Identifying the needs of an increasingly diverse student population
Findings of the current Eurostudent VI report

Kristina Hauschildt

Vienna, September 20-21, 2018
Agenda

- Diversity of student populations in Europe: Who are we talking about?
- Access & transition: How and when do students enter higher education?
- Types & modes of study: How do students organise their studies?
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- Diversity of student populations in Europe: Who are we talking about?
- Access & transition: How and when do students enter higher education?
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Diversity of student populations in Europe

Relevance

• **Students’ background is a relevant framework against which their studies take place**

• **Older students have different living situations and experiences; age relevant for study-related laws, rules, and regulations** (Unger & Zaussinger, 2018)

• **Students with children need to balance their childcare responsibilities with studies, support children financially** (Brooks, 2012; Dibiasi, Kulhanek, & Brenner, 2015; Lyonette, Atfield, Behle, & Gambin, 2015; Marandet & Wainwright, 2010; Moreau, 2016; Moreau & Kener, 2012)

• **Educational background has been shown to be related to students’ educational choices and outcomes** (Becker & Hecken, 2009; Boudon, 1974; Breen & Goldthorpe, 1997; Bar Haim & Shavit, 2013; Shavit & Blossfeld, 1993; Thompson, 2017)
Diversity of student populations in Europe

Age

In most countries a majority is younger than 25.

Mean age varies between 22 and almost 30 years.

Data source: EUROMERICAN 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: EUROMERICAN VI
Diversity of student populations in Europe

Students with children

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

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

Figure B1.3

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

Share of students (in %)

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
Students without HE background

Figure B2.1

Educational attainment of students’ parents
Share of students (in %)

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- non-tertiary education (ISCED 0–4)
- short-cycle tertiary education (ISCED 5)
- tertiary education (ISCED 6–8)

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
Agenda

• Diversity of student populations in Europe: Who are we talking about?
• Access & transition: How and when do students enter higher education?
• Types & modes of study: How do students organise their studies?
Access and transition

Relevance

- Bologna structures have increased the options available to students in many countries
- ‘Second-chance’, ‘non-traditional’ and ‘alternative access’ routes for widening participation
- Admissions systems vary across Europe (Orr, Usher, Haj, Atherton, & Geanta, 2017)
Access and transition
Entry into higher education

Delayed entry and alternative access to higher education
Share of students (in %)

„Flexible when“
„Relatively rigid“

„Flexible when and how“
„Flexible how“
Access and transition

Entry and transition

Delayed entry into HE and delayed entry into MA programme
Share of students (in %)

Flexible use of learning paths throughout HE

Straightforward paths through the system
Access and transition
Work experience before HE

Students with regular prior work experience before entering HE (> 1 year, > 20h/wk)
Share of students (in %)

Higher shares at non-universities
Higher shares in short-cycle programmes
Higher shares among students depending on own income
Agenda

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Types and modes of study

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
Types and modes of study

Study intensity

<table>
<thead>
<tr>
<th>Study intensity</th>
<th>Share of students (in %)</th>
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</table>

- high intensity - > 40h/wk spent on study-related activities
- medium intensity - 20-40h/wk spent on study-related activities
- low intensity - 0-20h/wk spent on study-related activities

Up to a third of students create their own low-intensity, "part-time" studies.

No official part-time status exists.

Share of students with official part-time status < 10%.

Kristina Hauschildt

EUROSTUDENT

Vienna, September 20th, 2018
In some countries, around half of all students regularly work during the lecture period. Especially older students, MA students, dependent on own income, studying with low intensity.

Figure B6.1: Students’ employment during the lecture and term period

Types and modes of study
Working alongside studies
More information

- Intelligence Briefs
- Database incl. national profiles
- EUROSTUDENT VI Short Report
- Video on working students
- Twitter @eurostudenttwt
- Website www.eurostudent.eu

Synopsis of Indicators

Bologna Process Implementation Report

Thematic Review

Kristina Hauschildt
EUROSTUDENT
Vienna, September 20th, 2018
Thank you for your attention!

Questions? Comments? Remarks?

Kristina Hauschildt
EUROSTUDENT project coordinator
*German Centre for Higher Education Research and Science Studies (DZHW)*

+49 (0)511 45 06 70 193
hauschildt@dzhw.eu
References


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

Participants in EUROSTUDENT VI
(2016 - 2018)

Consortium

Kristina Hauschildt
EUROSTUDENT
Vienna, September 20th, 2018
The EUROSTUDENT network

Participants in EUROSTUDENT VII
(2018 - 2021)

Consortium

Kristina Hauschildt
### EUROSTUDENT focus groups

#### Socio-demographic characteristics

- **Age groups**
- **Educational background**
- **Migration background**
- **Impairments**
- **Sex**

#### Study-related characteristics

**Current study situation**

- **Study intensity**
- **Type of HEI**
- **Type of study programme**
- **Field of study**

#### Living conditions

- **Housing**
- **Working students**
- **Dependency on income source**
- **Financial difficulties**

**Study-related background**

- **Educational origin**
- **Access route**
- **Transition route**
Diversity of student populations in Europe
Students with impairments

Figure B1.6

Students limited in their studies due to a health impairment by extent of limitation
Share of students (in %)

Data source: EUROSTUDENT VI, A.9. No data: FI; extent of limitation: TR.
EUROSTUDENT question(s): 5.8 Please indicate if you have a disability, impairment, long-standing health problem or functional limitation. 5.10 [only students who indicated an impairment] Due to your impairment, to what extent are you limited in your studies?
Note(s): Students responded to question 5.10 on a scale from *1* = severely limited to *5* = not limited at all. Value for TR indicates share of students with limitations without differentiating by extent of limitation.
Deviations from EUROSTUDENT conventions: AT, CH, DE, FR, NL, SI.
Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Source: EUROSTUDENT VI
Diversity of student populations in Europe

Migration and education 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
Students without HE background

Figure B2.3

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

Students with fathers without HE degree are at least slightly underrepresented in all countries.
**EUROSTUDENT VI’s distinction between standard and alternative access route students**

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<th>Type of qualification</th>
<th>Standard access route</th>
<th>Alternative access route</th>
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<td>Students possess the standard <em>national entry qualification</em> (e.g. Matura, Abitur, Maturità, Baccalauréat) or a foreign equivalent</td>
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<th>Point of acquisition</th>
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<td>... obtained in direct relation to leaving the school system for the first time (&lt; 6 months delay)</td>
<td>... obtained AFTER leaving the school system for the first time (&gt; 6 months delay), e.g. through evening school</td>
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*Source: EUROSTUDENT VI*
Access and transition
Delayed entry into HE

Figure B3.1

Duration of transition from secondary school to higher education
Share of students (in %)

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
Access and transition
Entry using alternative access route

Figure B3.3

Access routes into higher education
Share of students (in %)

Data source: EUROSTUDENT VI, B.9. No data: FI, IT, TR.
EUROSTUDENT question(s): 2.0 Do you have a #Matura or foreign equivalent?; [Only students with #Matura] 2.1 Did you obtain your #Matura or foreign equivalent in direct relation (within 6 months) of leaving the #regular school system for the first time?; [Only students without #Matura] 2.2 Where did you last attend the #regular school system?
Deviations from EUROSTUDENT conventions: AT, CH, DE, EE, HU.
Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Source: EUROSTUDENT VI
Social and economic conditions of students in Europe
Working alongside studies

Up to a quarter of students works only in the lecture-free period

Data source: EUROSTUDENT VI, H.31. No data: Figure B6.1b: AT, DE, IT.
EUROSTUDENT question(s): 3.6 Do you have (a) paid job(s) during the current lecture period?, 3.13 Did you have (a) paid job(s) during the lecture-free period/holidays during the last 12 months?
Deviations from EUROSTUDENT survey conventions: CH
Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Source: EUROSTUDENT VI
Self-identification as worker by entry route
Share of students (in %)

Data source: EUROSTUDENT VI, H.37. No data: DE, FR; for delayed students: MT; for alternative access students: IT, TR. Too few cases: For delayed students: AL; for alternative access students: RS, SK.
EUROSTUDENT question(s): 3.10 Which of the following describes your current situation best? Primarily I am a student, and I am working alongside my studies, or: Primarily I work, and I am studying alongside my paid job(s).
Note(s): Values indicate shares of students with occasional or regular paid jobs during the lecture period identifying as either student or worker.
Values indicate shares of all students working from time to time or during the entire lecture period.
Deviations from EUROSTUDENT survey conventions: C2.
Deviations from EUROSTUDENT standard target group: AL, DE, IE, IT, LV, RS.

Source: EUROSTUDENT VI