

BRIEF STATUS UPDATE

- 26 countries will contribute to EUROSTUDENT IV
- Central Survey Hosting service launched
- EUROSTUDENT workshop on data quality, March 2010
- Project wikipages updated

CURRENT PROJECT ACTIVITIES FOR EUROSTUDENT IV

Update: 26 Participating countries

We are expecting 26 countries to contribute their data to EUROSTUDENT IV. Many countries have made special efforts to assure their participation despite financial constraints in their public budgets. We would like to particularly welcome the countries who are new to EUROSTUDENT: Belgium (fl), Croatia, Denmark, Georgia, Malta and Poland. Information on each of the countries' current project status and metadata on their national survey can be found on the project wikipages at <http://eurostudent.his.de:8080/wiki/index.php/Participants>. We ask each of you to assure that this information is up to date and accurate. If not, please either make direct corrections or additions yourself or let us know.

Phase in overall timeplan: Data collection

We are in the second phase of the overall project timetable called "data collection". This means that most of the contributing countries are either preparing or carrying out their survey. The EUROSTUDENT coordinators are focussing on preparations for data delivery to HIS, i.e. on workpackages 3 and 4.

Preparations for data delivery (workpackage 4)

We are working on a handbook for data delivery, which details and explains the aggregate data we will require. One issue which needs special attention is the definition of special student groups for analysis and reporting. A working group consisting of Vibeke Opheim (NIFU-STEP), Martin Unger (IHS), Christoph Gwosc (HIS) and Dominic Orr (HIS) met in Hanover in November to discuss this and related topics. A concept for prototype student differentiating 'school leavers' and 'lifelong learners' is currently being developed. This differentiation between the two types will be based on the time between obtaining an entrance qualification for higher education and actually entering a university for the first time. A draft version of the handbook will be ready at the start of 2010 and presented at the workshop on data quality in March (see below).

Besides the Data Delivery Module, we will also develop a standard flat file with which you can export your data directly to the Data Delivery Module, instead of inputting the data by hand. Of course, we will still expect you to check the delivered data and add content-specific comments on data quality and a national interpretation of the delivered data for the National Profiles. For minutes of the meeting see: http://eurostudent.his.de:8080/wiki/index.php/Working_group_on_indicator

Austria
Belgium (fl)
Croatia
Czech Republic
Denmark
England/Wales
Estonia
Finland
France
Georgia
Germany
Ireland
Italy
Latvia
Lithuania
Malta
Norway
Poland
Romania
Scotland
Slovak Republic
Slovenia
Sweden
Switzerland
The Netherlands
Turkey

Support for online surveys (workpackage 3)

The focus of WP3 is to provide support for countries using online surveys. The first initiative within this workpackage was to offer an Intensive Seminar on "Planning and executing national online surveys for EUROSTUDENT". 21 people attended the seminar which took place in Berlin between 16 and 18 September. Stimuli for discussions were provided by presentations from Martin Unger (IHS), Elke Middendorff (HIS), Valentina DeLuigi (Statistics Switzerland) and Anja van den Broeck and her colleagues (ResearchNED). The presentations can be found on the project wikipages along with a handbook which summarises the discussions held during the seminar and highlights the main considerations for executing online surveys in the EUROSTUDENT project.

See: http://eurostudent.his.de:8080/wiki/index.php/IS_OnlineSurvey



Participants at Intensive Seminar,
Berlin 16-18 September

Central Survey Hosting (CSH)

We have now appointed ResearchNED to carry out the Central Survey Hosting service for us. The colleagues will provide a technical service to five countries in order to execute national surveys for EUROSTUDENT IV. The overall advantage of this service will be the possibility to develop best practice for multi-country surveys, including design and programming. It will also streamline data cleaning and data delivery to EUROSTUDENT. Additional countries may still join this service at a moderate surcharge. The countries using the service are: Croatia, Denmark, Malta, Poland and Slovenia.

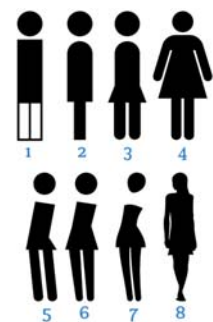
For more information see: <http://eurostudent.his.de:8080/wiki/index.php/CSH>

Meeting of Steering Board and Consortium

As noted in the July newsletter, EUROSTUDENT IV has a new Steering Board. The members of the Board represent key stakeholders in the project and are each international experts in their field. At the first official meeting, Professor Radu Damian was elected chairman of the Board. Radu Damian is chair of the Steering Committee for Higher Education and Research at the Council of Europe and a key player in national policy formulation in his home country, Romania. We look forward to working with him and his colleagues in the future.

One of the main conclusions of discussions between the Consortium and the Steering Board was the need to highlight particular student types in the data analysis and reporting. This task has been taken on by a special working group in workpackage 4 (see above).

For minutes and related documents of meetings of the Consortium and the Steering Board, see http://eurostudent.his.de:8080/wiki/index.php/Consortium_EIV and <http://eurostudent.his.de:8080/wiki/index.php/SteeringBoard>



Different grades of
differentiation for analysis

Conference in Prague, March 2010

A 2-day workshop on data conventions and quality control will be held in Prague in March 2010. Our host is Professor Petr Mateju. This is the first opportunity for the newly formed group of researchers involved in EUROSTUDENT IV to meet. The workshop takes place during the field phase of the project and prepares for data collection, review, calculation and delivery. It is directly related to workpackage 3 "Provision of infrastructure and methodical support for online surveys", workpackage 4 "Development of tools for data delivery" and workpackage 6 "Quality assurance". Efforts will be made to involve stakeholders not directly participating in the project.

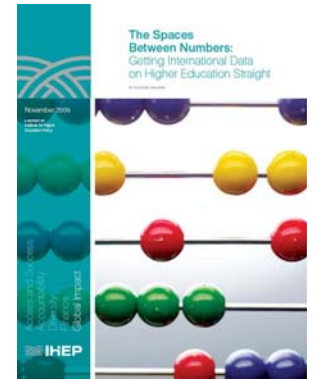
For more information see: http://eurostudent.his.de:8080/wiki/index.php/Workshop_Quality



ACTIVITIES IN AND CONCERNING THE EUROSTUDENT NETWORK

New reports

- Deutscher Akademischer Austauschdienst (DAAD) (ed.): Wissenschaft weltoffen 2009 - <http://www.wissenschaft-weltoffen.de>
This report and online databank provides detailed information on the mobility of both students and academics in German higher education (bilingual).
- Institute of International Education (2009): Open Doors 2009 fast facts - http://opendoors.iienetwork.org/file_depot/0-10000000/0-10000/3390/folder/78747/Fast+Facts+2009.pdf
This summary and online databank provides detailed information on the mobility of students in US higher education.
- Adelman, C. (2009): The Spaces Between the Numbers - Getting international data on higher education straight - <http://www.ihep.org/publications/publications-detail.cfm?id=131>
This publication deals with the intricacies of interpreting national data used in international comparative reports, in this case Education at a Glance.
- Gruel, L. / Galland, O. / Houzel, G (2009, eds) : Students in France. History and sociology of a new youth (in French) - http://www.ove-national.education.fr/index.php?lang=fr&page=actu.php&actu_id=73
This book provides an overview of the transformations which have affected the world of studying since the beginning of 1960s and includes in-depth insights into change since the middle of the 1990s thanks to the inquiries of the OVE.
- Beaupère, N. / Boudesseul, G. (2009, eds): Leaving without a university diplôme. Understanding drop-out students' routes (in French) - http://www.ove-national.education.fr/index.php?lang=fr&page=actu.php&actu_id=72
This work is the result of a qualitative survey of drop-out students. It investigates the university experience, the factors and the motives behind abandonment as well as the post-university trajectories of these young people.
- million+ (2009, eds.): Social mobility – universities changing lives - http://www.millionplus.ac.uk/file_download/10/MOBILITY_190309.pdf
This report looks at the contribution made to social mobility by those UK universities who specialise in non-traditional students.



Presentations, conferences, meetings including members of EUROSTUDENT

- 26-November-09 Paris, Conference: "Evolution of the living conditions of the students in France from the 1960's till today". (conference)
http://www.ove-national.education.fr/img_lib/0068_programme_definitif.pdf
- 11-November-09 Hannover, meeting of E:IV working group on indicator development (meeting)
- 4-November-09 Luxembourg, 1st meeting of the BFUG working group on data reporting (meeting)
- 15/19-October-09 Stockholm, ESU Conference "Social Dimension – The lost dimension" (presentation)
- 8/10-October-09 Rome, 10th anniversary of European Council on Student Affairs (presentation)
- 1-October-09 Barcelona, "Looking at Bologna - Education in debate", Fundacio Catalunya Europa (presentation)
- 16/18-September-09 Berlin, Intensive seminar "Planning and executing national online surveys for EUROSTUDENT" (conference)
- 15-September-09 Berlin, 1st meeting of the International Steering Board for EUROSTUDENT IV, (meeting)
- 14-September-09 Berlin, 3rd meeting of Consortium of EUROSTUDENT (meeting)
- 07-September-09 Brussels, ESU European Stakeholders' Forum 2009 (presentation)



Vibrant discussion on higher education reform in Catalunya organised by the Fundacio Catalunya Europa



Researcher exchange programme

One of the continual aims of the coordinators of EUROSTUDENT is to encourage discussion and exchange of experiences between participating countries. To this aim, Martin Unger (IHS) has initiated a researcher exchange programme. For more information, please see: http://eurostudent.his.de:8080/wiki/index.php/Researcher_Exchange

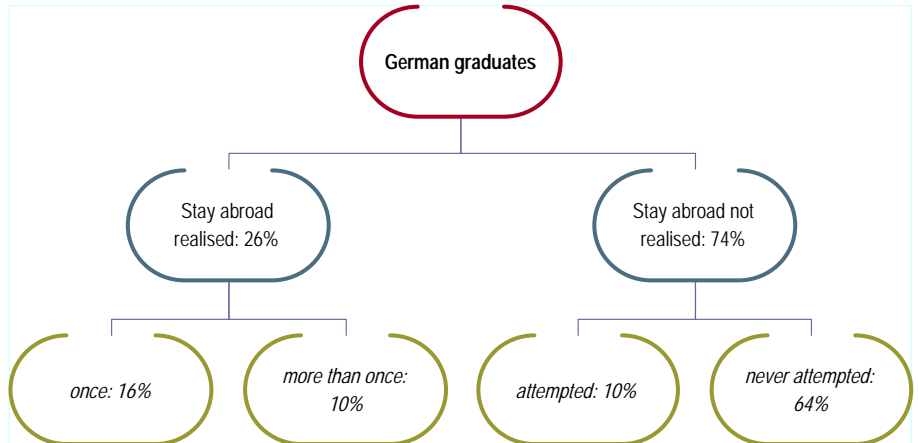
FEATURED INTERNATIONAL STATISTICS

In order to further promote mobility within the Bologna Process, the Bologna Ministers agreed in Leuven/Louvain-la-Neuve on a mobility goal for 2020. The communiqué states that “at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad”.¹ This is not an impossible goal. The EUROSTUDENT data shows that one third of the EUROSTUDENT participants have around 15 % or more students with foreign study-related experiences. Albeit, foreign study-related experience does not only include enrolment abroad (credit mobility), but also other kinds of mobility such as language courses and work placements (internships). Female students in Norway and Germany already achieve the 20% mark.²

The EUROSTUDENT data systematically underestimates mobility as it does not survey graduates, but a cross-section of students from all years of study. Furthermore, it cannot provide as much depth in the data as national studies. Recently, HIS published a bilingual study on student and academic mobility concerning Germany, called *Wissenschaft weltoffen*, which is a partner project to the US Open doors project.³ It showed that a total of 26% of all German students enrolled in German higher education institutions for a first degree or Masters in 2009 had been abroad at least once on a study-related stay.

Both EUROSTUDENT and this HIS study show, however, that there are large differences in mobility rates in terms of the type of study-related activity undertaken and the type of student participating. Figure 2 shows the variety of mobility rates by subject studied for German graduates.

Figure 1: Mobility of German students, in %



Source: *Wissenschaft weltoffen* 2009

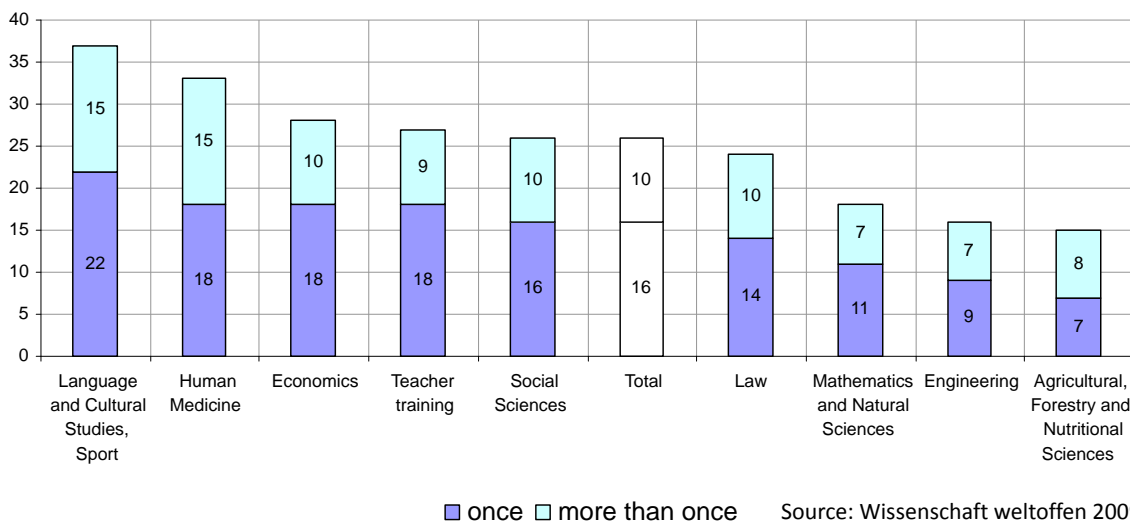


Figure 2: German students 2009, who undertook study-related visits abroad, by subject area, in %, differentiated by one or multiple visits

Other criteria also affect a student’s propensity to go abroad, e.g. age and social background. There are also differences by type of activity during the period abroad. Did the student study (e.g. with Erasmus programme), undertake an internship or participate in a language course? These are qualitative differences in the foreign experience of a student. Therefore, irrespective of the benchmark we need careful comparative and national studies to better understand and foster the development of effective and equitable academic mobility.⁴

1) Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April 2009, 2) See the full version of the EUROSTUDENT study on: http://www.eurostudent.eu/download/Eurostudent3_Final for more detailed information, 3) See: <http://www.wissenschaft-weltoffen.de> and <http://opendoors.iienetwork.org/> 4) Orr, D. / Riedel, A-C (in press): International mobility of students through the looking-glass. *EUA Bologna Handbook*. Raabe.