

EUROSTUDENT V

Social background of students

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Vienna
February 26th , 2015



Lifelong
Learning
Programme

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DZHW

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Introduction



1) Introduction

„The student body entering and graduating from higher education institutions should reflect the diversity of Europe's populations“

(Bucharest Communiqué, 2012)

→ Social dimension central in Bologna process

→ Participative equity in HE

- All possible social groups take part in HE to the same degree (Mühleck, 2013)

1) Introduction

Students without HE background

- **Students educational background can be important influence on educational attainment, e.g. with regard to** (Arum, Gamoran & Shavit, 2011; Reimer & Jacob, 2011; Shavit & Blossfeld, 1993; Triventi, 2013):
 - entering HE
 - choosing HE type
 - degree length
- **Reasons for differences between students with and without HE background may include** (Becker & Hecken, 2009; Boudon, 1974; Bourdieu, 1984; Breen & Goldthorpe, 1997):
 - Different habitus
 - background-specific norms
 - background-specific expectations
 - background-specific resources and constraints

1) Introduction

To what extent are students without HE background part of the student body in the EUROSTUDENT countries?

What is the state of participative equity in the EUROSTUDENT countries?

To what extent can differences between educational choices of students with and without HE background be identified?

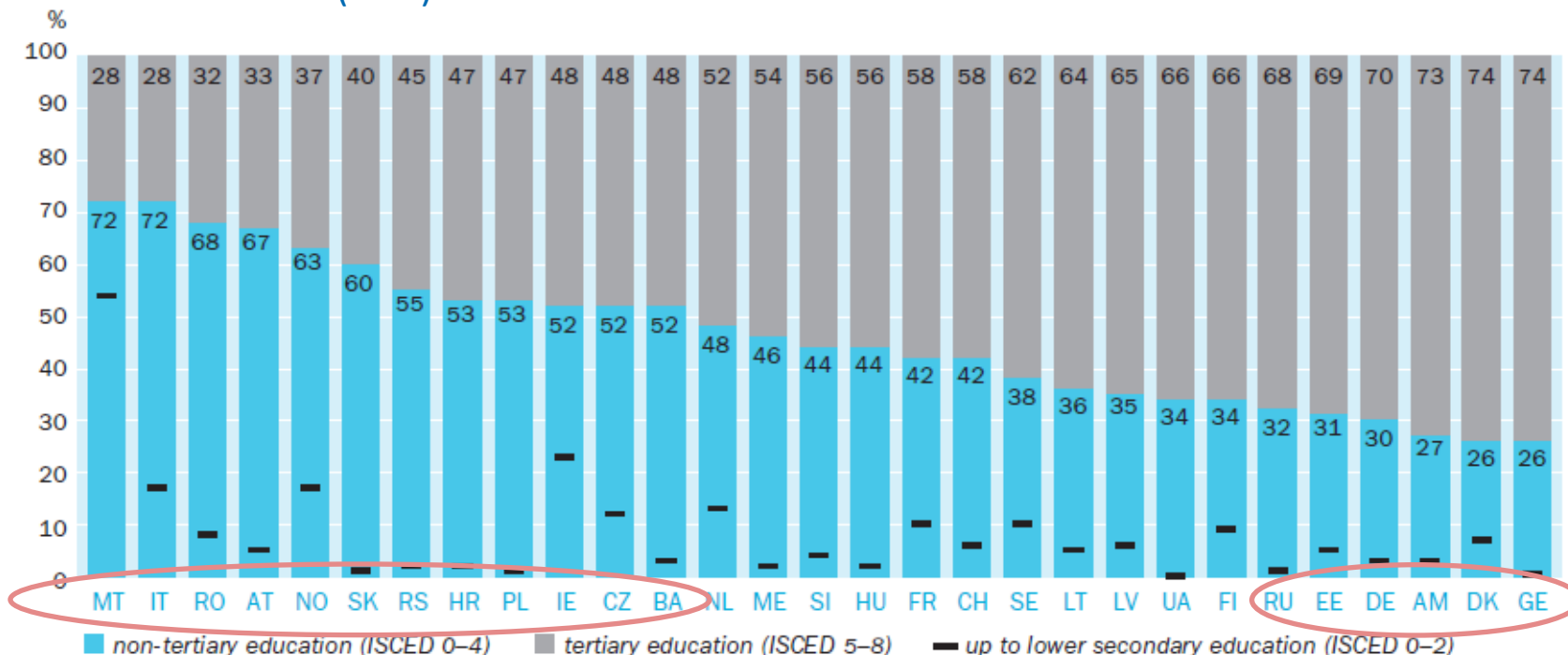
Results



2) Results: Educational attainment of students' parents

Educational attainment of students' parents

Share of students (in %)



Data source: EUROSTUDENT V, D.2.

EUROSTUDENT question(s): 6.1 What is the highest level of education your father and mother have obtained? [indicated separately]

Notes: Per student, the highest educational attainment of either the father or the mother is counted.

Deviations from EUROSTUDENT standard target group: DE, GE, IT.

Source: Hauschildt et al. (2015)

2) Representation indices

How many possible students without HE background are there?

- Ideally:
 - Comparison of students in HE with students *not* in HE
 - When? (entry, dropout)
 - *Where to get the numbers?*
- „workaround“ : representation index used in EUROSTUDENT
 - Students' parents vs. population → population statistics available
 - Men aged 40-59 with/without HE
 - Assumptions:
 - Age bracket covers students parents ✖
 - Parents/people of all HE background have the same number of children at the same time ✖
 - Still: best indicator available

2) Results: Participative equity I

Representation of students without HE background

Based on fathers' educational attainment



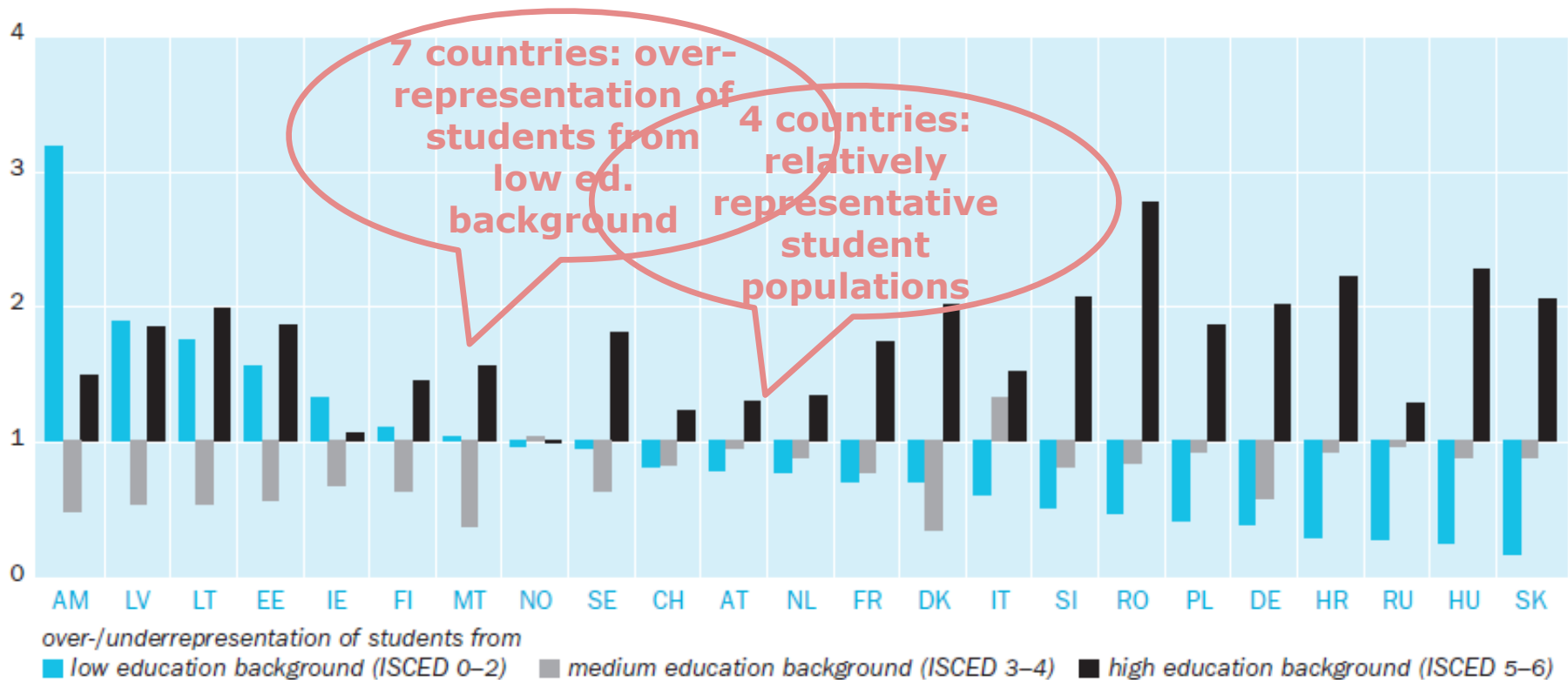
Under-representation of students without HE background in almost all countries

Men in the population aged 40-59 without HE

Source: Hauschildt et al. (2015)

2) Results: Participative equity II

Representation of students from high, medium, and low educational background
Based on fathers' educational attainment



2) Results: Do students without HE background study differently?

Students without HE background...

- **...more often have a delayed entry into higher education**
 - In almost 90 % of E:V countries, share of students without HE background higher among delayed transition students
 - especially large differences in AT, CZ, EE, HR, LT, RU, SI: ≥ 20 percentage points
 - No difference in DK, GE, ME
- **...are older than students without HE background**
 - Difference at least one year in 75% of countries
 - In NO, FI, SE at least four years difference
 - No difference in BA, GE, ME, RS, RU, UA, DE

2) Results: Do students without HE background study differently?

Students without HE background...

- **...favor non-universities over universities**
 - In 85% of E:V countries, share of without HE background higher at non-universities than at universities (often difference $> 10\%$)
 - pattern reversed in BA, FR, HU
- **...tend to be better represented in BA than in MA programmes**
 - in half of E:V countries, difference $\geq 5\%$
 - relationship reversed in MT, RO, RS, SI
- **...tend to prefer engineering over humanities subjects**
 - in 10 E:V countries, difference $\geq 5\%$
 - relationship reversed in AM, GE, IT, LV, MT

Conclusion



3) Conclusion

Participative equity has not (yet?) been attained in most EUROSTUDENT countries

Students without HE background make different educational choices in many countries

- **What are the reasons behind these differences?**
- **What are the consequences of these choices?**
- **National-level discussions and investigation needed**

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