

# THE SOCIAL DIMENSION OF STUDENT LIFE IN THE EUROPEAN HIGHER EDUCATION AREA IN 2019

Selected indicators from EUROSTUDENT VII

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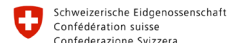
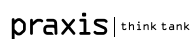
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## Consortium members



# BACKGROUND

With the Rome Communiqué, the topic of the social dimension is set to (re-)gain importance within the EHEA. The “Principles and Guidelines to Strengthen the Social Dimension of Higher Education”, developed in the past round of the Bologna Process, encourage EHEA countries to create frameworks and strategies fostering inclusive environments for vulnerable, disadvantaged, and underrepresented students, so that Europe’s student populations reflect the heterogeneous social profile of society at large.

With this publication, EUROSTUDENT intends to contribute to the discussion by presenting a selection of indicators portraying the current state of the social dimension in the participating countries. The unique nature of the EUROSTUDENT data permits for a differentiated and comprehensive understanding of equity-related issues and questions of the social dimension of higher education in Europe. The indicators presented in this report focus on four key areas: Demographics and social background of students, transition and access into higher education, students’ employment, and the financial situation of students. To what extent can students of different backgrounds be found within the higher education systems? How open and flexible are European higher education systems in providing access to students entering higher education at different points in their lives, and with different past experiences? What are the circumstances under which students pursue their studies and how do they make a living? Finally, data on students’ time budget, employment, and finances point towards particular obstacles students across the European Higher Education Area may face in their studies, and indicate the extent of vulnerability of different student groups.

The presented information highlights the fact that many aspects are to be considered in the development of the social dimension of higher education. We hope this publication, as well as upcoming EUROSTUDENT reports, will find interested readers and provide valuable input on the discussions in the coming years of the Bologna Process, as more countries develop social dimension strategies.

## The EUROSTUDENT survey

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 provides a broad, policy-relevant cross-country comparison of data on the social dimension and of student mobility in European higher education. By

directly surveying students and collecting data on a wide range of topics, EUROSTUDENT is able to provide indicators on many policy-relevant aspects of students’ lives. Key areas of focus are students’ background, the study conditions and experiences encountered, as well as students’ living conditions.

## EUROSTUDENT publications

The findings and results of the EUROSTUDENT project are made available through different formats.

- The project’s central publication is the EUROSTUDENT Synopsis of indicators. It adopts a broad, comparative perspective on the topics being analysed.
- Additionally, EUROSTUDENT publishes thematic reviews, providing a concise, in-depth overview on a specific topic. The most recent thematic review focused on students’ employment alongside their studies.
- A publicly accessible, online database contains all of the indicators gathered from the national contributors. It can be used by researchers and policy-makers as well as by the interested public. In the current project round, a Scientific Use File (SUF) is being created for the first time.
- EUROSTUDENT Intelligence briefs are short, stimulating documents presenting information and interpretive help on specific topics covered in the EUROSTUDENT data set.
- Most national teams publish national reports. These offer in-depth analyses of students’ social and economic conditions within a specific country.

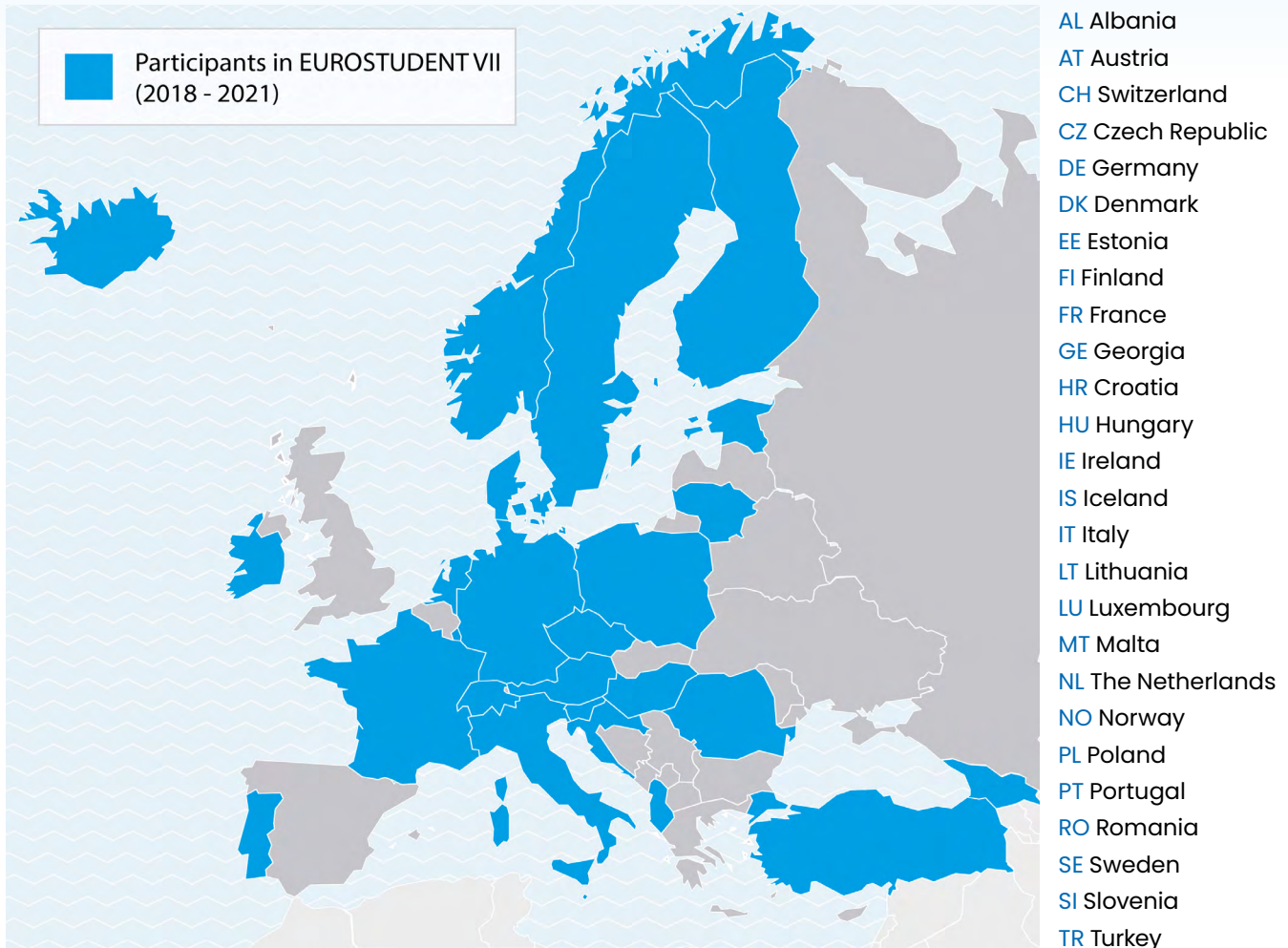


All results as well as the database are accessible via the EUROSTUDENT website [www.eurostudent.eu](http://www.eurostudent.eu). Results and publications from the current EUROSTUDENT round are expected to be published in summer 2021.

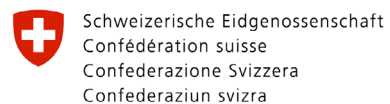
# EUROSTUDENT NETWORK

In the current, seventh round of the project, 26 participating countries committed to conducting surveys among their higher education students. The EUROSTUDENT consortium and the 26 participating countries in EUROSTUDENT VII cooperate closely in

the collection, processing, and interpretation of internationally comparative data on the social dimension of higher education. The central coordination is led by and supported by the international partners in the project consortium.



**The EUROSTUDENT consortium is made up of seven member organisations.**



## Technical notes

All data presented in this publication are preliminary data from the seventh round of the project (EUROSTUDENT VII) and are based on national surveys conducted in spring/summer of 2019.

Data from EUROSTUDENT participant countries with a field phase in 2020 are not yet included. Complete data from the seventh round will be published in summer 2021.

Presented averages are unweighted means across countries with available data. Averages should be considered provisional and will deviate from later project publications as data from more countries are added.



## STUDENTS' AGE

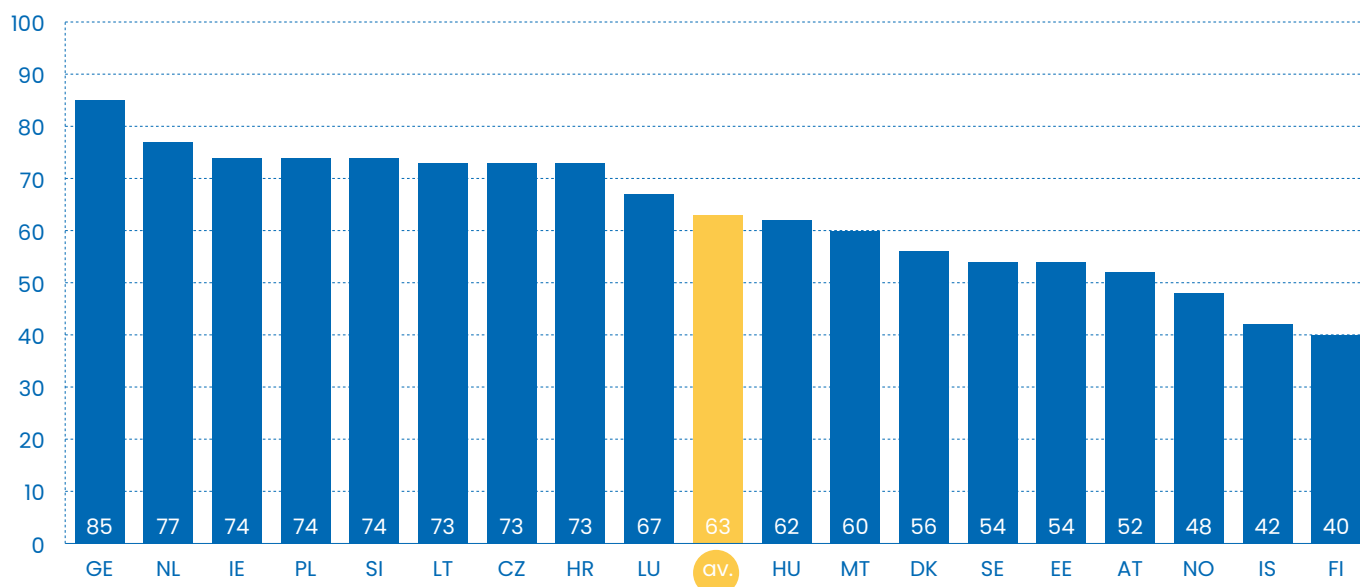
Students' age is one of the most characteristic distinctions between student populations in the European Higher Education Area (EHEA). It is an important aspect to take into account when comparing the situation across different higher education systems.

On average across EUROSTUDENT countries, 63 % of students are under the age of 25. The average age of students varies between 22 to 24 years in Georgia and the Netherlands and between 28 and 30 years in Norway, Iceland, and Finland. In Georgia and the Netherlands, more than three quarters of all students are under 25. In Norway, Iceland, and Finland, less than half of all students fall into this age group: here, students ages 30 and over make up the largest part of the student population. Roughly a third of students in these countries have already celebrated their 30th birthday.

Across all EUROSTUDENT countries, older students can generally be found among those who have entered higher education with a delay or using alternative access routes. Relatedly, students whose parents did not attain a tertiary degree – who more often enter higher education in these ways – are on average older than their peers in all analysed countries except Georgia. With regard to their living situation, older students are more often living away from the parental home and are more often reliant on their own income rather than on their family or public support.

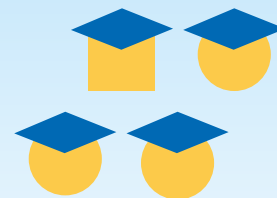
### Students under 25 years of age

Share of all students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019).

# STUDENTS WITH IMPAIRMENTS



Enabling the participation of people with disabilities in (higher) education is a stated goal of European policy. Students with impairments often face particular challenges in accessing and completing higher education. EUROSTUDENT indicators provide insight into the share of students indicating a disability, impairment, long-standing health problem, or functional limitation which limits or severely limits them in their studies. Fewer than 10 % of students self-categorise as having such an impairment in Estonia, Georgia, and Hungary. In Finland, Iceland, the Netherlands, and Sweden, on the other hand, at least 20 % of students report having such an impairment.

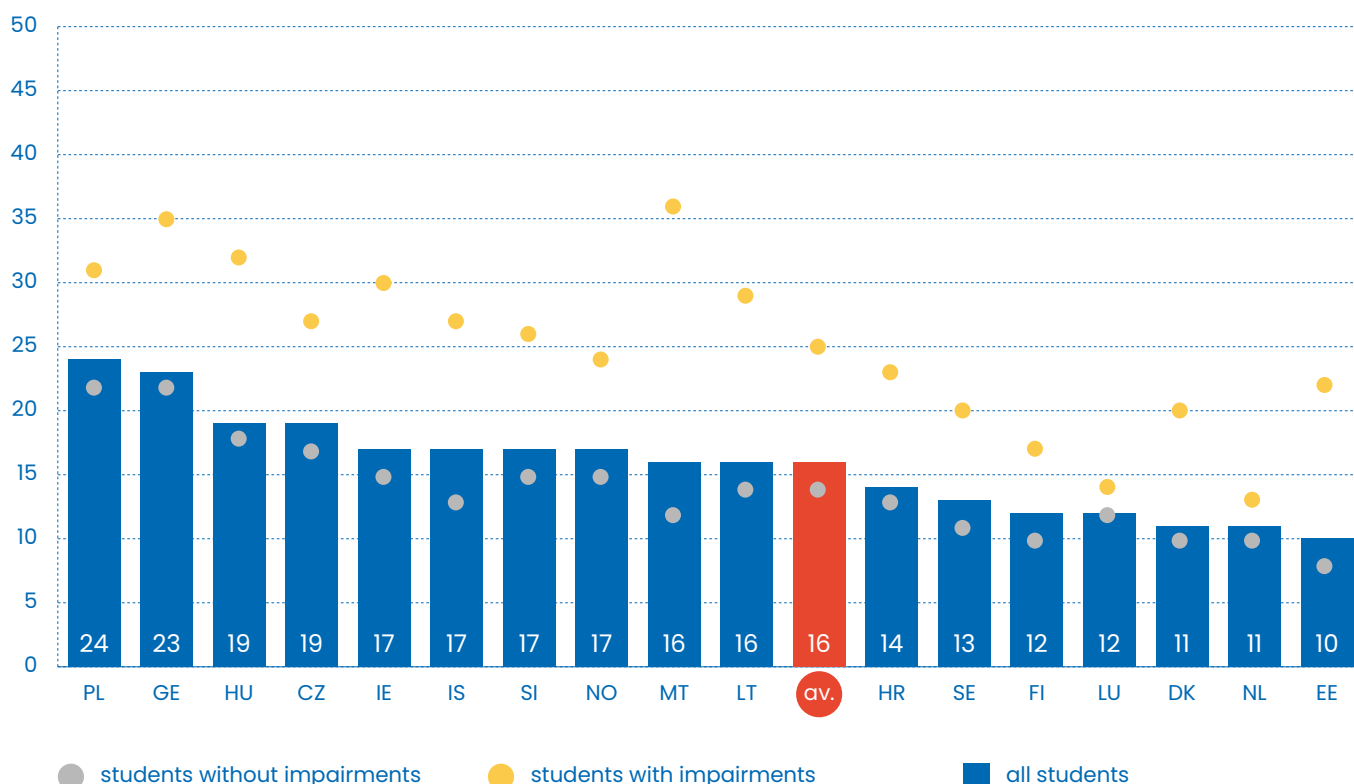
the shares of students indicating they often feel that they do not belong in higher education are – often clearly – higher among students indicating an impairment than among their peers who do not. On average, a quarter of students with impairments often feel they do not belong in higher education – this share is 11 percentage points higher than among students without an impairment. The difference between the groups is particularly pronounced in Ireland, Iceland, Malta, Lithuania, Denmark, and Estonia, where at least twice as many impaired students doubt their belonging in higher education than those without limitations.

EUROSTUDENT data indicate that higher education in the EHEA is apparently not always a welcoming environment for students with impairments. In all analysed countries,

**“I often have the feeling that I don’t really belong in higher education”**

## Students’ sense of lack of belonging by impairment

(Strong) agreement with the statement “I often have the feeling that I don’t really belong in higher education”  
Share of students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019).



# INTERNATIONAL BACKGROUND OF STUDENTS

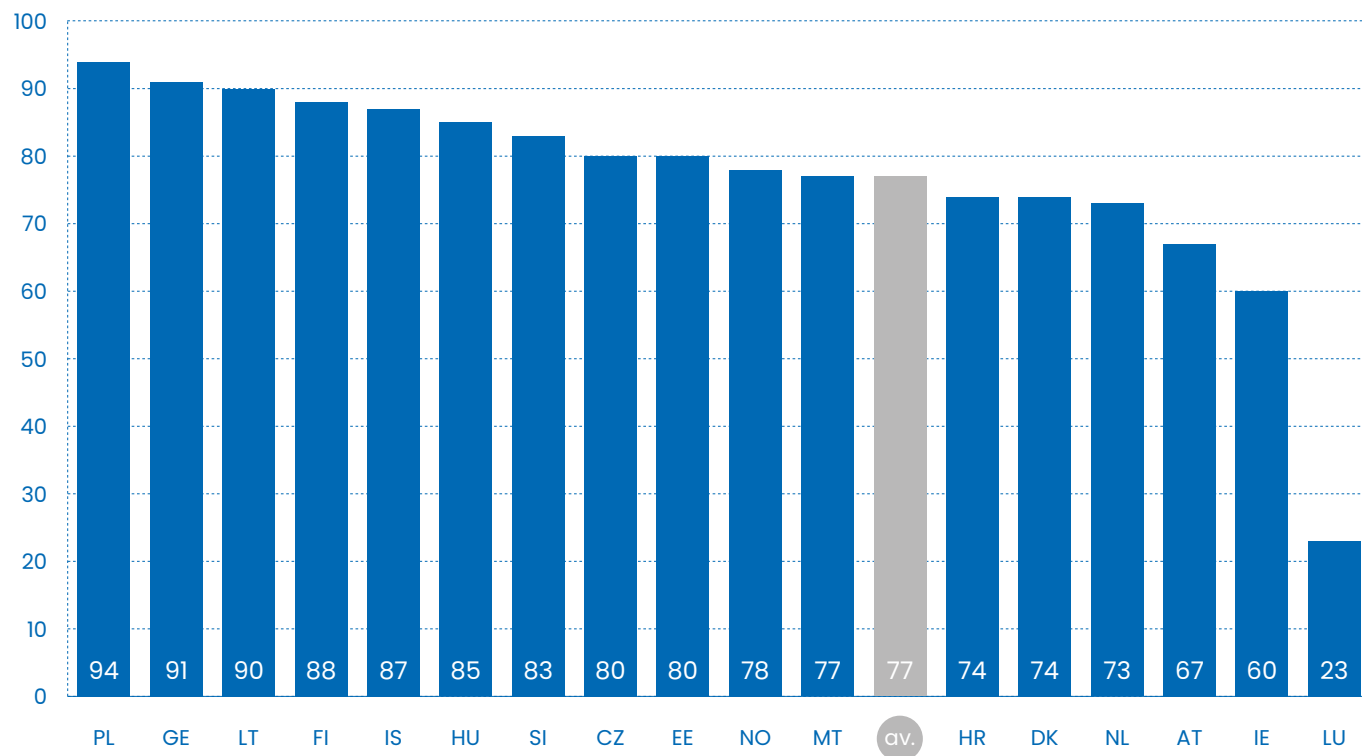
The degree to which a higher education system draws international students, i.e. students coming to a country specifically with the purpose of pursuing a higher education degree, is often taken as a measure of its attractiveness and success. Whether a higher education system is open to and successfully manages to include domestic students with a migrant background, i.e., with at least one parent born abroad, but having completed (secondary) school within the country – is a matter of social inclusion.

In the large majority of EUROSTUDENT countries, the student body is comprised of at least 70 % of students without migration background who were domestically educated, i.e. nationally-born students whose parents were also born in the country of survey. In Poland, Georgia, and Lithuania, such students without migration background make up at least 90 % of all students. Ireland and Luxembourg, on the other hand, have

the lowest shares of domestically educated students without migration backgrounds. This is mainly due to the large shares of international students (students with a foreign entry qualification) studying in these two countries. Together with Austria, Ireland, and Luxembourg register the highest shares of international students with at least 15 % of all students coming from abroad for study purposes. Ireland and Luxembourg, together with Norway, are also the countries with the highest shares of first generation migrants, i.e., students born abroad, but educated domestically, among students (at least 5 %). The highest shares of second generation migrants, i.e., students born in the country of survey and possessing national entry qualifications, but with at least one parent born abroad, can be found in Croatia, Estonia, Ireland, Luxembourg, the Netherlands, and Slovenia. This description applies to at least 10 % of all students in these countries.

## Students without migration background (domestically educated)

Domestically educated students born in the country of survey, with parents born in the country of survey  
Share of all students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019).

# STUDENTS' EDUCATIONAL BACKGROUND



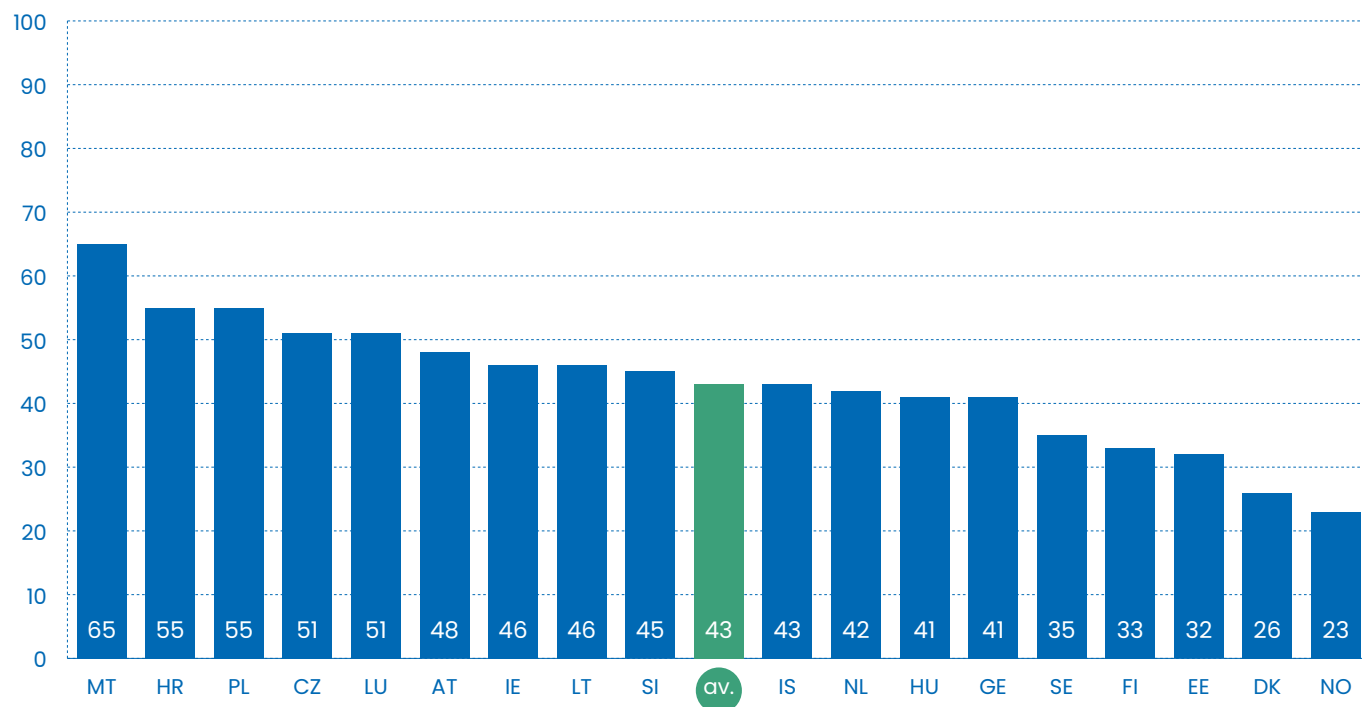
Students' educational background is determined by the highest level of education either parent has achieved. Parental educational background has been shown to exert a strong influence on children's educational pathways and achievements.

EUROSTUDENT data show a large variation in the educational background of students. Large shares of students whose parents have not attended tertiary education can be found in Malta, Croatia, Poland, the Czech Republic, and Luxembourg – between half and roughly two-thirds of students' parents do not hold a tertiary degree in these countries. In Sweden, Finland, Estonia, Denmark, and Norway, this applies to only between approximately a quarter and a third of all students currently in higher education. Here, students with tertiary educated parents are clearly the majority.

Students whose parents did not attain a tertiary degree tend to be older, and are more often found among students having accessed higher education through an alternative, rather than traditional, route. Students from non-tertiary backgrounds also more often enter higher education with a delay of more than two years after leaving school. In the vast majority of countries, students without tertiary background are more commonly enrolled in non-universities, as well as in short-cycle or Bachelor programmes vs. Master programmes. They are more likely to be studying at a low intensity, likely due to the higher extent of employment they typically engage in to finance their studies. Students without tertiary background tend to rely on public support or their own earnings rather than family support in a clear majority of countries.

## Students with non-tertiary education background (ISCED 0-4)

Students with parents/guardians with joint highest educational attainment at ISCED levels 0-4  
Share of all students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019).



# REPRESENTATION OF STUDENTS WITHOUT TERTIARY EDUCATION BACKGROUND



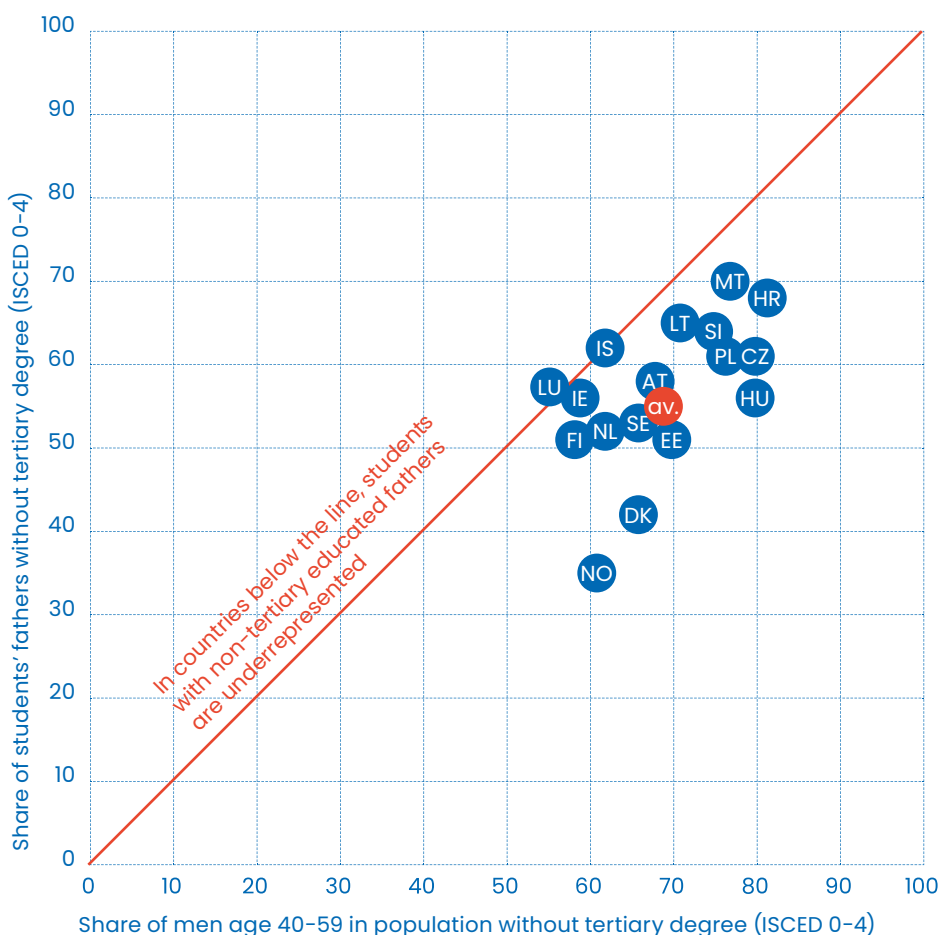
Students from lower educational backgrounds are underrepresented in almost all EUROSTUDENT countries. On EUROSTUDENT average, only around 80 % of the expected number of students whose fathers' degree does not exceed ISCED level 0 – 4 are currently enrolled in higher education.

The graph compares the share of students' fathers who have not attained tertiary education, i.e., whose highest degree is at ISCED levels 0 – 4, with the corresponding share of 40 – 59 year-old men in the population. Shares of equal size result in a position on the diagonal (index value = 1). An index value of 1 indicates that there are exactly as many students without tertiary education background as would be expected based on the distribution of educational attainment in the population. Values over 1 indicate overrepresentation of this group and lie above the diagonal, values below 1 and below the diagonal indicate underrepresentation. Comparisons to population data can be influenced by several factors, e.g. the age distribution of students' parents, reproductive patterns, and the share of

international students in a country. It should also be noted that representation across types of institutions and study programmes within a country may vary greatly (see previous page).

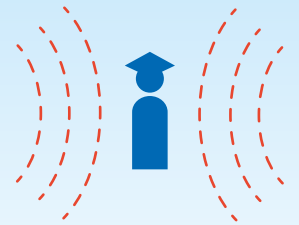
Students from non-tertiary education backgrounds (as measured by fathers' educational attainment) are relatively well-represented in Ireland, Malta, and Lithuania, where the share of students from non-tertiary backgrounds currently enrolled in higher education amounts to at least 90 % of what would be expected based on the educational attainment of the fathers' generation. In Iceland and Luxembourg, the share of students from non-tertiary backgrounds currently enrolled in higher education indicates good or even over-representation of students without highly educated fathers: it is equal or even slightly higher than would be expected based on the population. In Estonia, Denmark, Hungary, and Norway, less than three quarters of the expected share of students with fathers who did not attend tertiary education are currently enrolled in higher education.

## Representation of students from non-tertiary background (fathers) against the population



Data source: Educational attainment of students' fathers: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019).

Share of men age 40 – 59 in population: EU-LFS 2019 [ifsa\_pgaed].



# STUDENTS' SENSE OF BELONGING BY EDUCATIONAL BACKGROUND

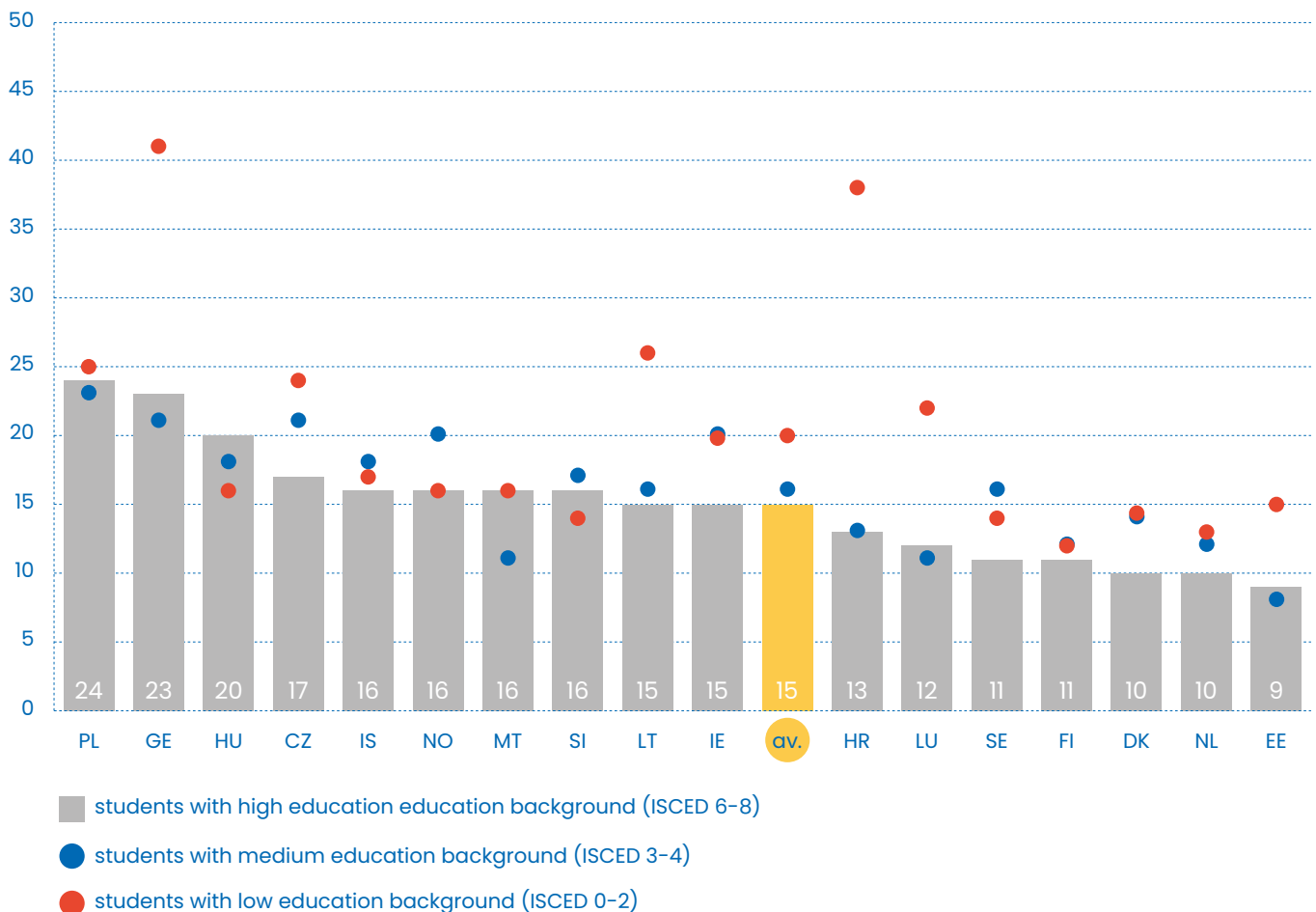
Students without tertiary education background may struggle to feel at home in higher education. EUROSTUDENT data show that the extent to which students from different educational backgrounds feel integrated varies significantly across countries. On average, students from lower educational backgrounds (ISCED 0-2) more often feel they do not belong in higher education than their peers with medium (ISCED 3-4) or high education background education (ISCED 6-8). In general, students whose parents have the lowest educational attainment most often feel that they do not belong, compared to students with more highly educated parents.

The pattern is particularly striking in Croatia, Georgia, Lithuania, and Luxembourg: the shares of students

indicating they often feel they do not belong in higher education are at least 10 percentage points higher among students from low educational backgrounds than among their peers whose parents have obtained higher education degrees. In the Czech Republic, Ireland, Sweden, Denmark, and Estonia, the general trend that students with less well-educated parents feel less belonging can also be observed, but less strongly. In Poland, Iceland, Slovenia, and Finland, on the other hand, the differences between student groups from different educational backgrounds are small (no more than three percentage points) or non-existent. Finally, in Hungary, Norway, and Malta, the pattern is not as clear. In these countries, students with medium or highly educated parents indicate the highest level of doubt in their belongingness.

## Students' sense of lack of belonging by educational background

(Strong) agreement with the statement "I often have the feeling that I don't really belong in higher education" Share of students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019). Note: students with parents with ISCED level 5 (short-cycle tertiary education) not shown due to the varying character of this level of education across countries.



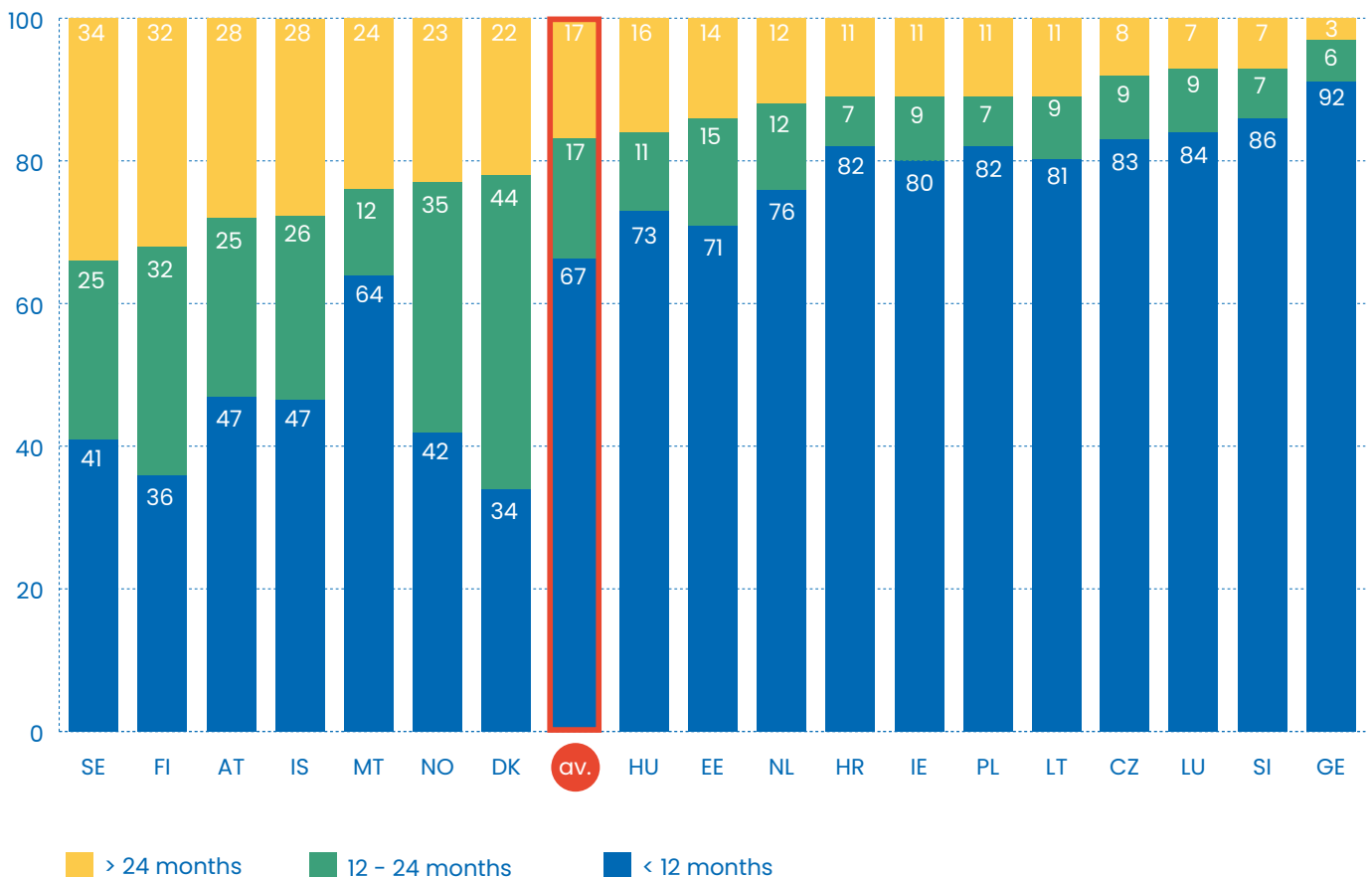
# DURATION OF TRANSITION BETWEEN SCHOOL AND HIGHER EDUCATION

Ensuring equitable access into higher education to people from all backgrounds remains one of the main challenges in European higher education, as last emphasised in the Paris Communiqué (2018). Against the background of the EHEA’s aim of social mobility and continuous professional development at any stage along the life course, the transition time between leaving the regular school system and entry into higher education is a valuable indicator in measuring the openness of educational systems with regards to their accessibility. The large majority of students in the EHEA enter higher education with only a relatively short delay after school: Roughly two thirds of students (67 %) enter less than a year after graduating from school, and a further 17 % access higher education within two years after leaving school. On cross country average, about every sixth

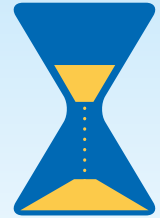
student can be considered to be a ‘delayed transition student’, having entered higher education more than two years after leaving school (17 %). Particularly large shares of students with delayed transition time can be observed in Sweden, Finland, Austria, and Iceland, where between a quarter and a third of students are delayed transition students. In contrast, the shares of delayed transition students are lower than ten percent in the Czech Republic, Luxembourg, Slovenia, and Georgia.

## Transition time from school to higher education

Duration between leaving school for the first time and entering higher education for the first time  
Share of all students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019). Deviations from 100 % due to rounding.



# DURATION OF TRANSITION INTO HIGHER EDUCATION BY EDUCATIONAL BACKGROUND

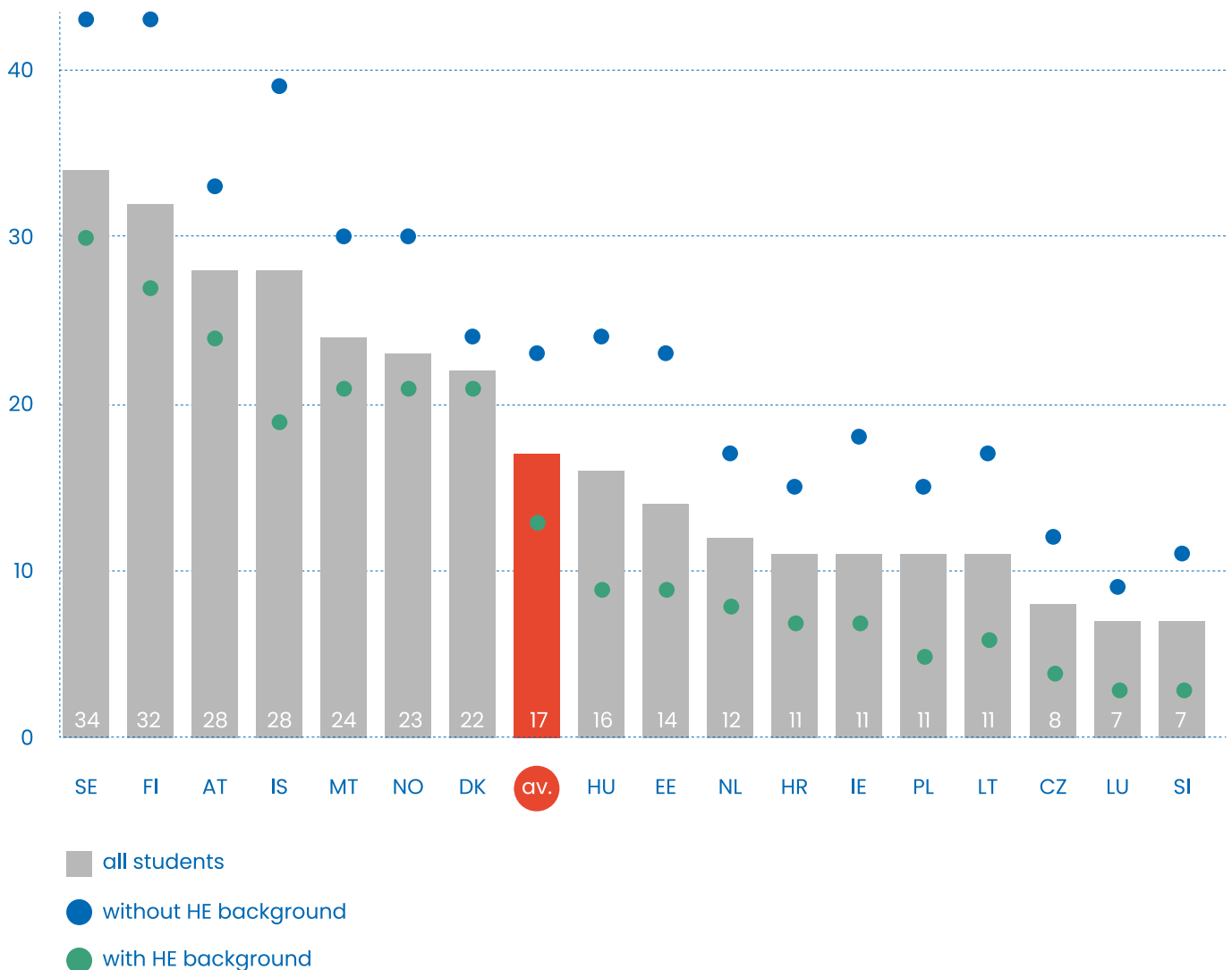
A delayed entry in higher education, i.e. an entry into higher education of more than two years after leaving school for the first time, is particularly often used by students without a history of tertiary education in their family. When differentiating by educational background, it becomes apparent that the shares of delayed transition students are (in many cases considerably)

larger among students whose parents have not attained a tertiary education degree compared to students with tertiary education background in all countries. On cross country average, the share of delayed transition students is ten percentage points higher among students without tertiary education background (23 %) than among students with higher education background (13 %).

## Delayed transition students by educational background

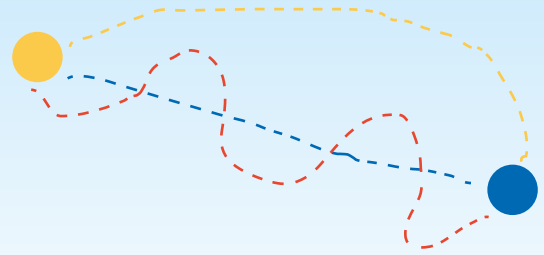
Students with a transition time of more than 24 months between leaving school for the first time and entering higher education for the first time

Share of students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019).

# FLEXIBILITY OF ENTRY ROUTES INTO HIGHER EDUCATION



A further dimension in assessing accessibility regards the requirements needed for entering higher education. Typically, a standard access requirement exists for entry into higher education in most countries, e.g., Matura, Abitur, or Baccaauréat. This entry requirement is typically obtained upon graduating from upper secondary school at a young age. In many systems, however, this qualification may also be obtained outside the regular school system (e.g., in evening classes for adults), or replaced by other acquired skills or competences (e.g., work experience). EUROSTUDENT differentiates between students who obtained a standard minimum access requirement in conjunction with leaving the regular school system for the first time (standard access route) and students who entered higher education without a standard access requirement or who obtained it later in life (alternative access route) in order to illustrate different aspects of flexibility in accessing higher education.

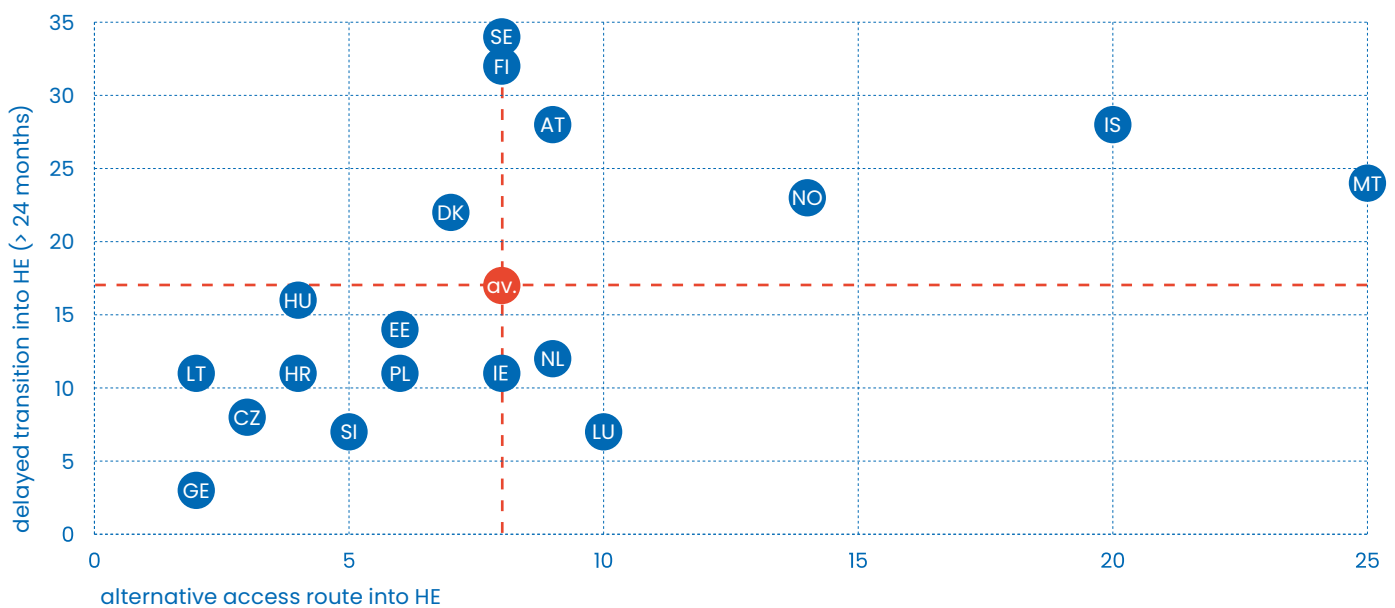
The shares of students using alternative access routes range from two percent in Lithuania and Georgia to 25 % in Malta.

Jointly taking into account the way of entering higher education – the type of access route – and the timing of entry – direct vs. delayed – results in a cautious characterisation of higher education systems with respect to their accessibility. The higher education systems of a small group of countries may be described as flexible with regard to both how and when in the life course higher education is entered: in Iceland, Malta, and Norway, there are relatively large shares of students having entered higher education using an alternative access route, as well as relatively large shares of students having entered higher education with a delay. In a larger group of countries located in the bottom left quadrant of the figure, in contrast, shares of both student groups are relatively low, indicating that entry into higher education is typically achieved through conventional access channels relatively quickly after leaving school.

On cross country average, eight percent of students entered higher education via alternative access routes. Variation among national student populations is large:

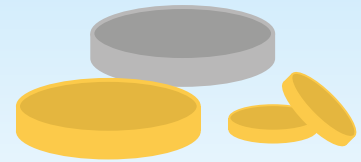
## Flexibility of entry routes into higher education

Entry into higher education through alternative access routes (x-axis) and with a delay of more than 24 months after leaving school for the first time (y-axis)  
Share of all students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019).

# EXTENT OF STUDENTS' PAID WORK

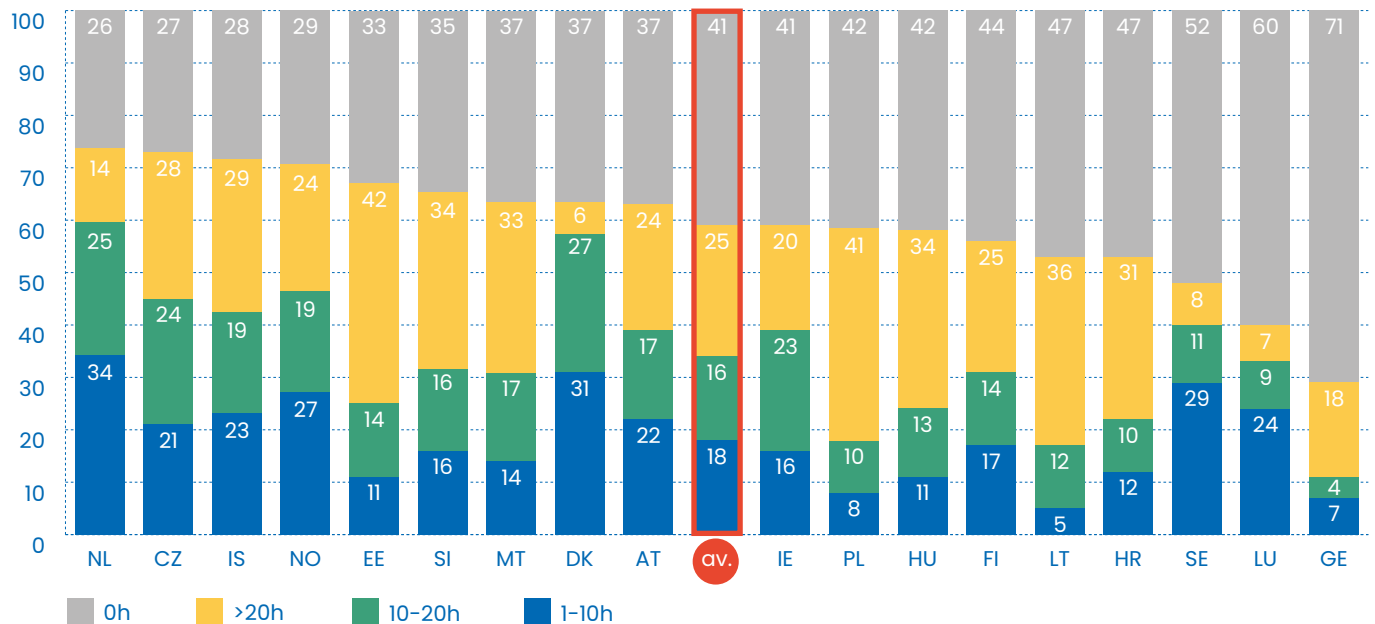


Student life often involves more than just studying. On average, slightly less than 60 % of students in the EUROSTUDENT countries work alongside their studies. Across countries, the highest shares of working students can be found in the Netherlands, Czech Republic, Iceland, and Norway: at least 70 % of students work during an average week. In Sweden, Luxembourg, and Georgia, it is far less common to combine studying with a paid job – less than half of students engage in paid employment. In general, older students tend to work more than younger students, and students who do not live with their parents more often work than students who do. The share of students with a paid job is higher among students without tertiary education background, which is in line with the finding that students without tertiary education background are less often able to depend on family income.

Not only the shares of working students differ across Europe, the number of hours spent on work also varies across the EUROSTUDENT countries. On average, (all) students spend 14 hours per week on paid job(s) in a typical week during lecture period and – to put that number in perspective – on average 34 hours on studying. 25 % of students spend more than 20 hours on paid job(s) in an average week. Compared by country, these shares are relatively high in Estonia and Poland: most of the working students in these countries work a higher number of hours, whereas for example in the Netherlands working is common, but the number of hours worked is relatively low compared to other countries. In general, students studying at non-universities work more hours per week than students at universities. Compared by field of study, EUROSTUDENT data show that students in the field of 'business, administration and law' on average work the most hours per week and students studying in the field of 'natural sciences, mathematics and statistics', work the least.

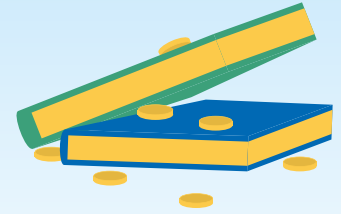
## Time spent on paid job(s) in an average week

Share of all students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019). Deviations from 100 % due to rounding.

# REASONS FOR COMBINING WORK AND STUDY



Why do students work? In EUROSTUDENT, students were presented with a range of possible reasons and asked to indicate to what extent these applied to them. More than half of the students work to cover their living costs (70%), to be able to afford things they otherwise could not buy (64%) and/or to gain experience at the labour market (56%). One in five working students works to support others financially.

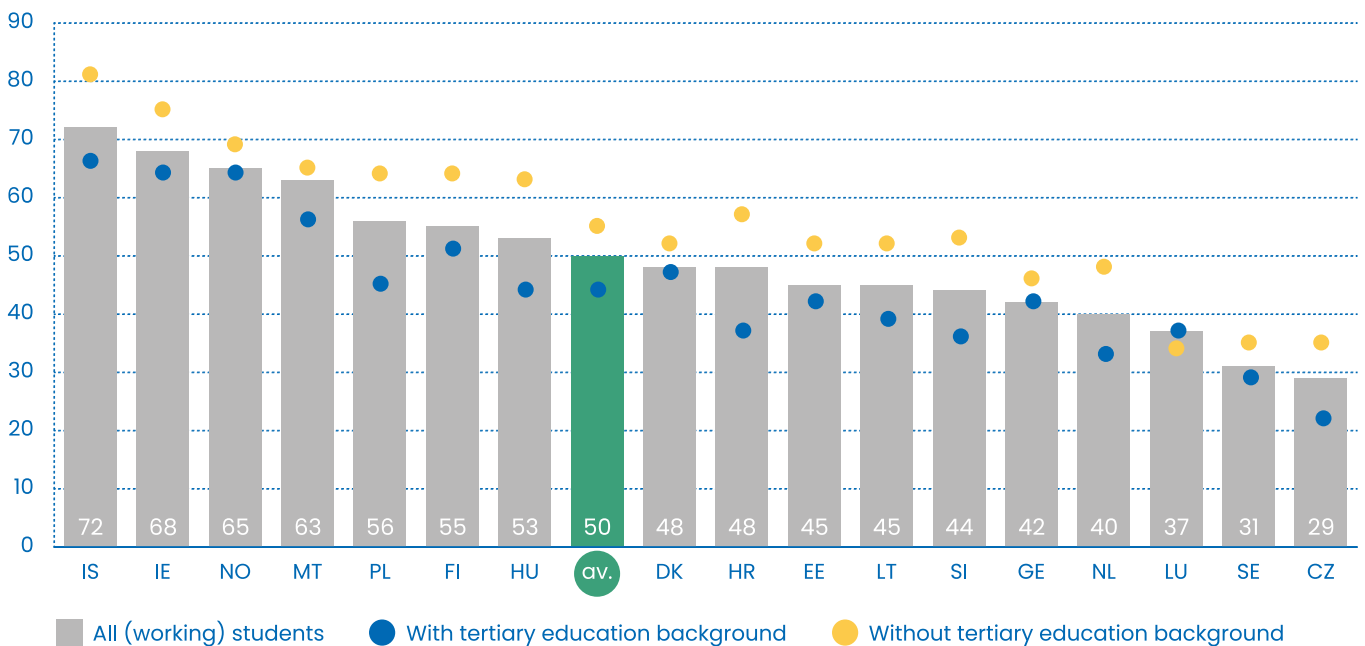
Combining work and study is not always a choice. Every second student (50%) would not have been able to study at all, if they did not have had a paid job to finance their studies. Across EUROSTUDENT countries, the share of students who indicate that they could not afford to study without their paid job(s) as reason to work alongside their studies varies between high shares (over 60%) in

Iceland, Ireland, Norway, and Malta on the one hand and relatively low shares (around 30%) in Sweden and the Czech Republic on the other. With only Luxembourg as an exception, this reason for work is related with the educational background of working students. Students without tertiary education background mention this more often as a reason for working. In some countries the influence of parental educational background on the need to work appears to be smaller. In Norway, Denmark, and Georgia, the differences between students from different educational backgrounds are smaller than in Poland, Hungary, and Croatia. Furthermore, the older the students are, the more often they indicate that their paid job is necessary to pay for their studies. The need to work to be able to study is also highly related with experiencing financial difficulties.

**“Without my paid job, I could not afford to be a student”**

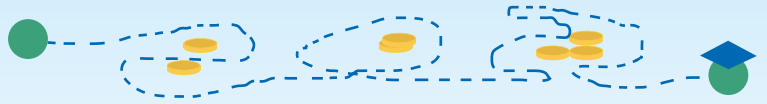
## Working to finance studies

(Strong) agreement with the statement “Without my paid job, I could not afford to be a student”  
Share of all working students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019).

# DIFFICULTIES DUE TO JOB OBLIGATIONS



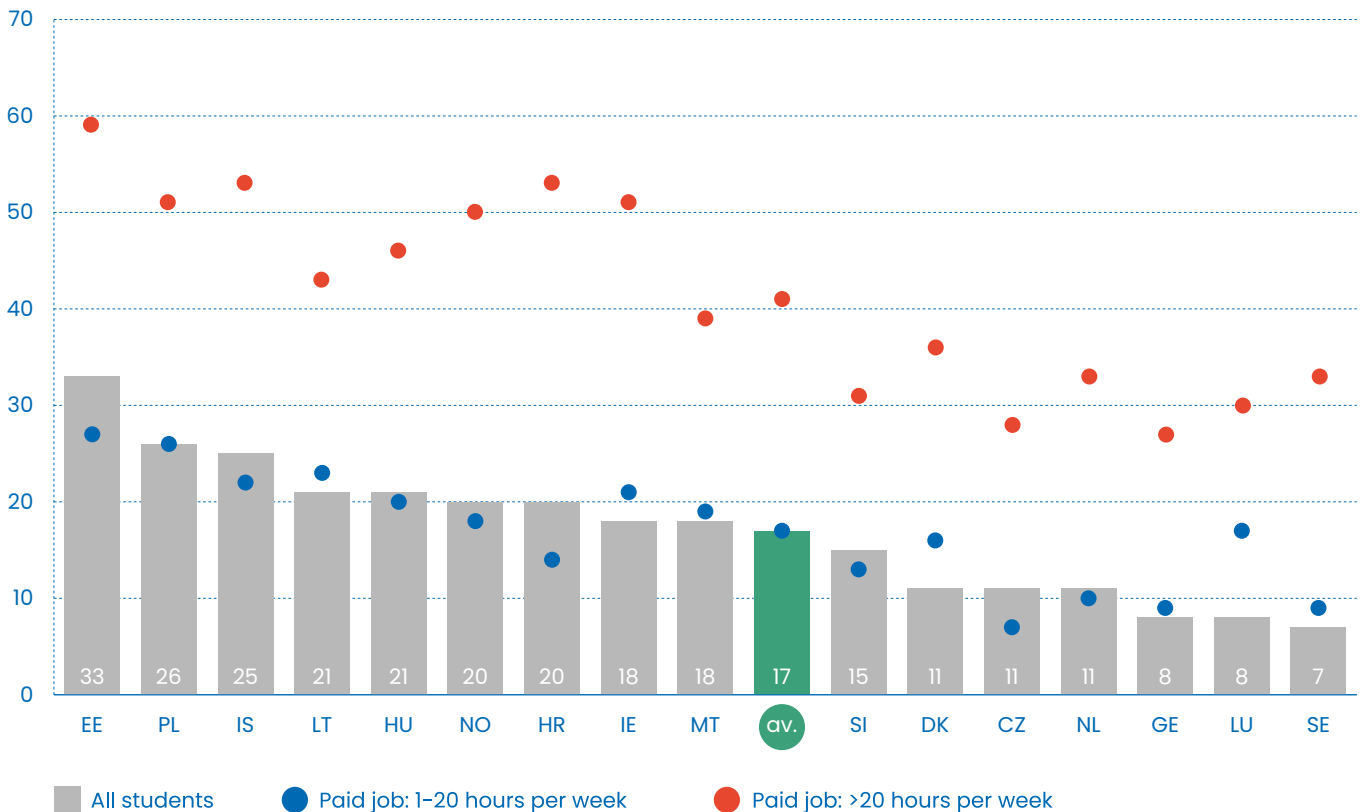
Working alongside studies reduces the time available for studying, which can create difficulties for students in organising their studies, and may also negatively impact their performance.

The EUROSTUDENT survey asks students to what extent they experience difficulties in their studies as a result of their work. On average, 17 % of all students experience difficulties in their studies due to obligations of their paid job. Students who work more than 20 hours per week are particularly affected: among these students, the share of students

reporting difficulties more than doubles to 40 %. In Estonia, Poland, Iceland, Croatia, and Ireland, more than half of the students who work more than 20 hours per week report that they encounter difficulties in their studies due to their paid job. In the Czech Republic and Georgia, on the other hand, just above a quarter of the students who work more than 20 hours experience these problems. Students who work because they otherwise could not afford to study disproportionately often report experiencing difficulties in their studies because of their job.

## Difficulties due to job obligation by extent of working

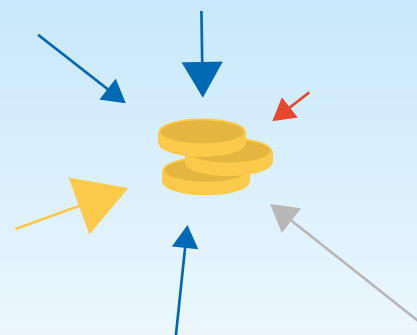
Self-assessed experience of current difficulties in studies due to job obligation  
Share of students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019).



# COMPOSITION OF STUDENT INCOME



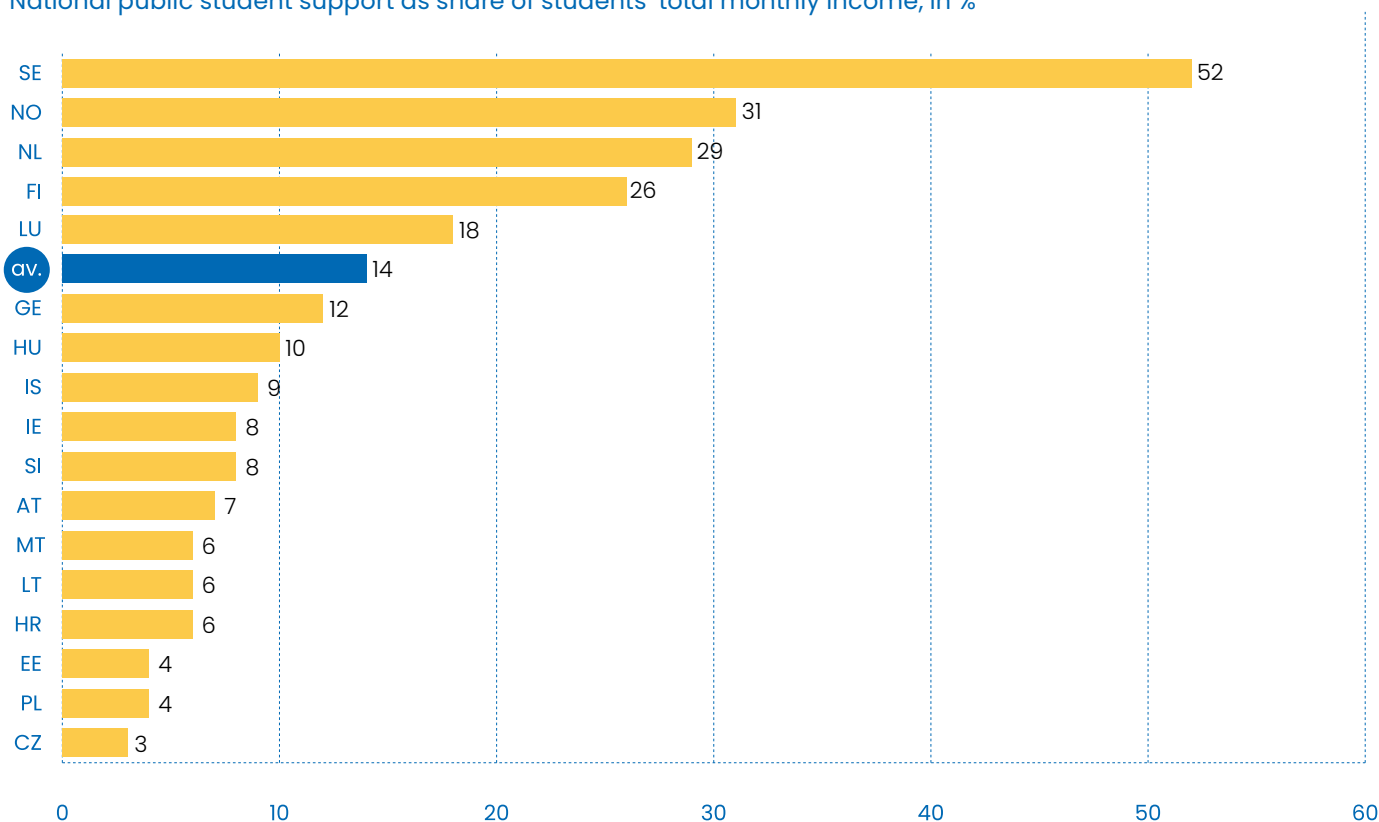
Student income is composed of different parts. From a macro perspective, students receive about a third of their income on cross-country average through contributions from their family/partner. More than two fifths come from students' self-earned income, national public student support provides clearly more than a tenth, and other income sources account for less than a tenth. Only in one country (Sweden) is national public student support the main source of students' total income.

Further analyses reveal that students' income structure changes with their age: With increasing age of students, the importance of family/partner contribution and national public student support in total income

decreases. At the same time, the shares of self-earned income and other income sources increase. Differences are also apparent when looking at students' educational background: students whose parents have attained tertiary degrees themselves receive clearly larger parts of their income from family/partner compared to their peers without tertiary education background (difference in cross-country averages: 10 percentage points). In contrast, students with tertiary education background receive lower income shares through gainful employment (difference: 8 percentage points) and public support than their counterparts without tertiary education background.

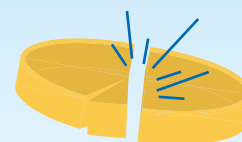
## Importance of national public student support

National public student support as share of students' total monthly income, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019). Note: In accordance with the EUROSTUDENT conventions, national public student support comprises only grants, scholarships and loans to students. Other types of public support, such as pension payments or the coverage of tuition fees, are not included in this income category.

# FINANCIAL DIFFICULTIES



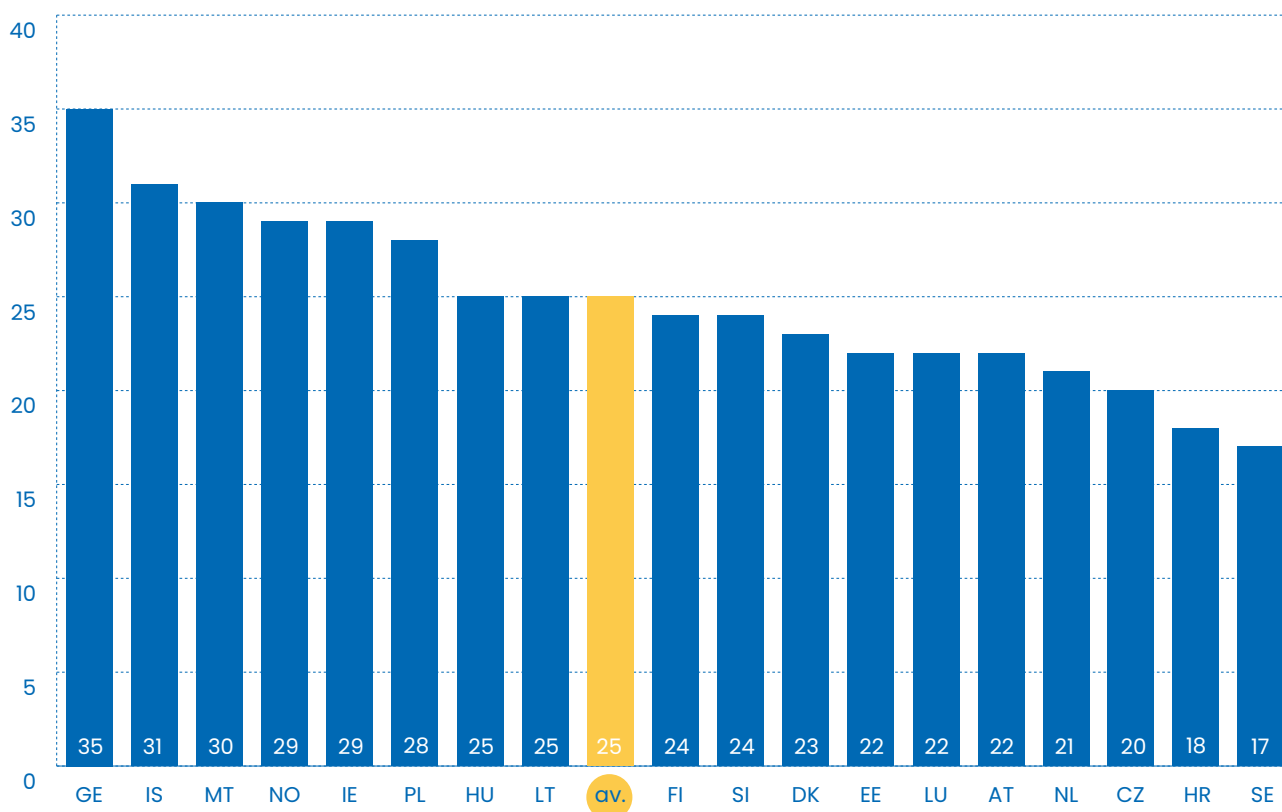
If student income and expenditure are not well-balanced, financial difficulties may result. On average across EUROSTUDENT countries, a quarter (25 %) of students report to be currently experiencing either serious or very serious financial difficulties. The share of students with such challenges varies between 17 % and 35 % across countries.

Some student groups are affected by financial hardship to a greater extent than others: on cross-country average, more than half of students who subjectively rate their parents to be not at all financially well-off indicate

they are experiencing (very) serious financial difficulties. Further groups that are affected by (very) serious financial difficulties to an extent above cross-country average are, for instance, students aged between 25 and 29 years, those from low educational backgrounds, students with delayed transition into higher education, and international students. With respect to students' subject groups it is students who are enrolled in arts and humanities who are particularly often confronted with financial problems. For all these groups, the share of students with (very) serious financial difficulties amounts to almost a third.

## Financial difficulties

Self-assessed very serious and serious financial difficulties  
Share of all students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019).

# ACCOMMODATION COST OVERBURDEN



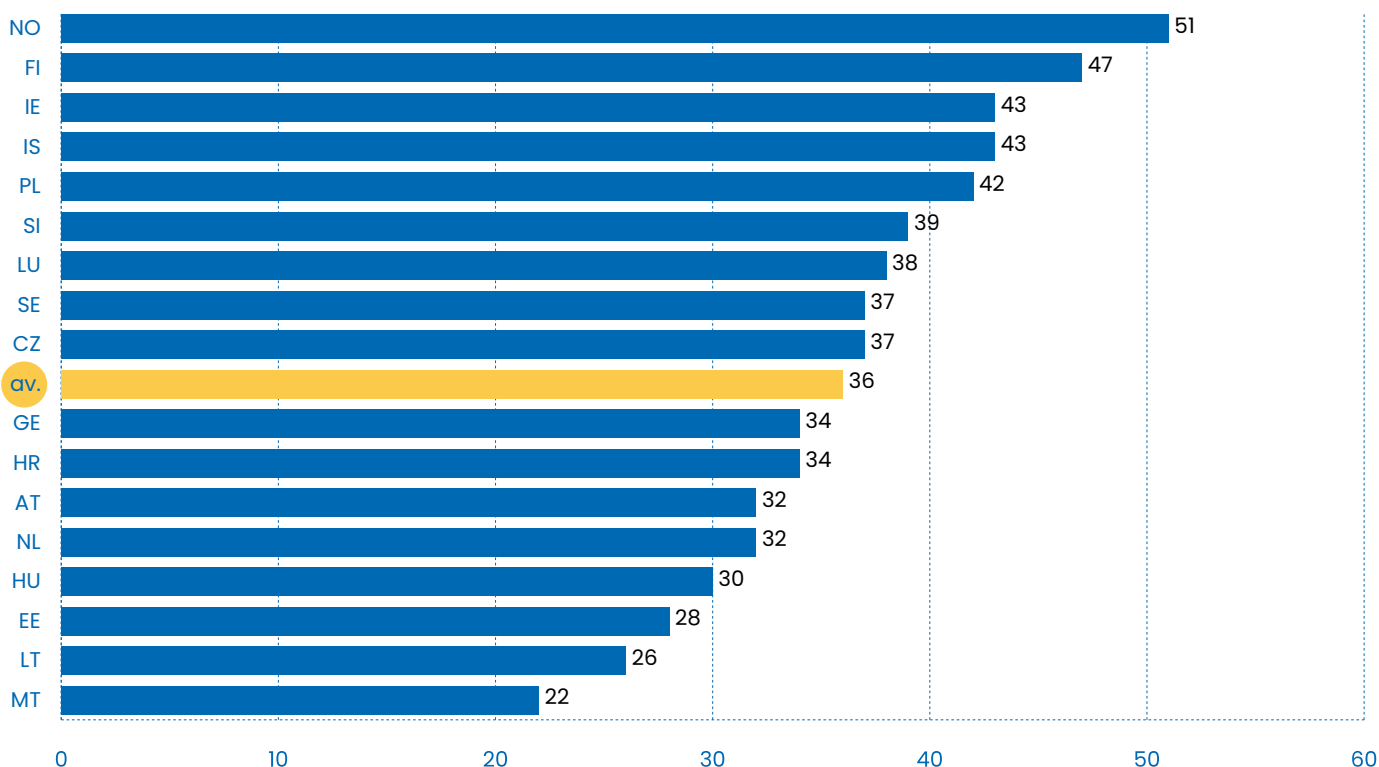
Accommodation costs are usually students' most important expenditure item. A measure that indicates a possible financial overburden with accommodation costs is the share of students spending at least 40 % of their monthly income on accommodation. Among all students, this proportion ranges from 22 % to 51 % across countries. The international average amounts to 36 %.

A comparison of different forms of housing shows that students who live in a shared living space (e.g. with friends) are most often affected by accommodation cost overburden (cross-country average: slightly more than half). For students living alone, the respective share amounts to clearly more than two fifths. Even students

who live in student accommodation, which is usually the cheapest form of housing outside the parental home, are affected by the problem more often than average (also more than two fifths). Of all students living outside the parental home, students living with partner/children are the least likely to struggle with accommodation cost overburden, although they are confronted with it to an above-average extent as well (less than two fifths). When looking at finance-related characteristics of students, it appears that among students who depend on contributions from family/partner the proportion of those spending at least 40 % of their monthly income on accommodation is exceptionally large (clearly more than half).

## Accommodation cost overburden

Accommodation costs comprising 40 % or more of total monthly income  
Share of all students, in %



Data source: EUROSTUDENT VII (preliminary data based on national surveys conducted in 2019).

This publication presents indicators on the social dimension of higher education in the European Higher Education Area in four key areas: Demographics and social background of students, transition and access into higher education, students' employment, and the financial situation of students. To what extent can students of different backgrounds be found within the higher education systems? How open and flexible are European higher education systems in providing access to students entering higher education at different points in their lives, and with different past experiences? What

are the circumstances under which students pursue their studies and how do they make a living? Finally, data on students' time budget, employment, and finances point towards particular obstacles students across the European Higher Education Area may face in their studies, and indicate the extent of vulnerability of different student groups.

The presented data are based on EUROSTUDENT surveys carried out in 2019 in 18 European countries.

