

BRIEF STATUS UPDATE

- Final Conference in Copenhagen on 15 - 16 June 2011
- Draft Synopsis of Indicators by 29 April 2011
- EUROSTUDENT V in preparation
- Workshops in Malta and Ankara in autumn 2010

CURRENT PROJECT ACTIVITIES FOR EUROSTUDENT IV

EUROSTUDENT IV data delivery and data control

The work on the **Data Delivery Module** is meanwhile widely completed and it is in full use. Up to 22 countries have now delivered their data to the central coordinators and we hope that the 3 laggards will catch up with the others soon. We appreciate the work of the national research teams very much and thank all countries for their contribution! Initial analyses for the final EUROSTUDENT report show that their work was worth while and that we may expect very interesting results.

At the end of last year we launched a first round of **data control** during which we asked the data providers to review and comment on some of their results. So far we received feedback from many of the countries and the responses are currently being analysed. For reasons of quality assurance, we have to keep bothering the data providers with a few further loops of inquiries until the data are clean and commented. Here, we thank for your understanding.

We are planning to activate the **Data Reporting Module** already during the course of April. Until the final release of the data (after the Copenhagen conference in June) the access to the data will be password protected and restricted to the participants of the EUROSTUDENT Network. Users will be able to view other countries' data, but cannot download them. In particular well-founded cases, we may provide you with data on other countries. However, we have to ask you to use the data only for internal purposes (e.g. to provide policy-makers with control knowledge), but not for publications. If a

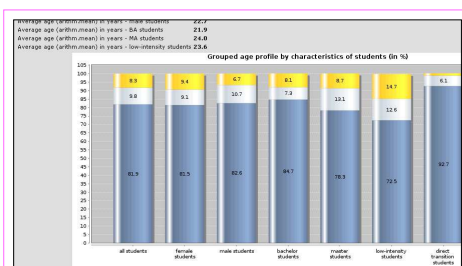
country does not want to give access to their data before the final release, their data will be blocked. We will contact project partners with a special email survey in March in order to avoid preventing exploitation of the data, but to assure each country's agreement on the procedure, conditions and mode of data exchange prior to the final conference.

Final conference in Copenhagen 15-16 June 2011

The final conference will take place on the modern campus of the **IT-University** Copenhagen, Denmark, and is organised in conjunction with the Danish University and Property Agency and the Ministry of Science, Technology and Innovation.

The EUROSTUDENT Consortium will present the results of the 4th round of EUROSTUDENT in connection with the release of the new comparative report "Synopsis of Indicators" for discussion with an expert audience.

We expect both researchers and policy-makers from the 25 countries which took part in EUROSTUDENT IV to attend and hope that many other stakeholders and experts with also come. Whilst the first day will be focussed on the project results themselves, the second day will be opened to a wider audience and will involve a public debate. See <http://www.eurostudent.eu> for updates.



Workshop in Malta on Data Interpretation and Context Information

In the autumn, EUROSTUDENT organised two events in the lead up to the final analysis and reporting of our comparative data. In **Malta**, 16 country experts met for an intensive seminar which was organised in conjunction with the Maltese National Commission for Higher Education. The purpose of the meeting was to discuss the interpretation of national data from a comparative standpoint. First analyses of data were presented and debated from a national and comparative perspective.



Participants at Maltese Intensive Seminar

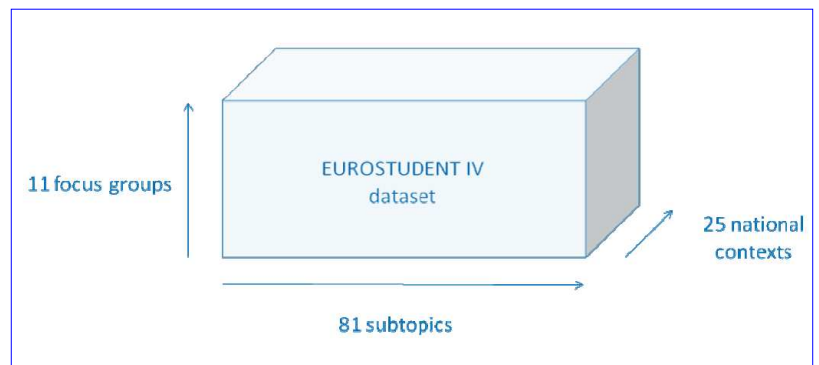
One of the main outcomes was the agreement that the Synopsis of Indicators focuses on sketching out the social dimension of European higher education. And “sketching” entails finding a balance in the analysis between **three dimensions**: student focus groups, subtopics and sensitivity to national context. This result was then used by the HIS-Team to develop a draft concept for the Synopsis of Indicators and a discussion paper on the project’s reporting and dissemination strategy. All documents are available on the project wiki pages:

http://eurostudent.his.de/wiki/index.php/IS_DataAnalysis

...and Ankara

The second meeting took place in **Ankara**, at the Middle Eastern Technical University (METU). This international workshop was expressly supported by both METU and the Turkish Council of Higher Education (YÖK). It was attended by 65 project partners. The workshop built on the results of the intensive seminar. We also had presentations on national studies carried out within the framework of EUROSTUDENT from Denmark, Italy, Latvia and Turkey. The attendance of so many experts from all over Europe gave us the opportunity to discuss policy debates in the European higher education area. We found the commonality that the Bologna reforms are accompanied by concerns about public spending during the financial crisis and the question of how many students a country needs and should support. At the same time, there is an emphasis on policy debates and improving equity. The situation can be summarized as a challenge for Bologna reforms between equity and efficiency.

EUROSTUDENT reporting: dimensions of analysis (below)



"Family photo" of workshop participants in Ankara

For EUROSTUDENT this means that there are **two main issues** which should be reflected in our project reporting:

1. *Who are the students now, who will/might they be and who should they be in the near future?* This issue calls for analyses of the type of students studying in Europe at the present and the differences between countries.
2. *What responsibilities (and possibilities) does the state have to change this?* This issue calls for a reflection on possible measures which are taken or could be taken to achieve policy objectives (e.g. smart student support and tuition fees).

EUROSTUDENT IV Strategy for dissemination and exploitation

We have started to delve deeper into the data that have been delivered to us and we have begun to write the first chapters of the EUROSTUDENT IV Synopsis of Indicators. Before starting to write, we had conducted a consultation process involving the entire EUROSTUDENT Network. Thanks to everybody who participated! The goal of the consultation process was to review and further improve the existing structure of the Synopsis. As can be seen in the chart to the right, one outcome was the design of a new chapter structure. If you wish to learn more about the new concept of the Synopsis, please refer to our wiki pages for Ankara. The next deadline for us is on **29 April**. By then, we would like to have a draft of the Synopsis written and ask our country teams to review it critically.

The responsibility of the national teams will be to appraise the correctness of the data presented and the interpretations offered. As we stressed during the events in Malta and Ankara, the Synopsis of Indicators remains our core deliverable, but by no means the only one. We consider it as being embedded into an **elaborate reporting infrastructure**, of which three other elements form an integral part:

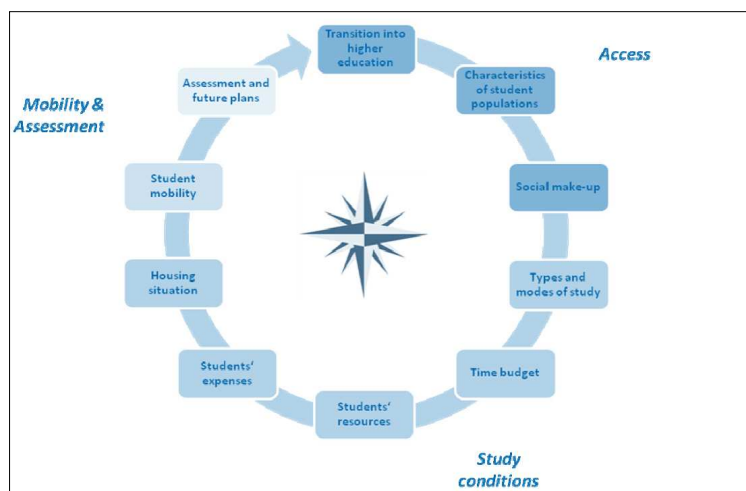
1. Firstly, we will refer to the reports produced by the national teams more frequently (see section on recent reports). While the Synopsis adopts a broad, comparative perspective and mostly presents analyses on a highly aggregated level, the national country reports contain in-depth analyses on the national perspectives.

2. Secondly, we will produce so-called **Intelligence Briefs** in cooperation with our partners from NIFU, CHERI and EÜL. These briefs are short documents presenting more nuanced analyses of EUROSTUDENT data, which will not be analysed in full detail in the Synopsis. Examples of topics or focus groups that the Intelligence Briefs could focus on are tuition fees or the specific situation of older students in higher education.

3. A third element is the **Data Reporting Module (DRM)**. The DRM can be used by interested researchers to download data on all indicators. Moreover, it can be used to download so-called national profiles, which are PDF documents containing automatically generated graphics and national interpretations of all indicators a country has delivered.

These are our 'passive' exploitation and dissemination measures. Obviously, we have thought of a number of 'active' measures as well, to ensure our project being visible among both policy-makers and researchers. The most prominent ones are the two conferences we will be organising this year. Our **Final Conference** in Copenhagen on June 15 - 16 (see first page). In addition to the Copenhagen conference, we are planning to organise a **European Dissemination Conference**

EUROSTUDENT IV Synopsis - based on a lifelong learner's biography



Save the date!

29.4.11 Draft version of Synopsis of Indicators

13.5.11 Deadline for feedback from countries

20.5.11 Meeting of Steering Board

15-16.6.11 Copenhagen conference

Oct. 11 Brussels conference

in Brussels in October this year. You will receive more details on both events soon. To conclude, we would like to stress that we are offering you strategic advice in case you are considering to organise your own national dissemination event.

Just contact us!

EUROSTUDENT V (2011-2014)

We have now commenced our planning for EUROSTUDENT V. The first stage of this is an application to the European Commission for funding to support the international coordination and reporting activities of our project. The main application will be made on 31 March 2011 and we will finally know whether we have been successful early autumn 2011. Here is a rough time schedule for the fifth round of EUROSTUDENT. It is subject to a successful evaluation of our project proposal by the evaluators of submissions to the Lifelong Learning Programme (LLP) and to changes in detail planning over the coming months.

Preparation of national surveys:	Nov. 2011 - Aug. 2012
Data collection (field phase):	Sep. 2012 - Apr. 2013
Data delivery:	Apr. 2013 - Sep. 2013
Data control:	Aug. 2013 - Dec. 2013
Data analysis:	Nov. 2013 - Mar. 2014
Drawing up comparative report:	Jan. 2014 - Apr. 2014
Project final conference:	Apr. 2014 - Jun. 2014
Dissemination and exploitation:	Apr. 2014 - Oct. 2014



ACTIVITIES IN AND CONCERNING THE EUROSTUDENT NETWORK

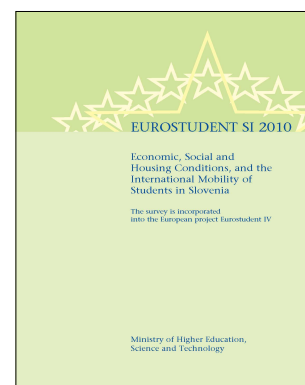
Presentations, conferences, meetings including members of EUROSTUDENT

- 20.01.2011 Brussels: Financing the Students' Future (FiSt) (participation)
- 13.-14.12.2010 Berlin: Der Bologna-Prozess aus Sicht der Hochschulforschung – Analysen und Impulse (presentation)
- 03.12.2010 Brussels: ACA Seminar on Mobility (presentation)
- 30.11.-01.12.2010 Ankara: Workshop on Data Interpretation and Context Information (meeting)
- 22.-25.11.2010 Nicosia: Social Dimension in higher education (presentation)
- 15.-16.11.2010 Luxemburg: 3rd meeting of BFUG working group reporting (participation)
- 03.-04.11.2010 Budapest: 3rd meeting of BFUG working group mobility (participation)
- 15.10.2010 Lüneburg: Advisory board of OPULL (participation)
- 25.-26.10.2010 Brussel: Financing the Students' Future (FiSt) Kick-off Meeting (participation)
- 07.-08.10.2010: Konstanz: ERASMUS Regionaltagung (presentation, panel discussion)
- 07.10.2010 Hanover: ESU Kickoff Meeting (participation)
- 30.09.-01.10.2010 Berlin: Employability and Mobility of Bachelor graduates in Europe (presentation)
- 27.-28.09.2010 Dubrovnik: International Forum: Foresight in Higher Education Reform 2020 (presentation)
- 24.09.2010 Berlin: 2nd EUROSTUDENT Steering Board Meeting (meeting)
- 16.-17.09.2010 Berlin: ERASMUS Regionaltagung (presentation, panel discussion)
- 14.-16.09.2010 Nantes: EAIE/ACA seminar: International student mobility in the post-Leuven/Louvain-la-Neuve era (pres.)
- 06.-08.09.2010 Valetta: Intensive Seminar on data analysis and interpretation (meeting)



Recent reports

- Marcucci, P. / Usher, A. (2011). Tuition Fees and Student Financial Assistance: 2010 Global Year in Review. Toronto: Higher Education Strategy Associates. Online under: http://www.higheredstrategy.com/publications/2011/Year_in_Review_2010.pdf
Provides a global "map" of developments concerning tuition fees and student support and discusses some of the arising issues. (English)
 - Coleman, R. / Bekhradnia, B. (2011): Higher Education Supply and Demand to 2020. Online under: <http://www.hepi.ac.uk/files/2010%20demand%20report%20summary.pdf>
In the 1960s Lord Robbins established a principle for access to higher education in the UK. It states that all who are qualified should be able to enter higher education if they wish. This report investigates how qualified demand is being met in the UK. (English)
 - Verley, E. / Zilloniz, S. (2010): L'enseignement supérieur en France : un espace segmenté qui limite l'égalisation des chances. In: Formation emploi, 110 | 2010. Online under: <http://formationemploi.revues.org/index2914.html>
As the number of students and graduates stabilises in France, competition between higher education institutions has sharpened, leading researchers to consider French higher education as a segmented space which limits equity. (French)
 - Camilleri, A. / Mühleck, K. (2010, eds.): Evolving diversity - An overview of equitable access to Higher Education in Europe. Online under: <http://repository.equinet.info/50/>
This report gives a comparison of the state of equity in access to Higher Education in the EU27 + EEA countries using a synopsis of available data, among those EUROTUDENT data. (English)
 - Usher, A. / Medow, J. (2010): Global Higher Education Rankings 2010: Affordability and Accessibility in Comparative Perspective. Online under: http://higheredstrategy.com/publications/GHER2010_FINAL.pdf
Using standardised indicators to create a composite index, countries' performance is compared on the basis of a ranking of both affordability and accessibility. (English)
 - Orr, D. (2010): Integrating an aging student population into higher education – challenges for evidence-based policy in Europe. In: Canadian Journal of Higher Education, Vol 40, No 3 (2010). Online under: <http://ojs.library.ubc.ca/index.php/cjhe/article/view/2013/1993>
This article argues for more attention to be paid to the age profile of different students, because this provides an insight into their personal circumstances and appropriate study conditions. (English)
- The following reports are studies on students' social and economic situations in countries participating in EUROSTUDENT IV. See also: <http://www.eurostudent.eu/results/reports>
- AT: Unger, M. et al. (2010): Studierenden-Sozialerhebung 2009. Online under: www.sozialerhebung.at
 - CH: Boegli, L. / Gerhard, S. / Teichgräber, M. (2010): Studieren unter Bologna - Hauptbericht der Erhebung zur sozialen und wirtschaftlichen Lage der Studierenden an den Schweizer Hochschulen 2009. Online under: http://www.eurostudent.eu/download_files/documents/National_Report_Switzerland_German.pdf
 - DE: Isserstedt, W. / Middendorff, E. / Kandulla, M. / Borchert, L. / Leszczensky, M. (2010): Die wirtschaftliche und soziale Lage der Studierenden in der Bundesrepublik Deutschland 2009. Online under: http://www.sozialerhebung.de/pdfs/Soz19_Kurzfassung.pdf
 - FI: Saarenmaa, K. / Saari, K. / Virtanen, V. (2010): Opiskelijatutkimus 2010 Korkeakouluopiskelijoiden toimeentulo ja opiskelu. Online under: http://www.eurostudent.eu/download_files/documents/National_Report_Finland_Finnish.pdf
 - SE: Rurling, Å / Gillström, P. (2010): Eurostudent – om svenska studenter i en europeisk undersökning, hösten 2009. Online under: http://www.eurostudent.eu/download_files/documents/1020R-eurostudent-2009.pdf
 - SI: Slovenian Ministry of Higher Education, Science and Technology (2010): EUROSTUDENT SI 2010 Economic, Social and Housing Conditions, and the International Mobility of Students in Slovenia. Online under: http://www.eurostudent.eu/download_files/documents/National_Report_Slovenia_English.pdf



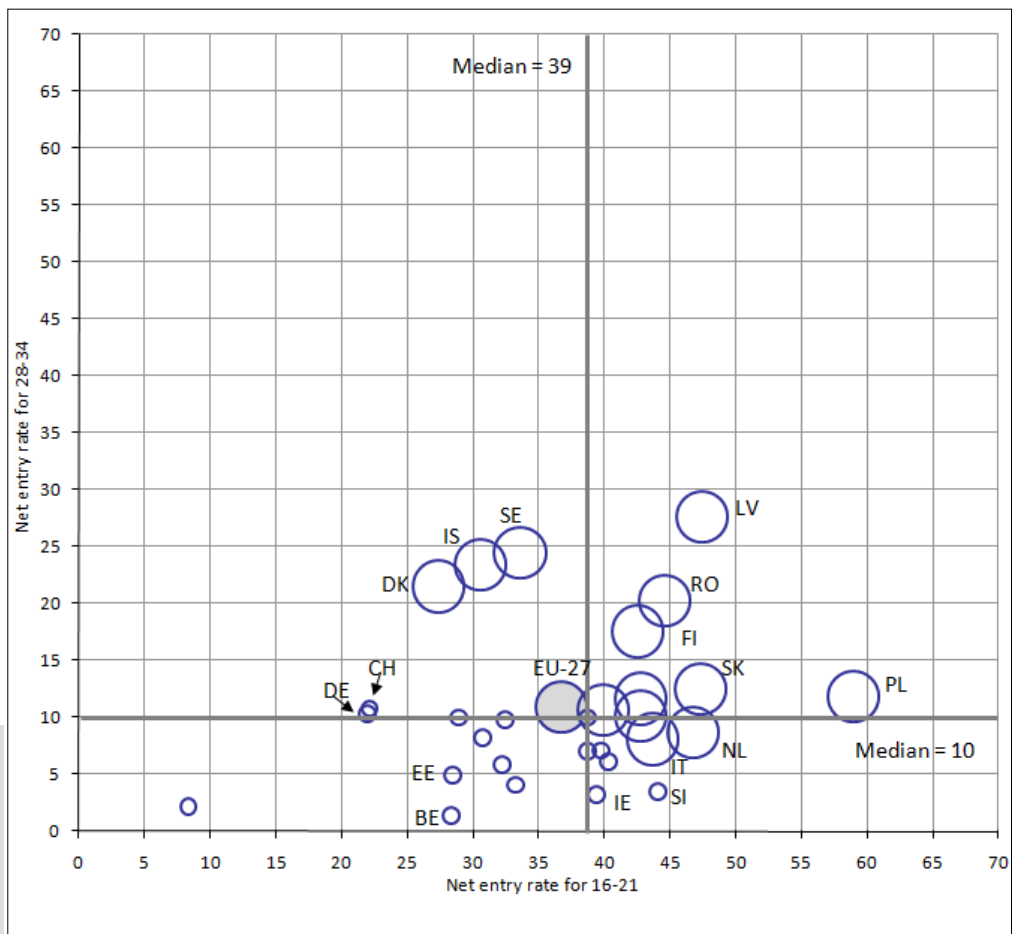
FEATURED INTERNATIONAL STATISTICS

Over the past decade, one of the focal points of higher education reform has been making higher education more accessible for older students. The rationale behind this is that educational opportunities should be provided throughout a person's lifetime, so that everyone has a chance of educational betterment. There is also the more utilitarian argument that developed economies require highly skilled workers and that the number of highly skilled people can be increased both through more young people entering higher education, but also by offering other groups the chance to enter higher education later in life.¹ A recent publication by the Equnet project has looked at the various sources of data available concerning access to higher education and produced an informative synopsis.² The chapter on entry into higher education presents an interesting insight into **educational opportunities by age**. It shows – inter alia – that the countries with an overall net entry rate above the European average have often achieved this through a comparatively high net entry rate for the 28 to 34 year olds – see chart.

- Denmark, Iceland and Sweden are countries with a higher than average share of older students and a higher than average overall entry rate. However, their share of younger students is below average. Their positions are related to the generally late entry to higher education in these higher education systems.
- Latvia, Romania, Finland, Slovakia and Poland have higher than average shares on all three criteria. This is because they have high overall net entry rates, which are well spread across the age groups.
- The Netherlands and Italy have lower shares of older students, despite a higher than average overall net entry rate. This is due to a large share of younger students entering at roughly the same age.
- Estonia and Belgium are examples of countries with lower than average values on all three criteria. They have relatively low overall entry rates and a focus on younger students.

In the context of lifelong learning, the group in the top right-hand corner is of most interest, because of the high rates of participation for both extreme age groups. In the group on the top left-hand corner, there is an emerging discussion about the **efficiency of transition** between school and university level, because so many students delay this transition. The new EUROSTUDENT IV Synopsis of Indicators will provide more insights into these issues, especially because it will be able to provide more information on the differences between the framework conditions and circumstances of studying for direct and delayed entry students.

Figure 1: Net entry rate, ISCED 5A – 2007, by age group and overall value



Source: Equnet 2010, p. 35. Note: Data source: Eurostat, own calculations. This chart shows a comparison between the net entry rates for the age groups 16-21 (young entrants) and 28-34 (older entrants) with the size of bubbles indicating whether the overall entry rate is above (big) or below (small) the median net entry rate. For simplicity not all values are labeled.

1. OECD (2004): Policy brief lifelong learning. Online under: <http://www.oecd.org/dataoecd/17/11/29478789.pdf> and Leuven Communiqué of the Bologna process, April 2009. Online under: http://www.ehea.info/Uploads/Declarations/Leuven_Louvain-la-Neuve_Communique%3%A9_April_2009.pdf
 2. Camilleri, A. / Mühleck, K. (2010, eds.): Evolving diversity - An overview of equitable access to Higher Education in Europe. Online under: <http://repository.equinet.info/50/>