



The EUROSTUDENT view on equity

Findings from EUROSTUDENT IV 2008 - 2011

Brussels, 07 November 2012
Christoph Gwosć

HISHF
Institut
für Hochschulforschung

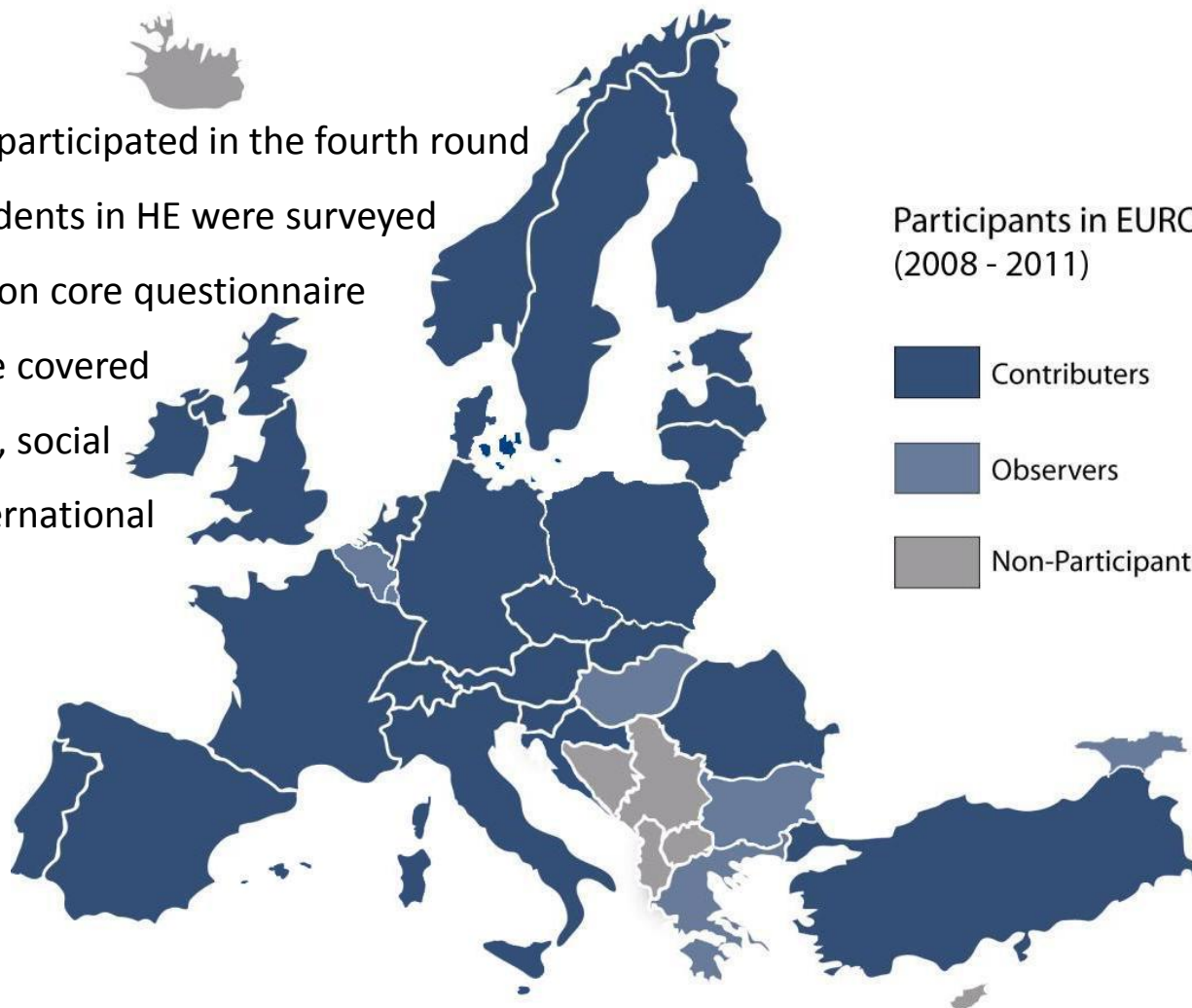
eurostudent.eu
★★★★★

Contents

1. The EUROSTUDENT project
2. Equity in terms of students' access to higher education by social make-up
3. Equity in financial respect by students' social make-up

The EUROSTUDENT project

- 25 European countries participated in the fourth round
- More than 200,000 students in HE were surveyed
- Survey based on common core questionnaire
- 10 different topics were covered (e. g. transition into HE, social make-up, finances, international mobility)

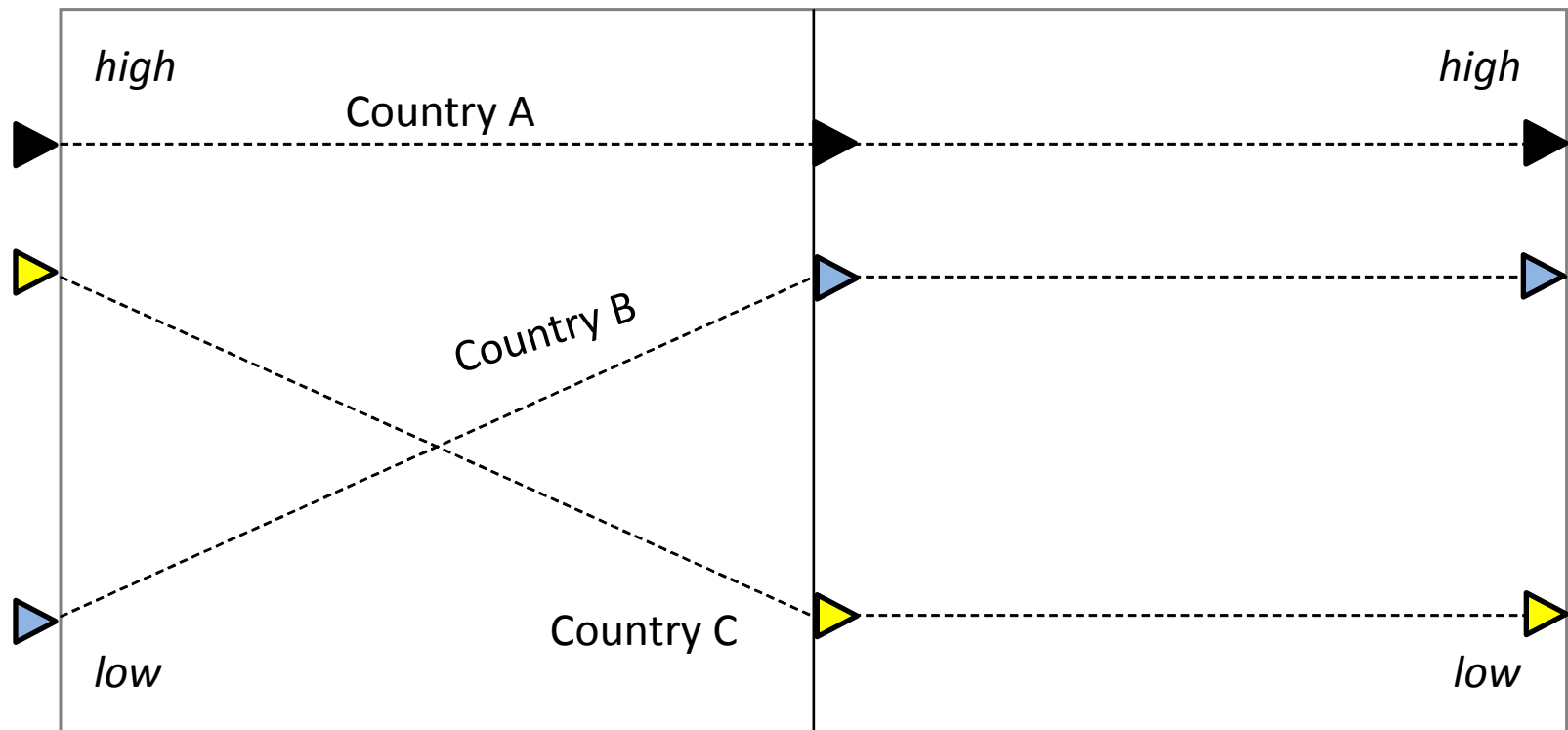


The social dimension and participative equity

Entrance to higher education

Study framework

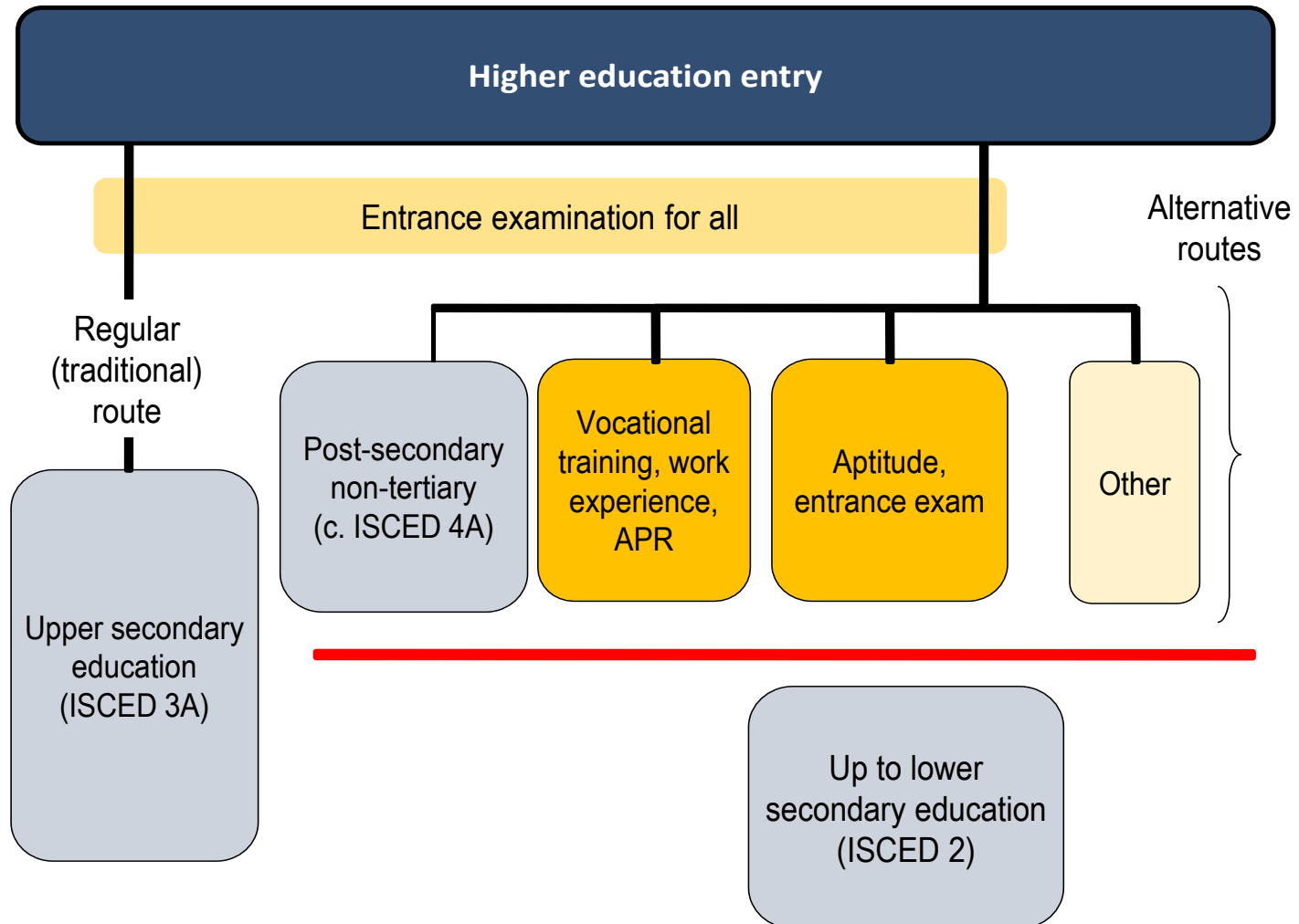
Graduation



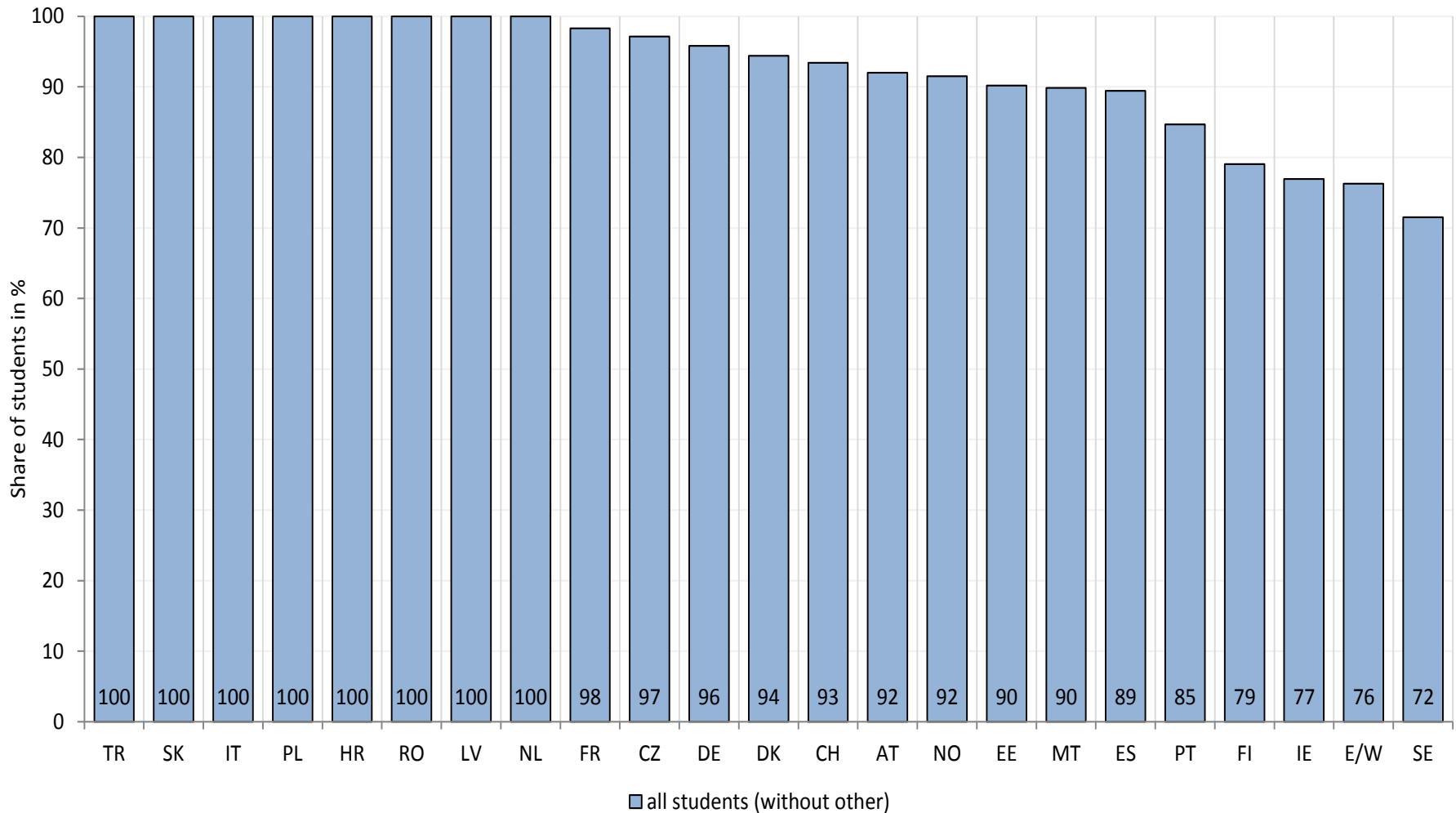
Contents

2. Equity in terms of students' access to higher education by social make-up

Framework scheme for the different routes into higher education



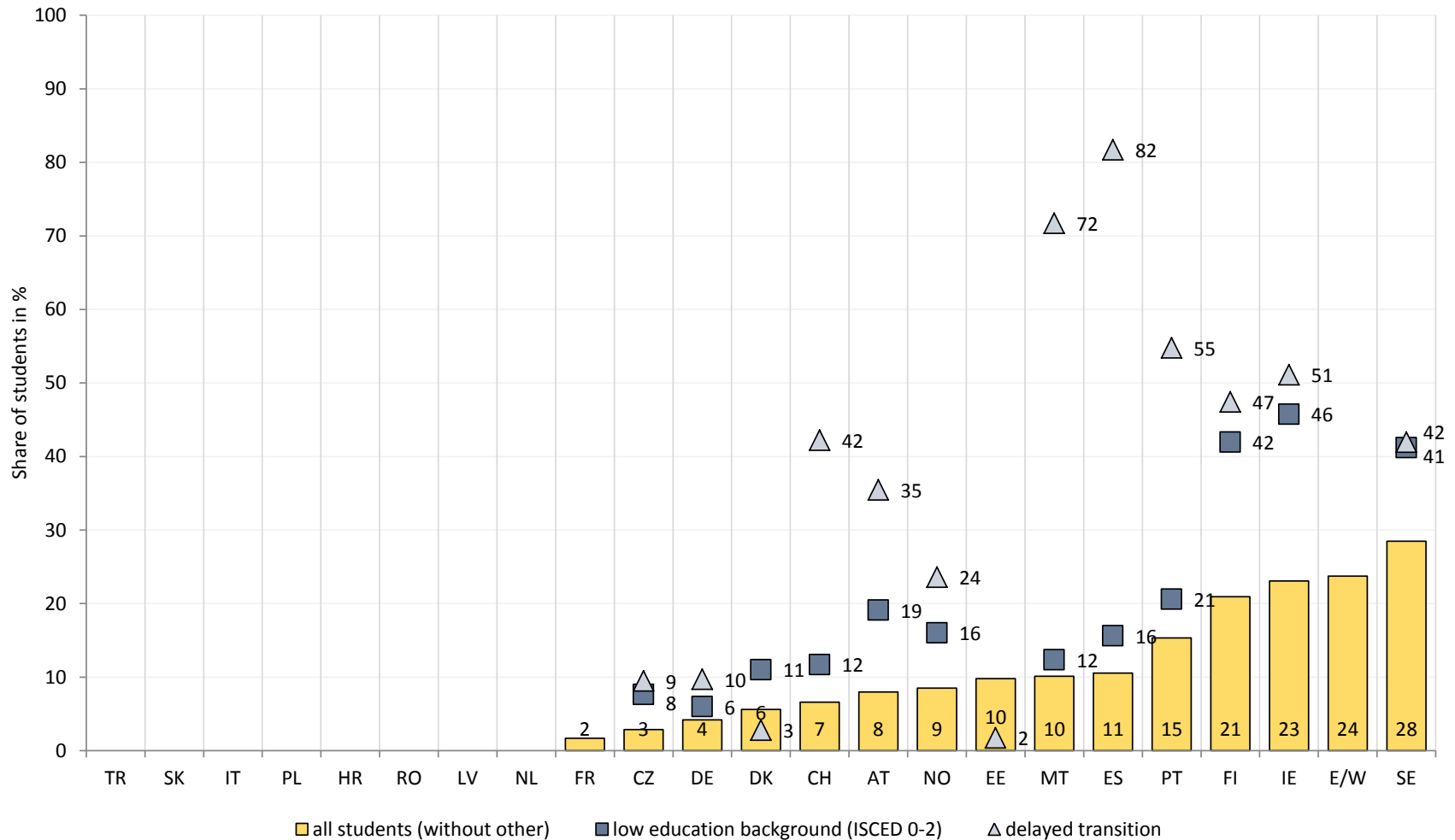
Students entering higher education through a regular route



Findings

- In all Eurostudent countries the regular route into higher education dominates for the group of all students
- On cross-country average 92% of all students have entered higher education via the regular route.
- In 19 out of 23 countries more than 80% of all students have utilised this qualification path into higher education.
- In Finland, Ireland, England/Wales and Sweden this share is lower, ranging from 79% to 72%.

Alternative routes into higher education by education background and transition route



Findings

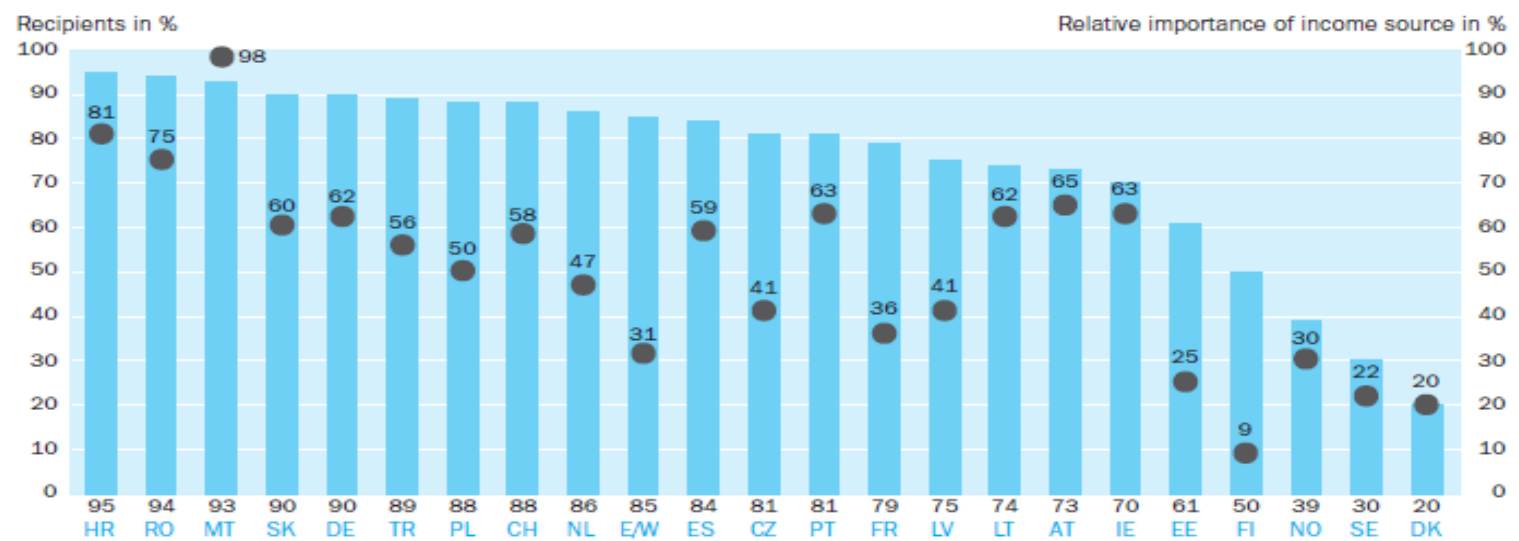
- Alternative qualification routes into higher education exist in most countries and are frequently used by students from low education backgrounds
- 15 out of 23 countries provide access to higher education via alternative routes.
- In Finland, Ireland, England/Wales and Sweden more than 20% of all students have utilised such routes.
- In all countries for which data are available, the share of students with low education background entering via alternative routes is disproportionately high. In Finland, Ireland and Sweden more than 40% of all students with low education background took alternative qualification paths.

Contents

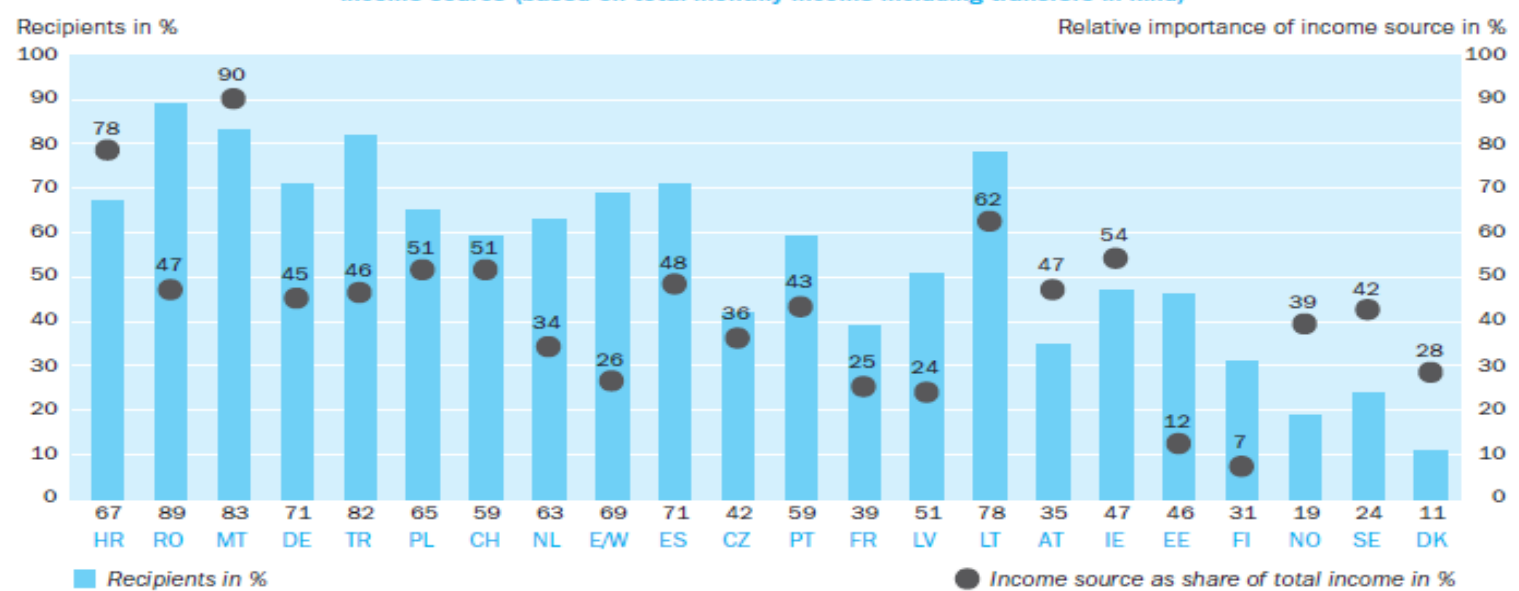
3. Equity in financial respect by students' social make-up

Importance of family/partner contribution by education background – students not living with parents

a) Recipients with high education background (ISCED 5–6) and importance of income source (based on total monthly income including transfers in kind)



b) Recipients with low education background (ISCED 0–2) and importance of income source (based on total monthly income including transfers in kind)

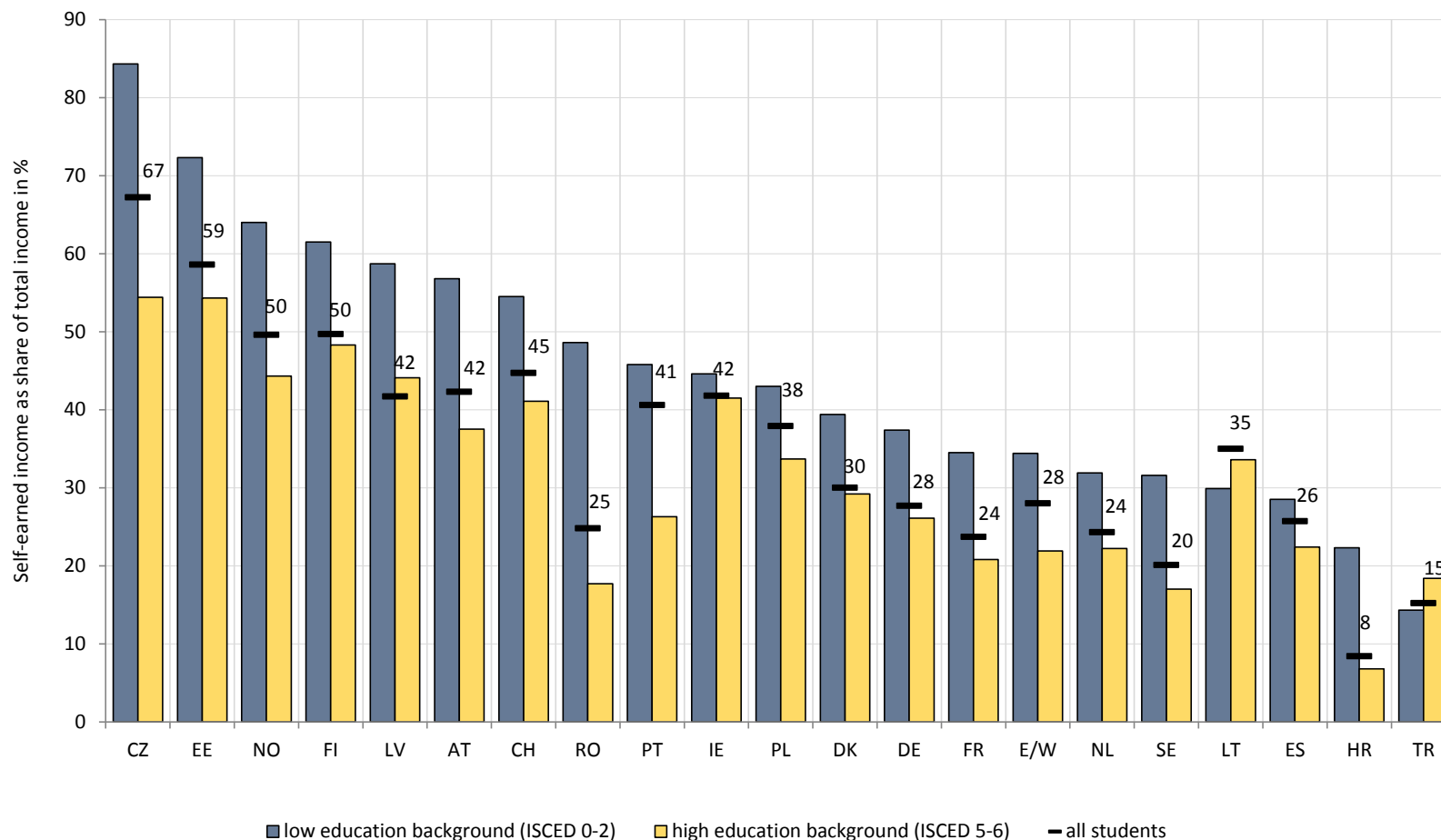


■ Recipients in % ● Income source as share of total income in %

Findings

Support from family/partner	High education background	Low education background
Share of students receiving this type of support (cross-country average)	75%	55%
Share of this support in total student income (cross-country average)	50%	42%
Number of countries in which a majority (> 50%) of students in resp. group is supported	19	13
Number of countries, where the relative (income) importance of this type of support > 50%	12	6

Importance of gainful employment by education background – students not living with parents

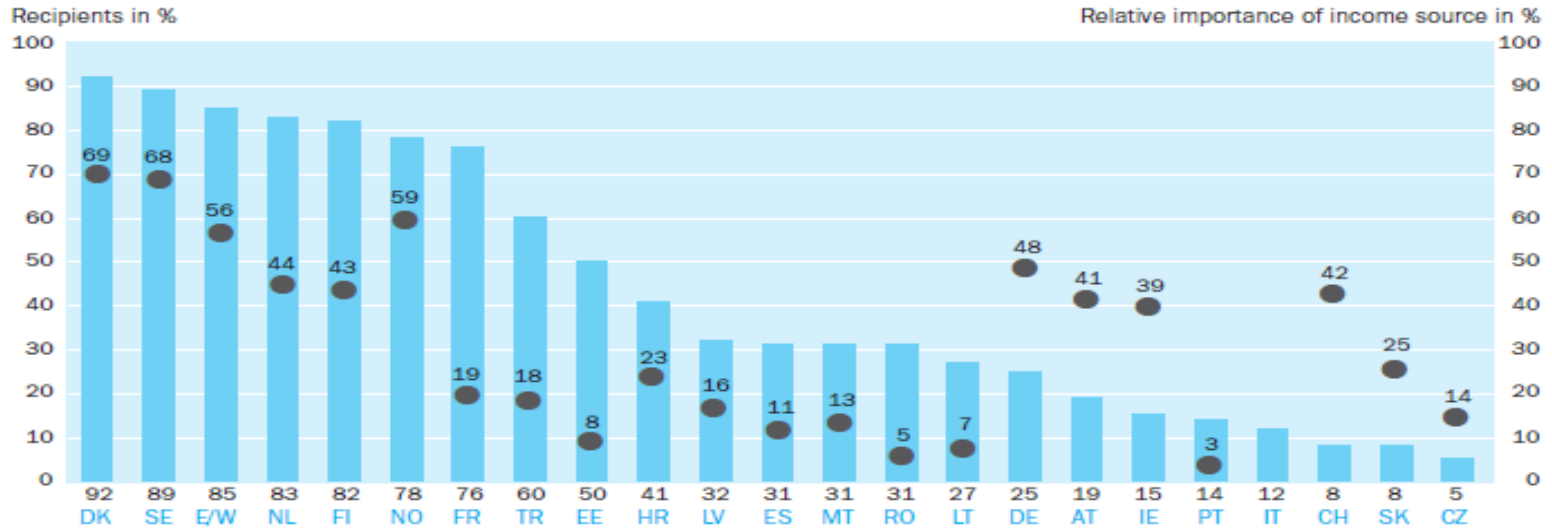


Findings

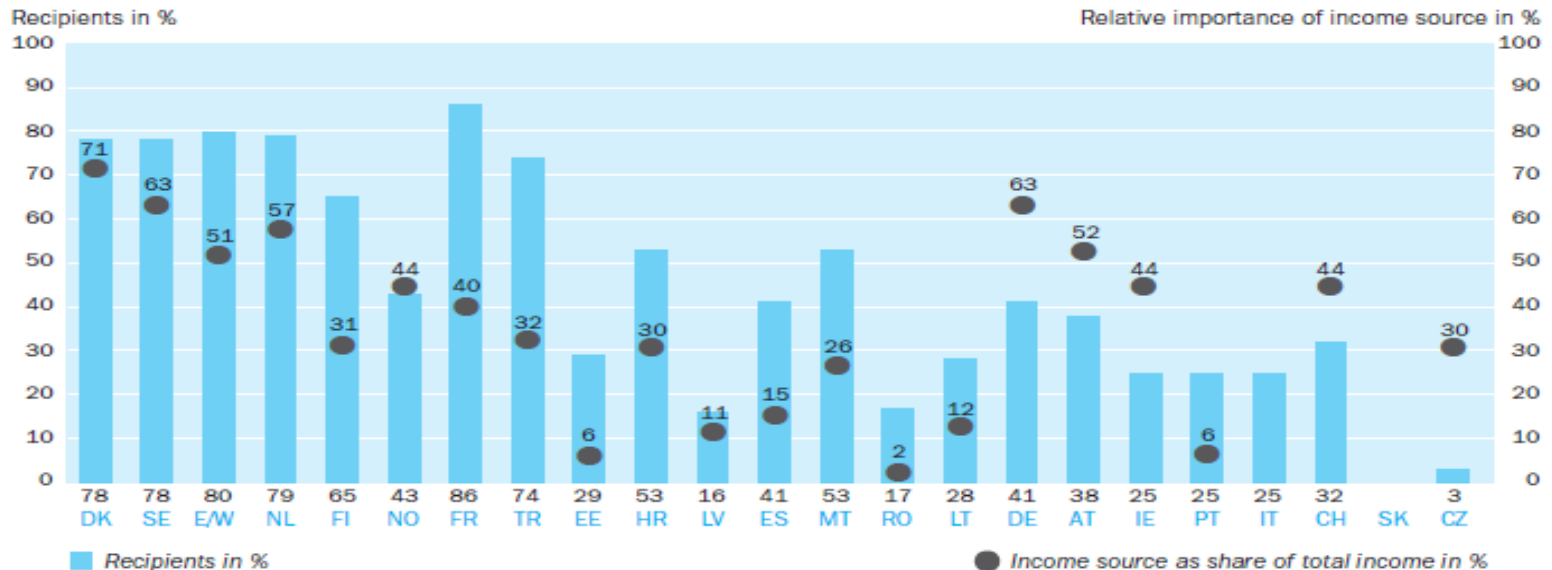
- Students from low education backgrounds rely to a much higher extent on paid work than their peers from high education backgrounds
- Across all countries, self-earned income on average provides 45% of total income of students with low education background.
- Students with high education background depend on average only to 32% of their total income upon this source.
- This basic pattern is true for all countries but Lithuania and Turkey.

Importance of public support by education background – students not living with parents

a) Recipients with high education background (ISCED 5–6) and importance of income source (based on total monthly income including transfers in kind)



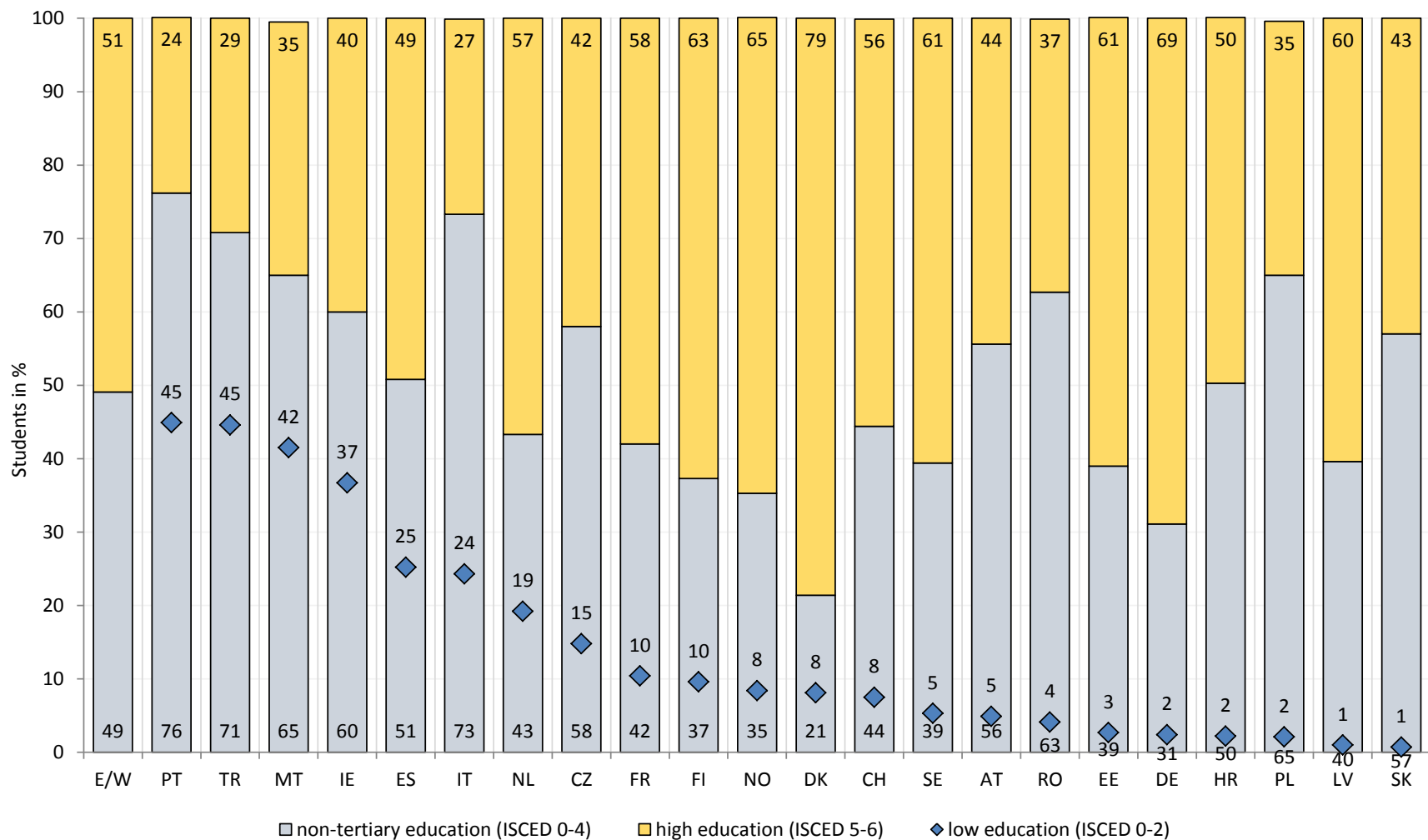
b) Recipients with low education background (ISCED 0–2) and importance of income source (based on total monthly income including transfers in kind)



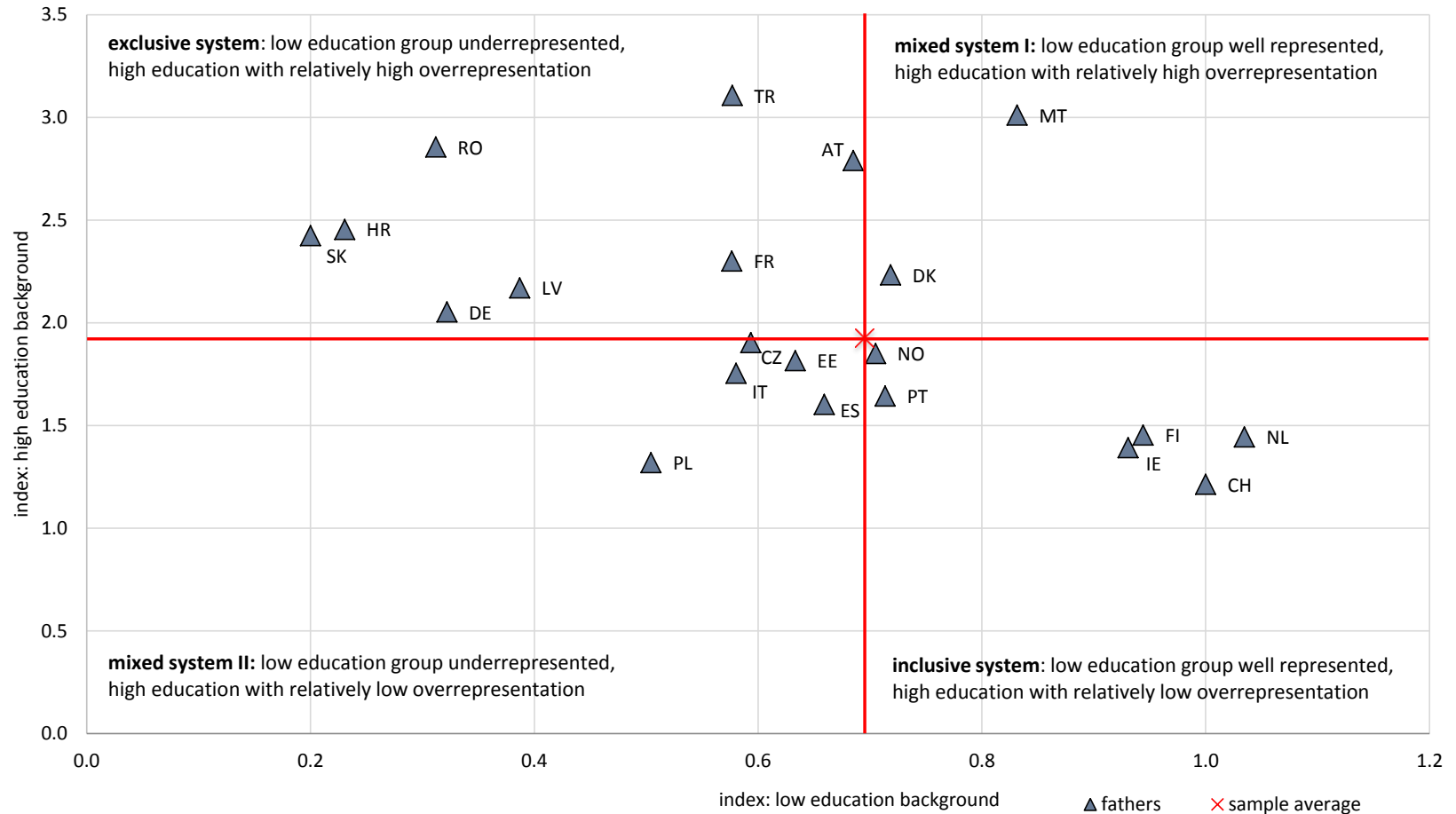
Findings

Public support	High education background	Low education background
Share of students receiving this type of support (cross-country average)	43%	46%
Share of this support in total student income (cross-country average)	30%	35%
Number of countries in which a majority (> 50%) of students in resp. group is supported	8	9
Number of countries, where the relative (income) importance of this type of support > 50%	4	6

Highest educational attainment of students' parents (of either the father or the mother)

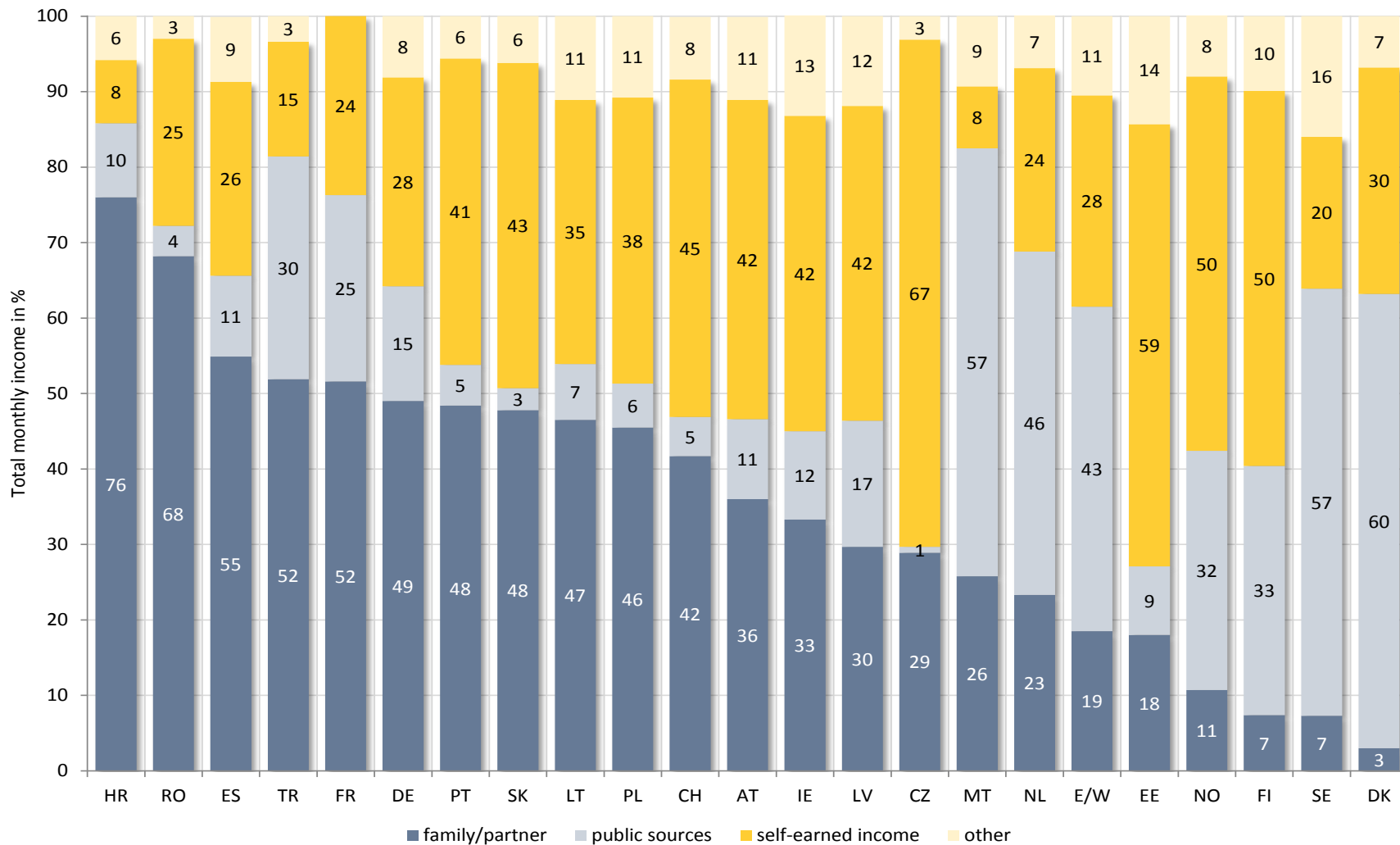


Students' fathers by highest educational attainment compared to corresp. age group in general population (index: 1 = perfect balance)



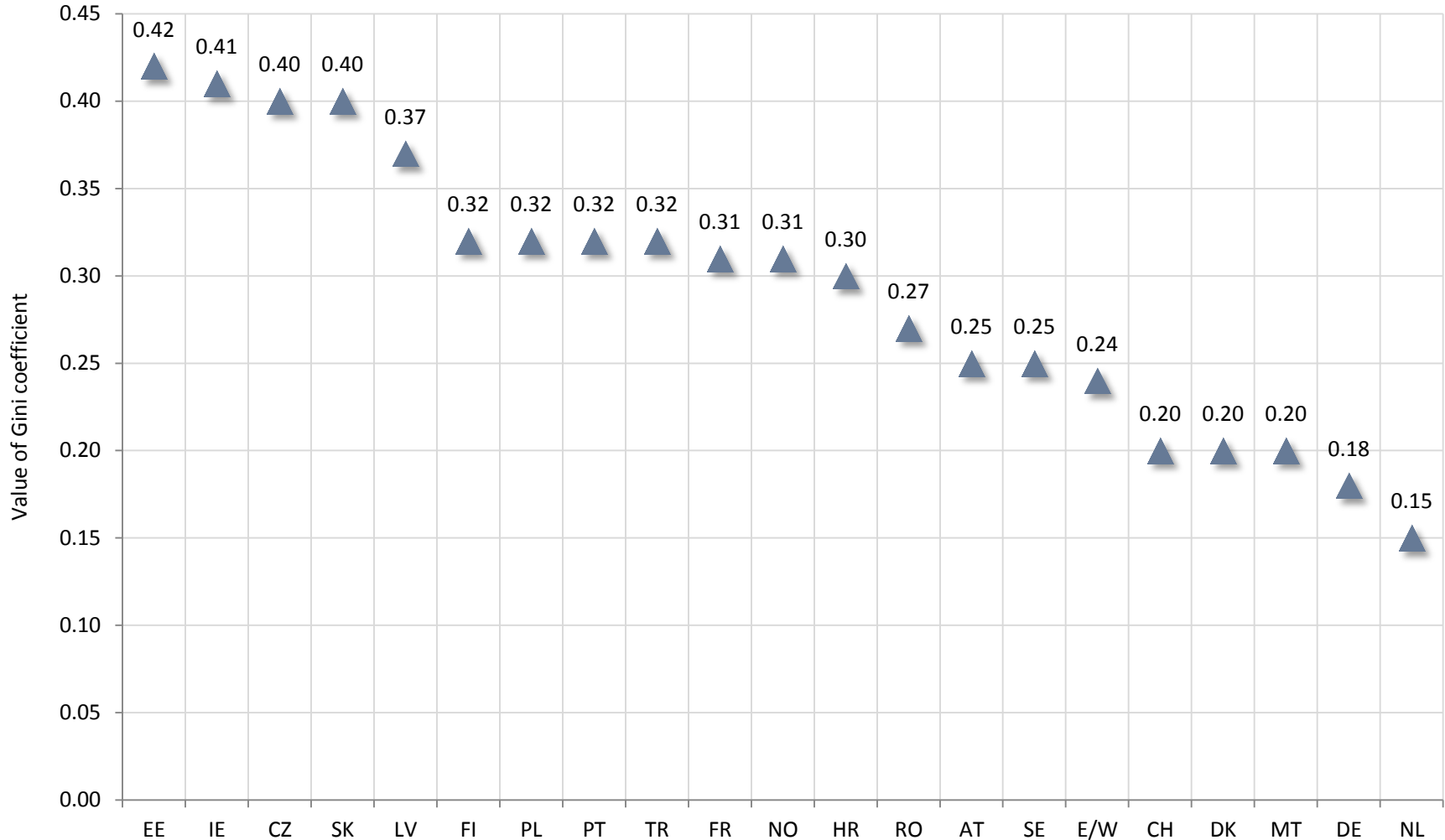
Composition of students' income – students not living with parents

Total monthly income including transfers in kind by source



Concentration of students' income – students not living with parents

Gini coefficient based on total monthly income including transfers in kind



Students' assessment of sufficiency of funding to cover monthly costs by finance-related characteristics – students not living with parents

Students with a dependency on a specific income source with (strong) agreement

