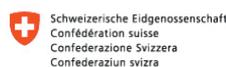




eurostudent

Annual Report 2012



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Editorial

Dear colleagues and friends of EUROSTUDENT, this has been an eventful year. Following the completion of a very successful fourth round of our project, in which both the way of working in our international collaborative project became more stable and reached higher levels of quality, and the national and international exploitation of the results became more widespread, the possibility of a fifth round became doubtful. However, it was due to the efforts of many hundreds of people, in national ministries, in European working groups, in the Bologna Follow-Up Group and at the European Commission that EUROSTUDENT V could finally begin in April 2012.

More than 20 countries followed the request from HIS-Institute for Research on Higher Education, supported by the Bologna Secretariat, to send letters of intent to participate in the fifth round of the project. On the basis of this, a high-level group with representatives from the German Federal Ministry of Education and Research, the Dutch Ministry for Education, Culture and Science, the European Commission, the Bologna Secretariat and the European Students' Unions met with Dominic Orr (HIS-HF) and Martin Unger (IHS). The group decided that the European-wide support showed a recognised importance of the project's work and its continued relevance. The European Commission, Dutch and the German ministries pledged additional financial support, which alongside the country participation fees, made the project financially feasible. At the start of the project, 23 countries had signed contracts with HIS-HF and a further 4 have joined by the close of 2012.

With the help of Alexander Chvorostov and team from HIS, a number of post-soviet countries (from the Newly Independent States) have also expres-

sed their will to participate in the NIS-Cluster Initiative, which has already had two meetings in 2012. Besides these events, the routine of EUROSTUDENT has also begun afresh with international working groups for the review and modification of conventions and resulting handbooks. These international exchanges assure that we are using international applicable concepts in order to answer our central question: Who is the student of the 21st century?

Already started in December 2012 and continuing throughout 2013, we have also begun seminars and meetings with national teams. These have the aim of providing opportunities for exchange and discussions between the international coordinators and the national teams on the implementation of EUROSTUDENT standards and conventions in national settings.

Next year, the field phase of national surveys will take place and we will begin our analysis of the new data in the winter. The new year promises to be as exciting as past year was eventful!

Dominic Orr, December 2012

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 beginning of EUROSTUDENT goes back to the 1990s. In 2012, the fifth round of EUROSTUDENT project started with an increased number of 27 participating countries from a broad geographical spectrum. The participants reach from Finland in the north all the way to Italy in the south and from Portugal in the west to Armenia in the east. This means that 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 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 pro-

ject). 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 database: 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

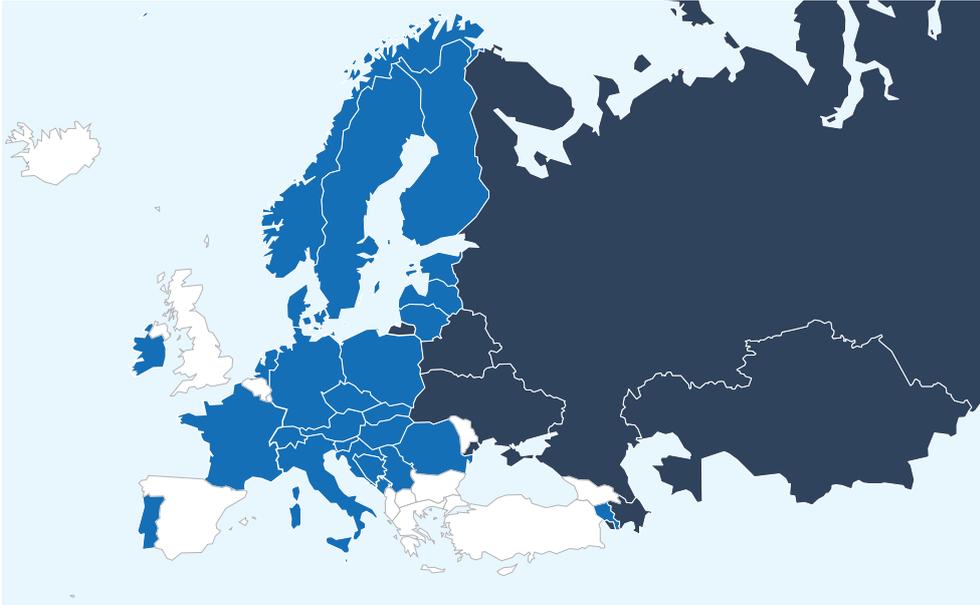
The main users of the findings from EUROSTUDENT are higher education policy-makers at national and European level, researchers in this field, managers of higher education institutions and students all over Europe. EUROSTUDENT is participating in the Bologna Follow-Up Group alongside Eurostat and Eurydice. ***“EUROSTUDENT has acquired a strategic importance in European higher education policy making.”*** (Professor Patrick Clancy, University College Dublin)

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 spread 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 and not on needs, so that some students pay lower fees and gain student aid, whilst other pay higher fees with no student aid.

The project Consortium is led by HIS-Institute for Research on Higher Education (HIS-HF), Germany. Further members are: Institute for Advanced Studies (IHS), Austria | Praxis Centre for Policy Studies (Praxis), Estonia | European Council on Student Affairs (ECStA), Belgium | ResearchNed,

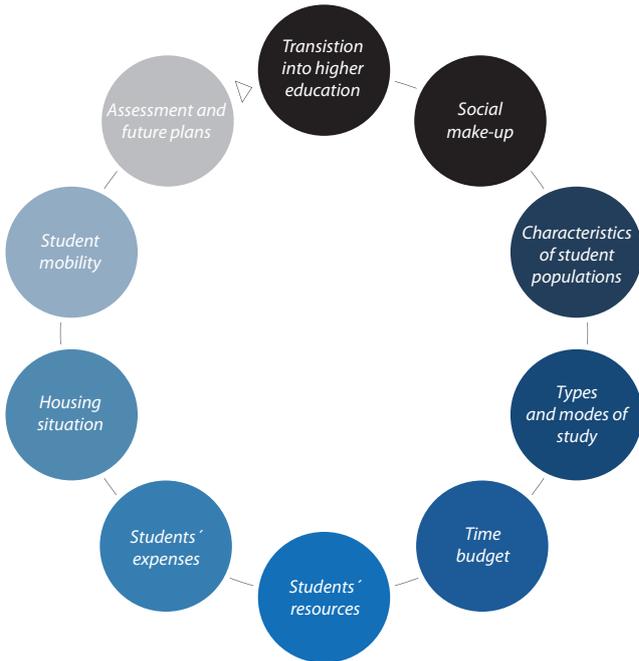
Netherlands | National Commission for Further and Higher Education (NCFHE), Malta | Federal Statistical Office (FSO), Switzerland. Work is supported by an international team of experts in the project's Steering Board.

Figure 1 Participants in EUROSTUDENT V



- 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
- Slovakia
- Slovenia
- Sweden
- Switzerland
- The Netherlands

Figure 2 The EUROSTUDENT data set covers major aspects of student life



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 common standards for data collection and delivery. Value is added by the project because of many opportunities to development and exchange know-how on how to carry out effective national surveys. The work done in the previous rounds of EUROSTUDENT has already achieved high acceptance. Using this 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 sufficient numbers of participating countries. In EUROSTUDENT IV 25 European countries took part. In each case the countries were represented by both researchers and policy-makers. This constellation of research and policy-makers will be continued 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 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 will be entering 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 not on the development of new conventions, but on the adherence to the common conventions set in EUROSTUDENT. This will entail working more closely with national teams (i) on how to transform common conventions into 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 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.

Rationale

The **social dimension** of higher education has become a cornerstone of policy debates and practical reforms in the European Union and the European Higher Education Area. There are at least three reasons for this.¹

- *European social model:* This is seen as a distinguishing identifier of the European region in comparison to other geopolitical regions of the world (cf. White Paper on social policy, COM (94) 333). It entails the goal of providing everyone with an opportunity for educational betterment, who has the ability to profit from it.
- *Direct competition with other regions of the world in a knowledge society:* In a globalized world, the success of a region such as Europe depends on the maximum utilization of talent. One of the key factors for economic growth and successful competition with other regions is a well educated population.
- *Pace of change in a global society:* This means increasingly that skills and knowledge, once acquired, must be regularly refreshed (cf. Recommendation of the European Parliament and of the Council on key competences for lifelong learning, 2006/962/EC). Entering and re-entering higher education will become more frequent for older members of society (mature students; life-long learners).

On both national and European levels, the goal of providing citizens with the opportunity to improve their educational standing irrespective of their educational and social background and irrespective of their current personal circumstances has naturally led to questions in the higher education sector on the **differences between students** and on whether background and personal circumstances, in fact, inhibit educational opportunity.

¹ The following three rationales are also echoed in the massive reform initiative for USA higher education funded by the Lumina Foundation. See: Lumina Foundation Strategic Plan 2013 to 2016, February 2013.

These topics have been discussed at high levels within the EU (Council conclusions on the social dimension of education and training 3013th Education, Youth and Culture Council meeting, Brussels, 11 May 2010), in the Bologna Process (Bucharest Communiqué 2012) and particular emphasis was placed on them during the EU presidency of Spain in the first six months of 2010 (cf. The Social Dimension and the responsibility of universities, high level seminar, May 2010). These topics are also closely linked to the EU modernization agenda for higher education (2011), since the **efficiency** and **effectiveness** of educational delivery is based on understanding the situation and circumstances of students.

For all of these debates and for the implementation of concrete measures to improve the social dimension of higher education **we need data**. The challenge is most acute because administrative data (e.g. number of students, sex, and subject studied...) lacks the qualitative aspect which is necessary to make out differences in the student population based on students' individual background and personal circumstances.

On national level, governments have been re-evaluating the data and data gaps in this area. On the national level some projects exist which provide sound and informative analyses of the social dimension of higher education. Regular surveys have been carried out in Germany, Austria, France and Ireland – for instance – for well over a decade. For such countries, involvement in EUROSTUDENT provides the chance to compare the home situation with other countries' situation, thereby providing stimuli for debates and further developments. Methodically, the debates on data conventions and ways of analyzing the current situation within the EUROSTUDENT network also provide new stimuli for national policy-makers and research teams for their own work.

For countries, which have no long experience of carrying out such surveys, the project provides competencies for capacity building. They can base their

first surveys and analyses on the common project conventions for data collection, calculation, analysis and interpretation.

On European level, the most evident development has been within the **Bologna Process**, where it would be an ideal goal to collate relevant information on all 47 signatory countries. In 2012 a publication by Eurydice working in conjunction with Eurostat and EUROSTUDENT was presented to the ministers responsible for higher education in the Bologna Countries. This report provided important insights on the implementation of the Bologna reforms in the European Higher Education Area.² A further publication is scheduled for 2015.³

Funding and duration

EUROSTUDENT V is funded on the basis of contracts with participating countries' ministries responsible for higher education. The countries' participation fees are co-funded by the European Commission under the lifelong learning programme and the project 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.

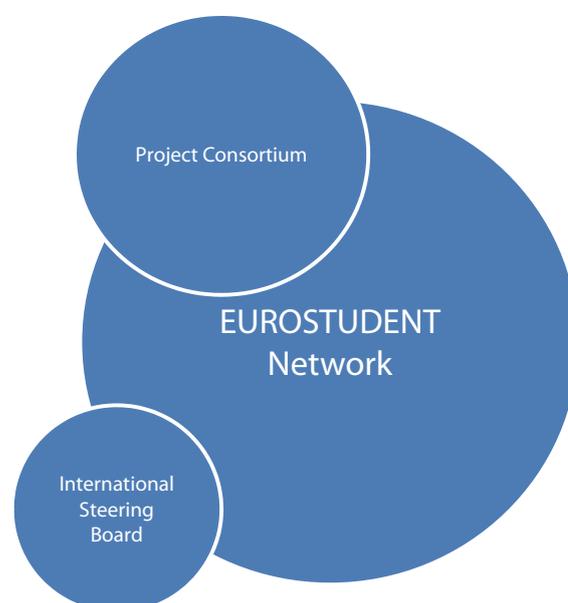
² http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/138EN.pdf

³ Bucharest communiqué 2015: "We welcome the improved quality of data and information on higher education. We ask for more targeted data collection and referencing against common indicators, particularly on employability, the social dimension, lifelong learning, internationalisation, portability of grants/loans, and student and staff mobility. We ask Eurostat, Eurydice and Eurostudent to monitor the implementation of the reforms and to report back in 2015."

Organizational 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 by 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 3 Organisation EUROSTUDENT V

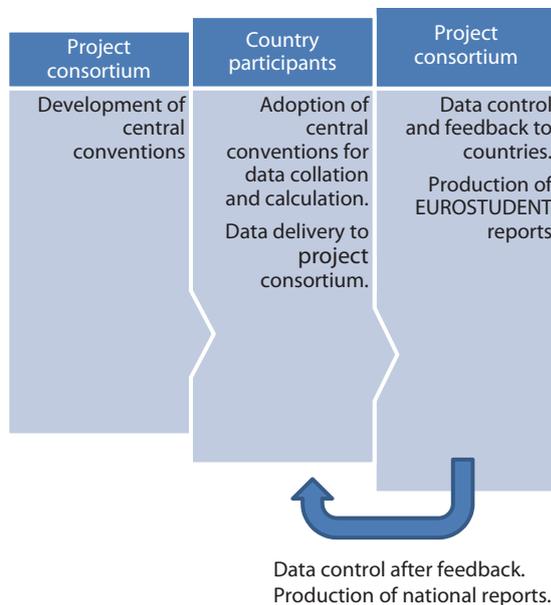


The implementation of the national student surveys lies within the responsibility of the contributing countries. Throughout the project, the central coordinators stay in close contact with the members of the participating countries to assure a common understanding of and thus compliance with the central data conventions. Once data are delivered by the national contributors, they are evaluated by the central coordinators. The national teams are asked to check the data once more for plausibility before they are published in the comparative report.

Consortium

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, which is indispensable for a balanced interpretation of data from such a large and diverse group of countries.

Figure 4 Data checks between national teams and coordinators



The organization of EUROSTUDENT V is realised through three main bodies. The Consortium, the Steering Board and the country teams. 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 participant country and the coordinators have specific responsibilities. The Steering Board represents the funders and fee paying countries of the project and functions as a supervisory and advisory body to the Consortium. The country teams carry out the national surveys with the help of the Consortium.

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

- HIS-Institute for Research on Higher Education (HIS-HF), Germany
- Institute for Advanced Studies (IHS), Austria
- Praxis Centre for Policy Studies (Praxis), Estonia
- European Council on Student Affairs (ECStA), Belgium
- ResearchNed, 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 required to work within the overall project time schedule. In reference to conventions and definitions, each country is asked to implement the national survey on the basis of the EUROSTUDENT core questions, data conventions and reference populations. National teams deliver their data set in pre-prescribed format via the data delivery module, including metadata and interpretational help. The teams remain owners of the data and ultimately responsible for the representativity, reliability and overall quality of their data.

Steering Board

The Steering Board has the function of giving guidance to 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 the key stakeholders in European higher education and consists of experts, who already have experience of working with similar 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 developments within the EUROSTUDENT project. In the fifth round of EUROSTUDENT the Steering Board has also been given ad-

ditional tasks. It will assure that the projects' expenses are cost-effective and transparent. On the basis of these tasks, it makes an active contribution to the middle and long term development of the project. The main tasks and competences are:

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

The Steering Board is moderated by Laurence Boegli and Sarah Gerhard-Ortega (Federal Statistical Office, FSO). The following members were elected at Kick-off Workshop, 24-25 May in Berlin, Germany: Maria-Kristin Gylfadottir (European Commission), Florian Kaiser (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), Marlies Leegwater (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 Science, Innovation and Higher Education – UI) and Tomislav Vodička (Croatian Ministry of Science, Education and Sports – MZOS). The Steering Board thus consists of three stakeholder organisations (European Commission, ESU and BFUG) and five members of national ministries, who represent all participating countries.

Figure 5 High-level meeting of experts to agree on the continuation of EUROSTUDENT into a fifth round, February 2012 in Berlin



Figure 6 Participants at EUROSTUDENT V Kick-off May 2012 in Berlin



Figure 7 Impromptu first meeting of the Steering Board EUROSTUDENT V, May 2012 in Berlin



Figure 8 Consortium meeting, September 2012 in Vienna



Figure 9 Five major project phases

Phase	Dates	Milestones and comments
Preparation of national surveys	April 2012 - February 2013	Sufficient number of countries required. Core set of questions developed. Regional conferences have taken place. Further support available.
Data collection (field phase)	March 2013 - July 2013	Surveys are executed in countries (in some exceptions field phase is Spring 2014)
Data delivery and control	August 2013 - December 2013 (data delivery September 2013)	First countries should deliver in September - individual appointments will be made with each country. First feedback loops must be finished end of 2013.
Data analysis, comparative control, feedback loop, reporting	October 2013 - August 2014	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).
Dissemination (final conference) & exploitation	September 2014 - May 2015	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.

Project schedule and highlights 2012

EUROSTUDENT V is organised in five clear project phases (see Figure 9). At the close of 2012, the first phase preparing the ground, for the national surveys is being completed and the next phase assisting in national data collection has begun.

27 countries take part

In the fourth round of EUROSTUDENT 25 countries took part. Although there have been changes to the overall membership of countries in the new EUROSTUDENT network, the coordinators have managed to increase the number of countries and broaden the geographical spectrum of the project. The fifth round now encompasses 27 countries, and cooperative arrangements have been formally discussed with representatives from a further five countries – Azerbaijan, Belarus, Kazakhstan, Russia and Ukraine.

May Kick-off meeting

The fifth round of EUROSTUDENT officially started with the Kick off conference in Berlin, Germany 24–25 May 2012. 61 participants from 25 countries attended the conference and an informal meeting at the German Federal Ministry of Education and Research introduced new members to the project. During the main conference, exploitation of EUROSTUDENT IV data was presented based on three country examples (Estonia, France⁴ and Germany⁵). The challenges for EUROSTUDENT V were addressed and a “speed-dating” session made sure that all members of the project could express their suggestions on and plans for the implementation of the project related to the following points: policy priorities, target groups, implementation of national surveys, dissemination of findings and the expectations towards the EUROSTUDENT V Consortium.

The project objectives and workpackages were presented and the target groups for the student surveys were discussed. Also the Consortium and the newly elected Steering Board were introduced and first meetings of these bodies took place after the close of the conference.

4 http://www.eurostudent.eu/conferences/berlin_2012/material/pdf/CE_France.pdf

5 http://www.eurostudent.eu/conferences/berlin_2012/material/pdf/CE_Germany.pdf

NIS-Cluster meetings in Armenia and Moscow

The European Higher Education Area consists of 47 countries and the EUROSTUDENT Consortium has been making efforts to include more countries in its comparative data set. A consultative workshop for the Newly Independent States (NIS-Cluster) took place in Yerevan 6-7 September 2012. The Minister of Education and Science of the Republic of Armenia, Dr. Armen Ashotyan, gave an opening speech, followed by welcome notes of the Rector of the Yerevan State Linguistic University, Prof. Gayane Gasparyan, the EUROSTUDENT project leader, Dr. Dominic Orr, and the head of the Committee on Education of the Commonwealth of Independent States, Prof. Vassiliy Strazhev.

Detailed discussions were held on technical and methodological aspects of the project, as well as related financial and administrative frameworks. The Initiative Group for the implementation of the fifth wave of the EUROSTUDENT survey in NIS countries includes 26 experts from Armenia, Azerbaijan, Belarus, Kazakhstan, Russia, Ukraine, Austria and Germany, most of whom were able to take active part in the workshop. The Initiative Group adopted a joint declaration, the "Yerevan Communiqué", addressing actual and potential supporters of the implementation of EUROSTUDENT in NIS countries.⁶ A subsequent meeting took place 20 October 2012 at the Moscow Higher School of Economics.⁷ Next steps are the collection of letters of commitment, signed by each country's ministry, the organization of a delayed entry to the project and the clarification of funding issues.

6 See communique here: http://www.ehea.info/Uploads/SubmittedFiles/9_2012/145704.pdf

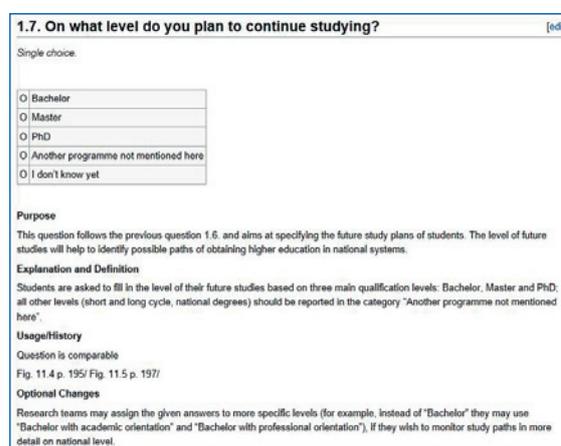
7 See information letter: <http://www.hse.ru/data/2012/10/02/1243693692/ES%20announcement%20-%20in%20English.pdf>

Release of new questionnaire and handbook

The manual is the result of collective work within the EUROSTUDENT network. It reflects the experience of the previous rounds as well as recent changes in the European Higher Education Area. In collaboration with experts from the European Commission, the European Students' Union and partner countries, the Consortium of EUROSTUDENT V developed the new questionnaire with a special workshop in Hainburg, Austria, in June 2012. Work on the questionnaire was accompanied by work on the handbook, carried out by IHS, Praxis, HIS-HF and ResearchNed.

The handbook, which explains the new questionnaire, aims to be useful for national research teams when implementing it in their national settings. It, therefore, provides various explanations and context information for each question in the survey. It is expected that some details of the handbook will change over time as explanations are updated following feedback from national teams. The latest version of the handbook is always available on the EUROSTUDENT V wiki-pages <https://eurostudent.his.de/wiki/index.php/Questionnaire>.

Figure 10 Dynamic handbook EUROSTUDENT V questionnaire on project wikispaces (excerpt)



1.7. On what level do you plan to continue studying? [edit]

Single choice:

Bachelor

Master

PhD

Another programme not mentioned here

I don't know yet

Purpose

This question follows the previous question 1.6. and aims at specifying the future study plans of students. The level of future studies will help to identify possible paths of obtaining higher education in national systems.

Explanation and Definition

Students are asked to fill in the level of their future studies based on three main qualification levels: Bachelor, Master and PhD; all other levels (short and long cycle, national degrees) should be reported in the category "Another programme not mentioned here".

Usage/History

Question is comparable

Fig. 11.4 p. 195/ Fig. 11.5 p. 197/

Optional Changes

Research teams may assign the given answers to more specific levels (for example, instead of "Bachelor" they may use "Bachelor with academic orientation" and "Bachelor with professional orientation"). If they wish to monitor study paths in more detail on national level.

Workshop on execution of national surveys

During a three day workshop in Vienna 15-17 October the Consortium prepared the EUROSTUDENT V field phase. The workshop was attended by 13 people from six different countries.

On first day the host institution, the Institute for Advanced Studies, presented the latest version of the questionnaire and the handbook. The partners gave feedback and the technical implementation of the questionnaire and the handbook were discussed.

In advance of the meeting every partner was assigned homework. They prepared feedback on two chapters of the questionnaire, the final EUROSTUDENT IV report or the Data Delivery Module (DDM) and presented their findings on the second day of the workshop. Following this, the organization of the regional seminars was planned. The partners decided that two seminars would take place in Malta and one in the Netherlands. Also a first draft for the organization, topics and an agenda was developed. ResearchNed also presented their concept for an online model survey, which will assist national teams using online surveys by providing a fully designed dummy survey with comments and notes on special design and programming considerations.

First regional seminar in Malta

The first of three regional seminars took place in Malta, 10-12 December 2012, and was organized by Praxis from Estonia. 16 participants were introduced to the EUROSTUDENT V questionnaire and survey methods. The questionnaire and the freshly finalised handbook were presented by Jakob Hartl (IHS), and Christoph Gwosć (HIS-HF) gave an overview of the project time schedule and tasks. Froukje Wartenbergh-Cras (ResearchNed) discussed design, programming, software and privacy issues in the survey. Martin Unger (IHS) focused his presentation on contacting and motivating students to participate in the survey, but also on issues related to translating, filte-

ring, pre-testing and the field phase. Finally, statistical methods for cleaning, checking and weighing the data, and data delivery methods were explained. Participants also had a fruitful discussion led by Hanna-Stella Haaristo (Praxis) on ideas and plans to disseminate and exploit the results of the EUROSTUDENT V project once it is finalized. The second and third regional seminars will take place in Malta, 14-16 January and in the Netherlands 21-23 January 2013.

Outlook 2013

In the year 2013, national teams will implement their national surveys in the data collection phase of the project. Following this, they will deliver the data to HIS-HF for control and feedback.

Following on from the Regional Seminars, which commenced in December, the organisers (ResearchNed, Praxis) will be offering post-seminar support via email and telephone until July 2013.

Additionally, ResearchNed will be offering specialist support for implementing online surveys, including access to a fully programmed online model survey.

In June 2013, the first full version of the web-interface for data delivery will be released. The so-called Data Delivery Module (or DDM) has been used in passed rounds of EUROSTUDENT, but it is now being fully updated. Slots for data delivery will be arranged with each national research team in the coming months. For further information on the project schedule, please see: https://eurostudent.his.de/wiki/index.php/Time_schedule

Figure 11 "Speed-Dating" at Kick-off meeting, May 2012 in Berlin



Figure 12 EUROSTUDENT V special seminar, September 2012 in Yerevan



Figure 13 EUROSTUDENT V NIS-Cluster, September 2012 in Yerevan



Figure 14 EUROSTUDENT V presentation, October 2012 in Moscow



Figure 15 "Family photo", regional seminar, December 2012 in Malta



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 since April 2012.

Date(s)	Where	Occasion	Topic area	Purpose	Consortium partner(s) participating
25-27.04.2012	Bucharest	Bologna Ministers' Conference	Social dimension in HE	Participation at meeting	HIS-HF
23-25.05.2012	Berlin	Kick-off EUROSTUDENT V	EUROSTUDENT internal	Project event	All members
29.5-1.06.2012	Houston	NAFSA 2012 Annual Conference & Expo	Mobility statistics	Presentation	HIS-HF
11-12.06.2012	Helsinki	ACA seminar, Tying it all together	Mobility statistics	Presentation	HIS-HF
22.06.2012	Bielefeld	2nd Expert meeting, access to HE, OSK Bielefeld	Access to HE	Presentation	HIS-HF
25-27.06.2012	Hainburg	Working group on EV questionnaire development	EUROSTUDENT internal	Project event	All members
27-29.08.2012	Cyprus	BFUG Cyprus	Exploitation of data for Bologna	Participation at meeting	HIS-HF
30-31.8.2012	Asuncion	EUROSTUDENT IV results on student mobility (Alfa Puentes project coordinated by EUA)	Mobility statistics	Presentation	IHS
6-7.09.2012	Yerevan	1st Meeting of EUROSTUDENT NIS-Cluster	EUROSTUDENT internal	Participation at meeting	HIS-HF, IHS
18.09.2012	Paris	OECD Attaining and Sustaining Mass Higher Education	Social dimension in HE	Presentation	HIS-HF
15-17.10.2012	Vienna	Preparation of regional seminars	EUROSTUDENT internal	Project event	All members
18.10.2012	Yerevan	Meeting of Education Ministers from CIS Countries on Educational Reform	Social dimension in HE & EUROSTUDENT	Presentation	HIS-HF
18-20.10.2012	Moscow	1st Meeting of EUROSTUDENT NIS-Cluster	EUROSTUDENT internal	Project event	IHS
18-21.10.2012	Moscow	International Conference of the Russian University Assoc. "Revival of Universities"	Social dimension in HE & EUROSTUDENT	Presentation	HIS, Praxis
15-16.11.2012	Riga	BFUG working group reporting	Exploitation of data for Bologna	Participation at meeting	HIS-HF
06.12.2012	Stockholm	Country visit Sweden	EUROSTUDENT internal	Country visit	HIS-HF
6-7.12.2012	Berlin	BFUG working group mobility	Exploitation of data, mobility	Participation at meeting	HIS-HF
13.12.2012	Brussels	BFUG working group social dimension	Exploitation of data, social dimension	Participation at meeting	IHS
10-13.12.2012	St. Julian's	1st Regional Seminar EV	EUROSTUDENT internal	Project event	All members
12-14.12.2012	Belgrade	Country visit Serbia (Regional Tempus project Finhed)	EUROSTUDENT internal	Country visit	HIS-HF

Finances

This overview shows the total expenditures planned in the original project budget and the costs incurred in 2012.

Total Costs	Overall budget for project (2012-2015)	Costs 2012 (1 April – 31 December 2012) ⁸	Relation 2012 to overall budget
STAFF COSTS	896.646,00€	164.497,00 €	18,35%
TRAVEL AND SUBSISTENCE ⁹	163.991,00 €	34.429,00 €	21,00%
EQUIPMENT	0,00 €	0,00 €	
SUBCONTRACTING	0,00 €	111,00 €	
OTHER COSTS ¹⁰	83.000,00 €	14.422,00 €	17,38%
Total	1.143.637,00€	213.459,00 €	18,70%
Details on selected costs			
a) overall staff spending			
HIS-Institute for Research on Higher Education (HIS-HF), Germany	729.421,00 €	102.588,00 €	14,06%
Institute for Advanced Studies (IHS), Austria	73.404,00 €	30.108,00 €	41,02%
Praxis Centre for Policy Studies (Praxis), Estonia	14.642,00 €	4.386,00 €	29,95%
European Council on Student Affairs (ECStA), Belgium	4.600,00 €	0,00 €	0,00%
ResearchNed, Netherlands	55.843,00 €	25.161,00 €	45,06%
National Commission for Further and Higher Education (NCFHE), Malta	3.198,00 €	0,00 €	0,00%
Federal Statistical Office (FSO), Switzerland	11.074,00 €	2.254,00 €	20,35%
b) expenses for representation of EUROSTUDENT V¹¹	35.904,00 €	9.726,17 €	27,09%
c) project meetings and events			
Kick-off Event, Berlin	17.000,00 €	17.942,34 €	105,54%
Working group seminar "Core set of questionnaire"	8.225,00 €	7.924,70 €	96,35%
Regional seminar, Malta ¹²	10344,00 €	6946,03 €	67,15%

8 Excludes overheads, which are in-line with the LLP regulations at 7% of total expenses. Only costs incurred until 31 December 2012 and invoiced by 31 January 2013.

9 Only of consortium members.

10 Category according to LLP guidelines, includes costs of events and expenditures (travel costs) of non-consortium members

11 21 international Presentations were given in 2012

12 Not complete, only costs booked until 31 December 2012.

