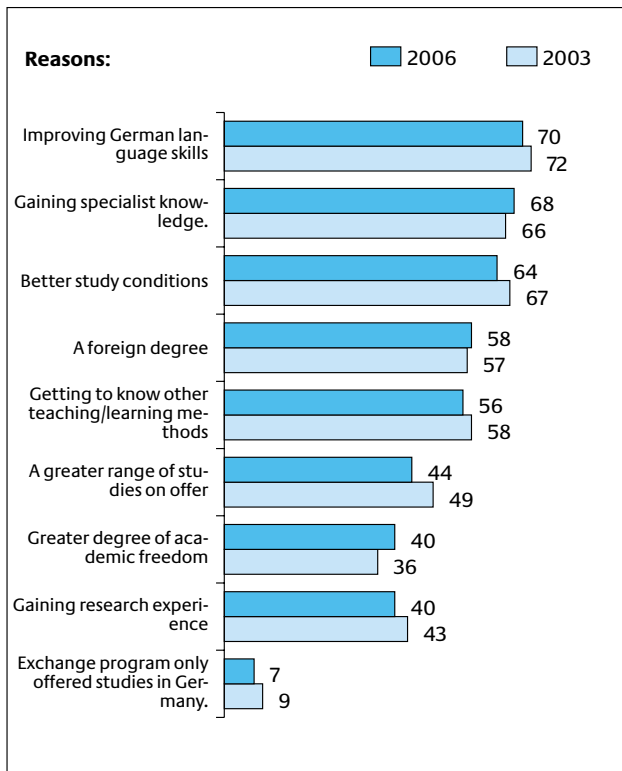
Back in 2003, the survey revealed that there is no single factor that motivates foreign students to decide to study in Germany. This decision is always based on a combination of different considerations. Respondents chose on average four of the possible educational motivations listed on the survey as applicable to their decision to study in Germany.

The majority of foreign students (70%) reported that improving their language skills played a key role in their decision. This aspect was more applicable to foreign students pursuing partial studies and students from countries with an upper middle level of income (84% and 82%, respectively).

Over two-thirds (68%) of the foreign students said that expectations of gaining specialist knowledge had motivated them to study in Germany. Such expectations were most common among graduate students (81%) and an above-average number of students from low and lower middle income countries (74%).

The expectation that the conditions and facilities of the institutions of higher education in Germany would be better than back home was a motivating factor for 64% of the foreign students. It comes as no surprise that this factor played a larger role primarily among students from low and lower middle income

Figure 2.31 Educational reasons for studying in Germany
mobile foreign students, on a scale from 1 (= not at all accurate) to 5 (= to tally accurate), focusing on ratings 4 and 5, in %



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countries (77%). By contrast, this reason was relatively rarely cited by guest students as a contributing factor in their decision (39%).

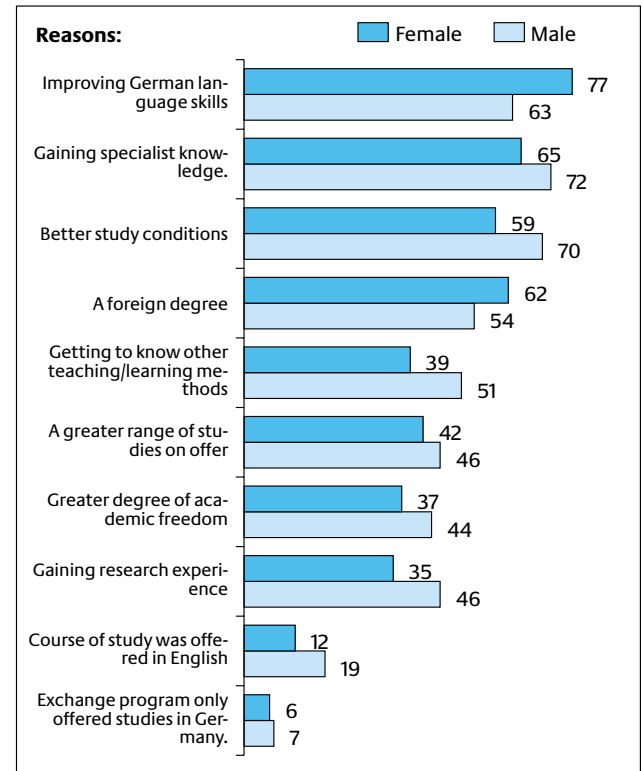
Figure 2.31 shows all the educational considerations surveyed in 2003 and 2006 and the proportions of foreign students who indicated that these factors played a role in their decision to study in Germany. These values varied only slightly from 2003 to 2006, and the changes are not deemed significant.

It should also be noted that a considerably higher proportion of graduate students cited gaining research experience as a key motivating factor than the average for the overall foreign student population (65% vs. 40%, respectively). In addition, it should be mentioned that among foreign students who came to Germany as part of an exchange program (see Section 2.2.3), one in four indicated that their program only offered studies in Germany.

The main educational reasons for studying in Germany cited by respondents vary in some cases substantially according to gender (Figure 2.32). Improving language skills in German and the expectation of acquiring a foreign degree were motivating factors that played a larger role among women than men. The remaining possible educational considerations surveyed were more commonly reported by men than women.

Figure 2.32 also includes the answers to the motivating aspect first surveyed in 2006: "It was important to me that my course of study was offered in English." This was a decisive factor for 15% of

Figure 2.32 Educational reasons according to gender in 2006
mobile foreign students, on a scale from 1 (= not at all accurate) to 5 (= to tally accurate), focusing on ratings 4 and 5, in %



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the foreign students. A particularly high proportion of graduate students cited this as a key reason for studying in Germany (45%).

General Considerations

Aside from educational considerations, there are a wide range of additional motivating factors that influence the decision to study abroad. The main reason given by foreign students who opted to study in Germany (Figure 2.33) was that studying in Germany would improve their career opportunities (82%). The second most common consideration was that foreign students were interested in the new challenge of coming to terms with an unfamiliar situation/culture (65%).

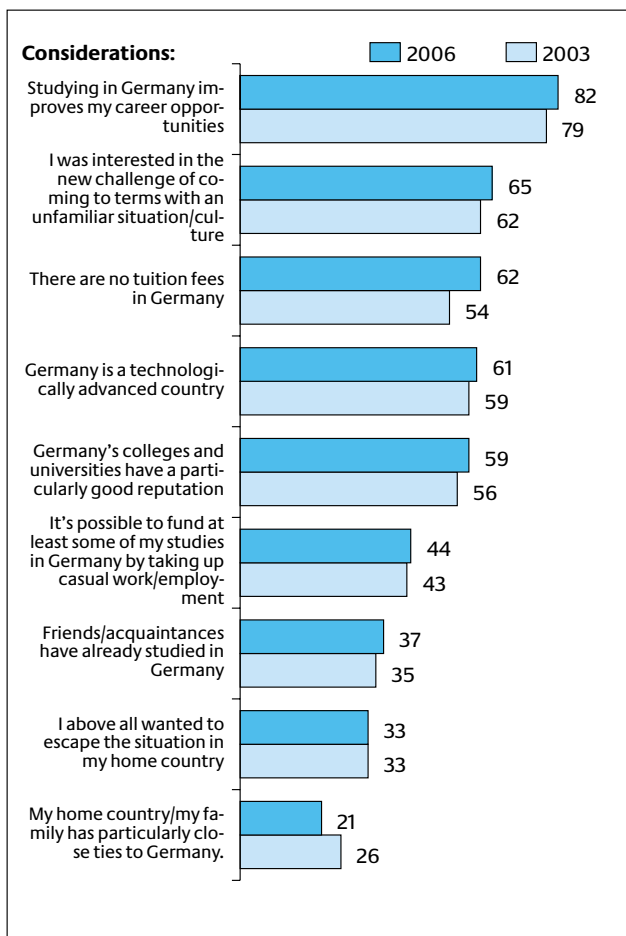
Foreign students who were enrolled in the 2006 summer semester still did not have to pay tuition fees, so it comes as no surprise that 62% of them were strongly motivated to come to Germany by the prospect of free studies. This response came predominantly from students from low and lower middle income countries (73%). However, the majority of students from upper middle income countries (59%) also cited this reason. By contrast, only a minority (39%) of the students from high income countries indicated that the prospect of tuition-free higher education had influenced their decision to study in Germany. Nevertheless, there were significant differences among students from high income countries in how they assessed the importance of tuition-free studies. For instance, more than half the surveyed students from Belgium,

Greece, Ireland, Israel, Japan, Canada, Sweden and the USA reported that their decision to pursue studies in Germany was highly influenced by the fact that no tuition fees were required.

More than half the foreign students were motivated to study in Germany because it is a technologically advanced country and its institutions of higher education have a particularly good reputation. The remaining considerations, as illustrated by Figure 2.33, influenced significantly less than half the students in their decision-making process.

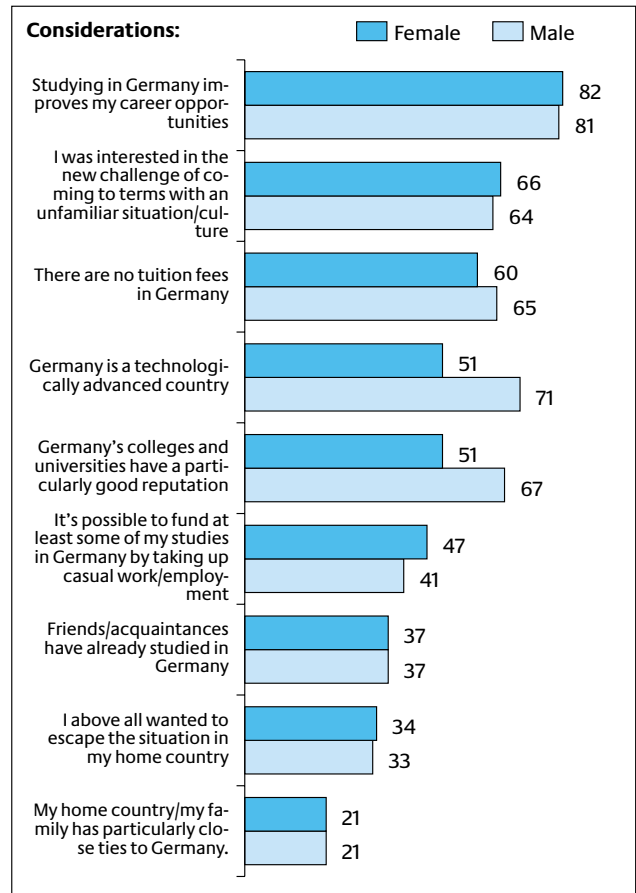
A comparison according to gender shows that men and women were influenced to a similar degree by individual motivating factors (Figure 2.34). The only exceptions here were that the considerations "Germany is a technologically advanced country" and "German institutions of higher education have a particularly good reputation" played a considerably smaller role among women than among men (51% vs. 71% and 51% vs. 67%, respectively).

Figure 2.33 Influence of various considerations on the decision to study in Germany
mobile foreign students, on a scale from 1 (= not important at all) to 5 (= very important), focusing on ratings 4 and 5, in %



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Figure 2.34 Influence of various considerations on the decision to study in Germany according to gender
mobile foreign students, on a scale from 1 (= not important at all) to 5 (= very important), focusing on ratings 4 and 5, in %



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2.5 Living Situation in Germany

2.5.1 Financing Living Expenses

This section will examine the sources of financing that foreign students rely upon while studying in Germany and the amounts of money available from individual sources. Afterwards, it will focus on monthly incomes that are the sum of individual amounts obtained from various financial sources.

The following incomes, even when not explicitly stated, refer to average monthly amounts.

Sources of Income

The majority of foreign students cover their living expenses in part with money that they earn themselves: 62% of foreign students help to make ends meet with an average of €407 a month earned from work. One-fifth of foreign students pay for their living expenses entirely from personal earnings. These students have an average income of €603 a month.

Parents are the second most common source of financing: 46% of the foreign students receive an average of €380 a month from their parents. Only 11% of the foreign students receive enough money from their parents – on average €592 – to allow them to meet their living expenses without additional sources of financing.

The third most common source of financing is only available to a minority of the foreign students: 20% receive an average monthly scholarship payment of €661 a month and 9% live exclusively from their scholarship. This last subgroup receives on average €961 a month (for more information on scholarship students, see Section 2.2.3).

In addition to the three main sources of financing listed above, there are other sources of income. However, the proportion of foreign students who are supported by these sources is relatively small (Figure 2.35).

Figure 2.35 Sources of financing for mobile foreign students
in %, multiple answers possible

Sources of financing	2000		2003		2006	
	Total	Total	Total	Male	Female	
Personal earnings	56	55	62	58	66	
Parents	40	45	46	50	42	
Scholarship	19	23	20	23	18	
Savings ¹	13	12	12	12	12	
Partner/spouse	11	10	12	7	17	
Relatives/friends/acquaintances	8	8	7	8	7	
Loan from a bank, etc.	4	5	6	7	5	
BAföG	3	3	4	3	6	
Other sources	9	5	5	6	5	

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¹ Money earned/saved before commencing studies

Figure 2.36 shows the individual sources of financing and the average monthly amounts available to students. Each average amount is low enough that it is presumably impossible for many students to meet their monthly living expenses with the income from one source of financing. The results also show that less than half the foreign students (45%) only have income from a single source. The majority of the foreign students (55%) rely on two or more sources of income.

A comparison with the results from 2003 reveals that the proportion of foreign students who cover their expenses with personal earnings is seven percentage points higher in 2006 (62% vs. 55% in 2003). In addition, the number that receives financial support from their parents is slightly higher in 2006 than in 2003 (46% vs. 45%). By contrast, the figures for scholarship students are slightly lower in 2006 than in 2003 (20% vs. 23%).

In 2006, more women than men who met their living expenses with personal earnings (66% vs. 58%). However, the average earnings of working women were slightly lower than those of men (€397 vs. €419). In addition to a higher proportion of men

Figure 2.36 Amount per month according to sources of financing
mobile foreign students, mean in € per month

Sources of financing	2000	2003	2006
Personal earnings	385	407	407
Parents	359	397	380
Scholarship	508	574	661
Savings ¹	255	286	287
Partner/spouse	346	417	298
Relatives/friends/acquaintances	217	240	201
Loan from a bank, etc.	372	354	310
BAföG	*	432	435
Other sources	414	359	391

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¹ Money earned/saved before commencing studies

* Not a sufficiently large pool of respondents to calculate a statistically relevant mean

than women who are supported by their parents, men receive larger amounts (€405 vs. €351). The situation is similar among scholarship students: 23% of the men receive an average scholarship of €745 compared to 18% of the women with €559 of financial support. With regard to the remaining sources of financing, there is only a clear disparity between men and women when it comes to support from a spouse/partner. Women are more often financially supported by their partner than men (17% vs. 7%).

There are also clear differences among foreign students with regard to the use of specific sources of income. For instance, personal earnings are significantly more often relied upon by students from low and lower middle and upper middle income countries to cover their living expenses than by students from countries with a high per capita income (Figure 2.37). A comparison according to study status (Figure 2.38) reveals that it is predominantly first-degree students (71%) who also live from their personal earnings, followed by graduate students (45%) and guest students (38%). However, employed graduate students earn considerably more money per month (€521) than working first-degree and guest students (€398 and €287, respectively).

The amount of financial support that foreign students receive from their parents has not changed markedly since 2003 (see Figures 2.35 and 2.36). Presumably, foreign students from high income countries receive money far more frequently – and also much larger amounts – from their parents (64%, on average €452) than students from low and lower middle and upper middle income countries. However, the results show that students from low and lower middle income countries receive more financial support from their parents (46%, on average €386) than students from upper middle income countries (36%, on average €260). Presumably, this relatively minor amount of financial support from parents explains why a larger proportion of students from upper middle income countries have a job (Figure 2.37) and earn on average more money (€439) than students from low income countries (€392) and high income countries (€340).

Figure 2.37 Sources of financing according to per capita income in the country of origin
mobile foreign students, in %, multiple answers possible

Sources of financing	Per capita income in the country of origin		
	Low+lower middle	Upper middle	High
Personal earnings	65	66	49
Parents	46	36	64
Scholarship	13	23	37
Savings ¹	9	12	20
Partner/spouse	12	16	7
Relatives/friends/acquaintances	6	8	8
Loan from a bank, etc.	6	4	8
BAföG	2	4	7
Other sources	3	7	8

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¹ Money earned/saved before commencing studies

The majority of scholarship students come from countries with a high per capita income (Figure 2.37). Individuals who come to Germany to pursue partial studies (guest students) constitute by far the group with the largest number of scholarship students (71%), however, a significant proportion of graduate students (38%) receive scholarships as well (Figure 2.38).

Figure 2.38 Sources of financing according to study status
mobile foreign students, in %, multiple answers possible

Sources of financing	Study status		
	First-degree studies	Graduate studies	Partial studies
Personal earnings	71	45	38
Parents	47	36	56
Scholarship	9	38	71
Savings ¹	10	12	27
Partner/spouse	14	9	2
Relatives/friends/acquaintances	8	5	8
Loan from a bank, etc.	6	5	8
BAföG	4	0	7
Other sources	6	2	9

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¹ Money earned/saved before commencing studies

Amount and Breakdown of Monthly Income

The Social Survey does not list an average value for the monthly income of all students. The amount of income available to students is significantly influenced by a wide range of factors, for example, whether students live with their parents or on their own, whether they are single or married, and whether they are post-

graduate students or still pursuing their first degree. In view of this fact, it would be inappropriate to lump together the monthly income of all students. Such an overall average income value would always be influenced by the varied make-up of the student body. Comparative evaluations of such an overall average value would not allow for a direct assessment of the students' financial situation. Were such a value to be calculated, it would still be necessary to pinpoint exactly which comparative results could be attributed to differences in the nature of the above-mentioned student characteristics.

As a result, household types have been developed for the Social Survey. These types of households consist of groups of students who have to meet their living expenses under similar conditions. The main focus here is on students who are pursuing their first degree, do not live with their parents, and are single (i.e., "normal students"). Among foreign students and German students, this group currently represents two-thirds of the student body. This group generally finds itself at the center of attention when issues arise concerning government financial aid and laws covering financial support from parents. The other types of households consist of students pursuing their first degree who are single and live with their parents (i.e., "living with parents"), married students pursuing their first degree who do not live with their parents (i.e., "married") and students who have completed their first degree, do not live with their parents and are single (i.e., "graduate – single") or are married (i.e., "graduate – married").

Based on these household types, foreign students enrolled in the 2006 summer semester had the following incomes:

Household type	Monthly income	Proportion of foreign students
• Normal students	€654	65%
• Living with parents	€519	3%
• Married	€723	13%
• Graduate – single	€849	15%
• Graduate – married	€1,098	4%

The financial situation of the "living with parents" and "graduate – married" groups cannot be compared with the other groups because there are an insufficient number of students in the survey with this type of household.

An initial comparison of the above groups reveals that the individual household types have substantially different sources of financing available (Figure 2.39). Roughly two-thirds of the students in both the "normal students" and "married" groups use personal earnings to help meet their living expenses. Among the "graduate – single" group, 50% are gainfully employed. More than half the members of the "normal students" group (53%) but only one-fifth of the "married" students receive financial support from their parents. A larger number of single graduates have scholarships than members of the two other groups (33% vs. 18% "normal students" and 11% "married"). Not surprisingly, a larger proportion of married students receive financial assistance from their partners (42%). By contrast, very few single students receive financial support from their partners.

In addition to differences in the financial sources used by the three above-mentioned groups, the sums of money available to each group also vary in some cases considerably (Figure 2.39).

Figure 2.39 Sources of financing according to type of household
mobile foreign students, per type of household in %, mean in €

Sources of financing	Type of household					
	Normal students		Married		Graduates - single	
	In %	Amount	In %	Amount	In %	Amount
Personal earnings	67	383	66	439	50	484
Parents	53	380	20	394	42	430
Scholarship	18	425	11	*	33	941
Partner/spouse	8	219	42	352	5	*
Other sources	31	329	26	476	22	466

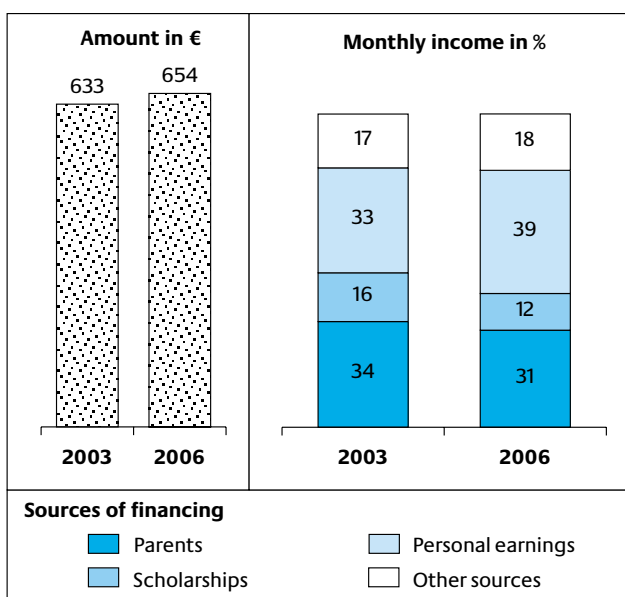
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* Not a sufficiently large pool of respondents to calculate a statistically relevant mean

"Normal Students" Household Type

The monthly incomes of the foreign students in this group were on average €654 in 2006. They thus had significantly less available monthly income than the corresponding German students in this group (€770). Compared with the results for 2003, the average income of these foreign students in 2006 was nominally 3.3% higher. However, this nominal rise in monthly income is lower than the rise in prices for this period, which was 5.4% according to the consumer price index. This means that the monthly income of foreign students in 2006 provided 1.9% less purchasing power than the income available to foreign students in 2003.

Figure 2.40 Monthly income
mobile foreign students, "normal students"



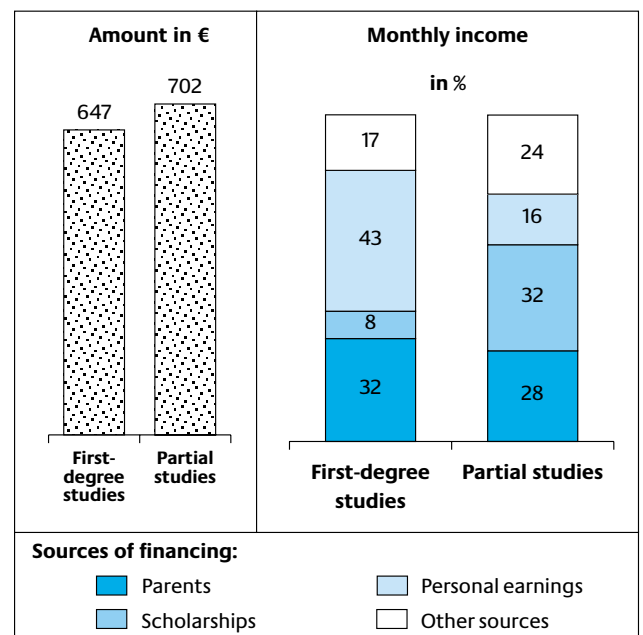
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The monthly income budget has changed significantly from 2003. There has been a considerable decline in the budget provided by parents and the amount covered by scholarships (Figure 2.40). At the same time, personal earnings have risen from 33% to 39%. By contrast, personal earnings in the monthly income of the corresponding group of German students were substantially lower (24%) in 2006 and have fallen in recent years (2003: 27%). Hence, the role of personal earnings in financing studies in Germany has significantly increased among foreign students while it has declined among German students.

A comparison of the foreigners in the "normal students" group according to whether they intend to complete a degree in Germany or are only temporarily in the country to pursue partial studies (i.e., as a "guest student") clearly shows that there are considerable differences in the financial structure of both subgroups and the amount of available income (Figure 2.41). Guest students finance their studies in Germany primarily with scholarships (32%) and financial support from their parents (28%). Personal earnings only account for 16% of their income. By contrast, students who intend to complete their studies in Germany meet 43% of their living expenses with personal earnings.

The financial situation of students who came to Germany to complete a degree was not substantially different in 2003. At that time, these foreign students had €620 in available monthly income – compared to €767 for German students. In 2003, the monthly income of foreign students was derived from the following sources: 39% from gainful employment to finance their studies, 34% from parents' financial support, 10% from scholarships and 17% from the remaining financial sources.

Figure 2.41 Monthly income according to study status
mobile foreign students, "normal students"

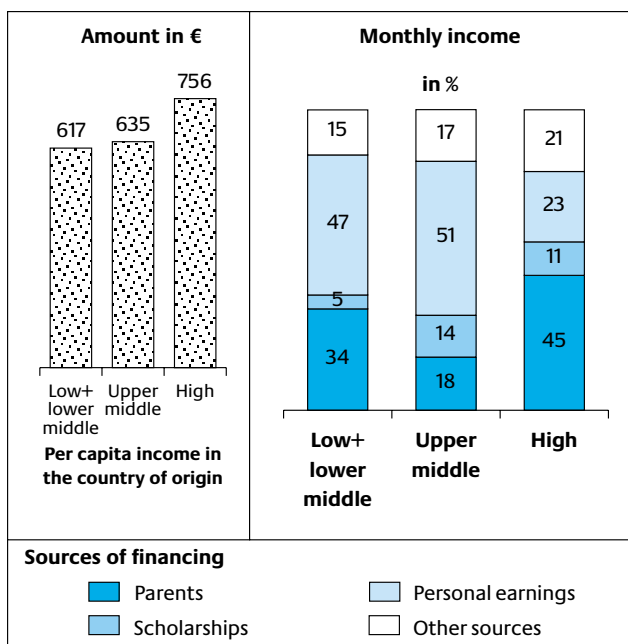


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A comparative analysis of the financial situation of the “normal students” according to the income situation in their countries of origin reveals the following: The situation of students from countries of origin with a high per capita income is comparable to German students in terms of monthly income (€756 vs. €770). In addition, the proportion of this monthly income derived from personal earnings is nearly identical for both foreign (23%) and German students (24%). These foreign students receive substantially more financial support from their parents than foreign students from countries with a comparatively lower level of income (Figure 2.42). Students from these poorer countries depend predominantly on personal earnings to meet their living expenses while studying in Germany. Nearly half (47%) of the monthly income of students from low and lower middle income countries is derived from personal earnings, and this figure is 51% among students from upper middle income countries.

It is almost inconceivable that foreign students from low, lower middle and upper middle income countries could study in Germany without partly financing their studies with personal earnings. Without personal earnings, the monthly income of these foreign students would be reduced by roughly half (Figure 2.42). They would thus have an amount of available monthly income (€327 for low and lower middle and €311 for upper middle) that would make it virtually impossible to maintain an appropriate lifestyle, even if spending were limited to an absolute minimum. It should be noted here that these descriptions do not pertain to a tiny minority of foreign students, but rather to the financial situation of nearly two-fifths (39%) of all foreign students.

Figure 2.42 Monthly income according to per capita income in the country of origin
mobile foreign students in first-degree studies, “normal students”

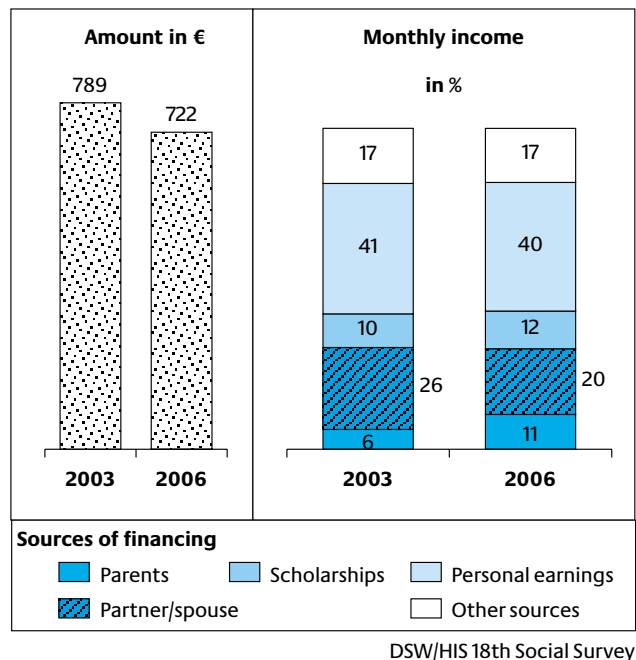


"Married" Household Type

The average monthly income of married students was €722 in 2006. This is significantly lower than in 2003 (€789), but higher than the income of single students in 2006 (€654).

Married students also derive the majority of their income from personal earnings (40%) and their income has changed only slightly since 2003 (Figure 2.43). After personal earnings, the second most important source of financing for married students is financial support from their spouses/partners, who provide one-fifth of the average monthly income (2003: 26%). It should also be mentioned here that women make up 62% of all married foreign students.

Figure 2.43 Monthly income
mobile foreign students, “married”



"Graduate – Single" Household Type

With €849 a month, these foreign students have significantly more available income than those who are still pursuing their first degree. Graduate single foreign students in 2006 were financially much better off than in 2003 (Figure 2.44).

Scholarships account for 37% of monthly income, making them the main source of financing for graduate students. This is followed by personal earnings with 29%. Parents contribute 21% and the other sources constitute 13% of the monthly income of this group of foreign students. There have been few changes in the average monthly income of graduate singles since 2003 (Figure 2.44). The financial contribution of parents has declined somewhat. There has been a slight rise in personal earnings and a minimal increase in scholarships.

Figure 2.44 Monthly income
mobile foreign students, "graduate - single"



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2.5.2 Gainful Employment

Sections 2.2.2 and 2.5.1 examined the amount of time that foreign students spend working and the importance of the money earned at those jobs for financing their studies in Germany. The following section will take a closer look at how often students work, what types of jobs they do, and the reasons that they give for working.

Employment Rate

The employment rate is the percentage of all students who, by their own assessment, work occasionally, often or continually.

It should be noted that the question concerning gainful employment during semester breaks and holidays (the non-lecture period) and during the semester (the lecture period) was not answered by 8% and 11% of the foreign students, respectively (in 2003, the non-response rate for this question was significantly higher, with 10% and 23%, respectively). In order to take into account the different response rates, two employment rates have been calculated for both the semester breaks/holidays and during the semester. The first rate reflects the minimum proportion of working students under the assumption that the non-respondents are all unemployed; the second rate shows the maximum proportion of working students, assuming that the distribution of the students who did not respond was identical to the distribution pattern of those who did respond.

Based on this approach, the proportion of working foreign students during semester breaks and holidays ranged from 55% to 61% and during the semester from 55% to 62% (Figure 2.45). The previous survey in 2003 revealed an employment rate during semester breaks/holidays of between 52% and 57% and for the semester between 43% and 56%. The proportion of working foreign stu-

Figure 2.45 Gainful employment during the semester breaks/holidays and the semester
mobile foreign students, in %

Worked in	2003	2006
Semesterbreaks/holidays (non-lecture period)		
No answer given	10	8
No, not necessary	15	14
No, not possible due to my study workload	11	10
No, because I have no work permit	4	3
No, because I have worked up to 90 days already	1	1
No, looked for a job without success	8	7
Yes, worked occasionally	19	17
Yes, worked very often	10	13
Yes, worked continually	22	25
Total	100	100
Employment rate	min. 52	55
	max. 57	61
Semester (lecture period)		
No answer given	23	11
No, not necessary	12	11
No, not possible due to my study workload	14	15
No, because I have no work permit	3	3
No, because I have worked up to 90 days already	0.3	1
No, looked for a job without success	5	5
Yes, worked occasionally	17	19
Yes, worked very often	7	12
Yes, worked continually	19	24
Total	100	100
Employment rate	min. 43	55
	max. 56	62

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dents in 2006 was thus slightly higher during the semester breaks/holidays and substantially higher during the semester than in 2003.

The maximum employment rate for foreign students in 2006 corresponds approximately to the employment rate of German students, which was 63% during the semester breaks/holidays and 64% during the semester in 2006.

If the responses of the foreign students for the semester breaks/holidays and the semester are examined together, the group that gave no response whatsoever is reduced to just over 2% of the respondents. This shows that in 2006 more than two-thirds

of the foreign students (68%) had gainful employment either during the spring break and/or during the summer semester. This is six percent higher than in 2003, thus moving closer to the corresponding rate in 2000 (69%).

Student employment phases (working students, in %)

	2000	2003	2006
Only during holidays	14	18	12
Only during the semester	10	9	11
Holidays and semester	45	35	45
Total	69	62	68

In 2006, the employment rate among students from low and lower middle income (73%) and upper middle income countries of origin (70%) was above-average, whereas it was below average for students from high income countries (54%).

Based on a number of additional distinguishing characteristics, the employment rates vary in some cases considerably from year to year, as shown in the following overview.

Working foreign students according to selected characteristics, in %

	2000	2003	2006
Scholarship			
Yes	46	34	34
No	72	75	78
Type of organization			
Exchange students	48	32	43
Free movers	73	69	73
Gender			
Male	68	61	68
Female	70	63	69
Type of institution			
University or similar	68	62	68
Univ. of applied sciences	78	64	72
Area of study			
Medicine, health sciences ¹	54	50	62
Math., natural sciences	63	56	64
Economics, business admin. & law	68	64	67
Engineering	73	62	71
Linguistics & cultural studies	70	66	71
Soc. sciences, psych. & education	80	67	75

¹ Courses of studies in the area of health sciences were included here for the first time in 2006; they were listed under social sciences, psychology and education in 2000 and 2003.

Type of Employment

The majority of foreign students who earned money to finance their studies had temporary jobs (Figure 2.46). Only a minority worked as assistants or tutors at their institutions of higher education. These jobs, which presumably tend to be study-associated, were held by significantly fewer foreign students in 2006 than in 2003.

The average net hourly wage that foreign students received for their work was in 2006 – as it was in 2003 – just under €9. The average wage for temporary jobs was the lowest at roughly €8. As-

Figure 2.46 Working students according to type of employment
working mobile foreign students, in %, multiple answers possible

Type of employment	2003		2006	
	Semester breaks/holidays	Semester	Semester breaks/holidays	Semester
Temporary work	56	47	58	56
Assistants at the college/university	21	26	13	18
Tutor	3	6	2	3
Other work	24	22	24	22
No answer given	7	11	10	10

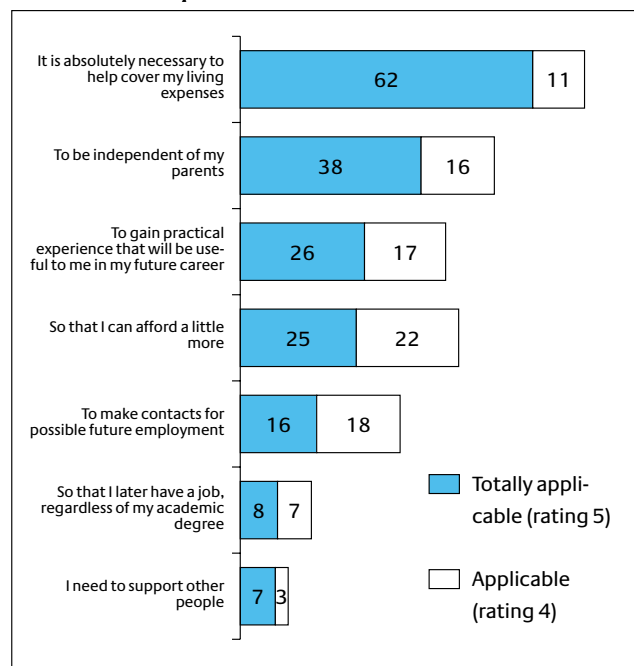
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sistants received between €8 and €9 an hour. By contrast, other jobs averaged even higher, at approx. €11 an hour.

Reasons for Working

The vast majority of foreign students (62%) reported that they worked during their courses of study because it was absolutely necessary to help cover their living expenses (Figure 2.47). The second most common reason given was that it made them independent of their parents (38%), followed by the notion that it allowed them to gain practical experience that is useful in their future careers (26%). A similar number of students (25%) worked to enhance their standard of living to a certain extent.

Figure 2.47 Reasons for employment during studies
working mobile foreign students, on a scale from 1 (= not at all applicable) to 5 (= totally applicable), focusing on ratings of 4 and 5, in %, multiple answers possible



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Generally, respondents indicated that a number of different aspects listed in the questionnaire fully reflected their reasons for working. Hence, among the students who work because it is essential to meeting their living expenses, nearly one in two gave independence from their parents as an additional reason and one in four also reported that they wanted to afford a little more.

More women than men reported that one of their main reasons for working was that it was absolutely necessary to cover their living expenses (65% vs. 58%). A higher percentage of women also indicated that they worked to be independent of their parents (40% vs. 36%) and because they wanted to afford a little more (28% vs. 21%).

In view of their financial background, it comes as no surprise that two-thirds of the working students from low, lower middle and upper middle income countries (see following overview) indicated that they worked because it was necessary to meet the cost of living (see Section 2.51).

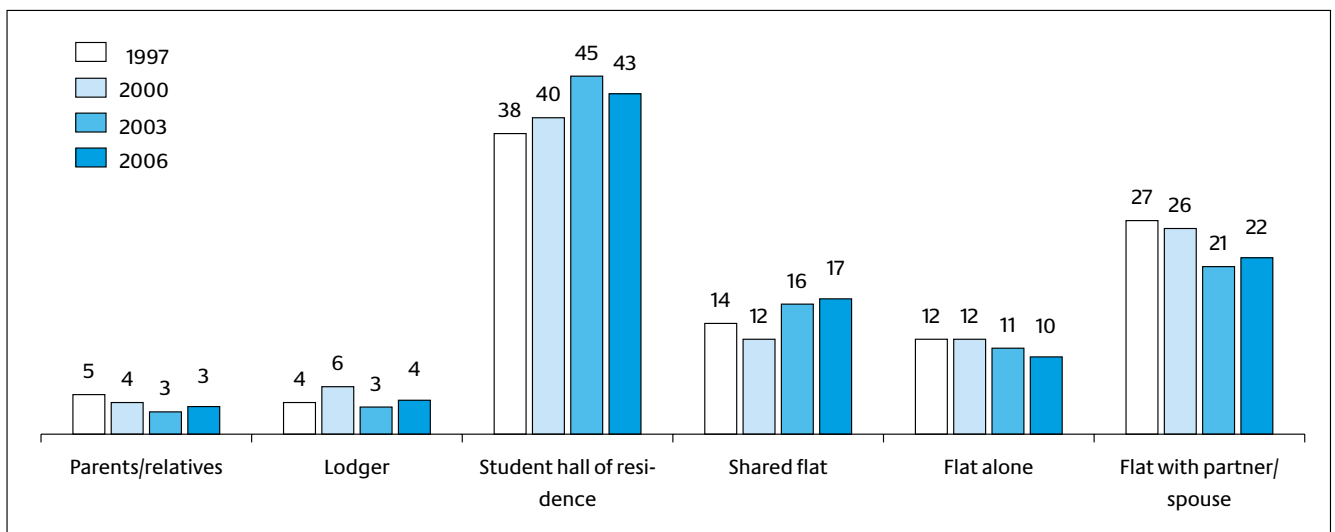
Reasons for working according to the income situation in the country of origin (employed students in %)

Income situation	Reasons		
	Necessary for expenses	Independent of parents	Afford a little more
Low & lower middle income	67	42	24
Upper middle income	68	40	29
High income	35	25	22

2.5.3 Housing and Living Conditions

The majority of foreign students in Germany live in student halls. During the 2006 summer semester, this was true of 43% of the foreign student population. In 2006, there were proportionally slightly fewer foreign students who lived in a hall of residence

Figure 2.48 *Housing situations mobile foreign students, in %*



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than in 2003; the observed increase from 1997 to 2003, from 38% to 45%, has thus leveled off (Figure 2.48).

The second most common housing situation for foreign students is a rented flat (apartment) that is shared with a spouse/partner (22%). Compared to 2003, this number has risen slightly. There has also been a slight increase in the percentage of foreign students who share a flat with other people – from 16% to 17%⁶. Roughly one-tenth of foreign students, one percentage point lower than in 2003, live alone in a rented apartment. In 2006, living as a private lodger/subtenant and living with parents only played a relatively minor role.

A comparative analysis according to the income situations in the countries of origin reveals differences in the distribution of various living situations (Figure 2.49). For instance, far more students from countries with a low or lower middle income live in student halls (48%) than from countries with an upper middle income and countries with a high per capita income (38% each). Students from upper middle income countries who share a flat with a spouse/partner are above-average represented as the second most common type of living situation (31%) and an above-average number of students from high income countries live in a flat share.

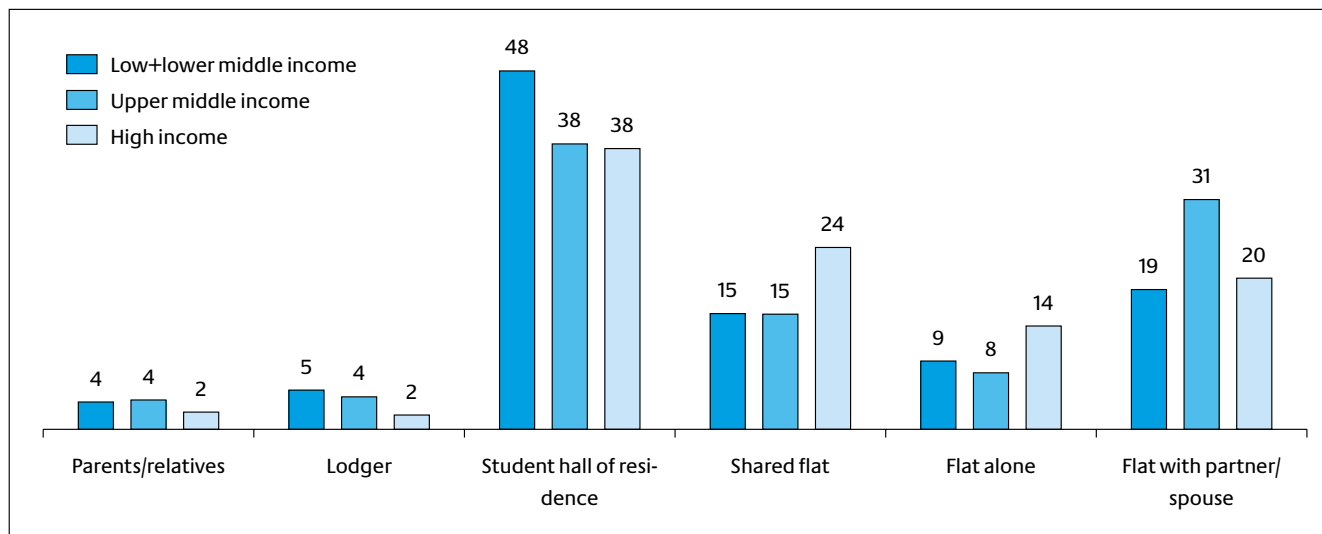
Special Focus on Student Halls of Residence

Half the male foreign students and 37% of the women live in halls of residence.

A comparison according to the different types of living situations in student halls of residence shows that there are a significantly higher proportion of men who live in a single room or a single room in a residential unit.

⁶ In answer to the question concerning living in a rented flat, 14% reported that they lived in a flat share and 3% that they lived with friends/acquaintances. These percentages are combined here and throughout this section.

Figure 2.49 Housing situations according to per capita income in country of origin mobile foreign students, in %



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Foreign students according to the living situations in the halls of residence, total and according to gender, in %

	Total	Male	Female
• Single room	16	20	13
• Single room in res. unit	14	17	13
• Single apartment	8	9	7
• Flat w/several rooms	3	3	2
• Double room	2	1	2
Total	43	50	37

An above-average proportion of students who come to Germany as part of a mobility or cooperation program live in a student hall (60%, 2003, 64%). However, a large percentage of students who organize their own studies in Germany also live in halls of residence (40%, 2003: 41%).

The highest percentage of residents in student halls (62%) is found among foreign students who come to Germany to pursue partial studies (guest students). However, an above-average proportion of graduate students (47%) also live in halls of residence. Consequently, there are a below-average number of first-degree students living in student halls of residence (39%).

The results of the two surveys conducted during the 2006 summer semester, one for German students, including foreign students with a German education, and one for foreign students educated in other countries (i.e., mobile foreign students), show the following population for the halls of residence:

• German students	68%	prop. of women:	44%
• Foreign stud. w. German education	2%		37%
• Foreign students	30%		44%

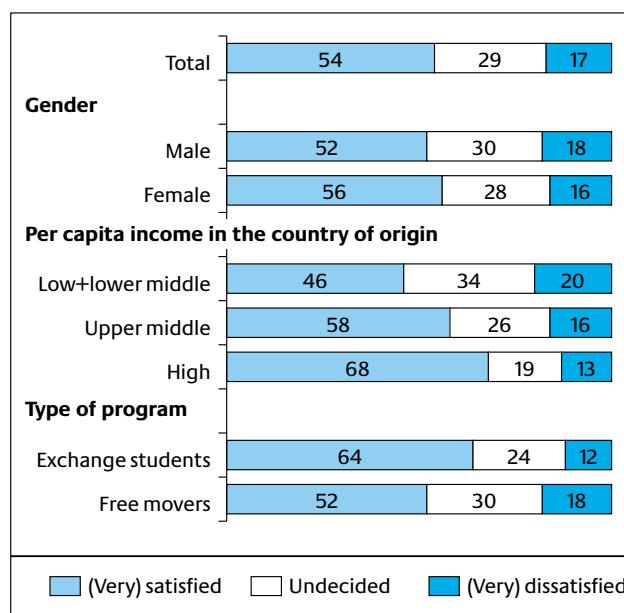
Satisfaction with Housing Situation

When asked how satisfied they were with their current living situation, 54% of foreign students reported that they were satisfied/

very satisfied (2003: 50%) and 17% said that they were dissatisfied/very dissatisfied. The remaining 29% were undecided (2003: 30%).

Slightly more women than men are satisfied with their living situation (56% vs. 52%). Students from low and lower middle income countries are far less satisfied than students from upper middle and high income countries (Figure 2.50). Exchange students, who predominantly live in student halls, are significantly more satisfied with their living situation than free movers (64% vs. 52%).

Figure 2.50 Satisfaction with current housing situations according to selected characteristics mobile foreign students, in %, on a scale from 1(=very dissatisfied) to 5(=very satisfied)

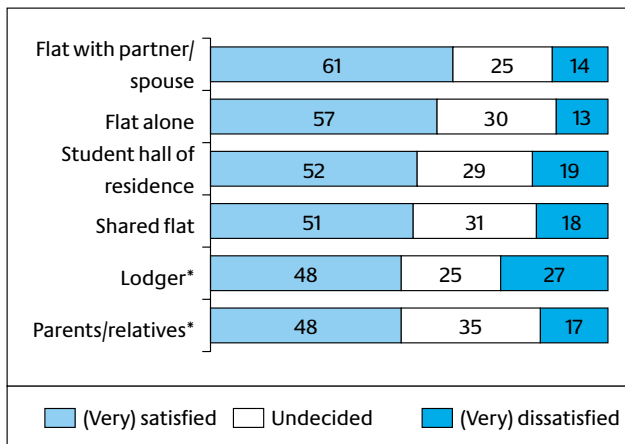


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Considerable differences in students' opinions also emerge when a comparison is made based on students' living situations (Figure 2.51). Students who live with their spouse/partner are substantially more satisfied with their living situation than the average foreign student. An above-average number of students who live alone in an apartment are satisfied. Among the remaining types of living situation, however, there are smaller proportions of satisfied residents. Nevertheless, more than half the residents of student halls and flat shares are generally satisfied with their living situation.

When asked to rate individual aspects of their living situation, the neighborhood came in as the aspect with the highest level of satisfaction (60%). By contrast, less than half the foreign students surveyed were satisfied with the price of rent (45%). Nearly half were satisfied with their relations with neighbors (49%). A clear

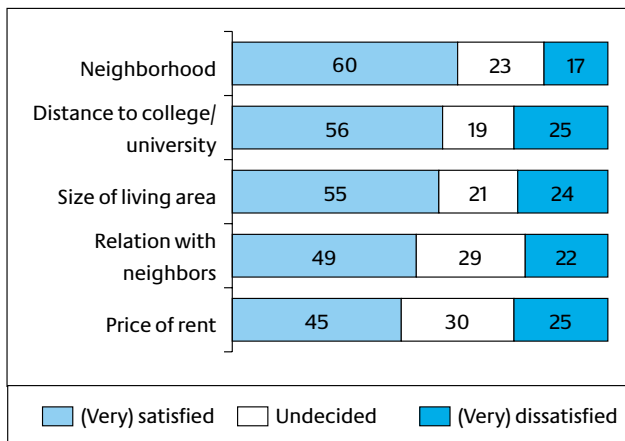
Figure 2.51 Satisfaction with current housing situation
mobile foreign students, in %, on a scale from 1(=very dissatisfied) to 5(=very satisfied)



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* Due to a limited pool of respondents, this can only be interpreted as a tendency

Figure 2.52 Satisfaction with current housing situation according to individual aspects
mobile foreign students, in %, on a scale from 1(=very dissatisfied) to 5(=very satisfied)

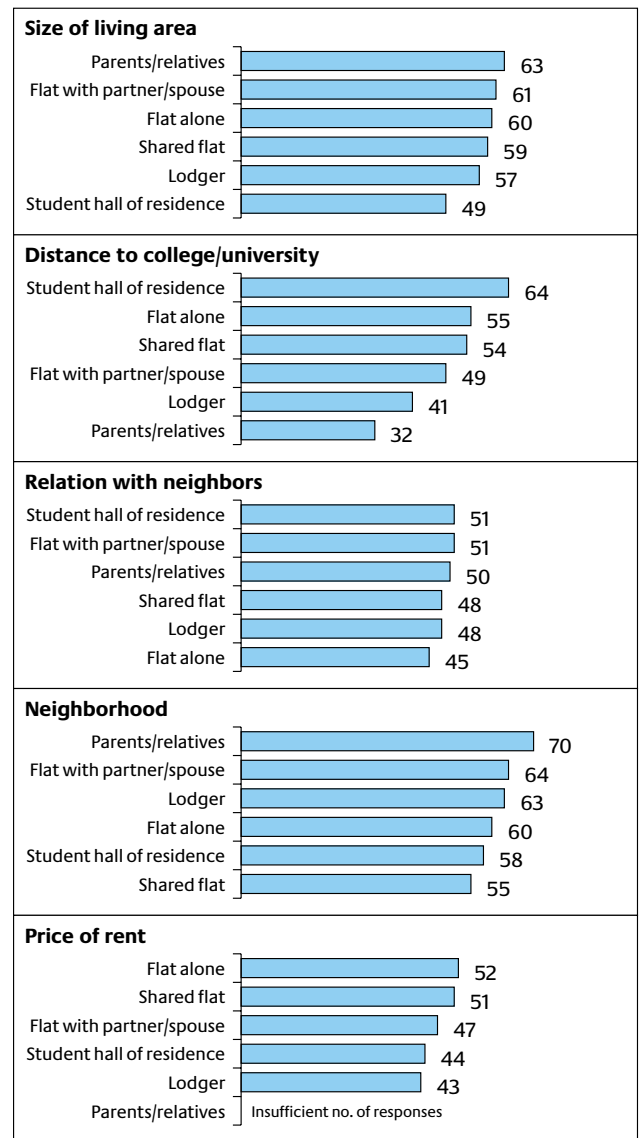


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majority of the respondents were satisfied with the remaining aspects (Figure 2.52).

It stands to reason that individual aspects are rated differently depending on the living situation of the respondents. If the individual aspects are ranked according to the proportion of satisfied residents in each living situation, it produces the distribution shown in Figure 2.53. This shows that residents of student halls are least satisfied with the size of their living area, but foreign students who live in a hall of residence are most satisfied with the distance to their institution of higher education as well as relations with neighbors. Nevertheless, when it comes to the neighborhood and the price of rent, halls of residence were given relatively low rankings by their users. Only students in a flat share were propor-

Figure 2.53 Proportion of students in each housing situation who are satisfied with individual aspects
mobile foreign students, on a scale from 1(=very dissatisfied) to 5(=very satisfied), focusing on ratings 4 and 5, in %



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tionally less satisfied with their neighborhood and private lodgers less satisfied with the price of rent.

There is clearly a relatively weak correlation between respondents' ratings of relations with neighbors and their type of living situation.

Monthly Rent

Foreign students who do not live with their parents or relatives spend on average €273 a month on rent, including utilities. This means that rents are 15% higher than in 2003 (€237).

Monthly rents for women (€293) are substantially higher than rents for men (€252). It should be noted, however, that a considerably smaller proportion of women live in more economical student halls and a correspondingly higher proportion share an expensive apartment with a partner. Monthly rents for the different living situations are shown in Figure 2.54.

Figure 2.54 Monthly expenses for rent and utilities according to type of housing situation
mobile foreign students, mean in €

Living situation	2003		2006	
	Total	Total	Male	Female
Student hall of residence	184	202	205	199
Lodger	207	223	216	229
Shared flat	217	234	237	231
Flat alone	300	306	289	322
Flat with partner/spouse	362	442	409	460
Total	237	273	252	293

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According to these results, the monthly rents of foreign students for all types of housing were higher in 2006 than in 2003. Students who live alone in a flat had the lowest increase (2%) and students who lived with a spouse/partner experienced the largest increase (22%). Students who live in a hall of residence spent nearly 10% more on rent in 2006.

Preferred Type of Housing

When asked which type of housing they preferred, 68% of the foreign students cited their current type of living situation. However, nearly a third (32%) of the foreign students said that they would prefer another type of housing. There were only minimal differences here between men and women: 33% of the men and 31% of the women do not live in their preferred type of housing.

The highest satisfaction rate based on a comparison of the actual and the preferred form of housing is found among foreign students who live with a spouse/partner, with 90% responding that they already live in their preferred housing situation. This is also true of nearly three-fourths of those who live in halls of residence (72%) and for a majority of foreign students who live alone in an apartment (63%).

Half the foreign students who live in a flat share say that this is their ideal form of housing. By contrast, living with parents or re-

latives and as a private lodger/subtenant is relatively seldom the preferred type of housing among these students (Figure 2.55).

Figure 2.55 Current and preferred housing
mobile foreign students, in %

Current housing	Preferred housing						Total
	Pa-rents	Stu-dent hall	Lod-ger	Sha-red flat	Flat alone	Flat with partner	
Parents/rel.*	30	26	0	12	21	11	100
Student hall	1	72	1	9	9	8	100
Lodger*	0	38	22	14	20	6	100
Shared flat	1	24	1	50	16	8	100
Flat alone	2	17	0	8	63	10	100
Flat with partner	1	7	0	1	1	90	100
Total	2	41	2	15	14	26	100

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* Due to a limited pool of respondents, this can only be interpreted as a tendency

Experiences Looking for Housing

In order to determine how difficult it is for foreign students to find a place to live, respondents were asked to rate 6 statements on a scale of one to five, from "not at all" to "totally". The results and the exact wording of the statements and the proportion of the foreign students who experienced these difficulties are presented in Figure 2.56. In addition to the results for all foreign students, special emphasis has been consciously placed here on the responses by students from Africa and Asia. Compared to the general foreign student population, a higher proportion of these students rate each statement as applicable to their situation.

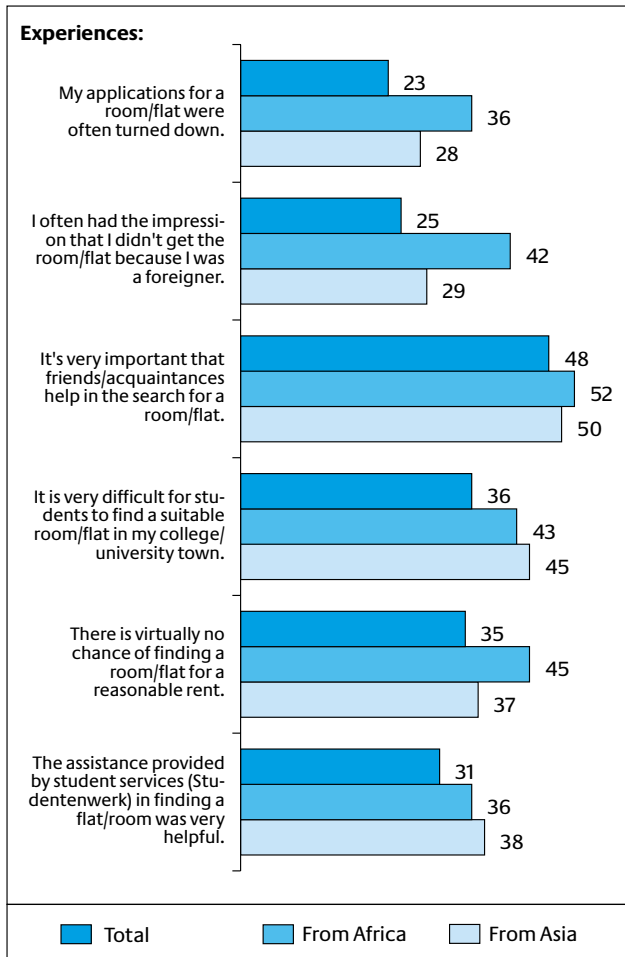
The statement that was most often selected (48%) was that it is very important for friends and acquaintances to help in the search for housing (2003: 57%). This was followed by the opinion that it was generally very difficult for students to find suitable housing in the town where their institution of higher education was located (36%, 2003: 36%) and the viewpoint that there is virtually no chance of finding housing with an appropriate rent (35%, 2003: 45%).

A relatively large number of respondents reported that the assistance provided by student services (Studentenwerk) was helpful in finding a flat (31%, 2003: 34%). As anticipated, this opinion was more often shared by residents of student halls (53%).

A quarter of the respondents (2003: 28%) have the impression that they were often turned down for housing because they are foreigners. The proportion of Africans here was clearly significantly higher (42%). However, this opinion was also shared by over a fifth (21%) of the students from other European countries.

Nearly a quarter (23%) of the foreign students indicated that their applications for a room or a flat were often turned down (2003: 30%). Here again the corresponding proportion among students from Africa was significantly higher (36%).

Figure 2.56 Experience looking for housing
mobile foreign students, on a scale from 1 (= not at all) to 5 (= totally),
focusing on ratings 4 and 5, in %



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2.5.4 Eating at Student Cafeterias

Student restaurants and cafeterias at institutions of higher education are run by local student service organizations. These restaurants and cafeterias are responsible for providing students with inexpensive food and beverages.

More than four-fifths of the foreign students (81%) eat at a student cafeteria on average four times a week. The vast majority of students eat lunch at student cafeterias but fewer eat dinner there – in part because this service is not offered everywhere.

Proportion of students according to the meal that is taken in a student cafeteria

• Breakfast	16 %
• Snack before noon	26 %
• Lunch	73 %
• Snack in the afternoon	26 %
• Dinner	8 %

Nearly equal proportions of men and women eat at student cafeterias (81% and 82%, respectively). There are gender differ-

ences when it comes to the frequency with which they visit a cafeteria. While men use student cafeterias on average five times a week, the visitor frequency among women is four times a week. There are two differences between men and women with regard to the types of meals that they take: A higher proportion of men eat lunch (76% vs. 70%) and dinner (11% vs. 6%) in student cafeterias.

Student cafeterias are used to an equal extent by foreign students and German students (18th Social Survey, 2007, p. 378). There are no major differences in user behavior.

Lunch at Student Cafeterias

Based on the frequency of eating lunchtime meals, the following distribution has been established for foreign students:

Foreign students according to the weekly frequency of eating lunch in student cafeterias, in %

Frequency	2003	2006
• never	22	27
• once	16	15
• twice	17	17
• three times	19	16
• four times	11	11
• five times and more	15	14

This clearly shows that the number of foreign students who never eat lunch at student cafeterias has increased by five percent from 2003 to 2006. There was also an increase, although slightly less marked, among German students during the same period – from 23% to 26%.

Students who eat lunch in the cafeteria once or twice a week are called sporadic users, and students who eat lunch there three times a week or more are called regulars. According to this definition, 32% of foreign students are sporadic users (2003: 33%) and 41% are regulars (2003: 45%).

A comparison of all group characteristics surveyed in the study (Figure 2.57) shows that the largest difference in use is between men and women. Considerably more men are regular customers in student restaurants than women (49% vs. 32%) and women are much more often sporadic users (38% vs. 27%).

Compared with the corresponding results for 2003, the proportion of students who do not use student cafeterias has increased by five percent or more for the following groups: women, younger students (up to age 25), but also older students (30 years and over), students pursuing partial studies, students living in halls of residence and students who live with a spouse/partner.

Reasons for Not Eating at Student Cafeterias

Students who never or seldom eat lunch at student cafeterias were asked what keeps them from doing so. Figure 2.58 provides the results of this question for non-users and sporadic users.

This shows that the quality of the food served is the most common reason for not eating lunch at a student cafeteria. The second most-cited reason is the personal living situation (e.g., job, relationship, health). This reason is most commonly given by women. The value for money of the food served is often reported as a reason for not eating lunch in student cafeterias. This reason was indicated by more men than women.

Figure 2.57 Lunch in student cafeterias according to selected characteristics
mobile foreign students, in %

	Regular users	Sporadic users	Non-users
1. Gender			
- Male	49	27	24
- Female	32	38	30
2. Per capita income in the countries of origin			
- Low+lower middle income	42	31	27
- Upper middle income	37	35	27
- High income	43	31	26
3. Study status			
- First-degree studies	39	33	28
- Graduate studies	49	26	24
- Partial studies	36	38	26
4. Age			
- up to 21	38	35	27
- 22/23	36	37	27
- 24/25	41	30	29
- 26/27	44	32	24
- 28/29	43	31	26
- 30 and older	39	30	30
5. Type of housing			
- Parents	44	30	26
- Student hall of residence	40	33	27
- Lodger	51	32	17
- Shared flat	44	32	24
- Flat alone	46	32	22
- Flat with partner	34	34	32
Total	41	32	27

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* Due to a limited pool of respondents, this can only be interpreted as a tendency

A comparison with German students (18th Social Survey, 2007, p. 382f) shows that some reasons for not eating in student cafeterias are far more important to foreign students than to their German peers. For instance, the value for money of the food plays a significantly larger role among foreign students than among German students. Whereas 36% of non-users and 28% of sporadic users among foreign students cited this reason, the corresponding proportions of German students are only 22% and 17%. By contrast, the atmosphere in student cafeterias plays a substantially less important role for foreign students than for German students: 18% vs. 28% of the non-users cited this reason.

Additional Aspects of Cafeteria Use

In response to the question: “What aspects of the cafeteria are especially important to you?”, foreign students were asked to rate various characteristics on a scale of one to five, from “not important at all” to “very important”.

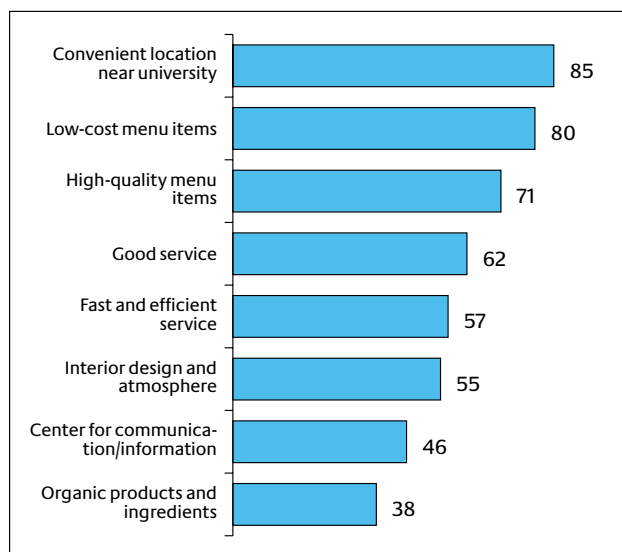
Figure 2.58 Reasons for Not Eating at Student Cafeterias
mobile foreign students, on a scale from 1 (= not at all) to 5 (= totally), focusing on ratings 4 and 5, in %

Hindernis	Non-users			Sporadic users		
	Total	M	F	Total	M	F
Food quality	40	42	38	38	36	39
Personal living situation	38	27	46	30	25	33
Value for money of food	36	44	30	28	30	27
Lack of time	31	26	35	34	31	36
Distaste for all types of cafeteria food	21	19	22	15	17	15
Classes/lectures conflict with mealtimes	19	14	22	27	26	28
Atmosphere	18	19	17	14	12	14
Location and accessibility	9	7	11	13	14	11

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The results show that the most important aspects for foreign students are that the cafeteria has a convenient location near the institution of higher education (85%) and has low-cost (80%) and high-quality (71%) menu items. For nearly two-thirds of the students (62%), good service is also important, along with fast and efficient service (57%). The results of all aspects surveyed are shown in Figure 2.59.

Figure 2.59 Ratings of student restaurant quality
mobile foreign students, on a scale from 1 (= not important at all) to 5 (= very important), focusing on ratings 4 and 5, in %



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When it comes to gender-based differences, significantly more women than men report that high-quality menu items are an important aspect (76% vs. 66%), more women value good service (66% vs. 58%), the interior design and atmosphere in the cafeteria (60% vs. 49%) and, finally, value organic products and ingredients (42% vs. 34%).

The following differences with German students should be noted: Foreign students place far more importance on good service than German students (62% vs. 44%); a larger proportion of foreign students also value interior design and atmosphere (55% vs. 44%) and organic products and ingredients (38% vs. 28%).

2.6 Germany As a Place to Study

Five questions were used to assess the opinions of foreign students on Germany as a place to study, the difficulties that they face in the country, and what assistance can be offered to make their studies in Germany go more smoothly.

2.6.1 Preferred Country of Study

First, the foreign students were asked in which country they would have preferred to study (Figure 2.60). Only 43% of the foreign students enrolled in the 2006 summer semester said that Germany was their first choice (2003: 48%, 2000, 52%). A quarter of the foreign students rated Germany as their second choice and for 32% it was neither their first nor their second choice (2003: 28%).

Figure 2.60 Preferred countries of study
mobile foreign students, in %

Country of choice	Per capita income in the country of origin			Total
	Low & lower middle	Upper middle	High	
	Germany	41	44	
USA	30	13	14	22
UK	13	17	10	14
France	4	5	6	5
Australia	3	5	5	4
Italy	1	2	3	2
The Netherlands	1	1	2	1
Japan	1	2	1	1
Other country	7	11	9	8
Total	100	100	100	100

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More women than men cited Germany as their country of choice (45% vs. 42%) By contrast, Germany is more often the second choice among men (27% vs. 22%). Thus, there is very little difference in the proportions of men and women who indicated that Germany was not among their preferred countries of study (31% vs. 33%).

A comparison according to the income situations of the countries of origin shows that Germany is primarily the first choice for students from high income countries.

Germany – preferred country according to per capita income in country of origin, students in %

	1 st choice	2 nd choice	Neither
Low & lower middle income	41	29	30
Upper middle income	44	19	37
High income	50	23	27

Among those foreign students who ranked Germany neither as their first nor their second choice, English-speaking countries were at the top of the list, with the USA (35%) as the clear leader, followed by the UK (24%) and Australia (11%).

The assumption that students who did not rank Germany among their preferred countries of study would differ from the remaining foreign students in terms of their reasons for coming to Germany was – as in 2003 – not confirmed.

2.6.2 Difficulties with Studies and Everyday Life

Just as in the previous survey, foreign students in the 18th Social Survey were asked about the areas where they had difficulties that they had to overcome during their stay in Germany.

Figure 2.61 shows a ranking of the difficulties that foreign students have in Germany. The most commonly cited problematic areas were figuring out the academic system, meeting German students, and financing studies. Compared to 2003, the number of students who have difficulty navigating the academic system has risen significantly. However, the proportion that has trouble meeting German students or coming to terms with financing issues has leveled off at the same high level as 2003.

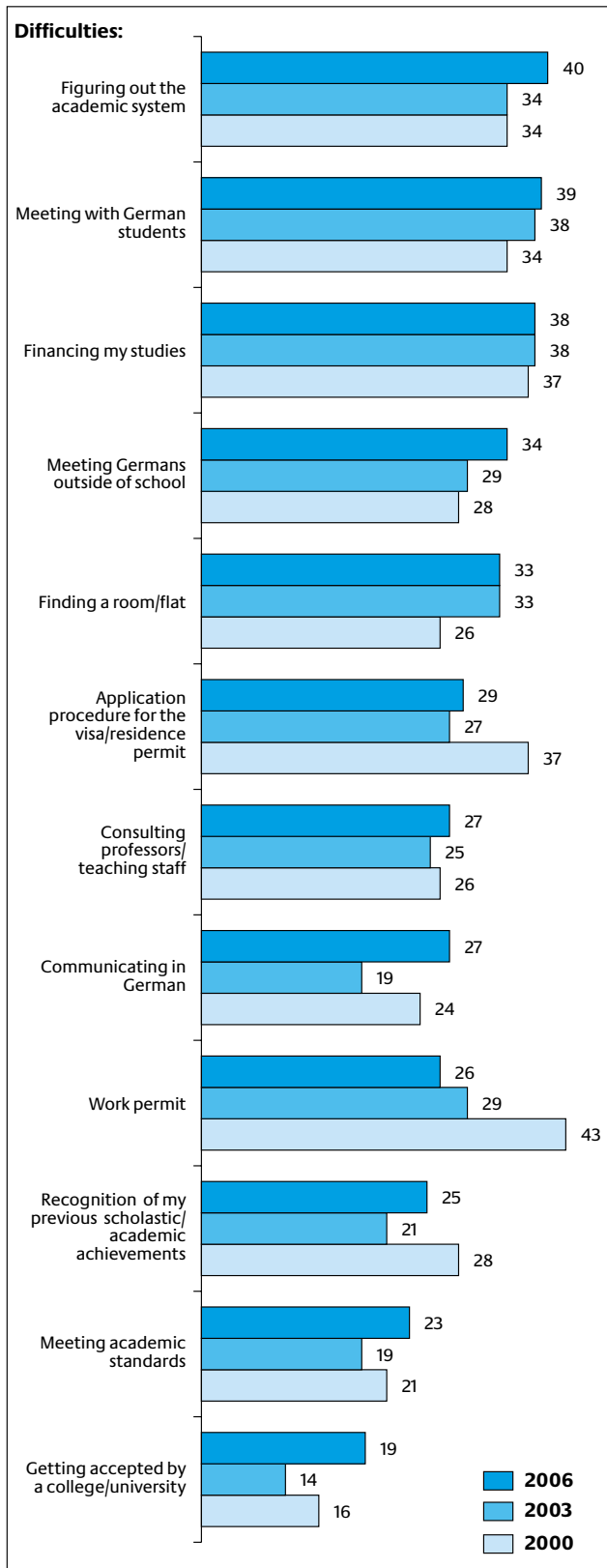
As in 2003, a third of the foreign students complain of major difficulties in finding a place to live. However, in comparison to 2003, there are considerably more students who have trouble meeting Germans outside of school and communicating in German. In addition, there has been a clear increase in the number of students who report the study-related difficulties that were rated by respondents as the least serious (recognition of previous scholastic/academic achievements, meeting academic standards, getting accepted by a college/university).

Women and men differ with regard to the surveyed difficulties in the following manner: More women have trouble figuring out the academic system (44% vs. 37%), while men have more difficulties finding a place to live (37% vs. 30%), dealing with the application procedures for their visa/residence permit (31% vs. 26%) and communicating in German (30% vs. 24%).

There are a number of difficulties that are closely linked to the income situation in the country of origin (Figure 2.62). Major difficulties in financing studies are primarily reported by students who do not come from countries with a high or upper middle level of per capita income (44% and 41% vs. 23%).

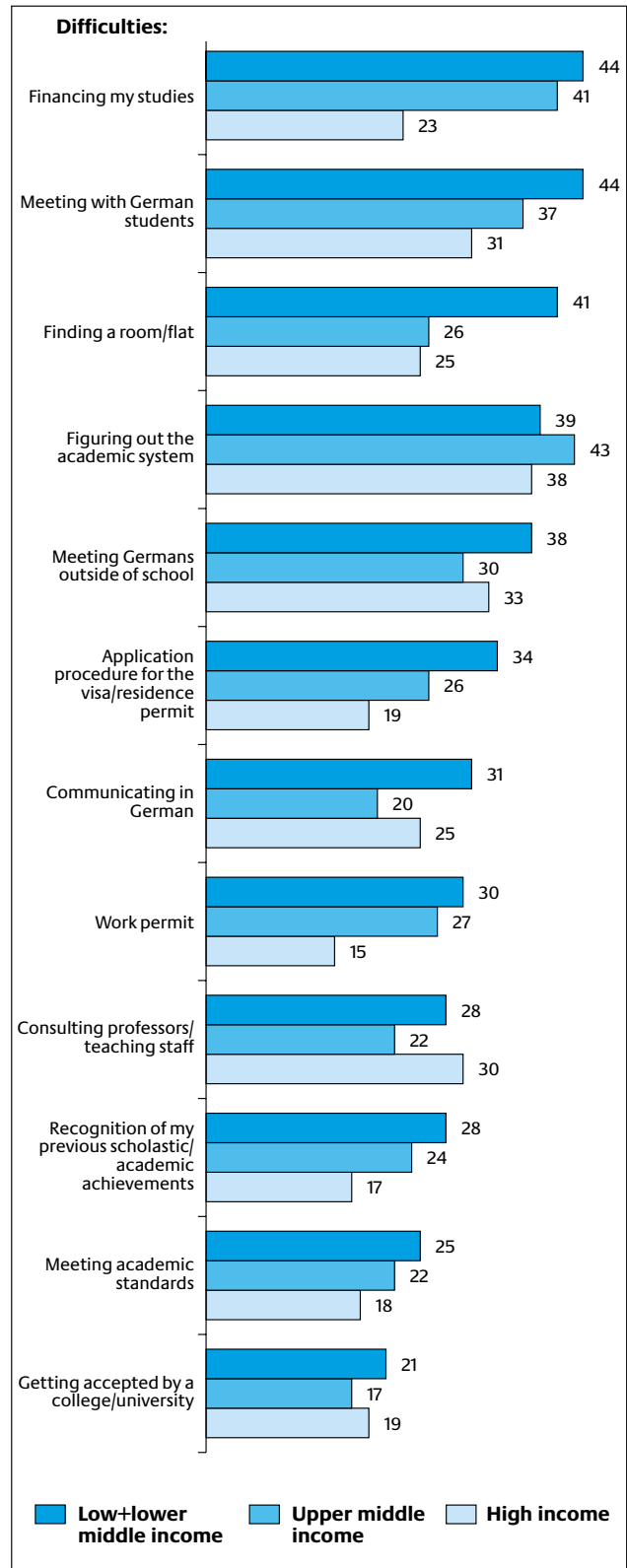
Evidently, a higher proportion of students from low and lower income countries have difficulties with most of the areas surveyed. The only exceptions to this rule are the areas of coming to

Figure 2.61 Difficulties in Germany
mobile foreign students, on a scale from 1 (= huge difficulties) to 5 (= no difficulties at all), focusing on ratings 1 and 2, in %



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Figure 2.62 Difficulties in Germany according to per capita income in the countries of origin
mobile foreign students, on a scale from 1 (= huge difficulties) to 5 (= no difficulties at all), focusing on ratings 1 and 2, in %



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terms with the academic system and consulting professors and teaching staff.

In addition, it should be noted that foreign students who did not place Germany at the top of their list of preferred countries to study are proportionally confronted with more difficulties than the average foreign student. Hence, 48% of these students have difficulties meeting German students (average 39%), 44% have trouble financing their studies (average 38%) and 41% have problems meeting people outside the academic environment (average 34%).

2.6.3 Support Services

In order to assess which support services help foreign students, and/or make their studies in Germany go more smoothly, students were asked to rate 13 services on a scale from one to five, from “not important at all” to “very important.” In addition, respondents were asked to indicate which of these services were actually used. The results of these questions are shown in Figure 2.63; however, their order of appearance reflects the popularity of these services used by foreign students.

As anticipated, the proportion of students who felt that it was generally important to have a specific service offered was larger than the number of students who actually used that service. Students’ ratings and the actual utilization rates were most closely matched when it came to the most commonly used services, namely welcome events and German language courses.

The low rating for tutorials in halls of residence can be explained by the fact that this program is specifically tailored to residents and is not available in all student halls, and thus is not a service that is available to the majority of foreign students. When it comes to student hall residents – regardless of whether they have an opportunity to use this service or not – 31% felt this service was important and 20% actually used it.

Taking into account that 27% of the foreign students surveyed said that they felt that one or more services were missing, it is safe to assume that some services would be used more intensively if they were offered everywhere. Nevertheless, the only area that was mentioned by respondents in considerable numbers was information on financing studies (8%), whereas the remaining services were only cited by at most 3% of the respondents and, in most cases, were missed by even fewer students.

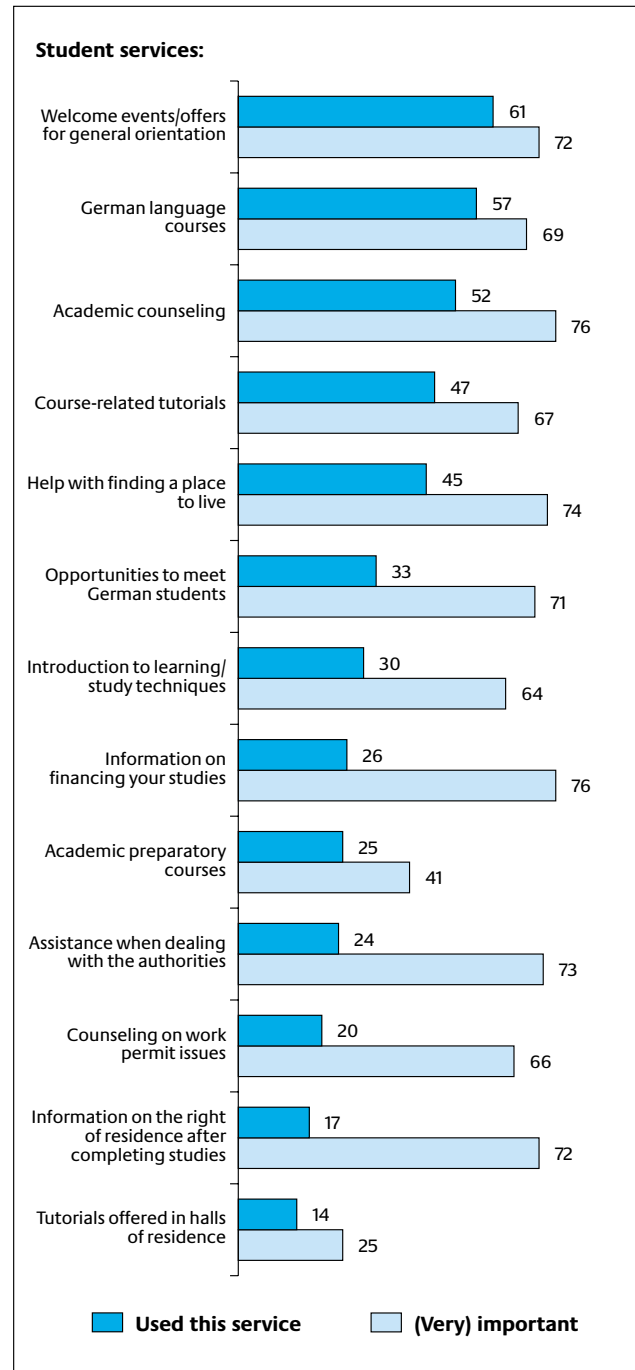
In general, support services are more commonly used by men than women (Figure 2.64), with the exception of welcome events, academic counseling and course-related tutorials.

Satisfaction with Services Used

When asked how satisfied they were with the services used, only three services were rated by the foreign students as “(very) satisfied” (Figure 2.65). The best ratings by far were awarded by the users of German language courses, followed by course-related tutorials and welcome events. In addition, nearly half the foreign students who received help finding a place to live rated this service as satisfactory. On the negative side, of the 26% of foreign students who sought information on financing their studies, only roughly one in four were satisfied with the services provided.

Figure 2.63 Student services

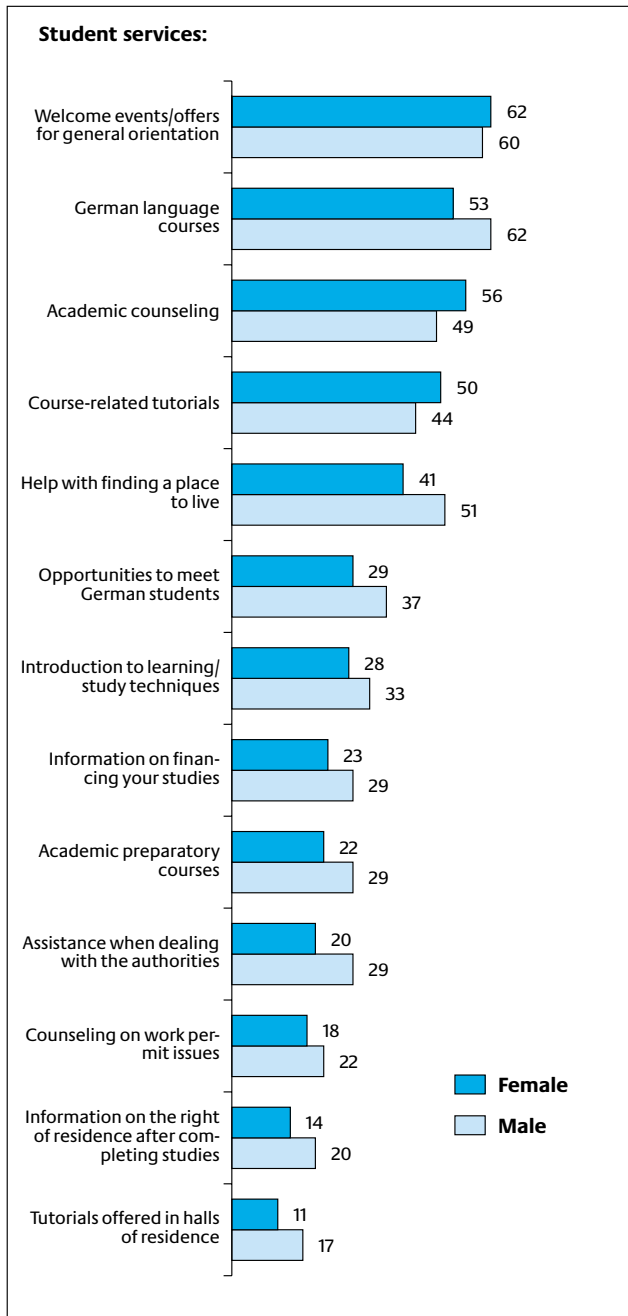
mobile foreign students, on a scale from 1 (= not important at all) to 5 (= very important), focusing on ratings 4 and 5, in %, and mobile foreign students who used these services, in %



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In general, men and women differ hardly at all in their ratings of the services used. The only noteworthy differences are in their opinions of course-related tutorials and tutorials in halls of residence. Women are significantly more satisfied with both services than men (49% vs. 39% and 35% vs. 23%, respectively; satisfaction

Figure 2.64 Student services according to gender
mobile foreign students, who used the student services, in %

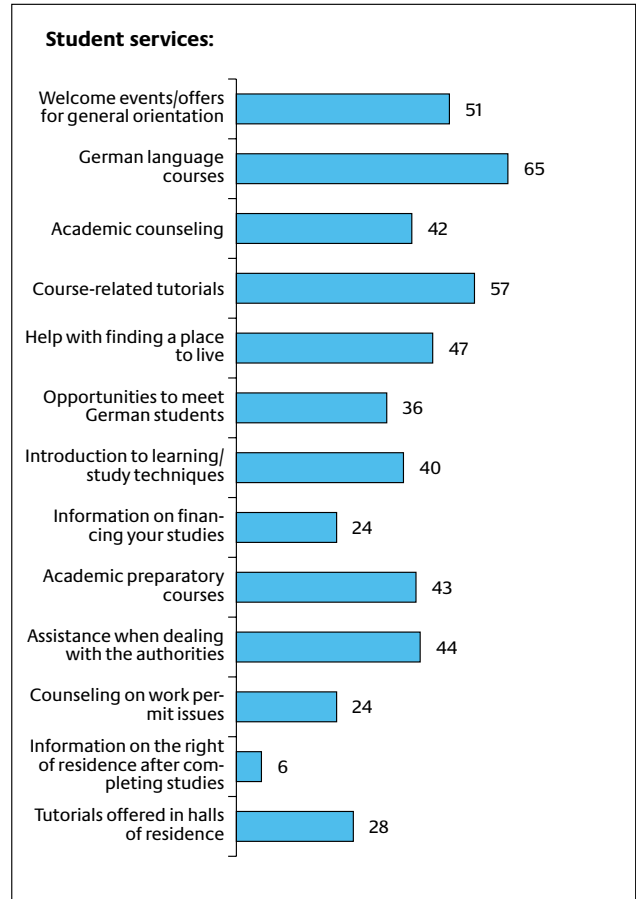


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with tutorials in halls of residence among residents of student halls: 41% vs. 29%).

In summary, there is room for improvement in foreign students' use of services and the specific target group orientation of the services.

Figure 2.65 Satisfaction with student services
mobile foreign students who used the student services on a scale from 1 (=not satisfied at all) to 5 (=very satisfied), focusing on ratings 4 and 5, in %



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2.6.4 Recommending Germany As a Place to Study

In the last question of the survey, foreign students were asked, based on their experiences with the living and studying conditions in Germany, if they would recommend to friends or acquaintances in their home country that they study in Germany. The vast majority of respondents (84%) expressed an opinion on this topic while 12% indicated that they could not judge this question yet and 2% left the question unanswered.

An above-average proportion of foreign students who were not able to judge this question or left the question unanswered came from African countries (24%), a slightly above-average figure came from Asian countries (15%) a below-average proportion from other European countries (12%) and a below-average number from the American continent (9%). Clearly, the amount of time that students have spent studying in Germany is not a deciding factor with regards to their ability to make an assessment. Of the students who ventured to make a judgment, 29% had not been in Germany longer than two semesters compared to 36% among those who were not yet prepared to judge the situation.

Figure 2.66 *Recommending Germany as a place to study to others back in the home country*
mobile foreign students, in %

Recommend Germany?	2003	2006	2006	
	Total	Total	Male	Female
Cannot judge it yet	14	12	10	13
Levels of recommendation on a scale from 1 (= no, definitely not) to 5 (= yes, absolutely)				
No, definitely not	6	8	9	6
Rating value 2	8	9	9	9
Rating value 3	24	23	23	24
Rating value 4	36	34	33	36
Yes, absolutely	26	26	26	25
Total	100	100	100	100

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More than a quarter (26%) of the 86% of the foreign students who answered this question said unequivocally that they would recommend studying in Germany. An additional 34% indicated that they would tend to recommend it, while 23% were undecided and 17% reported that they would not recommend studying in Germany. Compared with the corresponding results in 2003 (Figure 2.66), the proportion who would (tend to) recommend Germany has declined by two percent (from 62% to 60%). A comparison according to gender shows that a slightly higher proportion of men (18%) than women (15%) would not recommend studying in Germany.

An analysis that takes into account additional distinguishing characteristics reveals that the number of foreign students who would recommend Germany varies in some cases considerably (see following overview). By far the highest proportion (82%) of those who would recommend Germany can be found among guest students in Germany. However, the corresponding number is also significantly above-average among graduate students (73%). The least number of proponents of Germany can be found among African students. The percentage among these students who would recommend Germany is 38% while the proportion who would definitely not do so was 34%. When it comes to Asian students, the number who see Germany in a positive light is below-average (51%) and the figure for those who were not yet ready to make a judgment (24%) were significantly above average.

There were also differences with regard to subject groups. Students of engineering had the lowest proportion of respondents who would recommend Germany as a place to study (57%). By contrast, the subject group social sciences, psychology and education had the highest proportion (65%).

Foreign students who study in eastern German apparently have a more positive image of Germany than those who study in western Germany. Whereas 67% of the students in eastern Germany would recommend Germany, only 58% in western Germany gave a response in favor of Germany.

Foreign students who would recommend Germany as a place to study, according to selected characteristics, in %

Per capita income in country of origin

Low & lower middle income	52
Upper middle income	67
High income	74

Continent of origin

Africa	38
America	75
Asia	51
Europe	66

Study status

First degree	53
Post-graduate	73
Partial studies	82

Study areas

Engineering	57
Linguistics & cultural studies	61
Mathematics & natural sciences	62
Medicine, health sciences	60
Economics, business administration & law	59
Social sciences, psychology & education	65

Study region

Western Germany	58
Eastern Germany	67

Finally, it should be noted that, as was already found in 2003, the proportion of students who would recommend Germany is also connected to difficulties that foreign students have during their studies in the country. If a mean value is calculated for each of the areas of difficulty (see Section 2.6.2) that foreign students rated on a scale from one to five, from "huge difficulties" to "no difficulties at all", then the average would be 3.3 (if the mean value were 1, it would mean enormous difficulties, if it were 5, it would mean no difficulties at all). This mean value is significantly lower among foreign students who would not recommend Germany than among those who would recommend the country (2.9 vs. 3.5), leading to the conclusion that the first group faces greater difficulties.

3. German Students Abroad

The following results are based on information provided by 16,590 German students at German institutions of higher education who took part in the 18th Social Survey, which was conducted during the 2006 summer semester. The students were asked about their experience abroad and their views of studying in a foreign country. Details on the approach used in the survey can be found in the main report on the 18th Social Survey, p. 33ff (only available in German). For the first time, in addition to German students, foreign students who were educated in Germany and received a higher education entrance qualification in the German school system have been included in the findings. This has not significantly altered the final results.

Distinctions are made between various types of study-related stays abroad, such as temporary studies at a foreign institution of higher education, internships, language courses and other study-related experiences abroad, such as research trips and excursions.

The extent of international mobility among the student population is defined as the percentage of domestic students who have already been on a study-related stay abroad at the time that a particular survey is conducted. A cross-sectional percentage of all students is calculated along with the proportion of students in advanced semesters (see below). The latter figure makes it possible to estimate how many students have gained experience abroad by the time they successfully complete their studies. Taking the mobility rate for students in advanced semesters – plus the proportion of those who have reached this advanced stage of study and fully intend to embark on a study-related stay abroad – provides a reliable estimate of the proportion of first-degree graduates who have gained experience abroad during their studies.

Up until now, the percentage for advanced semesters has been calculated based on first-degree students at universities from the 8th semester and at universities of applied sciences from the sixth semester. A comparison of the current Social Survey results with another as yet unpublished HIS survey revealed, however, that the actual student foreign mobility rate was underestimated using these semester limits. It was therefore decided to use the phase of study in which students accumulate the most experiences abroad as a basis for calculating the predicted rate of study-related stays abroad among first-degree students. This phase is from the 9th to the 14th semester for students at universities and from the 7th to the 11th semester for students at universities of applied sciences.

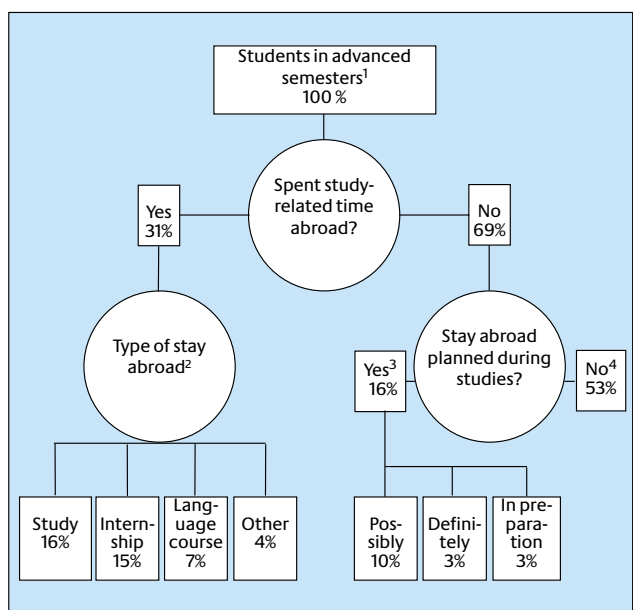
In the following section, whenever comparisons are made of students in advanced semesters over the years, the foreign mobility rates of the previous Social Surveys have been re-calculated according to the new method.

3.1 Type and Scope

Nearly one-third (31%) of the students enrolled in advanced semesters (based on the above definition) during the 2006 summer semester had been on a study-related stay abroad. An additional 6%

of these reported that they fully intended to spend time studying abroad before completing their studies (Figure 3.1). It thus stands to reason that currently an estimated 37% of students who graduate have had study-related experience abroad.

Figure 3.1 Study-related stays abroad and plans to go abroad
first-degree studies, advanced semesters, in %



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¹ University: 9th semester - 14th semester, university of applied sciences: 7th semester - 11th semester

² Multiple answers possible

³ Combining the responses from the "positive" categories "perhaps", "definitely" and "prepared"

⁴ Combining the responses "no interest" "no chance" and "I don't know"

When it comes to students in advanced semesters, the proportion who have had study-related stays abroad rose from one-fifth in 1991 to nearly one-third in 2003. By 2006, this proportion had declined slightly (see following overview). The proportion of students who have been enrolled in a foreign institution of higher education more than doubled from 1991 to 2006 (from 7% to 16%). However, this proportion has risen only gradually since 2000. In 2006, this percentage is virtually at the same level as it was in 2003.

Percentage of first-degree students who have spent study-related time abroad (advanced semesters), in %

Year	Stays abroad (total)	Study abroad
1991	20	7
1994	23	9
1997	29	12
2000	32.1	15.2
2003	32.4	16.3
2006	31.5	16.4

A cross-section of the first-degree students enrolled in the 2006 summer semester reveals that the proportion of those who have already had study-related experience abroad is just under 16%. As expected, the proportion of those who have spent study-related time abroad increases dramatically among students who are pursuing a graduate degree (41%).

Figure 3.2 shows the foreign mobility rates of first-degree students according to the number of semesters completed. Not surprisingly, the more time students have spent studying, the higher

the proportion of those who have gained experience abroad. Whereas the proportion of students in their 5th and 6th semesters with study-related experience abroad is 12%, this figure has tripled by the 13th and 14th semesters. The proportion of students who have spent time abroad as a guest student is also at its highest (20%) among the group of students who are in their 13th and 14th semesters. In even higher semesters (15th and upwards), the proportion of students who have spent study-related time abroad declines rapidly (from 37% to 24% for the total percentage of study-

Figure 3.2 Students with study-related experience abroad according to number of semesters
first-degree studies, in %

Number of semesters studied	2000		2003		2006 ¹	
	Institutions of higher education					
	Stays abroad	Study abroad	Stays abroad	Study abroad	Stays abroad	Study abroad
1 and 2	3	0.5	3	0.3	3	0.2
3 and 4	7	1	6	1	4	1
5 and 6	12	4	12	4	12	4
7 and 8	26	11	24	12	22	10
9 and 10	29	14	32	16	31	16
11 and 12	34	17	35	18	35	20
13 and 14	34	15	34	17	37	20
15 and more	23	10	23	11	24	12
Total	16.9	6.9	16.2	7.0	15.8	7.2
Percentage of students in advanced semesters ²	32.1	15.2	32.4	16.3	31.5	16.4
Number of semesters studied	Universities					
	Stays abroad	Study abroad	Stays abroad	Study abroad	Stays abroad	Study abroad
	1 and 2	3	1	3	0.3	3
3 and 4	6	1	6	1	5	1
5 and 6	12	4	12	4	12	4
7 and 8	25	11	24	13	22	11
9 and 10	32	17	34	18	34	18
11 and 12	37	19	38	21	38	22
13 and 14	37	17	38	19	40	22
15 and more	26	11	25	13	27	14
Total	18.6	8.1	17.7	8.2	17.7	8.5
Percentage of students in advanced semesters ²	34.7	17.6	35.9	19.0	36.5	19.9
Number of semesters studied	Universities of applied sciences					
	Stays abroad	Study abroad	Stays abroad	Study abroad	Stays abroad	Study abroad
	1 and 2	2	0.5	2	0.2	2
3 and 4	8	1	6	1	4	2
5 and 6	12	4	13	4	12	4
7 and 8	28	10	23	10	20	8
9 and 10	18	5	26	10	22	11
11 and 12	—	—	—	—	—	—
13 and 14	12	5	18	4	18	7
15 and more	—	—	—	—	—	—
Total	12.2	3.7	12.4	4.0	11.2	4.1
Percentage of students in advanced semesters ²	24.7	8.4	23.7	9.6	20.7	9.1

¹ Including foreign students with German education

² University: 9th semester - 14th semester, university of applied sciences: 7th semester - 11th semester

related stays and from 20% to 12% for those who studied at a foreign institution of higher education, Figure 3.2). One of the reasons for this decline is that there are an above-average proportion of individuals with experience abroad among students who have successfully completed their studies by the 15th semester.

It stands to reason that the international mobility of students at universities and universities of applied sciences differs due to the diverging concepts behind the different courses of study, each with their own time commitments and contents. In general, students at universities have a higher degree of international mobility than students at universities of applied sciences. Based on an examination of the data for the entire student population during the 2006 summer semester, nearly 18% of university students and over 11% of students at universities of applied sciences had gained study-related experience abroad. Toward the end of their studies, i.e., when students reach the upper semesters, the proportion of internationally mobile students rises to approx. 36% at universities and reaches approx. 21% at universities of applied sciences (Figure 3.2).

An analysis of the entire student population that focuses on the type of study-related stay abroad reveals that the proportion of students who were temporarily enrolled at a foreign institution of higher education rose slightly from 2000 to 2006 whereas the number of students who have completed an internship or practicum abroad has declined slightly (Figure 3.3). A similar development has been observed among students in advanced semesters.

Figure 3.3 Students with study-related experience abroad according to type of stay abroad
first-degree studies, in %

Type of stay abroad	Students in all semesters		
	2000	2003	2006 ¹
Study	6.9	7.0	7.2
Internship	8.2	8.0	7.7
Language course	4.0	4.9	3.8
Other	2.9	2.5	2.2
Total ³	16.9	16.2	15.8
Type of stay abroad	Students in advanced semesters ²		
	2000	2003	2006 ¹
Study	15.2	16.3	16.4
Internship	16.9	16.8	15.5
Language course	6.2	8.8	6.6
Other	4.7	5.2	4.1
Total ³	32.1	32.4	31.5

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¹ Including foreign students with German education

² University: 9th semester-14th semester, university of applied sciences: 7th semester-11th semester

³ multiple answers were possible, the total is lower than the sum of all types of stays abroad

3.2 Influencing Factors

The proportion of students with study-related experience abroad varies considerably according to a number of different factors, the type of institution of higher education (see above) being just one of these.

Analyzing the data according to subject groups reveals that in 2006 the highest proportion of study-related stays abroad can be found among students in the areas of medicine and linguistics and cultural studies (24% and 23%, respectively). By contrast, the lowest proportion can be found among engineering students with just under 9%. Only slightly more students in the area of mathematics and natural sciences (11%) have gained study-related experience abroad. The percentages for the remaining subject groups range between these two extremes (Figure 3.4, "area of study").

Concerning the issue of whether the introduction of new courses of study (the higher education structural reform introducing bachelor's and master's degrees) has affected the international mobility of students in Germany, it should first be noted that the data from the 18th Social Survey can only be used to attempt to answer this question with regard to bachelor's degree candidates. According to these results, during the 2006 summer semester, 9.2% of students pursuing a bachelor's degree and 16.7% of the remaining students had spent study-related time abroad. Nonetheless, it is important to keep in mind that at the time of the survey, students in bachelor's degree programs had studied an average of four semesters, whereas the remaining students had been enrolled for an average of seven semesters.

Calculating the foreign mobility rates for students in a specific phase of study should thus presumably shed some light on whether there are differences in the international mobility of students pursuing traditional German degrees and students in bachelor's degree programs. Examining the results for students in their sixth and seventh semesters (the normal period of study for a bachelor's) shows that the proportion of students who have gained experience abroad is 17% for students pursuing a bachelor's degree and 13% for students in the remaining degree programs. Since the normal period of study for traditional degrees tends to be nine semesters, it can be assumed that the majority of these students will not spend time abroad until after their seventh semester. This is confirmed by a foreign mobility rate of 32% for students in traditional courses of study who are in their ninth and tenth semesters. Given that the higher education structural reform aims to increase international mobility, by the end of the normal period of study, the proportion of students with study-related experience abroad should be higher among bachelor's candidates than among students pursuing a traditional degree. However, taking into consideration the results for the 2006 summer semester (foreign mobility rates at the end of the normal period of study: bachelor's degrees 17%, traditional degrees 32%), it will apparently take significant efforts to come closer to achieving this objective.

International mobility is not only influenced by factors relating to specific academic degrees. As noted in the past, the social

origin of students remains a significant factor. A comparison according to the four social groups of origin that were used in the Social Survey⁷ shows that the proportion of students who have spent study-related time abroad is more than twice as large among students at the top of the social ladder as at the bottom (Figure 3.4, see “social groups of origin”). For example, among students in advanced semesters, the proportion who have benefited from experience abroad rises, depending on their social origin, ranges from 10% (“low” group of origin) to 21% (“upper” group of origin). Assuming that experience abroad enhances an individual’s opportunities on the labor market, the different rates of international mobility, which are linked to students’ social origins, represent a factor that leads to unequal employment opportunities for graduates.

⁷ Calculated according to the occupational position, educational/vocational degrees and level of schooling of the parents (for more information, see the main report of the 18th Social Survey, 2007, p. 492f – only available in German).

Taking into account the total student population during the 2006 summer semester, regardless of the number of semesters studied, students who receive financial aid through BAföG (Germany’s Federal Law on Education and Training Promotion) enjoy significantly less international mobility than students who do not receive financial aid (11% for parent-dependent aid, 9% for parent-independent aid vs. 16% among those who have not received aid, Figure 3.4, “BAföG status”). This can be explained by the fact that current BAföG recipients have been studying for an average of five semesters, whereas those who receive no BAföG aid have already been studying for seven semesters. This discrepancy levels off among students in advanced semesters. Toward the end of their studies, the rate of parent-dependent and parent-independent aid recipients who have benefited from study-related stays abroad (34% and 33%, respectively) is virtually identical to the rate for students who have received no BAföG (33%). It is interesting to note that parent-dependent aid recipients are the leading group when it comes to studying abroad.

Figure 3.4 Students with study-related experience abroad according to selected characteristics
first-degree studies, in %

Characteristics	Stays abroad		Study abroad		Stays abroad		Study abroad	
	Students in all semesters				Students in advanced semesters ¹			
	2003	2006 ²	2003	2006 ²	2003	2006 ²	2003	2006 ²
1. Gender								
Male	14	13	6	6	29	26	15	13
Female	19	19	8	9	36	38	18	20
2. Socioeconomic group								
Lower	10	9	4	4	18	19	8	10
Middle	13	12	5	5	27	26	12	13
High	16	16	7	7	31	31	16	16
Upper	21	21	9	10	41	39	22	21
3. Institution of higher education								
University	18	18	8	8	36	36	19	20
University of applied sciences	12	11	4	4	24	21	10	9
4. Area of study								
Engineering	13	9	4	3	28	17	11	8
Linguistics & cultural studies	22	23	12	12	41	44	25	27
Mathematics & natural sciences	12	11	5	5	30	27	13	14
Medicine	24	24	7	6	44	47	12	12
Economics, bus. admin. & law	17	17	8	9	32	33	20	20
Social science, psych. & education	13	14	5	6	23	25	11	13
5. BAföG status								
Parent-dependent aid	10	11	4	5	36	34	21	19
Parent-independent aid	9	9	4	3	22	33	14	10
Former BAföG recipient	21	22	9	11	27	28	12	15
No BAföG	18	16	8	7	35	33	17	17
6. Parental status								
With child	11	11	3	5	13	15	4	6
Without child	17	16	7	7	34	33	17	17

¹ University: 9th semester-14th semester, university of applied sciences: 7th semester - 11th semester

² Including foreign students with German education

When it comes to gender differences, the proportion of female students who have completed study-related stays abroad is substantially higher than the corresponding proportion of male students (Figure 3.4, “gender”). Based on the overall student body, irregardless of the number of semesters studied, during the 2006 summer semester both the general foreign mobility rate for women (19% vs. 13%) and the proportion of women who were enrolled at a foreign institution of higher education (9% vs. 6%) was higher. In advanced semesters, i.e., toward the end of their studies, this difference becomes even more apparent: 38% of female students and 26% of male students had spent study-related time abroad, and 20% of these women and 13% of these men had been temporarily enrolled at a foreign institution of higher education. Taking into account the trends in foreign mobility rates for students in advanced semesters, between 2003 and 2006, there was a slight increase in the differences between men and women in terms of international mobility.

One obvious explanation for this disparity is that the two genders tend to pursue degrees in different areas of study. Women are overrepresented in courses of study where students more commonly spend time abroad. However, a comparison according to subject areas shows that the proportion of women who have spent study-related time abroad – with the exception of the subject area of medicine/health sciences – is equal to or higher than the corresponding proportion of men. In general, it can thus be said that women have a higher level of international mobility.

Female and male students in different subject groups who had spent time abroad before the 2006 summer semester, in %, regardless of the number of semesters enrolled

Subject area	Women	Men
Engineering	11	9
Linguistics & cultural studies	27	16
Mathematics & natural sciences	12	11
Medicine, health sciences	23	27
Economics, bus. administration & law	20	15
Soc. sciences, psychology & ed.	14	14

Finally, it should be noted that students with children, as anticipated, less commonly venture on a study-related stay abroad than students without children (Figure 3.4, “parenthood”). There are virtually no differences between mothers and fathers: 12% of the female students with children and 11% of the male students with children spend time abroad. With regard to the objective of enhancing international mobility, and thereby increasing students’ opportunities on the job market, becoming a parent while pursuing studies tends to result in a handicap for students.

As previously mentioned, the international mobility of students at universities is considerably greater than among students at universities of applied sciences (Figure 3.2 and 3.4, “type of institution of higher education”). Based on the results presented here, this can be explained by the fact that the less mobile men are significantly overrepresented at universities of applied sciences; there are a larger proportion of less internationally mobile students from lower social groups of origin; and, finally, the subject groups at universities of applied sciences are predominantly those

where students traditionally have a low degree of international mobility.

Taking into account only those students who are pursuing a bachelor’s degree and have not transferred to another degree program during their studies, the proportion of those who have spent study-related time abroad is 10% at universities and 8% at universities of applied sciences. There is reason to believe that the ongoing introduction of bachelor’s degrees will result in a further reduction in the disparities between the two types of institutions of higher education with regard to foreign mobility rates (2006: 18% and 11% of all students).

The Influence of Different Areas of Study

Depending on the area of study, there are substantial differences in the general degree of international mobility and in the type of study abroad (Figure 3.5). When it comes to “international mobility in upper semesters”, students of medicine (47%) and linguistics and cultural studies (44%) spend by far the most amount of time abroad (Figure 3.4). However, there are significant differences between these two subject groups with regard to the selected type of stay abroad. Whereas prospective physicians most often opt for an internship or practicum abroad (36%), the most common form

Figure 3.5 Students with study-related experience abroad according to type of stay abroad and area of study
first-degree studies, in %

Area of study	Type of stay abroad							
	Study		Internship		Language course		Other	
	2003	2006	2003	2006	2003	2006	2003	2006 ¹
Students in all semesters								
Engineering	4	3	7	6	3	2	3	1
Linguistics & cultural studies	12	12	8	9	8	7	4	4
Mathematics & natural sciences	5	5	6	5	2	2	3	2
Medicine	7	6	19	18	4	3	2	3
Economics, bus. admin. & law	8	9	9	9	7	5	1	1
Social science, psych. & education	5	6	7	7	4	3	2	2
Students in advanced semesters²								
Engineering	11	8	16	11	5	3	5	1
Linguistics & cultural studies	25	27	15	16	14	12	8	8
Mathematics & natural sciences	13	14	14	11	5	3	8	6
Medicine	12	12	37	36	7	6	4	5
Economics, bus. admin. & law	20	20	17	16	12	9	2	1
Social science, psych. & education	11	13	11	13	7	5	4	3

DSW/HIS 18th Social Survey

¹ Including students with German education

² University: 9th semester-14th semester, university of applied sciences: 7th semester - 11th semester

of stay abroad for linguistics and cultural studies is as a guest student (27%).

The results also clearly show that in the subject area of engineering there has been a decline in the proportion of students in each type of stay abroad from 2003 to 2006.

Figure 3.6 shows changes, based on the individual subject areas, in the proportions of students who studied abroad from 1991 to 2006. According to the figures for advanced semesters, the proportion of students in all subject areas – with the exception of linguistics and cultural studies – who have studied abroad has at least doubled during this period. Back in 1991, the proportion of students who had studied abroad in the area of linguistics and cultural studies was 21%, which was substantially higher than the other subject groups. In 2006, the rate for this group was 27%, meaning that the gap to the other subject areas has been reduced considerably.

Figure 3.6 Students who studied abroad according to area of study
first-degree studies, in %

	1991	1994	1997	2000	2003	2006 ¹
Area of study	Students in all semesters					
Engineering	1	2	3	4	4	3
Linguistics & cultural studies	10	12	12	13	12	12
Mathematics & natural sciences	2	4	5	4	5	5
Medicine	4	4	5	5	7	6
Economics, bus. admin. & law	4	5	8	9	8	9
Social science, psych. & education	1	2	4	4	5	6
Area of study	Students in advanced semesters²					
Engineering	3	3	6	8	11	8
Linguistics & cultural studies	21	23	21	28	25	27
Mathematics & natural sciences	5	8	9	11	13	14
Medicine	6	8	8	8	12	12
Economics, bus. admin. & law	7	10	16	19	20	20
Social science, psych. & education	3	4	8	8	11	13

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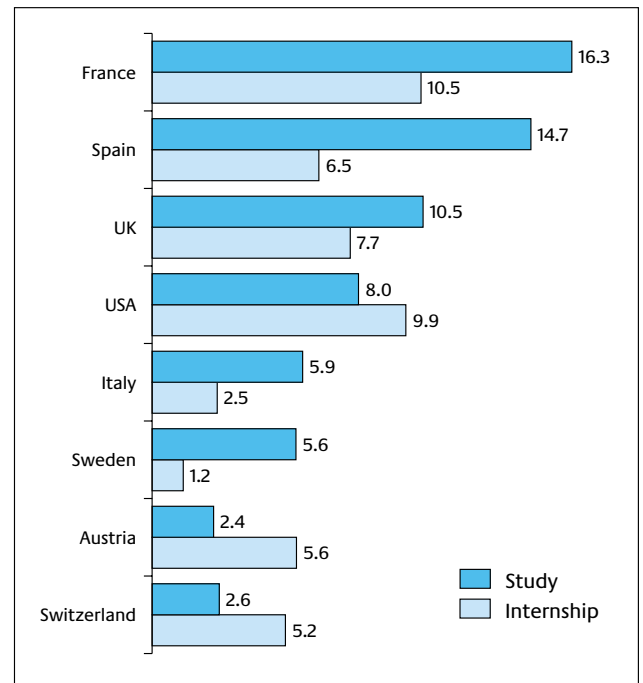
¹ Including foreign students with German education

² University: 9th semester-14th semester, university of applied sciences: 7th semester - 11th semester

3.3 Host Countries and Organizations

This section describes host countries and continents for German students studying abroad (Figure 3.7, Figure 3.8). However, it only focuses on studies and internships in foreign countries because these are the most common and the most important types of stays in terms of subsequent job opportunities on the labor market.

Figure 3.7 Most popular host countries for German students studying abroad or completing an internship
in %



DSW/HIS 18th Social Survey

According to the results of the 18th Social Survey, there has been a slight change in the ratings for the most popular host countries for studies abroad. In contrast to 2003, the top countries are no longer the UK, France and Spain, in first second and third place in terms of popularity, but rather France, Spain and the UK in that order (Figure 3.7).

The ratings for internships differ: France is also in first place here, as the most popular destination with 10.5%, but it is closely followed by the USA with 9.9%.

Figure 3.8 Students with study-related stays abroad according to continent
first-degree studies, studying abroad or completing an internship, in %

Continent	Study		Internship	
	2003	2006 ¹	2003	2006 ¹
Europe				
- EU countries (before 2004)	68	64	43	42
- EU accession states	4	6	3	5
- Rest of Europe	6	7	8	9
Africa	1	1	6	8
America	14	14	26	20
Asia	4	4	8	11
Australia/Oceania	3	4	6	4
Total	100	100	100	100

DSW/HIS 18th Social Survey

¹ Including foreign students with German education

As in 2003, more than three-quarters of all study-related stays abroad are spent in European countries (Figure 3.8), with EU countries clearly dominating the field. More than half of all internships abroad also take place in European countries. Compared with the results for 2003, there have been some slight shifts in foreign internships. The proportion of students who complete an internship in America has declined from 26% to 20%. However, the number of students who opt for an internship on the American continent (20%) still remains significantly higher than the percentage who pursue partial studies (14%). Half the internships in America take place in the USA, followed in second place by Canada with approx. 12%. Nearly one-third of the internships on the African continent take place in South Africa, while the extremely small proportion of German students who study in Africa – just under 1% of all studies abroad – are limited to South Africa (89%) and Egypt (11%).

Figure 3.9 Types of organized stays abroad according to areas of study
first-degree studies, studying abroad or completing an internship, in %

Area of study	Type of organization 2003				
	ERASMUS	Other EU progr.	Univ. exch. progr	Other progr.	Indiv. organized
Engineering	20	4	7	9	60
Linguistics & cultural studies	33	2	8	12	44
Mathematics & natural sciences	21	2	9	13	55
Medicine	12	1	4	6	78
Economics, bus. admin. & law	30	2	9	7	52
Social science, psych. & education	24	3	9	15	49
Total	26	2	8	10	53
Area of study	Type of organization 2006 ¹				
	ERASMUS	Other EU progr.	Univ. exch. progr	Other progr.	Indiv. organized
Engineering	22	3	9	9	58
Linguistics & cultural studies	38	2	9	11	40
Mathematics & natural sciences	27	2	8	11	52
Medicine	15	0	6	6	73
Economics, bus. admin. & law	32	1	13	7	47
Social science, psych. & education	28	2	12	10	48
Total	30	2	10	9	49

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¹ Including non-mobile foreign students

Nearly half the students with study-related experience abroad are participants in a program (Figure 3.9). Compared with 2003, the proportion of German students who went abroad as part of the ERASMUS program has risen from 26% to 30%. The proportion of participants in the ERASMUS program has risen in all subject groups. Conversely, there has been a decline in the proportion of students in all areas of study who went abroad without the help of an organized program. As usual, students in the area of linguistics and cultural studies are the most common group to venture abroad in conjunction with a program. By contrast, medical students remain the main group that organizes its own stays abroad, just as it was in 2003 (73%, Figure 3.9). Within the group of economics, business administration and law there are also differences when it comes to ways of organizing stays abroad. Law students most commonly go abroad with the ERASMUS program. This contrasts with their fellow students in economics, who have by far the largest proportion of participants in exchange programs offered by institutions of higher education.

The preferred form of organization among students also varies depending on the type of institution of higher education that they attend. A significantly higher proportion of students at universities take part in ERASMUS than students at universities of applied sciences (32% vs. 22%). By contrast, students at universities of applied sciences are more likely to go abroad without any organizational assistance than students at universities (57% vs. 47%).

3.4 Financing and Length of Stay

As in previous years, in 2006, most students rely on different types of financing to pay for their study-related stays abroad (mixed financing). Parents and spouses/partners remain the main source of financing (Figure 3.10). More than three-quarters of the students who have been a guest student abroad (partial studies) de-

Figure 3.10 Sources of income for study-related stays abroad
first-degree studies, with experience abroad, proportion of students who used each respective source, in %, multiple answers possible

Source of income	Type of stay					
	Study		Internship		Language course	
	2003	2006 ¹	2003	2006 ¹	2003	2006 ¹
Parents/partner	77	78	59	59	66	63
BAföG	22	27	7	10	4	8
Income – before ²	48	45	50	50	49	52
Income - during ³	13	10	38	34	4	6
European scholarship	36	38	5	5	3	5
German scholarship	18	15	9	8	7	6
Other scholarship	9	9	2	3	3	4
Education loan	1	4	0	2	0	1
Other sources	7	8	7	8	5	7

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¹ Including foreign students with German education

² Earned before the stay abroad

³ Earned during the stay abroad

Figure 3.11 Length of stay abroad
first-degree studies, with study-related experience abroad

Length of stay	Type of stay											
	Study			Internship			Language course			Other		
	2000	2003	2006 ¹	2000	2003	2006 ¹	2000	2003	2006 ¹	2000	2003	2006 ¹
Mean (months)	8.9	8.3	8	4	4	3.9	2.6	2.4	2.3	4.1	3.8	4
Median (months)	8	8	6	3	3	3	2	1	1	2	2	2
Students in %												
- Up to 6 months	44	45	53.7	87	88	88.2	93	95	94.1	79	83	77.4
- From 7 to 12 months	47	50	40.4	12	11	10.7	7	5	5.5	16	14	19.9
- From 13 to 18 months	5	2	2.7	1	1	1.1	-	-	0.4	3	1	2.5
- 19 months and more	4	3	3.2	1	1	1.1	-	-	-	2	2	0.2

¹ Including foreign students with German education

DSW/HIS 18th Social Survey

pend on this source of funding. The proportion of students who receive a scholarship to finance their studies abroad (EU scholarship, German scholarship or other scholarship) remains with 62% at a similar high level as in 2003. It should also be noted that – to a greater degree than in 2003 – BAföG is used to finance stays abroad, particularly for partial studies in foreign countries. As expected, this source of funding for stays abroad is used primarily by students from lower groups of social origin. Nevertheless, there are relatively large numbers of students who use their own funds to finance their stays abroad. Although this accounts for a slightly smaller percentage than in 2003, almost half the students (45%) still finance their partial studies abroad with personal earnings that were acquired before their departure from Germany and 10% also worked during their study stay abroad (Figure 3.10).

Internships abroad and language courses in foreign countries are also primarily financed by students' families. Personal earnings preceding such a stay abroad are the second most important source of financing. The proportion of students who finance their internships abroad through their own employment during their stay has decreased slightly (from 38% in 2003 to 34% in 2006).

An average of eight months is spent studying abroad (Figure 3.11). More than half the students remain up to six months abroad and approx. 40% remain seven to twelve months. Only just under 6% of the students remain longer than a year for their studies abroad. Compared to 2003, the proportion of students who remain up to six months has risen substantially (from 45% in 2003 to 54% in 2006). By contrast, the proportion of those who remain seven to twelve months has declined rapidly (from 50% in 2003 to 40% in 2006). As anticipated, considerably less time is spent on internships and language courses abroad. The average internship lasts four months and students spend on average two months attending language courses. These figures have remained unchanged since 2003.

3.5 Obstacles to Studying Abroad

Students were asked to rate 11 statements according to the extent that the described circumstances influenced their personal views on study-related stays abroad. The rating scale ranged from 1 (= not at all) to 5 (= very strongly).

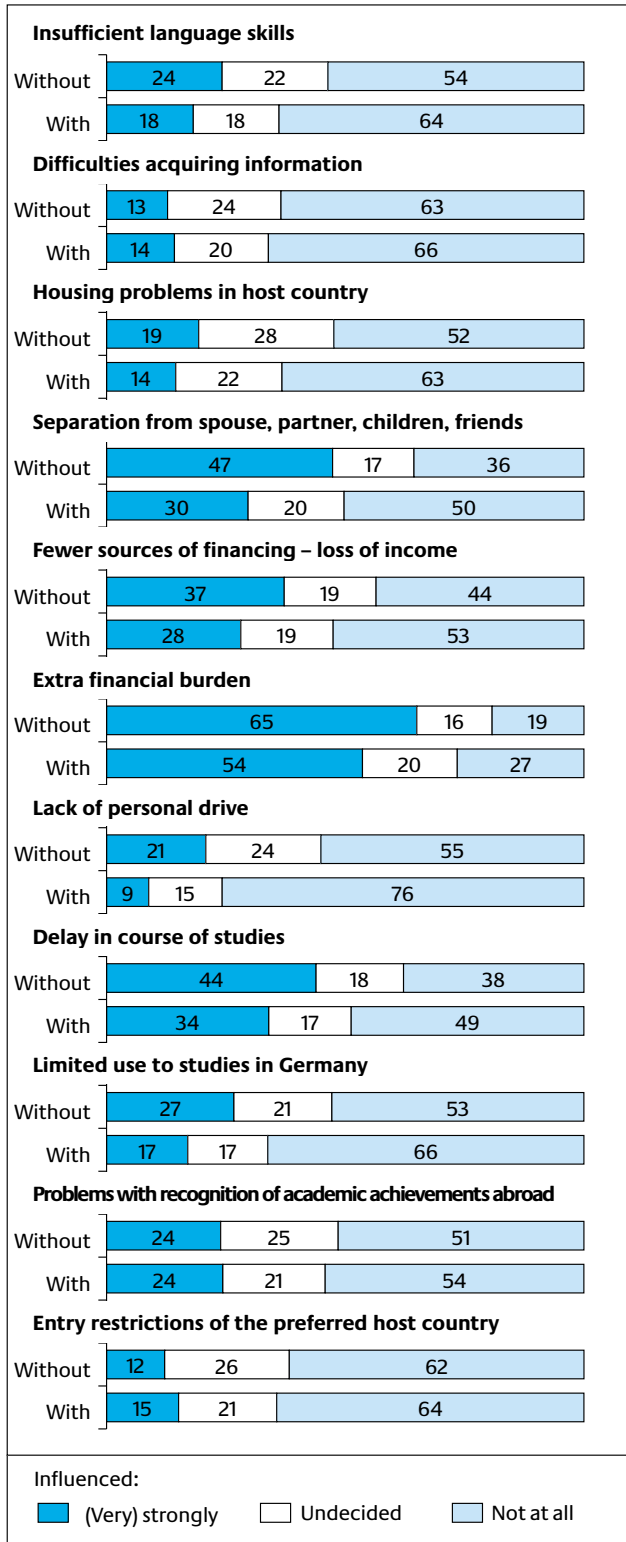
According to the results, the anticipated extra financial burden was by far the most important factor influencing students' personal views on study-related stays abroad (Figure 3.12). This response came from 65% of the students who had never been abroad and more than half the students who had already spent time studying abroad. This means that the extra financial burden from studying abroad has become an even greater concern among students than it was in 2003. A comparison according to gender reveals that women were more strongly influenced by this factor than men (67% vs. 60%, combining the rating “strongly” and “very strongly”). The clearest differences emerged in connection with the social origins of the students. Whereas 79% of the students from the low social group of origin reported that the extra financial burden of studying abroad very strongly influenced their views, this proportion gradually declined among groups that are higher on the social ladder to 72% (middle group of social origin) and 64% (high group of social origin) and 51% among the upper group of social origin.

Among students who had not yet been abroad, the second most strongly influencing factor was the possible separation from their spouses/partners or circle of friends: 47% saw this as a (very) strongly influencing factor. This played a more important role among female students than among male students (49% vs. 40%, Figure 3.12).

After the expected extra financial burden and the separation from spouses/partners and friends, the next most important factor influencing students' personal views on study-related stays abroad was the expected delay in completing their degree. This opinion was shared by 44% of the students who had not yet been abroad (2003: 39%). This was confirmed by roughly one-third of the students who had been abroad. In contrast to 2003, where more

Figure 3.12 Factors that influenced students' personal views on study-related stays abroad

first-degree studies, students *with* and *without* experience abroad, factors rated on a scale from 1 (=not at all) to 5 (=very strongly), in %



DSW/HIS 18th Social Survey

male than female students feared that a stay abroad would result in lost time (45% of the men vs. 40% of the women), the gender ratio was inverted in 2006 and more women than men rated a delay in completing their studies as a factor that (very) strongly influenced their views (46% vs. 39%).

Nearly one-third of the students who had not been abroad and 17% of the students who had been abroad assume that studies abroad will only be of limited value to their course of studies in Germany. Students generally held this view across the board, regardless of gender, social origin and area of study; however, a higher percentage of students at universities of applied sciences (27%) reported that this was a concern than among university students (17%).

Equal proportions of students who had been abroad and students who had not yet been abroad (24% in each case) were concerned that their academic achievements abroad would not be recognized. Here there were no major differences between the groups of social origin. However, this time, in contrast to 2003, a slightly larger proportion of women than men feared that they would run into difficulties acquiring an equivalency in Germany for their academic achievements abroad (26% of the women vs. 22% of the men).

A significant proportion of the students said that their personal views of studying abroad were strongly influenced by their lack of sufficient foreign language skills. This was reported by 24% of those who had not been abroad and 18% of those who had already been abroad. This view is shared by equal proportions of female and male students and is held by slightly more students from lower groups of origin (low: 28%, upper: 22%).

3.6 Intentions

When asked if they intended during their studies to spend time on a study-related stay abroad – or embark an additional stay abroad – 15% of students pursuing their first degree said that they "most definitely" intended to gain study-related experience abroad and a further 8% said that they had already made concrete plans for such stays.

An additional 16% expressed no interest in a study-related stay abroad and 26% felt that they had no chance of realizing such plans. This latter opinion was held by a larger proportion of women than men (29% vs. 24%), although women tend to enjoy a higher degree of international mobility (see Figure 3.4). Equal proportions of men and women (23%) indicated that they fully intended to venture on a study-related stay abroad (Figure 3.13).

There is a clear connection between students' intentions with regard to international mobility and their social origins (Figure 3.14): 17% of the students from the "low" group of origin intend to spend time abroad. This proportion increases among groups that are higher on the social ladder, all the way to 30% among students from the "upper" group of origin (sum of the response categories "yes, definitely" and "yes, I have already taken concrete preparatory steps"). However, an attitude of indifference toward a study-related stay abroad and the opinion that there is no chance of rea-

Figure 3.13 *Intentions of students to spend study-related time abroad, according to gender*
first-degree studies, in %

Plans to go abroad	Gender		Total
	Male	Female	
No, not interested	16	16	16
No, not possible	24	29	26
Don't know	12	11	12
Yes, maybe	25	21	23
Yes, definitely	16	14	15
Yes, have already made concrete preparations	7	9	8
Total	100	100	100

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Figure 3.14 *Intentions of students to spend study-related time abroad, according to social origins*
first-degree studies, in %

Plans to go abroad	Social origins			
	Low	Middle	High	Upper
No, not interested	20	17	17	13
No, not possible	29	30	26	23
Don't know	12	13	12	11
Yes, maybe	21	22	24	23
Yes, definitely	12	13	14	19
Yes, have already made concrete preparations	5	6	7	11
Total	100	100	100	100

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lizing such plans is more often held by students from the lower groups of origin than by those in the upper groups.

Presumably, as students get older, there is an increasingly smaller proportion among them who intend to spend time on a study-related stay abroad (see following overview).

Students who fully intend to embark on a study-related stay abroad during their studies (in %, according to age group, sum of the response categories “yes, definitely” and “yes, I have already taken concrete preparatory steps”)

Age group	Proportion
Up to age 21	35
22-23 years	30
24-25 years	18
26-27 years	13
28-29 years	12
Age 30 and older	5

Finally, it should be noted that the proportion of students who could be deemed generally resistant to mobility – namely those who explicitly stated that they had no interest in a stay abroad – has remained virtually unchanged since 2003 (16% vs. 15%)

Appendix



Deutsches Studentenwerk

Monbijouplatz 11 – 10178 Berlin

Berlin, im Mai 2006

*Liebe Studentin,
lieber Student,*

wir bitten Sie herzlich, sich an der 18. Sozialerhebung des Deutschen Studentenwerks zu beteiligen. Sie ist die wichtigste Befragung unter Studierenden in Deutschland.

Seit 1994 werden auch ausländische Studierende nach ihrer Studiensituation in Deutschland gefragt. Die Ergebnisse der Sozialerhebung sind eine wichtige Informationsgrundlage für Politik, Hochschulen und Studentenwerke, zum Beispiel für den Ausbau der Service- und Beratungsangebote für ausländische Studierende.

Es ist unser Ziel, die soziale und wirtschaftliche Situation der ausländischen Studierenden in Deutschland zu verbessern, Probleme zu erkennen und Hilfen anzubieten.

Sie erhalten diesen Fragebogen, weil Ihre Adresse von Ihrer Hochschule nach dem Zufallsprinzip aus der Studierendendatei ausgewählt wurde. Ihre Teilnahme ist selbstverständlich freiwillig. Ihre **Angaben bleiben anonym**, das heißt Rückschlüsse auf Ihre Person sind nicht möglich.

Wenn Sie etwas nicht beantworten können, lassen Sie bitte diese Antwort frei und gehen einfach zur nächsten Frage über.

Wir haben eine Website – www.sozialerhebung.de – eingerichtet. Hier finden Sie weitere Informationen (z. B. Adressen, Telefon-Nummern) zur Befragung, zu Ergebnissen bisheriger Untersuchungen und können Ihre Fragen an uns stellen.

Bitte schicken Sie den ausgefüllten Fragebogen möglichst **bis zum 30. Juni 2006** ohne Angabe Ihres Namens und Ihrer Adresse im beigefügten **Freiumschlag** an das Forschungsinstitut HIS Hochschul-Informationen-System. Sie müssen kein Porto bezahlen!

Vielen Dank für Ihre Mitarbeit!

Mit freundlichen Grüßen

Achim Meyer auf der Heyde
Generalsekretär des Deutschen Studentenwerks

Berlin, May 2006

Dear student,

We would like to invite you to take part in the 18th Social Survey of the *Deutsches Studentenwerk* (German National Association for Student Affairs). This is the most important survey of students conducted in Germany.

Since 1994, foreign students have also been regularly asked about their living situations and studies in Germany. The results of the Social Survey are a key source of information for government policymakers, colleges/universities, and student services organisations, for example, when deciding whether or not to expand services and counselling for foreign students.

Our goal is to improve the social and economic situation of foreign students in Germany, recognize problems, and offer assistance.

You have received this questionnaire because your address was selected at random from student files by your college/university. Your participation is of course voluntary. **Your answers will remain anonymous**, in other words, no one will know your identity.

If you cannot answer a question, please skip it and proceed to the next one.

We have created a website – www.sozialerhebung.de – where you will find additional information on the questionnaire (for example, addresses, telephone numbers), the results of past surveys, and a contact link giving you an opportunity to ask us questions.

Please use the enclosed **prepaid envelope** (without your name or return address) to send your completed questionnaire **by 30 June 2006** to the HIS Hochschul-Informationen-System research institute. You do not need to pay for postage!

Thank you for your participation!

Kind regards,

Achim Meyer auf der Heyde
Secretary General of the Deutsches Studentenwerk



"Durchschnittsstudent"
Irina Schweigert
© Deutsches Studentenwerk

18. Sozialerhebung des Deutschen Studentenwerks
18th Social Survey

Ausländische Studierende
und ihre Erfahrungen
in Deutschland

Foreign students

and their experience
in Germany

What could be improved?

Was lässt sich verbessern?

Studieren in Deutschland

Studying in Germany

Fragebogen
Questionnaire



Deutsches Studentenwerk



Hochschul-Informationssystem

HINWEISE ZUM AUSFÜLLEN DES FRAGEBOGENS INSTRUCTIONS FOR FILLING IN THE QUESTIONNAIRE

Bitte beantworten Sie nach Möglichkeit jede Frage. In der Regel geben Sie Ihre Antworten durch Ankreuzen oder Eintragen einer Zahl (entsprechend dem Antwortsymbol unter der jeweiligen Fragenummer).
Please answer each question. You will respond by checking a box, entering a number, or rating your answer on a scale. Each question has a symbol (see below) that indicates the correct type of response.

02. bedeutet: Sie kreuzen die zutreffende Antwort an.
This means: You check the appropriate answer.
z. B./e. g. Promotion/Doctorate (PhD)

04. bedeutet: Sie tragen die zutreffende Zahl (rechtsbündig) ein.
This means: You enter the appropriate number (as shown). Semester(s)
z. B./e. g. in Deutschland/in Germany

17. bedeutet: Sie kreuzen den nach Ihrem Urteil zutreffenden Skalenwert an. Dabei können Sie Ihr Urteil abstufen, z. B. zwischen "sehr unzufrieden" (Kreuz im Kästchen ganz links) und "sehr zufrieden" (Kreuz im Kästchen ganz rechts).
This means: You rate your answer by checking a box on a scale. In the example below, you can choose from five possible answers, ranging from "very dissatisfied" (box on the left) to "very satisfied" (box on the right).



>> weiter mit Frage 7
go to question 7 bedeutet: Die nächsten Fragen bis zur angegebenen Fragenummer können Sie überspringen.
This means: You may skip forward to the question indicated.

LISTE DER STUDIENBEREICHE/STUDIENFÄCHER / LIST OF AREAS OF STUDY

 - wird zur Beantwortung der Frage 1 benötigt
- needed for answering question 1

Sollte Ihr Studienfach keinem der aufgeführten Studienbereiche zuzuordnen sein, dann geben Sie bitte bei Frage 1 die genaue Bezeichnung Ihres Studienfachs an.
If your area of study does not correspond to a category in the list, please specify your exact area of study in question 1.

Sprach- und Kulturwissenschaften

- 11 Evangelische Theologie, - Religionslehre
- 12 Katholische Theologie, - Religionslehre
- 13 Philosophie, Ethik, Religionswissenschaft
- 14 Geschichte
- 15 Archäologie
- 16 Medienkunde, Kommunikationswissenschaft, Journalistik, Publizistik, Bibliothekswissenschaft, Dokumentationswissenschaft
- 17 Allgemeine und vergleichende Literatur- und Sprachwissenschaft
- 18 Latein, Griechisch, Byzantinistik
- 19 Germanistik, Deutsch
- 20 Anglistik, Englisch, Amerikanistik
- 21 Romanistik, Französisch, Italienisch, Portugiesisch, Spanisch
- 22 Slawistik, Baltistik, Finno-Ugristik, andere slawische Sprache
- 23 Außereuropäische Sprach- und Kulturwissenschaften
- 24 Völkerkunde, Ethnologie, Volkskunde
- 25 Sonstige Fächer der Sprach- und Kulturwissenschaften

Psychologie

- 26 Psychologie

Erziehungswissenschaften, Pädagogik

- 27 Erziehungswissenschaften, Pädagogik

Sonderpädagogik, Behindertenpädagogik

- 28 Sonderpädagogik, Behindertenpädagogik

Sportwissenschaft, Sportpädagogik

- 29 Sportwissenschaft, Sportpädagogik

Rechtswissenschaft, Jura

- 30 Rechtswissenschaft, Jura

Wirtschaftswissenschaften

- 31 Betriebswirtschaftslehre
- 32 Volkswirtschaftslehre
- 33 Wirtschaftswissenschaften
- 34 Wirtschaftsingenieurwesen
- 35 Sonstige Fächer der Wirtschaftswissenschaften

Sozialwissenschaften

- 36 Politikwissenschaft, Politologie
- 37 Sozialwissenschaft, Soziologie, Sozialkunde
- 38 Sozialwesen, Sozialpädagogik
- 39 Sonstige Fächer der Sozialwissenschaften

Mathematik, Naturwissenschaften

- 40 Mathematik, Statistik
- 41 Informatik
- 42 Physik, Astronomie
- 43 Chemie, Biochemie, Lebensmittelchemie
- 44 Pharmazie
- 45 Biologie
- 46 Geologie, Geowissenschaften
- 47 Geographie, Erdkunde
- 48 Sonstige Fächer der Naturwissenschaften

Medizin/Gesundheitswissenschaften

- 49 Gesundheitswissenschaft/-management/-pädagogik
Nichtärztliche Heilberufe, Pflegewissenschaft
- 50 Humanmedizin
- 51 Zahnmedizin
- 52 Veterinärmedizin

Agrar-, Forst- und Ernährungswissenschaft

- 53 Agrarwissenschaften, Gartenbau, Lebensmittel- und Getränketechnologie
- 54 Landespflege, Landschaftsgestaltung, Umweltgestaltung, Naturschutz
- 55 Forstwissenschaft, Holzwirtschaft
- 56 Ernährungs- und Haushaltswissenschaften
- 57 Sonstige Fächer der Agrar-, Forst- und Ernährungswissenschaften

Ingenieurwissenschaften

- 58 Bergbau, Hüttenwesen
- 59 Maschinenbau, Verfahrenstechnik (einschl. Produktions-, Fertigungs-, Versorgungstechnik, Physikalische Technik, Chemie-Ingenieurwesen u. a.)
- 60 Elektrotechnik, Elektronik, Nachrichtentechnik
- 61 Verkehrstechnik, Verkehrsingenieurwesen, Nautik, Schiffsbau, Schiffstechnik
- 62 Architektur, Innenarchitektur
- 63 Raumplanung, Umweltschutz
- 64 Bauingenieurwesen, Ingenieurbau
- 65 Vermessungswesen, Kartographie
- 66 Sonstige Fächer der Ingenieurwissenschaften

Kunst, Musik

- 67 Kunstwissenschaft, -geschichte, -erziehung
- 68 Bildende Kunst, Gestaltung, Graphik, Design, Neue Medien
- 69 Darstellende Kunst, Film, Fernsehen, Schauspiel, Theaterwissenschaft
- 70 Musik, Musikwissenschaft, Musikerziehung
- 71 Sonstige Fächer der Kunst und Musik



01.
X

Beabsichtigen Sie, in Deutschland einen Hochschulabschluss zu erwerben?

Do you intend to acquire a college/university degree in Germany?

nur 1 Nennung! / Check only 1!

nein, ich werde hier nur einen Teil meines Studiums absolvieren
no, I will complete only part of my studies here

weiter mit Frage
go to question 03

ja, den Abschluss eines ersten Studiums
yes, I will complete my first degree

ja, einen Doppelabschluss in Deutschland und Heimatland/anderem Land
yes, dual degree, in Germany and in my home country/another country

ja, einen postgradualen Abschluss
yes, a post-graduate degree

weiß ich noch nicht / don't know yet

weiter mit Frage
go to question 03

02.
X

Welchen Abschluss streben Sie zunächst an?

(Bei mehreren angestrebten Abschlüssen bitte nur den zeitlich nächsten Abschluss ankreuzen.)

What degree are you currently pursuing?

(If you are studying for a number of degrees, indicate only the degree that you will first acquire.)

nur 1 Nennung! / Check only 1!

Fachhochschuldiplom/Fachhochschule Diplom degree

Diplom einer Universität/Kunsthochschule o. ä.
University degree/art school or similar

Magister/Magister degree

Staatsexamen/State examination

Bachelor/Bachelor's

Master/Master's

Promotion/Doctorate (PhD)

anderen Abschluss/other degree

und zwar (bitte eintragen)/Please specify:

03.
8

Welches Hauptfach bzw. welche Fächer studieren Sie im Sommersemester 2006?

Bitte tragen Sie hier die Nummer des zutreffenden bzw. weitestgehend zutreffenden Studienbereichs/Studienfachs aus der links abgedruckten Liste der Studienbereiche/Studienfächer ein.

What main subject(s) are you studying in the 2006 summer semester?

Please enter the number of the appropriate, or most closely approximating, area(s) of study from the list on the opposite page.

1. Fach
1st subject

ggf. 2. Fach
2nd subject
(if applicable)

ggf. 3. Fach
3rd subject
(if applicable)

04.
ZAHL

Seit wie vielen Semestern (einschließlich Sommersemester 2006) studieren Sie das oben genannte Fach bzw. die oben genannten Fächer?

How many semesters (including the 2006 summer semester) have you studied the above-mentioned subject(s)?

Semester(s)

in Deutschland
in Germany

vorher im Heimatland
previously in my home country

vorher in einem anderen Land
previously in another country

05.
ZAHL

Wie viele Wochen vor Aufnahme Ihres Studiums in Deutschland sind Sie von der Zulassung zum Studium (Studienplatzzusage) informiert worden?

How many weeks before commencing your studies in Germany did you receive notice of admission/acceptance to your college or university?

Wochen
weeks

kann mich nicht erinnern/cannot remember



06.

X

Sind Sie Teilnehmer(in) an einem Mobilitäts-, Partnerschafts-, Kooperations- oder Austauschprogramm?

Are you currently participating in a mobility, partnership, cooperation or exchange programme?

nein/no ja/yes

weiter mit Frage 07
go to question

X

An welchem Programm nehmen Sie teil?
What type of programme is it?

- Kooperationsprogramm zwischen Heimathochschule und deutscher Hochschule
cooperation programme between home university and German university
- Programm meines Heimatlandes/programme offered by my home country
- deutsches Programm (z. B. DAAD-Programm)
German programme (e. g. DAAD programme)
- ERASMUS-Programm/the ERASMUS programme
- anderes europäisches Programm/another European programme
- Programm einer internationalen Organisation
a programme by an international organisation
- sonstiges Programm/another programme

07.

TEXT

An welcher deutschen Hochschule sind Sie im Sommersemester 2006 immatrikuliert?

Bitte den vollständigen Namen der Hochschule und den Hochschulort angeben.
At which university/college are you matriculated in the 2006 summer semester? Please enter the full name of the institution and the town/city.

Name der Hochschule
Name of the university/college: _____
Hochschulort/Town or City: _____

08.

X

Haben Sie vorher bereits an einer anderen Hochschule in Deutschland studiert?

Had you studied at another college/university in Germany previously?

nein/no ja/yes

weiter mit Frage 09
go to question

X

Falls ja: Welche Rolle spielten die folgenden Gründe für den Wechsel an Ihre gegenwärtige Hochschule?

If yes: What role did the following factors play in your decision to transfer to your current college/university?

	überhaupt keine Rolle no role whatsoever					eine sehr große Rolle a very big roll				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bessere Studienbedingungen/better studying conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studienangebot entspricht eher meinen Erwartungen course offers better suited my expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruf der Hochschule/the school's reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wechsel des Studiengangs/changing of degree programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
keine/geringere Studiengebühren/-beiträge no/lower tuition fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
geringere Lebenshaltungskosten/lower cost of living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attraktivere Stadt/more appealing city	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
persönliche Gründe/personal reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
anderer Grund/other reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
und zwar (bitte erläutern) Please specify:	_____									



09.
ZAHL

Wie viele Stunden haben Sie während der letzten Woche täglich für folgende Aktivitäten aufgewandt?

Angaben für jeden Wochentag in Stunden. Bitte auf volle Stunden runden!

Over the past week, how many hours per day did you spend on the following activities?

Figures for each weekday in hours. Please round to full hours!

Zeitaufwand in der vergangenen Woche
Time spent over the past week

Lehrveranstaltungen (Vorlesungen, Seminare, Praktika usw.)
Courses (lectures, seminars, practical training/practicum, etc.)

Sonstiger studienbezogener Aufwand (Vor- und Nachbereitung, Fachlektüre, Studien-, Haus- und Abschlussarbeiten, Bücher ausleihen, Sprechstunden usw.)
Other study-related activities (preparation/revision, reading textbooks, papers/assignments, library research, meeting teachers during office hours, etc.)

Tätigkeiten gegen Bezahlung/Paid jobs/work

	MO	DI	MI	DO	FR	SA	SO
Lehrveranstaltungen							
Sonstiger studienbezogener Aufwand							
Tätigkeiten gegen Bezahlung							

ANGABEN ZUR VORBILDUNG DETAILS ON YOUR PREVIOUS EDUCATION



10.
X

Welchen Bildungsstand hatten Sie, als Sie nach Deutschland kamen?

Bitte nur den höchsten Stand ankreuzen.

What was your level of education when you came to Germany?

Please indicate your highest level.

nur 1 Nennung!//Check only 1!

Schulabschluss, der zum Hochschulstudium berechtigt
Secondary school diploma that met higher education entrance requirements

Hochschulstudium ohne Abschluss
Higher education, no degree

Hochschulstudium mit erstem Abschluss (z.B. Bachelor)
Higher education with a first degree (e. g., Bachelor's)

Hochschulstudium mit zweitem Abschluss auf postgradualer Ebene (z.B. Master)
Higher education with a second, post-graduate degree (e. g., Master's)

Promotion/Doctorate (PhD)

11.
X

In welcher Weise wurde Ihre Vorbildung in Deutschland anerkannt?

To what extent were your qualification recognised in Germany?

Anerkennung war nicht notwendig, da ich nur vorübergehend zum Teilstudium in Deutschland bin.

No recognition necessary, since I'm only in Germany temporarily as a guest student.

weiter mit Frage
go to question 12

Meine Vorbildung wurde.../My previous qualifications were...

nach Feststellungsprüfung am Studienkolleg als Hochschulreife/Studienberechtigung anerkannt
recognised after the assessment test at the preparatory course (Studienkolleg), qualifying me for higher education

nach Eignungsprüfung (z. B. für Kunst, Sport) als Studienberechtigung anerkannt
recognised after an aptitude test (e. g., sport, art), qualifying me for higher education

direkt als Hochschulreife/Studienberechtigung anerkannt
recognised as meeting higher education entrance requirements

als Vordiplom anerkannt
recognised as equivalent to the Vordiplom (German intermediate univ. examination)

als Bachelor anerkannt
recognised as a Bachelor's degree

als Diplom/Magister/Master anerkannt
recognised as Diplom/Magister/Master's degree

von meinen Studienleistungen wurden Teile anerkannt
(z. B. Credit Points, Workloads, Module, Scheine)
some of my college/university achievements were recognised
(e. g., courses, modules, credits)



12.
X
SKALA

Wie zufrieden waren Sie mit der Anerkennung Ihrer Vorbildung?
How satisfied were you with the recognition of your previous qualifications? _____

sehr unzufrieden ← → sehr zufrieden
very dissatisfied very satisfied

13.
X
SKALA

Haben Sie in Deutschland ein Studienkolleg besucht?
Did you attend a preparatory course (Studienkolleg) in Germany?
nein/no _____
ja/yes _____

ANGABEN ZUR WOHSITUATION / DETAILS ON YOUR LIVING SITUATION



14.
X

Wo wohnen Sie während des Sommersemesters 2006 und wo würden Sie am liebsten wohnen?
Where are you living during the 2006 summer semester and where would you prefer to live?

in einem Studenten-Wohnheim/in a student hall of residence:

- im Einzelzimmer/in a single room _____
- im Einzelzimmer in einer Wohngruppe/in a single room in a residential unit _____
- im Einzelappartement/in a single apartment _____
- in einer Mehrzimmer-Wohnung (für Paare oder Studierende mit Kind) in a flat with several rooms (for couples or students with children) _____
- im Zweibettzimmer/in a double room _____

ich wohne
I live

ich würde am liebsten wohnen
I would prefer to live

in einer Mietwohnung/in a rented flat:

- allein/alone _____
- mit (Ehe-)Partner(in) und/oder Kind(ern) with spouse/partner and/or child(ren) _____
- in einer Wohngemeinschaft/in a flat share _____
- bei Freunden/ Bekannten/with friends/acquaintances _____

zur Untermiete bei Privatleuten/as a private lodger/subtenant _____

bei den Eltern oder Verwandten/with parents/relatives _____

15.
ZAHL

Was müssen Sie für Ihre Wohnung/Ihr Zimmer monatlich bezahlen?
How much do you have to pay for your room/flat per month?

Miete einschließlich Nebenkosten für Strom, Heizung etc.
Rent per month including utilities (electricity, heating, etc.) _____

€

16.
X
SKALA

Wie zufrieden sind Sie im Allgemeinen mit Ihrer derzeitigen Wohnsituation?
How satisfied are you with your current living situation? _____

sehr unzufrieden ← → sehr zufrieden
very dissatisfied very satisfied

17.
X
SKALA

Wie zufrieden sind Sie mit folgenden Einzelaspekten Ihrer Wohnsituation?
How satisfied are you with the following aspects of your living situation?

- Größe des Wohnbereichs/size of living area _____
- Entfernung zur Hochschule/distance to college/university _____
- Nachbarschaftsverhältnis/relation with neighbours _____
- Wohngegend/neighbourhood _____
- Angemessenheit des Mietpreises/price of rent _____

sehr unzufrieden ← → sehr zufrieden
very dissatisfied very satisfied



18.
X
SKALA

Inwieweit treffen die folgenden Aussagen auf Ihre persönlichen Erfahrungen bei der Zimmer-/Wohnungssuche zu?
To what extent do you agree with the following statements concerning your experience searching for your present room/flat?

Bitte bewerten Sie jede Aussage
Please rate each statement

trifft gar nicht zu ← → trifft völlig zu
not at all totally

Ich habe mich oft vergeblich um ein Zimmer/eine Wohnung beworben.
My applications for a room/flat were often turned down.

Ich hatte häufig den Eindruck, dass ich das Zimmer/die Wohnung nicht bekommen habe, weil ich Ausländer(in) bin.
I often had the impression that I didn't get the room/flat because I was a foreigner.

Für die Zimmersuche/Wohnungssuche ist die Vermittlung durch Bekannte sehr wichtig.
It's very important that friends/acquaintances help in the search for a room/flat.

An meinem Hochschulstandort ist es für Studierende generell sehr schwierig, ein passendes Zimmer/eine passende Wohnung zu finden.
It is very difficult for students to find a suitable room/flat in my college/university town.

Ein Zimmer/eine Wohnung zu einem angemessenen Mietpreis zu finden, ist fast aussichtslos.
There is virtually no chance of finding a room/flat for a reasonable rent.

Für die Zimmersuche/ Wohnungssuche war die Vermittlung durch das Studentenwerk sehr hilfreich.
The assistance provided by student services (Studentenwerk) in finding a flat/room was very helpful.

ANGABEN ZUR ERNÄHRUNG
DETAILS ON DIET AND NUTRITION



19.
X

Wie häufig gehen Sie im Laufe einer Woche während der Vorlesungszeit durchschnittlich in eine Mensa oder Cafeteria zum Essen?

How often each week during the semester do you eat in the cafeteria?

Bitte zutreffende Zahl ankreuzen
Please check the appropriate number

zum Frühstück/breakfast 0 1 2 3 4 5 6 7

zu einer Zwischenmahlzeit am Vormittag
snack before noon 0 1 2 3 4 5 6 7

zum Mittagessen/lunch 0 1 2 3 4 5 6 7

zu einer Zwischenmahlzeit am Nachmittag
snack in the afternoon 0 1 2 3 4 5 6 7

zum Abendessen/dinner 0 1 2 3 4 5 6 7

20.
X
SKALA

Falls Sie zum Mittagessen nie oder nur selten in die Mensa/Cafeteria gehen: Was hindert Sie daran?

If you never or only seldom eat in the cafeteria, what keeps you from doing so?

trifft gar nicht zu ← → trifft völlig zu
not at all totally

Zeitmangel/lack of time

Lehrveranstaltungen liegen zeitlich ungünstig
classes/lectures conflict with mealtimes

Lage und Erreichbarkeit/location and accessibility

Preis-Leistungsverhältnis der Angebote
value for money of food

Qualität der Angebote/food quality

Atmosphäre/atmosphere

persönliche Lebenssituation (z. B. Erwerbstätigkeit, Partnerschaft, Gesundheit)
personal living situation (e.g., job, relationship, health)

Abneigung gegen Verpflegung aus Großküchen jeder Art
distate for all types of cafeteria food



21.
X
SKALA

Was ist Ihnen an den Mensen&afeterien besonders wichtig?
What aspects of the cafeteria are especially important to you?

- qualitativ hochwertige Angebote
high-quality menu items _____
- kostengünstige Angebote
low-cost menu items _____
- Angebote aus ökologisch erzeugten Produkten
organic products and ingredients _____
- geringer Zeitaufwand
fast and efficient service _____
- guter Service
good service _____
- eine gute räumliche Gestaltung der Mensa/Cafeteria
interior design and atmosphere in the cafeteria _____
- die räumliche Nähe zur Hochschule
convenient location near college/university _____
- Mensa/Cafeteria als Ort der Kommunikation/Information
using the cafeteria as a centre for communication/information _____

überhaupt nicht wichtig ↔ sehr wichtig
not important at all ↔ very important

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MONATLICHE EINNAHMEN IM SOMMERSEMESTER 2006
MONTHLY INCOME DURING 2006 SUMMER SEMESTER



22.
ZAHL

Wie viel Geld steht Ihnen durchschnittlich im Monat während des Sommersemesters 2006 zur Verfügung?

Bitte für jede Finanzierungsquelle, die Sie nutzen, den Betrag angeben.
How much money do you have on average per month during the 2006 summer semester?

Please specify the amount for each financial source.

€ pro Monat
€ per month

- von den Eltern (bar auf die Hand/ per Überweisung auf Ihr Konto)
from my parents (in cash/by transfer to my bank account) _____
- vom Partner/von der Partnerin (bar auf die Hand/per Überweisung auf Ihr Konto)
from my partner/spouse (in cash/by transfer to my bank account) _____
- von anderen Verwandten, Bekannten (bar auf die Hand/per Überweisung auf Ihr Konto)
from other relatives, friends, acquaintances (in cash/by transfer to my bank account) _____
- Stipendium/scholarship/grant _____
- Ausbildungsförderung nach dem BAföG – aktueller Förderungsbetrag
BAföG educational assistance – current amount of assistance _____
- Darlehen einer Bank/Sparkasse/Firma/Privatperson
Bitte den Betrag eintragen, den Sie davon monatlich im Durchschnitt einsetzen.
Loan from a bank/savings bank/company/private person
Please enter how much of this money you need each month. _____
- eigener Verdienst aus Tätigkeiten während der Vorlesungszeit und/oder der vorlesungsfreien Zeit Den Betrag eintragen, den Sie davon monatlich im Durchschnitt einsetzen.
personal earnings from employment during the semester or during semester breaks Please enter how much of this money you need each month. _____
- eigene Mittel, die vor dem Studium erworben/angespart wurden
Bitte den Betrag eintragen, den Sie davon monatlich im Durchschnitt einsetzen.
personal funds earned/saved before commencing my studies
Please enter how much of this money you need each month. _____
- andere Finanzierungsquelle
other sources of funding _____
- bitte angeben/please specify: _____

Sollten Sie Ihren Lebensunterhalt auch mit unregelmäßigen Einnahmen (z. B. Verdienst aus Ferienarbeit, einem Darlehen) oder durch früher erworbenes Geld (Ersparnisse, Vermögen) bestreiten, geben Sie bitte nur den Betrag an, den Sie davon monatlich im Durchschnitt einsetzen.

If you meet your living expenses with occasional sources of income (e. g., holiday jobs, a loan or previously earned money or savings), please only enter how much of this money you need each month.

X

Falls Sie ein Stipendium bekommen: Was ist das für ein Stipendium?
If you receive a scholarship, what kind is it?

- Stipendium meines Heimatlandes /from my home country _____
- deutsches Stipendium/German grant _____
- europäisches Stipendium/European grant _____
- Stipendium einer internationalen Organisation
from an international organisation _____
- sonstiges Stipendium/other scholarship _____



23.
X

Sind Sie in der vorlesungsfreien Zeit im Frühjahr 2006 und/oder im laufenden Sommersemester einer Tätigkeit nachgegangen, mit der Sie Geld verdient haben bzw. verdienen?

During the 2006 spring break or the current summer semester, did/do you have a job where you earned/are earning money?

vorlesungsfreie
Zeit Frühjahr 2006
during 2006
spring break

Vorlesungszeit
Sommersemester 2006
during 2006
summer semester

- nein, nicht erforderlich/no, not necessary
- nein, wegen Studienbelastung nicht möglich
no, not possible due to my course workload
- nein, weil ich keine Arbeitserlaubnis habe
no, because I don't have a work permit
- nein, weil ich schon 90 Tage bzw. 180 halbe Tage gearbeitet habe
no, because I have already worked 90 days or 180 half-days
- nein, ohne Erfolg Tätigkeit/Job gesucht /no, I couldn't find a job
- ja, gelegentlich/yes, I worked occasionally
- ja, häufig/yes, I worked often
- ja, laufend/yes, I worked constantly

»

Wenn Sie weder in der vorlesungsfreien Zeit im Frühjahr 2006 noch im laufenden Semester Geld verdient haben:
If you did not earn money either during the 2006 spring break or the current summer semester:

» weiter mit Frage 24
go to question

X

Mit welcher Tätigkeit verdienen bzw. verdienen Sie Geld?
How do/did you earn your money?

vorlesungsfreie
Zeit Frühjahr 2006
during 2006
spring break

Vorlesungszeit
Sommersemester 2006
during 2006
summer semester

- Aushilfstätigkeit (z. B. in einer Fabrik, einem Büro, einer Kneipe)
Temporary work (for example, in a factory, office, pub/bar)
- studentische Hilfskraft an einer Hochschule/Forschungseinrichtung
Student assistant at the college/university or research institution
- Tutor(in) an der Hochschule oder im Studentenwerk/
Tutor at the college/university or student services
- andere Tätigkeit/other work
- bitte erläutern/please specify: _____

ZAHL

Wie hoch war der Nettostundenlohn für diese Tätigkeit?

Bei mehreren Tätigkeiten bitte jeweils für die letzte bzw. derzeitige Tätigkeit.
How high was your net hourly wage for this work?
If you have had several jobs, please give details for the most recent one.

vorlesungsfreie
Zeit Frühjahr 2006
during 2006
spring break

Vorlesungszeit
Sommersemester 2006
during 2006
summer semester

Nettostundenlohn bitte auf vollen Euro-Betrag runden:
Please round net hourly rate to full amount in euros: € €

SKALA

Inwieweit geben die folgenden Aussagen Ihre Gründe wieder, während des Studiums Geld zu verdienen?

To what extent do the following statements reflect your reasons for earning money during your studies?

Bitte bewerten Sie jede Aussage.
Please rate each statement.

Ich verdiene während des Studiums Geld/I earn money during my studies . . .

trifft gar nicht zu trifft völlig zu
not at all \longleftrightarrow totally

- weil es zur Bestreitung meines Lebensunterhalts unbedingt notwendig ist
because it is absolutely necessary to help cover my living expenses
- damit ich mir etwas mehr leisten kann
so that I can afford a little more
- um praktische Erfahrungen zu sammeln, die mir im späteren Beruf von Nutzen sind
to gain practical experience that will be useful to me in my future career
- um Kontakte für eine mögliche spätere Beschäftigung zu knüpfen
to make contacts for possible future employment
- um unabhängig von den Eltern zu sein
to be independent of my parents
- weil ich andere mitfinanzieren muss (Partner/Partnerin, Kind, andere Familienangehörige)
because I need to support other people (spouse/partner, child(ren) other relatives)
- damit ich später ggf. unabhängig vom Studienabschluss eine Beschäftigung habe/so that I later have a job, regardless of my academic degree



24.
X

Ihr Geschlecht? Your sex?

männlich/male
weiblich/female

25.
ZAHL

Ihr Lebensalter? (in Jahren) Your age? (in years)

26.
X

Ihr Familienstand? Your marital status?

verheiratet/married
nicht verheiratet in fester Partnerbeziehung
not married, with long-term partner
nicht verheiratet ohne feste Partnerbeziehung
not married, without long-term partner

27.
X

Haben Sie Kinder? Do you have any children?

nein/no
ja/yes

weiter mit Frage 28
go to question

ZAHL

Falls ja: Wie viele Kinder haben Sie?

If yes: How many children do you have?

X

Leben Sie mit Ihrem Kind/Ihren Kindern in Deutschland zusammen?

Do/does your child(ren) live with you here in Germany?

nein/no
ja/yes

ZAHL

Wie alt ist Ihr Kind/sind Ihre Kinder mit dem/denen Sie in Deutschland zusammenleben?

How old is/are your child(ren) living with you here in Germany?

1. Kind 1st child 2. Kind 2nd child 3. Kind 3rd child

(bitte auf volle Jahre runden)
(please round to full years)

28.
TEXT

Welche Staatsangehörigkeit haben Sie?
What is your nationality?

bitte angeben/please specify: _____



29.
X

Welchen höchsten Bildungsabschluss haben Ihre Eltern?

Bitte jeweils nur den höchsten Abschluss ankreuzen.

What is your parents' highest level of education?

Please indicate only the highest qualification for each parent.

weniger als 8 Schuljahre
less than 8 years of schooling

Vater
father

Mutter
mother

Abschluss einer Volks-, Hauptschule (mindestens 8 Schuljahre)
lower secondary school leaving certificate or similar (at least 8th grade)

Abschluss einer Mittelschule (mindestens 10 Schuljahre)
intermediary secondary school leaving certificate or similar (at least 10th grade)

Abitur oder sonstige Hochschulreife (mindstens 12. Klasse)
high school or other higher education entrance qualification (at least 12th grade)

Hochschulabschluss (einschließlich Lehrerbildung)
university level education (including teacher training)

Abschluss nicht bekannt/qualification unknown



30.
X

**Wie sind Sie auf Deutschland als Studienland aufmerksam geworden?
What made you aware of Germany as a place to study?**

Ich bin auf Deutschland aufmerksam geworden durch ...
I found out about Germany from ...

- die Schule/Hochschule im Heimatland/school/university in my home country
- Familie/Freunde/Bekannte/family/friends/acquaintances
- Personen, die in Deutschland studiert haben
people I know who have studied in Germany
- Artikel in der heimischen Presse/articles published in my home country
- Berichte heimischer Radio-/Fernsehsender
radio/TV reports in my home country
- Marketingaktionen deutscher Einrichtungen (Hochschulen, DAAD usw.)
marketing campaigns by German institutions (colleges/universities, DAAD etc.)
- Recherchen im Internet/research on the Internet
- auf anderem Weg/other sources
- und zwar:/please specify: _____

31.
X

**Welche Möglichkeiten haben Sie genutzt, um sich über ein Studium in Deutschland zu informieren und welche der genutzten Informationsmöglichkeiten war für Sie am wichtigsten?
What were your sources of information on studying in Germany, and which of these sources was the most important for you?**

Meine Informationsquellen waren ...
My sources of information were ...

- Recherchen im Internet/research on the Internet
- Berichte in der Presse, im Radio/Fernsehen
reports in the press, on TV/radio
- Informationsmaterial deutscher Einrichtungen
informational materials from German institutions
- Gespräche mit Freunden/Bekannten, die in Deutschland waren
conversations with friends/acquaintances who have been in Germany
- ein Besuch in Deutschland/a visit to Germany
- andere/others
- und zwar:/please specify: _____

genutzte Informationsquellen
sources of information used

wichtigste Informationsquelle
(nur 1. Nennung)
most important source of information
(check only one)

32.
X
SKALA

**Inwieweit treffen die nachfolgenden Aussagen auf Ihre Entscheidung zu, in Deutschland zu studieren?
How accurate are the following statements concerning the motivations leading to your decision to study in Germany?**

Bitte bewerten Sie jede Aussage
Please rate each statement

	trifft gar nicht zu not at all				trifft völlig zu totally
Ich glaubte, die Studienbedingungen und die Ausstattung der Hochschulen in Deutschland seien besser als zu Hause. I thought that the conditions and facilities of the universities/colleges in Germany were better than back home. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich wollte die größere akademische Freiheit im Studienbetrieb kennenlernen. I was attracted by the greater degree of academic freedom. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich wollte meine Sprachkenntnisse vertiefen. I wanted to improve my language skills. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich wollte andere Lehr- und Lernformen kennenlernen. I wanted to get to know other teaching/learning methods. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich wollte vor allem spezielle Fachkenntnisse erwerben. I above all wanted to gain specific specialist knowledge. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich wollte vor allem Forschungserfahrungen sammeln. I wanted to gain research experience. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich glaubte, ein größeres Studienangebot zu finden. I was attracted to the greater range of studies on offer. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich wollte vor allem einen ausländischen Abschluss erwerben. I above all wanted a foreign degree. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mir war wichtig, dass mein Studiengang in Englisch angeboten wird. It was important to me that my course of study was offered in English. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Das Austauschprogramm ließ mir keine andere Wahl als Deutschland. My exchange programme only offered studies in Germany. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



33.
X
SKALA

Wie stark haben die nachfolgenden Überlegungen Ihre Studienentscheidung für Deutschland beeinflusst?
How important were the following considerations in your decision to study in Germany?

Bitte bewerten Sie jede Aussage
Please rate each statement

	überhaupt nicht not important at all					↔	sehr stark very important				
Ich wollte einmal in einer fremden Situation/Kultur zurechtkommen. I was interested in the new challenge of coming to terms with an unfamiliar situation/culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Deutschland gibt es keine Studiengebühren. There are no tuition fees in Germany.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ich wollte vor allem aus der Situation in meinem Heimatland herauskommen. I above all wanted to escape the situation in my home country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Deutschland kann man sein Studium durch Jobben zumindest teilweise selbst finanzieren. In Germany I can finance at least part my studies by taking up casual work/employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mit einem Studium in Deutschland verbessern sich meine Berufschancen. Studying in Germany improves my career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die deutschen Hochschulen haben einen besonders guten Ruf. Germany's colleges/universities have a particularly good reputation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deutschland ist ein hochtechnisiertes Land. Germany is a technologically advanced country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mein Heimatland/meine Familie hat zu Deutschland eine besonders enge Beziehung. My home country/my family has particularly close ties to Germany.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freunde/Bekannte haben bereits in Deutschland studiert. Friends/acquaintances have already studied in Germany.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34.
X

Wenn Sie die freie Wahl gehabt hätten, in welchem Land hätten Sie am liebsten und in welchem Land am zweitliebsten studiert?
If you were free to choose your place of study, which countries would be your first and second choices?

	am liebsten first choice	am zweitliebsten second choice
Deutschland/Germany	<input type="checkbox"/>	<input type="checkbox"/>
Frankreich/France	<input type="checkbox"/>	<input type="checkbox"/>
Großbritannien/UK	<input type="checkbox"/>	<input type="checkbox"/>
Niederlande/Netherlands	<input type="checkbox"/>	<input type="checkbox"/>
USA/USA	<input type="checkbox"/>	<input type="checkbox"/>
Australien/Australia	<input type="checkbox"/>	<input type="checkbox"/>
Japan/Japan	<input type="checkbox"/>	<input type="checkbox"/>
Italien/Italy	<input type="checkbox"/>	<input type="checkbox"/>
anderes Land/another country	<input type="checkbox"/>	<input type="checkbox"/>

bitte eintragen/please specify: _____

35.
X

Wo haben Sie die deutsche Sprache gelernt bevor Sie in Deutschland mit dem Studium begannen?
Where did you learn German before beginning your studies in Germany?

im Heimatland/in my home country

- in der Schule/at school
- an der Hochschule/at a college/university
- am Goethe-Institut/an anderer deutscher Einrichtung
at a Goethe Institute/another German institution
- in einem Sprachkurs außerhalb der Hochschule
in a language course offered outside the college/university
- per Fernunterricht bzw. im Selbststudium
in a distant learning or self-study course

in Deutschland/in Germany

- am Studienkolleg/at a Studienkolleg (preparatory course)
- an der Hochschule/at a college/university
- in einem Sprachkurs außerhalb der Hochschule
in a language course offered outside the college/university

auf andere Weise/learned it some other way

habe vor Studienbeginn kein Deutsch gelernt
I didn't learn any German before beginning my studies



36.
X

Haben Sie während des Studiums in Deutschland Ihre Deutschkenntnisse durch Sprachkurse vertieft?
During your studies in Germany, did you improve your knowledge of German by taking language courses?

- ja, an der Hochschule/yes, at the college/university
- ja, außerhalb der Hochschule/yes, outside the college/university
- nein, es gab keine angemessenen Kurse
no, there were no suitable courses offered
- nein, die Kurse waren zu teuer/no, the courses were too expensive
- nein, ich hatte keine Zeit dafür/no, I didn't have enough time
- nein, es war nicht nötig/no, I didn't need to

37.
X

Haben Sie eine Sprachprüfung für Deutsch als Fremdsprache abgelegt?
Did you take a German language test?

- nein/no
- ja/yes

X

Falls ja: Welche der folgenden Prüfungen haben Sie abgelegt?
If you answered yes, which of the following tests did you take?

- Sprachprüfung am Goethe-Institut
Language test at a Goethe Institute
- Sprachprüfung an einer anderen Einrichtung im Heimatland
Language test at another institution in my home country
- Deutsche Sprachprüfung (DSH) an einer Hochschule/am Studienkolleg
German Language Test (DSH) at a higher education institution/
in a preparatory course
- Test Deutsch als Fremdsprache (TestDaF)
German as a foreign language test (TestDaF)
- sonstige Sprachprüfung/other language test

38.
X
SKALA

Hatten Sie in Deutschland in den nachfolgenden Bereichen Schwierigkeiten? Bitte geben Sie den Grad Ihrer Schwierigkeiten an.
What difficulties did you have to overcome during your stay in Germany? Please indicate the degree of difficulty.

Bitte jede Vorgabe bewerten
Please rate each issue

sehr große Schwierigkeiten ← → überhaupt keine Schwierigkeiten
huge difficulties no difficulties at all

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Anerkennung meiner bisherigen Schul-, Studienleistungen
recognition of my previous scholastic/academic achievements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Beantragung des Visums/der Aufenthaltsgenehmigung
application procedure for the visa/residence permit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Studienplatzzusage
getting accepted by a college/university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arbeitserlaubnis
work permit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Zimmer-/Wohnungssuche
finding a room/flat | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Verständigung in deutscher Sprache
communicating in German | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Finanzierung
financing my studies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Orientierung im Studiensystem
figuring out the academic system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kontakt zu Hochschullehrern
consulting professors/teaching staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kontakt mit deutschen Studierenden
meeting with German students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kontakt zur Bevölkerung
meeting Germans outside of school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leistungsanforderungen im Studium
meeting academic standards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



39.
X
SKALA

Wie wichtig ist es Ihnen, dass die folgenden Hilfen für Studierende angeboten werden?

How important is it for you that students are offered the following services?

Bitte bewerten Sie jedes Angebot
Please rate each service

	überhaupt nicht wichtig not important at all				sehr wichtig very important
Einführung in Lern- und Arbeitstechniken Introduction to learning/study techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welcome-Veranstaltungen/allgemeine Orientierungsangebote Welcome events/offers for general orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fachliche Vorbereitungskurse/academic preparatory courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
studienbegleitende Tutorien/course-related tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutorien im Wohnheim/tutorials offered in halls of residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deutschkurse/German language courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studienberatung/academic counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermittlung von Wohnraum (z.B. bei Ankunft) help with finding a place to live (e.g., upon arrival)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hilfe im Umgang mit Behörden assistance when dealing with the authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kommunikationsmöglichkeiten mit deutschen Studierenden opportunities to meet German students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informationen zur Finanzierung des Studiums information on financing your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beratung zu Fragen der Arbeitserlaubnis counselling on work permit issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informationen zum Aufenthaltsrecht nach Studienabschluss information on the right of residence after completing your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40.
X
SKALA

Welche der Hilfen für Studierende haben Sie genutzt, und wie zufrieden waren Sie damit?

Which of the following student services have you used, and were you satisfied?

Bitte nur Angebot bewerten, welches Sie selbst genutzt haben.
Please only rate the services that you have personally used.

Angebot genutzt service used	überhaupt nicht zufrieden not satisfied at all				sehr zufrieden very satisfied
Einführung in Lern- und Arbeitstechniken Introduction to learning/study techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welcome-Veranstaltungen/allgemeine Orientierungsangebote Welcome events/offers for general orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fachliche Vorbereitungskurse/academic preparatory courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
studienbegleitende Tutorien/course-related tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutorien im Wohnheim/tutorials offered in halls of residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deutschkurse/German language courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Studienberatung/academic counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermittlung von Wohnraum (z.B. bei Ankunft) help with finding a place to live (e.g., upon arrival)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hilfe im Umgang mit Behörden assistance when dealing with the authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kommunikationsmöglichkeiten mit deutschen Studierenden opportunities to meet German students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informationen zur Finanzierung des Studiums information on financing your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beratung zu Fragen der Arbeitserlaubnis counselling on work permit issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informationen zum Aufenthaltsrecht nach Studienabschluss information on the right of residence after completing your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41.
X
TEXT

Haben Sie Unterstützungsangebote vermisst?

Do you feel that any services are missing?

nein/no

ja/yes

Falls ja: Welche?/If yes, which ones?



42.
SKALA

Ausgehend von Ihren Erfahrungen mit den Studien- und Lebensbedingungen in Deutschland: Würden Sie Ihren Freunden/Bekanntem im Heimatland empfehlen, in Deutschland zu studieren?

Based on your experience with the living and studying conditions in Germany, would you recommend to friends/acquaintances in your home country that they study in Germany? _____

nein, überhaupt nicht
no, definitely not



ja, unbedingt
yes, absolutely

• Kann ich jetzt noch nicht beurteilen
Cannot judge it yet _____

Wenn Sie noch Ergänzungen, Anmerkungen oder kritische Hinweise haben, bitten wir Sie, uns diese hier mitzuteilen:

If you would like to make comments or give feedback, please note your remarks here:

Vielen Dank für Ihre Mitarbeit!
Thank you for your assistance!

Informationen über die Akteure und die Durchführung der Untersuchung

Wer erhält den Fragebogen?

Für die Sozialerhebung wird eine Stichprobe Studierender befragt (derzeit jede/r 18.), deren Zusammensetzung repräsentativ für alle Studierenden an Fachhochschulen und Universitäten in der Bundesrepublik ist. Zu diesem Zwecke hat Ihre Hochschule nach dem Zufallsprinzip eine entsprechende Anzahl von Anschriften aus der aktuellen Studierendendatei gezogen, d.h. jede/r hat eine gleich große Chance, in die Stichprobe aufgenommen zu werden. Die Hochschule hat dann die von HIS bereitgestellten Befragungsunterlagen mit den Anschriften der Studierenden versehen und die so adressierten Unterlagen bei der Post – zur Übermittlung an Sie – aufgegeben.

Weitere Informationen im Internet: <http://www.sozialerhebung.de>

>> beauftragt vom Deutschen Studentenwerk

Die Studentenwerke und ihr Dachverband, das Deutsche Studentenwerk, engagieren sich für die soziale, wirtschaftliche, kulturelle und gesundheitliche Förderung der Studierenden. Als moderne Dienstleistungsunternehmen bieten heute 61 Studentenwerke für knapp 2 Mio. Studierende ihren Service an – damit Studieren gelingt! Das Deutsche Studentenwerk koordiniert und unterstützt die Arbeit der Studentenwerke, vertritt ihre Interessen gegenüber Politik und Öffentlichkeit und pflegt eine enge Zusammenarbeit mit nationalen und internationalen Verbänden bzw. Organisationen, die den gleichen Zwecken dienen.

Weitere Informationen im Internet: <http://www.studentenwerke.de>

>> gefördert vom Bundesministerium für Bildung und Forschung (BMBF)

Weitere Informationen im Internet: <http://www.bmbf.de>

>> durchgeführt von HIS Hochschul-Informations-System

HIS ist eine Einrichtung von Bund und Ländern und erbringt Forschungs- und Dienstleistungen für Hochschulen, Wissenschafts- und Kultusministerien. Im Bereich Studierendenforschung arbeitet HIS u.a. zu Themen wie Studienwünsche von Abiturient(inn)en, Ausbildungs- und Berufsverläufe, soziale Situation Studierender, Gründe für den Studienabbruch, Qualität der Lehre, studentische Auslandsmobilität und ausländische Studierende in Deutschland.

Weitere Informationen im Internet: <http://www.his.de>

Kontakt

Für Rückfragen stehen Ihnen bei HIS (Postfach 2920, 30029 Hannover) zur Verfügung:

Wolfgang Isserstedt: Tel.: 0511/1220-208; e-mail: isserstedt@his.de

Dr. Elke Middendorff: Tel.: 0511/1220-194; e-mail: middendorff@his.de

Steffen Weber: Tel.: 0511/1220-157; e-mail: weber@his.de

World Bank list of economies (July 2006)

Economy	Code	Region	Income group	Lending category	Other
1 Afghanistan	AFG	South Asia	Low income	IDA	
2 Albania	ALB	Europe & Central Asia	Lower middle income	Blend	
3 Algeria	DZA	Middle East & North Africa	Lower middle income	IBRD	
4 American Samoa	ASM	East Asia & Pacific	Upper middle income	..	
5 Andorra	ADO	..	High income: nonOECD	..	
6 Angola	AGO	Sub-Saharan Africa	Lower middle income	IDA	
7 Antigua and Barbuda	ATG	..	High income: nonOECD	IBRD	
8 Argentina	ARG	Latin America & Caribbean	Upper middle income	IBRD	
9 Armenia	ARM	Europe & Central Asia	Lower middle income	IDA	
10 Aruba	ABW	..	High income: nonOECD	..	
11 Australia	AUS	..	High income: OECD	..	
12 Austria	AUT	..	High income: OECD	..	EMU
13 Azerbaijan	AZE	Europe & Central Asia	Lower middle income	Blend	
14 Bahamas, The	BHS	..	High income: nonOECD	..	
15 Bahrain	BHR	..	High income: nonOECD	..	
16 Bangladesh	BGD	South Asia	Low income	IDA	
17 Barbados	BRB	Latin America & Caribbean	Upper middle income	..	
18 Belarus	BLR	Europe & Central Asia	Lower middle income	IBRD	
19 Belgium	BEL	..	High income: OECD	..	EMU
20 Belize	BLZ	Latin America & Caribbean	Upper middle income	IBRD	
21 Benin	BEN	Sub-Saharan Africa	Low income	IDA	HIPC
22 Bermuda	BMU	..	High income: nonOECD	..	
23 Bhutan	BTN	South Asia	Low income	IDA	
24 Bolivia	BOL	Latin America & Caribbean	Lower middle income	Blend	HIPC
25 Bosnia and Herzegovina	BIH	Europe & Central Asia	Lower middle income	Blend	
26 Botswana	BWA	Sub-Saharan Africa	Upper middle income	IBRD	
27 Brazil	BRA	Latin America & Caribbean	Lower middle income	IBRD	
28 Brunei Darussalam	BRN	..	High income: nonOECD	..	
29 Bulgaria	BGR	Europe & Central Asia	Lower middle income	IBRD	
30 Burkina Faso	BFA	Sub-Saharan Africa	Low income	IDA	HIPC
31 Burundi	BDI	Sub-Saharan Africa	Low income	IDA	HIPC
32 Cambodia	KHM	East Asia & Pacific	Low income	IDA	
33 Cameroon	CMR	Sub-Saharan Africa	Lower middle income	IDA	HIPC
34 Canada	CAN	..	High income: OECD	..	
35 Cape Verde	CPV	Sub-Saharan Africa	Lower middle income	IDA	
36 Cayman Islands	CYM	..	High income: nonOECD	..	
37 Central African Republic	CAF	Sub-Saharan Africa	Low income	IDA	HIPC
38 Chad	TCD	Sub-Saharan Africa	Low income	IDA	HIPC
39 Channel Islands	CHI	..	High income: nonOECD	..	
40 Chile	CHL	Latin America & Caribbean	Upper middle income	IBRD	
41 China	CHN	East Asia & Pacific	Lower middle income	IBRD	
42 Colombia	COL	Latin America & Caribbean	Lower middle income	IBRD	
43 Comoros	COM	Sub-Saharan Africa	Low income	IDA	HIPC
44 Congo, Dem. Rep.	ZAR	Sub-Saharan Africa	Low income	IDA	HIPC
45 Congo, Rep.	COG	Sub-Saharan Africa	Lower middle income	IDA	HIPC
46 Costa Rica	CRI	Latin America & Caribbean	Upper middle income	IBRD	
47 Côte d'Ivoire	CIV	Sub-Saharan Africa	Low income	IDA	HIPC
48 Croatia	HRV	Europe & Central Asia	Upper middle income	IBRD	
49 Cuba	CUB	Latin America & Caribbean	Lower middle income	..	
50 Cyprus	CYP	..	High income: nonOECD	..	
51 Czech Republic	CZE	Europe & Central Asia	Upper middle income	..	
52 Denmark	DNK	..	High income: OECD	..	
53 Djibouti	DJI	Middle East & North Africa	Lower middle income	IDA	
54 Dominica	DMA	Latin America & Caribbean	Upper middle income	Blend	
55 Dominican Republic	DOM	Latin America & Caribbean	Lower middle income	IBRD	
56 Ecuador	ECU	Latin America & Caribbean	Lower middle income	IBRD	
57 Egypt, Arab Rep.	EGY	Middle East & North Africa	Lower middle income	IBRD	
58 El Salvador	SLV	Latin America & Caribbean	Lower middle income	IBRD	
59 Equatorial Guinea	GNQ	Sub-Saharan Africa	Upper middle income	IBRD	
60 Eritrea	ERI	Sub-Saharan Africa	Low income	IDA	HIPC
61 Estonia	EST	Europe & Central Asia	Upper middle income	IBRD	

62	Ethiopia	ETH	Sub-Saharan Africa	Low income	IDA	HIPC
63	Faeroe Islands	FRO	..	High income: nonOECD	..	
64	Fiji	FJI	East Asia & Pacific	Lower middle income	IBRD	
65	Finland	FIN	..	High income: OECD	..	EMU
66	France	FRA	..	High income: OECD	..	EMU
67	French Polynesia	PYF	..	High income: nonOECD	..	
68	Gabon	GAB	Sub-Saharan Africa	Upper middle income	IBRD	
69	Gambia, The	GMB	Sub-Saharan Africa	Low income	IDA	HIPC
70	Georgia	GEO	Europe & Central Asia	Lower middle income	IDA	
71	Germany	DEU	..	High income: OECD	..	EMU
72	Ghana	GHA	Sub-Saharan Africa	Low income	IDA	HIPC
73	Greece	GRC	..	High income: OECD	..	EMU
74	Greenland	GRL	..	High income: nonOECD	..	
75	Grenada	GRD	Latin America & Caribbean	Upper middle income	Blend	
76	Guam	GUM	..	High income: nonOECD	..	
77	Guatemala	GTM	Latin America & Caribbean	Lower middle income	IBRD	
78	Guinea	GIN	Sub-Saharan Africa	Low income	IDA	HIPC
79	Guinea-Bissau	GNB	Sub-Saharan Africa	Low income	IDA	HIPC
80	Guyana	GUY	Latin America & Caribbean	Lower middle income	IDA	HIPC
81	Haiti	HTI	Latin America & Caribbean	Low income	IDA	HIPC
82	Honduras	HND	Latin America & Caribbean	Lower middle income	IDA	HIPC
83	Hong Kong, China	HKG	..	High income: nonOECD	..	
84	Hungary	HUN	Europe & Central Asia	Upper middle income	IBRD	
85	Iceland	ISL	..	High income: OECD	..	
86	India	IND	South Asia	Low income	Blend	
87	Indonesia	IDN	East Asia & Pacific	Lower middle income	Blend	
88	Iran, Islamic Rep.	IRN	Middle East & North Africa	Lower middle income	IBRD	
89	Iraq	IRQ	Middle East & North Africa	Lower middle income	IBRD	
90	Ireland	IRL	..	High income: OECD	..	EMU
91	Isle of Man	IMY	..	High income: nonOECD	..	
92	Israel	ISR	..	High income: nonOECD	..	
93	Italy	ITA	..	High income: OECD	..	EMU
94	Jamaica	JAM	Latin America & Caribbean	Lower middle income	IBRD	
95	Japan	JPN	..	High income: OECD	..	
96	Jordan	JOR	Middle East & North Africa	Lower middle income	IBRD	
97	Kazakhstan	KAZ	Europe & Central Asia	Lower middle income	IBRD	
98	Kenya	KEN	Sub-Saharan Africa	Low income	IDA	
99	Kiribati	KIR	East Asia & Pacific	Lower middle income	IDA	
100	Korea, Dem. Rep.	PRK	East Asia & Pacific	Low income	..	
101	Korea, Rep.	KOR	..	High income: OECD	IBRD	
102	Kuwait	KWT	..	High income: nonOECD	..	
103	Kyrgyz Republic	KGZ	Europe & Central Asia	Low income	IDA	HIPC
104	Lao PDR	LAO	East Asia & Pacific	Low income	IDA	
105	Latvia	LVA	Europe & Central Asia	Upper middle income	IBRD	
106	Lebanon	LBN	Middle East & North Africa	Upper middle income	IBRD	
107	Lesotho	LSO	Sub-Saharan Africa	Lower middle income	IDA	
108	Liberia	LBR	Sub-Saharan Africa	Low income	IDA	HIPC
109	Libya	LYB	Middle East & North Africa	Upper middle income	IBRD	
110	Liechtenstein	LIE	..	High income: nonOECD	..	
111	Lithuania	LTU	Europe & Central Asia	Upper middle income	IBRD	
112	Luxembourg	LUX	..	High income: OECD	..	EMU
113	Macao, China	MAC	..	High income: nonOECD	..	
114	Macedonia, FYR	MKD	Europe & Central Asia	Lower middle income	IBRD	
115	Madagascar	MDG	Sub-Saharan Africa	Low income	IDA	HIPC
116	Malawi	MWI	Sub-Saharan Africa	Low income	IDA	HIPC
117	Malaysia	MYS	East Asia & Pacific	Upper middle income	IBRD	
118	Maldives	MDV	South Asia	Lower middle income	IDA	
119	Mali	MLI	Sub-Saharan Africa	Low income	IDA	HIPC
120	Malta	MLT	..	High income: nonOECD	..	
121	Marshall Islands	MHL	East Asia & Pacific	Lower middle income	IBRD	
122	Mauritania	MRT	Sub-Saharan Africa	Low income	IDA	HIPC
123	Mauritius	MUS	Sub-Saharan Africa	Upper middle income	IBRD	
124	Mayotte	MYT	Sub-Saharan Africa	Upper middle income	..	
125	Mexico	MEX	Latin America & Caribbean	Upper middle income	IBRD	
126	Micronesia, Fed. Sts.	FSM	East Asia & Pacific	Lower middle income	IBRD	
127	Moldova	MDA	Europe & Central Asia	Lower middle income	IDA	
128	Monaco	MCO	..	High income: nonOECD	..	
129	Mongolia	MNG	East Asia & Pacific	Low income	IDA	

130	Morocco	MAR	Middle East & North Africa	Lower middle income	IBRD	
131	Mozambique	MOZ	Sub-Saharan Africa	Low income	IDA	HIPC
132	Myanmar	MMR	East Asia & Pacific	Low income	IDA	
133	Namibia	NAM	Sub-Saharan Africa	Lower middle income	IBRD	
134	Nepal	NPL	South Asia	Low income	IDA	HIPC
135	Netherlands	NLD	..	High income: OECD	..	EMU
136	Netherlands Antilles	ANT	..	High income: nonOECD	..	
137	New Caledonia	NCL	..	High income: nonOECD	..	
138	New Zealand	NZL	..	High income: OECD	..	
139	Nicaragua	NIC	Latin America & Caribbean	Lower middle income	IDA	HIPC
140	Niger	NER	Sub-Saharan Africa	Low income	IDA	HIPC
141	Nigeria	NGA	Sub-Saharan Africa	Low income	IDA	
142	Northern Mariana Islands	MNP	East Asia & Pacific	Upper middle income	..	
143	Norway	NOR	..	High income: OECD	..	
144	Oman	OMN	Middle East & North Africa	Upper middle income	..	
145	Pakistan	PAK	South Asia	Low income	Blend	
146	Palau	PLW	East Asia & Pacific	Upper middle income	IBRD	
147	Panama	PAN	Latin America & Caribbean	Upper middle income	IBRD	
148	Papua New Guinea	PNG	East Asia & Pacific	Low income	Blend	
149	Paraguay	PRY	Latin America & Caribbean	Lower middle income	IBRD	
150	Peru	PER	Latin America & Caribbean	Lower middle income	IBRD	
151	Philippines	PHL	East Asia & Pacific	Lower middle income	IBRD	
152	Poland	POL	Europe & Central Asia	Upper middle income	IBRD	
153	Portugal	PRT	..	High income: OECD	..	EMU
154	Puerto Rico	PRI	..	High income: nonOECD	..	
155	Qatar	QAT	..	High income: nonOECD	..	
156	Romania	ROM	Europe & Central Asia	Upper middle income	IBRD	
157	Russian Federation	RUS	Europe & Central Asia	Upper middle income	IBRD	
158	Rwanda	RWA	Sub-Saharan Africa	Low income	IDA	HIPC
159	Samoa	WSM	East Asia & Pacific	Lower middle income	IDA	
160	San Marino	SMR	..	High income: nonOECD	..	
161	São Tomé and Príncipe	STP	Sub-Saharan Africa	Low income	IDA	HIPC
162	Saudi Arabia	SAU	..	High income: nonOECD	..	
163	Senegal	SEN	Sub-Saharan Africa	Low income	IDA	HIPC
164	Serbia and Montenegro	YUG	Europe & Central Asia	Lower middle income	Blend	
165	Seychelles	SYC	Sub-Saharan Africa	Upper middle income	IBRD	
166	Sierra Leone	SLE	Sub-Saharan Africa	Low income	IDA	HIPC
167	Singapore	SGP	..	High income: nonOECD	..	
168	Slovak Republic	SVK	Europe & Central Asia	Upper middle income	IBRD	
169	Slovenia	SVN	..	High income: nonOECD	..	
170	Solomon Islands	SLB	East Asia & Pacific	Low income	IDA	
171	Somalia	SOM	Sub-Saharan Africa	Low income	IDA	HIPC
172	South Africa	ZAF	Sub-Saharan Africa	Upper middle income	IBRD	
173	Spain	ESP	..	High income: OECD	..	EMU
174	Sri Lanka	LKA	South Asia	Lower middle income	IDA	
175	St. Kitts and Nevis	KNA	Latin America & Caribbean	Upper middle income	IBRD	
176	St. Lucia	LCA	Latin America & Caribbean	Upper middle income	Blend	
177	St. Vincent and the Grenadines	VCT	Latin America & Caribbean	Upper middle income	Blend	
178	Sudan	SDN	Sub-Saharan Africa	Low income	IDA	HIPC
179	Suriname	SUR	Latin America & Caribbean	Lower middle income	IBRD	
180	Swaziland	SWZ	Sub-Saharan Africa	Lower middle income	IBRD	
181	Sweden	SWE	..	High income: OECD	..	
182	Switzerland	CHE	..	High income: OECD	..	
183	Syrian Arab Republic	SYR	Middle East & North Africa	Lower middle income	IBRD	
184	Tajikistan	TJK	Europe & Central Asia	Low income	IDA	
185	Tanzania	TZA	Sub-Saharan Africa	Low income	IDA	HIPC
186	Thailand	THA	East Asia & Pacific	Lower middle income	IBRD	
187	Timor-Leste	TMP	East Asia & Pacific	Low income	IDA	
188	Togo	TGO	Sub-Saharan Africa	Low income	IDA	HIPC
189	Tonga	TON	East Asia & Pacific	Lower middle income	IDA	
190	Trinidad and Tobago	TTO	Latin America & Caribbean	Upper middle income	IBRD	
191	Tunisia	TUN	Middle East & North Africa	Lower middle income	IBRD	
192	Turkey	TUR	Europe & Central Asia	Upper middle income	IBRD	
193	Turkmenistan	TKM	Europe & Central Asia	Lower middle income	IBRD	
194	Uganda	UGA	Sub-Saharan Africa	Low income	IDA	HIPC
195	Ukraine	UKR	Europe & Central Asia	Lower middle income	IBRD	
196	United Arab Emirates	ARE	..	High income: nonOECD	..	
197	United Kingdom	GBR	..	High income: OECD	..	

198	United States	USA	..	High income: OECD	..	
199	Uruguay	URY	Latin America & Caribbean	Upper middle income	IBRD	
200	Uzbekistan	UZB	Europe & Central Asia	Low income	Blend	
201	Vanuatu	VUT	East Asia & Pacific	Lower middle income	IDA	
202	Venezuela, RB	VEN	Latin America & Caribbean	Upper middle income	IBRD	
203	Vietnam	VNM	East Asia & Pacific	Low income	IDA	
204	Virgin Islands (U.S.)	VIR	..	High income: nonOECD	..	
205	West Bank and Gaza	WBG	Middle East & North Africa	Lower middle income	..	
206	Yemen, Rep.	YEM	Middle East & North Africa	Low income	IDA	
207	Zambia	ZMB	Sub-Saharan Africa	Low income	IDA	HIPC
208	Zimbabwe	ZWE	Sub-Saharan Africa	Low income	Blend	
1	World	WLD				
2	Low income	LIC				
3	Middle income	MIC				
4	Lower middle income	LMC				
5	Upper middle income	UMC				
6	Low & middle income	LMY				
7	East Asia & Pacific	EAP				
8	Europe & Central Asia	ECA				
9	Latin America & Caribbean	LAC				
10	Middle East & North Africa	MNA				
11	South Asia	SAS				
12	Sub-Saharan Africa	SSA				
13	High income	HIC				
14	European Monetary Union	EMU				
15	High income: OECD	OEC				
16	High income: nonOECD	NOC				
17	Heavily indebted poor countries (HIPC)	HPC				
18	Least developed countries: UN classification	LDC				

This table classifies all World Bank member economies, and all other economies with populations of more than 30,000. For operational and analytical purposes, economies are divided among income groups according to 2005 gross national income (GNI) per capita, calculated using the World Bank Atlas method. The groups are: low income, \$875 or less; lower middle income, \$876–3,465; upper middle income, \$3,466–10,725; and high income, \$10,726 or more. Other analytical groups based on geographic regions are also used.

Geographic classifications and data reported for geographic regions are for low-income and middle-income economies only. Low-income and middle-income economies are sometimes referred to as developing economies. The use of the term is convenient; it is not intended to imply that all economies in the group are experiencing similar development or that other economies have reached a preferred or final stage of development. Classification by income does not necessarily reflect development status.

Lending category: IDA countries are those that had a per capita income in 2005 of less than \$1,025 and lack the financial ability to borrow from IBRD. IDA loans are deeply concessional—interest-free loans and grants for programs aimed at boosting economic growth and improving living conditions. IBRD loans are nonconcessional. Blend countries are eligible for IDA loans because of their low per capita incomes but are also eligible for IBRD loans because they are financially creditworthy.

Note: Classifications are in effect until 1 July 2007. The World Bank no longer classifies countries by indebtedness level.

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