

*The implications of differing students' profiles
for their studies – Considerations based on
the EUROSTUDENT study*

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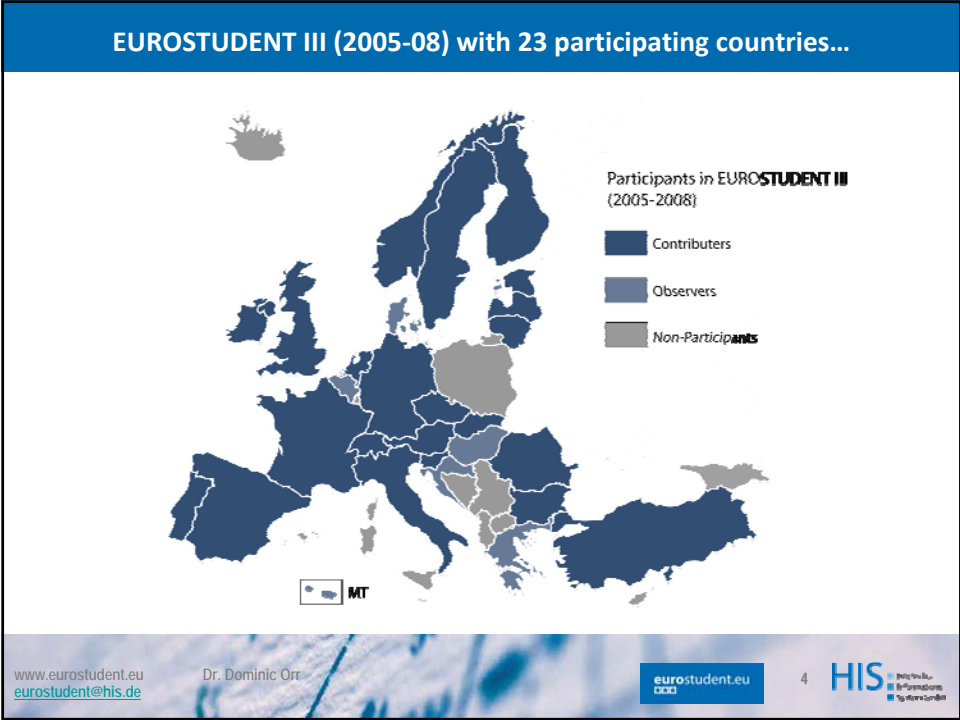
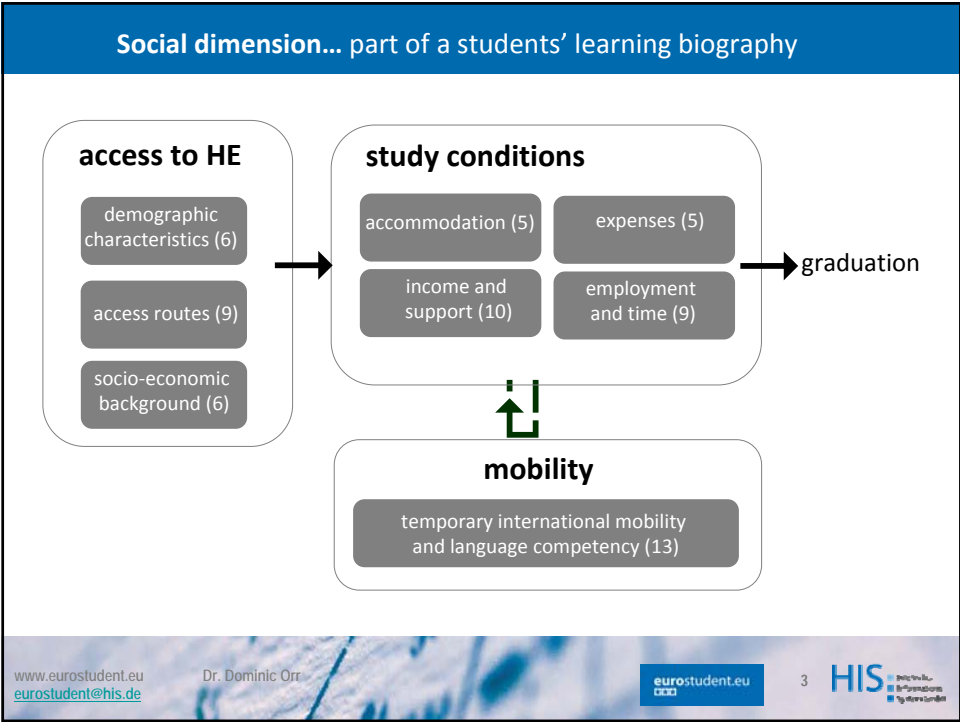
HIS, Germany

The future has already arrived;
it is just not evenly distributed
(William Gibson)

eurostudent.eu
EUROSTUDENT

Contents

1. What is EUROSTUDENT?
2. Equity as current European issue
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Current issue: Equity in HE

The share of a national population undertaking higher education has risen between 1998 and 2005 by 27% (European average) and the increases by country are significantly higher (Lithuania and Romania have doubled participation rates in this period)

After a period of extensive HE expansion in Europe a new policy emphasis is turning to equity and **who** is getting into and completing higher education

e.g. on an international level:

Bologna Process

Lisbon Agenda

OECD Thematic Review on Tertiary Education

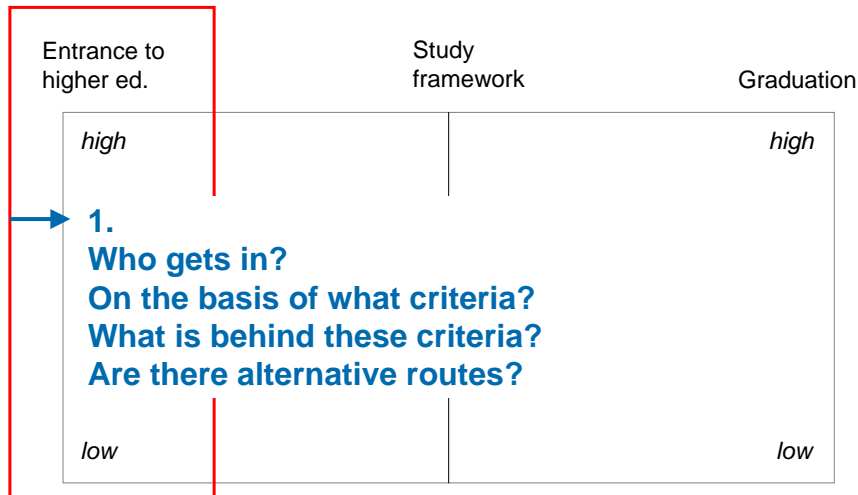
Participative equity

This term has been defined within the Bologna Process:

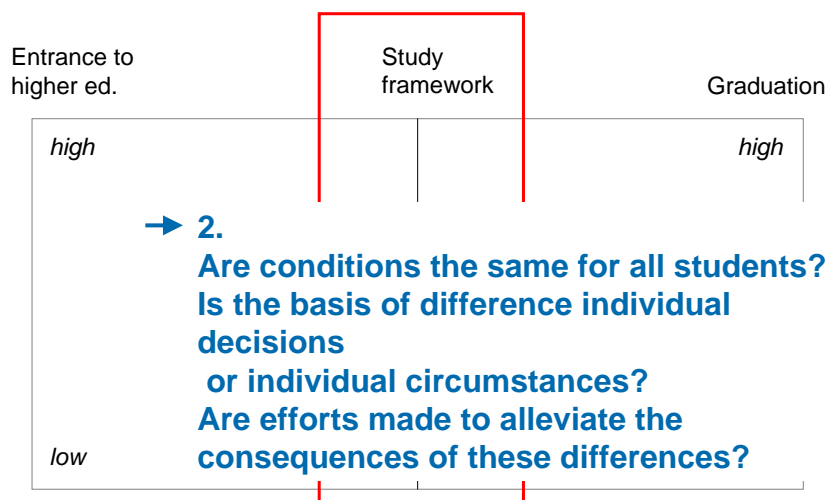
"(...) the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations."

Extract from: BFUG Working Group Social Dimension and Data on Mobility of Staff and Students, 2007.

Participative equity 1



Participative equity 2



Participative equity 3

Entrance to
higher ed.

Study
framework

Graduation

high

high

→ 3.

Who completes?

**Is successful completion based on ability or
different framework conditions?**

How can the effects of difference be reduced?

low

low

What are the framework conditions of studying and why are they important?

From the standpoint of a student, one of the most pressing questions is how to finance his/her study period and the strategy chosen will affect what, where and how he/she studies. In short, it will affect his/her **total student experience**.

A decisive factor for persistence and success is **student engagement**, which is influenced by prior schooling, personal skills and attributes and family background, but more generally is also shaped by two critical factors (Kuh et al., 2006: 31-32):

- time and effort put into study and study-related activities;
- institutional conditions, which promote or inhibit a conducive environment for learning, including the provision of services and direct resource allocation.

Composition of students' income
– issues

3 Main income sources

Base funding

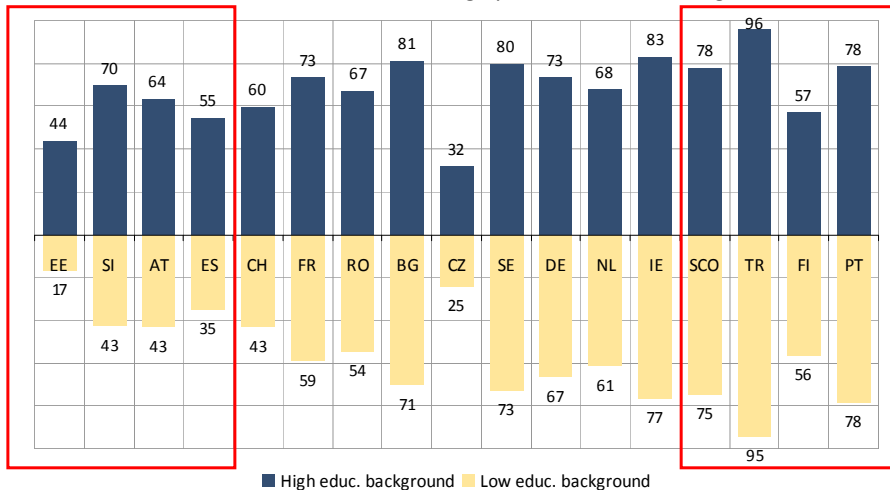
Parents' or relatives' contributions: ...assumption in many systems that the major stakeholders remain the parents of students, ...parents as 'first stop' for financial support. In some cases the state supports parents by providing special benefits to them for the support of their children.

State support: ...dependency on parents is also a dependency on their socio-economic resources ...the state introduces programmes to support students financially.

Income from employment: ...can be seen as a coping strategy used by students, students may see it as a flexible source of income.

Composition of students' income
– Base funding (family + state) in % (students maintaining own households)

– Level of total base funding by socio-economic background



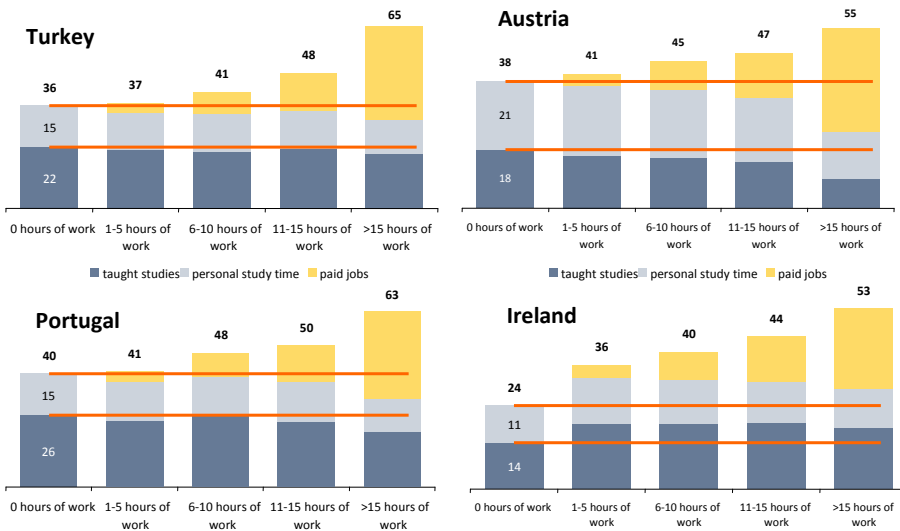
Source: EUROSTUDENT III, Subtopic 29
Provisional data.

Composition of students' income
 – Base funding (family + state) in % and Euros (students maintaining own households)

	Share of total income from base funding in %			Share of total income from base funding in Euros		
	Parents' educ. attainment		% less of low educ.	Parents' educ. attainment		% less of low educ.
	low	high		low	high	
Estonia	17	44	-62%	70	150	-54%
Slovenia	43	70	-39%	377	522	-28%
Austria	43	64	-32%	472	626	-25%
Spain	35	55	-36%	292	415	-30%
Scotland	75	78	-4%	795	788	1%
Turkey	95	96	-2%	202	303	-34%
Finland	56	57	-2%	549	513	7%
Portugal	78	78	0%	591	764	-23%

Source: EUROSTUDENT III, Subtopic 29
 Provisional data.

Individual time budget as combination between work and studies



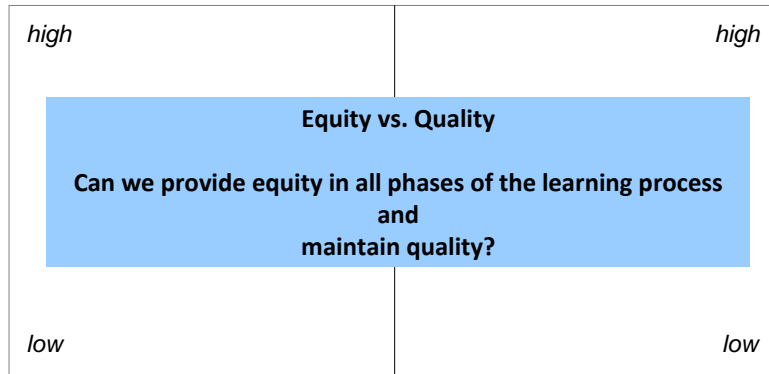
Source: EUROSTUDENT III, Subtopic 46
 Provisional data.

Question for discussion

Entrance to
higher ed.

Study
framework

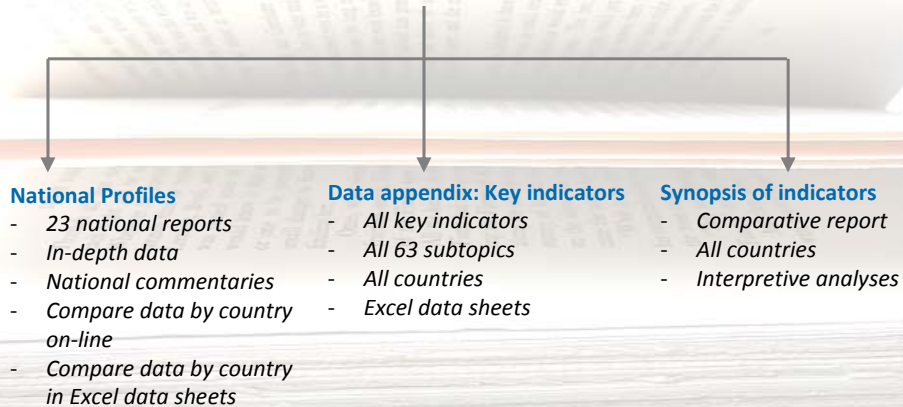
Graduation



Appendix

Report structure

EUROSTUDENT Dataset



Report schedule

Report	Status	Final report
National Profiles	Online 28.4.08	Complete <i>(updates possible)</i>
Data appendix	Online 28.4.08	Complete <i>(updates possible)</i>
Synopsis	Interim Report 28.4.08	Final Report Sept. 2008

