



EUROSTUDENT V

Key results on the social dimension in higher education in Europe

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Barcelona
11th March 2015



Lifelong
Learning
Programme

eurostudent.eu
★★★★★

DZHW


Deutsches Zentrum für
Hochschul- und Wissenschaftsforschung ■



The EUROSTUDENT network

EUROSTUDENT is an international network consisting of

- **30 countries in the EHEA**
 - 29 data contributors | 2 observing countries | 4 „pilot“ countries
- **Organisations from 7 countries directly involved in the Consortium**
- **3 European-level organisations & 5 ministries/ country representatives in the Steering Board**



Contributors Observers Non-Participants

Basic principles

Relevance

- Working groups with external participation
- Reference to on-going discussions

Comparability

- Core questionnaire
- Handbooks on data cleaning & delivery
- Standard target group

Interpretation

- National comments
- National profiles

Accessibility

- Different reporting formats
- Publicly available data

Different formats for different purposes



Synopsis of Indicators



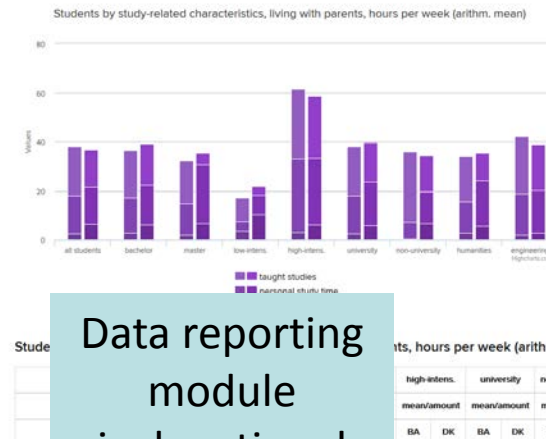
Intelligence Briefs



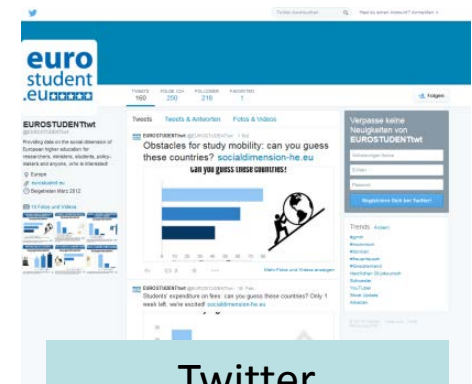
Website
www.eurostudent.eu



Bologna Process Implementation Report

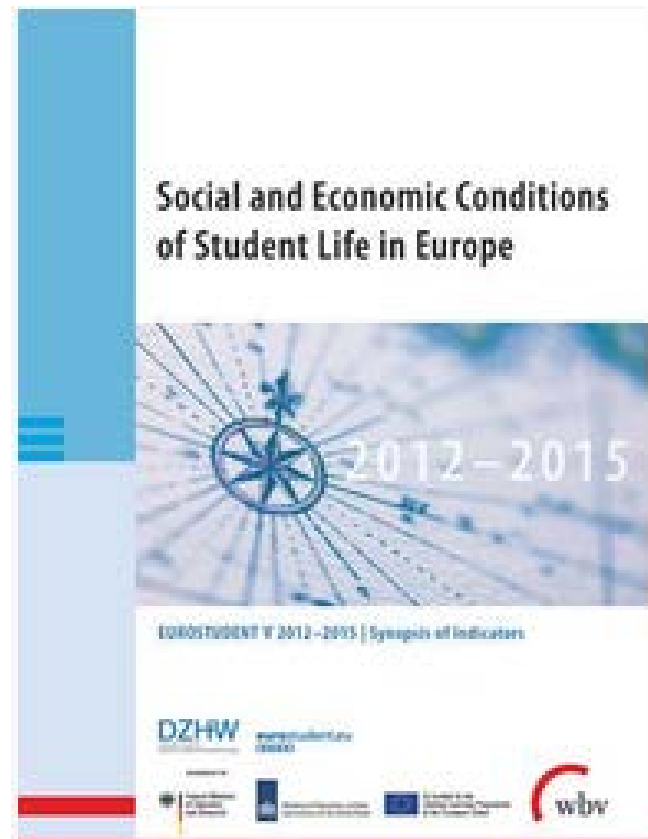


Data reporting module incl. national profiles

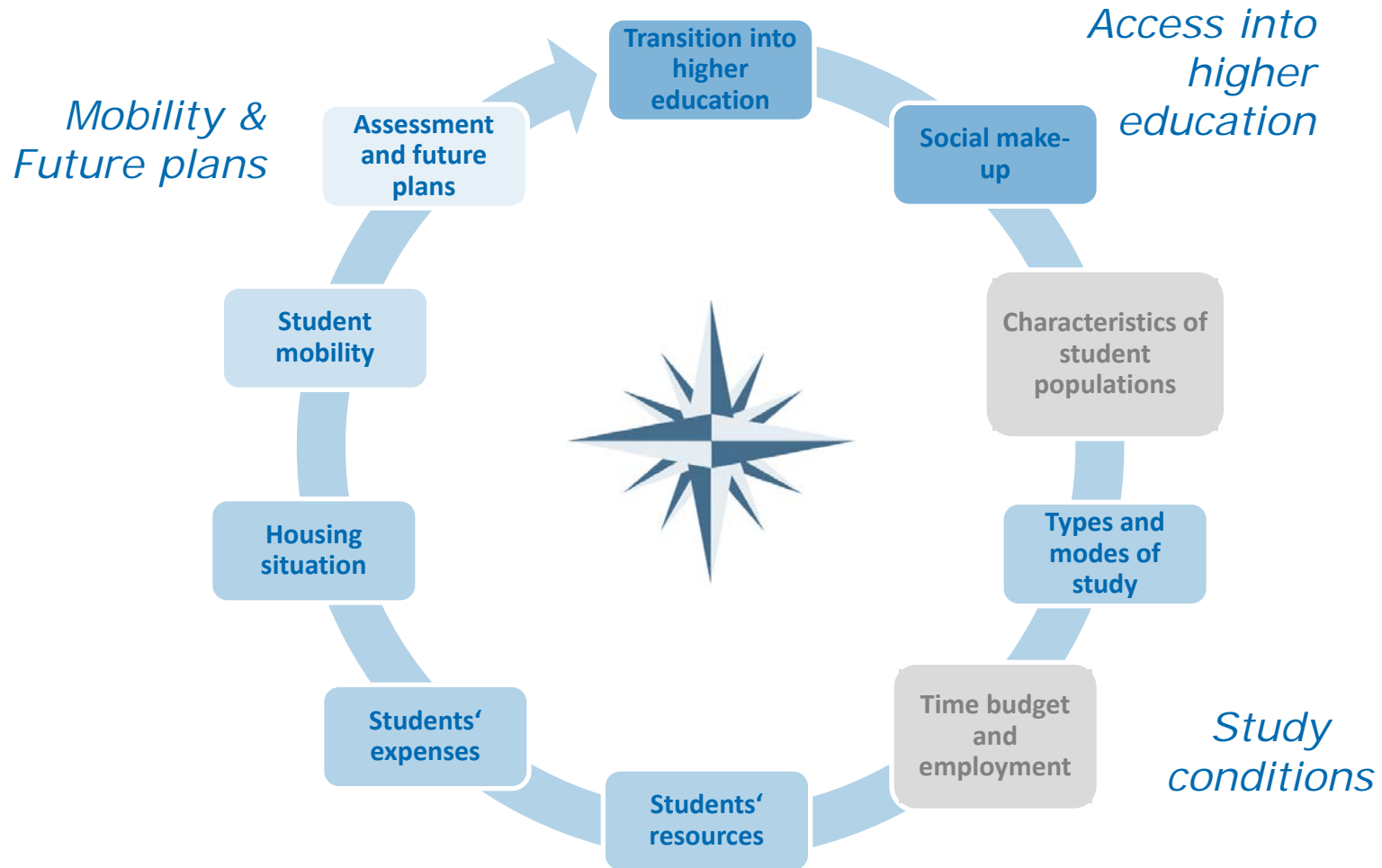


Twitter
EUROSTUDENTtwt

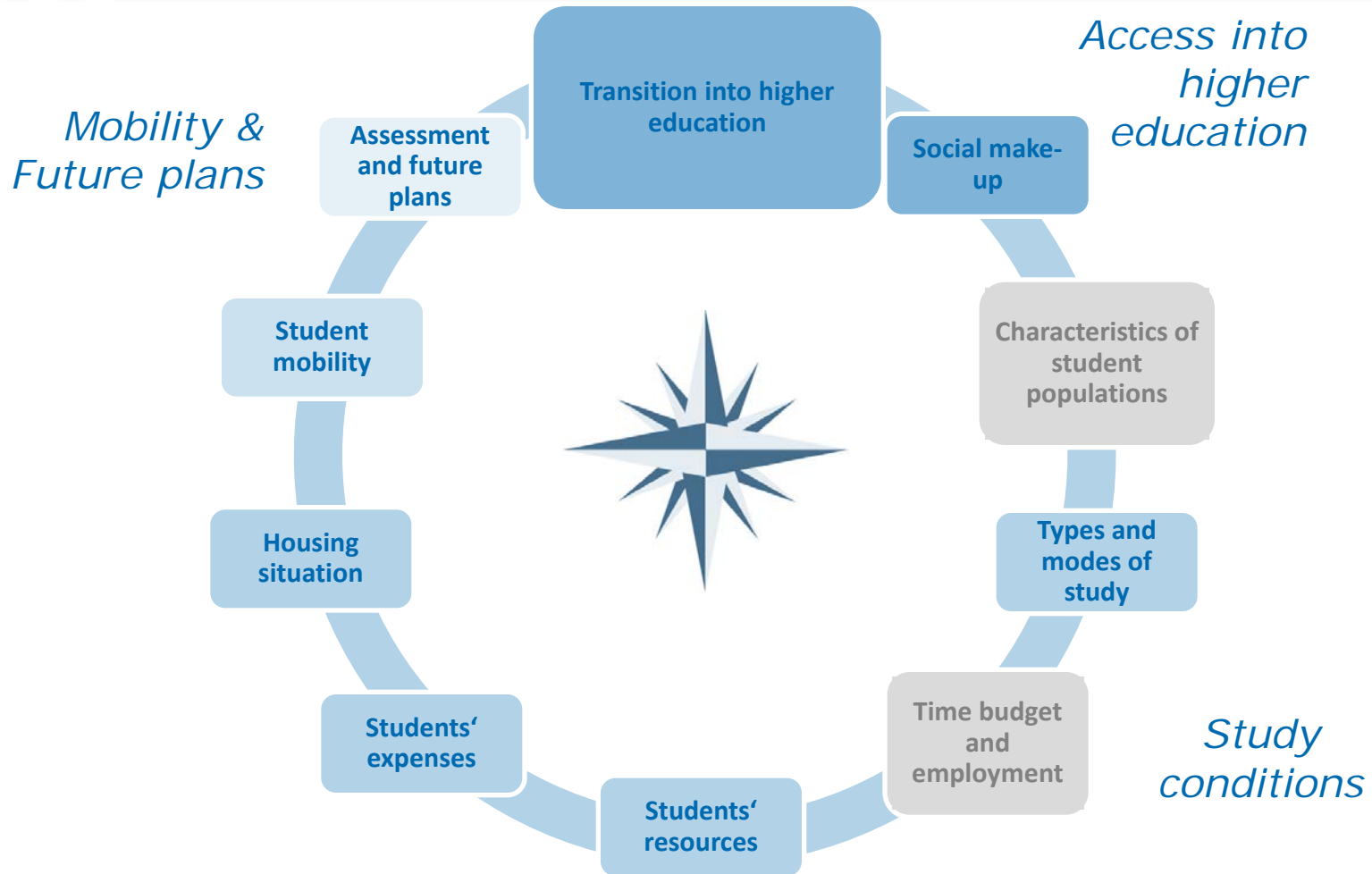
Synopsis of Indicators



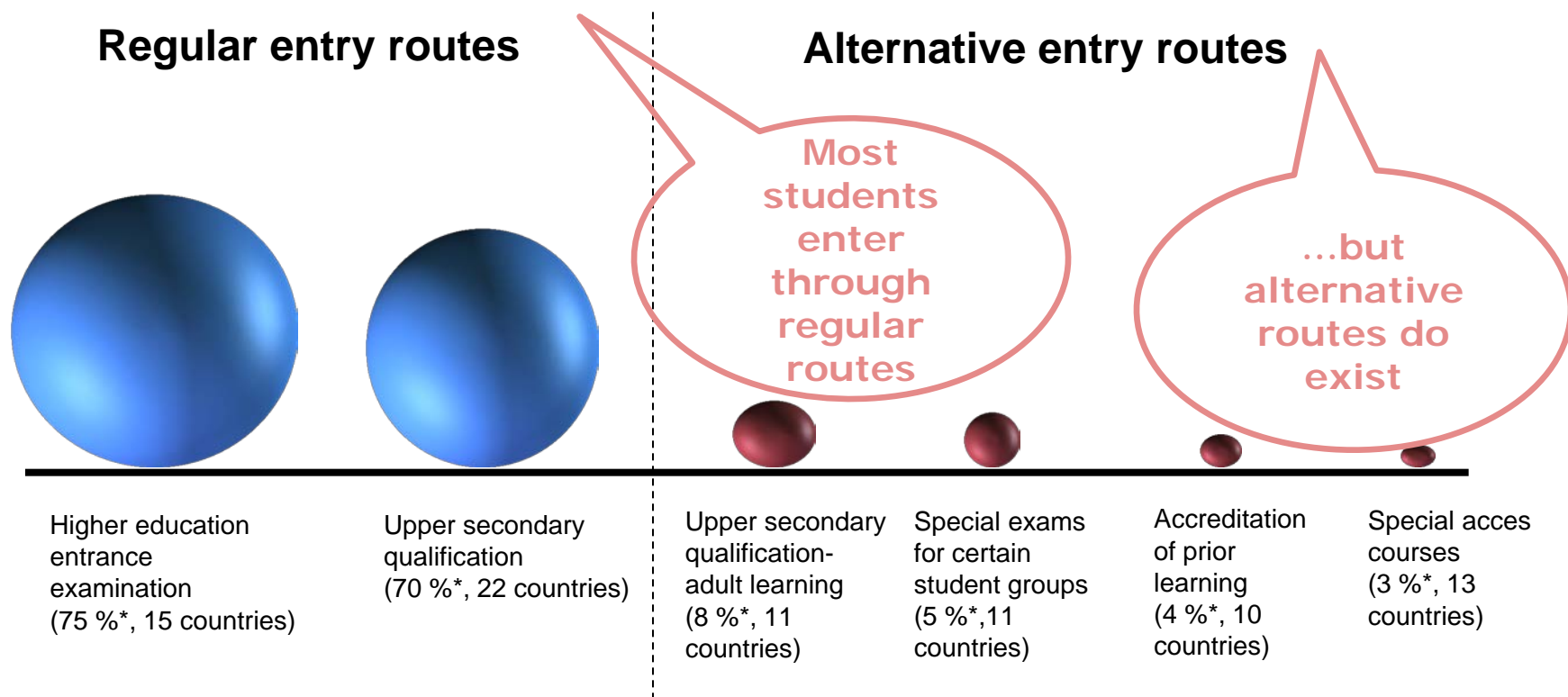
Synopsis of Indicators



Synopsis of Indicators



Overview of access routes to higher education



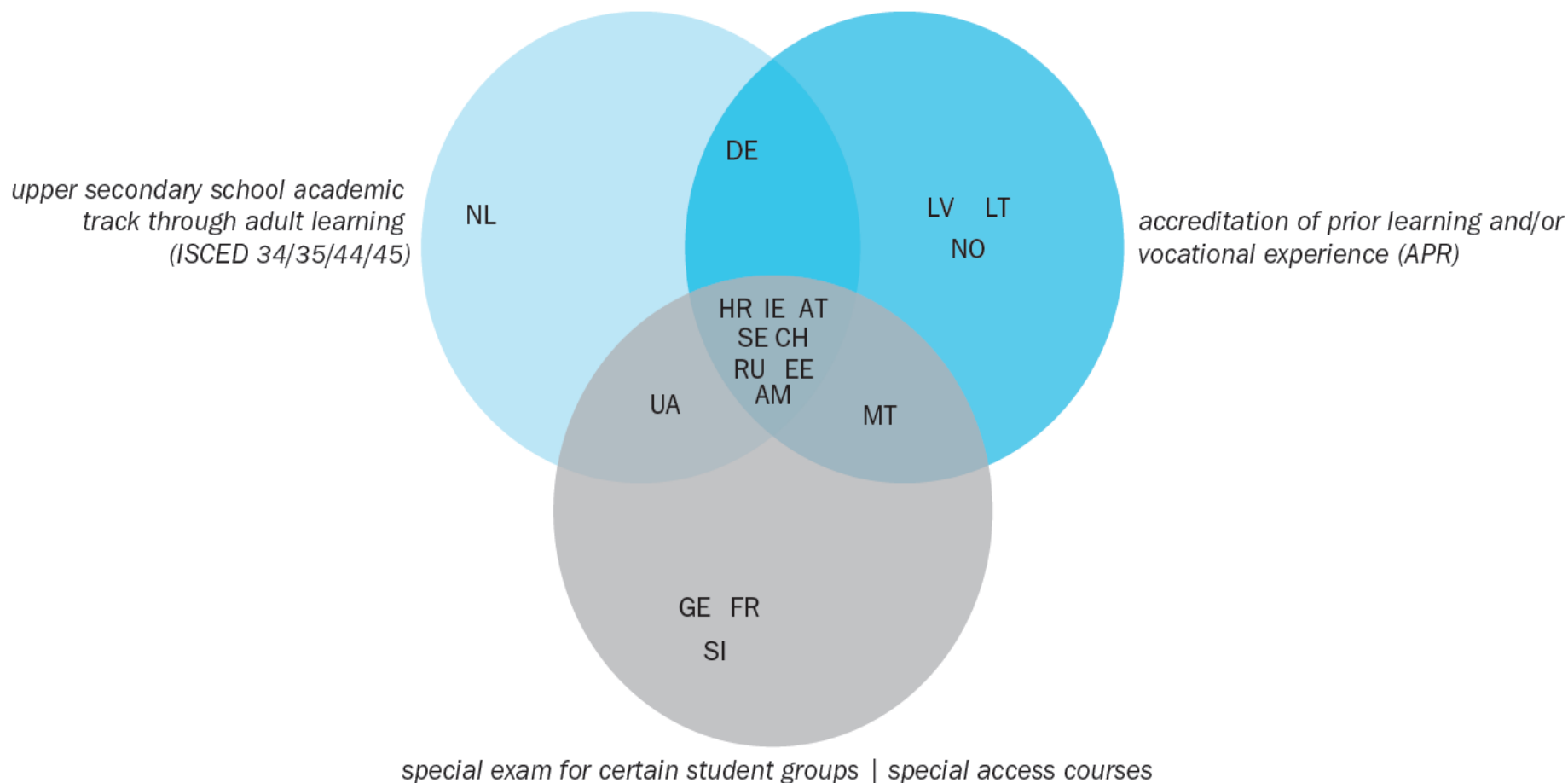
Notes:

The question on students' access routes provided multiple response options, so that students may have combined different routes to enter higher education.

*Unweighted average

Source: Hauschildt et al. (2015)

Alternative access routes in EUROSTUDENT countries



Source: Hauschildt et al. (2015)

Alternative access routes in EUROSTUDENT countries

More students entering through alternative routes can be found...

- ...among students without HE background

*upper secondary school academic
track through adult learning
(ISCED 34/35/44/45)*

- ...among older students

*accreditation of prior learning and/or
vocational experience (APR)*

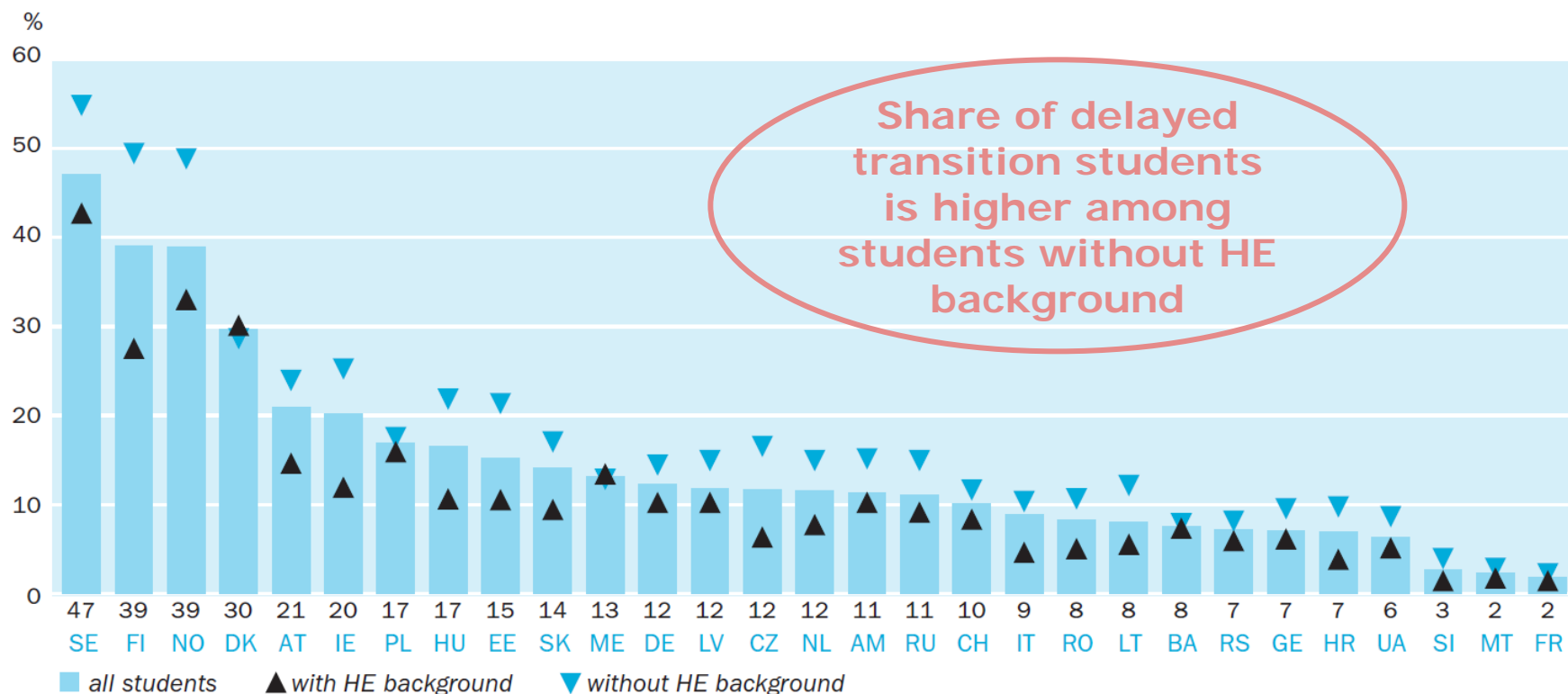
- ...among delayed transition students (delay >24 months)

special exam for certain student groups | special access courses

Source: Hauschildt et al. (2015)

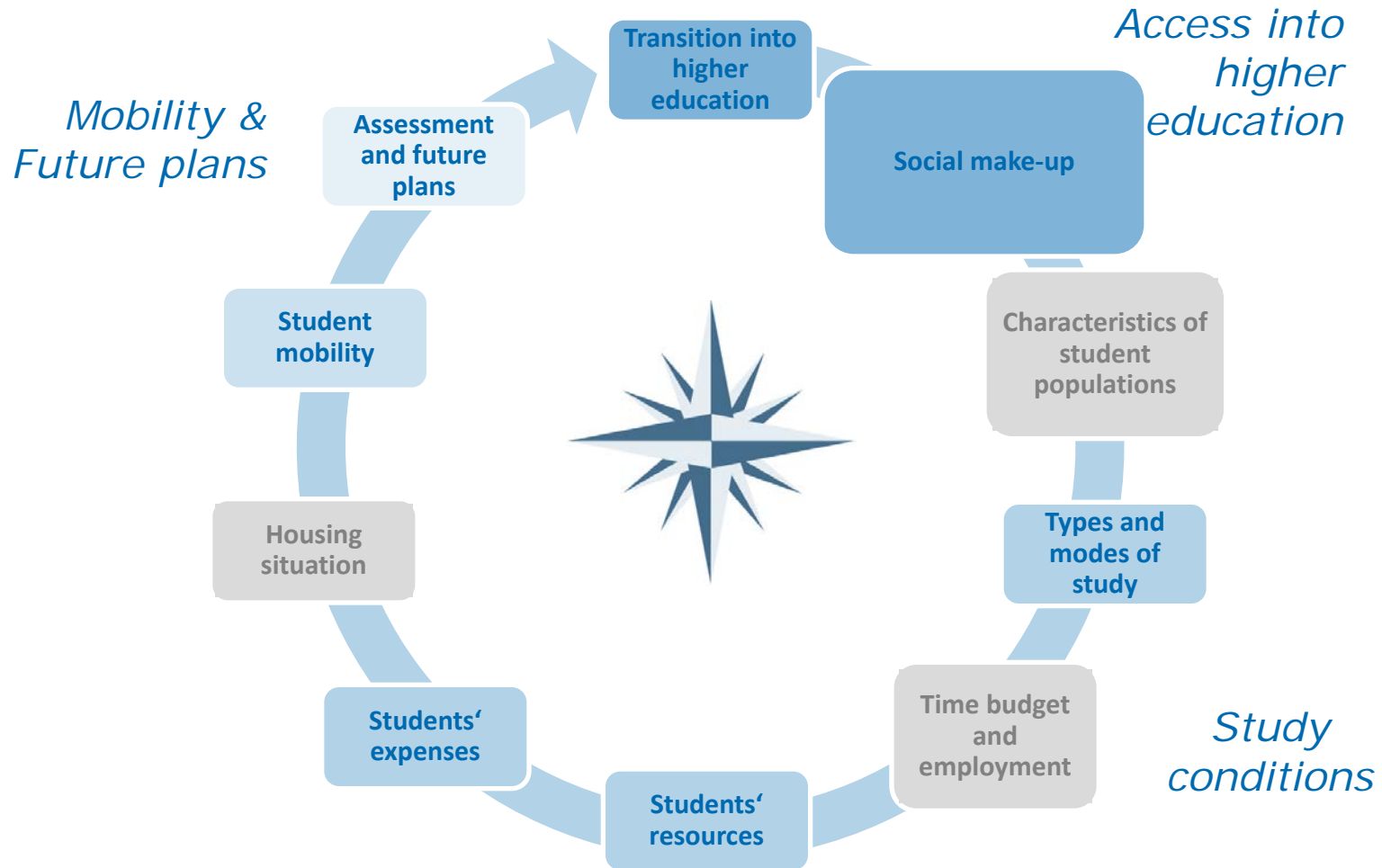
Delayed transition students

Share of students with a time delay of more than 24 months between leaving school and entering higher education (in %)



Source: Hauschildt et al. (2015)

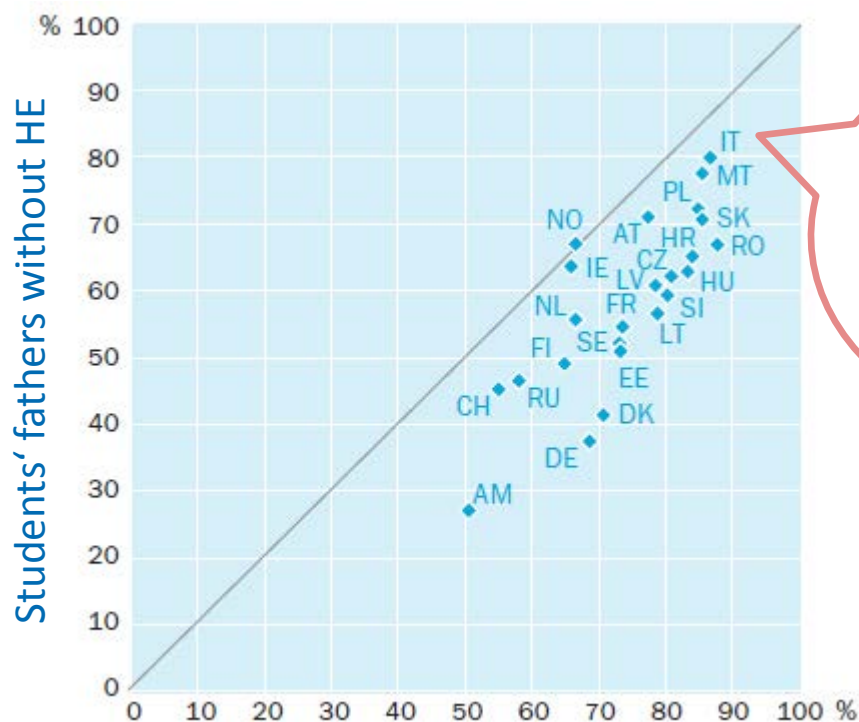
Synopsis of Indicators



Participative equity

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
(potential student fathers)

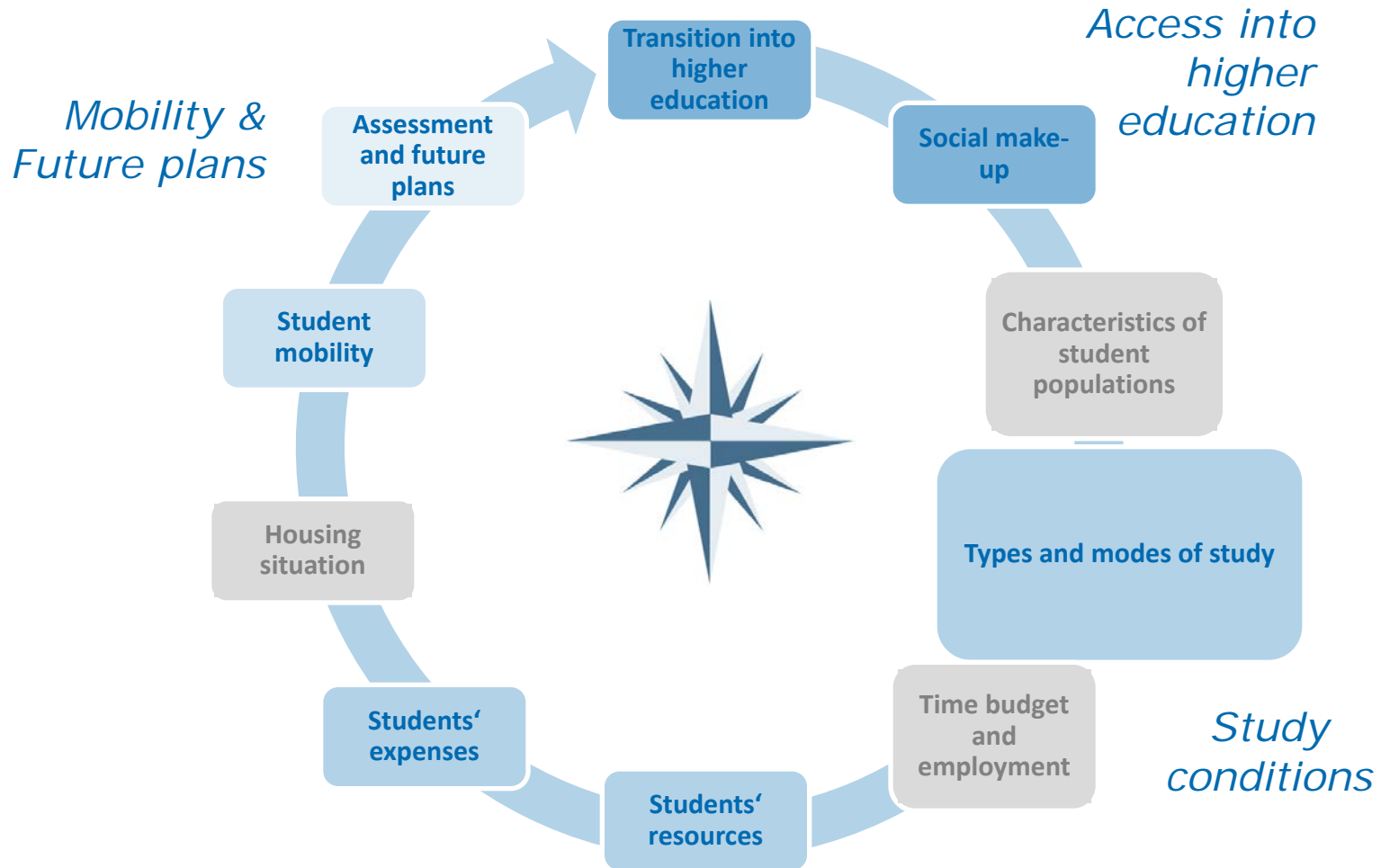
Source: Hauschildt et al. (2015)

Do students without HE background study differently?

Students without HE background...

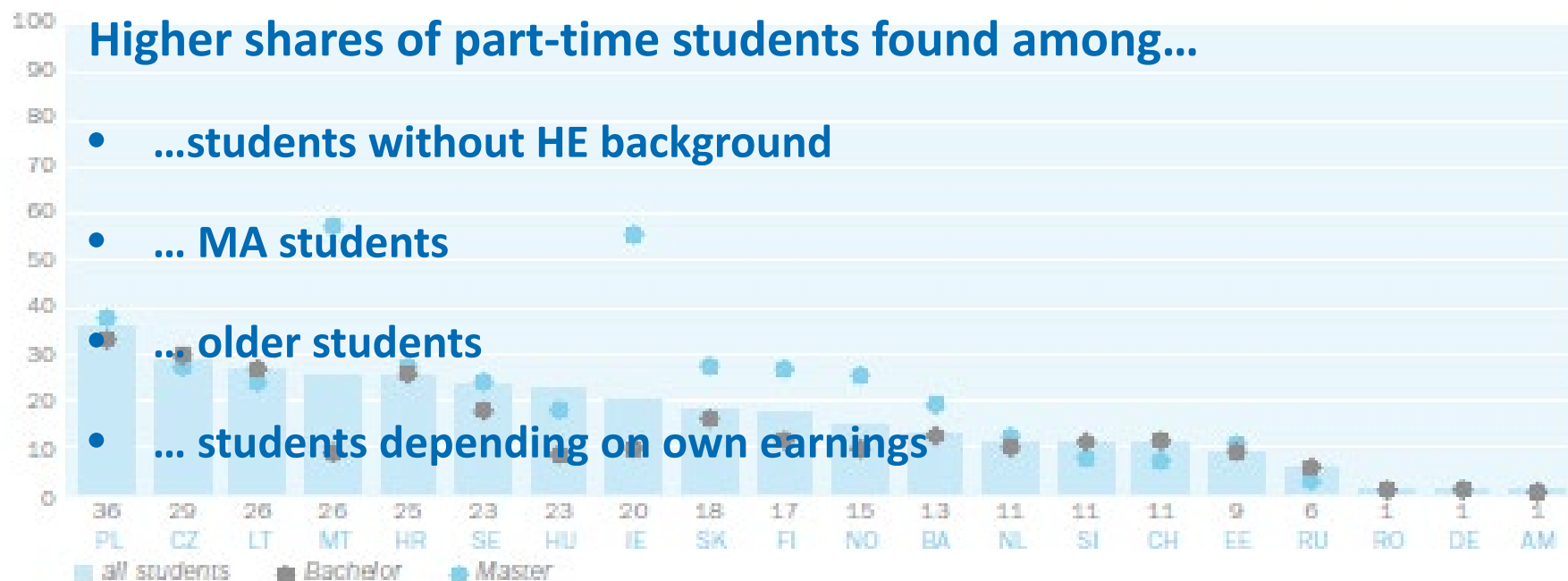
- ...more often have a delayed entry into higher education
- ...are older than students without HE background
- ...favor non-universities over universities
- ...tend to be better represented in BA than in MA programmes
- ...tend to prefer engineering over humanities subjects

Synopsis of Indicators



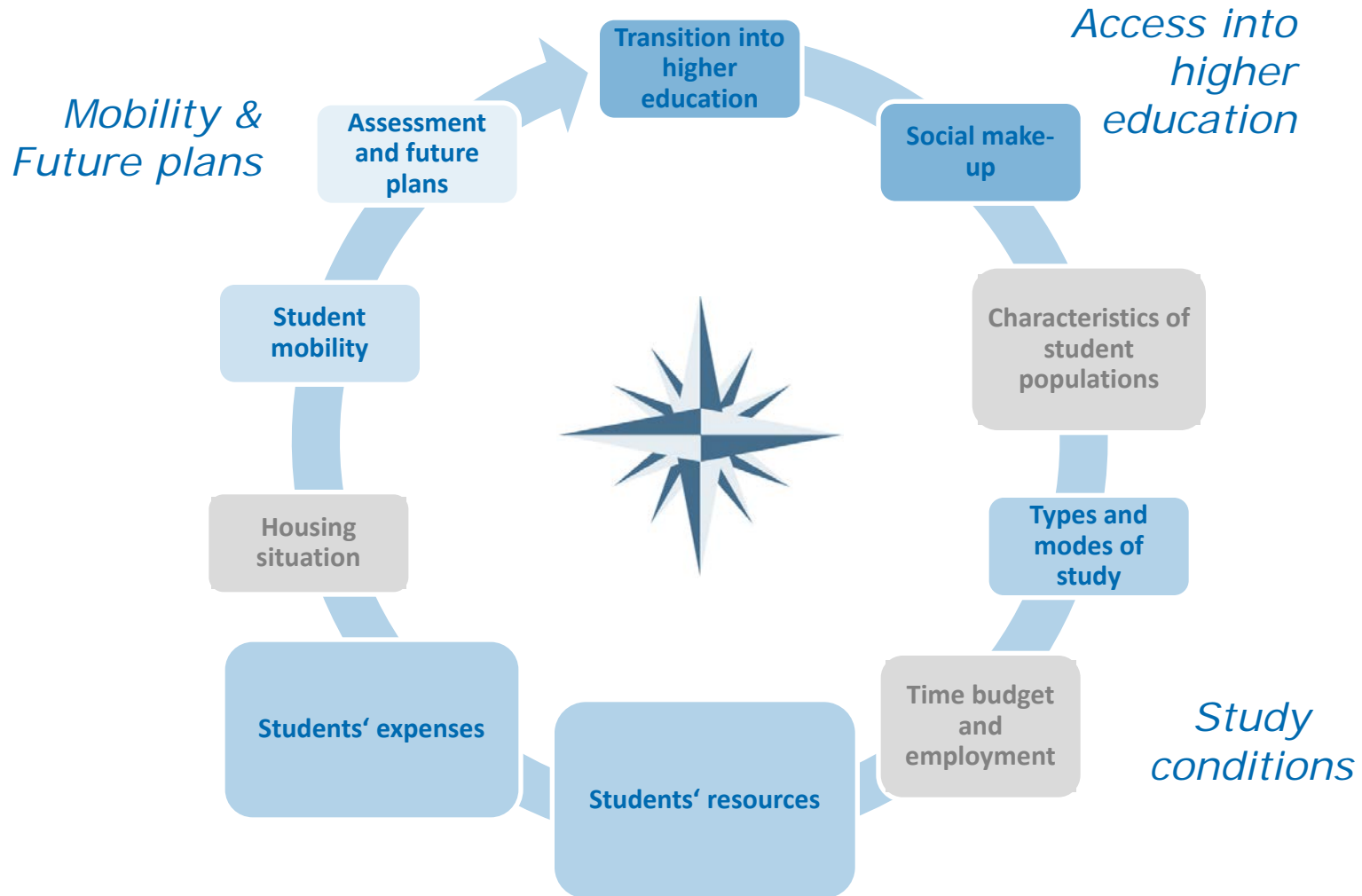
Part-time students

Students' enrolment in part-time study programmes by type of programme
Share of students (in %)



Source: Hauschildt et al. (2015)

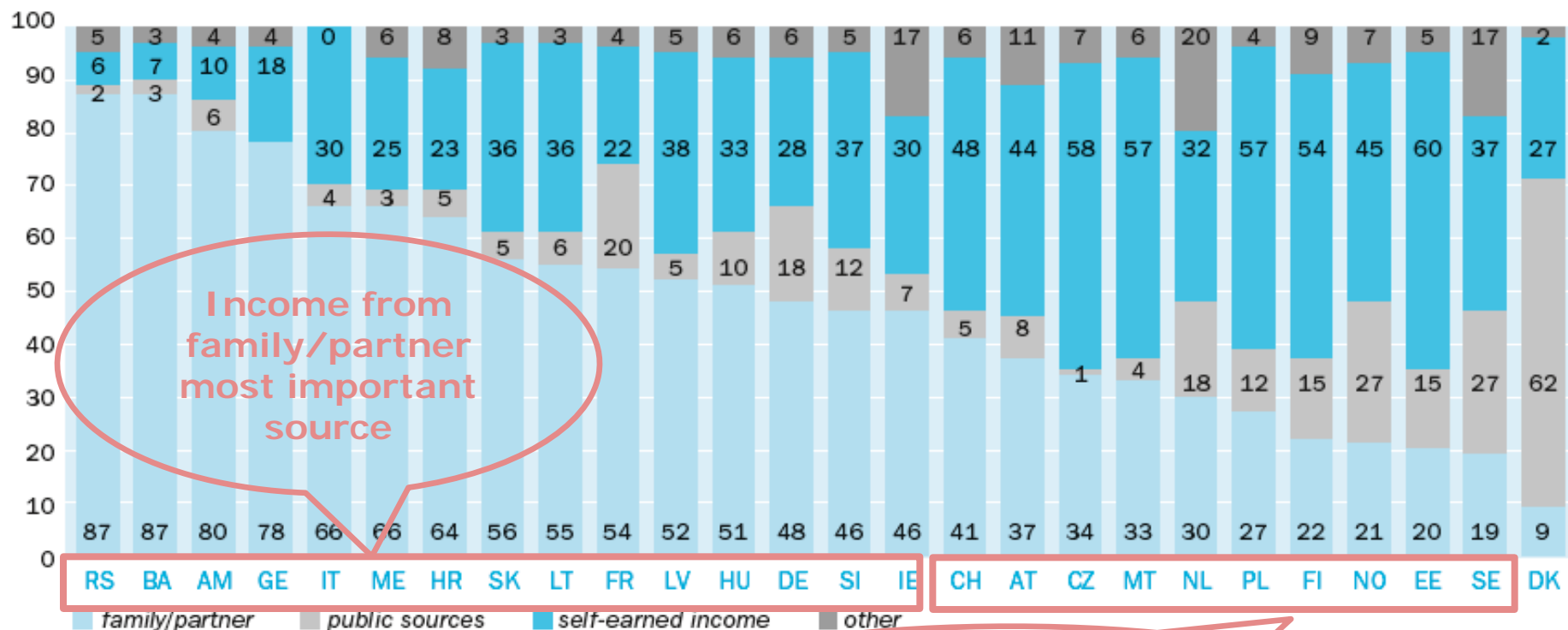
Synopsis of Indicators



Composition of students' income – students not living with parents

Total monthly income including transfers in kind

Source of income (in %)

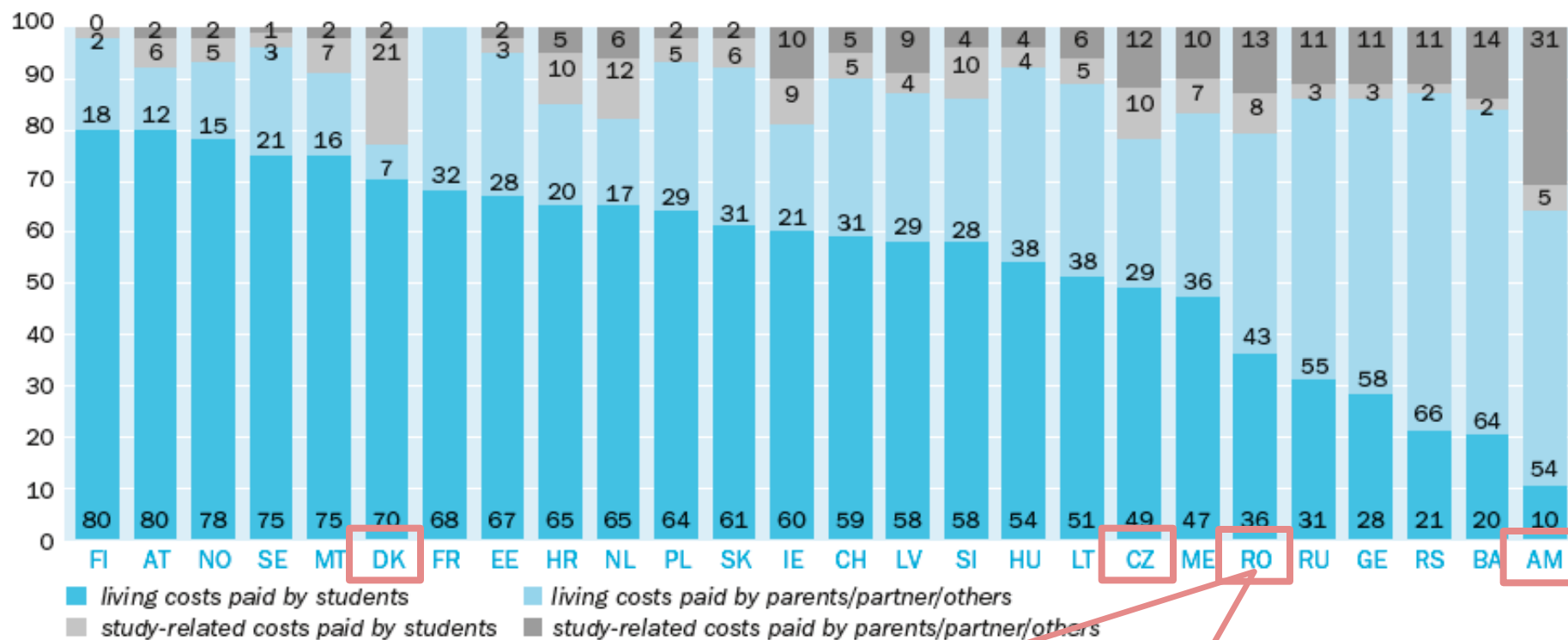


Source: Hauschildt et al. (2015)

Composition of students' expenditure by payer and type of housing

Living costs and study-related costs as share of total monthly expenditure – students not living with parents

Total monthly expenditure (in %)



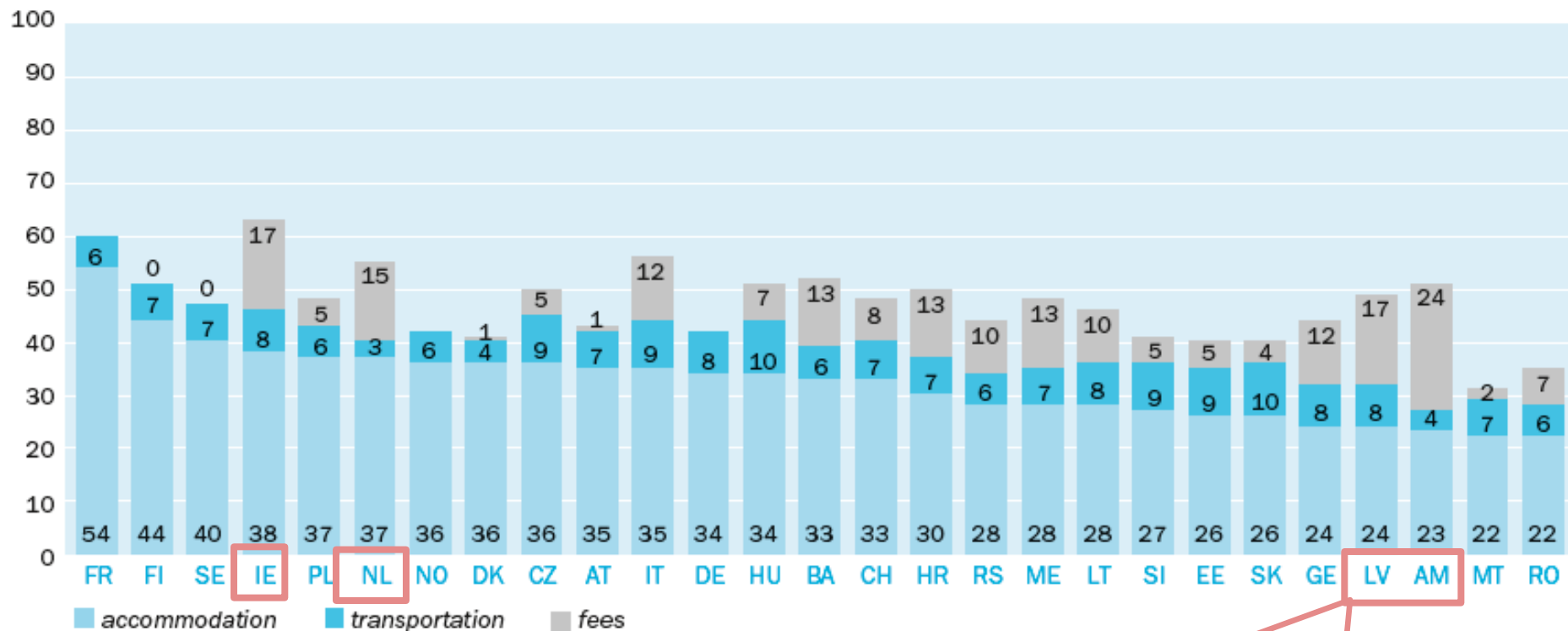
Source: Hauschildt et al. (2015)

Study-related costs make up at least 20% of total expenditure

Profile of Bachelor students' key expenditure – students not living with parents

Expenditure paid by students and parents/partner/others

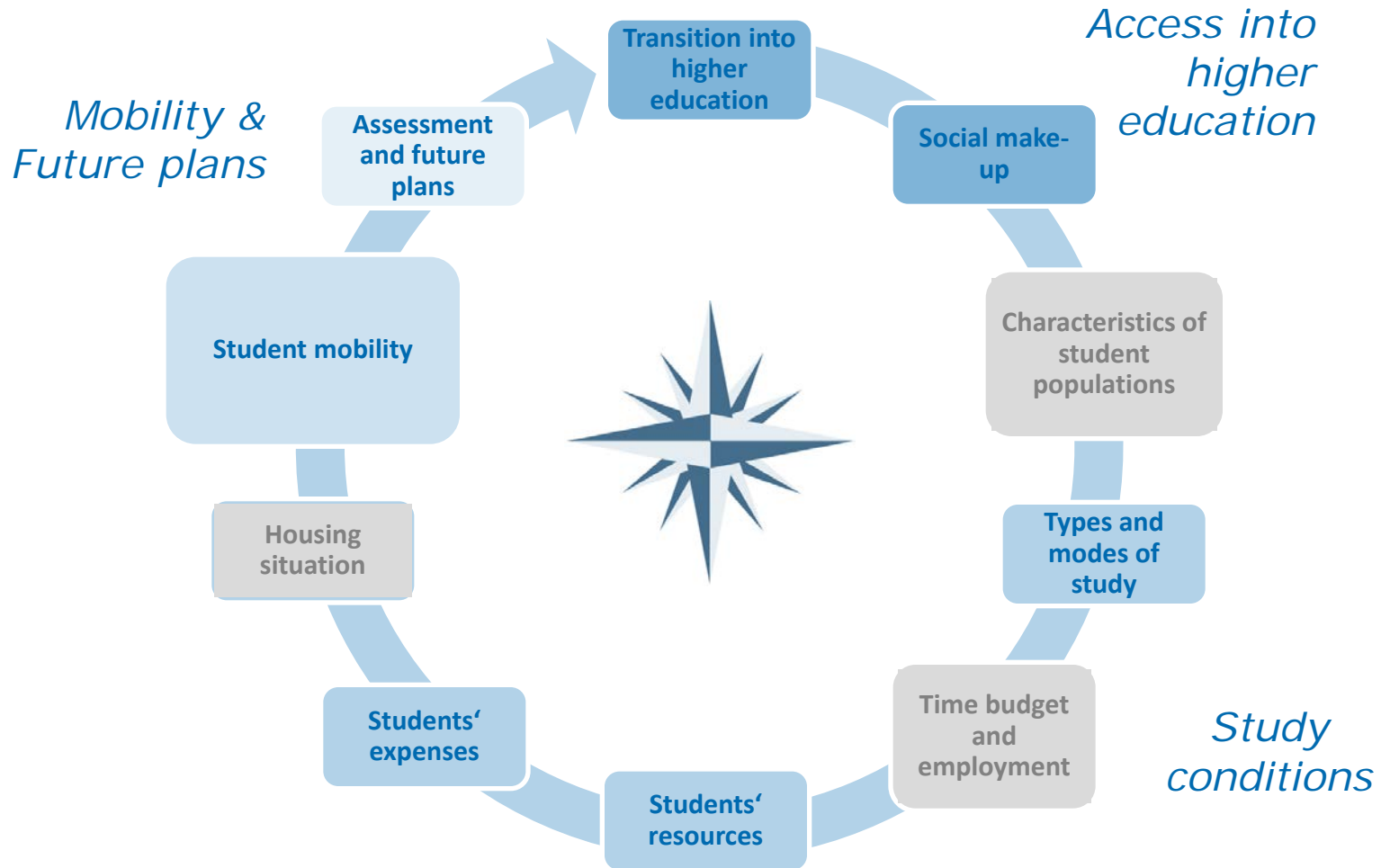
Share of total monthly expenses (in %)



Accommodation major expense in most countries

Fees make up at least 15% of students' expenses

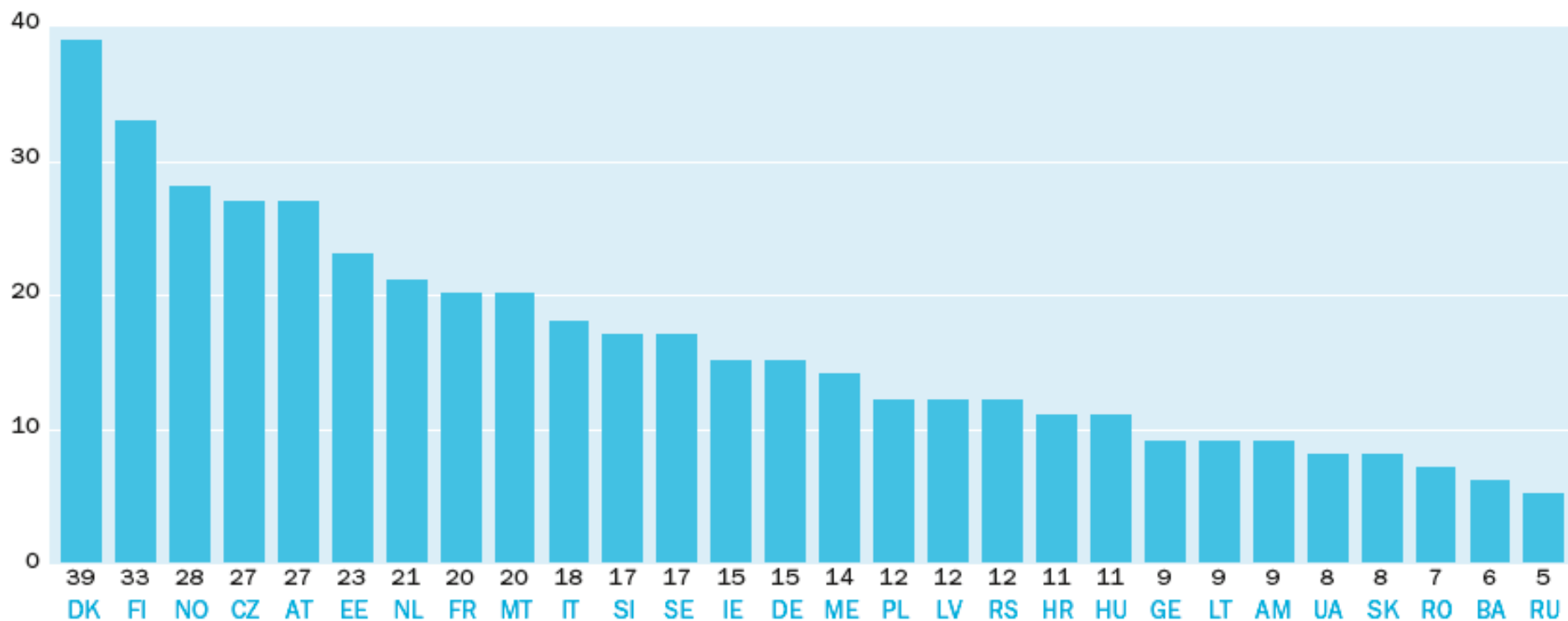
Synopsis of Indicators



International student mobility rates

Students who realised a temporary study-related experience abroad

Share of students (in %)

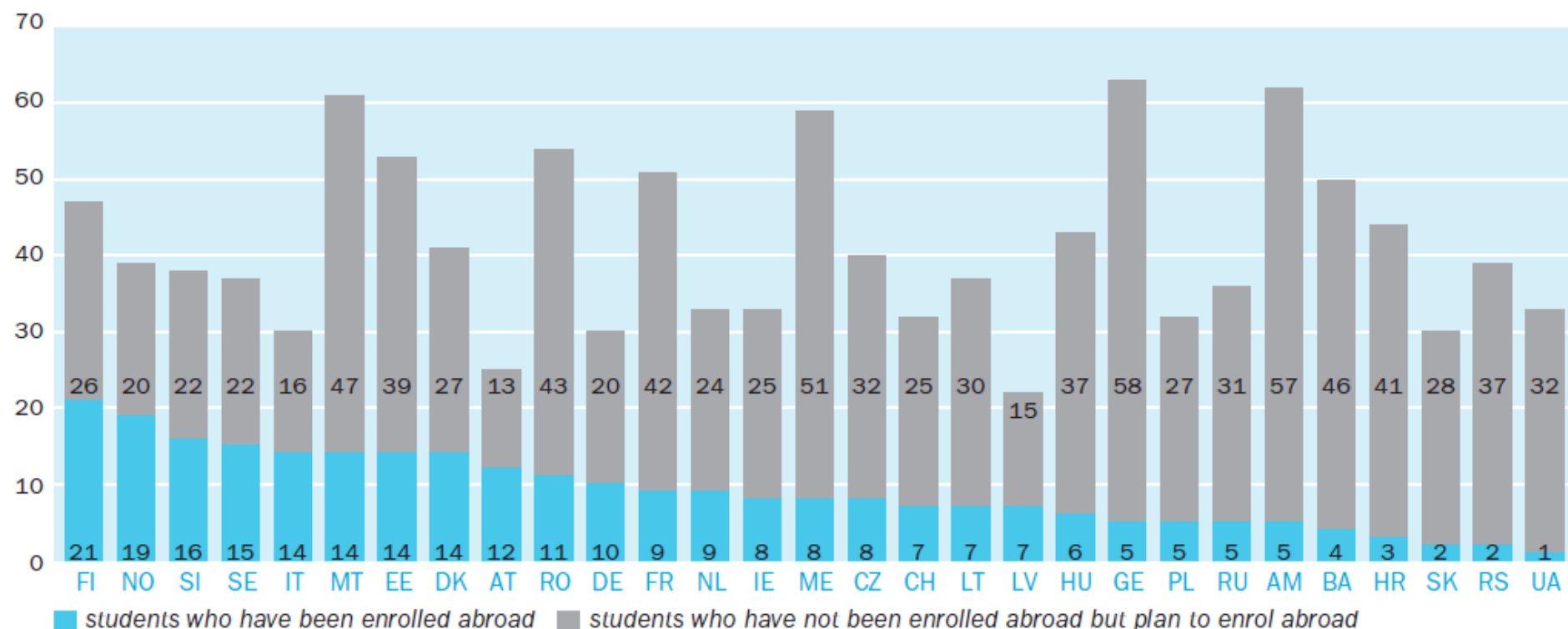


Source: Hauschildt et al. (2015, p. 191)

Social selectivity of international mobility

Foreign enrolment rates by educational background

Share of students with higher education background (in %)

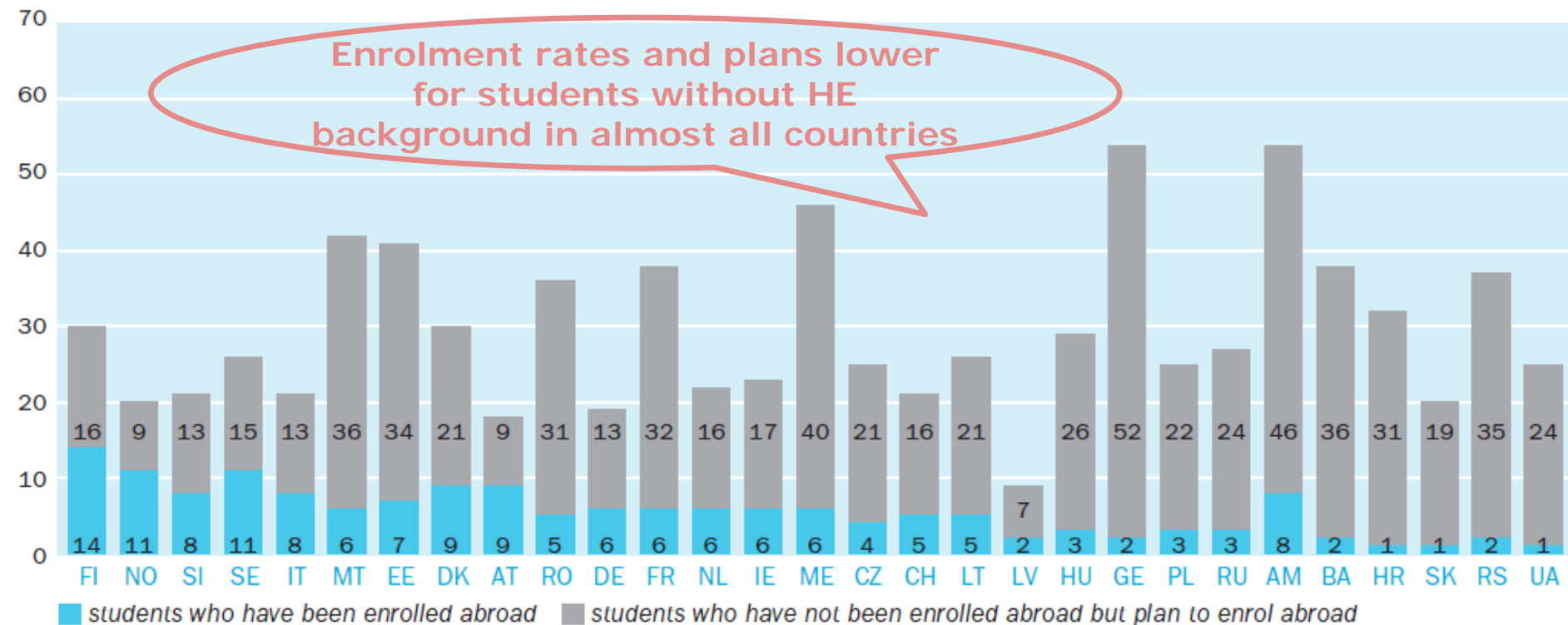


Source: Hauschildt et al. (2015, p. 193)

Social selectivity of international mobility

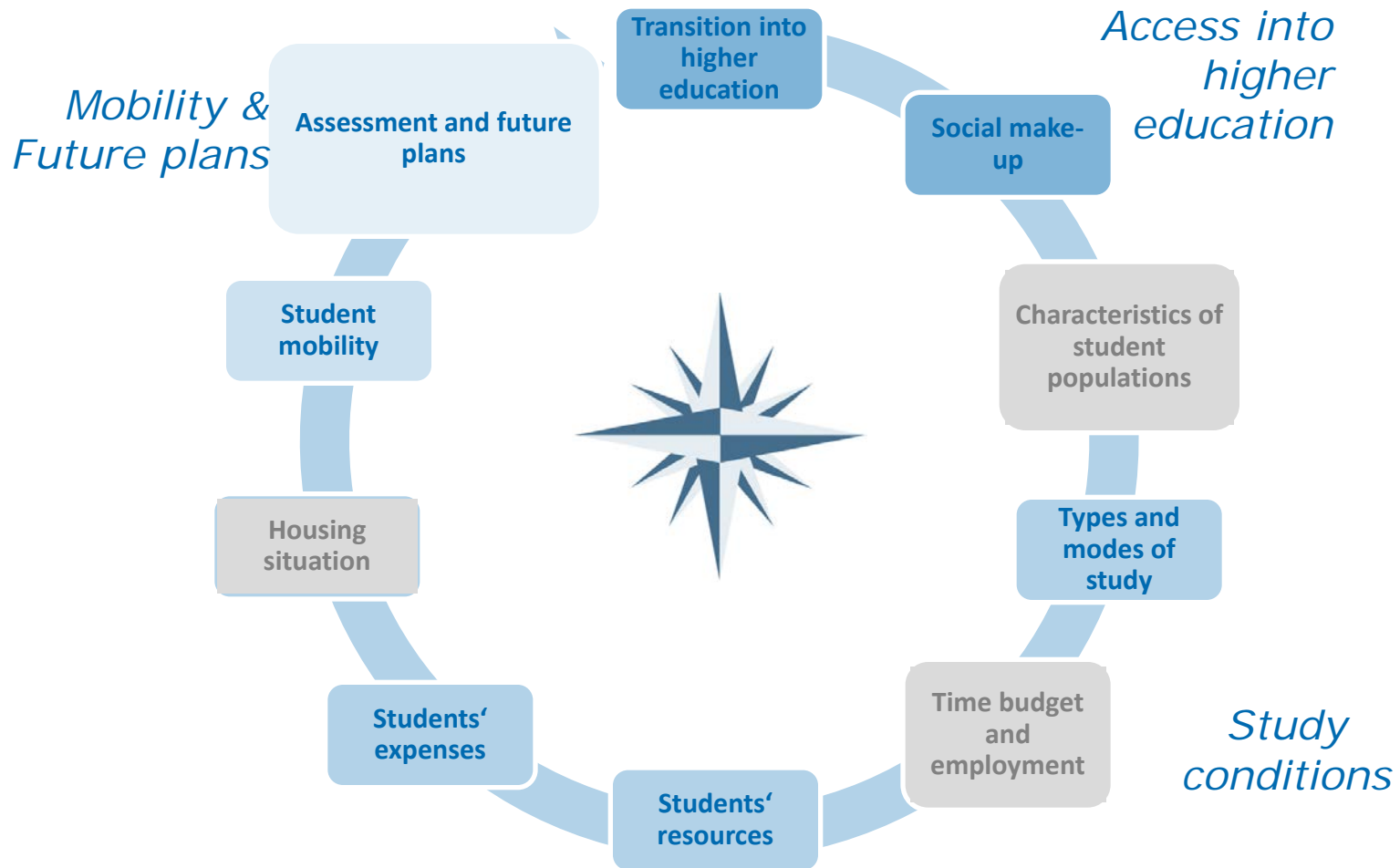
Foreign enrolment rates by educational background

Share of students without higher education background (in %)



Source: Hauschildt et al. (2015, p. 193)

Synopsis of Indicators

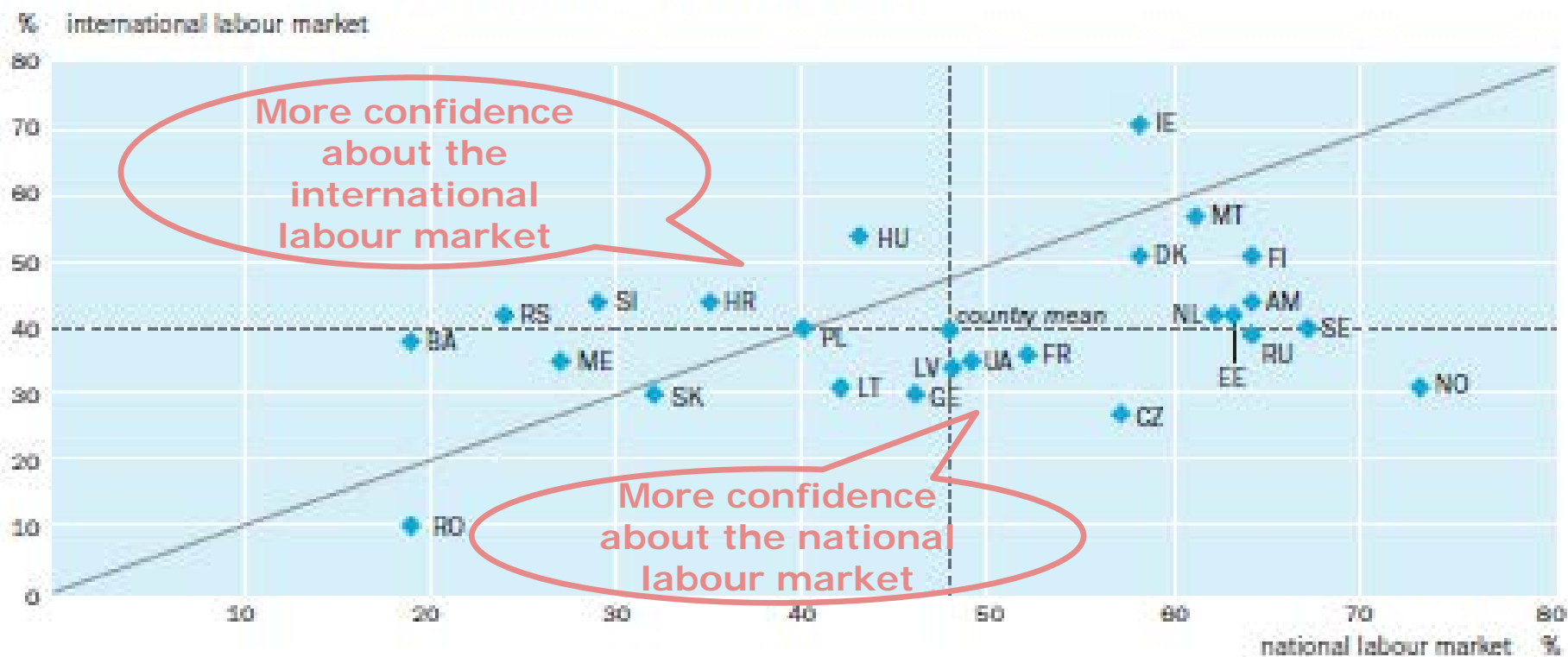


Chances on the labour market

Students' assessment of their chances on the (national vs. international) labour market

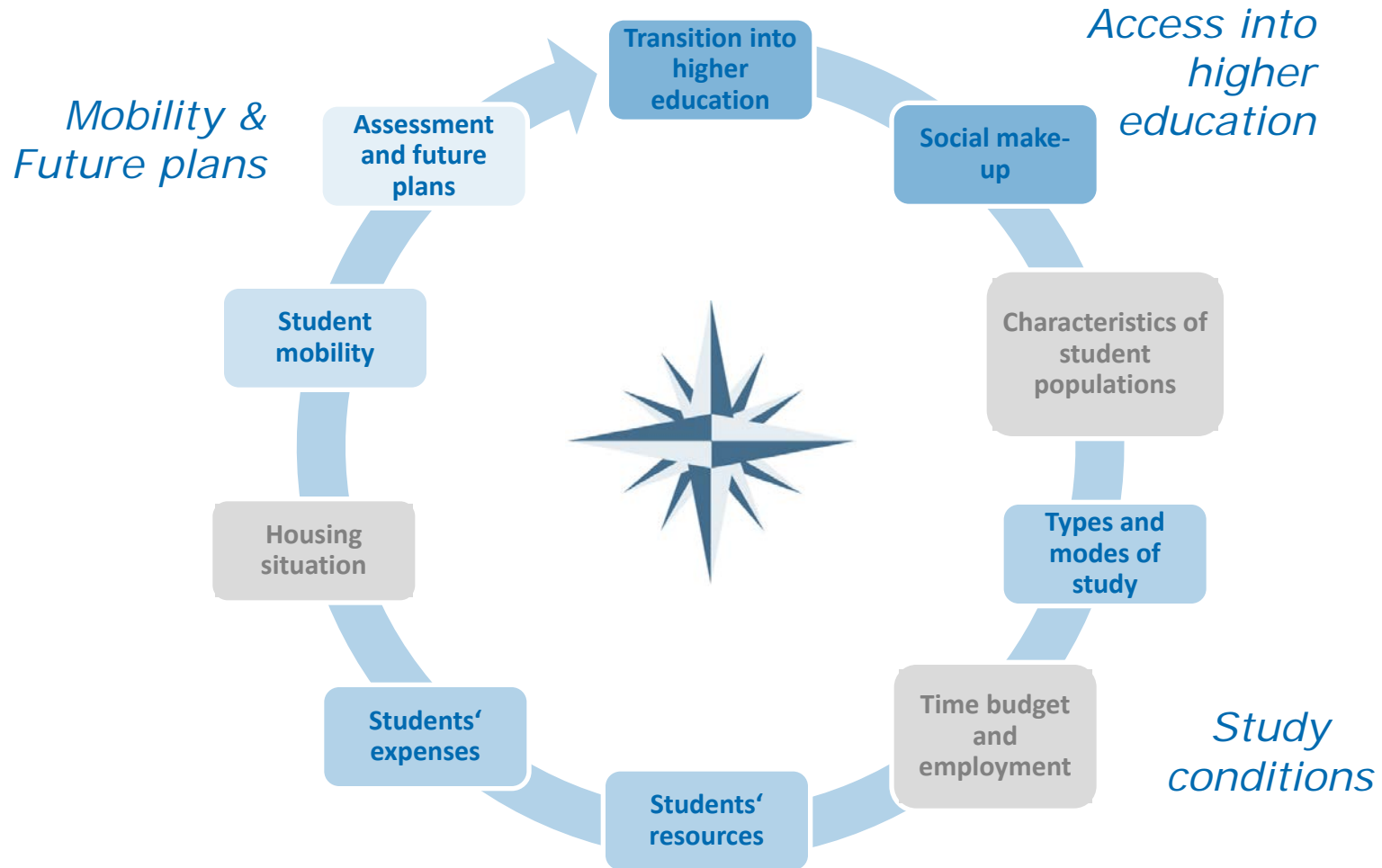
Students' assessment of their chances on the (national vs. international) labour market

Share of students assessing their chances on the labour market as (very) good (in %)

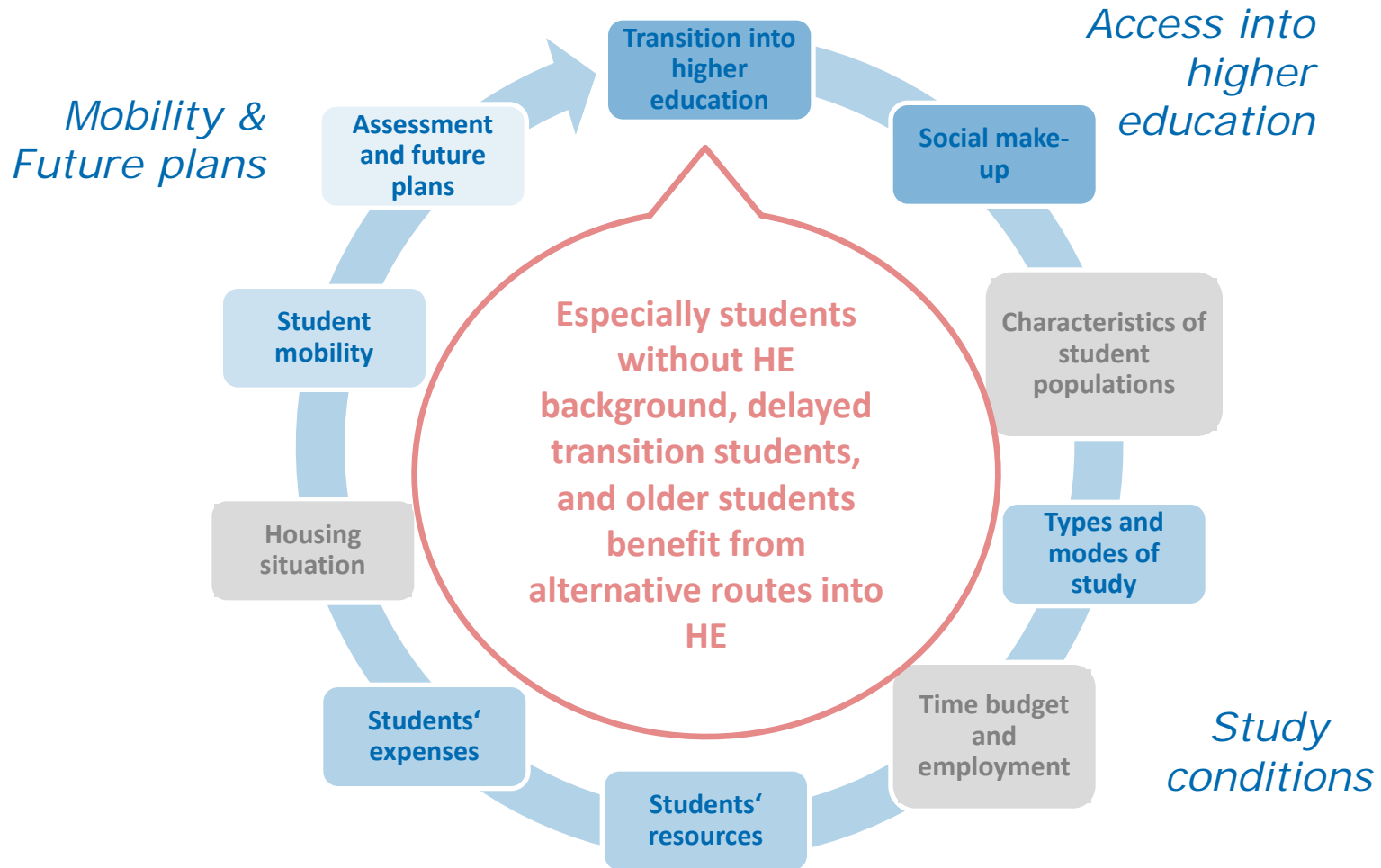


Source: Hauschildt et al. (2015)

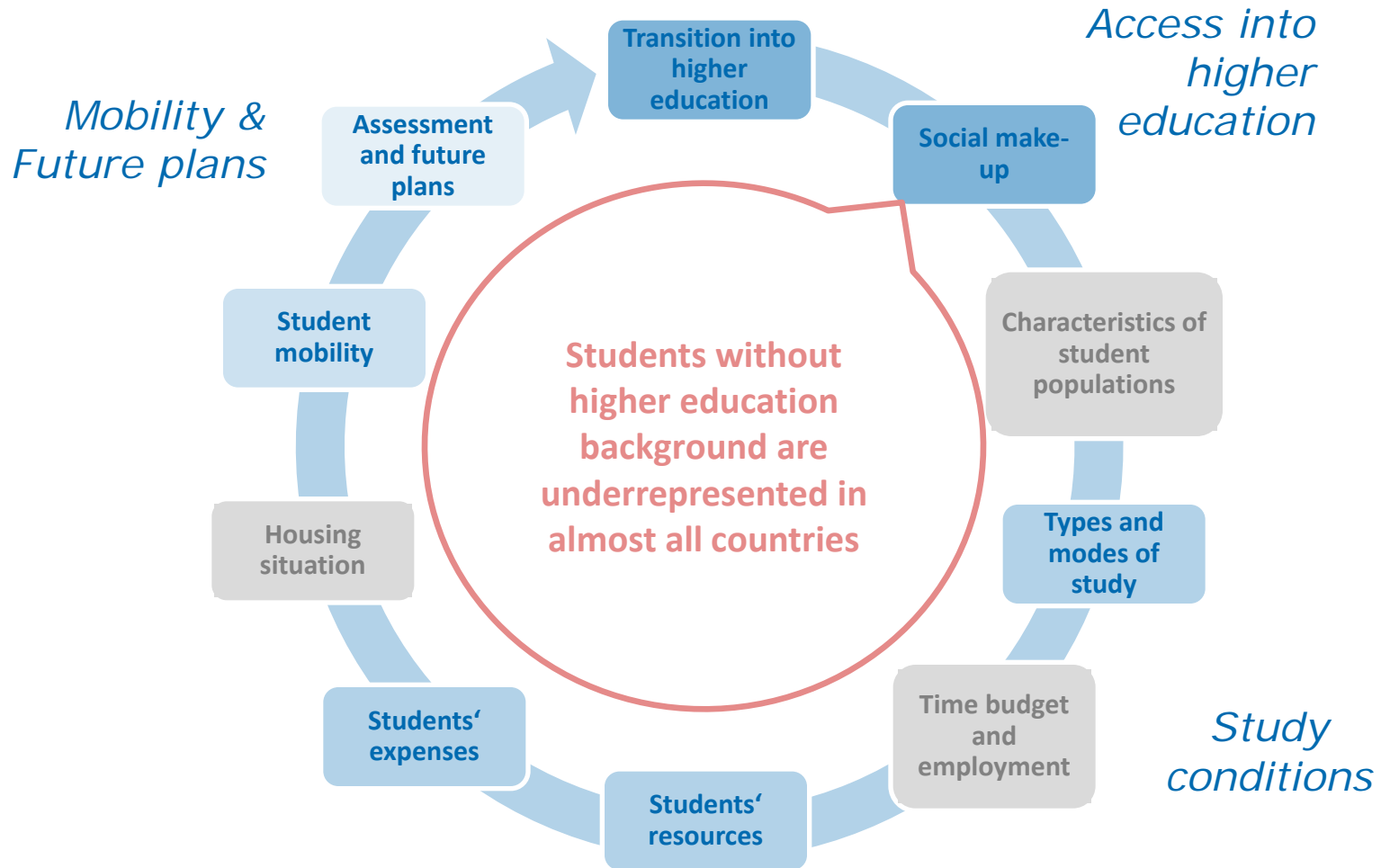
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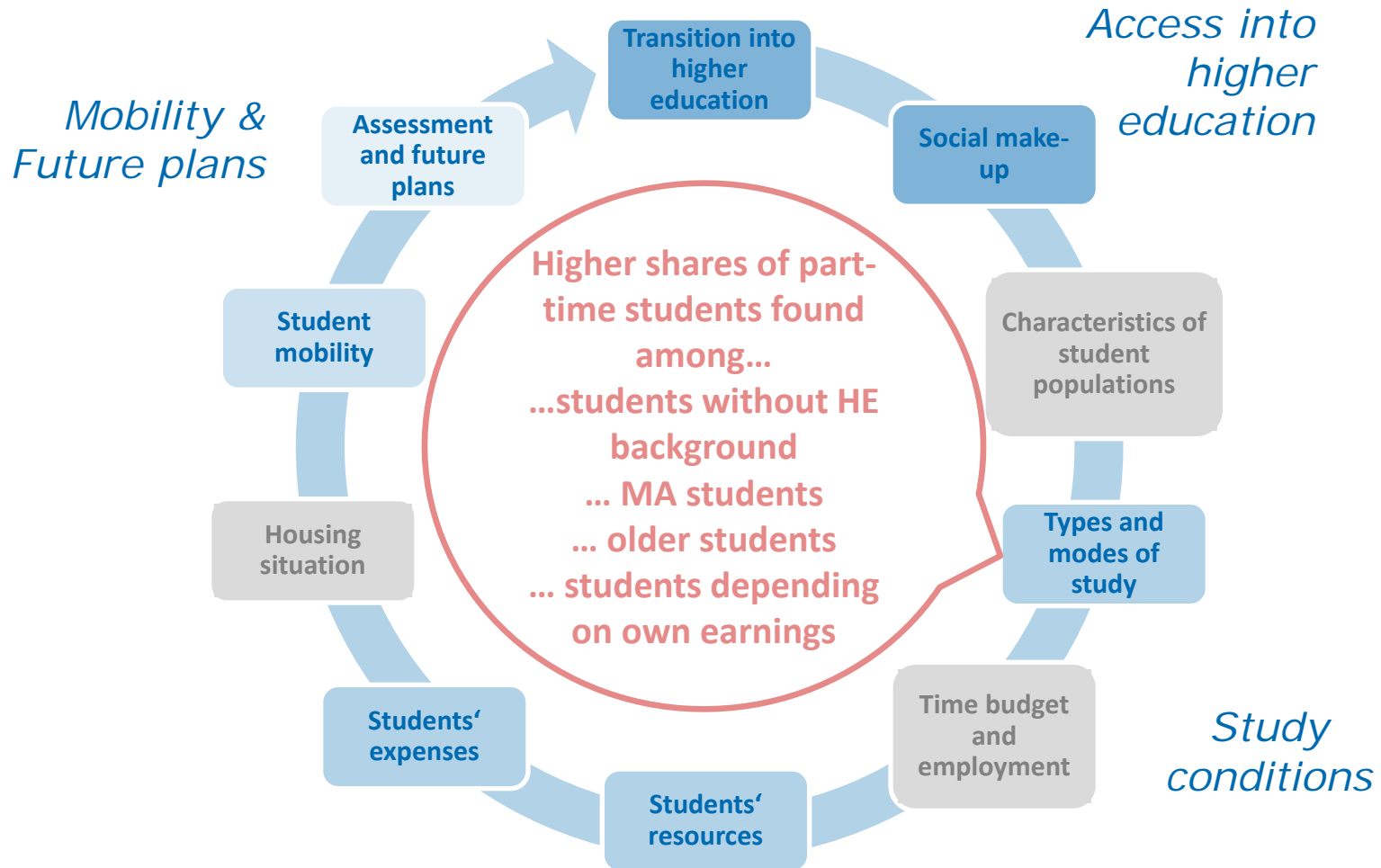
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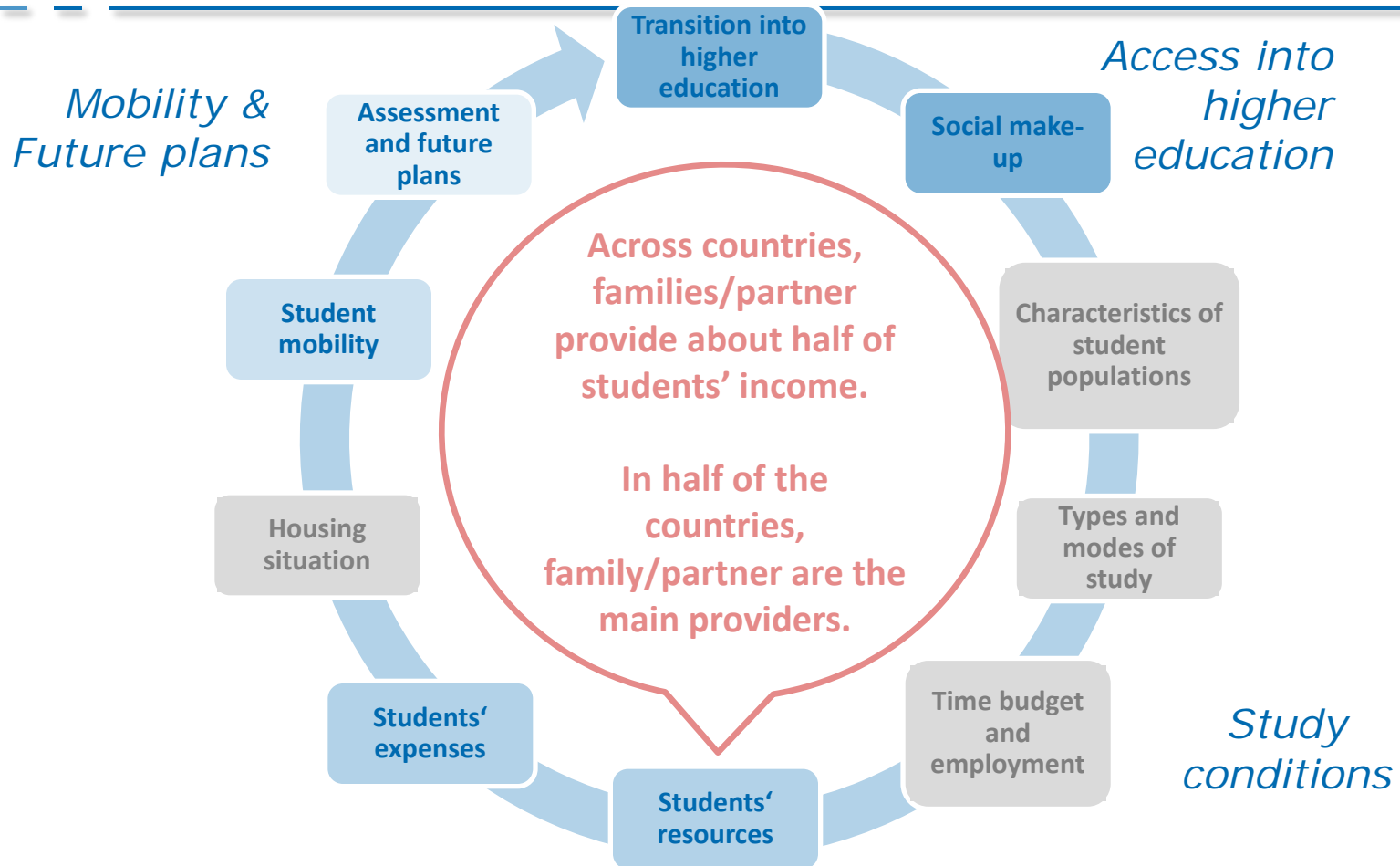
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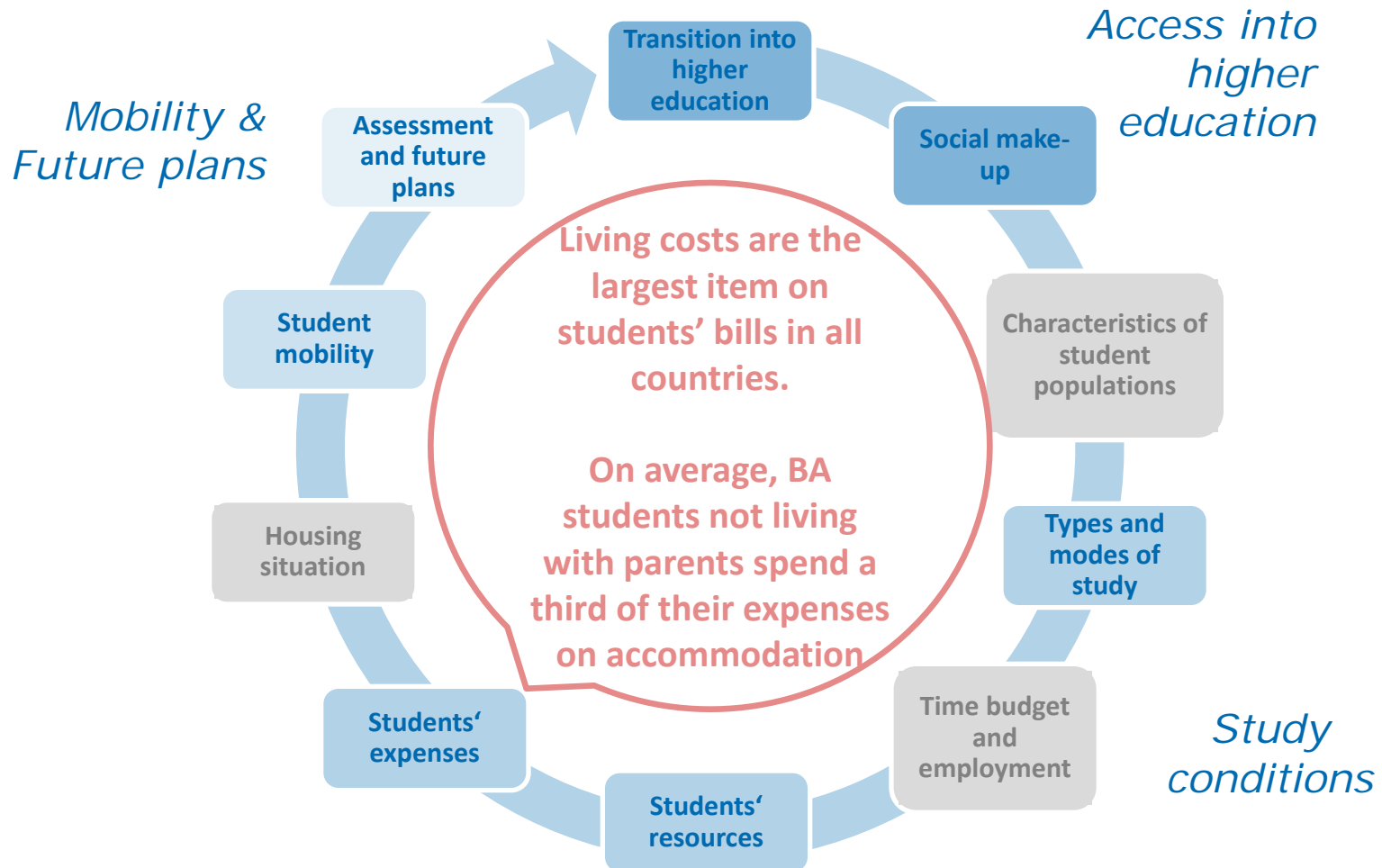
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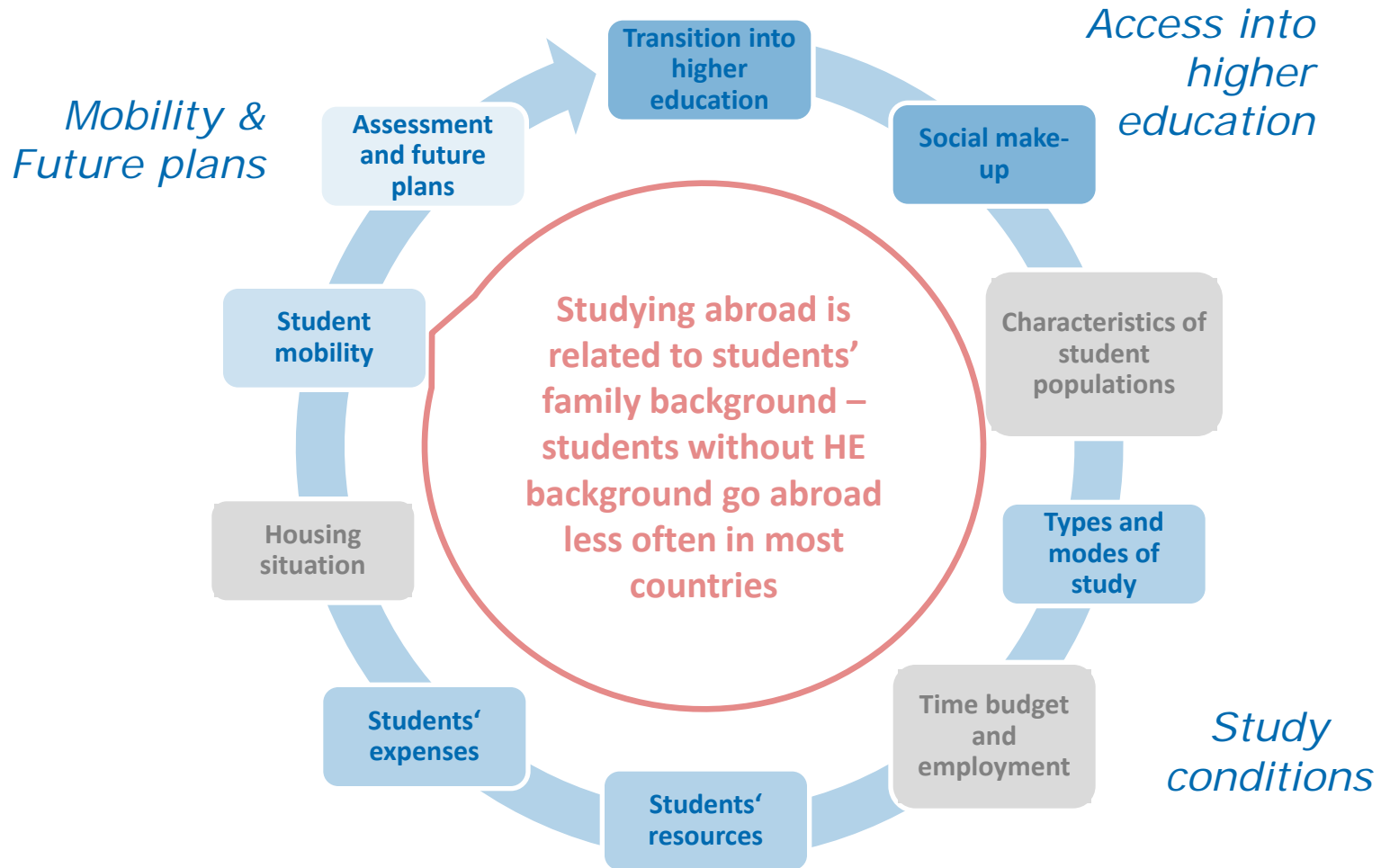
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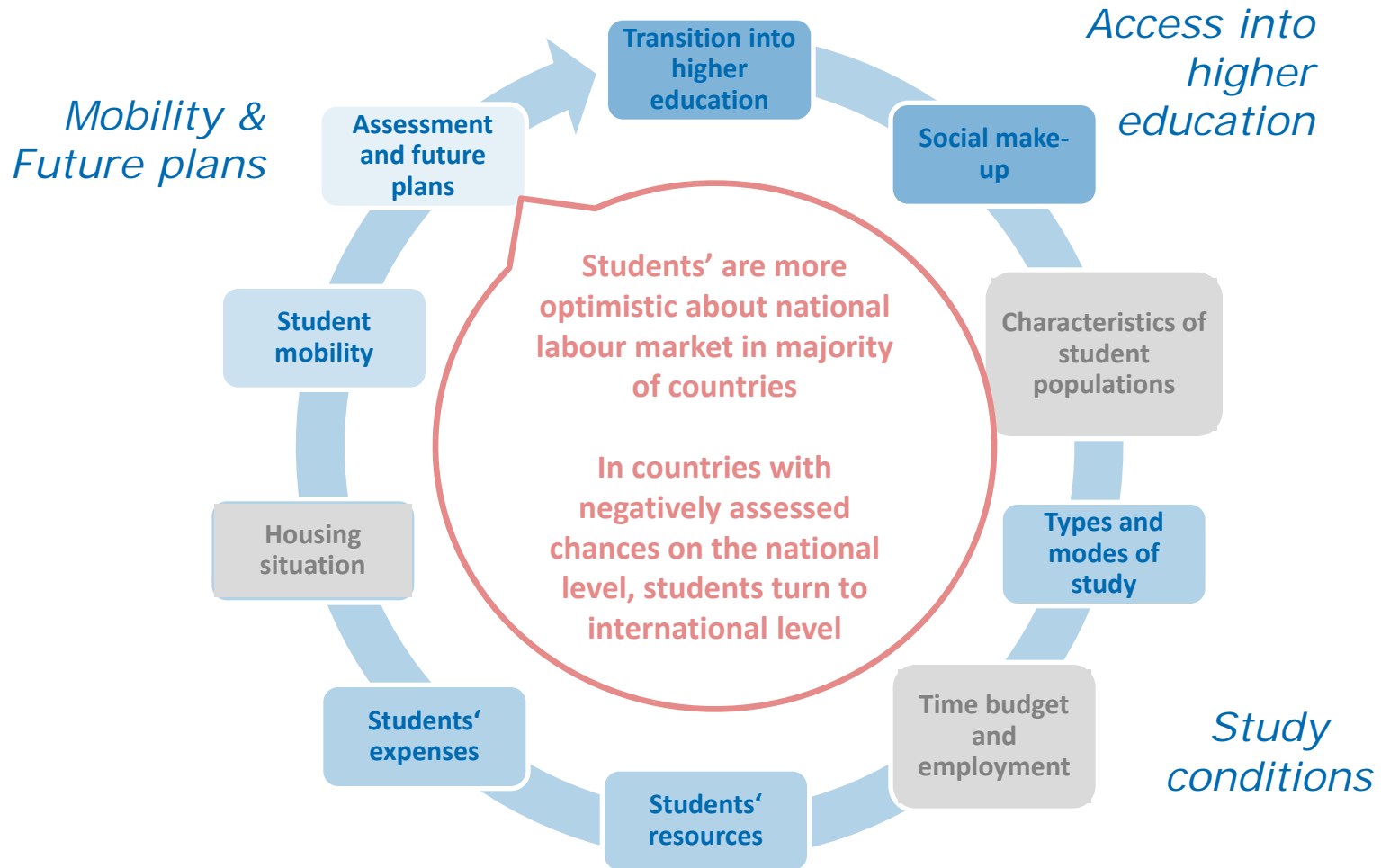
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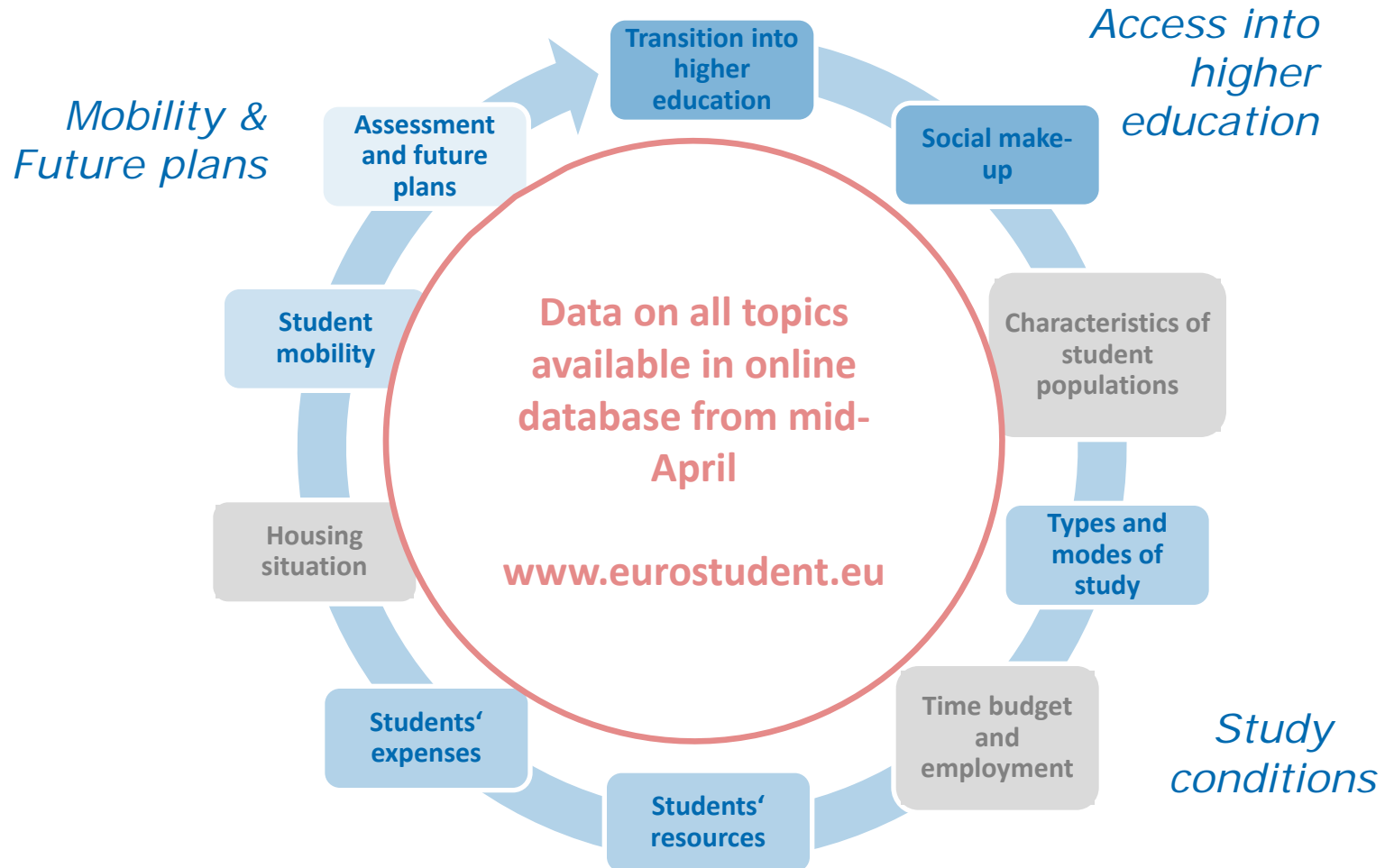
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Synopsis of Indicators



eurostudent

Full database available
mid-April
www.eurostudent.eu

news

Vienna, Austria, 25 - 27 February 2015

E:V results at the SD in HE conference and EUROSTUDENT VI pre-kick-off

E:V results were presented at the SD in HE conference to around 250 participants. The conference ended with a EUROSTUDENT VI pre-kick-off bringing together representatives from interested countries looking forward to EUROSTUDENT VI.

▶ [see photo](#)

Vienna, Austria, 25 - 27 February 2015

Final EUROSTUDENT Conference to launch the new comparative report

Surveys from 29 European countries and a sum of 210 thousand students have been brought together to provide a comparative perspective on student life in Europe. Join us 25-27 Feb. to find out more.

▶ [webpage](#)

Tallinn, Estonia, 15 January 2015

EUROSTUDENT teaser campaign

There are major differences between student populations in Europe - follow the campaign and guess which countries the data highlight.

▶ <https://twitter.com/eurostudenttw>





Follow us on 


events

A 7 Dependents by characteristics of students (I)

Source: Survey question 5.5, 5.6

Add country 

-  Croatia 
-  Denmark 

Choose topic 

TOPIC:

A Demographics

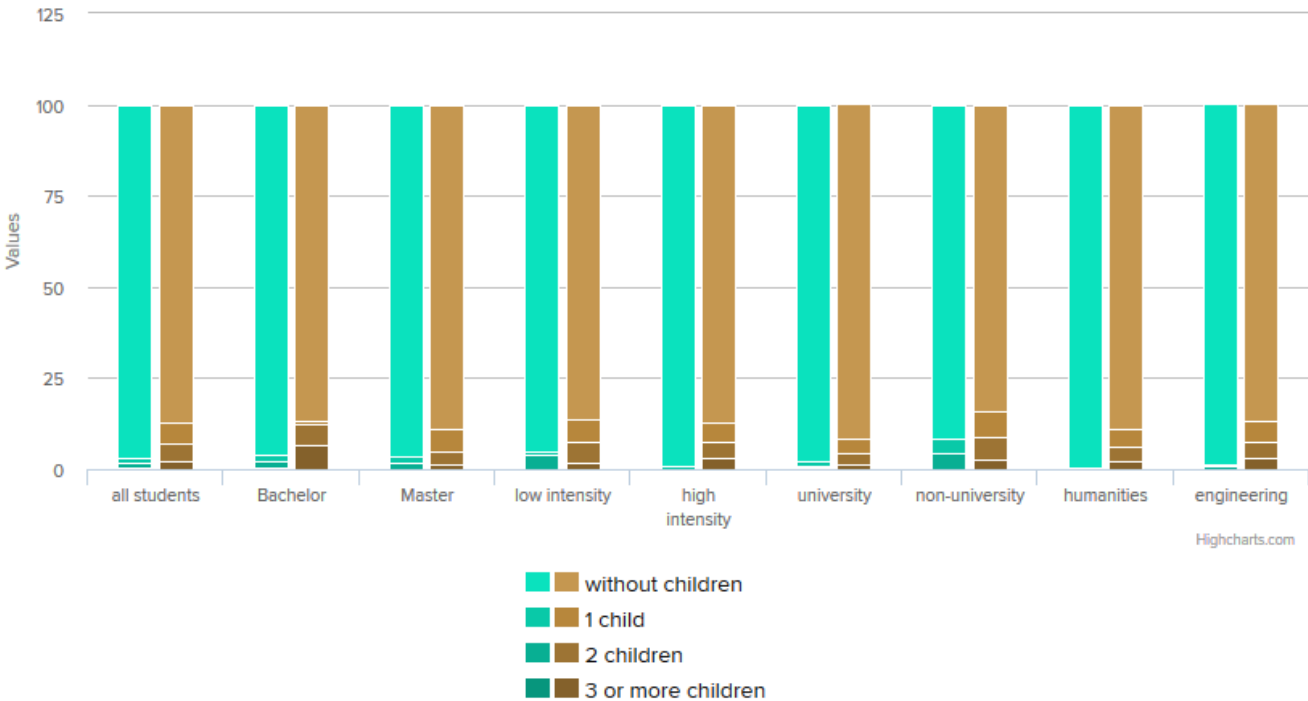
SUBTOPIC:

A 7 Dependents by characteristics of students (I)

Purpose for subtopic

Students with children are a special student group as they are usually under an additional burden of having to care for their children. This may leave them with less time and resources to devote towards their studies than their childless counterparts. The EUROSTUDENT core questionnaire stipulates that students are to be asked to indicate whether they have any


Students with children by study-related characteristics of students



Students with children by study-related characteristics of students

	all students	all students	Bachelor	Bachelor	Master	Master	low intensity	low intensity
	numbers	percent	numbers	percent	numbers	percent	numbers	percent

Using EUROSTUDENT materials

- Synopsis of Indicators 
 - Freely available
 - Free to disseminate
 - Free to use – please cite!
- EUROSTUDENT data in DRM
 - Custom graphics
 - Free to download (Excel format)
 - National profiles
- Use it, analyse it, share it, publish it...



www.eurostudent.eu
→ database



Lifelong
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Programme

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Hochschul- und Wissenschaftsforschung ■

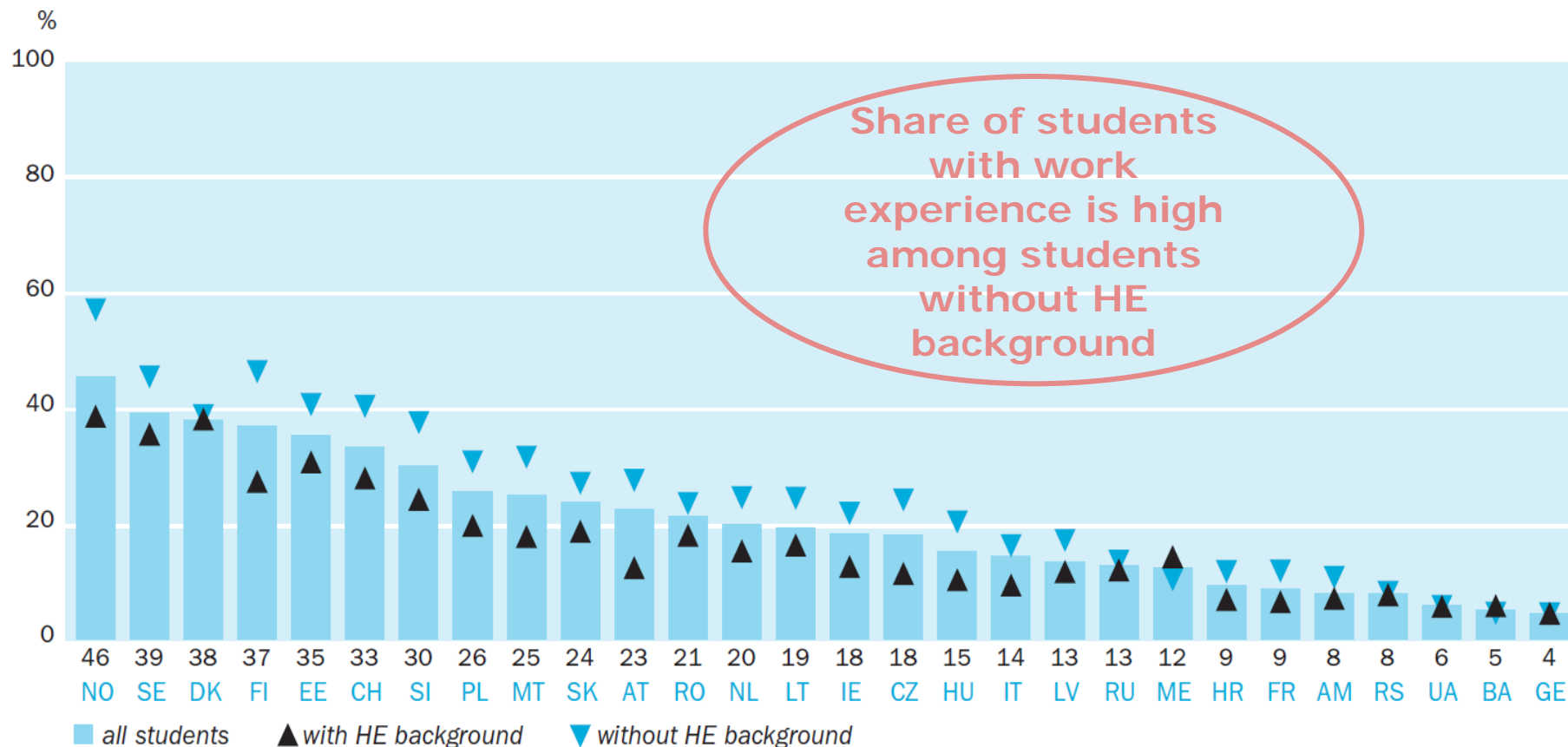
Backup



Work experience before entering higher education

Share of students with (regular) work experience before entering higher education (in %)

Educational background

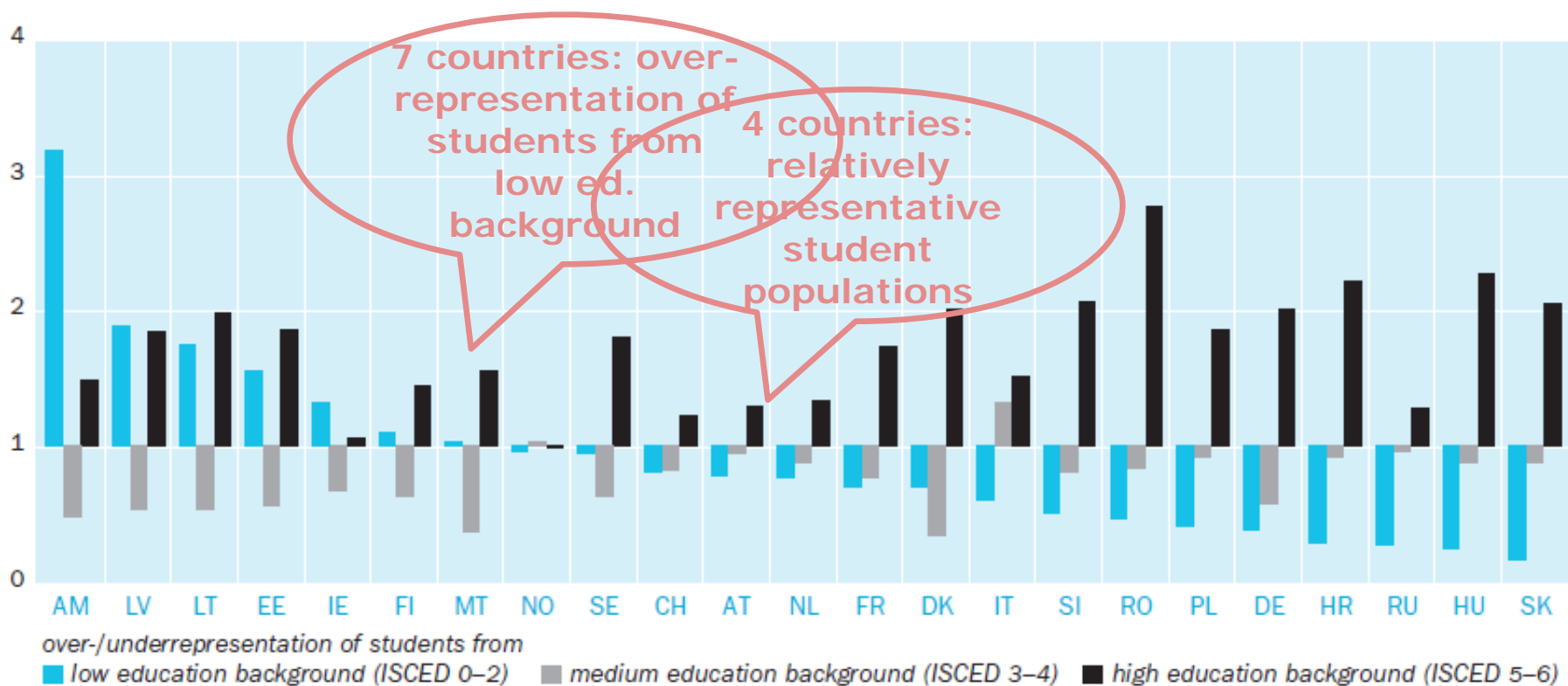


Source: Hauschildt et al. (2015)

Participative equity II

Representation of students from high, medium, and low educational background

Based on fathers' educational attainment



1) Introductory methodological notes

Definition of international student mobility

- Educational mobility across national borders → physical stay abroad

Types of international student mobility

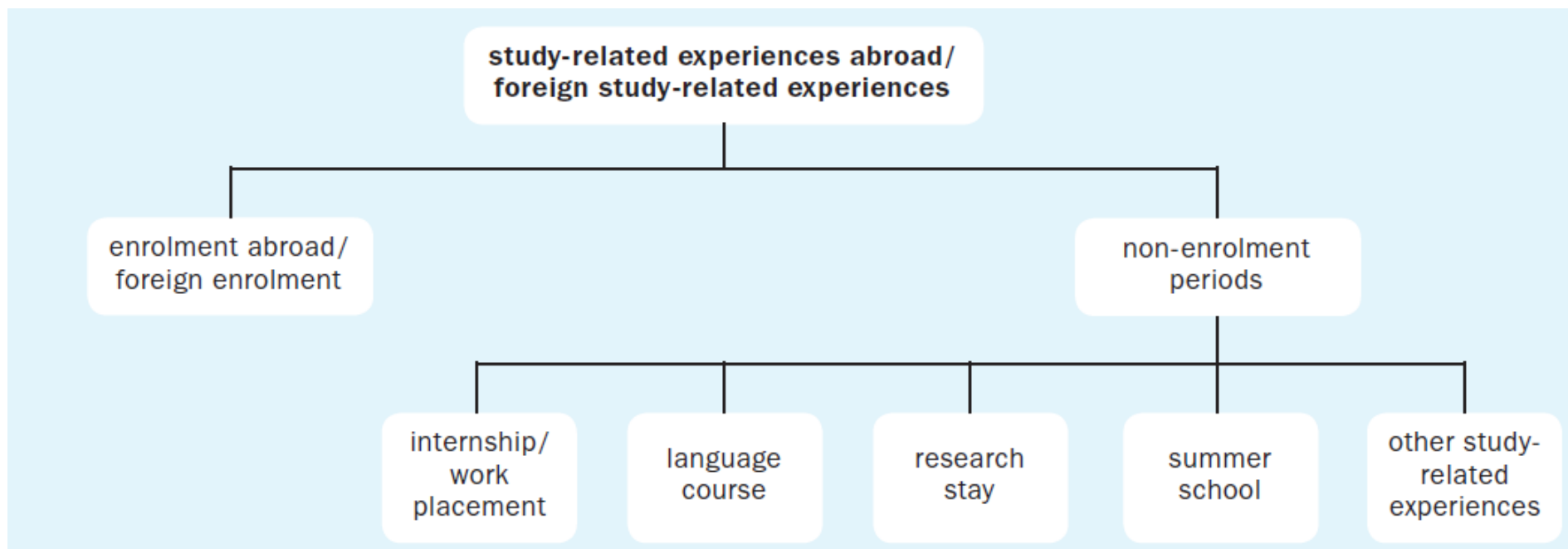
- Basic distinction:
 - Temporary mobility of students returning to their home institution (study-related experience abroad / credit mobility)
 - vs.
 - Mobility to complete an entire degree abroad (degree mobility)

EUROSTUDENT Synopsis,
Chapter 11, also covers
plans for degree mobility

Sources: Kelo et al. (2006); Teichler et al. (2011)

1) Introductory methodological notes

Types of temporary international student mobility

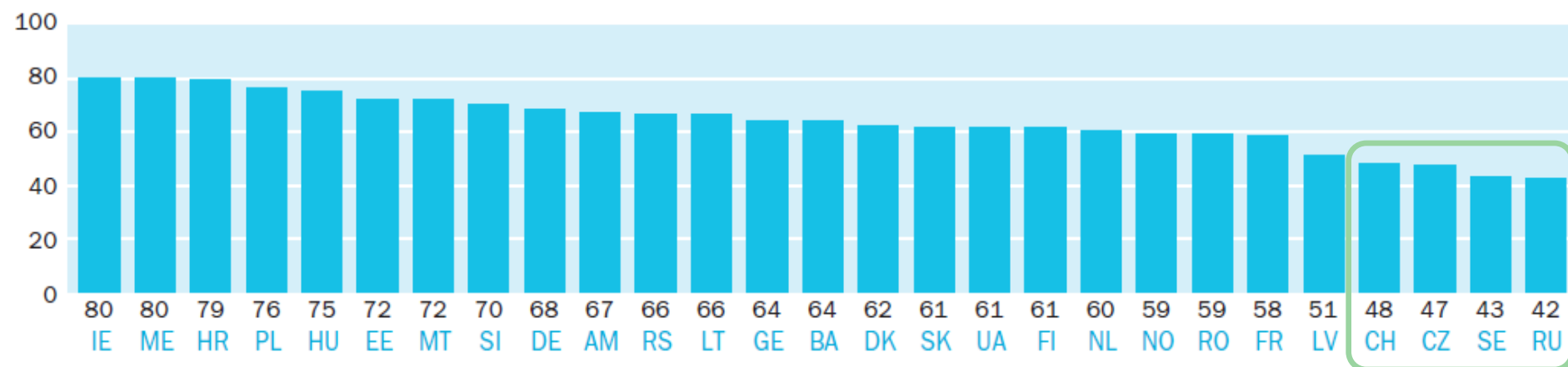


Source: Hauschildt et al. (2015, p. 187)

2) Results: Obstacles to enrolment abroad

Additional financial burden

Share of students who have not been enrolled abroad and do not plan to enrol abroad considering the selected issue as (quite) big obstacle to enrolment abroad (in %)

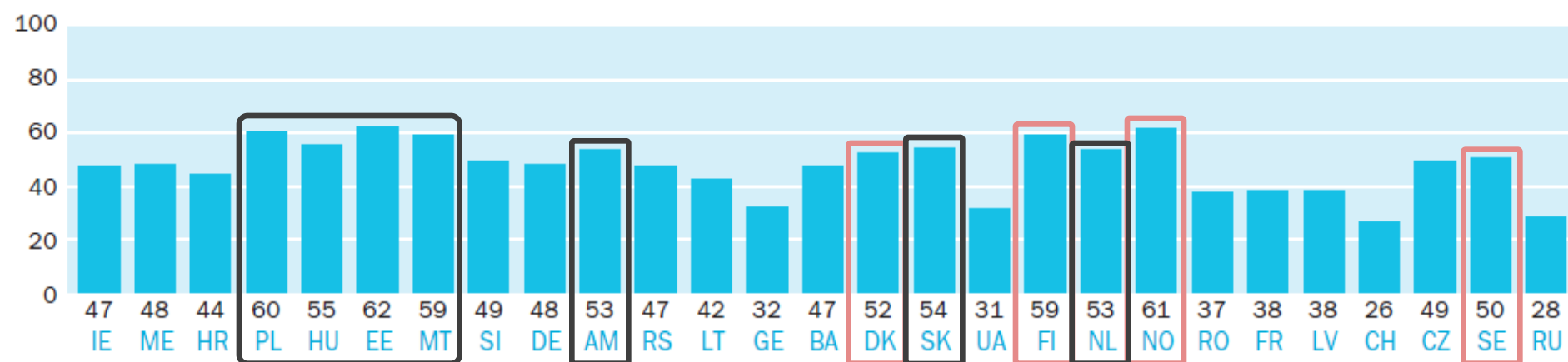


Source: Hauschildt et al. (2015, p. 196)

2) Results: Obstacles to enrolment abroad

Separation from partner, child(ren), friends

Share of students who have not been enrolled abroad and do not plan to enrol abroad considering the selected issue as (quite) big obstacle to enrolment abroad (in %)

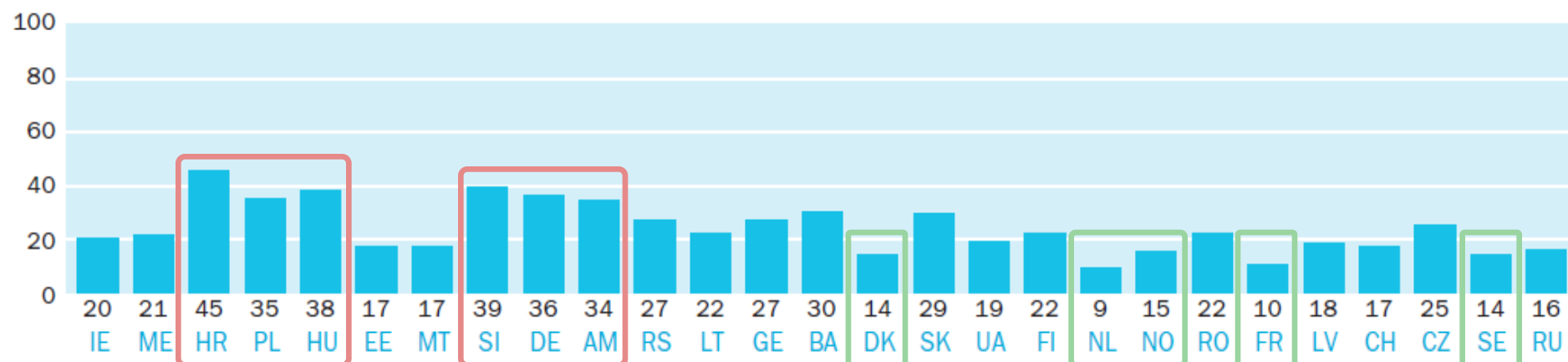


Source: Hauschildt et al. (2015, p. 196)

2) Results: Obstacles to enrolment abroad

Problems with recognition of credits gained abroad

Share of students who have not been enrolled abroad and do not plan to enrol abroad considering the selected issue as (quite) big obstacle to enrolment abroad (in %)



Source: Hauschildt et al. (2015, p. 196)

**21 groups are
differentiated in
the data**

Name of variable	values
Educational background	<ul style="list-style-type: none"> • With HE background • Without HE background
Type of higher education institution	<ul style="list-style-type: none"> • university • non-university
Type of study programme	<ul style="list-style-type: none"> • Bachelor • Master
Field of study	<ul style="list-style-type: none"> • humanities • engineering
Study intensity	<ul style="list-style-type: none"> • high intensity • low intensity
Transition route	<ul style="list-style-type: none"> • delayed transition
Educational origin	<ul style="list-style-type: none"> • international students
Dependency on income source	<ul style="list-style-type: none"> • dependent on family support • dependent on own earnings • dependent on public support
Age group	<ul style="list-style-type: none"> • < 22 years • 22 – 24 years • 25 – 29 years • 30 years and older
Sex	<ul style="list-style-type: none"> • male • female

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

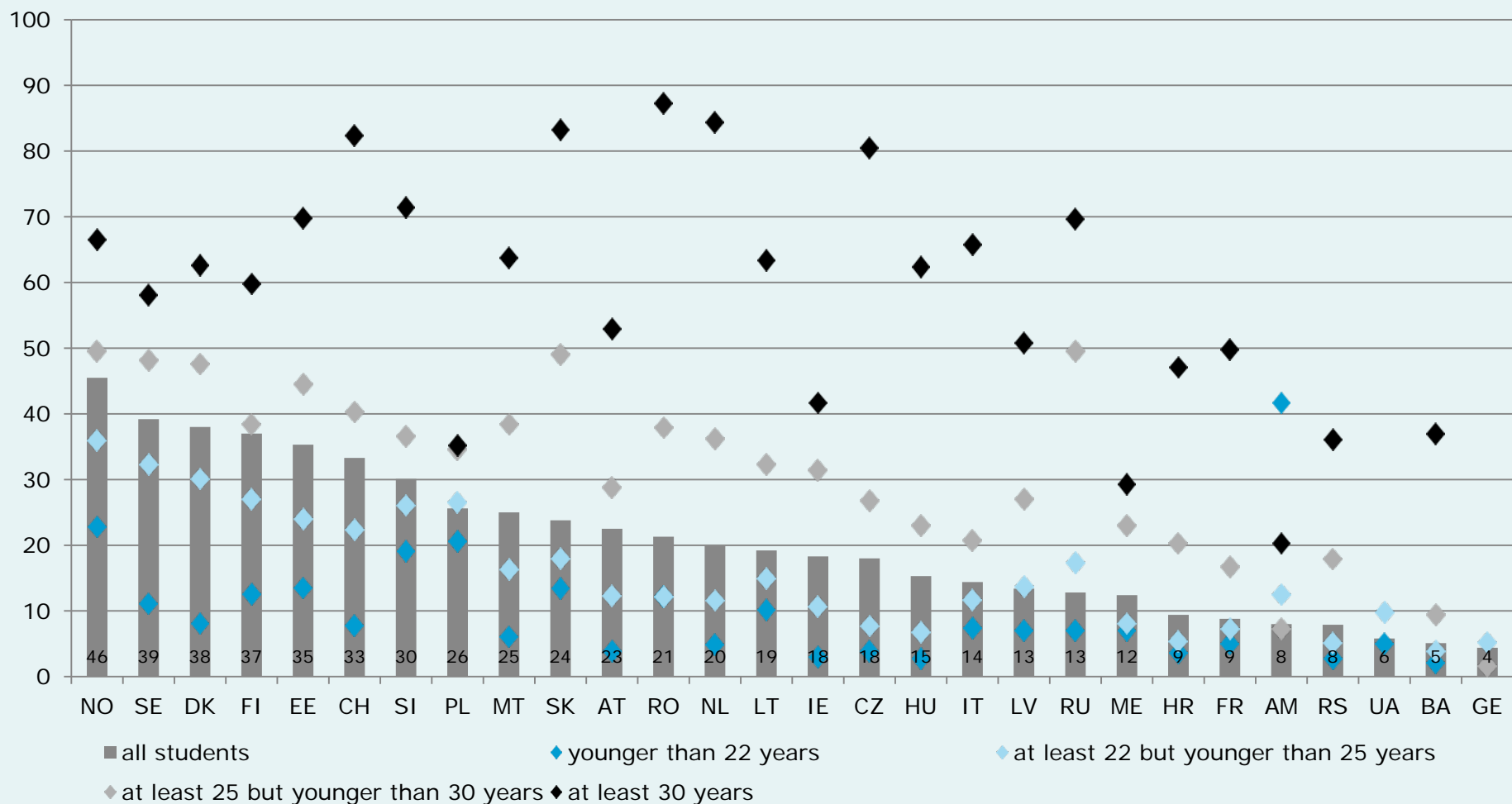
2) Results: Do students without HE background study differently?

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

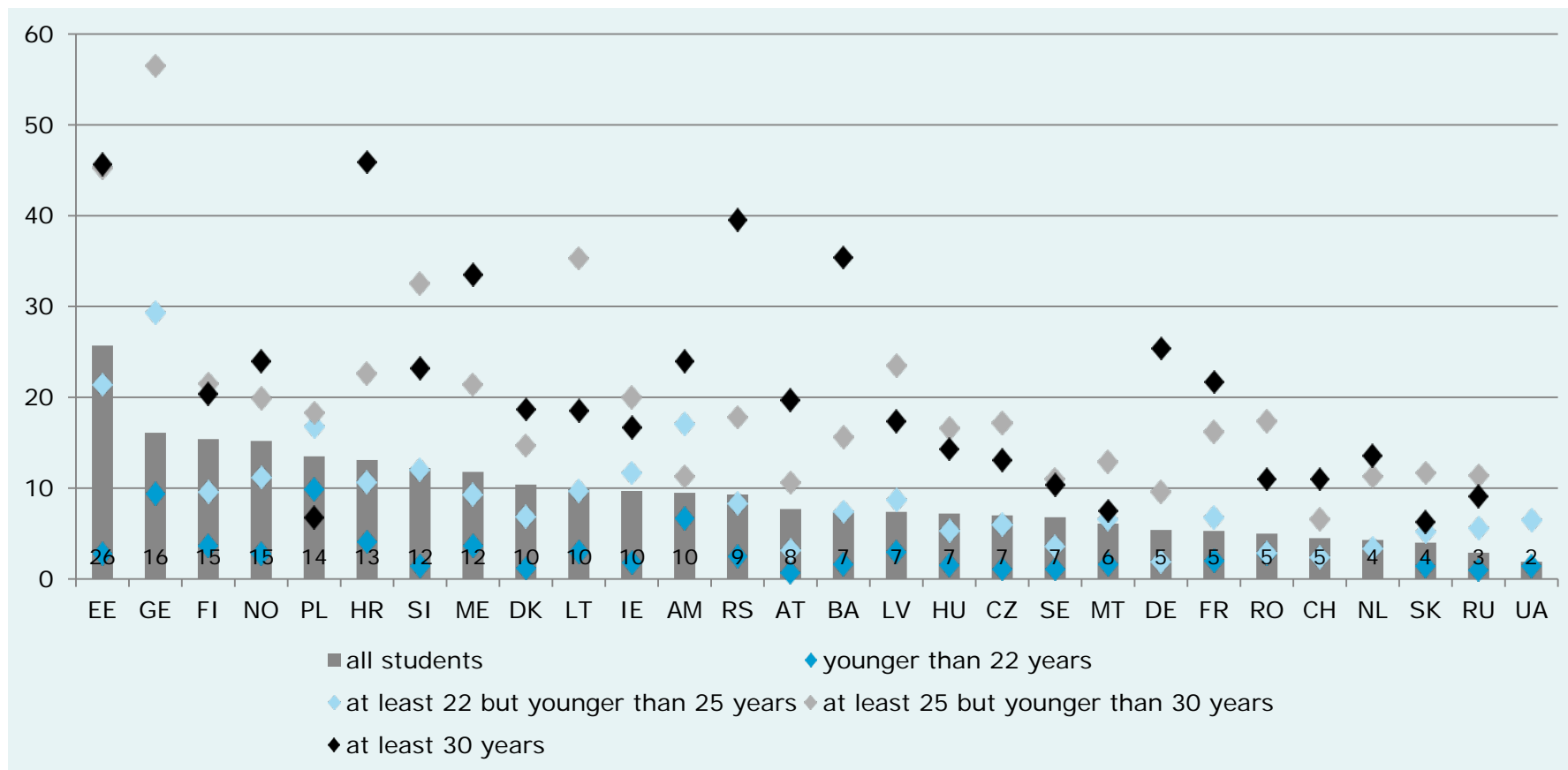
2.d) Work experience before entering higher education

Share of students with (regular) work experience before entering higher education (in %)



2.e) Interruptions after entering higher education

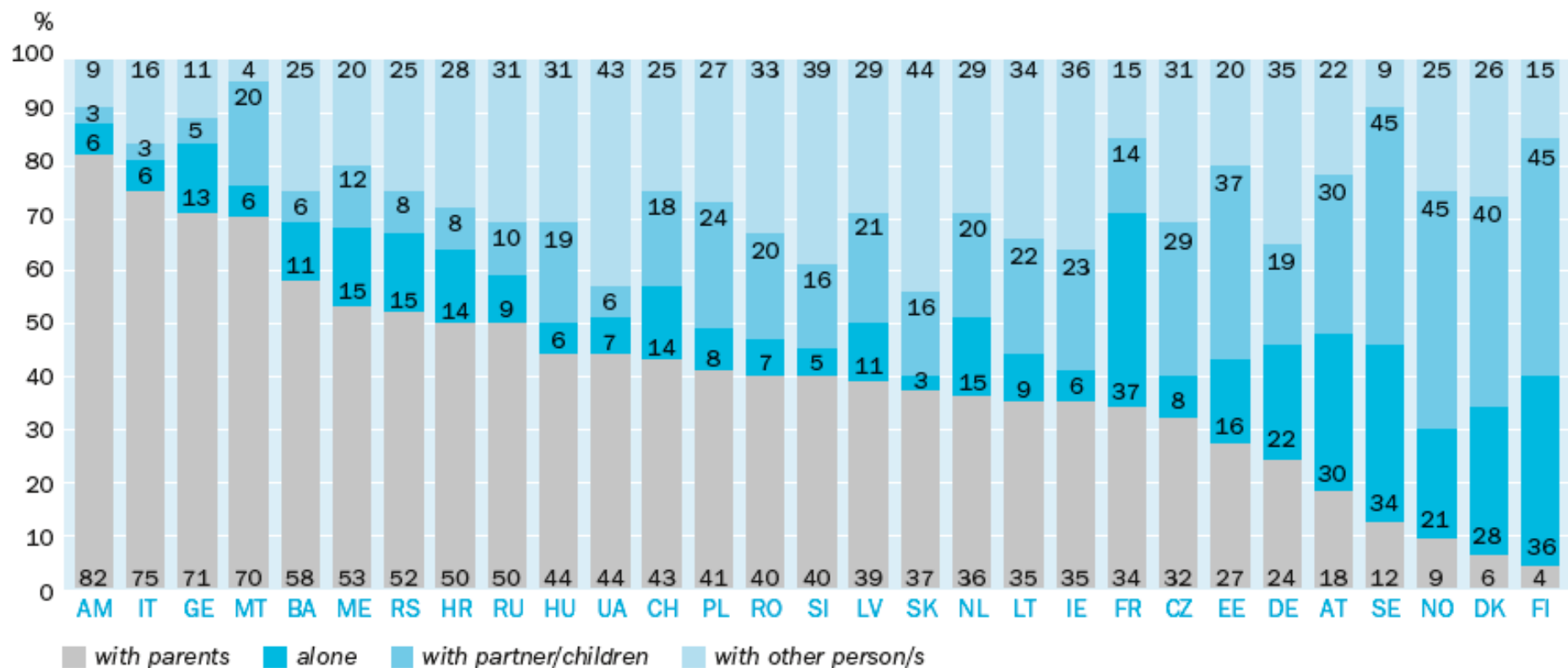
Share of students with an interruption of at least one year between entering higher education and graduating (in %)



Source: Hauschildt et al. (2015)

Students' housing situation

Share of students (in %)

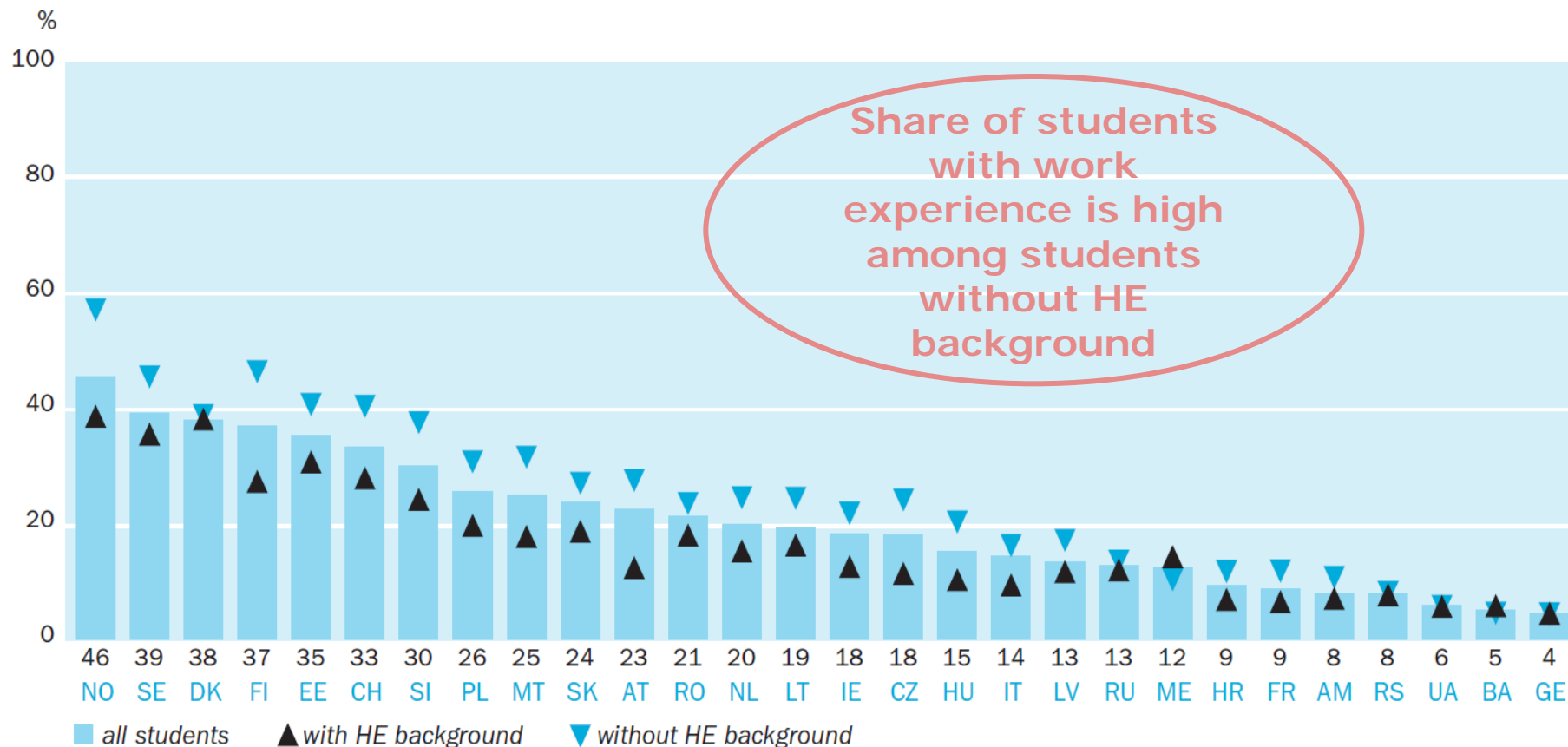


North-South divide apparent regarding students' living situation

2.d) Work experience before entering higher education

Share of students with (regular) work experience before entering higher education (in %)

Educational background



Source: Hauschildt et al. (2015)