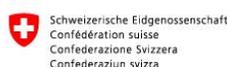




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Annual Report 2013



Funded with the support of all participating countries. Co-funded by the following bodies.
The funders are not responsible for the content.



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Editorial

Dear friends and colleagues of EUROSTUDENT,

at the close of 2013 EUROSTUDENT finished the first half of its fifth round. The majority of countries completed their national surveys and are currently in the process of data delivery to the central coordination team, which entails quality control and feedback loops between the central coordinators and national research teams.

One of the specific focal points of the fifth round of EUROSTUDENT is to work more closely with national research teams and to provide them with support in adhering to the project conventions and in calculating for the EUROSTUDENT data set. This was achieved in 2013 through three preparatory seminars with national teams (making four in total), one so-called Early Birds Seminar and one Intensive Seminar on data calculation. Manuals were also released to the national researchers to help in all stages of data preparation, cleaning and delivery. These new initiatives were evaluated positively in the most recent Quality Check by the Swiss Office for Statistics: *“Due to information and guidelines provided to national research teams by means of two handbooks, data delivery should be made easier, more accurate and comparable. These new initiatives will help to improve the accuracy of the delivered data as they provide clear guidelines on how to calculate the data to be delivered in the third project stage.”*

In the current phase of the project, the Project Consortium is working on ways to ensure the dissemination and exploitation of the EUROSTUDENT results. This accords to the second specific goals for the fifth round of the project, namely to facilitate the use of the EUROSTUDENT data in evidence-based policy. The section on how EUROSTUDENT data is used, shows that the data and results of the previous, fourth, round of the project were indeed widely disseminated and exploited. However, we believe that there are still opportunities for improving this, especially through using diverse

report formats and exploiting all forms of media, and this will be a focal issue for 2014.

Finally, in German football they say “after the game is before the game” and in this vein, the EUROSTUDENT Project Consortium and the Steering Board will be commencing preparations for the sixth round of EUROSTUDENT (May 2015 – May 2018) in the coming months. For this, we will need the support of many people, both researchers and policy makers across Europe – we will need your support! We are confident that our work and our results are evidence enough for the need to continue this unique and valuable project.

Dominic Orr, March 2014

Part A: EUROSTUDENT 2013

1. Activities 2013

EUROSTUDENT V is organised in five distinct project phases (see Figure 1). In 2013, the project completed its field phase and transitioned into the third phase,

involving data delivery and control. Data delivery for most countries concluded by the end of 2013. The first round of data review began in 2013 and the feedback loops are expected to be completed by May 2014. The project will then progress into its fourth phase, the data analysis and reporting.

Phase	Dates	Milestones and comments
Preparation of national surveys	April 2012 - February 2013	<p>Achievements This round of EUROSTUDENT started with 27 participating countries. In this phase, core set of questionnaire with additional measures were developed and the preparatory seminars were held</p> <p>Challenges Considerable modification in the core questionnaire to broaden its scope and target groups took longer than expected</p> <p>Lessons learnt For the next round of the project, it would be necessary to start the revision of questionnaire earlier¹</p>
Data collection (field phase)	March 2013 - October 2013	<p>Achievements Harmonised field phase compared to the last round² Additional tools were provided to the national teams for data collection</p> <p>Challenges Modifications to the core questionnaire also affected the field phase.</p> <p>Lessons learnt As above</p>
Data delivery and control	August 2013 - May 2014 (data delivery September 2013)	<p>Achievements Additional tools – model syntax, handbook, intensive seminars to harmonize data cleaning and delivery² were provided to the national teams.</p> <p>Challenges DDM and the handbook were delayed due to the incorporation of broad range of sub-topics and newly defined target groups. Additionally (and only partially related to this), national delivery of data was delayed.</p> <p>Lessons learnt To be evaluated after the end of the third project phase</p>
Data analysis, comparative control, feedback loop, reporting	December 2013 - August 2014	<p>In progress Comparative analyses will be completed in this phase. Intelligence Briefs will be formulated and published from Spring 2014. Final report will be worked on, but cannot be completed until all countries have delivered their data. In this phase, first preparations will also be made for EUROSTUDENT VI (including Letters of Intent from each participating country).</p>
Dissemination (final conference) & exploitation	September 2014 - May 2015	<p>Final conference, Spring 2015 (will include a pre-Kick-off for EUROSTUDENT VI). Exploitation also via Bologna Implementation Report 2015, Bologna Ministers' Conference May 2015.</p>

Figure 1 Five major project phases

¹ EUROSTUDENT V: Report on Quality Check 1. Retrieved from http://www.eurostudent.eu/download_files/documents/EV_Quality_check_1_final.pdf

A major challenge in this round of EUROSTUDENT has been the delay in the planned project activities. The delay occurred in the first project phase which involved the preparation of national surveys. Due to modifications of the core questionnaire to broaden its scope and target groups, the first phase took longer than expected. However, the resulting delay is outweighed by the benefits of introducing new measures since these are expected to increase the accuracy and comparability of the delivered data.

The modifications in the first phase were also reflected in subsequent project phases. The planned phase of data delivery could not be completed in 2013, as national teams were late in delivering their data. However, the organisation of the final conference and the publication of the final report, the Synopsis of Indicators will be completed within the planned time schedule.

Meetings of the Steering Board

The Steering Board came together for its first meeting in Berlin, Germany on 13 February 2013. The meeting was held at the Federal Ministry of Education and Research (BMBF) and was moderated by Sarah Gerhard Ortega (Federal Statistical Office - FSO). The meeting was attended by Jesper Risom (Danish Ministry of Higher Education and Science – UDS), Carole Waldvogel (Observatoire de la vie étudiante - OVE), Maria-Kristin Gylfadottir (European Commission – EC), Věra Štastná (Bologna Follow-Up Group – BFUG), Kathleen Ordnung (BMBF), Melissa Keizer (Dutch Ministry of Education, Culture and Science – MinOCW), Florian Kaiser (European Students' Union - ESU), Martin Unger (Institute for Advanced Studies - IHS), Dominic Orr (German Centre for Research on Higher Education and Science Studies - DZHW) and Clemens Mrosek (DZHW).

The meeting began with a clarification of the Steering Board's mandate. Following this, the first draft of the Annual Report was presented for approval. The revised document has since been approved by the Steering Board and is available via the EUROSTUDENT website. Next, the progress report for EUROSTUDENT V was presented, followed by in-depth discussions on the project's future plans and next steps. The meeting concluded with the presentation of the first Quality Check report by Sarah Gerhard Ortega (FSO).



Figure 2 Steering Board Meeting 2013

The second meeting was held via video conference on 5 September 2013. During this meeting the mandate of the Steering Board and the Financial Report 2012 were endorsed. In addition, information on quality assurance and project updates were provided.

Minutes from all the meetings of the Steering Board are available on the project wiki-pages.

Meetings of the Consortium

Throughout the year, the Consortium met five times to realise its main tasks and responsibilities. These mainly include assuring overall coordination and management of the EUROSTUDENT project, managing the central coordination budget, supporting countries by cooperating closely, discussing and cross-checking results, and providing updated methodical guidelines.

After an eventful 2012, the Consortium came together for a two-day (11-12 February 2013) meeting in Berlin, Germany to reflect on the first project period and to discuss next steps for EUROSTUDENT V. The meeting began with discussions on the general management and financial situation of EUROSTUDENT V. The Consortium agreed on new internal financial rules and noted that all expenses for 2012 were within budget. On the second day, the Consortium focussed on the principles for developing the Data Delivery Module (DDM). It was agreed that the DDM would be used to provide a more differentiated analysis of data for various student groups (focus groups), for instance, low intensity students, lifelong learners, delayed transition students. At the close of the day, the first

Quality Check was presented by Sarah Gerhard Ortega.



Figure 3 Consortium Meeting, Berlin 2013

The second meeting of the Consortium was held in Belgrade, Serbia from 28-30 November 2013. During this meeting, the second Quality Check report and the data delivery schedule were presented. Further, the members of the Consortium discussed and agreed on the procedures for data control and feedback to countries. Looking forward to the next phase of work, plans for analysis and dissemination of the new data were developed. In this context, a first proposal for the structure of EUROSTUDENT V Synopsis of Indicators was presented. This will be used as a basis for future work on the EUROSTUDENT V final report. It was agreed that the reporting structure would be detailed further during the working group meeting in early 2014.

Three other working group meetings were held via video conferences. At these meetings, further suggestions for revising the handbook and developing model syntax were discussed. Plans for the Intensive Seminar in Vienna and the Preparatory Seminar in Serbia were also described. Minutes from all of these meetings are available on the project wiki-pages.

Two Quality Checks released

The first two reports on Quality Checks, which were released in 2013, sum up the results of the first and second Quality Checks for EUROSTUDENT V. These follow the first project phase “preparation of national surveys” and the second project phase “data collection”. The Swiss Federal Statistical Office (FSO) as a part of the workpackage 6 executes the Quality Checks.

The Quality Checks of the first and second project phase are based on the quality assurance action

plan, which the Consortium agreed upon in October 2012. It discusses the fulfilment of the quality goals defined for the five quality dimensions – relevance, accuracy, punctuality, comparability and communication, in the two project phases.

Both reports are available at www.eurostudent.eu/about/docs

Assisting in national data collection

The success of an international comparative project such as the EUROSTUDENT is linked to the quality of its data. The correct implementation of the questionnaire within the national setting is a prerequisite for collecting good quality data. In this context, the latest version of the technical handbook for the execution of the EUROSTUDENT survey in national settings was released on 7 February 2013. The handbook explains the new questionnaire and aims to be useful for national research teams in the implementation of the questionnaire in their national settings. The handbook provides explanations and context information for each question in the survey. The handbook is the result of collective work within the EUROSTUDENT network. It reflects the experience of the previous rounds as well as the recent changes in the European Higher Education Area. A new element in the handbook is the introduction of hashtags. These hashtags mark the sections of the questions that need to be adapted to national context. It is expected that the use of hashtags will lead to an improved understanding of the questions by the national research teams, thereby improving the accuracy and comparability of the data.

Through various meetings and discussions, the Consortium of EUROSTUDENT V together with the experts from European Commission, European Students’ Union and partner countries, developed the core questionnaire for the fifth round of EUROSTUDENT. The accompanying handbook was developed by DZHW, IHS, Praxis and ResearchNed.

EUROSTUDENT V Preparatory Seminars held in Malta, Nijmegen and Belgrade

Implementation of the questionnaire is fundamental to good quality data. To further support the participating countries in executing EUROSTUDENT surveys in their national settings, the Consortium organised four preparatory seminars in 2013. Three preparatory seminars took place in Malta and

Nijmegen, The Netherlands, from December 2012 to January 2013. The seminars were organised by the consortium members, Hanna-Stella Haaristo (Praxis) in conjunction with Christine Scholz (NCFHE) and Froukje Wartenbergh-Cras and Bas Kurver (ResearchNed). Substantial inputs were also provided at the seminar by Dominic Orr and Christoph Gwosc (DZHW) and Martin Unger and Jakob Hartl (IHS). Each preparatory seminar was attended by around one fourth of the participating countries. The first seminar was attended by representatives from France, Switzerland, Slovak Republic, Norway, Lithuania, Slovenia and Malta; whilst the second seminar was attended by Finland, Sweden, Denmark, Latvia, Malta and Poland. The third seminar was attended by participants from Ireland, Hungary, Armenia, Italy, Rumania, Czech Republic, Portugal and Estonia

The aim of the preparatory seminars was to discuss and share information on the key aspects of executing EUROSTUDENT surveys. In this context, the new EUROSTUDENT questionnaire and handbook were introduced. During the seminars, some of the central issues pertaining to planning and execution of surveys, in particular the way of contacting a representative group of students were discussed and questions about data cleaning, weighting and delivery were addressed. The new online model survey of EUROSTUDENT V was presented to the participants.



Figure 4 Preparatory Seminar, Malta



Figure 5 Preparatory Seminar, Nijmegen

An additional seminar was held in Belgrade, Serbia in November 2013, in cooperation with the Center for Education Policy (CEP) and was attended by representatives from Armenia, Belarus, Croatia, Estonia, Kazakhstan, Poland, Serbia (also represented Montenegro, Bosnia Herzegovina) and Ukraine. During the seminar, the Consortium members and the national teams discussed and addressed some of the anticipated issues and challenges in the execution of EUROSTUDENT surveys in these countries before their planned field phases commence in early 2014.

The four preparatory seminars in this round of EUROSTUDENT replaced the big conference from the last round of the project. The four smaller seminars allowed for better exchange of practices and discussions on country specific context.



Figure 6 Preparatory Seminar, Belgrade

Handbook on data preparation and calculation of indicators

■ Launch of the Manual for Data Delivery Module

Adequate implementation of the national surveys is a critical element in ensuring data quality. However, it is not the only element. Equally important and perhaps the most complicated element includes preparing the collected data for delivery. To support national teams in this phase, the Manual for DDM delivery was launched with the release of the DDM. The handbook gives explanations and instructions on the calculation of indicators. It is an additional tool for ensuring accuracy and quality of the delivered data. The handbook is organised by various analytical topics and sub-topics (e.g., demographic characteristics, socio-economic background, housing, living expenses, students' finances, time budget and employment, internationalisation and mobility). It was developed by Christoph Gwosć, Dominic Orr (DZHW), Jakob Hartl (IHS) and Froukje Wartenbergh-Cras (ResearchNed).

■ Manual for Data Cleaning and Data Processing

The Manual for Data Cleaning and Data Processing was developed to support the national research teams in preparing their data sets for delivery. The handbook specifies procedures for data cleaning and processing, and includes weighting guidelines. It was elaborated by Jakob Hartl, Petra Wejwar, Martin Unger (IHS), Bas Kurver and Froukje Wartenbergh-Cras (ResearchNed).

■ Instruction on Model Syntax for producing DDM output (DDM)

An additional Manual for Data Processing, which includes standard SPSS syntaxes for calculating data tables from the national survey data was also provided to the national teams. The manual standardises data calculations and delivery procedures and improves overall comparability of the delivered data. The manual was developed by Froukje Wartenbergh-Cras, Bas Kurver (ResearchNed), Petra Wejwar, Jakob Hartl and Martin Unger (IHS).

All handbooks are available on the wiki-page.

Release of the DDM

In June 2013, the first full version of the web-interface for data delivery was released. The Data Delivery Module (or DDM) has now been fully updated and allows for data input on all student groups and ensures complete and varied use of the collected data.

"Early Birds" seminar in Vienna

In this round of EUROSTUDENT, special attention has been paid on advancing cooperation between the project coordinators and the national teams. This is critical for improving the overall quality and comparability of the data set. For this reason, the project consortium invited teams from the "early bird" countries – Slovak Republic and Lithuania to a special two-day seminar to provide additional help with cleaning, preparing and delivering data for the fifth round of EUROSTUDENT.

The seminar took place at IHS in Vienna, Austria from 6-8 June 2013. The Consortium was represented by Martin Unger (IHS), Jakob Hartl (IHS), Petra Wejwar (IHS), Froukje Wartenbergh-Cras (ResearchNed), Bas Kurver (Research Ned) and Christoph Gwosć (DZHW). At the seminar, representatives from DZHW, IHS and ResearchNed reviewed and revised the Data Delivery Handbook and together developed the new Manual for Data Processing, while the early bird teams continued to work on data cleaning. In addition to data from Slovak Republic and Lithuania, Dutch data were also used for performing early bird data checks. The revised handbook and the manual incorporate comments and queries of the two early bird teams and aim to simplify data processing calculations for other EUROSTUDENT national teams.



Figure 7 Early Birds, Vienna

Intensive Seminar 2013

As highlighted in this report, an important objective of the fifth round of EUROSTUDENT is to work closely with the national teams and provide them with additional support in data preparation and delivery. As a step towards this objective, the project started with the Preparatory Seminars in Malta and the Netherlands. These seminars focussed on supporting countries in using SPSS calculations for the EUROSTUDENT V data delivery. This three-day seminar (25-27 September, 2013 in Vienna) was open only for a selected group of national teams from 9 countries, which had completed their survey field phase. The training was provided by staff from the Institute for Advanced Studies (IHS, Austria) and ResearchNed (the Netherlands).



Figure 8 Intensive Seminar, Vienna



Figure 9 Intensive Seminar, Vienna

The Early Bird and the Intensive seminars are new and were originally not planned for in the EUROSTUDENT budget. Due to savings compared to

the budgeted amounts, it was possible to organise the two additional meetings.

In this round of EUROSTUDENT a number of significant efforts in the form of handbook, model syntax, preparatory seminars, early bird and intensive seminars, have been employed to improve the quality and comparability of the data. The results of these can only be evaluated after the completion of data delivery and comparative control. However, these measures reflect the efforts and the commitment of the national teams, the project Consortium, and the project coordinators towards improving the quality, accuracy, and comparability of the delivered data.

Data analysis, comparative control, feedback loop and reporting

■ European Council for Student Affairs takes action on EUROSTUDENT V

Meeting in Vienna in February 2013 for its general assembly, the European Council for Student Affairs (ECStA) has confirmed active participation in the EUROSTUDENT V project. Being largely responsible for the social infrastructure of higher education (student housing, dining, counselling and other services) in their respective countries, ECStA-members have agreed to provide background information on such services for countries that also participate in EUROSTUDENT V. According to the EUROSTUDENT V work programme, ECStA members will contribute to the Intelligence Briefs that are to be included in the EUROSTUDENT reporting structure in 2014. A preliminary list of countries for which ECStA will gather information on student services and their relevance for understanding EUROSTUDENT data has already been agreed upon. ECStA's participation in EUROSTUDENT V will be coordinated by Deutsches Studentenwerk (DSW).

■ Current status

Since November 2013 EUROSTUDENT-countries have been delivering data to the EUROSTUDENT V Central Coordination Team at DZHW in Hanover. At this time (March 2014), 20 countries have completed their data delivery. Another group of seven countries including Armenia, Bosnia-Herzegovina, Croatia, Montenegro, Poland, Portugal and Serbia, is preparing for their field phase in spring 2014. The Central Coordination Team at DZHW is presently conducting cross-country data checks in order to

ensure data quality. Feedback loops on the delivered data are expected to be completed by May 2014.

2. Activities related to the EUROSTUDENT V Network

Bologna Follow-Up Group (BFUG)



EUROSTUDENT has been actively involved in the Bologna Process Implementation Report, which is overseen by the BFUG Working Group 'Reporting'. EUROSTUDENT is involved as an official data provider on the social dimension of higher education, next to Eurostat and Eurydice. For the BFUG, data from EUROSTUDENT is significant in describing the state of implementation of the Bologna Process in the areas of social dimension, mobility and lifelong learning. For EUROSTUDENT, participation in the BFUG meetings has advanced its understanding of broad range of issues on the social dimension of higher education, relevant from international policy perspective.

■ Meetings of the BFUG Working Group 'Reporting' in Luxembourg and Riga

The BFUG Working Group 'Reporting' met on 2 July 2013 in Luxembourg. The Working Group discussed the preparation of the next Bologna Process Implementation Report, expected to be completed in 2015. The participants discussed and agreed on the list of indicators to be used for the next BFUG report.

The second meeting of the Working Group was held on 15 November 2013 in Riga, Latvia. At the meeting, the draft of the BFUG questionnaire was discussed. The sub-groups discussed some of the key areas to be included in the questionnaire, for instance degrees and qualifications, quality assurance, social dimension, fees and support, employability, lifelong learning as well as internationalisation and mobility. EUROSTUDENT will contribute to the construction of

the questionnaire, as well as provide data for the chapters on the social dimension of higher education, mobility and lifelong learning. Christoph Gwosć (DZHW) represented EUROSTUDENT at both meetings.

■ The Dublin BFUG meeting

On 14-15 March 2013 more than 85 BFUG members representing 40 countries, the European Commission, 8 consultative member organisations and Bologna partners came together in Dublin, Ireland. Such pronounced representation marks the continuous interest and commitment of the EHEA countries and organisations in promoting the priorities set forth in the Bucharest Communiqué.

Věra Štastná (BFUG), in the EUROSTUDENT Steering Board, reported briefly on the first EUROSTUDENT Steering Board meeting. At this meeting, Dominic Orr (DZHW) presented the project pl4sd - Peer Learning for the Social Dimension, which flanks the EUROSTUDENT project by collating and analysing measures taken by governments and higher education institutions to support the social dimension in higher education. The project is coordinated by Martin Unger (IHS).

■ Meeting of the BFUG Working Group 'Social Dimension' in Ghent

Under the topic "Making Peer Learning on Access and Success Work" the BFUG Working Group on the Social Dimension and Lifelong Learning met in Ghent from 11 – 13 November 2013. During this meeting the participants discussed the difficulties and opportunities in access and success for students from underrepresented groups in higher education.

EUROSTUDENT–NIS Pilot study: The Kharkiv-Communique



In order to implement a series of EUROSTUDENT surveys in Armenia, Belarus, Georgia, Kazakhstan, Russia and Ukraine, the EUROSTUDENT–NIS (Newly Independent States) group established a Regional Coordination Committee during its third working meeting in Kharkiv, Ukraine. This committee has been authorised to steer and methodologically

consult the preparation and execution of the surveys in NIS countries with the possibility of integrating this additional data into the EUROSTUDENT database. The pilot project's official start-up conference was held on 13-14 February 2014 in Minsk, Belarus. The NIS initiative is coordinated by Alexander Chvorostov (IHS).



Figure 10 Working Meeting, Kharkiv



Figure 11 Working Meeting, Kharkiv

the European Higher Education Area (EHEA) have focused on securing the employability of HE graduates. For many jobs in the knowledge society, the successful employee will be the one who has learnt to learn and to adapt to new situations both in domestic and international settings during their studies.

However, there is a major gap in data collecting on the European level. To this aim, the new EUROGRADUATE feasibility study will prepare the ground for a European monitoring of higher education graduates. It will start out from the current disparate situation of different research designs, methods and organisations, which collect and analyse such data. It aims to develop a method of overcoming the gaps through the joint action of countries and data providers in order to provide national and international policy makers, HEIs, the labour market, students and researchers with the urgently required data. Such data would help to evaluate, monitor and compare the success of higher education graduates, measure the effects of policies and assess the attainment of benchmarks and goals. The employment outcomes are closely connected to the social dimensions of higher education such as mobility, life-long learning, and characteristics of the students. While the EUROSTUDENT data provides an overview on the situation of students in the European higher education, it does not collect students' employment data. In this regard, the two data sets together link the social dimension of higher education to employment outcomes.

The project was started in October 2013. The project partners are the German Centre for Research on Higher Education and Science Studies (DZHW) in Germany, the Institute for Advanced Studies (IHS) in Austria, the European Policy Centre (EPC) in the Czech Republic and the European Students' Union (ESU). More information is available on the project's website www.eurograduate.eu.

EUROGRADUATE - Feasibility study for a European graduate study

eurograduate.eu
feasibility

The European Commission's Europe 2020 agenda has recently added a focus on the need for the cultivation of adequate labour market skills in order to reduce the youth unemployment, which is currently prevalent in many countries. Higher education is seen as a major driver of change towards these goals. Initiatives in both the EU and

PL4SD – Peer Learning for the Social Dimension



Higher education experience – access, participation and successful completion – are shaped by a variety of personal experiences, characteristics and needs of the students. These personal circumstances and their

role in improving the social dimension of higher education have been repeatedly emphasised since the Leuven Communiqué 2009, the London Communiqué 2007, and the Bucharest Communiqué 2012. However, there is a huge information gap on the measures used at national and international levels for improving the social dimension of higher education. The most recent EUROSTUDENT report points to this gap and the need for fostering mutual learning between countries on measures employed for improving the social dimension of higher education². The gap is also evident in the latest Bologna Implementation Report, which uses available data from Eurostat, EUROSTUDENT and Eurydice, but lacks information on the effectiveness of policies and practices, which are hard to uncover using existing standardised instruments of data collection³. The project Peer Learning for the Social Dimension (PL4SD) aims to fill this gap by collecting information in a systematic manner. It focuses on collating and cataloguing measures to improve the social dimension. The social dimension entails looking at various stages of the education system and adopting measures that can help individuals overcome barriers or disincentives to access, participate and complete higher education. The goal is that the share of people participating in higher education should reflect the diversity of the general population.

As pilot studies, the PL4SD project will carry out three country reviews in 2014. The PL4SD country reviews aim to provide an external and comprehensive review of the initiatives and measures undertaken by countries to support the social dimension of higher education, thereby assisting countries in the development of a coherent, comprehensive and effective national strategy for improving the social dimension of higher education. The PL4SD interim conference on peer learning for the social dimension of the European Higher Education Area (EHEA) was held on 2-3 April 2014 in Vienna, Austria. More information is available on the project's website <http://www.pl4sd.eu/>.

² Orr, D.; Gwosc, C. & Netz, N. (2011): Social and Economic Conditions of Student Life in Europe. Synopsis of indicators. Final report. Eurostudent IV 2008–2011. Bielefeld: W. Bertelsmann Verlag.

³ Proposal for a pilot project to promote Peer Learning on the Social Dimension of Higher Education in Europe.

3. EUROSTUDENT V events, meetings and presentations

There have already been many opportunities for the EUROSTUDENT V Consortium to present and discuss the outcomes and the benefits of the EUROSTUDENT project. The following table lists presentations and events related to dissemination and exploitation of the project in 2013.

EUROSTUDENT Internal

Date(s)	Location	Country	Occasion	Major Topic Area	Purpose	Consortium partner(s) participating
14 - 16.01.2013	Valetta	Malta	Eurostudent Preparatory Seminar (2nd Preparatory Seminar EV)	Execution of national surveys	Project Event	IHS, ResearchNed, DZHW, Praxis
21 - 23.01.2013	Nijmegen	The Netherlands	Eurostudent Preparatory Seminar (3rd Preparatory Seminar EV)	Execution of national surveys	Project Event	IHS, ResearchNed, DZHW, Praxis
11 - 12.02.2013	Berlin	Germany	Consortium Meeting	EUROSTUDENT Internal (General management, new financial rules and developing the new DDM)	Project Event	All members
13.02.2013	Berlin	Germany	Steering Board Meeting	Annual Report 2012, Financial Report 2012, First Quality Assurance Check	Project Event	DZHW, FSO, IHS
06 - 08.06.2013	Vienna	Austria	Early Birds Seminar	EUROSTUDENT Internal (Improving the overall quality of our data set)	Project Event	IHS, ResearchNed, DZHW
25 - 27.09.2013	Vienna	Austria	Intensive Seminar 2013	Data Delivery	Project Event	IHS, ResearchNed
18.10.2013	Kharkiv	Ukraine	Third regional meeting of EUROSTUDENT-NIS	EUROSTUDENT-NIS Cluster	Project Event	IHS, DZHW
25 - 29.11.2013	Belgrade	Serbia	Eurostudent Preparatory Seminar (4th Preparatory Seminar EV)	Execution of national surveys	Project Event	IHS, ResearchNed, DZHW, Praxis
29 - 30.11.2013	Belgrade	Serbia	Consortium Meeting	EUROSTUDENT Internal	Project Event	All members

EUROSTUDENT External

Date(s)	Location	Country	Occasion	Major Topic Area	Purpose	Consortium partner(s) participating
22.02.2013	Vienna	Austria	General assembly of ECStA	Social infrastructure of higher education	Participation at Meeting	DZHW
14 - 15.03.2013	Dublin	Ireland	Dublin BFUG Meeting	2012 - 2015 Work Plan	Participation at Meeting	DZHW
20.03.2013	Berlin	Germany	Annual conference Fulbright-Commission	How attractive is European education? Foreign students in higher education in Germany and Europe.	Presentation	DZHW
19 - 20.06.2013	Dundalk	Ireland	14th CSSI Conference	Mind, Body, Spirit - The Holistic Approach to the Student Experience	Presentation	DZHW
02.07.2013	Luxemburg	Luxemburg	BFUG Working Group Meeting	Reporting on the Implementation of the Bologna Process	Participation at Meeting	DZHW
09.10.2013	Bern	Switzerland	Series of lecture - Collegium Generale - University of Bern	Student funding in HE: a comparison across Europe	Presentation	DZHW
11. - 14. 11.2013	Ghent	Belgium	BFUG Working Group Meeting	Social dimension and Lifelong Learning	Participation at Meeting	DZHW
15.11.2013	Riga	Latvia	BFUG Working Group Meeting	BFUG Questionnaire	Participation at Meeting	DZHW

4. Financial Overview

This overview shows the total expenditures planned in the original project budget and the costs incurred since 2012. The full financial report and the project book keeping were reviewed by external auditors in February 2014 and their comprehensive assessment will be presented for approval by the Steering Board in April 2014.⁴

Total Costs	Overall budget for project (2012-2015)	Cumulative Costs (1 April 2012 – 31 December 2013) ⁵	Relation to overall budget
STAFF COSTS	896.646,00 €	457.671,00 €	51,04%
TRAVEL AND SUBSISTENCE ⁶	163.991,00 €	52.900,00 €	32,26%
EQUIPMENT	0,00 €	0,00 €	---
SUBCONTRACTING	0,00 €	5.650,00 €	
OTHER COSTS	83.000,00 €	35.170,00 €	42,37%
Total	1.143.637,00 €	551.391,00 €	48,21%
Details on selected costs			
a) overall staff spending			
German Centre for Research on Higher Education and Science Studies (DZHW), Germany	729.421,00 €	317.377,00 €	43,51%
Institute for Advanced Studies (IHS), Austria	73.404,00 €	68.416,30 €	93,21%
Praxis Centre for Policy Studies (Praxis), Estonia	14.642,00 €	9.384,00 €	64,09%
European Council on Student Affairs (ECStA), Belgium	4.600,00 €	1.140,00 €	24,78%
ResearchNed, Netherlands	55.843,00 €	53.836,00 €	96,41%
National Commission for Further and Higher Education (NCFHE), Malta	3.198,00 €	1.722,00 €	53,85%
Federal Statistical Office (FSO), Switzerland	11.074,00 €	5.796,00 €	52,34%

⁴ The summary of the financial statements may not entail sufficient information for a full understanding of the financial situation of the EUROSTUDENT V Project

⁵ Excludes overheads, which are in-line with the LLP regulations at 7% of total expenses. Only costs booked until 31 December 2013

⁶ Only of consortium members

b) project meetings and events			
Working group seminar "Core set of questionnaire"	8.225,00 €	7.924,70 €	96,35%
1st Preparatory Seminar, Malta	10.344,00 €	8.065,33 €	77,97%
2nd Preparatory Seminar, Malta	10.344,00 €	7.288,19 €	70,46%
3rd Preparatory Seminar, Nijmegen	12.312,00 €	11.010,77 €	89,43%
Steering Board and Consortium Meeting, Berlin	12.768,00 €	7.453,20 €	58,37%
Early Birds Meeting*, Vienna	n/a	1.553,80 €	n/a
Intensive Seminar*, Vienna	n/a	3.085,68 €	n/a
4th Preparatory Seminar EV and Consortium Meeting*, Belgrade ⁷	n/a	2.743,44 €	n/a

*These meetings were not part of the original project programme, but were carried out in order to improve quality assurance. They were funded through savings in the other planned events.

⁷ Not complete, only costs booked until 31 December 2013

5. Outlook 2014

Events

- Seminar EUROSTUDENT – NIS-countries, Minsk (13 – 14 February 2014)
- EUROSTUDENT Consortium & Working Group ‘Comparative analysis’, Lisbon (12 – 13 March 2014)
- Annual meeting of EUROSTUDENT International Steering Board (11 April 2014)
- Working group ‘Intelligence Brief/Exploitation’ and Consortium (14 – 16 May 2014)
- Intensive Seminar ‘Data Calculation’ 2014 (1st week August, 2014)
- Consortium Meeting (6 – 7 October 2014)

Deadlines/Milestones

- Completion of the project phase ‘Data delivery and control’ (31 May 2014)
- Implementation of the project phase ‘Data analysis, comparative control, reporting’ (1 June – 30 November 2014)
- Beginning of the project phase ‘Dissemination (Final conference) & exploitation’ (1 September 2014)

EUROSTUDENT V final conference

Save the date! EUROSTUDENT final conference in conjunction with PL4SD, will take place from 25 – 27 February, 2015⁸ at Vienna Business University, Vienna, Austria.



Figure 12 Vienna Business University

Facilitating the use of EUROSTUDENT results and data

As the project progresses into its fourth phase ‘Data analysis, comparative control and reporting’ it becomes increasingly important to focus on assuring the use of the collected data. The success of EUROSTUDENT correlates to the extent to which its data and results succeed in informing policy evaluations, advancing research collaborations and initiating discussions on wider sets of questions on the social dimension of higher education. Thus, one of the goals of EUROSTUDENT V is to create and use reporting structures that correspond to the interests and needs of data users on national and international levels both within and outside of the project consortium. Reflecting on previous rounds of EUROSTUDENT some of our member countries have shared their success stories with us and we have presented them in the following section.

Countries’ success stories are relevant for the EUROSTUDENT project team in planning the dissemination and exploitation phase of EUROSTUDENT V; see the following examples below. This information was especially researched at the request of the Steering Board in 2013.

■ How EUROSTUDENT data is used in participating countries

Czech Republic

In the Czech Republic, results from EUROSTUDENT IV have been widely used by the Ministry of Education, Youth, and Sports in composing their projects and policy documents. This mainly includes, ‘Quality evaluation of tertiary education (operational programme – Education for competitiveness)’, ‘Ex-ante evaluation 2014’, and the long-term plans of the Ministry.

Data were also used in a position document of the Student Chamber of the Council of Higher Education Institutions, which subsequently led to discussions on the issue of student financial aid in the Czech Republic.

Researchers have also been using EUROSTUDENT IV data for designing research studies, mainly in the areas of investment return in education, permeability of higher education, social selectivity or reproduction of elites.

Denmark

In Denmark, EUROSTUDENT IV data have been exploited at the national level in a number of ways. Just after the release of the international

⁸ Final date to be confirmed

comparative report and the final conference in Copenhagen in June 2011, a national conference on 'The Public International Debate on Danish Higher Education' was organised to discuss the results with key stakeholders. Data were also used in three separate national reports focusing on university students' time budget for studies; transition into higher education (gap year); and students' expenses and housing situations. The time budget for studies have been of special interest in Denmark since, until recently, not much was known about students' time distribution between work and study in higher education.

In addition, EUROSTUDENT IV data have also been used in a number of fact sheets and policy papers presented to the Minister of Higher Education and the Government, and for answering questions from the Parliament. Recently the Minister of Higher Education has set up an Expert Committee on 'Quality in Higher Education in Denmark'. The committee has already taken an interest in EUROSTUDENT IV and plans to investigate the data further.

Lithuania

In Lithuania, the results from the fourth round of EUROSTUDENT were presented at the meetings of the Rectors Conference, the Committee for Education Science and Culture, Council for Higher Education, and Student Unions at various universities. These presentations primarily focused on social and economic make up of students and access to higher education in Lithuania. Additionally, EUROSTUDENT data were also used in a report entitled, Lietuvos Studijų Būklės Apžvalga (Lithuania Study Condition Review) to provide a systematic overview of the Lithuanian higher education structure and its trends during the period 2002–2012. Lithuanian data were also used in a number of articles published in the periodical journal Agenda. These articles mainly focused on the internationalisation of higher education in Lithuania, students' mobility and provided an overview of the Lithuanian higher education system within the European context.

Malta

In Malta, participation in EUROSTUDENT IV has helped the National Commission for Further and Higher Education (NCFHE) to establish regular data collection procedures on the social and economic conditions of student life from EQF level 1 to 8 across all public higher education institutions. It has also inspired data collection on the social dimension of

higher education and higher education graduates' employment.

Norway

In Norway, the results of EUROSTUDENT IV have been used to initiate discussions on students' time budget. For instance, based on EUROSTUDENT IV data, a recent article (Norge på bunnivå i studietid, Norway at the bottom in study) has raised concerns that Norwegian students are far behind their Nordic neighbours and the rest of Europe with regard to the amount of time students spend on studying (includes teaching and self-studying). The article recommended more organised teaching and time for self-study for students. Increasing financial support for students was also recommended as a solution.

Portugal

In Portugal, the results of EUROSTUDENT IV have been widely used by researchers and policy makers in developing new studies, policies and laws. The study of social and economic conditions of Portuguese students in higher education, and its development in a comparative perspective at European level has been helpful in understanding students' experiences in higher education. This supports decision-making and in generating applicable adjusted measures.

Romania

In Romania, the results of EUROSTUDENT IV have been put to use to understand the profiles of non-traditional students. For instance a recent article (Lack of public support forces Romanian students to look to their families) focuses on the minimal financial and child-care assistance available for non-traditional students, an aspect which adversely affects their educational outcomes and increases the likelihood for dropping out.

At the end of 2011 a National Report on EUROSTUDENT was developed by the Institute of Educational Sciences and was sent to the Ministry of Education for policy considerations.

Slovak Republic

In Slovak Republic, the results of EUROSTUDENT IV have been elaborated on a national level for the Ministry of Education, Science, Research and Sport. The EUROSTUDENT IV data have been used by the Institute of Information and Prognosis in Bratislava in creating reports and summaries on students' experiences in higher education. These mainly include a summary of the main results on higher education students, an in-depth analysis of the results of full-time students, an international comparative analysis of results of participating

countries, and a comparative analysis of results of full-time and part-time students in Slovak Republic. EUROSTUDENT IV data were also used in presentations during the international conference of the project GRUNDTVIG, on “Cooperation Need of Communication and Resumption of Dialogue in Relation to Age Groups (CONCORDIA)”.

Sweden

In Sweden, the results were shared with teams working on internationalisation at higher education institutions, the Swedish National Union of Students (SFS), and government authorities in-charge of financial aid for studies (CSN). A report entitled, “Living and learning – Exchange studies abroad”, a study of motives, barriers and experiences of Finnish, Norwegian and Swedish students, also contains references to the Swedish national report. This report is the result of a cooperation project between the Centre for International Mobility (CIMO) in Finland, the Norwegian Centre for International Cooperation in Higher Education (SIU) and the Swedish Council for Higher Education (UHR).

Switzerland

In Switzerland, the data of the national survey are available to higher education researchers. Requests for data use have been made on multiple occasions. The policy makers have referred to the results of the national surveys in composing new laws. Data have been used by the federal government and by the members of parliament during debates (most recently concerning student debt and student workload/health issues). Different stakeholders have also been using some of the results; for instance, the Rectors’ Conferences used it for their reporting on the implementation of the Bologna process. Student unions have also cited results in their lobby-work. EUROSTUDENT IV data have proven to be of interest for higher education institutions and policy makers in Switzerland.

■ **Publications and policy papers**

In addition to the above described examples of how EUROSTUDENT data have been used in participating countries, the data have also been used in a number of academic publications as well as policy papers elsewhere. A selection of these can be found in the Appendix.

Part B: General information on the EUROSTUDENT project

6. EUROSTUDENT in a nutshell

EUROSTUDENT provides robust and comparative data on the social dimension of higher education in Europe.

EUROSTUDENT is a network of researchers and data collectors, representatives of national ministries and other stakeholders who have joined forces to examine the social and economic conditions of student life in higher education systems in Europe. The start of EUROSTUDENT can be traced back to the 1990s. In 2012, the fifth round of EUROSTUDENT started with 27 participating countries from a broad geographical spectrum. The participants span from Norway in the north all the way to Malta in the south and from Portugal in the west to Armenia in the east. This means that the EUROSTUDENT data set covers most of larger Europe.

The EUROSTUDENT approach is based on the conviction that cross-country comparisons facilitate learning about strengths and weaknesses or simply idiosyncrasies of national higher education systems and – thereby – help countries to see their own higher education system in a new light.

The EUROSTUDENT data set uniquely covers all aspects of student life in European higher education. In the fourth round of EUROSTUDENT, more than 200,000 students were surveyed. The resulting data set focuses not only on the socio-economic background and on the living conditions of students, but also investigates temporary international mobility. In this, it differentiates the information by policy-relevant student characteristics such as social background, age, transition route into higher education and study intensity.

The EUROSTUDENT outputs are published via an elaborate reporting infrastructure: (i) Comparative report: This report is the central product of the EUROSTUDENT project. It adopts a broad,

comparative perspective on the topics being analysed; (ii) National reports: Most national teams publish national reports (14 reports in the fourth round of the project). They offer in-depth analyses of students' social and economic conditions within a specific country; (iii) Intelligence Briefs: Intelligence Briefs are short, stimulating documents presenting information and interpretive help on specific topics covered in the EUROSTUDENT data set; and (iv) EUROSTUDENT data-base: This is a publicly accessible online data-base containing all of the data gathered from the national contributors. It can be used by researchers and the interested public. For more information, please visit our website: www.eurostudent.eu

The primary users of the findings from EUROSTUDENT are higher education policy-makers at national and European level, researchers in this field, managers of higher education institutions and students all over Europe. EUROSTUDENT data has been used, for instance, to evaluate policies related to students' time budget, alternative access routes into higher education, promoting international mobility amongst students and tuition fee policies. The data has been used to show, respectively, (i) that students' field of study affects how they spend their time between attending lectures, working and self-study periods, (ii) that alternative routes into higher education can improve inclusion, but that this new student group is more likely to work alongside their studies and less likely to go abroad for temporary periods, (iii) that a major obstacle to mobility besides funding, for those not considering going abroad, is these students' own social embeddedness (family and friends), which they cannot or do not want to leave and (iv) that tuition fee and study aid schemes are sometimes based on student status (e.g. full- or part-time) and merit as opposed to economic needs, so that some students pay lower fees and gain student aid, whilst others pay higher fees with no student aid. In addition to policy evaluation, EUROSTUDENT is participating in the Bologna Follow-Up Group as an official data provider alongside Eurostat and Eurydice. As such, **“EUROSTUDENT has acquired a strategic importance in European higher education policy making.”**

(Professor Patrick Clancy, University College Dublin)

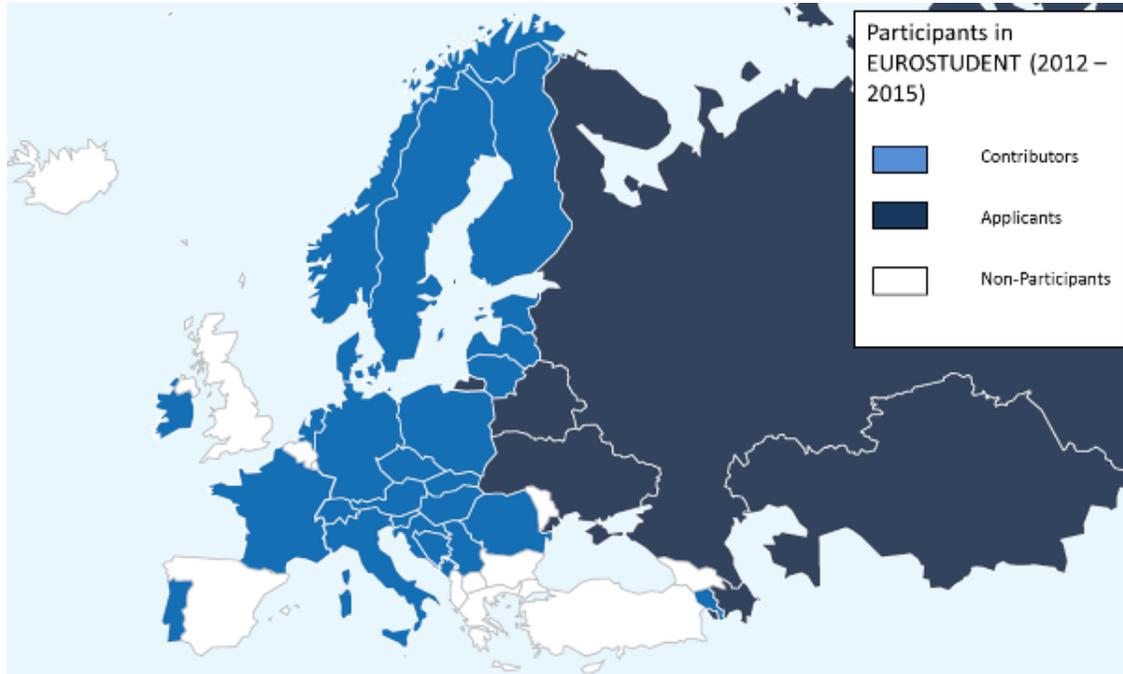


Figure 13 Participants in EUROSTUDENT V

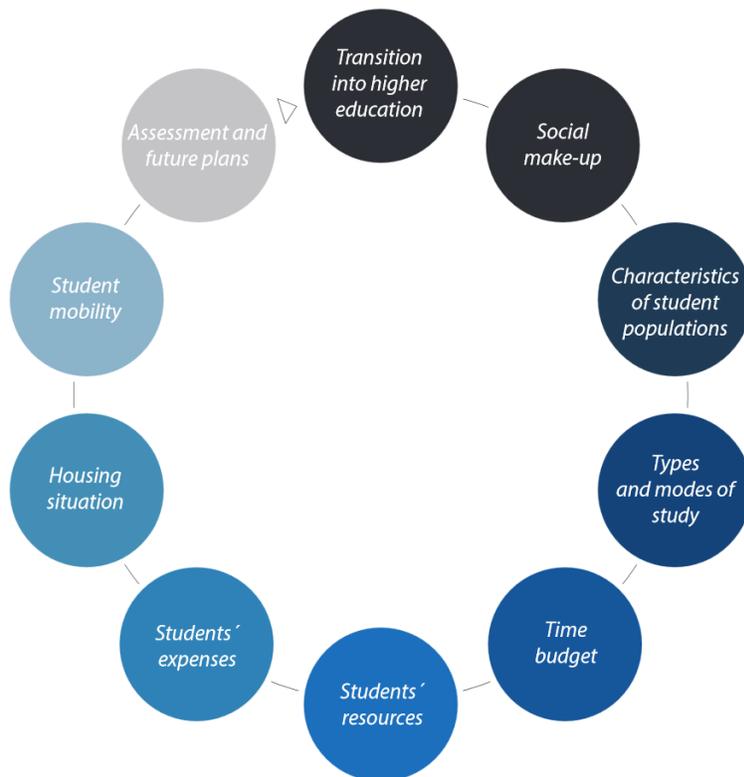


Figure 14 The EUROSTUDENT data set covers major aspects of student life

Participants

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

NIS
Belarus
Georgia
Kazakhstan
Russia
Ukraine

7. The EUROSTUDENT V goals

- *To assist in capacity building in order to establish policy-relevant and robust national monitoring structures for the social dimension of higher education.*

This involves drafting and agreeing on common standards for data collection and delivery. The project adds value through the creation of opportunities to develop and exchange know-how on how to carry out effective national surveys. The work accomplished in the previous rounds of EUROSTUDENT has already achieved a high level of acceptance. Using previous work as a basis for this round of EUROSTUDENT will make the achievement of this goal feasible.

- *To provide a broad policy-relevant cross-country comparison of data on the social dimension of European higher education.*

This involves recruiting a sufficient number of participating countries. In EUROSTUDENT V 27 European countries are participating. Each country is represented by both researchers and policy-makers. This constellation of researchers and policy-makers continues to assure that the development stage of the project takes account of the methodical and analytical challenges involved in fulfilling the goal of supporting evidence-based policy.

- *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.*

The findings of the comparative study can only support evidence-based policy on national and European levels if the interests and needs of the users are considered. The project will build on previous experience within EUROSTUDENT to create and utilise reporting structures which are informative, sound and facilitate policy evaluation and discussions on further developments. Special efforts will be made throughout the project lifespan to assure that results of the project are not only reflected in

Figure 15 Participants of EUROSTUDENT V

publications made by the project consortium, but also made by other data users on national and European levels. This diversity of output will help to assure that the individual products are relevant to their respective context.

The EUROSTUDENT project entered its fifth round in 2012. This means that it is reaching a certain level of maturity and can focus on **specific objectives** over and above the general goals. They are:

- To focus on the adherence to the common conventions set forth in EUROSTUDENT. This will entail working more closely with national teams (i) regarding how to utilise common conventions in the execution of national surveys and (ii) on how to calculate the comparative data.
- To focus on assuring the use of the comparative and national data to support evidence-based policy on the national and European level. This will entail working more closely with national teams and policy-makers (i) on understanding their needs and (ii) on collating national context information which supports the understanding of a country's national situation in comparison and facilitates a more context-related reflection on the comparative results. This process will be facilitated by the research and analysis done in the flanking project, Peer Learning for the Social Dimension, which commenced in November 2012 and is led by IHS Austria.

8. Organisational structure

Since the creation of the EUROSTUDENT network in 1999, the project has been managed by combining a central coordination approach with the principle of shared responsibility. The central coordination is led and supported by the international partners in the project consortium. The work of the Consortium is supported by an international Steering Board, which gives strategic advice.

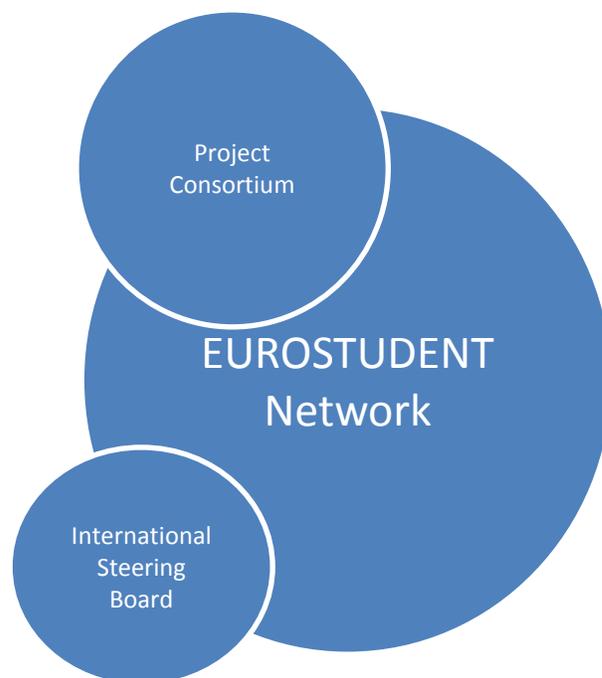


Figure 16 Organisation EUROSTUDENT V

The implementation of the national student surveys lies within the responsibility of the contributing countries. Throughout the project, the central coordinators work closely with the members of the participating countries to assure a common understanding of data conventions and their compliance. Once the data are delivered by the national contributors, they are reviewed by the central coordinators. The national teams then check the data once more for plausibility before the results are published in the comparative report.

The network character of the project brings together the knowledge of experts from different countries. This assures that the design of the project is suitable for international comparative analyses and that country-specific context information is taken into account. This information is indispensable for a balanced interpretation of data from such a large and diverse group of countries. The introduction of 'buddy-system' in the current round of EUROSTUDENT, further expands and strengthens the network character of the project. The buddy-system allows for national teams to have a first point of contact to discuss queries and challenges experienced during the project. This ensures a regular exchange of information between the countries and their buddies and builds a stronger support network.

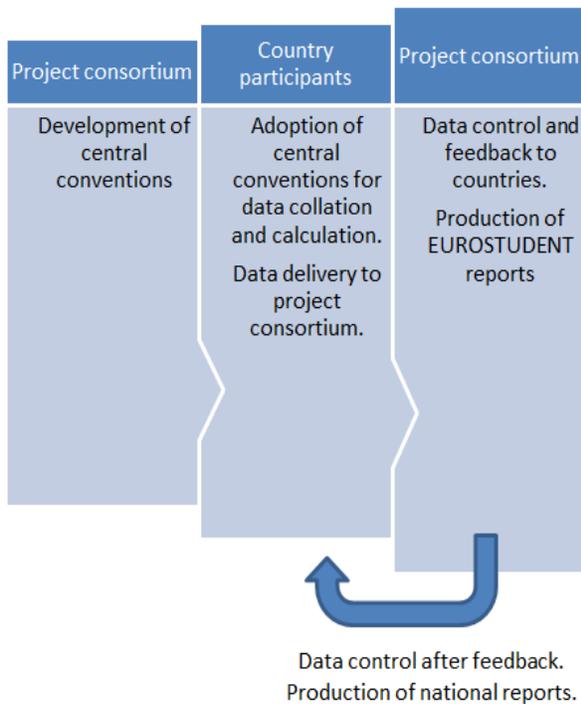


Figure 17 Data checks between national teams and coordinators

The Consortium and the 27 participant countries cooperate closely in the collection, processing and interpretation of internationally comparative data on the social dimension of higher education. In each case, the participating countries and the coordinators have specific responsibilities. The country teams carry out the national surveys with the help of the Consortium.

Consortium

The central coordination team is made up of seven member organisations. These organisations are:

- German Centre for Research on Higher Education and Science Studies (DZHW), Germany
- Institute for Advanced Studies (IHS), Austria
- Praxis Centre for Policy Studies (Praxis), Estonia
- European Council on Student Affairs (ECStA), Belgium
- ResearchNed, The Netherlands
- National Commission for Further and Higher Education (NCFHE), Malta
- Federal Statistical Office (FSO), Switzerland

The Consortium as a whole has the responsibility for the following tasks:

- Assure the overall coordination and management of the EUROSTUDENT project
- Manage the central coordination budget
- Support countries by cooperating closely, discussing and cross-checking results and provide updated methodical guidelines
- Maintain and regularly update a central EUROSTUDENT website and a Wiki area (based on Wikimedia technology) only open to EUROSTUDENT participants
- Develop an internet-based data delivery module (DDM) and reporting system
- Produce comparative reports (main report, national profiles and Intelligence Briefs) based on the EUROSTUDENT data set

Each of these partners is additionally responsible for specific workpackages and tasks.

Participating country teams

Each participating country establishes a national coordination team and invests resources in order to carry out the national survey in coordination with EUROSTUDENT.

The country teams are expected to work within the overall project time schedule. National surveys in each country are executed on the basis of the EUROSTUDENT core questions, data conventions and reference populations. National teams deliver their data in a prescribed format via the data delivery module (DDM), together with the metadata and interpretational help. The teams remain owners of the data and are ultimately responsible for the representativity, validity, reliability and overall quality of their data.

Steering Board

The Steering Board guides the EUROSTUDENT Consortium in the development of a reliable, contextually sensitive and policy relevant comparative study of the social dimension in European higher education. Such a body is very important for the project, which has a very strong output focus and endeavours to balance policy relevance with statistical robustness. The membership of the Steering Board, therefore, reflects key stakeholders in European higher

education and consists of experts who have experience of working with similar international comparative projects. The members of the Steering Board stay in touch with developments in the area of higher education policy, especially the social dimension of European higher education, and remain up-to-date with advances within the EUROSTUDENT project. In the fifth round of EUROSTUDENT the Steering Board has also been assigned the additional task of assuring cost-effectiveness and transparency of the projects' expenses.

In summary, the main tasks and competences of the Steering Board include:

- Approval of annual report presented by DZHW
- Approval of financial report presented by DZHW
- Strategic advice on the progress and future of the project
- Discussion on quality management of the project
- Settlement of disputes between Consortium and fee-paying countries

On the basis of these tasks, the Steering Board makes an active contribution to the middle and long term development of the project.

The Steering Board is moderated by the Swiss Federal Statistical Office FSO. The current members are: Mads Gravas (European Commission – EC), Elisabeth Gehrke (European Students' Union - ESU), Věra Štastná (Bologna Follow-Up Group – BFUG , appointed in July 2012), Kathleen Ordnung (German Federal Ministry for Education and Research – BMBF), Melissa Keizer (Dutch Ministry of Education, Culture and Science – MinOCW), Carole Waldvogel standing in for Monique Ronzeau (Observatoire de la vie étudiante - OVE, France), Jesper Risom (Danish Ministry of Higher Education and Science – UDS) and Tomislav Vodička (Croatian Ministry of Science, Education and Sports – MZOS). The Steering Board thus comprises of three stakeholder organisations (European Commission, ESU and BFUG) and five members of the national ministries, who represent all participating countries.

9. Funding and duration

EUROSTUDENT V is funded through contracts with ministries responsible for higher education in the participating countries. The country participation fee is co-funded by the European Commission under the Lifelong Learning Programme. The project also receives additional support from the German Federal Ministry for Education and Research and the Dutch Ministry for Education, Culture and Science.

The fifth round of EUROSTUDENT runs from 1 April 2012 until 31 May 2015.

Appendix: Publications using EUROSTUDENT data

This list should not be understood as exhaustive, but as an insight into how the EUROSTUDENT data has been used in the past.

Publications in academic journals

- Aguilés, A. V. (2013). Sentidos sobre los Abandonos Educativos de Estudiantes Univeristários (Senses on abandoned educational college students). *Revista Espaço do Currículo*, 6(2), 307-316.
- Charles, N. (2012). Are Income Contingent Loans for Students Importable into France? *Revue Française de Sociologie*, 53(2), 210-249.
- Griga, D., & Hadjar, A. (2013). Migrant Background and Higher Education Participation in Europe: The Effect of the Educational Systems. *European Sociological Review*. doi: 10.1093/esr/jct031
- Hovdhaugen, E. (2013). Working while studying: the impact of term-time employment on dropout rates. *Journal of Education and Work*.
- Netz, N. (2013). What Deters Students from Studying Abroad? Evidence from Four European Countries and Its Implications for Higher Education Policy. *Higher Education Policy*. doi: 10.1057/hep.2013.37.
- Orr, D., & Hovdhaugen, E. (2014). 'Second chance' routes into higher education: Sweden, Norway, and Germany compared. *International journal of lifelong education*, 33(1), 45-61.
- Peromingo, A. (2011). Placement of HE graduates. Brief introduction to the situation in Slovakia. *Journal for Perspectives of Economic Political and Social Integration*, 17(1-2), 237-253.
- Prusinowska, M., Kowzan, P., & Zielińska, M. (2012). Struggling to Unite: the Rise and Fall of One University Movement in Poland. *Interface: A Journal for and about Social Movements*, 4(1), 327-359.
- Ranta, M., Dietrich, J., & Salmela-Aro, K. (2014). Career and Romantic Relationship Goals and Concerns During Emerging Adulthood. *Emerging Adulthood*, 2(1), 17-26.
- Souto-Otero, M., Huisman, J., Beerkens, M., de Wit, H., & Vujić, S. (2013). Barriers to International Student Mobility: Evidence from the Erasmus Program. *Educational Researcher*, 42(2), 70-77.
- Spiegler, T., & Bednarek, A. (2013). First-generation students: what we ask, what we know and what it means: an international review of the state of research. *International Studies in Sociology of Education*, 23(4), 318-337.
- Ulriksen, L. (2013). Naturvidenskabelige studiekompetencer. Hvad er svært for nye universitetsstuderende? (Faculty study skills. What is difficult for new college students?) *Matematik- og Naturfagsdidaktik – tidsskrift for undervisere, forskere og formidlere*, 2013-3, 44-63.
- Van Mol, C., & Timmerman, C. (2013). Should I Stay or Should I Go? An Analysis of the Determinants of the Intra-European Student Mobility. *Population, Space and Place*. doi: 10.1002/psp.1833
- Wiers-Jenssen, J. (2013). Degree Mobility from the Nordic Countries: Background and Employability. *Journal of Studies in International Education*, 17(4), 471-491.

Reports and books and book chapters

- Antonucci, L. (2013). Comparative Research in Higher Education Studies: Considering the Different Levels of Comparison and Emerging Methodological Challenges. In J. Huisman, & M. Tight (eds.), *Theory and Method in Higher Education Research (International Perspectives on Higher Education Research, Vol 9)*, (pp. 1-19). Bingley: Emerald Group Publishing Limited.
- Camilleri, A. F., Griga, D., Mühleck, K., Miklavic, K., Nascimbeni, F., Proli, D., et al. (2013). *Evolving Diversity II: Participation of Students with an immigrant background in European Higher Education*. Brussels: MENON Network.
- Centre for International Mobility, Swedish Council for Higher Education, & Norwegian Centre for International Cooperation in Education. (2013). *Living and learning- exchange studies abroad: A study of motives, barriers and experiences of Finnish, Norwegian and Swedish students*. Sweden: Edita Västra Aros, Västerås
- Education, Audiovisual, & Culture Executive Agency. (2013). *Financing the student's future (FINST)*. Retrieved from http://eacea.ec.europa.eu/llp/project_reports/documents/erasmus/multilateral_actions/EMHE/eras_emh_e_510583_fr.pdf
- Fazekas, M., & Field, S. (2013). *Postsekundäre Berufsbildung in Deutschland (Post-secondary vocational education and training in Germany)*. OECD Publishing.
- Hanft, A., & Brinkmann, K. (2013). *Offene Hochschulen: Die Neuausrichtung der Hochschulen auf Lebenslanges Lernen (Open universities: The reorientation of universities in lifelong learning)*. Münster: Waxmann.
- Geven, K., & Attard, A. (2012). Time for Student-Centered Learning? In A. Curaj et al. (eds.), *European Higher Education at the Crossroads: Between the Bologna Process and National Reforms* (pp. 153-172). Dordrecht, Heidelberg, New York, London: Springer Netherlands.
- Grabher, A., Wejwar, P., Unger, M., & Terzieva, B. (2014). Student mobility in the EHEA, Underrepresentation in student credit mobility and imbalances in degree mobility. Vienna, Austria: Institute for Higher Education.
- Guggenberger, H., Keplinger, M., & Unger, M. (2011). Moving to the Bologna structure: Facing challenges in the Austrian higher education system. In H. Schomburg & U. Teichler (eds.) *Employability and mobility of bachelor graduates in Europe* (pp.43-67). Rotterdam, The Netherlands: Sense Publishers
- Hartl, J., Thaler, B., & Unger, M. (2014). Übergänge ins und im Hochschulsystem im europäischen Vergleich (Transitions into and within the higher education system in European comparison). In U. Banscheraus et al. (eds.), *Übergänge im Spannungsfeld von Expansion und Exklusion. Eine Analyse der Schnittstellen im deutschen Hochschulsystem (Transitions in the field of tension between expansion and exclusion. An analysis of the interfaces in the German higher education system)* (pp. 173-190). Bielefeld: Bertelsmann
- Orr, D. (2012). Widening Access to Higher Education - What Can EUROSTUDENT Say About the New Challenges Emerging for Teaching and Learning? In A. Curaj et al. (eds.), *European Higher Education at the Crossroads: Between the Bologna Process and National Reforms* (pp. 173-189). Dordrecht, Heidelberg, New York, London: Springer Netherlands.
- Orr, D., Gwośc, C., Netz, N., & Huß, B. (2012). *What deters students from studying abroad? Evidence from Austria, Switzerland, Germany, the Netherlands and Poland*. HIS:Discussion Paper. Hannover: HIS.
- VanMol, C. (2014). Erasmus student mobility as a gateway to the international labour market. In J. Gerhards et al. (eds.), *Globalisierung, Bildung und grenzüberschreitende Mobilität, Sozialstrukturanalyse (Globalization,*

education and cross-border mobility, social structure analysis) (pp.295-314). Wiesbaden: Springer Fachmedien.

Policy Documents

Bundesministerium für Bildung und Forschung (BMBF). (2012). Auftakt des Bund-Länder-Wettbewerbs. *Aufstieg durch Bildung: offene Hochschulen* (Start of the federal-state competition. Advancement through Education: Open Universities), 1-57. Bielefeld: W. Bertelsmann Verlag.

European Union. (2012). *EU Youth Report*. Luxembourg: European Union. Retrieved from http://ec.europa.eu/youth/library/reports/eu_youth_report_2012.pdf

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