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Key Data on Higher Education in Europe

2007 Edition

European Commission

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2007 Edition

EUROPEAN
COMMISSION

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (http://europa.eu).

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PREFACE

Human capital is the main asset of the European Union in its drive to become the most competitive and dynamic knowledge-based economy in the world. The higher education sector plays a crucial role in the effort to achieve this ambitious goal set by the 2000 Lisbon European Council. It is responsible for the education and training of highly qualified professionals and is essential in generating knowledge and innovation. Higher education in Europe is today undergoing extensive changes: the European higher education area, the ultimate goal of the Bologna process, should be fully established by 2010.

First-rate education and training are the best means of offering each citizen the means to integrate and participate effectively in society and professional life. The socio-economic barriers that may limit access to higher education must therefore be removed, as emphasised in the Communication of the Commission to the Council and the European Parliament *Efficiency and equity in European education and training systems*.

This first edition of *Key Data on Higher Education in Europe* uses standardised – and thus readily comparable – quantitative and qualitative indicators. It thereby offers an evaluative insight into the policies which aim to ensure that as many people as possible can access higher education of excellent quality.

The publication also reports on international student mobility, which is at the heart of the European higher education area, and on the national policies intended to encourage it. Differences in participation and graduation rates by gender and field of study are another noteworthy aspect highlighted in the report. Finally, special attention is also devoted to doctoral study programmes, since these train highly qualified researchers and are thus essential to the establishment of the European research area.

We consider that *Key Data on Higher Education in Europe 2007,* the outcome of cooperation between the Eurydice European Unit and Eurydice Network, and Eurostat, the Statistical Office of the European Communities, is an important undertaking. As a result of this joint activity, it has been possible to interrelate reliable information from different sources. This is presented in summary and graphical form to facilitate understanding.

This publication indicates developments in the higher education sector in the last decade in terms of funding and participation. It reveals that much work remains to be done, in particular to facilitate international mobility. Finally, it presents a diversity of policy responses, each in its specific social and economic context, to the common challenges related to the social dimension of higher education.

We hope you will find this publication both interesting and useful.

Ján Figel'

Commissioner for Education, Training, Culture and Youth

Joaquín Almunia

Commissioner for Economic and Monetary Affairs

CONTENTS

INTRODUCTION

This first edition of *Key Data on Higher Education in Europe* consists of 70 indicators offering both qualitative and statistical data. The qualitative information is primarily concerned with the social dimension of higher education, and describes official centralised public systems of financial support for students, as well as the financial contributions required of them. The nature of this information precludes any account of the social circumstances actually confronting students in Europe, which only special empirical studies might be able to provide.

This complementary qualitative and statistical approach is a common feature of all six subject-based chapters of the publication, which are entitled 'organisation', 'participation', 'resources', 'financial support', 'international mobility' and 'graduates'. Furthermore, this edition includes several time series that should be especially useful in identifying recent trends as regards participation, mobility and graduates in higher education.

The introductory overview entitled 'main issues' enables readers to locate quickly the main information contained in this report and summarises the models of funding and public financial support for students that emerge from the comparisons.

The report is one of four titles on higher education being published by the Eurydice Network in 2007. The other three are *Focus on the Structure of Higher Education in Europe 2006/07: National Trends in the Bologna Process* (which appeared in May 2007); a study on governance in higher education (due for publication at the end of 2007); and the *European Glossary on Education,* Volume 5 on 'Decision-making, Advisory, Operational and Regulatory Bodies in Higher Education' (published in March 2007).

In this report, the terms 'higher education' and 'tertiary education' are synonymous, with 'higher education' preferred in the title. However, some countries use the two terms to distinguish between ISCED level 5A and ISCED level 5B programmes (see the Glossary for further details).

Sources

Two main sources of information are used in this report, namely the Eurydice Network and the European Statistical System (ESS) coordinated by Eurostat.

EURYDICE information gathering

The Eurydice indicators provide information derived mainly from legislation, national regulations, official documents and other recognised sources concerned with education and, more particularly, higher education. Essentially, therefore, this means central recommendations and mandatory requirements. The information has been gathered by the National Units in the Eurydice Network (in general located in the education ministries) with reference to definitions contained in the *Handbook for Standardised Data Collection for* Key Data – *Subject-based Module A* 'financial support for students and student financial contributions in higher education' available on the Eurydice website (http://www.eurydice.org).

This information provides the basis for a general picture of the various procedures governing access to higher education, systems of private contributions and forms of public financial support for students and their parents. Several indicators contain quantitative information (minimum and maximum contributions or levels of support, etc.).

The information from Eurydice relates solely to students in higher education who are nationals and/or permanent residents of the country concerned on **full-time** (daytime) **courses** for a **first qualification** (ISCED level 5), and who have a **state-subsidised place**. Students on courses for a second qualification at ISCED level 5 or those who are on part-time or evening courses are not covered by the information on the social dimension gathered by Eurydice.

Students at ISCED level 6 are the subject of a few indicators devoted specifically to them. National tables on the situation of ISCED 6 students are also available in annexes to the publication.

The reference year for content is the 2005/06 academic year, and information on reforms that are either planned or take effect in the two subsequent years is indicated in the 'additional notes' on countries.

The EUROSTAT and ESS data collections

The two main Eurostat sources used in the report are the UOE data (UNESCO Institute for Statistics/OECD/Eurostat) and the Labour Force Survey (LFS). These data collections are carried out by the ESS consisting of Eurostat and statistical institutes, ministries, central banks and other bodies which collect official statistics within the EU Member States, Iceland, Liechtenstein, Norway and Turkey. More detailed explanations are provided in the 'glossary and statistical tools' section. As these data collections do not share the same operational deadlines, their statistical processing, verification procedures, publication dates and reference years also differ. All the data taken from these collections have been processed and supplied directly by Eurostat. Their reference year is 2003/04 and, in the case of data on funding, 2003.

The present subject-based volume provides statistical information on higher education, which is broken down by ISCED level (ISCED 5B, ISCED 5A and ISCED 6) to offer a more detailed view of higher education in the different European countries. Given this diversity and notwithstanding the use of the ISCED classification by the UOE data collection, ISCED level 5B presents an unusually varied picture in terms of its structure from one country to the next. This greatly limits the extent to which the statistical information on participation, funding and ISCED level 5 graduates in the different countries is readily comparable, a point to be borne in mind when reading the report and analysing the data.

Most of the Eurostat statistical data shown are available in the NewCronos database (ec.europa.eu/eurostat).

Geographical coverage

Key Data on Higher Education in Europe 2007 covers 31 European countries, namely all countries taking part in the activities of the Eurydice Network in the EU action programme in the field of lifelong learning. Because of the regional political structure in some countries, the Eurydice indicators are broken down by administrative region (Belgium and the United Kingdom).

For the data from Eurostat sources, only the national level results are given.

Educational sectors

The Eurydice information relates to higher education institutions in the public and government-dependent private sectors. The information from Eurostat also covers the independent private sector in the case of certain indicators.

Partnerships and methodology

The selection of indicators for this first edition was the subject of consultation with National Units in the Eurydice Network and the Statistical Office of the European Communities (Eurostat).

For information gathering from Eurydice sources, questionnaires were prepared by the Eurydice European Unit (EEU) in collaboration with the Network National Units. They were tested with the National Units in order to ensure that they were usable and consistent. The information gathered was then analysed and compared by the EEU.

All comments regarding the statistical and descriptive data in the report were drafted by the EEU. Finally, the Eurydice Network, working with Eurostat and the ESS, carried out checking of the entire report.

The EEU is responsible for the content and layout of the publication in its final form. It has also carried out all the work involved in producing the maps, diagrams and tables in the document. It is entirely responsible for the above-mentioned 'main issues' overview, and for the different language versions of the report.

Eurostat prepared and produced the statistical indicators, as well as their accompanying 'additional notes'. All this information was checked by the ESS.

All those who contributed to producing this publication, which is the outcome of a collective effort, are listed in the 'acknowledgements' section at the end of the book.

Conventions and presentation of the content

So that the book can be easily read and understood by as many people as possible, it contains a variety of graphics (histograms, maps and diagrams) supplemented by commentary on the essential features of the description and comparison of education systems.

The values of each quantitative indicator are given in a table underneath the diagram concerned. When the data table is too big, there is a cross-reference to the annexes. Each Figure is followed by an explanatory note and additional notes on countries directly underneath it. All precise clarification of terms and concepts which is needed to understand the indicator is contained either in the explanatory notes or the glossary at the end of the book. The additional notes are concerned with important relevant circumstances specific to particular countries.

The country name codes, statistical codes and the abbreviations and acronyms used are presented at the beginning of the report.

In the Figures and tables, the countries are shown in their protocol order as defined by the Office for Official Publications of the European Communities (EUR-OP). Countries are cited in the order corresponding to the alphabetical order of their names written in their own language and not the particular language version of the publication.

A table of Figures is also included at the end of the report, listing all the Figures by chapter and section.

Electronic version

This first version of *Key Data on Higher Education in Europe* is also available free of charge in electronic form on the Eurydice and Eurostat websites (http://www.eurydice.org and http://ec.europa.eu/eurostat).

The electronic version offers several Figures that supplement those in the printed one. These additional Figures are noted in the printed version with a reference to the number of the Figure concerned followed by 'a' (for example, Figure A3a).

On the Eurydice website, the report may be accessed for reading and downloading via different entry points and browsing modes, as follows:

- the full report may be accessed via the publications list, in which case website users may download the entire report in PDF format;
- access may be obtained via 'browse by topic'; depending on the selected topic or sub-topic, users may consult the report chapter by chapter or section by section; in either case, individual chapters are downloaded;
- Figures may be accessed via 'browse by indicator and Figure', in which case each Figure may be downloaded separately, together with its accompanying graphical content and commentary.

MAIN ISSUES

Similar patterns are emerging in the organisation of, and participation in tertiary education in Europe but the demographic profile of the student population shows marked differences.

To different degrees and using a variety of models, nearly all countries have put in place procedures to limit the number of students entering tertiary education. In some countries this has been limited to only one or two fields of studies and central government may be involved to a greater or lesser degree (Figures A1 and A2). The participation of students continues to grow and enrolment rates in academically oriented programmes at ISCED level 5A predominates in all countries: more than 80 % of students in the 27 Member States of the European Union (Figure B1).

- In 2004, out of all those enrolled in education (at ISCED levels 0-6) in the EU-27, just over 17 million were in tertiary education (ISCED 5-6), representing a little more than 15 %. In absolute terms, the number of students on academic programmes did not stop growing between 2001 and 2004. Short vocational programmes in tertiary education (ISCED 5B) attract relatively few students and their participation rates are stable or falling.

  Exceptions are Belgium and Slovenia where students are divided almost equally between academic and vocational programmes. In Denmark, Estonia, Spain, Hungary and Turkey the number of students enrolled at level ISCED 5B is rising faster than the total number of students in tertiary education.

- The fields of social sciences, business and law produce the highest number of graduates almost everywhere, whilst agriculture and veterinary sciences and services generally produce the lowest percentage (Figure F5).

Participation rates of young people between the ages of 18 and 39 in tertiary education (Figure B4) varies up to threefold between countries. Rates peak in all countries between the ages of 20 and 24 (Figure B9) but the age profile of students shows considerable differences particularly among part-time students enrolled in programmes at ISCED level 5B.

- Short vocational programmes (ISCED 5B) accommodate the highest number of part-time students. In the EU-27, the median age of part-time students is 6 years older than that of full-time students. Almost everywhere, part-time students finish their studies much later than full-time students. However, in some countries (Bulgaria, Germany, Ireland, Poland, Romania and Finland) students in both groups begin their studies at the same age or nearly the same age. Differences of 3 to 4 years are seen elsewhere, (Figure B10).

  In Spain, the Netherlands and the United Kingdom, half of all part-time students are at least 10 years older than their full-time counterparts. Germany is the only country where the median age of full-time students is almost identical to that of part-timers and where the difference between the two categories of students is small and does not become accentuated in the older age groups.

- Moreover, the drop-out rate or late completion rate varies widely between countries and within individual countries depending on programmes at ISCED levels 5A and 5B (Figure B12). The percentage of students who complete the first cycle of their studies on time ranges from less than 50 % to more than 90 %.

  At ISCED level 5A, the completion rate is higher than 80 % in Bulgaria, Ireland, Cyprus and Malta. It reaches more than 95 % in Greece and Lithuania at ISCED level 5B. At the other end of the spectrum, less than 50 % of students complete these programmes in Cyprus and Latvia.

Methods of public financing are similar between countries but the level of expenditure, its allocation and the amount of private funding can differ markedly.

Tertiary education is largely organized and financed by the public sector. It embraces the largest proportion of students (more than 70 % in EU-27) (Figure A3) and employs the largest share of teachers. Expenditure per student rises with the level of wealth as expressed by the GDP per inhabitant (Figure C1). Public finance of the tertiary education sector is highly centralized or regionalized in those countries such as Belgium, Germany, and Spain where intermediate level bodies hold authority (Figure C6). There are very few transfers between administrative levels.

- The independent private sector is practically non-existent especially at ISCED levels 5A and 6.

  However, in Cyprus, the independent private sector is greatly involved in organizing programmes at ISCED 5B where more than 80 % of students are enrolled. In Poland, it embraces half of all students at this level.

- Direct financing of institutions predominates and the largest share of funding is allocated to teaching (Figures C5 and C8). Almost everywhere, staffing constitutes the major element of expenditure and often represents over half of all spending (Figure C7).

  Greece, Slovakia and Sweden are exceptions. In Greece, buildings and infrastructure comprise the largest element of expenditure (40.8 %). In Slovakia operating costs take up a larger share of the budget than personnel (46.8 %). In Sweden, the amount allocated to research is nearly as high as that allocated to teaching.

Total public expenditure on education as a proportion of total public expenditure shows marked differences between countries (Figures C1 and C2). Direct funding of institutions varies as a function of the relative level of financial assistance given to students and the personal contribution which they are expected to make.

- The existence of students' personal contributions, the types of contribution and the amount paid vary greatly. For programmes at ISCED level 5, the fixed annual contribution varies between PPS EUR 200 and 1 000.

  Sixteen countries require students to make a contribution towards tuition costs. This number is set to rise in the near future as some countries have taken the decision to introduce such policies (some German *Länder* from 2006/07 and Hungary in 2007/08) or to make them more widespread (Lithuania). Slovenia, on the other hand, is going to abolish the contributions currently required of students enrolled for master's degrees.

  In Italy and in private government- dependent sector in Norway, institutions are completely free to set the amount (Figures C9 and C10). Where an upper limit is set, it can reach more than PPS EUR 6 000 in the public sector for students without a state-subsidised place in Latvia. In parts of the United Kingdom, institutions will be able to determine the tuition fees for new entrants, up to a maximum of PPS EUR 4 031 with effect from 2006/07 (in England and Northern Ireland) and 2007/08 (in Wales).

- Teacher student ratios can vary up to threefold depending on the country (Figure C15). In some countries there are, on average, ten students per teacher (Slovakia, Finland, Sweden and Iceland); this figure rises to more than 25 in Greece and Slovenia.

- Expenditure per student varies enormously. In general, it is lower in countries where the number of students per teacher is amongst the highest and vice-versa (Figures C8 and C15). Nevertheless, the link between these two elements is strongly tied to the salaries of academic staff; this may explain the fact that some countries spend more per student than others even when the student teacher ratio is the same.

  Three countries (Bulgaria, Lithuania and Slovakia) clearly differ from this tendency with low student/teacher ratios (less than 15 students per teacher) yet with the lowest levels of teaching expenditure in Europe. On the other hand, in the United Kingdom, in which this expenditure was among the highest in European countries in 2004, the overall student/teacher ratio was 18:1, above that of the EU-27 (15.9:1).

Doctoral (advanced research) programmes (ISCED 6) as yet involve only 3 % of enrolled students but, in many countries, student numbers are increasing faster than the global rate for tertiary education (Figures B2 and B3). These programmes are predominantly in the fields of science and technology.

- People holding doctorates are still a minority in society (generally less than 1 % of people aged between 25 and 64) (Figure F1). In contrast with ISCED level 5 where programmes in science and technology comprise less than 27 % of students, future graduates highly qualified in science and technology comprise 39 % of students at ISCED level 6.

- In thirteen countries, new doctors in science, mathematics and computing predominate whilst the social sciences, business and law represent the highest percentage in only five other countries (Figure F6).

The profile of female participation in tertiary education retains some distinctive features. Women are less mobile than men and remain a minority in the fields of science and technology as well as in doctoral (advanced research) programmes (Figure B6).

The distribution of men and women between the public and private sectors is fairly similar everywhere regardless of the relative size of the two sectors (Figure A4). Women are generally in the majority at all ages. The higher the total participation rate in tertiary education, the higher is the rate of female participation (Figure B5). This development increasingly affects doctoral (advanced research) programmes and academic staff.

Only in Turkey are women under-represented at all levels. In the three Baltic states, in Spain and in Italy, female students are in the majority at ISCED level 6.

- However, in some fields such as science, mathematics, computing and engineering, manufacturing and construction, men remain in the majority; the opposite occurs in the humanities and arts, education, and health and welfare (Figure B7).

- Women studying part-time are older than their male counterparts. Men demonstrate greater mobility than women in choosing to study abroad (Figure E4).

- Between the generations, the number of women with tertiary education qualifications has grown more than men; this is especially true at ISCED 5A. In 2004, the majority of graduates with a first qualification at ISCED levels 5A and 5B were women (Figure F3). Conversely, the ratio of women obtaining a doctorate remains low compared with men, although it is clearly on the increase (Figure F3a).

  Denmark and Finland are the only countries where male graduates with a first qualification at ISCED level 5B are in the majority (Figure F3). At ISCED level 6, in Bulgaria, Estonia, Italy, Cyprus, Latvia, Lithuania, Portugal and Iceland the proportion of women graduates was higher than, or equal to 50 % in 2004.

- The very low number of female graduates at ISCED level 6 partly explains why women staff recruited into the tertiary education teaching force remains lower than that of men (Figure C13). In general, they are younger than their male colleagues.

  In Finland and Sweden there is parity in all age categories of academic staff.

Internationally mobile students are still relatively few in number and are largely at doctoral level (ISCED 6). They are not evenly distributed across Europe. Some countries host many more than others and some subject areas appear to be more attractive.

The percentage of tertiary education students abroad (in another member state of the EU, a member state of EFTA/EEA or a candidate state) was only 2 % in 2004 (Figure E1).

Students from Cyprus, Iceland and Liechtenstein are very mobile because educational opportunities are less developed in these countries. Apart from these particular cases, Bulgarian, Greek, Irish, Maltese and Slovak students are the most mobile. Conversely, Spanish, Polish and UK students are the least mobile.

International students are not distributed haphazardly between different European countries. Students probably move abroad with the aim of gaining access to particular types of education that are not available in their own country, or in certain cases, because the entry requirements are less restrictive.

- The fields of arts and humanities, health and social welfare, agriculture and veterinary science appear to draw students abroad more than any others. However, the main attractions vary between countries (Figure E5). The level of study is also an important differentiating element – doctoral students are more mobile than students at ISCED levels 5B and 5A.

  Belgium, Austria and the United Kingdom are the countries most favoured by students originating abroad regardless of whether these origins are indicated by nationality or by the place they studied previously. This phenomenon is particularly marked at ISCED level 6.

  Bulgaria is particularly attractive to students for health, Belgium for veterinary studies and Austria for the fields of arts and humanities.

Student mobility is not unconnected to the distribution of financial assistance awarded by different countries for its support. The portability of national financial support is usually conditional, the most common condition being a link to the programme of study begun in the home country (Figures E8-E10).

- In most countries where educational opportunities are limited, financial support is completely portable with no restrictions (German-speaking Community of Belgium, Iceland, Liechtenstein), or at least conditional (Cyprus). On the other hand, the lack of mobility among Polish students can be explained by the fact that no financial support is available from central government to alleviate the costs incurred in moving (even though recent legislation enables institutions to award such financial support).

- However, there is no systematic link between public support to encourage mobility and actual mobility given that other factors may play a part. Greek students have no right to financial assistance but are among the most mobile in the European Union. This is in spite of the fact that between 1998 and 2004, Greece experienced the greatest decline in student mobility.

Financial assistance in the form of grants or a combination of grants and loans is the most common. Where accommodation at reduced rent is available for students, the number of places is very limited.

- The maximum level of student loans is generally higher than that of grants. It often varies between PPS EUR 1 500 and 4 500 per year.

- Loans are usually made on favourable terms with respect to interest rates and repayment conditions. Repayment commences when students have finished their studies. In the majority of countries where loans are provided, debts may be cancelled or reduced under certain conditions.

  Eleven countries do not award loans and Iceland is the only country where only loans are offered. Only Romania allocates loans at market rates, requires repayment during the study period and does not link repayment to income.

- Among the 21 countries with accommodation at reduced rent for students, only eight (Figure D 12) have set a maximum rent (of between PPS EUR 61 and PPS EUR 338 depending on the country concerned). The number of places is often very limited, with no more than 15 % of students provided for, except in Bulgaria (24 %) and Hungary (22 %).

Different concepts of the financial status of students with respect to their parents and the variety of measures taken by public authorities produces an array of funding models. In general, across Europe, the systems of financial support to tertiary education students can be differentiated by the 'principle' of financial independence (or dependence) on the one hand, and on the 'principle' of universal support (or targeted assistance) on the other. The principle of universal support in the distribution of assistance prevails where young people are considered to be independent of their parents. Conversely, support is more targeted on the basis of parental income where the principle of dependence is maintained to a higher age ([1]).

In different ways and with different objectives, all central public authorities distribute direct financial assistance to tertiary students (Figure D3). This assistance can be awarded to all, or nearly all students without distinction. Only a student's personal income, or part of it, may constitute an obstacle to assistance. This system rests on the principle of 'universal financial support'. Conversely, central authorities may directly target assistance on a smaller group of the student population; generally benefiting students whose parents' income is below a certain level. In both systems, continuing support may be conditional on students' achieving success in their studies.

(1) A diagram illustrating each country's public system of financial support and the personal contributions expected of students can be found at the end of the document. The student is considered as the central figure and chief beneficiary. The models shown do not describe the financing of the tertiary education sector: the public subsidies awarded to institutions, the private funding to which institutions or students may have recourse are not taken into account. The different forms of support and contributions and their intended recipients are shown with the exception of specific financial assistance distributed by the institutions of tertiary education.

Where students are considered to be completely financially independent from their parents, the central authorities do not award any assistance to parents and only the personal income of students themselves is taken into account when deciding whether to award financial support.

At the other end of the spectrum, where parents are expected to take full financial responsibility for students, they may be granted tax relief or prolonged rights to family allowance. Such assistance is provided from the central government's social welfare or tax system rather than the education budget (Figures D15-D17). Following the same principle of financial dependence, the socio-economic origin of students is taken into account in the criteria for the distribution of financial assistance. Parental income is a determining factor in the amount, the method and types of assistance to which students are entitled.

- The approach of all the Nordic countries is that of financial independence. None of them provide assistance to parents and the support given to students is not determined by their parents' income. Nevertheless, support may take different forms. In Denmark, Finland, Sweden and Norway, students are given a combination of grants and loans while in Iceland only loans are available.

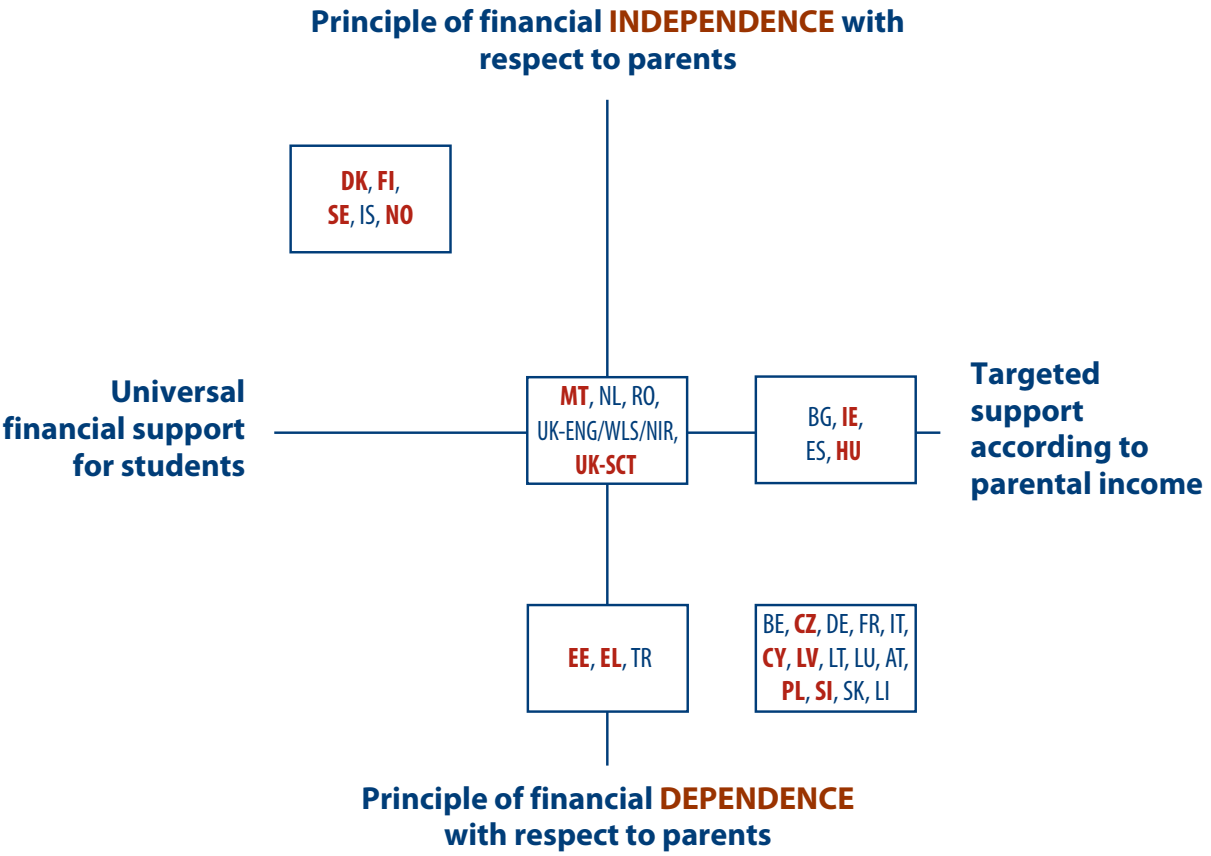
  The principle of universal financial support for students is a little less uniform in Malta, in the Netherlands, in Romania and in the United Kingdom. In the Netherlands all students are eligible for loans (convertible to grants if they complete their studies within 10 years) independently of the income of their parents, and some students, whose parents are on a low income, may benefit from an additional grant. In the United Kingdom, loans are offered to all students but only students whose parents have modest incomes may benefit from the maximum level of loan. In Romania, loans are allocated to all students but grants are not.

  The situation of Bulgaria, Ireland, Spain and Hungary is more distinctive since all financial assistance is awarded on the basis of parental income and therefore the principle of financial dependence is preserved, but parents do not receive any family allowance or tax benefit.

- All other countries tend to follow the model of financial dependence on parents with targeted financial support. In these countries, students are considered to remain the responsibility of their parents. Under this model, family allowance is extended and/or tax relief awarded. These provisions generally benefit all parents. Countries complete this package of measures with direct support targeted at students and awarded as grants, loans or a combination of the two on the basis of parental income. Belgium, the Czech Republic, Germany, France, Italy, Cyprus, Luxembourg, Austria, Poland, Slovenia, Slovakia and Liechtenstein conform fully to this model.

  In Estonia, parental expenditure on children's tertiary education is tax deductible. Parental income is not taken into account in the award of basic cost of living grants, these are based on a meritocratic system. Only students who make normal progress and achieve the best results can benefit. Special assistance can be awarded to students who can prove that they are in extreme poverty but, even in this case, parental income is not taken into account. The situation is similar in Greece where parents receive family allowance and tax relief. However, grants are only awarded to students on the basis of their own income and on very selective academic criteria. In Turkey, cost of living loans are available to all students and are not dependent on parental income.

Figure A: Position of countries in relation to the principle of financial independence from parents and the principle of universal support in the allocation of financial assistance to tertiary education students at ISCED level 5 in 2005/06



Countries in bold: No personal contributions expected towards administrative fees and tuition costs from students with a state-subsidised place.

Source: Eurydice, 2005/06.

Explanatory note

The figure takes into account the available information presented in Chapters C and D of the report and is synthesised in the national diagrams at the end of the document. It is intended to give a general idea of the trends and of the position of each country in relation to the two aspects presented. The representation on two axes is not based on any calculation or scale.

In countries which combine the principles of universal support and complete financial independence, students are not asked to make any personal contributions to tuition costs. In three countries (Finland, Sweden and Norway), only subscriptions to student organisations are required. In Iceland, modest enrolment fees are charged. Therefore, access to tertiary education can be considered free. Conversely, where financial dependence on parents is maintained, there are situations where access is free and also situations where a range of financial contributions is expected.

- In a good number of countries where personal contributions are expected, exemptions or reductions are made available by public authorities (Figure D4). Such support is always made on the basis of parental income. In a few countries, support takes the form of grants and/or loans.

  In Lithuania, exemption from enrolment fees are granted according on a selective basis, which is linked to academic results and the performance of the highest ranking students.

- The system of personal contributions, which is largely intended to limit or lower public spending on tertiary education as well as providing assistance to the most deprived, does not fit well in societies where the principle of financial independence of young people is strong. In these countries, without giving up this principle at least in part, such contributions would have to be imposed on all students without exception. Following this logic, the only form of financial assistance possible would be loans which would allow the authorities to preserve, in the long term, the budgetary benefits they would have expected from students' personal contributions. Countries following this route include Iceland, to a lesser extent the Netherlands.

CODES, ABBREVIATIONS AND ACRONYMS

Country codes

EU/EU-27	European Union on 1 January 2007	**AT**	Austria
		PL	Poland
BE	Belgium	**PT**	Portugal
BE fr	Belgium – French Community	**RO**	Romania
BE de	Belgium – German-speaking Community	**SI**	Slovenia
BE nl	Belgium – Flemish Community	**SK**	Slovakia
BG	Bulgaria	**FI**	Finland
CZ	Czech Republic	**SE**	Sweden
DK	Denmark	**UK**	United Kingdom
DE	Germany	**UK-ENG**	England
EE	Estonia	**UK-WLS**	Wales
IE	Ireland	**UK-NIR**	Northern Ireland
EL	Greece	**UK-SCT**	Scotland
ES	Spain		
FR	France		
IT	Italy	**EFTA/EEA countries**	The 3 countries of the European Free Trade Association which are members of the European Economic Area
CY	Cyprus		
LV	Latvia	**IS**	Iceland
LT	Lithuania	**LI**	Liechtenstein
LU	Luxembourg	**NO**	Norway
HU	Hungary		
MT	Malta	**Candidate country**	
NL	Netherlands	**TR**	Turkey

Statistical codes

(:)	Data not available	**(–)**	Not applicable

Abbreviations and acronyms

International conventions

ECTS	European Credit Transfer and Accumulation System
ESA 95	European system of accounts 1995
ESS	European Statistical System
EU-27	The 27 Member States of the European Union
Eurostat	Statistical Office of the European Communities
GDP	Gross Domestic Product
ISCED	International Standard Classification of Education
PPP	Purchasing Power Parity
PPS	Purchasing Power Standard

National abbreviations in their language of origin

BAFöG	Bundesausbildungsförderungsgesetz	DE
NHS	National Health Service	UK
SAAS	Student Awards Agency for Scotland	UK-SCT
SUIO	Service Universitaire d'Information et d'Orientation	FR
SUMPPS	Service Universitaire de Médecine Préventive et de Promotion de la Santé	FR
UCAS	Universities and Colleges Admissions Service	UK

LIMITATION OR SELECTION PROCEDURES FOR ENTRY TO HIGHER EDUCATION EXIST IN SOME FORM IN ALMOST ALL COUNTRIES

Everywhere in Europe, the minimum requirement for entry to higher education is an upper secondary education certificate or its equivalent. In most countries, there may be further special admission or selection procedures, involving for example entrance examinations, the submission of personal records of school achievement or interviews.

Such procedures contribute to regulating the size of the student population. They are used either to limit admissions – mainly because the number of candidates exceeds the intake capacity of institutions – or to ensure that candidates have qualifications geared to the educational provision on offer (for example, in artistic, technical or medical fields of study). Labour market conditions may also underlie attempts to control the number of places available if too many or too few young people are graduating in particular subjects relative to jobs available in the corresponding professional sectors.

There are three main ways of restricting access to higher education. They may be applied to all fields of study or programmes, or just some of them.

A selection or limitation procedure may exist at **national** or **regional level**. In such cases, the government limits the places available and exercises direct control over the selection procedure. A *numerus clausus* of this kind may apply to some or all courses offered by higher education institutions. In five countries (Greece, Spain, Cyprus (university), Portugal and Turkey), the selection procedure for all fields of study is administered at national or regional level.

Institutions themselves may decide to limit places or select students in accordance with clearly defined requirements or ability. Here, institutions are free to apply selection procedures with due regard for their capacity, or for centrally determined criteria intended to limit the number of places. Limits may be set for some or all courses. Moreover, institutions may decide to select students on the basis of ability regardless of the number of places available. Indeed this approach is the most widespread. It is encountered in about one-third of all countries.

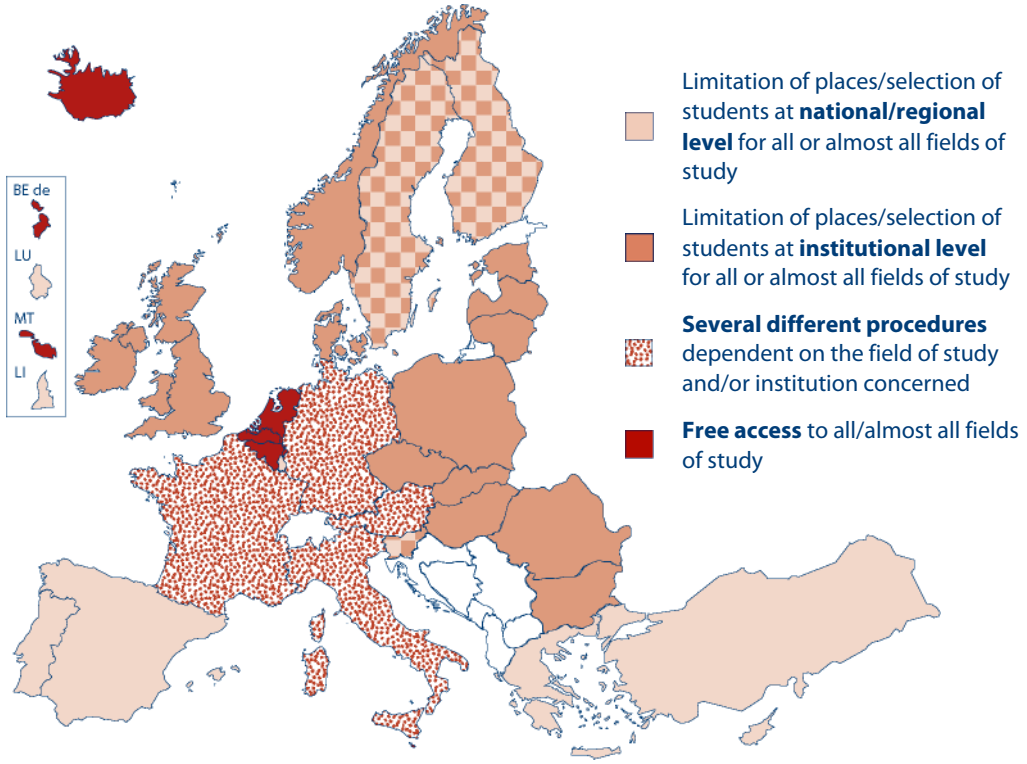
A combination of both procedures is also possible. Slovenia and Sweden adopt parallel procedures at national and institutional level for all fields of study, while Finland does so in most fields.

Unrestricted or **open access** to higher education exists if the certificate awarded on satisfactory completion of upper secondary education, or its equivalent, is all that is required for admission to an institution. This means that institutions accept all applicants. Such free access to all or most fields of study is offered in just a few countries, namely Belgium, Malta, the Netherlands and Iceland.

In the majority of countries, the approaches adopted for all fields of study are virtually the same. However, procedures in a few countries differ depending on the fields concerned. Distinctive procedures most commonly apply to certain health-related and artistic subjects, admission to which is often at variance with mainstream requirements (see Figure A2 for more details).

In four countries (Germany, France, Italy and Austria), a complex approach for regulating access to higher education exists. They use several different procedures depending on the field of study, the type of institution or even the individual institution concerned (Figure A2).

Figure A1: Levels of authority involved in limiting places or selecting students for the first cycle of higher education (ISCED 5A and 5B), 2005/06



Source: Eurydice.

Additional notes

Belgium (BE de): The only programmes offered are in teacher education and nursing (both at ISCED level 5B).
Cyprus: Information for the *panepistimio* (university).
Liechtenstein: The only programmes offered are in business studies and architecture.

Explanatory note

For further information on the structure of higher education, by country, see the Eurydice publication *Focus on the Structure of Higher Education in Europe – 2006/07: National Trends in the Bologna Process.*

In Ireland, the institution determines the number of places and the admission requirements, and application for almost all full-time undergraduate courses is made through a Central Applications Office.

In Italy, a *numerus clausus* exists at national level for health-related courses. There are also procedures established at each individual university level, but just for a limited number of cases and upon authorisation of the Ministry of University and Research.

In the Czech Republic, Estonia, Latvia, Lithuania, Hungary and Romania, each institution determines its own selection procedures and the number of places available. However, the government fixes the number of places for which it will provide funding. In Slovenia, institutions organise their own admissions procedures, and also fix the number of places available but in this case subject to government approval. In Bulgaria, each institution organises the selection of students, with due regard for national standards limiting the number of enrolments.

In Cyprus, a selection or limitation procedure exists at national level. The number of places made available for student candidates are the result of negotiation between the public institutions of higher education (i.e. the University of Cyprus) and the relevant government authorities (i.e. the Ministry of Education and Culture, the Ministry of Finance and the Planning Bureau). Access to state institutions of higher education is granted through

the competitive entrance examinations, namely the Pancyprian Examinations, organised by the Ministry of Education and Culture.

In the Netherlands, for some courses in higher professional education the student has to command specific skills, knowledge or qualities (*aanvullende eisen*, i.e. additional requirements), which are formulated by the institutions. For some courses in university education there are more enrolments than available places. Places are therefore assigned by lot. A *numerus clausus (numerus fixus)* is introduced if the number of enrolling students is higher than the nationally available number of places (*opleidingsfixus*, course *clausus*) or the available number of places at institutional level (*instellingsfixus*, institutional *clausus*).

Although, in the United Kingdom, the overall number of students is centrally determined, universities and other higher education institutions decide freely which students to admit and on what criteria. Applicants for full-time undergraduate programmes (ISCED 5A first cycle and 5B) apply online for up to six institutions/courses (or, from 2008 entry onwards, up to five) via UCAS (the Universities and Colleges Admissions Service), which administers the process on behalf of the institutions. As applications are, at present, generally made before the results of final examinations are available, institutions decide whether to offer a place to a particular applicant largely on the basis of predicted grades. The offer specifies particular grades – which vary according to the particular institution and course – which the applicant must achieve. The institution confirms the offer of a place if the applicant subsequently achieves these grades. UCAS does not currently recruit to postgraduate programmes (ISCED 5A second cycle and ISCED 6), although is introducing a postgraduate online application ('UKPASS') service from 2007, nor does it recruit to part-time programmes at any level; for these, students apply direct to the institution.

In Norway, following registration by the *Samordna opptak* (the Universities and Colleges Admission Service), the higher education institution corresponding to an applicant's first choice (out of 15) handles the application on behalf of all institutions for which he or she has expressed a preference. If admitted, applicants receive only one offer of admission – for the institution and discipline highest on their list of preferences – but with due regard for the competition and the admissions capacity of the institutions concerned. Applications are handled in a similar way in Sweden.

In several countries, there are differences in the way that **access to first- and second-cycle studies** is managed. In Denmark, for example, open access exists to most ISCED 5A second-cycle programmes, except in certain specialised programmes offered at *universiteter*, which are mainly intended for *professionsbachelorer* (i.e. graduates in teacher training for primary and lower secondary education, and in other fields of study such as social services, business and administration, and engineering). Bulgaria, Italy and Norway, which restrict access to first-cycle programmes, offer unrestricted entry to second-cycle studies. In Finland, open access to the second cycle exists in the case of all courses except polytechnic study programmes for which institutions may select their students. On the contrary, in Turkey in which there is free access to first-cycle programmes, institutions select students for all second-cycle programmes. In Hungary and Slovenia, the national level sets limits on places for first-cycle studies for which institutions select the students, whereas the only procedure used for entry to second-cycle programmes is institutional selection.

THEY ARE DIFFERENT WAYS OF SELECTING STUDENTS OR LIMITING PLACES FOR MEDICAL AND ARTISTIC FIELDS OF STUDY

Procedures for limiting places or selecting students in health-related subjects such as medicine (including veterinary medicine), pharmacy, dental studies and nursing, as well as several artistic fields, often differ from corresponding mainstream procedures (Figure A1). In subjects linked to a profession in the health sector, study places are usually limited at national level, although this may sometimes be combined with institutional selection. In artistic fields (fine and performing arts, music, film and the media, design and crafts), institutional selection procedures are normally used to ensure that students have the required ability.

The following indications are concerned solely with the limited number of countries in which procedures for certain fields of study differ from the mainstream.

In Belgium (the French and Flemish Communities), most students may freely access higher education but not in all fields of study. In the French Community of Belgium, institutions select students for first-cycle programmes in engineering and artistic subjects. In the French and Flemish Communities, the national or regional level regulates access to medicine and dental studies or entitlement to take entire courses in them. In the Flemish Community, institutions at both ISCED 5A and 5B level also select entrants for first-cycle programmes in music and other artistic subjects.

In Germany, both national and institutional procedures exist for medicine, dental studies and veterinary medicine. Furthermore, depending on the *Land* and the individual institution, the admissions procedure for other fields of study may also vary considerably. The situation is similar in Austria. Access to the *Universitäten* is unrestricted except in nine fields of study with restrictions at institutional level, namely medicine, dental studies, pharmacy, psychology, veterinary medicine, biology, journalism and communication, business studies and art. In *Fachhochschulen* and some academies, which offer training for teacher education and the health professions, places may be limited both at national level and by institutions.

In Spain, places are limited at national level in all fields of study. Besides, there is also an institutional selection procedure to demonstrate some previous knowledge and skills in studies such as arts, physical education/sports or translation and interpretation. Access to all ISCED 5B programmes is unrestricted subject to the availability of places. In case of an insufficient number of places, two admission criteria are used: the students' academic records and specialisation in general upper secondary education.

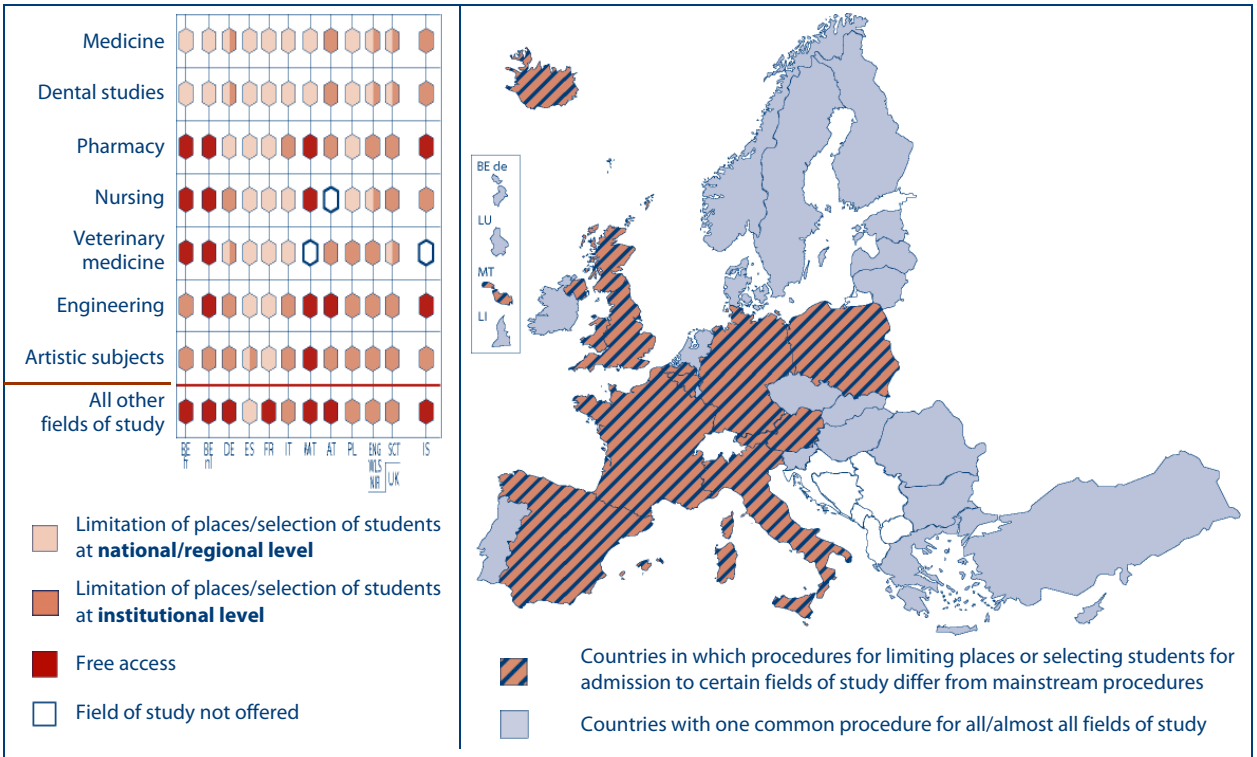
In France, almost all university programmes may be freely accessed. The exceptions are on the one hand medicine, dental studies and pharmacy, in which there is a national selection procedure at the end of the first year of study, and on the other veterinary medicine and paramedical training in which students are selected at the point of entry to their programme. In the case of the *instituts universitaires de technologie* (university technological institutes) and the *lycée section de techniciens supérieurs* (*lycée* section for higher technicians), places are limited at national level and students selected by their institution.

In two countries (Poland and Iceland), institutional selection is employed for most, but not all fields of study. In Poland, the national level sets limits on places for medicine, dentistry, pharmacy and nursing. In Iceland, institutions select entrants to programmes in medicine, dental studies, nursing, physiotherapy, pharmacy, architecture and artistic subjects, as well as all second-cycle programmes.

In the United Kingdom, places are limited at national level for first-cycle programmes in medicine, dental studies and teacher training. Nursing and midwifery places are planned and funded by the health authorities.

Access to ISCED 5B programmes may also be regulated differently compared to procedures for ISCED 5A. In Luxembourg, in which places for ISCED 5A programmes are limited at national level, institutions select entrants to all ISCED 5B programmes, except in management and computer science. In Hungary both procedures – national level limits on places and institutional selection of students – are adopted for ISCED 5A programmes, but only the former in the case of ISCED 5B. In Sweden, in which both procedures are also used for ISCED 5A programmes, entry to ISCED 5B programmes is limited only as a result of institutional selection. In Ireland, there is free access to ISCED 5B and first-cycle ISCED 5A programmes in private third-level colleges (except in the case of teacher education).

Figure A2: Levels of authority involved in limiting places or selecting students for admission to the first cycle of higher education (ISCED 5A and 5B) in certain fields of study, 2005/06



Source: Eurydice.

Additional notes

Belgium (BE fr): In response to the upper limit set by the Belgian federal government on the number of posts available for those wishing to enter the medical or dental professions, a selection procedure is applied after the first year of study.
Belgium (BE de): The only programmes offered are in teacher education and nursing (both at ISCED level 5B).
Liechtenstein: The only programmes offered are in business studies and architecture.

Explanatory note

For further information on the structure of higher education, by country, see the Eurydice publication *Focus on the Structure of Higher Education in Europe – 2006/07: National Trends in the Bologna Process.*

MOST TERTIARY EDUCATION IN EUROPE IS PROVIDED BY THE PUBLIC SECTOR

Enrolment in public-sector tertiary education institutions in Europe is much higher than in the private sector. Provision in the independent private sector is scarce overall and in 11 countries does not even exist.

In terms of a weighted average and all programmes combined, the public sector caters for 72 % of students in the European Union (EU-27). The majority of countries report still higher percentages. In general this pattern is more marked at ISCED levels 5A and 6. Indeed, programmes at both these levels are generally provided by the same institutions with an ISCED 5A qualification required for admission to doctoral studies. The breakdown of students by sector varies most at ISCED level 5B.

In Greece and Malta, all tertiary education institutions, regardless of the level of programme concerned (ISCED levels 5 or 6), are public. The situation is similar in Denmark and Turkey, in which over 95 % of students attend a public institution at the three ISCED levels 5A, 5B and 6. By contrast, in the United Kingdom, almost all tertiary education institutions are categorized as government-dependent private institutions. Only in Belgium is the distribution such that government-dependent private institutions are slightly better attended than those in the public sector at the three ISCED levels.

The most marked differences by ISCED programme are found primarily in Estonia, Cyprus and Portugal. In Estonia, provision in the public sector is limited to programmes at ISCED level 5B which cater for under half of all students (48 %). Cyprus is the only country in which independent private institutions enrol the greatest number of students in all programmes combined, as a result of the strong student representation in ISCED 5B programmes: almost nine students out of ten in ISCED 5B programmes attend independent private institutions. In Portugal, the public and independent private sectors each account for half of the students at ISCED level 5B.

Except in Belgium, doctoral programmes at ISCED level 6 are noteworthy for the virtual monopoly of public-sector provision or for provision in the government-dependent private sector (four countries). Doctoral students attend independent private institutions, where they exist, in only very small numbers, with the highest proportions in Portugal (12 %).

Trends in the distribution of qualifications awarded by the public and private sectors in tertiary education in 2004 tend to mirror trends in participation (Figure A3a).

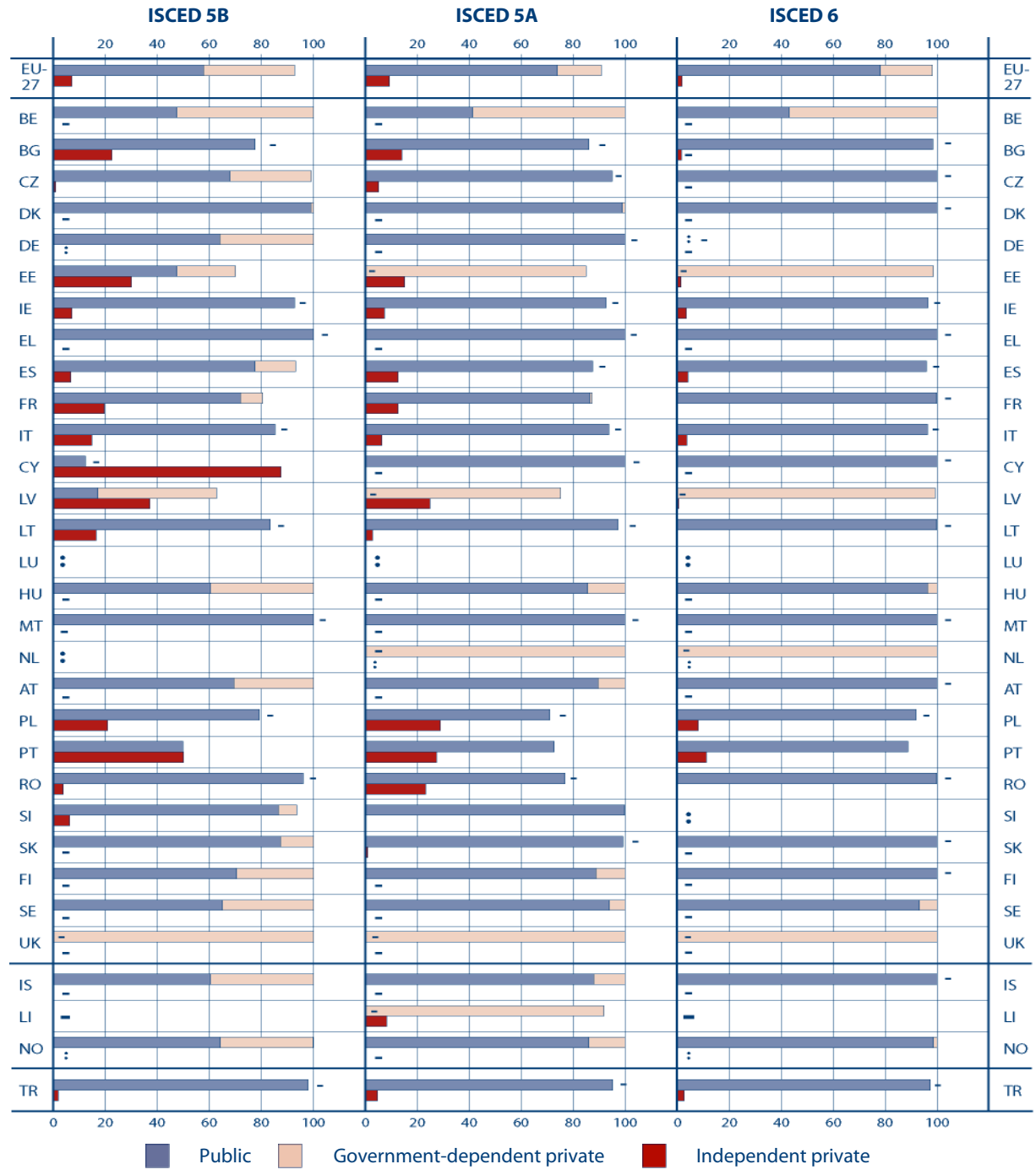
Additional notes (Figure A3)

Belgium: The independent private sector and the German-speaking Community are not included.
Germany and **Slovenia**: The data exclude ISCED level 6.
Germany and **Norway**: The independent private sector is included in the government-dependent private sector.
Cyprus: Most students study abroad and are not included.
Latvia: Most institutions have been included in the government-dependent private sector due to their level of autonomy, even where they are run by the public authorities.
Malta: A few institutions operate as local centres for examinations offered by foreign universities. The number of students is very low and courses are usually followed on a part-time basis.
Netherlands: There are also private independent institutions (8 universities and 60 institutions, the later offering ISCED level 5B programmes), not included here.

Explanatory note

All full-time and part-time students at ISCED levels 5 and 6 are included.

Figure A3: Breakdown of students in tertiary education (ISCED 5B, 5A and 6) across institutions in the public, government-dependent private, or independent private sectors, 2003/04



Source: Eurostat, UOE.

Data (Figure A3) % of enrolled students

	ISCED 5B			ISCED 5A			ISCED 6		
	A	B	C	A	B	C	A	B	C
EU-27	57.8	35.1	7.1	73.9	16.8	9.3	78.1	20.0	1.8
BE	47.6	52.4	-	41.4	58.6	-	43.2	56.8	-
BG	77.5	-	22.5	86.0	-	14.0	98.4	-	1.6
CZ	67.9	31.3	0.8	94.9	-	5.1	100.0	-	-
DK	99.1	0.9	-	98.8	1.2	-	100.0	-	-
DE	63.9	36.1	:	100.0	-	-	:	-	-
EE	47.6	22.4	30.0	-	84.9	15.1	-	98.5	1.5
IE	92.8	-	7.2	92.7	-	7.3	96.5	-	3.5
EL	100.0	-	-	100.0	-	-	100.0	-	-
ES	77.5	15.8	6.7	87.4	-	12.6	95.9	-	4.1
FR	72.0	8.5	19.6	86.5	0.8	12.7	99.7	-	0.3
IT	85.2	-	14.8	93.7	-	6.3	96.3	-	3.7
CY	12.4	-	87.6	100.0	-	-	100.0	-	-
LV	17.2	45.6	37.2	-	75.1	24.9	-	99.3	0.7
LT	83.4	-	16.6	97.2	-	2.8	99.7	-	0.3
LU	:	:	:	:	:	:	:	:	:
HU	60.4	39.6	-	85.6	14.4	-	96.3	3.7	-
MT	100.0	-	-	100.0	-	-	100.0	-	-
NL	:	:	:	-	100.0	-	-	100.0	-
AT	69.4	30.6	-	89.6	10.4	-	100.0	-	-
PL	79.2	-	20.8	71.1	-	28.9	91.9	-	8.1
PT	50.0	-	50.0	72.6	-	27.4	88.7	-	11.3
RO	96.2	-	3.8	76.8	-	23.2	99.9	-	0.1
SI	86.5	7.2	6.3	99.7	0.2	0.1	:	:	:
SK	87.3	12.7	-	99.1	-	0.9	100.0	-	-
FI	70.4	29.6	-	88.6	11.4	-	100.0	-	-
SE	65.1	34.9	-	93.9	6.1	-	93.1	6.9	-
UK	-	100.0	-	-	100.0	-	-	100.0	-
IS	60.5	39.5	-	87.9	12.1	-	100.0	-	-
LI	-	-	-	-	91.7	8.3	-	-	-
NO	64.2	35.8	:	86.0	14.0	-	98.5	1.5	:
TR	98.0	-	2.0	95.3	-	4.7	97.3	-	2.7

A = Public institutions B = Private government dependent institutions C = Private independent institutions

Source: Eurostat. UOE.

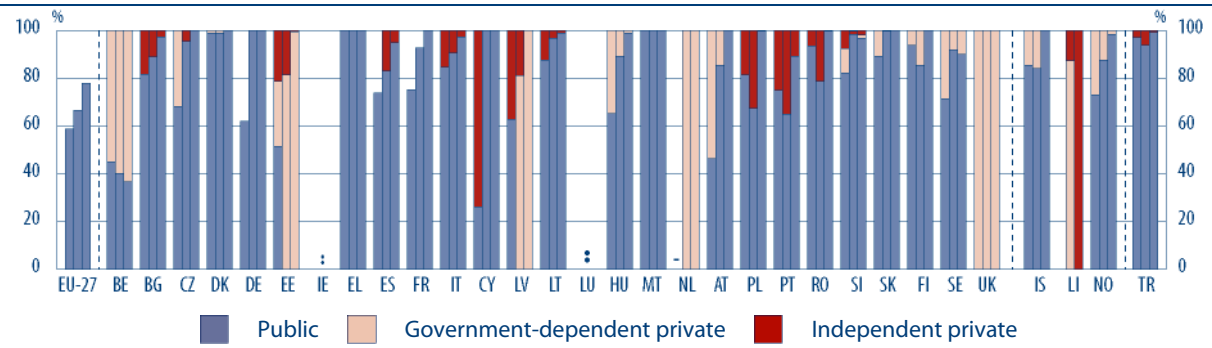
IN 2004, PUBLIC INSTITUTIONS AWARDED THE MOST QUALIFICATIONS IN TERTIARY EDUCATION IN EUROPE

Throughout the EU-27 as a whole, public-sector tertiary education institutions awarded the majority of qualifications in 2004, irrespective of the ISCED level concerned (5A, 5B or 6). The trend was especially marked in the case of doctorates.

In virtually all countries in 2004, the distribution of graduates in tertiary education by sector (public or private) of the institution in which they obtained their qualification was very similar to the student participation rate (Figure A3).

The main differences in all sectors combined occur in Cyprus and Austria. They are the result of differences at ISCED level 5B. In Cyprus in 2004, the proportion of graduates in these programmes from independent private institutions was lower than that of students enrolled in the sector (88 %), although it still represented the majority (74 %). At ISCED level 5B in Austria, public institutions accounted for less than half of all graduates, although 65 % of students were enrolled in them.

Figure A3a: Percentage breakdown of graduates in tertiary education (ISCED 5B, 5A and 6) by institutional sector (public, government-dependent private, or independent private), 2004



		EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
5B		59	45	82	68	99	62	51	:	100	74	75	85	26	63	88	:	65	100	-	46	81	75	94	82	89	94	71	-	85	-	73	97
5A		67	40	89	96	99	100	-	:	100	83	93	91	100	-	97	:	89	100	-	86	67	65	79	99	100	85	92	-	84	-	88	94
6		78	37	97	100	100	100	-	:	100	95	100	97	100	-	99	:	99	100	-	100	100	89	100	97	100	100	90	-	100	-	99	99
5B		:	55	-	32	1	:	27	:	-	:	:	-	-	-	-	:	35	-	-	54	-	-	-	10	11	6	29	100	15	-	27	-
5A		:	60	-	-	1	-	82	:	-	-	:	-	-	81	-	:	11	-	100	14	-	-	-	0	-	15	8	100	16	88	12	-
6		:	63	-	-	-	-	100	:	-	-	-	-	-	100	-	:	1	-	100	-	-	-	-	1	-	-	10	100	-	-	1	-
5B		:	:	18	-	-	:	21	:	-	:	:	15	74	37	12	:	-	-	-	-	19	25	6	8	-	-	-	-	-	-	-	3
5A		:	:	11	4	-	-	18	:	-	17	:	9	-	19	3	:	-	-	-	-	33	35	21	1	0	-	-	-	-	13	-	6
6		:	:	3	-	-	-	0	:	-	5	-	3	-	-	1	:	-	-	-	-	0	11	0	2	-	-	-	-	-	100	-	1

Source: Eurostat, UOE.

Additional notes

Belgium: The German-speaking Community and second qualifications at ISCED level 5B in the Flemish Community are not included.
Cyprus: Most students study abroad and are not included.
Latvia: Most institutions have been included in the government-dependent private sector due to their level of autonomy, even where they are run by the public authorities.
Malta: A few institutions operate as local centres for examinations offered by foreign universities. The number of students is very low and courses are usually followed on a part-time basis.
Netherlands: There are also private independent institutions (8 universities and 60 institutions, the later offering ISCED level 5B programmes), not included here.

Explanatory note (Figure A3a)

All tertiary education graduates in 2004 are included, irrespective of whether they were awarded their first, second or third degree/qualification.

Tertiary education graduates are those who have satisfactorily completed a tertiary education programme during the reference year. In most countries, this reference year is the calendar year, but in a few cases it is the academic year. Satisfactorily completed study is defined in accordance with the requirements of each country.

BREAKDOWN OF MALE AND FEMALE BETWEEN PUBLIC AND PRIVATE SECTORS IS MUCH THE SAME

While the breakdown of students between public and private sectors varies by programme level and country (Figure A3), the distribution of qualifications awarded in 2004 in each of the three sectors reveals very few differences between men and women. In other words, irrespective of the relative size of each sector, neither the private nor public sector appears to award proportionally more qualifications to men than to women. At ISCED level 6, such differences are almost non-existent. This is very largely attributable to the virtual monopoly of the public sector at this level.

In the case of all ISCED levels combined, differences of under 15 % are nevertheless always apparent in a few countries, especially Germany, Austria and, to a lesser extent, Estonia, Cyprus, Latvia and Iceland. In the other countries, the variations are under 5 %.

Among these countries, the proportion of male graduates in the public sector in 2004 was higher than that of women graduates in Germany, Cyprus and Latvia. In these countries, this was mainly apparent at ISCED level 5B. In Cyprus, the opposite trends emerged in the independent private sector, in which educational provision was limited to ISCED level 5B (Figure A3).

In Estonia, Austria and Iceland, there were proportionally more female than male graduates in the public sector. In Estonia, the percentage of male graduates was higher than that of women graduates in the independent private sector, although in Austria and Iceland, this applied to government-dependent private institutions.

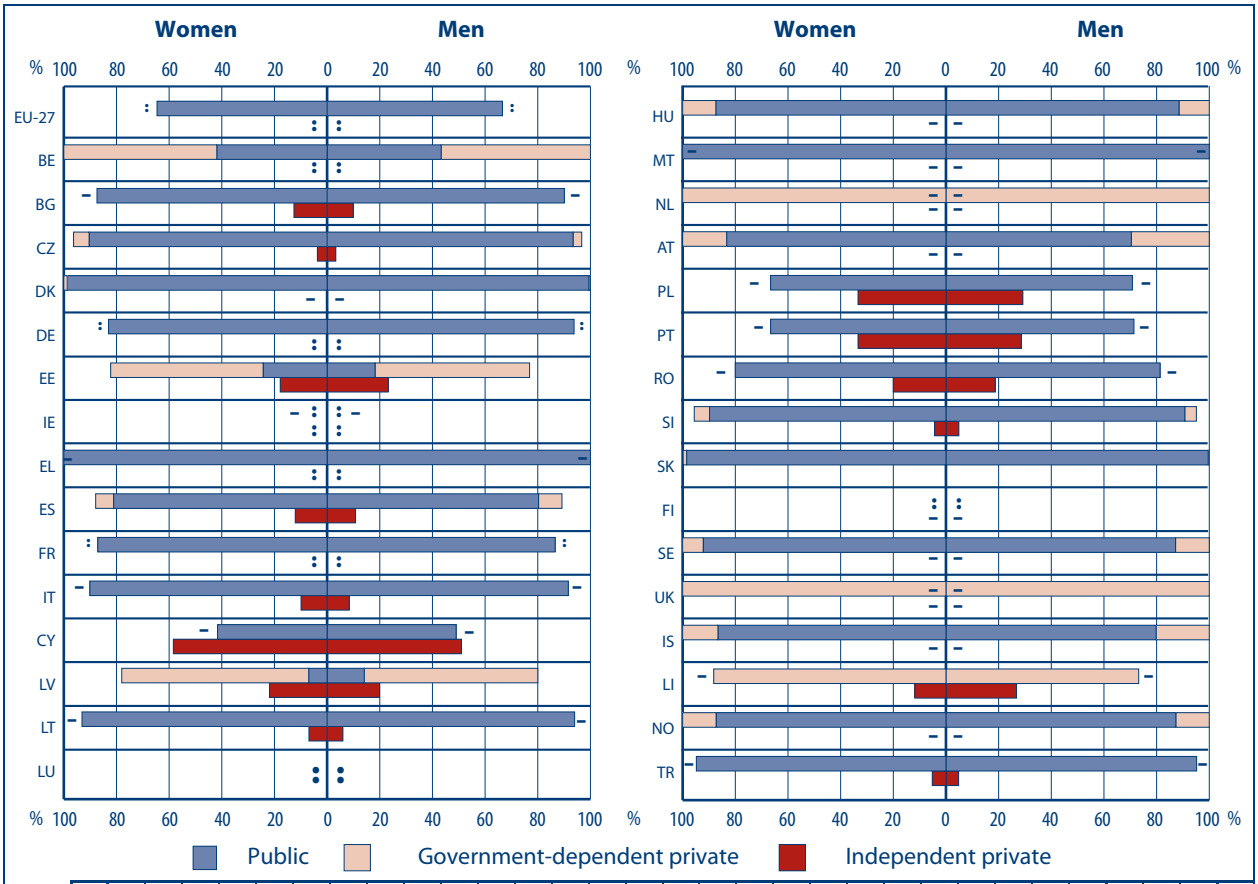
Explanatory note (Figure A4)

All tertiary education graduates in 2004 are included, irrespective of whether they were awarded their first, second or third successive degree/qualification. In this Figure, the total of women graduates is broken down separately by sector and the same breakdown then obtained for all male graduates.

Tertiary education graduates are those who have satisfactorily completed a tertiary education programme during the reference year. In most countries, this reference year is the calendar year, but in a few cases it is the academic year. Satisfactorily completed study is defined in accordance with the requirements of each country.

For the percentages by ISCED level 5A, 5B, and 6, see the annexes.

Figure A4: Percentage breakdown of graduates in tertiary education (ISCED 5-6) by sex, across the public, government-dependent private, or independent private sectors, 2004



		EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
	W	64.6	41.9	87.4	90.4	98.7	83.0	24.3	:	100.0	81.1	87.1	90.1	41.6	7.0	93.1	:	87.4	100.0	-	83.3	66.6	66.6	80.0	89.8	98.5	:	92.2	-	86.6	-	87.3	94.8
	M	66.6	43.3	90.1	93.4	99.4	93.8	18.2	:	100.0	80.3	86.6	91.6	49.0	14.1	94.0	:	88.5	100.0	-	70.4	70.8	71.4	81.3	90.7	99.6	:	87.2	-	79.8	-	87.3	95.2
	W	:	58.1	-	5.9	1.3	:	57.9	-	-	6.8	:	-	-	71.0	-	:	12.6	-	100.0	16.7	-	-	-	5.8	1.3	:	7.8	100.0	13.4	88.2	12.7	-
	M	:	56.7	-	3.3	0.6	:	58.7	-	-	8.9	:	-	-	65.9	-	:	11.5	-	100.0	29.6	-	-	-	4.4	0.2	:	12.8	100.0	20.2	73.2	12.7	-
	W	:	:	12.6	3.7	-	:	17.8	-	-	12.1	:	9.9	58.4	21.9	6.9	:	-	-	-	-	33.4	33.4	20.0	4.3	0.2	-	-	-	-	11.8	-	5.2
	M	:	:	9.9	3.3	-	:	23.2	-	-	10.8	:	8.4	51.0	19.9	6.0	:	-	-	-	-	29.2	28.6	18.7	4.9	0.2	-	-	-	-	26.8	-	4.8

Source: Eurostat, UOE.

Additional notes (Figure A4)

Belgium: Data for the German-speaking Community and second qualifications at ISCED level 5B in the Flemish Community are not included.
Malta and **Finland**: The reference year is 2003.
Latvia: Most institutions have been included in the government-dependent private sector due to their level of autonomy, even where they are run by the public authorities.

IN FEW COUNTRIES ARE DOCTORAL STUDENTS OFFERED AN EMPLOYMENT CONTRACT SPECIFICALLY TO UNDERTAKE THEIR DOCTORAL PROGRAMME

Everywhere, obtaining a doctorate (an ISCED level 6 qualification) means carrying out individual research for several years and preparing a written thesis that will be presented to a group of examiners and evaluated by them. In most countries, theoretical training is also involved and undertaken by doctoral students prior to or during their research activity ([1]). In practice, they may therefore be regarded as both students and researchers. The financial status of young people involved in such long-term programmes may vary depending on whether they are bound to their university by an employment contract as a researcher, or whether they receive some form of student financial support. Information from each country on the social situation and public financial support at ISCED level 6 is given in a table in the annexes. In most countries, doctoral students may receive grants or loans or other forms of support to cover their living costs. In many of these countries, the financial support arrangements for these students are broadly similar to arrangements for students studying for a first qualification at ISCED 5, i.e. at Bachelor's level. Information on such grants and loans is provided in Figures D3-D8. In a minority of countries, financial support arrangements for doctoral students are very different from those which apply to students at ISCED 5 level. In thirteen countries, such financial support is the only kind of arrangement that exists.

In many countries, it is possible for doctoral students to be employed as research or teaching assistants in the university in which they are doing their thesis. Often, this possibility may even be combined with the existence of financial support for student living costs (as in eleven countries). It is important to emphasise that this contractual framework may include a clause specifying that the tasks expected of these postgraduates are separate from their work for a doctorate. For example, they may be called upon to provide various kinds of assistance to teachers or a variety of different academic services. In such cases, it is therefore difficult to determine how far the remuneration obtained enables students really to pursue their doctoral programme and the time that can in reality be devoted to it.

In six countries (Denmark, Germany, Romania, Slovenia, Slovakia and Norway), doctoral students are regarded solely as fully-fledged researchers and may have a special temporary employment contract to prepare their doctorate. However in Romania and Slovakia, their salary is considered in law to be a scholarship.

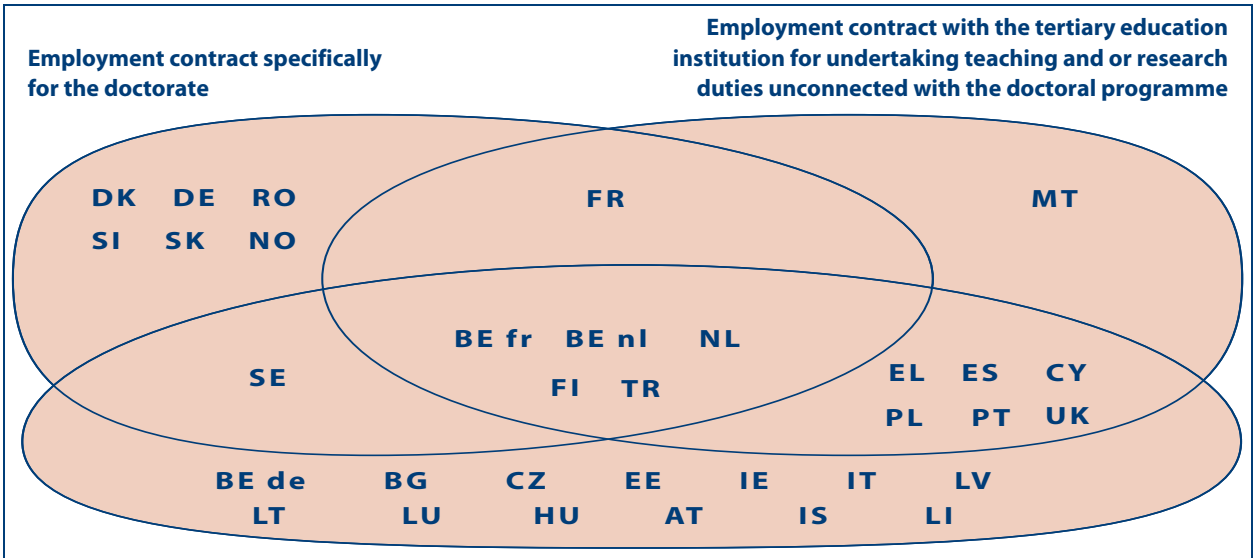
In the Netherlands, Finland and Turkey, this situation is also very widespread even though both other kinds of status exist too. In Finland, however, doctoral students may keep financial support similar to ISCED 5 students only under certain circumstances.
In Belgium (the French and Flemish Communities), support equivalent to that available at ISCED 5 is no longer awarded. Instead, in the French Community there are grants which include social security coverage and are exempt from taxation. In the Flemish Community, doctoral students are awarded a tax free scholarship for 4 years with full social security coverage. In both Communities, doctoral students may also work on the basis of an employment contract with a university institution. The situation is somewhat similar in France in which the different types of contract offered doctoral students cannot strictly speaking be regarded as grants.

In Sweden, admission to a programme of research training should in the first instance take place in connection with employment as a PhD student or the approval of a study grant. It is however possible to be admitted to postgraduate training with some other form of study funding if the faculty board agrees. Almost all PhD students are employees with full benefit *(anställning som doktorand)* with a contract specifically for the doctorate (55 %) or another kind of employment which includes time for their doctoral studies (around 20-30 %).

([1]) For further information, see Section B dealing with the third cycle (doctorates) in the Eurydice publication *Focus on the Structure of Higher Education in Europe – 2006/07: National Trends in the Bologna Process.*

Anställning som doktorand is given by the university and the funding may or may not originate from government means. Moreover, around 10 % of PhDs holds a special kind of doctoral studies grant, *utbildningsbidrag* which can only be used for two years, then the holder has a right to *anställning som doktorand*. Holders of the *utbildningsbidrag* do have another form of social security in that they are entitled to retain the grant during illness or parental leave, etc. The *utbildningsbidrag* may be regarded as a university fellowship just like the *anställning som doktorand*.

Figure A5: The financial status of doctoral students (ISCED level 6) in the public and government-dependent private sectors, 2006/07



Source: Eurydice.

Additional notes

Belgium (BE fr): The status of participants in doctoral programmes may differ. Certain doctoral students receive a grant with social security coverage and tax exemption. They are thus in an intermediate position in which financial support for students is combined with the employment contract specifically for the doctorate. Others are employed under an employment contract tying them to the institution in which they are studying for their doctorate. Occasionally they may be in more than one of these categories simultaneously or successively in the course of their doctoral study programme.
Belgium (BE de) and **Luxembourg**: Doctoral programmes are not provided and have to be taken abroad (or, in the case of the German-speaking Community of Belgium, in one of the other two Belgian Communities). Grants are available.
France: Doctoral students may benefit from contracts – as research fellows, temporary teaching and research staff, or under industrial research training agreements – which cannot however be regarded as equivalent to grants.
Romania and **Slovakia**: Full-time PhD students have the status of employees for purposes of health insurance, social security and unemployment insurance, and earn approximately the same as academic staff in the early stages of their career. However, their salary is considered in law to be a scholarship.
Slovenia: Doctoral students are not regarded as full-time students in receipt of a subsidised place.
Finland: Doctoral students may receive public financial support if they have not used up the total number of months of support they were awarded for study at ISCED level 5. They may also request a 15-month extension of support.

Explanatory note

The status of doctoral students is defined here in terms of the public authority financial framework governing the conditions under which they carry out their research. This may mean a specific temporary employment contract or tax-free financial support, or even a broader employment contract with the tertiary education institution as a member of its salaried teaching or research staff. The situation of those working for a doctorate on a personal basis or during external employment in the private sector is not considered here. Neither is support intended specifically for the payment of registration and/or tuition fees.

For further information on conditions and amounts, see the country table in the annexes.

THE ACADEMIC CALENDAR IS BROADLY SIMILAR DESPITE INSTITUTIONAL AUTONOMY

Tertiary education institutions throughout Europe are broadly free to structure their academic year as they wish. Countries in which the central or regional authorities fix official dates to mark the beginning and end of the academic year, the precise timetable for courses or lectures and, in particular, examination dates are in the minority. Yet notwithstanding this broad institutional autonomy, certain practices in establishing the academic calendar are common to almost all countries.

The academic year is thus generally divided into semesters comprising two equal periods. In Ireland, Hungary, the Netherlands and Portugal, some institutions divide the year into three periods or terms. This is, indeed, the most common practice in the United Kingdom. In the French Community of Belgium, the academic year is structured into three four-month periods known as *quadrimestres*.

In a dozen countries, the academic year begins officially in the first fortnight in September, most generally on the 1st or the 3rd of the month. Occasionally, it may begin even earlier with effect from the last week of August. This is particularly the case in countries situated in the North of Europe: in Estonia and Sweden, on 1 August in Finland or in mid-August in Iceland and Norway. Inversely, in eight other countries, the academic year begins solely on 1 October in Bulgaria, Germany, Italy, Malta, Austria (in universities), Poland, Romania and Slovenia.

In the majority of countries, the end of the academic year coincides in practice with the beginning of the following year. By contrast, in the German-speaking Community of Belgium, Bulgaria, Ireland, Spain, France, Cyprus, Latvia, Hungary, Sweden, Iceland and Norway, the academic year is regarded as over after the second semester examinations, normally in June and July.

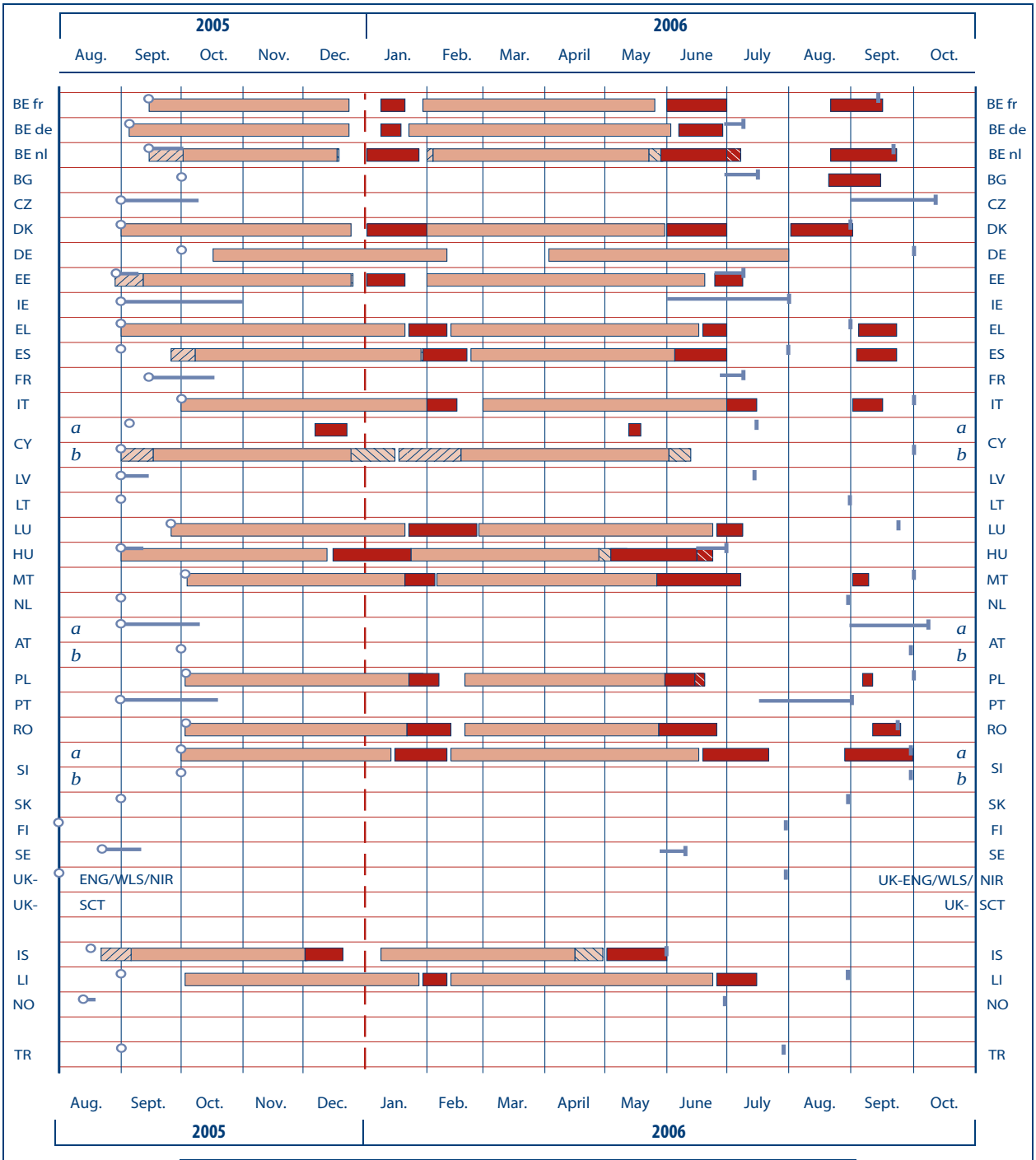
In over half of the countries concerned, the student attendance dates for courses, lectures and examinations varies far more from one institution to the next, which means that it is impossible to specify even approximate dates. Where information is available, lectures do not necessarily start on the same day as the official beginning of the academic year. For example, in Germany, Spain, Iceland and Liechtenstein, they begin between 10 days and one month after the official beginning of the academic year.

There are two or three examination periods, depending on the country concerned. The first occurs generally in January or February. In Cyprus, Hungary and Iceland, the first examinations of the academic year begin in December.

The second examination period occurs most often in June. In Italy, it comes later (in the first fortnight of July), whereas in the Flemish Community of Belgium, Cyprus, Hungary, Malta, Iceland and Romania, it begins in May. In Slovenia and Liechtenstein, the second examination period may last until mid-July.

Twelve countries (Belgium, Bulgaria, Denmark, Greece, Spain, Italy, Malta, Poland, Romania, Slovenia and Sweden) offer their students an opportunity to re-sit their examinations in a third session, in September or August (Denmark). In Hungary, most institutions propose also this examination period, generally at the beginning of September.

Figure A6: Structure of the academic year in tertiary education, ISCED 5, in the public and/or government-dependent private sectors, 2005/06



Source: Eurydice.

Additional notes (Figure A6)

Czech Republic: Only the calendar for ISCED 5A is shown.
Spain and **France**: Only the university calendar is shown.
Cyprus: (a) represents the University of Cyprus and (b) other public and private institutions. The latter may choose between structures based on a year, semesters or modules. The semester-based structure, which is the most widespread, is shown here. In these institutions, final examinations are held after the 15th week of lectures in the first semester and after the 14th week in the second.
Latvia: A summer semester can also be organized, if the study programme prescribes it.
Netherlands: The academic year begins as an option on 1 February in certain institutions for specific fields of study.
Austria: (a) represents the *Fachhochschulen* and (b) the universities.
Romania: The calendar shown belongs to the University of Bucharest.
Slovenia: (a) represents ISCED 5A, and (b) ISCED 5B.
Sweden: Between June and September, most institutions offer separate courses and/or summer courses leading to between 5 and 10 credits (7,5-15 ECTS credits).
United Kingdom (SCT): Some institutions have introduced a semester-based system, enabling students to begin the academic year at different points (Autumn or Spring semester). Most institutions maintain a more traditional 3 term academic year, starting in September and ending in June.
Norway: Certain study programmes, especially in agriculture, have an additional summer semester.

Explanatory note

The Figure shows the dates of the beginning and end of the academic year and lecture and examination periods. The periods concerned are also shown in cases in which the academic year is broadly similar as a result of customary practice or tradition, even though the central or regional authorities issue no firm instructions or recommendations. However, academic calendar may be different depending of institutions.
ISCED level 5A is represented in all cases. Nevertheless, in countries where participation to ISCED level 5B programmes is at least as higher as participation to ISCED level 5A programmes, and calendars differ, both ISCED level have been represented.

In the interests of visual clarity, periods ending on a Friday have been extended until Saturday, while those beginning on a Monday have been brought forward to the preceding Sunday.

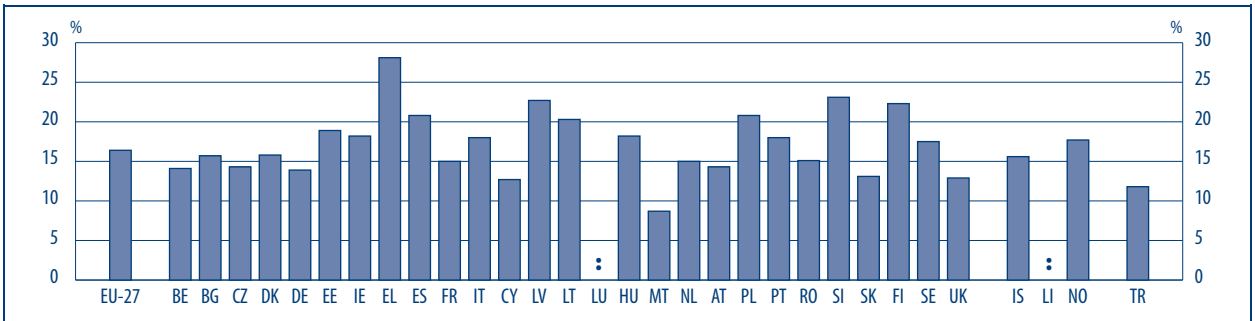
IN THE EUROPEAN UNION, MORE THAN ONE PERSON IN SIX ENROLLED IN EDUCATION IS IN TERTIARY EDUCATION

In 2004, out of all those enrolled in education (at ISCED levels 0-6) in the 27 Member States of the European Union, just over 18 million were in tertiary education (ISCED 5-6), representing a little more than 15 %. This EU percentage together with the corresponding proportions for each country shown in Figure B1 give a fairly good picture of the strength of tertiary education in national education systems. While this relative importance partly depends on tertiary education participation rates, it does not itself indicate the extent to which the age groups concerned are represented at tertiary level (for a more detailed indicator on this subject, see Figure B4). The proportions shown in Figure B1 also vary across countries in accordance with demographic and other factors. A population experiencing a strong increase in the number of pupils of school age may normally be expected to have a lower percentage of students in tertiary education than one whose birth rate has fallen in the last 15 years.

The highest proportion of tertiary level students is in Greece, in which they account for more than a quarter of those enrolled in the education system. In six other countries (Spain, Latvia, Lithuania Poland, Slovenia and Finland) more than one student in five is enrolled at ISCED levels 5 and 6.

The proportion of those enrolled in tertiary education is under 10 % in Malta, many of whose students study abroad (Figure E1).

Figure B1: Enrolments in tertiary education (ISCED 5-6), as a percentage of the total number of pupils and students, 2003/04



EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
16.4	14.1	15.7	14.3	15.8	13.9	18.9	18.2	28.1	20.8	15.0	18.0	12.7	22.7	20.3	:	18.2	8.7	15.0	14.3	20.8	18.0	15.1	23.1	13.1	22.3	17.5	12.9	15.6	:	17.7	11.8

Source: Eurostat, UOE.

Additional notes

EU-27: estimates based on available data.
Belgium: Independent private institutions and the German-speaking Community are not included.
Germany and **Slovenia**: The data exclude ISCED level 6.
Ireland: ISCED level 0 has no official status, so data for this level are for the most part lacking.
Cyprus: Most tertiary students study abroad and are not included.

Explanatory note

All students (both full time and part time), in all tertiary education institutions (both private and public) are included in the numerator. The denominator includes all pupils and students at all ISCED levels (0-6) except students at ISCED level 'unknown'.

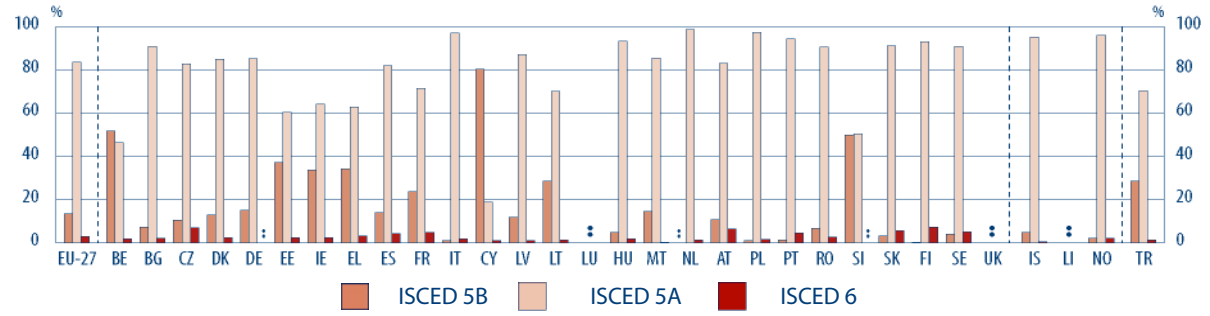
OVER 80 % OF EUROPEAN STUDENTS ENROLLED IN TERTIARY EDUCATION ARE IN 'THEORETICALLY BASED' PROGRAMMES (ISCED 5A)

Among all EU students enrolled in tertiary education, the great majority are in programmes that are 'theoretically based', 'research preparatory' or give access to 'professions with high skills requirements' (ISCED 5A) as opposed to those doing shorter more practically oriented programmes (around 13 % belong to ISCED level 5B). Only 2.9 % of all students in the EU are enrolled in advanced research programmes (ISCED 6).

This situation is especially marked in 12 countries in which over 90 % of students in tertiary education are enrolled in an ISCED 5A programme. Only Cyprus exhibits the opposite trend: the majority of students in tertiary education in this country belong to ISCED level 5B. However, it should be noted that the Cypriot students who study abroad at ISCED level 5A are not included in these data. In two countries (Belgium and Slovenia), ISCED level 5A and 5B programmes enrol almost the same proportions of students. Clearly enough, such observations may also be closely linked to the scale of provision on offer at ISCED levels 5A and 5B in the first place ([1]).

Although participation rates at ISCED level 6 have been rising in recent years (Figure B3), it remains the level at which fewest students are enrolled. Among the countries for which data are available, a considerable difference is apparent in the relative position of this level. In the Czech Republic, Austria and Finland, the proportion of students concerned is more than twice as high as in the EU as a whole. By contrast, in Cyprus, Latvia, Lithuania, Malta, the Netherlands, Turkey and in particular Iceland, it was under half that of the EU-27 in 2004.

Figure B2: Percentage breakdown of students in tertiary education according to level of programme (ISCED 5B, 5A and 6), 2003/04



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
ISCED 5B	13.4	51.8	7.1	10.4	12.8	15.0	37.2	33.6	34.1	13.9	23.8	1.1	80.3	11.9	28.5	:	4.8	14.5	:	10.6	1.1	1.3	6.7	49.7	3.2	0.1	3.9	:	4.8	:	2.0	28.5
ISCED 5A	83.5	46.4	90.8	82.8	84.8	85.0	60.3	64.1	62.7	81.9	71.5	97.0	18.7	87.0	70.0	:	93.3	85.3	98.7	82.9	97.3	94.3	90.6	50.3	91.1	92.9	90.9	:	95.1	:	95.9	70.2
ISCED 6	3.0	1.8	2.1	7.0	2.3	:	2.5	2.3	3.2	4.2	4.7	1.9	1.0	1.1	1.4	:	1.9	0.2	1.3	6.5	1.6	4.4	2.6	:	5.7	7.1	5.2	:	0.6	:	2.0	1.3

Source: Eurostat, UOE.

Additional notes

EU-27: estimates based on available data.
Belgium: Independent private institutions and the German-speaking Community are not included.
Cyprus: Most tertiary students study abroad and are not included.

Explanatory note

All students (both full time and part time) in all tertiary education institutions (both private and public) are included in the numerator. The denominator (all students in tertiary education) includes all students at ISCED levels 5A, 5B and 6, except students at ISCED level 'unknown'.

([1]) For further details, see the Eurydice publication *Focus on the Structure of Higher Education in Europe – 2006/07: National Trends in the Bologna Process*.

THE NUMBER OF STUDENTS IN TERTIARY EDUCATION IS CONTINUING TO GROW, ESPECIALLY IN ADVANCED RESEARCH PROGRAMMES (ISCED 6)

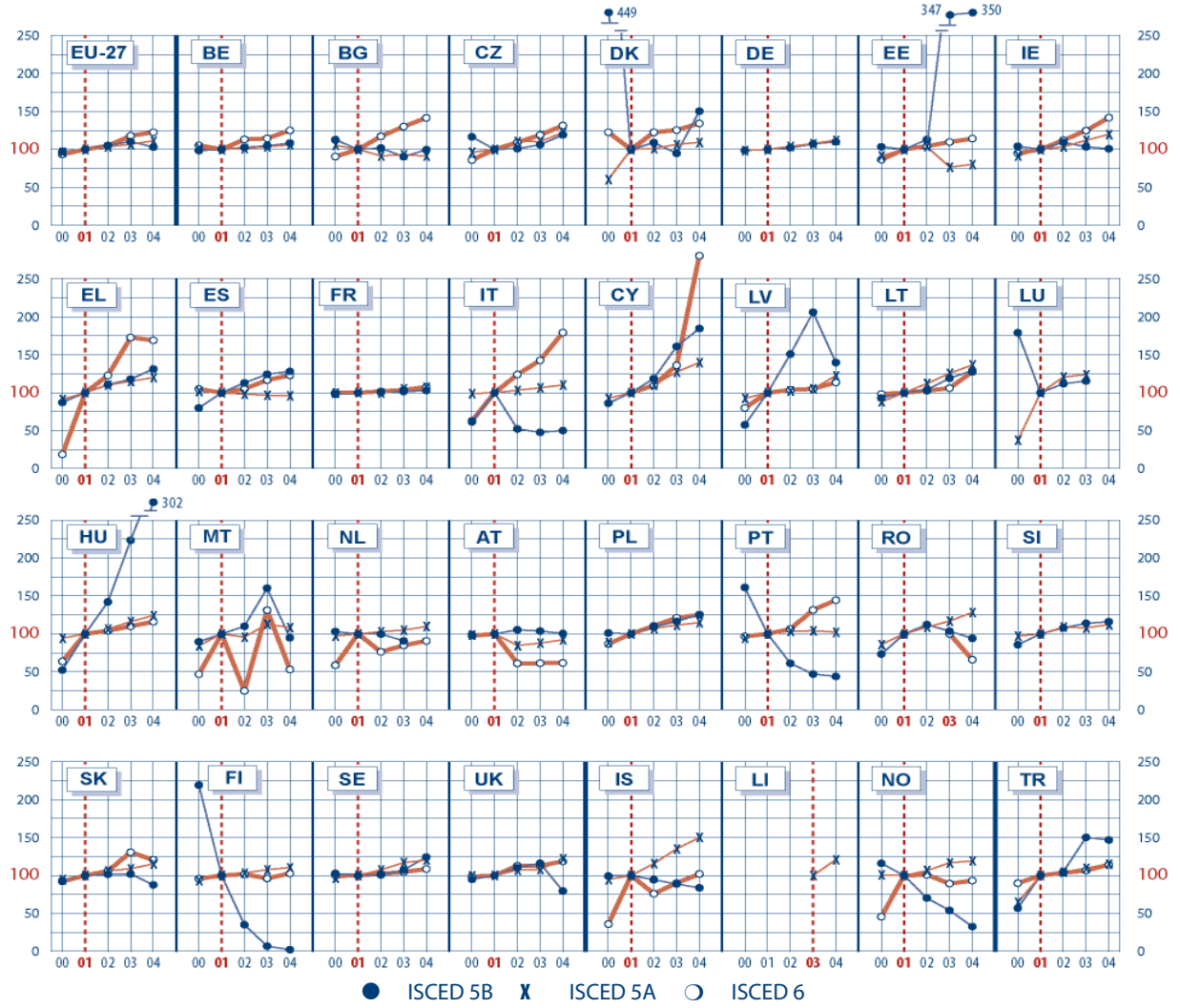
In the EU-27, the student population in tertiary education is continuing to rise relatively fast (by over 10 % in 2004 compared to 2001). The growth of enrolments is slowest in ISCED level 5B programmes (3 % between 2001 and 2004, with a net decrease between 2003 and 2004), whereas student enrolments in an advanced research programme (for a doctorate at ISCED 6) increased by over 20 % in three years.

In most European countries, the number of enrolments in theoretically based programmes (ISCED 5A) is growing each year. In four countries (Cyprus, Lithuania, Romania and Iceland), it has risen by over 25 % in the last three years (from 2001 to 2004). There are a few exceptions to this trend: in 2004, Spain and Portugal reported a level of enrolment that was almost the same as in 2001, while Bulgaria and Austria experienced a decrease of almost 10 % in the same period. The biggest fall was observed in Estonia, with a 20 % decrease in its ISCED level 5A enrolments between 2001 and 2004 giving ground to those at ISCED level 5B (even though the increase in total enrolments – all ISCED levels combined – remained above the EU average).

The number of students enrolled in an occupationally oriented field (ISCED 5B) has changed little overall in the EU-27, or fell slightly between 2003 and 2004. This decrease has been especially striking in Finland as a result of a reform in tertiary education begun in 1990's. The qualification *Ammatillinen opistoasteen tutkinto* has been replaced by the *Ammattikorkeakoulututkinto*, following the transfer of the programmes involved from post-secondary institutions to polytechnic institutions at non-university tertiary level. The latter are now considered to be at ISCED level 5A. A similar reform is occurring in the Netherlands, in which there will be no ISCED level 5B programmes in 2008. Elsewhere, the biggest decreases have occurred in Italy, Portugal and Norway, in which ISCED 5B programme enrolments have fallen by over 50 % in three years. Changes of this kind are the result of reclassifying ISCED 5B programmes for inclusion at ISCED level 5A, as evidenced by the simultaneous growth in ISCED 5A programmes in these countries. By contrast, in several countries, increasing numbers of students are enrolling in programmes at ISCED level 5B. In some of them, this increase is proportional to the general increase in students in tertiary education. But in others – Denmark, Spain and Turkey, and more particularly Estonia and Hungary – it is much bigger than the growth in overall student numbers. In Estonia, this trend is linked to certain reforms in the classification of relatively long (3-4 year) professional programmes, which have been transferred from ISCED level 5A to 5B. In Hungary, the big increase in students at ISCED level 5B is attributable to new regulations that have come into effect as part of the Bologna process.

The training of highly qualified researchers is as a whole increasing. Many European countries are experiencing a growth in ISCED 6 student numbers that is faster than that of all students in tertiary education. This applies to 15 EU countries out of the 24 for which ISCED 6 data are available. Of special note is the big increase in enrolments in Greece (a rise of 69 % in three years between 2001 and 2004), Italy (over 79 %) and above all Cyprus (over 181 %). A few countries witnessed the number of students at ISCED 6 fall between 2001 and 2004, in spite of an overall increase in students in tertiary education: this applied to Malta, the Netherlands, Sweden, Iceland and Norway. Similarly, Austria is a country in which the fall in enrolments at ISCED 6 cannot be attributed to the overall decrease in students in tertiary education (the fall at ISCED level 6 is indeed much bigger than in the case of ISCED 5A and 5B).

Figure B3: Trends in the index, compared to 2001, of the number of students in tertiary education, by level (ISCED 5B, 5A and 6), 2000-2004



Source: Eurostat, UOE.

Additional notes

EU-27: Totals based on available data.

Belgium: Independent private institutions are excluded. The German-speaking Community is not included in the data for 2004.

Cyprus, Luxembourg and **Liechtenstein**: The majority of students in tertiary education are educated abroad and not included here.

Romania: ISCED level 6 data have only been available since 2003. In 2003, these data partially included second-cycle students at ISCED level 5A.

Explanatory note

The growth index for each year is obtained by dividing the number of students in that year by the number of students in 2001, at each ISCED level considered separately. The result is multiplied by 100.

2001 = 100 for each of the ISCED levels 5A, 5B and 6, except in the case of Romania ISCED 6 (2003 = 100) and Liechtenstein (2003).

Gross values since 1998 (including enrolments in the whole of tertiary education at all ISCED levels combined, since 1998) may be viewed in the annexes.

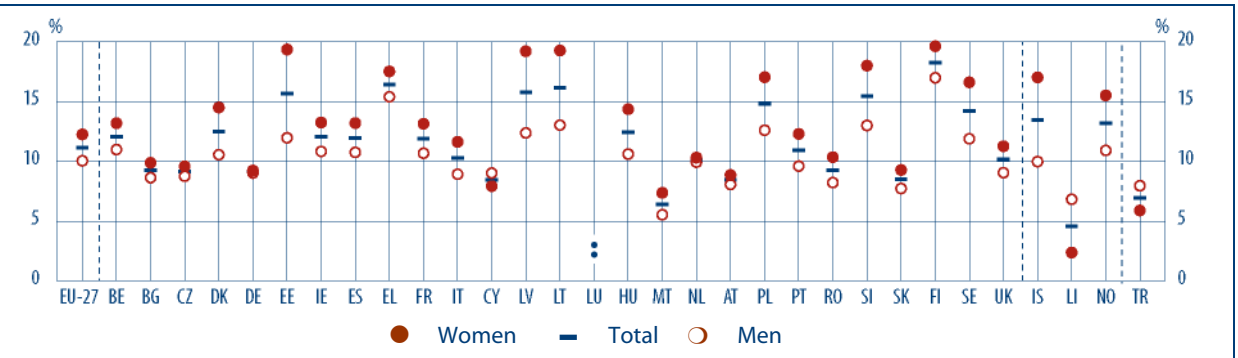
PARTICIPATION RATES OF THOSE AGED 18-39 IN TERTIARY EDUCATION VARY IN THE PROPORTION OF ONE TO THREE

For the entire EU-27, the participation rate of those aged 18-39 years in tertiary education is put at 11 % of all people in this age group, but it varies very widely from one European country to the next.

According to the demographic data, the Baltic countries, Nordic countries, Greece, Poland and Slovenia are those with the highest enrolment rate of adults aged 18-39 in tertiary education (their participation rates are over 12.5 %). These countries are also among those in which the position of tertiary education compared to all educational levels (ISCED 0-6) is strongest (Figure B1). The situation is very different in Cyprus, Malta, Austria, Slovakia, Liechtenstein and Turkey, in which participation in tertiary education is relatively low (under 9 %). This weak participation is apparent for all age groups considered in detail (Figure B8). In the case of some of these countries, it is attributable to the higher proportions of students from them who study abroad (Figure E1).

Generally speaking, slightly more women than men enrol in tertiary education. Their numbers are markedly higher in the Baltic and Nordic countries. Conversely, in Cyprus, Liechtenstein and Turkey, men aged 18-39 enrol in proportionally greater numbers than women in tertiary education. It is in these countries, in which total participation (men and women combined) is the weakest, that the participation of women also reaches its lowest level (Figure B5).

Figure B4: Participation rates of those aged 18-39 in tertiary education (ISCED 5-6), by sex, 2003/04



	EU-27	BE	BG	CZ	DK	DE	EE	IE	ES	EL	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
Women	12.3	13.2	9.9	9.6	14.5	9.2	19.4	13.3	13.2	17.5	13.2	11.6	7.9	19.2	19.3	:	14.4	7.4	10.3	8.9	17.1	12.3	10.4	18.0	9.3	19.6	16.6	11.3	17.0	2.4	15.5	5.9
Total	11.1	12.1	9.3	9.2	12.5	9.1	15.7	12.1	12.0	16.4	11.9	10.3	8.5	15.8	16.2	:	12.5	6.4	10.1	8.5	14.8	11.0	9.3	15.5	8.5	18.3	14.2	10.2	13.5	4.6	13.2	7.0
Men	10.1	11.0	8.6	8.8	10.6	9.0	12.0	10.8	10.8	15.4	10.7	8.9	9.0	12.4	13.0	:	10.6	5.5	9.9	8.1	12.6	9.6	8.2	13.0	7.7	17.0	11.9	9.1	10.0	6.8	10.9	8.0

Source: Eurostat, UOE.

Additional notes

Belgium: Independent private institutions are excluded. The German-speaking Community is not represented in the student data, but in the population data. So in the case of this country the indicator may give a slight underestimate.
Germany and **Slovenia**: The data exclude ISCED level 6, so in the case of these countries the indicator may give a slight underestimate.
Estonia, Ireland, Italy and **Poland**: The data include students aged 40 years and over, so in the case of these countries the indicator may give a slight overestimate.
Cyprus and **Liechtenstein**: The majority of students in tertiary education are educated abroad and are not included here. However, they are included in the reference population, so in the case of these countries the indicator gives an underestimate.

Explanatory note

The participation rate is obtained by expressing the number of male and female students aged 18-39 in tertiary education as a proportion of the total population of the same sex and age.

Students of 'unknown' age are not included in these data: they represent 0.07 % of students in the European Union, 0.10 % in Germany, and 0.47 % in France. All students (whether full time or part time) are included. The population data are those of 1 January 2004.

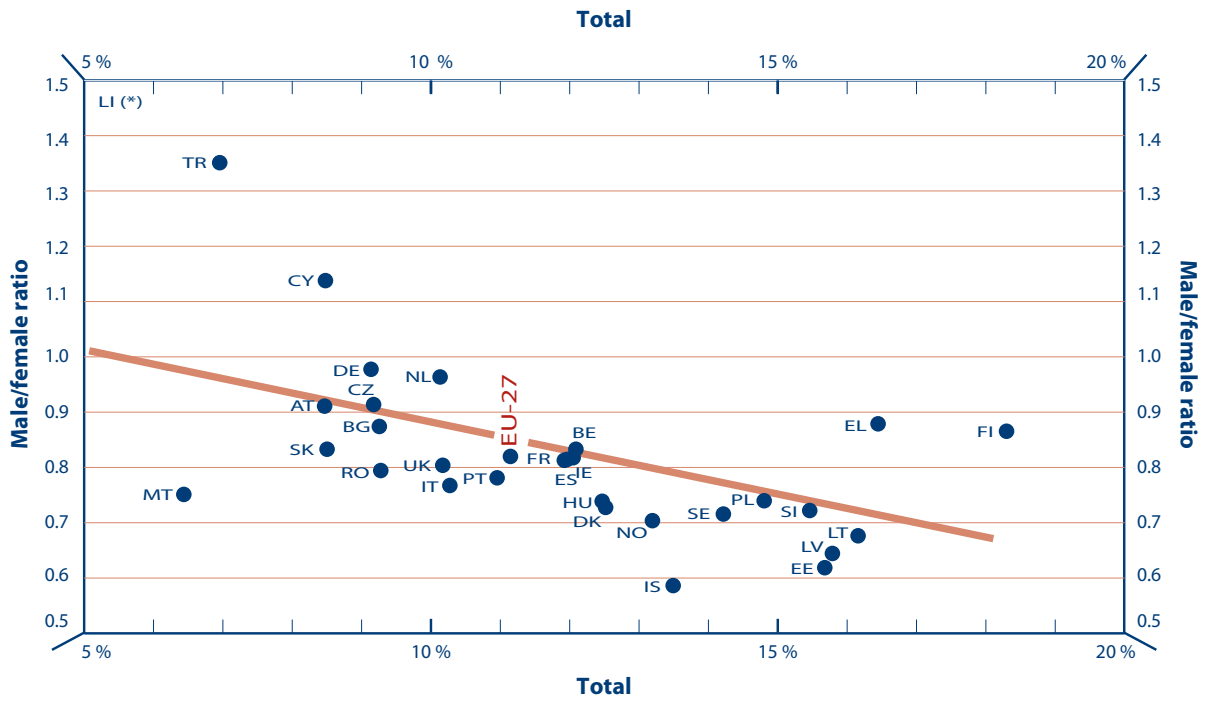
THE PROPORTION OF WOMEN IN TERTIARY EDUCATION TENDS TO BE HIGHER IF OVERALL ENROLMENT RATES ARE HIGH

In Europe, current trends in general suggest that if the proportion of the population enrolled in tertiary education is high, the proportion of women studying at this level is also relatively high. In other words, if tertiary education enrols only a fairly limited number of students, the ratio of men to women tends to be in favour of men. This is shown in the following Figure and the regression line fitted to it.

Three countries, Cyprus, Liechtenstein and Turkey are especially representative of this trend. Their participation rates for those aged 18-39 are relatively low (Figure B4) and relatively fewer women than men enrol in tertiary education. It should be noted that in the first two of these countries, limited educational provision at this level leads students to enrol abroad thus affecting the overall participation rate. The participation of women may also be affected if provision in the country as a whole is limited to programmes in which men tend typically to be in the majority (Figure B7).

It will be noted that Malta, Romania and Slovakia are exceptions to the general trend. These three countries are located well below the regression line. In them, the participation of men is not greater than that of women, in spite of the relatively low overall participation of the 18-39 age group in tertiary education (less than 10 %).

Figure B5: Relation between the participation rate of those aged 18-39 in tertiary education (ISCED 5-6) and the male/female participation ratio, 2003/04



	EU-27	BE	BG	CZ	DK	DE	EE	IE	ES	EL	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI*	NO	TR
A	11.1	12.1	9.3	9.2	12.5	9.1	15.7	12.1	12.0	16.4	11.9	10.3	8.5	15.8	16.2	:	12.5	6.4	10.1	8.5	14.8	11.0	9.3	15.5	8.5	18.3	14.2	10.2	13.5	4.6	13.2	7.0
B	0.82	0.83	0.87	0.91	0.73	0.98	0.62	0.82	0.81	0.88	0.81	0.77	1.14	0.64	0.68	:	0.74	0.75	0.96	0.91	0.74	0.78	0.79	0.72	0.83	0.87	0.72	0.80	0.59	2.87	0.70	1.35

A = Total (%) **B** = Male/female ratio

Source: Eurostat, UOE.

Additional notes

Belgium: Independent private institutions are excluded. The German-speaking Community is not represented in the student data, but in the population data. The overall rate for this country is therefore a slight underestimate.
Germany and **Slovenia**: The data exclude students at ISCED level 6, so in the case of these countries the overall rate may be a slight underestimate.
Estonia, Ireland, Italy and **Poland**: The data include students aged 40 and over, so in the case of these countries the overall rate may be a slight overestimate.
Cyprus and **Liechtenstein**: The majority of students in tertiary education are educated abroad and are not included here. However, they are included in the reference population, so the overall rate is an underestimate.
Luxembourg: No data available.

Explanatory note

This diagram shows the participation ratio for men/women aged 18-39 (in such a way that any value higher than unity represents a country in which proportionally more men than women are enrolled in tertiary education) with respect to the overall participation rate (men and women combined) for the same age group (Figure B4). The linear trend (a regression line) takes all countries into account to reflect the general trend in the countries at issue. A regression line with a falling slope means that, in those countries considered as a whole, the more the overall rate rises, the more the male/female ratio diminishes. The form the regression line takes may be highly affected by certain extreme values (as in the case of Liechtenstein): but in the present example, checking has confirmed that the withdrawal of Liechtenstein would not radically alter the falling slope of the line.

WOMEN ARE UNDERREPRESENTED IN ADVANCED RESEARCH PROGRAMMES, ISCED 6

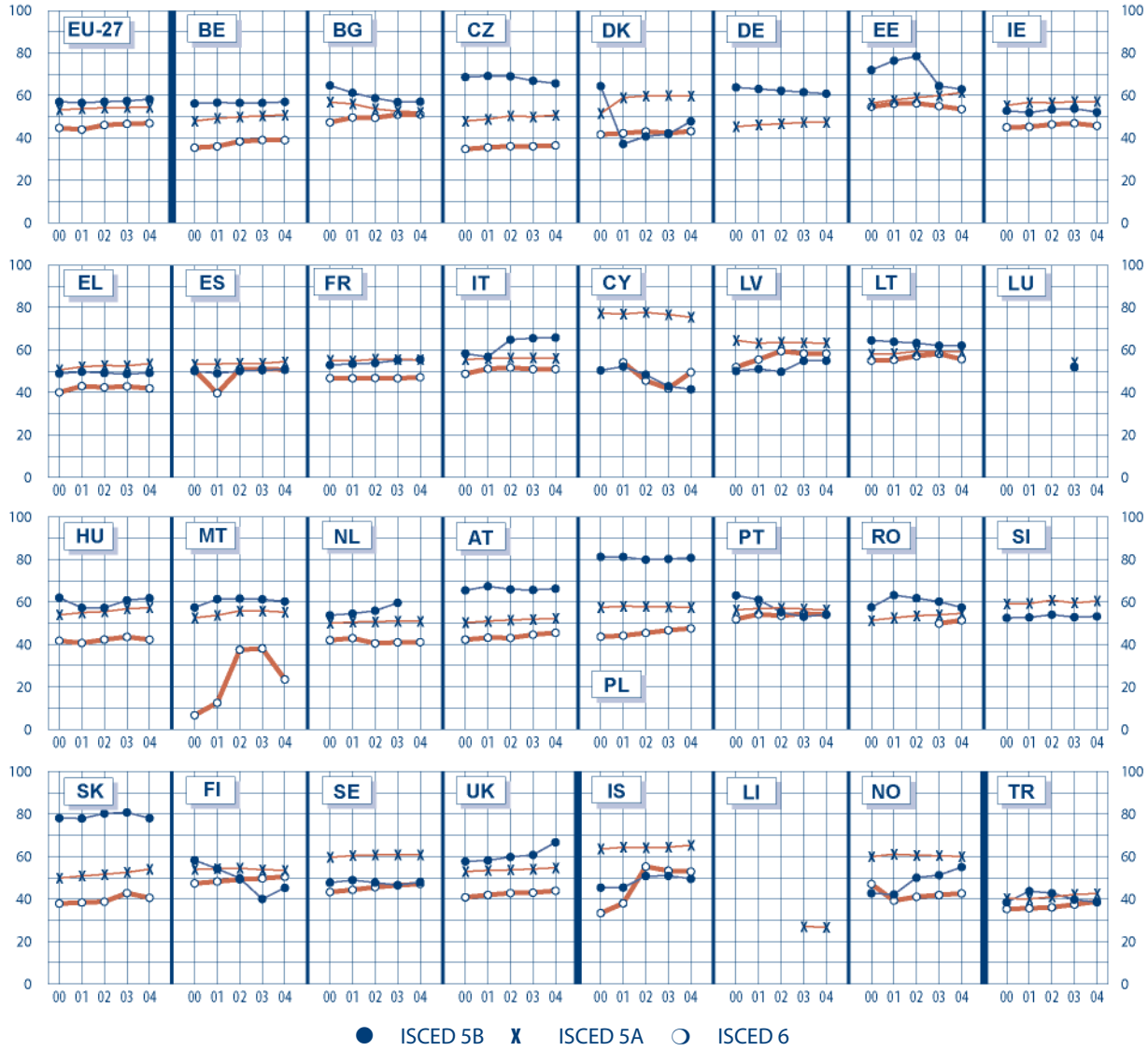
While both women and men contributed to the overall growth of enrolments in the EU between 2000 and 2004 (Figure B3), the participation of women has tended to increase slightly more than that of men. The percentage of women in total enrolments depends above all on the level of study programmes. Throughout the period, women were in the majority in ISCED 5 programmes (at around 55 %) every year, whereas the majority of students at ISCED 6 were men (with some 45 % who were women).

In seven EU countries (Bulgaria, Estonia, Spain, Italy, Latvia, Lithuania and Romania), women are in the majority in tertiary education programmes at all levels, including ISCED 6. In the case of Bulgaria, it has developed quite recently: the decline in differing enrolment levels of men and women was sharp in the first years of the period under consideration.

By contrast, Turkey is the only country in which women are underrepresented at all levels of tertiary education (ISCED 5B, 5A and 6). Two other countries, Germany and Liechtenstein, report a majority of men in ISCED 5A programmes. The majority of women in occupationally oriented programmes (ISCED 5B) is especially marked in four other countries: in the Czech Republic, Austria, Poland and Slovakia, women accounted for over 65 % of enrolments from 2001 to 2004. In the last four countries and in Germany, the difference between ISCED 5A and ISCED 5B programmes is fairly marked. The participation of women is very high in occupationally specific programmes, in contrast to their involvement in theoretically based programmes (although in Poland, women are in the majority at ISCED level 5A). Since 2002, Italy also appears to have conformed to this pattern.

Readers interested in more recent trends should study the indicator based not on total enrolments, but solely on new entrants (Figure B6a). However, it reveals no significantly new trend as regards changes in participation.

Figure B6: Changes in the proportion of women as a percentage of total enrolment in tertiary education (ISCED 5B, 5A and 6), 2000-2004



Source: Eurostat, UOE.

Additional notes

EU-27: Data based on available data.
Belgium: Independent private institutions are excluded. The German-speaking Community is not represented in the data for 2004.
Denmark: The change observed between 2000 and 2001 is due to a programme reclassification within ISCED.
Cyprus, Luxembourg and **Liechtenstein**: The majority of students in tertiary education are educated abroad and not included here.
Romania: ISCED level 6 data have only been available since 2003. In 2003, these data partially included second-cycle students at ISCED level 5A.

Explanatory note

The table of data is in the annexes.

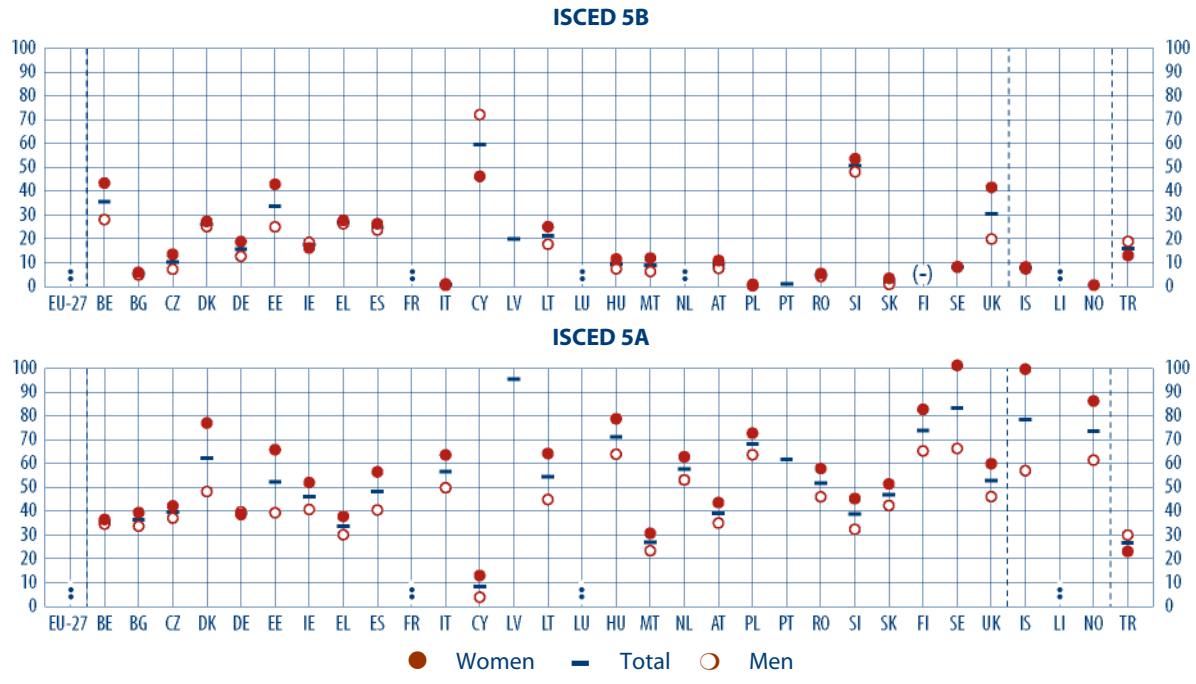
THE MAJORITY OF NEW ENTRANTS ARE WOMEN, ESPECIALLY AT ISCED LEVEL 5B

This indicator reflects several combined trends. It shows, first of all, the extent to which young people leaving secondary education gain admission to tertiary education. However, it also reveals that not all those who enrol in tertiary education do so at the notional age of admission. Thus in certain countries, this indicator may be close to 100 % as a result of government measures to encourage adult education at tertiary level. Graduates at ISCED level 5A who undertake some kind of adult education at ISCED level 5B are indeed considered to be new entrants, and vice-versa. In these countries, new entrants to tertiary education include many more persons than young secondary school leavers. A third phenomenon that also varies very widely across countries is student mobility (Figures E1 and E2). All other things being equal, the proportion of entrants will be higher in countries that take in large numbers of foreign students (such as Austria, in which one in every eight students is a foreign student), and lower in countries in which the majority of students study abroad (for example, Cyprus, over half of whose students now continue their tertiary education abroad).

Overall, the representation of women among new entrants to ISCED levels 5A and 5B is proportionally stronger than that of men, except in two countries that report, respectively, a majority of men among new entrants to ISCED level 5B (Cyprus), or to both ISCED levels 5A and 5B (Turkey). The phenomenon is marked in Denmark, Estonia, Iceland and Norway (for example in Denmark new entrants to ISCED 5A account for over three-quarters of the female population at the notional age of admission, although the corresponding proportion for men is barely a half). Differences between men and women are much greater still at ISCED level 5B. The rate is up to twice as high for women as for men in six countries (the Czech Republic, Italy, Malta, Poland, Slovakia and the United Kingdom).

Findings from the analysis of data for new entrants are thus fairly similar to those for total enrolments (Figure B6). Differences in the participation of men and women in tertiary education do not appear to have changed recently. It should merely be noted that women are tending to lose ground in ISCED 5B programmes in Austria.

Figure B6a: Percentage of new entrants compared to the population at the age of entry to tertiary education (ISCED 5B and 5A), by sex, 2003/04



		EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
ISCED 5B	W	:	43.4	5.9	13.5	27.3	18.8	42.9	16.2	27.7	26.3	:	1	46.2	:	25.1	:	11.5	11.9	:	10.9	0.9	:	5.4	53.6	3.4	-	8.3	41.6	7.4	:	0.6	13
	T	:	35.6	5.3	10.2	26.2	15.7	33.8	17.4	27	24.9	:	0.8	59.7	20	21.3	:	9.4	9	:	9.2	0.6	1.1	4.8	50.8	2.1	-	8.2	30.4	7.8	:	0.6	16
	M	:	28.1	4.8	7.2	25.1	12.7	25	18.5	26.3	23.7	:	0.5	72.1	:	17.7	:	7.4	6.3	:	7.6	0.3	:	4.2	48.1	0.9	-	8.1	19.9	8.2	:	0.6	18.9
ISCED 5A	W	:	36.5	39.4	42.2	77	38.6	65.8	52	37.8	56.5	:	63.6	13	:	64.2	:	78.8	30.7	62.8	43.6	72.7	:	57.9	45.3	51.4	82.7	101	59.9	99.6	:	86.2	23.1
	T	:	35.6	36.5	39.6	62.3	39.1	52.4	46.2	33.8	48.3	:	56.5	8.3	95.3	54.4	:	71.2	26.9	57.8	39.2	68.1	61.8	51.8	38.7	46.8	73.8	83.3	52.8	78.4	:	73.5	26.7
	M	:	34.6	33.7	37.1	48.2	39.7	39.3	40.7	30.1	40.5	:	49.8	3.9	:	44.9	:	63.9	23.4	53.1	35	63.7	:	46	32.4	42.4	65.3	66.3	46.1	57	:	61.4	30

Source: Eurostat, UOE.

Additional notes

European Union: averages based on available data.
Belgium: The data exclude independent private institutions and the German-speaking Community.
Belgium, Estonia and **Ireland**: Re-entrants are included in the new entrants
Cyprus: Over half of all students study abroad: they are not included among the new entrants, but in the reference population. The indicator thus gives an underestimate.

Explanatory note

New entrants to ISCED levels 5B or 5A are those who in 2003 entered any programme at this level for the very first time. However, a new entrant to ISCED level 5A may have been formerly enrolled in an ISCED level 5B programme and vice versa. Re-entrants (students who return to study in the same or another programme after a period of absence) are not considered to be new entrants.

The notional age for entering the ISCED 5 levels is the age of a new entrant who has started and completed all previous educational levels in the notional period for doing so. Real ages of admission differ considerably from notional ages of admission, particularly in some countries.

The indicators have been calculated by dividing all new entrants, irrespective of their age, by the number of persons in the population at the notional age of admission.

Notional ages of admission differ from one country to the next as follows:

	BE	CZ	BG	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
Ages	18	19	19	18	19	19	18	18	18	18	19	18	19	19	18	18	19	18	18	19	18	19	19	19	19	19	18	18	19	19	17

Population data refer to 1 January 2004.

MEN AND WOMEN ENROL IN SIMILAR NUMBERS IN 'AGRICULTURE AND VETERINARY SCIENCE'

In the EU as a whole, women are in the majority in three main fields, namely 'education' (75 %), 'health' (75 %) and 'humanities and arts' (66 %). Women account for the majority of enrolments in these fields in all countries, though to a variable extent. However this does not apply to 'humanities and arts' in which there is either near parity, as in Belgium, Malta, the Netherlands, Slovakia and Turkey, or a large majority of men (around two-thirds), the situation in Liechtenstein. However, this observation has to be qualified, particularly in the case of ISCED levels 5B and 6 (Figure B7a).

By contrast, certain fields are largely male dominated. In the EU, this applies to 'science, mathematics and computing' (almost two-thirds of enrolments are men) and above all 'construction' (over three-quarters). Here again, this majority is apparent in all countries, except in the field of 'science'. Bulgaria, Italy, and Portugal achieve balanced participation of men and women in 'science, mathematics and computing', while in Romania women outnumber men in this field.

In 'services' and 'agriculture and veterinary science', men and women in the EU are virtually on the same footing. However, this does not apply in all cases. Thus in some countries, men easily outnumber women in the field of 'services' (as in Denmark and Turkey) or even in both fields (Cyprus). Women studying 'services' are in a strong majority in Finland, the United Kingdom and Iceland.

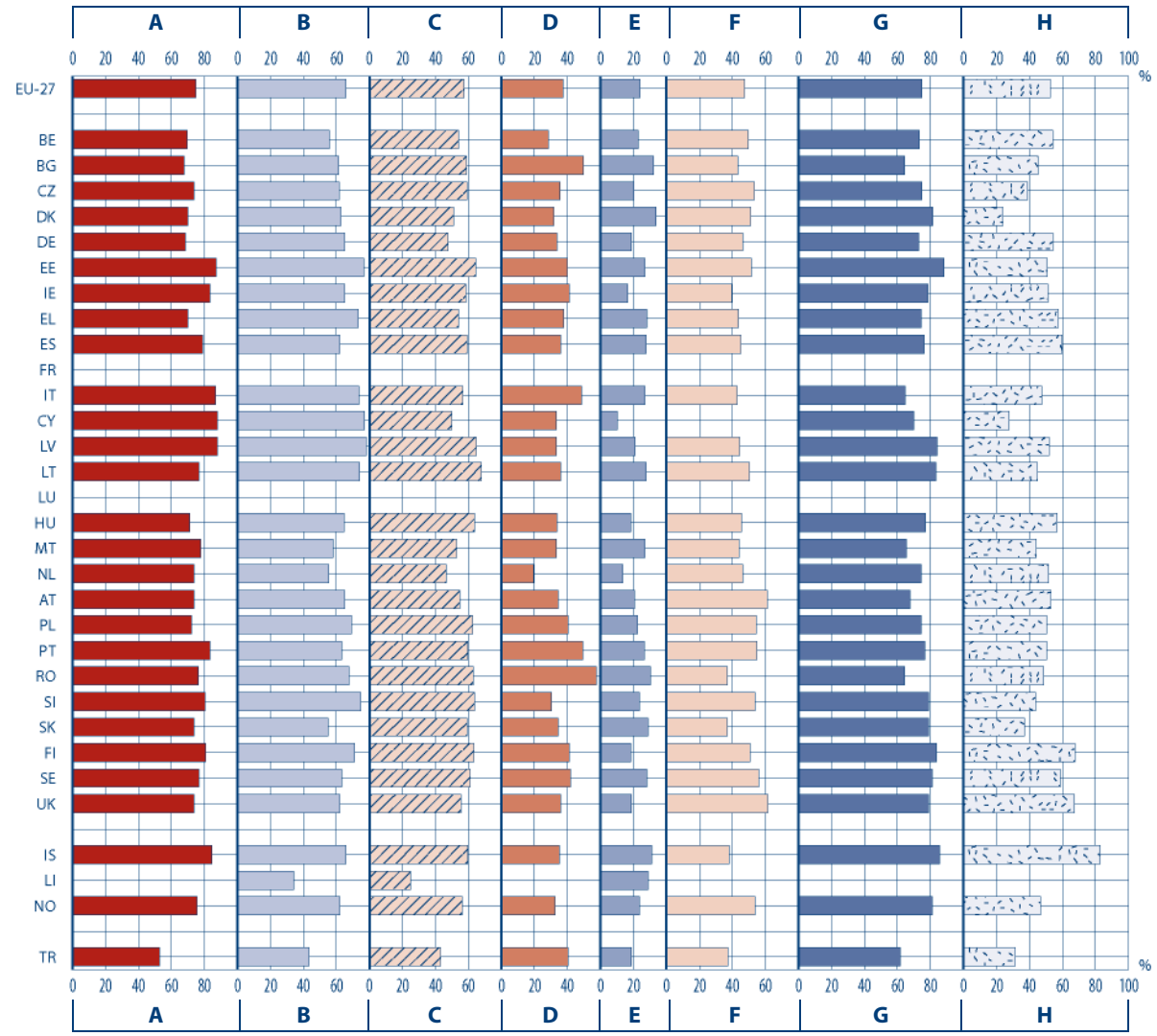
Additional notes (Figure B7)

EU-27: France and Luxembourg are not included.
Belgium: Independent private institutions and the German-speaking Community are not included.
Germany and **Slovenia**: The data exclude ISCED level 6.
Cyprus and **Liechtenstein**: Most students study abroad and are not included.

Explanatory note

The indicator shows the number of women students in tertiary education (ISCED levels 5 and 6 combined) who are enrolled in the different fields, as a proportion of all students enrolled in the same field. Enrolments in 'fields of study unknown' are not included in the diagram. Raw values are shown in the annexes.

Figure B7: Percentage of women in various fields of study in tertiary education, ISCED 5-6, 2003/04



A Education **B** Humanities and arts **C** Social science, business and law **D** Science, mathematics and computing

E Engineering, manufacturing and construction **F** Agriculture and veterinary science **G** Health and welfare **H** Services

	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
A	75.0	69.8	67.6	73.8	70.1	68.6	87.1	83.3	70.0	78.8	:	86.8	88.0	88.0	76.6	:	71.1	78.0	73.9	73.9	72.1	83.6	76.5	80.3	73.6	80.7	76.7	73.8	84.6	-	75.6	52.9
B	65.9	55.9	61.5	61.7	62.9	65.2	76.5	65.0	73.2	61.9	:	73.5	77.1	78.2	74.0	:	64.7	57.8	55.4	65.2	69.2	63.2	67.7	74.7	54.9	71.1	63.2	62.2	65.7	34.1	62.1	43.6
C	57.3	53.9	58.8	59.1	51.1	47.7	64.5	58.4	54.0	59.2	:	56.6	50.0	64.8	67.9	:	63.9	53.1	46.7	54.9	62.7	59.8	62.8	63.8	59.1	63.3	61.1	55.5	59.5	24.8	56.3	43.2
D	37.5	28.5	49.6	35.4	31.8	33.8	39.9	41.2	37.9	35.9	:	48.7	33.2	33.5	36.0	:	33.7	33.3	19.6	34.6	40.3	49.2	57.5	30.3	34.4	41.3	41.9	36.1	35.2	-	32.7	40.3
E	24.0	22.8	32.2	20.3	33.6	18.9	26.9	16.7	28.1	27.7	:	27.1	10.1	20.9	27.8	:	18.6	26.9	13.5	20.6	22.5	26.7	30.2	23.7	28.7	18.5	28.2	18.9	31.1	28.9	23.8	18.9
F	47.5	49.8	43.4	53.2	51.1	46.3	51.6	39.6	43.6	45.3	:	43.1	-	44.5	50.3	:	45.4	44.0	46.4	61.2	54.4	54.7	36.8	53.7	37.1	50.6	56.1	61.6	38.2	-	53.9	37.2
G	74.6	73.1	64.5	74.9	81.3	73.0	88.3	78.6	74.5	76.2	:	64.8	70.0	84.2	83.2	:	77.1	65.3	74.5	67.6	74.5	76.6	64.5	78.7	78.7	83.9	81.2	78.9	85.4	-	81.0	61.6
H	52.6	54.2	45.1	38.8	23.8	54.3	50.8	51.1	57.6	59.9	:	47.3	27.6	52.0	44.8	:	56.8	44.0	51.4	52.9	50.6	50.5	48.7	43.6	37.1	67.6	58.5	67.4	83.0	-	46.6	31.4

Source: Eurostat, UOE.

THE NUMERICAL SUPERIORITY OF WOMEN IN THE FIELDS OF 'EDUCATION', 'HEALTH AND WELFARE', AND 'HUMANITIES AND ARTS' IS LESS CLEAR-CUT AT ISCED LEVEL 6

While women outnumber men in the fields of 'education', 'health and welfare', and 'humanities and arts' (Figure B7) in the case of all levels combined (ISCED 5A, 5B and 6), this observation may be refined by analysing each level separately.

The big majority of women students in Europe in the three fields indicated above tends to become still more marked at ISCED level 5B (at which over 80 % of students in 'education' and 'health and welfare' are women), but to trail off on the other hand at ISCED level 6. Indeed, in the case of the EU-27, the percentage of women in the three fields decreases by over 10 percentage points at ISCED level 6 compared to ISCED level 5A. By contrast, the percentage of women students rises very slightly in the two male-dominated fields ('science, mathematics and computing' and 'engineering and construction), with almost 5 percentage points between ISCED level 5A and ISCED level 6.

Yet it should be noted that this tendency towards parity between the sexes at ISCED level 6 is greater in the fields in which women outnumber men at ISCED level 5A. It might be expected that more women would enrol to acquire the skills of highly qualified researchers (ISCED 6) in these fields. For example, in 'education', the percentage of women falls by over 30 percentage points at ISCED level 6 compared to ISCED level 5A in Belgium, Hungary, Malta and Iceland. This applies also to Hungary and Iceland in the field of 'health and welfare'. On the other hand, in Bulgaria, female participation at ISCED level 6 reflects the participation at ISCED level 5A – at least in the case of 'education' and 'humanities and arts'. From an examination of the situation in the two male-dominated fields, a very different picture emerges: ISCED level 6 may just as much reinforce the numerical superiority of men (in Cyprus, Iceland and Romania in the field of 'science, mathematics and computing', and in Denmark, Greece, Slovakia, Norway and above all Cyprus in 'engineering and construction') as weaken it (in 'science', Belgium, the Baltic countries and Poland register a gain of at least 10 percentage points in the number of women at ISCED level 6 compared to level 5A, while in Latvia, Iceland and Romania, female representation in the field of 'engineering and construction' is strengthened by 10, 30 and 20 percentage points respectively).

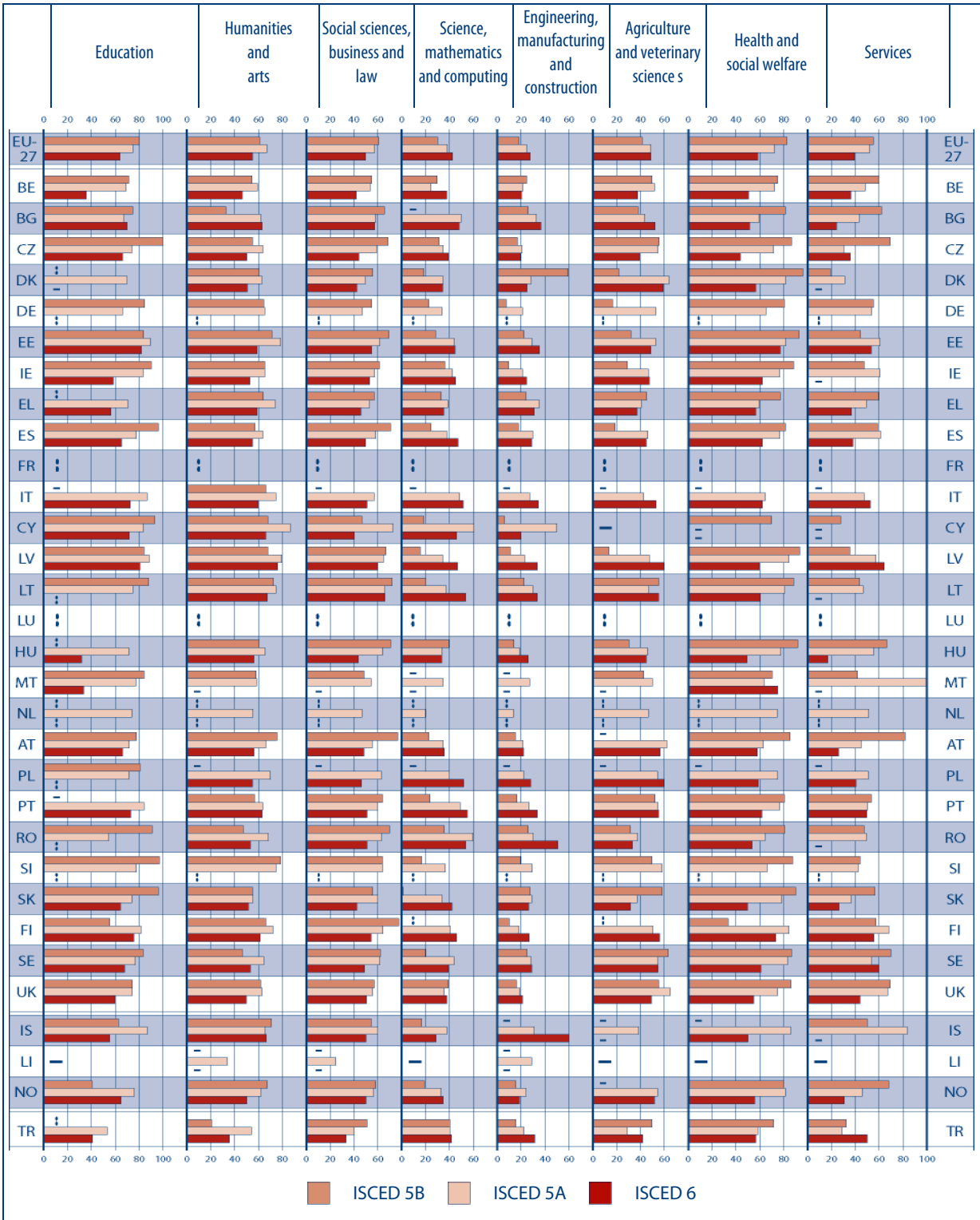
Additional notes (Figure B7a)

EU-27: France and Luxembourg are not included.
Belgium: Independent private institutions and the German-speaking Community are excluded.
Germany and **Slovenia**: Students at ISCED level 6 are not included.
Cyprus and **Liechtenstein**: Most students study abroad and are not included here.

Explanatory note

The indicator shows the number of women students in tertiary education (ISCED 5A, 5B and 6 considered separately) who are involved in the different fields of education, as a proportion of all students enrolled in the corresponding fields. Enrolments in the field 'unknown' are not shown in the diagram. Raw values are indicated in the annexes.

Figure B7a: Percentage of women in various fields of study in tertiary education (ISCED 5B, 5A and 6), 2003/04



Source: Eurostat, UOE.

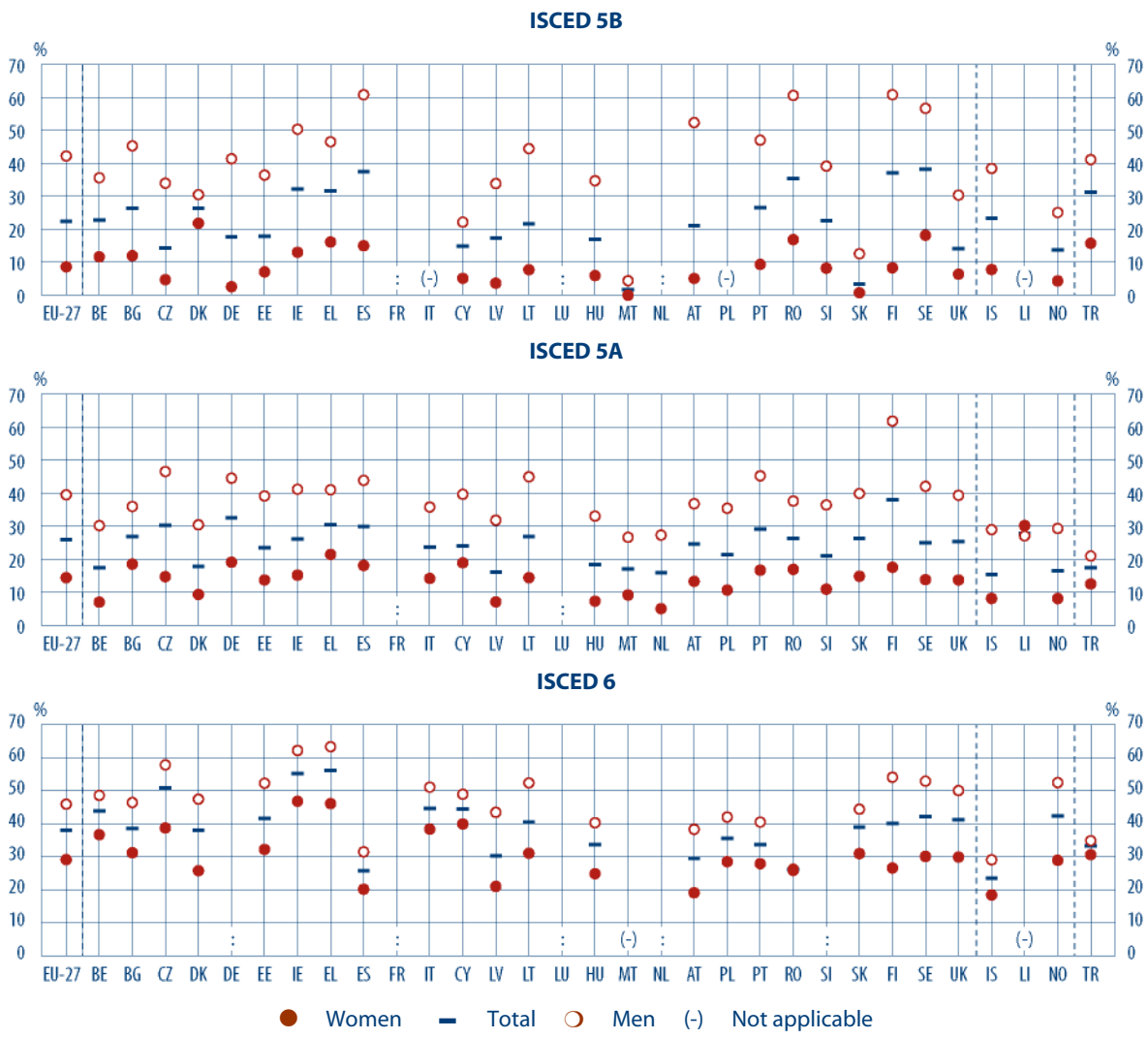
ONE-THIRD OF DOCTORAL STUDENTS IN EUROPE ARE PREPARING FOR A CAREER IN SCIENCE AND TECHNOLOGY

In the whole of the EU, the number of students who are preparing for a career in science and technology varies considerably with the ISCED levels concerned. Indeed, they account for around a quarter of all students at ISCED level 5B (22 %) and at ISCED 5A (26 %), whereas at ISCED level 6, over a third (39 %) of all students specialise in science and technology.

These proportions are highest in the Czech Republic, Ireland and Greece. In these three countries, over one in two doctoral students will possess a qualification in mathematics, science and technology. The lowest proportion, which is recorded in Iceland, remains nevertheless quite high. Almost a quarter of students at ISCED level 6 are studying in these fields of science and engineering. However, the same fields are less represented at ISCED level 5B. Spain, Romania, Finland and Sweden report the maximum proportions (just over one-third of students at ISCED level 5B are enrolled in these two fields), while in Malta and in Slovakia the percentage is under 5.

In all countries, men outnumber the women enrolled in this type of tertiary education, except in Liechtenstein in which women are slightly more numerous. Men are more strongly represented, especially at ISCED level 6: almost half (45 %) of all male doctoral students are intending to embark on a career in science and technology. Women seem less attracted to such professions: under 15 % of them enrol for the corresponding programmes at ISCED level 5A or 5B. However, among women studying for ISCED level 6 qualifications, almost one in three enrols in these two fields. The numerical superiority of men is especially striking in Finland: over 60 % of men there are destined for a career in science and technology, as opposed to under 20 % of women. However, in this country, as at European level, this difference becomes more marked at ISCED level 5B but diminishes sharply at ISCED level 6, at which over a quarter of women are enrolled in these fields (compared to a little over half of male doctoral students). On the other hand, in Cyprus, Romania and Turkey, men and women doctoral students are about equally represented in these fields.

Figure B8: Percentage of students (ISCED 5B, 5A and 6) in 'science, mathematics and computing' and in 'engineering, manufacturing and construction', by sex, 2003/04



Source: Eurostat, UOE.

Additional notes

EU-27: France and Luxembourg are not included.
Belgium: Independent private institutions and the German-speaking Community are not included.
Cyprus and **Liechtenstein**: Most students study abroad and are not included here.

Explanatory note

The indicator shows enrolments in the fields of 'science, mathematics and computing' and 'engineering, manufacturing, and construction' (EF 400 and EF 500 in the Classification of Fields of Education and Training) at ISCED levels 5B, 5A and 6, as a percentage of the total number of enrolments (i.e. men and women combined) at these different levels (with the exception of enrolments in 'fields of study unknown').

The table of data may be accessed in the annexes.

TERTIARY EDUCATION PARTICIPATION RATES PEAK IN THE 20-24 AGE GROUP. IN ALL AGE GROUPS WOMEN ARE ENROLLED IN GREATER NUMBERS THAN MEN

In the whole of the EU-27, the participation rate in tertiary education is highest in the 20-24 age group, with a peak of almost a third at the age of 20, irrespective of sex. While the participation rate then decreases rapidly as ages increase, over 10 % of Europeans aged 26 are still enrolled in tertiary education. Furthermore, almost 800 000 students are aged over 40 (see the raw data in the annexes). Comparative presentation of these data provides confirmation of the wide age range of students in tertiary education: the top 15 % of students who are oldest (in a percentile division of all students) are aged over 30 (Figure B9a).

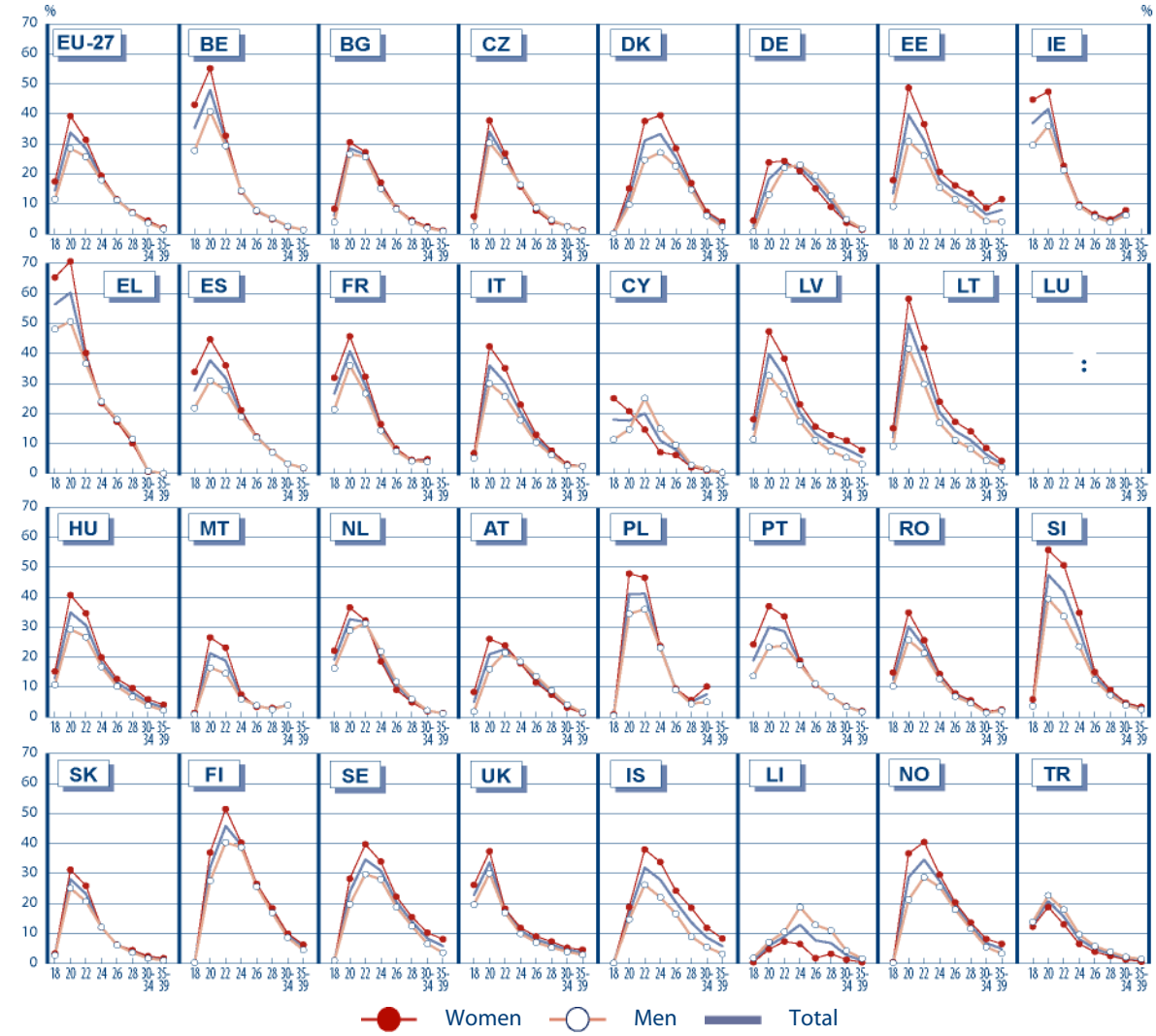
These overall values belie considerable variations between countries, in terms of both the age at which participation peaks and changes in participation with age. This peak is reached only at the age of 22 in Finland, Sweden, Iceland and Norway, and 24 in Denmark and Liechtenstein. A peak at the age of 22 is also apparent in the case of male students who enter tertiary education in very large numbers a year or two later than female students (Germany, Cyprus, Austria and Poland). This applies to a lesser extent in the Netherlands and Portugal.

Six countries report a participation rate lower than that of the EU-27, regardless of the age group considered: they are Bulgaria, Malta, Romania, Slovakia, Liechtenstein and Turkey. Changes in the tertiary education participation rate with age also differ from one country to the next. Indeed, certain countries witness a rapid fall in their participation rate as ages rise. This applies to Belgium, Ireland, Malta and the United Kingdom, in which a reduction of over two-thirds in the rate occurs just four years subsequent to the peak. By contrast, in other countries the age mix of the student population is much greater. Indeed, in some of them, the participation rate remains above the European average into very high student age groups, such as 30-34 (in Estonia), and 35-39 (in Latvia, Lithuania, Slovenia and the five Nordic countries). In this respect, Greece exhibits an unusual trend in that, in spite of a big decrease with age (of 61 % between the ages of 20 and 24), the participation rate nevertheless remains above the European average up to the age of 28.

As regards differences between the sexes, participation rates in tertiary education are generally higher among women than men, except in Liechtenstein and Turkey, in which men relatively outnumber women irrespective of the age group concerned. Numerical superiority of women is very marked in seven countries, namely Denmark, Estonia, Latvia, Lithuania, Malta, Slovenia and Iceland. However, in certain countries (Ireland, Greece, Spain, Cyprus and the Netherlands), this female majority becomes a male majority from the age of 24 onwards. Aside from certain special circumstances (such as military service in Cyprus, which delays male enrolment by two years), one explanation is that more men are enrolled in long tertiary education programmes, as well as advanced research programmes at ISCED level 6 (Figure B6).

There are limits to how far international comparison of participation rates by age group clearly reflects differences in participation in tertiary education. Indeed, certain considerations specific to individual countries (in particular the notional age of admission to tertiary education) have to be taken into account. A global indicator (covering all ages combined from 18 to 39) provides for a more reliable perception of international differences in overall participation rates in tertiary education (Figure B4).

Figure B9: Participation rates in tertiary education (ISCED 5-6) by age and sex, 2003/04



Source: Eurostat, UOE.

Additional notes

Belgium: Independent private institutions are excluded. The German-speaking Community is not represented in the student data, but in the population data. So in the case of this country the indicator may give a slight underestimate.

Germany and **Slovenia**: The data exclude ISCED level 6, so in the case of these countries the indicator may give a slight underestimate.

Estonia and **Italy**: The 35-39 age group includes students aged 40 and over.

Ireland and **Poland**: The 30-34 age group includes students aged 35 years and over.

Cyprus and **Liechtenstein**: The majority of students in tertiary education are educated abroad and are not included here. However, they are included in the reference population, so in the case of these countries the indicator gives an underestimate.

Explanatory note

Female and male student numbers in specific age groups in higher education have been divided by the total population of the corresponding sex and age group. Students for whom the age is 'unknown' have not been included in the calculations. They accounted for 0.07 % of students in the European Union, 0.10 % in Germany, and 0.47 % in France. All students (whether full time or part time) are included. The population data are those of 1 January 2004.

The table of data is in the annexes.

THE AGE DISTRIBUTION OF STUDENTS IN EUROPE IS VERY MIXED

Half of all students in tertiary education in the EU are aged over 22. At each end of the full age range, it is possible to identify on the one hand 15 % of students aged under 19, and on the other 15 % who continue studying beyond the age of 30. This age distribution is also reflected in the participation rate of groups at a variety of ages (Figure B9).

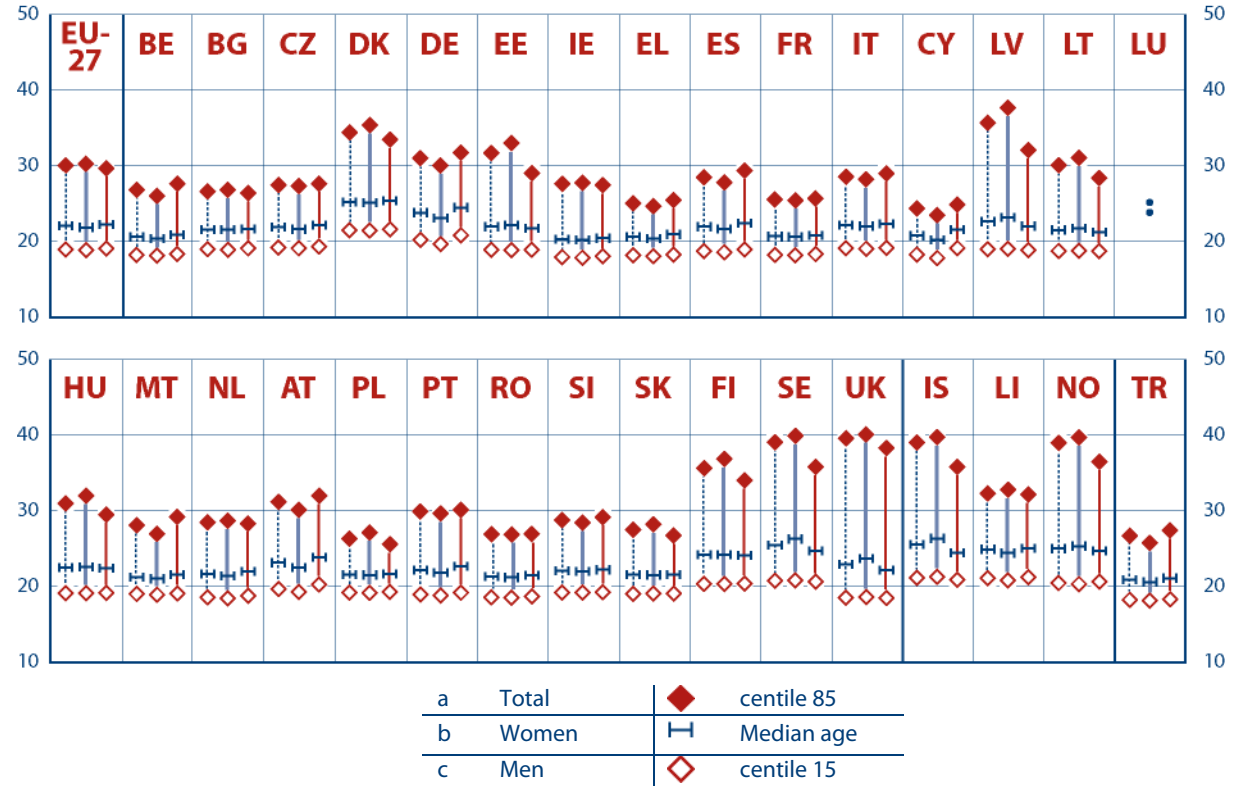
Differences in ages across countries are considerable. In the Nordic countries, the median age of students in tertiary education is at least two years higher than in the EU. Over half of students in the Nordic countries are aged over 24. By contrast, the student population in tertiary education is relatively young in Belgium, Greece, France, Ireland, Cyprus and Turkey. In these countries, the median age is at least one year under that of the EU. It is also to be noted that the spread of ages within countries varies considerably. In certain countries, it is quite common for a student in tertiary education to be aged over 35. This applies to over 15 % of students in Latvia, the United Kingdom and the Nordic countries (except Denmark). In these countries, the ages of almost three-quarters of the students (70 %) cover a range of 15 years or more. Conversely, in other countries, 85 % of students in tertiary education are aged under 26 (Greece, France and Cyprus) or 27 (Belgium, Poland, the two countries in the process of joining the EU, Bulgaria and Romania, and finally Turkey).

These variations between countries are attributable to the fact that certain students enter tertiary education on the whole quite early (corresponding to a departure from the notional age of admission) and leave it somewhat late, as the time spent studying varies ([2]). These figures also partly depend on the strength of enrolments among part-time students, who are often older (Figure B10).

As to comparisons between the sexes, the median age of men and women students across all EU countries is almost the same. However, in certain countries (Germany, Cyprus and Austria), military service may account for the fact that the median age of men is a year higher than that of women. Exactly the opposite applies to Latvia, Sweden, the United Kingdom and above all Iceland, in which the median age of women students is higher by a year or more. There are also noteworthy differences between men and women in age distribution. Thus in the Baltic countries, Hungary and the Nordic countries, the ages of women students vary far more than in the case of their male counterparts. The difference between centile 85 and centile 15 among women is at least two years greater than in the case of men. By contrast, this distribution is at least one year greater for men in Belgium, Spain, Malta and Turkey.

([2]) For further details, see *Focus on the Structure of Higher Education in Europe - 2004/05: national trends in the Bologna Process* / Eurydice. Brussels: Eurydice, 2005 - 236 p.

Figure B9a: Breakdown by age and sex of full-time and part-time students in tertiary education (ISCED 5-6), 2003/04



Source: Eurostat, UOE.

Additional notes

EU-27: Values based on available data.
Belgium: Independent private institutions and the German-speaking Community are not included.
Germany and **Slovenia**: Students at ISCED level 6 are not included.
Cyprus and **Liechtenstein**: The majority of students in tertiary education study abroad and are not included here.
Greece, France, Italy, Portugal and **Turkey**: The figures do not include full-time students.
Liechtenstein: Only part-time students are included.

Explanatory note

The median age is the age that divides the student population into two groups of (approximately) equal size, such that half of the students are younger than or equal to this age, while the other half are older. The age corresponding to centile 15 divides the students into two parts such that 15 per cent of the students are younger than that age, and 85 per cent are older. The age corresponding to centile 85 divides the students into two parts such that 85 per cent of the students are younger than that age, and 15 per cent are older.

This indicator excludes the number of students of 'age unknown'.

THE AGE OF STUDENTS VARIES WIDELY, ESPECIALLY AT ISCED LEVEL 5B FOR WHICH THERE IS A TEN-YEAR MEDIAN AGE SPAN IN EUROPE

Student age-ranges vary significantly from one type of programme to the next (ISCED 5B, 5A or 6). Over half of students at ISCED level 6 are aged over 28, and 15% have reached the age of 37. The two types of ISCED level 5 programme differ essentially in terms of their student age span, which is much greater at ISCED 5B. Indeed, while the median ages are almost the same (21 for 5B and 22 for 5A), the 5B programmes enrol far more older students: the top 15 % of oldest students are aged over 29 at ISCED 5A, but over 33 in the case of 5B. This difference is largely attributable to the relatively greater age of part-time students in ISCED 5B programmes (Figure B10a).

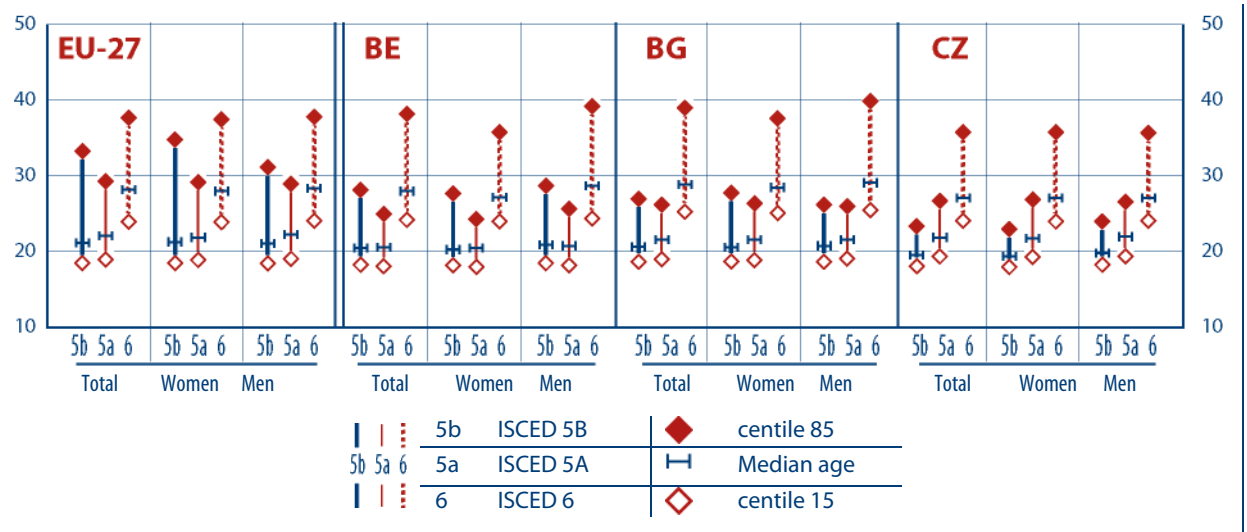
Variations of this kind between countries are greatest in ISCED 5B programmes. Half of ISCED 5B students are aged 20 or under in the Czech Republic, Greece, France and Hungary, whereas in Italy, the United Kingdom and Iceland, they are much closer to the age of 30.

The age span of students tends to be narrower in ISCED 5A and 6 programmes, notwithstanding significant variations between countries. At ISCED level 5A, half – or almost half – of all students have reached the age of 25 in the Nordic countries (except Finland) and Liechtenstein. However, half of the students in Belgium, France and Cyprus are still under 21. At ISCED level 6 the oldest doctoral students are Finnish (with a median age of 34), while only half of their counterparts in Malta and Iceland have reached the age of 30.

The most striking differences between countries concern the age of the 15 % of oldest students (in centile 85). In particular, at ISCED level 5B all these students are aged over 40 in the United Kingdom and Iceland, while in France some of them are still under 23.

Men and women students differ not so much in terms of their median age as in their maximum age levels, particularly in ISCED 5A and 5B programmes, in which generally more women than men tend to be older.

Figure B9b: Distribution by age and sex of full-time and part-time students in tertiary education (ISCED 5B, 5A and 6), 2003/04

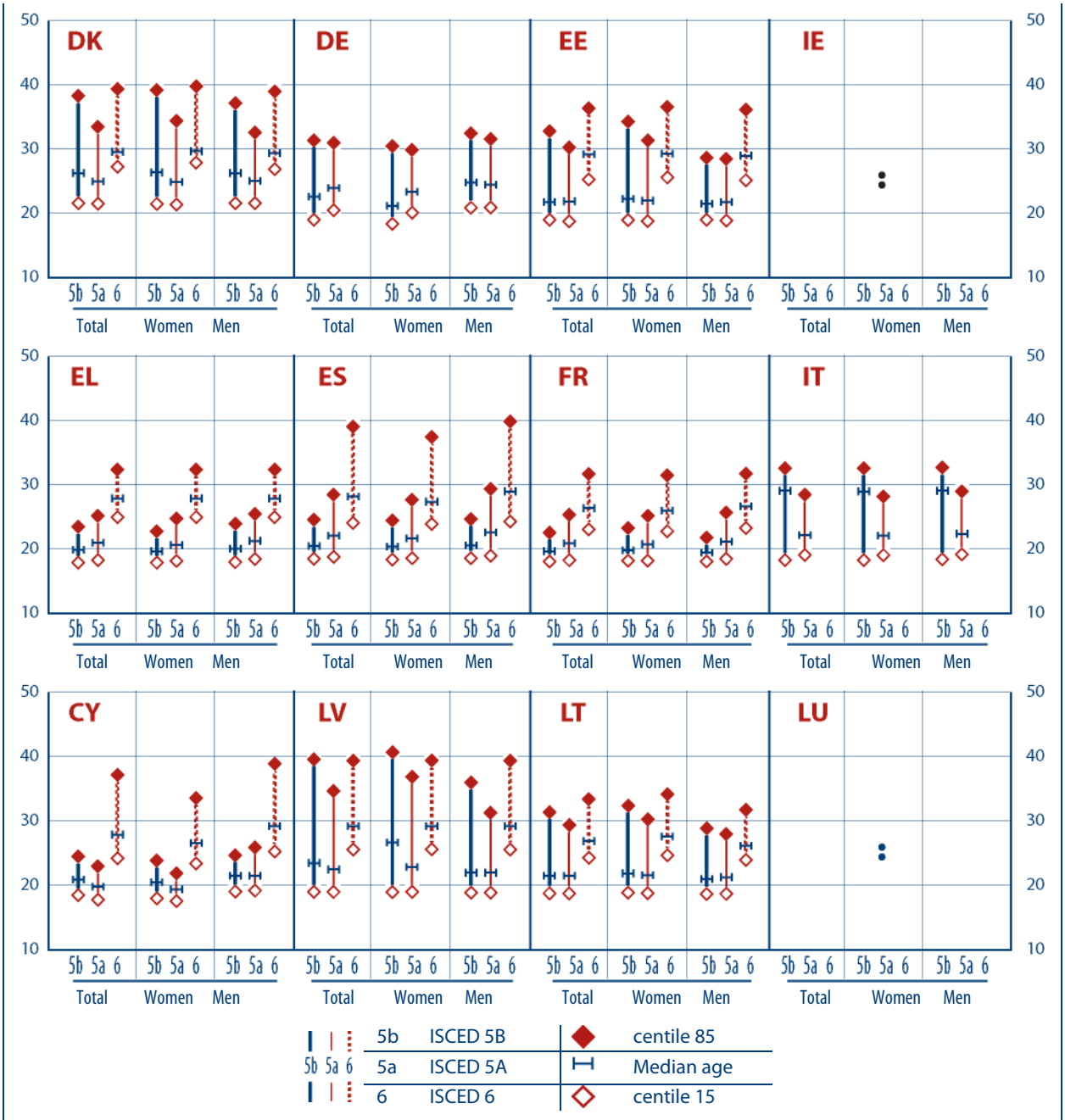


Source: Eurostat, UOE.

Additional notes

Belgium: Independent private institutions are not included.

Figure B9b (continued): Distribution by age and sex of full-time and part-time students in tertiary education (ISCED 5B, 5A and 6), 2003/04

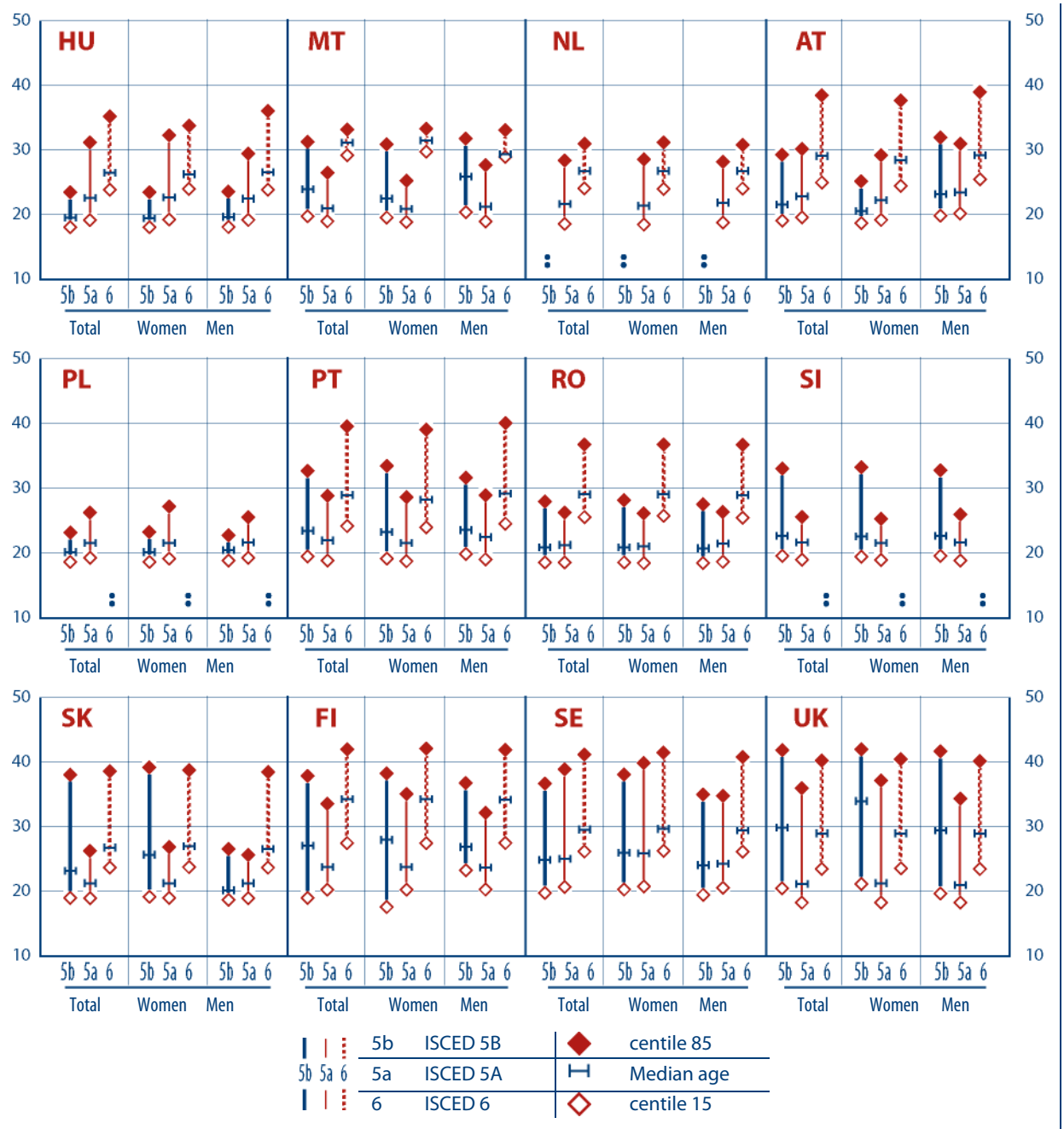


Source: Eurostat, UOE.

Additional notes (continued)

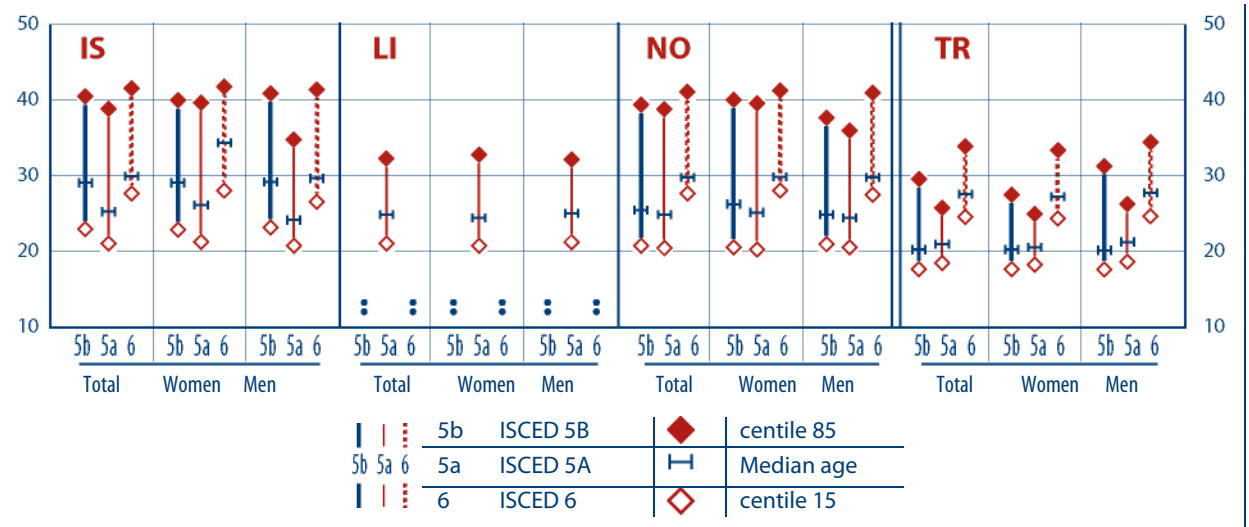
Cyprus: The majority of students in tertiary education study abroad and are not included here.

Figure B9b (continued): Distribution by age and sex of full-time and part-time students in tertiary education (ISCED 5B, 5A and 6), 2003/04



Source: Eurostat, UOE.

Figure B9b (continued): Distribution by age and sex of full-time and part-time students in tertiary education (ISCED 5B, 5A and 6), 2003/04



Source: Eurostat, UOE.

Additional notes (continued)

Liechtenstein: The majority of students in tertiary education study abroad and are not included here. Only part-time students are included.

Explanatory note

The median age is the age that divides the student population into two groups of (approximately) equal size, such that half of the students are younger than or equal to this age, while the other half are older. The age corresponding to centile 15 divides the students into two parts such that 15 per cent of the students are younger than that age, and 85 per cent are older. The age corresponding to centile 85 divides the students into two parts such that 85 per cent of the students are younger than that age, and 15 per cent are older. This indicator excludes the number of students of 'age unknown'.

The raw data may be accessed in the annexes.

PART-TIME STUDENTS ARE MUCH OLDER, PARTICULARLY IN THE CASE OF WOMEN

European students who are studying part time are also the oldest students in tertiary education. In the EU-27 countries for which these data are available, the median age of part-time students is higher than that of full-time students by some six years. The difference between the 15 % of youngest students in both categories is slight and does not exceed two-and-a-half years. By contrast, the top 15 % of oldest students are almost all aged over 39, corresponding to a difference of 12 years compared to the oldest full-time students.

This age difference in the two categories of student is especially striking in Spain, the Netherlands and the United Kingdom, in which half of the part-time students are at least ten years older than half their full-time counterparts. In these countries, part-time students enrol relatively late (the youngest 15 % are six years older than the youngest full-time students), and students who enrol for programmes part time tend to be the oldest (the top 15 % of oldest part-time students have reached the age of 40 and are at least 14 years older than the oldest full-time students). In the Nordic countries and Latvia the oldest students are also strongly represented in the part-time category, in which the top 15 % of oldest students are also over the age of 40.

However, in seven countries (Bulgaria, Germany, Ireland, Poland, Romania, Finland and Sweden) students opt for part-time study at a relatively early stage: there is no more than a two-year age difference between the youngest students in both categories. In Germany and Ireland, the youngest part-time students are even younger than their full-time counterparts. However, it should be noted that, in Ireland, very young part-time music students (enrolled full time in secondary education) have been included in the data.

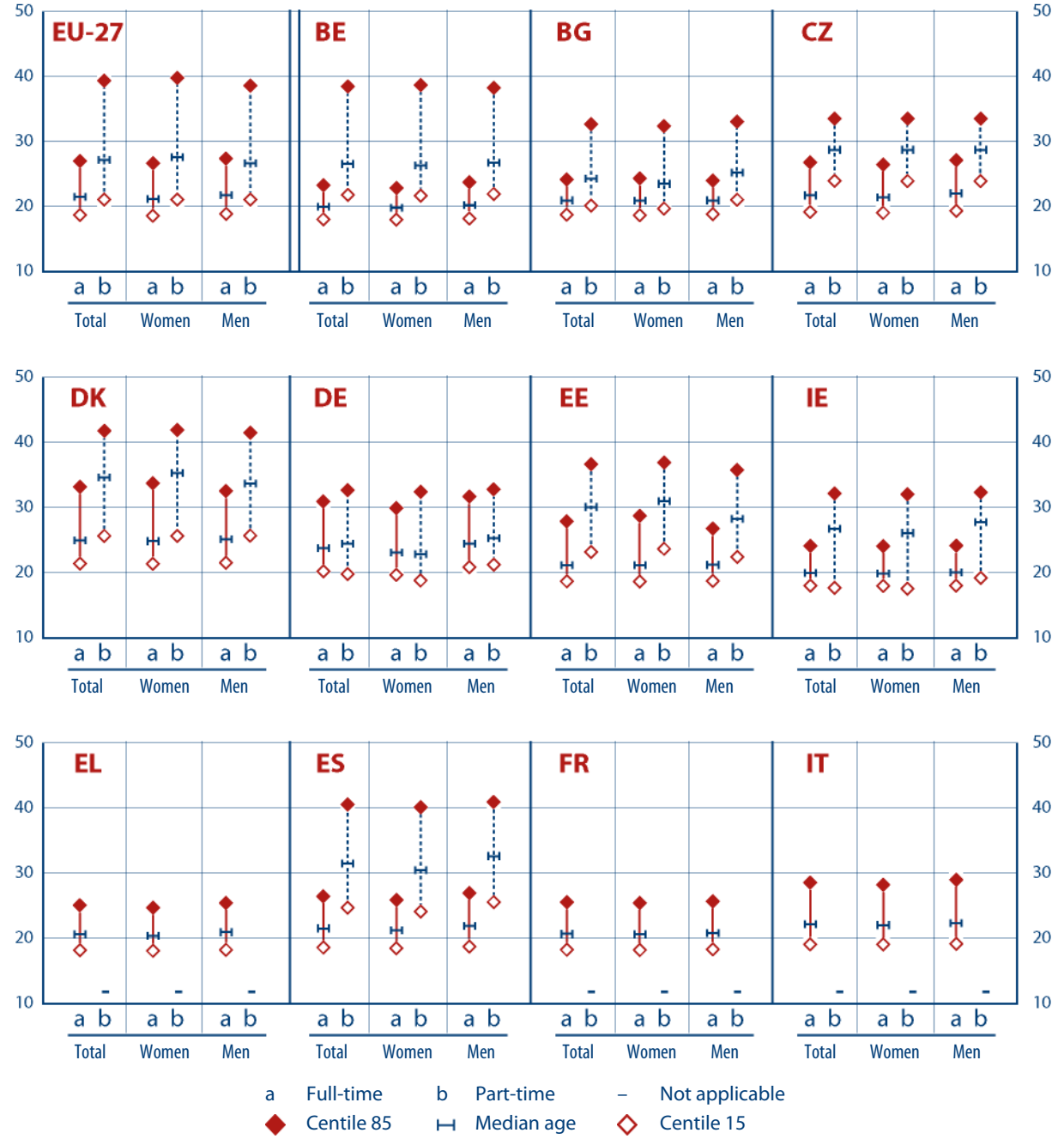
By contrast, in the seven above-mentioned countries, the top 15 % of oldest part-time students are at least seven years older than the oldest full-time students, except in Germany in which the age distribution is almost the same in both student categories. This is the only country in which the median age of part-time students is similar to that of full-time students (but the ISCED level 6 data are not included).

Women students in Europe overall have the same median age as men in full-time tertiary education (except in Germany and Cyprus, in which the higher median age of men may be partly attributable to civic or military service). However part-time women students are slightly older. As a whole therefore (i.e. in terms of the median age), men begin to reduce the time they spend studying (or resume study on a part-time basis) earlier than women. This is particularly the case in the Nordic countries, Estonia and Latvia, in which the higher median age of part-time women students compared to those studying full time is much higher than the corresponding difference in the case of men. This also applies to a lesser extent to Cyprus and the United Kingdom. In three countries only, women relatively speaking enrol earlier than men for part-time study (as in Bulgaria, Ireland and Spain).

Such differences between countries may be attributable to several factors, such as national educational provision and its structure (ages of admission and notional length of the various study programmes) ([3]), but also to policies that encourage continuing education at tertiary level.

([3]) For further details, see the Eurydice publication *Focus on the Structure of Higher Education in Europe – 2006/07: National Trends in the Bologna Process*.

Figure B10: Distribution by age of students (full time versus part time), in tertiary education (ISCED 5-6), by sex, 2003/04

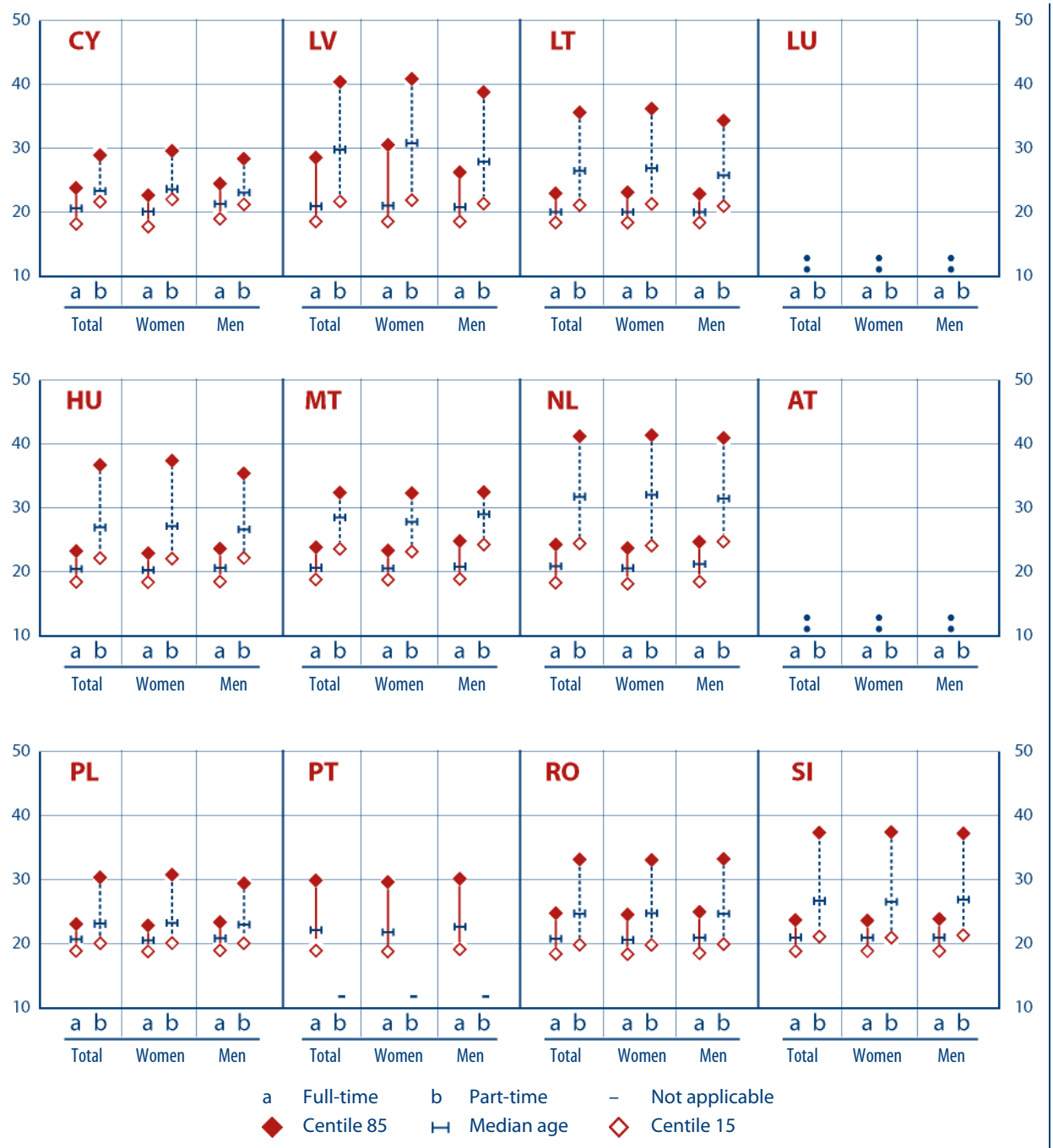


Source: Eurostat, UOE.

Additional notes

EU-27: Estimates based on available data.
Belgium: Independent private institutions and the German-speaking Community are not included.
Germany: The data exclude ISCED level 6.

Figure B10 (continued): Distribution by age of students (full time versus part time), in tertiary education (ISCED 5-6), by sex, 2003/04

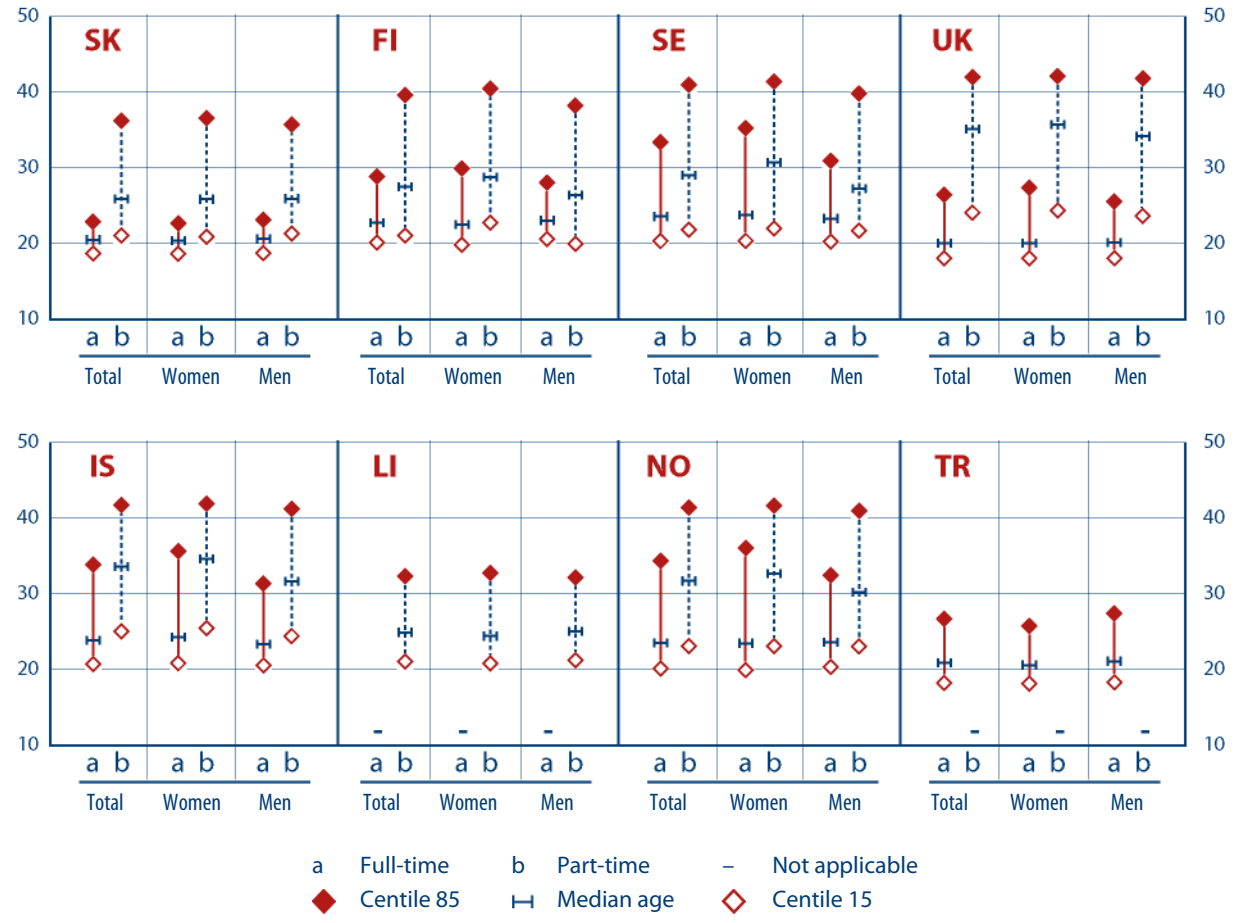


Source: Eurostat, UOE.

Additional notes (continued)

Cyprus: The majority of students in tertiary education study abroad and are not included here.
Slovenia: The data exclude ISCED level 6.

Figure B10 (continued): Distribution by age of students (full time versus part time), in tertiary education (ISCED 5-6), by sex, 2003/04



Source: Eurostat, UOE.

Additional notes (continued)

Liechtenstein: The majority of students in tertiary education study abroad and are not included here.

Explanatory note (Figure B10)

The median age is the age that divides the student population into two groups of (approximately) equal size, such that half of the students are younger than or equal to this age, while the other half are older. The age corresponding to centile 15 divides the students into two parts such that 15 per cent of the students are younger than that age, and 85 per cent are older. The age corresponding to centile 85 divides the students into two parts such that 85 per cent of the students are younger than that age, and 15 per cent are older. This indicator excludes the number of students of 'age unknown'.

The raw data may be accessed in the annexes.

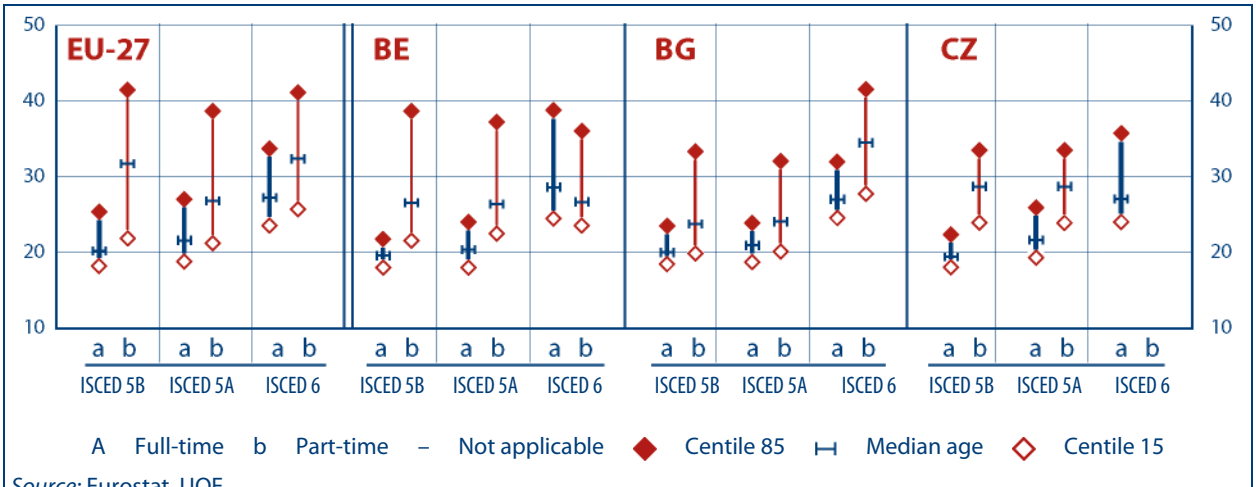
THE OLDEST STUDENTS ARE MAINLY PART-TIME STUDENTS IN ISCED 5B PROGRAMMES

Part-time students are very often older than full-time students. In many if not most cases, the former are persons engaging in some form of remunerative activity who take up their studies at a later stage. This applies in particular to those in ISCED 5B programmes. Half of part-time students at ISCED level 5B in the EU have reached the age of 32, whereas the median age of their full-time counterparts is barely 20, corresponding to a 12-year median age span. This age span is twice as great as in the case of ISCED 5A and 6 programmes.

Age differences between the part-time and full-time categories are especially marked in the United Kingdom, in which the median age span between them reaches15 years at ISCED level 5B, and is nearly as broad (14 years) at ISCED 5A. In this country, those who embark on their studies at a later age enrol for theoretically-based programmes (ISCED 5A) or occupationally-specific programmes (ISCED 5B) in comparable numbers. A similar pattern is apparent in many countries for which data are available. However, in Denmark and Spain, the median age of part-time students is higher at ISCED level 5A than in the case of ISCED 5B programmes. Conversely, in Slovakia and Norway, there is a higher median age for the greater number of part-time students in ISCED 5B programmes, which are often shorter than programmes whose content is predominantly theoretical.

In cases in which data is available for ISCED level 6, age differences among full-time and part-time students are far less marked. In some countries (Latvia, Malta, Austria and Norway), the (full-time/part-time) status of doctoral students and their age appear to be unrelated variables: both categories of student exhibit the same – or almost the same – age distribution.

Figure B10a: Distribution by age of students (full time versus part time) in tertiary education (ISCED 5B, 5A and 6), 2003/04

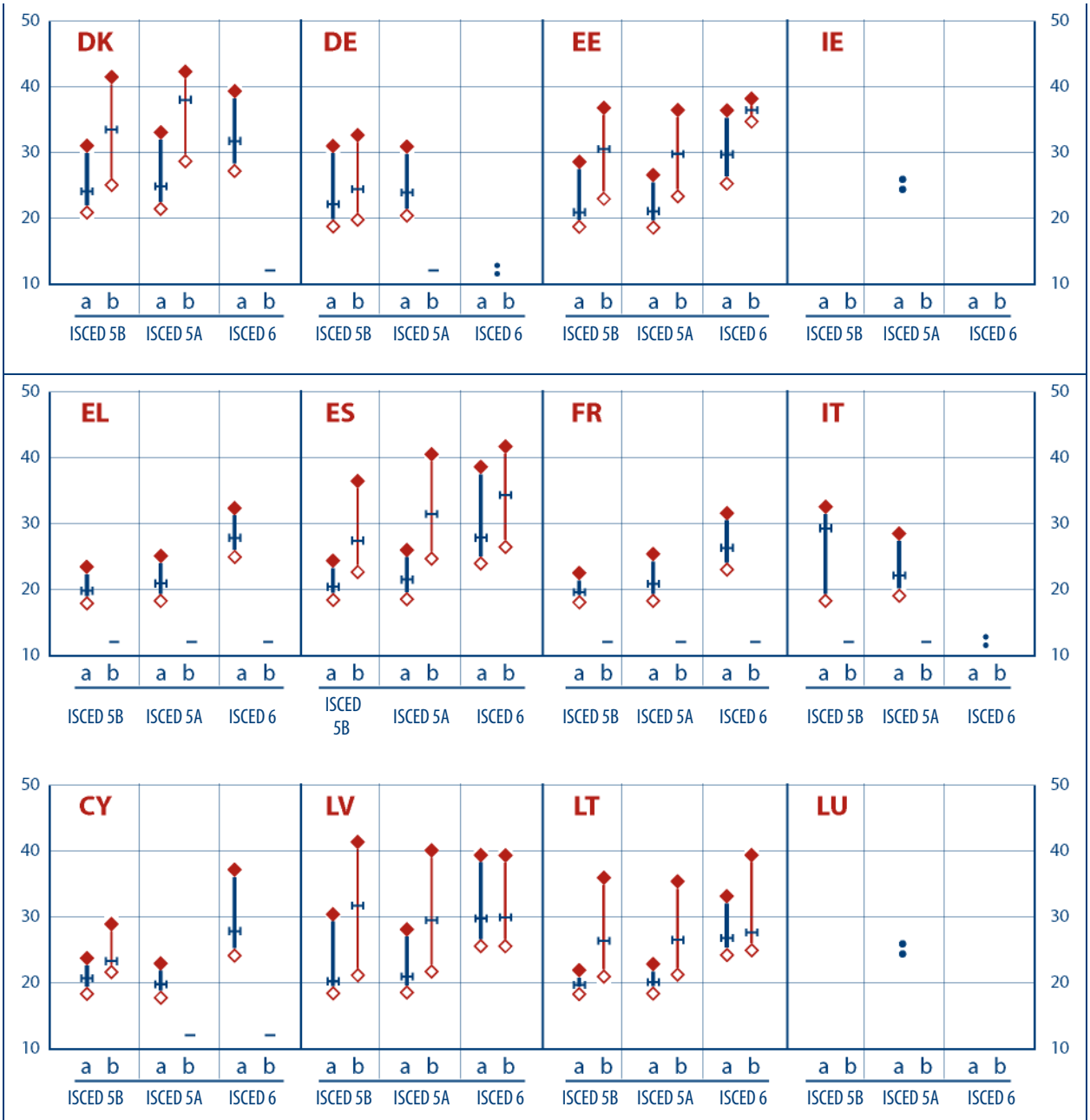


Source: Eurostat, UOE.

Additional notes

Belgium: Independent private institutions are not included.

Figure B10a (continued): Distribution by age of students (full time versus part time) in tertiary education (ISCED 5B, 5A and 6), 2003/04

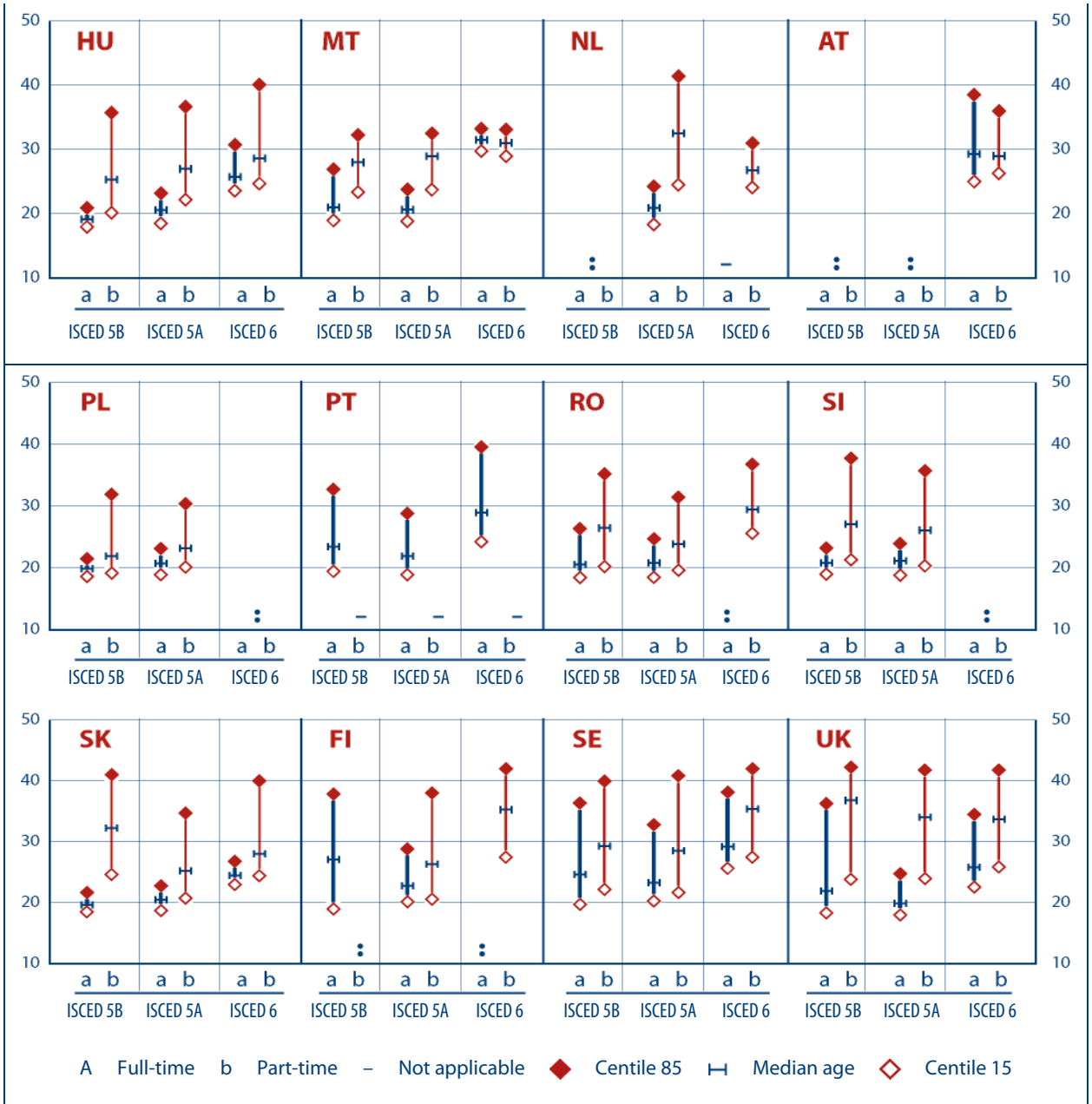


Source: Eurostat, UOE.

Additional notes (continued)

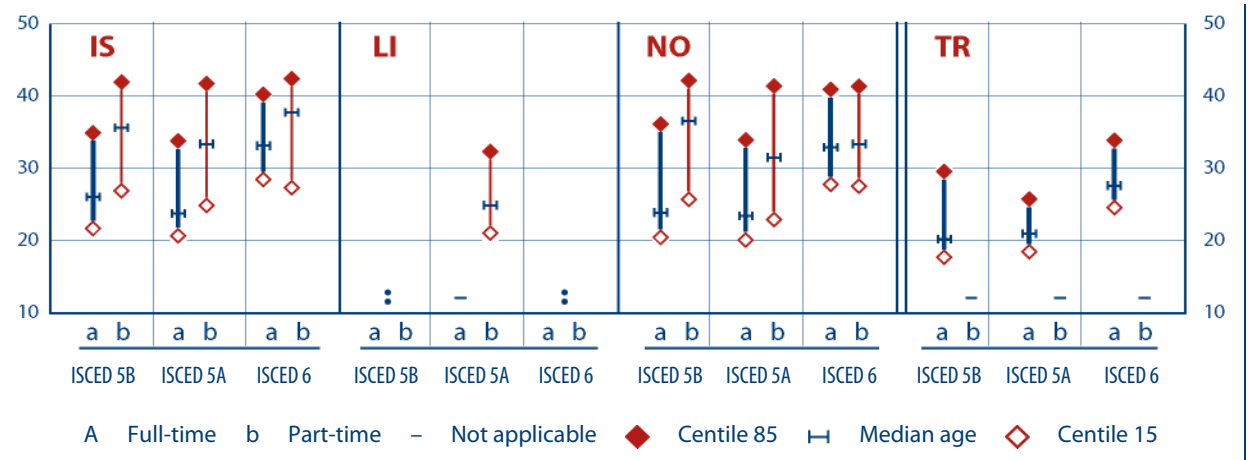
Cyprus: The majority of students in tertiary education study abroad and are not included here.

Figure B10a (continued): Distribution by age of students (full time versus part time) in tertiary education (ISCED 5B, 5A and 6), 2003/04



Source: Eurostat, UOE.

Figure B10a (continued): Distribution by age of students (full time versus part time) in tertiary education (ISCED 5B, 5A and 6), 2003/04



Source: Eurostat, UOE.

Additional notes (continued)

Liechtenstein: The majority of students in tertiary education study abroad and are not included here.

Explanatory note (Figure B10a)

The median age is the age that divides the student population into two groups of (approximately) equal size, such that half of the students are younger than or equal to this age, while the other half are older. The age corresponding to centile 15 divides the students into two parts such that 15 per cent of the students are younger than that age, and 85 per cent are older. The age corresponding to centile 85 divides the students into two parts such that 85 per cent of the students are younger than that age, and 15 per cent are older. This indicator excludes the number of students of 'age unknown'.

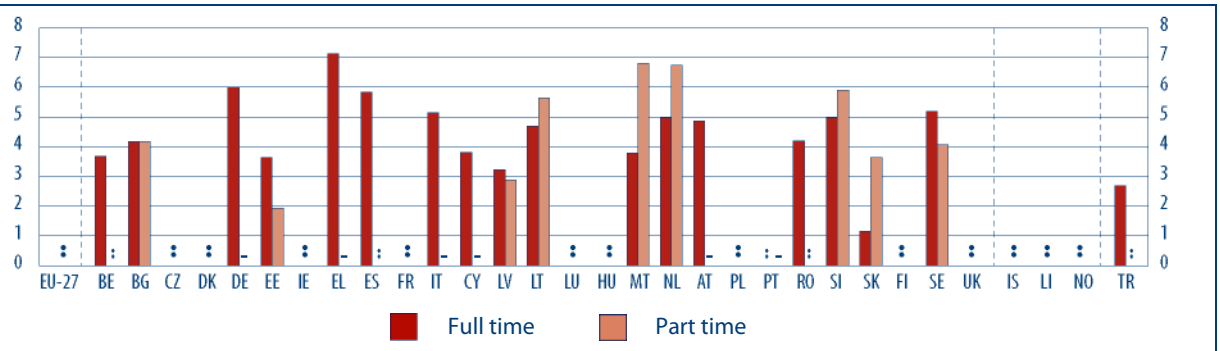
The raw data may be accessed in the annexes.

PART-TIME STUDENTS OFTEN TAKE LONGER TO COMPLETE TERTIARY EDUCATION

An approximation formula (see the 'explanatory note') has been used to estimate the average length of tertiary education in programmes at ISCED level 5A. Like the notional length of courses at this level, it varies strongly from one country to the next. In the 18 countries for which data are available, the average length of full-time studies is almost six years in Germany and Spain, and seven years in Greece. It is limited to around three years in Latvia, and to just a little over a year in Slovakia (on the basis of the method used to obtain the estimate).

In the case of a few countries, it is possible to compare the total period spent studying by full-time students with the corresponding period for part-time students. It is clear that in most of them, part-time students take longer than their full-time counterparts to complete their studies. This applies particularly to Slovakia in which, on the basis of the method used to obtain the estimate, part-time students require three times as long as full-time students. By contrast, in Estonia it is estimated that part-time students complete their courses twice as fast as those who are full time.

Figure B11: Average duration of tertiary education (ISCED 5A) by full-time and part-time students. Estimates are based on 2002/03 and 2003/04



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
Full time	:	3.7	4.2	:	:	6.0	3.6	:	7.1	5.8	:	5.1	3.8	3.2	4.7	:	:	3.8	5.0	4.9	:	:	4.2	5.0	1.2	:	5.2	:	:	:	:	2.7
Part time	:	:	4.2	:	:	-	1.9	:	-	:	:	-	-	2.9	5.6	:	:	6.8	6.8	-	:	-	:	5.9	3.6	:	4.1	:	:	:	:	:

Source: Eurostat, UOE.

Additional notes

Belgium, Bulgaria and **Slovenia**: The year of study refers to the year of the course or programme and not the year of study of the student.
France: A cohort study carried out tracking students over 7 years showed that the average duration for ISCED 5A studies were 4.7 years.
Turkey: ISCED level 5A data exclude Master programmes and specialist programmes in medicine.

Explanatory note

The data refer to enrolments by year of study for full-time and part-time students (as well as for full-time equivalents) at ISCED level 5A, for the two successive academic years 2002/03 and 2003/04.

The approximation method is used to calculate the number of leavers from one year to the next, on the basis of the total number of students each year and of new entrants the following year. The average number of students for both years is then divided by the average of the number of entrants and the number of leavers in the second year. Where there are strong variations in enrolments from one year to the next, the approximation is not reliable. In certain countries, the year of study may refer to the year of the programme, but this has only a limited impact on the estimate.

The methodology yields estimates of the average duration of study both for graduates and all those who leave the system without a qualification.

Further data (concerning ISCED 5B and ISCED 6) may be accessed in the annexes.

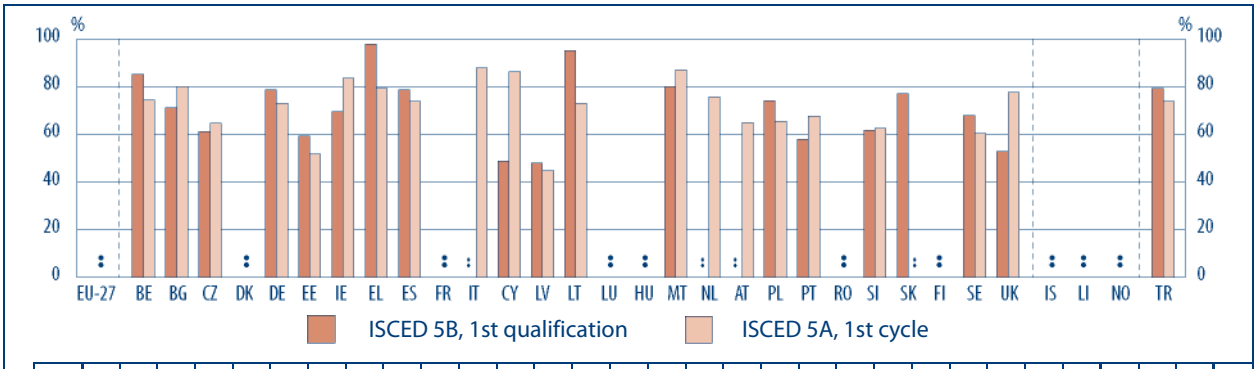
IN THE FIRST CYCLE OF TERTIARY EDUCATION AS A WHOLE, OVER 20 % OF STUDENTS ABANDON OR PROLONG THEIR STUDIES

Dropout in tertiary education is a subject for some concern. It is not possible to measure this phenomenon from data on graduation rates alone (Figure F1). It is difficult to identify clearly those situations in which programmes take much longer to complete than intended. Furthermore, the notional length of first-cycle studies varies from one country to the next but also between different programmes within a given country: neither may rates of progression from one year to the next be calculated and compared. An estimate of the 'survival rate' has been calculated with due regard for several factors, including the number of graduates in 2004, the number of student entrants over several preceding years, and the notional length of programmes (see the 'explanatory note' under the Figure).

Considerable variations in survival rates may be noted from one country to the next. For example, at ISCED level 5A, the proportion of those who progressed may be higher than or equal to 80 % (as in Bulgaria, Ireland, Italy, Cyprus and Malta) or of the order of 50 % (Estonia and Latvia). The order of variation is even wider at ISCED level 5B, since the survival rate varies by under 50 % in Cyprus and Latvia, but exceeds 95 % in Greece and Lithuania.

ISCED levels 5A and 5B are on the whole similar in terms of this criterion. But in certain countries such as Greece and Lithuania, the percentage of students who graduate within the notionally required period is much higher at ISCED level 5B than level 5A. By contrast, in Cyprus and the United Kingdom, the proportion of students who progress to the subsequent year is much greater at ISCED level 5A (by at least 25 percentage points).

Figure B12: 'Survival rates' in the first cycle of tertiary education (ISCED 5B and 5A), with estimates based on the number of graduates in 2004



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
ISCED 5B, 1st qualification	:	85.0	71.0	61.2	:	78.8	59.4	69.4	97.8	78.8	:	:	48.7	47.9	95.0	:	:	80.0	:	:	74.2	58.0	:	61.8	77.0	:	67.9	52.9	:	:	:	79.1
ISCED 5A, 1st cycle	:	74.2	80.0	64.6	:	73.1	51.6	83.5	79.3	73.9	:	87.9	86.1	44.8	72.9	:	:	87.0	75.6	65.0	65.6	67.6	:	62.6	:	:	60.4	77.7	:	:	:	73.8

Source: Eurostat, UOE.

Additional notes

Belgium: Data relate solely to the Flemish Community.
Greece and **Malta**: Figures for entrants relate to the year 2003/04.
France: Estimates have been based on a national methodology: a cohort sample of new entrants has been tracked for seven years. Within this period, 79 % of the students who first enrolled in an ISCED 5A programme have graduated (64 % were ISCED 5A and 15 % ISCED 5B graduates). Similarly, 79 % graduated of those who enrolled in ISCED 5B programmes during the period (mostly as ISCED 5B graduates).

Additional notes (Figure B12 – continued)

Austria: Graduates who have completed a programme lasting 5-6 years (before Bachelor programmes were introduced in Austrian universities) are included in the three- to five-year category, whereas new entrants are included in the five- to six-year category.
Iceland: Estimates have been based on a national methodology: 69 % of the new entrants to ISCED 5-6 in 1994/95 had graduated within 10 years that is at the latest the calendar year 2004.

Explanatory note

Data collected refer to the number of ISCED 5A (first-cycle) graduates and 5B (first qualification) graduates in 2004, by length of studies. The data have already been collected in the conventional UOE graduate tables.

The new data refer to the number of new entrants enrolled in the most appropriate academic year for each type of cycle. The appropriate year of entrance depends on the length of the cycle, and countries have had to decide which year was the most appropriate. As data on new entrants refer to initial entry at this level, the data can be related only to first-cycle graduates. Survival rates in the second and subsequent cycles cannot therefore be calculated.

The methodology is easy to apply and requires little data. However, data on new entrants by type of study cycle have to be available. The methodology is also 'synthetic' in the sense that it compares a cohort of entrants to the number of graduates an appropriate number of years later. Not all individuals in the cohort of entrants and of graduates are necessarily the same.

For these reasons, the methodology is sensitive to the validity of data. Its results are less reliable in systems in which enrolments fluctuate markedly, or students are faced with many different options as regards the length of courses for which they may enrol or, yet again, in which there are many changes in programmes between the years of admission and graduation respectively.

Furthermore, not all new entrants to tertiary education may necessarily be aiming to obtain the qualification normally corresponding to their programme. In particular, in education systems with a strong lifelong learning strategy, student ambitions may be limited solely to parts of programmes or specific courses, in which case rates of progression (calculated from data solely on all new entrants and graduates) will be underestimated.

Countries were asked to submit national data, wherever available, on rates of progression obtained using other methodologies, so that their estimates could be compared with those made here. The United Kingdom confirmed the results for ISCED 5A from national estimates. The data from Sweden calculated using the 'true cohort method' (in which the progress of students is tracked over time) indicates that 61 % of new entrants to ISCED 5A in 1991/92 had graduated within 11 years, whereas 50 % of entrants in 1995/96 had graduated within nine years.

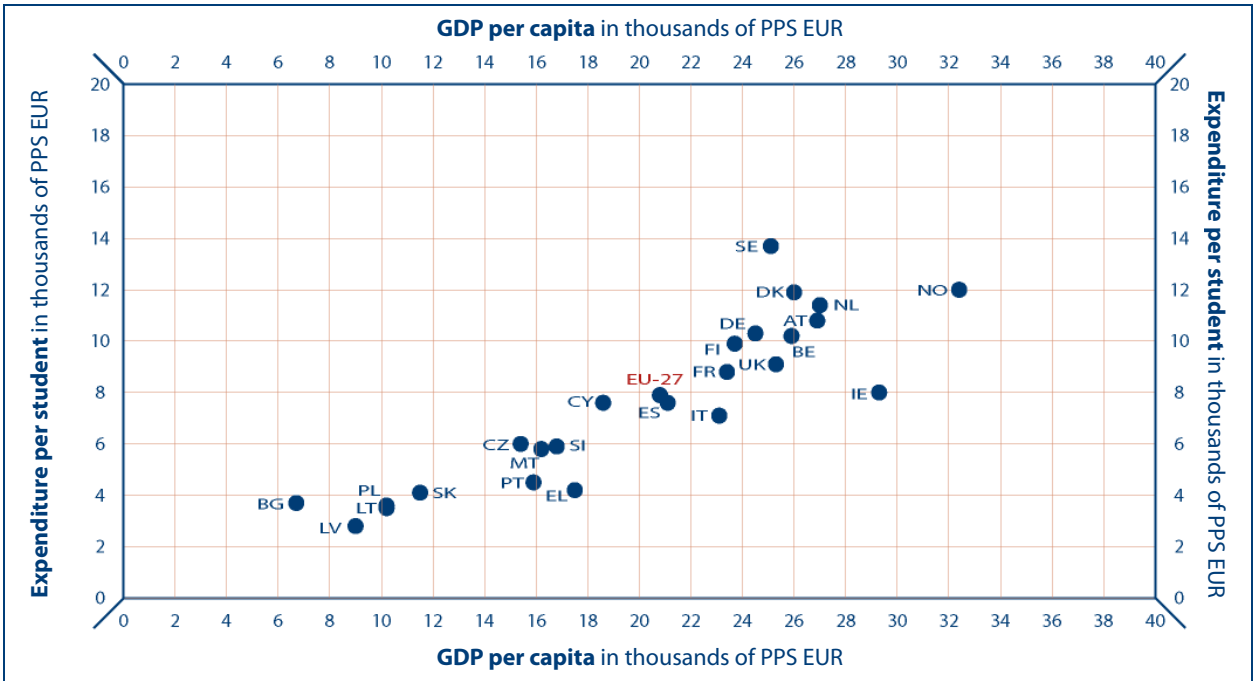
SECTION I – INVESTMENT

THE RICHER A COUNTRY, THE GREATER ITS EDUCATIONAL EXPENDITURE PER STUDENT AT TERTIARY LEVEL

A well-founded comparison of the resources countries invest in tertiary education may be obtained by comparing expenditure per student in public and private institutions to Gross Domestic Product (GDP) per capita. By this means, one can evaluate the national resources available for tertiary education with due regard for the wealth of a country, the size of its student population and demographic differences between countries.

Overall, expenditure per student in public and private institutions rises with national wealth expressed in terms of GDP per capita. In line with this observation, Bulgaria, Latvia, Lithuania, Poland and Slovakia have the lowest GDPs per capita and spend less per student than the remainder. However, there are exceptions to this. For example, Greece with a GDP per capita 50 % higher than that of Slovakia spends just PPS EUR 98 per student per year more. Norway has the highest GDP per capita, yet it is not the country whose expenditure per student is greatest.

Figure C1: Annual expenditure per student, on tertiary educational institutions (ISCED 5-6), compared to GDP per capita, in thousands of PPS EUR, 2003



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
Total expenditure per student	7 898	10 173	3 670	5 982	11 874	10 288	:	8 009	4 163	7 570	8 809	7 127	7 579	2 840	3 518	:
GDP per capita	20 800	25 900	6 700	15 400	26 000	24 500	11 100	29 300	17 500	21 100	23 400	23 100	18 600	9 000	10 200	51 500

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
Total expenditure per student	:	5 837	11 386	10 802	3 572	4 476	:	5 854	4 064	9 911	13 681	9 100	:	:	11 974	:
GDP per capita	13 200	16 200	27 000	26 900	10 200	15 900	6 500	16 800	11 500	23 700	25 100	25 300	26 000	:	32 400	5 700

Source: Eurostat, UOE and national accounts.

Additional notes (Figure C1)

Belgium: Expenditure relating to independent private institutions and the German-speaking Community is not included.
Denmark: Expenditure on ISCED level 4 is partially included in ISCED 5-6.
Denmark, Poland, Portugal and **Norway**: The expenditure of 'other private entities' is not included.
Greece: Local expenditure is not included.
Ireland, Spain, Portugal and **United Kingdom**: Expenditure related to ancillary services is not included.
Netherlands and **Slovakia**: Expenditure on ISCED level 5B is not included.
Austria, Poland and **Norway**: Expenditure from international sources is not included.
Portugal: Local and regional expenditure is not included.

Explanatory note

Annual expenditure on tertiary public and private educational institutions per student covers all expenditure within a tertiary educational institution but does not cover indirect expenditure (i.e. public transfers to the private sector such as public scholarships, public or commercial loans, tax relief, etc.), or expenditure on education outside educational institutions (household purchases of books or stationery). The indicator is based on full-time equivalent enrolment.

At an equivalent GDP per capita, countries may make differing financial contributions to tertiary education. For example, Belgium, Sweden and the United Kingdom have a GDP per capita of between PPS EUR 25 000 and PPS EUR 26 000 but display a far greater variation in the amounts they spend per student, ranging from PPS EUR 9 100 in the United Kingdom to PPS EUR 13 680 in Sweden.

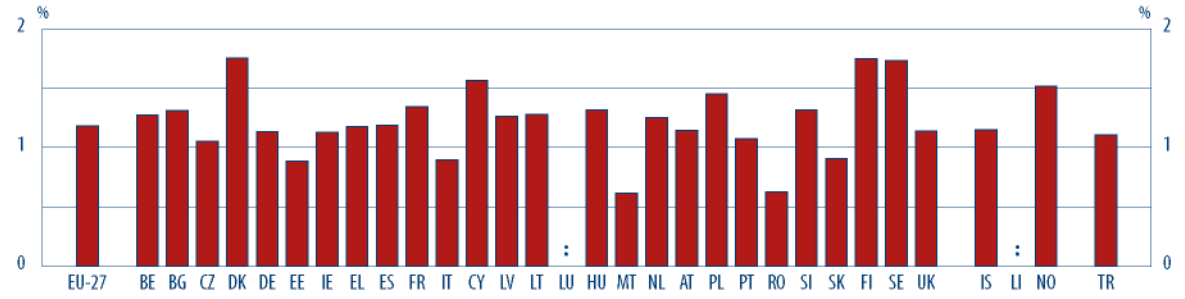
Furthermore, countries that are not as rich as each other may spend relatively similar amounts per student. Ireland, Spain, Italy and Cyprus spend between PPS EUR 7 127 per student (Italy) and PPS EUR 8 009 per student (Ireland), although the absolute variations in their GDP per capita are greater (between PPS EUR 18 600 in Cyprus and PPS EUR 29 300 in Ireland).

IN 2003, EUROPEAN COUNTRIES EARMARKED ON AVERAGE 1.18 % OF THEIR GDP FOR TERTIARY EDUCATION

Total public, private or international expenditure on tertiary education institutions accounts for 1.18 % of Gross Domestic Product (GDP) in the EU-27.

A few countries deviate markedly from this average. In four Nordic countries (Denmark, Finland, Sweden and Norway) and Cyprus, total expenditure on tertiary education institutions as a proportion of GDP exceeds 1.5 %. By contrast, the proportion is lower than 1 % of GDP in Italy (0.9 %), Malta (0.61 %) and Slovakia (0.9 % not inclusive of expenditure on ISCED level 5B). Estonia and Romania also spend less than 1 % of GDP but certain expenditure categories are not included so the percentage is an underestimate.

Figure C2: Annual expenditure on tertiary public and private educational institutions (ISCED 5-6) as a percentage of GDP, 2003



EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
1.18	1.28	1.31	1.05	1.75	1.13	0.88	1.13	1.18	1.19	1.35	0.90	1.57	1.26	1.28	:	1.32	0.61	1.25	1.14	1.45	1.08	0.63	1.32	0.90	1.75	1.73	1.14	1.15	:	1.52	1.11

Source: Eurostat, UOE and national accounts.

Additional notes

EU-27: Estimate based on available data.
Belgium: The expenditure relating to independent private institutions and the German-speaking Community is not included.
Denmark: Expenditure on ISCED level 4 is partially included in ISCED 5-6.
Denmark, Estonia, Poland, Portugal, Romania, Iceland, Norway and **Turkey**: Expenditure by 'other private agencies' on educational institutions is not included.
Estonia, Hungary, Austria, Poland, Portugal, Romania, Iceland, Norway and **Turkey**: Expenditure from international sources is not included.
Estonia and **Romania**: Payments by households to institutions are not included.
Ireland, Spain, Portugal, United Kingdom and **Iceland**: Expenditure related to ancillary services is not included.
Greece and **Romania**: Local expenditure is not included.
Netherlands and **Slovakia**: Expenditure on ISCED level 5B is not included.
Portugal: Expenditure earmarked for pensions is not included.
Portugal and **Turkey**: Local and regional expenditure is not included.
United Kingdom: GDP is adjusted for the 1 April to 31 March financial year.

Explanatory note

Annual expenditure on tertiary public and private educational institutions from public, international and private sources of funding includes direct expenditure and other payments. It covers expenditure on educational core services, ancillary services (e.g. meals, university halls of residence, sports activities, etc.) and research and development (R & D) activities.

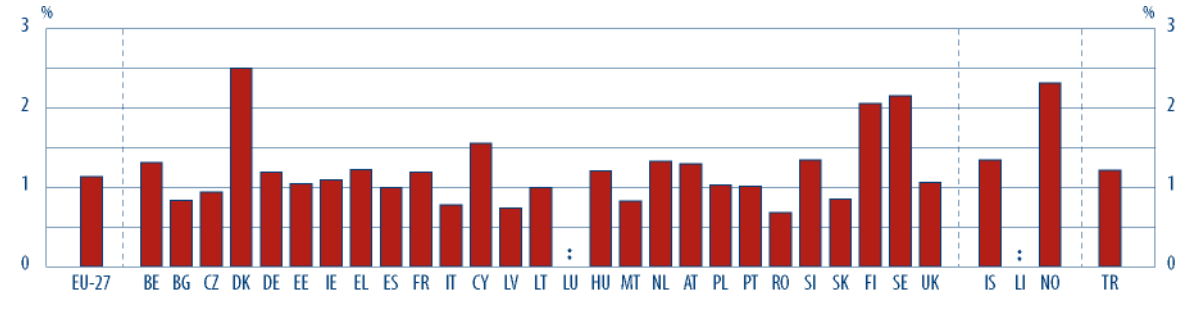
While the concept covers all such expenditure, it does not include indirect expenditure in the form of public transfers to the private sector (e.g. public scholarships, public or commercial loans, tax relief, etc.), or educational expenditure outside institutions.

TOTAL PUBLIC EXPENDITURE ON TERTIARY EDUCATION REPRESENTS 1.1 % OF EU-27 GDP

In 2003, total public expenditure on tertiary education represents over 1 % of the wealth (GDP) of each country except in Bulgaria, the Czech Republic, Italy, Latvia and Malta. In almost all European countries, the public purse is by far the main source of funding at this level (Figure C12).

Public expenditure on tertiary education is over 2 % of GDP in four Nordic countries, namely Denmark (although some ISCED level 4 expenditure is included), Finland, Sweden and Norway. In these countries, it is higher than that of the EU-27 by at least 0.9 of a percentage point of GDP.

Figure C3: Total public expenditure on education at tertiary level of education (ISCED 5-6) as a percentage of GDP, 2003



EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
1.14	1.31	0.84	0.94	2.50	1.19	1.05	1.09	1.22	0.99	1.19	0.78	1.55	0.74	1.00	:	1.21	0.83	1.33	1.29	1.03	1.01	0.68	1.34	0.85	2.05	2.16	1.06	1.35	:	2.32	1.21

Source: Eurostat, UOE and national accounts.

Additional notes

EU-27: Estimate based on available data.
Belgium: Expenditure relating to independent private institutions and the German-speaking Community is not included.
Denmark: Expenditure on ISCED level 4 is partially included in ISCED 5-6.
Ireland, Spain, Portugal, United Kingdom and **Iceland**: Expenditure related to ancillary services is not included.
Greece and **Portugal**: Student loans are not included.
Greece and **Romania**: Local expenditure is not included.
Cyprus: Financial support for students abroad is included.
Lithuania and **Turkey**: Public transfers to 'other private entities' are not included.
Netherlands and **Slovakia**: Expenditure on ISCED level 5B is not included.
Portugal: Expenditure earmarked for pensions is not included.
Portugal and **Turkey**: Local and regional expenditure is not included.
United Kingdom: GDP is adjusted for the 1 April to 31 March financial year.

Explanatory note

Total public expenditure on education and GDP (see the Glossary).

PUBLIC EXPENDITURE ON TERTIARY EDUCATION REPRESENTS OVERALL 2.6 % OF TOTAL PUBLIC EXPENDITURE

The share of total public expenditure earmarked for tertiary education reflects the investment achieved by national public authorities in this sector.

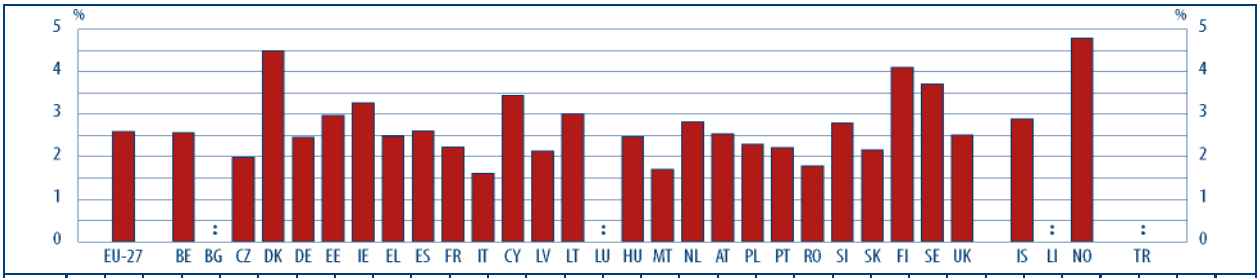
In 2003, total public expenditure on tertiary education accounted for 2.58 % of total public expenditure in the EU-27.

Over half of all European countries earmark between 2 % and 3 % of their total public expenditure for tertiary education. In only three countries (the Czech Republic, Italy and Malta) is the proportion less than 2 %.

Four of the Nordic countries (Denmark, Finland, Sweden and Norway) allocate over 3.5 % of total public expenditure to tertiary education. In Denmark and Norway, the share of total public expenditure allocated is 4.49 % and 4.78 % respectively. In both countries, the share of grant and loan support in total public expenditure on tertiary education is 32.2 % and 36.7 % respectively (Figure D9).

The share of total public expenditure on tertiary education is influenced by different factors such as demographic structure, the structure of tertiary level provision, participation rates and staff salary levels. Countries that spend similar proportions of their total public expenditure on tertiary education may however spend different proportions relative to their GDP, because of differences in both the size and sectorial coverage of their total public expenditure (on education, health, transport, etc.) compared to GDP (Figure C3).

Figure C4: Total public expenditure on education at tertiary level of education (ISCED 5-6), as a percentage of total public expenditure, 2003



EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
2.58	2.57	:	1.98	4.49	2.46	2.96	3.27	2.48	2.60	2.23	1.61	3.44	2.13	3.01	:	2.47	1.70	2.82	2.53	2.30	2.21	1.78	2.80	2.17	4.10	3.71	2.51	2.89	:	4.78	:

Source: Eurostat, UOE and national accounts.

Additional notes

EU-27: Estimate based on available data.
Belgium: Expenditure relating to independent private institutions and the German-speaking Community is not included.
Denmark: Expenditure on ISCED level 4 is partially included in ISCED 5-6.
Ireland, Spain, Portugal, United Kingdom and **Iceland**: Expenditure related to ancillary services is not included.
Greece and **Portugal**: Student loans are not included.
Greece and **Romania**: Local expenditure is not included.
Cyprus: Financial support for students abroad is included.
Lithuania: Public transfers to 'other private entities' are not included.
Netherlands and **Slovakia**: Expenditure on ISCED level 5B is not included.
Portugal: Local and regional expenditure is not included. Expenditure earmarked for pensions is not included.
United Kingdom: GDP is adjusted for the 1 April to 31 March financial year.

Explanatory note

Total public expenditure on education (see the Glossary).

Total public expenditure (or total general government expenditure according to ESA 95 terminology) is expressed in national currency (in millions) and includes government expenditure – for example at local, regional and central levels of government, as well as social security funding – under different headings (for example, welfare, health, education, etc.).

DIRECT FUNDING OF TERTIARY EDUCATION INSTITUTIONS PREVAILS IN EUROPE

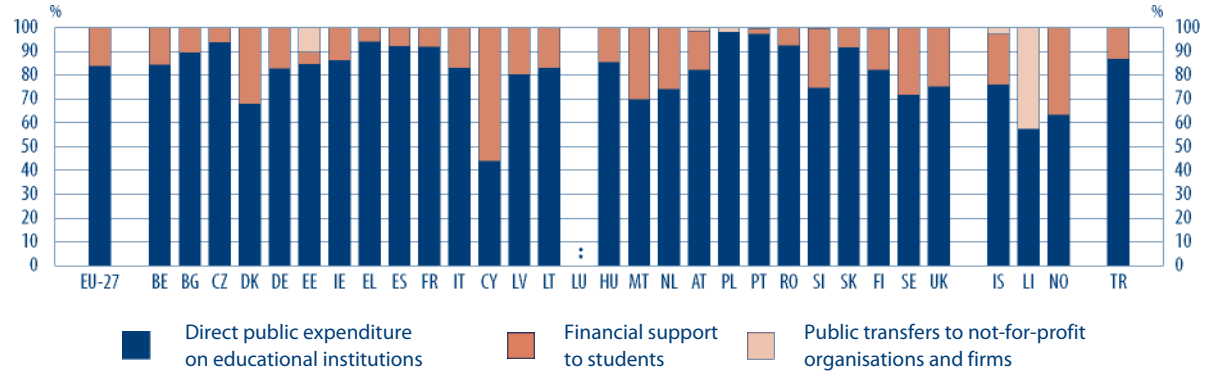
Tertiary education is funded by means of two distinct types of operation, namely direct funding to institutions and indirect funding via financial support to students and transfers to firms and not-for-profit organisation. Direct funding represents around 83.7 % of total public expenditure on tertiary education in the EU-27, whereas indirect funding represents around 16.3 % in the EU-27 and under 30 % in most European countries.

Direct funding is preferred in virtually all countries, although far more in some than in others. In the Czech Republic, Greece, Spain, France, Poland, Portugal, Romania and Slovakia, over 90 % of total public expenditure on tertiary education is paid directly to educational institutions. At the other extreme, in Denmark, Malta and Norway, direct funding accounts for under 70 %. In two countries, Cyprus and Liechtenstein, the proportions are much lower still at 44 % and just over 57 %, respectively. Strong financial support for students is here largely attributable to high international student mobility (Figure E1) so that, besides offering additional financial support for mobility, both these countries provide for portable mainstream support, with restricted portability in Cyprus and fully portable support in Liechtenstein (Figure E6).

In Denmark, Cyprus, Malta and Norway, all indirect funding relates to financial support for students.

Direct and indirect funding levels should be viewed in relation to national systems of contributions (Figures C9 and C10) and financial support for tertiary education (Figures D1 and D6), as well as other factors such as the mobility of students, or their social status or age. In countries in which certain tertiary education programmes are not available and students go abroad in large numbers (Cyprus, Malta and Liechtenstein**)**, the relative share of indirect funding may also partly depend on whether student financial support is portable. Finally, a preference for indirect funding (i.e. student financial support) may encourage students to become financially independent or to prolong their studies. For example, Denmark and Norway are two of the countries in which 15 % of those enrolled in tertiary education are aged over 35 (Figure B4).

Figure C5: Distribution of total public expenditure on tertiary education (ISCED 5-6) by type of transaction, 2003



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
	83.7	84.2	89.4	93.8	67.8	82.8	84.6	86.2	94.0	92.1	91.8	83.0	44.0	80.3	82.9	:	85.3	69.8	74.1	82.0	97.7	97.4	92.3	74.6	91.5	82.1	71.6	75.3	75.9	57.5	63.3	86.8
	16.1	15.8	10.6	6.2	32.2	17.2	5.0	13.8	6.0	7.9	8.2	17.0	56.0	19.7	17.1	:	14.7	30.2	25.9	16.6	0.4	2.2	7.7	25.2	8.5	17.4	28.4	24.7	21.4	:	36.7	13.2
	0.1	-	-	-	-	-	10.4	-	-	-	:	-	-	-	:	:	-	-	-	1.4	2.0	0.5	-	0.3	-	0.5	-	-	2.7	42.5	-	:

Source: Eurostat, UOE.

Additional notes

EU-27: Estimate based on available data.
Belgium: Expenditure relating to independent private institutions and the German-speaking Community is not included.
Denmark: Expenditure on ISCED level 4 is partially included in ISCED 5-6.
Ireland, Spain, Portugal, United Kingdom and **Iceland**: Expenditure related to ancillary services is not included.
Greece and **Romania**: Local expenditure is not included.
Greece and **Portugal**: Public student loans are not included.
Cyprus: Financial support for students abroad is included.
Lithuania and **Turkey**: Public transfers to 'other private entities' are not included.
Netherlands and **Slovakia**: Expenditure on ISCED level 5B is not included.
Portugal: Expenditure earmarked for pensions is not included.
Portugal and **Turkey**: Local and regional expenditure is not included.

Explanatory note

Total public expenditure on education, direct public expenditure on educational institutions, Financial support to students and Public transfers to not-for-profit organisations and firms (see the Glossary).

THE FUNDING OF TERTIARY EDUCATION INVOLVES LITTLE REDISTRIBUTION OF RESOURCES BETWEEN ADMINISTRATIVE LEVELS

Different administrative levels may be involved in funding education. Central, regional or local authorities may redistribute some of the resources they have accumulated, transferring them to other – generally more decentralised – levels that thus become their end users.

In the majority of countries for which data are available, the central level is the main source of public funding for tertiary education. In Bulgaria, the Netherlands and Liechtenstein, it is the sole source. In the remaining countries (Cyprus, Latvia, Lithuania, Malta and Norway), the other levels contribute only a very modest share of funding.

The regional level is the main source and end user of the tertiary education budget in just three countries (Belgium, Germany and Spain), in which over 75 % of funding is raised and spent at this level. In those countries, intermediate level bodies have important responsibilities in the area of tertiary education.

A net redistribution of resources across different administrative levels is relatively marginal in all European countries. Indeed, aside from those in which the central level is the sole source of public funding, not many countries arrange for net transfers between levels. Where they occur, transfers are from the central to the regional level as in the Czech Republic, Germany (with minor transfers also to local level), France, Italy and Poland, or from central to local level as in Ireland, Finland and the United Kingdom.

Additional notes (Figure C6)

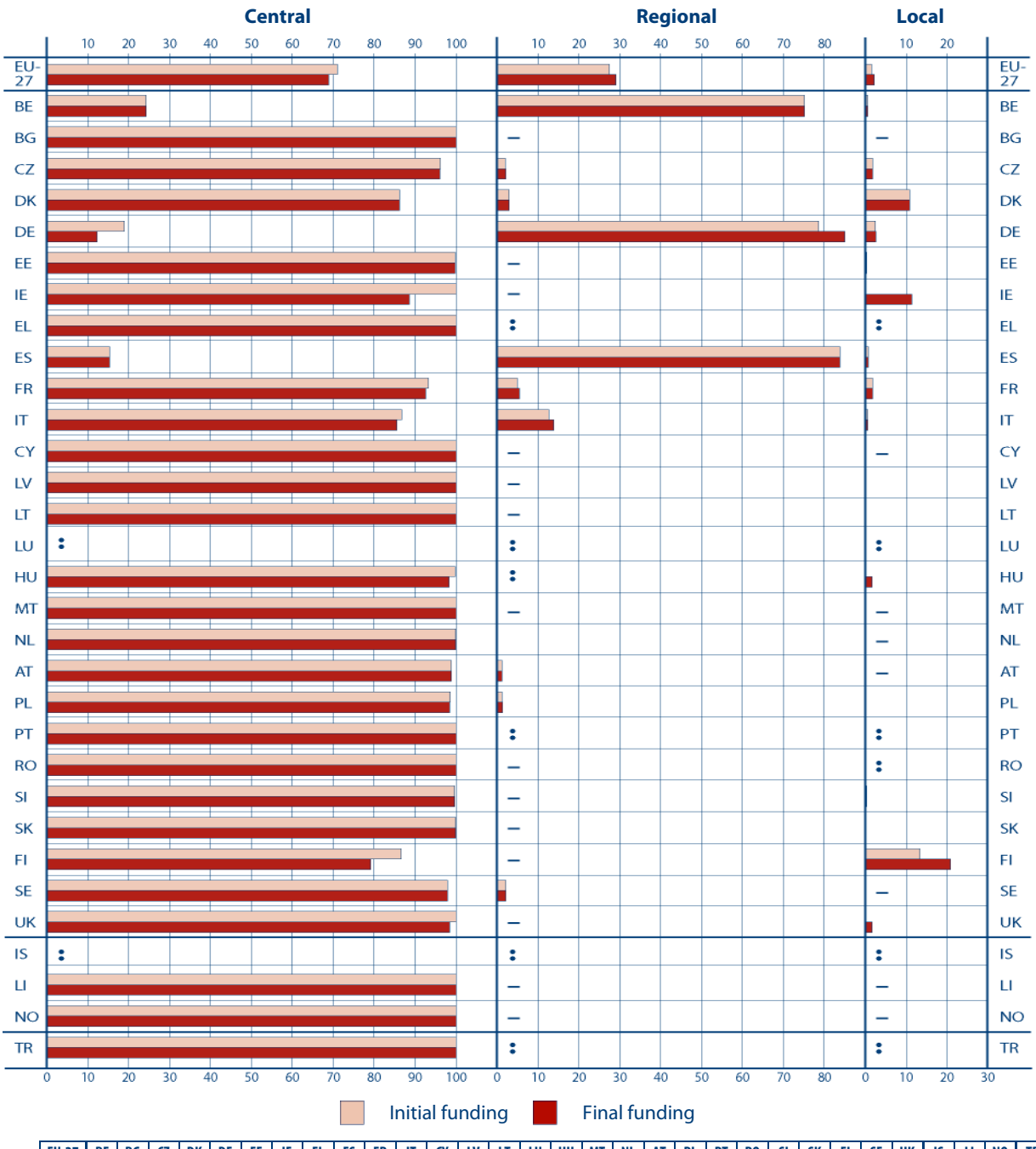
EU-27: Estimate based on available data.
Belgium: Expenditure relating to independent private institutions and the German-speaking Community is not included.
Denmark and **Iceland**: Expenditure on ISCED level 4 is partially included in ISCED 5-6.
Greece and **Romania**: Local expenditure is not included.
Greece: Local and regional financial support to students is not included.
Greece and **Portugal**: Student loans are not included.
Ireland, Spain, Portugal and **Iceland**: Expenditure related to ancillary services is not included.
Cyprus: Financial support for students abroad is included.
Lithuania and **Turkey**: Public transfers to 'other private entities' are not included.
Hungary: Regional expenditure is included in local expenditure.
Netherlands and **Slovakia**: Expenditure on ISCED level 5B is not included.
Portugal and **Turkey**: Local and regional expenditure is not included.
Sweden: Local expenditure is included in regional expenditure.

Explanatory note

Funds earmarked for educational purposes are transferred between the central, regional and local levels of government. They are shown here as net flows.

Initial funds correspond to the share of total educational expenditure made available by each level. Final funds represent the share of total educational expenditure incurred directly by each level. Both 'initial' and 'final' funding include direct public expenditure and transfers to the private sector. They cover any expenditure by tertiary educational institutions from public sources, which means that in addition to educational core services they may also cover ancillary services (e.g. meals, university halls of residence, sports activities, etc.) and research and development (R & D) activities.

Figure C6: Sources of public funding for tertiary education (ISCED 5-6) by administrative level before and after transfers, 2003



		EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
A		71.0	24.3	100	96.2	86.2	18.9	99.7	100	100	15.4	93.2	86.8	100	100	100	:	99.8	100	100	98.8	98.5	100	100	99.7	99.9	86.6	97.9	100	:	100	100	100
		68.9	24.3	100	96.0	86.2	12.3	99.7	88.6	100	15.4	92.6	85.5	100	100	100	:	98.4	100	100	98.8	98.4	100	100	99.7	99.9	79.1	97.9	98.4	:	100	100	100
B		27.4	75.2	-	2.0	3.0	78.5	-	-	:	83.8	5.0	12.7	-	-	-	:	:	-	0.0	1.2	1.3	:	-	-	-	-	2.1	-	:	-	-	:
		29.0	75.2	-	2.2	3.0	85.1	-	-	:	83.8	5.5	13.9	-	-	-	:	:	-	0.0	1.2	1.4	:	-	-	-	-	2.1	-	:	-	-	:
C		1.6	0.5	-	1.8	10.9	2.5	0.3	0.0	:	0.8	1.8	0.5	-	0.0	0.0	:	0.2	-	-	-	0.2	:	:	0.3	0.1	13.4	-	0.0	:	-	-	:
		2.1	0.5	-	1.8	10.9	2.6	0.3	11.4	:	0.8	1.8	0.5	-	0.0	0.0	:	1.6	-	-	-	0.2	:	:	0.3	0.1	20.9	-	1.6	:	-	-	:

A Central B Regional C Local

Source: Eurostat, UOE.

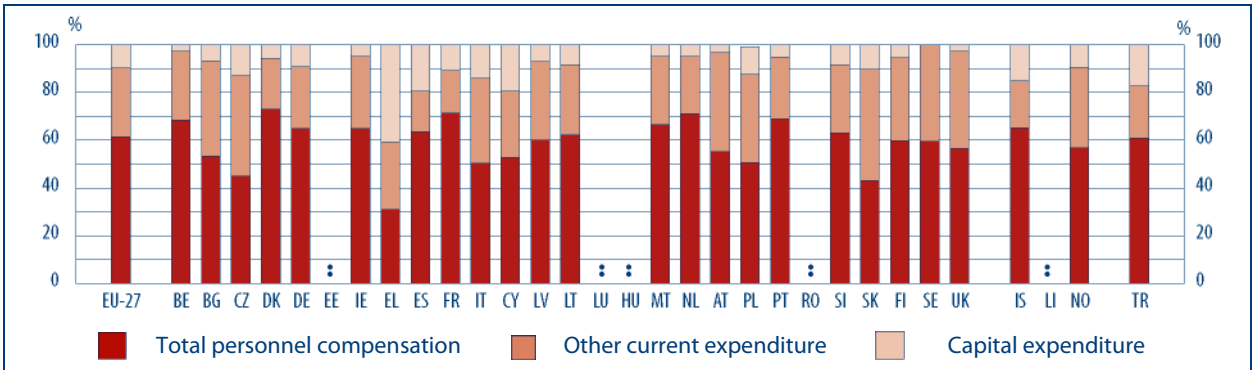
STAFF CONSTITUTE THE BIGGEST CATEGORY OF EXPENDITURE IN TERTIARY EDUCATION

In 2003, expenditure on staff accounted for over half of total expenditure on tertiary education in all countries except the Czech Republic, Greece and Slovakia, in which it represented under 45 %. Even if expenditure on staff is the foremost expenditure heading in tertiary education (61.4 % for the EU-27), its share is lower than that reported for education systems as a whole (ISCED 0-6) in which it is 79.1 %. However, in Denmark, France and the Netherlands, it accounts for over 70 % of total expenditure in tertiary education.

'Other current expenditure' generally represents between 20 % and 40 % of total expenditure. It constitutes the second category of expenditure in all countries except Greece and Spain (in which expenditure on ancillary services is not included). In Spain, France and Iceland, it is less than 20 % and in the Czech Republic, Austria and Slovakia over 41 %.

Almost everywhere, the share of capital expenditure is the lowest, representing under 10 % of total expenditure in the EU-27. In Greece it accounts for 40.8 % and ranks higher than expenditure on staff. Nevertheless, in Spain, Cyprus and Turkey, capital expenditure is over 15 % of total expenditure.

Figure C7: Breakdown of total expenditure on tertiary education (ISCED 5-6) by category of expenditure, 2003



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
	61.4	68.4	53.5	44.9	73.0	64.9	:	65.0	30.9	63.7	71.5	50.5	52.9	60.2	62.4	:	:	66.7	71.1	55.3	50.7	69.1	:	63.1	43.1	59.8	59.7	56.7	65.3	:	56.8	60.9
	28.9	28.8	39.8	42.1	21.3	26.0	:	30.3	28.3	16.9	17.7	35.5	27.7	32.9	29.3	:	:	28.5	24.2	41.6	36.8	25.8	:	28.5	46.8	34.9	40.3	40.6	19.7	:	33.7	22.0
	9.7	2.7	6.6	13.0	5.8	9.1	:	4.8	40.8	19.4	10.7	13.9	19.4	6.9	8.3	:	:	4.8	4.8	3.1	11.6	5.1	:	8.5	10.1	5.3	0.0	2.8	15.0	:	9.5	17.1

Source: Eurostat, UOE.

Additional notes

EU-27: Estimate based on available data.

Belgium: Expenditure relating to independent private institutions and the German-speaking Community is not included.
Denmark: Expenditure on ISCED level 4 is partially included in ISCED 5-6.
Denmark, Poland, Portugal, Iceland and **Norway**: The payments of 'other private entities' to educational institutions are not included.
Ireland, Spain, Portugal, United Kingdom and **Iceland**: Expenditure related to ancillary services is not included.
Greece: Local expenditure is not included.
Netherlands and **Slovakia**: Expenditure on ISCED level 5B is not included.
Austria, Poland, Portugal, Iceland and **Norway**: Expenditure from international sources is not included.
Portugal: Local and regional expenditure and expenditure earmarked for pensions is not included.

Explanatory note (Figure C7)

Total expenditure includes current and capital expenditure on education in public and private educational institutions from public, international and private sources of funds. It covers expenditure on educational core services, ancillary services (e.g. meals, university halls of residence, sports activities, etc.) and research and development (R & D) activities. It does not cover indirect expenditure in the form of public transfers to the private sector (e.g. public scholarships, public or commercial loans, tax relief, etc.), or educational expenditure outside institutions (e.g. household purchases of books or stationery).

Current expenditure is expenditure on goods and services consumed within the current year, which is needed for the ongoing provision of educational services. It therefore encompasses expenditure on staff. Minor expenditure on items of equipment below a certain cost threshold is also reported as current expenditure (see Glossary). Current expenditure encompasses staff and other current expenditure.

Capital expenditure represents the value of educational capital acquired or created during the year in question – or, in other words, the amount of capital formation – regardless of whether the capital outlay was financed from current revenue or by borrowing. Capital expenditure includes outlays on construction, renovation, and major repair of buildings and expenditure on new or replacement equipment. Although capital investment requires considerable initial expenditure, the infrastructure and facilities have a lifetime that extends over many years.

EXPENDITURE PER STUDENT IS EARMARKED MAINLY FOR TEACHING ACTIVITIES

Total expenditure per student varies in the proportion of 1 to 4 depending on the country concerned. Such variations may be attributable to many factors. They include the length and structure of teaching programmes ([1]), arrangements for gaining admission to tertiary education (Figure A1), whether student participation is full time or part time (Figure B10), the student/teacher ratio (Figure C15), and big differences between countries in the relative share of research and development (R & D) expenditure included in total expenditure on tertiary education institutions.

Annual expenditure may be divided into three categories, namely educational core services, research and development (R & D), and ancillary services. It is possible to calculate expenditure per student across the EU-27 under each heading: PPS EUR 5 442 per student per year are spent on educational core services and around half (PPS EUR 2469) on R & D, while ancillary services such as meals and university halls of residence (Figures D11 and D12) account for a very modest PPS EUR 196 per student. Bulgaria, Germany and France are the three countries in which expenditure per student under this heading exceeds PPS EUR 500.

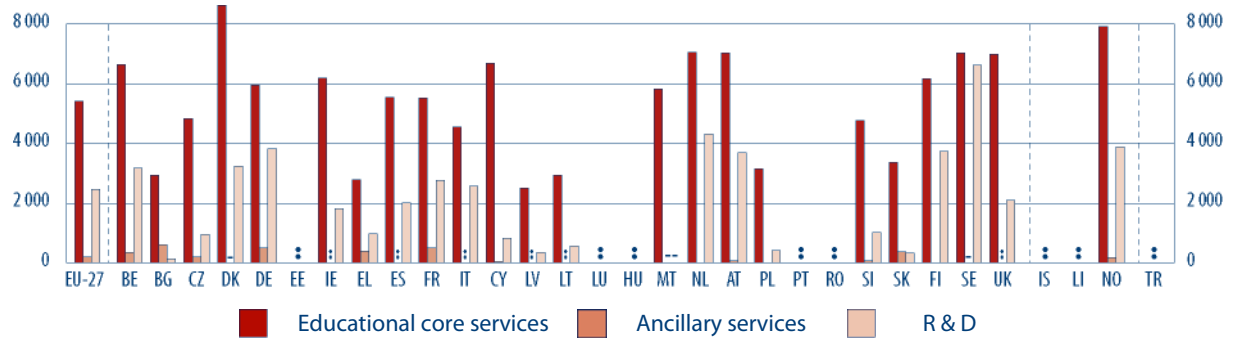
Educational expenditure per student varies markedly from one European country to the next. Denmark spends PPS EUR 8 634 per student, while Latvia spends PPS EUR 2 498. Over half of the countries for which data is available spend over PPS EUR 5 500 per student annually on educational core services in tertiary education.

The amounts spent per student on R & D are much less but differ even more widely across European countries: such expenditure varies in the proportion of 1 to 50. Bulgaria, Cyprus, Latvia, Poland and Slovakia allocate less than 15 % of annual expenditure per student to R & D which is the equivalent of 7 to around 20 times less than their expenditure on educational core services per student. Belgium, Germany, France, Italy, the Netherlands, Austria, Finland, Sweden and Norway earmark over 30 %. In these countries, expenditure on educational core services per student is at most twice as high as that on R & D. It is in Sweden, however, that expenditure on educational core services per student and on R & D per student are closest, at PPS EUR 7 064 and PPS EUR 6 635 per student per year respectively.

These differences may be attributable to the amounts allocated to R & D in tertiary education institutions but also to the organisation of R & D in each country.

([1]) Eurydice publication *Focus on the Structure of Higher Education in Europe – 2006/07: National Trends in the Bologna Process*.

Figure C8: Annual expenditure per student, on tertiary educational institutions in PPS EUR broken down by function (educational core services, R & D, and ancillary services), ISCED 5-6, 2003



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
Educational core services	5 422	6 643	2 929	4 839	8 634	5 962	:	6 193	2 791	5 556	5 521	4 559	6 694	2 498	2 940	:
Ancillary services	196	359	605	194	-	500	:	:	385	:	511	:	50	:	:	:
R & D	2 469	3 171	135	950	3 240	3 826	:	1 816	986	2 014	2 777	2 568	835	341	578	:

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
Educational core services	:	5 837	7 059	7 040	3 163	:	:	4 771	3 364	6 175	7 046	7 002	:	:	7 916	:
Ancillary services	:	-	2	62	2	:	:	61	371	0	-	:	:	:	179	:
R & D	:	-	4 325	3 700	406	:	:	1 022	330	3 736	6 635	2 098	:	:	3 880	:

Source: Eurostat, UOE.

Additional notes

EU-27: Estimate based on available data.
Belgium: Expenditure relating to independent private institutions and the German-speaking Community is not included.
Denmark: Expenditure on ISCED level 4 is partially included in ISCED 5-6.
Denmark, Poland, Iceland and **Norway**: The expenditure of 'other private entities' is not included.
Ireland, Spain, United Kingdom and **Iceland**: Expenditure related to ancillary services is not included.
Greece: Local expenditure is not included.
Italy, Latvia and **Lithuania**: Expenditure related to ancillary services is included in expenditure on educational core services.
Netherlands and **Slovakia**: Expenditure on ISCED level 5B is not included.
Austria, Poland, Iceland and **Norway**: Expenditure from international sources is not included.

Explanatory note

Annual expenditure (see the Glossary) per student on tertiary education institutions covers three headings, namely educational core services, ancillary services (e.g. meals, university halls of residence, sports activities, etc.) and research and development (R & D) activities. The indicator is based on full-time equivalent enrolment.

SECTION II – STUDENT FINANCIAL CONTRIBUTIONS

FREE ACCESS TO PUBLIC TERTIARY EDUCATION AT ISCED LEVEL 5 IN A DOZEN COUNTRIES

Everywhere, the public authorities contribute to expenditure in tertiary education (Figure C3). The amounts allocated to institutions often only partially cover tuition costs. In most countries, their budget is also partly dependent on private household contributions representing a fairly significant share of their income (Figure C12). In such cases, students enrolled full time for a first qualification at ISCED level 5 are obliged to contribute financially to the cost of their studies. Only the situation of students with a state-subsidised place is considered here. The sole exception to this is Latvia in which non-subsidised students are in the majority.

A distinction may be drawn between two major categories of contribution sometimes present in combination, namely administrative fees and tuition fees. Contributions to administrative costs may include fees that have to be paid just once when students enrol for the first time (entrance fees) or annually (registration fees), and certification fees meant to cover the organisation of examinations and the provision of administrative documents relating to the final qualification. Furthermore, students may have to pay contributions to their tuition costs that are often higher than administrative fees (Figure C10).

Here are considered contributions to be paid by students irrespective of any financial support due to some of them in accordance with certain criteria. In many countries, students do indeed receive support to help pay their fees or benefit from a reduction or exemption (Figure D4).

Independently of or in addition to those contributions, a system of compulsory payments to student organisations may have been established. These are contributions to costs associated with student life or services, such as those arising from cultural activities or for certain kinds of insurance. Where they are required, these amounts are much lower than contributions to the funding of education.

In some countries, special measures may apply to students who have to redo a year, or who take longer than a certain fixed length of time to complete their studies (Figure C11).

Tuition fees are a widespread form of contribution, which is adopted in 16 countries. In seven of them – Belgium (the French and Flemish Communities), Bulgaria, the Czech Republic (ISCED 5B programmes only), Lithuania, the Netherlands, the United Kingdom (England, Wales and Northern Ireland) and Liechtenstein – such fees are the only financial contribution required of students.

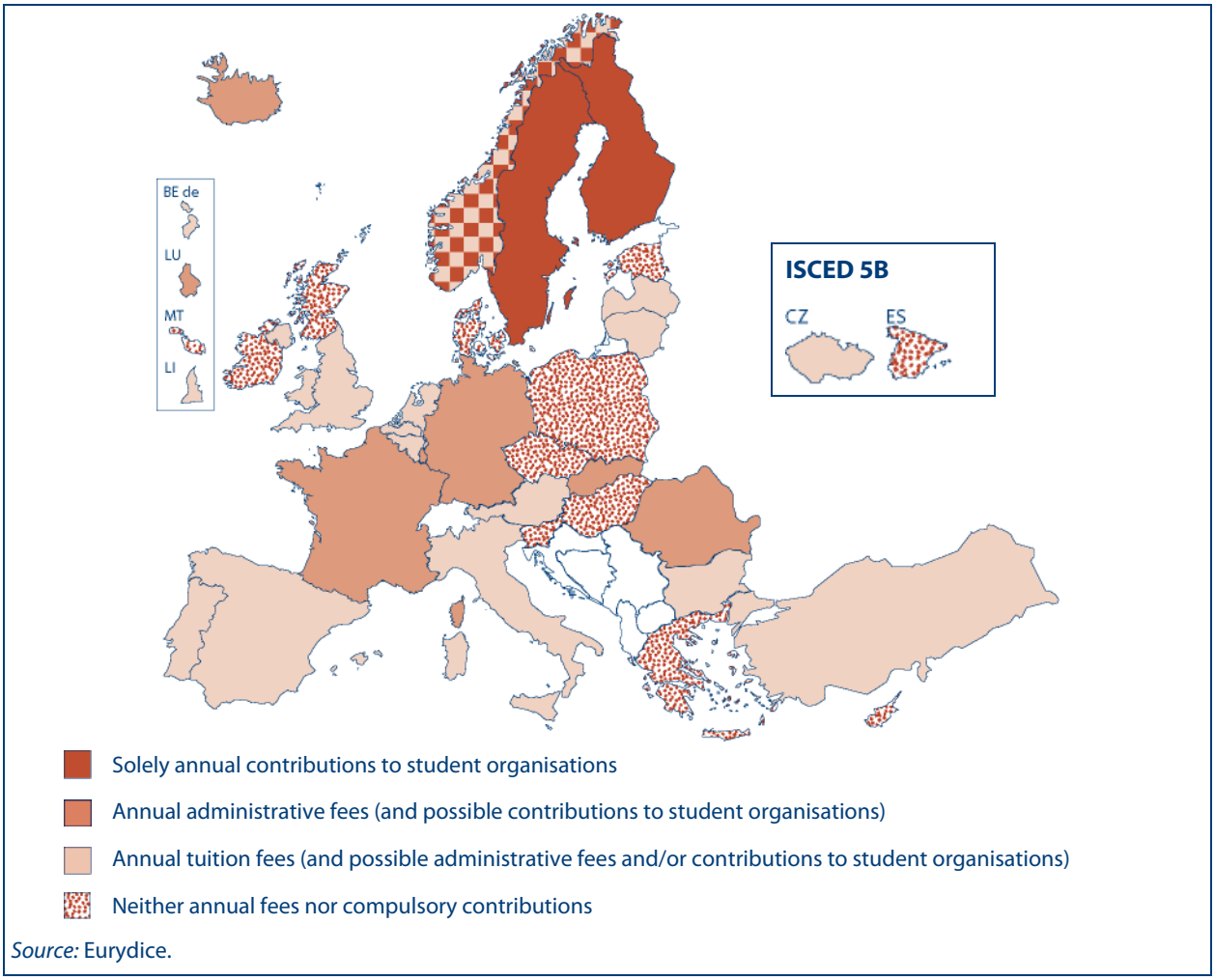
Annually paid registration fees are also very widespread. They are due in 12 countries, either in combination with tuition fees as in Belgium (the German-speaking Community), in Spain (for ISCED 5A programmes), Italy, Portugal, Norway (some institutions in the government-dependent private sector) and Turkey, or alone (Germany, France, Luxembourg, Romania, Slovakia and Iceland).

In Finland (public-sector university institutions), Sweden and Norway (in the public sector), students pay only an annual contribution to their own organisations. In Cyprus, they are required to pay a small contribution to the student organisation just once when they first enrol for study. In Poland and Slovenia, they have to pay very low registration fees once when they first enter tertiary education.

In eight countries, namely the Czech Republic (ISCED 5A), Denmark, Greece (excluding the Open University), Spain (ISCED 5B), Ireland, Hungary, Malta and the United Kingdom (Scotland), students working for their first qualification who keep within the normal course schedule are entitled to free tertiary education, as are students in the polytechnic faculties in Finland. The same applies to students with a subsidised place in Estonia and Latvia. Scotland is regarded as a country in which access to tertiary education is free, as a government agency pays the officially determined registration fee for all reference students irrespective of their social classification, provided they so request and do not repeat their year of study. However, once they have graduated, these students have to make a compulsory payment in recognition of the support they have received. In all, therefore, a dozen countries provide tertiary education, access to which may be regarded as free of charge (with neither tuition fees nor annual registration fees payable).

Finally, it should be noted that the current trend in contributions in tertiary education in Europe is towards tuition fees. Besides the fact that this applies to many countries, some of which have recently introduced such fees, a few more are discussing whether or not to introduce them or have decided that they will (the Czech Republic, Germany and Hungary), or are arranging for all students to pay them (Lithuania). By contrast, Slovenia is abolishing the payment of all tuition fees in ISCED level 5 programmes by 2009 (they exist at present in certain *Master* programmes not shown in Figure C9).

Figure C9: Types of private contribution annually paid by full-time daytime students for a first qualification (ISCED 5) in the public and/or government-dependent private sectors, 2005/06



Source: Eurydice.

Additional notes (Figure C9)

Belgium (BE fr, BE nl): The annual amount requested from students covers registration fees and tuition fees.
Germany: Since 2006/07, the *Länder* have been free to request contributions of up to PPS EUR 944 to tuition costs. As of January 2007, seven *Länder* had decided to require these contributions.
Estonia, Hungary, Romania and **Slovenia**: Students without a subsidised place pay contributions to tuition costs.
Greece: The Hellenic Open University is the only institution to charge contributions to tuition costs.
Italy: Students also have to pay a regional tax for student welfare. Certification fees are only due in the institutes of art and music offering *alta formazione artistica e musicale* (higher level artistic and musical training).
Cyprus: Contributions to student organisations are paid just once, when students are first admitted to tertiary education.
Latvia: The Figure relates to students without a state-subsidised place (around three-quarters of all students). Subsidised students benefit from access free of charge.
Lithuania: Contributions to tuition costs are due from first-cycle students for a *Bachelor* qualification irrespective of whether they receive a state subsidy, whereas second-cycle *Master* students with a state-subsidised place (one-third of all students) do not have to pay this kind of contribution. With effect from 2006/07, all reference students (including those in *Master* programmes) are contributing to their tuition costs.
Hungary: With effect from 2007/08, all reference students will have to contribute to their tuition costs.
Austria: Universities may waive payment of tuition fees, but cannot request them from students legally exempt from them. Students do not have to pay any contribution in two *Länder* (Burgenland and Carinthia).
Finland: University students have to pay contributions to student organisations; by contrast, such payments are optional for students in the polytechnic faculties.
United Kingdom (SCT): The SAAS (Student Awards Agency for Scotland) pays the contributions of students who request this. However, most students who complete their course are liable to make a compulsory payment after graduation - the 'graduate endowment'.
Norway: In some institutions in the government-dependent private sector, students also have to pay administrative entrance fees, annual registration fees, and a contribution to their tuition costs.

Explanatory note

Administrative entrance fees (payable just once) and certification fees are not considered. Only annual registration fees, contributions to student organisations and contributions to tuition costs are included. They are fully defined in the glossary. The types of contribution reported here are those payable by full-time students with a subsidised place (or, in Latvia, with a non-subsidised place) and on time with their studies. Any financial support they may receive is disregarded.

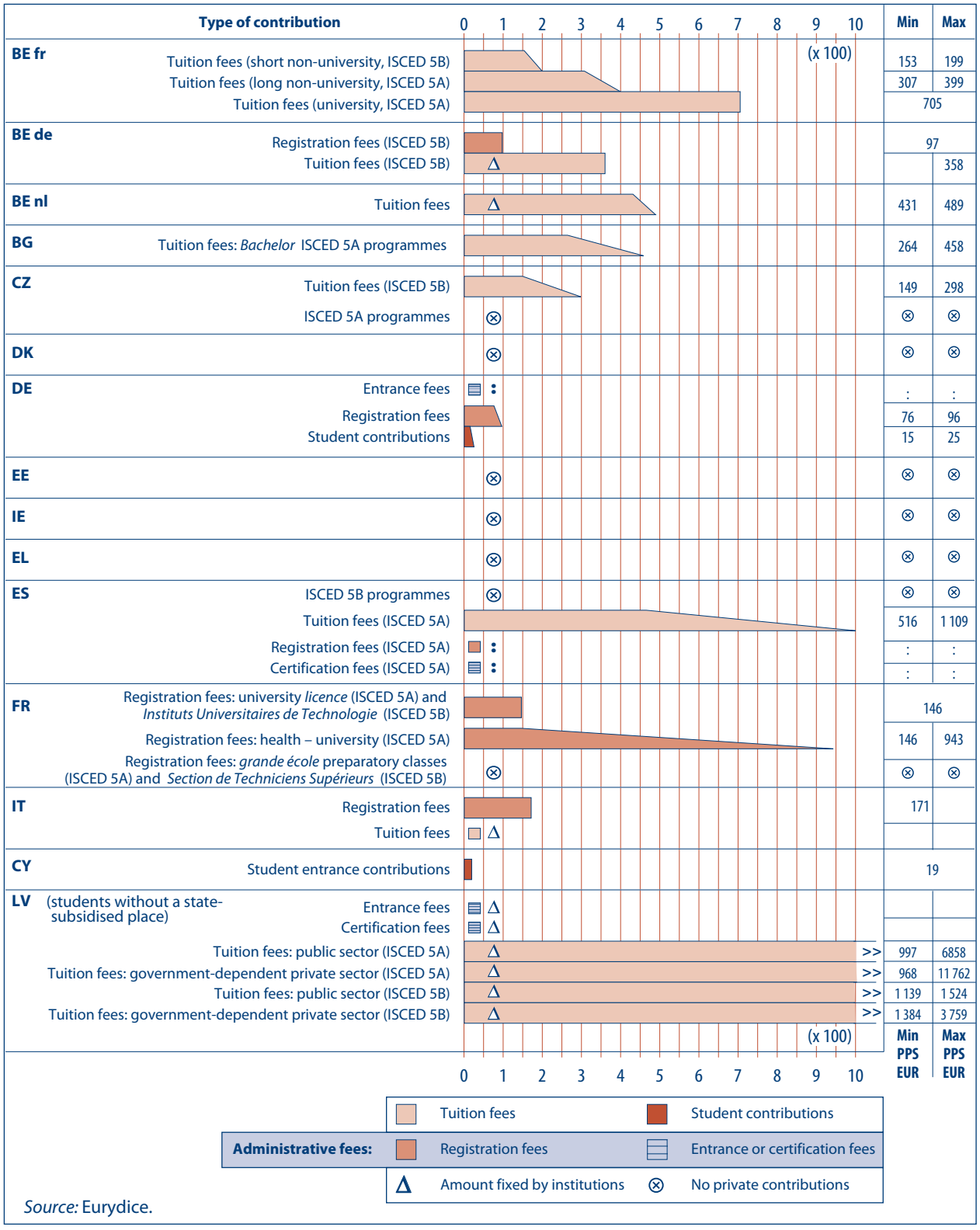
TUITION FEES FOR ISCED 5 PROGRAMMES OFTEN VARY BETWEEN PPS EUR 200 AND PPS EUR 1 000 A YEAR

In countries with data available on the size of contributions, tuition fees are in general higher than other forms of contribution: the annual administrative fees reported are never above the PPS EUR 200 mark except in two countries in which registration fees are relatively high. In France, the latter may reach almost PPS EUR 1 000, but this is in the exceptional case of students training for the state qualification of specialist in psychomotor treatment (for most students annual registration fees are between PPS EUR 146 and PPS EUR 186). In Iceland, registration fees stand at PPS EUR 394. However, in both France and Iceland, registration fees are the only contributions required from students.

Contributions paid to student organisations are still lower, not exceeding PPS EUR 100. In particular, in Finland (universities) and Norway, in which such a contribution is all that students have to pay, a sum of between PPS EUR 40 and PPS EUR 85 is due. In Sweden, these contributions are fixed by different student organisations but generally stand at PPS EUR 27 a year.

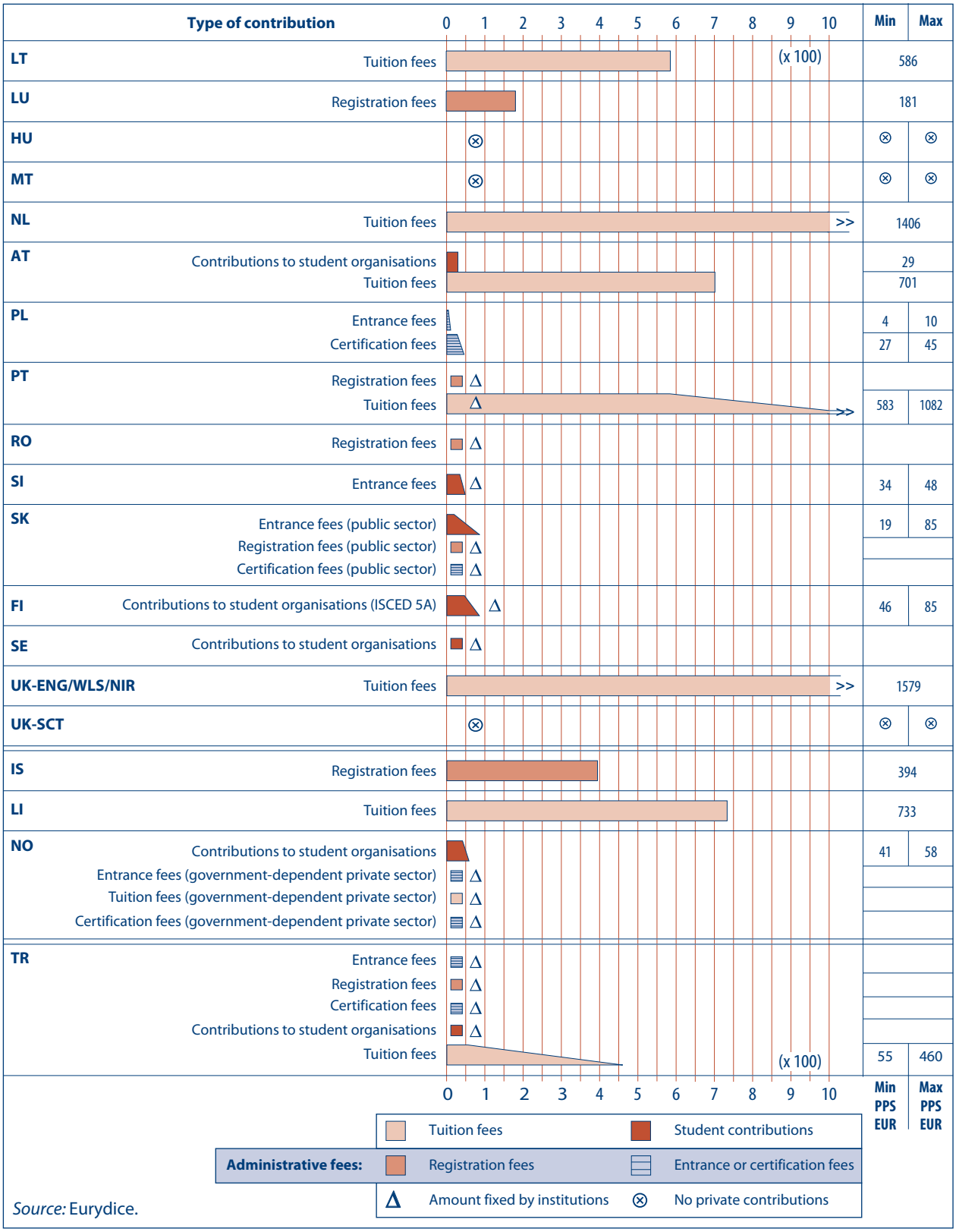
Where tuition fees have to be paid by state-subsidised students, their amount – or at least their maximum amount – is in most cases fixed at central level. In only two countries out of 16 are the amounts concerned at the discretion of institutions, in the government-dependent private sector (Norway) and in the public sector (Italy). Differences between countries in the amounts required are substantial. They range from under PPS EUR 200 in

Figure C10: Amounts of fees and other contributions in PPS EUR paid by full-time daytime students enrolled for a first qualification (ISCED 5) in the public and/or government-dependent private sectors, 2005/06



Source: Eurydice.

Figure C10 (continued): Amounts of fees and other contributions in PPS EUR paid by full-time daytime students enrolled for a first qualification (ISCED 5) in the public and/or government-dependent private sectors, 2005/06



Source: Eurydice.

Additional notes (Figure C10)

Belgium (BE fr): In non-university programmes, the maximum amount corresponds to the sum that final-year students have to pay.
Belgium (BE fr, BE nl): the amount covers registration fees as well as the student contribution to tuition costs.
Belgium (BE de): The only higher education institution, the *Autonome Hochschule*, requires a PPS EUR 242 contribution to tuition costs, which thus falls short of the official maximum of PPS EUR 358.
Czech Republic and **Malta**: An application fee (around PPS EUR 30 in the Czech Republic and PPS EUR 34 in Malta) is charged by tertiary education institutions (ISCED 5A). However, payment of the fee is not necessarily followed by full registration.
Estonia: In the case of non-subsidised students, each institution is free to fix the amount payable in administrative fees. In practice, however, very few institutions do so and, where this occurs, very often only a token amount is requested. Neither is the level of contribution to tuition costs for non-subsidised places regulated in absolute values, but in terms of an authorised increase in the rate from one academic year to the next.
Spain: The size of fees varies in each Autonomous Community and, within each Community, from one programme to the next. The tuition fees reported here (for ISCED 5A programmes) are estimates based on a 60-credit study programme but on two different types of programme (experimental or otherwise) and in two different Autonomous Communities (the Canary Islands and Navarre).
France: Only programmes under the Ministry of Higher Education and Research are considered here. Institutions attached to other ministries are not included. As a supplement to nationally established fees, each university may charge special fees approved by its administrative board (between PPS EUR 9 and PPS EUR 28) to cover sports activities, services provided by the *Service Universitaire de Médecine Préventive et de Promotion de la Santé* (the SUMPPS, or university service for preventive medicine and health promotion), or the *Service Universitaire d'Information et d'Orientation* (SUIO, or the university information and guidance service).
Italy: Students must also pay a regional tax for student welfare, the amount of which is fixed at regional level.
Latvia: Contributions to tuition costs are due solely from students without a state-subsidised place (around three-quarters of all students). The amounts are not fixed at central level but left to the discretion of institutions. Those reported here are estimates provided by the Ministry of Education and Science.
Lithuania: Contributions to tuition costs are due from first-cycle students for a *Bachelor* qualification irrespective of whether they receive a state subsidy, whereas second-cycle *Master* students with a state-subsidised place (one-third of all students) do not have to pay this kind of contribution. With effect from 2006/07, all reference students (including those in *Master* programmes) are contributing to their tuition costs (an increase in the flat rate amount of PPS EUR 586 is under discussion).
Austria: The central authorities charge a fixed amount, but universities are free to waive payment of contributions to tuition costs in accordance with their own requirements.
Romania: At the University of Bucharest, registration fees vary from PPS EUR 32 to PPS EUR 127, and contributions to tuition costs (for non-subsidised places) from PPS EUR 1 109 to PPS EUR 1 273.
Sweden: The size of contributions is fixed by the student unions and varies from one institution to the next. The average amount is around PPS EUR 27.
United Kingdom (ENG/WLS/NIR): With effect from 2006/07 (in England and Northern Ireland) and 2007/08 (in Wales), institutions will be able to determine the tuition fees for new entrants, up to a maximum of PPS EUR 4 031.
United Kingdom (SCT): Most reference students are liable to pay a graduate endowment on successful completion of their course. The amount (PPS EUR 2 977 for a student starting in reference year 2005/06) is not means tested and is payable the April after graduation.

Explanatory note

Contributions to administrative costs (annual registration fees, entrance and certification fees), contributions to student organisations and contributions to tuition costs (tuition fees) are defined in the glossary. Contributions reported here are those paid annually (except in the case of entrance and certification fees) by full-time students with a subsidised place (or, in Latvia, with a non-subsidised place) and on time with their studies. Any financial support they may receive is disregarded.

The 'others' category covers entrance fees and certification fees. The Δ symbol indicates that the amount is left to the discretion of institutions. If a minimum and/or maximum level are indicated, amounts may be fixed freely within the corresponding range.

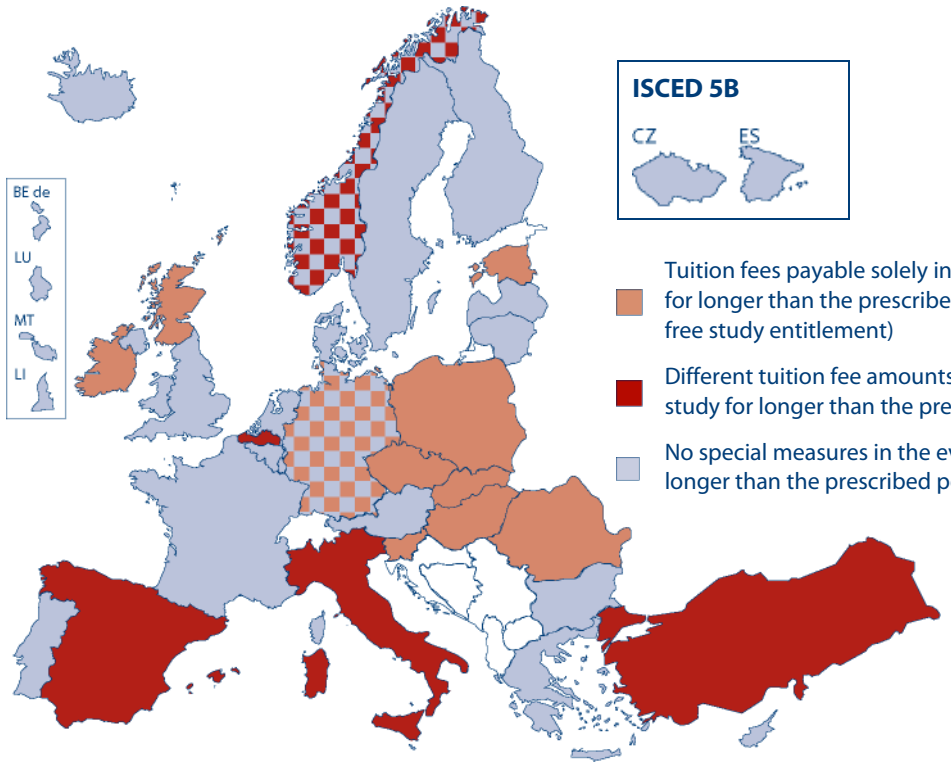
Amounts are converted by means of 'purchasing power parities' (see the glossary for a definition and conversion table).

some programmes in Belgium (the French Community) and Turkey, to over PPS EUR 1 000 in all programmes at ISCED level 5 (first qualification) in the Netherlands and the United Kingdom (England, Wales and Northern Ireland), as well as in some programmes in Spain and Portugal. This contribution may be as high as almost PPS EUR 12 000 in the government-dependent private sector in Latvia for students without a state-subsidised place. However, in the majority of countries, financial support for payment of these fees is awarded to students at a socio-economic disadvantage (Figure D4). On the other hand, the amounts due may be much higher for students who take longer to complete their studies (Figure C11).

PAYMENT OF TUITION FEES WHERE STUDIES TAKE LONGER TO COMPLETE IS OFTEN LEFT TO THE DISCRETION OF INSTITUTIONS

In some countries, students are asked to pay increased or additional contributions if they repeat a year or study beyond a certain fixed length of time. This applies to most of countries in which state-subsidised students pay few contributions or none at all (Figure C9). If they do not complete their course within the stipulated period, or do the course again, they may lose their subsidy and pay a higher amount at least during the extra time entailed.

Figure C11: Special contributions to tuition costs where studies take longer to complete for a first qualification (ISCED 5), 2005/06



Amounts to be paid in the event of study for longer than the prescribed period (when centrally defined)									
BE nl		**CZ**		**DE (6 *Länder*)**		**HU**		**TR**	
Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
variable	PPS EUR 978	PPS EUR 495	variable	PPS EUR 472	PPS EUR 849	variable	PPS EUR 769	PPS EUR 82	PPS EUR 919

Source: Eurydice.

Additional notes (Figure C11)

Germany: In six *Länder*, contributions to tuition costs are due if studies take longer to complete.
Spain: Increased fee amounts vary in each Autonomous Community and, within each Community, from one programme to the next.
Hungary: Students with a state-subsidised place who take longer to complete their studies pay PPS EUR 77 for every additional month involved.
Romania: Students pay PPS EUR 9 whenever they retake an examination. If they prolong their studies, they are subject to the contributions due from non-subsidised students.
Slovenia: Students may redo a year just once, after which they have to enrol on a part-time basis and pay contributions like non-subsidised students. The central authorities establish the basis for calculating tuition costs, but do not set the contributions involved.
United Kingdom (SCT): Students who are obliged to redo a year of their course may have to contribute to their tuition costs if they are no longer eligible for financial support provided by the Student Awards Agency for Scotland (SAAS). The amount involved is at the discretion of their university.
Norway: Special contributions for prolonged periods of study are charged solely in the government-dependent private sector.
Turkey: Students who take longer to complete their studies pay an extra 50 % for the first year they redo and 100 % in each subsequent year.

Explanatory note

The tuition fee concept is defined at length in the glossary. A tuition fee where studies take longer to complete is defined as the amount payable by students who redo their course or prolong it beyond a certain fixed period of time. This special amount is distinct from that payable by students who complete their studies within the (same) stipulated period. The amounts reported here are tuition fees payable by students who fall behind schedule, irrespective of any financial support they may receive.

By introducing special tuition fees for students who take longer to complete their course, 15 countries have demonstrated their wish to set a limit on the period intended for study. In Belgium (the Flemish Community), Spain (ISCED 5A), Italy, Norway (in the government-dependent private sector) and Turkey, in which tuition fees are already payable by students who complete their course within the required period (Figure C9), the amount is increased for those that fall behind. For example, in Turkey, students have to pay an increase of 50 % in the first additional year and 100 % in subsequent years. In nine other countries, namely the Czech Republic (ISCED 5A), Estonia, Ireland, Hungary, Poland, Romania, Slovenia, Slovakia and the United Kingdom (Scotland), as well as in six *Länder* in Germany, the only instance in which student nationals have to pay a contribution is when they have fallen behind schedule. In these countries, therefore, students who fail may experience a sudden unwelcome change in their financial circumstances, as they move from a situation in which study is free of charge to one in which they have to cover the entire costs of their tuition (at least during the extra period concerned).

The sums involved may be considerable. The contribution in Belgium (the Flemish Community) and in Turkey is no less than PPS EUR 900 and students in 10 of the other countries may face even stiffer penalties since their institutions determine the maximum amounts due.

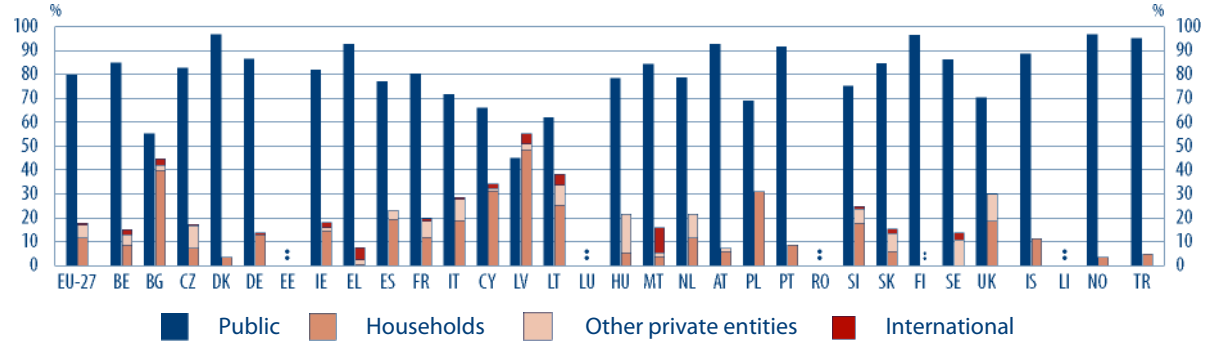
Certain countries have not established any special arrangements in the event of prolonged study, with tuition free of charge maintained in Denmark, Greece, Spain (ISCED 5B), Cyprus, Malta, Sweden, Finland and Norway (in the public sector).

THE SHARE OF FUNDING FROM PRIVATE SOURCES FOR TERTIARY EDUCATION INSTITUTIONS IN THE EUROPEAN UNION IS LESS THAN 20 % OF ALL THEIR FUNDING

Tertiary education institutions may be publicly or privately funded. Within the EU-27, 79.9 % of their funding is from public sources, 11.5 % from households and 5.4 % from not-for-profit organisations and firms.

In Denmark, Greece, Austria, Portugal, Finland, Norway and Turkey, public funding represents even more than 90 % of expenditure on tertiary education institutions.

Figure C12: Relative percentage proportions of public expenditure, expenditure by households and 'other private entities', and by international sources on tertiary education institutions, 2003



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
Public	79.9	84.9	55.2	82.8	96.7	86.4	:	82.0	92.5	76.9	80.3	71.6	65.8	44.9	61.8	:	78.5	84.3	78.6	92.7	69.0	91.5	:	75.2	84.7	96.4	86.3	70.2	88.7	:	96.7	95.2
Households	11.6	8.6	40.0	7.3	3.3	12.8	:	14.4	0.4	19.4	11.7	18.8	31.2	48.6	25.2	:	5.3	3.6	11.5	5.9	31.0	8.5	:	17.7	5.9	:	-	18.5	11.3	:	3.3	4.8
Other private entities	5.4	4.4	2.0	9.3	:	:	:	1.5	2.0	3.7	6.9	9.0	1.1	2.3	8.4	:	16.2	1.8	9.9	1.4	:	:	:	6.1	7.6	:	10.7	11.2	:	:	:	:
International	0.8	2.1	2.8	0.6	-	0.8	:	2.2	5.0	-	1.2	0.7	1.9	4.3	4.5	:	-	10.4	-	-	:	:	:	1.0	1.8	:	3.0	-	:	:	:	:

Source: Eurostat, UOE.

Additional notes

EU-27: Estimate based on available data.
Belgium: The expenditure of independent private institutions and the German-speaking Community is not included.
Denmark: Expenditure for ISCED level 4 is partially included in ISCED 5-6.
Germany: Total private expenditure.
Greece: Local level expenditure is not included.
Ireland, Spain, Portugal, United Kingdom and **Iceland**: Expenditure related to ancillary services is not included.
Netherlands and **Slovakia**: Expenditure for ISCED level 5B is not included.
Portugal: Expenditure earmarked for pensions is not included.
Portugal and **Turkey**: Local and regional level expenditure is not included.

Explanatory note

This indicator shows the proportion of public funding, funding from households and 'other private entities', and from international sources, in expenditure on tertiary education institutions (see the Glossary). It follows the 'final funds' concept, which represents the share of educational expenditure emanating directly from a given source of funding.

Public sources of funding are the central, regional and local levels of government.

International sources of funding correspond to international agencies and all other foreign sources (including multinational firms, etc.).

Private sources of funding include households and 'other private agencies' (e.g. firms and not-for-profit organisations, etc.).

Almost everywhere, students are required to pay private contributions that represent a very variable share of the funding for tertiary education (Figure C9). In Bulgaria, Cyprus, Latvia and Poland, household payments account for over 30 % of the resources of tertiary education institutions.

In general, firms and not-for-profit organisations do not contribute much to the direct funding of tertiary education. However in Hungary, the Netherlands, Sweden and the United Kingdom, they do contribute around 10 % or more of the funding for institutions.

While international funding is generally below or close to 2 % in many countries, it represents over 4 % in Greece, Lithuania and Latvia, and 10.4 % in Malta.

MALE ACADEMIC STAFF ARE ON AVERAGE OLDER THAN THEIR WOMEN COLLEAGUES

In all countries for which data are available, academic staff are more strongly represented in the higher age groups. Almost everywhere, the majority of academic staff, men and women combined, are aged 40 or over. In Greece and Italy, they are more noticeably older: more than one staff member in two is aged 50 or over.

Cyprus and Turkey are the only exceptions to this general trend. Most academic staff in these two countries are in the lowest age group (under 30), as also in the Netherlands and Romania: the proportions are over 20 % in Cyprus and Turkey, 18 % in the Netherlands and 19 % in Romania.

The Netherlands, Finland, Sweden and the United Kingdom are the countries with the most balanced age distributions, for both sexes combined.

Only in the two Nordic countries is the breakdown of male and female academic staff by age almost identical. Everywhere else, gender differences are apparent.

Female academic staff are generally the youngest. In almost all countries, over one-third of the women concerned are aged under 40, the exceptions being Bulgaria, Greece, Italy and Slovenia. This proportion rises to at least one woman in two in six countries (Germany, Cyprus, the Netherlands, Portugal, Romania and Turkey). By contrast, male academic staff exhibit the highest percentages in the 50 plus age group almost everywhere.

These differences in the breakdown by age of male and female academic staff reflect the way in which more women have recently been recruited to academic posts in tertiary education than in the past. If one bears in mind the growing number of women who have obtained qualifications corresponding to ISCED levels 5A and 6 (Figure F1a) and the high percentages of male academics approaching retirement, academic staff may be expected to become younger with growing female representation in the years ahead.

Additional notes (Figure C13)

Belgium: Independent private institutions and the German-speaking Community are not included.
Finland: Academic staff in ISCED 5B and ISCED 5A, technical and vocational programmes, is not included.
Sweden: Third-cycle students who teach are included.
Norway: Only public institutions.

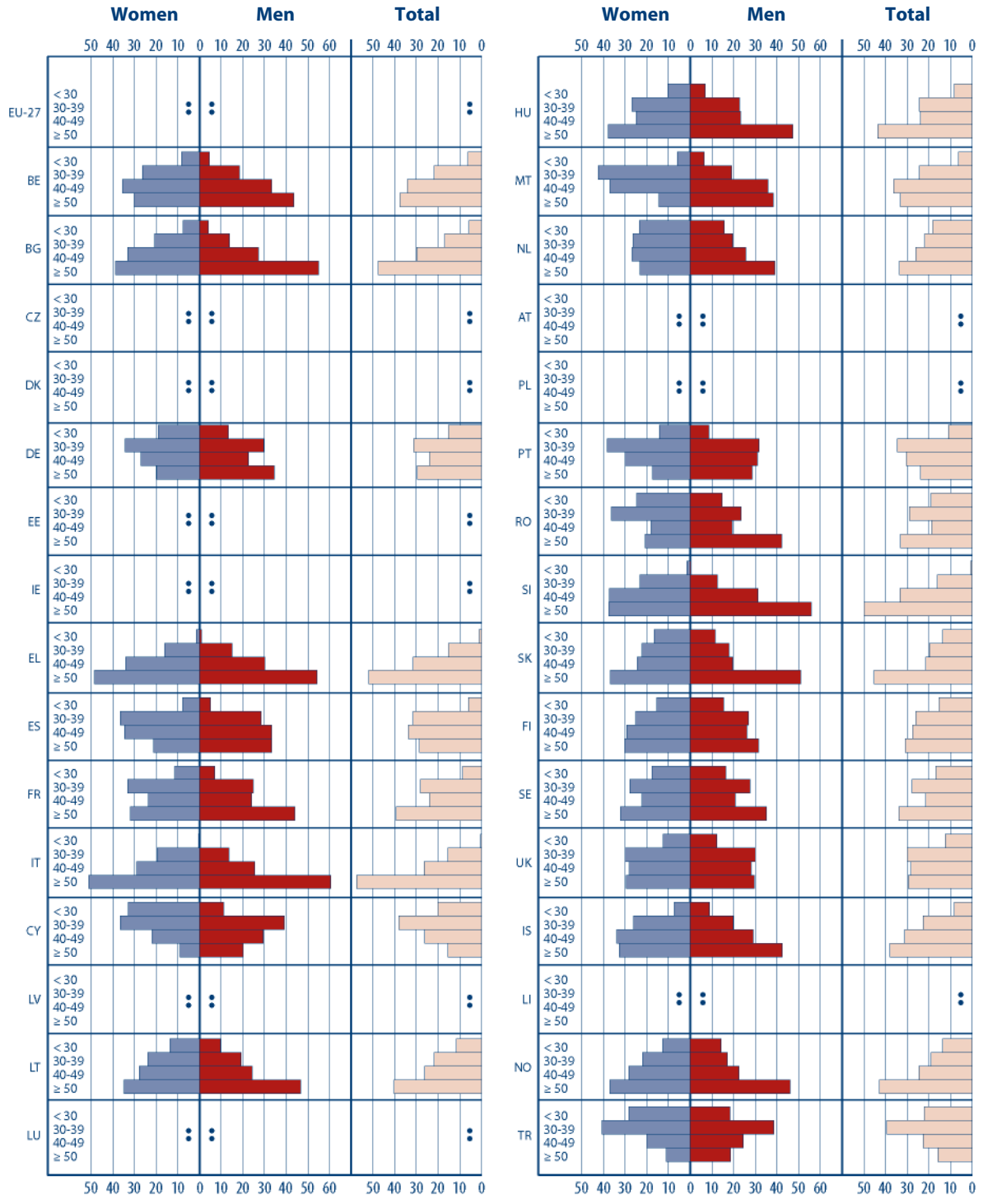
Explanatory note

These data include academic staff whose main tasks are teaching and research, with titles such as professor, lecturer, trainer or their equivalent. They also include staff with other titles (such as dean, director, head of department, etc.) if their main activity is teaching and research. Students who teach or assist teaching staff are excluded.

Staff working full time and part time are included.

Staff whose age is unknown are excluded from the denominator in calculating the percentages.

Figure C13: Distribution of academic staff by age and sex in tertiary education (ISCED 5-6), public and private sectors combined, 2003/04



Source: Eurostat, UOE.

THE MAJORITY OF ACADEMIC STAFF IN TERTIARY EDUCATION ARE EMPLOYED IN THE PUBLIC SECTOR

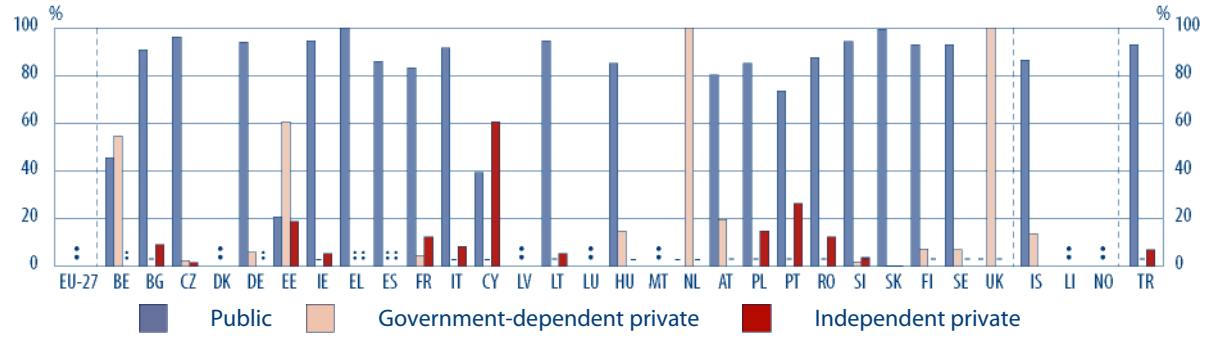
In the majority of European countries, over 70 % of academic staff in tertiary education are employed in public-sector institutions, all programmes combined. The proportion even exceeds 90 % in 12 countries, including Greece in which the public sector has a monopoly of tertiary education (Figure A3).

Academic staff at government-dependent private institutions are the majority in Belgium, Estonia, the Netherlands and the United Kingdom. In the last two countries, all tertiary education institutions are of this kind. In Belgium, the percentages of academic staff in the government-dependent private sector and public sector are comparable, while in Estonia, public and independent private institutions each account for around 20 % of staff.

Cyprus is the only country in which the independent private sector is the most strongly represented (with 61 % of academic staff).

The percentage distribution of academic staff by institutional sector (public, government-dependent private or independent private) and the corresponding distribution of students is very similar, except in Bulgaria, Cyprus, Poland and Romania. In these four countries, the public sector accounts for proportions of staff between 5 % and 14 % higher than those of students. Average student/staff ratios (Figure C15) in the sector are thus lower.

Figure C14: Distribution of academic staff in tertiary education (ISCED 5-6), by type of institution (public, government-dependent private, and independent private), 2003/04



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
Public	:	45.4	90.9	96.2	:	94.1	20.7	94.7	100	85.9	83.2	91.6	39.3	:	94.5	:	85.3	:	-	80.4	85.1	73.5	87.6	94.2	99.3	92.8	93.1	-	86.4	:	:	92.9
Government-dependent private	:	54.6	-	2.3	:	5.9	60.6	-	:	:	4.5	-	-	:	-	:	14.7	:	100	19.6	-	-	-	2.0	0.3	7	6.9	100	13.6	:	:	-
Independent private	:	:	9.1	1.5	:	:	18.7	5.3	:	:	12.4	8.4	60.7	:	5.5	:	-	:	-	-	14.9	26.5	12.4	3.9	0.3	-	-	-	-	:	:	7.0

Source: Eurostat, UOE.

Additional notes

Belgium, Finland and **Sweden**: See Figure C13.
Germany: Independent private institutions are included in the government-dependent private sector.
Poland: Data refer to ISCED 5A and 6.

Explanatory note

These data include academic staff whose main tasks are teaching and research, with titles such as professor, lecturer, trainer or their equivalent. They also include staff with other titles (such as dean, director, head of department, etc.) if their main activity is teaching and research. Students who teach or assist teaching staff are excluded.

Staff are calculated in full-time equivalents.

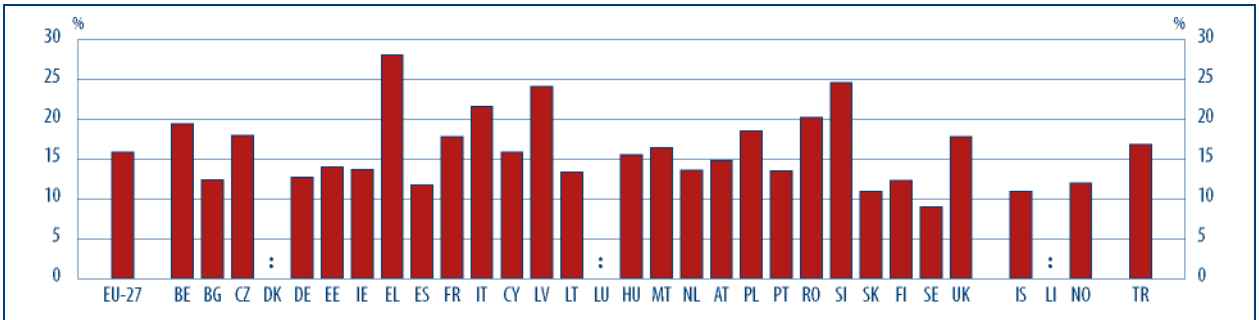
STUDENT/STAFF RATIOS VARY IN THE PROPORTION OF ONE TO THREE

The student/academic staff ratio is an indicator of the share of teaching resources available for students in tertiary education. While it thus provides an overall indication of the effort made by countries to ensure that their students receive more personal provision, it should not be confused with class size. The size of groups and the student/academic staff ratio may differ in accordance with several other factors that include the teaching time allocated to each staff category, the contact time earmarked for students, different types of programme or course, or fields of study or even lessons.

The EU estimated weighted average is 15.9 students per staff member. However, depending on the country concerned, student/staff ratios may vary in the proportion of one to three.

Few countries exhibit ratios under 12 (Spain, Slovakia, Sweden and Iceland). By contrast, ratios in Greece, Italy, Latvia, Romania and Slovenia are higher than 20 students per staff member. All other countries for which data are available are close to the weighted EU average.

Figure C15: Student/academic staff ratio in tertiary education (ISCED 5-6), public and private sectors combined, 2003/04



EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
15.9	19.4	12.4	17.9	:	12.7	14.0	13.7	28.1	11.7	17.8	21.6	15.9	24.1	13.4	:	15.6	16.5	13.6	14.8	18.5	13.5	20.2	24.6	10.9	12.4	9.0	17.8	10.9	:	12.0	16.8

Source: Eurostat, UOE.

Additional notes

EU-27: The information shown is an estimate. Denmark, Luxembourg and ISCED 6 students in Germany and Slovenia are not included in the calculation.
Belgium, Sweden and **Norway**: See Figure C13.
Germany and **Slovenia**: ISCED level 6 students are not included.

Explanatory note

The ratio between academic staff and students is obtained by dividing the number of full-time equivalent students at ISCED levels 5 and 6 by the number of full-time equivalent academic staff at these levels.

These data include academic staff whose main tasks are teaching and research, with titles such as professor, lecturer, trainer or their equivalent. They also include staff with other titles (such as dean, director, head of department, etc.) if their main activity is teaching and research. Students who teach or assist teaching staff are excluded. Data on full-time equivalent students are provided by the countries. In some of them, all students are considered to be full time, as part-time programmes are non-existent.

SECTION I – GRANTS AND LOANS FOR STUDENTS

FINANCIAL SUPPORT TO MEET THE COST OF LIVING IS AWARDED TO ISCED 5 STUDENTS ALMOST EVERYWHERE

Students in tertiary education and/or their parents may benefit from a range of financial support, the existence and possible combination of which are based on two social principles, namely that of wide (or, alternatively, limited) access to tertiary education, and the financial independence (or otherwise) of students vis-à-vis their family. Three major categories of support are considered here:

- Financial support to students to cover the cost of living, in the form of loans and/or grants (Figure D3)
- Financial support for the payment of administrative fees and contributions to tuition costs, in the form of loans and/or grants, exemptions and/or reductions (Figure D4)
- Financial assistance to the parents of students in tertiary education, in the form of family allowances and/or tax relief (Figures D15 to D17).

Everywhere in Europe, financial support for students enrolled in programmes at ISCED level 5 for a first qualification is roughly the same, whether or not they are enrolled in public or government-dependent private institutions. Further support for students who are themselves parents may also be awarded in several countries (Figure D2), as well as support for accommodation (Figures D11 to D14).

A **first model** is based on the principle of student financial independence ([1]) which is sometimes granted to young people from the age of 18 onwards. Support here is targeted exclusively at students, and their parents thus receive neither family allowances nor tax relief. The situation of countries in this group may differ depending on whether or not they have adopted the principle of education free of charge (Figure C9).

In the Nordic countries (except Iceland), Ireland, Hungary, Malta and the United Kingdom (Scotland), students with state-subsidised places do not contribute financially to administrative or tuition costs. Admission to tertiary education is thus free or almost free (where students pay solely contributions to student organisations). Consequently, in these countries only support specifically meant to cover the living costs of students is awarded.

In the other countries in this first group, students have to pay administrative fees and/or contributions to tuition costs, as in Bulgaria, Spain, the Netherlands, Romania, the United Kingdom (England, Wales and Northern Ireland) and Iceland. Financial support to cover the cost of living and/or to pay administrative fees and contributions to tuition costs is awarded in these countries.

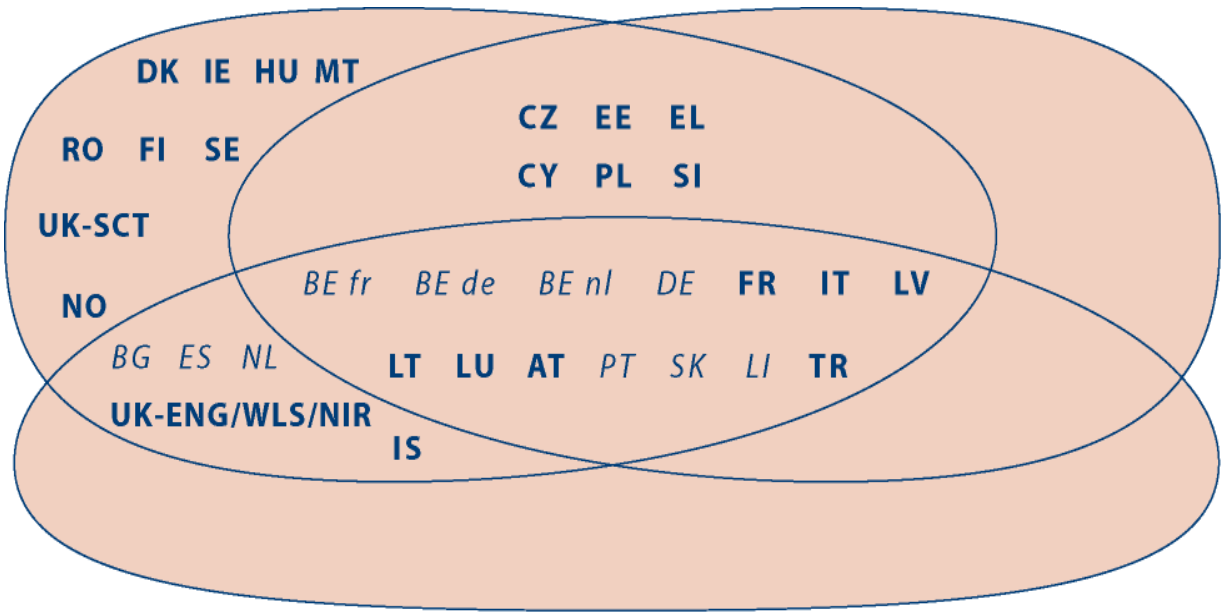
In a **second model**, support is awarded to the parents of students, as long as the latter remain financially dependent on them (generally up to the age of 23 or 26 according to the country concerned). In this group also, one may distinguish between countries in which tertiary education is free and those in which contributions have to be paid.

([1]) Here, students are regarded as financially independent when their parents receive no assistance and only the student income is taken into account for the award of support. Such independence is partial if parents receive no support but their income is means-tested in awarding support to students. The concept of financial independence as used here does not necessarily correspond to its definition in national legislation.

In the Czech Republic, Estonia, Greece, Cyprus, Poland and Slovenia, students for a first qualification with state-subsidised places pay little or nothing towards administrative fees or tuition costs. Support specifically meant to cover the cost of living is awarded to students in addition to financial assistance for parents.

The other countries belonging to this model require that students should pay contributions. Almost all these countries provide for the three categories of financial support whether or not they combine support to help meet the cost of living with support to help pay for tuition. Only Portugal awards support intended solely to cover the living costs of students with state-subsidised places.

Figure D1: Recipients and purpose of public financial support for full-time study in tertiary education for a first qualification (ISCED 5) in the public and/or government-dependent private sectors, 2005/06



Italics = countries which award comprehensive support (i.e. arrangements for support do not dissociate support to cover student living costs from support for the payment of administrative fees and/or contributions to tuition costs).

Source: Eurydice.

Additional notes

Czech Republic: Support for students to cover the cost of living relates solely to those at *vysoká škola* (ISCED 5A), while support for parents applies to students at both ISCED levels 5A and 5B.
Germany: Only support offered by the BAföG is considered here.
Estonia: Financial support for students considered to be in real poverty is not taken into account here.
Ireland: Tax relief is awarded to parents of students who must pay tuition fees (i.e. in case they have a previous qualification to the same level or they are repeating the year).
Greece: Financial support awarded by IKY (State Scholarship Foundation) is shown here. It affects just 1-2 % of students in tertiary education.
Spain: Comprehensive forms of financial support exist alongside specific forms of support (to cover the cost of living and pay student contributions).

Additional notes (Figure D1 – continued)

France: Grants based on academic criteria also exist (13 000 compared to 520 000 awarded in accordance with social criteria), as well as 10 000 study allowances awarded to assist students who encounter particular difficulties during their year of study (such as break-up of their family, proven independence from their family, or who return to study after the age limit of 26).
Italy: Financial support for students in all private institutions (government-dependent or otherwise) is taken into account.
Cyprus: Support for contributions to administrative fees and tuition costs is also awarded to students other than those for whom tertiary education is virtually free already (i.e. those who only pay contributions to student organisations).
Latvia: The Figure illustrates the situation of students without subsidised places (77 % of the total). Education is free of charge for students with subsidised places.
Luxembourg: Support for the payment of administrative fees and contributions to tuition costs is paid if the amount of private contributions exceeds PPS EUR 90.3.
Hungary: Tax relief is offered to parents of students without subsidised places.
Netherlands: Tax relief (in the form of tax allowances) is awarded to the parents of students who receive no direct financial support, as long they can provide evidence of the expenditure incurred.
Poland: A new law was adopted in 2005 and is currently being implemented.
Sweden: The aim of financial support is to cover the cost of living and contributions to student organisations. Only the 'cost of living' component is shown in the diagram.
United Kingdom (SCT): Most students however have to repay the SAAS an amount of PPS EUR 2 977 before April of the year following completion of their studies (Figure C9). Loans exist for those unable to do so in one go.
Norway: The Figure takes account only of students in public institutions. Contributions to tuition fees have to be paid in government-dependent private institutions and special forms of support are available for students to pay them.

Explanatory note

Unless there is any indication to the contrary in the additional notes, the Figure takes account of the situation of full-time students who are citizens of the country concerned and/or permanently resident in the country, and who are enrolled with a state-subsidised place in daytime courses for a first qualification (ISCED 5).

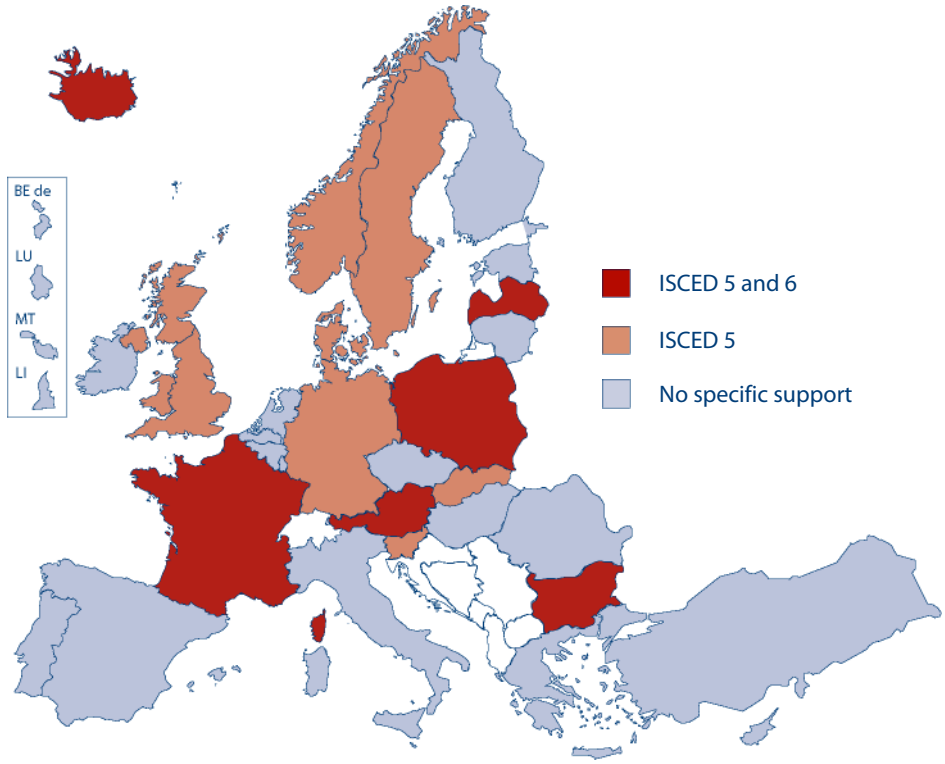
See the glossary for definitions of support.

THIRTEEN COUNTRIES AWARD FINANCIAL SUPPORT SPECIFICALLY FOR STUDENTS IN TERTIARY EDUCATION WHO ARE THEMSELVES PARENTS

In addition to financial assistance for all parents, 13 countries award additional financial support to students when they are themselves parents. Support of this kind is awarded in six countries at ISCED levels 5 and 6 (Bulgaria, France, Latvia, Austria, Poland and Iceland) and seven others at ISCED level 5 alone (Denmark, Germany, Slovenia, Slovakia, Sweden, United Kingdom and Norway).

The nature of this support varies very widely. It may be in the form of grants as in Bulgaria, Denmark, Austria, Slovakia, the United Kingdom (Scotland), preferential loans (Denmark and Iceland), support in kind for accommodation (Bulgaria and Slovakia) or meals (Slovenia), or be determined within each institution (Poland).

Figure D2: Financial support specifically for students who are parents, in tertiary education at ISCED 5 and 6, in the public and/or government-dependent private sectors, 2005/06



Source: Eurydice.

Additional notes

France: Students who are parents may be eligible for a grant in accordance with social criteria (including the one or more dependent children) considered in conjunction with their income or the income of their parents if they are resident in their household as considered for tax purposes. There is also a modest maternity allowance for women students in the year following the birth of their child.
Latvia: Grants are awarded to women students on maternity leave. Students with dependent children get priority in the allocation of grants. The State repays 30 % of a student loan for each child born to – or adopted by – students who have contracted the loan. Some institutions award special additional forms of support.
Hungary: If students who are themselves parents are without a subsidised place, they do not have to pay student contributions during their parental leave.
Slovenia: Student mothers may receive grants even if they temporarily stop studying.
Sweden: Doctoral students who are parents may be eligible for additional support in certain cases.
United Kingdom (ENG/WLS/NIR): This shows the situation for undergraduate students only.
United Kingdom (SCT): Only students who are single parents may obtain special support.

Explanatory note

Special support for students who are themselves parents is awarded to help them meet the additional expenditure they incur as a result. It is separate from support to cover the cost of living and/or administrative fees and contributions to tuition costs, and is awarded over and above support for parents in general (in family allowances and tax benefits, see Figure D1).

GRANTS CONSTITUTE THE MOST WIDESPREAD FORM OF FINANCIAL SUPPORT FOR UNDERGRADUATE STUDENTS AT ISCED LEVEL 5

Education and training may be regarded as a civic entitlement, but also a personal and social investment. There is no doubt that those who have received tertiary education enjoy cultural, intellectual and, in principle, economic benefits, because they may reasonably aspire to better paid jobs. Over and above the personal advantages, a population with high levels of qualification has an impact on society as a whole (beneficial externality of tertiary education).

Whatever form it takes, the financial support awarded aims in principle to limit economic barriers impeding access to studies and contribute to the general extension of tertiary education. However, the precise form of financial support (grants, loans or both in combination) is of special importance in social as well as economic terms. Depending on the particular standpoint, the fact that support may or may not have to be repaid may represent advantages or disadvantages. Thus, for example, grants that are not limited by the conditions governing their award (Figure D5) may be justified in terms of the principle that all students should receive equal treatment. However, according to microeconomic logic, if these grants are awarded to all students they may encourage young people to enrol in tertiary education 'for the ride', while increasing tuition costs for the public authorities.

Because it is expected that loans will be repaid, they are in principle less costly for the public purse and enable a limit to be set on expenditure from public resources. It is also in the interests of students who take out loans not to fall behind in their studies, in order to avoid borrowing more. But this form of support for students poses other problems, most notably that of debt. The evaluation of future student incomes may be over-optimistic and students may find they are unable to repay the amounts as intended. In such cases, the macroeconomic benefits of this kind of support are compromised.

Depending on how the public authorities decide between grants and loans, measures intended to limit their specific risks have been established: the award of financial support is subject to a variety of conditions (Figure D5) and criteria for debt cancellation or reduction have been fixed (Figure D8).

The different forms of support for students are almost the same, irrespective of whether the student who receives them attends an institution in the public or government-dependent private sector.

In the case of ISCED level 5 students for a first qualification, grants (alone and not combined with loans) are the most widespread form of support in Europe to help cover the cost of living. They may also have a broader purpose and contain a part intended to cover registration and/or tuition fees wherever they are payable (Figure D4). Twenty-five countries award this form of support, which does not have to be repaid. In thirteen of them, namely Belgium (the French Community), Estonia, Spain, France, Cyprus, Lithuania, Hungary, the Netherlands, Poland, Romania, Slovakia, the United Kingdom and Turkey, separate loans are also offered to students.

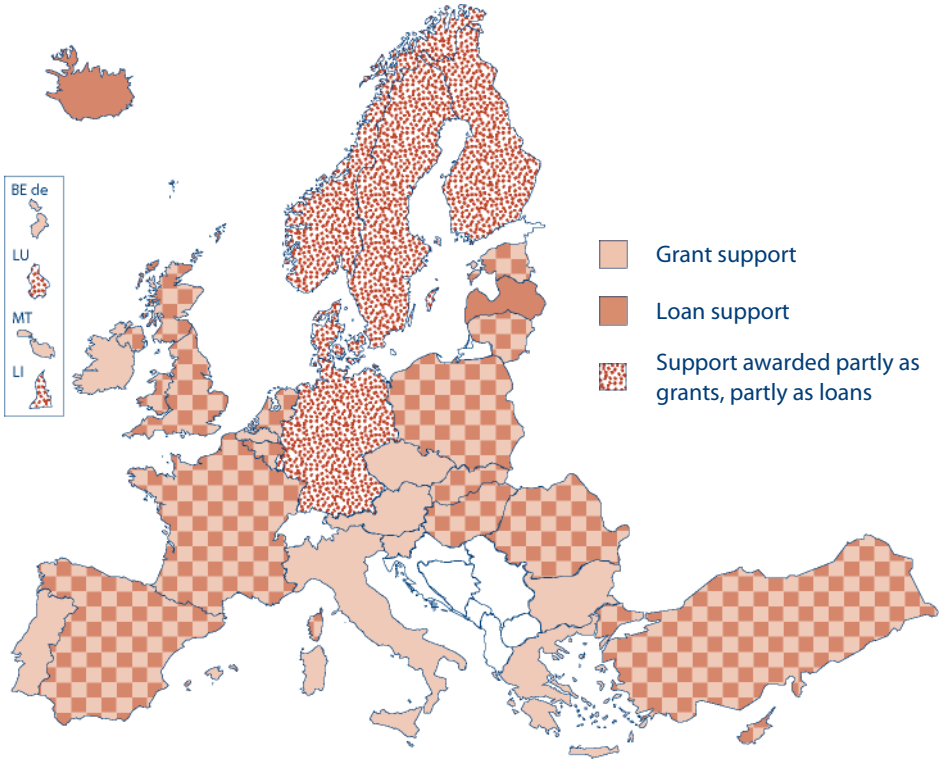
Combinations of grants and loans (referring to support consisting partly of a grant and partly of a loan) exist in seven countries, namely Denmark, Germany, Luxembourg, Finland, Sweden, Liechtenstein and Norway.

The proportions of grant and loan in financial support vary depending on the country, or even factors determined by the national public authorities. Thus in Sweden and Norway, the grant represents less than 50 % of the overall amount, while in Denmark it represents 66 %. In Germany, the two amounts are identical. In the remaining countries, the proportions vary in accordance with different criteria, and above all incomes.

Germany and Norway are the only countries in which students receiving combinations of grants and loans are obliged to accept the loan element in support. However in Norway, the loan may become a grant if students pass examinations.

Loans policies on their own are most uncommon at ISCED level 5. The only countries that award solely this form of support are Latvia (in the case of students without a subsidised place) and Iceland.

Figure D3: Forms of financial support to meet the cost of living awarded to full-time students in tertiary education for a first qualification (ISCED 5), public and/or government-dependent private sectors, 2005/06



Source: Eurydice.

Additional notes

Belgium (BE fr) and **France**: There is rarely any demand for loans.
Belgium (BE de): Students in tertiary education who satisfy certain conditions may obtain loans of up to PPS EUR 726 (ISCED 5B) or PPS EUR 1 211 (ISCED 5A) awarded by the province of Liège. Students in the German-speaking Community who study in the French Community (the vast majority) or in the Flemish Community may apply for loans awarded under certain circumstances by the French Community, by the social service departments of institutions, or by private bodies in the Flemish Community. This occurs only very infrequently.
Czech Republic: The figure relates solely to students at *vysoká škola* (ISCED 5A).
Germany, Estonia, Greece, France, Italy, Lithuania and **Poland**: See Figure D1.
Italy: Loans were introduced under a law of 2003 that was not implemented for budgetary reasons. However, some universities or enti per il diritto allo studio award loans. A few agreements have also been reached with banks.
Spain: Student loans are available from private banks but are partly funded by the State. They are awarded only to students in their final years of study.
Latvia: The Figure illustrates the situation of students without subsidised places (77 % of the total). Students with subsidised places are also eligible for grants.

Additional notes (Figure D3 – continued)

Netherlands: Financial support for students may be awarded as 'performance grants'. They do not have to be repaid if students complete their courses within ten years or discontinue their programme before 1 February in the first year. Here, therefore, they are regarded as loans. All students receive a 'basic performance grant'. 'Complementary performance grants', which are awarded to students from the lower income families (around 40 % of all students), are not repayable in the first year and are considered here to be grants. These 'complementary grants' may be total (when the family income of students is below PPS EUR 28 198) or partial (when the family income is between PPS EUR 28 198 and PPS EUR 37 598). Separate 'loans' are also available.

Sweden: The percentage of grant in the grant-loan combination may be higher for students aged 25 or older in certain programmes. This concerns only a very limited number of students.

United Kingdom: All students may apply for a minimum loan. Depending on their personal circumstances, they may also receive a grant.

Explanatory note

Unless there is any indication to the contrary in the additional notes, the Figure takes account of the situation of full-time students who are citizens of the country concerned and/or permanently resident in the country, and who are enrolled with a state-subsidised place in daytime courses for a first qualification (ISCED 5).

Comprehensive support (for the cost of living, the payment of administrative fees, and contributions to tuition costs) is included.

Support consisting of part grant and part loan (or combinations of grants and loans) consists of a grant with which a loan is associated. In countries that award grants and loans (represented by chequered squares in the Figure), these two forms of support are quite separate.

See the glossary for other definitions of support.

FINANCIAL SUPPORT FOR THE PAYMENT OF CONTRIBUTIONS IS OFTEN IN THE FORM OF REDUCED PAYMENTS OR EXEMPTION FROM PAYMENT

In more than a dozen countries, tertiary education is entirely or almost free of charge for students for a first qualification at ISCED level 5 (Figures C9 and D1). Generally speaking in the other countries, financial support is awarded to students to help them pay administrative fees and contributions to tuition costs.

Such support may be of a specific kind, such as exemptions from payment or reduced payment, grants, loans and combinations of grants and loans. In ten countries, its aim is to cover the costs and contributions of students, as well as their living costs, without it being possible to dissociate the two components (see Figure D1).

Exemptions and reductions in the amounts due are the most widespread forms of support specifically for the payment of contributions. The two forms exist alongside each other in Italy, Romania and the United Kingdom (England, Wales and Northern Ireland). Belgium (the French and Flemish Communities) and Spain offer reductions, while France, Latvia and Lithuania exempt students from payments.

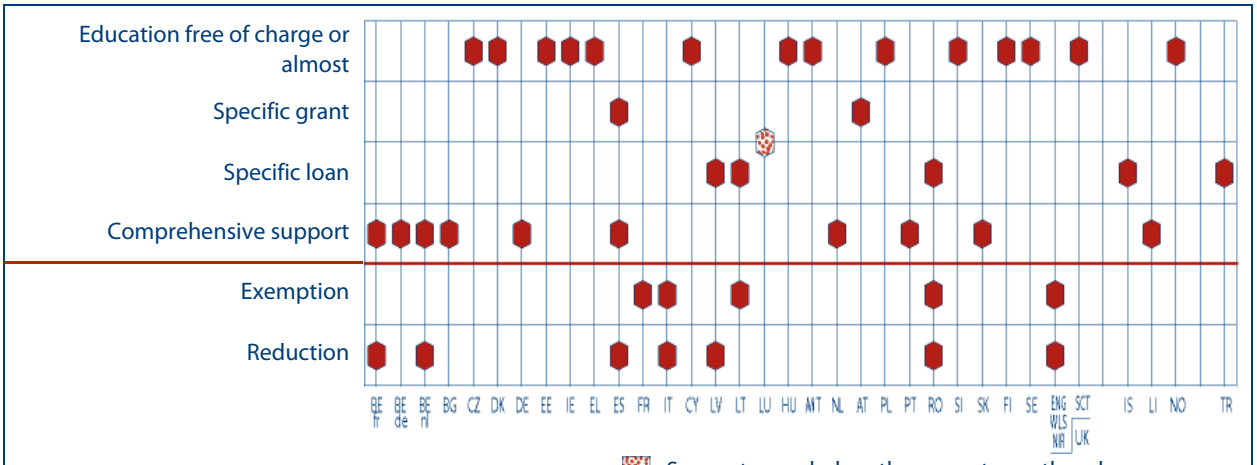
Grants for the payment of administrative fees and/or contributions to tuition costs exist in two countries (Spain and Austria). In Austria grants vary between PPS EUR 145 and PPS EUR 701.

Latvia, Lithuania, Romania, Iceland and Turkey offer their students loans for the purpose of paying fees and contributions. In Lithuania, the amount that can be borrowed is PPS EUR 586 a year and, in Iceland, PPS EUR 27 984 for the entire period of tertiary education. Romania does not offer students preferential interest rates or terms of repayment. In Lithuania and Iceland, rates are below the market rate and repayment only begins when studies have terminated.

Finally, Luxembourg offers grants and loans in combination, in exactly half-and-half proportions. Amounts may reach PPS EUR 1 671 with preferential loan terms, namely an interest rate below the market rate, repayment subsequent to study, and scope for reducing the debt as a result of incentive premiums awarded to students who satisfactorily complete their studies on time.

In most cases, this support for the payment of administrative fees and contributions to tuition fees is awarded in accordance with income-linked and academic attainment criteria (Figure D5). Academic performance is the sole criterion in Cyprus. Combinations of grants and loans in Luxembourg and loans in Romania are not conditional on either of the foregoing criteria.

Figure D4: Financial support specifically for the payment of private contributions by full-time students in tertiary education for a first qualification (ISCED 5) in the public and/or government-dependent private sectors, 2005/06



Source: Eurydice.

Additional notes

Belgium (BE fr): Only student grant recipients are entitled to pay reduced registration fees (the *minerval*). Students whose income is a little above the upper limit for grant eligibility pay an 'intermediate' *minerval* (of around half the normal registration fee).
Czech Republic: The figure relates solely to students at *vysoká škola* (ISCED 5A).
Germany, Ireland, Italy, Lithuania, Poland, **United Kingdom (SCT)** and **Norway**: See Figure D1.
Estonia: There are also loans for students for whom education is not free of charge.
France: Exemptions apply to all grantholders.
Latvia and **Romania**: The support referred to here is for students without subsidised places.
Lithuania: Only students without exemptions may obtain loans.
United Kingdom (ENG/WLS/NIR): Loans for the payment of tuition fees were introduced for both 'old system' and 'new system' students in 2006/07. In Wales, a new grant will be introduced to cover the increased fees from 2007/08.

Explanatory note

Unless there is any indication to the contrary in the additional notes, the Figure takes account of the situation of full-time students who are citizens of the country concerned and/or permanently resident in the country, and who are enrolled with a state-subsidised place in daytime courses for a first qualification (ISCED 5).

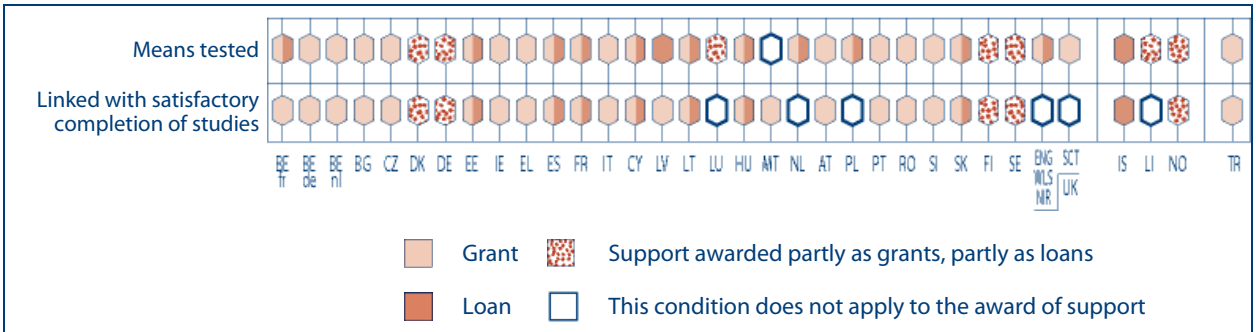
Private contributions are for administrative fees and contributions to tuition costs.

See the glossary for definitions of exemptions, reductions and interest rates.

SUPPORT TO MEET THE LIVING COSTS OF STUDENTS IS GENERALLY MEANS TESTED AND LINKED TO SATISFACTORY ACADEMIC PERFORMANCE

In a concern for equity, support to offset the cost of living and/or the payment of private contributions may be means tested with respect to personal student income or parental income. In the case of undergraduate programmes at ISCED level 5, this condition for the award of support exists in all countries except Malta.

Figure D5: General conditions for the award of support to meet the living costs of full-time students in tertiary education for a first qualification (ISCED 5) in the public and/or government-dependent private sectors, 2005/06



Source: Eurydice.

Additional notes

Belgium (BE fr), France, Italy and **Netherlands**: See Figure D3.
Czech Republic: The figure relates solely to students at *vysoká škola* (ISCED 5A).
Germany, Estonia, Greece, France, Italy, Lithuania and **Poland**: See Figure D1.
Estonia and **Greece**: The academic performance of students has to be excellent for them to receive grants.
Latvia: Grants are for students with subsidised places only.
Malta: There are also additional means-tested grants awarded on a case-by-case basis.
Austria: Since September 2004, the period for which support is awarded may be extended by up to six semesters in the case of students with disablements.
United Kingdom (ENG/WLS/NIR): All students are entitled to apply for a loan, but 25 % of the maximum amount of loan is income-dependent.

Explanatory note

Unless there is any indication to the contrary in the additional notes, the Figure takes account of the situation of full-time students who are citizens of the country concerned and/or permanently resident in the country, and who are enrolled with a state-subsidised place in daytime courses for a first qualification (ISCED 5).

Only criteria set by the top-level authorities for education are taken into account.

Comprehensive support (to offset the cost of living and help pay administrative fees and contributions to tuition costs) is included.

See the glossary for definitions of conditions of award.

Other exceptions may be noted, depending on whether or not the support is repayable. Thus grants to offset the cost of living in Latvia (for students with subsidised places) and loans in Romania and Turkey are not means tested, whereas loans in Latvia and grants in Romania and Turkey are awarded on this basis. In the Netherlands, the United Kingdom (Scotland) and Norway, all students may obtain a minimum loan, irrespective of their family income. However, with the exception of this minimum loan, other forms of support (such as grants) to help cover the cost of living are means tested.

When student support is in the form of grants, three types of income link are apparent. First, the amount of the grant may be made inversely proportional to income, on which there is an upper limit for purposes of grant eligibility. This type of relation between grant amounts and income is most widespread at ISCED level 5, and

exists in Belgium, Spain, France, Italy, Poland, Portugal, Slovenia and the United Kingdom. A second possible formula involves a specific grant amount intended solely for students whose personal or family income is below a certain level (as in Bulgaria, the Czech Republic, Lithuania, Sweden and Romania). This income level may be very high, as in Sweden.

The award of this support may also be conditional upon the satisfactory completion of studies. The aim is to encourage its recipients to complete them as soon as possible. This condition exists almost everywhere at ISCED level 5. Luxembourg, Poland, the Netherlands, the United Kingdom and Liechtenstein are the only countries in which support to cover the cost of living is not tied to the academic performance of students. However, in the United Kingdom (England, Wales and Northern Ireland), students who do not make satisfactory progress may, under the institution's regulations, be excluded from their programme of study, in which case they are automatically disqualified from receiving support. In the Netherlands, loans become grants if studies are completed within ten years.

In Germany, there is a single assessment of performance during studies, on which the award of support depends.

Over and above these two main criteria, the public authorities may lay down others. For example, where support to help cover the cost of living includes an 'accommodation' element (Figure D11) the amount of which is inseparable from the other components, distance may become a relevant condition.

WHERE AMOUNTS ARE FIXED, MAXIMUM LOANS ARE GENERALLY HIGHER THAN MAXIMUM GRANTS

The size of student financial support is clearly a basic issue in any discussion of the subject, as students cannot be financially independent (Figure D1) if only very small sums of money are available. Similarly, the advantages and disadvantages of each individual form of support (Figure D3) may also be considered with reference to the amounts concerned.

In several countries, grants and/or loans are fixed freely at decentralised levels of authority, so it is impossible to obtain information about the sums of money involved by studying official documents and regulations. Fixed amounts may be exactly the same for all student recipients or depend on different factors (including income, as shown in Figure D5, region, or the institution or study programme, etc.).

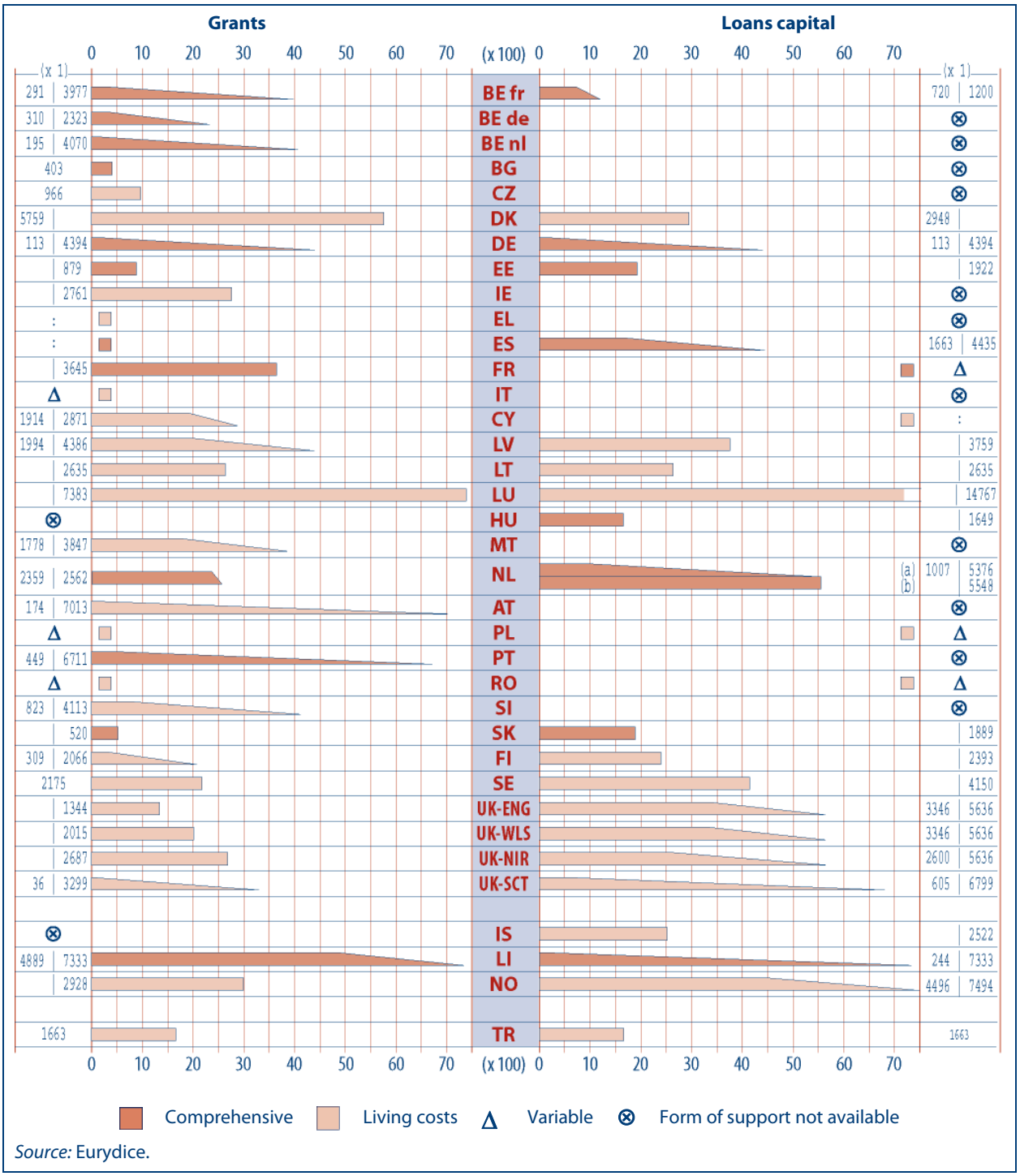
Consequently, the amounts actually awarded cover a very wide range. Within a given country, levels of support may vary in the proportion of one to 20 (grants in the Flemish Community of Belgium) or 30 (loans in Liechtenstein), or even 39 (grants and loans in Germany) depending on the circumstances of the student concerned.

In nine countries that offer grants and loans, either separately or in combination, the maximum loan is higher than the maximum grant. Grants may be higher than loans solely in the French Community of Belgium and Denmark. In Germany, Lithuania, Finland and Turkey, grant and loan amounts are identical, or almost.

Students are eligible for grants and/or loans whose maximum values range in most cases between PPS EUR 1 500 and PPS EUR 4 500. In Bulgaria and the Czech Republic, grants are less than PPS EUR 1 000 EUR a year. The same applies to Estonia and Slovakia although additional loans of almost PPS EUR 2 000 are also available. At the other extreme, a few countries award financial support totalling over PPS EUR 7 000. This applies to Luxembourg in the case of both grants and loans, with the latter sometimes reaching over PPS EUR 14 000, as well as to Austria (grants), Liechtenstein and Norway (loans). The situation in the Netherlands is somewhat similar when one aggregates the maximum 'performance grants' and maximum 'separate loans'.

According to the information available, therefore, most students in ISCED 5 programmes (for a first qualification) would find it hard to secure financial independence through grants alone. However, the picture may change if loans and other forms of additional support, such as support for accommodation (Figures D11 to D14), are taken into account.

Figure D6: Minimum and maximum yearly amounts (in PPS EUR) of support to meet the living costs of full-time students in tertiary education for a first qualification (ISCED 5) in the public and/or government-dependent private sectors, 2005/06



Source: Eurydice.

Additional notes (Figure D6)

Belgium (BE fr) and **France**: There is rarely any demand for loans.
Belgium (BE de): It is possible to obtain certain types of loan (see Figure D3).
Czech Republic: The figure relates solely to students at *vysoká škola* (ISCED 5A).
Germany: Support for health insurance is included, but not the share of support intended for accommodation (Figure D13). Only support offered by the BAföG is considered here. Since April 2006, comprehensive loans compatible with the BAföG have been offered by the *Kreditanstalt für Wiederaufbau*.
Estonia and **France**: Other types of support not shown here also exist (see Figure D1).
Greece: Support awarded by IKY (the Foundation for State Support) is shown here.
Spain: There are both comprehensive and special forms of support (to help cover the cost of living and pay student contributions). Student loans are available from private banks but partly funded by the State. They are awarded only to students in their final years of study.
Italy: Support for students in all private institutions (whether government-dependent or otherwise) is included. Regions determine amounts of grants (see Figure D3).
Latvia: The grants shown here are for students with subsidised places. Until 2007, they may not engage in remunerated professional activity alongside their studies. All students may obtain loans. They are underwritten by the State up to 90 %. Orphans get a 100 % guarantee.
Lithuania and **Poland**: Reform is occurring in both countries (see Figure D1).
Luxembourg: The maximum relates to the aggregate of all financial support (i.e. to help with both the cost of living and private contributions).
Malta: The grant amount of PPS EUR 679 or PPS EUR 1 018 awarded to students once only when they begin their studies is not included.
Netherlands: Financial support for students may be awarded as 'performance grants'. They do not have to be repaid if students complete their courses within ten years or discontinue their programme before 1 February in the first year. Here, therefore, they are regarded as loans. All students receive a 'basic performance grant'. 'Complementary performance grants', which are awarded to students from the lower income families (around 40 % of all students), are not repayable in the first year and are considered here to be grants. These 'complementary grants' may be total (when the family income of students is below PPS EUR 28 198) or partial (when the family income is between PPS EUR 28 198 and PPS EUR 37 598). Separate 'loans' are also available. First column represents 'Complementary grants'. In column called 'loans capital', (a) represents 'basic performance grant' amounts for students living with their parents (minimum amount) and 'basic performance grant' plus 'complementary grants' amounts for students not living with their parents (maximum amount), (b) represents separate 'loans'.
Poland and **Romania**: Support is funded by the State but managed by institutions, which determine the precise amounts awarded to students.
Finland: Grants may be awarded for a 12-month period if students take summer courses as part of their study programme.
United Kingdom (ENG/WLS/NIR): Grants are awarded on a sliding scale according to family income. Students whose family income is above PPS EUR 28 575 (28 215 in Northern Ireland) do not receive grants. Loans are available to all students but the maximum amount available depends on family income, as well as on whether they are living with their parents and whether they are final-year students or not. Students classed as independent (over 25 or married or self-supporting for 3 years) are not expected to rely on parental support. The loan amounts shown are for students living away from their parents' home and studying outside London; higher loans are available to students living away from home and studying in London (PPS EUR 6 953).
United Kingdom (SCT): Grants are awarded on a descending scale. To be eligible for the maximum grant, family income must be under PPS EUR 24 185 while for the minimum grant it must equal PPS EUR 42 659. Above this latter income, support is offered as loans in variable amounts that depend on the personal circumstances of the students concerned (for example, whether or not they living with their parents, or whether they are final-year students or students completing a 'full' year). Students from very low income families may obtain an additional loan of PPS EUR 524.4 which is included in the maximum amount shown here.
Liechtenstein: The maximum amount of grants and loans in combination is PPS EUR 12 222.1. The proportions of grants and loans vary depending on income.

Explanatory note

Unless there is any indication to the contrary in the additional notes, the Figure takes account of the situation of full-time students who are citizens of the country concerned and/or permanently resident in the country, and who are enrolled with a state-subsidised place in daytime courses for a first qualification (ISCED 5).

Comprehensive support (for the cost of living, the payment of administrative fees, and contributions to tuition costs) is included.

Explanatory note (Figure D6 – continued)

Amounts are converted by means of 'purchasing power parities' (PPP) and aligned with the euro. The amounts in national currency are given in the annexes.

See the glossary for definitions of grant amounts and purchasing power parities, and for tables converting national currency into PPS EUR.

INTEREST-FREE LOANS OR LOANS BELOW THE MARKET RATE OF INTEREST ARE AVAILABLE AT UNDERGRADUATE ISCED LEVEL 5

In countries providing loan support to students in ISCED 5 programmes for a first qualification, the terms involved are better than market terms. Not only are these loans awarded, financed or guaranteed by the public authorities; their interest rates are often preferential. Generally, rates are below the market rate. That being so, the authorities contribute to the financial investment of students who borrow.

Figure D7: Interest rate and ways of repaying loans to meet the living costs of full-time students in tertiary education for a first qualification (ISCED 5) in the public and/or government-dependent private sectors, 2005/06

	Method of repayment			
At the market rate			RO	Rate of interest
At a lower than market rate	PL, IS	BE fr, DK, EE, LV, LT, LU, NL, FI, SE, NO	ES, CY	
At a rate equal to inflation	UK	TR		
No interest		DE, FR, SK	LI	
Not determined	HU			
	Proportional to income after studies	**Not proportional to income after studies**	**Not proportional to income either during or after study**	

No student loans to offset living costs: BE de, BE nl, BG, CZ, IE, EL, IT, MT, AT, PT, SI

Source: Eurydice.

Additional notes

Belgium (BE fr, BE de) and **France**: See Figure D3.
Germany: Only support offered by the BAföG is considered here.
Spain and **Latvia**: See Figure D6.
Italy, Lithuania and **Poland**: See Figure D1.
Cyprus: Student loans are not guaranteed by the State.
Sweden: Former students can request repayment that is proportional to income.
Norway: The rate of interest is nevertheless close to the market rate.

Explanatory note

Unless there is any indication to the contrary in the additional notes, the Figure takes account of the situation of full-time students who are citizens of the country concerned and/or permanently resident in the country, and who are enrolled with a state-subsidised place in daytime courses for a first qualification (ISCED 5).

Comprehensive support (to offset the cost of living and help pay administrative fees and contributions to tuition costs) is included.

See the glossary for definitions of interest rates.

In the United Kingdom and Turkey, the rates are equal to inflation, while in Germany, France, Slovakia and Liechtenstein, students are exempt from paying interest. Romania is the only country with market interest rates and terms of repayment, while legislation in Hungary makes no reference to the rates applicable.

At ISCED level 5, borrowed capital generally only has to be repaid after the completion of studies, when graduates are able to generate their own financial resources as professional wage-earners. However, only in Hungary, Poland, the United Kingdom and Iceland is repayment proportional to income. This does not apply elsewhere although most countries have arrangements for reducing or cancelling student debt (Figure D8).

Only in Spain, Cyprus, Romania and Liechtenstein is repayment due both during and subsequent to study.

THE MAJORITY OF COUNTRIES FIX CONDITIONS FOR CANCELLING OR REDUCING STUDENT DEBT

Loans policy is in accordance with the logic of private investment by students in their studies. Yet any investment involves risks. Circumstances such as a poor assessment of future income, a labour market prone to precariousness or high unemployment levels, or poor jobs for which workers are over-qualified, etc. may make it difficult or even impossible to repay the borrowed amounts. As a result, students may be deterred from borrowing through fear of debt (so-called 'debt aversion') and thus abandon any idea of embarking on tertiary education altogether.

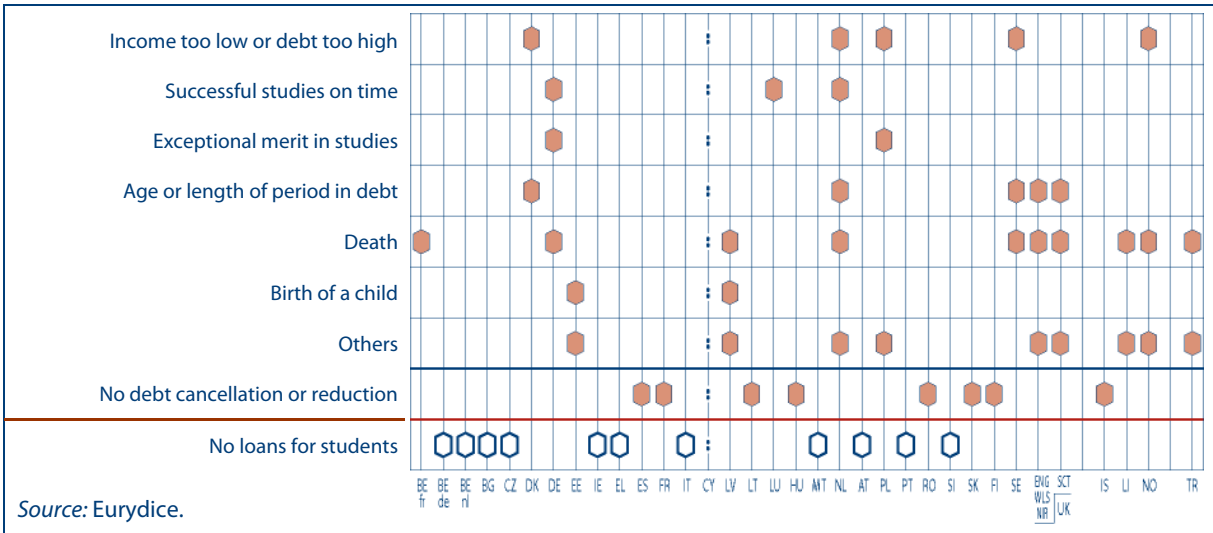
At ISCED level 5 (for a first qualification), the majority of countries which award loans have established mechanisms for cancelling or reducing debt in order to limit these problems. Through such programmes, the public authorities also seek to encourage the take-up of loans, by assuming the attendant risks on behalf of the students concerned.

Debt may be cancelled or reduced in 14 countries subject to certain conditions. Most common are the following: the fact that the former student repaying the loan has insufficient income to do so or has accumulated too high a debt (Denmark, the Netherlands, Poland, Sweden and Norway); the borrower is too old or has failed to repay the debt within a given length of time (Denmark, the Netherlands, Sweden and the United Kingdom); the borrower has died (French Community of Belgium, Germany, Latvia, the Netherlands, Sweden, the United Kingdom, Liechtenstein, Norway and Turkey). Debt may also be cancelled or reduced if student borrowers have completed their studies within the required period or to a high standard, or if they become parents or have experienced illness or permanent disablement. In Lithuania, there is no firm policy for cancelling or reducing debt, but repayment may be deferred under certain circumstances.

It should be noted that the criterion for debt cancellation where study has been satisfactorily completed within the prescribed period implies that a loan may almost be regarded as a conditional grant. Indeed, it might be said that this form of loan becomes a grant once students complete their programme on time. If students in Germany graduate at least four months before the period of financial support terminates, their debt is reduced by PPS EUR 2 416. If they graduate at least two months before the end of the period of support, they obtain reductions of PPS EUR 967. In the Netherlands, 'performance grants' (Figure D3) do not have to be reimbursed if students complete their programme in less than 10 years. In Luxembourg, 'incentive premiums' are paid to students who complete their studies within the required length of time. These premiums reduce the amount of the borrowed loan that the student must repay.

In six countries (Spain, France, Latvia, Romania, Slovakia and Finland), loan repayments are not proportional to income (Figure D7) and debt cannot be cancelled or reduced on the basis of any formal provisions. Finally, in Hungary and Iceland, debt may be neither reduced nor cancelled but repayments are proportional to income.

Figure D8: Conditions governing cancellation or reduction of the debt incurred by full-time students in tertiary education for a first qualification (ISCED 5) in the public and/or government-dependent private sectors, 2005/06



Source: Eurydice.

Additional notes

Belgium (BE fr, BE de), Italy and **France**: See Figure D3.
Germany: Another condition applies to loans for the payment of contributions, namely that students should have children aged under 10 and work part time (under 10 hours a week) on low incomes. The debt incurred by the 30 % best students is also reduced by 15-25 %. Only support offered by the BAföG is considered here.
Estonia: Former students working in the public sector are also entitled to cancellation of their debt.
Latvia: Persons working in the public sector or those with disablements are also entitled to cancellation of their debt.
Lithuania: Deferral of repayment is the only possibility in the case of loans to cover the cost of living.
Netherlands: Debt linked to 'performance grants' is cancelled for students who complete their courses within ten years.
Poland: Another condition is illness or disablement. A new law was adopted in 2005 and is currently being implemented.
United Kingdom: The debt is cancelled if the recipient reaches the age of 65 or becomes permanently disabled and unfit to work. Repayment only begins once the recipient's income exceeds PPS EUR 20 154 a year.
Liechtenstein: The debt may also be reduced when applicants have been unable to submit all necessary documents on time owing to circumstances beyond their control (and they had to accept a higher loan).
Norway: Health problems or difficult social circumstances are also taken into account when deciding to reduce or cancel debt.
Turkey: Debt reductions are available for those who repay loans before the deadline. Debt is cancelled for people with a disablement that prevents them from working.

Explanatory note

Unless there is any indication to the contrary in the additional notes, the Figure takes account of the situation of full-time students who are citizens of the country concerned and/or permanently resident in the country, and who are enrolled with a state-subsidised place in daytime courses for a first qualification (ISCED 5).

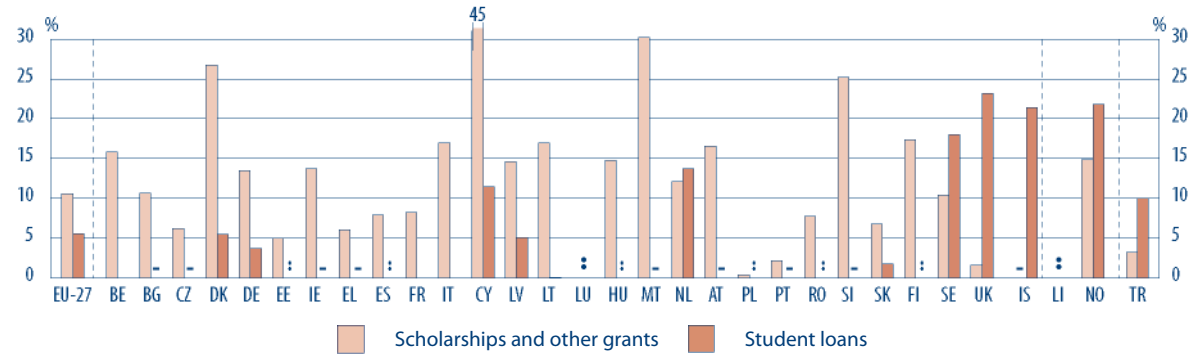
GRANTS ACCOUNT FOR 10.6 % OF TOTAL PUBLIC EXPENDITURE ON TERTIARY EDUCATION IN THE EU-27

Financial support for students is an essential aspect of the social dimension of tertiary education and particularly of access to it. It consists of grants and other allowances paid to students, loans to them, and other forms of financial support awarded to their parents, such as family allowances contingent upon student status (Figure D15). Loan amounts are those actually awarded and do not reflect the amount of subsequent repayments. The amounts earmarked for support range from 0.4 % (Poland) to 36 % (Norway) of total public expenditure on tertiary education. They account for 56 % of this expenditure in Cyprus but include support awarded to Cypriot students abroad (Figure E1).

How student financial support is divided between grants and loans depends on both the national structure of the support system (i.e. the existence or otherwise of different measures) and the extent to which students rely on it. Thus all countries (except Iceland) offer grants and allowances to students (or households), while almost half of the countries do not include student loans in their support system (Figure D1).

Of countries in which both grants and loans exist and for which data are available, half of them award a greater total amount for grants and other allowances than for loans, as in the case of Denmark, Germany, Cyprus, Latvia and Slovakia. Grants in these countries account for between 13.5 % and 26.8 % of total public expenditure on tertiary education (in Germany and Denmark respectively). In the other half – namely the Netherlands, Sweden, the United Kingdom, Norway and Turkey – the opposite is the case. In these countries, the share of student loans ranges from around 10 % to 23.2 % of total expenditure (in Turkey and the United Kingdom, respectively).

Figure D9: Percentage share of student grants and loans in total public expenditure on tertiary education (ISCED 5-6), 2003



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
	10.6	15.8	10.6	6.2	26.8	13.5	5.0	13.8	6.0	7.9	8.2	17.0	44.5	14.6	17.0	:	14.7	30.2	12.1	16.6	0.4	2.2	7.7	25.2	6.8	17.4	10.4	1.6	-	:	14.9	3.2
	5.5	0.0	-	-	5.5	3.7	:	-	-	:	0.0	0.0	11.5	5.1	0.1	:	:	-	13.7	-	:	-	:	-	1.8	:	18.0	23.2	21.4	:	21.8	10.0

Source: Eurostat, UOE.

Additional notes

EU-27: Estimate based on available data.
Belgium: The expenditure of independent private institutions and the German-speaking Community is not included.
Denmark: Expenditure for ISCED level 4 is partially included in ISCED 5-6.
Spain, Ireland, Portugal, United Kingdom and **Iceland**: Expenditure related to ancillary services is not included.
Greece and **Romania**: Local expenditure is not included.
Italy: Loans are rarely awarded and solely as a result of action taken by a few regions and universities or enti per il diritto allo studio. A few agreements have also been reached with banks.
Spain: Student loans are available from private banks but partly funded by the State. They are awarded only to students in their final years of study. They are not included here.
Cyprus: Financial support for students abroad is included.
Lithuania and **Turkey**: Public transfers to 'other private entities' are not included.
Netherlands and **Slovakia**: Expenditure for ISCED level 5B is not included.
Portugal: Expenditure earmarked for pensions is not included.
Portugal and **Turkey**: Local and regional level expenditure is not included.

Explanatory note

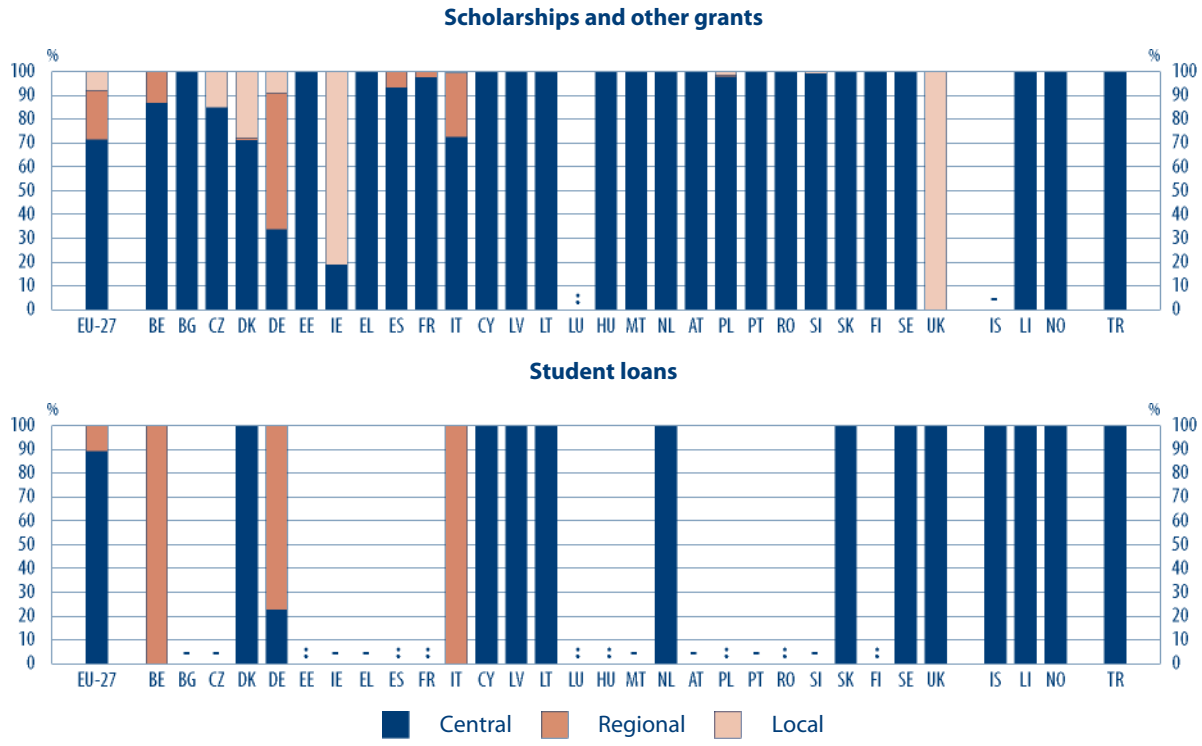
Total public expenditure on education consists of direct public funding for educational institutions, financial support to students and public transfers to not-for-profit organisations and firms (see Glossary).

IN EUROPE, THE FUNDING OF STUDENT FINANCIAL SUPPORT IS HIGHLY CENTRALISED

In almost all countries for which data are available, grants and loans – where they exist (Figure D3) – are funded almost exclusively by the central level. The local level is the main or sole funding agency for grants only in Ireland (81.2 %) and the United Kingdom. Germany is the only country in which the central and regional levels share responsibilities for funding student grants and loans alike, but the regional level is the main agency for all forms of student financial support.

The fact that information has not been gathered on financial support offered by individual institutions does not mean that institutional support is non-existent.

Figure D10: Breakdown of financial support (grants and loans) for students in tertiary education (ISCED 5-6) by (central, regional or local) administrative source of funding, 2003



Source: Eurostat, UOE.

Grants

	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
■	71.3	86.7	100	84.7	71.0	33.6	100	18.8	100	93.2	97.4	72.6	100	100	100	:	99.8	100	100	99.9	97.9	100	100	99.0	100	100	100	-	-	100	100	100
■	20.8	13.3	-	-	1.3	57.5	-	-	:	6.8	2.6	26.8	-	-	-	-	:	-	-	0.1	0.6	:	-	-	-	-	-	-	-	-	-	:
■	8.0	-	-	15.3	27.8	8.9	-	81.2	:	-	-	0.6	-	-	-	-	0.2	-	-	-	1.5	:	-	1.0	-	-	-	100.0	-	-	-	:

Loans

	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
■	89.1	-	-	-	100	22.5	:	-	-	:	:	-	100	100	100	:	:	-	100	-	:	-	:	-	100	:	100	100	100	100	100	100
■	10.9	100	-	-	-	77.5	:	-	-	:	:	100	-	-	-	-	:	-	-	-	:	-	:	-	-	:	-	-	-	-	-	:
■	-	-	-	-	-	-	:	-	-	:	:	-	-	-	-	-	:	-	-	-	:	-	:	-	-	:	-	-	-	-	-	:

Source: Eurostat, UOE.

Additional notes (Figure D10)

EU-27: Estimate based on available data.
Belgium: The expenditure of independent private institutions and the German-speaking Community is not included. Family allowances for which the Belgian federal authorities are responsible account for 86.7 % of the financial support awarded. The remaining 13.3 % is in the form of grants awarded by each of the three Communities. The data on loans relate solely to the French Community, the only one of the three in which loan support is awarded via a public source (Figure D3).
Denmark: Expenditure for ISCED level 4 is partially included in ISCED 5-6.
Greece, Portugal and **Turkey**: Expenditure at regional and local levels is not available.
Spain: See Figure D9.
Cyprus: Financial support for Cypriot students abroad is included.
Hungary: Regional level expenditure is included in local level expenditure.
Netherlands and **Slovakia**: Expenditure for ISCED level 5B is not included.
Portugal and **Turkey**: Local and regional level expenditure is not included.
United Kingdom (SCT): 100 % of both grants and loans are administered by the Scottish central agency (SAAS).

Explanatory note

Financial support for students corresponds to transfers funded by the public sector in the form of study grants, loans and child allowances contingent on pupil or student status (see Glossary). Support offered by institutions is not included.

SECTION II – SUPPORT FOR ACCOMMODATION

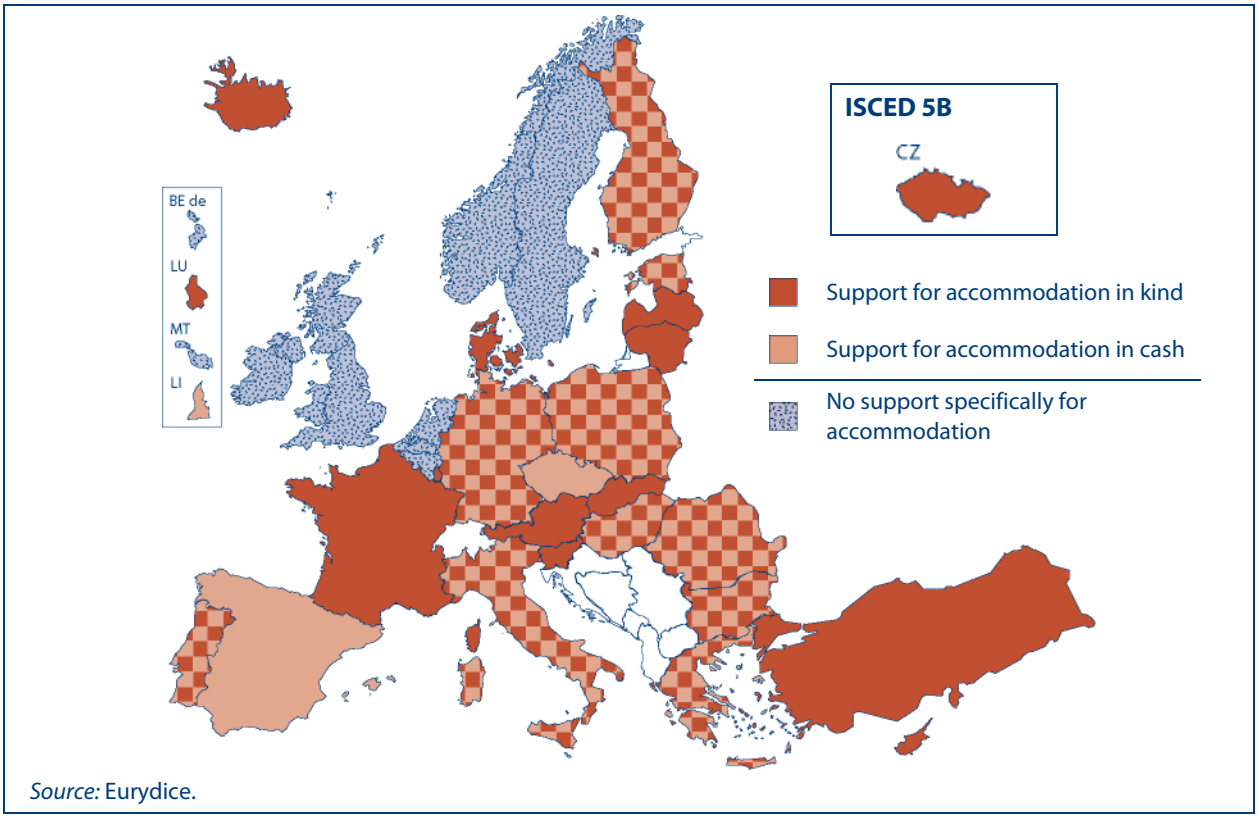
PUBLICLY FUNDED HALLS OF RESIDENCE ARE AVAILABLE FOR STUDENTS IN THE MAJORITY OF COUNTRIES

For a variety of reasons, young people often move away from their family home to study in higher education. Many countries have therefore established support systems specially to accommodate them. Support may be in cash through the award of a grant and/or in kind when accommodation is made available for students, for example in halls of residence.

In some countries, support for accommodation in cash cannot be dissociated from support to help cover the cost of living. This applies to Belgium, Luxembourg, the Netherlands, Austria, the United Kingdom (England, Wales and Northern Ireland) and Norway, and more generally to any country in which financial support to help cover the cost of living partly depends on the distance between the family home and tertiary education institution, or on whether students live with their parents. Only support that can be distinctly identified as for the purpose of accommodation is discussed in this section.

Support for accommodation in kind is the most widespread arrangement, with accommodation at preferential rents available in 21 countries (Figure D12). In 10 of them, the provision of accommodation may be combined with support in cash. In Spain and Liechtenstein, the government-dependent private sector in Portugal, and more recently in ISCED 5A programmes in the Czech Republic, only support in cash is awarded to students.

Figure D11: Types of support for accommodation awarded to students enrolled for a first qualification (ISCED 5) in a public or government-dependent private institution, 2005/06



Source: Eurydice.

Additional notes (Figure D11)

Belgium (BE fr) and **Sweden**: There are no regulations obliging educational institutions or other bodies to provide student accommodation. However, both public and private institutions manage such accommodation for which the rent very often depends on the financial resources of students or their families.
Belgium (BE nl): The Flemish Government provides the universities with a lump sum in order to provide for social services (including housing) for the students (based on conditions and criteria in the Universities Decree).
Czech Republic: The system of cash support for accommodation in the case of ISCED 5A programmes has existed since 2005. Before that date, support was in kind with directly subsidised halls of residence.
Germany: If students are no longer able to apply for conventional BaföG support, they may request an accommodation allowance *(Wohngeld)* if they have only very modest financial resources.
France: Cash support for accommodation also exists, with *Aide Personnalisée au Logement* (APL, or personal support for accommodation) and *Allocation de Logement à caractère Social* (ALS, or social assistance for accommodation). While students may be awarded this support, it is also intended for other social groups.
Portugal: In the government-dependent private sector, there is no support for accommodation in kind.
United Kingdom: Most institutions provide some form of student accommodation for a proportion of their students. This is normally self-financing across the totality of its use, e.g. rents may be subsidised by the use of the accommodation as conference facilities outside term-time. Institutions are not allowed to subsidise student accommodation from public funds.
Norway: Student associations possess accommodation that they are free to manage largely as they wish.
Turkey: Students in halls of residence also receive a daily meals allowance of PPS EUR 2.67.

Explanatory note

Support for accommodation is said to be **in kind** when public services contribute to the purchase and/or daily management of accommodation for students. Support **in cash** corresponds to cash payments for student rent. Support for accommodation is reported here when it is regarded as entirely distinct from other types of support. There is therefore no reference to cases in which this support cannot be dissociated from support to cover living costs.

In seven other countries, there are no regulations regarding support specifically intended to meet student accommodation requirements. Furthermore, the provision of student accommodation may also occur in cases in which there are no subsidies or central regulation (as in the French and Flemish Communities of Belgium, Sweden, the United Kingdom and Norway).

PLACES IN STUDENT ACCOMMODATION ARE LIMITED AND RENTS ARE OFTEN NOT REGULATED

Where support in kind for accommodation exists (Figure D11), the number of places or halls of residence provided for students may vary widely from one country to the next. Criteria to determine who should receive support of this kind are often clearly specified (Figure D14).

In general, the number of places may correspond to around 10 % of the total student population. However, in some countries, the proportion is no greater than 5 % (as in Italy, Cyprus and Portugal).

In Bulgaria, Hungary, Slovakia and Finland, the supply of public accommodation is exceptional, corresponding to over 20 % of students. Furthermore, in three of these countries (Bulgaria, Hungary and Finland), the two types of support (in cash and in kind) may be combined (see Figure D11).

In the majority of countries with public student accommodation, the amounts concerned are fixed locally. In countries in which the amounts are centrally fixed, they seem very reasonable, in most cases under – or only slightly over – PPS EUR 100 a month. In France and Cyprus on the other hand, the minimum rent is over PPS EUR 100, whereas in Germany the minimum level is among the lowest but may exceed PPS EUR 300 a month depending on the accommodation facilities available.

Figure D12: Number of places in public service accommodation for students (ISCED 5) enrolled for a first qualification and rent levels (PPS EUR), public or government-dependent private sectors, 2005/06

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
Number of places (%)	-	-	-	24	(21)	:	10	:	-	:	-	7	2	1	:	11	:
Minimum rent	-	-	-	18	●	●	48	●	-	●	-	140	●	115	●	0	:
Maximum rent	-	-	-	76	95	●	338	●	-	●	-	234	●	153	●	105	:

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK-ENG/ WLS/NIR	UK-SCT	IS	LI	NO	TR
Number of places (%)	22	-	-	13	7	4	16	14	30	22	-	-	-	:	-	-	10
Minimum rent	33	-	-	●	●	69	39	●	●	●	-	-	-	●	-	-	61
Maximum rent	●	-	-	●	●	●	110	●	●	●	-	-	-	●	-	-	61

● Amount freely determined at local level

\- No student accommodation provided by the public authorities

Source: Eurydice and Eurostat, UOE.

Additional notes

Belgium (BE nl): The Flemish Government provides the universities with a lump sum in order to provide for social services (including housing) for the students (based on conditions and criteria in the Universities Decree): each institution can fix its own rent levels.

Czech Republic: Data relate solely to ISCED level 5B. The number of places (as a percentage) cannot be determined, as ISCED 5B students are accommodated with those in upper secondary education. The estimate is therefore based not on the number of beds available, but on the number of beds actually allocated to ISCED 5B students, as a percentage of the number of ISCED 5B students.

Denmark: The exact number of places is unknown: there are 35 396 tenements for students. Rent levels are not fixed centrally but vary in most cases between PPS EUR 150 and PPS EUR 305 a month.

Italy: Statistics for the number of places relate to 2004.

Latvia: Rent levels are not fixed centrally and differ depending on the institution concerned: in most cases they vary between PPS EUR 28 and PPS EUR 71 a month.

Lithuania: Only places in accommodation at university institutions are included. There are no data for (non-university) colleges.

Hungary: The maximum rent is based on a calculation done at central level, but in which local factors (peculiar to each institution) are taken into account.

Austria: Student accommodation management organisations cannot set rent amounts entirely as they wish: they have to explain how they have been calculated and prove that they are appropriate and no more than cost covering.

Poland: Rent levels are fixed by the rector in agreement with the student organisation at the institution concerned.

Portugal: The minimum rent is for students with grants and the maximum rent for the remainder.

Slovenia: 3 845 places are also available in the private sector. Rent levels are not fixed centrally but vary in most cases between PPS EUR 49 and PPS EUR 141 a month.

Iceland: Student accommodation is in most cases run by student organisations, so it is not linked directly to public funding.

Norway: Student organisations have 29 000 units of accommodation: the number of beds to which this corresponds is not known.

Explanatory note

The number of places in student accommodation is expressed as a percentage of students enrolled in ISCED 5 programmes (2004 data, Eurostat). The rents shown are monthly amounts.

Amounts are converted by means of 'purchasing power parities' (PPP) and aligned with the euro. This means that national currency is converted into an artificial but common currency, the purchasing power standard (PPS) (see the glossary for the definition and a conversion table).

THE AMOUNT OF CASH SUPPORT FOR ACCOMMODATION APPEARS TO BE LOWER WHERE STUDENT ACCOMMODATION IS AVAILABLE

In contrast to rents for public student accommodation, cash support amounts, where they are awarded (Figure D11), tend more to be fixed by the central authorities. They are freely determined in two out of the thirteen countries concerned, namely the Czech Republic and Italy. Such support is often obtained on the basis of specific criteria (Figure D14).

Figure D13: Annual amounts of cash support (PPS EUR) awarded specifically for accommodation to students enrolled for a first qualification (ISCED 5) in a public or government-dependent institution, 2005/06

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
Invariable amount	–	–	–	403	●	–		439	–	1 177		–	●	–	–	–	–
Minimum amount	–	–	–		●	–			–		2 652	–	●	–	–	–	–
Maximum amount	–	–	–		●	–	2 231		–		5 139	–	●	–	–	–	–

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK-ENG/ WLS/NIR	UK-SCT	IS	LI	NO	TR
Invariable amount	396	–	–	–		95		–	–		–	–	–	–		–	–
Minimum amount		–	–	–	1 438		189	–	–	215	–	–	–	–	0	–	–
Maximum amount		–	–	–	2 589		333	–	–	1 608	–	–	–	–	3 422	–	–

● Amount freely determined at local level – No support in cash specifically for accommodation

Source: Eurydice.

Additional notes

Czech Republic: The data relate solely to ISCED level 5A. Support in cash is awarded by the central authorities to each institution (with amounts depending on the institution concerned), which then redistributes them to students in accordance with its own criteria.
Germany: Half of the amount received has to be repaid.
Estonia: Not all students receive this amount, which is awarded in accordance with the number of subsidised places at each institution and on the basis of its own criteria. Students can apply for this support whether or not they have a subsidised place.
Poland: Aside from state support for accommodation, each tertiary education institution may organise its own system of cash support for accommodation, which may be combined with the former.
Portugal: The amount shown relates to students enrolled in the public sector. Students in the government-dependent private sector do not receive support in kind but they do get a greater fixed amount in cash of PPS EUR 695 instead of PPS EUR 95.
Finland: Support is awarded on a monthly basis, with a minimum amount of PPS EUR 24 a month. The annual amount here is calculated on the basis of 9 months in the academic year (the most common situation), but support may be extended for up to 12 months.

Explanatory note

The Figure shows annual amounts of cash support. Support for accommodation is reported here when it is regarded as entirely distinct from other types of support. There is therefore no reference to cases in which this support cannot be dissociated from support to cover living costs.

Amounts are converted by means of 'purchasing power parities' (PPP) (see the glossary for a definition and a conversion table).

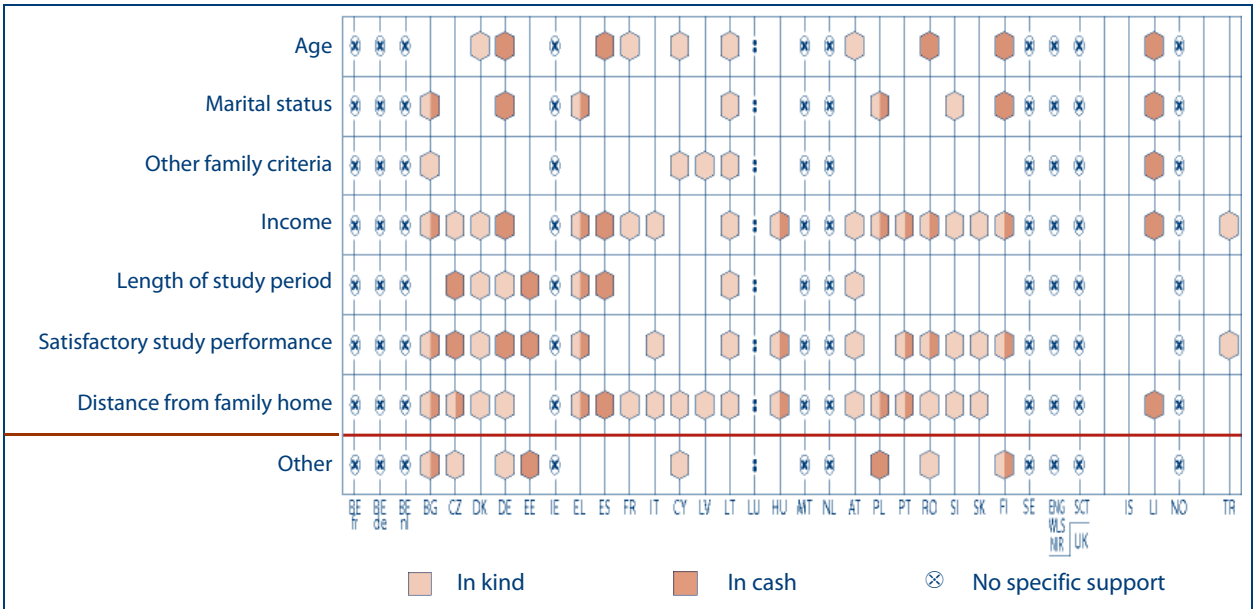
The highest amounts of cash support are in Spain and Liechtenstein, with a maximum of over PPS EUR 5 000 a year in Spain. In neither country is there any support in kind (Figure D11). In all the other countries in which data on cash support for accommodation are available, the public authorities subsidise the building and/or

maintenance of lower rent accommodation, which may be why they offer less support in cash. Indeed, some countries limit the amounts awarded to no more than PPS EUR 500 a year (Bulgaria, Estonia, Portugal and Romania, as well as Finland in the case of some students). Three countries make a special effort because, besides providing student accommodation, they also award cash amounts of over PPS EUR 1 000 a year for all students (Greece) or some of them (Germany and Poland). However, it should be noted that, in Germany, half the amount awarded has to be paid after studies have been completed.

INCOME LEVEL AND DISTANCE FROM THE FAMILY HOME ARE OFTEN TAKEN INTO ACCOUNT WHEN AWARDING SUPPORT FOR ACCOMMODATION

Given that no country can offer accommodation at lower rents to all its students (Figure D12), clearly determined criteria are often used to select students eligible for support for accommodation in kind. Similar criteria may also determine whether support in cash is awarded, or what its amount will be (Figure D13).

Figure D14: Criteria governing the award of support specifically for the accommodation of students (ISCED 5), by type of support (in kind or in cash), 2005/06



Source: Eurydice.

Additional notes

Estonia and **Iceland**: In the case of support in kind (the provision of student accommodation), the criteria for its award are fixed locally (by the institutions themselves in Estonia, and the student organisations in Iceland) so it has not been possible to specify them.

Italy: After allocating all student places available in the public sector, the *enti per il diritto allo studio* offer support in cash in accordance with their own criteria to students who have not obtained a place in a hall of residence. There is thus no centrally fixed regulation governing the award of cash support.

Explanatory note

Support for accommodation is said to be **in kind** when public services contribute to the purchase and/or daily management of accommodation for students. Support **in cash** corresponds to cash payments for student rent. Support for accommodation is reported here when it is regarded as entirely distinct from other types of support. There is therefore no reference to cases in which this support cannot be dissociated from support to cover living costs.

In a few countries only, criteria are fixed locally and thus vary depending on the institution concerned. Where criteria are centrally defined, the level of parental or student (household) income is the factor most commonly governing the allocation of hall of residence accommodation or the award of financial support in cash. Indeed, the Czech Republic and Estonia are the only countries not to take account of the financial circumstances of students who apply for cash support. The criterion of distance between the family home and the place of study is another important consideration, particularly as regards the offer of hall of residence accommodation. By and large, support for accommodation in the majority of cases is for students at a financial disadvantage whose family home is at some distance from their tertiary education institution. Meritocratic criteria supplement these two major conditions in over half of the countries concerned: satisfactory performance in examinations is an essential prerequisite for obtaining support for accommodation (in kind or in cash).

Marital status, age, and the notional duration of study programmes (a minimum of one year for example) are factors taken into account in around a third of the countries concerned. Other considerations are far less in evidence. Just four countries (Bulgaria, Cyprus, Latvia and Lithuania) take account of special family circumstances when allocating public accommodation, as in the case of orphans or students from one-parent families. Likewise, the fact that a student has a disability may also be a secondary but relevant consideration in the award of support (as in Bulgaria and Germany). The year of study is taken into account solely in Lithuania, in which a certain quota of places in public accommodation is earmarked for new entrants to tertiary education. In Poland, support in cash may be awarded to students in difficult financial circumstances, provided that this situation is temporary and attributable to circumstances beyond their control. Bulgaria and Portugal are the only countries that award support in cash to eligible students when there is no longer any public accommodation available for them. In Hungary, students who serve the student community have a better chance of obtaining support for accommodation. It should also be noted that student applicants in Finland have to prove that they have not accumulated significant debt before they are awarded public accommodation.

The above indicator also highlights national differences in the number of criteria determining the award of support for accommodation. For example, in Bulgaria and Lithuania, no less than six criteria may be examined before allocating public accommodation to students. In contrast, income is the only such consideration in the Flemish Community of Belgium. Besides income, satisfactory academic performance is a criterion in Turkey. While the award of support in Estonia depends on satisfactory study performance and on the study period lasting for a certain minimum period, due weight is also attached to the justification for support explained in a letter submitted by student applicants.

SECTION III – SUPPORT FOR PARENTS

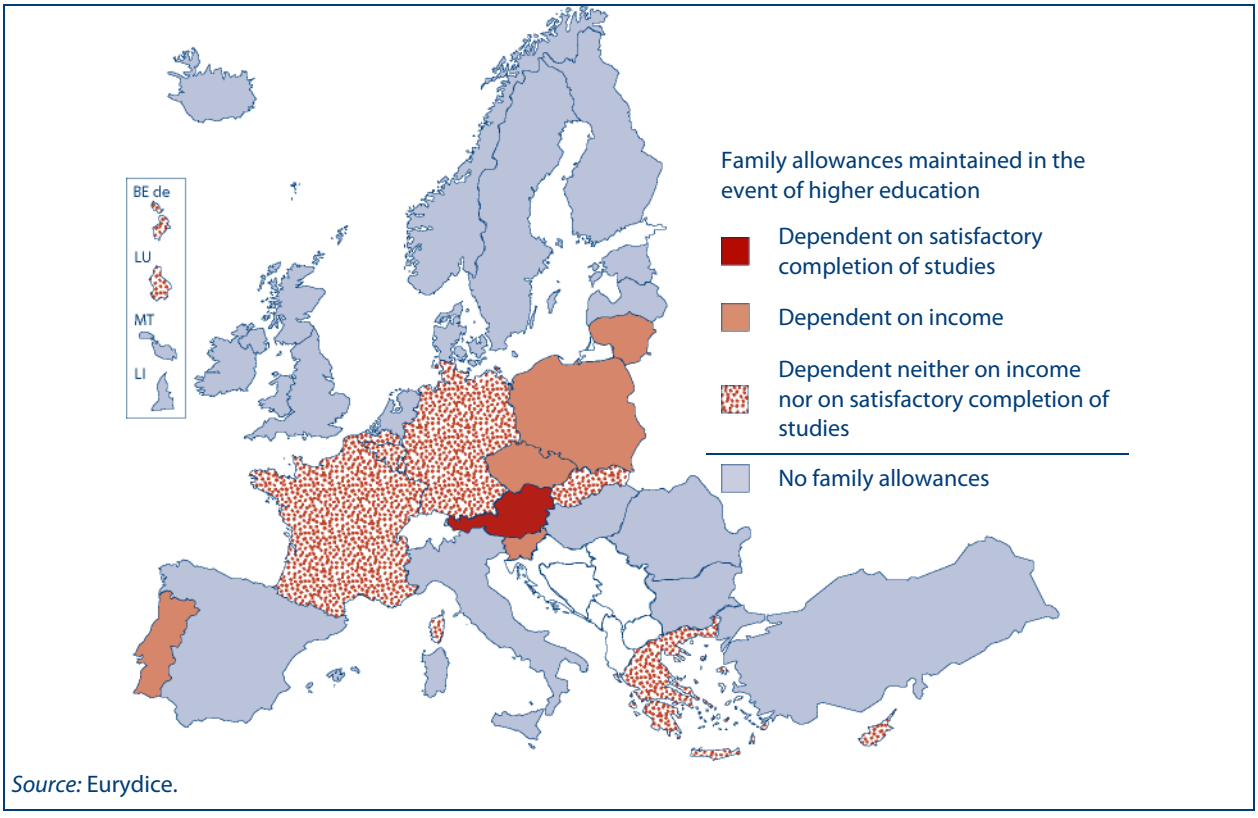
HALF OF ALL EUROPEAN COUNTRIES PROLONG FAMILY ALLOWANCES IN THE EVENT OF TERTIARY EDUCATION

Financial support in the form of family allowances and/or tax relief (Figure D16) for the parents of students in tertiary education aims to cover part of the costs they incur in getting their children educated, by increasing their disposable income. Support of this kind for parents is one of the main components in measures for public support to encourage participation in tertiary education, even though some countries target support solely on students (Figure D1).

Cyprus, Luxembourg and Poland simply prolong family allowances for the parents of student, while others (Estonia, Italy, Latvia, Liechtenstein and Turkey) support participation in tertiary education exclusively by means of tax relief (Figure D16). In Ireland, Hungary and the Netherlands, tax relief is available only in specific circumstances.

Bulgaria, Spain, Malta, Romania, the United Kingdom and the Nordic countries provide neither of these forms of support for the parents of students. The remaining countries operate the two kinds of support in parallel.

Figure D15: Conditions governing the extension of family allowances for the parents of students for a first qualification in tertiary education, ISCED 5, 2005/06



Source: Eurydice.

Additional notes (Figure D15)

Belgium: Family allowances and tax relief are administered by the Belgian federal authorities. Family allowances are awarded for students up to the age of 25.
Czech Republic: Family allowances may be extended up to the age of 26 if the young people concerned are still studying. Since 1 January 2006, a special kind of financial support for students in tertiary education has been established in the form of a 'social grant' calculated with reference to family allowances. Both types of support are paid to students (as soon as they have reached their majority (at the age of 18) in the case of family allowances).
Cyprus: Family allowances may be extended until the age of 25 if students have done their military service.
Latvia: The public social security system continues to pay family allowances until children are aged 24 if they are enrolled as full-time students in daytime courses and one or both of their parents has died.
Malta: In exceptional circumstances, there may be continued payment of family allowances for full-time students aged between 16 and 21 who do not obtain a grant. Additional parental means-tested grants are awarded on a case-by-case basis.
Slovakia: Every year in September, parents have to provide the Office of Employment, and Social and Family Affairs (from which they receive family allowances) with written confirmation (obtained from the higher education institution concerned) that their child is a student.
Iceland: Family allowances exist but are awarded as tax credits not necessarily involving cash payments.

Explanatory note

Family allowances correspond to a transfer of cash from the public authorities to the parents of children, as social support for the costs of their education. The situation considered here is solely one in which family allowances are maintained for the parents of students in tertiary education.

Almost all European social welfare systems provide for family allowances (in accordance with different arrangements and conditions) up to the end of compulsory education. Only half of them maintain allowances for the parents of students, by raising the children's age limit at which entitlement ends. By continuing with education to tertiary level, young people may thus often extend their parents' entitlement to family allowances until they reach this new (higher) age limit.

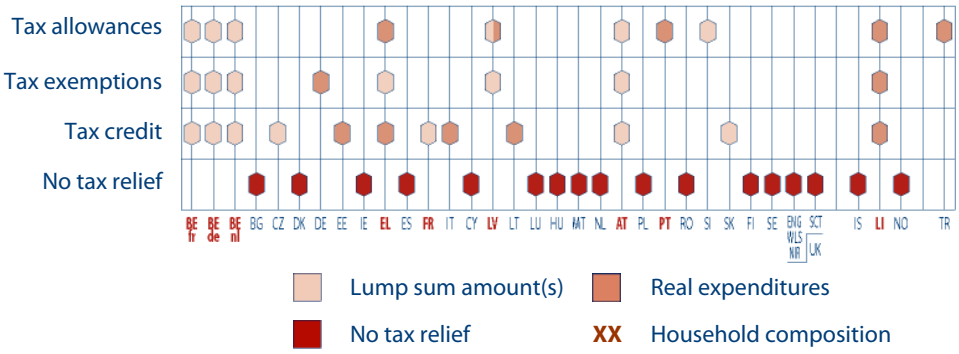
Countries that continue the payment of family allowances for tertiary education may be divided into two broad groups. The first group awards allowances irrespective of family income or the academic performance of students (Belgium, Germany, Greece, France, Cyprus, Luxembourg and Slovakia). The second takes account solely of family income (the Czech Republic, Lithuania, Poland, Portugal and Slovenia). Austria is a special case in which academic performance alone is relevant.

TAX RELIEF FOR DEPENDENT STUDENTS IN TERTIARY EDUCATION IS OFTEN CALCULATED ON THE BASIS OF LUMP SUM AMOUNTS

All European countries offer households tax relief. Only tax relief designed to help parents when funding the tertiary education of their children is considered here. While family allowances (Figure D15) and financial support for students (Figure D1) constitute direct funding transfers to the families of students or students themselves, the tax relief discussed amounts to a decrease in the financial transfers from families with dependent students to the public authorities. By definition, it is for the benefit of taxable households. Tax systems may provide for various techniques that can be equated with financial support for the parents of one or more dependent students, namely tax allowances, tax exemption or tax credit.

In all countries providing for tax relief, this form of support is exactly the same irrespective of whether students are enrolled in public tertiary education or (where it exists) government-dependent private tertiary education, as well as for students at ISCED level 6 (except in Slovakia). The fact that tax measures are the same for students at ISCED level 6 should be qualified by the fact that an age limit is often among the stated eligibility criteria (Figure D17). Only taxable households that include an ISCED level 6 student under the official age limit may therefore be eligible for support, which potentially limits their number when the age limit is relatively low.

Figure D16: Existence, categories and methods of calculating tax relief for the parents of students, ISCED 5-6, 2005/06



Source: Eurydice.

Additional notes

Belgium: Family allowances and tax relief are administered by the Belgian federal authorities.
Estonia: Training expenses are certified expenses for tax deduction purposes if incurred in study at a state or local government educational establishment, a private school which holds a training licence or has been positively accredited for the study programme concerned, or foreign educational establishment with the same status as any of the foregoing. The same applies to training expenses for studying on fee-charging courses organised by any such educational establishments. The deductions provided for in the Income Tax Act are altogether limited to PPS EUR 10 985 per taxpayer and fiscal year, and to no more than 50 per cent of the taxpayer's income over the same period of taxation.
Ireland: Tax relief is awarded to parents of students who must pay tuition fees (i.e. in case they have a previous qualification to the same level or they are repeating the year).
Latvia: The lump sum share of the tax allowance is only awarded if students are aged under 24. Sums spent by a taxable household in order to raise the qualification level of one of its members, or to help a member of the household specialise or acquire training (irrespective of the age of the person concerned) are deducted from annual taxable income.
Hungary: Parents are eligible for tax relief if students do not obtain subsidised places.
Netherlands: Tax allowances solely for cost-of-living expenditure are awarded to the parents of students not in receipt of direct financial support. Students may benefit from tax allowances on their tuition costs.
Slovakia: The figure relates solely to students at ISCED 5.

Explanatory note

Tax relief represents an allowance for a dependent child that may result in the payment of less tax, either through a decrease in taxable income (tax allowances and exemption) or tax credit.

Tax allowances involve reducing gross income by a certain amount, or increasing by a certain amount the income levels at which the taxpayer passes from one tax rate to another.

Tax exemption is the same operation as in the case of tax allowances except that it affects one or more initial income bands, rather than the highest, without altering the points in the scale of gross income at which there is a transition from one tax rate to the next.

A tax credit is a sum of money that the taxpayer is allowed to deduct from the amount of tax payable. As a rule, this sum is not income dependent. In some cases, where the taxpayer's income is below the tax threshold, or the amount of tax payable is less than that of the credit, a direct cash transfer can be made to the taxpayer. Tax credit is granted to persons who have incurred some form of expenditure, if for example they have a child or dependent person enrolled in higher education.

Lump sum tax relief (in the form of tax allowances, tax exemption or tax credits) consists of statutorily defined amounts considered to be approximately equivalent to the expenses actually incurred by the taxpayer. This involves fixing a sum, which is the same for all taxpayers, whatever their actual expenditure. The amount of this sum may nevertheless vary according to the number of dependants.

Tax relief based on real expenditure involves an obligation on the taxpayer to provide supporting documentation in relation to certain specific expenditure. Here, taxpayers are allowed to deduct from their taxable income, or tax payable, all or part of the expenses necessarily incurred in the education of persons who are their dependants. The amounts deducted will depend on actual expenditure on the basis of receipts supplied as proof of purchases. A maximum amount may be fixed.

Irrespective of its forms and procedures, the tax system offers tax relief for parents with dependent students in over half of all European countries. Thirteen countries (Bulgaria, Denmark, Spain, Cyprus, Luxembourg, Malta, Poland, Romania, Finland, Sweden, the United Kingdom, Iceland and Norway) have not established such systems. In Ireland, Hungary and the Netherlands, tax relief is available only in specific circumstances.

Nevertheless, in some of these countries (Ireland, Poland, Finland and Norway), students themselves may be awarded tax relief. For example, in Poland, students who have contracted a loan are awarded tax allowances not exceeding the amounts repaid. In Finland, (since the 2005/06 academic year), students embarking on tertiary education are eligible for a tax allowance on their loan if they complete their studies within the prescribed period and are over PPS EUR 2 216 in debt incurred through tertiary education, at the end of the semester in which they complete their studies. This recent reform offers the only opportunity for tax relief linked to education. In Denmark, students are subject to the same tax as other citizens.

A distinction may be drawn between two groups of countries which award households tax relief. The first group awards all three types of tax relief (tax allowances, tax exemption and tax credit). This applies to Belgium, Greece, Austria and Liechtenstein. In the second group, households are awarded either of the following two types of tax relief depending on the country concerned: tax allowances in Portugal, Slovenia and Turkey; and tax credit in the Czech Republic, Estonia, France, Italy, Lithuania and Slovakia; and Latvia tax allowances and tax-free grants. Germany awards tax exemptions for disabled students who are accommodated away from home.

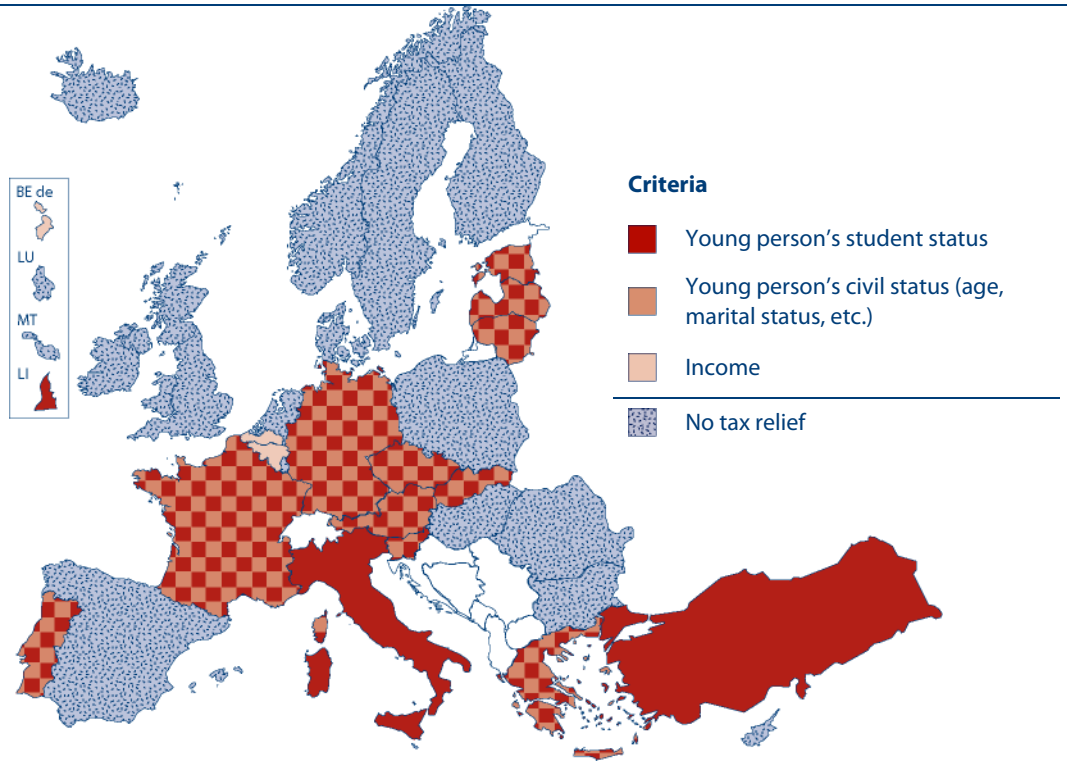
In Germany, Estonia, Italy, Latvia, Lithuania, Portugal, Liechtenstein and Turkey, tax relief is calculated on the basis of real expenditure, so taxpayers have to provide documentary evidence of their expenditure on education, which will then be wholly or partially deducted from their taxable income or from tax payable. In Lithuania, the amount deducted cannot be more than 25 % of the tax payable. Tax relief is calculated in terms of a lump sum amount in Belgium, the Czech Republic, France, Latvia (if students are aged under 24, and also in the case of tax exemption), Austria, Slovenia and Slovakia. When determining tax relief, the public authorities in these countries thus fix a certain amount, identical for all taxpayers, which is supposed to represent the costs actually occurred by them. Greece adopts one or other method of calculation, depending on the type of tax relief considered.

Finally, countries that offer tax relief take into account the composition of the taxable household, either to increase the number of tax portions (France) or to lower the rate of taxation (Greece, Latvia, Austria and Liechtenstein). In Portugal, the upper limit on tax-deductible educational expenditure is raised for households with three or more children. In Belgium, taxable income is reduced by an amount that depends on how many dependents the taxpayer has.

HOUSEHOLD TAX RELIEF OFTEN DEPENDS ON THE AGE OF STUDENTS AND THE TYPE OF STUDIES THEY UNDERTAKE

Tax relief for the parents of students is generally granted in accordance with two kinds of criteria, namely those concerned with the civil status of students (their age, marital status, etc.), and those related to studies (meaning either that studies are undertaken, or that they are pursued in tertiary education). Half the countries in which tax relief is available make combined use of both sets of criteria.

Figure D17: Criteria for granting tax relief to the parents of students, ISCED 5-6, 2005/06



Source: Eurydice.

Additional notes

Belgium: Family allowances and tax relief are administered by the Belgian federal authorities.
Estonia: Training expenses are certified expenses for tax deduction purposes if incurred in study at a state or local government educational establishment, a private school which holds a training licence or has been positively accredited for the study programme concerned, or foreign educational establishment with the same status as any of the foregoing. The same applies to training expenses for studying on fee-charging courses organised by any such educational establishments.
Ireland: Tax relief is awarded to parents of students who must pay tuition fees (i.e. in case they have a previous qualification to the same level or they are repeating the year).
Latvia and **Lithuania**: The course of study concerned must lead to a tertiary education qualification or an appropriate qualification.
Hungary: Parents are eligible for tax relief if students do not obtain subsidised places.
Netherlands: Tax allowances solely for cost-of-living expenditure are awarded to the parents of students not in receipt of direct financial support. Students may benefit from tax allowances on their tuition costs.
Slovenia: The conditions underlying tax relief for students at ISCED level 6 are the same as those applicable to students at ISCED level 5 for a four-year period up to the age of 26.

Explanatory note

Chequered areas mean that both sets of criteria are taken into account when granting tax relief where applicable.

In Italy, Liechtenstein and Turkey, tax relief is available provided that the young people concerned are studying. In Italy, this applies solely to studies in tertiary education.

In Belgium, eligibility for tax relief depends only on the income of the household to which the student belongs. In particular, the latter cannot possess income above a certain amount if he or she wishes to remain officially part of the parental household.

All the other countries apply both kinds of criteria, which in most cases correspond to age and level of studies.

In Portugal, tax allowances are awarded up to tertiary education for students under 24 and living with their parents. The Czech Republic and Estonia (in the case of students aged under 26), and France (students aged under 25) award tax credit dependent on the age of students whether they are enrolled in tertiary education or elsewhere. Similarly, in Latvia, parents of students aged under 24 who are on a general, vocational or specialised course of education or training, or studying in tertiary level education, are eligible for tax allowances. In Lithuania and Slovenia, students have to be in tertiary education in order to obtain tax credit or tax allowances respectively. In Lithuania, paid tuition fees and loans contracted for tertiary education, including study abroad, may give entitlement to tax credit or to reimbursement by the State of an excess tax payment.

In Greece and Austria, the various forms of tax relief are generally granted on the basis of age and marital status, irrespective of the level of education. In Greece, tax allowances are awarded to the parents of students who have a taxable income no greater than PPS EUR 3 414 and whose child is an unmarried student aged under 25 who is being educated in a recognised institution abroad or a private vocational or professional training institution. In Austria, students must be living with their parents and aged under 26 in order to obtain the same kind of allowance.

SECTION I – STUDENTS ABROAD

THE PERCENTAGE OF STUDENTS IN EUROPE STUDYING ABROAD REMAINS LOW

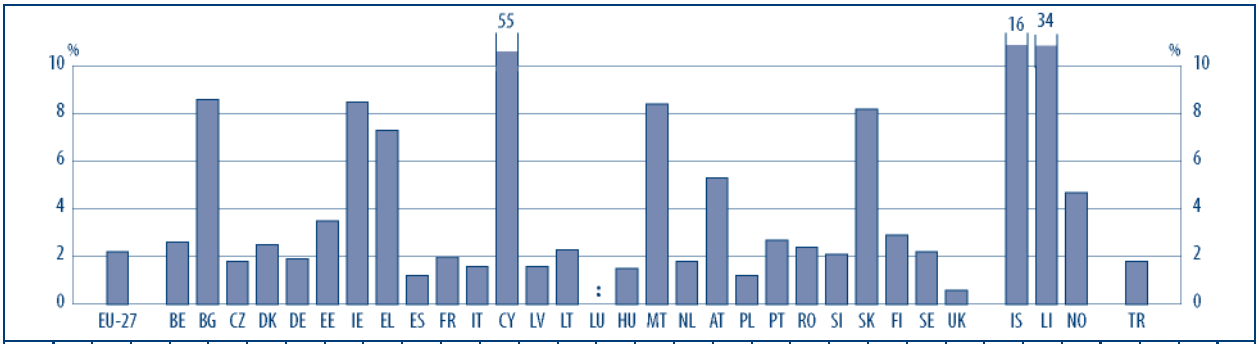
Student mobility is expected to make a major contribution to developing a European Higher Education Area. While reflecting the determination of students to take advantage of all opportunities offered by tertiary education in Europe, mobility also depends on support for its growth, not least of all the financial assistance offered to students by education systems. Extra support specifically earmarked for international mobility, as well as the portability of national financial support, are yet further incentives to study abroad (Figure E6).

In 2004 and excluding the European mobility programmes, 401 124 students corresponding to 2.2 % of the total European student population studied for at least a year in a European country of which they were not nationals. However, student mobility here is overestimated. By applying the nationality criterion, it is as if permanent residents of foreign nationality are regarded as mobile students and thus included in the data concerned, although their presence is not directly related to their student status. Further analysis of mobility in tertiary education is possible from examining the percentage of students who have received prior education or been formerly resident in another country (Figure E3). The position of Cypriot, Icelandic or Liechtenstein students is very unusual, as a great many of them study in another EU member country or candidate country, or an EFTA/EEA country. This applies to over half in the case of Cyprus, and more than a third of those from Liechtenstein not forgetting that over half of all Liechtenstein students, who are not counted here, study in Switzerland anyway. This level of mobility is attributable to structural features of tertiary education provision in both countries, which is not highly developed. Furthermore, their systems of financial support take account of the fact that their students need to be internationally mobile. Not only do Cyprus and Liechtenstein award extra financial support for mobility; they also provide for restricted portability of support (Cyprus) or fully portable support (Liechtenstein). Iceland does not award support specifically for mobility but authorises full portability of national support (Figure E6).

Less than 3 % of students from the great majority of other European countries were studying abroad in 2004. The least mobile were Spanish, Polish and UK students, 1.2 % of whom or less went abroad. On the other hand, Bulgarian, Greek, Irish, Maltese and Slovak students were more mobile, with between 7-10 % of them studying in another European country.

The percentage of students continuing their education in a European country other than their country of citizenship changed little in the period between 1998 and 2004 (Figure E1a).

Figure E1: Percentage of students in tertiary education (ISCED 5-6) studying in another Member State (EU-27), a candidate country, or an EFTA/EEA member country, 2003/04



EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
2.2	2.6	8.6	1.8	2.5	1.9	3.5	8.5	7.3	1.2	2.0	1.6	54.8	1.6	2.3	:	1.5	8.4	1.8	5.3	1.2	2.7	2.4	2.1	8.2	2.9	2.2	0.6	15.5	34.5	4.7	1.8

Source: Eurostat, UOE.

Additional notes

Belgium: Data from independent private institutions are not included.
Germany and **Slovenia**: ISCED level 6 is excluded.
Ireland: Only full-time foreign students are included.
Netherlands: Foreign students at ISCED level 6 are not included.
Austria: Foreign students at ISCED level 5B are not included.

Explanatory note

For a given nationality, the number of students studying abroad is calculated by summing the numbers provided for this nationality by the receiving countries. This number is then divided by the total number of students of this nationality (including students within the home country). The lack of data on the distribution of students by nationality in some countries leads to underestimation of the values.
Data on foreign students refer to citizenship in the case of most countries. This means that permanent residents in a country with citizenship of another country are counted and reported as foreign students in the data collection. However, Estonia, Ireland, Latvia, the United Kingdom and Romania report foreign/mobile students according to country of residence or country of domicile and not according to country of citizenship.

The candidate countries are Croatia and Turkey. The EFTA/EEA countries are Iceland, Liechtenstein and Norway.

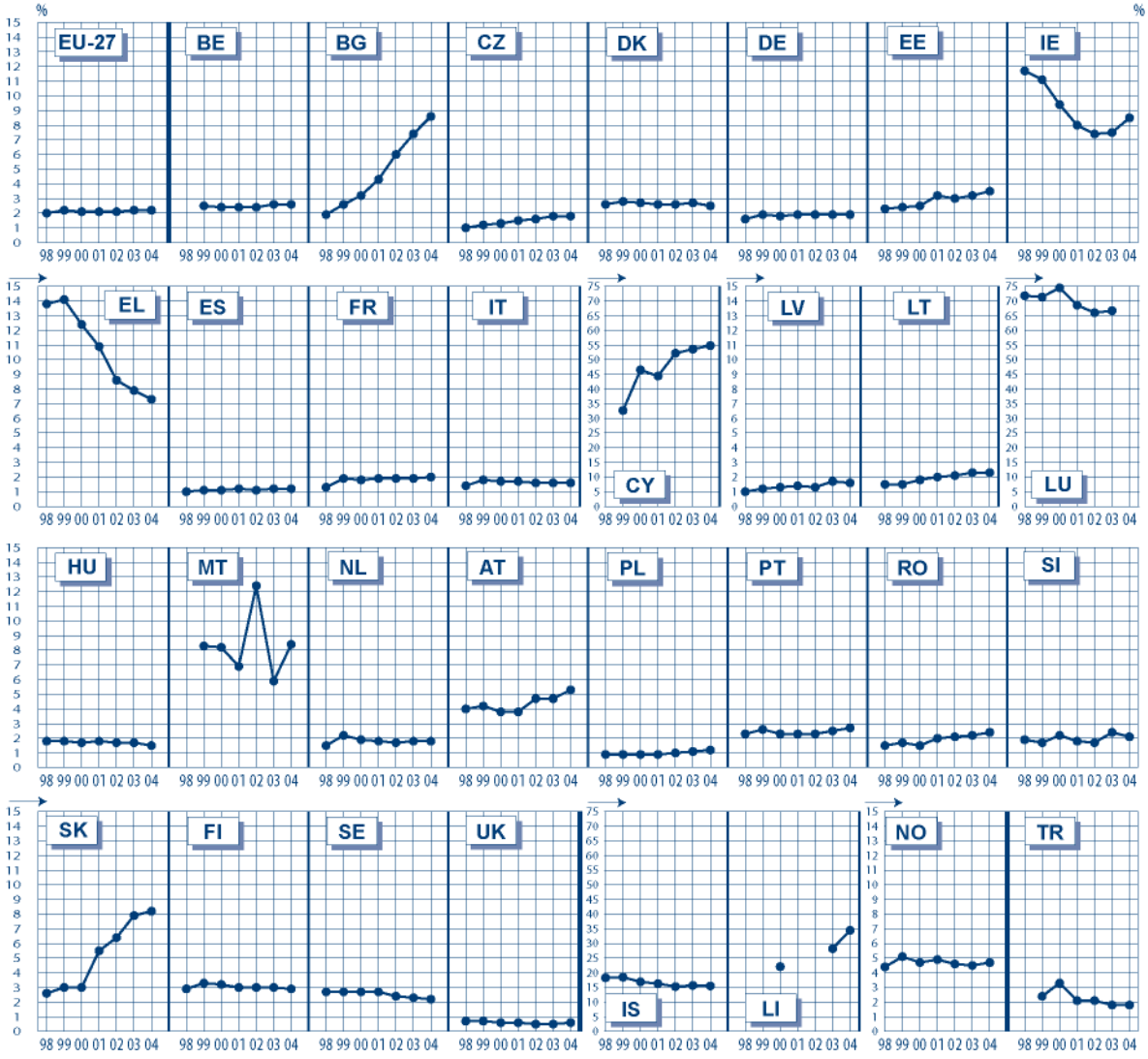
THE LEVEL OF STUDENT MOBILITY IN EUROPE CHANGED LITTLE BETWEEN 1998 AND 2004

Throughout the European Union, the proportion of students studying in a country other than their country of citizenship changed little during the period between 1998 and 2004, standing at just over 2 % of all students.

Between 1998 and 2004, dramatic changes in student mobility occurred in only a few European countries. In Bulgaria the proportion of students going abroad more than quadrupled, while in Slovakia it more than tripled, reaching over 8 % in both cases. Other countries such as the Czech Republic, Estonia, France, Latvia, Lithuania and Romania experienced a fairly significant increase (over 45 %) in their student mobility in the same period but reaching lower levels of around 4 %. Conversely, the mobility of Greek students has fallen in recent years, from 14.1 % in 1999 to 7.3 % in 2004. Yet it has remained far higher than in many other countries.

Among the very few countries with a very high proportion of students abroad (Figure E1) because of their very modest provision in tertiary education, a fairly striking increase is to be observed between 1998 and 2004 in the proportion of mobile students from Cyprus and, by contrast, a slight decrease in the proportion of students from Luxembourg and Iceland.

Figure E1a: percentage of students in tertiary education (ISCED 5-6) studying in another Member State (EU-27), a candidate country or an EFTA/EEA member country, 1997/98-2003/04



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
1998	2.0	:	1.9	1.0	2.6	1.6	2.3	11.7	13.8	1.0	1.3	1.4	:	1.0	1.5	71.8	1.8	:	1.5	4.0	0.9	2.3	1.5	1.9	2.6	2.9	2.7	0.7	18.3	:	4.4	:
1999	2.2	2.5	2.6	1.2	2.8	1.9	2.4	11.1	14.1	1.1	1.9	1.8	32.7	1.2	1.5	71.4	1.8	8.3	2.2	4.2	0.9	2.6	1.7	1.7	3.0	3.3	2.7	0.7	18.5	:	5.1	2.4
2000	2.1	2.4	3.2	1.3	2.7	1.8	2.5	9.4	12.4	1.1	1.8	1.7	46.5	1.3	1.8	74.5	1.7	8.2	1.9	3.8	0.9	2.3	1.5	2.2	3.0	3.2	2.7	0.6	16.9	22.1	4.7	3.3
2001	2.1	2.4	4.3	1.5	2.6	1.9	3.2	8.0	10.9	1.2	1.9	1.7	44.4	1.4	2.0	68.6	1.8	6.9	1.8	3.8	0.9	2.3	2.0	1.8	5.5	3.0	2.7	0.6	16.3	:	4.9	2.1
2002	2.1	2.4	6.0	1.6	2.6	1.9	3.0	7.4	8.6	1.1	1.9	1.6	52.2	1.3	2.1	66.0	1.7	12.4	1.7	4.7	1.0	2.3	2.1	1.7	6.4	3.0	2.4	0.5	15.3	:	4.6	2.1
2003	2.2	2.6	7.4	1.8	2.7	1.9	3.2	7.5	7.9	1.2	1.9	1.6	53.6	1.7	2.3	66.7	1.7	5.9	1.8	4.7	1.1	2.5	2.2	2.4	7.9	3.0	2.3	0.5	15.7	28.2	4.5	1.8
2004	2.2	2.6	8.6	1.8	2.5	1.9	3.5	8.5	7.3	1.2	2.0	1.6	54.8	1.6	2.3	:	1.5	8.4	1.8	5.3	1.2	2.7	2.4	2.1	8.2	2.9	2.2	0.6	15.5	34.5	4.7	1.8

Source: Eurostat, UOE.

Additional notes (Figure E1a)

Belgium: Data from independent private institutions are not included.
Germany, Slovenia and **Romania**: ISCED level 6 is excluded (solely for the period between1998 and 2002 in the case of Romania).
Greece: 2002: Foreign students at level ISCED 5B are not included. 1999-2001: data on foreign students are not available.
Ireland: Only full-time foreign students are included.
Cyprus: 1999-2001: National data concerning Cypriot students in Greece are included, as data from Greece are not available.
Netherlands: Foreign students at ISCED level 6 are not included.
Austria: 2004: Foreign students at ISCED level 5B are not included.

Explanatory note

For a given nationality, the number of students studying abroad is calculated by summing the numbers provided for this nationality by the receiving countries. This number is then divided by the total number of students of this nationality (including students within the home country). The lack of data on the distribution of students by nationality in some countries leads to underestimation of the values.

For all reference years, the candidate countries are Croatia and Turkey. The EFTA/EEA countries are Iceland, Liechtenstein and Norway. The EU is assumed to be the EU-27 in all years.

Data on foreign students refer to citizenship in the case of most countries. This means that permanent residents in a country with citizenship of another country are counted and reported as foreign students in the data collection. However, Estonia, Ireland, Latvia, the United Kingdom and Romania report foreign/mobile students according to country of residence or country of domicile and not according to country of citizenship.

CERTAIN COUNTRIES ARE PREFERRED DESTINATIONS FOR STUDENTS IN TERTIARY EDUCATION

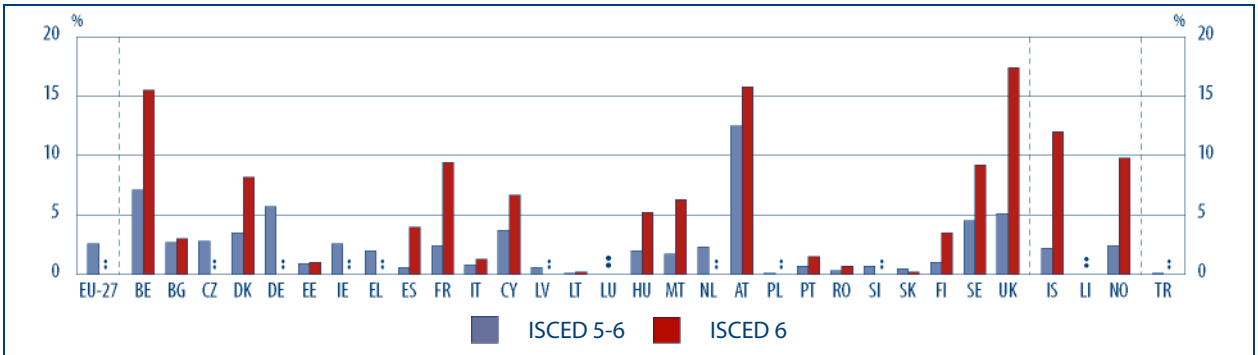
European student mobility has benefited from the trend towards greater similarity in the structure and academic recognition of study programmes but also reflects differences between countries in terms of educational provision. Certain countries host proportionally more European students than others. In 2004, Belgium (7.1 %), Germany (5.7 %), Austria (12.5 %) and the United Kingdom (5.1 %) were the countries that hosted the biggest proportion of foreign students in tertiary education (ISCED 5 and 6).

On the other hand, Lithuania, Poland, Romania and Turkey took in less than 0.5 % of European students (ISCED 5 and 6).

Foreign European students account for over 15 % of enrolments at ISCED level 6 in Belgium, Austria and the United Kingdom. These three countries attract proportionally the most students on programmes at this level, compared to their total student population. But these percentages do not fully represent the real demographic scale of the groups concerned. Indeed, Belgium enrols around 1000 students from the EU-27, the candidate countries or EFTA/EEA countries, while Austria enrols over twice as many and the United Kingdom over 15 500. The demographic representation of countries in terms of enrolments at ISCED level 6 has a bearing on the ratio. Spain, France and Sweden, which have lower proportions, nonetheless enrol between 2 066 foreign students (Sweden) and around 9 500 foreign students (France) at ISCED level 6.

Estonia, Cyprus, Lithuania, Malta, Slovakia and Iceland enrol under 20 foreign students at ISCED level 6.

Figure E2: Percentage of students in tertiary education (ISCED 5-6 and ISCED 6) with the citizenship of another Member State (EU-27), a candidate country or an EFTA/EEA member country, 2003/04



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
ISCED 5-6	2.6	7.1	2.7	2.8	3.5	5.7	0.9	2.6	2.0	0.6	2.4	0.8	3.7	0.6	0.1	:	2.0	1.7	2.3	12.5	0.1	0.7	0.3	0.7	0.5	1.0	4.5	5.1	2.2	:	2.4	0.1
ISCED 6	:	15.5	3.0	:	8.2	:	1.0	:	:	4.0	9.4	1.3	6.7	:	0.2	:	5.2	6.3	:	15.8	:	1.5	0.7	:	0.2	3.5	9.2	17.4	12.0	:	9.8	:

Source: Eurostat, UOE.

Additional notes

Belgium: Data from independent private institutions and from the German-speaking Community are not included.
Ireland: Only full-time foreign students are included.
Netherlands: Foreign students at ISCED level 6 are not included.
Austria: Foreign students at ISCED level 5B are not included.

Explanatory note

The numerator includes all students in tertiary education with the citizenship of a Member State, candidate country or EFTA/EEA country other than that of the reporting country. The denominator includes all national tertiary students and all students in the reporting country with the nationality of an EU-27 Member State, a candidate country or an EFTA/EEA country.

Foreign student data refer to citizenship in the case of most countries, the exceptions being Estonia, Ireland, Latvia, the United Kingdom and Romania, which report foreign/mobile students according to country of residence or country of domicile and not according to country of citizenship.

The Member States are those of the EU-27; the candidate countries are Croatia and Turkey. The EFTA/EEA countries are Iceland, Liechtenstein and Norway.

STUDENTS ON DOCTORAL COURSES (ISCED 6) ARE THE MOST MOBILE

The criterion of citizenship applies solely to students whose nationality is other than that of the country in which they are studying. Observations based on this criterion are thus affected by legislation governing the acquisition of nationality throughout Europe. Certain foreign students may thus have lived in their host countries for many years and completed some or all of their prior education in the same country (Figure E2). In such cases, therefore, they have never been 'mobile'.

The criteria of 'former place of residence' or 'former place of education' that are used here may thus yield a closer approximation of the real mobility of students.

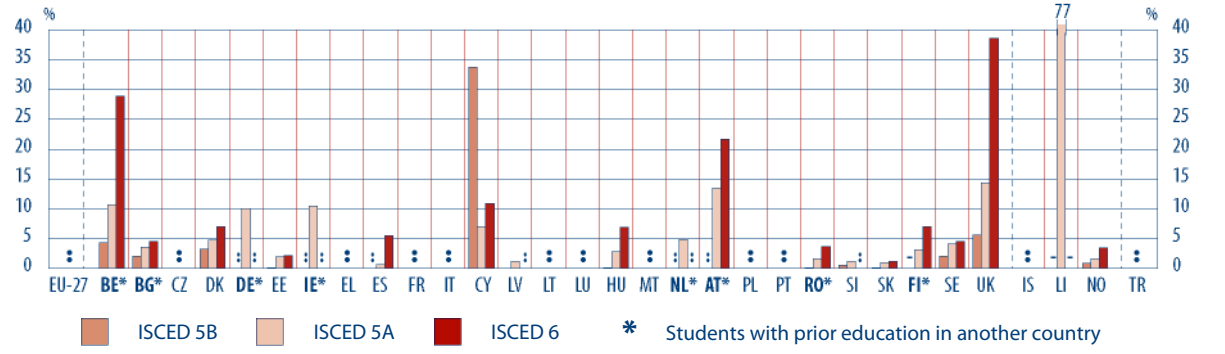
In all countries for which data are available except Cyprus, the highest proportions of mobile students (all nationalities combined) are studying on programmes at ISCED levels 5A and 6. In Belgium, Germany, Ireland and Austria, over 10 % of students enrolled at ISCED level 5A have had their prior education in another country (in Europe or elsewhere).

In the United Kingdom, 14.4 % of students at ISCED 5A were resident elsewhere before coming to the country to study at that level. In Liechtenstein, this applied to 77.4 % of students at ISCED 5A. In smaller proportions (between 4 % and 7 %), Denmark, Cyprus, the Netherlands and Sweden host students in tertiary education who were not resident in the country beforehand. Elsewhere, these students represent under 3 % of the total student population.

Whatever the criterion used (place of prior education or place of residence), the proportion of students who changed country to study at ISCED level 6 is greater than for ISCED level 5A. The attractiveness of Belgium, Austria and the United Kingdom (Figure E2) as ISCED level 6 study destinations is borne out by the fact that over 20 % of their students at this level are mobile students (on the basis of the foregoing criteria).

In Cyprus, the proportion of students at ISCED level 6 who have changed their country of residence reaches almost 10.9 % but remains lower than that of students who have migrated to Cyprus to study at ISCED level 5B.

Figure E3: Percentage of students in tertiary education (ISCED 5A, 5B and 6) who have had prior education or been formerly resident in another country, 2003/04



	EU-27	BE*	BG*	CZ	DK	DE*	EE	IE*	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL*	AT*	PL	PT	RO*	SI	SK	FI*	SE	UK	IS	LI	NO	TR
ISCED 5-6	:	**7.7**	**3.5**	:	4.6	**:**	1.3	**:**	:	:	:	:	28.5	1.0	0.4	:	2.8	:	**4.9**	**:**	:	:	**1.5**	:	0.9	**3.4**	4.0	13.4	:	77.4	1.7	:
	:	**4.3**	**2.1**	:	3.2	**:**	0.1	**:**	:	:	:	:	33.7	0.0	:	:	0.1	:	**:**	**:**	:	:	**0.1**	0.5	0.1	-	2.0	5.6	:	-	0.9	:
	:	**10.7**	**3.6**	:	4.7	**10.0**	1.9	**10.5**	:	0.7	:	:	7.0	1.2	:	:	2.8	:	**4.9**	**13.5**	:	:	**1.6**	1.2	1.0	**3.2**	4.1	14.4	:	77.4	1.6	:
	:	**28.9**	**4.5**	:	7.0	**:**	2.2	**:**	:	5.5	:	:	10.9	:	:	:	6.9	:	**:**	**21.7**	:	:	**3.7**	:	1.2	**7.0**	4.5	38.6	:	-	3.5	:

Source: Eurostat, UOE.

Additional notes

Belgium: Data from independent private institutions, education for 'social advancement', the Open University, and the German-speaking Community are not included.
Ireland: Only full-time foreign students are included.
Latvia: Students at ISCED level 6 are included in ISCED level 5A.

Explanatory note

The number of students in tertiary education at ISCED levels 5A, 5B and 6 who have had prior education – or if prior education is not available – have been permanently resident in another country is divided by the total number of students at the level in question. The country of prior education refers to all countries, and not just the EU-27, the candidate countries and EFTA/EEA countries. It refers to the country in which the qualification that gave access to tertiary education was obtained; that qualification will be at ISCED level 3 or 4 in the case of admission to ISCED levels 5A and 5B, and at ISCED level 5A for admission to ISCED level 6. Permanent residence is defined in accordance with national legislation.

Permanent residence/country of prior education is, in the case of some countries, an approximation based on data on the country of domicile before entering tertiary education.

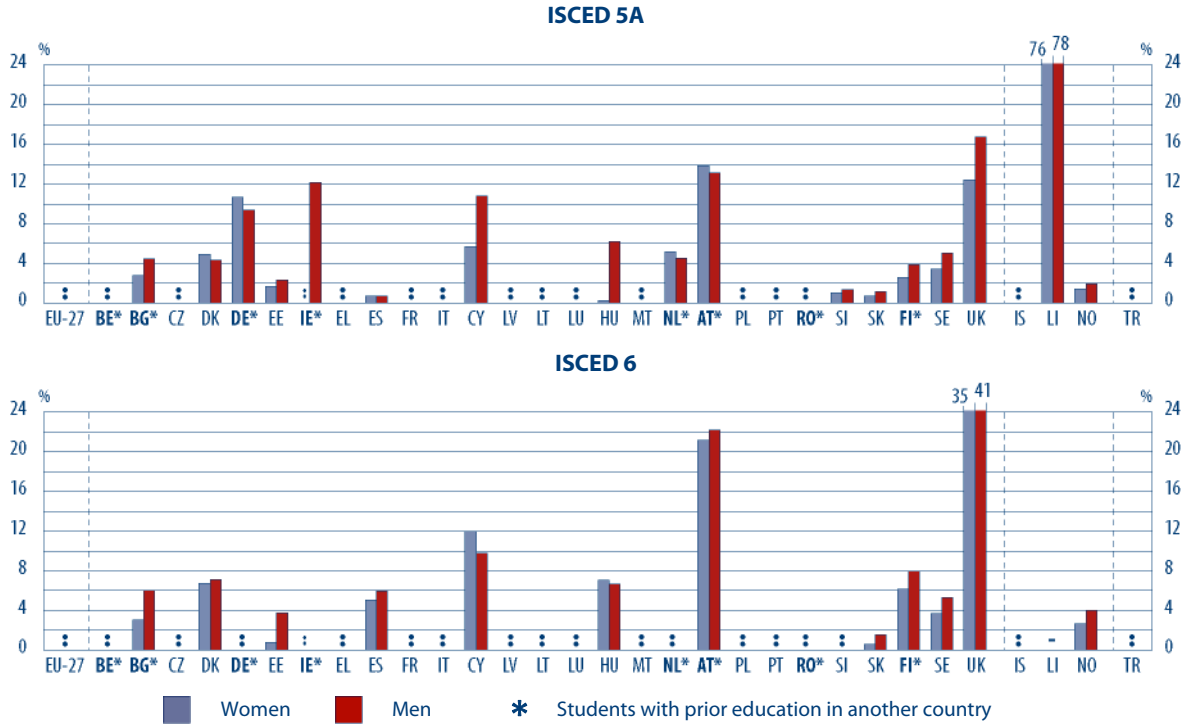
MALE STUDENTS ARE MORE MOBILE THAN FEMALE STUDENTS

At ISCED levels 5A and 6, in the majority of countries for which data are available, the proportion of male students who have been previously educated in another country (or lived in one) is greater than that of women in the same situation.

At ISCED level 5A, the difference in these proportions is greatest in Cyprus, Hungary and the United Kingdom. By contrast, the mobility of male and female students is roughly the same in Spain, while women students are proportionally more mobile in Denmark, Germany, the Netherlands and Austria.

At ISCED level 6, only women students in Cyprus and Hungary are proportionally more mobile than their male counterparts.

Figure E4: Percentage of students in tertiary education (ISCED 5A and ISCED 6), who have had prior education or been formerly resident in another country, by sex, 2003/04



Women	EU-27	BE*	BG*	CZ	DK	DE*	EE	IE*	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL*	AT*	PL	PT	RO*	SI	SK	FI*	SE	UK	IS	LI	NO	TR
ISCED 5A	:	:	**2.8**	:	4.9	**10.7**	1.7	**:**	:	0.7	:	:	5.7	:	:	:	0.3	:	**5.2**	**13.9**	:	:	:	1.1	0.8	**2.6**	3.4	12.5	:	76.1	1.4	:
ISCED 6	:	:	**3.1**	:	6.7	**:**	0.8	**:**	:	5.1	:	:	12.0	:	:	:	7.1	:	**:**	**21.2**	:	:	:	:	0.6	**6.2**	3.7	35.3	:	-	2.7	:

Men	EU-27	BE*	BG*	CZ	DK	DE*	EE	IE*	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL*	AT*	PL	PT	RO*	SI	SK	FI*	SE	UK	IS	LI	NO	TR
ISCED 5A	:	:	**4.5**	:	4.3	**9.4**	2.3	**12.2**	:	0.7	:	:	10.8	:	:	:	6.2	:	**4.6**	**13.1**	:	:	:	1.4	1.2	**3.9**	5.1	16.7	:	77.9	1.9	:
ISCED 6	:	:	**6.0**	:	7.1	**:**	3.8	**:**	:	6.0	:	:	9.8	:	:	:	6.7	:	**:**	**22.2**	:	:	:	:	1.6	**8.0**	5.3	41.2	:	-	4.0	:

Source: Eurostat, UOE.

Additional note

Ireland: Only full-time foreign students are included.

Explanatory note (Figure E4)

The number of students in tertiary education at ISCED levels 5A, 5B and 6 who have undertaken prior studies – or if prior education is not available – have been permanently resident in another country is divided by the total number of students at the level in question. The country of prior education refers to all countries, and not just the EU-27, the candidate countries and EFTA/EEA countries. It refers to the country in which the qualification that gave admission to tertiary education was obtained; that qualification will be at ISCED level 3 or 4 in the case of admission to ISCED levels 5A and 5B, and at ISCED level 5A for admission to ISCED level 6. Permanent residence is defined in accordance with national legislation.

Permanent residence/country of prior education is, in the case of some countries, an approximation based on data on the country of domicile before entering tertiary education.

MOST FOREIGN STUDENTS ARE ENROLLED IN THE FIELDS OF 'HUMANITIES AND ARTS', 'HEALTH AND WELFARE' AND 'AGRICULTURE'

The proportion of foreign students in each field of tertiary education (ISCED levels 5 and 6 combined) varies widely among countries. This proportion depends on the number of foreign students but also on the level of total student participation in the various fields and the number of students who are nationals of their country of study.

The proportion of foreign students is greatest in tertiary education courses in 'humanities and arts' or those in 'health and welfare' in 11 of the countries for which data are available. Thus in Austria 25.5 % of students in 'humanities and arts' are foreign students.

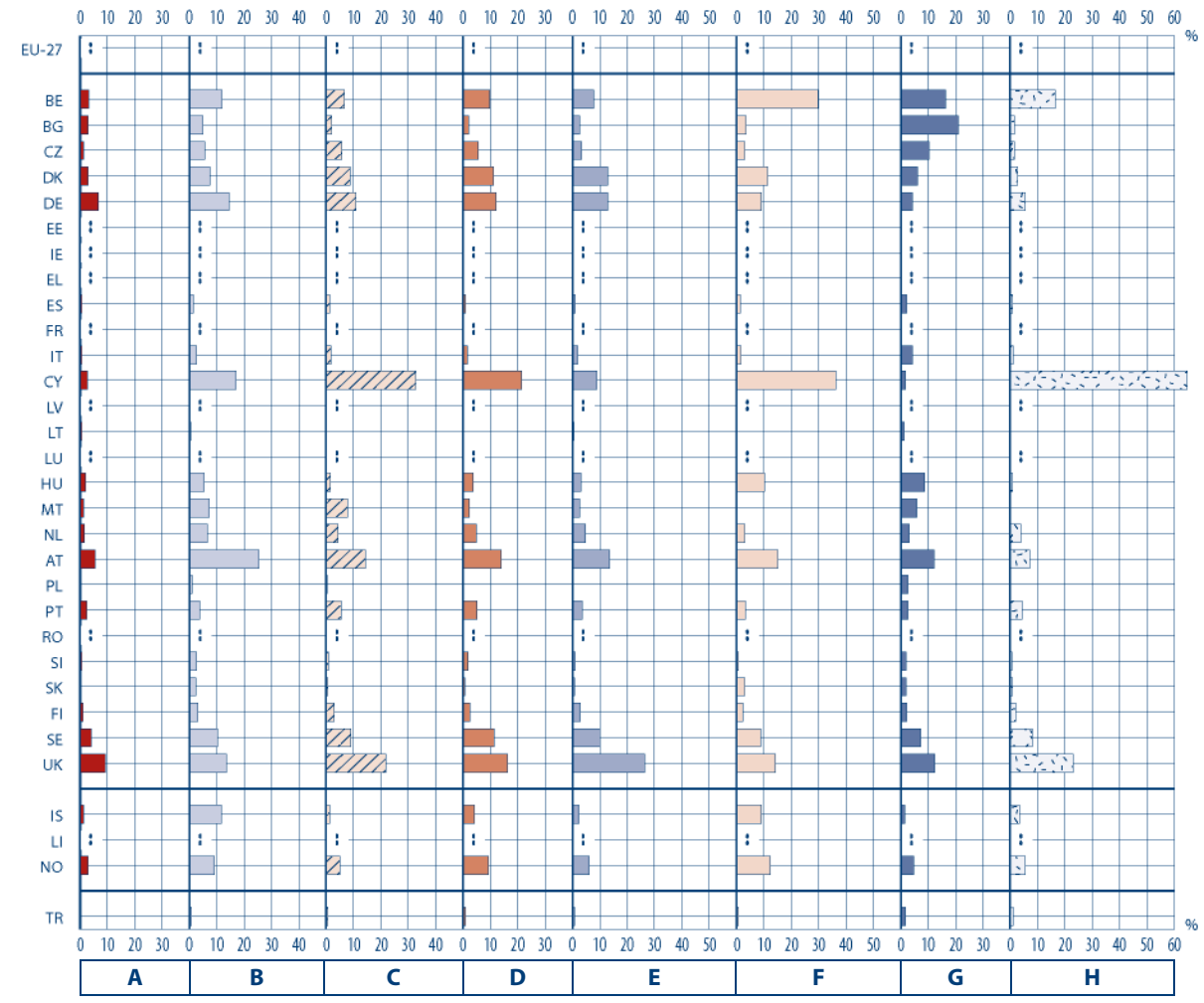
In the other countries, the greatest proportions of foreign students are enrolled in 'agriculture and veterinary science' (Belgium, Hungary, Slovakia and Norway), in 'engineering, manufacturing and construction' (Denmark and the United Kingdom), and in 'social sciences, business and law' (Malta, Portugal and Finland). In none of the countries concerned does the field of 'education' enrol the highest proportion of foreign students.

The proportion of foreign students in various fields of study does not depend solely on the geographical proximity of more extensive educational provision or whether students are fully proficient in the language of instruction. It may also be the result of other factors such as differing selection procedures at the point of entry from one country and field of study to the next (Figure A2). For example, the French Community of Belgium operates no form of selection for admission to the field of veterinary medicine whereas France sets a limit on the number of places in this field.

If criteria other than nationality (i.e. the former place of residence and/or education) are used to determine which fields of study enrol proportionally most internationally mobile students, the different proportions obtained do not on the whole alter the final ranking (see the annexe).

The preferred fields of foreign students enrolled at ISCED levels 5-6 combined are fairly similar to those observed at ISCED level 5A alone (Figure E5a) because this level is strongly represented in total enrolments. By contrast, separate analysis of ISCED level 5B (Figure E5b) and ISCED level 6 (Figure E5c) points to differences in the breakdown of students in fields at these two levels.

Figure E5: Percentage of students of foreign nationality in tertiary education (ISCED 5-6) by field of study, 2003/04



A Education **B** Humanities and arts **C** Social sciences, business and law **D** Science, mathematics and computing

E Engineering, manufacturing and construction **F** Agriculture and veterinary science **G** Health and welfare **H** Services

	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
A	:	3.1	3.0	1.3	3.1	6.8	:	:	:	0.5	:	0.6	2.6	:	0.6	:	2.1	1.3	1.5	5.5	0.3	2.5	:	0.6	0.4	1.2	4.1	9.2	1.4	:	3.0	0.5
B	:	11.9	4.8	5.5	7.4	14.5	:	:	:	1.5	:	2.5	17.1	:	0.6	:	5.5	7.2	6.7	25.5	1.0	3.7	:	2.5	2.3	3.0	10.2	13.6	11.7	:	9.1	0.8
C	:	6.7	1.9	5.8	8.8	10.8	:	:	:	1.2	:	1.6	32.7	:	0.2	:	1.6	7.9	4.4	14.4	0.4	5.4	:	0.8	0.7	3.0	8.9	21.8	1.3	:	5.0	0.7
D	:	9.7	2.1	5.6	11.3	12.1	:	:	:	1.0	:	1.7	21.5	:	0.1	:	3.7	2.4	5.0	14.1	0.1	5.2	:	1.9	0.7	2.5	11.3	16.3	4.1	:	9.3	0.9
E	:	7.7	2.7	3.2	12.9	12.9	:	:	:	1.0	:	1.8	8.9	:	0.4	:	3.1	2.6	4.8	13.6	0.2	3.7	:	1.0	0.8	2.9	10.0	26.4	2.4	:	6.2	0.8
F	:	29.8	3.5	2.9	11.5	9.0	:	:	:	1.3	:	1.6	36.4	:	0.0	:	10.2	0.0	2.9	15.0	0.1	3.1	:	0.6	3.0	2.2	8.8	14.2	9.0	:	12.4	0.6
G	:	16.4	20.9	10.4	6.0	4.3	:	:	:	2.2	:	4.2	1.6	:	1.1	:	8.8	5.8	3.2	12.1	2.6	2.5	:	2.0	1.9	2.1	7.3	12.3	1.5	:	4.8	1.8
H	:	16.3	1.6	1.6	2.7	5.5	:	:	:	0.9	:	1.2	64.7	:	0.1	:	0.9	-	3.8	7.1	0.2	4.2	:	0.6	0.8	1.9	8.0	22.9	3.5	:	5.5	1.0

All fields combined

	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
	:	9.6	3.6	4.7	7.9	11.2	:	:	2.4	2.3	:	2.0	32.0	:	0.4	:	3.1	5.6	4.0	14.1	0.4	4.1	:	1.1	1.0	2.6	8.5	16.2	3.3	:	5.8	0.8

Source: Eurostat, UOE.

Additional notes (Figure E5)

Belgium: Data from independent private institutions and from the German-speaking Community are not included.
Ireland: Only full-time foreign students are included.

Explanatory note

The number of students of foreign nationality in tertiary education at ISCED levels 5A, 5B and 6 in each field has been divided by the total number of students from the corresponding level and field. The country of citizenship refers to all countries, and not just the EU-27, the candidate countries and EFTA/EEA countries. The ratio has been multiplied by 100. In the case of some countries, the number of students in certain fields, especially at ISCED levels 5B and 6 is particularly low. Some of the percentages shown here are therefore calculated with low numerator values.

AT ISCED LEVEL 5A, THE FIELDS OF 'HUMANITIES AND ARTS', 'HEALTH AND WELFARE' AND 'AGRICULTURE AND VETERINARY SCIENCE' ENROL THE MOST FOREIGN STUDENTS

At ISCED level 5A, the proportions of foreign students are highest in one of three fields, namely 'humanities and arts', 'health and welfare' and 'agriculture and veterinary science' in over half of the countries for which data are available. Overall, the distribution by field at this level reflects the same pattern as that observed for tertiary education as a whole (Figure E5)

In Belgium, over half the student population (51.7 %) at ISCED level 5A in 'agriculture and veterinary science' are of foreign nationality. At the same level, over a quarter of students are foreign students in the fields of 'humanities and arts' in Austria, 'engineering, manufacturing and construction' in the United Kingdom, and 'health and social protection' in Bulgaria.

Additional notes (Figure E5a)

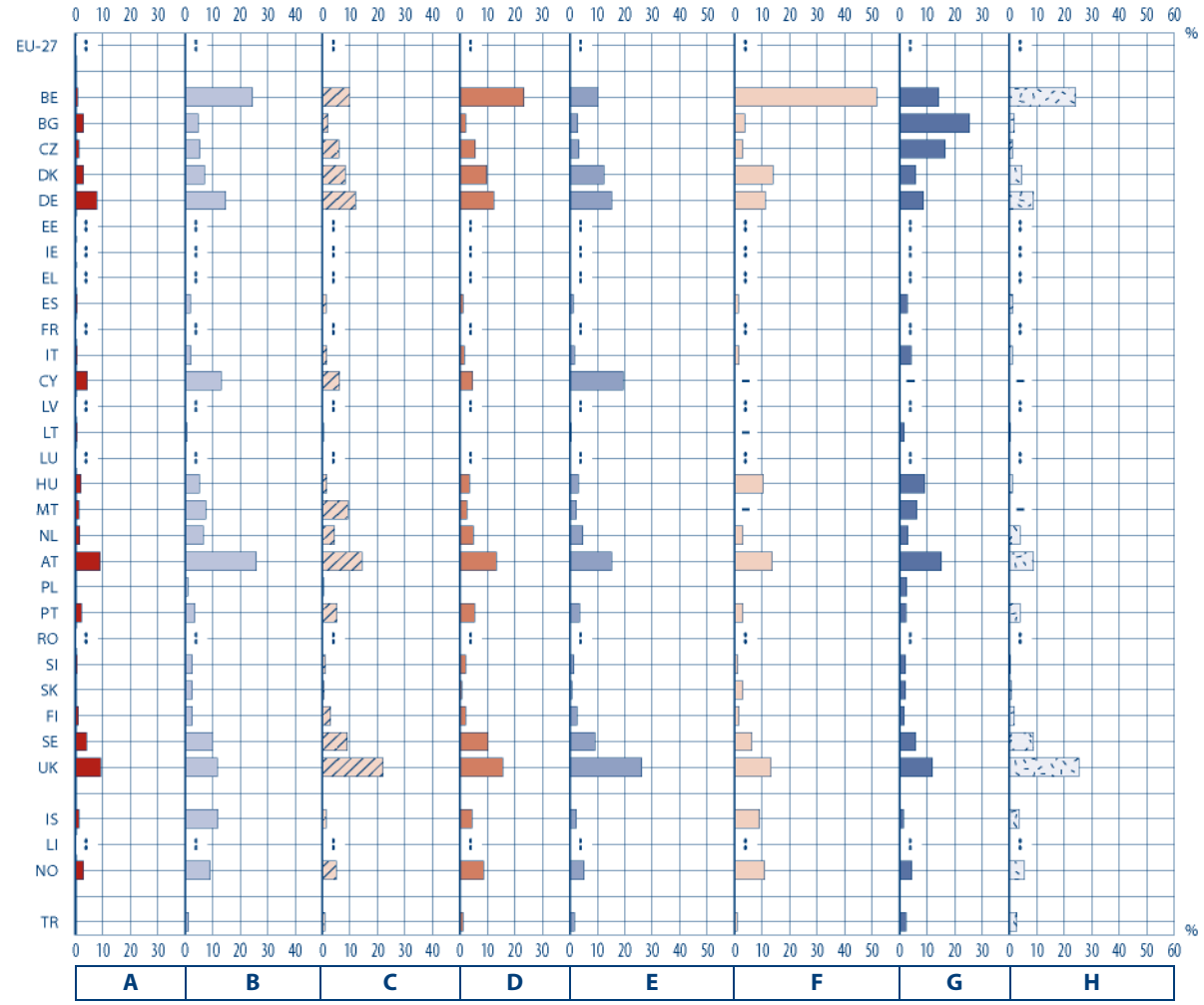
Belgium: Data from independent private institutions and from the German-speaking Community are not included.
Ireland: Only full-time foreign students are included.

Explanatory note

The number of students of foreign nationality in tertiary education at ISCED level 5A in each field has been divided by the total number of students from the corresponding level and field. The country of citizenship refers to all countries, and not just the EU-27, the candidate countries and EFTA/EEA countries. The ratio has been multiplied by 100. In the case of some countries, the number of students in certain fields, especially at ISCED levels 5B and 6 is particularly low. Some of the percentages shown here are therefore calculated with low numerator values.

Using the criterion of prior education or former residence may provide for a more accurate analysis of student mobility by field of study. Because data availability is low, these data are given solely in an annexe.

Figure E5a: Percentage of students of foreign nationality in tertiary education (ISCED 5A) by field of study, 2003/04



A Education **B** Humanities and arts **C** Social sciences, business and law **D** Science, mathematics and computing

E Engineering, manufacturing and construction **F** Agriculture and veterinary science **G** Health and welfare **H** Services

	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
A	:	0.9	3.0	1.3	3.1	7.9	:	:	:	0.6	:	0.6	4.4	:	0.6	:	2.1	1.4	1.5	8.9	0.3	2.4	:	0.7	0.4	1.0	4.1	9.3	1.3	:	3.0	0.5
B	:	24.6	4.7	5.3	6.9	14.7	:	:	:	2.0	:	2.1	13.1	:	0.6	:	5.1	7.4	6.7	25.9	1.0	3.6	:	2.5	2.6	2.6	10.1	11.7	12.0	:	9.0	1.1
C	:	10.0	1.9	6.0	8.3	11.9	:	:	:	1.4	:	1.6	6.1	:	0.3	:	1.6	9.2	4.4	14.4	0.4	5.2	:	0.9	0.6	2.8	8.9	22.1	1.2	:	5.0	0.8
D	:	23.3	2.1	5.6	9.8	12.3	:	:	:	1.2	:	1.5	4.6	:	0.1	:	3.5	2.4	5.0	13.2	0.1	5.2	:	2.1	0.7	2.0	10.2	15.7	4.5	:	8.6	1.0
E	:	10.3	2.9	3.2	12.5	15.3	:	:	:	1.3	:	1.8	19.4	:	0.6	:	3.2	2.4	4.8	15.1	0.2	3.5	:	1.4	0.8	2.5	9.1	26.3	2.4	:	5.2	1.7
F	:	51.7	3.6	2.9	14.0	11.0	:	:	:	1.4	:	1.5	(-)	:	(-)	:	10.5	(-)	2.9	13.8	0.1	2.9	:	1.1	3.1	1.5	6.2	13.3	9.0	:	10.9	1.0
G	:	14.2	25.4	16.5	5.8	8.7	:	:	:	2.9	:	4.2	(-)	:	1.8	:	9.1	6.4	3.2	15.2	2.7	2.5	:	2.1	2.2	1.7	5.9	11.9	1.5	:	4.4	2.3
H	:	24.2	1.7	1.3	4.5	8.7	:	:	:	1.4	:	1.2	(-)	:	0.3	:	1.0	(-)	3.8	8.7	0.2	3.9	:	0.3	0.9	1.8	8.7	25.2	3.5	:	5.4	2.8

All fields combined

	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
	:	12.4	3.7	4.9	7.3	12.4	:	:	2.7	1.5	:	2.0	7.0	:	0.6	:	3.1	6.3	4.0	15.4	0.4	3.9	:	1.3	1.0	2.3	7.9	16.6	3.4	:	5.5	1.0

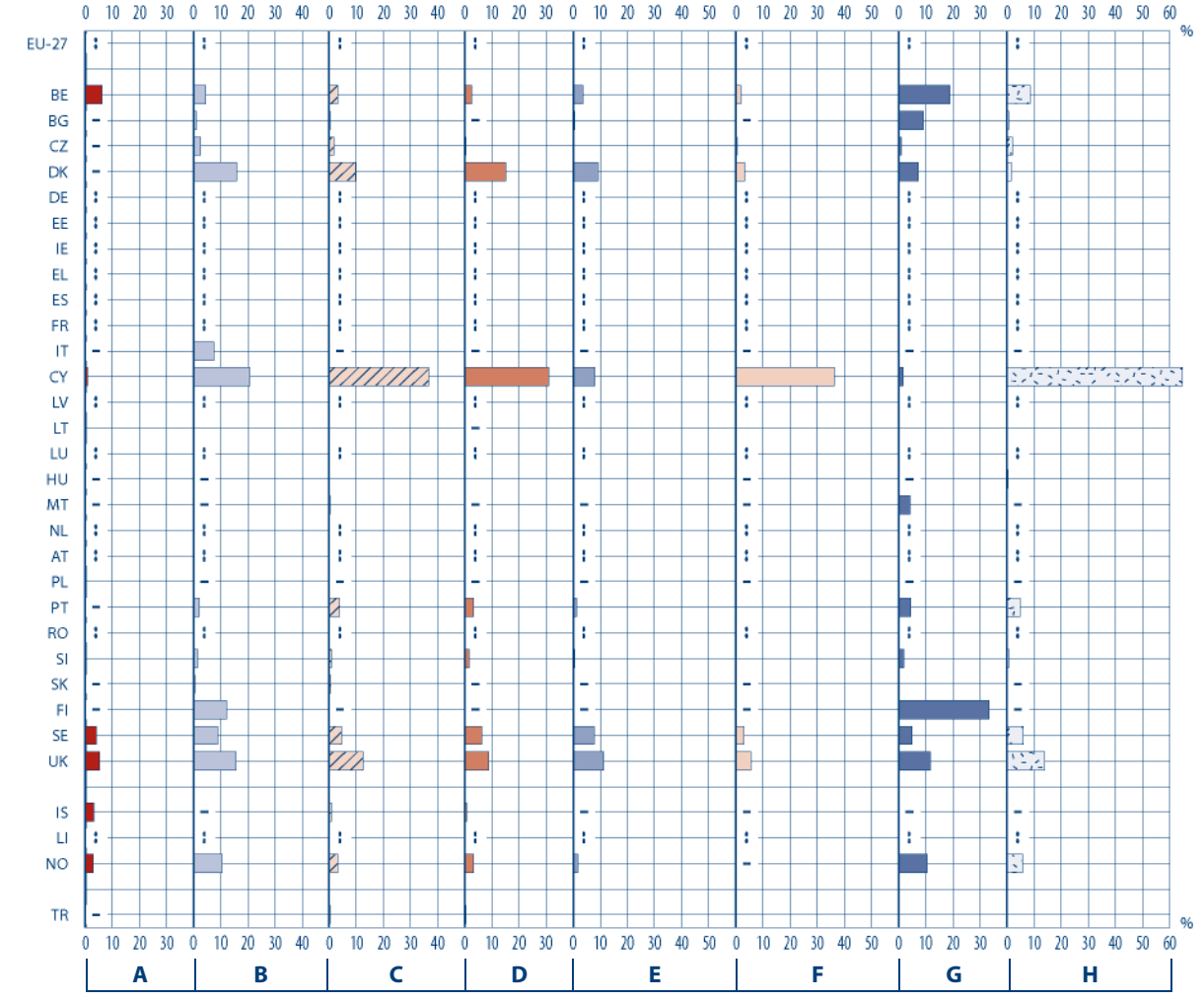
Source: Eurostat, UOE.

VERY FEW FOREIGN STUDENTS ARE IN ISCED 5B PROGRAMMES

In countries from which data are available, there are not many foreign students overall.

Because at national level, the structure of provision at ISCED level 5A is not the same as at ISCED level 5B ([1]), the fields of study accounting for a high proportion of foreign students are not the same either, revealing major differences with ISCED 5A (Figure E5a). Thus at ISCED level 5B, more than 30 % of students are of foreign nationality in Cyprus in the fields of 'social sciences, business and law', 'science', and 'agriculture and veterinary science'. In the field of 'services' in Cyprus, 64.7 % of students are foreign students. And in the field of 'health and social welfare' also in Finland, over a third of those enrolled are foreign students.

Figure E5b: Percentage of students of foreign nationality in tertiary education (ISCED 5B) by field of study, 2003/04



A Education **B** Humanities and arts **C** Social sciences, business and law **D** Science, mathematics and computing

E Engineering, manufacturing and construction **F** Agriculture and veterinary science **G** Health and welfare **H** Services

Source: Eurostat, UOE.

([1]) For further details, see the Eurydice publication *Focus on the Structure of Higher Education in Europe – 2006/07: National Trends in the Bologna Process*.

Data (Figure E5b)

	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
A	:	6.3	(-)	(-)	(-)	:	:	:	:	:	:	(-)	0.8	:	0.1	:	(-)	(-)	:	:	0.1	(-)	:	0.4	(-)	(-)	4.2	5.4	3.1	:	2.9	(-)
B	:	4.5	1.0	2.7	15.8	:	:	:	:	:	:	7.5	20.7	:	0.2	:	(-)	(-)	:	:	(-)	2.2	:	1.4	0.4	12.2	8.8	15.6	(-)	:	10.6	0.1
C	:	3.1	0.2	1.7	9.6	:	:	:	:	:	:	(-)	36.8	:	0.0	:	0.1	0.4	:	:	(-)	3.7	:	0.7	0.5	(-)	4.6	12.5	0.8	:	3.1	0.3
D	:	2.5	(-)	0.3	15.0	:	:	:	:	:	:	(-)	31.1	:	(-)	:	0.1	(-)	:	:	(-)	3.3	:	1.7	(-)	(-)	6.2	8.8	0.6	:	3.2	0.5
E	:	3.6	0.6	0.2	9.2	:	:	:	:	:	:	(-)	8.0	:	0.0	:	0.1	(-)	:	:	(-)	1.3	:	0.6	(-)	(-)	7.7	11.4	(-)	:	1.6	0.0
F	:	1.7	(-)	0.3	3.2	:	:	:	:	:	:	(-)	36.4	:	0.1	:	(-)	(-)	:	:	(-)	0.0	:	0.2	(-)	(-)	2.9	5.6	(-)	:	(-)	0.1
G	:	18.9	9.2	1.0	7.2	:	:	:	:	:	:	(-)	1.6	:	0.1	:	(-)	4.3	:	:	(-)	4.4	:	2.0	0.1	33.3	5.0	11.7	(-)	:	10.4	0.4
H	:	8.5	0.7	2.0	1.5	:	:	:	:	:	:	(-)	64.7	:	0.0	:	0.3	(-)	:	:	(-)	4.8	:	0.6	(-)	(-)	6.0	13.9	(-)	:	5.8	0.1

All fields combined

EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
:	6.1	2.1	1.2	9.5	4.1	:	:	2.0	2.5	:	7.5	38.1	:	0.0	:	0.1	1.7	:	:	0.1	3.3	:	0.8	0.1	3.8	6.2	10.7	1.4	:	4.0	0.2

Source: Eurostat, UOE.

Additional notes

Belgium: Data from independent private institutions and from the German-speaking Community are not included.
Ireland: Only full-time foreign students are included.

Explanatory note

The number of students of foreign nationality in tertiary education at ISCED level 5B in each field has been divided by the total number of students from the corresponding level and field. The country of citizenship refers to all countries, and not just the EU-27, the candidate countries and EFTA/EEA countries. The ratio has been multiplied by 100. In the case of some countries, the number of students in certain fields, especially at ISCED levels 5B and 6 is particularly low. Some of the percentages shown here are therefore calculated with low numerator values.

Using the criterion of prior education or former residence may provide for a more accurate analysis of student mobility by field of study. Because data availability is low, these data are given solely in an annexe.

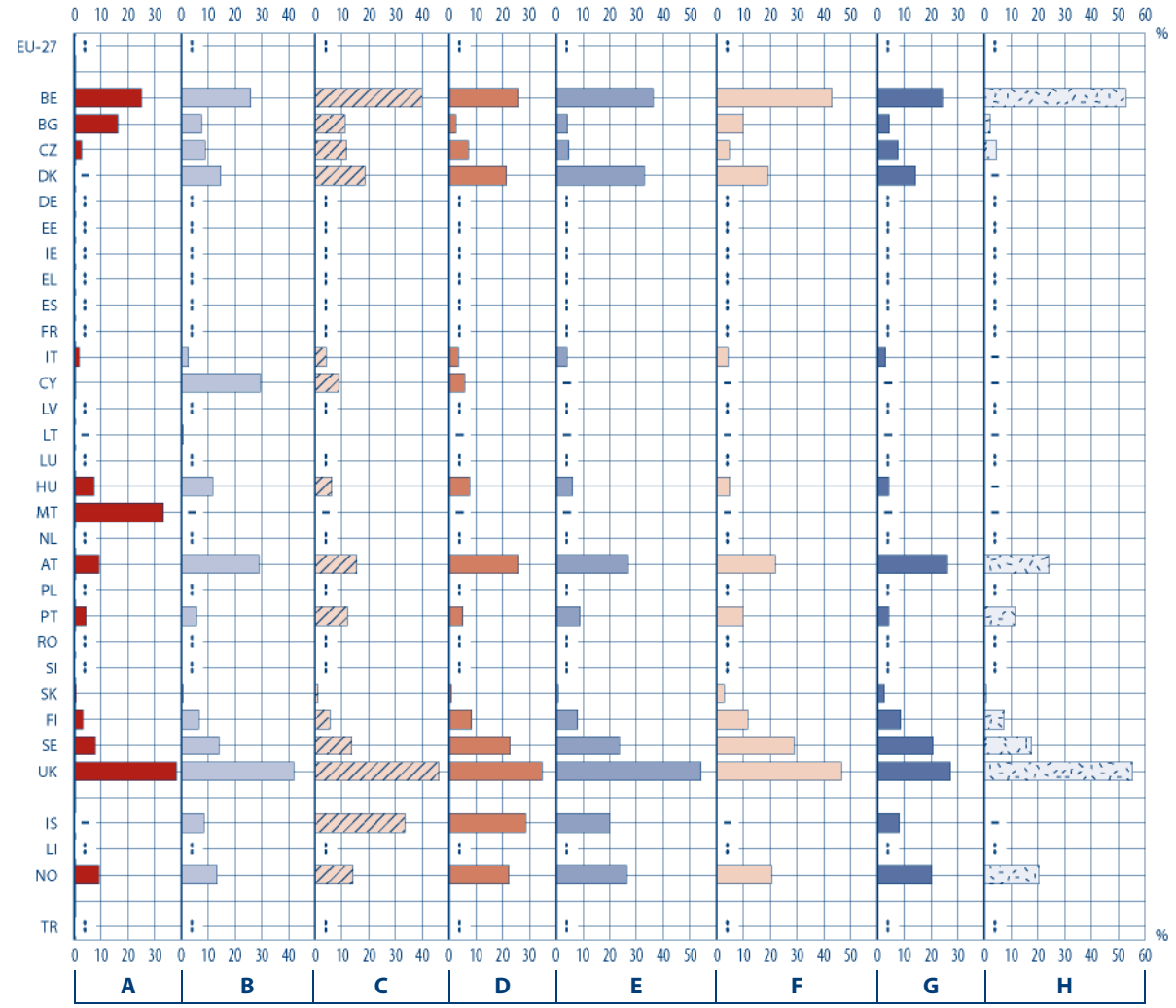
ENROLMENT OF MOBILE DOCTORAL STUDENTS (AT ISCED LEVEL 6) IS NOT HIGHER IN ANY ONE PARTICULAR FIELD

Intra-European mobility of prospective researchers is an important aspect of consolidating a European Research Area, which will also be strengthened by the presence of future researchers from other parts of the world. Overall, at ISCED level 6, the proportion of foreign students is higher than at ISCED levels 5A and 5B (Figure 14a), emphasising that those intending to become researchers are more inclined to be mobile.

Belgium and the United Kingdom are the countries hosting the most foreign students at ISCED level 6 (all fields combined) with 31.3 % and 40.3 % respectively of students at this level. In both countries, around a quarter of the students are of foreign nationality irrespective of the field of study at ISCED level 6. Foreign students comprise the majority in the field of 'services' in Belgium (52.7 %) and in the fields of 'engineering, manufacturing and construction' (54 %) and 'services' (55,4 %) in the United Kingdom.

Besides these two countries, Austria, Sweden and Norway also enrol over 20 % of foreign doctoral students in a fairly broad range of fields. In other countries, the proportion of foreign students rarely exceeds 20 % except for example in Denmark and in Iceland in the field of 'science' (D) and 'engineering' (E), or in Cyprus in the field of 'humanities and arts'. The proportion of prospective young foreign researchers in the field of 'education' is over 20 % in Malta.

Figure E5c: Percentage of students of foreign nationality in tertiary education (ISCED 6), by field of study, 2003/04



A Education **B** Humanities and arts **C** Social sciences, business and law **D** Science, mathematics and computing

E Engineering, manufacturing and construction **F** Agriculture and veterinary science **G** Health and welfare **H** Services

	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
A	:	25.0	16.3	2.8	(-)	:	:	:	:	:	:	1.8	0.0	:	(-)	:	7.4	33.3	:	9.4	:	4.4	:	:	0.6	3.1	7.8	38.2	(-)	:	9.3	:
B	:	25.8	7.5	8.9	14.6	:	:	:	:	:	:	2.6	29.3	:	0.8	:	11.8	(-)	:	29.0	:	5.5	:	:	0.8	6.6	13.9	42.0	8.3	:	13.4	:
C	:	40.0	11.2	11.9	18.6	:	:	:	:	:	:	4.0	8.8	:	0.1	:	6.1	(-)	:	15.5	:	11.9	:	:	1.1	5.4	13.7	46.2	33.3	:	14.1	:
D	:	26.0	2.5	7.3	21.4	:	:	:	:	:	:	3.6	5.9	:	(-)	:	7.8	(-)	:	26.2	:	5.0	:	:	1.0	8.4	22.7	34.7	28.6	:	22.3	:
E	:	36.3	4.2	4.7	32.9	:	:	:	:	:	:	4.1	(-)	:	(-)	:	6.2	(-)	:	26.8	:	9.0	:	:	0.8	8.0	23.5	54.0	20.0	:	26.4	:
F	:	43.0	9.9	4.5	19.1	:	:	:	:	:	:	4.1	(-)	:	(-)	:	4.8	(-)	:	21.9	:	9.9	:	:	2.8	11.6	28.8	46.7	(-)	:	20.4	:
G	:	24.2	4.4	7.8	14.2	:	:	:	:	:	:	3.1	(-)	:	(-)	:	4.3	(-)	:	26.3	:	4.3	:	:	2.6	8.6	20.7	27.4	8.3	:	20.4	:
H	:	52.7	2.2	4.5	(-)	:	:	:	:	:	:	(-)	(-)	:	(-)	:	(-)	(-)	:	24.2	:	11.3	:	:	0.6	7.3	17.5	55.4	(-)	:	20.4	:

All fields combined

	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
	:	31.3	6.9	7.1	20.4	:	:	:	:	17.5	:	3.6	10.9	:	0.2	:	7.4	11.8	:	21.5	:	7.8	:	:	1.2	7.0	19.9	40.3	13.7	:	19.5	:

Source: Eurostat, UOE.

Additional notes (Figure E5c)

Belgium: Data from independent private institutions and from the German-speaking Community are not included.
Ireland: Only full-time foreign students are included.

Explanatory note

The number of students of foreign nationality in tertiary education at ISCED level 6 in each field has been divided by the total number of students from the corresponding level and field. The country of citizenship refers to all countries, and not just the EU-27, the candidate countries and EFTA/EEA countries. The ratio has been multiplied by 100. In the case of some countries, the number of students in certain fields, especially at ISCED levels 5B and 6 is particularly low. Some of the percentages shown here are therefore calculated with low numerator values.

Using the criterion of prior education or former residence may provide for a more accurate analysis of student mobility by field of study. Because data availability is low, these data are given solely in an annexe.

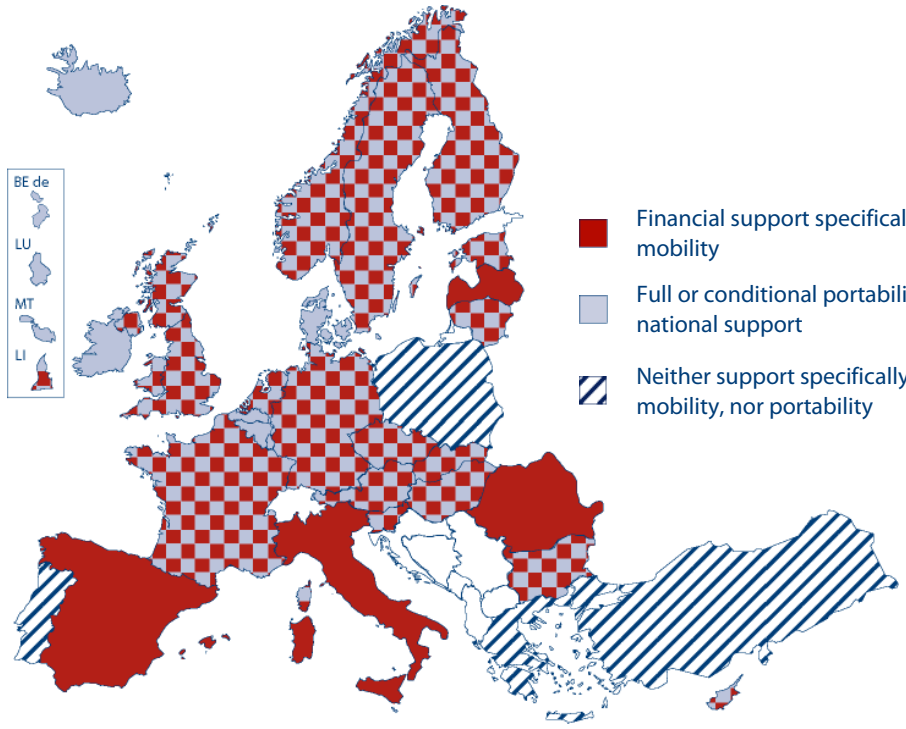
SECTION II – SUPPORT FOR MOBILITY

SPECIFIC MEASURES TO ENCOURAGE MOBILITY ARE OFTEN COMBINED WITH PORTABLE STUDENT SUPPORT

Student mobility depends on a multitude of factors, including the development of educational provision in the country of the particular students concerned, the attractiveness of study abroad, and the financial support that they know they can secure from the public authorities in their home country for purposes of international mobility.

Two financial support mechanisms for international mobility may be distinguished, namely financial support earmarked specifically for mobility and 'mainstream' national financial support that is portable. The aim of the first mechanism is to encourage mobility *per se*. In countries in which support is intended primarily for the lowest income students (Figure D5), portability, where it exists, constitutes a further form of support enabling those concerned to study abroad. In countries in which all students are eligible for the same national support, portability may be of assistance to all mobile students.

Figure E6: Types of financial support for the international mobility of full-time students for a first qualification in tertiary education (ISCED 5) in a public or government-dependent private institution, 2005/06



Source: Eurydice.

Additional notes

Czech Republic: The figure relates only to students at *vysoká škola* (ISCED 5A).
Germany: Only support offered by the BAföG is considered here.
Poland: Tertiary education institutions are free to encourage international mobility among their students, in accordance with relevant legislation.

Explanatory note (Figure E6)

Special support for mobility are support granted by the national public authorities solely and specifically to reference students undertaking higher education courses abroad (with the exception of Erasmus-type European programme grants). Its form may be either a special additional support (special supplementary support (over and above what students already receive) is awarded to them abroad) or an increase in the amount of support or the period over which it is awarded: the minimum and maximum amounts and/or the duration of already awarded 'portable' support is increased for students abroad.

Full portability of financial support is defined as the situation in which **all kinds of support** available for students in their home country (Figure D1) may also be claimed, in accordance with the same conditions of award and payment, by the reference student who undertakes all or part of his or her study abroad. In other words, the home country concerned does not place any restrictions on portability.

In the case of conditional portability, the additional restrictions that apply are identified. Six major categories have been selected here: restrictions tied to the period spent studying abroad, the host country, the host institution, types of course, how courses or students progress, and language requirements.

Ten countries rely exclusively on one or other of the two mechanisms. Italy, Spain, Latvia and Romania award financial support specifically for mobility but without any portability of national support. Students from Belgium, Denmark, Ireland, Luxembourg, Malta and Iceland are solely entitled to portable support, whether full or restricted (Figure E8). By contrast, Greece, Poland, Portugal and Turkey offer neither portability nor financial support for mobility. In all other countries, full or restricted portability of national financial support coexists with forms of financial support specifically for mobility.

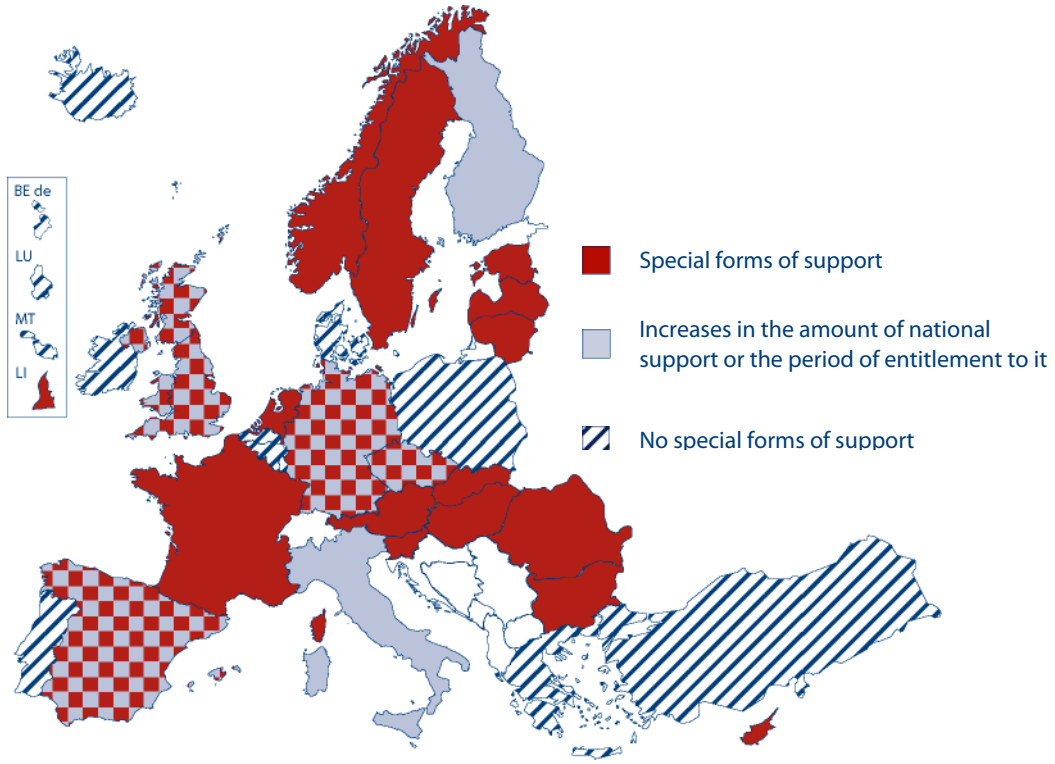
The type of approach adopted would appear to be only one of several factors with a bearing on international student mobility. Indeed, it is hard to establish a direct causal relationship between measures to support mobility and the international mobility observed among students in tertiary education (Figure E1). While the proportion of countries for which mobility is above the European average appears to be higher in the case of those that have opted solely for a single mechanism, above average mobility is also encountered in countries adopting both approaches. However, the total lack of any support would seem to inhibit international student mobility: Greece is registering a fall in the mobility of its students in Europe and Polish and Turkish students are less mobile than the European average.

FORMS OF FINANCIAL SUPPORT SPECIFICALLY FOR MOBILITY AND THE CONDITIONS UNDER WHICH IT IS AWARDED VARY VERY WIDELY

Specific forms of financial support for student mobility at ISCED level 5 exist in over half of the countries considered (Figure E6). They are awarded subject to the same conditions for students in public-sector tertiary education institutions and, where they exist, government-dependent private institutions. One may also distinguish between further forms of support specifically for mobility, and an increase in the amount of 'mainstream' national financial support already awarded to a mobile student.

Among countries that offer support specifically for mobility, half of them often award it in special grants or loans. For example, in Estonia, students make a formal application and, if selected, receive a grant whose amount depends on their destination. Grants for study abroad are awarded in Cyprus, Slovenia (for students but also unemployed persons undergoing training) and Liechtenstein. In Bulgaria, the Ministry of Education and Science organises a competitive examination for the allocation of support, the levels of which are specified in international agreements, to first-year students wishing to pursue their studies abroad. Latvia awards loans, with the recipients and amounts chosen on a case-by-case basis by a special committee in the Ministry of Education and Science, while Romania organises a special competition for support to study abroad. Sweden is another country that makes loans available.

Figure E7: Forms of financial support specifically for the mobility of full-time students in tertiary education abroad for a first qualification (ISCED 5) in a public or government-dependent private institution, 2005/06



Source: Eurydice.

Additional notes

Czech Republic: The figure relates only to students at *vysoká škola* (ISCED 5A).
Germany: Special forms of support are limited to grants intended to cover travel expenses (twice a year), health insurance (PPS EUR 44 a month for 12 months) and the contributions linked to tuition costs (up to PPS EUR 4 341 a year) in the European Union. Outside the EU, the flat rate sums are adjusted to take account of differences in purchasing power. Only support offered by the BAföG is considered here.
Denmark: A new providion law enabling Danish students to receive a grant to pay contributions to registration fees and tuition costs in foreign universities for a two-year period should take effect in the 2008/09 academic year.
Poland: Tertiary education institutions are free to encourage international mobility among their students, in accordance with the relevant legislation.
United Kingdom: Students undertaking a period of study abroad as part of a programme offered by the UK institution may be entitled to a higher rate of loan.

Explanatory note

Special support for mobility: See the glossary for definition.

Increasing the amounts of 'mainstream' national support is the dominant approach in Italy and Finland. In Finland, students going abroad are awarded a supplementary accommodation allowance (of PPS EUR 186 a month as opposed to the maximum of PPS EUR 179 for those who remain in Finland) unless the student concerned is going to a country in which rented accommodation is very cheap. Students also get a guaranteed loan of a higher amount (PPS EUR 390 a month instead of PPS EUR 266).

The other countries combine both kinds of support. Germany, Spain and the United Kingdom award special support for mobility, as well as increasing the amount of national support already awarded to students (or the period during which it is paid). The Czech Republic awards financial support for mobility whose form – along

with associated conditions and procedures – depends on bilateral agreements between the tertiary education institutions and the countries concerned. France awards grants specifically for mobility (PPS EUR 364 a month) for a period of between three and nine months, which may supplement the support normally received by student grant-holders on the basis of social criteria or by other categories of student beneficiary.

The award, destination and amounts associated with support specifically for mobility are the subject of measures that vary from one country to the next. Such support may be awarded with due regard for the academic level of students (as in Cyprus, Latvia and Romania), their income (Cyprus) and/or their host country (the Czech Republic and Cyprus). It may also be intended for specific forms of student expenditure such as transport to the host country or institution, as in the case of Slovenia, Sweden, the United Kingdom (England, Wales and Northern Ireland) and Liechtenstein, or accommodation abroad (Finland). Finally, the amount of support may depend on the standard of living in the host country, as in Estonia, Latvia, Austria, Finland and the United Kingdom (Scotland), or on the number or level of programmes in which students abroad are enrolled (Latvia and Norway respectively).

THE PORTABILITY OF NATIONAL FINANCIAL SUPPORT IS OFTEN RESTRICTED AT ISCED LEVEL 5

Student mobility in tertiary education may be encouraged by means of support specifically earmarked for mobility (Figure E7) but also by enabling students who go abroad to receive the same support as those who remain in their home country (portable support).

The majority of countries provide for full or restricted portability of financial support for students in tertiary education at ISCED level 5, but this does not appear to be linked to existing types or forms of national support (Figure D3). However, more countries exclude portability altogether than those authorising full portability of financial support from the national system, namely Belgium (the German-speaking Community), Luxembourg, Iceland and Liechtenstein.

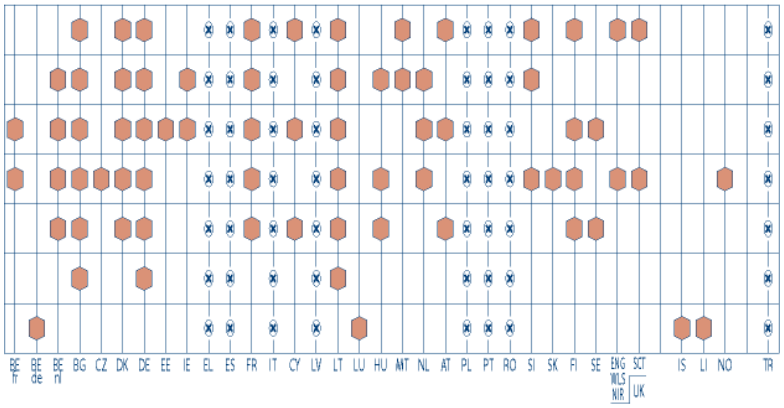
In all, nearly two-thirds of European countries restrict the portability of national support in various ways. These restrictions may relate to the period spent studying abroad, the host country, types of institution, types of course, how courses or students progress, or language requirements.

Bulgaria, Germany and Lithuania are the countries with most conditions attached to the portability of financial support, since they impose all six foregoing types of restriction. Denmark and France apply five of them. By contrast, the Czech Republic and Norway set restrictions only on the type of course, and Estonia only on the host institution. The other countries stand mid-way between the two extremes.

Restrictions relating to the host institution and to the type of course are the most common (Figure E10). Restrictions relating to the host institution apply in Estonia and Sweden, while restrictions related to the type of course (often meaning that the study abroad must be an integral part of courses undertaken in the home institution or of the entire study programme) apply in the Czech Republic, the United Kingdom and Norway. Both types of restriction, together with others, apply in Belgium (the French and Flemish Communities), Bulgaria, Denmark, Germany, France, Lithuania, the Netherlands and Finland. Finally, in the case of 11 countries, the host country will be a decisive factor in determining whether financial support is portable (Figure E9).

Figure E8: Conditions governing the portability of financial support for full-time students in tertiary education abroad for a first qualification (ISCED 5) in a public or government-dependent private institution, 2005/06

Restrictions:



Source: Eurydice.

⊗ No portability

Additional notes

Czech Republic: The figure relates only to students at *vysoká škola* (ISCED 5A).
Denmark: Support is portable for up to 4 years (which may correspond to the total length of studies but, if not, relates to the last four years of study).
Germany: Support is portable throughout the entire period of study if this is spent in another EU country (even if the first year generally has to be completed in Germany, except in the case of those who commute across the border), or for a maximum period of one year outside the EU. Only support offered by the BAföG is considered here.
Estonia: Only loans are portable.
France: Support for accommodation in cash is not portable.
Italy: Support is portable solely in the autonomous region of Valle d'Aoste in which full portability is authorised in the case of resident students, and in the autonomous province of Bolzano, which accepts restricted portability of grants for students going to tertiary education institutions in Austria.
Netherlands: Financial support for Dutch students doing architecture, dentistry, veterinary science, medicine, pharmacy, nursing and obstetrics in the EEA is fully portable if home students on the courses concerned receive financial support. From 1 September 2007, conditions of portability have changed.
Slovenia: All student financial support is fully portable when mobility is for a period of less than a year. It is portable for the full study period when the education or training required is not offered in Slovenia, or when it occurs in a country with a common border.
Finland: Financial support for study undertaken entirely outside Finland is only possible for Finnish citizens, citizens of other EU or EEA countries, or of Switzerland, as well as for members of their families. Applicants for support must have lived in Finland for two years in the five years prior to their studies.
United Kingdom (SCT): Portability of financial support is possible for one academic year.
Norway: There are no restrictions on portability for a particular host country. However, the host country must officially recognise the study programme. If study programmes are completed more than a year late, students no longer receive support and so portability no longer applies.

Explanatory note

Full and conditional portability of national support: See the glossary for definitions.

In some countries, students not on European programmes may undertake their entire period of study abroad with financial support. This applies to Germany in the case of foreign study within the EU, to Bulgaria, Denmark, Cyprus and Finland for study up to a maximum length of time, to the Netherlands in the case of study in certain regions abroad, and to Slovenia when this country is unable to offer the education or training required or when it is provided in a country with a common border. Bulgaria pays a monthly grant to students while they remain in a European country that has signed up to an inter-governmental programme or agreement. This period may correspond either to the full period for an entire programme of study, or a shorter period (ranging from one

month to a year). In Germany (in the case of countries outside the EU), France, Lithuania, Austria and the United Kingdom, financial support may be portable only for a period shorter than the full duration of a study programme.

Some countries require of their students that they should satisfactorily complete their study abroad, as in the case of study at home. For instance in Denmark and Finland, students have to supply the authorities concerned with appropriate documentary evidence of how they have progressed, if they are to continue to receive support; in Denmark, those on a full study programme abroad have to complete this formality twice a year, while in Finland, all students going abroad have to do likewise once a year.

Language restrictions are the least widespread with only three countries applying them. Bulgaria, Germany, and Lithuania require that students should have a sound knowledge of the host country language. Bulgaria limits the condition to a sufficient level of knowledge of the language of instruction used for study abroad. In the United Kingdom (Scotland), tertiary education institutions that so wish may take this criterion into account when authorising study abroad. This is especially important in the case of students intending to take a foreign programme in languages for which a certain level of linguistic competence is needed. In the final analysis, it would seem that ability to speak a foreign language is more of an implicit barrier facing students than a clearly stated condition in measures underlying the portability of financial support.

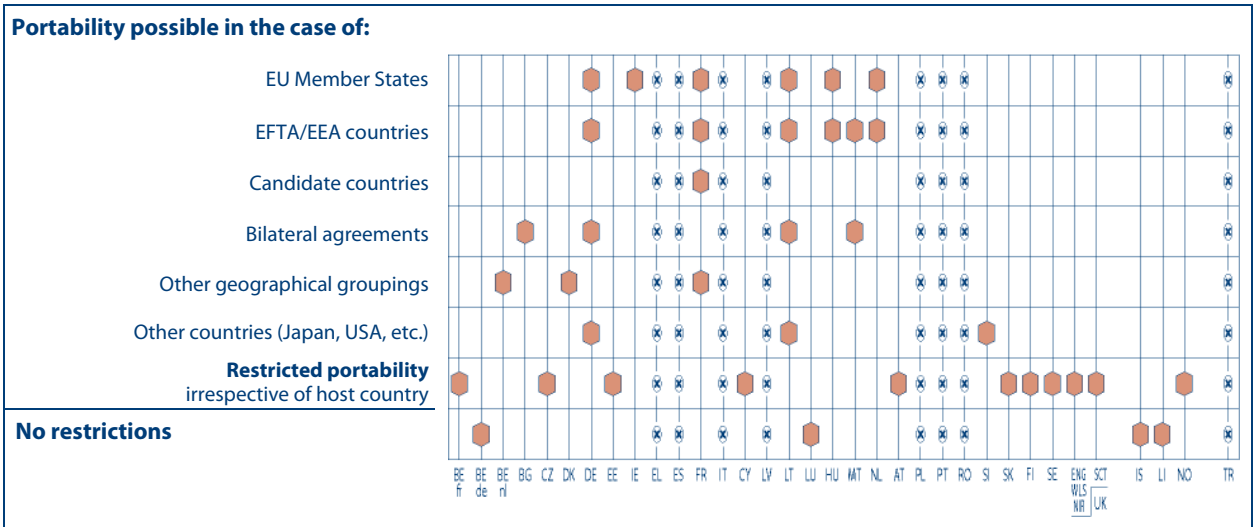
PORTABLE FINANCIAL SUPPORT IS RARELY LIMITED IN THE CASE OF MOBILITY WITHIN EUROPE

The effort now being made to develop a European higher education area has been bolstered by national measures designed to prioritise mobility within that area. Ten countries set restrictions on student host countries. Germany, France, Lithuania, Hungary, Malta and the Netherlands restrict portability of financial support to EU and EFTA/EEA countries, but may extend it to the candidate countries and other geographical groupings (as does France) or to other countries that have signed bilateral agreements (Germany, Lithuania and Malta). In 15 countries, portability is not restricted in the case of any particular host country.

In Bulgaria, portable financial support is only possible in the case of bilateral agreements with other countries. Dutch students on programmes of study in Belgium (the Flemish Community) or Dutch-language programmes in the Brussels Capital Region *(Gewest Brussel)* and Germany (the three *Länder* of Bremen, Lower Saxony and North Rhine-Westphalia) are entitled to full portability of the financial support available if students from the host country also receive such support.

In Denmark, grants are fully portable within the Nordic countries, while in the case of other countries there are restrictions on portability (Figure E8).

Figure E9: Conditions governing portability in the case of specific host countries for full-time students in tertiary education for a first qualification (ISCED 5) in a public or government-dependent private institution, 2005/06



Source: Eurydice.

⊗ No portability

Additional notes

Belgium (BE nl): There is full portability for mobile students within countries in the European higher education area.
Czech Republic: The figure relates only to students at *vysoká škola* (ISCED 5A).
Germany: Only support offered by the BAföG is considered here.
Estonia: Only loans are portable.
Netherlands: From 1 September 2007, conditions of portability have changed.
Slovenia: All student financial support is fully portable when mobility is for a period of less than a year. It is portable for the full study period when the education or training required is not offered in Slovenia, or when it occurs in a country with a common border.
Norway: The study programme must be officially recognised in the host country.

Explanatory note

Conditional portability of national support: See the glossary for definition.

CONTINUITY OF STUDY IS OFTEN A MANDATORY CONDITION FOR PORTABLE FINANCIAL SUPPORT

Besides the fact that study abroad must be within an officially recognised institution or one that awards official qualifications (Figure E8), many countries authorise portable financial support if study abroad is an integral part of the programme on which students have embarked at the outset, or at least fully consistent with it. To ensure that this is so, one of the most widespread restrictions on portability in Europe relates to the kind of study programme for which students enrol abroad.

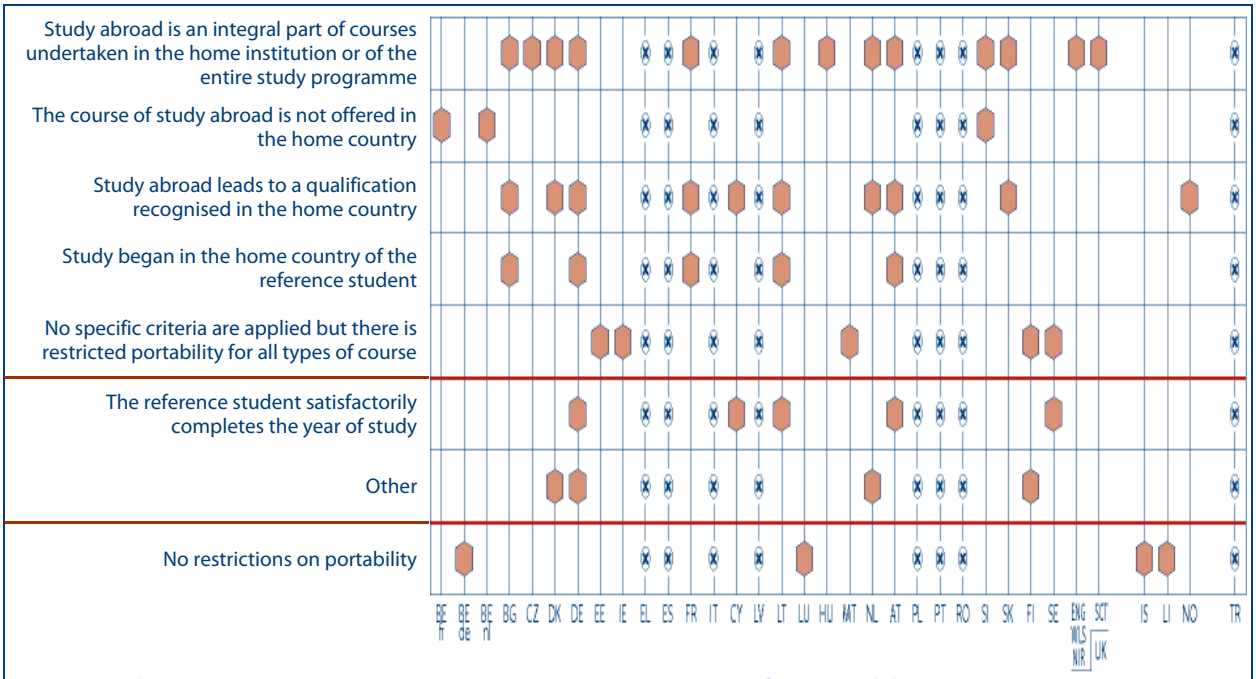
Thus 11 countries stipulate that study abroad has to be an integral part of study programmes undertaken in the home country institution. In the United Kingdom (Scotland) for example, portability is possible only if the period of study abroad is an essential part of the course, which students have to complete in order to graduate.

This condition may exist alongside others, of which the most widespread is that study abroad should lead to a recognised qualification in the home country. Furthermore, study has to begin within the home country in Bulgaria, Germany (except where students commute across the border), France, and Lithuania. Students in the

French and Flemish Communities of Belgium and in Slovenia have to be enrolled on courses not offered at any home institutions.

Germany also stipulates that the home and host institutions should be of a similar kind and offer equivalent provision. Financial support for Dutch students of architecture, dentistry, veterinary science, medicine, pharmacy, nursing and obstetrics in the EEA is fully portable as long as the students concerned receive financial support from their host country.

Figure E10: Conditions governing portability that relate to the type of course or academic performance of full-time students in tertiary education for a first qualification (ISCED 5) in a public or government-dependent private institution, 2005/06



Source: Eurydice. ⊗ No portability

Additional notes

Czech Republic: The figure relates only to students at *vysoká škola* (ISCED 5A).
Germany: Only support offered by the BAföG is considered here.
France: Support for accommodation in cash is not portable.
Netherlands: From 1 September 2007, conditions of portability have changed.
Slovenia: All student financial support is fully portable when mobility is for a period of less than a year. It is portable for the full study period when the education or training required is not offered in Slovenia, or when it is more practical to study abroad.

Explanatory note

Conditional portability of national support: See the glossary for definition.

LESS THAN 1 % OF THE POPULATION HOLD A DOCTORATE

The proportion of people in the 25-64 age group who hold a tertiary education qualification varies quite widely between countries. In almost half of them, these graduates represent between 20 % and 30 % of the reference population, compared to the weighted European average of 22.3 %. However, the proportion ranges from under 15 % (in the Czech Republic, Italy, Malta, Portugal, Romania and Slovakia) to over 30 % (in Belgium, Denmark, Estonia, the Netherlands, Finland and Norway).

Within each country, variations on a similar scale generally occur between the different age groups and ISCED levels at which studies have been successfully completed.

The number of persons with tertiary education qualifications is almost everywhere higher in the younger age groups. The differences between generations are especially marked in seven countries. In Ireland, Spain, France, Cyprus, Malta, Poland and Portugal, the proportion of graduates in the 25-29 age group is almost twice as high as in the 35-64 age group. By contrast, there are slight decreases between age groups in Denmark, Finland and Iceland, while in Germany the decrease is higher (24 %).

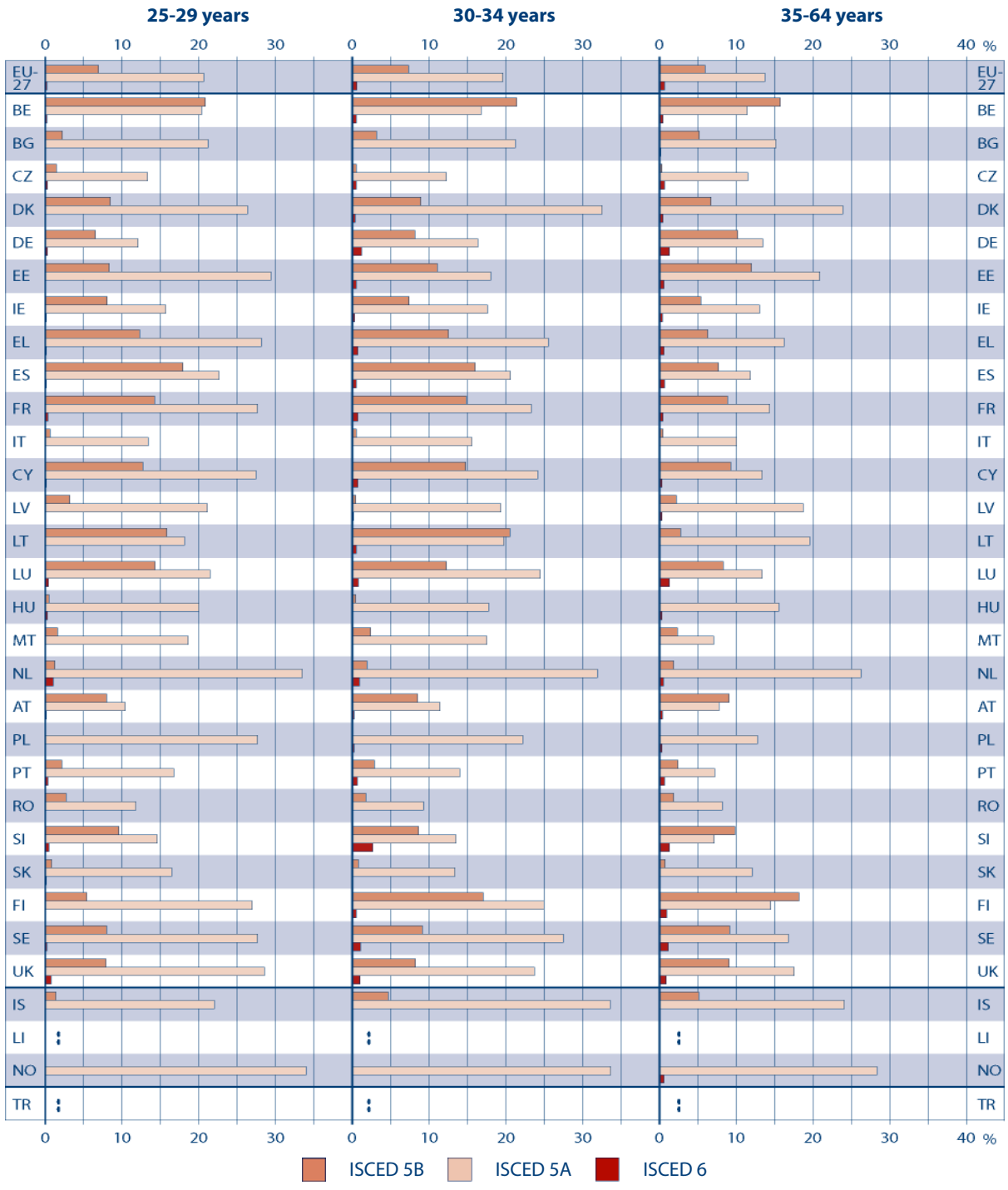
Among those with a tertiary education qualification, ISCED level 5A graduates are the main group almost everywhere in Europe. Belgium is the only country with higher percentages of graduates from ISCED level 5B compared to ISCED 5A in all age groups. In Austria, Slovenia and Finland, the same trend is apparent solely in the higher age groups. ISCED level 5A programmes are currently those with most students, except in Belgium and Slovenia (Figure B2).

From one generation to the next, therefore, the number of graduates with an ISCED level 5A qualification has risen more than the corresponding number of ISCED level 5B graduates (see also figure B3). The opposite trend is apparent in nine countries, namely the Czech Republic, Denmark, Greece, Spain, France, Latvia, Lithuania, Luxembourg and Hungary, while in Italy and Romania the two growth rates are virtually identical.

At ISCED level 6, doctoral graduates are in a very small minority, giving a weighted European Union average of 0.6 %. Only in Germany, Luxembourg, Slovenia and Sweden do they account for or exceed 1 % of the population aged between 25 and 64. However, in the European Union (on the basis of a weighted average for the EU-27), the proportion of those with a qualification at this advanced level has also increased more in the 25-34 age group than in the 35-64 age group, and indeed this same trend applies to the majority of countries. However the proportion has fallen or changed little in eleven countries.

The number of qualified women in each successive generation has increased more than the corresponding number of men, particularly at ISCED level 5A (Figure F1a).

Figure F1: Percentages of those who have obtained a tertiary education qualification (ISCED 5B, 5A and 6), in the 25-29, 30-34 and 35-64 age groups of the population, 2004



Source: Eurostat, Labour Force Survey (Spring).

Explanatory note

For a definition of the Labour Force Survey, see the glossary.

THE NUMBER OF WOMEN WITH TERTIARY EDUCATION QUALIFICATIONS HAS BEEN RISING MORE THAN THAT OF MEN FROM ONE GENERATION TO THE NEXT

In the majority of countries, women with a level of qualification corresponding to tertiary education outnumber male graduates with respect to the entire reference population (comprising all those aged between 25 and 64). This trend is especially marked in Bulgaria, Estonia, Latvia, Lithuania, Portugal, Slovenia, Finland and Sweden, in which the ratios of female to male graduates are highest.

The proportion of women graduates was already increasing – though to a lesser extent – in the group of those aged 35-64. Indeed, in this particular age group, the percentages of men and women with a tertiary education qualification are often much the same. However, in 14 countries, men still retain their numerical superiority in this respect.

The increase in graduates from tertiary education (Figure F1) from one generation to the next has therefore been more marked in the case of women than men. The increase in the percentage of women with a tertiary education qualification when one compares the 20-29 age group with the 35-64 one is far higher than the corresponding increase for men, except in Latvia and Sweden. In 8 countries (Bulgaria, the Czech Republic, Germany, Greece, Austria, Slovenia, Finland and Iceland), there has even been a decrease in the number of men who have studied at a level corresponding to tertiary education, whereas in the case of women this trend is apparent nowhere.

Furthermore, there are more young women graduates from ISCED level 5A than ISCED level 5B (Figure F1). This trend is more marked than in the corresponding comparison for their male counterparts, except in Luxembourg and Malta.

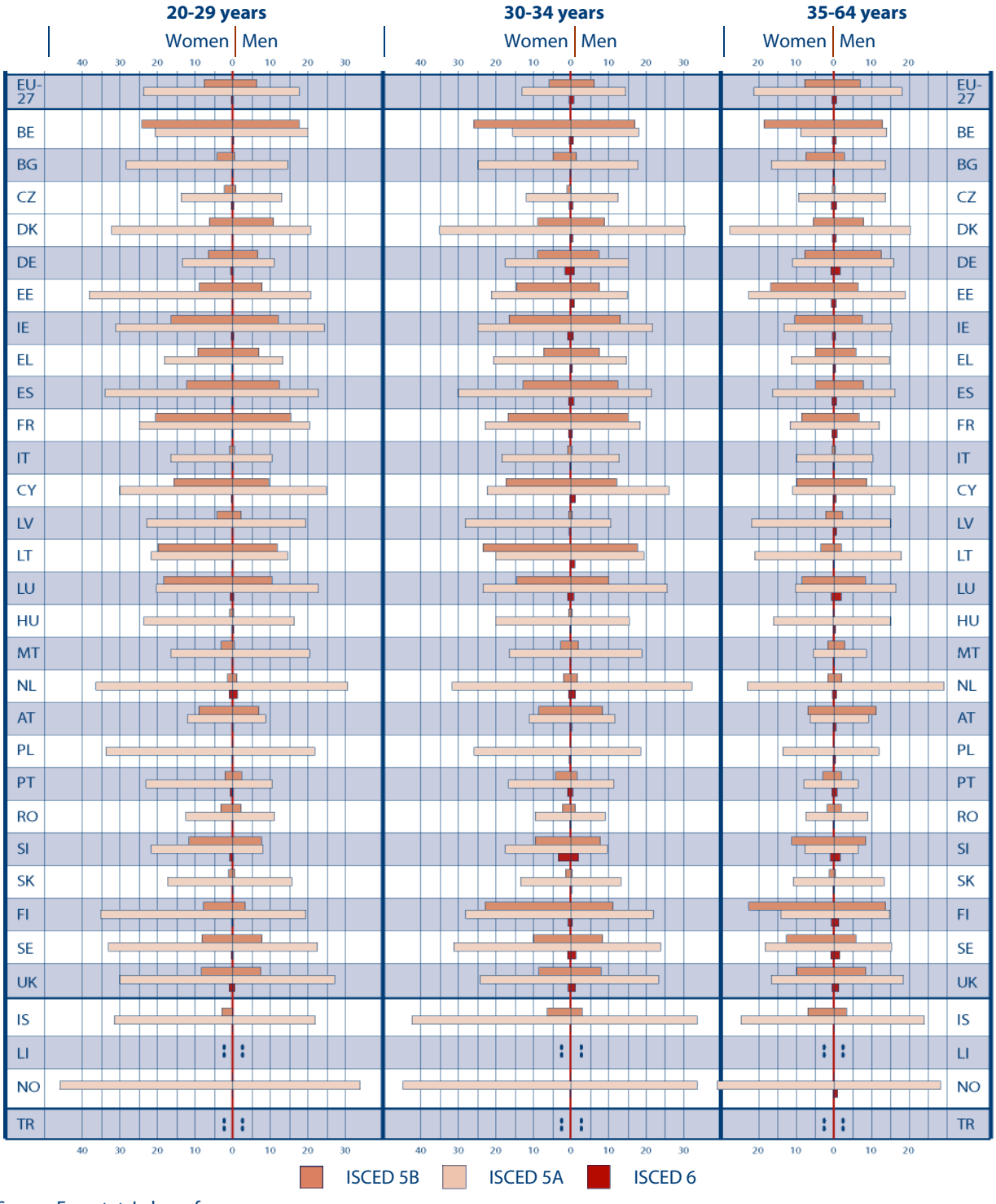
The growth rate in the proportion of women with an ISCED level 6 qualification rises by 17.1 % when one compares the European Union (weighted average) for the (younger) 30-34 age-group with the average among those aged 35-64. This increase in the percentage of women on comparing the same two age groups is apparent in 8 countries. In 17, the increase is greater than the corresponding increase for men. The current proportional increase in the number of women among young people with ISCED 6 qualifications is thus unmistakable, though it is occurring later than in the case of those with ISCED level 5 qualifications.

Explanatory note (Figure F1a)

This indicator is obtained by dividing, in the case of each age group, the number of men or women who have reached each level of qualification corresponding to tertiary education (ISCED 5B, 5A and 6) by the total population in the same age group in the country concerned.

For further information on the labour force survey (LFS) see the glossary.

Figure F1a: Percentages of those who have achieved a level of qualification corresponding to tertiary education (ISCED levels 5B, 5A and 6), in the 20-29, 30-34 and 35-64 age groups of the population, by sex, 2004



Source: Eurostat, Labour force survey.

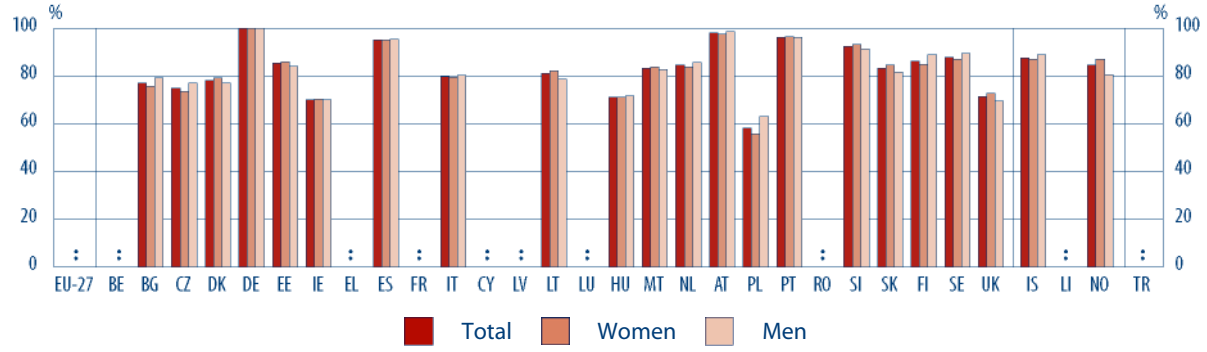
OVER 80 % OF THE QUALIFICATIONS AWARDED IN 2004 WERE FIRST QUALIFICATIONS

In terms of a simple average for the countries from which data are available, graduates with a first qualification in 2004 accounted for just over eight tertiary education graduates out of ten. In a few countries (Germany, Spain, Austria, Portugal and Slovenia), this proportion exceeded 90 %. Poland reported the lowest levels suggesting that around 40 % of all graduates in 2004 obtained a second or subsequent qualification. Introducing the three-cycle structure advocated by the Bologna process might in the future lead to an increase in the number of second qualifications. Indeed, those in the *Bachelor/Master* structure who satisfactorily complete their second-cycle ISCED level 5A study programme obtain their second full qualification. However, another possibility as the structure becomes established is that the majority of students in tertiary education will decide to end their studies after the first cycle, as they do in the United Kingdom, a country with a long-standing *Bachelor/Master* structure.

In general, the proportions of graduates with a first qualification as a percentage of all graduates in 2004 were similar for both sexes. The main differences were apparent in Poland (in which 63 % of men obtained a first qualification, compared to 55.6 % of women) and in Norway (in which the corresponding percentages were 80.6 % and 87 %).

Differences between countries in the percentage of graduates with a first qualification may also be due to economic, social or cultural factors that have little to do with the structure or organisation of tertiary education. For example, a high unemployment rate among young people may encourage students with a first degree to obtain one or more further qualifications.

Figure F2: Graduates with a first qualification as a percentage of all tertiary education graduates (ISCED 5), by sex, 2004



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
Total	:	:	77.1	74.9	78.2	100	85.3	70.0	:	95.1	:	79.7	:	:	81.1	:
Women	:	:	75.7	73.4	79.1	100	85.8	70.2	:	95.0	:	79.4	:	:	82.2	:
Men	:	:	79.1	76.9	76.9	100	84.1	69.9	:	95.3	:	80.2	:	:	78.7	:

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
Total	71.2	83.3	84.5	98.0	58.1	96.2	:	92.5	83.2	86.3	87.9	71.3	87.6	:	84.5	:
Women	71.0	83.8	83.6	97.4	55.6	96.4	:	93.3	84.5	84.8	87.0	72.6	87.0	:	87.0	:
Men	71.6	82.7	85.7	98.5	63.0	96.0	:	91.2	81.5	88.9	89.4	69.4	88.8	:	80.6	:

Source: Eurostat, UOE.

Additional note

Malta and **Finland**: The reference year is 2003.

Explanatory note (Figure F2)

All degrees and qualifications at ISCED level 5 are classified in accordance with three complementary characteristics into which the level is subdivided:

- the type of programme (see the glossary);
- its *notional full length*, in full-time equivalents;
- its *position in the national qualifications structure* (first qualification, second qualification or one of several subsequent qualifications).

Only by combining these three characteristics is it possible to grasp the variety of models in tertiary education. Data on graduates have been collected in accordance with national arrangements and the foregoing characteristics. The first and second degrees or qualifications in the data thus refer *solely to the national structure*. For purposes of international comparison, they provide no further information on similarities.

In some countries, the main ISCED 5A qualification is the first long course qualification. A negligible number of students obtain a second qualification. In other countries, such as those with a *Bachelor/Master* structure, most students obtain at least two qualifications at ISCED level 5A. In a few countries, a significant number of students obtain more than one *Bachelor* and/or one *Master* qualification. If a graduate has obtained more than one qualification in the same category in the same year, it is counted only once.

For a definition of graduates for a first qualification, see the glossary. Graduates with a first ISCED level 5A qualification may also hold an ISCED level 5B qualification and vice-versa.

This indicator is obtained by dividing the number of graduates with a first qualification at ISCED levels 5A and ISCED 5B by the total number of graduates at ISCED levels 5A and ISCED 5B (covering first, second and subsequent qualifications), and multiplying the result by 100. ISCED 6 is excluded.

THE MAJORITY OF GRADUATES WITH A FIRST QUALIFICATION ARE WOMEN

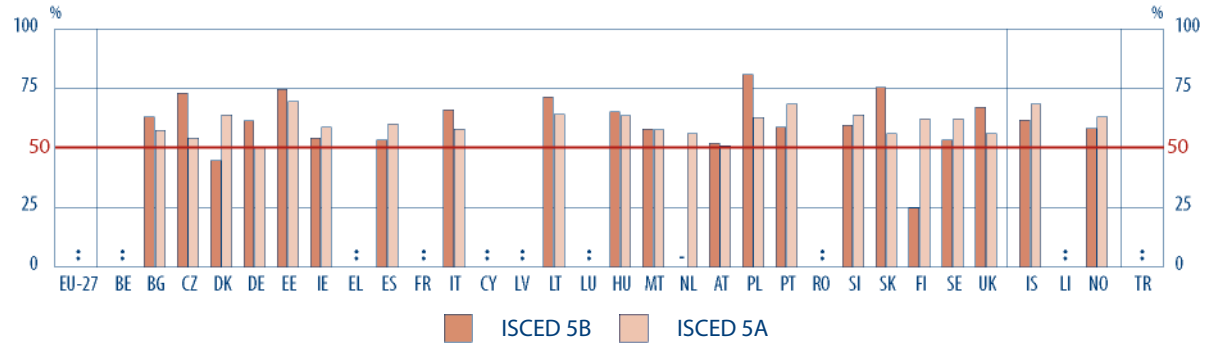
Almost everywhere in 2004, women obtained the majority of first qualifications at ISCED levels 5A and 5B. In a few countries, the proportions for both sexes at one or other level were similar, while in Austria they were almost the same at both levels.

Aside from gender differences, three kinds of country grouping are apparent from comparing the percentages of women graduates with a first qualification at ISCED levels 5A and 5B respectively.

- Countries in which quite similar proportions of women obtained ISCED level 5A and ISCED 5B qualifications for the first time, as in Hungary, Malta and Austria.
- Countries in which proportionally more women obtained a first qualification at ISCED level 5A than they did at ISCED level 5B. This applied to the Nordic countries, Ireland, Spain, Portugal and Slovenia. Within this group, Portugal was the country with the highest percentage of women who obtained their first qualification at ISCED level 5A, with a proportion very close to 70 %. Denmark and Finland reported percentages of women graduates with a first ISCED level 5B qualification that were particularly low (45 % and 25 % respectively), and much lower than in the case of ISCED level 5A (for which the proportion was above 60 %).
- Countries in which a greater proportion of women obtained a qualification at ISCED level 5B than at ISCED level 5A. This was particularly true of the Czech Republic, Germany, Estonia, Lithuania, Poland, Slovakia and the United Kingdom.

At ISCED level 6, men still account for most graduates (Figure F3a) in spite of definite changes in recent years.

Figure F3: Percentage of women among graduates with a first qualification (ISCED 5B and 5A), 2004



	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
ISCED 5B	:	:	62.9	72.9	44.7	61.3	74.6	54.2	:	53.4	:	66.0	:	:	71.5	:	65.3	58.0	-	52.0	80.8	58.7	:	59.6	75.4	24.7	53.4	67.0	61.6	:	58.2	:
ISCED 5A	:	:	57.4	54.0	63.9	49.9	69.6	58.7	:	60.0	:	58.0	:	:	64.1	:	63.4	57.6	56.0	50.9	62.8	68.5	:	63.8	55.9	62.1	62.1	56.0	68.4	:	62.9	:

Source: Eurostat, UOE.

Additional note

Malta and **Finland**: The reference year is 2003.

Explanatory note

For a definition of graduates for a first qualification, see the glossary. Graduates with a first ISCED level 5A qualification may also hold an ISCED level 5B qualification and vice-versa.

MEN ARE IN THE MAJORITY AMONG ISCED LEVEL 6 GRADUATES

In 2004, there were almost everywhere more women than men graduates at ISCED levels 5 and 6 combined. The only exceptions were in Liechtenstein (23 % women) and Turkey (44 % women). Percentages of women graduates in the European Union in 2004 for individual countries varied quite significantly. Thus in Estonia or Latvia, there were more than two women graduates for every male graduate. Austria was the country in which the percentages for the two sexes in 2004 were closest to parity.

In 1998, women graduates already outnumbered their male counterparts, except in Germany and Austria. Between 1998 and 2004, the proportion of women in general increased, though to an extent that varied depending on the country. This increase in the proportion of women graduates since 1998 tends to reflect their higher level of enrolment in tertiary education (Figure B6). In most countries, the growth rate in the case of women between 1998 and 2004 was over 5 %, and reached levels even above 10 % in the Czech Republic, Estonia, Hungary, Austria, Poland and Iceland.

However, the proportion of women graduates has fallen between the two reference years in Bulgaria, Cyprus and Norway. In Bulgaria and Cyprus, the percentage of women among all graduates was very high (over 65 %) at the beginning of the 1998-2004 period. After that it fell to reach values closer to the European Union average in 2004. In both cases, the decrease was constant up to 2002.

In several countries, there was a small increase or virtually no change in the proportion of women graduates in tertiary education, all ISCED levels combined. Those countries were Belgium, Denmark, Spain, Italy, Portugal,

Slovakia, Finland, Sweden and Turkey, in which the growth rate between 1998 and 2002 did not reach 5 %. Moreover annual variations in the rate in these countries were limited and never peaked very markedly.

At ISCED level 5A, the general trend is similar, with a greater proportion of women graduates (except in the Czech Republic and Denmark before 1999, Germany and Austria before 2003, and Liechtenstein and Turkey), and a gradual increase in the proportion of female enrolments (except in Bulgaria, Cyprus and Norway). It should also be pointed out that in 2004 in countries such as Estonia, Cyprus, Latvia, Portugal and Iceland, there were more than two women graduates from ISCED level 5A for every male graduate, and over three in Cyprus.

In most countries, the growth rate for the proportion of women graduates at ISCED level 5A was higher than in the case of ISCED level 5B. The exceptions are the Czech Republic, Italy, Malta, Austria, Romania, Slovenia, Sweden, the United Kingdom and Norway.

Only in Turkey were women graduates in the minority during the entire period from 1998 to 2004. In the other countries in which women represented under 50 % of graduates at ISCED level 5B in 1998 or 1999 (Ireland, Malta, Austria and Sweden), the proportions have shifted towards a female majority. However, by contrast with the situation at ISCED level 5A, the corresponding proportion of women has decreased since 1998 in nine countries, namely Bulgaria, Denmark (in which the proportion of women graduates from ISCED level 5B was below 50 % in 2004), Cyprus, Hungary, Poland, Portugal, Slovakia, Finland and Turkey.

By contrast, male graduates at ISCED level 6 generally slightly outnumber their women counterparts. Only in Bulgaria, Estonia, Italy, Cyprus, Latvia, Lithuania, Portugal and Iceland did women represent half or over half of all graduates at this level in 2004. However, the proportion of these women has been increasing in almost all countries in which time series are available, and very markedly so in the Czech Republic, Latvia, Malta, the Netherlands, Sweden and Norway (with growth rates above 30 % between 1998 and 2004). In Belgium, Estonia, Ireland and Italy, the situation changed relatively little.

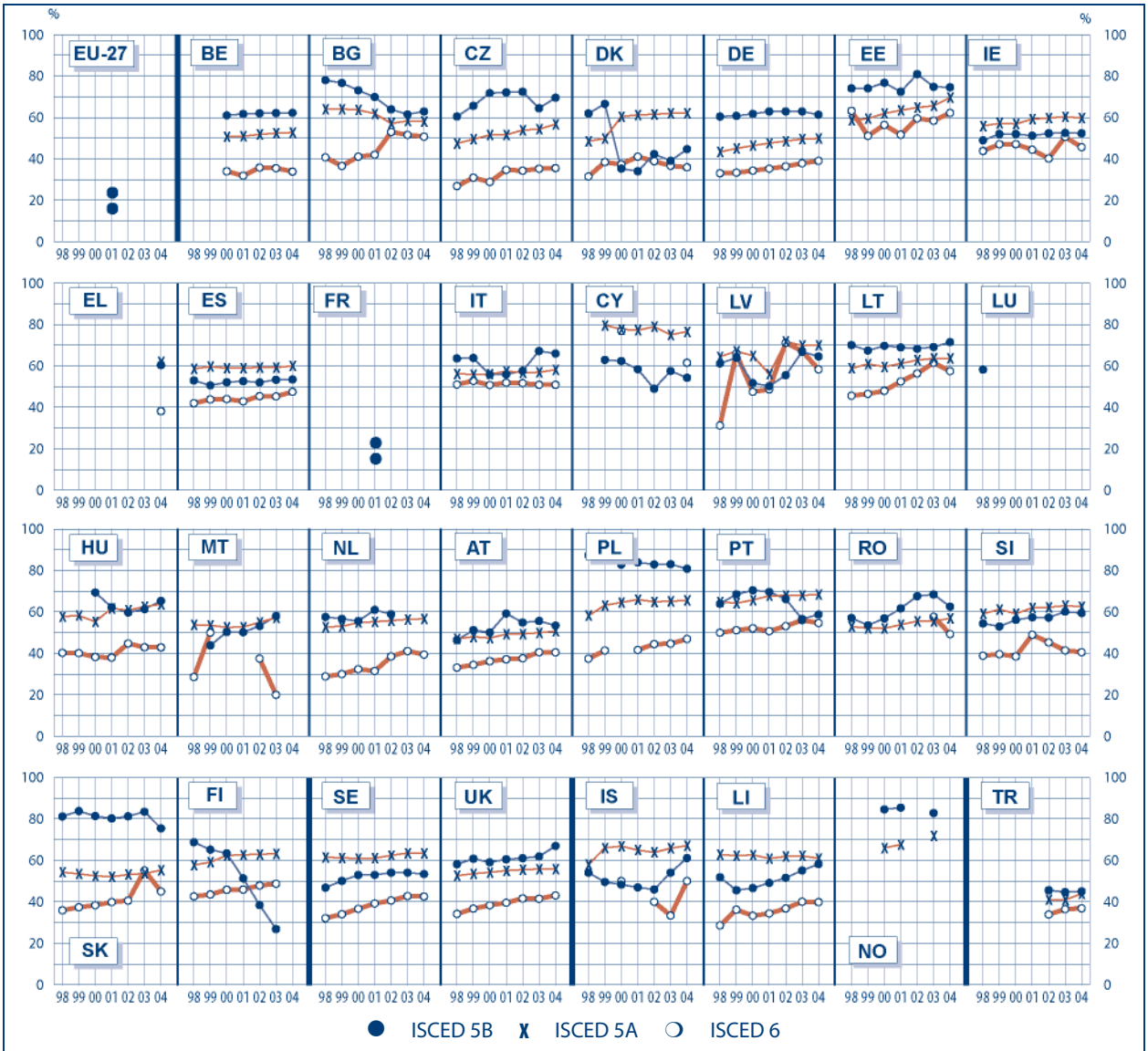
Despite a growth in the proportion of women with doctorates in eight countries, they accounted for under 40 % of all ISCED level 6 graduates.

Explanatory note (Figure 3a)

The number of women for every 100 men is obtained by dividing the total number of women graduates by the total number of male graduates and multiplying the result by 100. All graduates from tertiary education (with first and subsequent qualifications) are included.

Tertiary education graduates are those who have satisfactorily completed a programme of tertiary education during the reference year. In most countries, this reference year is the calendar year but in a few it is the academic year. 'Satisfactory completion of study' is judged in accordance with the requirements of each country.

Figure F3a: Changes in the percentage of women graduates in tertiary education (ISCED 5B, 5A and 6), 1998-2004



Source: Eurostat, UOE.

Additional notes

Belgium: Data exclude the German speaking community and ISCED 5B, 2nd qualifications, awarded in the Flemish community

Cyprus, Luxembourg: Most students study abroad and are not included.

Austria: ISCED level 5B relates to the previous year in the case of 1998-2000 and 2002.

Portugal, Finland and **Sweden**: Data for ISCED level 6 include doctoral graduates and graduates from the lower research level of *Licenciate/Mestrado*.

Romania: Second qualifications and advanced research programmes (ISCED 6) are not included for the years 1998-2002.

Slovakia: The data exclude second qualifications. Graduates from the *State examina rigurosa* programme were included in ISCED 6 in 2003, in ISCED 5A (second qualifications) in 2004, and were not taken into account in 2002 and preceding years.

United Kingdom: As a result of a change in data collection methodology in 2001, the data for 2001 and subsequent years cannot be meaningfully compared with those for 2000 and preceding years. This has no bearing on the distribution by sex, but does affect the number of graduates.

BETWEEN 30 AND 55 PEOPLE IN EVERY THOUSAND AGED 20 TO 29 OBTAINED THEIR FIRST QUALIFICATION IN TERTIARY EDUCATION IN 2004

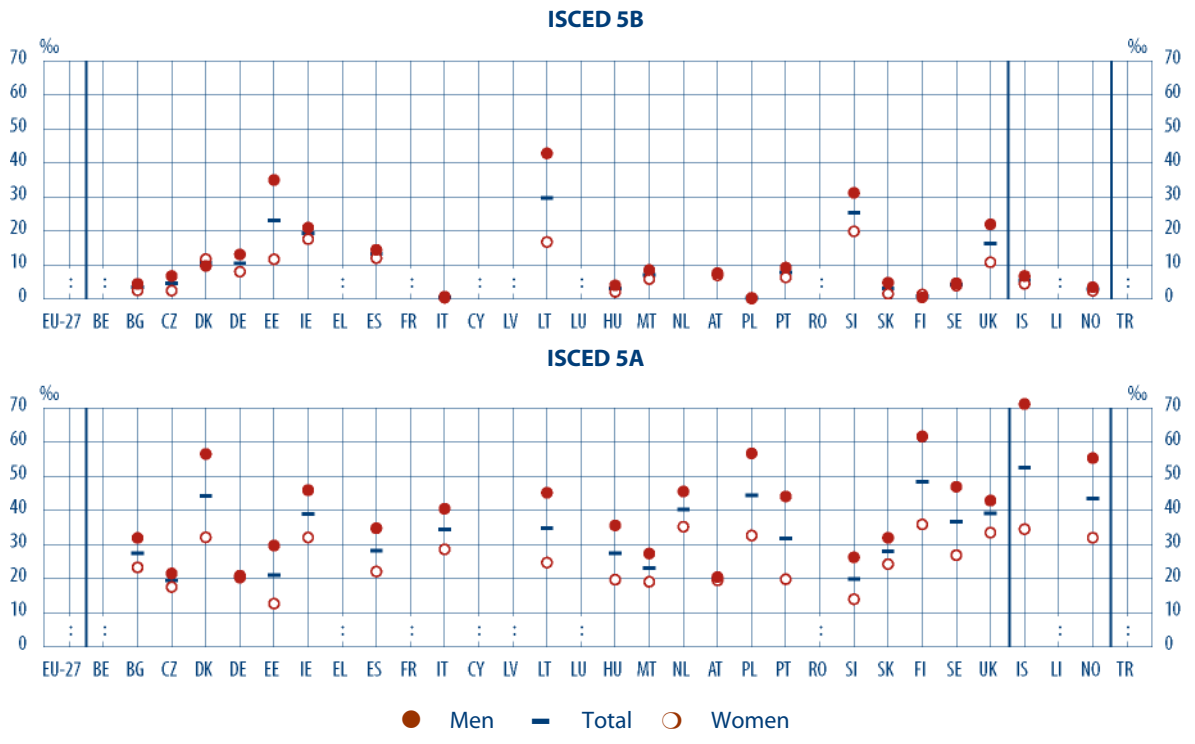
The number of persons who have obtained a first qualification at any age within the 20-29 age group – i.e. any age at which a first tertiary qualification is commonly obtained if studies have begun directly or fairly soon after upper secondary education – varies enormously from one country to the next. This information supplements the data on the proportion of women among graduates with a first qualification at ISCED level 5B or ISCED 5A in 2004 (Figure F3).

In the European Union, the proportion of these graduates varies between 23.9 ‰ (in the Czech Republic) and 64.3 ‰ (in Lithuania), in the case of ISCED levels 5A and 5B combined and both sexes. In most countries, the proportion varies between 30 ‰ and 55 ‰.

In all countries for which data are available, the proportion of women who have obtained a first ISCED level 5A qualification among all women aged between 20 and 29 is greater than the corresponding proportion in the case of men. In Germany and Austria these differences are smaller, whereas in Estonia and Portugal, the proportion of women graduates with a first qualification in the reference population is over twice as high as for men. The differences are also very marked in the Nordic countries.

At ISCED level 5B, in which participation is very low (Figure B2), the trends are similar. The proportion of women graduates with a first qualification among all women aged between 20 and 29 is greater than the corresponding proportion for men, and these differences between the sexes are sometimes substantial. However, in Denmark, Finland, Spain and Austria, such differences remain fairly limited.

Figure F4: Number of graduates with a first tertiary education qualification (ISCED 5B and 5A) per 1 000 people in the 20-29 age group, by sex, 2004



ISCED		EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
5B	T	:	:	3.4	4.5	10.6	10.4	23.1	19.2	:	13.2	:	0.4	:	:	29.6	:
5A	T	:	:	27.4	19.4	44.1	20.5	21.0	38.9	:	28.2	:	34.4	:	:	34.7	:
5B	F	:	:	4.3	6.7	9.6	13.0	34.9	20.9	:	14.4	:	0.6	:	:	42.8	:
5A	F	:	:	31.8	21.4	56.5	20.8	29.6	45.9	:	34.7	:	40.4	:	:	45.1	:
5B	M	:	:	2.4	2.4	11.6	8.0	11.6	17.5	:	12.0	:	0.3	:	:	16.7	:
5A	M	:	:	23.2	17.5	32.0	20.2	12.6	32.0	:	22.0	:	28.5	:	:	24.6	:

ISCED		HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
5B	T	3.0	7.1	(-)	7.2	0.2	7.7	:	25.3	3.1	0.8	4.2	16.3	5.5	:	2.8	:
5A	T	27.4	23.0	40.3	19.9	44.4	31.7	:	19.8	28.0	48.4	36.6	39.1	52.5	:	43.5	:
5B	F	3.9	8.4	(-)	7.6	0.3	9.2	:	31.1	4.7	0.4	4.6	21.9	6.7	:	3.4	:
5A	F	35.5	27.3	45.5	20.4	56.6	44.0	:	26.2	31.9	61.6	46.9	42.8	71.1	:	55.3	:
5B	M	2.0	5.8	(-)	6.9	0.1	6.3	:	19.8	1.5	1.2	3.9	10.7	4.4	:	2.3	:
5A	M	19.6	19.0	35.1	19.4	32.6	19.8	:	13.9	24.2	35.8	26.8	33.4	34.4	:	31.9	:

Source: Eurostat, UOE.

Additional note

Malta and **Finland**: The reference year is 2003.

Explanatory note

For a definition of graduates for a first qualification, see the glossary. Graduates with a first ISCED level 5A qualification may also hold an ISCED level 5B qualification and vice-versa.

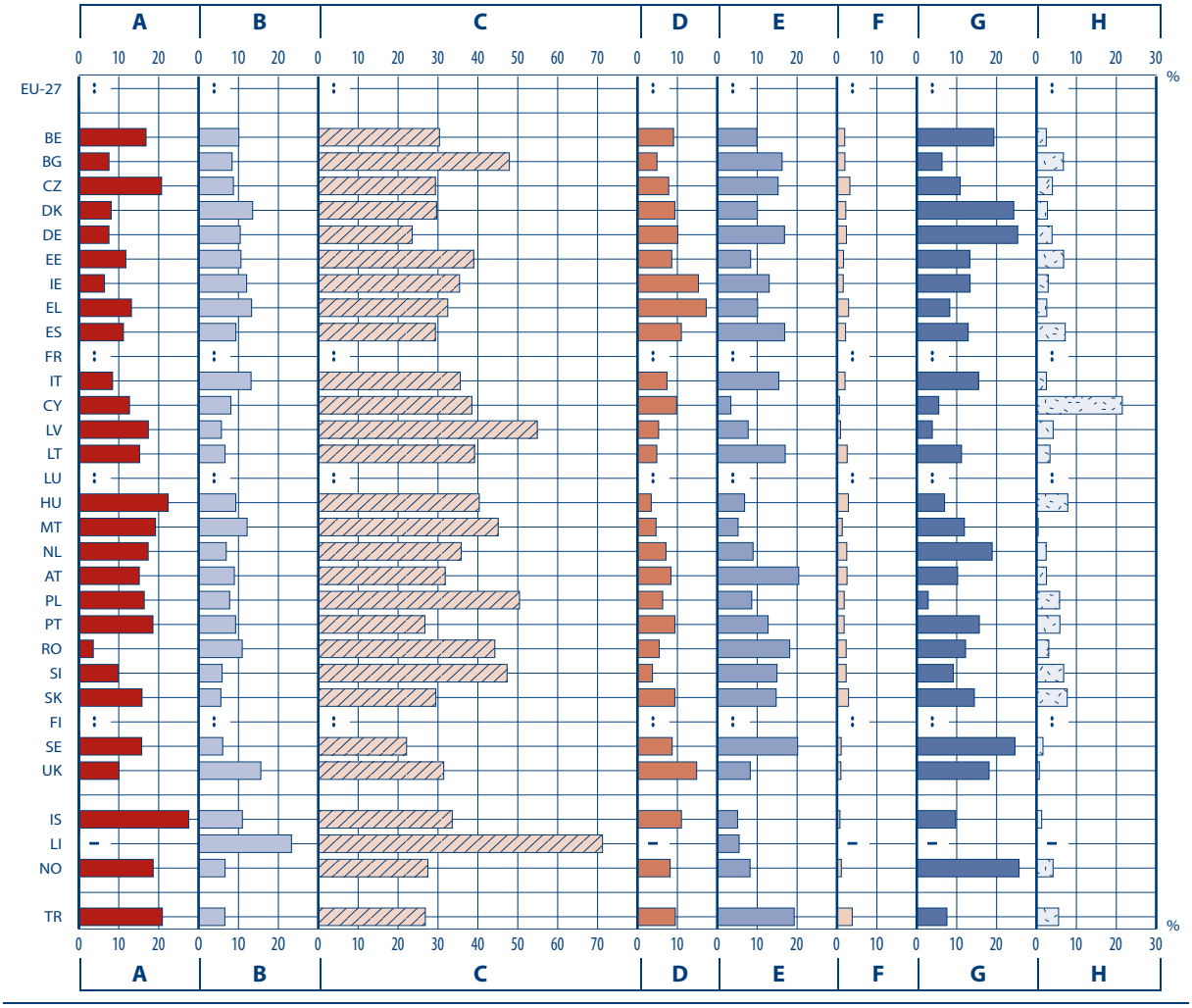
The indicator is obtained by dividing the number of graduates (men, women and the total) with a first qualification in 2004, all ages combined, by the corresponding figures for the entire 20-29 age group, and multiplying the result by 1 000.

THE FIELD OF 'SOCIAL SCIENCES, BUSINESS AND LAW' ACCOUNTS FOR THE MOST GRADUATES

In almost all countries in 2004, more students graduated in the field of 'social sciences, business and law' than in any other. This field accounted for over 25 % of graduates in all countries except Germany and Sweden. In Latvia, Poland and Liechtenstein, the proportion even exceeded 50 %. In Germany and Sweden the proportion of graduates was highest in the field of 'health and social welfare', accounting for around a quarter in each case.

The proportion of tertiary education graduates in the field of 'science, mathematics and computing' was above 15 % solely in Ireland and Greece. The subjects 'agriculture and veterinary science' and, to a lesser extent, 'services' were generally studied by the lowest percentages of graduates. However, in Cyprus, more than 20 % of graduates in Cypriot institutions have obtained their diploma in 'services'.

Figure F5: Percentage distribution of tertiary education graduates (ISCED 5-6) by field of study, 2004



A Education **B** Humanities and arts **C** Social sciences, business and law **D** Science, mathematics and computing

E Engineering, manufacturing and construction **F** Agriculture and veterinary science **G** Health and social welfare **H** Services

Source: Eurostat, UOE.

Data (Figure F5)

	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
A	:	16.8	7.6	20.7	8.1	7.5	11.8	6.4	13.2	11.2	:	8.5	12.7	17.4	15.2	:	22.4	19.2	17.4	15.1	16.4	18.6	3.6	9.8	15.8	:	15.8	10.1	27.5	-	18.6	20.9
B	:	10.1	8.4	8.7	13.6	10.5	10.6	12.1	13.3	9.4	:	13.2	8.1	5.7	6.6	:	9.3	12.2	6.9	9.0	7.8	9.3	10.9	5.9	5.6	:	6.0	15.6	11.0	23.3	6.6	6.6
C	:	30.4	47.9	29.4	29.7	23.5	39.0	35.4	32.5	29.3	:	35.6	38.5	54.9	39.1	:	40.4	45.1	35.8	31.8	50.4	26.7	44.2	47.3	29.5	:	22.1	31.4	33.6	71.2	27.5	26.8
D	:	9.0	4.9	7.8	9.4	10.1	8.6	15.3	17.2	11.0	:	7.4	9.8	5.3	4.8	:	3.4	4.7	7.1	8.4	6.3	9.4	5.5	3.8	9.4	:	8.7	14.8	11.0	-	8.2	9.5
E	:	9.9	16.2	15.2	10.0	16.8	8.3	13.0	10.1	16.9	:	15.4	3.4	7.7	17.0	:	6.8	5.2	9.0	20.4	8.6	12.7	18.1	15.0	14.8	:	20.1	8.3	5.1	5.5	8.2	19.3
F	:	1.9	2.0	3.2	2.2	2.4	1.6	1.6	2.9	2.1	:	2.0	0.6	0.9	2.5	:	2.9	1.3	2.5	2.5	1.8	1.8	2.3	2.3	2.9	:	1.0	1.0	0.7	-	1.1	3.8
G	:	19.3	6.3	10.9	24.3	25.3	13.3	13.4	8.3	12.9	:	15.5	5.5	3.9	11.2	:	7.0	11.9	18.9	10.2	2.8	15.7	12.2	9.1	14.4	:	24.6	18.1	9.8	-	25.6	7.5
H	:	2.5	6.7	4.0	2.7	3.9	6.8	2.9	2.6	7.2	:	2.5	21.5	4.2	3.4	:	7.8	0.4	2.4	2.5	5.8	5.9	3.1	6.8	7.7	:	1.6	0.7	1.3	-	4.2	5.5

Source: Eurostat, UOE.

Additional notes (Figure F5)

Cyprus and **Liechtenstein**: Very large numbers of students graduate abroad and are not taken into account. Only a few fields of study are offered by institutions in these countries.
Malta: Graduates at ISCED level 6 were just four men and one woman.
Malta and **Finland**: The reference year is 2003.
Portugal, Finland and **Sweden**: Data for ISCED level 6 include doctoral graduates and graduates from the lower research level of *Licenciate/Mestrado*.

Explanatory Note

This indicator does not include graduates of 'unknown' field of study in the denominator.

All graduates at ISCED levels 5B and 5A, irrespective of their first or subsequent qualifications, as well as those at ISCED level 6, are included in the ISCED 5-6 graduate total.

The data refer to qualifications, and not to graduates. In other words, if someone obtains in the same year more than one qualification in the same category (first qualification, second qualification, etc.) in different fields, it is counted for each of these fields. Up to 2003, just a single field was counted (with persons holding more than one qualification allocated to the various fields on a pro rata basis).

At ISCED levels 5B and 5A, the resultant differences are negligible in many countries. Only in Hungary, Portugal and Sweden does the percentage of those with more than one qualification become significant (around 10 % of the total number of graduates).

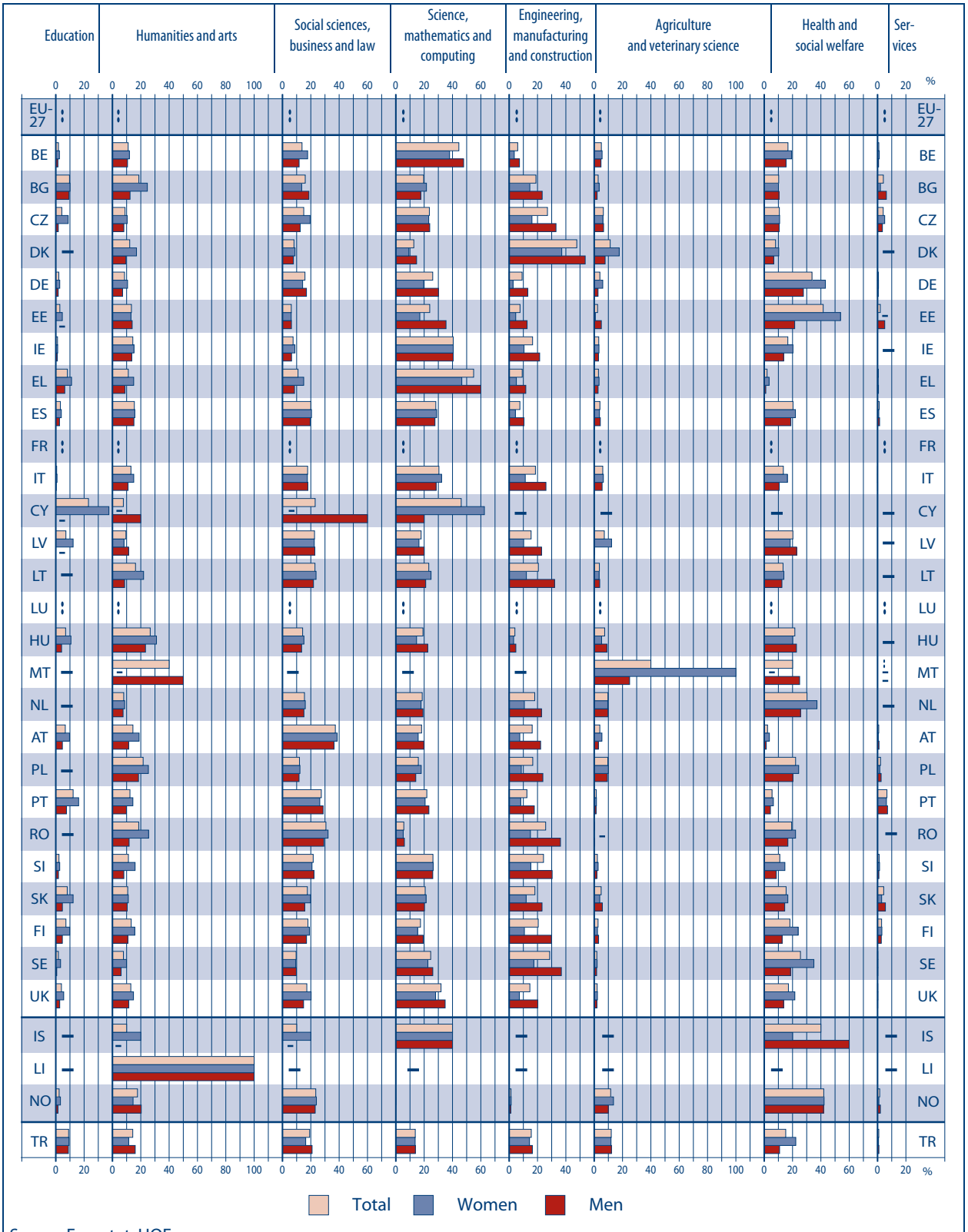
'SCIENCE, MATHEMATICS AND COMPUTING' IS THE MOST PROMINENT FIELD OF STUDY AMONG DOCTORAL GRADUATES

The distribution of degrees awarded by field of study at ISCED level 6 in 2004 is very different from that observed at ISCED levels 5 and 6 combined (Figure F5). While for tertiary education as a whole, the field of 'social sciences, business and law' produces the most graduates in almost all countries, newly qualified doctoral graduates in 'science, mathematics and computing' are the most numerous in 12 countries. In Belgium, Ireland, Greece, Cyprus and Iceland, they represent 40 % or more of the total. Doctoral graduates in 'social sciences, business and law' enjoy numerical supremacy solely in Latvia, Austria, Portugal, Romania and Turkey.

In almost half of the countries considered, the field of 'health and social welfare' accounts for a higher percentage of doctoral graduates than 'social science, business and law'. It produces the most graduates in five countries (Germany, Estonia, Netherlands, Poland and Norway). In Iceland in 2004, the fields of 'health and social welfare' and 'science, mathematics and computing' each accounted for 40 % of graduates.

There are significant differences between the sexes in graduation rates at ISCED level 6. Thus in the great majority of countries, the percentages of men obtaining their doctorate in 2004 in the subjects within 'science, mathematics and computing' and, more particularly, 'engineering, manufacturing and construction' were higher than the corresponding percentages of women in these same fields. By contrast, women tended more than their male counterparts to obtain doctorates in 'education', 'humanities and arts' and 'health and welfare'.

Figure F6: Percentage distribution of tertiary education graduates (ISCED 6) by field of study, 2004



Source: Eurostat, UOE.

Additional notes (Figure F6)

Cyprus and **Liechtenstein**: Very large numbers of students graduate abroad and are not taken into account. Only a few fields of study are offered by institutions in these countries.
Malta: Graduates at ISCED level 6 were just four men and one woman.
Malta and **Finland**: The reference year is 2003.
Portugal, Finland and **Sweden**: Data for ISCED level 6 include doctoral graduates and graduates from the lower research level of *Licenciate* and *Mestrado* (in Portugal).

Explanatory note

This indicator does not include graduates of 'unknown' field of study in the denominator.

Finally, in the field of 'social sciences, business and law', the trends for both sexes are more balanced in most countries. Relatively big differences are apparent in some countries such as Belgium, the Czech Republic, Ireland, Greece, Slovakia and the United Kingdom (in which women graduates are the most numerous), and in Bulgaria and Turkey (in which the balance is in favour of men).

Further information on graduation rates in 'mathematics, science and technology' in the population is available in Figures F6a and F6b.

THE NUMBER OF WOMEN GRADUATES IN 'MATHEMATICS, SCIENCE AND TECHNOLOGY' IS GROWING PROPORTIONALLY MORE THAN THAT OF MEN

The number of graduates in 'mathematics, science and technology', combining the fields 'science, mathematics and computing' and 'engineering, manufacturing and construction' (Figures F5 and F6) in the 20-29 age group of the population is of special significance for the Lisbon strategy. It is one of the five benchmarks selected in the field of education and training: between 2000 and 2010, the number of graduates in mathematics, science and technology should increase by 15 %, at the same time becoming more balanced between the sexes. The present analysis covers the period from 1998-2004.

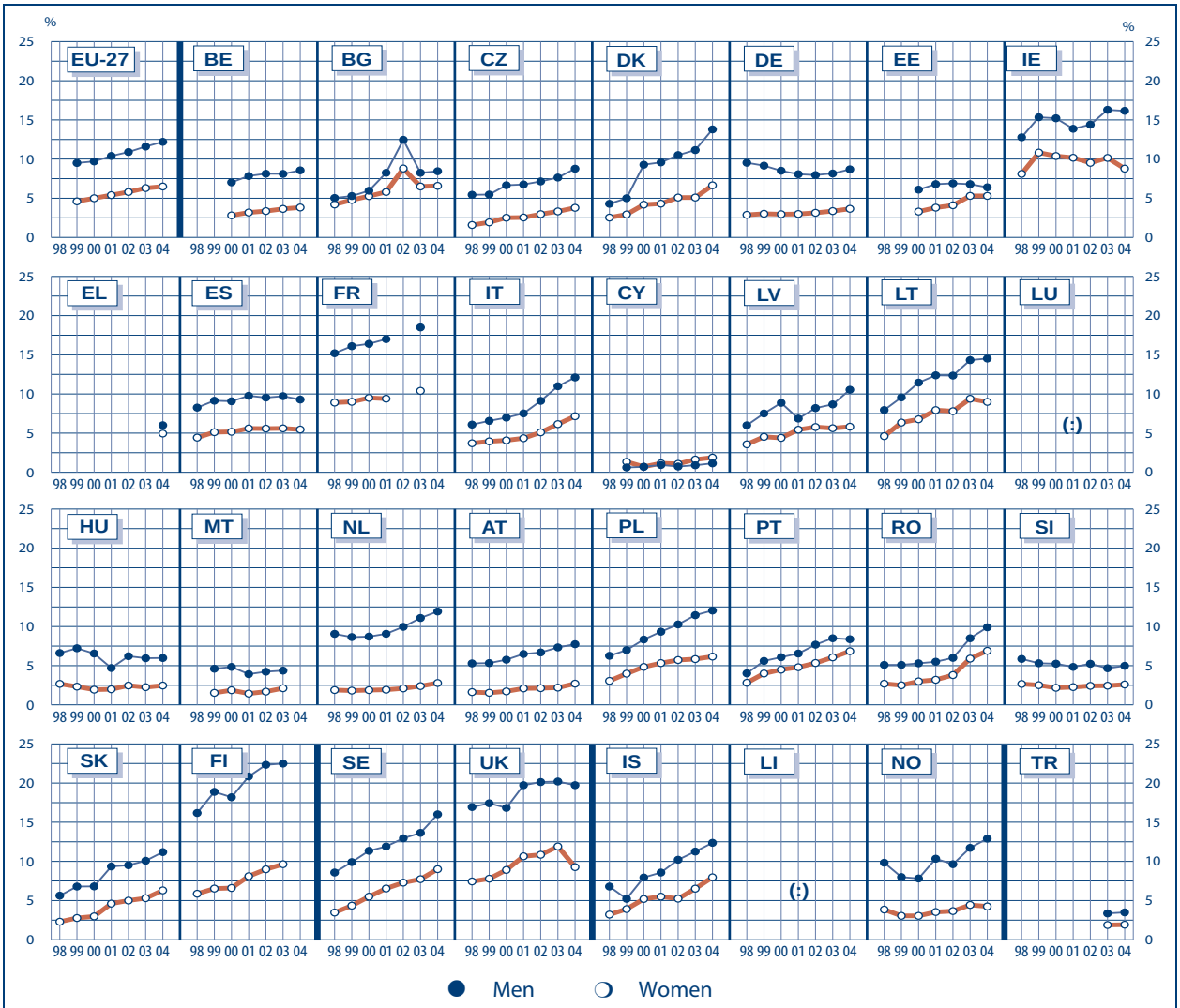
In 2004, the number of ISCED level 5A graduates in mathematics, science and technology with respect to the 20-29 age group in the population varied very widely from one country to the next, from 2.7 per 1 000 people in Turkey up to 14.5 per 1 000 in the United Kingdom. In the same year, the coefficient of variation based on the simple average for countries from which data were available was 39 %. However, the value of the coefficient has decreased sharply since 1998, indicating that differences between countries are steadily diminishing.

In Denmark, Portugal, Romania, Slovakia, Sweden and Iceland, the percentage of ISCED level 5A graduates (men and women combined) more than doubled between 1998 and 2004. By contrast, in Germany, Hungary and Slovenia, this growth rate slightly decreased.

Nevertheless, certain common trends are apparent:

- The proportion of male ISCED level 5A graduates in mathematics, science and technology compared to the reference population of the same sex is higher than that of women in all years 1998-2002, except in Cyprus.
- The growth rate was generally positive between 1998 and 2004. Nevertheless, a slight decrease is observed, for men and women combined, in Germany, Hungary and Slovenia, and among men only in Malta.
- Between 1998 and 2004, the growth rate for women ISCED level 5A graduates compared to the 20-29 age group in the population of the same sex was generally higher than in the case of men. In Bulgaria, Denmark, Ireland, Italy, Cyprus, Latvia and Norway the opposite happens.

Figure F6a: Number of graduates (ISCED 5A) in mathematics, science and technology per 1 000 people aged between 20 and 29, by sex, 1998-2004



Source: Eurostat, UOE.

Additional notes

Belgium: Data exclude the German speaking community and ISCED 5B, 2nd qualifications, awarded in the Flemish community.

Cyprus: Those who have graduated abroad are not included in the numerator, but are included in the denominator (population data). As a result, the data shown here are underestimates.

Luxembourg: Most students study abroad and are not included.

Hungary, Portugal and **Sweden**: There is a break in the time series in 2004, because of changes in data collection methods (see the explanatory note).

Romania: The data do not take account of second qualifications between 1998 and 2002.

Slovakia: Second qualifications obtained in 1998 are not included. Graduates from the *State examina rigurosa* programme were included in ISCED level 5A in 2004 and were not taken into account in between 1998 and 2002.

United Kingdom: As a result of a change in data collection methodology in 2001, the data for 2001 and subsequent years cannot be meaningfully compared with those prior to 2001.

Explanatory note

This indicator is obtained by dividing the number of graduates (all ages combined) in the fields of 'science, mathematics and computing' and 'engineering, manufacturing and construction' by the population aged between 20 and 29, and multiplying the result by 1 000. The calculation is performed for all graduates in 'mathematics, science and technology', then for women and men separately.

All graduates in these fields at ISCED level 5A, whether for first, second or subsequent qualifications, are included in the numerator. The demographic data in the denominator correspond to the population on 1 January.

The UOE data collection was changed in 2004. The data on graduates by field of study were gathered on the basis of all qualifications during the reference year. Thus if individual students obtained more than one qualification in different subjects, they were counted for each of them. In previous years, such graduates were counted once only and allocated to the various fields on a pro rata basis. The reason for the change was that data on all qualifications in a particular field is significant for policy purposes, even if a particular graduate has obtained a qualification in another field.

In a few countries, this change led to a break in the time series in 2004. However, in many countries graduates did not obtain separate qualifications in different fields in the same year. Only in Hungary, Portugal and Sweden at ISCED level 5A were the effects of the change such that the data for 2004 cannot be readily compared with those of earlier years.

This change had no bearing on ISCED level 6, at which separate qualifications are rarely obtained by the same person in the same year.

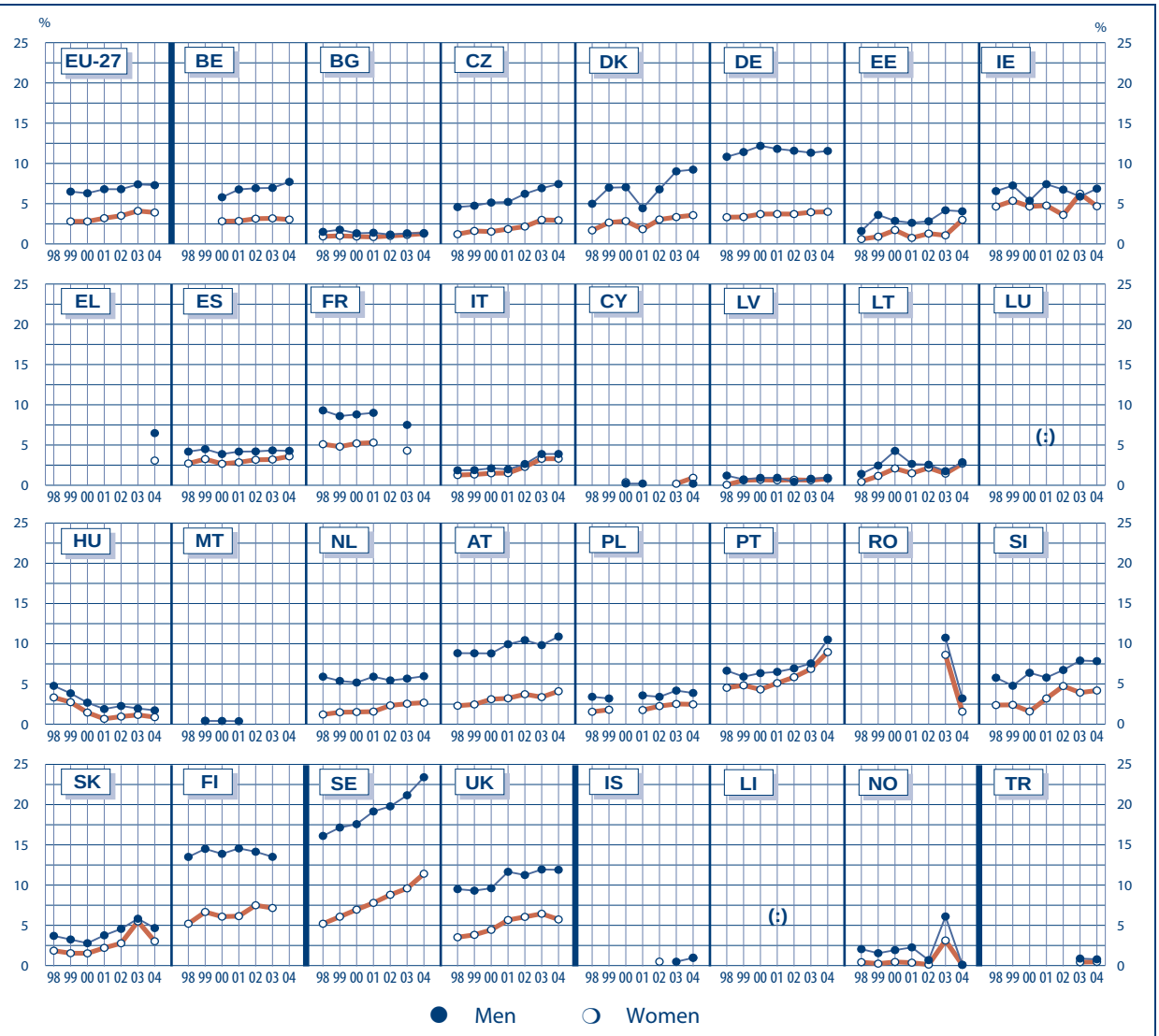
The coefficient of variation of an estimator is a measure of relative dispersion equal to the ratio of standard deviation to mean. In practice, this is the estimated standard deviation of a point estimate divided by the point estimate and expressed as a percentage. The data for ISCED level 5B are shown in an annexe.

THE NUMBER OF YOUNG GRADUATES WITH DOCTORATES IN 'MATHEMATICS, SCIENCE AND TECHNOLOGY' HAS GROWN STEADILY

In the great majority of countries, the number of graduates in mathematics, science and technology at ISCED 6 for every 10 000 people aged between 25 and 35 has grown steadily since 1998. The only exception is Norway, along with Ireland and Cyprus in the case of men. The growth rate for women in this respect between 1998 and 2004 was always higher than for men, except in Belgium, but the proportions for men are still higher in the great majority of countries.

However, the proportion of new graduates with doctorates in the subjects 'mathematics, science and technology' with respect to the 25-35 age group of the population remains low. It rarely reaches 10 graduates per 10 000 people in that (reference) age group (the situation solely in Finland and Sweden). The figures vary very widely from one country to the next. Thus the proportions in Finland and Sweden (already noted) contrast markedly with those for Cyprus, Latvia, Norway and Turkey, which stand at less than 1 doctoral graduate for every 10 000 people in the 25-35 age group.

Figure F6b: Number of graduates (ISCED 6) in mathematics, science and technology per 10 000 people aged between 25 and 35, by sex, 1998-2004



Source: Eurostat, UOE.

Additional notes

Cyprus: Those who have graduated abroad are not included in the numerator, but are included in the denominator. As a result, the data shown here are underestimates.
Luxembourg: Most students study abroad and are not included.

Portugal, Finland and **Sweden**: Data for ISCED level 6 include doctoral graduates and graduates from the lower research level of *Licenciate/Mestrado*.
Slovakia: Graduates from the *State examina rigorosa* programme were included at ISCED level 6 in 2003.
United Kingdom: As a result of a change in data collection methodology in 2001, the data for 2001 and subsequent years cannot be meaningfully compared with those prior to 2001.

Explanatory note

This indicator is obtained by dividing the number of graduates (of all ages) at ISCED level 6 in the fields of 'science, mathematics and computing' and 'engineering, manufacturing and construction' by the population aged between 25 and 35, and multiplying the result by 10 000. The calculation is performed for all graduates in 'mathematics, science and technology', then for women and men separately.

The population data in the denominator relate to 1 January.

IN HALF OF THE COUNTRIES, OVER NINE GRADUATES OUT OF 10 HAVE STUDIED WITHIN THE 'BACHELOR/MASTER' STRUCTURE

The percentage of graduates from the *Bachelor/Master* structure by field of study gives some idea of progress with introducing the structure advocated in the Bologna Declaration, in each country and subject area ([1]).

In 10 of the 20 countries for which data are available, the proportion of graduates from the two-cycle structure is equal to 100 % or above 90 % in almost all fields of study. By contrast, Germany and Austria record very low percentages of under 10 %. The proportions are slightly higher in 'agriculture and veterinary science' in Germany (19°%) and 'science, mathematics and computing' in Austria (22 %). Spain, Romania and Slovenia had not yet adapted their system to the *Bachelor/Master* structure in 2004.

In countries in which the two-cycle structure at ISCED level 5A is in the process of being implemented, big differences are apparent in the percentages of graduates by field of study. Thus for example in Greece, in which on average 66 % of the qualifications awarded in 2004 were from programmes structured as advocated in the Bologna process, fields such as 'engineering, manufacturing and construction' and 'agriculture and veterinary science' recorded especially low figures of under 6 %. It should be remembered that, in the case of these studies as well as those in medicine and related fields, the structure advocated in the Bologna Process does not necessarily have to be implemented, which accounts for the low percentages.

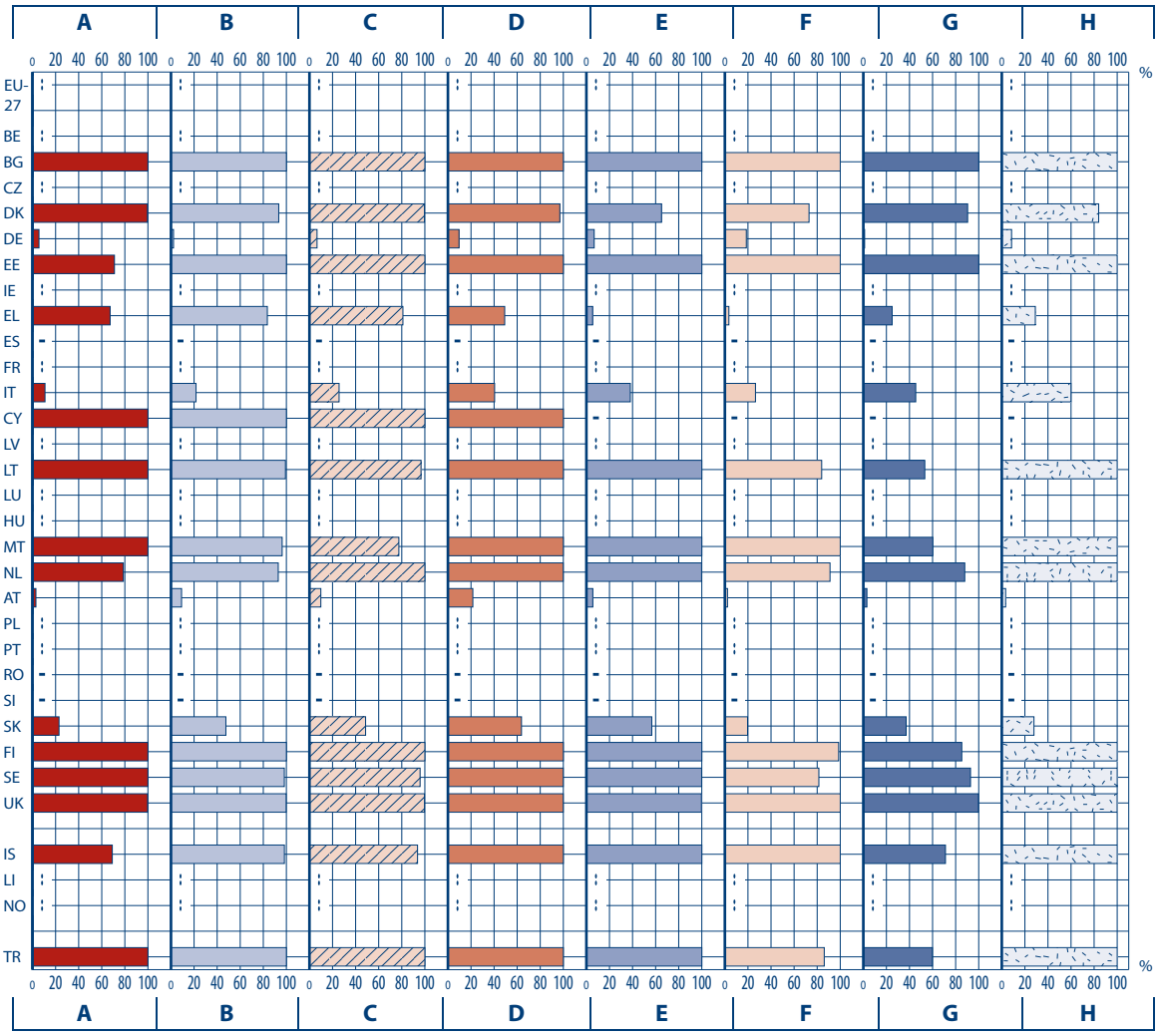
Explanatory note (Figure F7)

Data on the number of graduates from the *Bachelor/Master* structure were gathered for the first time in 2004, on an experimental pilot basis. Countries had to provide data on programmes in which decisions on the two-cycle structure in accordance with the Bologna Declaration had been taken or were expected, even if they were not yet implemented. The data collection included the categories of '*Bachelor* qualifications', '*Master* qualifications', 'qualifications in medicine or other fields (involving an entire period of study of five years or more)', in the case of qualifications for which decisions regarding the new structure were taken or expected. Data on programmes for which no decisions were taken or expected were placed in the categories 'qualifications involving an entire period of study of 3-4 years' and 'qualifications involving an entire period of study of over 4 years'.

The indicator is obtained by dividing the number of qualifications at ISCED level 5A (*Bachelor* and *Master* combined) by field of study, by the total number of qualifications at ISCED level 5A, by field of study, in 2004. 'Qualifications in medicine or other fields (involving an entire period of study of five years or more)' were not counted under the *Bachelor/Master* structure and are not therefore included in the numerator.

(1) For further information on the structure of Higher Education, by country, see the Eurydice publication *Focus on the Structure of Higher Education in Europe – 2006/07: National Trends in the Bologna Process.*

Figure F7: Percentages of graduates (ISCED 5A) from the *Bachelor/Master* structure by field of study, 2004



A Education **B** Humanities and arts **C** Social science, business and law **D** Science, mathematics and computing

E Engineering, manufacturing and construction **F** Agriculture and veterinary science **G** Health and welfare **H** Services

	EU-27	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
A	:	:	100	:	99.6	5.6	71.0	:	67.3	-	:	10.8	100	:	100	:	:	100	78.7	3.0	:	:	-	-	23.0	100	100	99.7	69.1	:	:	100
B	:	:	100	:	93.4	2.2	100	:	83.5	-	:	21.7	100	:	99.2	:	:	96.3	92.9	9.2	:	:	-	-	47.6	100	98.2	99.8	98.3	:	:	100
C	:	:	100	:	99.7	6.6	100	:	81.0	-	:	25.7	100	:	96.7	:	:	77.5	100	9.9	:	:	-	-	48.6	100	95.9	99.7	93.7	:	:	100
D	:	:	100	:	97.0	9.6	100	:	49.2	-	:	40.5	100	:	100	:	:	100	99.9	21.6	:	:	-	-	63.8	100	100	99.9	100	:	:	100
E	:	:	100	:	65.1	6.7	100	:	5.4	-	:	38.1	-	:	100	:	:	100	99.8	5.5	:	:	-	-	56.7	100	100	99.7	100	:	:	100
F	:	:	100	:	73.0	18.6	100	:	3.5	-	:	26.5	-	:	83.9	:	:	100	91.1	2.3	:	:	-	-	19.7	98.6	81.5	100	100	:	:	86.1
G	:	:	100	:	90.4	1.1	100	:	25.0	-	:	45.4	-	:	53.3	:	:	60.2	87.9	3.1	:	:	-	-	37.1	85.3	92.9	99.7	71.2	:	:	59.8
H	:	:	100	:	83.9	8.5	100	:	29.0	-	:	59.9	-	:	100	:	:	100	100	3.3	:	:	-	-	27.9	100	100	99.9	100	:	:	100

Source: Eurostat, UOE.

Additional note

Malta and **Finland**: The year of reference is 2003.

IN GENERAL, THE MOST FREQUENTLY AWARDED QUALIFICATIONS ARE AT ISCED LEVEL 5A AND OBTAINED AFTER 3-5 YEARS OF STUDY

In 17 countries, ISCED level 5A graduates with a first qualification obtained in principle after three to five years of study were the most numerous (corresponding to between 41 % and 87 % of all graduates). In seven countries (the Czech Republic, Germany, Spain, Italy, Austria, Portugal and Slovakia), the highest percentages were for graduates with a first ISCED level 5A qualification normally obtained after five years or more.

Here, the different national structures of tertiary education are highly significant. In several countries, the high percentages for first ISCED 5A qualifications involving five or more years of study are probably partly due at least to gradual implementation of the *Bachelor/Master* structure or, more significantly, to its not being implemented in 2004.

At ISCED level 5A, the majority of graduates are generally women irrespective of the length of studies , except in Germany (in the case of first qualifications normally obtained after 3-5 years), Denmark, Romania, Slovenia and Norway (first qualifications normally obtained after five years or more), Austria and Norway (second qualifications normally obtained after five years or more of study in all).

Additional notes (Figure F8)

Belgium: Data exclude the German-speaking community and second qualifications at ISCED level 5B awarded in the Flemish community
Malta and **Finland**: The reference year is 2003.

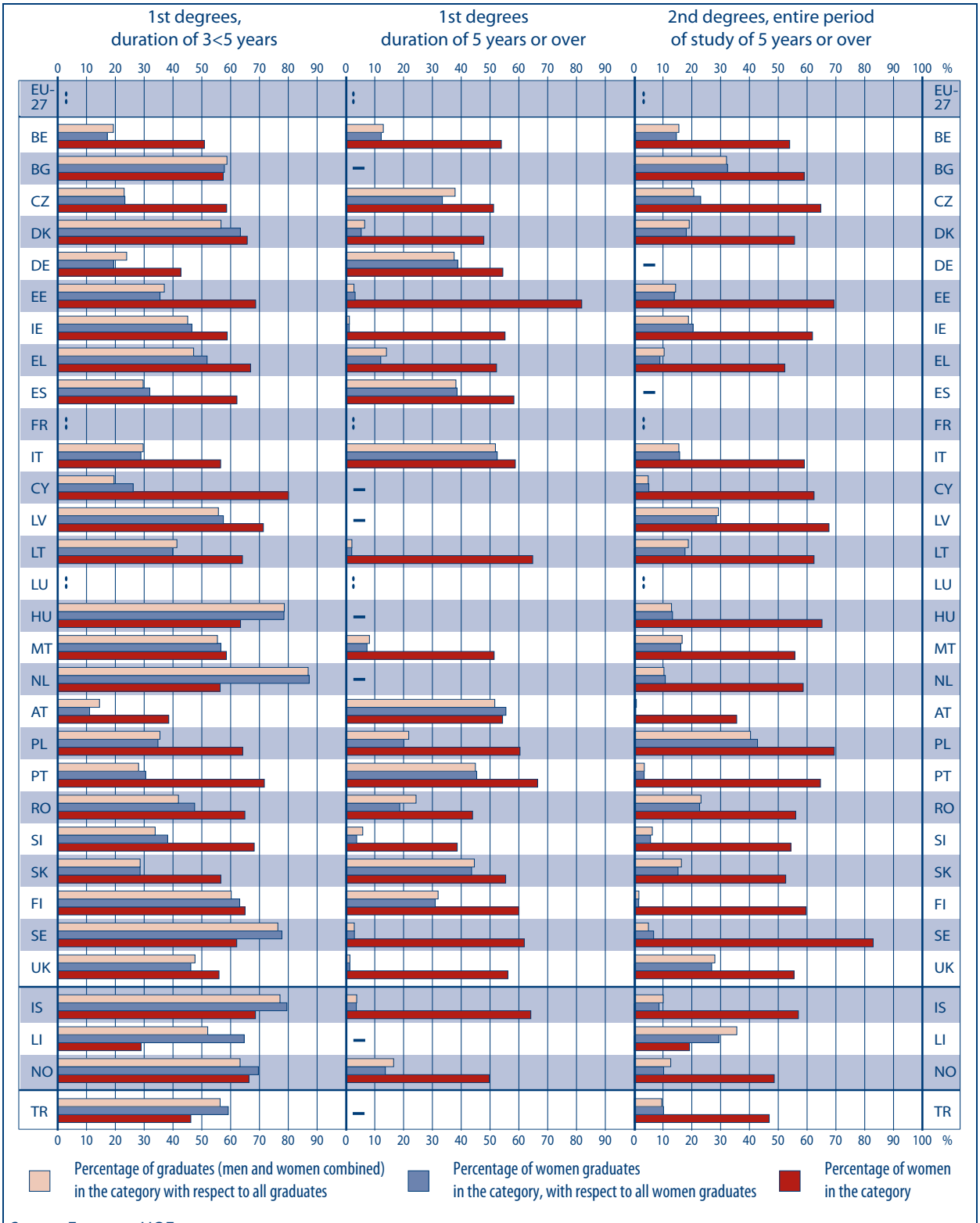
Explanatory note

Data on graduates were gathered in accordance with national qualifications structures in the case of the first qualification, the second qualification and subsequent qualifications on the basis of their notional duration (in the case of second qualifications this notional duration included the time already spent studying for the first qualification). The indicator is obtained by dividing the number of qualifications awarded in each category by the total aggregated number of qualifications (i.e. the sum of the first, second and subsequent qualifications at ISCED levels 5B, 5A and 6) awarded in 2004.

ISCED 5B and ISCED 6 graduates are not represented in the Figure, so aggregate percentages are less than 100.

Tertiary education graduates are those who have satisfactorily completed a programme of tertiary education during the reference year. In most countries, this reference year is the calendar year but in a few it is the academic year. 'Satisfactory completion of study' is judged in accordance with the requirements of each country. Graduates who have obtained more than one qualification in the same category during the reference period are only counted once.

Figure F8: Number of graduates (ISCED 5A) by level of qualification and the notional length of studies as a percentage of the total number of graduates (ISCED 5B, 5A and 6), by sex, 2004



Source: Eurostat, UOE.

COUNTRY DIAGRAMS SHOWING FLOWS OF STUDENT FINANCIAL SUPPORT AND PRIVATE CONTRIBUTIONS IN HIGHER EDUCATION

NOTES FOR THE READER

The Figure illustrates for each country in turn the flows of public financial support made available by the central public authorities (national or regional authorities depending on the country concerned) and transferred to students and their parents or guardians. It also shows the flow of private contributions to educational institutions and student organisations.

It should straight away be pointed out that the Figure is not a set of diagrams on the funding of higher education. It focuses solely on the flows of public support and private contributions relating to full-time daytime students in ISCED level 5 undergraduate programmes. The data sources used to prepare these diagrams are Figures C9, D1, D3, D4, D5, D11, D14, D15 and D16 of *Key Data on Higher Education 2007* (reference year 2005/06).

The data on private household contributions include reference to annual registration fees, annual tuition fees and compulsory annual contributions to student organisations. Other administrative fees and contributions payable just once are not shown in this Figure, but referred to in an additional note for the countries concerned.

Support may be offered to parents as tax relief and/or family allowances. Where applicable, the upper student age limit for eligibility for such assistance is shown in brackets.

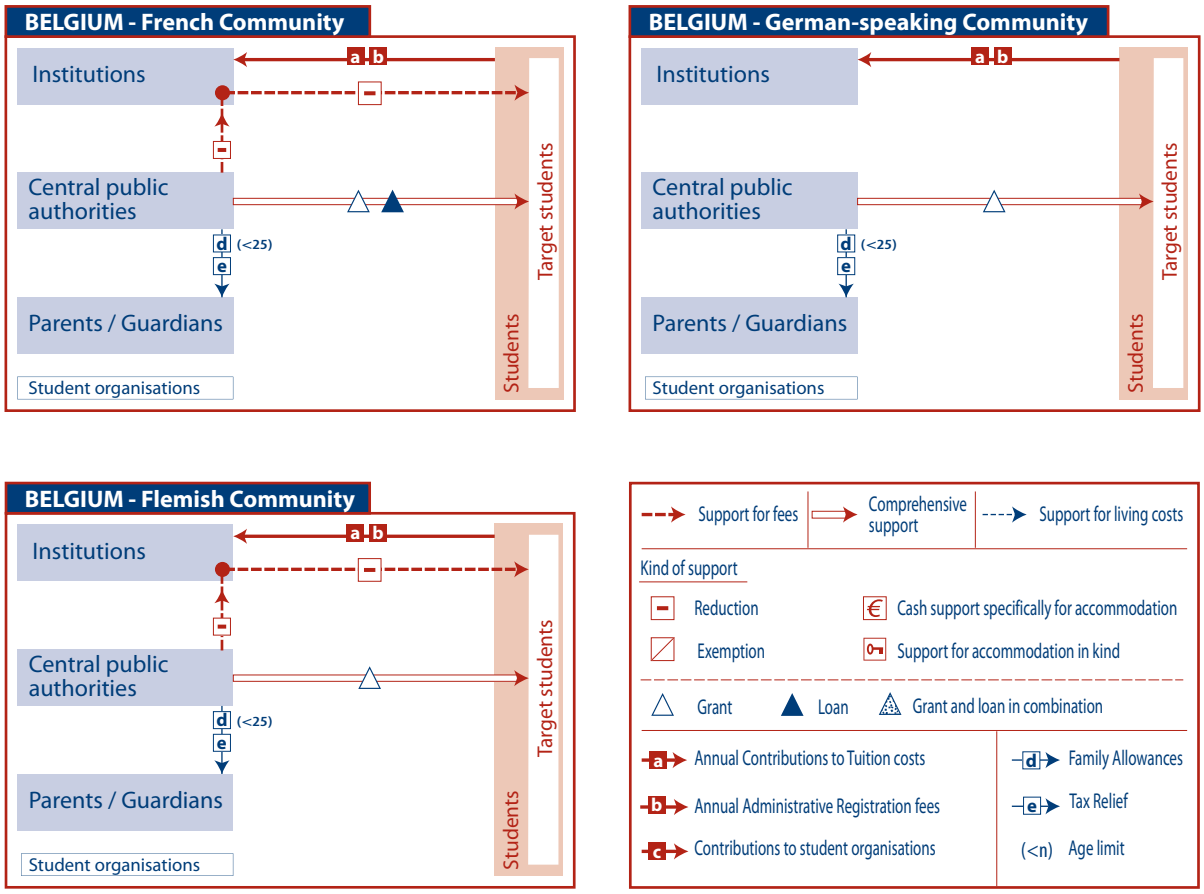
Student financial support may be for the payment of financial contributions, for covering the cost of living, or specifically for accommodation. The first two kinds of support may also be classified in accordance with the form in which they are awarded (as grants, loans or a combination of both), or whether they are viewed separately or as a whole. In the case of the third kind, cash support for accommodation is distinct from support in kind, typically involving the provision of cheaper rented accommodation. No form of support available from private sources or directly from institutions is considered here.

Exemption and/or reductions for student contributions are represented by student financial support that is delivered via institutions in so far as the latter are repaid the amounts concerned. This presentation reflects the cash flow from the State to institutions (given that the State offsets the amount not paid by students), while also showing how students are indeed the recipients of support (even though the money never reaches them personally). Flows represented in this way should not be confused with support provided by institutions, such as *bursaries* in the United Kingdom (England, Wales and Northern Ireland) which are not shown here.

In order to highlight the flow path for student contributions, the latter are shown in red as are the different forms of assistance intended to cover their cost.

High levels of attainment, academic performance and parental income are often among the various criteria governing the award of support in Europe (Figures D5 and D15). Only the last criterion is shown here. The 'parental income' criterion is represented by an arrow leading to a subset of the student population referred to as *target students*. This sub-group is used to illustrate situations in which parental income is considered when deciding whether to award support or determining the amounts involved: support is then shown as a transfer to those target students. Where students' own income is taken into account rather than that of their parents (because the former are financially independent), the arrow indicating support points to students as a whole.

Country diagrams showing financial support and private contributions in higher education (ISCED 5), 2005/06



Source: Eurydice.

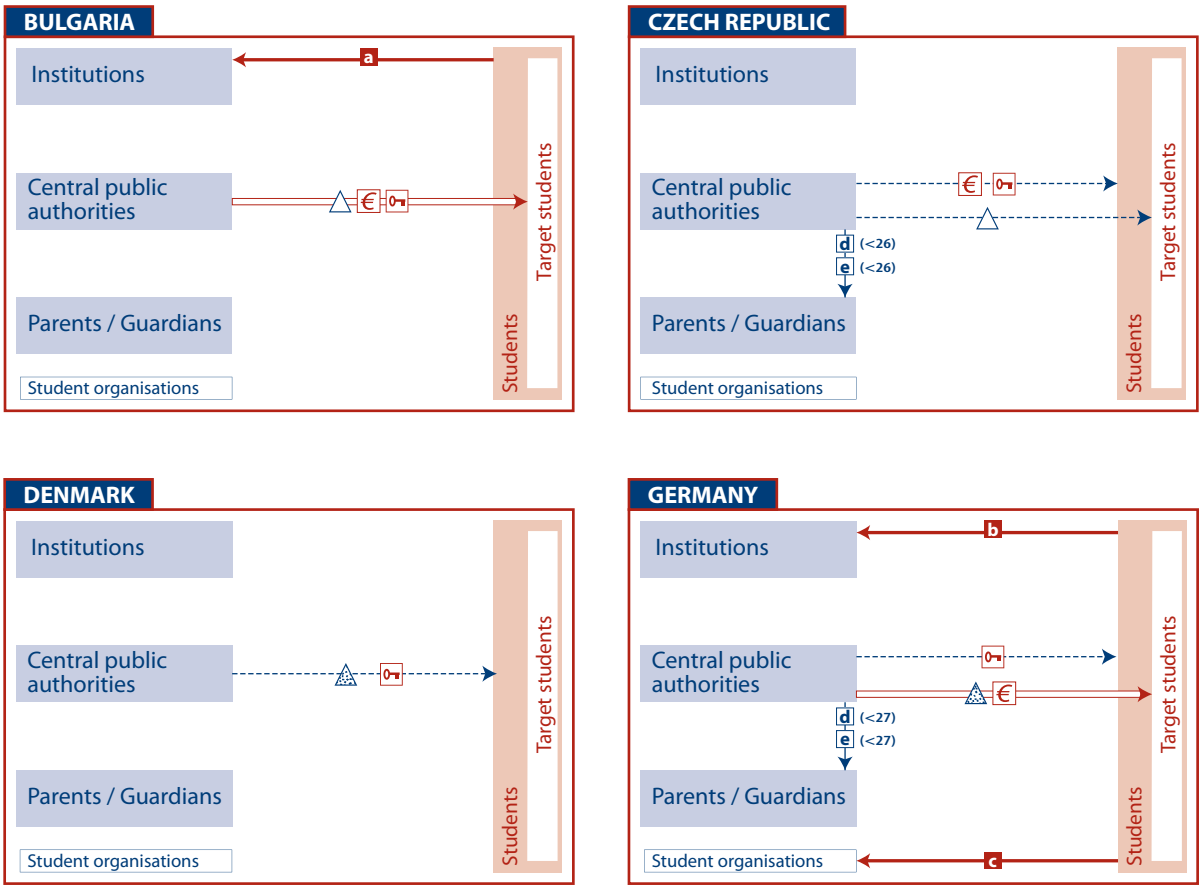
Additional notes

Belgium: Family allowances and tax relief are administered by the Belgian federal authorities.

Belgium (BE fr): There are no regulations requiring educational institutions or other bodies to organise student accommodation services. However, public and private institutions manage student accommodation, with rental costs often depending on the financial resources of students and their families.

Belgium (BE de): Students in higher education who meet certain conditions can obtain loans from the Province of Liège. Those who study in the French Community (the vast majority) or the Flemish Community may apply for a loan which is granted under certain conditions either by the French Community services or by the social services of the institutions or private bodies in the Flemish Community. These types of loan are requested very rarely.

Country diagrams showing financial support and private contributions in higher education (ISCED 5), 2005/06



Source: Eurydice.

Additional notes

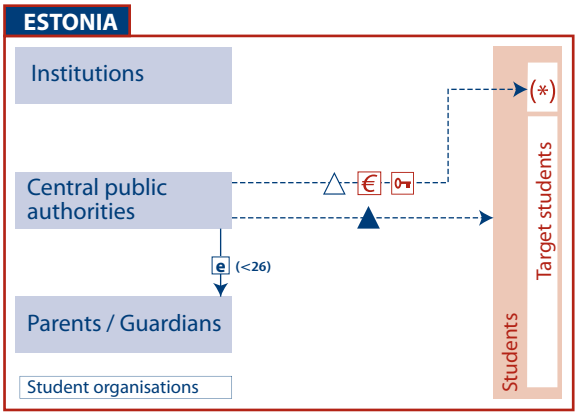
Bulgaria: The maximum age limit for family allowances is 18.

Czech Republic: In *vyšší odborné školy* (ISCED 5B) students pay tuition fees. These students do not receive support for accommodation in cash as their boarding houses are supported in kind: cash support is solely for students in ISCED 5A programmes, while support in kind is for those at ISCED 5B. Family allowances are paid directly to students as soon as they have reached their majority (at the age of 18).

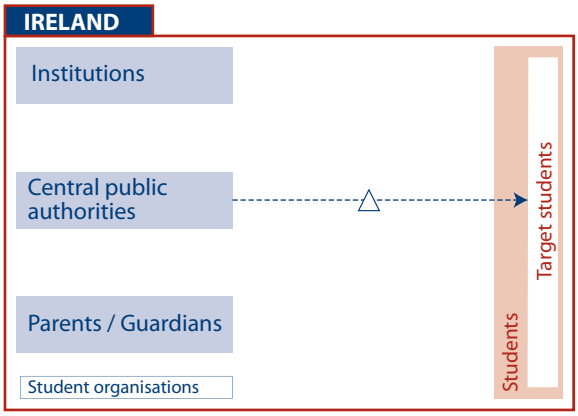
Denmark: Students cannot receive support if their income exceeds a certain amount.

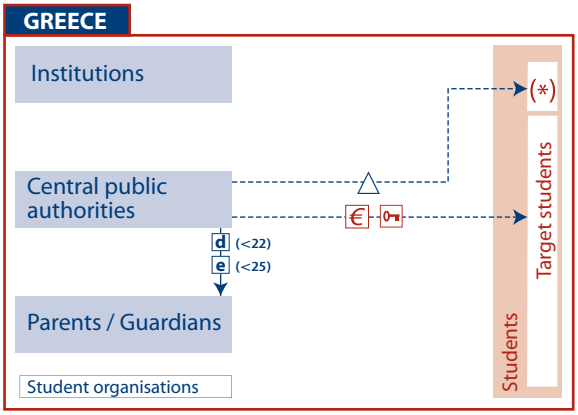
Germany: Other administrative fees are paid once on entry (entrance fees). Since 2006/07, the *Länder* have been free to request tuition fees of up to PPS EUR 944. As of January 2007, seven *Länder* had decided to require these contributions. Only support offered by the BAföG is taken into account.

Country diagrams showing financial support and private contributions in higher education (ISCED 5), 2005/06

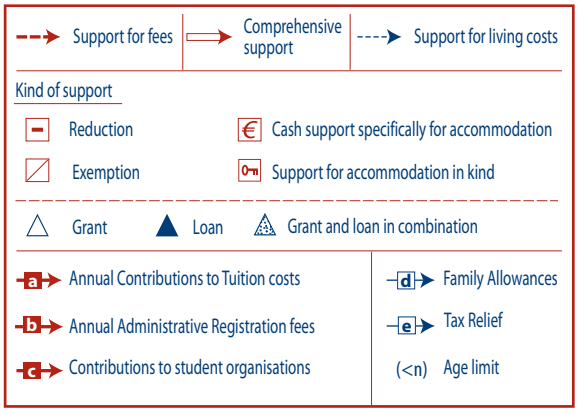


(*) = students with the best academic record





(*) = students with the best academic record



Source: Eurydice.

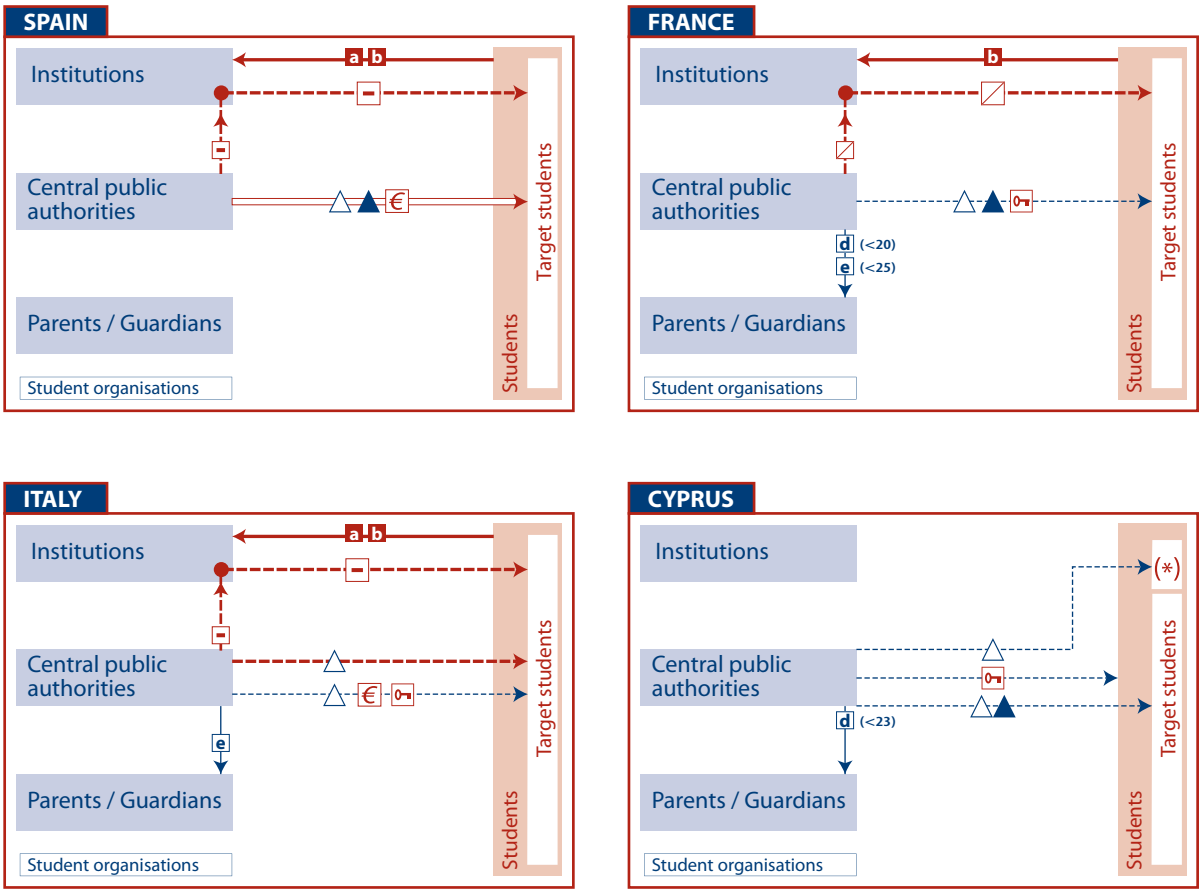
Additional notes

Estonia: Academic results and the level of studies accomplished are taken into account for the allocation of support to students (except for support for accommodation in kind, whose conditions are defined locally). Currently (2006/07) active discussions are held to reform the students' support system. Institutions are free to request entrance fees. Students without a state-subsidised place (50 % of all students) pay tuition fees. Institutions may require these students to pay annual registration fees but, in practice, very few do so or only request a nominal amount. All students who pay tuition fees are eligible for loan support.

Ireland: Tax relief is awarded to parents of students who must pay tuition fees (i.e. in case they have a previous qualification to the same level or they are repeating the year).

Greece: Tuition fees are only required by the Hellenic Open University. Support (grants) provided by IKY (State Support Foundation) is based on strict academic criteria. It is awarded to the best students. It only concerns between 1 % and 2 % of higher education students. The maximum age for family allowance is 22 only for those students who study for 4 years. If the studies last more than 4 years, then the maximum age might be 23 or 24.

Country diagrams showing financial support and private contributions in higher education (ISCED 5), 2005/06



(*) = students with the best academic record

Source: Eurydice.

Additional notes

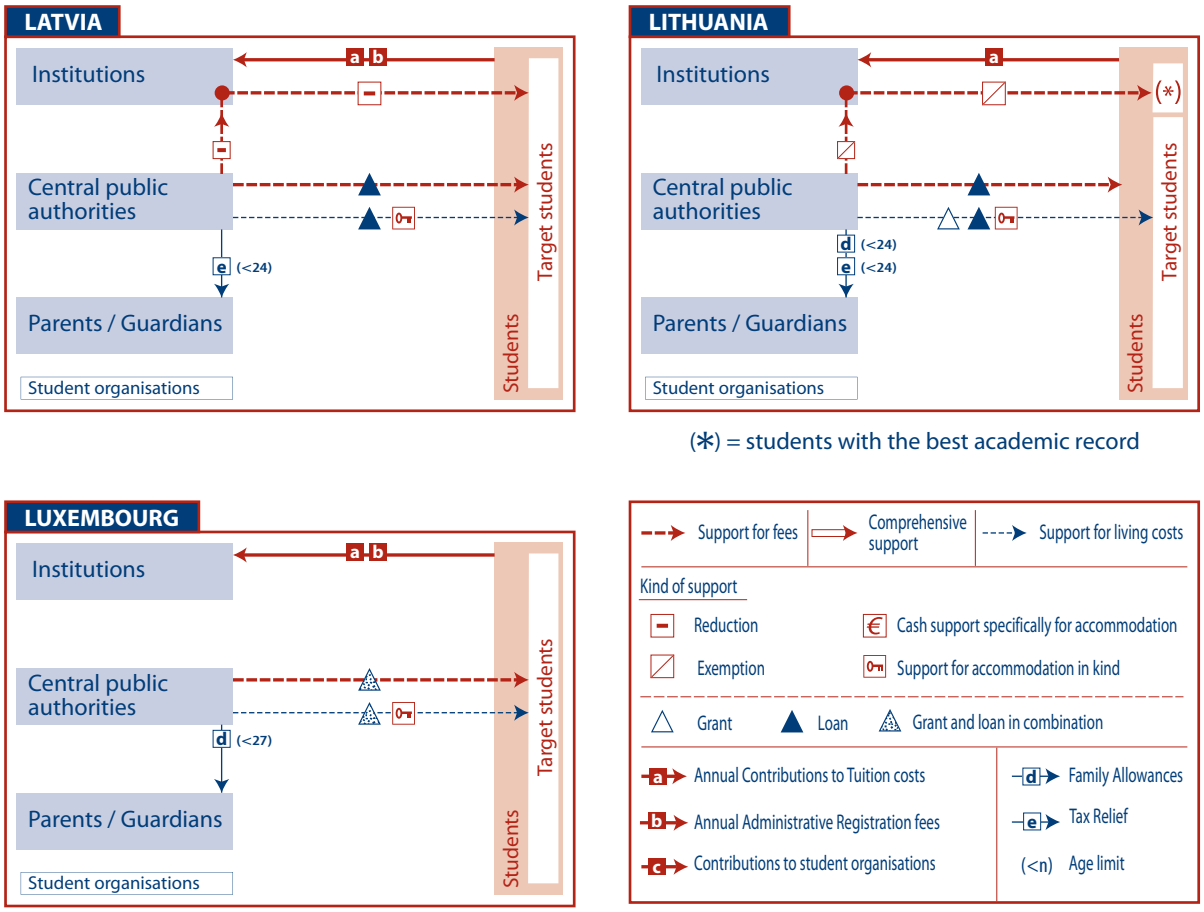
Spain: Students in ISCED 5B programmes do not have to pay fees. Entrance fees and certification fees in the final year of study are requested. Both overall and specific support exist (to cover living expenses and fees).

France: Exemptions apply to all grantholders.

Italy: After all student places available have been allocated, the *enti per il diritto allo studio* provide support in cash to students who have not been granted accommodation in a residence. Conditions vary according to *enti*, and no rules exist at central level concerning the allocation of support in cash.

Cyprus: Students who do not benefit from a state-subsidised place may obtain grants and reductions to help them cover contributions. They are not considered here. Fees for student organisations are paid once on entry. Family allowances may be extended until age 25 if the student has done military service.

Country diagrams showing financial support and private contributions in higher education (ISCED 5), 2005/06



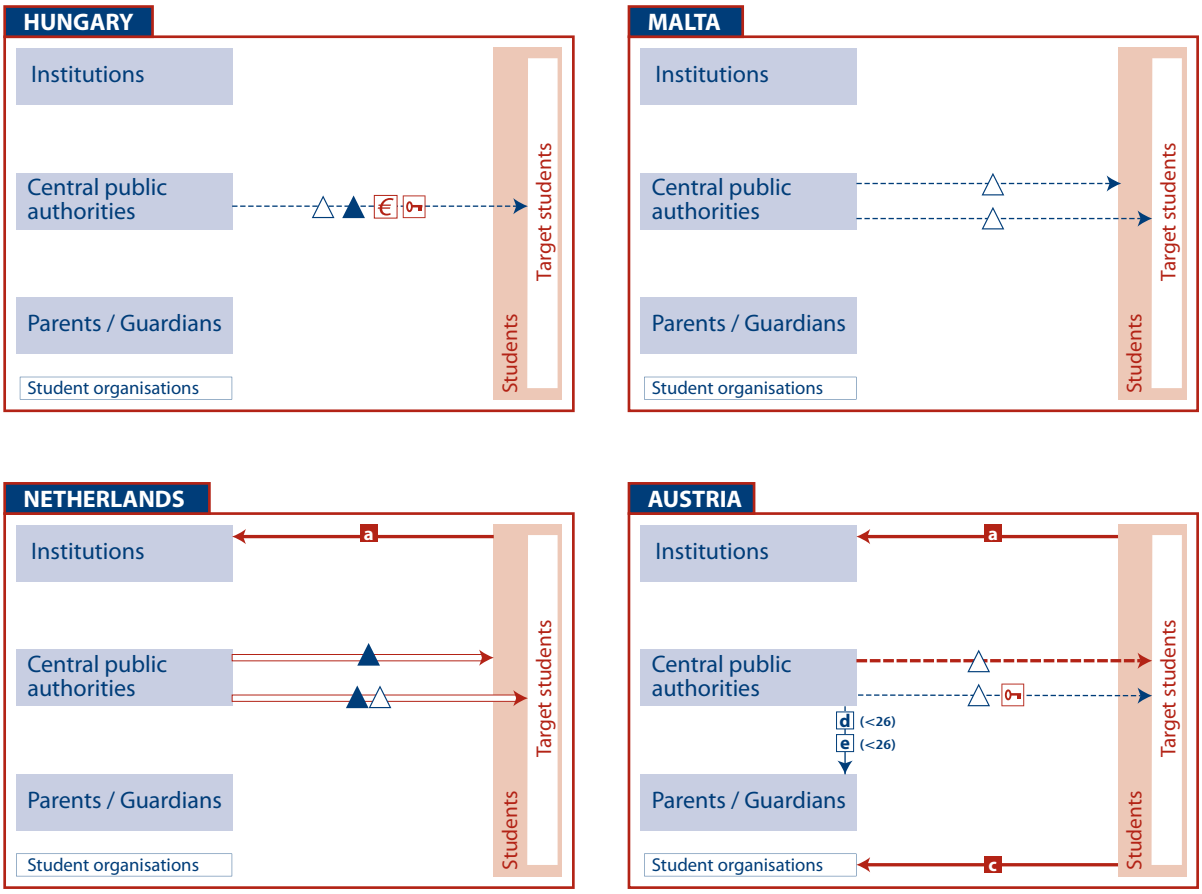
Source: Eurydice.

Additional notes

Latvia: The figure represents the situation for students who do not benefit from a state-subsidised place (77 % of all students). Entrance fees and certification fees in the final year of study are requested. Tuition fees are not required for students who benefit from a state-subsidised place. These subsidised students may also receive loans and are further eligible for grants in order to help them cover living costs. Family allowances can only be extended for students under age 24 who have lost at least one parent. The lump sum part of the tax allowances is only applicable to students under age 24, but a reduction in taxable income is not subject to an age limit.

Lithuania: Exemptions are awarded in accordance with academic performances criterion (this support is not means-tested). Students who do not obtain such exemption may ask for a loan for contributions.

Country diagrams showing financial support and private contributions in higher education (ISCED 5), 2005/06



Source: Eurydice.

Additional notes

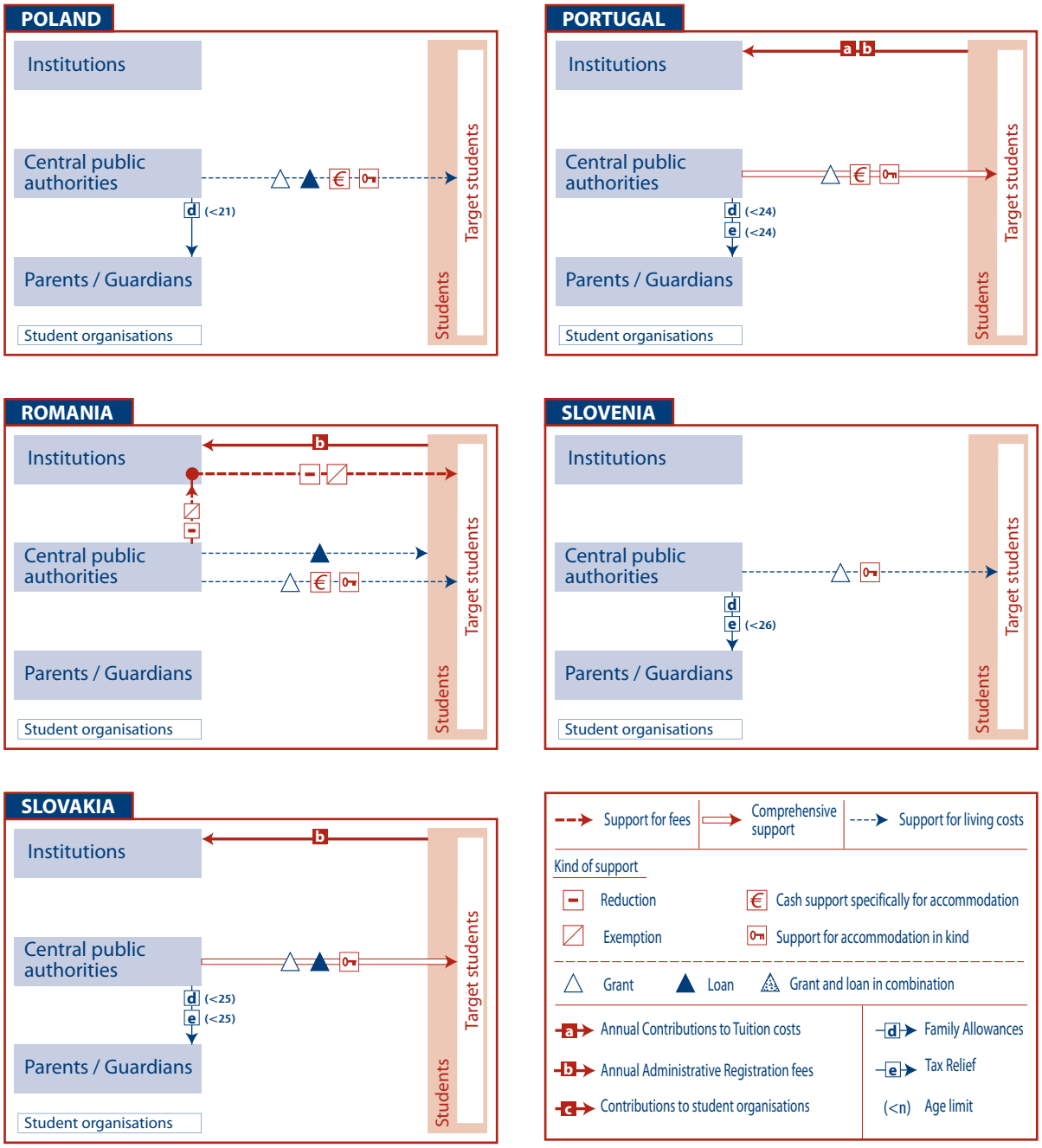
Hungary: With effect from 2007/08, all reference students are paying tuition fees. Tax relief if offered to parents of students without subsidised places.

Malta: In exceptional circumstances, family allowance will continue to be paid for those children between the age of 16 and 21 who are still attending full-time education and who are not receiving any maintenance grants. There are additional means-tested maintenance grants awarded on a case-by-case basis.

Netherlands: Part of the loan (called 'performance grants') becomes a grant if studies are completed within ten years, or interrupted before 1 February in the first year. All students receive a 'basic performance grant'. 'Complementary performance grants', which are awarded to students from the lowest income families (around 40 % of all students), are not repayable in the first year and are considered here to be grants. Separate 'loans' are also available. Parents of students who do not receive direct support receive tax relief, if they can justify expenses (tax allowances).

Austria: *Fachhochschulen* students are not required to pay fees in two provinces (Burgenland and Carinthia).

Country diagrams showing financial support and private contributions in higher education (ISCED 5), 2005/06



Source: Eurydice.

Additional notes

Poland: Modest entrance fees and certification fees in the final year of study are requested. Family allowances are also modest and means-tested. A new law was adopted in 2005. It is currently being implemented.

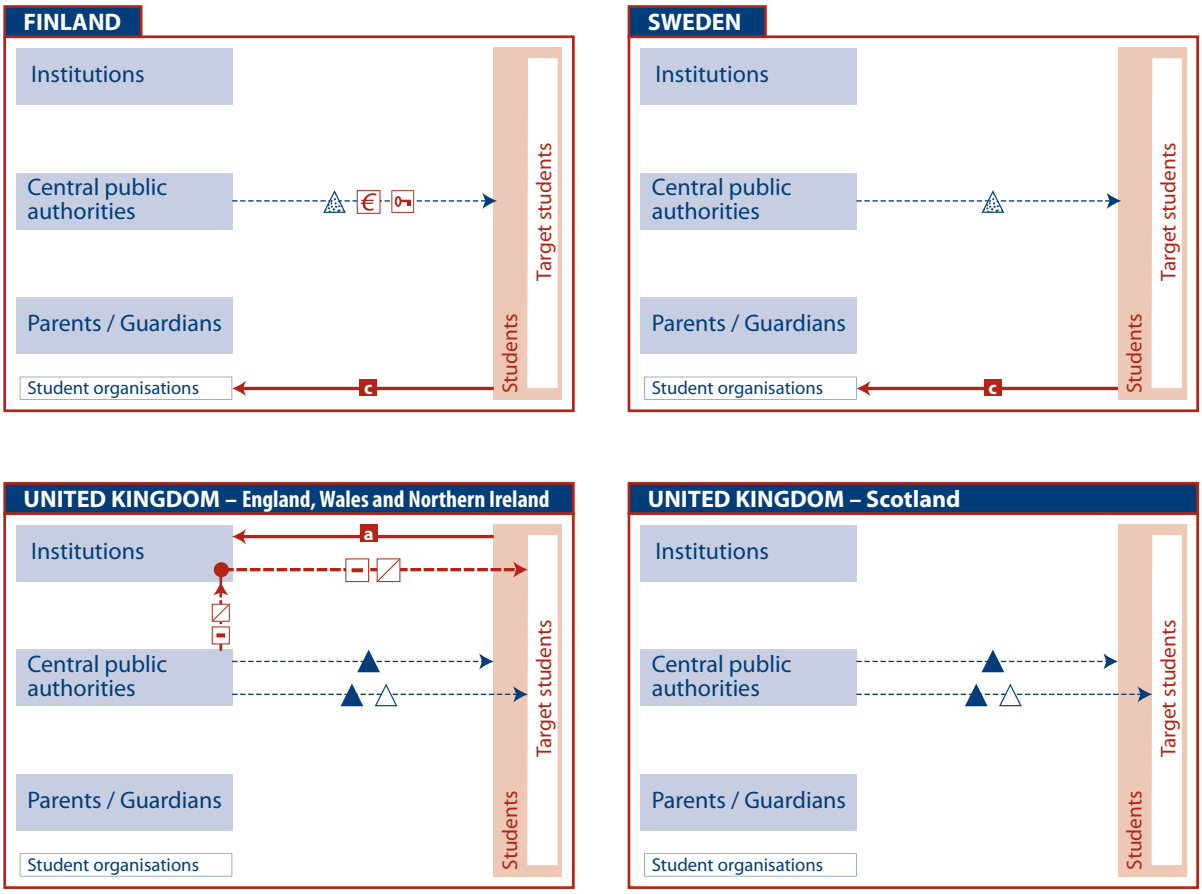
Portugal: Entrance fees and certification fees in the final year of study are requested. The type of support for living expenses is not known. The figure is therefore incomplete.

Romania: Students who do not benefit from a state-subsidised place must pay tuition fees.

Slovenia: Only entrance fees are paid.

Slovakia: Other administrative fees are paid once on entry (entrance fees).

Country diagrams showing financial support and private contributions in higher education (ISCED 5), 2005/06



Source: Eurydice.

Additional notes

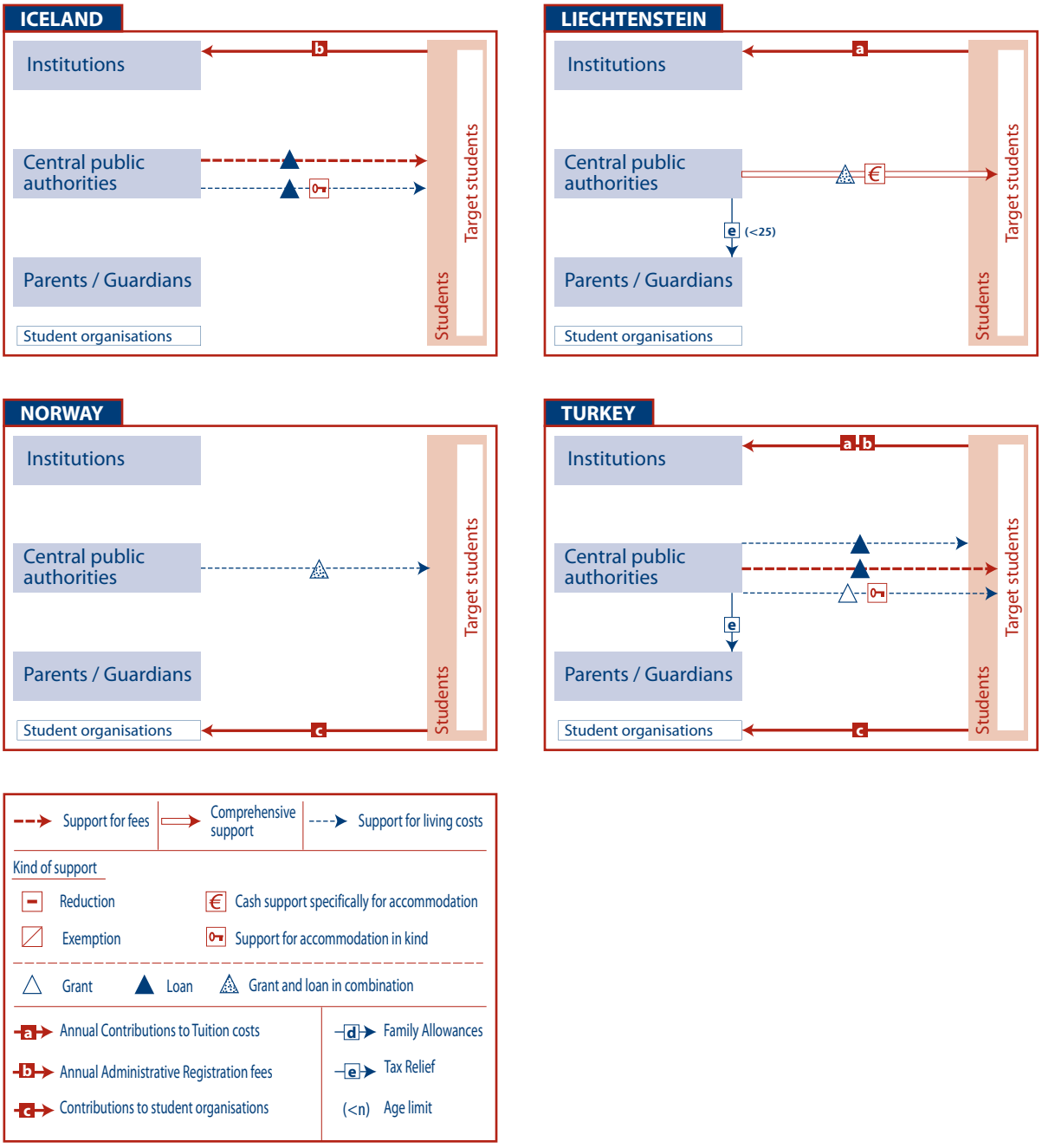
Finland: Students cannot receive support if their income exceeds a certain amount. Fees for student organisations are optional in polytechnic faculties (ISCED 5B). Students who begin higher education in academic year 2005/06 or later are eligible for a student loan tax deduction if they complete their studies within the usual time frame and have more than PPS EUR 2 216 in outstanding higher-education debt at the end of the term in which they completed their studies.

Sweden: There are no regulations requiring educational institutions or other bodies to organise student accommodation services. However, public and private institutions manage student accommodation, with rental costs often depending on the financial resources of students and their families.

United Kingdom (ENG/WLS/NIR): Many institutions provide bursaries for students from low-income families: they are not represented here. In parts of the United Kingdom, institutions will be able to determine the tuition fees for new entrants, up to a maximum of PPS EUR 4 031 with effect from 2006/07 (in England and Northern Ireland) and 2007/08 (in Wales). A new loan will then be available to all students to cover these fees. The new arrangements also include a higher level of grant for living costs for target students and, in Wales (from 2007/08), a new grant for all students to cover the increased fees.

United Kingdom (SCT): The SAAS (Student Awards Agency for Scotland) pays tuition fees for students who make the request (most students). Access is therefore considered free. However, once they have received their degrees, those who benefited from support must pay the sum of approximately PPS EUR 2 977 to the SAAS.

Country diagrams showing financial support and private contributions in higher education (ISCED 5), 2005/06



Source: Eurydice.

Additional notes

Iceland: Student accommodations are managed by student organisations and are therefore not directly related to public funding.

Norway: In some institutions in the government-dependent sector, students must pay tuition fees and annual registration fees.

Turkey: Entrance fees and certification fees in the final year of study are requested. As regards the availability of student accommodation, a target population is defined only if the number of requests exceeds the offer: the criteria considered are academic performance and parental income.

ANNEXES

Figures B3 and B6: Number of students in tertiary education, by level (ISCED 5B, 5A and 6), 1998-2004

ALL STUDENTS

	ISCED 5-6							ISCED 5B						
	2 004	2 003	2 002	2 001	2 000	1 999	1 998	2 004	2 003	2 002	2 001	2 000	1 999	1 998
EU-27	18 232 921	17 761 762	17 139 303	16 517 324	15 920 762	15 569 546	15 013 150	2 501 479	2 678 329	2 555 676	2 428 963	2 360 631	2 269 611	2 249 987
BE	386 110	374 688	366 982	359 265	355 748	351 788	:	200 079	193 219	189 681	184 738	181 780	174 580	:
BG	228 468	230 513	228 394	247 006	261 321	270 077	260 487	16 294	14 801	16 646	16 369	18 461	22 065	23 747
CZ	318 858	287 001	284 485	260 044	253 695	231 224	215 041	33 046	29 453	27 977	27 738	32 345	53 967	47 473
DK	217 130	201 746	195 266	190 791	189 162	189 970	183 274	27 810	17 550	20 142	18 499	82 973	79 220	79 611
DE	2 330 457	2 242 397	2 159 708	2 083 945	2 054 838	2 087 044	2 097 694	349 084	339 989	324 150	317 211	312 604	319 066	311 756
EE	65 659	63 625	60 648	57 778	53 613	48 684	43 064	24 401	24 185	7 862	6 964	7 204	8 063	8 522
IE	188 315	181 557	176 296	166 600	160 611	151 137	142 774	63 194	64 873	68 599	62 718	65 329	:	54 205
EL	597 007	561 457	529 233	478 205	422 317	387 859	374 122	203 509	182 682	171 561	154 983	135 294	109 479	104 998
ES	1 839 903	1 840 607	1 832 760	1 833 527	1 828 987	1 786 778	1 746 170	255 488	248 035	225 327	199 358	159 569	119 653	87 541
FR	2 160 300	2 119 149	2 029 179	2 031 743	2 015 344	2 012 193	2 027 422	515 230	508 932	502 927	500 786	489 588	478 957	477 325
IT	1 986 497	1 913 352	1 854 200	1 812 325	1 770 002	1 797 241	1 869 082	21 933	20 868	22 887	43 705	26 938	30 271	33 503
CY	20 849	18 272	13 927	11 934	10 414	10 842	:	16 739	14 614	10 771	9 068	7 825	8 463	:
LV	127 656	118 944	110 500	102 783	91 237	82 042	70 233	15 191	22 402	16 408	10 867	6 268	5 389	5 285
LT	182 656	167 606	148 788	135 923	121 904	107 419	96 371	52 119	48 058	41 875	40 330	37 559	32 887	29 303
LU	:	3 077	2 965	2 533	2 437	2 717	1 835	:	1 216	1 179	1 053	1 886	1 440	1 389
HU	422 177	390 453	354 386	330 549	307 071	279 397	254 693	20 321	15 021	9 560	6 724	3 522	819	:
MT	7 867	8 946	7 259	7 422	6 315	5 768	:	1 143	1 929	1 325	1 204	1 079	:	:
NL	543 396	526 767	516 769	504 042	487 649	469 885	461 374	:	6 603	7 252	7 265	7 485	6 704	6 144
AT	238 522	229 802	223 735	264 669	261 229	252 893	247 498	25 371	26 167	26 592	25 231	25 000	25 324	24 288
PL	2 044 298	1 983 360	1 906 268	1 774 985	1 579 571	1 399 090	1 191 099	22 355	20 745	19 421	17 809	18 020	17 086	16 745
PT	395 063	400 831	396 602	387 703	373 745	356 790	351 784	5 097	5 466	7 109	11 606	18 713	31 884	77 876
RO	685 718	643 911	582 221	533 152	452 621	407 720	360 590	46 172	50 892	55 070	49 080	36 028	27 244	21 021
SI	104 396	101 458	99 214	91 494	83 816	79 126	68 126	51 862	50 885	48 261	44 682	38 267	32 891	22 191
SK	164 667	158 089	152 182	143 909	135 914	122 886	112 837	5 259	6 118	6 109	6 001	5 605	5 727	5 488
FI	299 888	291 664	283 805	279 628	270 185	262 890	250 047	159	475	2 447	6 959	15 250	30 382	40 107
SE	429 623	414 657	382 851	358 020	346 878	335 124	280 712	16 792	14 464	13 615	13 501	13 877	11 436	:
UK	2 247 441	2 287 833	2 240 680	2 067 349	2 024 138	2 080 962	1 938 423	512 831	748 687	710 923	644 514	612 162	636 614	588 426
IS	14 710	13 347	11 584	10 184	9 667	8 462	8 100	699	742	789	835	829	913	1 469
LI	:	:	:	:	491	:	:	:	:	:	:	:	:	:
NO	213 845	212 395	197 064	190 054	190 943	187 482	183 026	4 347	7 178	9 358	13 308	15 445	14 016	13 207
TR	1 972 662	1 918 483	1 677 936	1 607 388	1 015 412	1 464 740	:	562 677	575 712	401 969	383 062	218 241	375 348	:

Source: Eurostat, UOE.

Figures B3 and B6: Number of students in tertiary education, by level (ISCED 5B, 5A and 6), 1998-2004

ALL STUDENTS

	ISCED 5A							ISCED 6						
	2 004	2 003	2 002	2 001	2 000	1 999	1 998	2 004	2 003	2 002	2 001	2 000	1 999	1 998
EU-27	15 205 868	14 577 252	14 134 568	13 659 279	13 163 164	12 846 356	12 224 468	525 574	506 181	449 060	429 082	400 535	395 105	353 207
BE	179 017	175 045	170 951	168 914	171 620	177 208	:	7 014	6 424	6 350	5 613	5 916	5 933	:
BG	207 340	211 272	207 750	227 223	239 769	245 237	234 182	4 834	4 440	3 998	3 414	3 091	2 775	2 558
CZ	262 530	236 456	237 167	214 587	206 128	164 338	155 599	23 282	21 092	19 341	17 719	15 222	12 919	11 969
DK	184 227	179 438	170 478	168 498	101 541	106 954	99 373	5 093	4 758	4 646	3 794	4 648	3 796	4 290
DE	1 981 373	1 902 408	1 835 558	1 766 734	1 742 234	1 767 978	1 785 938	:	:	:	:	:	:	:
EE	39 605	37 853	51 278	49 367	45 158	39 550	33 643	1 653	1 587	1 508	1 447	1 251	1 071	899
IE	120 782	112 868	104 268	100 823	92 378	87 631	86 180	4 339	3 816	3 429	3 059	2 904	:	2 489
EL	374 591	359 454	343 947	312 042	284 927	276 399	266 949	18 907	19 321	13 725	11 180	2 096	1 981	2 175
ES	1 507 520	1 519 599	1 541 743	1 571 639	1 603 743	1 602 653	1 596 644	76 895	72 973	65 690	62 530	65 675	64 472	61 985
FR	1 543 761	1 512 508	1 430 375	1 436 793	1 431 429	1 437 616	1 452 786	101 309	97 709	95 877	94 164	94 327	95 620	97 311
IT	1 926 956	1 862 545	1 805 315	1 747 654	1 729 887	1 754 601	1 823 210	37 608	29 939	25 998	20 966	13 177	12 369	12 369
CY	3 908	3 560	3 077	2 794	2 589	2 379	2 311	202	98	79	72	:	:	:
LV	111 040	95 223	92 791	90 662	83 966	75 668	64 054	1 425	1 319	1 301	1 254	1 003	985	894
LT	127 914	117 365	104 801	93 536	82 322	72 657	65 592	2 623	2 183	2 112	2 057	2 023	1 875	1 476
LU	:	1 834	1 786	1 480	551	1 277	446	:	27	:	-	-	-	-
HU	394 021	368 002	337 796	317 073	299 247	274 314	250 688	7 835	7 430	7 030	6 752	4 302	4 264	4 005
MT	6 707	6 975	5 926	6 186	5 221	4 867	:	17	42	8	32	15	:	:
NL	536 342	513 579	503 591	489 009	475 608	457 532	455 230	7 054	6 585	5 926	7 768	4 556	5 649	:
AT	197 627	188 197	181 759	214 295	211 698	204 239	201 043	15 524	15 438	15 384	25 143	24 531	23 330	22 167
PL	1 989 889	1 931 543	1 858 502	1 731 554	1 539 312	1 362 269	1 157 935	32 054	31 072	28 345	25 622	22 239	19 735	16 419
PT	372 521	379 488	376 638	364 024	343 352	314 625	269 730	17 445	15 877	12 855	12 073	11 680	10 281	4 178
RO	621 501	565 664	527 151	484 072	416 593	380 476	339 569	18 045	27 355	:	:	:	:	:
SI	52 534	50 573	50 953	46 812	45 549	46 235	45 935	:	:	:	:	:	:	:
SK	150 037	141 805	137 828	130 129	123 136	110 707	101 982	9 371	10 166	8 245	7 779	7 173	6 452	5 367
FI	278 522	271 343	260 354	252 038	235 185	213 565	192 010	21 207	19 846	21 004	20 631	19 750	18 943	17 930
SE	390 371	378 570	348 100	323 840	312 287	302 985	263 760	22 460	21 623	21 136	20 679	20 714	20 703	16 952
UK	1 645 232	1 454 085	1 444 685	1 347 501	1 337 734	1 362 396	1 279 679	89 378	85 061	85 073	75 334	74 242	81 952	70 318
IS	13 960	12 560	10 757	9 299	8 820	7 529	6 617	51	45	38	50	18	20	14
LI	532	440	:	:	:	:	:	:	0	:	:	0	:	:
NO	205 142	201 047	182 990	172 077	173 365	170 229	166 758	4 356	4 170	4 716	4 669	2 133	3 237	3 061
TR	1 385 094	1 319 543	1 253 402	1 202 537	777 584	1 006 801	:	24 891	23 228	22 565	21 789	19 587	:	:

Source: Eurostat, UOE.

Figures B3 and B6: Number of students in tertiary education, by level (ISCED 5B, 5A and 6), 1998-2004

MALES

	ISCED 5-6							ISCED 5B						
	2 004	2 003	2 002	2 001	2 000	1 999	1 998	2 004	2 003	2 002	2 001	2 000	1 999	1 998
EU-27	8 247 041	8 074 000	7 819 624	7 607 224	7 396 045	7 286 091	7 090 852	1 044 872	1 140 888	1 097 434	1 054 428	1 013 986	973 498	976 306
BE	178 354	174 798	172 139	169 452	169 840	168 482	:	86 048	84 059	82 540	80 082	79 593	75 478	:
BG	108 578	108 804	105 133	107 925	111 650	109 463	101 784	6 999	6 377	6 871	6 344	6 515	6 557	6 142
CZ	155 449	141 550	138 738	129 746	127 406	116 233	111 525	11 346	9 752	8 665	8 551	10 144	21 843	18 627
DK	91 502	84 902	83 037	83 051	81 518	83 013	81 573	14 517	10 223	11 946	11 630	29 549	27 412	29 218
DE	1 179 510	1 133 315	1 100 812	1 069 870	1 066 135	1 097 773	1 122 446	136 753	130 741	122 215	117 186	113 089	116 408	114 423
EE	25 101	24 472	23 379	23 059	22 267	20 560	18 606	9 049	8 582	1 693	1 642	2 017	2 914	2 947
IE	84 374	80 402	79 123	75 442	73 707	70 237	67 465	30 245	29 978	31 949	30 157	30 834	:	26 825
EL	288 310	275 377	258 003	233 792	211 230	192 951	186 622	103 347	93 769	87 259	77 912	69 142	55 323	54 001
ES	849 597	862 526	858 721	871 543	860 798	839 157	820 176	125 552	122 855	112 407	101 758	79 743	60 240	44 327
FR	971 175	952 901	917 186	932 114	922 867	916 871	918 522	229 160	228 162	232 030	233 221	230 395	226 517	224 823
IT	869 908	837 099	811 223	797 372	787 334	805 791	846 440	7 490	7 192	8 041	18 897	11 240	13 684	14 828
CY	10 859	9 228	6 291	5 011	4 469	4 767	4 619	9 796	8 343	5 562	4 335	3 882	4 248	:
LV	48 183	45 541	42 509	39 259	33 387	31 503	28 852	6 844	10 108	8 249	5 319	3 127	2 482	2 407
LT	73 064	66 997	58 841	54 587	48 812	42 963	38 276	19 761	18 226	15 393	14 577	13 319	11 482	9 925
LU	:	1 437	:	:	:	1 313	886	:	582	:	:	:	626	665
HU	180 424	169 090	158 532	149 487	141 667	127 926	117 122	7 760	5 877	4 086	2 871	1 337	325	:
MT	3 470	3 852	3 128	3 354	2 949	2 799	:	454	747	508	465	459	:	:
NL	266 843	258 051	254 765	249 503	244 015	238 256	237 018	:	2 667	3 199	3 301	3 460	3 233	2 865
AT	111 316	108 024	105 854	127 447	128 107	126 359	125 824	8 554	8 976	9 051	8 223	8 628	9 262	9 469
PL	867 778	836 717	802 557	745 093	670 798	601 355	514 075	4 283	4 084	3 894	3 340	3 375	3 032	2 743
PT	173 567	173 971	170 488	166 661	162 524	157 346	154 711	2 331	2 568	3 181	4 514	6 901	11 753	35 794
RO	310 027	294 238	265 778	247 847	218 049	199 674	180 480	19 669	20 244	21 036	18 051	15 299	12 473	10 154
SI	45 029	44 421	42 129	40 171	36 806	34 785	30 509	24 254	23 985	22 184	21 112	18 169	15 482	10 594
SK	75 643	74 216	72 919	70 100	67 424	59 351	55 261	1 153	1 174	1 203	1 324	1 228	1 141	1 020
FI	139 784	135 652	130 285	129 043	125 086	121 011	116 244	87	285	1 229	3 182	6 364	11 331	15 012
SE	173 770	167 566	155 169	146 552	144 916	142 163	122 831	8 734	7 729	7 117	6 896	7 260	6 064	:
UK	965 426	1 008 853	1 002 885	939 743	932 284	973 989	917 556	170 686	293 603	285 926	269 538	258 917	274 188	259 771
IS	5 219	4 850	4 262	3 801	3 682	3 202	3 242	353	364	388	456	453	459	609
LI	:	:	:	:	:	:	:	:	:	:	:	:	:	:
NO	86 428	85 518	79 519	77 451	79 391	79 873	79 237	1 954	3 500	4 674	7 706	8 844	6 994	6 842
TR	1 156 060	1 125 438	983 564	951 383	611 380	884 144	:	345 950	347 009	230 101	215 663	134 318	207 174	:

Source: Eurostat, UOE.

Figures B3 and B6: Number of students in tertiary education, by level (ISCED 5B, 5A and 6), 1998-2004

MALES

	ISCED 5A							ISCED 6						
	2 004	2 003	2 002	2 001	2 000	1 999	1 998	2 004	2 003	2 002	2 001	2 000	1 999	1 998
EU-27	6 923 161	6 662 884	6 479 973	6 312 112	6 163 965	6 026 056	5 819 669	279 008	270 227	242 217	240 684	220 386	219 732	199 095
BE	88 023	86 820	85 684	85 779	88 716	93 004	:	4 283	3 919	3 915	3 591	3 823	3 919	:
BG	99 212	100 249	96 242	99 861	103 507	101 437	94 228	2 367	2 178	2 020	1 720	1 628	1 469	1 414
CZ	129 306	118 313	117 713	109 772	107 328	85 802	84 758	14 797	13 485	12 360	11 423	9 934	8 588	8 140
DK	74 091	71 929	68 445	69 228	49 254	53 491	49 781	2 894	2 750	2 646	2 193	2 715	2 110	2 574
DE	1 042 757	1 002 574	978 597	952 684	953 046	981 365	1 008 023	:	:	:	:	:	:	:
EE	15 284	15 176	21 027	20 782	19 683	17 152	15 229	768	714	659	635	567	494	430
IE	51 773	48 397	45 334	43 609	41 276	:	39 250	2 356	2 027	1 840	1 676	1 597	:	1 390
EL	173 977	170 566	162 839	149 507	140 831	136 354	131 199	10 986	11 042	7 905	6 373	1 257	1 274	1 422
ES	686 136	703 934	714 117	732 020	748 567	747 131	745 087	37 909	35 737	32 197	37 765	32 488	31 786	30 762
FR	688 471	672 590	634 170	648 666	642 226	639 355	641 797	53 544	52 149	50 986	50 227	50 246	50 999	51 902
IT	844 002	815 217	790 620	768 236	769 345	786 203	825 708	18 416	14 690	12 562	10 239	6 749	5 904	5 904
CY	961	828	686	643	587	519	540	102	57	43	33	-	-	-
LV	40 744	34 883	33 733	33 382	29 778	28 555	25 970	595	550	527	558	482	466	475
LT	52 140	47 859	42 543	39 092	34 583	30 578	27 592	1 163	912	905	918	910	903	759
LU	:	842	:	:	:	687	221	:	13	-	-	-	-	-
HU	168 140	159 020	150 390	142 612	137 824	125 060	114 732	4 524	4 193	4 056	4 004	2 506	2 541	2 390
MT	3 003	3 079	2 615	2 861	2 476	2 312	:	13	26	5	28	14	:	:
NL	262 688	251 499	248 042	241 773	237 913	231 645	234 153	4 155	3 885	3 524	4 429	2 642	3 378	:
AT	94 303	90 498	88 048	104 937	105 318	103 266	103 006	8 459	8 550	8 755	14 287	14 161	13 831	13 349
PL	846 694	816 069	783 191	727 446	654 897	586 868	501 735	16 801	16 564	15 472	14 307	12 526	11 455	9 597
PT	163 213	164 187	161 332	156 624	150 009	140 549	116 780	8 023	7 216	5 975	5 523	5 614	5 044	2 137
RO	281 594	260 286	244 742	229 796	202 750	187 201	170 326	8 764	13 708	:	:	:	:	:
SI	20 775	20 436	19 945	19 059	18 637	19 303	19 915	:	:	:	:	:	:	:
SK	68 921	67 227	66 664	63 980	61 737	54 343	51 032	5 569	5 815	5 052	4 796	4 459	3 867	3 209
FI	129 206	125 389	118 393	115 181	108 326	99 523	91 341	10 491	9 978	10 663	10 680	10 396	10 157	9 891
SE	153 152	148 261	136 552	128 140	125 910	124 127	112 627	11 884	11 576	11 500	11 516	11 746	11 972	10 204
UK	744 595	666 756	668 309	626 442	629 441	650 226	614 639	50 145	48 493	48 650	43 763	43 926	49 575	43 146
IS	4 842	4 465	3 857	3 314	3 217	2 731	2 624	24	21	17	31	12	12	9
LI	390	321	:	:	:	:	:	:	:	:	:	:	:	:
NO	81 975	79 595	72 064	66 908	69 418	70 805	70 388	2 499	2 423	2 781	2 837	1 129	2 074	2 007
TR	794 882	763 889	739 032	721 694	464 391	623 200	:	15 228	14 540	14 431	14 026	12 671	:	:

Source: Eurostat, UOE.

Figures B3 and B6: Number of students in tertiary education, by level (ISCED 5B, 5A and 6), 1998-2004

FEMALES

	ISCED 5-6							ISCED 5B						
	2 004	2 003	2 002	2 001	2 000	1 999	1 998	2 004	2 003	2 002	2 001	2 000	1 999	1 998
EU-27	9 985 880	9 687 762	9 316 714	8 907 567	8 522 280	8 283 455	7 922 298	1 456 607	1 537 441	1 457 063	1 373 482	1 344 759	1 296 113	1 273 681
BE	207 756	199 890	194 843	189 813	185 908	183 306	:	114 031	109 160	107 141	104 656	102 187	99 102	:
BG	119 890	121 709	123 261	139 081	149 671	160 614	158 703	9 295	8 424	9 775	10 025	11 946	15 508	17 605
CZ	163 409	145 451	145 747	130 298	126 289	114 991	103 516	21 700	19 701	19 312	19 187	22 201	32 124	28 846
DK	125 628	116 844	112 229	107 740	107 644	106 957	101 701	13 293	7 327	8 196	6 869	53 424	51 808	50 393
DE	1 150 947	1 109 082	1 058 896	1 014 075	988 703	989 271	975 248	212 331	209 248	201 935	200 025	199 515	202 658	197 333
EE	40 558	39 153	37 269	34 719	31 346	28 124	24 458	15 352	15 603	6 169	5 322	5 187	5 149	5 575
IE	103 941	101 155	97 173	91 158	86 904	80 900	75 309	32 949	34 895	36 650	32 561	34 495	:	27 380
EL	308 697	286 080	271 230	244 413	211 087	194 908	187 500	100 162	88 913	84 302	77 071	66 152	54 156	50 997
ES	990 306	978 081	974 039	961 984	968 189	947 621	925 994	129 936	125 180	112 920	97 600	79 826	59 413	43 214
FR	1 189 125	1 166 248	1 111 993	1 099 629	1 092 477	1 095 322	1 108 900	286 070	280 770	270 897	267 565	259 193	252 440	252 502
IT	1 116 589	1 076 253	1 042 977	1 014 953	982 668	991 450	1 022 642	14 443	13 676	14 846	24 808	15 698	16 587	18 675
CY	9 990	9 044	7 636	6 923	5 945	6 075	:	6 943	6 271	5 209	4 733	3 943	4 215	:
LV	79 473	73 403	67 991	63 524	57 850	50 539	41 381	8 347	12 294	8 159	5 548	3 141	2 907	2 878
LT	109 592	100 609	89 947	81 336	73 092	64 456	58 095	32 358	29 832	26 482	25 753	24 240	21 405	19 378
LU	:	1 640	:	:	:	1 404	949	:	634	:	:	:	814	724
HU	241 753	221 363	195 854	181 062	165 404	151 471	137 571	12 561	9 144	5 474	3 853	2 185	494	:
MT	4 397	5 094	4 131	4 068	3 366	2 969	:	689	1 182	817	739	620	:	:
NL	276 553	268 716	262 004	254 539	243 634	231 629	224 356	:	3 936	4 053	3 964	4 025	3 471	3 279
AT	127 206	121 778	117 881	137 222	133 122	126 534	121 674	16 817	17 191	17 541	17 008	16 372	16 062	14 819
PL	1 176 520	1 146 643	1 103 711	1 029 892	908 773	797 735	677 024	18 072	16 661	15 527	14 469	14 645	14 054	14 002
PT	221 496	226 860	226 114	221 042	211 221	199 444	197 073	2 766	2 898	3 928	7 092	11 812	20 131	42 082
RO	375 691	349 673	316 443	285 305	234 572	208 046	180 110	26 503	30 648	34 034	31 029	20 729	14 771	10 867
SI	59 367	57 037	57 085	51 323	47 010	44 341	37 617	27 608	26 900	26 077	23 570	20 098	17 409	11 597
SK	89 024	83 873	79 263	73 809	68 490	63 535	57 576	4 106	4 944	4 906	4 677	4 377	4 586	4 468
FI	160 104	156 012	153 520	150 585	145 099	141 879	133 803	72	190	1 218	3 777	8 886	19 051	25 095
SE	255 853	247 091	227 682	211 468	201 962	192 961	157 881	8 058	6 735	6 498	6 605	6 617	5 372	:
UK	1 282 015	1 278 980	1 237 795	1 127 606	1 091 854	1 106 973	1 020 867	342 145	455 084	424 997	374 976	353 245	362 426	328 655
IS	9 491	8 497	7 322	6 383	5 985	5 260	4 858	346	378	401	379	376	454	860
LI	:	:	:	:	:	:	:	:	:	:	:	:	:	:
NO	127 417	126 877	117 545	112 603	111 552	107 609	103 789	2 393	3 678	4 684	5 602	6 601	7 022	6 365
TR	816 602	793 045	694 372	656 005	404 032	580 596	:	216 727	228 703	171 868	167 399	83 923	168 174	:

Source: Eurostat, UOE.

Figures B3 and B6: Number of students in tertiary education, by level (ISCED 5B, 5A and 6), 1998-2004

FEMALES

	ISCED 5A							ISCED 6						
	2 004	2 003	2 002	2 001	2 000	1 999	1 998	2 004	2 003	2 002	2 001	2 000	1 999	1 998
EU-27	8 282 707	7 914 367	7 652 809	7 345 687	6 998 648	6 732 670	6 491 547	246 566	235 953	206 842	188 398	178 062	173 366	156 661
BE	90 994	88 225	85 267	83 135	81 628	82 904	84 204	2 731	2 505	2 435	2 022	2 093	2 014	:
BG	108 128	111 023	111 508	127 362	136 262	143 800	139 954	2 467	2 262	1 978	1 694	1 463	1 306	1 144
CZ	133 224	118 143	119 454	104 815	98 800	78 536	70 841	8 485	7 607	6 981	6 296	5 288	4 331	3 829
DK	110 136	107 509	102 033	99 270	52 287	53 463	49 592	2 199	2 008	2 000	1 601	1 933	1 686	1 716
DE	938 616	899 834	856 961	814 050	789 188	786 613	777 915	:	:	:	:	:	:	:
EE	24 321	22 677	30 251	28 585	25 475	22 398	18 414	885	873	849	812	684	577	469
IE	69 009	64 471	58 934	57 214	51 102	:	46 830	1 983	1 789	1 589	1 383	1 307	:	1 099
EL	200 614	188 888	181 108	162 535	144 096	140 045	135 750	7 921	8 279	5 820	4 807	839	707	753
ES	821 384	815 665	827 626	839 619	855 176	855 522	851 557	38 986	37 236	33 493	24 765	33 187	32 686	31 223
FR	855 290	839 918	796 205	788 127	789 203	798 261	810 989	47 765	45 560	44 891	43 937	44 081	44 621	45 409
IT	1 082 954	1 047 328	1 014 695	979 418	960 542	968 398	997 502	19 192	15 249	13 436	10 727	6 428	6 465	6 465
CY	2 947	2 732	2 391	2 151	2 002	1 860	:	100	41	36	39	-	-	-
LV	70 296	60 340	59 058	57 280	54 188	47 113	38 084	830	769	774	696	521	519	419
LT	75 774	69 506	62 258	54 444	47 739	42 079	38 000	1 460	1 271	1 207	1 139	1 113	972	717
LU	:	992	:	:	:	590	225	:	14	:	:	:	:	:
HU	225 881	208 982	187 406	174 461	161 423	149 254	135 956	3 311	3 237	2 974	2 748	1 796	1 723	1 615
MT	3 704	3 896	3 311	3 325	2 745	2 555	:	4	16	3	4	1	:	:
NL	273 654	262 080	255 549	247 236	237 695	225 887	221 077	2 899	2 700	2 402	3 339	1 914	2 271	:
AT	103 324	97 699	93 711	109 358	106 380	100 973	98 037	7 065	6 888	6 629	10 856	10 370	9 499	8 818
PL	1 143 195	1 115 474	1 075 311	1 004 108	884 415	775 401	656 200	15 253	14 508	12 873	11 315	9 713	8 280	6 822
PT	209 308	215 301	215 306	207 400	193 343	174 076	152 950	9 422	8 661	6 880	6 550	6 066	5 237	2 041
RO	339 907	305 378	282 409	254 276	213 843	193 275	169 243	9 281	13 647	:	:	:	:	:
SI	31 759	30 137	31 008	27 753	26 912	26 932	26 020	:	:	:	:	:	:	:
SK	81 116	74 578	71 164	66 149	61 399	56 364	50 950	3 802	4 351	3 193	2 983	2 714	2 585	2 158
FI	149 316	145 954	141 961	136 857	126 859	114 042	100 669	10 716	9 868	10 341	9 951	9 354	8 786	8 039
SE	237 219	230 309	211 548	195 700	186 377	178 858	151 133	10 576	10 047	9 636	9 163	8 968	8 731	6 748
UK	900 637	787 328	776 376	721 059	708 293	712 171	665 040	39 233	36 567	36 422	31 571	30 316	32 376	27 172
IS	9 118	8 095	6 900	5 985	5 603	4 798	3 993	27	24	21	19	6	8	5
LI	142	119	:	:	:	:	:	:	:	:	:	:	:	:
NO	123 167	121 452	110 926	105 169	103 947	99 424	96 370	1 857	1 747	1 935	1 832	1 004	1 163	1 054
TR	590 212	555 654	514 370	480 843	313 193	383 601	:	9 663	8 688	8 134	7 763	6 916	:	:

Source: Eurostat, UOE.

Figure B7a: Percentage of women in various fields of study in tertiary education (ISCED 5B, 5A and 6), 2003/04

	ISCED 5-6									ISCED 5B								
	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I
EU-27	75.0	65.9	57.3	37.5	24.0	47.5	74.6	52.6	:	80.2	60.7	60.6	30.0	18.3	41.5	82.6	54.9	:
BE	69.8	55.9	53.9	28.5	22.8	49.8	73.1	54.2	81.8	71.4	54.4	54.6	29.4	24.5	49.4	74.8	59.9	81.8
BG	67.6	61.5	58.8	49.6	32.2	43.4	64.5	45.1	54.8	74.8	32.6	65.3	-	26.0	38.1	81.3	62.0	-
CZ	73.8	61.7	59.1	35.4	20.3	53.2	74.9	38.8	16.3	100.0	54.9	68.2	31.3	16.7	55.7	86.7	69.2	-
DK	70.1	62.9	51.1	31.8	33.6	51.1	81.3	23.8	-	:	60.5	55.7	18.4	59.4	21.5	95.8	19.1	-
DE	68.6	65.2	47.7	33.8	18.9	46.3	73.0	54.3	59.6	84.3	64.3	54.8	22.5	7.2	16.4	80.6	55.2	60.3
EE	87.1	76.5	64.5	39.9	26.9	51.6	88.3	50.8	-	83.8	71.3	69.2	28.4	22.5	32.0	92.9	44.4	-
IE	83.3	65.0	58.4	41.2	16.7	39.6	78.6	51.1	56.5	90.2	65.2	61.3	36.2	9.7	28.8	88.3	47.5	58.6
EL	70.0	73.2	54.0	37.9	28.1	43.6	74.5	57.6	-	:	63.7	56.7	33.2	24.1	45.2	77.0	59.4	-
ES	78.8	61.9	59.2	35.9	27.7	45.3	76.2	59.9	47.2	96.0	57.2	70.7	24.4	17.5	18.9	81.5	58.4	-
FR	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
IT	86.8	73.5	56.6	48.7	27.1	43.1	64.8	47.3	59.4	-	65.9	-	-	-	-	-	-	-
CY	88.0	77.1	50.0	33.2	10.1	-	70.0	27.6	4.0	93.0	67.8	46.8	18.4	6.3	-	70.0	27.6	4.0
LV	88.0	78.2	64.8	33.5	20.9	44.5	84.2	52.0	-	84.1	67.6	66.7	15.3	10.7	13.5	93.2	35.4	-
LT	76.6	74.0	67.9	36.0	27.8	50.3	83.2	44.8	-	87.9	72.5	72.0	20.1	22.5	55.3	88.1	43.4	-
LU	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
HU	71.1	64.7	63.9	33.7	18.6	45.4	77.1	56.8	-	:	60.4	70.5	39.6	13.9	30.3	91.7	66.4	-
MT	78.0	57.8	53.1	33.3	26.9	44.0	65.3	44.0	-	84.0	57.9	48.2	-	-	42.9	70.2	41.7	-
NL	73.9	55.4	46.7	19.6	13.5	46.4	74.5	51.4	38.1	:	:	:	:	:	:	:	:	-
AT	73.9	65.2	54.9	34.6	20.6	61.2	67.6	52.9	66.0	77.8	75.6	76.4	22.6	15.0	-	85.2	81.7	-
PL	72.1	69.2	62.7	40.3	22.5	54.4	74.5	50.6	70.1	80.8	-	-	-	-	-	-	-	-
PT	83.6	63.2	59.8	49.2	26.7	54.7	76.6	50.5	-	-	56.7	63.8	23.4	16.6	51.9	80.4	53.4	-
RO	76.5	67.7	62.8	57.5	30.2	36.8	64.5	48.7	42.3	90.8	47.2	69.8	35.6	26.0	31.3	80.9	47.3	51.2
SI	80.3	74.7	63.8	30.3	23.7	53.7	78.7	43.6	-	97.1	78.6	63.7	16.9	19.6	49.6	87.2	43.7	-
SK	73.6	54.9	59.1	34.4	28.7	37.1	78.7	37.1	-	96.3	54.7	55.4	1.4	27.6	58.2	89.9	56.3	-
FI	80.7	71.1	63.3	41.3	18.5	50.6	83.9	67.6	-	55.6	65.9	77.4	:	10.2	:	33.3	57.1	-
SE	76.7	63.2	61.1	41.9	28.2	56.1	81.2	58.5	-	83.3	46.3	62.0	19.5	25.1	63.1	86.4	69.5	-
UK	73.8	62.2	55.5	36.1	18.9	61.6	78.9	67.4	59.7	74.1	61.7	56.9	38.8	16.2	55.1	86.0	69.0	61.0
IS	84.6	65.7	59.5	35.2	31.1	38.2	85.4	83.0	-	62.8	70.9	54.3	16.6	-	-	-	50.0	-
LI	-	34.1	24.8	-	28.9	-	-	-	-	-	-	-	-	-	-	-	-	-
NO	75.6	62.1	56.3	32.7	23.8	53.9	81.0	46.6	60.6	40.2	67.5	58.2	18.7	15.7	-	80.3	68.1	-
TR	52.9	43.6	43.2	40.3	18.9	37.2	61.6	31.4	-	:	20.6	50.7	40.2	15.4	49.4	71.6	32.5	-
	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I

A	Education	B	Humanities and art	C	Social sciences, business and law
D	Science, mathematics,computing	E	Engineering, manufacturing,construction	F	Agriculture and veterinary
G	Health and welfare	H	Services	I	Unknown

Source: Eurostat, UOE.

Figure B7a: Percentage of women in various fields of study in tertiary education (ISCED 5B, 5A and 6), 2003/04

	ISCED 5A									ISCED 6								
	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I
EU-27	74.5	66.9	57.1	38.0	24.7	48.6	72.4	52.1	:	63.9	54.8	49.4	42.5	27.7	48.6	58.2	39.1	:
BE	69.1	59.2	53.4	24.4	21.4	51.5	72.3	48.2	-	35.6	46.5	42.0	37.9	20.3	37.6	50.6	36.4	-
BG	67.2	61.8	58.4	49.7	32.7	43.6	59.7	43.0	54.8	70.0	63.0	57.2	47.9	36.6	52.0	51.4	24.3	-
CZ	73.6	63.5	58.6	34.9	20.6	54.7	71.5	30.3	23.3	66.2	50.2	43.8	38.9	19.6	39.4	43.6	35.6	-
DK	70.1	63.2	49.6	34.8	28.5	64.0	81.7	31.3	-	-	50.6	42.4	34.1	24.9	59.0	56.4	-	-
DE	65.9	65.2	46.9	34.0	21.1	53.0	65.3	53.7	58.0	:	:	:	:	:	:	:	:	:
EE	89.1	78.4	61.7	43.8	28.9	52.5	81.9	60.8	-	82.0	58.9	54.8	44.6	35.2	48.5	77.1	53.5	-
IE	83.1	65.3	57.4	42.4	21.1	46.7	76.8	60.7	53.2	58.3	52.8	53.0	45.2	24.5	47.4	62.0	-	41.8
EL	70.8	74.3	53.0	38.5	35.3	40.4	59.5	49.2	-	56.3	58.7	45.7	35.3	31.1	37.0	56.5	36.5	-
ES	77.6	63.6	58.3	37.6	29.9	46.2	76.6	61.1	-	65.2	54.9	49.5	47.1	29.1	44.7	62.2	38.1	47.2
FR	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
IT	86.8	74.4	56.7	48.6	27.0	42.7	64.9	47.3	59.4	72.5	59.4	50.9	51.4	34.2	53.1	62.1	52.6	69.6
CY	83.7	86.6	72.6	60.2	50.0	-	-	-	-	71.4	65.9	40.4	45.9	20.0	-	-	-	-
LV	88.2	79.2	64.5	34.3	22.8	47.5	84.4	57.2	-	80.8	75.9	59.8	46.7	33.5	59.4	59.4	64.1	-
LT	74.6	74.5	65.8	37.1	29.9	46.9	80.8	46.4	-	:	67.4	65.8	53.7	33.4	55.0	60.2	-	-
LU	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
HU	71.2	65.2	63.7	33.4	18.7	45.5	77.7	55.2	-	31.9	56.3	43.6	33.6	25.7	44.9	49.1	17.2	-
MT	77.0	58.2	54.1	34.5	27.0	50.0	63.4	100.0	-	33.3	-	-	-	-	-	75.0	-	-
NL	73.9	55.4	46.7	19.6	13.5	46.4	74.5	51.4	24.0	:	:	:	:	:	:	:	:	:
AT	71.7	65.9	55.2	34.8	21.6	62.0	62.9	44.9	68.9	66.0	56.0	48.3	35.5	21.9	56.6	57.8	25.8	36.4
PL	71.3	70.0	62.9	39.9	22.4	54.1	75.0	50.6	70.1	:	55.1	46.0	51.7	28.0	59.5	58.7	40.5	-
PT	84.1	63.3	60.1	49.0	26.5	54.7	76.9	50.5	-	73.0	63.1	51.0	54.8	33.7	55.3	61.6	49.7	-
RO	54.5	68.3	62.7	59.4	30.1	37.6	64.4	48.9	41.8	:	53.3	50.9	53.5	50.8	33.3	53.6	-	-
SI	77.6	74.7	63.8	36.6	29.1	58.2	65.9	42.1	-	:	:	:	:	:	:	:	:	:
SK	73.6	55.3	59.9	33.8	28.9	37.3	78.4	36.6	-	64.5	51.5	42.5	41.9	26.3	31.5	49.8	26.2	-
FI	81.3	72.0	64.0	40.9	17.9	50.2	84.5	67.8	-	75.3	61.4	54.4	45.8	26.5	55.8	73.3	55.4	-
SE	76.8	64.3	61.4	43.9	28.3	54.7	83.2	53.6	-	68.0	53.3	48.7	39.1	28.7	54.7	60.7	60.0	-
UK	74.3	62.9	55.5	35.6	19.1	65.0	74.8	67.1	57.3	59.4	49.9	50.3	37.6	21.2	49.3	55.0	44.1	49.2
IS	86.5	65.6	59.8	37.8	31.0	38.2	85.6	83.5	-	55.6	66.7	50.0	28.6	60.0	-	50.0	-	-
LI	-	34.1	24.8	-	28.9	-	-	-	-	-	-	-	-	-	-	-	-	-
NO	75.8	62.4	56.3	32.8	24.2	54.3	81.5	45.6	60.6	64.8	50.0	50.1	34.6	18.8	51.9	55.8	30.6	-
TR	53.0	54.2	40.4	40.3	22.4	29.1	58.3	28.9	-	40.6	35.5	33.5	41.4	31.5	41.9	56.3	50.2	-
	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I

A	Education	B	Humanities and art	C	Social sciences, business and law
D	Science, mathematics,computing	E	Engineering, manufacturing,construction	F	Agriculture and veterinary
G	Health and welfare	H	Services	I	Unknown

Source: Eurostat, UOE.

Figure B8: Percentage of students (ISCED 5B, 5A and 6) in 'science, mathematics and computing' and in 'engineering, manufacturing and construction', by sex, 2003/04

	ISCED 5-6			ISCED 5B			ISCED 5A			ISCED 6		
	All students	Males	Females	All students	Males	Females	All students	Males	Females	All students	Males	Females
EU-27	25.9	40.1	14.1	22.5	42.3	8.6	26.0	39.6	14.5	38.1	46.0	29.2
BE	20.7	33.5	9.8	22.9	35.7	11.7	17.5	30.3	7.1	44.0	48.7	36.8
BG	27.2	36.9	18.4	26.3	45.4	12.0	27.0	36.1	18.6	38.7	46.5	31.3
CZ	30.3	46.9	14.7	14.2	34.0	4.7	30.4	46.7	14.8	50.9	57.9	38.8
DK	19.5	31.1	11.0	26.4	30.6	21.9	17.9	30.5	9.4	38.2	47.5	25.9
DE	30.4	44.3	16.1	17.8	41.4	2.6	32.6	44.6	19.2	:	:	:
EE	22.0	38.7	11.7	18.0	36.5	7.1	23.6	39.3	13.8	41.6	52.3	32.3
IE	28.7	44.8	15.5	32.3	50.4	13.0	26.3	41.3	15.3	55.2	62.3	46.9
EL	31.8	44.0	20.4	31.6	46.6	16.1	30.6	41.1	21.5	56.2	63.4	46.2
ES	30.8	46.0	17.9	37.6	60.9	15.0	29.9	44.0	18.2	25.8	31.6	20.2
FR	:	:	:	:	:	:	:	:	:	:	:	:
IT	23.9	35.9	14.5	-	-	-	23.8	35.9	14.3	44.7	51.2	38.4
CY	17.0	24.1	9.6	14.9	22.2	5.1	24.1	39.8	19.0	44.6	49.0	40.0
LV	16.5	32.3	7.0	17.3	33.9	3.7	16.3	31.9	7.2	30.5	43.5	21.1
LT	25.7	45.0	12.7	21.7	44.5	7.8	26.9	45.0	14.5	40.6	52.5	31.2
LU	:	:	:	:	:	:	:	:	:	:	:	:
HU	18.6	33.4	7.6	17.0	34.8	6.0	18.4	33.2	7.4	33.9	40.4	24.9
MT	14.8	23.7	7.8	1.7	4.4	0.0	17.1	26.7	9.3	-	-	-
NL	16.0	27.4	5.1	:	:	:	16.0	27.4	5.1	:	:	:
AT	24.6	38.2	12.6	21.1	52.5	5.1	24.6	36.9	13.4	29.6	38.4	19.2
PL	21.5	35.5	10.8	-	-	-	21.5	35.5	10.8	35.7	42.1	28.6
PT	29.5	45.2	17.2	26.6	47.1	9.4	29.3	45.3	16.8	33.8	40.6	28.0
RO	26.9	38.8	17.3	35.5	60.7	16.9	26.3	37.7	17.0	26.1	25.9	26.3
SI	21.9	38.0	9.7	22.7	39.2	8.2	21.1	36.5	11.0	:	:	:
SK	26.4	39.9	15.0	3.3	12.6	0.7	26.5	40.0	15.0	39.0	44.5	31.0
FI	38.3	61.4	18.2	37.1	60.9	8.3	38.2	61.9	17.6	40.3	54.2	26.7
SE	26.4	43.6	14.7	38.3	56.8	18.2	25.0	42.2	13.9	42.2	53.0	30.2
UK	23.8	38.7	12.5	14.1	30.4	6.4	25.4	39.5	13.8	41.3	50.1	30.0
IS	15.8	29.7	8.2	23.3	38.5	7.8	15.4	29.1	8.2	23.5	29.2	18.5
LI	28.0	27.2	30.3	-	-	-	28.0	27.2	30.3	-	-	-
NO	17.1	30.0	8.4	13.7	25.1	4.3	16.7	29.4	8.2	42.5	52.5	29.0
TR	21.6	27.3	13.7	31.4	41.2	15.8	17.5	21.1	12.6	33.3	35.0	30.7

Source: Eurostat, UOE.

Figure B9: Participation rates in tertiary education (ISCED 5-6) by age and sex, 2003/04

	TOTAL								MALES								FEMALES							
Ages	18	20	22	24	26	28	30-34	35-39	18	20	22	24	26	28	30-34	35-39	18	20	22	24	26	28	30-34	35-39
EU-27	14.5	33.8	28.5	18.7	11.5	7.2	4.1	1.9	11.6	28.5	25.8	18.0	11.3	7.0	3.7	1.7	17.5	39.4	31.3	19.4	11.6	7.3	4.5	2.1
BE	35.3	47.9	31.1	14.3	7.7	5.1	2.5	1.4	27.8	40.9	29.4	14.5	7.9	5.2	2.6	1.4	43.1	55.2	32.8	14.2	7.6	5.0	2.4	1.4
BG	6.1	28.5	26.5	16.1	8.5	4.4	2.3	1.1	4.0	26.6	25.7	15.1	8.3	4.1	2.0	1.0	8.4	30.6	27.3	17.2	8.6	4.7	2.6	1.2
CZ	4.2	34.0	25.5	16.1	8.3	4.4	2.6	1.2	2.6	30.4	24.1	16.5	8.7	4.7	2.6	1.1	5.9	37.8	26.9	15.8	7.8	4.1	2.6	1.3
DK	0.3	12.5	31.1	33.3	25.6	15.9	6.8	3.3	0.3	9.8	24.7	27.2	22.7	14.8	6.1	2.5	0.3	15.2	37.6	39.6	28.5	17.0	7.4	4.2
DE	2.6	18.4	23.2	22.1	17.3	10.9	4.4	1.6	0.8	13.1	22.1	23.1	19.3	12.7	4.9	1.8	4.5	23.9	24.4	21.0	15.2	9.0	3.8	1.5
EE	13.5	39.6	31.2	18.0	13.8	10.9	6.5	8.0	9.2	30.8	26.1	15.4	11.5	8.3	4.3	4.2	18.0	48.7	36.6	20.7	16.2	13.5	8.8	11.6
IE	37.0	41.7	22.1	9.6	6.2	4.4	7.1	:	29.6	36.0	21.4	9.2	5.8	3.9	6.3	:	44.7	47.4	22.8	9.9	6.6	4.9	7.9	:
EL	56.4	60.2	38.3	23.7	17.7	10.8	0.8	0.1	48.1	50.6	36.6	24.0	18.0	11.5	0.9	0.1	65.3	70.7	40.2	23.4	17.3	10.1	0.7	0.1
ES	27.7	37.7	31.8	20.0	12.2	7.2	3.3	1.8	21.8	31.0	27.8	18.9	12.0	7.1	3.3	1.9	33.9	44.7	36.0	21.1	12.3	7.3	3.3	1.8
FR	26.6	40.8	29.4	15.4	7.9	4.4	4.4	:	21.4	36.0	26.7	14.4	7.4	4.1	3.9	:	32.0	45.7	32.3	16.5	8.3	4.6	4.8	:
IT	5.9	36.0	30.3	20.4	11.7	6.9	2.9	2.5	5.1	30.0	25.6	17.9	10.4	6.2	2.6	2.5	6.8	42.3	35.1	23.0	13.0	7.7	3.2	2.5
CY	17.9	17.6	20.0	11.0	8.0	2.5	1.2	0.3	11.3	14.7	25.1	14.9	9.6	2.9	1.4	0.4	25.1	20.7	14.6	7.1	6.2	2.1	1.1	0.2
LV	14.7	39.9	32.2	20.2	13.4	10.1	8.2	5.6	11.4	32.7	26.4	17.3	11.2	7.4	5.4	3.2	18.1	47.3	38.3	23.1	15.6	12.8	11.0	7.8
LT	12.1	49.7	35.7	20.3	14.2	11.2	6.4	3.2	9.1	41.6	29.8	16.9	11.2	8.2	4.3	2.2	15.1	58.2	41.9	23.9	17.2	14.1	8.5	4.2
LU	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
HU	13.0	34.9	30.6	18.3	11.5	8.3	4.9	3.2	10.8	29.2	26.7	16.8	10.3	6.8	3.9	2.3	15.3	40.7	34.6	19.9	12.7	9.7	6.0	4.2
MT	1.2	21.3	18.8	6.8	3.7	2.8	4.1	:	0.9	16.5	14.6	6.0	4.0	2.6	4.1	:	1.4	26.6	23.2	7.6	3.4	3.1	4.1	:
NL	19.2	32.6	31.7	20.3	10.5	5.5	2.2	1.4	16.3	28.9	31.3	21.9	11.8	6.0	2.3	1.3	22.1	36.6	32.2	18.6	9.1	5.0	2.0	1.4
AT	5.1	21.0	22.7	18.2	12.6	8.2	3.7	1.5	1.9	16.0	21.5	18.5	13.7	8.9	4.2	1.6	8.4	26.1	23.9	17.9	11.6	7.5	3.2	1.4
PL	0.8	41.0	41.1	23.4	9.3	5.1	7.6	:	0.6	34.4	35.9	23.2	9.1	4.5	5.1	:	1.0	47.8	46.5	23.7	9.5	5.7	10.2	:
PT	18.9	30.0	28.6	18.1	11.0	6.9	3.6	1.9	13.8	23.3	23.8	17.5	11.1	6.9	3.5	1.8	24.2	37.0	33.6	18.8	10.8	6.9	3.7	2.1
RO	12.6	30.2	23.4	13.6	7.4	5.1	1.7	2.4	10.3	25.7	21.3	12.8	6.9	4.7	1.5	2.2	14.9	34.9	25.7	14.4	8.0	5.6	1.9	2.6
SI	4.8	47.4	41.8	29.0	13.7	8.2	4.4	3.0	3.7	39.4	33.7	23.6	12.4	7.4	4.1	2.6	5.9	55.7	50.6	34.8	15.1	9.1	4.8	3.5
SK	3.0	28.1	23.3	12.1	6.2	4.1	2.1	1.4	2.8	25.1	20.7	12.1	6.2	3.7	1.7	1.1	3.3	31.3	25.9	12.0	6.3	4.5	2.5	1.8
FI	0.4	32.2	45.8	39.5	26.1	17.7	9.3	5.4	0.4	27.6	40.3	38.7	25.6	16.9	8.7	4.6	0.4	37.0	51.5	40.3	26.6	18.4	10.0	6.3
SE	1.0	23.9	34.7	31.0	20.5	14.0	8.4	5.8	1.0	19.8	29.8	28.1	18.9	12.6	6.6	3.6	1.1	28.3	39.7	34.0	22.3	15.5	10.3	8.1
UK	22.8	33.7	17.6	11.0	8.1	6.4	4.6	3.8	19.7	30.1	17.0	10.0	7.1	5.4	4.0	2.9	26.2	37.4	18.2	11.9	9.1	7.3	5.3	4.6
IS	0.2	16.8	32.0	27.9	20.4	13.8	8.7	5.8	0.2	14.7	26.2	22.1	16.6	9.0	5.5	3.3	0.2	18.8	38.0	33.8	24.3	18.6	12.0	8.4
LI	1.2	5.9	9.0	12.9	7.8	6.8	2.8	1.1	1.9	7.2	10.5	18.8	12.9	11.0	4.3	1.7	0.5	4.8	7.4	6.5	1.9	3.3	1.3	0.4
NO	0.4	28.8	34.6	27.6	19.2	12.7	6.9	4.9	0.3	21.3	28.8	25.5	18.0	11.6	5.6	3.3	0.5	36.7	40.5	29.6	20.4	13.7	8.2	6.6
TR	13.2	20.8	15.6	8.2	4.9	3.3	1.8	1.1	13.9	22.7	18.0	9.7	5.8	3.9	2.2	1.5	12.4	18.9	13.0	6.6	3.9	2.6	1.3	0.7

Source: Eurostat, UOE.

Figure B9a and B10: Distribution by age and sex of full-time and part-time students in tertiary education (ISCED 5-6), 2003/04

	TOTAL									MALES									FEMALES								
	All students			Full-time students			Part-time students			All students			Full-time students			Part-time students			All students			Full-time students			Part-time students		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
EU-27	22.1	19.0	30.1	21.5	18.7	27.0	27.2	21.1	39.4	22.3	19.1	29.7	21.8	18.9	27.4	26.7	21.1	38.6	21.9	18.9	30.3	21.2	18.6	26.7	27.6	21.1	39.8
BE	20.7	18.3	26.8	20.0	18.1	23.3	26.6	21.8	38.5	21.0	18.4	27.7	20.3	18.2	23.8	26.8	22.0	38.3	20.4	18.2	26.1	19.8	18.0	22.9	26.4	21.7	38.7
BG	21.6	19.0	26.6	21.0	18.8	24.2	24.3	20.2	32.7	21.7	19.1	26.4	21.0	18.8	24.0	25.2	21.1	33.1	21.6	18.9	26.9	20.9	18.7	24.4	23.5	19.7	32.4
CZ	21.9	19.2	27.5	21.7	19.2	26.8	28.7	24.0	33.5	22.2	19.4	27.7	22.1	19.4	27.2	28.8	24.0	33.5	21.7	19.1	27.3	21.5	19.1	26.5	28.7	23.9	33.5
DK	25.3	21.5	34.4	25.0	21.5	33.2	34.6	25.7	41.8	25.4	21.6	33.5	25.1	21.5	32.6	33.7	25.7	41.5	25.1	21.5	35.4	24.9	21.4	33.8	35.3	25.7	42.0
DE	23.8	20.2	31.0	23.8	20.2	31.0	24.5	19.8	32.7	24.5	20.9	31.8	24.5	20.9	31.7	25.3	21.3	32.8	23.1	19.7	30.1	23.1	19.7	30.0	22.9	18.8	32.5
EE	22.0	18.9	31.7	21.2	18.7	27.9	30.1	23.2	36.7	21.8	18.9	29.0	21.2	18.8	26.8	28.3	22.4	35.8	22.2	18.9	33.0	21.2	18.7	28.7	31.0	23.7	36.9
IE	20.3	18.0	27.6	20.0	18.0	24.1	26.8	17.7	32.2	20.5	18.1	27.5	20.1	18.0	24.2	27.8	19.2	32.4	20.2	17.9	27.8	19.9	18.0	24.1	26.1	17.6	32.1
EL	20.7	18.2	25.1	20.7	18.2	25.1	-	-	-	21.0	18.3	25.5	21.0	18.3	25.5	-	-	-	20.4	18.1	24.7	20.4	18.1	24.7	-	-	-
ES	22.0	18.8	28.5	21.6	18.6	26.5	31.5	24.8	40.6	22.4	19.0	29.4	21.9	18.8	27.0	32.6	25.6	40.9	21.7	18.6	27.8	21.3	18.5	25.9	30.5	24.2	40.2
FR	20.7	18.3	25.6	20.7	18.3	25.6	-	-	-	20.8	18.4	25.7	20.8	18.4	25.7	-	-	-	20.6	18.2	25.5	20.6	18.2	25.5	-	-	-
IT	22.2	19.1	28.6	22.2	19.1	28.6	-	-	-	22.4	19.2	29.0	22.4	19.2	29.0	-	-	-	22.1	19.1	28.2	22.1	19.1	28.2	-	-	-
CY	20.8	18.3	24.4	20.6	18.2	23.9	23.4	21.7	28.9	21.6	19.2	24.9	21.3	19.0	24.6	23.1	21.3	28.4	20.3	17.9	23.5	20.1	17.8	22.7	23.7	22.1	29.6
LV	22.7	19.0	35.7	21.0	18.6	28.6	29.9	21.7	40.4	22.1	18.9	32.1	20.9	18.6	26.3	28.0	21.4	38.8	23.2	19.1	37.7	21.1	18.6	30.6	30.9	21.9	40.9
LT	21.5	18.8	30.1	20.1	18.4	23.0	26.5	21.2	35.6	21.3	18.7	28.4	20.0	18.4	22.9	25.9	21.0	34.4	21.7	18.8	31.1	20.1	18.4	23.2	26.9	21.3	36.3
LU	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
HU	22.5	19.1	31.0	20.5	18.5	23.3	27.0	22.2	36.7	22.4	19.2	29.5	20.7	18.5	23.7	26.7	22.2	35.4	22.6	19.1	32.0	20.3	18.4	23.0	27.2	22.1	37.4
MT	21.3	19.0	28.1	20.7	18.9	23.9	28.6	23.6	32.4	21.6	19.1	29.2	20.9	18.9	24.9	29.1	24.3	32.5	21.1	19.0	27.0	20.6	18.8	23.4	27.9	23.2	32.3
NL	21.7	18.6	28.5	20.9	18.3	24.3	31.8	24.4	41.2	22.0	18.8	28.3	21.3	18.5	24.7	31.5	24.8	41.0	21.4	18.5	28.7	20.6	18.2	23.8	32.1	24.2	41.4
AT	23.2	19.7	31.2	:	:	:	:	:	:	23.9	20.3	32.0	:	:	:	:	:	:	22.5	19.3	30.1	:	:	:	:	:	:
PL	21.6	19.3	26.3	20.7	18.9	23.1	23.2	20.1	30.4	21.7	19.3	25.6	20.9	19.0	23.4	23.1	20.1	29.5	21.5	19.2	27.2	20.6	18.9	22.9	23.3	20.1	30.9
PT	22.2	19.0	29.9	22.2	19.0	29.9	-	-	-	22.7	19.2	30.2	22.7	19.2	30.2	-	-	-	21.8	18.8	29.7	21.8	18.8	29.7	-	-	-
RO	21.4	18.6	26.9	20.8	18.5	24.8	24.8	19.9	33.2	21.5	18.7	27.0	21.0	18.6	25.0	24.7	20.0	33.3	21.2	18.6	26.9	20.7	18.4	24.6	24.8	19.9	33.1
SI	22.1	19.2	28.8	21.0	18.9	23.8	26.7	21.2	37.4	22.2	19.3	29.2	21.0	18.9	23.9	26.9	21.4	37.3	22.0	19.2	28.5	21.0	18.9	23.7	26.6	21.0	37.5
SK	21.6	19.1	27.5	20.5	18.7	22.9	25.9	21.1	36.3	21.6	19.1	26.8	20.7	18.8	23.2	26.0	21.4	35.8	21.6	19.1	28.2	20.4	18.7	22.7	25.9	21.0	36.6
FI	24.2	20.4	35.6	22.8	20.2	28.9	27.5	21.1	39.6	24.2	20.4	34.0	23.1	20.6	28.1	26.4	20.0	38.3	24.2	20.4	36.9	22.6	19.9	29.9	28.8	22.8	40.5
SE	25.5	20.8	39.1	23.6	20.4	33.4	29.1	21.9	41.0	24.7	20.7	35.8	23.3	20.3	30.9	27.3	21.7	39.8	26.3	20.9	39.9	23.8	20.4	35.3	30.8	22.0	41.4
UK	22.9	18.6	39.6	20.1	18.1	26.5	35.1	24.1	42.0	22.2	18.5	38.3	20.1	18.1	25.6	34.2	23.7	41.9	23.7	18.6	40.1	20.1	18.1	27.4	35.7	24.4	42.1
IS	25.6	21.2	39.1	23.9	20.8	33.9	33.6	25.1	41.8	24.5	20.9	35.8	23.4	20.6	31.4	31.7	24.4	41.2	26.4	21.3	39.7	24.3	20.9	35.6	34.6	25.5	41.9
LI	24.9	21.1	32.3	-	-	-	24.9	21.1	32.3	25.1	21.3	32.2	-	-	-	25.1	21.3	32.2	24.5	20.8	32.8	-	-	-	24.5	20.8	32.8
NO	25.0	20.5	39.0	23.6	20.2	34.4	31.7	23.1	41.5	24.7	20.7	36.5	23.7	20.4	32.5	30.2	23.1	41.0	25.4	20.4	39.7	23.5	20.0	36.1	32.7	23.1	41.7
TR	20.9	18.3	26.7	20.9	18.3	26.7	-	-	-	21.1	18.3	27.4	21.1	18.3	27.4	-	-	-	20.6	18.2	25.8	20.6	18.2	25.8	-	-	-

A Median age **B** Centile 15 **C** Centile 85

Source: Eurostat, UOE.

Figures B9b and B10a: Distribution by age and sex of full-time and part-time students in tertiary education (ISCED 5B, 5A and 6), 2003/04

TOTAL

	ISCED 5B									ISCED 5A									ISCED 6								
	All students			Full-time students			Part-time students			All students			Full-time students			Part-time students			All students			Full-time students			Part-time students		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
EU-27	21.2	18.5	33.3	20.2	18.3	25.4	31.8	21.9	41.5	22.1	19.0	29.3	21.6	18.8	27.1	26.9	21.2	38.7	28.2	24.0	37.7	27.3	23.6	33.8	32.4	25.7	41.1
BE	20.5	18.3	28.2	19.6	18.1	21.8	26.6	21.6	38.7	20.6	18.1	25.0	20.4	18.1	24.1	26.4	22.5	37.3	28.0	24.2	38.2	28.7	24.5	38.8	26.7	23.6	36.1
BG	20.7	18.7	27.0	20.0	18.5	23.6	23.8	19.9	33.3	21.6	19.0	26.2	21.0	18.8	24.0	24.1	20.2	32.1	28.9	25.3	39.0	27.1	24.6	32.0	34.5	27.8	41.6
CZ	19.6	18.1	23.4	19.5	18.1	22.4	28.8	24.0	33.5	21.9	19.4	26.7	21.7	19.3	26.0	28.7	23.9	33.5	27.1	24.1	35.8	27.1	24.1	35.8	-	-	-
DK	26.3	21.6	38.3	24.1	20.9	31.1	33.5	25.1	41.5	25.0	21.5	33.5	24.9	21.5	33.1	38.1	28.8	42.4	29.6	27.3	39.4	31.8	27.3	39.4	-	-	-
DE	22.6	19.0	31.4	22.2	18.8	31.0	24.5	19.8	32.7	24.0	20.5	31.0	24.0	20.5	31.0	-	-	-	:	:	:	:	:	:	:	:	:
EE	21.8	19.0	32.8	21.0	18.7	28.6	30.6	23.0	36.9	21.9	18.8	30.3	21.1	18.6	26.6	29.8	23.4	36.5	29.2	25.3	36.4	29.8	25.3	36.4	36.5	34.8	38.3
IE	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
EL	19.9	17.9	23.5	19.9	17.9	23.5	-	-	-	21.0	18.3	25.2	21.0	18.3	25.2	-	-	-	27.9	25.0	32.4	27.9	25.0	32.4	-	-	-
ES	20.5	18.5	24.6	20.5	18.5	24.4	27.5	22.7	36.5	22.1	18.8	28.5	21.6	18.6	26.1	31.5	24.8	40.6	28.2	24.1	39.1	27.9	24.0	38.6	34.4	26.5	41.8
FR	19.7	18.1	22.6	19.7	18.1	22.6	-	-	-	20.9	18.3	25.4	20.9	18.3	25.4	-	-	-	26.4	23.1	31.7	26.4	23.1	31.7	-	-	-
IT	29.1	18.3	32.6	29.3	18.3	32.6	-	-	-	22.2	19.1	28.5	22.2	19.1	28.5	-	-	-	:	:	:	:	:	:	:	:	:
CY	20.9	18.5	24.5	20.8	18.4	23.8	23.4	21.7	28.9	19.8	17.8	23.0	19.8	17.8	23.0	-	-	-	27.9	24.2	37.2	27.9	24.2	37.2	-	-	-
LV	23.5	19.0	39.6	20.3	18.5	30.5	31.8	21.2	41.4	22.5	19.0	34.7	21.0	18.6	28.2	29.5	21.8	40.2	29.2	25.6	39.4	29.8	25.6	39.5	30.0	25.6	39.4
LT	21.5	18.8	31.4	19.7	18.4	22.0	26.4	21.0	36.0	21.5	18.8	29.4	20.1	18.4	22.9	26.6	21.3	35.4	26.9	24.3	33.4	26.9	24.3	33.2	27.7	25.0	39.4
LU	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
HU	19.6	18.1	23.5	19.2	18.0	20.9	25.3	20.2	35.8	22.6	19.2	31.2	20.6	18.5	23.2	27.0	22.2	36.7	26.5	23.9	35.2	25.7	23.6	30.8	28.7	24.7	40.1
MT	24.0	19.8	31.3	21.0	19.0	27.0	28.0	23.4	32.3	21.0	19.0	26.5	20.7	18.8	23.8	29.0	23.8	32.5	31.2	29.2	33.2	31.5	29.8	33.3	31.0	29.0	33.1
NL	:	:	:	:	:	:	:	:	:	21.7	18.6	28.4	20.9	18.3	24.3	32.5	24.5	41.4	26.8	24.1	31.0	-	-	-	26.8	24.1	31.0
AT	21.6	19.1	29.3	:	:	:	:	:	:	22.9	19.6	30.2	:	:	:	:	:	:	29.1	25.0	38.5	29.3	25.0	38.5	29.0	26.3	36.0
PL	20.2	18.7	23.2	19.9	18.6	21.5	22.0	19.2	31.9	21.6	19.3	26.3	20.7	18.9	23.2	23.2	20.1	30.4	:	:	:	:	:	:	:	:	:
PT	23.5	19.5	32.7	23.5	19.5	32.7	-	-	-	22.0	18.9	28.9	22.0	18.9	28.9	-	-	-	29.0	24.2	39.6	29.0	24.2	39.6	-	-	-
RO	20.9	18.6	28.0	20.6	18.5	26.4	26.5	20.3	35.2	21.3	18.6	26.3	20.9	18.5	24.7	23.9	19.6	31.5	29.1	25.6	36.8	:	:	:	29.5	25.6	36.8
SI	22.7	19.6	33.1	20.8	19.0	23.2	27.1	21.4	37.8	21.7	19.0	25.6	21.2	18.8	24.0	26.1	20.4	35.7	:	:	:	:	:	:	:	:	:
SK	23.2	19.0	38.1	19.7	18.5	21.7	32.3	24.6	41.0	21.3	19.0	26.3	20.5	18.7	22.8	25.2	20.8	34.7	26.8	23.7	38.6	24.5	23.0	26.8	28.0	24.4	40.0
FI	27.1	19.0	37.9	27.1	19.0	37.9	:	:	:	23.8	20.3	33.6	22.8	20.2	28.9	26.3	20.6	38.0	34.3	27.5	42.0	:	:	:	35.3	27.5	42.0
SE	24.9	19.8	36.7	24.7	19.7	36.4	29.3	22.2	40.0	25.1	20.7	38.9	23.3	20.3	32.8	28.6	21.7	40.9	29.6	26.2	41.2	29.3	25.7	38.2	35.4	27.5	42.0
UK	29.9	20.5	41.9	21.9	18.3	36.3	36.8	23.8	42.3	21.2	18.3	36.0	19.9	18.0	24.7	34.0	24.0	41.8	29.0	23.5	40.3	25.8	22.6	34.5	33.7	25.9	41.8
IS	29.1	23.0	40.5	26.1	21.7	34.9	35.7	26.9	42.0	25.3	21.1	38.9	23.8	20.7	33.8	33.4	24.9	41.7	30.0	27.7	41.6	33.2	28.5	40.3	37.8	27.4	42.4
LI	:	:	:	:	:	:	:	:	:	24.9	21.1	32.3	-	-	-	24.9	21.1	32.3	:	:	:	:	:	:	:	:	:
NO	25.5	20.8	39.4	23.9	20.5	36.2	36.6	25.8	42.2	24.9	20.5	38.8	23.5	20.1	34.0	31.5	23.0	41.4	29.8	27.7	41.1	32.9	27.8	40.9	33.4	27.6	41.4
TR	20.3	17.7	29.6	20.3	17.7	29.6	-	-	-	21.0	18.5	25.8	21.0	18.5	25.8	-	-	-	27.6	24.6	33.9	27.6	24.6	33.9	-	-	-

A Median age B Centile 15 C Centile 85

Source: Eurostat, UOE.

Figures B9b and B10a: Distribution by age and sex of full-time and part-time students in tertiary education (ISCED 5B, 5A and 6), 2003/04

MALES

	ISCED 5B									ISCED 5A									ISCED 6								
	All students			Full-time students			Part-time students			All students			Full-time students			Part-time students			All students			Full-time students			Part-time students		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
EU-27	21.1	18.5	31.2	20.3	18.3	25.0	30.0	21.7	41.0	22.3	19.1	29.0	21.9	19.0	27.3	26.1	21.0	37.3	28.4	24.1	37.8	27.5	23.8	34.0	32.2	25.6	41.0
BE	20.9	18.5	28.7	19.8	18.2	21.9	26.6	21.7	38.2	20.8	18.2	25.7	20.6	18.1	24.6	27.3	23.1	38.8	28.7	24.4	39.2	29.6	24.7	39.6	27.1	23.8	37.7
BG	20.8	18.7	26.2	20.0	18.5	23.5	24.4	20.7	32.8	21.6	19.1	26.0	21.0	18.9	23.9	25.0	21.0	32.5	29.1	25.5	39.9	27.1	24.6	32.4	35.1	28.1	41.8
CZ	19.8	18.3	24.0	19.6	18.2	22.3	28.8	24.0	33.5	22.0	19.4	26.6	21.8	19.4	26.0	28.8	23.9	33.5	27.1	24.1	35.7	27.1	24.1	35.7	-	-	-
DK	26.3	21.6	37.2	24.5	21.1	31.5	33.4	25.4	41.4	25.1	21.6	32.6	25.0	21.5	32.3	35.6	27.4	42.0	29.4	26.9	39.0	31.2	26.9	39.0	-	-	-
DE	24.8	20.9	32.5	24.7	20.7	32.4	25.3	21.3	32.8	24.5	20.9	31.6	24.5	20.9	31.6	-	-	-	:	:	:	:	:	:	:	:	:
EE	21.5	19.0	28.7	20.9	18.8	25.7	27.7	21.9	35.9	21.8	18.9	28.5	21.2	18.7	26.2	28.7	22.9	35.7	29.0	25.2	36.2	29.0	25.2	36.2	36.5	34.8	38.3
IE	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
EL	20.1	18.0	24.0	20.1	18.0	24.0	-	-	-	21.3	18.5	25.5	21.3	18.5	25.5	-	-	-	27.9	25.0	32.4	27.9	25.0	32.4	-	-	-
ES	20.6	18.6	24.7	20.6	18.5	24.6	26.9	23.0	33.8	22.6	19.0	29.4	22.0	18.8	26.7	32.6	25.6	40.9	29.0	24.3	39.9	28.9	24.2	39.6	35.1	26.9	41.9
FR	19.5	18.1	21.8	19.5	18.1	21.8	-	-	-	21.2	18.5	25.7	21.2	18.5	25.7	-	-	-	26.7	23.3	31.8	26.7	23.3	31.8	-	-	-
IT	29.1	18.4	32.7	29.6	18.4	32.7	-	-	-	22.4	19.2	29.0	22.4	19.2	29.0	-	-	-	:	:	:	:	:	:	:	:	:
CY	21.5	19.1	24.7	21.3	19.0	24.2	23.1	21.3	28.4	21.5	19.2	25.9	21.5	19.2	25.9	-	-	-	29.2	25.3	38.9	29.8	25.3	38.9	-	-	-
LV	22.0	18.9	36.0	20.1	18.5	24.0	29.2	20.9	40.2	22.0	18.9	31.3	21.0	18.6	26.3	27.6	21.5	38.1	29.2	25.6	39.4	29.7	25.6	39.2	30.5	25.6	39.8
LT	21.0	18.7	28.9	19.7	18.4	21.7	25.5	20.7	34.6	21.3	18.7	28.0	20.2	18.5	22.9	26.0	21.1	34.2	26.2	24.0	31.8	26.1	24.0	31.4	27.2	24.8	39.7
LU	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
HU	19.7	18.1	23.6	19.3	18.0	21.1	27.7	23.3	37.6	22.5	19.2	29.5	20.7	18.6	23.5	26.6	22.2	35.2	26.6	23.9	36.1	25.7	23.6	30.9	29.4	24.8	40.5
MT	25.9	20.4	31.8	21.4	19.0	30.1	28.7	24.7	32.4	21.3	19.0	27.7	20.8	18.9	24.5	29.2	24.0	32.6	29.4	29.0	33.1	31.5	29.8	33.3	30.9	28.8	33.1
NL	:	:	:	:	:	:	:	:	:	21.9	18.8	28.2	21.3	18.5	24.7	32.4	25.0	41.3	26.8	24.1	30.8	-	-	-	26.8	24.1	30.8
AT	23.2	19.9	32.0	:	:	:	23.2	19.9	32.0	23.5	20.2	31.0	23.5	20.2	31.0	9.0	9.0	9.0	29.2	25.5	39.0	30.1	25.5	39.0	31.5	26.5	36.8
PL	20.5	18.9	22.8	20.2	18.7	22.0	21.6	19.4	30.9	21.7	19.3	25.6	20.9	19.0	23.4	23.1	20.1	29.5	:	:	:	:	:	:	:	:	:
PT	23.6	19.9	31.7	23.6	19.9	31.7	-	-	-	22.5	19.1	29.0	22.5	19.1	29.0	-	-	-	29.2	24.6	40.1	30.0	24.6	40.1	-	-	-
RO	20.8	18.5	27.6	20.5	18.5	25.8	26.4	20.2	35.9	21.5	18.7	26.4	21.1	18.6	25.0	23.8	19.7	31.2	29.0	25.5	36.8	:	:	:	29.2	25.5	36.8
SI	22.7	19.6	32.8	20.9	19.1	23.4	27.3	21.6	37.8	21.7	18.9	26.0	21.2	18.8	24.3	26.2	20.5	34.5	:	:	:	:	:	:	:	:	:
SK	20.2	18.7	26.6	19.8	18.6	22.0	27.9	20.0	39.5	21.3	19.0	25.7	20.6	18.8	23.0	25.4	20.9	34.3	26.6	23.7	38.5	24.4	23.0	26.7	27.6	24.3	39.9
FI	26.9	23.3	36.8	26.9	23.3	36.8	:	:	:	23.7	20.3	32.2	23.1	20.6	28.0	25.3	19.8	35.4	34.2	27.5	41.9	:	:	:	35.0	27.5	41.9
SE	24.1	19.5	35.0	23.9	19.4	34.6	28.2	21.8	38.3	24.3	20.6	34.8	23.0	20.3	29.3	26.7	21.5	39.5	29.5	26.2	40.8	29.1	25.7	36.7	35.1	27.4	41.9
UK	29.5	19.7	41.7	20.5	18.1	31.3	35.5	22.7	42.2	21.0	18.3	34.4	20.0	18.1	24.5	33.6	23.7	41.6	29.0	23.5	40.2	25.8	22.6	34.6	33.6	25.9	41.7
IS	29.2	23.2	40.9	26.0	21.5	33.4	35.9	26.5	42.1	24.2	20.8	34.8	23.3	20.6	31.1	31.0	24.2	41.0	29.7	26.6	41.4	32.4	29.2	40.3	31.5	25.4	42.3
LI	:	:	:	:	:	:	:	:	:	25.1	21.3	32.2	-	-	-	25.1	21.3	32.2	:	:	:	:	:	:	:	:	:
NO	24.9	21.0	37.7	24.0	20.8	34.9	35.8	25.5	42.1	24.5	20.6	36.0	23.5	20.4	32.0	29.9	22.9	40.9	29.8	27.5	41.0	32.8	27.6	40.8	33.2	27.3	41.2
TR	20.2	17.7	31.3	20.2	17.7	31.3	-	-	-	21.3	18.7	26.3	21.3	18.7	26.3	-	-	-	27.8	24.7	34.5	27.8	24.7	34.5	-	-	-

A Median age B Centile 15 C Centile 85

Source: Eurostat, UOE.

Figures B9b and B10a: Distribution by age and sex of full-time and part-time students in tertiary education (ISCED 5B, 5A and 6), 2003/04

FEMALES

	ISCED 5B									ISCED 5A									ISCED 6								
	All students			Full-time students			Part-time students			All students			Full-time students			Part-time students			All students			Full-time students			Part-time students		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
EU-27	21.3	18.5	34.8	20.2	18.2	25.8	32.9	22.0	41.7	21.9	18.9	29.2	21.3	18.7	26.6	26.9	21.2	38.6	28.0	23.9	37.5	26.9	23.4	33.5	32.6	25.8	41.2
BE	20.3	18.2	27.7	19.5	18.0	21.7	26.6	21.5	39.1	20.5	18.0	24.3	20.3	18.0	23.7	25.5	22.2	35.2	27.2	24.0	35.8	27.7	24.3	36.8	26.1	23.4	32.9
BG	20.6	18.7	27.8	20.1	18.5	23.7	23.3	19.5	33.6	21.6	18.9	26.4	21.0	18.7	24.1	23.4	19.7	31.8	28.5	25.1	37.6	27.0	24.6	31.7	33.9	27.5	41.3
CZ	19.4	18.0	23.0	19.4	18.0	22.5	28.7	24.0	33.5	21.8	19.3	26.9	21.6	19.3	25.9	28.7	23.9	33.5	27.1	24.0	35.8	27.1	24.0	35.8	-	-	-
DK	26.4	21.5	39.2	23.7	20.7	30.4	33.7	24.9	41.7	24.9	21.4	34.4	24.8	21.4	33.7	39.1	29.7	42.5	29.7	27.9	39.8	32.5	27.9	39.8	-	-	-
DE	21.2	18.4	30.5	21.0	18.3	30.1	22.9	18.8	32.5	23.4	20.1	29.9	23.4	20.1	29.9	-	-	-	:	:	:	:	:	:	:	:	:
EE	22.3	19.0	34.3	21.0	18.7	30.7	31.9	23.9	37.1	22.0	18.8	31.4	21.1	18.6	26.9	30.4	23.6	36.8	29.3	25.6	36.6	30.4	25.6	36.6			
IE	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
EL	19.7	17.9	22.8	19.7	17.9	22.8	-	-	-	20.7	18.2	24.8	20.7	18.2	24.8	-	-	-	27.9	25.0	32.4	27.9	25.0	32.4	-	-	-
ES	20.4	18.4	24.5	20.4	18.4	24.2	27.6	22.7	36.9	21.7	18.6	27.7	21.2	18.5	25.6	30.5	24.2	40.2	27.4	23.9	37.5	27.2	23.8	36.9	33.5	26.1	41.6
FR	19.8	18.2	23.3	19.8	18.2	23.3	-	-	-	20.8	18.2	25.2	20.8	18.2	25.2	-	-	-	26.0	22.8	31.5	26.0	22.8	31.5	-	-	-
IT	29.0	18.3	32.6	29.2	18.3	32.6	-	-	-	22.1	19.1	28.2	22.1	19.1	28.2	-	-	-	:	:	:	:	:	:	:	:	:
CY	20.5	18.0	23.9	20.3	17.9	22.9	23.7	22.1	29.6	19.4	17.6	21.9	19.4	17.6	21.9	-	-	-	26.6	23.4	33.6	26.6	23.4	33.6	-	-	-
LV	26.7	19.0	40.7	20.6	18.5	35.4	33.5	21.6	41.9	22.9	19.0	36.9	21.0	18.6	29.7	30.5	21.9	40.7	29.2	25.6	39.4	30.0	25.6	39.6	29.7	25.6	39.1
LT	21.9	18.9	32.4	19.8	18.4	22.4	27.0	21.2	36.7	21.6	18.8	30.3	20.1	18.4	22.9	26.9	21.4	36.0	27.6	24.7	34.2	27.6	24.7	34.0	28.6	25.4	39.1
LU	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
HU	19.5	18.1	23.5	19.1	18.0	20.8	24.2	19.3	34.8	22.7	19.3	32.3	20.4	18.5	22.9	27.3	22.2	37.5	26.3	24.0	33.8	25.8	23.7	30.5	27.9	24.6	39.4
MT	22.5	19.6	30.9	20.7	18.9	22.9	27.5	22.5	32.2	20.9	18.9	25.3	20.6	18.8	23.4	28.4	23.6	32.4	31.5	29.8	33.3	31.5	29.8	33.3	31.5	29.8	33.3
NL	:	:	:	:	:	:	:	:	:	21.4	18.5	28.6	20.6	18.2	23.8	32.7	24.2	41.6	26.8	24.0	31.2	-	-	-	26.8	24.0	31.2
AT	20.6	18.7	25.2	:	:	:	20.6	18.7	25.2	22.3	19.2	29.2	22.3	19.2	29.2	9.0	9.0	9.0	28.5	24.5	37.7	28.5	24.5	37.7	26.5	26.2	26.9
PL	20.2	18.7	23.3	19.9	18.6	21.4	22.2	19.1	32.1	21.6	19.2	27.2	20.6	18.9	22.9	23.3	20.1	30.8	:	:	:	:	:	:	:	:	:
PT	23.3	19.2	33.5	23.3	19.2	33.5	-	-	-	21.6	18.8	28.7	21.6	18.8	28.7	-	-	-	28.3	24.0	39.1	28.3	24.0	39.1	-	-	-
RO	20.9	18.6	28.2	20.6	18.5	26.8	26.5	20.3	34.5	21.1	18.5	26.2	20.7	18.4	24.5	24.0	19.6	31.7	29.1	25.8	36.8	:	:	:	29.7	25.8	36.8
SI	22.6	19.5	33.3	20.8	19.0	23.1	26.9	21.2	37.7	21.6	19.0	25.3	21.2	18.9	23.9	26.1	20.2	36.5	:	:	:	:	:	:	:	:	:
SK	25.7	19.2	39.2	19.6	18.5	21.5	32.8	25.1	41.2	21.3	19.0	26.9	20.4	18.7	22.6	25.1	20.6	35.0	27.0	23.8	38.8	24.5	23.0	26.9	28.7	24.8	40.3
FI	28.0	17.6	38.3	28.0	17.6	38.3	:	:	:	23.8	20.3	35.1	22.6	19.9	29.9	27.7	22.3	39.7	34.3	27.5	42.1	:	:	:	35.6	27.5	42.1
SE	26.0	20.3	38.1	25.7	20.2	37.7	31.6	22.8	41.1	25.9	20.8	39.9	23.5	20.4	34.8	30.4	21.8	41.4	29.7	26.3	41.5	29.5	25.6	39.7	35.8	27.6	42.1
UK	34.0	21.2	42.0	23.2	18.5	37.8	37.4	24.5	42.3	21.3	18.3	37.2	19.8	18.0	25.0	34.4	24.2	41.9	29.0	23.6	40.5	25.9	22.6	34.3	33.9	25.9	41.9
IS	29.1	22.9	40.0	26.2	21.9	35.9	35.4	27.5	41.8	26.2	21.3	39.7	24.2	20.8	35.6	34.5	25.4	41.9	34.4	28.1	41.8	34.5	28.3	40.3	39.0	27.9	42.5
LI	:	:	:	:	:	:	:	:	:	24.5	20.8	32.8	-	-	-	24.5	20.8	32.8	:	:	:	:	:	:	:	:	:
NO	26.3	20.6	40.1	23.9	20.2	37.1	36.9	25.9	42.2	25.2	20.3	39.6	23.4	20.0	35.8	32.5	23.0	41.6	29.9	28.1	41.3	33.1	28.1	41.1	33.8	28.1	41.6
TR	20.3	17.7	27.5	20.3	17.7	27.5	-	-	-	20.6	18.3	25.0	20.6	18.3	25.0	-	-	-	27.3	24.4	33.4	27.3	24.4	33.4	-	-	-

A Median age B Centile 15 C Centile 85

Source: Eurostat, UOE.

Figure C13: Distribution of academic staff by age and sex in tertiary education (ISCED 5-6), public and private sectors combined, 2003/04

	ALL TEACHERS/ACADEMIC STAFF				MALES				FEMALES			
Ages	≤29	30-39	40-49	≥ 50	≤29	30-39	40-49	≥ 50	≤29	30-39	40-49	≥ 50
EU-27	:	:	:	:	:	:	:	:	:	:	:	:
BE	6.2	21.9	34.2	37.7	4.6	18.5	33.3	43.6	8.3	26.3	35.4	30.1
BG	5.7	16.9	29.8	47.6	4.1	13.8	27.2	54.9	7.7	20.7	33.0	38.7
CZ	:	:	:	:	:	:	:	:	:	:	:	:
DK	:	:	:	:	:	:	:	:	:	:	:	:
DE	15.2	31.2	24.1	29.5	13.3	29.6	22.6	34.5	19.0	34.2	27.1	19.7
EE	:	:	:	:	:	:	:	:	:	:	:	:
IE	:	:	:	:	:	:	:	:	:	:	:	:
EL	1.1	15.3	31.5	52.0	0.8	15.0	30.0	54.2	1.6	16.0	34.1	48.3
ES	6.1	31.5	33.8	28.6	5.0	28.4	33.3	33.3	7.8	36.5	34.6	21.1
FR	8.8	28.1	23.9	39.2	7.0	24.9	24.1	44.0	11.5	33.0	23.6	31.9
IT	0.4	15.5	26.5	57.7	0.3	13.7	25.4	60.6	0.4	19.5	28.9	51.1
CY	20.2	38.0	26.3	15.5	11.2	39.1	29.5	20.1	32.8	36.5	21.8	8.9
LV	:	:	:	:	:	:	:	:	:	:	:	:
LT	11.7	21.7	26.2	40.4	9.6	19.3	24.4	46.7	13.6	24.0	27.8	34.7
LU	:	:	:	:	:	:	:	:	:	:	:	:
HU	8.2	24.3	23.9	43.6	6.9	22.7	23.2	47.2	10.3	26.9	24.9	37.9
MT	6.3	24.4	36.2	33.0	6.4	19.2	36.0	38.4	6.1	42.4	37.1	14.4
NL	18.4	21.9	26.1	33.6	15.7	19.6	25.7	39.1	23.6	26.4	26.8	23.2
AT	:	:	:	:	:	:	:	:	:	:	:	:
PL	:	:	:	:	:	:	:	:	:	:	:	:
PT	11.1	34.5	30.6	23.9	8.7	31.7	31.0	28.6	14.3	38.3	30.0	17.5
RO	19.0	29.0	18.8	33.2	14.8	23.6	19.3	42.3	24.6	36.5	18.1	20.8
SI	0.8	16.1	33.2	49.8	0.4	12.5	31.2	55.8	1.7	23.3	37.3	37.6
SK	13.7	19.6	21.5	45.2	11.6	17.9	19.6	50.9	16.7	22.2	24.3	36.8
FI	15.4	26.1	27.6	30.9	15.5	26.9	26.1	31.6	15.3	25.2	29.3	30.2
SE	16.9	27.7	21.4	33.9	16.3	27.6	20.9	35.1	17.7	27.9	22.2	32.1
UK	12.4	30.0	28.1	29.4	12.4	30.0	28.1	29.4	12.4	30.0	28.1	29.4
IS	8.2	22.6	31.2	38.0	9.0	19.7	29.0	42.3	7.3	26.1	33.9	32.7
LI	:	:	:	:	:	:	:	:	:	:	:	:
NO	13.6	19.0	24.7	42.7	14.1	17.2	22.6	46.1	12.7	22.1	28.2	37.0
TR	22.1	39.4	22.7	15.8	18.3	38.6	24.4	18.7	28.2	40.7	20.0	11.1

Source: Eurostat, UOE.

Figure E5: Percentage of tertiary education students (ISCED 5-6, 5B, 5A, and 6) in different fields of education with prior education/permanent residence/citizenship of another country, 2003/04. ISCED 5-6

		A	B	C	D	E	F	G	H	I	J
	❶	:	:	:	:	:	:	:	:	:	:
EU-27	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	3.1	11.9	6.7	9.7	7.7	29.8	16.4	16.3	-	9.6
BE	❷	1.5	4.1	2.3	5.0	3.2	26.2	11.0	12.0	:	5.0
	❸	:	:	:	:	:	:	:	:	:	7.7
	❶	3.0	4.8	1.9	2.1	2.7	3.5	20.9	1.6	34.3	3.6
BG	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	3.5
	❶	1.3	5.5	5.8	5.6	3.2	2.9	10.4	1.6	-	4.7
CZ	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	3.1	7.4	8.8	11.3	12.9	11.5	6.0	2.7	-	7.9
DK	❷	2.1	5.3	5.1	4.6	5.7	5.5	4.1	1.9	-	4.6
	❸	:	:	:	:	:	:	:	:	:	:
	❶	6.8	14.5	10.8	12.1	12.9	9.0	4.3	5.5	-	11.2
DE	❷	:	:	:	:	:	:	:	:	:	:
	❸	5.3	12.4	8.3	9.9	10.4	9.1	3.4	4.7	22.4	8.5
	❶	:	:	:	:	:	:	:	:	:	:
EE	❷	:	:	:	:	:	:	:	:	-	1.3
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
IE	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	6.7
	❶	:	:	:	:	:	:	:	:	:	2.4
EL	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	0.5	1.5	1.2	1.0	1.0	1.3	2.2	0.9	864	2.3
ES	❷	0.2	0.9	0.7	0.4	0.4	0.6	1.0	0.3	:	0.8
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
FR	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	0.6	2.5	1.6	1.7	1.8	1.6	4.2	1.2	6.2	2.0
IT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	2.6	17.1	32.7	21.5	8.9	36.4	1.6	64.7	99.1	32.0
CY	❷	:	:	:	:	:	:	:	:	:	28.5
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
LV	❷	0.0	0.8	1.3	1.0	0.2	0.1	3.6	0.4	-	1.0
	❸	:	:	:	:	:	:	:	:	:	:
	❶	0.6	0.6	0.2	0.1	0.4	0.0	1.1	0.1	-	0.4
LT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
LU	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
		A	B	C	D	E	F	G	H	I	J

	❶	2.1	5.5	1.6	3.7	3.1	10.2	8.8	0.9	-	3.1
HU	❷	1.5	4.9	1.3	3.6	3.0	10.1	8.5	0.8	-	2.8
	❸	:	:	:	:	:	:	:	:	:	:
	❶	1.3	7.2	7.9	2.4	2.6	0.0	5.8	-	-	5.6
MT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	1.5	6.7	4.4	5.0	4.8	2.9	3.2	3.8	0.1	4.0
NL	❷	:	:	:	:	:	:	:	:	:	:
	❸	2.4	8.2	5.8	4.3	3.4	5.3	4.3	5.4	0.1	4.9
	❶	5.5	25.5	14.4	14.1	13.6	15.0	12.1	7.1	20.6	14.1
AT	❷	4.5	21.3	11.4	9.7	10.7	12.7	10.0	6.7	18.6	11.3
	❸	4.6	20.5	12.8	13.3	12.8	15.0	12.3	7.0	17.0	12.6
	❶	0.3	1.0	0.4	0.1	0.2	0.1	2.6	0.2	-	0.4
PL	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	2.5	3.7	5.4	5.2	3.7	3.1	2.5	4.2	-	4.1
PT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
RO	❷	:	:	:	:	:	:	:	:	:	:
	❸	1.1	1.6	1.1	0.7	0.6	0.7	9.1	0.3	0.8	1.5
	❶	0.6	2.5	0.8	1.9	1.0	0.6	2.0	0.6	-	1.1
SI	❷	0.6	2.5	0.6	1.6	0.7	0.5	1.5	0.4	-	0.9
	❸	:	:	:	:	:	:	:	:	:	:
	❶	0.4	2.3	0.7	0.7	0.8	3.0	1.9	0.8	-	1.0
SK	❷	:	:	:	:	:	:	:	:	:	0.9
	❸	:	:	:	:	:	:	:	:	:	:
	❶	1.2	3.0	3.0	2.5	2.9	2.2	2.1	1.9	-	2.6
FI	❷	:	:	:	:	:	:	:	:	:	:
	❸	1.7	4.1	3.5	2.7	4.0	3.5	3.3	2.3	-	3.4
	❶	4.1	10.2	8.9	11.3	10.0	8.8	7.3	8.0	-	8.5
SE	❷	1.3	5.3	5.3	5.2	4.3	5.5	2.3	4.4	-	4.0
	❸	:	:	:	:	:	:	:	:	:	:
	❶	9.2	13.6	21.8	16.3	26.4	14.2	12.3	22.9	5.0	16.2
UK	❷	6.7	11.4	19.6	13.6	25.2	13.1	6.3	20.4	3.3	13.4
	❸	:	:	:	:	:	:	:	:	:	:
	❶	1.4	11.7	1.3	4.1	2.4	9.0	1.5	3.5	-	3.3
IS	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
LI	❷	-	97.7	74.3	-	78.5	-	-	-	-	77.4
	❸	:	:	:	:	:	:	:	:	:	:
	❶	3.0	9.1	5.0	9.3	6.2	12.4	4.8	5.5	8.7	5.8
NO	❷	0.6	2.6	1.7	3.3	1.1	2.6	0.9	1.5	5.1	1.7
	❸	:	:	:	:	:	:	:	:	:	:
	❶	0.5	0.8	0.7	0.9	0.8	0.6	1.8	1.0	-	0.8
TR	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
		A	B	C	D	E	F	G	H	I	J

A	Education	B	Humanities and art			C	Social sciences, business and law				
D	Science, mathematics,computing	E	Engineering, manufacturing,construction			F	Agriculture and veterinary				
G	Health and welfare	H	Services	I	Unknown	J	All fields				
❶	Citizenship	❷	Non permanent resident			❸	Prior education				

Source: Eurostat, UOE.

Figure E5: Percentage of tertiary education students (ISCED 5-6, 5B, 5A, and 6) in different fields of education with prior education/permanent residence/citizenship of another country, 2003/04. ISCED 5B

		A	B	C	D	E	F	G	H	I	J
	❶	:	:	:	:	:	:	:	:	:	:
EU-27	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	6.1	6.3	4.5	3.1	2.5	3.6	1.7	18.9	8.5	-
BE	❷	2.6	3.3	0.2	0.3	0.2	0.7	0.2	13.1	1.4	-
	❸	4.3	:	:	:	:	:	:	:	:	:
	❶	2.1	-	1.0	0.2	-	0.6	-	9.2	0.7	-
BG	❷	:	:	:	:	:	:	:	:	:	:
	❸	2.1	:	:	:	:	:	:	:	:	:
	❶	1.2	-	2.7	1.7	0.3	0.2	0.3	1.0	2.0	-
CZ	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	9.5	-	15.8	9.6	15.0	9.2	3.2	7.2	1.5	-
DK	❷	3.2	-	6.3	3.6	3.2	2.5	2.0	1.6	1.0	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	4.1	:	:	:	:	:	:	:	:	:
DE	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
EE	❷	0.1	:	:	:	:	:	:	:	:	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
IE	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	2.0	:	:	:	:	:	:	:	:	:
EL	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	2.5	:	:	:	:	:	:	:	:	:
ES	❷	-	-	-	-	-	-	-	-	-	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
FR	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	7.5	-	7.5	-	-	-	-	-	-	-
IT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	38.1	0.8	20.7	36.8	31.1	8.0	36.4	1.6	64.7	99.1
CY	❷	33.7	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
LV	❷	0.0	-	0.8	0.0	-	-	-	-	-	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	0.0	0.1	0.2	0.0	-	0.0	0.1	0.1	0.0	-
LT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
LU	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
		A	B	C	D	E	F	G	H	I	J

	❶	0.1	-	-	0.1	0.1	0.1	-	-	0.3	-
HU	❷	0.1	-	-	0.1	-	0.1	-	-	0.3	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	1.7	-	-	0.4	-	-	-	4.3	-	-
MT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
NL	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
AT	❷	-	-	-	-	-	-	-	-	-	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	0.1	0.1	-	-	-	-	-	-	-	-
PL	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	3.3	-	2.2	3.7	3.3	1.3	0.0	4.4	4.8	-
PT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
RO	❷	:	:	:	:	:	:	:	:	:	:
	❸	0.1	0.1	-	0.0	-	0.1	0.1	0.3	0.6	0.8
	❶	0.8	0.4	1.4	0.7	1.7	0.6	0.2	2.0	0.6	-
SI	❷	0.5	0.3	-	0.5	1.1	0.3	0.2	1.3	0.4	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	0.1	-	0.4	0.5	-	-	-	0.1	-	-
SK	❷	0.1	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	3.8	-	12.2	-	-	-	-	33.3	-	-
FI	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	6.2	4.2	8.8	4.6	6.2	7.7	2.9	5.0	6.0	-
SE	❷	2.0	0.0	4.5	1.5	2.0	1.5	1.4	1.5	1.9	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	10.7	5.4	15.6	12.5	8.8	11.4	5.6	11.7	13.9	6.2
UK	❷	5.6	2.8	12.6	7.6	4.6	9.1	5.0	3.0	9.9	3.9
	❸	:	:	:	:	:	:	:	:	:	:
	❶	1.4	3.1	-	0.8	0.6	-	-	-	-	-
IS	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
LI	❷	-	-	-	-	-	-	-	-	-	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	4.0	2.9	10.6	3.1	3.2	1.6	-	10.4	5.8	-
NO	❷	0.9	-	1.6	0.2	0.9	-	-	6.7	1.1	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	0.2	-	0.1	0.3	0.5	0.0	0.1	0.4	0.1	-
TR	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
		A	B	C	D	E	F	G	H	I	J

A	Education	B	Humanities and art			C	Social sciences, business and law
D	Science, mathematics,computing	E	Engineering, manufacturing,construction			F	Agriculture and veterinary
G	Health and welfare	H	Services	I	Unknown	J	All fields
❶	Citizenship	❷	Non permanent resident			❸	Prior education

Source: Eurostat, UOE.

Figure E5: Percentage of tertiary education students (ISCED 5-6, 5B, 5A, and 6) in different fields of education with prior education/permanent residence/citizenship of another country, 2003/04. ISCED 5A

		A	B	C	D	E	F	G	H	I	J
	❶	:	:	:	:	:	:	:	:	:	:
EU-27	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	12.4	0.9	24.6	10.0	23.3	10.3	51.7	14.2	24.2	-
BE	❷	7.0	0.3	10.4	4.0	13.1	4.8	47.2	9.5	23.7	:
	❸	10.7	:	:	:	:	:	:	:	:	:
	❶	3.7	3.0	4.7	1.9	2.1	2.9	3.6	25.4	1.7	34.3
BG	❷	:	:	:	:	:	:	:	:	:	:
	❸	3.6	:	:	:	:	:	:	:	:	:
	❶	4.9	1.3	5.3	6.0	5.6	3.2	2.9	16.5	1.3	-
CZ	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	7.3	3.1	6.9	8.3	9.8	12.5	14.0	5.8	4.5	-
DK	❷	4.7	2.1	5.3	5.6	4.8	5.9	6.9	4.2	3.3	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	12.4	7.9	14.7	11.9	12.3	15.3	11.0	8.7	8.7	72.1
DE	❷	:	:	:	:	:	:	:	:	:	:
	❸	10.0	6.2	12.5	9.2	10.0	12.3	11.1	6.7	7.4	69.9
	❶	:	:	:	:	:	:	:	:	:	:
EE	❷	1.9	:	:	:	:	:	:	:	:	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
IE	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	2.7	:	:	:	:	:	:	:	:	:
EL	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	1.5	0.6	2.0	1.4	1.2	1.3	1.4	2.9	1.4	-
ES	❷	0.7	0.3	1.2	0.8	0.5	0.5	0.7	1.3	0.4	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
FR	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	2.0	0.6	2.1	1.6	1.5	1.8	1.5	4.2	1.2	6.2
IT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	7.0	4.4	13.1	6.1	4.6	19.4	-	-	-	-
CY	❷	7.0	:	:	:	:	:	:	:	:	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
LV	❷	1.2	0.0	0.8	1.6	1.1	0.3	0.1	3.9	0.6	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	0.6	0.6	0.6	0.3	0.1	0.6	-	1.8	0.3	-
LT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
LU	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
		A	B	C	D	E	F	G	H	I	J

	❶	3.1	2.1	5.1	1.6	3.5	3.2	10.5	9.1	1.0	-
HU	❷	2.8	1.5	4.5	1.3	3.4	3.1	10.3	8.9	1.0	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	6.3	1.4	7.4	9.2	2.4	2.4	-	6.4	-	-
MT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	4.0	1.5	6.7	4.4	5.0	4.8	2.9	3.2	3.8	0.1
NL	❷	:	:	:	:	:	:	:	:	:	:
	❸	4.9	2.4	8.2	5.8	4.3	3.4	5.3	4.3	5.4	0.1
	❶	15.4	8.9	25.9	14.4	13.2	15.1	13.8	15.2	8.7	21.3
AT	❷	12.3	7.3	21.7	11.5	9.2	12.0	11.6	12.5	8.3	18.7
	❸	13.5	7.4	20.1	12.7	12.4	14.0	13.5	15.5	8.5	17.3
	❶	0.4	0.3	1.0	0.4	0.1	0.2	0.1	2.7	0.2	-
PL	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	3.9	2.4	3.6	5.2	5.2	3.5	2.9	2.5	3.9	-
PT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
RO	❷	:	:	:	:	:	:	:	:	:	:
	❸	1.6	2.6	1.6	1.1	0.7	0.7	0.7	10.5	0.2	0.8
	❶	1.3	0.7	2.5	0.9	2.1	1.4	1.1	2.1	0.3	-
SI	❷	1.2	0.6	2.5	0.8	1.9	1.2	0.9	1.8	0.1	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	1.0	0.4	2.6	0.6	0.7	0.8	3.1	2.2	0.9	-
SK	❷	1.0	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	2.3	1.0	2.6	2.8	2.0	2.5	1.5	1.7	1.8	-
FI	❷	:	:	:	:	:	:	:	:	:	:
	❸	3.2	1.5	3.8	3.3	2.3	3.8	2.9	2.9	2.3	-
	❶	7.9	4.1	10.1	8.9	10.2	9.1	6.2	5.9	8.7	-
SE	❷	4.1	1.3	5.4	5.5	5.6	4.4	4.4	2.1	5.4	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	16.6	9.3	11.7	22.1	15.7	26.3	13.3	11.9	25.2	2.6
UK	❷	14.4	6.6	9.8	20.2	13.0	25.0	12.4	8.0	23.1	2.0
	❸	:	:	:	:	:	:	:	:	:	:
	❶	3.4	1.3	12.0	1.2	4.5	2.4	9.0	1.5	3.5	-
IS	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
LI	❷	77.4	-	97.7	74.3	-	78.5	-	-	-	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	5.5	3.0	9.0	5.0	8.6	5.2	10.9	4.4	5.4	8.7
NO	❷	1.6	0.6	2.5	1.8	3.3	0.9	2.0	0.8	1.5	5.1
	❸	:	:	:	:	:	:	:	:	:	:
	❶	1.0	0.5	1.1	0.8	1.0	1.7	1.0	2.3	2.8	-
TR	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
		A	B	C	D	E	F	G	H	I	J

A	Education	B	Humanities and art			C	Social sciences, business and law				
D	Science, mathematics,computing	E	Engineering, manufacturing,construction			F	Agriculture and veterinary				
G	Health and welfare	H	Services	I	Unknown	J	All fields				
❶	Citizenship	❷	Non permanent resident			❸	Prior education				

Source: Eurostat, UOE.

Figure E5: Percentage of tertiary education students (ISCED 5-6, 5B, 5A, and 6) in different fields of education with prior education/permanent residence/citizenship of another country, 2003/04. ISCED 6

		A	B	C	D	E	F	G	H	I	J
	❶	:	:	:	:	:	:	:	:	:	:
EU-27	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	31.3	25.0	25.8	40.0	26.0	36.3	43.0	24.2	52.7	-
BE	❷	20.0	12.5	18.3	25.2	20.5	18.7	30.9	8.7	35.5	-
	❸	28.9	:	:	:	:	:	:	:	:	:
	❶	6.9	16.3	7.5	11.2	2.5	4.2	9.9	4.4	2.2	-
BG	❷	:	:	:	:	:	:	:	:	:	:
	❸	4.5	:	:	:	:	:	:	:	:	:
	❶	7.1	2.8	8.9	11.9	7.3	4.7	4.5	7.8	4.5	-
CZ	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	20.4	-	14.6	18.6	21.4	32.9	19.1	14.2	-	-
DK	❷	7.0	-	4.0	6.8	5.6	13.1	7.1	4.8	-	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
DE	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
EE	❷	2.1	:	:	:	:	:	:	:	:	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
IE	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
EL	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	17.5	:	:	:	:	:	:	:	:	-
ES	❷	5.5	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
FR	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	3.6	1.8	2.6	4.0	3.6	4.1	4.1	3.1	-	4.3
IT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	10.9	0.0	29.3	8.8	5.9	-	-	-	-	-
CY	❷	10.9	:	:	:	:	:	:	:	:	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
LV	❷	:	:	:	:	:	:	:	:	:	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	0.2	-	0.8	0.1	-	-	-	-	-	-
LT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
LU	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
		A	B	C	D	E	F	G	H	I	J

	❶	7.4	7.4	11.8	6.1	7.8	6.2	4.8	4.3	-	-
HU	❷	6.9	3.0	11.0	6.0	7.8	6.2	4.8	2.2	-	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	11.8	33.3	-	-	-	-	-	-	-	-
MT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
NL	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	21.5	9.4	29.0	15.5	26.2	26.8	21.9	26.3	24.2	13.6
AT	❷	17.0	7.7	24.1	12.6	18.0	21.0	18.6	21.2	18.8	18.2
	❸	22.0	10.0	29.7	15.8	26.5	27.2	23.1	28.4	25.8	13.6
	❶	:	:	:	:	:	:	:	:	:	:
PL	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	7.8	4.4	5.5	11.9	5.0	9.0	9.9	4.3	11.3	-
PT	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
RO	❷	:	:	:	:	:	:	:	:	:	:
	❸	3.7	-	1.7	4.7	0.3	1.9	0.7	6.3	-	-
	❶	:	:	:	:	:	:	:	:	:	:
SI	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	1.2	0.6	0.8	1.1	1.0	0.8	2.8	2.6	0.6	-
SK	❷	1.2	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	7.0	3.1	6.6	5.4	8.4	8.0	11.6	8.6	7.3	-
FI	❷	:	:	:	:	:	:	:	:	:	:
	❸	7.0	3.5	8.2	5.6	7.4	7.0	11.4	10.1	4.3	-
	❶	19.9	7.8	13.9	13.7	22.7	23.5	28.8	20.7	17.5	-
SE	❷	4.5	3.1	4.5	4.0	3.8	4.7	15.9	4.5	5.0	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	40.3	38.2	42.0	46.2	34.7	54.0	46.7	27.4	55.4	52.1
UK	❷	38.6	39.2	39.4	45.0	33.9	54.2	42.3	22.1	56.5	51.3
	❸	:	:	:	:	:	:	:	:	:	:
	❶	13.7	-	8.3	33.3	28.6	20.0	-	8.3	-	-
IS	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	:
LI	❷	-	-	-	-	-	-	-	-	-	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	19.5	9.3	13.4	14.1	22.3	26.4	20.4	20.4	20.4	-
NO	❷	3.5	1.2	3.6	3.0	3.3	3.9	6.2	3.1	4.1	-
	❸	:	:	:	:	:	:	:	:	:	:
	❶	:	:	:	:	:	:	:	:	:	-
TR	❷	:	:	:	:	:	:	:	:	:	:
	❸	:	:	:	:	:	:	:	:	:	:
		A	B	C	D	E	F	G	H	I	J

A	Education	B	Humanities and art			C	Social sciences, business and law				
D	Science, mathematics,computing	E	Engineering, manufacturing,construction			F	Agriculture and veterinary				
G	Health and welfare	H	Services	I	Unknown	J	All fields				
❶	Citizenship	❷	Non permanent resident			❸	Prior education				

Source: Eurostat, UOE.

Figures F1 and F1a: Percentages of those who have obtained a tertiary education qualification (ISCED 5B, 5A and 6), in the 25-29, 30-34 and 35-64 age groups of the population, 2004

	ISCED 5B			ISCED 5A			ISCED 6		
Ages	25-29	30-34	35-64	25-29	30-34	35-64	25-29	30-34	35-64
EU-27	7.0	7.3	6.0	20.7	19.7	13.7	0.3	0.6	0.7
BE	20.8	21.4	15.7	20.4	16.8	11.5	0.2	0.5	0.5
BG	2.3	3.2	5.2	21.2	21.3	15.2	0.1	0.1	0.2
CZ	1.5	0.5	0.4	13.4	12.3	11.5	0.3	0.5	0.7
DK	8.5	8.9	6.7	26.4	32.6	23.9	0.0	0.4	0.5
DE	6.6	8.1	10.2	12.1	16.4	13.5	0.3	1.3	1.3
EE	8.3	11.1	12.0	29.4	18.1	20.9	0.0	0.5	0.6
IE	8.1	7.4	5.4	15.7	17.6	13.1	0.2	0.4	0.4
EL	12.3	12.6	6.3	28.1	25.5	16.3	0.1	0.7	0.6
ES	18.0	16.0	7.7	22.6	20.6	11.9	0.1	0.5	0.7
FR	14.3	14.9	8.9	27.7	23.3	14.4	0.4	0.7	0.5
IT	0.6	0.6	0.5	13.5	15.6	10.1	0.1	0.1	0.1
CY	12.7	14.8	9.3	27.5	24.1	13.4	0.2	0.8	0.3
LV	3.2	0.4	2.2	21.2	19.3	18.7	0.0	0.2	0.3
LT	15.9	20.6	2.8	18.2	19.8	19.6	0.1	0.5	0.2
LU	14.4	12.3	8.4	21.5	24.5	13.4	0.5	0.8	1.3
HU	0.5	0.5	0.1	20.0	17.8	15.6	0.3	0.1	0.4
MT	1.7	2.4	2.4	18.6	17.6	7.1	0.0	0.0	0.1
NL	1.3	1.9	1.9	33.5	31.9	26.3	1.1	0.9	0.6
AT	8.0	8.5	9.1	10.5	11.5	7.8	0.2	0.3	0.4
PL	0.0	0.0	0.0	27.7	22.2	12.8	0.1	0.3	0.4
PT	2.2	2.9	2.5	16.7	14.0	7.2	0.4	0.7	0.7
RO	2.7	1.8	1.9	11.8	9.3	8.2	0.0	0.1	0.1
SI	9.6	8.7	9.9	14.6	13.5	7.2	0.5	2.7	1.3
SK	0.8	0.8	0.8	16.5	13.4	12.1	0.1	0.1	0.2
FI	5.5	17.0	18.2	27.0	25.0	14.5	0.1	0.6	1.0
SE	8.0	9.2	9.2	27.7	27.5	16.8	0.3	1.1	1.2
UK	7.9	8.2	9.1	28.6	23.7	17.6	0.8	1.0	0.9
IS	1.4	4.7	5.1	22.0	33.6	24.1	0.0	0.0	0.0
LI	:	:	:	:	:	:	:	:	:
NO	0.0	0.0	0.0	34.0	33.7	28.4	0.0	0.1	0.6
TR	:	:	:	:	:	:	:	:	:

Source: Eurostat, Labour force survey.

Figure F3a: Changes in the percentage of women graduates in tertiary education (ISCED 5B, 5A and 6), 1998-2004

	ISCED 5B							ISCED 5A							ISCED 6						
	2004	2003	2002	2001	2000	1999	1998	2004	2003	2002	2001	2000	1999	1998	2004	2003	2002	2001	2000	1999	1998
EU-27	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
BE	62.2	62.1	62.0	61.7	61.0	:	:	52.7	52.4	51.8	50.9	50.7	:	:	33.9	35.5	35.8	31.9	34.0	:	:
BG	62.9	61.5	63.9	69.9	73.1	76.7	78.0	58.0	58.3	57.1	61.9	63.6	64.1	64.0	50.8	51.6	53.0	42.0	41.1	36.6	40.8
CZ	69.5	64.4	72.4	72.1	71.7	65.6	60.5	56.8	54.3	53.9	51.6	51.5	49.5	47.4	35.6	35.3	34.3	34.7	28.8	31.0	26.9
DK	44.7	39.0	42.3	34.0	35.3	66.5	61.9	62.0	62.0	61.5	61.2	60.4	49.9	48.5	35.9	36.7	38.9	41.1	37.4	38.4	31.5
DE	61.3	62.9	62.9	62.9	61.7	60.8	60.4	49.9	49.5	48.6	47.6	46.4	45.0	43.4	39.0	37.9	36.4	35.3	34.3	33.4	33.1
EE	74.6	74.8	80.9	72.4	76.8	74.0	74.0	69.6	65.6	64.8	63.4	61.9	59.4	58.6	62.2	58.4	59.6	51.7	56.4	51.1	63.2
IE	52.3	52.5	52.3	51.2	52.1	52.0	49.0	59.6	60.4	59.7	59.2	56.9	57.1	55.9	45.7	50.6	40.2	44.4	47.1	47.1	43.8
EL	60.4	:	:	:	:	:	:	61.9	:	:	:	:	:	:	38.1	:	:	:	:	:	:
ES	53.4	53.3	52.0	52.6	52.1	50.6	53.0	60.0	59.2	59.3	59.0	58.9	59.7	58.6	47.5	45.2	45.4	42.9	44.0	43.8	42.0
FR	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
IT	66.0	67.2	57.6	55.9	55.8	63.8	63.6	58.1	56.9	56.8	57.4	56.0	55.9	56.2	50.9	50.9	51.7	51.9	50.8	52.8	51.1
CY	54.3	57.6	48.9	58.4	62.4	62.9	:	76.6	75.0	78.9	77.2	77.7	79.7	:	61.5	-	-	-	76.9	-	:
LV	64.6	66.8	55.5	50.2	51.7	64.0	61.2	70.1	69.8	71.8	56.0	65.0	67.0	64.4	58.3	67.2	71.2	48.6	47.5	66.0	31.2
LT	71.5	69.1	68.3	68.9	69.7	67.4	70.0	63.6	63.6	62.8	61.1	59.6	60.9	58.8	57.5	61.5	56.3	52.5	48.0	46.5	45.6
LU	:	:	:	:	:	:	58.2	:	:	:	:	:	:	:	:	:	:	:	:	:	:
HU	65.3	61.3	59.7	62.3	69.4	:	:	63.7	62.5	60.7	61.7	55.3	58.2	57.8	42.9	42.9	44.8	38.0	38.2	40.1	40.2
MT	:	58.0	53.2	50.2	50.3	43.8	-	:	57.2	55.0	52.7	52.5	53.5	53.8	:	20.0	37.5	-	-	50.0	28.6
NL	-	-	58.9	61.0	55.6	56.7	57.6	56.6	56.4	55.8	55.3	54.8	53.0	52.8	39.4	41.1	38.5	31.5	32.4	30.0	28.8
AT	53.4	55.6	54.9	59.2	50.1	51.2	46.4	50.7	49.9	49.4	49.2	47.4	48.0	47.0	40.5	40.6	37.6	37.1	36.2	34.5	33.1
PL	80.8	83.0	83.0	83.9	82.9	86.2	87.3	65.5	65.2	64.9	65.9	64.6	63.2	58.2	46.9	44.7	44.5	41.6	:	41.4	37.4
PT	58.7	56.6	66.2	69.7	70.4	68.5	64.0	68.3	68.0	67.9	67.8	65.7	64.2	64.9	54.7	56.0	53.1	50.7	52.1	51.1	50.0
RO	62.6	68.4	67.6	61.7	56.9	53.6	57.1	56.9	55.4	55.6	53.8	52.0	52.2	52.8	49.3	57.7	:	:	:	:	:
SI	59.5	60.1	57.3	57.4	56.2	53.0	54.4	62.5	63.0	62.2	62.0	59.2	61.2	59.1	40.6	41.4	45.3	49.0	38.5	39.6	38.9
SK	75.4	83.5	81.3	80.3	81.4	83.8	81.2	55.3	53.7	53.1	52.1	52.5	53.5	54.3	45.0	55.1	40.6	39.8	38.3	37.3	35.9
FI	:	26.8	38.4	51.3	63.4	65.2	68.8	:	63.2	62.9	62.7	62.4	59.1	57.7	:	48.7	47.9	45.9	45.8	43.5	42.6
SE	53.4	54.1	54.1	53.0	53.0	50.1	46.8	63.3	63.5	62.4	61.1	61.0	61.2	61.6	42.6	42.8	40.6	39.2	36.6	34.0	32.1
UK	67.0	61.9	61.1	60.5	59.0	60.8	58.1	55.8	55.8	55.5	55.1	54.2	53.6	52.6	43.1	41.5	41.6	39.5	38.3	36.7	34.1
IS	61.1	54.1	46.0	47.0	48.3	49.6	54.1	67.1	65.8	63.8	65.0	66.9	66.0	57.9	50.0	33.3	40.0	-	50.0	-	-
LI	-	-	-	-	-	-	-	25.0	24.6	:	:	:	:	:	11.1	:	:	:	:	:	:
NO	58.2	55.1	51.6	49.1	46.6	45.6	51.9	61.0	62.2	61.9	60.9	62.6	62.2	62.9	39.8	40.1	36.8	34.4	33.3	36.2	28.6
TR	39.6	42.2	43.5	46.7	43.3	43.8	:	46.3	45.8	42.2	40.7	41.1	41.4	:	38.0	37.5	33.7	38.4	37.1	37.6	:
	2004	2003	2002	2001	2000	1999	1998	2004	2003	2002	2001	2000	1999	1998	2004	2003	2002	2001	2000	1999	1998

Source: Eurostat, UOE.

Figure F6: Percentage distribution of tertiary education graduates (ISCED 6) by field of study, 2004

	ALL								MALES								FEMALES							
	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H	A	B	C	D	E	F	G	H
EU-27	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
BE	1.9	11.1	13.8	44.5	6.0	5.1	16.8	0.9	1.5	10.6	11.8	47.9	7.3	4.8	15.4	0.7	2.6	12.0	17.8	37.9	3.6	5.6	19.4	1.2
BG	9.7	18.6	16.1	19.6	18.9	2.8	10.2	4.1	9.3	12.4	18.7	17.6	23.3	2.1	10.4	6.2	10.1	24.6	13.6	21.6	14.6	3.5	10.1	2.0
CZ	4.3	8.9	15.0	23.7	27.0	6.5	10.7	4.0	1.8	8.1	12.5	23.9	33.1	6.6	10.6	3.4	8.8	10.4	19.5	23.2	16.1	6.2	10.9	5.0
DK	-	12.2	8.1	12.7	47.7	11.3	8.0	-	-	9.5	7.7	14.7	53.7	7.7	6.7	-	-	17.0	8.8	9.2	37.1	17.7	10.2	-
DE	2.2	8.5	15.9	26.0	9.1	4.0	33.7	0.6	1.7	7.2	16.9	30.1	13.2	2.7	27.7	0.5	2.8	10.7	14.2	19.7	2.8	6.0	43.2	0.7
EE	2.9	13.4	6.2	23.9	7.7	2.4	41.6	1.9	-	13.9	6.3	35.4	12.7	5.1	21.5	5.1	4.6	13.1	6.2	16.9	4.6	0.8	53.8	-
IE	1.2	14.4	7.5	40.5	16.5	3.2	16.7	-	1.1	13.7	6.4	40.5	21.5	3.1	13.7	-	1.4	15.2	8.8	40.5	10.5	3.4	20.3	-
EL	8.2	11.2	11.0	54.9	9.2	3.0	2.0	0.5	6.4	8.9	8.5	60.0	11.7	2.7	1.1	0.6	11.1	15.0	15.0	46.6	5.1	3.4	3.4	0.4
ES	3.2	15.5	20.0	28.2	7.6	4.0	20.3	1.2	2.6	15.2	19.5	27.6	10.5	4.3	18.8	1.4	3.9	15.8	20.5	28.8	4.4	3.7	22.0	0.9
FR	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
IT	0.6	13.1	17.8	30.4	18.5	6.0	13.5	0.0	0.4	11.0	17.9	28.5	26.0	5.6	10.6	0.1	0.9	15.0	17.6	32.3	11.4	6.5	16.3	0.0
CY	23.1	7.7	23.1	46.2	-	-	-	-	-	20.0	60.0	20.0	-	-	-	-	37.5	-	-	62.5	-	-	-	-
LV	7.1	9.5	22.6	17.9	15.5	7.1	20.2	-	-	11.4	22.9	20.0	22.9	0.0	22.9	-	12.2	8.2	22.4	16.3	10.2	12.2	18.4	-
LT	-	16.3	22.9	23.3	20.6	3.7	13.3	-	-	8.6	21.9	21.1	32.0	3.9	12.5	-	-	22.0	23.7	24.9	12.1	3.5	13.9	-
LU	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
HU	6.9	26.7	14.2	19.1	4.0	7.4	21.6	-	4.1	23.3	13.5	22.5	4.7	9.0	22.7	-	10.7	31.1	15.1	14.6	3.1	5.2	20.1	-
MT	-	40.0	-	-	-	40.0	20.0	:	-	50.0	-	-	-	25.0	25.0	-	-	-	-	-	-	100.0	-	-
NL	-	8.0	15.5	18.6	18.0	9.7	30.2	-	-	7.5	15.2	19.2	22.8	9.7	25.6	-	-	8.6	16.1	17.8	10.7	9.6	37.2	-
AT	6.7	14.4	37.3	18.2	16.2	4.0	2.3	0.8	4.7	11.5	36.4	19.8	22.2	3.0	1.4	1.0	9.7	18.8	38.6	15.8	7.5	5.5	3.6	0.5
PL	-	21.7	12.0	15.9	16.6	9.6	22.1	2.1	-	18.4	11.7	14.1	23.8	9.3	20.2	2.5	-	25.4	12.3	17.9	8.5	9.9	24.3	1.6
PT	12.2	12.4	27.4	21.9	12.5	1.5	5.5	6.6	7.6	9.9	28.7	23.3	17.7	1.3	4.4	7.0	16.2	14.4	26.3	20.7	8.2	1.6	6.5	6.3
RO	-	18.5	30.7	5.6	25.7	0.0	19.4	-	-	11.8	29.2	6.0	36.2	0.1	16.7	-	-	25.5	32.2	5.2	15.0	-	22.1	-
SI	2.3	11.3	21.7	26.2	24.2	2.3	11.0	1.1	1.9	8.1	22.3	26.1	30.3	1.9	8.5	0.9	2.8	16.0	20.8	26.4	15.3	2.8	14.6	1.4
SK	8.1	10.8	17.6	20.7	18.1	4.9	15.5	4.3	4.7	10.4	15.7	20.2	23.2	5.7	14.5	5.5	12.2	11.2	19.8	21.4	12.0	3.9	16.7	2.9
FI	7.2	13.2	18.0	17.4	20.5	2.7	18.1	2.8	4.7	10.9	17.0	19.3	29.8	3.1	12.6	2.7	9.8	15.8	19.0	15.4	10.7	2.3	23.9	3.0
SE	1.8	7.7	9.6	24.6	28.6	1.9	25.6	0.2	0.7	6.1	9.8	26.1	36.8	1.7	18.6	0.2	3.4	9.9	9.4	22.6	17.4	2.1	35.0	0.2
UK	4.0	13.0	17.2	31.9	14.6	2.1	17.1	0.2	2.8	11.6	14.9	34.8	20.2	2.0	13.7	0.1	5.6	14.8	20.2	28.1	7.2	2.3	21.6	0.2
IS	-	10.0	10.0	40.0	-	-	40.0	-	-	-	-	40.0	-	-	60.0	-	-	20.0	20.0	40.0	-	-	20.0	-
LI	-	100.0	-	-	-	-	-	-	-	100.0	-	-	-	-	-	-	-	100.0	-	-	-	-	-	-
NO	2.4	17.7	23.5	0.0	1.3	11.6	42.0	1.5	1.6	20.3	23.1	-	1.2	10.0	41.8	2.0	3.3	14.6	23.9	0.0	1.4	13.6	42.3	0.9
TR	9.1	14.3	19.2	13.7	15.6	12.1	15.2	0.9	8.9	16.1	20.9	13.8	16.4	12.2	10.8	1.0	9.3	11.5	16.4	13.6	14.3	11.9	22.3	0.7

A	Education and training	B	Humanities and art	C	Social science, business and law
D	Science, mathematics and computing	E	Engineering, manufacturing and construction	F	Agriculture and veterinary
G	Health and welfare	H	Services		

Source: Eurostat, UOE.

Figure F6a: Number of graduates (ISCED 5A) in mathematics, science and technology per 1 000 people aged between 20 and 29, by sex, 1998-2004

	TOTAL							MALES							FEMALES						
	2004	2003	2002	2001	2000	1999	1998	2004	2003	2002	2001	2000	1999	1998	2004	2003	2002	2001	2000	1999	1998
EU-27	9.4	9.0	8.4	7.9	7.4	7.1	:	12.2	11.6	10.9	10.4	9.7	9.5	:	6.5	6.3	5.8	5.4	5.0	4.6	:
BE	6.2	5.9	5.8	5.5	4.9	:	:	8.6	8.1	8.1	7.8	7.0	:	:	3.8	3.6	3.4	3.2	2.8	:	:
BG	7.5	7.4	10.7	7.0	5.6	5.0	4.6	8.4	8.2	12.5	8.2	6.0	5.3	5.0	6.6	6.5	8.8	5.8	5.3	4.8	4.2
CZ	6.3	5.5	5.1	4.7	4.6	3.7	3.6	8.8	7.6	7.1	6.8	6.7	5.5	5.4	3.8	3.3	3.0	2.5	2.5	1.9	1.6
DK	10.2	8.1	7.8	7.0	6.8	4.0	3.4	13.8	11.2	10.5	9.6	9.3	5.0	4.3	6.7	5.1	5.1	4.3	4.2	2.9	2.5
DE	6.2	5.8	5.6	5.6	5.8	6.2	6.3	8.7	8.2	8.0	8.1	8.5	9.2	9.5	3.7	3.4	3.1	3.0	3.0	3.0	2.9
EE	5.9	6.1	5.5	5.3	4.7	3.9	3.1	6.4	6.8	6.9	6.8	6.1	:	:	5.3	5.3	4.1	3.8	3.3	:	:
IE	12.5	13.2	12.0	12.0	12.8	13.1	10.5	16.2	16.3	14.4	13.9	15.2	15.3	12.8	8.8	10.1	9.5	10.2	10.4	10.8	8.1
EL	5.5	:	:	:	:	:	:	6.0	:	:	:	:	:	:	5.0	:	:	:	:	:	:
ES	7.4	7.7	7.6	7.7	7.2	7.2	6.4	9.3	9.7	9.5	9.8	9.1	9.1	8.3	5.5	5.6	5.6	5.6	5.2	5.1	4.4
FR	:	14.5	:	13.2	13.0	12.6	12.1	:	18.5	:	17.0	16.4	16.1	15.2	:	10.4	:	9.4	9.5	9.0	8.9
IT	9.7	8.6	7.1	6.0	5.5	5.3	4.9	12.1	11.0	9.1	7.5	7.0	6.6	6.1	7.2	6.1	5.1	4.3	4.1	3.9	3.7
CY	1.5	1.3	0.9	1.0	0.7	1.0	:	1.1	0.9	0.7	0.9	0.7	0.6	:	1.9	1.6	1.1	1.2	0.7	1.3	:
LV	8.2	7.2	7.0	6.2	6.7	6.0	4.8	10.5	8.7	8.2	6.9	8.9	7.5	6.0	5.8	5.6	5.8	5.4	4.4	4.5	3.6
LT	11.8	11.9	10.1	10.2	9.1	8.0	6.3	14.5	14.3	12.3	12.4	11.5	9.6	8.0	9.0	9.4	7.8	7.9	6.8	6.4	4.6
LU	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
HU	4.3	4.1	4.4	3.4	4.3	4.8	4.7	6.0	5.9	6.2	4.7	6.6	7.2	6.6	2.5	2.3	2.5	2.0	1.9	2.3	2.7
MT	:	3.3	3.0	2.7	3.4	3.1	:	:	4.4	4.2	3.9	4.8	4.6	:	:	2.1	1.7	1.4	1.9	1.5	:
NL	7.4	6.8	6.1	5.5	5.3	5.3	5.5	11.9	11.1	10.0	9.1	8.7	8.7	9.1	2.8	2.4	2.1	1.9	1.9	1.8	1.9
AT	5.2	4.8	4.4	4.3	3.7	3.4	3.5	7.7	7.3	6.7	6.5	5.8	5.3	5.3	2.7	2.2	2.1	2.1	1.7	1.5	1.6
PL	9.1	8.7	8.0	7.4	6.6	5.5	4.7	12.0	11.4	10.3	9.3	8.3	7.0	6.3	6.2	5.8	5.7	5.3	4.8	4.0	3.1
PT	7.6	7.3	6.5	5.7	5.3	4.8	3.4	8.4	8.5	7.7	6.5	6.1	5.6	4.0	6.8	6.1	5.3	4.8	4.5	4.0	2.8
RO	8.4	7.2	4.9	4.4	4.2	3.8	4.0	9.9	8.5	6.0	5.5	5.3	5.1	5.1	6.9	5.9	3.8	3.2	3.0	2.5	2.7
SI	3.8	3.6	3.9	3.6	3.8	3.9	4.3	5.0	4.7	5.2	4.8	5.2	5.3	5.9	2.6	2.5	2.4	2.3	2.2	2.5	2.7
SK	8.8	7.7	7.3	7.0	4.9	4.8	4.0	11.2	10.1	9.5	9.3	6.8	6.8	5.6	6.3	5.3	5.0	4.6	3.0	2.8	2.3
FI	:	16.2	15.8	14.6	12.5	12.8	11.1	:	22.5	22.3	20.8	18.2	18.9	16.2	:	9.6	9.0	8.1	6.6	6.5	5.9
SE	12.6	10.7	10.2	9.3	8.5	7.2	6.1	16.0	13.6	12.9	11.9	11.3	9.9	8.6	9.0	7.7	7.3	6.5	5.5	4.3	3.5
UK	14.5	16.1	15.5	15.2	12.9	12.6	12.2	19.7	20.2	20.1	19.7	16.8	17.4	16.9	9.3	11.9	10.9	10.6	8.9	7.8	7.4
IS	10.2	8.9	7.8	7.1	6.6	4.6	5.0	12.4	11.3	10.2	8.6	8.0	5.2	6.8	8.0	6.5	5.2	5.5	5.2	3.9	3.2
LI	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
NO	8.6	8.1	6.7	7.0	5.5	5.6	6.9	12.9	11.7	9.6	10.3	7.8	8.0	9.8	4.3	4.4	3.7	3.5	3.1	3.1	3.9
TR	2.7	2.6	:	:	:	:	:	3.5	3.4	:	:	:	:	:	1.9	1.9	:	:	:	:	:
	2004	2003	2002	2001	2000	1999	1998	2004	2003	2002	2001	2000	1999	1998	2004	2003	2002	2001	2000	1999	1998

Source: Eurostat, UOE.

Figure F6b: Number of graduates (ISCED 6) in mathematics, science and technology per 10 000 people aged between 25 and 35, by sex, 1998-2004

	TOTAL							MALES							FEMALES						
	2004	2003	2002	2001	2000	1999	1998	2004	2003	2002	2001	2000	1999	1998	2004	2003	2002	2001	2000	1999	1998
EU-27	5.6	5.8	5.1	5.0	4.6	4.7	:	7.3	7.4	6.8	6.8	6.3	6.5	:	3.9	4.1	3.5	3.2	2.8	2.8	:
BE	5.4	5.1	5.1	4.8	4.3	:	:	7.7	7.0	6.9	6.8	5.8	:	:	3.0	3.2	3.1	2.9	2.8	:	:
BG	1.3	1.2	1.1	1.1	1.1	1.4	1.2	1.4	1.3	1.2	1.4	1.3	1.8	1.5	1.3	1.1	1.0	0.9	0.9	1.0	0.9
CZ	5.2	5.0	4.2	3.6	3.4	3.2	2.9	7.4	6.9	6.2	5.2	5.1	4.8	4.6	2.9	3.0	2.2	1.8	1.5	1.6	1.2
DK	6.4	6.2	4.9	3.2	5.0	4.9	3.4	9.2	9.0	6.8	4.4	7.0	7.0	5.0	3.6	3.3	3.0	1.8	2.8	2.7	1.7
DE	7.8	7.7	7.7	7.9	8.1	7.5	7.2	11.5	11.3	11.6	11.8	12.2	11.4	10.8	4.0	3.9	3.7	3.7	3.7	3.4	3.3
EE	3.5	2.6	2.0	1.7	2.3	2.2	1.1	4.1	4.2	2.8	2.6	2.9	3.6	1.6	3.0	1.1	1.3	0.8	1.7	0.9	0.6
IE	5.8	6.1	5.2	6.1	5.0	6.3	5.6	6.9	5.9	6.7	7.4	5.4	7.3	6.6	4.7	6.2	3.6	4.8	4.6	5.4	4.7
EL	4.8	:	:	:	:	:	:	6.5	:	:	:	:	:	:	3.1	:	:	:	:	:	:
ES	3.9	3.8	3.7	3.5	3.3	3.9	3.5	4.3	4.3	4.2	4.2	3.9	4.5	4.2	3.6	3.2	3.2	2.9	2.7	3.3	2.7
FR	:	5.9	:	7.1	7	6.7	7.2	:	7.5	:	9.0	8.8	8.6	9.3	:	4.3	:	5.3	5.2	4.8	5.1
IT	3.6	3.6	2.5	1.7	1.8	1.6	1.6	3.9	3.9	2.6	2.0	2.1	1.9	1.9	3.3	3.3	2.3	1.5	1.5	1.3	1.3
CY	0.6	0.1	-	0.1	0.3	:	:	0.2	-	-	0.2	0.2	:	:	0.9	0.2	-	-	0.4	:	:
LV	0.9	0.7	0.6	0.8	0.8	0.7	0.6	0.9	0.8	0.4	0.9	0.9	0.7	1.2	0.8	0.6	0.7	0.6	0.7	0.6	0.1
LT	2.8	1.6	2.4	2.1	3.2	1.8	0.9	2.9	1.8	2.6	2.6	4.3	2.4	1.4	2.7	1.4	2.2	1.5	2.1	1.2	0.4
LU	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
HU	1.3	1.6	1.6	1.3	2.1	3.3	4.1	1.7	2.0	2.3	1.9	2.7	3.8	4.8	0.9	1.2	1.0	0.7	1.4	2.7	3.3
MT	:	-	-	0.2	0.2	0.4	:	:	-	-	0.4	0.4	0.4	:	:	-	-	-	-	0.4	:
NL	4.3	4.1	3.9	3.8	3.4	3.5	3.6	6.0	5.7	5.4	5.9	5.2	5.4	5.9	2.7	2.5	2.3	1.6	1.5	1.5	1.2
AT	7.5	6.6	7.1	6.6	6.0	5.7	5.6	10.9	9.8	10.4	9.9	8.8	8.8	8.8	4.1	3.4	3.7	3.2	3.1	2.5	2.3
PL	3.2	3.4	2.8	2.7	-	2.5	2.5	3.9	4.2	3.4	3.6	-	3.2	3.4	2.5	2.5	2.3	1.8	-	1.8	1.5
PT	9.7	7.2	6.4	5.8	5.3	5.4	5.6	10.5	7.6	6.9	6.5	6.4	5.9	6.6	9.0	6.9	5.9	5.1	4.3	4.8	4.5
RO	2.4	9.7	:	:	:	:	:	3.2	10.8	:	:	:	:	:	1.6	8.6	:	:	:	:	:
SI	6.1	6.0	5.8	4.5	4.0	3.6	4.1	7.8	7.9	6.7	5.8	6.4	4.8	5.8	4.2	3.9	4.7	3.2	1.6	2.4	2.4
SK	3.9	5.7	3.7	3.0	2.2	2.4	2.8	4.7	5.8	4.6	3.8	2.8	3.2	3.7	3.0	5.5	2.8	2.2	1.5	1.5	1.9
FI	:	10.4	10.9	10.4	10.1	10.7	9.4	:	13.5	14.1	14.6	13.9	14.5	13.5	:	7.1	7.5	6.1	6.1	6.7	5.2
SE	17.5	15.5	14.4	13.6	12.4	11.7	10.8	23.4	21.2	19.8	19.2	17.6	17.2	16.1	11.4	9.6	8.8	7.8	7.0	6.1	5.2
UK	8.8	9.2	8.6	8.6	7.0	6.5	6.5	11.9	11.9	11.2	11.6	9.6	9.3	9.5	5.7	6.4	6.0	5.7	4.4	3.8	3.5
IS	1.0	0.2	0.2	-	-	-	-	1.0	0.5	-	-	-	-	-	1.0	-	0.5	-	-	-	-
LI	-	-	:	:	:	:	:	-	-	:	:	:	:	:	-	-	:	:	:	:	:
NO	0.1	4.6	0.4	1.3	1.2	0.9	1.2	0.1	6.1	0.7	2.3	1.9	1.5	2.0	0.1	3.1	0.1	0.4	0.4	0.2	0.4
TR	0.6	0.7	:	:	:	:	:	0.8	0.9	:	:	:	:	:	0.5	0.4	:	:	:	:	:
	2004	2003	2002	2001	2000	1999	1998	2004	2003	2002	2001	2000	1999	1998	2004	2003	2002	2001	2000	1999	1998

Source: Eurostat, UOE.

Figure F8: Number of graduates (ISCED 5A) by level of qualification and the notional length of studies as a percentage of the total number of graduates (ISCED 5B, 5A and 6), by sex, 2004

	Percentage of graduates (men and women combined) in the category with respect to all graduates					Percentage of women graduates in the category. with respect to all women graduates					Percentage of women in the category				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
EU-27	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
BE	19.3	13.0	15.5	50.3	1.9	17.2	12.3	14.7	54.7	1.1	50.9	53.9	54.0	62.2	33.9
BG	58.7	-	32.0	8.4	0.9	57.8	-	32.4	9.0	0.7	57.4	-	59.0	62.9	50.8
CZ	23.1	37.9	20.7	15.2	3.2	23.3	33.5	23.1	18.2	2.0	58.6	51.2	64.8	69.5	35.6
DK	56.7	6.5	19.1	16.0	1.7	63.4	5.3	18.1	12.2	1.0	65.8	47.9	55.7	44.7	35.9
DE	23.9	37.6	-	31.3	7.2	19.4	38.8	-	36.4	5.4	42.8	54.4	-	61.3	39.0
EE	37.0	2.8	14.4	43.8	2.0	35.5	3.2	13.9	45.6	1.8	68.7	81.8	69.4	74.6	62.2
IE	45.1	1.2	18.8	33.6	1.2	46.5	1.2	20.4	30.9	1.0	58.8	55.2	61.9	52.3	45.7
EL	47.2	14.1	10.4	25.7	2.7	51.8	12.1	8.9	25.5	1.7	66.9	52.3	52.3	60.4	38.1
ES	29.7	38.2	-	29.4	2.7	32.0	38.6	-	27.2	2.3	62.2	58.3	-	53.4	47.5
FR	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
IT	29.7	51.9	15.5	1.0	2.0	28.9	52.5	15.8	1.1	1.7	56.5	58.8	59.1	66.0	50.9
CY	19.5	-	4.9	75.2	0.4	26.2	-	5.1	68.3	0.4	80.1	-	62.4	54.3	61.5
LV	55.8	-	29.2	14.7	0.4	57.5	-	28.6	13.7	0.3	71.4	-	67.6	64.6	58.3
LT	41.4	2.1	18.8	37.0	0.8	39.9	2.0	17.6	39.8	0.7	64.1	64.8	62.4	71.5	57.5
LU	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
HU	78.6	-	13.0	7.1	1.3	78.5	-	13.3	7.3	0.9	63.4	-	65.2	65.3	42.9
MT	55.4	8.2	16.6	19.5	0.2	56.6	7.3	16.2	19.8	0.1	58.5	51.4	55.7	58.0	20.0
NL	86.9	-	10.3	-	2.8	87.3	-	10.8	-	1.9	56.4	-	58.7	-	39.4
AT	14.5	51.7	0.8	25.1	8.0	11.1	55.5	0.5	26.5	6.4	38.5	54.4	35.6	53.4	40.5
PL	35.5	21.8	40.4	1.2	1.1	34.8	20.1	42.8	1.5	0.8	64.2	60.4	69.4	80.8	46.9
PT	28.1	44.9	3.5	17.7	5.8	30.5	45.4	3.5	15.8	4.8	71.7	66.5	64.6	58.7	54.7
RO	41.9	24.3	23.2	8.8	1.8	47.5	18.7	22.7	9.6	1.6	64.9	43.9	56.1	62.6	49.3
SI	33.8	5.8	6.3	51.6	2.4	38.2	3.7	5.7	50.8	1.6	68.2	38.6	54.4	59.5	40.6
SK	28.6	44.6	16.4	8.0	2.4	28.6	43.6	15.2	10.7	1.9	56.6	55.4	52.6	75.4	45.0
FI	60.2	32.0	1.6	1.6	4.6	63.1	31.0	1.6	0.7	3.6	65.0	60.0	59.7	26.8	48.7
SE	76.4	2.9	5.0	8.6	7.1	77.8	2.9	6.7	7.5	5.0	62.1	61.9	82.9	53.4	42.6
UK	47.6	1.4	28.0	20.4	2.6	46.2	1.4	26.9	23.6	1.9	56.0	56.2	55.5	67.0	43.1
IS	77.1	3.7	10.1	8.7	0.4	79.5	3.6	8.6	8.0	0.3	68.6	64.2	57.0	61.1	50.0
LI	52.1	-	35.6	-	12.3	64.7	-	29.4	-	5.9	28.9	-	19.2	-	11.1
NO	63.3	16.6	12.7	5.1	2.4	69.6	13.7	10.2	4.9	1.6	66.4	49.8	48.6	58.2	39.8
TR	56.4	-	9.6	33.0	1.0	59.2	-	10.2	29.7	0.9	46.2	-	46.9	39.6	38.0

A	ISCED 5A, 1st degrees, duration 3<5 years	D	ISCED 5B qualifications, duration 2 or more years
B	ISCED 5A, 1st degrees, duration 5 or more years	E	ISCED 6 degrees
C	ISCED 5A, 2nd degrees, cumulative duration 5 or more years		

Source: Eurostat, UOE.

Private contributions and support at ISCED level 6 compared with ISCED 5 (first qualification)					
	Student financial contributions (a) and support specifically for the payment of contributions (b) (a) Comparison with ISCED level 5, first qualification: Figs. C9-C12; (b) comparison with ISCED level 5: Figs. D1 and D4	**Support for living costs** Comparison with ISCED level 5, first qualification: Figs. D3 and D5-D8	**Support for accommodation** Comparison with ISCED level 5, first qualification: Figs. D11-D14	**Support for parents** Comparison with ISCED level 5, first qualification: Figs. D15-D17	**Mobility and portability ([1])** comparison with ISCED level 5, first qualification: Figs. E6-E10)
BE fr	Private contributions identical to those at ISCED level 5A in the public sector. Special support for the payment of contributions no longer provided.	Support provided at ISCED level 5 is no longer provided, but some doctoral students may benefit from a grant with social security coverage and tax exemption. This situation is between support to students and work contract specifically linked to the doctorate. Other ISCED level 6 students have a work contract with their Higher Education institution. A doctoral student can benefit of different situations at the same time or one after the other during his doctorate.	Situation identical to that at ISCED level 5: no special support for accommodation.	Situation identical to that at ISCED level 5.	As at ISCED level 5, special support for mobility does not exist, and the portability of support is therefore no longer possible.
BE de	Doctoral programmes are not provided and have to be undertaken in one of the two other Communities or abroad. There is no special support for any contributions.	There is no special support equivalent to the means-tested support awarded at ISCED 5, but it is possible to apply for a special grant of up to PPS EUR 1 211.	The situation is exactly the same as at ISCED level 5: no special support for accommodation.	The situation is exactly the same as at ISCED level 5.	As in the case of ISCED level 5, there is no special support for mobility. There is guaranteed portability for the special grant

([1]) The conditions for the portability of support may be identical for ISCED 5 and ISCED 6, though support differs.

Private contributions and support at ISCED level 6 compared with ISCED 5 (first qualification)					
	Student financial contributions (a) and support specifically for the payment of contributions (b) (a) Comparison with ISCED level 5, first qualification: Figs. C9-C12; (b) comparison with ISCED level 5: Figs. D1 and D4	**Support for living costs** Comparison with ISCED level 5, first qualification: Figs. D3 and D5-D8	**Support for accommodation** Comparison with ISCED level 5, first qualification: Figs. D11-D14	**Support for parents** Comparison with ISCED level 5, first qualification: Figs. D15-D17	**Mobility and portability (1)** comparison with ISCED level 5, first qualification: Figs. E6-E10)
BE nl	Contributions to tuition costs are similar to that at ISCED level 5. Nevertheless, an amount of about PPS EUR 242 must be paid at the beginning of doctoral studies and again about PPS EUR 242 the year of obtaining the doctoral degree. Nor exemptions, neither reductions to contributions.	Doctoral students are awarded a tax free scholarship for 4 years with full social security coverage. The amount is the same as the net salary of an assistant. Doctoral students may also work on the basis of an employment contract with a university institution.	No longer provided at ISCED level 6.	Situation identical to that of ISCED level 5.	As at ISCED level 5, special support for mobility does not exist. Portability no longer exists. Research must be carries out in a Flemish university.
BG	Contributions to tuition costs vary between PPS EUR 278 and PPS EUR 604 (same upper limit as ISCED level 5 Master's programmes). Conditions identical to ISCED level 5 as regards support specifically for the payment of contributions (no support). By contrast, ISCED 6 students may be penalised (by withdrawing their doctoral studies grant) if they prolong their studies.	Grants are no longer determined by income or academic results. The amount per grant is PPS EUR 4 513 a year.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.	As at ISCED level 5, no specific support for mobility but conditional portability.
CZ	Free access: special contributions towards tuition costs no longer exist if studies are prolonged. Support: not applicable (as at ISCED level 5).	Full-time doctoral students may receive grants up to the age of 28. Income no longer determines the amount of the grants. The amount per grant is PPS EUR 5 039.45 per year. Students with jobs are entitled to a tax reduction.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.

Private contributions and support at ISCED level 6 compared with ISCED 5 (first qualification)					
	Student financial contributions (a) and support specifically for the payment of contributions (b) (a) Comparison with ISCED level 5, first qualification: Figs. C9-C12; (b) comparison with ISCED level 5: Figs. D1 and D4	**Support for living costs** Comparison with ISCED level 5, first qualification: Figs. D3 and D5-D8	**Support for accommodation** Comparison with ISCED level 5, first qualification: Figs. D11-D14	**Support for parents** Comparison with ISCED level 5, first qualification: Figs. D15-D17	**Mobility and portability ([1])** comparison with ISCED level 5, first qualification: Figs. E6-E10)
DK	No private contributions, as at ISCED level 5. Support: not applicable.	No support provided for doctoral students, but they may have employment contracts in connection with their studies for the three years corresponding to the doctoral programme. They belong to the 'salaried employees' category for income tax purposes.	Support in kind for accommodation is no longer provided: special support for accommodation therefore no longer exists.	Situation identical to that at ISCED level 5.	As at ISCED level 5, special support for mobility does not exist. The salary of doctoral students is entirely portable due to its nature.
DE	Private contributions identical to those at ISCED level 5A in the public sector. No support provided for doctoral students.	No support provided to doctoral students, but they may have employment contracts related to their ISCED level 6 studies. They are eligible for social security and health insurance.	Support in kind is no longer provided; support in cash still exists.	Situation identical to that at ISCED level 5.	Special support for mobility and portable support no longer exist at ISCED level 6.
EE	Contributions identical to those at ISCED level 5A in the public sector (free of charge for students with subsidised places). As at ISCED level 5, therefore, there is no special support for private contributions.	Students may receive a grant (*doktorandi õppetoetus*) of up to PPS EUR 6 591.04 a year.	Support in cash no longer exists; support in kind is still provided.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5. Special research grants are not portable. However there are special grant arrangements for doctoral students enabling them to do some of their doctorate abroad. The amount depends on the host country.
IE	(:)	Students may receive a grant. No data about grant amounts and conditionality.	(:)	As at ISCED level 5, no family allowances and tax relief in some very specific cases.	No special support, as at ISCED 5. Portable support no longer exists.

Private contributions and support at ISCED level 6 compared with ISCED 5 (first qualification)

	Student financial contributions (a) and support specifically for the payment of contributions (b) (a) Comparison with ISCED level 5, first qualification: Figs. C9-C12; (b) comparison with ISCED level 5: Figs. D1 and D4	Support for living costs Comparison with ISCED level 5, first qualification: Figs. D3 and D5-D8	Support for accommodation Comparison with ISCED level 5, first qualification: Figs. D11-D14	Support for parents Comparison with ISCED level 5, first qualification: Figs. D15-D17	Mobility and portability (1) comparison with ISCED level 5, first qualification: Figs. E6-E10)
EL	Introduction of certification fees. Introduction of exemptions and reductions in certification fees.	Grants and loans to doctoral students are available. The amount per grant varies, and the amount per loan is PPS EUR 17 659.52 a year. The interest rate is lower than the market rate and loans are repaid after studies. Doctoral students may be recruited and remunerated by the university for research programmes or for work as teaching staff assistants. Otherwise they have no benefits or special status.	Support specifically for accommodation no longer exists (support in cash or in kind is not provided).	Situation identical to that at ISCED level 5.	As at ISCED level 5, special or portable support does not exist.
ES	Data regarding private contributions are not available. Introduction of special loans for the payment of contributions. Reduced contributions have been abolished.	Situation and conditions identical to those at ISCED level 5. Some students may have contracts with institutions, which are not directly linked to their doctorate.	(:)	Neither family allowances nor tax relief, as at ISCED level 5.	Support specifically for mobility identical to that at ISCED level 5. In contrast to the situation at ISCED level 5 at which support is not portable, the portability of support is conditional at ISCED level 6. Portability restrictions involve the length of stay abroad (period shorter than the total length of studies), the type of course (which must be part of the study programme undertaken in the home country), and academic progress (students must not repeat a year).

Private contributions and support at ISCED level 6 compared with ISCED 5 (first qualification)					
	Student financial contributions (a) and support specifically for the payment of contributions (b) (a) Comparison with ISCED level 5, first qualification: Figs. C9-C12; (b) comparison with ISCED level 5: Figs. D1 and D4	**Support for living costs** Comparison with ISCED level 5, first qualification: Figs. D3 and D5-D8	**Support for accommodation** Comparison with ISCED level 5, first qualification: Figs. D11-D14	**Support for parents** Comparison with ISCED level 5, first qualification: Figs. D15-D17	**Mobility and portability (1)** comparison with ISCED level 5, first qualification: Figs. E6-E10)
FR	Registration fees similar to ISCED level 5A (PPS EUR 285). No support provided to doctoral students.	No support identical to that at ISCED level 5 is available for doctoral students. Doctoral students may be employed (beneficiaries of 'research grants', temporary assistants or CIFRE contract beneficiaries). These contracts cannot be regarded as support. There are also employment contracts called *bourses* (grants) for research training with research establishments (CNRS, INRA, INRIA) or tertiary education institutions.	Situation identical to that at ISCED level 5.	Family allowances no longer exist but the conditions governing tax relief are identical to those at ISCED level 5.	Special support for mobility is different from that at ISCED level 5. Grants are provided by the Ministry of Higher Education and Research (international joint supervision of theses cultural topics for students in disciplines related to humanities and social sciences) or by the Ministry of Foreign Affairs (Lavoisier programme, grants available from certain foreign governments under bilateral agreements). No portability except in the case of 'research grants' (see column 2), subject to certain conditions.
IT	Contributions identical to those at ISCED level 5A in the public sector. Conditions identical to ISCED level 5 as regards support specifically for contributions.	Grants available at ISCED level 5 are replaced by combinations of grants and loans. The amounts per loan vary, there is no interest and they are repaid after studies. The conditions for grants are identical to those at ISCED level 5.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.	Special forms of support are available along with an increase in amounts, but they do not exist at ISCED level 5. As at ISCED level 5, support is not portable except in the case of students resident in the autonomous region of Valle d'Aosta, or from the autonomous province of Bolzano.

Private contributions and support at ISCED level 6 compared with ISCED 5 (first qualification)					
	Student financial contributions (a) and support specifically for the payment of contributions (b) (a) Comparison with ISCED level 5, first qualification: Figs. C9-C12; (b) comparison with ISCED level 5: Figs. D1 and D4	**Support for living costs** Comparison with ISCED level 5, first qualification: Figs. D3 and D5-D8	**Support for accommodation** Comparison with ISCED level 5, first qualification: Figs. D11-D14	**Support for parents** Comparison with ISCED level 5, first qualification: Figs. D15-D17	**Mobility and portability (1)** comparison with ISCED level 5, first qualification: Figs. E6-E10)
CY	No contributions (contributions to student organisations are no mandatory). Introduction of special contributions to tuition costs if studies are prolonged. Support: not applicable.	Income no longer determines the grant amounts. Doctoral students may be employed by the university department, for various services in parallel to their doctoral programme and for 10 months. They benefit from social security and are entitled to tax exemption if the amount they earn is under the tax threshold.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5, but only a few grants are awarded to doctoral students by the State Scholarship Committee under the heading of special support for mobility.
LV	Private contributions identical to those at ISCED level 5A in the public sector. Special support for the payment of contributions is no longer provided.	The minimum annual amount per grant is PPS EUR 2 506.26, and the maximum amount PPS EUR 5 012.52.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.
LT	As with Master's programmes at ISCED level 5, private contributions do not yet exist (these contributions have only been introduced recently and until now only apply to bachelor's students). Support specifically for the payment of contributions is no longer provided.	Loans no longer available and income no longer determines the amount of the grants. The amount per grant is PPS EUR 509.46 per year.	Situation identical to that at ISCED level 5.	Family allowances no longer exist. The conditions concerning tax relief are identical to those at ISCED level 5.	The situation is identical to that at ISCED level 5.
LU	Contributions identical to those at ISCED level 5A in the public sector. Conditions identical to those at to ISCED level 5 as regards support specifically for the payment of contributions.	Doctoral programmes are not offered. Students must go abroad. Conditions for support are identical to those at ISCED level 5.	(:)	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.

Private contributions and support at ISCED level 6 compared with ISCED 5 (first qualification)					
	Student financial contributions (a) and support specifically for the payment of contributions (b) (a) Comparison with ISCED level 5, first qualification: Figs. C9-C12; (b) comparison with ISCED level 5: Figs. D1 and D4	**Support for living costs** Comparison with ISCED level 5, first qualification: Figs. D3 and D5-D8	**Support for accommodation** Comparison with ISCED level 5, first qualification: Figs. D11-D14	**Support for parents** Comparison with ISCED level 5, first qualification: Figs. D15-D17	**Mobility and portability [1]** comparison with ISCED level 5, first qualification: Figs. E6-E10)
HU	As in the case of ISCED level 5, there are no private contributions. Support: not applicable.	Certain full-time doctoral students may benefit from state financial support. Other students have no benefits or special status and carry out doctoral studies on an individual basis.	Situation identical to that at ISCED level 5.	There are no family allowances as at ISCED level 5. Tax relief no longer exists.	Situation identical to that at ISCED level 5.
MT	Introduction of certification fees, as with Master's programmes at ISCED level 5A. Data is not available on special support for the payment of contributions.	Some doctoral students may be employed as assistants when their field of research corresponds to that of the department. Other students have temporary employment as first-cycle lectors or tutors. However, this is done on an *ad hoc* basis and the university does not in any way bind itself to offer temporary employment to registered doctoral students.	Situation identical to that at ISCED level 5: no support specifically for accommodation.	Situation identical to that at ISCED level 5.	As at ISCED level 5, no support specifically for mobility. Support is no longer portable at ISCED level 6.
NL	Contributions towards tuition costs no longer exist. No support specifically for the payment of contributions.	Employment related to doctoral programmes is offered to students in ISCED level 6 programmes. Doctoral schools (research institutes) offer employment to exceptional students as well as doctoral supervision and remuneration (tuitions). Those with a Master's degree may apply for a post of research assistant (AIO), or research student (OIO). They are therefore temporary public-sector employees. Support for doctoral students is also available, but less widespread.	(:)	Conditions identical to those at ISCED level 5 except in the case of tax relief.	As at ISCED level 5, specific support for mobility exists.

Private contributions and support at ISCED level 6 compared with ISCED 5 (first qualification)

	Student financial contributions (a) and support specifically for the payment of contributions (b) (a) Comparison with ISCED level 5, first qualification: Figs. C9-C12; (b) comparison with ISCED level 5: Figs. D1 and D4	Support for living costs Comparison with ISCED level 5, first qualification: Figs. D3 and D5-D8	Support for accommodation Comparison with ISCED level 5, first qualification: Figs. D11-D14	Support for parents Comparison with ISCED level 5, first qualification: Figs. D15-D17	Mobility and portability [1] comparison with ISCED level 5, first qualification: Figs. E6-E10)
AT	Private contributions identical to those at ISCED level 5A in the public sector. Conditions identical to ISCED level 5 as regards support specifically for the payment of contributions.	Support provided under conditions identical to those at ISCED level 5.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.
PL	Certification fees are lower than at ISCED level 5 (PPS EUR 14). Conditions identical to those at ISCED level 5 for support (no support for the payment of contributions).	Types of support and conditions are identical to those at ISCED level 5. Full-time doctoral students are entitled to tax exemption. Part-time students may be employed during their doctoral studies (contract unconnected with the doctoral programme).	Support in cash is still provided, but the amount varies locally in accordance with the rector's decision. Support in kind is also available to doctoral students.	Situation identical to that at ISCED level 5.	As at ISCED level 5, no specific support for mobility or portability. But, as at ISCED level 5, institutions are free to award support specifically for the mobility of their students.
PT	Data regarding private contributions is not available. Data on special support for the payment of contributions is not available.	Doctoral students are either employed as assistants at the university or have a research grant or contract (fellows).	(:)	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.
RO	Private contributions identical to those at ISCED level 5A in the public sector. No special support provided to doctoral students for the payment of contributions.	On the basis of competition results, full-time doctoral students may obtain a contract which salary corresponds to the salary of a university assistant or researcher. PhD students have the status of an employee for the purposes of health insurance, social security and unemployment insurance, but their salary is considered in law to be a scholarship.	Specific support for accommodation no longer exists (support in cash or in kind not provided).	As at ISCED level 5, no family allowances or tax relief.	Portability conditions are identical to those at ISCED level 5. Specific support for mobility differs. It includes grants (250 a year) for the training of specialists in European integration (for a 4-year period), grants in the field of the arts, grants to promote bilateral cooperation or unilateral grants.

Private contributions and support at ISCED level 6 compared with ISCED 5 (first qualification)

	Student financial contributions (a) and support specifically for the payment of contributions (b) (a) Comparison with ISCED level 5, first qualification: Figs. C9-C12; (b) comparison with ISCED level 5: Figs. D1 and D4	Support for living costs Comparison with ISCED level 5, first qualification: Figs. D3 and D5-D8	Support for accommodation Comparison with ISCED level 5, first qualification: Figs. D11-D14	Support for parents Comparison with ISCED level 5, first qualification: Figs. D15-D17	Mobility and portability ([1]) comparison with ISCED level 5, first qualification: Figs. E6-E10)
SI	All students pay contributions to tuition costs, the amounts of which are freely determined by the institutions (with an upper limit of PPS EUR 536). Special support for the payment of contributions: Some students receive support (grant or employer's support).	No support for living costs. Regular fixed-term employment contracts related to doctoral programmes are offered to students in ISCED level 6 programmes.	No special support for accommodation.	As regards family allowances, the conditions are identical in terms of tax relief for students under the age of 26.	Situation identical to that at ISCED level 5.
SK	Data on private contributions not available. No specific support provided for doctoral students.	Doctoral students can obtain employment contracts in relation to their ISCED level 6 studies, which are nevertheless regarded as scholarships in law.	(:)	Family allowances no longer exist. Tax relief no longer exists at ISCED level 6.	Portability no longer exists because there is no longer support for ISCED level 6.
FI	No private contributions (contributions to student organisations are no longer mandatory). Support: not applicable.	Conditions identical to those at ISCED level 5 only if beneficiaries have not 'used up' the months of support awarded to them for their ISCED level 5 studies. They may also request a 15-month extension. Doctoral students generally have an employment contract with the higher education institution, linked or not with their doctorate.	Situation identical to that at ISCED level 5 only if beneficiaries have not 'used up' the months of support awarded to them for their ISCED level 5 studies. They may also request an extension.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5 if the beneficiaries have not 'used up' the months of support awarded to them for their ISCED level 5 studies. They may also request a 15-month extension.

Private contributions and support at ISCED level 6 compared with ISCED 5 (first qualification)					
	Student financial contributions (a) and support specifically for the payment of contributions (b) (a) Comparison with ISCED level 5, first qualification: Figs. C9-C12; (b) comparison with ISCED level 5: Figs. D1 and D4	**Support for living costs** Comparison with ISCED level 5, first qualification: Figs. D3 and D5-D8	**Support for accommodation** Comparison with ISCED level 5, first qualification: Figs. D11-D14	**Support for parents** Comparison with ISCED level 5, first qualification: Figs. D15-D17	**Mobility and portability (1)** comparison with ISCED level 5, first qualification: Figs. E6-E10)
SE	Private contributions identical to those at ISCED level 5A in the public sector (almost free of charge). Support: not applicable.	Most doctoral students generally have an employment contract with the higher education institution. These contracts are linked with the doctorate. Around 10 % of PhDs holds a special kind of doctoral studies grant, *utbildningsbidrag* which can only be used for two years, then the holder has a right to an employment contract.	No support specifically for accommodation.	No support for parents.	Doctoral students generally have an employment contract with the higher education institution. There is no separate, direct and portable state support for mobility.
UK	Fees are set by the individual institution and may vary according to the course. Fees are typically around PPS EUR 4 000, but may be more. There is no general entitlement to support for doctoral students. There are however, a number of sources of public funding, of which the most important are the Research Councils – government-funded agencies engaged in the support of research in different disciplines. Other sources of funding include scholarships and bursaries, and research and teaching assistant-ships offered by individual institutions.	There is no general entitlement to support for doctoral students. There are however a number of sources of public funding, of which the most important are the Research Councils – government-funded agencies engaged in the support of research in different disciplines. Other sources of funding include scholarships and bursaries, and research and teaching assistantships offered by individual institutions.	Situation identical to that at ISCED level 5: no support specifically for accommodation.	Situation identical to that at ISCED level 5.	There is no general entitlement to support for mobility.

Private contributions and support at ISCED level 6 compared with ISCED 5 (first qualification)					
	Student financial contributions (a) and support specifically for the payment of contributions (b) (a) Comparison with ISCED level 5, first qualification: Figs. C9-C12; (b) comparison with ISCED level 5: Figs. D1 and D4	**Support for living costs** Comparison with ISCED level 5, first qualification: Figs. D3 and D5-D8	**Support for accommodation** Comparison with ISCED level 5, first qualification: Figs. D11-D14	**Support for parents** Comparison with ISCED level 5, first qualification: Figs. D15-D17	**Mobility and portability ([1])** comparison with ISCED level 5, first qualification: Figs. E6-E10)
IS	Private contributions identical to those at ISCED level 5A in the public sector. Conditions identical to ISCED level 5 as regards specific support for the payment of contributions.	Conditions identical to those at ISCED level 5.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.	As at ISCED level 5, no specific support for mobility but full portability.
LI	In the government-dependent private sector, contributions to tuition costs stand at PPS EUR 4 889 (scientific medicine) and PPS EUR 7 333 (philosophy). Conditions identical to ISCED level 5 as regards support specifically for the payment of contributions.	Conditions identical to those at ISCED level 5.	Situation identical to that at ISCED level 5.	Situation identical to that at ISCED level 5.	As at ISCED level 5, specific tailor-made support for mobility and full portability.
NO	No private contributions (contributions to student organisations are no longer mandatory). Support: not applicable.	No support provided for doctoral students, but employment contracts in relation to their ISCED level 6 studies. Doctoral students admitted to doctoral programmes are employed for 4 years.	Situation identical to that at ISCED level 5: no special support for accommodation.	Support for parents of students does not exist.	Although they are employees, doctoral students may receive a loan to pay for contributions to tuition costs abroad.

Private contributions and support at ISCED level 6 compared with ISCED 5 (first qualification)					
	Student financial contributions (a) and support specifically for the payment of contributions (b) (a) Comparison with ISCED level 5, first qualification: Figs. C9-C12; (b) comparison with ISCED level 5: Figs. D1 and D4	**Support for living costs** Comparison with ISCED level 5, first qualification: Figs. D3 and D5-D8	**Support for accommodation** Comparison with ISCED level 5, first qualification: Figs. D11-D14	**Support for parents** Comparison with ISCED level 5, first qualification: Figs. D15-D17	**Mobility and portability (1)** comparison with ISCED level 5, first qualification: Figs. E6-E10)
TR	Contributions to student organisations are no longer mandatory. The amount of contributions to tuition costs varies between PPS EUR 62 and PPS EUR 515. University Administration Boards have also right to increase amounts of contributions to tuition costs up to 20 %. In the event of an extension, an increase of 50 % the first year and 100 % for subsequent years is due. Loans to cover contributions to tuition costs are no longer provided for graduates (Master and Doctorate students).	Conditions identical to those for support at ISCED level 5. Just the amounts are higher: PPS EUR 4990. Most doctoral students have temporary employment contracts as research assistants at their university. The contracts are mainly linked to their doctorate. They are both public and private sectors employees and benefit from social security and health insurance.	Situation identical to that at ISCED level 5. Doctoral students with an employment contract cannot obtain this kind of support.	Situation identical to that at ISCED level 5.	As at ISCED level 5, no support specifically for mobility or portable support.

Glossary and Statistical Tools

I. Classifications

International Standard Classification of Education (ISCED 1997)

The International Standard Classification of Education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and educational/labour market destination. The current version, ISCED 97 ([1]) distinguishes seven levels of education (from ISCED 0 to ISCED 6). Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.). The following levels are distinguished:

ISCED 0: Pre-primary education

ISCED 1: Primary education

ISCED 2: Lower secondary education

ISCED 3: Upper secondary education

ISCED 4: Post-secondary non-tertiary education

ISCED 5: Tertiary education (first stage)

ISCED 6: Tertiary education (second stage)

This study takes into account ISCED levels 5 and 6 only. Full details are given in the following paragraphs:

ISCED 5 – First stage of tertiary education (not leading directly to an advanced research qualification)

This level consists of tertiary programmes having an educational content more advanced than those offered at levels 3 and 4. Entry to these programmes normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A. All degrees and qualifications are cross-classified by type of programmes, position in national degree or qualification structures and cumulative duration at tertiary. Combining these three independent dimensions is the only way to capture the broad variety in the provision of tertiary education. The choice of the combination depends on the problems to be analysed. Only types of programmes are detailed here.

For the definition of this level, the following criteria are relevant:

- normally the minimum entrance requirement to this level is the successful completion of ISCED level 3A or 3B or ISCED level 4A;
- level 5 programmes do not lead directly to the award of an advanced research qualification (level 6); and
- these programmes must have a cumulative theoretical duration of at least 2 years from the beginning of level 5.

ISCED level 5 makes a distinction between the programmes which are theoretically based/research preparatory (history, philosophy, mathematics, etc.) or giving access to professions with high skills requirements (e.g. medicine, dentistry, architecture, etc.), and those programmes which are practical/technical/occupationally specific. To facilitate the presentation, the first type will be called 5A, the second 5B.

([1]) http://unescostat.unesco.org/en/pub/pub0.htm

With the increasing demand for tertiary education in many countries, the distinction between long streams and short streams is very important. The long stream programmes are more theoretical and can lead to advanced research programmes or a profession with high skills requirements. The short streams are more practically oriented.

As the organizational structure of tertiary education programmes varies greatly across countries, no single criterion can be used to define boundaries between ISCED 5A and ISCED 5B. The following criteria are the minimum requirements for classifying a programme as ISCED 5A, although programmes not satisfying a single criterion should not be automatically excluded. If a programme is similar in content to other programmes meeting each of these criteria, it should be classified at level 5A.

ISCED level 5A

ISCED level 5A programmes are tertiary programmes that are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and profession with high skills requirements. They must satisfy a sufficient number of the following criteria:

- they have a minimum cumulative theoretical duration (at tertiary) of three years' full-time equivalent, although typically they are of 4 or more years. If a degree has 3 years' full-time equivalent duration, it is usually preceded by at least 13 years of previous schooling. For systems in which degrees are awarded by credit accumulation, a comparable amount of time and intensity would be required;
- they typically require that the faculty have advanced research credentials;
- they may involve completion of a research project or thesis;
- they provide the level of education required for entry into a profession with high skills requirements or an advanced research programme.

ISCED level 5B

Qualifications in category 5B are typically shorter than those in 5A and focus on occupationally specific skills geared for entry into the labour market, although some theoretical foundations may be covered in the respective programme.

The content of ISCED level 5B programmes is practically oriented/occupationally specific and is mainly designed for participants to acquire the practical skills, and know-how needed for employment in a particular occupation or trade or class of occupations or trades – the successful completion of which usually provides the participants with a labour-market relevant qualification.

A programme should be considered as belonging to level 5B if it meets the following criteria:

- it is more practically oriented and occupationally specific than programmes at ISCED 5A, and does not provide direct access to advanced research programmes;
- it has a minimum of two years' full-time equivalent duration but generally is of two or three years. For systems in which qualifications are awarded by credit accumulation, a comparable amount of time and intensity would be required;
- the entry requirement may require the mastery of specific subject areas at ISCED 3B or 4A; and
- it provides access to an occupation.

ISCED level 5 includes all the research programmes which are not part of a doctorate, such as any type of Master's degree.

In some countries, students beginning tertiary education enrol directly for an advanced research qualification. In this case, the part of the programme concentrating on advanced research should be classified as level 6 and the initial years as level 5.

Adult education programmes equivalent in content with some ISCED 5 programmes could be included at this level.

ISCED level 6

Second stage of tertiary education (leading to an advanced research qualification)

This level is reserved for tertiary programmes which lead to the award of an advanced research qualification. The programmes are therefore devoted to advanced study and original research and are not based on course-work only.

It typically requires the submission of a thesis or dissertation of publishable quality which is the product of original research and represents a significant contribution to knowledge.

It prepares graduates for faculty posts in institutions offering ISCED 5A programmes, as well as research posts in government, industry, etc. *(Subsidiary criterion)*.

This level includes also the part concentrating on advanced research in those countries where students beginning tertiary education enrol directly for an advanced research programme.

BROAD FIELDS AND DOMAINS OF EDUCATION

In the ISCED classification as revised in 1997, 25 broad fields were defined. In higher education, they are grouped as follows:

1. **Education**: Teacher training and education science.
2. **Humanities and Arts**
3. **Social sciences, business and law**: Social and behavioural science, Journalism and information, Business and administration, Law.
4. **Science**: Life sciences, physical sciences, mathematics and statistics, computing.
5. **Engineering, manufacturing and construction**: Engineering and engineering trades, Manufacturing and processing, Architecture and building.
6. **Agriculture**: Agriculture, forestry and fishery, Veterinary.
7. **Health and welfare**: Health, social services.
8. **Services**: Personal services, Transport services, Environmental protection, Security services.

For fuller definitions of broad groups and curricular areas, see http://www.uis.unesco.org/TEMPLATE/pdf/isced/ISCED_A.pdf

II. Definitions

Definitions from Eurydice

Administrative fees: Contributions of students to different administrative costs (entrance fees, registration fees and certification fees).

Amount of support: Amount of financial support can be:

- **Invariable**: For the same kind of support, the total amount of support that may be awarded to the reference student mentioned above in accordance with official documents and regulations is identical for all students.
- **Minimum**: For the same kind of support, the minimum amount is the lowest possible amount that may be awarded to the reference student mentioned above in accordance with official documents and regulations.
- **Maximum**: For the same kind of support, the maximum amount is the highest possible amount that may be awarded to the reference student mentioned above in accordance with official documents and regulations.
- **Variable or flexible**: Where the amount of a particular type of support is fixed freely at a decentralised level and it is impossible to determine a minimum or maximum amount on the basis of official documents and regulations.

Cancelling and reducing student debt: Student debt may be cancelled or reduced if students satisfy certain conditions for the award of support that are linked for example to their study performance (good results, exceptional merit) or to their income as graduates, etc.

Certification fees: All fees paid by reference students in order to take final examinations and obtain the administrative documents testifying to their qualification.

Comprehensive support to cover living costs, administrative fees and contributions to tuition costs: This kind of support serves to cover situations in which it is not possible to dissociate 'special forms of support paid to students to cover student living costs' from 'special financial assistance for the payment of administrative fees and of contributions to tuition costs'. Comprehensive support may take the form of combined grants and loans, just grants or just loans.

Conditional portability: The reference student who studies abroad is eligible for some of the support or for certain forms of support awarded by the main state-funded system.

Portability is regarded as conditional if the criteria related to the time spent abroad, the particular host country or institution, the type of course, the way courses progress, or other factors are determinant in differentiating between the nature and amount of financial support awarded to reference students undertaking their studies abroad, and the support awarded to reference students pursuing their studies in their home country.

Contributions to student organisations: Contributions to costs associated with student life or services, such as those arising from cultural activities or for certain kinds of insurance. Those contributions are taken into account solely in countries where they are compulsory.

Criteria related to income to award support: Financial support is awarded in accordance with the income of the parents, the student or his or her partner.

Criterion of successful study to award support: Good academic progress is taken into account in awarding support. Accordingly, support is withdrawn if studies last longer than their total notional length (or beyond a certain limit) or when students have to repeat a year.

Entrance fees: Financial contribution paid on a one-off basis by the student who enrols in a given type of programme for the first time, in order to cover part of all of administrative costs linked to his enrolment. Only one such contribution is paid over the course of one programme.

Exemption: Total cancellation of payment by the student of administrative fees and contributions to tuition costs.

Family allowances: Financial support for persons responsible for dependent student children. Family allowances correspond to a sum of money awarded by the public authorities to the parents of children (or to their guardians or, in certain cases, to students themselves) as social support for the costs incurred by their education. Only family allowances that relate specifically to students in higher education are taken into account here. For instance, this is the position when the age limit for family allowances may be raised if the dependent person studies in higher education.

Free provision: Free provision is a situation in which no contribution of any kind is required of any reference student.

Grants (considered separately from loans): Any non-reimbursable payment (in cash) awarded to students.

Grants/loans in combination: Financial support consisting partly of a grant, partly of a loan, that the recipient is free to accept or decline.

Gross domestic product (GDP): Final result of the production activity of resident producer units.

ISCED level 5 reference student: Student in higher education with no children, who has the nationality of the country concerned and/or is a permanent resident in it, and who is on full-time daytime courses for a first qualification (ISCED 5) and has a state-subsidised place.

ISCED level 6 reference student: Student in higher education at ISCED level 6 with no children, who has a state-subsidised place and possesses the nationality of the country concerned and/or is a permanent resident in it.

Loan interest rate: The rate of interest on student loans may be non-existent/zero (the student who has accepted the loan has only to repay the borrowed capital), equal to inflation (the student pays no interest, but the reimbursable capital is indexed to the rate of inflation), or lower than or equal to the market interest rate (the student benefits from no preferential interest rate, but solely the loan guarantee on the part of the public authorities).

Loans (considered separately from grants): Any reimbursable payment (in cash) awarded to students. Loans are distinct from grants in that they are repayable with or without interest. Only loans earmarked solely for students because of their student status and subject to special conditions are included here. They may be awarded by public or private bodies (in the case of the latter, they are underwritten and/or subsidised by the State).

Lump sum tax relief (in the form of tax allowances, tax exemption or tax credits): Lump sum tax relief consists of statutorily defined amounts considered to be approximately equivalent to the expenses actually incurred by the taxpayer. This involves fixing a sum, which is the same for all taxpayers, whatever their actual expenditure. The amount of this sum may nevertheless vary according to the number of dependants.

Private contributions of students: Financial contributions paid by students to their higher education institution, in order to fund its running costs. There are different types of contributions: entrance fees and certification fees (to be paid just once), registration fees and tuition fees (to be paid annually).

Private government-dependent institutions: Institutions which are directly or indirectly administered by a non-governmental organisation (church, trade union, a private business concern or other body) and which, according to the definition in the UOE questionnaire, receive over 50 % of their funding from the public authorities.

Private independent institutions: Institutions which are directly or indirectly administered by a non-governmental organisation (church, trade union, a private business concern or other body) and which, according to the definition in the UOE questionnaire, receive less than 50 % of their funding from the public authorities.

Public institutions: Institutions which are directly or indirectly administered by a public education authority.

Purchasing power parity (PPP): A currency conversion rate which converts economic indicators expressed in a national currency into an artificial common currency that equalises the purchasing power of different national currencies. In other words, PPP eliminates the differences in price levels between countries in the process of conversion to an artificial common currency, called Purchasing Power Standard (PPS).

Amounts published in this study have been calculated dividing amounts in national currency by the conversion rate presented in the following table:

Country	2005	Country	2005	Country	2005
EU-25	1	**IT**	1.0058	**RO**	1.63106
BE	1.0326	**CY**	0.522434	**SI**	175.054
BG	0.720153	**LV**	0.351121	**SK**	21.1731
CZ	16.7677	**LT**	1.70769	**FI**	1.1283
DK	9.84267	**LU**	1.1072	**SE**	11.0178
DE	1.0596	**HU**	151.571	**UK**	0.744274
EE	9.10327	**MT**	0.294749	**TR**	0.937925
IE	1.2042	**NL**	1.0639	**IS**	114.351
EL	0.8494	**AT**	1.037	**NO**	10.6755
ES	0.902	**PL**	2.19797	**CH**	2.04548
FR	1.0686	**PT**	0.8349		

Switzerland conversion rate has been used for Liechtenstein.

Purchasing power standard (PPS): The artificial common reference currency unit used in the European Union to express the volume of economic aggregates for the purpose of spatial comparisons in such a way that price level differences between countries are eliminated. Economic volume aggregates in PPS are obtained by dividing their original value in national currency units by the respective PPP. PPS thus buys the same given volume of goods and services in all countries, whereas different amounts of national currency units are needed to buy this same volume of goods and services in individual countries, depending on the price level.

Reduction: Decrease in the amount paid by the student for administrative fees and as a contribution to tuition costs.

Registration fees: All sums of money annually requested from students in order to draw up their registration details and complete their full registration in the higher education institution in which they will be studying.

Special financial assistance for the payment of administrative fees and of contributions to tuition costs: All support intended to cover in whole or in part the payment of administrative fees and of contributions to tuition costs. It may take the form of combined grants and loans, exemptions, reductions, just grants or just loans.

Special support for accommodation: Financial assistance paid to the reference student intended to cover accommodation costs. Financial support for accommodation that is not specifically for students and for which any other member of the public may be eligible is not considered. Support can be in cash or in kind.

Special support for accommodation in cash: Grant or non-reimbursable financial support paid to students or their parents specifically to cover the costs of accommodation. Only support that is self-contained or may be distinguished from support to cover living costs is taken into account.

Special support for accommodation in kind: By this is meant student halls of residence or places in accommodation made available to students, which are directly funded by the public purse or by public-sector or equivalent institutions from their own resources, or which are administered by public or private institutions set up for this purpose on a not-for-profit basis, and made available to students free of charge or at a preferential rent.

Special support for mobility: Support granted by the national public authorities solely and specifically to reference students undertaking higher education courses abroad (with the exception of Erasmus-type European programme grants). Its form may be either a special additional support (special supplementary support (over and above what students already

receive) is awarded to them abroad) or an increase in the amount of support or the period over which it is awarded: the minimum and maximum amounts and/or the duration of already awarded 'portable' support is increased for students abroad.

Special support paid to cover student living costs: All forms of support intended to cover some of the current expenditure incurred by the student in daily life. Support of this kind may take the form of combined grants and loans, just grants or just loans.

State subsidised place: In the majority of countries, the public funding awarded to institutions at least partly depends on a predetermined number of places or the enrolment levels in fields of study. The calculation takes account of students who satisfy all normal conditions for participation in higher education, as defined in the official documents setting out the terms of admission. In most countries, these students constitute all or the great majority of students. In some countries, they have to pay any private contributions that may be required.

Support for the parents of students: Support granted to the parents of the student to cover some of the costs they have to bear in educating their child. Support to the parents of students may take the form of family allowances or tax relief.

Tax allowances: They involve reducing gross income by a certain amount, or increasing by a certain amount the income levels at which the taxpayer passes from one tax rate to another.

Tax credit: A tax credit is a sum of money that the taxpayer is allowed to deduct from the amount of tax payable. As a rule, this sum is not income dependent. In some cases, where the taxpayer's income is below the tax threshold, or the amount of tax payable is less than that of the credit, a direct cash transfer can be made to the taxpayer. Tax credit is granted to persons who have incurred some form of expenditure, if for example they have a child or dependent person enrolled in higher education.

Tax exemption: Tax exemption is the same operation as in the case of tax allowances except that it affects one or more initial income bands, rather than the highest, without altering the points in the scale of gross income at which there is a transition from one tax rate to the next.

Tax relief: Tax relief for dependent student children as a result of which less tax is paid, either through a reduction in taxable income (tax allowances and tax exemption) or a tax credit.

Tax relief based on real expenditure: Tax relief based on real expenditure involves an obligation on the taxpayer to provide supporting documentation in relation to certain specific expenditure. Here, taxpayers are allowed to deduct from their taxable income, or tax payable, all or part of the expenses necessarily incurred in the education of persons who are their dependants. The amounts deducted will depend on actual expenditure on the basis of receipts supplied as proof of purchases. A maximum amount may be fixed.

Tertiary education: In some countries, this term denotes non-university programmes at ISCED level 5B. The term 'higher education' is used solely for academic programmes at ISCED levels 5A and 6. For the standardised collection of statistics, the UOE handbook generally uses the term 'tertiary education' to denote all ISCED level 5 and 6 programmes.

Total (or full) portability: It means that **all types of support** available for reference students studying in their country of origin are also available, in accordance with the same conditions of award and payment, for reference students undertaking all or part of their studies abroad.

Thus reference will be made to total (or full) portability whenever students continuing their studies abroad are subject to no further restriction linked to the length of time spent abroad, the host country, the host institution, the type of course, the way courses progress, or to any other restriction, when amounts of financial support are awarded and determined (minimum and maximum amounts where they exist). In all other cases, reference will be made to partial portability.

Tuition fees: Annual contributions paid by students to cover all or part of tuition costs in higher education.

Tuition fees paid in the event of extended studies only: Tuition fees that students must pay solely when they repeat their studies or prolong them beyond a given period of time.

Defintions from Eurostat

Annual expenditure on tertiary public and private educational institutions: Expenditure from public, international and private sources of funds that include direct expenditure and payments to public and private tertiary educational institutions. It covers expenditure for educational core services, ancillary services (e.g. meals, dormitories, sports etc.) and R&D activities. This concept covers all expenditure within an educational institution, but does not cover indirect expenditure (i.e. public transfers to the private sector (e.g. public scholarships, public or commercial loans, tax reductions etc.) or expenditure on education outside educational institutions..

Direct public expenditure to educational institutions: They are transactions made by a level of government to provide educational resources used by educational institutions (for example direct payment of salaries of academic staff, block grants to universities etc). It covers any expenditure on tertiary educational institutions from public sources of funds which means that in addition to educational core services, it can as well include ancillary services (e.g. meals, dormitories, sports etc.) and R&D activities.

Financial aid to students: It corresponds to the transfers paid by the public sector to students in form of scholarships and other grants to households, student loans and child allowances contingent on student status. This may not be a full measure of the level of assistance students may receive as for instance, students may also get financial support like loans from private banks, ancillary services (i.e. student welfare services such as meals, transportation, health care or dormitories) or tax reductions. The financial aid to students varies as the educational systems are different across countries. Student loans are gross. Therefore, they do not take into account that actual students will have to reimburse part of the student loan later on. These reimbursements can be important in some countries.

Graduates for a first qualification: Students who have obtained a first ISCED level 5A or ISCED 5B qualification during the reference year, meaning that they have reached the next level of study during that year.

Other current expenditure: It encompasses expenditure on contracted and purchased services, on other resources or for example on property taxes that educational institutions may be required to pay. Expenditure on contracted and purchased services is expenditure on services obtained from outside providers, as opposed to services produced by the education authorities or educational institutions themselves using their own personnel. Examples are services obtained under contracts (e.g. maintenance of school buildings), ancillary services (e.g. preparation of meals for students) or rents paid for school buildings and other facilities. Expenditure on other resources covers the purchases of other resources used in education, such as teaching and learning materials, other materials and supplies, items of equipment not classified as capital, fuel, electricity, telecommunications, travel expenses, and insurance.

Public transfers to non-profit organisations and enterprise: They are public subsidies transferred to private firms or non-profit organisations to support educational activities proposed by those entities.

Total personnel compensation: It comprises salaries of educational personnel, expenditure for retirement as well as other non-salary compensations (fringe benefits). Salaries are the gross salaries of educational personnel, before deduction of taxes, contributions for retirement or health care plans, and other contributions or premiums for social insurance or other purposes. Additional bonuses to basic salary (e.g. arising from the experience, age or other circumstances of the personnel) should be included. Expenditure for retirement (pension schemes) covers actual or imputed expenditure by employers or third parties to finance retirement benefits for current educational personnel. This expenditure excludes pension contributions made by the employees themselves, whether deducted automatically from their gross salaries or otherwise. Expenditure on other non-salary compensation covers spending by employers or third parties on employee benefits other than pensions. These benefits may include items as health care or health insurance, disability insurance, unemployment compensation, maternity and childcare benefits, other forms of social insurance, non-cash supplements (e.g. free or subsidised housing), free or subsidised child care, and so forth.

Total public expenditure on education: It consists of direct public expenditure to educational institutions, financial aid to students and public transfers to non-profit organisations and enterprises. Generally, the public sector funds education either by bearing directly the current and capital expenses of educational institutions (direct expenditure for educational institutions) or by supporting students and their families with scholarships and public loans as well as by transferring public

subsidies for educational activities to private firms or non-profit organisations (transfers to private households and firms). Both types of transactions together are reported as total public expenditure on education. Total public expenditure on tertiary education covers all such expenditure by (tertiary education) institutions, which means that in addition to educational core services it may also cover ancillary services (e.g. meals, university halls of residence, sports activities, etc.) and research and development (R&D) activities.

III. Databases

The Community Labour Force Survey (LFS)

The Community Labour Force Survey is the principal source of statistics on employment and unemployment in the European Union. This sample survey is directed at individuals and households. The questions mainly cover the characteristics of employment and job-seeking. The survey also includes questions on participation in education or training during the four weeks before it is carried out, and information on the level of education attained according to the ISCED 97 classification. The concepts and definitions used in the LFS are based on those contained in the Recommendations of the 13th Conference of Labour Statisticians convened by the International Labour Organization (ILO) in 1982.

Commission Regulation (EC) No 1897/2000 offers a precise definition of unemployment in order to improve the comparability of statistical data within the European Union. This definition is consistent with the recommendations of the International Labour Organization. All the following definitions are applicable to individuals aged 15 and over who live in private households. The definitions are therefore common for all countries.

Like all surveys, the LFS is based on a population sample. Its findings may thus be affected by sampling conditions and errors associated with them. The national data contained in the present edition conform to the highest reliability thresholds as recommended by Eurostat. Data that did not conform to an adequate reliability threshold have been regarded as not available and indicated with the sign (:).

UOE Database

The UOE (UNESCO/OECD/Eurostat) data collection is an instrument through which these three organisations jointly collect internationally comparable data on key aspects of education systems on an annual basis using administrative sources. Data are collected according to the ISCED 97 classification and cover enrolments, new entrants, graduates, educational personnel and educational expenditure. The specific breakdowns include level of education, sex, age, type of curriculum (general, vocational), mode (full-time/part-time), type of institution (public/private), field of study and nationality.

The data used from the UOE collection are mainly data collected in the UOE 2005 data collection exercise showing enrolment, entrance and personnel data for the school year 2003/2004, expenditure data for 2003 and graduation data for 2004. Time series are presented based on the data available in the UOE database at Eurostat.

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