

Samo Pavlin

Hegesco Statistical Outlook¹

¹ This document presents the basic descriptive statistics of the Hegesco and Reflex projects and supplements the Hegesco Graduates Survey report edited by Rolf van der Velden and Jim Allen: see other sections of the web page.



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Figure 1: Percentages of graduates who interrupted their study programme for 4 months or more²

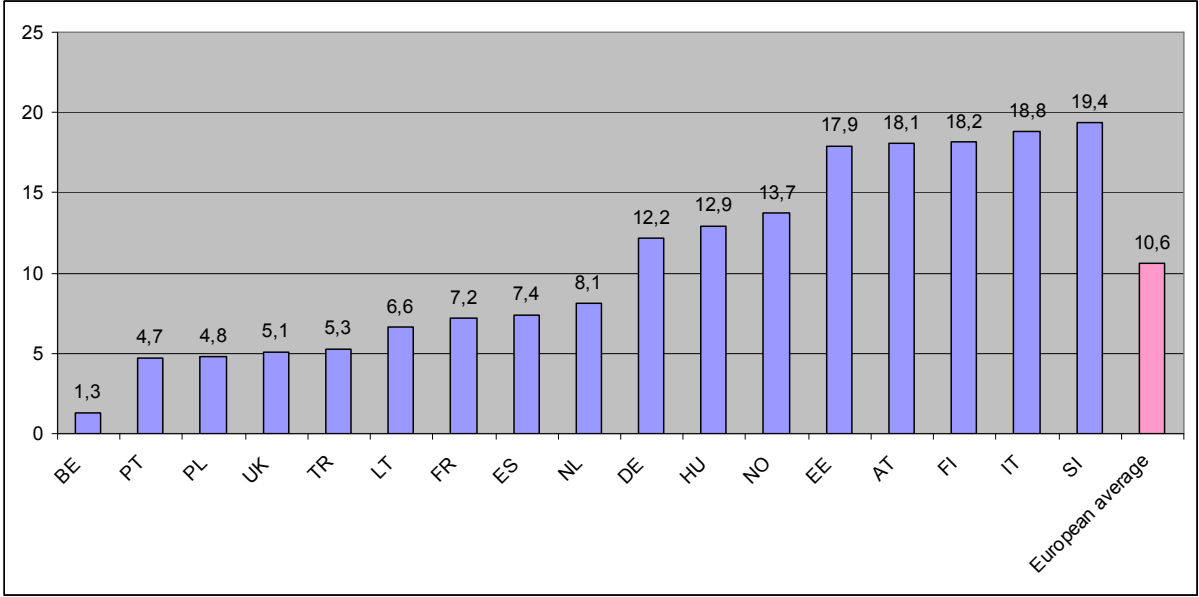
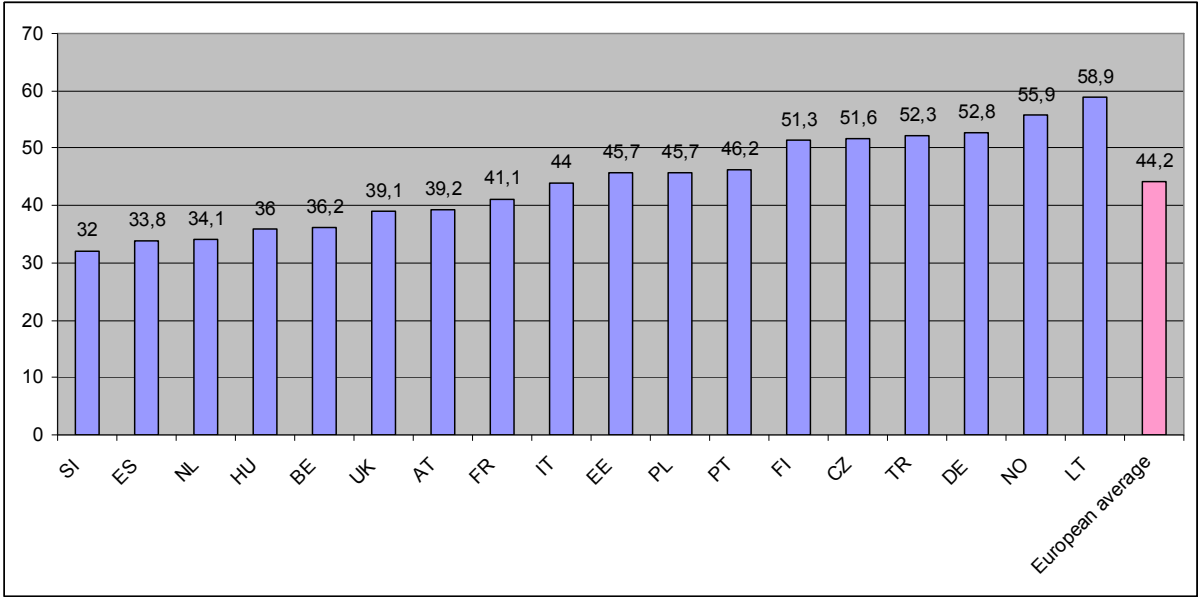


Figure 2: Percentages of graduates who consider their grades as much higher compared to other students that graduated from the same study programme



² This question is not relevant for Czech Republic, therefore this country is omitted from the graph

Figure 3: Percentages of graduates who were in the last or last two years part-time students

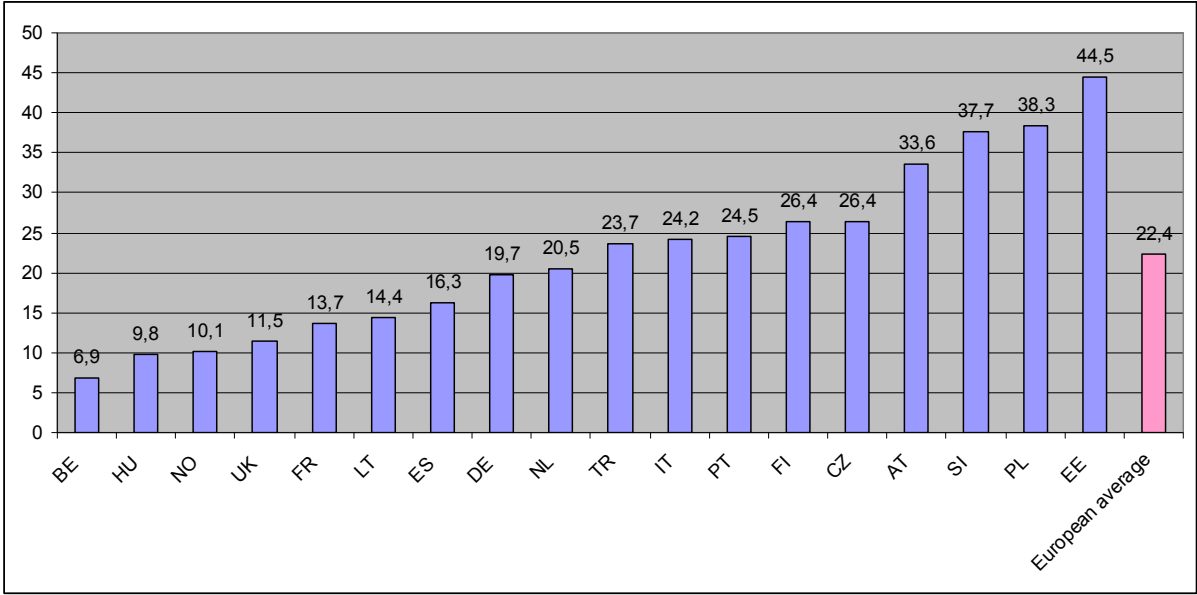


Figure 4: Percentages of graduates who considered their study programme was generally regarded as demanding

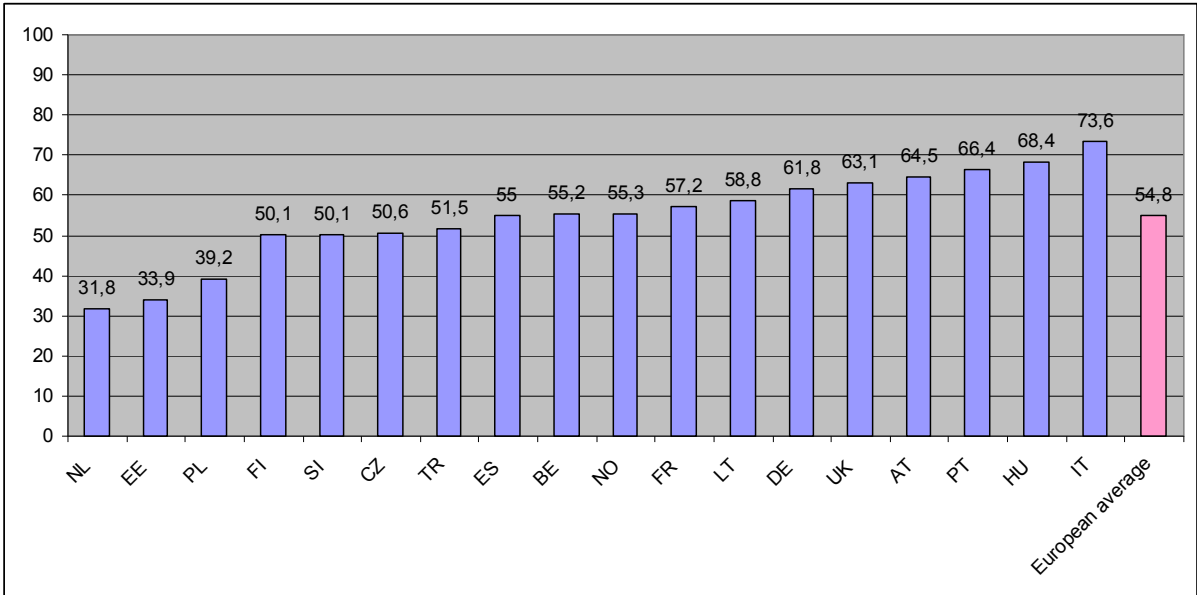


Figure 5: Percentages of graduates who considered employers were familiar with the content of their study programme

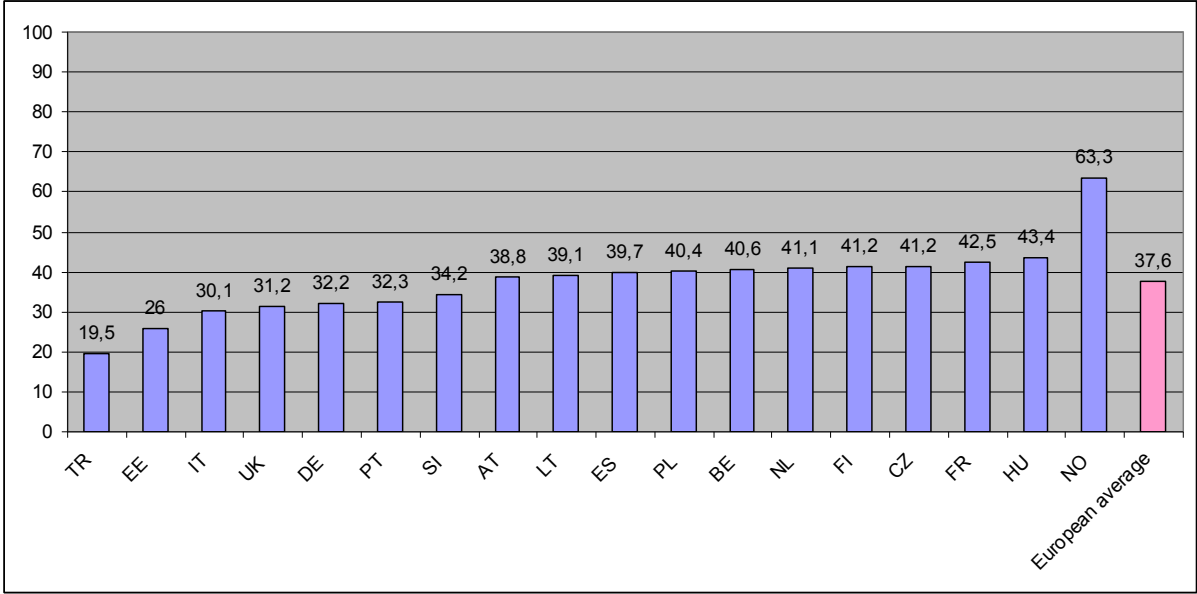


Figure 6: Percentages of graduates who considered there was freedom in composing their own study programme

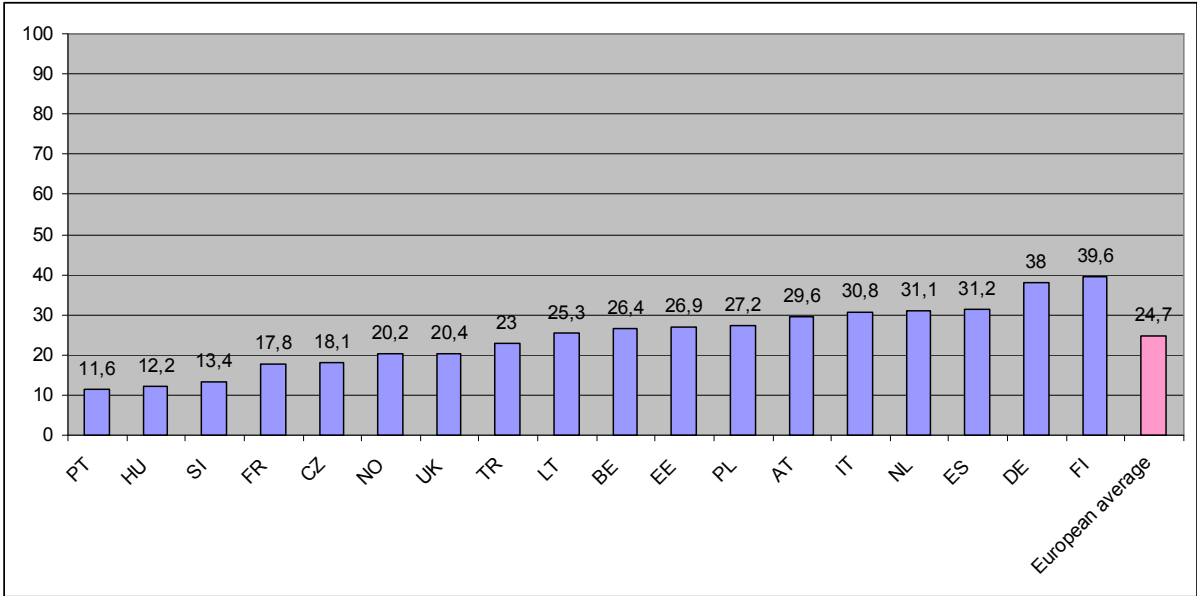


Figure 7: Percentages of graduates who considered that the study programme had a broad focus

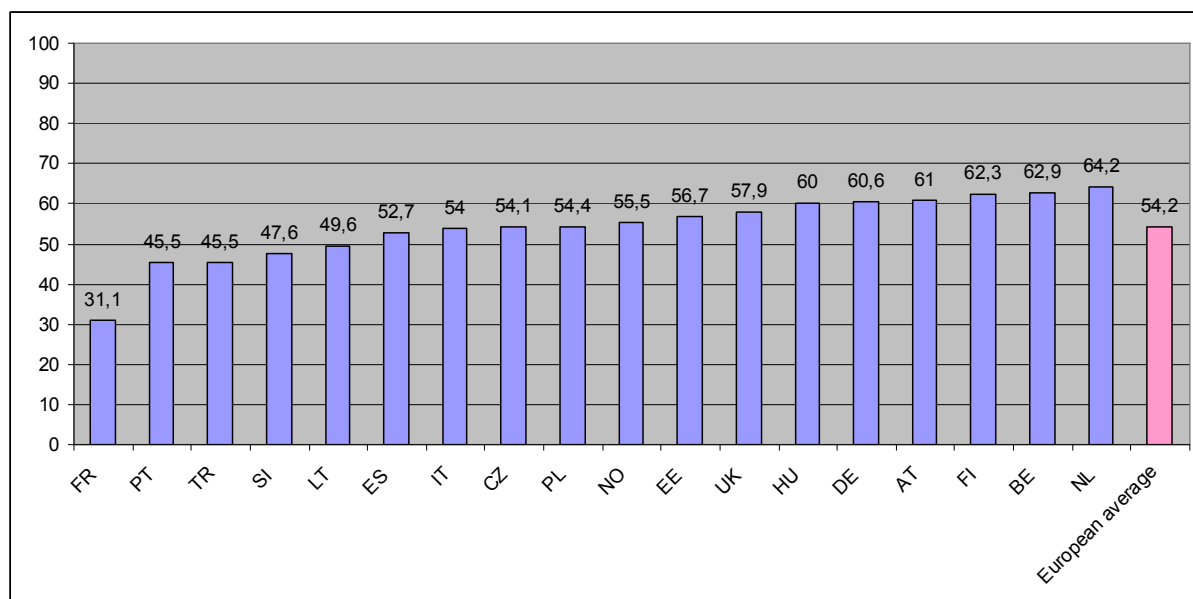


Figure 8: Percentages of graduates who consider their study programme as vocationally oriented

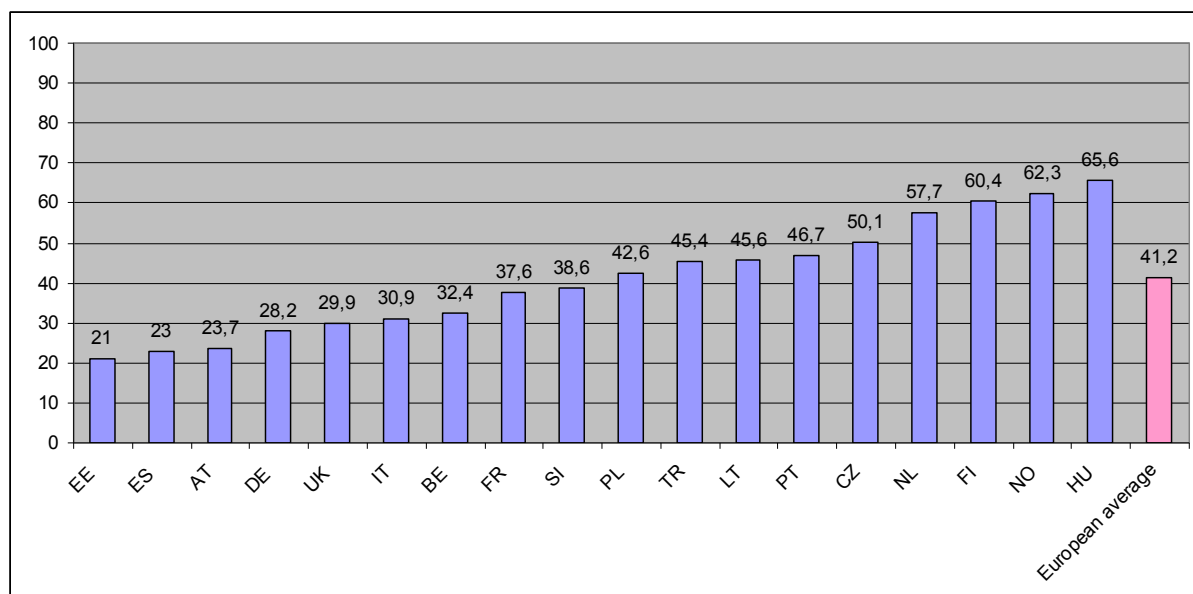


Figure 9: Percentages of graduates who consider that the study programme was academically prestigious

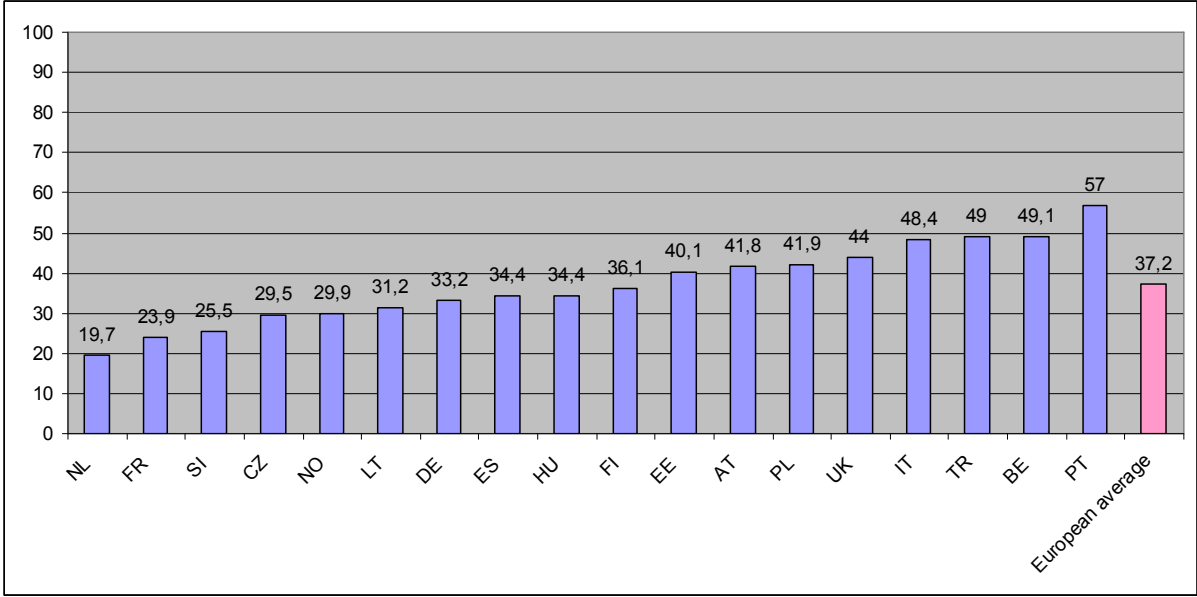


Figure 10: Percentages of graduates who consider there was a great emphasis on lectures as a mode of teaching and learning in their study programme

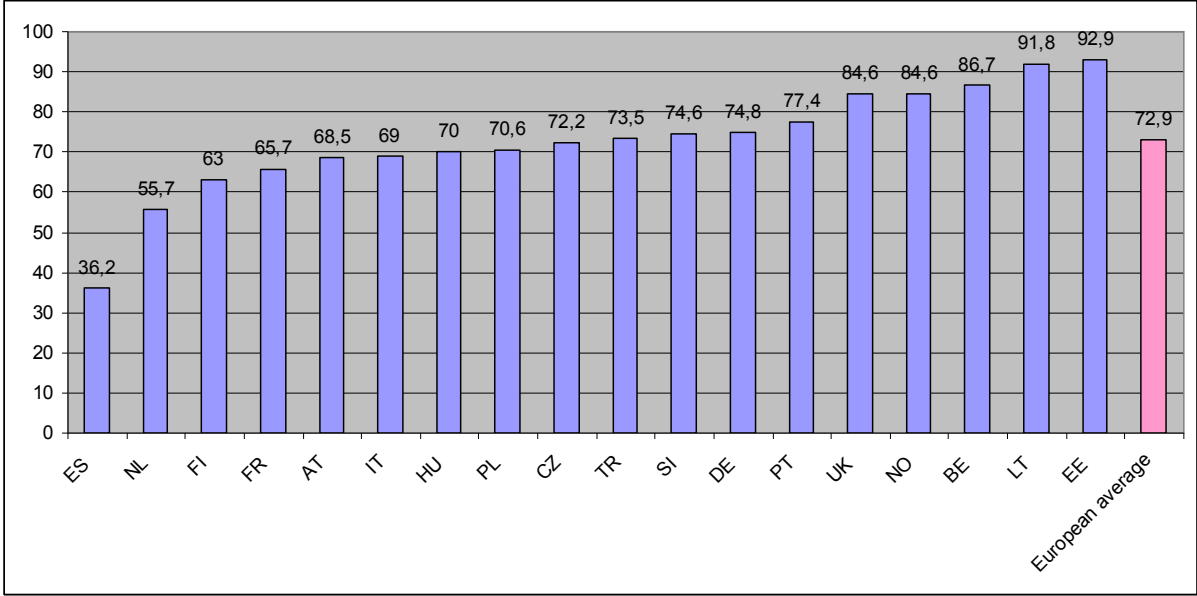


Figure 11: Percentages of graduates who consider there was a great emphasis on group assignments as a mode of teaching and learning in their study programme

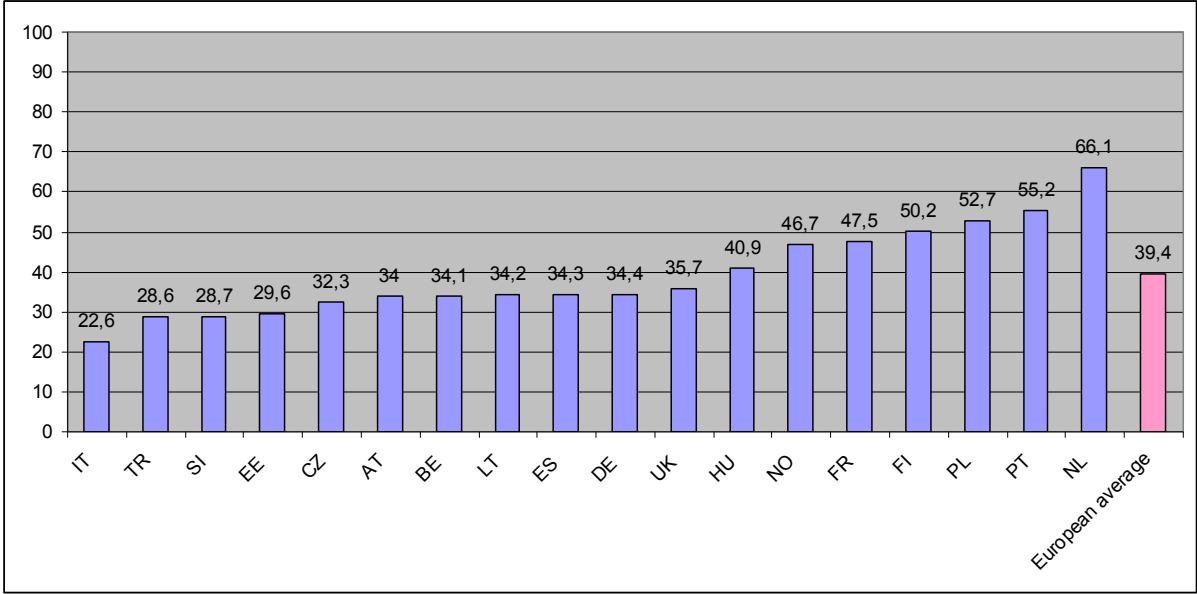


Figure 12: Percentages of graduates who consider there was a great emphasis on participation in research projects as a mode of teaching and learning in their study programme

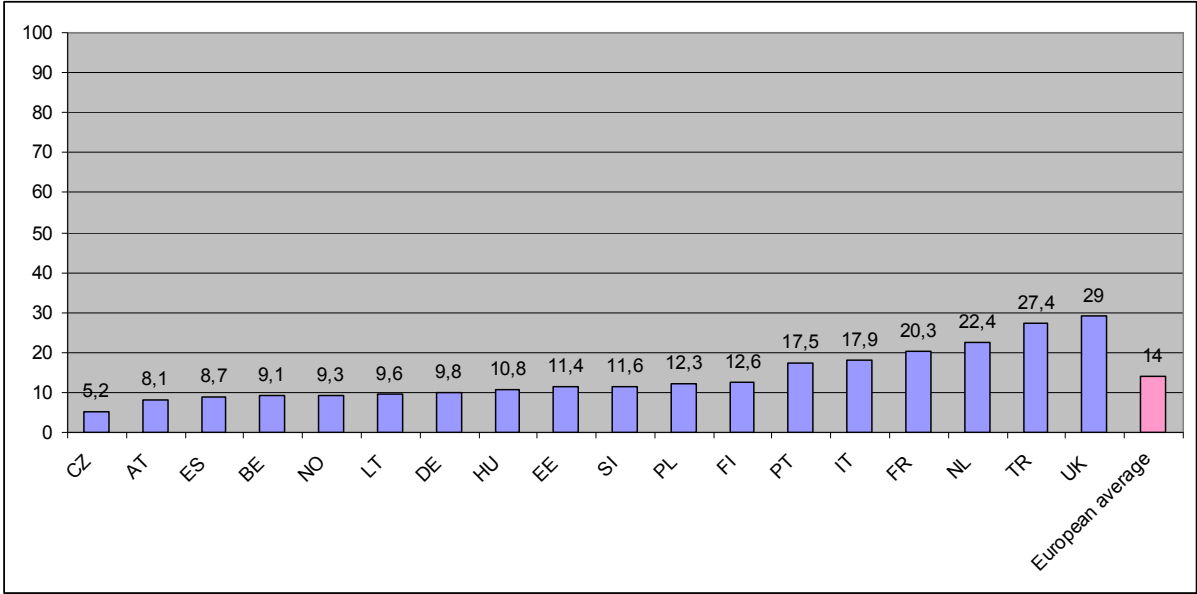


Figure 13: Percentages of graduates who consider there was a great emphasis on internships and work placement as a mode of teaching and learning in their study programme

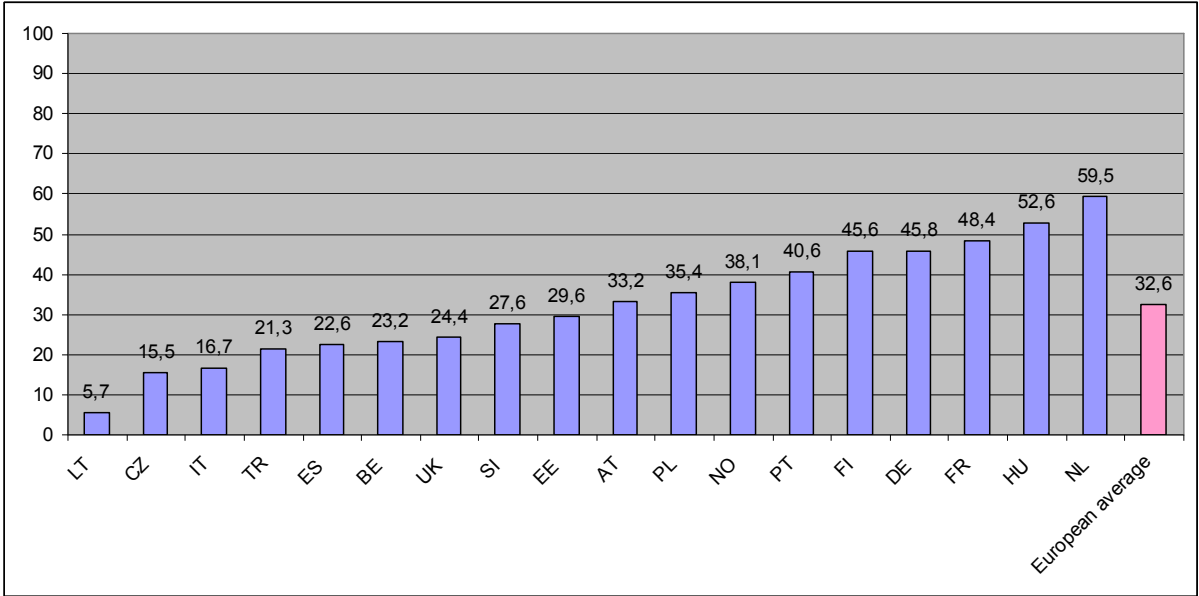


Figure 14: Percentages of graduates who consider there was a great emphasis on facts and practical knowledge as a mode of teaching and learning in their study programme

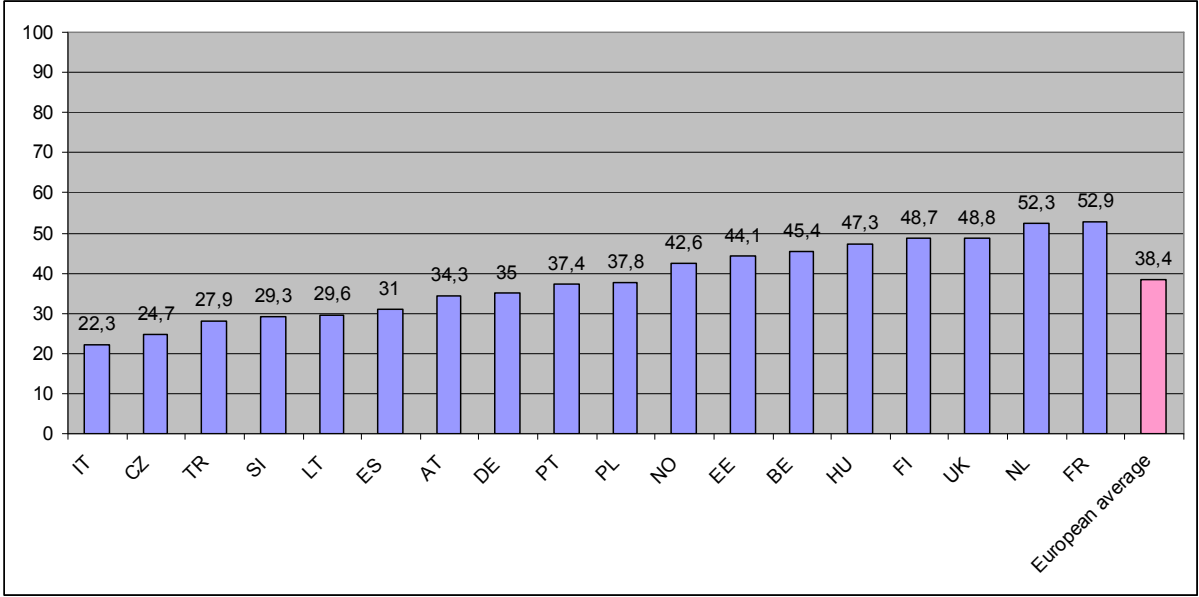


Figure 15: Percentages of graduates who consider there was a great emphasis on theories and paradigms as a mode of teaching and learning in their study programme

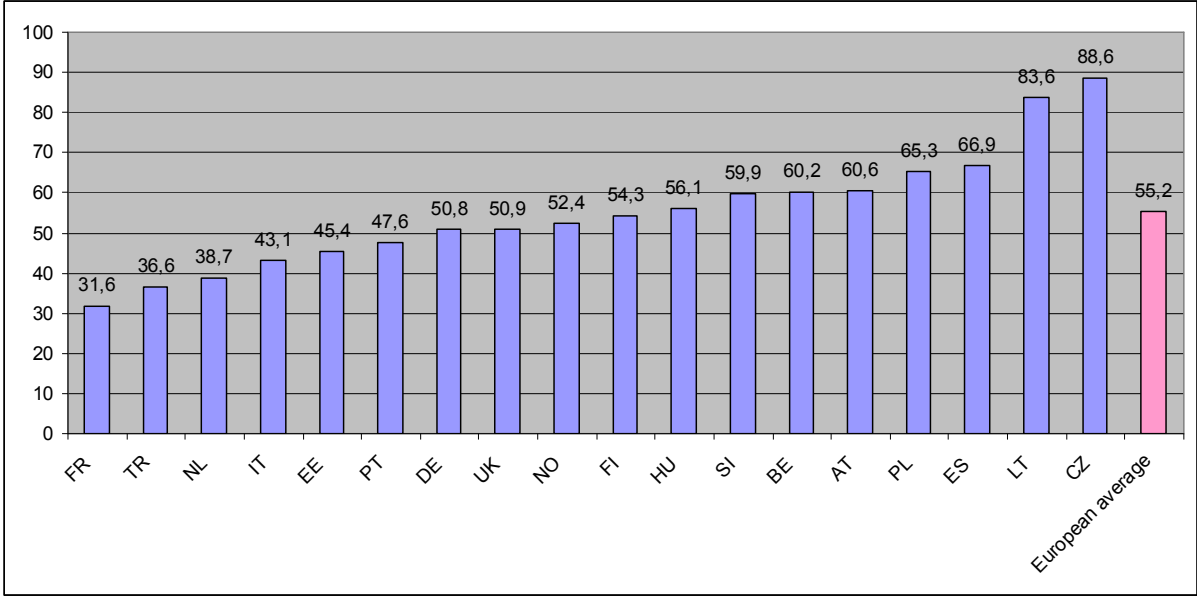


Figure 16: Percentages of graduates who consider there was a great emphasis on teacher as the main source of information as a mode of teaching and learning in their study programme

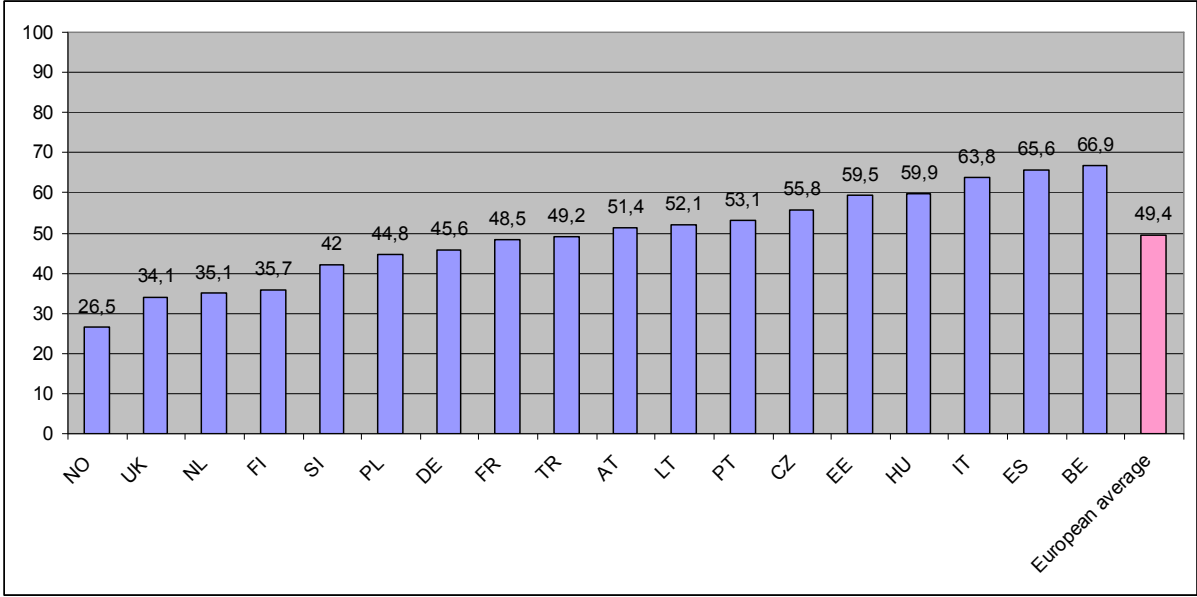


Figure 17: Percentages of graduates who consider there was a great emphasis on project and/or problem-based learning as a mode of teaching and learning in their study programme

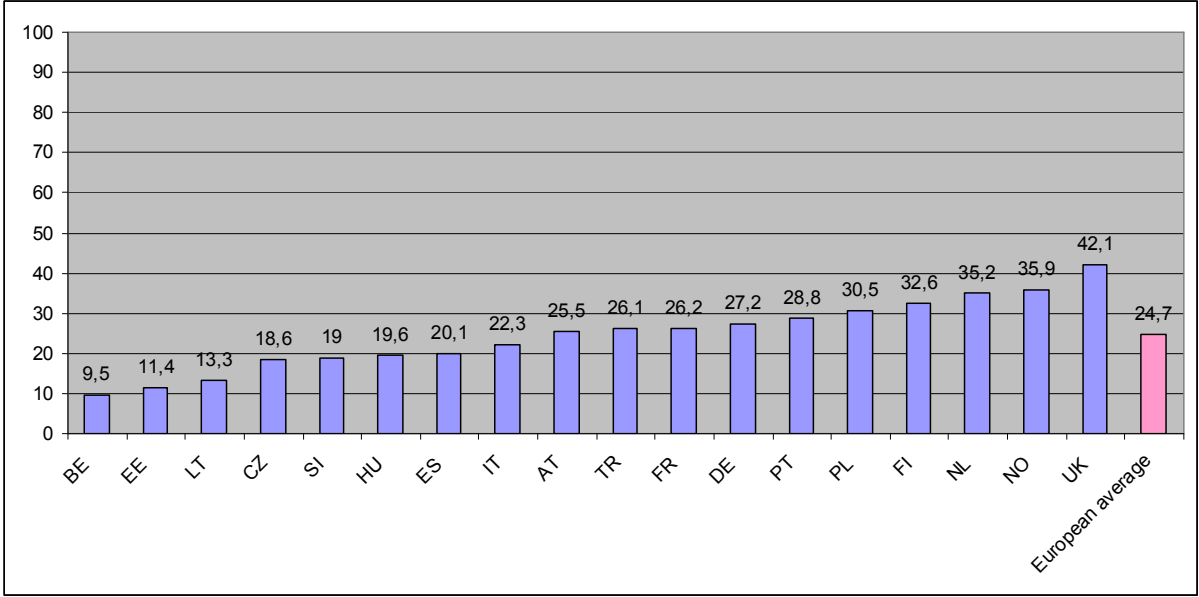


Figure 18: Percentages of graduates who consider there was a great emphasis on written assignments as a mode of teaching and learning in their study programme

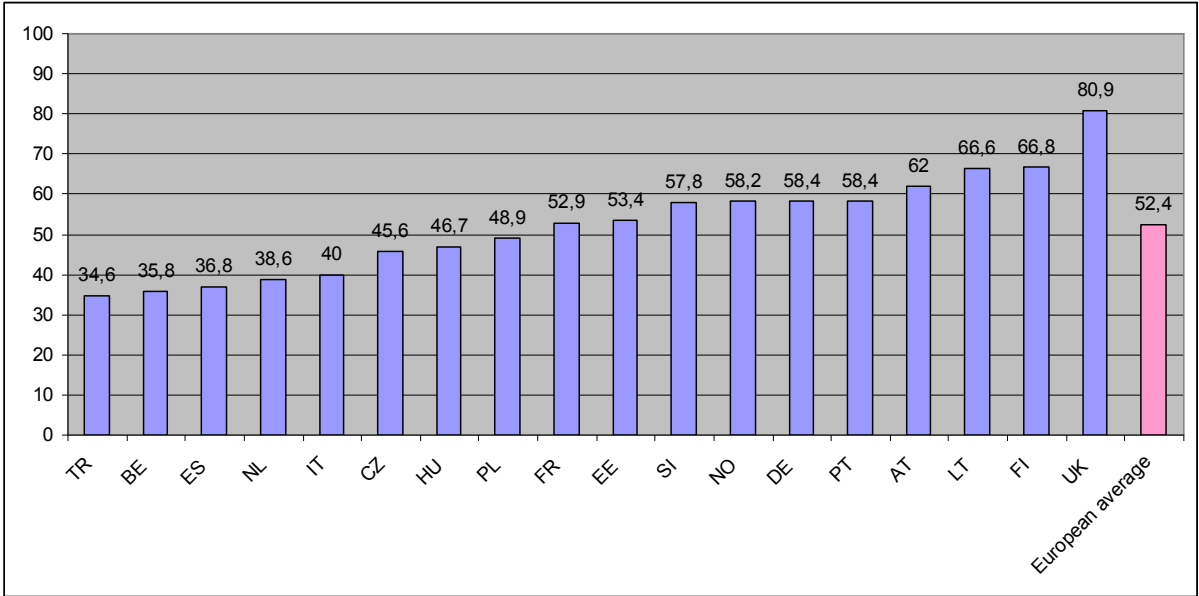


Figure 19: Percentages of graduates who consider there was a great emphasis on oral presentation by students as a mode of teaching and learning in their study programme

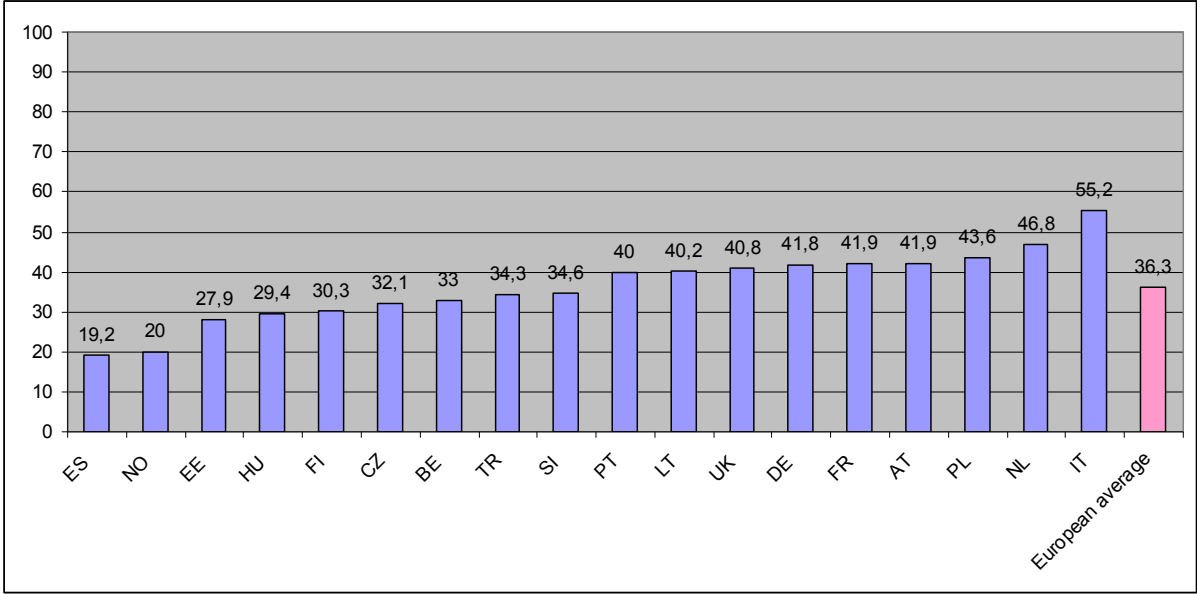


Figure 20: Percentages of graduates who consider there was a great emphasis on multiple choice exams as a mode of teaching and learning in their study programme

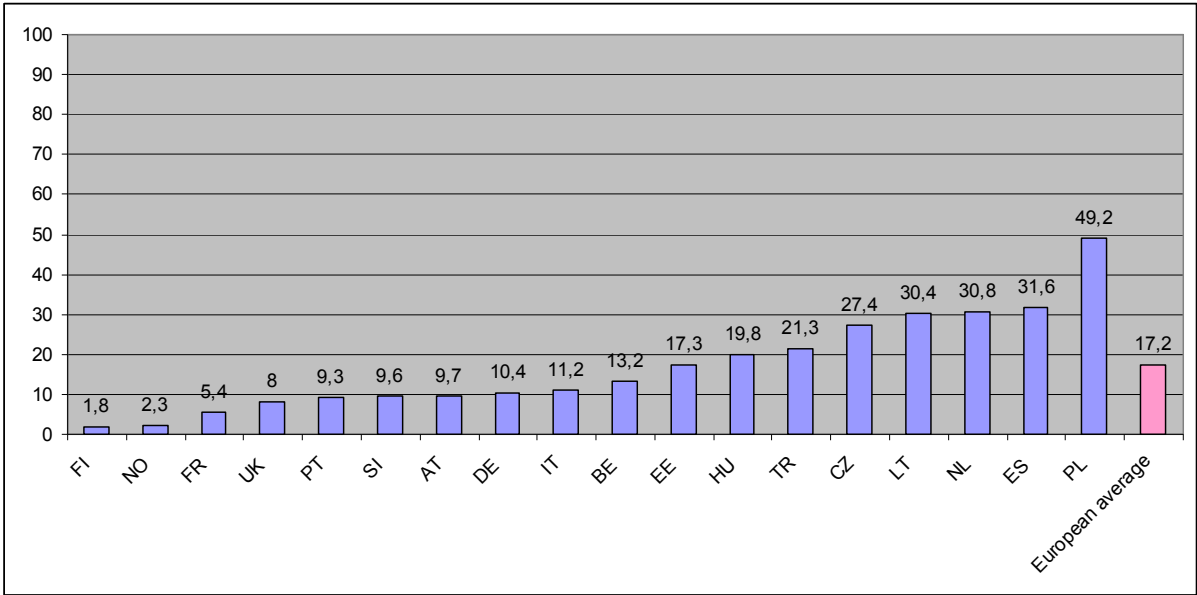


Figure 21: Percentages of graduates who took part in one or more work placements/internship as part of their study programme

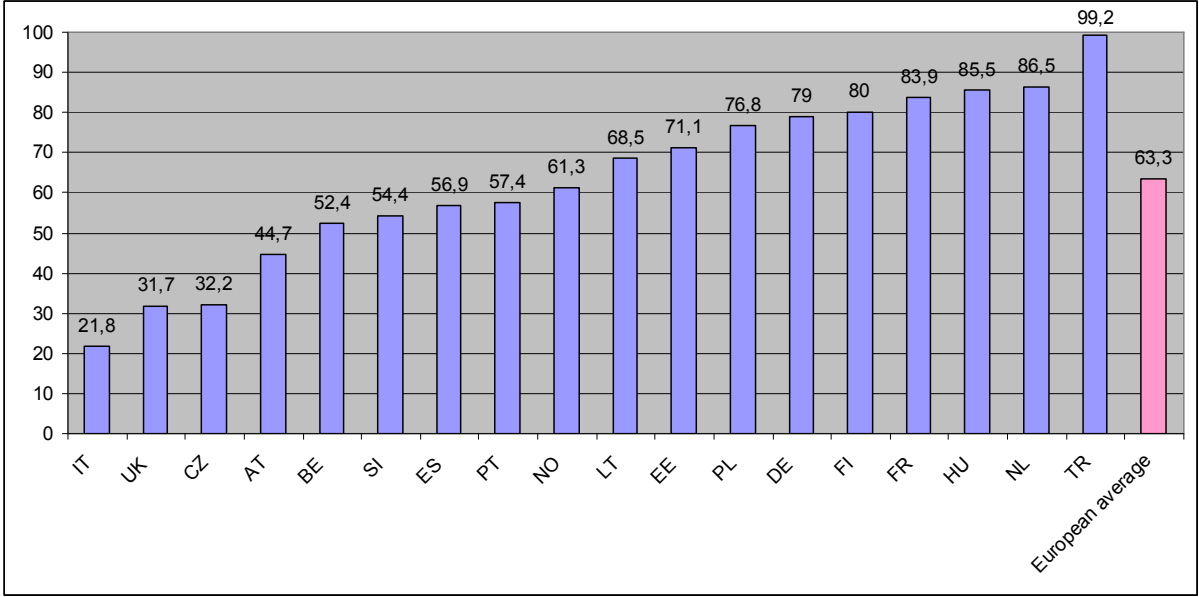


Figure 22: Percentages of graduates who did extra work above what was required to pass their exams

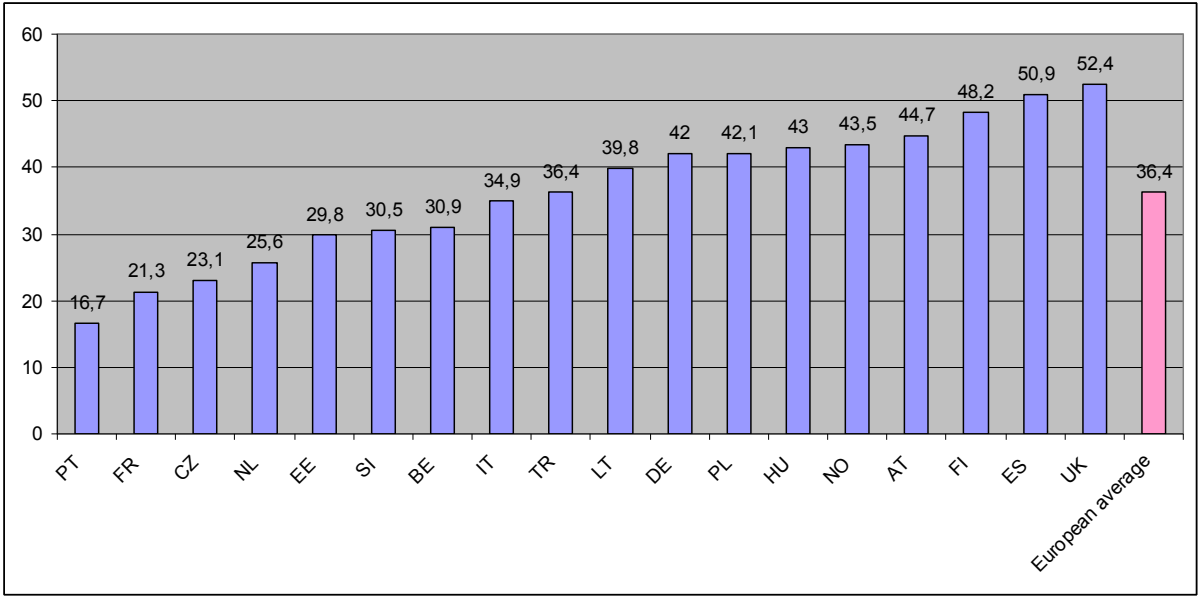


Figure 23: Percentages of graduates who strived for the highest possible marks

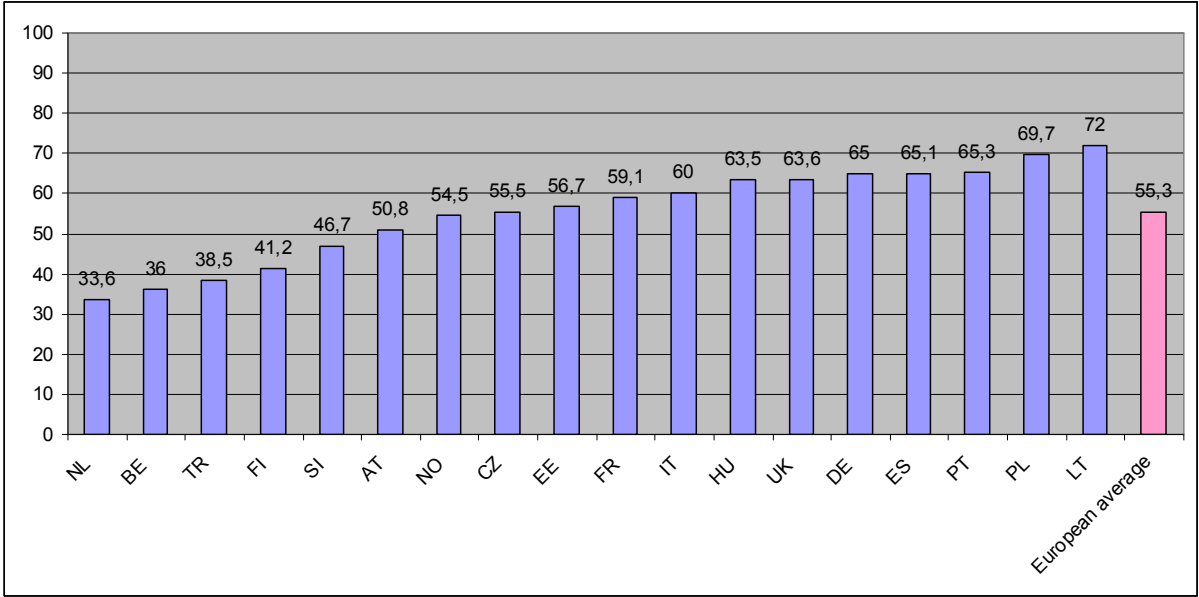


Figure 24: Average hours per week spending on study

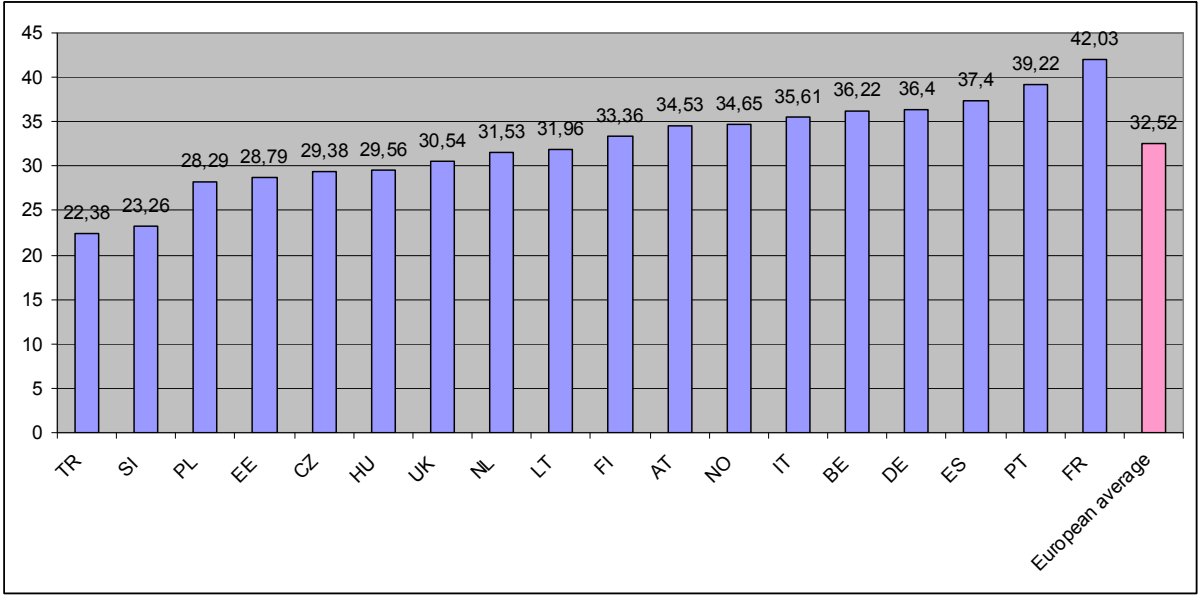


Figure 25: Percentages of students who acquired study-related work experiences during their study in higher education

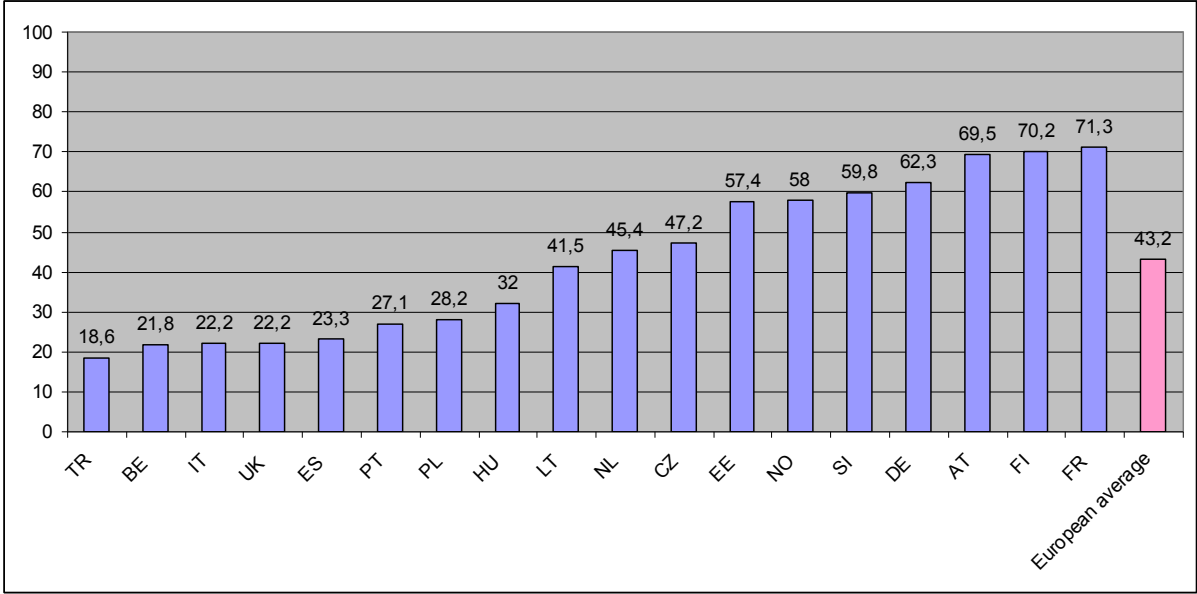


Figure 26: Percentages of students who acquired non study-related work experiences during their study in higher education

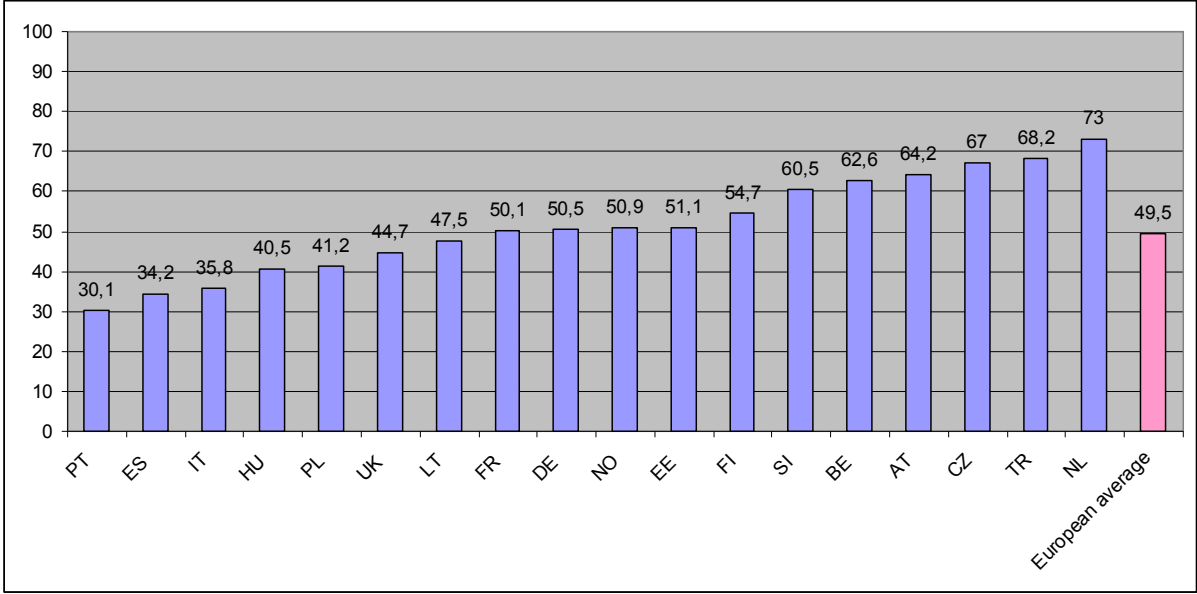


Figure 27: Percentages of graduates who held a position in student or other voluntary organization during their time in higher education

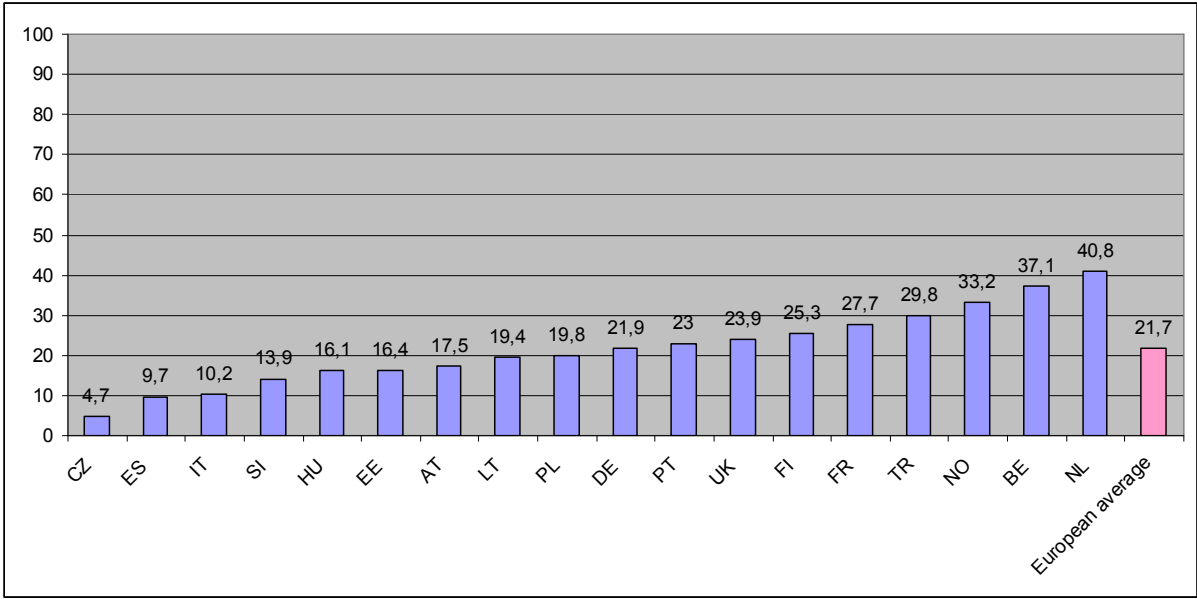


Figure 28: Average numbers of months spent by graduates searching employment after graduation

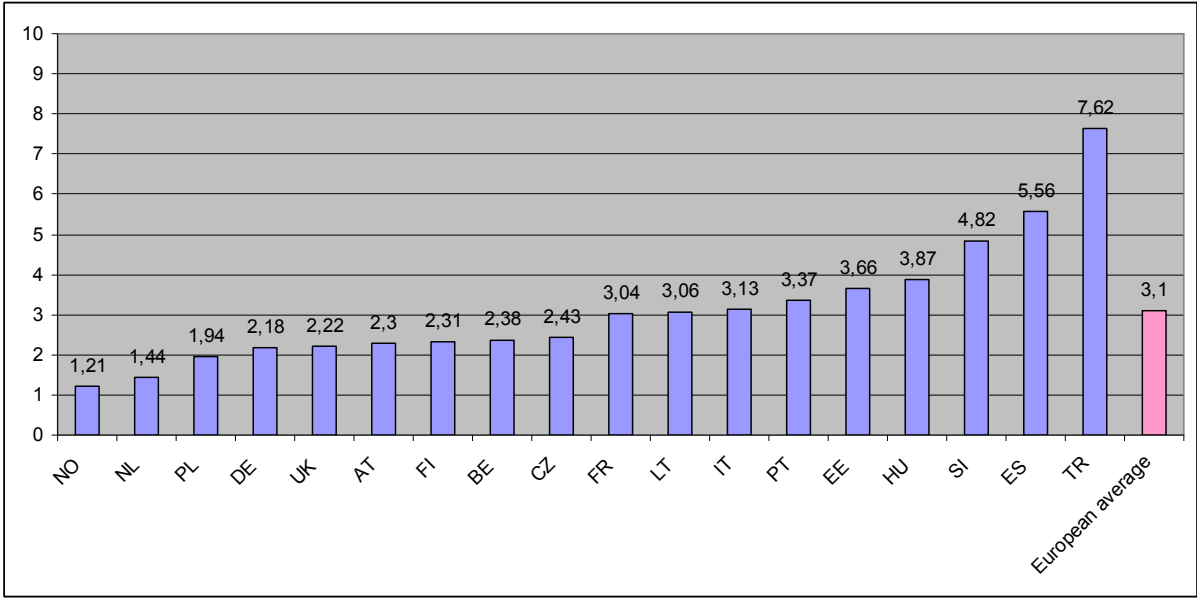


Figure 29: Percentages of graduates who found their work through a public employment agency

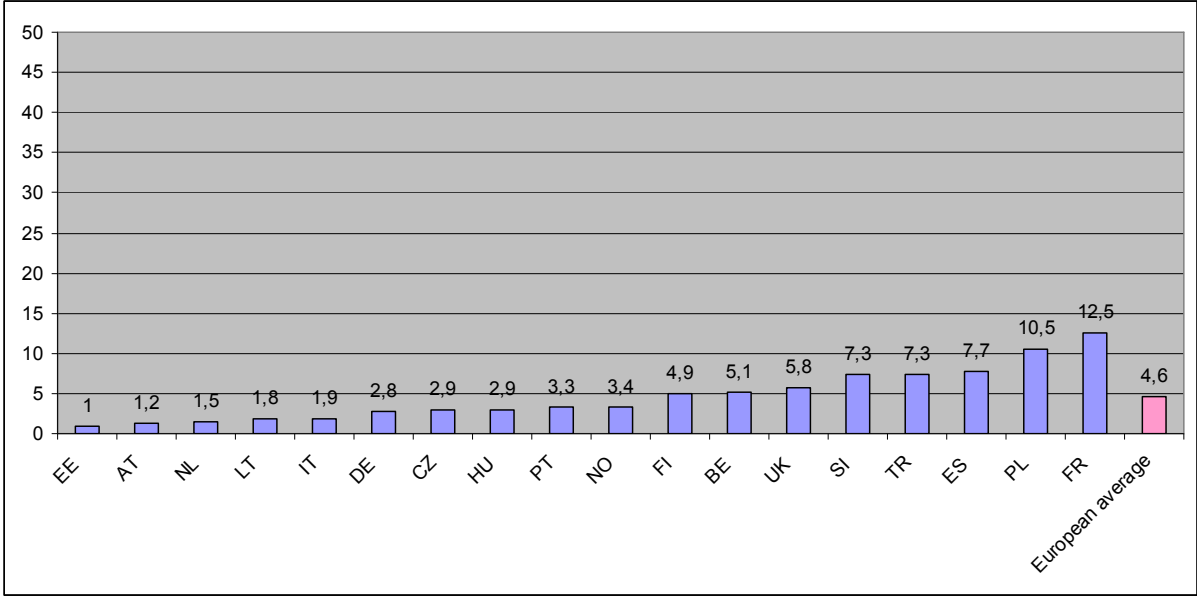


Figure 30: Percentages of graduates who found their work through family, friends or acquaintances

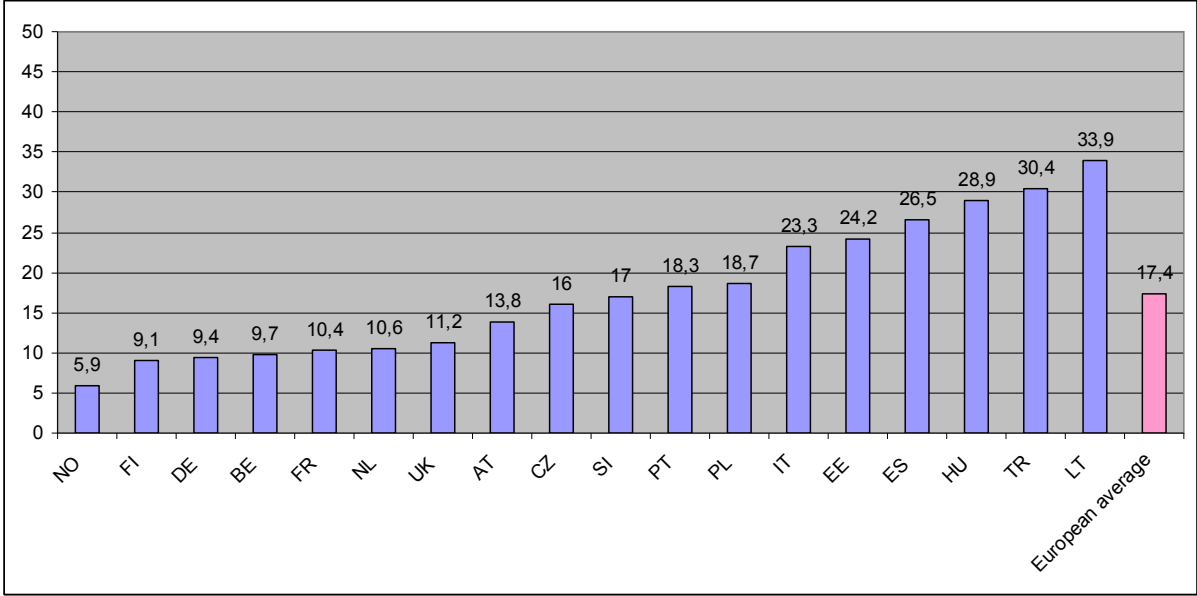


Figure 31: Percentages of graduates who are still in their first employment

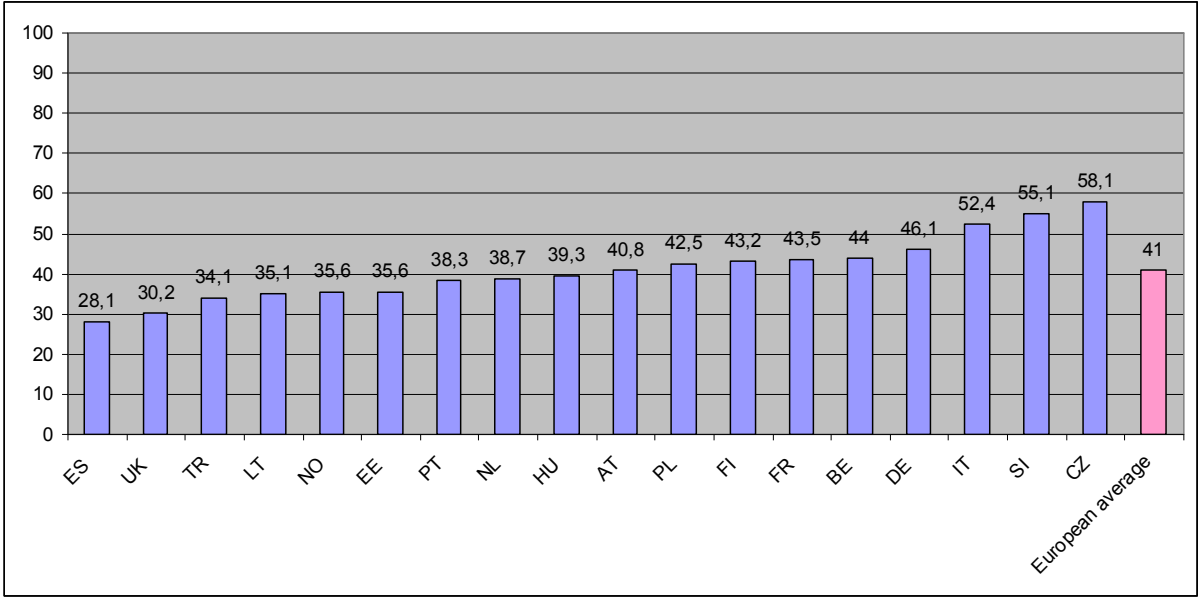


Figure 32: Percentages of graduates who were at least once unemployed (that is, not employed and seeking employment) since their graduation

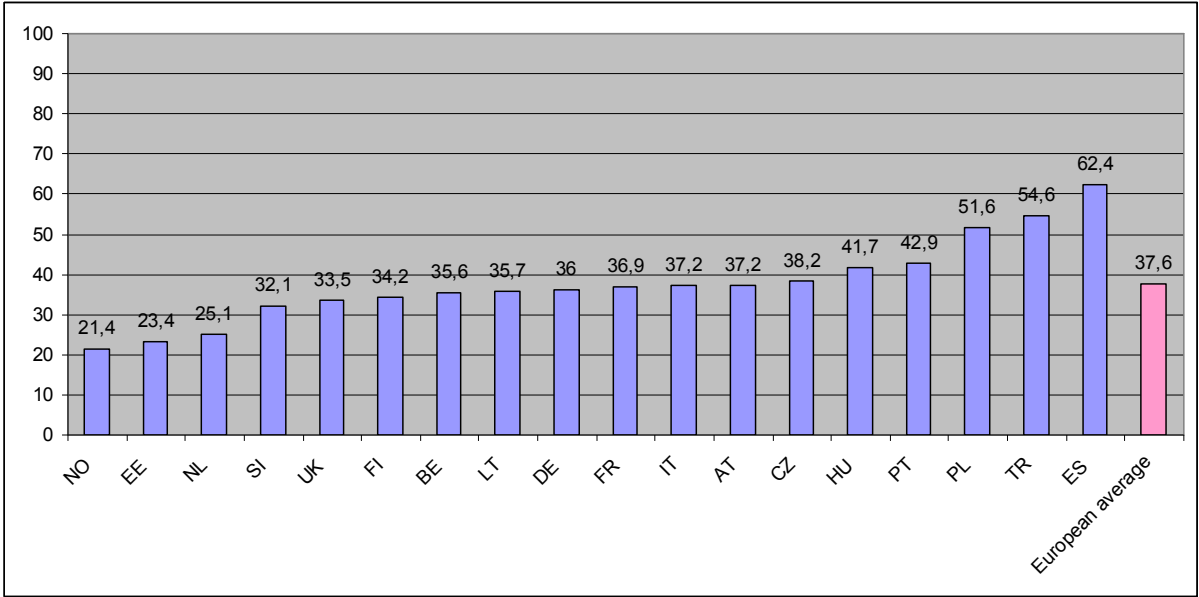


Figure 33: Percentages of graduates who consider their social network (friends, relatives, colleagues, former teacher etc.) would be useful or very useful if they needed information on job opportunities

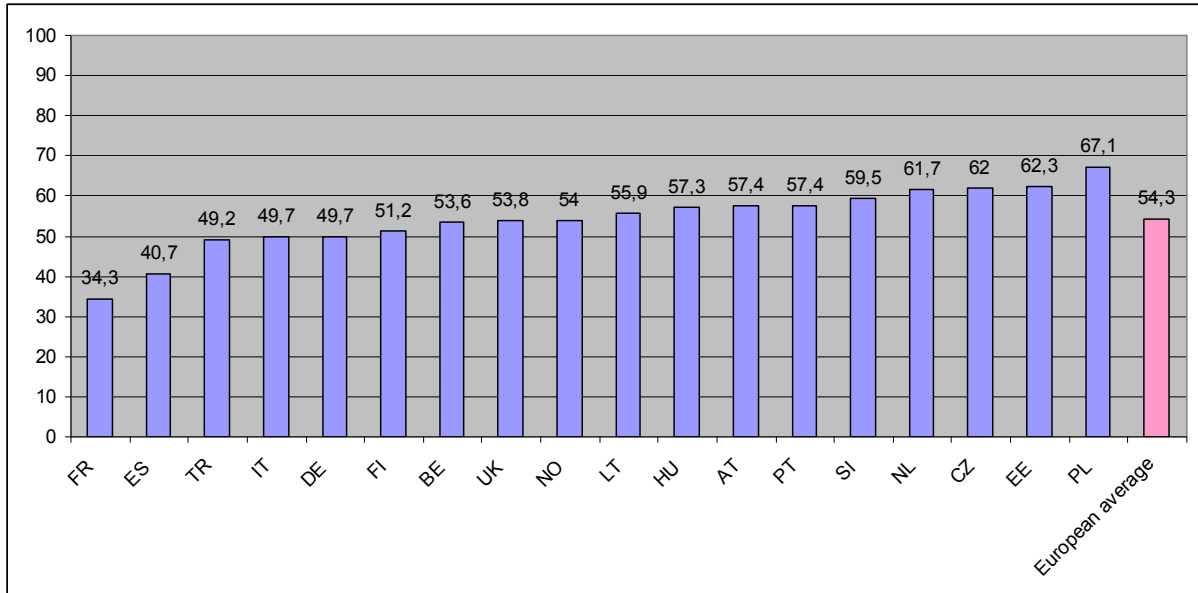


Figure 34: Percentages of graduates who consider their social network (friends, relatives, colleagues, former teacher etc.) would be useful or very useful if they needed help in directly obtaining work

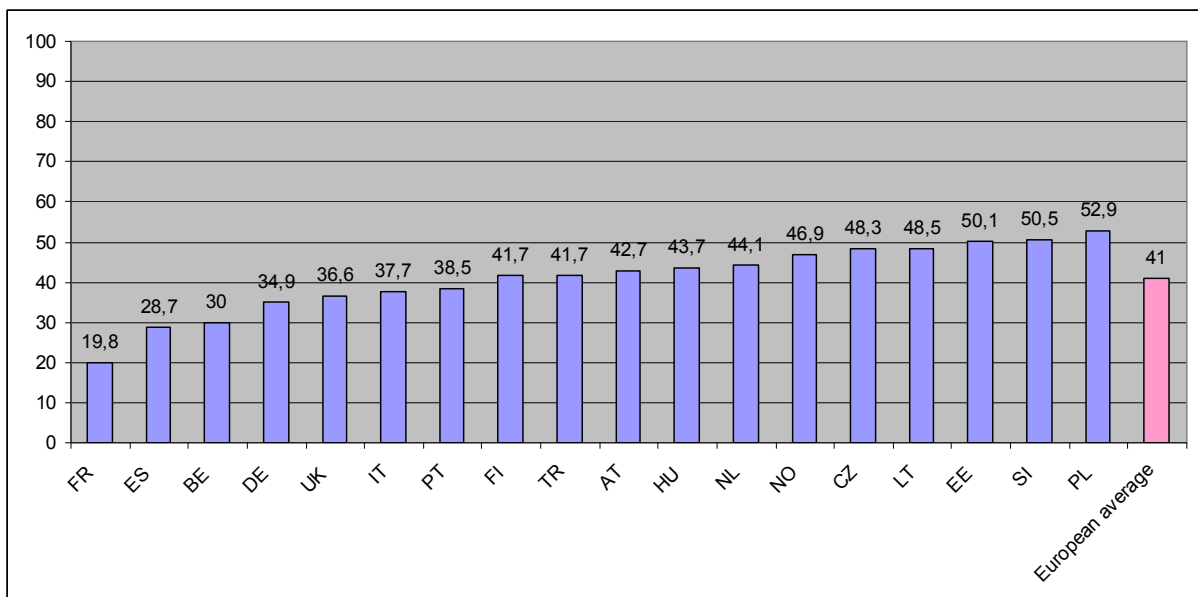


Figure 35: Percentages of graduates who consider their social network (friends, relatives, colleagues, former teacher etc.) would be useful or very useful if they needed help in setting up their own business

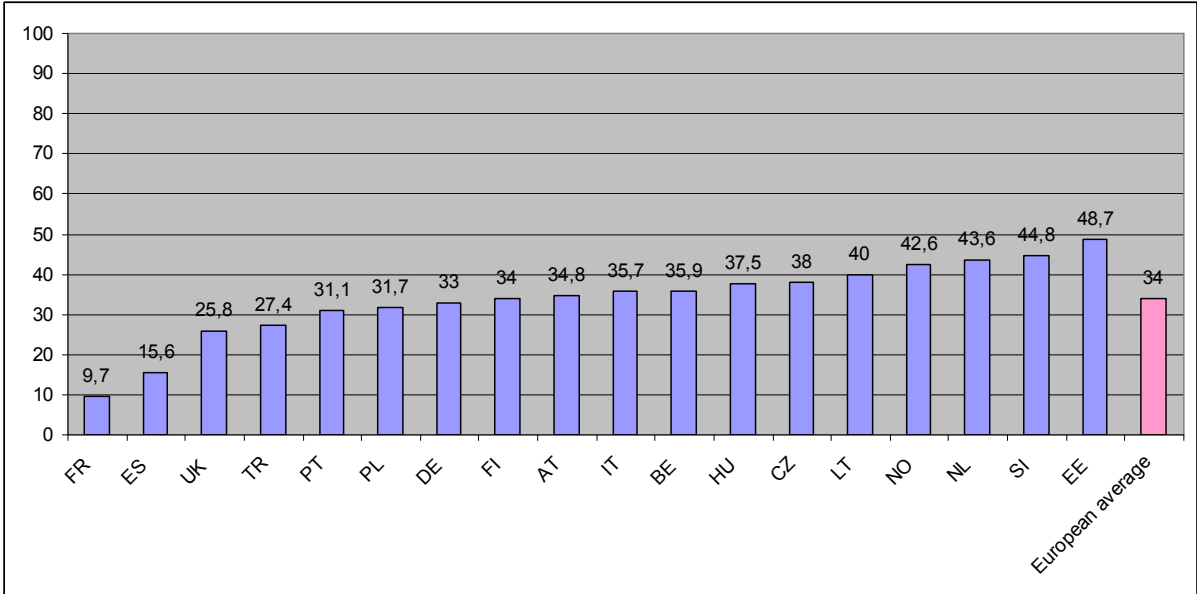


Figure 36: Percentages of graduates who are unemployed

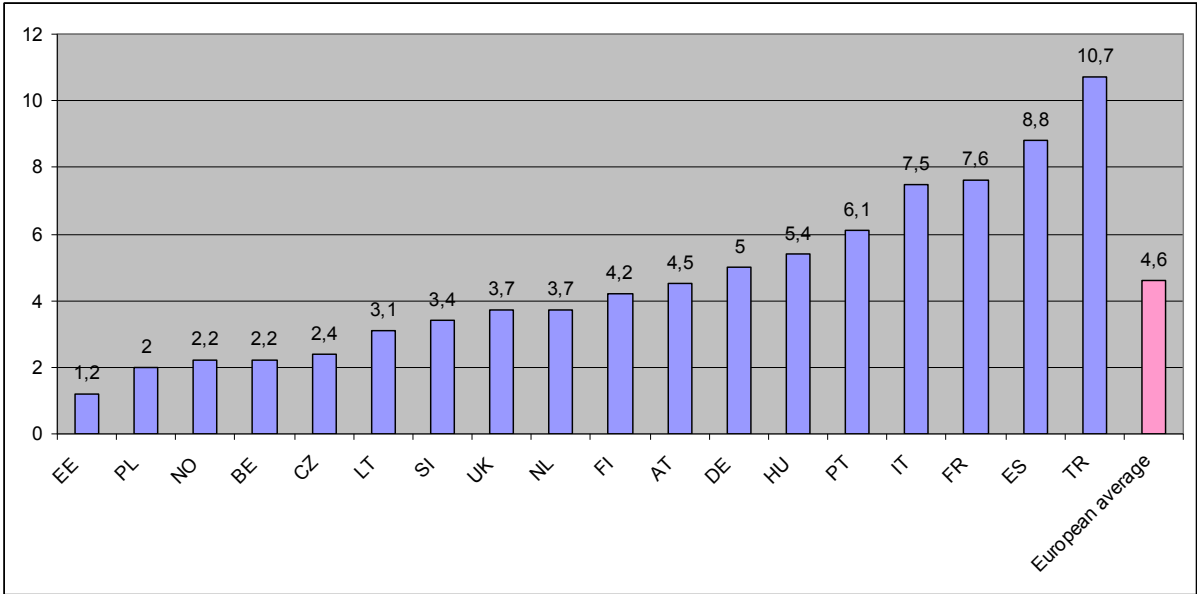


Figure 37: Percentages of graduates who are self-employed

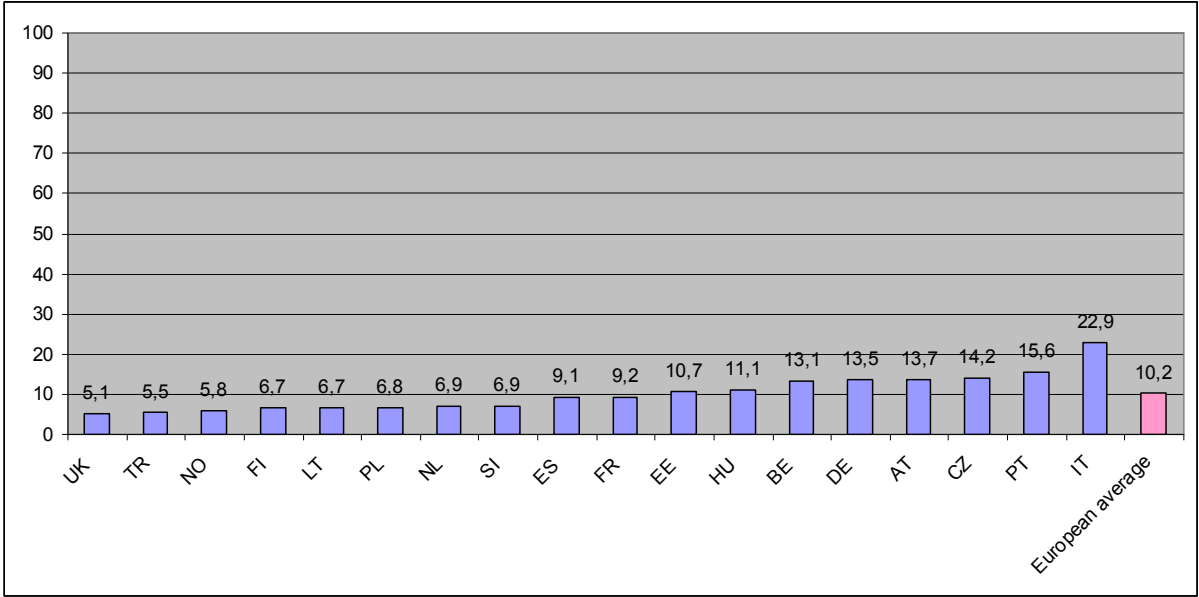


Figure 38: Percentages of graduates who in their current work have fixed-term (temporary) contract

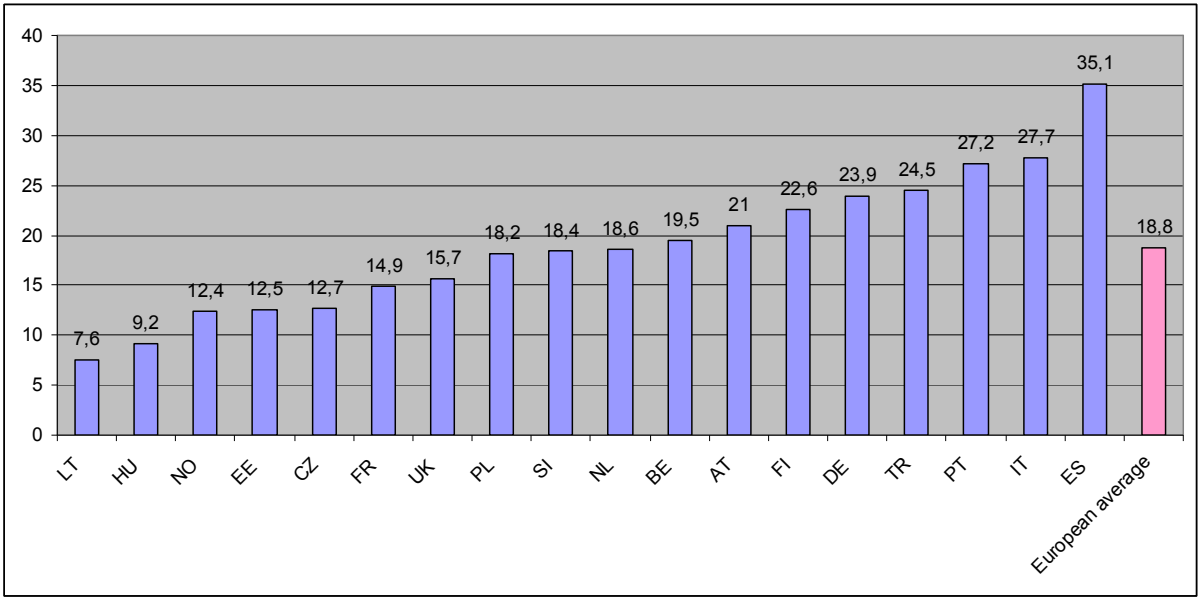


Figure 39: Average total³ working hours per week performed by graduates in their current work

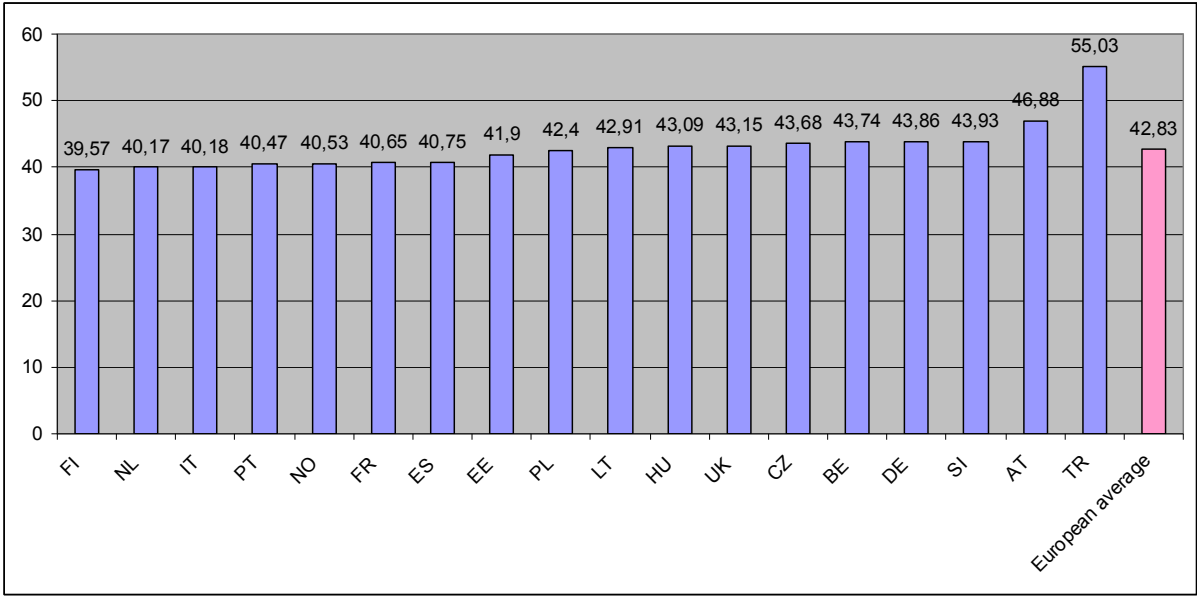
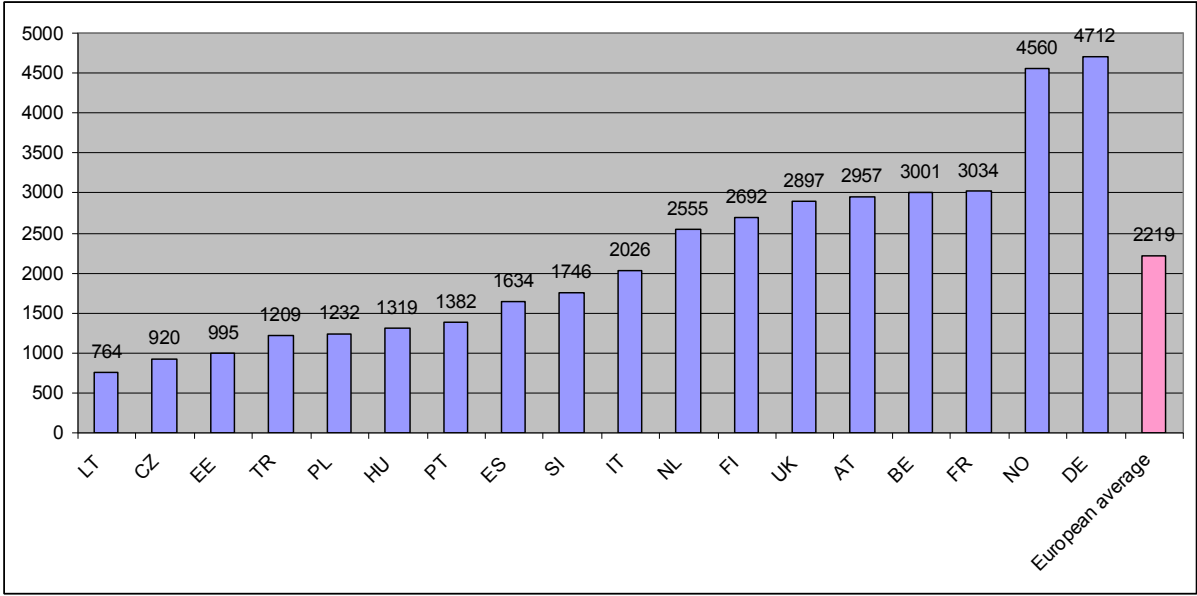


Figure 40: Average total⁴ gross monthly earnings in Euros



³ Total consists of regular/contract hours in main employment, paid or unpaid average overtime in main employment, average hours in other paid work

⁴ Total consists of regular/contract hours in main employment, paid average overtime in main employment and other paid work.

Figure 41: Percentages of graduates who consider that their knowledge and skills in their current work are utilized to large extent

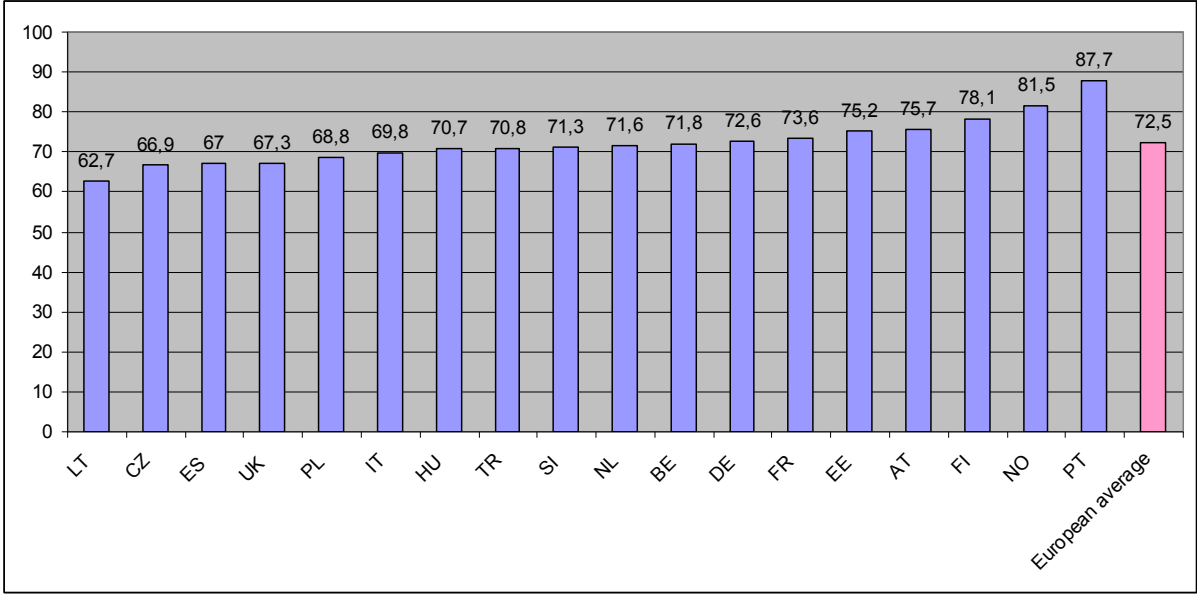


Figure 42: Percentages of graduates who consider that their current work demands more knowledge and skills than they actually have

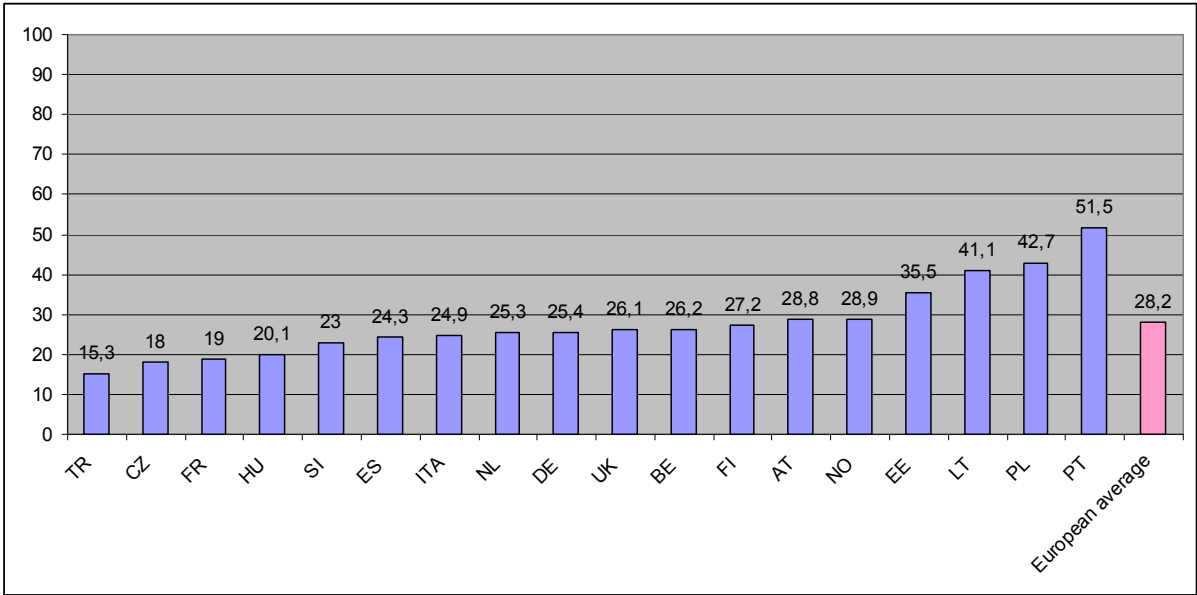


Figure 43: Percentages of graduates who are satisfied with their current work

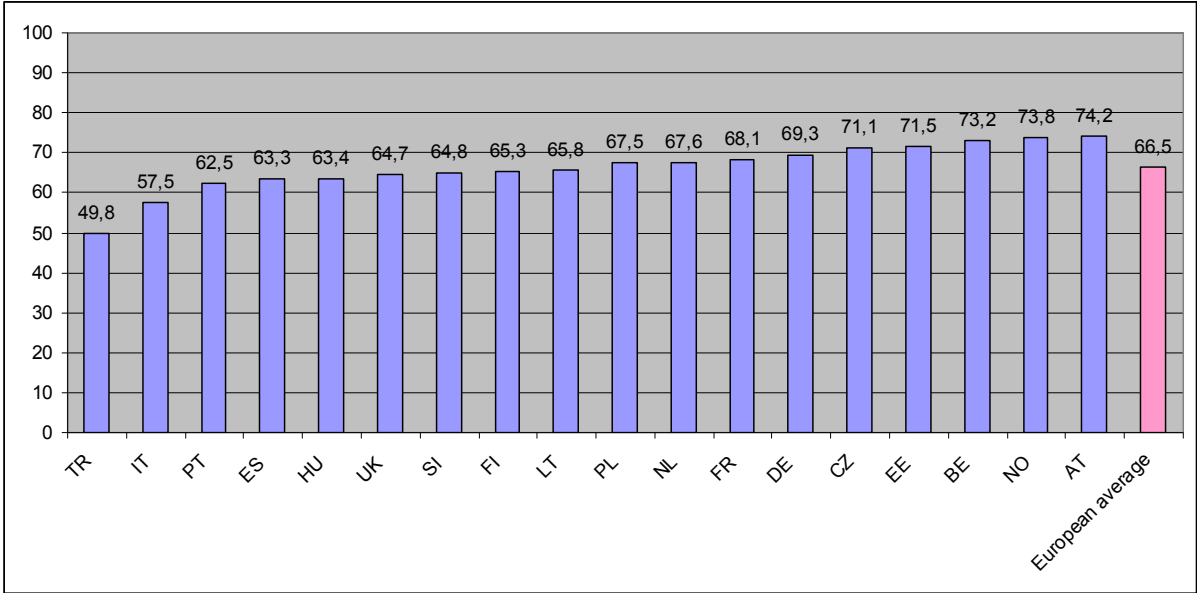


Figure 44: Percentages of graduates who in the last 12 months followed any work-related course or training

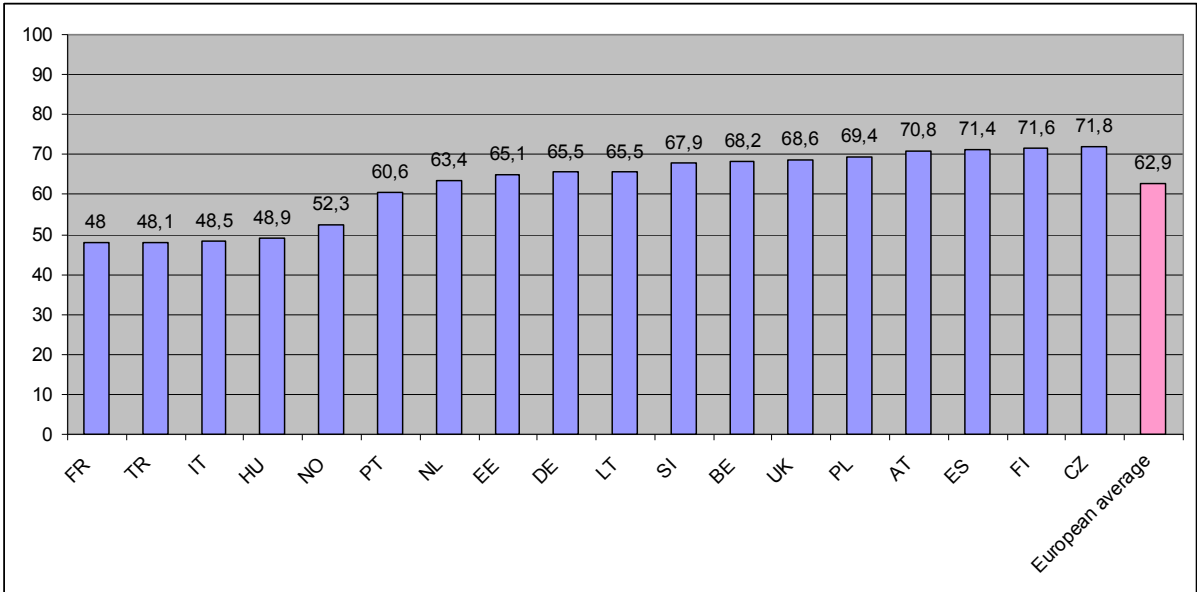


Figure 45: Percentages of graduates who work in the public sector

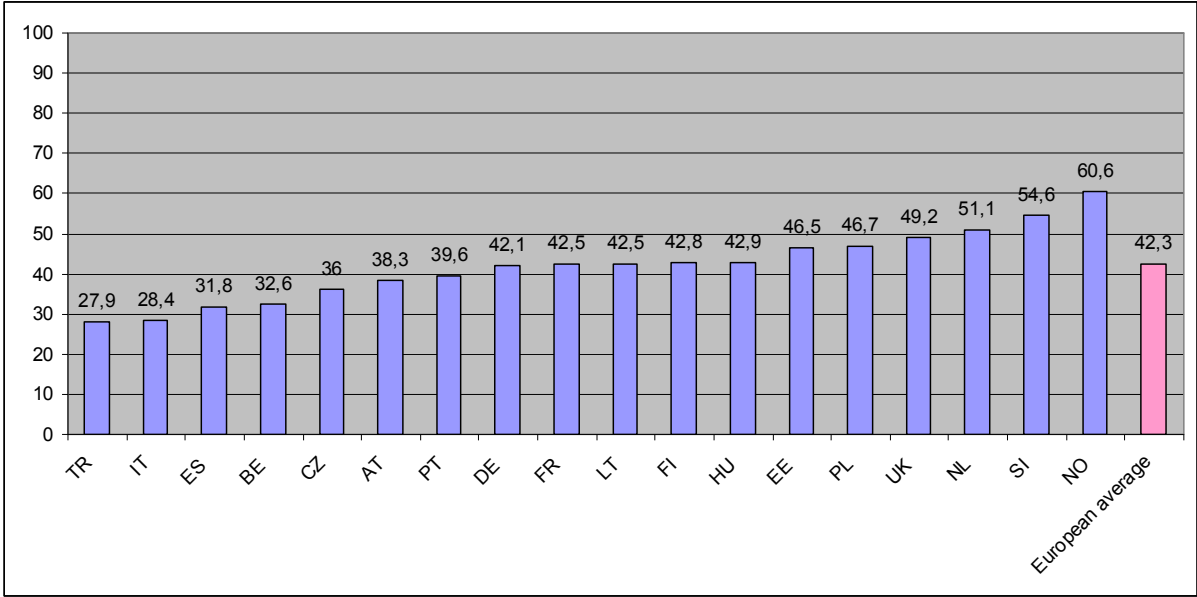


Figure 46: Percentages of graduates who work in the private sector

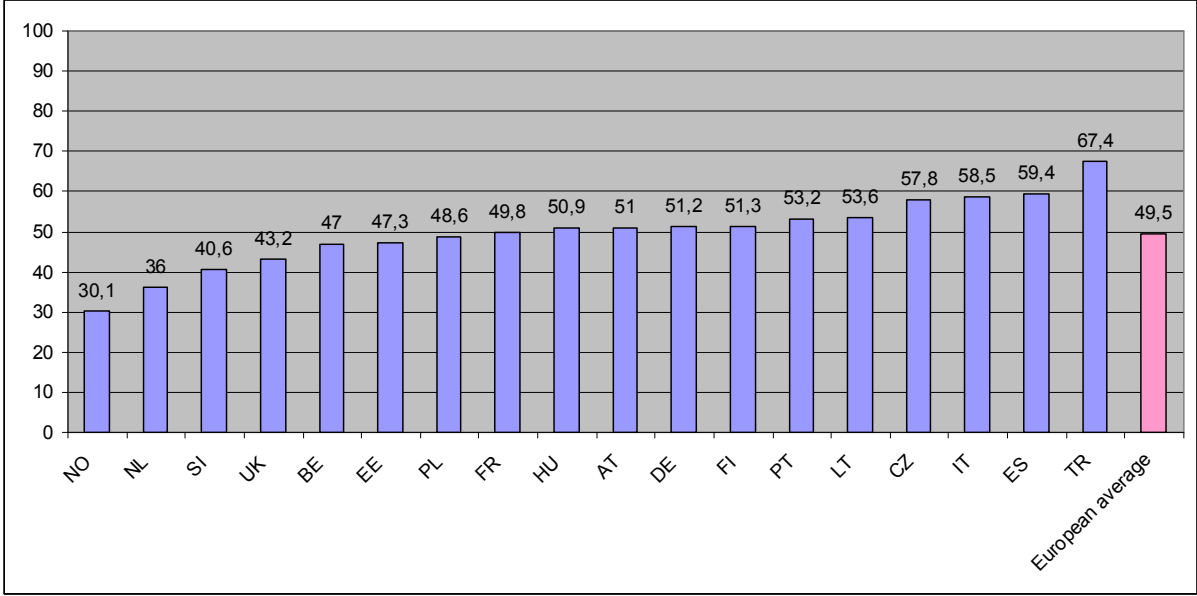


Figure 47: Percentages of graduates who are responsible for setting goals for the organization to a high or very high extent

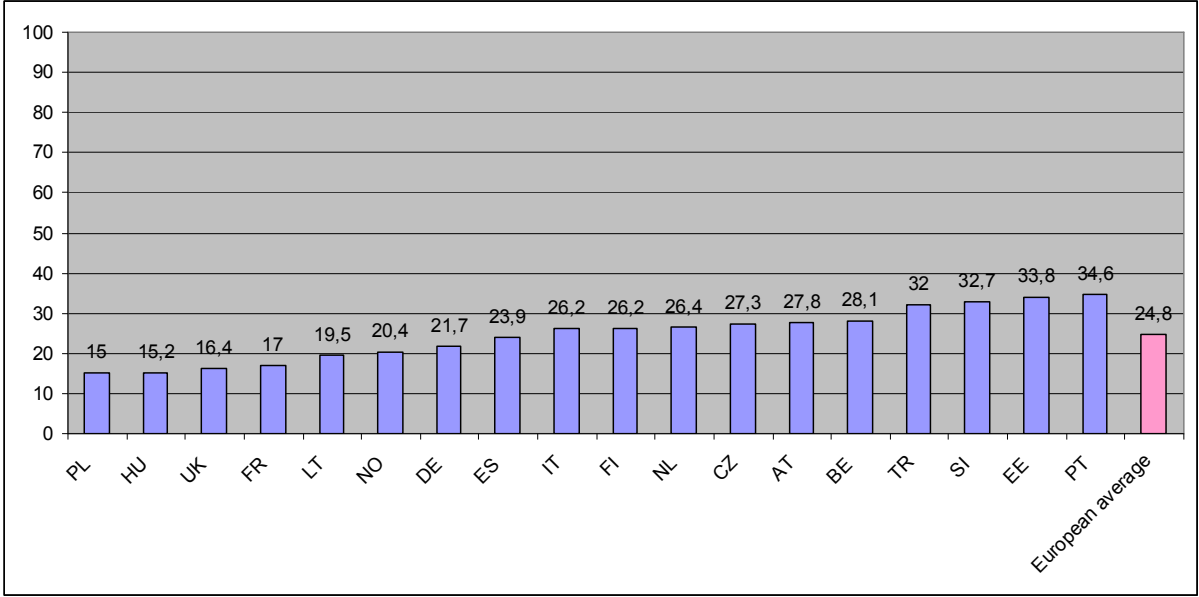


Figure 48: Percentages of graduates who are responsible for setting goals for their own work

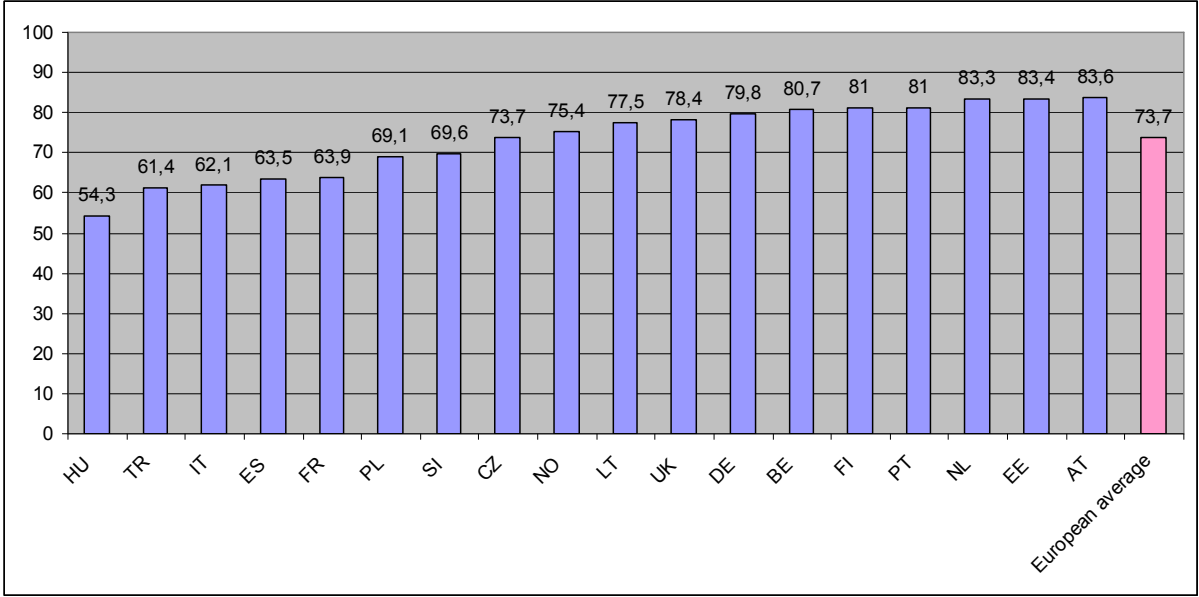


Figure 49: Percentages of graduates who are responsible for deciding work strategies for the organization

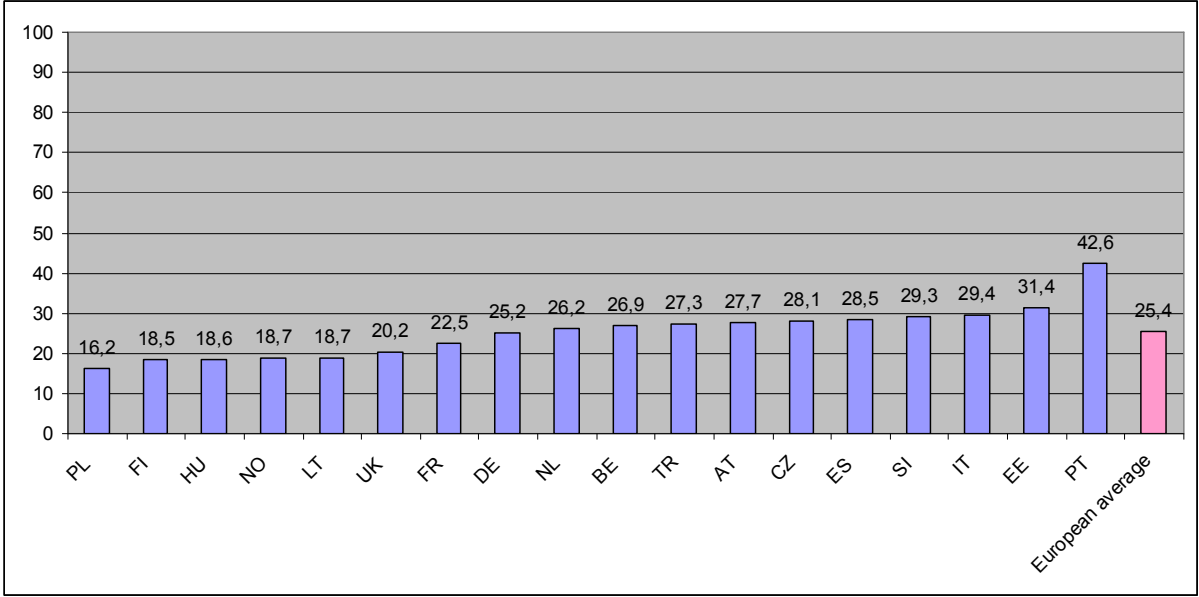


Figure 50: Percentages of graduates who are responsible for deciding how they do their own job

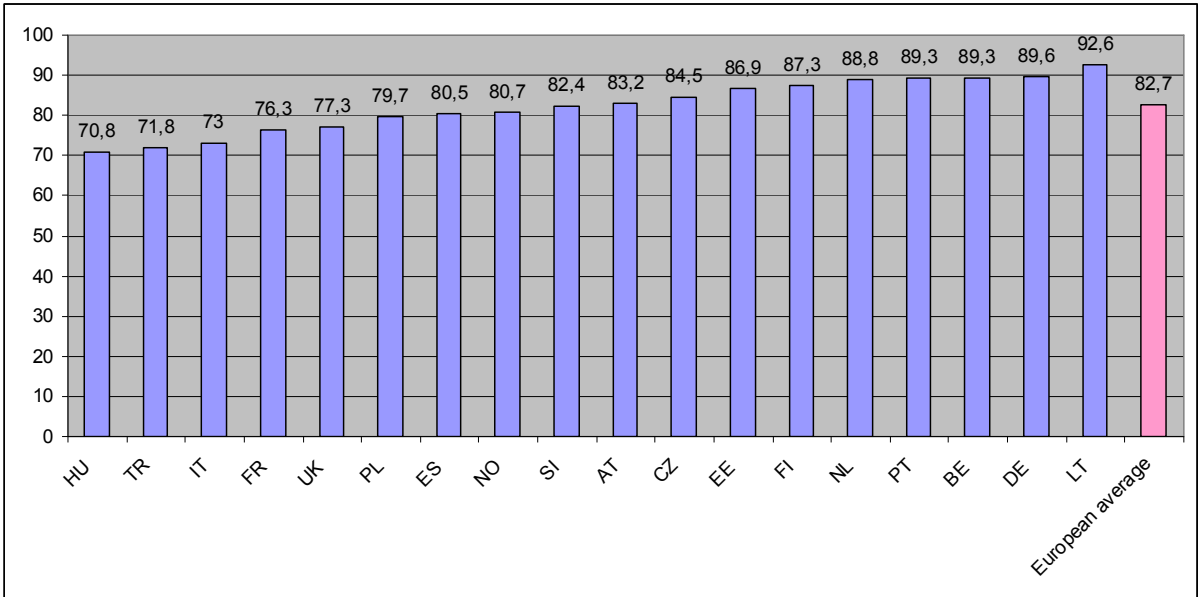


Figure 51: Percentages of graduates who consider that professional colleagues rely on them as an authoritative source of advice to a high or very high extent

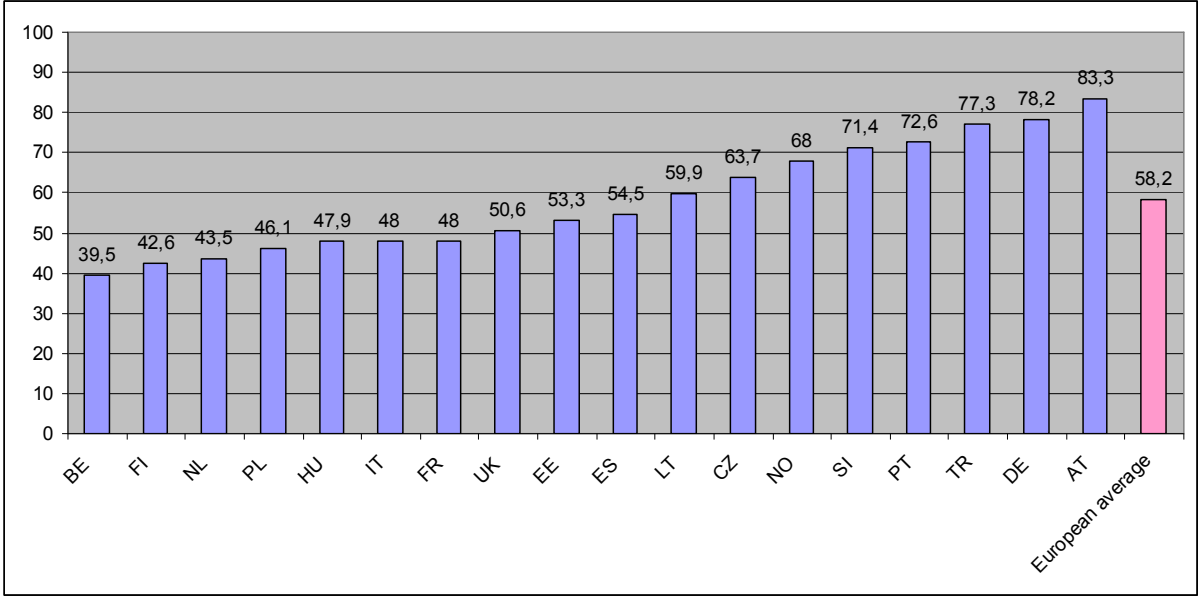


Figure 52: Percentages of graduates who keep their professional colleagues informed about new developments in their field of work

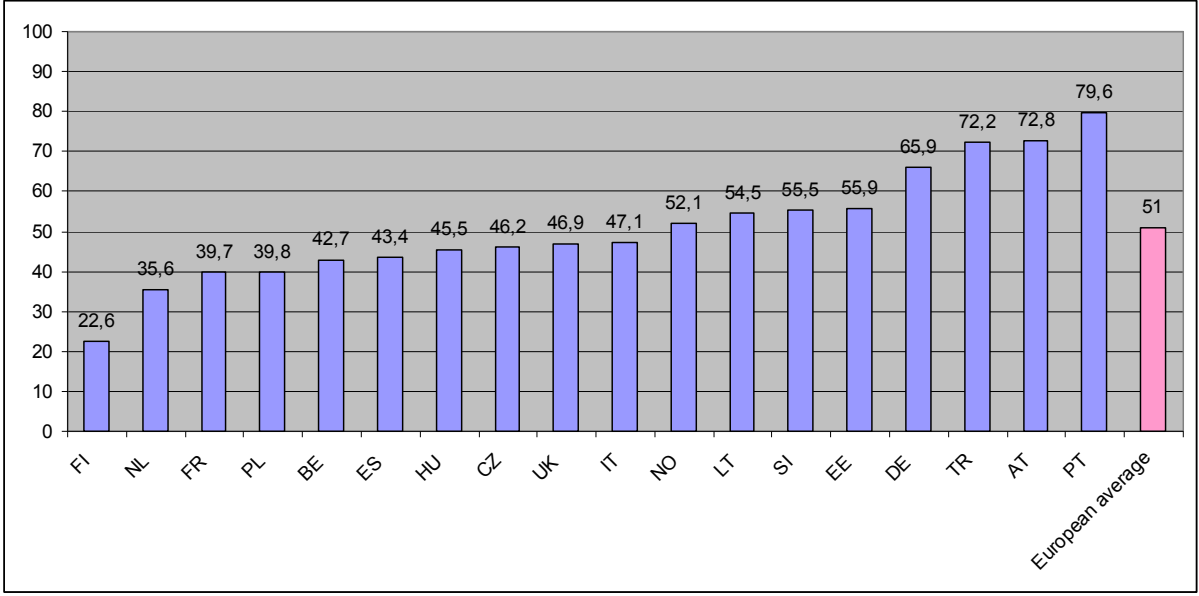


Figure 53: Percentages of graduates who consider that they take the initiative in establishing professional contacts with experts outside the organization to a high or very high extent

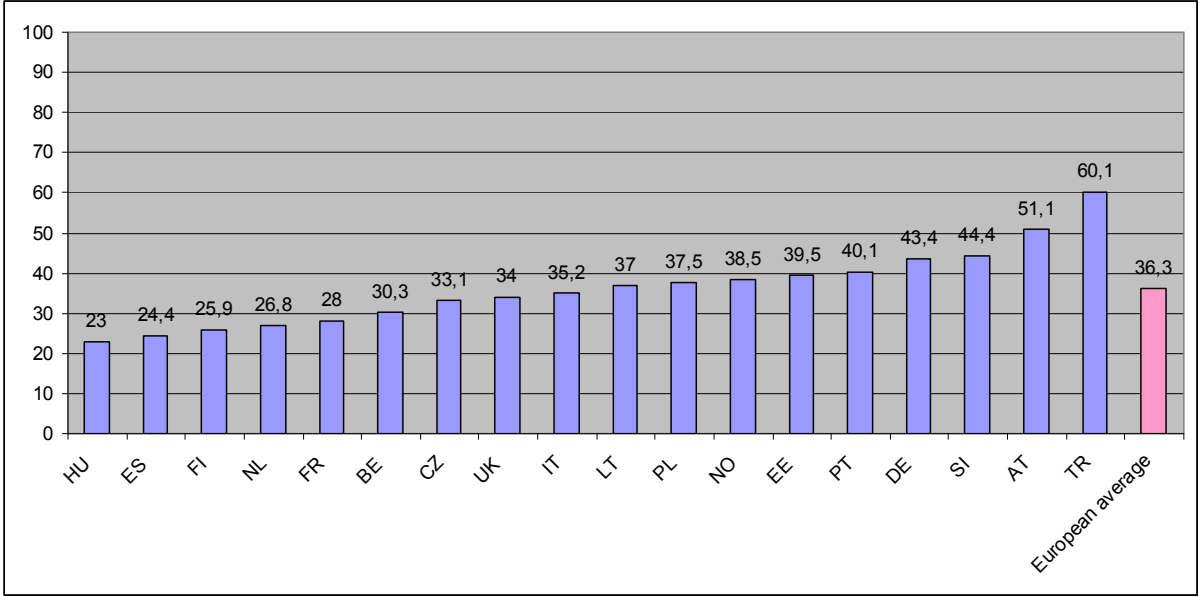


Figure 54: Percentages of graduates who consider that they taking account of professional ethics is part of their work to a high or very high extent

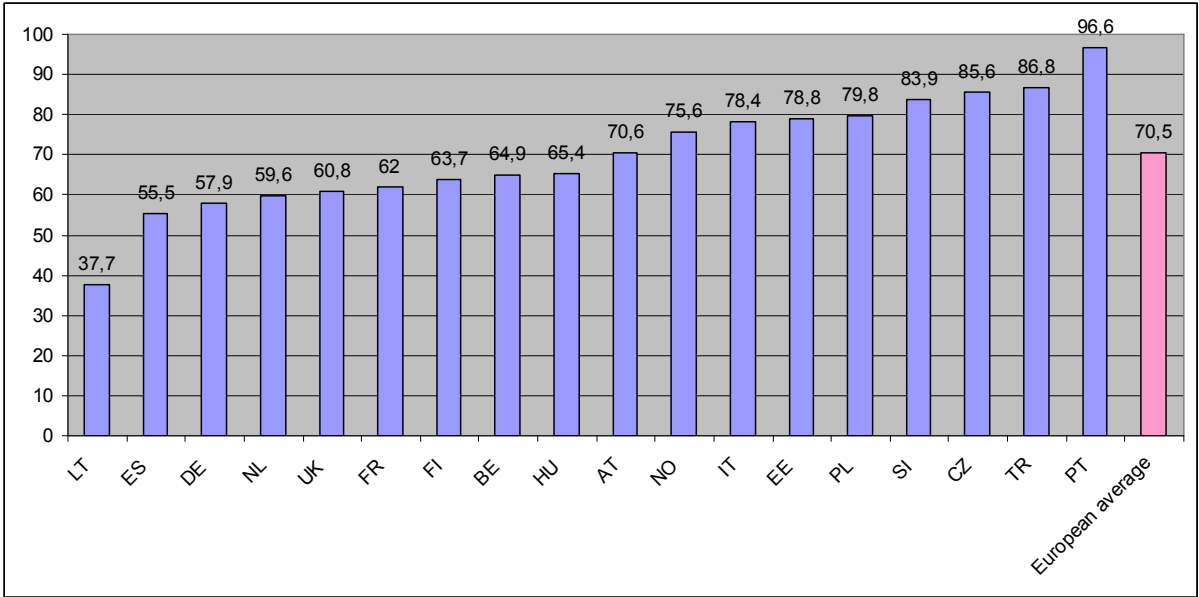


Figure 55: Percentages of graduates who assess their own “mastery of own field or discipline” as high

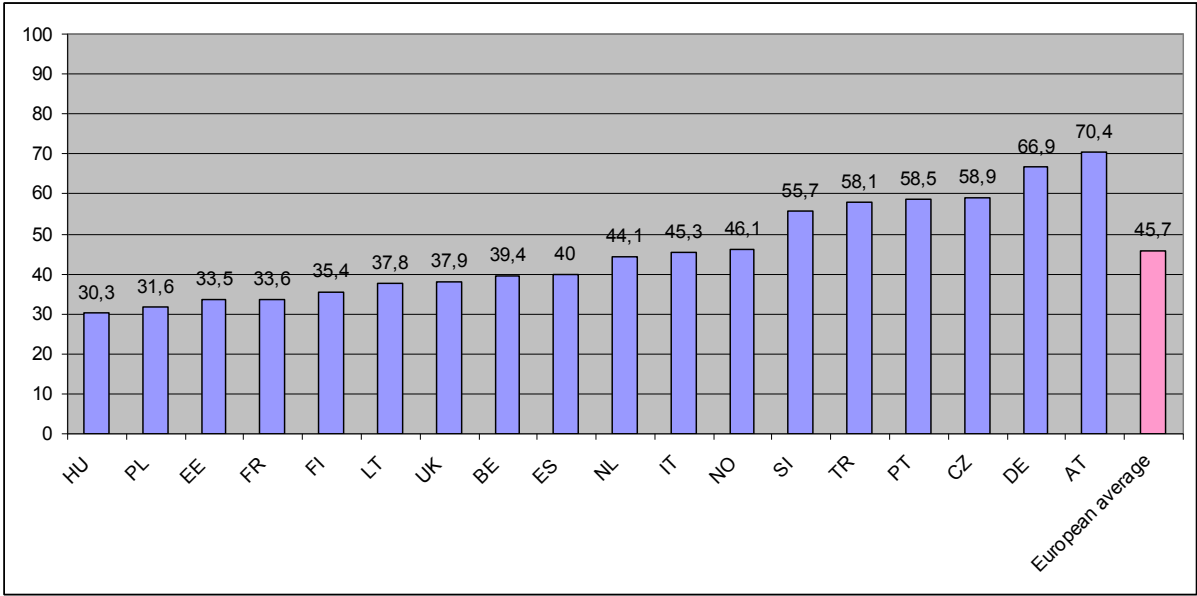


Figure 56: Percentages of graduates who assess their own “knowledge of other fields” as high

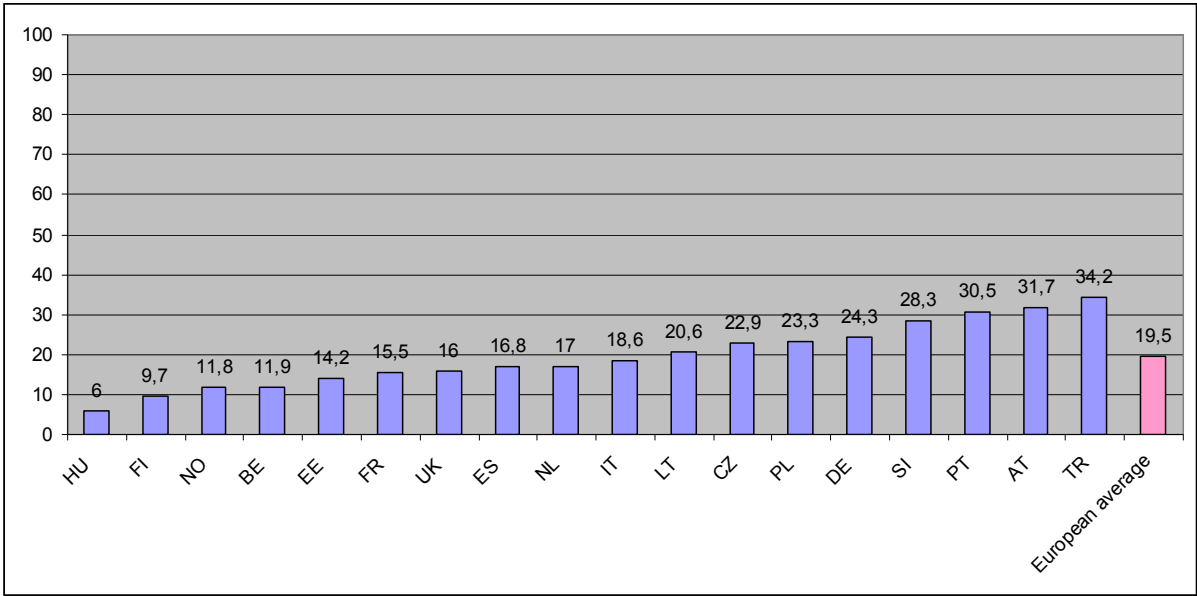


Figure 57: Percentages of graduates who assess their own “analytical thinking” as high

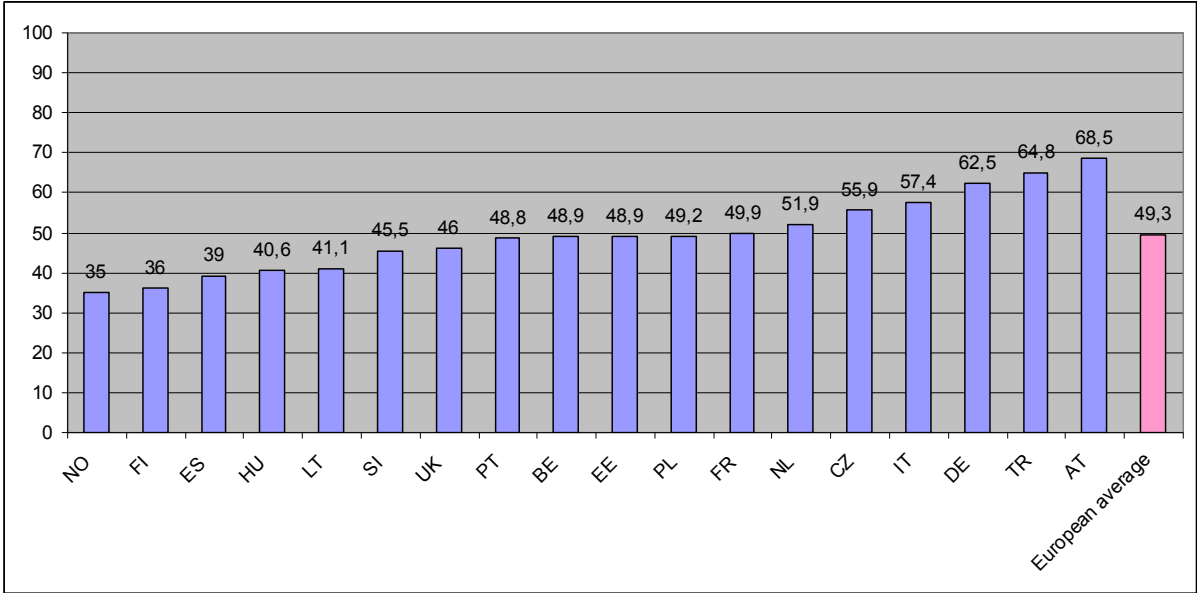


Figure 58: Percentages of graduates who assess their own “ability to rapidly acquire new knowledge” as high

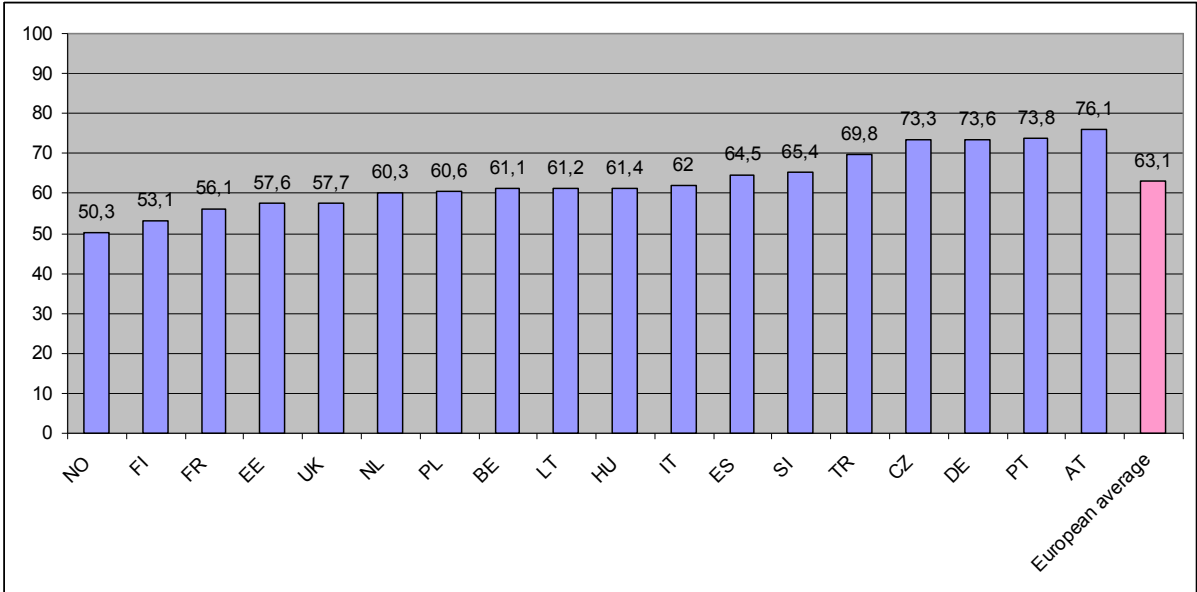


Figure 59: Percentages of graduates who assess their own “ability to negotiate effectively” as high

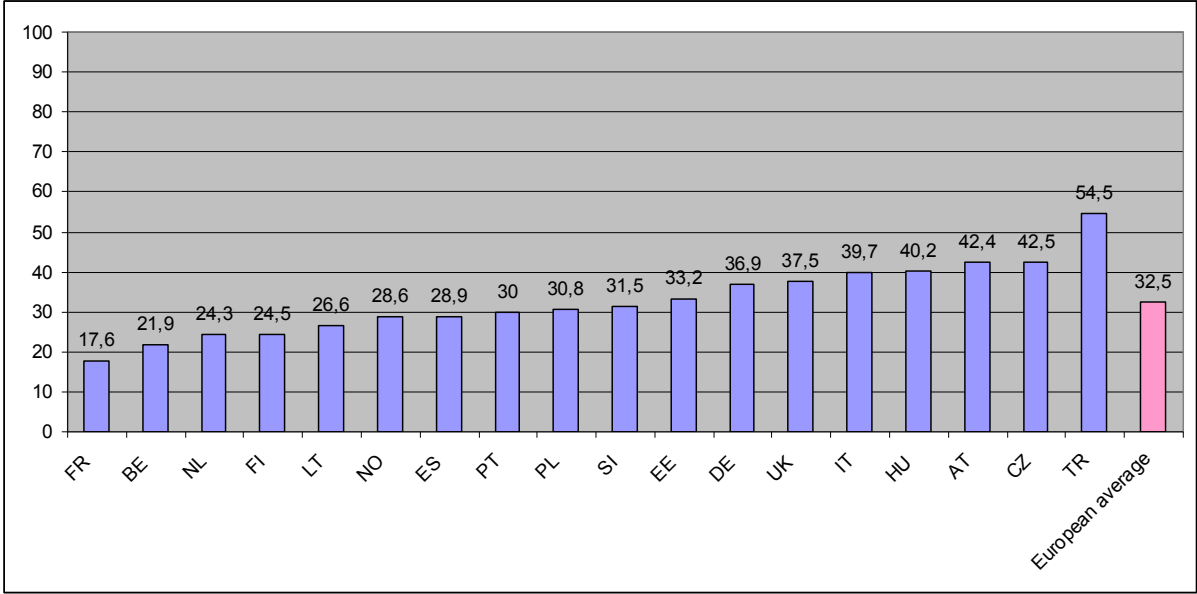


Figure 60: Percentages of graduates who assess their own “ability to work under pressure” as high

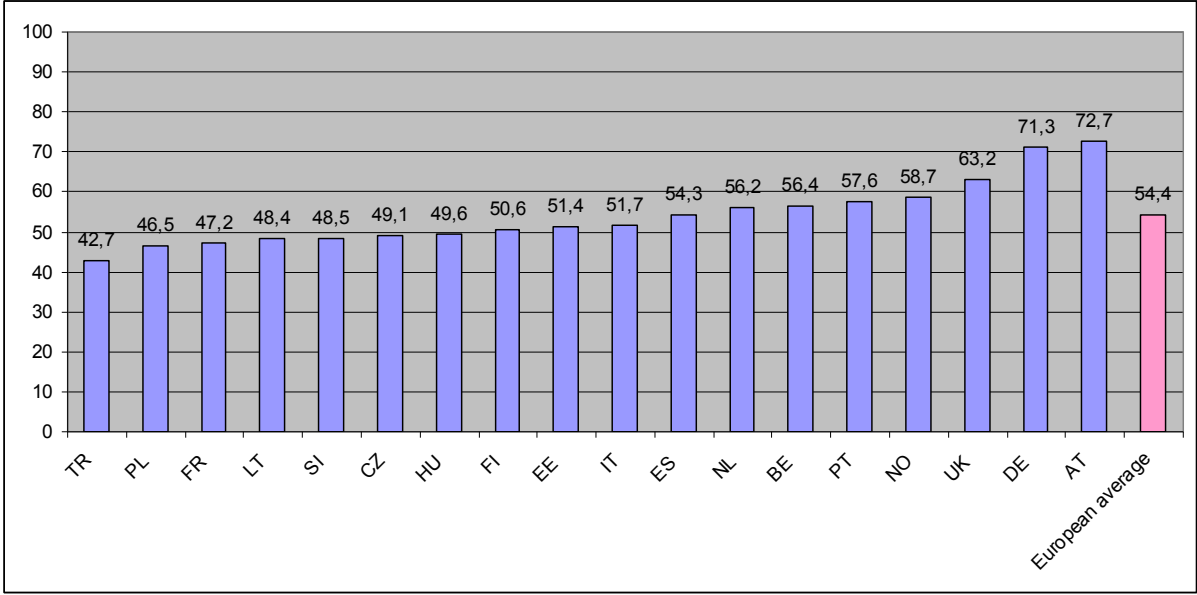


Figure 61: Percentages of graduates who assess their own “alertness to new opportunities” as high

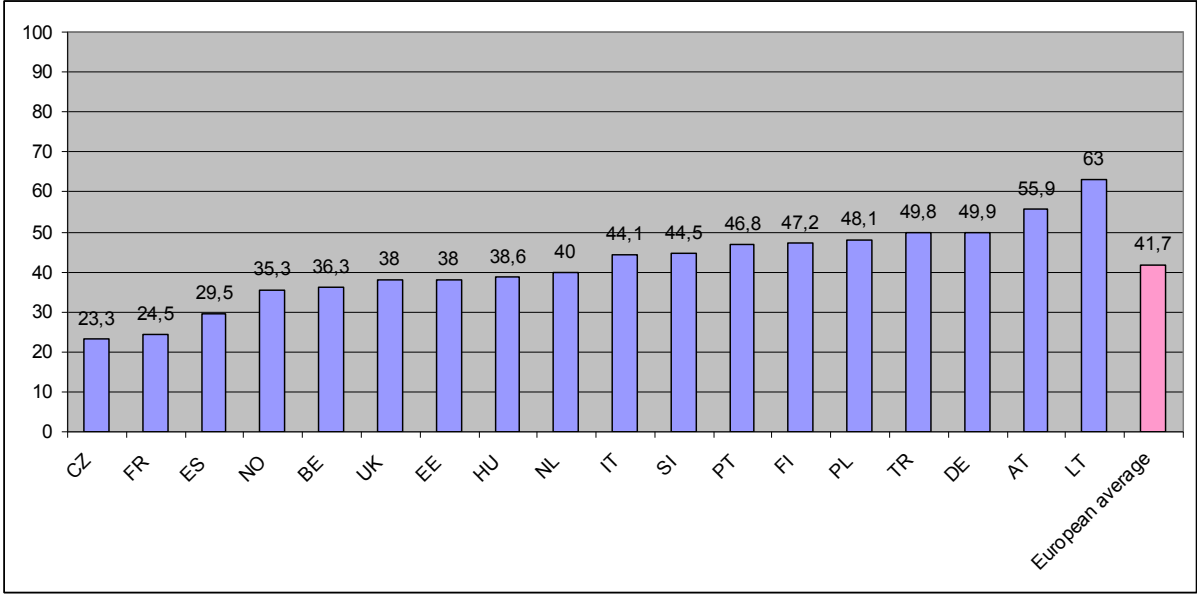


Figure 62: Percentages of graduates who assess their own “ability to coordinate activities” as high

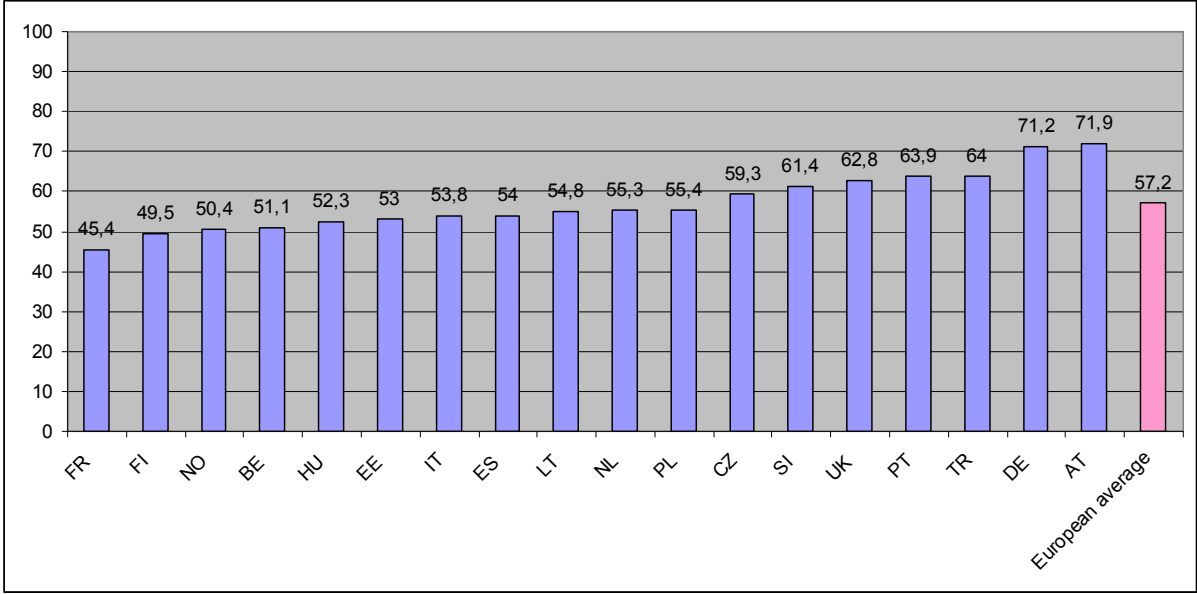


Figure 63: Percentages of graduates who assess their own “ability to use time effectively” as high

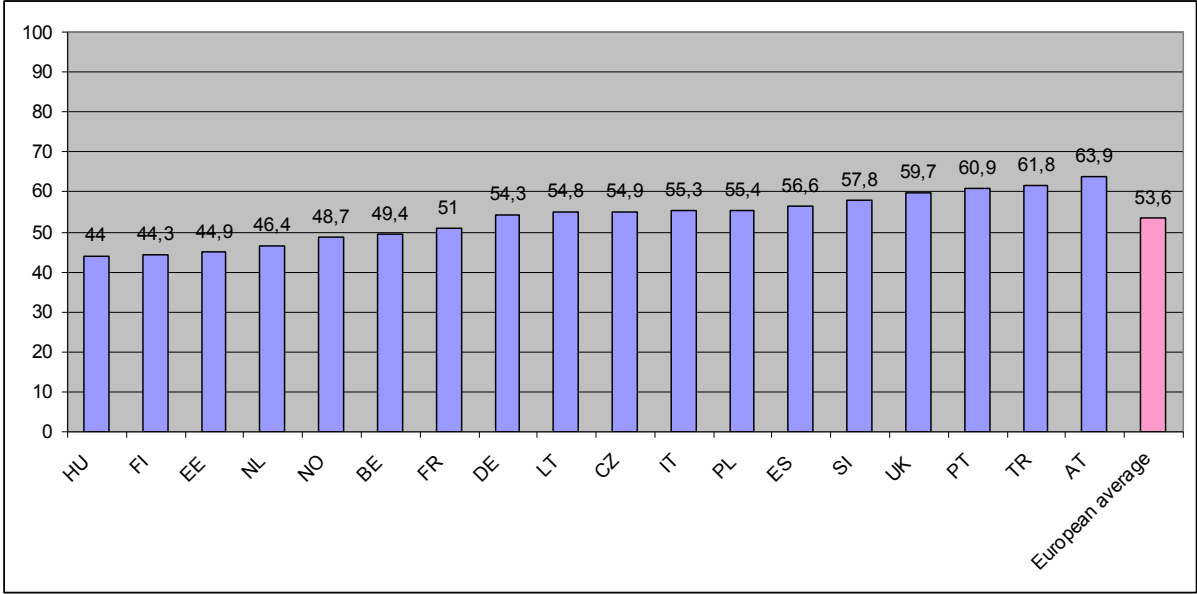


Figure 64: Percentages of graduates who assess their own “ability to work productively with others” as high

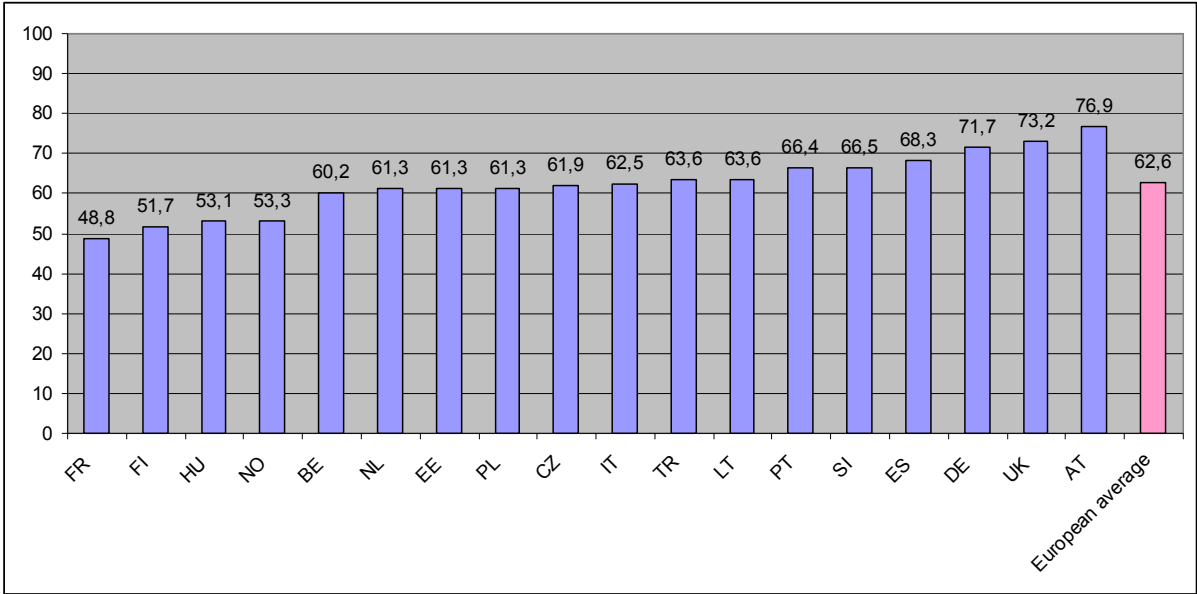


Figure 65: Percentages of graduates who assess their own “ability to mobilize capacities of others” as high

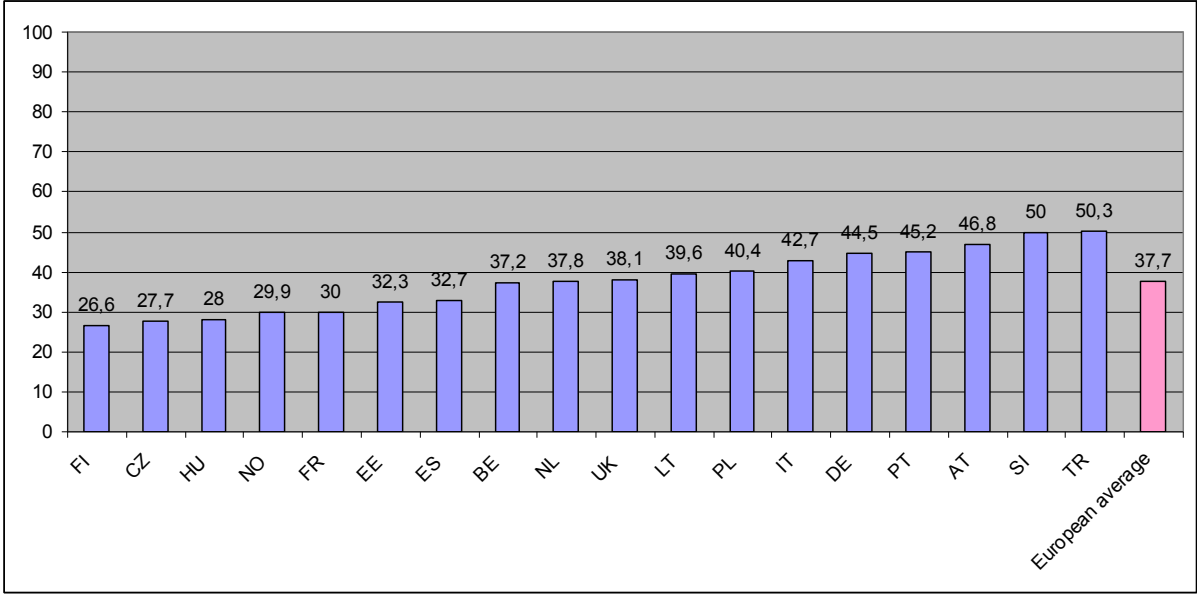


Figure 66: Percentages of graduates who assess their own “ability to make your meanings clear to others” as high

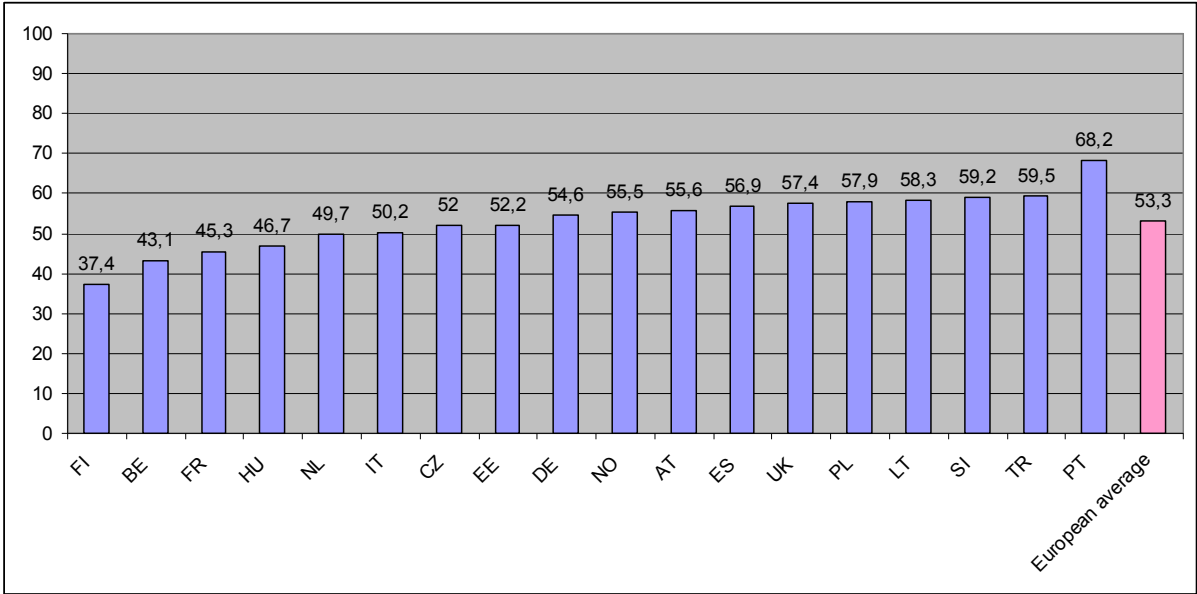


Figure 67: Percentages of graduates who assess their own “ability to assert authority” as high

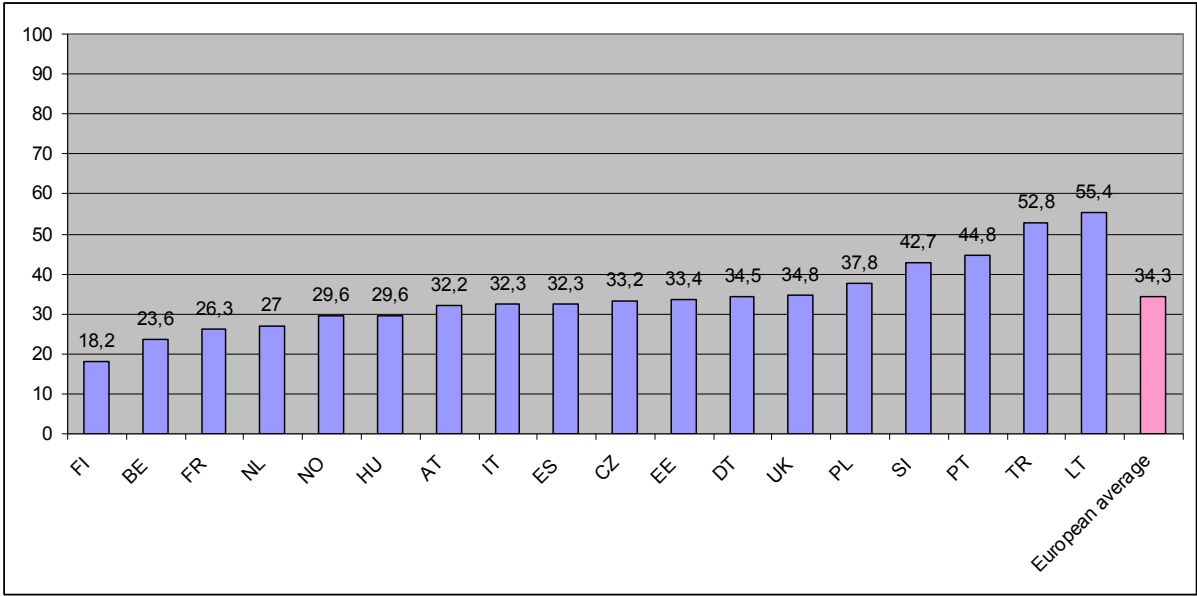


Figure 68: Percentages of graduates who assess their own “ability to use computers and the internet” as high

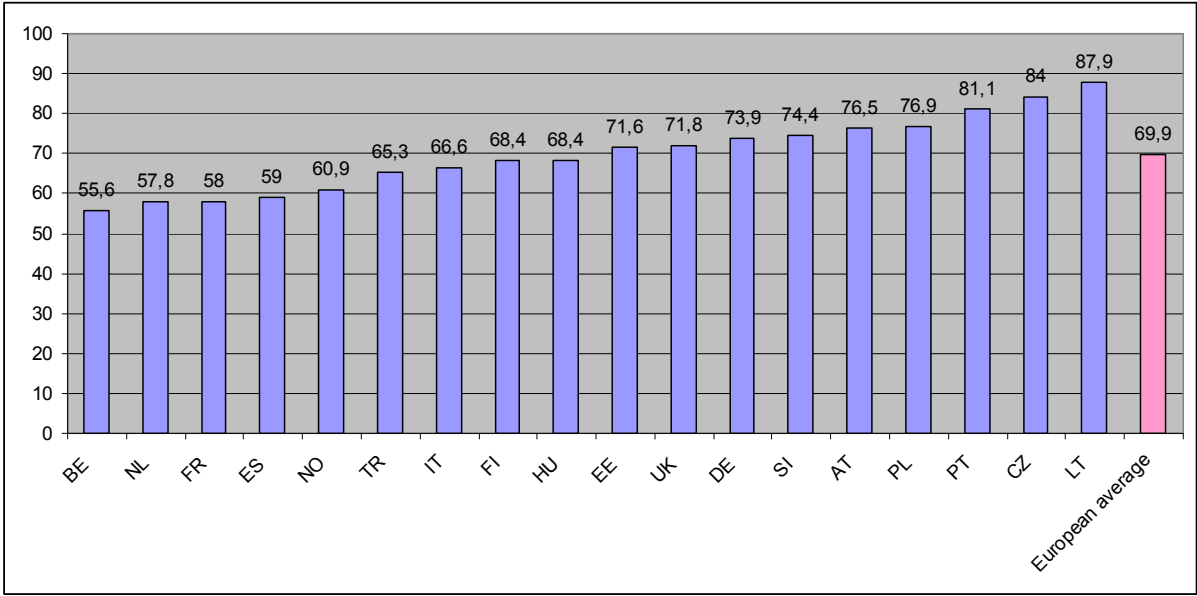


Figure 69: Percentages of graduates who assess their own “ability to come up with new ideas and solutions” as high

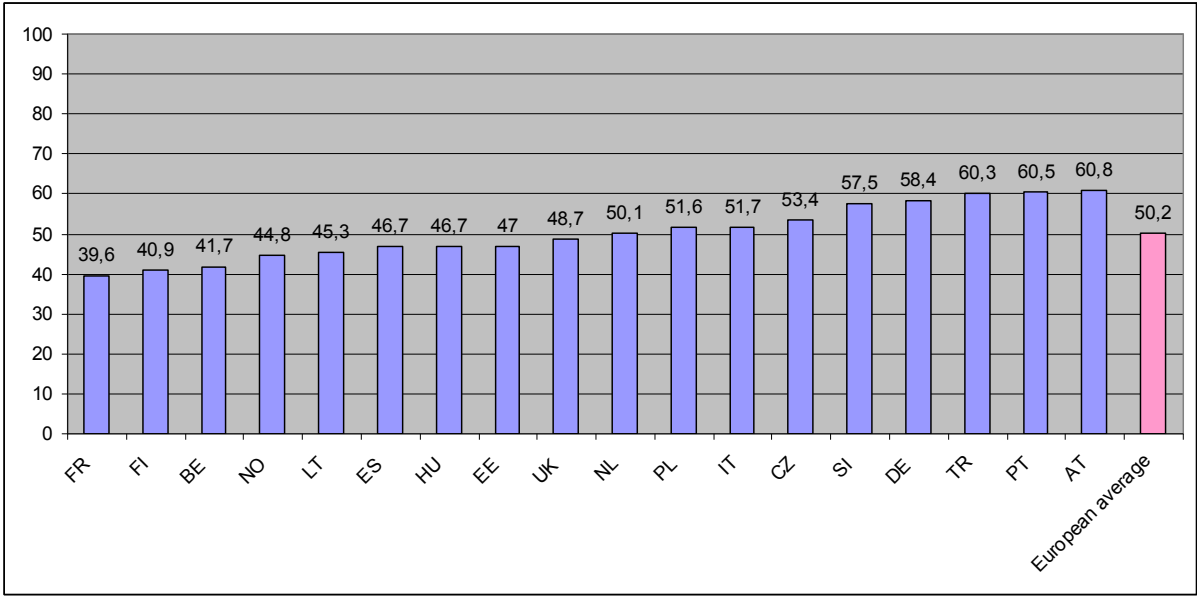


Figure 70: Percentages of graduates who assess their own “willingness to question your own ideas and others’ ideas” as high

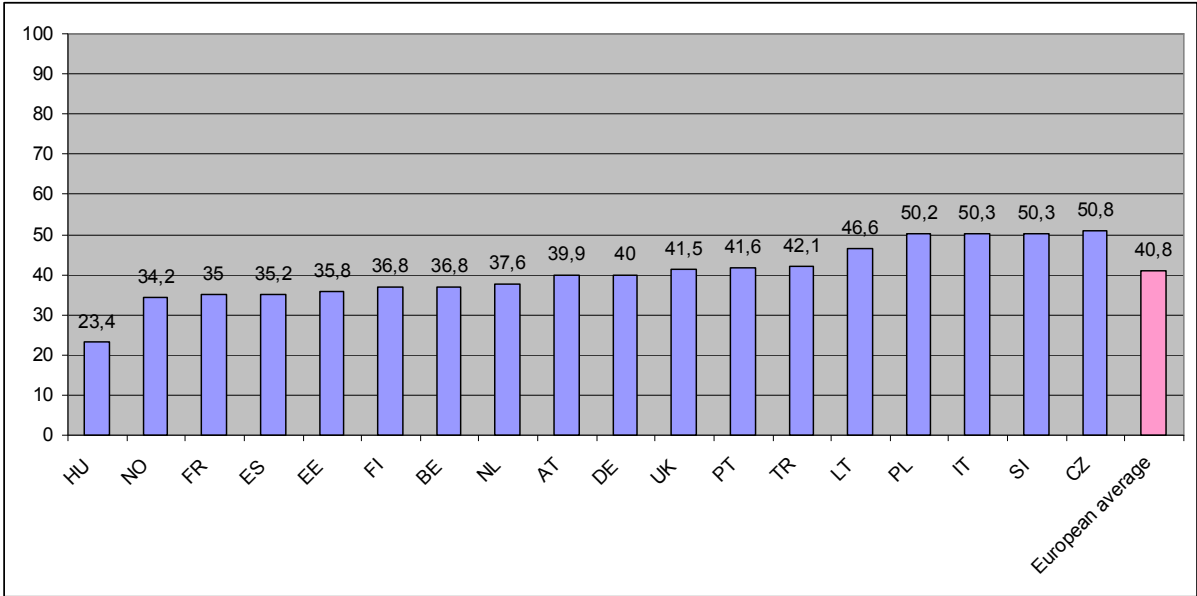


Figure 71: Percentages of graduates who assess their own “ability to present products and ideas to the audience” as high

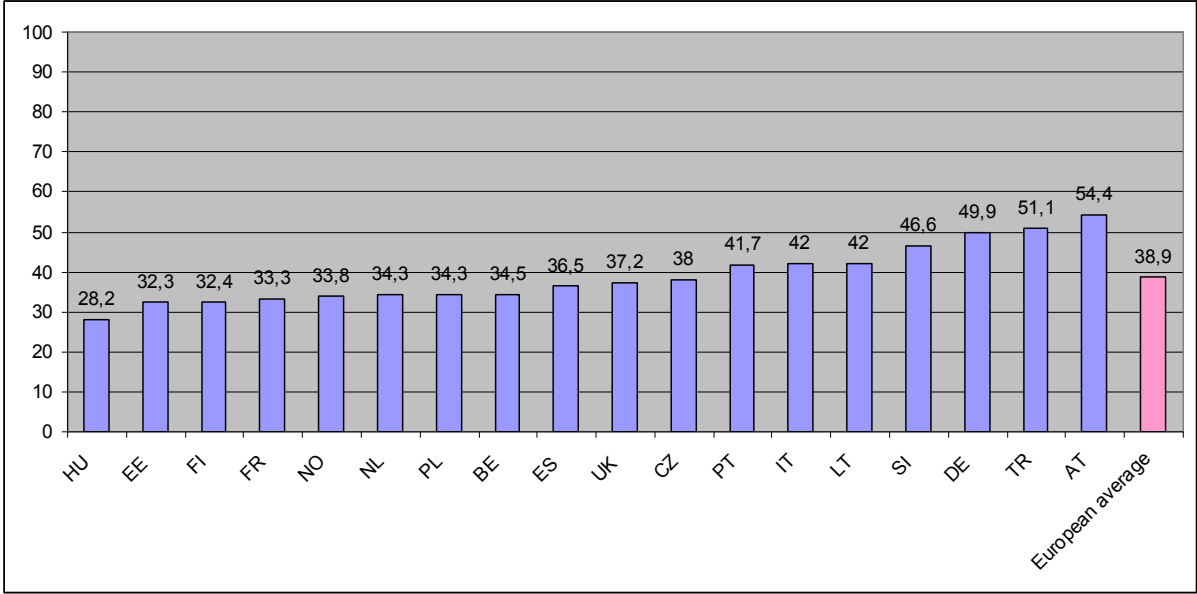


Figure 72: Percentages of graduates who assess their own “ability to write reports, memos or documents” as high

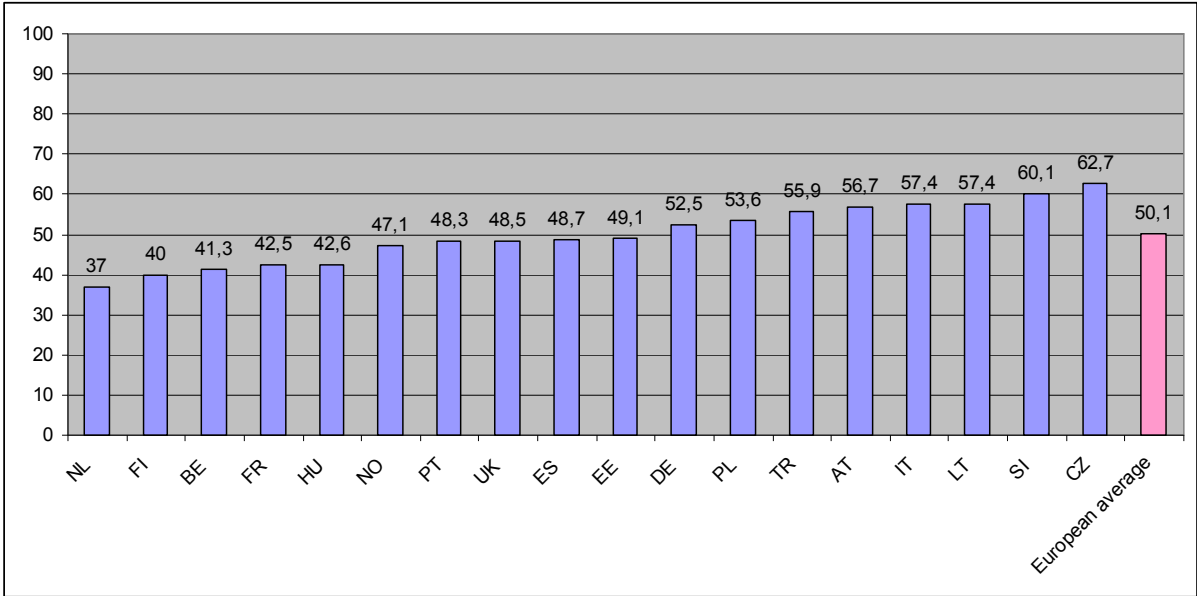


Figure 73: Percentages of graduates who assess their own “ability to write and speak in foreign language” as high

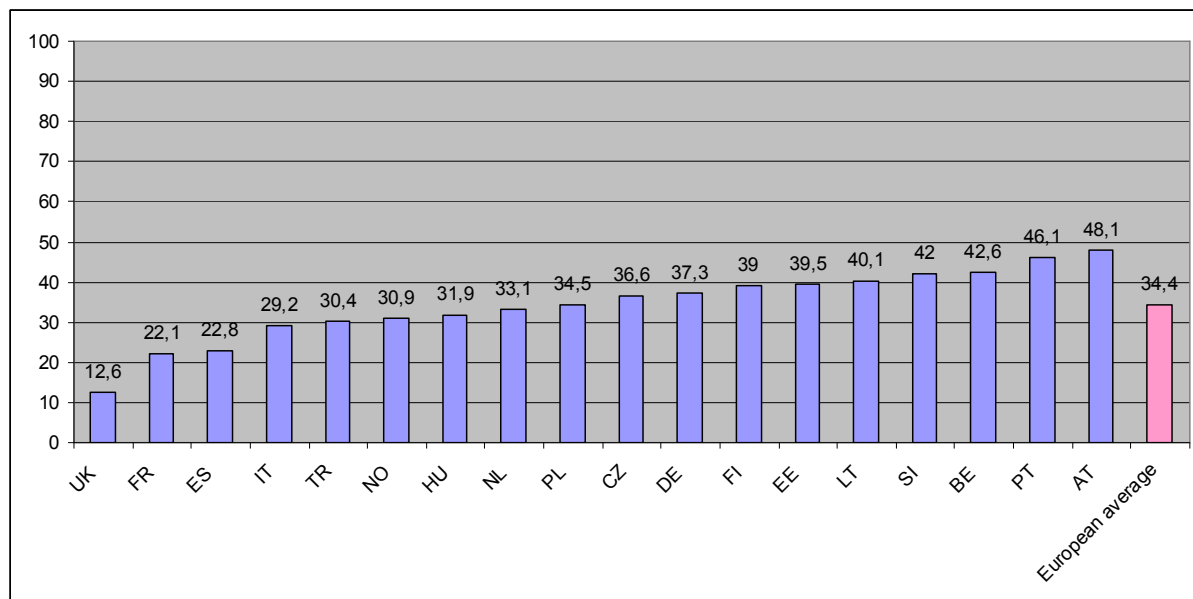


Figure 74: Percentages of graduates who regard their study programme as a good basis for starting work

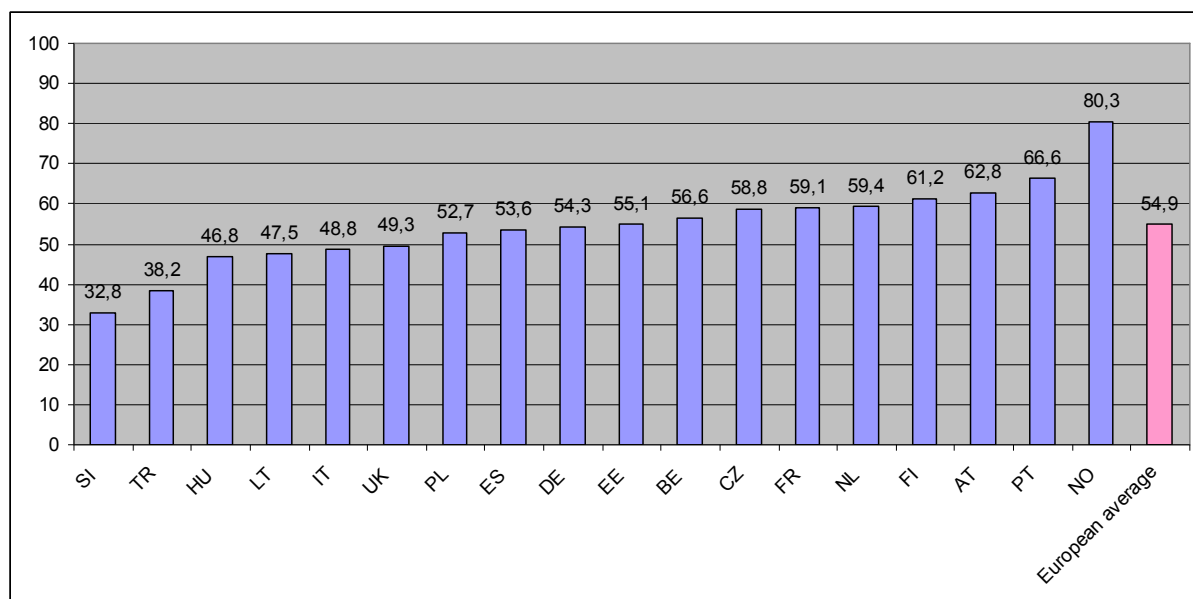


Figure 75: Percentages of graduates who regard their study programme as a good basis for further learning on the job

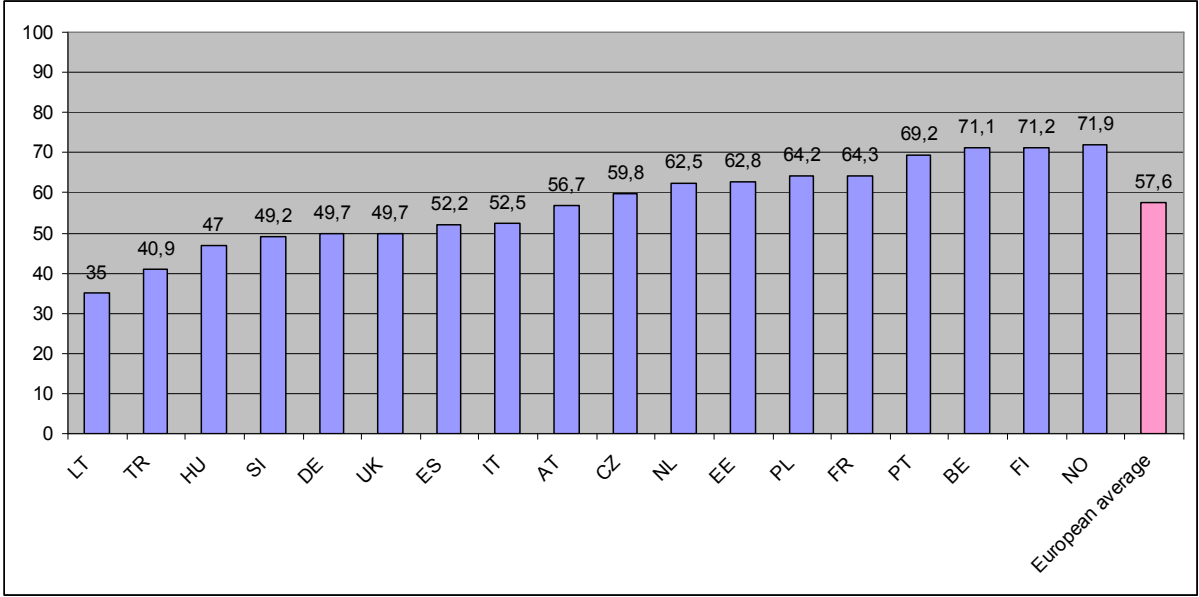


Figure 76: Percentages of graduates who regard their study programme as a good basis for performing current work tasks

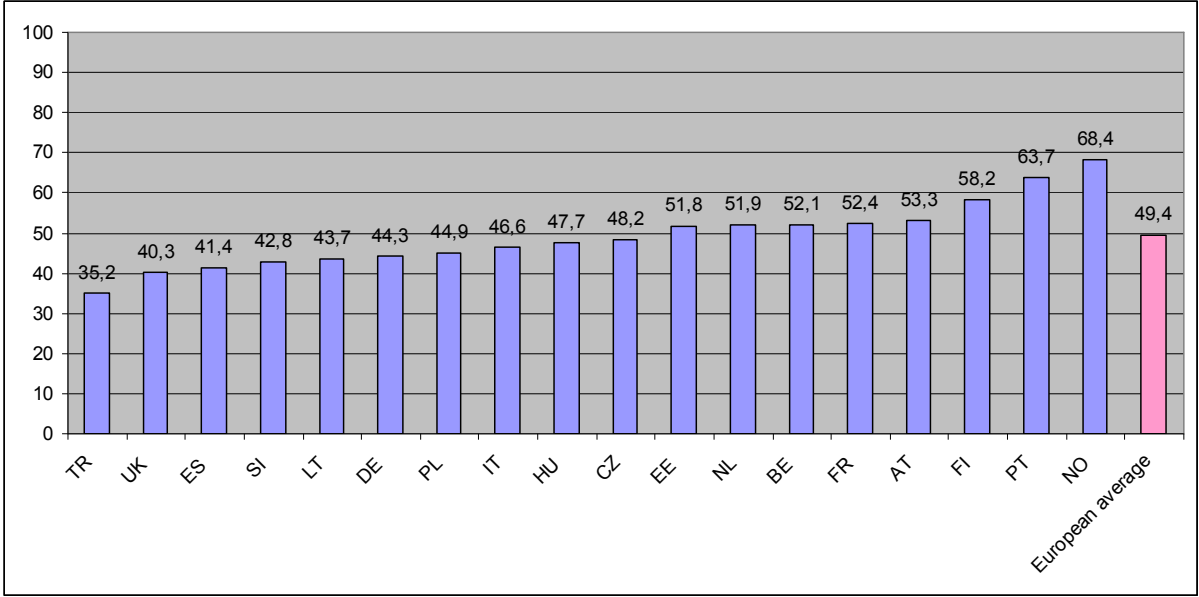


Figure 77: Percentages of graduates who regard their study programme as a good basis for future career

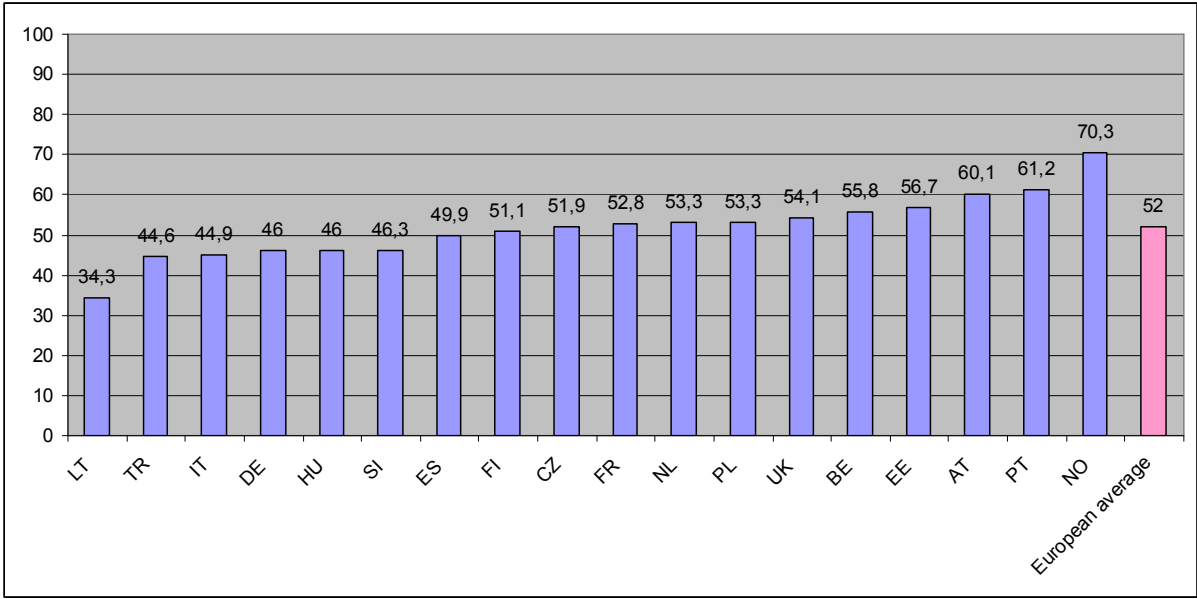


Figure 78: Percentages of graduates who regard their study programme as a good basis for personal development

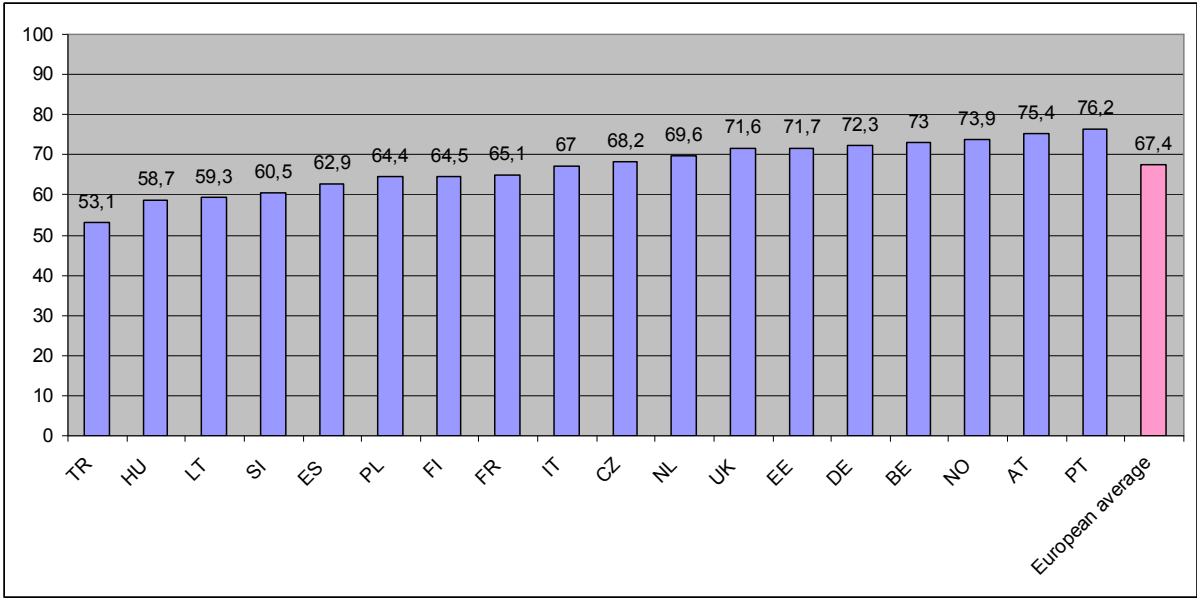


Figure 79: Percentages of graduates who regard their study programme as a good basis for the development of entrepreneurial skills

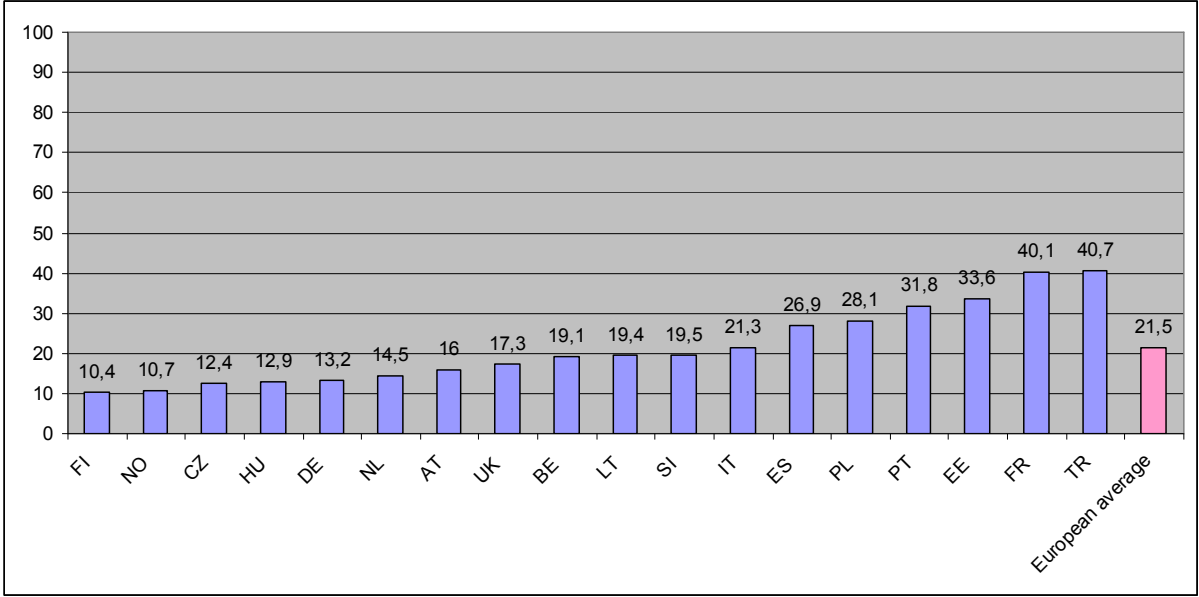


Figure 80: Percentages of graduates who would choose the same study programme at the same institute of higher education, if they were free to choose again

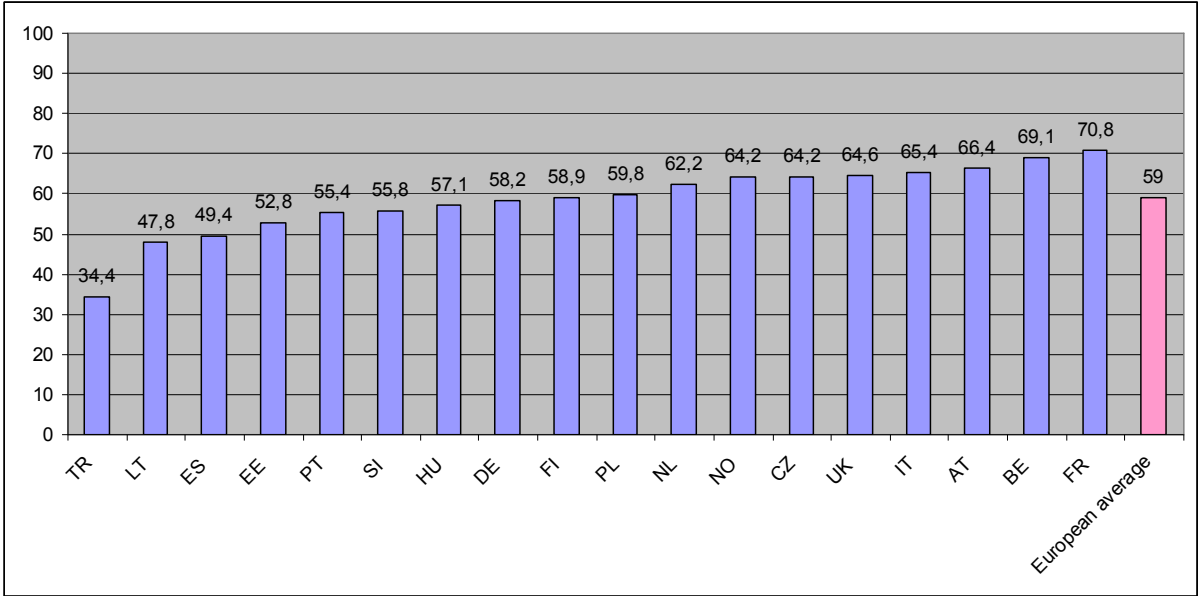


Figure 81: Percentages of graduates who consider they have high work autonomy

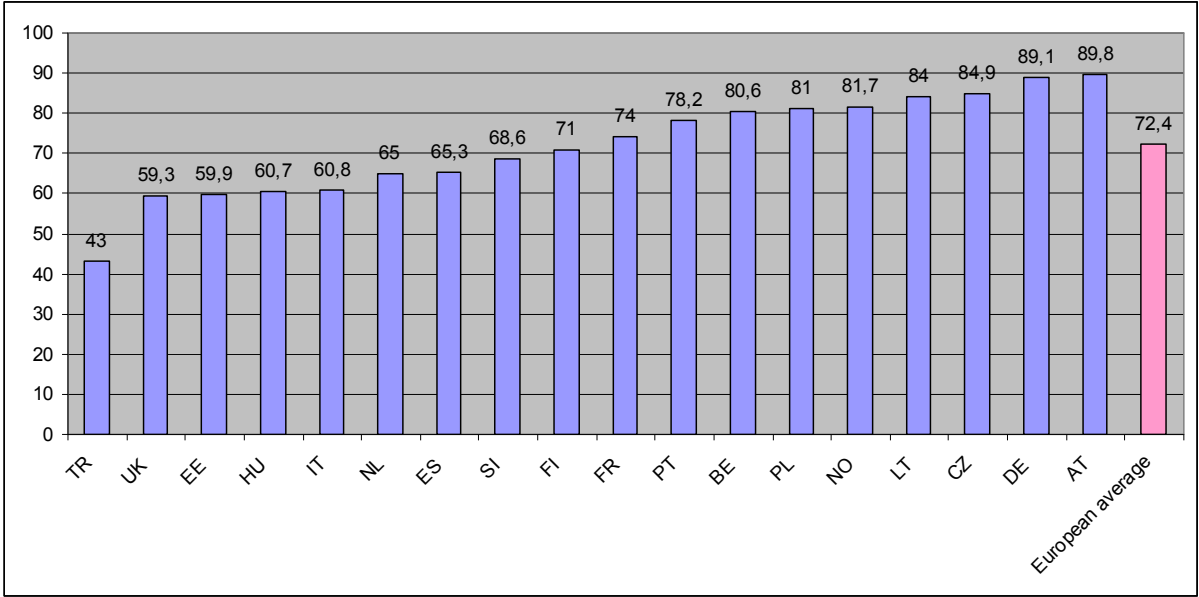


Figure 82: Percentages of graduates who consider they have high job security

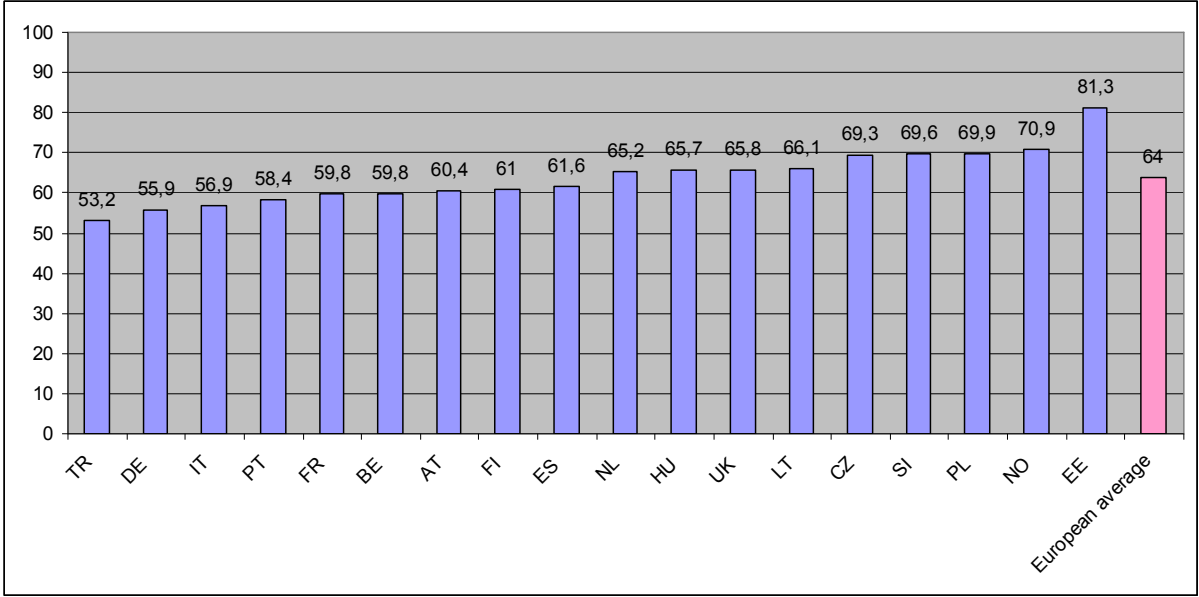


Figure 83: Percentages of graduates who consider they have opportunities to learn new things at their work

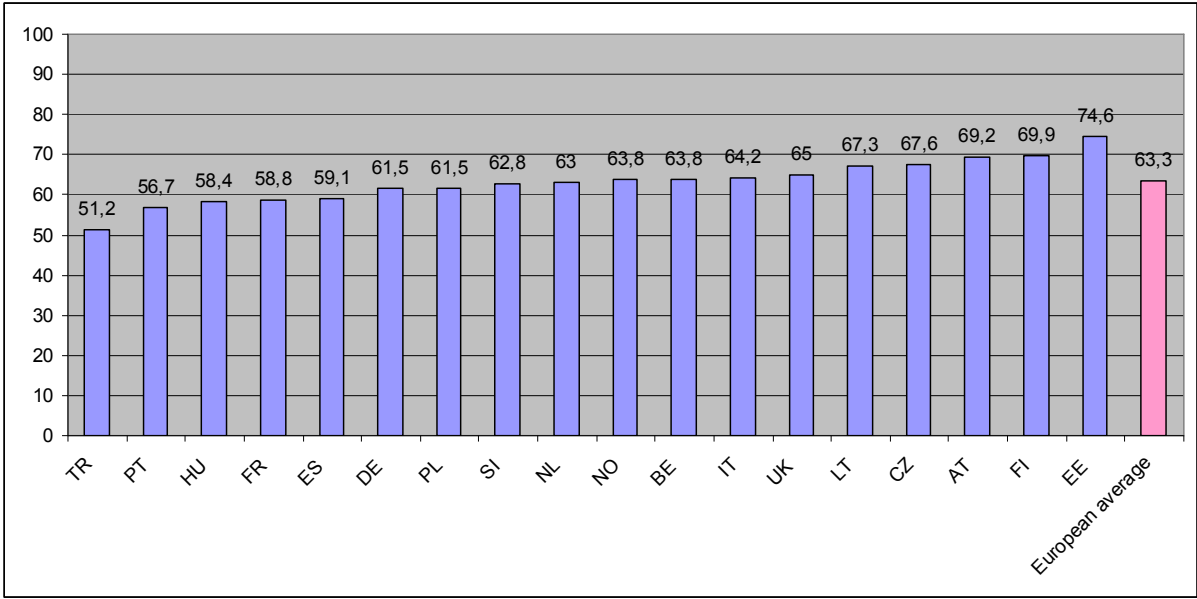


Figure 84: Percentages of graduates who consider they have high earnings at their work

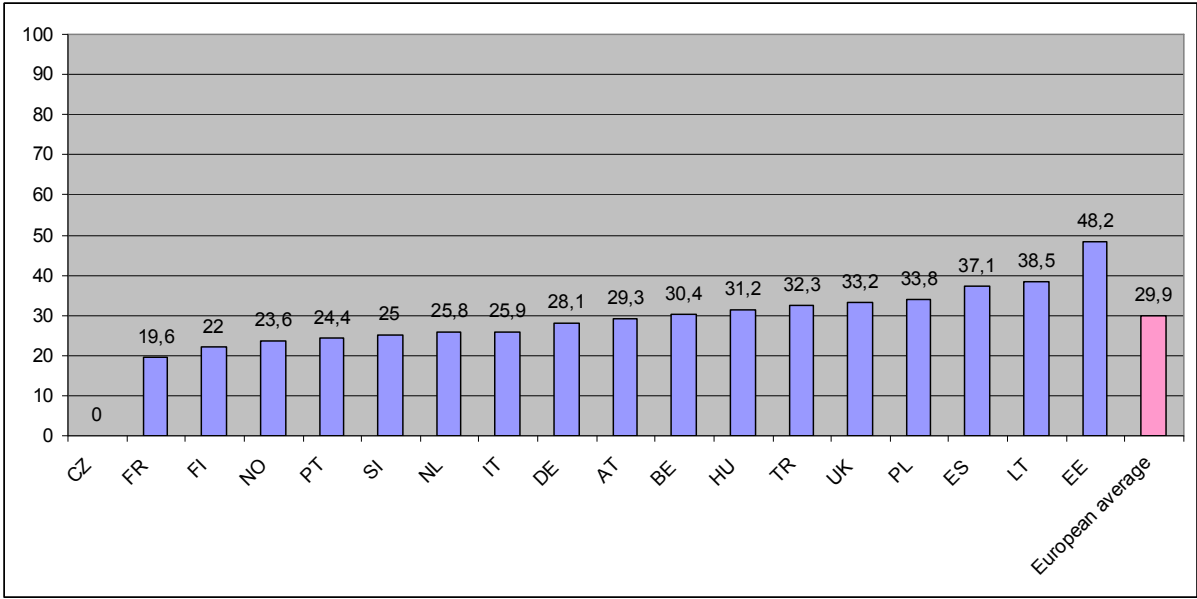


Figure 85: Percentages of graduates who consider they have new challenges at their work

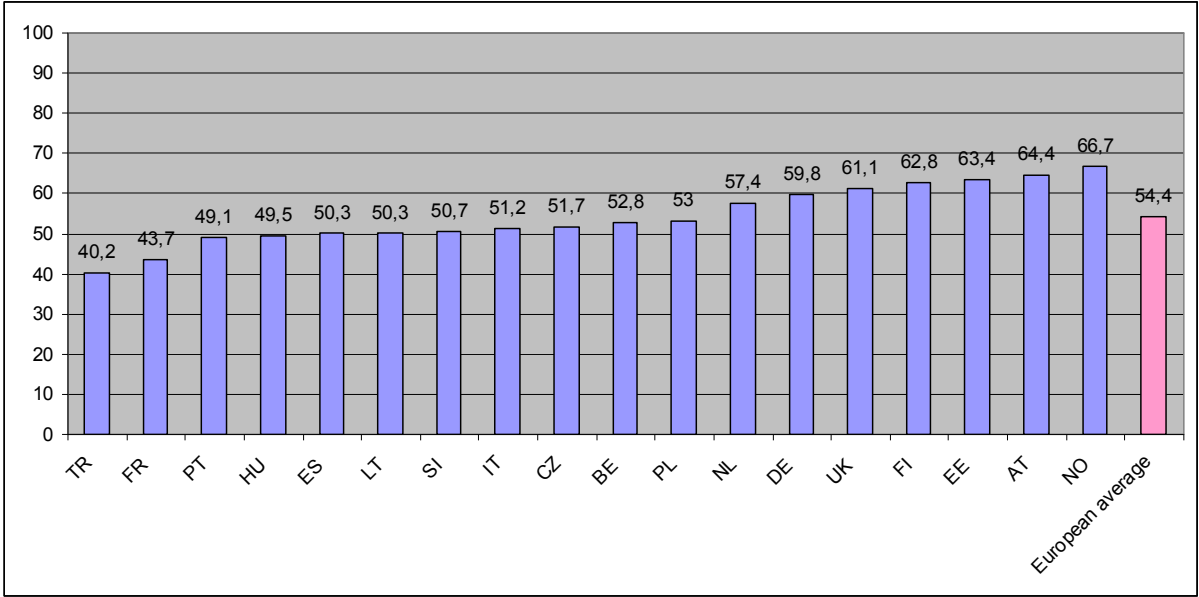


Figure 86: Percentages of graduates who consider they have good career prospects at their work

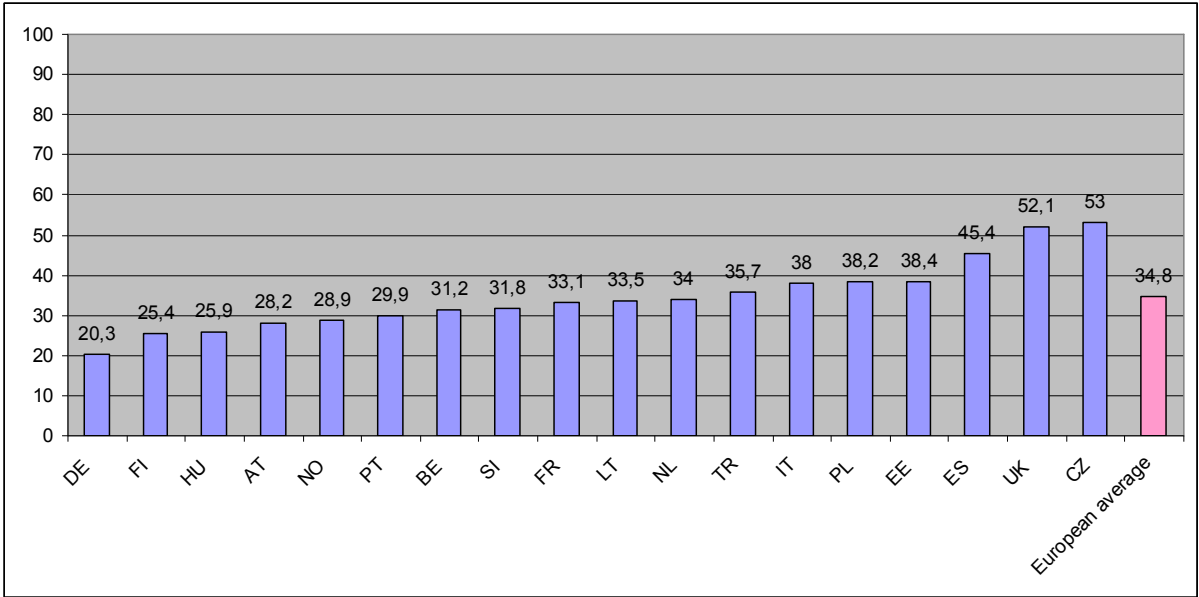


Figure 87: Percentages of graduates who consider they have enough time for leisure activities

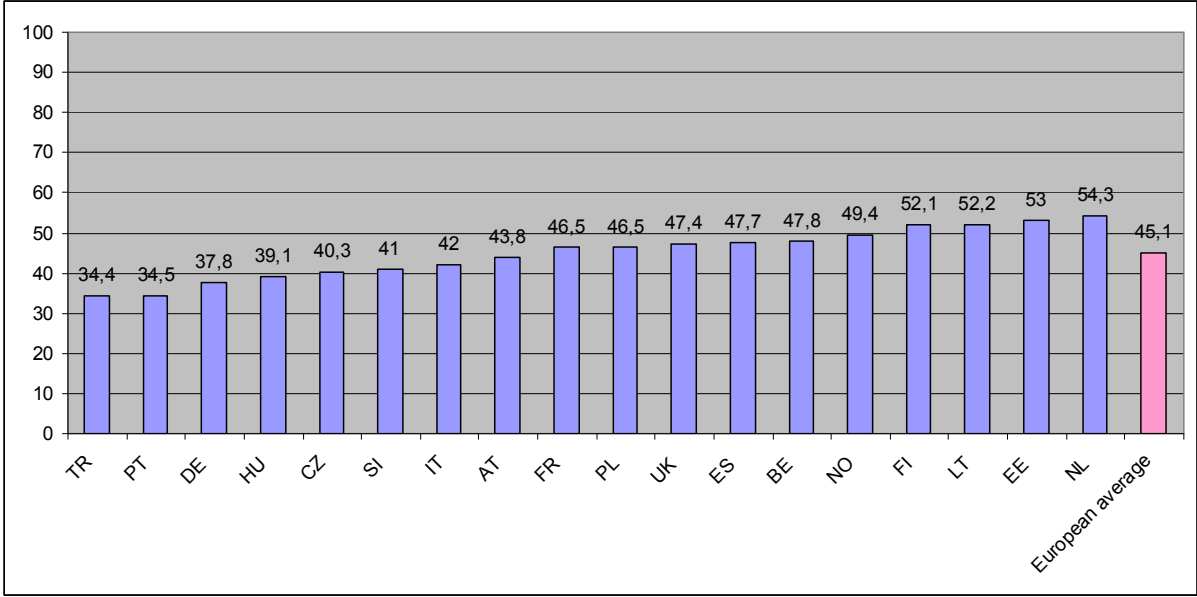


Figure 88: Percentages of graduates who consider they have good social status

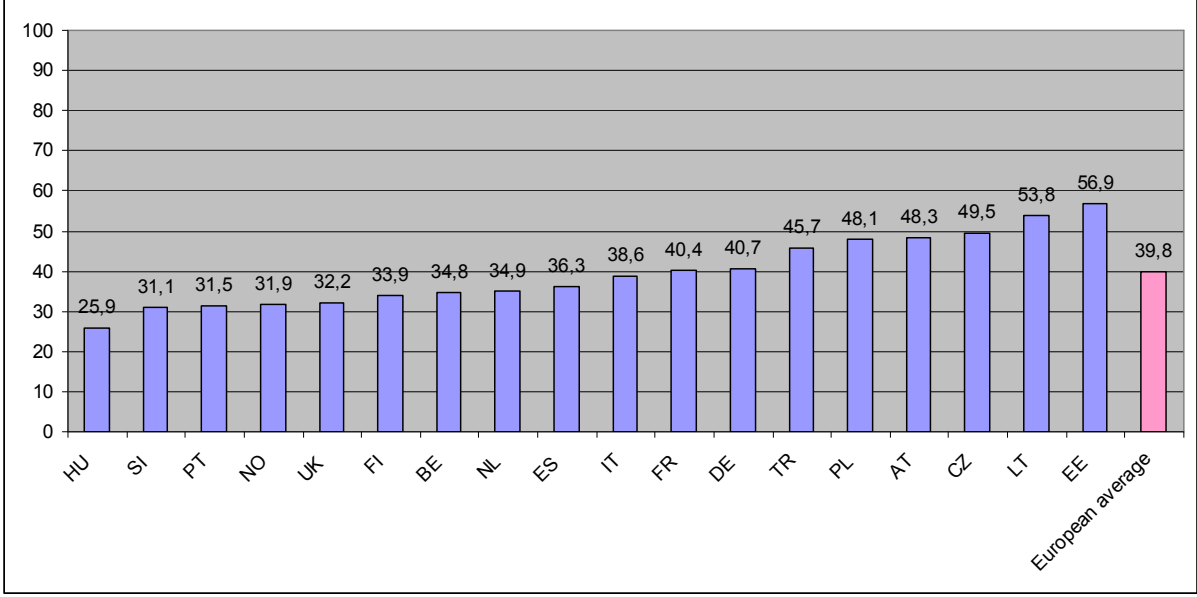


Figure 89: Percentages of graduates who consider they have a chance of doing something useful for society

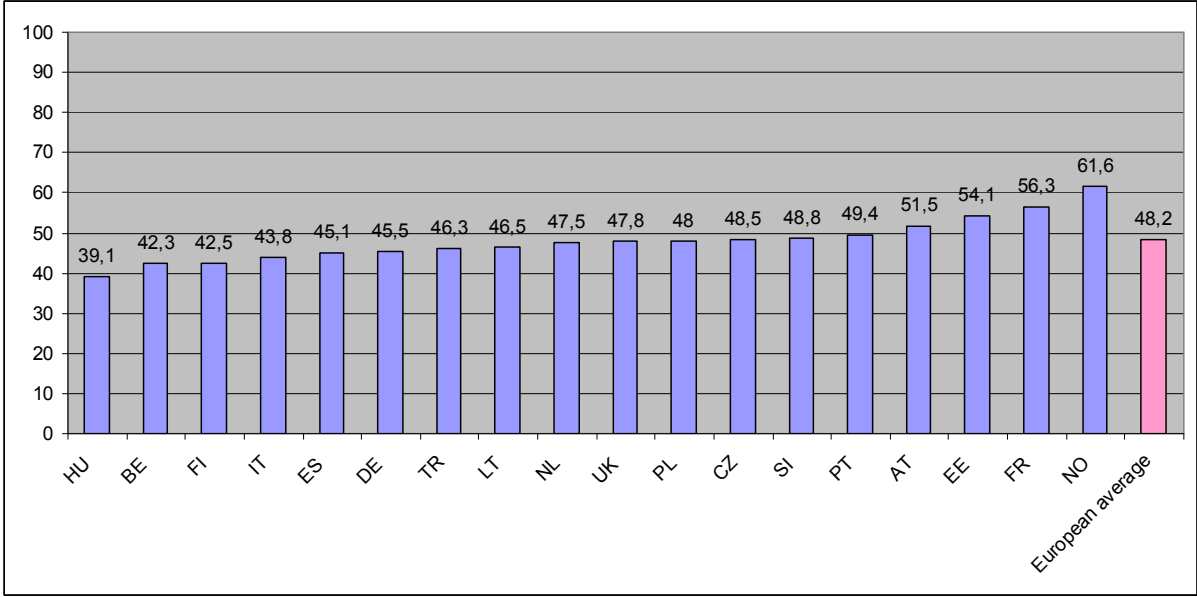


Figure 90: Percentages of graduates who consider they have good chance to combine work with family tasks



Figure 91: Percentages of graduates who spent time abroad during higher education for study

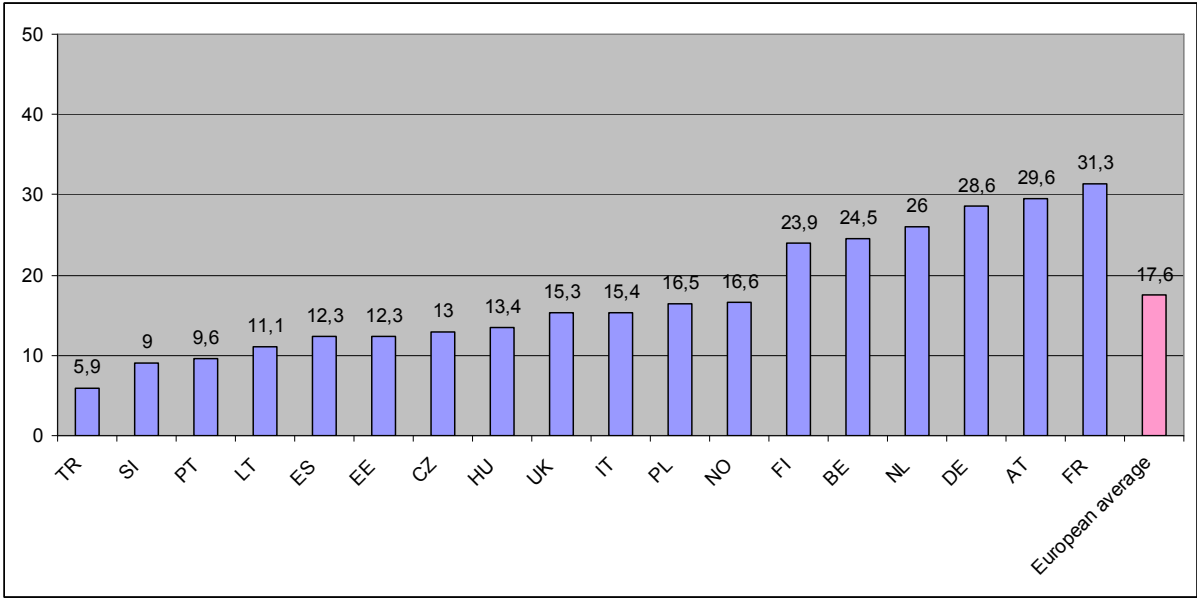


Figure 92: Percentages of graduates who spent time abroad during higher education for work-related reasons

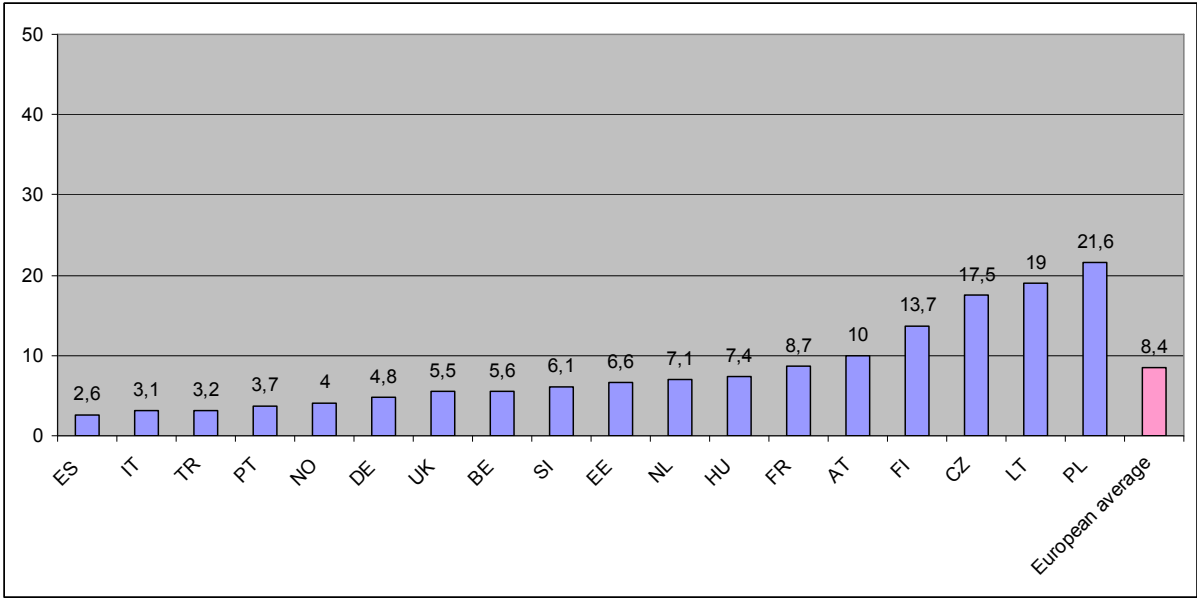


Figure 93: Average numbers of months spent abroad during higher education for study

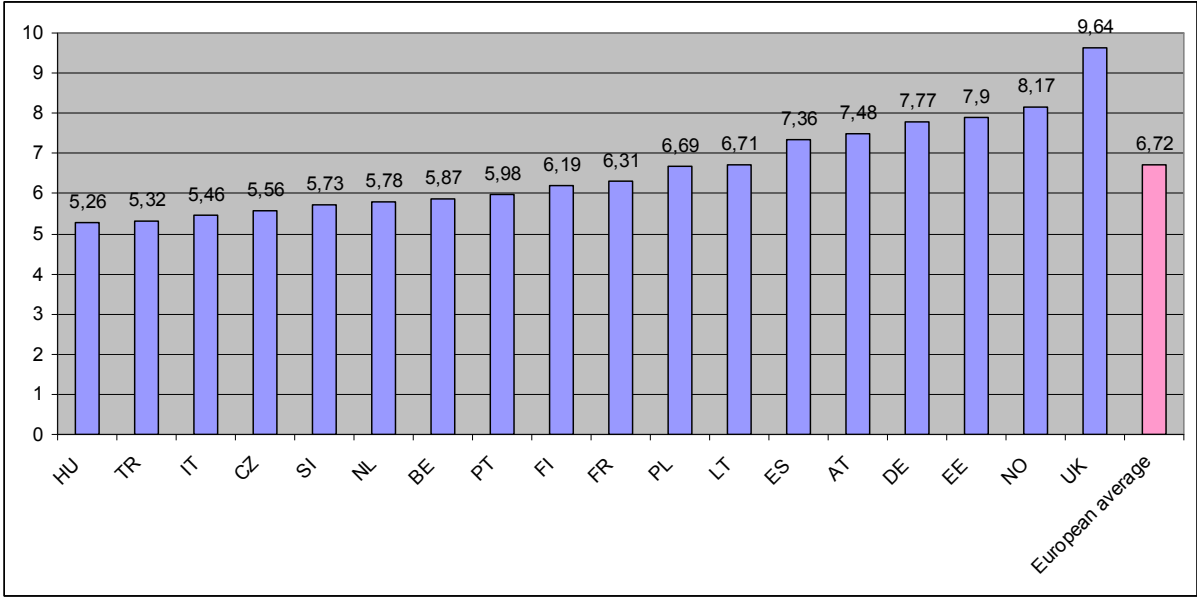


Figure 94: Average numbers of months spent abroad during higher education for work-related reasons

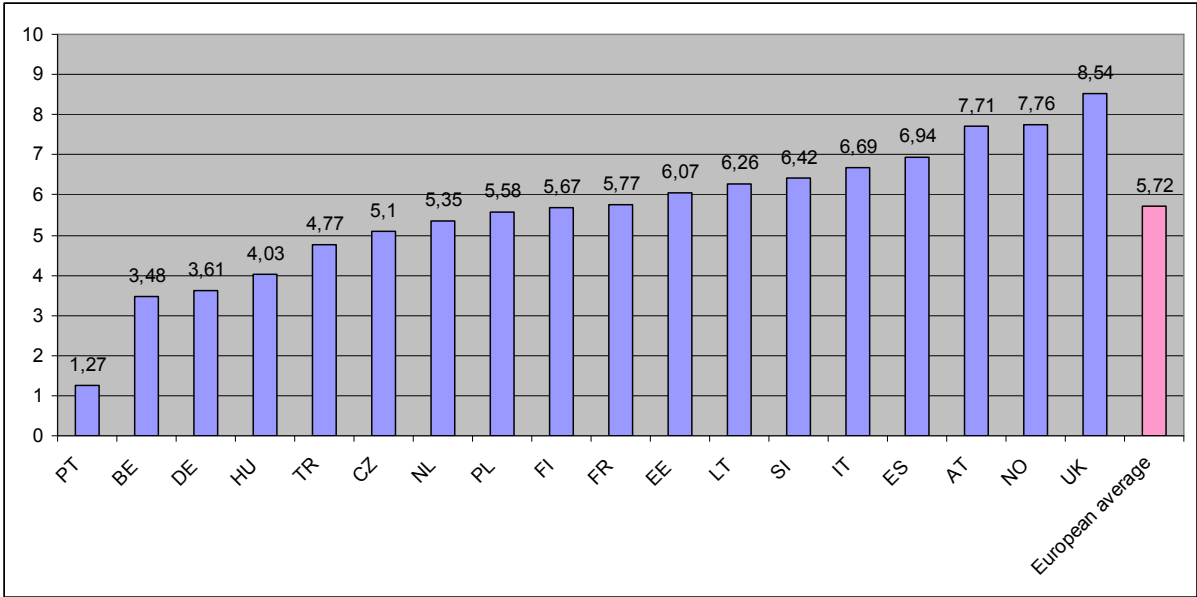


Figure 95: Percentages of graduates who lived alone (including single parent) at the time of answering the questionnaire

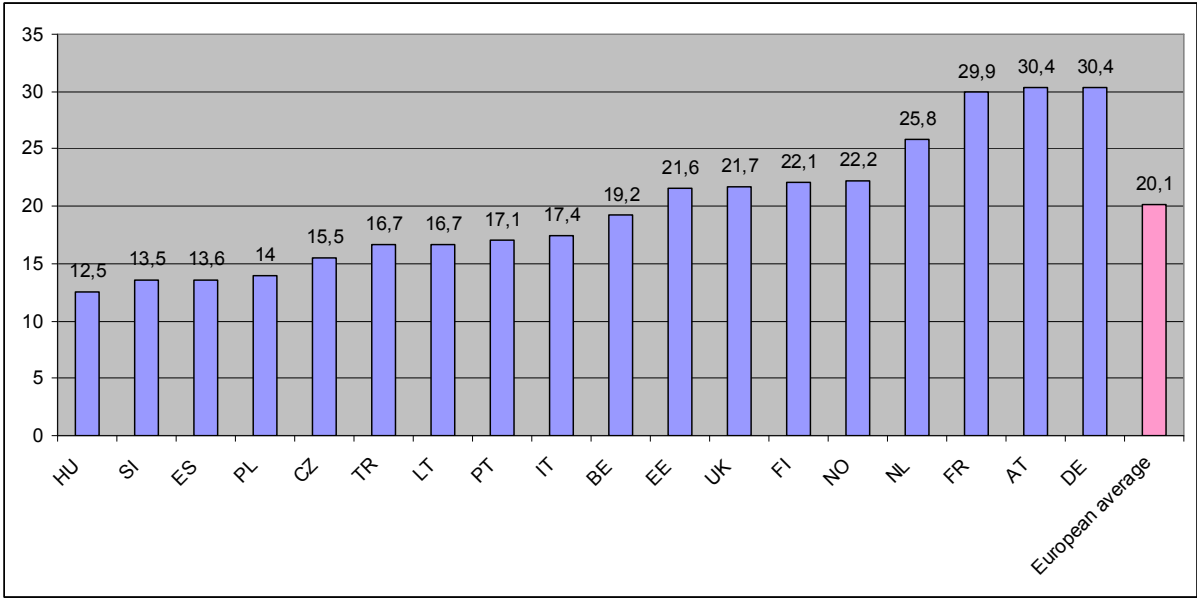


Figure 96: Percentages of graduates who didn't have children at the time of answering the questionnaire

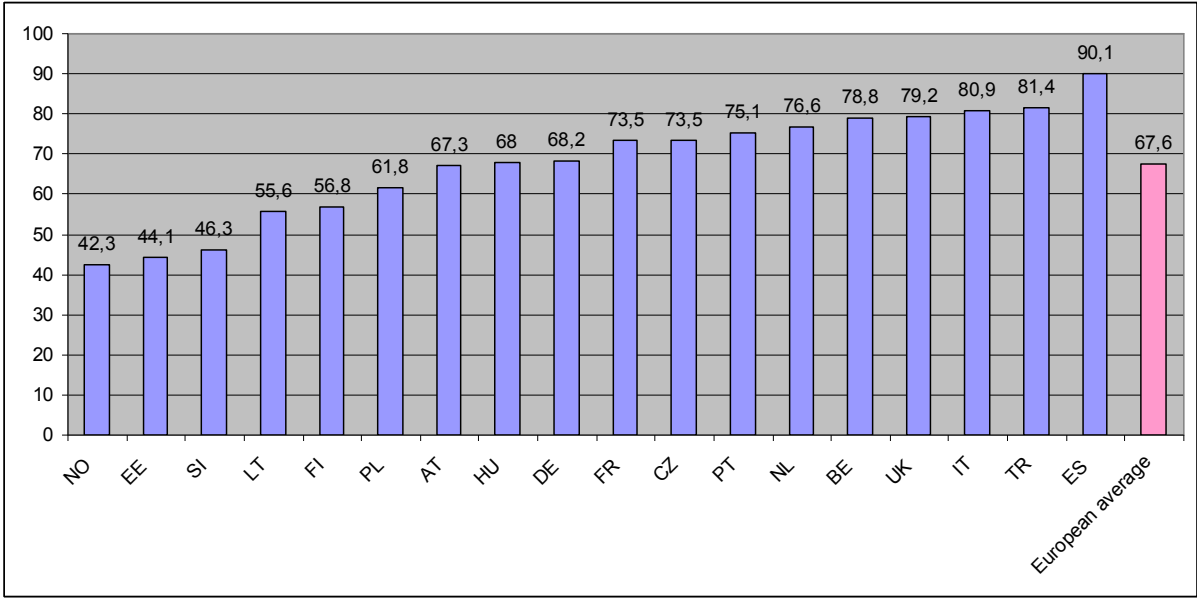


Figure 97: Percentages of graduates whose father's highest education is ISCED 5+6 (tertiary education)⁵

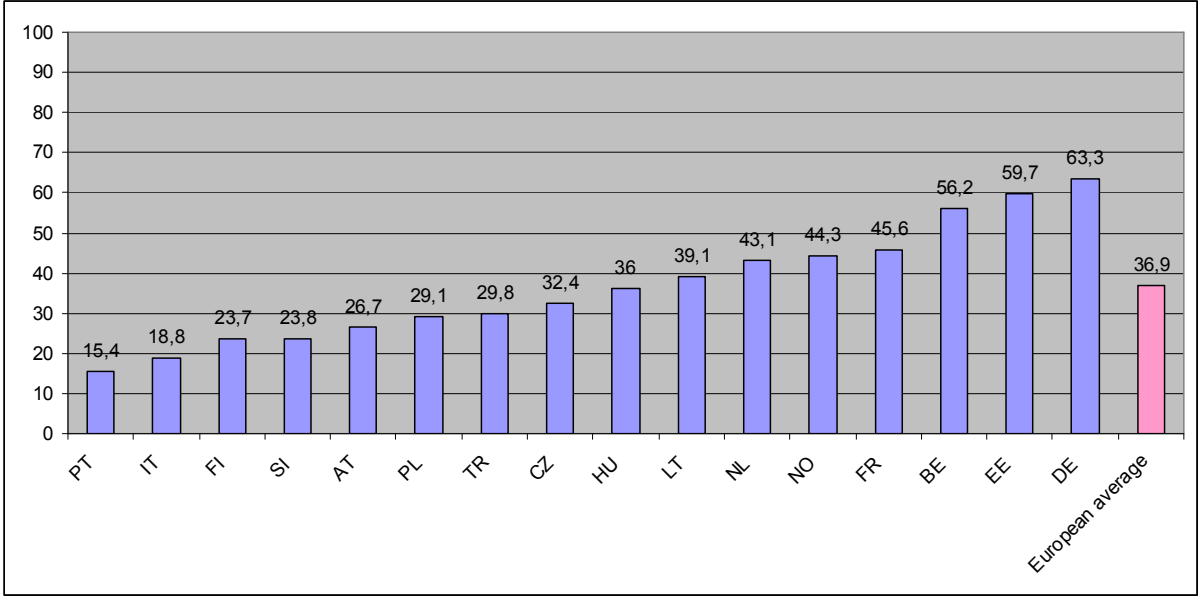
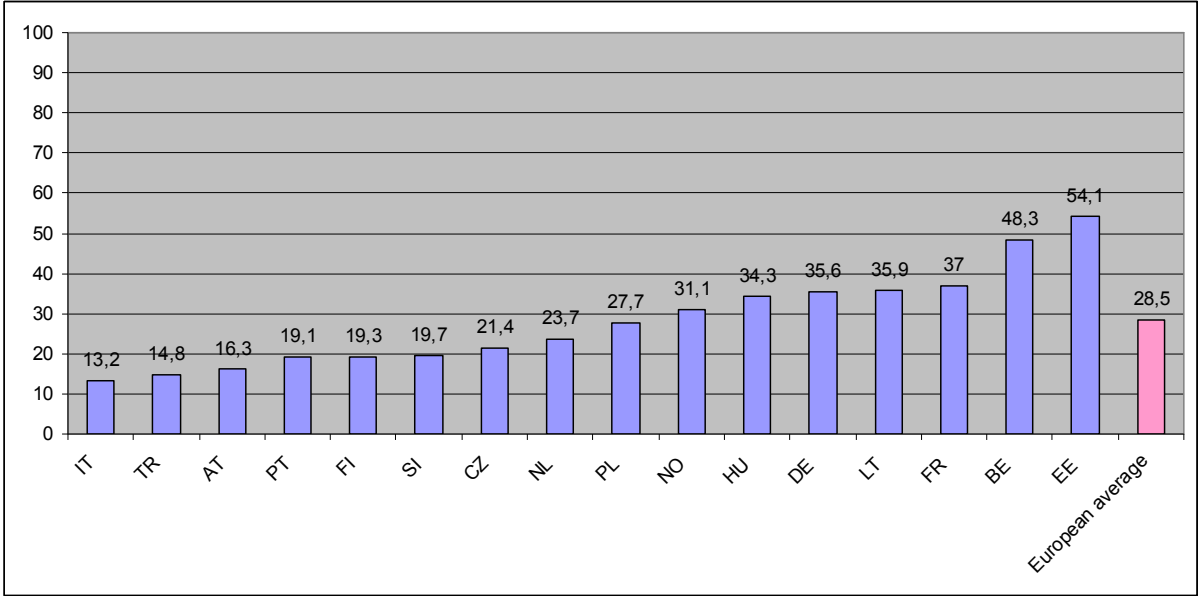


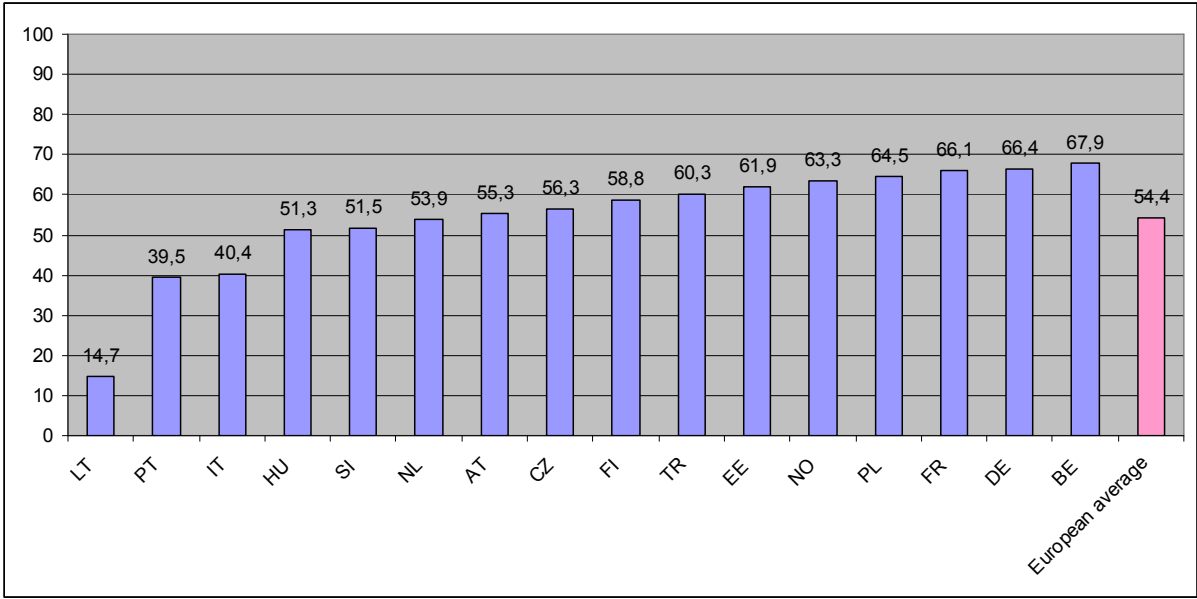
Figure 98: Percentages of graduates whose mother's highest education is ISCED 5+6 (tertiary education)⁶



⁵ This question is not relevant for Spain and United Kingdom, therefore these countries are omitted from the graph.

⁶ This question is not relevant for Spain and United Kingdom, therefore these countries are omitted from the graph.

Figure 99: Percentages of graduates whose partner's highest education is ISCED 5+6 (tertiary education)⁷



⁷ This question is not relevant for Spain and United Kingdom, therefore these countries are omitted from the graph.