



# **Dropout and Completion in Higher Education in Europe**

## **Annex 4: National Study Success Profiles**

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# Dropout and Completion in Higher Education in Europe

## *Annex 4: National Study Success Profiles*



Center for  
Higher Education  
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# Study success profiles

## 1 Introduction

A study success country profile provides for each country an overview of the main higher education system characteristics and study success indicators. The country profile is the result of a mapping exercise. It visualises the higher education system characteristics, the policies and practices as far as these are related to study success and, finally, the indicators of study success (the outcomes of the system). These elements constitute the building blocks of the study success profile. The actual profiles will be shown below, but first of all we provide a short description of the contents of the country profiles.

## 2 Policies and practices

One of the building blocks of the country profile provides a picture of how the country 'scores' in terms of the list of most commonly used national policies and practices related to study success. The policies considered are based on the list that resulted from our HEDOCE country surveys. These were grouped into three categories:

- Information and support to students (colour code: red): 5 policies
- Organisation of teaching and learning process (colour: green): 9 policies
- Funding and financial incentives (colour: blue): 9 policies

For each of these categories the country profile shows a list of policies, with ticks (✓) highlighting which of the policies are in place for a particular country. All in all we distinguish 23 policies in the right hand side of the country profile.

## 3 Higher education system characteristics

In this section of the study success profile some relevant characteristics (say enablers, contextual background) of the national higher education system and the pathways toward higher education are described. We now provide a brief description of the elements in terms of their rationale and underlying data sources.

### 3.1 Pathways toward higher education

#### *Structure of primary/secondary education*

The way primary and secondary education in a country is organised: whether this is organised in terms of differentiated streams; with a common core curriculum; or as a single structure.

Source: Eurydice, Key data on Education in Europe 2012, figure B1

### ***Educational attainment (secondary education)***

This indicator illustrates the potential for higher education participation. If the percentage of people with upper secondary education is high, the potential is high.

The percentage of the 25-64 year olds that have upper secondary education.

Reference year: 2012

Source: OECD, Education at a Glance, table A1.1a

## **3.2 Structure of higher education**

### ***Providers: legal status***

This indicates the presence of a private sector. In countries where there are many private providers, the design and impact of public policies may need to be different than in a country with public providers only.

Source: Eurydice Country descriptions

### ***Providers: structural divides***

This indicator refers to structural divides between different groups of higher education institutions (like traditional research universities versus other types like universities of applied sciences) for which specific rules and regulation may differ (like the right to award a doctorate or eligibility for certain research funding). The categories used are: unitary system (no divide); binary system (two types of higher education institutions) and multi-sector systems (three or more types of higher education systems).

Source: Eurydice Country descriptions

### ***Access***

Access and restrictions to access to (some parts of) the higher education system may have a substantial impact on study success. Restricted access is in most cases a way to allocate excess demand to limited supply. Academic preparedness is the most frequently used selection criterion.

The indicator illustrates the scope of the selectivity of the system.

Source: Eurydice (2014) Modernisation of Higher Education in Europe, Access, retention and employability.

### ***Resourcing of (higher) education***

It is assumed that an effective and efficient higher education system needs to be adequately resourced. The indicators used are the percentage of the GDP spent on education and, more specifically, on higher education.

Reference year: 2011

Source: OECD Education at a Glance, Table B2.2

## **3.3 Student body characteristics**

It is assumed that study success is partly determined or linked to background characteristics of students. Our literature review showed that ethnic minorities and



people with a low SES score less well in terms of study success than students whose parents have a higher education background. Women perform better than men and young students perform better than mature students. An additional observation can be made regarding part-time students: these are performing slightly worse than full time students.

#### **Reference years**

- % low SES: 2012
- % female students: 2014
- % mature students (older than 25 years): 2014
- % part-time students: 2014
- % of students with parents holding tertiary degrees

#### **Sources:**

- % low SES: Eurostudent IV: Assessment of social standing parents
- % female students: Eurostat database
- % mature students (older than 25 years): Eurostat database
- % part-time students: Eurostat database
- % of students with parents holding tertiary degrees: OECD (2014) Education at a Glance, Table A4.1a (Percentage of 20-34 years olds in tertiary education by parent's educational attainment)

## **4 Study success/ Outcomes**

The information on study success (the outcomes) for each of the countries is drawn from a number of sources. The scope of those sources in terms of countries covered and definitions used varies. The country profile therefore provides information on the scope of the data presented in a separate box.

There are four indicators: time to degree, completion rates, retention rates and drop-out rates. Since the information on retention rates turned out to be very limited we have decided to also include information on its counterpart: drop-out. In addition, the graduation rate (according to UNESCO) is shown as it can serve as an approximation of the completion rate.

The data on the indicators is based either on our HEDOCE survey among national experts or found in international databases and projects:

#### **Time to degree**

Source: survey among national experts

#### **Completion rates**

Source: OECD, Education at a Glance 2013

Two methods (true cohort (tc) versus cross section (cs))

Source: survey among national experts

Source: UNESCO, statistical database.

Gross tertiary education graduation rate

#### **Retention rate**

Source: survey among national experts

#### **Drop-out rate**

Source: OECD (2010)  
Source: Schnepf (2014)

## 5 Sources

The information presented in a country's study success profile originates from the following sources:

### 5.1 OECD

**Education at a Glance**. OECD publishes data on education indicators on an annual basis (<http://www.oecd.org/education/eag.htm>). These data refer to inputs to (higher) education (resources and students), processes (completion rates) and outputs and outcomes (learning outcomes and position on the labour market).

**Special reports**. In addition to the annual publication of Education at a Glance, OECD publishes special reports and analyses on education indicators. One of these reports was used in the country profile (OECD, 2010). The report was based on a special survey.

### 5.2 Eurostat

**Eurostat database**. Eurostat maintains a comprehensive online statistical database, including a broad array of education indicators and statistics (<http://ec.europa.eu/eurostat/data/database>). Most of those indicators are on the inputs (resources and students) and outcomes (attainment and position on the labour market).

### 5.3 Eurydice

**Country reports**. Eurydice provides detailed descriptions of the national education systems for most of the European countries (<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries>).

Some of the structural information is drawn from these country reports.

**Other reports**. In addition to the structural information in the country reports, Eurydice produces a number of special reports. Two of those reports have been used to draw structural information from: Key Data on Education 2012.

### 5.4 UNESCO

**UNESCO database**. UNESCO maintains an online statistical database that comprises information on many education statistics and indicators. Most of the information in that database is collected by the national statistical offices through the UOE questionnaire, the common education questionnaire of UNESCOE, OECD and Eurostat. In addition to the information published by OECD and Eurostat, UNESCO publishes information on the gross graduation rate. As mentioned earlier in this chapter (section 2.2), this indicator is a rather crude indicator for study success and the scores are sensitive to fluctuations in enrolment and graduation levels as well as structural differences across countries.

(<http://data.uis.unesco.org/index.aspx?queryid=161&lang=en>).

## 5.5 Other reports

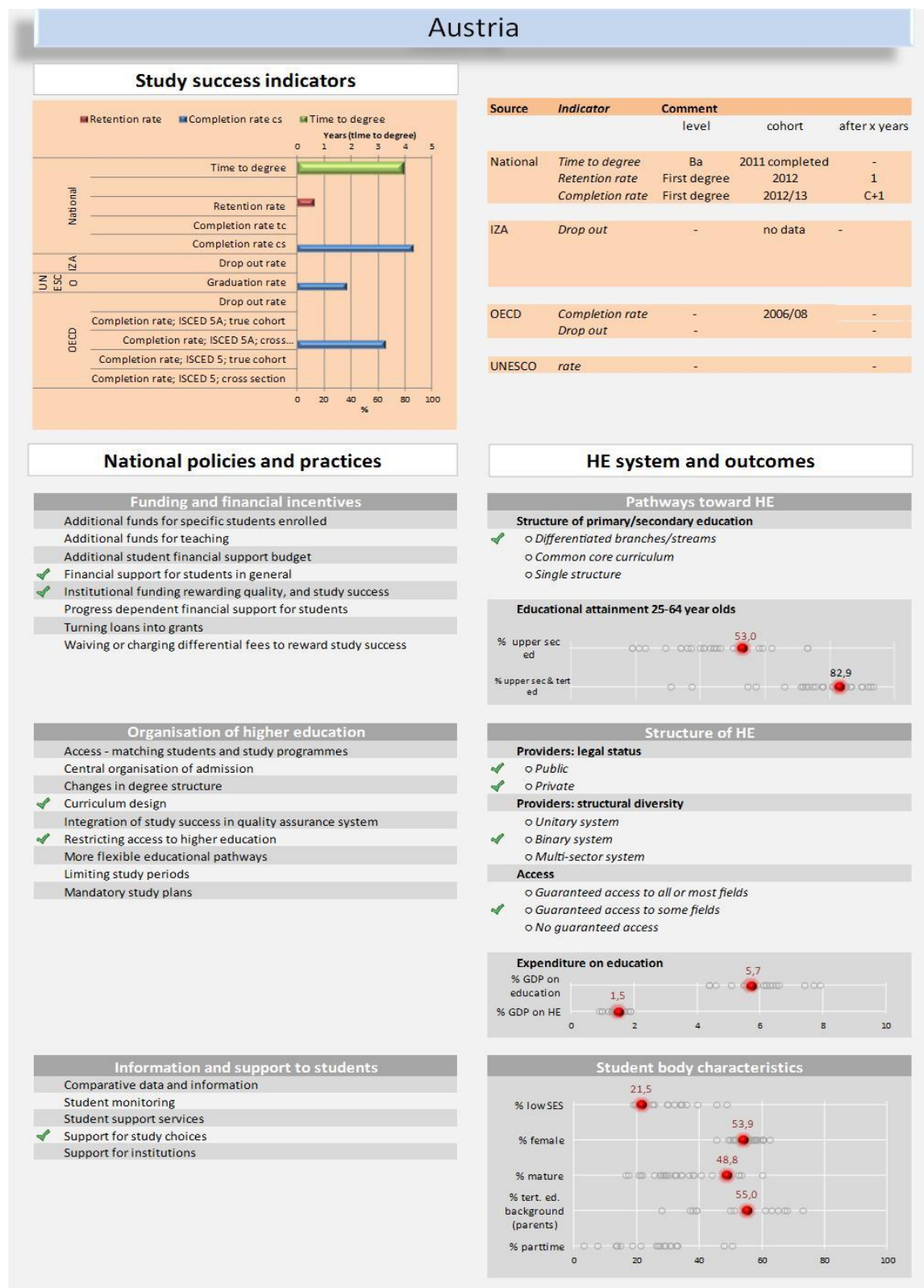
**Schnepf.** Comparative statistical information on study success is difficult to find in international (research) literature on higher education. There is one report that provides such information on drop-out rates (Schnepf, 2014) that was used for the country profile.

**Eurostudent V.** Survey among students in European higher education systems.  
<http://www.eurostudent.eu/>

## 5.6 Special survey

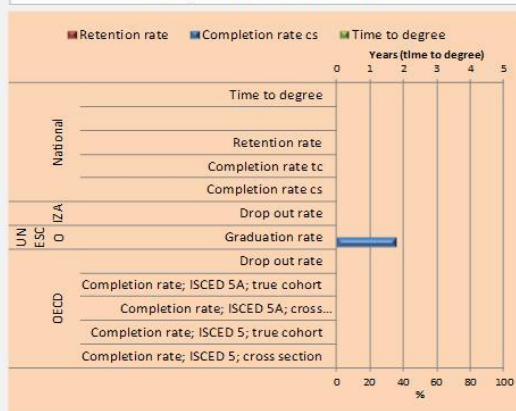
The information on the national policies originates from the HEDOCE survey that was conducted among national experts.

## 6 National Study Success Profiles



## Bulgaria

### Study success indicators



### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- ✓ Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- ✓ More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- ✓ Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- ✓ ○ Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ ○ Public
- ✓ ○ Private

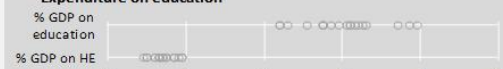
##### Providers: structural diversity

- Unitary system
- Binary system
- ✓ ○ Multi-sector system

##### Access

- Guaranteed access to all or most fields
- Guaranteed access to some fields
- ✓ ○ No guaranteed access

##### Expenditure on education



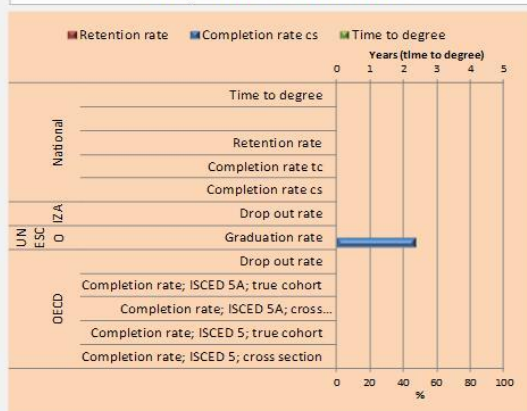
#### Student body characteristics





## Croatia

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data	No data	No data	-
National	Retention rate	No data	No data	No data	-
National	Completion rate	No data	No data	No data	-
IZA	Drop out	-	no data	-	-
OECD	Completion rate	-	No data	-	-
OECD	Drop out	-	-	-	-
UNESCO	rate	-	-	-	-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- ✓ Institutional funding rewarding quality, and study success
- ✓ Progress dependent financial support for students
- Turning loans into grants
- ✓ Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- ✓ Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- o Common core curriculum
- o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ o Public
- ✓ o Private

##### Providers: structural diversity

- o Unitary system
- o Binary system
- ✓ o Multi-sector system

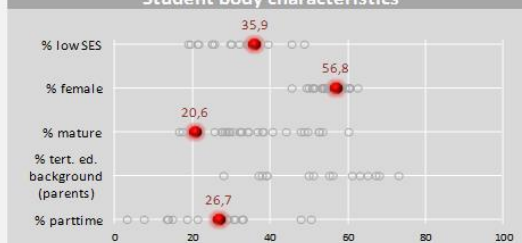
##### Access

- o Guaranteed access to all or most fields
- o Guaranteed access to some fields
- ✓ o No guaranteed access

##### Expenditure on education

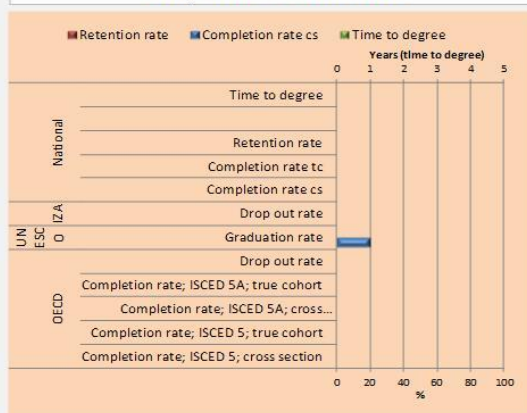


#### Student body characteristics



## Cyprus

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
	Retention rate	No data		No data	No data
	Completion rate	No data		No data	No data
IZA	Drop out	-		no data	-
OECD	Completion rate	-		No data	-
	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- o Common core curriculum
- o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- o Public
- o Private

##### Providers: structural diversity

- o Unitary system
- o Binary system
- o Multi-sector system

##### Access

- o Guaranteed access to all or most fields
- o Guaranteed access to some fields
- o No guaranteed access

##### Expenditure on education

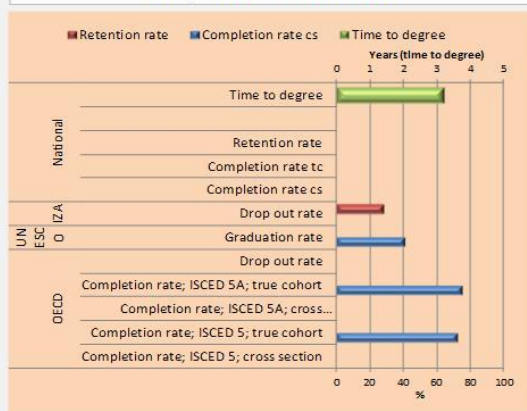


#### Student body characteristics



## Czech Republic

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	First degree			-
	Retention rate	No data		No data	No data
	Completion rate	No data		No data	No data
IZA	Drop out	-		Adults ever enrolled reporting dropout	-
OECD	Completion rate	-		2001	-
	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- Public
- Private

##### Providers: structural diversity

- Unitary system
- Binary system
- Multi-sector system

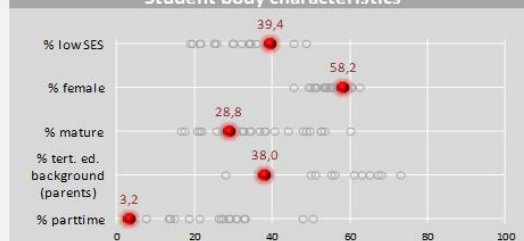
##### Access

- Guaranteed access to all or most fields
- Guaranteed access to some fields
- No guaranteed access

##### Expenditure on education



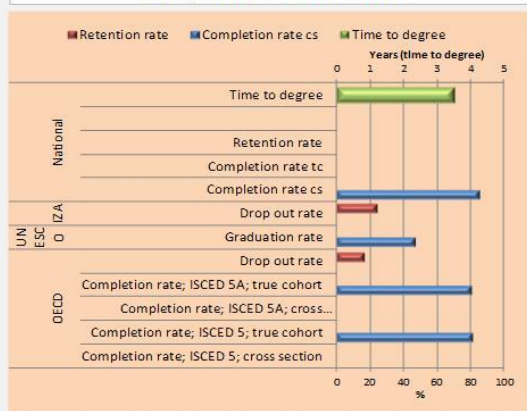
#### Student body characteristics





## Denmark

### Study success indicators



### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- ✓ Institutional funding rewarding quality, and study success
- ✓ Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- ✓ More flexible educational pathways
- Limiting study periods
- ✓ Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- ✓ Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- ✓ ○ Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ ○ Public
- ✓ ○ Private

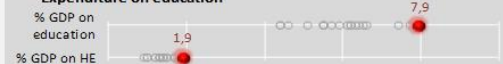
##### Providers: structural diversity

- Unitary system
- Binary system
- ✓ ○ Multi-sector system

##### Access

- Guaranteed access to all or most fields
- Guaranteed access to some fields
- ✓ ○ No guaranteed access

##### Expenditure on education

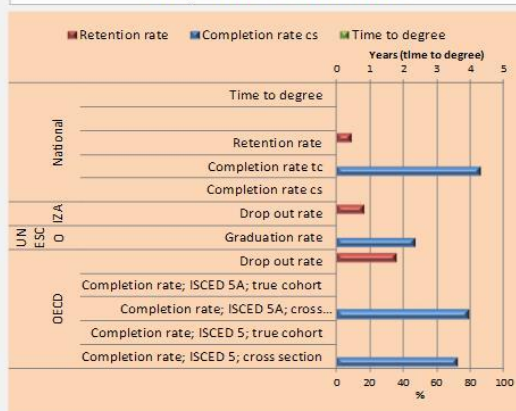


#### Student body characteristics



## England

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
	Retention rate	First degree		2012	1
	Completion rate	degrees		No data	No data
IZA	Drop out	-		Adults ever enrolled reporting dropout	-
OECD	Completion rate	-		2007/08	-
	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- ✓ Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- ✓ Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- ✓ Comparative data and information
- Student monitoring
- Student support services
- ✓ Support for study choices
- ✓ Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- ✓ o Common core curriculum
- o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ o Public
- ✓ o Private

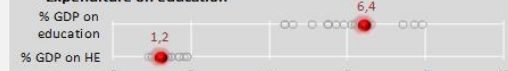
##### Providers: structural diversity

- ✓ o Unitary system
- o Binary system
- o Multi-sector system

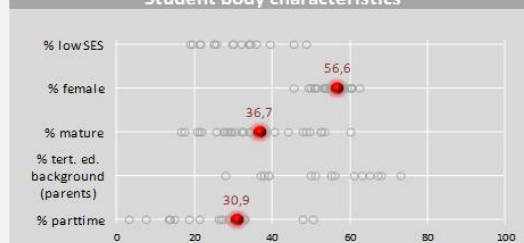
##### Access

- o Guaranteed access to all or most fields
- o Guaranteed access to some fields
- ✓ o No guaranteed access

##### Expenditure on education

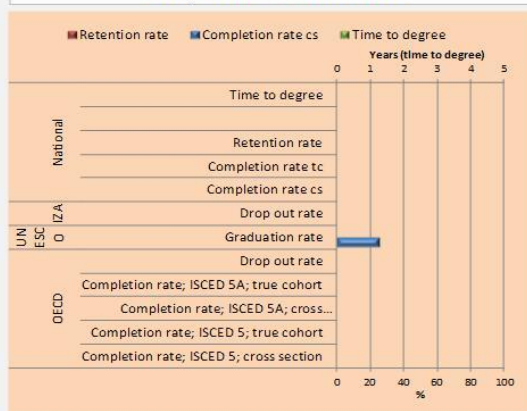


#### Student body characteristics



## Estonia

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
	Retention rate	No data		No data	No data
	Completion rate	No data		No data	No data
IZA	Drop out	-		no data	-
OECD	Completion rate	-		No data	-
	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- Public
- Private

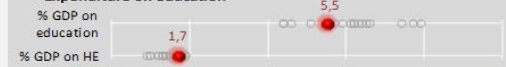
##### Providers: structural diversity

- Unitary system
- Binary system
- Multi-sector system

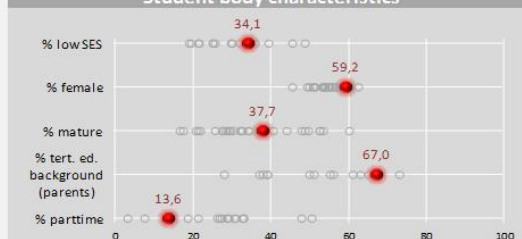
##### Access

- Guaranteed access to all or most fields
- Guaranteed access to some fields
- No guaranteed access

##### Expenditure on education

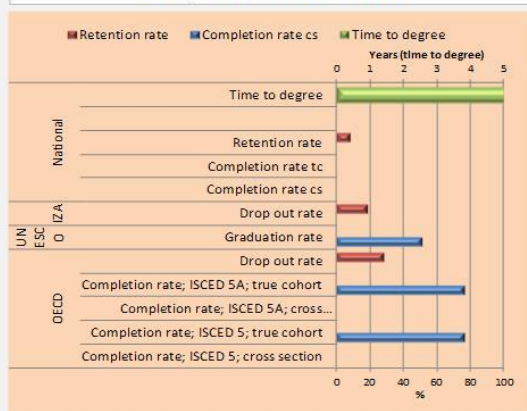


#### Student body characteristics



## Finland

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
	Retention rate	No data		No data	No data
	Completion rate	No data		No data	No data
IZA	Drop out	-		Adults ever enrolled reporting dropout	-
OECD	Completion rate	-		2000	-
OECD	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- ✓ Institutional funding rewarding quality, and study success
- ✓ Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- ✓ Student monitoring
- Student support services
- Support for study choices
- ✓ Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- ✓ o Common core curriculum
- ✓ o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ o Public
- o Private

##### Providers: structural diversity

- o Unitary system
- ✓ o Binary system
- o Multi-sector system

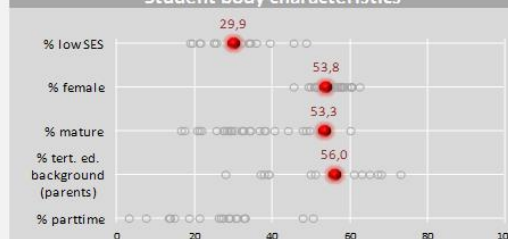
##### Access

- o Guaranteed access to all or most fields
- o Guaranteed access to some fields
- ✓ o No guaranteed access

##### Expenditure on education



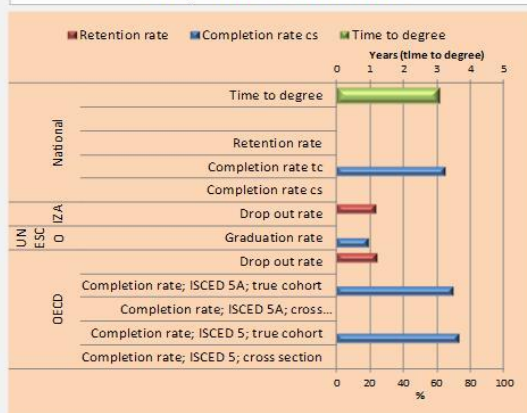
#### Student body characteristics





## Flanders

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	Ba	No data	2008	-
National	Retention rate	Ba	No data	No data	No data
National	Completion rate	Ba	No data	2006	5
IZA	Drop out	-	-	Adults ever enrolled reporting dropout	-
OECD	Completion rate	-	-	2007/08	-
OECD	Drop out	-	-	-	-
UNESCO	rate	-	-	-	-

### National policies and practices

#### Funding and financial incentives

- ✓ Additional funds for specific students enrolled
- ✓ Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- ✓ Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- ✓ Integration of study success in quality assurance system
- Restricting access to higher education
- ✓ More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- ✓ Comparative data and information
- ✓ Student monitoring
- ✓ Student support services
- ✓ Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ ○ Public
- Private

##### Providers: structural diversity

- Unitary system
- ✓ ○ Binary system
- Multi-sector system

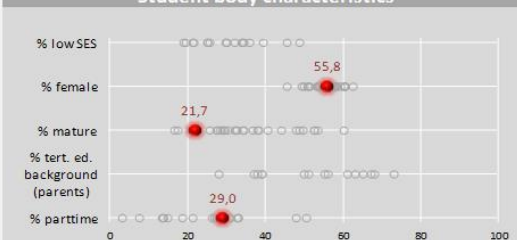
##### Access

- ✓ ○ Guaranteed access to all or most fields
- Guaranteed access to some fields
- No guaranteed access

##### Expenditure on education

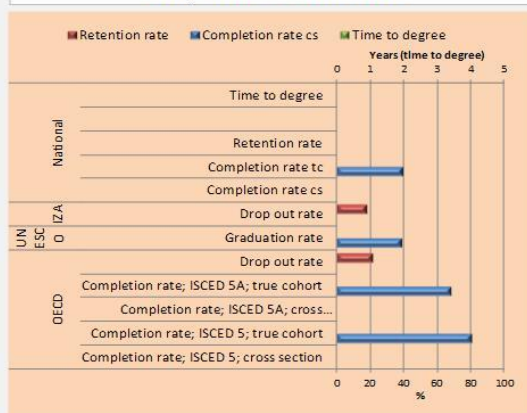


#### Student body characteristics



## France

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data	No data	No data	-
National	Retention rate	No data	No data	No data	-
National	Completion rate	Ba	2008/09	4	
IZA	Drop out	-	Adults ever enrolled reporting dropout	-	
OECD	Completion rate	-	2002-2009	-	
OECD	Drop out	-		-	
UNESCO	rate	-		-	

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
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- Changes in degree structure
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- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- Public
- Private

##### Providers: structural diversity

- Unitary system
- Binary system
- Multi-sector system

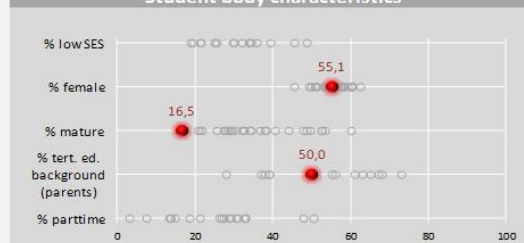
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- No guaranteed access

##### Expenditure on education

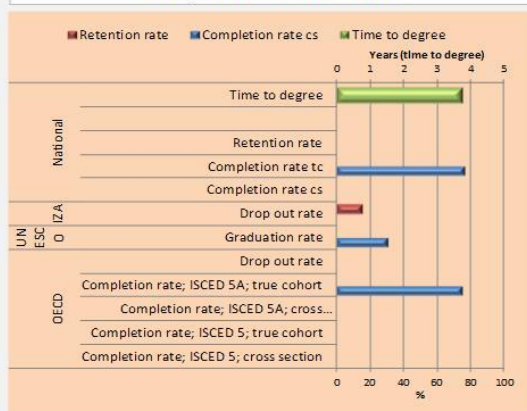


#### Student body characteristics



## Germany

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	Ba	2012 completed	-	-
National	Retention rate	No data	No data	-	-
National	Completion rate	degrees	2004/05	8	-
IZA	Drop out	-	Adults ever enrolled reporting dropout	-	-
OECD	Completion rate	-	2008-2009	-	-
OECD	Drop out	-	-	-	-
UNESCO	rate	-	-	-	-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- Public
- Private

##### Providers: structural diversity

- Unitary system
- Binary system
- Multi-sector system

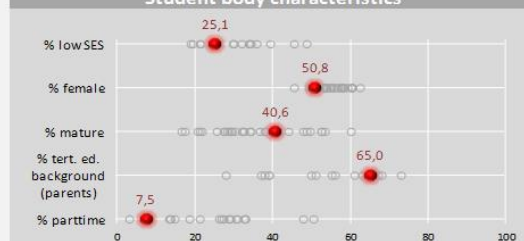
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- No guaranteed access

##### Expenditure on education

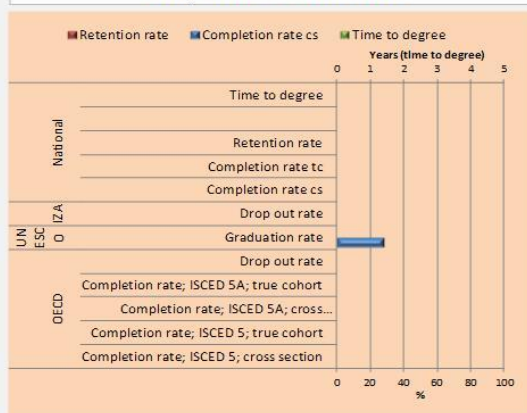


#### Student body characteristics



## Greece

### Study success indicators



### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- ✓ Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- ✓ Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- ✓ Student support services
- ✓ Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- ✓ ○ Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ ○ Public
- ✓ ○ Private

##### Providers: structural diversity

- Unitary system
- ✓ ○ Binary system
- Multi-sector system

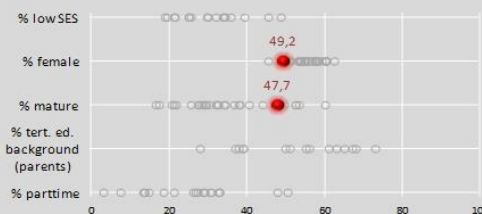
##### Access

- ✓ ○ Guaranteed access to all or most fields
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- No guaranteed access

##### Expenditure on education



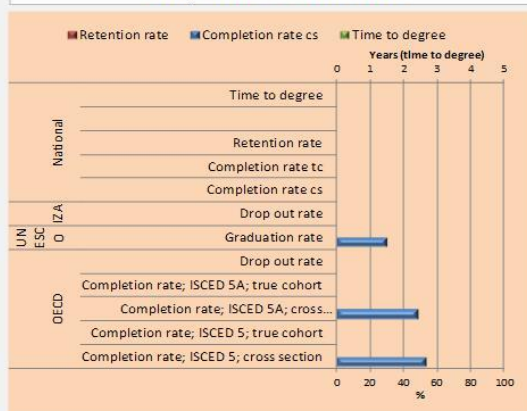
#### Student body characteristics





## Hungary

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data	No data	No data	-
National	Retention rate	No data	No data	No data	No data
National	Completion rate	No data	No data	No data	No data
IZA	Drop out	-	no data	-	-
OECD	Completion rate	-	2009-2010	-	-
OECD	Drop out	-	-	-	-
UNESCO	rate	-	-	-	-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
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- Changes in degree structure
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- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- Public
- Private

##### Providers: structural diversity

- Unitary system
- Binary system
- Multi-sector system

##### Access

- Guaranteed access to all or most fields
- Guaranteed access to some fields
- No guaranteed access

##### Expenditure on education

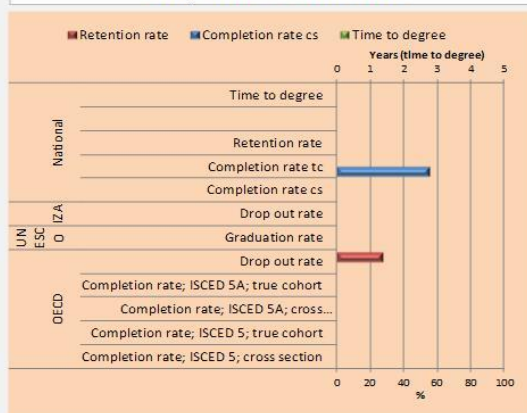


#### Student body characteristics



## Iceland

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
	Retention rate	No data		No data	No data
	Completion rate	degrees		2002	10
IZA	Drop out	-		no data	-
OECD	Completion rate	-		No data	-
	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- ✓ Institutional funding rewarding quality, and study success
- ✓ Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- ✓ Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- ✓ ○ Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- Public
- ✓ ○ Private

##### Providers: structural diversity

- Unitary system
- Binary system
- ✓ ○ Multi-sector system

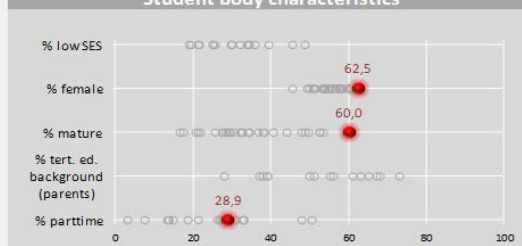
##### Access

- Guaranteed access to all or most fields
- Guaranteed access to some fields
- ✓ ○ No guaranteed access

##### Expenditure on education

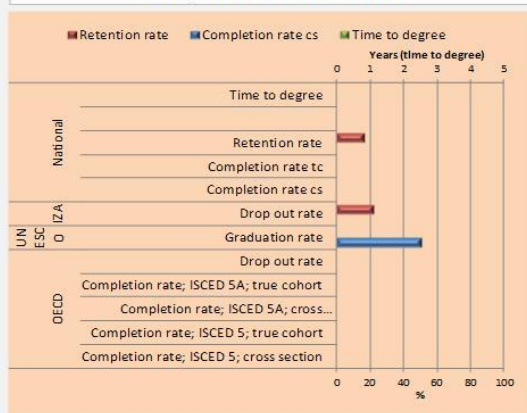


#### Student body characteristics



## Ireland

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
National	Retention rate	No data		No data	No data
National	Completion rate	No data		No data	No data
IZA	Drop out	-		Adults ever enrolled reporting dropout	-
OECD	Completion rate	-		No data	-
OECD	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- ✓ Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- ✓ Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- ✓ Comparative data and information
- ✓ Student monitoring
- ✓ Student support services
- ✓ Support for study choices
- ✓ Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- ✓ o Common core curriculum
- o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ o Public
- o Private

##### Providers: structural diversity

- o Unitary system
- ✓ o Binary system
- o Multi-sector system

##### Access

- o Guaranteed access to all or most fields
- ✓ o Guaranteed access to some fields
- o No guaranteed access

##### Expenditure on education

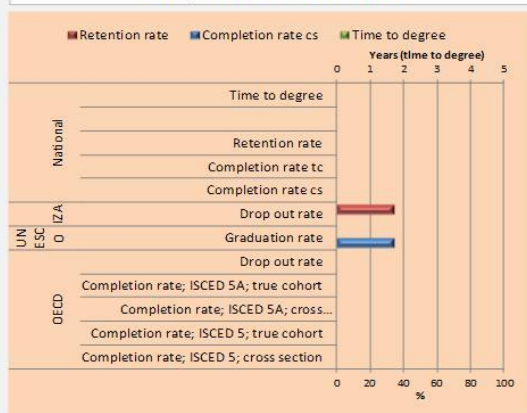


#### Student body characteristics



## Italy

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
National	Retention rate	No data		No data	No data
National	Completion rate	No data		No data	No data
IZA	Drop out	-		Adults ever enrolled reporting dropout	-
OECD	Completion rate	-		No data	-
OECD	Drop out	-		No data	-
UNESCO	rate	-		No data	-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- ✓ Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- ✓ Integration of study success in quality assurance system
- Restricting access to higher education
- ✓ More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- ✓ Student support services
- ✓ Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- ✓ o Common core curriculum
- o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ o Public
- ✓ o Private

##### Providers: structural diversity

- o Unitary system
- ✓ o Binary system
- o Multi-sector system

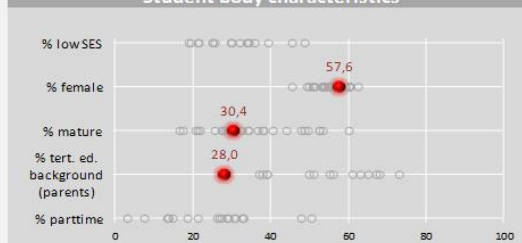
##### Access

- o Guaranteed access to all or most fields
- o Guaranteed access to some fields
- ✓ o No guaranteed access

##### Expenditure on education



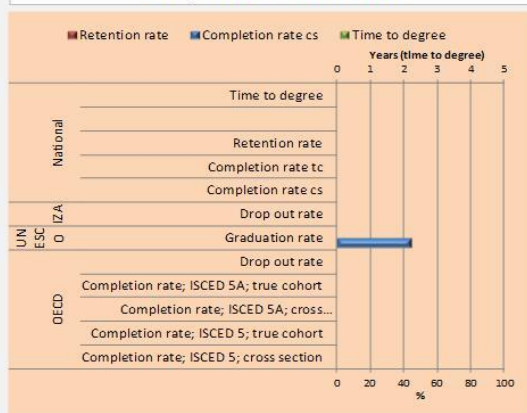
#### Student body characteristics





## Lithuania

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data	No data	No data	-
	Retention rate	No data	No data	No data	No data
	Completion rate	No data	No data	No data	No data
IZA	Drop out	-	no data	-	-
OECD	Completion rate	-	No data	-	-
	Drop out	-	-	-	-
UNESCO	rate	-	-	-	-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- Public
- Private

##### Providers: structural diversity

- Unitary system
- Binary system
- Multi-sector system

##### Access

- Guaranteed access to all or most fields
- Guaranteed access to some fields
- No guaranteed access

##### Expenditure on education

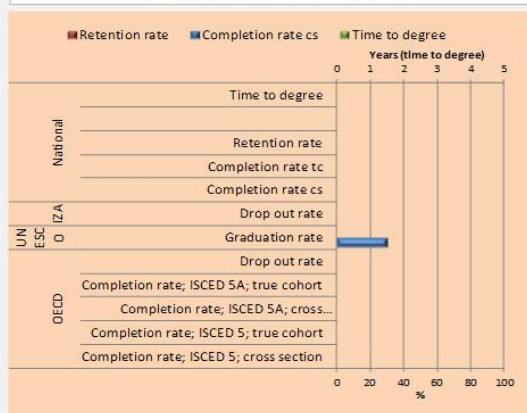


#### Student body characteristics



## the former Yugoslav Republic of Macedonia

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data	No data	No data	-
	Retention rate	No data	No data	No data	No data
	Completion rate	No data	No data	No data	No data
IZA	Drop out	-	no data	-	-
	Graduation rate	-	-	-	-
OECD	Completion rate	-	No data	-	-
	Drop out	-	-	-	-
UNESCO	rate	-	-	-	-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
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- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- Public
- Private

##### Providers: structural diversity

- Unitary system
- Binary system
- Multi-sector system

##### Access

- Guaranteed access to all or most fields
- Guaranteed access to some fields
- No guaranteed access

##### Expenditure on education

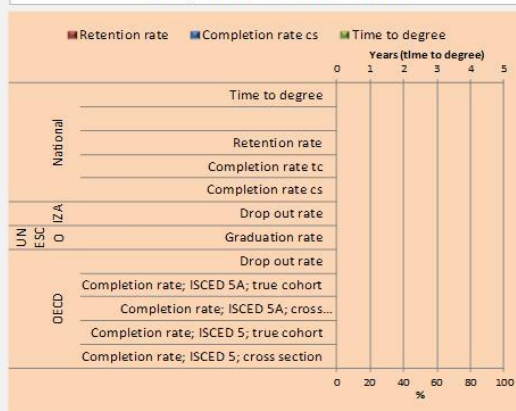


#### Student body characteristics



## Montenegro

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
	Retention rate	No data		No data	No data
	Completion rate	No data		No data	No data
IZA	Drop out	-		no data	-
OECD	Completion rate	-		No data	-
OECD	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- ✓ Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

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- Changes in degree structure
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- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- ✓ Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- o Common core curriculum
- o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ o Public
- ✓ o Private

##### Providers: structural diversity

- o Unitary system
- o Binary system
- ✓ o Multi-sector system

##### Access

- o Guaranteed access to all or most fields
- o Guaranteed access to some fields
- o No guaranteed access

##### Expenditure on education

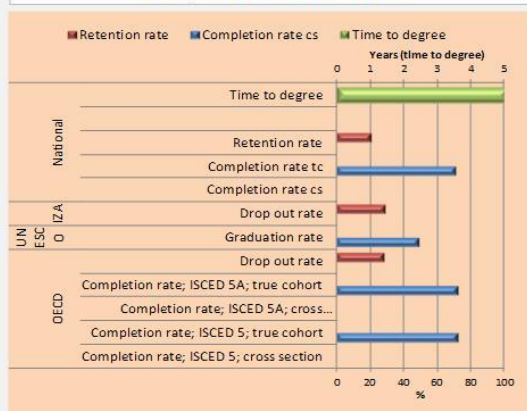


#### Student body characteristics



## Netherlands

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	Ba	2013 UAS	-	-
	Retention rate	Ba	No data	-	No data
	Completion rate	Ba	2010	-	4
IZA	Drop out	-	Adults ever enrolled reporting dropout	-	-
OECD	Completion rate	-	2003-04	-	-
OECD	Drop out	-		-	-
UNESCO	rate	-		-	-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- ✓ Institutional funding rewarding quality, and study success
- ✓ Progress dependent financial support for students
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#### Organisation of higher education

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- ✓ Comparative data and information
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- ✓ Student support services
- ✓ Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- ✓ Differentiated branches/streams
- Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ Public
- ✓ Private

##### Providers: structural diversity

- Unitary system
- ✓ Binary system
- Multi-sector system

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- Guaranteed access to all or most fields
- Guaranteed access to some fields
- ✓ No guaranteed access

##### Expenditure on education



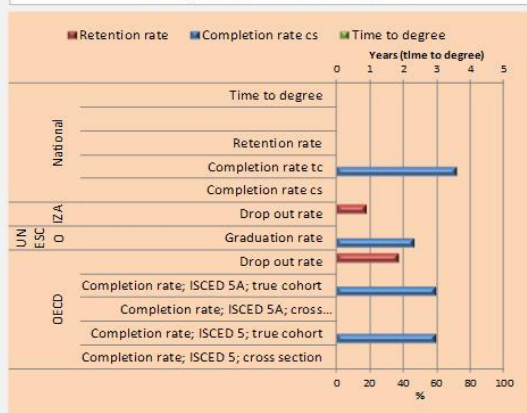
#### Student body characteristics





## Norway

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
National	Retention rate	No data		2008	4
National	Completion rate	Ba		2008	5
IZA	Drop out	-		Adults ever enrolled reporting dropout	-
OECD	Completion rate	-		1999/2000	-
OECD	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
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#### Organisation of higher education

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- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- Public
- Private

##### Providers: structural diversity

- Unitary system
- Binary system
- Multi-sector system

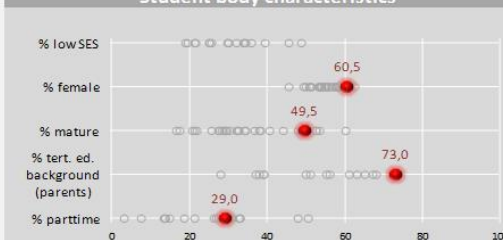
##### Access

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- Guaranteed access to some fields
- No guaranteed access

##### Expenditure on education

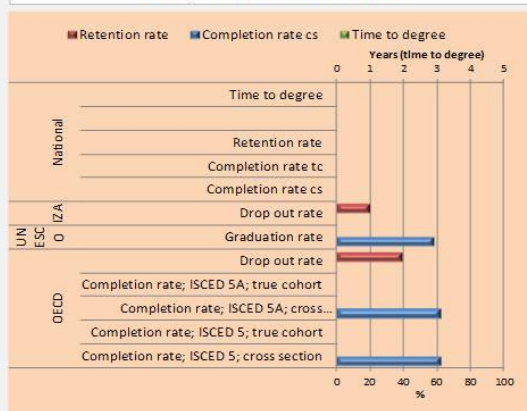


#### Student body characteristics



## Poland

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data	No data	No data	-
National	Retention rate	No data	No data	No data	No data
National	Completion rate	No data	No data	No data	No data
IZA	Drop out	-	Adults ever enrolled reporting dropout	-	-
OECD	Completion rate	-	2008-09	-	-
OECD	Drop out	-	-	-	-
UNESCO	rate	-	-	-	-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
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- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- Public
- Private

##### Providers: structural diversity

- Unitary system
- Binary system
- Multi-sector system

##### Access

- Guaranteed access to all or most fields
- Guaranteed access to some fields
- No guaranteed access

##### Expenditure on education

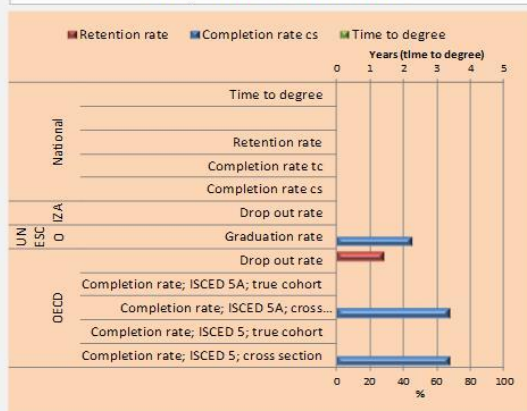


#### Student body characteristics



## Portugal

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data	No data	No data	-
National	Retention rate	No data	No data	No data	No data
National	Completion rate	No data	No data	No data	No data
IZA	Drop out	-	no data	-	-
OECD	Completion rate	-	2009	-	-
OECD	Drop out	-	-	-	-
UNESCO	rate	-	-	-	-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- Public
- Private

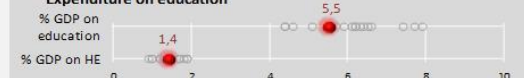
##### Providers: structural diversity

- Unitary system
- Binary system
- Multi-sector system

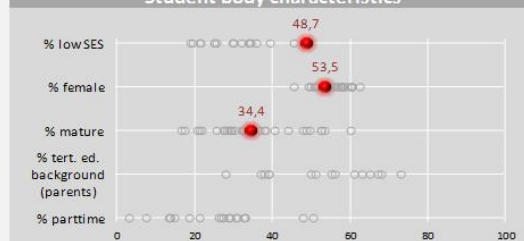
##### Access

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- Guaranteed access to some fields
- No guaranteed access

##### Expenditure on education

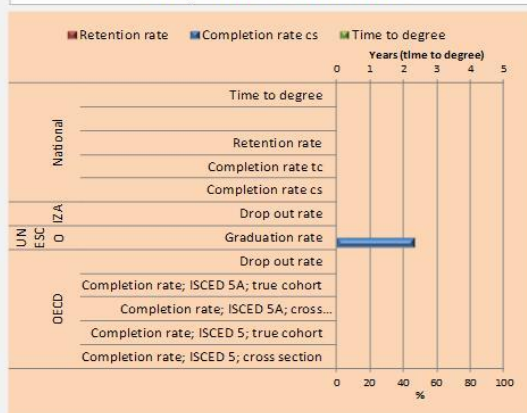


#### Student body characteristics



## Romania

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
National	Retention rate	No data		No data	No data
National	Completion rate	No data		No data	No data
IZA	Drop out	-		no data	-
OECD	Completion rate	-		No data	-
OECD	Drop out	-		-	-
UNESCO	rate	-		-	-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- ✓ Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- ✓ Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- ✓ Student support services
- ✓ Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- ✓ o Common core curriculum
- o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ o Public
- ✓ o Private

##### Providers: structural diversity

- o Unitary system
- ✓ o Binary system
- o Multi-sector system

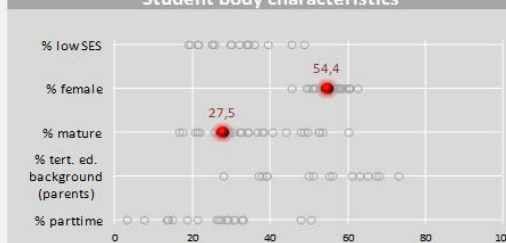
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- ✓ o No guaranteed access

##### Expenditure on education



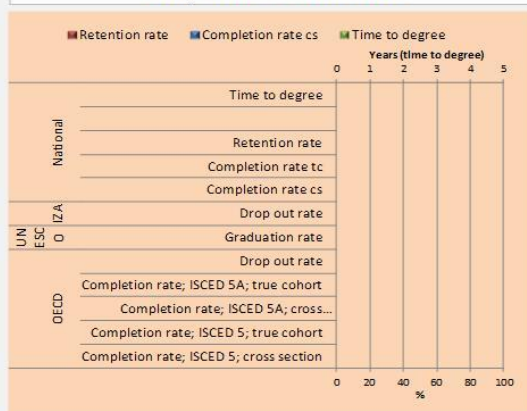
#### Student body characteristics





## Serbia

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
	Retention rate	No data		No data	No data
	Completion rate	No data		No data	No data
IZA	Drop out	-		no data	-
OECD	Completion rate	-		No data	-
OECD	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- ✓ Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- ✓ Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- ✓ Changes in degree structure
- ✓ Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

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- Student monitoring
- ✓ Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- o Common core curriculum
- o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ o Public
- ✓ o Private

##### Providers: structural diversity

- o Unitary system
- ✓ o Binary system
- o Multi-sector system

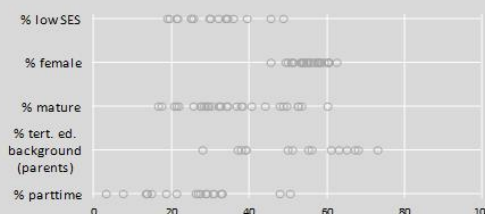
##### Access

- ✓ o Guaranteed access to all or most fields
- o Guaranteed access to some fields
- o No guaranteed access

##### Expenditure on education

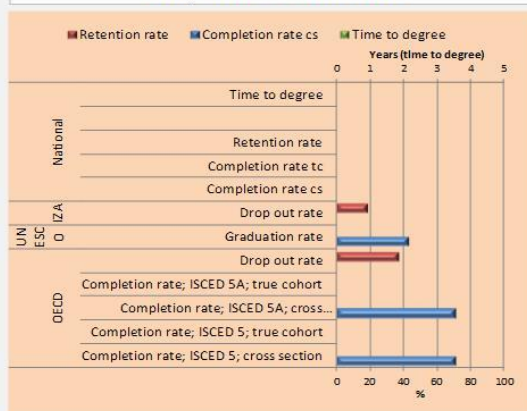


#### Student body characteristics



## Slovakia

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
National	Retention rate	No data		No data	No data
National	Completion rate	No data		No data	No data
IZA	Drop out	-		Adults ever enrolled reporting dropout	-
OECD	Completion rate	-		2008-10	-
OECD	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- ✓ Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- ✓ ○ Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ ○ Public
- ✓ ○ Private

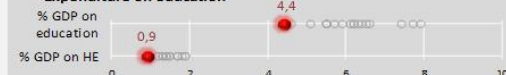
##### Providers: structural diversity

- Unitary system
- ✓ ○ Binary system
- Multi-sector system

##### Access

- Guaranteed access to all or most fields
- Guaranteed access to some fields
- No guaranteed access

##### Expenditure on education

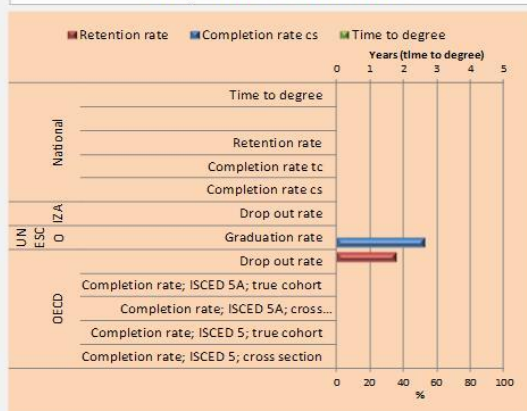


#### Student body characteristics



## Slovenia

### Study success indicators



### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- ✓ Institutional funding rewarding quality, and study success
- Progress dependent financial support for students
- Turning loans into grants
- ✓ Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- Differentiated branches/streams
- Common core curriculum
- ✓ ○ Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ ○ Public
- ✓ ○ Private

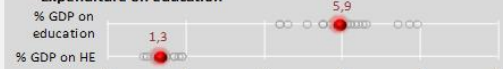
##### Providers: structural diversity

- Unitary system
- Binary system
- ✓ ○ Multi-sector system

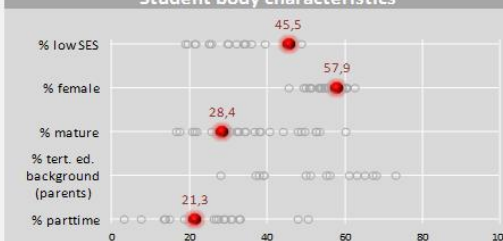
##### Access

- Guaranteed access to all or most fields
- Guaranteed access to some fields
- ✓ ○ No guaranteed access

##### Expenditure on education

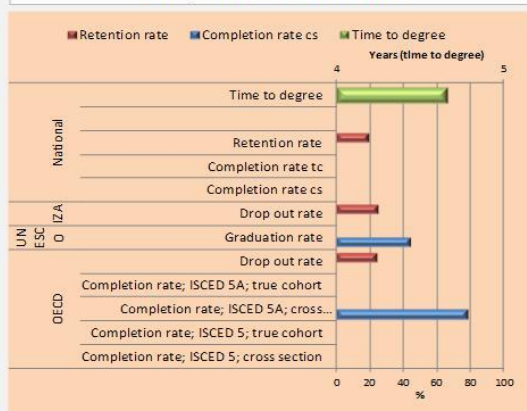


#### Student body characteristics



## Spain

### Study success indicators



### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- ✓ Institutional funding rewarding quality, and study success
- ✓ Progress dependent financial support for students
- Turning loans into grants
- ✓ Waiving or charging differential fees to reward study success

#### Organisation of higher education

- Access - matching students and study programmes
- Central organisation of admission
- Changes in degree structure
- Curriculum design
- Integration of study success in quality assurance system
- Restricting access to higher education
- More flexible educational pathways
- Limiting study periods
- Mandatory study plans

#### Information and support to students

- Comparative data and information
- Student monitoring
- Student support services
- Support for study choices
- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- ✓ o Common core curriculum
- o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ o Public
- ✓ o Private

##### Providers: structural diversity

- o Unitary system
- o Binary system
- ✓ o Multi-sector system

##### Access

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##### Expenditure on education



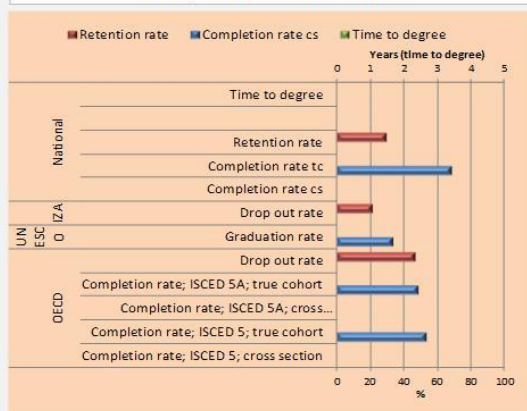
#### Student body characteristics





## Sweden

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
	Retention rate	2011		2011	1
	Completion rate	degrees		2001	10
IZA	Drop out	-		Adults ever enrolled reporting dropout	-
OECD	Completion rate	-		2002-03	-
	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
- Institutional funding rewarding quality, and study success
- ✓ Progress dependent financial support for students
- Turning loans into grants
- Waiving or charging differential fees to reward study success

#### Organisation of higher education

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### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- o Common core curriculum
- ✓ o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ o Public
- o Private

##### Providers: structural diversity

- ✓ o Unitary system
- o Binary system
- o Multi-sector system

##### Access

- ✓ o Guaranteed access to all or most fields
- o Guaranteed access to some fields
- o No guaranteed access

##### Expenditure on education

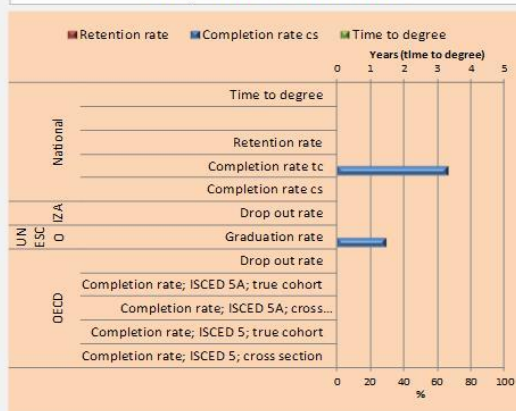


#### Student body characteristics



## Switzerland

### Study success indicators



Source	Indicator	level	cohort	after x years
National	Time to degree	Ba univ	No data	-
National	Retention rate	No data	No data	-
National	Completion rate	Ba (univ)	2003	9
IZA	Drop out	-	no data	-
OECD	Completion rate	-	No data	-
OECD	Drop out	-	-	-
UNESCO	rate	-	-	-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
- Additional funds for teaching
- Additional student financial support budget
- Financial support for students in general
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- Turning loans into grants
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#### Organisation of higher education

- Access - matching students and study programmes
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- Mandatory study plans

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- Support for institutions

### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- o Common core curriculum
- o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ o Public
- o Private

##### Providers: structural diversity

- o Unitary system
- o Binary system
- ✓ o Multi-sector system

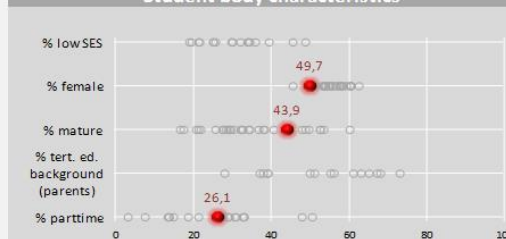
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##### Expenditure on education

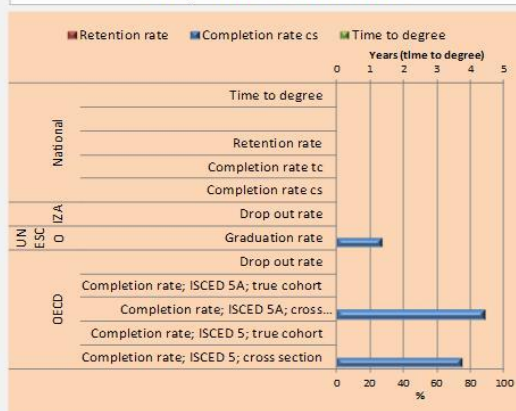


#### Student body characteristics



## Turkey

### Study success indicators



Source	Indicator	Comment	level	cohort	after x years
National	Time to degree	No data		No data	-
National	Retention rate	No data		No data	No data
National	Completion rate	No data		No data	No data
IZA	Drop out	-		no data	-
OECD	Completion rate	-		2009-10	-
OECD	Drop out	-			-
UNESCO	rate	-			-

### National policies and practices

#### Funding and financial incentives

- Additional funds for specific students enrolled
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### HE system and outcomes

#### Pathways toward HE

##### Structure of primary/secondary education

- o Differentiated branches/streams
- o Common core curriculum
- o Single structure

##### Educational attainment 25-64 year olds



#### Structure of HE

##### Providers: legal status

- ✓ o Public
- ✓ o Private

##### Providers: structural diversity

- o Unitary system
- ✓ o Binary system
- o Multi-sector system

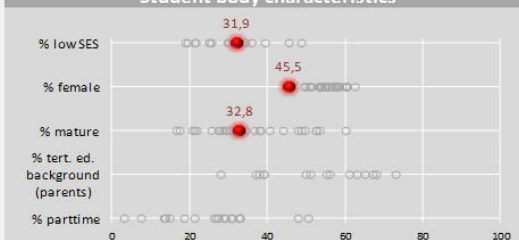
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##### Expenditure on education



#### Student body characteristics



## 7 References

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