

EUROSTUDENT 8

MICRO DATA

Data and methods report

Version 2.0

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Consortium members:



INSTITUTE FOR
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VIENNA

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1 Introduction

The EUROSTUDENT 8 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 8 project has collected micro data and made this available for further research in a Scientific Use File (SUF) and Campus Use File (CUF).

For this project, micro data from the following 18 countries are made available at the point of writing: Austria, Azerbaijan, Croatia, Czech Republic, Denmark, Finland, Georgia, Germany, Hungary, Iceland, Ireland, Lithuania, Malta, the Netherlands, Poland, Romania, Slovakia and Sweden (not in CUF).

In the near future, data from additional EUROSTUDENT countries will be added to this SUF and CUF.

The Data and Methods Report is part of the documentation of the EUROSTUDENT 8 micro data (doi: 10.21249/DZHW:es8:1.0.0). 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-es8>) as well as from the webpage of EUROSTUDENT (www.eurostudent.eu).

When not specified, the following chapters refer to the SUF. In chapter 9 the differences regarding the CUF are specified.

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.¹ 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) or Campus Use File (CUF; see chapter 9).

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.

¹ See Citation Guideline: <https://metadata.fdz.dzhw.eu/en/data-packages/stu-es8>

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 eighth 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 8, submission of the micro data is done on a voluntary basis. At the point of writing, microdata from 18 countries are available.

More information on the project is available at the website 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 8 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 core questionnaire covered the following topics:

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

In addition, in ES 8 the following topical modules were included:

- Effects of the Covid-19 pandemic
- Digitalisation of teaching, learning, and student life
- Mental health and well-being
- Discrimination experiences

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).

In Ireland and the Netherlands there are deviations: in both countries, students in private higher education institutions were not included in this research.

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 28 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 2023 - June 2023
Final sample size	43.311
Gross response rate	14%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

6.2 Data collection in Azerbaijan

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

Field phase:	April 2022 - May 2022
Final sample size	2.505
Gross response rate	1%
Survey method	Tablets (filled in by interviewers)
Sampling and stratification	Sampling

6.3 Data collection in Croatia

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

Field phase:	May 2022 - July 2022
Final sample size	7.979
Gross response rate	6%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

6.4 Data collection in Czech Republic

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

Field phase:	May 2022 - July 2022
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Final sample size	14.798
Gross response rate	6%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

6.5 Data collection in Denmark

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

Field phase:	May 2022 - July 2022
Final sample size	14.060
Gross response rate	28%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

6.6 Data collection in Finland

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

Field phase:	March 2022- April 2022
Final sample size	6.837
Gross response rate	26%
Survey method	Online questionnaire
Sampling and stratification	Sampling

6.7 Data collection in Georgia

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

Field phase:	May 2022 - July 2022
Final sample size	4.771
Gross response rate	12%
Survey method	Online questionnaire and tablets given to students to fill in
Sampling and stratification	Sampling

6.8 Data collection in Germany

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

Field phase:	Summer semester 2021
Final sample size	6.390
Gross response rate	20%
Survey method	Online questionnaire

Sampling and stratification	Sampling
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6.9 Data collection in Hungary

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

Field phase:	May 2022 - July 2022
Final sample size	14.839
Gross response rate	6%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

6.10 Data collection in Iceland

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

Field phase:	April 2022 - June 2022
Final sample size	3.816
Gross response rate	18%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

6.11 Data collection in Ireland

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

Field phase:	April 2022 - May 2022
Final sample size	21.620
Gross response rate	8%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

6.12 Data collection in Lithuania

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

Field phase:	May 2022 - June 2022
Final sample size	1.773
Gross response rate	2%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

6.13 Data collection in Malta

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

Field phase:	April 2022
Final sample size	1.003
Gross response rate	7%
Survey method	Online questionnaire
Sampling and stratification	Full population survey

6.14 Data collection in The Netherlands

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

Field phase:	May 2022 - June 2022
Final sample size	8.844
Gross response rate	4%
Survey method	Online questionnaire
Sampling and stratification	Sampling

6.15 Data collection in Poland

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

Field phase:	May 2022 - July 2022
Final sample size	11.396
Gross response rate	1%
Survey method	Online questionnaire
Sampling and stratification	Sampling

6.16 Data collection in Romania

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

Field phase:	May 2023 - July 2023
Final sample size	16.113
Gross response rate	4%
Survey method	Online questionnaire
Sampling and stratification	Sampling

6.17 Data collection in Slovakia

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

Field phase:	May 2022 - July 2022
Final sample size	7.557
Gross response rate	6%
Survey method	Online and by telephone
Sampling and stratification	Full population survey

6.18 Data collection in Sweden

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

Field phase:	April 2022 - August 2022
Final sample size	7.293
Gross response rate	18%
Survey method	Online questionnaire
Sampling and stratification	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	Unit non-response weighting in which post-stratification weights were calculated. Variables used (in different combinations): Type of HEI, sex, age, field of study, type of study programme, citizenship, international students, first year students
Azerbaijan	Post stratification weighting by formal status (full-time or part-time), sex, qualification studied for, age
Croatia	Marginal raking of type of HEI, sex, age, field of study + cell weighting level of studies x type of HEI
Czech Republic	Raking based on type of HEI, formal status (full-time or part-time), sex, qualification studied for, age
Denmark	Post stratification weighting by type of HEI, sex, age
Finland	Sex, age, field of study, type of study programme, year of enrolment, tuition fee payer, IHE, language (Finnish/Swedish/other), scholarship, level of previous degree
Georgia	Type of HEI, region, sex, age, level of education, field of study, citizenship
Germany	Type of HEI, sex, age, federal state, field of study, international students
Hungary	Type of HEI, study location, sex, qualification studied for, age, field of study
Iceland	Type of HEI, sex, qualification studied for, age, field of study
Ireland	Type of HEI, formal status (full-time or part-time), sex, age, level of education
Lithuania	Type of HEI, sex, qualification studied for, age, field of study
Malta	Type of HEI, sex, qualification studied for, age, field of study, citizenship
The Netherlands	Raking, based on type of HEI, formal status (full-time or part-time), sex, qualification studied for, field of study, study year, international student
Poland	Type of HEI, region, size of study location, formal status (full-time or part-time), sex, qualification studied for, age, field of study
Romania	Sex, field of study, qualification, age, size of the city
Slovakia	Type of HEI, sex, qualification studied for, age, field of study
Sweden	Formal status (full-time or part-time), sex, age, level of education, parents' maximum educational level, international student, professional degree

7.2 Generation of variables

In the SUF there are three types of variables: variables starting with “v_” are derived directly from the core questionnaire. Variables starting with “tm_” are derived directly from the topical modules (Rotating questions for each Eurostudent wave). 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:8 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).

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

Table 8.1: Adaptations of variables for anonymisation reasons

Variable types	Meaning
Income variables	Total income and income for national state support are top-coded (top 1%); support from university, student support from another country and from other public sources are all set to missing.
Status student	Part-time and other are combined
Gender	‘Do not wish to assign’ and ‘other’ are combined in 1 category; for each country, if applicable, a number of students (equivalent to 5% of this ‘diverse’ group), who indicated male/female, is also set to this category to add noise.
Dates	Months and years are aggregated
Countries	Countries are grouped in regional categories

Number of children and age youngest	Number of children is top-coded; age is aggregated in 4 categories
Health related questions	Are deleted when the informed consent question does not include this

In addition, for the following variables, when a category in a country consisted of less than 40 students, their answer for that question was set to 'missing'.

Variable name	Label
V1_3	What is your main country of residence?
V1_7	What is your current (main) study programme?
V1_8	What is your current formal status as a student?
V1_9	In which country did you finish your degree leading to your current Master programme (e.g. Bachelor)?
V2_6year	When did you enter higher education for the first time? (year)
V2_7year	When did you start your current #(main) study programme? (year)
V2_8	Have you ever officially or unofficially interrupted your current #(main) study programme since you entered higher education for the first time?
studyyear	Year of study in current programme
V5_1	Within which of the following organisational frameworks was your most recent internship abroad organised?
V6_1year	When were you born?
V6_4	In which country were you and your parents (or those who raised you) born?
v6_9number	Number of children
V6_10	How old is your youngest child?
e_field	Field of study
e_international	International students (foreign HE qualification SMAR)
e_migrant	Migration background (differentiation between national/international education background)
e_migrant_long	Migration background (differentiation between national/international education background)
e_qualification	Qualification studied for





















9 Campus Use File

In addition to the Scientific Use File (SUF), users can also download the Campus Use File (CUF). The CUF is intended for teachers and students for educational purposes. Teachers may distribute the CUF to their students. The Campus Use File is more extensively anonymized.

Variables in the CUF are either identical to those in the SUF, further aggregated into fewer categories, or completely emptied. The emptied variables remain visible in the CUF to indicate that they are available in the SUF. An additional script—provided alongside the CUF—allows users to remove these variables instantly.

In SPSS, these variables are indicated in the column ‘Anonymization’, as seen below:

Figure 9.1: Screenshot CUF

Measure	Role	[Anonymization]
 Nominal	 Input	
 Nominal	 Input	
 Nominal	 Input	
 Nominal	 Input	
 Nominal	 Input	Answers combined in CUF
 Nominal	 Input	All answers deleted in CUF
 Nominal	 Input	All answers deleted in CUF
 Nominal	 Input	All answers deleted in CUF
 Nominal	 Input	Answers combined in CUF
 Nominal	 Input	

10 Participating national teams

The following national teams have contributed to the EUROSTUDENT 8 Micro Data.

Table 10.1: National contributors to the EUROSTUDENT 8 Micro Data

Country name	Project sponsor	Implementation	Contact person	Research team	National report
Austria	Austrian Federal Ministry of Education, Science and Research (BMBWF)	Institute of Advanced Studies (IHS)	Martin Unger (IHS)	Vlasta Zucha, Johanna Dau, Anna Dibiasi, Philipp Droll, Judith Engleder, Ilinca Fage, Kathrin Fenz, Georg Fochler, Nora Haag, Sylvia Mandl, Cordelia Menz, Kerstin Rieder, Bianca Thaler, Martin Unger, Theresa Weinöhr, Sarah Zaussinger	www.sozialerhebung.at
Azerbaijan	Ministry of Science and Education of the Republic of Azerbaijan	Center for Sociological Research	Vladimir Rodin, Senior Researcher	Rajab Sattarov, Senior Researcher Lala Huseynova, Researcher Konul Kerimova, Researcher	N/A
Croatia	Ministry of Science and Education	University of Zagreb - Faculty of Law	Ivan Rimac		www.eurostudent.hr
Czech Republic	Ministry of Education, Youth and Sports (MEYS)	Centre for Higher Education Studies (CHES)	Michaela Šmídová (CHES) and Samuel Jezný, Gabriela Uchytlová (MEYS)	Michaela Šmídová and Lucie Hündlová (CHES)	https://www.csvs.cz/aktualni-projekty/eurostudent-viii/
Denmark	Danish Agency for Higher Education and Science	Danish Agency for Higher Education and Science	Amanda Weber (Danish Agency for Higher Education and Science)	Amanda Weber	https://ufm.dk/en/education/analyses-and-statistics/education-in-an-international-perspective/eurostudent/?set_language=en
Finland	Ministry of Education and Culture	Statistics Finland	Juhani Saari	Juhani Saari, Sara Koivuranta, Varpu Vuoristo	https://okm.fi/en/project?tunnus=OKM019:00/2022
Georgia	Ministry of Education and Science of Georgia (MES)	Institute of Social Studies and Analysis (ISSA)	Dr. Mzia Tsereteli	Prof. Iago Kachkachishvili, Ana Papiashvili, and Bela Rekhviashvili	https://www.eurostudent.eu/download_files/documents/EUROSTUDENT_8_Georgia_Analytical_Report_georg.pdf https://www.eurostudent.eu/download_files/do

Country name	Project sponsor	Implementation	Contact person	Research team	National report
					cuments/EUROSTUDENT 8 Georgia Analytical Report eng.pdf
Germany	Federal Ministry of Education and Research (BMBF)	German Centre for Higher Education Research and Science Studies (DZHW)	Hendrik Schirmer	Hendrik Schirmer (execution of EUROSTUDENT survey, within the project context of "The Student Survey in Germany"; https://www.dzhw.eu/en/forschung/projekt?pr_id=650)	https://www.dzhw.eu/pdf/ab_20/Soz22_Hauptbericht.pdf
Hungary	Educational Authority	Educational Authority	Renáta Vanó (Educational Authority)	Edit Goldfárthné Veres, Ádám Hámori, Júlia Seli, Matild Sági, Marianna Szemerszki	https://www.felvi.hu/felsooktatasiimuhely/EUROSTUDENT
Iceland	Ministry of Higher Education, Science and Innovation	Maskina Research	Hrafn Ingason	Hrafn Ingason and Thora Asgeirsdottir	
Ireland	The Higher Education Authority	Insight Statistical Consulting	Dr. Stephen Erskine, Insight Statistical Consulting	Dr. Stephen Erskine, David Harmon	https://hea.ie/assets/uploads/2023/04/Eurostudent-8-Final-Report.pdf
Lithuania	The Ministry of Education, Science and Sport	Lithuanian Centre for Social Sciences, Institute of Sociology	Assoc. Prof. Dr. Rūta Brazienė	Assoc. Prof. Dr. Rūta Brazienė, Vaida Saukeckienė	
Malta	Malta Further and Higher Education Authority	Malta Further and Higher Education Authority (MFHEA)	Dr. Jana Kazarjan	Dr. Jana Kazarjan, MFHEA	https://mfhea.mt/fhe-statistics
The Netherlands	Ministry of Education, Culture and Science	ResearchNed	Joris Cuppen	Joris Cuppen, Ardita Muja, and Myrthe Hendrix	www.studentenmonitor.nl
Poland	Ministry of Education and Science (since 13.12.2023 Ministry of Science and Higher Education and Ministry of National Education are separate)	PBS Sp z o.o.	Barbara Fabisiak	Małgorzata Drozd-Garbacewicz, Project Manager Barbara Fabisiak, Researcher Marta Jankowska, Researcher Ewa Piotrowicz, Researcher Patrycja Rumińska-Zajac, Researcher Monika Studzińska, Project Coordinator	
Romania	Ministry of Education	Executive Agency for	Gabriela Jitaru	Marius Lazar, Ancuța Plaeșu, Ana-Maria Dalu, Oana Iftode and Delia	http://eurostudent.uefiscdi.ro/

Country name	Project sponsor	Implementation	Contact person	Research team	National report
		Higher Education, Research, Development and Innovation Funding (UEFISCDI) and National Centre for Policy in Evaluation in Education (CNPEE)	(UEFISCDI), Marius Lazăr (CNPEE)	Goia (CNPEE), Elena Trifan, Oana Dervis, and Gabriela Jitaru (UEFISCDI)	and https://www.isere.ro/Eurostudent
Slovakia	Ministry of Education, Research, Development and Youth of the Slovak Republic	Slovak Centre of Scientific and Technical Information	František Blanár (Slovak Centre of Scientific and Technical Information)	František Blanár, Dávid Pelošjan	https://www.cvti-sr-vedeckakniznica/informacie-o-skolstve/skolstvo/vysoke-skoly/medzinarodny-projekt-eurostudent.html?page_id=10707
Sweden (SUF only)	Ministry of Education and Research	Swedish Council for Higher Education	Jari Rusanen	Jari Rusanen, Erica Finnerman, Sara Ahlstedt, Madelen Charysczak, Sofia Scholler, and Frederik Witte	

A Items references

<i>Concept</i>	<i>EUROSTUDENT questionnaire</i>	<i>Source/background information</i>	<i>Please cite as:</i>
Teaching evaluation	<p>3.1. To what extent do you agree with the following statements regarding your studies? Strongly agree - Do not agree at all</p> <ul style="list-style-type: none"> The #lecturers normally give me helpful feedback on how I am going. The #lecturers motivate me to do my best work. The #lecturers are extremely good at explaining things. 	Items adapted from Good Teaching Scale, Course Experience Questionnaire 2017, Student Experience Survey Australia.	Items adapted from Course Experience Questionnaire 2017, Student Experience Survey Australia.
Drop-out intention	<p>3.1. To what extent do you agree with the following statements regarding your studies?</p> <ul style="list-style-type: none"> I am seriously thinking of completely abandoning my higher education studies. 	Item 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).	<p>Item adapted from Trautwein et al. (2007).</p> <p>Full citation for reference list:</p> <p>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.</p>
Self-rated performance	3.4. 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)	<p>Item adapted from Trautwein et al. (2007).</p> <p>Full citation for reference list:</p> <p>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. MaxPlanck-Institut für Bildungsforschung. Berlin.</p>

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Capacity to face unexpected financial expenses	<p>4.17. Would you be able to pay for an unexpected required expense of # XXXX€?</p> <ul style="list-style-type: none"> • Yes, I am able to pay this through my own resources • No, but someone else (parents, family, partner etc.) would pay this for me • No, I cannot afford this through my own resources and nobody else would be able to pay this for me 	Adapted from EU-SILC, HS060: Capacity to face unexpected financial expenses	Item adapted from Eurostat (ilc_mdes04).
Financial status of students' parents	6.8. How well-off financially do you think your parents (or #guardians) are compared with other families?	This question originates from a questionnaire of a PIRLS survey 2006.	Source: PIRLS 2006. Copyright © 2005 International Association for the Evaluation of Educational Achievement (IEA). Publisher: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College.
Self-perceived general health	<p>6.12. How is your health in general? Is it...</p> <ul style="list-style-type: none"> • Very good • Good • Fair • Bad • Very bad 	<p>Adapted from General self-perceived health in Minimum European Health Module (MEHM)</p> <p>doi:10.2785/43280</p>	Adapted from Minimum European Health Module (MEHM).
Limitation by impairment in usual activities/studies	<p>6.14. [Only students who have indicated an impairment in 6.13] For at least the past 6 months, to what extent have you been limited because of your health problem(s)?</p> <ul style="list-style-type: none"> • Severely limited/Limited but not severely/not limited at all • ...in your studies? • ..in activities people usually do? 	<p>Increased similarity with the global activity limitation indicator (GALI - also used in EU -SILC), and European Health Survey</p> <p>Background information: Van Oyen, H., Bogaert, P., Yokota, R. T., & Berger, N. (2018). Measuring disability: a systematic review of the validity and reliability of the Global Activity Limitations Indicator (GALI). <i>Archives of Public Health</i>, 76(1), 25.</p>	Adapted from Global Activity Limitation Indicator (Eurostat).

Concept	EUROSTUDENT questionnaire	Source/background information	Please cite as:
		<p>Van Oyen, H., Van der Heyden, J., Perenboom, R., & Jagger, C. (2006). Monitoring population disability: evaluation of a new Global Activity Limitation Indicator (GALI). <i>Sozial- und Präventivmedizin</i>, 51(3), 153- 161.</p> <p>Berger, N., Van Oyen, H., Cambois, E., Fouweather, T., Jagger, C., Nusselder, W., & Robine, J. M. (2015). Assessing the validity of the Global Activity Limitation Indicator in fourteen European countries. <i>BMC medical research methodology</i>, 15(1), 1.</p>	
Degree of happiness	M1.1. Taking all things together, how happy would you say you are?	Adapted from ESS 9.	Source: European Social Survey (2018). <i>ESS Round 9 Source Questionnaire</i> . London: ESS ERIC Headquarters c/o City, University of London.
WHO-5 Well-Being Scale	<p>M1.6. Please indicate for each of the 5 statements which is closest to how you have been feeling over the past 2 weeks. Over the past 2 weeks...</p> <ul style="list-style-type: none"> • ... I have felt cheerful and in good spirits • ... I have felt calm and relaxed • ... I have felt active and vigorous • ... I woke up feeling fresh and rested • ... my daily life has been filled with 	<p>Adapted from WHO-5 Well-Being Scale (1998), as reviewed by Topp et al. (2015)</p> <p>DOI: 10.1159/000376585</p>	Source: World Health Organization. Regional Office for Europe. (1998). Wellbeing measures in primary health care/the DepCare Project: report on a WHO meeting: Stockholm, Sweden, 12-13 February 1998. World Health Organization. Regional Office for Europe.

Concept	EUROSTUDENT questionnaire	Source/background information	Please cite as:
	things that interest me		
Loneliness Scale	<p>M1.7. How often do you feel isolated ...</p> <ul style="list-style-type: none"> • ... from fellow students in your study programme • ... from your family/partner • ... from your friends • ... from others in general 	<p>Question text adapted from Hughes et al. (2004), items original.</p> <p>DOI: 10.1177/0164027504268574</p>	<p>Source: Hughes ME, Waite LJ, Hawkley LC, Cacioppo JT. A Short Scale for Measuring Loneliness in Large Surveys: Results From Two Population-Based Studies. <i>Res Aging</i>. 2004;26(6):655-672. doi: 10.1177/0164027504268574. PMID: 18504506; PMCID: PMC2394670.</p>
Feeling of safety	<p>M4.1. How safe do you feel in the dark walking alone ... • ... in your neighbourhood? • ... on the premises of your higher education institution?</p>	<p>Adapted from ESS 9.</p>	<p>Source: European Social Survey (2018). <i>ESS Round 9 Source Questionnaire</i>. London: ESS ERIC Headquarters c/o City, University of London.</p>

<i>Concept</i>	<i>EUROSTUDENT questionnaire</i>	<i>Source/background information</i>	<i>Please cite as:</i>
Perpetrators and grounds of discrimination	<p>M4.2. Have you ever felt discriminated against in the context of your studies due to your ...</p> <ul style="list-style-type: none"> • ... skin colour • ... ancestry/nationality? • ... religion? • ... gender? • ... sexuality? • ... age? • ... weight? • ... impairment? • ... mental health? • ... income? • ... parents' education? <p>[Yes, by fellow students/ Yes, by teaching staff/ Yes, by other university staff/ No]</p>	List of items adapted (and expanded) from ESS 9.	Source: European Social Survey (2018). <i>ESS Round 9 Source Questionnaire</i> . London: ESS ERIC Headquarters c/o City, University of London.

