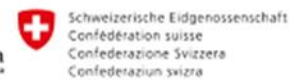
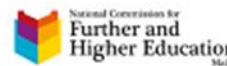


Inequalities in social and economic conditions of student life in Europe

Findings from EUROSTUDENT

Kristina Hauschildt
CGHE seminar 86
London, July 12th, 2018



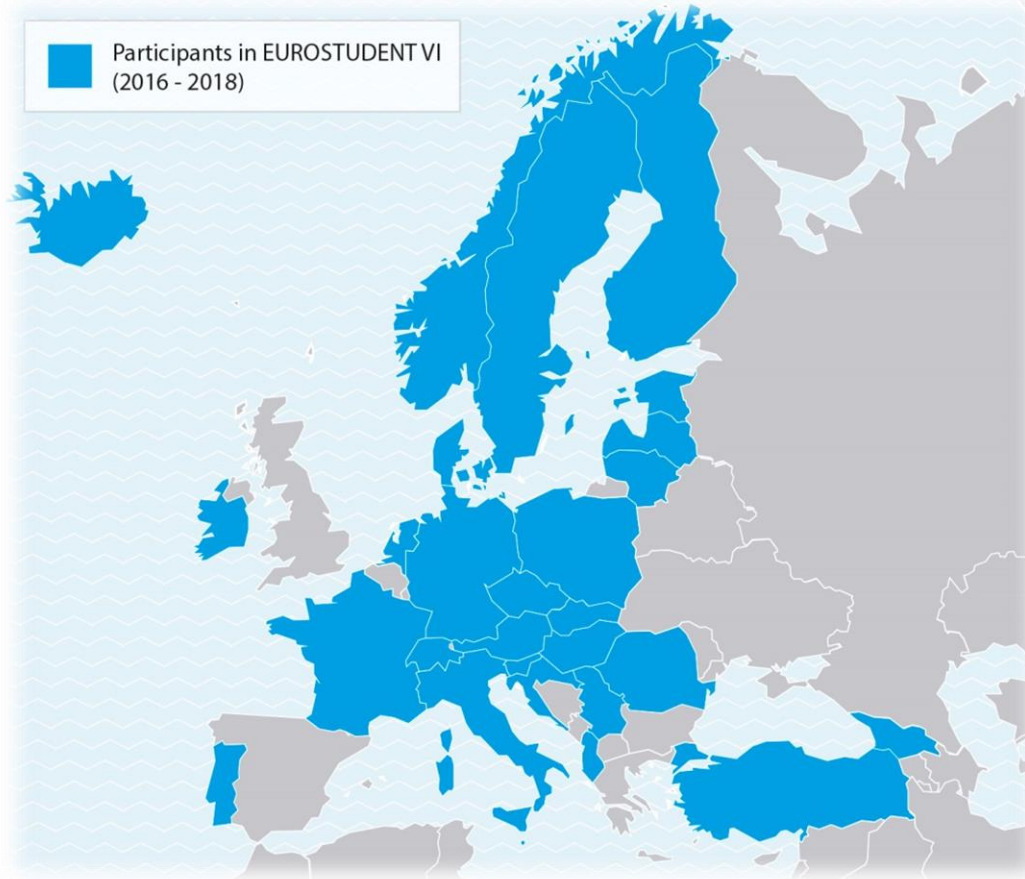
Inequalities in social and economic conditions of student life in Europe

- The EUROSTUDENT project
- Diversity of student populations in Europe
- Students' socio-economic background
- Study and living conditions of students without higher education background
- Summary and conclusions
- Q & A and discussion

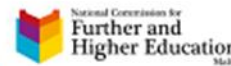
The EUROSTUDENT network

- **EUROSTUDENT collects survey data on the social and economic conditions of student life in Europe**
- **International consortium provides core questionnaire, support in data collection and delivery, and conducts central data analyses.**
- **National teams ensure fit with national circumstances, conduct field phases, and deliver indicators to EUROSTUDENT.**
- **EUROSTUDENT VI**
 - **2016-2018**
 - **28 participating countries**
 - **> 300,000 respondents**
- **EUROSTUDENT VII**
 - **2018-2021**
 - **27 participating countries**
 - **Field phase: spring/summer 2019**

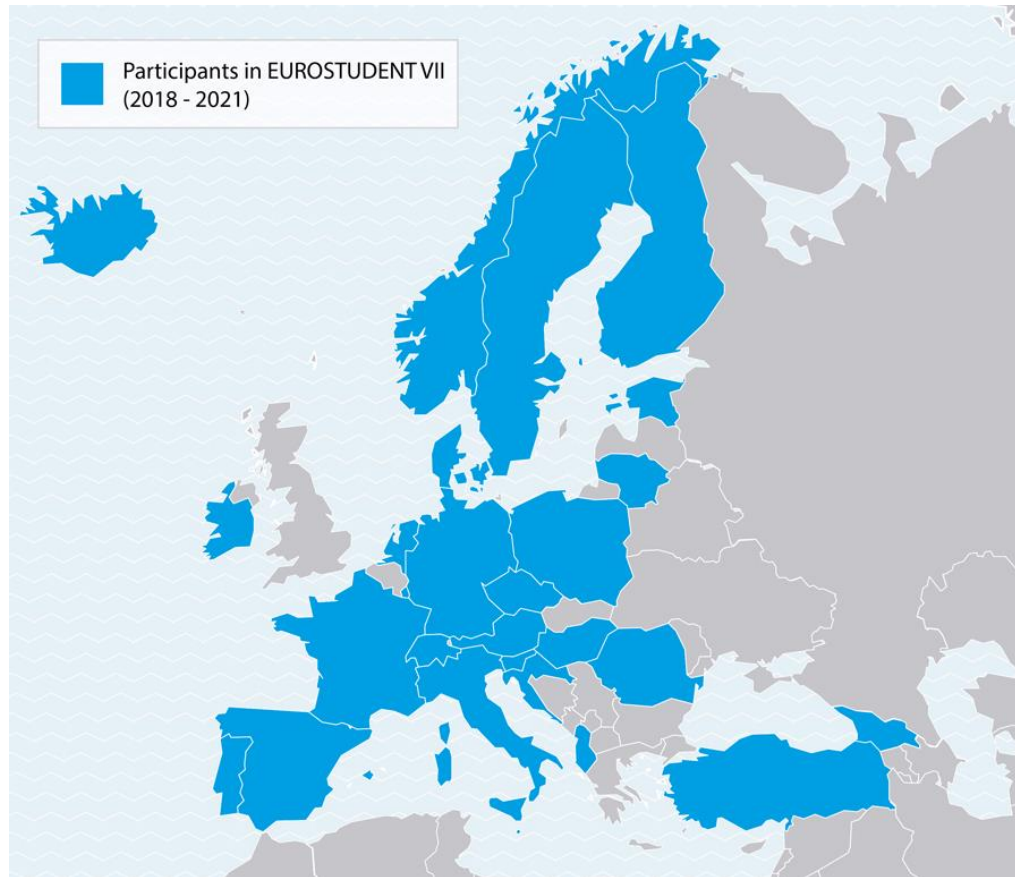
The EUROSTUDENT network



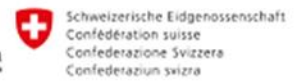
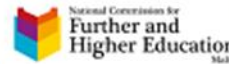
Consortium



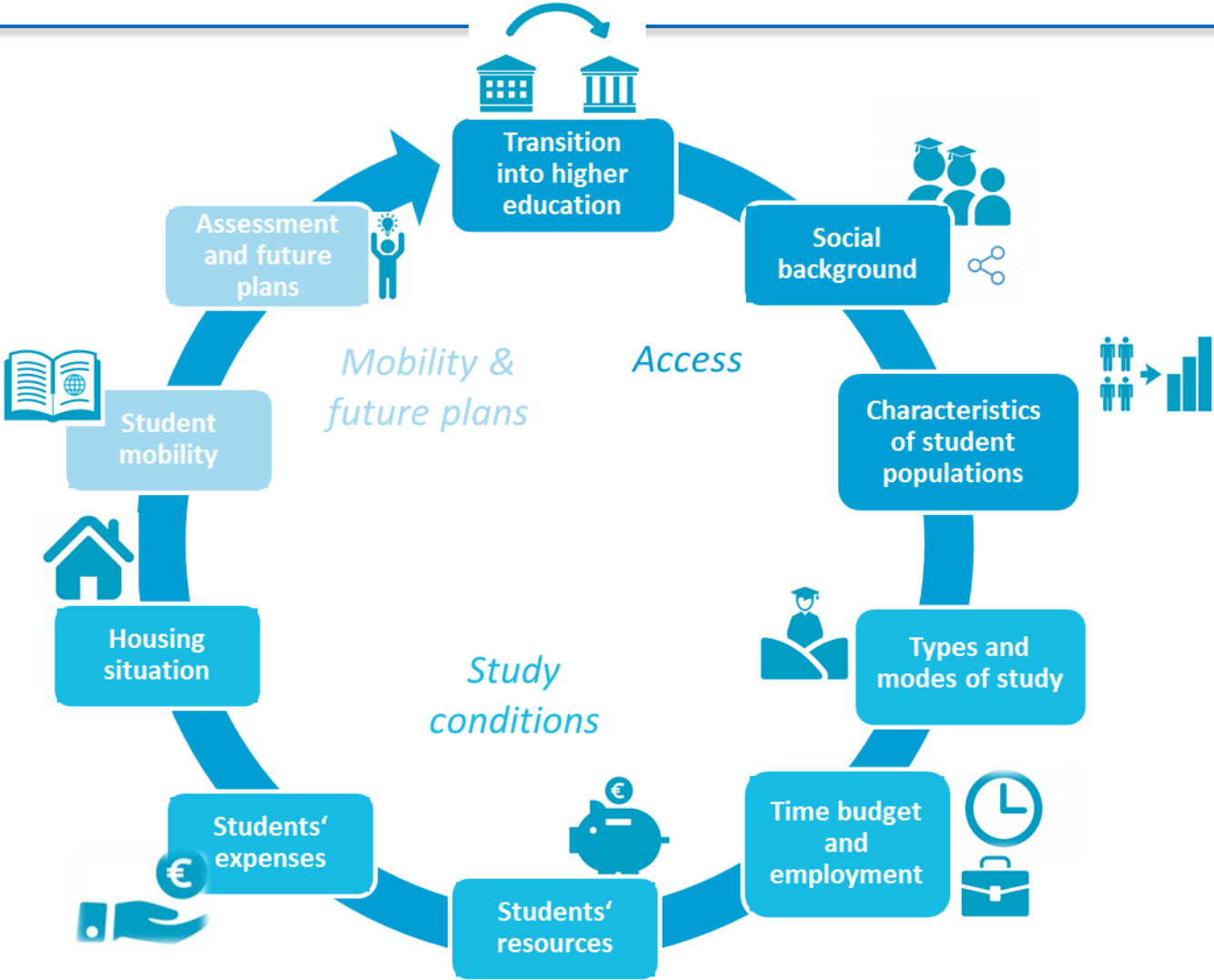
The EUROSTUDENT network



Consortium



EUROSTUDENT topics



EUROSTUDENT focus groups

Socio-demographic characteristics



Age groups



Educational background



Migration background



Impairments



Sex

Living conditions



Housing



Working students



Dependency on income source



Financial difficulties

Study-related characteristics

Current study situation



Study intensity



Type of HEI



Type of study programme



Field of study

Study-related background



Educational origin



Access route



Transition route

Inequalities in social and economic conditions of student life in Europe

- The EUROSTUDENT project
- Diversity of student populations in Europe

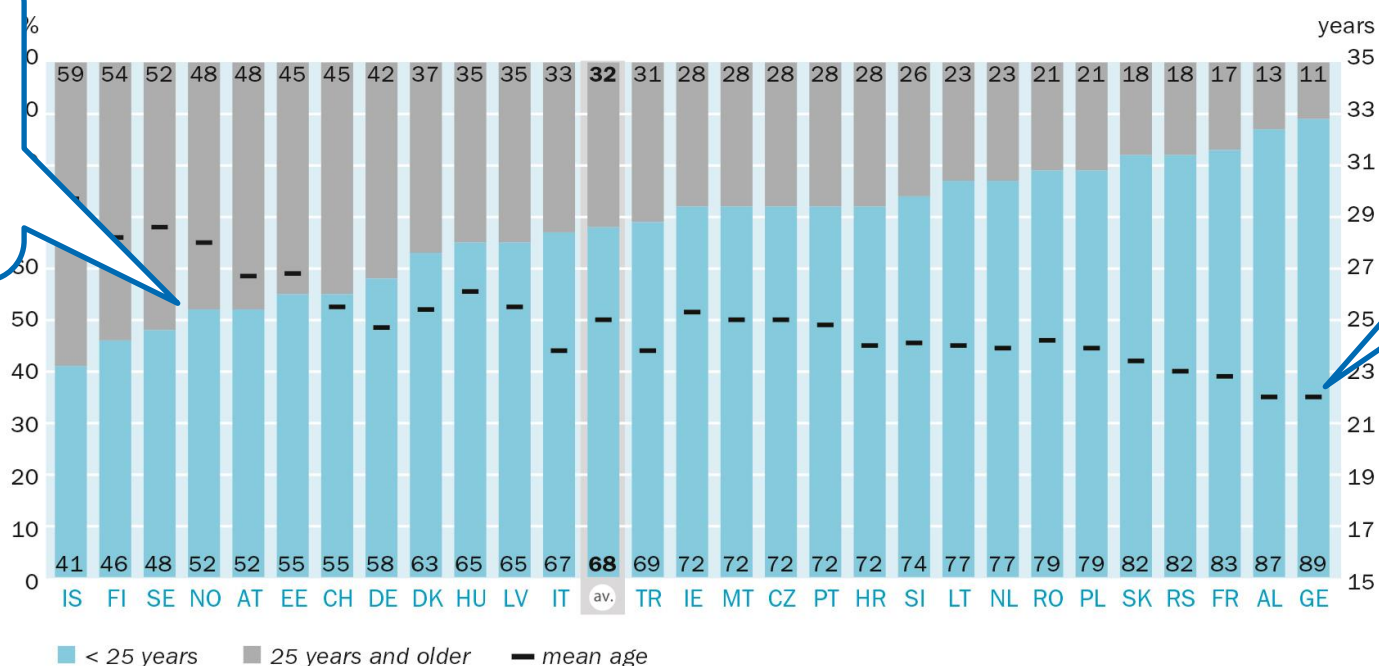
Diversity of student populations in Europe

Age

Figure B1.1 [↓](#)

Age profile of students

Share of students in different age groups (in %) and mean age (in years)



In most countries a majority is younger than 25

Mean age varies between 22 and almost 30 years

Data source: EUROSTUDENT VI, A.1.

EUROSTUDENT question(s): 5.0 When were you born?

Deviations from EUROSTUDENT survey conventions: CH, DE, RO.

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

Source: EUROSTUDENT VI

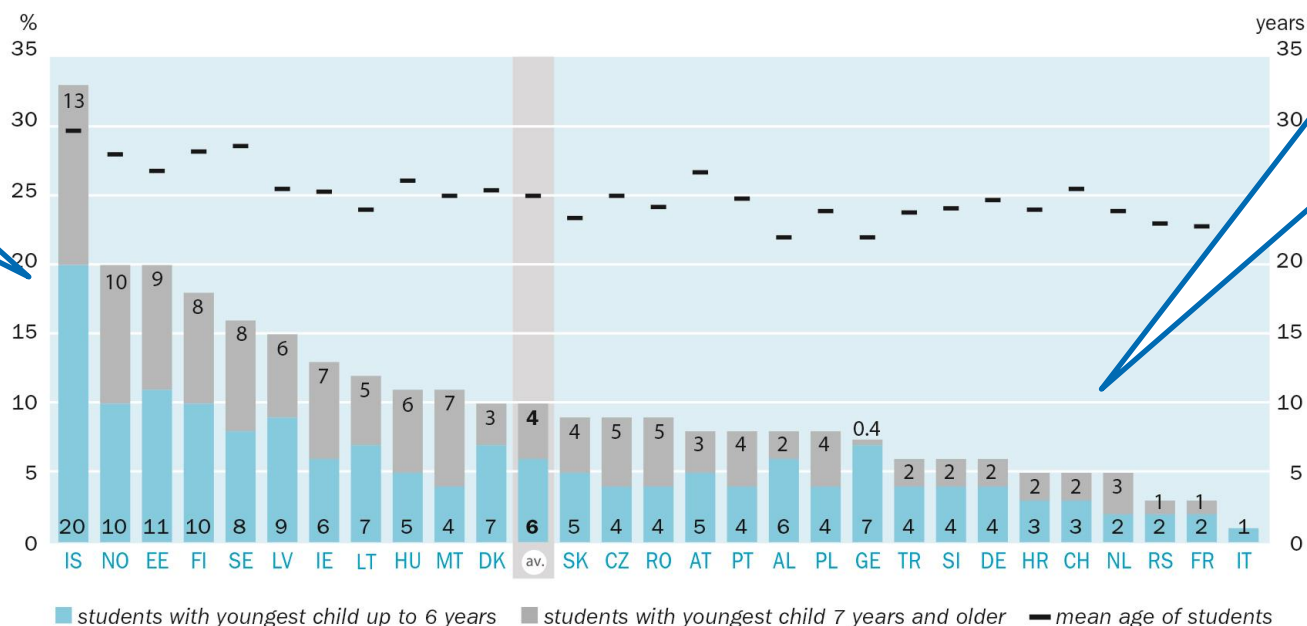
Diversity of student populations in Europe

Students with children

Figure B1.3 [↓](#)

Students with children by age of youngest child and mean age of students

Share of students (in %)



Up to a third of students are parents in some countries...

...but the share is at most 10% in the majority of countries

Data source: EUROSTUDENT VI, A.1, A.12, & A.13.

EUROSTUDENT question(s): 5.0 When were you born?, 5.6 Do you have children?, 5.7 How old is your youngest child?

Deviations from EUROSTUDENT conventions: AT.

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

Source: EUROSTUDENT VI

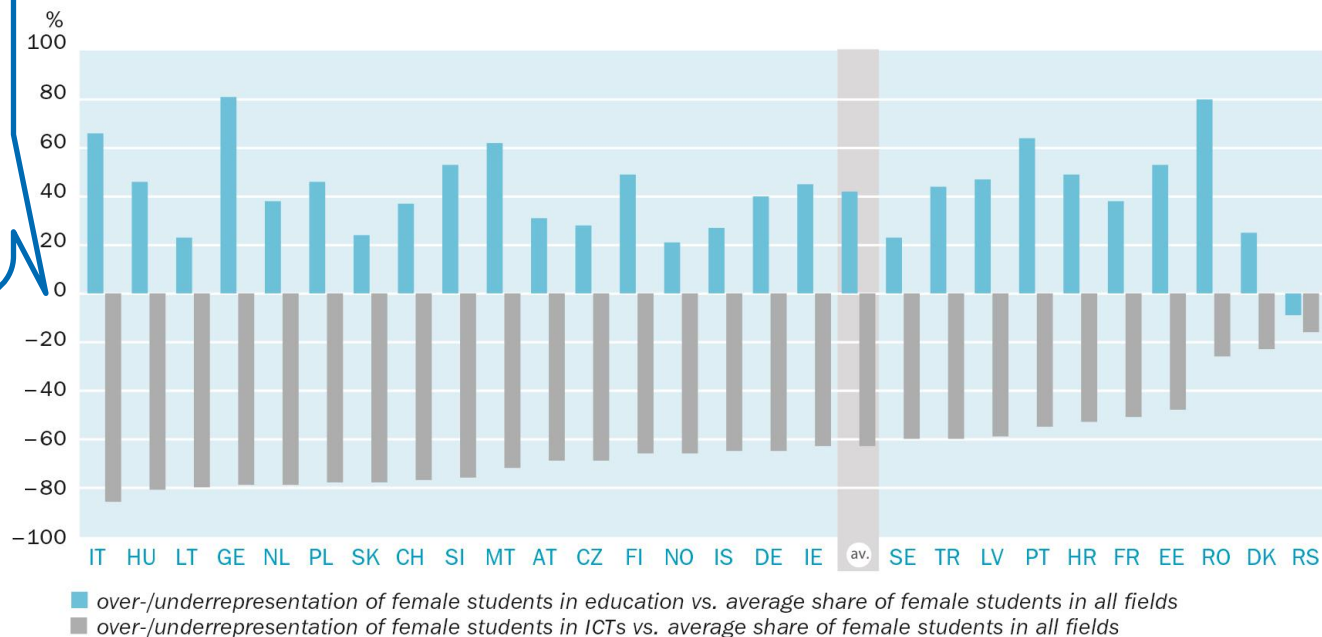
Diversity of student populations in Europe

Sex

Figure B1.2 [↓](#)

Female students in selected fields of study

Over-/underrepresentation in comparison to average share of female students in respective country (in %)



Data source: EUROSTUDENT VI, A.3. **No data:** AL.

EUROSTUDENT question(s): 5.1 What is your sex?

Note(s): Values indicate the percentage deviation of the share of women in the respective field of study vs. the total share of female students in the respective country. Example: In Italy, the share of female students in information and communication technologies is 86% lower than the average share of female students in Italy.

Deviations from EUROSTUDENT conventions: CH, RO.

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

Source: EUROSTUDENT VI

Female students are the majority in all but two countries

... but the gender balance varies greatly by field of study

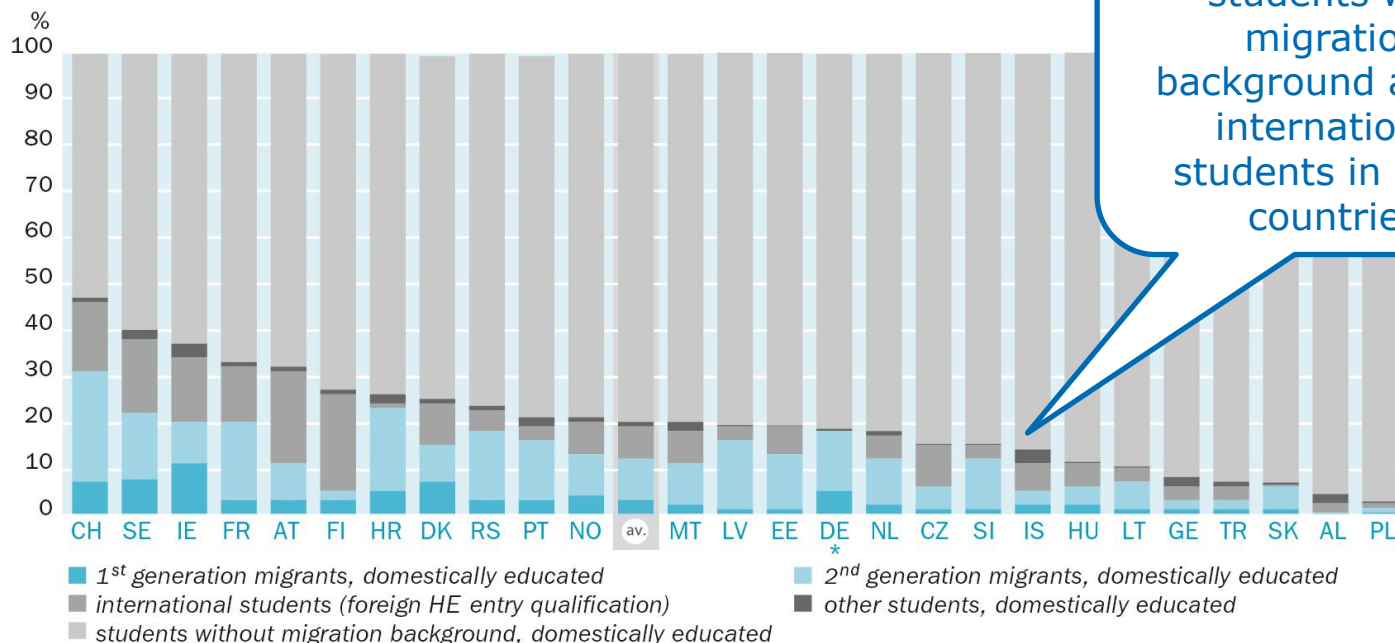
Diversity of student populations in Europe

Migration background

Figure B1.4 [↓](#)

Migration and education background of students

Share of students (in %)



Data source: EUROSTUDENT VI, A.4. **No data:** IT, RO; international students: DE.

EUROSTUDENT question(s): 5.3 In which country were you and your parents (or those who raised you) born?

Deviations from EUROSTUDENT conventions: DE.

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

Source: EUROSTUDENT VI

Inequalities in social and economic conditions of student life in Europe

- The EUROSTUDENT project
- Diversity of student populations in Europe
- Students' socio-economic background

Socio-economic background of students

Educational choices

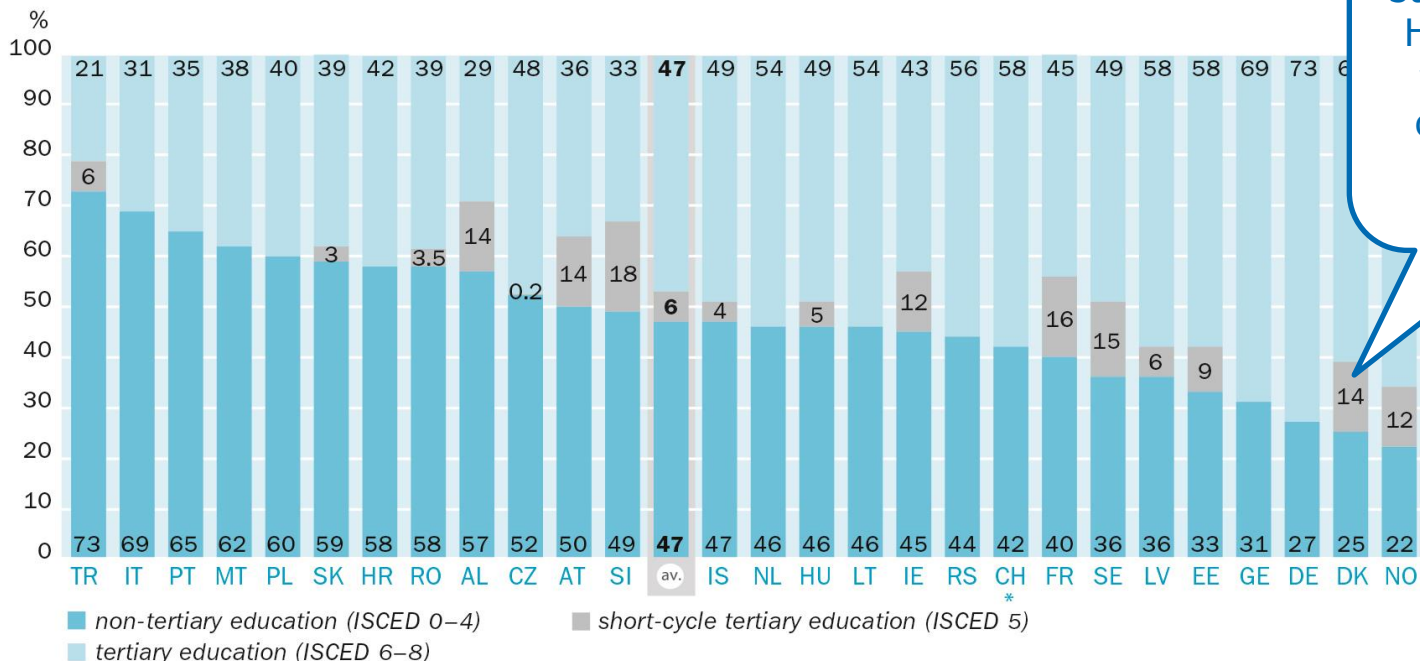
- **Students' educational background can be important influence on educational attainment, e.g. with regard to** (Arum, Gamoran & Shavit, 2011; Haim & Shavit, 2013; Shavit & Blossfeld, 1993; Triventi, 2013):
 - entering HE
 - choosing HE type
 - degree length
 - **Reasons for differences between students with and without HE background may include** (Becker & Hecken, 2009; Boudon, 1974; Bourdieu, 1984; Breen & Goldthorpe, 1997; Thompson, 2017; Marconi, 2015; Marginson, 2016; Orr, Usher, Atherton, & Geanta, 2017; Triventi, 2013):
 - different habitus, background-specific norms & expectations of students & families
 - background-specific resources and constraints of students & families
 - Characteristics of the HE & school system, e.g. admission systems, funding systems, stratification in the school system
- **Equity matters with regard to access, results, & outcomes** (Salmi & Bassett, 2014)

Students without HE background

Figure B2.1 [↓](#)

Educational attainment of students' parents

Share of students (in %)



Shares of students without HE background vary between one and three quarters of students

Data source: EUROSTUDENT VI, D.2. **No data:** FI.

EUROSTUDENT question(s): 6.0 What is the highest level of education your mother/guardian and father/guardian have obtained? [indicated separately]

Note(s): Per student, the highest educational attainment of either the father or the mother is counted. "Don't know" responses were excluded from calculations.

Deviations from EUROSTUDENT conventions: CH.

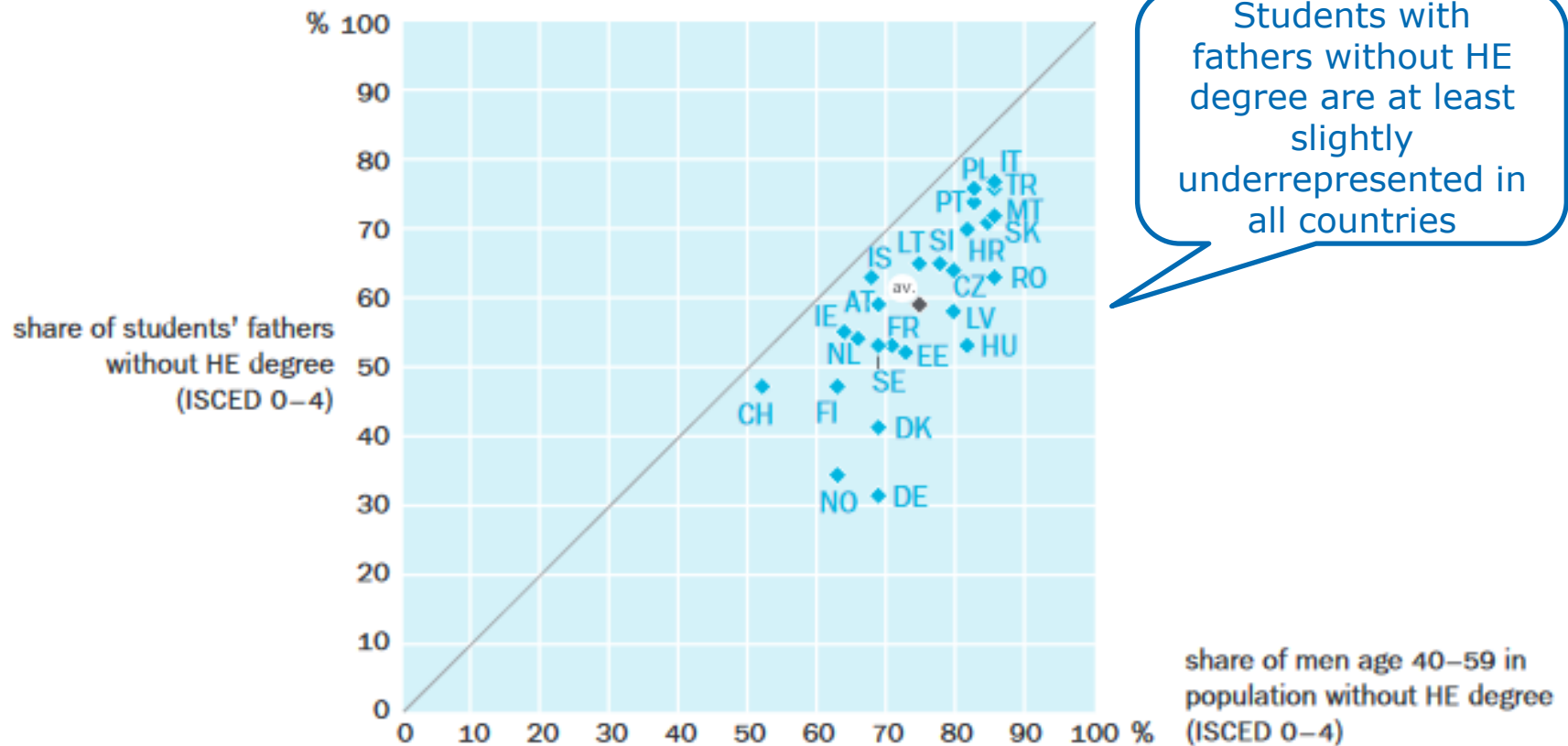
Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Source: EUROSTUDENT VI

Students without HE background

Figure B2.3 [↓](#)

Representation of students with parents not holding a tertiary degree
(based on fathers' educational attainment)



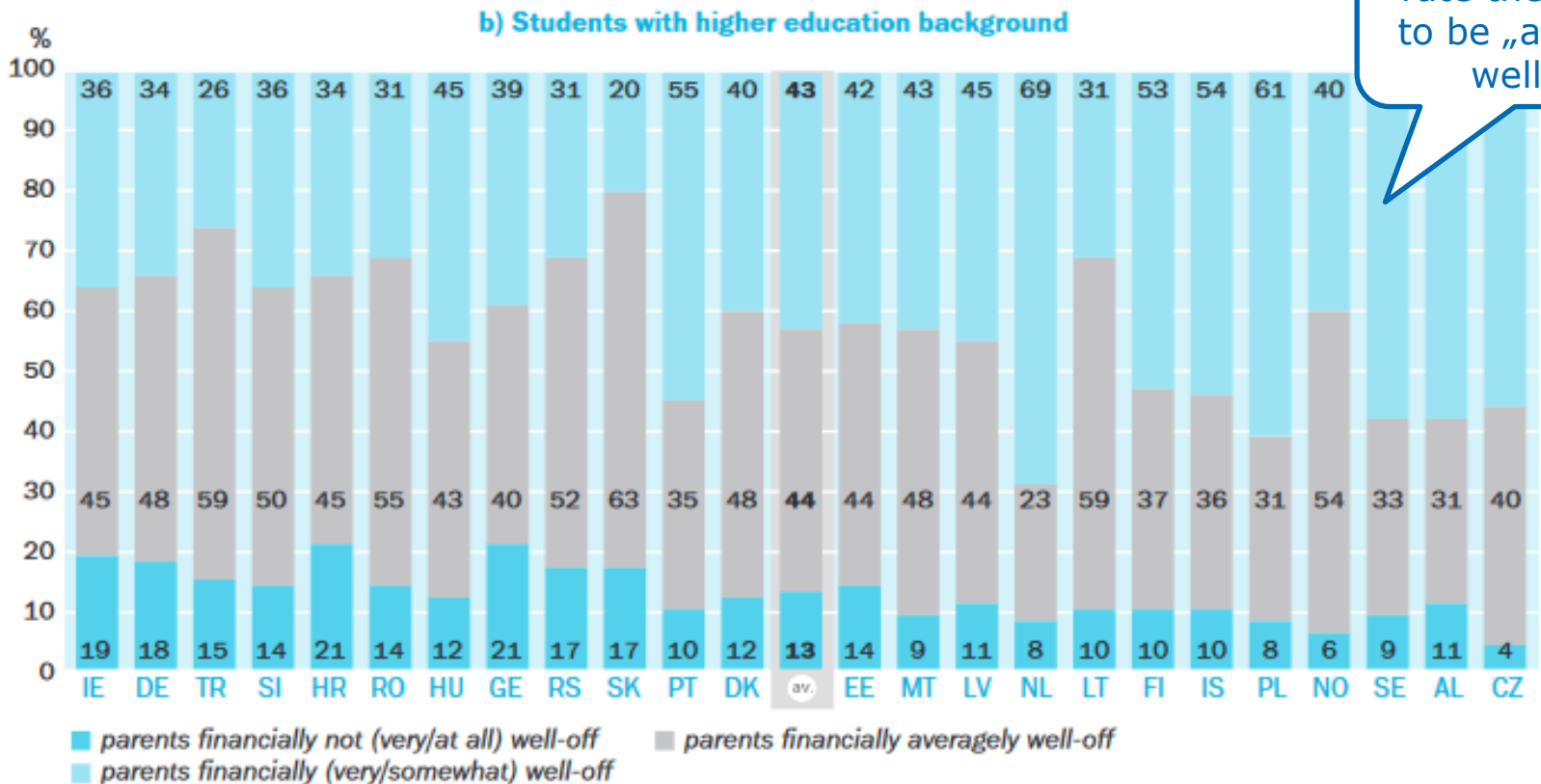
Students without HE background

Financial status of students' parents

Figure B2.5 [↓](#)

Students' assessment of parental financial status by educational background

Share of students (in %)



Most students rate their family to be „averagely well-off“

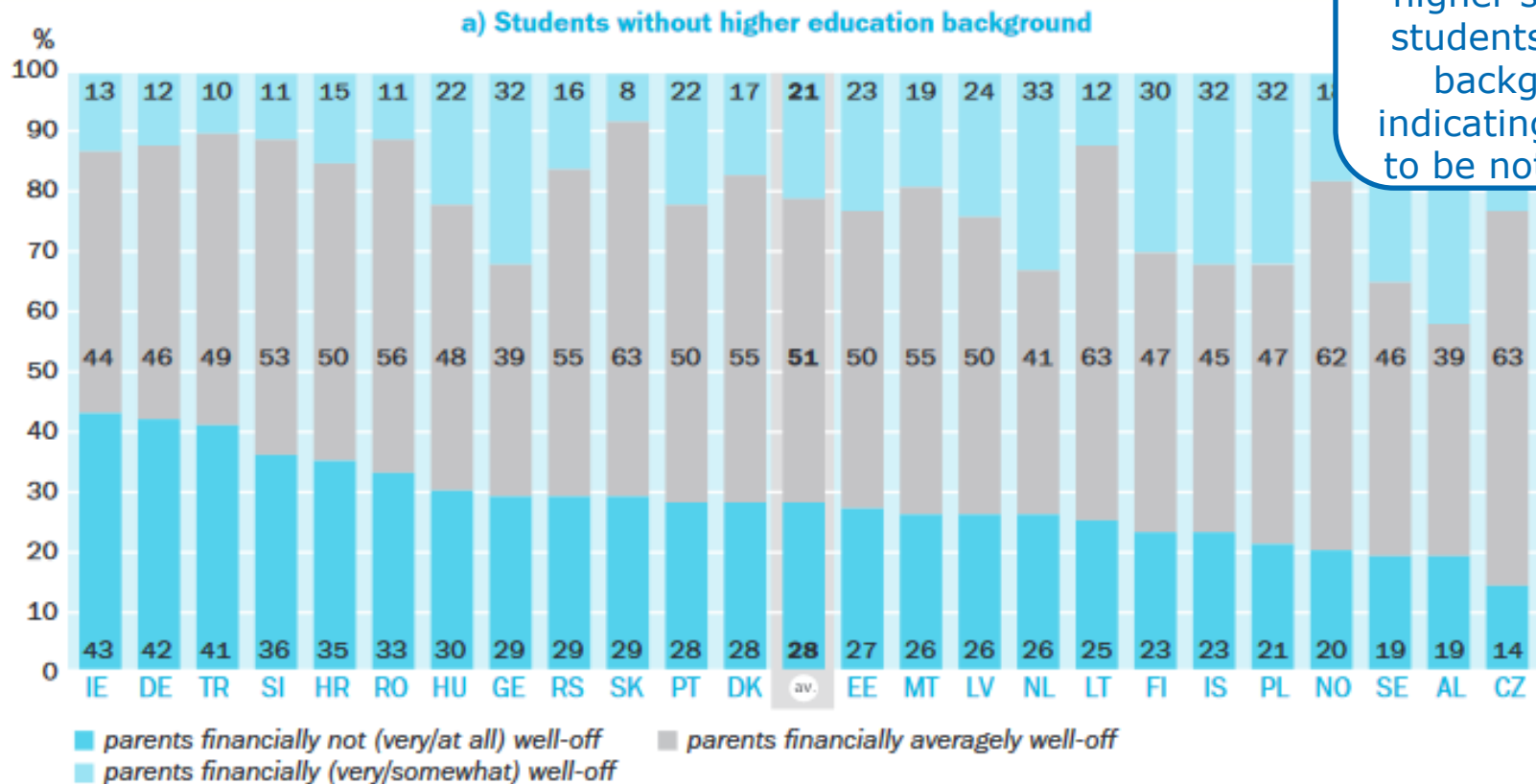
Students without HE background

Financial status of students' parents

Figure B2.5 ↓

Students' assessment of parental financial status by educational background

Share of students (in %)



Assessment varies by student background, with higher shares of students w/o HE background indicating parents to be not well-off

Social dimension

- **Student body should reflect the diversity of the population** (Bucharest Communiqué, 2012; Leuven and Louvain-la-Neuve Communiqué, 2009; London Communiqué, 2007; Paris Communiqué, 2018; Yerevan Communiqué, 2015)
- **Students' background should not impact on their participation in HE** (European Commission, 2017)



- **Representation of students without higher education background not given**

→ inequity with regard to access

Inequalities in social and economic conditions of student life in Europe

- The EUROSTUDENT project
- Diversity of student populations in Europe
- Students' socio-economic background
- Study and living conditions of students without higher education background

Students without HE background

In the EUROSTUDENT countries, students without HE background (tend to*)...

- Enter HE differently

**Findings refer to patterns found in all or most countries. Individual countries may differ in extent or direction of pattern.*

Students without HE background

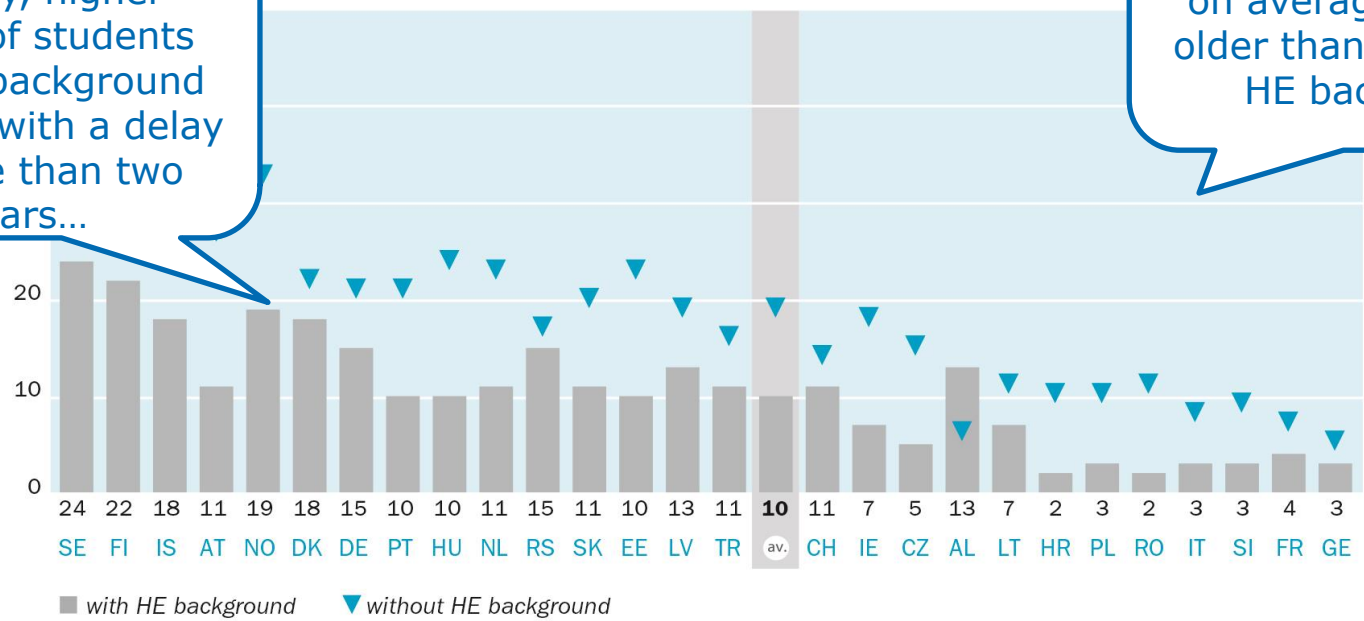
Delayed entry into HE

Figure B3.2 [↓](#)

Delayed transition students by educational background

In all but one country, higher shares of students w/o HE background enter HE with a delay of more than two years...

...accordingly, students w/o HE background are on average 1.7 years older than students w/ HE background



Data source: EUROSTUDENT VI, B.4. No data: MT.

EUROSTUDENT question(s): 2.3 How long after leaving the #regular school system for the first time did you enter higher education for the first time?

Deviations from EUROSTUDENT conventions: AT, CH, DE, FR, HU.

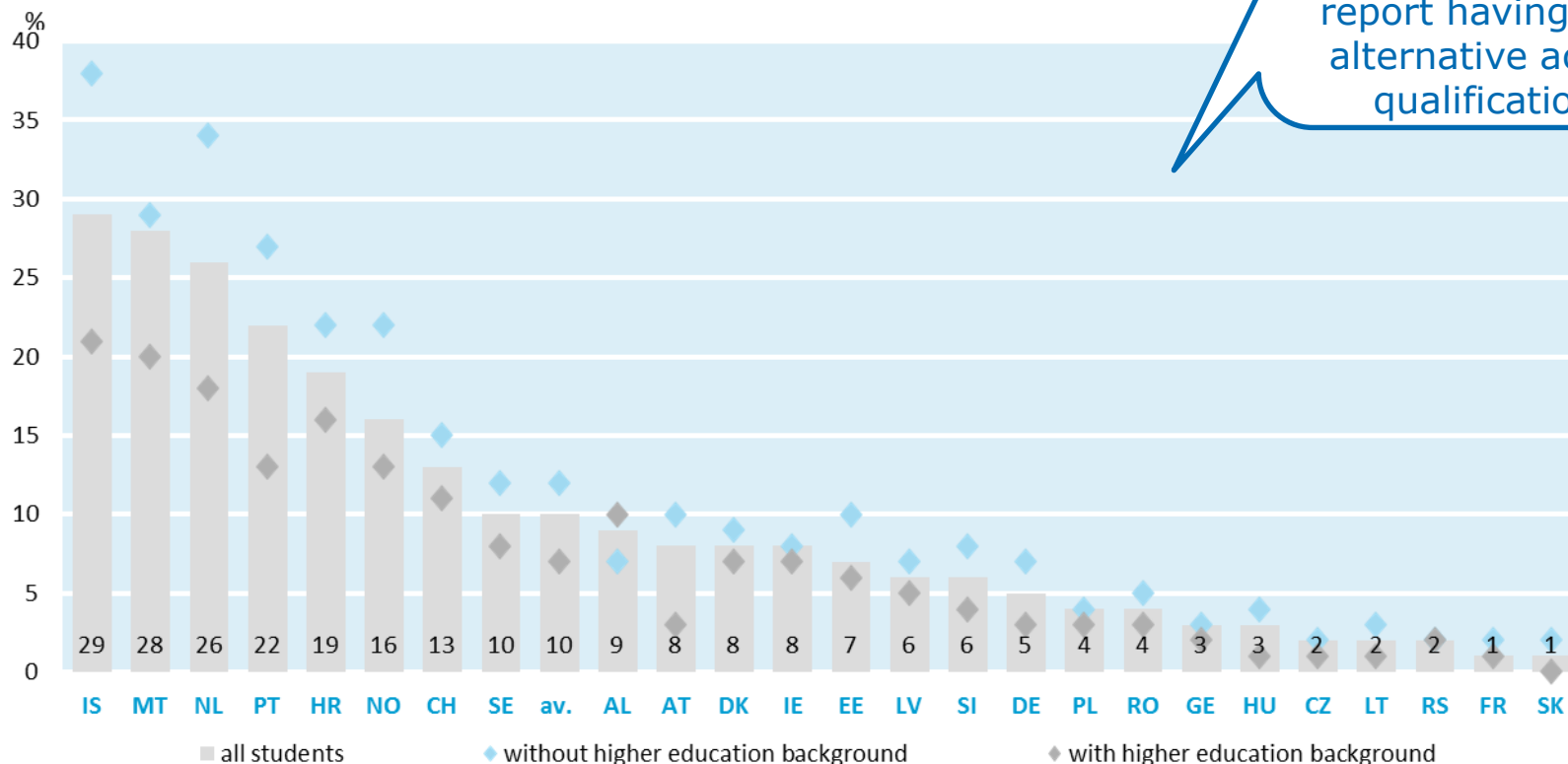
Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Source: EUROSTUDENT VI

Students without HE background

Entry using alternative access route

Students entering higher education using alternative access routes by educational background
Share of students (in %)



In a majority of countries, larger shares of student w/o HE background report having used alternative access qualifications

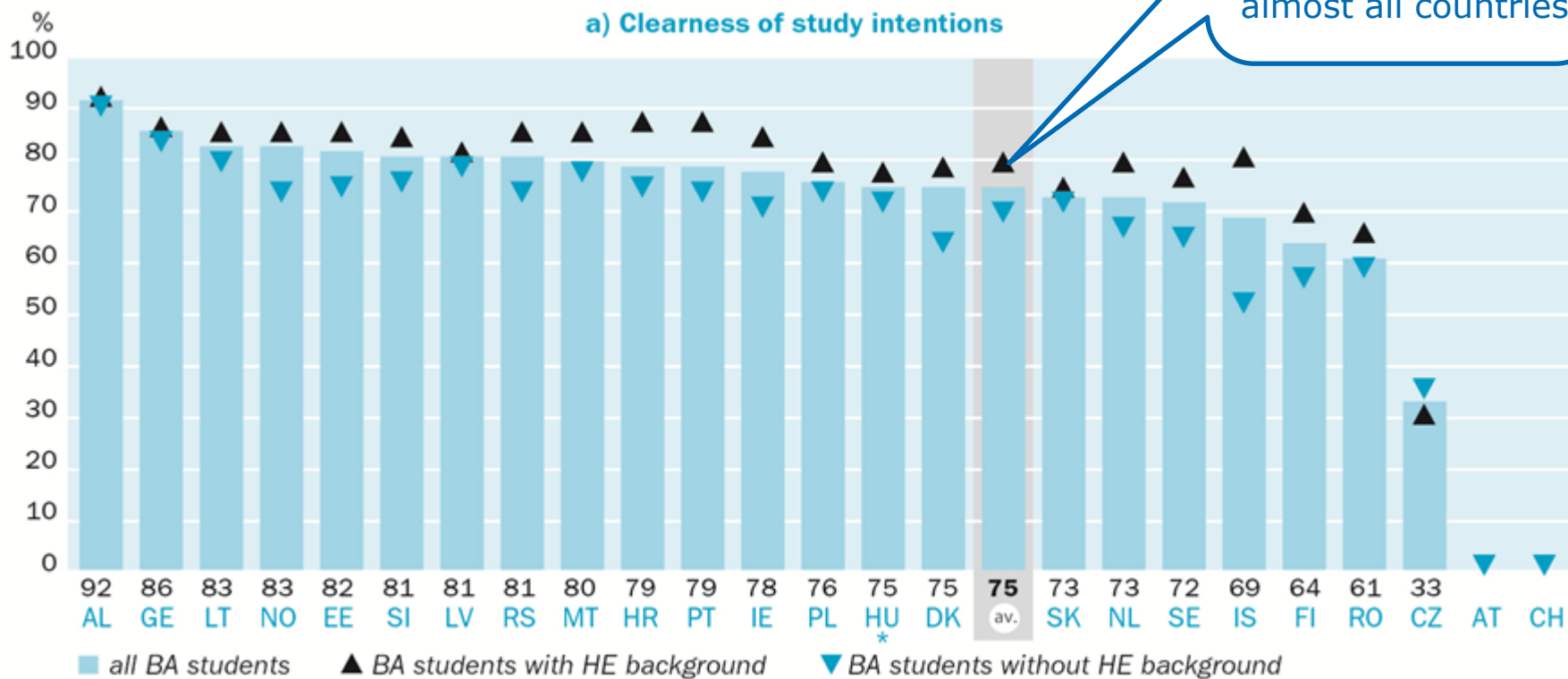
Students without HE background

Study intentions

Figure B2.6 [↓](#)

BA students' study intentions, sense of lack of belonging in higher education by higher education background

Share of Bachelor students (in %)



Students with HE background report having had clearer study intentions in almost all countries

Students without HE background

In the EUROSTUDENT countries, students without HE background (tend to*)...

- **Enter HE differently**
 - more often delayed transition → mean age difference of 1.7 years
 - more often using alternative access qualifications
 - having had a less clear study intention before entering higher education
- **Experience different study environments**

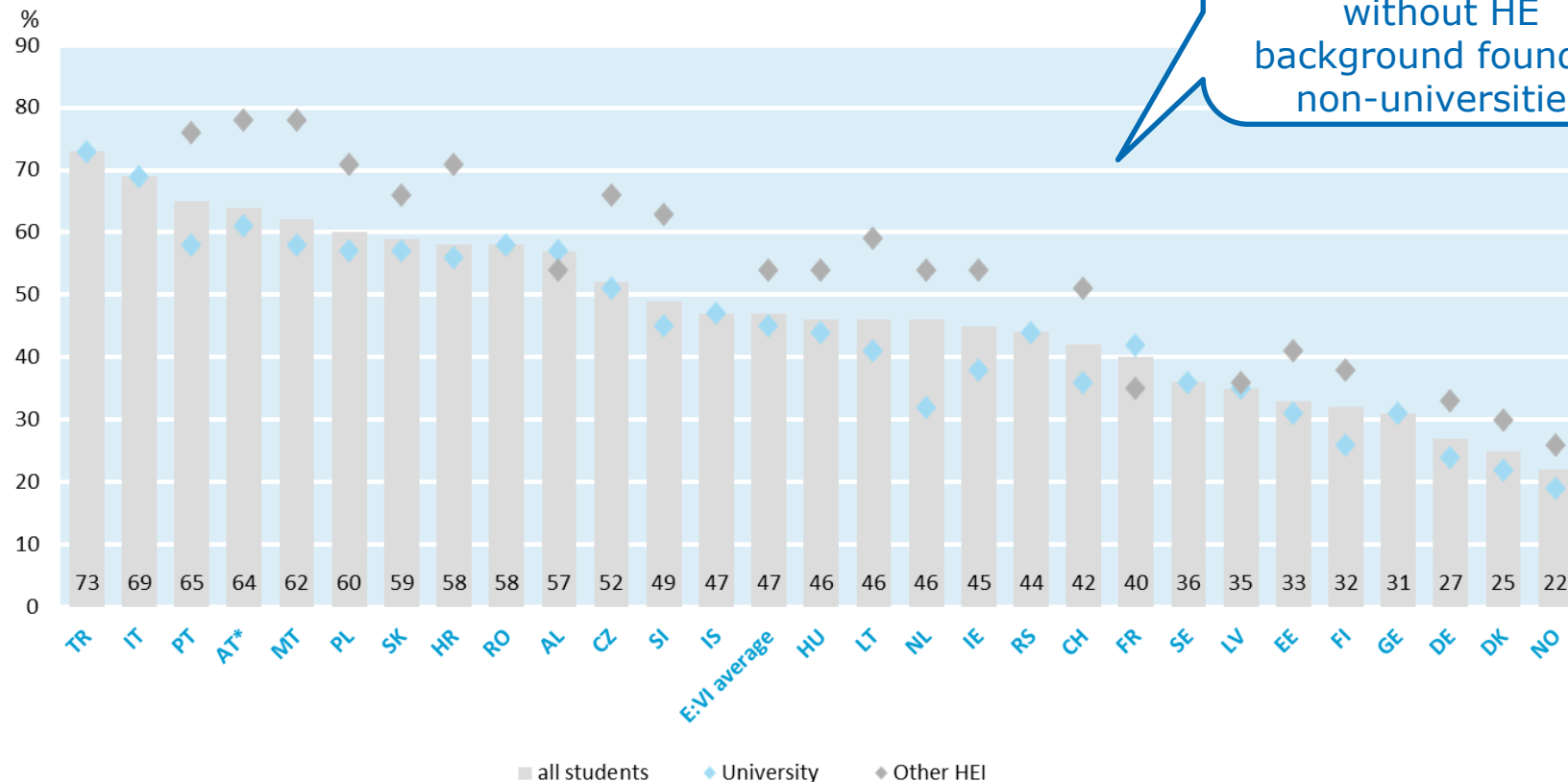
**Findings refer to patterns found in all or most countries. Individual countries may differ in extent or direction of pattern.*

Students without HE background

Type of higher education institution

Students without HE background at different types of HEI

Share of students in %



Where different HEI types exist, larger shares of students without HE background found at non-universities

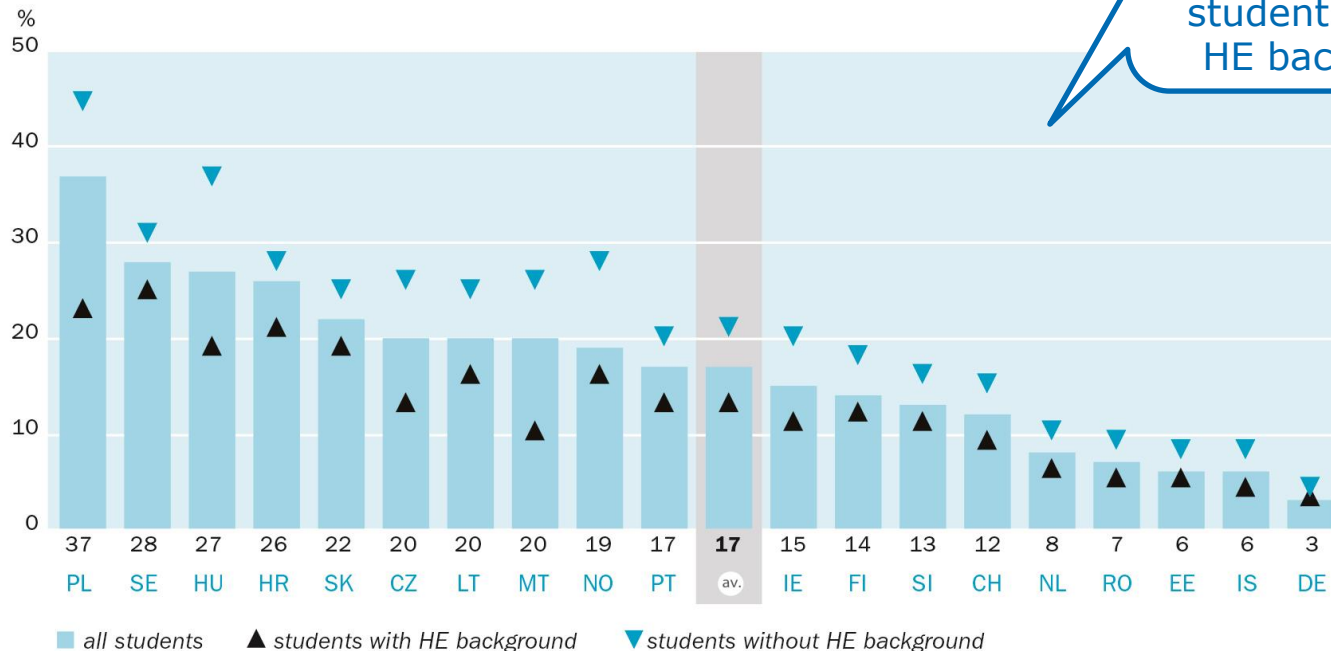
Students without HE background

Formal study status

Figure B4.4 [↓](#)

Students' formal part-time study status by higher education background

Share of all students (in %)



Formal part-time status is more often found among students without HE background

Data source: EUROSTUDENT VI, C.5. **No data:** IT.

Countries in which no formal part-time status exists: AT, DK, FR, GE, RS, TR.

Countries which did not include part-time students in sample: AL, LV.

EUROSTUDENT question(s): 1.5 What is your current formal status as a student?

Deviations from EUROSTUDENT conventions: CH, CZ, IT, RO.

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

Source: EUROSTUDENT VI

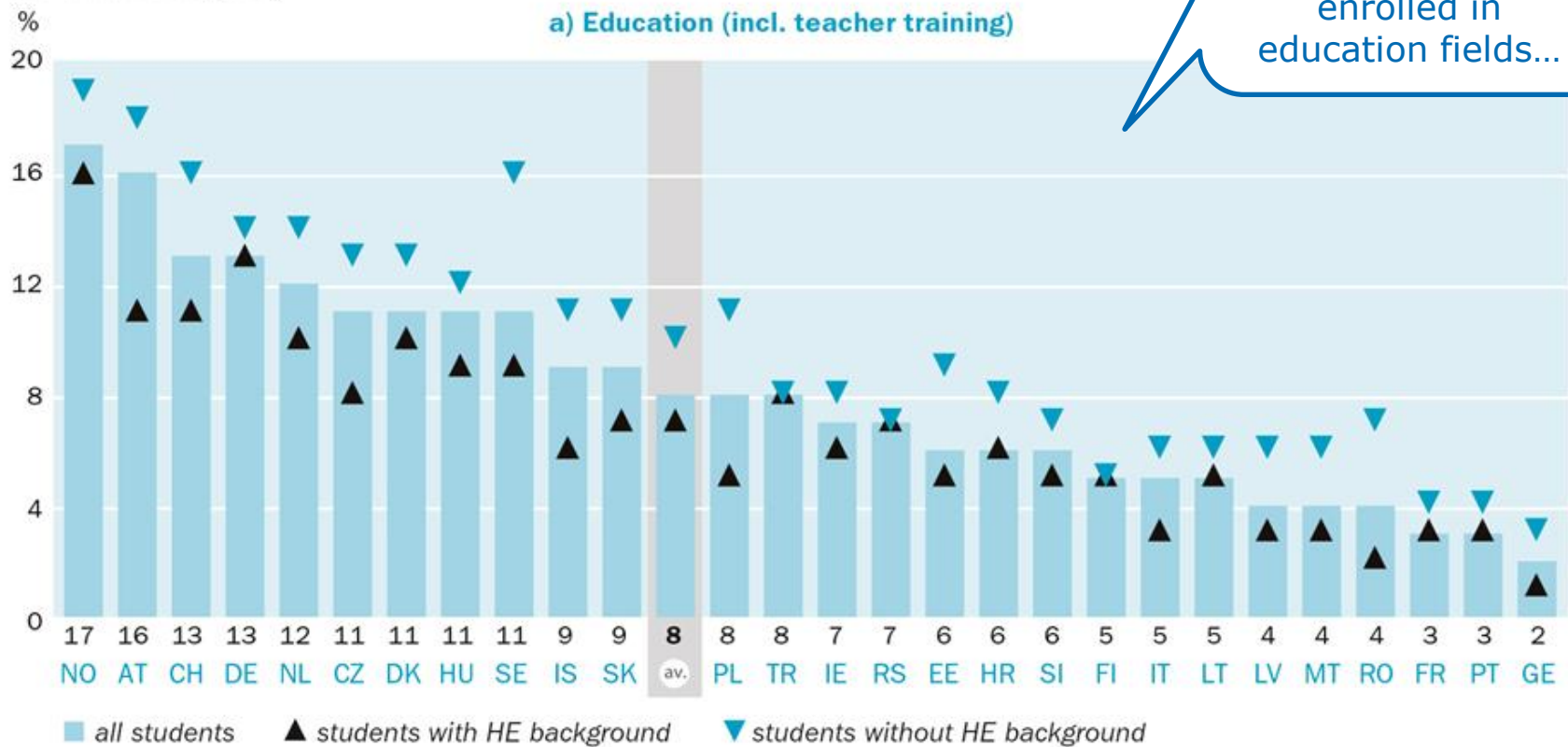
Students without HE background

Field of study I

Figure B4.5 [↓](#)

Students' enrolment in selected fields of study by educational background

Share of students (in %)



Higher shares of students without HE background are enrolled in education fields...

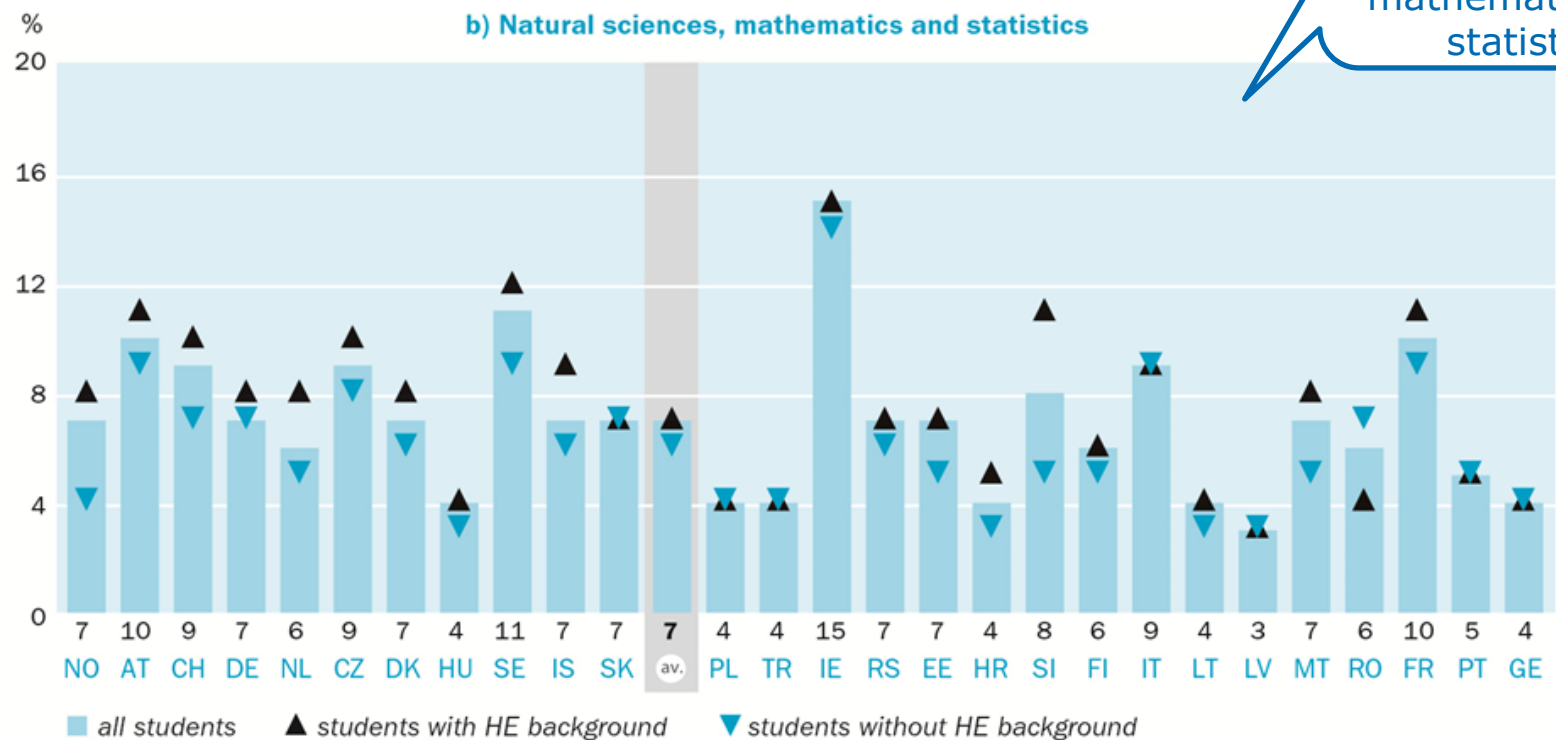
Students without HE background

Field of study II

Figure B4.5 [↓](#)

Students' enrolment in selected fields of study by educational background

Share of students (in %)



... and lower shares in natural sciences, mathematics and statistics

Data source: EUROSTUDENT VI, C.3. No data: AL.

EUROSTUDENT question(s): 1.6 What is your current (main) study programme?

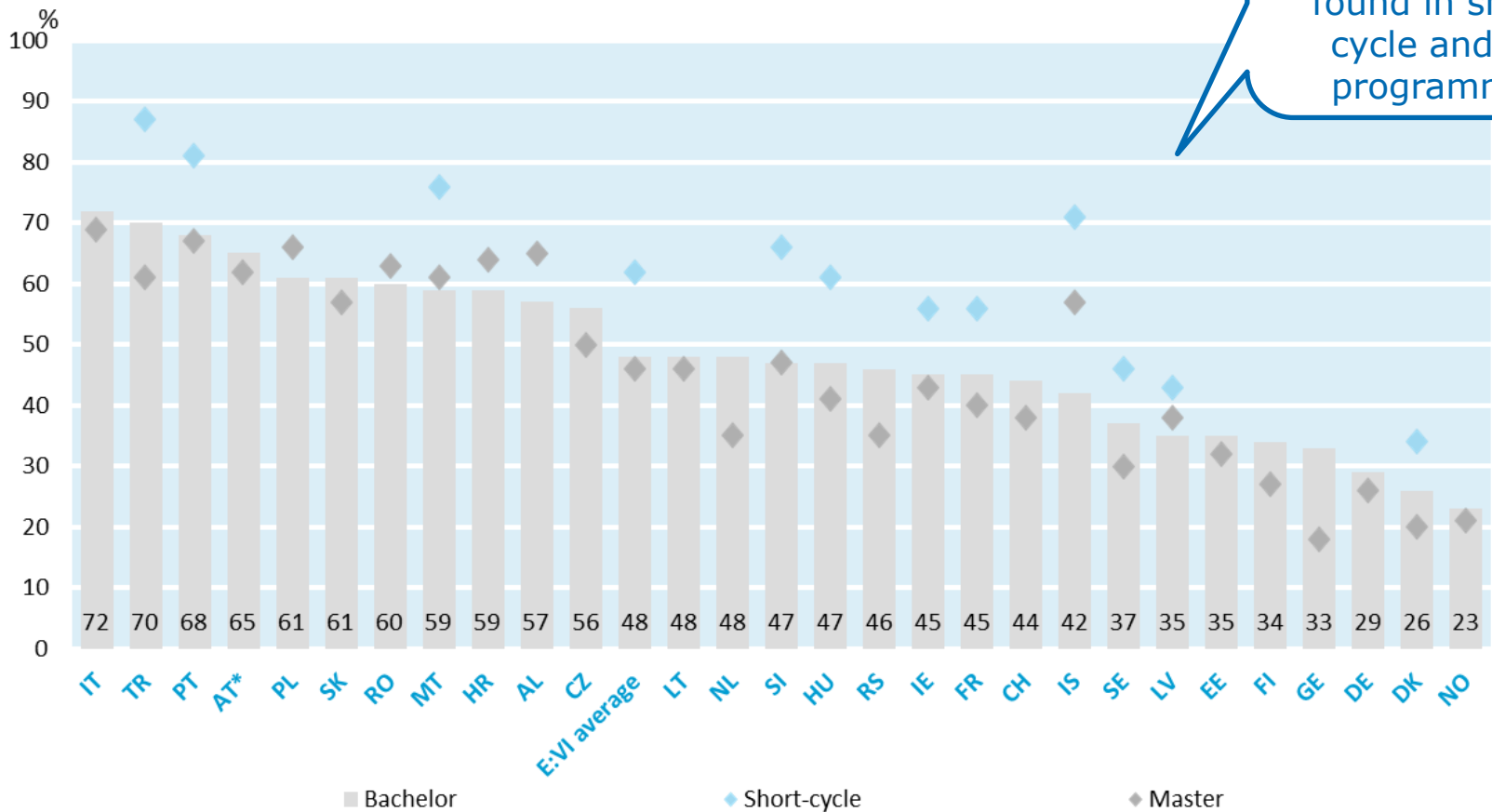
Deviations from EUROSTUDENT conventions: CH.

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

Students without HE background

Type of study programme I

Students without HE background in different study programmes
Share of students without HE background (in %)



Higher shares of students without HE background found in short-cycle and BA programmes

Students without HE background

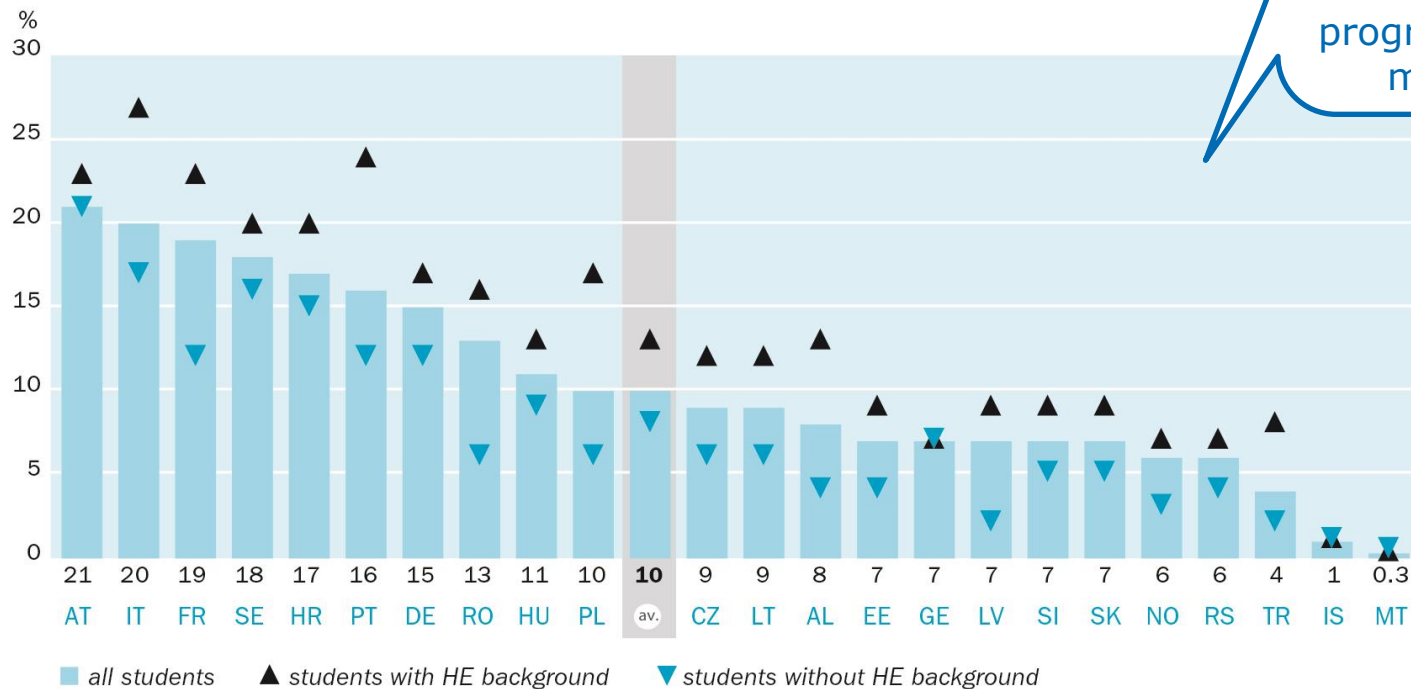
Type of study programme II

Students without HE background are less often enrolled in long national programmes (e.g. medicine)

Figure B4.3 [↓](#)

Students' enrolment in long national degree programmes by higher education background

Share of all students (in %)



Data source: EUROSTUDENT VI, C.4. No data/not applicable: DK, FI, IE, NL.

EUROSTUDENT question(s): 1.4 With which degree does your current (main) study programme conclude?

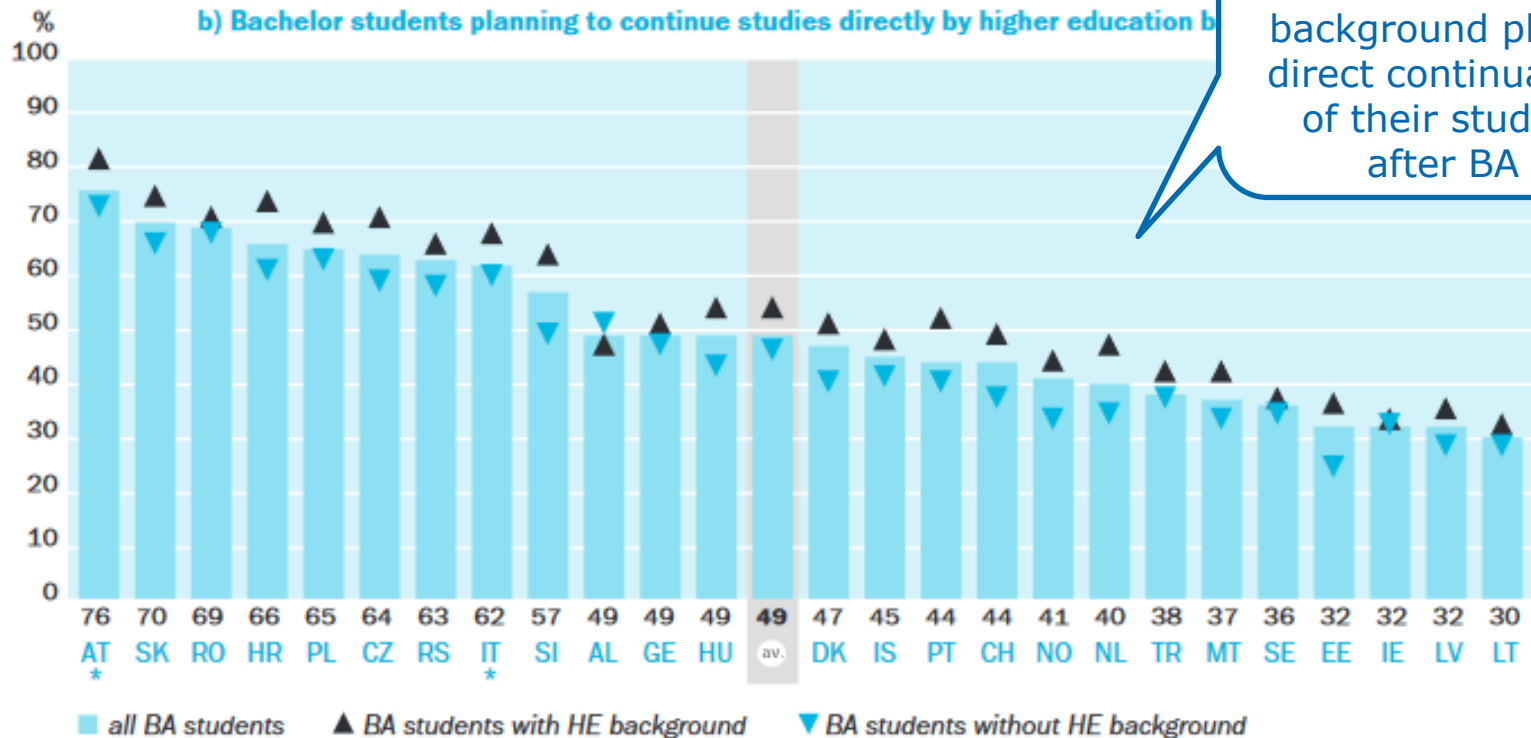
Deviations from EUROSTUDENT conventions: CH.

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

Source: EUROSTUDENT VI

Students without HE background

Plans for direct continuation of studies after BA



Smaller shares of students without HE background plan a direct continuation of their studies after BA

Data source: EUROSTUDENT VI, B.12. No data: DE, FI, FR.

EUROSTUDENT question(s): 1.10 Are you planning to continue studying in higher education after finishing your current study programme(s)?

Deviations from EUROSTUDENT conventions: AT, IT.

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

Students without HE background

In the EUROSTUDENT countries, students without HE background (tend to*)...

- **Enter HE differently**
 - more often delayed transition → mean age difference of 1.7 years
 - more often using alternative access qualifications
 - having had a less clear study intention before entering higher education
- **Experience different study environments**
 - more often found at non-universities
 - more often study part-time
 - short-cycle and Bachelor programmes vs. long national degrees (often, e.g., medicine, law)
 - less often plan to continue their studies after BA programmes, longer breaks between BA and MA
- **Have different study circumstances & work more**

**Findings refer to patterns found in all or most countries. Individual countries may differ in extent or direction of pattern.*

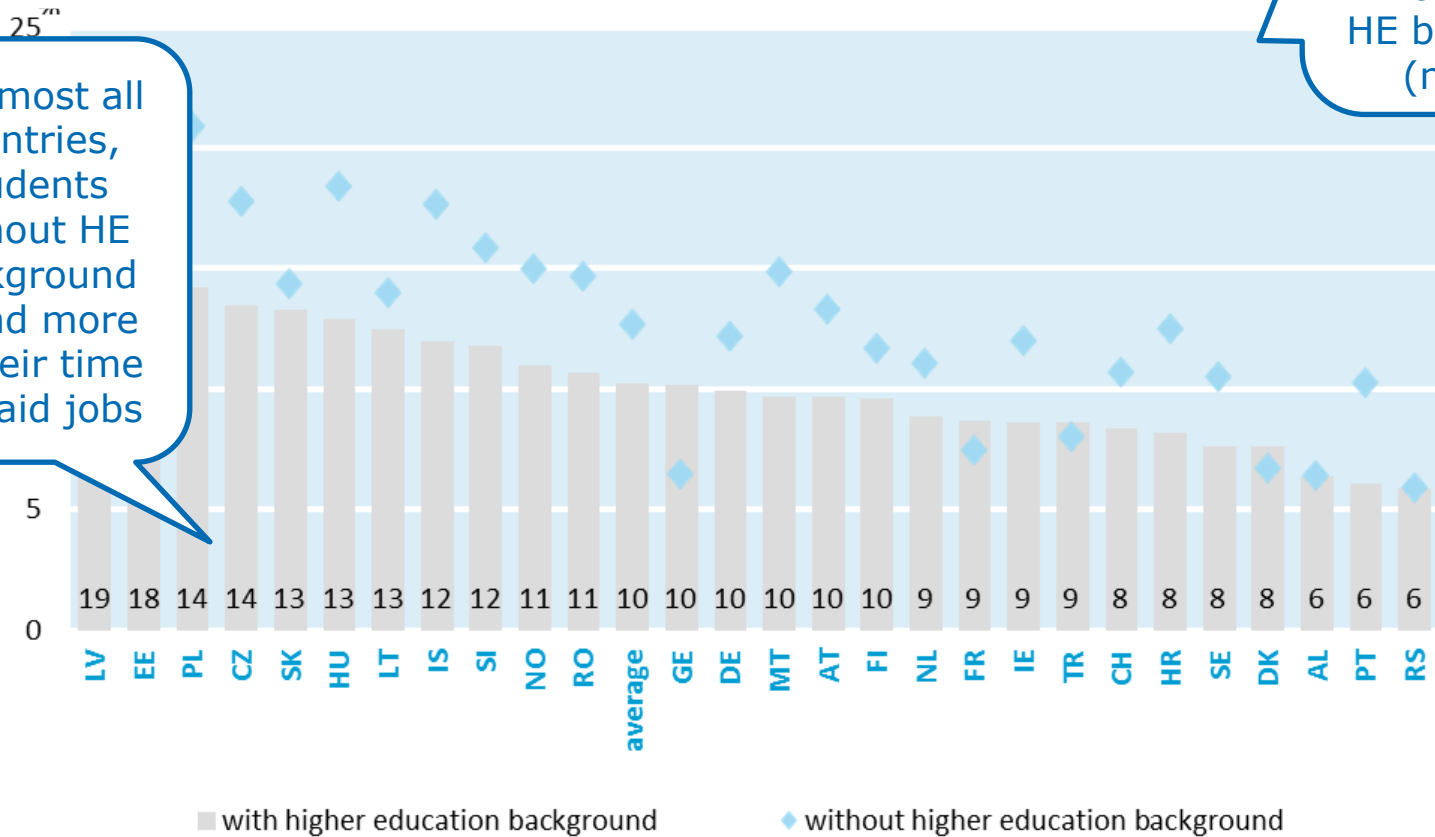
Students without HE background

Time spent on paid jobs I

Time spent on paid jobs per week by educational background
Average time spent on paid jobs per week (in hours)

This is reflected in their earnings: 376 PPS vs. 338 PPS for students without/with HE background (median)

In almost all countries, students without HE background spend more of their time on paid jobs



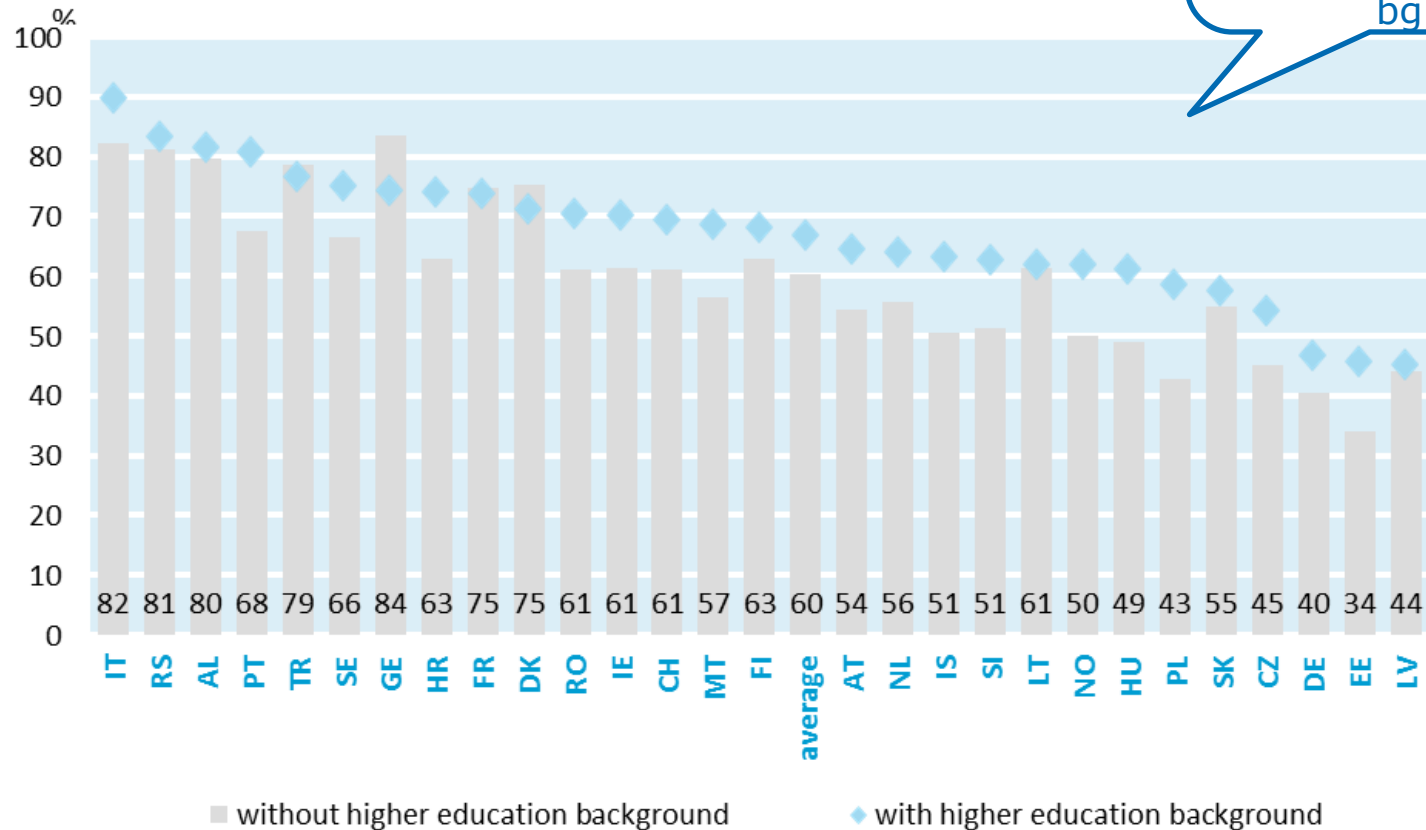
Students without HE background

Time spent on studies

Students' spending at least 76% of their time budget for study-related activities and related activities by educational background

Share of students (in %)

Spending more than 75 % of time on studies more common among students with HE bg.

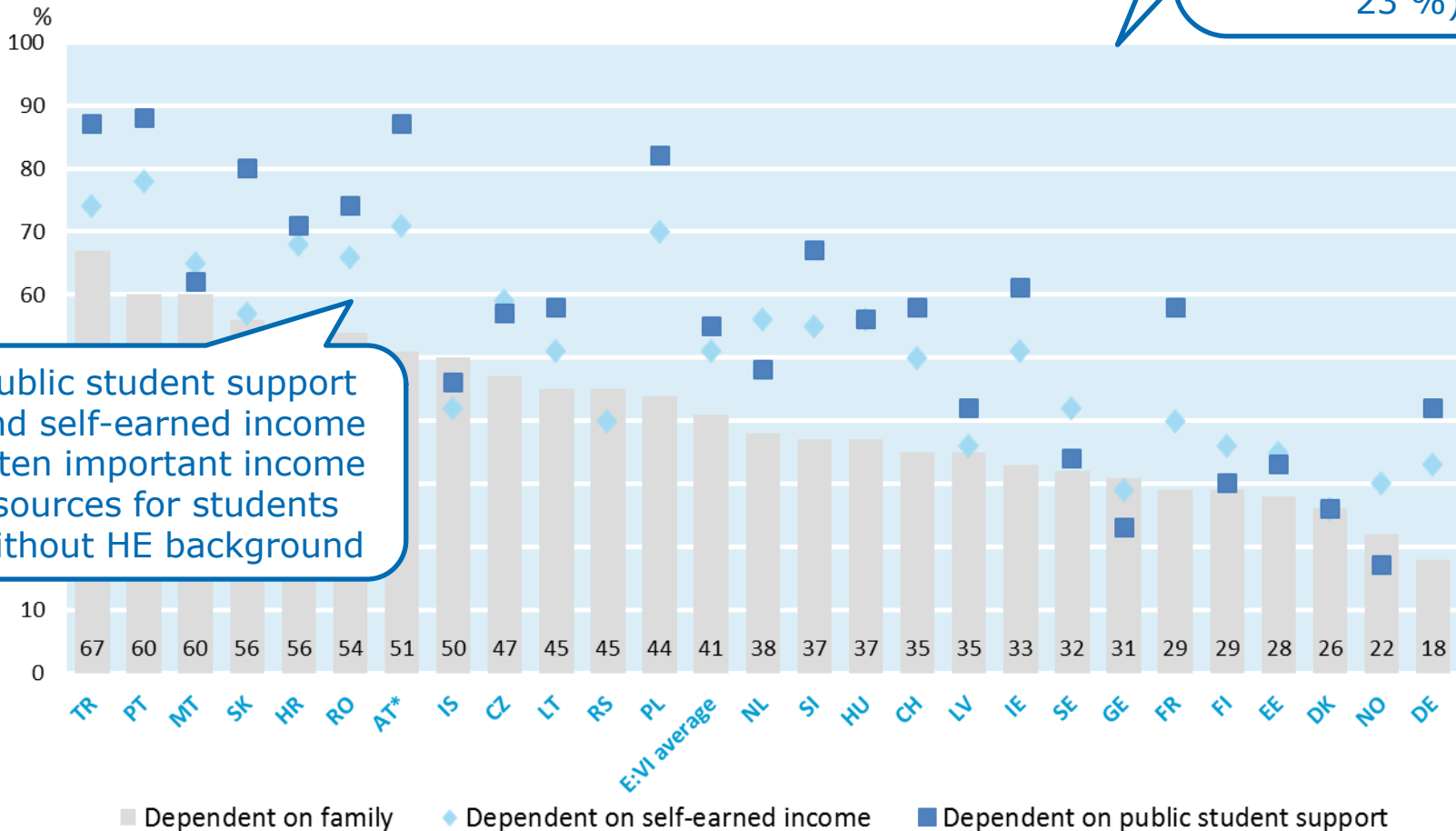


Students without HE background

Dependency on income source

29 % of students without higher education background report (very) serious financial difficulties (with HE background: 23 %)

Students without higher education background by dependency on income source

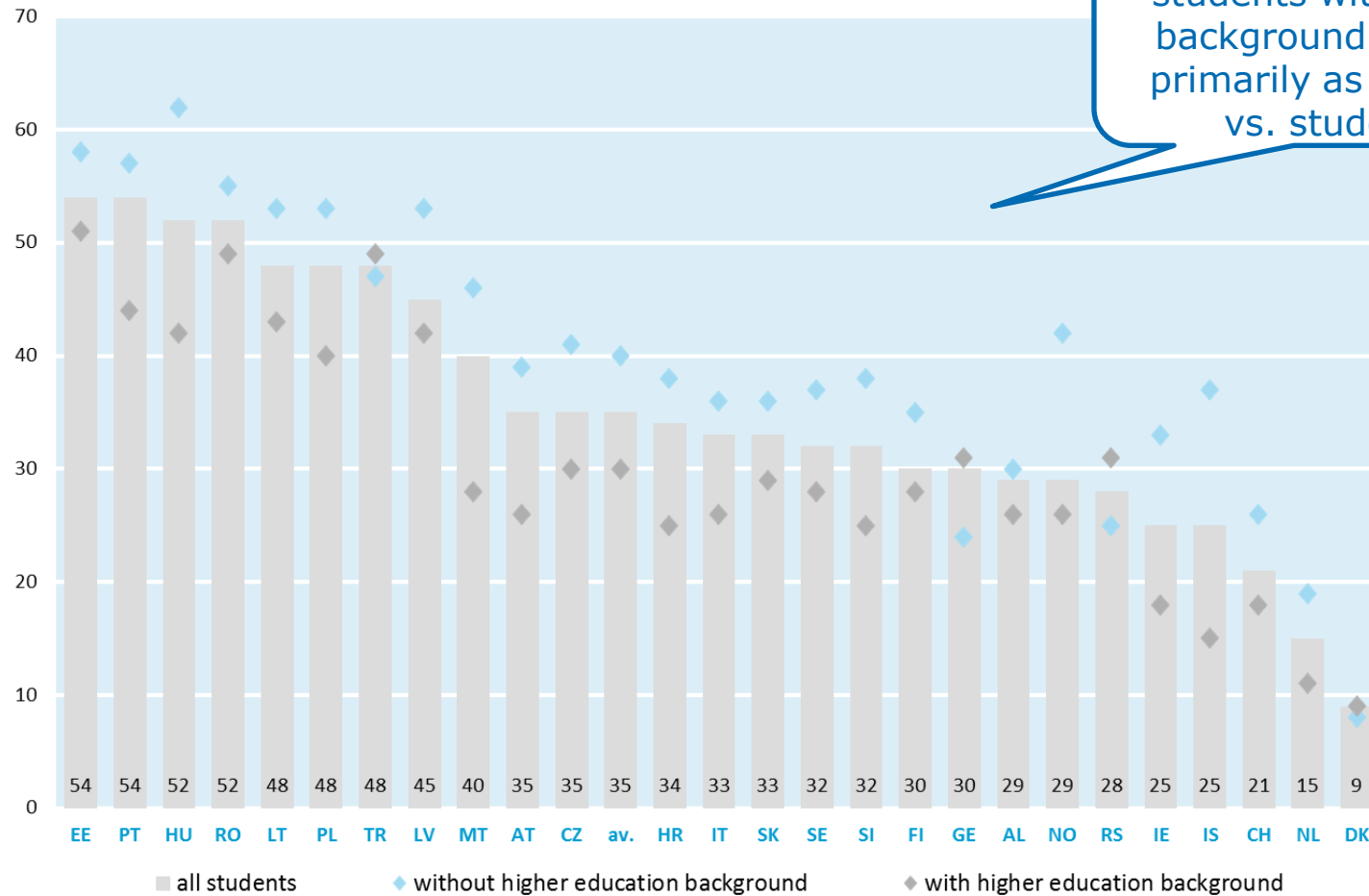


Public student support and self-earned income often important income sources for students without HE background

Students without HE background

Self-identification as primarily workers

Students' self-identification as primarily worker vs. student by education background
Share of students (in %)



Larger shares of students without HE background identify primarily as workers vs. students

Students without HE background

In the EUROSTUDENT countries, students without HE background (tend to*)...

- **Enter HE differently**
 - more often delayed transition → mean age difference of 1.7 years
 - more often using alternative access qualifications
 - having had a less clear study intention before entering higher education
- **Experience different study environments**
 - more often found at non-universities
 - more often study part-time
 - short-cycle and Bachelor programmes vs. long national degrees (often, e.g., medicine, law)
 - less often plan to continue their studies after BA programmes, longer breaks between BA and MA
- **Have different study circumstances & work more**
 - more time on paid work
 - more often rely on paid employment in order to finance their studies
 - more often identify as workers studying alongside their job
 - Have higher earnings, but also more often financial difficulties
- **less often engage in international student mobility**

**Findings refer to patterns found in all or most countries. Individual countries may differ in extent or direction of pattern.*

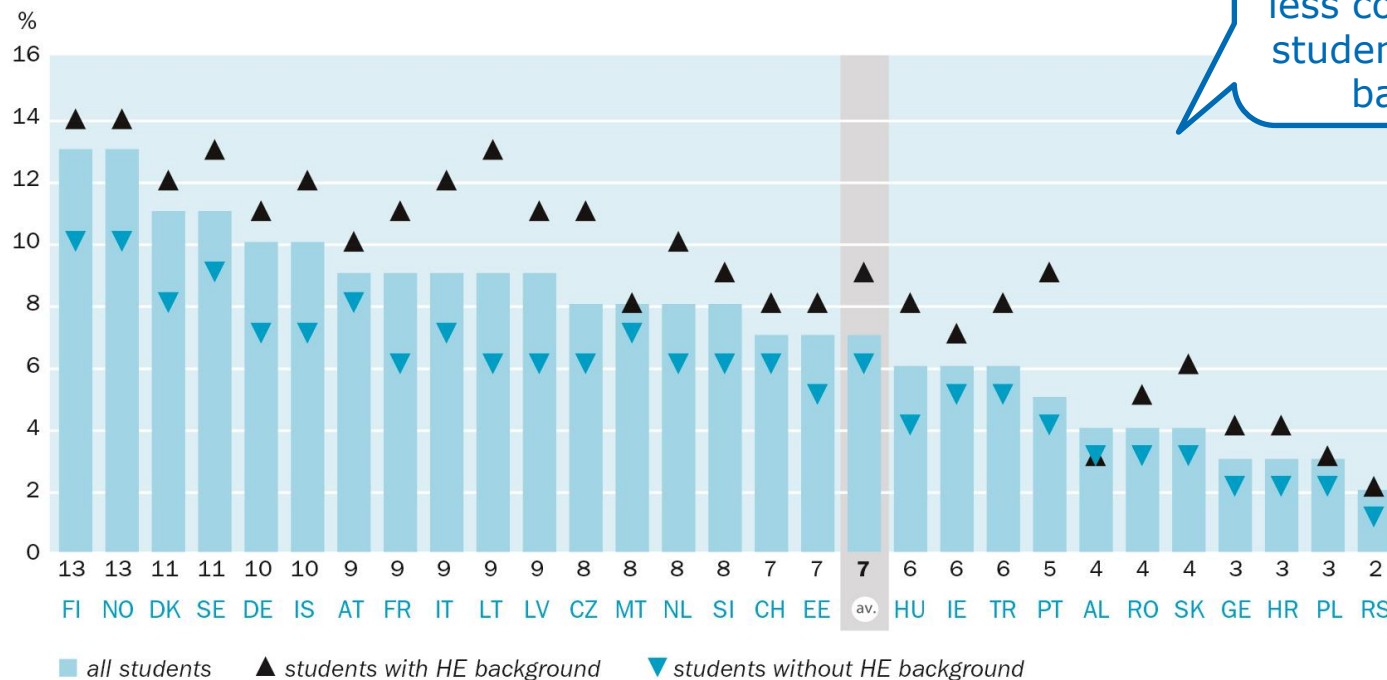
Students without HE background

Temporary enrolment abroad

Figure B10.2 [↓](#)

Temporary enrolment abroad by educational background

Share of students (in %)



Temporary enrolment abroad less common among students without HE background

Data source: EUROSTUDENT VI, I.3.

Note(s): Parents educational background consists of three categories, third category (do not know) not shown here but contained in values for all students.

EUROSTUDENT question(s): 4.0 Have you ever been enrolled abroad since you first entered higher education in #country?

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

Source: EUROSTUDENT VI

Students without HE background

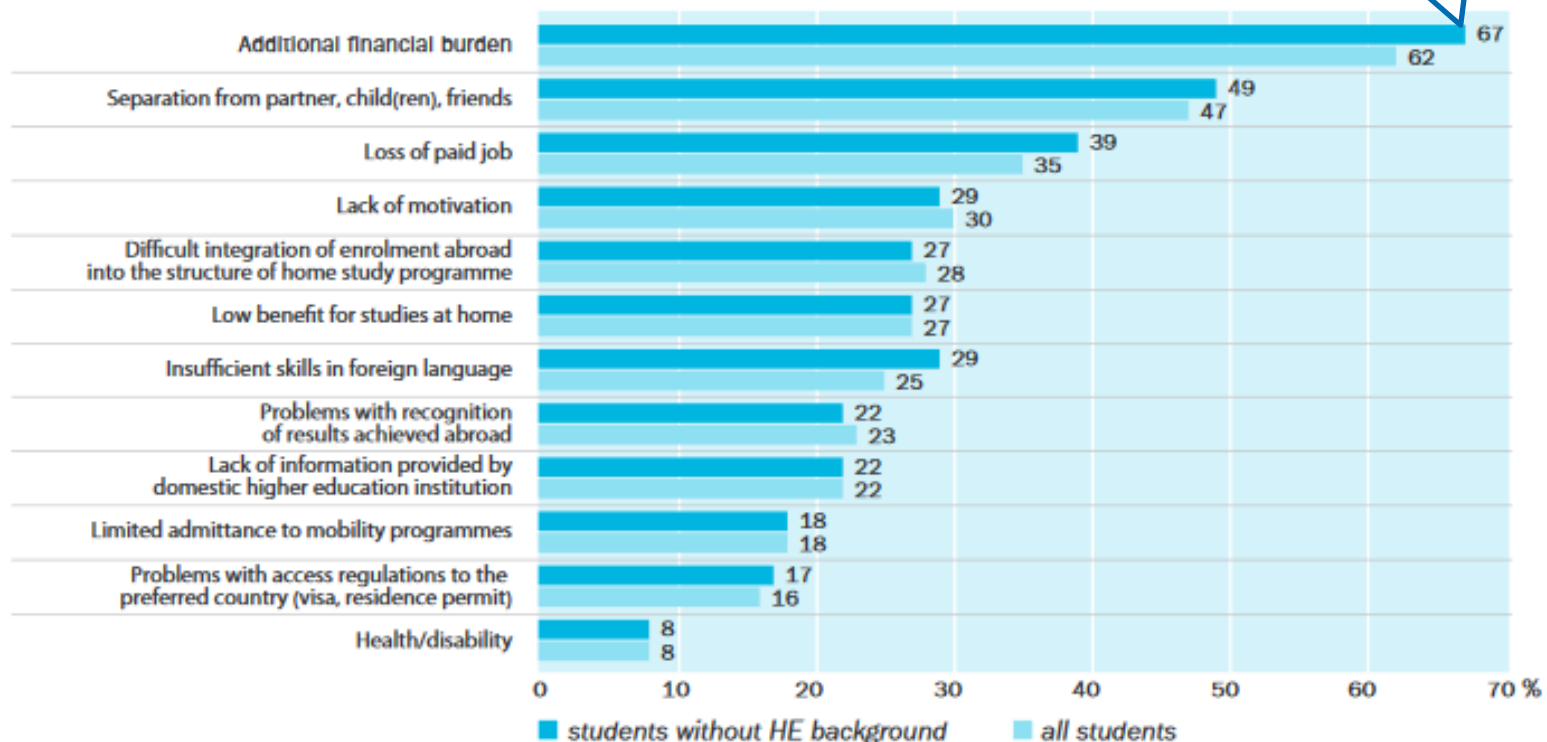
Obstacles to enrolment abroad

Main obstacles:
financial, family & friends, loss of job; especially for students without HE background

Figure B10.8 ↓

Obstacles to temporary enrolment abroad by education background

Cross-country average share of students who do not plan to enrol abroad (in %)



Students without HE background

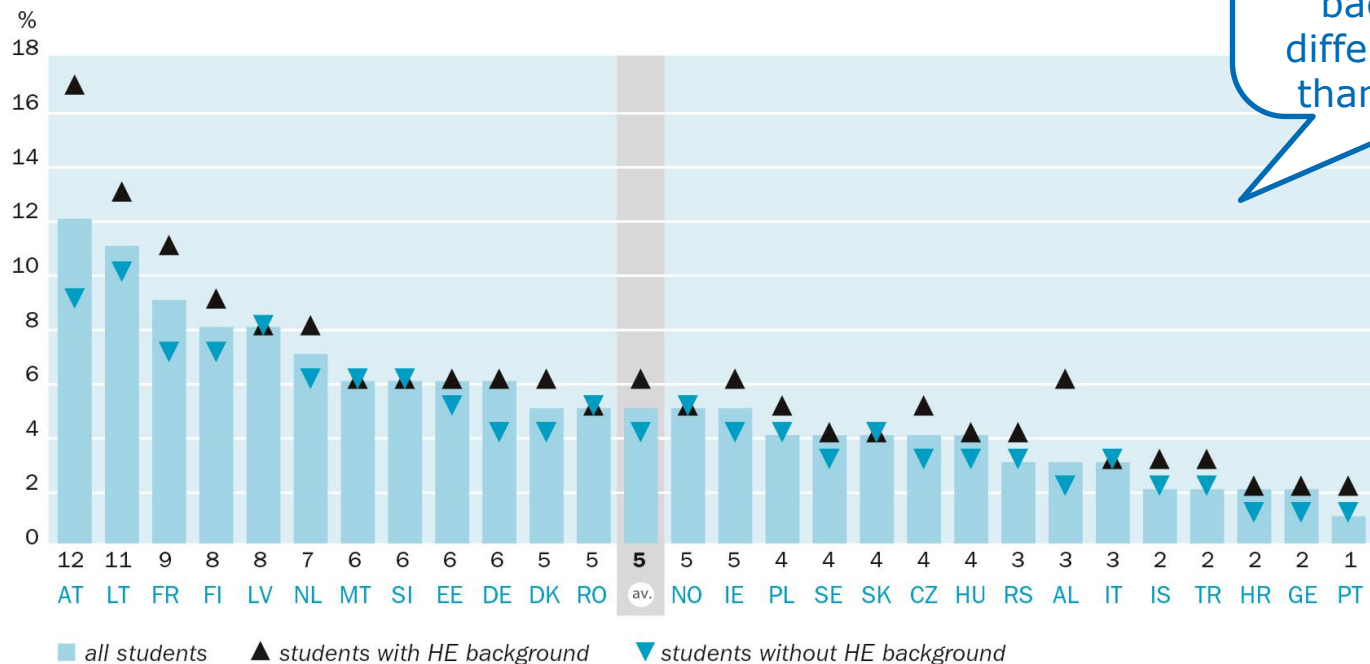
Internships abroad

Internships abroad also less often pursued by students without HE background, but difference is smaller than for enrolment

Figure B10.4 [↓](#)

Internships or work placements abroad by educational background

Share of all students (in %)



Data source: EUROSTUDENT VI, I.28. No data: CH.

EUROSTUDENT question(s): 4.8 Have you ever been abroad for other study-related activities as a student in higher education in #country?

Deviations from EUROSTUDENT survey conventions: FR.

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

Source: EUROSTUDENT VI

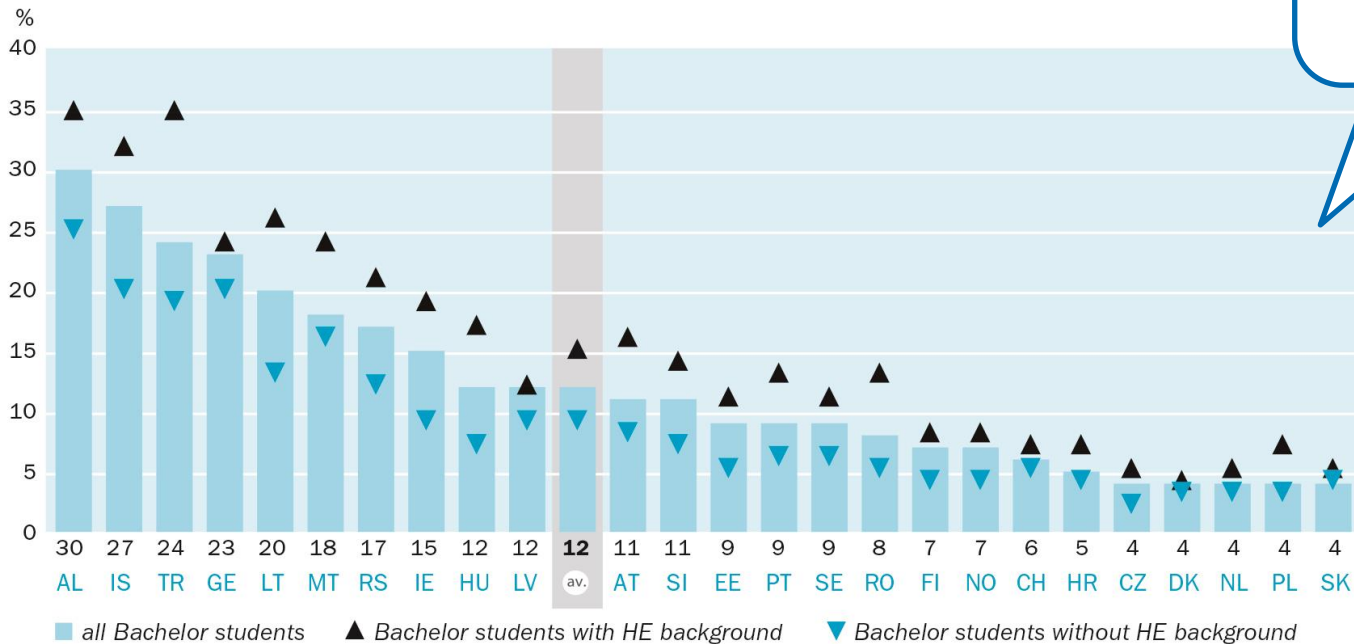
Students without HE background

Plans for continuation of studies abroad

Figure B10.9 [↓](#)

Bachelor students' plans for continuation of studies abroad by parental higher education background

Share of students with plans to continue studying after their current study programme (in %)



Plans for degree mobility after current BA lower among students without HE background

Data source: EUROSTUDENT VI, J.5. No data: DE, FR, IT.

EUROSTUDENT question(s): 1.11 Where are you planning to continue studying after finishing your current study programme(s)?

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

Source: EUROSTUDENT VI

Inequalities in social and economic conditions of student life in Europe

- The EUROSTUDENT project
- Diversity of student populations in Europe
- Students' socio-economic background
- Study and living conditions of students without higher education background
- Summary and conclusions

Summary & conclusions

- **Participative equity has not (yet?) been attained in most EUROSTUDENT countries – students without HE background underrepresented**

→ **inequal access**

- **Students without HE background**

- Enter HE differently
- Experience different study environments
- Have different study circumstances & work more
- Differ financially from their peers
- less often engage in international student mobility

→ **Inequal results**

Summary & conclusions

- **Increasing access**
 - Alternative entry routes
 - Incentivising HEIs
 - Mentoring and outreach initiatives
 - Secondary school system
- **Supporting success & completion**
 - public financial student support
 - Flexible study paths & organisation
- **Measuring and evaluating outcomes**
 - Investigate (wage, social) outcomes of HE by different fields/programmes/HEI types

More information

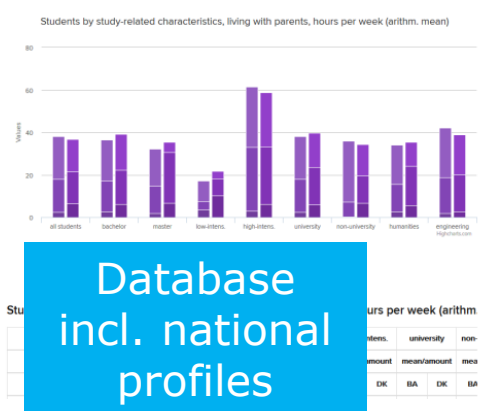
Social and Economic Conditions of Student Life in Europe

Synopsis of Indicators

Intelligence Briefs

EUROSTUDENT VI Overview and selected findings

Website www.eurostudent.eu



EUROSTUDENT VI Short Report

Video on working students

The European Higher Education Area in 2018
Bologna Process Implementation Report

Bologna Process Implementation Report

COMBINING STUDIES AND PAID JOB
Thematic review

Thematic Review

Twitter @eurostudenttw

Thank you for your attention!

Questions? Comments? Remarks?

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*German Centre for Higher Education
Research and Science Studies (DZHW)*

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hauschildt@dzhw.eu

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