

Higher education in Europe and the Bologna Process

An insight into key indicators on the social dimension and mobility



Malta, 3 April 2009

Special presentation, Dr. Dominic Orr

The social dimension in HE

... a challenge for improving higher education in terms of efficiency, effectiveness and fairness

...a Smart Society is one which understands its intrinsic strengths and weaknesses; the opportunities and threats posed by its Context, creates the right aptitude and skills, and deploys the right technologies, to preempt, or at least to adapt to Change...

(Prof. Juanito Camilleri, Retor, University of Malta in: Skills for the Future, Feb. 2009)

Joint Eurostat / Eurostudent publication

“The Bologna Process in Higher Education in Europe
Key indicators on the social dimension and mobility”
...to be published 28 April at Bologna Ministers' Conference

Sources:

■ EUROSTAT:

- UOE: mainly administrative data
- EU-LFS: Sample survey
- EU-SILC: Sample survey

■ EUROSTUDENT:

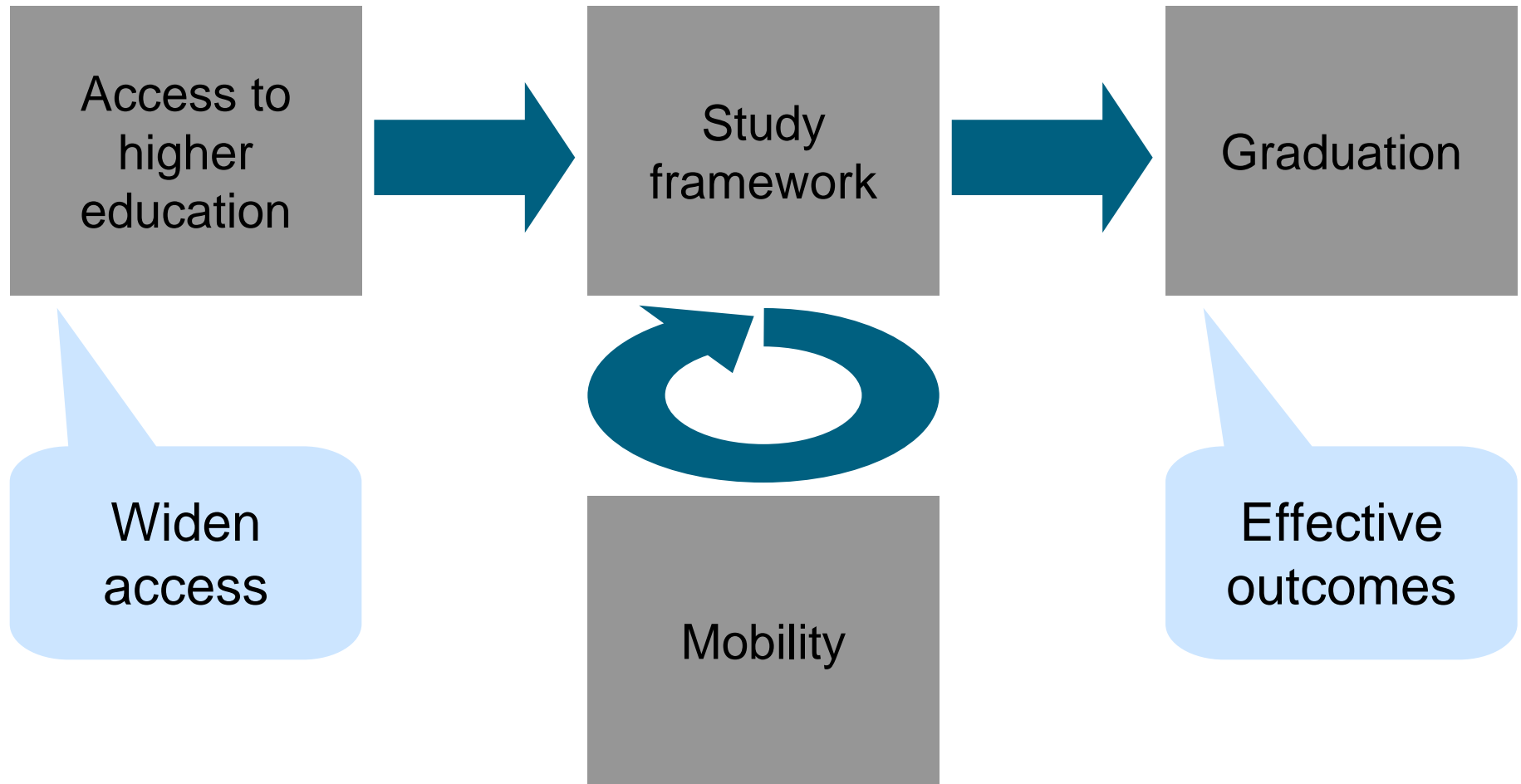
- Eurostudent III: sample survey

■ UIS (UNESCO Institute of Statistics):

- UOE: for non EU Bologna countries + US, Japan, New Zealand, etc.

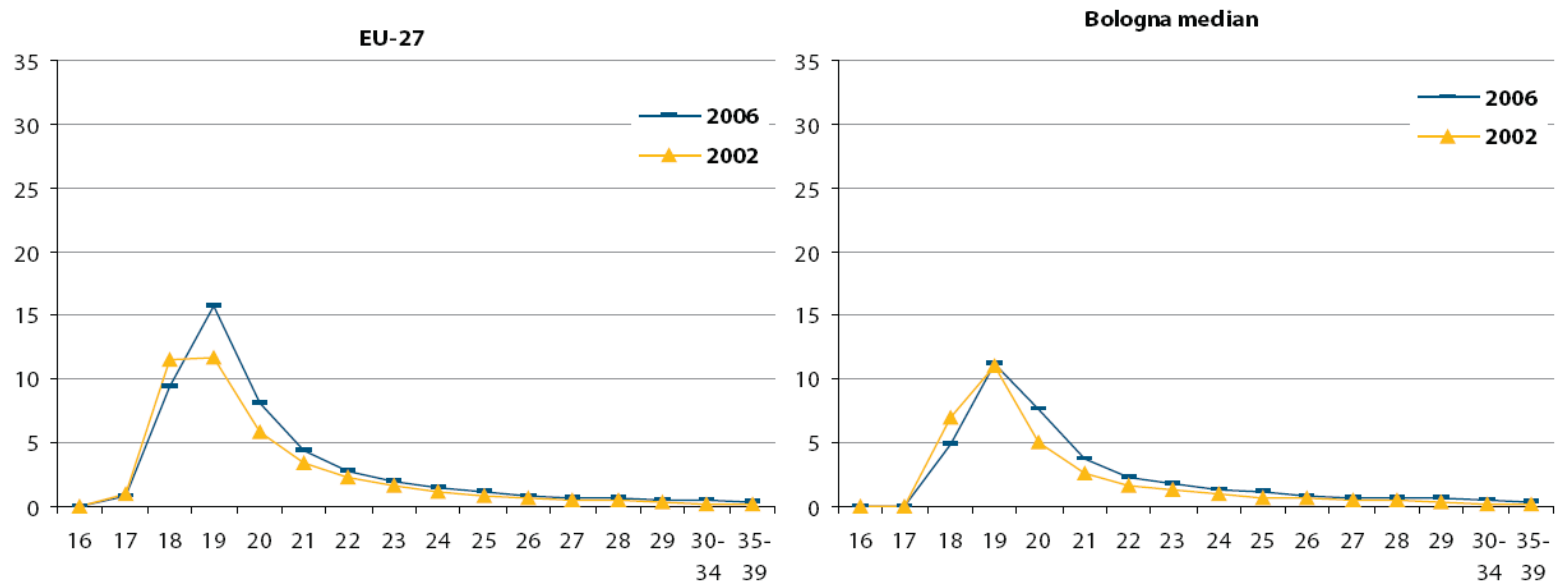
■ NSIs: Non-EU Bologna countries sample surveys

Four topics covered



Widening access

Figure A.1b: Net entry rate, ISCED 5A — 2002 and 2006

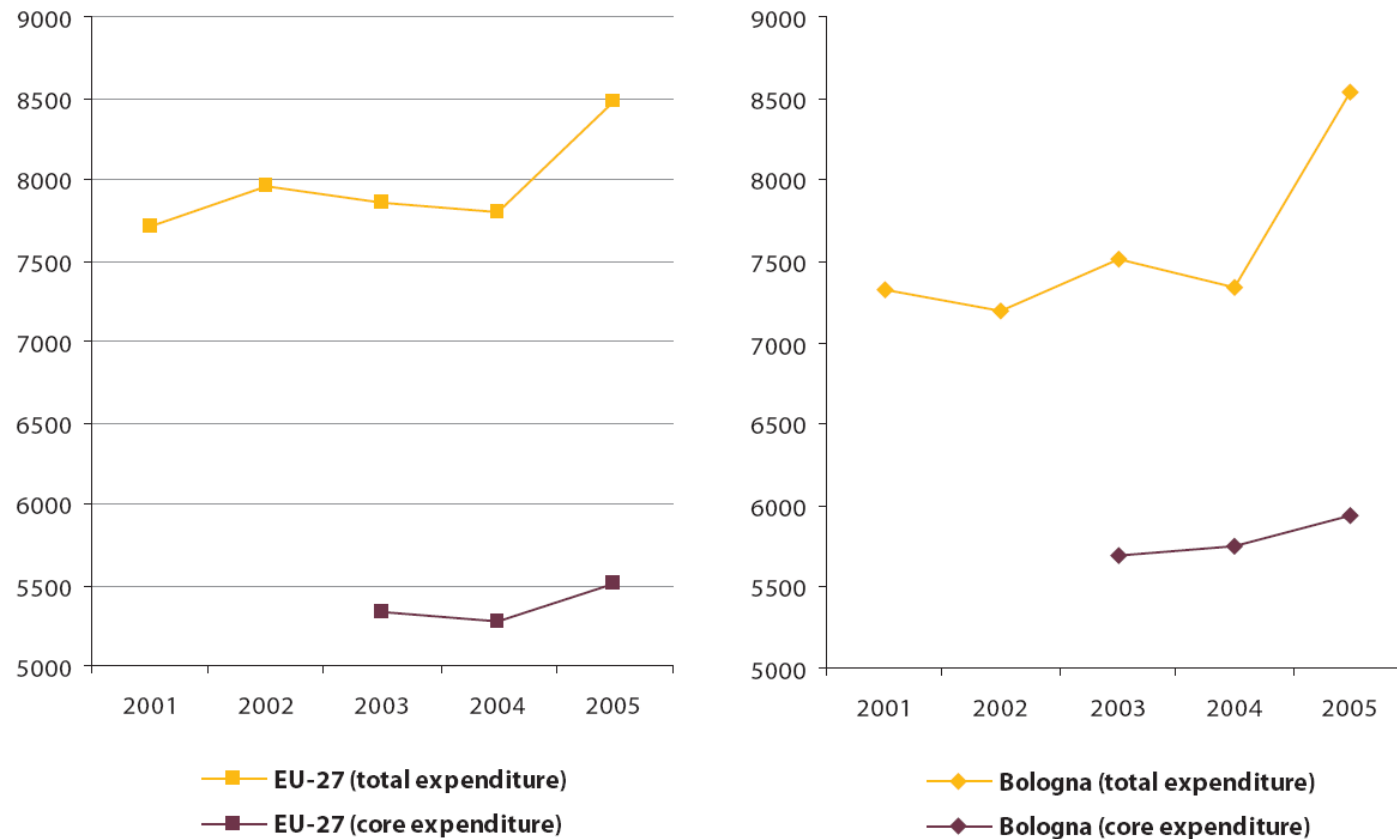


Widening access

- One third of the population is expected to enter higher education between 18 and 20 years old;
 - People over 25 rarely embark on higher education (less than 6%);
- Gender gap has been basically bridged – in half of Bologna countries, more than 56% of new entrants are women;
 - Feminisation not even – women represent only one third of entrants in science;
- Most new entrants follow traditional routes – they represent at least 89% of secondary school graduates in half of the Bologna countries;
 - From Eurostudent, non-traditional routes of accreditation amounted to much less than 12% of students in most countries;
- People whose parents have a high educational level have better chances of accessing and completing tertiary education than others;
 - 17% of persons with parents with only primary education manage to access and complete higher education, while 63% of those with parents with higher education manage to do so;

Study framework

Figure B.1d: Annual total expenditure on tertiary educational institutions per full-time equivalent student (in EUR PPS) with and without expenditure on research and ancillary services, ISCED 5-6 — 2001–2005

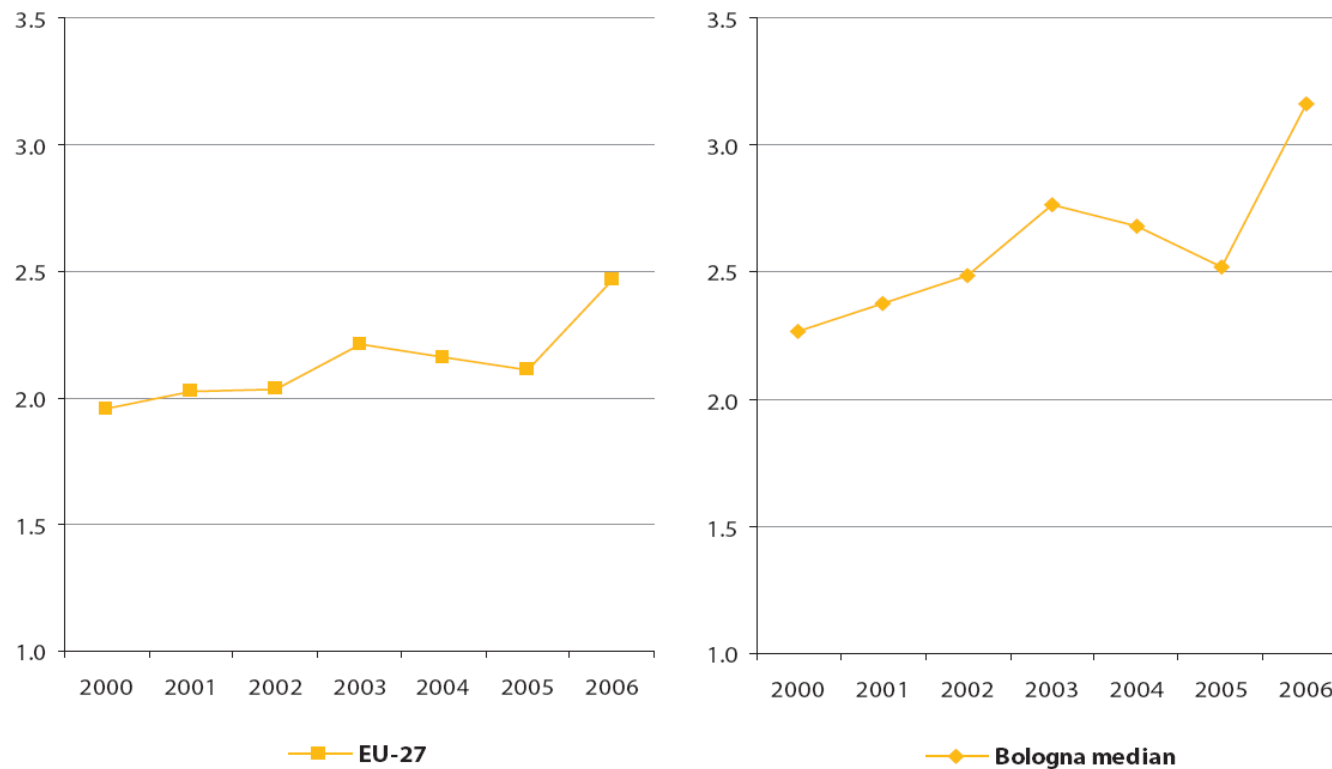


Study framework

- Half of Bologna countries spend more than 1.1% of GDP on higher education, and 2.8% of total public expenditure;
 - Between 2001 and 2005, public expenditure on tertiary education increased at the same pace as GDP;
- A “typical” Bologna country spent EUR 8 300 PPS per year per student, of which nearly 30% was devoted to R&D and ancillary services;
 - Spending on core educational goods and services per student was twice as high in the US as in most Bologna countries;
- Students spend up to 25% of their monthly budgets on fees;
- Importance of sources of students income depend largely on the country;
 - State support (NL, FI, SE, UK);
 - Family or partner (IE, PT, RO, SI);
 - Paid job (CZ, EE, ES, LV, SK);
 - Equally family/partner and paid job (LT, AT, CH);
- Proportion of public expenditure on tertiary education dedicated to grants and loans ranged from less than 5% to more than 20%;

International mobility

Figure C.1b: Number of students who are nationals of a given country, studying in another country in Europe (EU-27, EFTA and candidate countries) as a percentage of the total enrolment in that given country, ISCED 5A and 6 — 2000–2006

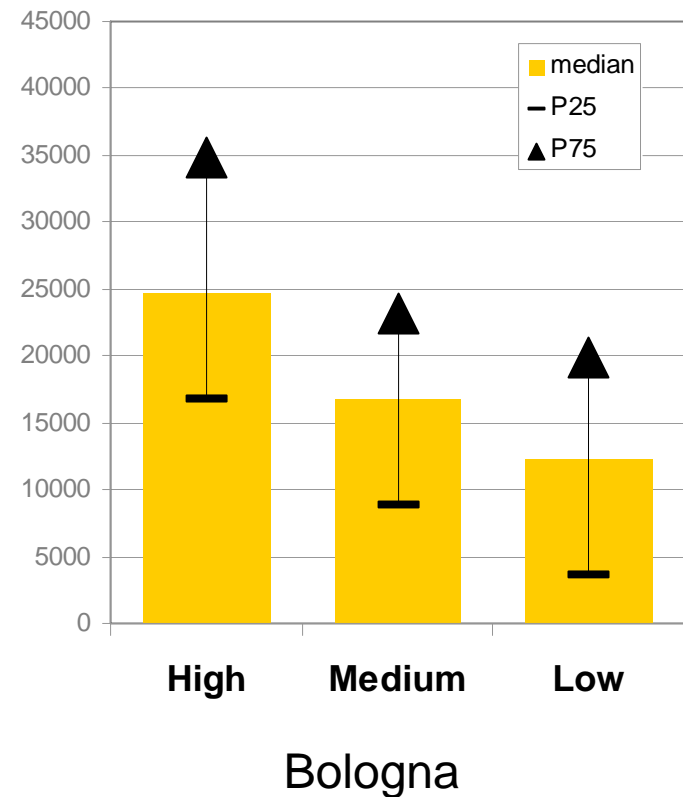
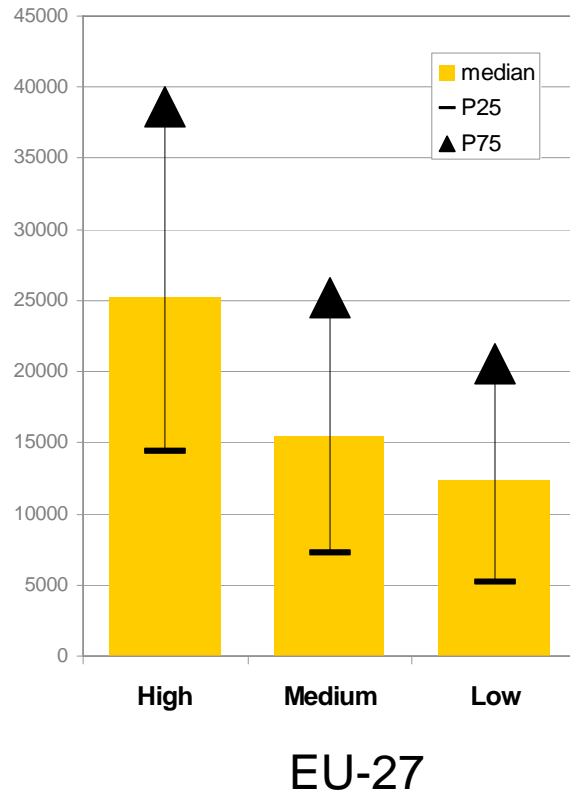


International mobility

- *Various forms of international mobility: degree-mobility, credit-mobility, programme-mobility, free-movers*
- 2.3% of students with citizenship in the EU were studying abroad in Europe in 2006 (increasing +5% per annum)
 - Inbound mobility rates in Europe 7%; 10% of EU graduates from abroad
 - 11% of European students undertake study-related periods abroad
- Students from highly educated backgrounds are more likely to have experienced a study-related stay abroad
 - financial constraints, but also lack of information and lack of motivation are important obstacles
- Staff mobility to foster ties and encourage students

Effective outcomes and employability

Fig. D.4a (modified): Annual gross income (cash and non-cash) of workers in PPS EUR, by educational attainment — 2006



Effective outcomes and employability

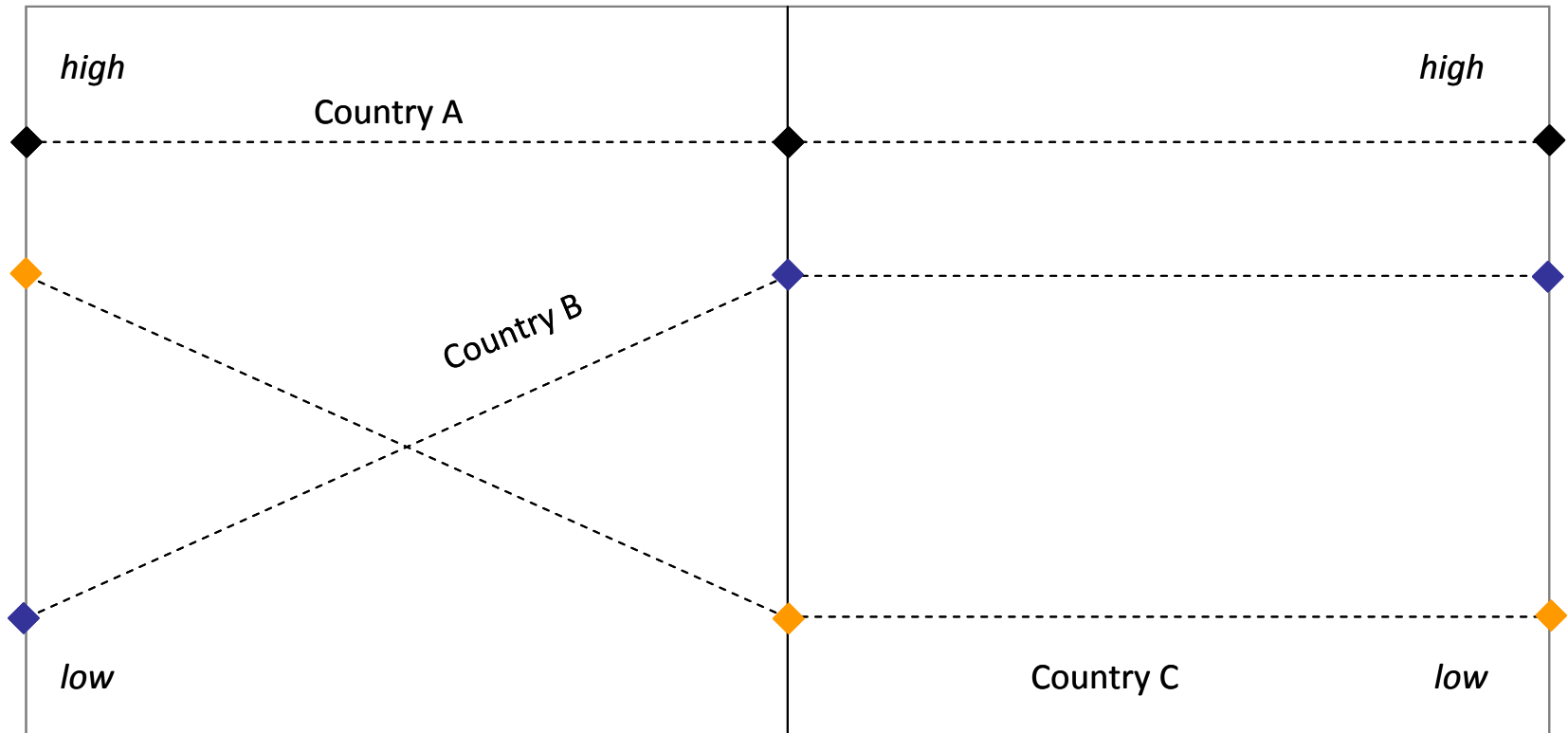
- *Too little information on the backgrounds of graduates, drop-outs and success on the labour market*
- 1/3 of population between 25 and 34 has completed HE
 - Very different completion rates ranging from 45% to 87%
- Graduates earn on average double that of non-graduates of HE
 - Overlaps between attainment levels mean that a HE certificate is not always a guarantee for higher wages
 - Gender also affects wage level, but lower affects for HE graduates
 - Unemployment levels also related to field of study (humanities)
- Evidence of a mismatch between HE qualification and theoretical skill level of employment for 20% of graduates
 - However, the share lies at around 20% in many countries *irrespective* of proportion of HE graduates
 - HE might drive a labour market towards higher skilled jobs

Coda: The need for a comprehensive strategy

Entrance to higher
education

Study
framework

Graduation



- *Report will be published on 28 April and endorsed at the Bologna Ministers' Meeting in Leuven / Louvain-la-Neuve*

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The screenshot shows the Eurostat website interface. At the top, the Eurostat logo is visible. Below it, the navigation bar includes 'European Commission > Eurostat home page > Population and social conditions'. The main content area is titled 'Population and social conditions' and features a sidebar with 'Special topics' (Structural indicators, Euro-Indicators/PEEIs, Eurostat yearbook, Sustainable Development, Government Finance, HICP) and 'Themes' (General and regional statistics, Economy and finance, Population and social conditions, Industry, trade and services, Agriculture and fisheries, External trade, Transport, Environment and energy, Science and technology, Eurostat publications, View all titles, Database). The main content area has a 'Dedicated sections' list: 'Information society', 'Cultural statistics', and 'Living conditions and social protection'. Below this is a 'Legend' section with icons and links for 'Data Explorer (beta version)', 'Explanatory texts (metadata)', 'Information on the table (dates, size)', 'Predefined table and graph', 'Tables, Graphs and Maps interface', and 'Traditional external trade database (ComExt)'. A tree view on the left shows the hierarchy: 'Population and social conditions' > 'Population' > 'Health' > 'Education and training' > 'Education' > 'Training' > 'Labour market' > 'Living conditions and welfare' > 'Information society statistics'.

The screenshot shows the eurostudent.eu website. The browser address bar displays 'http://www.eurostudent.eu/publications'. The website has a navigation bar with 'eurostudent.eu' and a star rating. Below the navigation bar, there is a 'News' section with links to 'About EUROSTUDENT', 'Project Organisation', 'Members and Partners', 'Activities', 'EUROSTUDENT Conventions', 'Publications', and 'Events'. The main content area is titled 'Publications' and features a large section for 'Final EUROSTUDENT III (2005-2008)'. This section includes a book cover titled 'Social and Economic Conditions of Student Life in Europe' and a text block stating: 'The central EUROSTUDENT report is a discussion and interpretation of the The Synopsis of Indicators is published by good book sellers or directly via the A summary of this report is available in English and German. A national report is also available for each project entitled National Profile. See'.

Thank you!

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