

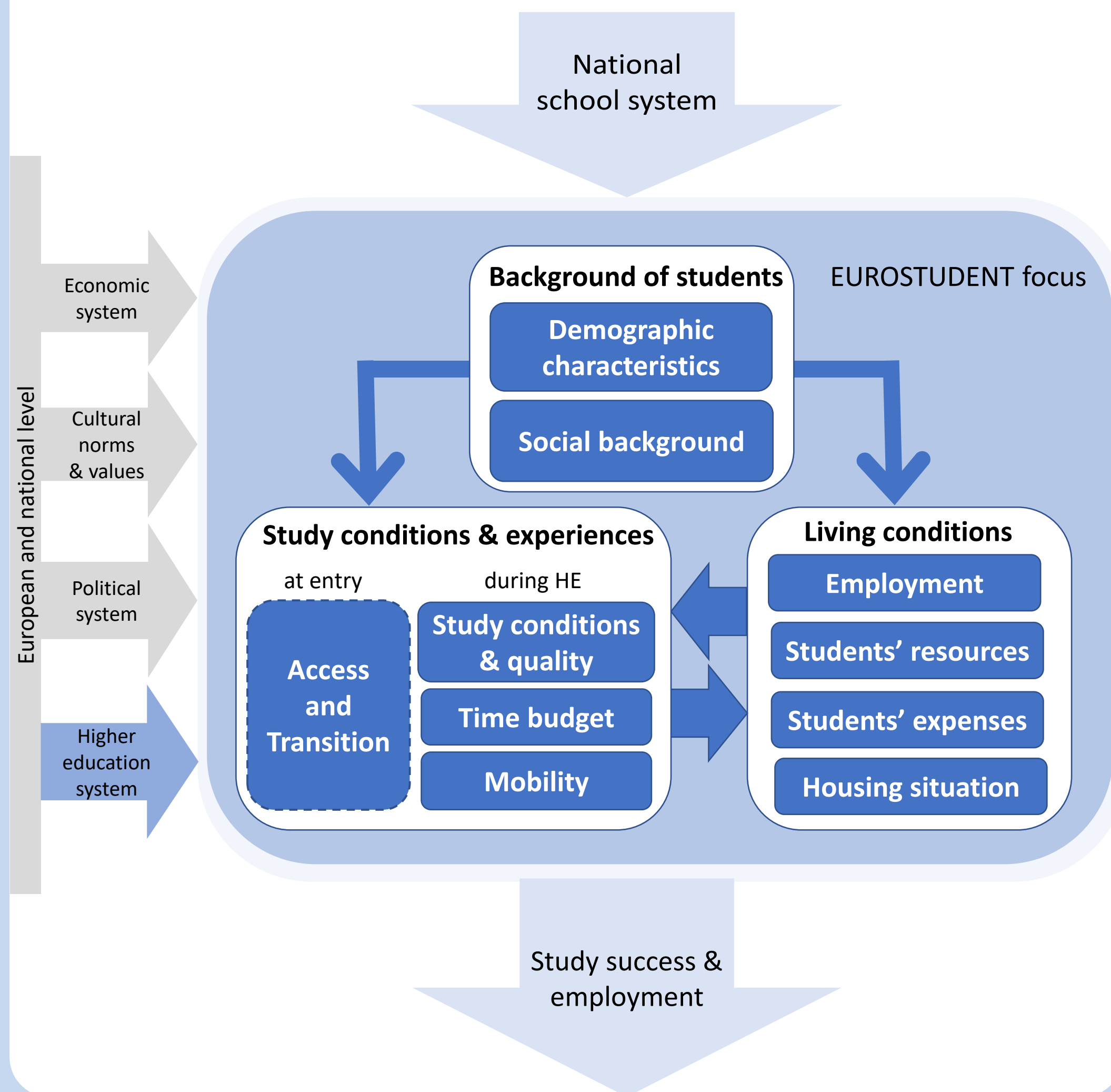
EUROSTUDENT VII

What is EUROSTUDENT VII?

- European-wide survey on the social and economic conditions of student life in Europe
- The **7th round** of the EUROSTUDENT project took place from June 2018 to August 2021
- 26 countries of the EHEA (European Higher Education Area) participated
- About **270.000 students** were surveyed



Which topics are covered?

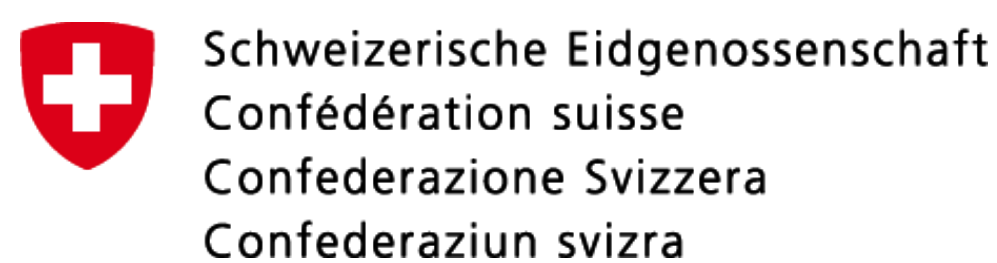


Who participated?



Albania	Austria	Croatia	Czech Republic	Denmark
Estonia	Finland	France	Georgia	Germany
Hungary	Iceland	Ireland	Italy	Lithuania
Luxembourg	Malta	Norway	Poland	Portugal
Romania	Slovenia	Sweden	Switzerland	Netherlands
Turkey				

Members of the Project Consortium



Publications

- Social and economic conditions of student life in Europe. EUROSTUDENT VII Synopsis of Indicators 2018–2021. (Hauschildt et al., 2021)
- The social dimension of student life in the European higher education area in 2019. Selected indicators from EUROSTUDENT VII. (Hauschildt et al., 2020)
- Flexible pathways into and within higher education. (Šaukeckienė et al., 2021)
- What determines students' social integration in higher education? (Muja et al., 2021)
- Financial difficulties 'relation to students' health. (Schirmer, 2020)
- To what extent does the recognition of prior work experience facilitate access to and progress within higher education for delayed transition students? (Jéckaitė, 2021)
- Higher education students' financial difficulties. (Droll, 2021)

This publications are available as a free download at:
www.eurostudent.eu

Public use data

- Country profiles <https://countryprofiles.eurostudent.eu/>
- Database <https://database.eurostudent.eu>
- Microdata <https://www.eurostudent.eu/microdata>

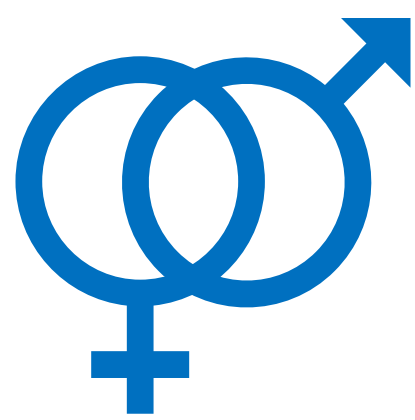
Project Sponsors

Funded with the support of all participating countries.
Co-funded by the Erasmus+ programme of the European Union and the following bodies:



Characteristics of national student populations

Gender



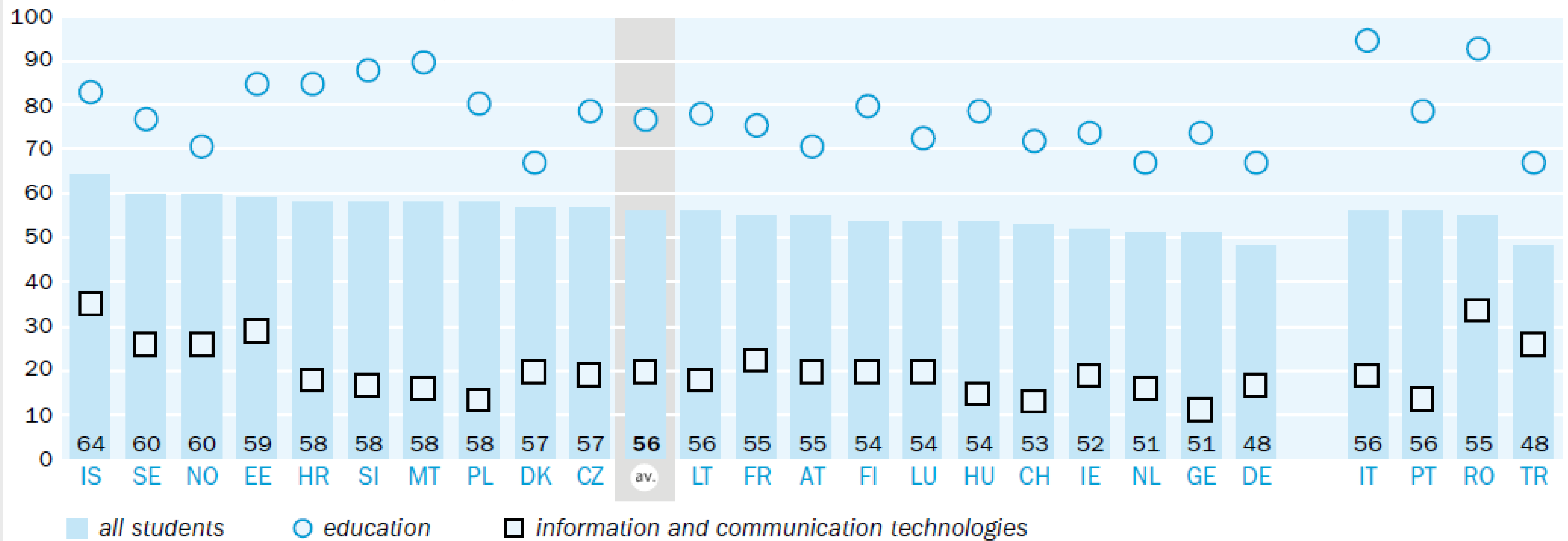
Women are the majority of students in most countries, ... but large **gender imbalances** still exist by fields of study.

Female students in all countries are much more likely to study in the field of education or health and welfare than in information and communication technologies or engineering, manufacturing, and construction.

Female students in selected fields of study

Share of female students (in %)

This gender segregation in higher education leads to economic gender inequality (Ochsenfeld, 2014, p.536).

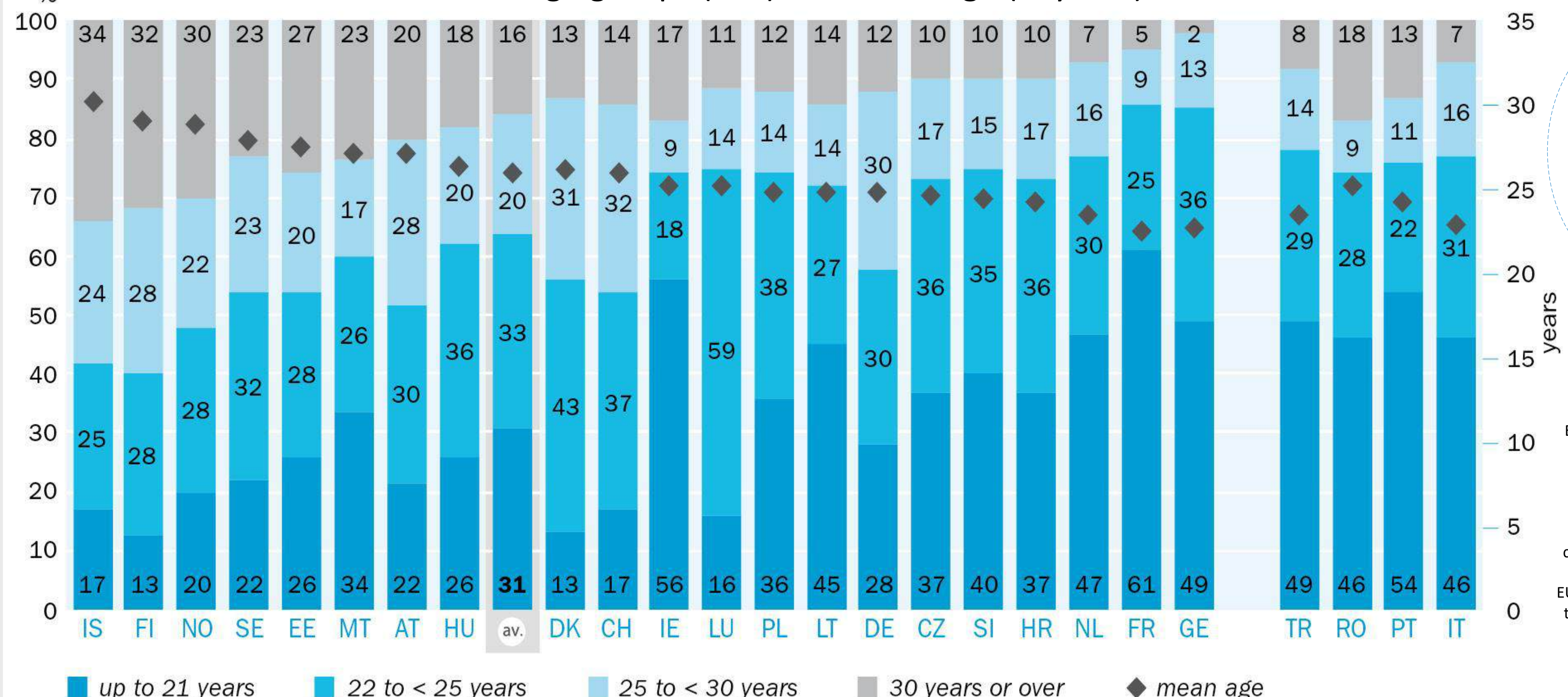


Data source: EUROSTUDENT VII, A.3. EUROSTUDENT question(s): 6.2 What is your #sex? Deviations from EUROSTUDENT survey conventions: FI, IT, SE. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL. Ochsenfeld, F. (2014). Why do women's fields of study pay less? A test of devaluation, human capital, and gender role theory. European Sociological Review, 30(4), 536-548.

Age

Share of students in different age groups (in%) and mean age (in years)

Age varies greatly between countries.



Data source: EUROSTUDENT VII, A.1. EUROSTUDENT Question(s): 6.1 When were you born? Deviations from EUROSTUDENT survey conventions: IS, NO, SE. Deviations from EUROSTUDENT standard target group: DE, IE, PL.

Age is a proxy for relevant information to understand students' situation, e.g.:

On average 64% of students are **under 25 years old**.

Older students are more often found among those ...

- ... who started higher education with a delay or entered using alternative access routes.
- ... whose parents did not attain tertiary education.
- ... who tend to have a different living situation regarding family, housing, and work.

Among other issues, this finding is likely related to eligibility criteria preventing them from receiving financial support from the state.

Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE (summer 2016), IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).

Characteristics of national student populations

Students with children ...

- ... tend to study at non-universities.
- ... are more likely to be pursuing their studies with a low intensity.
- ... have often entered higher education using alternative access routes.
- ... are mainly found among older students, particularly 30 years of age and above.

On average, **11%** of students report having at least one child.

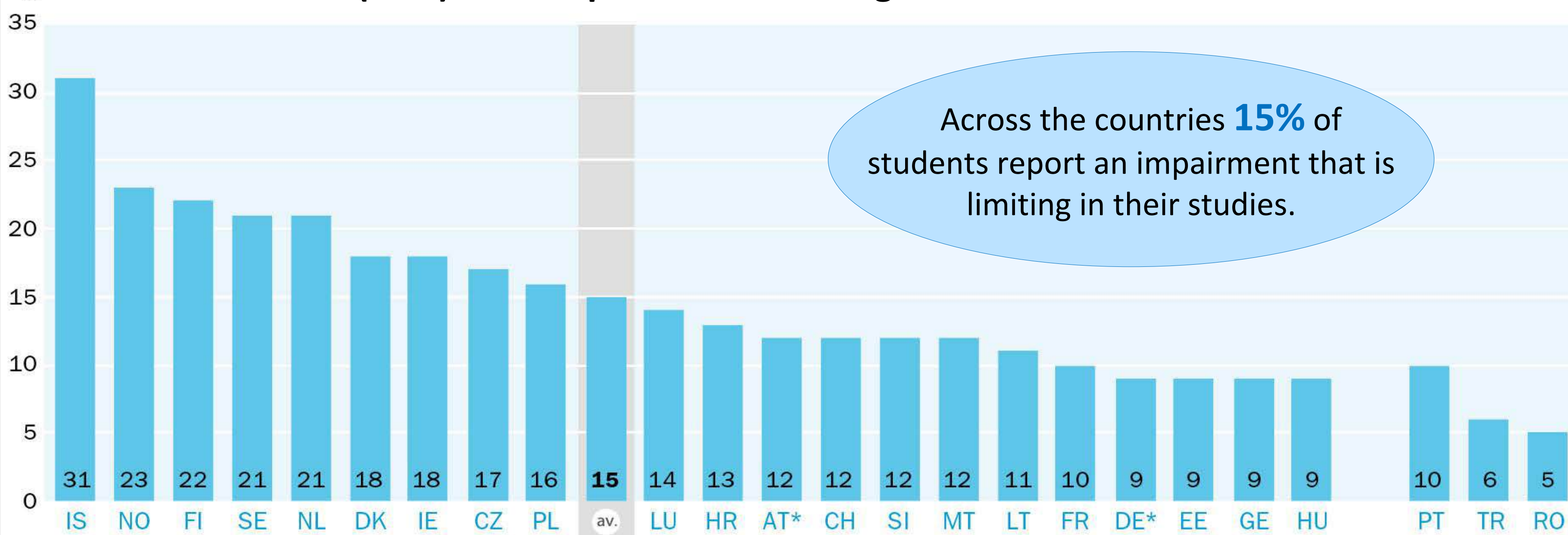
Share of students with children varies greatly across countries.

The average number of children among student parents is 1.9.

In majority of countries, female students are more likely to be parents than male students.

Around half of student parents report that their youngest child is under the age of six.

Share of students (in %) with impairments limiting studies



Across the countries **15%** of students report an impairment that is limiting in their studies.

Data source: EUROSTUDENT VII, A.4. No data: IT. EUROSTUDENT question(s): 6.10 Please indicate whether you have a disability, impairment, long-standing health problem, functional limitation, or learning disability. 6.12 Due to your impairment(s), to what extent are you limited in your studies? Deviations from EUROSTUDENT survey conventions: AT, CH, DE, SE, SI. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

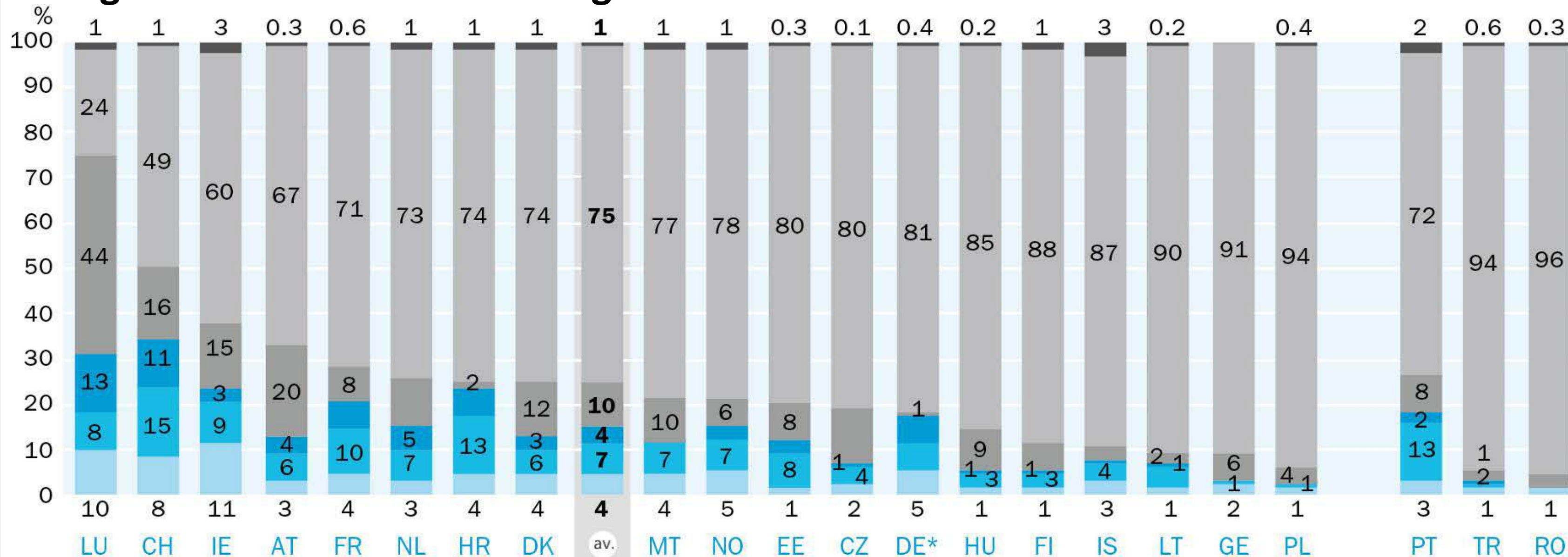
Most common impairments: mental health, physical chronic diseases, other longstanding health issues

In all countries analysed, students with impairments are more frequently reporting that **they often feel they do not belong in higher education** than their peers without impairments.



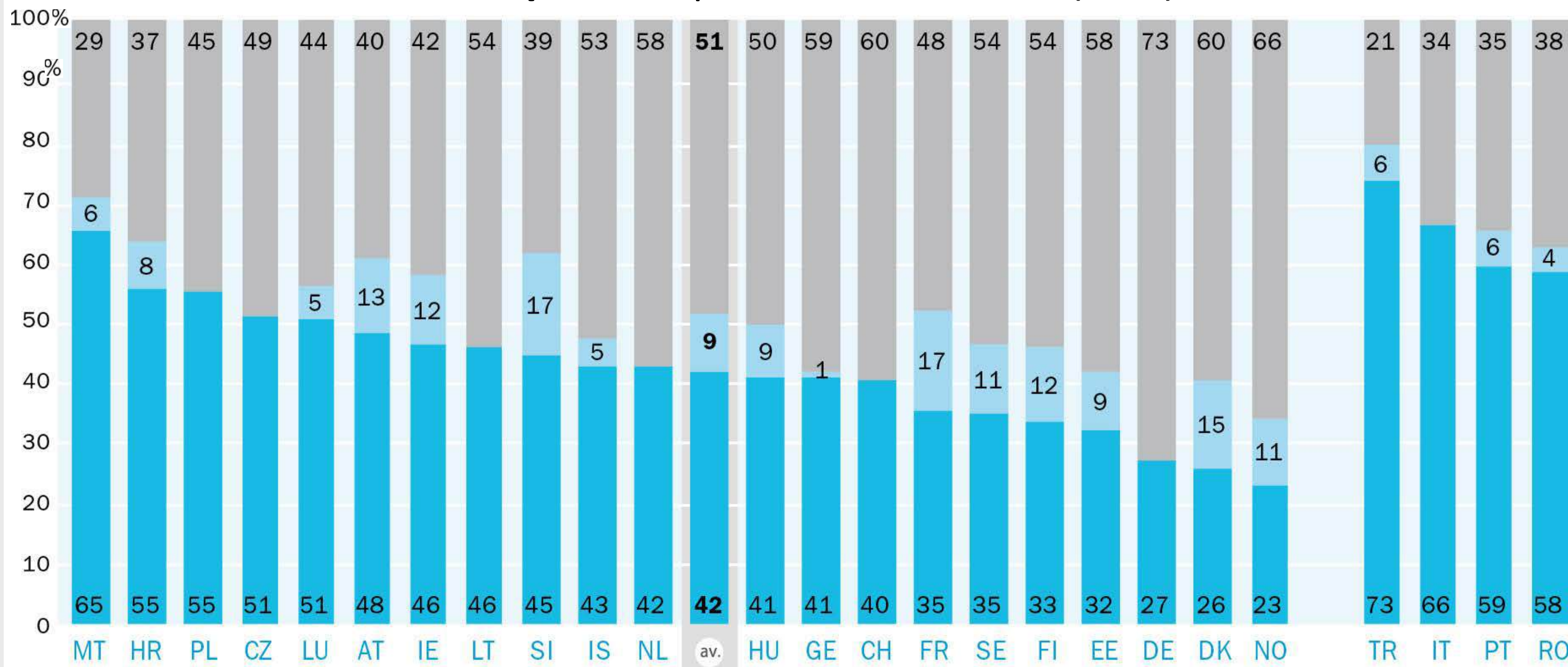
36% of students with impairments rate the support they receive as insufficient – but satisfaction varies widely.

Migration and education background of students



Socio-economic background of students

Education of students' parents | Share of students (in %)



Students from **lower educational backgrounds** are **underrepresented** in almost all EUROSTUDENT countries.

On average, **51%** of students' parents hold a **tertiary degree**.

Students with highly educated parents report a higher sense of **belongingness** in higher education.

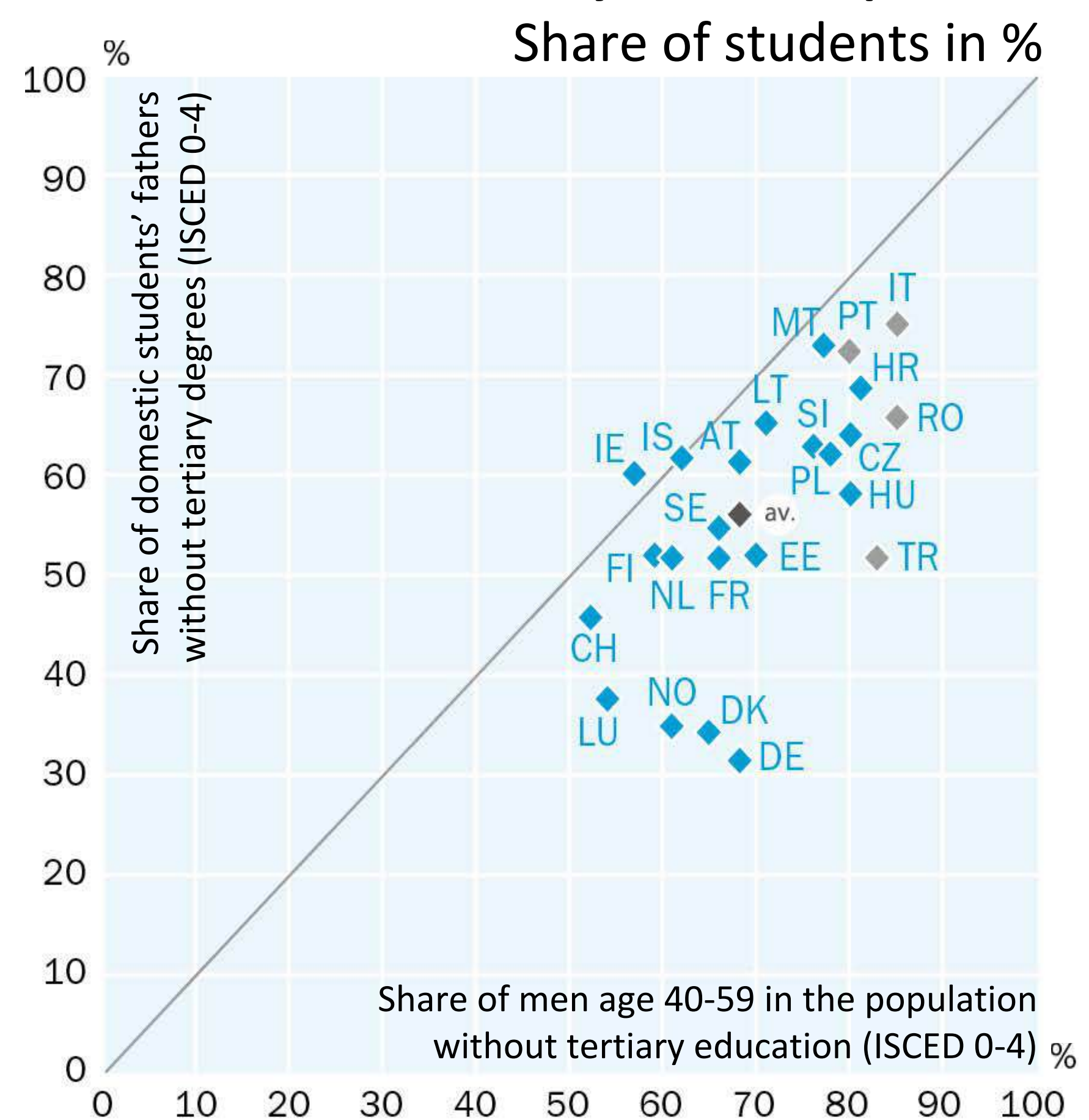
- parents' highest degree at ISCED level 6–8 (tertiary)
- parents' highest degree at ISCED level 5 (short-cycle tertiary)
- parents' highest degree at ISCED level 0–4 (non-tertiary)

Only in Ireland is the percentage of domestically educated students from non-tertiary backgrounds over-represented.

Study situation of students without a tertiary background:

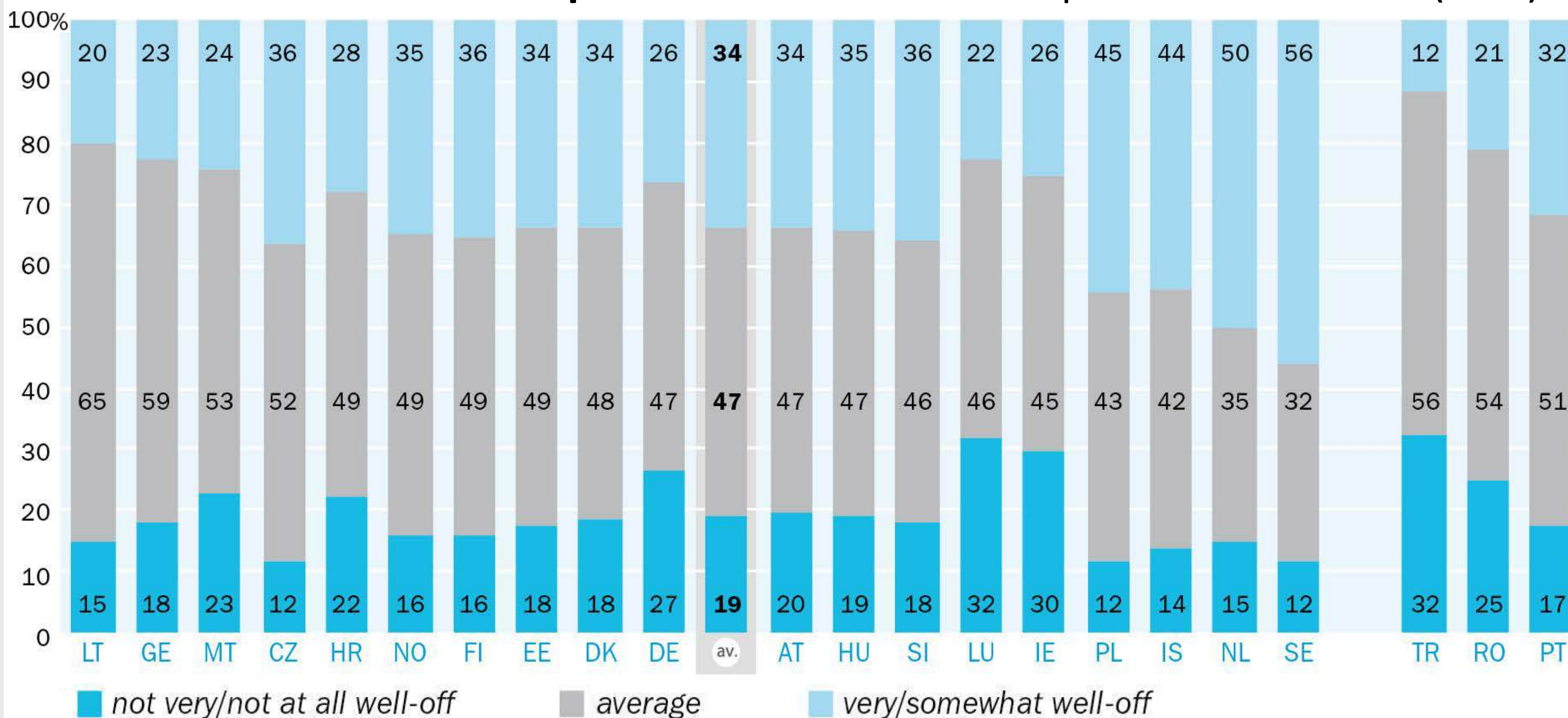
- They...
- ... are more commonly enrolled in non-universities, Bachelor and short-cycle programmes.
 - ... are more likely to be studying at low intensity and part-time.
 - ... are usually older and have entered higher education with a delay.
 - ... tend to rely on public support and their own earnings.

Students without tertiary educated parents



Domestic students. Percentage of men aged 40–59 in population: EU-LFS data from the respective year of survey (2016/2019/2020). No LFS Data: GE. The graph compares the percentage of students' fathers who have not attained tertiary education (ISCED 5–8) with the corresponding percentage 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 from non higher education backgrounds as would be expected, based on the distribution of educational attainment in the population. Values >1 indicate overrepresentation of this group and lie above the diagonal, values <1 (below the diagonal) indicate underrepresentation. Comparisons to LFS data may be influenced by several factors, e.g. the age distribution of students' parents, reproductive patterns. Data source: EUROSTUDENT VII, D.2. EUROSTUDENT question(s): 7.1 What is the highest level of education your mother/guardian, father/guardian have obtained? [indicated separately]. Notes: Per student, the highest educational attainment of either the father or the mother is counted. 'Don't know' responses were excluded. Deviations from EUROSTUDENT survey conventions: DK, GE, HR, NO. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

Students' assessment of parents' financial status | Share of students (in %)



Clear relationship between **parental education** and **family financial status**.

Students' self-assessment of their **family's financial status** places them firmly in the 'average' category in the large majority of countries.

A **fifth** of students indicate their family to be **not (at all) well-off**.

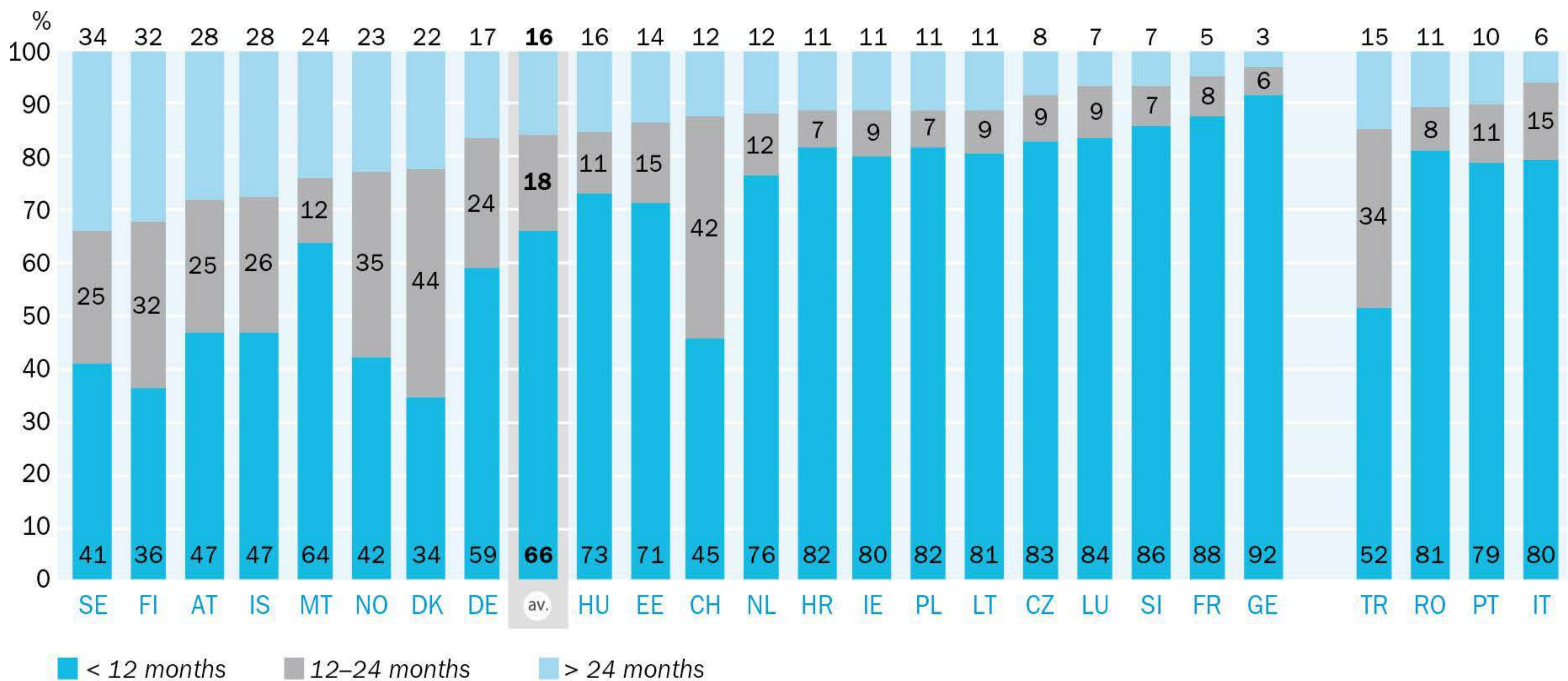
Data source: EUROSTUDENT VII, D.4. No data: CH, FR, IT. EUROSTUDENT question(s): 7.2 How well-off financially do you think your parents (or #guardians) are compared with other families? Source: PIRLS 2006. Copyright © 2005 International Association for the Evaluation of Educational Achievement (IEA). Publisher: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College. Deviations from EUROSTUDENT survey conventions: DK, GE, HR, NO. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL. Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE (summer 2016), IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).

Transition into and within higher education

Ensuring and widening **equitable access** into higher education and **vertical mobility** between degrees (Wiers-Jenssen, 2013) has been one of the main **goals of the European Higher Education Area** almost from its beginning.

Wiers-Jenssen, J. (2013). Degree Mobility from the Nordic Countries. Journal of Studies in International Education, 17(4), p. 471–491.

Transition time from leaving school to higher education | Share of students (in %)



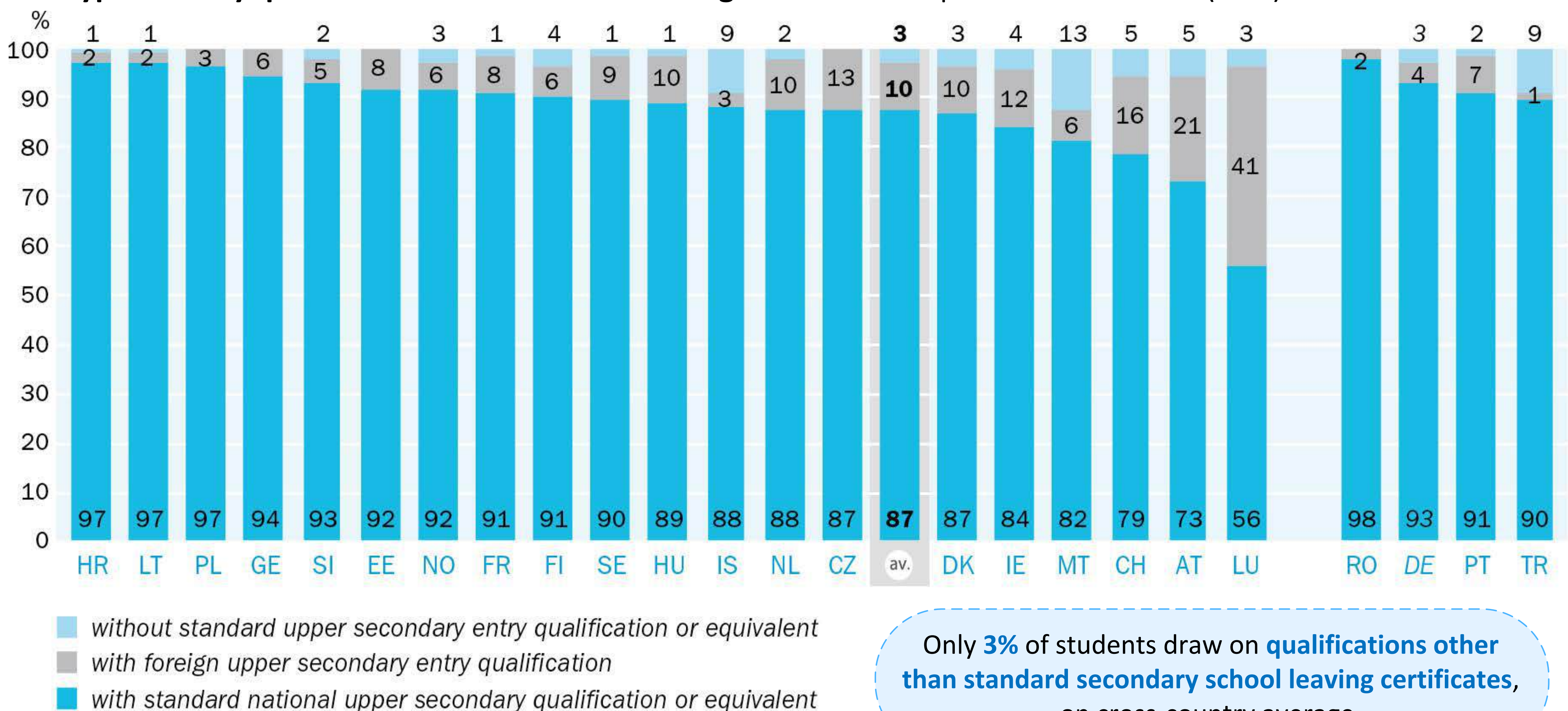
Data source: EUROSTUDENT VII, B.15. EUROSTUDENT question(s): 2.4 How long after leaving the #regular school system for the first time did you enter higher education for the first time? Deviations from EUROSTUDENT survey conventions: AT, CH, DE, IT.

About **every 6th student** has entered the higher education system with a **delayed transition***.

- Delayed transition* is more common among students:
- without tertiary educated parents
 - with less well-off parents
 - from older age groups

*Delayed transition: entering higher education more than 2 years after leaving school

Type of entry qualification used for access to higher education | Share of students (in %)



Only **3%** of students draw on **qualifications other than standard secondary school leaving certificates**, on cross-country average.

Data source: EUROSTUDENT VII, B.10. No data: IT. EUROSTUDENT question(s): 2.1 Do you have a Standard Minimum Access Requirement (#SMAR) or foreign equivalent? Deviations from EUROSTUDENT survey conventions: EE, MT. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL. Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), Fig. 1: DE (summer 2016), IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021). Fig. 2: DE, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).

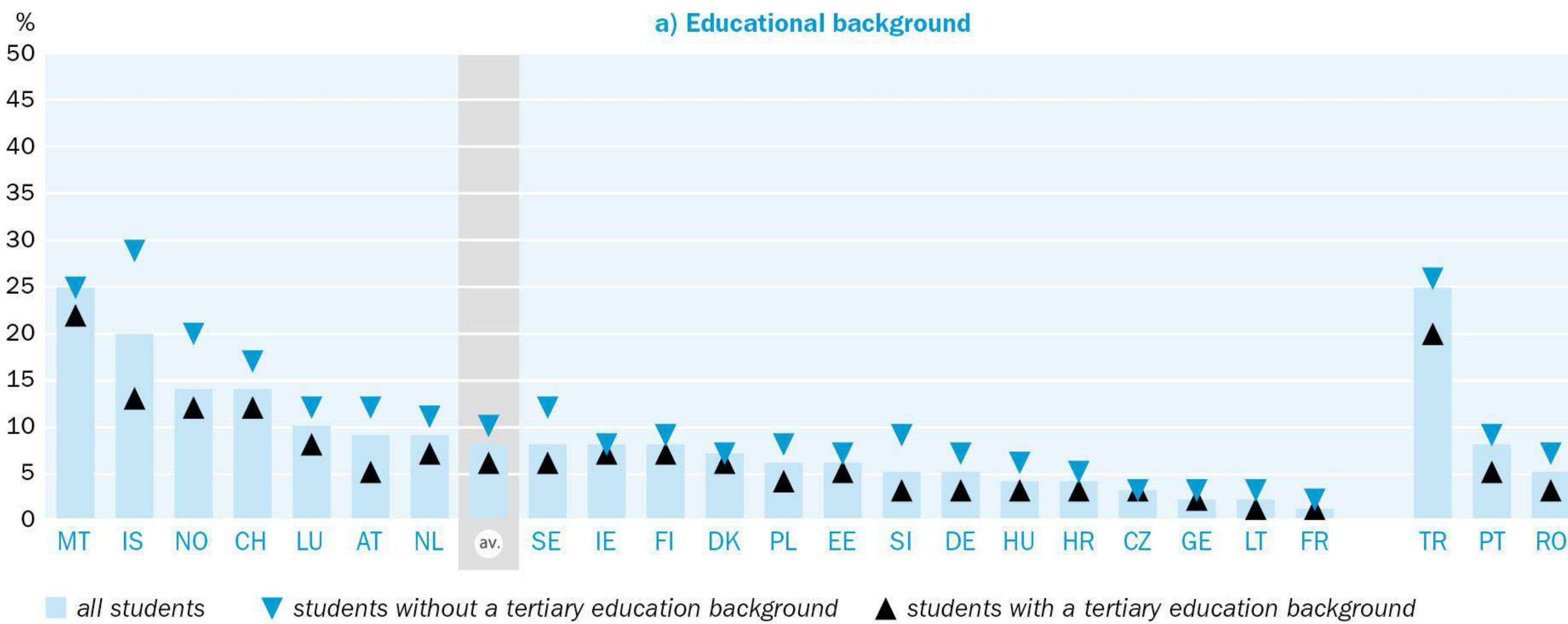
Transition into and within higher education

Alternative access routes into higher education | Shares of students (in %)

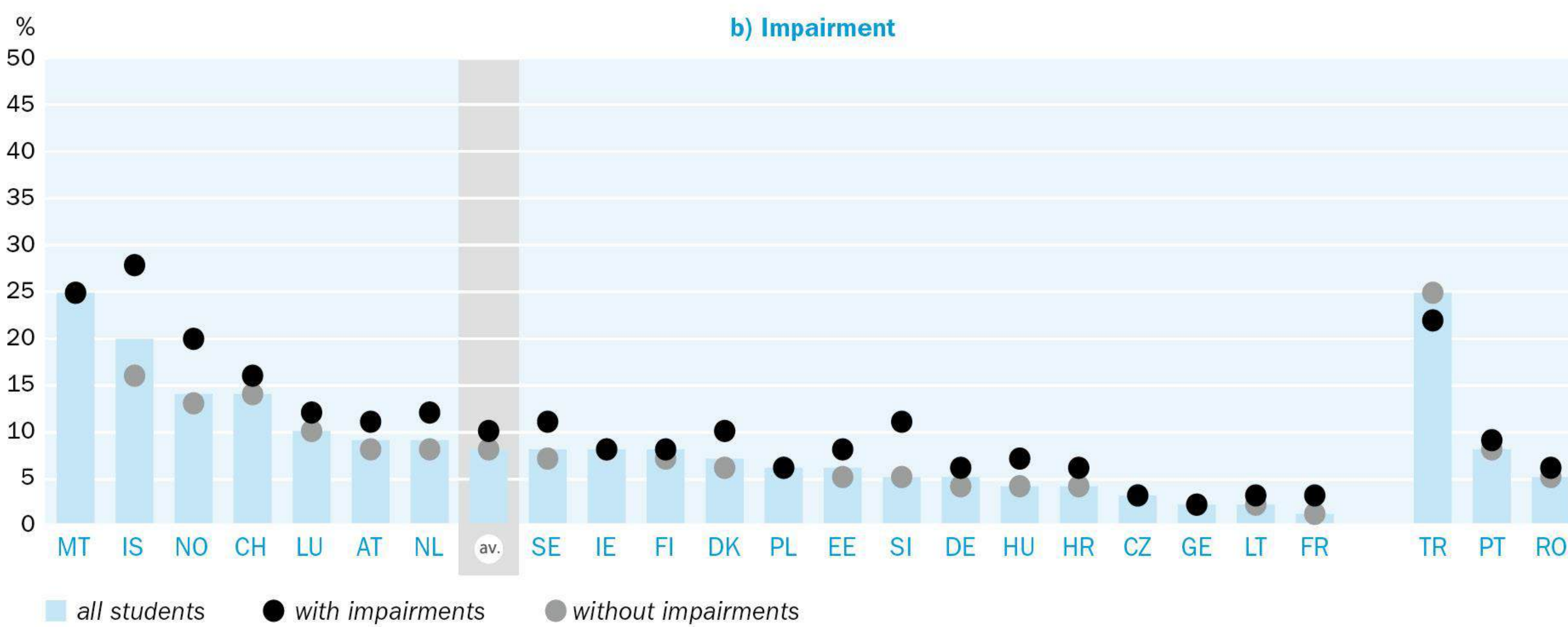
Alternative access routes* are more frequent among:



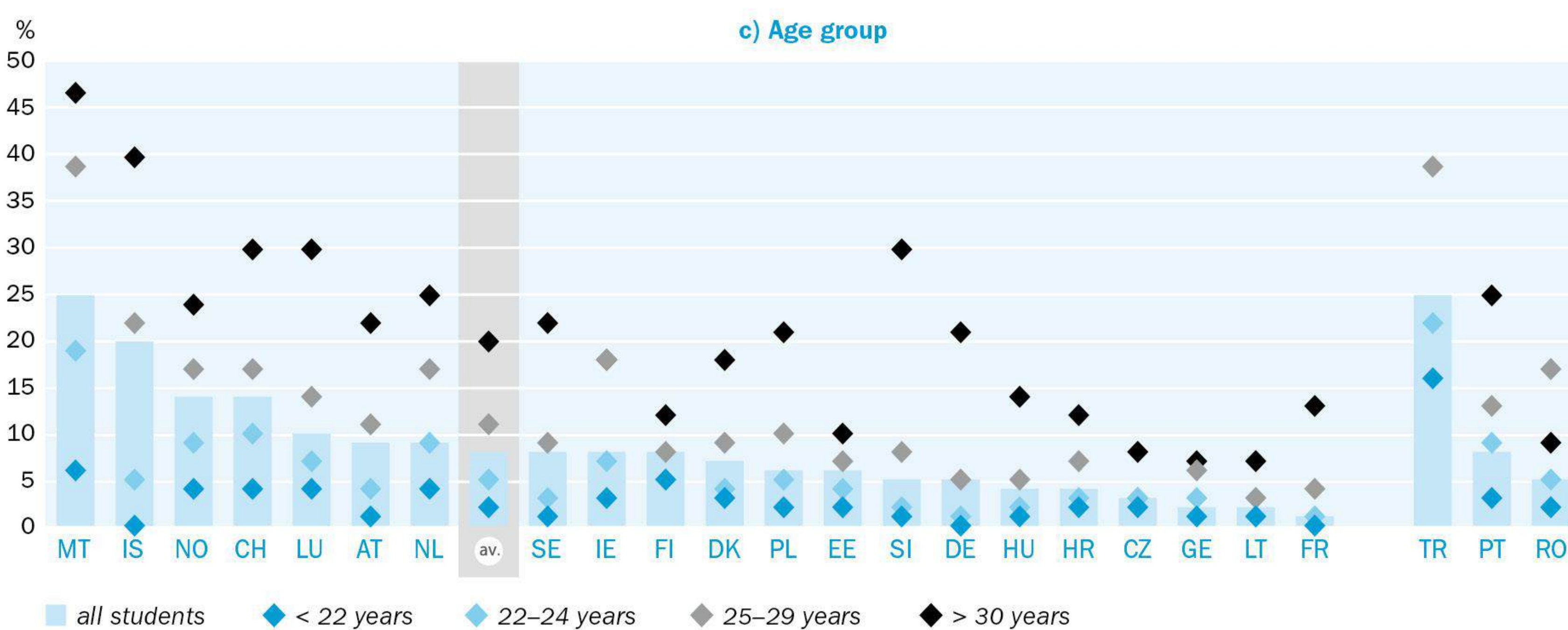
Students **with parents who do not have a tertiary education** in all EUROSTUDENT countries.



Students with **impairments or other long-standing health issues** in most countries.



Students in **older age groups**.



Data source: EUROSTUDENT VII, B.17. No data: IT. EUROSTUDENT question(s): 2.1 Do you have a Standard Minimum Access Requirement (#SMAR) or foreign equivalent?; 2.2 [Only students with #SMAR] When did you obtain your #SMAR?; 2.3 [Only students without #SMAR] Where did you last attend the #regular school system? Deviations from EUROSTUDENT survey conventions: AT, CH, DE, EE, MT. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL. Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE (summer 2016), IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).

* entering higher education without Standard or Minimum Access Requirement, or not obtaining the qualification in direct conjunction with leaving the school system for the first time (within six months).

Transition time from previous studies to a Master's programme

25% of Master students have spent **at least two years outside the tertiary education system** since obtaining their previous degree.

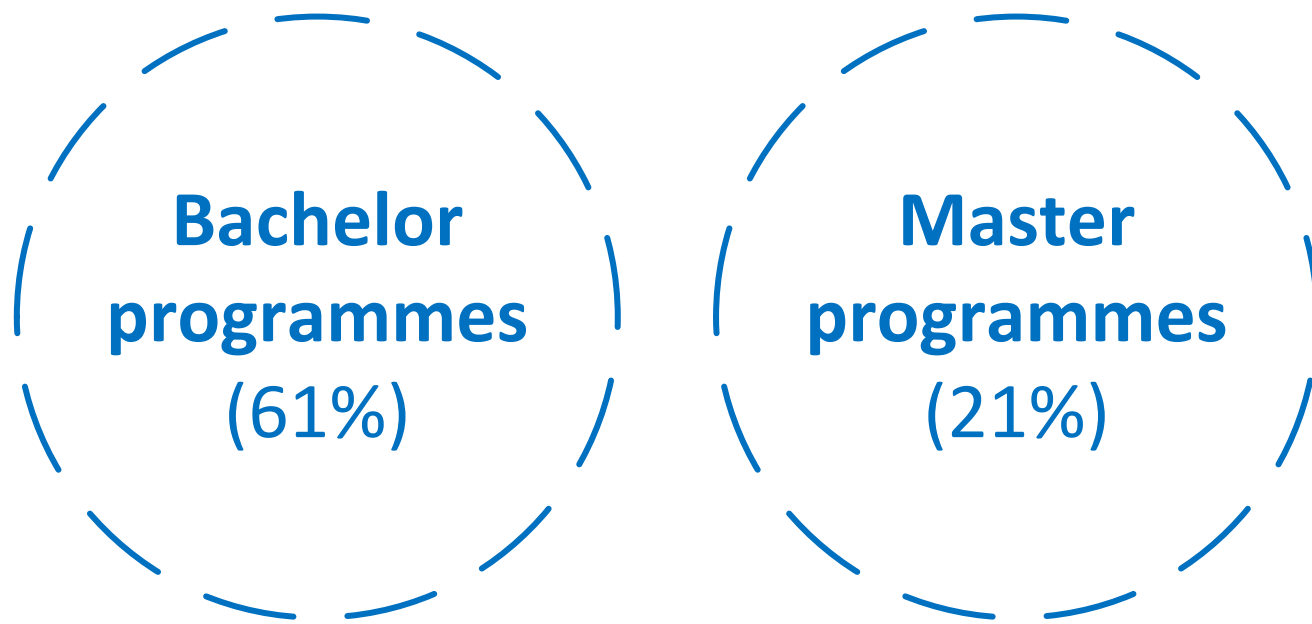
Starting a Master's degree more than two years after completing a previous degree is more common in many countries among:

- **part-time** Master students
- students who study alongside their **gainful employment**
- students with **non-tertiary educated parents**

Types and modes of study

Degree structure

Around 80% of students are enrolled in...



The remaining share:
Short/long national degree,
short-cycle degree & other




Students **without tertiary educated parents** generally indicate above-average shares of enrolment in Bachelor and short-cycle programmes.

Type of higher education institution



Around $\frac{3}{4}$ of students in EUROSTUDENT countries are enrolled at **universities**.

In most systems, students from **non-tertiary educated parents** are more likely to be enrolled at non-universities.

Variations are remarkable:
From 90% of students enrolled at **universities** in the Czech Republic  to majorities of students enrolled at **non-universities** in Finland  and the Netherlands. 

Status of enrolment

16%

of students are in **formal part-time studies*** on cross-country average.

Shares of part-time students are largest among ...

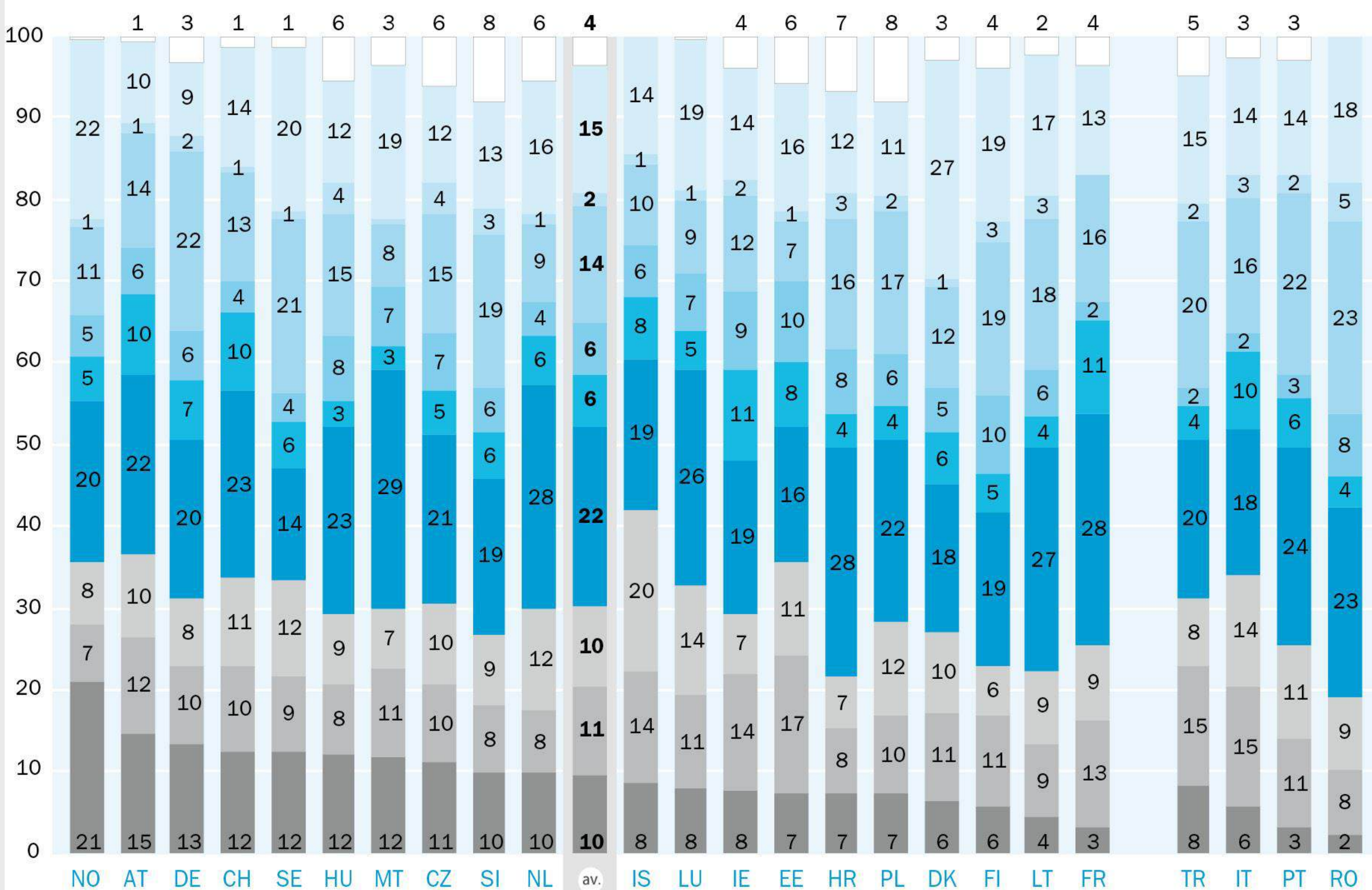
... students **without tertiary educated parents** as well as

... **employed** students with workloads of at least 20h/week.

Formal and defacto status do not always match – students often study with low intensity, even as full-time students.

* This finding is prevalent in all EUROSTUDENT countries that allow formal part-time studies.

Students' enrolment in fields of study | Share of students (in %)



Top 3 fields of studies:

- 22% in business, administration and law
- 15% in health and welfare
- 14% in engineering, manufacturing and construction

In most countries, students...

...**without tertiary educated parents** are more commonly enrolled in the field of education.

...**with tertiary educated parents** are more frequently enrolled in the field of natural sciences, mathematics and statistics.

Women are more likely to be enrolled in subjects related to education and health & welfare.

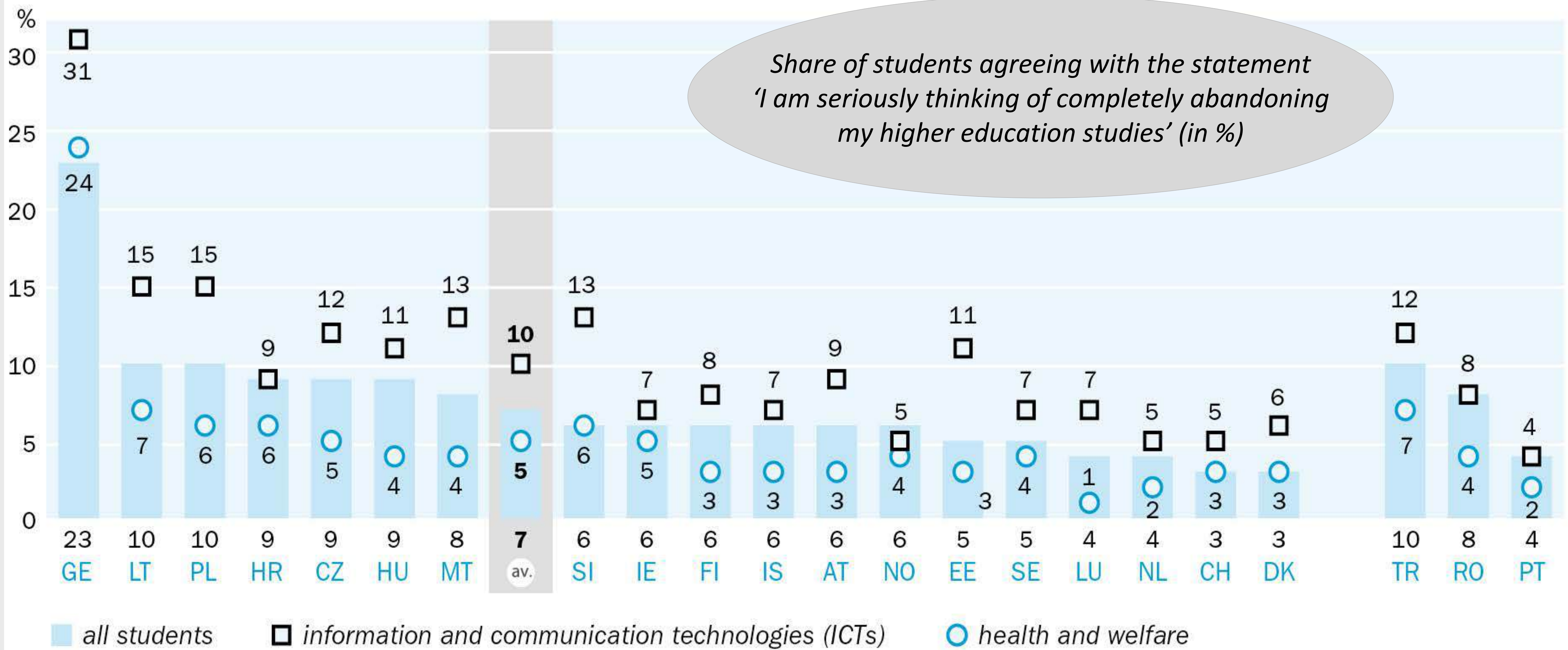
- education (incl. teacher training)
- social sciences, journalism, and information
- natural sciences, mathematics, and statistics
- engineering, manufacturing, and construction
- health and welfare

- arts and humanities
- business, administration, and law
- information and communication technologies (ICTs)
- agriculture, forestry, fisheries, and veterinary
- services

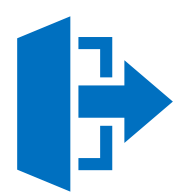
Data source: EUROSTUDENT VII, C.3. No data: GE. EUROSTUDENT question(s): 1.7 What is your current #(main) study programme? Deviations from EUROSTUDENT survey conventions: CH, DK, IT, NL, SE. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL. Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE (summer 2016), IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).

Types and modes of study: Students' satisfaction

Drop-out intention by field of study



Data source: EUROSTUDENT VII, C.4. EUROSTUDENT question(s): 1.5 With what degree does your current #(main) study programme conclude?
Deviations from EUROSTUDENT survey conventions: DK, IT, MT, CH. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.



Students enrolled in **subjects** of the fields Health and Welfare less often consider dropping out, while the **drop-out intention** in the field of ICTs is above average across countries.

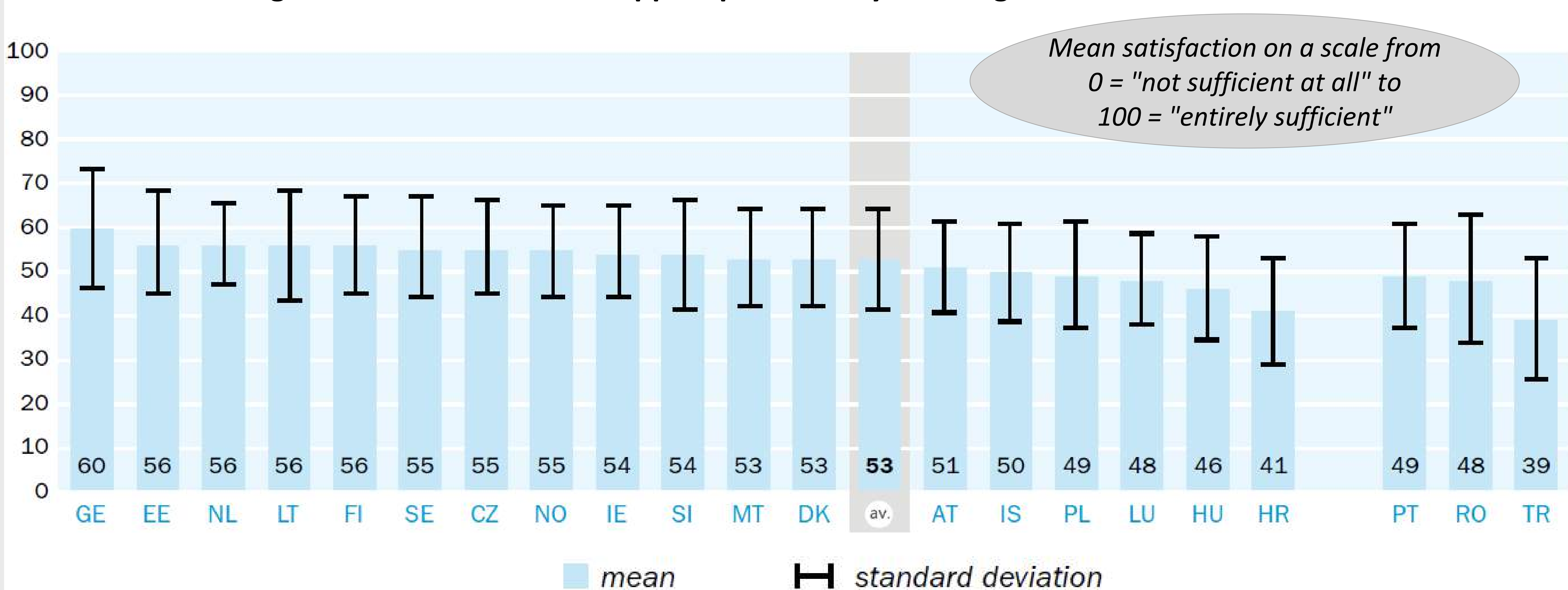


Students enrolled at **non-universities** are on cross-country average more satisfied than university students.



Across countries, **students' satisfaction with the support** provided by their higher education institutions is moderate, their intention to abandon and drop out of studies can be considered low.

Students' average satisfaction with the support provided by their higher education institution

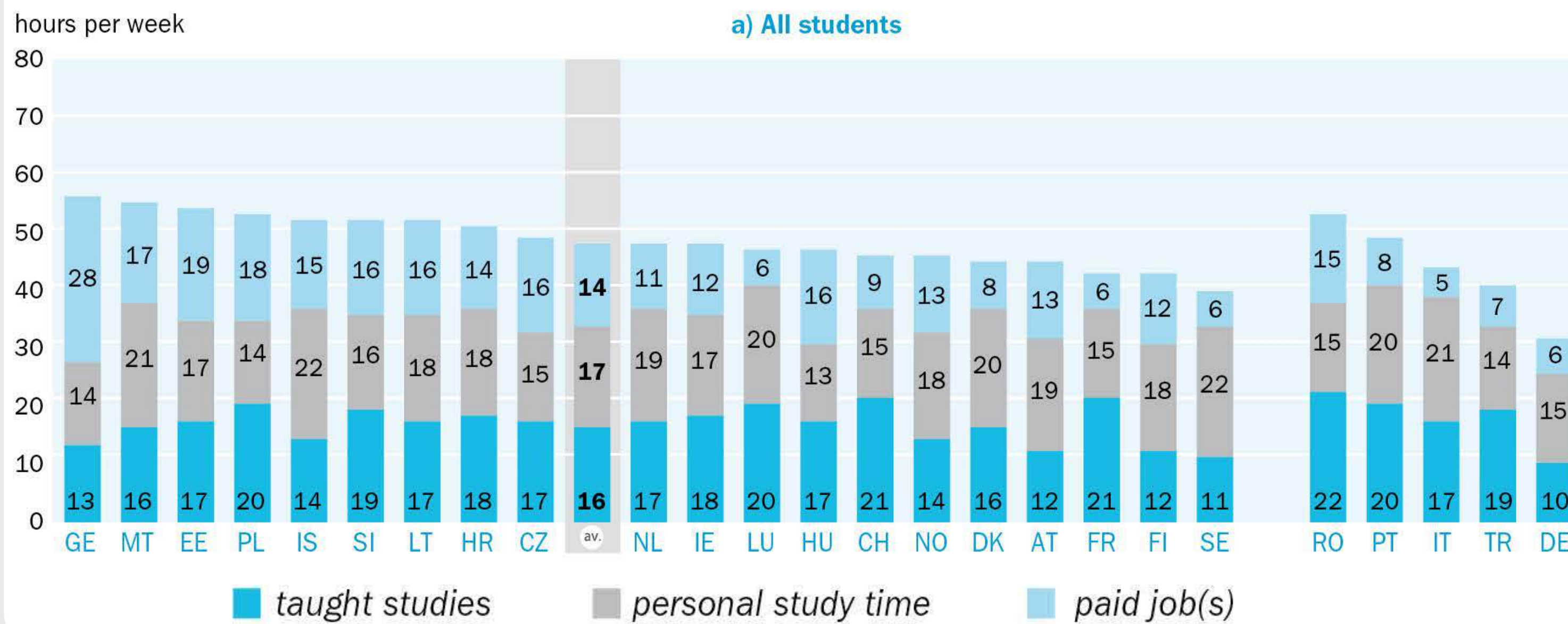


Data source: EUROSTUDENT VII, C.33. No data: DE, CH, FR, IT. EUROSTUDENT question(s): 3.7 How satisfied are you with the support provided to you by your #HEI or #cooperating organisations (#example organisation for student affairs) regarding the following aspects? Note(s): Aggregated satisfaction regarding 'Study support services (e.g. organised tutoring, (academic) writing/bridging courses, mentoring)', 'Provision of learning facilities (e.g. library, computer centre, work places)', 'Support to balance my studies and paid job', 'Support to balance my studies and family', 'Support in the preparation for my (future) work life'. High values indicate larger satisfaction. Deviations from EUROSTUDENT survey conventions: AT, DK, MT, NO. Deviations from EUROSTUDENT standard target group: DE, IE, PL.

Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE (summer 2016), IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).

Students' time budget

Time budget of students | In hours per week (mean)



With a total of **47 hours per week**, the average student in the EUROSTUDENT countries spends ...

- 16 hours per week on **taught studies**
- 17 hours on **personal study time**
- 14 hours on one or more **paid job(s)**

Data source: EUROSTUDENT VII, H.26, H.32, H.38. No data: no data on formal status in GE, DE, FR, TR. EUROSTUDENT question(s): 3.4. How many hours do you spend in taught courses and on personal study time in a typical week during the current #lecture period? 4.6. How many hours do you spend on your paid job(s) in a typical week in the current #lecture period? Deviations from EUROSTUDENT survey conventions: CH, FR, IT.

Time budget by study programme and study fields

Master students spend more hours per week on personal study time than Bachelor students.

In the field of **natural sciences** students have an average study load of 38 hours, 8 hours more than in **social sciences**.

Students in studies with lower study intensity more often work alongside their studies.

Satisfaction with time budget

Four in five

students in the EUROSTUDENT countries are **dissatisfied** with their weekly time budget.

40%

of the students would like to work more hours per week.

13%

would rather work less.

39%

want to spend more time on their studies; ... whether or not it be in combination with an increase or decrease in the time spent on work.

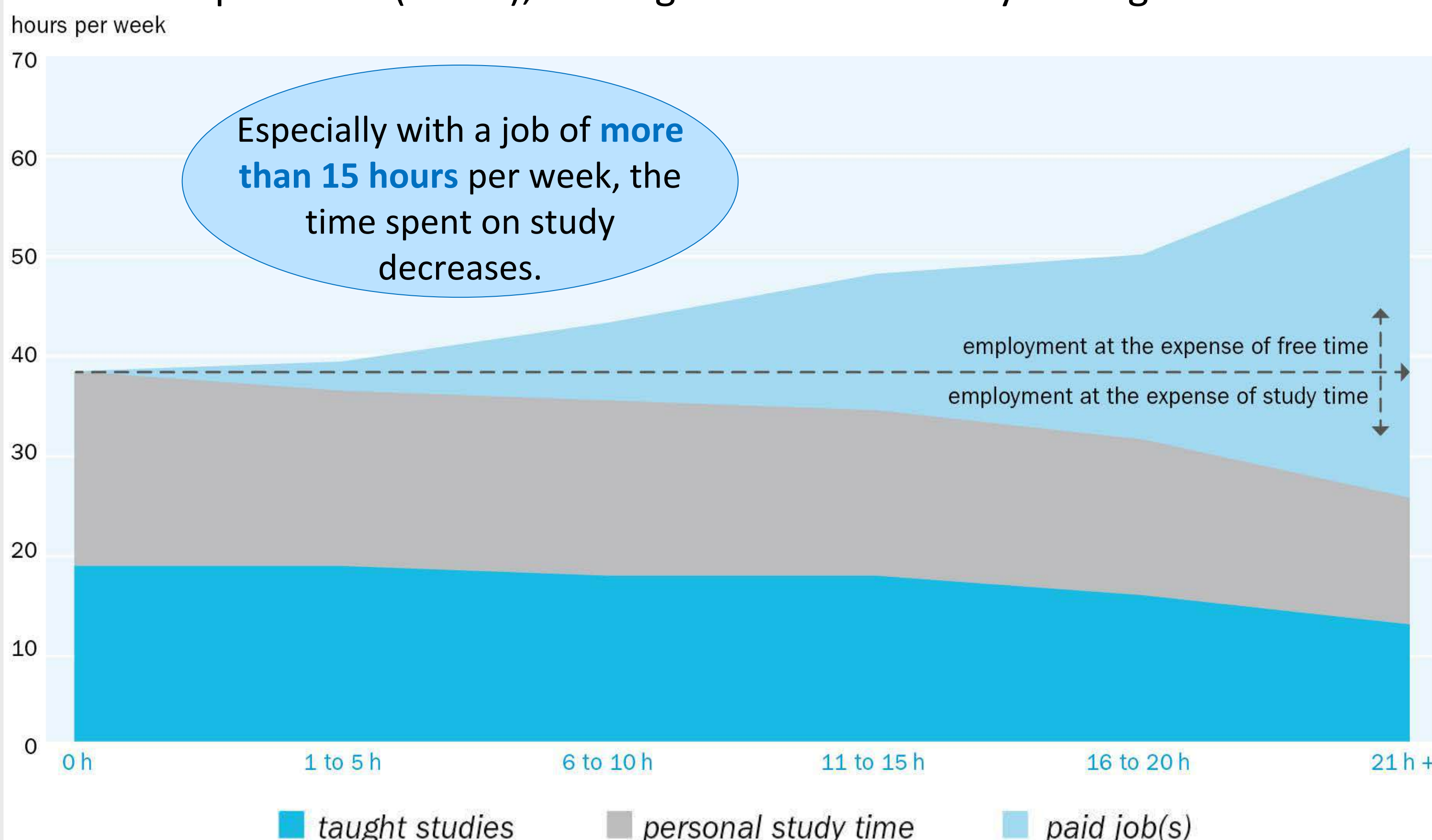
Time budget and study performance

Students who spend more time on their studies are more confident about their study performance.

Students who work do not consider dropping out more often than students without a paid job.

Time spent on studies and paid jobs during term time

In hours per week (mean), unweighted cross-country average



Almost every **5th** student experiences study difficulties due to the combination of work and study.

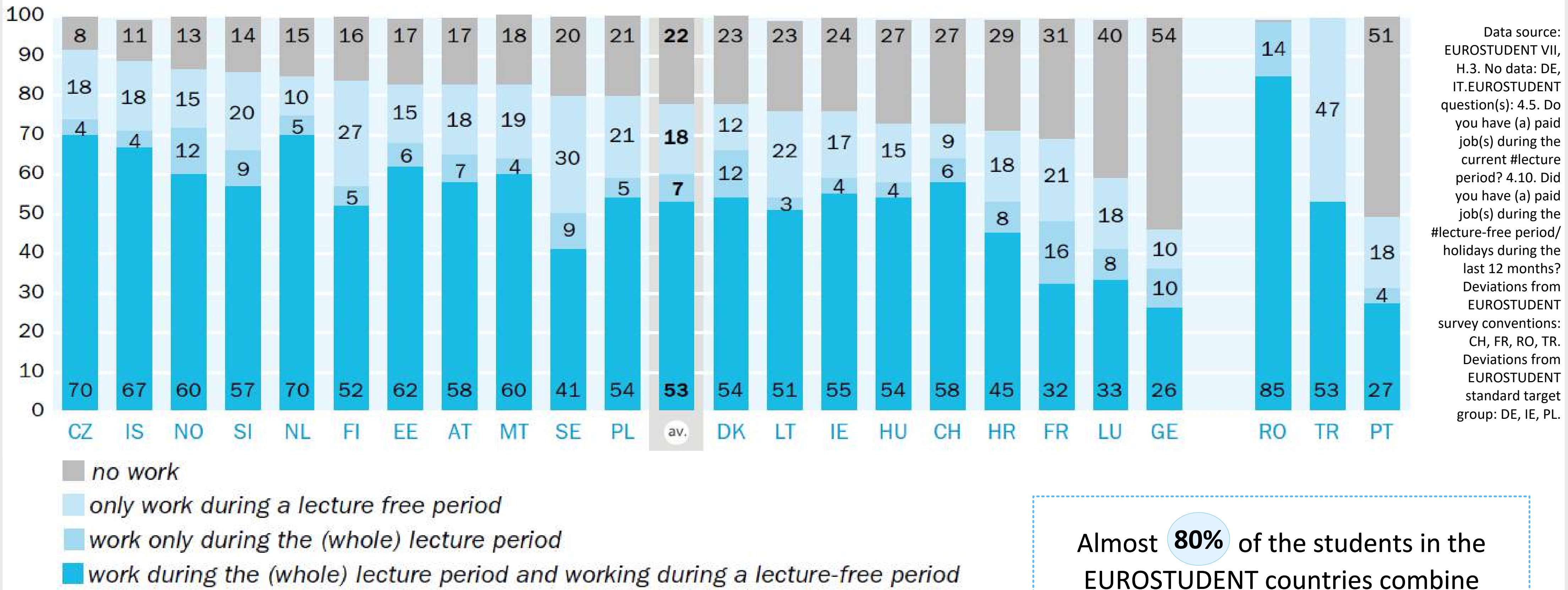
Within the **time spent on study**, both taught studies and personal study time are **lower** compared to students with a smaller job or no job at all.

... But more than study time, students' free time suffers from a job.

Data source: EUROSTUDENT VII, H.26, H.32, H.38. EUROSTUDENT question(s): 3.4. How many hours do you spend in taught courses and on personal study time in a typical week during the current #lecture period? 4.6. How many hours do you spend on your paid job(s) in a typical week in the current #lecture period? Deviations from EUROSTUDENT survey conventions: CH, FR. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

Students' employment and internships

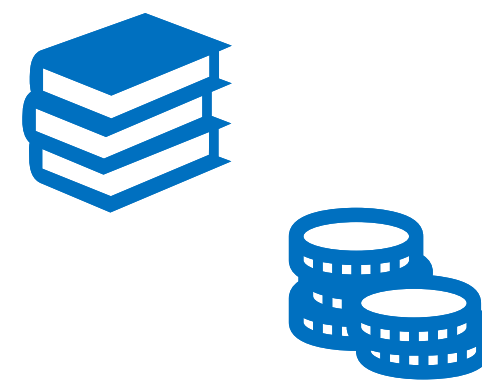
Students' employment during lecture period and lecture-free period | Share of students, in %



Data source: EUROSTUDENT VII, H.3. No data: DE, IT. EUROSTUDENT question(s): 4.5. Do you have (a) paid job(s) during the current #lecture period? 4.10. Did you have (a) paid job(s) during the #lecture-free period/holidays during the last 12 months? Deviations from EUROSTUDENT survey conventions: CH, FR, RO, TR. Deviations from EUROSTUDENT standard target group: DE, IE, PL.

Around **60%** directly combine work and study by working during the lecture period;

18% work only during the lecture-free period.



Almost **80%** of the students in the EUROSTUDENT countries combine studying with one or more paid job(s).

Less than half of students have a job related to their studies.

Reasons for working

65% work to afford things they otherwise would not buy.

Over half of the students work to cover living costs (68%).

50% work to be able to afford their studies.

57% work to gain experience on the labour market.

22% work because they have to support others financially.

Students' income from current paid job | Only students with paid jobs

PPS = Purchasing Power Standard



The median amount students earn (in PPS) differs, with a median of 557 PPS.

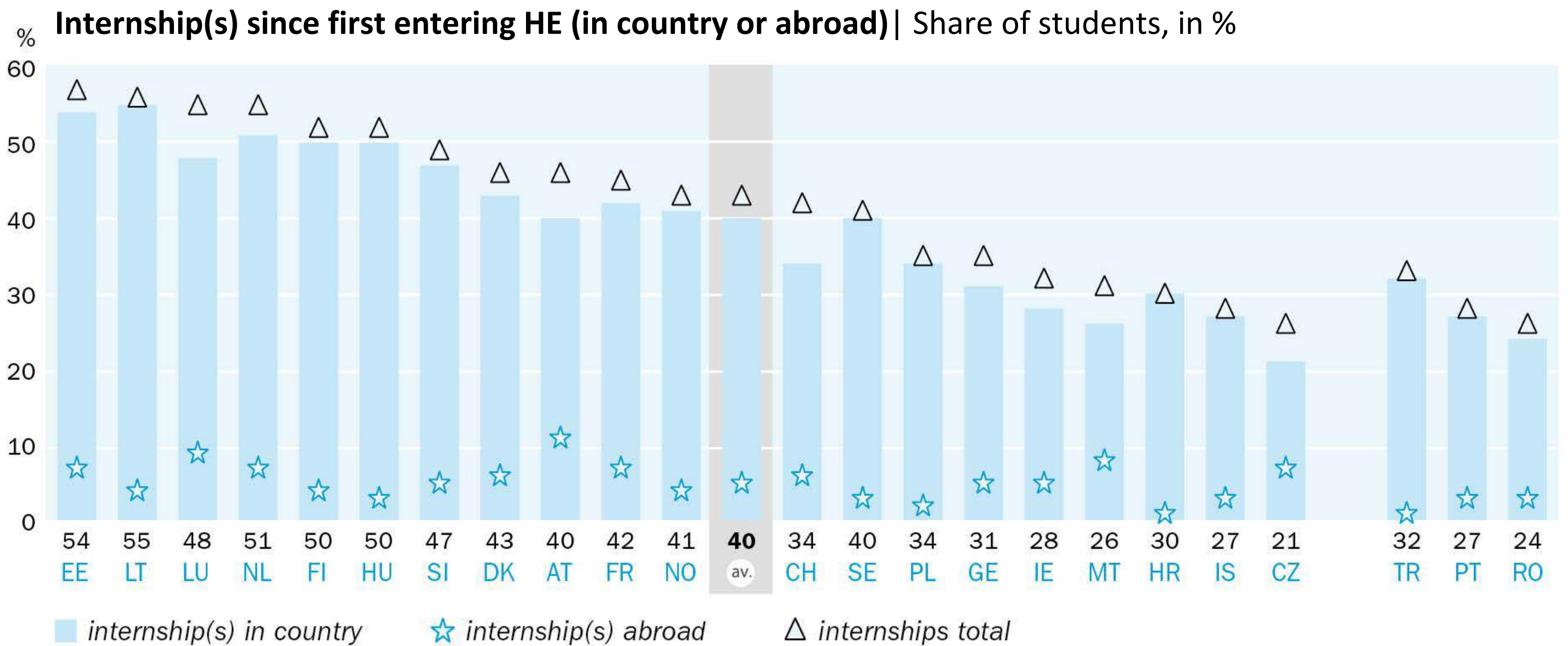
On average, **half of the income** of working students exists of earnings coming from their paid job.

Students who receive **public support** less often work during the lecture period.

Students in all EUROSTUDENT countries, who **live with their parents** are less likely to work to cover their living expenses.

Data source: EUROSTUDENT VII, G.126. No data: DK, IT, LU. EUROSTUDENT question(s): 4.16. What is the average monthly amount available to you in cash or via #bank transfers from the following sources during the current #lecture period? Deviations from EUROSTUDENT survey conventions: FR, SI. Deviations from EUROSTUDENT standard target group: DE, IE, PL.

Students' employment and internships



On average, **43%** of the students have done an **internship** during their studies in higher education.



Internships are more common at non-universities.

Mandatory internships

are most common in the fields of health and welfare (87%), and education (86%) ...

... and are least common in the fields of natural sciences, mathematics, and statistics (59%).

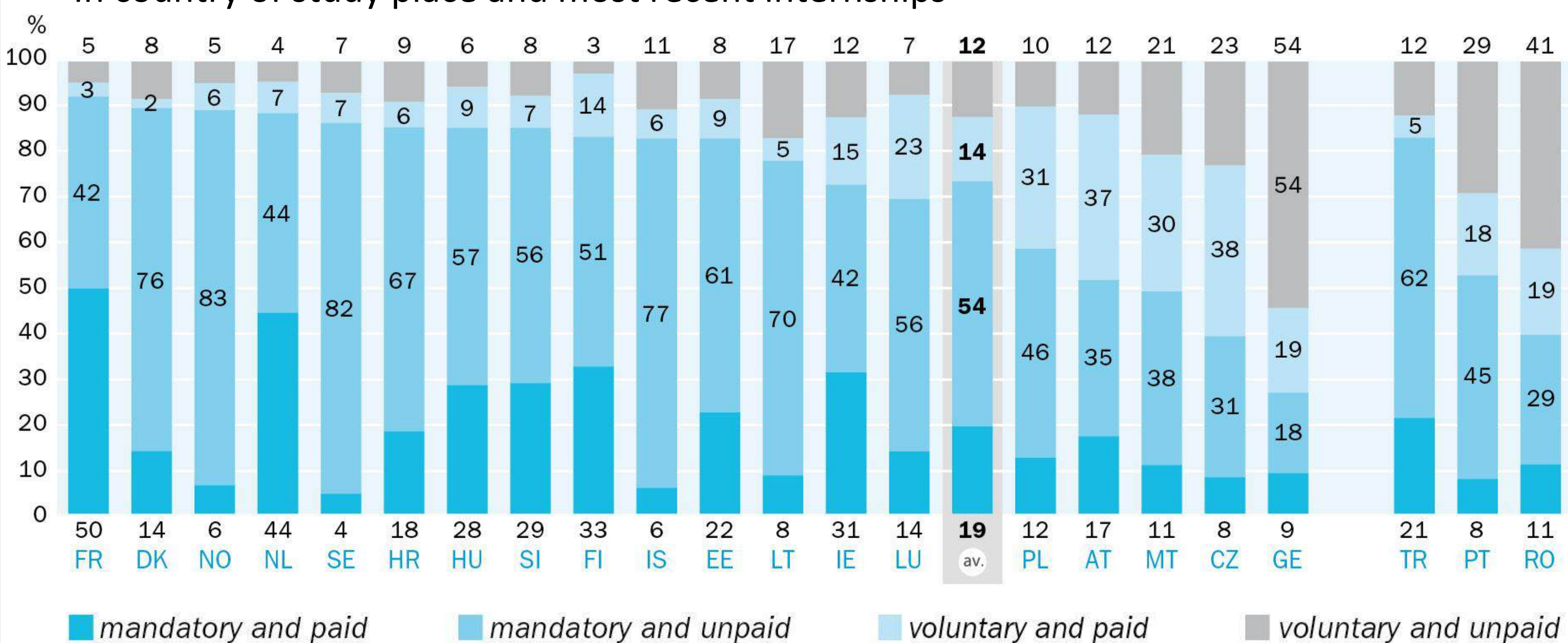
The majority (40%) have done so only in the country where they are studying...

... whereas a small part goes abroad (3%) or does both (2%).

Data source: EUROSTUDENT VII, H.7. No data: DE, IT. EUROSTUDENT question(s): 4.20. Have you done any internships (of at least one week, mandatory or voluntary) since you first entered higher education in #country? Note(s): Multiple internships possible. Deviations from EUROSTUDENT standard target group: DE, IE, PL, PT, RO.

Type and remuneration of internship(s)

In country of study place and most recent internships



Most internships are unpaid and mandatory (54%).

Keep in mind: The requirement to take a few weeks or months to fully attend an internship may cause **problems for students relying on a paid job** to finance their studies if this cannot be continued.

Recognition of work-based skills can be a chance to facilitate study progression of these students.

Data source: EUROSTUDENT VII, H.10. No data: CH, DE, IT. EUROSTUDENT question(s): 4.21. Was your most recent internship in #country mandatory or voluntary? 4.22. Was your most recent internship in #country paid or unpaid? Deviations from EUROSTUDENT survey conventions: FR. Deviations from EUROSTUDENT standard target group: DE, IE, PL.
Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE, IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).

Students' resources

There are three main categories that account for the bulk of **students' income** to cover their living and study expenses:

Students' self-earned income

43%

Family/partner contributions

36%

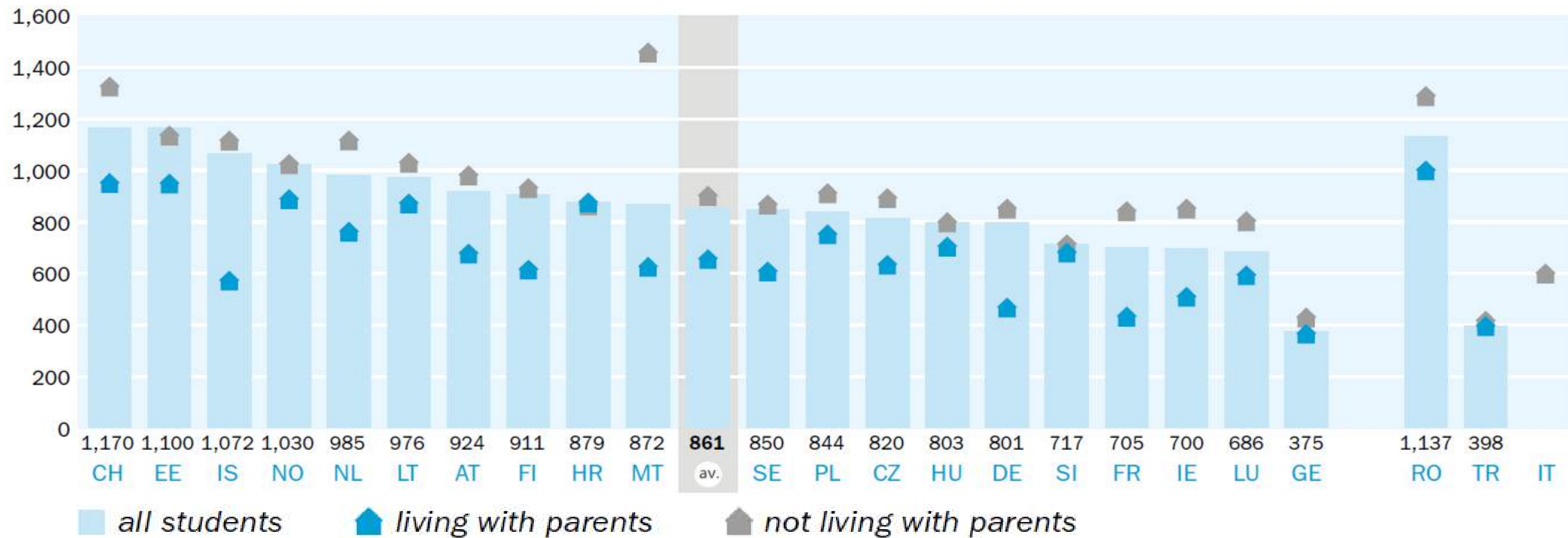
Public support

14%

Student income by form of housing

Total monthly income including transfers in kind and median income (in PPS)

PPS = Purchasing Power Standard



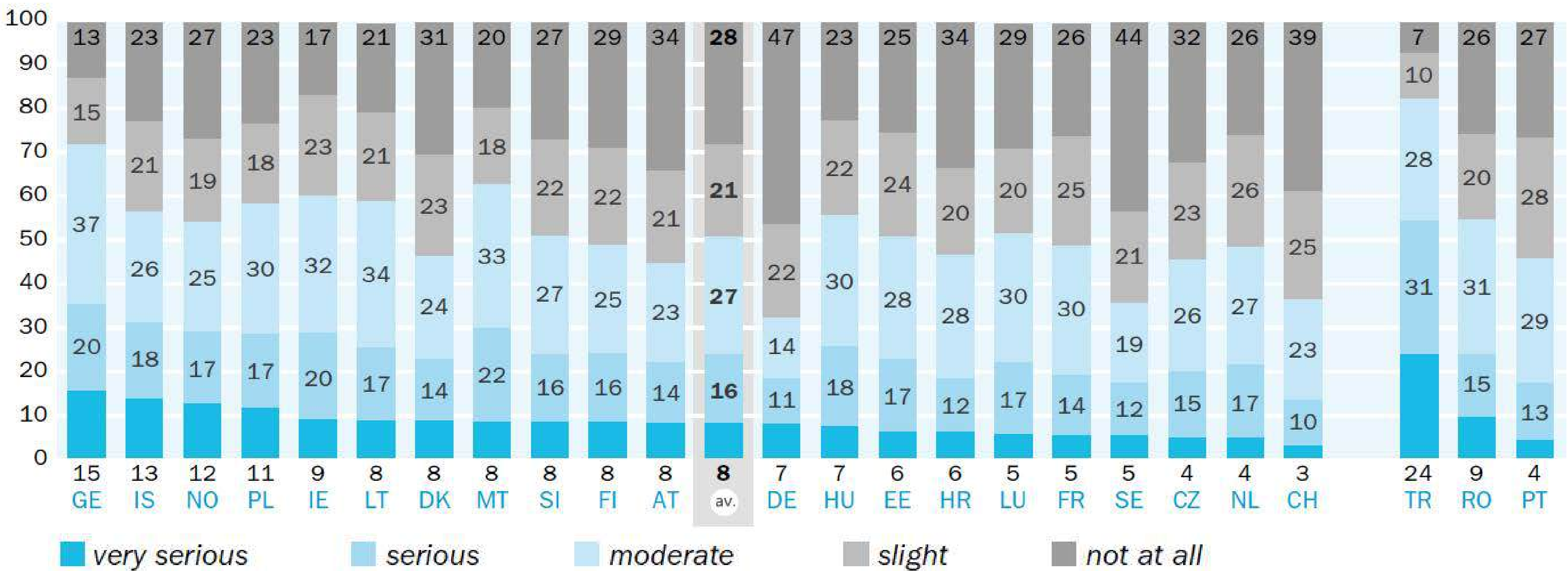
Across all countries, the **median income** of students amounts to **861 PPS** per month.

In the vast majority of countries, **students not living with parents have higher incomes** than their peers who live in the parental home.

Data source: EUROSTUDENT VII, G.1 (PPP), G.2 (PPP) and G.3 (PPP). No data: AL, DK, PT. Too few cases: IT: all students, students living with parents. EUROSTUDENT question(s): 4.16 What is the average monthly amount available to you in cash or via bank transfers from the following sources during the current lecture period?, 4.17 What are your average expenses for the following items during the current lecture period? Note(s): The values above the country abbreviations represent the median income of all students. Transfers in kind are goods and services for students financed or provided by their parents, partner, or others. Deviations from EUROSTUDENT survey conventions: FR, RO, SI. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

Students' assessment of their financial situation

Extent of current financial difficulties of all students | Share of students (in %)



Data source: EUROSTUDENT VII, F.148. No data: AL, IT. EUROSTUDENT question(s): 4.18 To what extent are you currently experiencing financial difficulties? Deviations from EUROSTUDENT survey conventions: DK. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

When measured by the international average, it appears that **24%** of all students report serious or very serious financial difficulties.

Students who access higher education with a time delay of more than two years also have financial difficulties to an above-average extent.



Over the last decade, a trend has developed according to which the proportion of students with (very) serious **financial problems has decreased** in a large majority of countries.

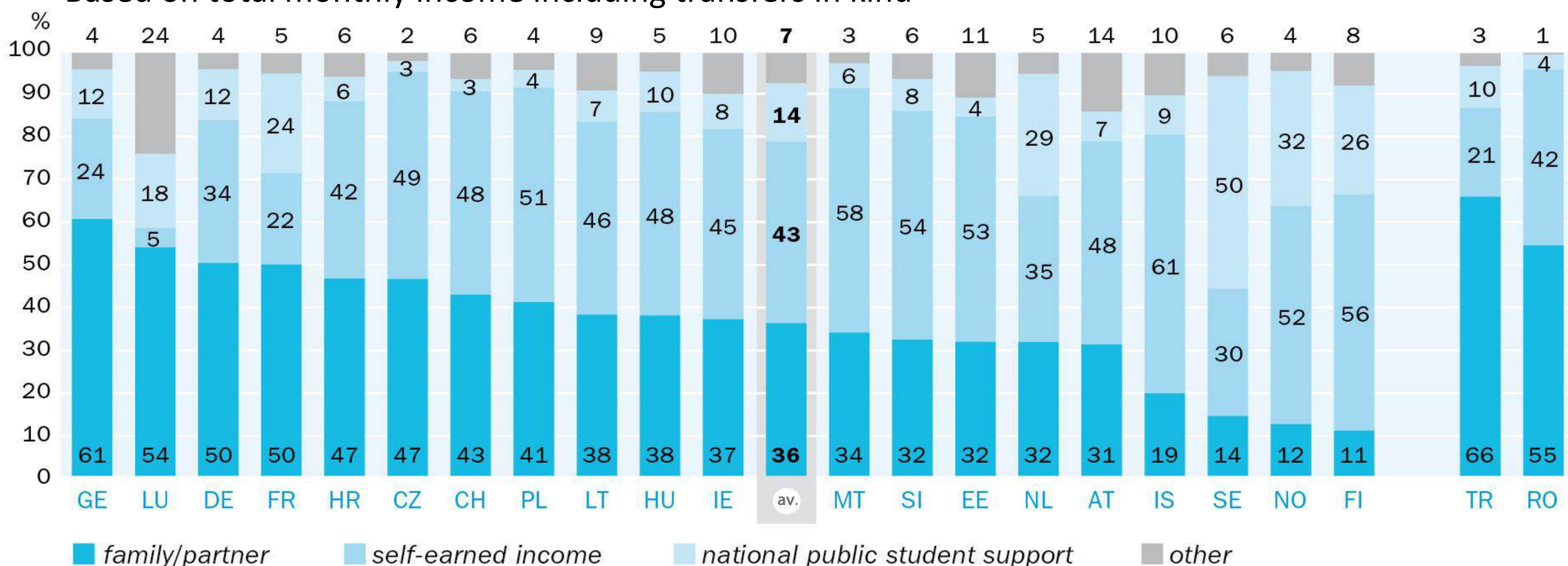


Students who rate their parents as being financially not at all well-off are disproportionately often concerned by serious or very serious financial difficulties.

Students' resources

Composition of students' funding

Based on total monthly income including transfers in kind

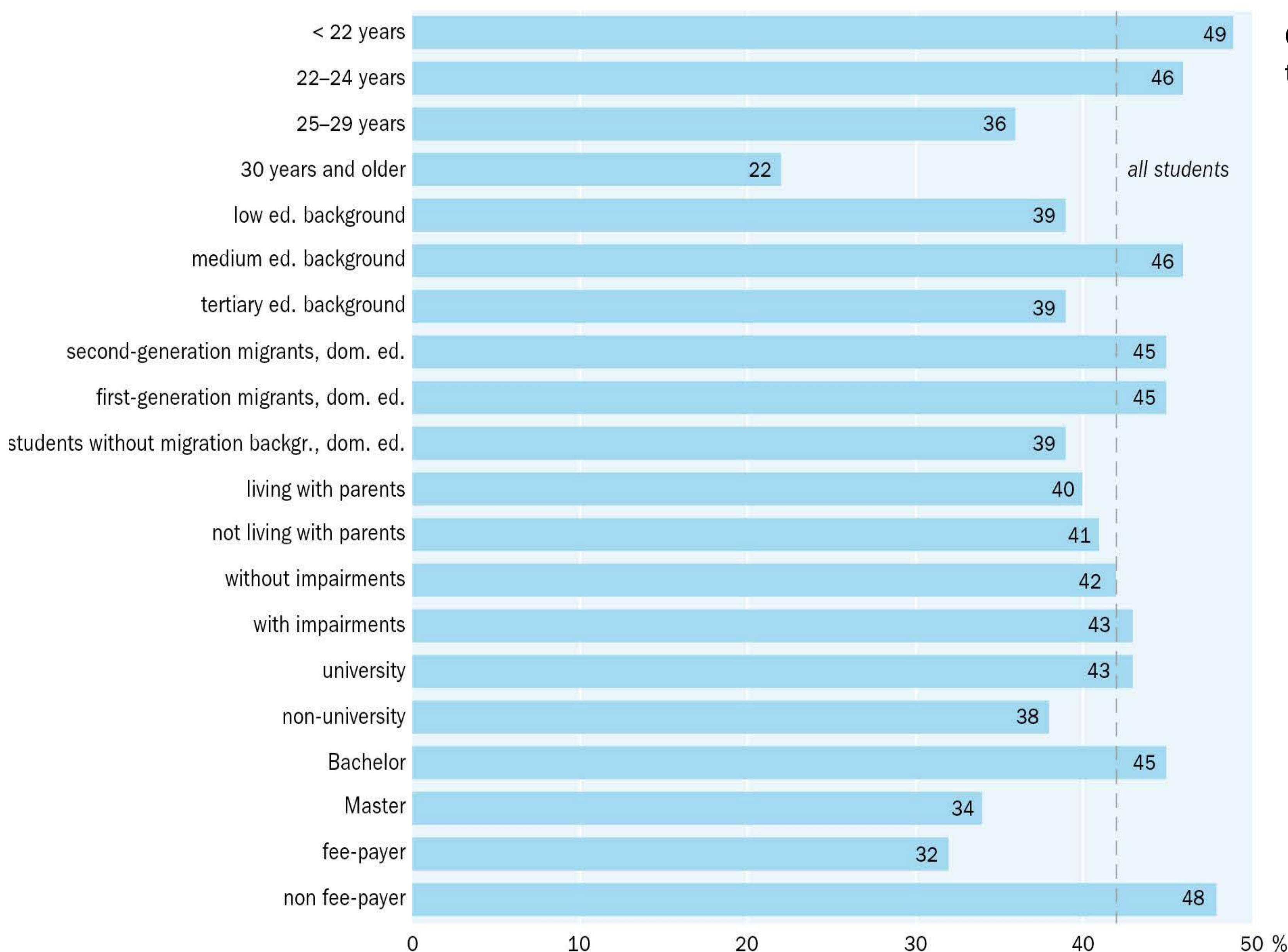


In almost **2/3** of countries, **self-earned income** is students' most important source of income in relative terms.

From a macro perspective and on cross-country average, students receive more than **1/3** of their total monthly income from **family/partner**.

Data source: EUROSTUDENT VII, G.87, G.88, G.89, G.90, and G.91. No data: AL, DK, IT, PT. EUROSTUDENT question(s): 4.16 What is the average monthly amount available to you in cash or via bank transfers from the following sources during the current lecture period?, 4.17 What are your average expenses for the following items during the current lecture period? Note(s): The category 'other' also includes in this case income from sources outside the respective country. Transfers in kind are goods and services for students financed or provided by their parents, partner, or others. Deviations from EUROSTUDENT survey conventions: FR, RO, SI. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

Recipients of national public student support | Share of students on cross-country average (in %)



On cross-country average, the state supports **42%** of students & provides more than **2/5** of the recipients' total income.

Students who benefit to an above average extent from public support are, for example ...

- ... those at a young age.
- ... with medium-educated parents.
- ... with a migration background.

In **70%** of countries, students receive public support predominantly or completely in **non-repayable form**.

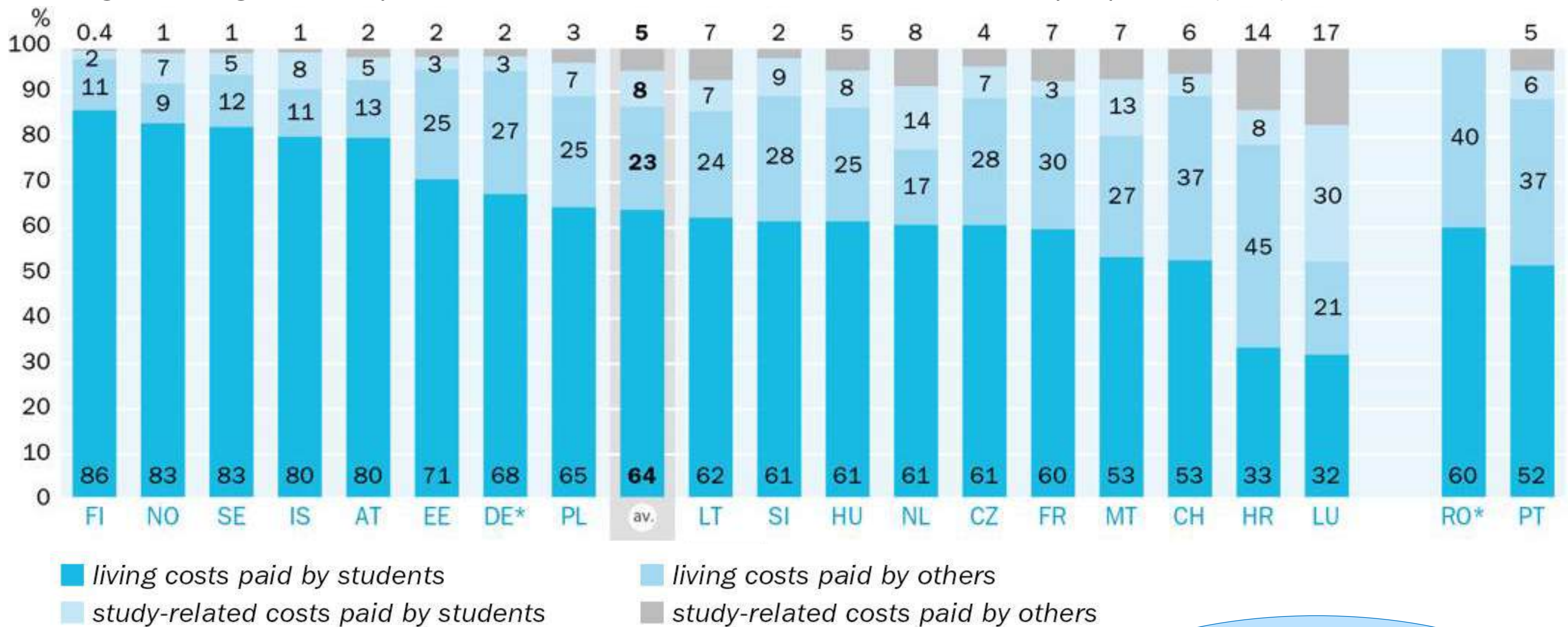
Data source: EUROSTUDENT VII, G.105. No data: AL, DK, PT; low and medium educational background: DE; second-generation migrants: SE; first-generation migrants: DE, SE; students without a migration background: SE. Too few cases: first-generation migrants: EE, LT, SI. EUROSTUDENT question(s): 4.16 What is the average monthly amount available to you in cash or via bank transfers from the following sources during the current lecture period? Note(s): The dotted line represents the cross-country average for all students receiving national public student support. Non-universities do not exist in Iceland, Italy, Romania, or Sweden. Deviations from EUROSTUDENT survey conventions: TR. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE (summer 2016), RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).

Students' expenses

Composition of students' expenses by payer

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



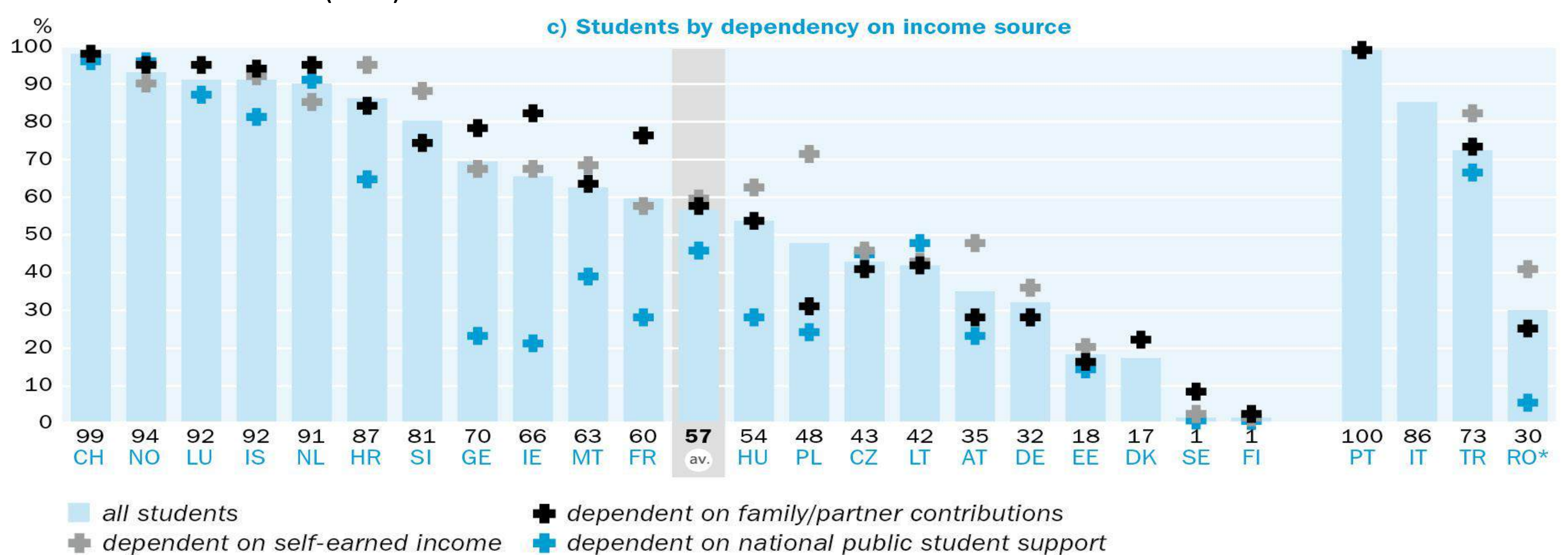
Students pay for 71% of their total monthly expenses directly, while students' parents/partner/others pay the remaining costs (29%).

Living costs account for the bulk of monthly expenses (87%) and study-related costs to a much smaller degree (13%).

Data source: EUROSTUDENT VII, F.24, F.34, F.105 and F.109. No data: AL, DK, GE, IE, IT, TR. Study-related costs: RO. EUROSTUDENT question(s): 4.17 What are your average expenses for the following items during the current lecture period? Note(s): Interpretation aid: In Austria, students' total monthly expenses consist of the following: 80% living costs paid by students, 13% living costs paid by students' parents/partner/others, 5% study-related costs paid by students, and 2% study-related costs paid by students' parents/partner/others. Deviations from EUROSTUDENT survey conventions: DE, FR, RO. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL. *DE: The survey in Germany did not cover payments of students and others in the following categories: debt payment (except mortgage), social welfare contributions, and most other regular study-related costs. *RO: Study-related expenses were not recorded. *DE/RO: This may influence the amount of shares that are calculated on the basis of total monthly expenses.

Fee-paying students by dependency on an income source

Share of students (in %)



Across countries more than half of the students pay fees to their higher education institution.

Students depending on a self-earned income are most often charged with fees.

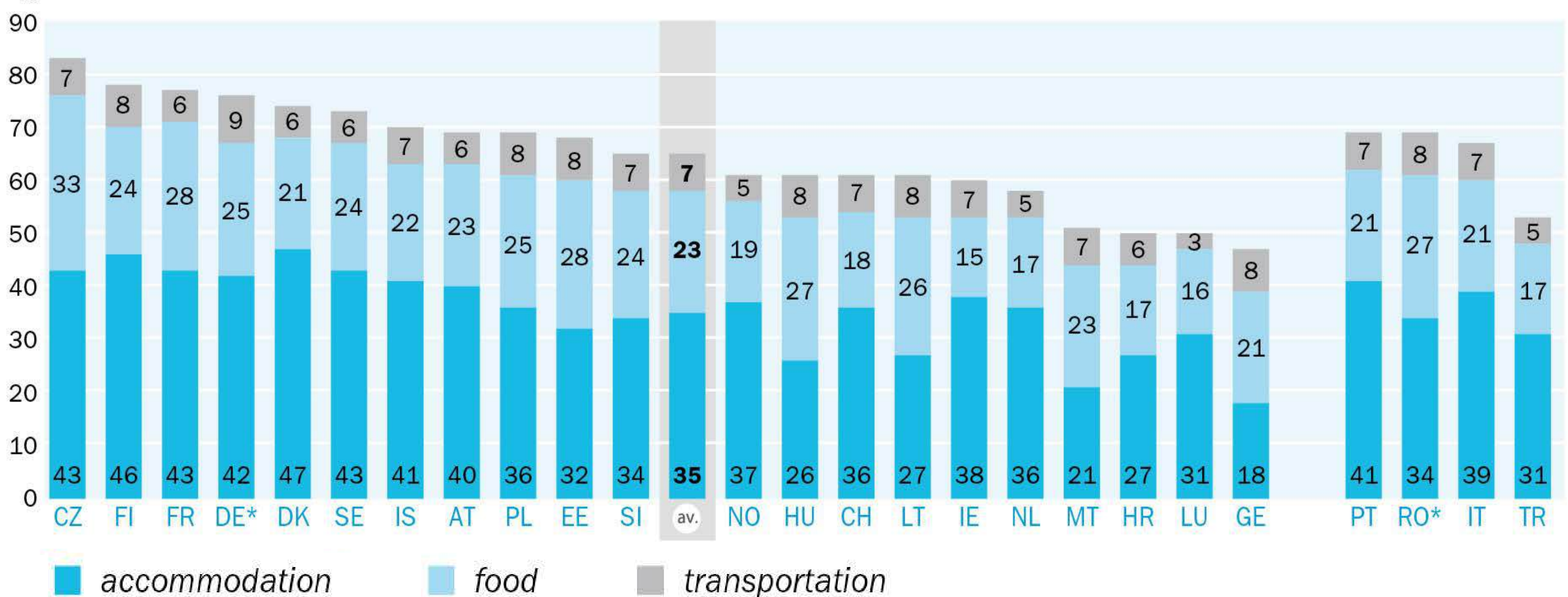
Data source: EUROSTUDENT VII, F.153. No data: AL. Dependent on family/partner contributions: IT. Dependent on self-earned income and national public student support: DK, IT. Too few cases: Part-time and dependent on self-earned income: LU. EUROSTUDENT question(s): 4.17 What are your average expenses for the following items during the current lecture period? Note(s): Values above the country abbreviations represent the share of fee-payers among all students. Deviations from EUROSTUDENT survey conventions: RO, TR. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL. *RO: Study-related expenses were not recorded. This may influence the amount of shares that are calculated on the basis of total monthly expenses.

Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE (summer 2016), IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).

Students' expenses

Costs for accommodation, food, and transportation | Students not living with parents

Expenses paid by students and others (monthly expenses as share of total expenses in %)



Students who do **not live with parents** spend, on average across EUROSTUDENT countries, **65%** of their total monthly expenses for accommodation, food and transportation.

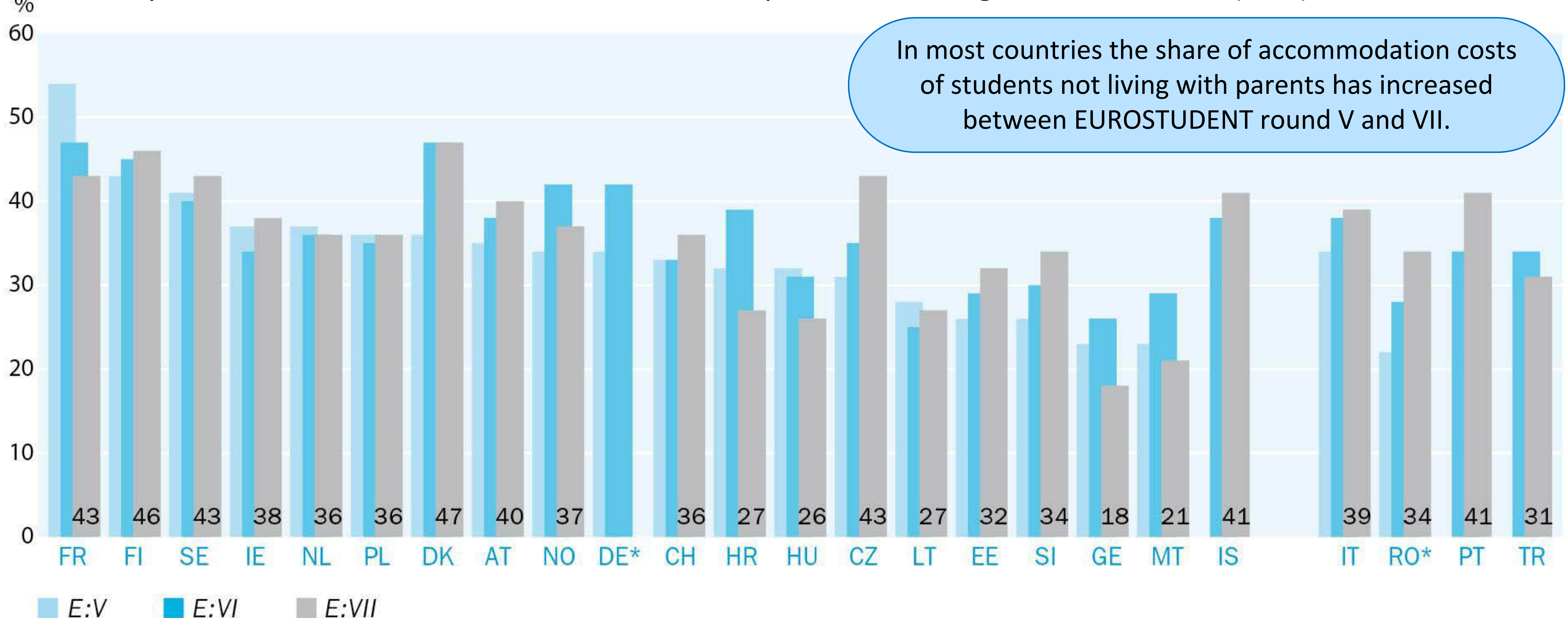
Living with parents is usually the most cost-saving type of housing for students with respect to rent.

However, students who live in the parental home have to cover longer distances to get to university.

Data source: EUROSTUDENT VII, F.3, F.68, F.142, and F.143. No data: AL. EUROSTUDENT question(s): 4.17 What are your average expenses for the following items during the current lecture period? Note(s): Included are expenses of parents/partner/others in favour of the students as well as their provision of goods and services (= transfers in kind). Deviations from EUROSTUDENT survey conventions: DE, FR, RO. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

Time comparison of accommodation costs | Students not living with parents

Monthly accommodation costs as a share of total expenses including transfers in kind (in %)



In most countries the share of accommodation costs of students not living with parents has increased between EUROSTUDENT round V and VII.

Students living with partner/children have the highest level of accommodation costs.

In **54%** of countries, the share has risen by at least **3 percentage points**.

Students pay higher amounts on accommodation in capital cities than in smaller cities.

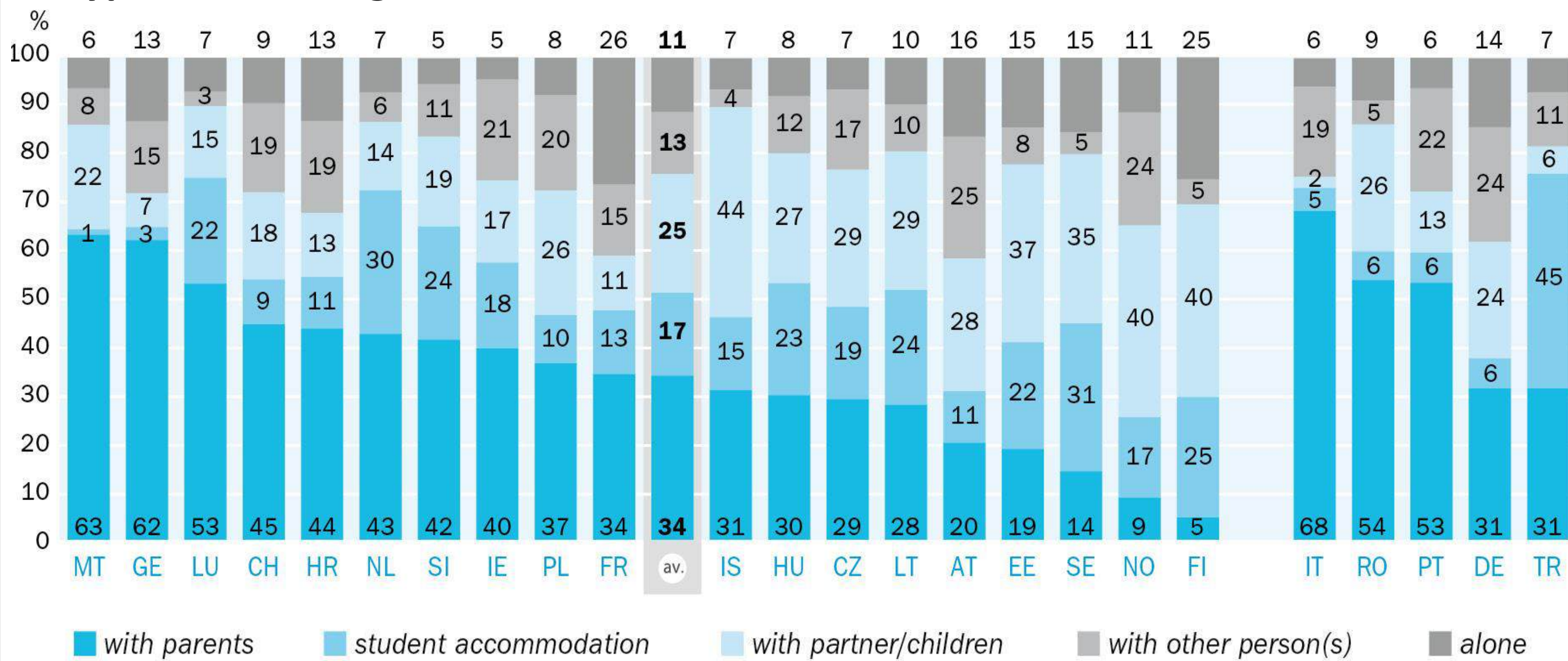
Data source: EUROSTUDENT V: F.2, EUROSTUDENT VI: F.10 and F. 76, EUROSTUDENT VII: F.142. No data: AL. E:V: IS, LU, PT, TR. E:VI: LU. E:VII: DE. EUROSTUDENT question(s): 3.7/3.4/4.17 What are your average expenses for the following items during the current semester (E:VI and E:VII: lecture period)? Note(s): Transfers in kind are expenses of parents/partner/others in favour of the students as well as their provision of goods and services. Deviations from EUROSTUDENT survey conventions: DE, FR, RO. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

*DE: The survey in Germany did not cover payments of students and others in the following categories: debt payment (except mortgage), social welfare contributions, and most other regular study-related costs. *RO: Study-related expenses were not recorded. *DE/RO: This may influence the amount of shares that are calculated on the basis of total monthly expenses.

Data collection: E:VII: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).

Housing situation

Types of housing



Data source: EUROSTUDENT VII, E.2. No data: AL, DK. EUROSTUDENT question(s): 4.1 Who do you live with during the current lecture period (Monday to Friday)?, 4.2 Do you live in a student accommodation? Deviations from EUROSTUDENT survey conventions: FR, IT. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

Students living **with their parents** are quite dissatisfied with their daily commuting times, but hardly discontent with the general condition of their homes.

Students in **student accommodation** are rather unhappy with the overall condition of their dormitories, but express only little dissatisfaction with their commuting times.

Among older students...

↓ ... living with parents and in student accommodation becomes less common.
 ↑ ... living with partner/children or living alone becomes more frequent.

Student accommodation

Students who are living in student accommodation to an above average extent are **young students**, those with **tertiary educated parents**, and **international students**.

Over the last decade, the proportion of Bachelor students residing in student accommodation **has risen** in half of EUROSTUDENT countries.

Students who are **studying with high intensity** live in student accommodation particularly often.

The highest level of dissatisfaction occurs with regards to commuting times.

Students who are living with parents have the **longest commuting time** to get from home to their HEI (40 min. one way).

By contrast, students living in student accommodation have the **shortest commuting time** (15 min. one way).

Satisfaction with the costs of accommodation | Share of students who are not satisfied (at all) (in %)



Students who are **living with other persons** are, on cross-country average, most dissatisfied with the costs of accommodation.

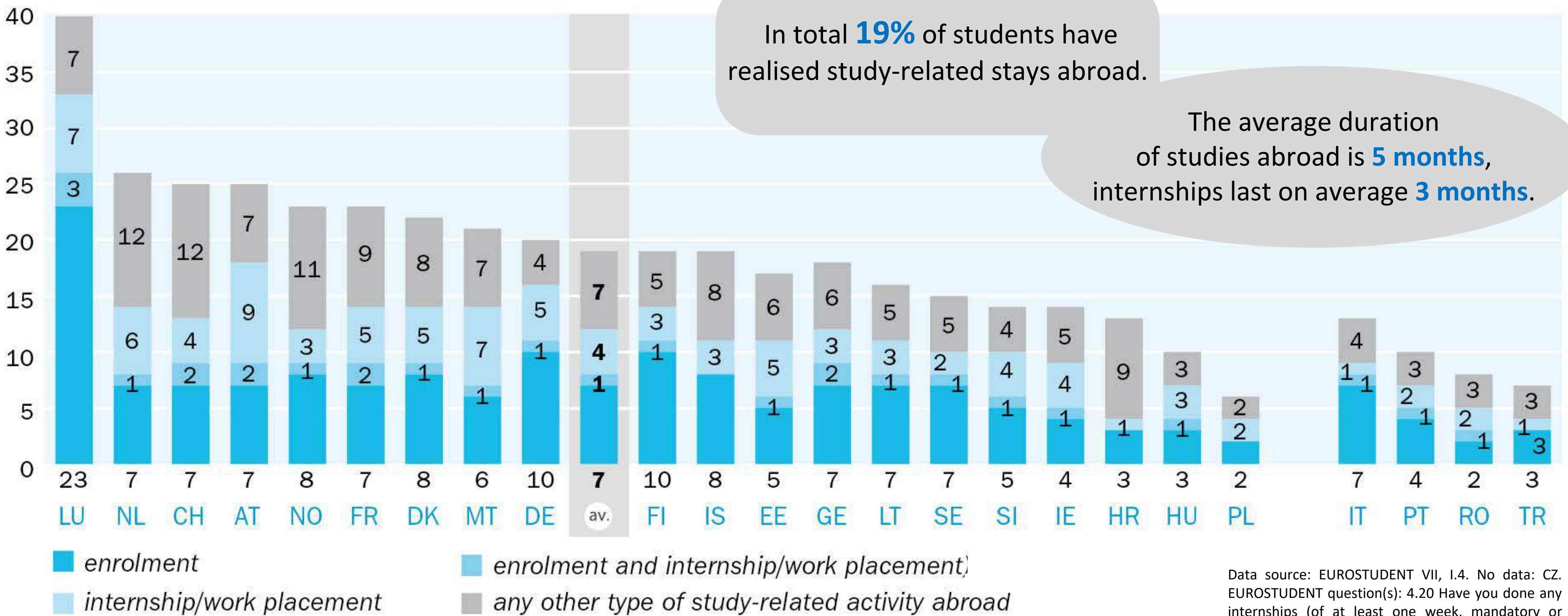
Students whose parents are financially very well-off live with their parents more often than students whose parents are not at all well-off.

Data source: EUROSTUDENT VII, E.4. No data: AL, AT, CH, DE, IT. With partner/children, with other person(s), alone: TR. Too few cases: student accommodation: MT. With other person(s): LU. EUROSTUDENT question(s): 4.3 How satisfied are you with your accommodation concerning the following aspects? Note(s): Values above the country abbreviations represent the share of students not satisfied (at all) among students living with partner/children. Deviations from EUROSTUDENT survey conventions: DK, FR, HU. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE, IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).

International student mobility

Types of international mobility



Mobility varies strongly across **fields of study** ...

... ICTs students go abroad less frequently than students of arts and humanities, for example.

Data source: EUROSTUDENT VII, I.4. No data: CZ. EUROSTUDENT question(s): 4.20 Have you done any internships (of at least one week, mandatory or voluntary) since you first entered higher education in #country? 5.1 Have you ever taken part in any of the following temporary study-related activities abroad since you first entered higher education in #country? Deviations from EUROSTUDENT survey conventions: CH, FR, IT, MT, SE, PT, RO. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

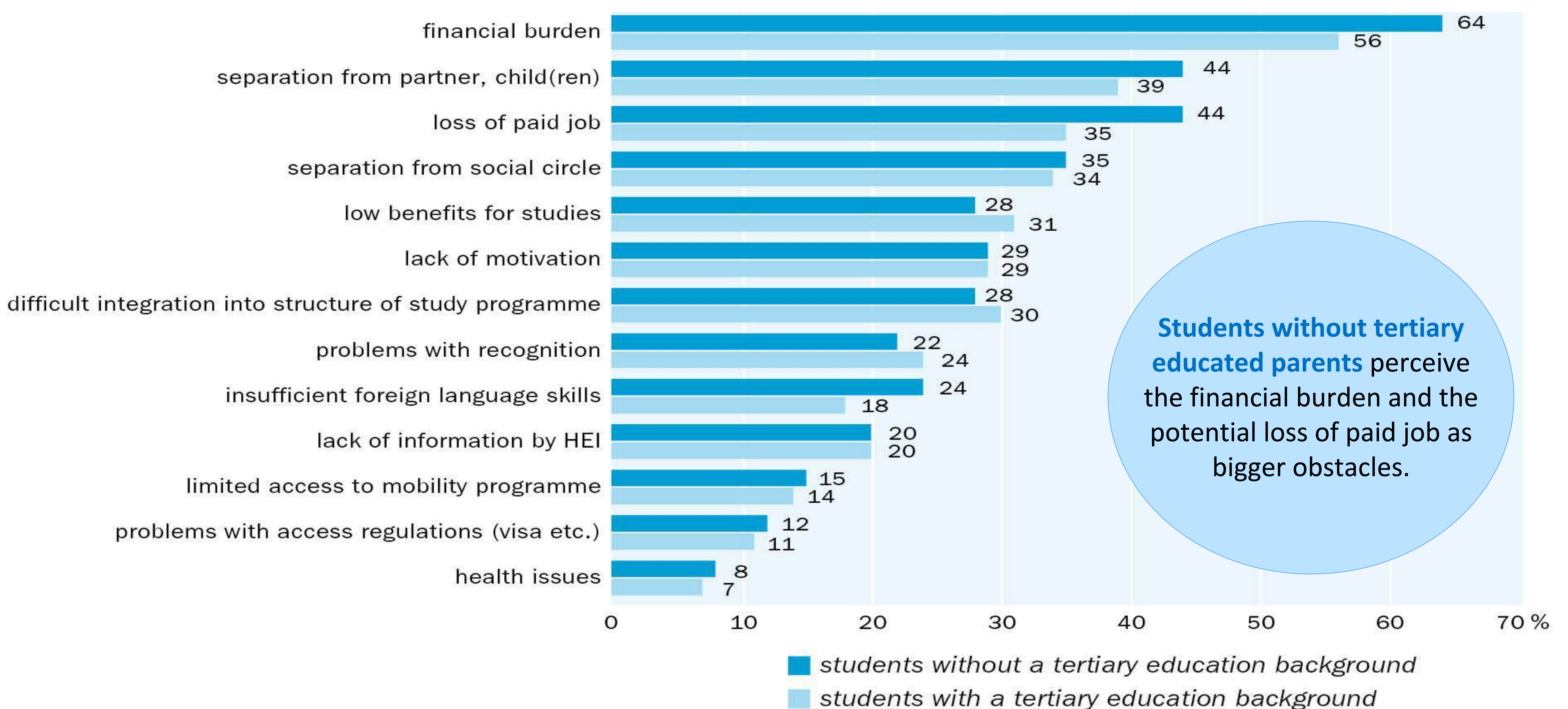
Intention to study abroad temporarily

On cross-country average, about **every third student who has not been temporarily enrolled** abroad intends to realise such a study abroad period.

Students **without tertiary educated parents** less frequently indicate intending or preparing a temporary study abroad period.

Obstacles to temporary enrolment abroad by educational background

Students who do not plan to enrol abroad (in%)



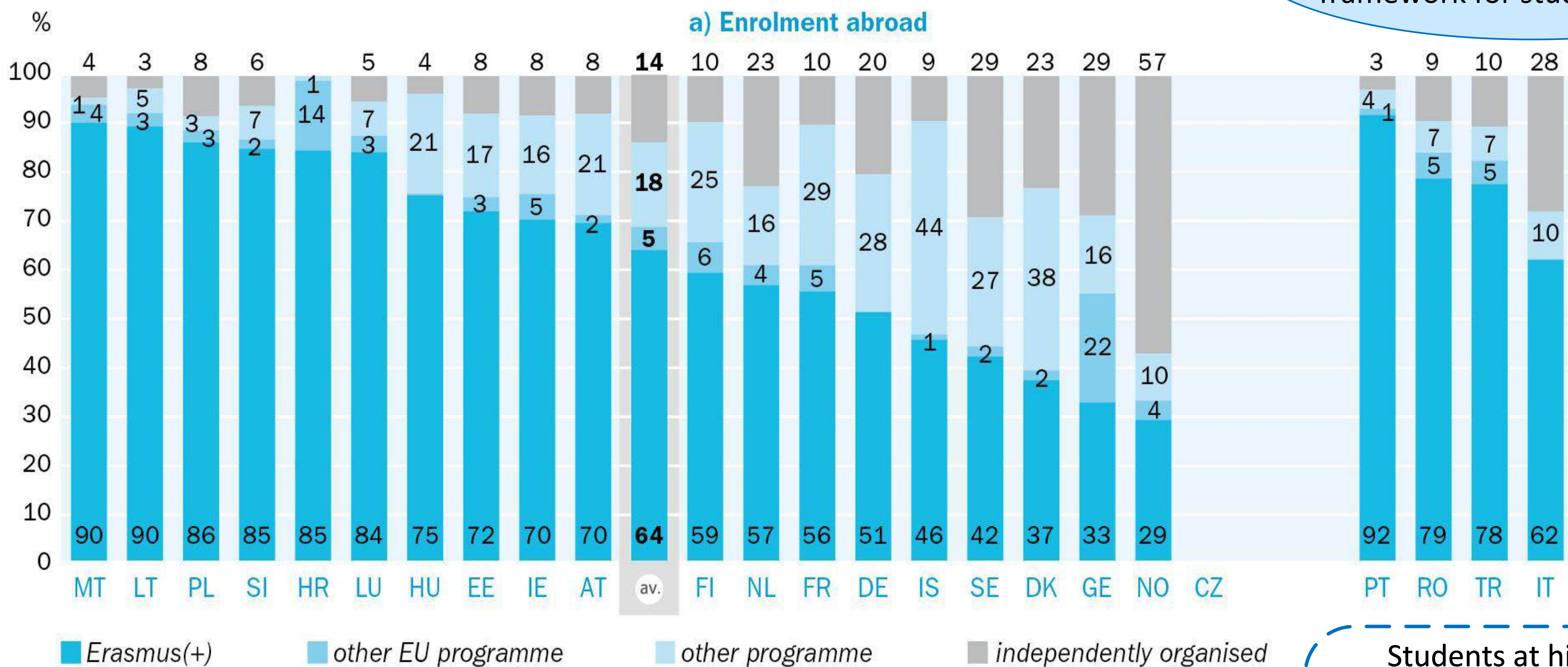
Data source: EUROSTUDENT VII, I.30. No data: AT (problems with access regulations (visa etc.), limited access to mobility programme), CH (health issues), FR, IT (problems with access regulations (visa etc.), limited access to mobility programme, health issues, lack of information by HEI, separation from social circle, loss of paid job, lack of motivation, low benefits for studies). EUROSTUDENT question(s): 5.8 To what extent are or were the following aspects an obstacle to you for enrolment abroad? Deviations from EUROSTUDENT survey conventions: AT, DE, DK. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL. Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE (summer 2016), IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).

International student mobility

Organisational framework of enrolment

Share of students who have been abroad for the respective activity (in %)

The Erasmus(+) programme is the most common organisational framework for studying abroad.



Students at higher levels of study, such as Master's programmes, are more likely to have studied abroad.

Data source: EUROSTUDENT VII, I.14, I.37. No data: CH; CZ (enrolment); DE, FR, IT (internship). Too few cases: HR (internship). EUROSTUDENT question(s): 4.26 [Only students who did an internship abroad] Within which of the following organisational frameworks was your internship abroad organised? 5.4 [Only students who did a study period abroad] Within which of the following organisational frameworks was your temporary study period abroad organised? Deviations from EUROSTUDENT survey conventions: DK, IS, CZ. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL.

Perceived preparation for the labour market

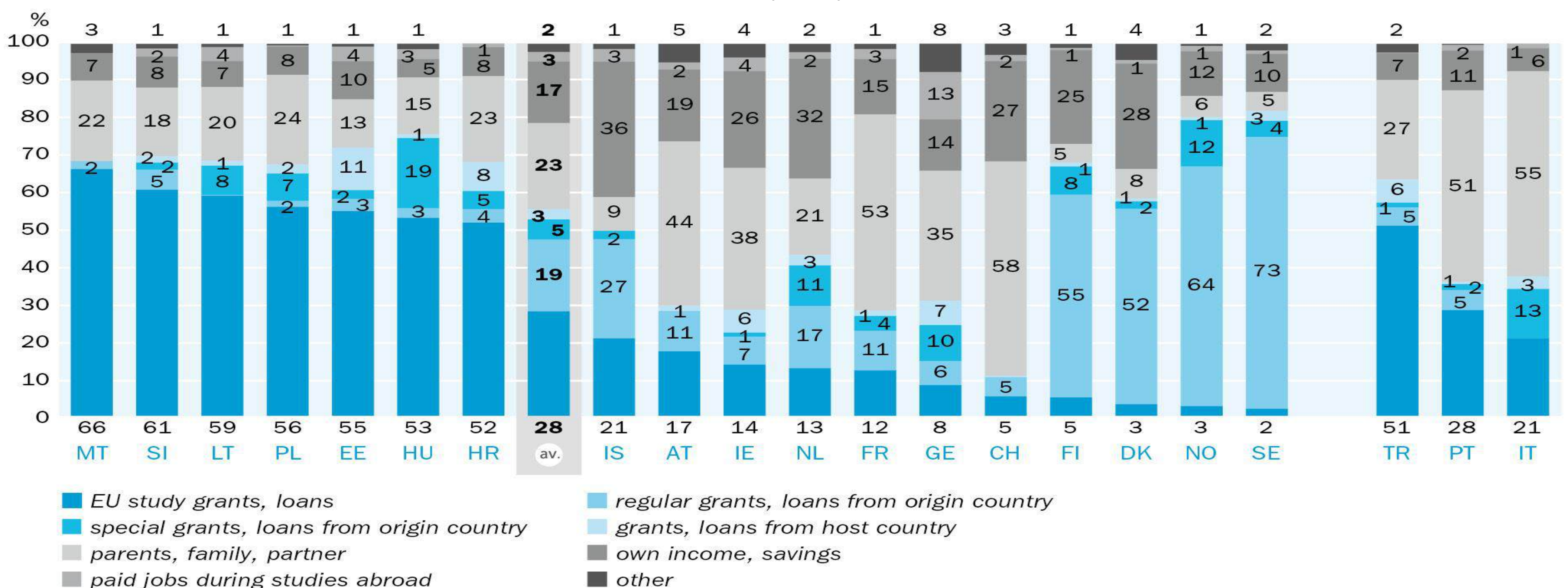
In almost all EUROSTUDENT countries students with mobility experience **feel they are better prepared for the international labour market**, while there is no distinct difference regarding the national labour market.

Recognition practice

Four out of five Students who were temporarily enrolled abroad report at least partial recognition of credits gained abroad. Internships abroad are less commonly recognised.

Primary source of funding used for enrolment abroad

Share of students who have been enrolled abroad (in %)



While **enrolment periods abroad** are commonly publicly funded (either by the EU or national funding structures), **internships** abroad are more often independently organised and not remunerated.

Data source: EUROSTUDENT VII, I.13. No data: CZ, DE, LU, RO. No data on regular grants from origin country: IT (question not asked). EUROSTUDENT question(s): 5.7 [Only students who did a study period abroad] Which of the following sources did you use to fund your temporary study period abroad and which was your primary source of funding? Deviations from EUROSTUDENT survey conventions: DK, IT, LU, SE. Deviations from EUROSTUDENT standard target group: DE, IE, IT, PL. Data collection: Spring 2019 except CH, FR (spring 2020 – reference period before COVID-19 pandemic), DE (summer 2016), IT, PT, RO, TR (reference period during COVID-19 pandemic in 2020 and/or 2021).