

STUDYING TODAY IN GERMANY

20TH
SOCIAL SURVEY
OF DEUTSCHES
STUDENTENWERK
ON THE SOCIAL
DIMENSION OF
HIGHER EDUCATION

- KNOWLEDGE**
Most important facts and figures on the situation of students
- POINT OF VIEW**
What German education policy has to do now
- CHANGE**
Two stories out of 60 years of Social Surveys



The diversity of students.

AN INFORMATION
BROCHURE OF DEUTSCHES
STUDENTENWERK



What would you like to know?

The 20th Social Survey of Deutsches Studentenwerk is a treasure trove. A treasure trove of data, of insights on the social and economic situation of students in Germany. It is a treasure that has to be dug up. This information brochure shows in a condensed form how diversified today's students are and what the challenges for German higher education policy and the Bologna Process are like.

Our thanks goes to the Federal Ministry of Education and Research. We would like to thank the German higher education institutions for their support as well as HIS Institut für Hochschulforschung for conducting our survey on a scientific basis. And we cordially invite you to read.

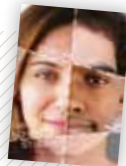
What would you like to know?

Achim Meyer auf der Heyde

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The 20th Social Survey in the Internet:

www.sozialerhebung.de



KNOWLEDGE

Representing diversity

HOW DO STUDENTS LIVE AND WORK NOWADAYS? THE MOST IMPORTANT FACTS AND FIGURES AT A GLANCE

THE GREATEST INSIGHT FROM THE SOCIAL SURVEY: THERE IS NO TYPICAL STUDENT. The backgrounds, demands and needs of 2.5 million students could hardly be more varied. Only if this is borne in mind can the social conditions of students be improved.

24.4 YEARS

is the average age of students. However, while Bachelor program students are **22.8** years old on average, many students are significantly older. Students in Masters' and "Diplom" programs are **28.4** and **26.2** and students with a family or with a health impairment a respective **31.2** and **25.7** years old.

137 THOUSAND

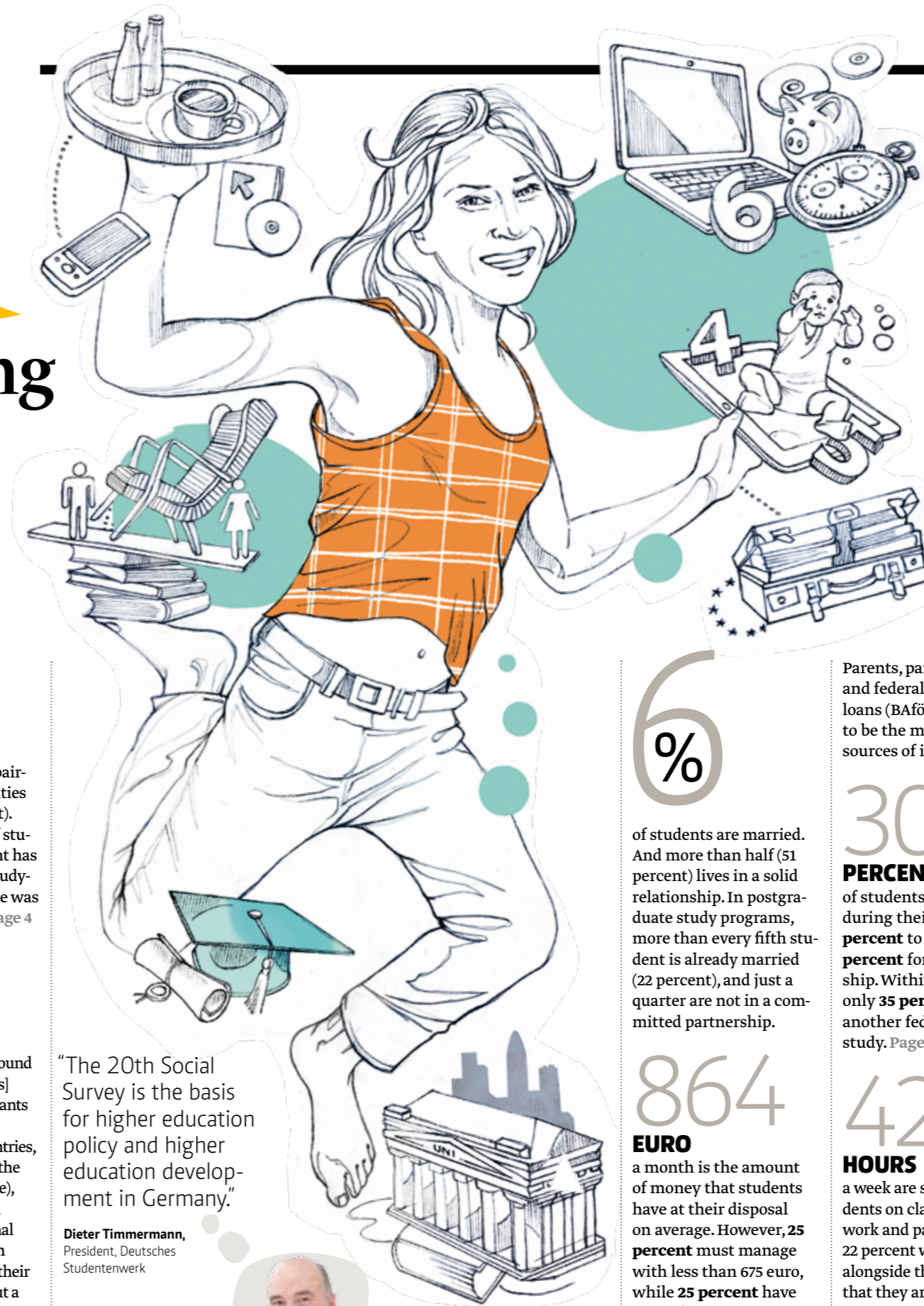
students have an impairment causing difficulties in studying (7 percent). Among 1.8 percent of students, the impairment has a strong impact on studying. In 2006, this share was only at 1.5 percent. **Page 4**

23 PERCENT

have a migrant background (students with parent[s] born abroad, e.g. emigrants of German origin from eastern European countries, have been included in the survey for the first time), and 21 percent of them have a "low" educational background, more than four times as many as their fellow students without a migrant background. **Page 4**

"The 20th Social Survey is the basis for higher education policy and higher education development in Germany."

Dieter Timmermann,
President, Deutsches Studentenwerk



6%

of students are married. And more than half (51 percent) lives in a solid relationship. In postgraduate study programs, more than every fifth student is already married (22 percent), and just a quarter are not in a committed partnership.

864 EURO

a month is the amount of money that students have at their disposal on average. However, **25 percent** must manage with less than 675 euro, while **25 percent** have more than 1,000 euro.

Parents, part-time jobs and federal grants and loans (BAföG) continue to be the most important sources of income. **Page 4**

30 PERCENT

of students go abroad during their studies; **18 percent** for an internship. Within Germany, only **35 percent** move to another federal state to study. **Pages 8/9**

42 HOURS

a week are spent by students on classes, course work and part-time jobs. **22 percent** work so much alongside their studies that they are, in effect, part-time students. **Page 4**

29 PERCENT

of students share a flat, making it the most popular form of accommodation. **20 percent** of students stay with their partners and **18 percent** live in a flat of their own, **23 percent** at their parents and **10 percent** in a student hall of residence. **Page 5**

298 EURO

a month is the average rent that students have to pay. This is the largest item of expenditure, followed by **165 euro** on food, **82 euro** on a car or public transport and **68 euro** on recreational activities, culture and sport.

74 PERCENT

of students are working towards a Bachelor's or Master's degree. **8 percent** are still enrolled in "Magister" and "Diplom" programs; **16 percent** sit a state examination.

82 PERCENT

regularly go to a dining hall or cafeteria, and three times a week at that. **37 percent** are even regulars. **Page 5**

850 DINING HALLS & CAFETERIAS

are run by the student service organisations, the Studentenwerke, table seating is provided for **230,000** students.

5 PERCENT

of students have at least one child. In first degree courses, it is **4 percent**, and a share of **17 percent** is already reached in postgraduate courses. The statistics for part-time students and courses alongside careers present yet another picture. **Page 9**

77 OUT OF ONE HUNDRED

children make it to university if their parents have an academic background. If this is not the case, only **23** will ever attend higher education. **Pages 6/7**

53 TO FORTY-SEVEN

is the ratio of men and women students. However, more than every second student in postgraduate (**53 percent**) and doctoral programs (**51 percent**) is a woman.

Studying today – our standpoint

HOW DEUTSCHES STUDENTENWERK ASSESSES A SELECTION OF RESULTS ON GROUPS OF STUDENTS AND THE RANGE OF SERVICES OFFERED BY THE STUDENT SERVICE ORGANISATIONS – THE STUDENTENWERKE



Study Financing

PARENTS PROVIDE THE MAJOR SHARE OF STUDY FINANCING (87 PERCENT OF STUDENTS / 476 EURO A MONTH). This is followed by part-time jobs (63 percent/323) and BAföG (32 percent/443). Just 4 percent receive a grant, including the Deutschlandstipendium. Only 6 percent of students are ready to go into debt by taking out credits and loans.



DSW: "Merit-based grants and student loans are no relevant pillars of study financing but represent marginal supplements in comparison to the federal grants and loans system (BAföG)."



Time Budget

THE TIME NEEDED FOR STUDIES IS AN AVERAGE 35 HOURS A WEEK. Then there is the time spent on gainful employment (ø 7.4 hours) or family commitments. In addition to the de facto part-time students, 57 percent of students have to take a job to support their income.

DSW: "Studying is a full-time job! Two out of every three students still have to earn part or all of their living. The BAföG allowances must rise so that students are not forced to take jobs."



Student Accommodation

RENTAL PAYMENTS AMONG STUDENTS HAVE RISEN BY 17 EURO TO AN AVERAGE 298 EURO. This is around 34 percent of monthly income. The halls of residence run by the Studentenwerke are important for first-year and foreign students. At an average 214 euro, they are the most affordable form of student housing. At the beginning of the semester, there are always long waiting lists for places in student halls of residence.

DSW: "We fear a precarious housing situation in many cities. We need at least 25,000 additional, public-funded places in halls of residence."



Studying with a Child

THERE WERE AROUND 101,000 STUDENTS WITH CHILDREN IN THE SUMMER OF 2012 (EXTRAPOLATED TO ALL STUDENTS). Out of these, 35 percent interrupted their studies on at least one occasion. At 31 years on average, student parents are 7.6 years older than their fellow students without children.

DSW: "The Studentenwerke make studying family-friendly. Given the rising number of students with children, childcare facilities have to be extended."



Studying with a Migrant Background

THE MAJOR SHARE OF THESE STUDENTS HOLD GERMAN CITIZENSHIP OR WERE BORN IN GERMANY. They stay more frequently at their parents' house (29 percent vs. 23 percent) and in a hall of residence (13 percent vs. 10 percent). Nearly every third student receives BAföG (31 percent vs. 22 percent), and in every third case, there are financial reasons for interrupting studies (28 percent vs. 14 percent).

DSW: "Students with a background in immigration are a classic case of upward educational mobility. It is crucial for the Studentenwerke to provide economic and social support to immigrant and international students."



Dining Services in Higher Education

DINING HALLS AND CAFETERIAS ARE POPULAR THANKS TO THEIR SPATIAL PROXIMITY TO UNIVERSITIES (91 PERCENT) and their high-quality and affordable choice of products (80 and 79 percent respectively). Lunch is the most important meal (59 percent of all meals). However, the capacity of many dining services is already stretched beyond the limit.

DSW: "Class schedules must be staggered to avoid everyone eating at the same time; to raise the capacity of the dining services, the Studentenwerke need financial support via the Federal Higher Education Funding Pacts."



Studying with Impairments

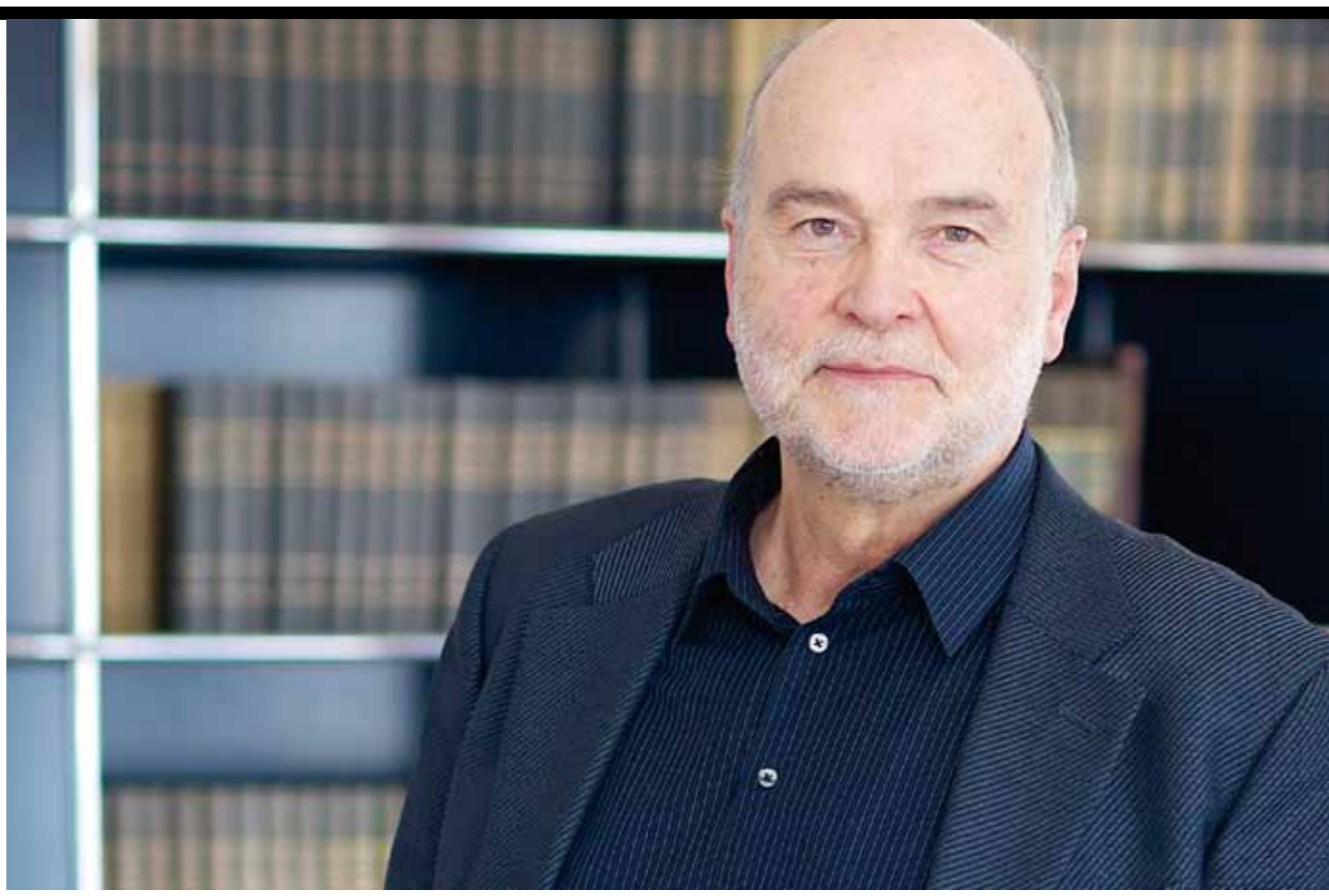
STUDENTS WITH IMPAIRMENTS HAVE THE SAME INCOME BUT MORE EXPENSES THAN THEIR FELLOW STUDENTS (762 € VS. 726 €). This is above all due to additional food and health costs. They interrupt their studies more frequently (27 percent vs. 8 percent) and study longer (7.9 vs. 6.8 semesters).

DSW: "The 'University for All' is a challenge for higher education institutions and student service organisations. Inclusive higher education requires both good accessibility and good academic counselling as well as secure student finance."

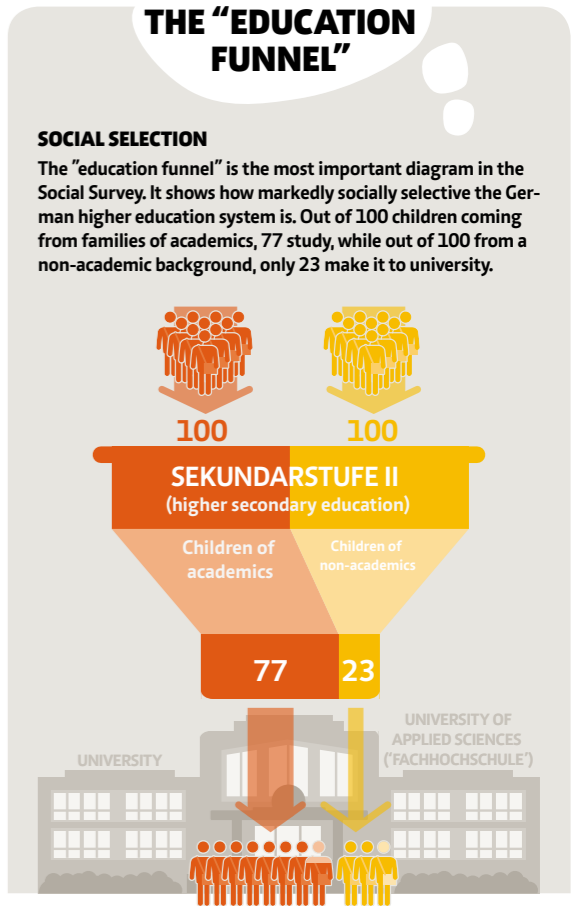


POINT OF VIEW

“We need a socially balanced higher education policy”



DSW-PRESIDENT DIETER TIMMERMANN
DRAWS FIVE CONCLUSIONS



In Germany, attending university is still too closely tied to social background, as our 20th Social Survey demonstrates. Whether someone studies or not, whether he or she will make it through the German secondary school system to a higher education institution crucially depends on the family's educational background.

9 PERCENT

of today's students have a less well educated background, i.e. they come from a family in which not more than one parent has acquired not more than a vocational qualification. In 1985, these students accounted for 29 percent.

The 20th Social Survey demonstrates that out of 100 children of academics, 77 study. But out of 100 children with a non-academic background, just 23 manage to go to university. Here - and this is borne out by each Social Survey anew - considerable hurdles prevail that have been insurmountable for decades. It is now high time for German education politics to find convincing higher solutions. The federal and state governments have to take up the responsibility of developing at last a socially balanced higher education policy.

1 WE HAVE TO ELIMINATE SOCIAL BARRIERS IN THE ENTIRE EDUCATION SYSTEM, FROM EARLY CHILDHOOD TO UNIVERSITY.
So far, the phased system of studies with Bachelors' and Masters' degrees has also failed to produce any changes worth mentioning in educational participation. We have to make every effort to mobilise more young, talented people from less educated families with lower incomes and we must ensure that studying at a university is attractive for all parts of the population.

2 WE NEED A POLICY OF SOCIAL PERMEABILITY.
A consistent socially balanced higher education policy already promotes and supports individuals interested in studying at school or also in the employment system. Presenting studying as an attractive option outside the traditional courses of education also requires programs, grants and political determination. BAföG - the federal grants and loans system - has to be at the center of such a policy, since it is the core element of attractive student financing. It needs to be strengthened - it is the most important instrument to create more equal opportunities!

3 MORE STUDENT FINANCING, MORE COUNSELLING, MORE HOUSING: THE SOCIAL INFRASTRUCTURE NEEDS UPGRADING.
The social infrastructure of higher education assumes a key role. Secure student financing is the most important criterion in opting for higher education, especially in less well educated households. Affordable housing close to the campus, good food, study counselling, childcare: services and advice offered by the Studentenwerke enable studying for everyone.

DIETER TIMMERMANN 69, is Professor of Economics of Education and Educational Planning at the University of Bielefeld, where he was Vice-Chancellor from 2001 to 2009. He conducted research and also lectured in Berlin and Stanford.



4 MORE PART-TIME PROGRAMS AND PROGRAMS FOR WORKING PERSONS ARE NEEDED.
There are only 1 percent official part-time students and 1 percent taking courses alongside their careers, despite the 20th Social Survey having demonstrated that students with children and students from a less educated background prefer just this studying alternative. Only 1 percent make it to the university via vocational qualifications. Here, still more access to German higher education institutions must be created.

5 WE NEED A DIFFERENT UNDERSTANDING OF EXCELLENCE AND ACHIEVEMENT.
Lately, excellence, elite, autonomy and profile development have been buzzwords in higher education. There is no mention of social justice and equal opportunities. Yet elites and equal opportunities are by no means mutually exclusive. In my opinion, only an education system that can mobilise people coming from all strata of the population can claim to be excellent. Achievement assessment has to be more differentiated, too. In Germany, we still have to work on this.

Chronicle since the 19th Social Survey

Summer 2009	Autumn 2009	November 2009	Summer 2010	October 2010	April 2011	July 2011	Summer 2011	Summer 2012	Summer 2013
30.9 percent have enrolled for Bachelors'/Masters' programs	• Federal elections • Student protests against Bachelors'/Masters' degrees; universities respond by introducing Round Tables	KMK (Conference of Cultural Affairs Ministers) revises recommendations on the implementation of the Bologna Process	Double cohort of higher secondary school-leavers in Hamburg	• BAföG payments raised • Higher Education Funding Pact II	Launch of "Deutschlandstipendium" (Germany Grant)	Suspension of compulsory military service	Double cohort of higher secondary school-leavers in Bavaria and Lower Saxony	• Students are interviewed for the 20th Social Survey • 64.6 percent have enrolled for Bachelors'/Masters' programs • Double cohort of higher secondary school-leavers in Baden-Württemberg, Berlin, Bremen and Brandenburg	• 20th Social Survey published throughout Germany • Tuition fees abolished

“Do your Bologna homework”

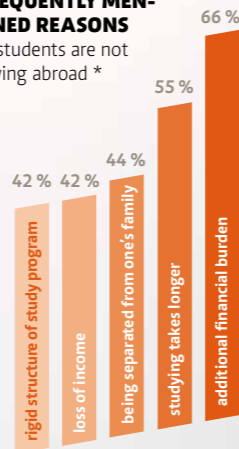
DSW-SECRETARY GENERAL ACHIM MEYER AUF DER HEYDE DRAWS CONCLUSIONS FROM THE 20TH SOCIAL SURVEY FOR THE BOLOGNA PROCESS

In 1999, the core targets were set in Bologna for a uniform European higher education area: mobility and credit transfer, including the mutual recognition of degrees. Thirteen years into the Bologna Process, has all this been put into practice? Achim Meyer auf der Heyde: Only partially. The results of the 20th Social Survey reveal that there is more need for action in the Bologna Process, and that reality is lagging behind its objectives. In spite of Bologna, the average length of stays abroad has become slightly shorter and international mobility has decreased. And Bachelor students in particular do not go abroad enough. Even though 46 percent plan to go abroad, 29 percent are undecided, and 24 percent do not want to go abroad at all. There are several reasons for this. One of them was caused by the Bologna Process itself: pressure to complete courses as quickly as possible. 55 percent of students fear that their studies will be prolonged, and with 47 percent of mobile students, this was indeed the case. But the greatest obstacle, affecting 66 percent of students, is financing. This is probably also reflected in just 9 percent with a less well educated background having gone abroad in 2012, compared to 21 percent of students from highly educated families. In their recent 2020 joint mobility strategy, the federal and state governments emphasised that such obstacles must be eliminated. Student finance is the core issue: more support will lead to more mobility.

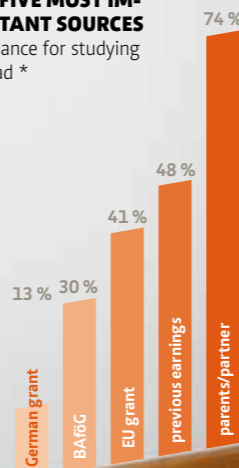
What still has to happen for more international students mobility? While credit transfer has become easier, the level of (partial) crediting of ECTS among 46 percent of university and



5 FREQUENTLY MENTIONED REASONS why students are not studying abroad *



THE FIVE MOST IMPORTANT SOURCES of finance for studying abroad *



*Multiple references possible. Source: DSW/HIS 20th Social Survey

THREE FACTS ABOUT UNUSUAL STUDENTS

As yet, they are a peripheral phenomenon. Just 5 percent of students have enrolled for part-time programs (1 percent), programs alongside careers (1 percent) and dual study programs (3 percent). The 20th Social Survey reveals the special needs of these students. And the potential that these forms of studying bear.

Time requirements and gainful employment

THESE STUDENTS are confronted with different demands on their time management. They invest more time in occupational activities and family chores. 95 percent and 79 percent respectively of students in study programs alongside careers and part-time courses go to work. While they also spend more time on studying and occupational activities (53 hours and 45 hours respectively), they do enjoy a higher level of income than students in full-time programs. Students in dual study programs require an above-average amount of time as well, although only 20 percent have part-time jobs.



Relationship status and children

STUDENTS WITH CHILDREN demonstrate above-average enrolment in part-time programs (4 percent) or study courses alongside careers (8 percent). This is more than five times as many as students without children. It appears that above all women with children attend part-time study courses. In study courses alongside careers, every fourth student has a child, applying both to women and men. In dual study programs, students with children (1 to 2 percent) are the exception, probably because they are 22 years old on average.



Educational background

IN DUAL STUDY PROGRAMS, the share of students with two academically educated parents is conspicuously low (12 percent). Among part-time students, too, only few belong to those with a high educational background (9 percent). The social composition of students in study courses alongside careers deviates even more from the average. Compared with their parents' education levels, three quarters of them are "first-generation students".



62 percent of universities of applied sciences students is still far too low. There is a considerable need for improvements above all in the area of internships and language courses.

How can this be achieved? The whole point of the transition to Bachelors' and Masters' degrees was to facilitate comparability and easy credit transfers. All too often, this still contrasts with the rigid structure and infinite number of specialised study programs, which is the case in Germany in particular. As a result, the modules are too compartmentalised, so that, if at all, only parts of the maximum number of credits for study achievements are awarded. Deplorably, this phenomenon also crops up when transferring from one institution to another within Germany. Basically, the only solution here is a radical streamlining of specialised study programs to achieve comparable modules promoting the purpose of the European Credit Transfer System (ECTS).

Any success with Bologna? The "reform of the reform" which began in 2009 in response to student protests is beginning to show results. The 20th Social Survey shows that, despite the relatively rigid system, students find that their time budget is no longer so constrained and that the workload is not as extreme as it was in 2009. This is certainly also because the time needed for studying and gainful employment has dropped by an average two hours, which is another effect of tuition fees being done away with. Compared to 2009, the share of students permanently depending on gainful employment in the "low" and "middle" groups of social origin has dropped by 9 and 6 percent respectively; for they used to finance their tuition fees mainly via gainful employment and were thus exposed to conflicting aims between time for studying and time to secure study financing.

An online students survey that we commissioned has revealed that despite gradual improvements, 68 percent of Bachelor students still feel that studying is putting them under stress, and 49 percent state that the strain is so severe that they feel inhibited in their studies. This is creating a considerable demand for the counselling centres of the Studentenwerke, which shows that Bologna reforms cannot be implemented without a good social infrastructure, and without strong student service organisations.

60 Years of Social Surveys

TWO ACCOUNTS OF STUDYING THEN AND NOW.
AN ALL-GERMAN COMPARISON.

1950

1960

1970

1980

1990

2000

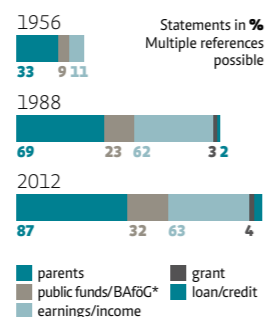
2010

2020

2030

1956

STUDY FINANCE 1956 - 2012



*public funds /BAföG: introduction of BAföG 1971; only listed as separate item since 1982.

Up to 1982, sources of finance had only been included as a separate item if they accounted for 80 percent of student finance.

Source: DSW/HIS 1.-20th Social Survey

ded my "Diplom" in the field of graphic arts.

It was a miracle that I succeeded in moving from the educational science program in Leipzig to the University of Industrial Styling in Halle in 1957. The state did all it could to prevent students from changing fields of study. I only managed because the deputy vice-chancellor happened to get arrested while I was submitting my application and a nervous young secretary approved changing programs. Without this coincidence, my career would probably have taken a very different course. As things turned out, my activities were to include working for the Institute of Styling at Halle College, for the specialist journal form+zweck, and as Director of the area of "DDR-Design-Ausstellungen" (design exhibitions in the GDR) of the Berlin Central Institute of Industrial Styling. And as a lecturer at the Berlin College and University of Applied Sciences for Advertising and Design, where I was Director from 1983 to 1991.



"Accidental" career development

Günter Knobloch (76) from Leipzig, today in Petershagen/Brandenburg

AFTER DOING MY "ABITUR" IN 1956, I WAS DENIED STUDYING GRAPHIC ARTS, WHICH WAS WHY I ENROLLED FOR AN EDUCATIONAL SCIENCE PROGRAM IN LEIPZIG INSTEAD. In 1957, I transferred to the College of Industrial Styling in Halle - Burg Giebichenstein. During my entire studies, I lived nearby the university as a sub-tenant. Accommodation was good and appropriate. I was not entitled to a grant but only received a small amount of supplementary support since my father's income was higher than the level prescribed by the state. He worked for the municipal power station in a senior position as an electrical engineer. My mother was a telephonist, and later on a housewife for many years. The meals served by the refectory every day were of average to good quality. I got married in 1961, and one year later, we had our first child. There were two more children later on. In the same year, I was awarded

"A graduate of educational science had the duty to teach for a minimum of three years wherever there happened to be a **lack of teachers**. Those wishing to change subjects ran the risk of exmatriculation."

Günter Knobloch



2012

Studying means great freedom of choice

Nicole Kersten (28) from Berlin

IN 2005, I STARTED STUDYING LAW IN BERLIN. However, several internships showed me that this was not the area I wished to work in all my life. So in 2007, I transferred to a teacher training program at Free University Berlin, enrolling for the subjects of mathematics and ethics/philosophy. Currently, I am doing my Master's degree and am working on my final thesis. I would like to become a teacher, but I am not ruling out other options.

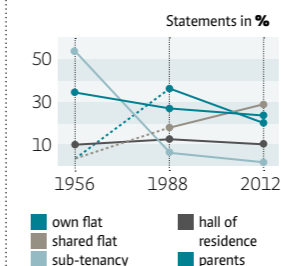
During the first two semesters, I regularly went to the dining hall, but only rarely later on. This was also the time that I was still living at home, but after about a year, I moved in with my present fiancé. We live in a very nice flat with three rooms in green settings. Sport is very important for me. I am actively involved in bicycle

"Without studying, I couldn't fulfil my own aims, aspirations and ideas."

Nicole Kersten



FORMS OF STUDENT HOUSING



Up to 1967, the forms of housing "flat" and "shared a flat" were established under one common category.

Source: DSW/HIS 2.-20. Sozialerhebung

racing, and last year, I did my first Olympic distance triathlon. My parents support me financially because I am not eligible for BAföG support. In addition, I help out at Deutsches Studentenwerk, for example. Since I am in the final stages of my studies, I don't have time for a temporary job. My mother is a housewife and cares for my grandmother, who is seriously ill with Alzheimer's. My father is a "Diplom" mechanical engineer and works in the industry. I have always regarded studying as very important, too, because without a higher education, I couldn't fulfil my own aims, aspirations and ideas.

20TH

SOCIAL SURVEY

OF DEUTSCHES STUDENTENWERK
ON THE SOCIAL DIMENSION
OF HIGHER EDUCATION
IN GERMANY

The 20th Social Survey is the most important, nationally representative, study on the social and economic conditions of student life in German higher education.

Deutsches Studentenwerk - DSW (German National Association for Student Affairs) is the umbrella organisation of the 58 Studentenwerke, the student service organisations in Germany. The Studentenwerke are service-providers for students and institutions of higher education that ensure the social dimension of higher education in Germany. They promote the social, economic, financial, cultural, and health-related concerns of all students at German institutions of higher education. The Studentenwerke operate student residence halls and dining services, they provide social and psychological counselling, administrate the student financing (BAföG) and assist German and international students on an equal basis.

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IMPRINT

PUBLISHERS: Deutsches Studentenwerk e.V.
(German National Association for Student Affairs)

RESPONSIBLE: Achim Meyer auf der Heyde

EDITOR-IN-CHIEF: Bettina Kracht

EDITORS: Stefan Grob, Bernard Börsel

PHOTOS: Kay Herschelmann, Günter Knobloch

GRAPHICS/PRODUCTION: Einhorn Solutions GmbH

ILLUSTRATIONS: Jaqueline Urban

PRINTERS: Henrich Druck + Medien GmbH

TRANSLATION: Michael Gardner and Sven Engel

Berlin, May 2014