

Samo Pavlin

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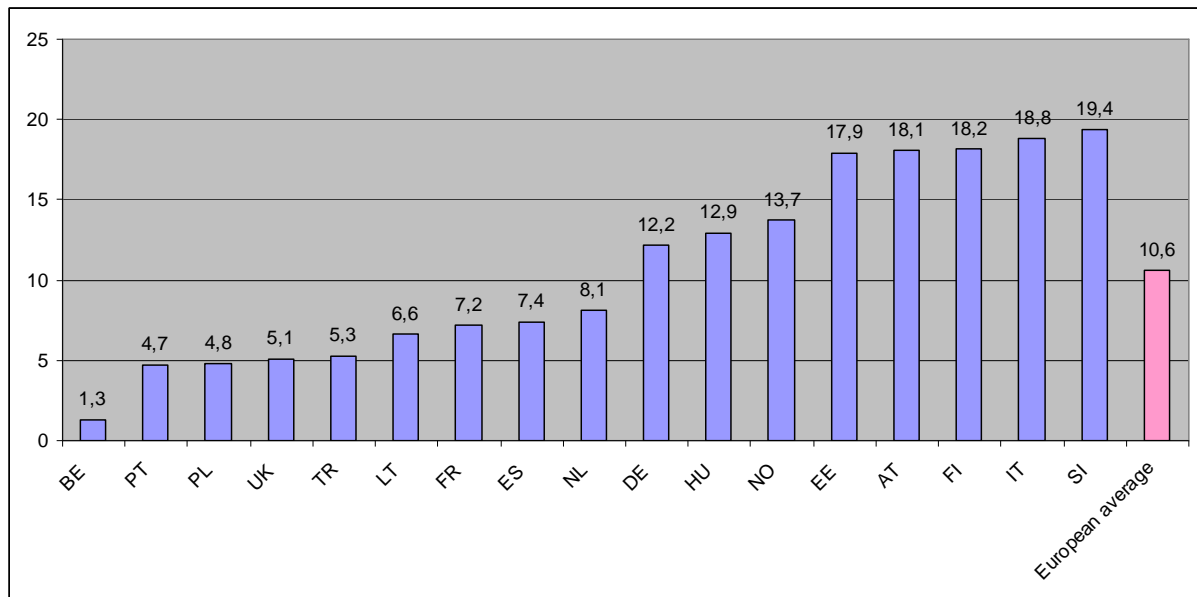
# Hegesco Statistical Outlook<sup>1</sup>

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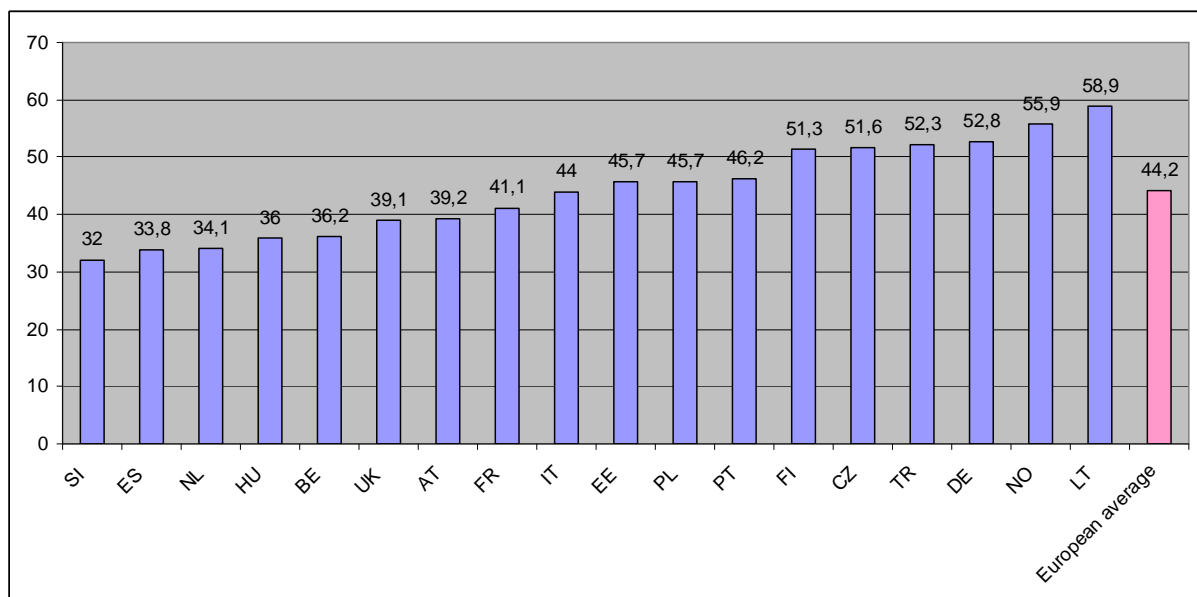
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<sup>1</sup> This document presents the basic descriptive statistics of the Hegesco and Reflex projects and supplements the Hegesco Graduates Survey report edited by Rolf van der Velden and Jim Allen: see other sections of the web page.

**Figure 1: Percentages of graduates who interrupted their study programme for 4 months or more<sup>2</sup>**

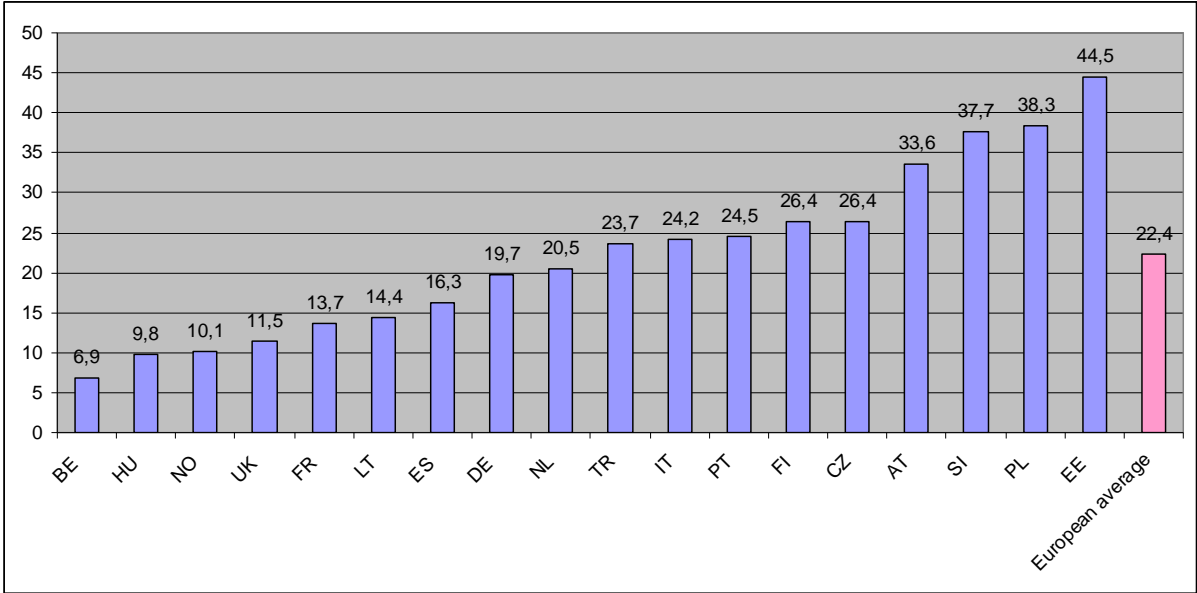


**Figure 2: Percentages of graduates who consider their grades as much higher compared to other students that graduated from the same study programme**

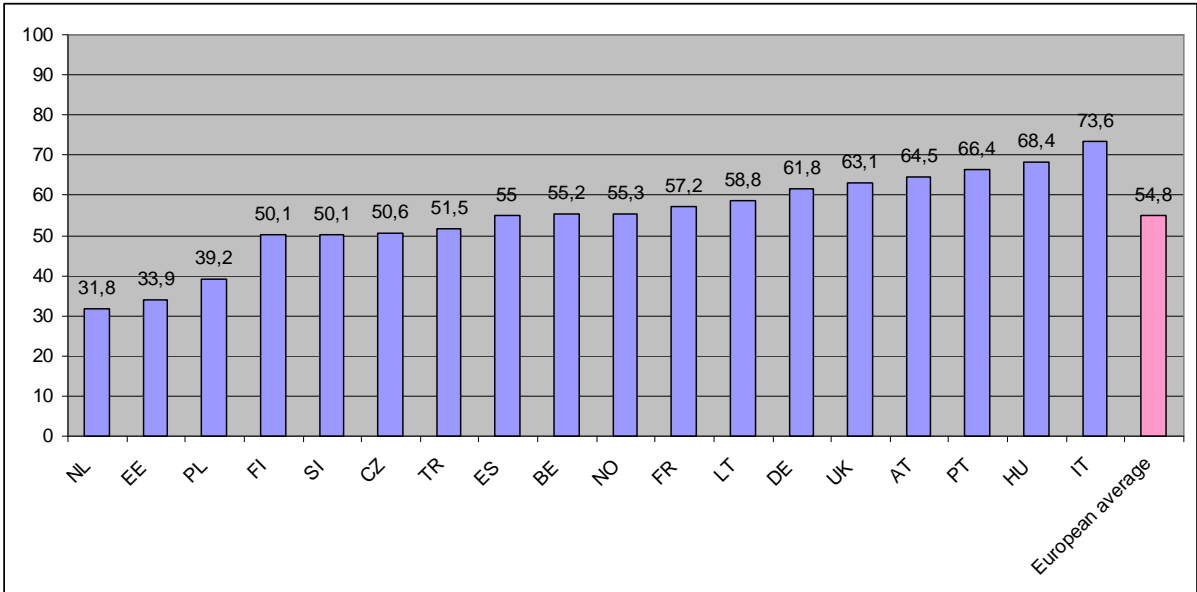


<sup>2</sup> This question is not relevant for Czech Republic, therefore this country is omitted from the graph

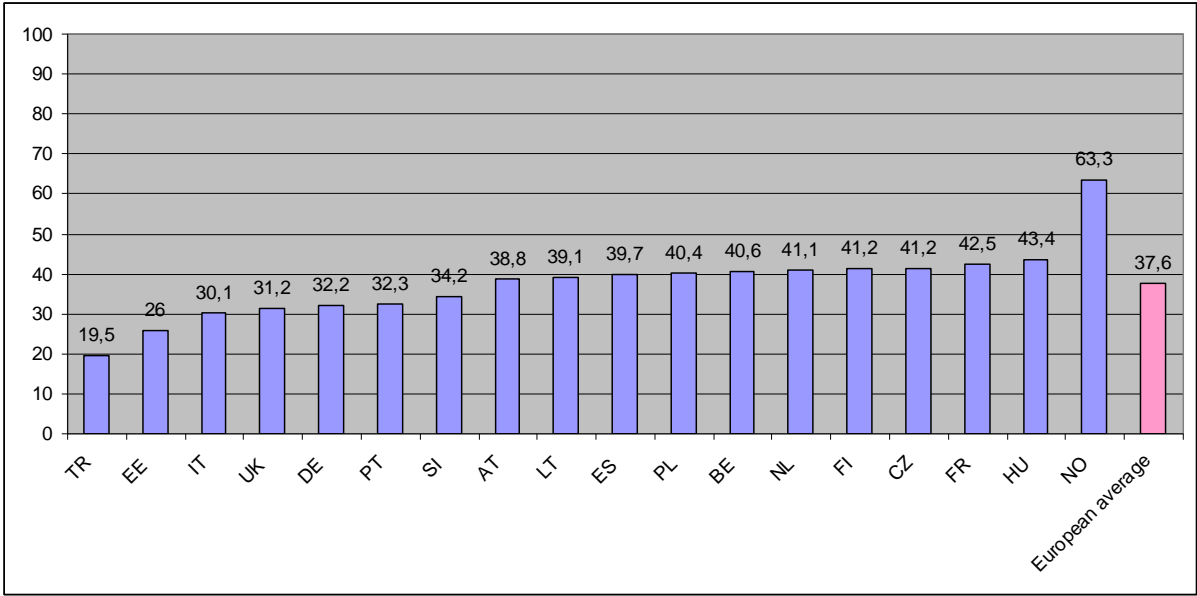
**Figure 3: Percentages of graduates who were in the last or last two years part-time students**



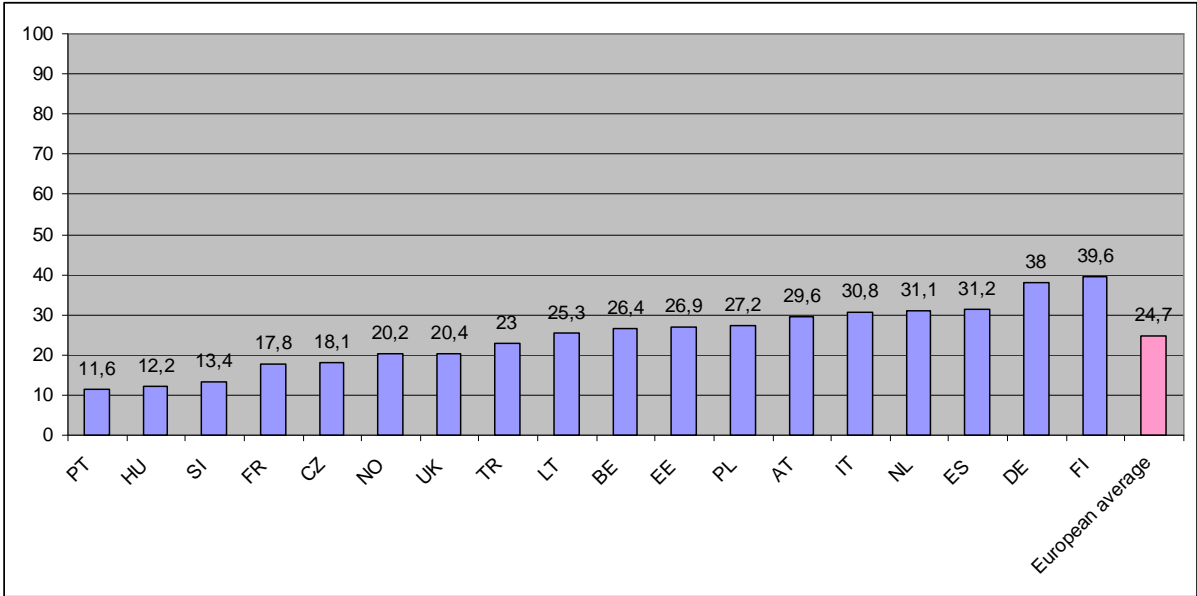
**Figure 4: Percentages of graduates who considered their study programme was generally regarded as demanding**

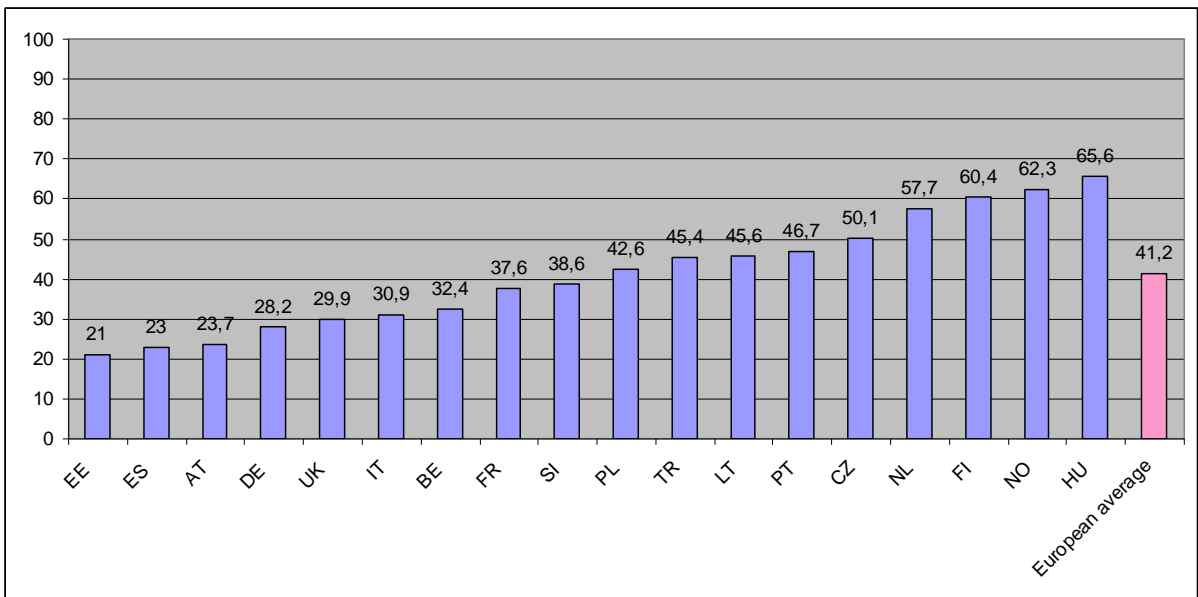
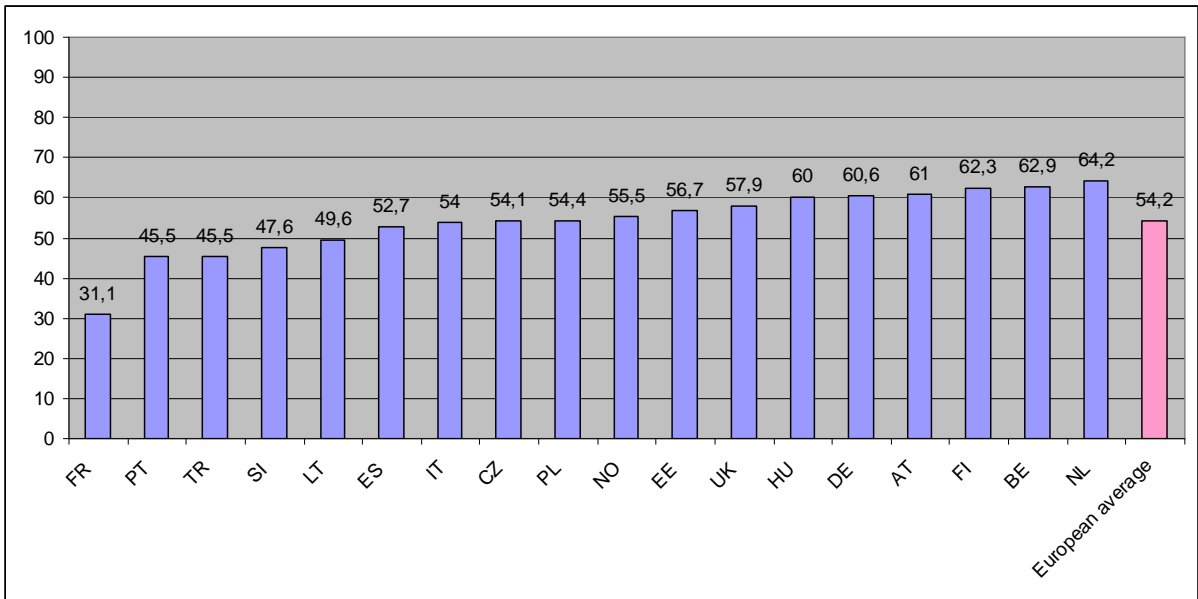


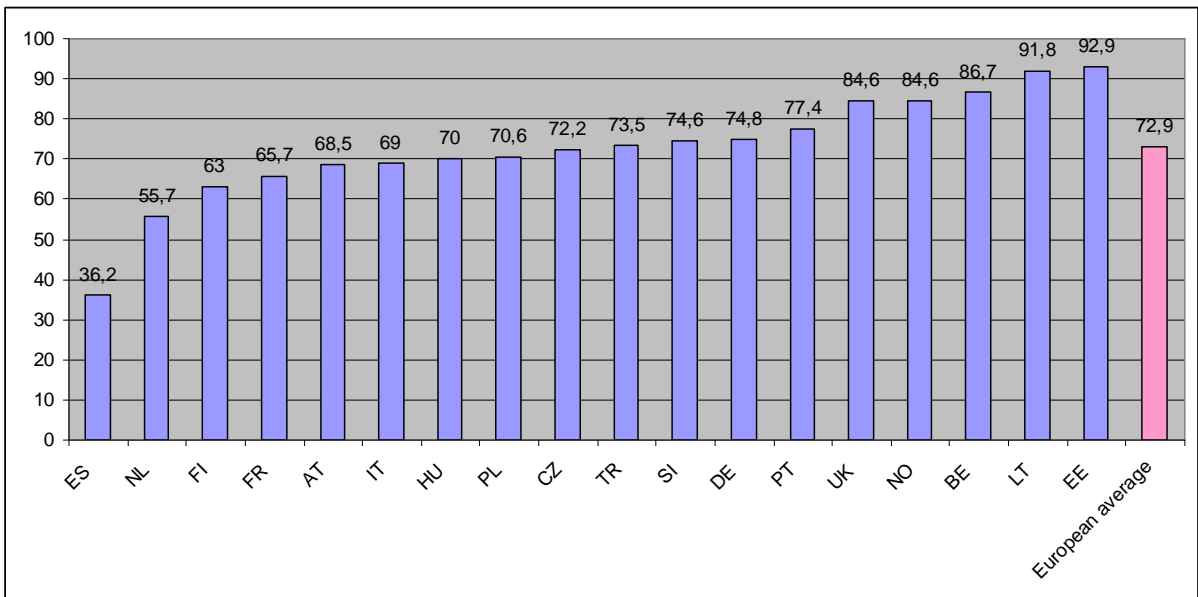
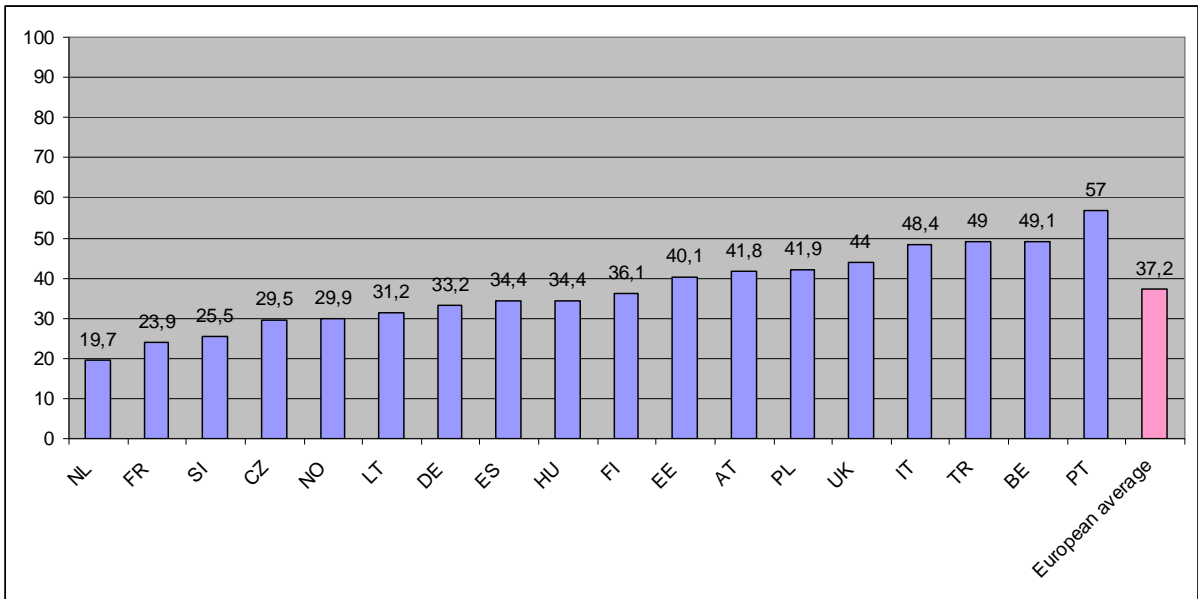
**Figure 5: Percentages of graduates who considered employers were familiar with the content of their study programme**

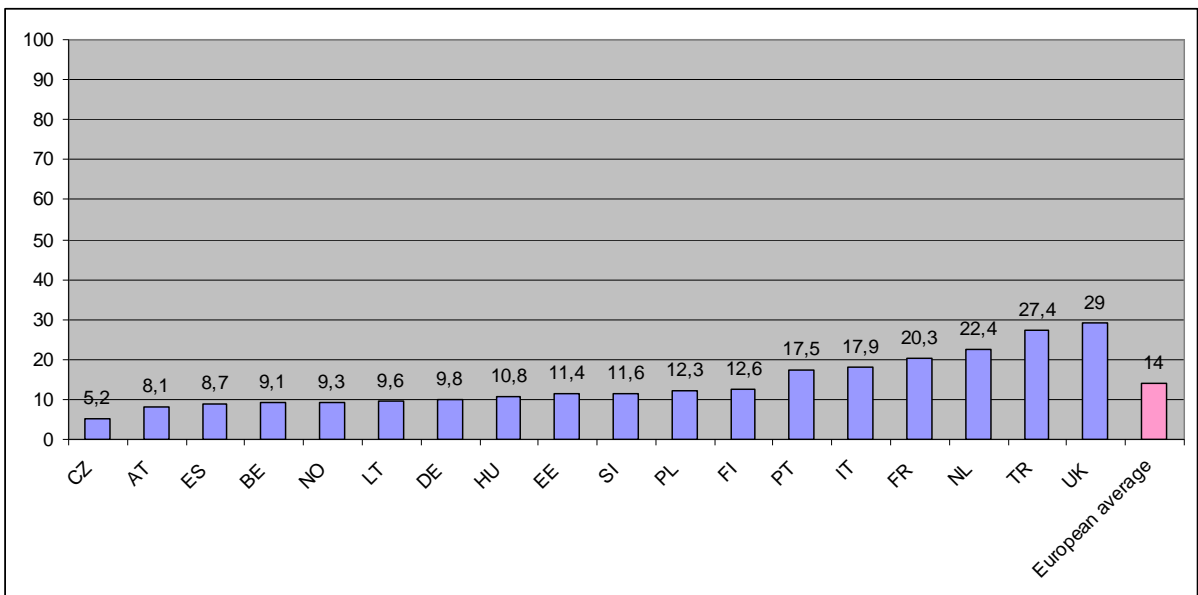
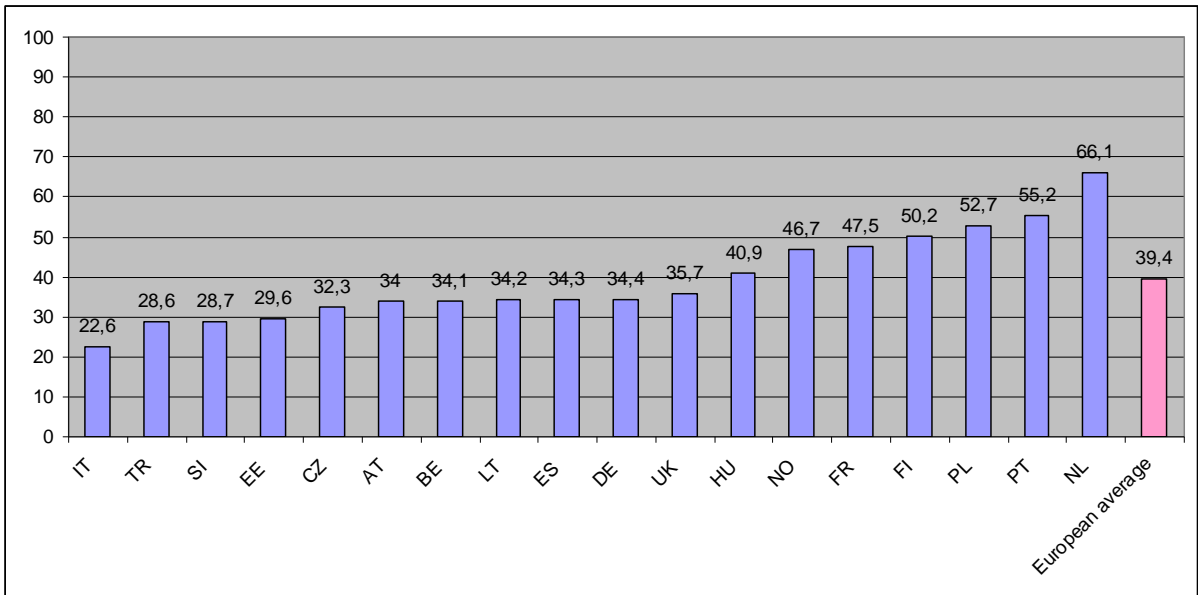


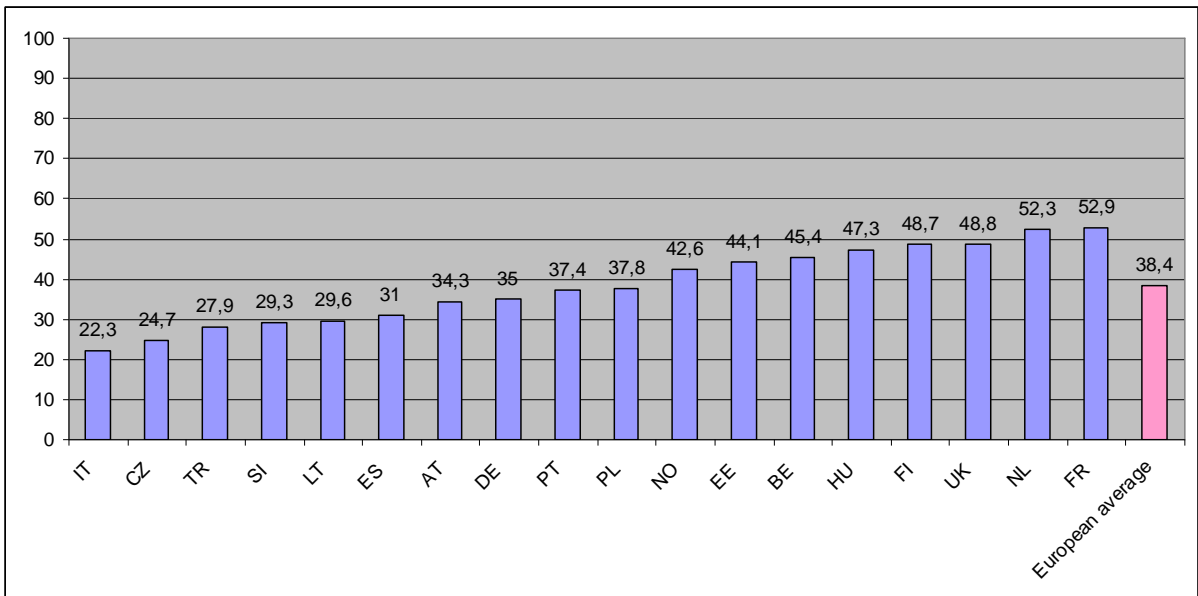
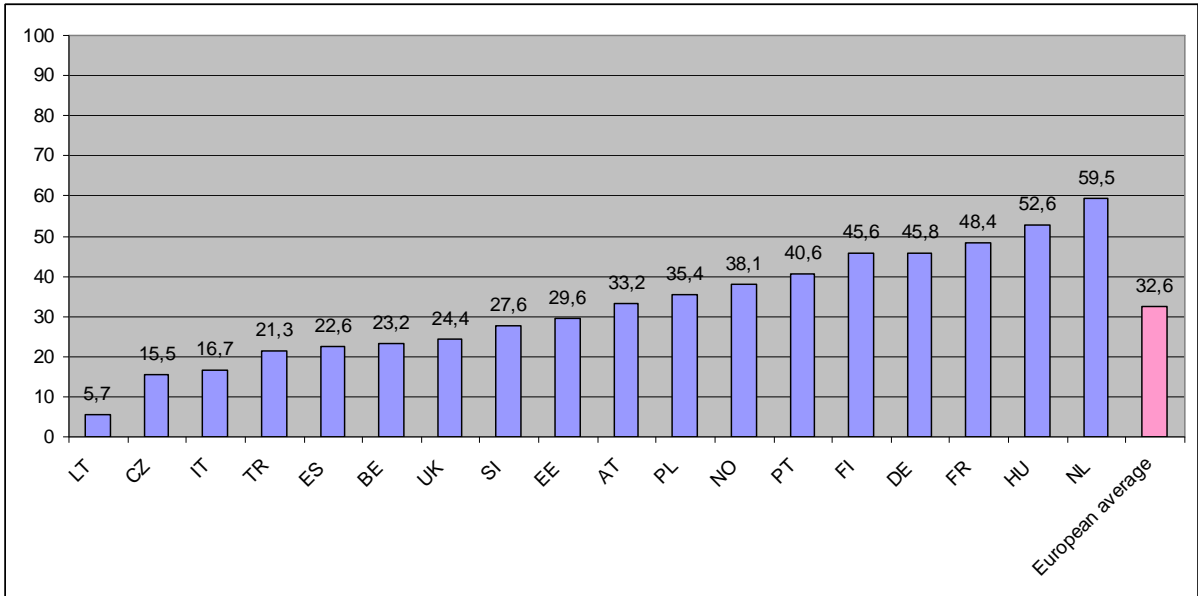
**Figure 6: Percentages of graduates who considered there was freedom in composing their**

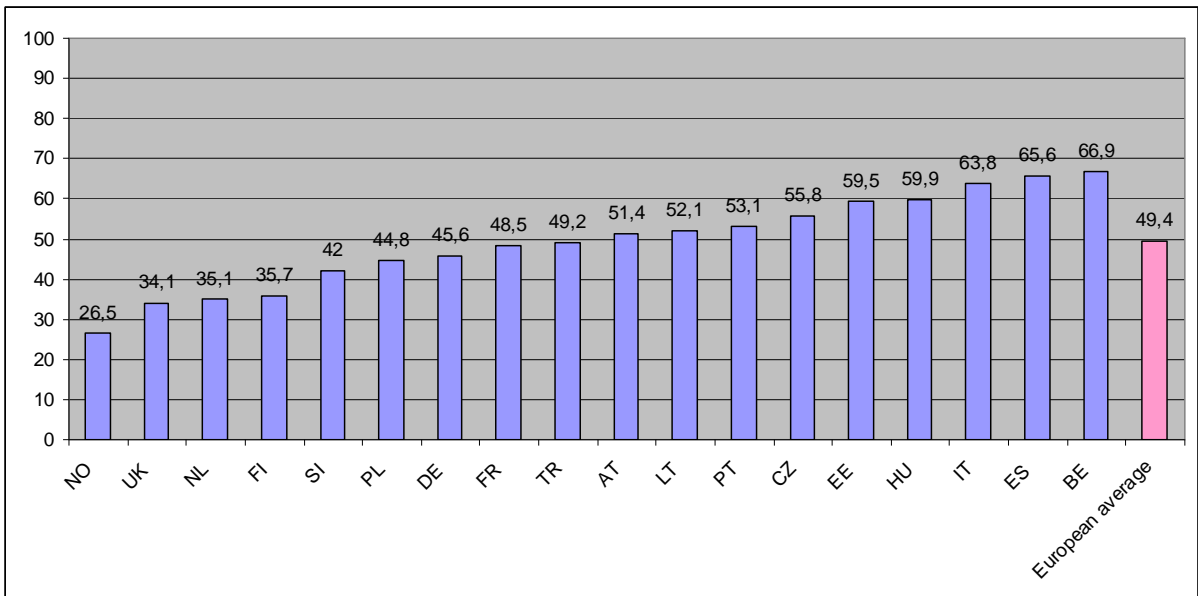
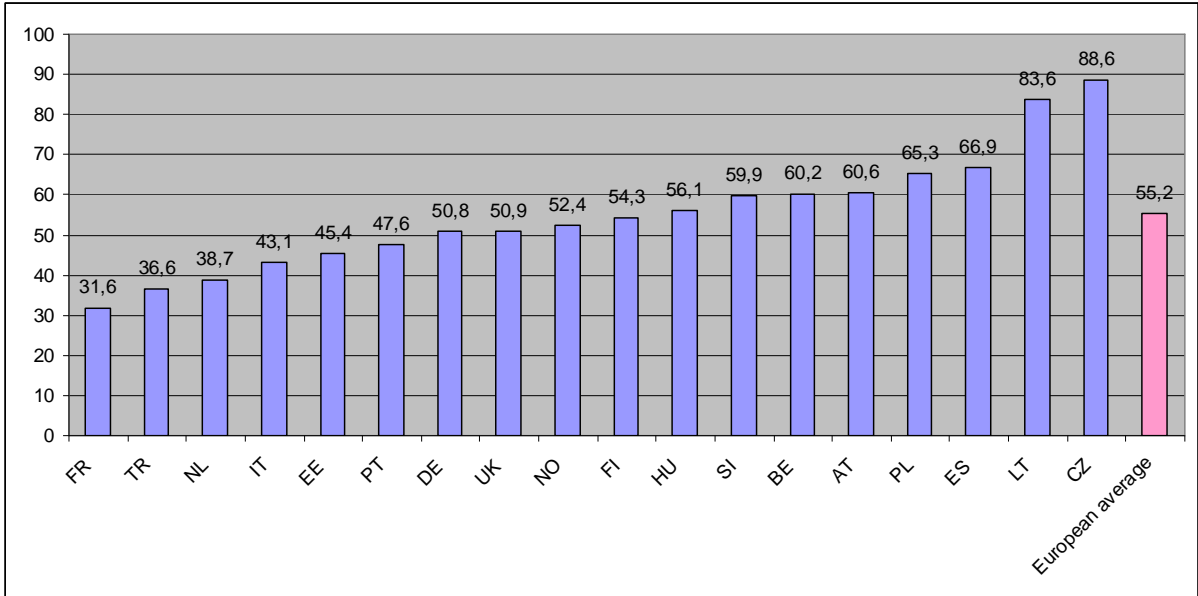


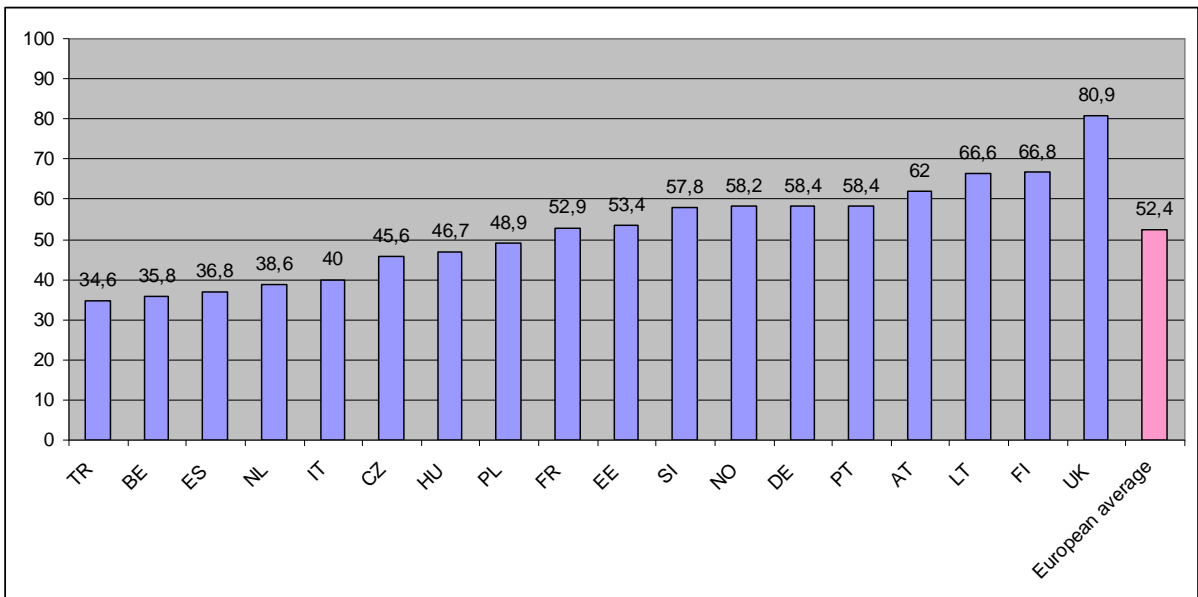
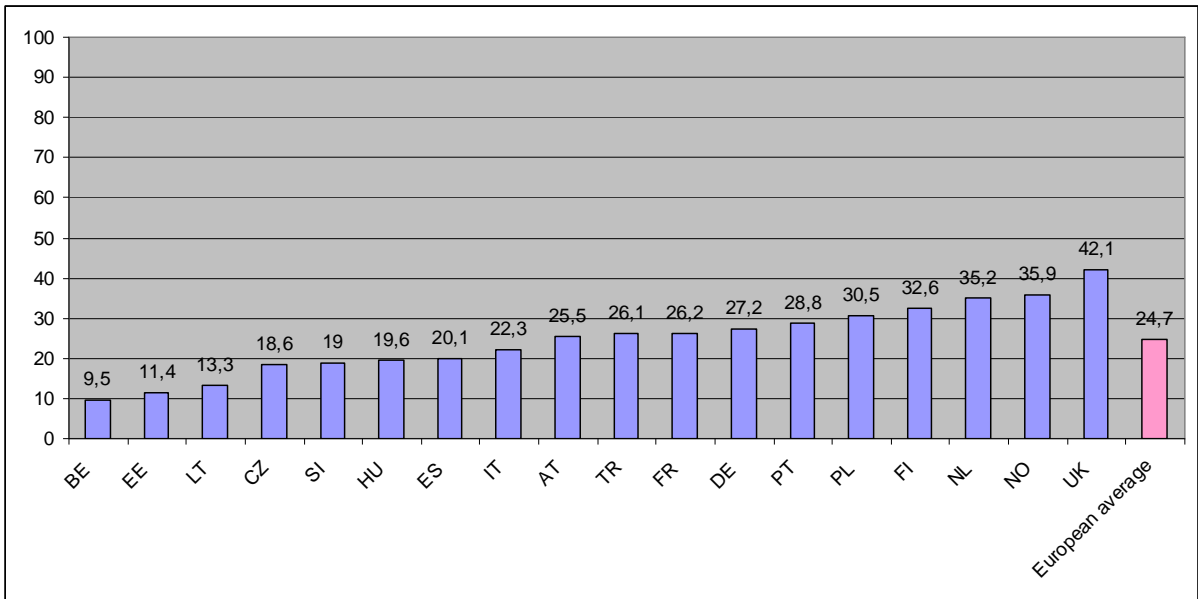


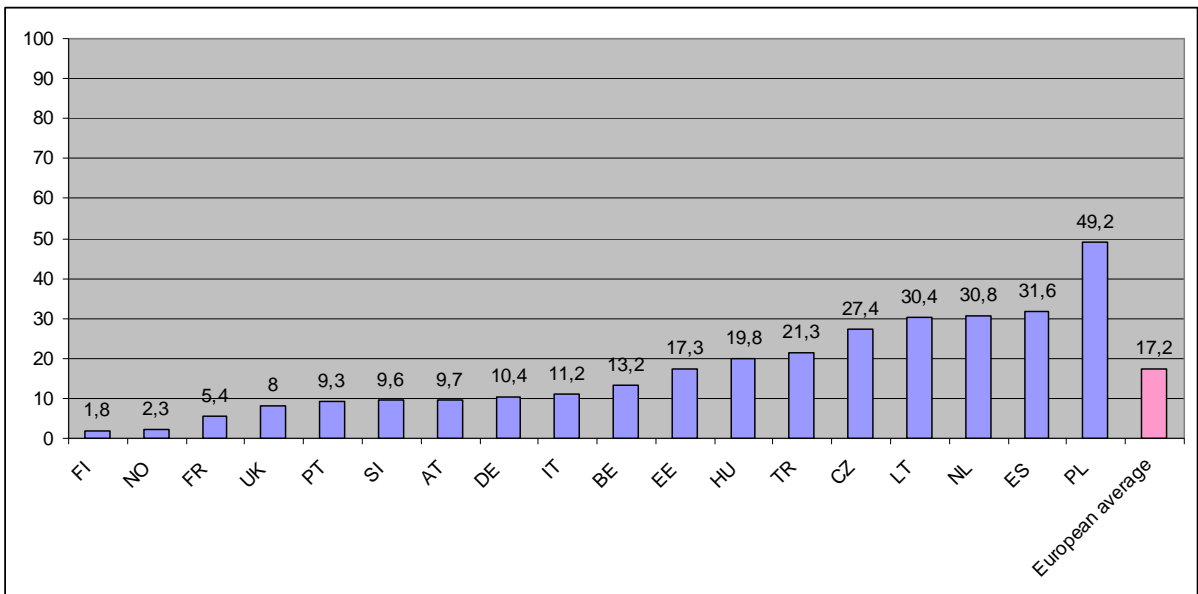
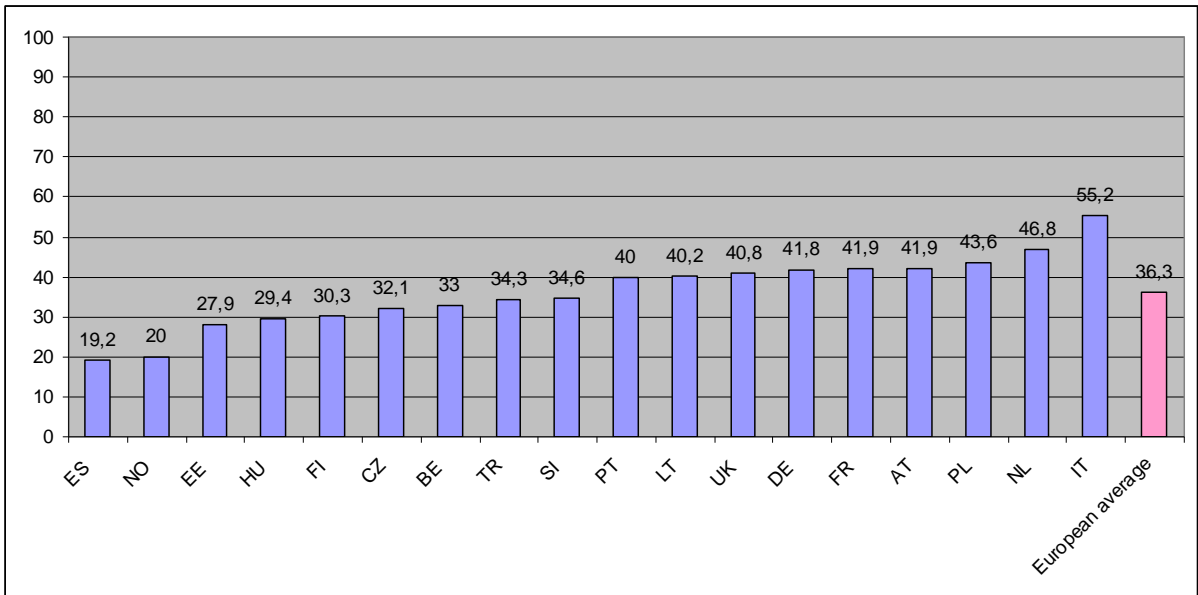


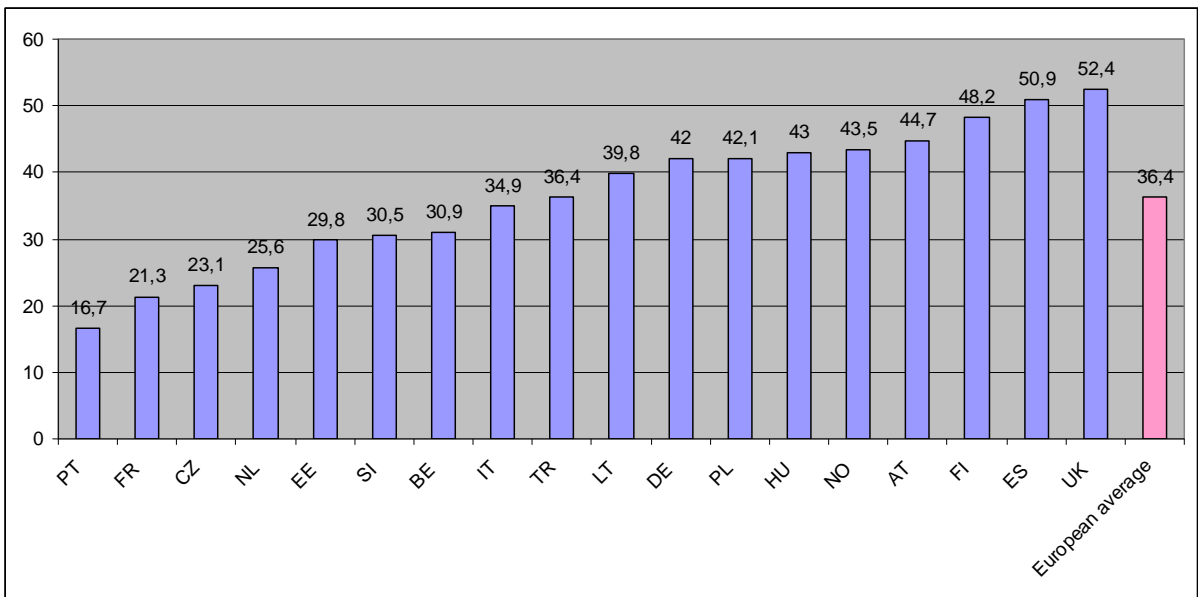
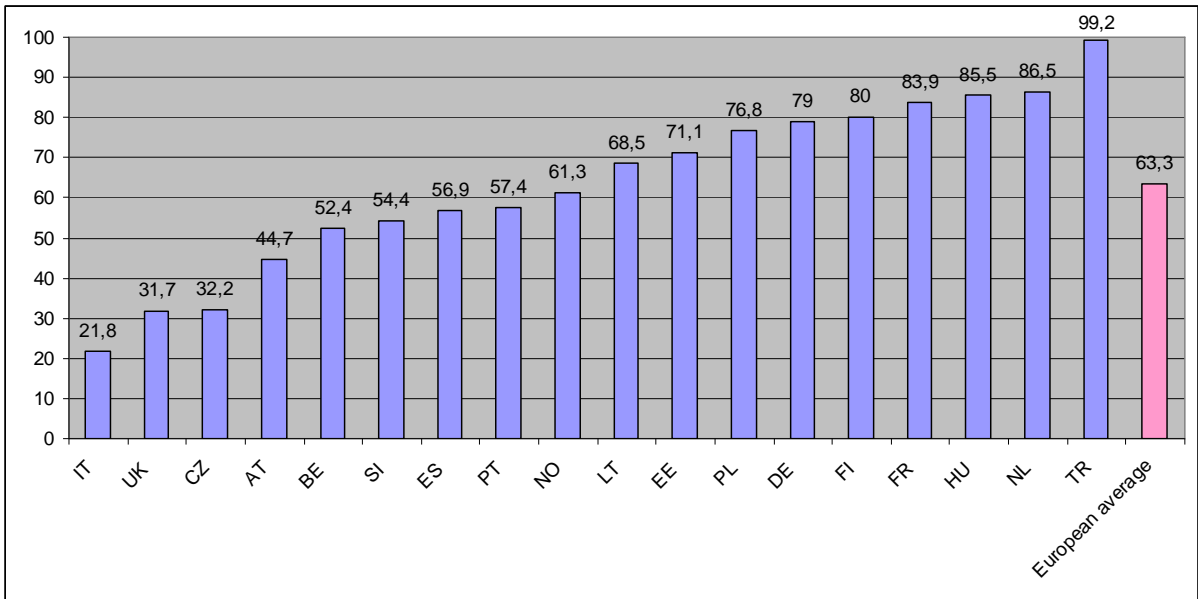


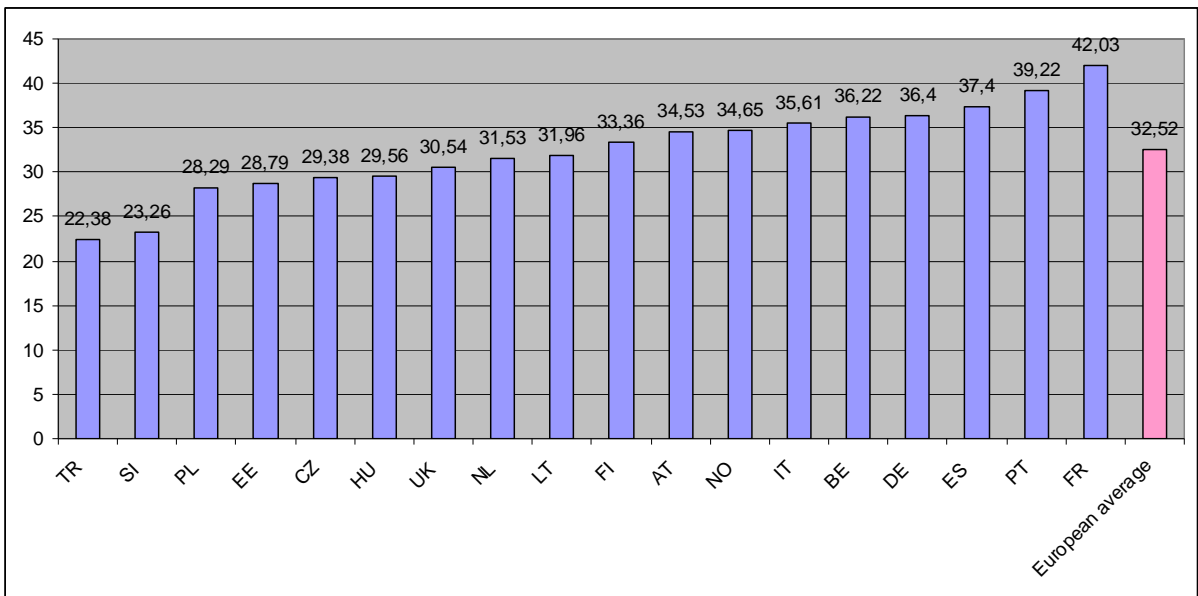
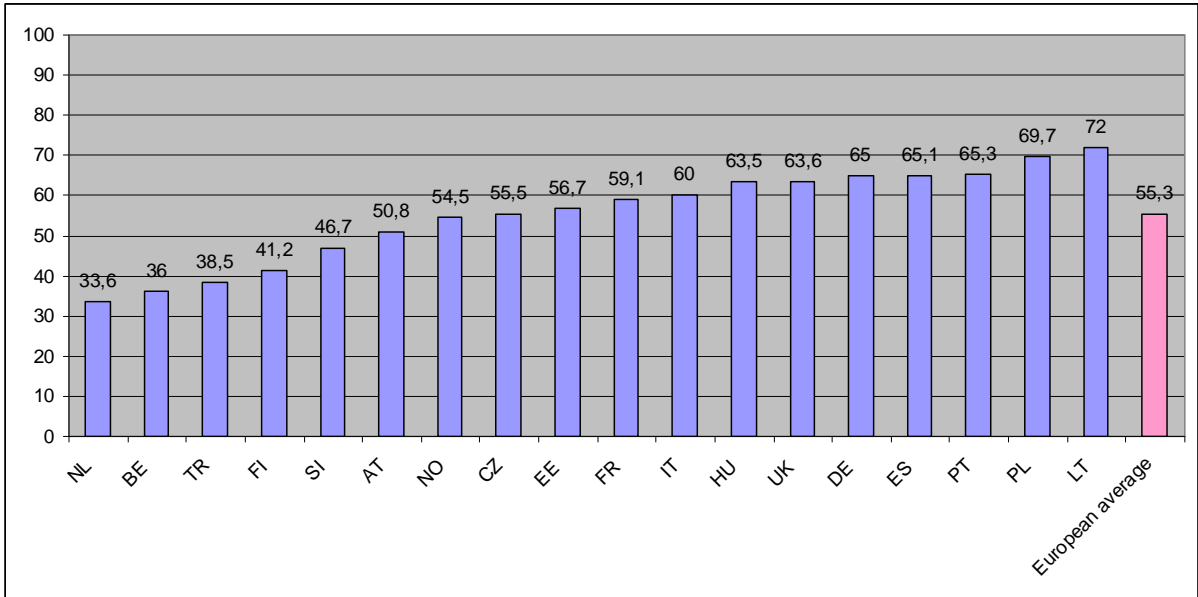


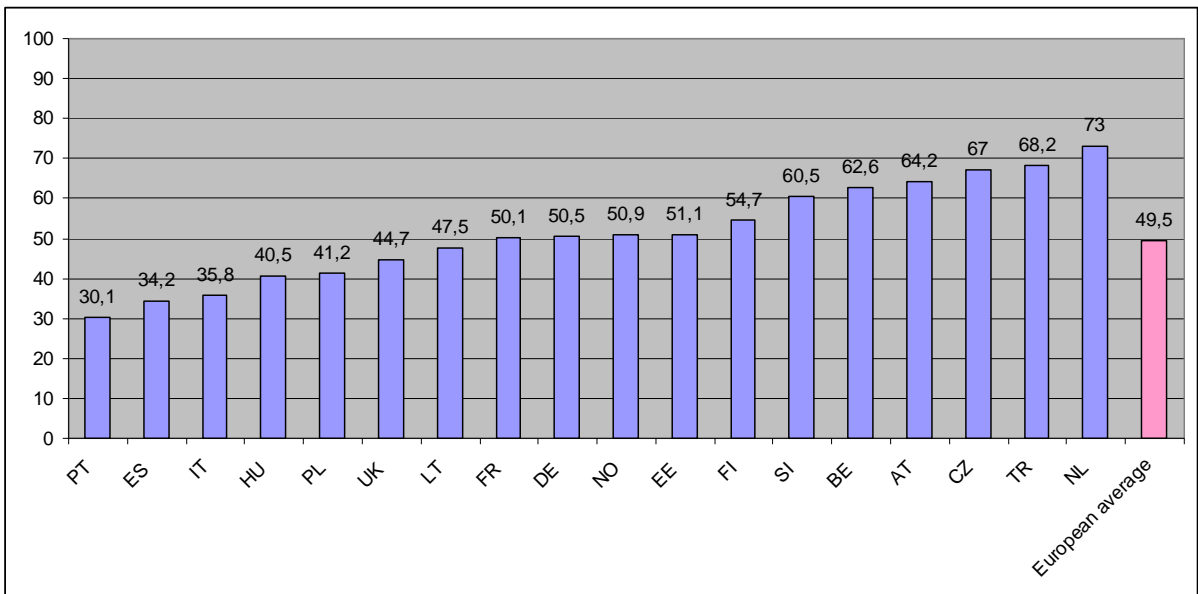
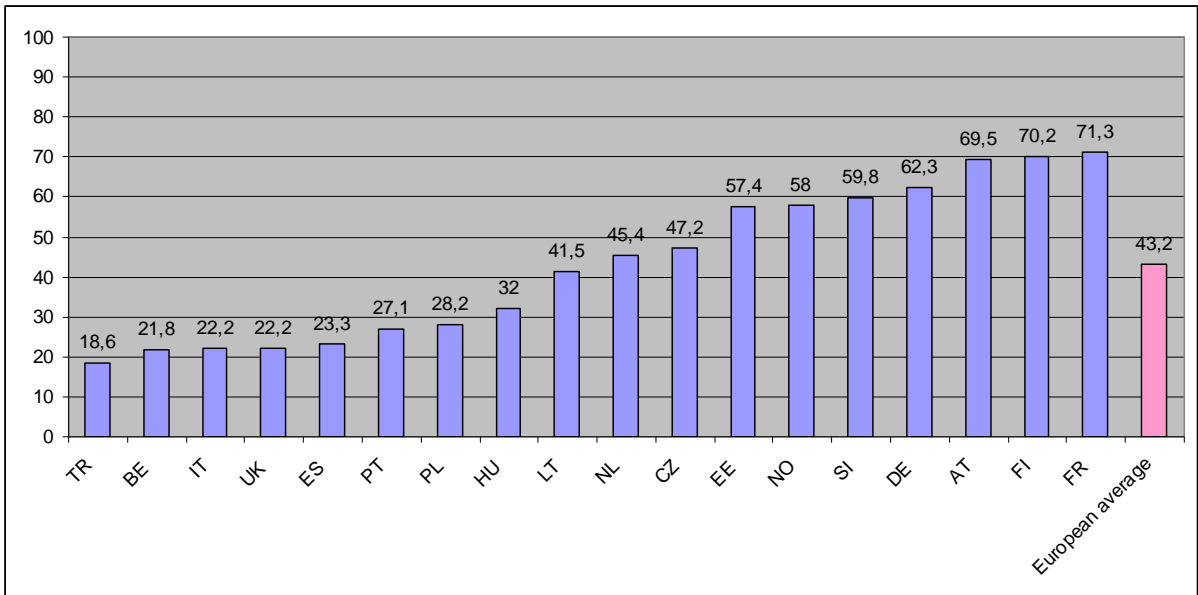


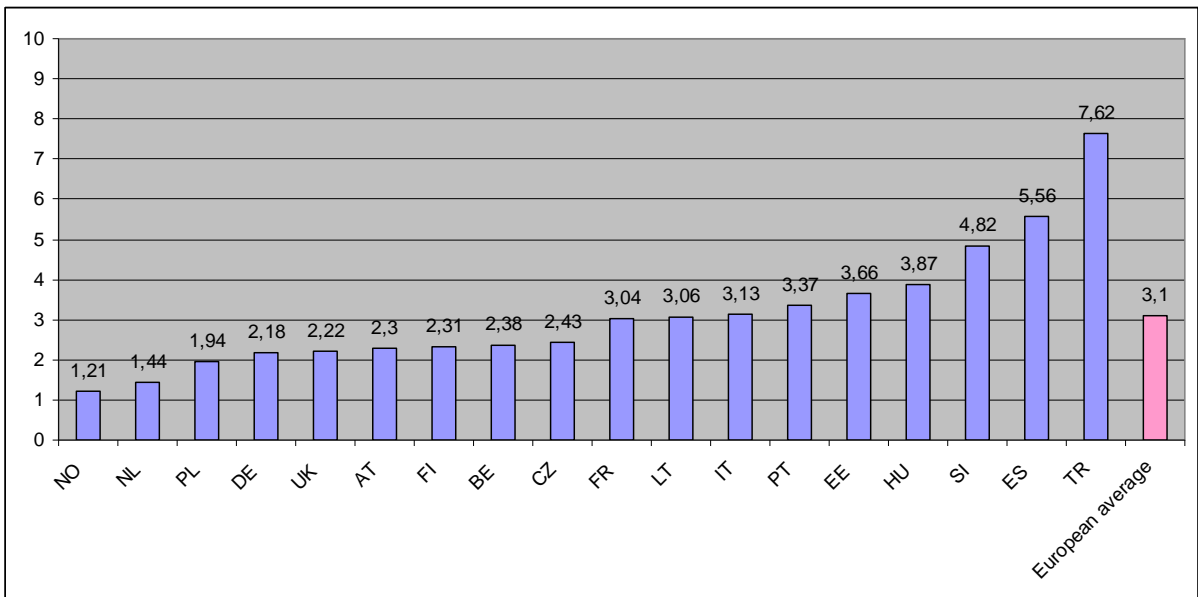
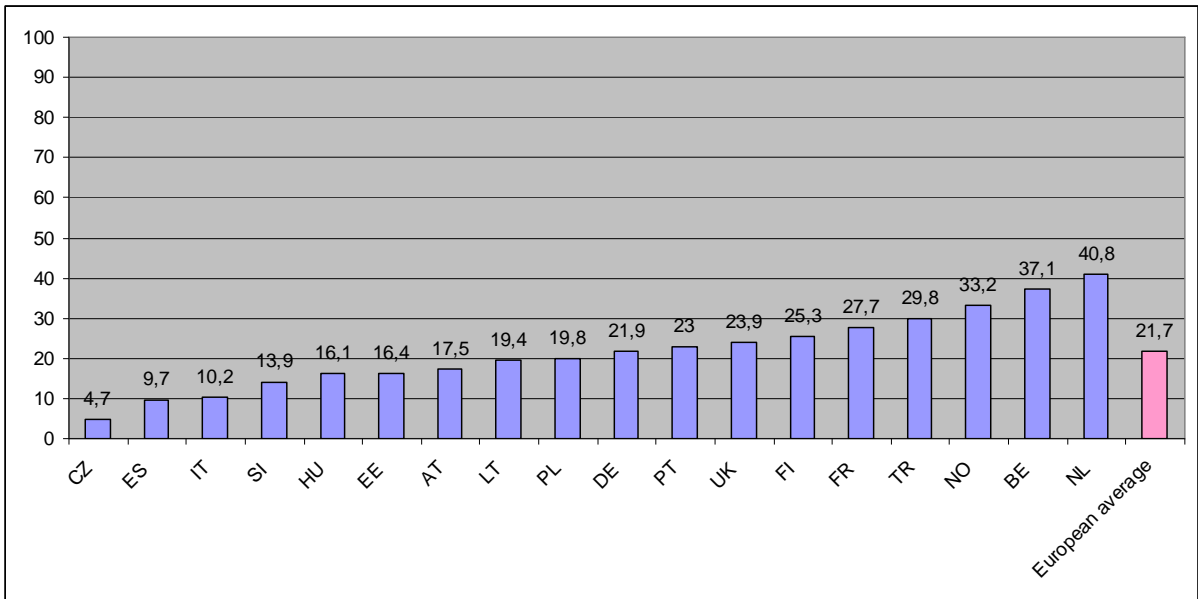


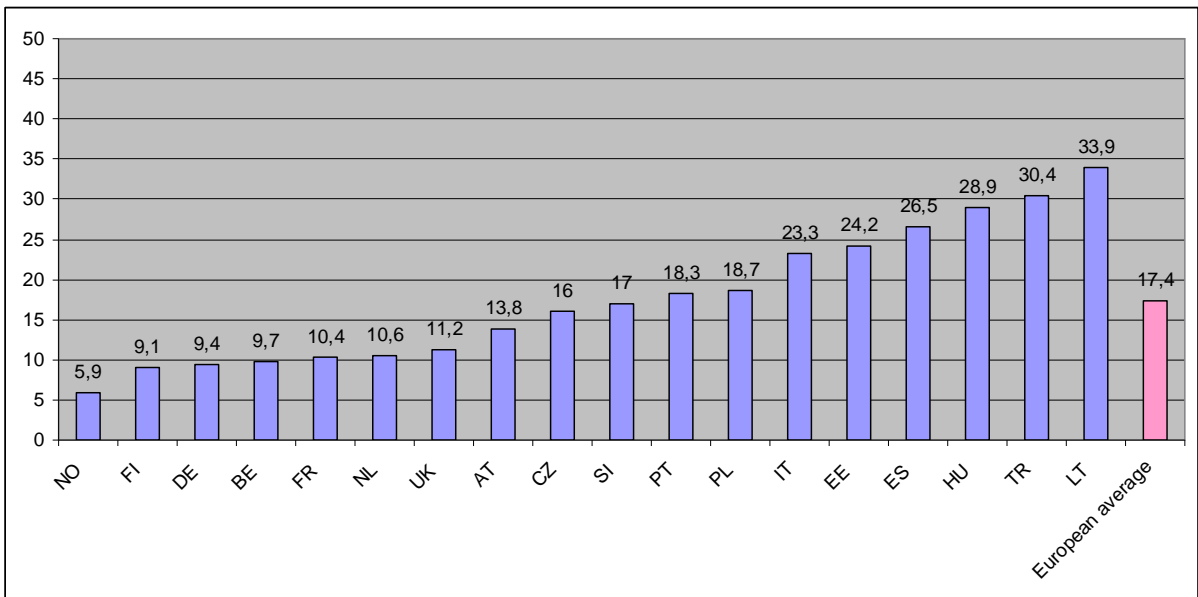
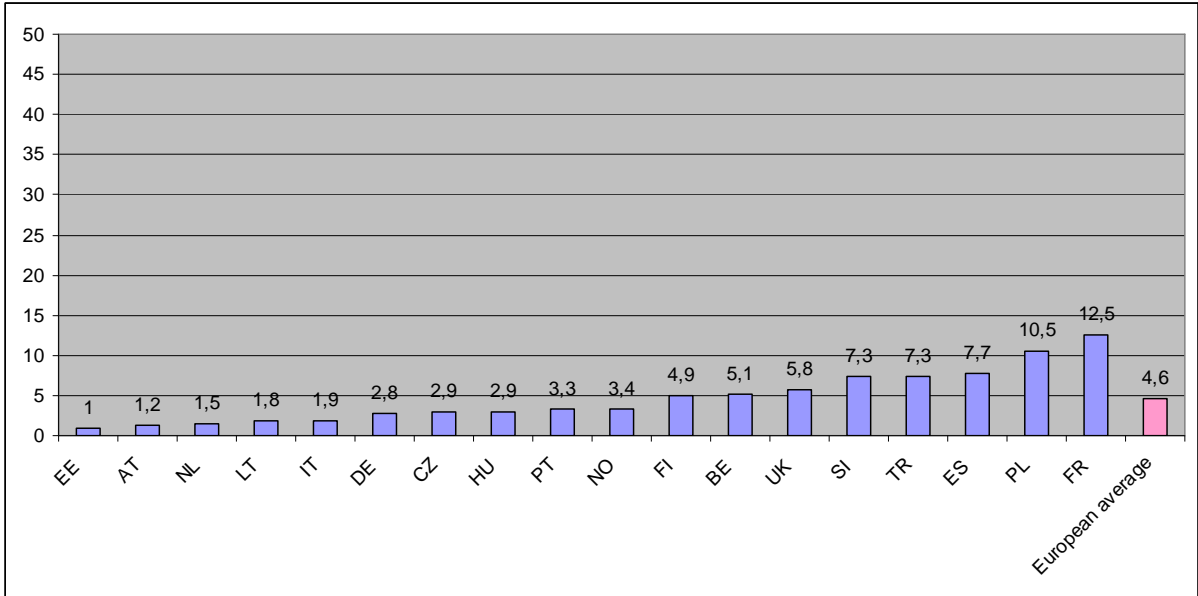


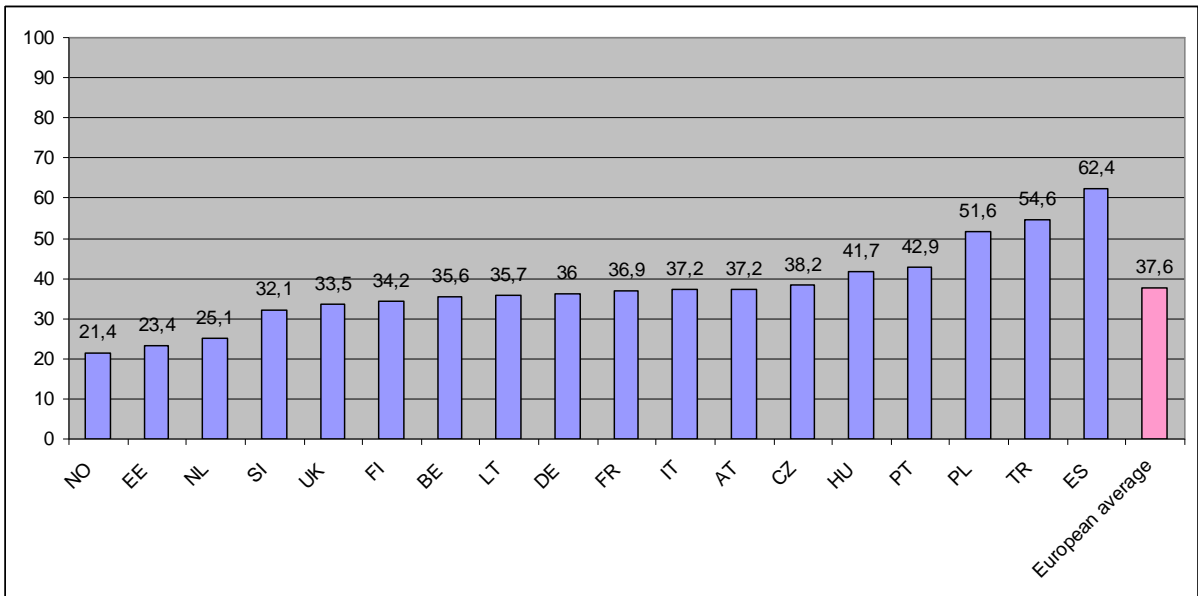
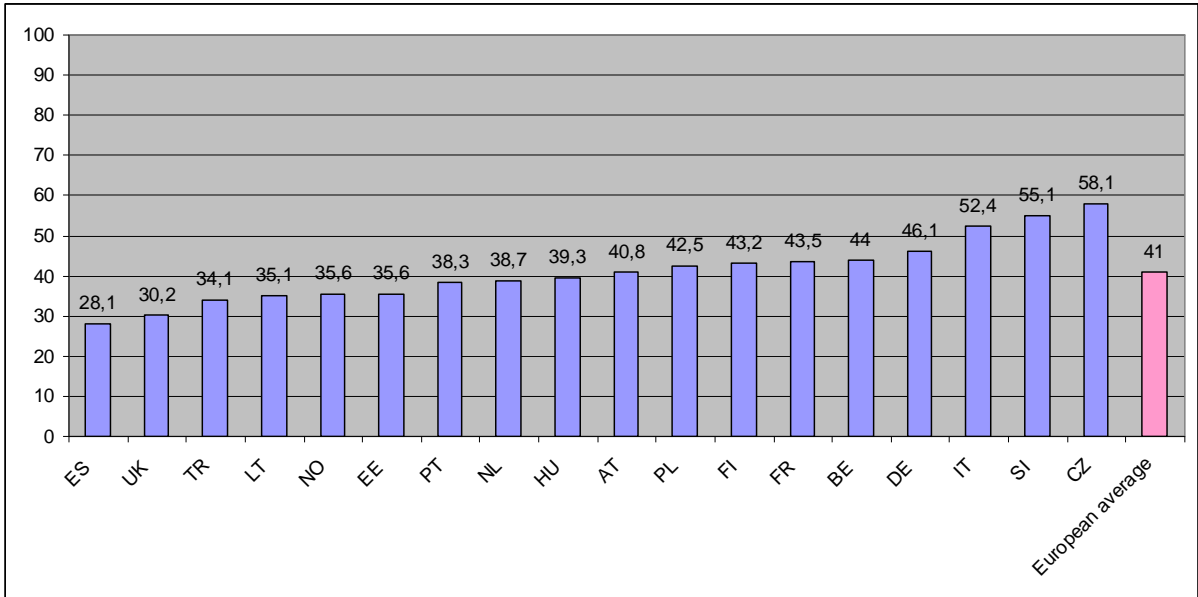


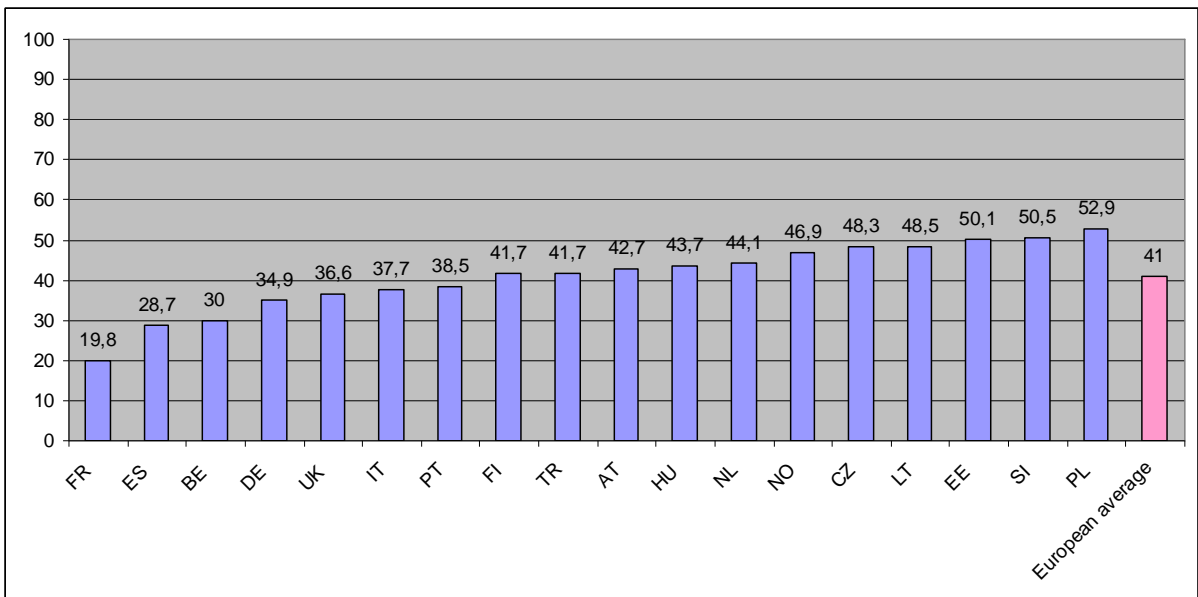
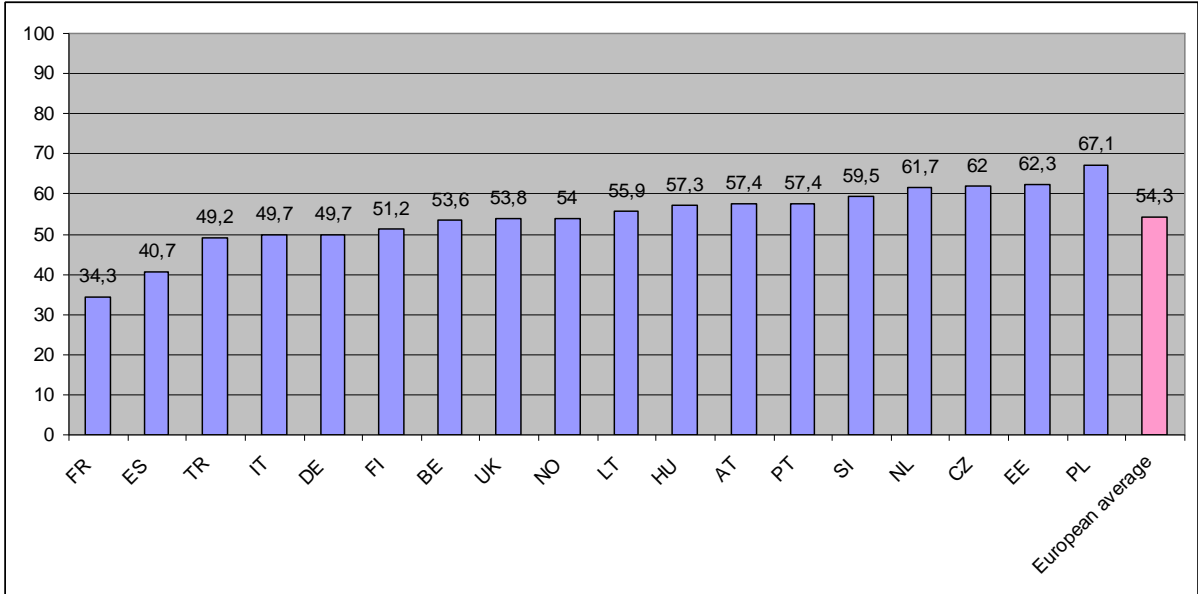


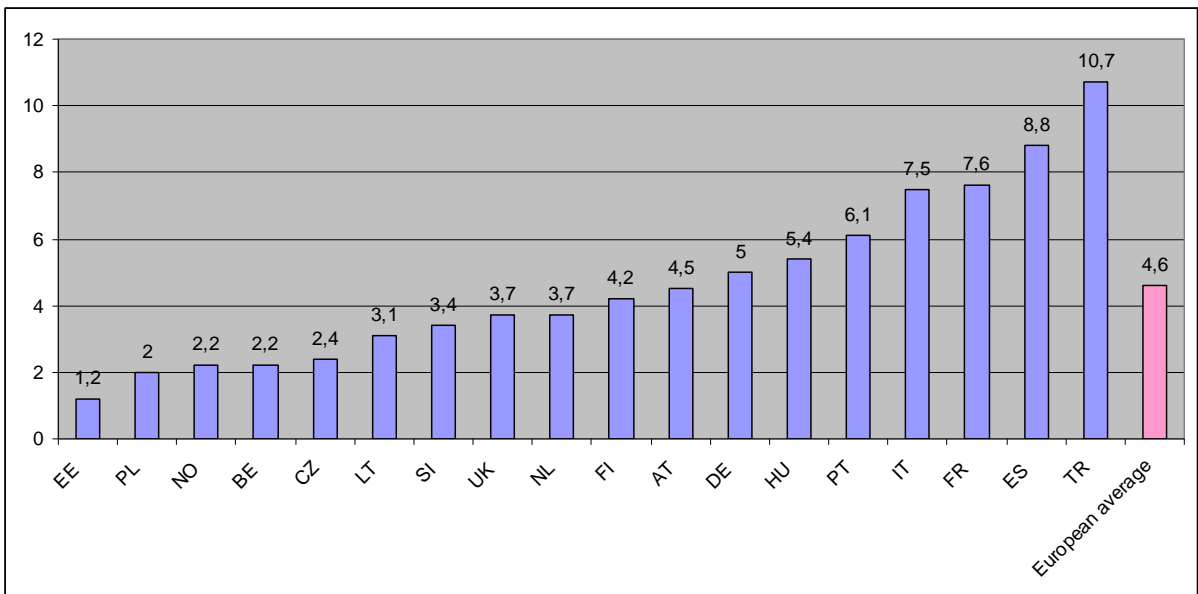
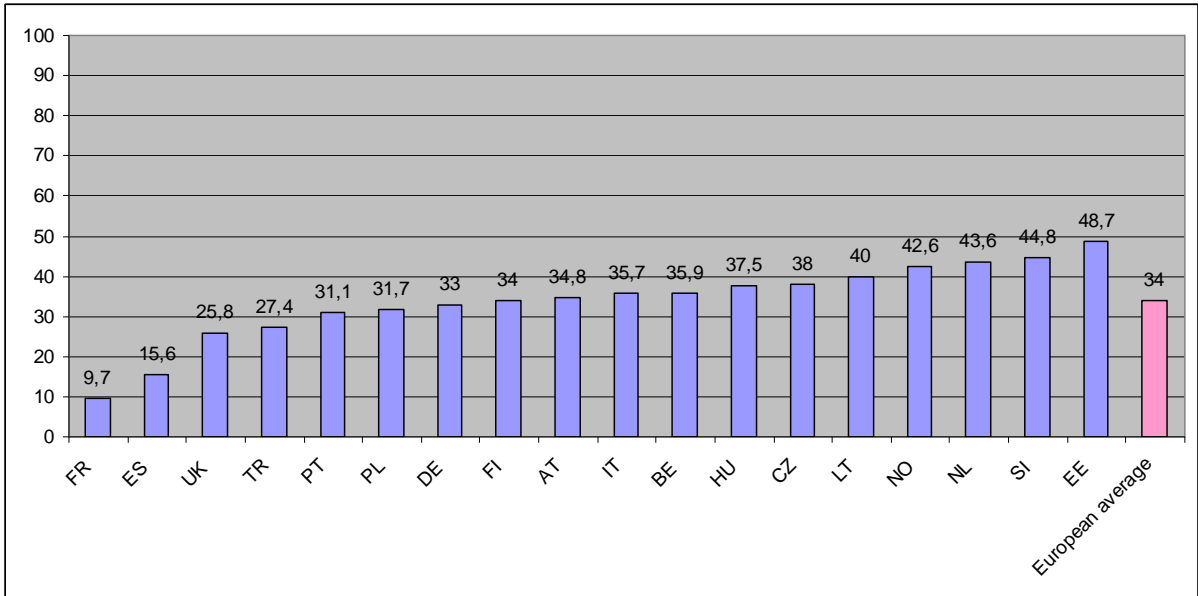


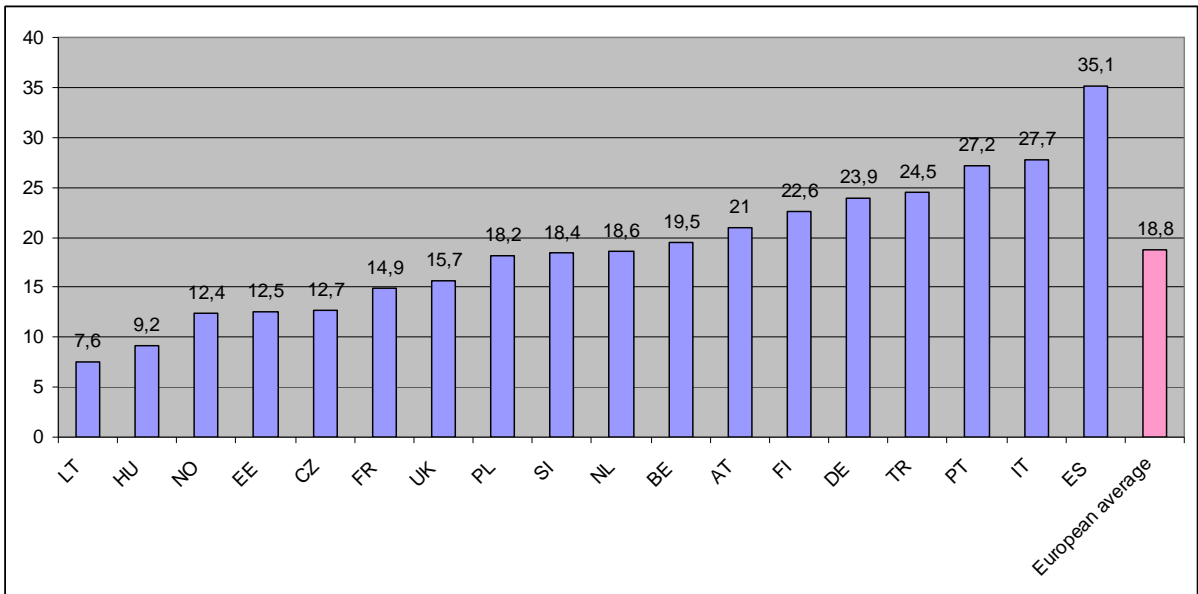
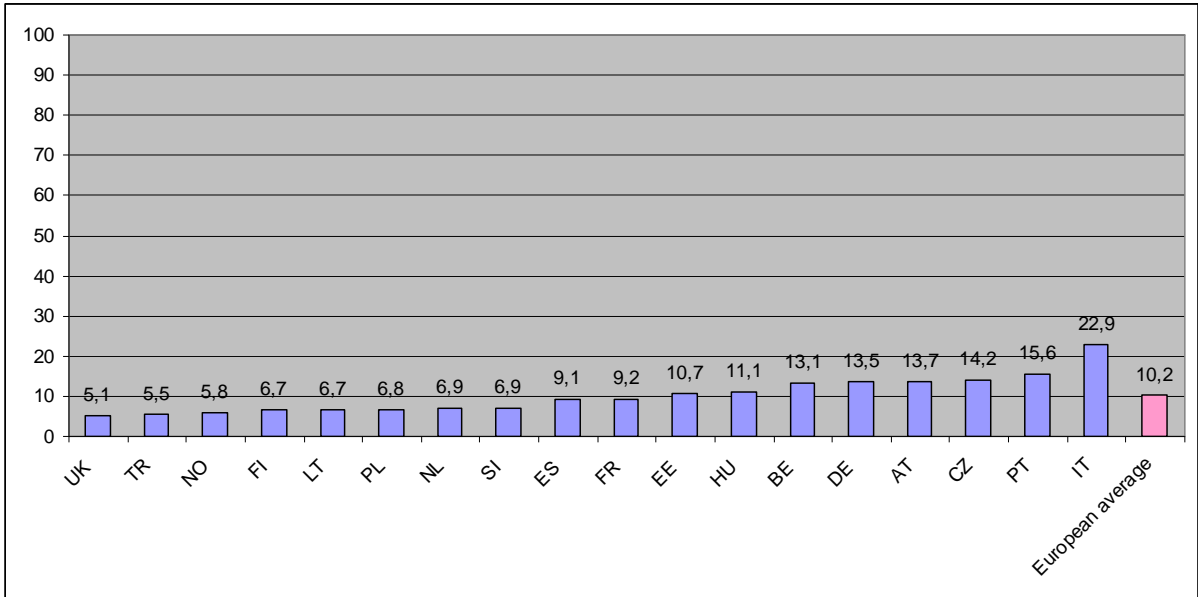


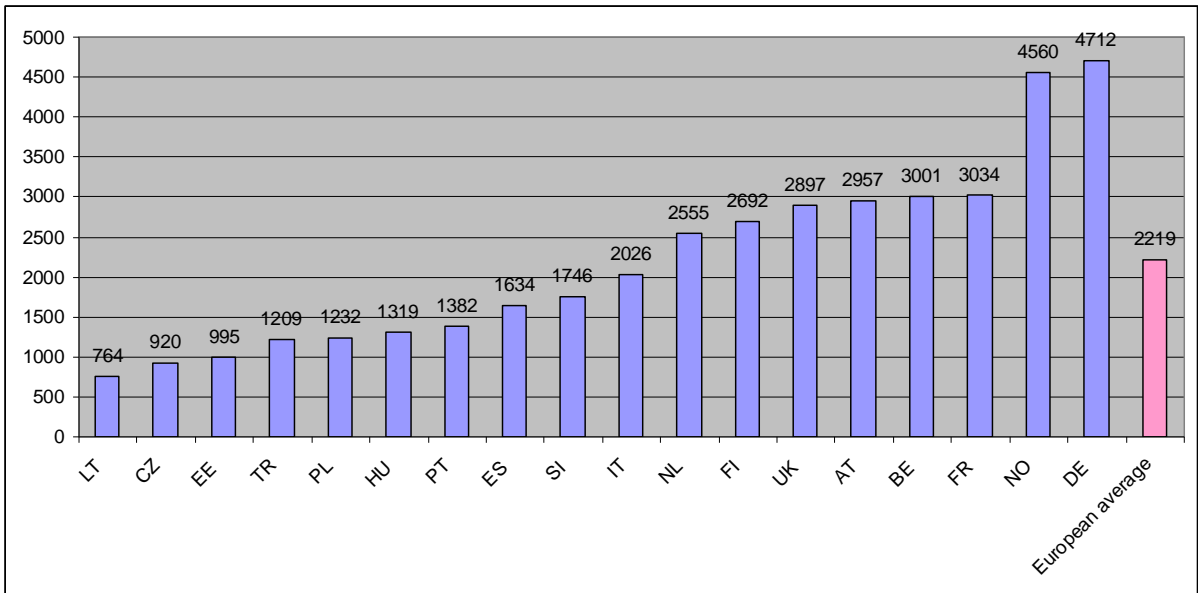
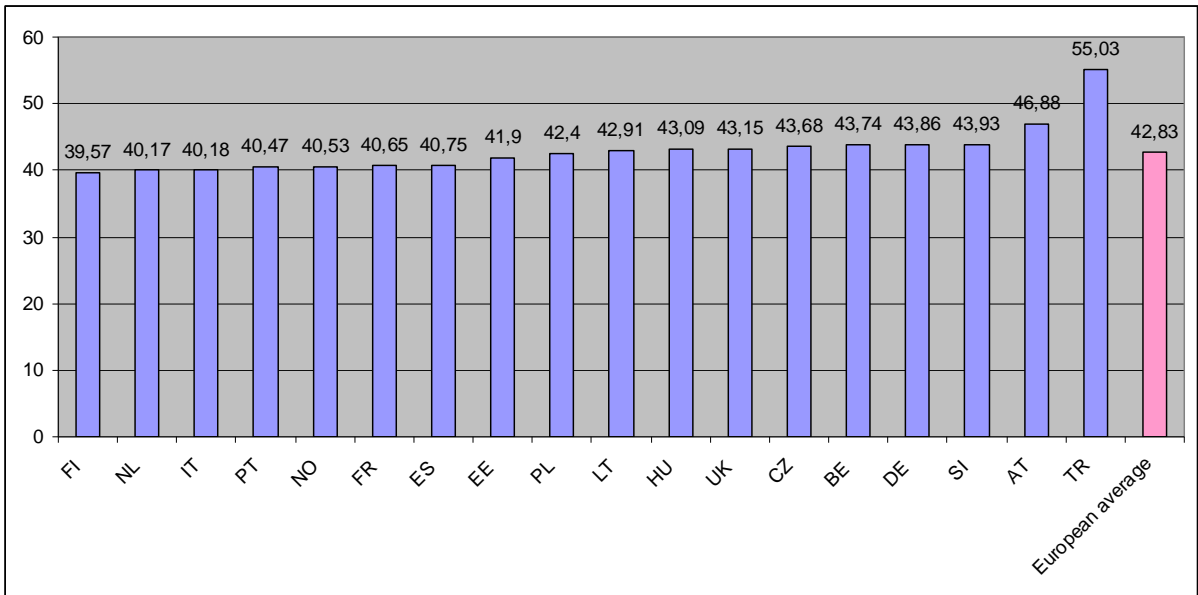




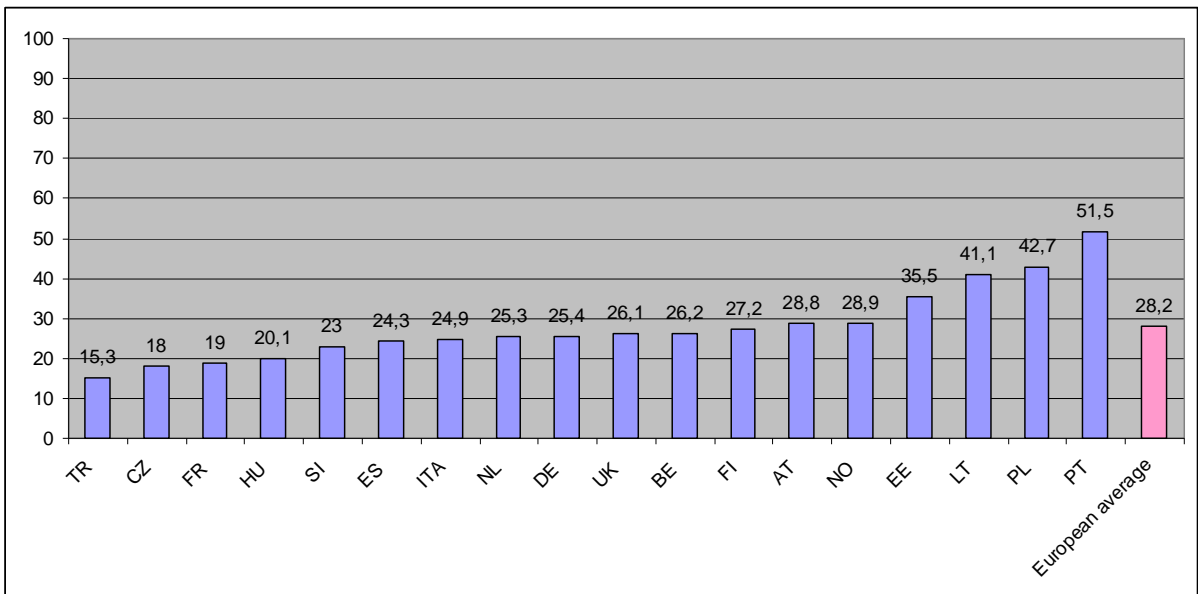
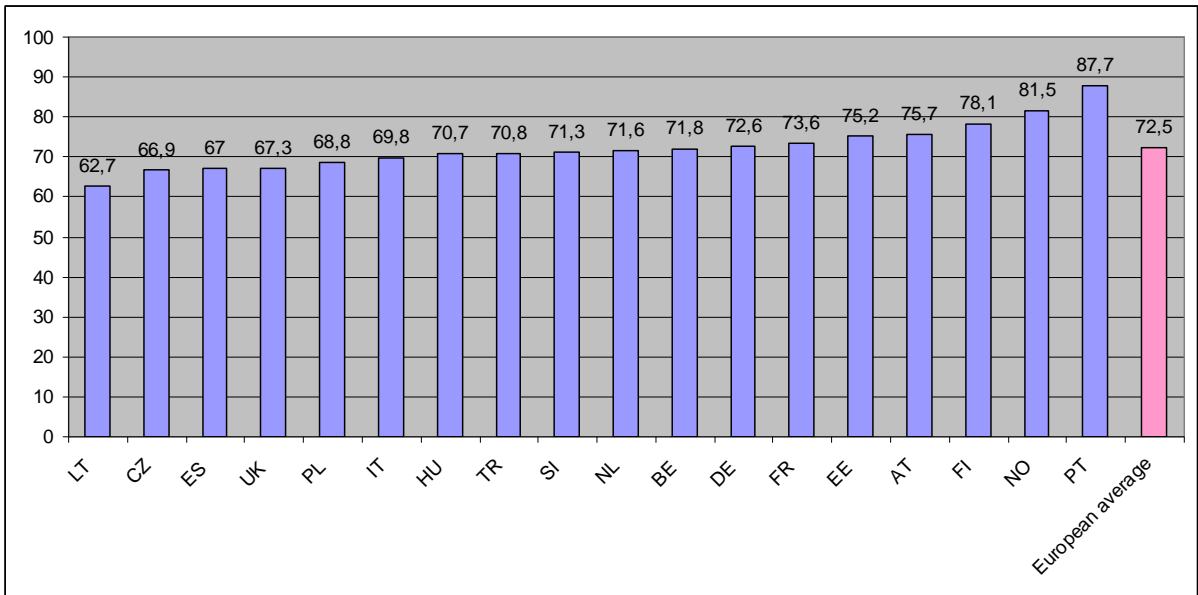


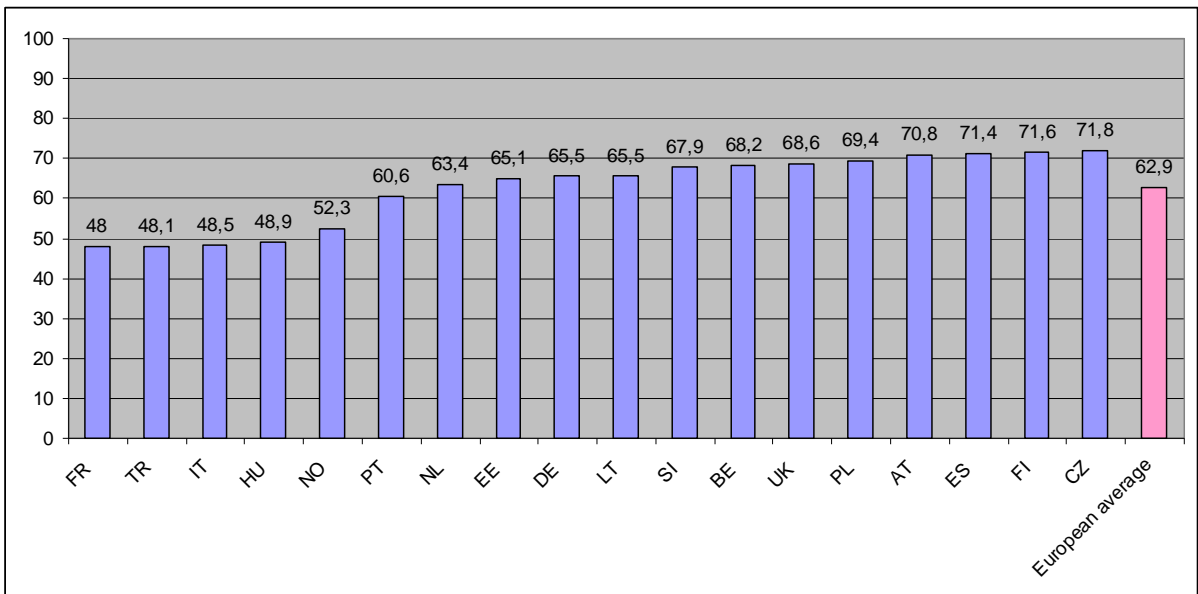
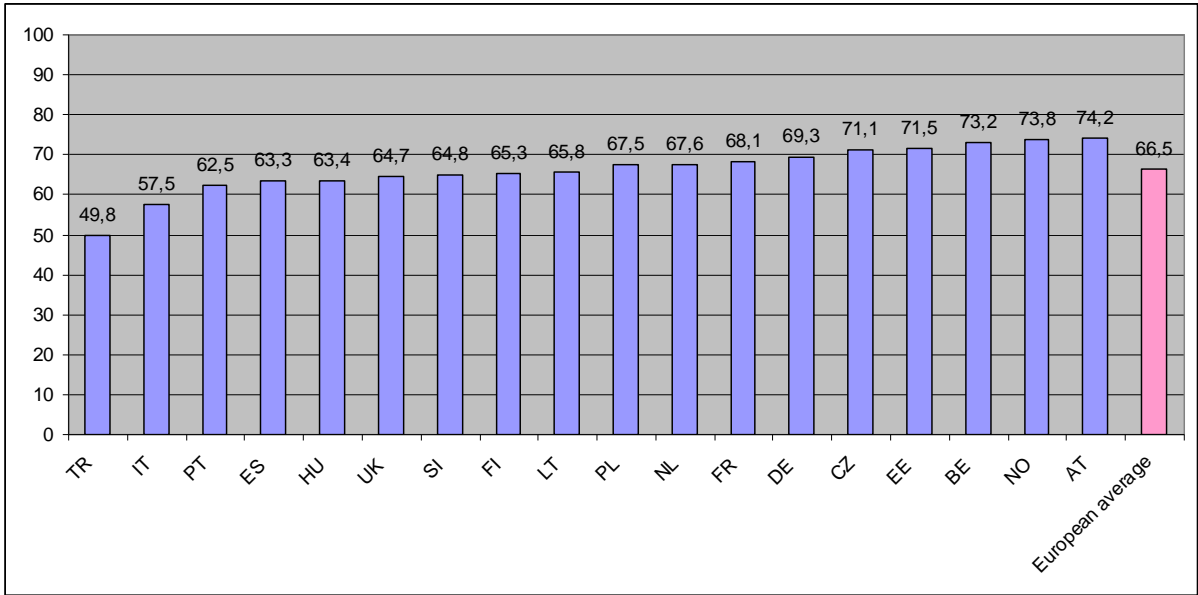


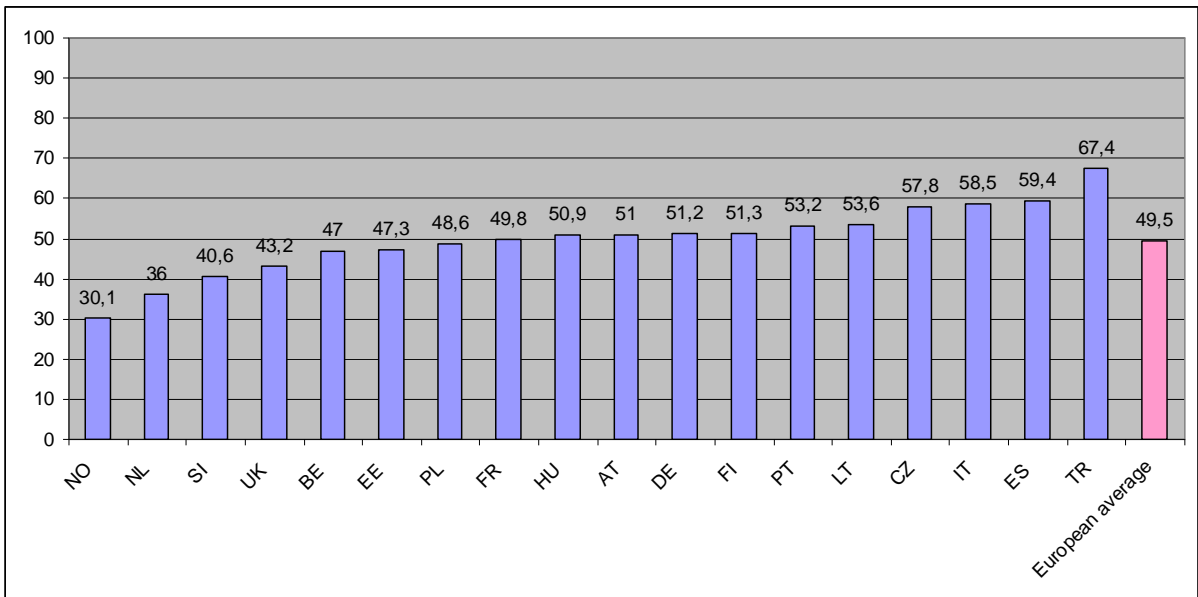
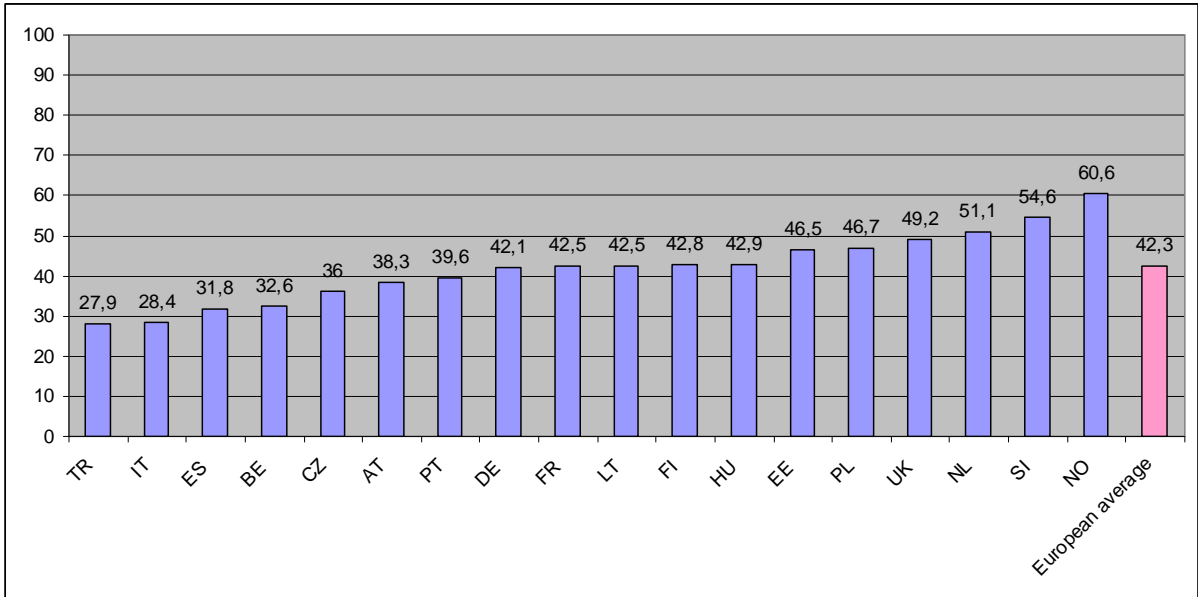


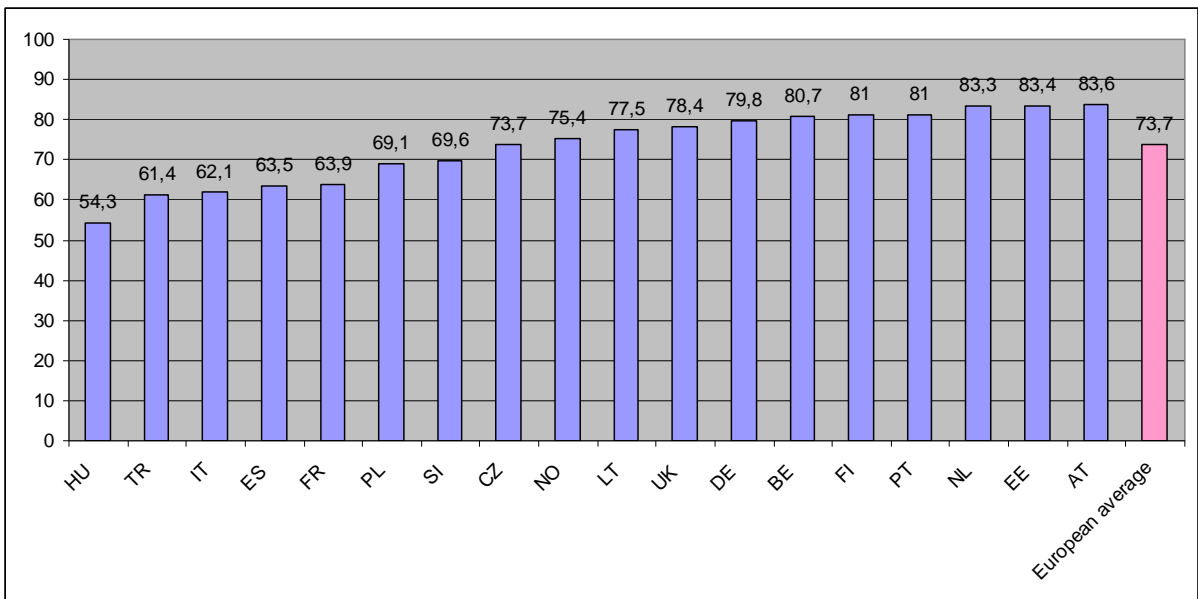
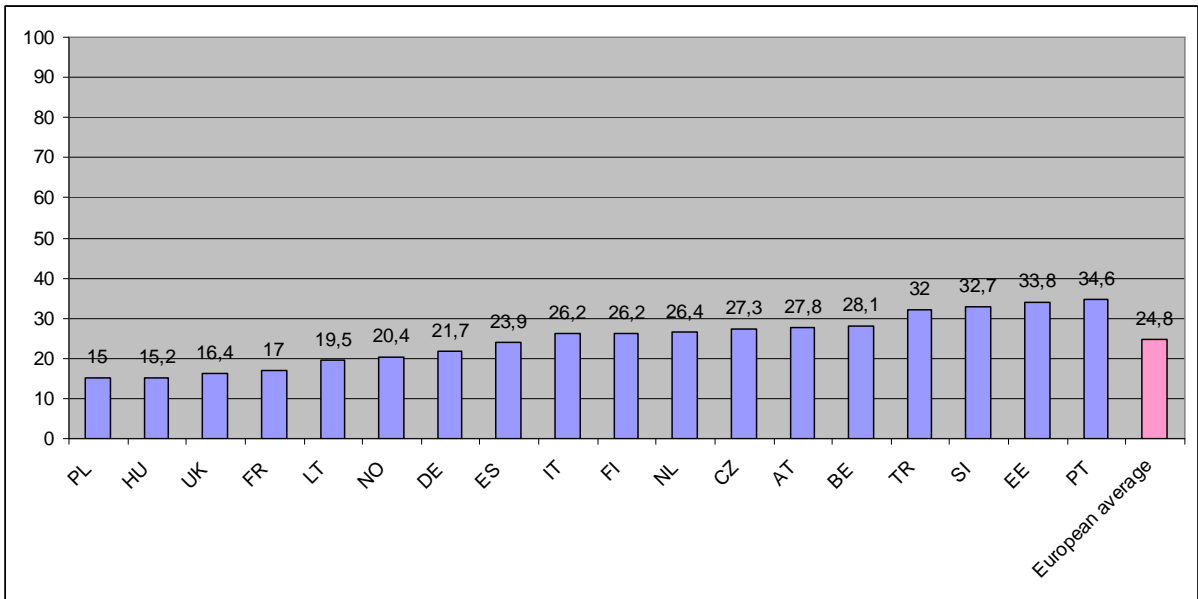


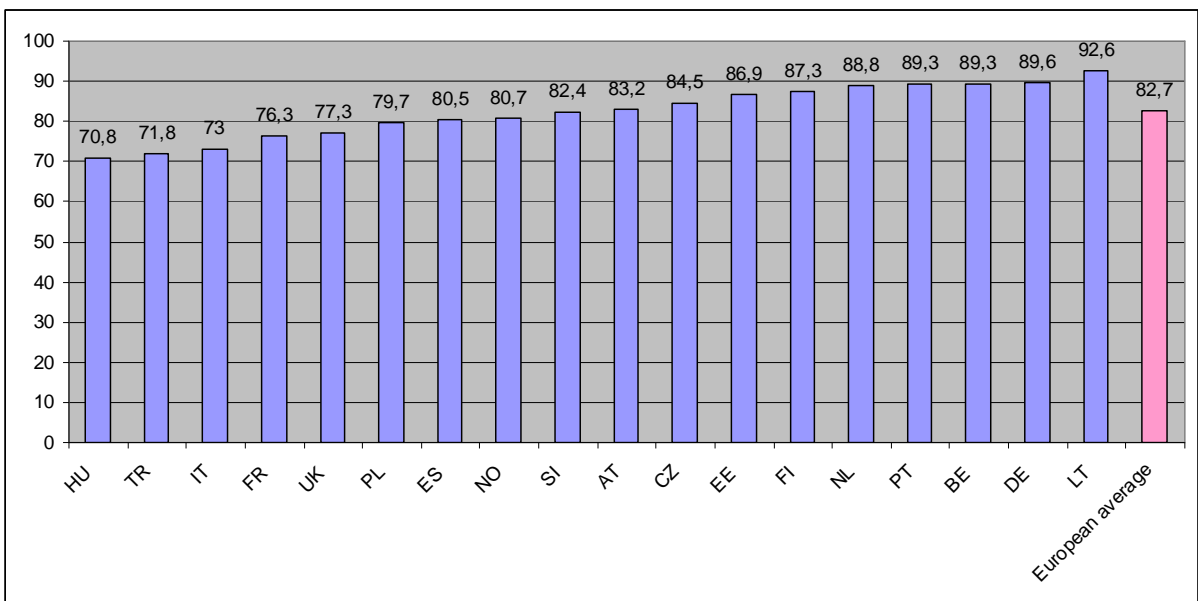
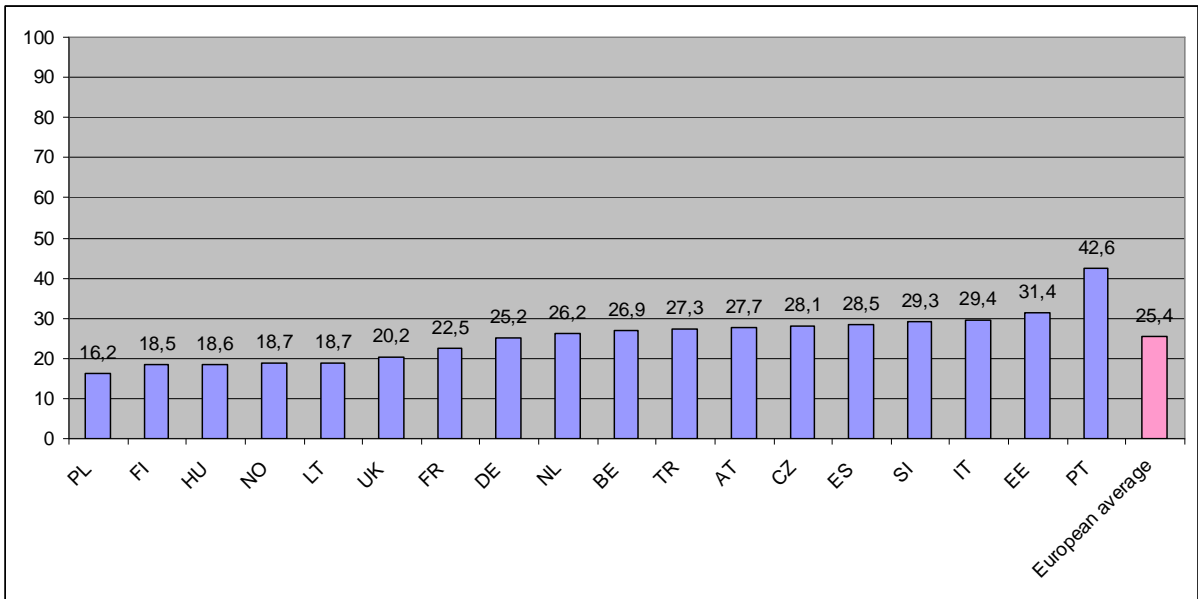
<sup>3</sup> Total consists of regular/contract hours in main employment, paid or unpaid average overtime in main employment, average hours in other paid work  
<sup>4</sup> Total consists of regular/contract hours in main employment, paid average overtime in main employment and other paid work.

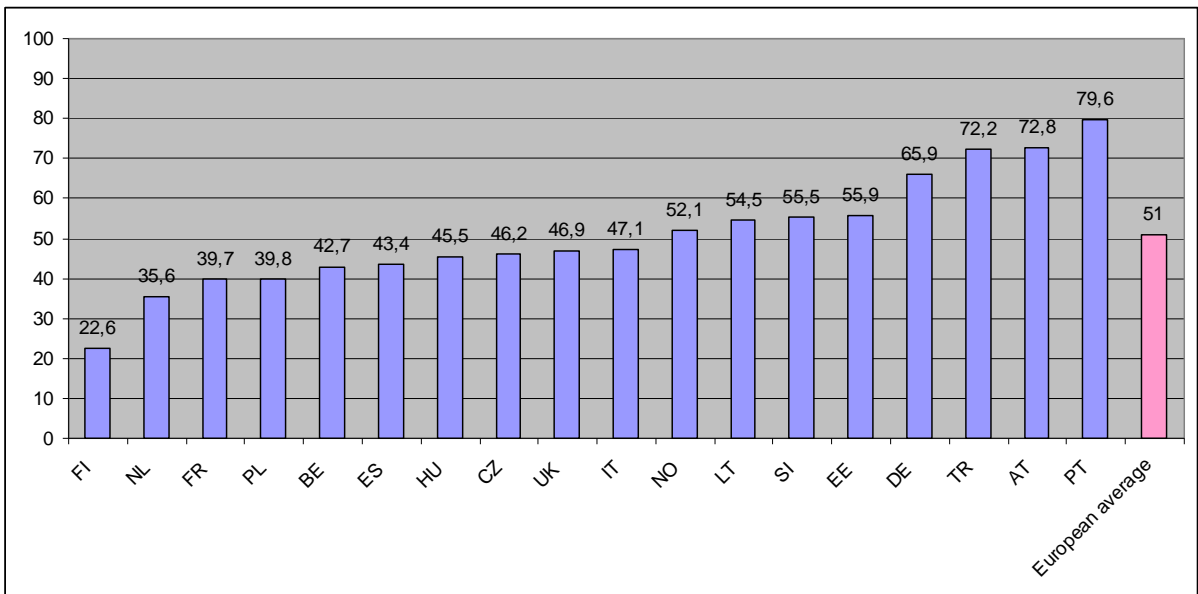
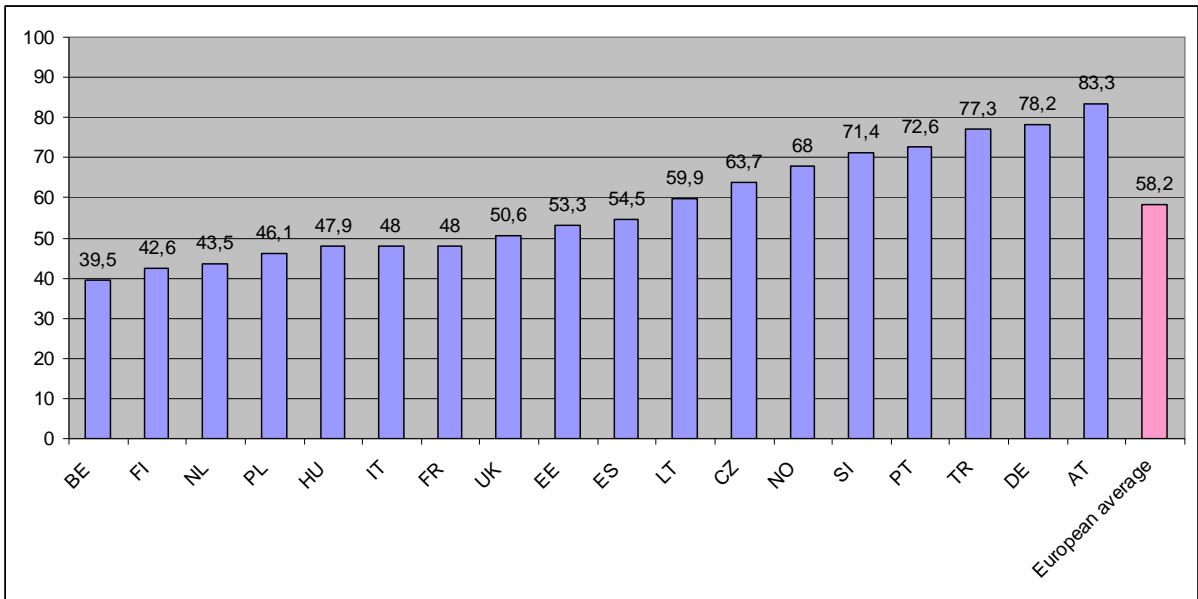


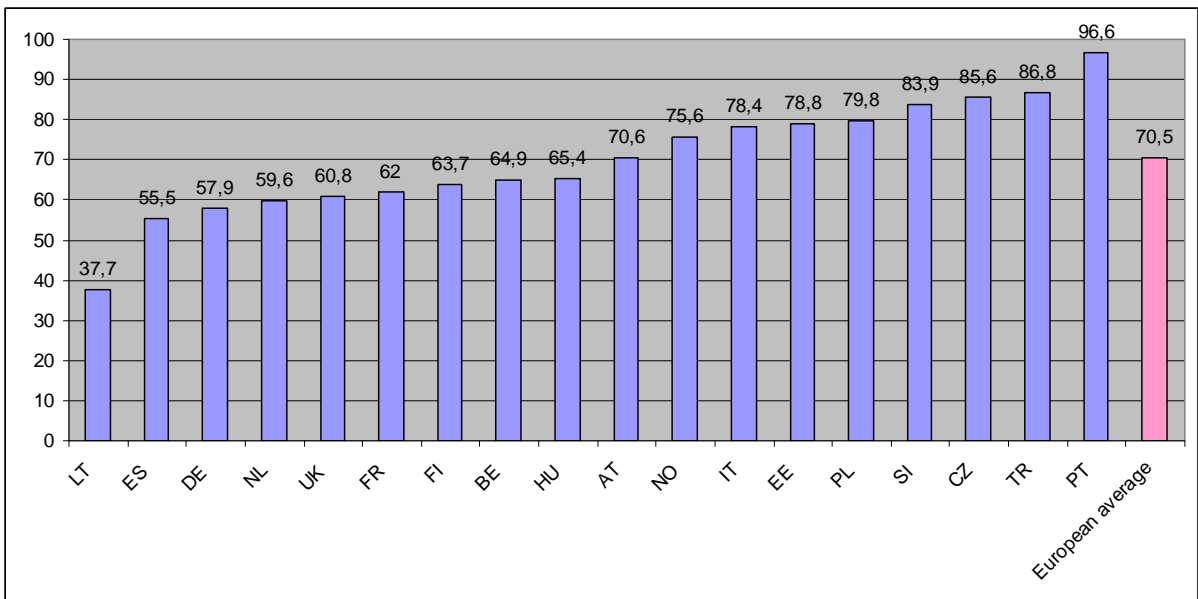
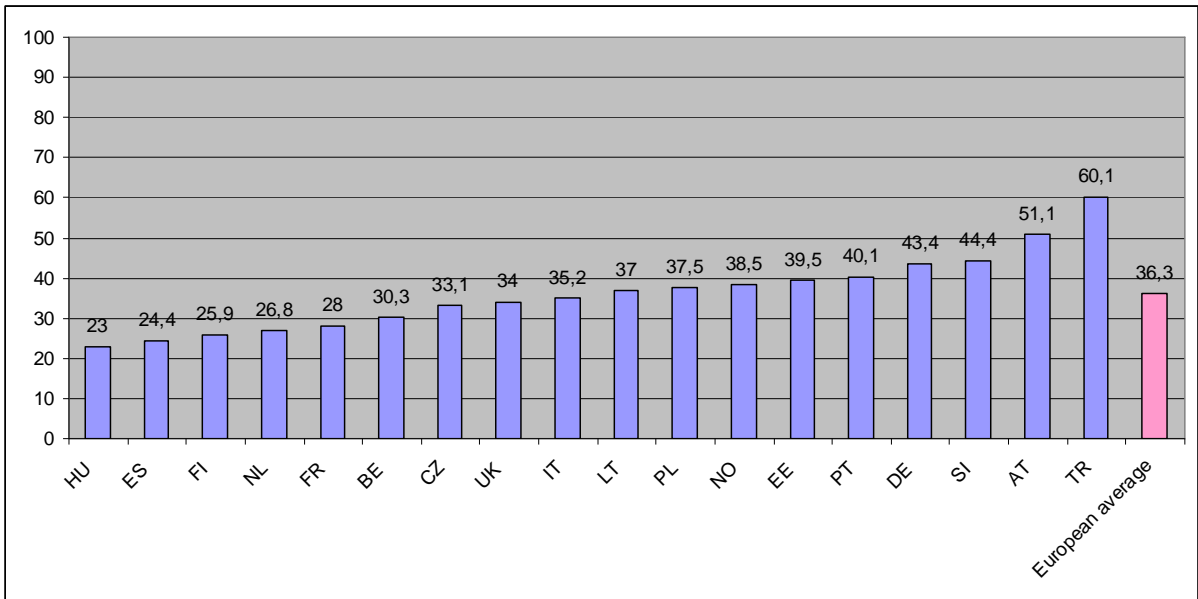


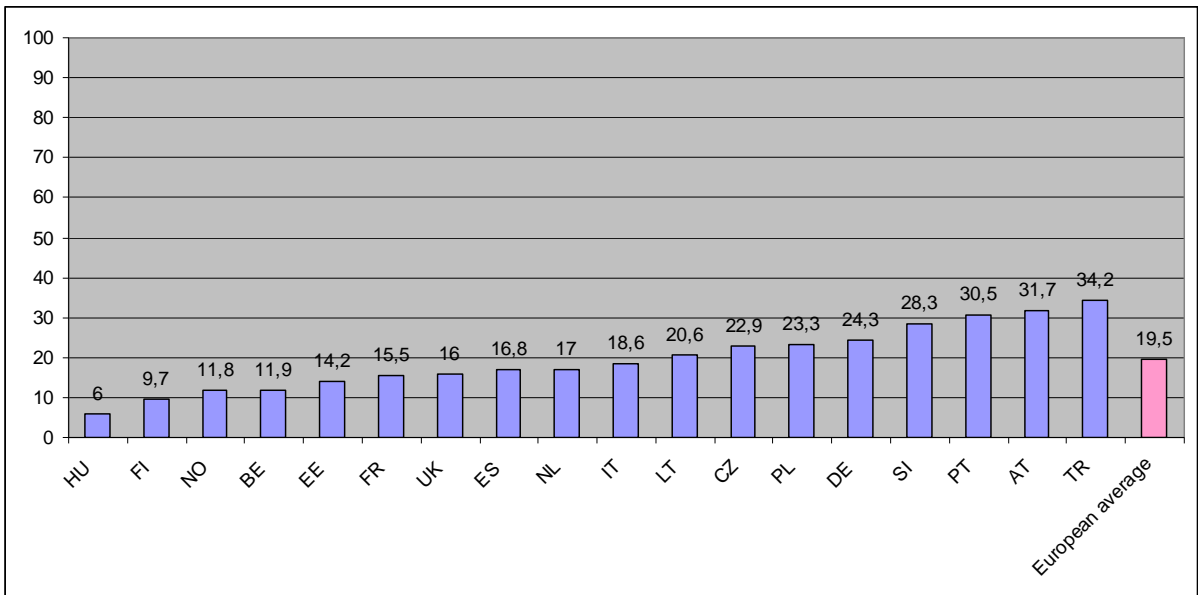
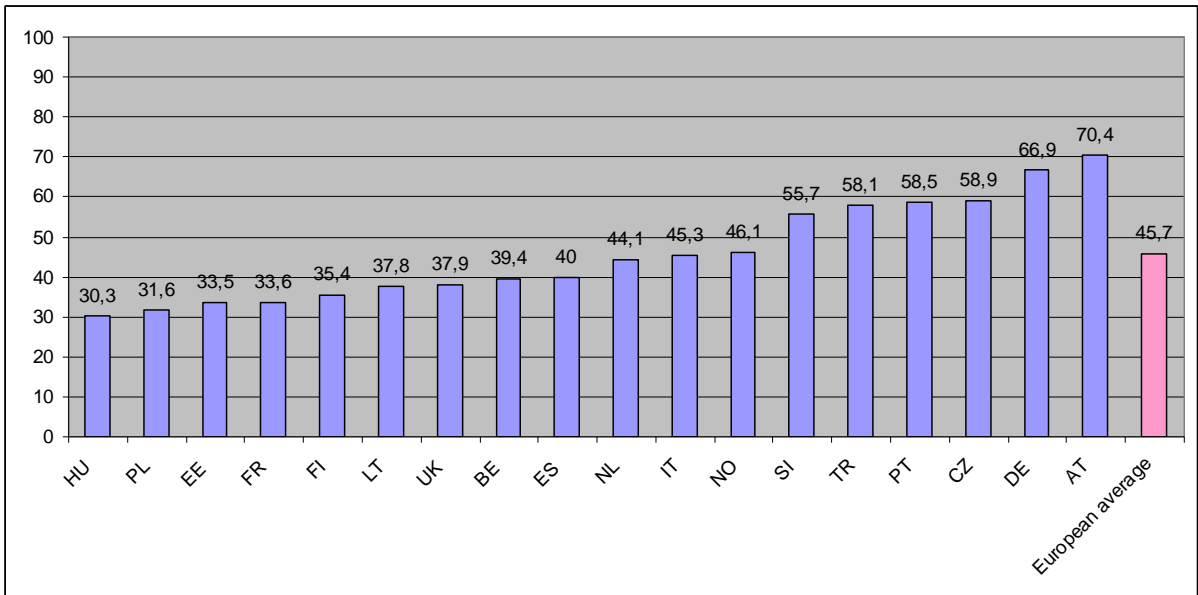


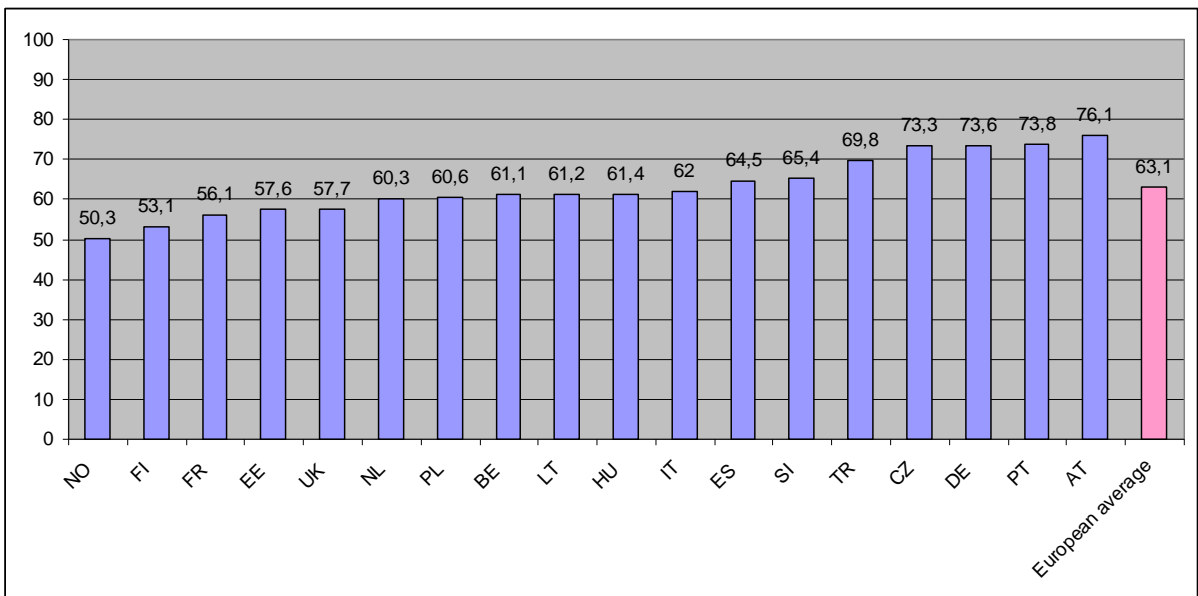
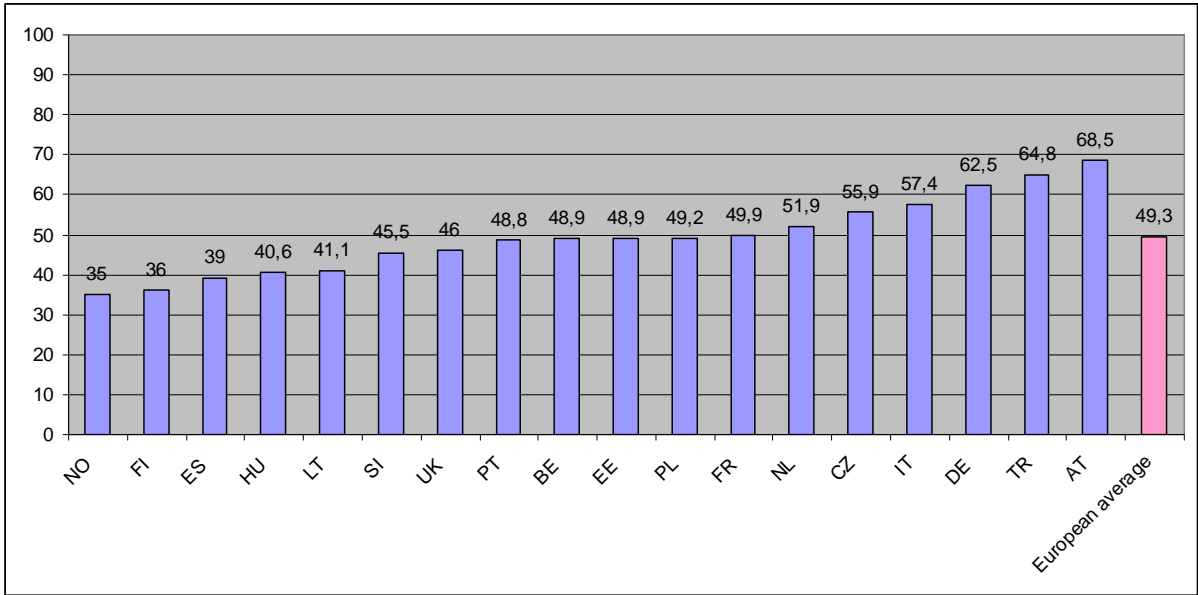


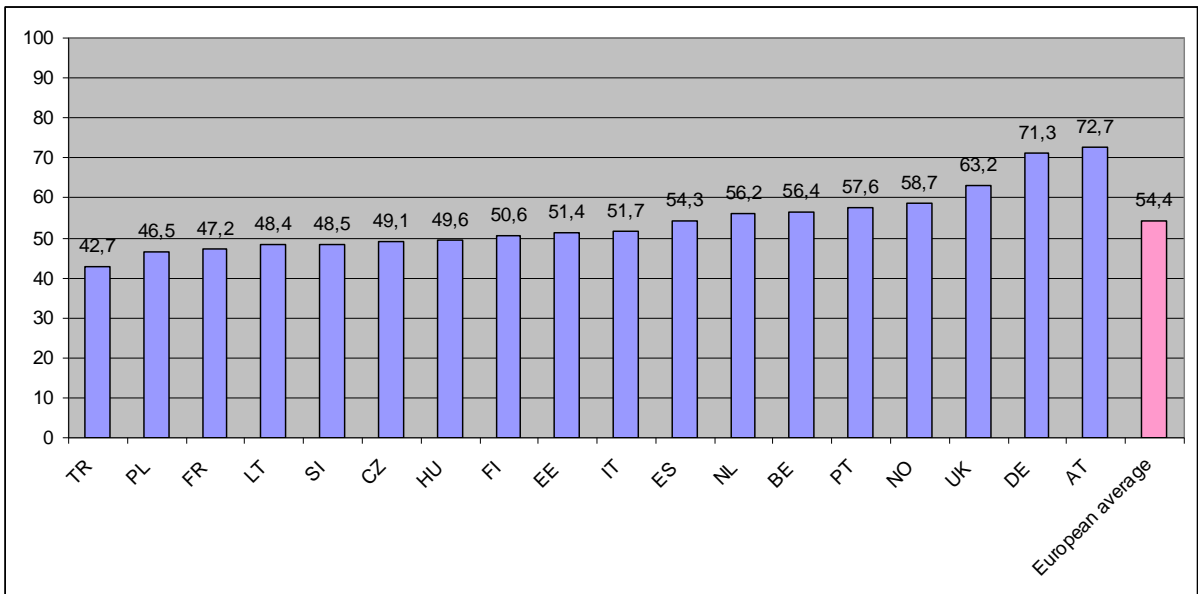
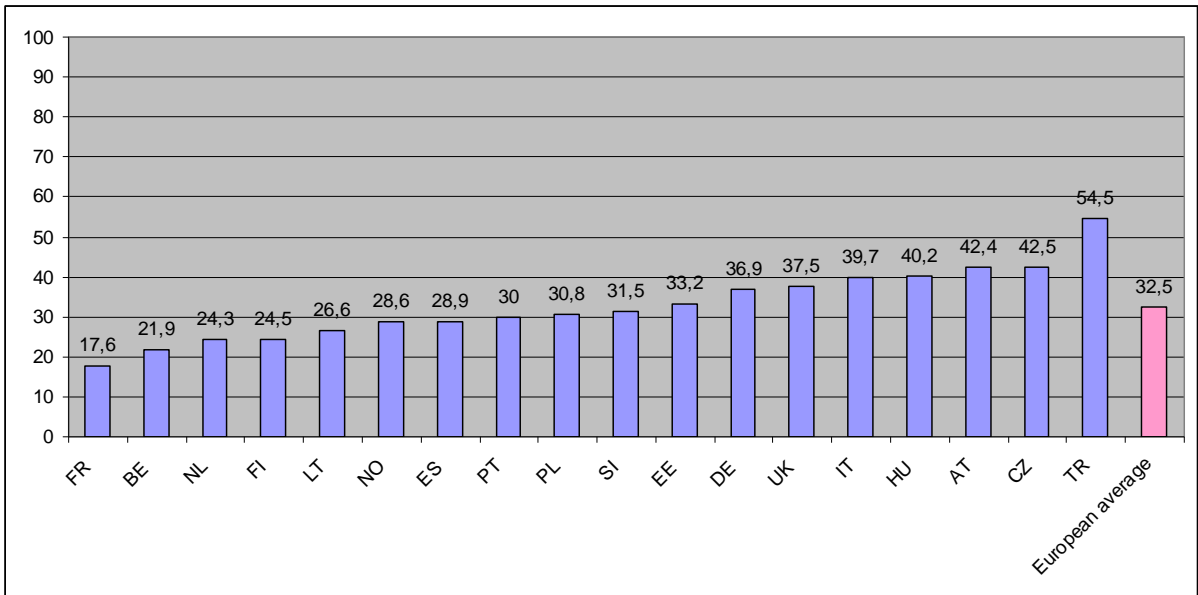


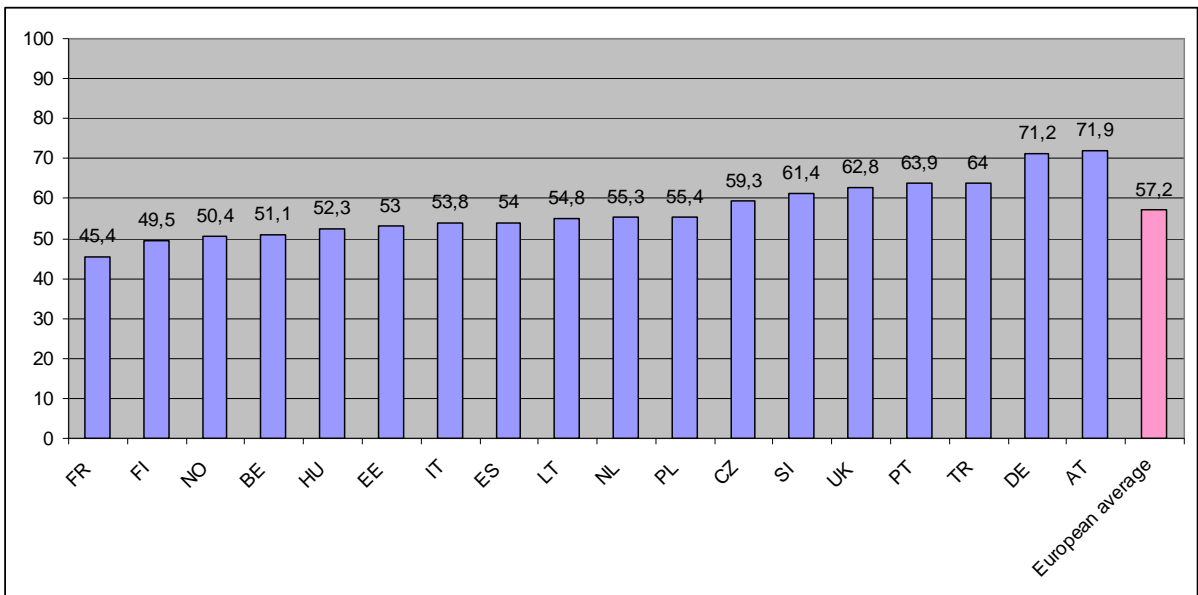
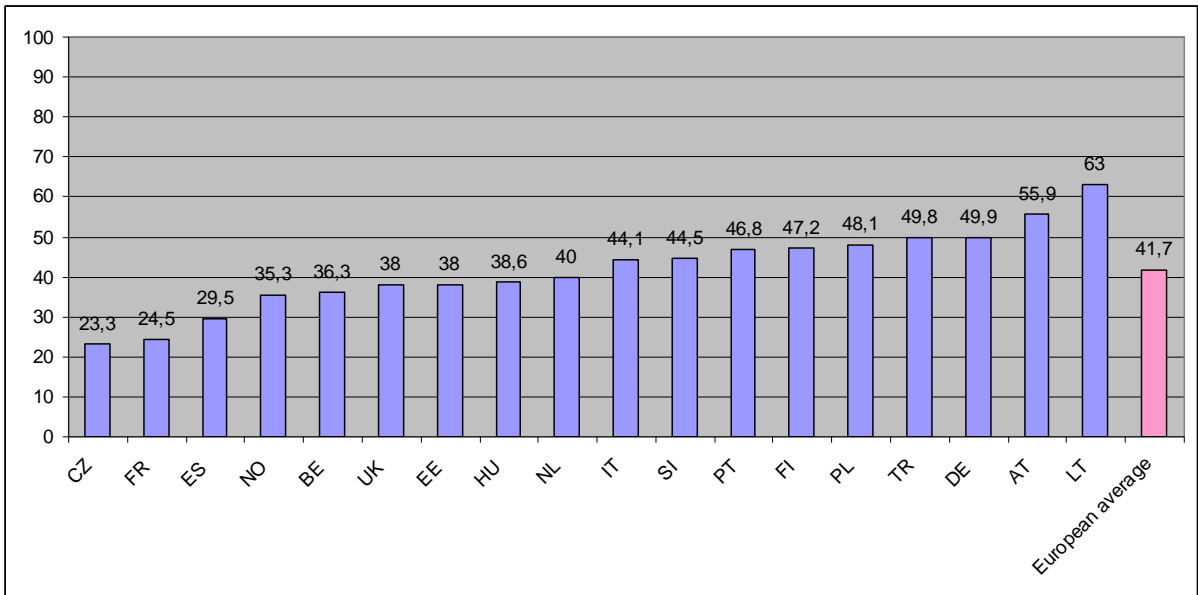


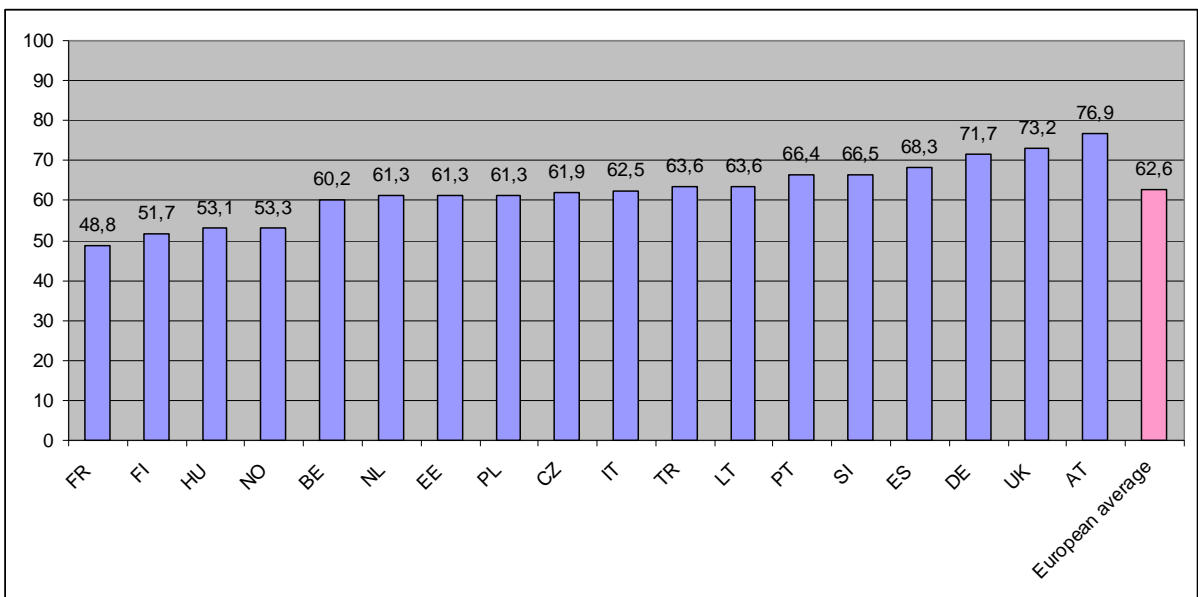
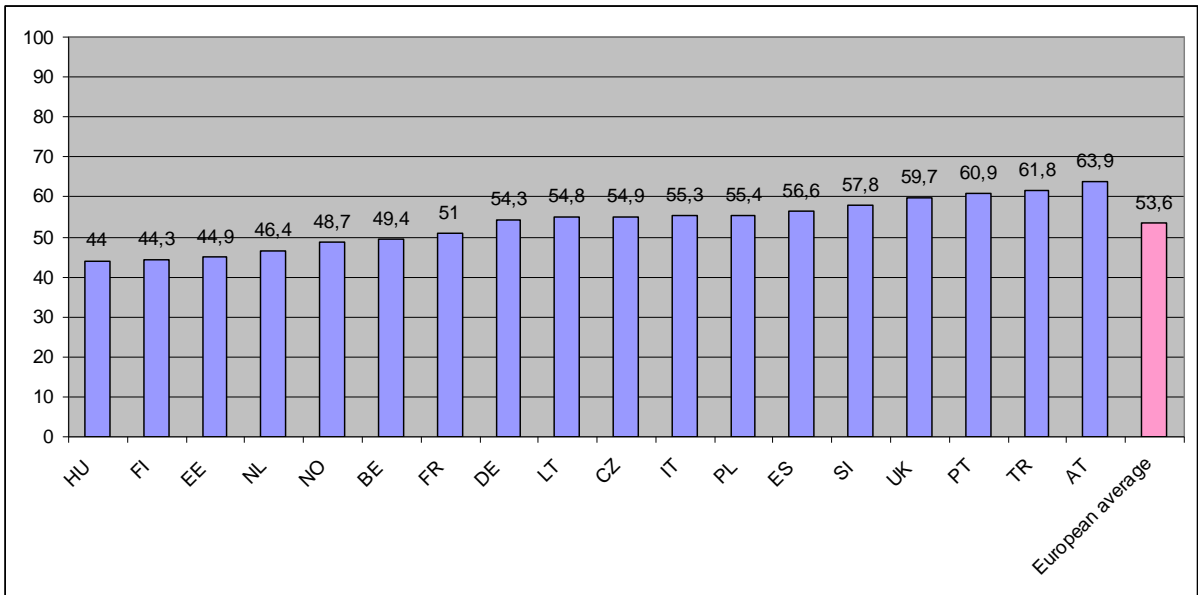


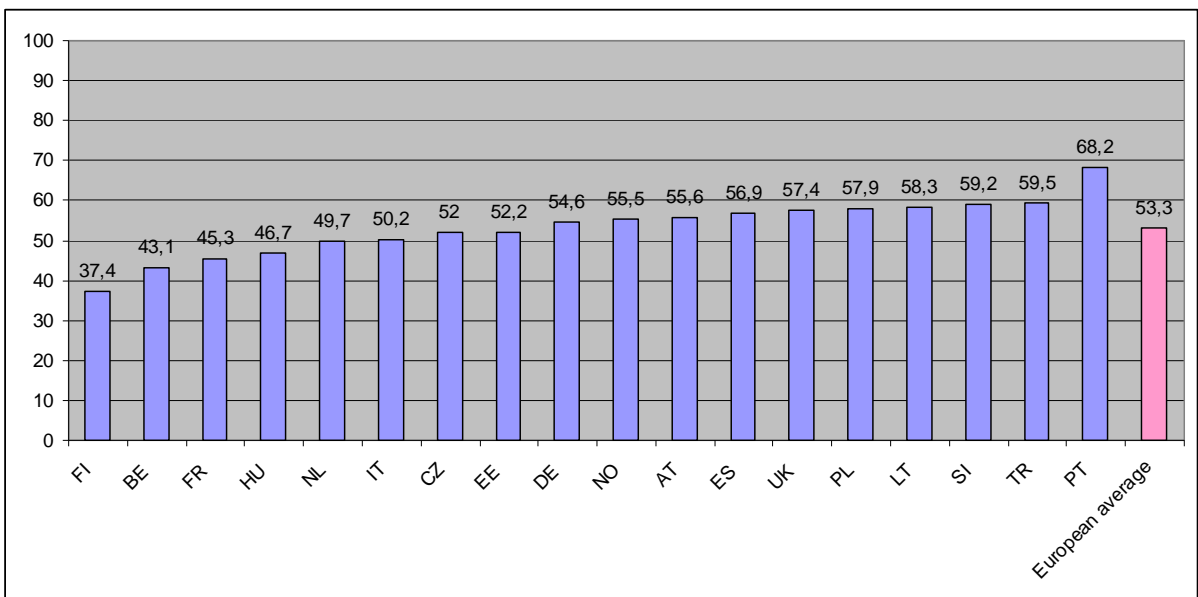
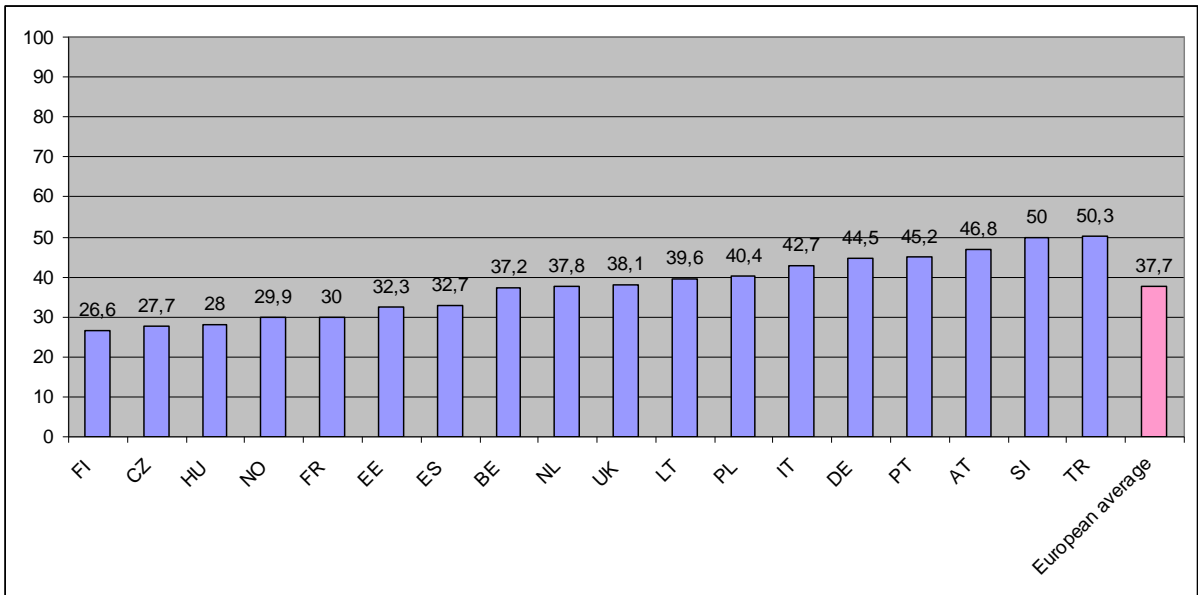


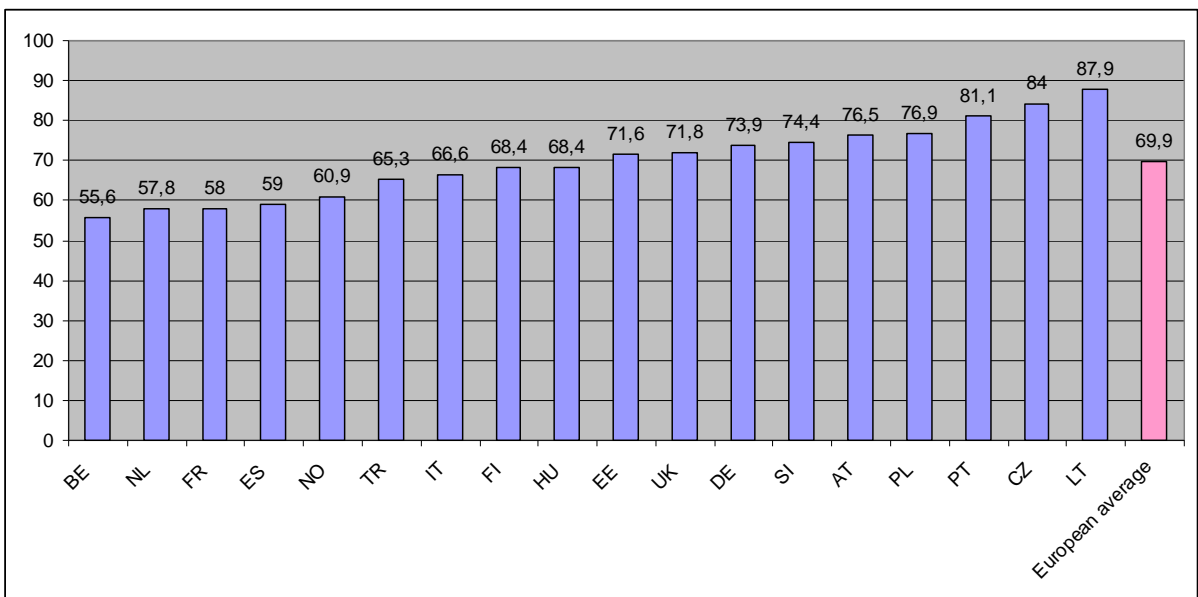
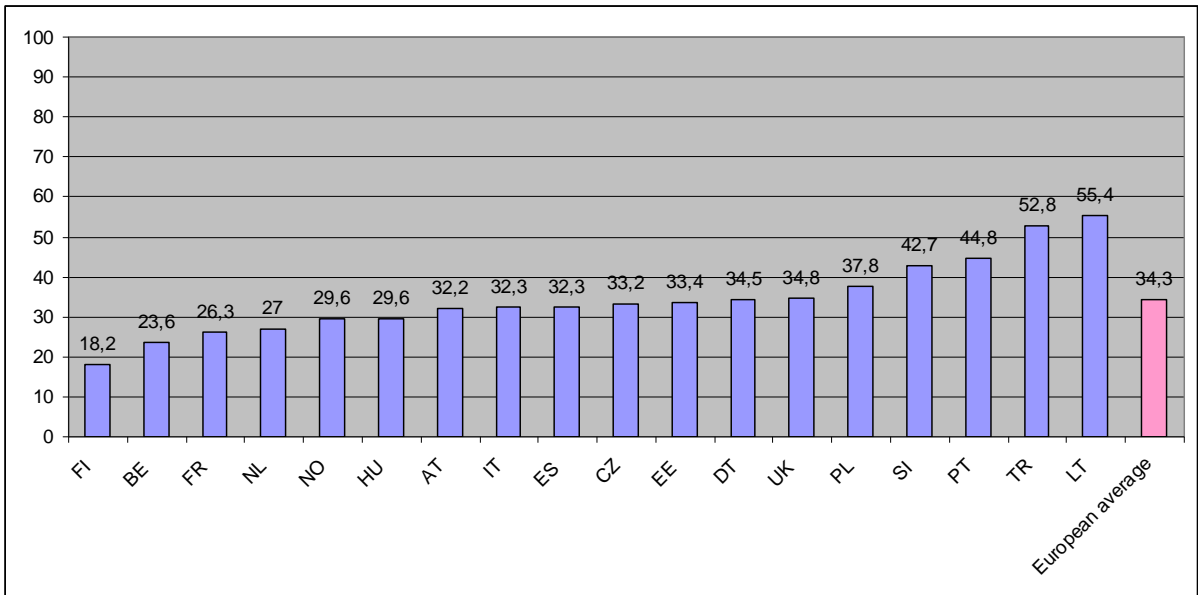


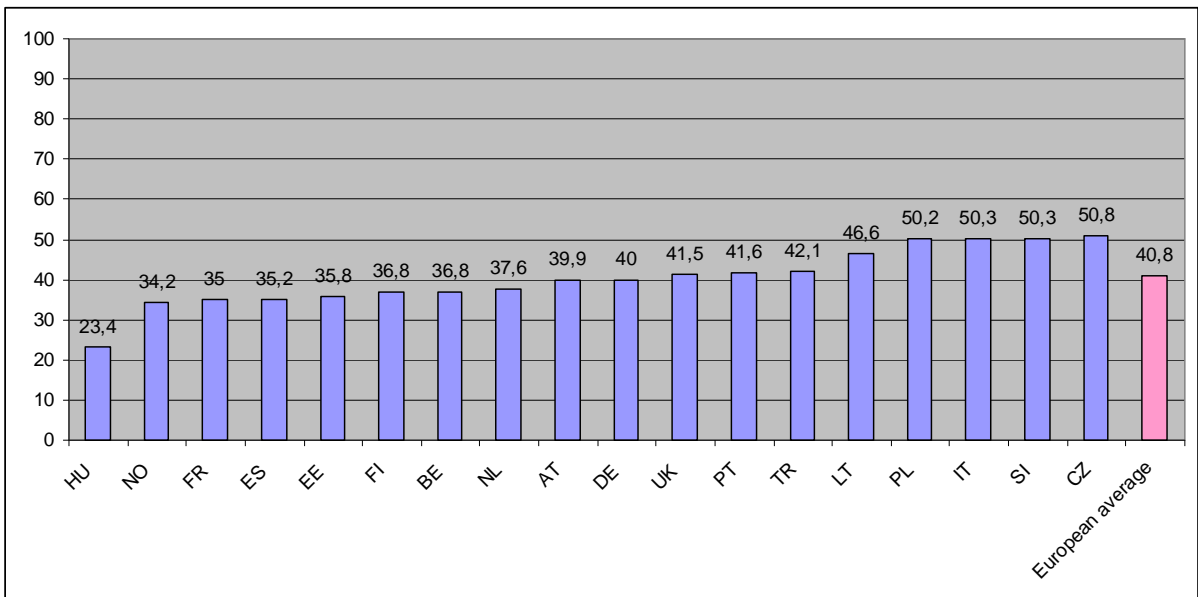
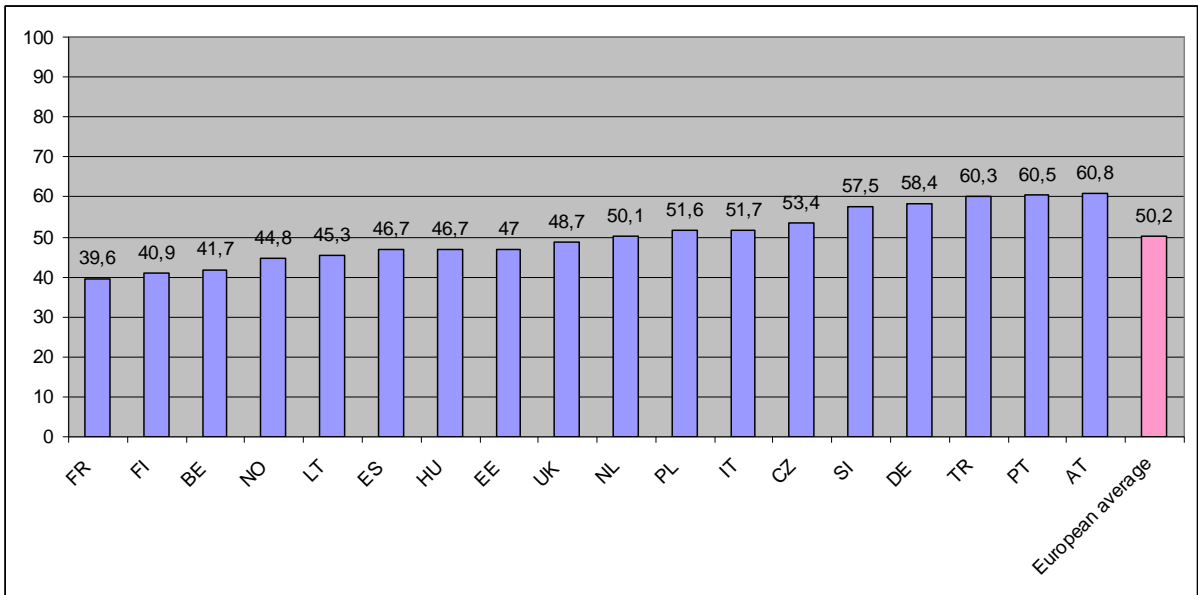


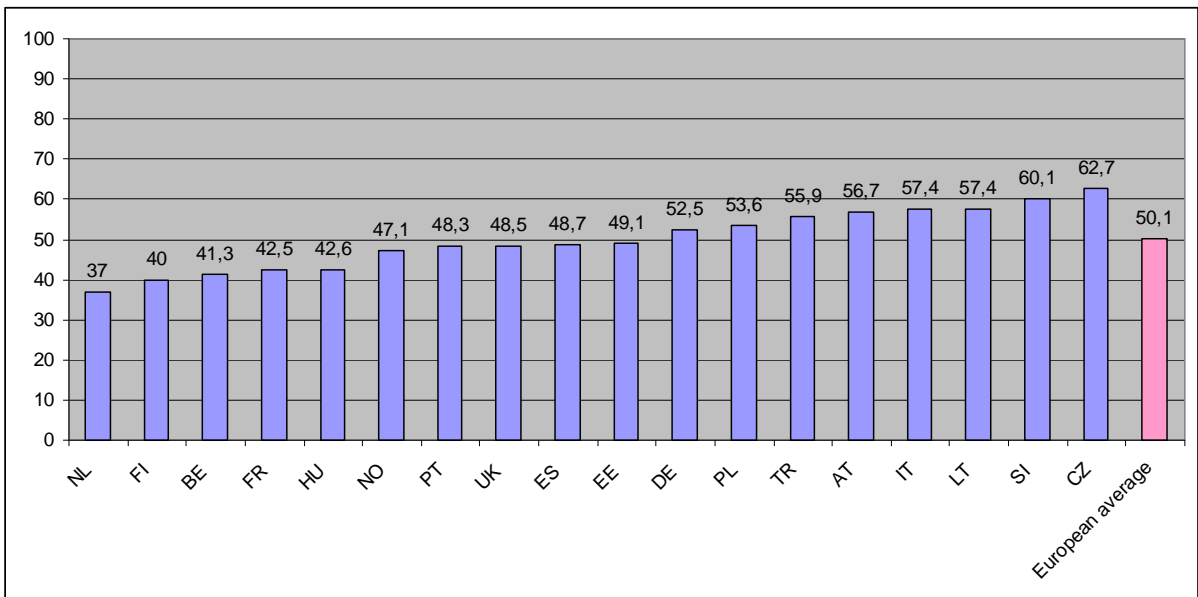
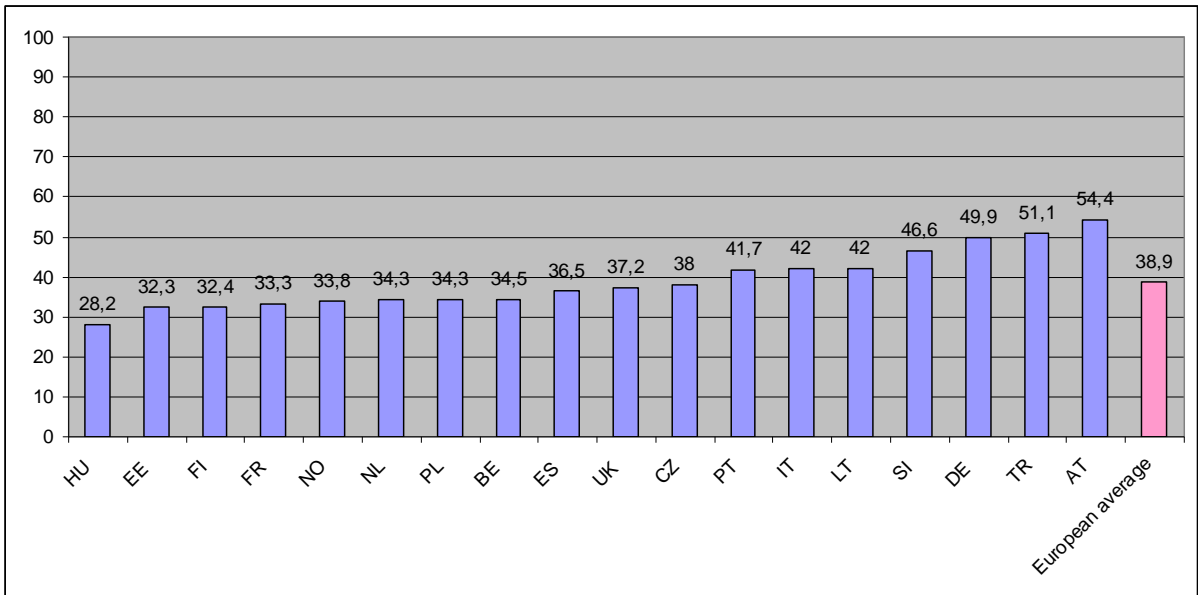


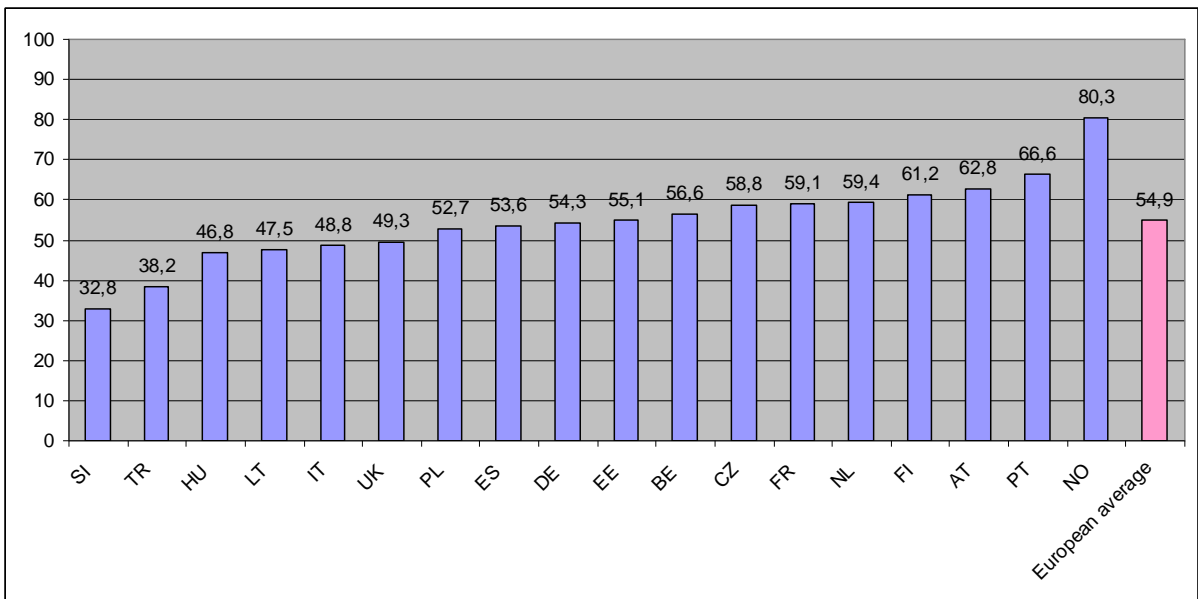
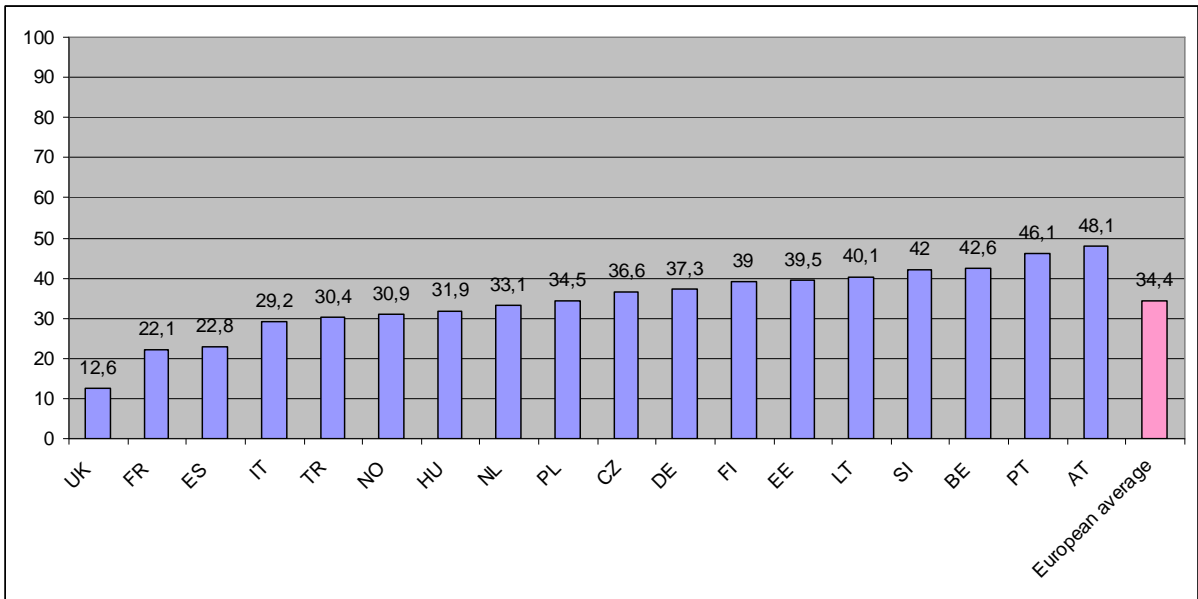


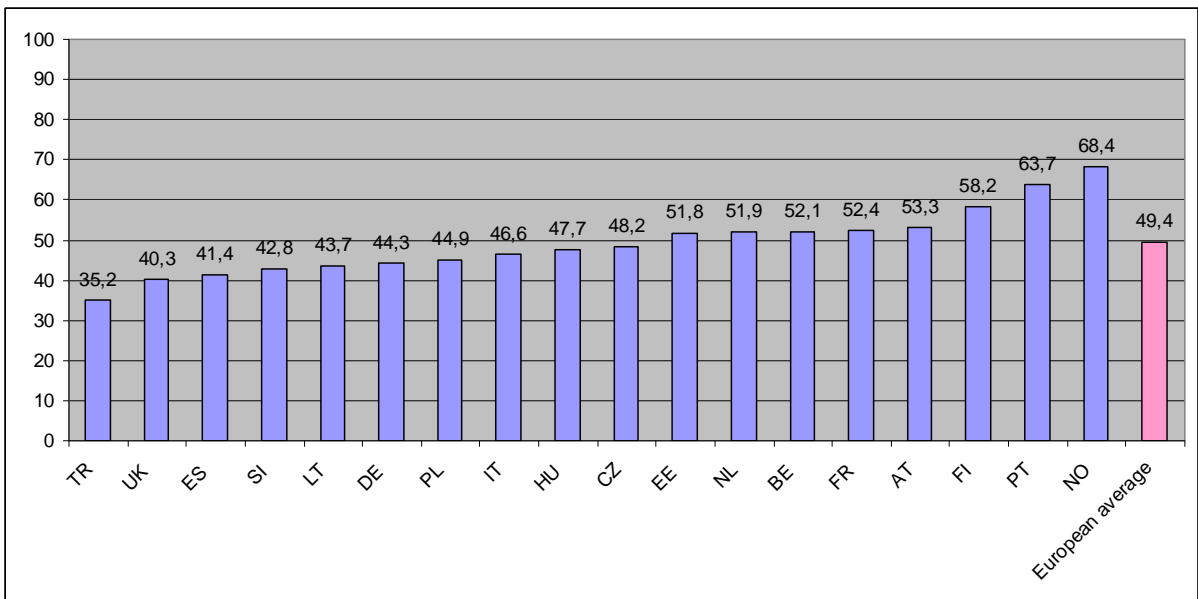
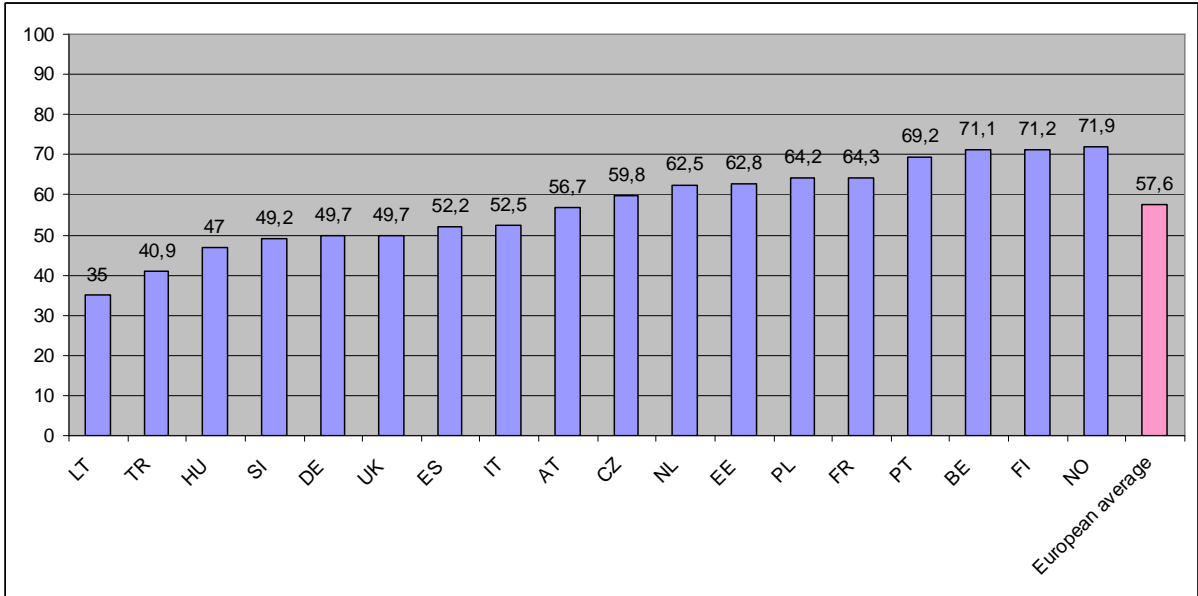


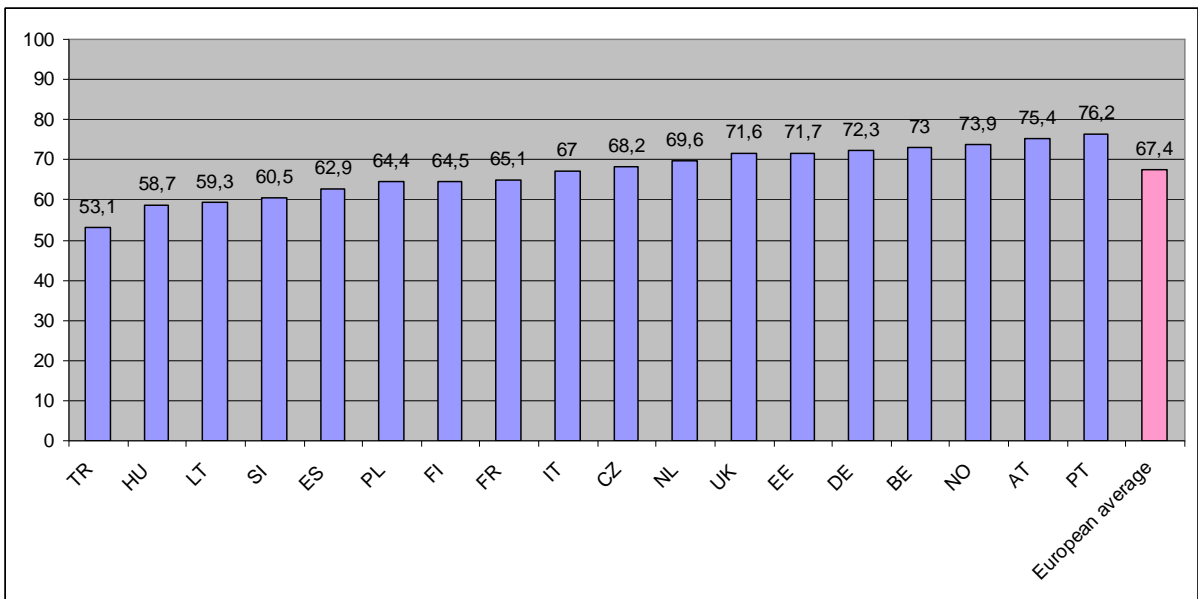
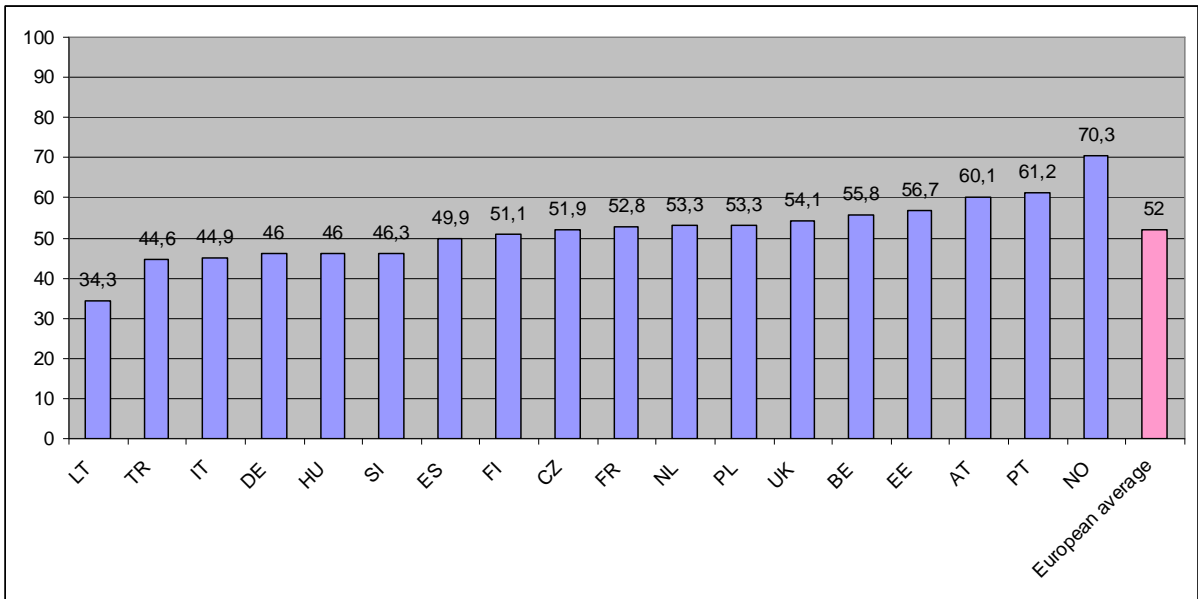


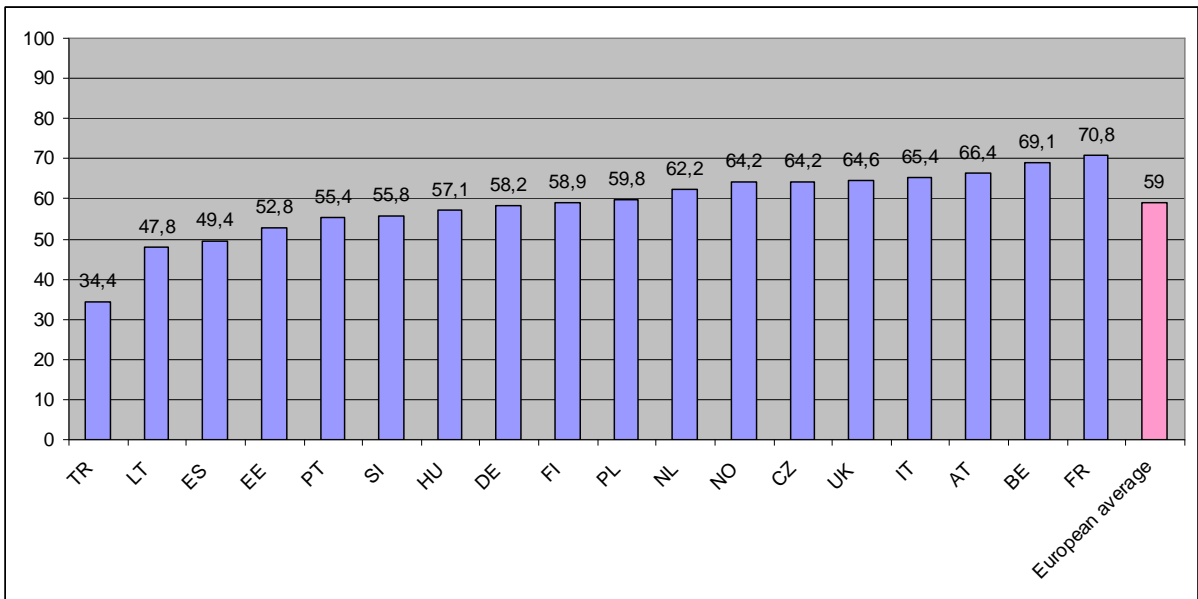
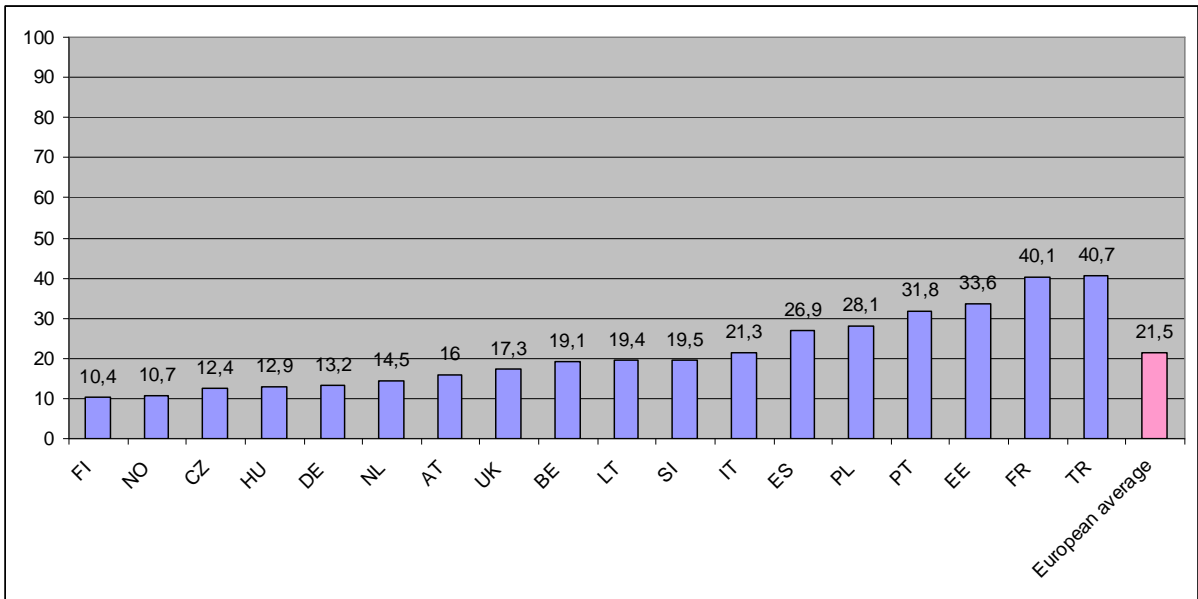


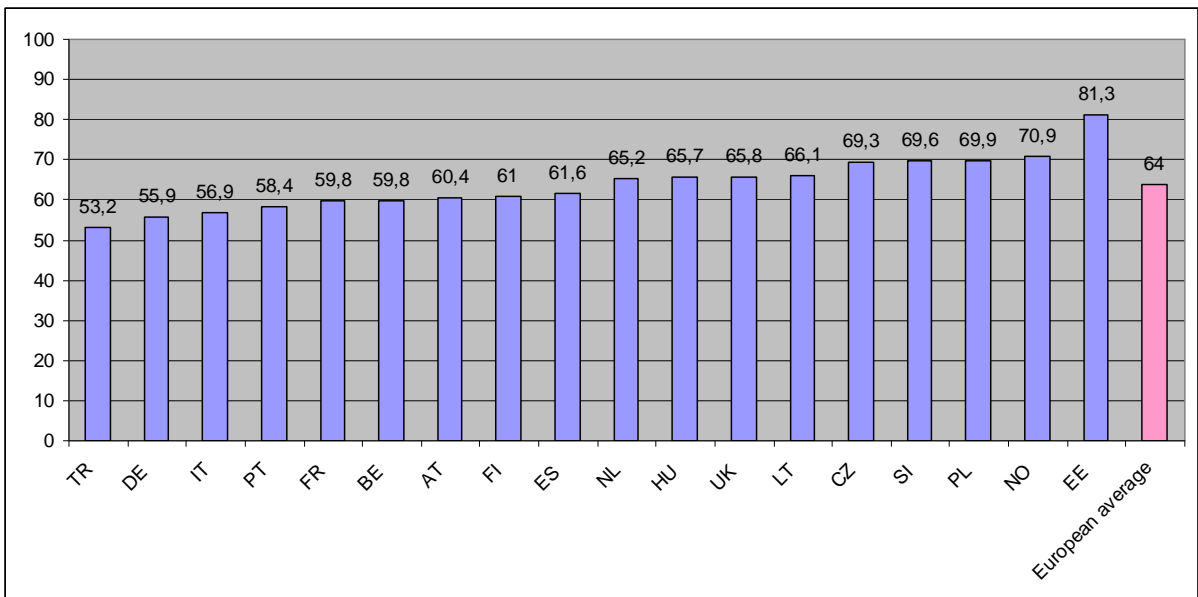
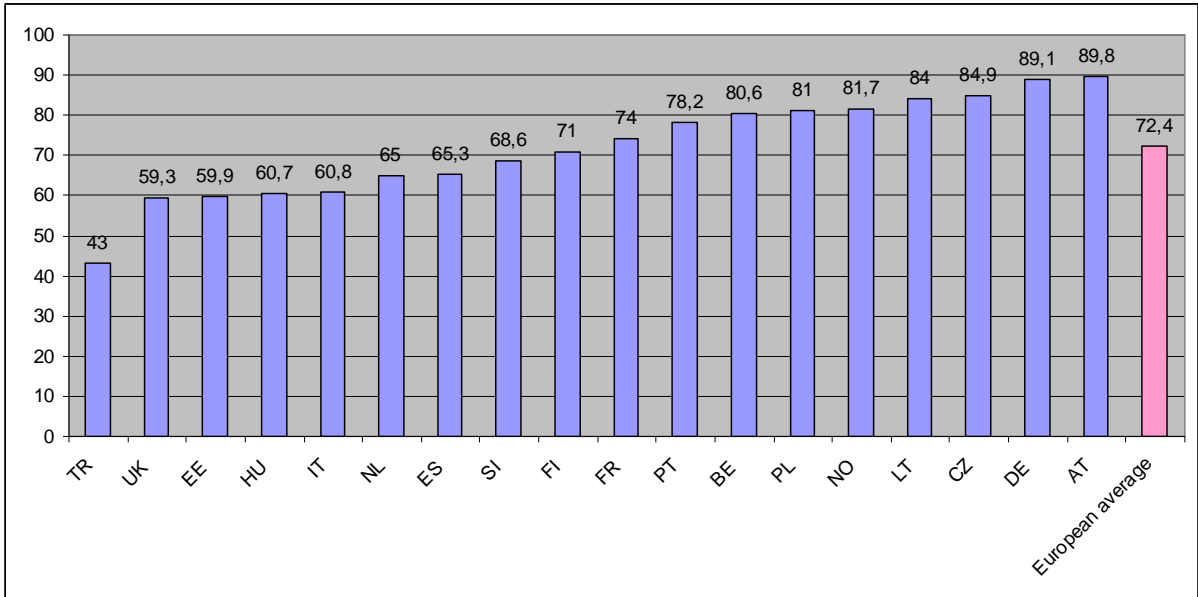


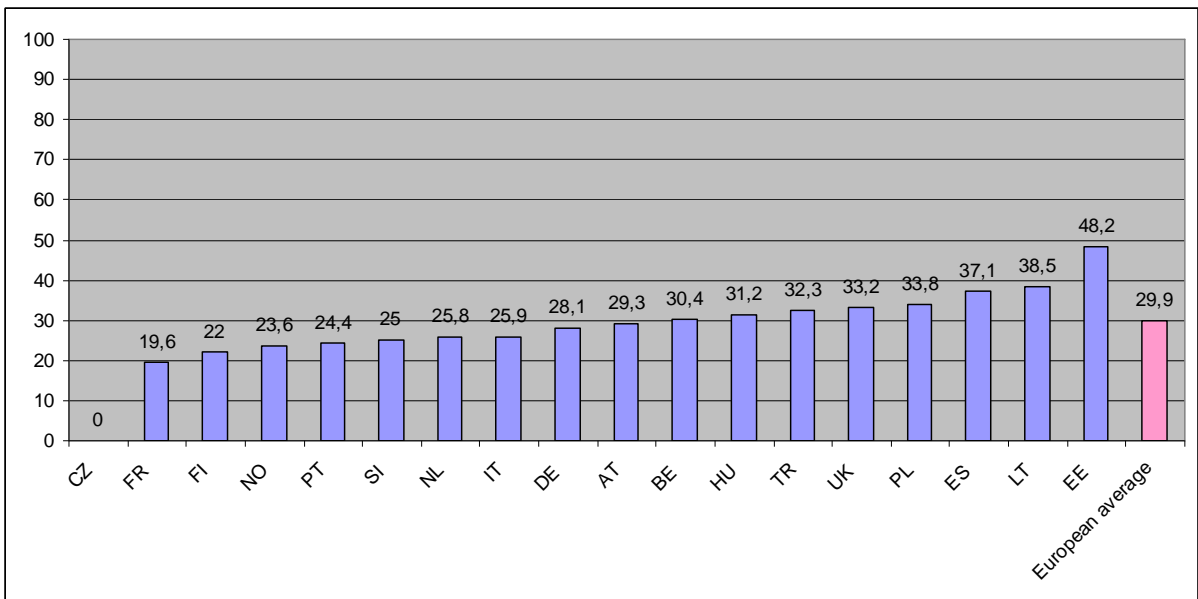
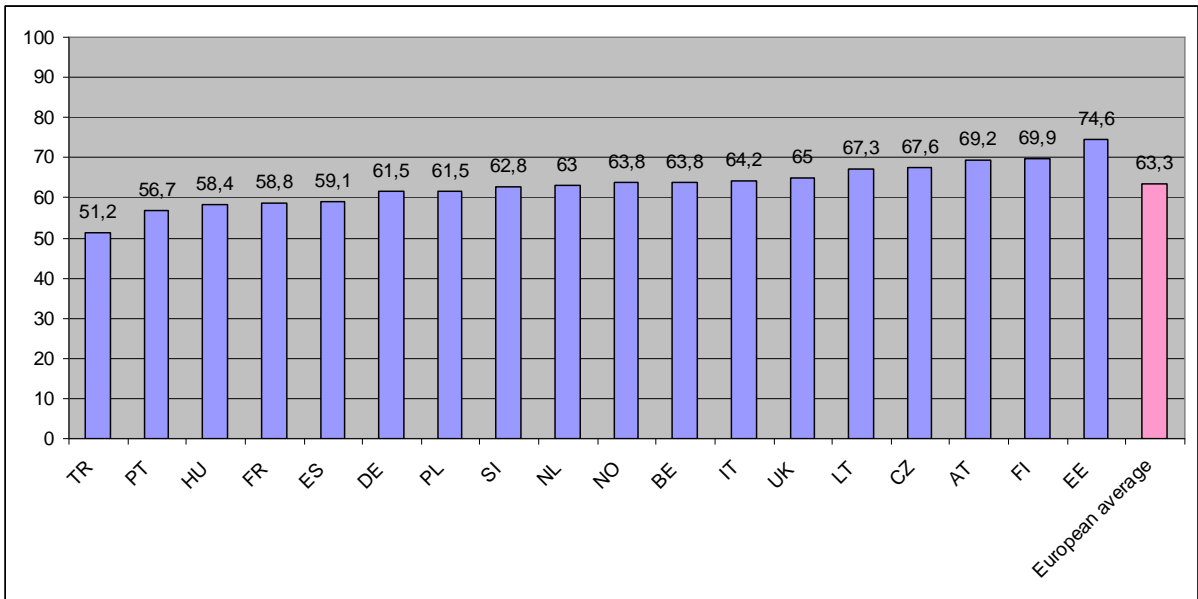


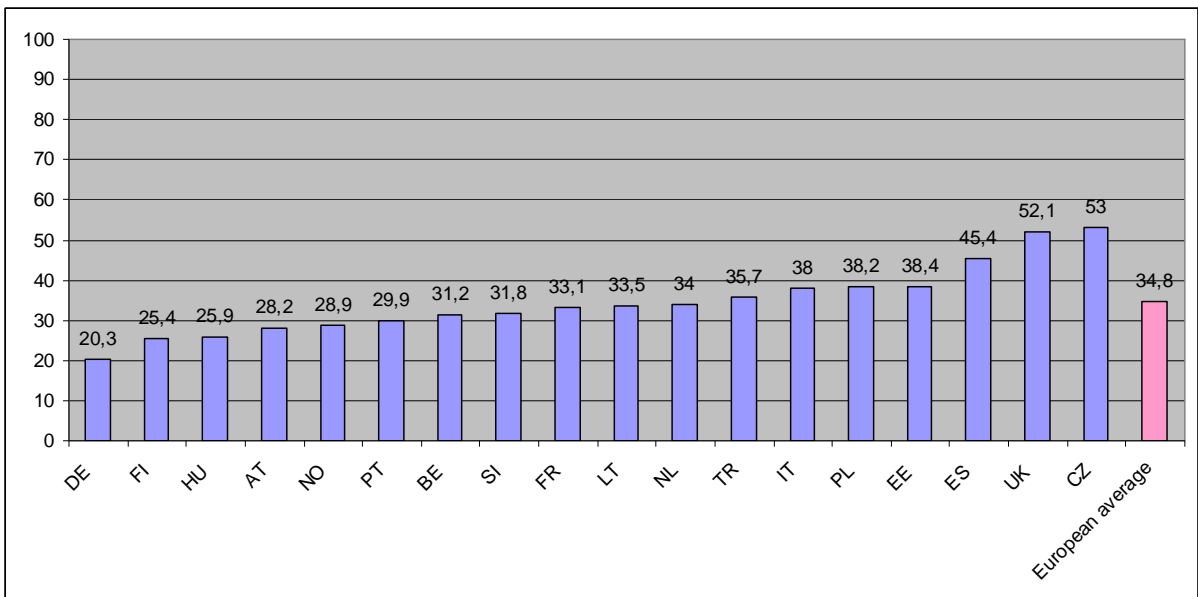
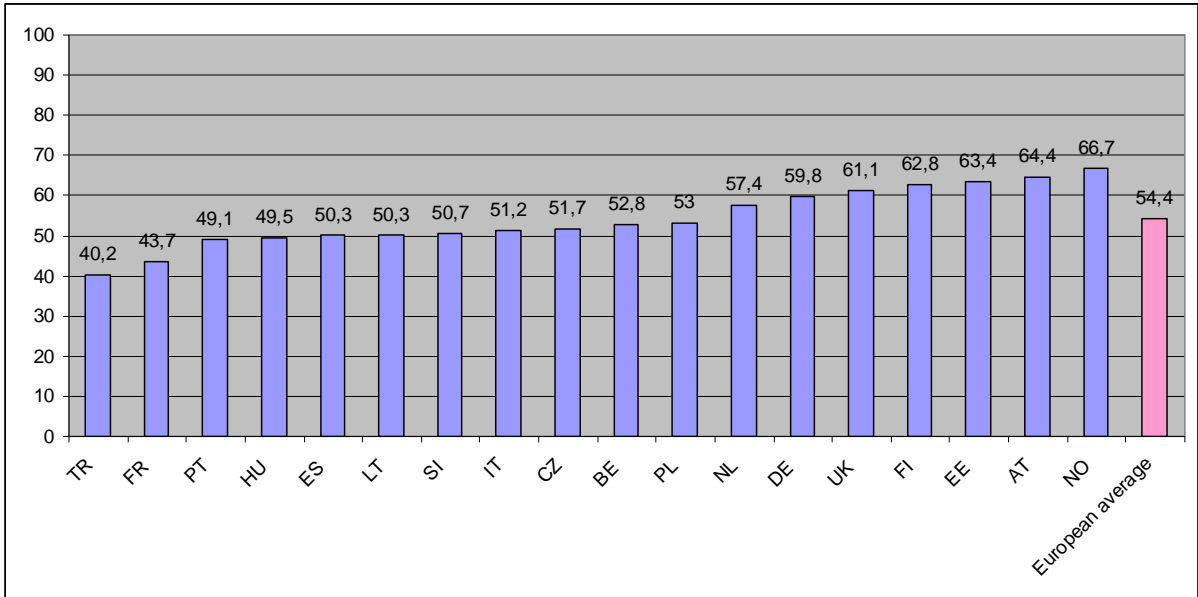


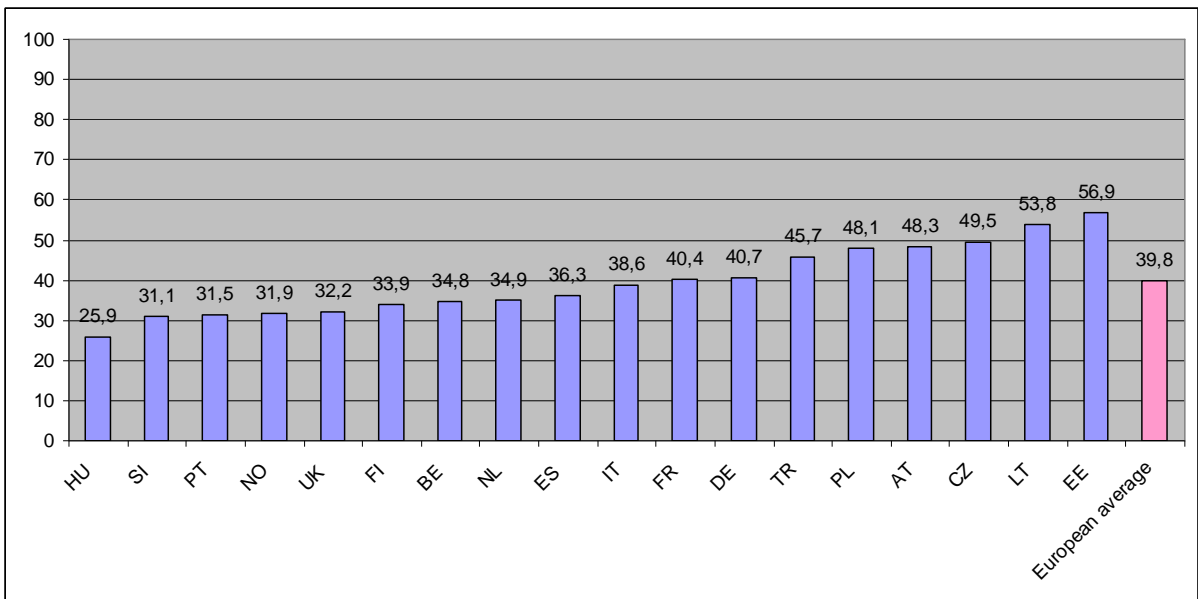
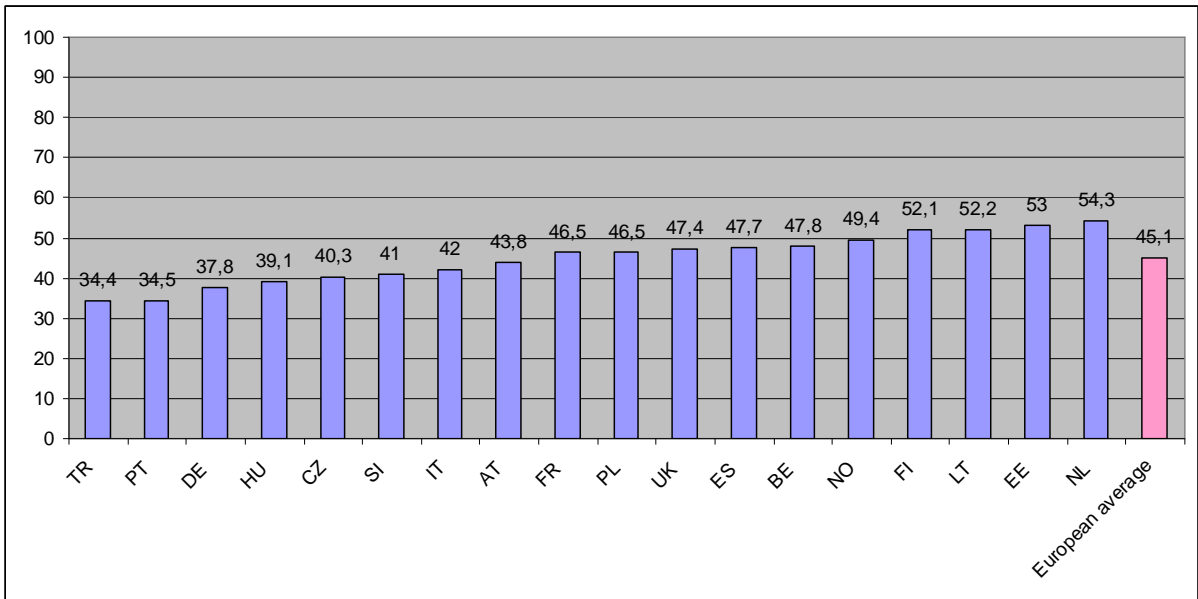


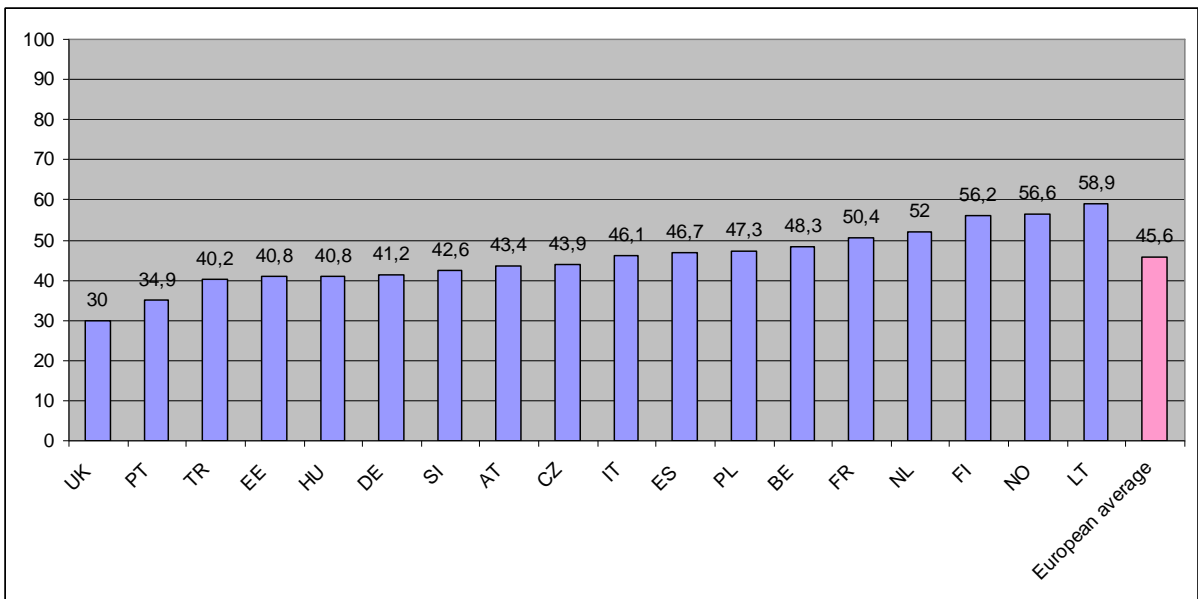
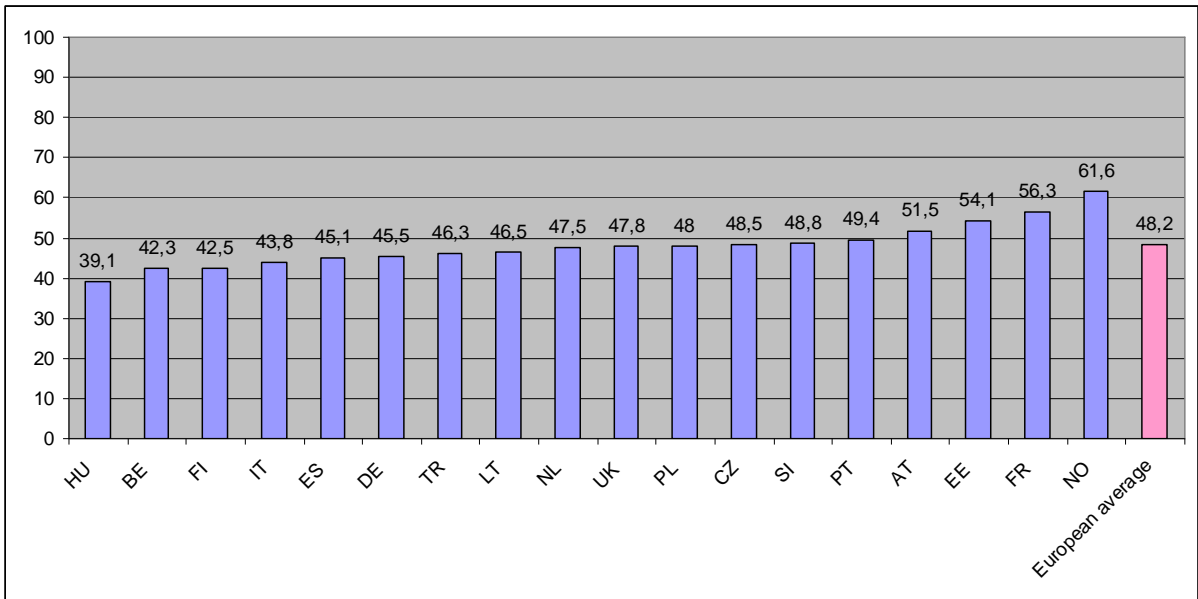


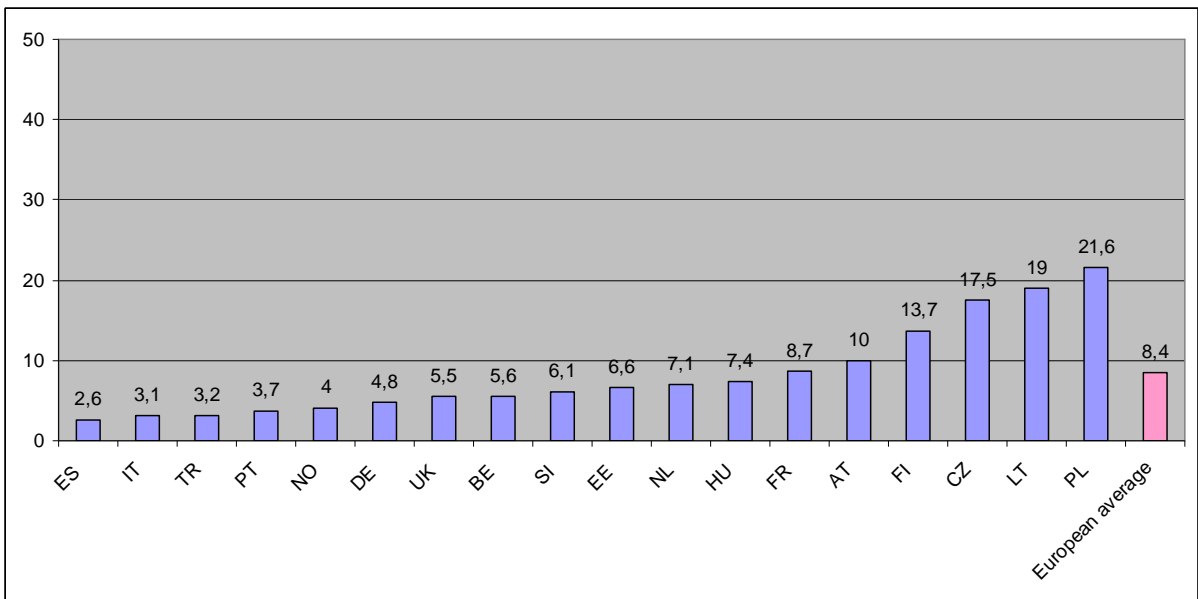
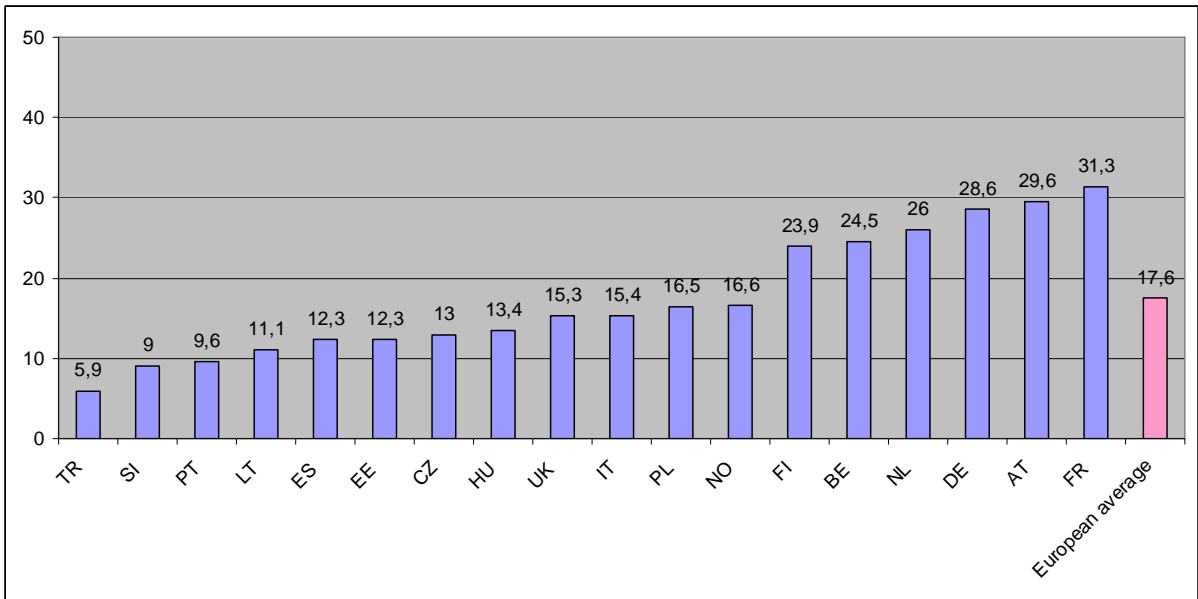


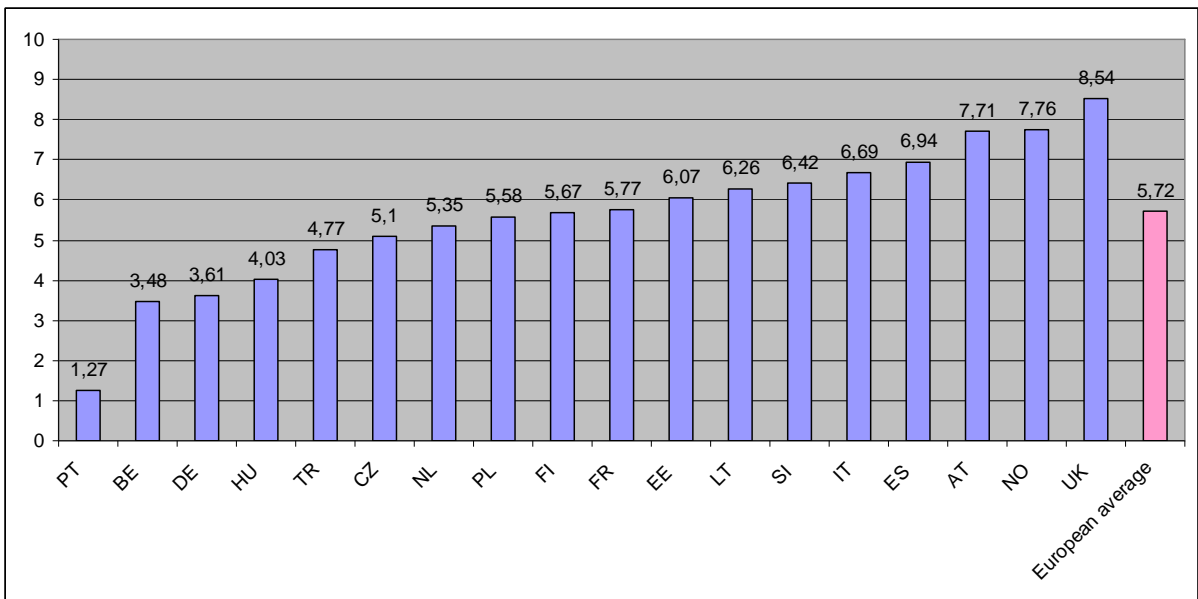
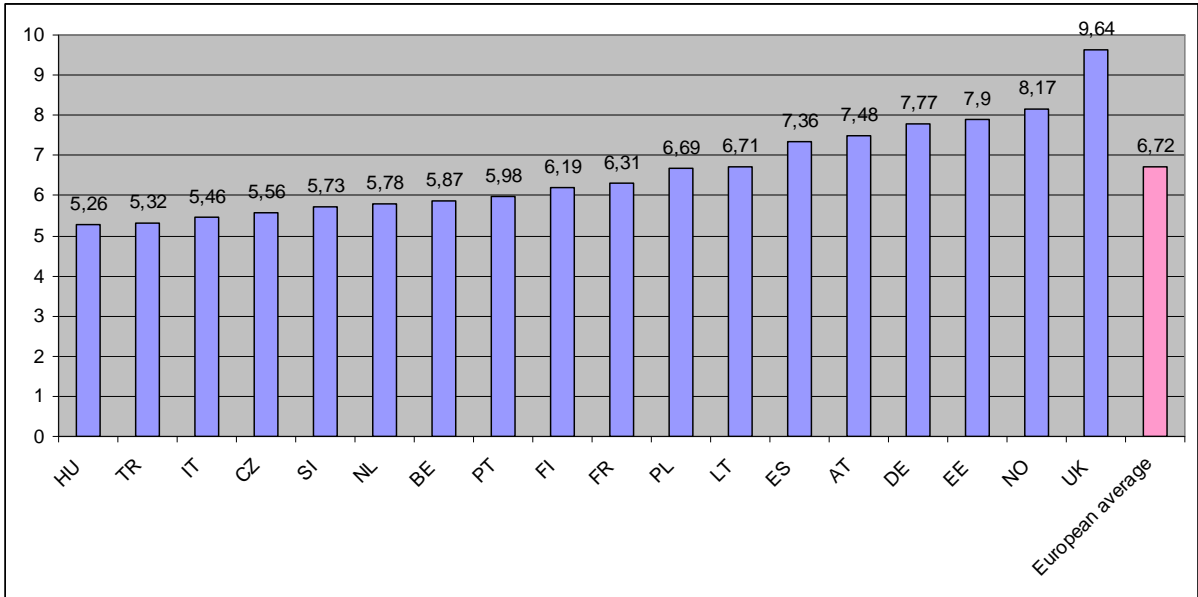












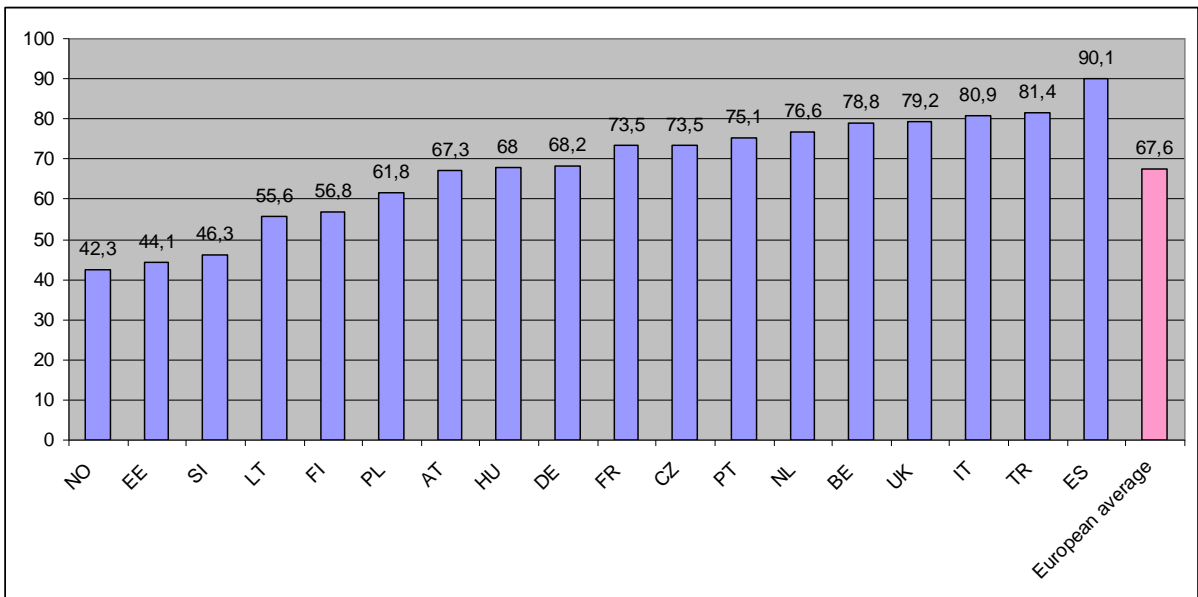
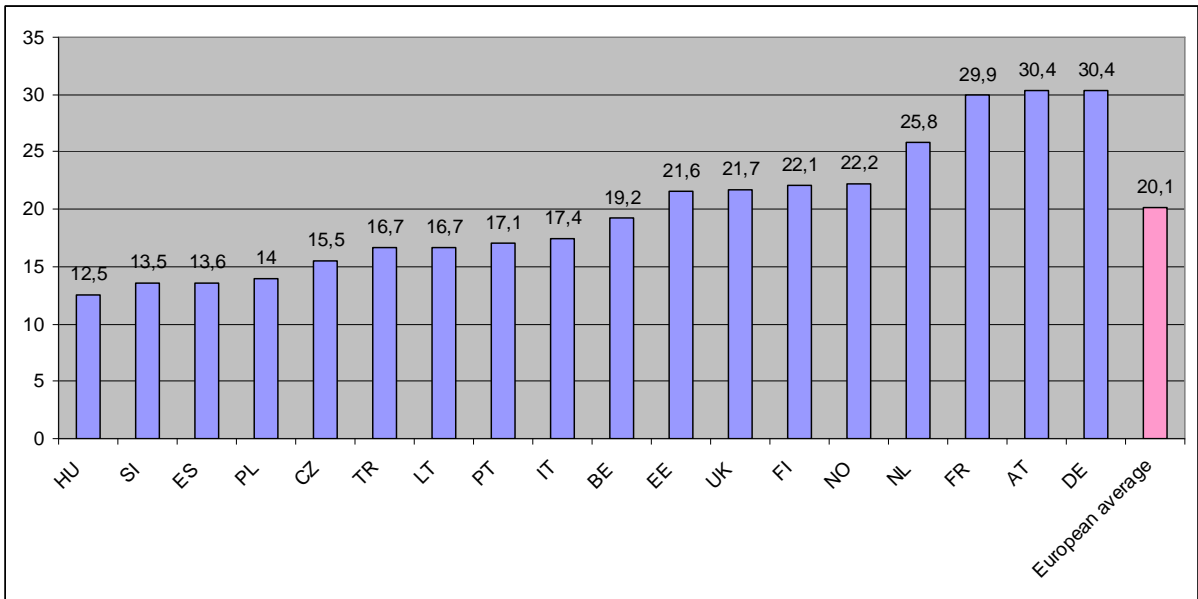


Figure 9e Percentages of graduates whose fathers highest education)

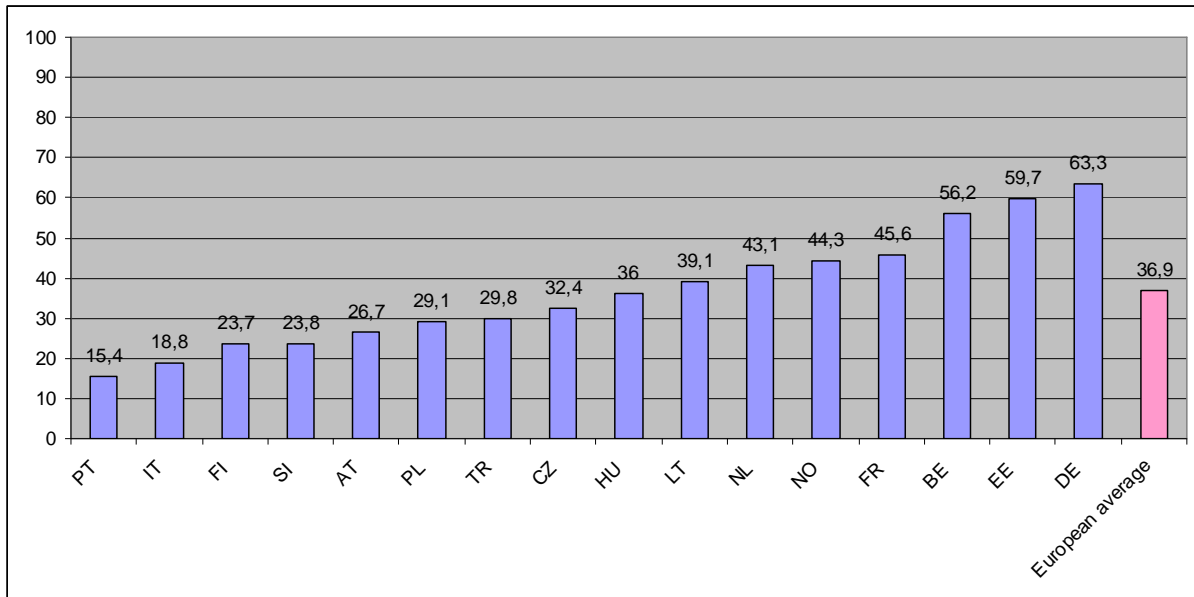
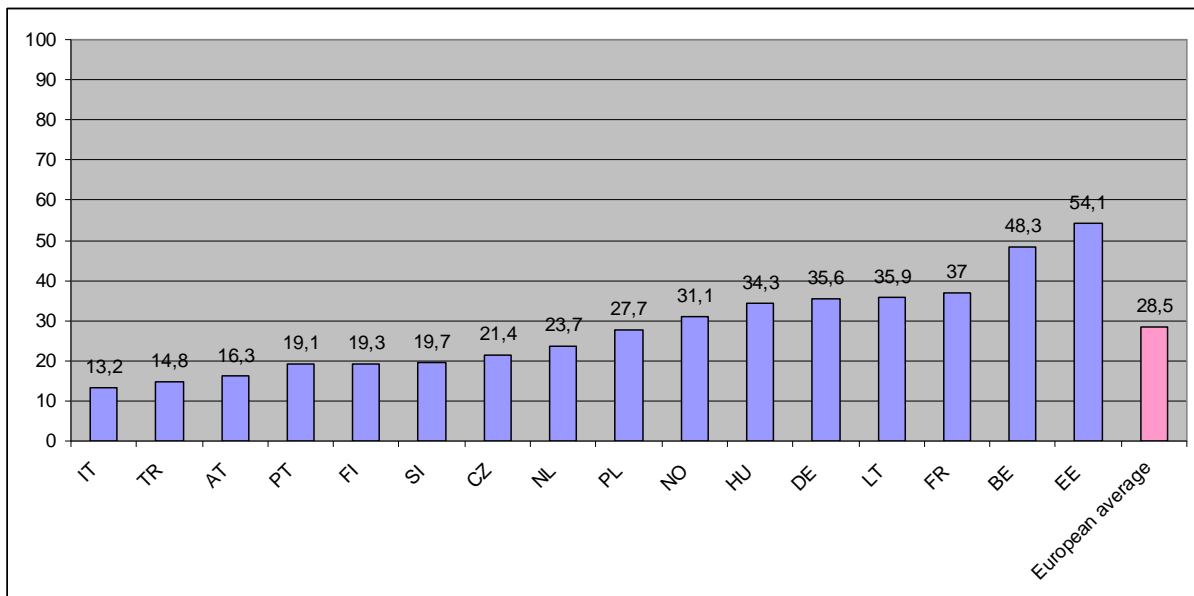


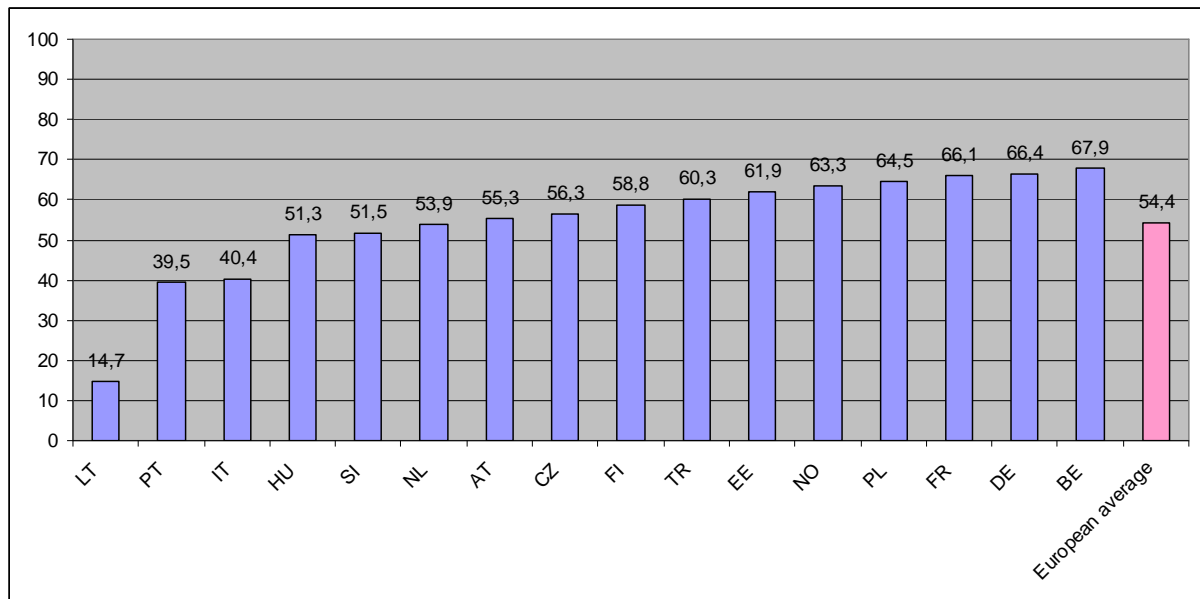
Figure 9e Percentages of graduates whose mothers highest education (tertiary education)



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

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

Figure 9 Percentages of graduates whose partners highest education (tertiary education)



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