



Federal Ministry
of Education
and Research

The Economic and Social Conditions of Student Life in the Federal Republic of Germany in 2009

**19th Social Survey of the Deutsche Studentenwerk
conducted by HIS Hochschul-Informationssystem
– Selected results –**

The present report was compiled by HIS Hochschul-Informationen-System GmbH on behalf of the Deutsche Studentenwerk (DSW) and with funding from the Federal Ministry of Education and Research (BMBF). HIS is responsible for the contents.

An online version of this report and the main report of the 19th Social Survey are available at the following websites:
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Foreword

The Federal Ministry of Education and Research (BMBF) and the Deutsches Studentenwerk (DSW) present with this publication the results of the 19th Social Survey conducted during the 2009 summer semester. These findings are based on the results from more than 16,000 questionnaires that were filled out by German students and foreign students with a German education at 210 different German institutions of higher education and evaluated by HIS Hochschul-Informations-System GmbH.

The Social Survey has been conducted at three-year intervals since 1951 and reflects the social and economic conditions of students in Germany. The continuity of these studies allows for long-term comparisons and overviews. The times series in the chapter on participation in education have become one of the key indicators for whether – and to what extent – there have been developments in equal opportunities with regard to access to higher education in Germany.

The results of the 19th Social Survey confirm that the improvements made to the BAföG financial aid program have had a positive impact. At the same time, there is still a close connection between social origins and access to higher education. This means that achieving equal opportunities will remain one of the most urgent challenges faced by educational policy over the coming years. A high rate of participation in higher education among coming generations is essential to ensuring that the need for academic specialists can be met in the future. The current figures for first-year students show that we are on the right track here.

The data from the 19th Social Survey provide essential information on student incomes and expenditures and possible steps that need to be taken to further improve the financial situation of students. The results underscore the particular relevance of social conditions when it comes to accessing higher education and succeeding in pursuing a degree. They give politicians, higher education institutions and student services important information that can be used to improve future educational policies and the quality of service and counseling offers for all aspects of students' studies.

In the area of higher education, the 19th Social Survey provides key data for reports on education in Germany and for the EUROSTUDENT international comparative study. Based on the data collected during the survey in late 2010 and early 2011, two special analyses will be published focusing on the issues of "The Social and Economic Conditions of Bachelor's Students" and "The Social Conditions of Foreign Students in Germany and German Students Abroad".

We would like to thank the students who filled out the comprehensive questionnaire, the employees of the institutions of higher education, the student services for their support, and the staff of HIS Hochschul-Informations-System GmbH for successfully conducting this survey.

Berlin, March 2010

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Preliminary remarks

This abridged report presents a selection of the results from the 19th Social Survey of the Deutsches Studentenwerk, which was conducted during the 2009 summer semester by HIS Hochschul-Informationssystem.¹ These findings are based on the responses of 16,370 respondents and are representative of the students at German higher education institutions.²

The Social Survey has been conducted for the most part in three-year intervals since 1951. Its objective is to provide a questionnaire-based reporting system to deliver a comprehensive overview of the social and economic situation of students in Germany and shed light on selected aspects of student life and students' courses of study. The Social Survey is based on the assumption that the ability of students to start and successfully complete their studies depends on more than just the learning conditions at institutions of higher education; it is also linked to the social and economic conditions under which they pursue their courses of study, and thus also the social infrastructure that is offered by the state, higher education institutions, student services and other institutions (for example, student loans granted under Germany's Federal Education Assistance Act (BAföG), student restaurants & cafeterias, housing, counseling services, etc.).

The survey results offer an analysis of the current social and economic conditions and problems associated with studying, and they place this information within the context of long-term developments in student life in Germany, which have been documented by a wide range of time series. Since the development of social and economic aspects of studying also reflects changes in society and family living conditions, the Social Survey serves as a reflection of Germany's socio-historical development – with reference to the 30% to 40% of an age cohort who pursue a degree and their families of origin.

The Social Survey is a key element of a collaboratively organized initiative to regularly monitor the situation of students in Germany, focusing primarily on social and economic dimensions. The Social Survey is thus positioned at the interface between social and educational reporting. This connection is expressed, for example, in the way that the successful pursuit of a course of studies is determined by student financing. Information relating to the issue of equal opportunities with regard to access to higher education has also played an increasingly prominent role in the reporting of the past few years. This data is based primarily on the rates that HIS has calculated for the

participation of various population groups in higher education.

The 19th Social Survey, which was conducted during the 2009 summer semester, describes the situation of students at a point in time in which a unique upheaval in the history of German higher education institutions has taken place – a change that goes significantly further than all previous reforms of both higher education and degree programs. This upheaval concerns virtually all aspects and elements of the higher education system, from access to studies and the organization of degree programs to the new two-tiered system (master's and bachelor's degrees) and the organization, management and financing of higher education institutions. From the students' perspective, it is primarily the reforms connected with the Bologna Process that can lead to changes, including in their economic and social conditions. In addition, during the period of the 19th Social Survey, six western German states (Länder) introduced general tuition fees, which entailed an appreciable extra financial burden for roughly half of the students and their parents. Within the framework of the Social Survey, this is the first time that research data has been collected following the introduction of general tuition fees.

The 19th Social Survey examines a portion of the above-mentioned reforms and amendments in the higher education system and can shed light on the initial impact of this process. The results of the Social Survey must be understood as a time series, which documents in each instance the current situation within an ongoing process of transformation. The Social Survey acts as a kind of monitoring tool to provide information that can help pave the way for the early recognition of areas where action needs to be taken.

¹ A comprehensive report of the results is also found in the following publication issued by the German Federal Ministry of Education and Research (BMBF): "Die wirtschaftliche und soziale Lage des Studierenden in der Bundesrepublik Deutschland 2009".

² Germans and foreigners with a German education, with the exception of students at the universities of the German armed forces, the Bundeswehr, colleges of public administration, and schools for distance learning.

1. Students and the Development of Higher Education

The development of the higher education system is the result of the interplay of processes of social transformation and political consensus building. The Social Survey aims to draw attention to ways in which these processes have changed conditions for students, focusing primarily on those that concern their economic and social situation.

Reforms in the structure and organization of courses of studies along with amendments to educational grants constitute examples of politically desirable and completed transformations. As the current debate on the consequences of the implementation of the new structure for courses of study has shown, such reforms can also lead to unanticipated (side) effects.

One example of a social process of change is Germany's demographic evolution, which has had a fairly significant impact on attendance at institutions of higher education. The demographic evolution is based to some degree on changes in people's reproductive behavior. Such changes generally come as the result of long-term social transformation processes, for example, in family structures and social values. But economic developments also influence the demand for higher education. For instance, the economic situation on the labor market is an important factor when deciding whether to pursue a specific degree. Even if the roots of such developments cannot be found directly within the educational system, they also leave their mark on institutions of higher education. All of these factors also influence the results of the Social Survey. They become tangible, for example, when it comes to the composition of the student population according to characteristics such as gender and origins – and the impact of social individualization processes.

In particular, the following important findings should be noted here:

- Since the latter half of the 1990s, the annual number of first-year students has increased by roughly one-third, from approximately 220,000 to nearly 330,000 in 2008 (Figure 1.1). This trend continued unabated until 2003. Afterwards, there was a reverse trend; the number of first-year students declined until the year 2006. It was not until after 2007 that the earlier observed long-term upwards trend continued and reached an interim peak in 2009.

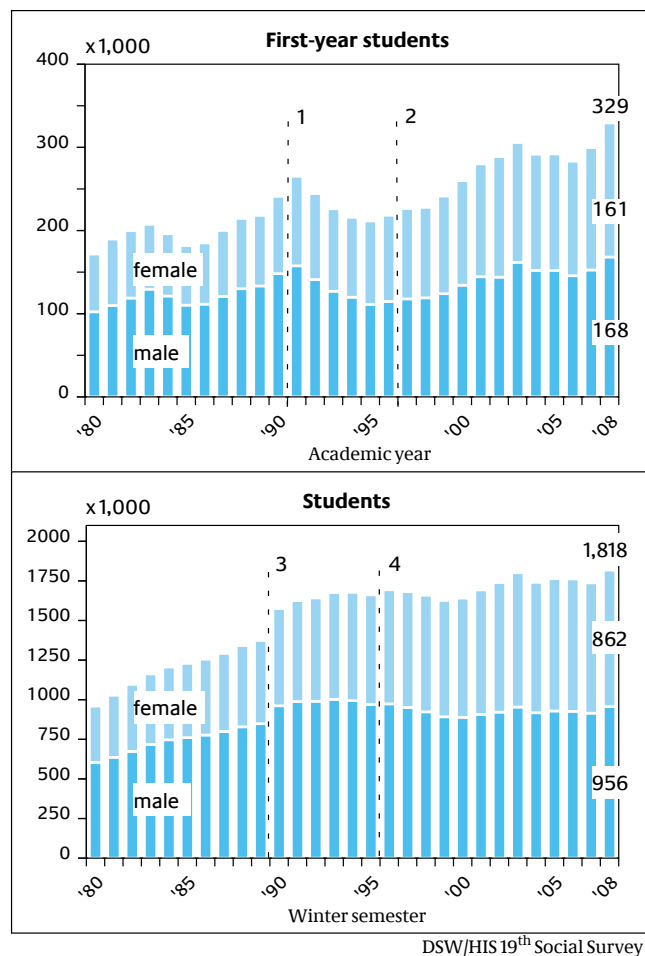
Demographic developments alone can supply no explanation for either the enormous increase in first-year students until 2003 or its "slump" in the mid-2000s. The continuously increasing participation in education is primarily responsible for this, although it received a "damper" between 2004 and 2006. This makes the rising degree of participation at institutions of higher education after 2006 all the more remarkable and points to a certain recovery effect (Figure 1.2).

The first-year student rate – defined here as the proportion of Germans and foreign students with a German education who were new entrants in the age-specific population – had a

value of 33% in 2003, only to fall back to 30% by the year 2006, and then to rise again to an interim peak of 34% in 2008 (Figure 1.3). This new student rate, which is anticipated to be slightly higher for 2009, should primarily be seen as a product of the German school system. This rate increases by five to six percentage points when immigrating first-year foreign students are included in the calculation. Taking into account immigration, the higher education policy objective of a first-year student rate of 40% has been achieved. This ongoing rise in the first-year student rate aims to increase the proportion of academics among the working population over the medium to long term

Fig. 1.1 Numbers of students and first-year students according to gender, 1980-2008

Germans and foreign students with a German education excl. universities of administrative sciences, in thousands



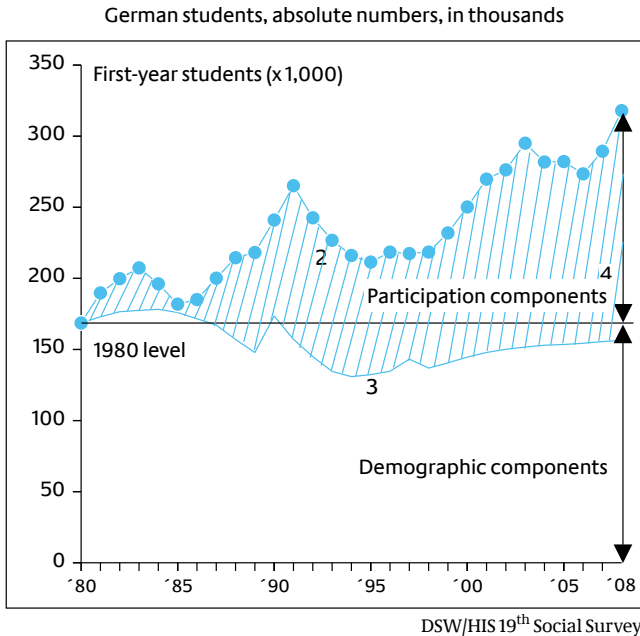
¹ From 1991, including eastern Germany

² From 1997, including foreign students with a German education

³ From 1990, including eastern Germany

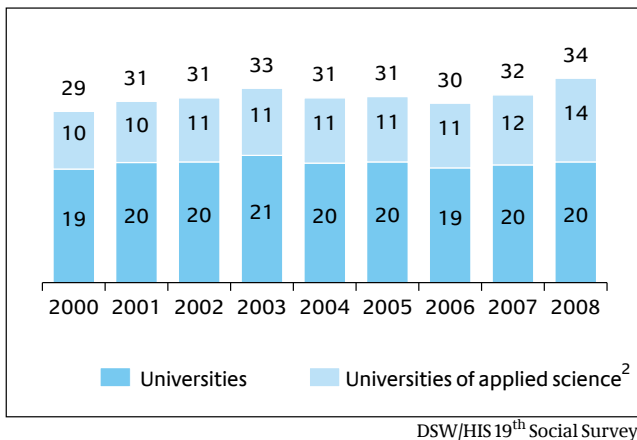
⁴ From 1996, including foreign students with a German education

Fig. 1.2 Impact of demographics and educational participation on the numbers of first-year students, 1980-2008¹



¹ From 1991, including eastern Germany
² Actual numbers of first-year students, 1980-2008
³ Development of hypothetical first-year student numbers under the assumption of a constant rate of first-year students of 18% (1980)
⁴ Difference between actual and hypothetical first-year student numbers based on higher percentages of individuals with university entrance qualifications and rising educational participation
 Source: Federal Statistical Office, Fachserie 11 Reihe 4.3, Genesis, HIS-ICE

Fig. 1.3 Threshold 4: First-year student rates, 2000-2008, according to the German state where university entrance qualifications were acquired¹ - a comparison according to the type of institution of higher education
in %



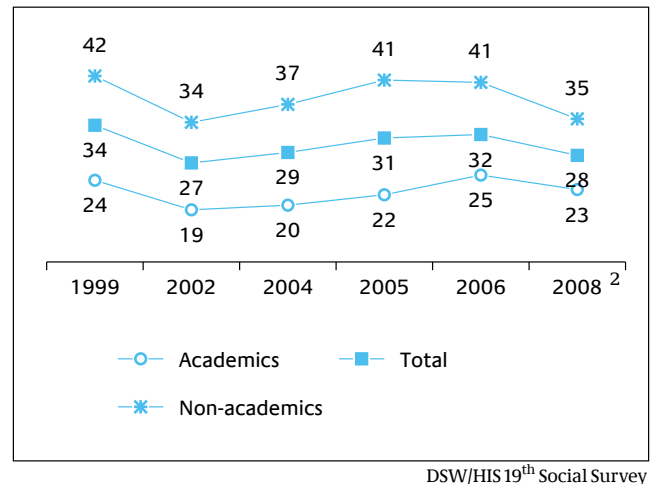
¹ Proportion of first-year students (Germans and foreign students with a German education) in the age-matched population of the German state where university entrance qualifications were acquired. Rates are calculated for the individual age cohorts and then added together (rate sum process); figures are rounded off
² Called "Fachhochschulen" in German; here including colleges of public administration
 Source: Federal Statistical Office, special analyses for HIS

in a bid to avoid any threat to Germany's economic and technological performance that could arise from a lack of skilled specialists.

- The increase in the number of first-year students is primarily due to an increase in the number of individuals with university entrance qualifications, and not so much due to changes in their decision concerning whether or not to pursue a degree. In this respect, it is primarily in the school system that the academic agenda for participation in higher education is established. Within one decade, the proportion of individuals with university entrance qualifications in the age-matched population rose by nine percentage points to 44%. There was a sharp increase in the proportion of individuals with certificates of aptitude for specialized short-course higher education (Fachhochschulreifen), which are usually acquired at vocational schools. In 2008, 69% of the young people in Germany with university entrance qualifications began to pursue a degree or firmly intended to do so. The so-called gross study rate thus rose slightly compared to the year 2006. If these calculations include colleges of advanced vocational studies (Berufsakademien) – which were added to the area of higher education in the spring of 2009 – then even the relatively high proportion reached in 2002 (73%) has almost been attained again.

The proportion of individuals who decide not to pursue a degree, despite having the basic qualifications to do so, ranged over the past 15 years between one-fourth and one-third of all those with university entrance qualifications (Figure 1.4). The willingness to pursue studies and this rate are apparently highly sensitive indicators that merit special attention in the future, particularly in view of the need for young new academ-

Fig. 1.4 Threshold 4: Deciding not to pursue a degree, compared with the family's academic orientation¹, 1999-2008
individuals with higher education entrance qualifications, in %

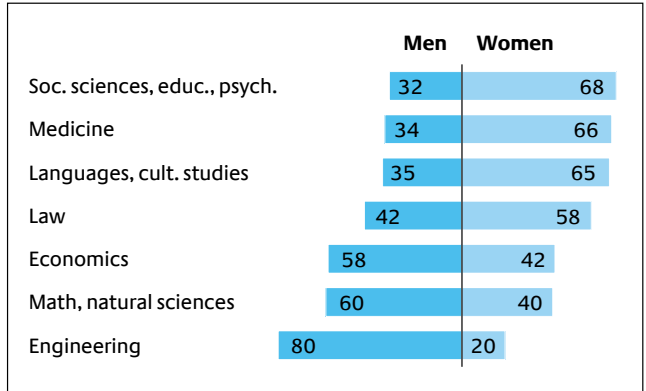


¹ An academically-oriented family is defined as one in which at least one parent has a degree from an institution of higher education
² Including students at the former Berufsakademie BW, which was transformed into the Duale Hochschule Baden-Württemberg in 2009
 Sources: HIS surveys of individuals with university entrance qualifications 1999, 2002, 2004, 2005, 2006, 2008

ics and the current changes taking place within the higher education system. Most individuals with university entrance qualifications opt to pursue a university degree or vocational training; a dual qualification – studies combined with vocational training – is pursued to an increasingly lesser degree. The proportion of students who have completed vocational training before pursuing a higher education degree has declined since the mid-1990s – and this is true for both students at universities as well as at universities of applied science (Fachhochschulen).

- Since 2002 the composition of the student population has remained relatively stable with regard to gender; the overall proportion of women is at approx. 48%. Significant gender-based differences still remain, however, among the various subject areas (Figure 1.5). As a reflection of the different subject area structures, the proportion of women at universities (51%) is much higher than at universities of applied science (only 38%).
- The subject area structure of the students demonstrates no significant changes, but rather a continuation of the trend that has been observed since the early 1990s. The proportion of students in engineering has remained stagnant at a fairly low level since the late 1990s; although there has been a rising number of first-year students here again since 1997, this has only been to the extent that the numbers of new entrants have generally risen. It is primarily the subject group areas of languages & cultural studies and social sciences, psychology & education that have been able to benefit percentage-wise from the decline in engineering enrollments. For the subject area of engineering, in particular, the ongoing low proportion of women could prove detrimental to further development (Figure 1.6).

Fig. 1.5 Male and female students according to subject area groups
first-degree students, in %

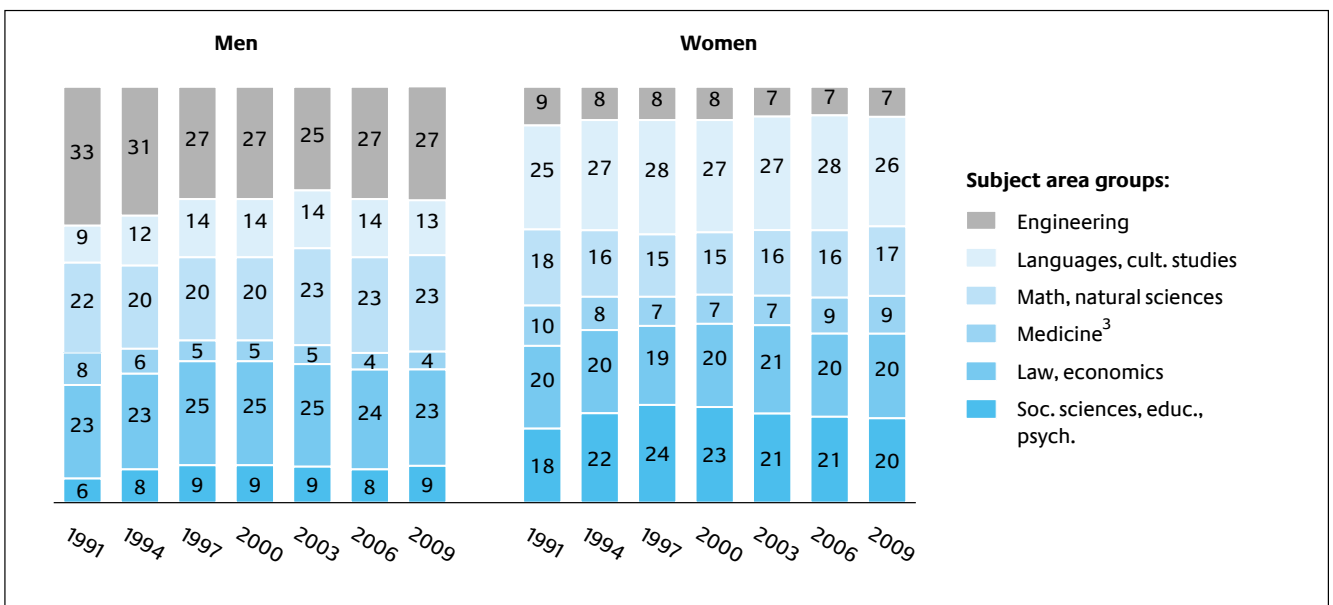


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- Now that the Bologna Process has reached an advanced stage, the proportion of students who are pursuing a bachelor's or a master's degree has increased dramatically (47% vs. 13%). Whereas more than two-thirds of the students at universities of applied science are enrolled in bachelor's programs, the corresponding proportion at universities is just under one-third. When it comes to the proportion of students who are pursuing a master's degree, however, there is only a minimal difference between both types of higher education institutions (Figure 1.7).

The 19th Social Survey once again provides key information on how students pursue their studies, in particular on mobility and fluctuations within their courses of study:

Figure 1.6 Changes in the subject area structure, 1991-2009, according to student gender¹
first-degree students, in %²



DSW/HIS 19th Social Survey

¹ Until 2003 only Germans, from 2006 including foreigners with a German education
² Figures are rounded off
³ Until 2003 medicine and veterinary medicine, from 2006 including health sciences

Figure 1.7 Students according to the degree pursued
in %¹

Degree pursued	Total	% women	Type of institution		Type of studies	
			University	Univ. of applied science	First degree	Post-graduate studies
Bachelor's (excl. teaching profession)	39	44	27	67	42	5
Bachelor's for teaching profession	3	64	4	1	3	1
Master's (excl. teaching profession) ²	4	46	3	5	2	22
Master's for teaching profession ²	1	69	1	<1	<1	2
Univ. of applied science degree	7	38	<1	23	8	2
University degree	18	40	25	3	19	7
Magister	5	61	7	-	5	2
State examination (excl. teaching profession)	10	64	14	-	10	4
State examination for teaching profession	9	65	13	-	10	5
Church examination	<1	42	<1	-	<1	<1
Doctorate	3	39	5	-	-	47
Other/no degree	<1	62	<1	<1	<1	3

DSW/HIS 19th Social Survey¹ Figures are rounded off² Consecutive master's degree programs are placed in the category of first-degree studies

• Up until the time of the survey, 19% of the students in first-degree programs have switched subjects or changed the type of degree that they are pursuing, although this change often takes place within the subject area group that was originally selected. An additional 11% have interrupted their studies, and 14% have transferred to another higher education institution, often in connection with switching to another degree program (Figure 1.8). There is evidence that the introduction of two-tiered courses of study has prompted students to make decisions at an earlier date to correct their choice of studies. Whereas in the first-degree program a total of 59% of those who have switched

degree programs made this decision during their first year of study, among bachelor candidates this figure is 76%. The exams taken during the course of their studies apparently force them to make an earlier decision.

• Of those students who have acquired their higher education entrance qualifications in one of the German states that charge general tuition fees in 2009, 86% also study in one of these states. A total of 11% have transferred to a degree program in one of the western German states without tuition fees and 3% have transferred to one of the eastern German states. It should be noted, however, that a similar distribution was observed

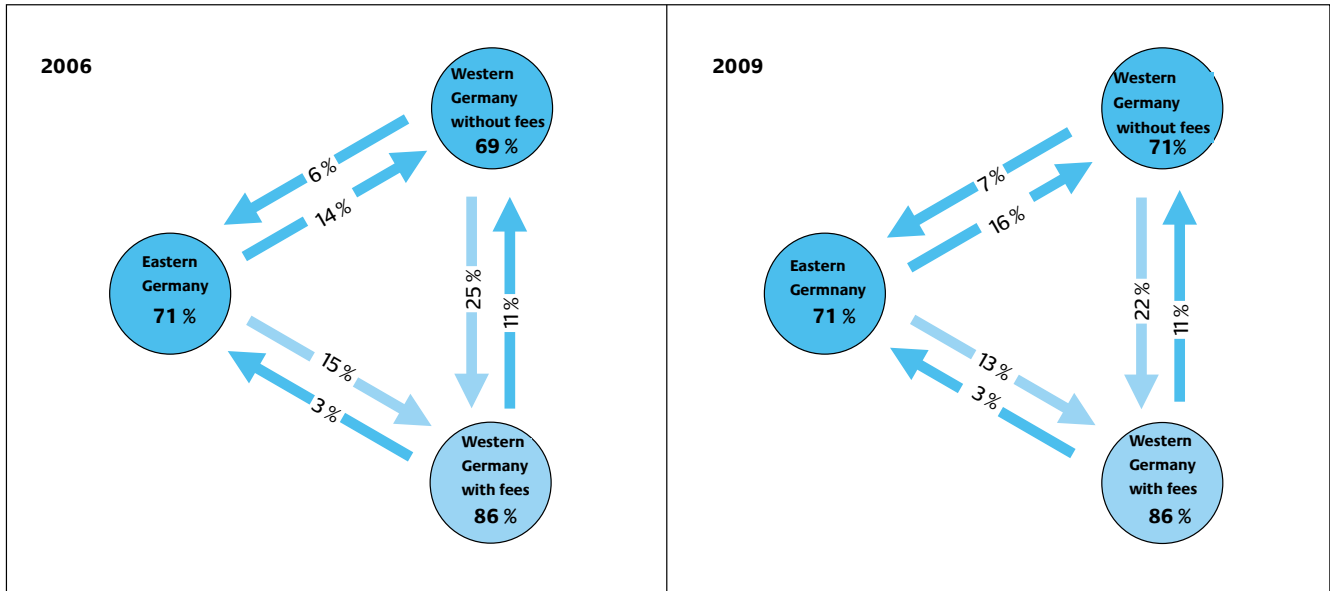
Figure 1.8 Reasons for transferring to another university according to gender, region and general tuition fees

First-degree transfer students, results on a scale of 1="plays no role at all" to 5="plays a very big role", 4+5 in %

Reasons for transferring	Total	Gender		Region		Tuition fees (only in western Germany)	
		Men	Women	Western Germany	Eastern Germany	yes	no
Personal reasons	63	59	67	64	60	65	61
Switching degree programs	63	63	62	62	66	63	61
Courses of study are more in line with my expectations	60	60	60	60	61	61	57
Better studying conditions	39	40	39	39	43	41	34
More attractive city	33	31	35	33	31	33	35
Reputation of the university	28	28	27	27	30	30	22
No/lower tuition fees	16	16	17	14	34	5	30
Lower cost of living	16	16	15	14	30	12	16

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Figure 1.9 Regional mobility of students - transfers among eastern and western German states with and without tuition fees
first-degree students, in %¹



DSW/HIS 19th Social Survey

¹ The percentages in the circles describe the proportion of students who acquired their university entrance qualifications in this region and remained there to study. The percentages relating to the arrows show the proportions of students who transfer to other regions to pursue their studies.

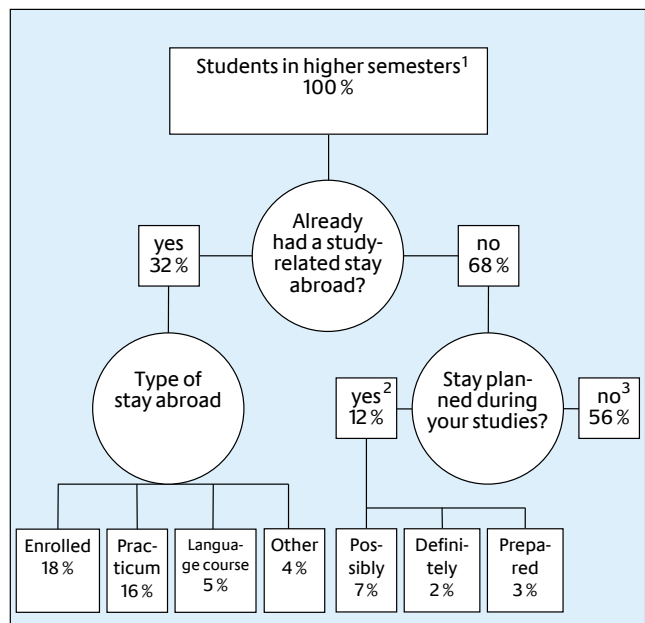
back in 2006, i.e., before the introduction of general tuition fees in some German states (Figure 1.9). It is thus important to emphasize that those students who have acquired their higher education entrance qualifications in one of the German states with tuition fees remain just as often to study in one of these states as they did before the introduction of tuition fees. Although during the debate over the introduction of tuition fees many voiced an expectation that students would flee to other states to avoid paying tuition fees, this assumption has not been confirmed by the results of the present study.

By contrast, students who have acquired their higher education entrance qualifications in one of the western German states without tuition fees tend to remain slightly more often than in 2006 to study in these states (71% vs. 69%). The proportion who transfer to a state with tuition fees has declined somewhat in comparison to 2006 (from 25% to 22%), while at the same time the proportion who move to study in one of the eastern German states – none of which charge tuition fees – has increased slightly (from 6% to 7%). There is also a minimal reorientation among the students who have acquired their higher education entrance qualifications in one of the eastern German states. The proportion of students who study in a German state with tuition fees has declined since 2006 (from 15% to 13%), while the proportion of those who study in a western German state without tuition fees has correspondingly risen (from 14% to 16%).

- For students in higher semesters, a calculation was done to determine the proportion that has had study-related stays abroad. This has revealed that 32% of the students in traditional degree programs (only first-degree studies) had completed a

Figure 1.10 Study-related stays abroad and plans for stays abroad by students in traditional degree programs

first-degree students in higher semesters, in %, multiple responses possible concerning the type of stay



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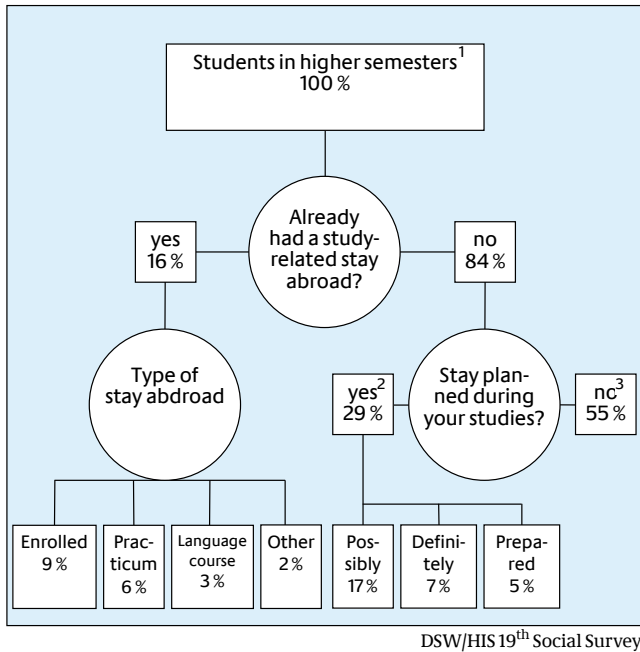
¹ Universities and similar institutions: 9th to 14th semesters, universities of applied science: 7th to 11th semesters

² Sum of the answer categories: "possibly", "definitely" and "prepared"

³ Sum of the answer categories: "no interest", "no opportunity" and "don't know"

Figure 1.11 Study-related stays abroad and plans for stays abroad by students in bachelor's degree programs

first-degree students in higher semesters, in %, multiple responses possible concerning the type of stay



¹ Bachelor's students in 5th to 10th semesters

² Sum of the answer categories: "possibly", "definitely" and "prepared"

³ Sum of the answer categories: "no interest", "no opportunity" and "don't know"

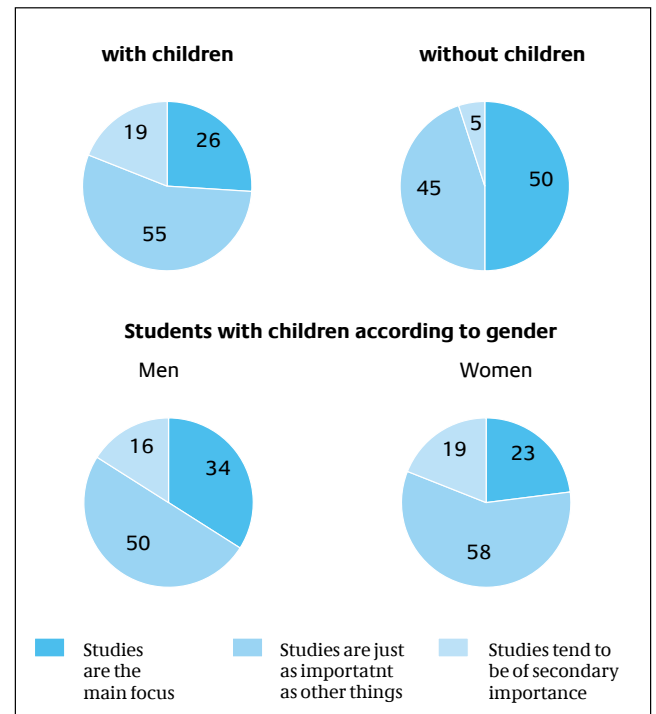
stay abroad (Figure 1.10). Over half of these (18%) had enrolled at a foreign institution of higher learning; the remaining had completed their stay abroad in other ways. An additional 12% are planning a study-related stay abroad, and 5% percent have already made corresponding preparations.

The proportion that enjoys foreign mobility among bachelor candidates in higher semesters is with 16% significantly lower; 9% were enrolled at a foreign institution of higher education. Nevertheless, the proportion that is still planning a study-related stay abroad for the future is much higher; it amounts to 29% (Figure 1.11). This result indicates that a study-related stay abroad is often not provided for or taken into consideration in the two-tiered study structure until students reach the master's degree phase. Nonetheless, it should be observed that only 12% of the respondents say that their planned stay abroad is certain, while 17% say that they "might" plan such a trip. Combining the proportions of completed and planned stays abroad produces the maximum value for the predicted proportion of students with foreign mobility. It is interesting to note that there is hardly any difference here between bachelor's candidates and students in traditional degree programs (45% vs. 44%).

Additional points that should be noted:

- More than half of the male students and nearly two-thirds of the female students (62%) are in a committed relationship; 4% of the male students and 5% of the female students are married.

Figure 1.12 Importance of pursuing studies - a comparison of students with and without children first-degree students, in %

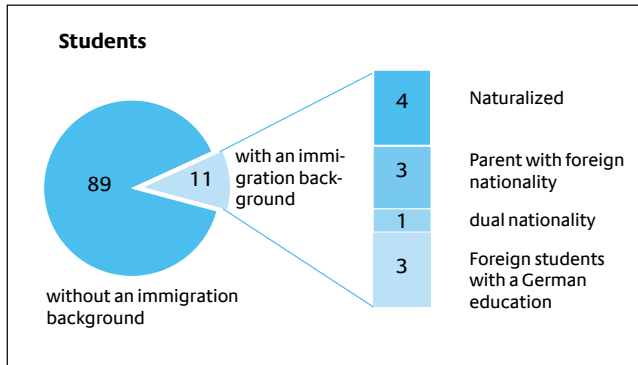


- When it comes to parenthood, at least 5% of the students in first-degree programs have a child (6% of the women and 4% of the men). Taking into consideration the different daily conditions experienced by mothers and fathers who pursue a degree, it is perfectly understandable that higher education studies are less often at the center of their interests and activities than is the case for students without children (Figure 1.12).

- Now that questioning has been expanded in comparison to 2006, it has been possible to identify a higher proportion of students with an immigration background within the student body (which consists of Germans and foreign students with a German education). It has been established that 11% fall into this category. This primarily includes students who have German citizenship and whose immigration background is determined by the fact that they were naturalized, have at least one parent with foreign citizenship, or have another citizenship in addition to their German nationality. In addition, foreign students with a German education, i.e. students with foreign citizenship who were educated in Germany and acquired their university entrance qualifications here, also fall into the category of students with an immigration background (Figure 1.13).

- There are a whole range of characteristics that differentiate students with an immigration background from the other students. For instance, they come far more often from families with rather low socioeconomic backgrounds, although this only applies to the groups of naturalized students and foreign students with a German education (Figure 1.14). The vast majority of them study at institutions of higher education in western

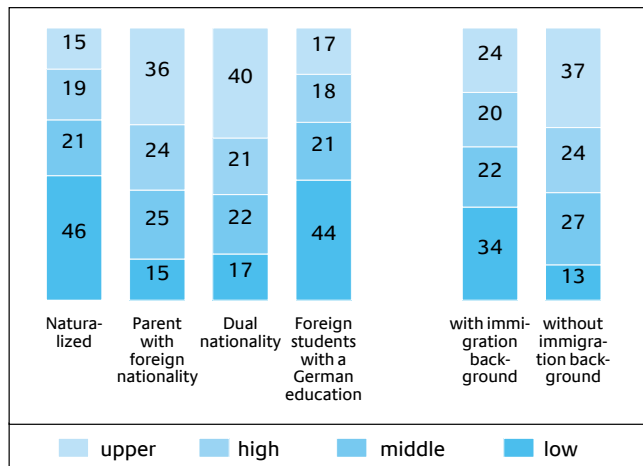
Figure 1.13 Students according to immigration status
first-degree students, in %



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Germany, primarily focusing on subjects in the area of economics, business administration & law. Their financial situation also diverges considerably from the average student: the share of their monthly income that comes from their parents is significantly lower and, by contrast, a higher share is covered by funding through BAföG and their own earnings. All in all, students with an immigration background have higher average monthly earnings than those without an immigration background (€832 versus €810). This holds true for all immigrant groups, although those with dual citizenship are in the best financial situation (€862).

Figure 1.14 Students according to social origin and immigration status
first-degree students, in %



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2. Opportunity Structures and Participation in Higher Education

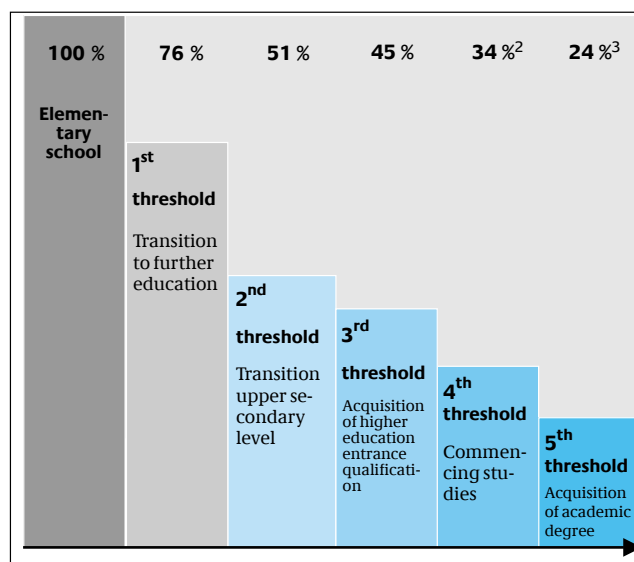
To what degree do reforms of degree programs and increasing participation in higher education also make institutions of higher education more open to those social groups that have up to now been less involved in higher education? In order to answer this question, in addition to conducting the Social Survey, HIS has investigated higher education participation rates for specific social groups.

In contrast to those parts of this report that are based on the student questionnaire used in the Social Survey, this analysis is primarily derived from official statistical data (for example, the microcensus) and other investigations (for example, the HIS first-year student questionnaire). Social participation rates, as they are presented in the Social Survey, provide information on the connections between educational participation and social status and on the distribution of educational opportunities among social groups. This information must be strictly differentiated from data on the social background and social composition of the population of first-year students and other students.

The participation rates investigated here reflect a wide range of selective influences on the road towards higher education, as expressed by the concept of educational thresholds (Figure 2.1). There are already highly decisive selective influences at work within the school system, particularly at the transition from elementary school to lower secondary level, but also at the threshold between the lower and upper secondary level and when acquiring a university entrance qualification. These selective influences manifest themselves once again within this already highly "pre-filtered" group at the threshold to higher education, when the decision over whether to pursue a course of study varies according to social background, even when individuals share the same level of scholastic performance.

In this report the educational participation of specific social groups has been analyzed at the second and fourth threshold, i. e., at the transition to upper secondary level and at the entrance to higher education. Interesting findings have emerged here by comparing the survey results with the four legal categories employed by the German social security system – which are traditionally used to measure the socioeconomic backgrounds of educational participation – and by analyzing households in which at least one parent has a higher education and those in which neither parent has a college or university degree. The results show that the enormous disparities in educational participation between the observed subgroups are even larger than what already exists among the four groups defined by the German social security system. The actual social distinctions in terms of educational opportunities not only align with these groups, but also primarily depend on the higher education of the parents (Figure 2.2). In this sense, the results confirm how important it is to take into consideration

Figure 2.1 Educational barriers: five thresholds in educational participation, 2008¹
in %



DSW/HIS 19th Social Survey

¹ Proportion of Germans and foreign students with a German education in the corresponding age groups among the general population

² First-year student rate according to the state where higher education entrance qualifications were acquired

³ Percentage of students who acquired their first degree, 2007

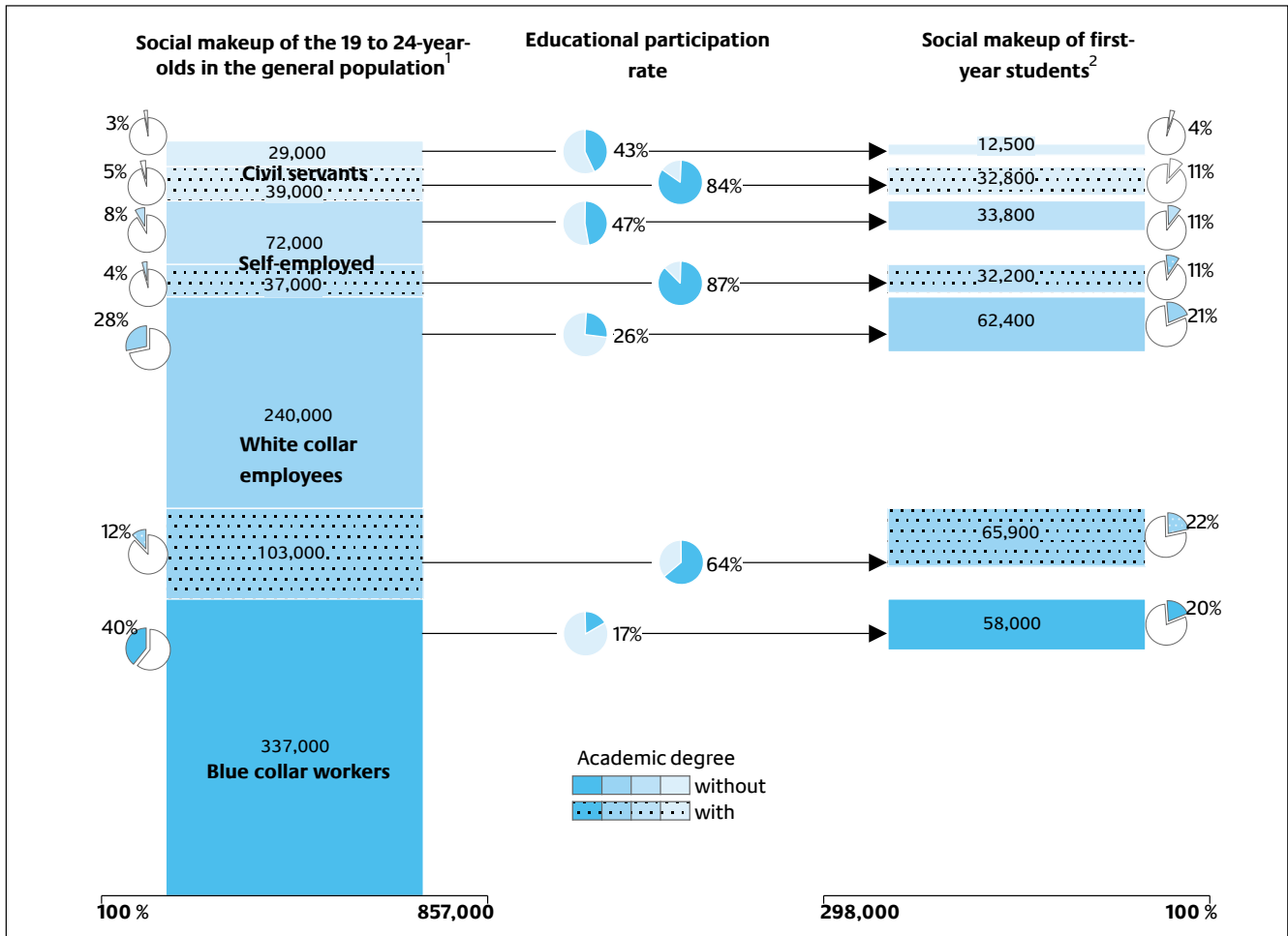
Sources: Federal Statistical Office, Fachserie A Bevölkerung und Kultur, Reihe 10, Bildungswesen, I. Allgemeinbildende Schulen, different years; Federal Statistical Office: Hochschulstatistische Kennzahlen, Fachserie II; Federal Statistical Office: Hochschulen auf einen Blick, Ausgabe 2009, p. 15; HIS calculations

diverse educational milieus, which are not aligned with these social groups, and are often described as "academic" and "non-academic", although these terms are by no means satisfactory.

There are indications, however, of a slight convergence in educational opportunities between the social groups (see 18th Social Survey, Figure 3.26). Viewed over a long period of time, it appears that the educational participation rates of children from various milieus tend to converge. Nonetheless, this development has not been continuous and discrepancies continue to persist. The fundamental social disparities have proven to be relatively stable. Even in 2007, the groups with the highest participation rates for access to higher education – children from self-employed and civil servant families where at least one parent has completed a degree – were roughly five times more likely to pursue a higher education than the groups with the lowest participation rates, i.e., the children of blue-collar families (Figure 2.2).

The recruiting potential from the academic educational milieu has been fairly well exhausted with its current participation rate of 71% (Figure 2.5). Generating new demand potential for higher education studies would be beneficial to the labor

Figure 2.2 Educational participation and social groups according to the academic degree of the father, 2007
only Germans, in absolute terms and in % (rounded)



DSW/HIS 19th Social Survey

¹ Synthetic mean of the numbers of 19 to 24-year-olds in Germany (values rounded)

² German first-year students in the 2007/08 academic year at universities, universities of applied science, and colleges of public administrative (in round figures) (Deviations from the values in figure 2,4 can be attributed to the rounding off of numbers)

market, but this is only possible if higher education institutions are made more open to diverse social groups. This has not been entirely successful. According to the results of the 19th Social Survey, there are roughly equal numbers of students from academic and non-academic family backgrounds at German higher education institutions. Nonetheless, students with such an academic background represent a significantly smaller proportion of the age-matched general population, where only slightly more than one-fifth come from academic families. To this extent, higher education is an institution that paves the way towards educational success for many individuals, yet to an even greater degree secures the preservation of a previously achieved academic status in the following generation.

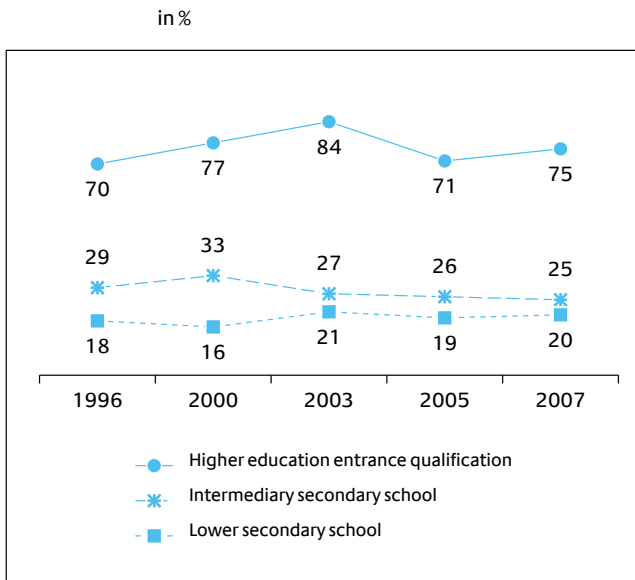
In particular, the following results are emphasized:

- Although fewer women than men with university entrance qualifications decide to pursue a degree, the gender-specific participation rates at higher education institutions have sig-

nificantly converged over the past decade because in most German states there are now considerably more women than men who are qualified to pursue a higher education. Differences that have been observed time and again still persist with regard to gender-specific first-year-student rates at universities and colleges of applied science. For a number of years now, however, women have made up more than half of all new entrants to universities. In the eastern German states (including Berlin), more women pursue a higher education than men. Gender-specific differences in participation in university degree programs are still somewhat more pronounced than they are in western Germany, although the gender-typical differences in participation at colleges of applied science that are common in western German states practically do not exist in eastern German states.

- All indicators of the educational and occupational status of the parents clearly reflect the stability of social structures that

Figure 2.3 Threshold 4: Participation in institutions of higher education according to the father's level of education, 1996-2007 (first-year student rate)¹



DSW/HIS 19th Social Survey

¹ Only German first-year students, including colleges of public administration

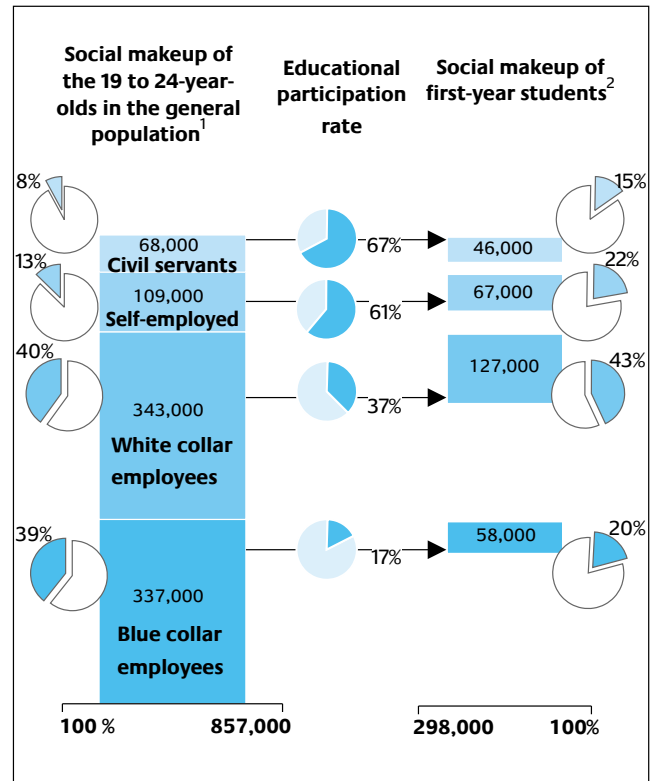
Sources: Federal Statistical Office: population statistics, statistics on institutions of higher education, special findings from the microcensus (diverse age cohorts); HIS: survey of first-year students, (diverse age cohorts); HIS calculations

still make it possible to "bequeath" cultural capital. This high degree of stability is the main reason why the results of the last Social Surveys are virtually identical in this regard. As a result, the 19th Social Survey demonstrates once again the close connection between the educational status (educational qualifications) of the parents and the children's admission to higher education (Figure 2.3). This connection also extends to the completion of studies and the occupational status of the parents.

- Between 2005 and 2007, educational participation at higher education institutions rose by a total of 0.6 percentage points to 34.7%. During this period, there was a sharp rise in the educational participation of the children of the self-employed (from 52% to 61%) and a slight increase for the children of civil servants (from 65% to 67%). By contrast, educational participation among children of blue-collar workers has remained constant at 17%, and among children of white-collar workers it has actually even declined slightly (from 40% to 37%; see Figure 3.32, 18th Social Survey and Figure 2.4).

It is interesting to note that the higher educational participation rate among the children of academics has fallen, although it remains at a very high level (from 83% to 71% within just two years). By contrast, the participation in higher education among children of non-academics remains largely stable (from 23% to 24%). A drop in educational participation at insti-

Figure 2.4 Educational participation and social makeup, 2007
only Germans, in absolute terms and in % (rounded)



DSW/HIS 19th Social Survey

¹ Synthetic mean of the numbers of 19 to 24-year-olds in Germany (values rounded)

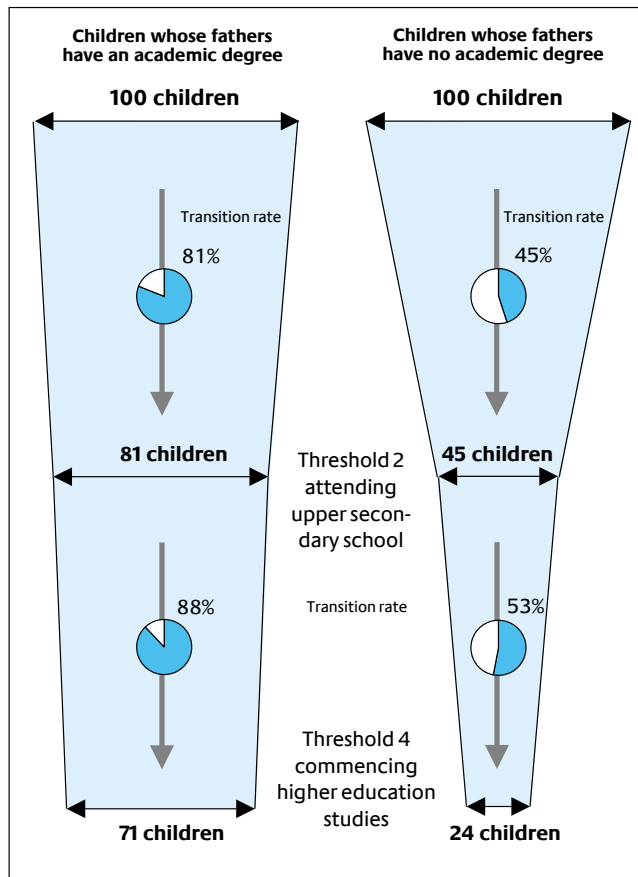
² German first-year students in the 2007/08 academic year at universities, universities of applied science, and colleges of public administrative (in round figures)

Source: Federal Statistical Office: population statistics; Federal Statistical Office: statistics on institutions of higher education; Federal Statistical Office: special findings from the 2002 microcensus; HIS first-year student survey, 2007/08 winter semester

tutions of higher education has been primarily counteracted by the fact that there has been an increase in the proportion of academics among the parents of children who are of age to attend university (from 18% to 22%). The latest changes in the findings must be interpreted with caution due to the fact that educational participation rates are the result of a complex estimation procedure, which draws on a number of external sources of data (see notes on methodology in the appendix to the main report – only in German), and the rates themselves have in some cases shown extreme fluctuations during the period since they were first estimated in 1985 (see Figure 3.26 of the 18th Social Survey).

Among the children of the self-employed and civil servants, an increasing educational participation can be recognized among those whose parents have no degree from an institution of higher education. Among the children of academics in these social groups, however, educational participation has declined, primarily among the corresponding children of civil servants (from 95% to 84%).

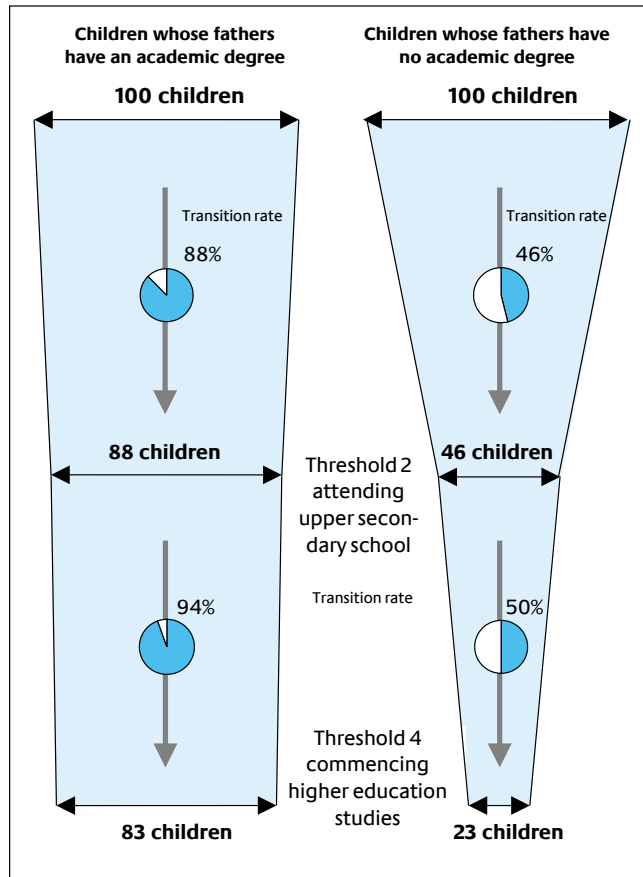
Figure 2.5 Educational filter in 2007: Social selection and educational paths according to the father's academic degree
in %



DSW/HIS 19th Social Survey

Sources: Federal Statistical Office, special findings from the 2003 and 2007 microcensus; HIS first-year student survey, 2007/08; HIS calculations

Figure 2.6 Educational filter in 2005: Social selection and educational paths according to the father's academic degree
in %



DSW/HIS 19th Social Survey

Sources: Federal Statistical Office, special findings from the 2001 and 2005 microcensus; HIS first-year student survey, 2005; HIS calculations

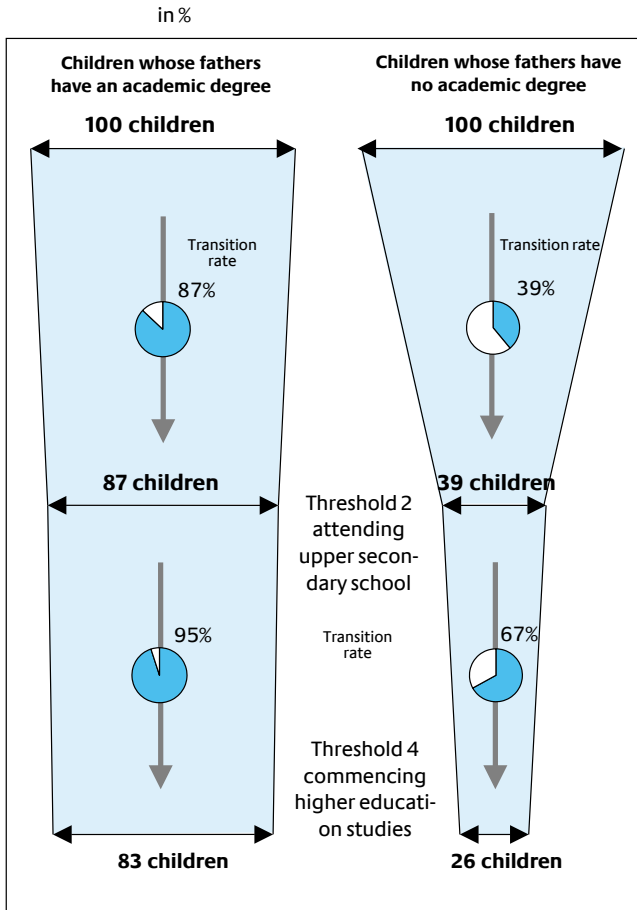
- The educational filter is a graphic representation that has been used since the 15th Social Survey and has been presented in a newly calculated form since the 18th Social Survey. Despite slight leveling tendencies, this filter shows once again the marked disparities in educational participation, particularly at the threshold to commencing higher education studies. While 71 out of 100 children of academics managed to gain admittance to higher education, only 24 children from families with no academic traditions clear this hurdle (Figure 2.5). The ratio of education participation rates between children of academics and non-academics was thus 3:1 in 2007; four years earlier – in 2003 – a ratio of 3.2:1 had been observed (Figure 2.7), and two years earlier – in 2005 – it was even a ratio of 3.6:1 (Figure 2.6).

- Whereas educational participation rates provide information on trends in educational and study opportunities, data on the educational origins of the students primarily says something about the result of the specific selection and socialization process – particularly in the school system – that precedes access to higher education. This data also characterizes the socio-

cultural milieu in higher education (aside from the fact that educational origins – in addition to social origins – are one of the main differentiating variables for the results of the Social Survey). According to this data, over the past 15 to 25 years the social backgrounds of students have been characterized by the continually rising educational and training status of the parents. In nearly 60% of the families of origin, at least one of the parents has an upper secondary school leaving certificate, and 51% already have a higher education degree. Consequently, the proportion of lower certificates has also continually declined throughout the entire period. This regrouping reflects the impact of earlier waves of educational expansion, which has led to higher qualification levels among the various age groups. Nonetheless, the trend towards a continuously increasing proportion of academics among the parents of students did not continue between 2006 and 2009 (Figure 2.8).

- A similar process of social reproduction can be observed in relation to the social origins of students. Based on the four-tiered classification system developed within the framework of

Figure 2.7 Educational filter in 2003: Social selection and educational paths according to the father's academic degree

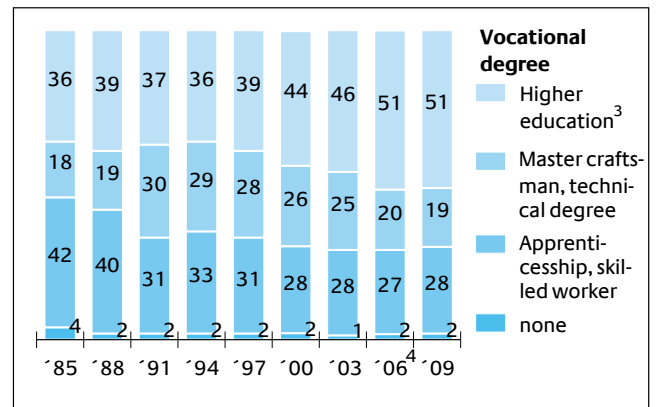


DSW/HIS 19th Social Survey

Sources: Federal Statistical Office, special findings from the 1998 and 2003 microcensus; HIS first-year student survey, 2003; HIS calculations

the Social Survey (see notes on methodology in the appendix to the main report – only in German), the proportion from the "upper" group of origin more than doubled to reach 38% between 1982 and 2006, while the proportions of both the "middle" and "low" groups of origin continued to fall (here from 34% and 23%, respectively, in the year 1982 to 25% and 13%, respectively, in the year 2006). This long-term trend was broken for the first time in 2009. The proportions of the two higher social groups of origin have fallen back again for the first time, in this case by a total of three percentage points. The proportions of the two lower social groups of origin have risen by the same amount (Figure 2.9). This latest development has been observed both in western and eastern Germany (Figure 2.10). For the individual types of institutions of higher education, the overall changes between 2006 and 2009 were rather minimal (Figure 2.11). At universities of applied science, the proportion of students from the "high" group of origin dropped by one percentage point, while the proportion from the "low" group of origin rose by one percentage point. A similar development

Figure 2.8 Highest vocational degree of students' parents, 1985-2009¹
in %²



DSW/HIS 19th Social Survey

¹ From 1991 including eastern Germany

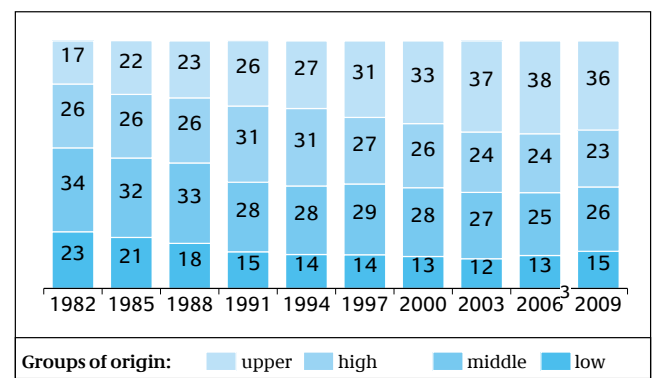
² Figures are rounded off

³ 1985 and 1988 including engineering and business schools (forerunner of universities of applied science)

⁴ From 2006 including foreign students with a German education

took place at universities, the only difference being that the proportion of students from the "upper" group of origin declined by one percentage point. The overall more prominent shifts in the social origins of students can be explained by the fact that between 2006 and 2009 there was an increase in the proportion of students enrolled at universities of applied science.

Figure 2.9 Trends in the social makeup of the student population according to groups of origin, 1982 - 2009¹
in %²



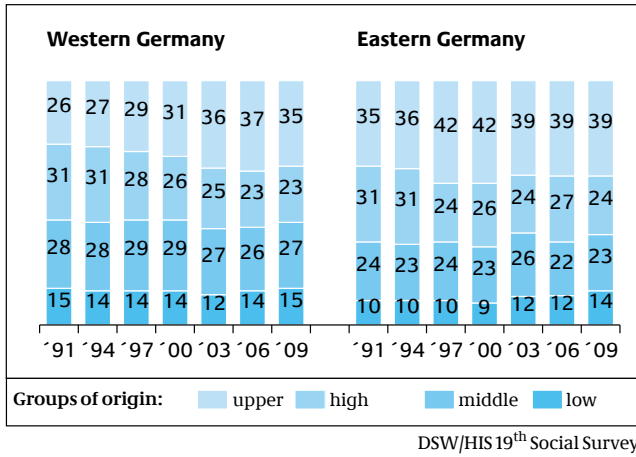
DSW/HIS 19th Social Survey

¹ From 1991 including eastern Germany

² Figures are rounded off

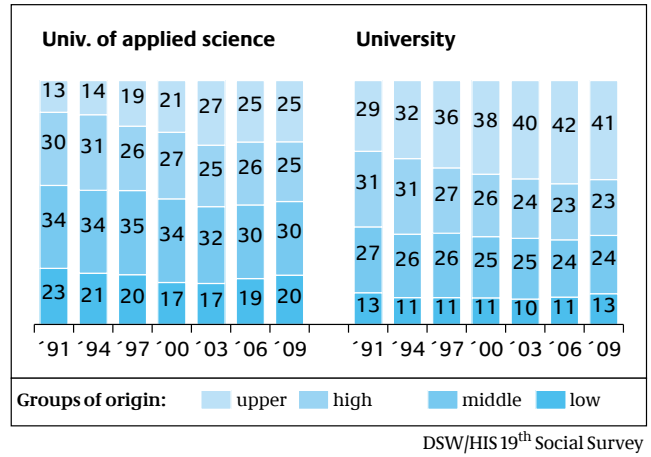
³ From 2006 including foreign students with a German education

Figure 2.10 Students in eastern and western Germany according to social origin, 1991-2009¹
in %²



¹ From 2000 all of Berlin was counted as part of western Germany; up until 2003, this only included German students; from 2006 it also included foreign students with a German education
² Figures are rounded off

Figure 2.11 Students according to the type of university and social origin, 1991 - 2009¹
in %²



¹ From 2006 including foreign students with a German education
² Figures are rounded off

3. Financing and the Economic Situation of Students

The financial situation of students is one of the key issues of the reporting on the results of the Social Survey. At a time when the impact of the structural reform of degree programs and the introduction of general tuition fees are the subject of much heated debate, it goes without saying that the report on the Social Survey will also focus on these two aspects of students' financial situation.

The impact of tuition fees on students' economic situation can be studied for the first time within the framework of the 19th Social Survey. During the 2006 summer semester, when the previous Social Survey was conducted, general tuition fees had not yet been levied; the first tuition fees were introduced during the 2007 summer semester. An annual sum of €1,000 is generally charged by the six states with tuition fees in 2009. Based on an average monthly income of €812, this represents roughly 10% of the annual disposable income in each student's budget.

3.1 Student Income

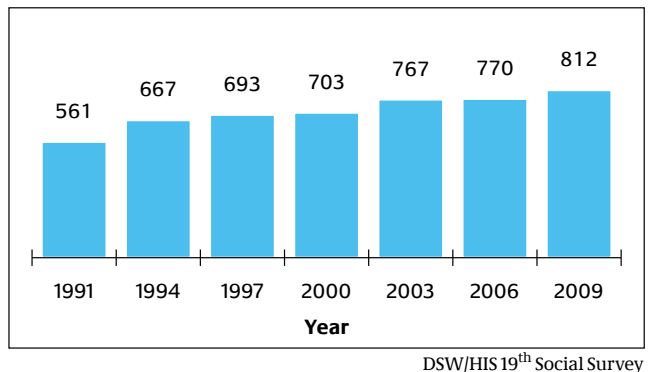
In order to successfully pursue their studies, students require an amount of income that covers the costs associated with attending an institution of higher education. Based on the results of the Social Survey, it is possible to determine the amount of income used to cover living expenses by students who are pursuing their first-degree, are single (i.e., not married), and do not live with their parents (known as the "normal student" reference group; 65% of all students). The mean value, which is calculated from a considerably wide range of individual amounts of monthly income, can be seen as roughly the amount that al-

lows students to finance an appropriate lifestyle. Students generally have various amounts of income from a number of different sources. As in the past, the three most important sources that can, to widely varying degrees, contribute to the individual available budget remain financial support from the parents, secondary support through BAföG and income earned by the students themselves.

The following results that describe the income situation of the students should be emphasized:

- The average amount of monthly available income in 2009 was €812, which is nominally 5.5%, i.e., €42 higher than in 2006 (Figure 3.1). There are significant variations in monthly in-

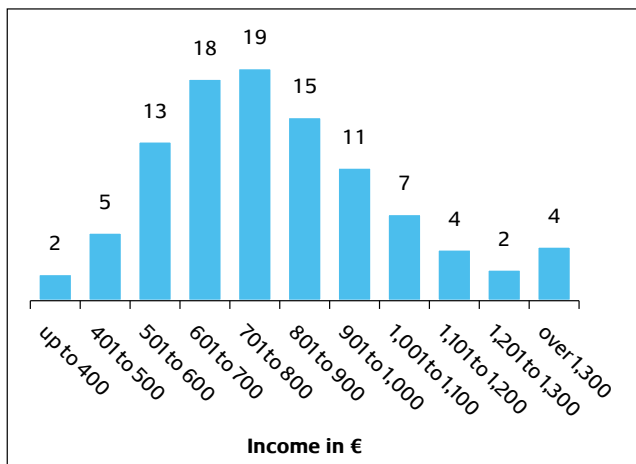
Figure 3.1 Amount of monthly income "normal student" reference group¹, mean in €



¹ Until 2003 only Germans, from 2006 including foreign students with a German education

comes (Figure 3.2): one-fifth of the students (20%) have less than €600 of available monthly income, while 17% have over €1,000. Based on the maximum BAföG rate (€648) and the reference value for German case law (€640), between 26% and 25% (respectively) of the students have low monthly incomes.

Figure 3.2 Distribution of monthly income in 2009
"normal student" reference group, in %



DSW/HIS 19th Social Survey

- As in the past, financial support from the parents is the most important source of financing: 87% of students receive financial support from their parents amounting to an average of €445 per month (Figure 3.3). It should be noted, however, that the amount of financial support provided by parents has declined since 2006. This is primarily noteworthy because the amount of money provided by parents rose steadily from 1991 to 2006 (see Figure 3.4).

- As in previous years, income earned by the students themselves is the second most important source of financing for higher education in 2009. 65% of the students contribute to financing their living expenses with personal income amounting to a monthly average of €323. It should be noted that the trend towards a declining importance for personal income, which was observed between 2003 and 2006, has now reversed itself again in 2009. The latest amendment to BAföG legislation has resulted in BAföG recipients receiving on average a significantly larger amount of support in 2009 than in 2006 (€430 vs. €376). Nonetheless, the proportion of recipients in the "normal student" reference group remains unchanged at 29%.

- As in the past, only a relatively small proportion of students (approx. 3%) receive a scholarship. Compared to 2006 (2%), however, there has been a rise in the proportion of scholarship students. Furthermore, only a relatively small proportion (5%) of the students has taken out a loan to (partially) finance their living expenses. Nonetheless, the proportion of borrowers has doubled since 2006 (Figure 3.3).

- Only 15% of the students finance their living expenses with income from only one financial source. Studies are generally financed with income from two or more sources; in this sense,

Figure 3.3 Sources of financing in 2009
"normal student" reference group, in %, mean in €

Sources of income	2006		2009	
	Stu- dents	Amount	Stu- dents	Amount
Parents	90	448	87	445
- as cash payments	83	338	79	338
- as non-cash payments	55	221	52	228
Personal earnings	60	308	65	323
BAföG financial aid	29	376	29	430
Savings acquired before commencing studies	17	126	20	122
Family, friends	20	81	21	82
Orphan's benefit/pension	4	221	4	223
Partner	3	161	2	155
Grant	2	328	3	305
Educational loan from KfW	2	315	1	257
Study loan from KfW			3	411
Loan from a bank or savings and loan			1	407
others	3	353	3	442

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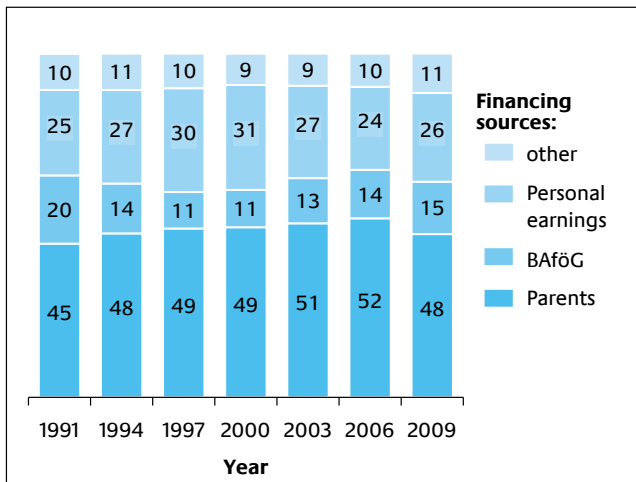
students tend to rely on mixed financing to pay for their studies. An effective means of demonstrating changes in the financing of studies consists of tracing the evolution of the financing structure, i.e., the average breakdown of monthly income, which is illustrated here as the share of the various sources of financing in the overall amount of monthly income (Figure 3.4).

- The contribution made by the parents to students' monthly income is 48%, which is significantly less than in 2006, when it was 52%. This is thus the first time since 1991 that a decline has been observed in parents' involvement in financing the living expenses of their children who attend higher education institutions. Since the proportion represented by the two lower social groups of origin has again increased for the first time during this period, it could be presumed that there is a connection here as parents in the lower groups of origin are in less of a position to fund their children's education. At the same time, it is important to take into consideration that the social groups of origin do not reflect clear-cut differences in income.

BAföG made a slightly larger contribution to monthly incomes in 2009 than in 2006 (15% vs. 14%), which can primarily be attributed to the 22nd BAföG amendment (raising the minimum financial requirements for students' living expenses and the absolute exempt amount for parental income), which has led to significantly larger average amounts of funding. Proportionally more money than in 2006 also came from income

Figure 3.4 Breakdown of monthly income according to source¹

"normal student" reference group, proportion of source of financing in %



DSW/HIS 19th Social Survey

¹ Until 2003 only Germans, from 2006 including foreign students with a German education

earned by the students themselves. Whereas students' personal earnings represented 24% of their overall monthly income in 2006, this proportion was 26% in 2009. The downward trend – observed from 2003 to 2006 – in the proportion of living expenses covered by personal earnings has thus reversed itself again.

- Based on the average monthly monetary amounts from individual sources of income and the student population, it is possible to extrapolate the economic scale of funding for student living expenses. In 2009 this comes to a total of €10.9 billion alone for the 1.1 million students (Germans and foreigners with a German education) in the "normal student" reference group. This can be broken down as follows: €5.19 billion from the parents, €2.82 billion from personal earnings, €1.66 billion from BAföG and €1.25 billion from the remaining sources of income. Extending this calculation to all students (Germans and foreigners with a German education, currently over 1.7 million students), reveals that the overall amount is most likely approx. €16.7 billion. Taking into account today's larger student population, the financial volume provided by parents is nominally nearly 4% lower in 2009 than it was in 2006. By contrast, the financial volume provided by BAföG and personal earnings has undergone a significant nominal increase (Figure 3.5).

- As is to be expected, there are differences in higher education financing that are linked to students' social origins. There is relatively little difference in the amount of monthly income. Students in the "upper" group of origin have on average roughly €50 more available income than those from the "low" group of origin. The influences of social origins become far more evident when a breakdown of the sources of income is

Figure 3.5 Trends in payments from sources of financing

"normal student" reference group, in %

Source of financing	Nominal change ¹	
	2009 vs. 2006	2006 vs 2003
Parents	-3.9	3.3
BAföG	13.8	7.7
Personal earnings	12.8	-9.7
other	25.2	3.7

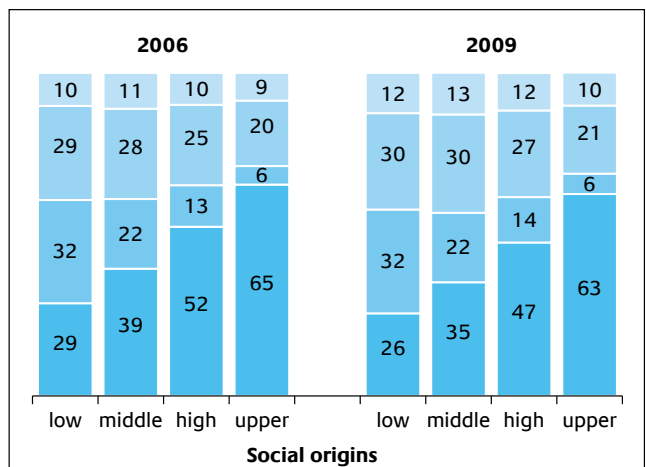
DSW/HIS 19th Social Survey

¹ Change in the volume of financing compared to the expected volume at a constant level of benefits and taking into account the new size of the student population

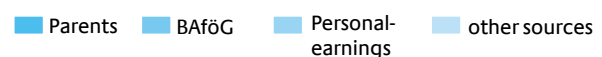
calculated (Figure 3.6). This is particularly true with regard to the proportion of income provided by students' parents, which increases considerably with rising social origins, and in terms of BAföG funding, which, in accordance with the subsidiarity principle (funding is calculated according to the parents' income, i.e., it is "parent-dependent"), declines as students climb the social ladder. The proportion of monthly income contributed by parents ranges from 26% ("low" group of origin) to 63% ("upper" group of origin), while the proportion covered by BAföG is, as expected, largest among students in the "low" group of origin with 32% and declines to 6% among students in the "upper" group of origin. Personal earnings play a relatively important role among the students of every group of origin. Nevertheless, students in the "upper" group of origin cover a smaller proportion of their monthly income (21%) with personal earnings than the other groups of origin, who provide 27% to 30% of their monthly income with personal earnings.

Figure 3.6 Breakdown of monthly income according to social origin

"normal student" reference group, in %



Sources of finance:



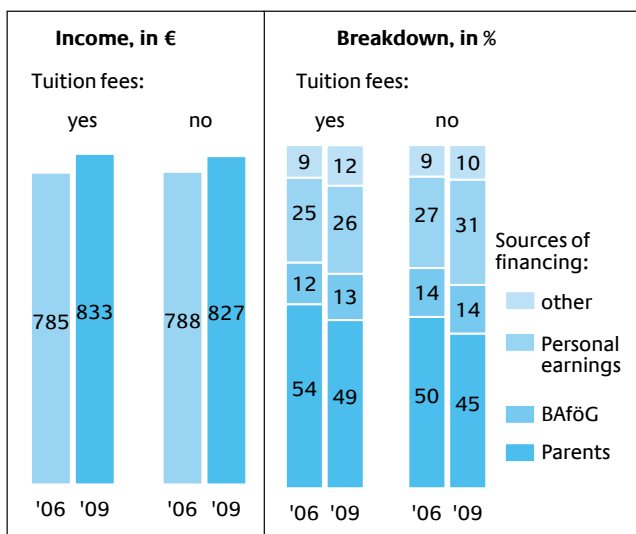
DSW/HIS 19th Social Survey

Compared with the results from the year 2006, it should be noted that among students from every group of social origin there has been a decline in the amount that parents contribute to monthly incomes, while the amount provided by students themselves based on their personal earnings has increased slightly (Figure 3.6). By contrast, the proportion of the monthly incomes covered by BAföG has remained virtually constant in the four groups of social origin. Although the declining importance of funding from the parents can be observed in all groups of origin, this drop is much less significant in the "upper" group of origin (approx. 3%) than in the remaining groups of origin (each approx. 10%). While parents' declining contributions to the living expenses of students can be interpreted as a result of the current economic crisis, there is also a noticeable shift in the social makeup of the student population. The additional financial burden of paying general tuition fees, which is also substantially borne by the parents, can also have an influence on the amount of parental funds that go towards paying living expenses.

Parents' contributions to the monthly income used to cover students' living expenses are lower in 2009 than in 2006, both in the western German states that charge tuition fees and in the western German states without tuition fees (Figure 3.7). It is interesting to note that in 2009, and already back in 2006, among students in the states that charge tuition fees there is a higher proportion that receive financial support from their parents – and larger amounts of money – than in states without tuition fees (2009: 88% vs. 84%, €466 vs. €443). Nonetheless, no statistically significant difference can be observed in the overall

Figure 3.7 Breakdown of monthly income according to general tuition fees at students' institutions of higher education¹

"normal student" reference group - western Germany, income in €, % from each source



DSW/HIS 19th Social Survey

¹ For the comparative calculation with regard to 2006, students were classified according to the fees currently charged in the respective states in 2009

amount of available income that students at western German higher education institutions with and without tuition fees have at their disposal to meet their monthly living expenses (€833 vs. €827).

- The group of students who have received no BAföG during the course of their studies and did not apply for such funding (43% of the students in the "normal student" reference group), receive the same amount of financial support from their parents in 2009 as in 2006, both percentage-wise and in terms of the amount of the transferred funds (supported by their parents: 94% in both years, amount received from the parents: €570 and €575, respectively). Among the majority of students, namely those who currently receive BAföG funding, former recipients of BAföG funding, and those whose first BAföG application was rejected, the proportion of those who receive financial support from their parents, as well as the average amount paid by their parents, has declined since 2006 (Figure 3.8).
- This decline in financial support by the parents is also confirmed by the fact that there are a smaller proportion of parent-dependent BAföG recipients who receive financial support from their parents, as would be expected in accordance with the BAföG subsidiarity principle (2009: 65% vs. 2006: 70%). Furthermore, it has been noted that among the students who have received no BAföG funding during the course of their studies, a

Figure 3.8 Sources of income according to BAföG status "normal student" reference group

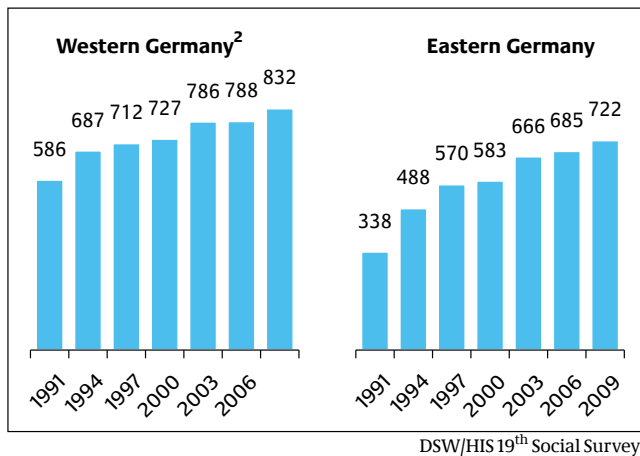
Sources of income	Student recipients		Amount	
	in %		mean in €	
	2006	2009	2006	2009
Parent-dependent funding				
Parents	87	79	258	246
BAföG	100	100	355	409
Personal income	50	56	200	223
other	35	39	119	133
Parent-independent funding				
Parents	63	48	185	185
BAföG	100	100	504	562
Personal income	61	63	237	277
other	33	33	179	202
Former recipients				
Parents	86	81	384	365
Personal income	76	81	399	415
other	48	52	234	279
No BAföG - application refused				
Parents	94	93	493	476
Personal income	67	74	306	327
other	42	52	187	196
No BAföG - no application submitted				
Parents	94	94	575	570
Personal income	59	63	333	339
other	43	47	185	212

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significant number (calculated at approx. 200,000) complement their available income with personal earnings to help pay for living expenses (income without personal earnings: €324, personal earnings: €448).

- There are still considerable differences in the amount and sources of monthly income between eastern and western German states. Students in western German states have significantly higher monthly incomes (€832) than students in eastern German states (€722). In contrast to previous observation periods, the gap between the monthly incomes of students in western and eastern German states did not further diminish between 2006 and 2009 (Figure 3.9). In 2009, the largest proportion of the monthly income available to students in western and eastern German states is once again provided by parents (48% and 46%, respectively). Compared to 2006, however, this proportion has declined by four percentage points in both regions. While personal income is the second most important source of income for students in western Germany – 27% of the available monthly income (compared to 18% in eastern Germany) is generated by personal earnings –, BAföG funding is the second most important source for students in eastern Germany – 24% of monthly income comes from BAföG compared to 14% in western Germany.

Figure 3.9 Trends in monthly income in western and eastern Germany
 „normal student“ reference group¹, mean in €



¹ Up until 2003, only German students; from 2006, including foreign students with a German education

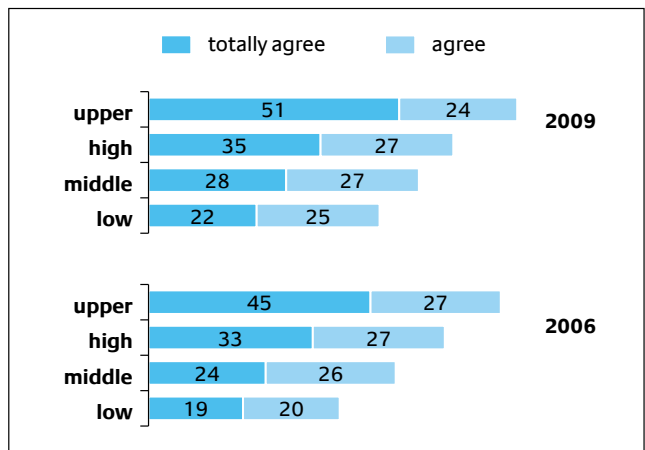
² From 2000, all of Berlin was counted as part of western Germany

- Students in bachelor's degree programs have in 2009 slightly less income than age-matched students in the traditional German university Diplom and Magister degree programs (€746 vs. €760). It should also be noted that students in bachelor's degree programs cover a smaller proportion of their living expenses with personal earnings than age-matched students in Diplom and Magister degree programs (52% vs. 62%). The average amount of personal earnings that a bachelor's student spends is slightly higher than what is spent by the corresponding students in Diplom and Magister degree programs

(€242 vs. €232).

- The majority of the students report that financing to cover their living expenses has been secured for the duration of their studies. In 2009, approximately 63% of the students made such a confident appraisal of their personal financial situation. This proportion has risen by three percentage points since 2006. The opposite appraisal was given by 16% of the students, two percentage points less than in 2006. Twenty-one percent said in response to this question that they were undecided. This assessment varies depending on the social origins of the respondents (Figure 3.10): 47% of the students from the "low" group of origin presume that financing for their studies has been secured, and this proportion gradually increases to reach 75% among the students in the "upper" group of origin. Compared with the results from 2006, it is noticeable that among the students in the "low" group of origin there has been an above-average increase in the proportion who report that financing for their studies has been secured.

Figure 3.10 Assessment of financial situation according to social origin - rating the statement: "The financing for my studies is secure."
 "normal student" reference group, in %

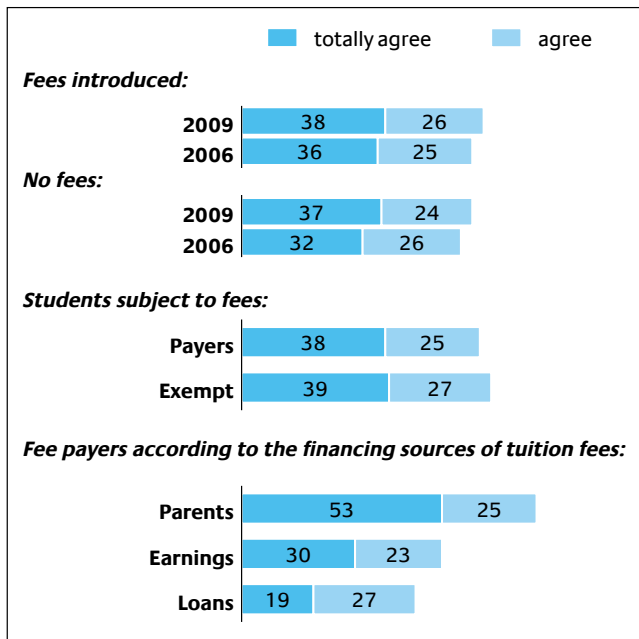


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- Students in western German states with and without general tuition fees differentiate only slightly in their assessments of whether financing for their studies is secure (Figure 3.11). Nonetheless, there are significant differences among payers of tuition when these students are grouped according to the sources of financing that they use to pay these fees. Students whose tuition fees are paid for by their parents are the leading group to report that financing for their studies is secure (78%). On the other hand, less than half of those who pay for their tuition fees with a loan offered expressly to cover these fees say that financing for their studies is secure (46%).

Figure 3.11 Assessment of financial situation according to general tuition fees - rating the statement: "The financing of my living expenses is secure."

"normal student" reference group - western Germany, in % per group



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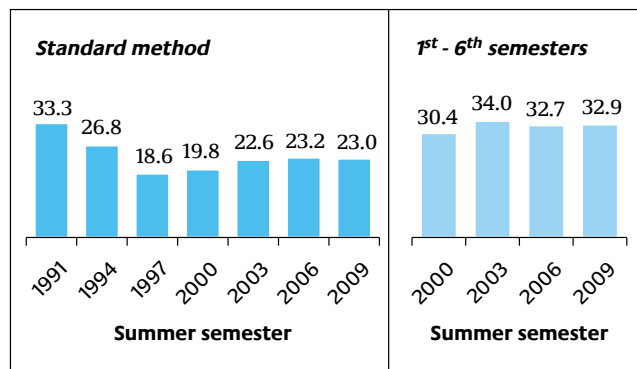
3.2 BAföG – Student Financial Aid

During the 2009 summer semester, approx. 23% of the German students and foreign students with a German education received BAföG financial aid. This means that the proportion of BAföG recipients in the student population is roughly the same as it was in 2006. The extent of BAföG funding becomes even clearer when only the students in the first six semesters are used as a basis for calculating the funding rate. This subgroup has a negligibly small number of students who have been disqualified for BAföG funding for a variety of reasons, including missing certificates of academic achievement and having exceeded the maximum possible period of funding. The BAföG figures for the first six semesters thus approximately express the proportion of potentially qualified recipients who actually receive aid. In 2009, 32.9% of the students in the first six semesters benefited from BAföG financial aid. This proportion is thus at the same level as it was in 2006, when it was 32.7% (Figure 3.12).

Based on responses from students in the first six semesters, the following important findings have emerged concerning the extent of state financial aid and the latest developments in BAföG funding:

- There are comparable proportions of female and male recipients in 2009 (33.1% and 32.8%, respectively). Compared to 2006, the proportion of female recipients has declined by nearly two percentage points while the proportion of male re-

Figure 3.12 BAföG rate - proportion of recipients among all students (standard method) and among those in the first six semesters¹



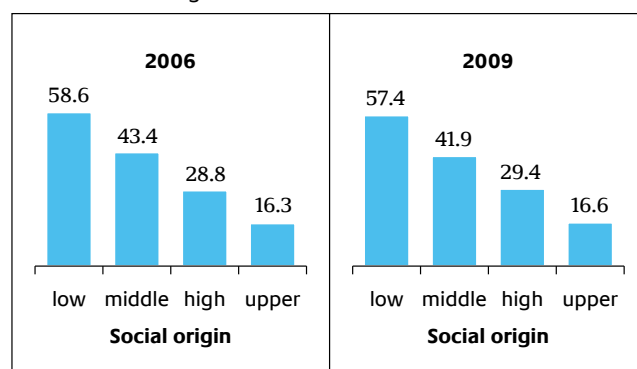
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¹ Up until 2003, only German students; from 2006, including foreign students with a German education

ipients has increased by more than two percentage points. This development can be explained by the fact that gender-specific differences in study preferences have tended to level off among the children of lower-income families. Over the past three years, roughly equal proportions of men and women from lower-income families have started to pursue a degree, whereas in 2006 there was a larger proportion of women from lower-income families among the students in the first six semesters.

- A comparison according to social origins reveals that the BAföG funding rate is highest among the "low" group of origin with over 57% and, as expected, gradually decreases going up the social ladder to nearly 17% in the "upper" group of origin. Compared to 2006, the proportion of recipients has slightly declined among the two lower groups of origin, while the "high" group of origin has seen a slight increase and the percentage from the "upper" group of origin has remained constant (Figure 3.13).

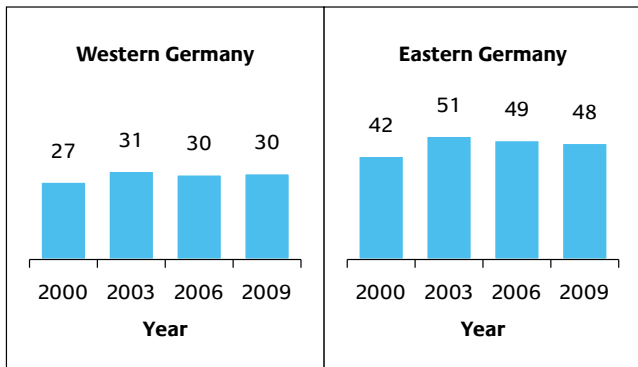
Figure 3.13 BAföG rate according to students' social origin in the first six semesters
students in the 1st to 6th semesters, in % per group of origin



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- In the eastern German states there is still a significantly higher proportion of students who receive BAföG financial aid than in western Germany. Based on the students in the first six semesters, 48% of the BAföG recipients are in the eastern German states and 30% are in the western German states. The proportion of recipients in the eastern German states has declined slightly since 2006, but it has remained constant in the western German states (Figure 3.14).

Figure 3.14 BAföG rate in the first six semesters, comparing eastern and western German states students in the 1st to 6th semesters, in % per region



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¹ Up until 2003, only German students; from 2006, including foreign students with a German education

- The proportion of BAföG recipients among students at universities of applied science is somewhat higher than among students at universities (35% vs. 32%). This can be primarily attributed to the different social makeup of the student populations at the two types of institutions of higher education. Among the students in the first six semesters of higher education, however, the gap in the BAföG funding rates found at both types of institutions, which was eight percentage points in the year 2000, has now shrunk to only three percentage points. When it comes to students in bachelor's degree programs, there is even less of a difference between the BAföG funding rates at both types of higher education institutions (universities: 33%, universities of applied science: 35%).

Above and beyond the findings that have been discussed so far, which focus exclusively on students in the first six semesters of higher education, the following results on BAföG funding are of particular interest:

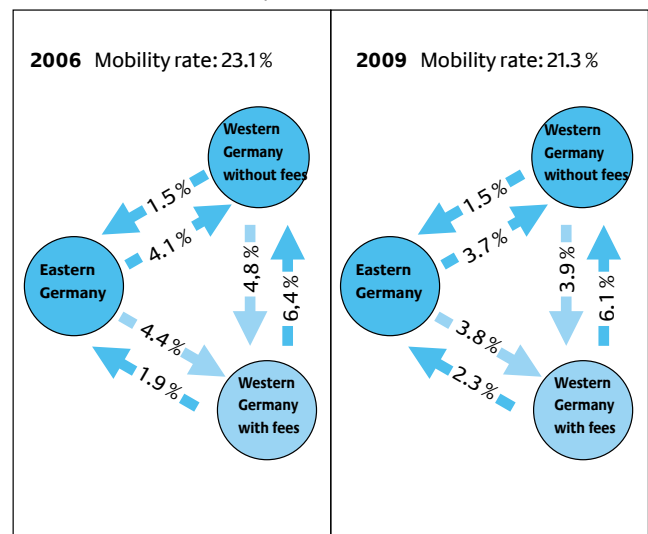
- Among the first-year students enrolled in the six German states that have introduced general tuition fees by 2009, a total of 22.8% receive BAföG financial aid. In the same states in 2006, i.e., before the introduction of general tuition fees, the corresponding BAföG funding rate was 22.4%. The proportion of students from lower-income families has thus remained stable after the introduction of general tuition fees.

- A comparison of the mobility among eastern and western German states, both with and without tuition fees, reveals that the proportion of BAföG recipients who have left the region in which they acquired their higher education entrance qualifica-

tions was lower in 2009 than it was in 2006 (21.3% vs. 23.1%). This decline can be primarily attributed to the fact that fewer recipients of student aid from states without tuition fees transferred to states with tuition fees (Figure 3.15). In 2006, 4.8% of the recipients transferred from one of the western German states that still charge no tuition fees in 2009 to a western German state that today charges tuition fees. In 2009, the corresponding proportion was 3.9% (in absolute figures: 18,800 recipients in 2006 vs. 14,900 recipients in 2009). The proportion of recipients that transferred from one of the eastern German states to a western German state that today charges tuition fees also declined slightly from 2006 to 2009 – from 4.4% to 3.8% (in absolute figures: 17,400 recipients in 2006 vs. 15,300 recipients in 2009).

- The average amount of financial aid was €413 in 2009, and thus €50 – or nearly 14% – higher than in 2006. This is a result that was to be expected now that the minimum financial requirements for students' living expenses and the absolute exempt amount for parental income have been raised. There has been a greater increase in the average amount of funding for recipients who do not live with their parents (from €378 to €435) compared with the financial aid received by those recipients who still live with their parents (from €283 to €307; see Figure 3.16). Only 11% of the recipients receive financial aid amounting to over €600 a month. The majority of BAföG recipients receive smaller amounts. It is interesting to note that there has been a clear decline between 2006 and 2009 in the proportion of recipients who receive funding up to €400 a month (57% vs. 43%), while there was a corresponding rise in the proportion

Figure 3.15 Regional mobility of BAföG recipients - transfers among eastern and western German states with and without tuition fees¹
according to first-degree BAföG student recipients, % of all recipients



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¹ Mobility is defined here as transferring from the region in which the university entrance qualifications were acquired to another region to pursue studies

Figure 3.16 Amount of funding received according to selected characteristics¹
BAföG recipients, mean in €

Characteristics	Amount of funding			
	2000	2003	2006	2009
1. Housing				
- in parental household	218	271	283	307
- outside parental household	325	369	378	435
2. Gender				
- male	303	348	361	407
- female	309	356	361	414
3. Social origin				
- low	338	383	390	442
- middle	307	361	369	419
- high	294	342	354	393
- upper	265	307	326	380
4. Institution of higher education				
- university	306	347	353	408
- university of applied science	307	362	382	423
5. Region				
- western Germany	315	355	363	411
- eastern Germany	285	343	361	421
Total	306	352	363	413

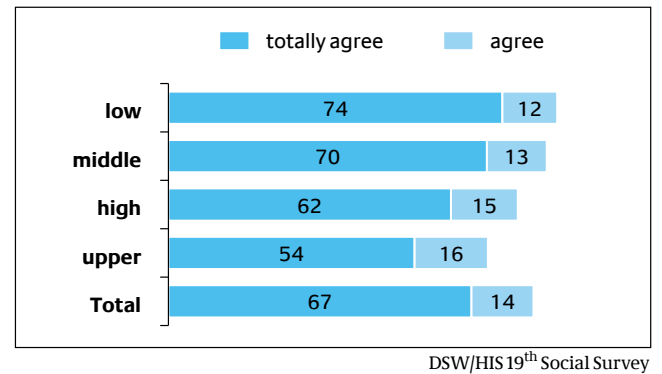
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¹ Up until 2003, only German students; from 2006, including foreign students with a German education

that receive higher amounts. The data from the Social Survey cannot be used to conclusively determine to what extent this development can be attributed to the 22nd BaföG amendment or perhaps also to the fact that there has been an increase in the proportion of students from lower-income families.

- BaföG is normally granted as a combination of a grant and an interest-free loan (each corresponding to half of the total amount of financial aid). In 2009, nearly 95% of the recipients receive financial aid according to this model. Nearly 1% receive only grants, and over 4% receive only loans that require interest payments. It is interesting to note that the proportion of recipients who receive financial aid in the form of loans with interest payments – a type of funding which is primarily granted when students appear likely to successfully complete their studies in the foreseeable future – increased between 2003 and 2009 from 1.7% to 4.4%. As in 2006 and 2003, 14% of recipients receive financial aid independent of their parents' economic situation because, according to BaföG regulations, the parents are no longer obligated to help pay for their children's education. Parent-independent recipients are considerably older and a far greater proportion of them have already completed a vocational education than parent-dependent recipients. This finding is not surprising because both case constellations are stan-

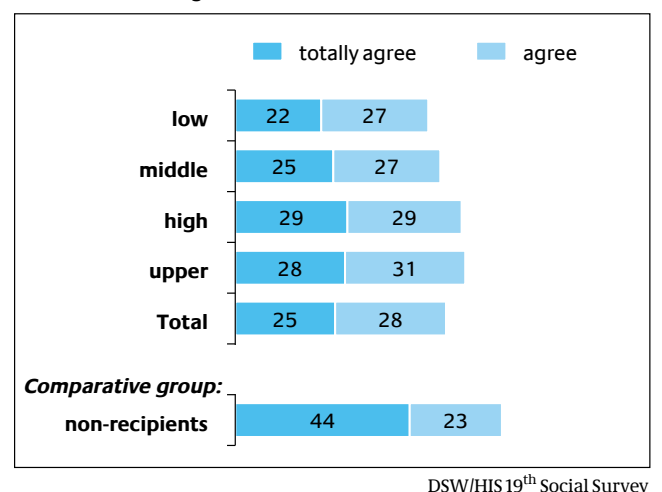
Figure 3.17 Agreement rate - according to social origin - with the statement: "Without BaföG I could not pursue my studies."
according to BaföG recipients, in % per group of origin



dard BaföG prerequisites for parent-independent financial aid. The average amount of financial aid among parent-independent recipients is approx. €150 higher than for parent-dependent funding.

- The vast majority of BaföG recipients (81%) are convinced that they could not study without this financial aid. In connection with students' social origins, this attitude is most predominantly found among recipients from the "low" group of origin with 86% and becomes less common going up the social ladder, where it finally reaches 70% among recipients of the "upper" group of origin (Figure 3.17). The proportion of BaföG recipients who report that financing for their living expenses has been secured for the duration of their studies is 53%, which is significantly lower than among non-recipients, where 67% say that financing for their studies has been secured (Figure 3.18). This data confirms the important role that BaföG plays in financing students' studies.

Figure 3.18 Agreement rate - according to BaföG recipients - with the statement: "The financing of my living expenses is secure."
according to BaföG recipients, in % per group of origin

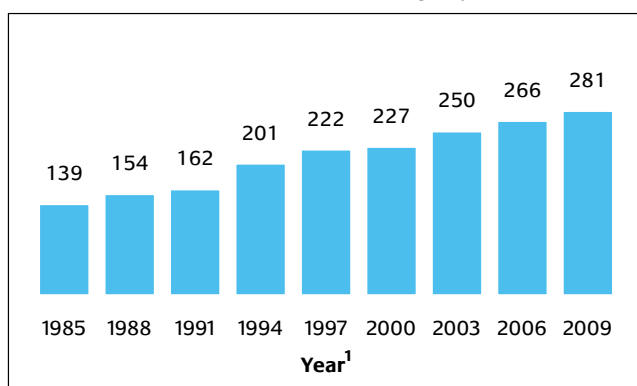


3.3 Expenditures for Living Expenses

As with the data on student income, student expenditures vary considerably. There are no clear "objective" standard values for the cost of a university education. Costs fluctuate depending on the location of the higher education institution, the phase of studies, the age of the students, subject areas and other aspects. The amount of income as well as the amount of expenditures is also naturally determined by a subjective component that is linked to individual lifestyles and standards. Students' expenditures comprise primarily the cost of rent, outlays for daily living expenses (including transport, health and recreation) and meeting expenses for costs that are immediately associated with their studies (for example, textbooks). For methodological reasons, the Social Survey only includes selected types of expenses which, taken together, do not reflect the overall amount of monthly expenditures. Emphasis should be placed on the following results concerning the monthly expenditures of the "normal student" reference group, i.e., single students who are pursuing their first academic degree and do not live with their parents:

- As in past years, expenses associated with rent (including heat and utilities) are the leading type of expenditure and require approx. 35% of students' average monthly incomes (Figure 3.19). This amounts to an average of €281 in 2009 and has risen nominally by 6% since 2006. This average value covers a fairly wide range of actual rents: 19% of students pay up to €200 a month for their rent, 51% between €201 and €300, and 8% pay even more than €400 a month.
- The amount paid for these expenses varies significantly according to the type of housing selected. With an average rent of €222 a month, student halls of residence (dormitories) are

Figure 3.19 Trends in monthly expenditures for rent and heat & utilities
"normal student" reference group, mean in €



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¹ From 1991, including eastern Germany

the least expensive housing option. By contrast, living alone in an apartment is the most expensive type of housing (on average €341 a month). The financial burden associated with these monthly expenses varies depending primarily on the overall budget of each individual student. While the lowest income bracket (less than €640) has to spend 42% of its monthly budget

on rent, the upper income bracket (over €944) spends only 30% of its monthly budget, although its average expenditure for rent is €121 higher. Lower-income students live more often in halls of residence while students with higher incomes tend to be able to afford their own apartments.

- There are still significant differences in rent expenditures between eastern and western German states. The average monthly expenses for all types of housing are higher in western Germany than in eastern Germany, although the expenses in both regions have continued to rise with each surveyed year. There are also significant differences among the 16 German states, and above all among the individual locations for higher education (Figure 3.20). For instance, students in Munich pay an average of €348 a month for rent, including heat and utilities, while students in Chemnitz pay only €210.

Figure 3.20 Ranking of locations of higher education institutions according to monthly expenditures for rent and heat & utilities
"normal student" reference group, mean in €

Rank	City ¹	Expenditure for rent ²	Rank	City ¹	Expenditure for rent ²
1	Munich	348	28	Rostock	279
2	Hamburg	345	29	Trier	278
3	Cologne	333	30	Karlsruhe	276
4	Düsseldorf	330	31	Regensburg	275
5	Frankfurt	328	32	Potsdam	274
6	Darmstadt	321	33	Dortmund	274
7	Mainz	308	34	Braunschweig	273
8	Stuttgart	306	35	Erlangen-Nürnberg	272
9	Constance	305	36	Würzburg	268
10	Heidelberg	301	37	Bielefeld	267
11	Bremen	300	38	Giessen	266
12	Berlin	298	39	Göttingen	261
13	Ulm	298	40	Kassel	260
14	Bonn	298	41	Paderborn	259
15	Wuppertal	297	42	Osnabrück	259
16	Freiburg	294	43	Bochum	258
17	Aachen	293	44	Passau	254
18	Duisburg	289	45	Greifswald	252
19	Lüneburg	288	46	Bamberg	250
20	Tübingen	288	47	Erfurt	249
21	Hanover	285	48	Halle (Saale)	243
22	Saarbrücken	282	49	Oldenburg	242
23	Münster	281	50	Leipzig	236
24	Mannheim	281	51	Magdeburg	236
25	Kiel	280	52	Jena	233
26	Augsburg	280	53	Dresden	223
27	Marburg	279	54	Chemnitz	210

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¹ Only for locations with responses from at least 50 students in the DSW/HIS 19th Social Survey

² Including heat and utilities

- In addition to rent, students have other expenditures. Students spend on average €159 a month on food, and their expenditures in this area span an impressively wide range. Expenditures for clothing come to an average of €51 a month. Expenditures for textbooks and supplies vary considerably depending on the area of study and come to an average of €33 a month. Students spend an average of €76 a month on their cars and/or public transport in 2009, although it should be noted that the proportion of students with car-related expenses has been declining since the early 1990s (1991: 53%), and it has dropped even further since 2006, this time from 39% to 34%. Additional important types of expenses include health (an average of €59 a month for health insurance, doctors' bills and drugs), telecommunications (€35 for telephone, Internet, etc.), and recreation, culture and sports (€63).

- It goes without saying that the amount spent on each type of expenditure – as shown above with rents – is dependent upon the limits set by the amount of available income. This connection between income and expenditures is reflected in all types of expenses (Figure 3.21). The quarter of the student population with the lowest incomes also has the lowest expenditures for all types of expenses. The average amount spent on each type of expenditure rises with each quartile of the income brackets.

Figure 3.21 Expenditures depending on the amount of income in quartiles

"normal student" reference group, mean in €¹

Expenditures	Income quartiles				Total
	1 st	2 nd	3 rd	4 th	
Rent and additional charges	228	260	288	349	281
Food	119	146	168	202	159
Clothing	36	44	52	70	51
Textbooks and supplies	25	29	34	43	33
Car, public transport	53	62	73	111	76
Health insurance, medicine	44	50	56	79	59
Communication (telephone, Internet, etc.)	26	31	36	47	35
Recreation, culture, sport	41	54	68	87	63

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¹ The figures shown here represent the average amounts reported by those respondents who provided information on the individual expenditures in question. These questions were answered with a frequency that ranged from 62% to 99%.

- A comparison of monthly incomes with the total amount spent on the types of expenses described above reveals how much money students have each month for additional required expenditures. This calculation shows that 22% of the students have over €200 available for additional expenses, and an additional 22% have between €100 and €200. The monthly budget is roughly balanced for 33% of the students, i.e., their incomes exceed their expenditures for the selected types of expenses by as much as €100. At the other end of the scale, however, there are also 23% of the students whose expenditures are

not fully covered by their incomes, and who spend on average €55 more for the selected types of expenses than is available from their income. This group, which grows in size with increasing age, is in a precarious financial situation (Figure 3.22). Not surprisingly, there is a direct connection between the amount of income and the balance of expenditures and income. This shows that students in the lowest income bracket and older students in the upper semesters are under particular financial pressure.

Figure 3.22 Income/expenditures according to selected criteria

"normal student" reference group, students according to each characteristic in %

Characteristic	Net result				
	No money left over	€ 1 - 50 remaining	€ 51 - 100 remaining	€ 101 - 200 remaining	over € 200 remaining
1. Gender					
- male	25	17	15	21	22
- female	21	18	15	23	23
2. Social origin					
- low	23	18	11	24	23
- middle	24	18	15	21	22
- high	23	18	16	21	21
- upper	22	18	16	22	22
3. Age					
- up to 21 years	21	19	16	24	21
- 22/23 years	21	17	16	23	23
- 24/25 years	24	18	14	20	23
- 26/27 years	26	18	14	21	21
- 28/29 years	24	19	15	22	20
- over 30	32	18	11	18	21
4. Region					
- western Germany	24	18	15	22	23
- eastern Germany	21	19	17	24	20
5. General tuition fees					
- yes	24	17	14	21	24
- no	22	19	16	23	20
Total	23	18	15	22	22

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3.4 Expenditures for General Tuition Fees

The 19th Social Survey offers the first opportunity to determine how students finance general tuition fees. It should first be noted that during the 2009 summer semester 59% of the students who are pursuing their first degree were enrolled at an institution of higher education that charges general tuition fees. Since 18% of these students were exempted from paying

tuition due to state-specific regulations, there remain 48% who paid these fees during the 2009 summer semester.

The majority of those who disburse fees (59%) pay for them entirely (41%) or partially (18%) with money that has been provided by their parents. The second most commonly cited source is personal earnings, which students use to either entirely (9%) or partially (21%) pay their tuition fees. A slightly smaller proportion uses savings to pay for its tuition fees (24%, exclusively: 9%, partially: 15%). Only 11% of the students use loans specifically offered by the states to finance the payment of tui-

tion fees. Nearly one-fifth of the students who pay tuition fees in North Rhine-Westphalia (19%) make use of such loans, while in the remaining states, with the exception of Hamburg, the proportion of borrowers is considerably lower (between 3% and 9%, Figure 3.23). Students in Hamburg are thus in a special situation because, instead of taking out loans, they have been offered the option of paying their fees at a later date, generally after they have finished their studies. According to the results of the Social Survey, 47% of the students in Hamburg have taken advantage of this offer.

Figure 3.23 Financing of tuition fees for the 2009 summer semester
first-degree students subject to fees, in %, multiple responses are possible

Source of financing	States with general tuition fees						Total
	Baden-Württemberg	Bavaria	Hamburg ¹	Lower Saxony	North Rhine-Westphalia	Saarland	
Parents	66	65	48	58	55	62	59
Personal earnings	31	30	36	29	28	34	30
Loans	5	4	-	9	19	3	11
Savings	26	25	29	28	20	30	24
Other sources	5	5	10	9	6	7	6

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¹ Not including the students who indicated that during the 2009 summer semester they paid no tuition fees because they took advantage of the option of paying them at a later date

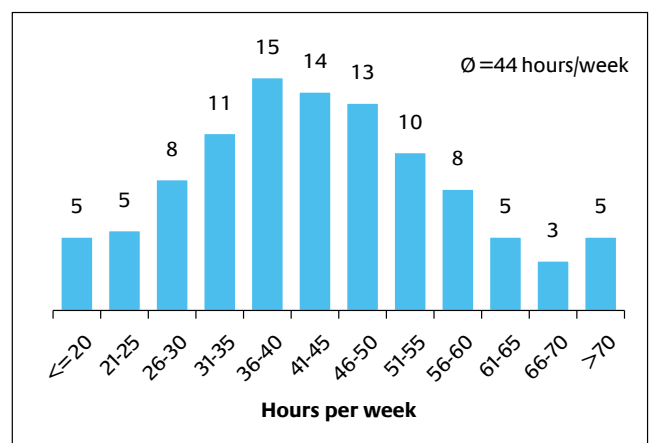
4. The Time Structure of Daily Student Life – Studying and Working

How much time do students invest in their studies, and how much time do they spend working in addition to their study-related activities? There have been dramatic changes over the years in the typical student lifestyle. As a time series of the social transformations of student life, the Social Surveys have empirically shown to what extent reality has diverged from the "traditional student image" in Germany. This is particularly true with regard to the nature of the student time budget. Notwithstanding this development, a number of the key objectives of the structural reform of degree programs – with their more intensive approach, both in terms of time and contents (for example, shorter standard periods of study, the modularization of degree programs, the introduction of a credit system, more intensive use of semester breaks, etc.) – implicitly reflect the notion that the students' time budget focuses predominantly on their studies.

The results of the time budget analysis are of particular importance in this context. A fairly significant proportion of the student population – in 2009 it was 21% (Figure 4.7) – pursues in effect part-time studies, although extensive work commitments only force eight percent of them to do so. Although 29% of students spend a combined maximum of 35 hours a week on their studies and jobs, the total amount of time spent by 31% of

the students on work and school rises to more than 50 hours a week (Figure 4.1). Such findings indicate the wide diversity of time structures in higher education studies. Furthermore, the results show that there are large disparities among many of the students between the amount of time that they have planned

Figure 4.1 Students' total time commitments due to work and studies in 2009
first-degree students, in %



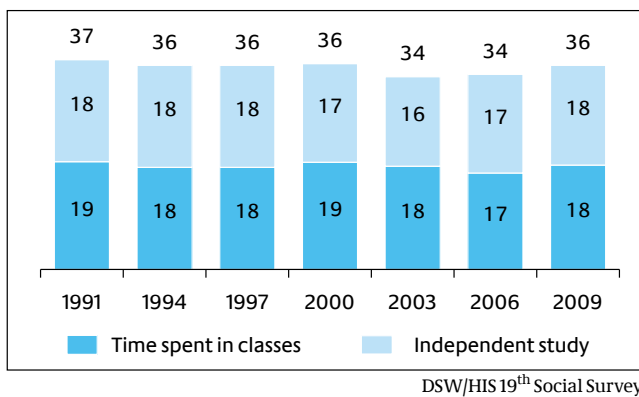
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to devote to their studies (as full-time studies) and the actual amount of time spent studying.

The following results should be emphasized:

- The entire amount of time spent on studies during the semester has only slightly changed between 1991 and 2009, (Figure 4.2) dropping from an average of 37 hours a week to 36 hours. In the interim between 2003 and 2006, the average time spent on studies declined to 34 hours a week, but by 2009 it has increased again by two hours, which can be interpreted as one of the impacts of the structural reform of degree programs. Throughout this entire period, relatively equal amounts of time were spent on the two types of activities: "attending courses" and "independent studying". In 2009 students spent roughly 18 hours a week on each of these activities. This is merely an average value, however, i.e., there are significant variations, which are due to a variety of factors.

Figure 4.2 Time spent on studies 1991-2009¹
first-degree students, mean in hours/week

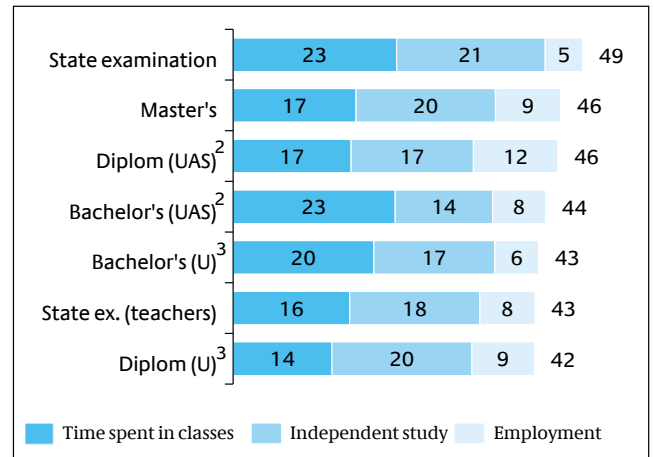


¹ From 2006 including foreign students with a German education

- The amount of time that bachelor's students spend on their studies is slightly greater than what students in comparable forerunner degrees (Diplom) spend pursuing a higher education. Nonetheless, concerns of an overregulated daily regimen at higher education institutions, with extremely tight schedules, have generally not been confirmed by these findings. The cross-sectional analysis in Figure 4.3 admittedly confirms that bachelor's students have a greater time-related workload of three hours a week; nonetheless, this can partly be attributed to the fact that the comparative group in the Diplom degree program is primarily studying in higher semesters, which tend to have slightly less rigorous time requirements. A comparison of the same age cohort reveals that the differences are much less pronounced.

- With regard to the amount of time spent in attendance at institutions of higher education, the survey results reveal that nearly four-fifths of the students spend approx. five hours a day there, from Monday through Thursday, with fewer students attending on Fridays (60%) and – with just over four hours in attendance – also spending less time there as well. The ratio between time spent attending courses and time spent on inde-

Figure 4.3 Time commitments due to work and studies according to the type of degree pursued¹
first-degree students, mean in hours/week



¹ Selected types of degrees

² University of applied science

³ University

pendent study changes significantly with the number of semesters that students have attended institutions of higher education. Whereas younger students spend the majority of their time attending classes, the time spent on independent studies increases significantly during their course of studies, and clearly takes priority towards the end of their degree program.

- Although there are hardly any differences between universities and universities of applied science in terms of the total time-related requirements, time commitments vary considerably among the different areas of study, ranging from 46 hours (in medicine and health sciences) to 31 hours (in social sciences and social services). This also confirms in 2009 a well-known pattern that has long been observed: greater time commitments primarily in natural sciences and engineering along with artistic subject areas, and lesser time commitments above all in the humanities, social sciences and economics.

The time commitments during the semester are rated by 15% of the students as too demanding. This rating is given by an above-average percentage of students who are pursuing a state examination at a university (without qualifications in the teaching profession) or a bachelor's degree (21% and 19%, respectively).

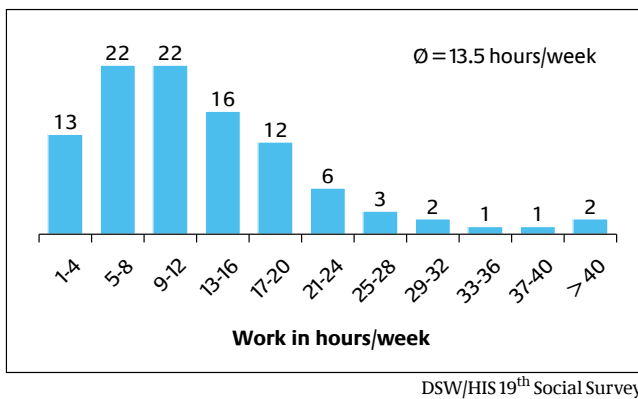
When it comes to the use of semester breaks for study-related activities, no noticeable differences have been recognized between bachelor's students and those in other degree programs. The proportion of bachelor's students who rate their study-related time commitments during the semester breaks as too demanding does not vary considerably from the corresponding proportions among traditional degree programs. This holds true at varying levels for both types of higher education institutions.

Daily student life also includes the job-related time commitments of students who work in addition to their studies.

Based on all respondents who are pursuing their first degree, the average student in 2009 works eight hours a week to earn money; this is roughly one hour more than in 2006.

- The job-related time commitments of those first-degree students who are actually working their way through school are significantly higher, with an average time of 13.5 working hours per week. Among these working students, 35% spend up to eight hours a week at work, 38% between nine and 16 hours, and 27% even more than 17 hours, which corresponds to a half-time position, and in some cases goes far beyond that (Figure 4.4). These work activities are distributed across the entire study week and reach their peak on Fridays and Saturdays. It is interesting to note that these work activities are more evenly spread across all weekdays (including Saturdays) than they were in 2006, and are less focused on individual weekdays. These changes could be linked to the more stringent structures in the two-tiered study system (master's and bachelor's degree programs).

Figure 4.4 Students' time commitments due to work in 2009
working first-degree students, in %



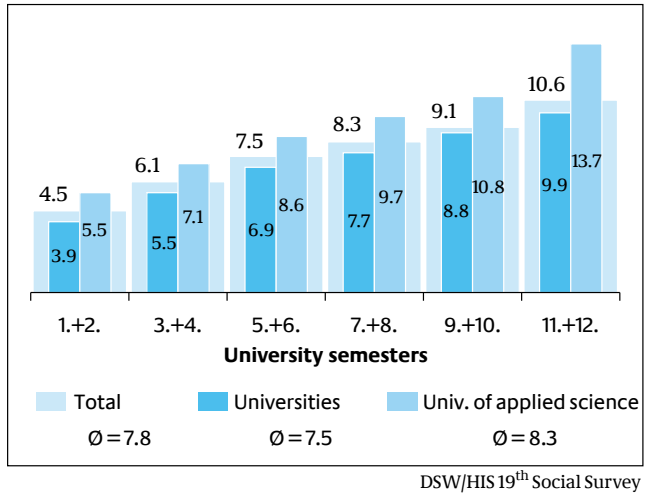
- Time commitments for work activities increase relatively continuously throughout the course of students' studies (Figure 4.5). Students at universities of applied science have greater work-related time commitments than students at universities.

In the cross-sectional analysis, the job-related time commitments of first-degree students in university bachelor's degree programs are, with an average of six hours a week, relatively light in comparison with the corresponding time commitments in traditional Diplom degree programs (nine hours a week.) The same holds true for degree programs at universities of applied science. If only the first year of study is taken as a basis of comparison, a different picture emerges. Bachelor's students in their first year of study work one (universities) to three hours (universities of applied science) a week more than their fellow students in Diplom degree programs.

In addition, the overall lower employment rate among bachelor's students (58% universities, 63% universities applied science vs. 73% Diplom students at universities and 70% Diplom students at universities of applied science) can be explained to a large extent by the shorter duration of studies and the corre-

Figure 4.5 Total time commitments due to work according to the type of institution of higher education

first-degree students, average in hours/week



sponding age structure. In the third and fourth semesters of higher education, the employment rate among first-degree students is 58%, a value that also applies to bachelor's students at universities who are focusing on this phase of study. Nothing can be said about the situation in master's degree programs due to a very small pool of related cases within the scope of this study.

- Students pursuing their first degree have average total weekly time commitments for studies and gainful employment of 44 hours – although there is an enormous distribution, ranging from 30 hours a week and less (18% of all respondents) to more than 50 hours, which nevertheless applies to 31%, and 13% even have total weekly time commitments of over 60 hours (see

Figure 4.6 Time commitments due to gainful employment and studies

first-degree students, mean in hours/week

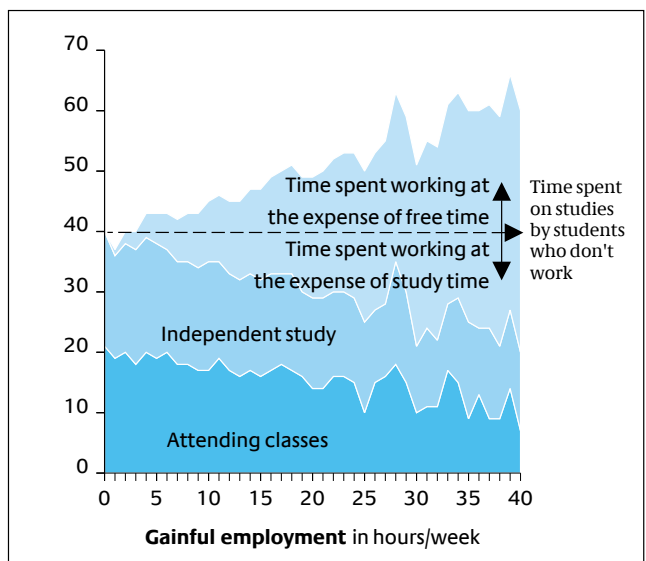


Figure 4.1). In comparison to 2006, there has been a significant increase in the time commitments for studies and gainful employment (an average of three hours more a week, or over 7%).

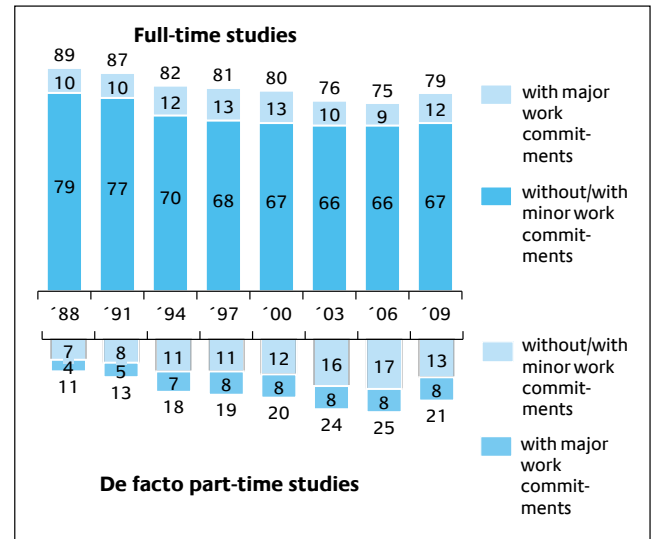
- With increasing employment activities, there is a shift in the distribution of time between studies and free time. The extra time commitment for gainful employment is accompanied by a nearly matching decrease in both the time spent attending classes and the remaining free time (Figure 4.6). From the viewpoint of achieving the most effective possible education, the time-related consequences arising from the actual reduced weekly amount of time available for studies are problematic, even if gainful employment that runs parallel to degree programs is only one of many reasons why courses of study can take longer to complete. Compared to 2006, it has been noted that students' gainful employment is pursued somewhat more at the expense of their free time and correspondingly less at the expense of their studies.

- The amount of time invested in studies and gainful employment depends on a wide range of social and individual factors. Social origins are also of particular importance here. During the course of study, the average job-related time commitments increase more rapidly among students from the "low" group of origin than among those from the "upper" group of origin, with corresponding consequences for their studies. Students' subjective attitude towards their studies is an additional factor which corresponds to the time budget that is invested in pursuing their degrees.

- The Social Survey differentiates among four different study-work types (for a definition see Section 9.3.4 of the main report of the 19th Social Survey – only in German), each of which has been assigned a specific time commitment for studies and/or gainful employment. According to these categories, during the 2009 summer semester 79% of all first-degree students are full-time students (defined as a weekly studies-related time commitment of 25 hours or more), 12% of whom have significant work commitments (defined as over 15 hours a week). The proportion of full-time students continually declined from 1988 – when it was still 89% – to 2006, when it reached 75% (Figure 4.7). This trend reversed itself for the first time in 2009 when the proportion of full-time students increased by four percentage points, a development which may also be a result of the structural reform of degree programs. Corresponding with this development, the proportion of first-degree students who are de facto part-time students (with study-related time commitments of less than 25 hours a week) declined from 25% in 2006 – a peak value in the development to date – to 21% in 2009.

- The four different study-work types (only first-degree students) display different distribution patterns according to the type of degree pursued, the subject area and the progress of their studies. The largest proportion of full-time students is pursuing courses of study that conclude with a state examination (without a teaching degree) or a bachelor's degree; by contrast, the smallest proportion is pursuing a Magister degree. A more in-depth analysis of the situation in bachelor's degree programs will be presented in a special report.

Figure 4.7 Study-work-type - trends 1991-2009¹
first-degree students, in %



DSW/HIS 19th Social Survey

¹ From 2006 including foreign students with a German education

- During the course of students' studies, a significantly large percentage of them gradually become de facto part-time students: while 86% to 87% of the students in the first two years of their studies are studying full-time, by the fourth year of study this figure has dropped to only 77%, and by the fifth year it has declined to just 74%. There is primarily an above-average proportion of full-time students in the subject area of medicine, but also in engineering and in mathematics & natural sciences,

Figure 4.8 Employment rate, work regularity and work commitments, 2000-2009¹
first-degree students

During the semester	2000	2003	2006	2009
Summer semester				
Employment rate (in %)	65	66	63	66
Work regularity (in %)				
not required	13	11	10	10
due to study load	21	20	24	21
not possible				
looked f. work without success	2	3	4	3
worked occasionally	23	19	19	18
worked often	16	11	10	10
worked constantly	25	36	33	38
Work commitments (mean in hours/week)				
worked occasionally	9	8	9	8
worked often	15	13	13	13
worked constantly	18	15	16	16
Total	14	13	14	14

DSW/HIS 19th Social Survey

¹ From 2006 including foreign students with a German education

and the proportion is considerably lower in the subject area group of social sciences, psychology & education.

- The employment rate among first-degree students rose again in 2009 by three percentage points in comparison to 2006, and has also reached a relatively high level in long-term comparisons (Figure 4.8). This increase can be primarily attributed to those students who continuously worked throughout the semester, which is the case among 38% of the students (2006: 33%).

- A comparison according to regional characteristics reveals that the employment rate in eastern German states (55%) is significantly lower than in western German states (60%). It is rising in both regions. With a 32-percentage-point range between Cologne (78%) and Osnabrück (46%), there are large variations at local levels (Figure 4.9), as well as among the individual states.

- The employment rate increases significantly with age – from 39% among 19-year-olds to 79% among 30-year-olds and older students; this also holds true for the proportion of continuously employed individuals. There are relatively minor gender-specific differences; among younger students (up to 25 years old), the women's employment rate is slightly higher. The differences among social groups of origin turned out to be less pronounced than what could be expected: in all four groups

Figure 4.9 Employment rates according to university locations¹
first-degree students, in %

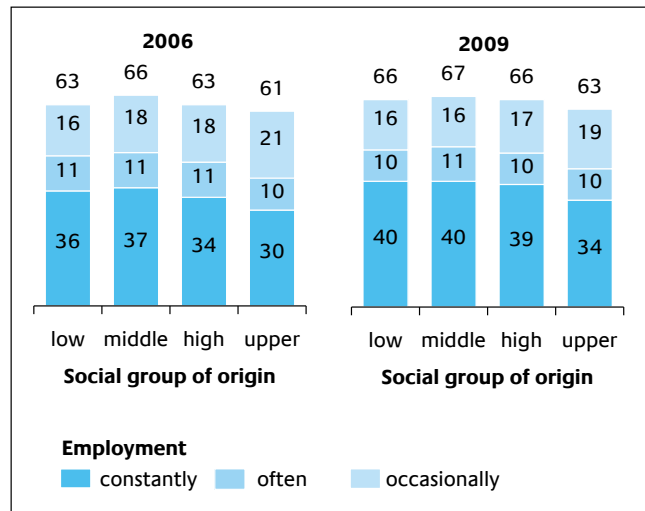
Location	Empl. rate	Location	Empl. rate
Wuppertal	84	Bonn	68
Cologne	79	Freiburg	67
Frankfurt	76	Augsburg	66
Dortmund	76	Saarbrücken	66
Mainz	73	Rostock	66
Berlin	73	Kiel	64
Düsseldorf	73	Ulm	63
Hamburg	72	Regensburg	63
Darmstadt	71	Aachen	62
München	71	Karlsruhe	60
Erlangen-Nürnberg	71	Tübingen	60
Trier	71	Giessen	59
Duisburg	70	Würzburg	59
Bremen	70	Braunschweig	59
Bielefeld	70	Magdeburg	58
Kassel	70	Dresden	58
Stuttgart	70	Konstanz	57
Münster	69	Göttingen	56
Potsdam	69	Halle	54
Hanover	69	Leipzig	54
Heidelberg	69	Marburg	54
Bochum	68	Jena	50
Paderborn	68	gesamt	66

DSW/HIS 19th Social Survey

¹ Only university locations with at least 100 cases in the survey

Figure 4.10 Employment rate, work regularity and work commitments according to social origin, 2006-2009¹

first-degree students, in %



DSW/HIS 19th Social Survey

¹ From 2006 including foreign students with a German education

the employment rate is significantly higher than 60% (Figure 4.10).

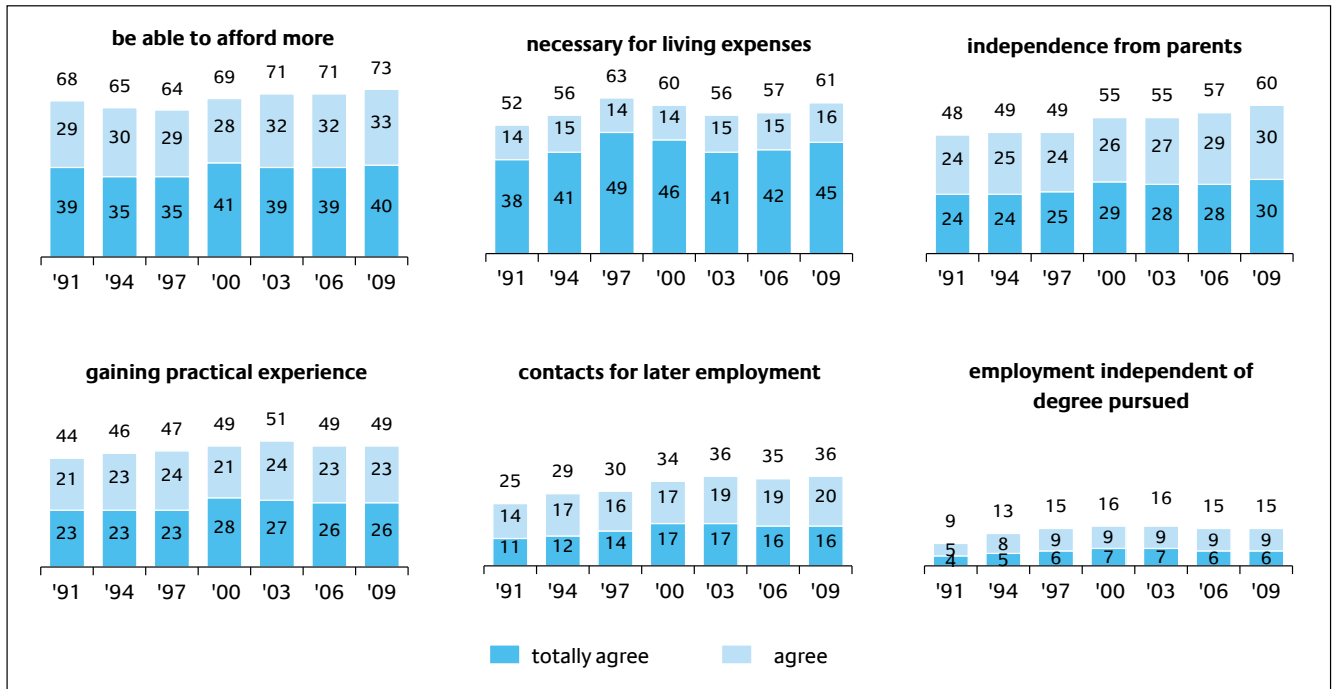
- Among the many reasons for working during studies, it is "necessary for meeting living expenses" was the most commonly cited motivation (45% fully agree), followed by greater purchasing power, i.e., "being able to afford a bit more" (40%). "Independence from parents" (30%) and "gaining practical experience" (26%) also continue to play an important role (Figure 4.11). If the main motivation is meeting "living expenses," the number of working hours tends to increase, while "being able to afford a bit more" is a reason that tends to lead to moderate working hours. The motivations correspond to students' ages – younger students tend to work so that they can afford to buy more things, while older students tend to work in an attempt to secure their living expenses. Among students in the "low" group of origin, meeting living expenses is the main reason for working, while among students from the "upper" group of origin, the leading motivation is having greater purchasing power and gaining practical experience.

- Students are employed in a wide range of jobs, from highly qualified positions to low-level temporary positions, which are the most common (40%) type of work (first-degree students). Thirty-two percent work as student assistants/research assistants. The average wage earned by first-degree students is €9 per hour, but there is a considerably wide range here; when it comes to freelance and highly qualified activities, particularly when linked to a previously acquired qualification, it is possible to receive larger amounts of remuneration.

- The introduction of general tuition fees has had, on the whole, no measurable influence on the student time budget. Thanks to a wide array of exceptions and exemptions and the fact that parents have (largely) assumed responsibility for pay-

Figure 4.11 Motives for employment, 1991-2009¹

working first-degree students, in %, positions "totally agree" and "agree" on a scale from "totally disagree" to "totally agree"



¹ From 2006 including foreign students with a German education

DSW/HIS 19th Social Survey

ing tuition fees (as is the case among 59% of tuition payers), the fees mainly represent a financial burden for those who have to pay for them out of their own pockets. Within this group, there

has been an increase primarily in the proportion of "continuously" employed students in comparison to the 2006 summer semester.

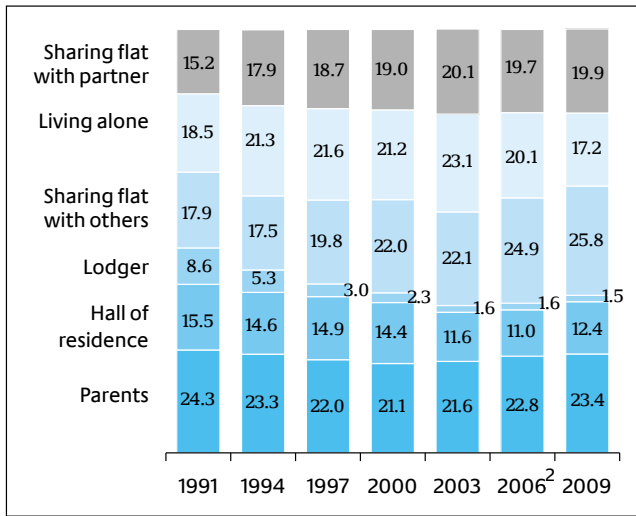
5. Social Infrastructure for Students

What is the importance of the social infrastructure for students' studies? What demands do students place on it and how is it used? Access to higher education and success in an academic environment depend on more than just financing and the time available for students' studies. Pursuing a higher education generally also entails looking for housing, feeding oneself and meeting a variety of challenges that are associated with entering a new phase in one's life. To meet these needs, student services offer a wide range of support, including affordable housing in halls of residence (dormitories), affordable meals in student restaurants and cafeterias, and diverse counseling and information services. Due to the key significance of these issues for the majority of students, these aspects are a regular topic of the Social Surveys. If the German system of higher education becomes even more diversified in the future, it is conceivable that such offers could play an even greater role as competitive factors.

How do students live and what has changed in this respect? The following results concerning students' living situations should be emphasized:

- There have been relatively few changes in student housing over the past 20 years in comparison to what occurred in the preceding four decades (see Figure 5.1 and the 18th Social Survey, p. 353 – only in German). One of the main characteristics of this development is that already by the early 1990s the option of living as a lodger had become statistically irrelevant, while the proportion of students who organize their own housing (in their own apartment with or without a partner) or share a flat with others, permanently increased until 2003 and has remained stable at a high level. This long-term development is primarily influenced by three factors: first, by changing offers on the housing market, including the capacities of halls of residence; second, by changes in the demand for housing, which are also dependent upon the demographic development of the

Figure 5.1 Types of student housing, 1991-2009
in %¹



¹ Figures are rounded off
² From 2006 including foreign students with a German education

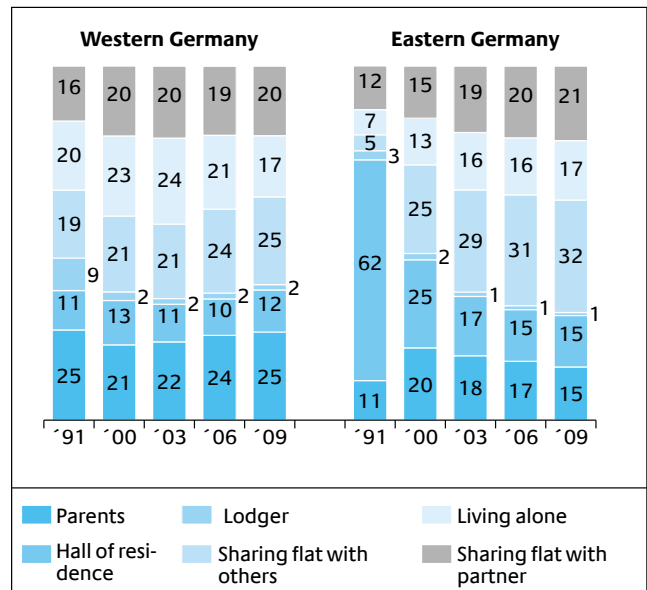
student population along with individual housing preferences and the lifestyles that these reflect; and finally by changing prices and costs in connection with students' financial means.

- In the year 2009, the distribution of types of housing for all students is as follows: Sharing a flat with others is the most commonly selected type of housing (26%), followed by living with the parents (23%). The proportion of students who live alone in their own apartment has declined again to 17%, while 20% share an apartment with a partner. More than one in ten students (12%) live in a hall of residence. The changes between 2006 and 2009 were thus relatively modest. The proportion of students who live in a hall of residence and the proportion of students who share a flat with others have each risen by one percentage point; by contrast, the proportion of students who live by themselves in an apartment has declined by three percentage points.

- There is a certain discrepancy between the actual choice of housing and the preferred form of housing. Given total freedom of choice – i.e., with no regard for local availability or price – sharing an apartment with a partner would be the preferred option (35%). Sharing a flat with others (25%) and living alone in an apartment (23%) came in second and third place. Only 9% would prefer to live in a hall of residence. Living with parents demonstrates the largest discrepancy, as only 8% would rather select this option if they had total freedom of choice. Sharing an apartment with a partner offers the highest degree of conformity between the preferred and the current form of housing (95%). This is followed by sharing a flat with others (63%) and living in an apartment alone (60%). There is a much lower degree of satisfaction among students who live in a hall of residence (40%). Most students do not live with their parents or as a lodger because they prefer this type of housing (22% and 17%, respectively), but rather apparently because they have found no other option.

- There are significant differences between housing trends in eastern and western German states, despite the fact that there are no longer differences in housing preferences per se. Sharing a flat with others or living in a hall of residence is significantly more common in the eastern German states; living with parents is, by contrast, far less common (Figure 5.2). A striking development is that halls of residence suffered a drastic loss of importance in the eastern German states during the 1990s. Although this trend has slowed considerably, this type of housing dropped from over 60% (1991) to 15% (2009), a development which can be attributed to a number of causes: modernization initiatives, which entailed a loss in housing capacity, an enormous increase in the student population, alternative offers on the open housing market, etc. Aside from the differences between eastern and western Germany, there are also in some cases significant differences among the 16 German states with regard to the types of student housing.

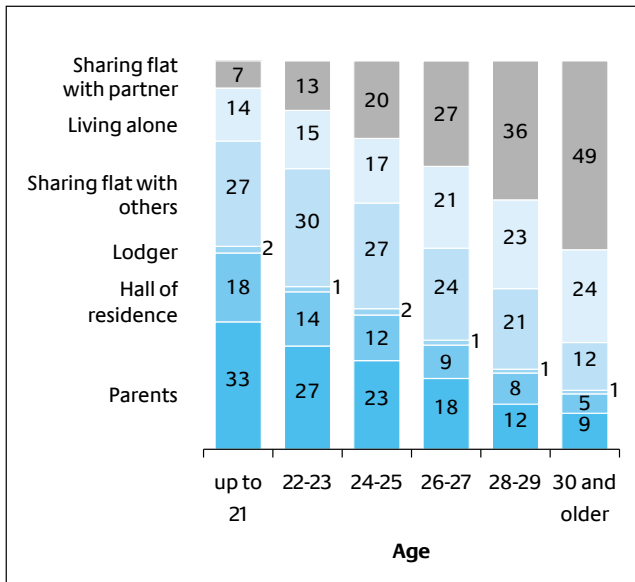
Figure 5.2 Types of housing according to eastern and western German states¹
in %²



¹ From 2000 Berlin was counted as part of western Germany; from 2006 including foreign students with a German education
² Figures are rounded off

- The selection of a specific type of housing is influenced by diverse factors. Older students live, for example, differently than younger ones. As students get older, significantly fewer of them live with parents, share a flat with others or live in a hall of residence (partly due to the normally limited duration of residence) while, at the same time, having one's own apartment and above all living with a partner become significantly more important (Figure 5.3). By contrast, gender-specific differences are less pronounced. Female students live less often with their parents than male students do – and the same applies to halls of residence. They live primarily more often with a part-

Figure 5.3 Types of housing according to the age of the students according to age groups, in %¹



DSW/HIS 19th Social Survey

¹ Figures are rounded off

ner, although in addition to gender, their marital status naturally has a considerable influence here. Social origins also have an important impact. Students from the "low" group of origin more commonly live with their parents or with a partner, while students from the "upper" group of origin more commonly share a flat with others or live alone in an apartment. It is interesting to note that the option of living in a hall of residence is equally attractive for all social groups of origin.

- A total of 60% of the respondents said that they were (very) satisfied with their living situation. The highest degree of satisfaction is found among students who live with partners in their own apartments (72%). The most dissatisfied respondents were those who live with their parents, as lodgers or in halls of residence.

The following results should be emphasized with regard to the use and appreciation of food service facilities at higher education institutions (student restaurants and cafeterias):

- With regard to user frequency, the survey results for 2009 show that 85% of the students visited a student restaurant/cafe-teria during the week – on average approx. four times a week. Lunch is by far the most common occasion, followed by snacks and breakfast, whereas eating dinner at student restaurants continues to be an extremely rare event (Figure 5.4). A total of 78% of the student population eat lunch on average 2.7 times a week at student restaurants. With the exception of snacks, food facilities are more commonly used by male students than female students.

- For an extensive period of time (since 1991), the proportion of students who visit student restaurants has remained largely unchanged. There's been a slight decline in the proportion of regular guests – both among women and men – while sporadic

Figure 5.4 Student restaurant/cafeteria visits during the week students in %¹

Frequency	Break-fast	Before noon snacks	Lunch	After-noon snacks	Dinner
never	82	65	22	66	93
once	9	17	19	17	4
twice	4	11	18	10	2
three times	3	5	18	4	1
four times	1	1	12	2	0
five times and more	1	1	11	1	0
Total	100	100	100	100	100
Ø frequency¹	1.9	1.8	2.7	1.8	1.6

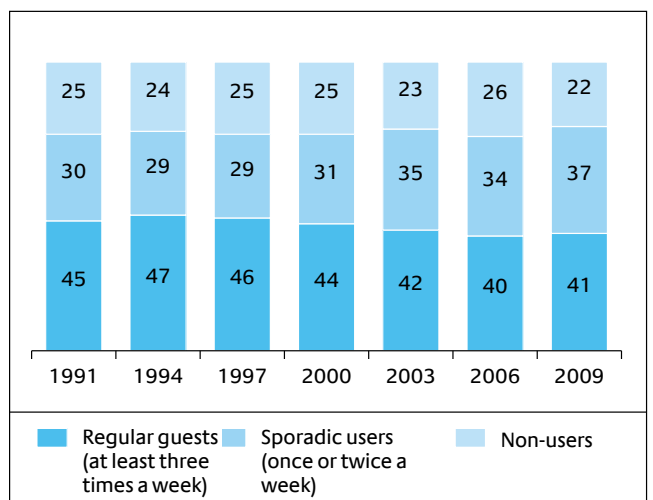
DSW/HIS 19th Social Survey

¹ Average frequency calculated according to those who eat the corresponding meals

use has increased (Figure 5.5). Regular guests tend to be male; sporadic users and non-users tend to be female. Compared to 2006, the proportion of sporadic users has increased by three percentage points and the proportion of regular guests has risen by one percentage point. The proportion of non-users has declined correspondingly.

- The proportion of those who never use the student restaurants has declined in all age groups, but this drop is most pronounced among older students. Nonetheless, younger students continue to use student restaurants more often than older ones. Students who live in a hall of residence or share a flat with others are more commonly regular guests. The amount of available income has relatively little influence on

Figure 5.5 Frequency of visits to student restaurants in %



DSW/HIS 19th Social Survey

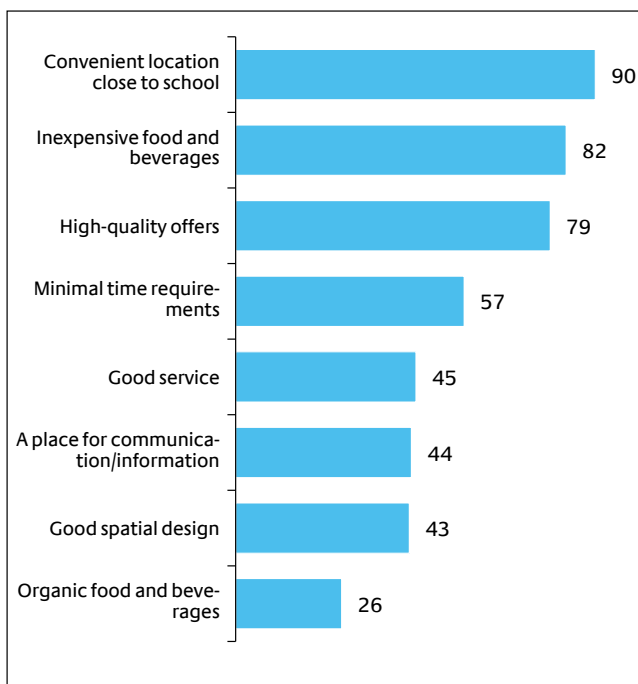
the frequency of visits to student restaurants. Students of engineering, medicine and natural sciences visit the food facilities at institutions of higher education more often than their fellow students in other subject areas. Students in bachelor's degree programs are more often regular guests at student restaurants than students in the Diplom and Magister degree programs (41% vs. 39%). A comparison of age-matched students in the new and old degree programs revealed no noticeable differences.

- The main expectations of student restaurants/cafeterias are clearly a convenient location close to the school (rated as (very) important by 90%), inexpensive food and beverages (82%) and high-quality offers (79%), and finally fast service (57%). In addition, 44% see student restaurants and cafeterias as a place for communication and exchanging information – a meeting place – which is why roughly the same proportion of respondents also feels that spatial design is important (Figure 5.6). For the actual users of student restaurants and cafeterias, a convenient location close to the school, and the minimal time requirements that this entails, play an even greater role along with inexpensive prices.

When it comes to counseling needs, the following results should be emphasized:

- A total of 61% of all first-degree students say that they have had counseling and information needs on at least one issue (selected from a predefined list) over the previous 12 months. Financial issues (financing studies, health insurance, stays abroad) were most often cited, followed by study (performance) issues (for example, doubts about being able to continue

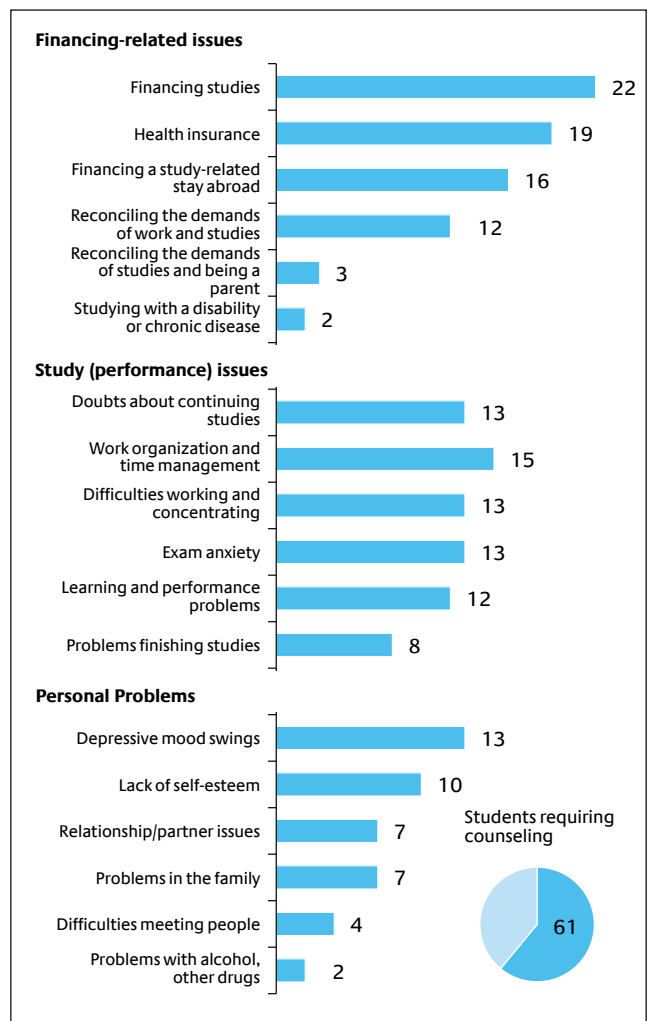
Figure 5.6 Student restaurant/cafeteria - important aspects from the students' perspective
responses on a scale from 1="totally unimportant" to 5="very important", 4+5 in %



pursuing studies, work problems) and problems that have to do with personal issues and personal surroundings, including psychological issues such as depressive mood swings and a lack of self-esteem (Figure 5.7). There was a significant decline in students' counseling and information needs between 2006 and 2009 amounting to a total of five percentage points. This concerns primarily the area of financially-related topics (down eight percentage points). The largest decline was with regard to the topics of health insurance and financing stays abroad (both down by five percentage points). By contrast, the need for information and counseling on study (performance) issues like work organization/time management, exam anxiety and troubles completing degree programs remained constant, while there was a slight increase when it came to the topic of learning and performance issues.

- There are very minor differences in counseling needs between the two types of institutions of higher education. The only exception here is that students of universities of applied

Figure 5.7 Counseling and information needs
first-degree students, in %, multiple responses are possible



science more often seek counseling and information on problems connected with financing their studies. On the whole, there are also no major differences between bachelor's students and those who are pursuing a traditional degree. Nevertheless, there are also some details that are of interest here. For instance, it is the bachelor's students who have a greater need for counseling and information on the topic of financing their studies. Problems connected with their own health insurance, however, are less predominant because bachelor's students have often not yet reached the age limit where this becomes an issue (i.e., where they are no longer covered by their parents' policies). Within the context of study- and performance-related issues, bachelor's students have slightly more doubts about being able to continue with their studies. On the other hand, they have significantly less counseling needs in connection with troubles completing their degree programs.

- There are significant variations when it comes to issue-specific counseling and information needs with social demographic characteristics, for example, with regard to the age of the students. General financial questions, for instance, tend to take priority among both younger and older students. Health insurance is an extremely important issue among students aged 25 to 27 years. This is due to the fact that family health insurance (joint insurance under the parents' policy) no longer applies, in most cases, from the age of 25. Virtually all study (performance) issues gain in importance with increasing age.

An exception to this rule: having doubts about being able to continue with one's studies also constitutes a highly relevant issue for younger students. In addition, a number of problems in students' personal surroundings tend to become more pronounced with age, such as depressive mood swings and a lack of self-esteem. Discontinuous progress in students' courses of study and substantial time constraints due to work tend to increase the need for counseling. Gender and gender-specific differences in modes of perception and behavior also influence counseling and information needs. With regard to virtually all issues, female students have greater needs for counseling and information than male students. Social origin also has an influence on counseling needs. Students from the "low" group of origin indicate that they have greater needs for counseling on virtually all issues, particularly relating to problems financing their studies.

- Of all the students with counseling and information needs (61%), over half (33% of all first-degree students) have consulted student counseling services. Such a high "user rate" of 55% (with regard to those with counseling needs) is only attained, however, with regard to finance-related problems. When it comes to study- and performance-related problems, however, professional assistance is sought far less often, and the "user rate" is only 27%. Counseling services are used even less often to help with issues in students' personal surroundings (a "user rate" of 18%).

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