

# Neither male nor female: non-binary students and challenges they face

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**EUROSTUDENT 8**  
**Intelligence Brief**

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A gender-equal European Higher Education Area (EHEA) must include all genders. If diversity and equality are to be achieved, it is particularly important to include disadvantaged and under-represented students (Advisory Group 1 on Social Dimension, 2020). Consequently, European higher education policy and research must also include students who identify outside the binary categories of man and woman. The results of the EUROSTUDENT 8 data presented show that this under-researched group of students is among the most disadvantaged students, often burdened by health problems and discrimination.

The data from EUROSTUDENT 8 offer comparable insights into the experiences of discrimination and detailed information on mental health for several European countries for the first time. Furthermore, data on students outside the female/male categories are now available for 13 countries. Therefore, this intelligence brief provides **a first comparative investigation of the experiences of discrimination and mental health of non-binary students in Europe**. It is important to note that this is a brief bivariate investigation of a complex topic that cannot be summarised in a few simple conclusions. Nevertheless, there are considerable differences in the study experience between students with binary and non-binary gender indications. These findings provide impetus for in-depth research into the structural relationships between the experiences of non-binary students, discrimination, and mental health. For further research, intersectional analyses, multivariate and mixed methods, relevant literature and, in the longer term, improved data collection on gender must play an important role.

## State of research

One of the social shifts of recent years has been the increased awareness of the queer-feminist critique that human beings cannot be divided in only two gender categories along a certain set of bodily characteristics. The criticism includes that everyone is expected to develop along the lines of a female *or* male body, to identify as a woman *or* man accordingly, and to behave in conformity with female *or* male stereotypes. In a similar manner to the critiques of earlier feminist perspectives regarding the construction of women as subordinate to men, a queer-feminist perspective exposes the binary categorisation of gender as a powerful social order that limits individuals beyond conventional norms and deprives people of opportunities to live – or even to survive (Butler, 2004). Non-binary gender identities are increasingly becoming a subject of public discourse and are gaining visibility. Despite this, there is still little research on transgender or intersex students<sup>1</sup>, but existing studies indicate that they are more frequently affected by psychological stress, experiences of discrimination, and financial insecurity (Beemyn, 2019; Garvey & Dolan, 2021; Goldberg, Kivalanka, et al., 2019; Valentine & Wood, 2009).

The first international comparative analysis of the living and study situation of non-binary students among European countries was carried out based on the EUROSTUDENT VII microdata (Cuppen et al., 2023), covering data from eight countries (Dau, 2023, forthcoming). Three key findings are that non-binary students are much more likely to report health problems, with a comparatively high frequency of mental health problems; they are significantly more likely to report financial difficulties across countries; they are more likely to consider dropping out of studies and also rate their study situation in some aspects worse than male and female students. Regression analyses and literature suggest that these disadvantages result from experiences of minority stress or discrimination (Williams et al., 2020), a lack of financial support due to a strained relationship with parents (Rehr & Regan, 2022), and a lack of a sense of belonging at university (Garvey & Dolan, 2021).

<sup>1</sup> Transgender/trans means that people identify with a gender other than the sex they were assigned at birth. Transgender people can identify with binary (woman/man) and non-binary gender categories. Intersex/inter is used as a (self-)description of people with bodily characteristics that do not clearly correspond to the medical norms of male or female, and they may use different terms for their gender identity. For further definition see Matsuno & Budge (2017).

## Results

The way in which gender was surveyed in the EUROSTUDENT project can be criticised, e.g. the categories do not fulfil sufficient criteria to describe students who have chosen the given non-binary categories as transgender, intersex, or with another specific gender identity (Dau, 2023, forthcoming). Despite the methodological challenges, some striking differences can be observed between students who selected one of the binary categories (female or male) and those who chose one of the non-binary categories (“Other” or “I prefer not to assign myself to the above-mentioned categories”). In addition, results presented here from EUROSTUDENT 8 and results of the first analysis with EUROSTUDENT VII data (Dau, 2023, forthcoming) are consistent with the existing research on transgender and intersex students.

Furthermore, students who state their gender as “Other” or “I prefer not to assign myself” have similar characteristics in all aspects analysed.

Quantitative analysis of people with non-binary gender identity is complicated by the fact that there are hardly any estimates of their proportion in the general population and the existing estimates differ in their counting methods. However, it is reasonable to assume up to 2 % of transgender and intersex individuals in the total population (Blackless et al., 2000; GIRES, 2011; Herman et al., 2022; Preves, 2002; Spizzirri et al., 2021). Although the distribution within the European student population may vary, the current data total 1.2 % (see Table 1).

**Table 1. Frequency table of weighted case numbers by sex/gender indication**  
(only countries with case numbers in at least one non-binary gender category)

	AT	CZ	DE	EE	FI	FR	HR	IE	IS	LT	NL	PT	RO	Total %
<b>Female</b>	23 696	8332	3176	2224	3883	24 608	4520	11 106	2481	991	4717	5721	9019	55
<b>Male</b>	18 942	6303	3153	1413	2803	19 432	3189	9687	1299	726	3960	4714	7003	44
<b>Other</b>	407		37		65	412		66	t.f.c		41		t.f.c	0.5
<b>Prefer not to assign myself</b>	270	163	t.f.c	45			89	257	35	56	125	169	75	0.7

**t.f.c:** too few cases (empty fields indicate that the category was not surveyed in the respective country).

**Data source:** EUROSTUDENT 8. **No data:** AZ, CH, DK, ES, GE, HU, LV, MT, NO, PL, SE, SK.

**Data collection:** Spring 2022 – summer 2022, except DE (summer 2021), AT, FR, PT, RO (spring 2023 – summer 2023).

**EUROSTUDENT question:** 6.2 What is your #sex?

**Notes:** AZ, MT, SK offered non-binary categories, but number of cases below 30.

**Deviations from EUROSTUDENT survey conventions:** AT, CZ, RO.

**Deviations from EUROSTUDENT standard target group:** IE, NL.

## Socio-economic and higher education characteristics

Looking at some of the relevant characteristics in the light of the previous analysis (Dau, 2023, forthcoming), there is again no cross-national trend between binary and non-binary students in terms of a different age structure or being an international student. But EUROSTUDENT 8 data show, as do the previous analysis, that non-binary students are more than two times more likely to be enrolled in **Arts & Humanities** and half as likely to be enrolled in Business, Administration & Law across countries. Another pattern that recurs is that the parents of non-binary students are more likely to

have an academic degree (5 %pt difference), but are more often perceived by their children as not being financially well-off (6 %pt. difference in the cross-national averages between non-binary and binary students). Another recurring key finding is that non-binary students are **more likely to report financial difficulties** in most countries analysed (except Germany, Ireland, Portugal; across countries 8 %pt. more often than binary students) and indicate more often to be unable to pay an unexpected bill (neither themselves nor someone else would pay for them).

## Health

### *Impairment limiting their studies*

In all countries analysed, students in both non-binary categories are much more likely to report having at least one health impairment that is limiting them in their studies: 63 % of students in the “Other” gender category and 47 % of students in the “I prefer not to assign myself” category report this (see Table 2). On average, 55 % among the non-binary students report an impairment, which is 36 %pt. more than female or male students report (19 % binary average). The smallest difference between non-binary and binary students can be observed in Lithuania, where non-binary students are still 11 %pt. more likely than binary students to have a health impairment. Students in the “Other” category are much more likely to indicate this in all countries, at least the half of

those reporting a health impairment: from 50% in Germany to up to 72% in Finland (and a minimum difference between binary and non-binary students of 32 %pt. in Germany and a highest difference of 46 %pt. in the Netherlands).

Mental health is the most frequently reported health impairment that affects the studies for non-binary students of both categories. More than half of the students who selected the “Other” option report a mental health problem (55 %). Among students who chose “I prefer not to assign myself”, the value is 36 %. Furthermore, learning difficulties (dyslexia), another longstanding health problem (not specified), and chronic physical illness are among the most reported types of disability among non-binary students.

Table 2. **Proportion of those having at least one impairment limiting them in their studies** (cross-country gender averages in %)

<b>Female</b>	22
<b>Male</b>	15
<b>Other</b>	63
<b>Prefer not to assign myself</b>	47

**Data source:** EUROSTUDENT 8. **No data:** AZ, CH, DK, ES, GE, HU, IS, LV, MT, NO, SE, SK.

**Data collection:** Spring 2022 – summer 2022, except DE (summer 2021), AT, FR, PT, RO (spring 2023 – summer 2023).

**EUROSTUDENT question:** 6.13 Please indicate if you have a disability, impairment, long-standing health problem, functional limitation or learning disability. 6.14 [only students who have indicated an impairment in 6.13] For at least the past 6 months, to what extent have you been limited [in your studies] because of your health problem(s)? Adapted from Global Activity Limitation Indicator (Eurostat).

**Notes:** Average over all countries with at least one non-binary category; averages on “female” and “male” students include 12 countries, “Other” includes six countries, “I prefer not to assign myself” includes nine countries.

**Deviations from EUROSTUDENT survey conventions:** AT, CH, FR, RO, SE.

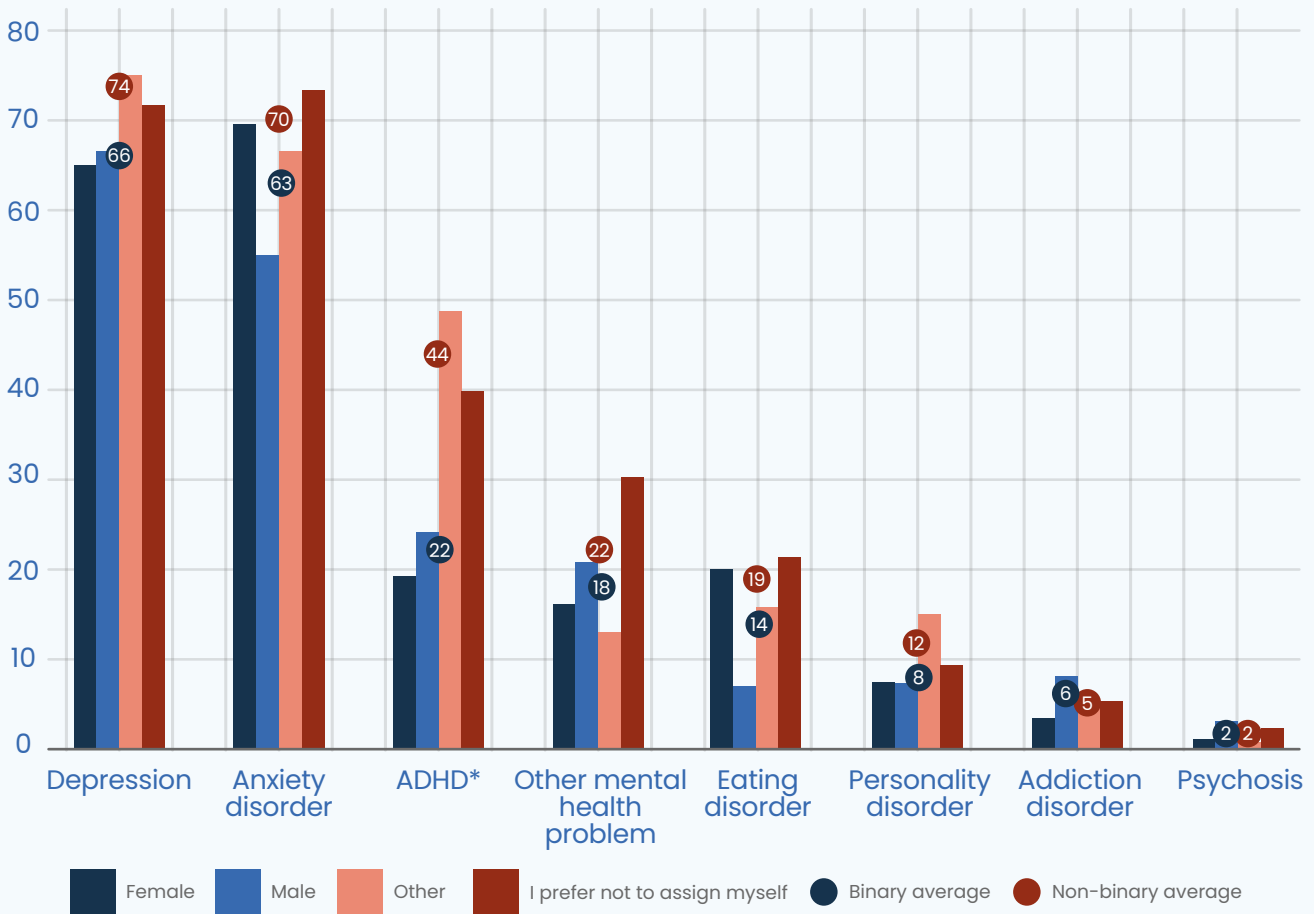
**Deviations from EUROSTUDENT standard target group:** IE, NL.

*Mental health*

Since mental health is one of the most frequently stated health impairments among non-binary students, it is worth taking a closer look at it (see Figure 1): There is no difference between non-binary and binary students in the ranking of the

most frequently cited mental health problems, although there is a great difference in the frequency of those affected. Depression, anxiety disorders, and ADHD are the most frequently cited, with non-binary students reporting ADHD far more often than binary students.

**Figure 1. Specific types of mental health problems, for students indicating having a limiting mental health problem (cross-country gender averages in %)**



**Data source:** EUROSTUDENT 8. **No data:** AZ, CH, DE, DK, EE, ES, FR, GE, HR, HU, IS, LT, LV, MT, NO, RO, SE, SK.

**Data collection:** Spring 2022 – summer 2022, except AT, PT (spring 2023 – summer 2023).

**EUROSTUDENT question:** 6.13 Please indicate if you have a disability, impairment, long-standing health problem, functional limitation or learning disability. M1.4 Please specify your mental health problem(s) – whether it is medically diagnosed or not [only students who have indicated an impairment in 6.13 and (severe) limitation of studies in 6.14].

**Notes:** \*ADHD: Attention deficit hyperactivity disorder. Average over all countries with at least one non-binary category; averages for “female” and “male” include 6 countries AT, CZ, FI, IE, NL, PT; “Other” two countries AT, FI; “I prefer not to assign myself” five countries AT, CZ, IE, NL, PT.

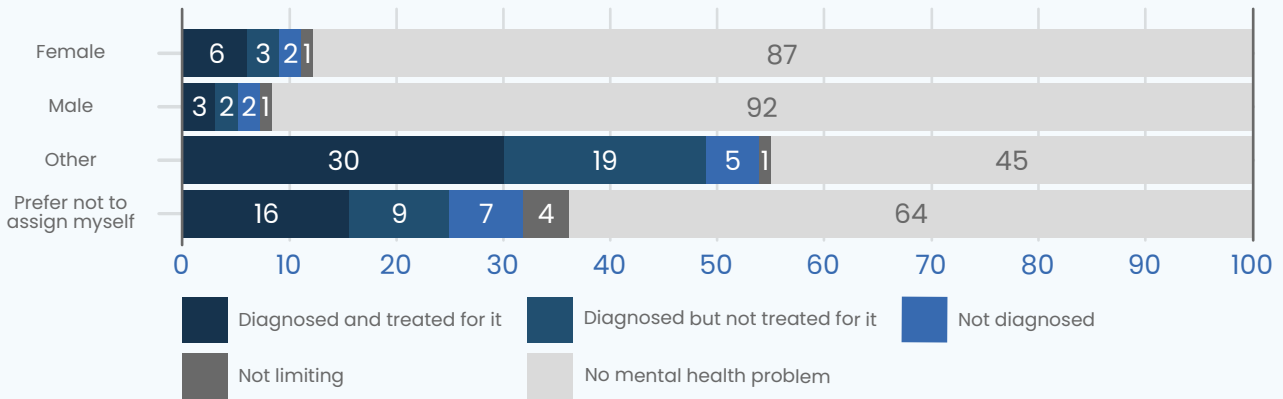
**Deviations from EUROSTUDENT survey conventions:** AT, FR, RO, SE.

**Deviations from EUROSTUDENT standard target group:** IE, NL.

It was also asked whether these self-reported mental health problems are officially diagnosed and/or treated, to better assess the severity of the problems. Non-binary students are also much

more likely to report that their mental health problems have been both diagnosed and treated (see Figure 2).

**Figure 2. Diagnose of mental health problem by professional (cross-country gender averages in %)**



**Data source:** EUROSTUDENT 8. **No data:** AZ, CH, DE, DK, ES, GE, HU, IS, LV, MT, NO, SE, SK.

**Data collection:** Spring 2022 – summer 2022, except AT, FR, PT, RO (spring 2023 – summer 2023).

**EUROSTUDENT question:** M1.5 Has your mental health problem been diagnosed by a medical professional (psychotherapeutic, psychiatric or neurological)? [Only students who have indicated “Mental health problem” in v6.13 and (severe) limitation of studies in v6.14].

**Notes:** Average over all countries with at least one non-binary category, averages for “female” and “male” include 11 countries, “Other” five countries, “I prefer not to assign myself” nine countries.

**Deviations from EUROSTUDENT survey conventions:** AT.

**Deviations from EUROSTUDENT standard target group:** IE, NL.

## Well-being

Another new topic in EUROSTUDENT 8 is data on well-being, which includes The World Health Organisation- Five Well-Being index (WHO-5) as a widely used measure of current mental well-being (e.g. feelings of cheerfulness, calmness, activity,

see methodological notes in Cuppen et al., 2024). Again, non-binary students have a lower mean score and thus report lower levels of well-being. However, the differences are not as pronounced as in the case of health impairments.

**Table 3. WHO-5 mental well-being scale from 0 (low well-being) to 100 (high well-being) (cross-country gender averages in %)**

	MEAN
Female	48
Male	53
Other	40
Prefer not to assign myself	41

**Data source:** EUROSTUDENT 8. **No data:** AZ, CH, DE, DK, ES, GE, HU, IS, LV, MT, NO, SE, SK.

**Data collection:** Spring 2022 – summer 2022, except AT, FR, PT, RO (spring 2023 – summer 2023).

**EUROSTUDENT question:** M1.6 Please indicate for each of the 5 statements which is closest to how you have been feeling over the past 2 weeks. 1. I have felt cheerful and in good spirit 2. I have felt calm and relaxed 3. I have felt active and vigorous 4. I woke up feeling fresh and rested 5. My daily life has been filled with things that interest me. These statements are answered on a six point-scale with the following answer categories: all of the time (5), most of the time (4), more than half of the time (3), less than half of the time (2), some of the time (1), and at no time (0).

**Notes:** Average over all countries with at least one non-binary category, averages for “female” and “male” include 11 countries, “Other” five countries, “I prefer not to assign myself” nine countries.

**Deviations from EUROSTUDENT survey conventions:** FR, NO.

**Deviations from EUROSTUDENT standard target group:** IE, NL.

## Feeling isolated

Feelings of isolation are also strongly related to mental health (Cuppen et al., 2024). Non-binary students are more likely to report feeling isolated from others “all the time” across countries. Like binary students, they most often report feeling isolated from fellow students, then from others in general, then from friends, and least likely from partners/family. On average, non-binary students

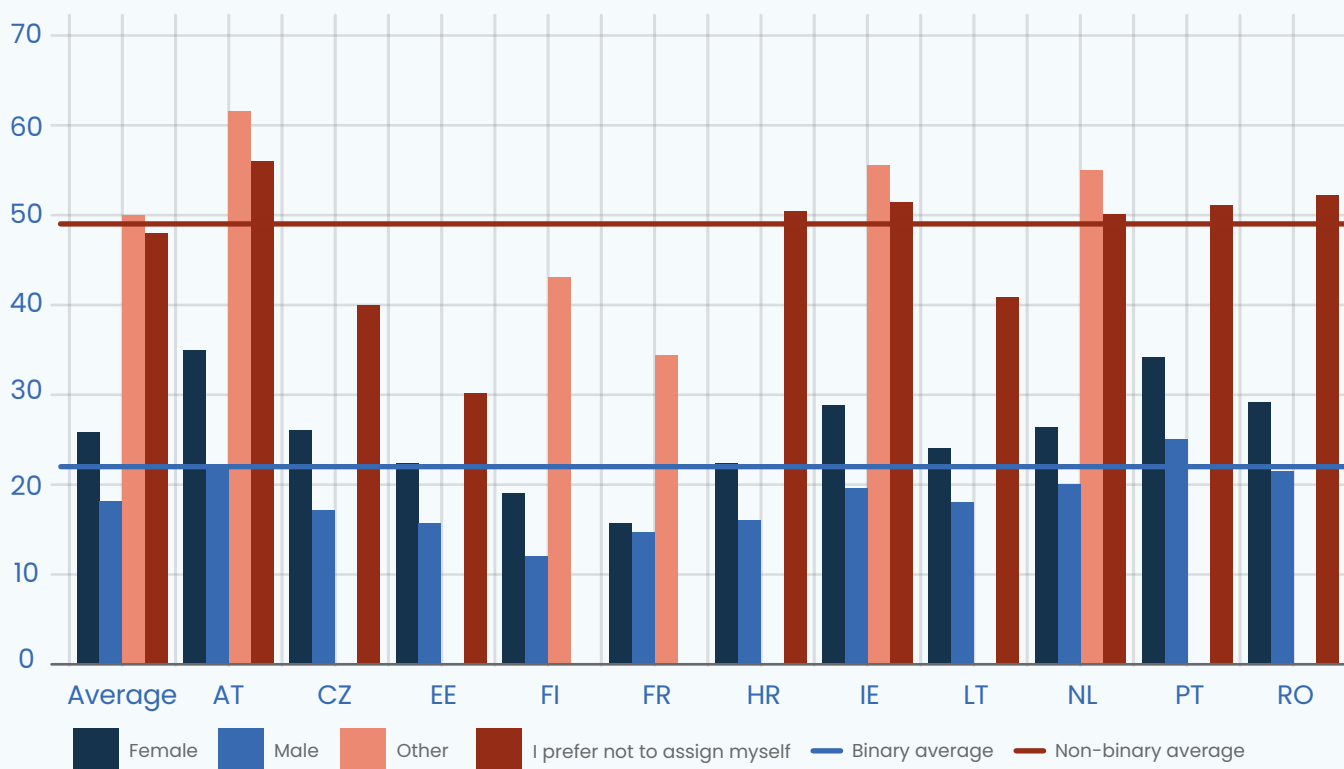
feel more often isolated from their fellow students than binary students in nearly all countries (except for Finland and Lithuania). In the Czech Republic and Estonia, more than 20 % among non-binary students feel isolated “all of the time” from their fellow students, while the value is lowest in the Netherlands at 10 % (with 4 %pt. difference to the binary average).

## Discrimination

Half of the students in the two non-binary categories, “Other” (50 %) and “I prefer not to assign myself” (48 %), report having been discriminated against in the context of their studies. That is twice as many as female students (26 %) and more than twice as many as male students (18 %). The

differences between non-binary and binary students are particularly large in Croatia (31 %pt.), Austria and Ireland (both 30 %pt.), and the Netherlands (29 %pt.). The smallest difference is observed for Czech Republic (still 16 %pt.).

Figure 3. **Discriminated against in the context of one’s studies in % by gender and countries**



**Data source:** EUROSTUDENT 8. **No data:** AZ, CH, DE, DK, ES, GE, HU, IS, LV, MT, NO, SE, SK.

**Data collection:** Spring 2022 – summer 2022, except AT, FR, PT, RO (spring 2023 – summer 2023).

**EUROSTUDENT question:** M4.2 Have you ever felt discriminated against in the context of your studies due to your ...[reason]. Adapted and expanded from the European Social Survey (2018).

**Notes:** Average over all countries with at least one non-binary category, averages for “female” and “male” include 11 countries, “Other” five countries, “I prefer not to assign myself” nine countries.

**Deviations from EUROSTUDENT survey conventions:** FR.

**Deviations from EUROSTUDENT standard target group:** IE, NL.

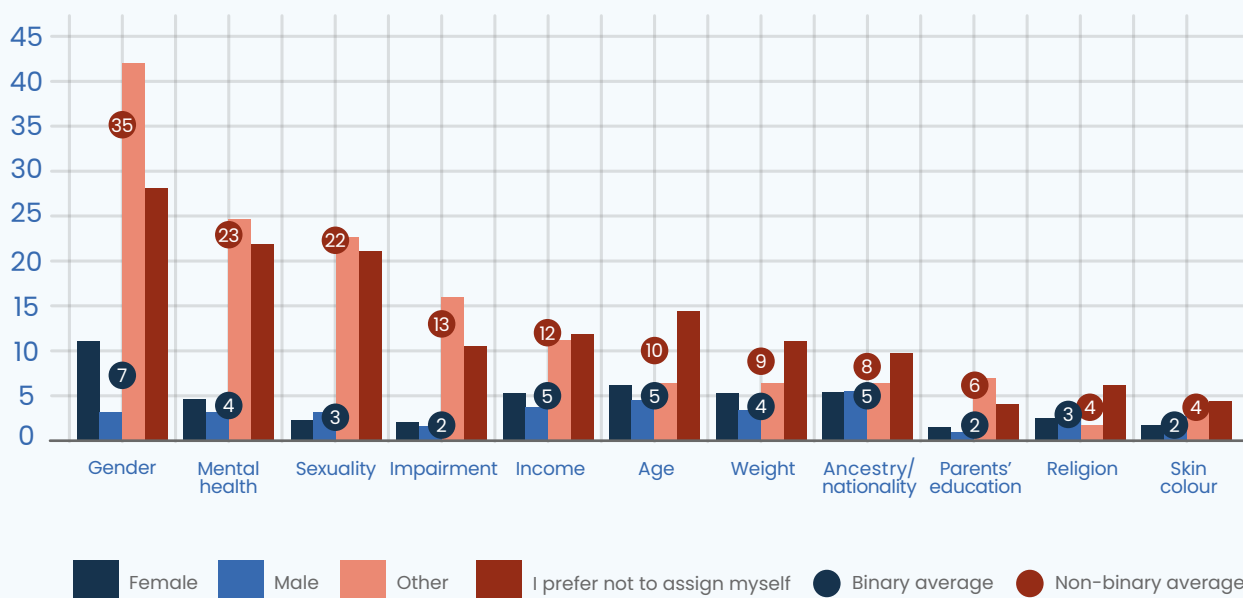


*Different dimensions of discrimination*

Students were asked against which personal characteristic they had experienced discrimination, with one dimension relating to a specific characteristic (e.g., one can experience discrimination against one’s gender, sexuality, skin colour, weight, disability, or several of these dimensions). While non-binary students are, on average, affected by two different dimensions of discrimination across

countries, the average across countries for binary genders is 0.5. Gender, mental health, and sexuality are the most frequent personal characteristic against which non-binary students experience discrimination. Gender is also the most frequently mentioned dimension among binary students (followed by age, see Menz & Mandl, 2024), but the prevalence is very different between binary and non-binary students (see Figure 4).

**Figure 4. Experiences of discrimination related to specific personal characteristics by cross-country gender averages in % (sorted by non-binary averages)**



**Data source:** EUROSTUDENT 8. **No data:** AZ, CH, DE, DK, ES, GE, HU, IS, LV, MT, NO, SE, SK.

**Data collection:** Spring 2022 – summer 2022, except AT, FR, PT, RO (spring 2023 – summer 2023).

**EUROSTUDENT question:** M4.2 Have you ever felt discriminated against in the context of your studies due to your ...[reason]. Adapted and expanded from the European Social Survey (2018).

**Notes:** Average over all countries with at least one non-binary category, averages for “female” and “male” include 9 to 11 countries, “Other” four to five countries, “I prefer not to assign myself” eight to nine countries (see deviations below).

**Deviations from EUROSTUDENT survey conventions:** FR no data for gender, mental health, sexuality, impairment, ancestry/ nationality, parent’s education. RO same as FR, but parents’ education available.

**Deviations from EUROSTUDENT standard target group:** IE, NL.



### *Hostile ad hominem behaviour<sup>2</sup>*

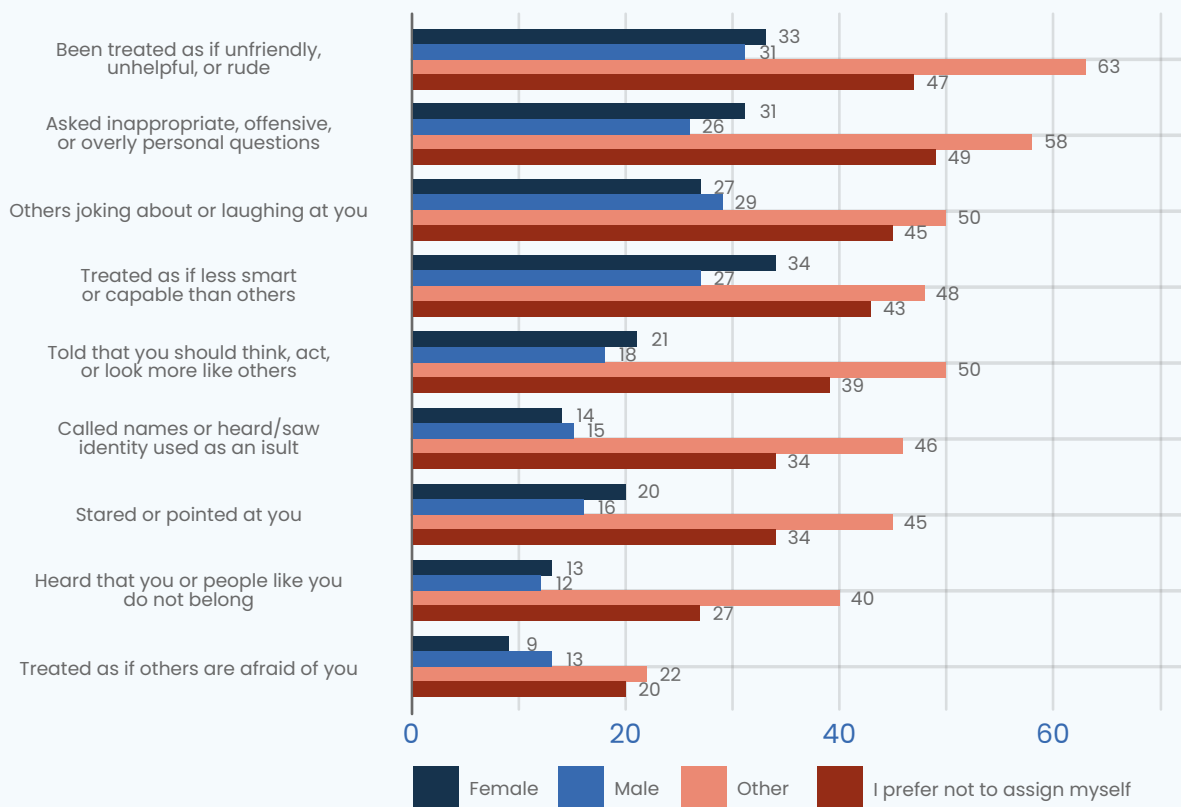
Students in both non-binary categories report having experienced some form of hostile ad hominem behaviour more often than they report being discriminated against; over two-thirds of students in the “Other” category (69 %) and 59 % of “I prefer not to assign myself” have experienced hostile behaviour in the context of higher education in the past year. Compared to the binary cross-country average of 36 % (female 39 %, male 34 %), non-binary students are 33 %pt. and 23 %pt. more often affected. In all countries, non-binary students have experienced some form of hostile behaviour strikingly more often than binary students, but there are also differences in prevalence between countries. In Ireland, 85 % of non-binary students report having experienced hostile behaviour in the last year, followed by Finland with the second highest rate of 72 % reporting this (both “Other” category). The lowest rate can be found in Croatia, where still 47 % of students of the non-binary category (“I prefer not to assign myself”) indicate this, compared with 27 % of female and 24 % of male students.

An analysis of the individual forms of hostile behaviour shows that non-binary students in the “Other” category are by far the most likely to report having experienced any form of hostile behaviour (see Figure 5). Around half of all non-binary students across countries report that they have been treated as if unfriendly, unhelpful, or rude (cross-national average 55 %), asked inappropriate, offensive, or overly personal questions (53 %), and that others have joked about or laughed at them (48 %). The greatest differences between non-binary and binary students appears to be that non-binary students are (1) asked inappropriate questions much more often, (2) that others tell them they should think, act, or look more like others and that (3) they are called names or hear/see their identity used as an insult far more frequently (for all three behaviours, there is a difference of 25 %pt. between non-binary and binary students). These are the same three behaviours that non-binary students report having experienced most often more than once or twice in the past year (about 10 % of non-binary students across all countries have experienced them “many times in the past year”).

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2 The term “hostile ad hominem behaviour” is used as an umbrella term to encompass specific hostile situations that students may have encountered (e.g., hearing their identity used as a form of insult, being treated in a manner that suggests they are intellectually inferior to others). The term “discrimination experiences” is used in this context to refer to instances of discrimination based on specific criteria, such as gender, weight, or disability. For more methodological details, see Menz & Mandl, 2024.

**Figure 5. Proportion of students indicating specific hostile ad hominem situations in the context of their studies** (sorted by non-binary averages, cross-country gender averages in %)



**Data source:** EUROSTUDENT 8. **No data:** AZ, CH, DE, DK, ES, FR, GE, HU, IS, LV, MT, NO, SE, SK.

**Data collection:** Spring 2022 – summer 2022, except AT, PT, RO (spring 2023 – summer 2023).

**EUROSTUDENT question:** M4.3 In the context of your studies: Because of who you are, have you ... 1. heard, saw, or read others joking about or laughing at you? 2. been treated as if you are unfriendly, unhelpful, or rude? 3. been called names or heard/saw your identity used as an insult? 4. been treated as if others are afraid of you? 5. been stared or pointed at? 6. been told that you should think, act, or look more like others? 7. heard that you or people like you don't belong? 8. asked inappropriate, offensive, or overly personal questions? 9. been treated as if you are less smart or capable than others? 10. exposed to unwanted sexual attention (i.e. comments, unwanted physical touching or kisses)? 11. been subjected to physical violence? These statements are answered on a four point-scale with the following answer categories: Yes, many times in the past year (1), Yes, once or twice in the past year (2), Yes, but not in the past year (3), Never (4).

**Notes:** Average over all countries with at least one non-binary category, averages for "female" and "male" include 10 countries, "Other" four countries, "I prefer not to assign myself" nine countries.

**Deviations from EUROSTUDENT standard target group:** IE, NL.

Besides that, non-binary students experience sexual harassment more often (non-binary cross-national average 30 % vs. 18 % female, 6 % male), and they report experiencing physical violence on average twice as often (non-binary average 12 % vs. 6 % binary average). Non-binary

students also feel more often unsafe at university, and even more in their neighbourhood, whereby the sense of security of non-binary students is rather comparable with those of female students in a cross-national comparison, and they differ from male students in particular.

## Policy recommendations

Health and a sense of belonging are considered essential for the successful completion of studies (Cuppen et al., 2024), which is why it is not surprising that the EUROSTUDENT VII (Dau, 2023, forthcoming) and EUROSTUDENT 8 data show that non-binary students are more likely to have serious thoughts of completely abandoning their higher education studies. The reasons behind the higher prevalence of mental health problems among non-binary students remain complex. An often-mentioned argument is that experiences of discrimination and minority stress can contribute to the risk of mental health problems (Bocking et al., 2013; Puckett et al., 2020; Tankersley et al., 2021). All data are self-reported and may reflect a greater awareness or sensitivity among different gender groups or countries (Menz & Mandl, 2024). However, there is no doubt that people who do not conform to the prevailing norms are reminded of this by their social environment, sometimes less and sometimes more violently or intentionally. As the presented data show, there are worrying differences between non-binary and binary students, particularly in relation to the experience of discrimination. This highlights the necessity for action in both research and policymaking. In the literature, some measures are proposed that should be implemented by universities and from which not only non-binary students would benefit (see for example Park, 2016; Beemyn and Rankin, 2019; Goldberg, Beemyn and Smith, 2019; Lawrence and Mckendry, 2019). All listed measures have in common that they contribute to inclusion, greater acceptance, and representation of gender non-conforming students, most of them with little to no financial cost for higher education institutions:

- Adopt internal documents (policies and protocols) that explicitly consider gender identity, gender expression, and gender-neutral language.
- Allow registration with a self-chosen pronoun and name at universities.
- Teachers should use gender-neutral pronouns or ask for self-chosen pronouns in spoken and written interactions (e.g., teachers should avoid reading lists of registered names out loud in the classroom or use gender-neutral salutations in e-mails). No one should assume the gender of a person only by physical appearance or name.
- Promote contact points and student associations for trans, inter, and non-binary persons to find like-minded people and advice, as peer groups within universities can be particularly valuable for trans, inter, and non-binary individuals.
- Request or conduct workshops, events and other educational programmes that promote awareness, recognition, and inclusion of trans and inter people (which could also be visible on the websites of the universities).
- Set up psychological counselling centres whose staff are trained to deal with gender-related questions and LGBTQIA concerns.
- Develop transgender-inclusive curricula in research and teaching (e.g., lecturers should not use only examples of women and men in teaching contents).
- Employment and involvement of inter and trans academic staff in teaching and researching and the development of measures.

- Support adjustments in the infrastructure like sanitary facilities or changing rooms for inter and trans students and staff.
- Offer and facilitate financial support for low-cost psychotherapeutic treatments for students (as health impairments can also have an impact on the financial situation).
- More scholarships to students affected by gender-based stigmatisation (regardless of the parents' income as research showed that parents often reject the identity of their children).



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# Methodological notes

## Deviations from EUROSTUDENT survey conventions

### Table 1

**Question 6.2 – AT:** Students were asked which sex they are registered with at their HEI, offering six answer categories. Afterwards, they were asked whether the registered sex is in accordance with the sex they identify with. If not, students entered the sex they identify with in an open text field or chose the category “I do not want to indicate my gender identity”. For this variable, all answers other than “male”, “female” or “I do not want to assign myself” were assigned to the category “other”. **CZ:** Three response options (female, male, I prefer not to assign myself to the above-mentioned categories) were given. **RO:** Register information used.

### Table 2, Figure 1

**Question 6.13 – AT:** Students were presented with a long list of various types of “impairments” which were then classified to the categories used in ES8. **FR:** The item “pervasive developmental disorders”, has been included with “other long-standing health problems”. **RO:** Last option (“No”) was not asked explicitly, but created later, based on students responses. **SE:** The responses “sensory impairment” and “learning disability” have been split to be comprised of more possible sub questions.

### Table 2

**Question 6.14 – AT:** Students who indicated at least one impairment first got the question “Does/do your impairment(s) have a negative impact on your everyday life as a student?” with answer options “constantly”, “at times”, “not at all”. All of those students who indicated “constantly” or “at times” got another question: “How strong is the effect of your impairment(s) on your studies?” with answer options from 1 “very strong” to 5 “not at all”. Both questions were taken into account together. The item regarding “activities people usually do” was not included in the questionnaire. **CH:** All students were asked to indicate their limitations due to a long-standing health problem. Limitation in studies and limitations in daily life were asked in two separate questions. Phrasing deviation in the question and response options. **FR:** Response options of the question regarding limitation in studies was a 5-point scale.

### Figure 1

**Question M1.4 – AT:** The option “I don’t want to specify my mental health problem(s) further” was not included.

### Figure 2

**Question M1.5 – AT:** This question was not presented to all students who indicated a specific mental health problem due to a different filter setting.

### Table 3

**Question M1.6 – FR:** Question and answer categories rephrased. Question focused on the past 4 weeks instead of 2, and response options “Most of the time” and “More than half the time” where presented as one item (coded 2 while 3 is empty). **NO:** Labels for all answer categories were used.

### Figure 3, Figure 4

**Question M4.2 – FR:** Positive discriminations could also be reported. Also, the questions regarding discrimination based on parents’ education or mental health were not provided.



## About EUROSTUDENT

The EUROSTUDENT project collates comparable student survey data on the social dimension of European higher education, collecting data on a wide range of topics, e.g. the socio-economic background, living conditions, and temporary international mobility of students. The project strives to provide reliable and insightful cross-country comparisons. The data presented here stem from the eighth round of the EUROSTUDENT project (2021–2024).

## Countries participating in EUROSTUDENT

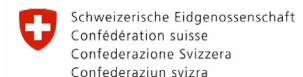
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- Germany (DE)
- Hungary (HU)
- Iceland (IS)
- Ireland (IE)
- Latvia (LV)
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