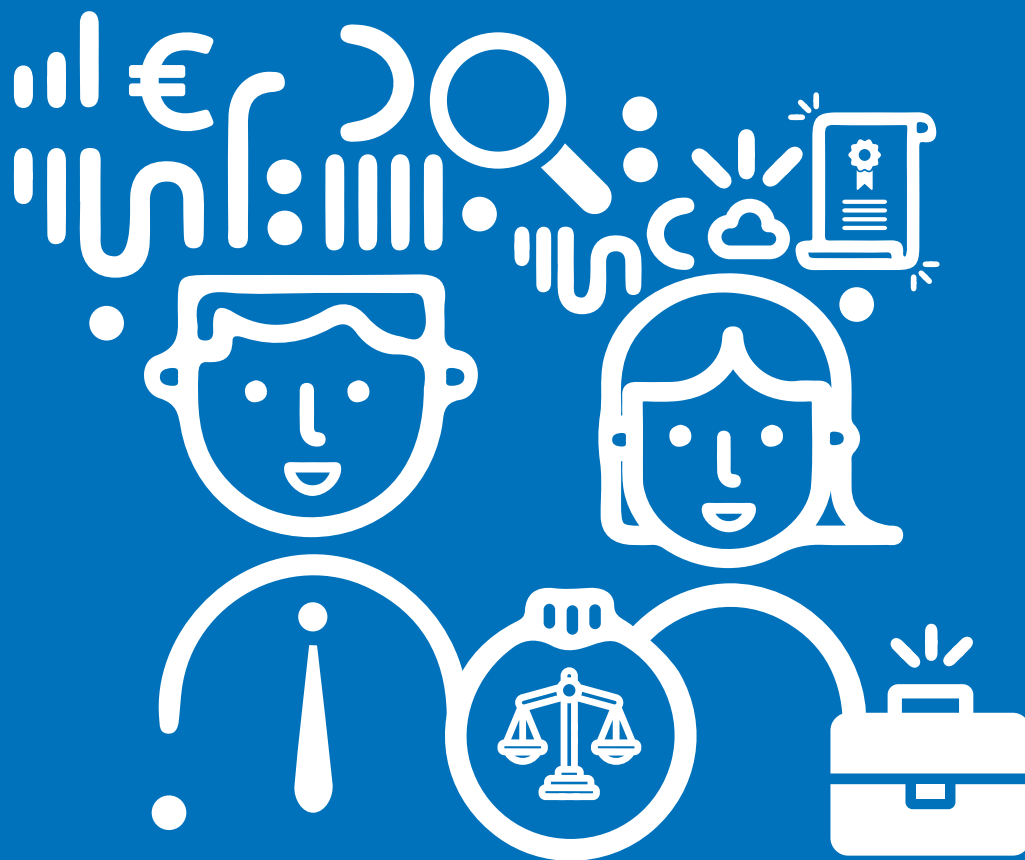


COMBINING STUDIES AND PAID JOBS

Thematic review



This publication is available as a free download on: www.eurostudent.eu

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UAB "Araneum"
J. Jasinskio g. 16G, LT-03163, Vilnius
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www.araneum.lt

Printed in Lithuania, 2018
Order no.: 005
ISBN 978-609-468-169-1

The bibliographic information about the publication is available in the National Bibliographic Data Bank (NBDB) of the Martynas Mažvydas National Library of Lithuania

Acknowledgements

The greatest gratitude is dedicated to the Thematic Report working group members, who took part in discussions and provided their insights along the process:

Anna-Lena Keute (Statistics Norway, Norway), Caroline Sundberg (European Student's Union, Belgium), Eve Mägi (Praxis Centre for Policy Studies (Praxis), Estonia), Giovanni Finocchietti (Information Centre on Academic Mobility and Equivalence (CIMEA), Italy), Ksenja Hauptman (Ministry for Education, Science and Sport, Slovenia), Nadia Manzoni (European Commission, Directorate – General for Education, Youth, Sport and Culture, Belgium)

We would like to express our sincere thanks to EUROSTUDENT consortium members for valuable advises and encouraging collaboration, providing comments on draft chapters of the Thematic Report.

The authors of the Thematic Report are especially grateful to national experts from Austria, Czech Republic, Estonia, Italy, The Netherlands, Norway and Slovenia who provided insights that illustrate or explain certain distributions of data in specific cases.

The authors and the publisher have thoroughly checked the accuracy of the information presented in this publication. However, mistakes cannot be ruled out completely. Some information might have changed since print production. The aforementioned parties, therefore, do not assume liability for the accuracy and completeness of the information presented here.

Project sponsors



The EUROSTUDENT VI project has been co-funded by the Erasmus+ programme of the European Union. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



The EUROSTUDENT VI project was commissioned and supported with funds by the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF, grant agreement no. M521500)



The EUROSTUDENT VI project was supported with funds by the Dutch Ministry of Education, Culture and Science (MinOCW).

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About EUROSTUDENT

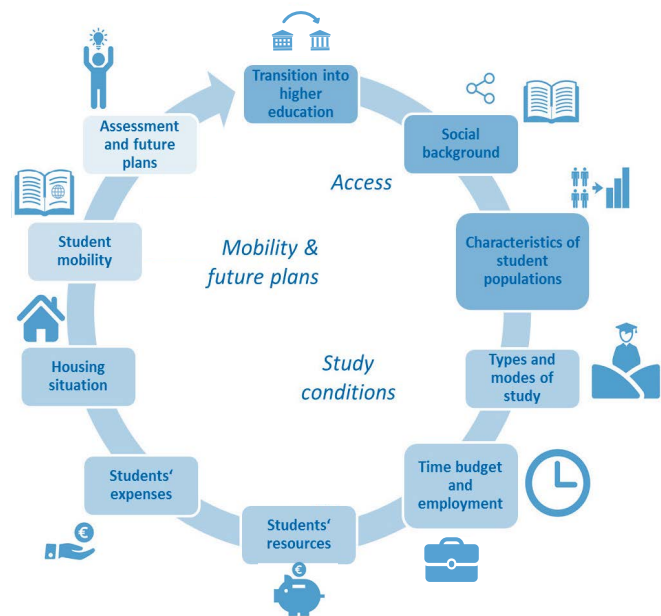
EUROSTUDENT is a network of researchers as well as data collectors, representatives of national ministries and other stakeholders who have joined forces to examine the social and economic conditions of student life in higher education systems throughout Europe. EUROSTUDENT provides robust and com-

parative data on the social dimension of higher education in Europe. The beginnings of EUROSTUDENT go back to the 1990s. In 2016, the sixth round of the EUROSTUDENT project started with 28 participating countries.

Participants in EUROSTUDENT VI:



Main topics covered by EUROSTUDENT VI:



THE FINDINGS OF THE EUROSTUDENT PROJECT

All findings of the EUROSTUDENT project are made publicly available on the project website www.eurostudent.eu.

- **Synopsis of Indicators:** This report is the central product of the EUROSTUDENT project. It adopts a broad, comparative perspective on the topics being analysed.
- **Eurostudent database:** This is a publicly accessible online database containing all of the indicators gathered from the national contributors. It can be used by researchers and policy-makers, as well as the interested public.
- **National Reports:** Most national teams publish national reports.
- **Intelligence Briefs:** Intelligence Briefs are short, stimulating documents presenting information and interpretive help on specific topics covered within the EUROSTUDENT set.
- **Thematic Review:** This presents a concise, in-depth overview of a specific topic.

EXECUTIVE SUMMARY

This thematic review (TR) provides a comprehensive overview of the situation of higher education students who engage in paid work alongside their studies.

What is the extent of working during the lecture period?

Having a paid job while studying has become an undeniable reality for many European students. Across EUROSTUDENT VI countries, on average, slightly more than half of all students are combining studies and a paid job – either during the whole lecture period or from time to time during term-time.

- The share of students who work regularly throughout the whole lecture period ranges from less than 15% in IT, AL and RS to over 50% in DE and EE.
- The average number of hours per week students with a regular paid job spend working ranges from less than 20 hours in DK, NL, DE and CH to more than 35 hours in TR, GE, RO and PL.

Who works while studying?

Across most EUROSTUDENT countries, certain student groups are found to engage in paid employment alongside their studies more often than others. Higher shares of students working alongside their studies during the entire lecture period are found among:

- Older (30 years +) vs. younger students;
- Master's vs. Bachelor's students;
- Students without higher education background vs. students with HE background;
- Delayed transition students, i.e. students who entered HE with a delay of at least two years

after leaving school;

- Low-intensity students;
- Students in the field of social sciences as well as arts and humanities (vs. other fields).

While the composition of the student body varies across EUROSTUDENT countries, the expansion of higher education in the past has seen the number of 'non-traditional' students on the rise. The data show that these students are more likely to be working alongside their studies, whether to finance their studies or as the result of a choice to supplement their professional careers with academic learning.

What is the time budget of working students?

Students who need to balance paid work with their studies, on average, have a higher total time budget than their non-working peers, and, with increasing time spent on paid work, make up for the time spent on paid jobs by spending less on taught studies and personal study time. The highest reductions in this respect can be found among students who work more than 20 hours a week. This, in turn, affects the satisfaction with their time budget – the more students work, the less satisfied with their time spent on studies and paid job they are.

- For students who work from 1 to 20 hours per week, the overall time budget ranges from 39 to 54 hours.
- The EUROSTUDENT weekly average time budget for students who work more than 20 hours per week is 62 hours.
- Non-working students spend (on average) 19 hours each on taught studies and personal study time, whereas students working more than 20h/

week report 12 hours spent on taught studies and 13 hours spent on personal studies.

What are the motives for engaging in a paid job?

Across EUROSTUDENT countries, students with regular or occasional paid jobs during lecture period engage in paid employment mainly for financial reasons. This reason is particularly often-named by older students, students without higher education background, as well as students not living with parents.

- On average 69% of these students work to cover their living costs.
- Half of these students (on EUROSTUDENT average) indicate not being able to afford studying without their job.
- On average, every fifth student who works during the lecture period reports having to support others financially.

Besides financial reasons, almost 60% of students who work regularly or occasionally during the lecture period across EUROSTUDENT countries indicate that they work in order to gain experience in the labour market. In the majority of countries, higher shares of students with higher education background agree that this is a reason for working.

What are the challenges and benefits of working alongside studies?

Balancing a paid job with higher education studies can have both negative and positive implications for students' study paths, study success, and progression after graduation.

- EUROSTUDENT findings suggest that pursuing a paid job alongside studies may lead to an interruption of studies. On average, almost a quarter of students who have previously interrupted

their study programme for at least two semesters indicated that work-related reasons (among others) were behind this interruption.

- Findings also indicate that the threat of losing a paid job presents an obstacle to studying abroad temporarily. Experiences and plans for mobility tend to be lower among students who work more than 20h/week, and for two thirds of these students, the loss of their job presents a (big) obstacle to being mobile.
- At the same time, work experience can provide students with the chance to gain study-related as well as transversal skills, in particular if their work is related to their field of study.
- In two thirds of the EUROSTUDENT countries, the share of working students in the positions that are closely related to their field of study is at least 45%.
- Master students in particular tend to have such study-related jobs
- Across fields of study, the highest shares of working students that have study-related jobs are found in the ICTs and the health and welfare study fields.
- Students working in study-related positions are more satisfied with the time spent on their paid job, compared to students with jobs unrelated to their field of study, in the majority of countries.

Country examples

The TR further includes some examples of working students' situation in different countries, giving context to the data by providing examples of national policy measures related to the question of students balancing work and studies in higher education.

WHY A REPORT ON WORKING STUDENTS?

This thematic review focuses on students of higher education who work while studying. Why is it important to monitor working students in higher education institutions? Firstly, it is the magnitude of the phenomenon. According to EUROSTUDENT data, on average, a little over half of all students work during the lecture period. Although the average hides the differences between the countries, working while studying has become a common practice among students of higher education throughout the EUROSTUDENT countries. The phenomenon is also found in the USA (US Department of Labor, 2017) and Australia (ABS, 2012).

Secondly, working students form a heterogeneous group and it is crucial to examine this diversity. An analysis of the composition of a student population that works while studying, the time budget of working students in higher education institutions, and the motives for engaging in paid activities allows an understanding of the study framework conditions they experience. Understanding the composition of a working student body at the national and cross-national level may help to develop more measures targeted at widening participation, increased inclusivity, and life-long learning in higher education systems – goals that are outlined in the latest Ministerial communiqué of the Bologna Process (Yerevan Communiqué, 2015) and in the latest EU strategy for the development of higher education, the Re-

newed EU agenda for higher education (2017). Understanding which student groups work for financial reasons and which student groups can only afford to study because of a paid job is relevant for monitoring the social dimension present in higher education systems and designing funding and student support systems.

Thirdly, as working while studying at the same time has become an inevitable reality for a significant number of students, it is relevant for higher education decision makers and providers to understand which factors enable students to reach a good balance between the two activities, and to maintain good study progress, especially if work becomes necessary as a supplementary activity to higher education studies.

Therefore, in using EUROSTUDENT as the main source of data, this thematic review will provide information on the share of working students present throughout the EUROSTUDENT countries, focusing on who works during term-time, the composition of the working student body, the time budget of working students and how satisfied they are with it, their reasons for engaging in paid employment, and the challenges and benefits working students face. This will further serve to supplement the existing research evidence on how working impacts the study process.

KEY FACTS ON WORKING STUDENTS

Infographic – Key facts about students with paid jobs

Student employment during the lecture period has become a widespread phenomenon across the EUROSTUDENT VI countries. On average¹, more than half of the students combine studies and a paid job. The percentage of working students varies from 22% to 76% among these countries. It is important to note that some of these students only work from time to time throughout the lecture period (16% on average), however, a greater share of them (35% on average) work throughout the entire lecture period. Students with regular paid jobs account for a larger share of all the working students in all countries.

Another core indicator for understanding the situation of working students is their time budget. The average time spent on paid jobs (for students who work continuously during the whole lecture period) is 28 hours, and significant differences can be noticed when comparing countries. In central and Eastern European countries, students tend to work more than 30 hours per week, while in Western Europe, students usually spend 23–28 hours in a paid job. In a third group of countries – DK, NL, DE and CH, students spend the least amount of their time at work: less than 20 hours a week.

The time spent at a paid job not only directly influences the time left for study-related activities and overall workload (>Chapter 1), but is also interre-

lated with the students' self-identification. EUROSTUDENT data show that in countries where students spend more time on paid jobs, they are more likely to perceive themselves as workers. In contrast, in countries where more students spend up to 20 weekly hours at work, the majority of students perceive themselves more as students, rather than workers.

EUROSTUDENT VI data not only captures the scope of paid employment during the students' lecture period, but also their motivation to work (>Chapter 2). The results indicate that financial motives are the most important drivers for students who work during the whole lecture period or from time to time. On average, more than two thirds of them agree that covering living costs motivates them to work. Furthermore, almost a half of the working students (50% on average) say that they could not afford to study without the income they receive from paid jobs. Another significant motive is the experience they gain from being employed, and this motive is applicable for 59% of students on average. Every fifth working student in the EUROSTUDENT VI countries has reported working because of the necessity to support others financially.

The relevance of above-mentioned reasons differs when looking at students' sociodemographic characteristics. These aspects are described in Chapter 2 in more depth.

Previous studies have indicated that working in a

¹ Unweighted average for all EUROSTUDENT VI countries

study-related field is more useful for studying, rather than engagement in other kinds of work (e.g. Tuononen et. al., 2015). Students taking part in the EUROSTUDENT VI survey were also asked whether their job relates to the content of their studies. The results revealed that 45% of working students (on average) have a job which is related to their studies. In comparing the results by qualification level, it was noticed that in all countries, Master students are more often engaged in study-related jobs than Bachelor. A more detailed analysis of the students working in study-related positions can be found in Chapter 4.

Infographic – Who works? Students with paid jobs by sociodemographic characteristics

The fact that over a half of the student population combines studies and a paid job raises interest in the composition of this significant group of students.

The results of EUROSTUDENT VI reveal that age is strongly related to engagement in a paid job. A larger share of older students works during their studies: among 30+ year olds, 75% (on average) work either from time to time or during the entire lecture period, while in contrast, only 38% of students up to 21 years old have paid jobs.

Differences according to their qualification type are also apparent. Across the EUROSTUDENT VI countries, almost two thirds of Master students and 48% of Bachelor students combine working and studying at the same time. Non-university students (62%), on average, are more often enrolled in paid employment compared to university students (50%).

Students from families without a higher educational background, delayed transition and low intensity students are also groups where a majority of students works alongside their studies.

Looking at students by their field of study, interesting trends are noticeable. Students from social sciences (e.g. education, services, business), art and the humanities demonstrate higher levels of working while engaged in their studies on average than their peers studying in natural sciences, engineering, agriculture, health and welfare fields of study.

Infographic – Students' self-identification

How do students who are engaged in paid employment identify themselves? Do they see themselves as students who are working, or workers who are studying? EUROSTUDENT VI data reveals how working students perceive their role. Among all working students (on average), almost two thirds of them identify themselves primarily as students and 35% as workers who are also studying.

Older students, Master students, non-university students, those without a higher educational background, delayed transition students, low intensity students, students dependent on their own income, and those living separate from their parents, more often consider themselves to be workers who are studying, rather than working students.

A student's self-perception also depends on how their work activities relate to their chosen field of study. If their work is not related to their field of study, students more often identify themselves to be primarily workers, and vice versa.



Another trend may be observed while looking at the time budget of working students. The results show that the more time students dedicate towards paid jobs, the more they perceive themselves to be workers, rather than students.

In all fields of study, more than half of the working students tend to identify themselves as primarily students. However, in study fields such as business, administration and law, education, and ICTs, a substantial share of students (at least 40%) see themselves as workers rather than students.

KEY FACTS ABOUT STUDENTS WITH PAID JOBS

Students' motivation to work (in %)

E: VI AVERAGE

Share of all working students for whom the statement applies totally and mainly



69%

WORK TO COVER LIVING COSTS



59%

WORK TO GAIN EXPERIENCE ON THE LABOUR MARKET



50%

WITHOUT PAID JOB COULD NOT AFFORD TO BE A STUDENT



21%

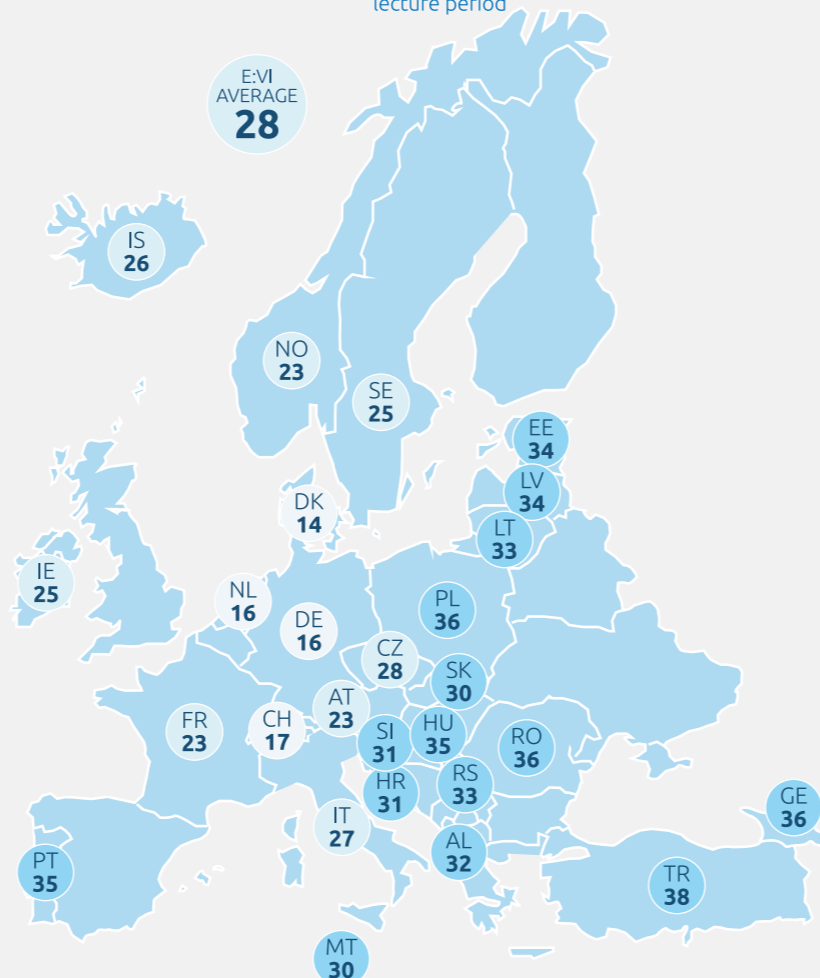
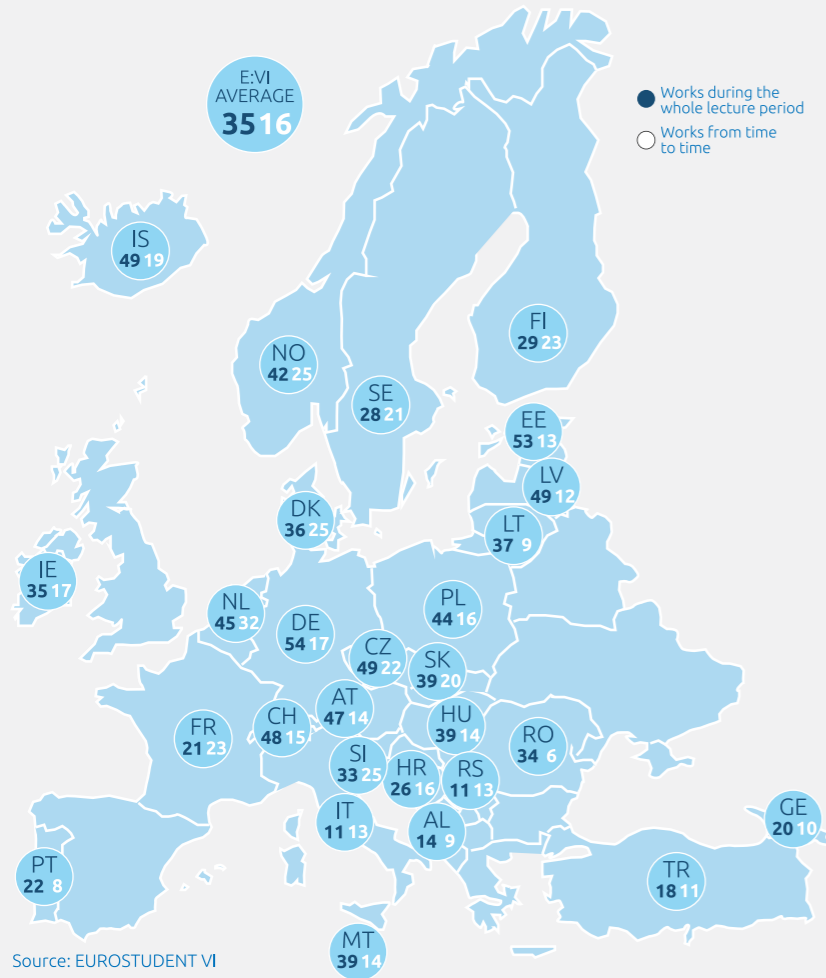
WORK TO SUPPORT OTHERS FINANCIALLY

On average, 51% of students are engaged in a paid job during the lecture period.

Students in a paid job during term-time (in %)

The average weekly time spent on a paid job varies between 14 to 38 hours across countries.

Students' weekly time spent on a paid job (mean hours): students working during the whole lecture period

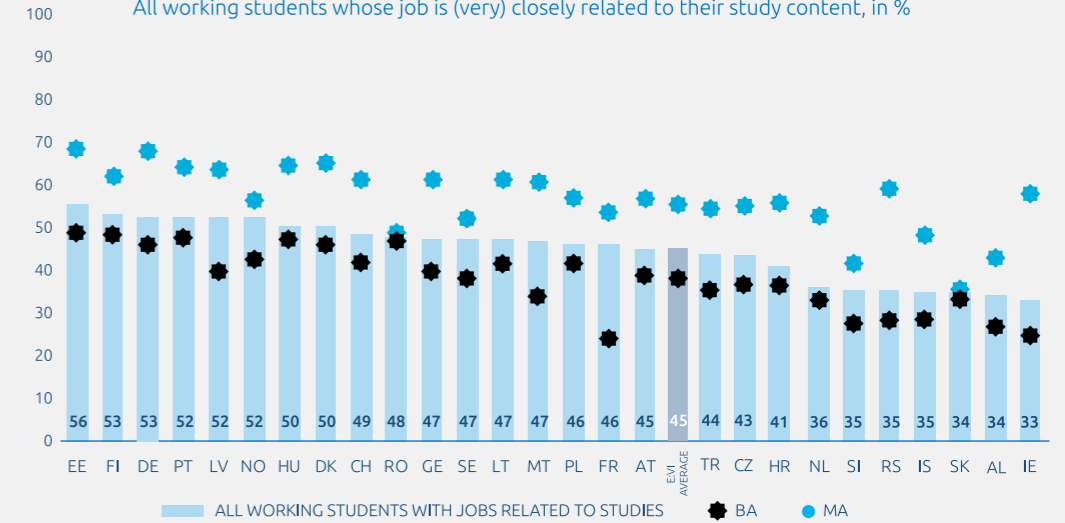


Source: EUROSTUDENT VI

45% of working students on average have a job that is related to their study content.

Master students are more often engaged in study-related jobs.

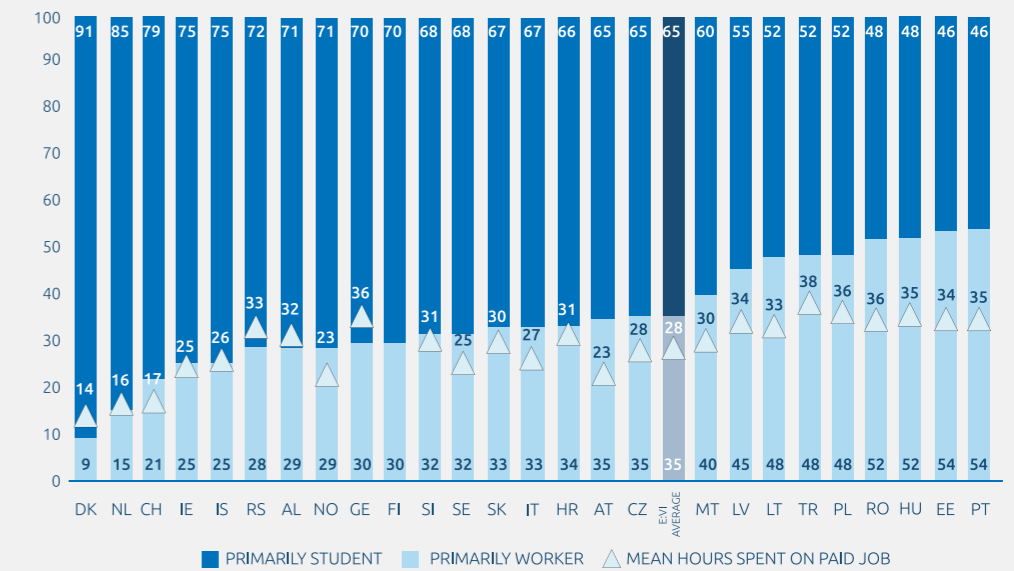
All working students whose job is (very) closely related to their study content, in %



Between 15% and 54% of students with paid jobs identify themselves primarily as workers rather than students.

In countries where students spend more time on paid jobs, they are more likely to perceive themselves as workers.

Students' self-identification as workers or students, in %

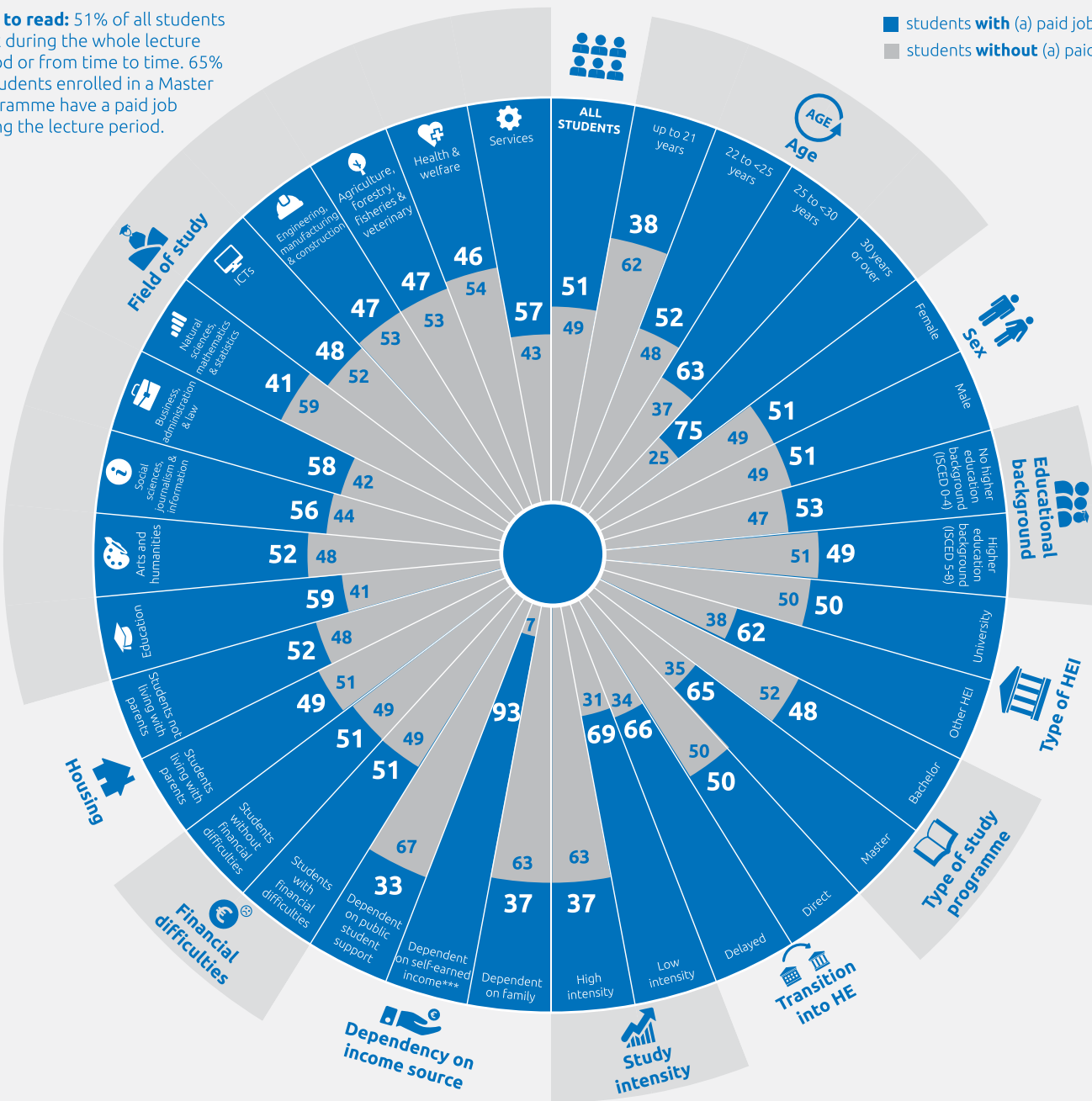


WHO WORKS?

Students with paid job(s)* by sociodemographic characteristics, in %**

How to read: 51% of all students work during the whole lecture period or from time to time. 65% of students enrolled in a Master programme have a paid job during the lecture period.

■ students **with** (a) paid job(s)
 ■ students **without** (a) paid job(s)



*includes students with (a) paid job(s) during the whole lecture period and from time to time.

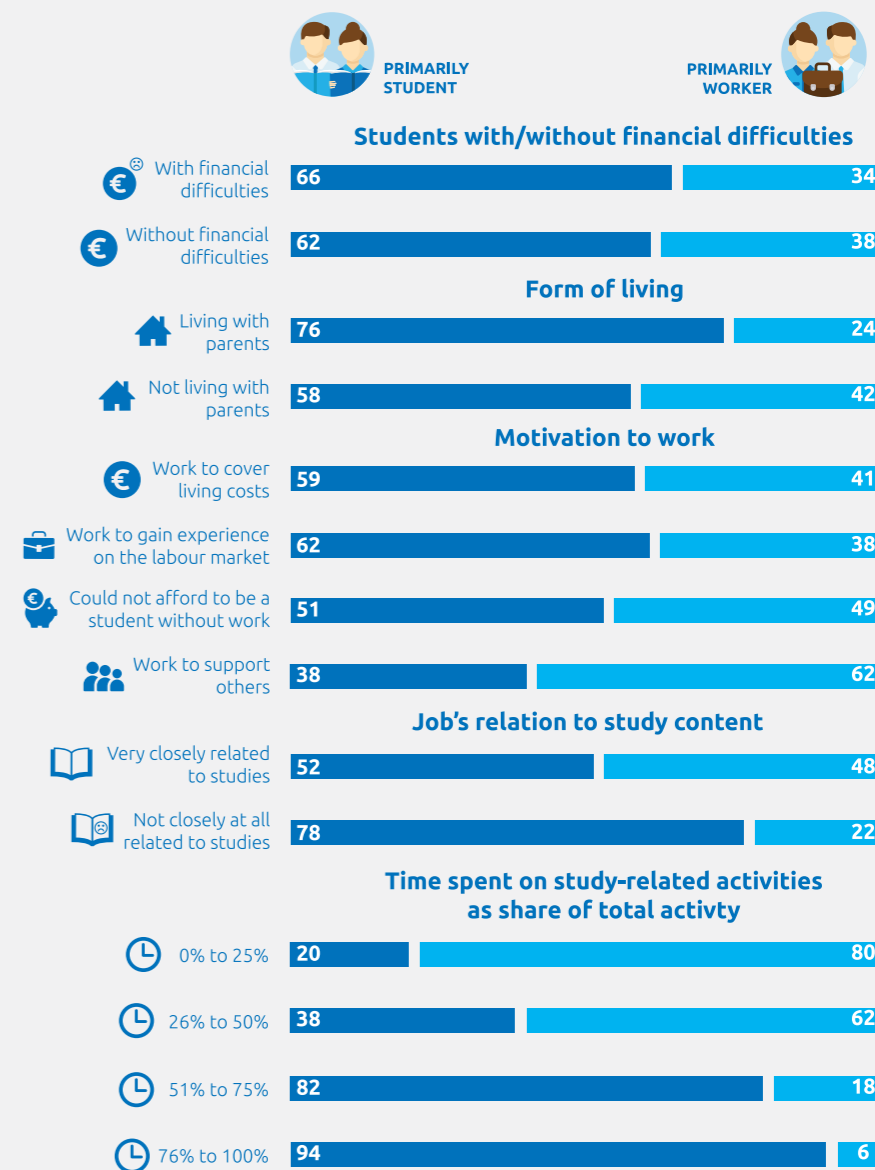
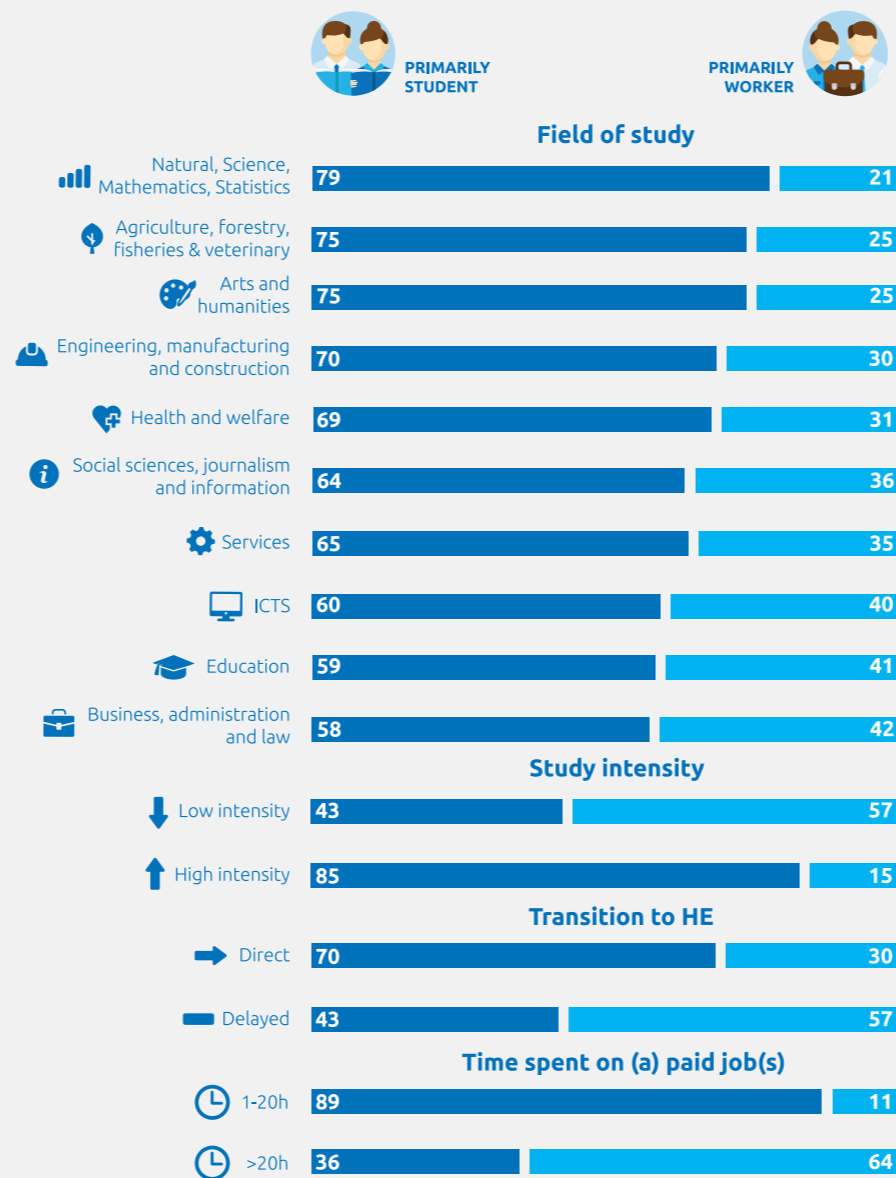
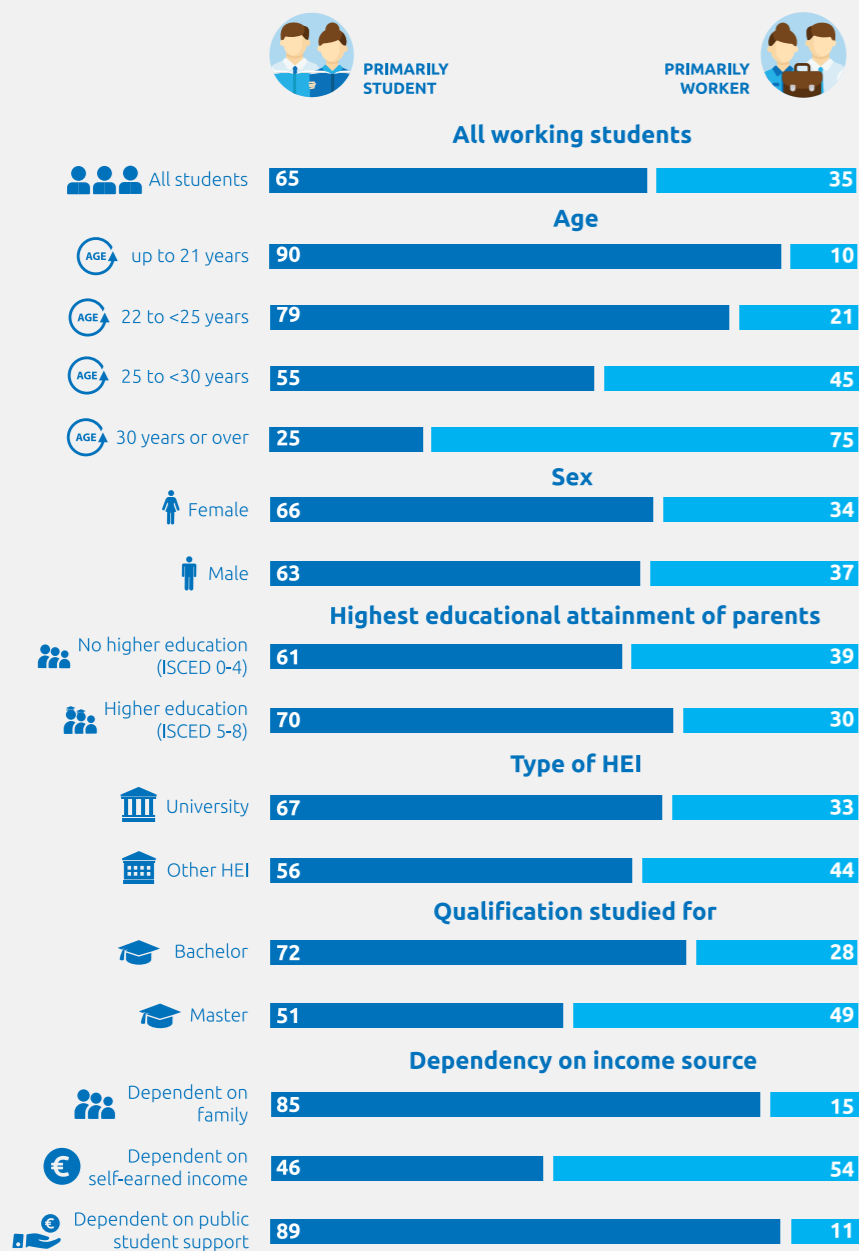
** unweighted average across EUROSTUDENT countries.

*** including income from previous jobs.

STUDENTS' SELF-IDENTIFICATION

Share of working students identifying themselves primarily as students or workers: unweighted average across EUROSTUDENT countries (in %)

- How to read: Among all working students, 65% identify themselves primarily as students and 35% primarily as workers, who are studying alongside their paid job(s).
- 90% of working students, who are up to 21 years old, identify themselves primarily as students. Meanwhile, the majority (75%) of working students who are 30 years or older see themselves as workers first.



1. WHAT IS THE TIME BUDGET OF WORKING STUDENTS?

MAIN MESSAGES

- *Countries differ greatly in terms of the share of working students and the average weekly hours spent on paid jobs.* In sixteen EUROSTUDENT countries, the percentage of students who work during the entire lecture period exceeds 35%, but in four of those countries (DK, NL, CH and DE), students work less than 15 hours per week. Whereas in RS, AL and IT, the share of regularly working students is less than 15%, but students work on average more than 25 hours a week.
- *The time budget of working students is demanding.* Although working students tend to spend less time on their study-related activities, their time budget for study and work-related activities is still higher than that of their non-working counterparts. In three quarters of EUROSTUDENT countries, more intensively working students (who work more than 20 hours per week) have a time budget for studies and paid job that accounts for at least 60 hours and more.
- *It is challenging to find a balance between studies and a paid job.* EUROSTUDENT data demonstrates that the time spent on study-related activities, which might be either taught courses or personal study time, tends to decrease when students spend more time working. Another trend is that the more students work, the less time they spend on their personal studies.

Time is a finite resource and time availability might become an issue in the context of higher education if academic performance is compromised because of work commitments. If one activity requires a significant amount of time for completion, it might deduct time from another. Plus, balancing between studies and work commitments might be stressful and exhausting for a student. Research on higher education has been interested whether the time availability per se or lack of time management skills, or even the stress experienced due to a lack of time for performing conflicting duties is more crucial for academic progress and performance (Hovdhaugen, 2013; Burston, 2017). However, the time available for studies, whether attending taught classes or

personal study time, should be of interest to higher education providers when preparing students for their degree. As it is an important factor in determining how teaching and studying in higher education institutions should be provided for different student groups that may lack time. EUROSTUDENT data provides relevant insights on the time budget of the working students.

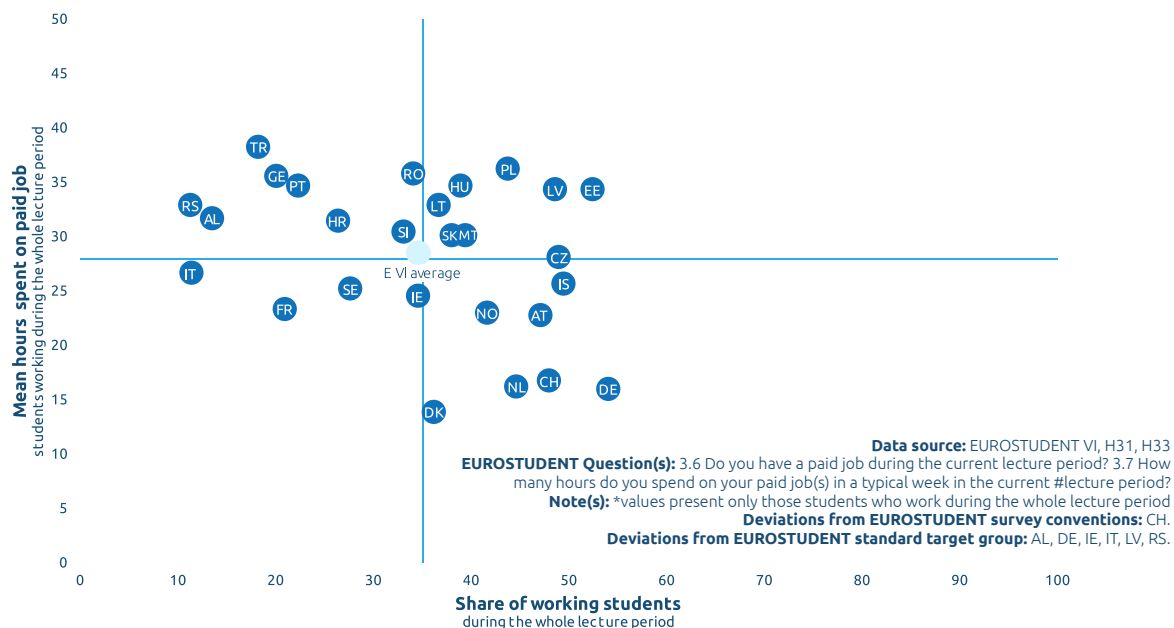
Furthermore, EUROSTUDENT data provides a look at how working students are coping with their workload of taught studies, personal study time and paid job, and allows an evaluation of the satisfaction of working students in regard to their time budget and subjective assessment of their workload.

The rate and extent of working alongside studies

As indicated before, working during the studies is a reality for many students in European higher education institutions. More than half of all students from EUROSTUDENT countries, on average, occasionally engage in paid work during lecture period or work throughout the entire lecture period. However, the employment rate of students varies considerably between countries. Fig. 1.1. shows the time students spent in paid jobs (Y-axis) and the share of students involved in paid working activities during the entire term time (X-axis). Taking these two dimensions into consideration and the EUROSTUDENT average as a breaking point, four quadrants into which the EUROSTUDENT countries fall can be identified. In the top left quadrant, the share of working students during the whole lecture period is lower than the E:VI

average, but the average number of hours spent on paid jobs is higher than the E:VI average. Eight countries fall into this quadrant. In the bottom left quadrant, not only is the share of working students during the entire lecture period lower than the E:VI, but the average number of hours spent on paid jobs is comparatively lower than in other countries. IT, FR, SE and IE (the share of working students is the same as the E:VI average) fall within this quadrant. At the same time, there are countries where the share of students who work and the average amount of time devoted to paid jobs are above E:VI average. These countries are in the top right quadrant. The other countries are in the bottom right quadrant: a comparatively high employment rate, but the weekly time budget for regular paid jobs is below the E:VI average.

Fig. 1.1 Average time spent at a paid job and the share of working students* (in %)



Differences in how many hours students work may be explained by such factors as the funding of higher education, availability of part-time work on the labour market, the socioeconomic profile of students, and the ways in which learning is organised (Brooks, 2017). In addition, policy measures on the national or institutional level or reforms in higher education

systems which directly or indirectly target the working students in a country might have an impact on the share of working students in the entire students' population and the number of hours the students engage in paid employment.



Eve Mägi, Praxis Center for Policy Studies (Praxis), Estonia

Extent of work alongside studies closely related to eligibility for student support

Estonia switched from merit-based student support to a needs-based student support system. In 2013, Estonia started implementing higher education funding reform, which changed the way students pay for their studies and the basis for receiving student support. Previously, all students could apply for student support regardless of their employment situation (if they performed with sufficient grades). Since this

reform, support is now eligible for students who study full-time and do not have any income (from family or work) or those with an extremely low income. Also, with the reform in 2013, all students can now study for free if: 1) they study full-time, 2) they study within the regular study period, 3) their study programme uses Estonian as language of instruction. One of the underpinning ideas behind the reform was that students would focus more on their studies and earn more credits each semester, therefore completing their studies on time to avoid paying tuition fees.



Bas Kurver, ResearchNed, The Netherlands

Student grant system replaced by the new loan system which might encourage changes in the behaviour towards paid jobs

The Netherlands implemented a significant reform that affected the grant system for higher education participants in 2015. Before the reform, every student who entered HE before reaching the age of 30 was able to qualify for a ba-

sic grant that depended on the living conditions of the student. Plus, students from low income families received an additional grant. Students were entitled to a grant for the maximum duration of studies. The grant was non-repayable under the condition that the degree was reached in three to four years. This enabled students to borrow money from the state. Grants were only accessible for students not earning more than a certain amount of income each year. If one

earned more than the ceiling amount without stopping their study grant, they had to pay back the amount they had earned over the specified limit.

This ceiling, in combination with the performance-based grant system, might be one of the reasons preventing students from working many hours.

Since the reform, all students who enter studies no longer receive grants. Only students from low income families receive the 'additional' grant. The ceiling on a certain amount of income was

abolished and only applies to those students who are still part of the old grant system, i.e. students who started their studies before September 1, 2015. The borrowing conditions became more attractive with lower interest rates and the possibility of 30 years to repay the loan. Since the reform, an increase in the share of students that borrow money, and a decrease in students that do not borrow at all has been observed. A change in student behaviour towards a paid job is expected as well.



Ksenja Hauptman, Ministry for Education, Science and Sport, Slovenia

Mitja Ravnik, Ministry of Labour, Family, Social Affairs and Equal Opportunities, Slovenia

Marko Ruperčič, Slovenian Student Union, Slovenia

Student work agencies in Slovenia: providing jobs eligible for subsidies

Student work agencies. Student work started to develop in the Post-World War II years, when students residing in "Rožna dolina" dormitories started to deliver fresh milk in the surrounding neighbourhood and were paid for doing that. After gaining independence, agencies specializing in providing student work to students were formed in Slovenia. Nowadays, student work agencies have introduced electronic services for finding work. The agencies work as an online platform where students can find a job suiting their interest, time and place. Students need

to register at one of agencies, confirming their student status. When students find jobs consistent with their demands, they contact a student agency. Students arrange a time and place of work with employers and after the work is concluded or at the beginning of the month, they receive payment directly to their banking account. The legal aspects of student work are taken care of by the agencies, including paying student for completed work if employer doesn't pay immediately.

Main benefits. Student work is beneficial if one wants to remain eligible for subsidies, such as: subsidised meals, subsidised public transport and subsidised accommodation in public or private dormitories or private apartments. Student work is the only type of work students can conduct, since full-time employed students are not eligible for these support schemes.



Martin Unger, Institute for Advanced Studies (IHS), Austria

Open access policy, its impact on slower study process, challenge to graduate and self-organized “dual studies”

Open access policy. In most study programmes, higher education institutions have to accept all applicants who fulfil the general requirements (Matura or similar plus knowledge of German). That results in some very crowded programmes where students do not always get a place in a desired lecture. Therefore, they are progressing more slowly (have more time to work), which often results in the loss of social transfers (child benefit due to age, study allowances due to study duration) and the need to raise one’s own income. The older students get, the more they prefer to move out of their parents’ house or a student dormitory and live in an own (or shared) flat, which costs more and increases further the need to gain own income.

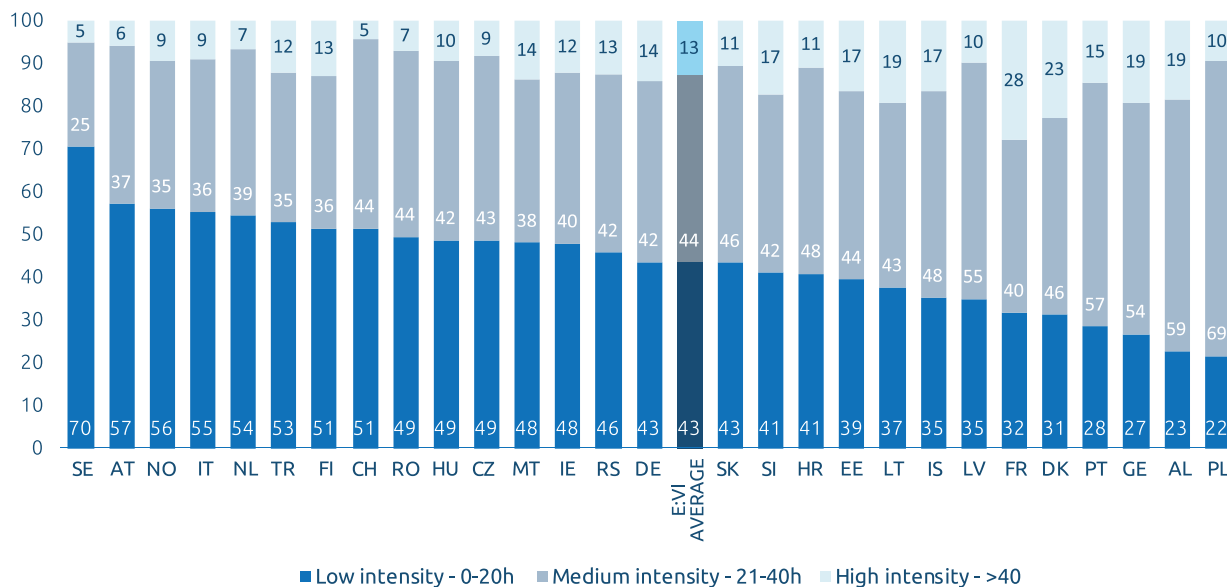
Different labour markets. Overall, the unemployment rate of HE graduates is quite low in Austria. However, labour markets differ a lot for the different fields of study. In Engineering and ICT (but partly also for teachers) there is a shortage of graduates and students get lucrative job offers. This causes higher dropout rates (which are actually job-outs) or longer study durations. On the other hand, in Humanities and Social Sciences, there is hardly an open job market (job ads) but one gets to know of many jobs mostly by hearsay or via social media. Hence, graduates need good contacts and preferably some practical experiences. Therefore, students start working in time limited projects for several employers to earn money but also to gain the demanded practical experience and to establish the needed networks. In some sense, they organise “dual studies” for themselves with theory in the lectures and practical experience on the labour market.

Time budget of working students

The overall weekly time budget for studies and paid jobs of working students is relatively higher than their non-working counterparts. On EUROSTUDENT average, the time non-working students spend on taught studies and personal study time is 38 hours per week, 19 hours each. For less intensively working students who work from 1 to 20 hours per week, the overall time budget ranges from 39 to 54 hours. On average, this student group devotes 17 hours to taught studies, 17 hours to personal studies and 12 hours on paid jobs. The overall time budget of the most intensively working students (from 20

hours onwards) stretches to 62 hours per week on average. The highest share of the more intensively working student's time budget is spent on paid jobs, on average 37 hours. For study-related activities, the latter student group spends on average 12 hours for taught studies and 13 hours for personal studies. A look at students' study intensity reflects the fact that students working more than 20 or more hours a week often study with low intensity, i.e. spend 20 hours or less on their studies per week (Fig 1.2): in almost a third of EUROSTUDENT countries, at least half of intensively working students pursue their studies with low intensity.

Fig. 1.2 Study intensity of students working* 20 and more hours per week (in %)



Data source: EUROSTUDENT VI, H36

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?

Note(s): *values present students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT survey conventions: CH, IE.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

The general trend from a working student's time budget data shows that increasing time for a paid job is related to decreasing time spent on study-related activities. This trend is more visible among more intensively working students and the focus will be shifted to this latter group. More intensively working students who work from 21 hours onwards weekly is very broad category and might include full-time employees who study alongside working. However, this group is more affected by the challenge of balancing their time between a paid job and studying.

Despite the persistence in differences at the cross-national level, the patterns of the way students organize their study and work-related time while working more intensively, i.e. 20 hours or more per week, become apparent. The lowest number of study-related hours are indicated by students who work more than 20 hours a week (Table 1.1, 1.2 and Infographic: Time budget of students by extent of paid jobs).

Table 1.1 Students' time budget by type of activity as (unweighted) cross-country average
Time budget of students in paid jobs (mean hours a week)*

Intervals of students' working hours	Taught studies	Personal study time	Paid jobs	Overall time budget
0 h	19	19	0	38
1-5 h	18	18	4	40
6-10 h	18	17	9	44
11-15 h	18	16	14	48
16 to 20h	16	16	19	51
21h or more	12	13	37	62

Data source: EUROSTUDENT VI, H.4, H7, 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?

Note(s): * values present non-working students (0h), students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT survey conventions: CH, IE.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

The presented figures do not provide reasons behind the time allocation patterns. Different types of factors might influence strategies for decreasing either taught or personal study activities. For example, in a higher education system where attending classes is obligatory, students might tend to start decreasing

their dedication towards personal study time first. In others, where attending the classes is a matter of student choice, students might try to manage organizing their time budget by lowering the amount of time dedicated to taught studies.

Table 1.2 Weekly time budget management for study-related activities while working 21 hours and more

	Reduction of study-related time compared to non-working students	Description	Countries
1.	Taught studies (TS) -5; Personal studies (PS) -5	Slight reduction in TS and PS time More intensively working students tend to reduce their taught and personal study time up to 5 hours compared to non-working students	FR, AL, EE, LT, GE, TR
2.	TS -5; PS -10	PS time reduced more significantly than TS time More intensively working students tend to spend up to 10 hours less on personal studies, while still attending a significant amount of time on their taught courses (they spend 5 hours less on taught studies) compared to non-working students	LV, PL
3.	TS-10; PS -5	TS time reduced more significantly than PS time Working students (who work more than 20 hours a week) tend to spend up to 10 hours less on taught studies, while still dedicating a significant amount of their time to personal studies (they reduce the time spent on personal studies by 5 hours) compared to non-working students	FI, NL, SK, DE, DK, RO
4.	TS-10; PS -10	Significant reduction in time dedicated to TS and PS More intensively working students tend to spend up to 10 hours less on personal studies and taught studies compared to their non-working counterparts	SI, HU, CZ, SE, PT, IE, RS, IS, AT, HR, NO
5.	TS-10; PS -15	Significant reduction in TS time and a sharper reduction in PS time More intensively working students tend to reduce the time spent on personal studies by up to 15 hours and attend up to 10 hours less of taught studies than their non-working counterparts	MT
6.	TS-15; PS -10	Significant reduction in PS time and a sharper reduction in TS time Students who work more than 20 hours a week tend to spend up to 15 hours less on taught studies and up to 10 hours less on personal studies compared to their non-working counterparts	IT, CH

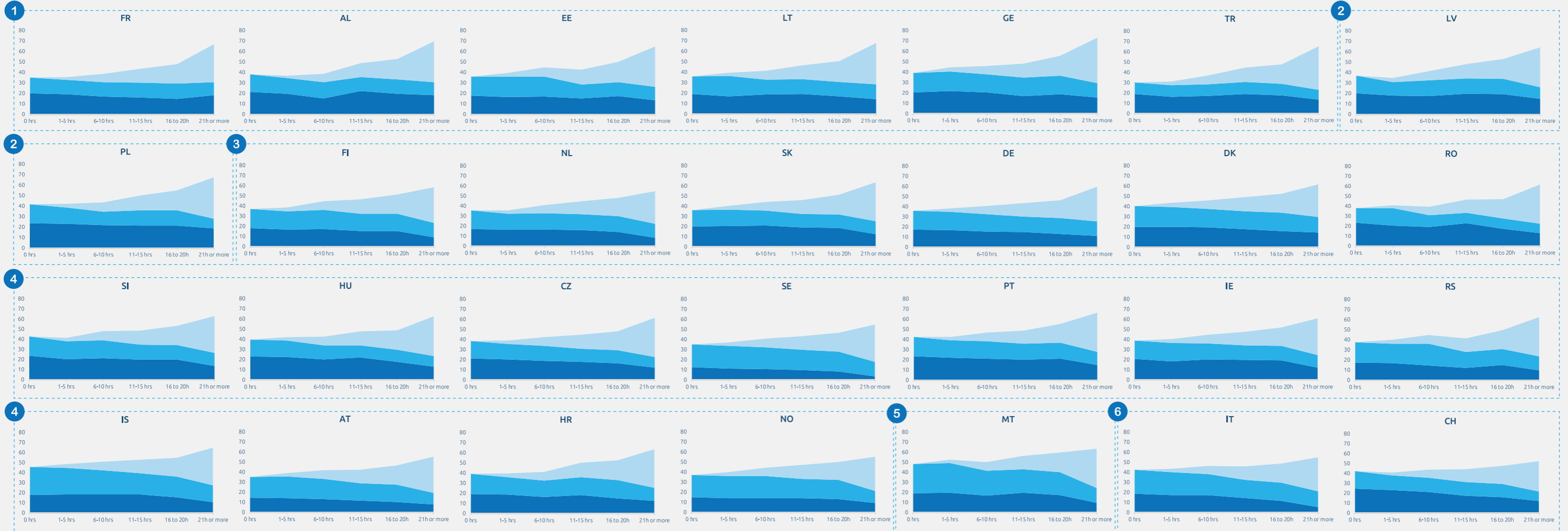
Data source: EUROSTUDENT VI, H.4, H7, H.19.

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.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

WEEKLY TIME BUDGET OF ALL STUDENTS BY THE EXTENT OF PAID EMPLOYMENT



■ taught studies ■ personal study time ■ personal study time

- 1 Slight reduction in taught (TS) and personal study (PS) time
- 2 PS time reduced more significantly than TS time
- 3 TS time reduced more significantly than PS time
- 4 Significant reduction in time dedicated to TS and PS
- 5 Significant reduction in TS time and a sharper reduction in PS time
- 6 Significant reduction in PS time and a sharper reduction in TS time

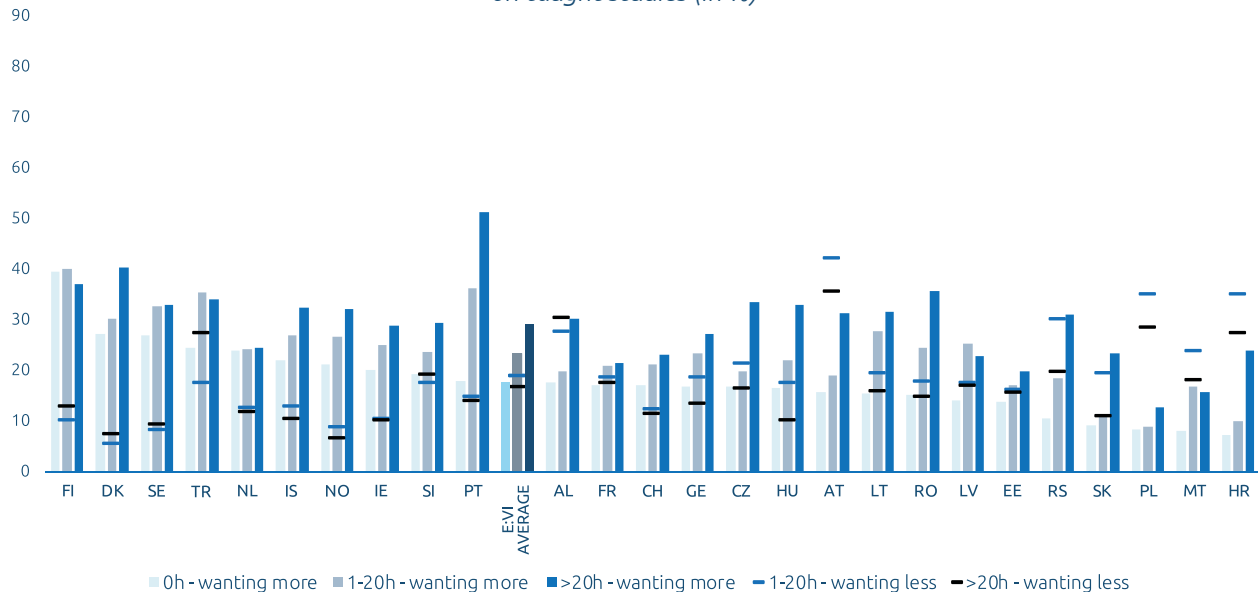
Satisfaction with time budget

How are working students coping with their time budget? Students from EUROSTUDENT countries were asked to assess their time budget and to indicate if they want more or less time for their studies or paid jobs. This information provides an insight into the level of working students' satisfaction with their time budget. Generally, a time deficit for study-related activities increases with higher engagement in paid jobs. The more students work, the less satisfied they are with their time available for studying, i.e. they would like to spend more time on taught studies and especially for personal studies. On average,

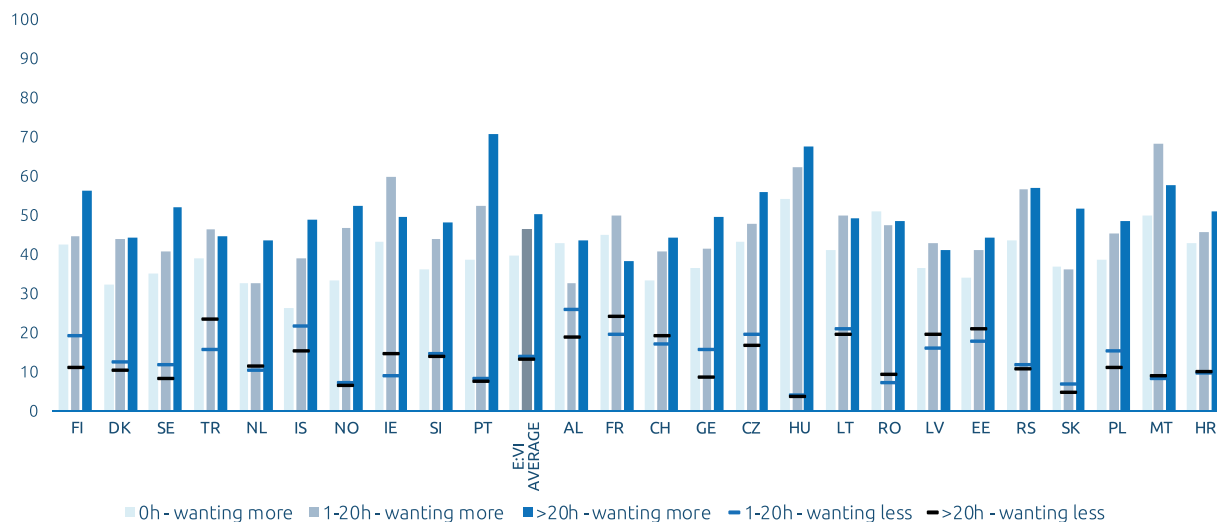
almost a third of more intensively working students and a quarter of less intensively working students would like to spend more time on taught lessons at higher education institutions. However, in AL, PL, AT, MT and HU working students wishing for less time on taught studies outweigh the ones preferring more time for it. When it comes to personal study time, on average, 50% of more intensively working students and 46% of less intensively working students wish for more time to spend on their personal studies (Fig. 1.3 a,b). In all EUROSTUDENT countries, working students would like to devote more time to personal studies, rather than less.

Fig. 1.3 Students'* assessment of their time spent on study-related activities compared to their time spent on paid jobs

a) share of students who want to spend more and share of students who want to spend less time on taught studies (in %)



b) share of students who want to spend more and share of students who want to spend less time on personal studies (in %)



Data source: EUROSTUDENT VI, H28

No data: DE, IT, AT (only personal)

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? 3.12

Looking at the time you spend on study-related activities and paid job(s) during the current #lecture period, please indicate if you would like to spend less or more time on the following activities.

Note(s): *values present non-working (0h) students and students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

The satisfaction of students with the time for job-related activities is ambivalent at the cross-national level. In some countries, the share of more intensively working students who want to spend more time on their paid job outweigh those who would like to spend less, and in some countries the preference is reversed. The same applies to less intensively working students (Fig. 1.4). However, on EUROSTUDENT average, more than half of more intensively working students and less intensively working students are

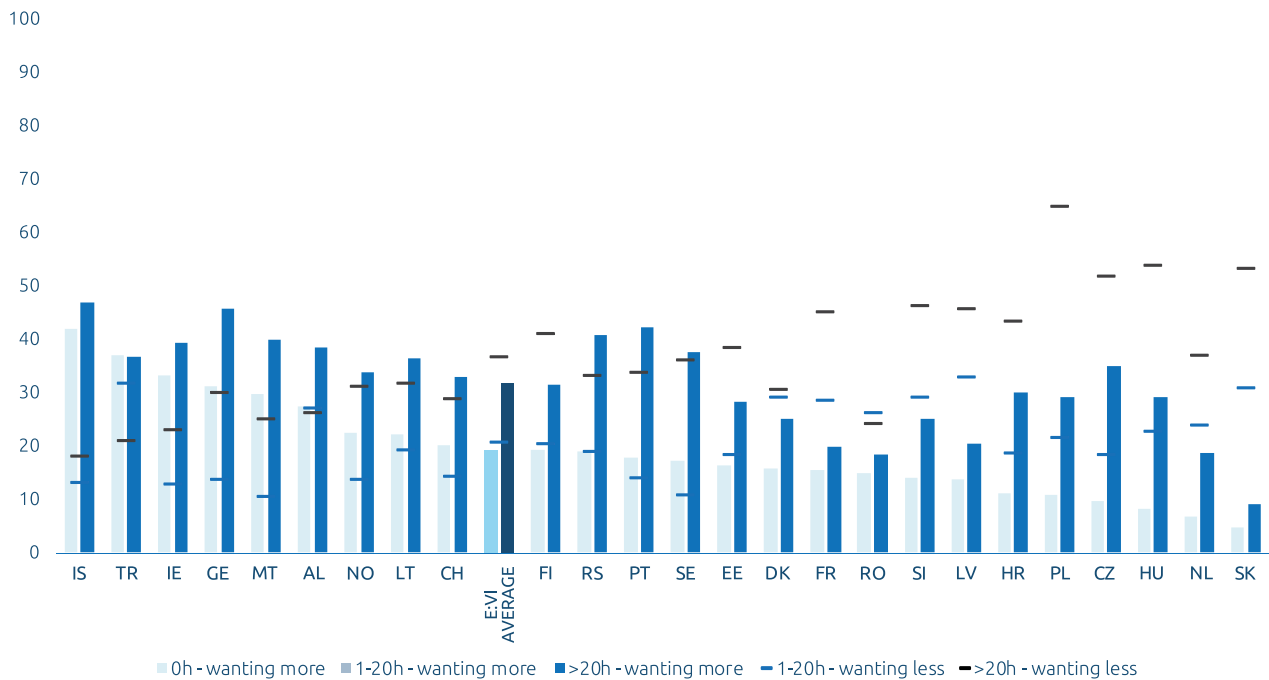
not quite satisfied with their current time availability for paid jobs. 36% of less intensively working students on average would like to spend more time on a paid job, whereas 32% of more intensively working students on average would like to spend less time on a paid job (Fig. 1.4). Students who are older, pursuing Master degrees, studying with low intensity, not living with their parents, or having financial difficulties would prefer spending less time for paid jobs than their respective counterparts. Those who

have entered higher education with a delay prefer less time for paid jobs than their respective counterparts. Students with these characteristics tend to engage in paid work more frequently. To sum up,

the empirical evidence supports the argument that the more students work, the less satisfied they are with their time budget for studies and a paid job.

Fig. 1.4 Students' assessment of their time spent on paid jobs

Share of working students who want to spend more or want to spend less time on paid jobs (in %)*



Data source: EUROSTUDENT VI, H28

No data: AT, DE, IT

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? 3.12 Looking at the time you spend on study-related activities and paid job(s) during the current #lecture period, please indicate if you would like to spend less or more time on the following activities.

Note(s): *values present students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

2. WHAT ARE STUDENTS' MOTIVES FOR PAID JOBS?

MAIN MESSAGES

- *Financial reasons for working while studying are dominant.* A high percentage of working students engage in paid employment mainly for financial reasons, but gaining experience is a very important and highly rated reason as well.
- *Motives for a paid job are related to the students' socio-economic characteristics.* Gaining experience is more applicable for students with a higher educational background, whereas covering living cost is more crucial for students with no prior family experience in higher education, for students who live separately from their parents, and older students. Older students work to support others more often than other student groups.
- *On average, the income from a paid job makes up less than half of working students' total budget.* Although on average, more than half of students work, the income from a paid job is not necessarily the most important source of income. The income from a paid job contributes to the total budget greatly for older students, male students, Master students, low intensity students, more intensively working students, students without financial difficulties, and students from families without HE backgrounds.
- *Students working less intensively can more often benefit from public support.* Meanwhile, public support for their counterparts who are more actively enrolled in paid jobs accounts for a fifth of their budget on average.

Surveys investigating the reasons for working while studying suggest that students usually engage in a paid job for financial reasons (Hovdhaugen, 2013, Beerkens et. al, 2011). However, financial reasons cover a broad range of motivations. For example, in a higher education system with a high percentage of fee-payers, e.g. in the UK (except Scotland), the Netherlands, Switzerland, Spain, Italy, Portugal, and the Balkan countries, one of the more frequent motives to work could be to cover tuition fees, whereas in

countries supporting student participation in higher education from the public budget, e.g. Denmark, Norway, Sweden, Finland and Malta², students generally don't have to worry about covering fees, but might work to sustain themselves while studying or to increase their standard of living.

As higher education systems become more open and flexible to the needs of life-long learners, full-time workers, who are usually older and might have families of their own, enter universities and colleges

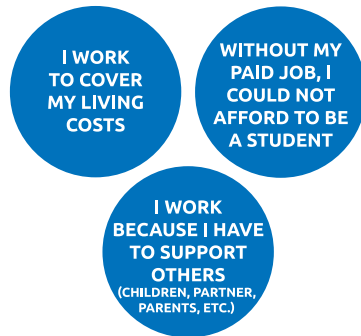
² More information on countries' distribution of fee-payers and beneficiaries of grants is available in European Commission/EACEA/Eurydice, 2017. National Student Fee and Support Systems in European Higher Education – 2017/18. Eurydice Facts and Figures. Luxembourg: Publications Office of the European Union.

and their motivation to work expands to support other members of the family.

Other motives for working while studying are to gain work experience, prepare for the needs of the labour market better, and to increase their level of competitiveness among peers without working experience.

In the EUROSTUDENT VI survey, students are asked to rate four statements about their motivation to engage in paid activity on a five-point-scale:

FINANCIAL MOTIVES



EXPERIENCE GAINING



Financial motives apply for a student's situation more often, but "gaining experience" is very important for students as well (Fig. 2.1). In several countries (IT, CH, FR and GE), "gaining experience" outweighs financial motives. On average, 59% students state that they are working to gain experience.

Almost 7 out of 10 students in EUROSTUDENT VI countries state that they work to cover their living costs. This motive is especially important for working

students in FI, IS, LV and NO, where over 80% state that they work to pay for their living expenses. 5 working students out of 10 (on average) stress that without a paid job, they could not afford to be a student. In NO, LV, FI, IE, PT and MT, approx. two thirds of working students state that they could not maintain their studies without income from a paid job.

Fig. 2.1 Students' motivation to work

Share of all working students* for whom the following reasons to work applies (totally) (in %)



Data source: EUROSTUDENT VI, H34

No data: AL, IT, TR. To cover living costs: DE. Could not afford to be a student: AT, FR. to support others financially: AT, FR.

EUROSTUDENT Question(s): 3.8 To what extent do the following statements apply to your situation?

Note(s): *values present students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT survey conventions: AT.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Further analysis of each motive for paid work helps to grasp the differences between countries and to

find out which motives are most common for different student groups.

Gaining experience

In all EUROSTUDENT VI countries, 40% to 75% of students work to gain experience in the labour market. Regardless of the fact that the relevance of this reason differs between countries, cross-country patterns are noticed when looking at the students' characteristics (Fig. 2.2).

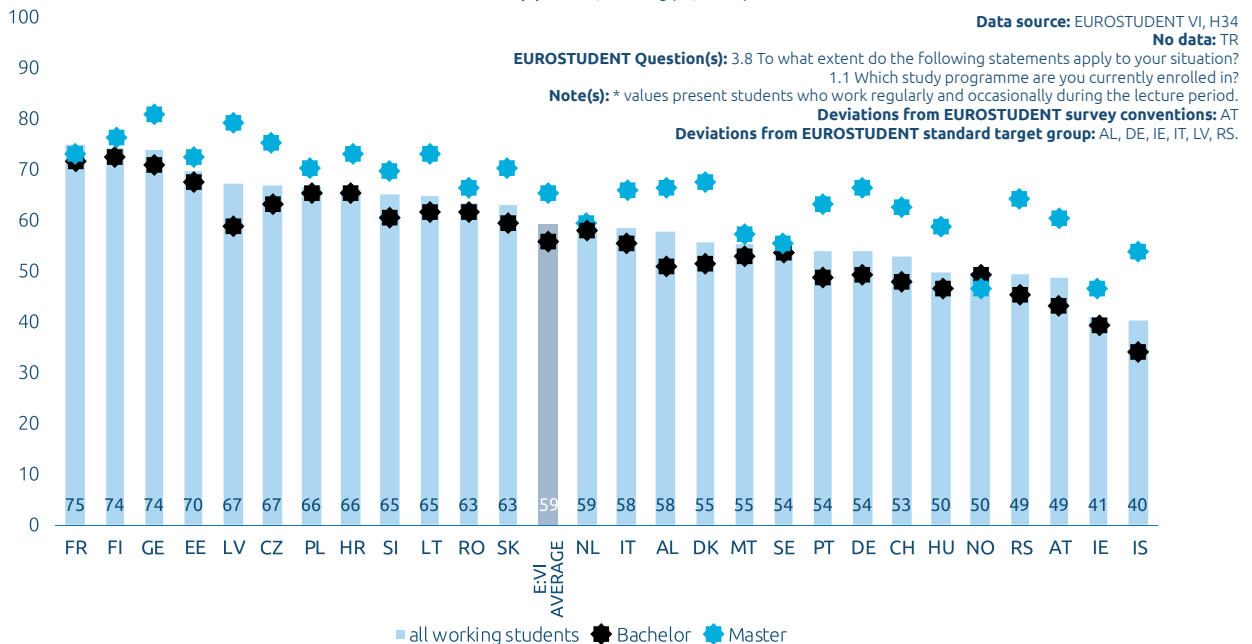
In the majority of countries, students in second cycle programmes take up jobs to gain experience more often than Bachelor students, as they are closer to transitioning into the labour market. However, in FR, NL, SE and NO, there are only minor differences between the BA/MA students or Bachelor stu-

dents' rate experience gaining more frequently than Master students.

When looking at other study-related characteristics, it is noticed that in all but one country, non-university³ and low intensity students more often work to gain experience.

The socio-economic characteristics of students also appear to be related to students' motivation. Results reveal that in at least two thirds of EUROSTUDENT VI countries, direct transition students, students with a higher educational background, students from families in a better financial situation, and students without financial difficulties more often work to gain experience.

Fig. 2.2 Students who work in order to gain experience on the labour market
Share of working students* to whom the statement "I work to gain experience on the labour market" applies (totally) (in %)



³ Applies to the countries with at least two types of higher education institutions: universities and non-universities.

These trends are also supplemented by the national researchers from Italy:



Giovanni Finocchietti, CIMEA – NARIC, Italy

Non-financial reasons as main reasons for work: greater dependence on family support and limited income from temporary jobs

The majority of students from Italy indicate non-financial reasons as their main reasons for working. This situation is quite unique compared to other European countries, where financial reasons are dominant.

Two main reasons that account for this situation may be identified.

1) The majority of Italian students are relatively young and live with their households. Families normally support them during their studies. Only 1 out of 4 students moves to a study location different from the habitual residence place. Financial issues are (much) more relevant for students not living with their households (i.e. with other students and/or peers, on their own) or living with their own families.

2) A majority of students up to 25 years old has temporary jobs. Older students tend to have more regular (stable) jobs. The balance between temporary and regular jobs only changes for students around 30 years or more. Students coming from low socio-economic backgrounds have an employment rate higher than average; nevertheless, in the sub-group of students with a HE family background, the employment rate is not much lower than average. The money that students gain from employment is in most cases only an additional source for funding their studies, due to the limited income deriving from temporary jobs. As a result, the socio-economic background does not appear to be the main driver for students' employment. The main motivations are gaining experience on the labour market and contributing to cover one's living costs: both are primary motivations for both students coming from low socio-economic background, and students coming from more privileged backgrounds.

Financial motives

Financial reasons for working are dependent on the social characteristics and age of a student. In all EUROSTUDENT VI countries, older students (mainly 30 years or over) (Fig. 2.3) and students without a higher educational background more often take up paid jobs for financial reasons, mainly to cover their living costs. The same groups of students could not afford to be a student without a paid job. Furthermore, older students must support others more often (Fig. 2.5).

In one third of EUROSTUDENT VI countries, more than a half of working students could not study without their paid job (Fig. 2.4). The highest shares of students stating that they could not study without their paid job are to be found even in countries where very few students are fee-payers, and a high

percentage of them are grant beneficiaries, e.g. NO and FI. The composition of a student body might suggest an explanation. Nordic students are older, more often have children, and relatively often live with their partner/family.

In the majority of countries, the relevance of all financial reasons not only differs according to a student's age and educational background. Comparison of EUROSTUDENT VI averages reveals that students with a high relevance of financial motives also share other interrelated characteristics, such as having entered higher education with a delay, low intensity studies, living separately from parents, students with financial difficulties, and a lower financial background.

The findings of a more detailed national analysis also support these patterns highlighting the possible reasons of financial drivers for work during studies:



Anna-Lena Keute, Statistics Norway, Norway
Economic reasons as most important motivation to work due to high living costs, especially among those with lower educational background

The largest percentage of working students in Norway indicated that they could not afford studying without income from a paid job. In Eurostudent V and Eurostudent VI, economic reasons were the

most important motivations for students in Norway for working while studying. Among those from a lower educational background, the share of students who work and study at the same time is high. The fact that a lot of students work because of economic reasons, must be seen in relation with the high living costs in Norway.



Jakub Fischer, VŠE v Praze / Univ. of Economics, Czech Republic

Financial situation of students as well as educational level of parents influence the reasons for working

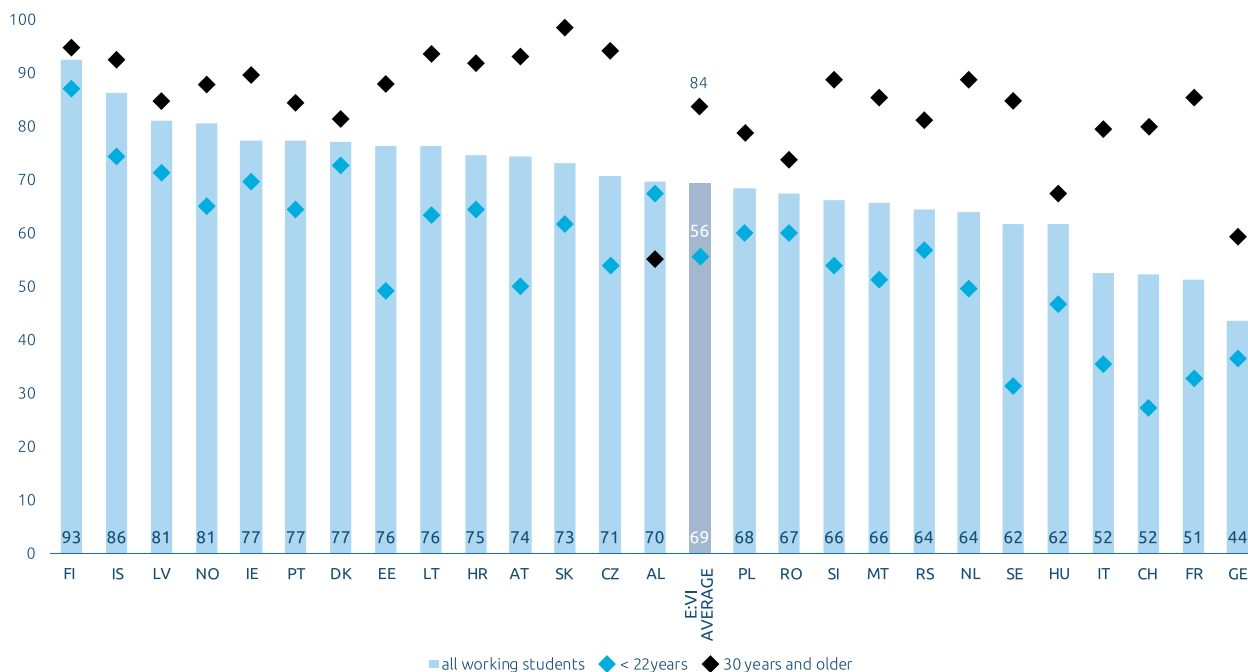
There is a small relation between the economic activity of students and their financial situation. However, their financial situation strongly influences their reasons for working. Full-time students with very serious financial difficulties work

to cover their living costs much more often compared to students with no financial difficulties. The rate of economic activity increases with age. The educational level of their parents also influences their reasons for working. Children of less-edu-

cated parents more often work to cover their living costs.

Fig. 2.3 Students who work to cover their living costs

Share of working students* for whom the statement "I work to cover my living costs" applies (totally) (in %)



Data source: EUROSTUDENT VI, H34

No data: DE, TR

EUROSTUDENT Question(s): 3.8 To what extent do the following statements apply to your situation?

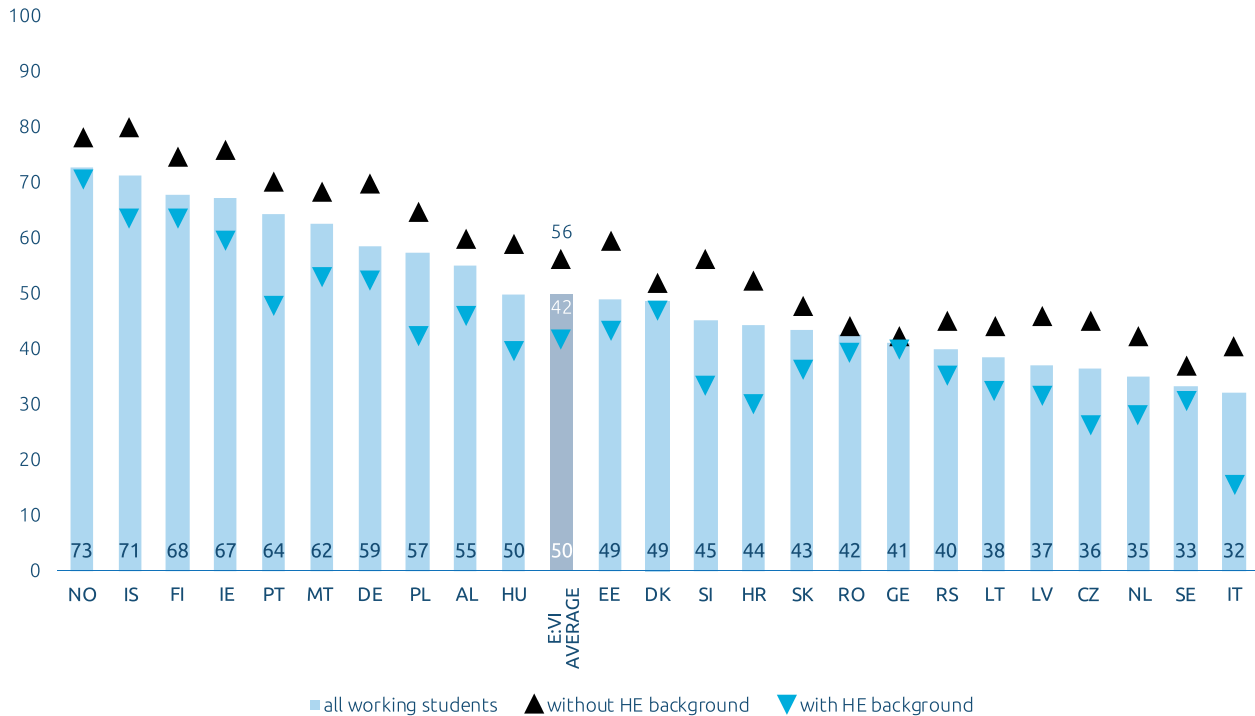
Note(s): *values present students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT survey conventions: AT.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Fig. 2.4 Students who could not afford to study without their paid job

Share of working students* for whom the statement "Without my paid job, I could not afford to be a student" applies (totally) (in %)



Data source: EUROSTUDENT VI, H34

No data: AT, CH, FR, TR

EUROSTUDENT Question(s): 3.8 To what extent do the following statements apply to your situation? 6.0. What is the highest level of education your mother/#guardian and father/#guardian have obtained?

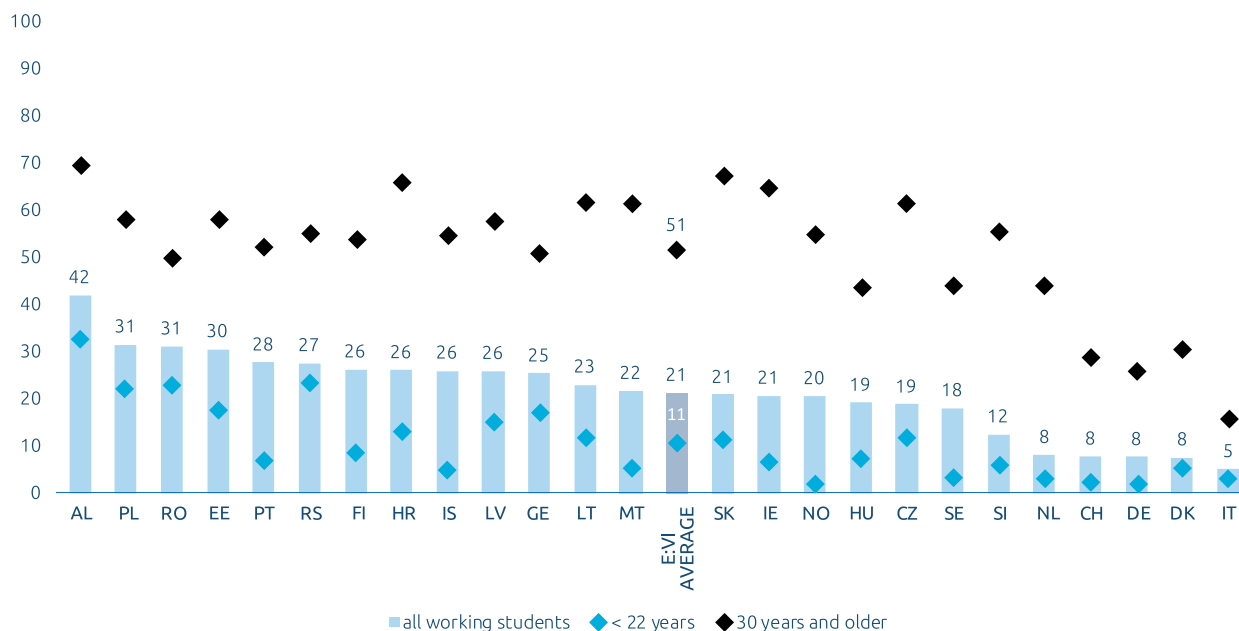
Note(s): *values present students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT survey conventions: AT.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Fig. 2.5 Students who work to support others financially

Share of working students* for whom the statement "I work because I have to support others financially (children, partner, parents) applies (totally) (in %)



Data source: EUROSTUDENT VI, H34

No data: AT, FR, TR

EUROSTUDENT Question(s): 3.8 To what extent do the following statements apply to your situation?

Note(s): *values present students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT survey conventions: AT.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Paid job as an income source

Financial reasons are dominant among working students, so it is worthwhile to take into consideration their income from a paid job and measure the input of it to their total budget. In EUROSTUDENT VI countries, the income from a paid job ranges between 15% to 57% of the total budget of students with

regular and occasional paid jobs during the lecture period. On average, these students' earnings make up 42% of their total monthly income (Fig. 2.6). Younger students working less intensively and more often in a job that is not related to their studies receive less than 30% of their income from paid jobs, while their older counterparts are able to cover twice as much of their budget. Only in DK and RS the

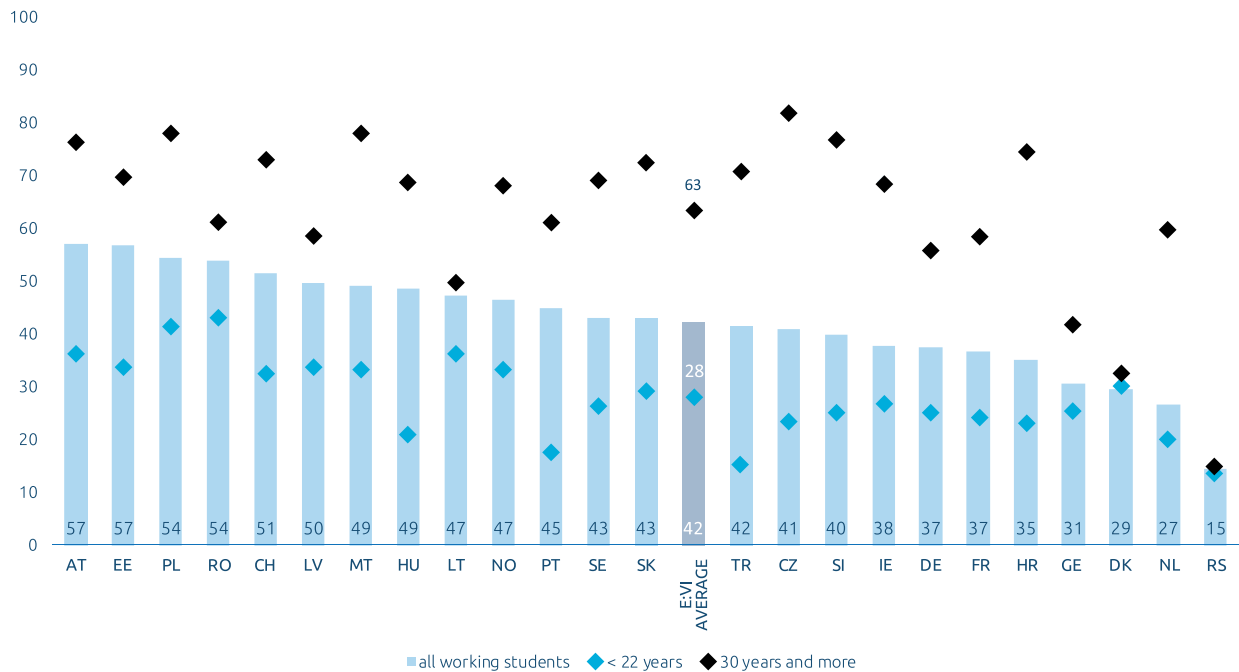
financial input of an income from a paid job is similar for both younger and older students.

In addition, Master students, low intensity students, those without a higher educational background, and male students according to the EUROSTUDENT VI average, possess higher shares of income from paid jobs.

Looking at other study-related characteristics, it is noticed that a paid job has a diverse impact on the total budget of students from different study fields

(Fig. 2.7). On average, students enrolled in ICT study programs on average covers highest shares of income from jobs. Business, administration and law students, as well as students from education sciences, also earn a more significant part of their budget. Students from above mentioned study fields (e.g. ICT, business, administration and law, education) also are more often enrolled in paid jobs and work more intensively.

Fig. 2.6 Self-earned income (in EUR) as a share of total monthly income (including transfers in kind)
Self-earned income in %



Data source: EUROSTUDENT VI, G67

No data: AL, FI, IS, 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?

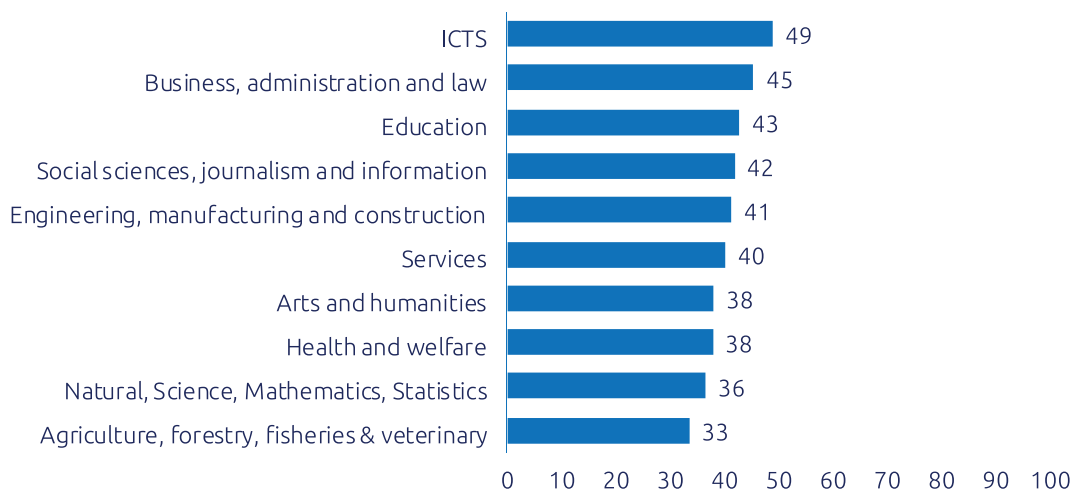
Note(s)1: values above the country abbreviations present self-earned income as share of the total monthly income (including transfers in kind) of students' with paid jobs. Expenses of parents/partner/others in favour of the students were used to calculate transfers in kind.

Note(s)2: values present students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Fig. 2.7 Self-earned income as share of total monthly income (including transfers in kind) by study field

*E: VI unweighted average
Self-earned income in %*



Data source: EUROSTUDENT VI, G67

No data: AL, FI, IS, IT, DK: no data for Agriculture, forestry, fisheries & veterinary, Services

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? 1.6 What is your (main) study programme?

Note(s)1: values above the country abbreviations present self-earned income as share of the total monthly income (including transfers in kind) of students with paid jobs. Expenses of parents/partner/others in favour of the students were used to calculate transfers in kind.

Note(s)2: values present students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Public support in working students' budget

As noted before, the importance of income from a paid job towards a working student's budget varies strongly across countries. Nevertheless, in more than three quarters of countries, working students are covering less than half of their budget from working while studying. Keeping in mind that the financial motivation of students is most relevant when it comes to working during a lecture period, the role of public support becomes inevitable in order to maintain a smooth study process. If the availability

of public grants is limited, students become more dependent on family financial support (European commission, 2015).

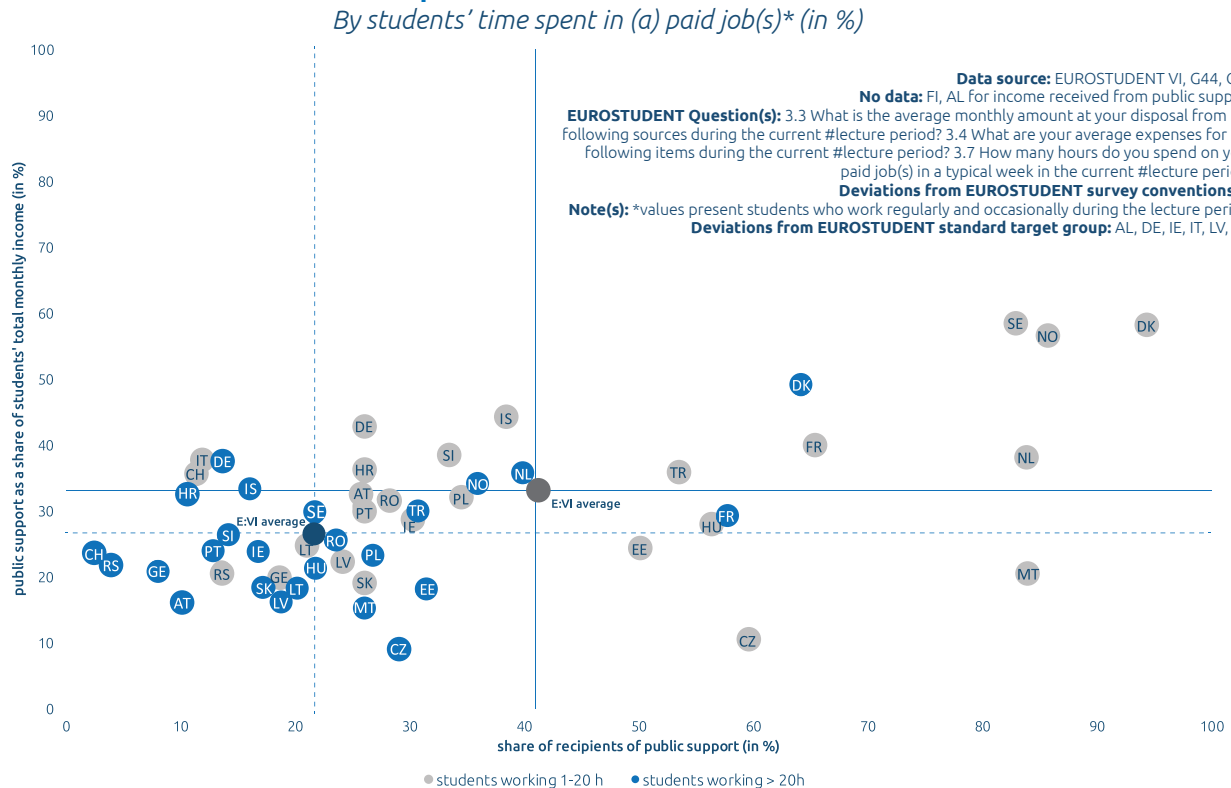
EUROSTUDENT VI data makes it possible to see whether working students are public support receivers and how significant public support is in their overall budget.

The results revealed that in Scandinavian countries, not only is the share of public support recipients high, but also the significance of public support in the income structure of students. Students who work less intensively receive more than a half of their income

from public support sources (Fig. 2.8). In EE, HU, CZ, and MT, at least a half of less intensively working students are public support receivers. However, public sources account for less than 30% of their monthly budget. Meanwhile, the majority of students who work more intensively in most countries (more than 20 hours a week) fall into the category where the group of support receivers is small, and the input of support is below the EUROSTUDENT VI average. Some exceptions are NL, NO, where, despite the fact that

intensively working students do not often get public support (approx. one third receive support), the input of it is more significant in the working students' income structure. In DK, 64% of students who are relatively active in a labour market still receive public support, which accounts for about a half of their budget. In FR, almost 60% of students who work more than 20 hours per week are public support receivers, but public support covers less than 30% of their total budget.

Fig. 2.8 Recipients of national public student support (repayable and non-repayable) and the importance of the income source



3. WHAT ARE THE CHALLENGES OF WORKING ALONGSIDE STUDIES?

MAIN MESSAGES

- *A paid job is perceived as an obstacle for temporary international student mobility for students who spend a lot of their time working.* Students who work a large number of hours less often plan to go abroad than students without a paid job.
- *A paid job may lead to an interruption in their studies.* On average, almost a quarter of all students who experienced a break in their study programme indicated that work-related reasons were behind the interruption of their current study programme of at least two consecutive semesters.

Students in a paid job make up a diverse group that faces various challenges, because of combining at least two activities. EUROSTUDENT data allows one to gain insight concerning some of the challenges that working students might encounter during their study process. Firstly, their time budget, which often exceeds a typical full-time position, secondly, the opportunity to participate in temporary enrolment abroad, and thirdly, the occurrence of interruptions during in their current study programme⁴.

The overall time budget of working students was analysed in Chapter 1. This chapter focuses on obstacles regarding temporal mobility and the interruption of studies.

The EUROSTUDENT data shows that the possibility of losing a paid job is the most relevant obstacle encountered for students who work intensively while studying, and this deters them from going abroad. Previous EUROSTUDENT analyses identified certain student groups that are underrepresented

in cross-national temporary enrolment. Primarily, there are three groups across Europe: students from low educational background, students with a delayed transition into higher education, and older students (Grabher et. al., 2014). These groups intersect, e.g. students from families without a higher education more often enter higher education with a delay because they have chosen to work instead. Usually, the abovementioned characteristics are common for working students as well. It is necessary to consider the underlying relation between working and other characteristics of the student to tackle the existing obstacles for temporary enrolment abroad effectively.

Another challenge that some working students might face is the completion of a study programme without interruption, i.e. consecutive re-enrolment for the next semester. For some national higher education policies, the completion of a study programme within a specific time frame is very important and

⁴ EUROSTUDENT data allows only to trace those students who returned after interruption of the current study programme.

serves as indicator for study success and for efficient use of resources (European Commission, 2015). Therefore, it is often connected with the funding of higher education institutions.

Research findings support evidence that working alongside studies, especially during term-time, has a negative impact on time spent to earn a degree or to complete degree in general (Beerkens et. al., 2011, Hovdhaugen, 2013, Tuononen et. al., 2015, Tur-Sinai

et. al., 2016). However, the risk is not related to the fact that the students engage in paid work, but with the number of hours that the students work while studying. Students that spend a lot of time working are at higher risk of dropping-out (Beerkens, et. al., 2011; Hovdhaugen, 2013).



Eve Mägi, Praxis Centre for Policy Studies (Praxis), Estonia

Interruption of studies due to attractive salaries offered before graduation

Student employment in Estonia has been publicly discussed in the recent years as it relates to high drop-out rates in higher education, especially in fields related to the IT-sector. It has been pointed out that due to a high labour shortage in some

fields, students are often already being offered attractive salaries during their studies, which leads many to interrupt their studies because they do not see the value of graduating when they are already considered to be a desired labour force without a HE degree. This situation has been recognized as a challenge in motivating students to focus on their studies and to make employers value HE degrees.

Paid job as an obstacle to international mobility

Many obstacles that prevent students from benefiting from temporary student mobility have been repeatedly analysed in the comparative EUROSTUDENT reports (Hauschildt et al., 2015, Orr, Gwosc, & Netz, 2011). In the thematic report, the focus will be on working students and their assessment on obstacles to temporary mobility.

In almost all the EUROSTUDENT countries except GE,

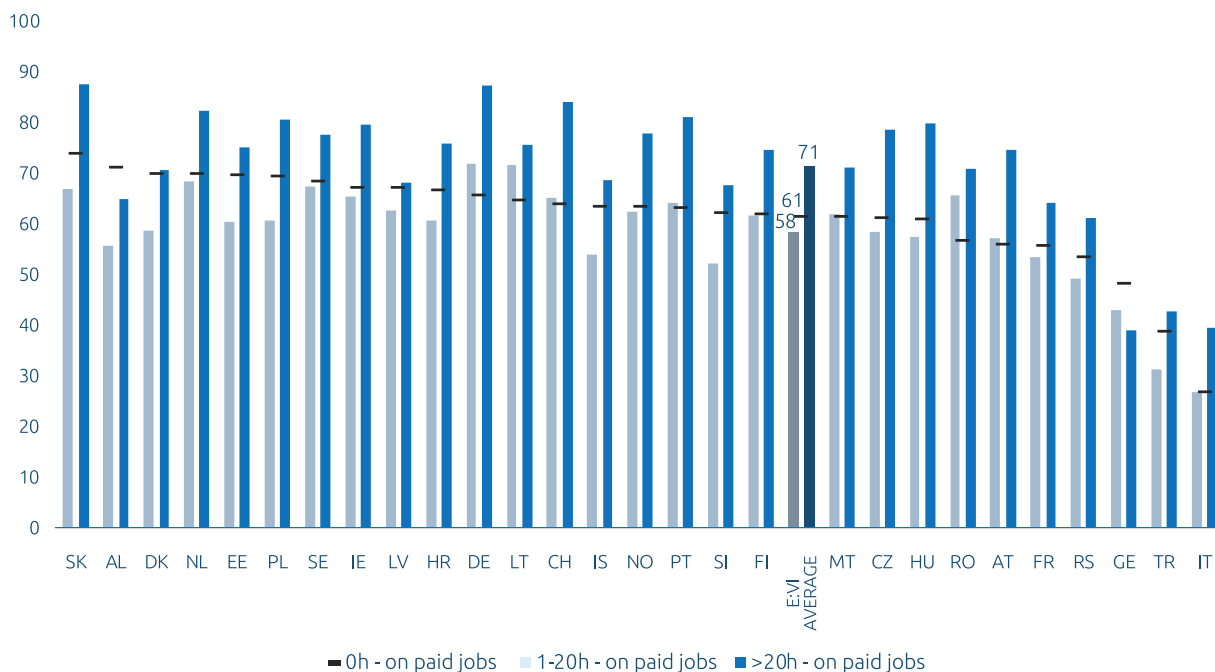
TR and IT more than half of the non-working student population does not plan to temporarily go abroad for study purposes. Among more intensively working students, around 70% on average are without plans for temporary mobility abroad. Meanwhile among less intensively working students 61% are not planning to enrol abroad (Fig. 3.1).

Figure (Fig. 3.2) illustrates the perceived obstacles to temporary enrolment abroad of the students without plans to study abroad. Working students without

plans to study abroad perceive obstacles to a temporary enrolment abroad in much the same manner as students who do not have a paid job. The additional financial burden and separation from members of a close social network are of especially high relevance to all students when making an initial decision

to go or not go abroad for study purposes. However, a potential loss of a paid job is most relevant obstacle deterring working students and especially more intensively working students from studying abroad in every EUROSTUDENT country (Fig. 3.3).

Fig. 3.1 Students* who are not planning to go abroad for studies according to the time spent on paid jobs (in %)



Data source: EUROSTUDENT VI, I3

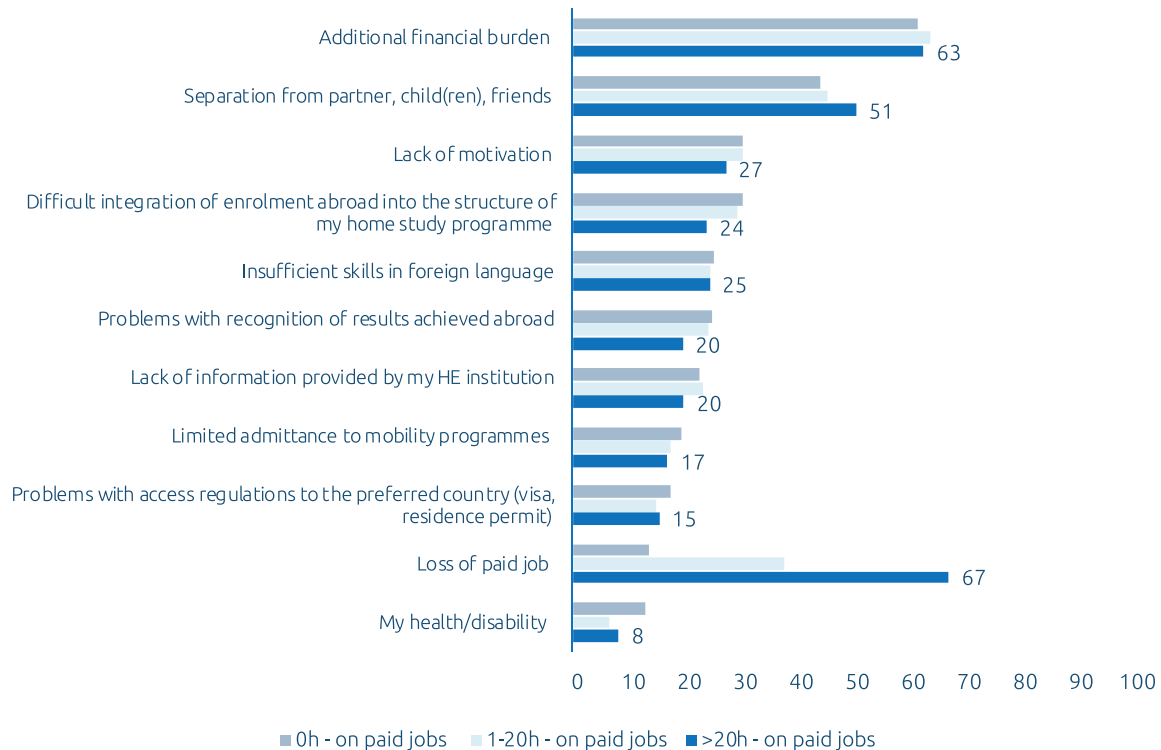
EUROSTUDENT Question(s): 4.0. Have you ever been enrolled abroad since you first entered higher education in #country? 3.7 How many hours do you spend on your paid job(s) in a typical week in the current #lecture period?

Note(s): *values present non-working students (0h), students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT survey conventions: AT, DE.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Fig. 3.2 Obstacles to temporal mobility according to the time spent on paid jobs



Data source: EUROSTUDENT VI, I20

No data: FR, for item „Problems with access regulations to the preferred country (visa, residence permit)“: AT, DE; for item „Limited admittance to mobility programmes“: AT, IE; for item „My health/disability“: AT, CH, DE; for items „Loss of paid job“, „Lack of motivation“ and „Difficult integration of enrolment abroad into the structure of my home study programme „: IE

EUROSTUDENT Question(s): 4.7 To what extent are or were the following aspects an obstacle for enrolment abroad to you? 4.0. Have you ever been enrolled abroad since you first entered higher education in #country? 3.7 How many hours do you spend on your paid job(s) in a typical week in the current #lecture period?

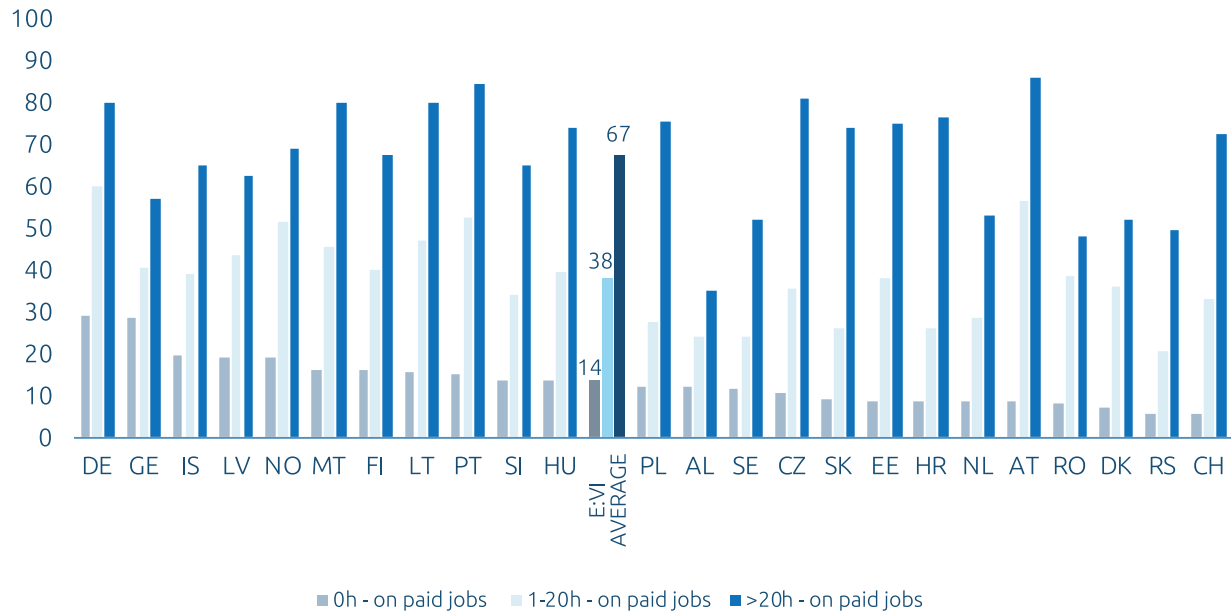
Note(s)1: * values present non-working students (0h), students who work regularly and occasionally during the lecture period.

Note(s)2: students assessed possible obstacles to studying abroad on a five-point scale ranging from "no obstacle" to "big obstacle". The table shows how large a share of students considered certain aspects to be either (4) "quite a big" or (5) "big obstacle".

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Fig. 3.3 Loss of a paid job as an obstacle to temporal mobility according to the time spent on paid jobs

Share of students* who have not been and are not planning to go abroad for studies and consider the loss of a paid job as an (big) obstacle (in %)



Data source: EUROSTUDENT VI, I20

No data: FR, IT, IE, TR

EUROSTUDENT Question(s): 4.0. Have you ever been enrolled abroad since you first entered higher education in #country? 4.7 To what extent are or were the following aspects an obstacle for enrolment abroad to you? 3.7 How many hours do you spend on your paid job(s) in a typical week in the current #lecture period?

Note(s): *values present non-working students (0h), students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

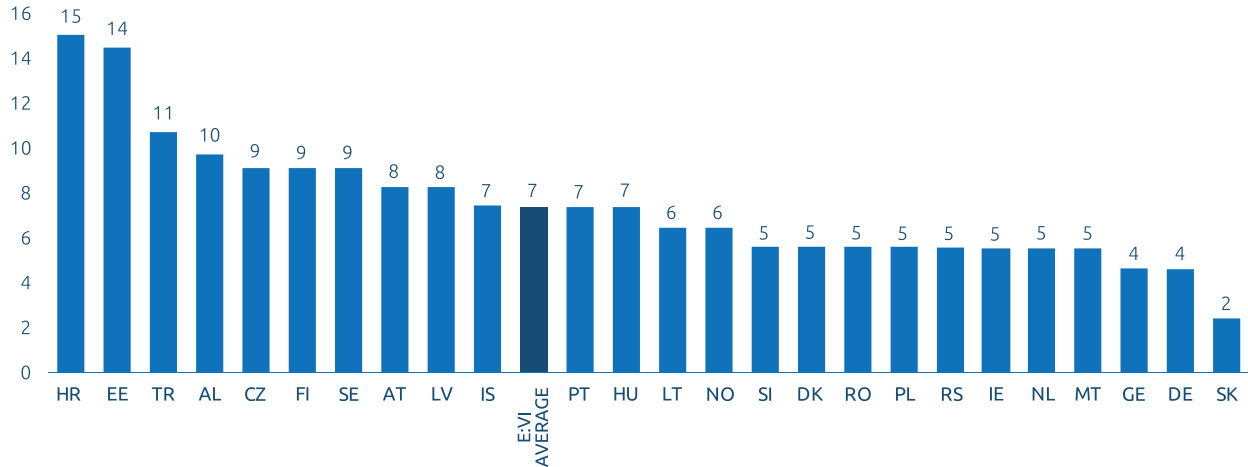
Paid job as a reason for study interruption

About 7% of students have interrupted their studies for at least one year between entering higher education and graduating on average across the EUROSTUDENT countries (Fig. 3.4).

The interruption of a study programme may be caused by a combination of reasons. Nevertheless, a quarter of students who have interrupted their current study programme indicated that it was caused by work-related reasons (Fig. 3.5).

Specifically, looking at students who have interrupted their current study programme for work-related reasons, it is observed that these students are more often over 30 years old (Fig. 3.6), male, involved in Master studies, studying with low intensity, entered HE with a delay, not living with parents, or working more intensively as compared to other student groups.

Fig. 3.4 Students who have interrupted their current study programme for at least two consecutive semesters (in % of all students)



Data source: EUROSTUDENT VI, C7

No data: CH, FR, IT

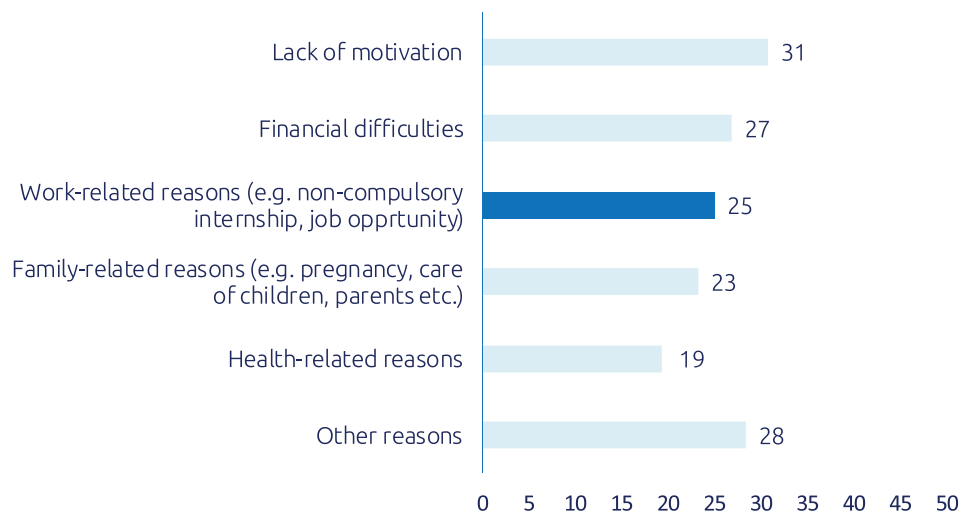
EUROSTUDENT Question(s): 2.8 Did you ever (officially or unofficially) interrupt your current (main) study programme for at least two consecutive semesters?

Deviations from EUROSTUDENT conventions: AT, CZ.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Fig. 3.5 Reasons for interruption of studies

Share of all students who have interrupted their current study programme, unweighted EUROSTUDENT VI average (in %)



Data source: EUROSTUDENT VI, C8

No data: CH, FR, IT

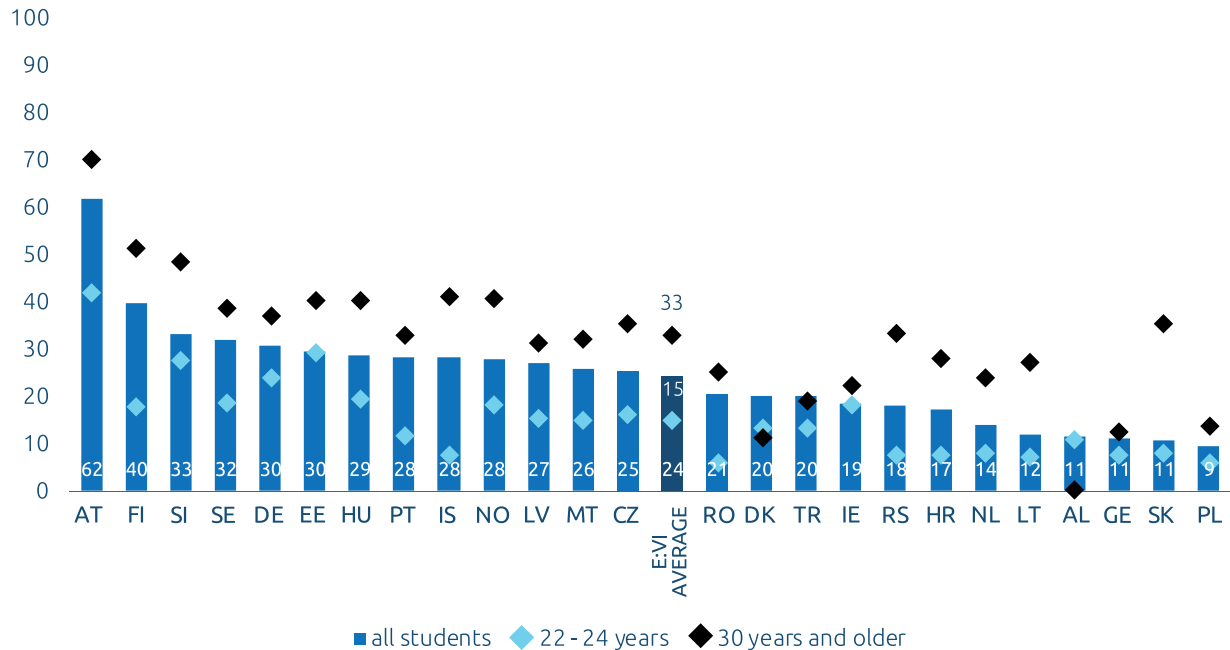
EUROSTUDENT Question(s): 2.9 What was/were the reason(s) for the interruption of at least two consecutive semesters during your current (main) study programme?

Deviations from EUROSTUDENT survey conventions: AT

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Fig. 3. 6 Students who have interrupted their current study programme for work-related reasons by age (in %)

Share of students who have interrupted their current study programme stating "work-related reasons" as a reason for interruption, unweighted EUROSTUDENT VI average (in %)



Data source: EUROSTUDENT VI, C8

No data: CH, FR, IT

EUROSTUDENT Question(s): 2.9 What was/were the reason(s) for the interruption of at least two consecutive semesters during your current (main) study programme? 5.0 When were you born?

Deviations from EUROSTUDENT survey conventions: AT: work-related reasons explicitly include internships.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

4. HOW CAN STUDENTS BENEFIT FROM WORKING WHILE STUDYING?

MAIN MESSAGES

- *A significant share of students has study-related paid jobs.* In two thirds of EUROSTUDENT countries, at least 45% of the working students have a job closely related to their field of studies. In the rest EUROSTUDENT countries, at least half of working students have a paid job closely related to their study field. Older students, Master students, low intensity students and those working more intensively are usually more often engaged in study-related jobs. The highest shares of working students having study-related jobs are found in the ICT and health and welfare study fields.
- *Study-related paid work could be regarded as complimentary to the study process.* EUROSTUDENT VI data shows that in the majority of countries, students working in study-related positions are more satisfied with their time spent on paid jobs compared to students whose job is not related to their studies.
- *More intensively working students rate the preparation for national labour market more positively.* More intensively working students agree more often that their current study programme prepares for national labour market very well compared to less intensively working students.

Gaining work experience might increase a graduate's future employment prospects and their competitiveness in the labour market. However, it is important to consider the extent and the nature of the work experience.

Researchers have tried to find a correlation between the number of working hours and its effect on acquiring academic competencies. Although the findings are inconclusive and sometimes contradictory, moderate engagement in paid activity is seen to help develop the generic skills necessary for the labour market. For example, Neil et al. (2004) found that students have experienced work as being useful in developing their oral communication, leadership and teamwork. The necessity to combine studies and

a paid job might improve time management skills of students (Sanchez-Gelabert et al., 2017). Also, employment could be considered as networking tool, where students can accumulate contacts for the future and exploit the best opportunities for a professional career (Beerkens, 2011). If a paid job is related to student's studies, it is perceived as less detrimental to study process and even beneficial from personal and academic perspective (Tuononen et al., 2015). In Tuononen et al. study (2015) the authors have summarized the benefits of working in a field relevant to the studies which are: perception that the work is complimentary to one's studies and the ability to better identify future goals which helps to overcome heavy workload. EUROSTUDENT VI data

supplements these findings, showing that in the majority of countries, students working in study-related positions are more satisfied with their time budget compared with those working in a non-related field (Fig. 4.2).

Working in fields related to studies

In two thirds of EUROSTUDENT VI countries, the share of working students in paid jobs closely related to their field of study varies from a third to 49%. In EE, FI, DE, PT, LV and NO more than a half of the students have a paid job closely related to their studies (Fig. 4.1).

Despite the wide range of differences across countries, a detailed overview of student characteristics enables identifying cross-country patterns. For instance, in all countries, Master students more often work in study-related positions when compared to their counterparts from Bachelor studies. Only in RO and SK the differences are not so noticeable. Meanwhile in FR, the percentage of BA students enrolled in study-related jobs is only half that of Master students.

In looking at the EUROSTUDENT VI countries' average (Infographic – Students working in a study-related jobs), more characteristics can be identified for

students that often work in close relation to their study field. Usually older students, low intensity students, delayed transition, living separately from parents, studying in a non-university type of schools, also dependent on their own income, and those without financial difficulties are more often engaged in study-related jobs. The share of those working in a study-related job is also higher for students who work more than 20 hours per week than for students who do not work so intensively.

The characteristics of study programmes, such as timetables of subjects, teaching methodologies, number of classroom hours and workload demands, make some study programmes easier to combine with other external responsibilities, such as work. In addition, some study programmes equip students with skills that might be very useful on the labour market right away. Therefore, the share of students having a study-related job varies in different study fields. The highest percentages (more than 50%) of working students having study-related jobs are found in the education, ICT, health and welfare study fields, while only a third of students studying natural sciences (incl. mathematics and statistics) and social sciences are engaged in study-related paid jobs.

Work in a study-related position is also an important topic on the national level in various countries.



Anna-Lena Keute, Statistics Norway, Norway **Availability of jobs related to the study content varies across the fields of study**

In Norway, there is a relatively high percentage of students who have a job that is related to their study content. There are large variations according

to the field of study. Among students studying education or health and welfare, 63% and 75% respectively have a job closely related to their studies. In other fields, this percentage is much lower, which indicates that one has to take into consideration these differences when analysing

the data. Among students studying engineering, manufacturing and construction or natural science/mathematics, 1 in 2 do not have a job related to their studies. Students from these fields of study are among those spending the least time on paid

work, and the data also indicate that students spending a lot of time on paid work (more than 20 hours a week) usually tend to have a job related to their studies.



Eve Mägi, Praxis Centre for Policy Studies (Praxis), Estonia

Work-related to the study content is beneficial for application of the competences acquired during studies and for further professional career

In Estonia, the share of students with a job related to their study content is the highest (56%). The majority of employed students (56%) work in a job that is very closely or closely related to their field of study, which is similar to the E:V Estonian results. It appears that when students choose a job, one important factor is that it has to provide self-development opportunities and the necessary work experience for their chosen field of study, which will prove to be rewarding for their entrance into the labour market (Mägi et al. 2012).

Certain fields demonstrate particularly high corre-

lation between the study programme and the job closely related to the field of study. Students in the field of education appear to work in a position that is very closely related to their programme, significantly more often than their fellow students. Given the high share of students working in a job position closely related to their field of study, and the fact that field-specific work experience may affect their study results positively, one may conclude that students in an education programme compared to students in other fields are in a better position to integrate their work-experience with their study content. Previous studies (Mägi et al. 2011) have pointed out that students who work in a job position closely related to their field of study consider it important to apply a set of competencies they have acquired during their studies.



Ksenja Hauptman, Ministry for Education, Science and Sport, Slovenia

Mitja Ravnik, Ministry of Labour, Family, Social Affairs and Equal Opportunities, Slovenia

Marko Ruperčič, Slovenian Student Union, Slovenia

Despite most students work in non-study-related jobs, it is still enables students to impro-

ve transversal (key) competences

In Slovenia, only 35% of students (42% of MA students) work in study-related jobs. Most Slovenian students are planning to become employed in the profession they are studying for.

Based on the data collected by the Slovenian Students Union (Kohont et. al., 2015), around 18% of the students are conducting student work in

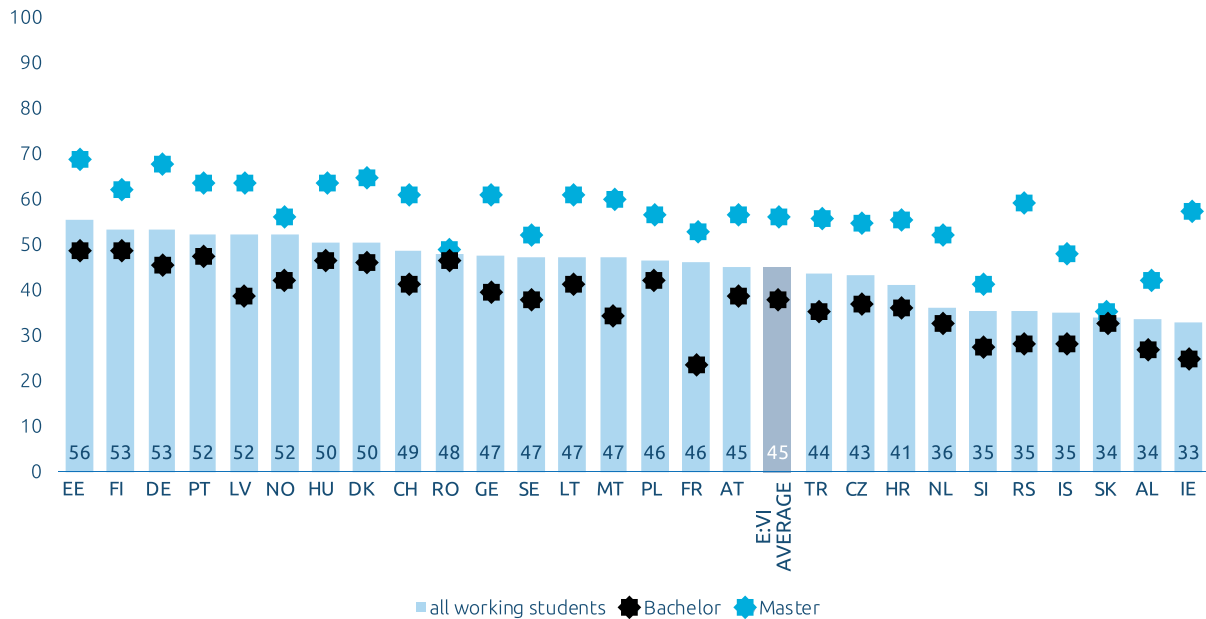
administration, 17% in sales and marketing, and 15% in tourism and bars. Students, during their advancement to senior years, search for work that is more connected to their field of study. There is evidence that most students in Slovenia work in non-study-related jobs and that up to two thirds of the students' work is conducted in simple or manual work, which does not provide experience suited for university students (Šušteršič, 2010, 25). Consequently, the data on study-related jobs fit the perception about typical

student work. It is also similar to the perception and previously recorded data on MA students, who are more likely to engage in study-related work.

However, research on the competences gained with student work (Kohont, 2015) showed that even this type of student work is important in enabling students to improve transversal (key) competences, which employers seek when employing graduates.

Fig. 4.1 Students working in a study-related job by study programme

Share of all working students* whose job is (very) closely related to the content of their studies (in %)



Data source: EUROSTUDENT VI, H35

No data: IT

EUROSTUDENT Question(s): 3.9 How closely related is/are your paid job(s) to the content of your study programme? 1.1 Which study programme are you currently enrolled in?

Note(s): *values present students who work regularly and occasionally during the lecture period.

Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

STUDENTS WORKING IN STUDY RELATED JOBS

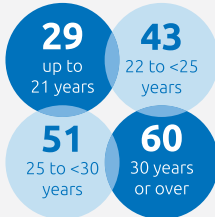
Share of working students whose job is (very) closely related to the content of their studies: unweighted average across EUROSTUDENT countries (in %)

How to read: 45% of working students have a job that is related to their studies. Master students are more often engaged in study related jobs (57%) compared to bachelor students (38%).

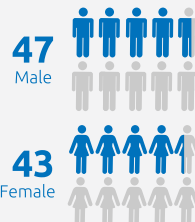


45

All working students



Age



Sex



Type of study programme



Type of HEI

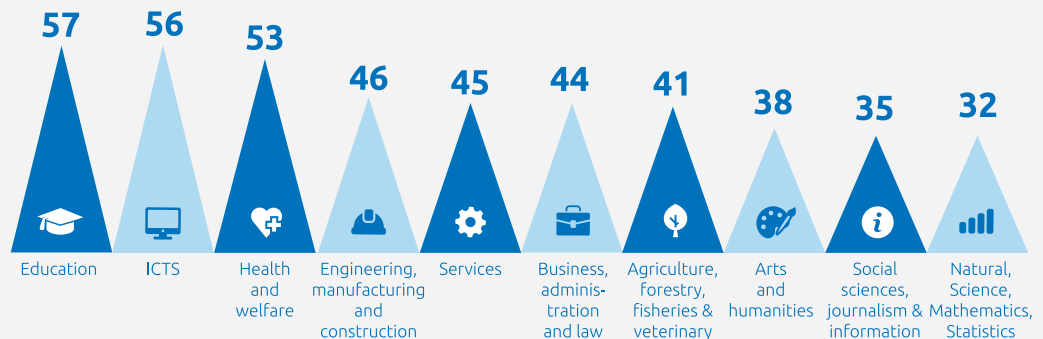


No higher education (ISCED 0-4)



Higher education (ISCED 5-8)

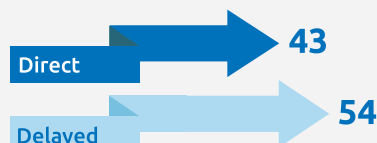
Highest educational attainment of parents



Field of study



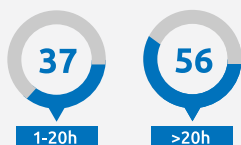
Study intensity



Transition into HE



Dependency on income source



Time spent in (a) paid job(s)



Form of living



Financial difficulties

How do students in a study-related paid job rate their satisfaction?

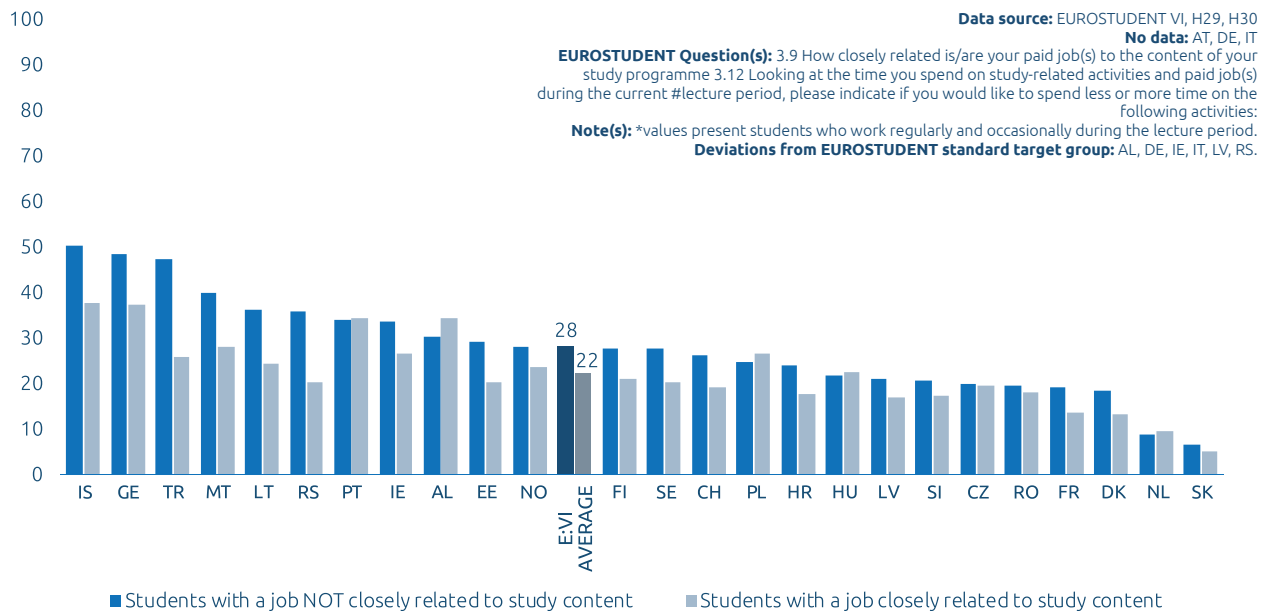
Work-related to a student’s study field might prove to be beneficial, not only for the future career, but also for a smoother study process. EUROSTUDENT VI data, besides capturing information about students’ job relation to study field, also reveals the effect of this relation on students’ satisfaction with their time budget.

In the majority of countries, students working in a study-related position are more satisfied with their time spent on a paid job when compared to their peers with jobs not related to their study content (Fig. 4.2). The results reveal that the share of all working

students who wants to spend less time at their paid jobs is greater among students with jobs not related to their studies

According to the EUROSTUDENT VI average, 28% of working students with jobs not having a relation to studies are not satisfied with the time they spend on paid activities and want to decrease it. Meanwhile, the percentage of students who work in study-related positions and want to spend less time in a paid job is 22%. The trend is only opposite in AL and PL, while in PT, HU, CZ NL there are no differences comparing working students’ satisfaction on their time budgeted by their job’s relation to studies. The highest differences in evaluation of time budget are found in TR and RS.

Fig. 4.2 Students’ assessment of their time spent on a paid job by the job’s relation to study content
Share of all working students who wants to spend less time on their paid job(s) (in %)*



Preparation for the labour market

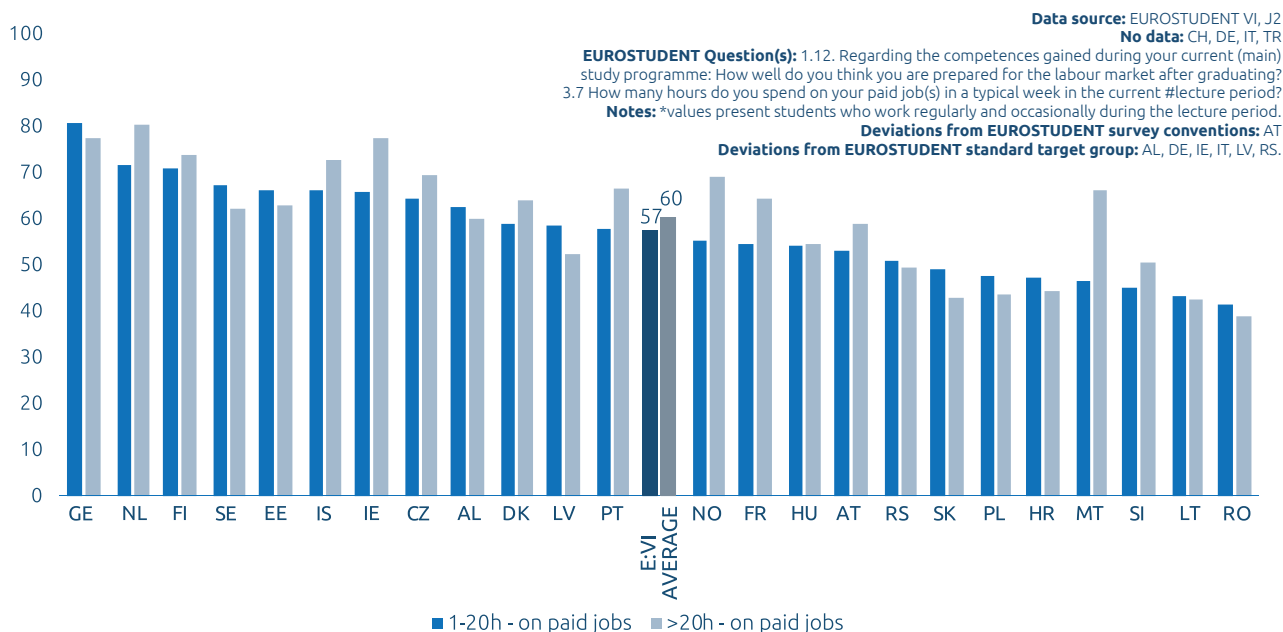
As previously discussed, various studies have shown that work experience during term time might improve the future prospects for students in the labour market. The analysis of working students' motives revealed that gaining experience is the second most important reason to engage in a paid job during studies. In the EUROSTUDENT VI survey, students were asked to assess their preparation for the national and international labour market by their study programmes. While no clear patterns are found in the assessment of preparation for the international labour market, looking at the working students'

preparation for the national labour market, some trends are visible.

In more than a half of EUROSTUDENT VI countries, intensively working students rate their preparation for the national labour market better (Fig. 4.3). Students with more intensive involvement in the labour market more often agree that their current study programme prepares them for national labour market very well, compared to less intensively working students. However, in the remaining countries, the trend is either opposite, or the relation between their engagement in paid jobs and assessment of preparation for the national labour market is vague.

Fig. 4.3 Students' assessment of their preparation for the national labour market by hours spent on paid job

Share of working students assessing their preparation for the national labour market as (very) well (in %)*



METHODOLOGICAL AND CONCEPTUAL NOTES

In order to provide a more holistic and in-depth review, a thematic report is written using a triangulation of methods to collect the data: EUROSTUDENT VI quantitative survey data (primary source), case studies of EUROSTUDENT VI participating countries (primary source) and literature review (secondary source).

- **EUROSTUDENT VI quantitative survey data (used as primary source).** The EUROSTUDENT VI data on employment and time budget identifies how the student employment rate and weekly time budget for study-related activities (taught studies and personal study time) and paid jobs vary across countries and student groups. It also reveals how the students' motives for engaging in paid jobs vary across student groups. Data allowing such analyses of the student employment forms and time budget are rarely available.
- **Case studies of the participating countries (used as primary source).** In order to acquire some in-depth qualitative data, the EUROSTUDENT VI national team members were asked to provide more information about working students. Answers were provided in oral and written forms using semi-structured interviews. Questions were focused on the following main issues: background information about working students, employment as a matter of political

discussion, challenges and/or opportunities that the increasing number of working students presents, description of a "typical" working student, comments on student support systems. We would like to express our special gratitude to researchers from Austria, Estonia, Italy, Czech Republic, The Netherlands, Norway, and Slovenia for their contribution. Selected quotes from answers are inserted into boxes throughout the report illustrating or explaining certain distribution of data.

- **Literature review (used as secondary source).** Please find the references in the annex dedicated to references.

Limitations of the methods.

The EUROSTUDENT VI data does not encompass information on student grades and graduation rates, so it is not possible to capture the effects of employment on academic performance.

Specifics of the EUROSTUDENT survey: every round, questions are reformulated (added, taken out, adjusted according the feedback of the previous round with appearing issues to be highlighted). Therefore, the comparability of data in regard to time seems to be difficult/impossible to fully implement, consequently affecting the depth of analysis.

For details on deviations from EUROSTUDENT conventions, see the EUROSTUDENT database.

DEFINITIONS

Credit mobility/ Temporary study period abroad:

Short-term mobility with the aim of completing a part of a study programme outside of the country of observation.

Delayed transition: A delay of more than 24 months after leaving school for the first time and entering higher education.

Fees: Fees paid to the HEI, including tuition fees, registration fees, examination fees, and administrative fees.

Field of study: Students can be distinguished based on their field of study (according to ISCED-F2013), e.g. information and communication technologies (ICTs).

High intensity students spend more than 40 hours a week on study-related activities.

Interruption of current study programme: Official and unofficial breaks within the current study programme of at least two consecutive semesters (≥ 1 year).

Lecture period: Usually 3 – 4 months, during the course of the semester, when lectures are held and contribute to the students' taught studies is the lecture period.

Lecture-free period: All periods without lecturing,

regardless of any possible legal distinction between lecture-free periods and holidays.

Living costs/costs of living: Students' monthly living costs include accommodation, food, social and leisure activities, transportation, health costs, communication, childcare, debt payment (except mortgage), and other regular costs (e.g. clothing, toiletries).

Low intensity students spend between 0 and 20 hours a week on study-related activities.

Paid job during the lecture period: Paid work alongside studies during the lecture period. Two kinds of jobs fall under this category: jobs during the entire semester (regular paid job) and jobs from time to time during the lecture period (occasional paid job).

Personal study time: Time students spend on self-preparation separate from taught studies. This includes: studying, homework, reading, and learning the material.

Students with/without higher education background: Students with higher education background, who have parents of which at least one has attained a tertiary education degree. In terms of ISCED 2011, this means that at least one of these students' parents has successfully completed a short-cycle tertiary degree (level 5), a Bachelor's (level 6) or

Master's degree (level 7), or a doctorate (level 8) or their national equivalent. Students without higher education background have parents whose highest educational degree is no higher than ISCED 2011 level 4 (post-secondary non-tertiary education).

Studies, taught: Students' contact hours. Including lectures, tutorials, seminars, lessons, etc. and is reported in clock hours (60 min./hour) regardless of course hours, which may differ from this format.

Study-related activities: See > Studies, taught, > Personal study time.

Time budget in a typical week: Reports of the time spent on study-related and employment related activities throughout the course of a typical week (including weekend), reflecting the student's routine during the study term/ semester as closely as possible.

Work intensity:

More intensively working students: students who work more than 20 hours per week during the lecture period.

Less intensively working students: students who work from 1 to 20 hours per week during the lecture period.

FOCUS GROUPS NAMES AND SYMBOLS

Name of variable	Values	Further explanation
Socio-demographic characteristics of students		
Age group	<ul style="list-style-type: none"> ◆ < 22 years ◆ 22 - 24 years ◆ 25 - 29 years ◆ 30 years and older 	-
Educational background	<ul style="list-style-type: none"> ▲ with higher education background ▼ without higher education background 	<p>Students are grouped according to the highest educational attainment of at least one of their parents.</p> <p>In EUROSTUDENT, students with higher education background have parents of which at least one has attained a tertiary education degree. In terms of ISCED 2011, this means that at least one of these students' parents has successfully completed a short cycle tertiary degree (level 5), a Bachelor's (level 6) or Master's degree (level 7), or a doctorate (level 8) or their national equivalent. In some countries, these national equivalents may not be considered to be a part of higher education (Box B2.1).</p> <p>Students without higher education background have parents whose highest educational degree is no higher than ISCED 2011 level 4 (post-secondary non-tertiary education).</p>
Impairments	<ul style="list-style-type: none"> ● students with impairments ● students without impairments 	<p>This focus group distinguishes between students with and without impairments, regardless of whether the impairments limit the students in their studies or activities people usually do. Impairments include chronic physical diseases, long-term health problems, functional limitations, mental health problems, sensory, vision or hearing impairments, learning disabilities, and mobility impairments.</p>
Sex	<ul style="list-style-type: none"> ■ male ● female 	-
Living conditions		
Dependency on income source	<ul style="list-style-type: none"> ✚ dependent on family support 	<p>A student is considered dependent on an income source if one of the three sources "support from family/partner" (including transfers in kind), "self-</p>

Age group	<ul style="list-style-type: none"> ✦ dependent on self-earned income ✦ dependent on national public student support 	earned income" or "public support" provides more than 50% of the student's total income (total income includes transfers in kind). Students with a mixed budget (i.e. no source providing more than 50% of total income) are not assigned to a group.
Financial difficulties	<ul style="list-style-type: none"> ★ with financial difficulties ★ without financial difficulties 	This focus group distinguishes between the two groups based on a student's self-assessment.
Housing situation	<ul style="list-style-type: none"> 🏠 living with parents 🏠 not living with parents 	-
Students in paid employment	<ul style="list-style-type: none"> 0 h 1-20 h >20 h 	Three groups are distinguished based on the extent of their regular paid employment during term time, not taking into account employment from time to time during the semester or paid jobs during the holidays.
Study conditions		
Field of study		<p>This focus group distinguishes students based on their field of study according to ISCED-F2013 as follows:</p> <ul style="list-style-type: none"> education (incl. teacher training) arts and humanities social sciences, journalism and information business, administration, and law natural sciences, mathematics and statistics information and communication technologies (ICTs) agriculture, forestry, fishery and veterinary health and welfare services <p>EUROSTUDENT data can be differentiated by all fields of study, but not all fields will be used as focus groups in this report.</p>
Study intensity	<ul style="list-style-type: none"> ⊕ high intensity ⊖ low intensity 	This indicator groups students into three categories according to their weekly workload in a typical week for study-related activities (taught courses and



		<p>personal study time).</p> <p>Low intensity students spend between 0 and 20 hours a week on study-related activities.</p> <p>High intensity students spend more than 40 hours a week on study-related activities.</p>
Type of higher education institution (HEI)	<ul style="list-style-type: none"> ■ university ■ non-university 	<p>Types of higher education institutions are distinguished based on national legislation and understanding.</p> <p>If a distinction between types of higher education institutions exists within a country, institutions classified as universities are typically allowed to award doctoral degrees. Other types of HEIs, depending on national legislation, may include universities of applied sciences, polytechnics, professional HEIs and similar institutions which offer higher education programmes covered in the EUROSTUDENT standard target group. These are included in the EUROSTUDENT focus group “non-university”.</p>
Type of study programme	<ul style="list-style-type: none"> ● Bachelor ● Master 	<p>Within the EUROSTUDENT standard target group, which covers all types of HE study programmes, students currently enrolled in a Bachelor degree programme and students currently enrolled in a Master degree programme are two special focus groups often used throughout the report. All data are also available for short-cycle programmes, short national degrees, long national degrees, and are presented on occasion and are available in the online database.</p>
Study-related background		
Transition route	<ul style="list-style-type: none"> ■ delayed transition ■ direct transition 	<p>This focus group distinguishes students according to the duration between leaving the school system for the first time and entering HE.</p> <p>Direct transition students have a delay of no more than 24 months between leaving school and entering HE.</p> <p>Delayed transition students have entered HE for the first time more than 24 months after leaving the school system for the first time.</p>

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Combining studies and paid jobs / Kristina Masevičiūtė, Vaida Šaukeckienė, Eglė Ozolinčiūtė.

ISBN 978-609-468-169-1

This thematic review (TR) is one of the EUROSTUDENT project outputs. It provides a comprehensive overview of the situation of higher education students who engage in paid work alongside their studies across 28 countries participating in the sixth round of the EUROSTUDENT project.

Adopting a comparative perspective, the TR provides information on the scope of working alongside studies, the composition of the working student body, the time budget of working students and their satisfaction with it, and their motives for engaging in paid employment, with the aim of inspiring policy debates on the social dimension in higher education systems, and on designing funding and student support systems.

COMBINING STUDIES AND PAID JOBS

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Design: Paulė Gumbelevičiūtė

Edition: 1,000 copies

Number of pages: 70

Publishing House: UAB "Araneum"
J. Jasinskio g. 16G, LT-03163, Vilnius
E-mail: pardavimai@araneum.lt
www.araneum.lt

Printed in Lithuania, 2018

ISBN 978-609-468-169-1



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