

Q1 Gender**What is your gender?**

Please select the option that best describes you.

- ☐ Woman
☐ Man
☐ Prefer to self-describe _____
☐ Prefer not to answer

Justification: Gender is a key dimension of educational inequality for higher education in general as well as in economics specifically. Including options beyond the binary follows inclusive survey practices and supports equity analyses across diverse populations.

Q2 Language**How often does the language of instruction and/or assessment interfere with your studies?**

This includes situations where the language used in lectures, seminars, or exams is not your strongest language, making it harder to follow, participate, or express yourself fully.

- Never OOOOO Always
☐ Prefer not to answer

Justification: Language-related barriers can influence access to course materials, participation in class, communication with peers and instructors, and overall academic success. Compared to questions about language spoken at home, this item focuses more directly on experienced academic difficulties and is therefore more applicable across diverse educational settings.

Q3/Q4 Caregiver Education**Who are the two people most responsible for raising you?**

	Caregiver 1	Caregiver 2
Mother	☐	☐
Father	☐	☐
Other relative	☐	☐
Other non-related person	☐	☐
Not applicable	☐	☐
Prefer not to answer	☐	☐

What is the highest level of education they have completed?

Finished Education	Caregiver 1	Caregiver 2
No formal education	☐	☐
Primary school	☐	☐
Lower secondary school	☐	☐
Upper secondary school	☐	☐
Postsecondary vocational education	☐	☐
Postsecondary academic education	☐	☐
Postgraduate academic education	☐	☐
I do not know	☐	☐
Not applicable	☐	☐
Prefer not to answer	☐	☐

Justification: Caregiver education is a widely used indicator of socioeconomic background and educational capital in both secondary and higher education research. Identifying caregivers separately allows the item to accommodate diverse family structures while maintaining a consistent measure of educational background across cultural contexts.

5 Born domestic

Were you or your caregivers born in the country where you are currently studying?

Born domestic?	Me	Caregiver 1	Caregiver 2
Yes	☐	☐	☐
No	☐	☐	☐
I do not know	☐	☐	☐
Not applicable	☐	☐	☐
Prefer not to answer	☐	☐	☐

Justification: Migration background may influence students' familiarity with the local education system, language environment, and institutional expectations, potentially shaping academic adjustment and participation in higher education.

Q6 Prior Education domestic

How many years were you formally educated in the country that you are currently studying?

- ☐ 0-1 year
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ more than 5 years
- ☐ Prefer not to answer

Justification: Prior educational experience within the current national education system may shape familiarity with academic expectations, institutional structures, and assessment practices. This item complements migration background by focusing on educational pathway rather than country of birth alone.

Q7 Minority

Do you consider yourself to be part of an ethnic/racial, religious, cultural or geographical minority in the country where you are currently studying?

	Yes (please specify)	No	Not applicable	Prefer not to answer
Race/Ethnicity	☐ _____	☐	☐	☐
Religious	☐ _____	☐	☐	☐
Cultural	☐ _____	☐	☐	☐
Geographical (e.g., rural)	☐ _____	☐	☐	☐
Other	☐ _____	☐	☐	☐

Justification: Self-identification as part of an ethnic, racial, religious, cultural or geographical minority provides a context-sensitive measure of group belonging that avoids imposing externally defined categories that may not be comparable across countries. The question does not assume disadvantage but allows researchers to examine whether and under which conditions minority status relates to educational experiences and outcomes.

Q8 Responsibilities outside of studies

Do you have significant responsibilities outside of your studies?

By significant responsibilities, we mean obligations that together require more than 10 hours per week and would have serious personal, financial or social consequences if they were not fulfilled.

	Yes	No	Prefer not to answer
<i>Necessary paid or unpaid work</i>	☐	☐	☐
<i>Caring for children or family members</i>	☐	☐	☐
<i>Formal sport commitments</i>	☐	☐	☐
<i>Other (please specify)</i>	☐ _____	☐	☐

Justification: This item captures substantial responsibilities outside of study that may compete with students' time, energy, and available resources. By assessing different types of responsibilities separately while applying a common threshold of more than 10 hours per week, the item distinguishes significant obligations from routine extracurricular activities.

Q9 Financial concerns

How often do financial concerns interfere with your studies?

By financial concerns we mean concerns about affording study-related costs, for example: tuition, fees, books, technology, accommodation, or other living expenses.

Never OOOOO Always

☐ Prefer not to answer

Justification: Financial concerns may affect students' access to learning resources, housing stability, academic participation, and persistence in higher education. The item captures perceived financial strain rather than exact income or wealth, making it applicable across diverse contexts.

Q10 Health

How often does a serious health condition interfere with your studies?

By serious health condition we mean a long-standing or recurring condition, for example: chronic illness, mental health difficulties, mobility or sensory impairment, or learning disabilities.

Never OOOOO Always

☐ Prefer not to answer

Justification: Serious health conditions can significantly affect students' ability to attend classes, study consistently, and complete assessments. By focusing on functional academic impact rather than diagnosis, the item enables comparable measurement across contexts with different health systems and disclosure norms.