



**Closing the gap – New data on the social dimension of higher education in Europe and temporary mobility during studies**

**A monitoring system to support evidence-based policy development**

**EUROSTUDENT IV and V**

Dr. Dominic Orr (orr@his.de)

EUROSTUDENT / HIS-Institut für Hochschulforschung

Martin Unger (unger@ihs.ac.at)

EUROSTUDENT / IHS-Institut für Höhere Studien

**eurostudent.eu**  
★★★★★



INSTITUT FÜR HÖHERE STUDIEN  
INSTITUTE FOR ADVANCED STUDIES  
Vienna

**HIS**HF  
Institut  
für Hochschulforschung

## Contents:

---

1. Introduction to EUROSTUDENT and outcomes
2. Scope/content of survey and its organization
3. EUROSTUDENT V – Work Programme
4. Participation options

# 1.Introduction to EUROSTUDENT and outcomes

---

- Introduction
- Reporting instruments
- Exploitation – national reports using our dataset and press
- Selected results
  - Access to higher education by social background
  - Lifelong learners
  - Alternative routes
  - Satisfaction levels (stresses and strains)
  - Income equity and income composition
  - Mobility potential

## A short introduction...

February 17, 2012

0 notes



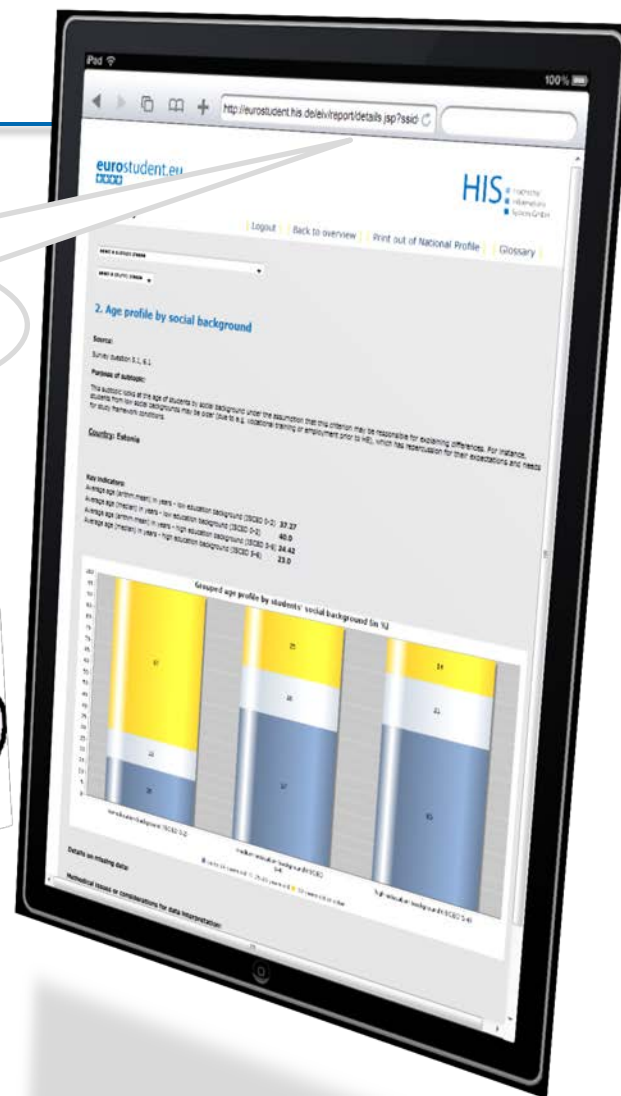
One minute for EUROSTUDENT! (results from EUROSTUDENT IV in Italy)

# Comparative reports

S. Johnson - Bachelor: The most probable derivation: *bacca laurus*, the berry young, are of good

Detailed country data via internet (also on ipad...) – *age by social background in Estonia*

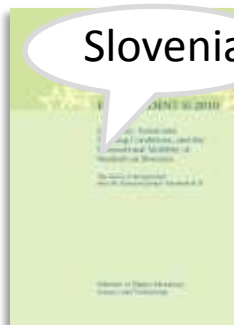
Direct comparison –  $\frac{3}{4}$  no older than 24 years old



# National reports within the framework of EUROSTUDENT IV



Finland



Slovenia



Sweden



France



Croatia



Norway



Austria



Estonia



Denmark



Spain



Switzerland



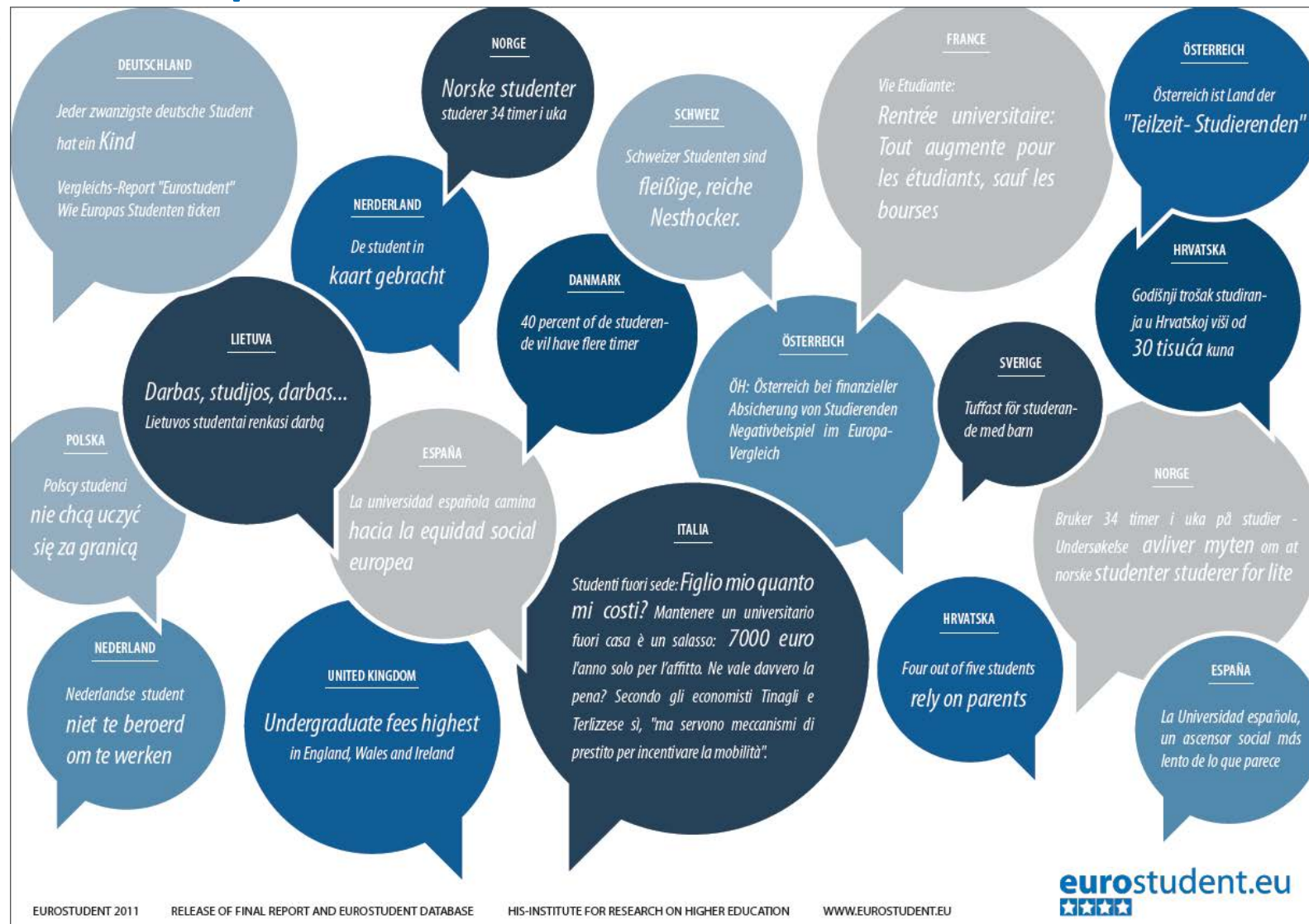
Germany



Germany comparison

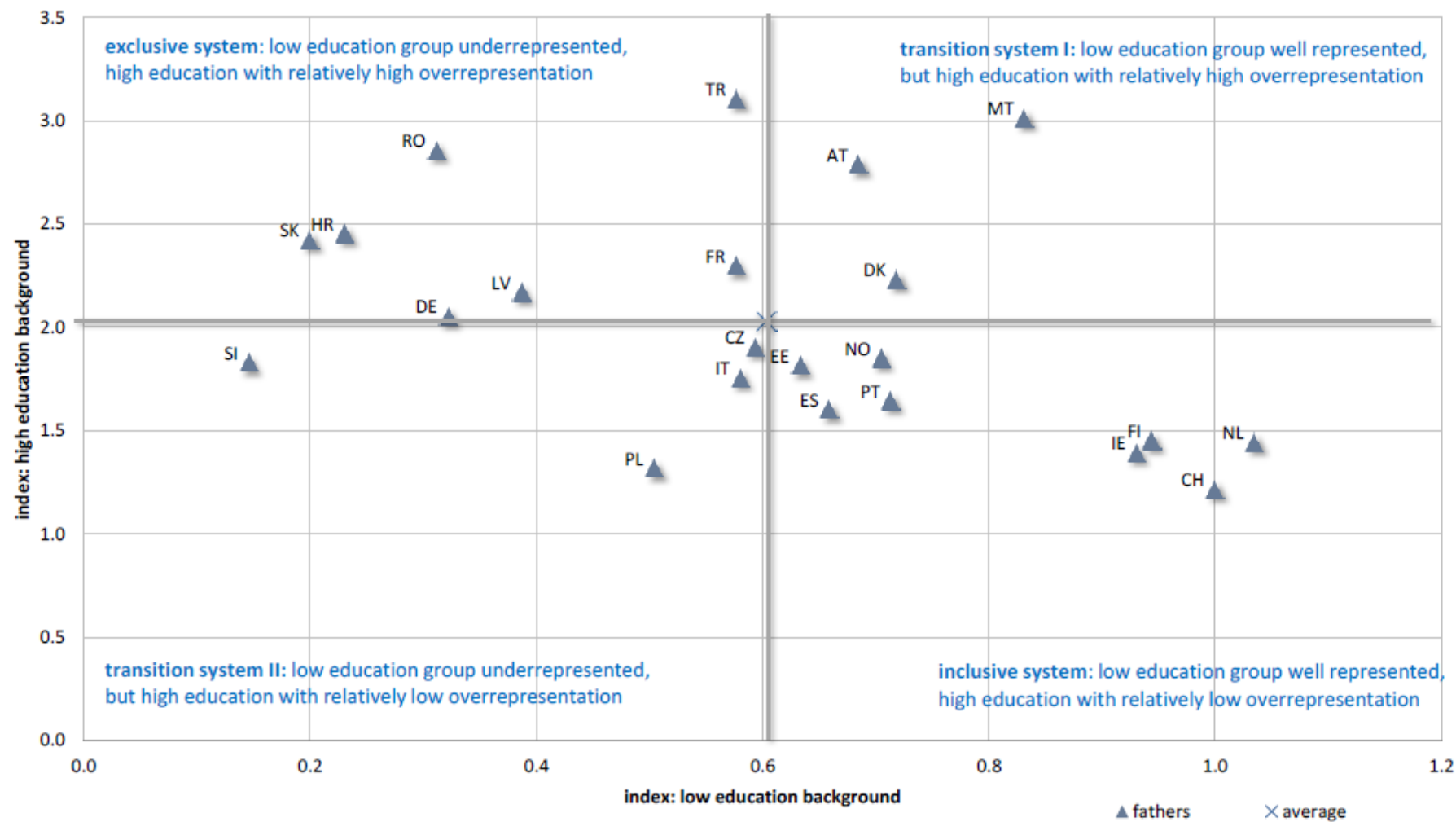


# International press echo



# Is HE in Europe socially inclusive? (source: EUROSTUDENT Intelligence Brief)

Figure 1: Typology of social inclusiveness of higher education systems - highest educational attainment of students' fathers as a share of corresponding age group in general population (index: 1 = perfect balance) in %

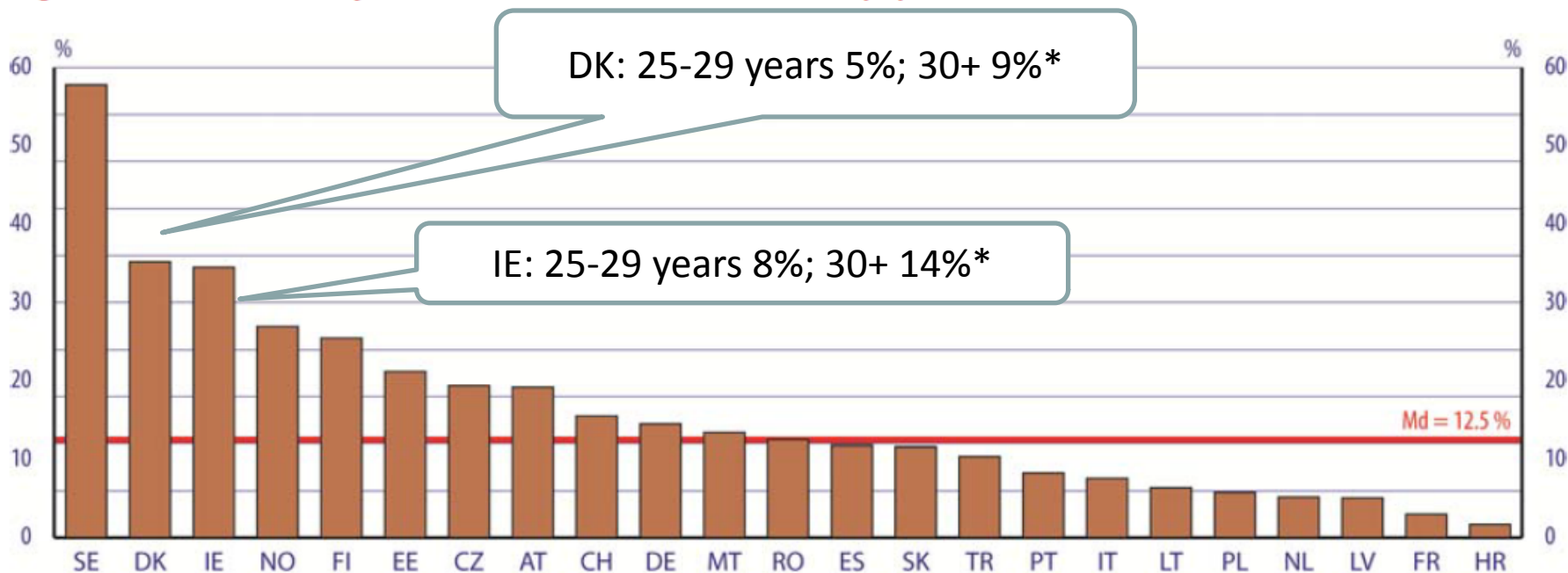


Source: EUROSTUDENT IV, Subtopic C.3 and national statistics/LFS. No data: LT, SE, E/W. No part-time students in sample: DK, LV. High education background oversampled: DK. Low education includes ISCED 3C: CZ. Males of corresponding age are defined as males between the ages of 40 and 60 years old. Update 12.1.12



# Life long learners (source: Bologna Implementation Report, Chapter LLL)

**Figure 6.15: Share of delayed transition students in the student population, 2009/2010**



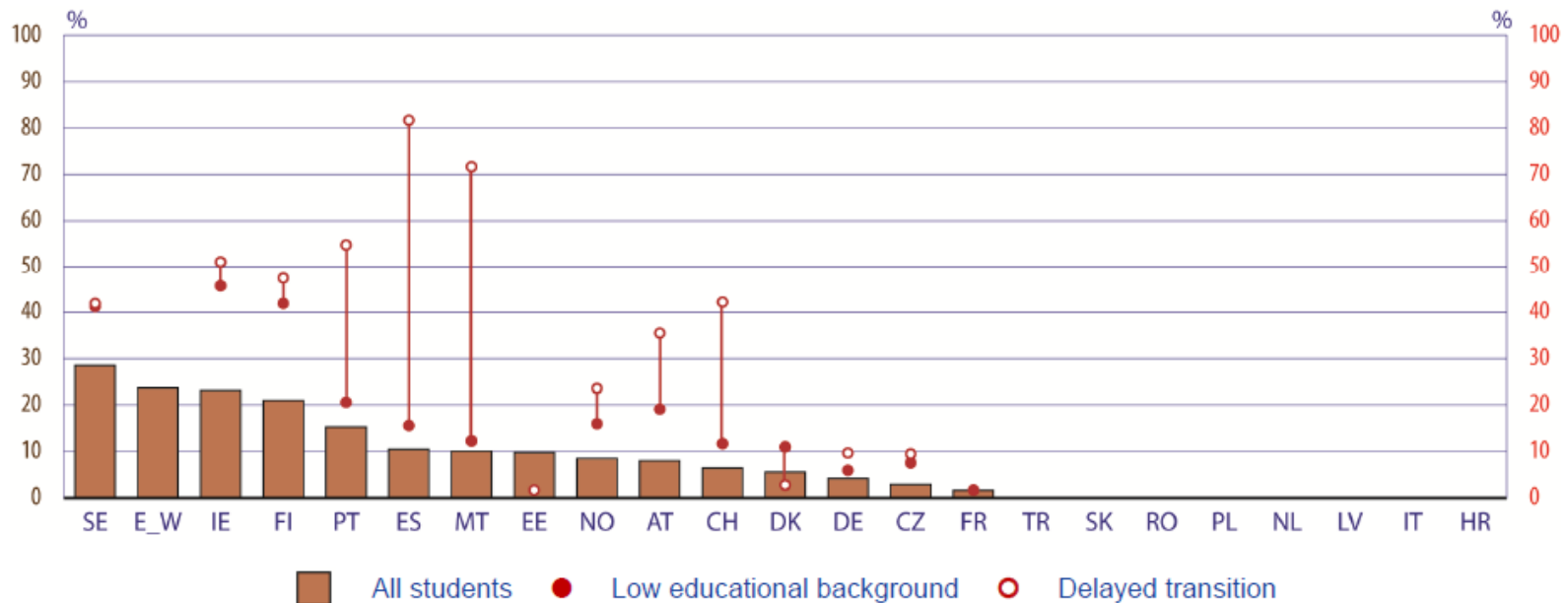
SE	DK	IE	NO	FI	EE	CZ	AT	CH	DE	MT	RO	ES	SK	TR	PT	IT	LT	PL	NL	LV	FR	HR
57.8	35.2	34.5	27.0	25.5	21.2	19.4	19.2	15.5	14.5	13.4	12.5	11.8	11.6	10.4	8.3	7.6	6.4	5.8	5.2	5.1	3.0	1.7

**Source:** Eurostudent

*\*source: Final report EUROSTUDENT, p.65*

# Alternative routes (source: Bologna Implementation Report, Chapter Social Dimension)

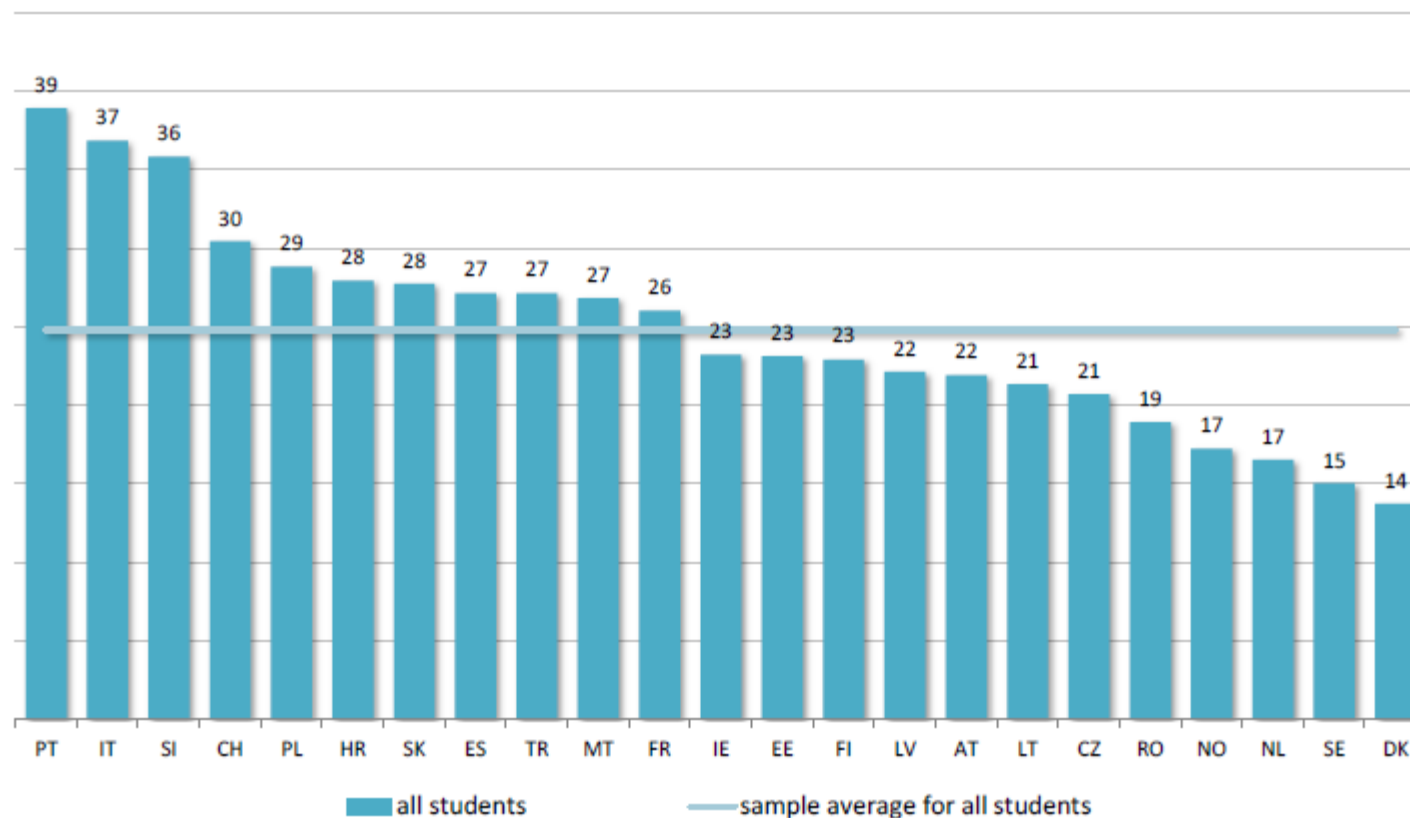
Figure 4.13: Students entering higher education through alternative routes by education background and transition route in %, 2009/10



Source: Eurostudent

# Stresses and strains? (source: EUROSTUDENT Intelligence Brief)

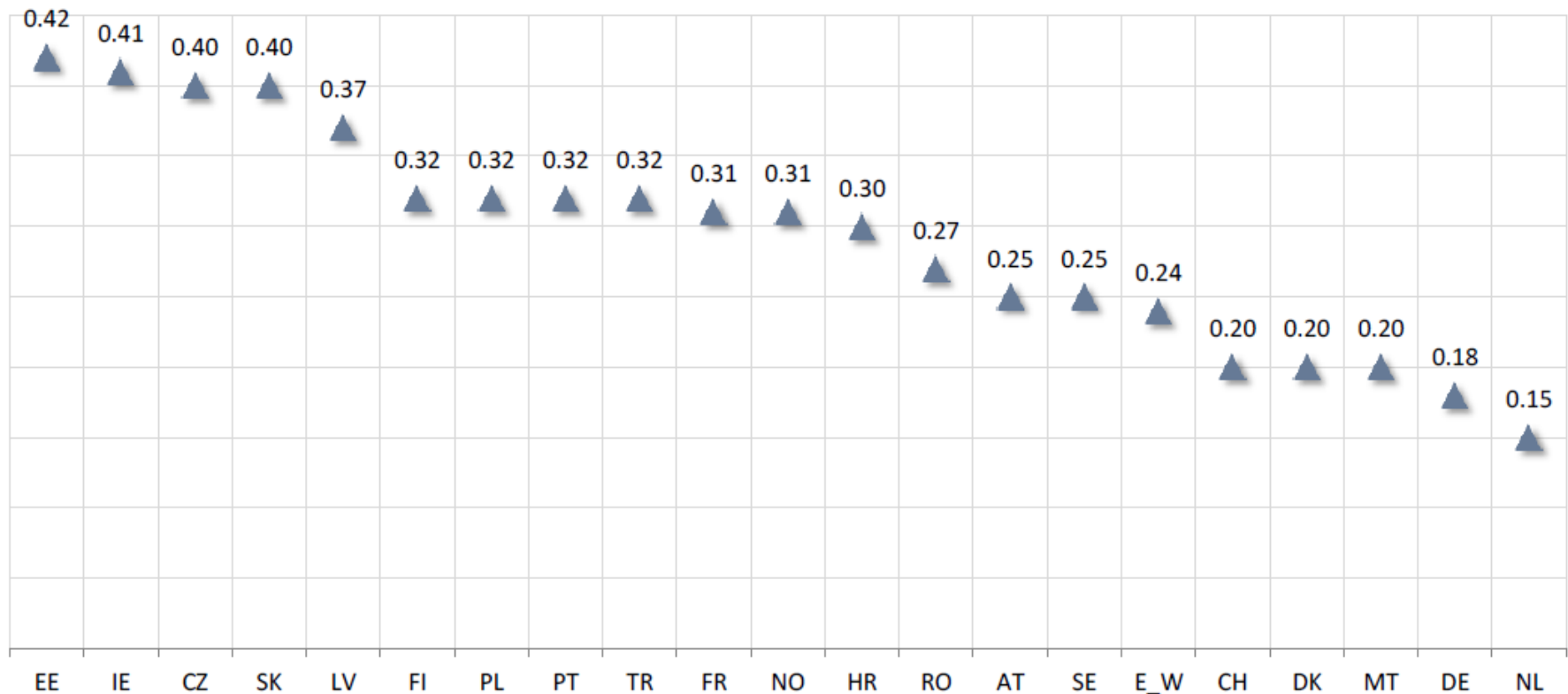
Figure 2: Share of all students (very) dissatisfied with their personal time budget, in %



Source: EUROSTUDENT IV, Subtopic G.11. No data: DE, E/W.

# Income equality? (source: EUROSTUDENT Intelligence Brief)

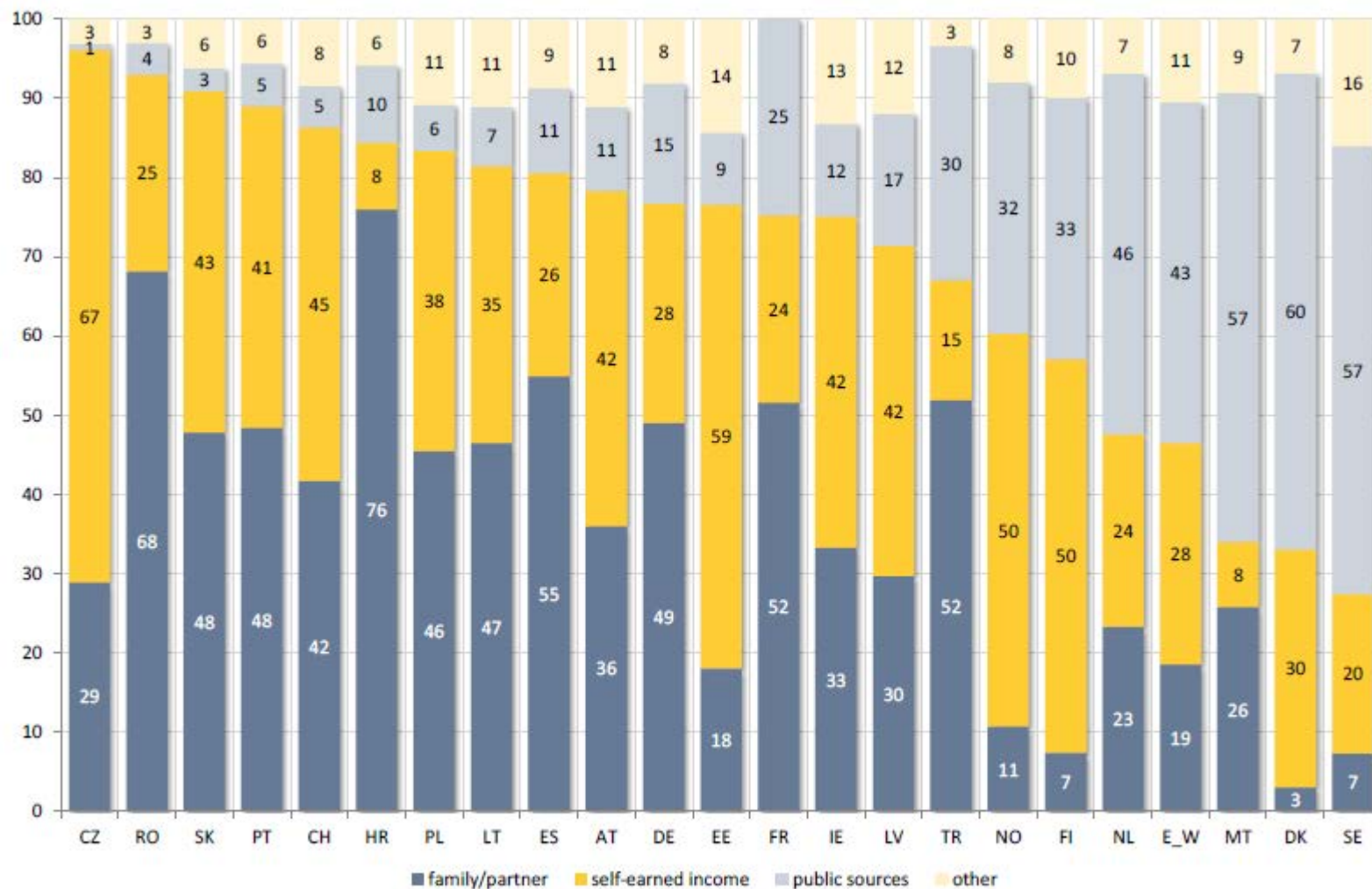
Figure 1 Gini coefficient for all students' total monthly income - students not living with parents<sup>2</sup>



Source: EUROSTUDENT IV, Subtopic F.5. No data: ES, IT, LT, SI.

# Income equality? (source: EUROSTUDENT Intelligence Brief)

Figure 2 Composition of all students' total monthly income - students not living with parents

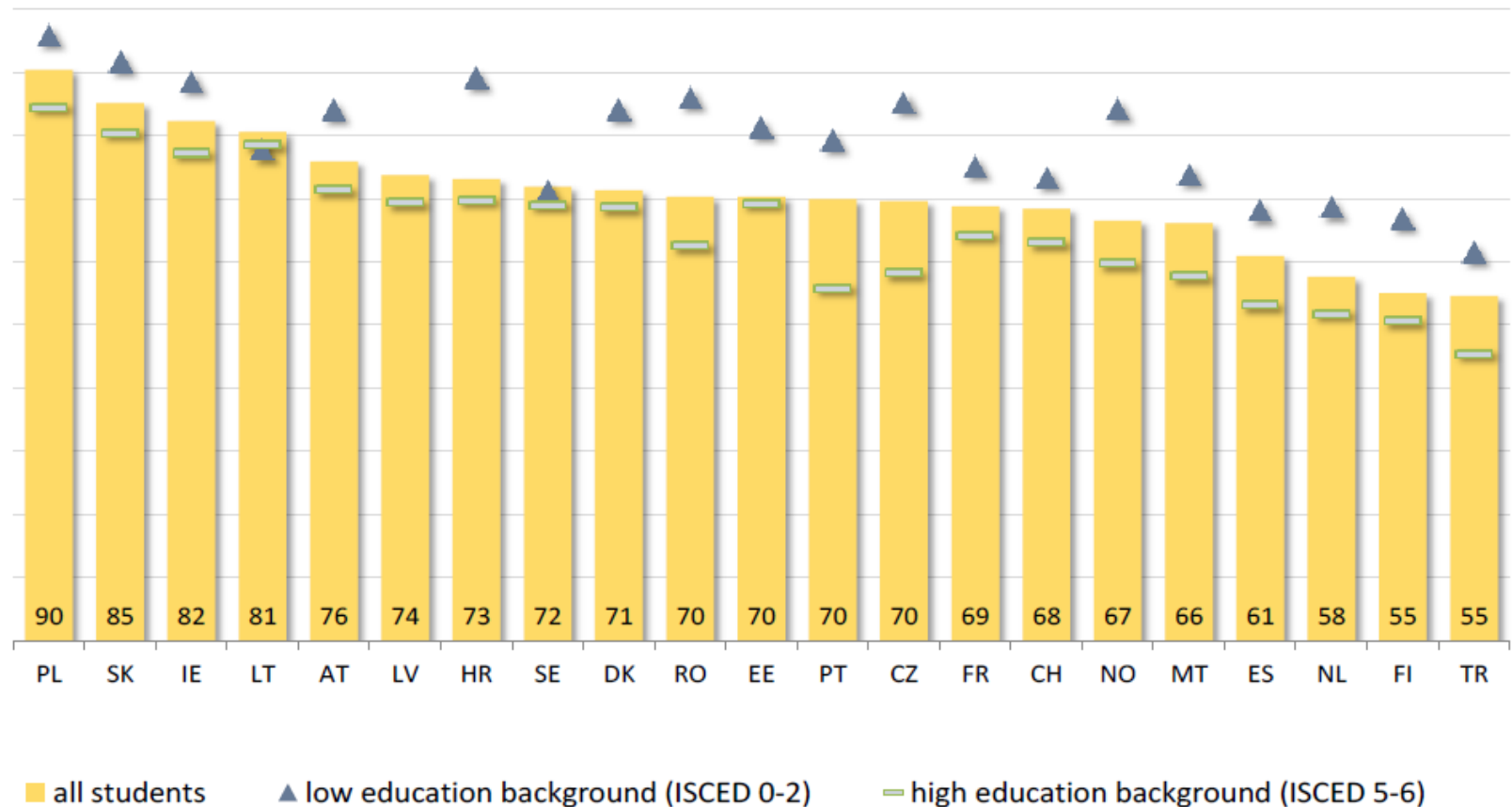


Source: EUROSTUDENT IV, Subtopic F.1. No data: FR (category 'other'), IT, SI.



# Mobility potential? (source: EUROSTUDENT Intelligence Brief)

Figure 1: Students who have not been enrolled abroad and who do not plan to enrol abroad by social background in %

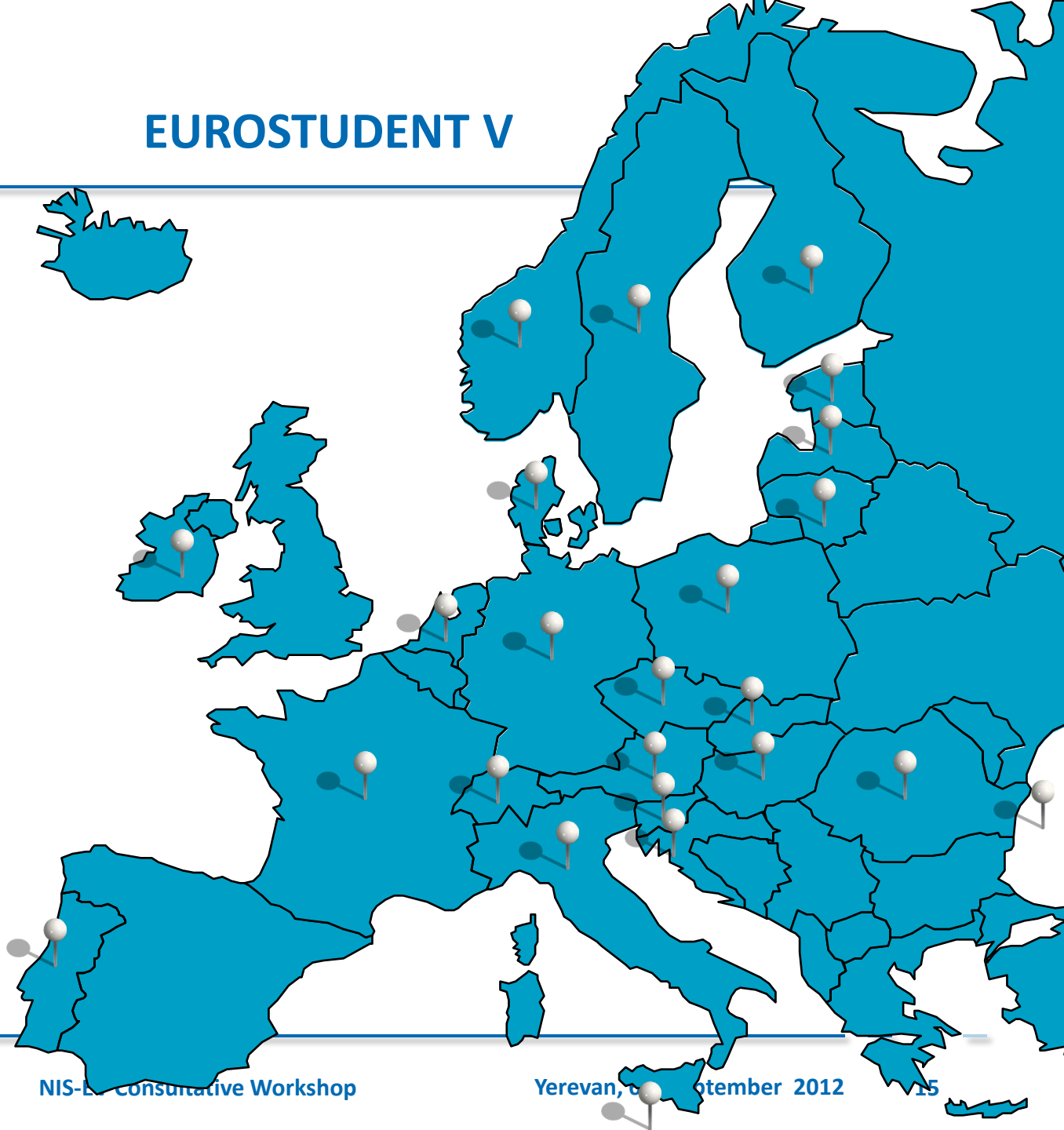


Source: EUROSTUDENT IV, Subtopic I.1 & I.3. No data: DE, E/W, IT, SI. Too few cases for low education background (ISCED 0-2): LV.

# EUROSTUDENT V

## Paid-up participants of EV

Armenia  
Austria  
Croatia  
Czech Republic  
Denmark  
Estonia  
Finland  
France  
Germany  
Hungary  
Ireland  
Italy  
Latvia  
Lithuania  
Malta  
Netherlands  
Norway  
Portugal  
Poland  
Romania  
Slovak Republic  
Slovenia  
Sweden  
Switzerland



# Support for evidence-based policy development

---

## We understand our task as raising policy-relevant issues through new conceptualisations and cross-country comparisons

- Merit-based student support is socially biased – result which stimulated policy discussions in Estonia and Slovenia
- Non-traditional access routes and individual study-intensity is possible – results which stimulated new initiatives in Germany
- Interest in results of analysis on access to HE by social background in cross-country comparison – especially Germany as confirmation of problem, and in Spain as evidence of positive developments
- New student group – lifelong learners defined as students who enter HE at least 2 years after obtaining their entry qualifications – now used in Bologna Implementation Report, 2012
- 2 main barriers to temporary mobility periods abroad – financial issues and social context – used in Bologna Implementation Report, Bologna Mobility Strategy, special attention in Poland (Steeplechase project: AT, CH, DE, NL, PL)

## 2.Scope and contents of the survey/ organization

---

- Whom to survey? Target groups of EUROSTUDENT V
- Content of the survey
- Scope of analysis
- Sample size
- Survey method
- National flexibility

# Whom to survey? Target groups

---

- ALL students at ISCED 5, 6, 7 (new ISCED-Scheme)  
i.e.:
  - National/foreign
  - Part/full time
  - Public/private institution
- Excluding students on credit mobility  
(incoming and outgoing)
- Optional: PhD-Students (ISECD 8)



# Content of the survey ( $\approx$ final report): I

---

- Study situation
  - BA/MA, full/part time, subject...
  - Satisfaction with studies/ HE institution
  - Chances on the labour market, plans after graduating
- Study background
  - Entrance qualification (school type)
  - Where, when, interruption of educational career
  - Working experience before HE

# Content of the survey ( $\approx$ final report): II

---

- Living conditions
  - Accommodation, commuting time
  - Income, expenses, grants/loans
  - Paid job during studying
  - Time budget (studies, paid job)
  - Satisfaction with above issues

# Content of the survey ( $\approx$ final report): III

---

- International mobility
  - 3 groups:
    - been, planning, not been and not planning
  - 6 types of mobility:
    - Studying abroad, work placement, research, summer school, language course, other
  - When, where, which programme, how long, funding
  - Obstacles for studying abroad

# Content of the survey ( $\approx$ final report): IV

---

- Personal details
  - Sex, age
  - Country born: students + parents
  - Languages spoken
  - Children
  - Disability
  - Parent education + profession
  - Social standing

# Analysis by comparative groups

---

Definition of groups still work in progress...

- Gender
- Age groups
- Type of study (BA/MA, subject groups)
- Direct/delayed entry
- Study intensity
- Social background
- Living parents/ dormatory/ own accomodation



# Minimum sample size

---

For each of the comparative groups we need at least 30 usable questionnaires.

➔ Sample size depending on heterogeneity of student population in a country

In any case, countries must ensure proper weighting of data according to data from national register

# Survey method

---

Preferred survey method: online surveys  
(a model for an online survey will be provided)

However, other survey methods are possible by negotiation with coordinators.

# National flexibility

---

Countries may

- add questions
- leave some questions out (but minimum required)
- adopt questions to national circumstances in negotiation with coordinators



### 3. EUROSTUDENT V – Work Programme



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra



Kummissjoni Nazzjonali għall-Edukazzjoni Oghla  
National Commission for Higher Education



Mr. Dominic Orr  
*Higher Education Information System, HIS*

Mr. Martin Unger  
*Institute for Advanced Studies, IHS*



Federal Ministry  
of Education  
and Research

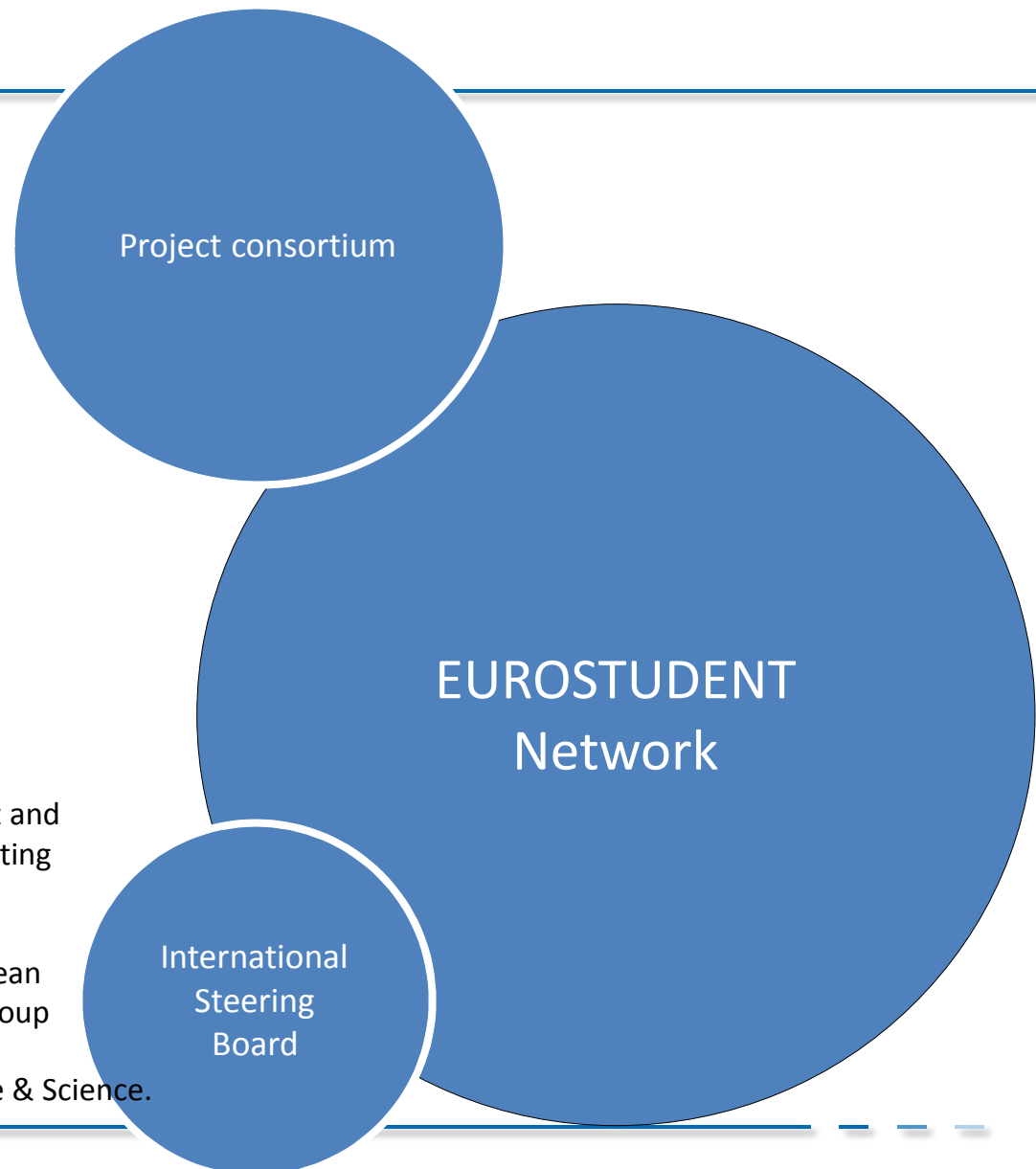


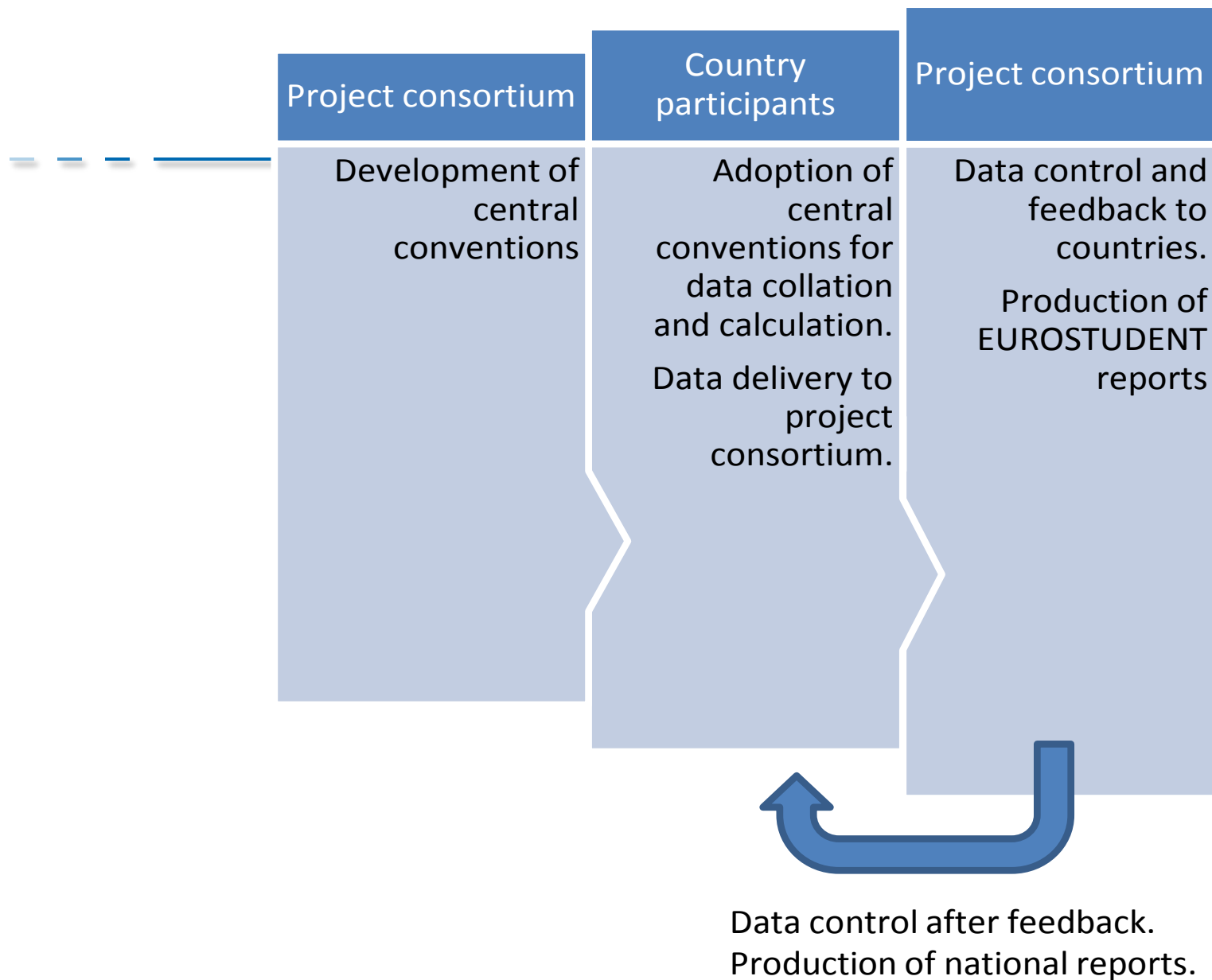
Ministry of Education, Culture and  
Science

- 
- To assist in capacity building in order to establish policy-relevant and robust national monitoring structures for the social dimension of higher education.
  - To provide a broad policy-relevant cross-country comparison of data on the social dimension of European higher education.
  - To support countries in their efforts to use the insights from the international comparison to review and improve the social dimension of higher education in their country.



- Responsible for day-to-day management and execution of the project
  - Led by HIS-HF/DE, further members : IHS/AT, ResearchNed/ NL, National Commission for Higher Education/MT, European Council for Student Affairs/EU, Praxis/EE, Statistics Switzerland/CH
- 
- Responsible for strategic development of project and nexus between project consortium and participating countries (e.g. accepts annual report)
  - Members (8): Three members from participating countries, European Commission (EC), the European Students' Union (ESU), the Bologna Follow-Up Group (BFUG), German Federal Ministry for Education & Research, Dutch Ministry of Education, Culture & Science.





Project phase	Activities of country partners	Activities and support by project consortium	Project milestone(s)
<b>Preparation of national surveys and capacity building measures (April 12 – February 13)</b>	Organising execution of national survey of students (incl. funding and research team).	Discussions on ministry and stakeholder level about contribution to central data set. Definition of central conventions and core set of questions, advice and support for countries through provision of handbooks and delivery of three regional seminars attended by all recruited countries (WP1, WP2, WP3).	Around 25 countries have been recruited to the project. National teams understand central conventions and are in a position to implement them in national surveys.
<b>Data collection (March 13 – July 13)</b>	Field phase is carried out in each country.	Help offered both online and on location for the execution of the survey and preparation for delivery. Central data delivery tool provided for use by all country partners (WP1, WP3).	All countries execute their national surveys. All countries have access to and understand the data delivery tool.
<b>Data cleaning, calculation and delivery for comparative analysis (August 13 – Dec. 13)</b>	Country partners provide aggregate data to the central coordinators using project conventions for calculations and the central data delivery tool.	Support offered online and through contacts at the regional seminars for data delivery. Data is controlled and feedback provided to country teams where necessary (WP1, WP4).	Country teams understand the central project indicators and the purpose and usefulness of the aggregate data. Good quality data has been provided.
<b>Data analysis, dissemination &amp; exploitation (January 14 – May 15)</b>	Country partners work closely with central project coordination team on data analysis and interpretation. Country partners use national data for their own reports; these may also include references to comparative data.	Central analysis of data and analytical feedback loop on use of conventions, data calculation and data interpretation. Project consortium works closely together to provide one central comparative report and a myriad of other smaller reports (e.g. Intelligence Briefs) and presentations on all levels of relevance, also working with other data providers (WP4, WP5).	Comparative report and data set are published. Country teams produce own reports with reference to the social dimension and esp. the EUROSTUDENT data set. Country teams attend final conference and continue conversations with project consortium on ways to further exploit data. Project reports and presentations are disseminated at national and European level to be exemplary for further work in this area.

# Consortium

---

- a) Assure the overall coordination and management of the EUROSTUDENT project
- b) Responsible for the management of the central coordination budget
- c) Support countries by cooperating closely, discussing and cross-checking results and provide updated methodical guidelines
- d) Responsible for the maintenance of a central EUROSTUDENT website and the maintenance of a Wiki area (based on Wikimedia technology or similar) only open to EUROSTUDENT participants
- e) Develop an internet-based data delivery module (DDM)
- f) Organise and execute major international workshops and coordinate further special meetings in order to assure adherence to central conventions, quality improvement and data dissemination and exploitation
- g) Has the overall responsibility for drawing up and realising all components in the EUROSTUDENT reporting strategy – National Profiles, downloadable data sheets and the comparative Synopsis of Indicators
- h) Develop an internet-based data reporting module (DRM), which provides detailed data for the National Profiles and downloadable data sheets

## Participating country

---

- a) Establish a national coordination team
- b) Assure the investment of sufficient resources in order to carry out the national survey to a high standard of quality
- c) Provide sufficient resources in order that key persons involved in the project can participate in EUROSTUDENT network meetings or special tasks
- d) Cooperate with all relevant national bodies in order to assure the quality of data collection and calculation and to assure that these data present a fair representation of the national study body in their country
- e) Assure the adherence to the overall EUROSTUDENT V time plan for field phase, data delivery and analysis and cooperate with the coordinators on matters of quality control
- f) Implement the national survey on the basis of the EUROSTUDENT core questions and data conventions and reference populations. The use of the core questions and response categories are obligatory, but additional questions and categories may be supplemented
- g) Execute the national survey using the state of the art for sample recruitment, survey execution and data calculation
- h) Refer to any EUROSTUDENT guidelines on quality standards and specifically the EUROSTUDENT wiki area in order (i) to assure its adherence to central standards and (ii) to assist the review and improvement of such standards within the whole project
- i) Use the EUROSTUDENT online data delivery module (DDM) to deliver national data to the coordinator (no other form of data delivery will be accepted!)
- j) Interpret the national data delivered via the EUROSTUDENT DDM from a national perspective according to the EUROSTUDENT guidelines and add appropriate text comments to the DDM for each subtopic

---

**Problems?  
Questions?  
Wishes?**

## 4. Participation options

---

### Passive – as observer

- Attendance of all EUROSTUDENT events
- No possibility of national data being integrated into project reporting

### Active – as participant

- Attendance of all EUROSTUDENT events
- (i) adherence to common project schedule
- (ii) parallel project schedule

## As participant country – extend of integration into main project schedule

Extent of integration	National survey	Funding of participation	Reports			
			Compara-tive report	Online database	BP Implem-entation report	National report
Join current project schedule	Spring 2013	Fee set in May 2012	X	X	X	(x)
Delayed entry	Spring 2014	Similar fee, but this does not cover full costs!	<b>(X)</b>	X	X	(x)
Parallel project	Spring 2016		–	X	–	(x)