

Social dimension in Higher Education

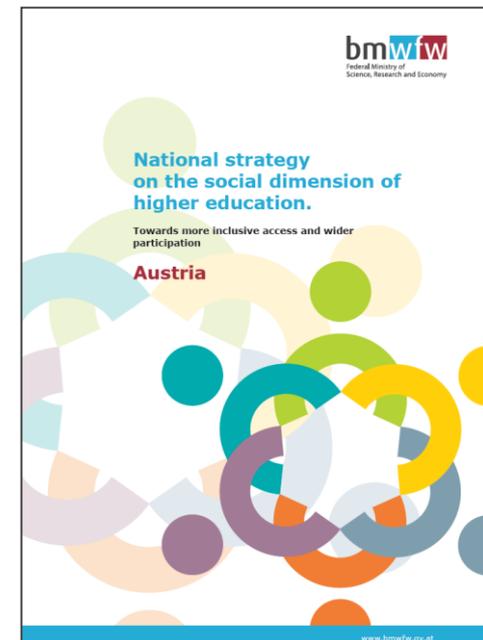
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Austrian National strategy on the social
dimension of higher education

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Dept.IV/14 Evidence Based Higher Education Development

Kick-off conference for the **ERASMUS+ PROJECT SIDERAL** –
Social and international dimension of education and
recognition of acquired learning

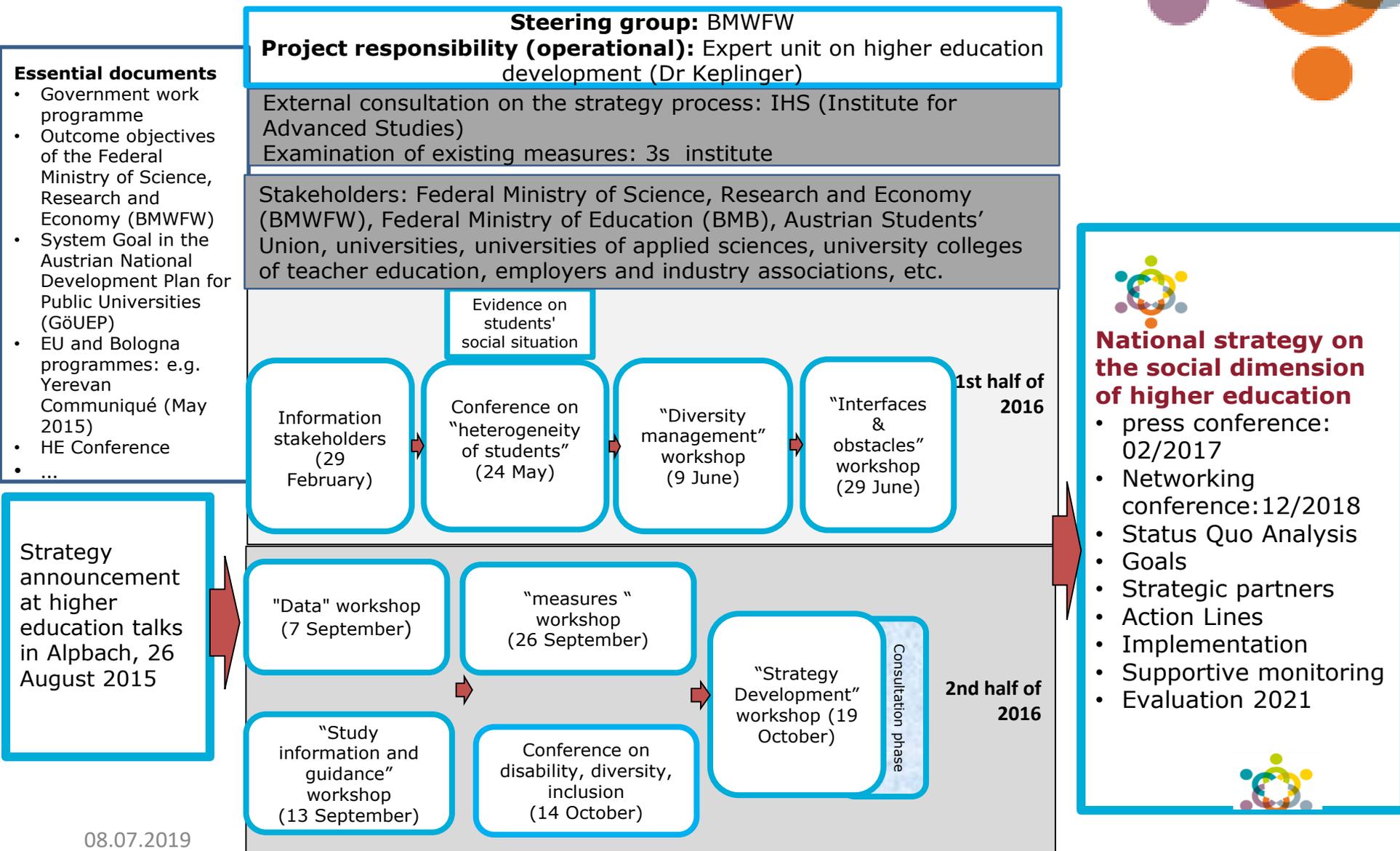
Zadar, Croatia on July 2nd, 2019



1. The strategy development process
2. Target groups
 - a. population
 - b. Underrepresented groups and groups with specific needs
3. Target Dimensions and 9 Quantitative Goals
4. Implementation and mainstreaming
5. Erasmus+ project „3-IN-AT“

Strategy development process

National strategy on the social dimension of higher education - towards more inclusive access and wider participation



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Underrepresented groups - examples

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1. Students whose parents do not have a HE qualification →
2. Men/women in specific fields of study →
3. Students with migrant backgrounds (with an Austrian entrance qualification) →
4. Students with a disability and/or chronic illness →
5. Students from areas with lower entrance rates →

Groups with specific needs - examples

1. Students with children/care responsibilities →
2. Students with disability/chronic illness
3. Students with delayed entry to higher education (i.e. at least two years since leaving school or “second chance” education) →
4. Students in employment →

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3 Target Dimensions with 3 Action Lines each

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Target Dimension I:

More inclusive access

e.g. AL 1: improve quality and accessibility of information material (which measures are to be taken? by whom?)

Target Dimension II:

Avoid drop-out and improve academic success

Target Dimension III:

Create basic parameters and optimize regulation of higher education policy

9 Quantitative Goals - 2025

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1. More “educationally disadvantaged” students in h.e.
2. Increase number of non-traditional admissions
3. Promote gender balance in all degree programmes
4. Increase the entry rates to h.e. of 2nd gen. migrant students
5. Increase entry rates to h.e. in all federal states
6. Increase participation in international mobility by “educationally disadvantaged” students
7. More extra-occupational study places at UAS
8. More self-supporting students receiving maintenance grants
9. Increase share of admissions in medical studies of students without h.e. background

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1. Dissemination and raising of awareness (national and international):

- Presentation “**Equity in Tertiary Education**”, OECD, IWGHE, (06/2018)
- Conference within the AT EU Presidency: “**The New Student: Flexible Learning Paths and Future Learning Environments**” (09/2018)
- Annual networking conference in cooperation with HE institutions: „**Enabling study success?** - Supporting factors from HE entrance to graduation” (12/2018)
- **Erasmus+ project** “3-IN-AT: STRAND 2”: Internat. PLA with ~10 countries (SD Country profiles + HEI strategies and good practices)
- European student survey: **Eurostudent VII (2018-2021)**
- Mainstreaming SD in annual **Bologna Days**

2. Mainstreaming the Social Dimension:

- Amendment (2018) to **Universities Act** 2002, §12a,par.4 → Integration of SD into the performance agreements 2019-2021 (0,5% of the overall budget)
- Integration of SD into the “Development and Funding Plan for **Universities of Applied Sciences** (UAS) through to 2017/2018” and expansion of the UAS sector
- Quantitative and qualitative development of the **student support system** (focal points, funding)

3. Monitoring and evaluation:

- Set up monitoring process (data and measures)
- Interim evaluation 2021/2022
- Evaluation 2025

Most recent data

1. Reduce the „odd`s ratio“ (indicates the difference in probability to enter HE between students with parents with/without HE entrance qualification „Matura“)

	2013	2014	2015	2016	2017	2018	Ziel 2020	Ziel 2025
Public universities	2,95	2,8	2,68	2,77	2,96	3,03		
Universities of applied sciences	1,89	1,86	1,81	1,8	1,81	1,89		
UAS full time studies					2,18			
UAS studies besides employment					1,38			
Public universities and UAS	2,6	2,48	2,38	2,43	2,52	2,58	2,25	2,1

1. Increase the percentage of student admissions to medicine and dentistry from non-academic family homes.

Education of fathers of new entrants with Austrian citizenship in %	STJ 2014/15	STJ 2015/16	STJ 2016/17	STJ 2017/18
“Compulsory school” (secondary I)	4,0	4,1	3,6	3,7
Intermediate (vocational) education	23,3	22,8	26,1	26,8
HE entrance qualification (Matura)	13,4	15,0	17,5	16,5
University/Higher Education	59,3	58,1	52,8	53,0

Performance agreements

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= agreements between the Federal Ministry and each of the 22 public universities

new legal regulation concerning university financing, regulated in article (§)12a, par.4, UG 2002:

„[...] To ensure the implementation of measures for the social dimension in teaching as well as the inclusion of underrepresented groups into higher education, the federal minister can retain up to 0,5% of the overall university budget“

→ Report from the universities in the end of 2020 to present their own institutional strategies or strategic measures towards implementing the *National Strategy on the Social Dimension of Higher Education*.

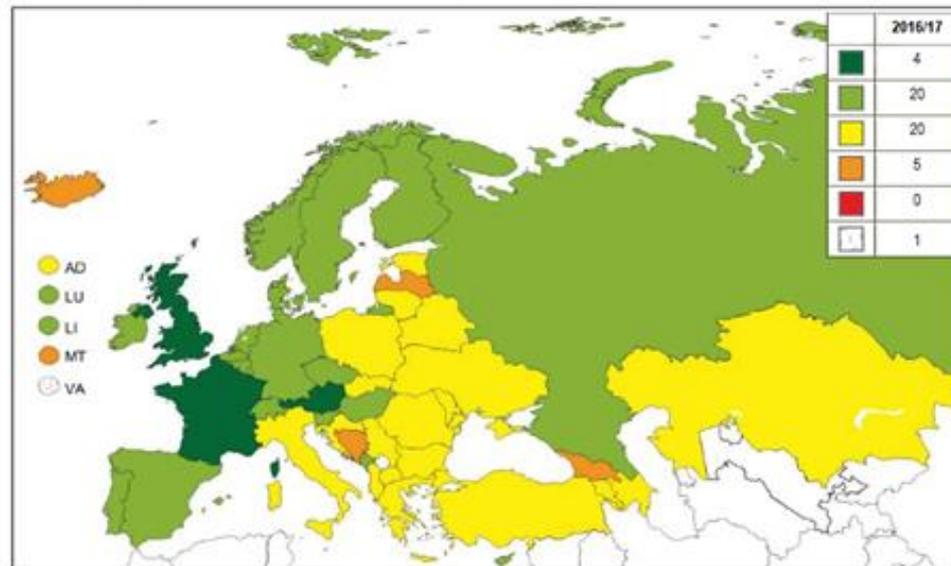
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WP 3: Implementation of the National Strategy on the Social Dimension in comparison with EHEA-countries

- **Lunch-to-Lunch PLA:** max. 35 participants from up to 10 countries, and members of the BFUG AG “Social Dimension”
- **goal:** international comparison of SD developments (last 2-3 years)
- **publication (~500 pieces):** country profiles & best practice examples
- **Lead:** Helga Posset, Anna Wöckinger (BMBWF) in cooperation with ESU, EUA and ministerial representatives from Hungary and Croatia

Figure 5.26: Scorecard indicator n°9:
Measures to support the access of under-represented groups to higher education, 2016/17



Source: BFUG data collection.

Thank you for your attention!

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GD IV, head of dep.14 Evidence based Higher Education Development
Federal Ministry of Education, Science and Research

Background information

Underrepresented groups – example 1

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Students whose parents do not have HE entrance
qualifications

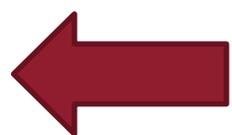
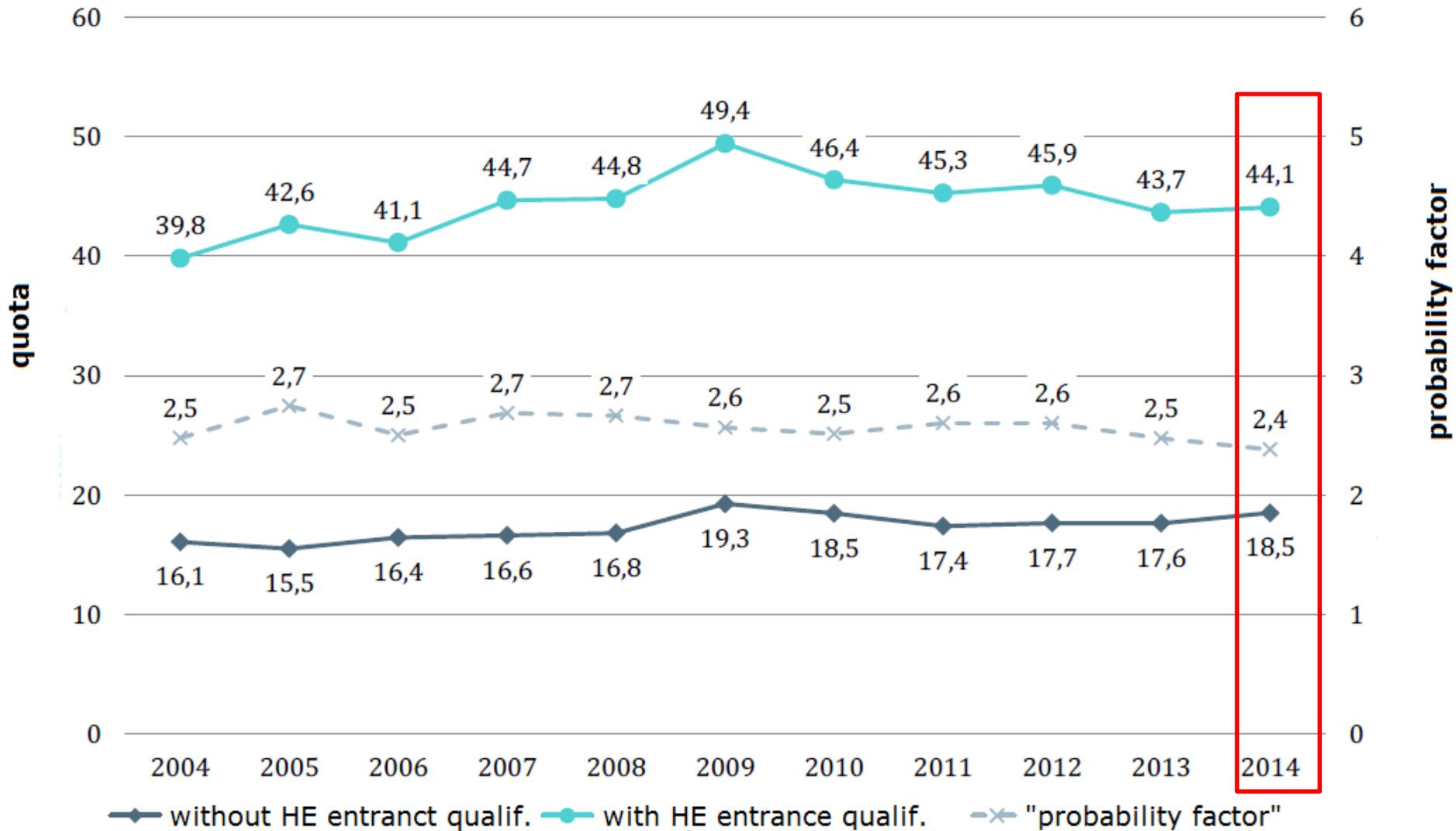
`quota`

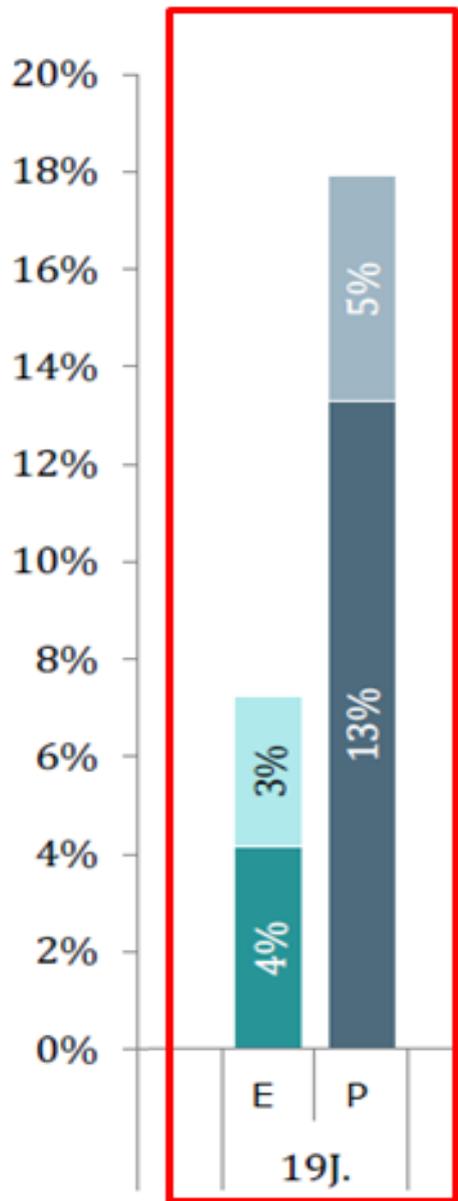
number of students per 1000 men in parent
generation

`probability factor`/odds ratio

shows how much higher the probability for studying
is for people from one group in comparison to
another group

father

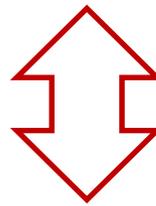




- **7%** of all 19 year-old entrants with Austrian HE entrance qualification in the academic year 14/15 have a migrant background

4% 2nd generation

3% 1st generation



Underrepresentation of people with migrant background

- **18%** in the 19-year old population have a migrant background

13% 2nd generation

5% 1st generation

■ HE entrants: 2nd generation ■ HE entrants: 1st generation
 ■ population: 2nd generation ■ population: 1st generation



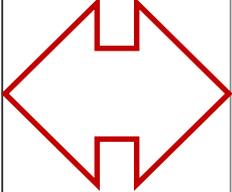
Students with a disability and/or chronic illness

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It can be assumed that students with a disability are **underrepresented** because

1. **3,4%** of people under 25 are entitled to receive **increased family allowance**
2. **2,6%** of Austrian pupils have **special educational needs**

In the Social Survey of Students „only“ **0,7%** claim to have a disability


Underrepresentation of people with disability

Students with disability and/or chronic illness...

- ...more often state that they feel like they don't really belong at their HEI (27%)
 - ...have to interrupt their studies more often and take longer to finish their studies
 - ...often have financial difficulties (39%)
- 

Students with children/care duties

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- 93% of studying parents claim to be in **employment** to be able to pay for their living costs

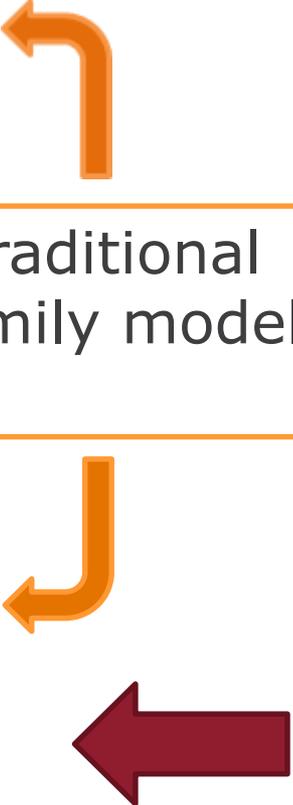
- 56% of studying mothers (Ø 27 hours/week)
- 80% of studying fathers (Ø 26 hours/week) in employment during the whole semester

- 30% of studying mothers, 45% of studying single mothers and 27% of studying fathers have (great) **financial difficulties**

- 54% of studying parents cannot organise **childcare** in a way that enables unlimited participation in their studies

- 56% of studying mothers
- 40% of studying fathers

traditional
family model



HE entrants with delayed entry vs. direct entry

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Delayed entry into HE

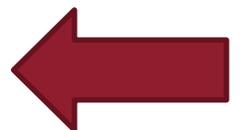
- enter HE at Ø27,6
- 29% from lower class
- 7% from higher class
- 47% women



socio-economic characteristics
that are relevant to the SD
regarding academic success,
compatibility issues etc.

Direct entry into HE

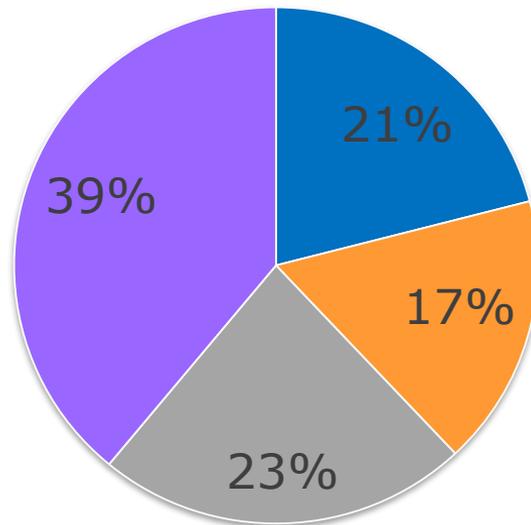
- enter HE at Ø19,7
- 12% from lower class
- 21% from higher class
- 61% women



Students in employment

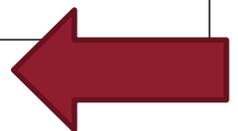
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students by number of working hours



- mainly in employment
- mainly studying, working min. 10h/week
- mainly studying, working max. 10h/week
- not in employment

1. 61% of all students are in employment (Ø19,9h/week)
2. Students who work more than 11 hours/week strongly reduce their weekly study time
3. 54% of all students in employment have compatibility issues

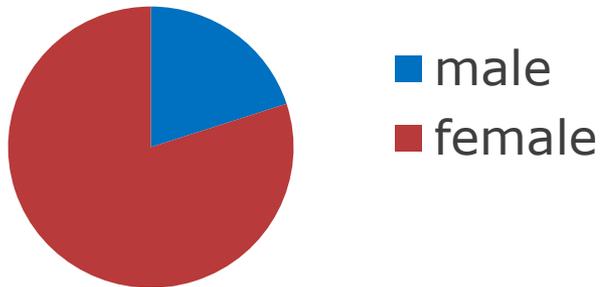


Underrepresented groups – example 2

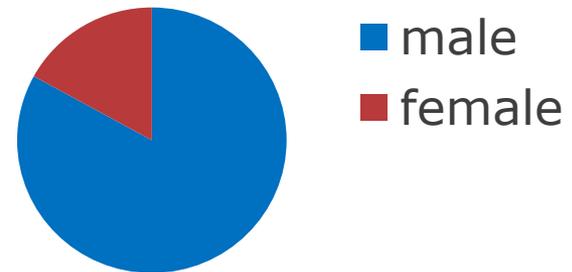
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women or men in particular degree programmes

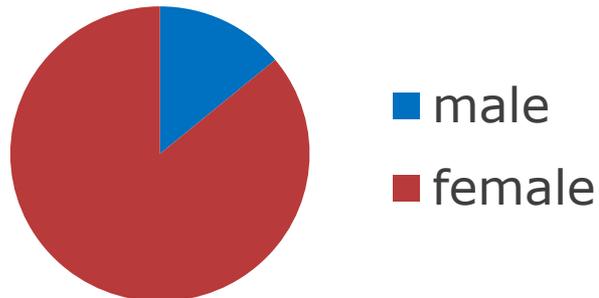
Veterinary medicine



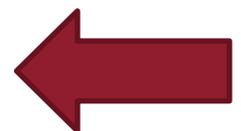
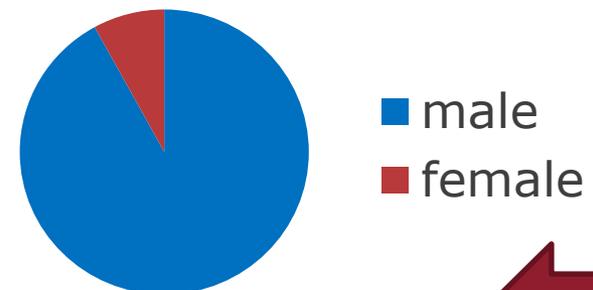
Computer Science



Pedagogy



Engineering



Underrepresented groups – example 3

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HE access rates in particular regions/federal states

