



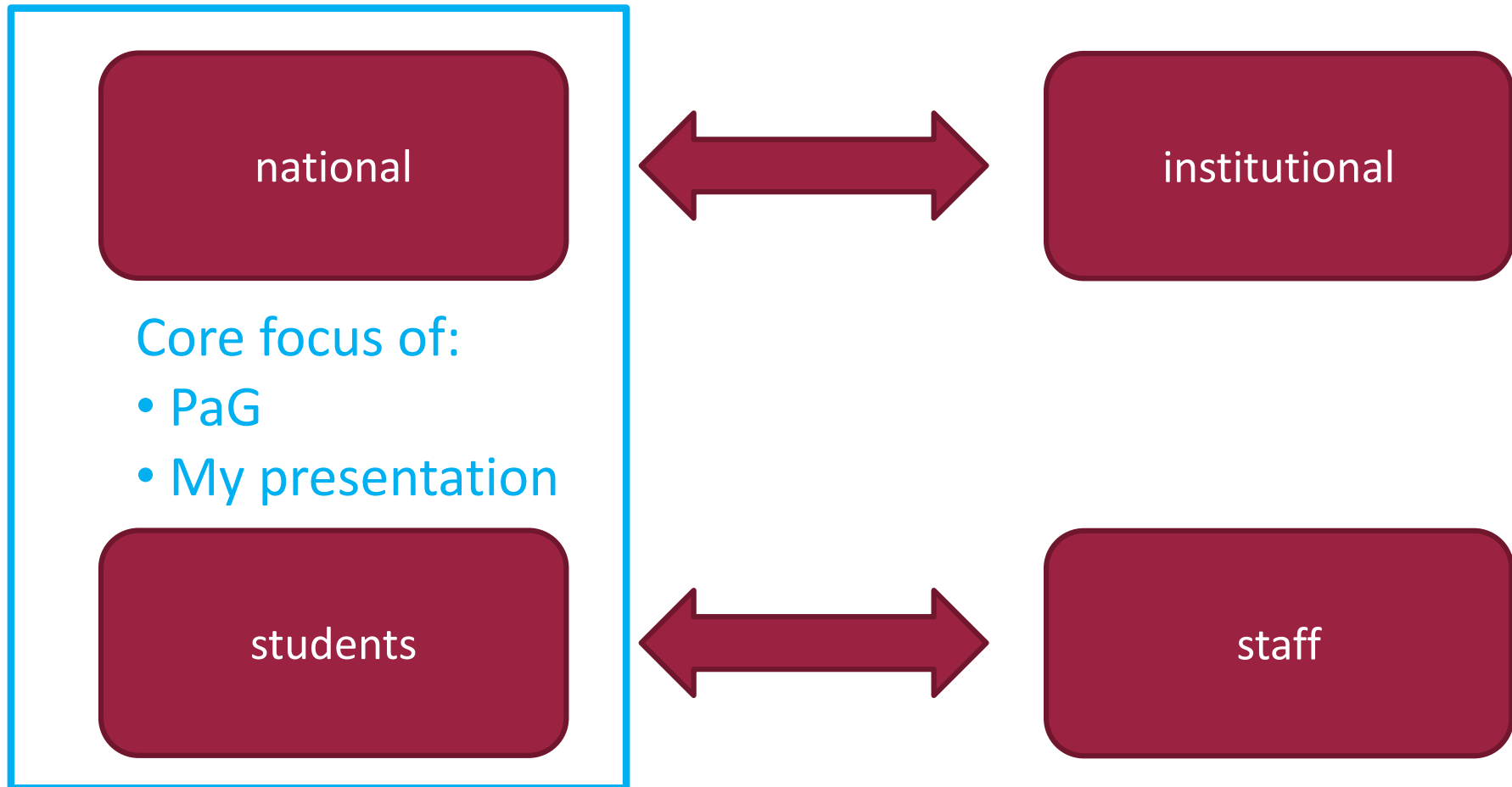
INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

Principle 4: Reliable data for the improvement of Social Dimension in HE

Martin Unger
Institut für Höhere Studien
EUROSTUDENT, EUROGRADUATE
PLAR-U-PAGs, 9.2.2023, Ghent



Data





Central for all data collection

Improving the situation of
vulnerable, disadvantaged and underrepresented
students

(we will need different types of data
for the analysis of the three groups)



- When we usually talk about data, we mean
microdata
- These are individual data of single persons, not aggregates of groups (such as number of all BA students or proportion of women)



Developing social dimension indicators

- EUROGRADUATE expert recommendations:
<https://op.europa.eu/en/publication-detail/-/publication/c5669b4b-6adb-11eb-aeb5-01aa75ed71a1>
- EURYDICE: Towards equity and inclusion in higher education in Europe:
<https://op.europa.eu/en/publication-detail/-/publication/fa946919-b564-11ec-b6f4-01aa75ed71a1/language-en/format-PDF/source-255273612>
- U-Multirank: New indicators for social inclusion:
<https://www.umultirank.org/about/methodology/indicators/>
https://www.umultirank.org/export/sites/default/press-media/documents/Social_Inclusion_Indicators_final_Nov15_2022.pdf
- BFUG-WG on social dimension (forthcoming)
- EUROSTUDENT (long-established indicators)



EURYDICE, situation of admin data in 2020/21

| | Age | Gender | Sexual orientation | Labour market status prior to HE entry | Non-standard entry qualifications | First generation | Residing in certain geographical area | People with special educational needs | Disability | Ethnicity or race | Migrants or from migrant background | Refugee status | Religious affiliation | Low socio-economic status | Family background (single parent, caring duties) | Other |
|-----------------------|-----|--------|--------------------|--|-----------------------------------|------------------|---------------------------------------|---------------------------------------|------------|-------------------|-------------------------------------|----------------|-----------------------|---------------------------|--|-------|
| # countries out of 38 | 31 | 32 | 0 | 8 | 8 | 12 | 24 | 9 | 16 | 4 | 11 | 3 | 1 | 14 | 8 | 11 |

4 (of 38) countries do not to collect any administrative data by top level public authorities



EURYDICE indicators

- Not all indicators are of same relevance for all countries
- Certainly, age, gender, entry-qualifications, first generation, migration background, low socio-economic background and maybe region of origin are very relevant



To be considered

- Sex as recorded in the register *plus* gender identity
- Country in which the entrance qualification (A-level, Matura, Bachelor degree etc.) was issued. This allows the distinction of where students were socialised educationally and is more "valuable" for analysis of the social dimension than nationality
- Combination of different register data (if possible and allowed). Especially valuable: labour market data (graduates) and data from the school system (transition)



A recommendation

- A **unique ID per student** across all types of HEIs and which one keeps for life allows **tracking** through the higher education system and information about LLL:
 - Who studies for how long?
Who takes up a Master's degree after the BA?
Who changes the type of higher education institution?
Who comes back years later to continue their studies?



However...

- If you want to know how the students are doing, you have to ask them!
- Therefore, **surveys** are absolutely necessary!
- Moreover, the broadness of the social dimension can never be fully covered with register data.



Surveys

- eurostudent.eu  has almost 30 years of experience in collecting and comparing data on student life and mobility internationally → **Join!**
- For any survey:
 - Close co-operation with HEIs needed!
 - The more students who respond, the more detailed the analysis of each group (and the development of targeted measures) can be



- Provides information on
 - Demographics, social background
 - Access and transition routes
 - Study conditions, quality
 - Time budget
 - Mobility
 - Employment
 - Financial situation
 - Housing
 - Current focus: Covid19, mental health, discrimination, digitalisation

Next report out: 2024

Check **homepage** for reports, intelligence briefs, webinars etc.
www.eurostudent.eu

Check **database** for all these topics by ≈20 focus groups
<https://database.eurostudent.eu>

Play around with the **microdata**
www.shorturl.at/cekrl



However...

- Even a survey can hardly provide answers to the situation of small groups. E.g. deaf students, refugees, Roma, etc.
- The only thing that helps here is **qualitative interviews** (as long as you have an idea how to contact the students in question)
- Croatia has done this: for the "Study on underrepresented and vulnerable groups of students" they conducted interviews with students from 16 groups at risk:

www.shorturl.at/jFGOS



A lesson learned

- **Fields of study** or even individual programmes are central to the analysis of the social dimension.
- Because: Different people study different subjects!
- The more detailed the fields of study, the more meaningful the analysis.
 - For example, the ISCED field "health" includes medicine, nurse training, social work and pharmacy. All subjects are attended by people with different social backgrounds. An "average" across all of them is of little help.



INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

Thank you
for your attention!

unger@ihs.ac.at

www.eurostudent.eu