EUROSTUDENT V
Key results on the social dimension in higher education in Europe

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The EUROSTUDENT network
EUROSTUDENT Synopsis of Indicators

Social and Economic Conditions of Student Life in Europe

2012–2015

EUROSTUDENT V 2012–2015 | Synopsis of Indicators
Synopsis of Indicators

Mobility & Future plans
- Assessment and future plans
- Student mobility
- Housing situation
- Students’ expenses
- Students’ resources

Access
- Transition into higher education
- Social make-up
- Characteristics of student populations
- Types and modes of study
- Time budget and employment

Study conditions
- Mobility & Future plans
- Access
- Study conditions

Kristina Hauschildt
EUROSTUDENT V – Key results
Brussels, 17/04/2015
Synopsis of Indicators

Mobility & Future plans
- Assessment and future plans
- Transition into higher education
- Social make-up

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- Characteristics of student populations
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- Student mobility
- Housing situation
- Students’ expenses
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Spotlight on: students without HE background

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
Results
Access
Overview of access routes to higher education

Regular entry routes
- Higher education entrance examination (75 %*, 15 countries)
- Upper secondary qualification (70 %*, 22 countries)

Alternative entry routes
- Upper secondary qualification-adult learning (8 %*, 11 countries)
- Special exams for certain student groups (5 %*, 11 countries)
- Accreditation of prior learning (4 %*, 10 countries)
- Special access courses (3 %*, 13 countries)

Most students enter through regular routes
...but alternative routes do exist

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)
Delayed transition students

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

Share of delayed transition students is high among students without HE background

Source: Hauschildt et al. (2015)
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

Representation of students without HE background
Based on fathers’ educational attainment

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

Source: Hauschildt et al. (2015)
Summary: Access of students without HE background

Students without HE background...

- are underrepresented in almost all EUROSTUDENT countries
- more often have a delayed entry into higher education
- more often enter higher education using alternative routes
- are older than students without HE background
- favor non-universities over universites
- tend to be better represented in BA than in MA programmes
- tend to prefer engineering over humanities subjects
Results
Assessment of chances on the labour market
Chances on the labour market

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

Source: Hauschildt et al. (2015)
Chances on the labour market

Students’ assessment of their chances on the national labour market
Share of students assessing their chances as (very) good

Students without HE background less optimistic
Chances on the labour market

Students’ assessment of their chances on the international labour market
Share of students assessing their chances as (very) good

- Students without HE background less optimistic
Summary: Assessment of chances on the labour market

Differences in assessment of chances...

• ...between countries
• ...between fields of study
• ...between students with and without HE background
Summary & Conclusion
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?

Students without HE background tend to assess their chances on the labour market less positively than students with HE background, especially with regard to the international labour market

- Is students‘ assessment of their labour market chances accurate?
Synopsis of Indicators

Data on all topics available in online database in the coming weeks!

www.eurostudent.eu
Full database available in the coming weeks: www.eurostudent.eu
A 7 Dependents by characteristics of students (I)

Source: Survey question 5.5, 5.6

Students with children by study-related characteristics of students

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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...
Different formats for dissemination

Synopsis of Indicators

Bologna Process Implementation Report

Intelligence Briefs

Data reporting module incl. national profiles

Website www.eurostudent.eu

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References


