



**The social and economic
conditions of student life in
EUROPE**

Results from EUROSTUDENT IV

RAHSR, Moscow, 18.10.12

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eurostudent.eu
★★★★



EUROSTUDENT

- A transnational project
 - based on national student surveys
 - using a common core questionnaire.
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- Started 20 years ago with a pilot: 4 countries
 - Forth round published in 2011: 25 countries
 - Now, fifth round on-going with \approx 30 countries
+ (hopefully) extension to NIS-countries

EUROSTUDENT – topics covered

- Transition into HE
- Social make-up of national student population
- Characteristics of national student population
- Types and modes of study
- Time budget for studies and employment
- Financial situation (income, expenditures, problems)
- Housing
- International Mobility (outgoing)
 - have been <> planning <> not going
 - enrolment, work placement, summer schools, language classes, research
- Assessment of studies and future plans

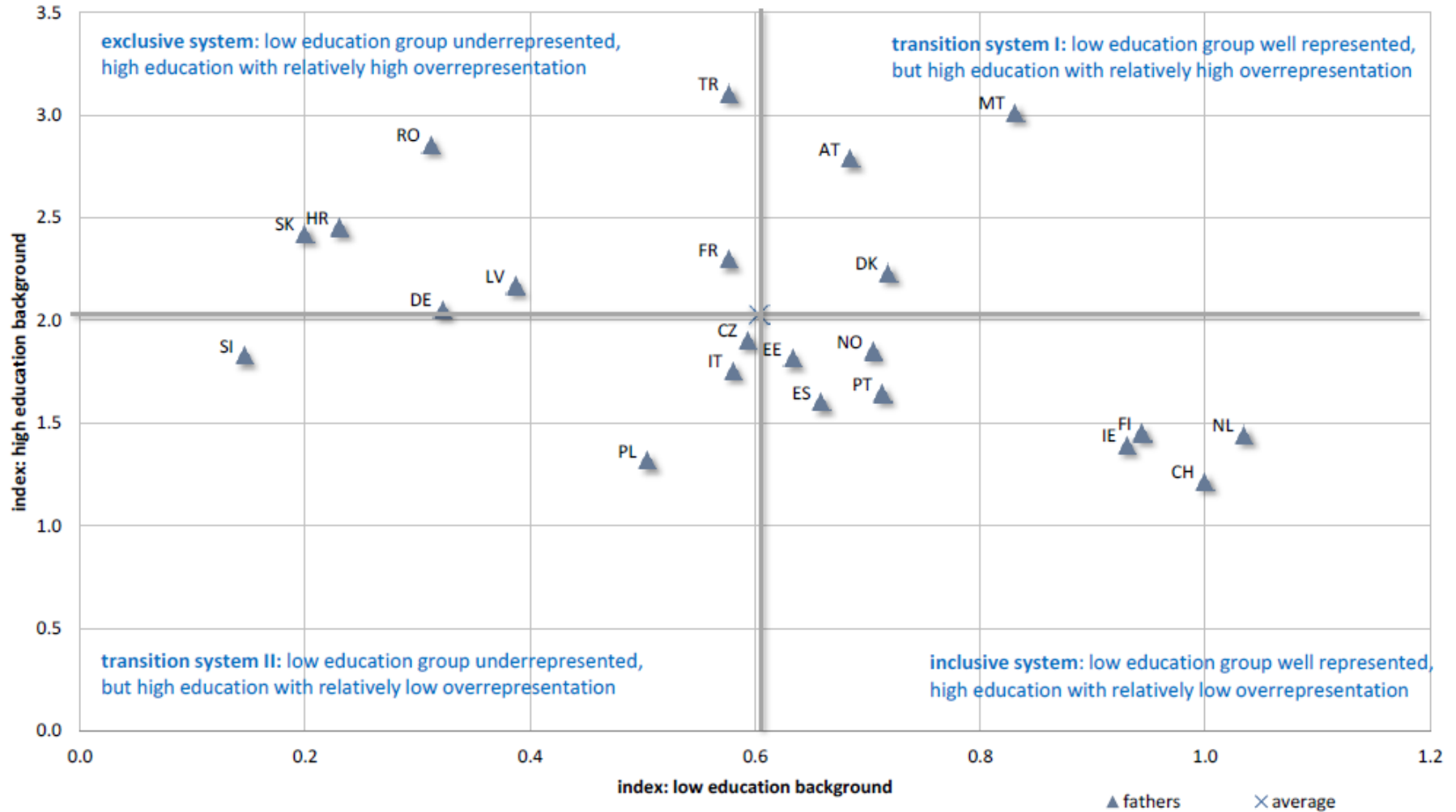
EUROSTUDENT – objective

EUROSTUDENT...

- does not rank countries, but
- tries to identify common patterns among countries.
- allows countries to compare the results of their policies with others.
- provides policy recommendations on international level

Is HE in Europe socially inclusive? (source: EUROSTUDENT Intelligence Brief)

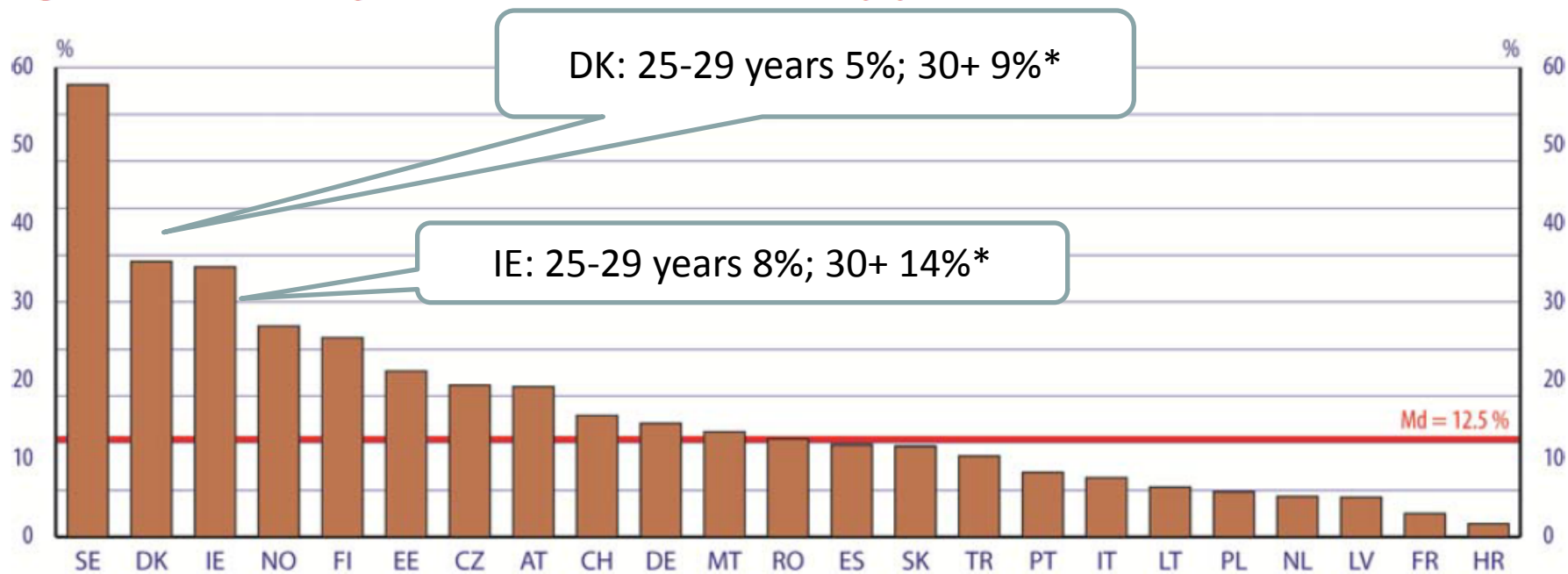
Figure 1: Typology of social inclusiveness of higher education systems - highest educational attainment of students' fathers as a share of corresponding age group in general population (index: 1 = perfect balance) in %



Source: EUROSTUDENT IV, Subtopic C.3 and national statistics/LFS. No data: LT, SE, E/W. No part-time students in sample: DK, LV. High education background oversampled: DK. Low education includes ISCED 3C: CZ. Males of corresponding age are defined as males between the ages of 40 and 60 years old. Update 12.1.12

Life long learners (source: Bologna Implementation Report, Chapter LLL)

Figure 6.15: Share of delayed transition students in the student population, 2009/2010



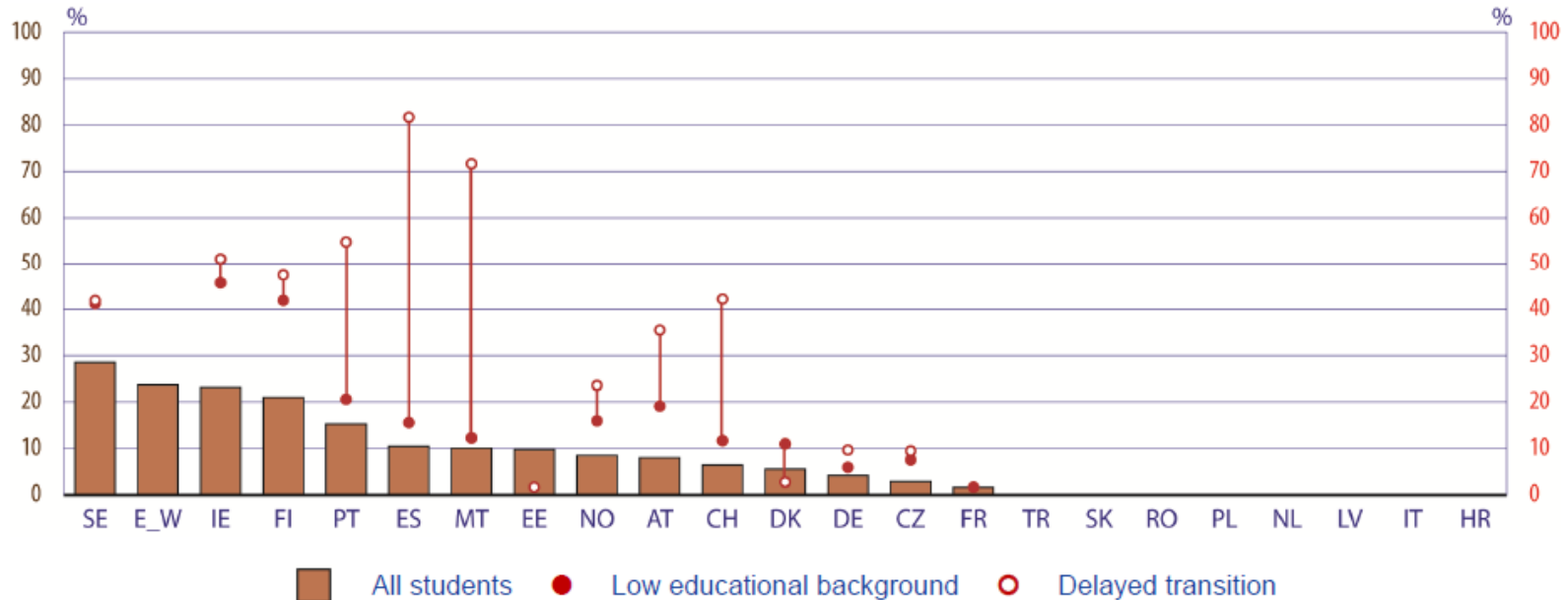
SE	DK	IE	NO	FI	EE	CZ	AT	CH	DE	MT	RO	ES	SK	TR	PT	IT	LT	PL	NL	LV	FR	HR
57.8	35.2	34.5	27.0	25.5	21.2	19.4	19.2	15.5	14.5	13.4	12.5	11.8	11.6	10.4	8.3	7.6	6.4	5.8	5.2	5.1	3.0	1.7

Source: Eurostudent

*source: Final report EUROSTUDENT, p.65

Alternative routes (source: Bologna Implementation Report, Chapter Social Dimension)

Figure 4.13: Students entering higher education through alternative routes by education background and transition route in %, 2009/10

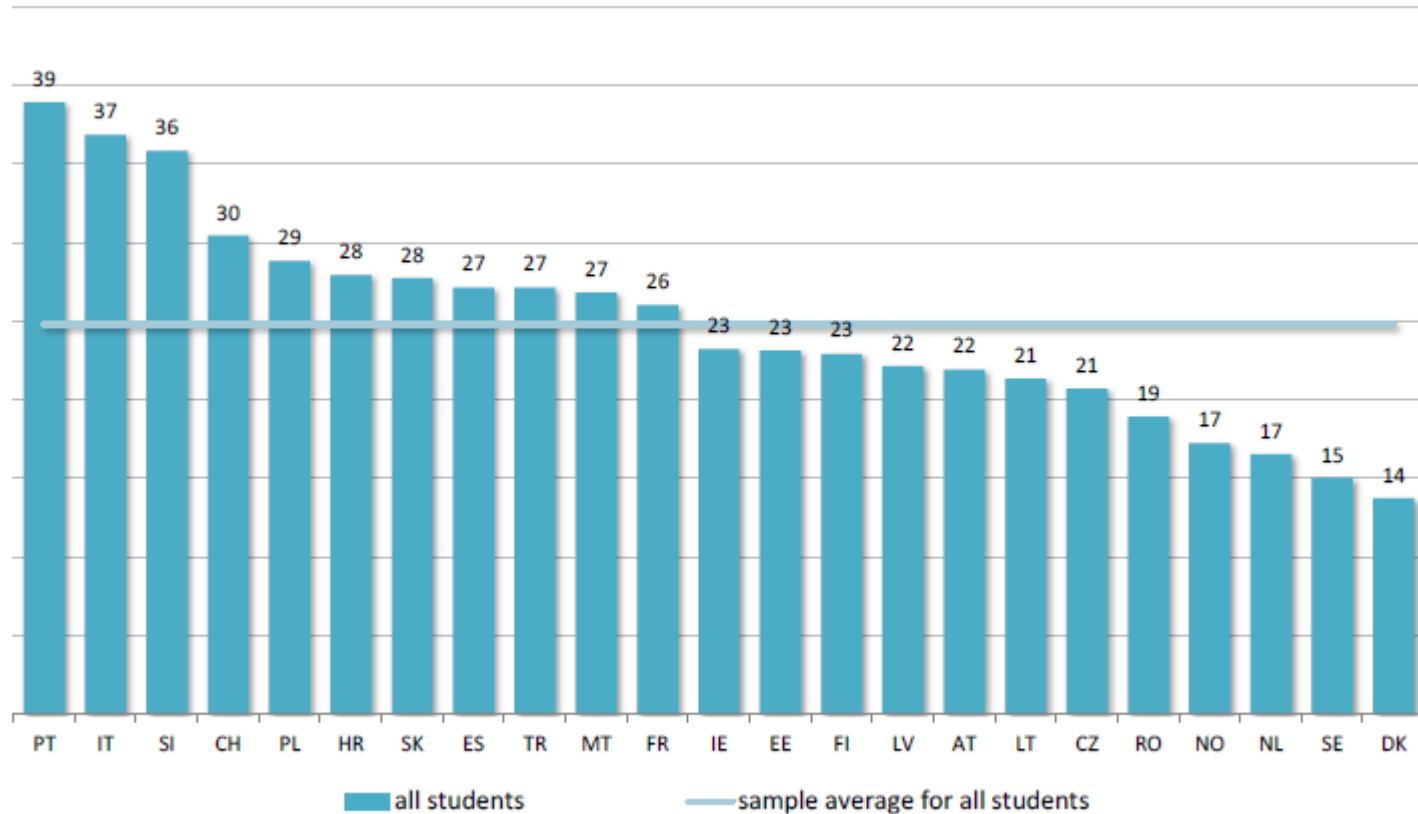


	SE	E_W	IE	FI	PT	ES	MT	EE	NO	AT	CH	DK	DE	CZ	FR	TR	SK	RO	PL	NL	LV	IT	HR	
All students	28.5	23.7	23.1	21	15.3	10.5	10.1	9.81	8.5	8	6.5	5.6	4.2	2.86	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Low educational background	41.2		45.7	41.9	20.6	15.6	12.3		16	19.1	11.7	11	5.99	7.65										
Delayed transition	41.9	-1.0	51.1	47.4	54.8	81.7	71.7	1.7	23.6	35.5	42.2	2.8	9.7	9.5										

Source: Eurostudent

Stresses and strains? (source: EUROSTUDENT Intelligence Brief)

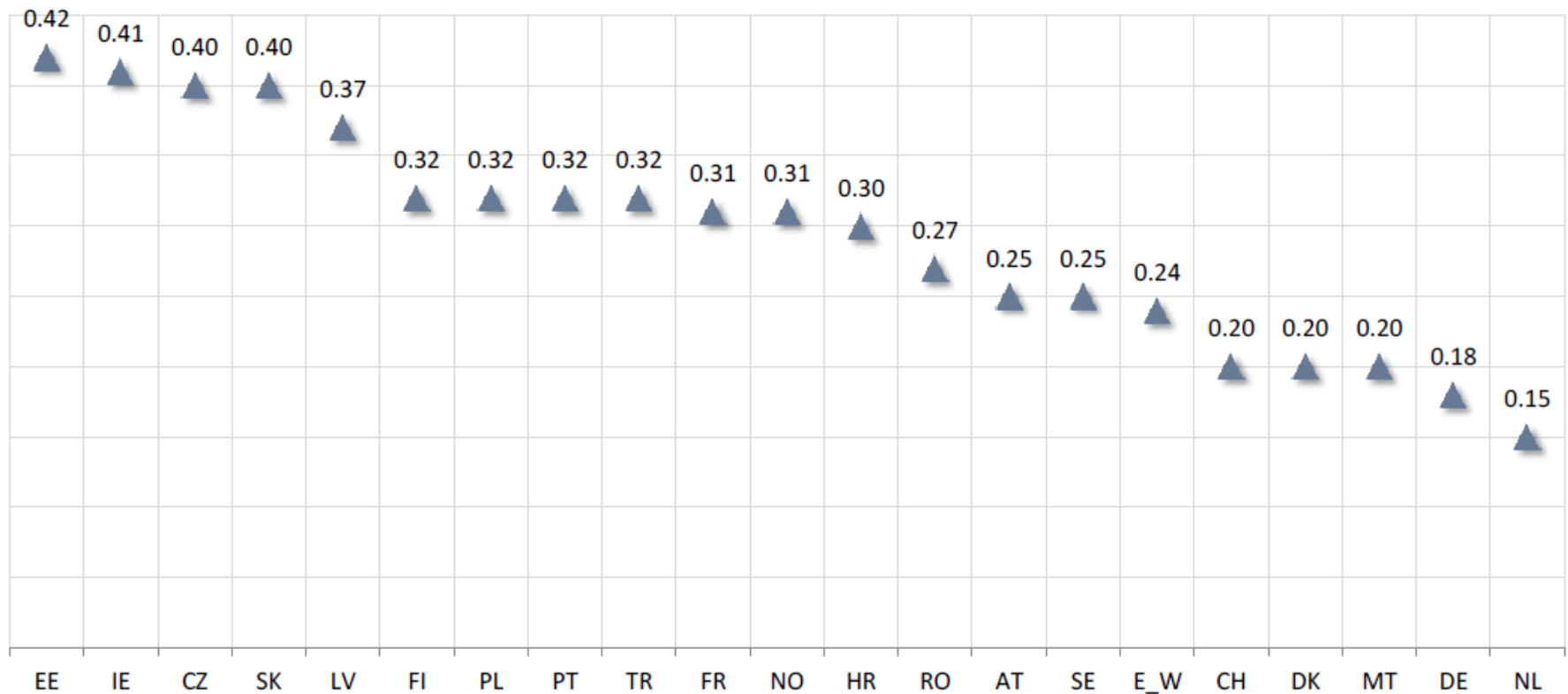
Figure 2: Share of all students (very) dissatisfied with their personal time budget, in %



Source: EUROSTUDENT IV, Subtopic G.11. No data: DE, E/W.

Income equality? (source: EUROSTUDENT Intelligence Brief)

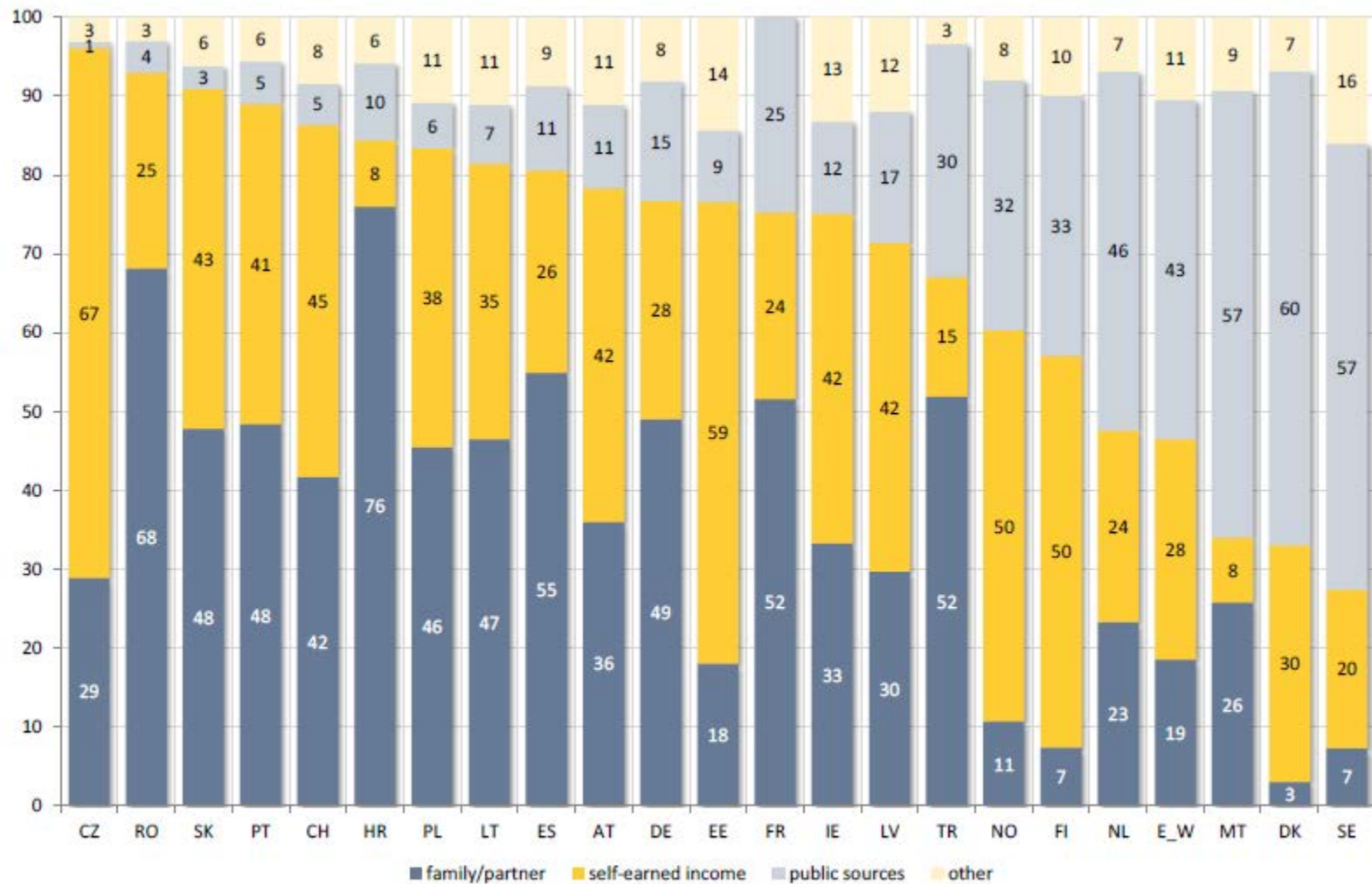
Figure 1 Gini coefficient for all students' total monthly income - students not living with parents²



Source: EUROSTUDENT IV, Subtopic F.5. No data: ES, IT, LT, SI.

Income equality? (source: EUROSTUDENT Intelligence Brief)

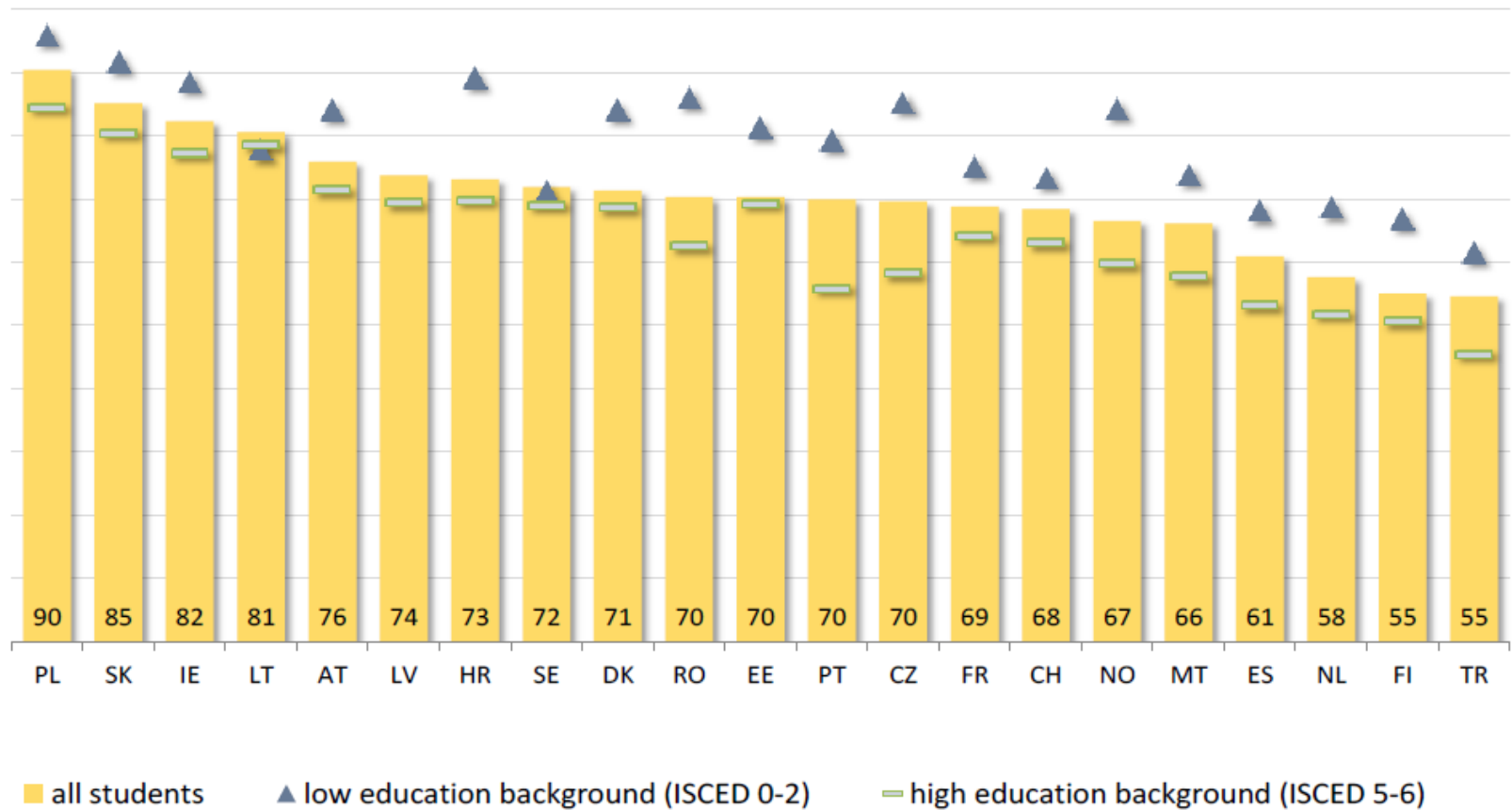
Figure 2 Composition of all students' total monthly income - students not living with parents



Source: EUROSTUDENT IV, Subtopic F.1. No data: FR (category 'other'), IT, SI.

Mobility potential? (source: EUROSTUDENT Intelligence Brief)

Figure 1: Students who have not been enrolled abroad and who do not plan to enrol abroad by social background in %



Source: EUROSTUDENT IV, Subtopic I.1 & I.3. No data: DE, E/W, IT, SI. Too few cases for low education background (ISCED 0-2): LV.

Support for evidence-based policy development

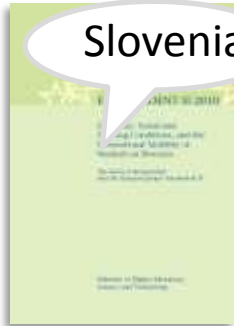
We understand our task as raising policy-relevant issues through new conceptualisations and cross-country comparisons

- Merit-based student support is socially biased – result which stimulated policy discussions in Estonia and Slovenia
- Non-traditional access routes and individual study-intensity is possible – results which stimulated new initiatives in Germany
- Interest in results of analysis on access to HE by social background in cross-country comparison – especially Germany as confirmation of problem, and in Spain as evidence of positive developments
- New student group – lifelong learners defined as students who enter HE at least 2 years after obtaining their entry qualifications – now used in Bologna Implementation Report, 2012
- 2 main barriers to temporary mobility periods abroad – financial issues and social context – used in Bologna Implementation Report, Bologna Mobility Strategy, special attention in Poland (Steeplechase project: AT, CH, DE, NL, PL)

National reports within the framework of EUROSTUDENT IV



Finland



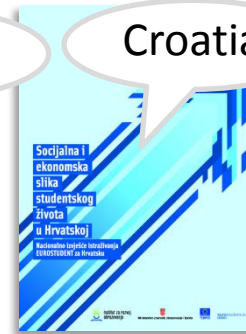
Slovenia



Sweden



France



Croatia



Norway



Austria



Estonia



Denmark



Spain



Switzerland



Germany



Germany comparison

More information

Please see our website www.eurostudent.eu for:

1. Main Report (“synopsis of indicators”)
2. EUROSTUDENT Database
3. Intelligence Briefs
4. National reports and other major reports using our data