

EUROSTUDENT VI

Overview and selected findings



Social and Economic Conditions of Student Life in Europe

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COUNTRY ABBREVIATIONS

In all figures and tables, the following abbreviations are used to refer to the participating countries.

| | | | | | | | |
|----|----------------|----|---------|----|-----------------|----|----------|
| AL | Albania | FI | Finland | IT | Italy | PT | Portugal |
| AT | Austria | FR | France | LT | Lithuania | RO | Romania |
| CH | Switzerland | GE | Georgia | LV | Latvia | RS | Serbia |
| CZ | Czech Republic | HR | Croatia | MT | Malta | SE | Sweden |
| DE | Germany | HU | Hungary | NL | The Netherlands | SI | Slovenia |
| DK | Denmark | IE | Ireland | NO | Norway | SK | Slovakia |
| EE | Estonia | IS | Iceland | PL | Poland | TR | Turkey |

THE EUROSTUDENT PROJECT



The EUROSTUDENT project aims to provide a broad, policy-relevant cross-country comparison of data on the social dimension in European higher education. By directly surveying students and collecting data on a wide range of topics, EUROSTUDENT is able to provide indicators on most aspects of students' lives, from entry into higher education to assessment of labour market preparedness after graduation. International mobility is also an important aspect covered by the EUROSTUDENT questionnaire. Due to its broad thematic coverage and the involvement of different stakeholder groups, EUROSTUDENT aims to benefit different target groups: policy-makers at European and national levels, researchers, as well as students in the European Higher Education Area (EHEA) and the general public.

EUROSTUDENT couples a central coordination approach with a strong network of national partners in each EUROSTUDENT country. The central coordination team is made up of a consortium comprised of seven member organisations. The consortium provides national ministries and research teams with the EUROSTUDENT core questionnaire, as well as extensive instructions and support for conducting the field phase

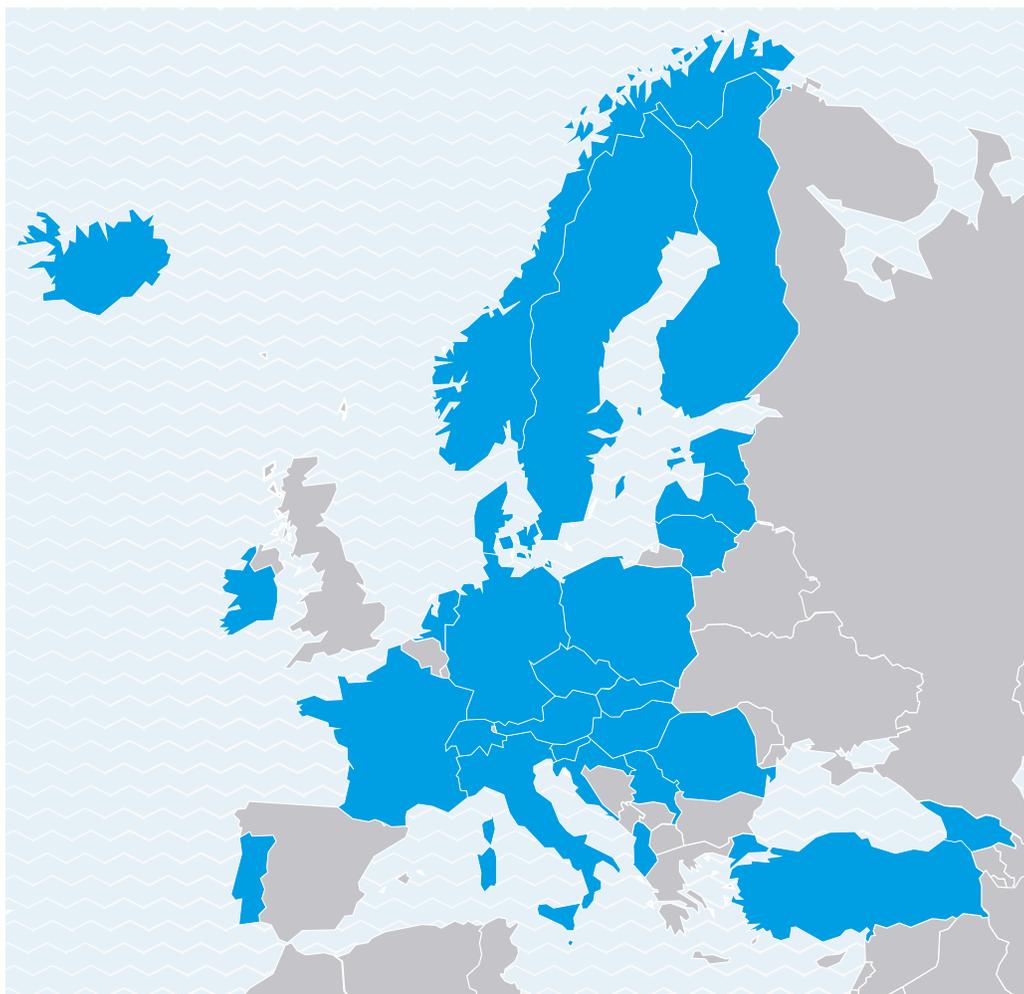
at the national level, data cleaning, calculation of indicators, and data delivery. The execution of the field phases are conducted by research teams at the national levels.

EUROSTUDENT provides a unique source of data on the social and economic conditions of student life in Europe. This publication presents selected key results from the main report. This is, however, only a small selection of the available data on higher education students in Europe.

- The report '[Social and Economic Conditions of Student Life in Europe: Synopsis of Indicators](#)' provides a broad and comprehensive overview of the main EUROSTUDENT indicators. It includes 10 thematic chapters focusing on all policy-relevant aspects of students' studies and lives.
- A [Thematic Review on 'Combining studies and paid jobs'](#) focuses on students who work alongside their studies.
- Intelligence Briefs provide focused insights on a very specific question.
- All collected indicators are made publicly available in the interactive EUROSTUDENT online database accessible at www.eurostudent.eu/database

All publications and data are available free of charge on the EUROSTUDENT website: www.eurostudent.eu

EUROSTUDENT VI PARTICIPANTS (2016–2018)



EUROSTUDENT SURVEY AND DATA



The 6th round of the EUROSTUDENT survey took place from 2016 – 2018. The 28 EUROSTUDENT countries conducted their field phases either in the spring/summer 2016 (22 countries) or in the corresponding period in the following year (6 countries). In each country, national teams adapted the EUROSTUDENT core questionnaire to the national context in line with EUROSTUDENT conventions. The questionnaire details the items, responses, and instructions to be used in the national surveys, and is available on the EUROSTUDENT website.

The EUROSTUDENT target group to be surveyed in all countries includes all students who are – at the time of observation – enrolled in any national study programme regarded to be higher education in a country. Usually, this corresponds to levels 5, 6, and 7 of the International Standard Classification of Education (ISCED 2011). Students should be included regardless of nationality, full-time/part-time status, character of the higher education institution (HEI) or study programme, and legal status of the HEI. Excluded from the survey are students on (temporary) leave, short-term mobile students, students in ISCED 8 study programmes (PhD – and doctoral programmes), students in purely distance learning study programmes, students at very

specialised HEIs, e.g. military or police academies, and students in programmes classified at ISCED (2011) levels 5 or 6 which are not regarded to be higher education in the national context.

Any instances in which the national survey deviates from the EUROSTUDENT core questionnaire and standard target group are indicated in the ‘Notes’ section at the end of this publication. An asterisk marking the country abbreviation beneath the figure indicates limited comparability. The exact nature of any deviation is described in more detail in the report ‘Social and Economic Conditions of Student Life in Europe: Synopsis of Indicators’.

EUROSTUDENT collects aggregated data in the form of indicators. Specific calculation instructions, as well as model and semi-automatic syntaxes, are provided to support the national teams and ensure comparability. All available indicators can be distinguished for different focus groups. The EUROSTUDENT focus groups allow the identification of certain groups of students, based on their socio-demographics characteristics, past and current educational situations, and current living situation, throughout the data set.

More detailed methodological notes and information on national surveys can be found in the main project publication 'Social and Economic Conditions of Student Life in Europe: Synopsis of Indicators' as well as in the EUROSTUDENT VI database.

EUROSTUDENT focus groups

| | | |
|--|---|--|
| Socio-demographic characteristics | Age | < 22 years/22–24 years/25–29 years/30 years and older |
| | Higher education background | <ul style="list-style-type: none"> students with higher education background (at least one parent with tertiary degree: ISCED level 5–8) students without higher education background (parents' highest degree not above ISCED 2011 level 4) |
| | Impairments | students with/without impairments |
| | Migration background | <ul style="list-style-type: none"> students without migration background, domestically educated (student and parents born in the country of survey, attended/completed the national school system) second generation migrants, domestically educated (born in the country of survey, at least one parent born abroad, attended/completed the national school system) |
| | Sex | male/female |
| Living conditions | Dependency on income source (> 50% of income from one source) | <ul style="list-style-type: none"> dependent on family support dependent on self-earned income dependent on national public student support |
| | Financial difficulties | students with/without financial difficulties |
| | Housing situation | living with parents/not living with parents |
| | Students in paid employment | <ul style="list-style-type: none"> students working in paid jobs up to 20 hours per week during semester students working in paid jobs more than 20 hours per week during semester students without paid employment during the semester |
| Study conditions | Field of study | field of study according to ISCED-F-2013 |
| | Study intensity | <ul style="list-style-type: none"> high intensity (> 40 hours per week on study-related activities) low intensity (\leq 20 hours per week on study-related activities) |
| | Type of higher education institution (HEI) | <ul style="list-style-type: none"> university (typically allowed to award doctoral degrees) non-university (according to national legislation; e.g. universities of applied sciences, polytechnics, professional HEIs and similar institutions) |
| | Type of study programme | Bachelor/Master/short-cycle/short national degree/long national degree |
| Study-related background | Access route | <ul style="list-style-type: none"> alternative access route (no standard higher education entry qualification or obtained later in life) standard access route (upper secondary qualification obtained in direct relation to leaving school for the first time) |
| | Educational origin | <ul style="list-style-type: none"> international students (foreign higher education entry qualification) domestic students (higher education entry qualification from the country of survey) |
| | Transition route | <ul style="list-style-type: none"> delayed transition (entry into higher education > 24 months after leaving school) direct transition (no more than 24 months transition between school and higher education) |

CHARACTERISTICS OF NATIONAL STUDENT POPULATIONS



Students' age

The majority of students are younger than 25 years in most EUROSTUDENT countries. However, variations in the age composition of the student populations across countries are large. Mean ages range from less than 23 years in France, Albania, and Georgia to 28 years and over in Iceland, Sweden, Finland, and Norway.

Across countries, older students can be found among certain student groups in particular. In almost all EUROSTUDENT countries, the average age of students is higher among Master students, students at non-universities, low intensity students, students without higher education background, delayed transition students, and students having accessed higher education through alternative access routes. Students depending on their own self-earned income, pursuing a paid job for more than 20 hours a week, and living away from the parental home are also on average older than their counterparts. Differences in average age between male and female students of up to 3 years are also found in some countries, but there is no clear pattern of one group being older than the other across countries.



1 | Students' age (mean age in years)

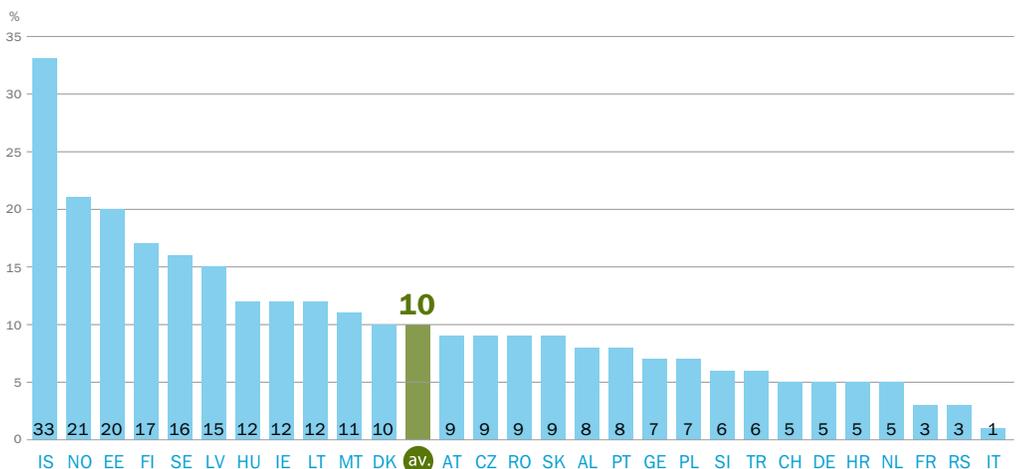


‘Up to 33% of students in EUROSTUDENT countries have children.’

Students with children

In two thirds of EUROSTUDENT countries, the share of students with children is 10% or lower. In Iceland, Norway, Estonia, Finland, and Sweden, however, more than 15% of students are parents. In general, the older a student population is on average, the higher the share of students with children. Overall, student parents tend to be found more often among female students, but in around a fifth of EUROSTUDENT countries, there are (at least slightly) more fathers than mothers among the students.

EUROSTUDENT data indicate that studying with children may lead students to pursue their studies differently than their peers. In the vast majority of countries, students with children are more often found among alternative access students. Larger shares of student parents are also studying at non-universities, and with larger shares of student parents study low intensity. Concerning their economic situation, at least marginally more student parents are found among students indicating that they experience financial difficulties.



2 | Students with children (share of students in %)

SOCIO-ECONOMIC BACKGROUND OF STUDENTS

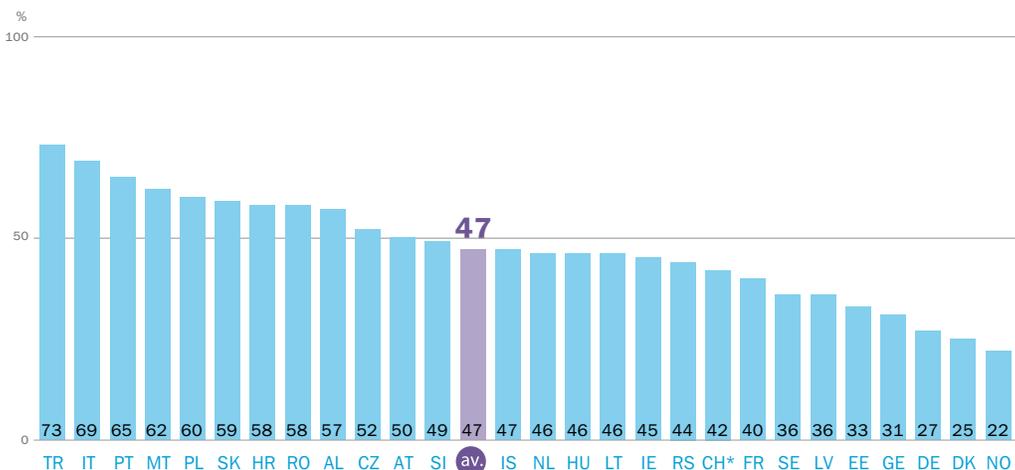


Parents' education

EUROSTUDENT uses the highest educational degree attained by either of students' parents, as reported by the students, to classify students according to their educational background. The parents of higher education students vary greatly regarding their education across countries: between one and three quarters of students have parents without tertiary degrees.

Data further show students with parents without tertiary degrees to be underrepresented in almost all EUROSTUDENT countries. The study and living conditions of students without higher

education background also differ from those of their peers in several respects. Students without higher education background have more often accessed higher education via an alternative route and with a delay. As a result, they are on average 1.7 years older than their peers. Students without higher education background are more likely to be studying at non-universities and in the majority of countries, the highest shares of students can be found, where they exist, in short-cycle programmes, or in Bachelor programmes.

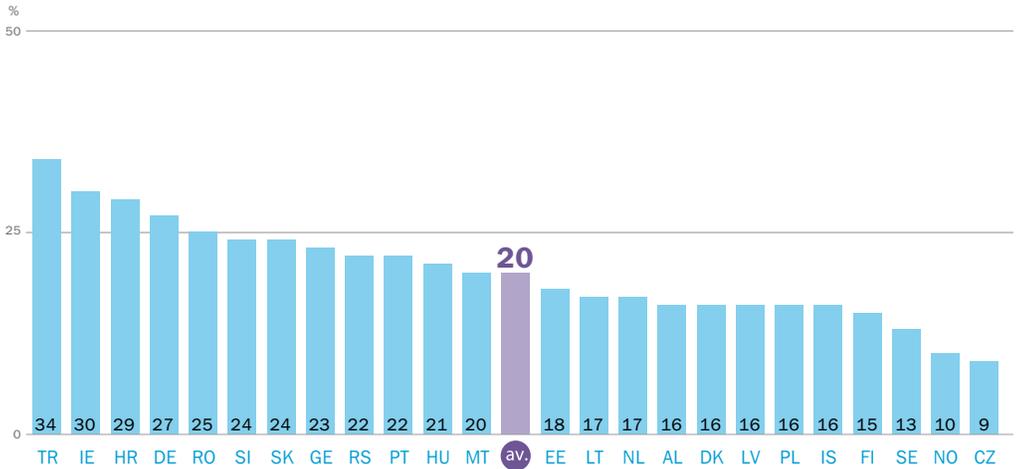


3 | Students' parents without tertiary degrees (share of students in %)



'In ~ 60% of countries, students without higher education background are the minority.'

Financial status of students' parents



4 | Students with parents who are not (very/at all) well-off (self-assessment, share of students in %)

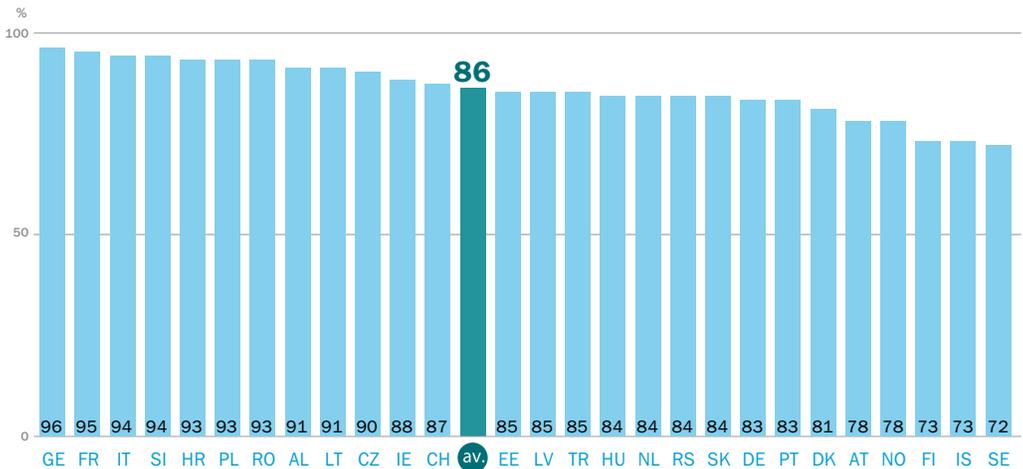
Students rated the financial well-being of their parents on a 5-point scale ranging from 'not at all well-off' to 'very well-off'. On average, every fifth student in the EUROSTUDENT countries rates their parents to be not (at all/very) well-off. Data further show parental financial status to be related to parents' educational attainment. The share of students indicating that their parents are not at all or not very well-off is on average 15 percentage points higher among students without higher education background, while the share of students finding their parents to be somewhat or very well-off is 22 percentage points lower.

This is reflected in students' dependency on income sources: in most countries, the largest share of students without higher education background is dependent either on public support or on self-earned income (in contrast to family contributions). Higher shares of these students work for at least 20 hours per week and accordingly, in the majority of countries, the share of students without higher education background is higher among low intensity students.

TRANSITION INTO AND WITHIN HIGHER EDUCATION



Transition into higher education



5 | Transition into HE within two years after leaving secondary school (share of students in %)

The large majority of students in all countries enter higher education within two years of graduating from secondary school. However, up to 28% of students take longer than two years to transition into higher education after leaving school for the first time. Students who have delayed the transition into higher education in this way are on average older than their peers who transitioned directly. Such delayed transitions are also more common among students without higher education background and students with prior work experience before entering higher education. Higher shares of delayed transition students are also found among non-university students, students in the field of education (incl. teacher training), and low intensity students.

Moreover, across all countries, the share of delayed students is highest in the group of students who are dependent on own earnings, compared to those dependent on family contributions or student support. This might also be due to the fact that other income sources may not be available to them.



'At least 72% of students transition into higher education within two years after leaving school.'

Breaks between degree programmes



On average, a third of Master students has had a transition period of more than a year between their previous study programme and their current Master programme. Depending on the country, this varies from around 10% to up to two thirds of Master students. More detailed EUROSTUDENT data indicate that breaks of more than 2 years between a previous programme and the current Master programme are reported particularly by non-university students, those without higher education background, and those having used an alternative access route for entry into higher education. Large shares of students with an at least 2-year delay between degree programmes (25% and above) are found in the fields of education (incl. teacher training); business, administration, and law; health and welfare; and services.

The duration of transitions within the higher education system appear to be related to those for transition into higher education: none of the countries with the highest shares of direct transitions into higher education register particularly high shares of long interruptions between Bachelor and Master studies, and vice versa.

6 | Transition duration > 1 year between previous and current programme (share of all MA students in %)

TYPES AND MODES OF STUDY



Choice of study programmes and fields of study

Students' choice of study programme and field of study is related to their personal characteristics and background. With regard to fields of study, the largest differences between students by educational background are evident in the field of education (incl. teacher training): higher shares of students without higher education background are enrolled in these subjects than students with higher education background. In contrast, in around 70% of EUROSTUDENT countries, the shares of students with higher education background are at least slightly higher in the field of natural sciences, mathematics and statistics, compared to students without higher education background.

Differences also become apparent when looking at students enrolled in long national degree programmes: the share of students with higher education background is on average 6 percentage points higher compared to the shares for students without higher education background.

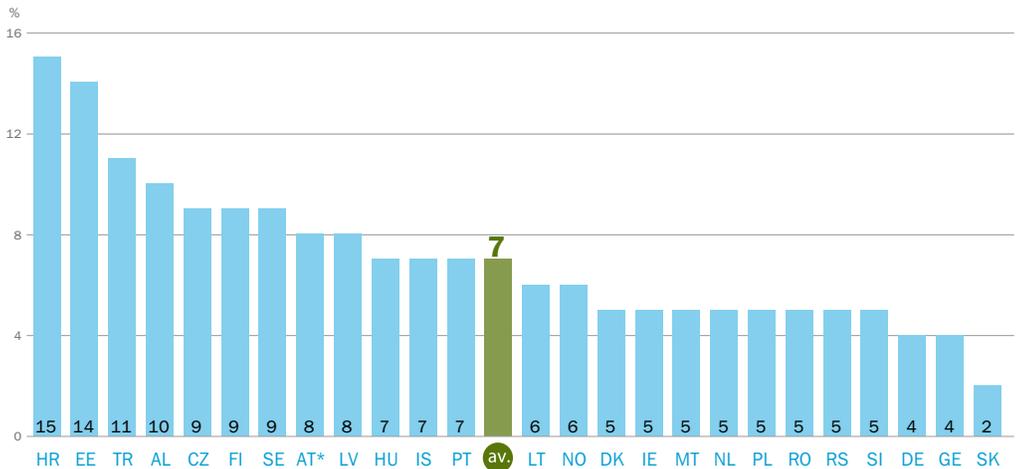


7 | Students in the field of education (incl. teacher training) by educational background (in %)



‘7% of all students report having interrupted their studies for at least a year.’

Interruption of studies



8 | Interruptions of current programme for at least two consecutive semesters (share of students in %)

Across EUROSTUDENT countries, 7% of students, on average, report having interrupted their current study programmes for at least 1 year. In some countries, the share is up to twice as large.

Data further show that the reasons behind such interruptions are of different importance for students with and without higher education background: for students with higher education background, the three main reasons (on cross-country average) are a lack of motivation (34%), work-related reasons (24%), and financial

difficulties (23%). For students without higher education background, in contrast, four main reasons are evident: financial difficulties (31%), lack of motivation (28%), as well as work- (26%) and family-related reasons (25%). In over 85% of countries with available data, students without higher education background more often state financial difficulties as a reason for study interruption compared to students with higher education background. However, there are large cross-national variations with regard to the most-often stated reasons for interruption.

STUDENTS' TIME BUDGET

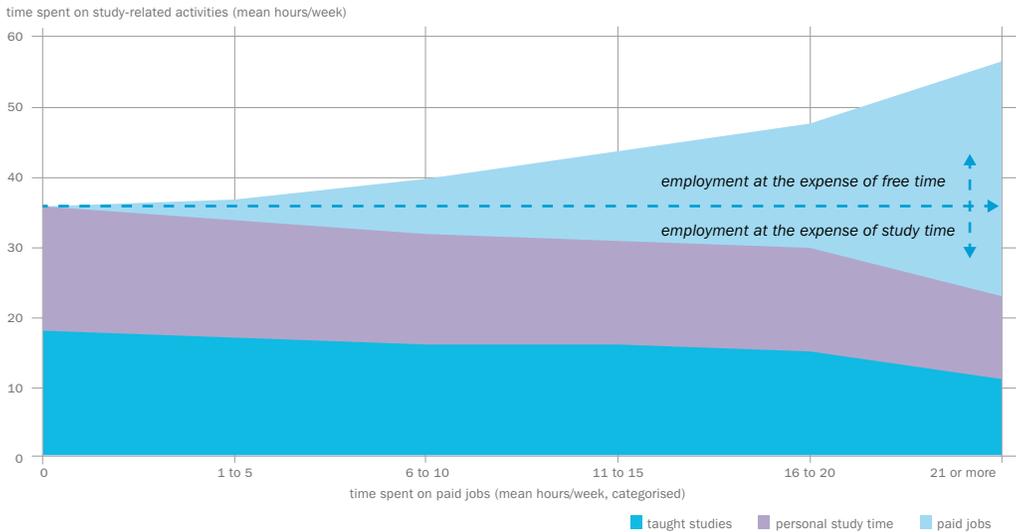


Students' time budget for studies and paid jobs

Data on students' time budget are based on self-reports of time spent on taught studies, personal study time, and paid jobs in a typical week in the lecture period. Students' total time budget for these activities ranges from around 40 hours per week to more than 50 hours per week in some countries. On average, students spend the same amount of time on taught studies and personal study time: 17 hours per week on each, but variations exist at the national level. Students spend between 5 and 20 hours per week on average working in paid jobs, which

makes up between 11% and 39% of their total time.

Compared to their counterparts, students without higher education background spend less time on study-related activities and more time on paid work. The same holds for older students (≥ 30 years), students not living with parents, students having accessed higher education through alternative routes, and delayed transition students.





'In 90% of countries, students' total time budget exceeds 40 hours per week.'

Students' time budget also varies according to the type of higher education institution and degree programme. University students, on average, spend at least 2 hours more per week on personal study time than students at non-universities. In contrast, students at non-universities spend more time following taught instruction and pursuing paid work. Master students tend to spend more time on personal studies and on paid work than in other programme types, while Bachelor students and students in long national degrees attend the most taught lessons.

An increase in time spent on paid work changes the time budget in two ways: time spent on study-related activities decreases, and the total time budget increases. On average, students working more tend to reduce the hours spent on personal studying to a greater extent than time spent on taught studies. In individual countries, the point at which paid jobs lead to a reduction in study time, the extent of the reduction, as well the type of activity which is reduced, may vary.



10 | *Time students spend on paid jobs during the lecture period (for all students)*

STUDENTS' EMPLOYMENT

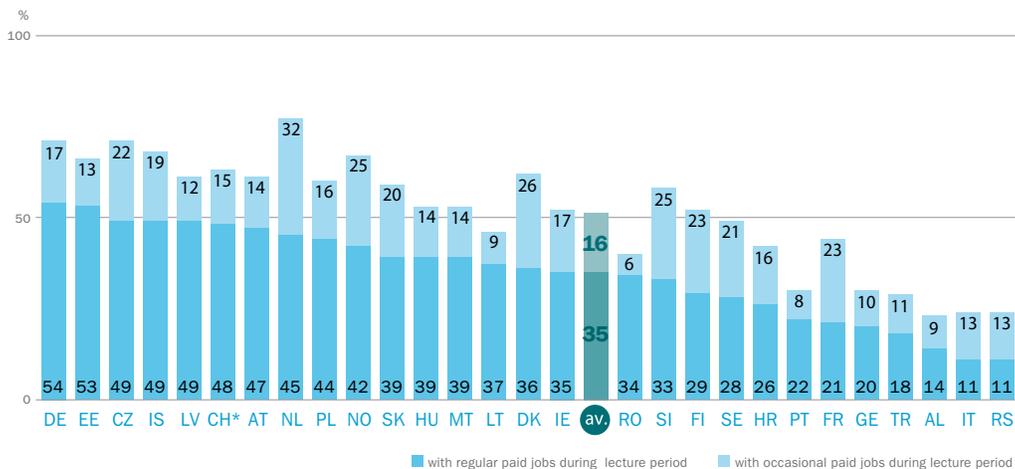


Students with paid jobs

On EUROSTUDENT average, slightly more than half of all students (51%) pursue paid jobs during the lecture period. Around a third does so regularly, while 16% of students pursue occasional paid jobs during term time. When taking the lecture-free period into account, around 70% of students pursue paid work; data further show that around 20% of students take up paid jobs only during the lecture-free period. Students with paid jobs during the lecture period tend to be employed in the lecture-free period

as well. However, across countries, large variations can be found.

With students' age, the share of students with paid jobs during the lecture period tends to increase; the average share of students with paid jobs during the lecture period is more than three times as large among students who are older than 30 years compared to students who are younger than 22 years (65% vs. 20%).

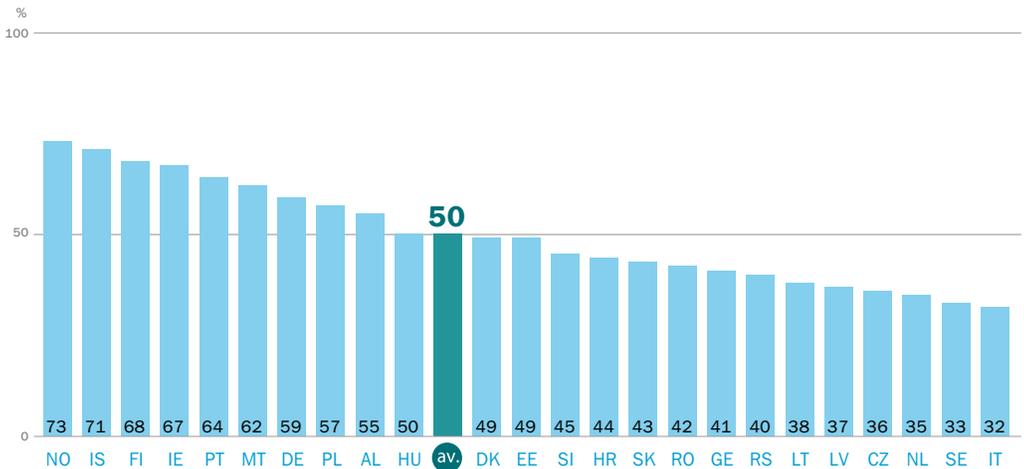


11 | Students' paid work during the lecture period (share of students in %)



'51% of students have paid jobs during the lecture period.'

Working in order to afford studies



12 | Studying not affordable without paid job (self-assessment, share of students with paid jobs in %)

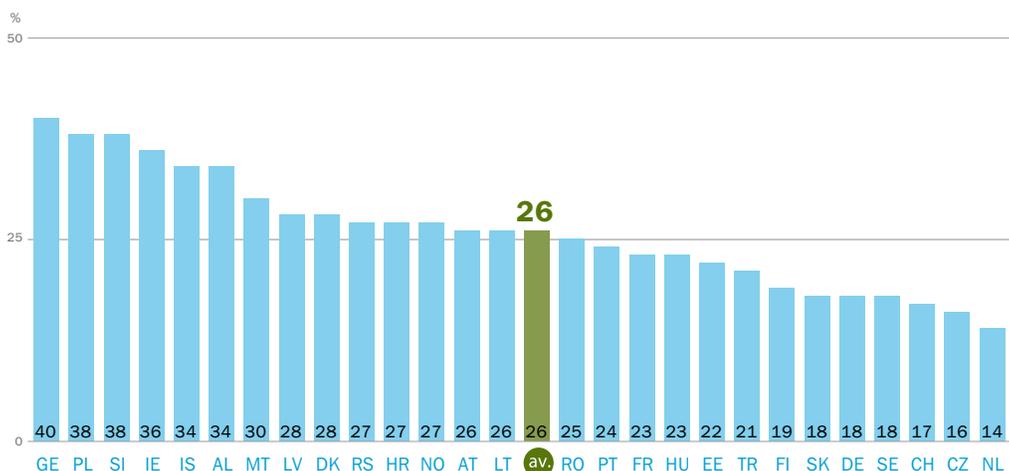
On average across EUROSTUDENT countries, half of the students who work during the lecture period (totally) agree that they would not be able to study without their paid jobs. But cross-country differences are large: from about a third of students up to three quarters of students state that they could not afford to be a student without their jobs. Further analyses indicate that the need to engage in paid work seems to be highly dependent on the main income source of students and on the financial status of students' parents. Students dependent

on self-earned income state to the largest extent that they could not afford to be a student without paid work (61%). And, compared to their peers who rate their parents to be averagely or (very) well-off, students who rate their parents to be less well-off most often indicate having to work: two thirds (65%) of these students report a need for gainful employment in order to be able to afford their studies.

STUDENTS' RESOURCES



Students' financial situation



13 | Students with (very) serious financial difficulties (self-assessment, share of students in %)

On average across EUROSTUDENT countries, around a quarter of students (26%) report to be currently experiencing (very) serious financial difficulties. The share of students with (very) serious financial difficulties varies from 14% to 40% across countries.

EUROSTUDENT data further show that some groups more often appear to be affected by financial hardship: across countries, almost half (48%) of the students who rate their parents to be not (very/ at all) financially well-off indicate they are experiencing (very) serious financial difficulties. Among students receiving more than half of their income from national public student support, around a third report such difficulties (32%). In particular, students from less well-off families in countries with a high reliance on family/partner contributions and, at the same time, a GDP per capita below the EU average, appear to be at risk for experiencing financial difficulties during their studies.



*'Family and partners provide almost **50%** of students' funding.'*

Composition of students' income

Students' monthly income is composed of different parts. On cross-country average, contributions from family/partner make up around half of students' income (47%). Around a third comes from students' self-earned income (34%), national public student support contributes on average 14%, and other income sources account for 5% of students' income. In around 60% of EUROSTUDENT countries, provisions from family/partner are the main source of student income.

Furthermore, the data show that the composition of income changes with students' age: among older age groups, the importance of family/partner contributions and national public student support decreases in the majority of countries, whereas self-earned income makes up larger shares of students' income. Differences are also apparent when looking at students' educational background: among students with higher education background, family/partner contributions make up larger parts of their income than among their peers without academic background (51% vs. 43%). Students living with parents also tend to receive higher shares of their income from their parents/partners than students living away from the parental home.



14 | Family contributions as share of students' total monthly income (in %)

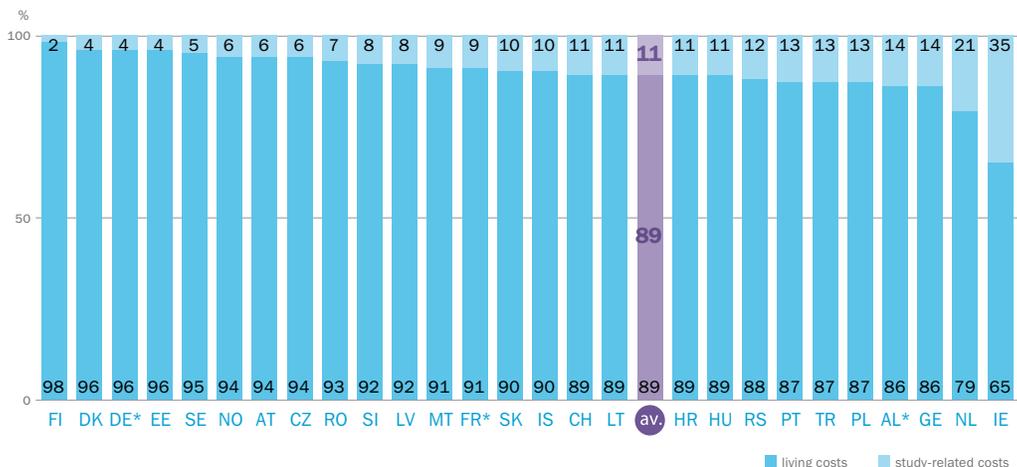
STUDENTS' EXPENSES



Students' living and study-related costs

On cross-country average, living costs paid by students and others account for 89% of students' total monthly expenses, while study-related costs make up 11%. In more detail, students' total monthly expenses comprise living costs paid by students themselves (60%), living costs paid by students' families and/or partners (29%), and study-related costs paid by students themselves (6%) and their families/partners (5%).

Fees tend to be the largest study-related expense for students in EUROSTUDENT countries, followed by learning materials. On average across countries, students spend 8% of their total monthly expenses on fees, about 2% on learning materials, less than 1% on social welfare contributions, and less than 1% on other study-related items. With regard to living costs of students not living with parents, accommodation, including utilities, is often the single largest expenditure. In most countries, expenditures for food make up the second largest item in students' budgets.



15 | Students' living and study-related costs (as share of students' total monthly expenses in %)



‘23% of all students experience accommodation cost overburden.’

Accommodation costs

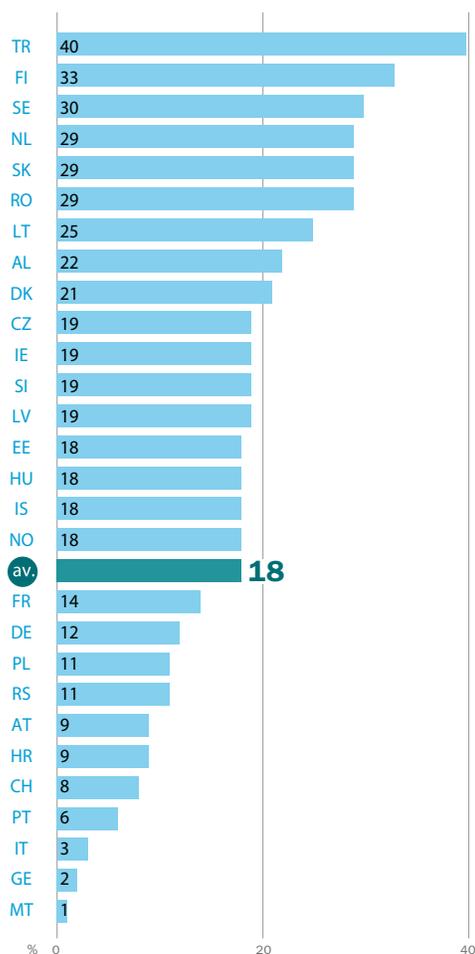


16 | Housing expenses \geq 40% of income (share of students living alone outside student accommodation in %)

In EUROSTUDENT terminology, accommodation cost overburden occurs if students spend at least 40% of their total monthly income on accommodation. On cross-country average, roughly a third (36%) of students who are living alone (outside student accommodation) are affected – between 10% and 64% in the EUROSTUDENT countries.

In the different housing forms, 25% of students living with their partner and/or children, 26% of students residing in student accommodation, 31% of students living in shared accommodations with other person(s), and 36% of students living alone experience housing cost overburden. In almost 60% of countries, the largest shares of students with large shares of their income spent on housing can be found among students living alone. In most countries, international students, students dependent on national public student support, and students who do not pursue paid jobs during the lecture period are particularly often affected by housing cost overburden (compared to their respective counterparts).

HOUSING SITUATION



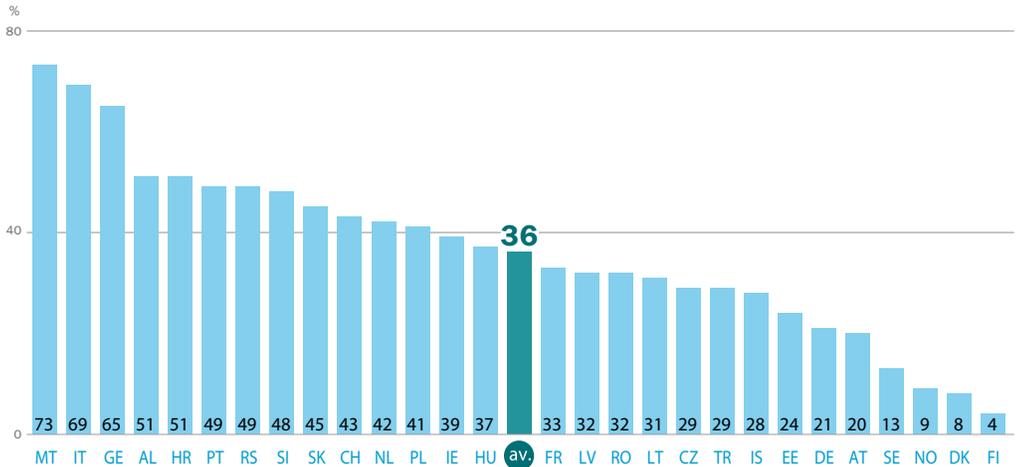
17 | Students living in student accommodation (share of students in %)

On cross-country average, almost a fifth of students live in student accommodation; the shares range from 40% in Turkey to 1% in Malta. In the large majority of EUROSTUDENT countries, the highest shares of students living in student accommodation are found among students in the younger age groups (< 22 years, 22–24 years). Student accommodation is furthermore used particularly often by international students, students at universities (vs. non-universities), and students who depend on national public student support. In around two thirds of countries, a higher percentage of male than female students live in student accommodation. Delayed transition students less often use student housing.

Students' living situation changes with their age. Across countries, the share of students living with their parents or in student accommodation decreases as the age of students increases. At the same time, more students live alone or with their partner and/or children. Among students ages 30 and older, the latter is the single most common form of housing for students in almost all countries. The age composition of the student populations in the EUROSTUDENT countries is therefore also to some extent reflected in the pattern of different housing forms found.



'In 64% of countries, living with parents is the most common housing form.'



18 | Students living with parents (share of students in %)

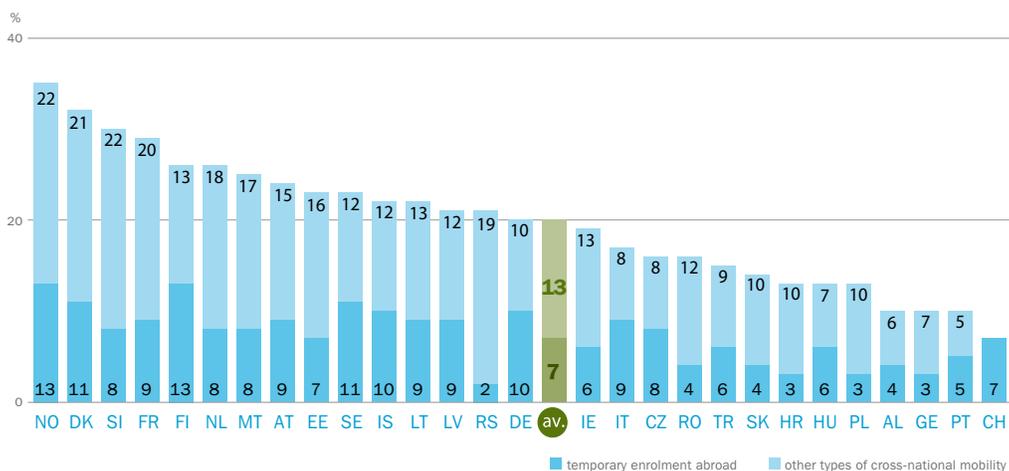
On cross-country average, 36% of students live with their parents or guardian. 18% live in student accommodation, 21% live with partner/children, and 15% of students live together with others (outside of student accommodation). Living alone (outside of student accommodation) is the least common housing situation in the EUROSTUDENT countries: on cross-country average, only 10% of students do not share their living space.

Living with parents is particularly widespread in Malta, Italy, Georgia, Albania, and Croatia, where more than half of all students live this way. In contrast, this form of housing is not very common in Sweden, Norway, Denmark, and Finland. There, no more than 13% of all students live with parents, instead the largest share of students lives with partner/children. The use of the parental home as housing form differs also by students' parents' financial status. In more than 90% of countries, students from well-off families more frequently live with their parents while studying compared to their less well-off peers.

CROSS-NATIONAL STUDENT MOBILITY



Short-term mobility



19 | Short-term study-related international mobility (share of students in %)

On average, 20% of students have been abroad for the purpose of temporary enrolment abroad, or any other type of mobility. In a majority of countries, enrolment abroad is the single most frequent type of mobility experience. Besides enrolment, students also engage in other types of cross-national mobility such as internships/work placements, language courses, research stays, summer schools, and other study-related experiences abroad.

Certain groups of students more often engage in temporary enrolment abroad: female students, university students and students having accessed higher education through a standard access route, on average, have been enrolled abroad more frequently compared to their respective counterparts. Lower shares of temporary enrolment abroad, in contrast, are found in almost all countries among students without higher education background. Relatively many students go abroad in the field of arts and humanities, whereas relatively few do so in the information and communication technologies (ICTs) field.



'On average, 20% of students have cross-national mobility experience.'

Obstacles to mobility

The additional financial burden associated with enrolment abroad remains the main obstacle for students who do not plan to enrol abroad: 62% of these students perceive financial restrictions to be a (big) obstacle to enrolment abroad. Almost half (47%) find the separation from partner, children, and friends to present an obstacle; followed by a possible loss of a paid job (35%) and a lack of motivation (30%). A quarter of students are concerned about insufficient foreign language skills.

Data further show that across countries, a common pattern is apparent: responses of students without higher education background generally reflect the same order of obstacles, with financial issues as well as concerns about separation from family and friends at the top of the list. Most obstacles, however, are rated to be more deterring for students without higher education background than the average student. One exception in this regard is the rating of the item 'lack of motivation': here the shares of students without higher education background perceiving these aspects to be (big) obstacles are slightly lower.

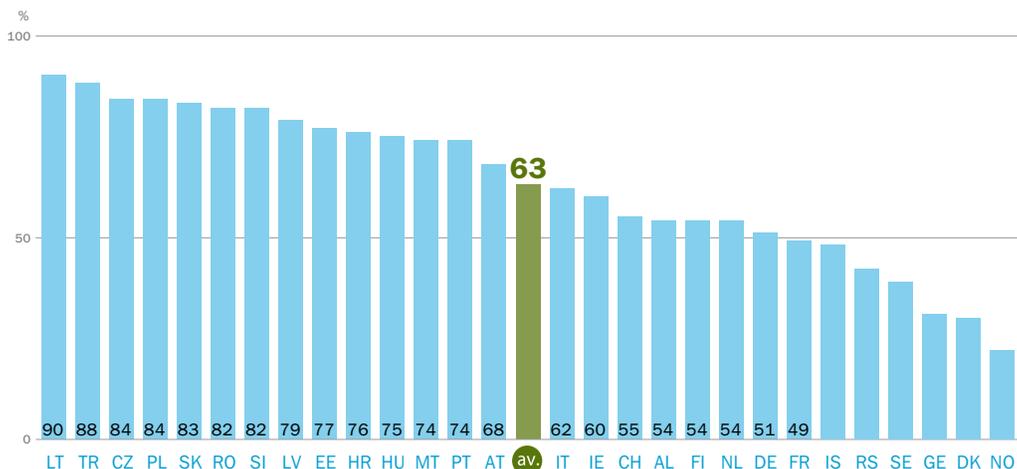


20 | Obstacles to enrolment abroad for students without plans to enrol abroad (cross-country average in %)

CROSS-NATIONAL STUDENT MOBILITY



Organisational framework for enrolment abroad



21 | Use of EU-programmes for short-term enrolment abroad (students who have been enrolled abroad, in %)

EU programmes are the most frequently used framework for enrolment abroad in almost all EUROSTUDENT countries. On average, 63% of students used this organisational framework for their enrolment abroad. Other, e.g. national, programmes were used (on cross-country average) by 19% of students, and 18% organised their temporary enrolment abroad independently.

EUROSTUDENT data also contain information on the financing of temporary enrolment periods abroad. Across all countries, the majority of

students state that they have used three different sources to fund their studies abroad. Around half of students (51%) primarily used public sources of funding, the other half primarily drew on private funds (49%). EU study grants turned out to be the single most important public source of funding, used by an average 30% of students, whereas contributions from parents/family/partner were the main private source of funding, used by another 30% of students. The use of the different sources, however, differs largely across countries.

NOTES

For all figures: *Deviations from EUROSTUDENT standard target group:* AL, DE, IE, IT, LV, RS.

An asterisk marking the country abbreviation beneath the figure indicates limited comparability. The exact nature of any deviation is described in more detail in the report 'Social and Economic Conditions of Student Life in Europe: Synopsis of Indicators'.

Figure 1

Data source: EUROSTUDENT VI, A.1. *EUROSTUDENT question(s):* 5.0 When were you born? *Deviations from EUROSTUDENT survey conventions:* CH, DE, RO.

Figure 2

Data source: EUROSTUDENT VI, A.12, A.13. *EUROSTUDENT question(s):* 5.6 Do you have children?, 5.7 How old is your youngest child? *Deviations from EUROSTUDENT survey conventions:* CH, DE, RO.

Figure 3

Data source: EUROSTUDENT VI, D.2. No data: FI. *EUROSTUDENT question(s):* 6.0 What is the highest level of education your mother/guardian and father/guardian have obtained? [indicated separately]. *Note(s):* Per student, the highest educational attainment of either the father or the mother is counted. 'Don't know' responses were excluded from calculations. *Deviations from EUROSTUDENT survey conventions:* CH.

Figure 4

Data source: EUROSTUDENT VI, D.3. No data: AT, CH, FR, IT. *EUROSTUDENT question(s):* 6.1 How well-off financially do you think are your parents (or guardians) compared with other families?

Figure 5

Data source: EUROSTUDENT VI, B.4. No data: MT. *EUROSTUDENT question(s):* 2.3 How long after leaving the #regular school system for the first time did you enter higher education for the first time? *Deviations from EUROSTUDENT survey conventions:* AT, CH, DE, FR, HU.

Figure 6

Data source: EUROSTUDENT VI, B.10. No data: FR. *EUROSTUDENT question(s):* 1.8 How long after graduating from your previous study programme did you start your current Master programme? *Deviations from EUROSTUDENT survey conventions:* CH, DE.

Figure 7

Data source: EUROSTUDENT VI, C.3. No data: AL. *EUROSTUDENT question(s):* 1.6 What is your current (main) study programme? *Deviations from EUROSTUDENT survey conventions:* CH.

Figure 8

Data source: EUROSTUDENT VI, C.7. No data: CH, FR, IT. *EUROSTUDENT question(s):* 2.8 Did you ever (officially or unofficially) interrupt your current (main) study programme for at least two consecutive semesters? *Deviations from EUROSTUDENT survey conventions:* AT, CZ.

Figure 9, Figure 10

Data source: EUROSTUDENT VI, H.4, H.7, H.19. *EUROSTUDENT question(s):* 3.7 How many hours do you spend on your paid job(s) in a typical week in the current #lecture period?, 3.11 How many hours do you spend in taught courses and on personal study time in a typical week during the current #lecture period? *Deviations from EUROSTUDENT survey conventions:* CH, IE.

Figure 11

Data source: EUROSTUDENT VI, H.31. *EUROSTUDENT question(s):* 3.6 Do you have (a) paid job(s) during the current #lecture period? *Deviations from EUROSTUDENT survey conventions:* CH

Figure 12

Data source: EUROSTUDENT VI, H.34. *EUROSTUDENT question(s):* 3.8 To what extent do the following statements apply to your situation? *Deviations from EUROSTUDENT survey conventions:* AT.

Figure 13

Data source: EUROSTUDENT VI, F.168. No data: IT. *EUROSTUDENT question(s):* 3.5 To what extent are you currently experiencing financial difficulties?

Figure 14

Data source: EUROSTUDENT VI, G.20b. No data: AL, IT. *EUROSTUDENT question(s):* 3.3 What is the average monthly amount at your disposal from the following sources during the current lecture period?, 3.4 What are your average expenses for the following items during the current lecture period?

Figure 15

Data source: EUROSTUDENT VI, F.41, F.120. No data: IT; living and study-related costs paid by others: AL. *EUROSTUDENT question(s):* 3.4 What are your average expenses for the following items during the current lecture period? *Deviations from EUROSTUDENT survey conventions:* AL, DE, FR.

Figure 16

Data source: EUROSTUDENT VI, F.178. No data: AL, IT. *EUROSTUDENT question(s):* 3.4 What are your average expenses for the following items during the current lecture period? *Deviations from EUROSTUDENT survey conventions:* DE, RO.

Figure 17

Data source: EUROSTUDENT VI, E.1. *EUROSTUDENT question(s):* 3.1 Do you live in a student accommodation?

Figure 18

Data source: EUROSTUDENT VI, E.1. *EUROSTUDENT question(s):* 3.0 Who do you live with during the current lecture period (Monday to Friday)? *Deviations from EUROSTUDENT survey conventions:* FR, IT.

Figure 19

Data source: EUROSTUDENT VI, I.1, I.3, I.28. No data: no study-related experience abroad, internships: CH. *EUROSTUDENT question(s):* 4.8 Have you ever been abroad for other study-related activities as a student in higher education in #country? *Deviations from EUROSTUDENT survey conventions:* AL, DE, IE, IT, LV, RS.

Figure 20

Data source: EUROSTUDENT VI, I.20. No data: FR; problems with access regulations to the preferred country (visa, residence permit): AT, DE; limited admittance to mobility programmes: AT, CH, IE; health/disability: AT, CH, DE; loss of paid job, lack of motivation, difficult integration of enrolment abroad into the structure of my home study programme: IE. *Note(s):* Students assessed possible obstacles to studying abroad on a 5-point scale ranging from 'no obstacle' to 'big obstacle'. The figure shows a large share of students who considered certain aspects to be either (4) 'quite a big' or (5) 'a big obstacle'. *EUROSTUDENT question(s):* 4.7 To what extent are or were the following aspects an obstacle for enrolment abroad to you? *Deviations from EUROSTUDENT survey conventions:* AT, CH, IT.

Figure 21

Data source: EUROSTUDENT VI, I.8. *EUROSTUDENT question(s):* 4.5 Within which of the following organisational frameworks was your enrolment abroad organised? *Deviations from EUROSTUDENT survey conventions:* CH.

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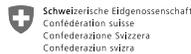
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EUROSTUDENT VI – Overview and selected findings

Social and Economic Conditions of Student Life in Europe

This short report presents a condensed overview of the EUROSTUDENT Synopsis of Indicators – the central publication of the project and the result of the collaboration of a European-wide network including researchers, data collectors, representatives of national ministries, and other stakeholders. It comprises data from student surveys conducted in 28 countries in the European

Higher Education Area during the sixth round of the EUROSTUDENT project.

This overview provides selected findings on topics such as characteristics of student populations, transition into and within higher education, study, working, and living conditions as well as international student mobility.

