

# EUROSTUDENT VII

## MICRO DATA

Data and methods report SUF version 3.0

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### Consortium members



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## 1 Introduction

The EUROSTUDENT VII project aims to collect comparable data on the social dimension of European higher education. It focuses on the socio-economic background and on the living conditions of students, but it also investigates temporary international mobility. As a result of increasing interest in using EUROSTUDENT micro data for in-depth analytical purposes and to provide reliable and insightful cross-country comparisons, the EUROSTUDENT VII project has collected micro data and made this available for further research in a Scientific Use File (SUF).

For this project, micro data from the following 17 countries are made available at the point of writing: Austria, Croatia, Denmark, Estonia, Finland, France, Georgia, Hungary, Ireland, Lithuania, Luxembourg, the Netherlands, Norway, Poland, Romania, Slovenia and Sweden. In this version of the SUF (3.0), data on the French students has been added to this dataset. Not included in the SUF 3.0 is the Norwegian microdata but it is included as a separate dataset file. More information on this follows below.

The Data and Methods Report is part of the documentation of the EUROSTUDENT VII micro data (doi: 10.21249/DZHW:es7:3.0.0). Further documentation materials for the study (e.g. codebook, questionnaire etc.) can be downloaded from the search portal of the RDC (<https://metadata.fdz.dzhw.eu/en/data-packages/stu-es7>) as well as from the webpage of EUROSTUDENT ([www.eurostudent.eu](http://www.eurostudent.eu)).

### Microdata from Norway as a separate dataset file

The anonymised data from Norway is provided as a separate datafile because of the following reason. Dissemination of the EUROSTUDENT VII microdata is subject to the Norwegian Statistics Act. As such, the file was treated as a public use file (and not as a scientific use file) and was fully anonymised to ensure confidentiality of participants' responses. To prevent reidentification of individual respondents' records, the microdata set has been perturbed. This perturbation method perturbs (or disturbs) information on for example students' background characteristics (such as age), amongst others. More specifically, an invariant Post-Randomization Method (invariant PRAM) was employed on the data. For more information on this method and its consequences, we refer to the information provided by the Norwegian national research team, which is included as a documentation material in FDZ's metadata package (see link above). Importantly due to the perturbation and the calculation of new weights, results can differ from the Norwegian results included in the Eurostudent VII database and reports. Not only has the comparison of the Norwegian microdata to its own results in the database been affected, also comparisons to other EUROSTUDENT micro datasets are affected. Our advice is therefore to treat this microdata on its own and to be well aware of the implications of this invariant PRAM method when using the Norwegian public use file.

## 2 Data use instructions

The EUROSTUDENT micro data will be disseminated based on the terms of the deposit agreement. Requirements for the use of a SUF are to work for a participating institution of the EUROSTUDENT countries or to use the data for scientific or statistical non-profit purpose. Data access will only be granted if a legitimate interest to use the data for a defined non-profit purpose can be demonstrated.

In order to use the EUROSTUDENT micro data, potential data users need to provide a short description of the purpose of their intended data use. The Research Data Center for Higher Education Research and Science Studies (FDZ-DZHW) checks whether the person and the purpose fit the usage as agreed between the data depositor and the DZHW. If this is the case, the data users sign a data use agreement allowing them to use the data only for the given purpose and time period. This agreement prohibits data disclosure to third parties. The data users' actions have to comply with the General Data Protection Regulation (GDPR) and have to refrain from any action with the purpose of re-identifying persons. Any publications by the data user must also not permit any conclusions on the persons. They are obliged to cite the data when publishing, in order to give the data collecting and data sharing research projects credit.<sup>1</sup> If data users breach the contractual obligations, especially concerning the prohibition to re-identify persons or to disclose the data to a third party, they can be excluded from data access for two years. In case of serious breaches, access to the data can be permanently prohibited and a fine (defined in the agreement) can also be imposed.

After granted permission, the micro data can be downloaded from the FDZ-DZHW website in the form of a Scientific Use File (SUF).

The SUF is available free of charge. Data users need to observe the following rules:

- Scientific Use: Data access will only be granted if a legitimate interest to use the data for a defined non-profit purpose can be demonstrated.
- De-anonymisation forbidden: Any attempt of re-identification for the units of analysis (e.g. persons, households, institutions) is prohibited.
- Duty to report security loopholes: If data users become aware of security loopholes with respect to data protection or data security, the RDC should be informed immediately.
- No data disclosure: SUF may only be used by persons who have made a data use agreement.
- Duty to delete: SUF downloads must be deleted after expiry of the agreed period of use (as a rule 1.5 years) from all computers, servers and data storage devices. Likewise all backup copies, modified data sets (e.g. work-, excerpt- or help-data) as well as print-outs must be destroyed. Please note that you can also extend an ongoing data usage contract if you need the data for longer than originally intended. In that case, the data must of course be deleted only after the extension has expired.
- Notification/Provision of Publications: The RDC has to be immediately notified of all types of publications that are produced using data of the RDC. An electronic version of the publication shall be provided immediately.
- Citation rules: The data used must be cited in publications, other work (e.g. theses) and lectures according to the RDC guidelines.

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<sup>1</sup> See Citation Guideline: <https://metadata.fdz.dzhw.eu/en/data-packages/stu-es7>

### 3 Outline of study

EUROSTUDENT is a network of researchers, data collectors, representatives of national ministries, and other stakeholders who have joined forces to examine the social and economic conditions of student life in higher education systems in Europe. The EUROSTUDENT survey thereby provides a broad, policy-relevant cross-country comparison of data on the social dimension and of student mobility in European higher education.

The EUROSTUDENT survey is a unique survey that collects and analyses comparable data on the social dimension of European higher education over many years. The study was funded with the support of all participating countries and co-funded by the Erasmus+ programme of the European Union, with additional support by the German Federal Ministry of Education and Research and the Dutch Ministry of Education, Culture and Science. The central coordination team is made up of a consortium with a seven member organisation; German Centre for Higher Education Research and Science Studies (DZHW), Institute for Advanced Studies (IHS) in Austria, ResearchNed in the Netherlands, Government Strategic Analysis Center (STRATA) in Lithuania, Praxis Centre for Policy Studies in Estonia, Malta Further & Higher Education Authority (MFHEA) in Malta and Federal Statistical Office (FSO) in Switzerland. Each of these partners is assigned specific tasks. The German Centre for Higher Education Research and Science Studies (DZHW) in Hanover, Germany, is responsible for the management of the consortium. In the seventh round of the EUROSTUDENT project, the process of data collection and delivery was headed by the consortium partner Institute for Advanced Studies (IHS) in Vienna, Austria, and executed with the support of ResearchNed, DZHW, and FSO.

The EUROSTUDENT consortium provides national contributors with the EUROSTUDENT core questionnaire and provides extensive instructions for conducting the field work, data cleaning, data weighting and calculation of indicators and data delivery.

The national research teams were chosen and funded by the participating national ministries. The national research teams were responsible for implementing a national survey, delivering indicators based on the collected data to the EUROSTUDENT data team in accordance with EUROSTUDENT conventions, and providing national interpretations of the delivered data. The aggregated indicators have been checked in a series of feedback loops for accuracy, consistency and plausibility by the consortium partner Institute for Advanced Studies (IHS) in Vienna, Austria, and have been validated for publication by the national research team. After these checks and validation, the micro data was uploaded.

In EUROSTUDENT VII, submission of the micro data is done on a voluntary basis. At the point of writing, microdata from 17 countries are available.

More information on the project is available at the website [www.eurostudent.eu](http://www.eurostudent.eu), including all project publications.

## 4 Survey instruments

### 4.1 Eurostudent core questionnaire

The EUROSTUDENT core questionnaire details the items, responses, and instructions to be used in the national surveys. The questionnaire handbook provides in-depth explanations of the purpose of each questions and instructions on adapting it, if necessary, to the national context. EUROSTUDENT employs so-called hashtags (#) to mark instances where the national teams need to go beyond simple translation of the question by making adaptations to the particular national context. For example, “#common language(s)” would, in Germany, mean German, in Switzerland it would be German, French, Italian and Rhaeto-Romanic. This method is used to ensure that the resulting national questionnaires will be understandable and applicable to the students being surveyed in each country. The EUROSTUDENT VII questionnaire handbook is made available on the EUROSTUDENT website after the end of each project round. For all participating countries, a deviation file is made, in which all the questions and response options of the national questionnaire are compared to the core questionnaire. These files can be found on the FDZ.DZHW meta data website: <https://metadata.fdz.dzhw.eu/en/data-packages/stu-es7>

The questionnaire covered the following topics:

- Current study situation
- Study background
- Study conditions
- Living conditions
- International mobility
- Personal situation
- Family background

### 4.2 Items questionnaire

Eurostudent has drawn on several external sources in questionnaire development. All (internal and external) researchers are asked to make sure to reference the correct item source when reporting results for the items in Annex A. This can be done by adding relevant information of the source below the figures and adding the correct citation in the reference list.

## 5 Target population

The EUROSTUDENT target group includes all students who are, at the time of observation (semester/term), enrolled in any national study programme regarded as higher education in a country, which is not exclusively tertiary education. This typically corresponds to ISCED (2011) levels 5, 6 and 7 (e.g. short cycle programmes, Bachelor/Master programmes, traditional diploma programmes, Lizentiat, national degrees in medicine etc.) which in the national context would typically be considered higher education.

This means all students should be included:

- Regardless of their **nationality**: national and foreign students are included as long as they are studying for a full degree in the country of observation (and are not only obtaining a limited number of credits, e.g. as an Erasmus student)
- Regardless of their **status**: full-time, part-time and/or correspondence students are included as long as the study programmes the students are enrolled in offer a minimum of physical face-to-face interaction in lectures/classes (not only exams).
- Regardless of the **character of the higher education institution or study programme**: general as well as professional orientations of **higher education institutions** and study programmes are included, as long as the programmes and institutions are considered higher education in the national context.
- Regardless of the **legal character of the higher education institution**: public and private institutions are included, as long as private institutions are considered “normal” part of the higher education system in the national context.

**Excluded** from the EUROSTUDENT target group are the student groups listed below.

1. Students on (temporary) leave: students who have officially or non-officially interrupted their studies at the time of observation for whatever reason.
2. Students on credit mobility, short-time mobile students (e.g. Erasmus students): students who are currently studying in the country of observation (incoming) or who have currently left the country of observation (outgoing) for a short time period (e.g. one or two semesters) with the purpose of gaining only a relatively small number of credits.
3. Students in ISCED 8 study programmes (PhD- and Doctoral programmes).
4. Students in distance learning study programmes that do not offer any physical face-to-face lecture period at all, but are solely based on written/online interaction (apart from exams). This refers to the possibility to attend lectures/classes, not if the student really attends them (or e.g. by choice follows a web-stream). Moreover, the definition refers only to lectures/classes and not to exams, because physical presence is also often required for exams, even in formal distance learning programmes. Not the name of the programme or the status of the students counts but the form of interaction.
5. Students at very specialised higher education institutions e.g. military or police academies, or higher education institutions directly affiliated with one company, where being a student/studying is part of the (paid) job description. That might also include programmes providing training only for public administration.
6. Students in programmes classified as ISCED (2011) level 5, but that are not regarded as higher education in the national context. Mostly, these programmes are affiliated with the VET-system (Vocational Education and Training) or regarded as post-secondary but not tertiary education at national level. Examples are programmes for becoming a Master craftsman in Germany or Austria, which are offered completely outside the higher education system, but categorised as ISCED level



5 in the national qualification framework. ISCED (2011) even qualifies the last 2 years of upper-secondary, professional schools in Austria as short-cycle programmes at ISCED level 5. However, these are offered at schools, not in higher education. Short cycle programmes are in general very complicated to compare internationally. EUROSTUDENT regards them as part of the target group only if they are offered at higher education institutions.

7. Students enrolled in higher education but who are not entitled to finish a common programme. This might be students with an “extra-ordinary” or “guest” status or students only enrolled in single courses if they are not allowed to graduate from an entire, ordinary programme (i.e. their achievements will not be recognised for a common title like Bachelor or Master).

## 5.1 Target population per country

### Austria

There are no short-cycle programmes or short national degrees in the Austrian HE system. ‘Other’ postgraduate degrees and ‘other’ degrees (e.g., single subjects) are not included in the sample.

### Croatia

Students of short-cycle programmes, BA, MA and integrated BA+MA are included in the sample in proportion in which they are represented in the population. ‘Other’ postgraduate degrees do not exist.

### Denmark

Short national degrees, long national degrees and ‘other’ degrees (e.g., single subjects) are not included in the sample as they do not exist or constitute a negligible group are not considered to be higher education. Part-time studies were only introduced in 2017 in a pilot scheme for Master programmes (erhvervskandidatuddannelse), on special terms for people in parallel employment. As the first students in such programmes started in in September 2018, part-time students only make up a very minor part of the student population and were thus not included in the sample.

### Estonia

Short-cycle programmes and ‘other’ degrees (e.g., single subjects) are not included in the sample. Short national degrees, and ‘other’ postgraduate degrees are not included in the sample as they do not exist or are not considered to be higher education.

### Finland

The sample consists of BA (ISCED 6), MA (ISCED 7), and Licenciate of Medicine (ISCED 7) degrees. Other degree programmes do not exist or are not considered to be higher education.

### France

No deviations from general target group.

### Georgia

Universities of applied sciences do not exist in Georgia. Data provided for the group ‘non-universities’ in the EUROSTUDENT context refers to teaching universities and colleges. Teaching universities deliver only BA and MA level programmes (no doctoral programmes); colleges run only BA programmes. No distinction between full- and part-time students exists.

### Hungary

Short national degrees, ‘other’ degrees (e.g., single subjects), and ‘other’ postgraduate degrees are not included in the sample as they do not exist or are not considered to be higher education.

### Ireland

Long national degrees do not exist in Ireland. ‘Other’ degrees (e.g., single subjects) are not included in the sample. No private institutions included in the sample. This constitutes a deviation from the EUROSTUDENT target group.

### Lithuania

Short-cycle degrees, short national degrees, long national degrees, 'other' degrees (e.g., single subjects), and 'other' postgraduate degrees are not included in sample as they do not exist or are not considered to be higher education. HEIs or programmes with a general orientation not included in sample.

### Luxembourg

The sample includes short-cycle degrees (brevet de technicien supérieur, ISCED 5), BA degrees (ISCED 6), and MA degrees (ISCED 7). Other degree programmes do not exist, or are not considered to be higher education.

### The Netherlands

Long national degrees and 'other' postgraduate degrees are not included in the sample as they do not exist or are not considered to be higher education. 'Other' degrees (e.g., single subjects) are also not included in the sample. No private institutions are included in the sample due to the negligible size of the sector.

### Norway

Short-cycle programmes are not included in the sample as they are not considered to be higher education. 'Other' postgraduate degrees are not included in the sample as they do not exist or are not considered to be higher education.

### Poland

Short-cycle programmes, short national degrees and 'other' degrees (e.g., single subjects) are not included in the sample as they do not exist or are not considered to be higher education. 'Other' postgraduate degrees are not included either. This constitutes a deviation from the EUROSTUDENT target group.

### Romania

No non-universities exist in Romania. Short national degrees, 'other' degrees (e.g. single subjects), and 'other' postgraduate degrees are not included in the sample as they do not exist, are not considered to be higher education, or constitute a negligible group.

### Slovenia

'Other' postgraduate degrees do not exist in Slovenia.

### Sweden

No non-universities exist in Sweden

## 6 Sampling and response rates

Sampling is done by the national teams. Guidelines are provided by the EUROSTUDENT consortium, as well as assistance with sampling. Each round there are also one-on-one consultations and three-day seminars on organizing the national survey, including sampling strategies. These sampling strategies vary over countries (which can also be seen in the next section) and is dependent on factors such as the availability of register data and the size of the student population. Gross response rates vary from 1 percent to 47 percent for individual countries.

The following section provides a brief description of the sampling, contacting, and field phase.

### 6.1 Data collection in Austria

#### Sizes of population and sample, number of respondents and response rates:

Field phase:	May 2019 - June 2019
Final sample size	42.325
Gross response rate	14%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

### 6.2 Data collection in Croatia

#### Sizes of population and sample, number of respondents and response rates:

Field phase:	June 2019 - September 2019
Final sample size	1.840
Gross response rate	1%
Survey method	Online questionnaire
Sampling and stratification	Full population survey by public call

### 6.3 Data collection in Denmark

#### Sizes of population and sample, number of respondents and response rates:

Field phase:	May 2019 - June 2019
Final sample size	9.615
Gross response rate	26%
Survey method	Online questionnaire and by telephone
Sampling and stratification	Disproportionate sampling based on institutions. Random sampling within institutions.

### 6.4 Data collection in Estonia

#### Sizes of population and sample, number of respondents and response rates:

Field phase:	February 2019 - July 2019
Final sample size	2.760
Gross response rate	8%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

## 6.5 Data collection in Finland

### Sizes of population and sample, number of respondents and response rates:

Field phase:	Spring semester 2019
Final sample size	7.006
Gross response rate	27%
Survey method	Online questionnaire
Sampling and stratification	Stratified probability sample based on field of education, nationality and type of HEI + implicit stratification by age, language and HE institution within strata

## 6.6 Data collection in France

### Sizes of population and sample, number of respondents and response rates:

Field phase:	March - May 2020
Final sample size	52.389
Gross response rate	20,4%
Survey method	Online questionnaire
Sampling and stratification	Stratified random sampling based on type of HEI / field of studies, sex, age and location of HEI

## 6.7 Data collection in Georgia

### Sizes of population and sample, number of respondents and response rates:

Field phase:	May 2019 - June 2019 / September 2019 - October 2019
Final sample size	7.676
Gross response rate	5%
Survey method	Online questionnaire
Sampling and stratification	Stratified probability sample based on region, educational level, type of HEI, sex, age, citizenship and educational programs

## 6.8 Data collection in Hungary

### Sizes of population and sample, number of respondents and response rates:

Field phase:	June 2019 - July 2019
Final sample size	7.535
Gross response rate	7%
Survey method	Online questionnaire
Sampling and stratification	Stratified probability sample based on higher education institution/faculty, depending on the availability of e-mail address in the central student registry.

## 6.9 Data collection in Ireland

### Sizes of population and sample, number of respondents and response rates:

Field phase:	April 2019 - May 2019
Final sample size	19.860
Gross response rate	10%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

## 6.10 Data collection in Lithuania

### Sizes of population and sample, number of respondents and response rates:

Field phase:	May 2019 - June 2019
Final sample size	3.358
Gross response rate	4%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

## 6.11 Data collection in Luxembourg

### Sizes of population and sample, number of respondents and response rates:

Field phase:	May 2019 - June 2019
Final sample size	719
Gross response rate	14%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

#### 6.12 Data collection in The Netherlands

##### Sizes of population and sample, number of respondents and response rates:

Field phase:	July 2019 - October 2019
Final sample size	16.275
Gross response rate	9%
Survey method	Online questionnaire
Sampling and stratification	Probability sample based on type of institution(university vs university of applied science), fulltime/parttime, field of study, first year vs rest, int. students, age and gender.

#### 6.13 Data collection in Norway

##### Sizes of population and sample, number of respondents and response rates:

Field phase:	April 2019 - May 2019
Final sample size	10.374
Gross response rate	47%
Survey method	Online questionnaire
Sampling and stratification	Simple random sampling

#### 6.14 Data collection in Poland

##### Sizes of population and sample, number of respondents and response rates:

Field phase:	May 2019 - June 2019
Final sample size	13.616
Gross response rate	2%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

#### 6.15 Data collection in Romania

##### Sizes of population and sample, number of respondents and response rates:

Field phase:	November 2020 - January 2021
Final sample size	19.637
Gross response rate	6%
Survey method	Online (via e-mail)
Sampling and stratification	Full population survey

#### 6.16 Data collection in Slovenia

##### Sizes of population and sample, number of respondents and response rates:

Field phase:	June 2019
Final sample size	2.122
Gross response rate	3%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

#### 6.17 Data collection in Sweden

##### Sizes of population and sample, number of respondents and response rates:

Field phase:	April 2019 - June 2019
Final sample size	5.129
Gross response rate	17%
Survey method	Online questionnaire
Sampling and stratification	Stratified simple random sampling

## 7 Data preparation

### 7.1 Data checking, cleaning and weighting

After the data collection, national contributors clean the data and prepare the calculation of national indicators (which are published on: <http://database.eurostudent.eu/>). Detailed cleaning and coding instructions are given for each variable, so that a national dataset adhering to EUROSTUDENT standards is created. SPSS syntax supporting this process is also provided. The EUROSTUDENT data team supports the national research teams during the data cleaning and delivery process. Furthermore, each national team had bilateral consultations with members of the EUROSTUDENT data team at which the process is explained in detail and all the steps in the data collection were discussed.

EUROSTUDENT recommends weighting the raw data using population data on sex, age, study programme (BA, MA, etc.), type of HEI and field of study. Additional weighting variables are encouraged. In the next table weighting information is provided.

*Table 7.1: Weighting information per country*

Country	Weighting variables
Austria	First 7 groups separately weighted (higher education sector, first year students, sex, age, educational institution, degree type, field of study) propensity score method (university of applied sciences additionally weighted by full time/part time) raking of students who finished the regular school system abroad ("Bildungsausländer"): nationality, sex, field of study, degree, age, first year students finally propensity score between 7 groups
Croatia	Field of study, sex, stratum (combining size, type and public-private attributes, age, level of study programme, student status
Denmark	Institution, Sex, Nationality, Age
Estonia	Type of HEI, ISCED level, sex, age
Finland	Gender, age, nationality, language, HEI, type of degree, field of education
France	Type of HEI, field of studies, sex, citizenship, age, level of the studies, type of baccalaureat (for universities)
Georgia	Type of higher education institution, qualification studied for, sex, age, field of study
Hungary	Age, sex, qualification studied for, type of higher education institution, study location in the capital, field of study programme
Iceland	HEI, gender, age, study programme
Ireland	Gender, full-time/part-time status, ISCED level, age, and type of HEI
Lithuania	Type of HEI, study intensity (full-time, part-time), gender, age, field of study
Luxembourg	Raking, based on sex, age, qualification studied for, field of study, citizenship
The Netherlands	Raking, based on type of institution, Bachelor/Master, full-time/part-time, first- year vs. rest, international students, age, gender, and field of study
Norway	Age, gender, type of higher education institution
Poland	Sex, age, public/private HEI, region (voivodeship), size of study location, type of higher education institution, level of study programme, field of study, mode of study
Romania	Dimension of city (number of students/city), field of study, qualification, age, sex
Slovenia	Sex, age, type of higher education institution, type of qualification, field of study, full-time vs. part-time status
Sweden	Sex, age, strata (full-time, part-time, international students)

### 7.2 Generation of variables

In the SUF there are two types of variables: variables starting with "v\_" are derived directly from the questionnaire. Variables starting with "e\_" are constructed by the consortium and are based on one or more variables.



### 7.3 Coding of missing values

The following system was used for coding missing values in the data set:

Code	Meaning
-11	National values excluded
-33	E:VII values excluded
-55	Implausible answer
-77	Filtered question
-99	Missing answer

## 8 Anonymisation

### 8.1 Data protection legal framework

Data collection in the participating countries took place within the framework of the GDPR or nationally applicable data protection laws. By means of informed consents, respondents gave their consent to the storage of data in the research data center and to the use of data for scientific purposes and statistical non-commercial purposes. In most countries, the consents included an explicit mention of health-related data for the purposes. Only a few countries did not obtain this for secondary use of health-related data, which are considered special categories of personal data under Article 9 of the GDPR. The health-related data of these countries were therefore not included in the Scientific Use File for reasons of data protection.

The data is stored on the FDZ-DZHW server which is hosted in Germany, Hanover. Potential data users submit a data use request to FDZ-DZHW describing their contact information and intended use. The application is checked by FDZ-DZHW to ensure that the intended use complies with the terms of use, so the use for scientific or statistical non-profit purpose. If this is the case, a data use contract will be concluded between the data user and FDZ-DZHW and the Scientific Use File will be provided free of charge. In section 2 Data use instructions you can find the rules the data users need to observe and which have to be accepted by concluding the data use agreement. The secure data storage at the FDZ-DZHW in Germany, the verification of the purpose of data use by the FDZ-DZHW, the data use agreement and the statistical anonymization measures described below ensure compliance with data protection.

### 8.2 Statistical anonymisation measures

Several measures have been taken to ensure the anonymity of respondents in the SUF.

The steps are as follows:

1. Deletion of direct identifiers (done by national teams);
2. Adaptation of possible indirect identifiers by aggregation (done by consortium<sup>2</sup>).

The most important adaptations can be seen in the following table:

*Table 8.1: Adaptations of variables for anonymisation reasons*

Variable types	Meaning
Income and costs variables	Rounded to instances of 200, when amount is lower than 150 amounts are rounded to instances of 50. Income and costs variables are grouped together thematically. The top 2,5 percent is top-coded. Categories with fewer than 10 students within a country are set to missing (-33)
Dates	Months and years are aggregated
Countries	Countries are grouped in regional categories
Health related questions	Are deleted when the informed consent question does not include this questions

<sup>2</sup> The following countries performed their own anonymisation prior to uploading their data: Denmark and Norway. Syntax files and rules for anonymisation were provided by the consortium. The Norwegian data is subject to the Norwegian Statistics Act and, as such, needs to be treated as a public use file and is therefore fully anonymized.

## 9 Participating national teams

The following national teams have contributed to the EUROSTUDENT VII Micro Data.

Table 9.1: National contributors to the EUROSTUDENT VII Micro Data

Country name	Project sponsor	Implementation	Contact person	Research team	National report
<b>Austria</b>	Federal Ministry of Education, Science and Research of Austria	Institute of Advanced Studies (IHS)	Martin Unger (IHS)	Martin Unger, Sylvia Mandl, Angelika Grabher-Wusche, Philipp Droll, Robert Juehlke, Georg Fochler, Anna Dibiasi, David Binder, Judith Engleder, Nina Schubert, Berta Terzieva, Bianca Thaler, Sarah Zaussinger, and Vlasta Zucha	<a href="http://www.soziale.rhebung.at">www.soziale.rhebung.at</a>
<b>Croatia</b>	Ministry of science and education	University of Zagreb - Faculty of Law	Ivan Rimac	Jelena Ogresta and Lana Pehar	
<b>Denmark</b>	Ministry of Higher Education and Science	Rambøll Management Consulting in cooperation with the Ministry of Higher Education and Science	Amanda Weber (Ministry of Higher Education and Science)	Amanda Weber (Ministry of Higher Education and Science) and Louise Bank (Former employee of Ministry of Higher Education and Science)	<a href="http://www.ufm.dk">www.ufm.dk</a>
<b>Estonia</b>	Republic of Estonia Ministry of Education and Research	Praxis Center for Policy Studies	Sandra Haugas	Sandra Haugas, Kaupo Koppel, Eve Mägi, and Andi Kiissel	<a href="http://www.praxis.ee/tood/eurostudent/eurostudent-eesti-uuring-vii/">http://www.praxis.ee/tood/eurostudent/eurostudent-eesti-uuring-vii/</a>
<b>Finland</b>	Ministry of Culture and Education	Statistics Finland (SF)	Juhani Saari (SF)	Juhani Saari, Henna Attila, and Hanna Koskinen	<a href="https://minedu.fi/en/reports-and-research">https://minedu.fi/en/reports-and-research</a>

<b>France</b>	Centre national des œuvres universitaires et scolaires (CNOUS)	Observatory of Student Life (OVE)	Odile Ferry (OVE)	Odile Ferry (OVE)	<a href="http://www.ove-national.education.fr/">http://www.ove-national.education.fr/</a>
<b>Georgia</b>	Ministry of Education and Science of Georgia (MES)	Institute of Social Studies and Analysis (ISSA)	Dr. Mzia Tsereteli	Prof. Iago Kachkachishvili	
<b>Hungary</b>	Ministry of Innovation and Technology	Educational Authority	Renáta Vanó (Educational Authority)	Edit Goldfárthné Veres, Ádám Hámori, Máté Harkányi, András Hosznyák, Tamás Iharosi, Júlia Seli, Matild Sági, and Marianna Szemerszki	
<b>Ireland</b>	Higher Education Authority		Vivienne Patterson (Higher Education Authority)	Stephen Erskine and David Harmon (Insight Statistical Consulting)	<a href="https://hea.ie/assets/uploads/2021/02/HEA-Eurostudent-Survey-Report-FINAL.pdf">https://hea.ie/assets/uploads/2021/02/HEA-Eurostudent-Survey-Report-FINAL.pdf</a>
<b>Lithuania</b>	Ministry of Education, Science and Sport of the Republic of Lithuania	Government Strategic Analysis Center (STRATA)	Vaida Šaukeckienė	Vaida Šaukeckienė, Žemyna Pauliukaite-Gečienė, and Rolandas Jakštys	
<b>Luxembourg</b>	Ministry of Higher Education and Research, Luxembourg	University of Luxembourg	Andreas Hadjar (University of Luxembourg)	Irina Gewinner, Christina Haas, and Andreas Hadjar	<a href="https://humanities.uni.lu/social-sciences/eurostudent-vii-students-study-and-living-conditions-in-luxembourg">https://humanities.uni.lu/social-sciences/eurostudent-vii-students-study-and-living-conditions-in-luxembourg</a>

<b>The Netherlands</b>	Ministry of Higher Education, Culture and Science	ResearchNed	Joris Cuppen	Ardita Muja, Bas Kurver, Froukje Wartenbergh-Cras, Joris Cuppen	<a href="http://www.studentmonitor.nl">www.studentmonitor.nl</a>
<b>Norway</b>	Ministry of Education and Research	Statistics Norway	Anna-Lena Keute	Anna-Lena Keute, Kristine Sundberg, and Sophia Andresen	<a href="https://www.ssb.no/en/utdanning/artikler-og-publikasjoner/eurostudent-vii">https://www.ssb.no/en/utdanning/artikler-og-publikasjoner/eurostudent-vii</a>
<b>Poland</b>	Ministry of Education and Science	PBS Sp z o.o.	Ewa Piotrowicz	Ewa Piotrowicz, Project Manager Karolina Sikora, Project Coordinator Barbara Fabisiak, Researcher Magdalena Jackman, Researcher	
<b>Romania</b>	Ministry of National Education	Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) and National Centre for Policy in Evaluation in Education (CNPEE)	Gabriela Jitaru	Oana Iftode and Marius Lazar (CNPEE) Elena Trifan, Oana Dervis, Gabriela Jitaru, and Andreea Gheba (UEFISCDI)	<a href="http://eurostudent.uefiscdi.ro/">http://eurostudent.uefiscdi.ro/</a> and <a href="http://www.ise.ro/Eurostudent">http://www.ise.ro/Eurostudent</a>
<b>Slovenia</b>	Ministry of Education, Science and Sport	Educational Research Institute	Alenka Gril (Educational Research Institute)	Igor Bijuklič, Sabina Autor, and Jure Novak	<a href="https://www.pei.si/raziskovalna-dejavnost/projekti/evrostudent-vii/">https://www.pei.si/raziskovalna-dejavnost/projekti/evrostudent-vii/</a>

Sweden	Swedish Council for Higher Education	Swedish Council for Higher Education	Erica Finnerman	Erica Finnerman, Jari Rusanen, and Sukaina Nasser	
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## A Items references

Concept	EUROSTUDENT questionnaire	Source/background information	Please cite as:
<b>Teaching evaluation</b>	v3_2 To what extent do you generally agree with the following statements regarding the #lecturers in your #(main) study programme in the current #lecture period? Strongly agree - Do not agree at all <ul style="list-style-type: none"> <li>The #lecturers normally give me helpful feedback on how I am going.</li> <li>The #lecturers motivate me to do my best work.</li> <li>The #lecturers are extremely good at explaining things.</li> </ul>	Items adapted from <a href="#">Good Teaching Scale, Course Experience Questionnaire 2017, Student Experience Survey Australia</a> .	Items adapted from Course Experience Questionnaire 2017, Student Experience Survey Australia.
<b>Socio-academic integration</b>	v3_3 Generally, to what extent do you agree with the following statements with regard to your current #(main) study programme? <ul style="list-style-type: none"> <li>I get along well with the #lecturers in my current #(main) study programme.</li> <li>The #lecturers are interested in what I have to say.</li> <li>I know a lot of fellow students with whom I can discuss subject-related questions.</li> <li>I have contact to many students in my current #(main) study programme.</li> </ul>	Items following questions on social and academic integration from the National Education Panel Study (Germany).	Items from NEPS study (Dahm et al. (2016)).  Full citation for reference list: Dahm, G., Lauterbach, O., & Hahn, S. (2016). Measuring Students' Social and Academic Integration - Assessment of the Operationalization in the National Educational Panel Study. In H.-P. Blossfeld, J. von Maurice, M. Bayer & J. Skopek (eds.), <i>Methodological Issues of Longitudinal Surveys. The Example of the National Educational Panel Study</i> (pp. 313-329). Wiesbaden: Springer VS. <a href="http://dx.doi.org/10.1007/978-3-658-11994-2_18">http://dx.doi.org/10.1007/978-3-658-11994-2_18</a>
<b>Goal clarity</b>	v3_6 Generally, to what extent do you agree with the following thoughts regarding your studies? <ul style="list-style-type: none"> <li>It is often hard to discover what is expected of me in my current #(main) study programme</li> </ul>	Item 3 of the Clear Goals and Standards, Course Experience Questionnaire 2017, Students Experience Survey Australia.	Item from Course Experience Questionnaire 2017, Student Experience Survey Australia
<b>Drop-out intention</b>	v3_6 Generally, to what extent do you agree with the following thoughts regarding your studies? <ul style="list-style-type: none"> <li>I am seriously thinking about changing my current #(main) study programme.</li> <li>I am seriously thinking of completely</li> </ul>	Items adapted from TOSCA study (Trautwein et al., 2007). Also used in National Education Panel Study (Germany, waves 1-3, 4, 5-6 and 7-8 - item numbers: tg53223 and tg53224).	Items adapted from Trautwein et al. (2007).  Full citation for reference list: Trautwein, U.; Jonkmann, K.; Gresch, C.; Lüdtke, O.; Neumann, M.; Klusmann, U.; Husemann, N.; Maaz, K.; Nagy, G.; Becker, M.; & Baumert, J. (2007): Transformation des Sekundarschulsystems und akademische Karrieren (TOSCA).

	abandoning my higher education studies.		Dokumentation der eingesetzten Items und Skalen, Welle 3. Max-Planck-Institut für Bildungsforschung. Berlin.
<b>Self-rated performance</b>	v3_8 How would you rate your performance so far in your current #(main) study programme in comparison to that of your fellow students?	Items adapted from TOSCA study (Trautwein et al., 2007). TUD_39 from the National Education Panel Study (Germany)	Item adapted from Trautwein et al. (2007).  Full citation for reference list:  Trautwein, U.; Jonkmann, K.; Gresch, C.; Lüdtke, O.; Neumann, M.; Klusmann, U.; Husemann, N.; Maaz, K.; Nagy, G.; Becker, M.; & Baumert, J. (2007): Transformation des Sekundarschulsystems und akademische Karrieren (TOSCA). Dokumentation der eingesetzten Items und Skalen, Welle 3. Max-Planck-Institut für Bildungsforschung. Berlin.
<b>Capacity to face unexpected financial expenses</b>	v4_19. Would you be able to pay for an unexpected expense of #XXXX€?  <ul style="list-style-type: none"> <li>Yes, I am able to pay this through my own resources</li> <li>No, but someone else (parents, family, partner etc.) would pay this for me</li> <li>No, I cannot afford this through my own resources and nobody else would be able to pay this for me</li> </ul>	Adapted from EU-SILC, HS060: Capacity to face unexpected financial expenses  <a href="https://circabc.europa.eu/sd/a/e9a5d1ad-f5c7-4b80-bdc9-1ce34ec828eb/DOCSILC065%20operation%202018_V5.pdf/#page=191">https://circabc.europa.eu/sd/a/e9a5d1ad-f5c7-4b80-bdc9-1ce34ec828eb/DOCSILC065%20operation%202018_V5.pdf/#page=191</a>  Published as ilc_mdcs04: <a href="https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=ilc_mdcs04&amp;lang=en">https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=ilc_mdcs04&amp;lang=en</a>	Item adapted from Eurostat (ilc_mdcs04).
<b>Limitation by impairment in usual activities/studies</b>	v6_12. [Only students who have indicated an impairment] Due to your impairment(s) to what extent are you limited...?  <ul style="list-style-type: none"> <li>Severely limited/Limited but not severely/not limited at all</li> <li>...in activities people usually do?</li> <li>...in your studies?</li> </ul>	In comparison to previous EUROSTUDENT rounds, the question changed slightly from a 5-point-scale to a 3-point-scale to increase similarity with the global activity limitation indicator (GALI - also used in EU-SILC, and European Health Survey  <a href="https://ec.europa.eu/eurostat/documents/3859598/8762193/KS-02-18-240-EN-N.pdf/5fa53ed4-4367-41c4-b3f5-260ced9ff2f6">https://ec.europa.eu/eurostat/documents/3859598/8762193/KS-02-18-240-EN-N.pdf/5fa53ed4-4367-41c4-b3f5-260ced9ff2f6</a>  <a href="https://ec.europa.eu/eurostat/cache/metadata/en/hlth_silc_01_esms.htm">https://ec.europa.eu/eurostat/cache/metadata/en/hlth_silc_01_esms.htm</a>  Background information: Van Oyen, H., Bogaert, P., Yokota, R. T., & Berger, N. (2018). <a href="#">Measuring disability: a systematic review of the validity and reliability of the Global Activity Limitations</a>	Items adapted from Global Activity Limitation Indicator (Eurostat).



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