

BOOK OF ABSTRACTS

EUROSTUDENT VI

Final Conference
March 6 – 7, 2018
Berlin, Germany

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Programme

March 6, 8.30 – 21.00

08.30 – 09.00	Arrival of participants, registration and welcome coffee
09.00 – 09.30	Welcome notes: <i>Peter Greisler</i> , Head of Directorate Universities, German Federal Ministry of Education and Research (BMBF) <i>Prof. Monika Jungbauer-Gans</i> , Scientific Director, DZHW
09.30 – 10.30	EUROSTUDENT VI – Presentation of project results and outputs (EUROSTUDENT consortium)
10.30 – 11.00	Coffee break
11.00 – 12.30	Keynote interventions: The European view on EUROSTUDENT – <i>Jan Pakulski and Nadia Manzoni</i> , Directorate-General for Education, Youth, Sport and Culture, European Commission EUROSTUDENT with students' eyes by <i>Caroline Sundberg</i> , European Students' Union, Vice President Student agency and social stratification in European higher education by <i>Prof. Simon Marginson</i> , UCL Institute of Education, Director of the ESRC/HEFCE Centre for Global Higher Education, UK
12.30 – 14.00	Lunch
14.00 – 15.30	Parallel thematic sessions - Database workshop - Diverse student backgrounds I - Employment I - Mobility I - Round table session
15.30 – 16.00	Coffee break

16.00 – 17.30 Parallel thematic sessions

- Diverse student backgrounds II
 - [Employment II](#)
 - Mobility II
 - Quality and study progress
 - Round table session
-
-

17.30 – 21.00 Conference dinner, networking and group photo

March 7, 8.30 – 14.00

08.30 – 9.00 Arrival of participants and welcome coffee

09.00 – 10.30 Parallel thematic sessions

- Diverse student backgrounds III
 - [Housing I](#)
 - Mobility III
 - [Time budget](#)
-
-

10.30 – 11.00 Coffee break

11.00 – 12.00 Parallel thematic session

- [Financing of studies](#)
 - Housing II
 - [Micro data in EUROSTUDENT](#)
 - Student counselling
-
-

12.00 – 13.00 Wrap up session

13.00 – 14.00 End of conference and lunch

14.00 – 15.00 EUROSTUDENT internal session*: E:VII update and outlook

*EUROSTUDENT internal session addresses ministry representatives from potential EUROSTUDENT VII participant countries

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EUROSTUDENT VI comparative results



Cross-national student mobility

Eva Vögtle, DZHW (German Centre for Higher Education and Science Studies), Germany

From the start, cross-national student mobility has been one of the central topics of the Bologna Process. Numerous benefits have been associated with study-related experiences abroad: they are assumed to boost graduates' employability; they are associated with a wage premium; supposedly even more so for internships abroad. Besides job-related and monetary benefits, study-related activities abroad are believed to benefit personality development, which might enable graduates to work in intercultural teams, and increase problem solving skills, flexibility, self-confidence, and creativity.

Since having been internationally mobile touches upon matters such as employability, wage gains, and soft-skills, the topic of international student mobility is closely connected to issues of equity and access to higher education and beyond. Several studies have investigated the social selectivity of international student mobility and come to conclude, that access to mobility schemes and the motivation to engage in study-related activities abroad are dependent on parental higher education background. Therefore, in the presentation, special emphasis is placed on differences in study-related activities abroad by students' educational background, as it is known to influence not only the transition into higher education but also decision-making within higher education.

The organisational framework for students' mobility may vary from country to country, in particular with regard to funding opportunities. This presentation therefore gives an overview of the organisation and funding of temporary enrolment periods abroad as well as the extent to which credits gained abroad were recognised upon return.

Lastly, the presentation provides insights which factors that deter students from studying abroad, the presented analyses are focused on the (perceived) obstacles to cross-national mobility for those who do not plan to enrol abroad.

Overall, the presentation aims to answer the following questions:

- How mobile are students in the different EUROSTUDENT countries, and which types of mobility are chosen? Can differences between different student groups be found?
- How do students organise and finance their enrolment abroad and what means are primarily used?
- What are the obstacles to enrolment abroad, as perceived by students?

Does international student mobility increase social inequality? Evidence from the German labour market

Nicolai Netz & Michael Grüttner, DZHW (German Centre for Higher Education and Science Studies), Germany

Students from a high social origin are more likely to study abroad than students from a low social origin. At the same time, studying abroad positively influences students' intercultural competence, personality development, and labour market prospects. Therefore, social stratification research tends to assume that international student mobility (ISM) fosters the reproduction of social inequality. This argumentation presupposes that students from different social origins profit from ISM at least to similar extents. However, this assumption has hardly been tested empirically.

Theoretically, two types of heterogeneous returns to ISM are plausible: Students from a high social origin could acquire more skills abroad, e.g. because they complete more valuable stays, or are able to better valorise the acquired cultural and symbolic capital in the labour market (cumulative advantage). Alternatively, their marginal utility of staying abroad could be lower because they already acquired solid transversal skills before their studies (compensatory levelling). While the first scenario should increase social inequality, the second one should actually reduce it.

We address the outlined research gap by examining graduates' labour income. We analyse longitudinal data from 2005 DZHW Graduate Panel, which follows graduates from German higher education institutions up until ten years after graduation. We perform a propensity score matching to reduce observable selection bias and calculate latent growth curves of labour income to examine the role of ISM for the potential development of inequality between social origin groups.

Our results suggest that, in terms of income gains, students from a high social origin profit more from ISM than students from a low social origin. The latter only start to profit in their medium-term career. Considering that students from a high social origin are also more likely to study abroad (36% versus 25% in our sample), our results imply that ISM fosters the reproduction of social inequality.

What can data from EUROSTUDENT VI tell us about international mobility in higher education in the Nordic countries?

Jari Rusanen, Swedish Council for Higher Education (in collaboration with Statistics Norway, Danish Ministry of Higher Education, Maskina Research Iceland and Statistics Finland)

Getting higher participation numbers in outgoing student mobility has been a target for the Nordic countries for many years. Due to the European goal for year 2020 of 20 % of higher education graduates having spent part of their studies abroad, we find it interesting to look into what similarities and differences exist between the student mobility situations in the Nordic countries. Since these countries are similar in many ways but also different in some ways (such as study financing), it can be considered especially interesting to compare them to see how the differences seem to affect student mobility.

The results of this comparison might later lead to closer investigation on some of the findings that in their turn might be used for activities aiming at increasing student mobility in these and maybe even other countries.

The analysis will be made between November 2017 and January 2018, based on EUROSTUDENT data from the Nordic countries.

The presentation will mainly concentrate on the part of the EUROSTUDENT Study regarding mobility and internationalization. A closer look will be given to following:

- Enrolment abroad
- Education background of parents
- Obstacles to enrolment abroad
- Language proficiency

We therefore present a comparative study and we believe that the results for the Nordic countries will also be interesting for other countries.

Setting up for success – Do's and don'ts for project organisation at the national level

*Ksenja Hauptman¹ & Odile Ferry², ¹Ministry of Education, Science and Sport, Slovenia,
²L'Observatoire national de la vie étudiante, France*

Since EUROSTUDENT VII will require a policy coordinator to be named at national ministries, the aim of this session is to discuss how the organisational set-up of the project at the national level relates to the high quality, usefulness, and sustainability of the survey. Through the exchange of best practices and the discussion of the benefits and challenges related to different aspects, ministry representatives are invited to reflect on ways of implementing the survey at the national level.

- How to strengthen the involvement of different stakeholder groups at the national level?
- Which are the most effective ways to support dissemination?
- What are good ways of coordinating with the national research team?

After attending this session, participants will have reflected on the role of the national policy coordinator and have heard and discussed some concrete ideas. All ministry representatives are addressed.

Pathways and access to higher education: New dynamics and diversity among Portuguese students in the European context

Susana da Cruz Martins, Bernardo Machado, Rosário Mauritti & António Firmino da Costa, CIES-IUL, ISCTE-IUL, Portugal

Higher education students today have a greater diversity - there are new segments at this level of education. What are the main dimensions for a social portrait of those who enter higher education? Concerning that, there are questions worth noting.

When depicted, the population in higher education today, shows not only some main characteristics, but also some differences, and distinctions expressed on single countries or sets of countries. Therefore, and always aiming to somehow portray the students of higher education, how can we summarize the main guidelines that characterize access to higher education? What are the main aspects of singularity or convergence in the European context?

Some of the characteristics that currently make the student population recognizable are a result of recent transformation processes which draw our attention to social protectionism across several European countries. One of the most relevant aspects is how social origins mark and condition access and attendance in higher education. What are the main transformations in the characterization of European students and what is unique about Portugal in this dimension?

What kind of school trajectories are observed of current students in higher education? In this respect, and with these dimensions of analysis, how can we characterize Portuguese higher education students in Portugal and in the European context? And how do we associate previous school pathways with present paths, articulated with work experiences, before and after entering higher education? What are the main transformations in the characterization of European students and what is unique about Portugal in this dimension? In what ways have these changes been triggered by political measures or by effects associated with other social transformations?

We want to answer these questions through the EUROSTUDENT (VI) data, making a contextualized update of the characterization of Portuguese students and their trajectories and highlighting emerging or relatively new traits in this characterization. In this sense, we will deepen and articulate three main dimensions: the sociodemographic characterization, the social origins, and the academic trajectories of the students.

Being a Student in Albania - Bachelor and Master Students' Socio-economic Situation

Kozeta Sevrani & Ogerta Elezaj, University of Tirana, Albania

Over the last couple of years, the Albanian higher education sector has made remarkable progress in expanding opportunities at both undergraduate and postgraduate levels. Enrolments have increased in the last years. Understandably, this achievement has had an influence on the overall characteristics of the Albania student cohort. As we do not have a detailed official database with student characteristics, these survey results are a great opportunity for using up-to-date socio-economic data of Albanian students for planning and evaluating various government policies and intervention programs at the national level.

Albania participated for the first time in the international EUROSTUDENT VI survey including private and public universities. The research was carried out using the standard EUROSTUDENT questionnaire which has been translated into Albanian, and the data were collected using paper questionnaires fulfilled by students themselves.

The goal of this presentation is to cover methodological issues regarding sampling, data processing such as editing, cleaning procedures, and showing the main obstacles faced throughout the project implementation. Also, we will present lessons learned bringing together any insights gained during the project that can be usefully applied to the next round.

The EUROSTUDENT results will be presented exploring the characteristics of Albanian student population, the economic circumstances they find themselves in, and their living circumstances. The results will be discussed in the light of recently ongoing educational system reforms in Albania.

'Adult' students in higher education based on the examination of study patterns and the socio-economic background

Anna Sebők & Ágoston Horváth, Educational Authority, Department of Higher Education Research, Hungary

Nowadays, there is a considerable tendency that the role of the academic ideal and the classic training career decreases in higher education, and the importance of a typical groups of students is appreciated (Munro 2011, Thunborg et al. 2013). It can be confirmed by the program of lifelong learning, which is based on the demand of the knowledge-intensive economic sectors for labour, and the concept of knowledge-based society. Based on the theories of post-adolescence and the transition from education to the labour market, higher education studies can't be interpreted by the series of static events. In contrast, growing up, which can be grasped by the measure of self-sufficiency, means rather a process and a transitional period, in which the changing, the alternation and the overlap between the student and worker status and increased international mobility are typical, but these elements of the training career don't create a linear-hierarchic system. (Teichler 1998, Sági 2013)

Our paper aims to overview the aspects of growing up among higher education students, the identification of the group 'adult' students, and the analysis of the internal heterogeneity in the group. Former research has shown that the identification of 'adult' students by law gives an only invalid result. For example, according to the official categories, part-time education is a form of adult training in Hungary, despite the fact that the composition of these students is heterogeneous according to age and the above mentioned other aspects (Garai 2014).

The data source of our research is the Hungarian database of EUROSTUDENT VI including 7,202 respondents. We examine a lot of dimensions of being an adult (e.g.: age, living with the parents, working alongside studying, depending on family resources, childbearing) by cluster analysis, so we can differentiate the groups of higher education students along the different characteristics of post-adolescence. Our further aim is to scrutinize the groups of 'adult' students from the perspective of the training career, the study motivations, the plans of further education, and the socio-economic background. Our research question is what dimensions and what characteristics can identify the groups of the „adult” students in Hungarian higher education, and what the study aspirations of these groups are. The identification of the needs and aims of 'adult' students allows a more detailed study of the demand-supply relationship in higher education.

References

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Database Workshop



Angelika Grabher-Wusche & Martin Unger, Institute for Advanced Studies, Vienna, Austria

Due to the use of the semi-automatic calculations and automatic upload, EUROSTUDENT VI was able to increase the number of indicators and focus group variables which opens many new possibilities for further analysis of the data.

In this session we offer the opportunity to show the participants their way around the database, the underlying (and hopefully quite obvious) logic, the download options, interpretation possibilities and limitations.

This service could be relevant for national research teams who want to exploit the EUROSTUDENT further or for other researchers/ Ministry representatives not directly involved with the data collection, preparation and delivery.

We will show how to best look for findings presented in the synopsis, and how to further explore the data based on some example research questions – we also try to offer tailored tips and tricks in order to answer already existing research questions on EUROSTUDENT data from the public.

Student or worker? A new approach to being a student?

Irina Boeru & Cristiana Oana Iftode, Institutul de Științe ale Educației (Institute of Educational Sciences), Romania

At European level, more and more students opt to have paid jobs during their studies, and Romania makes no exception. This situation has multiple implications, from students making flexible study arrangements, to higher education institutions having to adapt to new characteristics and demands of the body of students in terms of workload and flexibility of schedules. Relevant differences between countries appear when looking more into detail, at the type of employment students choose, how many hours they work, their motivations to work, etc.

The present research aims at drawing a national profile of working students in Romania – who are the working students of Romania, compared to other European countries? What social and economic background do they come from, what type of degree they study for, in what field do they pursue their studies and where, and what is the relation between all these and the characteristics of their jobs? Do they consider themselves rather students or employees? Also, the motivations behind the option to work as a student and possible outcomes of this decision are explored. The effects of working at the same time with being engaged in higher education will be assessed both as impacting students in terms such as quality of training, time budget, future plans, but also at macro level, as effects on the higher education system in Romania.

The main source of data the research explores is the quantitative data collected in EUROSTUDENT VI from a national probabilistic sample of students. A qualitative research in which representatives of the universities (managers and teachers) are interviewed is employed in order to document the way the higher education institutions perceive and adapt to this reality.

Finally, the research tries to answer the question whether choosing to have a paid job during studies seems to be a winning option in terms of future carrier development and for whom. In order to do so, data from a national study, that monitors labour market insertion of higher education graduates, is explored.

The findings will also be discussed in terms of policy implications, recommendations for relevant actors based on research outcomes being made at the end of the presentation.

Community-engaged learning and employability: exploring the findings from a mixed-method study in Canada

Alison Taylor¹ & Milosh Raykov², ¹University of British Columbia, Canada, ²University of Malta, Malta

Background: University graduates' employability skills have become a policy focus (Supiano, 2013) because of high levels of unemployment and underemployment amongst university graduates (Grant 2012). Work-integrated learning (WIL) programs have been proposed as a way of improving students' labour market outcomes (Council of Ontario Universities, 2014).

However, the aims and forms of different WIL programs are quite different. For example, community service-learning (CSL) programs are usually organized in non-for-profit organizations and focus on enhancing students' sense of social responsibility (Saltmarsh & Hartley, 2011), while cooperative education programs usually focus on developing specific job skills (Johnston, 2007). In curricular service learning, students participate in unpaid community projects or placements linked to course aims for a limited number of hours over the semester. In contrast, cooperative education usually involves a semester of paid full-time work for a local private sector employer, interspersed with university studies. While much has been written about the benefits of cooperative education programs for students' employability, less attention has been given to how CSL programs impact students. Our research addresses this gap.

Key questions:

- What outcomes are associated with different work-integrated learning programs in the research literature, in particular, cooperative education programs and community-engaged learning?
- How does involvement in CSL impact graduates' subsequent career and education plans and their labour force participation?
- What further research is needed and what methodologies may be useful?

Literature review: Cooperative education (co-op) programs help students acquire job and industry-specific work experience (Grosjean 2004). Learning in co-op programs assists students' to form a deeper understanding of their field of study and to establish a network of workplace contacts. Service learning contributes to students' personal, social, and learning outcomes (Eyler et al., 2001). A survey of the literature (Taylor et al. 2015) concludes that CSL promotes critical thinking (Nelson and Crow 2014), enhanced understandings about diversity (Bell, Horn & Roxas, 2007), and greater civic-mindedness (Hatcher & Morgan, 2015). Furthermore, CSL programs have been shown to play a positive role in diverse students' success and retention in higher education (McKay and Estrella, 2008).

Methods: This paper draws on our sequential explanatory mixed-methods study of graduates from two Canadian universities who participated in local and international service learning to

explore its impact. Our data include 868 completed surveys with these graduates and more than 60 interviews.

Results: Our data suggest that CSL contributes to the development of different kinds of employability skills than cooperative education. For example, participation in service learning helps students make academic- and career-related decisions, expand their social networks and develop a variety of soft skills. These skills are arguably critical in contemporary workplaces. Our discussion will be focused on the preliminary findings from our research as well as the need for further research in this domain. We will also discuss the various methodological approaches, including sequential exploratory research design (Castro et al 2010; Creswell, 2013), which are able to capture the complexity of student work and the various outcomes of work-integrated learning.

Studying and working - Hurdle or springboard? Widening access to higher education for working students in Malta

Christine Scholz Fenech¹, Milosh Raykov² & Alison Taylor³, ¹National Commission for Further and Higher Education, Malta, ²University of Malta, Malta, ³University of British Columbia, Canada

Policy makers have recognised the significance of higher education for the individual's social, economic, and personal development. While the social dimension of education in the Bologna Process emphasises the need for widening access to education, at EU level it has received renewed interest in recent years, with a focus on increasing higher education attainment and the new skills agenda.

Research shows that access to higher education remains highly selective and that the expansion of higher education in European and other OECD countries is characterized by increased student participation in the labour force during the time of studies. This development has attracted much interest in research on the impact of students' paid work on their academic and employment outcomes. Following up on this research, this paper presents results from the 2016 EUROSTUDENT survey conducted in Malta (N=1,423), which describes the profile and experience of working students in Malta. It aims to increase awareness of this issue and to identify possible policy measures to address the challenges encountered by this group of students. The findings may be analysed from an international perspective based on data from other countries, including, where available and relevant from countries outside of Europe.

Study formats for working students in Austria: academic feasibility, curriculum design and legal framework

Agnes Witzani, Agency for Quality Assurance and Accreditation, Austria

In Austria, 61 % of students across all higher education types are working on average 19.9 hours per week. The majority of bachelor and master study programmes specially designed for working students are offered by universities of applied sciences. In contrast to other countries, those programmes are not offered as part-time studies, but are full-time study programmes delivered in a way to meet the needs of working students.

From the perspective of an external quality assurance agency in charge of ex-ante accreditation of study programmes at universities of applied sciences, the academic feasibility is of utmost importance. AQ Austria addresses the academic feasibility with a separate criterion for study formats for working students within the programme accreditation procedure. The aim of the research activities (autumn 2016 – ongoing) conducted by AQ Austria is to gain a better understanding of the situation of working students, ensure academic feasibility of study programmes designed for working students and raise awareness for the necessity of adequate curriculum design in order to meet the needs of working students. Finally, the question is pursued whether the legal framework is fit for purpose.

In order to gain more knowledge about the various study programmes offered for working students, AQ Austria conducted a total of four workshops from November 2016 until September 2017 focusing on how to design study programmes for working students. In addition, data from the Student Social Survey 2015, published by the Institute for Advanced Studies (Vienna), were interpreted and AQ Austria commissioned the Institute for Advanced Studies to perform a more detailed analysis based on our research questions.

The presented results are based on a synopsis of the data collected and the findings from the conducted workshops. First results show a significant correlation between the workload dedicated to studying and the hours of employment. Surprisingly, working students reduce time spent on self-study more than time in the classroom. Current study programmes for working students try to ensure academic feasibility through taking measures mainly regarding the organization and structure of a programme and the greater use of e-learning. Despite specific study formats, the dropout rate amongst working students is relatively high. It is therefore concluded that existing study formats for working students are not fully feasible and/or don't address the needs of working students.

Recommendations for adequate curricula design focus on a shift in didactics. The work experience of students should be better included in teaching and attendance classes should focus on practical application. Furthermore, flexibility in curricula is hard to achieve within a rigid legal framework. To reduce workload for working students, an extension of the duration of study programmes, e.g. in form of part-time studies, is recommended. The length of a study programme is

a controversial issue in Austria. Although there are legal possibilities for universities of applied sciences to prolong study programmes for working students, they are hardly applied.

With this contribution we aim to raise a discussion about the situation of working students and how policy makers can contribute to improve academic feasibility.

Non-Traditional Learners in Higher Education

Christine Scholz Fenech¹, Milosh Raykov² & Alison Taylor³, ¹National Commission For Further and Higher Education, Malta, ²University of Malta, Malta, ³University of British Columbia, Canada

Regardless of the level of economic development, increasing demand for higher education is evident in many countries (OECD, 2016; EUROSTAT, 2017; Taylor & Raykov, 2014; Raykov & Taylor, 2017). As a result, policymakers are increasingly making efforts to raise the educational attainment of national populations and to respond to the demand for the knowledge and skills required in the 'knowledge-based' economy (Lisbon Strategy, 2000, 2009; EUROPE 2020, 2010). The consequent expansion of higher education is characterized by changing demographics of the student population, in particular, an increasing number of employed, non-traditional learners (Doogan, 2009; Livingstone, Pollock & Raykov, 2016). Our literature review shows that the majority of studies in this domain is focused on full-time students and their experiences with work and learning during their secondary and tertiary education. However, there are a limited number of studies related to the work and learning experiences of non-traditional learners. The main objective of this study is to examine the experiences of non-traditional students in higher education. The main focus is on their time budget and the kind of support that non-traditional learners need and are able to access for their studies. Particular attention is given to gender and differences between non-traditional, usually FT employed, PT learners and traditional, often PT employed, FT students.

The study is based on the 2016 data from the EUROSTUDENT VI survey conducted in Malta (NCFHE, 2016), a secondary data analysis of the Canadian Labour Force Survey (Statistics Canada, 2017), Work and Lifelong Learning surveys conducted between 1998 and 2016 (Livingstone & Raykov, 2016) and surveys of Service Learning at Canadian Universities (Taylor & Raykov, 2014; Raykov & Taylor, 2017). The study utilizes descriptive and inferential statistics, ANOVA, bivariate and multivariate logistic regression. Our preliminary results demonstrate consistently high involvement of part-time learners in paid employment as well as significant variations based on the timing of that work within the school year, the level of education (short-cycle programmes/ college and university), and the type of studies (part-time and full-time).

Unsurprisingly, in comparison to the traditional students, non-traditional learners are significantly more involved in paid work and their average employment hours are almost twice as high as the hours of full-time students. The analysis further shows that the reasons behind employment of traditional and non-traditional students are significantly different. Also, the majority of part-time students were employed in jobs that were closely related to their programme of studies, in contrast to the traditional students, who rarely hold jobs related to their field of study. The increased labour market demand and barriers to participation faced by many non-traditional learners represent serious challenges for practitioners and policymakers to provide flexible solutions for education and training that correspond to the interests of individuals and the needs of the labour market. Results of this study indicate some of the measures required to support non-traditional learners by widening the access to higher education and helping learners complete their studies.

Students at private higher education institutions – who, how diverse and different are they?

Elke Middendorff & Sonja Heißenberg, DZHW (German Centre for Higher Education Research and Science Studies), Germany

In Germany, the history of private institutions for higher education is relatively short but quite dynamic. During the last decade, the number of private, state- approved Higher Education Institution has nearly doubled while the number of state institutions remains more or less unchanged. The increase of private institutions does not concern all types of institutions to the same extent; the greatest rates of growth are found concerning universities of applied science (Fachhochschulen). Parallel to this development, the number of students enrolled at private universities has increased far above the average of the whole higher education sector. In winter semester 2015/16 private HEIs registered about 200.000 students, that is about 7 % of the whole student body.

Despite their relevant and still increasing number, little is known about central characteristics of students at private universities. Beyond the information provided by the federal statistics, presumptions and prejudice dominate the picture. With the 21st German Social Survey, a number of students from private institutions in Germany were questioned for the first time for deeper analysis. The greatest secret to be discovered might be the social background that students at HEIs come from. Due to the fact that – in contrast to state universities – private HEI tuition fees have to be paid, it is commonly assumed that access to these institutions is quite social selective.

Within the presentation, we will portray students at private HEIs by selected sociodemographic characteristics, based on information about their access to higher education and central study characteristics. Finally, by a logistic regression we will show, what characteristics actually indicate relevant specifics and differences of students at private HEIs compared to their counterparts at state HEIs. The logistic regression will be restricted to not include students at universities of applied science (Fachhochschulen) since the number of students at private universities is too small for this kind of statistical procedure.

College-related behavioural outcomes: Effects of individual and higher education institutions' characteristics

Jelena Ogresta¹, Ivan Rimac¹, & Ana Tecilazić Goršić², ¹University of Zagreb, ²Ministry of Science, Education and Sports, Croatia

Considering aggravating economic circumstances, increased competition and student diversity, retention becomes a significant issue to higher education institutions. Research on retention emphasizes the significant role of both the student's personal background and the student's interactions with the institution. In this study, Tinto's revised Student Integration Model (1997) was used as theoretical framework for testing some of college-related outcomes. The aim of the study is to determinate individual and institutional effects on four Tinto's dimensions and intention to withdraw from study.

Using data from the EUROSTUDENT VI in Croatia, this study focuses on institutional commitment, goal commitment, academic integration, social integration, and intention to quit the study and examines the issue from both individual (gender, age, parents' education, material deprivation, financial difficulties, and satisfaction with quality of teaching) and higher education institution (type of institution, size of study town) perspectives. Tinto's dimensions were composed of four items per each factor showing moderate internal consistency from 0.67 to 0.48.

Results of multilevel analysis show that there was cluster effect only for academic integration (ICC=0.07). Configuration of individual characteristics correlated with intention to quit studying (male, younger, paying tuition fees) is not uniquely repeated to unique Tinto's dimension, but composed of all of them. Only goal commitment is marginally correlated with material deprivation and family education background, while the most important role in all dimensions has gender and age, illustrating common national patterns with traditional expectation in education from males and younger students. These findings confirm importance of individual characteristics in explaining some of the dimensions of student behavioural outcomes.

The importance of using national survey data for developing a national strategy on the social dimension in higher education

Maria Keplinger & Helga Posset, Expert unit on Higher Education Development, Federal Ministry of Science, Research and Economy, Austria

Round table hosts

Maria Keplinger is the head of the expert unit on higher education development in the Federal Ministry of Science, Research and Economy. Her fields of expertise are, among others, higher education research for policy preparation and evaluations. She is the project manager for the strategic development process on the social dimension of higher education. Maria Keplinger holds a doctorate in political science from the University of Vienna.

Helga Posset is an experienced staff member in the expert unit on higher education development in the Federal Ministry of Science, Research and Economy. She is, among other tasks, the project coordinator for EUROSTUDENT and specialised in international education indicators and the social situation of students. Helga Posset is the co-chair of Bologna Follow Up Group (Working Group II, working group on implementation).

Relevance of the topic

One of the Commitments stemming from the 2015 Yerevan Communiqué was for Bologna participants to develop a Social Dimension (SD) Strategy.

In this session, the strategy of the Austrian Federal Ministry of Science, Research and Economy, called “National Strategy on the Social Dimension of Higher Education towards more inclusive access and wider participation. Austria” will be presented. The presentation will highlight the importance of data generated by the “Austrian Student Social Survey” as a basis for developing the strategy.

Topics covered by the presentation

- The importance of availability of relevant data and data quality
- Analysis of the prerequisites and necessary steps for the process
- Experiences with inclusion of all relevant stakeholders
- Scope and content of the strategy
- Implementation at ministerial level, mainstreaming Social Dimension in all HE policy measures (e.g. performance agreements with universities)
- Implications (and challenges) for the next national survey

In a kind of cyclic procedure the implementation will be monitored and an interim evaluation will be conducted. The implementation phase started with a kick-off at the Bologna Day in March 2017 where all higher education institutions were invited.

Country example: How EUROSTUDENT data is used in policy making in Estonia

After presenting the very concrete case of the Austrian Social Dimension Strategy, Eve Mägi from the Estonian Centre for Policy Studies (PRAXIS) and Janne Pukk from the Estonian Ministry of Education and Research will give examples how EUROSTUDENT data has been used and could further be used in designing policy measures. The data focus is students' employment and time budget. Is working alongside studies an obstacle or opportunity for obtaining quality education? Should national policies prevent or support student employment?

Exemplary topics for the discussion

- Do other Eurostudent countries do the same/ similar things?
- What do they use EUROSTUDENT and national data for?
- Is the international comparison also useful?
- What are the similarities?
- What works and what does not work?
- Is any data missing?
- Is there anything that needs to be taken into account for the next round of data collection?

EUROSTUDENT VI comparative results



Combining studies and paid jobs (Thematic Review)

Kristina Masevičiūtė, Research and Higher Education Monitoring and Analysis Centre (MOSTA), Lithuania

The presentation focuses on the findings of Thematic Report “Combining studies and paid jobs” which analyses students of higher education who engage in paid jobs while studying, using EUROSTUDENT VI results as the main source of data. The information on the scope of working alongside studies, the composition of the working student body, the time budget of working students and their satisfaction of it, the motives for engaging in paid employment will be presented.

According to E: VI data, on average, over half of all students work regularly or occasionally during the lecture period. Although the average hides the differences between the countries, working while studying has become a common practice among students of higher education throughout the EUROSTUDENT countries.

Working students form a heterogeneous group therefore, it is crucial to examine this diversity. An analysis of the composition of working students’ population, and the motives for engaging in paid activities allows an understanding of the study framework conditions they experience. Results of E:VI data show that higher shares of students working alongside their studies during the entire lecture period are found among: older (30 years +) students; Master’s; students without higher education background; delayed transition students; low-intensity students; students in the field of social sciences as well as arts and humanities (vs. other fields).

Understanding which student groups work for financial reasons and which student groups can only afford to study because of a paid job is relevant for monitoring the social dimension present in higher education systems and designing funding and student support systems. Across EUROSTUDENT countries, most students engage in paid employment mainly for the financial reasons. Besides the financial motives, almost 60 % of regularly or occasionally working students across EUROSTUDENT countries indicate that they work to gain experience in the labour market. Further analysis of students’ motives revealed that reasons for working are related to the students’ socio-economic characteristics. Gaining experience is more applicable for students with a higher educational family background, whereas covering living cost is more crucial for students with no prior family experience in higher education, for students who live separately from their parents and older students.

As working while studying at the same time has become an undeniable reality for a significant number of students, it is relevant to understand how this group of students reaches a balance between study-related activities and paid job, especially if work becomes a necessity. According to E:VI working students, on average, have a higher total time budget than their non-working peers, and, with increasing time spent on paid work, make up for the time spent on paid jobs by

cutting down on study-related activities. The highest reductions in this respect can be found among students who work more than 20 hours/week. This, in turn, affects the satisfaction with their time budget – the more students work, the less satisfied with their time spent on studies and paid job they are.

Factors that influence relationship between job and content of study of students in the Czech Republic

Kristýna Vltavská & Jakub Fischer, University of Prague, Department of Economics, Czech Republic / Ministry of Education, Youth and Sports, Czech Republic

Several research papers demonstrate that the Czech university students very frequently work during their studies. The main reason represents very low or no state financial support for university students. Thus, students have to cover their study and living costs using different resources. The question is whether the contents of the field of study correspond to the area of work and what are the factors that influence this relationship.

This presentation aims to find factors influencing the relationship of study content and the content of job for the Czech university students who work during their studies. Age groups, gender, study program, field of study, financial situation of parents, and paid job(s) during the current lecture period are factors which we include into the analysis. We are using logistic regression as the main statistical tool.

Results show that very closely related job and content of study program is mainly influenced by the type of study program, age, financial situation of parents and paid job(s) during the current lecture period. Students whose parents have well-off financial situation have more likely job very closely related to the content of their studies (2.825 times) than students whose parents are not well-off financially situated. Students who work during the whole lecture period have 2.306 times more likely very closely related jobs to their content of studies than the ones who work only from time to time. On the contrary, Bachelor students have less likely than Master students a very closely related job to the content of the study program (0.518 times).

Student employment in higher education – problem or possibility?

Liisa Vanhanen-Nuutinen¹, Juhani Saari², Kimmo Mäki³ & Hannu Kotila⁴, ^{1,3,4}Haaga-Helia University of Applied Sciences, School of Vocational Teacher education, Finland, ²University of Helsinki, Finland

Student employment, engaging to part-time employment alongside studies, is a complex challenge in higher education. Student employment has traditionally been attributed to be a problem in academic studies, though learning at work can offer authentic and sustainable learning experiences, which benefit meeting the challenges of changing world of work.

About 50 % of higher education students are employed during studies. The reasons for employment are primarily economical, but also gaining work experience and ensuring employment after graduation motivate students. Recognition and validation of prior learning is common in higher education, but seldom can students validate learning and competencies developed via employment.

We analysed two data: EUROSTUDENT VI and Finnish Higher education Student barometer 2014-2015. EUROSTUDENT VI -data was analysed to describe the current situation of student employment. Student barometer was used to test the model of student employment. The study group in both data was those Finnish higher education students, who were employed during studies.

Our objective was to assess a measurement framework (model) for capturing relevant student experience on institutional practices, study guidance and other support services and problems arising from challenges of integrating working and studying, as well as the proposed synergy and motivational learning outcomes.

The results show that the amount of working hours and the quality of work are associated to study progress and motivation. Over 50 % of the students assessed that their work represents their study field well or nearly well. Over 15 weekly hours at work had different impact on study progress depending on the quality of work and how well it fit the study field. Demanding work tasks increased study motivation, but also the amount of weekly working hours and stress from work. Over 15 working hours per week in a work which did not fit study field seemed to decrease study progress and motivation.

Work-based practices in higher education, e.g. recognizing work experience as learning experience, promote synergy of work and studies. Furthermore, these practices also decrease students' experience of stress and problems in time management. Therefore, students' study satisfaction and overall wellbeing is supported by good work-based practices.

Social dimension of surviving the first year: analysis of drop-out

Bas Kurver & Froukje Wartenbergh-Cras, ResearchNed, the Netherlands

Introduction & research question

EUROSTUDENT is a unique project looking into the social dimension of studying in higher education. The project focuses on the socio-economic background and the living conditions of students. It is a highly appreciated instrument for showing inequalities in access to higher education and the living conditions of students for different focus groups. However, what EUROSTUDENT lacks is the impact of this on the study success of the students, although it is sometimes assumed to be there. For instance, by comparing students on the basis of the educational background, we suggest that students whose parents didn't study in higher education are lacking both cultural capital and financial support which would help them to successfully complete their studies. Not only for the students themselves it is important to find out what would help them, also from the view of macro-efficiency within the institutions and for the country as a whole it is important to find ways to make students complete their studies within a certain amount of time. In this presentation we want to look at the opposite of study success: drop-out, in particular drop-out during the first year of studying. Our main question therefore will be: to what extent does the social dimension influence drop-out of first-year students?

STARTmonitor

For our analysis we make use of the data collected with the Dutch STARTmonitor. The Start Monitor is a national longitudinal survey that provides data to investigate this issue by mapping student experiences, motivations and decisions during their first year of higher education. Each year, the survey is administered to a representative sample of all first year students in the Netherlands. The survey consists of three questionnaires which are administered over the course of the first academic year (September, December, June). At the end of the year we know which students dropped out of their studies and can match this back to several indicators more 'objective' than other studies in which reasons for dropout are only asked retrospectively.

Analysis

In the analysis presented at the conference we will try to disentangle the relationship between parental educational level and the chance to survive the first year. We try to identify several compensating mechanisms of (ongoing) parental support by looking at for example the sense of belonging in higher education, parental financial support and the way students make their study choice. Attention is also paid to controlling mechanisms like the height of the grades students received in secondary education and the (lack) of motivation of students.

Quality of the Higher Education from the Students' Perspective

Aleksandr Aleksandrov, Ilze Koroleva, Ilze Trapenciere & Rita Kasa, Institute of Philosophy and Sociology, University of Latvia, Latvia

The quality of higher education (HE) is a long-term hot topic in Latvia and the Baltics. There are various methods of analyses, including direct regular course evaluations by students and intra-institutional surveys. However, the question remains — what conclusions arise from such evaluations and what are the limitations to analysis of those.

In our paper we discuss the significant limitations for students' general evaluations of higher education, and the possible potential of system-wide development based on those should not be overestimated. The analysis made in previous rounds of EUROSTUDENT survey, round V in Latvia in particular, reveals a problem-free picture that doesn't match the dominating narrative in expert community discussions. In this work we turn to a comparative perspective on HE evaluations provided by full-time students through participation in EUROSTUDENT survey round VI. With focus on Latvia, we draw the analysis upon the set of comparative indicators that cover infrastructure at higher education institutions, perceived competency of teaching staff and general impressions about the HE experiences. The analysis is complemented with an overview of an extended set of measurements that was applied in the Latvian national EUROSTUDENT VI survey to address the topic of higher education quality.

What can data from EUROSTUDENT VI tell us about quality in higher education in the Nordic countries?

Anna-Lena Keute & Kjartan Steffensen, Statistics Norway (in collaboration with the Swedish Council for Higher Education, Danish Ministry of Higher Education and Science and Maskina Research Iceland)

Quality in higher education is an elusive term and a multifaceted concept. There are different kinds of quality in higher education, quality can be analysed on different levels and different actors' perceptions have to be taken into account when studying quality in higher education. In this presentation, we will show how data from EUROSTUDENT can be used to analyse quality in higher education by comparing students' perceptions of quality across the Nordic countries. This presentation will focus on the dimension of process quality, referring to the skill level of the study. Indicators for process quality cover students' satisfaction with different aspects of their study programmes students' time budget and employment.

Results from EUROSTUDENT VI show that there are cross-country differences between the different Nordic countries when studying single indicators of students' satisfaction with their studies. Student employment is another important indicator of process quality and also when the share of students working during the entire lecture period is concerned, there are variations between the countries. While every second student in Iceland has a paid job during the lecture period, only 28 per cent of the students in Sweden work. The presentation shows that there is a trade-off between time spent on work and time spent on study-related activities, and that students study less the more they work. Hence, there are also differences in how much time students in the different countries spend on studies and paid work.

However, despite differences in workload and satisfaction on single indicators, results from EUROSTUDENT VI suggest that overall, students in all Nordic countries are satisfied with their studies. In all countries, at least 70 per cent of the students would recommend their current study programme, yet there are differences according to study programme and study field that have to be taken into account when studying process quality.

Degree mobility from a national perspective using student survey data

Sarah Zaussinger & Angelika Grabher-Wusche, Institute for Advanced Studies Vienna, Austria

EUROSTUDENT has so far covered the topic of temporary credit mobility quite extensively, but has not looked into detail into degree mobility specifically. In this presentation we are using the newly entered EUROSTUDENT questions on incoming (at Master-Level) and outgoing (plans at Bachelor-level) degree mobility and analyse these particular groups at international level in a first overview by comparing the shares across the EUROSTUDENT countries and study fields.

We are going to further illustrate in detail the (social) composition of the respective student population particularly in Austria, their countries of origin and their social and economic situation and study satisfaction.

We will also analyse the motivations of incoming Master students, since the Austrian questionnaire includes a section on why international students chose Austria as destinations for their studies.

In the last part of the presentation, we try to identify factors that influence bachelor students' plans to study abroad also using microdata from the Austrian Social Survey.

Institutional factors influencing international student mobility – Differences in mobility behaviour of German students enrolled at universities and universities of applied sciences

Hendrik Schirmer, DZHW (German Centre for Higher Education Research and Science Studies), Germany

Not only does the share of German students that realise a period abroad differ between students enrolled at universities and students enrolled at universities of applied science (Fachhochschulen; UAS). Data from the 21st German Social Survey also suggest that there are differences between students at the major institutional types of HEIs regarding

- the obstacles preventing students from going abroad,
- the type (e. g. study abroad, language course, educational trip, project work) and length of stay,
- types of programmes and sources of funding used to realise the stay abroad,
- as well as countries/ regions of destination.

In this impulse input the major characteristics differentiating German students enrolled at universities and UAS regarding their mobility behaviour will be pointed out, taking into account aspects such as selected sociodemographic characteristics of students, their social background, study subject, type of study programme, and employment status.

The aim is to illustrate an aspect of international student mobility that has yet to be sufficiently researched, as well as to discuss and collect suggestions that might be helpful in clarifying why students enrolled at UAS more frequently decide to stay at home than their peers enrolled at universities.

International mobility of Russian students

Tatiana Larina, Nikolay Narbut, Zhanna Puzanova & Anastasia Tertyshnikova, Peoples` Friendship University of Russia (RUDN University), Russia

The following questions are considered:

- enrolment abroad;
- destination countries chosen by students for enrolment abroad;
- financial support during enrolment abroad;
- destination countries chosen by Russian students for future enrolment abroad;
- the programmes of enrolment abroad;
- obstacles that prevent students from going abroad.

Patterns of de-motivational factors and obstacles in international student mobility

András Jakab & Ágoston Horváth, Educational Authority, Department of Higher Education Research, Hungary

Conducting studies abroad through an international student mobility program – as a result of the unification of higher education systems – is becoming more and more widespread (Teichler 2011). In spite of this, using the opportunities available to students during the higher education career – based on the degree of participation in the organized programs – remains low in Hungary. Participation in studies abroad or mobility plans are determined by socio-economic background factors, the constraints associated with the related training career and individual choices and motivations which are also related to structural factor (Netz 2013, Kiss 2014, Hauschildt 2016). According to previous research, further determinants of international student mobility are the educational and cultural background dimensions and previous knowledge about the international mobility programs (Rodrigues 2012, Souto-Otero et al. 2013).

The data of EUROSTUDENT VI Hungary had previously been analysed on international student mobility, which had shown that the mother's qualifications, the family's subjective financial situation and the existence of family-based savings increase the chances of access to study abroad, however, in the case of study plans abroad, only the parents' qualifications had a significant effect (Hámori & Horváth, 2017.) Based on this earlier research, we would like to analyse the obstacles of studying abroad, revealing patterns of de-motivational factors. Based on the results, we aim to isolate student groups that are homogeneous in terms of barriers to international student mobility. After the identification of the nodes based on the comparison of the socio-economic status and the training career group by group, it will become possible to jointly examine individual and structural dimensions.

The data source of our research is the Hungarian database of EUROSTUDENT VI including 7,202 respondents. The questionnaire contains 12 items which can be obstacles to the international student mobility. These obstacles were valued by the respondents in a five degree scale. In our research we identify the patterns of de-motivational factors by using cluster analysis, and then we compare the clusters from the perspective of the studies, the labour market activities, the socio-demographic background and living conditions. We also examine what kind of international student mobility participation is typical in these groups, and if they differ from each other from the aspect of the mobility plans. This paper gives the chance to grab the individual and structural obstacles of international student mobility at the same time, furthermore to explore the latent contingency between the macro- and micro-level approaches, and its results can ground the multi-dimensional examination of international student mobility.

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EUROSTUDENT comparative results



Students' time budget

Eva Vögtle, DZHW (German Centre for Higher Education and Science Studies), Germany

Increasingly, students are confronted with the challenge of dividing available time to very different sets of activities: besides the pursuit of their studies, they may be engaged in paid work, as well as fulfilling other familial or societal duties.

EUROSTUDENT data on students' time budget are based on self-reports of time spent on three basic components – taught studies, personal study time, and paid jobs – in a typical week in the lecture period (including weekends). Taught studies and personal study time are collectively referred to as study-related activities. The category paid jobs includes regular and gainful employment activities during the term-time, excluding jobs performed only during semester breaks are excluded. Time spent on other activities, e.g. volunteering, household and caring duties, leisure activities, or self-care (exercising, sleeping) is not captured.

Analyses of higher education students' time use have shown that the time students spend on study-related activities varies by students' age, by type of higher education institution, type of study programme, and field of study. These differences are the results of different demands facing students, but also reflect the different types of students found across different types and modes of studies.

One important differentiating factor in this regard is students' employment alongside studies. For students engaged in paid work, balancing the demands of their studies with their work commitments can be challenging: even if their work is related to studies, the mere time requirements can add up to a total time budget of more than that of a full-time employee. Having a job alongside higher education may therefore reduce students' leisure time, rest time, or personal study time, each of which can have potentially negative consequences for the student. Existing studies have found that employment exceeding a certain threshold –which may vary by country, type of higher education institution, and other variables – is negatively related to the amount of time students spend on their studies.

This presentation aims to provide answers to the following questions:

- What is the overall time budget of students and does this differ by past and current study-related characteristics of students, i.e. access route into higher education, type of HEI, and field of study?
- How is time spent on study-related and work-related activities distributed?
- How satisfied are students with the time available for personal studies?

Analysing study intensity by study fields and dimensions of study outcome

Anna Sebők, András Jakab & Ádám Hátori, Educational Authority, Department of Higher Education Research, Hungary

The aim of our paper is to scrutinise the study intensity of higher education students along the attributes of study characteristics (study type, field of study) and anticipated study outcome.

Schultz (1961), who coined the notion of human capital, described input into higher education as a to-be-returning investment both for the individual and for the economy as a whole. As to the return rate for the individual, he concluded that the students' investment horizon was short, i.e. the perceptions of life earnings were based on current and past examples. Bourdieu (1998) identified this very process as the central part of the reproduction of social system, as students gained information about future life course from their immediate environment. Thus, he concluded that it was more advisable to postpone studying of more defined and specialised knowledge to the later period of the studies. Status-conflict theory states that the central aim of education is to provide support for job searching, while social groups are contesting for attaining a higher educational level, which results in an educational expansion. In educational systems characterised by a high level of status contest, the importance of educational attainment in job promotion is growing. At the same time, the quality of education and teaching material is deteriorating (Rubinson & Fuller, 1999).

Our main research question is the following: What patterns do characterise the diverse study fields, HEI types, as well as types and modes of study in terms of study intensity and study outcomes? We utilize the Hungarian database of the EUROSTUDENT VI research focussing on the study career, social conditions and socio-economic background of higher education students, the sample of which consists of 7202 Hungarian higher education students of 25 higher education institutions, covering all study levels with the exception of PhD and post-graduation professional trainings. Study intensity is examined by the time-budged variables of the survey. To measure study out-come, we apply the variables of study satisfaction and assessment, as well as anticipated Hungarian and European labour market performance based on the current HE studies. Our research results are expected to shed light on novel aspects of different study type and study field characteristics in HE study as investment in human capital.

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Composition of students' time budget. Which factors matter?

Berta Terzieva, Institute for Advanced Studies Vienna, Austria

Time budget is a useful indicator of the average study patterns, but also indicative of overall living and studying conditions of students. Also vice versa. As shown in synopsis as well other studies time use varies strongly across the EUROSTUDENT countries.

The main interest of this contribution is to identify, compare and analyse the time budget composition in the different EUROSTUDENT countries as well as to find out whether the data available in the E:VI survey offer sufficient explanation of the country differences or whether there are other unobserved determinants.

In this cross-country comparison the relationship between the composition of the time budget and different study-related and socio-economic factors will be investigated using indicators such as students' income structure, funding opportunities, as well as fields of study and socio-demographic characteristics of the student body. Furthermore, the analysis aims to attempt a typology of countries according to their students' time use.

Mobility flows to and from Lithuania

Eglė Ozolinčiūtė, Research and Higher Education Monitoring and Analysis Centre (MOSTA), Lithuania

The presentation will focus on the reasons why temporary mobility is regarded as an important issue in the discourse of higher education in Lithuania.

Further on the data from what countries students are attracted to Lithuanian higher education institutions and what most attractive destinations for temporary mobility for students from Lithuania will be presented. The distribution of student groups will be identified according to the plans for enrolment abroad, reasons for not planning to enrol abroad, obstacles for enrolment. The shares of mobile versus non-mobile students will be explored looking at demographics, social background, types and of field of studies, institutions, degrees studied, duration of enrolment, main sources for enrolment, locations of enrolment will be explored together with the questions about recognition of credits gained and obstacles faced.

A question on what the institutional strategies are to reach the balance will be raised and commented as a final note.

Do health problems have an effect on students' plans for international mobility?

Andreas Sarcletti, Sonja Heißenberg & Jonas Poskowsky, DZHW (German Centre for Higher Education and Science Studies), Germany

Many studies show that the disposition of students in Germany to spend a part of their studies abroad depends on socio-demographic factors like gender, age, and social background (Lörz et al. 2015; Netz und Finger 2016). However, little is known about the international mobility of students with impairments. Among the few studies which discuss this topic are the studies of Dessoff (2006), Kutsche (2012), and Matthews et al. (1998). According to Dessoff (2006), students with impairments are underrepresented concerning studies abroad. Matthews et al. (1998) and Kutsche (2012) report that a (feared) lack of adjustment to the situation of students with impairments (e. g. apartments accessible for the disabled or appropriate medical care) are obstacles for students with impairments to study abroad.

Our analyses are based on rational choice theory (RCT) and psychological theories. The premise of RCT is that people maximise their utility. They consider the current restrictions (e. g., limited time and money) when maximising their utility (Kunz 2004: 32; Esser 1993: 222). The degree of utility of an action depends on the preferences of each actor (Friedman und Hechter 1988: 202). We suppose that the preference for a study abroad does not differ between students with and without impairments. However, we assume that differences concerning the restrictions are responsible for possible disadvantages of students with impairments concerning the share of students who study abroad. According to Breen and Goldthorpe (1997), differences concerning resources induce differences concerning educational decisions. As students with impairments are disadvantaged concerning the resource "health", this disadvantage can result in a lower degree of international mobility.

In addition, we check if students are a selective group concerning their personality traits. People with a higher degree of perceived self-efficacy or a higher degree of openness for new experiences (Bakalis und Joiner 2004: 288) and extraversion (Goel et al. 2010: 260) have a higher disposition for studies abroad. Students with impairments had to overcome a higher "hurdle" to begin studies. Perhaps they are a selective group concerning the personality traits which foster studies abroad and can compensate their disadvantages.

We use data of the 21st social survey (Middendorff et al. 2017). In our analyses we can make use of about 27,600 cases. About 11 % of students (about 3,000 persons) in our data have an impairment which interferes with their studies (Middendorff et al. 2017: 36).

Preliminary results indicate that students with impairments less often intend to study abroad than students without impairments. Currently, we are conducting further analyses to examine which factors are responsible for this result. In this context, we also examine whether or not students with and without impairments differ concerning their personality traits. If there are differences, we will examine if the differences concerning the intention to study abroad between

students with and without impairments would change if both groups had the same personality traits.

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Obstacles for the Swedish student mobility as perceived by Swedish students

Sukaina Nasser & Fredrik Lindström, Swedish Council for Higher Education, Sweden

In Sweden the student population is very diverse which influences the social dimension and other aspects of a student's life. In this presentation, we aim to present how different subgroups of students perceive obstacles for taking part in international student mobility.

Firstly, the diversity of the Swedish student population is illustrated. Secondly it is shown that the 13 different obstacles to travel abroad can be reduced to three main areas (academic concerns, destination related concerns and personal situation). The three areas are then used to illustrate differences between different subpopulations. For instance students with HE background do not score the academic concerns different from students without HE background. They do however differ in the scoring of destination related concerns and scoring of the personal situation.

The last part of the presentation will present subgroups of students who perceive the different areas as great obstacles. Subgroups who perceive the three areas as minor obstacles will also be presented.

Methods used: ANOVA, PCA, factor analysis, decision trees and possibly regression techniques. This study used EUROSTUDENT VI microdata.

Visibility of inter*, non-binary, and trans students

Alex Mähr & Philipp Rouschal, Austrian Students' Union, Austria

In the last years legal changes and social recognition of inter*, trans and non-binary (INT) people have been achieved. In institutes of higher education this change really needs to find a reflection in policies and on the administrative level. In several countries students and employees advocate for change and advocacy groups concerning these issues are forming. Among those are Austria, Germany, and Ireland.

As usual, data is of utmost importance, but exactly the lack of data is among those arguments used against action and ironically often also against the collection of data itself. It's argued that an introduction of a third category would "falsify" data and prevent an international comparison. The incorrectness of data is already an issue as persons are assigned wrong genders as it is, sometimes ignoring even legal changes of gender markers in documents or ignoring the gender identity in other cases.

Policy and administrative changes toward a more inclusive collection of data would tackle several key issues surrounding INT people. First of all, the data would help in further changes and allows a scientific analysis of the INT population. Additionally, having statistics would increase awareness with stakeholders, which is a crucial part to work on changes to improve the study and work conditions for INT people in higher education.

The importance of the issues is in the specific discriminatory barriers INT people face and are part of EUROSTUDENT's main topics. The characteristic of these students' population was clarified above. Socio-economic and educational backgrounds of INT persons can be especially hard, as exclusion of families and struggles in education are often the case. Name changes can lead to forced outings as being INT and therefore to discrimination. Medical treatments and higher support cost can lead to interruptions of ones studies. Social pressure can lead to higher rates of depression, which reduces the effective time budget of students. There is an observable trans pay gap. Some student housing offers are gender specific and providers are unaware of INT issues, which can restrict the access to housing for students.

Inter*, non-binary and trans persons still face varies forms of discrimination in their life. In institutes of higher education specific forms of discrimination can occur additionally. The high administrative overhead of institutions can prolong transitions or even ignore the reality of people. IT systems that only include a female-male-binary enforce the discrimination. Changes to the system are considered an insurmountable obstacle. This leads also to an erasure and leads to incorrect statistics. A difference in discrimination is also in the status groups – students, staff and tenured professors. Depending on the individuals status institutes of higher education implement changes, but those often only affect the privileged group of tenured professors.

In few countries a legal recognition of inter* and non-binary identities has been given by introduction of a legal gender category outside of the female-male-binary. In the European Union this was done by Malta and Germany. These legal changes also have an impact on all institutes of

higher education in countries of the European Union, because of the highly international education system in Europe and the equality of EU-citizenships. In Germany this did not translate into recognition of these genders in institutes of higher education. For example information management systems for students and staff only include a female-male-binary. This reproduces a discriminatory system.

The session will view the situation from different perspectives and will focus on the institutional aspects like policy, infrastructure and environment, rather than INT in research. Included is an analysis of discrimination of INT people in institutes of higher education and guidelines, demands and suggestions for improvement of policies, processes and infrastructure.

The Main Characteristics and Trend of Students' Socio Economic Life in Georgia

Mzia Tsereteli¹ & Marina Mchedlishvili², ¹Ministry of education and science of Georgia, ²IPM Research, Georgia

The goal of the paper is to discuss the main results obtained from the national research conducted in Georgia during spring of 2016 within the framework of EUROSTUDENT VI. The survey was conducted in all accredited, non-specialized higher education institutions using online surveying, as well as CAPI with tablets. Participants - 7579 people, were Georgian citizens with active student status, as well as foreign students studying in bachelor, master, and in a one-stage (undergraduate) medical degree programs in Georgia. The data has been weighted by gender, age, educational program, and the level of study; it was analysed using SPSS -21 taking into consideration the main characteristics, such as type of HEI (university, teaching university and college), gender, age, etc.

The main findings revealed from the research are discussed in the paper. The paper discusses results in light of higher education policy and the recommendations. The survey has revealed four main areas of which the paper focuses and offers recommendations. These are: education funding, students' work-life management, accommodating a diverse student body, and international mobility. Source of funding is a major concern for students - who are mostly in their twenties, unemployed, and studying in the most expensive city of Georgia - Tbilisi (74 % student body). 48 % of state HEI students have some kind of state funding (study grant or social support). The paper discusses sources of funding for education and Georgia's national policy in regards to funding.

The paper also touches upon the profile of working students. 79 % of students did not have work experience before entering to HEI, and the majority of students are unemployed. 70 % of students live with their parents. The students who are employed spend significantly more time on their jobs than on studying. Working students are discussed by level of study, city of Higher Educational Institution, etc. We discuss national policy regarding student employment, explore ways of balancing work, and studying across degrees.

Students in Georgia are diverse. The paper discusses ways in which student satisfaction with regard to education changes depending on their social situations, level, gender, and their place of study. There are students with small children, with disabilities, students over the age of 30. There's a noticeable difference of student enrolment by gender at different departments: the amount of female students is significantly lower in STEM programs, while the amount of male students is significantly lower in humanitarian sciences. The last main topic of the paper is international mobility. A lot of students express interest in studying abroad, however, only 10 % of students have been abroad with study related activities. The paper discusses main obstacles of international mobility and sources of funding for international studies. We talk about ways to provide more information about studying abroad, and ways to simplify credit recognition procedures.

The experience of first generation students in higher education

Christine Scholz Fenech¹, Milosh Raykov² & Alison Taylor³, ¹National Commission for Further and Higher Education, Malta, ²University of Malta, Malta, ³University of British Columbia, Canada

Universities today are becoming more sensitive to the challenges of non-traditional students as they seek to improve graduation rates. A large body of literature demonstrates that students with non-university graduate parents ('first generation' students) fare less well than others. For instance, these students have been shown to approach university with apprehension and higher levels of uncertainty (Lehmann 2007), and they often encounter higher education as a "foreign" environment in which they feel like cultural outsiders (Lehmann 2012). Researchers have investigated young people's perspectives on the value of higher education (Archer, Hutchings, and Ross 2003; Brooks 2003), their choice of institution (Reay, David, and Ball 2005), and their experiences at university (Aries and Seider 2005; Baxter and Britton 2001; Quinn 2004; Reay, Crozier, and Clayton 2010).

The work of Bourdieu (1977, 1990) has informed much of this research on working-class students' university experiences. Bourdieu's ideas can be summarized, albeit simplistically, as follows: our dispositions are shaped in significant ways by our social milieu; in turn, leaving a social environment in which we are comfortable to enter a new field has the potential to cause confusion, conflict, and struggle. Consistent with these ideas, first-generation students have been found to have a weaker sense of belonging at university (Ostrove and Long 2007) and are at higher risk of dropping out (Butlin 2000). In recent years, scholars and practitioners have begun to look more closely at why these students fare poorly, and to propose ways of producing better outcomes for these students.

Recent Canadian research indicates that outcomes for first generation students are mixed; many working-class students do become well integrated and perform well academically, although others become alienated as they struggle to find themselves socially and academically (Lehmann 2012, 2013). In particular, students who face academic challenges tend not to be involved in out-of-class activities related to the university. Those who have difficulty developing clear and realistic career goals tend to be more alienated. In contrast, students who experience positive social relations in university-related activities (in class and out of class) are more likely remain committed.

The issue of first generation students is particularly relevant for Malta in view of its ongoing expansion of higher education resulting in a large share of students being the first in their family to enter higher education. Based on EUROSTUDENT VI data for Malta (N=1,423) the profile of these students will be explored along with a particular focus on students' assessment of their studies. This will serve as a useful comparison of the lived experience of first generation students in Malta and Canada as a basis to develop recommendations on how to improve the learning experience of first generation students.

EUROSTUDENT comparative results



Students' housing situation

Christoph Gwosć, DZHW (German Centre for Higher Education and Science Studies), Germany

Students' housing situation results from the interplay of personal preferences, financial restrictions, cultural and societal norms, and the availability of options. With respect to the latter one, there are generally manifold ways for students to reside during the lecture period and each housing option has its benefits. Living with parents, for instance, may be cost-saving, comfortable, and safe as one can stay in a familiar environment with the loved ones. Moving e.g. into a student accommodation may allow living in close vicinity to the HEI, provide a certain independence from parents, and be supportive for students' social and academic lives.

The EUROSTUDENT VI data first give an overview of the diversity of student living arrangements in the countries. For the sake of clarity, those living arrangements are grouped into five categories, namely living 1) with parents, 2) in student accommodation, 3) with partner/children, 4) with other person(s), and 5) alone. The data provide insights into different country-specific housing patterns of students.

In most countries, the majority of students do not live with their parents (anymore); nevertheless it is still the most common form of housing in most countries (compared to other forms of housing). Since living with parents has an important function for many students – and in some cases may even be indispensable as a prerequisite for participating in higher education – it is also examined whether there is a connection between this type of housing and the financial status of the students' parents.

Student accommodation is often characterized by a closer relationship to higher education or even a specific institution through its homogenous population of students, often close proximity to an HEI, and student-focused or student-organised leisure and study-related activities. Student accommodation is frequently publicly subsidised, making it one of the least expensive options of housing outside of the parental home (Hauschildt et al., 2015). It is therefore regarded as a key instrument in ensuring access to higher education for students from disadvantaged social backgrounds (Gwosć & Engel, 2015). It is examined, to which extent the student population makes use of student accommodation and which student groups use it to an above-average extent, differentiating e.g. by educational origin, age, type of HEI attended, or dependency on an income source.

Students' satisfaction with their housing situation may depend on different factors. Research on students' housing preferences in the Netherlands and Belgium, for example, has shown different features of housing to be of varying attractiveness to students, depending also on their demographic and study-related characteristics, as well as their values (Nijënstein, Haans, Kemperman, & Borgers, 2015; Verhetsel, Kessels, Zijlstra, & van Bavel, 2017). Compared to previous rounds, EUROSTUDENT VI takes a more in-depth look at different aspects of students' satisfaction with

their accommodation. Results will be provided on their satisfaction with cost, location, overall condition, and the commuting time to the HEI for different housing forms.

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Housing situation of full-time higher education students in Slovakia

Roman Kollár, Slovak Centre of Scientific and Technical Information, Slovakia

The presentation focuses on the housing situation of full-time higher education students in Slovakia. The main forms of housing of these HE students during semester in our country are living with parents (46.1%) and in student accommodation, such as dormitory houses or halls of residence (37.2%). Why do so many HE students live during semester in student accommodation in Slovakia? What are the social dimensions of this fact?

Numerous researches suggest that approximately 1/2 of all high school students plan to study at a higher education institution. These young people come mostly from poorer regions. But they – as well as students from other regions of Slovakia – don't plan to study at HE institutions located in these regions. They wish to study at the universities in the capital city, which have better ratings than HE institutions located in other regions. Many analyses also find out that there are better jobs as well as significantly higher incomes in Bratislava by comparing to other cities in Slovakia. Since November 2014 there has also been an option for travelling free by trains in our country.

Regarding these facts, 2/3 of all HE students studying in the capital city are students outside of this region. And slightly more than 2/5 of all HE students studying in Bratislava are students living in dormitory houses or halls of residence. It is the cheapest form of housing (with exception of living with parents). Who are these people? What is typical of them?

By the mean of the statistical analysis of data from E: VI we found out, that these students are mainly men, younger students, bachelor students, and less frequently working.

Other forms of housing as well as rating of various aspects of accommodation will be discussed.

Is Italian student “mammone”/mama’s boy?

Federica Laudisa & Daniela Musto, Osservatorio regionale per l’Università e per il Diritto allo studio universitario – Regione Piemonte, Italy

EUROSTUDENT data show that in Italy 75% of students live with parents, it is one of the countries with the highest share of students that chooses this form of housing. Is this a free choice (influenced by Italian family culture) or rather a constrained choice? In our presentation we will try to dissolve this “dilemma”.

Firstly, we will focus on the student public support in Italy, which is based principally on grants and housing service, showing data regarding the number of students at Italian universities who are beneficiaries: only students in disadvantaged economic conditions who satisfy specific criteria of merit may be eligible for this kind of support, around 10% of the student population. However, in Italy being eligible does not necessarily mean receiving the grant: on average, in 2016/17, almost 12% eligible students did not obtain it due to insufficient financial resources. Moreover, grant-holders receive the first instalment of the monetary amount only some months after their enrolment. Despite this weak public support, some Italian studies highlight that it has a positive impact on academic results: grant-holders have a better academic performance compared to their peers without a grant.

With regard to the housing service, the situation tends to be even more problematic as there are few rooms available, almost 40,000 places, compared to the number of off-campus students, consequently only 2% of all students live in student accommodation (Eurostudent data).

In the second part of our presentation, we will show that, although in Italy many students live with their family during university studies, they go abroad with mobility programs: Italy is ranked 4th for the number of outgoing students between European countries, after Spain, France and Germany. In this case, we discover that Italian students are less “mammoni” than we usually think. However Eurostudent data point out that the main source of funding of international mobility is still the family, especially in Italy. The share of Italian students who utilise funds from their parents is one of the highest in Eurostudent countries, both among students with HE background and those without. Again, there is an insufficient public support.

Therefore, we will analyse the national system of funding EU programme (mainly Erasmus), and then we will focus on the Piedmont region, which will be our case-study, to quantify the amount of the mobility grants, because in Italy it varies from university to university.

In the end, we could discover that Italian students are interested in studying away from home and perhaps they could move more if they were more (and better) supported by public resources.

Micro data in EUROSTUDENT VII



Bas Kurver & Froukje Wartenbergh-Cras, ResearchNed, the Netherlands

After surveying both researchers and ministries last year about the possibility of working with microdata in EUROSTUDENT, the consortium has again taken steps towards achieving this wish. This workshop provides an explanation of how the microdata will be collected, combined and made available. The boundaries of using micro data formed by the new General Data Protection Regulation (GDPR), which will take effect on 25 May 2018. The workshop briefly explains the changes that the GDPR entails for researchers in general and the processing of the EUROSTUDENT microdata in particular.

This workshop answers questions such as:

- What are micro data?
- What do I need micro data for?
- Is the supply of micro data mandatory?
- How can I supply micro data?
- How can I use the merged micro data myself?
- How is the processing of microdata regulated in the new GDPR?
- What are the consequences for European countries that do not belong to the EU? Which rules do they have to comply with?

You do not want to miss that!

Leaving home for university: Does public support matter?

Monika Bartkowska, Christian Neubauer, WU Vienna University of Economics and Business, Austria

The share of young people in general and students in particular living with their parents varies across European countries due to the differences in economic conditions and cultural norms. Some studies described the role of the welfare state as a substitute for parental transfers, while others found evidence that welfare benefits increase the share of students leaving home. To bridge this gap of contradictory results, we ask how public support for students and study-related costs, affect the share of students not living with their parents in Europe. Using data from EURO-STUDENT rounds III to V for 27 countries, and EU-SILC data for corresponding years, we estimate the impact of public support and study-related costs on the share of students not living with parents.

Additionally, we include such factors as parental support, cultural norms, geographical location, and the share of repayable public support in total public support in our analysis. For applying a fixed effects model on country-level, the missing values are multiply imputed with fully conditional specifications (FCS). We expect a higher share of students not living with their parents in countries with higher public support for students and lower average tuition fees. The first preliminary results show that the share of public support in the total income affects the share of students not living with parents. The future results indicate possibilities for policy makers to regulate the housing market by welfare transfers and provide insights for possible saving capacities, in case welfare transfers do not matter for the share students not living with parents.

The housing for national and international students in Latvia

Ilze Trapenciere, Ilze Koroleva, Aleksandrs Aleksandrovs & Rita Kasa, Institute of Philosophy and Sociology, University of Latvia, Latvia

Student housing and housing for students has never been high on higher education policy agenda. However, even with decreasing numbers of students in Latvia, national and international students in Latvia face housing problems. The objective is to research the opinion and its differences/similarities among national and international students in Latvian Universities.

Methods used are: triangulation analyses, based on EUROSTUDENT survey (V and VI) data, focus groups on housing issues, interviews with national and international students about their needs and preferences to housing during their studies.

Results: National and international students have different needs and preferences on housing during their studies. There is a new tendency to choose a different type of housing than student housing as it was before. This can be viewed as “communal housing”. The reasons of preference to “communal housing” instead of student housing are discussed. The results to be discussed with policy makers, Universities and the Latvian Students Union in December, 2017 with an objective to develop the policy on student housing in accordance with students’ needs.

The role of student counselling for widening participation of underrepresented groups in higher education

Janine Wulz, Johannes Ruland & Marita Gasteiger, Austrian Students' Union, Austria

Making higher education more inclusive is one of the main targets of the Bologna Process. During the last years, national governments set up strategies to widen the access; higher education institutions and stakeholders developed measures to ensure inclusion of learners from diverse backgrounds. Higher education institutions and stakeholders, such as students' unions, play a crucial role in the development and implementation of strategies: In many cases they are involved in these processes, in others they face difficulties in getting their demands heard.

Nonetheless, tackling the question of social dimension has always been one of the main topics students' unions brought to knowledge in national and international circles. But still, student population in Europe is not very diverse. One of the main measures to enable better access to higher education is student counselling. Counselling activities are undertaken by diverse actors with several purposes. It can be provided by universities, stakeholders (as professional associations), psychologists or students' unions. Some of them are obliged to offer student counselling, others not. Counselling activities can be provided to a general audience or to specific target groups, which can be an advantage for those who benefit from specific counselling (e.g. for disabled students), but can also be a barrier for those who do not want to out themselves as "disadvantaged". A special approach is peer counselling: Whereas discussing visible or invisible barriers with those who face them as well can be an empowering and helpful experience, legal advices, and psychological support etc. need to be given by professionals rather than by peers.

The paper provides an overview of counselling activities in nine European countries (AT, DE, ES, IT, LI, UK, DK, RO) from a students' perspective. It will focus on counselling activities provided by students' unions, their cooperation with other counselling providers (e.g. university counselling, financial support, psychologists), their communication tools and their approach to supporting disadvantaged learners. This includes the use of modern technology (online counselling, Facebook, Skype) to reach out to a wider audience, mentoring and tutoring activities as well as counselling activities for specific groups (e.g. first generation students). The paper provides exemplary insights in the role of students' unions in their home countries, especially in the development and implementation processes of strategies and measures to widen access to higher education. After all it will conclude with an analysis of provided measures, their role in widening access to higher education as well as identified gaps.

Need for professional counselling services of students with impairments: attendance and issues

Jonas Poskowsky, DZHW (German Centre for Higher Education and Science Studies), Germany

Students with impairments or disabilities are facing greater difficulties in their studies and are showing a discontinuous course of studies (e. g. changing their subject, interrupting their studies) more frequently than students without impairments. Therefore, it is no wonder that, in Germany, students with impairments also have a higher need for professional counselling. With regard to many subjects concerning studies or finance, they indicate that they have „questions, difficulties, or strains” twice as often as students without impairments, with regard to personal issues even four times as often. The higher need for professional counselling is also demonstrated by the fact that existing questions, difficulties or strains considerably more often result in visiting a professional counselling service. This holds true at least for most, though not all, potential subjects of counselling. First multivariate analyses show that correlations between impairments and need for professional counselling still remain if being controlled by the age of students, which highly correlates with need for counselling as well as with impairments.

Especially revealing is the fact that the higher need for counselling and proportionately to more frequent attendance in counselling, also affects issues that are not directly connected with impairments. There are considerable correlations to partnership problems, problems within the family as well as difficulties to get in contact with peers. This suggests that impairments or disabilities evoke a complex aggregation of problems with various impacts on the study-situation and the life of students, accordingly inducing a need for counselling. In this context, the higher need for counselling concerning study-related issues like time management and organising one’s work, difficulties in learning, and performance or compatibility of a job with one’s studies may merely be a symptom of an overall impairment-related complex of problems. Therefore, practitioners in counselling should always take into account that the issue presented by students might not be the actual reason for counselling.

Since need for professional counselling is not part of the EUROSTUDENT core questionnaire, participants are welcome to discuss whether need for counselling might be an interesting subject within EUROSTUDENT and how the different infrastructures of professional counselling services could be taken into account. Furthermore, participants are free to suggest further indicators that could be considered in order to examine and describe the special situation of students with impairments.

EUROSTUDENT comparative results



Students' resources and costs

Christoph Gwosć, DZHW (German Centre for Higher Education and Science Studies), Germany

The ministers responsible for higher education in the European Higher Education Area (EHEA) have repeatedly referred to the importance of sufficient funds available to students and its significance for developing the social dimension of higher education (London Communiqué, 2007; Bucharest Communiqué, 2012; Yerevan Communiqué, 2015). In the presentation, different aspects of the financial situation of students that are also relevant for assessing the status quo of the social dimension in the EHEA will be investigated.

With respect to students' resources, data are being presented on the magnitude and structure of students' monthly income. Previous EUROSTUDENT reports (Hauschildt et al., 2015; Orr et al., 2011) have shown that a large degree of heterogeneity exists in students' income across the EHEA, even when controlling for purchasing power (Gwosć & Hauschildt, 2016). As study funding depends on the availability and fruitfulness of different sources of income, the extent to which different sources contribute to the funding of students is explored from the macro perspective. In addition, a special emphasis is placed on the importance of contributions from family/partner and support from the public sector, two main sources of student funding (Hauschildt et al., 2015).

With respect to the multitude of students' expenses, they will be summarized into two categories, 'living costs' and 'study-related costs'. In this way, a first impression of how the participation in HE influences the students' cost structure can be gained. The EUROSTUDENT data further allow differentiating costs by payer. As many students are financially supported by their parents, other relatives, and their partners, 'costs paid by students' and 'costs paid by others' (so-called transfers in kind) are differentiated. This gives a first although very rough impression of the different models of cost-sharing between students and their families that exist in the countries.

Accommodation costs continue to be one of the most important, if not the most important expenditure item for students, especially for those who live away from their parents. The analyses make use of a new EUROSTUDENT indicator pointing towards accommodation cost overburden. As the levels of accommodation costs usually vary with the form of housing, this special type of financial difficulty is investigated for students living in four different forms of housing outside the parental home.

The interplay of income and expenses allows reflecting upon students' financial difficulties. Being confronted with financial difficulties implies a higher risk of needing to prolong the studies, e.g. due to taking up gainful employment, or even dropping out of HE (Quinn, 2013; Heublein et al., 2017). The analysis focusses on the question which student groups are especially confronted with financial difficulties and thus exposed to such a higher risk. As insufficient income can be one reason for students' financial difficulties (Forsyth & Furlong, 2003; Beloc, Maruotti, & Petrella,

2010), the relation between students' income situation and their assessment of financial difficulties is also considered.

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Social background and financial difficulties: to what extent educational resources shape student's economic conditions?

Yassin Boughaba, Federal Statistical Office (FSO), Switzerland

Inequality in higher education is a key question of higher education research. Beyond the assessment of the participation of the most deprived social groups in higher education institutions, this presentation aims to analyse economic conditions of students enrolled in higher education institutions in Switzerland. Actually, in 2016, 52 % of students' income comes from their family, 12 % of them have a study-related debt and 15 % of students report that they encounter serious or very serious financial difficulties.

The purpose of this presentation is to discuss the effects of social background on students' economic conditions. Social background can be measured in several ways. In this analysis, we define social background with two indicators. Firstly, students' social background refers to the highest educational attainment of at least one parent, that is to say students' educational resources. Secondly, students' social background is defined according to the highest socio-economic status of the parents. This second indicator is built to measure social stratification in Switzerland and relies on a combination of socio-economic variables (Swiss Socio-professional categories).

To what extent do educational resources shape student's economic conditions? Drawing on a survey on students in Swiss higher education institutions conducted in 2016 (N=17,000), this presentation describes on the one hand students' economic conditions with several indicators and analyses, on the other hand, the links between social background and economic conditions. Results show that socio-economic status of parents might be a more accurate indicator to investigate financial difficulties of students compared to educational background.

Disadvantaged by self-financing? How study financing influences students' employment and study time

Beate Apolinarski & Christoph Gwosć, DZHW (German Centre for Higher Education and Science Studies), Germany

In all EUROSTUDENT countries, there are students who are employed during the lecture period and generate money in order to finance their study-related and living expenses; in some countries the students' employment rate is larger than two thirds (Hauschildt et al. 2015: 99, 110). As time which is spent on gainful employment cannot be allocated to other purposes, the question arises whether gainful employment harms students, as increased employment may have a negative impact on the time spent on taught studies and personal study time. If that is the case, students who are more dependent on self-financing would be at a disadvantage compared to their peers who are mainly supported by parents or the state. The purpose of this contribution is to investigate to what extent the financial situation of students influences the extent of gainful employment and how this affects the time invested in courses and personal study time.

Effects of gainful employment on academic achievement (e.g. credit points and grades achieved, transition to employment) have already been examined in several European studies: gainful employment could be proven to have negative effects on the students' success, especially if there was a particularly high workload (Hovdhaugen 2015, Passaretta & Triventi 2014, Callender 2008). Depending on the type of job and the students' motivation, however, positive effects could also be observed, for example, with respect to the transition into employment (Robert & Saar 2012, Wenz & Yu 2010, Franzen & Hecken 2002). Although most of the studies measure the impact of employment time on the success of studies, there is no proof that the underlying (negative) effect is due to the shortage of study time. A study examining the effect of employment time on study time was published by Franzen and Hecken (2002): On the basis of a student survey at the University of Bern, they examined which influencing factors have an effect on the employment time respective to study time; however, they ignored the students' economic prerequisites to some extent. Although the educational background, the wealth of the family, and the number of siblings can be seen as indicators of parents' economic performance, the ultimate deciding factor is whether maintenance payments are actually made and to what extent. Low maintenance payments do not necessarily lead to an increased need for student employment if public support adequately fills the financial gap.

In order to examine to what extent students are limited in their time investments for studies due to their financing structure, the employment and study time of students of all current EUROSTUDENT countries is considered first. The time allocation of different 'financing types' of students is investigated, differentiating family support, self-earned income, and public support as alternative dominant source of student income. The findings already provide indication of disadvantages for self-financing students in Europe. In a second step, the micro-data of the 21st German Social Survey will be used for a multivariate analysis examining which factors mostly influence employment and study time and the role of the financing structure.

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