

Main results and challenges arising from EUROSTUDENT 8 in the Czech Republic






EUROSTUDENT TALKS, 27. February 2024

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Presentation Outline


The trends that have remained more or less stable over time

- Transition to HE 
- Socio-economic background 
- Low level of public support 
- High proportion of working students 
- Housing/Accommodation 

Trends which undergone shifts and changes compared to the last wave

- Financial difficulties – socio-economic condition of study 
- Study conditions: self-evaluation of study performance 
- Mental health 

New trends ?

- Study conditions: learning online or in person? 
- Discrimination 

Challenges arising from the survey

- Low response rate
- Use of administrative data

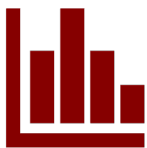
The Czech EUROSTUDENT Sample

Data collection

- CENSUS
- Online questionnaire – the Central Survey Tool
- Process of preparation (how to address the students):
 - was carried by the research team (CHES) with cooperation with Ministry of Education
 - the actual sending of the reminders was carried out by the universities themselves
 - there was an ambition to use contact details from student register (more in the part „Challenges“)
- Students were contacted by email
- A maximum of 2 reminders were sent by email

Sample

- 240 738 students were addressed
- 14 798 of questionnaires were analyzed
- Response rate 6,2 % (EUROSTUDENT 7 – 7,0 %)



Transition to Higher Education

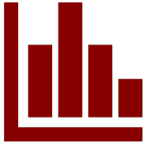


Transition to HE

- Transition to higher education together with the socio-economic background – one of the main topic in the context of European policies of equity and inclusive HE. It applies for Czech HE policy as well.
- This topic answers many questions regarding: the educational pathways of students, accessibility of higher education during the life course, openness of educational systems etc.
- One of the indicators offered by the EUROSTUDENT survey: the transition time between leaving secondary school and entering university.
- The Czech 7th and 8th wave:



- Czech higher education student is in terms of educational paths: rather traditional

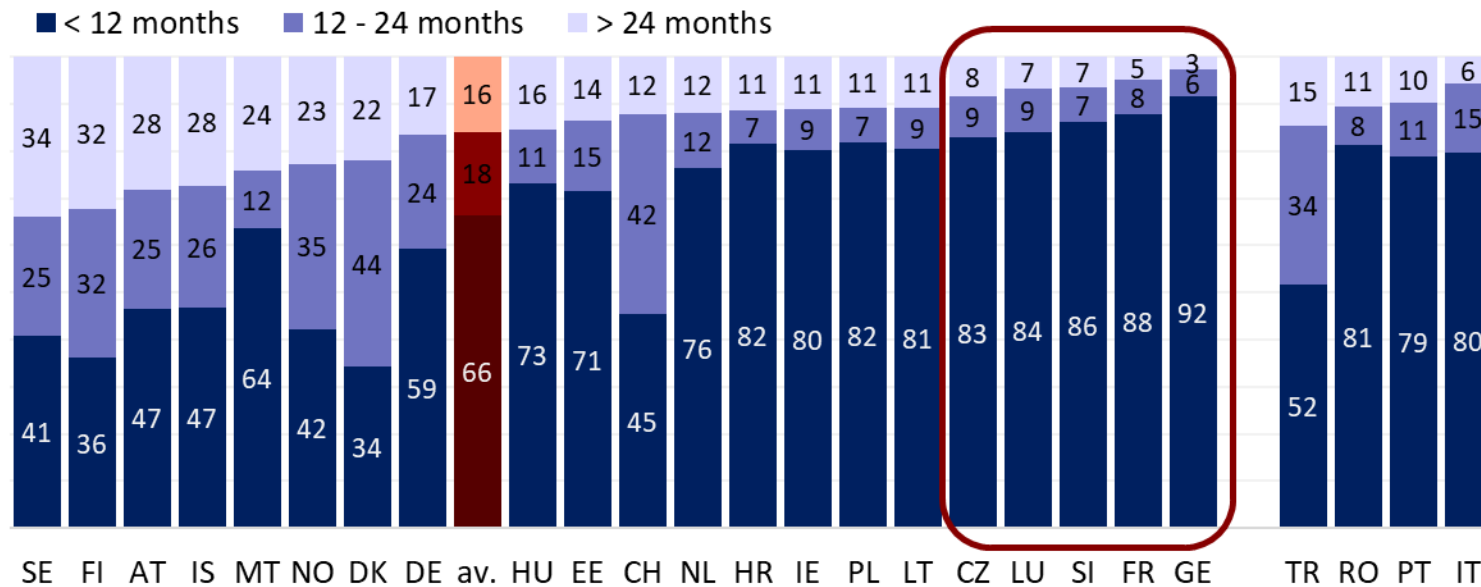


Transition to Higher Education



Transition to HE

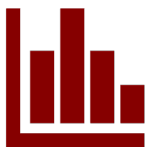
- Figure B3.1: Duration of transition from secondary school to higher education (Synopsis of Indicator, EUST 7)



EUROSTUDENT 7

The Czech Republic, together with Greece, France, Luxembourg and Slovenia, belonged to the group of countries with the highest proportion of students with uninterrupted educational pathways

- The majority of students enter HE within a period of two years after leaving the secondary school.
- In average: about 2/3 of students first entered HE within one years of leaving secondary school.
- Students without tertiary background: more likely enter HE with a delay of more than two years.



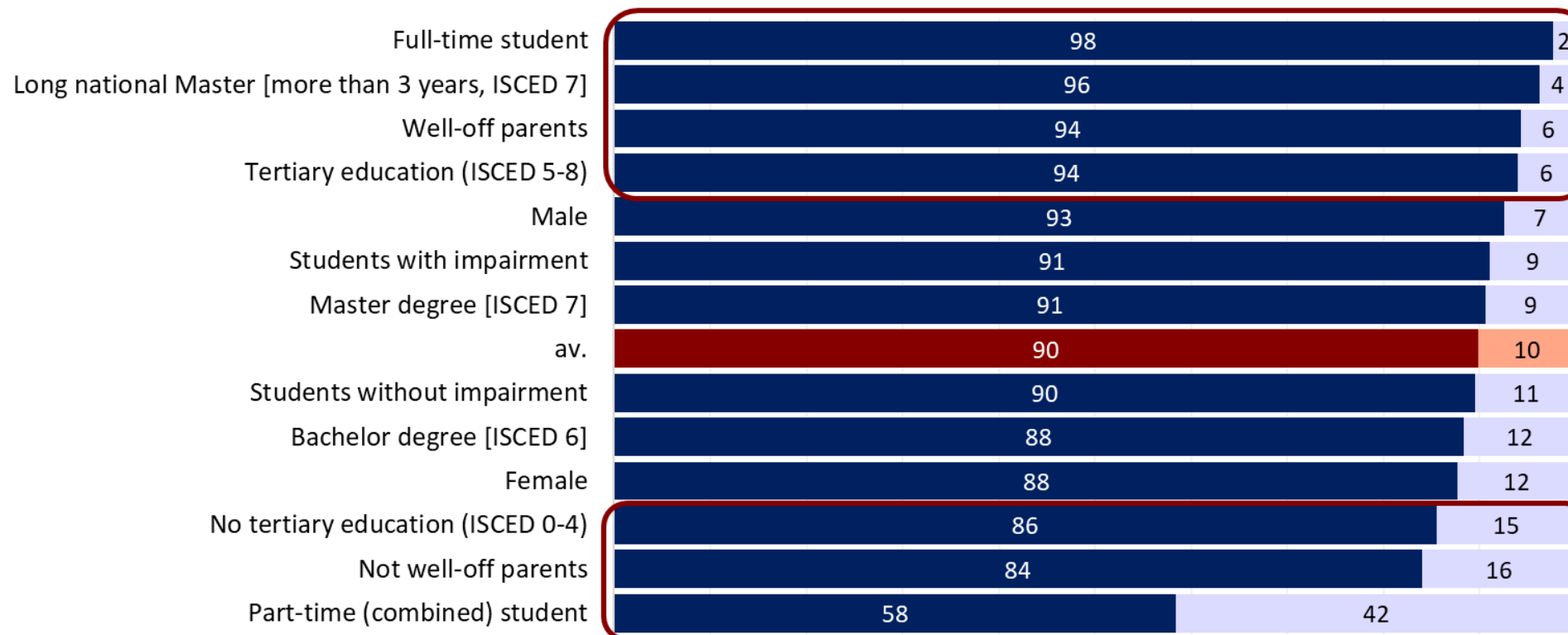
Transition to Higher Education



Transition to HE

Direct and delayed transition by different groups of students (%), EUROSTUDENT 8, CZ

■ direct transition ■ delayed transition



Delayed transition in the CZ:

EUROSTUDENT 7: 7 %

EUROSTUDENT 8: 10 %

Delayed transition among students:

No tertiary background

Not well-off parents

Part-time form of study

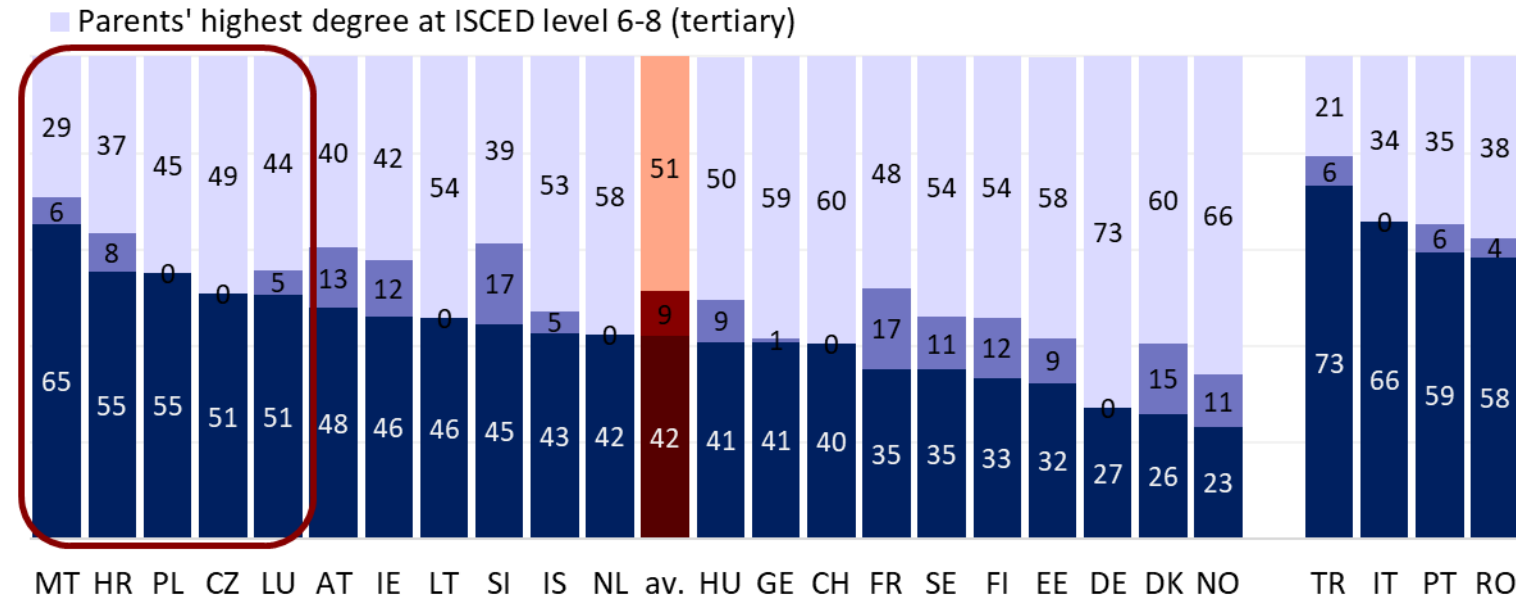


Educational background



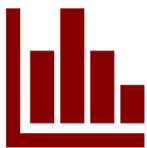
Socio-economic background (educational background)

- The socio-economic background has a strong influence on educational careers of students.
- Those without tertiary educated parents – more likely to have entered HE with a delay, through alternative routes, more commonly enrolled in non-university HE, in Bachelor, with part-time status.
- Figure B2.1: Educational attainment of students' parents (Synopsis of Indicator, EUST 7)



EUROSTUDENT 7

The Czech Republic, together with Malta, Croatia, Poland, Luxembourg belonged to the group of countries with higher percentages of students whose parents have not attended tertiary education

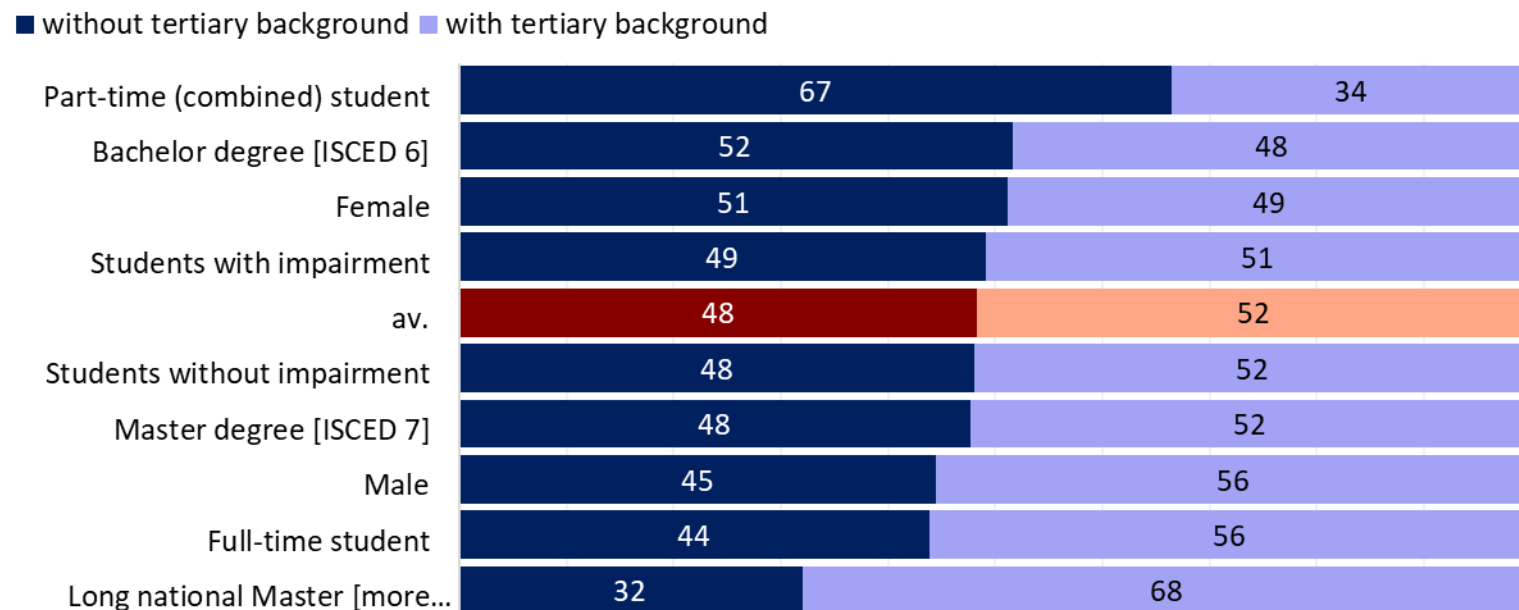


Educational background



Socio-economic background (educational background)

- Parental education, selected groups of students (%), EUROSTUDENT 8, CZ



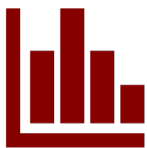
Without tertiary background in the CZ:

EUROSTUDENT 7: 51 %

EUROSTUDENT 8: 48 %

Students without tertiary background:

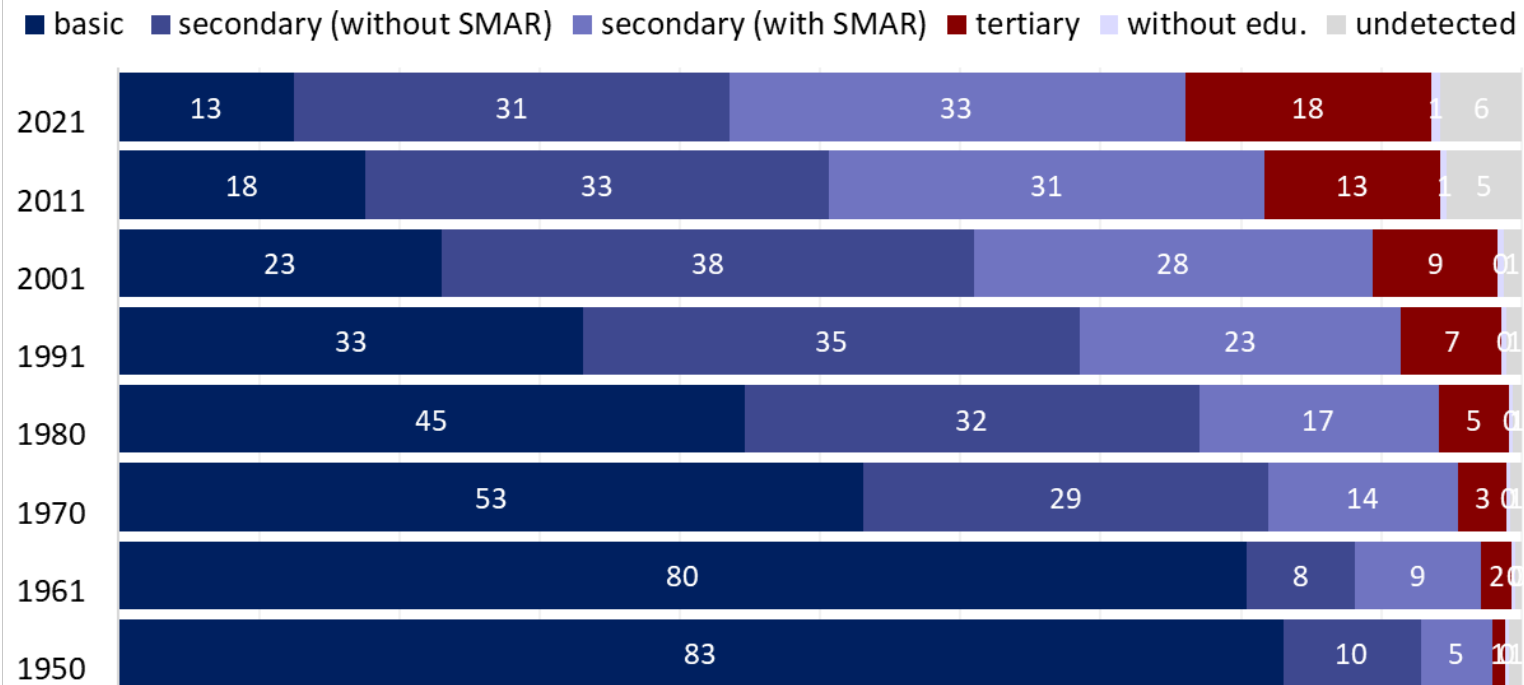
Part-time form of study



Educational background

Socio-economic background (tertiary background)

Population aged 15 and over by highest educational attainment, CZ, CENSUS 1950–2021



Students without tertiary background:

Considering the **educational structure of Czech society**, this group still represents approximately half of all students.

In last decades: decrease in share of people with primary education and increase in the share of people with higher education.

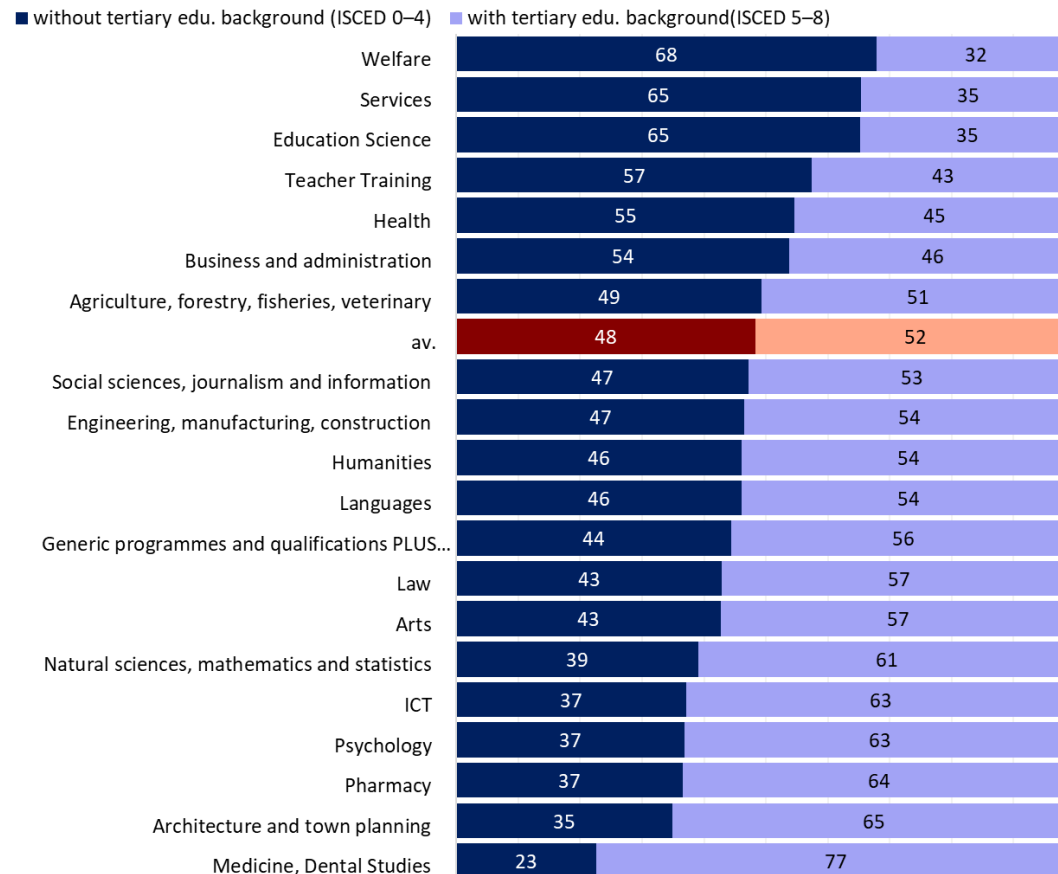
The increase in the share of people with the highest level of higher education occurred mainly in the last two decades of the 21st century.



Educational background

Socio-economic background (educational background)

- Parental education, study fields (%), EUROSTUDENT 8, CZ

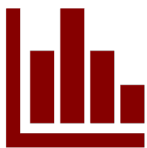


Students without tertiary background:

Are more likely to be studying subject in the field of welfare, services and education .

Students with tertiary background:

More like to be studying subject in the field of Medicine, dental studies, architecture and town planning, pharmacy, psychology and ICT.



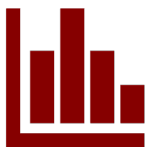
Low public support



Low public support in the CZ

- The level of public support for students in their studies is consistently low.
 - Increased need for support from parents/partners and for self-earned income.
 - This is a long-term phenomenon and has a strong international dimension.
- Public financial support in the Czech HE system?
 - Students up to the age of 26 - state pays the social and health insurance (it is undoubtedly public support – not reflected in the results).
 - The public support in the survey: accommodation and means-tested allowances and a merit-based scholarship
 - These grants/scholarship are administered by the university and the sources from which they are paid are public.
 - Currently: debate on students loans (mainly support for students in financial difficulties)
- What are the sources of student income?
 - For the purpose of the analysis, Eurostudent divides income into 4 categories (family, self-earned income, public, other).

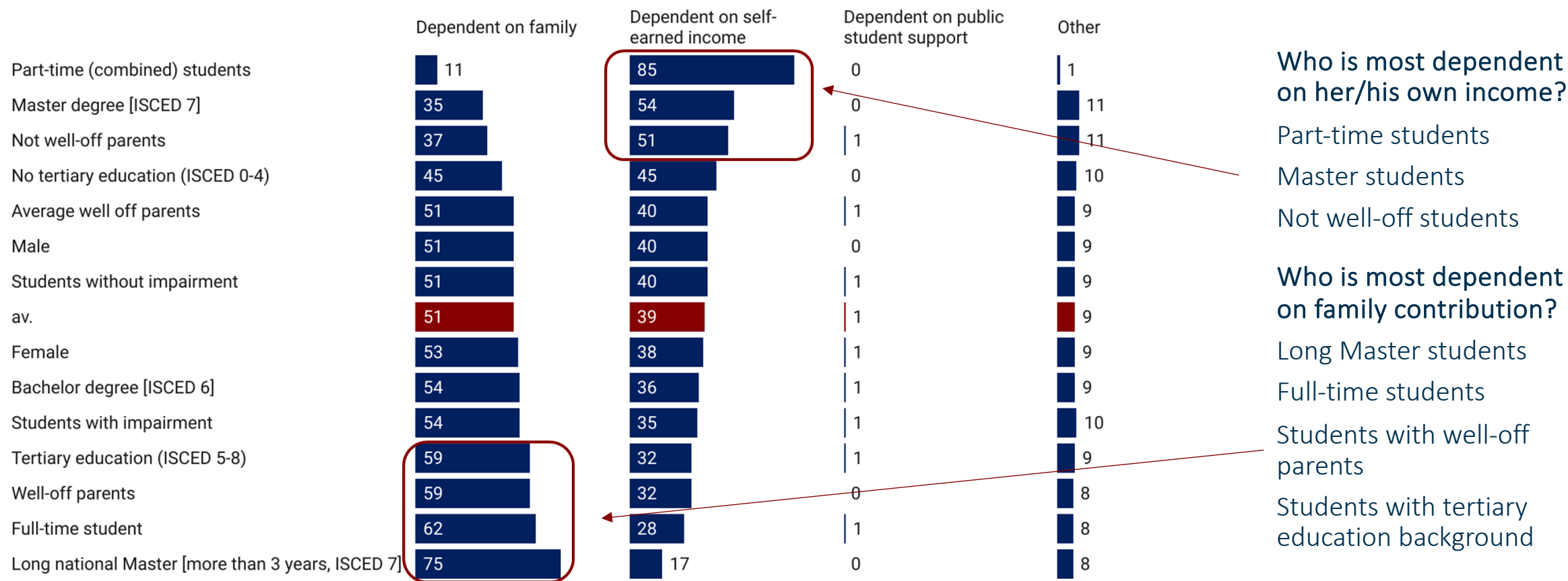
Dependency on income source	Eurostudent 8	Eurostudent 7
Dependent on family	51,9	54,6
Dependent on self-earned income	38,6	36,6
Dependent on public student support	0,4	0,7
Other	9,0	8,1

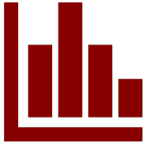


Low public support



Low public support in the CZ, EUROSTUDENT 8



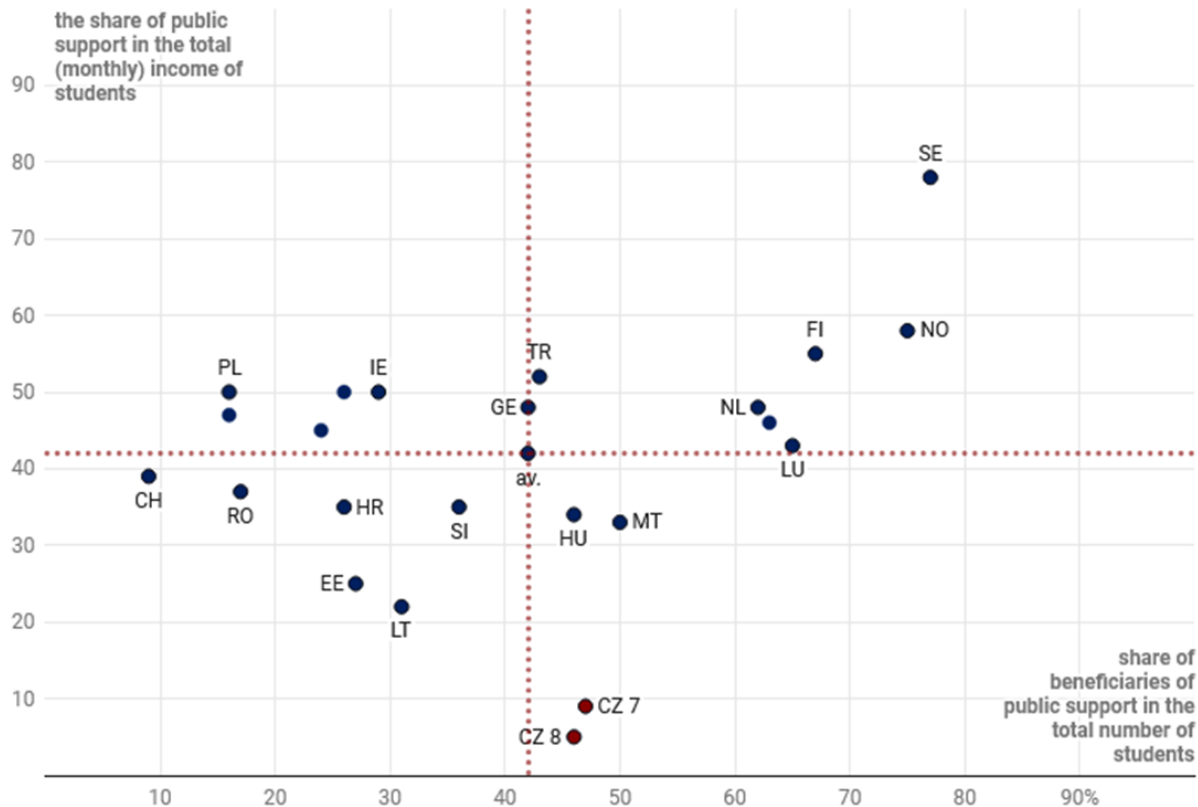


Low public support



Low public support in the CZ

- Recipients of national public student support and importance of income source



Created with Datawrapper

EUROSTUDENT 7

On average across countries:

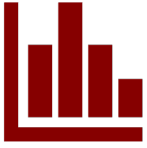
- 42 % of students receive national public student support
- this type of support represents, on cross-country average, 42 % of the recipients' total monthly income.

Right lower quadrant:

- The share of recipients is above the international average
(CZ - EUST 7: 47 %, EUST 8: 46 %),
- while the share of public support in the total income is below the average
(CZ - EUST 7: 0,7 %, EUST 8: 0,4 %).

EUROSTUDENT 8 in the Czech Republic:

- 46 % of students – accommodation allowances
(CZK 600 per month = approx. 24 euro (median))
- 1 % of students – social support
(CZK 2100 per month = approx. 83 euro (median))
- 9 % of students – merit-based scholarship
(CZK 1000 CZK = approx. 40 euro (median))

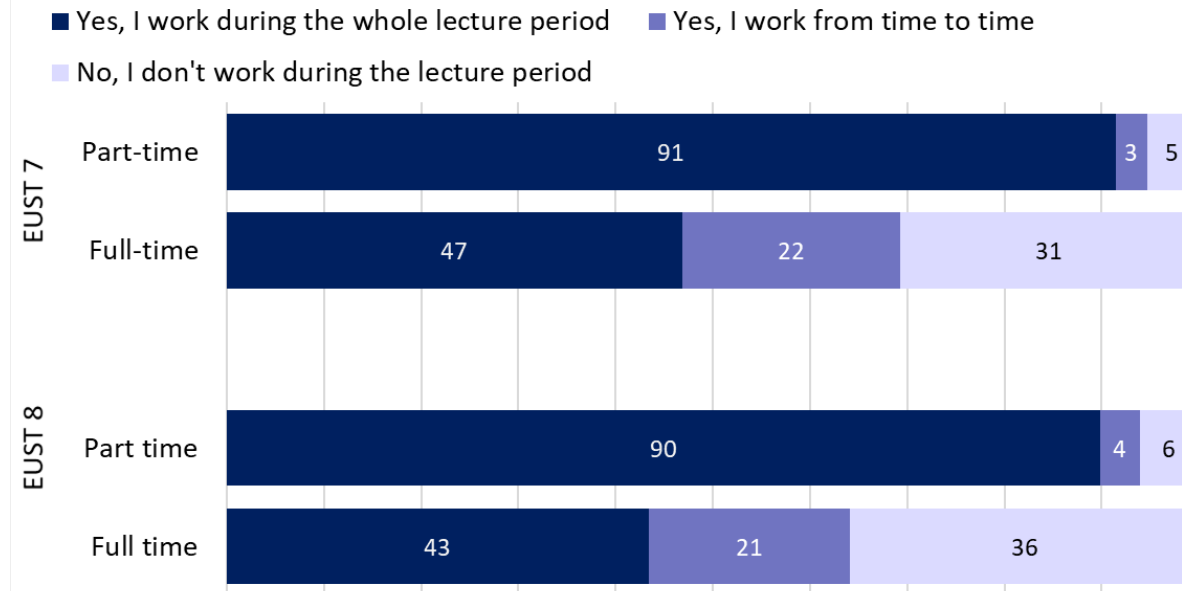


Working while studying



Working while studying

- The Czech Republic has been one of the countries with **the highest share of students who have paid work** during their studies.
- Paid work during studies is "stagnating" at a **very high level**, which is true for its **extent** and **intensity**.
- Working while studying has been a common part of university study life in the Czech Republic for quite a long time
 - both part-time and full-time students.

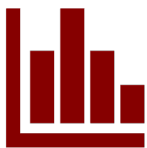


Part-time students:

EUST 7, EUST 8 – more than **90 %** students work during the lecture period

Full-time students:

EUST 7, EUST 8 – more than **60 %** students work during the lecture period



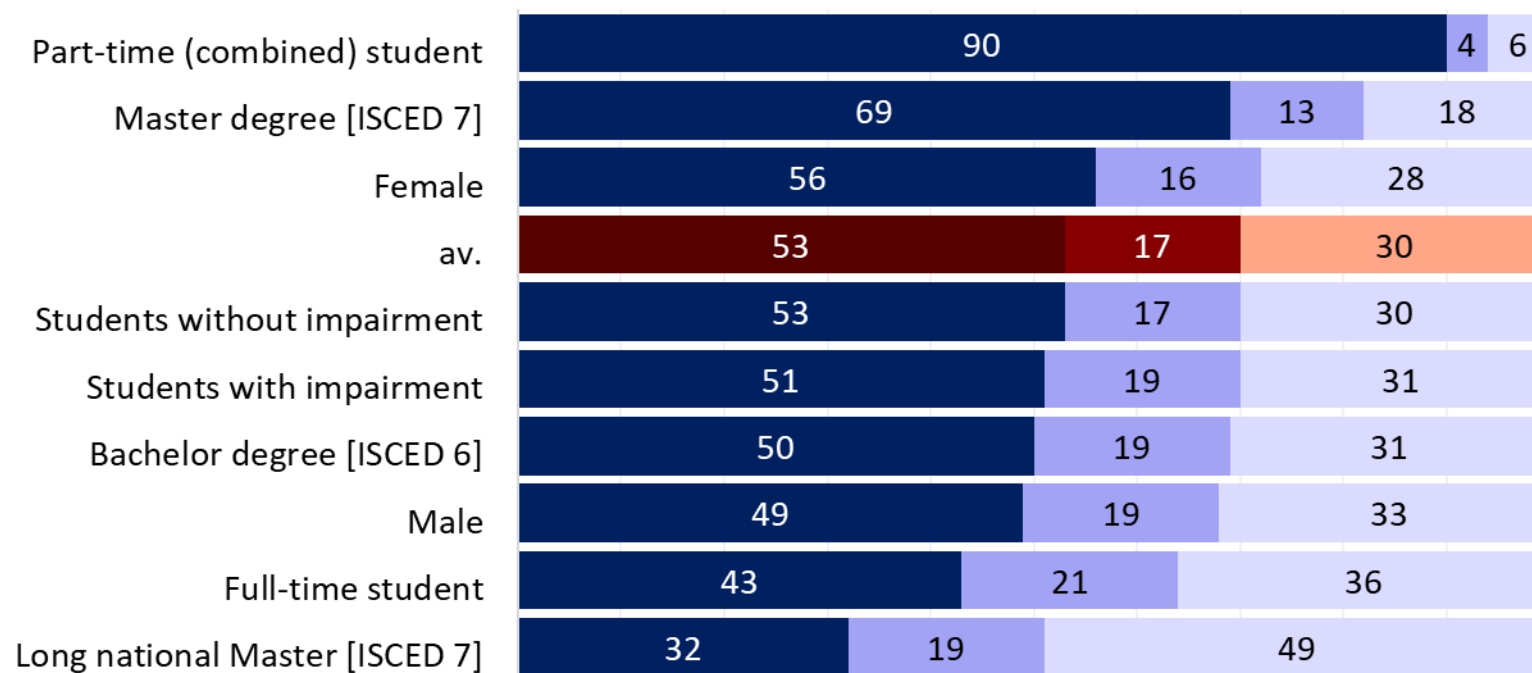
Working while studying



Working while studying

- EUROSTUDENT 8, CZ – different groups of students and working while studying

■ Yes, I work during the whole lecture period ■ Yes, I work from time to time
■ No, I don't work during the lecture period



EUROSTUDENT 7, CZ:

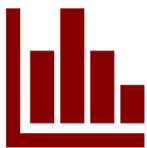
In average:

Whole lecture period: 52 %

From time to time: 20 %

Not working: 28 %

A small but visible shift towards lower level of working students.



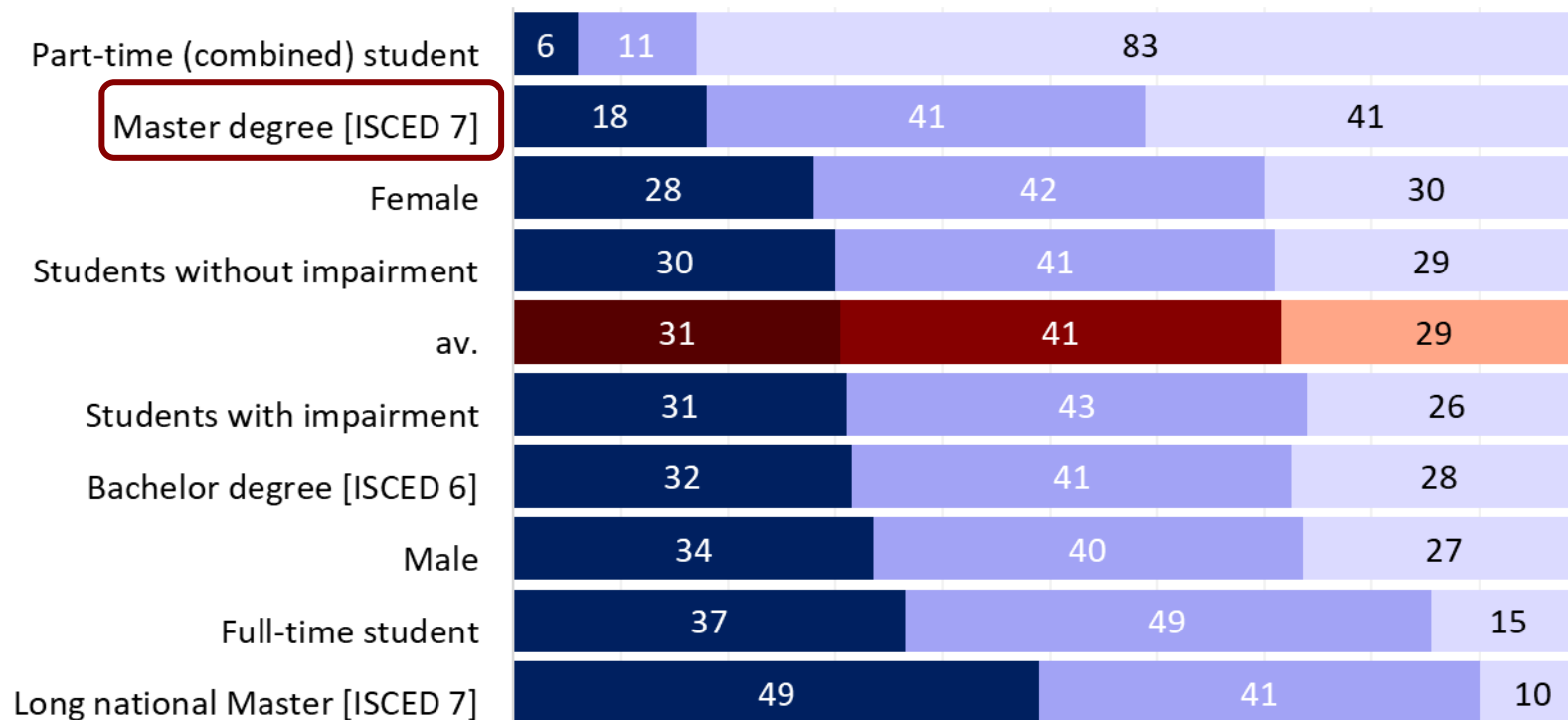
Working while studying



Working while studying

- What about the intensity of work? (EUROSTUDENT 8, CZ)

■ 0h ■ 1–20h ■ >20h



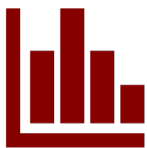
Number of hours (median)

EUST 7 – 12 hours per week

EUST 8 – 10 hours per week

Students in the Master's degree (if we do not take into account part-time students)

work both the most frequently (69% regularly and 13% occasionally) and the most intensively (20 hours per week, median). 41% of them work more than 20 hours per week.



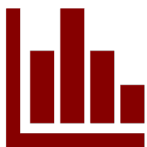
Working while studying



Working while studying

- Reasons for working?
 - The reasons for working in the survey were presented to the students in five different statements.
 - The strongest agreement among students was with the statement „I work so I can afford things I otherwise would not buy” (nearly 80 % of students agree with this statement).
 - Primarily economic reason (necessity) to work „Without my paid job, I could not afford to be a student” (nearly one third of all working students agree with this statement)

	Part-time student	Female	Students with impairm.	Bachelor degree [ISCED 6]	Master degree [ISCED 7]	av.	Students without impairm.	Full-time student	Male	Long national Master [ISCED 7]
I work so I can afford things I otherwise would not buy.	82	80	80	80	79	79	79	78	78	75
I work to cover my living costs.	88	67	71	65	74	67	65	59	66	52
I work to gain experience on the labour market.	71	64	61	62	75	65	67	63	68	57
Without my paid job, I could not afford to be a student.	59	33	39	34	35	33	31	23	32	18
I work because I have to support others (children, partner, parents etc.) financially	44	20	22	22	19	20	19	11	19	8



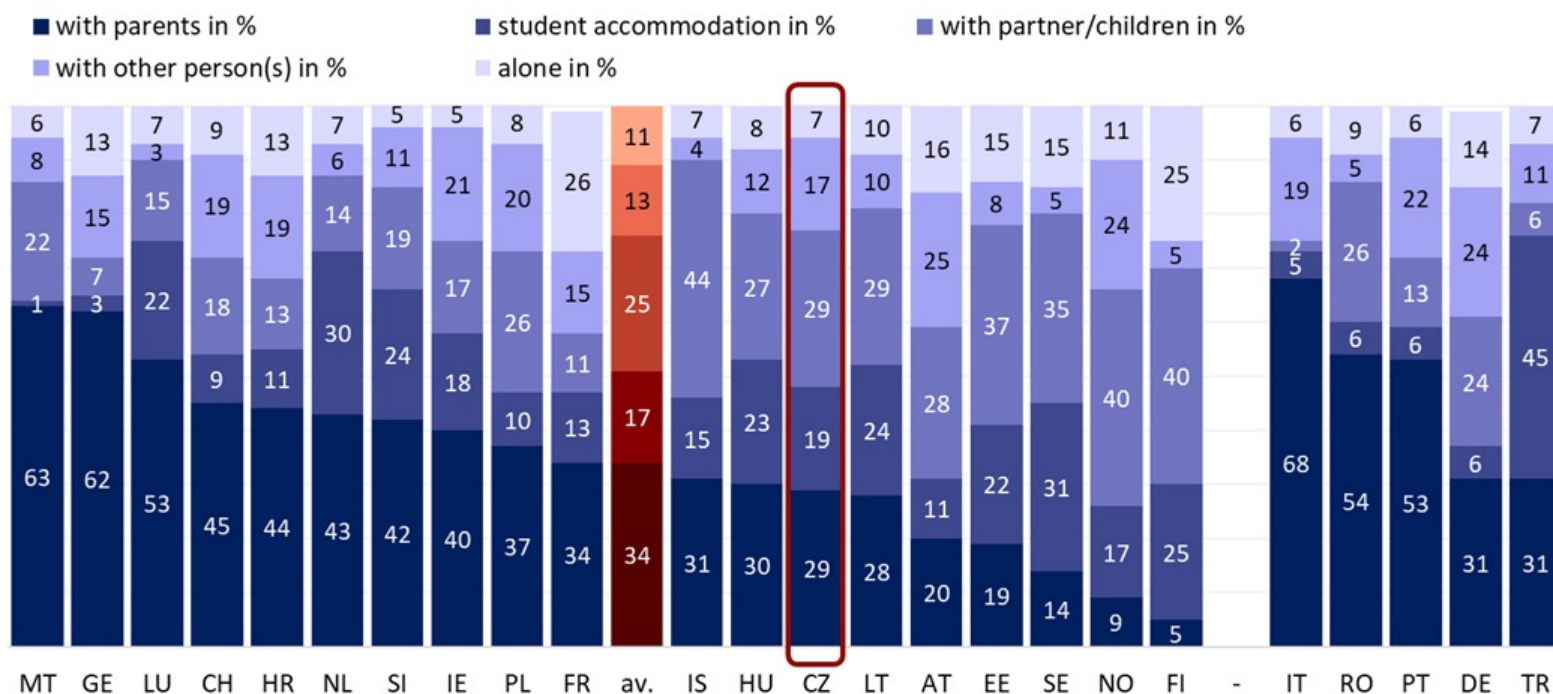
Housing/Accommodation



Housing/accommodation

- Is an important part of the study framework
- In the CZ – housing is expensive (especially in Prague and big regional cities).

Figure B9.2: Students' housing situation (%), Synopsis of indicator (EUROSTUDENT 7)



Across all countries, EUST 7:

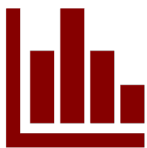
About 1/3 of students live with their parents

17 % of students live in a students accommodation

Living alone – the least used form of housing

CZ:

more students have lived with partner and less with parents



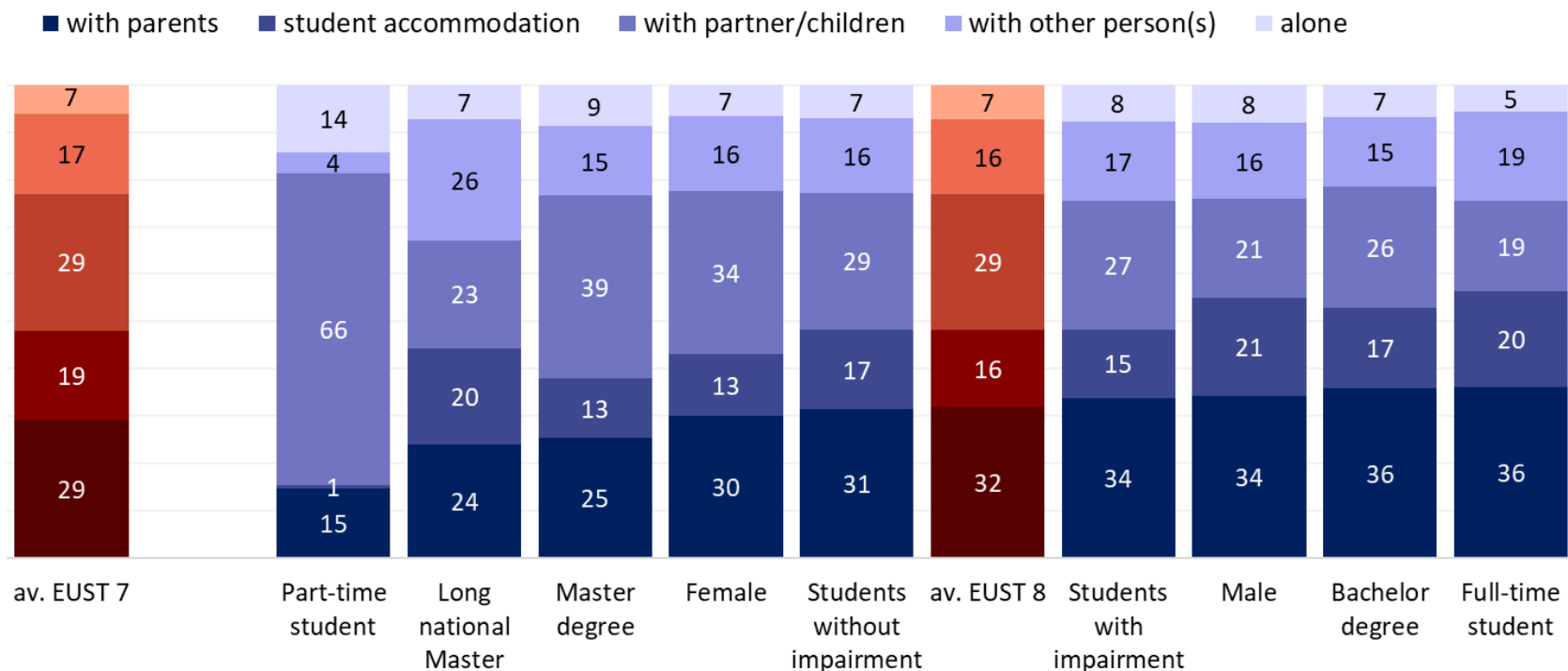
Housing/Accommodation



Housing/accommodation

- The Czech republic – 8th wave results – type of housing

Students' housing situation (%), different groups of students, EUROSTUDENT 8



EUST 7 vs EUST 8:

More students have lived with parents and less in students accommodation

EUST 8

Living with parents:

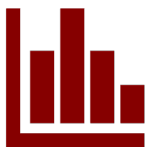
Most often by full-time students and Bachelors

Living with partner:

Mostly by part-time students and Masters

Students accommodation:

Mostly used by students in Long Master, Males, Full-time students.



Housing/Accommodation



Housing/accommodation

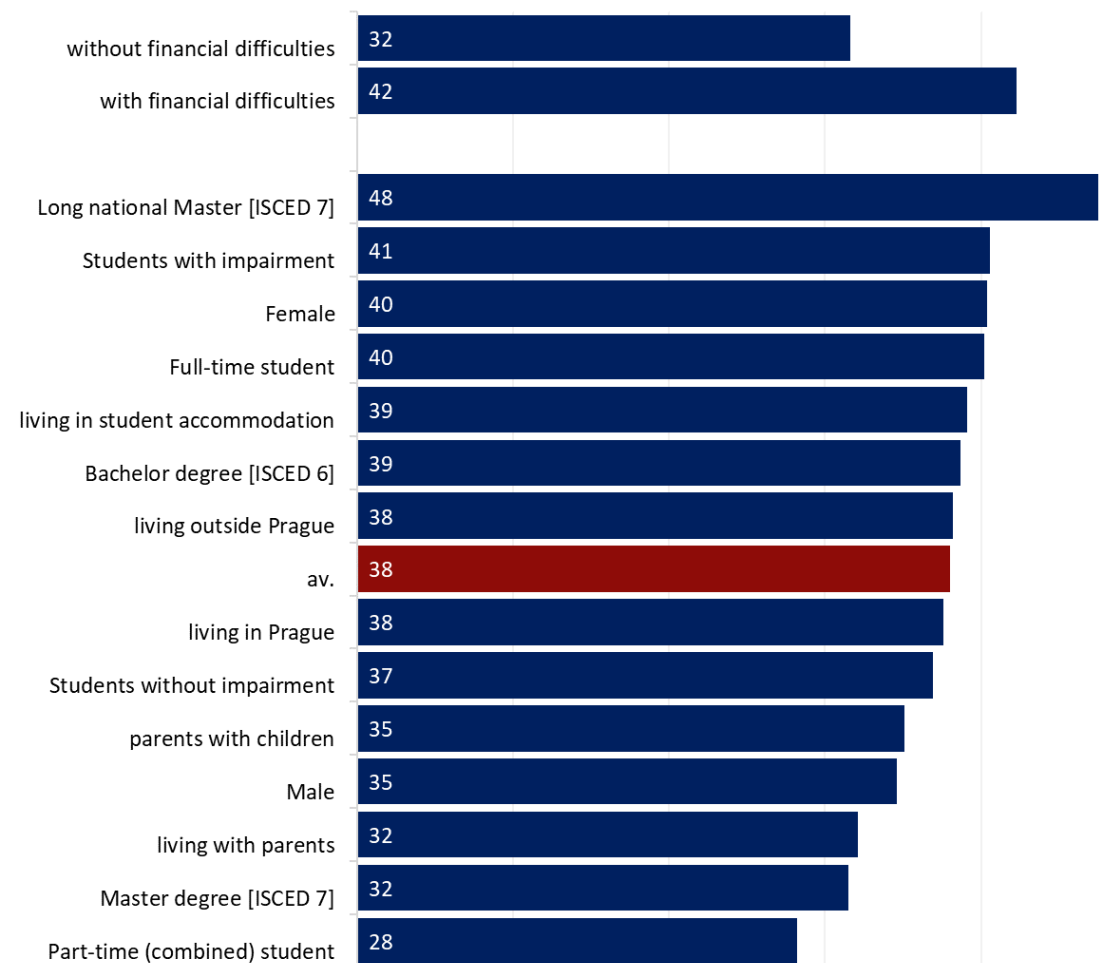
Students spending 40% or more
of their total income on accommodation
in both waves of CZ EUROSTUDENT = 38 %

EUROSTUDENT 8, CZ

38 % of students spend 40 % or more of total monthly
income on accommodation

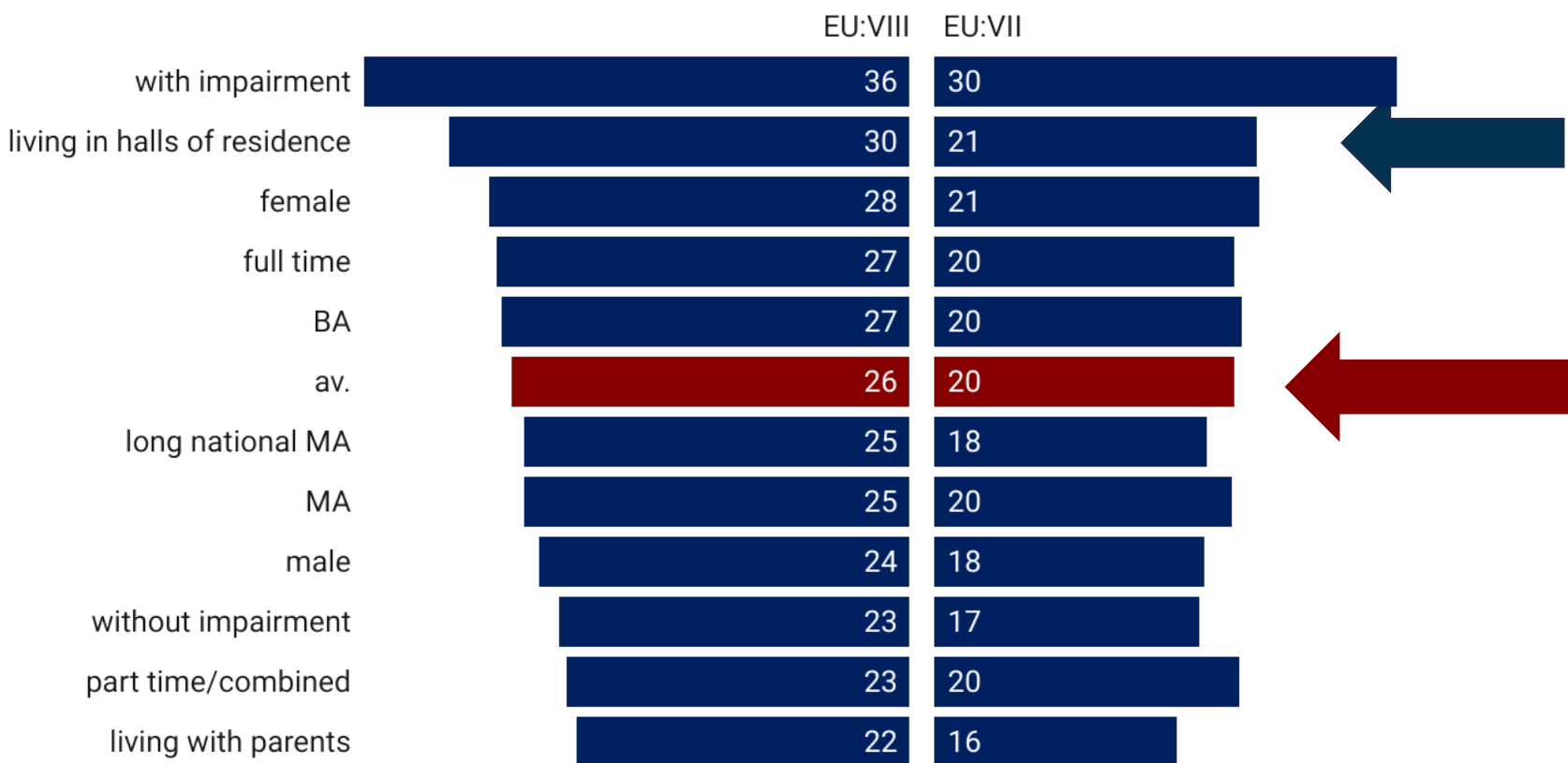
These are mostly students in long Master programmes
(48 %) and students with financial difficulties (42 %) and
students with impairments (41 %).

Part-time students (28 %), Masters students and
students living with parents (both 32 %) **spend the least
on accommodation**





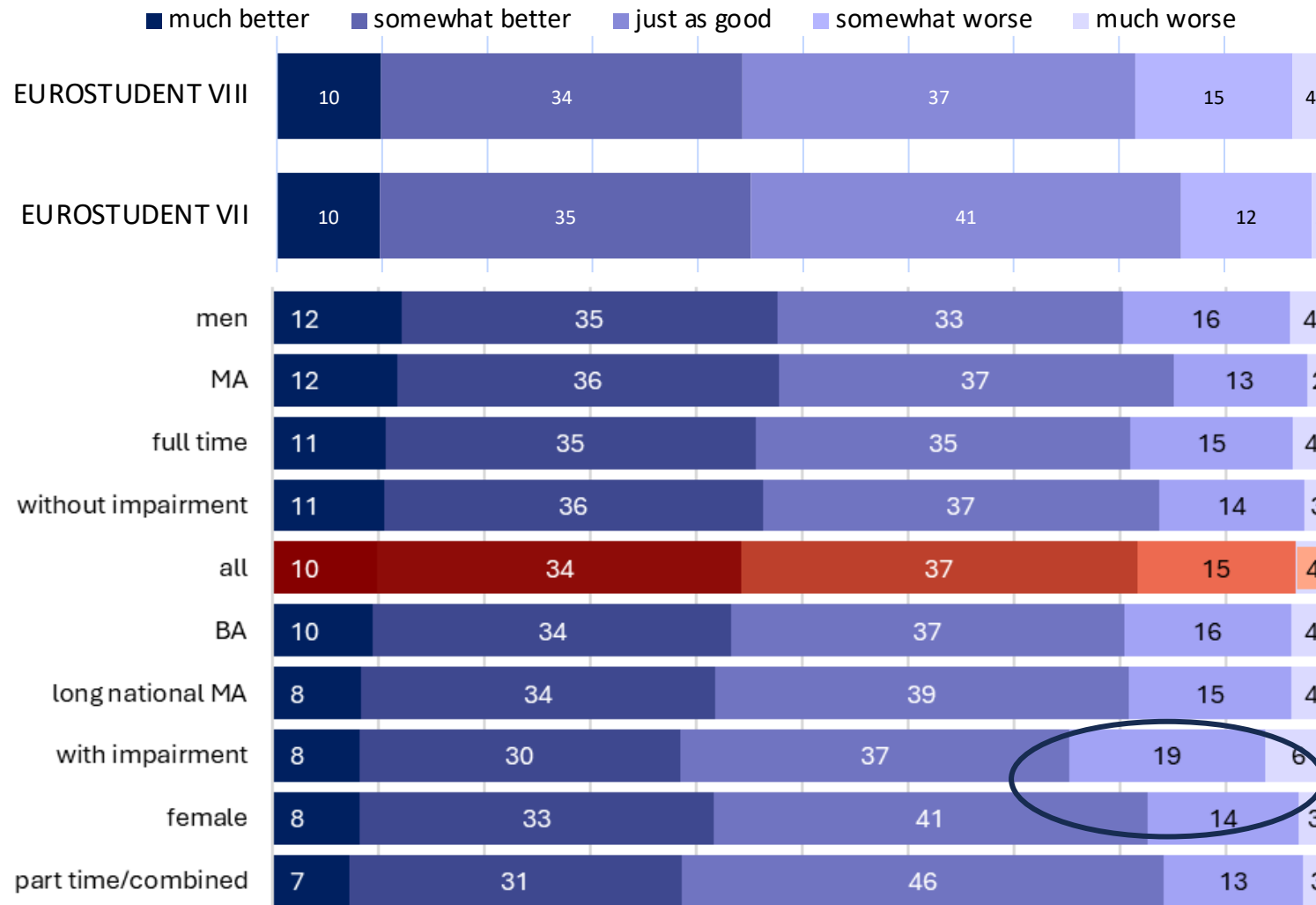
Financial difficulties - socio-economic conditions of study



- Increase from 20 % to 26 %
- Most acute for those who live in halls of residence and students with impairment.
- But increase fits for all groups!
- National context: emerging problems in the economy, negative expectation of society (BUT whole Europe in similar situation!)
- EUROSTUDENT context: financial difficulties connected with pressure 1) on additional employment + 2) mental health



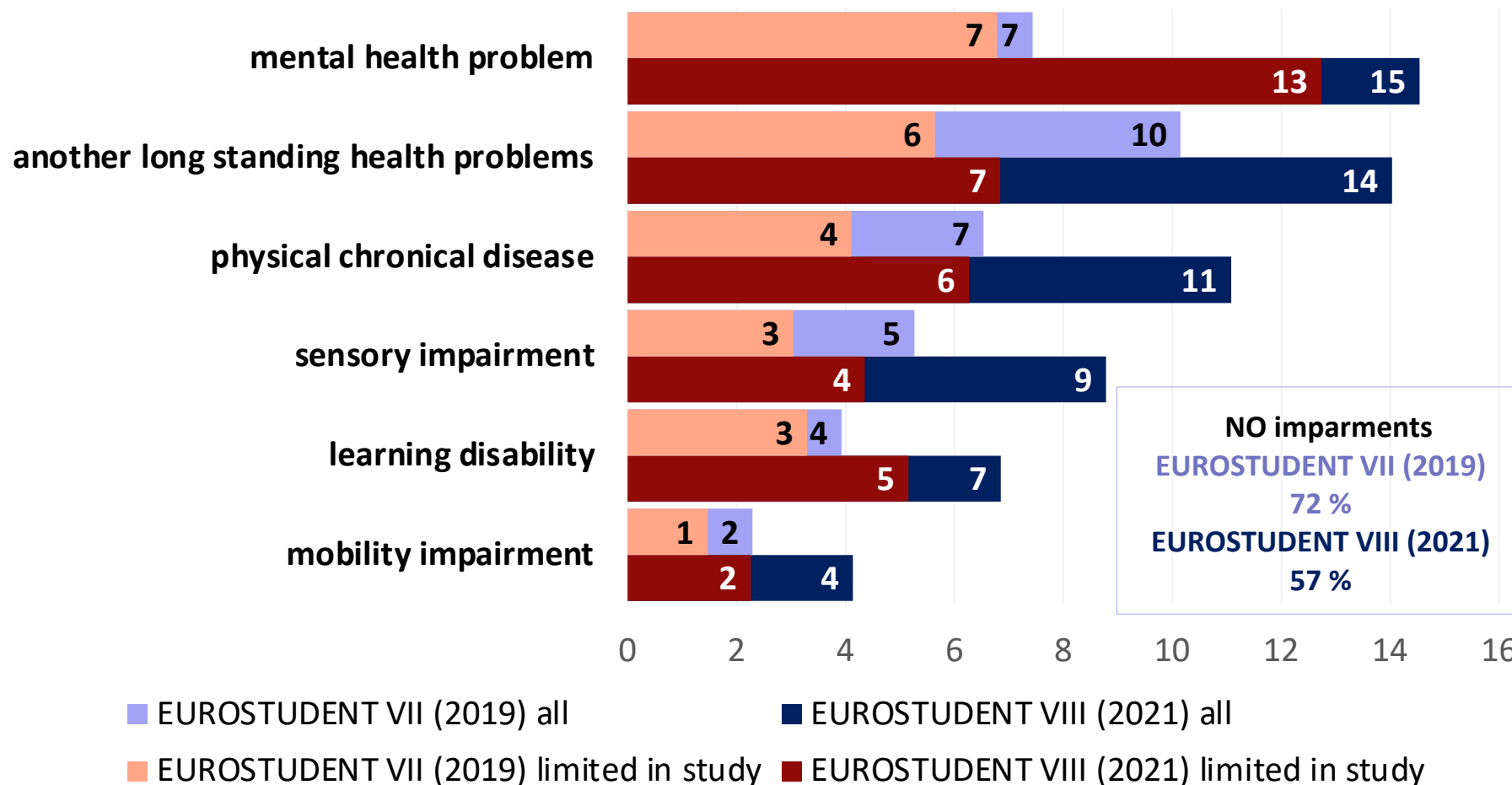
Study conditions: self-evaluation of study performance



- **Slight increase** (i.e. compared to EUROSTUDENT VII) in the proportion of those who rate their study performance as worse compared to other students
- Students with impairment: 25 % „worse performance compared to other students“
- BUT no linear significance in relation with hours spent in job!
- **National context:** Can be connected with the higher proportion of students with impairment (especially in form of mental health) in the Czech dataset?



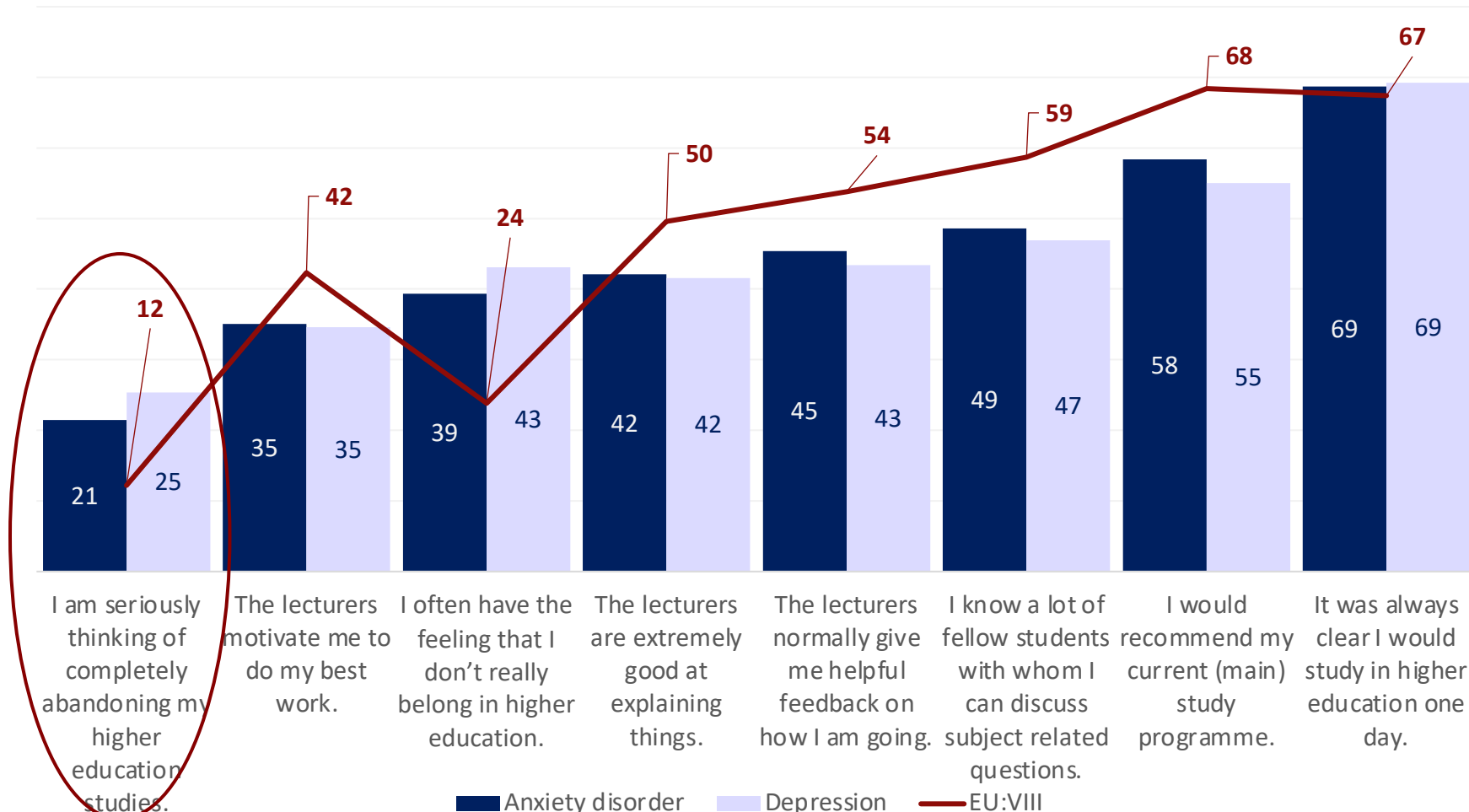
Mental health problems



- In the eighth wave of the EUROSTUDENT survey, the prevalence of problems related to mental health more than doubled (i.e. compared to EUROSTUDENT VII)!
- National context: increase of mental health problems in the society
- + better information management, shift in mind of society;
- lack of capacities (mental health professionals)



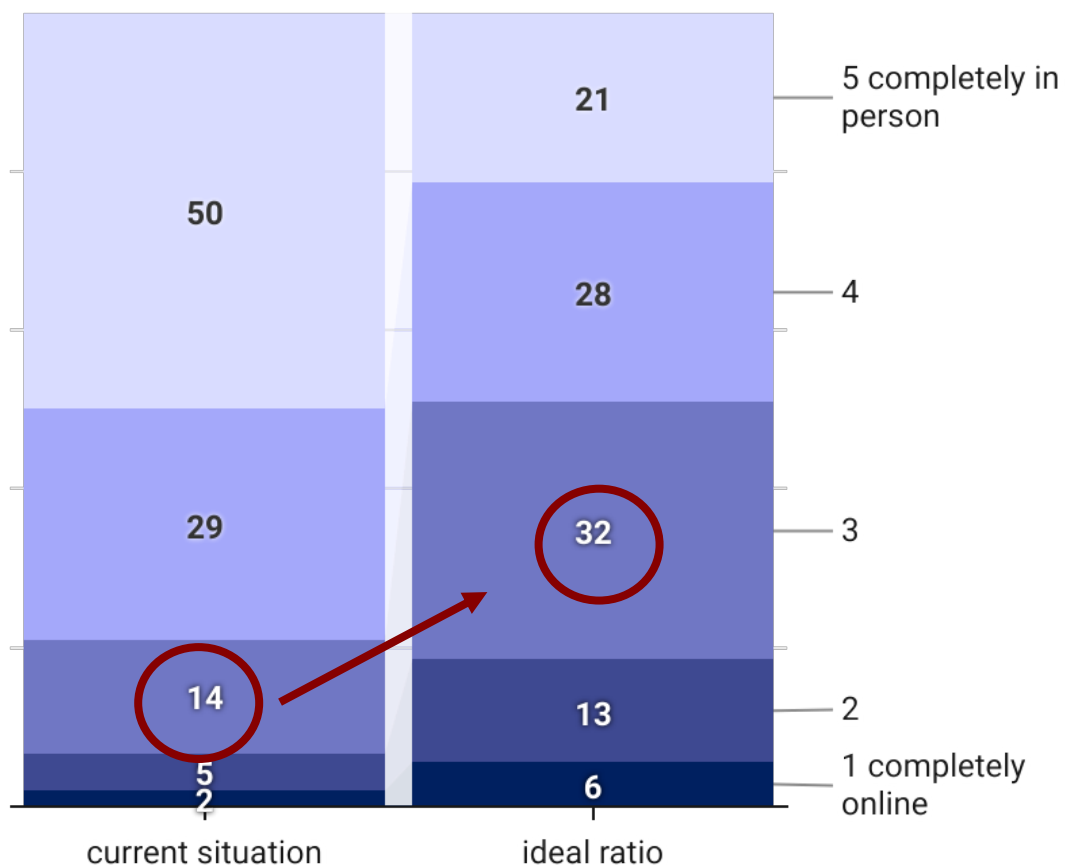
Mental health problems



- Among them are depression and anxiety disorders the most prevalent, with more than two thirds of students reporting mental health problems.
- Mental health problems are negatively connected with perceptions of study/lecturers/belonging to study (see graph)



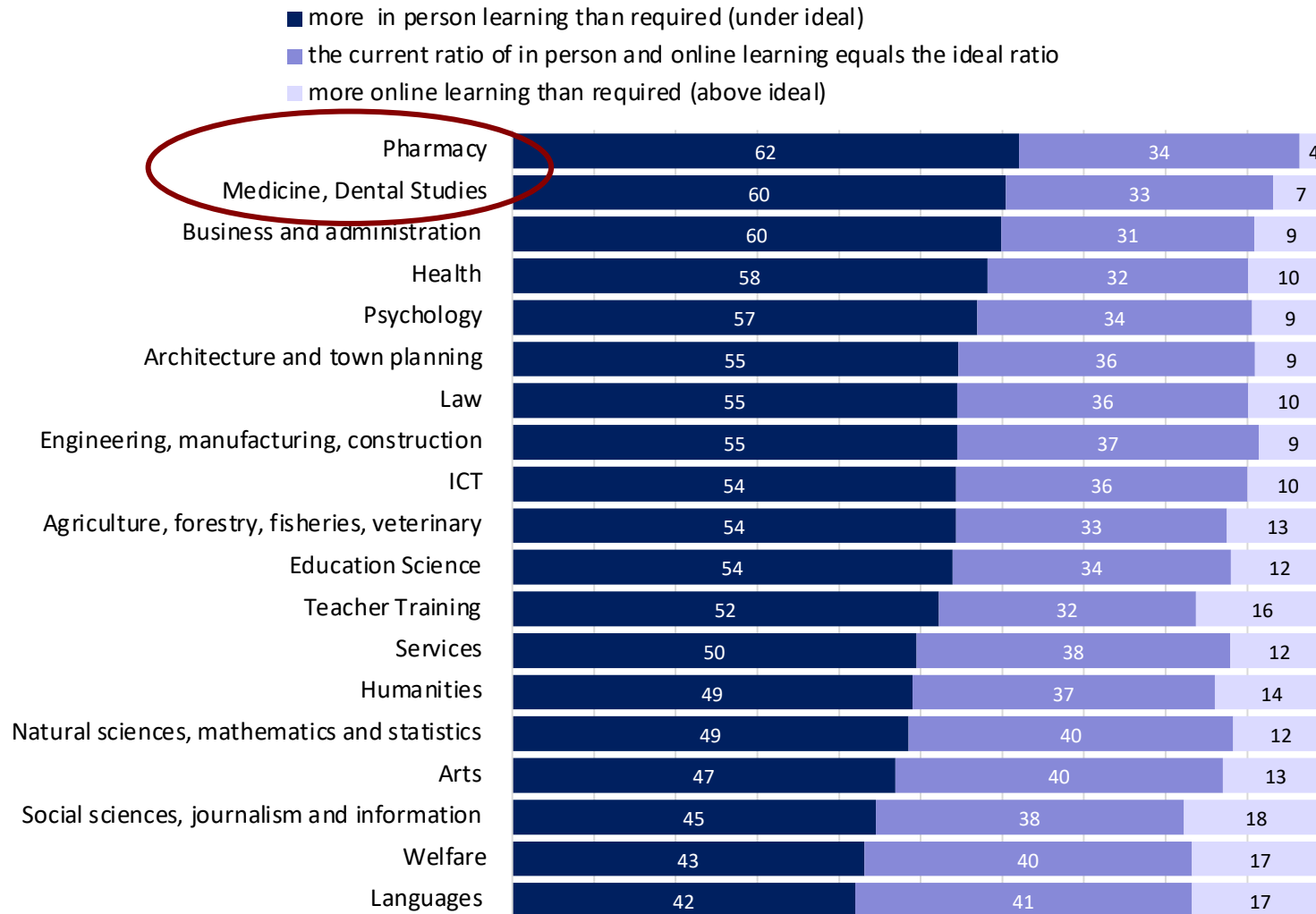
Study conditions: learning online or in person?



- students have different ideas about the extent to which online learning in the post-pandemic era should be part of mainstream learning
- **there is a significant mismatch between the real and the ideal situation:** While 14 % of students now experience a combination of in person and online learning, ideally 32 % would like to see it. ...
- **National context:** The development of distance learning methods is one of the priorities of the strategic plan for HE (SP 2021+).
- pandemic distance (online) learning = the driving force behind its general/normal development (at least at the beginning of its validity)



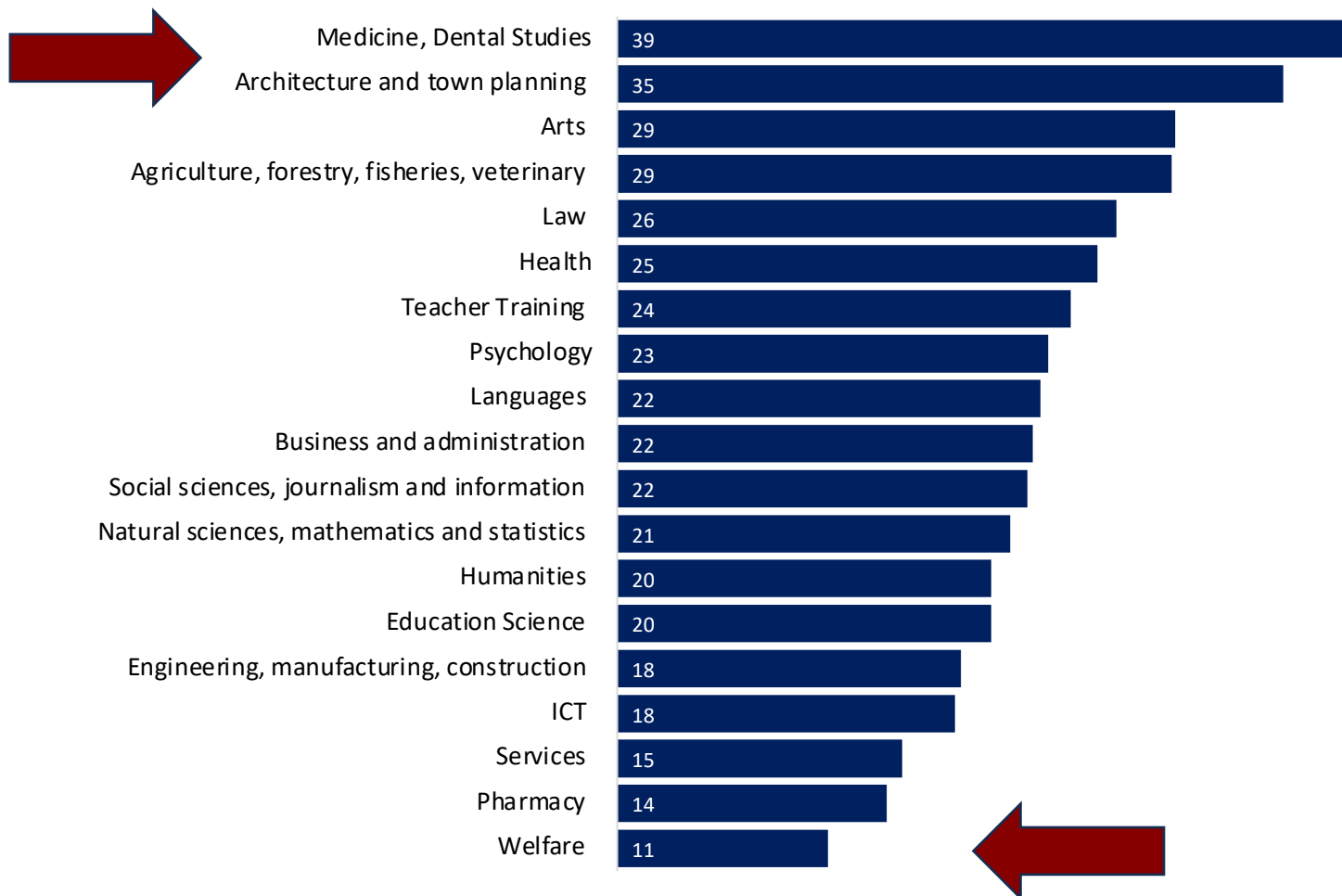
Study conditions: learning online or in person?



- Differences according to study fields are quite well visible.
- Pharmacy + Medicine,... = the mismatch between online and in person learning is felt by the largest proportion of learners (+ highest study intensity more than 50 hours/week!)
- BUT there is no simple pattern: the greater the intensity of study, the greater the mismatch



Discrimination in the context of study



- General experience of discrimination (regardless of type and originator) in the context of higher education, by study field, in %
- Less than a quarter of students had personally experienced a particular type of discrimination during their studies. **The most common type of discrimination in the context of study is gender discrimination.**
- National context: The situation of **students' psychological problems** and discrimination needs to be addressed. E.g. 1) to develop an appropriate type of counselling directly in HEIs + 2) systematic support for this type of counselling

(Methodological) challenge

- In addition to the results themselves, it is necessary to briefly mention the challenge that the survey has faced over the **long term** and with **increasing urgency**.
- First and foremost, **the low response rate**, which is not only a problem in the Czech Republic.
- The low response rate is also linked to the (lack of) **promotion of the survey**, both prior to data collection and the presentation of the results with examples of their use in practice.
- (This is what is often mentioned by the EUROSTUDENT consortium as crucial for its success not only on a public policy level, by the use of universities, but also for its acceptance by students.)
- **(Possible) solution: Use of administrative data**, i.e. email contacts from national database of students, which is currently not possible. GDPR issue – how to use adequately public interest clause in the Czech situation?
- This would greatly simplify and streamline outreach to students and verify possibility of using **more reminders (and effectivity of such procedure)**.
- **Important:** The reduction of staff capacity used for the purpose of reaching the target groups directly in HEIs.

Thank you !



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