



INCLUSIVE HIGHER EDUCATION

Survey Results Principle 2

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Aim of the survey

Map the current status of implementation of **principles and guidelines 2 , 4 and 5** by Ministries of Education across the European Higher Education Area (EHEA)

Map the EHEA countries' interest in **participating in the peer-learning activities** targeted at implementation the principles and guidelines on social dimension

The questionnaire builds further on the 'Fostering Equity and Inclusion in Higher Education' questionnaire/survey from Eurydice

Sample

N = 20

Austria - Belgium/Flemish Community
- Bulgaria - Croatia - Cyprus – Czech
Republic- Estonia – Finland - France -
Georgia - Greece – Hungary - Ireland -
Kazakhstan – Liechtenstein - Malta --
Portugal – San Marino – Sweden –
Switzerland.

Principle 2

Reliable data is a necessary precondition for an evidence-based improvement of the social dimension of higher education. Higher education systems should define the purpose and goals of collecting certain types of data, taking into account the particularities of the national legal frameworks. Adequate capacities to collect, process and use such data to inform and support the social dimension of higher education should be developed.

Guidelines

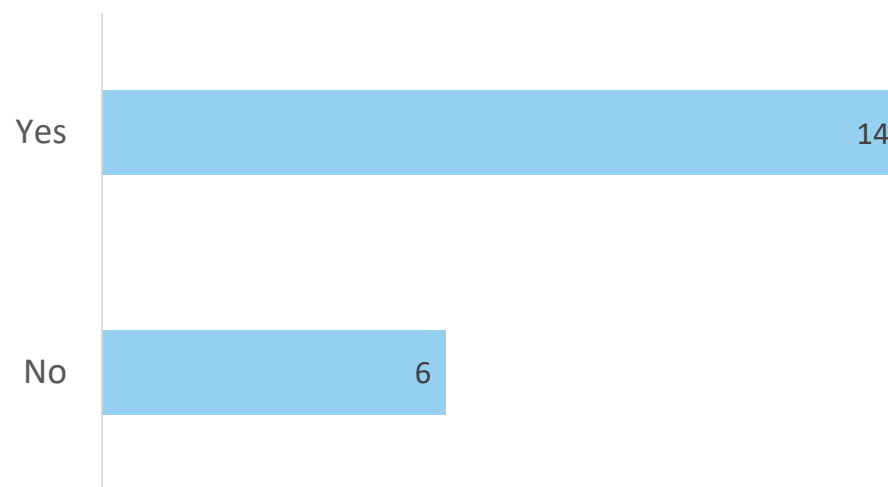
In order to develop effective policies, continuous national data collection is necessary. Within the limits of national legal frameworks, such data collection should provide information on the composition of the student body, access and participation, drop-out and completion of higher education, including the transition to the labour market after completion of studies, and allow for the identification of vulnerable, disadvantaged and underrepresented groups.

In order to make such data collection comparable internationally, work on categories for administrative data collection that are relevant for the social dimension should be developed at the EHEA level through Eurostudent or similar surveys. With the aim to rationalize the process and avoid administrative burden on public administration and higher education institutions, this development should take account of existing national practices and relevant data collection processes.

Such national data collection exercises could, where relevant and necessary, be complemented by higher education institutions undertaking additional surveys, research and analysis to better understand vulnerability, disadvantages, and underrepresentation in education, as well as transitions of students across the education system.

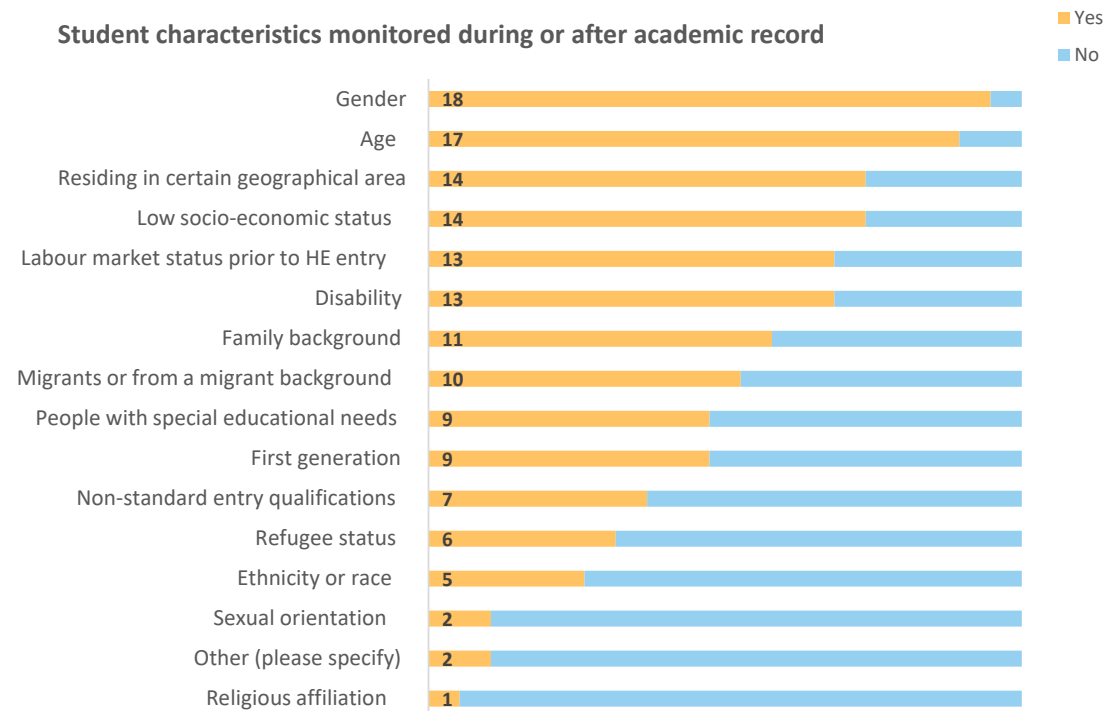
Cotinue data collection

Figure 15 – Question: Does your public authority conduct regular national surveys or administrative data collection on student characteristics among potential students, students on entry to higher education and students participating in higher education, with a focus on underrepresented, disadvantaged and vulnerable students? N=20



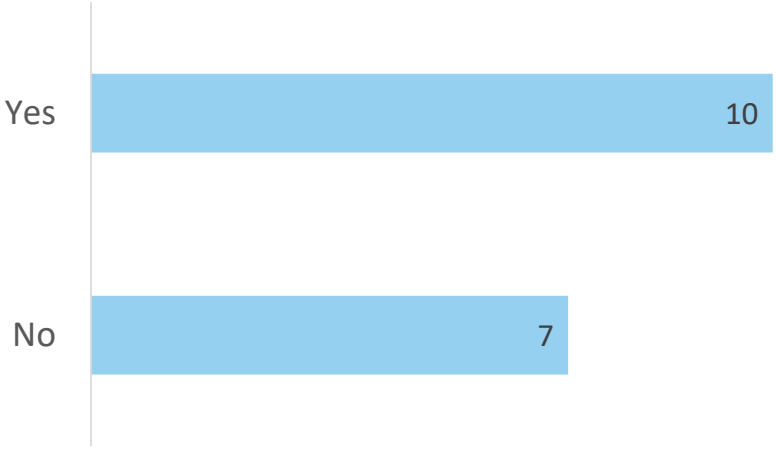
Student characteristics

Figure 16 – Question: Which student characteristics are monitored through top level data collection specified in either administrative or survey data? ?
N=19



Data to identify barriers and good practices to support the social dimension enhancement

Figure 17 – Question Does your public authority collect data and consults higher education institutions and other stakeholders to identify barriers and good practices to support the social dimension enhancement. N=17



Main barriers

- Legal problems: because legal changes must be made & data protection issues solved (GDPR)
 - Country-specific: All surveys must be compatible with national legislation regarding the protection of personal data
- Funding
- Man-power: collecting data requires sufficient administrative and expert capacities
- Willingness of students, HEIs and graduates to provide the relevant data
- Cooperation between different ministries/systems (e.g. connecting different databases)

Main barriers

- Current information systems provide data on vulnerable, disadvantaged and under-represented students, but this information is still limited to certain groups and would benefit from being extended to other groups.
- Quality of data (e.g. due to constant staff turnover of the HEIs, employees do not always fill in the data correctly)
- Data collection after graduation
- Lack of efficient monitoring system

Best practices

- **Austria:** Interplay of administrative data and survey data: e.g. for Student Social Survey (weighting and checking data); monitoring of indicators of the national strategy on the social dimension improved by using admin. data;
- **Cyprus:** The DHE plans in the future to have a central platform that will link data for the purposes of the two main surveys described above that is: a) the administrative survey which collects data on students participation in Higher Education and b) the National Graduate Tracking Survey which collects data on the career path of graduates after completing their education and training in Higher Education. The DHE also plans to ask HEIs to identify a contact point within their institution that will be responsible for dealing with issues regarding the implementation of principles on social dimension.

Best practices

- **France:** The Ministry is upgrading its enrolment information system (APOGEE becomes PEGASE). In addition, a data sharing platform is currently being developed. It will allow institutions to report data on students who are returning to school, employees, family members, young carers, etc. The annual survey which enables the identification of students with disabilities is currently being redesigned. It will provide more precise information on the students' background, the adaptations they receive during their studies and examinations, and their success.
- **Hungary:** The Educational Authority has run an EU cofounded project partly on social dimension
- **Malta:** The MFHEA works hand in hand with the National Statistics Authority which is a separate Authority and collects various Educational data.
- **Portugal:** Data collection is increasingly continuous, allowing to follow the students' path, when and if they interrupt or continue further studies.

Aim workshop

- Strengthen mutual learning and deepen the exchange of practices and challenges between higher education authorities on principle 4.

Reflection questions

- How can we improve the response rate / willingness of student to fill out a survey?
- Are there suggestions or examples for a less time consuming and more efficient monitoring system
- How can we find answers for legal/GDPR issues that hampers data collection?
- Data regarding student characteristics is collected in almost every country but for what purpose do you use it? And does it change policies so access is improved?
- How can we collect data after graduation?