

## Nationale Strategie zur sozialen Dimension in der Hochschulbildung

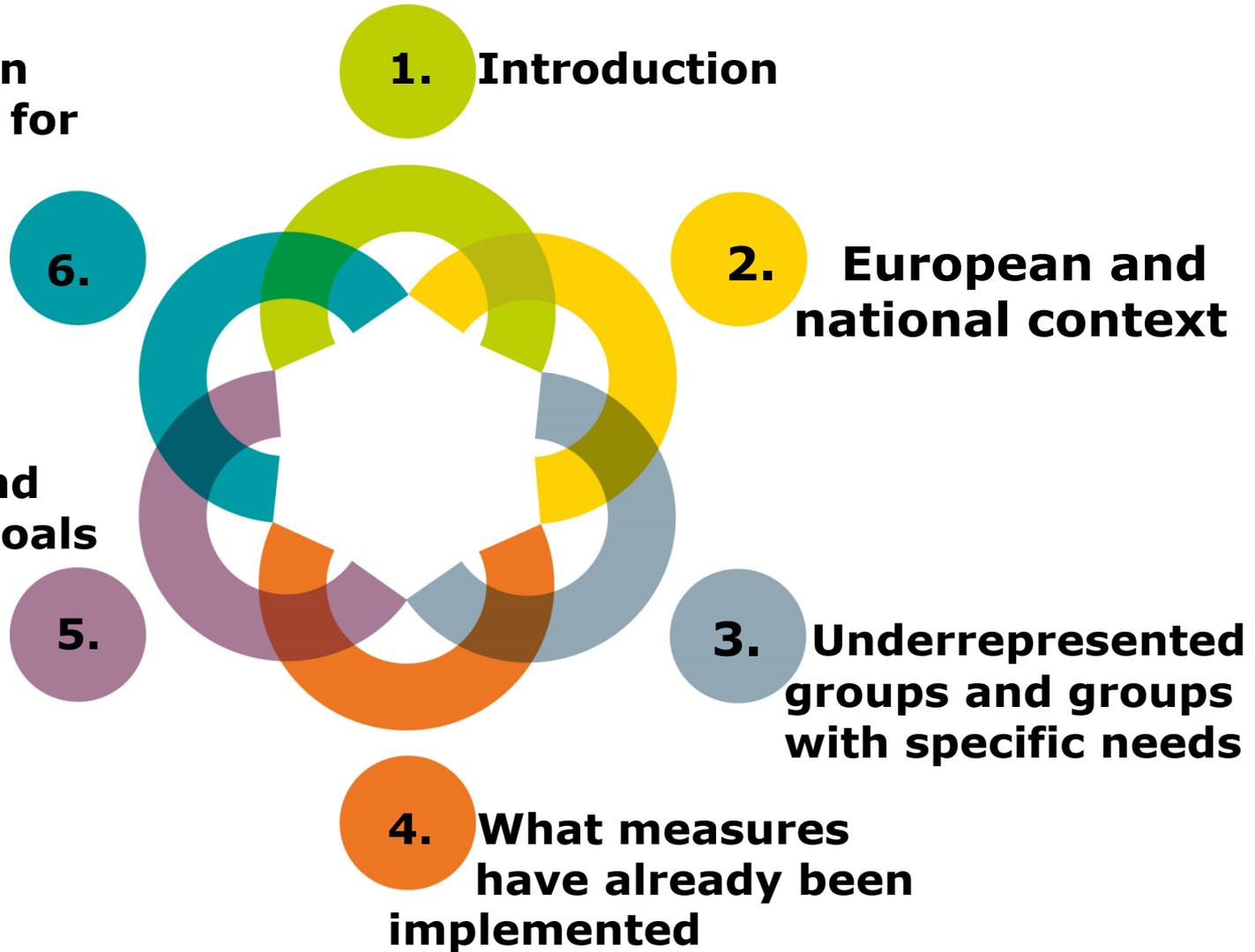
Für einen integrativeren Zugang und  
eine breitere Teilhabe

## National Strategy for the Social Dimension in Higher Education

**Towards more inclusive access  
and wider participation**

**Implementation  
and next steps for  
the BMWFW**

**Target  
dimensions and  
quantitative goals**



# TOC of the Strategy

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[www.bmwf.wg.at](http://www.bmwf.wg.at)

- 1. European and national context – Basic information**
- 2. Underrepresented groups and groups with specific needs**
- 3. What measures have already been implemented to address the social dimension in higher education?**
- 4. Target dimensions and quantitative goals through to 2025**
- 5. Implementation and next steps for the Federal Ministry of Science, Research and Economy (BMWFW)**





## **Council conclusions on the social dimension of higher education: (Brussels 2013)**

“[...] invited the Member States to promote the systematic development of effective strategies to ensure access for under-represented groups and increase efforts to minimise higher education drop-out rates by improving the quality, relevance and attractiveness of courses, in particular through student-centred learning and by providing relevant post-entry support, guidance and counselling.”



## **Bologna Ministerial Conferences**

- London (2007): “the student body should reflect the diversity of the broader population...”
- Bucharest (2012): “We agree to adopt national measures for widening overall access to quality higher education [...] raise completion rates and ensure timely progression in higher education”
- Yerevan (2015): “[...] develop a coherent set of policy measures to address participation in higher education which identify underrepresented groups in higher education and outline specific, measurable actions to improve access, participation and completion for those groups [...] An effective way of doing this is through national access plans or strategies”



## **Government Programme 2013-2018**

- promote non-traditional access and raise compatibility of studies with work and family life

## **Output-oriented budgeting:** output-targets in the field of Science & Research

- raise quota of students with parents without HE entrance qualification



## **University development plan 2016-2021:**

- Balance of all social classes in education and training
- Mobility between different HE sectors
- Equal appreciation of vocational training and HE

## **Development and Funding Plan for Universities of Applied Sciences through to 2017/2018**

- Expand offer for special target groups, e.g. people in full-time or part-time employment

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# Underrepresented groups – example 1

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Federal Ministry of  
Science, Research and Economy

Students whose parents do not have HE entrance qualifications

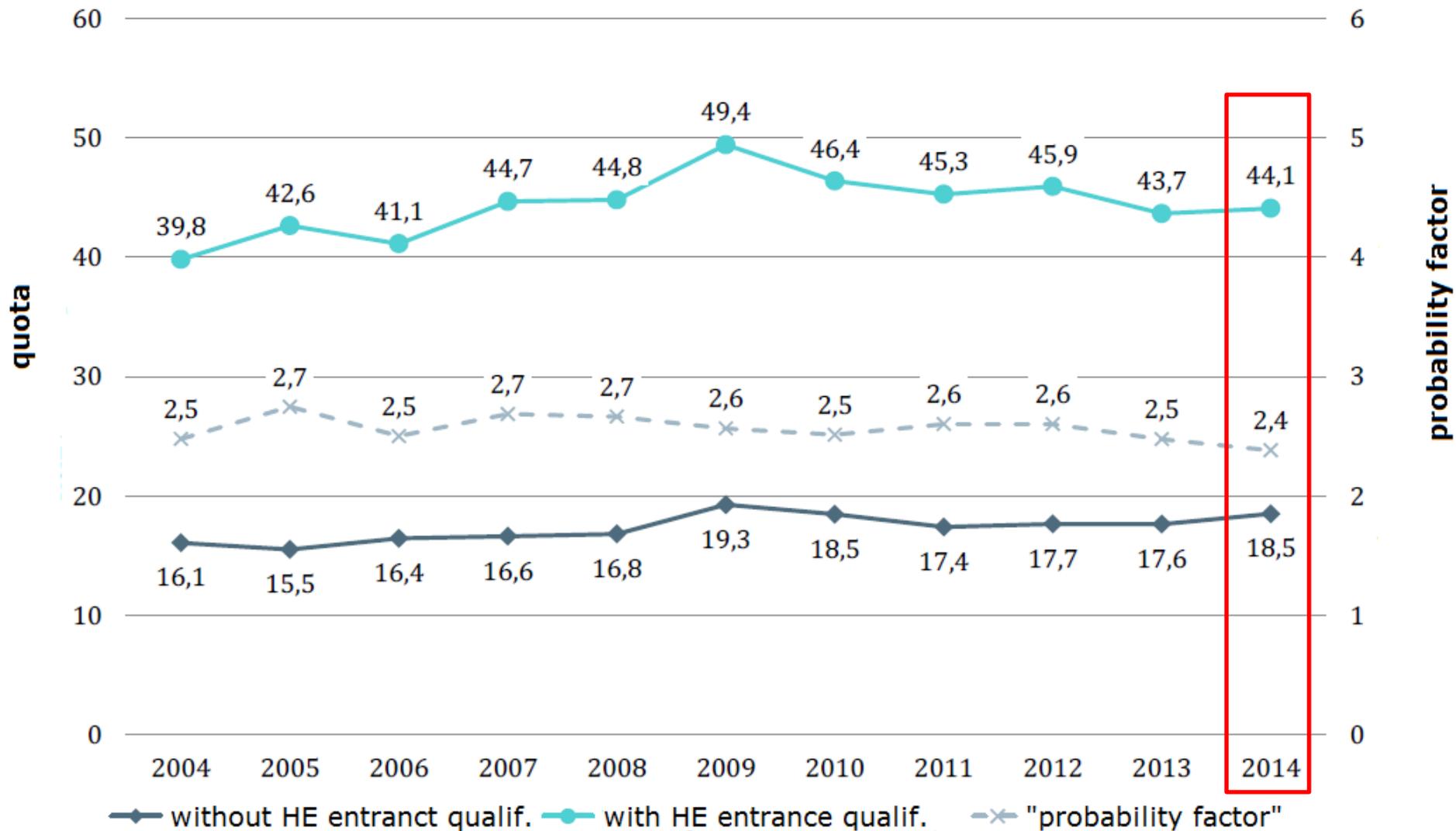
## **`quota`**

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

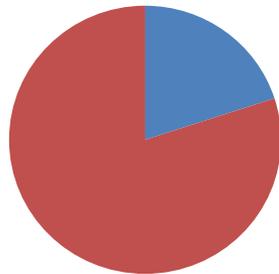
# father



# Underrepresented groups – example 2

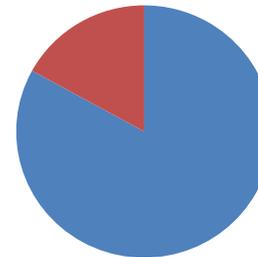
women or men in particular degree programmes

## Veterinary medicine



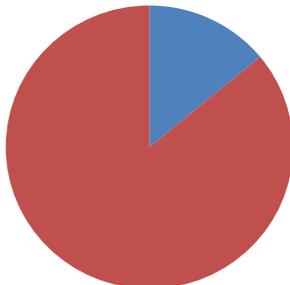
■ male  
■ female

## Computer Science



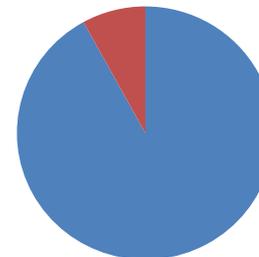
■ male  
■ female

## Pedagogy



■ male  
■ female

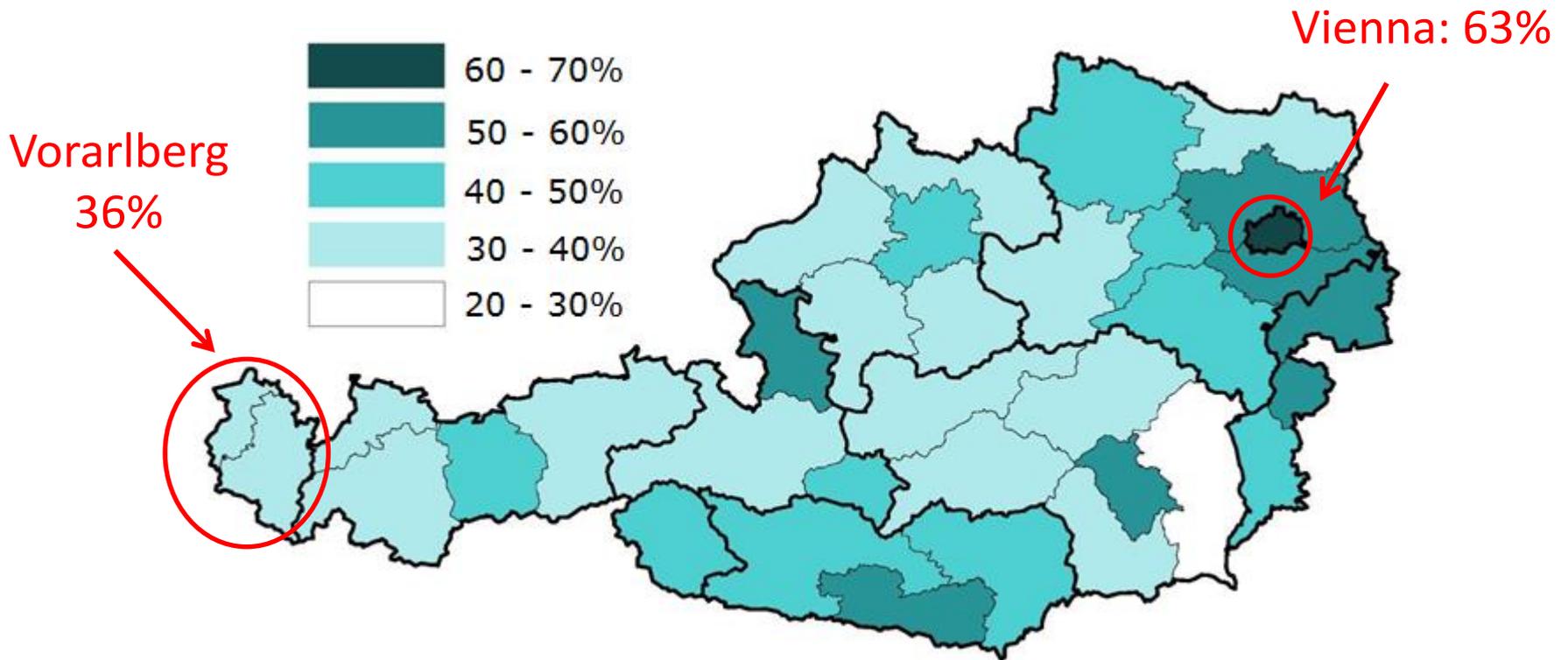
## Engineering



■ male  
■ female

# Underrepresented groups – example 3

## HE access rates in particular regions/federal states



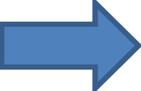
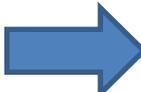
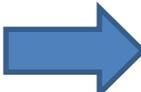
## Underrepresented groups II

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- Students with migrant backgrounds (with an Austrian entrance qualification) →
- Students with a disability and/or chronic illness →

## Groups with specific needs

[www.bmwf.wg.at](http://www.bmwf.wg.at)

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

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# Survey on existing SD measures in Higher Education Institutions

WHAT was described?

Measures **by type**:

- great number in the field of “student information and guidance” “support and counselling”
- rather low number in the field of “Governance”

WHO is addressed?

Measures **by target group**:

- great number for target groups “children/care duties” and “disability/chronic disease”
- rather low number for target group “migrant background”

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## 3 Target dimensions

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### **Target Dimension I:**

More inclusive access

### **Target Dimension II:**

Avoid drop-out and improve academic success

### **Target Dimension III:**

Create basic parameters and optimize regulation of higher education policy



## **Target Dimension I: More inclusive access**

### Action line 1:

Improve quality and accessibility of information materials

### Action line 2:

Outreach activities and diversity-sensitive course guidance

### Action line 3:

Recognition and validation of non-formal and informal competencies



**Target Dimension II: Reduce drop-out rates and improve rates of successful completion of studies**

Action line 4

Ease entry into higher education

Action line 5

Improve course structures and quality of teaching

Action line 6

Improve compatibility of studies with other areas of life



## **Target Dimension III: Create basic parameters and optimise regulation of higher education policy**

### Action line 7

Questions regarding higher education system

### Action line 8

Integrate the social dimension into strategic planning for higher education and create appropriate governance structures

### Action line 9

Further development of student support systems



## 9 Quantitative goals

1. Increase the number of „educationally disadvantaged“ students in HE
2. Widen inclusive access
3. Promote gender balance
4. Widen participation for students with migrant background
5. Strive for regional balance in HE access
6. Promomote social dimension in mobility
7. Improve compatibility
8. Raise number of received student grants
9. Promote equal opportunity in medicine studies

## 9 Quantitative goals

### Access

### gender

### course of studies

- Increase the number of „educationally disadvantaged“ students in HE
- Widen inclusive access
- Widen participation for students with migrant background
- Strive for regional balance in HE access
- Promote equal opportunity in medicine studies

- Promote gender balance

- Promote social dimension in mobility

- Improve compatibility
- Raise number of received student grants

**system related**

## 9 Quantitative Goals, three examples in detail

### 1. Increase the number of “educationally disadvantaged” students in higher education by, e.g.

- Reducing the recruitment quota/probability factor for admission to higher education to 2.25 (2020) and 2.10 (2025)
- Decreasing the discrepancy in the probability factors between public universities and universities of applied sciences
- Including private universities and university colleges of teacher education in the calculation of probability factors, adaption of target values

### 2. Widen inclusive access by

- Increasing the number of non-traditional admissions (educational residents) to higher education from the current 4,000 to 5,300

### 3. Promote gender balance in all degree programmes by, e.g.

- Requiring a minimum percentage of 10% men or women in any degree programme (excluding doctoral study) and at any higher education institution
- Halving the number of degree programmes at each higher education institution where men or women comprise less than 30%

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## **Implementation and next steps for the Federal Ministry of Science, Research and Economy (BMWF)**

- **Dissemination and raising of awareness:** e.g. annual networking conference in cooperation with HE institutions
- **Mainstreaming the Social Dimension:**
  - Integration of policy measures into the preparation of performance agreements 2019-2021
  - integration of the social dimension 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)
- **Supporting monitoring and evaluation,** including improvement of the data basis and evidence base: Interim evaluation 2021/2022

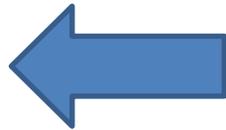
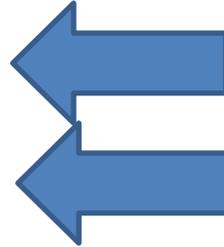
**Thank you for your attention!**



Helga Posset  
Expert unit on higher education development  
Federal Ministry of Science, Research and Economy

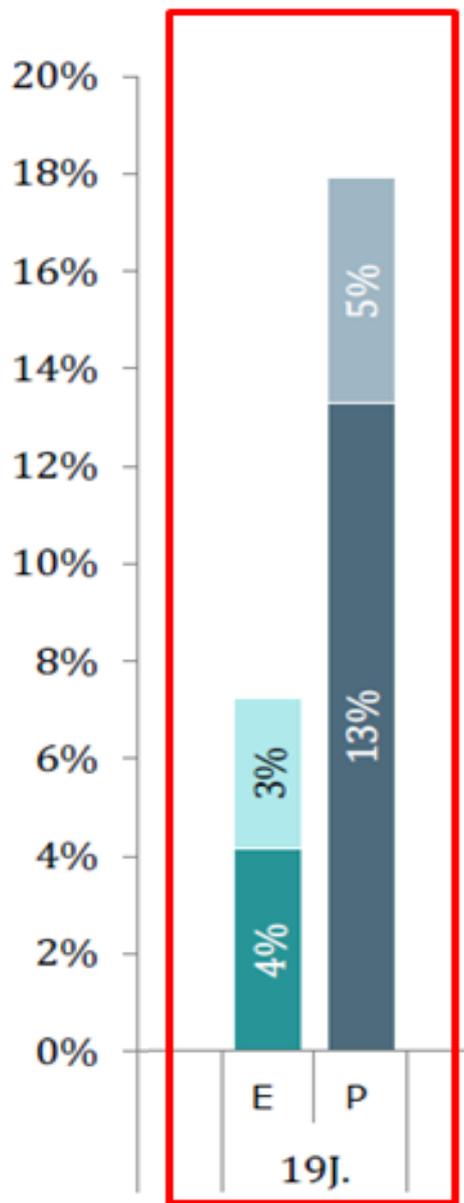
## Background information

- Underrepresented groups
- Groups with specific needs
- Action lines



**only students with Austrian HE entrance qualification: percentage of entrants (E) in academic year 14/15 and population (P) in 2014 with migrant background for different age groups**

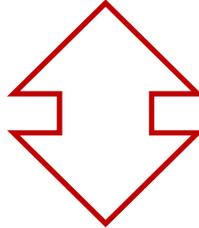




- **7%** of all 19 year-old entrants with Austrian HE entrance qualification in the academic year 14/15 have a migrant background

4% 2nd generation

3% 1st generation



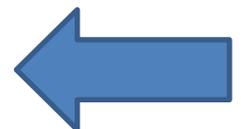
Underrepresentation of people with migrant background

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

13% 2nd generation

5% 1st generation

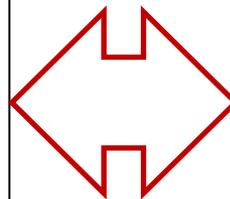
■ HE entrants: 2nd generation   ■ HE entrants: 1st generation  
 ■ population: 2nd generation   ■ population: 1st generation



## Students with a disability and/or chronic illness

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

- **3,4%** of people under 25 are entitled to receive **increased family allowance**
- **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

- 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

### Delayed entry into HE

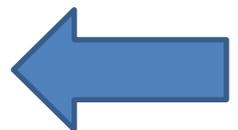
- enter HE at Ø27,6
- 29% from lower class
- 7% from higher class
- 47% women



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

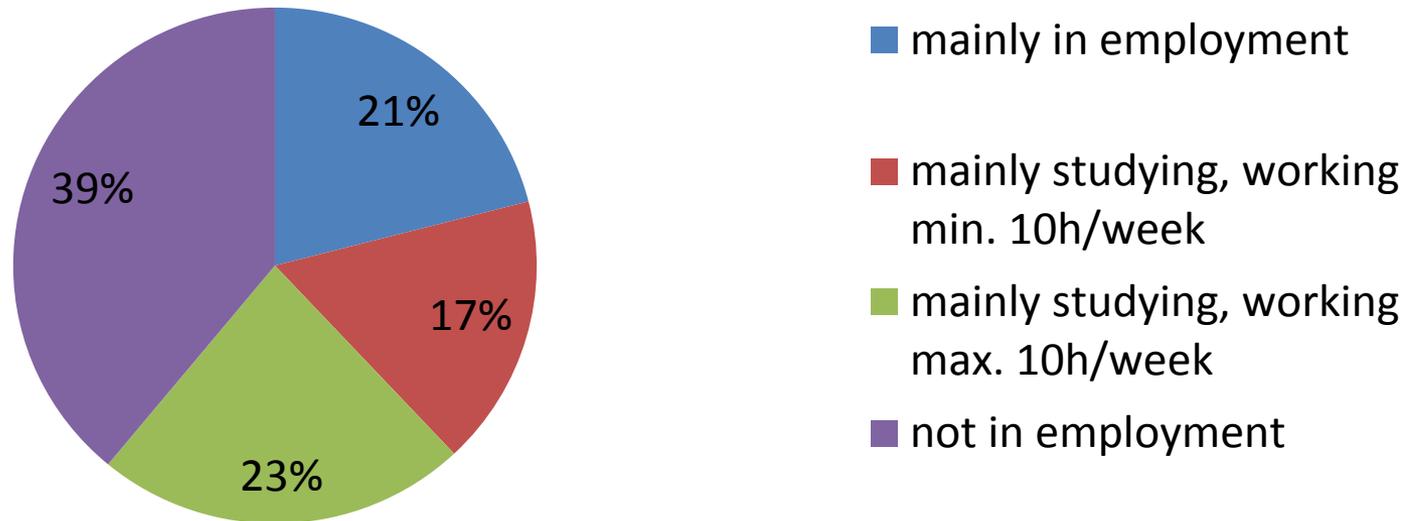
### Direct entry into HE

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



# Students in employment

## students by number of working hours



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

