

BRIEF STATUS UPDATE

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1. Current EUROSTUDENT V project activities

Schedule

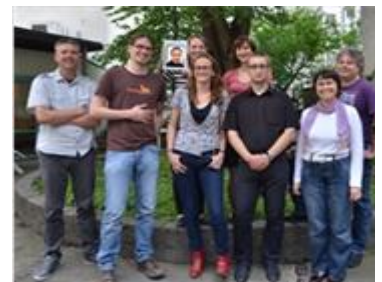
Most Eurostudent national teams have now completed their field phases. This means that the project now moves into the next phase, which is data delivery and analysis. The survey is getting more interactive and this is also a chance for the students to become more directly involved in discussing the results. For instance, both Irish and French students had the opportunity to leave comments on dedicated Facebook pages or via twitter.

To see in which field phase the national teams are, visit the following wikipeage (please update your own schedule as necessary): [time schedule](#).

Country field phases (09.04.13) [edit]												
Country	Have you selected the research agency?	What is the exact time of the fieldphase? Please insert at least the month and year!	What is your method of survey? (online/paper/face-to-face/phone/etc)	Are you using a sample or targeting all of the student population?	Is there a central/national student register or other database available for you to use for sampling? Does it include contact information of students?	What is your expected number of respondents? (Not the size of your sample but the number of responses you want to collect)	Will foreign students be a special target group in your survey?	Will PhD students be a special target group in your survey?	Will short cycle students be a special target group in your survey?	How will you contact the students to invite them to participate in the survey?	What organization will be the sender of the invitations to students?	Which language will you use in your survey?
					Not filled in						Via the	

"Early Birds" meeting in Vienna

During the long winter days the EUROSTUDENT V Consortium worked on the Data Delivery Module and the Handbook for the national researcher teams. In this round of EUROSTUDENT we are paying special attention to improving the intensity of cooperation between the project coordinators and the national teams with the aim of improving the overall quality of our data set. For this reason, the Consortium invited the teams from the "early bird" countries



[Workshop participants Vienna 2013]

Slovakia (Maria Sulanova and František Blanár) and Lithuania (Kristina Masevičiūtė) to discuss their data sets and the requirements for data delivery with them at a special workshop.

The meeting took place at IHS in Vienna 6-8 June. The Consortium was represented by Martin Unger, Christoph Gwość, Jakob Hartl, Petra Wejwar, Froukje Wartenbergh-Cras and Bas Kurver. At the meeting the participants reviewed and revised the Data Delivery Handbook and developed the new Manual for Data Processing, which reflects the comments and queries from the two national teams and aims to simplify the data processing calculations for all teams.

Technical Handbook for Data Delivery now ready

The Handbook for data delivery is now completed and it is now available for public use. This handbook explains what is necessary in order to calculate the data for the EUROSTUDENT V data set. It is divided into topic areas, e.g. "Employment & Time budget", and then within each area into so-called subtopics. The handbook is accompanied by the supplement Manual for Data Processing, which provides standard SPSS syntaxes that can be used to calculate data tables from the national survey data. The handbooks are available on the project wiki-pages: [Manual](#)



Boot camp 2013

One of the points of focus for the fifth round of EUROSTUDENT is to provide national teams with additional help for data preparation in order to improve the quality and conformity of data deliveries. This was the reason why the project started with the Regional Seminars in Malta and The Netherlands.

And now a selected group of national teams is getting the chance for further help in the form of a Boot Camp for SPSS calculations for the EUROSTUDENT data delivery. This three-day workshop will be open to a maximum of 10 national teams, which have to have completed their survey field phase in order to qualify for taking part. The Workshop will take place 25-27 September 2013.

The training will be provided by staff from the Institute for Advanced Studies (IHS, Austria) and ResearchNed (The Netherlands). If you are interested in attending, please contact us immediately on Eurostudent@his.de, as places are getting scarce.

Schedules for data delivery 2 September until 29 November 2013

The slots for data delivery to the project coordinators in Hannover are between September and the end of November 2013 for all those teams with a field phase in 2013. The team would like each country team to name one week for data transfer within this period and have set up a doodle-survey to this end.

Please, enter your preferred slots under the following link: doodle.com

2. Activities related to the EUROSTUDENT V network

14th CSSI Conference- 19th – 20th June 2013 in Dundalk, Ireland

From 19th – 20th June 2013 the 14th Confederation of Student Services in Ireland Conference "Mind, Body, Spirit- The Holistic Approach to the Student Experience" took place at the Dundalk Institute of Technology, Ireland. Dominic Orr from the HIS Institute was invited as a keynote speaker. His talk entitled "EUROSTUDENT and the Social Dimension of Higher Education- looking at the total student experience from a European perspective " presented some key findings on the various opportunities for improving the social dimension in higher education from EUROSTUDENT and pointed to the data gaps, which the project Peer Learning for the Social Dimension hope to fill (see below). His text will be published in the conference proceedings.



[A example of comments from Irish students on the issues raised in the EUROSTUDENT survey]

BFUG Working Group meeting in Luxembourg

The BFUG Working Group "Reporting on the Implementation of the Bologna Process" met on 2 July in Luxembourg. The working group is preparing the next Bologna Process Implementation Report which is due in 2015. EUROSTUDENT is involved in the working group as our project has the status of an official data provider, next to Eurydice and Eurostat. At the meeting EUROSTUDENT was represented by Christoph Gwośc. The meeting discussed the list of indicators to be used for the next BFUG report. Similarly to the previous report, we will mainly provide data for the chapters on the social dimension of higher education and mobility, but also for lifelong learning.



Eurograduate - Feasibility study for a European graduate study

The European Commission's Europe 2020 agenda has recently added a focus on the need for the right skills for the labour market in order to reduce the prevalent youth unemployment in many countries. Higher education is seen as a major driver of change towards these goals and initiatives in both the EU and 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 setting during their studies.

However, there is a major gap in data collecting on the European level. To this aim, the new EUROGRADUATE 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 data urgently required. This data will 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 project starts in October 2013. The project partners are the HIS Institute for Research on Higher Education (HIS-HF) in Germany, Institute for Advanced Studies (IHS) in Austria, European Policy Centre (EPC) in the Czech Republic and the European Students' Union (ESU).

Updates on PL4SD



Peer Learning for the Social Dimension (PL4SD) has a new homepage. See: pl4sd.eu There you will also find the latest newsletter. The major updates are also summarized here, as this is a very relevant project for EUROSTUDENT.

Data collection from all EHEA countries for PL4SD database has begun

Questionnaires on measures undertaken in different countries of the European Higher Education Area (EHEA) have been distributed to ministries responsible for higher education in all 47 EHEA countries. The aim of the questionnaire is to allow countries to provide brief information equitable access, participation and completion of higher education.

The data will be placed into a searchable online database on the PL4SD web site that will present measures from a range of countries throughout the European Higher Education Area. This will allow countries to enable peer learning and knowledge exchange throughout the European Higher Education Area. For more information about the data collection part of the PL4SD project please visit: [Database](#).

Call for expressions of interest from EHEA countries to participate in Social Dimension Country Reviews

The PL4SD project will carry out three country reviews between 2013 and 2014 as a pilot study. The PL4SD country reviews have the aim of providing an external and comprehensive reflection and review of initiatives and measures undertaken by a country to support the social dimension of higher education, and to assist countries in the development of a coherent, comprehensive and effective national strategy for improving the social dimension of higher education.

All countries that are signatories of the Bologna Process are eligible to participate in a country review within the PL4SD project and are open to apply for this review. The costs of the preparatory work of the international project coordinators and of the visiting external reviewers will be borne by the project budget. For more information on the Country Reviews, please visit: [About- the- country- reviews](#) or see Section 3 of the PL4SD Info sheet.

3. New reports

20th German Social Survey - The economic and social conditions of students in Germany 2012 (20. Sozialerhebungsstudie)

Authors: Elke Middendorff, Beate Apolinarski, Jonas Poskowsky, Maren Kandulla, Nicolai Netz

The Social Survey is the biggest student survey in Germany and is the German data set used for EUROSTUDENT. Amongst other results, the study shows that the share of students, who consider their studies to be their central activity has been continually dropping over time, whilst many students now see their studies as just one activity amongst others (e.g. working, family duties and caring for others).

The 20th German Social Survey is released and available on the website Sozialerhebung.de

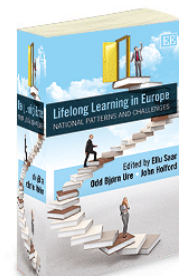


Lifelong Learning in Europe: National Patterns and Challenges

Edited by Ellu Saar, Tallinn University, Estonia, Odd Bjørn Ure, Fafo, Norway and John Holford, University of Nottingham, UK (available online under: [Lifelong Learning in Europe](#))

Based on a five-year research project across thirteen countries, this book analyses how national characteristics frame a central feature of European Union social and economic policies – lifelong learning. Combining qualitative and quantitative methods in a wide-ranging international comparative study, the book explores how far the EUs lifelong learning agenda has been successful and what factors have limited its ability to reshape national adult and lifelong learning systems.

Using country typologies, the authors challenge assumptions – whether held by policy makers or researchers – that there is just one economic trajectory for market economies and their lifelong learning systems. This book will therefore be valuable to scholars, researchers and policy makers who are investigating, or trying to change, education and labour markets.



'There was never really any question of anything else': Young People's Agency, Institutional Habitus and the Transition to Higher Education

In: British Journal of Sociology of Education, Vol. 33, No. 2, March 2012, pp.263-281 (available online under: [Publications](#))

Authors: Emer Smyth and Joanne Banks

This paper focuses on how school pupils' aspirations and decision-making regarding transition to higher education in Ireland is shaped by individual and familial habitus, by the habitus of their school and by their own agency. Through qualitative research it shows how transition to university is taken as a given by both the pupils and the staff of one school, whilst in another pupils with aspirations are reminded to be "realistic" by guidance counsellors and warned that they might not achieve the necessary point average for a degree programme.

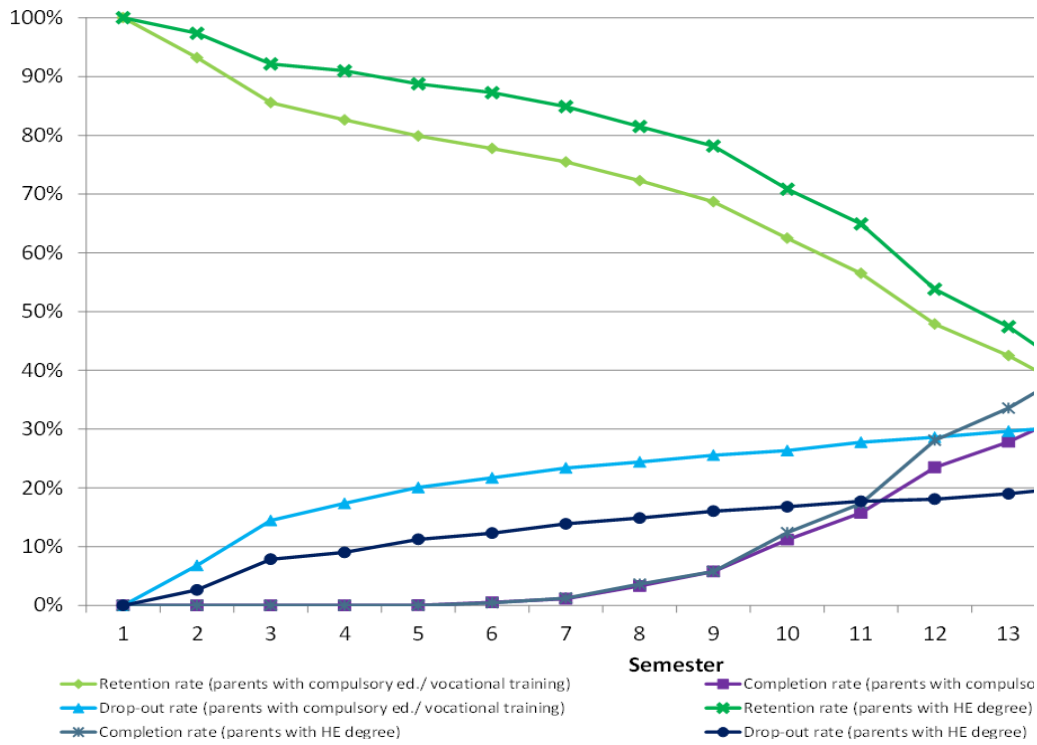
Social dimension of retention and completion rates at Austrian universities

Recently, the Institute for Advanced Studies (IHS) analysed the retention, completion and dropout rates of students in Austria with data from the central student registry. Tracking university students in diploma programmes (pre Bologna) of the beginners' cohort of 2003/04 throughout 16 semesters showed that women have a 12% higher completion rate at the end of the period of observation than men. At the early stages of their studies women, however, show slightly higher dropout rates than men. IHS researchers found furthermore that students with low education background (parents' highest educational attainment: compulsory school or vocational training) show considerably higher dropout rates - especially after the third semester - than students whose parents graduated from higher education. The latter have completion rates which are 9% points higher than those of students with low educational background. This gap is especially large for students enrolled in law, medicine and business, and smaller in science, engineering and the humanities. IHS researchers also detected major differences in the study habits (completion, retention and dropout rates) taking into account their access routes. i.e. their type of secondary school degree or "second chance" HE entrance qualification. The latter have significantly lower completion rates after 16 semesters than "traditional" students. Other recent projects of IHS researchers tracking graduates (also cohort analysis based on micro data from several HEIs combined with official register data of labour market statistics) show interesting details on transition of higher education graduates into the labour market: transition of university graduates is smooth rather than abrupt. Although there are significant differences by field of study and gender, the transition to the labour market is successful overall - despite the (in comparison to the OECD average) long duration of study programmes.

For more information, see [Unger et. al. 2012, 30ff](#) (in German)

Contact: unger@ihs.ac.at

Fig. 1 Course of study of beginners cohort winter semester 2003/04 diploma studies by educational background

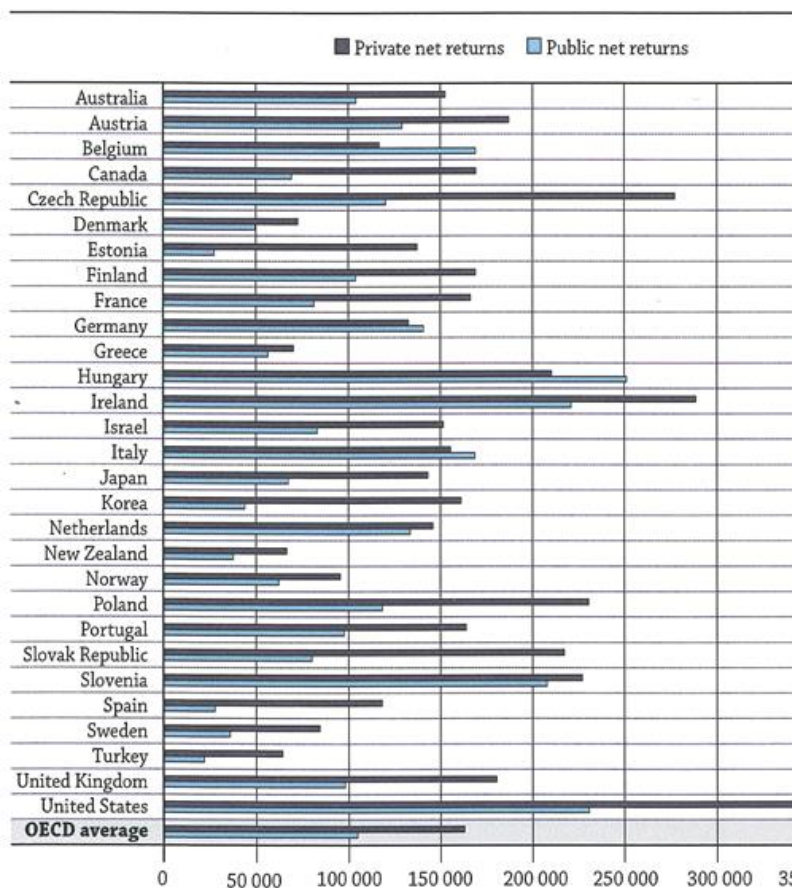


National beginner students of the winter semester 2003/04, diploma studies at universities. Only exemplary groups are displayed.
 Unger et al. 2012: 35. Data source: BMWF. Statistic Austria. Calculations of IHS.

4. International and comparative statistics

Fig. 1 Net private and public returns associated with a man attaining tertiary education (2009)


As compared with returns from upper secondary or post-secondary non-tertiary education



Notes: Turkey refers to 2005. Japan refers to 2007. Italy, the Netherlands and Poland refer to 2008. All cashflows are discounted at a 3% interest rate.

Countries are shown in alphabetical order.

Source: OECD, Tables A7.3a and A7.4a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink  <http://dx.doi.org/10.1787/888932846633>

The OECD data display the additional net returns for a male who graduated from tertiary education and for the state compared to a situation where a male advanced only to upper secondary or post-secondary non-tertiary education. The results show that in all OECD countries presented the effort of graduating from tertiary education is economically worthwhile. Both private and public net returns are positive. Very high private returns are to be found in the United States, Ireland and the Czech Republic basically indicating a particular scarcity of graduates from tertiary education. With respect to the various factors of costs and benefits that were taken into account for calculating net returns, those countries have in common that gross earnings benefits

The state profits from returns from tertiary education on a large scale in Hungary, the United States and Ireland. There, the income tax effect plays an important role. In four countries (Belgium, Hungary, Italy and Germany) the value . for public net returns even exceeds the value for private ones. For more information see OECD Education at a glance 2013 at oecd.org.

Responsibility for this newsletter is held by: HIS GmbH, Hannover (eurostudent@his.de). You have received this newsletter because we have you registered as interested in the EUROSTUDENT project. Should this not be the case, please contact us and we will take you off our list. Project website: www.eurostudent.eu . From this website, project participants will also find access to the project wikipages.