

Tino Bargel, Monika Schmidt, Holger Bargel (Ed.)

**Quality and Equity in Higher Education -
International Experiences and Comparisons**
International Workshop November 2008

Tino Bargel, Monika Schmidt, Holger Bargel (Ed.)

**Quality and Equity in Higher Education -
International Experiences and Comparisons**
International Workshop November 2008

Hefte zur Bildungs- und Hochschulforschung (53)

Arbeitsgruppe Hochschulforschung, Universität Konstanz, März 2009

Herausgeber der Reihe „Hefte zur Bildungs- und Hochschulforschung“:

Arbeitsgruppe Hochschulforschung, Universität Konstanz,
Fachbereich Geschichte und Soziologie, 78457 Konstanz
Tel. 07531/88-2896

Die AG Hochschulforschung im Internet:
<http://www.uni-konstanz.de/ag-hochschulforschung>

ISSN 1616-0398

Introduction to the Documentation of the International Workshop

Quite obviously, there is a growing need for international contact and communication on developments and research into higher education. Since the Bologna process was started in 1999 with its ambitious aim to construct a European Higher Education Area, it seems all the more urgent to understand and to monitor in a better way the impact of this development on study quality and student life in the various regions of Europe.

The international workshops of the AG Hochschulforschung (Research Group on Higher Education) at the University of Konstanz are intended to be a platform for international exchange. "Quality and Equity in Higher Education" was the topic of the workshop organized 23 - 25 November 2008. During two days 22 academics from eight European regions came together to present and discuss their research on issues and outcomes of higher education. International comparison concerning the experiences of students in higher education is one interest of the participants, the other one is the construction and application of an international instrument for empirical research on students' experiences. A common focus is the concept of an international student survey (ISSUE: International Student Survey in Europe) as well as an international comparable instrument (QUISS: Questionnaire of International Student Survey).

The cooperation is based on a special network: the **Reseau Uni 21** of **FREREF**. What does FREREF mean and what is the task of Reseau Uni 21? **FREREF** was founded in 1991 as the European Regional Foundation for Research into Education and Training (in French: **Fondation des Régions Européennes pour la Recherche en Education et en Formation**). Since about ten years the **Reseau Uni 21** exists within this framework and with the support of FREREF. During the first years the Reseau has been mainly a platform for discussing issues of higher education. An important insight was to realize that there is a lack of systematic and verified information about study situation, teaching quality, students' problems and study outcomes.

As a consequence, Reseau Uni 21 started in 2002 a comparative empirical investigation. Based on discussions concerning theoretical, methodological and organisational approaches between the three partners of Rhône-Alpes, Catalonia and Baden-Württemberg, it was agreed to use a common instrument (called QUISS I). This instrument is based on the questionnaire of the AG Hochschulforschung, which was developed and successfully used since 1982. In total, more than 4000 students in the three participating regions have been questioned. Various regional and international publications followed, also with the aim to be used in political consultations. The most important of them is the book: "Etudier dans une Université qui change" (Grenoble 2005). The articles are in French or in German, but the summary is always in English – indeed an international, European book.

The participant researchers were convinced that the results ask for more European investments in research on higher education. Therefore, they initiated a consortium including research groups from Ljubljana (Slovenia), Klagenfurt (Austria), Geneva (Switzerland), Kiev (Ukraine) and Kaunas (Lithuania), and some support from Italy (Venice and Genua), from Portugal and Great Britain. By now, the interested research groups and academics work together as an **Association**, called **ISSUE**, with the common interest to exchange concepts and instruments as well as methods and results.

In this respect, the international survey "Euro-Student", which is financially supported by the European Commission, is an exemplary effort yielding impressive insights, as Dr. Dominic Orr from HIS, the director of this consortium of eleven countries, explained in his contribution. Another example is the research of our Swiss colleagues from Geneva on the study situation in Switzerland. The research of the colleagues from the Netherlands is devoted to questions of quality and equity; especially their interest in a monitoring system of study quality is a challenging effort. The research on students at the University of Klagenfurt (Austria) has a long-

standing tradition, it also includes the transition of graduates into professional life. The main topic for the group in Catalonia, at the Universitat Autònoma de Barcelona, is the professional preparation of students – for this aspect they have designed new and convincing instruments. The research work at the University of Warwick is devoted to the career of students in the United Kingdom, as shown by Dr. Heike Behle. The French group of the Laboratoire des Sciences de l'Éducation at Grenoble (Université Pierre-Mendes-France) has the opportunity to repeat the student survey this year; they will introduce specific questions on equality and responsibility. The colleagues in Kaunas (Lithuania) and in Kiev (Ukraine) are starting with research projects concerning higher education; the experiences of Prof. Merkys and of Prof. Gorbachyk in social research promise interesting options, as documented in their statements during the workshop.

A special intention of the network **ISSUE** is to connect persons from research with persons in administration and practice. Therefore, we are grateful that we can present the contribution by Dr. René Krempkow (University of Freiburg) about the quality management and its measurement on the one hand, and the expertise of Regina Sonntag-Krupp (University of Konstanz) regarding international mobility of students and the tasks of the international offices on the other. A matter of particular interest may be the "Study Quality Monitor", a new instrument in Germany to provide institutions of higher education with evaluative data, a cooperative work of HIS and AG Hochschulforschung – as presented by Kai Mühleck from HIS.

Further steps in research should follow two main directions, as presented in two general contributions at the workshop. One task is the careful gathering and meta-analysis of different research efforts and results, in order to gain better insights by using the international comparison. The lecture on inequality in access to higher education in European countries – a basic problem for all - was given by Prof. Walter Müller from the Center for Social Research in Europe at the University of Mannheim: it is a convincing example for the necessity of such comparative contributions. Another task is a methodologically more refined and complex analysis of the impact of different factors on important outputs of studying and study careers; a central question in this regard concerns the reasons for drop-out from universities: is it mainly a problem of institutional or rather of individual factors? The presentation of Prof. Werner Georg from the AG Hochschulforschung (University of Konstanz) shows the usefulness of such an approach – not only for scientific knowledge, but also for practical conclusions.

All the different contributions at the workshop are gathered in this issue of our series "Hefte zur Bildungs- und Hochschulforschung" (as Nr. 53). According to the character of a documentation we mostly reproduce them in the form of power point presentations, as used during the workshop. This means, that this documentation is mainly addressed to the participants of the workshop, but it may also be of some use to other experts in this field of research and practice.

The results and perspectives presented in this reader underline that it is worthwhile to continue the cooperation and to develop common research instruments as it is planned with **ISSUE**. We are convinced that it would be profitable to include other European regions as well. Therefore it is planned to devote the next international workshop at the University of Konstanz to the evolving European Higher Education Area with the aim to contribute to a scientific view on the advantages and disadvantages of new study structures. Observing and analyzing the EHEA process in the different regions of Europe will help to arrive at recommendations for further steps and principles towards a better study quality with broad professional and cultural outcomes and less social inequality.

Tino Bargel, Monika Schmidt, Holger Bargel

Contents

	Page
1 Walter Müller: Education research in international comparison: Inequality among students in European countries	1
2 Werner Georg: Individual and Institutional Factors in the Tendency to drop out of Higher Education. A Multilevel Analysis	17
3 Alain Fernex, Charles Hadji, Laurent Lima: L'évaluation de la qualité des études: est-ce que l'inégalité importe?.....	25
4 Jean-Francois Stassen: Universities and inequalities. Some results from OVE 2008 surveys	37
5 Helmut Guggenberger, Paul Kellermann: Research about Students - Experiences and Results	49
6 Lette Hogeling, Maarja Lühiste: Quality and Equity in the Dutch Higher Education System.....	61
7 Heike Behle: Futuretrack. Careers Clarity of UK students. Diversity and Choices	73
8 Dominic Orr: A brief presentation of the EUROSTUDENT project and selected results from the third round (2005-2008)	81
9 Kai Mühleck: The Higher Education Quality Survey - Contents, Design, & Perspectives	89
10 René Krempkow: Qualification, Transition and the Tasks of Quality Management	97
11 Regina Sonntag-Krupp: Studentische Mobilität mit der Einführung der Bachelor- und Masterstudiengänge	109
12 Gediminas Merkys: Design and composition of questionnaires: Techniques for response behaviour by extremely long Instruments	112
13 Andrii Gorbachyk: Testing of school knowledge as a step towards the equality of access to higher education. Analysis of the first results	117
Attachment: Program of the workshop, List of participants, Publications of Reseau Uni 21	121

Walter Müller

**Education research in international comparison:
Inequality among students in European countries**

Walter Müller

Mannheimer Zentrum für Europäische Sozialforschung

**Based on DFG-research project on “Social Selectivity in Tertiary Education
and Labour Market and Stratification Outcomes”,
together with David Reimer, Steffen Schindler and Markus Klein,
and generous data support by
HIS (Hochschulinformationssystem GmbH) Hannover
and Federal and State Statistical Offices of Germany**

Workshop by AG Hochschulforschung + FREREF Réseau Uni 21 on
“Quality and Equity in Higher Education - International Experiences and Comparisons” at University of
Konstanz, November 23th – 25th 2008

Introduction

- Systems of education have both enormously expanded and become more differentiated - especially at the tertiary level
- Expansion and differentiation varies a lot between different countries – in spite of (nominal) harmonization through Bologna
- Social inequalities in tertiary education participation and attainment become increasingly relevant for educational inequalities at large
- Tertiary level inequalities also vary between countries –
 - reflect differences in many education (related) institutions - not just those at the tertiary level.
 - Secondary level (tracking: curricula / segregation / selection / permeability of pathways)
 - Pattern of educational alternatives at the post-secondary and tertiary level
 - Costs and financing of postsecondary education
- Many problems to measure and understand processes and mechanisms which lead to social inequalities in tertiary level education

Aims

- Discuss some of the theoretical and research problems with respect to social inequality in tertiary education
- Illustrate and present results primarily on the German case
- Selectively present results on other countries to sensitize for similarities (basic mechanisms) and differences (institutional arrangements)
- Consider changes over time in educational inequality
- Concentrate on social inequalities, largely neglect inequalities between gender or ethnic groups

Educational expansion and educational inequality

- **Educational Expansion:**
 - Why educational expansion
 - Data on educational expansion in Europe
- **Educational Inequality**
 - Definitions and measurement
 - Theoretical perspectives about the development of educational inequalities
 - Macro
 - Micro
- **What affects primary disparities**
- **What affects secondary disparities**
- **The cumulation of primary and secondary disparities and their change over time**
- **Discussion**
 - How can educational inequalities be reduced?
 - Challenges for further research

Basic theoretical approach to understand inequality in Educ The RAT and primary vs secondary effects explanation

- Educational attainment is a multi-cause and multi-actor process
- Distinguish primary and secondary effects of social origin on educational attainment (Boudon 1974)
- Primary effects: Social and family conditions influencing fulfilling of school requirements (educational performance)
- Secondary effects: Social and family conditions influencing educational choices, controlled for educational performance
 - Principle of choice: Among different educational alternatives available (including drop-out), choose the alternative with the largest subjectively perceived **Utility**
 - $U = B * P - C$
 - B: subjectively expected Benefit of an alternative
 - P: subjective Probability that the benefit of the alternative will be obtained
 - C: subjective Costs for the realisation of the alternative
- We need a longitudinal approach – the educational transition paradigm (Mare 1980), but extended in ways to adequately capture the role of different pathways towards higher education eligibility (Breen/Jonsson 2000)

Institutional Variation to explain variation between countries

- Extent and Timing of tracking in secondary education
- Degree and quality of differentiation between general and vocational education at the secondary level
- Structure and permeability of pathways to tertiary education eligibility
- Pattern of post-secondary and tertiary alternatives
- Access rules to tertiary education
- Costs of tertiary education

Aspects to consider in studying tertiary education inequality

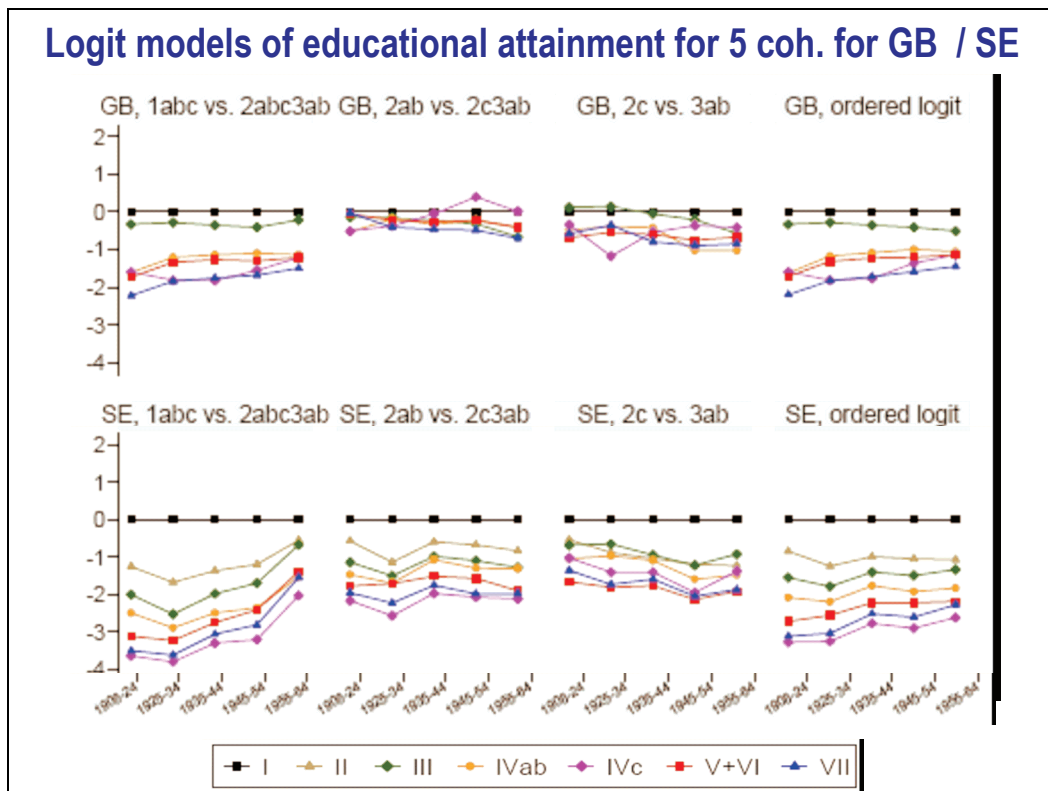
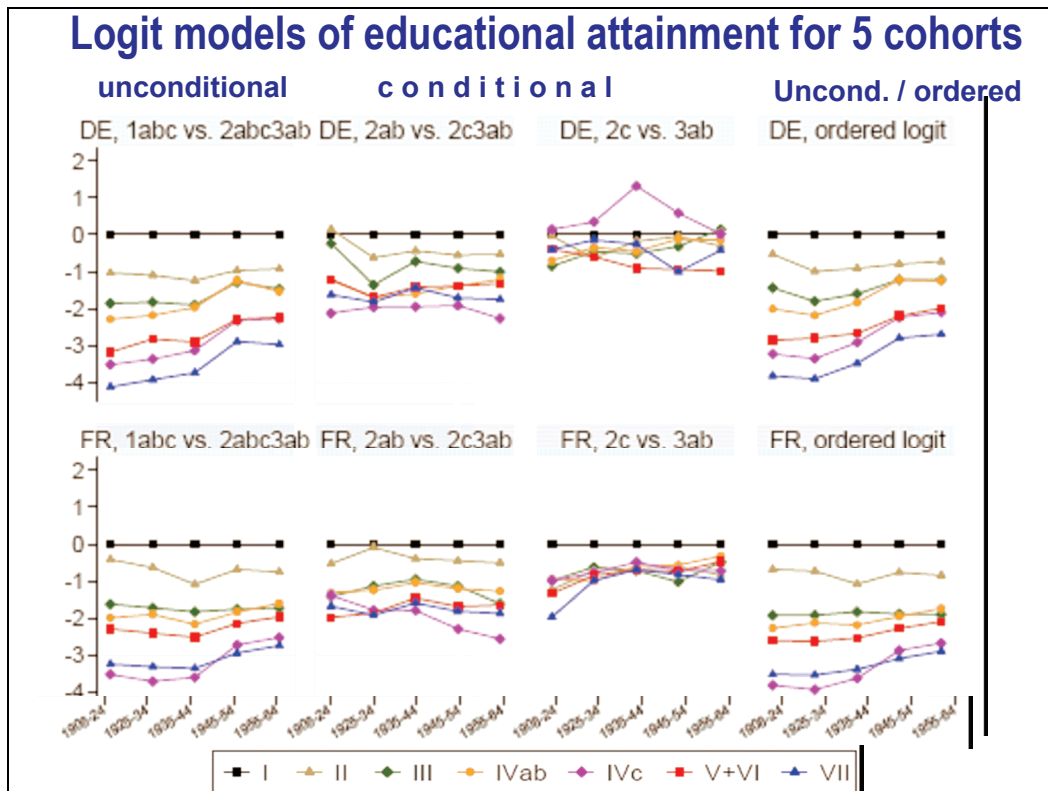
- Unconditional vs. conditional inequality in tertiary education
- Taking into account educational pathways adequately
- Primary and secondary disparities
- Variation between countries and change over time in higher education inequality
- Varieties of stratification in tertiary education in different countries

Unconditional vs. conditional inequality in tertiary education

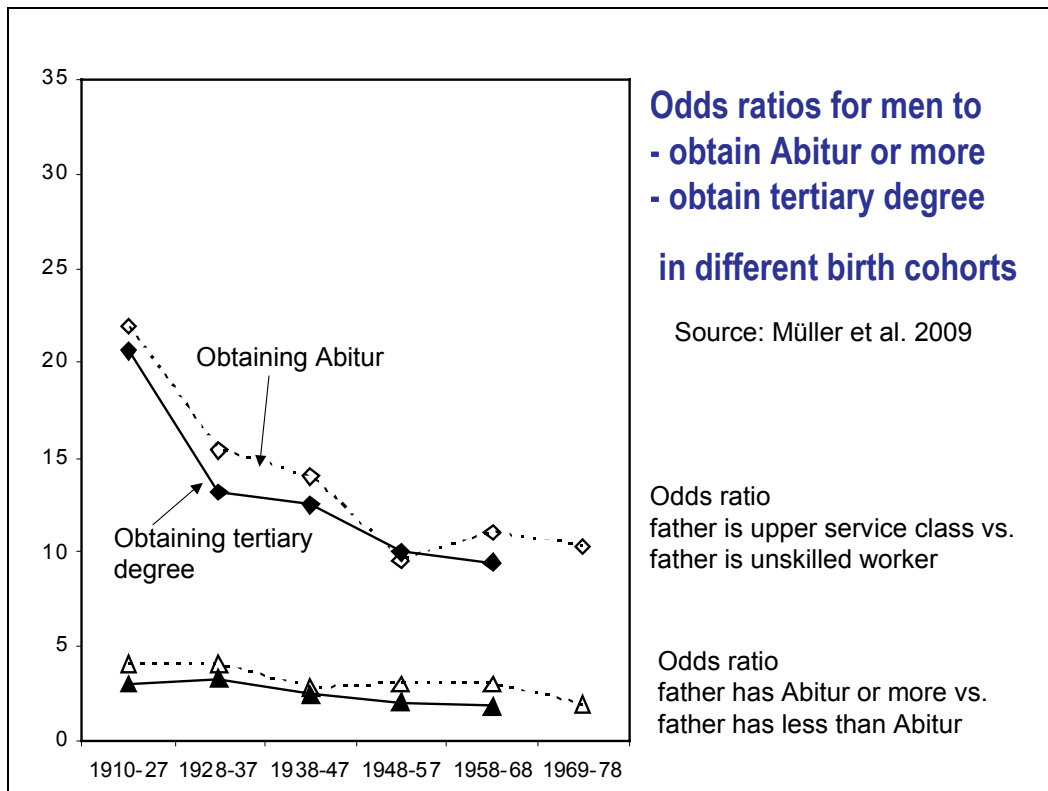
- **Unconditional:** Social disparities in obtaining a particular level of education observed within a complete cohort of children
- **Conditional:** Social disparities in entering (or obtaining) the next higher level of education, given that the preceding level has been successfully obtained; **transition** to the next level, **given** that **eligibility** criteria have been fulfilled.
- Unconditional → descriptive; conditional → analytical
- **Problems**, especially with transition inequalities and in comparative research :
 - Eligibility criteria differ for different kinds of tertiary education and are often not clearly identified in data
 - Educational systems have an increasing **plurality of pathways** to reach a final level of education.
 - Adequate data on the precise educational careers of individuals are often not available;
 - Depending on the pathway, access chances to the next higher level often vary a lot;
 - if chosen pathways are related to social background, then estimates on background effects on transition probabilities are biased, unless pathways are adequately controlled for.
- Nevertheless: Highly interesting issues:
 - At which bifurcation in the educational career inequalities in final educational outcomes are overwhelmingly generated?
 - Are **effects vaining** from lower level to higher level transitions and how can it be explained?
 - Are there **carry-over effects** from reduced inequalities at lower transition up to higher education or are reduced inequalities at lower level transitions **counter-balanced** by increasing inequalities at higher level transitions? Is universalisation of secondary education connected with increasing inequality in post-secondary educational transitions?

Unconditional vs. Conditional effects: Illustrations with findings by Breen et al. (2009)

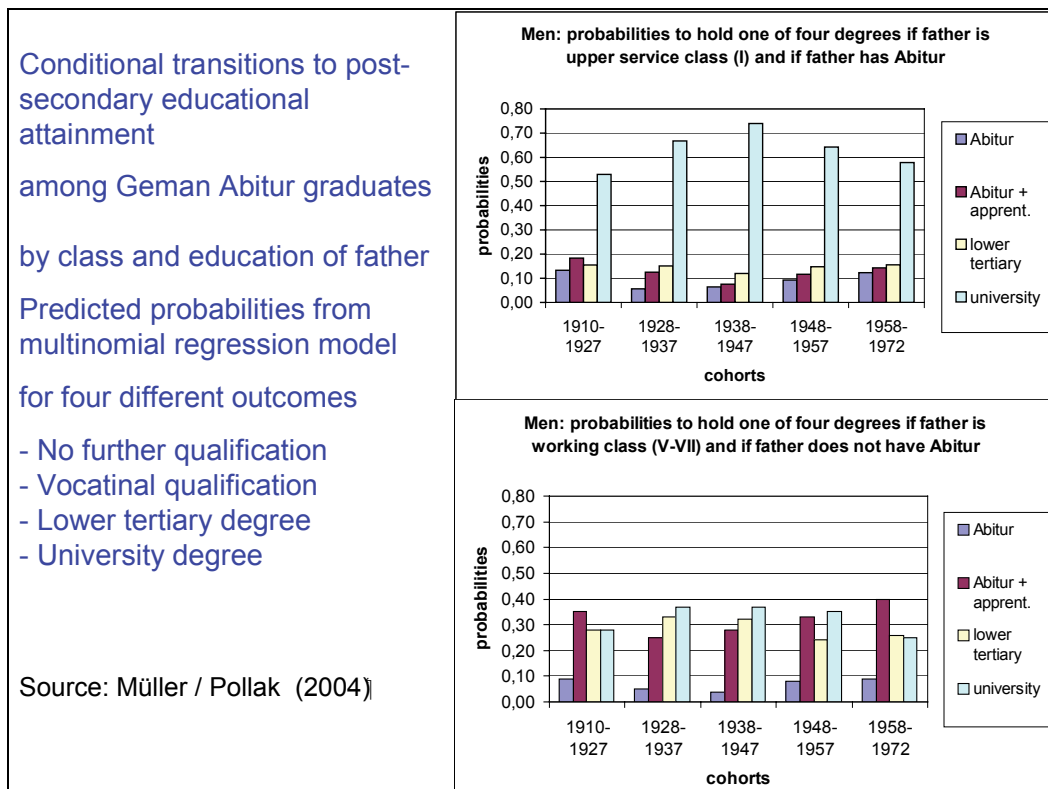
- Studies long-term changes in unconditional educational inequalities in France, Germany, Great Britain, Ireland, Italy, Netherlands, Poland, Sweden on the base of large scale harmonized data bases
- But also addresses the issue of conditional transition inequalities (carry-over-effects; vaining-effects; counterbalancing effects)



Slide 11



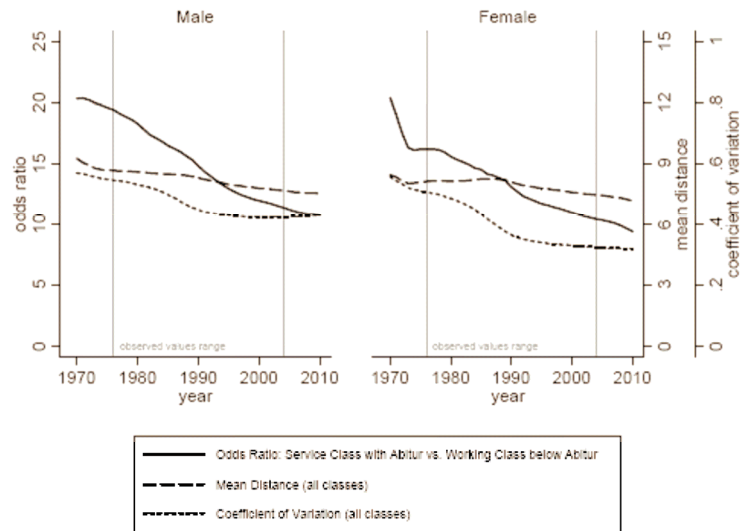
Slide 12



Slide 13

Unconditional social disparities in academic upper secondary education participation among 18 year olds from 1970 to 2006

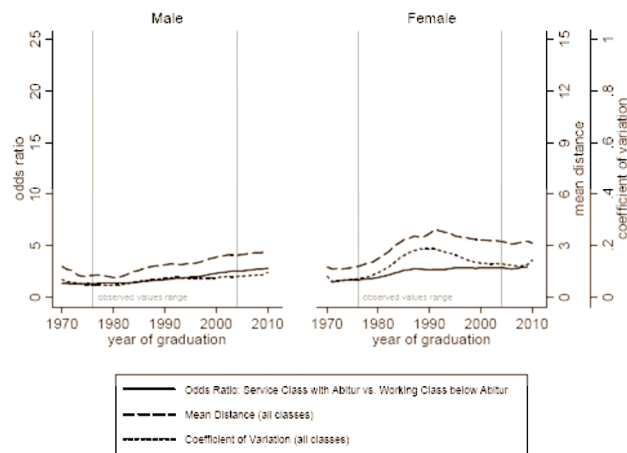
according to three different measures, by gender



Source: Schindler/Lörz (2008)

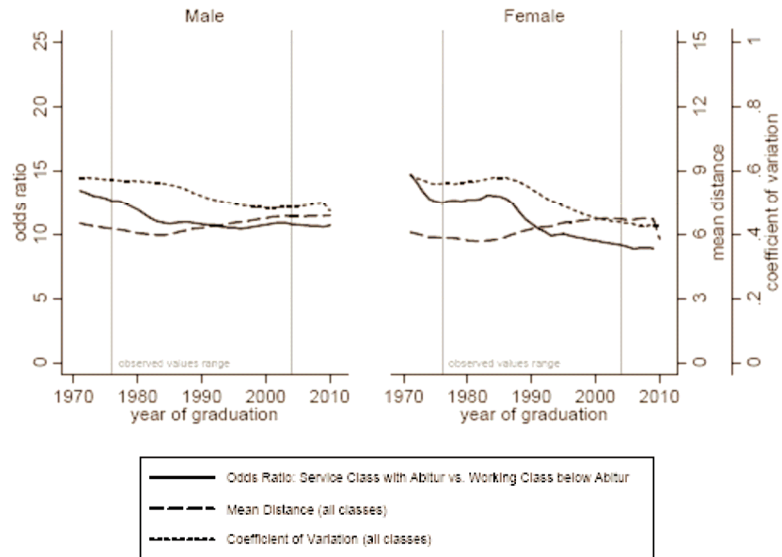
Slide 14

Conditional social disparities in transition to tertiary education according to three different measures by gender, upper secondary degree holders only



Source: Schindler/Lörz (2008)

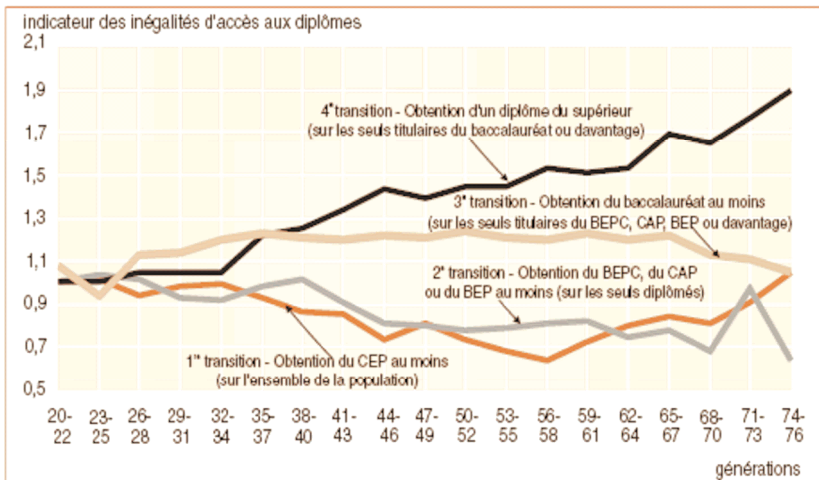
Unconditional social disparities in access to tertiary education according to three different measures, by gender



Source: Schindler/Lörz (2008)

France: Change in conditional social disparities at different transitions (Source: Vallet/Selz 2006)

Figure 3 - Dynamique des inégalités d'accès aux diplômes selon l'origine sociale
Analyse conditionnelle de l'accès aux différents diplômes



Champ : hommes et femmes, français de naissance, âgés de 26 à 64 ans lors de l'année de l'enquête.
Lecture : de la génération 1920-1922 à la génération 1974-1976 et parmi les titulaires du baccalauréat (ou équivalent), l'inégalité d'obtention d'un diplôme du supérieur en fonction de l'origine sociale a augmenté.
Source : Insee, enquêtes Emploi 1984, 1987, 1990, 1993, 1996, 1999, 2001.

Pathway dependency and the distinction between primary and secondary disparities

- Theoretical reflections
- Consider the role of pathways in secondary education pathways and their relationship to children's social origin and post-secondary choices
- Include measures of ability / competence in explaining post-secondary educational choices in order to distinguish between primary and secondary disparities

Tracking in secondary education and the estimation of social disparities at the transition to post-secondary / tertiary education

- Most countries have a plurality of pathways via academic and/or vocational secondary education to tertiary education eligibility.
- Children of different social origin vary in the use of these pathways
- Higher social classes usually use the most direct path via academic secondary education which at the same time usually provides the best chances of access to tertiary education
- If the pathways are not adequately controlled for the estimation of social origin effects operating at the transition to post-secondary / tertiary education is biased

Primary and secondary effects in the transition to post-secondary and tertiary education

- Even though disparities in post-secondary transitions appear to be smaller than in earlier transitions (veining effects), they nevertheless exist practically everywhere.
- and inequalities in later transition often increase if they decline at earlier transitions
 - Are such disparities due to differences in performance / competences of students or are they due to choice-disparities independent of performance / competences?
 - What is the relative weight of primary and secondary disparities?
 - How do they change in the course of the educational career and when disparities in earlier transitions decline ?
- The *veining effects-phenomenon* is mainly explained by declining heterogeneity between children of different social classes in transition relevant characteristics. Due to selectivity in earlier transitions along individual abilities and educational motivation children with different social background become increasingly more homogeneous at higher level transitions.
- Due to increasing homogeneity, primary effects should become smaller at higher level transitions (depending on the extent of selectivity at earlier transitions).
- Secondary effects should become stronger at higher level transitions, because
 - Higher costs of education, more difficult to bear costs in families with scarce resources
 - Differential evaluation of benefits especially for tertiary education (for upper class children higher education protects against downward mobility compared to parents while children of lower class background do not need tertiary education to achieve this)

Pathways to tertiary education eligibility, eligibility type and Abitur grade by social origin in %

(West Germany, men and women 1983, 1990, 1994, 1999)

	Eligibility type with or without preceding voc. qualification				Abitur grade mean	N
	gen Abi without	voc Abi without	Gen Abi with	Voc Abi with		
<i>Father's class</i>						
Service class	87	4	3	5	0,18	19.565
Intermediate class	76	7	7	11	0,06	17.003
Working class	65	9	7	19	0,06	8.487
<i>Parental education*</i>						
Tertiary	90	3	4	3	0,37	13.838
Abitur	80	5	7	7	0,06	4.990
below Abitur	73	8	5	14	-0,05	26.227
<i>Total</i>	79	6	5	10	0,09	45.055

Source: Müller et al. (2009) based on HIS-Panel of Tertiary Education Eligibles 1983, 1990, 1994, 1999
 Parental Education refers to highest qualification of either father or mother

Social class disparities in entering tertiary education (vs. not entering) among Abitur graduates and relative impact of secondary effects

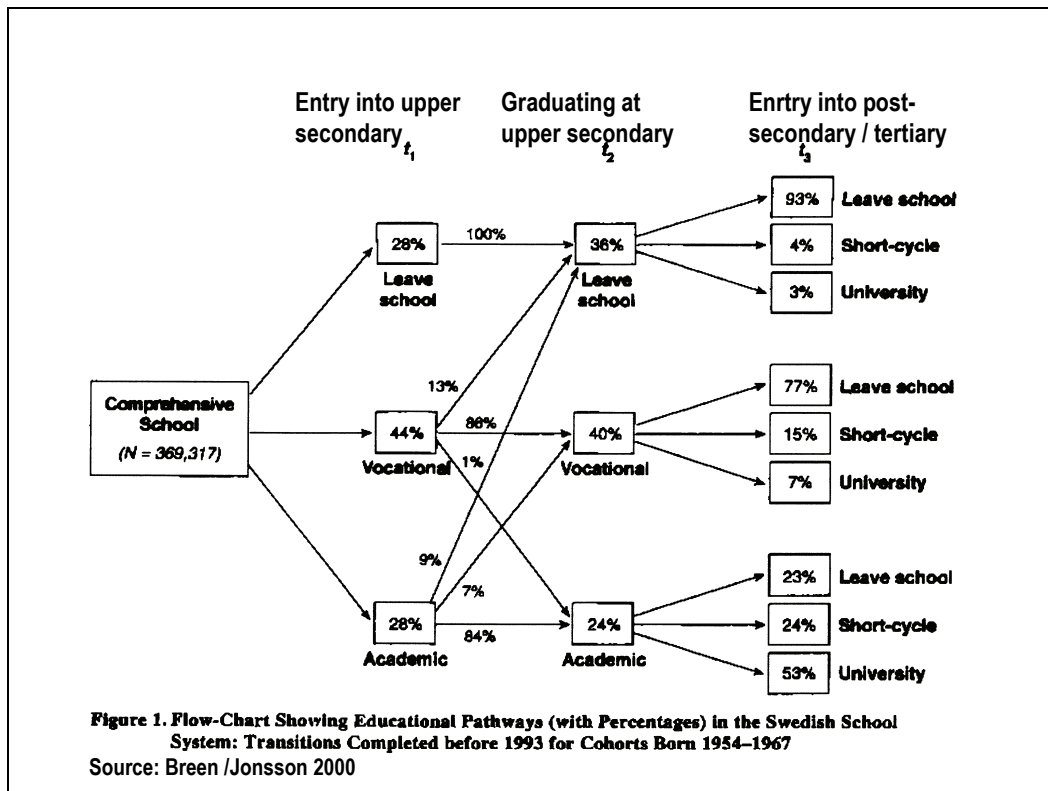
	Odds ratio Service- vs. Working Class			% of odds ratio due to secondary effects		
	All	Male	Female	All	Male	Female
1983	1.98	1.80	2.38	86	86	88
1990	2.21	2.14	2.53	81	84	83
1994	2.21	1.95	2.53	84	83	85
1999	2.45	1.95	2.84	86	79	86

Source: Schindler / Reimer (2008), based on HIS-Panel of Tertiary Education Eligibles 1983, 1990, 1994, 1999)

Working class student's entry into Higher Education (HE) in a highly stratified system – The case of GB

	Absolute # of working class children
All HE institutions	
Among 10.000 applicants	1560
Among 10.000 accepts	1490
HE institutions ranked in top quartile	
Among 10.000 applicants	950
Among 10.000 accepts	960
Oxford	
Among 10.000 applicants	40
Among the 3300 Oxford student intake per year	10

Source: Zimdars (2007)



Multinomial logistic regression of educational choices

	University vs. College of appl. Science			University vs. Voc. Education		
	M1	M 2	M3	M 1	M 2	M3
	Control of Abi-type			Control of Abi-type		
<u>Class of Father (ref. Working class)</u>						
Service Class	1,980***	1,262***	1,275***	1,297***	1,326***	1,355***
Intermediate Classes	1,465***	1,051	1,032	1,108*	1,100*	1,069
<u>Parental Education: (Ref.:below Abitur)</u>						
Tertiary Education	2,514***	1,554***	1,388***	2,676***	2,459***	2,048***
Abitur	1,418***	1,107	1,075***	1,362***	1,282***	1,221***
<u>Respondent Abitur Grade</u>			1,383***			1,801***
	College of appl. Science vs. Voc. Education			Other vs. Voc. Education		
<u>Class of Father (ref. Working class)</u>						
Service Class	1,527***	1,050	1,063	1,513***	1,501***	1,548***
Intermediate Classes	1,322***	1,047	1,035	1,25***	1,223***	1,206***
<u>Parental Education: (Ref.:below Abitur)</u>						
Tertiary Education	1,064	1,582***	1,475***	2,473***	2,326***	1,899***
Abitur	1,035 [†]	1,158	1,135	1,247***	1,198***	1,106
<u>Respondent Abitur Grade</u>			1,293***			1,738***

(N= 22501) Pseudo-R² 0,035 0,187 0,210
 Quelle: Müller et al. (2009) HIS-Studienberechtigtenpanels 1983, 1990, 1994 und 1999, eigene Berechnungen

Conclusions

- Inequality in tertiary education attainment is to a large extent shaped (in most countries) on the pathway to tertiary education eligibility
 - through the institutionally conditioned class-biased access into different learning environments (tracks) in secondary education which nurture differently students' competence development and produce varying chances of access into tertiary education.
- In many countries long term decline of social disparities in tertiary education eligibility;
- through carry-over effects also decline in tertiary education *participation*, even if disparities in post-secondary *transitions* persist or increase.
- Disparities in post-secondary transitions are mainly due to secondary mechanisms

Conclusions – Variation between countries

- *Secondary education*
 - Educational systems with early transitions and a more complex pattern (and with a larger number) of significant transitions likely generate more social inequality in tertiary education participation.
 - Participation rates in tertiary education tend to be lower in countries with socially and economically well valued vocational training than in countries with a prevalence of general/academic tracks;
- *Post-secondary / tertiary education*
 - If – with less secondary level selectivity – larger proportions of students reach eligibility, post-secondary *transition* disparities tend to be larger; but due to carry-over effects tertiary *participation* disparities (c.p.) tend to be smaller;
 - Postsecondary transition disparities vary with the number and character of post-secondary alternatives and with the benefits and costs of these alternatives;
 - C.p. tertiary education systems with marked segregation of parallel institutional types of tertiary studies (binary systems) likely produce more inequality than systems structured along sequential cycles;
 - Much further research to be done to systematically study the role of these and other factors (e.g. admission regulations; financing).

Concluding remarks: Further research

- Primary mechanisms
 - Linking to psychological research on learning and cognitive development
 - Linking to education science research to better understand relationship between family and classroom influences
- Secondary mechanisms
 - Explicitly measure the different elements in secondary mechanisms
 - How do they vary over educational transitions?
 - What is there beyond rational choice in educational choice?
- For both:
 - Study interdependence of primary and secondary mechanisms across transitions at different levels of education
 - Study effects of institutional arrangements on these mechanisms

What can be done to reduce educational inequality?

- Reduce primary effects
 - Early compensation of deficits in home learning environment through public institutions
 - Special support for weak learners and children from homes with little affinity to schools
- Reduce secondary effects
 - Postpone early selection to different school tracks in order to reduce early deviation of working class children from the academic tracks
 - Reduce the costs of education for children and students with poor economic resources
 - Reduce insecurity about educational success through better information
- Efforts to reduce secondary effects may be more efficient than the reduction of primary effects: They can be directed to students who have already shown to possess the ability to successfully reach higher education

Slide 29

REFERENCES

- Arum, Richard, Yossi Shavit, und Adam Gamoran, 2007: More Inclusion than Diversion. Expansion, Differentiation, and Market Structure in Higher Education, in: Yossi Shavit, Richard Arum und Adam Gamoran (Hg.), Stratification in Higher Education. A Comparative Study. Stanford, Stanford University Press: 1-35.
- Becker, Rolf und Anna Etta Hecken, 2007: Studium oder Berufsausbildung? Eine empirische Überprüfung der Modelle zur Erklärung von Bildungsentscheidungen von Esser sowie von Breen und Goldthorpe. Zeitschrift für Soziologie 36(2): 100-117.
- Becker, Rolf und Anna Etta Hecken, 2008: Warum werden Arbeiterkinder vom Studium an Universitäten abgelenkt? Eine empirische Überprüfung der „Ablenkungsthese“ von Müller und Pollak, 2007 und ihrer Erweiterung durch Hillmert und Jacob, 2003. Kölner Zeitschrift für Soziologie und Sozialpsychologie 60(1): 3-29.
- Boudon, Raymond, 1974: Education, Opportunity and Social Inequality. New York: Wiley.
- Breen, Richard and Jan O. Jonsson, 2000: A Multinomial Transition Model for Analyzing Educational Careers. American Sociological Review 65(5):754-772.
- Breen, Richard, Luijckx, Ruud, Müller, Walter and Reinhard Pollak (2009) "Non-Persistent Inequality in Educational Attainment: Evidence from eight European Countries" American Journal of Sociology. To appear in April 2009.
- Erikson, Robert, 2007: Social Selection in Stockholm Schools: Primary and Secondary Effects on the Transition to Upper Secondary Education, in: Stephan Scherer, Reinhard Pollak, Gunnar Otte und Markus Gangl (Hg.), From Origin to Destination. Trends and Mechanisms in Social Stratification Research. Frankfurt a. M. / New York: Campus: 58-77.
- Hillmert, Steffen und Marita Jacob, 2003: 'Social Inequality in Higher Education: Is Vocational Training a Pathway Leading to or away from University?' European Sociological Review 19 (3): 319-34.
- Jackson, Michelle, Robert Erikson, John H. Goldthorpe und Meir Yaish, 2007: Primary and Secondary Effects in Class Differentials in Educational Attainment: The Transition to A-Level Courses in England and Wales. Acta Sociologica 50: 211-229.

Slide 30

- Mare, R. (1980) Mare, Robert D., 1980: Social Background and School Continuation Decisions. Journal of the American Statistical Association 75(370): 295-305.
- Müller, W. and I. Kogan (MS) Education in Europe. MS in preparation for : Immerfall, S. and G. Therborn (ed.) Handbook of European Societies. Cambridge: Cambridge University Press.
- Müller, Walter, Reinhard Pollak, David Reimer und Steffen Schindler: Hochschulbildung und soziale Ungleichheit. Pp. in: Rolf Becker, Andreas Hadjar (Hrsg.): *Lehrbuch der Bildungssoziologie*. Wiesbaden: 2009. [Im Druck]
- Müller, Walter, und Reinhard Pollak: "Weshalb gibt es so wenige Arbeiterkinder in Deutschlands Universitäten?". S. 311-352 in: Rolf Becker, Wolfgang Lauterbach (Eds.): *Bildung als Privileg? Erklärungen und Befunde zu den Ursachen der Bildungsungleichheit*. Wiesbaden: 2004
- Rijken, S., Maas, I. and H.B.G. Ganzeboom (2007) The Netherlands: Access to higher education – Institutional Arrangements and Inequality of Opportunity. Pp. 266-293 in Shavit, Y., Arum, r. and A. Gamoran (Eds.) Stratification in Higher Education. A Comparative Study. Stanford: Stanford University Press.
- Schindler, Steffen and David Reimer (2008) "Primary and Secondary Effects in Class Differentials: The Transition to Tertiary Education in Germany." EQUALSOC Midterm Conference", Berlin, 11-12. April 2008,
- Schindler, Steffen and Markus Lörz (2008) "The Relation of Educational Expansion and Social Selectivities in Secondary and Tertiary Education in Germany." ISA RC28 Summer Meeting 'Work, Poverty, and Inequality in the 21st Century', Stanford, USA, 6. - 9. August 2008,
- Schindler, Steffen: "Studienabbruch als Ausdruck sozialer Selektivität. Effekte sozialer Herkunft und der Geschlechterrollen im deutschen Hochschulsystem", Diplomarbeit. Lehrstuhl für Methoden der empirischen Sozialforschung und angewandte Soziologie, Universität Mannheim, 2006.
- Shavit, Yossi, Richard Arum und Adam Gamoran (Hg.), 2007: Stratification in Higher Education. A Comparative Study. Stanford: Stanford University Press.
- Vallet, Louis-Andre und Manfred Selz, 2006: "La démocratisation de l'enseignement et son paradoxe apparent", in: Institut National de la Statistique et des Études Économiques, Données Sociales – La société française : Paris 2006.

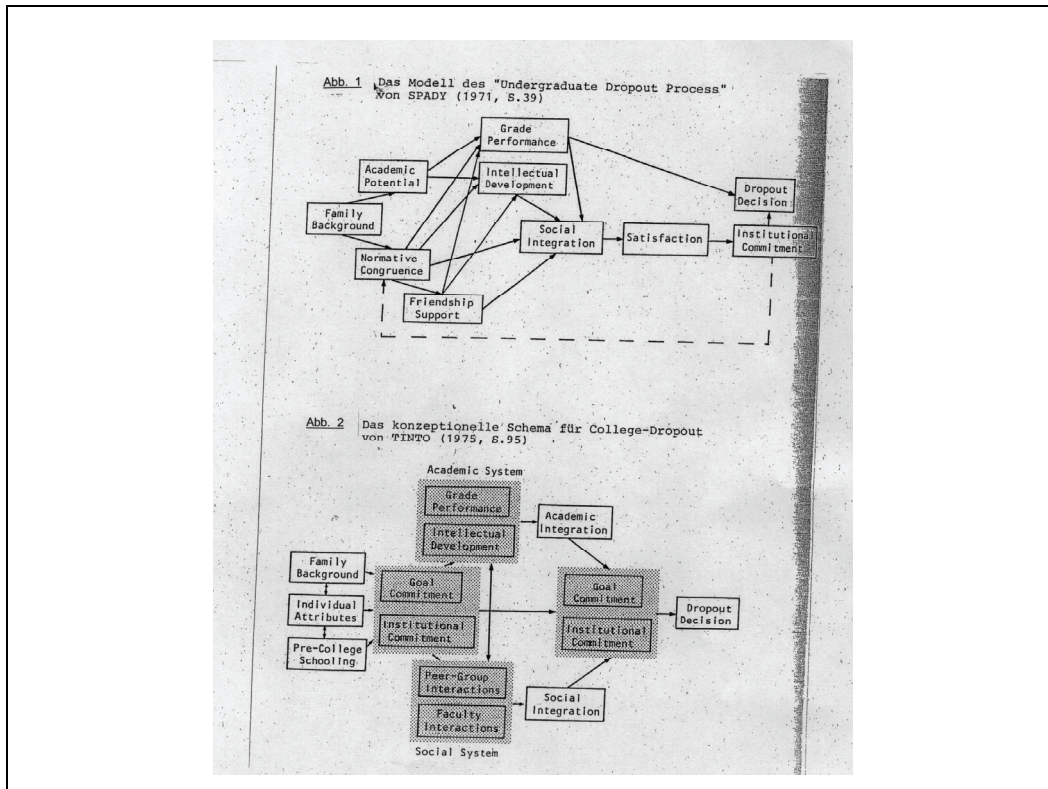
Werner Georg

**Individual and Institutional Factors
in the Tendency to drop out of
Higher Education**

A Multilevel Analysis

Universität Konstanz
Fachbereich Geschichte und Soziologie, AG Hochschulforschung

Slide 1 **Models for the dropout process from: Spady and Tinto**



Slide 2

Dropout Rates

Germany 2006:

- 21% overall
- Subject Differences: 33% Cultural Sciences, 8% Medicine
- But: BA 30% (HIS 2008)

International 2004:

- Range from 47% (Mexico, New Zealand, USA) to Japan (9%); Germany at Rank 10 of 21 Countries (OECD 2006)

Factors for Prediction of dropout

Lewin 1999:

- - excessive demands
- - distance from university study
- - desire for practical experience
- - poor labor market chances
- - critique of the pedagogical abilities of the teaching staff
- - financial and family reasons
-

Bargel 2003:

- - achievement
- - motivation for the choice of subject
- - coping with demands and examinations
- - contact problems and anonymity
- - stress caused by university study and life situation
- - student's mental state
-

Schröder-Gronostay 1999:

- - demographic variables
- - socio-economic variables
- - family-related variables
- - psychological variables
- - pre-university variables
- - characteristics of the choice of program
- - achievement characteristics
- - academic variables
- - institutional and extra-university variables

Factors for Prediction of dropout

Heublein 2003:

a) Subjective motivation

- - problematic study conditions
- - achievement problems
- - professional reorientation
- - inadequate study motivation
- - family and financial problems
- - examination failure
- - illnesses

b) Conditioning Factors:

- - social origin
- - school deficiencies
- - problematic choice of a course of studies
- - willingness and ability to succeed
- - social integration
- - financing of the course of studies
- - gainful employment while studying

Method: Multilevel Analysis

- Random **Intercept** Model
-
- Individual level: $y_{ij} = \beta_{0j} + r_{ij}$
- Aggregate level: $\beta_{0j} = \gamma_{00} + \gamma_{01}$ (teaching quality) + u_{0j}

Method: Multilevel Analysis

- Random **Slope** Model
- Individual level: $y_{ij} = \beta_{0j} + \beta_{1j}$ (class membership) + r_{ij}
- Aggregate level: $\beta_{0j} = \gamma_{00} + u_{0j}$
 $\beta_{1j} = \gamma_{10} + \gamma_{11}$ (teaching quality) + u_{1j}

Slide 7

Remarks about possible conclusions

Due to the cross-sectional character and the methods of surveying the tendency to discontinue university study, the database used in this contribution is subject to limitations in its usefulness for explaining this phenomenon.

It must first be noted that the data employed are only representative of Germany, and thus conclusions based on them cannot necessarily be applied to other countries. In England, for example, it has been shown that capabilities at the start of a course of studies had an effect on early dropout (Yorke 1999).

Secondly, dropping out of the university is a major, biographically influenced, decision and thus more of a high-cost action. According to this theory, then, we can assume only a modest relationship between the tendency to drop out and actually dropping out. On the other hand, we can ask whether, precisely because it involves a drastic biographical change, students might wrestle with the idea of dropping out for a long time before they actually do so. As a result, we must conclude that the strength of the relationship between the tendency to drop out and the ultimate action is not only theoretically, but also empirically, unclear, and conclusions on this must of necessity be speculative.

Slide 8

Table 1: Averages, standard deviations, range, reliability and case numbers for the variables of the model

Variable	X	S	Range	Cronbach's α	N
Intrinsic motivation	12.53	3.05	0-18	.41	9898
Extrinsic motivation	8.86	4.43	0-18	.78	9901
Transparency of study program	9.41	3.50	0-18	.62	9874
Achievement norm of study program	6.09	2.44	0-12	.37	9883
Counseling quality of program of studies	19.40	6.19	0-36	.75	9414
Pedagogical quality of program of studies	21.61	3.98	7-35	.77	9637
Achievement motivation	19.70	4.81	0-30	.73	9891
Examination stress	5.87	3.38	0-12	.76	9907
Performance difficulties	6.69	1.85	3-12	.58	9849
Communication difficulties	6.10	1.87	3-12	.57	9882
Stress of overall situation	7.12	4.07	0-18	.66	9886
Stress concerning the future	5.50	3.36	0-12	.77	9802
Stress due to financial situation	3.00	1.99	0-6		9919
Grades on intermediate examination	2.44	.67	1-6		7176
Grades on final secondary school examinations	2.32	.63	1-6		9858
Certainty of university study	3.24	.87	1-4		9941
Considered changing subject	.47	1.25	0-6		9926
Considered ending studies	.04		0-1		9932
Time budget for classes	16.81	9.28	0-60		9607
Time budget for private study	11.70	9.49	0-90		9605
Gainful employment during semester	1.78	.74	1-3		9953
Gender (0 = male)	.56		0-1		9943

Slide 9

Table 2: Multi-level models for predicting the tendency to drop out

Variable	Model 1	Model 2	Model 3
Individual level			
Intercept	5.87	5.87	5.40
Intrinsic motivation	-.04	-.63	-.04
Extrinsic motivation	-.02	-.26	-.01
Gender	-.01	-.01	-.02
Grade on final secondary school examination	.01	.78	.01
Certainty of being able to study	-.44	-1.78	-.46
Considered change of subject	.48	2.87	.49
Time budget for instruction	-.04	-2.12	-.04
Time budget for private study	-.01	-.72	-.01
Gainful employment during semester	.32	.97	.33
Motivation to succeed	-.09	-2.69	-.09
Grade on intermediate examination	.02	1.14	.02
Examination stress	-.01	-.06	-.01
Performance difficulty	.07	.87	.07
Communication difficulty	-.03	-.34	-.03
Father's educational attainment	-.10	-.59	
General stress	.14	2.44	.14
Future-related stress	.02	.21	.02
Financial stress	.08	-.59	.08
R ² Individual level	.40	.40	.40

Slide 10

Subject level

Transparency	.14	2.45	.15
Achievement norm	-.23	-2.74	-.23
Quality of counseling	.04	1.59	.05
Teaching quality	-.49	-17.22	-.49
University:			
Social sciences	-.66	-.66	-.64
Law	.52	.52	.50
Economics	-.48	-.48	-.48
Medicine	-.67	-.67	-.64
Natural sciences	-.25	-.25	-.24
Engineering	-.22	-.22	-.19
Other subjects	-.21	-.21	-.20
Institute for applied technology:			
Social sciences	-.10	-.10	-.08
Economics	.34	.34	.35
Engineering	-.00	-.00	.01
Other subjects	.52	.52	.51
Intercept Slope			-2.67
Residual variance intercept	.07	.07	.07
Residual variance slope			.02
Effect of teaching quality slope			.12
Log likelihood	-769.80	-769.80	-765.62
R ² Aggregate level	.63	.63	.58
Intra-class correlation	.05	.05	.05

Some conclusions concerning findings and consequences

Factors of potential drop out

The findings at the individual level sketch a profile of potential university dropouts characterized less by weak performance, examination stress, social and communicative difficulties, or financial or labor market related problems, and more by general problems and a low identification with the role as a student and with their subject, a (perhaps as a result of this) low achievement motivation and limited class attendance. Since social origin was controlled for in this model, and exerts its own influence on the tendency to drop out, these factors exercise an influence independently of family educational background.

On the basis of these findings, the picture we get is that, at the beginning of the development toward dropping out of the university, the student decides in favor of university study in general or a subject that does not fit well with their personal preferences. The path dependency of this decision causes the student to become dissatisfied with their general situation, and, despite having the same achievement ability (school leaving and intermediate examination grades), they develop less achievement motivation, consequently spend less time in classes and ultimately even consider changing subjects. It thus appears that here we are witnessing more a problem of fit than of ability or specific disadvantage.

Practical considerations

Accordingly, the institutional response would have to start early with counseling on the decision to study in general or to choose a specific subject.

Once a biographically “wrong decision” has been made, experience suggests that an institution has less free space to intervene to make a correction. Although the model explains nearly two-thirds of the variance at the institutional level, and the residual variance is not significant, it is the pedagogical quality alone that exercises an, even if clearly diminishing, influence on the tendency to drop out. Accordingly a university must intervene above all here if it wants to reduce the dropout rate.

The role of teaching quality

In view of the effect of teaching quality on the relationship between social origin and the tendency to drop out, a relatively sobering picture emerges, though teaching quality tends to reduce this tendency. However, this effect is relatively modest, because the mean difference in teaching quality between the highest and the lowest 10% barely suffices to compensate for a difference of one educational step in the student’s social origin: for example, to make the child of a Hauptschule (middle school) graduate equal to one whose father has a Realschule diploma.

Implications for Higher Educations

What implications do these findings have for institutions of higher education and for contemporary university policy discussions? Since a tendency to dropout can be traced back above all to an inadequate fit between a decision influenced by personal characteristics (biography), and institutional and social conditions, suitable measures would include interventions to create the

preconditions for academic and social integration at the university. Using models that, for reasons of space, are not presented here, it was found that a significant interaction exists between social origin and the general stress in the role of student. From this it can be inferred that, on the one hand, starting from the information available before matriculation, a system of instruction and guidance should be developed in order to create a realistic expectation horizon as a student of a specific subject to prevent a poor fit. On the other hand, institutional services should be made available for students who, on the basis of their situational evaluation and orientation problems, are thinking of dropping out.

Drop out as an evaluation criterion

In many subject areas the dropout rate has come to be used as an evaluation criterion for the quality of the course of study. A reliable principle for evaluation is to only evaluate characteristics that also lie in the area of influence of the respective person or institution. The findings of this contribution suggest that the institutional influence on the tendency to drop out is, however, minimal and limited to teaching quality. Hence the dropout rate proves to be an unsuitable evaluation criterion for judging the institutional side of the process. Of greater significance at the individual level is identification with the subject area, and this varies according to experience with the subject cultural context, being lower in the liberal arts and social sciences than, for example, in medicine, law and the natural sciences.

As to the contemporary discussion of university fees, their influence on the tendency to drop out cannot be evaluated on the basis of the findings presented here. These funds could be employed exclusively for the improvement of teaching, which could have a positive effect at the institutional level on the tendency to drop out. On the other hand, however, they could force students to be gainfully employed during the semester, which, according to the models, makes dropping out more probable.

Tasks for further research

In further research, it would be desirable to shift from cross-sectional data collection to a longitudinal perspective, in order to be able to more validly represent the processes leading to dropping out. Furthermore, it would be reasonable to distinguish between cases of dropout which can be understood as an aim-guided search strategy, and the dropout who abandons a life perspective they once held because their efforts appear to have been unproductive. For the study of social inequality at the university, it would be important to isolate those factors and mechanisms that lead young people from less educationally oriented strata to have a greater tendency to drop out.

Alain Fernex, Charles Hadji, Laurent Lima

***L'évaluation de la qualité des études:
est-ce que l'inégalité importe ?***

Laboratoire des Sciences de l'éducation, Université Grenoble 2

L'évaluation de la qualité des études: est-ce que l'inégalité importe?

Cette question peut être entendue en 2 sens, qui se rejoignent :

- a) faut-il s'intéresser à l'inégalité ? Est-ce une entrée pertinente dans la problématique de l'enseignement supérieur ?
- b) l'inégalité est-elle un critère de qualité ? Quelle est alors l'importance de ce critère pour apprécier la qualité des études universitaires ?

Nous proposons alors de réfléchir à la question posée sous la forme suivante : « *faut-il prendre en compte les inégalités (et lesquelles) quand on évalue la qualité des études ?* » Mais l'expression « prendre en compte » est encore ambiguë. On peut imaginer deux grandes façons de « prendre en compte » les inégalités, qui correspondraient à deux questionnements différents :

- **Questionnement 1** : les études universitaires ont-elles des « effets » (en termes de bénéfices ou de désavantages du point de vue de la réussite) différents selon l'appartenance à des groupes distincts victimes d'inégalités (sociales, économiques, culturelles...) de départ ? Autrement dit : quel est le poids des inégalités de départ sur la réussite universitaire ? Ou encore : les étudiants sont-ils victimes, dans leurs études, d'inégalités de départ ? L'inégalité de départ est alors une variable indépendante (VI), la réussite, une variable dépendante (VD). Ce questionnement est classique en sociologie.
- **Questionnement 2** : les études ont-elles des effets visibles sur les inégalités de départ ? Ont-elles pour effet de combattre ces inégalités ? Les études jouent alors le rôle de VI, les inégalités de départ celui de VD. Ce questionnement est plus novateur. On pourrait le résumer ainsi : les études produisent-elles de l'équité ?

Dans le premier cas, la qualité des études pourra se lire, pour partie, dans une moindre sensibilité de la réussite aux inégalités de départ.

Dans le second cas, la qualité s'appréciera, pour partie, dans la contribution des études à la « modification » socio-économico-culturelle.

Mais quelles inégalités de départ faut-il alors considérer ? Faut-il vraiment, et pourquoi, les considérer comme injustes ? Et le problème de l'évaluation de la qualité ne déborde-t-il pas largement cette dimension de l' « inégalité » ?

1) Apprécier la qualité des études : qu'est-ce à dire ?

La notion de **qualité** est une notion piège, en tant qu'elle est à la fois, aujourd'hui, très utilisée et documentée, et, en même temps, très ambiguë.

1.1) Une notion qui connaît un grand succès dans le cadre de la problématique de « l'assurance qualité ».

L'assurance qualité est considérée comme « un enjeu capital pour les établissements d'enseignement supérieur » (Rege Colet, N., in Romainville et Coggi, à paraître).

On entend par là la réunion de tout ce qui est nécessaire (stratégies, attitudes, actions, procédures) pour garantir et améliorer la qualité (OCDE, 1999, p.34).

On peut faire à ce sujet un petit rappel historique pour l'Europe :

- Recommandation 98/561/CE du Conseil des ministres sur « la coopération européenne visant à la garantie de la qualité dans l'enseignement supérieur ».
- Déclaration de Bologne du 19 juin 99 : principe 4 : promotion d'une coopération européenne en matière d'assurance qualité en vue d'élaborer des critères et des méthodologies comparables en tant que standards.
- Conférence des ministres de Prague, déclaration du 19 mai 2001 : importance de la problématique de la coopération européenne en matière d'évaluation de la qualité.
- Sommet de Berlin, communiqué du 19 septembre 2003 : d'ici 2005, les dispositifs nationaux d'assurance qualité doivent comprendre : la définition des responsabilités des instances concernées ; une évaluation des programmes et des établissements, comportant évaluation interne, évaluation externe, participation des étudiants et publication des résultats ; un système d'accréditation, de certification ou des procédures comparables ; participation, coopération et mise en réseau internationales. Mission est donnée à l'ENQA (European Network for Quality Assurance in Higher Education) d'élaborer un ensemble de normes, procédures et lignes directrices accepté par tous.
- Rencontre de Bergen (2005) : adoption des cadres et standards ENQA
- Londres (2007)

1.2) Mais une notion très ambiguë

« Le mot qualité...se prête à de nombreuses interprétations et nuances » (OCDE, 1999, p.224). La qualité, dans les textes légaux et les ouvrages de références, est souvent associée à l'excellence. Mais les ambiguïtés de la notion d'**excellence** sont évidentes, car les finalités des « formations » sont multiples, et le jugement sur l'excellence va être relatif aux attentes jugées prioritaires.

Comment alors définir la qualité ? Pour l'OCDE (1999) c'est la « caractéristique de ce qui sert bien son but » (p. 224). On peut envisager en ce sens, selon l'OCDE, 2 aspects :

- a) l'adaptation (la subordination) aux objectifs (on pourra parler de **pertinence**)
- b) la réalisation de ces objectifs (on pourra parler d'**efficacité**)

Ainsi : « L'évaluation du rapport entre les objectifs et leur réalisation est au cœur de la question de la qualité » (OCDE, 1999, p. 56).

La qualité de l'enseignement se définit dans ces conditions par l'atteinte d'objectifs jugés désirables.

Mais on pourrait aussi, comme on le fait aujourd'hui de plus en plus (Baye et al., 2005 ; Demeuse et Baye, 2005, 2008), envisager un troisième aspect, et parler d'équité, cette notion exigeant toutefois d'être, elle aussi, explicitée.

L'équité est-elle alors un critère de qualité ? Il s'avère particulièrement utile de savoir, entre autres, ce que les étudiants en pensent : quelle(s) conception(s) ont-ils de l'équité ? Quel jugement formulent-ils sur l'équité de leur formation universitaire ? Le développement du questionnaire commun (QUISS 2) proposé par l'équipe de Grenoble a pour objet d'apporter des éléments de réponse à ces 2 questions.

L'explicitation concrète de la qualité exige donc que l'on définisse :

- a) des critères de qualité : on pourra retenir les 3 grands critères généraux identifiés ci-dessus (**pertinence, efficacité, équité**). Mais il sera sans doute nécessaire de décliner ces critères généraux en critères spécifiques plus précis (ex : respect des normes, satisfaction des étudiants (in Romainville et Coggi, à paraître, p.91)). Mais

ces critères, même spécifiques, courent le risque de demeurer formels et superficiels. On se contente trop souvent de dimensions contextuelles et périphériques, ou d'indicateurs de surface « triviaux » (id., pp. 97 et 166), alors qu'il faudrait s'intéresser au « cœur » de la dimension processuelle des actions de formation (p. 197).

- b) des principes d'un enseignement de qualité. Par ex. (Romainville et Coggi, pp. 172/173) :
- Principe 1 : adaptation aux finalités de la formation universitaire.
 - Principe 2 : prise en compte de la diversité concrète des étudiants.
En fonction de nos remarques liminaires sur la double façon de prendre en compte les inégalités, il conviendrait sans doute d'ajouter (mais cela, évidemment, est à discuter de façon sérieuse) :
 - Principe 3 : neutralisation du jeu des inégalités de départ sur la réussite universitaire (on pourrait parler de démocratisation universitaire)
 - Principe 4 : neutralisation de ces inégalités elles mêmes (on pourrait parler de démocratisation sociale)

Dans ces conditions, 4 caractéristiques concrètes d'une « didactique de qualité » pourraient être :

- a) production des effets escomptés
- b) réponse aux besoins individuels et collectifs des étudiants (d'où l'intérêt de connaître ces besoins !).
- c) assurer la réussite pour tous, quelles que soient les appartenances sociales
- d) contribuer au « brassage » social

En résumé, le risque majeur est ici celui d'un contrôle de la qualité purement formel, qui d'une part n'apprécierait pas la qualité des contenus (*Rapport national français sur la mise en œuvre du processus de Bologne*, 25 janvier 2005, p. 6), et d'autre part ne s'interrogerait pas suffisamment sur les attentes à partir et en fonction desquelles on pourra parler de qualité. Dans ces conditions, comment une évaluation « de la qualité » peut-elle, doit-elle, s'intéresser aux inégalités ?

2) Le problème de l'importance de l'inégalité comme critère de qualité

2.1) Problèmes soulevés par le concept d'inégalité.

2.1.1) Inégalité de quoi ? Du constat de l'inégalité au souci de l'égalisation.

On peut se référer à la célèbre interrogation d'Armatya Sen: equality of what? Quelles inégalités prendre en compte?

Prendre en compte les inégalités pour évaluer la qualité des études n'a de sens qu'à 2 conditions, qui s'inscrivent dans l'idée générale que l'existence de certaines inégalités est le signe d'un défaut de qualité :

- a) certaines inégalités sont injustes. Mais alors lesquelles, et comment pouvoir l'affirmer (cf. Denis Meuret, 1999, p.19)? Il faut savoir ce que sont une Société, et une Ecole, justes. Autrement dit, définir des **principes de justice** à partir desquels on pourrait identifier, alors légitimement, des principes, puis des critères de qualité pour le système d'enseignement. C'est cette articulation : éthique--> philosophie politique--> philosophie de l'éducation--> sociologie des processus universitaires, qui donne son sens à la recherche des inégalités à combattre.

- b) les études ont pour mission ou ambition (au-moins en partie), de les gommer, voire de les faire disparaître (vision « **correctrice** » de l'action éducative ou de formation, qui anime le questionnement 2 identifié plus haut).

Les inégalités à prendre en compte vont alors varier selon les conceptions défendues de « l'Ecole juste ». En fonction de chacune, seront dégagés des « **impératifs d'égalisation** » spécifiques. Par ex :

- Égalisation de « l'espace de liberté » (de libre développement) offert à chaque élève/étudiant
- Égalisation de la considération accordée à chaque élève/étudiant
- Égalisation de l'attention apportée à chaque élève/étudiant
- Égalisation des moyens financiers...
- Egalisation des résultats
- Egalisation des traitements pédagogiques, etc, etc

2.1.2) Inégalités entre qui ?

Qui va-t-on comparer ? Quels groupes sociaux est-il pertinent d'isoler, s'agissant en particulier des « inégalités » de départ, dont on veut apprécier les effets sur la réussite, ou dont on veut corriger les effets ; voire que l'on voudrait au moins partiellement faire disparaître (dans une visée de démocratisation sociale) ?

- des groupes que l'on juge, quelles que soient par ailleurs leurs caractéristiques constitutives, victimes de « discriminations » (femmes ; étrangers ; homosexuels ; handicapés) ?
- des groupes « naturels » (genre) ; ou « naturellement sociaux » (nationalités, groupes territoriaux) ; ou purement sociaux (PCS) ?

On peut faire à ce sujet 2 observations :

- Ici se pose donc le problème des **critères de distinction** permettant d'identifier les individus ou groupes dont certaines différenciations devront être étudiées (en termes d'écart). Or il n'y a pas de critère naturellement et scientifiquement évident : dans l'analyse des inégalités sociales s'expriment des valeurs et des idéologies (Marie Duru-Bellat, in Meuret, 1999).
- Parler d'inégalité implique, de fait, un jugement (de valeur) :
 - a) Dans les faits, on peut constater des **différences**. Par ex, Pierre est plus petit que Paul. Cette différence marque, certes, une inégalité, mais qui, en soi, n'a rien de choquant, car simplement quantitative. Ce n'est qu'un simple fait. Mieux vaudrait s'en tenir au constat de la différence.
 - b) Toutefois, certaines différences naturelles, ou de situation, pourront être jugées injustes, à cause, par exemple, des moindres possibilités de développement, d'action réussie, ou de vie heureuse, attachées à telle ou telle. C'est alors, et pour les dénoncer, que l'on parle d'**inégalités** : les enfants de certains quartiers ont globalement moins de chances de réussite scolaire : voilà une « inégalité des chances » condamnable (au nom de la juste égalité des chances de développement individuel dans une société démocratique). C'est bien au jeu, ou à l'atténuation, de ces « inégalités » que l'on pourra apprécier, pour partie, la qualité des études.
 - c) Mais alors apparaît bien une troisième notion, celle d'**équité/inéquité**, qui s'applique au traitement dont les situations ou les individus font l'objet : traiter de la même façon des étudiants « défavorisés » et des étudiants appartenant aux classes supérieures pourra être jugé inéquitable.

Si donc l'Ecole « de qualité » est une Ecole équitable (mais cela a dû être préalablement établi dans le cadre d'une réflexion sur les principes de justice) ...alors « l'Ecole-de-qualité- parce que-équitable » sera une Ecole répondant aux *critères de qualité* suivants :

-Elle est peu sensible au jeu de certaines inégalités (de situation) jugées injustes (ex : les « défavorisés » doivent y avoir toutes leurs chances de réussite scolaire et universitaire). Le poids des déterminants socio-économiques sur la réussite académique y est faible.

-Le processus éducatif/formatif tend à atténuer/gommer les inégalités de départ jugées injustes. L'Ecole est un facteur de démocratisation.

2.1.3) un exemple d'analyse concrète: le travail du Groupe Européen de Recherche sur L'Équité des Systèmes Educatifs :

L'équité des systèmes éducatifs européens. Un ensemble d'indicateurs, 2005.

Le « GERESE » propose de retenir quatre grands types d'inégalités :

- inégalités contextuelles (contexte social et culturel)
- inégalités de processus (d'éducation)
- inégalités d'éducation (résultats internes)
- inégalités socio-politiques (effets des inégalités d'éducation) (résultats externes)

Dans le cadre de cette analyse seront donc retenus des « indicateurs sur l'équité des systèmes éducatifs » concernant chacune de ces 4 séries d'inégalités.

Toutefois :

- aucun indicateur (d'inégalité) n'est directement et à lui seul un « critère » de qualité. Même s'il s'agit d'un indicateur de processus, et a priori très « parlant ». Soit par ex. l'indicateur B (Inégalités du processus d'éducation) 1 (quantité d'éducation reçue) 1.1 (inégalités de scolarisation) (pp. 50, 51). Que compare-t-il ? L'espérance de scolarisation dans les systèmes éducatifs européens selon l'appartenance à des groupes définis. A savoir :
 - a) les 10% qui font les scolarités les plus longues et les 10% qui font les scolarités les plus courtes. Les écarts de durée de scolarisation entre ces 2 groupes exprimeront des « inégalités d'espérance de scolarisation » selon les pays. Les écarts varient « pratiquement du simple au triple ». Mais, d'une part, on ne peut parler d'inégalité que du fait de la comparaison entre pays. L'inégalité n'est pas un fait en soi. Et, d'autre part, comment chiffrer la « bonne » espérance de scolarisation ? A partir de quel seuil un écart devient-il excessif, et donc injustifié ? L'indicateur, qui n'a de sens que dans le cadre d'une comparaison, exige que l'on prenne parti, pour donner du sens aux résultats chiffrés, sur ce qui est acceptable ou non.
 - b) les hommes et les femmes : on établit le rapport entre leurs espérances de scolarisation respectives afin de les comparer par pays. On peut faire les deux mêmes observations que précédemment : qu'est ce qui est souhaitable (parce que juste) en la matière ? Que les hommes, ou les femmes, ou aucun des 2 genres, n'ait une espérance de scolarisation plus élevée ?
 - c) le seul groupe de ceux (les 10%) qui font les scolarités les plus courtes. Mais s'il y a « des situations inégalitaires quant à la durée des scolarités les plus courtes » selon les pays, quel est le seuil pour que l'enseignement d'un pays puisse être jugé de qualité ? L'indicateur ne le dit pas.

- L'évaluation de la qualité exige, et le groupe GERESE l'a parfaitement compris, une « lecture » des indicateurs retenus (en l'occurrence 29). Pour tenter de répondre à des questions précises, dont quatre sont traitées :
 - a) Quelle est l'ampleur des inégalités au sein des systèmes éducatifs européens (les auteurs parlent de « degré d'iniquité »)?
 - b) Quels sont les avantages liés à l'éducation dans les différents pays ? L'éducation a-t-elle une influence dans des domaines tels que la mobilité sociale intergénérationnelle ?
 - c) Les systèmes éducatifs européens ont-ils un rôle amplificateur ou réducteur des inégalités contextuelles ?
 - d) Dans quelle mesure les inégalités éducatives profitent-elles aux plus défavorisés ?

On remarquera que les questions 1 et 4 interrogent sur la démocratisation scolaire (ce que nous avons désigné comme questionnement 1) ; et les questions 2 et 3 sur la démocratisation sociale (le questionnement 2). Ainsi est bien couvert l'ensemble du champ ouvert par les 2 critères de qualité définis plus haut pour l'école-de-qualité-parce-que-équitable.

La réponse à chacune de ces questions passera par la **mise en relation de caractéristiques individuelles** (âge, sexe, situation par rapport à un seuil minimal de compétences...) **ou** collectives (profil socioéconomique, nationalité des parents, langue parlée à la maison) avec des **résultats** (en termes scolaires ou sociaux), et par le **calcul d'écart entre les distributions de résultats selon les catégories considérées**. Sera considéré comme le plus équitable, par exemple, le pays où la dispersion des résultats des élèves est la plus resserrée ; où les écarts de résultats selon le profil socioprofessionnel parental sont les plus faibles ; etc.

La prise en compte des inégalités dans l'évaluation de la qualité des études, si elle s'avère nécessaire pour apprécier l'équité du système scolaire et/ou universitaire (équité considérée alors comme critère de qualité), n'est ainsi jamais une chose simple, qui serait réductible à la construction d'un, voire d'un ensemble d'indicateurs.

3) Conséquences concrètes pour notre questionnaire sur les inégalités et la justice, et les choix théoriques qu'il implique.

3.1) Le choix d'une typologie des formes principales de l'Ecole équitable.

Dans l'axe des travaux de Grisay (1984, 2003) et de Crahay (2000), il nous a paru possible de retenir quatre grandes conceptions. Les trois premières s'inscrivent dans un mouvement de critique « technique » de l'Ecole ; la dernière dans un mouvement plus radical de critique politique. Les deux premières mettent l'accent sur les ressources éducatives offertes aux élèves. Les deux dernières sur les « sorties » du système, sur « l'output », scolaire dans le cas 3, social dans le cas 4.

- Conception 1 : **l'équité comme égalité d'accès aux ressources** (ou égalité des chances) : l'Ecole a pour mission essentielle de lutter contre le gaspillage des potentialités, en donnant, si nécessaire, plus aux « meilleurs ».
- La question principale est alors : l'accès aux ressources éducatives est-il équitable ?

- Conception 2 : **l'équité comme égalité de traitement** : l'Ecole a pour mission essentielle de traiter chacun de la meilleure façon possible.
La question principale est alors : offre-t-on à tous un même « confort pédagogique » (dans les conditions d'apprentissage) ?
- Conception 3 : **l'équité comme égalité de rendement** : l'Ecole a comme mission essentielle de permettre à tous de réussir, quelles que soient les différences de départ.
La question principale est alors : permet-on à tous de parvenir à la maîtrise des objectifs assignés ?
- Conception 4 : **l'équité comme égalité dans la qualité du développement individuel** : l'Ecole a comme mission essentielle de permettre à chacun de s'épanouir dans sa différence.
La question principale est alors : permet-on à chacun de « faire fleurir sa différence » d'une façon socialement gratifiante ?

Ainsi le projet de questionnaire évaluatif centré sur l'équité pourrait prendre quatre formes principales :

- Forme 1 : « A-t-on permis à chaque élève d'avoir toutes ses chances ? »
- Forme 2 : « A-t-on donné le meilleur à tous les élèves ? »
- Forme 3 : « A-t-on permis à tous, même et surtout les plus démunis, de réussir ? »
- Forme 4 : « A-t-on permis à chaque élève de faire fleurir sa différence ? »

C'est l'adhésion préférentielle des étudiants à l'une ou l'autre de ces 4 conceptions qu'explorent nos questions 52 et 53.

Les questions 49, 50 et 51 s'intéressent aux effets perçus des injustices de départ sur la réussite, en général, et pour chacun personnellement (dans le cadre du « questionnaire 1 », dans une perspective de « démocratisation universitaire » (Principe de qualité n°3)).

La question 56 explore la perception qu'ont les étudiants du modèle d'équité (conceptions 1 à 4) privilégié de fait dans la filière.

La question 57, s'inspirant de « L'enquête pilote européenne sur les sentiments de justice à l'école » (in GERESE, 2005, p. 167 et sq.), interroge sur le sentiment de justice éprouvé au sein de la filière.

<p>49. Quelle importance ont selon vous certaines inégalités entre étudiants sur la réussite de leurs études ?</p> <ol style="list-style-type: none"> 1. Inégalité de talent (don ou handicap d'origine naturelle) 2. Inégalité dans les capacités de travail acquises à l'école (méthodes, outils, habitudes de travail) 3. Inégalités de ressources financières 4. Inégalités liées au milieu culturel familial 5. Inégalités liées aux professions des parents 6. Inégalités liées aux réseaux familiaux de relations 7. Inégalités liées aux niveaux d'étude des parents 	<p>Pas important du tout Très important</p> <p style="text-align: center;">0 1 2 3 4 5 6</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> </table>																																																
<p>50. Dans quelle mesure pensez-vous avoir été victime de certaines inégalités dans la réussite de vos études ?</p> <ol style="list-style-type: none"> 1. Inégalité de talent (don ou handicap d'origine naturelle) 2. Inégalité dans les capacités de travail acquises à l'école (méthodes, outils, habitudes de travail) 3. Inégalités de ressources financières 4. Inégalités liées au milieu culturel familial 5. Inégalités liées aux professions des parents 6. Inégalités liées aux réseaux familiaux de relations 7. Inégalités liées aux niveaux d'étude des parents 	<p>Pas du tout victime Très fortement victime</p> <p style="text-align: center;">0 1 2 3 4 5 6</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> </table>																																																
<p>51. Dans quelle mesure pensez-vous avoir été avantagé(e) par certaines inégalités dans la réussite de vos études ?</p> <ol style="list-style-type: none"> 1. Inégalité de talent (don ou handicap d'origine naturelle) 2. Inégalité dans les capacités de travail acquises à l'école (méthodes, outils, habitudes de travail) 3. Inégalités de ressources financières 4. Inégalités liées au milieu culturel familial 5. Inégalités liées aux professions des parents 6. Inégalités liées aux réseaux familiaux de relations 7. Inégalités liées aux niveaux d'étude des parents 	<p>Pas du tout avantagé Très fortement avantagé</p> <p style="text-align: center;">0 1 2 3 4 5 6</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> </table>																																																
<p>52. Selon vous les propositions suivantes sont-elles à même d'améliorer la justice dans la société ?</p> <ol style="list-style-type: none"> 1. Permettre à tous une même réussite dans les études 2. Assurer au plus grand nombre la maîtrise des connaissances de base 3. Assurer à tous les mêmes ressources financières pour étudier 	<p>Pas du tout Très fortement</p> <p style="text-align: center;">0 1 2 3 4 5 6</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> <tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr> </table>																																																

<p>4. Consacrer plus de ressources éducatives aux étudiants en difficulté dans leurs études (soutien pédagogique, tutorat ...)</p> <p>5. Mettre en place une sélection pour réserver aux plus « doués » l'accès à l'enseignement supérieur (concours, dossier...)</p> <p>6. Orienter les meilleurs étudiants vers des formations d'élite</p> <p>7. Assurer à tous un travail</p> <p>8. Assurer à tous un même revenu du travail</p> <p>9. Donner à tous les mêmes ressources (droits, libertés, ressources financières...) pour se débrouiller dans la vie</p> <p>10. Donner à tous les mêmes capacités (savoir faire) pour se débrouiller dans la vie</p> <p>11. Récompenser ceux qui déploient le plus d'effort</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p>
<p>53. Qu'est-ce que pour vous un système d'enseignement juste ? C'est un système qui...</p> <p>1. Prend en considération les différences (individuelles, ethniques, culturelles...)</p> <p>2. Uniformise les programmes, les parcours, les méthodes d'enseignement</p> <p>3. Se préoccupe de la réussite de tous</p> <p>4. N'enferme pas dans une norme scolaire</p>	<p>Pas du tout Très fortement</p> <p style="text-align: center;">0 1 2 3 4 5 6</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p>

<p>56. Dans votre filière, on offre? (Choisir la proposition qui correspond le mieux)</p>																																	
<p>1. Un enseignement de meilleure qualité aux meilleurs étudiants.</p> <p>2. La même qualité d'enseignement à tous les étudiants.</p> <p>3. Un enseignement de meilleure qualité aux étudiants les plus faibles</p> <p>4. Un enseignement qui permet à chaque étudiant de s'épanouir</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>																																
<p>57. Au sein de ma filière...</p> <p>1. Les enseignants me traitent avec justice</p> <p>2. Les notes attribuées par les enseignants ne marquent pas de préférence entre les étudiants</p> <p>3. Les enseignants respectent tous les étudiants</p> <p>4. Les enseignants traitent mieux les étudiantes que les étudiants</p> <p>5. Les enseignants traitent mieux les étudiants français que les étudiants étrangers</p> <p>6. Les enseignants traitent mieux les meilleurs étudiants</p> <p>7. Les notes que les étudiants reçoivent sont justes</p>	<table border="0"> <thead> <tr> <th style="text-align: center;">Pas du tout d'accord</th> <th style="text-align: center;">Pas d'accord</th> <th style="text-align: center;">D'accord</th> <th style="text-align: center;">Tout à fait d'accord</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </tbody> </table>	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																														

3.2) Le choix d'une typologie des politiques éducatives dans une perspective de justice

Le point de départ est ici encore donné par les travaux de Rawls. Si, en réaction à l'utilitarisme, l'auteur considère que la conception du Bien est une construction résultant de la délibération (qui permet donc de dégager, sous la forme de l'accord, des principes de justice), il n'en est pas moins conduit à proposer une situation hypothétique permettant de créer les conditions d'une telle délibération.

Les principes de justice seront ainsi déterminés à partir d'une position originelle dans laquelle les individus seraient placés derrière un « voile d'ignorance » et ne sauraient donc rien de leur propre statut. En d'autres termes, les principes sont établis par des personnes qui certes peuvent être en position inégale, mais ne connaissent pas leur position au sein de la société.

Il en résulte l'adoption possible de grands principes de justice, l'un en particulier étant celui **de maximisation du minimum**, c'est-à-dire la recherche de la maximisation de la part de ceux qui se trouveraient dans la position la moins favorable.

L'une des critiques adressées à cette approche (M. Walzer, 1995) porte sur le fait que, compte tenu de la diversité humaine et de la diversité des contextes et des situations, il ne peut y avoir de principes uniques de justice, intangibles et universels. A l'inverse, ces principes seraient toujours redéfinis et contextualisés, propres finalement à une période donnée, à une situation précise et aux valeurs qui dominent au cours d'une période.

D'autres critiques (Boudon, 1995), tout en partageant les précédentes, ajoutent d'autres éléments d'analyse. Les principes définis par Rawls seraient contre intuitifs et peu compatibles avec le sens commun. Comment en effet considérer qu'une société qui compte un écart relativement faible entre les plus pauvres et les plus riches serait jugée plus injuste qu'une société dans laquelle les écarts seraient beaucoup plus marqués, au simple fait que le point minimum (le seuil au niveau duquel se situent les plus démunis) est légèrement plus élevé dans le premier cas ? Par ailleurs, les individus, lorsqu'ils délibèrent sur les principes de justice, sont-ils plus sensibles au minimum ou à la moyenne ?

Une question propose pour l'enquête :

54. Si vous étiez Ministre de l'Education, votre objectif serait : (un seul choix possible)	
1.d'élever au maximum le niveau moyen d'éducation des élèves	<input type="checkbox"/>
2. de vous assurer que tous les élèves sortant du système scolaire ont atteint un niveau minimum le plus élevé possible	<input type="checkbox"/>
3. d'élever au maximum le niveau moyen d'éducation des élèves tout en vous assurant que chacun a au moins acquis les compétences de base	<input type="checkbox"/>
4. d'élever au maximum le niveau moyen d'éducation des élèves tout en réduisant les écarts entre les meilleurs et les plus faibles	<input type="checkbox"/>

Ces différents points ont déjà fait l'objet de travaux dans d'autres champs que l'éducation. L'équipe de Grenoble souhaite utiliser l'enquête réalisée auprès des étudiants pour mieux appréhender les principes de justice que les étudiants privilégient.

Dans ces conditions, la question 54 tente de proposer une typologie de principes de justice en matière éducative, en proposant quatre variantes, non exhaustives, mais qui permettent de prendre en considération de grandes orientations :

- maximiser la moyenne ;
- maximiser le minimum, sans contrainte de dispersion ;
- maximiser la moyenne sous contrainte de plancher ;
- maximiser la moyenne sous contrainte de dispersion.

Le questionnaire, compte tenu de sa structure, devrait permettre de repérer les principes de justice que les étudiants, de différentes filières et de différentes institutions d'enseignement supérieur, privilégient, et de rendre compte de la diversité des jugements.

En conclusion, l'équipe de Grenoble espère pouvoir concrètement, grâce à l'enquête par questionnaire :

- Connaître les représentations des étudiants concernant l'équité du système éducatif
- Connaître les jugements qu'ils formulent sur la justice et l'équité dans le système, et dans leur filière
- Identifier des relations entre sentiment de justice, adhésion à un modèle d'équité, et d'autres variables du questionnaire
- Forger de nouvelles variables explicatives en fonction de l'adhésion à un modèle de justice/équité
- Rechercher par ailleurs des variables explicatives des prises de position sur la justice/équité.

REFERENCES BIBLIOGRAPHIQUES

- Baye, A., et al. (Groupe GERESÉ) (2005). *L'équité des systèmes éducatifs européens. Un ensemble d'indicateurs*. Liège : Service de pédagogie théorique et expérimentale.
- Boudon, R. (1995). A propos des sentiments de justice : nouvelles remarques sur la théorie de Rawls, *L'Année sociologique*, 45, 2, 1995, 273-295.
- Crahay, M. (2000). *L'école peut-elle être juste et efficace ?* Bruxelles : De Boeck Université.
- Demeuse, M. et Baye, A. (2005). Pourquoi parler d'équité ? In Demeuse et al. (Eds) *Vers une école juste et efficace. 26 contributions sur les systèmes d'enseignement et de formation*. Bruxelles : De Boeck (pp. 149-170).
- Demeuse, M. et Baye, A. (2008). Mesurer et comparer l'équité des systèmes éducatifs en Europe. *Education et Formation*, 78, 137-149.
- Duru-Bellat, M. (1999). La sociologie des inégalités sociales à l'école. In D. Meuret (Ed.), *La justice du système éducatif* (p. 21-36). Bruxelles : De Boeck Université.
- Grisay, A. (1984). Quels indicateurs pour quelle réduction des inégalités scolaires ? *Revue de la Direction Générale de l'Organisation des Etudes*, 9 (nov. 1984), 3-14.
- Grisay, A. (2003). Quels indicateurs pour quelle réduction des inégalités scolaires ? *Document d'appui, Biennale de l'ADEA 2003*.
- Meuret, D. (Ed.) (1999). *La justice du système éducatif*. Bruxelles : De Boeck Université.
- OCDE, (1999). *Qualité et internationalisation de l'enseignement supérieur*. Paris : OCDE.
- Romainville, M. et Coggi, C. (à paraître). *L'évaluation de l'enseignement par les étudiants*. Bruxelles : De Boeck Université.
- Walzer, M. et Miller, D. (1995). *Pluralism, Justice and Equalit*. Oxford: University Press.
- Bologna Process. National Report 2004-2005. France : 25 janvier 2005.

Universities and inequalities. Some results from OVE 2008 surveys

Observatoire de la vie étudiante Université de Genève

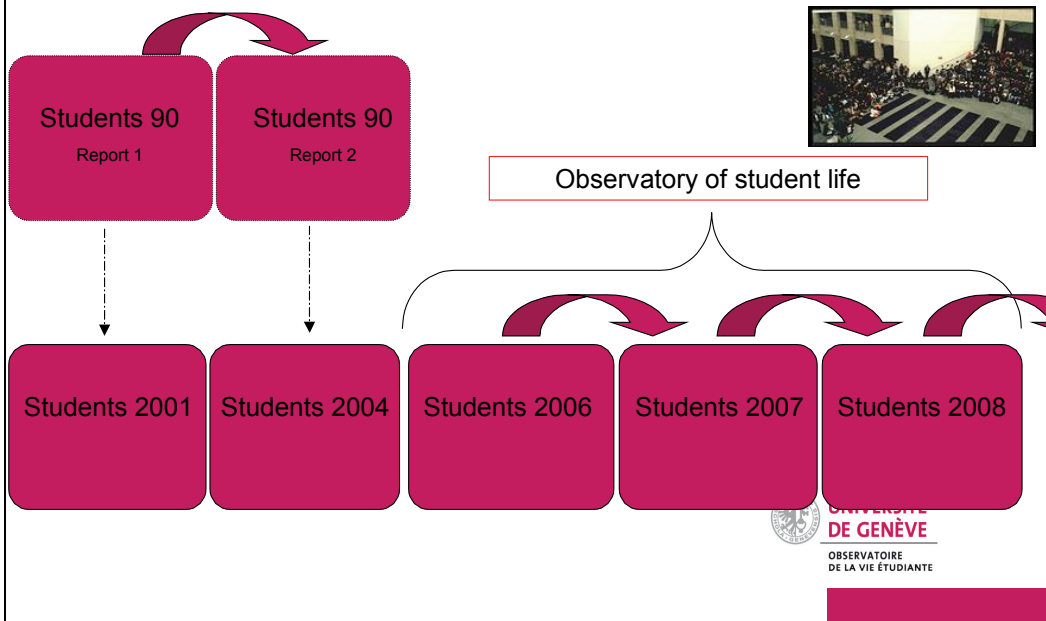
Jean-François Stassen, Piera dell'Ambrogio, Jean-Marc Rinaldi



OVE – missions, roles, goals

- Research and expertise about « student life »
- Firstly supporting the University of Geneva Rectorat
- Helps to pilot university policies for students and support the implementation services for these policies

OVE – surveys



OVE - projects

- CRUS and AES (survey on study conditions in the 12 swiss universities) : survey completed; report redaction in progress
- HES (Specialized higher studies – non-university higher studies) : in preparation
- Continued training – UNIGE : survey on profile of students in continued training : in preparation

Sources for today's presentation

- CRUS
(sample : 11'256 – respondants : 5'350)
- Students 2006
(sample : 3192 – respondants : 1651)

Topics of questionnaire

- Social, school and occupational background
- Motivations for choosing university
- Representation of university
- Life at university (courses, time management, using of services supporting students, relationships with the university...)
- Global and specific appraisal of studies (contents of training, quality of training, administrative structures, teaching and learning practices, learning outcomes...)
- Social integration (sociability activities, social networks...)
- Global and specific satisfaction (concerning studies, life at university, wellbeing, family life, material conditions, health...)
- ...

Inequalities - indicators

- Level of incomes
- Occupational activity
- Employment status

- Parents level of education
- Appraisal of living conditions
- Dependence on parents

Inequalities – higher studies democratisation

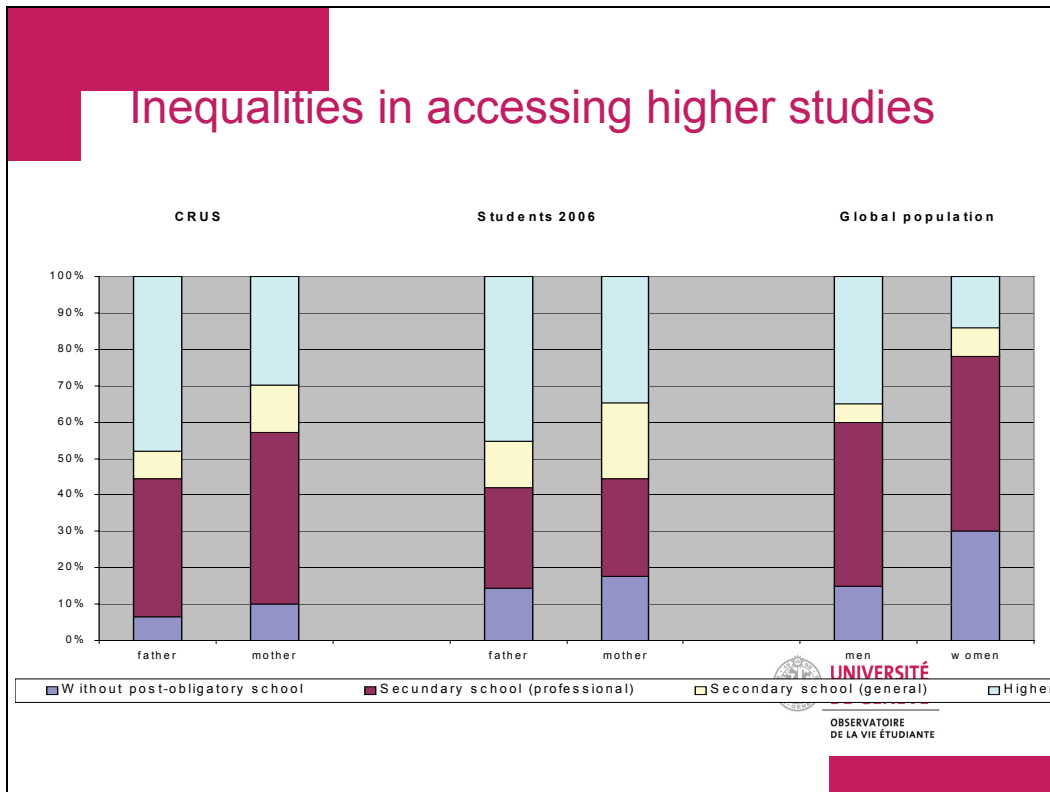
- Four moments :
 - ? Access to university
 - ? Choice of study area
 - ? During the studies
 - ? Transition between university and labour market

Inequalities – two hypothesis

- Hyp 1 : Multi-disadvantages (cumul des handicaps)
- Hyp 2 : Substitutability between abilities and disadvantages

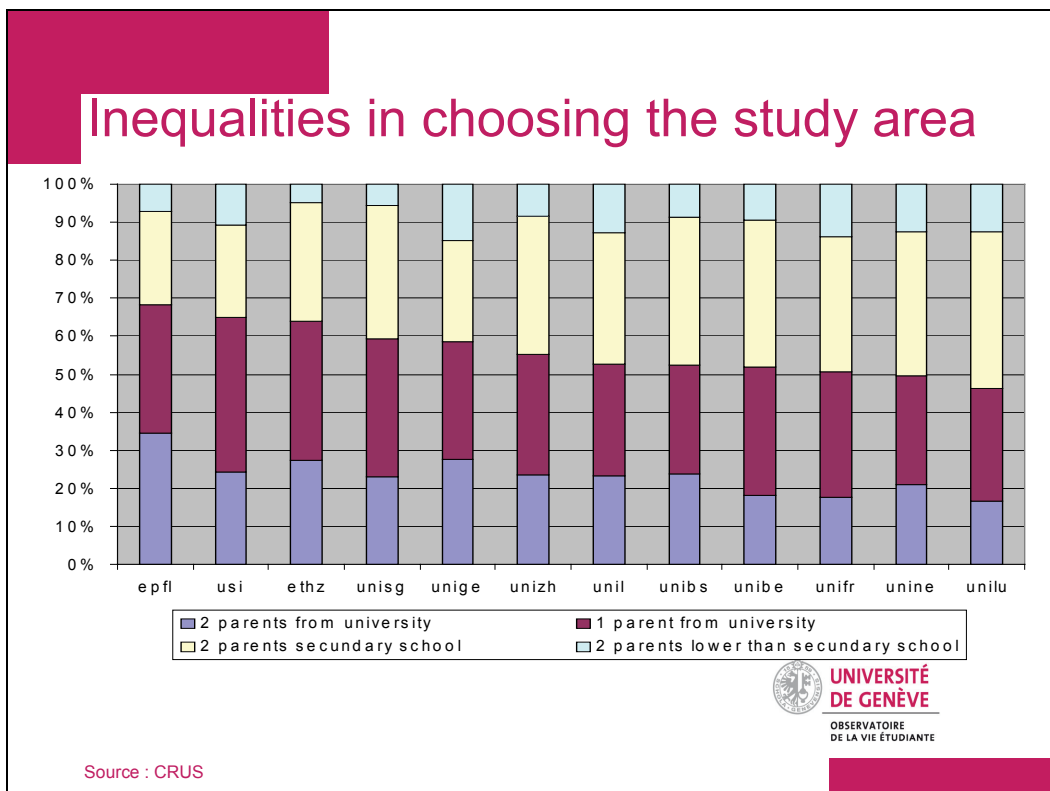
Slide 9

Inequalities in accessing higher studies



Slide 10

Inequalities in choosing the study area



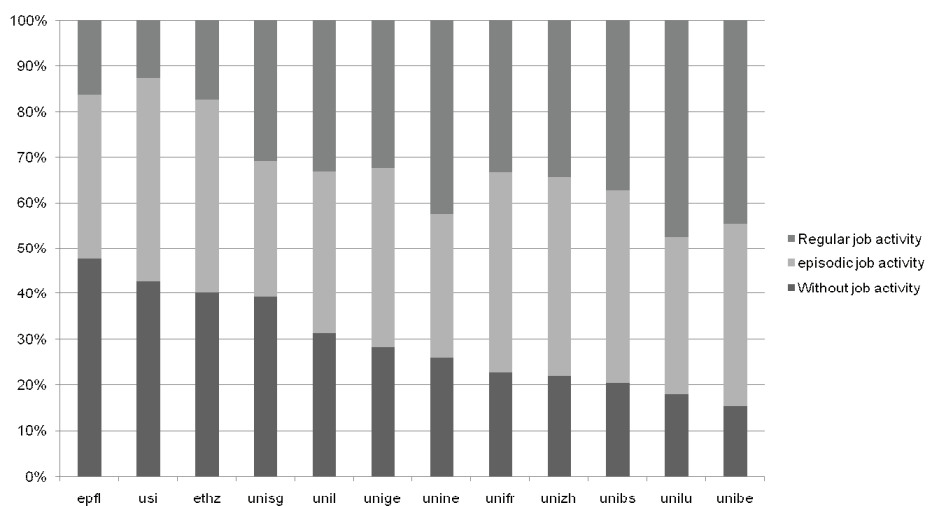
Inequalities during university studies

- Without job : 28%
- With episodic job : 39.8%
- With regular job : 32.2%



Source : CRUS

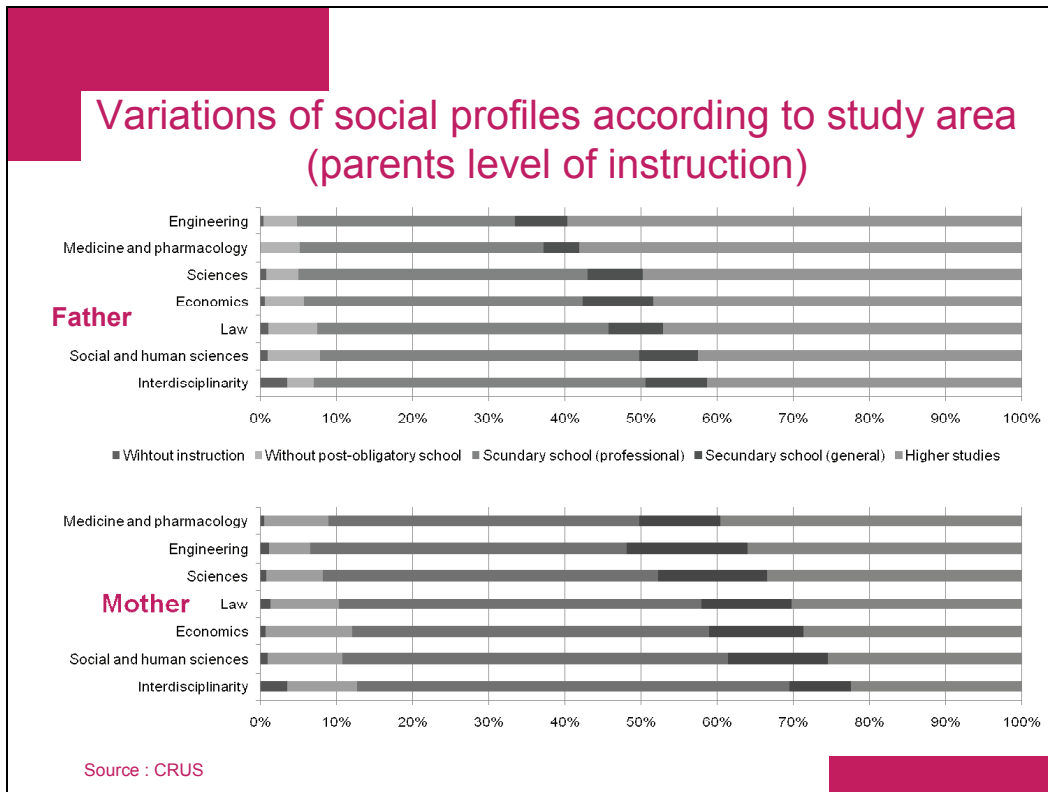
Inequalities during university studies



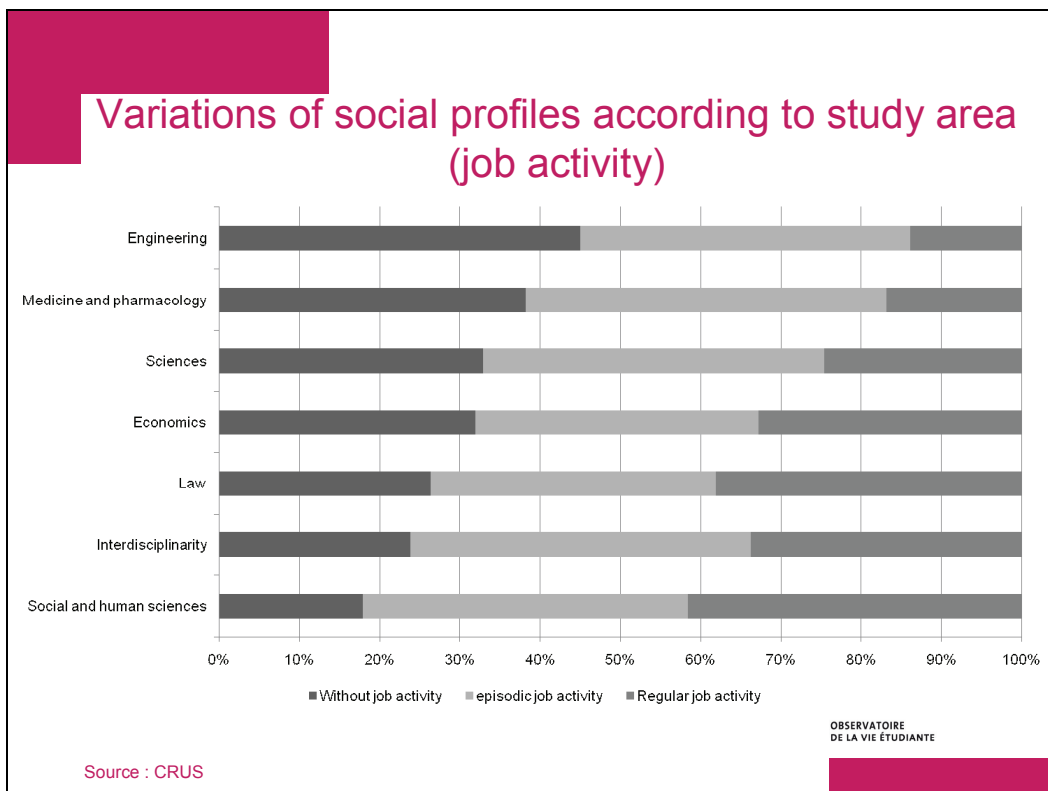
OBSERVATOIRE DE LA VIE ÉTUDIANTE

Source : CRUS

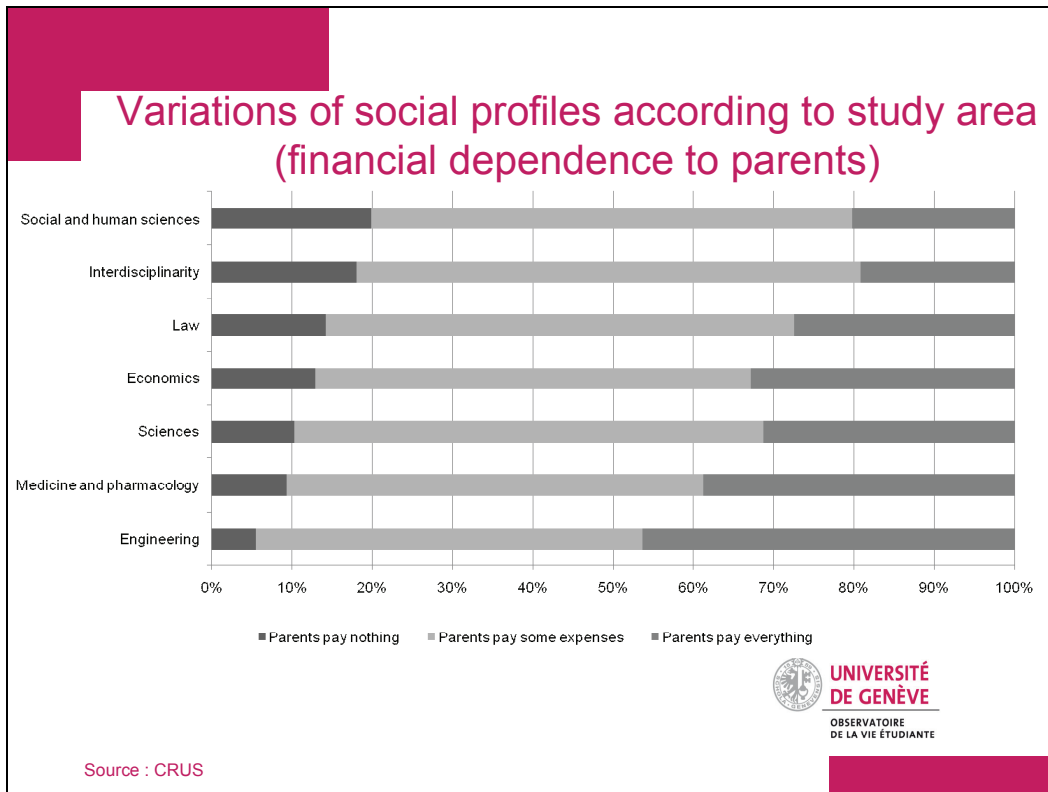
Slide 13



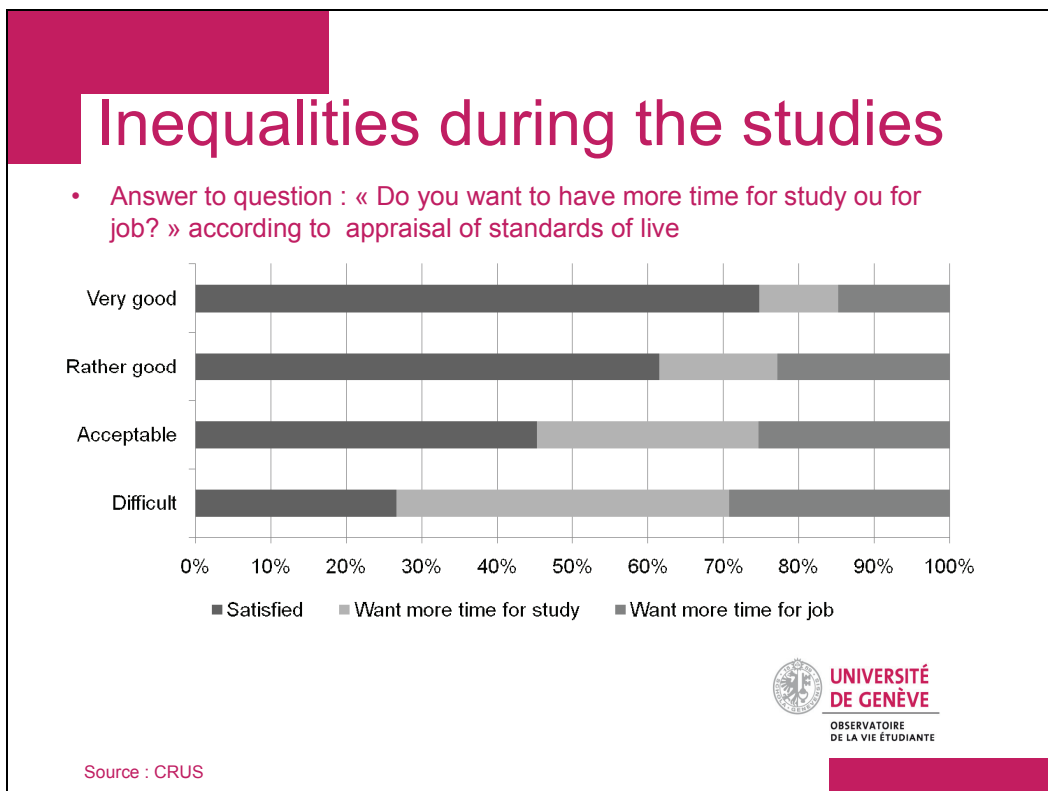
Slide 14

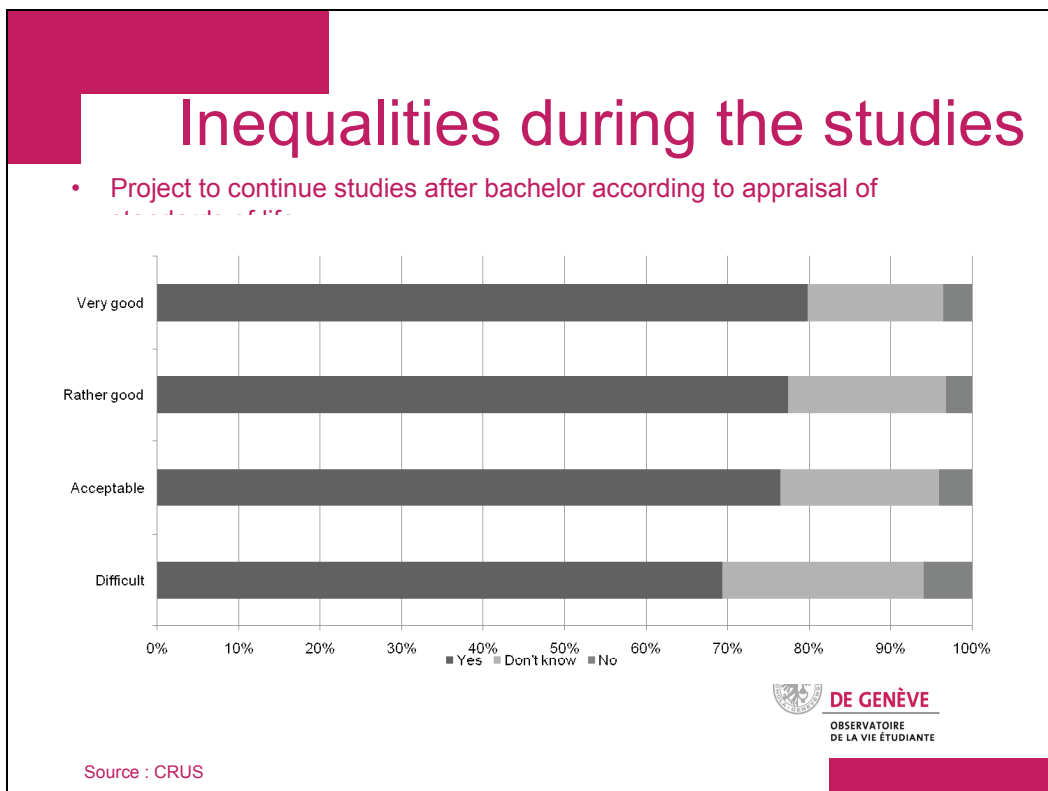
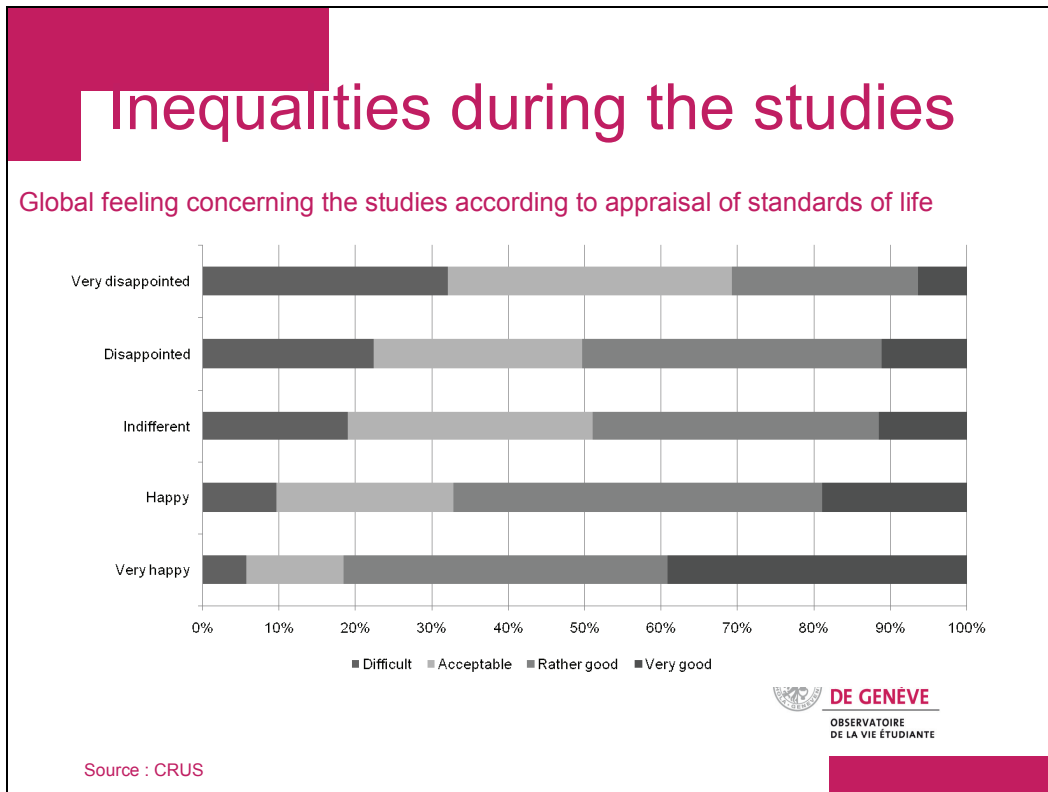


Slide 15

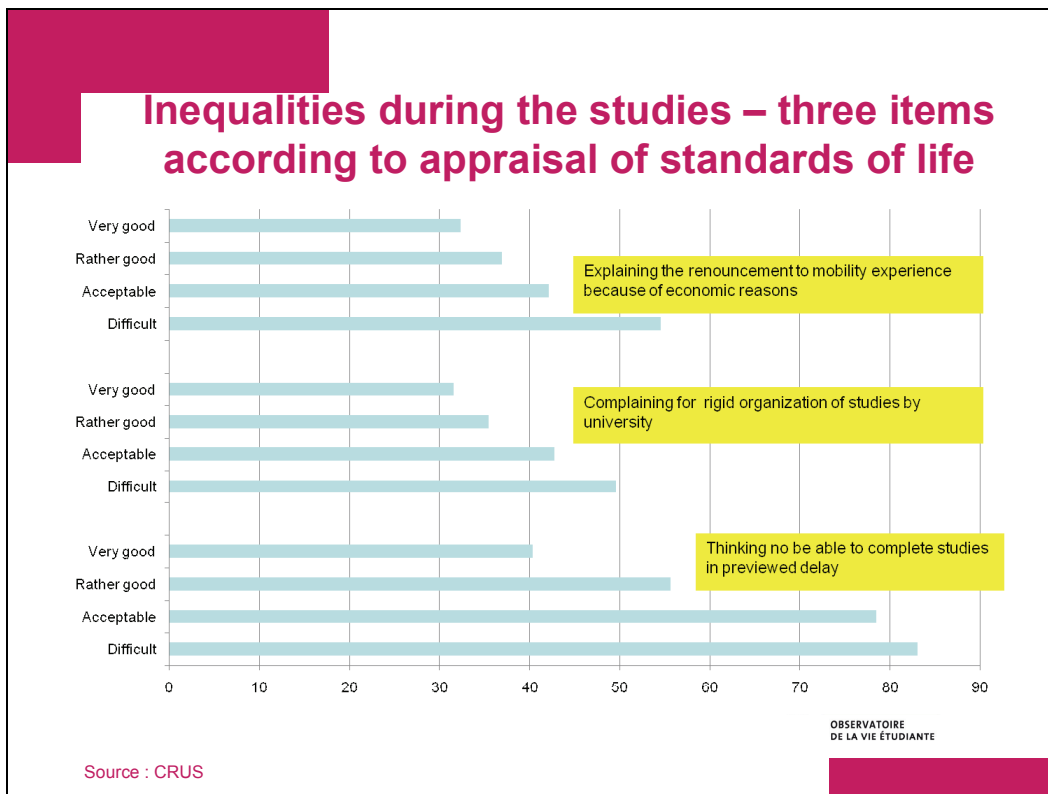


Slide 16





Slide 19




Slide 20

Multi-disadvantages : example of library and working places

Place where students work for studying

Where do you work for studying	The most often	sometimes	rarely	Never
- at home	70	21	8	1
- library UNIGE (common space, computers)	26	44	20	10
- library UNIGE (work places)	21	34	23	22
- elsewhere	12	29	7	52
- other library	5	16	21	58
- in university (hall...)	4	27	27	42
- computer room	4	27	26	43
- at elsebody	2	14	31	53
- in a bar	2	14	22	62



UNIVERSITÉ DE GENÈVE
OBSERVATOIRE DE LA VIE ÉTUDIANTE

Source : Students 2006

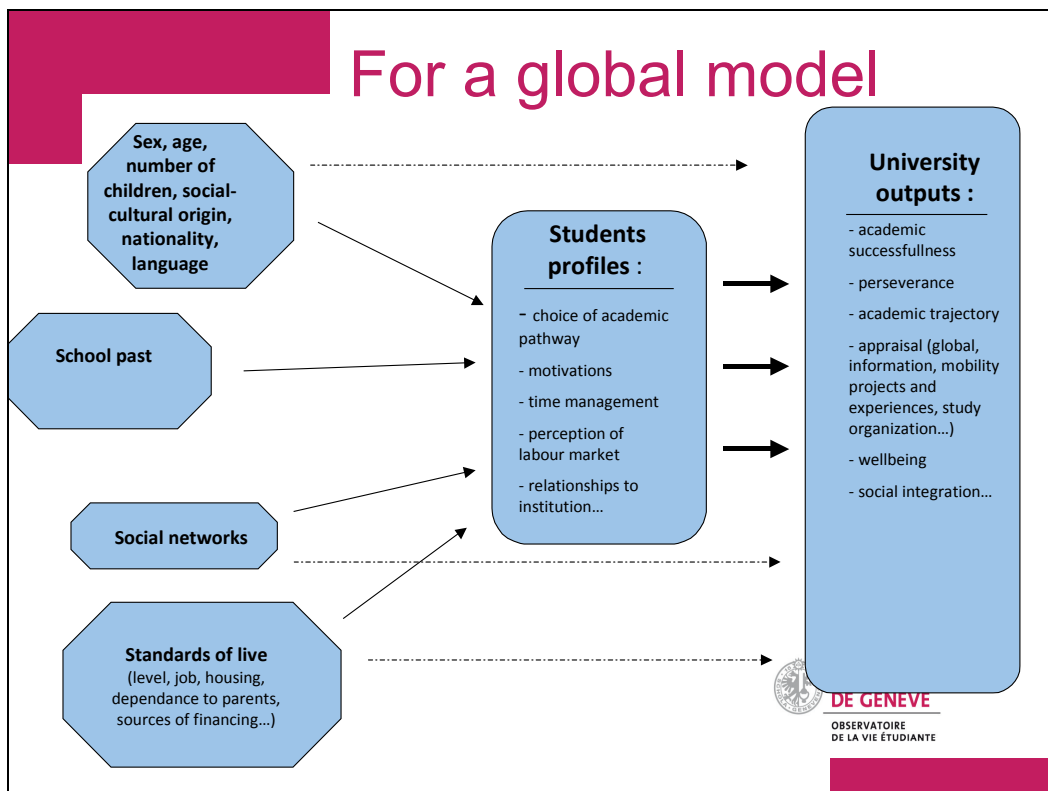
For a global model

- Logistic regression on global satisfaction concerning studies

Variables	Categories	Logistic score	Sig.
Sex	Woman	.161	.027*
	Man	---	---
Job	Without job	.131	.200
	Episodic job activity	.006	.938
	Regular job activity	---	---
Dependence to parents	They pay nothing	-.308	.011*
	They pay part of expenses	-.132	.143
	They pay everything	---	---
University	EPFL	.650	.003**
	ETHZ	-.061	.712
	UNISG	.506	.015*
	UNILU	.390	.099
	UNIBS	.116	.402
	UNIFR	.317	.030*
	UNIGE	.331	.020*
	UNIL	.135	.350
	UNINE	.284	.164
	UNIZH	-.044	.741
Nationality	Foreigner	.023	.826
	Swiss	---	---
Study area	Social and human sciences	.242	.206
	Economics	.363	.084
	Law	.307	.137
	Sciences	.161	.402
	Medicine and pharmacology	.434	.076
	Engineering	.698	.007**
Social background	2 parents higher studies	-.021	.875
	1 parent higher studies	.101	.420
	1 parent general secondary school	.140	.260
	Others	---	---

Source : CRUS

For a global model





Research about Students – Experiences and Results

Helmut Guggenberger

Paul Kellermann

ALPEN-ADRIA
UNIVERSITÄT
KLAGENFURT 

Institut für Soziologie

Research on Higher Education – Klagenfurt, 1973 - 2008 (Paul Kellermann)

- 1 Early history
- 2 The empirical studies
- 3 Theories and typologies
- 4 Key concepts, main hypotheses, typology of freshmen

1.1 Early history


- Frankfurt: “Student and Politics” is the title of a famous book on previous higher education (HE) research (J. Habermas, L. v. Friedeburg, Ch. Oehler, F. Weltz: Neuwied 1961). As a student, Paul Kellermann (PK) made use of the underlying empirical study by interviewing and concomitant methodological courses (1958/59).
- Munich: As assistant at the Institute of Sociology, PK organized a seminar on “University and Society” (1964).
- Constance: As member of the Center for Educational Research, PK conceived, in collaboration with H. Peisert and M. Wunberg, a multinational empirical project on the research question how do studies affect thinking, attitudes and behaviour of later graduates (1966-1968).

1.1 Early history (cont.)

- Vienna: As a member both of the Constance research team and of the European Coordination Center for Social Sciences ("Vienna Center") PK started the coordination of the multinational research "Educational Biographies and Life Histories of Graduates" in East and West Europe (1967-1970). Related with this research he published a basic theoretical article "A Social-scientific Conception of Education and Higher Education"(Constance 1969).
- Klagenfurt: As full professor at the university, PK initiated and conducted several projects on HE.

1.2 Early history


- The main intention of research on HE was to describe, analyze and explain the impact of studying on thinking, attitudes and activities of students and graduates as well as to contribute to a theory of the university. In addition, between 1973 and 1986 a panel study investigated the influence of a newly founded HE-institution on the careers of a complete cohort of Carinthian highschool leavers. Out of this project a trend analysis of the access to HE started 1973/74 that was extended to several other Austrian universities; it lasts until today and carried out standardized interviews of graduates.
- The findings and interpretations were published in numerous articles and books.



2 The empirical studies

- 2.1 Educational biographies and life conceptions of graduates
- 2.2 Carinthian highschool leavers 1973
- 2.3 Development of access to higher education (Klagenfurt, Vienna, Graz, Salzburg, Innsbruck)
- 2.4 Graduates of the Universities of Klagenfurt and Salzburg
- 2.6 European Union projects CHEERS and REFLEX
- 2.7 Senior study liberale
- 2.8 On the critique of European Higher Education Politics (a book publication: Wiesbaden 2009).


Konstanz, 2008.11.24 IFS 6



3 Theories and typologies

- 3.1 Socialisation and selection
- 3.2 Drop out
- 3.3 Typologies
- 3.4 A general conception of education
- 3.5 Interconnection of work and education
- These topics were presented and discussed on several levels.


Konstanz, 2008.11.24 IFS 7



4.1 Key concepts

- ability / opportunity
- push / pull
- means / end in itself
- attraction / selection
- self-selection / selection
- selection / socialization
- socialization / education
- education / learning
- learning / schooling
- schooling / studying
- reflection / comprehensive personality

Konstanz, 2008.11.24 IFS 8



4.2 Main hypotheses

- Absorption
 - time for personal orientation; storage for otherwise unemployed young people
- Anomy
 - lack of orientation in a time of rapid changes in the organization of work; no decisive study interest
- New clientage
 - changing role of students, increasing percentage of students in employment; different social background; „feminization“; „life long studying“
- Segmentation
 - of study fields; soft/hard studies; of the system of HE, gender, of study motivation

Konstanz, 2008.11.24 IFS 9

4.3 Typology of freshmen - on the basis of study orientation

- „Final“
 - place-hunter
 - instrumental interest
- „Temporal“
 - butterfly
 - step-student
- „Causal“
 - scholastic student
 - professional student

EU-funded projects (Helmut Guggenberger)

- 5 Data basis
- 6 The projects
- 7 REFLEX
- 8 Some open questions

Konstanz, 2008.11.24 IFS 11

5 EU-funded projects: data basis

	CHEERS	REFLEX
Time	1997-2000	2004-2007
Countries	12	14+
Year of graduation	1995	2000
Field phase	1999/2000	2005
Questionnaire: variables	600	400
Cases over all	40.000	36.000
Cases Austria	2.313	1.830

Konstanz, 2008.11.24 IFS 12

6.1 First EU-funded project: CHEERS

- **Higher Education and Graduate Employment in Europe**
- **Careers after Higher Education: a European Research Study**
- *coordination: Wissenschaftliches Zentrum für Berufs- und Hochschulforschung (Kassel)*
- http://www.uni-kassel.de/wz1/TSEREGS/publi_e.htm
- **Universitätsstudium und Akademikerbeschäftigung in Europa**
- **Österreichische Teilstudie**
- *Institut für Soziologie der Universität Klagenfurt*

6.2 Recently finished project: REFLEX

- **The Flexible Professional in the Knowledge Society**
- **New Demands on Higher Education in Europe**
- **Research into Employment and Professional Flexibility**
- *coordination: ROA/ Research Centre for Education and the Labour Market (Maastricht)*
- <http://www.fdewb.unimaas.nl/roa/reflex/>
- **Wandel der Erwerbsarbeit in einer wissensbasierten Gesellschaft**
- **Neue Herausforderungen an die Hochschulbildung in Europa (österreichische Teilstudie)**
- *Institut für Soziologie der Alpen-Adria-Universität Klagenfurt*
- <http://www.uni-klu.ac.at/reflex/>

7.1 REFLEX: Subjects

- The project analyzed contemporary developments in relationships between university and profession in Europe.
- We focussed on three broad and interrelated questions:
 - Which competences are required by higher education graduates in order to 'function' adequately in the knowledge society?
 - What role is played by higher education institutions in helping graduates to develop these competences?
 - What tensions arise as graduates, higher education institutions, employers and other key players each strive to meet their own objectives, and how can these tensions be resolved?

7.2 REFLEX: Methods

- The project developed a series of instruments designed to provide the information required to answer these questions:
 - a **country study** highlighting the main structural and institutional factors that shape the relation between higher education and work in nine European countries
 - a **survey on higher education graduates** in these countries
 - questionnaire (national language) – printed and online version
 - a **qualitative study** on graduate competences in the knowledge society (perspectives of experts).
- The results of the project have been / will be disseminated in the form of several reports and memoranda, a working paper series, seminars and conferences among a broad public of scientists, policy makers and other stakeholders.

7.3 REFLEX: Findings*

- To highlight findings:
 - More than 25% surveyed say that skills they gained in HE are underused by employers.
 - HE graduates generally do well in the labour market / the system of organized work.
- 3 mayor trends emerging, affecting the demands HE graduates are facing:
 - increasing emphasis on education and training (esp. as affecting economic growth)
 - increasing volatility of labour market processes (demarcation lines: work / leisure time / education ?)
 - increasing internationalization and globalization (of markets ...)

*) cf. Allen, Jim/ van der Velden (eds.) (2007): The Flexible Professional in the Knowledge Society. General Results of the REFLEX Project. Maastricht

7.3 REFLEX: Findings (cont.)

- Consequences: new demands on the competences individuals need and have to be equipped with
- 5 demands from the world of work: Graduates need to be competent in these areas of professional expertise (at least)
 - functional flexibility (incl. ability to adapt; changing environment; dealing with change in a positive way)
 - innovation and knowledge management (innovative capacities, gaining access to new ideas, synthezising information, ability to implement ideas)
 - mobilisation of human resources (own, others')
 - international orientation (language; understanding other cultures, appreciating limitations of own national context)

7.4 REFLEX: Findings and recommendations

- “In addition to the more or less traditional demand on HE graduates to become experts in their own professional domain, [they] face an increased need to be flexible to ensure employability over their entire career.”

http://www.fdewb.unimaas.nl/roa/reflex/articles/Universityworldnews_EUROPE_%20Needed_%20flexible%20professionals.pdf

- Principal interested parties
 - EC
 - national governments
 - employers
 - HE institutions
 - students

7.5 REFLEX: Some recommendations

- EC
 - graduate surveys, repeated at 5-year intervals
 - measures for improving foreign language proficiency among students; fostering international exchange
- National governments
 - Strengthen both vocational and academic orientation in HE.
 - Encourage relevant work experience during HE.
 - “External flexibility is not always bad.” – Promote smooth transition between jobs, encourage temporary employment.
- Employers
 - Be aware of the large reserves of underutilized human capital at disposal.
 - Develop better policies to accommodate feminization of labour, attracting and retaining women.
 - Look for more direct signals of graduate quality; rely less on traditional signals (prestige of programme ...).

7.5 REFLEX: Some recommendations (cont.)

■ HE institutions

- Study programmes should be more demanding.
- Study programmes should focus on strengthening professional expertise.
- Implement student-centered methods *by* being aware on the value of knowledge.
- Prefer written assignments and oral presentation – instead of multiple-choice
- Give credits for work-related (-relevant) experience.
- Do not overestimate positive effects of internships, work placements.

■ Students

- Follow your interests and talents.
- Acquire relevant experience outside HE.
- A good network is relevant; take time to develop yours.

8. Some open questions

■ Adequate employment resp. self employment ?

- unexpected phenomena: “akademisches Proletariat”, “akademisches Prekariat”; “Generation Praktikum” (Germany, Austria)
- vertical substitution
 - lower level degree → higher level degree
- growing need for academics by “knowledge society”

■ End of profession, corrosion of traditional employment ?

- individual flexibility
 - challenge vs. danger
- regional, international mobility
 - paradox consequences resulting from Bologna process
- Life Long Learning
 - to be forced or to be willing



Quality and Equity in the Dutch Higher Education System

Anja van den Broek
Lette Hogeling
Maarja Lühiste



ResearchNed

Introduction to ResearchNed

Research in the field of education:

- Higher education
 - Studentenmonitor (Student Monitor) 2000-...
 - NSE 2009
 - Elsevier
 - SURF/Studychoice → SKI Database
- Vocational education → BVE-monitor
- Secondary education → LAKS-monitor
- Labour market in education
- International → Eurostudent / Surf Foundation



TITEL 2

ResearchNed

Introduction: Presentation


Contents

Equity

- Student Monitor → Aspects of equity

Quality

- Studychoice (Studiekeuze123)
- NSE
- Pilot: tuning master questionnaires




TITEL 3

ResearchNed

Student Monitor

- Annual research on various (social) aspects of student life in The Netherlands
- Covering the following aspects
 - General / Background information of students
 - Student types
 - (Study) routes in higher education
 - Study choice / link between previous and higher education programme
 - Study progress
 - Time budgets
 - Attitudes and motivation
 - Student satisfaction
 - (Study) prospects
 - Future / Career possibilities and ambitions
 - After the bachelor
 - Finances




TITEL 4

ResearchNed

Student Monitor

Aspects of equity covered by Student Monitor:

- General / Background information on students
- Student types:
 - Research-orientated students
 - Internationally-orientated students
 - Extra motivated students
 - Teaching-orientated students (pedagogic)
 - Etc.
- (Study) routes in higher education
- Study choice / link between previous and higher education programme
- Study progress
- Time budgets
- Finances



TITEL 5

Slide 5


ResearchNed

Student Monitor

- Online questionnaire
- Representative (gross) sample : N=40.700
- Gross response rate: 36%
- Representative net sample: N=14.650
- Graduated: 9% (1.212)
- Dropped-out (survey): N=444
- Net (usable) response rate: 34% (12.355)

A selection of indicators:

- Students' time budget
- Sources of finance: student loans
- Drop out from higher education



TITEL 6


Slide 6

ResearchNed


Working full-time students' time budget by type of HEI

Source: Studentenmonitor 2006

Year	univ of applied sc: studies	university: studies	univ of applied sc: contact time	university: contact time	univ of applied sc: work	university: work
2000	29	26	18	13	11	7
2001	39	33	17	13	9	8
2002	36	29	16	13	9	8
2003	35	29	14	12	10	9
2004	36	29	14	11	9	9
2005	33	30	14	12	9	8
2006	35	32	15	13	10	9




TITEL 7




Sources of Finance: student loans

Characteristics of students *with* a student-loan

- younger;
- live away from parents/relatives;
- greater probability of graduation;
- spending less time on work/job;
- higher expenditures;
- more positive judgement on financial situation;
- less 'effort'.




TITEL 10




Reasons for dropping out of higher education

	first year	2nd to last year	AS	UNI	total
not interesting		23	39	38	
personal circumstances	26		30	32	31
no attractive occupational prospects	28	22	32	22	26
poor quality of education	13	16	19	10	14
programme too hard	15	8	9	15	12
financial reasons	7	17	7		10
found a job	7	16	5		10
insufficient counseling	9	12	11	9	10
poor quality of lecturers	8	11		6	9
scholarship has ended	6	12	5	10	8
caretaking	4	9	6	6	6
formal advice institution	6	3	7	3	5
travelling	4	4	4	5	4
start programme not in HE	4	3	5	3	4
study abroad	3	1	1	3	2
other reasons	28	30	27	30	29



TITEL 11



Studychoice (Studiekeuze123)


Why?

- Wrong choices → bad consequences (drop out)
- Lisbon targets (e.g. reduce the total number of premature school-leavers aged 18-24 years) and knowledge-based economy
- Growing supply and student mobility (>2500 studies)
- Need for transparent and independent study information

What?


- The official public provider of transparent study information
- NVAO-accredited studies only, public and private
- Personal ranking of studies based upon individual criteria
- Website, study database and student surveys

<http://studychoice.nl>; www.studiekeuzeinformatie.nl



TITEL

12



Studychoice: database quality

**reliable
objective
relevant
actual
undisputable
uniform**

- ✓ICT- use for databasemanagement
- ✓Fixed procedures
- ✓Agreements with data-suppliers

- ✓User meetings
- ✓Information days
- ✓Expert panel
- ✓Sound groups
- ✓Expert meetings

- ✓Reliability measures
- ✓Strict selections
- ✓Internal & external validation
- ✓Leve of aggregation


- ✓CBS
- ✓Cfi
- ✓CROHO
- ✓CRIHO
- ✓CWI

consolidation

standardisation

registers

interaction



TITEL

13

ResearchNed

● ● ● ● ●

Studychoice data source: NSE

Nationale Studenten Enquête (2009)

Covers bachelor students' opinions on:


- The quality of the programme in general
- Relationship between theory and practice
- Programme's connection to research and labour market
- Teaching staff
- Examinations and feedback
- Facilities, etc.

New Master's questionnaire

Difference on bachelor- and masterquestionnaires

Initiative from the cooperation of HE institutes (VSNU)

Most HEIs also conduct their own evaluation studies on specific courses and programmes among students



TITEL 14

ResearchNed

● ● ● ● ●

Studychoice: ambitions

Better choices through the use of personal criteria and independent comparative information


- Less drop outs, more output, more graduates, higher quality HE

The official public supplier of independent comparative studychoice information

- Publication on several websites
- Deliver database to third parties and HEIs (QA)

Use of independent study information instead of acquisition

- Reach 50% target group (350.000 prospective students per year)
- Webstatistics 2007: 200.000 unique visitors
- Embedded in support tools publishers, advisors and schools




TITEL 15

ResearchNed

Studychoice: internationalisation

- Dutch HE transparent for international students
- Knowledge exchange between similar organisations in different countries
- European study database?
- Tuning student surveys, starting with Master questionnaire
- CHE ranking: pilot with universities to participate in CHE (excellence) ranking



TITEL 16

ResearchNed


Pilot: Tuning Master questionnaire

Surf-CHE cooperation


- Comparison of existing questionnaires → Creation of new master questionnaire in cooperation with experts
- Pilot research with the use of student panels to test the (new) questionnaire and to create a transformation scheme for answering scales


Students' panel

- HetStudentenPanel (ResearchNed)
- HISBUS Online-Panel (HIS) ?




TITEL 17







Purpose of the Pilot

- Comparison of the existing questionnaires
- Test new questionnaire: validation
 - HetStudentenPanel (ResearchNed)
 - HISBUS Online-Panel (HIS)
- Create transformation schemes
- Take into account
 - Cultural differences








Pilot: Design

	Germany	The Netherlands
Research group	(N=750) 7-point scale 6-point scale	(N=2480) 7-point scale 10-point scale
Comparison group I	(N=125) 6-point scale 6-point scale	(N=410) 10-point scale 10-point scale
Comparison group II	(N=125) 7-point scale 7-point scale	(N=410) 7-point scale 7-point scale



TITEL 19

ResearchNed

Pilot: Design

- 2 research groups (1 in Germany and 1 in the Netherlands)
 - German research group fills out 2 questionnaires: one with present German 6-point scale, one with new common 7-point scale
 - Dutch research group fills out 2 questionnaires: one with present Dutch 10-point scale, one with new common 7-point scale
- 4 comparison groups (2 in Germany and 2 in the Netherlands)
 - Germany: First comparison group fills out 1 questionnaire based on the old German 6-point scale; Second comparison group fills out 1 questionnaire based on the new common 7-point scale
 - The Netherlands: First comparison group fills out 1 questionnaire based on the old Dutch 10-point scale; Second comparison group fills out 1 questionnaire based on the new common 7-point scale




ResearchNed

Pilot: Transformation schemes/answering scales

Research questions

1. Differences in skewness Dutch and German scores
2. Differences in skewness Dutch and German scores on a 7-point scale
3. Consistency and subject-dependency of answers
4. Which cultural differences explain the differences and which are the 'real' differences?
5. What is the best design for transformation of the Dutch 10-point scale to a 7-point scale?



TITEL 21



Discussion

- Comparability of questionnaires/answering scales in international context
- The link between policy-making and research → should research be made merely for the sake of 'doing science' or also put to use in policy-making?
- www.ResearchNed.nl
- www.studentenmonitor.nl
- <http://studychoice.nl>;
www.studiekeuzeinformatie.nl



AG Hochschulforschung = FREREF Réseau Uni 21
Quality and Equity in Higher Education –
International Experiences and Comparisons
Workshop at the University of Konstanz, Nov 23rd – 25th 2008

FUTURETRACK
Careers Clarity of UK students.
Diversity and Choices.

Heike Behle



Structure of the presentation

- **Futuretrack**
Design of study
- **Careers Clarity**
What is Careers Clarity?
Careers Clarity by subject
Influence factors on careers clarity
Changes in careers clarity
- **Future Research and Policy Implications**

Key strengths of the Futuretrack investigation

- Large, comprehensive and representative (inc. those not proceeding to HE in 2006)
- Longitudinal – from HE application to early career development
1st wave (application process), 2nd wave Spring 2008 (end of first year), 3rd wave Autumn 2009 (preparation of transition), 4th wave winter 2011/12 (achieved labour market integration).
- Detailed data – UCAS application data, educational history, socio-economic background and other attributes prior to survey responses and targeted follow-ups
- Opportunities for methodological development and testing
- Interdisciplinary research team using both quantitative and qualitative research methods

The achieved sample (1st wave)

UCAS Administrative Data	Achieved Sample 1 st wave	
405,369 accepted applicants	Full Questionnaire n = 121,368	
116,786 not accepted applicants	Short Questionnaire n= 7,591	

Demographic characteristics of students in selected subjects



	% Female	% Asian	% Black	% 25+	% 'professional managerial background
ALL 2006 accepted UK applicants	55.4	9.6	5	11.8	41.3
Pre-clinical Medicine	57.5	18.5	2.7	16.3	58.2
Pharmacy etc	57.3	42.7	13.2	13.3	35.6
Nursing	90.5	2.9	6.1	42.2	25.7
Physics	19.4	5.3	1.5	2.9	57.8
Mathematics	43.5	14.8	2.1	2.9	48.9
Computer Science	12.1	15.0	6.1	9.3	34.1
Mechanical Engineering	6.7	10.4	4.6	5.5	44.9
Economics	29.0	22.8	6.5	1.5	51.9
Sociology	74.7	8.2	6.2	13.6	37.1
Media Studies	48.8	5.3	4.4	4.8	37.5
History by period	45.5	2.6	0.6	7.2	52.4
Design Studies	62.1	6.1	3.2	9.4	36.6
Languages	71.3	3	2	6.8	52.2

Slide 5

Mode of access – selected subjects

	% through UCAS extra or Clearing	% at pre-1992 university	% non-standard entry	% with high entry qualific.[1]	% of 'standard' applicants[2]
ALL 2006 accepted UK applicants	7.5	46.7	27.8	26.9	56.3
Pre-clinical Medicine	2.7	100	30.5	61.6	55.3
Pharmacy etc	13.3	51.3	23.9	32.2	62.7
Nursing	7.9	34.6	58.9	7.7	29.6
Physics	6.5	98.3	8.8	62.8	82.4
Mathematics	7.6	87.9	6.3	64.3	83.2
Computer Science	7.5	36.8	31.1	14.2	51.6
Mechanical Engineering	5.5	62.5	24.8	34.9	67.8
Economics	10.2	82.6	11.2	48.6	77.6
Sociology	12.6	47.6	23.6	19.3	55.3
Media Studies	6.9	16.9	26.4	11.9	54.7
History by period	4.6	76.3	14.2	49.3	74.4
Design Studies	3.8	14.5	41.0	9.9	23.5
Languages	6.4	73.3	15.9	46.1	72.9



[1] UCAS Tariff score of 360+
 [2] Applying from secondary school or sixth form college.

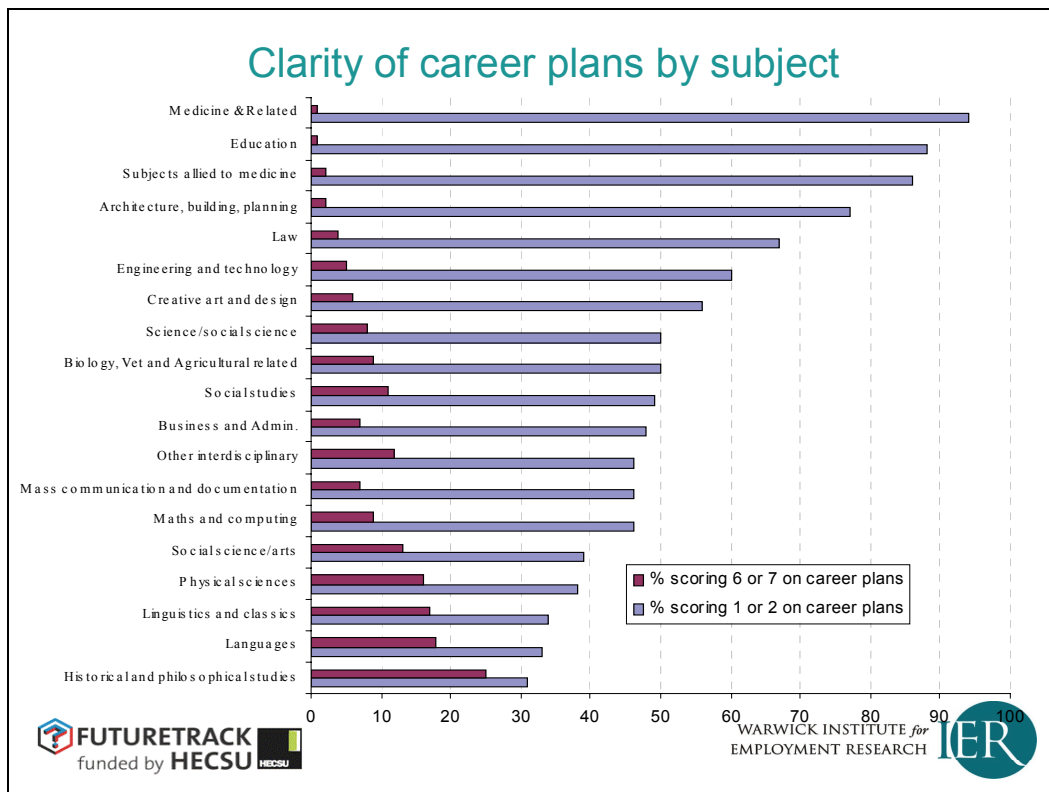
FUTURETRACK funded by HECSU  WARWICK INSTITUTE for EMPLOYMENT RESEARCH 

Slide 6

Careers Clarity



- Do students have a clear idea about the occupation they eventually want to enter and the qualifications required to do so?
- *“I’m not at university for a career”* Female, 19-20, Northern Ireland, High Tariff University, Social Studies.
- *“I’m studying physiotherapy - the course is completely geared to one career. We all came to this course with a great deal of careers information and guidance, given prior to deciding upon this course”* Female, 26 and over, West Midlands, White, Medium tariff University, Subjects allied to Medicine.

FUTURETRACK funded by HECSU  WARWICK INSTITUTE for EMPLOYMENT RESEARCH 



‘Vocationality’ of subjects

- Specialist vocational subjects (e.g. Medicine, Education)
- Occupationally – orientated routes (e.g. Creative Arts & Design, Social Studies, Mathematics & Computer Science)
- Discipline-based academic subjects (e.g. History & Philosophical Studies, Physical Sciences)

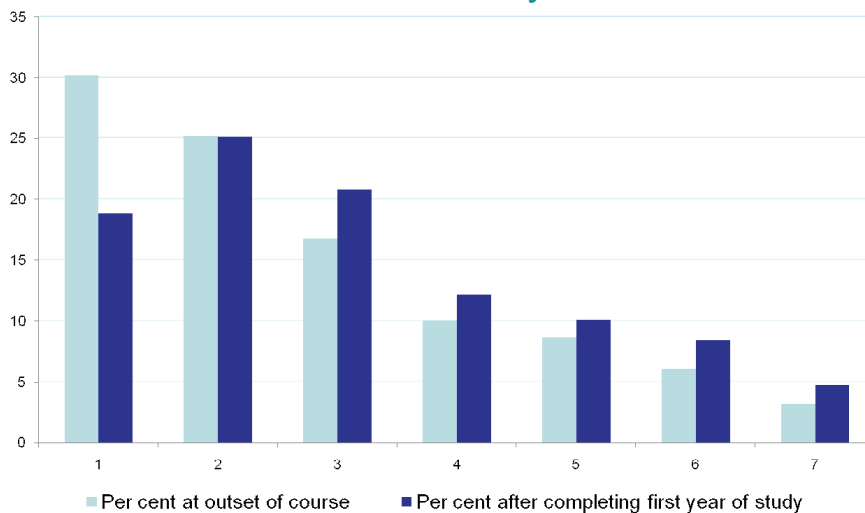



Multivariate analysis of clarity of career plans

Factors associated with less clarity	Factors associated with greater clarity
Male	Female
Young (under 19) at time of application	Older applicant (21+ at time of application)
White, Asian ethnic groups	Black ethnic groups
Lower entry qualifications	Higher entry qualifications
First choice subjects are: Languages, history and philosophical studies	First choice subjects are: Medicine, dentistry, education
Higher managerial and professional social background	Other social background
Independent school at time of application	



Clarity of career plans, comparing responses at outset of course and one year later



Where 1 = I know exactly the occupation I want...and 7 = I have no idea what I will do when I complete my course.



Factors associated with an increase in career clarity	Factors associated with a decrease in career clarity
21 years and older	18 years and under
Asian, Black	White
Male	Female
Medicine & Dentistry Education, Subjects allied to Medicine, Architecture	Physical Science, Languages, Mathematics & Computer Science
	Attending highest tariff or high tariff university
Doing paid work during term-time	

Future Research and Policy Implications

- Career decision-making: need for and impact of access to guidance and information
- Revenue of investment in education
- Inequality of access to courses
- Available information about the range of options
- Transitions to Employment / further study

Futuretrack is an interdisciplinary longitudinal study of 2006 applicants to fulltime higher education courses, being conducted at the IER, University of Warwick on behalf of the Higher Education Careers Services Unit (HECSU), led by Professor Kate Purcell and Professor Peter Elias. For further information on research discussed and related projects:

see

www.warwick.ac.uk/go/glmf
www.hecsu.ac.uk

HECSU has developed a website primarily for Futuretrack members to provide information designed to encourage them to keep in touch with the project at:

www.futuretrack.ac.uk

Futuretrack methodological enquiries to the research team at

Futuretrack2006@warwick.ac.uk

Heike.Behle@warwick.ac.uk



A brief presentation of the EUROSTUDENT project and selected results from the third round (2005-2008)

Dr. Dominic Orr

AG Hochschulforschung + FREREF Réseau Uni 21 - Quality and Equity in Higher Education - International Experiences and Comparisons

***Capturing the social dimension in European higher education.
The contribution of EUROSTUDENT***

Dr. Dominic Orr

Leader of International Coordination
EUROSTUDENT

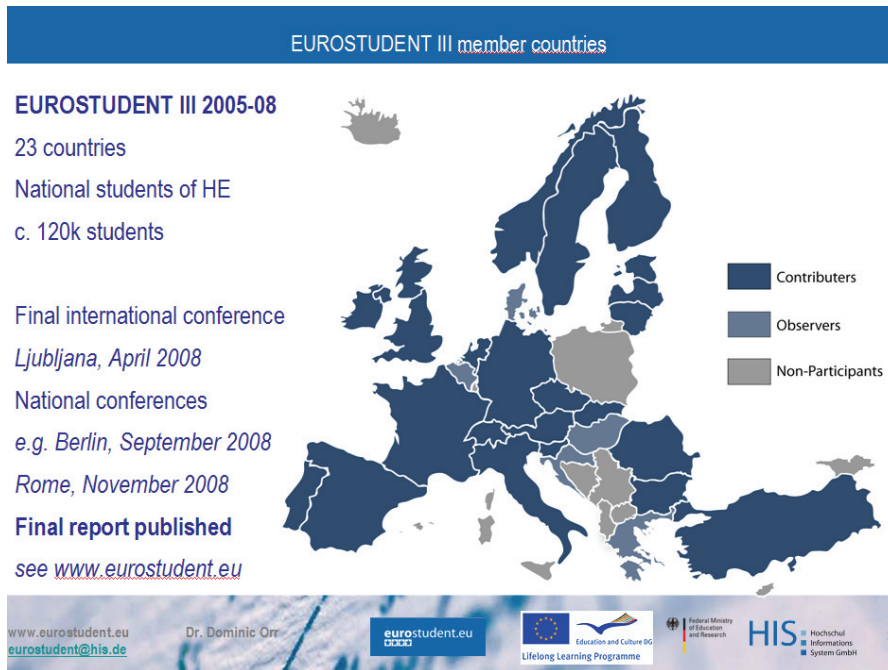


eurostudent.eu
■■■■■

November 23th – 25th 2008

HIS Hochschul
Informations
System GmbH

This short contribution will present the EUROSTUDENT project and some of its results. The focus of the project is on the social dimension of higher education. The presentation will start out by exploring the importance of this topic and show which dimensions are investigated in the project. Data on the subtopic 'student accommodation' will be shown to highlight what can be learnt from such a comparative perspective. Finally a few comments will be drawn on the value of such a project for higher education policy, practice and research.



Country coverage and dissemination

In its third round, the project was able to include 23 countries in the analysis from all regions of Europe. All participants of the project are interested in providing data on various aspects of students' living and studying conditions in order to better understand the national situation and to assess the strengths and weaknesses of their respective frameworks in international comparison with a view to maintaining or improving effectiveness. The project makes special efforts to encourage the dissemination and discussion of the results in international and national settings.

Renewed interest in the issue of equity in higher education

Higher education is an expensive business, but the recognition of its importance for the development of both society and industry is leading many countries to undertake initiatives to increase the share of the population participating in higher education courses.

Current issue: Equity in HE

The share of a national population undertaking higher education has risen between 1998 and 2005 by 27% (European average) and the increases by country are significantly higher (Lithuania and Romania have doubled participation rates in this period).

After a period of extensive HE expansion in Europe a new policy emphasis is turning to equity and *who* is getting into and completing higher education

e.g. on an international level:

Bologna Process

Lisbon Agenda

OECD Thematic Review on Tertiary Education

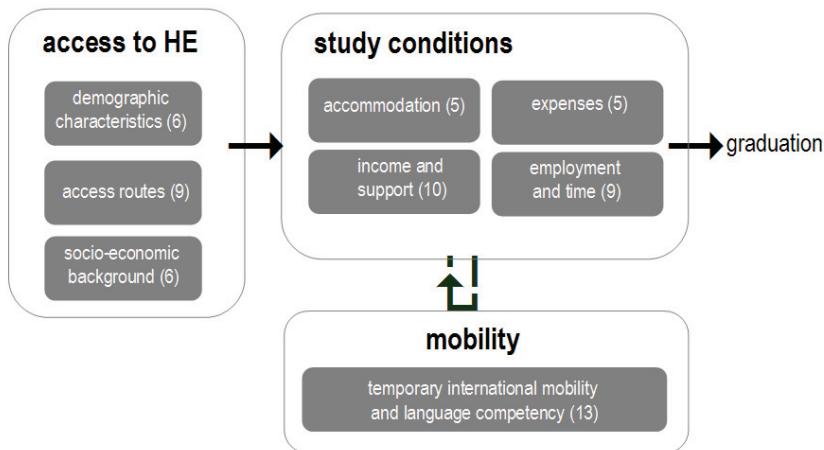


Covering all phases of a student's learning biography

The eight main topic areas covered by the EUROSTUDENT attempt to describe a student's learning biography from entrance into a higher education system, to study conditions during studies, and finally to exit from the higher education system. Temporary mobility is indeed a separate activity, but strongly dependent on study conditions.

The slide also shows a blind spot in EUROSTUDENT's assessment of the social dimension – there is no data available for student graduation. This is due to the fact that the surveys carried out within the EUROSTUDENT project collate responses from a cross-section of students during their study period and it is not possible to know anything about their graduation. Whilst we have no information on graduation, the EUROSTUDENT dataset does include topics, which are likely to have implications on graduation (e.g. time budget for students).

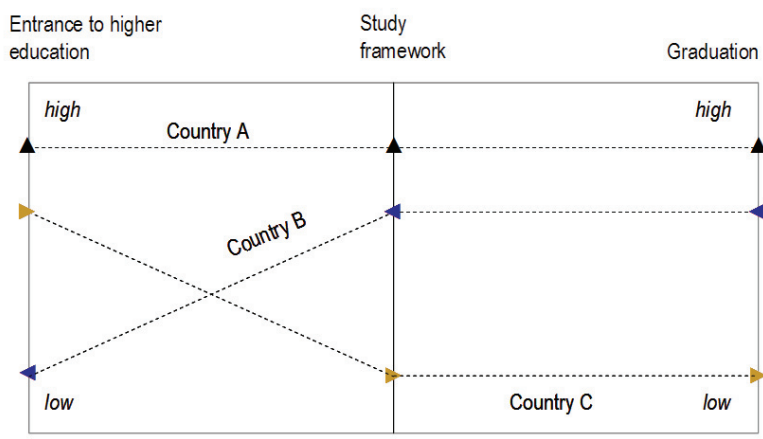
Social dimension... part of a students' learning biography



Ideally an analysis of the social dimension should cover all three central moments of a student’s learning biography before passing a final judgement on the level of equity and effectiveness in a national higher education system. The slide illustrates this fact for three fictional countries. The criterion which should be used to assess a country’s position is “participative equity”. This term has been defined within the Bologna Process to mean:

"(...) the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations."¹

The “social dimension” = participative equity



¹ Extract from: London Communiqué, 2007.

The fictional countries in the slide show that the assessment of the positions of countries B and C is difficult unless all moments of a course of study are considered. On the one hand, Country B appears better than Country C, because of the high level of participative equity for all participants. On the other hand, Country C may have adopted new initiatives to provide an open higher education system, but the initiatives have yet to work through the system and support the new recruits. Both countries have the chance of reaching Country A's performance in the future.

The subtopic "accommodation"

It is interesting to look at some results for the subtopic 'accommodation' in order to appreciate similarities and differences between countries.

A look at accommodation from an international perspective - Significance

- *Adequate accommodation is – together with sufficient financing – a main framework condition for the "smooth operation" of studies.*
- *Financial concerns with accommodation as part of students' living costs may have a negative impact on equity of access to higher education especially for those potential students from families with lower income.*
- *For instance, students may have to make a choice between remaining with their parents/relatives and studying in the university nearest to this address or choosing an alternative study location, but having to work during studies to cover the costs of rent.*

from: Chapter 4 "Accommodation", Social and Economic Conditions of Student Life in Europe (EUROSTUDENT 2005-2008), 2008

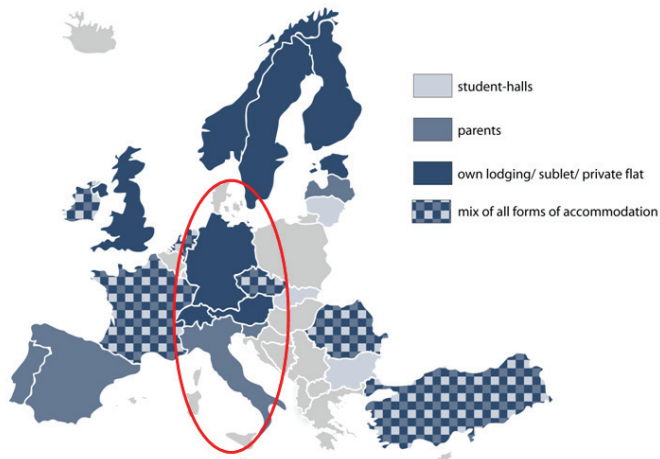


Differences and similarities between countries

The following slide provides an overview of the dominant form of accommodation by country. It shows that the biggest group of countries by dominant form of accommodation consists of those in which the the majority of national students live in private accommodation. These countries are Switzerland, Scotland, Austria, Germany, England/Wales, Sweden, Norway and Finland. The next biggest cluster of countries have a majority of students, who live with their parents/relatives during their studies – Italy, Spain, Portugal, Latvia, Lithuania and Slovenia.

In the following slides we shall compare the two extreme example countries – Germany and Italy.

Most frequent type of residence by country in % (all students)



Source: EUROSTUDENT III, Subtopic 22. No data LV. Data for IT and TR refer only to Bachelor students.

www.eurostudent.eu
eurostudent@his.de

Dr. Dominic Orr

eurostudent.eu

Education and Culture DG
Lifelong Learning Programme

Federal Ministry of Education and Research

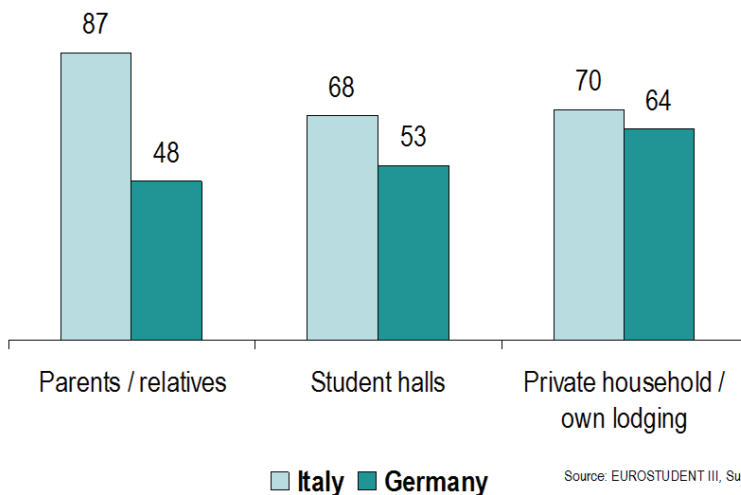
HIS Hochschul Informations System GmbH

10

Looking at student satisfaction with accommodation, the data for all EUROSTUDENT countries show that, in general, the accommodation form in which the majority of students reside is also the accommodation form, which receives the highest level of satisfaction. The only countries, in which this does not seem to be the case are those, in which student halls are a dominant accommodation form – in Turkey, Slovakia, Lithuania, Bulgaria and Romania. This can also be seen for Italy and Germany.

Satisfaction with accommodation form

Students (very) satisfied with accommodation form – selected countries



Source: EUROSTUDENT III, Subtopic 26

www.eurostudent.eu
eurostudent@his.de

Dr. Dominic Orr

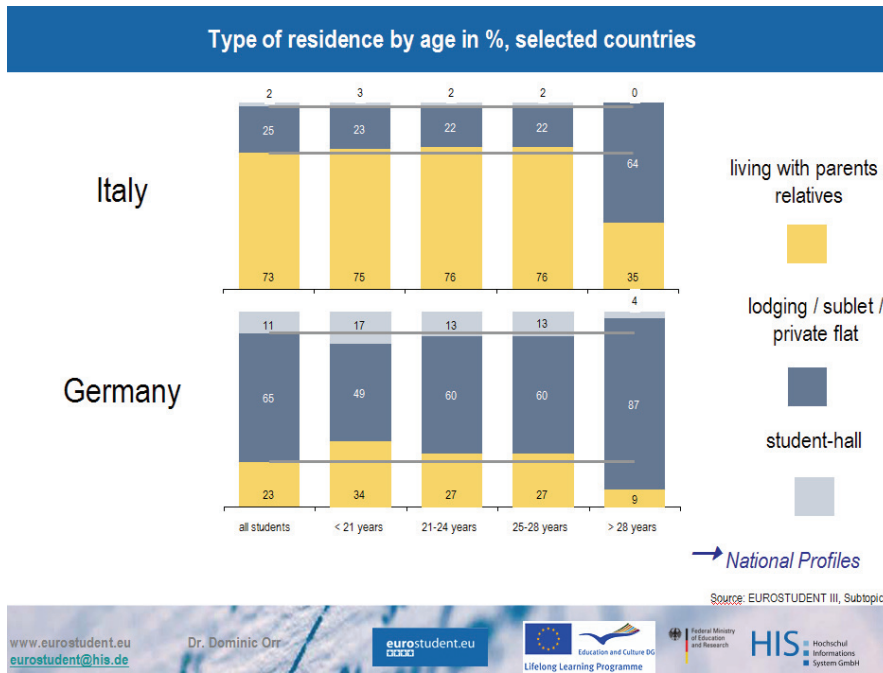
eurostudent.eu

Education and Culture DG
Lifelong Learning Programme

Federal Ministry of Education and Research

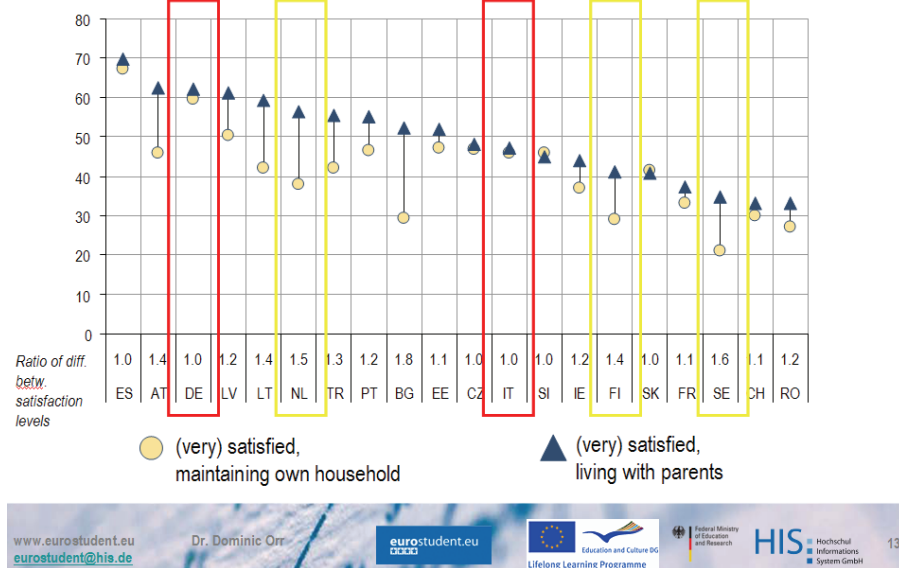
HIS Hochschul Informations System GmbH

11



However, if we focus on the older age group we find that differences between countries become marginalised. Here also observable for Italy and Germany for students above the age of 28 years.

Satisfaction with material well-being by accommodation form – Students (very) satisfied with material well-being living with parents / relatives vs. counterparts maintaining own households



The next slide shows another apparent commonality between countries. Remarkably, students who live with their parents assess their material well-being more positively than students who live independently in their own households.

Besides this link being clear in Portugal, where it is common and culturally accepted to stay at home, this higher level of appreciation can also be found in countries where it is much less common to live in this form of accommodation, such as in Finland.

To conclude this brief overview, the main value of the data from such international comparative projects as EUROSTUDENT is that they provoke new ways of thinking about how to organise higher education provision. Commonly accepted practices may be called into question on the basis that neighbouring countries solve the issue differently. They also help us look into the future, for instance (to take an example from here), at the consequences of an aging student body for accommodation requirements.

This may help national higher education systems to adapt to changing environments and indeed to improve their provisions and performance. EUROSTUDENT is committed to assisting this process.

Conclusion...What is the value of such data?

Data provides new challenges...

- International comparative data provides insights into alternatives and future policy developments
- Data confirms or – more often – calls into question stereotypes
- Data highlights the importance of context
- Difficult to set (normative) benchmarks and thus inappropriate for rankings
- Data should be used to initiate further research (case studies)

The Higher Education Quality Survey – Contents, Design, & Perspectives

*Workshop on „Quality and Equity in Higher Education –
International Experiences and Comparisons“*

University of Konstanz, 2008 November 25th

Kai Mühleck, HIS
Janka Willige, HIS

The Higher Education Quality Survey (Studienqualitätsmonitor) – Overview

- Joint project of the working group on higher education of the University of Konstanz (AG Hochschulforschung) and HIS (Higher Education Information System, Hanover)
- Student opinion survey on the quality of higher education in Germany
- Nationwide, representative online survey
- First survey in 2007, repeated annually
- Financed by HIS, AG Hochschulforschung, and the participating universities

The Higher Education Quality Survey

Outline

1. Topic of the Study
2. Survey Schedule
3. Method
4. Output & Publications
5. Some Results
6. Prospects

1. Topic: Quality of Higher Education

- **Background:** Higher education in Europe and Germany is changing e. g.
 - Comparable degrees (Bologna process): Restructuring of courses
 - Expansion of higher education (Lisbon strategy): Demand for new sources of funding (e. g. tuition fees)
→ *Changes in the quality of studies?*
- Base line survey in 2007, repeated annually, and establishment of a time series study
- ~30 questions based on tested instruments of AG Hochschulforschung and HIS; interview length ~20 min.
- Fixed and variable parts of the questionnaire

1. Contents: Quality of Higher Education

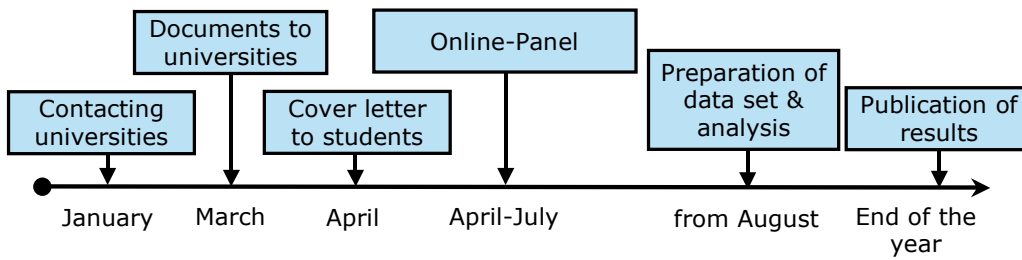
Dimensions of Quality in the Questionnaire:

Importance & Evaluation of...

- **Assistance from Teaching Staff:** Accessibility and helpfulness
- **Curriculum:** (1) structure & organization of courses, (2) didactics, (3) quality & content of courses
- **Course of Study:** e.g. compliance with schedule, skill enhancement, adequacy of requirements, difficulties
- **Facilities:** e.g. rooms, computers, library, equipment
- **Counselling & Service:** e.g. student advisory service, service of student offices, career service
- **Tuition Fees:** Existence, evaluation, usage, and consequences

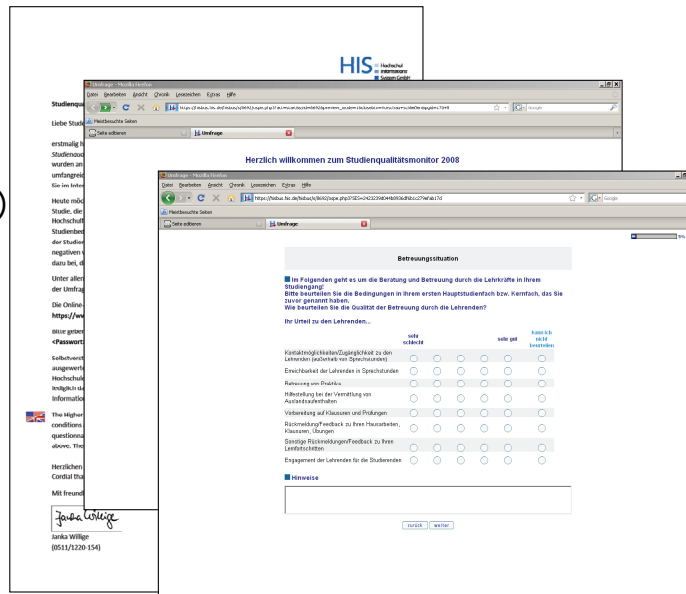
2. Schedule of the Annual Survey

- Contacting of universities (nationwide) with request to participate;
- Universities send cover letter to sampled students;
- Exclusive results for their own university in return.



3. Method – Access to the Survey

1. Letter of invitation (paper)
2. Homepage of survey (online)
3. Online questionnaire



3. Method - Sampling

- Random selection of students at each participating university
- Universities are free to chose their sample size
- Samples should allow for analysis at the level of subject groups (sciences, law, social sciences, etc.)
- Recommended sample size dependent on size of university (min. 10%; min. 2000 students; all students; average sample size ~2000)
- Sample control by individual invitation letter & access code
- Balancing of the sample: Adjustment for different coverage rates and weighting (with regard to sex, semester, type of university, region, subject)

3. Method – Coverage & Participation

	2007	2008
Number of participating universities	102	120
Coverage	36%	43%
Response rate	14%	~14%
∅ respondents per university	215	250
Respondents (total)	22,000	30,000

- Good representation of German higher education area
- Good regional dispersion (all 16 German States covered)
- Increasing participation and stable sample of universities
- But: Further expansion difficult (survey overload)

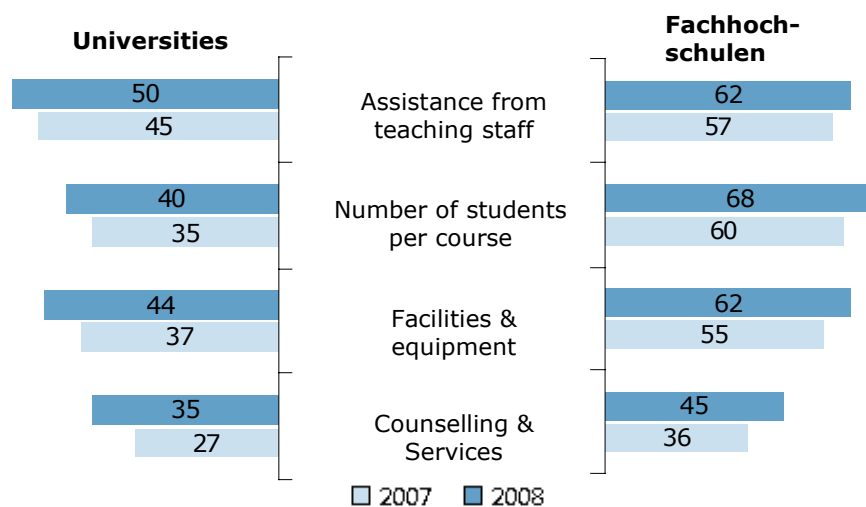
4. Output & Publications

- Annual report on nationwide results
- Technical reports on method and quality
- Exclusively for the participating universities:
Results on the respective university and comparison with nationwide figures (free of charge)
- Special reports for single universities
- Special reports for single states

→ More information: www.his.de/sqm

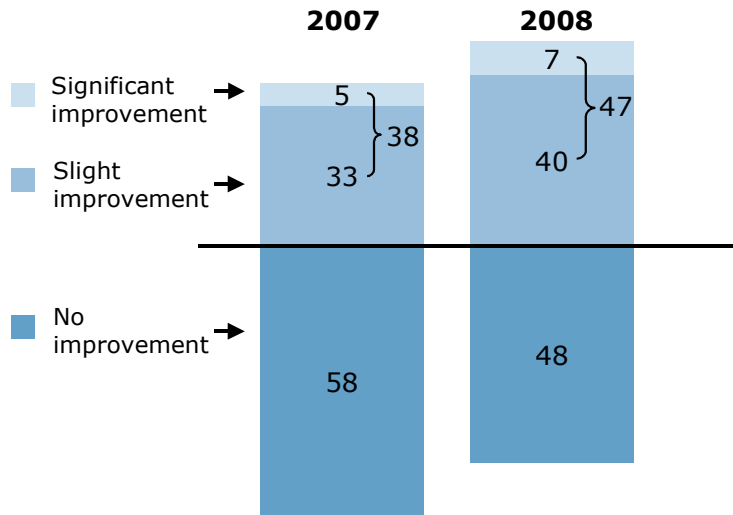
5. Some Results

- "Generally speaking, how satisfied are you with...?"
5-point scale (1 – not at all satisfied, ..., 5 – very satisfied)
Percentage of affirmative categories 4 + 5

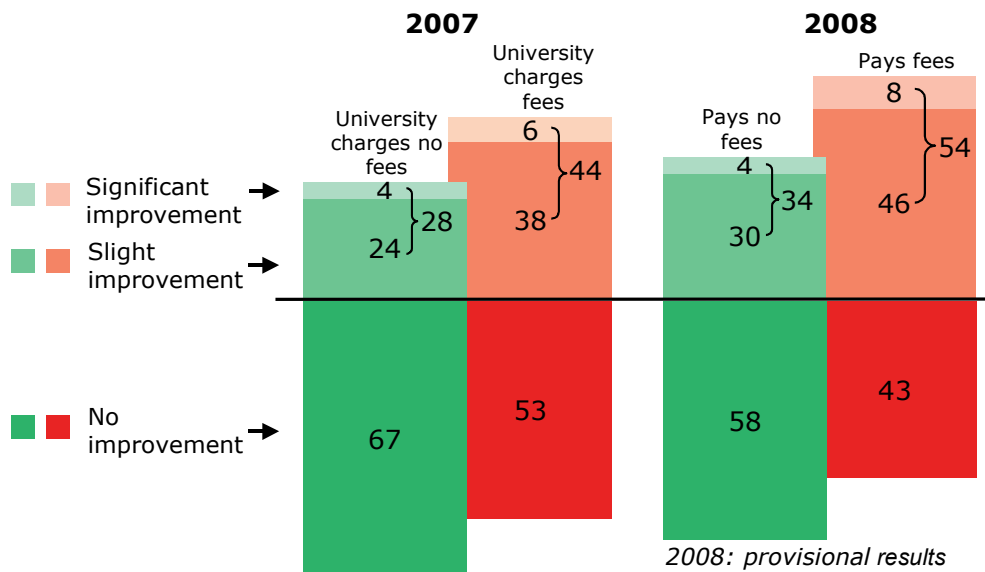


5. Some Results

- “Do you expect that the introduction of tuition fees will lead to an improvement of teaching standards and studying conditions?” (3 categories)



- “Do you expect that the introduction of tuition fees will lead to an improvement of teaching standards and studying conditions?” (3 categories)



6. Prospects

- Attract more universities; enhance response rate
- Keep participating universities in the sample
- Modify for current topics of higher education
- Special reports at regional & institutional level
- International cooperation

Qualification, Transition and the Tasks of Quality Management –

Das Potential von Absolventenstudien für das QM an Hochschulen

**Referat zum Workshop Quality and Equity in Higher Education –
International Experiences and Comparisons, 23.-25.11.2008 in Konstanz**

Dr. René Krempkow
Universität Freiburg

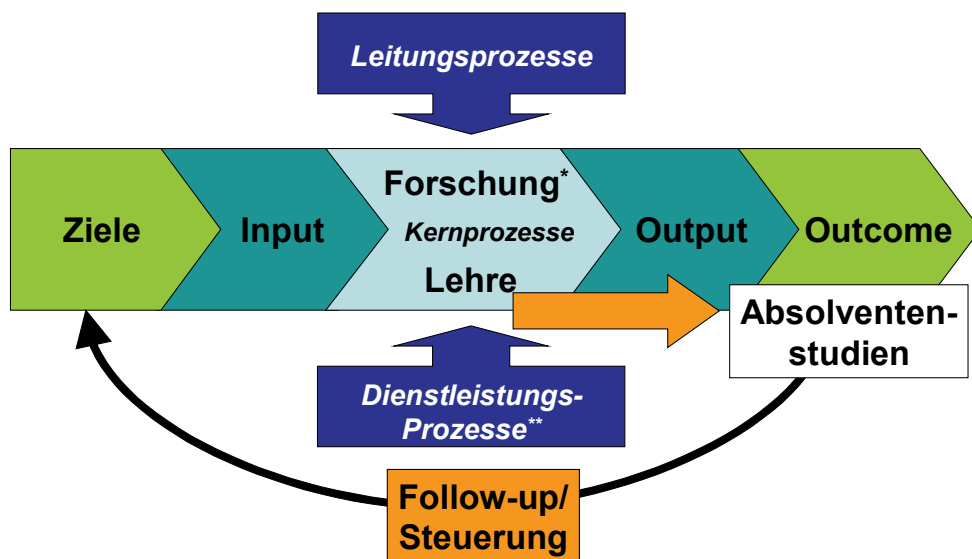
Slide 1

Gliederung:

1. Das Basismodell des QM an der Universität Freiburg
2. Absolventenbefragungen zur Analyse der Wirkungen der Hochschulbildung – wovon kann Berufserfolg abhängen?
3. Beispiel für Ergebnisse
4. Interpretation der Ergebnisse
5. Ausblick für Auswertungen

Slide 2

1. Das Basismodell des QM an der Universität Freiburg



Prozess-Basismodell für QM-System der Universität Freiburg (angelehnt an Nickel 2007)

Das Potential von Absolventenstudien für das Qualitätsmanagement I

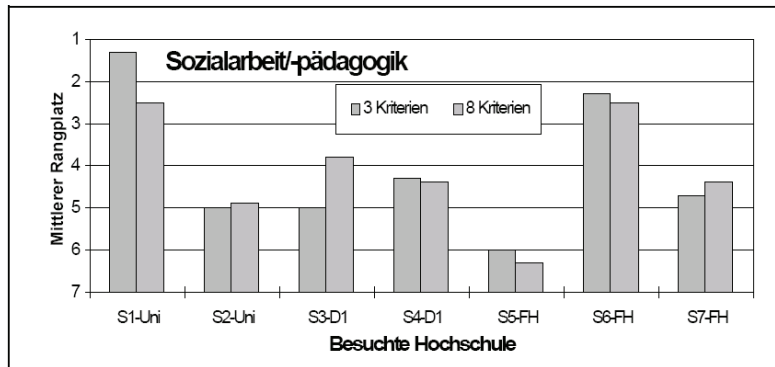
Ziel: Nutzung der Ergebnisse auch für die Qualitätsentwicklung

- 1. Anforderung: Erst die Einordnung der (hochschulspezifischen) Ergebnisse von Absolventenbefragungen eines Faches in die bundesweiter Studien **ermöglicht eine angemessene Interpretation.**
- 2. Anforderung: Nur mit hochschul- und fachspezifisch angepassten Befragungen ist es möglich, auf Besonderheiten bestimmter Fächer an der jeweiligen Hochschule einzugehen. (dann auch Durchführung ggf. so optimierbar, dass für die Hochschule bzw. das Fach ein **optimaler Nutzen für die Qualitätsentwicklung** möglich ist, z.B. Vorher-Nachher-Vergleich bei Veränderungen).
- Daher bundesweit vergleichbarer „Kernfragebogen“ und wo notwendig hochschul- und fachspezifische Anpassungen

Das Potential von Absolventenstudien für das Qualitätsmanagement II

- Die nachfolgende Vorstellung der Analyse von Determinanten des Berufserfolges erfolgt mit dem Ziel, Informationen für das QM zu erhalten.
- Daher wurde die Perspektive von Studiengängen eingenommen. Dies bedeutet, dass in einem Prozessmodell der Hochschulqualität (vgl. Nickel 2007, Teichler 2003: 5), bzw. Wirkungsmodell (vgl. Orr 2001: 97, Bayer 2004: 171ff.) z.B. der Anteil von Absolventen mit zu betreuenden Kindern, aber auch die regionale Arbeitsmarktlage als Indikatoren für **unterschiedliche Ausgangs- bzw. Kontextbedingungen des Berufserfolges** aufgefasst werden müssen.
- Die Einordnung der Ergebnisse von Absolventenstudien in ein Prozessmodell erfordert die Berücksichtigung unterschiedlicher Ausgangsbedingungen des Berufserfolges, darauf wiesen im Zusammenhang mit einem Hochschulvergleich auch bereits Schomburg/Teichler (1998) hin:

Das Potential von Absolventenstudien für das Qualitätsmanagement III



Quelle: Schomburg/ Teichler (1998: 165)

- Zwei Hochschulen deutlich positiv abgesetzt
- Inwieweit sind jedoch die Unterschiede z.B. den unterschiedlichen Ausgangsbedingungen der Hochschulen zuzuschreiben? Dies soll anhand meiner von 2000 bis 2004 an der TU Dresden durchgeführten Absolventenbefragungen diskutiert werden (in Freiburg noch keine Erg.)

2. Absolventenbefragungen zur Analyse der Wirkungen der Hochschulbildung – wovon kann Berufserfolg abhängen?

- **Zusammenhangsanalysen ermöglichen Aussagen, was mit dem beruflichen Erfolg der Absolventen als zentralem Kriterium der Wirksamkeit wie zusammenhängt** - unabhängig von subjektiven Einschätzungen der Absolventen z.B. zur Wichtigkeit bestimmter Aspekte bei der Stellenbesetzung (vgl. auch Analysen von Reinfeld/Frings 2003, Müller 2002, Franzen/Hecken 2002, Brüderl/Reimer 2002, Haug/Kropp 2002, Schreyer 2001, Enders/Bornmann 2001, Hartmann/Kopp 2001, Schomburg/Teichler 1998, Daniel 1995, Meulemann 1995)

- Exemplarisch ein Aspekt für die **konkrete Bedeutung dieser Analysen**: Wenn berufspraktische Erfahrungen, Auslandsaufenthalte und bestimmte Kompetenzen besonders wichtig für den Berufserfolg sind; und z.B. Studiendauer und Abschlußnoten sich als eher nachrangig erweisen: In welchem Ausmaß haben Hochschulen Einfluss auf den Berufserfolg der Absolventen?

- Potentiell können solche Analysen **ermöglichen, in einem Prozessmodell Zusammenhänge von Studienaspekten und Berufserfolg zu untersuchen** – auch mit Ausgangs-/ Kontextbedingungen des Studiums i.S.v. Wirkungsanalysen, was es bislang in Deutschland wenig gab (vgl. Teichler 2002: 15 ff.).

Modell der Einfluß- bzw. Erfolgsfaktoren

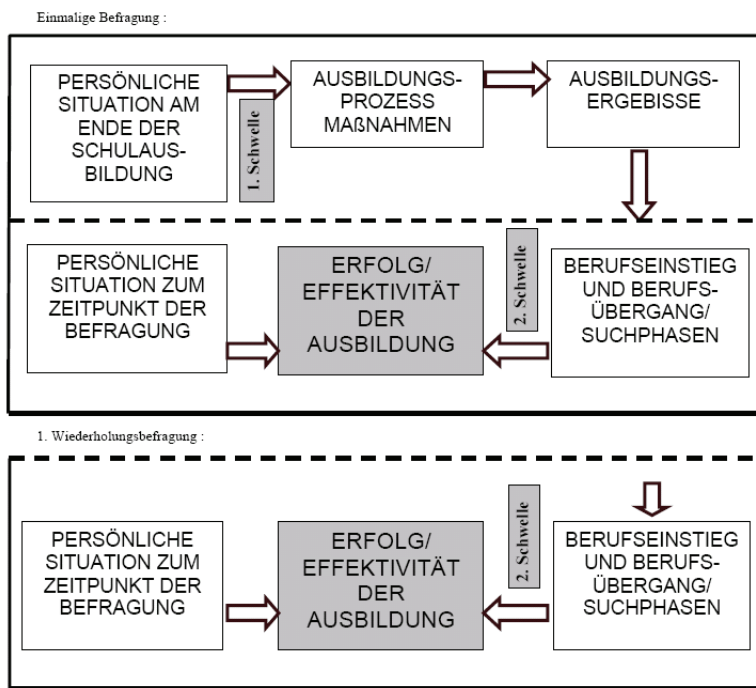
Objektive und subjektive Kriterien beruflichen Erfolgs - als Wirkungsindikatoren der Hochschulbildung

Teichler/Schomburg (1997: 248) fassten diese zu insg. 4 Aspekten zusammen:

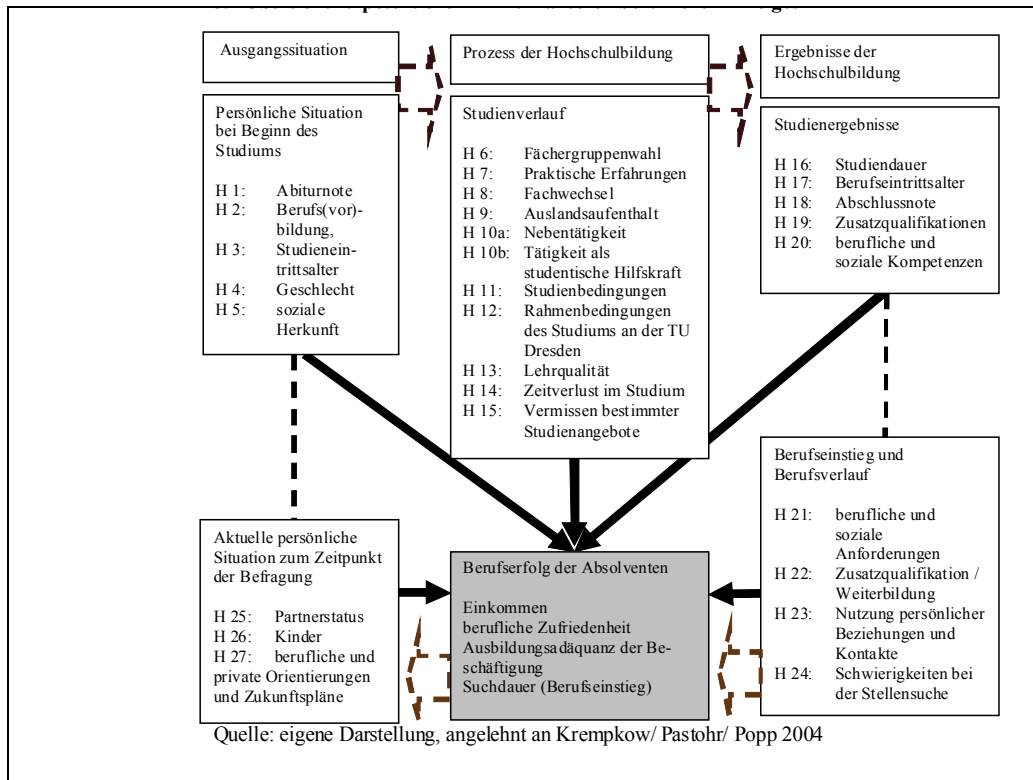
- *Objektive* Maße für den **Berufserfolg** (z. B. Einkommen, betriebliche Position)
- *Subjektive* Maße für den **Berufserfolg** (z.B. berufliche Zufriedenheit, Autonomie)
- *Objektive* Maße für den **Übergang** Studium - Beruf (z.B. Dauer der Stellensuche)
- *Subjekt.* Einschätzungen zum **Zusammenhang** von Studium und Beruf (z.B. beruflicher Nutzen versch. Studieninhalte, Ausbildungsadäquanz).

In den Dresdner Absolventenstudien wurden als Kriterien für den beruflichen Erfolg das Bruttomonatseinkommen, die berufliche Zufriedenheit und die Ausbildungsadäquanz der Beschäftigung geprüft und für tauglich befunden. Die Dauer der Stellensuche erwies sich als wenig geeignet.

Grundmodell der Einfluß- bzw. Erfolgsfaktoren



Slide 9



Slide 10

Datengrundlage: Aufteilung der Befragten auf Fächergruppen der Fakultäten bzw. Fachrichtungen

Ingenieurwissenschaften und Mathematik/ Naturwissenschaften umfassen zusammen etwa genauso viele befragte Absolventen wie Rechts- und Wirtschafts- sowie Geistes- und Sozialwissenschaften plus Medizin.

Fächergruppe	Fakultäten bzw. Fachrichtungen	Häufigkeit	Prozent
Ingenieurwissenschaften	Elektrotechnik	133	14,9
	Geowissenschaften	51	5,7
	Wasserwesen	92	10,3
	Verkehrswissenschaften	94	10,5
	Architektur	191	21,4
	Bauingenieurwesen	162	18,1
	Maschinenbau	120	13,4
	Informatik	51	5,7
	<i>Gesamt</i>	<i>894</i>	<i>100,0</i>
Mathematik/	Psychologie	119	41,9
Naturwissenschaften	Mathematik/ Naturwissenschaften (ohne Psychologie)	165	58,1
	<i>Gesamt</i>	<i>284</i>	<i>100,0</i>
Medizin	Medizin	119	100,0
Rechts- und	Jura	184	43,2
Wirtschaftswissenschaften	Wirtschaftswissenschaften	242	56,8
	<i>Gesamt</i>	<i>426</i>	<i>100,0</i>
Geistes- und	Philosophische Fakultät	220	45,3
Sozialwissenschaften	Sprach- und Literaturwissenschaften	131	27,0
	Erziehungswissenschaften/ Sozialpädagogik	135	27,8
	<i>Gesamt</i>	<i>486</i>	<i>100,0</i>

3. Beispiel für Ergebnisse

Exemplarisch für die Ergebnisse der Analysen zu Determinanten beruflichen Erfolges werden nebenstehend die der Regressionsanalysen zum Einkommen 12 Monate nach Studienabschluß vorgestellt.

Regressionskoeffizienten für die Einkommen der Fächergruppen

	Ingwiss. R ² =,20** n=424	Mat/Nat. R ² =,26** n=135	Wirtwiss. R ² =,03 n=92	GeSowi R ² =,19** n=179
Abiturnote (Notenskala)	,097 ⁺	-,005	-,065	-,118
Geschlecht (Männer=1)	,092 ⁺	-,025	,054	-,053
Bildungsabschluß des Vaters (in Ausbildungsjahren)	-,029	-,009	-,071	-,135
Bildungsabschluß der Mutter (in Ausbildungsjahren)	-,037	-,054	,238	,053
Ausbildung vor Studium abgeschlossen (ja=1)	-,077	,146	-,066	,254**
Wechsel (ja=1)	,056	,049	-,124	,075
Dauer der Auslandsaufenthalte (in Monaten)	,057	,360**	-,186	-,165*
Nebentätigkeiten in den Semesterferien (häufig/ immer=1)	,006	,055	,036	-,014
Nebentätigkeiten in der Vorlesungszeit (häufig/ immer=1)	-,021	-,047	,111	-,029
Fachliche Spezialisierungs-/ Vertiefungsmögl. (Notenskala)	-,093 ⁺	-,063	,047	-,163*
Vermittlung von Fachwissen (Notenskala)	-,059	-,041	-,157	,017
Erlernen sozialer/ kommunikativer Fähigkt. (Notenskala)	-,010	,056	,044	,045
Einübung in selbständiges Lernen/ Arbeiten (Notenskala)	-,067	-,087	-,070	-,133
Hochschulsemester (Semester)	-,055	,119	-,333*	,006
Berufseintrittsalter (Jahre)	,195**	,178	,235	-,002
Note Abschlussprüfung (Notenskala)	,052	,000	-,011	,058
Englischkenntnisse (dichotomisiert: Sehr gut=1)	,041	,089	,165	,131
Programmierkenntnisse (dichotomisiert: Sehr gut/ gut=1)	,278**	,061	-,189	,097
Kompetenz Fachkenntnisse (Notenskala)	-,064	,056	,031	-,227**
Kompetenz Lernfähigkeit (Notenskala)	-,061	-,003	,194	,002
Kompetenz Kreativität (Notenskala)	,106*	,170*	-,375*	-,174*
Kompetenz Zeiteinteilung (Notenskala)	-,024	-,029	-,107	,089
Kompetenz Kritisches Denken (Notenskala)	-,060	,047	-,096	,109
Kompetenz Ausdrucksfähigkeit (Notenskala)	,062	,002	,116	,202*
Weiterbildungsteilnahme (ja=1)	,001	,036	-,048	,243**
Nutzung persönlicher Kontakte (ja=1)	,089 ⁺	,174 ⁺	-,009	,086
Absolventen mit anderem Schwerpunkt gesucht (ja=1)	,005	,025	-,184	-,198**
Familienorientierung (Notenskala: stimme völlig zu=1)	,063	-,116	-,056	,025
Karriereorientierung (Notenskala: stimme völlig zu=1)	,152**	,084	-,013	,157*

Standardisierte Regressionskoeffizienten zu Einkommen nach 12 Monaten für Fächergruppen

zu 3. Weiteres Beispiel für Ergebnisse

Exemplarisch für die Ergebnisse der Analysen werden für die subjektive Dimension nebenstehend die zur Ausbildungsadäquanz vorgestellt (Index aus mehreren Einzelfragen)

Regressionskoeffizienten für die Ausbildungsadäquanz ausgewählter Fächergruppen

	Ingwiss. R ² =,31** n=584	Mat/Nat. R ² =,26** n=170	Wirtwiss. R ² =,09 n=120	GeSowi R ² =,22** n=284
Abiturnote (Notenskala)	,008	,078	,084	-,121
Geschlecht (Männer=1)	,092*	,076	,197	-,087
Bildungsabschluß des Vaters (in Ausbildungsjahren)	-,033	-,023	,106	-,006
Bildungsabschluß der Mutter (in Ausbildungsjahren)	,042	-,010	,031	,006
Ausbildung vor Studium abgeschlossen (ja=1)	-,009	,054	-,123	,099
Wechsel (ja=1)	,050	,012	-,216 ⁺	,092
Dauer der Auslandsaufenthalte (in Monaten)	-,008	-,087	-,008	-,026
Nebentätigt. in den Semesterferien (häufig/ immer=1)	-,007	-,079	,084	-,026
Nebentätigt. in der Vorlesungszeit (häufig/ immer=1)	,029	,058	,009	,080
Fachl. Spezialisierungs-/ Vertiefungsmögl. (Notenskala)	-,174**	-,168*	-,009	-,183**
Vermittlung von Fachwissen (Notenskala)	-,301**	-,339**	,053	-,190**
Erlernen sozialer/ kommunikat. Fähigkt. (Notenskala)	,016	-,120	-,035	-,045
Einübung in selbständ. Lernen/ Arbeiten (Notenskala)	-,129**	-,069	-,137	,066
Hochschulsemester (Semester)	,004	,123	,085	,035
Berufseintrittsalter (Jahre)	-,004	-,070	-,017	,010
Note Abschlussprüfung (Notenskala)	-,052	-,176*	,078	-,130*
Englischkenntnisse (Sehr gut=1)	,071 ⁺	,094	,054	,025
Programmierkenntnisse (Sehr gut/ gut=1)	,070 ⁺	-,053	,109	,060
Kompetenz Fachkenntnisse (Notenskala)	-,065	-,080	-,143	-,079
Kompetenz Lernfähigkeit (Notenskala)	-,027	,081	,068	,123*
Kompetenz Kreativität (Notenskala)	-,035	-,078	-,037	-,143*
Kompetenz Zeiteinteilung (Notenskala)	-,067 ⁺	-,067	-,205 ⁺	-,113 ⁺
Kompetenz Kritisches Denken (Notenskala)	,031	,051	,033	-,052
Kompetenz Ausdrucksfähigkeit (Notenskala)	-,010	,034	-,291*	,153*
Weiterbildungsteilnahme (ja=1)	-,005	-,033	,125	,075
Nutzung persönlicher Kontakte (ja=1)	,048	-,016	,043	,000
Absolventen mit anderem Schwerpunkt gesucht (ja=1)	-,149**	-,043	-,139	-,228**
Familienorientierung (Notenskala: stimme völlig zu=1)	-,009	-,066	,042	,004
Karriereorientierung (Notenskala: stimme völlig zu=1)	-,073*	,035	,168	,056

4. Interpretation der Ergebnisse

4.1 Ausgangssituation

Als solche werden die individuellen Merkmale der Absolventen bei Studienbeginn bzw. die dem Ausgangspotential zugeordneten Aspekte betrachtet.

So weist für das **Einkommen** eine abgeschlossene Berufsausbildung die größten Effekte auf. Diese treten allerdings nur in einigen Fächern auf. Nennenswerte Beträge der Regressionskoeffizienten für das Einkommen, die aber nicht signifikant sind, haben in den ingenieurwissenschaftlichen Fächern zudem die Abiturnote und das Geschlecht.

Für die **Zufriedenheit** zeigen sich zu dieser Dimension nur in einzelnen Fächergruppen signifikante Effekte. So haben der Bildungsabschluss des Vaters und eine Ausbildung vor dem Studium in den Mathematik/ Naturwissenschaften Einfluss auf den subjektiv erlebten beruflichen Erfolg. In den Ingenieurwissenschaften zeigt sich eine Tendenz, dass Frauen unzufriedener sind. In den Geisteswissenschaften gehen eine bessere Selbsteinschätzung der Fachkenntnisse* und eine stärkere Familienorientierung mit einer geringeren beruflichen Zufriedenheit einher.

Ausbildung vor dem Studium

Für die **Ausbildungsadäquanz** ist in den Ingenieurwissenschaften insgesamt v.a. das Geschlecht relevant. Frauen schätzen die Adäquatheit der Tätigkeit zur Ausbildung geringer ein. Eine Ausbildung hat hierauf je nach Fakultät unterschiedliche Effekte. In den anderen Fächergruppen und hochschulweit lassen sich keine Effekte feststellen.

*Dieser nicht hypothesenkonforme Effekt könnte möglicherweise darauf zurückzuführen sein, dass Absolventen mit besseren Fachkenntnissen (Selbsteinschätzung) häufiger im Bereich Hochschule und Forschung arbeiten und in prekären Beschäftigungssituationen tätig sind (überwiegend befristet und Teilzeit bei geringen Einkommen).

4.2 Prozess der Hochschulbildung bzw. Studienverlauf

Die Betrachtung des Prozesses der Hochschulbildung bzw. des Studienverlaufes der Absolventen wurden neben dem häufiger untersuchten Einfluss von Auslandsaufenthalten und Nebentätigkeiten auch Aspekte der Prozessqualität des Studiums einbezogen.

Tatsächlich zeigen auf das **Einkommen** (neben Auslandsaufenthalten) auch die Einschätzungen der fachlichen Spezialisierungs- und Vertiefungsmöglichkeiten signifikante Effekte, die hypothesenkonform ausfallen.

Auslandsaufenthalte

Mit einer höheren beruflichen **Zufriedenheit** einher geht eine positivere Einschätzung der fachlichen Spezialisierungs- und Vertiefungsmöglichkeiten, ebenso wie das Vorhandensein (sehr) guter Programmierkenntnisse.

Spezialisierungs- und Vertiefungsmöglichkeiten

Für die **Ausbildungsadäquanz** haben die fachlichen Spezialisierungs- und Vertiefungsmöglichkeiten und die Vermittlung von Fachwissen in allen Fächergruppen großen Einfluss. Bei den Ingenieurwissenschaften und hochschulweit gilt dies auch für die Einübung in selbständiges Lernen/ Arbeiten.

Fachwissen

Selbständiges Arbeiten

4.3 Studienergebnisse

Für das **Einkommen** ist von den Studienergebnissen v.a. das Berufseintrittsalter entscheidend, wobei der Effekt in mehreren Fächergruppen wie auch hochschulübergreifend der Hypothese entgegengesetzt auftritt. So geht ein geringeres Berufseintrittsalter nicht mit höheren, sondern niedrigeren Einkommen einher. Bei einigen Ingenieurwissenschaften kann – hier hypothesenkonform – eine kurze Studiendauer jedoch durchaus förderlich sein. In mehreren Fächergruppen ist darüber hinaus die Ausprägung sozialer Kompetenzen wie Kreativität und Ausdrucksfähigkeit zum Zeitpunkt des Studienabschlusses bedeutsam.

Berufseintrittsalter (Studiendauer) Kreativität und Ausdrucksfähigkeit

Auf die **Zufriedenheit** gehen – mit Ausnahme der Studiendauer bei den Ingenieurwissenschaften – keine Effekte von den Studienergebnissen aus. Die Ingenieure mit längerer Studiendauer sind wie erwartet unzufriedener mit ihrer beruflichen Situation.

Bezüglich der **Ausbildungsadäquanz** lassen sich fächerübergreifende Effekte nur bei Abschlussnoten nachweisen: Bessere Noten gehen mit etwas höheren Chancen einher, eine adäquate Tätigkeit zu finden. Für die Ausprägung bestimmter Kompetenzen bei Studienabschluss, die hier der Dimension Studienergebnisse zugeordnet wurde, gibt es ebenfalls signifikante Effekte. Allerdings fallen sie je nach Fächergruppe verschieden aus.

4.4 Berufseinstieg und Berufsverlauf

Für den Berufseinstieg und Verlauf lassen sich auf das **Einkommen** mehrere signifikante Effekte der Weiterbildungsteilnahme und (hochschulweit) der Nutzung persönlicher Kontakte bei der Stellensuche aufzeigen. Eine deutlich geringere **Zufriedenheit** zeigte sich bei den Absolventen, die bei der Stellensuche die Schwierigkeit erlebten, dass meist Absolventen mit einem anderen Schwerpunkt gesucht wurden. Außerdem hat diese Schwierigkeit erwartungsgemäß auf das Ausmaß der **Ausübung einer ausbildungsadäquaten Tätigkeit** fächerübergreifend großen Einfluss. **Kontakte**

4.5 Aktuelle Situation/ berufliche und private Orientierungen

Für die zusätzliche separate Betrachtung individueller Merkmale zum Befragungszeitpunkt (neben denen zu Beginn des Studiums) war u.a. die Überlegung leitend, bei der Interpretation der Ergebnisse auch die persönlichen Orientierungen bezüglich Familie bzw. Karriereambitionen einzubeziehen. Sie können zum Befragungszeitpunkt deutlich andere sein als zu Beginn des Studiums und so den Einfluss individueller Merkmale bei Beginn des Studiums abschwächen oder verstärken.* Tatsächlich sind in mehreren Fächergruppen wie auch hochschulübergreifend relativ starke Effekte der Karriereorientierung auf das **Einkommen** nachweisbar. In den Geisteswissenschaften, (die traditionell den höchsten Frauenanteil aufweisen) geht eine stärkere Familienorientierung mit einer geringeren beruflichen **Zufriedenheit** einher. Für die **Ausbildungsadäquanz** ist wiederum die Karriereorientierung relevant. Allerdings beschränkt sich dies auf die Ingenieurwissenschaften. **Karriere oder Familie?**

* Ein höherer Anteil von Frauen oder von Absolventen mit niedriger sozialer Herkunft könnte sich negativ auf die Ergebnisse zum beruflichen Erfolg auswirken, was durch eine zum Befragungszeitpunkt vorhandene stärkere Familienorientierung und/oder geringere Karriereorientierung noch verstärkt würde.

5. Schlußfolgerungen

Was nützen solche Erkenntnisse? Welche Schlussfolgerungen könnten daraus abgeleitet werden? Nachfolgend Diskussion für drei mögliche Zielstellungen:

1. **Reflektion des Ausbildungsprogramms** insgesamt sowie
2. **Information der Absolventen** über Erfolgsaussichten und Erfolgsfaktoren zur Unterstützung der Absolventen beim Berufseinstieg.
3. **Forschungsdiesiderata**

5.1 Reflektion des Ausbildungsprogramms

- Ansatzpunkte z.B. aus Anregungen für **Spezialisierungs- u. Vertiefungsmöglichkeiten** sowie
- dem Zusammenhang von höheren Ausprägungen in Fach-, Programmier- und Sprachkenntnissen, Kompetenzen der Zeiteinteilung und Kreativität mit besseren beruflichen Chancen. Dies lässt sich mit Forderungen zu einer stärkeren **Förderung von sogen. Schlüsselkompetenzen** in Einklang bringen (vgl. auch z.B. Schaeper/Briedis 2003).
- weiterer Ansatzpunkt wäre eine **Unterstützung beim Berufseinstieg** mittels Nutzung persönlicher Kontakte aus Jobs oder Praktika im Studium. (Z.B. könnte dies auch durch Absolventenvereine oder -referate der Hochschulen, Career-Service o.ä. Maßnahmen geschehen.)

5.2 Information der Absolventen

- weiterer möglicher Nutzen wäre eine Information der Absolventen für die Unterstützung beim Berufseinstieg (auch z.B. durch Absolventenreferate und -vereine, die damit zudem gezielt für Mitglieder werben können).
- Absolventen wäre es ggf. möglich, **bestimmte Kompetenzen gezielt zu verbessern** (z.B. in privater Initiative oder auch in Weiterbildungen der Hochschule, für die so Interesse geweckt werden kann). Außerdem könnten sie ihre eigene Qualifikation im Vergleich zu anderen Absolventen und deren Auswirkungen auf die mögliche Verhandlungsspanne besser einschätzen und dies z.B. bei Einstellungsverhandlungen einbeziehen. Ggf. ist auch hilfreich zu wissen, inwieweit spezifische fachliche Schwerpunktsetzungen, **aber auch individuelle Voraussetzungen für individuellen beruflichen Erfolg relevant** sein können, wie Geschlecht, soziale Herkunft und (wahrgenommene) Karriereorientierung.
- Allerdings: Die Betroffenen müssten diese **Informationen in verantwortungsvoller Weise** erhalten und dann selbst bewusst entscheiden, inwieweit sie sich Anforderungen des Arbeitsmarktes anpassen wollen. Z.B. könnte die Entscheidung auch lauten, einen Schwerpunkt zu wählen, der als interessant und spannend empfunden wird, selbst wenn er kaum Arbeitsmarktchancen verspricht. Jemand, der seinen Interessen und Fähigkeiten folgt, könnte sich schließlich auch selbst ein (neues) Arbeitsfeld schaffen. Hier zeigen sich auch die Grenzen von solchen Studien.

5.3 Forschungsdesiderata

Weiterer Nutzen wäre von einer Weiterentwicklung der Forschung zu erwarten, z.B.:

- ähnliche Analysen wie o.g. an weiteren Hochschulen/ Regionen (z.B. mit entspr. Ressourcen grundsätzlich möglich zu Falk/Reimer 2007: Bayrisches Absolventenpanel, Oesterling 2008: Absolventenstudie Rheinland-Pfalz sowie im INCHER Projekt 2008/09: „Studienbedingungen und Berufserfolg“). Dabei wäre ein **besonderes Augenmerk auf die Relevanz von Ausgangsbedingungen** zu richten.

- Darüber hinaus wären **aktuelle, bundesweit repräsentative Analysen** zu Determinanten des beruflichen Erfolges von Hochschulabsolventen (vgl. z.B. zuletzt Enders/Bornmann 2001: Karriere mit Doktorhut) wünschenswert

- **Generelle Verfügbarkeit von staatlich finanzierten Daten** für bundesweite Längsschnitt-Analysen von Absolventenbefragungen über einen längeren Zeitraum nach Studienabschluss (Bislang sind über gesis.org mit Stand 4.2.2009 einzig zwei Erhebungswellen des HIS-Absolventenpanels 1997 verfügbar.)

- **Vertiefte Forschungen zur Eignung von Kompetenzerwerb als Indikator für Wirkungen der Hochschulbildung** zusätzlich zu (a) Analysen des beruflichen Verbleibs und Bewältigung der beruflichen Anforderungen auch zu (b) Selbsteinschätzung von Kompetenzen (analog Bundesamt für Statistik der Schweiz), sowie auch zu (c) Testung von Kompetenzen analog PISA-Studien, wie von der OECD und IEA geplant und z.T. in Vorstudien bereits erprobt (vgl. Roadmap AHELO-Projekt, Konzeption TEDS-M-Projekt)

6. Ausblick für Auswertungen

Der gemeinsame Grundstock ermöglicht – neben den vorliegenden Erfahrungen – eine effizientere und effektivere Datenerhebung und -auswertung, als dies einzelnen Hochschulen allgemein möglich ist. So bräuchten große Teile von Auswertungsroutinen und von Online-Fragebögen nur einmal erstellt und könnten nachgenutzt werden und postalische Befragungen zur Erzielung von erheblichen Portorabatten (bis zu 60%) koordiniert werden. Und schließlich könnten Ergebnisse derselben Fächer anderer Hochschulen zur Einordnung der eigenen Ergebnisse genutzt werden (auch Institution komplett anonymisiert, wenn gewünscht), wobei wiederum unterschiedliche Ausgangsbedingungen zu berücksichtigen wären.

„Äpfel-und-Birnen“-Vergleich?

So bräuchte sich Hochschule A1 nicht in den ggf. zum Vergleich ungeeigneten Durchschnitt z.B. aller Maschinenbau-Fakultäten einzuordnen. Vielmehr könnte sie sich mit einer ähnlich großen, drittmittelstarken Hochschule A2 vergleichen. Und Hochschule B1 mit einer ähnlich kleinen, z.B. betreuungsstarken Hochschule B2. Wie jeder Vergleich „hinkt“ sicher auch dieser. Aber Absolventen als „Botschafter“ der Hochschule wirken in hohem Maße auch bereits jetzt imagebildend und dies zu erfassen und zu reflektieren erscheint daher sinnvoll.

Ausführlichere Informationen:

- zu den QM-Projekten der Universität Freiburg: <http://www.qm.uni-freiburg.de/projekte>

- zu Anforderungen an Absolventenbefragungen zur Analyse der Wirkung von Hochschulleistungen und -qualität der Band: „Leistungsbewertung, Leistungsanreize und die Qualität der Hochschullehre“ (2007)
www.universitätsverlagwebler.de/krempkow.html

- zu Analysen der Determinanten beruflichen Erfolges:
Zeitschrift für Evaluation 1/2006 (www.zfev.de), S. 7-37, bzw.
http://www.kfbh.de/downloads/Was_macht_Hochschulabsolventen_erfolgreich.pdf

- zu den Dresdner Absolventenstudien:
www.kfbh.de/absolventenstudie

Studentische Mobilität mit der Einführung der Bachelor- und Masterstudiengänge. Ein Erfahrungsbericht.

Beitrag zum Workshop „Quality and Equity in Higher Education. International Experiences and Comparisons“ vom 23. bis 25. November 2008 an der Universität Konstanz

Regina Sonntag-Krupp

Leiterin des International Office der Universität Konstanz

In Zeiten der Internationalisierung des Studiums wird ein Auslandsaufenthalt als immer wichtiger eingeschätzt. Doch gerade im Zuge des Bologna-Prozess und dem Aufbau eines einheitlichen Europäischen Hochschulraums zeigen sich deutliche Veränderungen in der Mobilität der deutschen Studierenden. Diese Erfahrungen machen zumindest die Auslandsämter der Universitäten.

Zwar sollte die Einführung des ECTS sicherstellen, dass die Auslandsaktivitäten der Studierenden vereinfacht werden, indem die Leistungen international wechselseitig angerechnet werden können. Doch leider ist dieser positive Effekt bislang nicht eingetreten. Die Zahl der Studierenden, die für ein oder mehrere Semester an eine andere europäische Hochschule gehen und dort Auslandserfahrungen erwerben, ist tendenziell rückläufig.

Dabei sollten nicht nur die neuen Studienstrukturen einen positiven Effekt auf die Anzahl der Auslandsaufenthalte haben. Auch die Auslandsämter haben ihre Aktivitäten verstärkt und bieten inzwischen mehr Beratung und Unterstützung für Studierende, die einen Auslandsaufenthalt planen. Dennoch hat im Bachelor-Studium die Zahl derjenigen Studierenden abgenommen, denen ein Auslandsaufenthalt möglich ist. Allerdings liegt diese Abnahme der Auslandsaktivitäten nicht am mangelnden Interesse. Denn ein überwiegender Teil der Studierenden zieht ein Auslandsstudium zumindest in Betracht und wünscht sich, während des Studiums ein oder mehrere Semester in einem anderen Land zu absolvieren.

In der Regel gilt der europäische Studienraum als gewünschtes Aufenthaltsziel, der Sprachkenntnisse der Studierenden wegen, aber auch auf Grund der Anerkennung der im Ausland erbrachten Studienleistung an der heimischen Universität.

Trotz dieser Anstrengungen und Aktivitäten sind, zumindest in Deutschland, die Auslandsaktivitäten während der ersten Studienphase, also bis zum Abschluss als Bachelor, zunehmend rückläufig. Zudem wird die Dauer der Auslandsaufenthalte immer kürzer. Obwohl sich die Studierenden einen tatsächlichen Studienaufenthalt an einer ausländischen Hochschule vornehmen, erscheint den meisten nur eine kurze Unterbrechung des Studiums möglich. Diese erfolgt dann häufig im z.B. im Rahmen eines Sprachkurses oder eines Praktikums. Längere Auslandsaufenthalte mit tatsächlichem Auslandsstudium werden dagegen seltener. Dabei sind erst ab einer gewissen Aufenthaltsdauer reale kulturelle und sprachliche Erfahrungen zu machen, die einen konkreten Einfluss auf den Erwerb von interkulturellen Kompetenzen haben und sich positiv auf die Karrierechancen auswirken.

Ganz deutlich werden diese Tendenzen auch bei der Zahl der Bewerbungen um ein Auslandsstudium. Nach den Erfahrungen der Auslandsämter kamen vor der Einführung der Bachelor-Abschlüsse auf jeden im Ausland angebotenen Studienplatz ca. drei Bewerbungen. Heutzutage kommen dagegen bei den Studierenden vor einem ersten Abschluss nur noch ca. 1,5 Bewerbungen pro Studienplatz.

Aus studentischer Sicht hat die Abnahme der Auslandsaktivitäten verschiedene Gründe. Neben den Mehrkosten für einen Auslandsaufenthalt, die durch die Gewährung von Zuschüssen und Stipendien nicht gedeckt sind, haben die Studierenden insbesondere die Befürchtung, Zeit zu verlieren. Sie fühlen sich unter dem Druck der Aussagen von Politik und Wirtschaft, dass nur ein schneller Abschluss als Bachelor in einer Regelstudienzeit von sechs bis sieben Semestern Erfolg auf dem Arbeitsmarkt verspricht. Diese Zeitvorgabe kann mit einem Auslandssemester häufig nicht eingehalten werden, da die Curricula in den einzelnen Studienfächern noch nicht an diese Veränderungen angepasst sind. Häufig werden Kurse, die zur Weiterführung des Studiums vorgeschrieben sind, nur ein Mal pro Jahr angeboten. Kann ein solcher Kurs erst ein Jahr später nachgeholt werden, wird der Zeitverlust als zu groß eingeschätzt, um den finanziellen und organisatorischen Aufwand zu rechtfertigen. Das Auslandsstudium wird, wenn es überhaupt durchgeführt wird, auf ein Masterstudium im Ausland verlagert.

Auf der Ebene der Fachbereiche bestehen häufig zu wenig Absprachen zwischen inländischen und ausländischen Hochschulen, die durch einen gezielten Abgleich der Studienleistungen und daraus folgend deren vollständige Anerkennung an der Heimathochschule diesen Missstand beheben könnten. Die inhaltlichen Zielsetzungen für einen Auslandsaufenthalt sowie die geographisch möglichen Ziele erschließen sich den Studierenden nicht unbedingt.

Schließlich befindet sich die Einführung der Studienabschlüsse Bachelor und Master auf ganz unterschiedlichem Stand des Fortschritts an den europäischen Universitäten. Dort wo bereits vergleichbare Studienstrukturen anzutreffen waren, kann die Umstellung als relativ weit fortgeschritten angesehen werden. Doch trotz der Einigung der Europäischen Länder, bis zum Jahr 2010 einen einheitlichen europäischen Hochschulraum zu schaffen, sind die Bachelor- und Masterstudiengänge nicht in gleicher Weise international kompatibel. Eine Tatsache, die den Studierenden einen Auslandsaufenthalt nicht gerade erleichtert.

Tendenziell besser sind die Möglichkeiten für ein Auslandsstudium für Studierende nach einem ersten Abschluss. Daher ist auch die Bereitschaft das Master-Studium ganz oder teilweise im Ausland zu absolvieren deutlich größer. Auch innerhalb der Promotionsphase nehmen die Auslandsaktivitäten der Studierenden im Vergleich zum Bachelor-Studium zu. In diesem Studienabschnitt planen jedoch viele Studierende den Aufenthalt in einem außereuropäischen Land, da dort die Möglichkeiten zur Teilnahme an Forschungsvorhaben oft besser sind, als hierzulande. Obwohl diese Entwicklung als positiv gesehen werden kann, sollte dennoch ein mehrmonatiger Studienaufenthalt im Ausland schon während des Bachelor-Studiums möglich sein. Es wäre wünschenswert, dass hierfür die notwendigen Strukturen geschaffen werden, so dass möglichst viele Studierende bereits vor dem Abschluss als Bachelor einen angemessenen Auslandsaufenthalt vorweisen können. Denn dies ist eines der wesentlichen Ziele in der Schaffung eines einheitlichen europäischen Hochschulraums.

DESIGN AND COMPOSITION OF QUESTIONNAIRES: TECHNIQUES FOR RESPONSE BEHAVIOR BY EXTREMELY LONG INSTRUMENTS

Prof. Gediminas Merkys
Dept. of Sociology, Kaunas University of Technology, Lithuania
E-mail: gediminas.merkys@ktu.lt

Research problem and methodological context of the paper. There are criteria of traditional empirical social research methodological quality: objectivity, representativeness, reliability, validity, efficiency and utility. They are also valid for survey research. The existing criteria could be reasonably complemented by the following criteria: variety and substantiality of inquiring indicators.

Ontological background. Psycho-social reality is complicated, multidimensional, contextual, stochastic, and constructive. Consequently research that is operating by the small number of variables, extracted from the complex reality could not provide about such a reality anything eloquent. As an exception could be considered experimental or confirmational studies, founded theoretically and acting in previously explored area. Representatives of qualitative paradigm are criticizing extortion of several abstract variables from the complex reality. Partly this is done deservedly.

Methodological background. Mathematically the longer the test, the higher the reliability. Validity and reliability are mathematically interrelated. Big and large structure of primary indicators means that construct is fully reflected, consequently valid. It is requested that dependent variable should be extremely valid and reliable. It means that test should be long. Independent variables could be like shorten test versions, but there are should be plenty of them. Otherwise test has no ecological validity. Valuable empirical research is operating by the high number of *indicators (primary items)*. For example: Minnesota Multiphasic Personality Inventory¹, European Social Survey² and others.

High number of primary items leads towards long survey instrument. Long questionnaire as a trait of quality eventually could become anti-quality. Long questionnaire is problematical in filling. Also tiredness of respondents, de-motivation, formal filling, low questionnaires reciprocity rate, considerable part of discarded questionnaires is an important factor and should be taken into account. On a whole – as a result: unreliable and non valid research.

Long questionnaire as a quality and long questionnaire as a risk of research disruption are two each other denying opposites. In practice often should be solved problems, which essence is adjustment of opposites. For example, a lot of motorists prefer to have powerful, dynamical engine and here with wish that this engine would absorb small amount of fuel, would be an economical one.

¹ http://www.pearsonassessments.com/mmpi2_correct.aspx

² <http://www.esds.ac.uk/International/access/l4732.asp>

Endeavours of the methodologist more frequently oriented towards already presented answer (manifest variable) analysis, by using different statistical models from True Score Theory till different variety. Survey consists of 1) system of stimuli; 2) particular answer format and 3) answers. It is noted, that survey (development of the questionnaire) is a process of constructivist nature and answers of the respondents (and survey quality) depends on that what stimuli and answer format presents researcher. For such an aspect as a presentation of stimuli system and answer format is appointed in comparison less attitude of methodologist. Formation of stimuli and presentation of answer format it is not perceived as scientific problem. Those are simply didactical advices how to create a questionnaire. There are a questionnaire construction, composition means and techniques, based on specially organized graphical design. By using extremely long questionnaires these methods and means are increasing respondent's motivation, attitudes and increase quality of the survey.

Experience of application of extremely long questionnaires

Empirical and experience basis. Methodological advices about construction of long questionnaires are not only hypothetical. They are based on experience on several tens of empirical studies. The most important of them are the following: a) research on quality of life and satisfaction by municipality provided services; b) work organizations personnel research; c) By the Lithuanian Ministry of Education and Science ordered school children and educators research; d) dissertational projects: study of prisoners re-socialization; study of families, raising disabled children; study of students ethnical identity and emigrational attitudes; Research on Lithuanian inhabitants attitudes towards self - defence; small business representatives opinion research and etc. It is noted, that experience about construction of extremely long questionnaires is collected by working in a very diverse populations. In *common resident's population, target populations*: school children, teachers, students, prisoners, and staff of very diverse work organizations. Therefore, experience based regularities and below formulated recommendations is universal and valid for different categories of respondents. The samples of conducted studies are conditionally high – from 500 till 2000 or more respondents. Conventional definition long questionnaire starts from 200 primary items. Despite application of extremely long questionnaires, achieved a very high rate questionnaire reciprocity 80-98%

Traditional vs. online survey. Methodological advices are formulated based on traditional *paper - pencil surveys*. Hypothetically it is possible to state that all the recommendations could be transferred into *research*. Moreover, in a case of online research these recommendations are even more important. We are going to perform appropriate experiments in the future. We are not against online survey. Application of online survey in Lithuania is complicated due the following reasons: older population (older than 45) and residents of periphery are less computerised. Lack of computer literacy negatively affects measurement results. It is also violated measurement equivalence principle for all respondents groups. The extent of computerisation in Lithuania is very large therefore there would be no such a problem in the future.

Search and construction of particular methodological techniques, optimising questionnaire partly was based on the following theoretical traditions: 1) neo-behaviourism and classical test theory; 2) evolutionary psychology 3) Lev Vygotskyj sociocultural psychology.

In this context is worth to mention the role of one or another theoretical tradition. It is important to note that we are not talking about mechanical sum of theoretical ideas, but about synergetic effect of cognition and heuristics (see Appendix 1 and Appendix 2).

Classically behaviouristic notions stimuli and reaction in test theory transformed into concepts of test stimuli and answer behaviour. The difference is that test theory, as known, does not deny existence of mental structures and their scientific status as, but treats them like a latent construct. From the answer behaviour is decided about latent construct. Here arises methodological requirement by questionnaire construction correspondence (logical, syntax, graphical aspects) test stimuli and answer format. Though this demand is trivial, unfortunately, is test and in particular in survey research practices is implemented enough rejection ally.

Analysis strengthening of questionnaire stimuli material and questionnaire answer format important becomes evolutionary psychology. Essentially is, that graphical elements, properly created cryptograms persons perceives faster and easier than text. Further suppose that round and not contrast forms are easier readable and perceivable by the person, than quadratic forms, which quite popular formatting answer format are graphically. Quadratic form, as geometrical idealization is in natural environment practically nesutinkama, it distinguishes by huge informational noise. Even worse if quadratic answer format strengthened by the numbers. Then numbers commonly get supplemental connotative meaning, for example, due to association with school marks or traditional ranking and etc. Fluent relationship between stimuli material and answer format in that case polluted by supplementary by researcher not controlled meanings. Application of not contrast, oval forms with minimal textual element is easily understandable by respondents. Such organized questionnaire is easy readable and quickly and filled. Human, as biological origin, neurology, perceptual processes settled 140-150 thous. years ago. The history of culture seeks about 6 thous. years, including such an attributes as symbols, signs, numbers, letter, geometrical figures and etc.

In this context especially important is L. Vygotsky socio-cultural psychology and its education about mediate stimulation by using signs and about higher mental processes localization in brains, when stimulation of one sphere could influence (strengthen) expression of other sphere (psychical function).

Suitable answer format strengthening by graphical elements evokes mediate stimulation, which allows getting very structured and valid response. Application of mediate stimulation, based on graphical elements activates higher parts of brain and could be characterised by better extraction of information about mental processes.

Composition and graphical elements and the principles and rules of graphical composition

- **Elimination of excessive information and elimination of informational “noise“.** In a questionnaire (in both standpoints: content and graphics) should not remain any excessive information, that is directly not related to presentation of stimuli and fixation of answer formats. For example, disposable questions number, answer format based on numbers rarely is vicious due its double talk (For example, presentation of Semantic Differential answers by the numbers). Quadrates are used as an answer format is from the informational point of view noisier than easily toned circles. By the graphical shaping of questionnaire should be avoided flickering, blinking and teasing contrasts.
- **Creation of compositional rhythmic.** Affects of tiredness, monotony should be prevented which are inevitably arise by filling long questionnaires. There is an adjustment of different answer formats. There is an effect of learning by filling; rhythmical rotation of them refutes monotony.
- **Application of graphical symbols, metaphors and analogies.** There is an effect of interim stimulation according to the Lew Vygotsky³. In questions and answer formats verbal and graphical material is combined.

³ <http://starfsfolk.khi.is/solrunb/vygotsky.htm>

- **Relaxing pictures.** Humorous, relaxing pictures could be used. They should not be directly related to the content of questionnaire. They should be artistic, realistic but not an abstract, better linear and not toned. They should not dominate or dwarf. For example, perfectly fits pictures of Herluf Bidstrup⁴.
- **Questionnaires cover list shaping and motivating instruction.** Cover list is presented as a poster. It is necessary some meaningful graphical accent. The idea of the research is presented by the capital letters as a laconic watchword. Later on detailed motivating instruction is presented. Questionnaires printed qualitatively in the printing house and bounded as an illustrated journal. The cover should be coloured.
- **Application of principle of matrixes for construction of questions and answers.** Application of matrixes allows in a modest questionnaire page space to present high number of stimuli and answer fixing places.
- **The harmony of syntax and graphical means.** The harmony of syntax and graphical means fluently interlinks stimuli and answers. Double stimulation (interaction of oral and graphical view) empowers make more laconic difficult questionnaires, to present them clearly and shortly.
- **Spreading of questionnaire filling into several stages.** Created respondent code is assuring anonymity (confidentiality), but allows connecting measurements accomplished by the different stages.

Conclusions

All the proposed means and techniques are successfully proved and certified in real research practise. It is important to apply them not severally but consentaneously. That is created favourable synergetic effect. Plans for the future: obtain objective advantages of suggested methodic based on priority of offered methodics, based on quantitative research.

References

- Entwicklung und Lernen aus kulturhistorischer Sicht: Was sagt uns Wygotski heute/ Joachim Lompscher (Hrsg.). Marburg: BdWi-Verl., 1996 (Internationale Studien zur Tätigkeitstheorie); Bd. 4.1/2) S. 143-162.
- Merkys, G. (1998). Kulturhistorische Methoden. In: Handbuch der Angewandten Psychologie: Grundlagen, Methoden, Praxis. 6. Erg. Lfg.8/98. Rosenstiel&Molt (Hrsg.). Landsberg: Ecomed Verlagsgesellschaft, 1998.
- Rost, J. (2004). Lehrbuch Testtheorie – Testkonstruktion. Verlag Hans Huber. Zweite überarbeitete und erweiterte Auflage.

http://www.pearsonassessments.com/mmpi2_correct.aspx

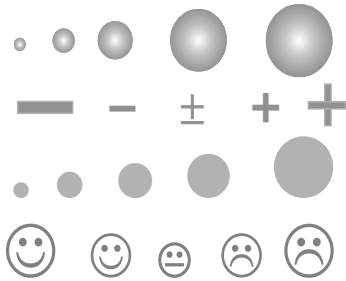
<http://www.esds.ac.uk/International/access/I4732.asp>

<http://starfsfolk.khi.is/solrunb/vygotsky.htm>

<http://www.bidstrup.ru/>

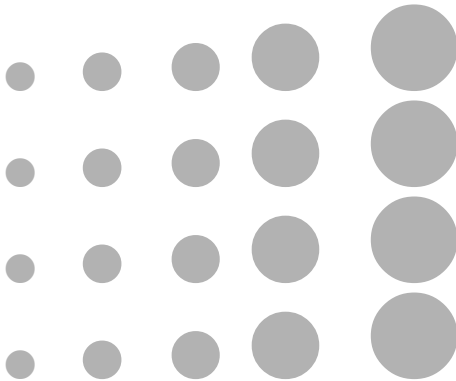
⁴ <http://www.bidstrup.ru/>

Appendix 1



	keine	wenige	manche	die meisten	alle
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not important					Very important
	1	2	3	4	5

Appendix 2



1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

Testing of school knowledge as a step towards the equality of access to higher education - Analysis of the first results

Prof. Andrii Gorbachyk

Kyiv National Taras Shevchenko
University (Ukraine),
Dean of the Sociology Faculty

Ukraine signed Bologna convention and till 2010 we had to make significant changes in our system of higher education. Now we have wide range of discussions about adoption of 3-levels education degree system (bachelor, master and PhD), content of higher education, quality of education, management of the universities etc.

According to the results of European Social Survey (Round 3, survey in Ukraine was conducted in 2007) Ukrainians evaluate national system of education rather low, mean value 4.1 on the scale from 0 (very bad) to 10 (very good). This is the worse value among European countries participated this project, except of Portugal (mean value 3.9).

I would like to speak about two topics – study motivation of students and equity of access to the high education. Somewhat these two topics are rather closely related.

I will use the data of student's survey conducted in Kyiv National University in March 2008 (population – students of the 8 faculties of Kyiv University, self-completion of the questionnaire, N= 794) and the results of winter examinations of the first year students at the Sociology faculty (N=83).

According to the our survey in Kyiv University (March 2008) about 73% of students reported that they entered Kyiv University for getting good education (they are motivated for study), 27% of students reported another reasons (advise of parents or friends, expectation of joyous student's life, preparation for study abroad etc.). Motivated for study students are more satisfied of the level of teaching than other students (see Table 1).

Table 1
Mean satisfaction of teaching in two groups of students. Scale: 1 – "not satisfied", ... 5
– "completely satisfied"

	N	\bar{X}	S
motivated for study students	582	4.04	0.98
other students	212	3.85	1.11

Difference of means is significant, $p < 0.05$

Motivation for study as the factor strongly influences not only results of the study but also satisfaction of teaching level. How to select for the study at the University highly motivated young people with good level of knowledge? Every summer young people, who graduated secondary school, had to pass special examination to enter universities or technical institutes. University or institute was responsible to prepare questions for examination, university's or institute's teachers conducted entrance examinations. It means that every university or institution in fact had own criteria for students selection. The process of selection was non-transparent. Many people suspected high level of corruption in the process of entrance examination and selection. Especially because some students don't pay tuition and receive stipend from state (they passed entrance examination with good mark, education of this students is financed from state budget) and other students must pay tuition and never get stipend from state (even if they have excellent result in study).

Last year situation was completely changed. People, who wanted to enter university or institute, had to go to independent state testing center, pass standard test and get special certificate with mark on selected discipline (mathematic, language, physics, chemistry, biology, history etc.). There was no entrance examination at all last year. Selection of the students was based only on the marks from this independent (independent of any university or institute) state testing centers. This selection process looks as much more transparent and more free of possibility for corruption. It increases equality of access to higher education and gives more opportunity for getting good quality education for university entrants from village schools. Children from not reach families received opportunity to get free education in top universities where tuition is rather high.

I tried to evaluate the quality of such a selection by analysis of the marks after first semester of study. I am going to speak only about students from the sociology faculty. Last September 83 students started learning at the sociology faculty. Selection was done on the base of certificates of Ukrainian language and history (range of marks from 124 to 200 for both subjects). About 600 school-leavers applied for sociology faculty. University commission selected 37 the best applicants (applicants with highest sum of this two marks – language

and history), 12 future students was accepted because privileges they have (according to the law orphans and some other categories of children have right to enter any faculty in any university in spite of marks in certificates). So, 49 student was accepted on the state budget financed places. Another 34 students agreed to pay tuition. Table 2 contains group means of marks. It's quite natural that first group (state budget without privileges) has statistically higher mean marks ($p < 0.05$) on both subject (language and history) than other two groups (because of selection criteria for this group).

Table 2

Mean marks in entrance certificate for three groups of first year of study students.

	N	Mean mark on language	Mean mark on history
State budget, no privileges	37	191.7	189.3
State budget, privileges	12	170.3	163.7
Contract, tuition	34	168.8	168.1
TOTAL	83	179.2	176.9

After the first semester of study students had three examinations – "History of Ukraine" (the same subject as in one of entrance certificate), "Culturology" and "Basics of ecology and sociobiology". For all these exams first group (state budget without privileges) has statistically higher ($p < 0.05$) mean than other two groups. So, people, who entered university because of good knowledge (not because of privilege or ability to pay tuition), demonstrates better results after first semester. It means that using selection criteria based on the sum of marks in the certificates is fair.

Then we studied the correlation between results of tests (marks in certificate, range from 124 to 200) and results of examinations after first semester (range from 60 to 100), especially correlation between test on history of Ukraine (in entrance certificate) and result of examination on history of Ukraine. Even if we have the same subject (history of Ukraine) it's not a test-retest correlation because time distance between test and exam is rather long (about half of the year) and topics for test and for exam are really different. However we expect rather high and positive correlation between these two marks, especially for the first group (budget without privileges). In our empirical data correlation is positive but not very high (Pearson's $r = 0.45$, Spearman's $\rho = 0.50$). It means that prognostic validity of this entrance test (on history) is not very high.

In 2008 the number of university entrants from village schools increased in comparison with previous year. It means that young people from small villages now have more opportunity to enter Kyiv University (at least sociology faculty) than before. But there is

an opinion that in Ukrainian big cities secondary schools are better than in small villages. We compared first semester results for two groups of people – who graduated secondary school in Kyiv and not in Kyiv.

Table 3

Examination after first semester, mean marks for two groups

		History	Culturology	Basics of ecology and sociobiology
from Kyiv	46	78.3	86.0	80.6
not from Kyiv	37	84.8	89.0	89.1

As we see in Table 3, students, who graduated secondary school out of Kyiv, have even better marks ($p < 0.05$) on examinations than people, who graduated secondary school in Kyiv.

Of course, all this conclusions about influence of new procedure of students selection on the quality of study are very tentative. We need more systematically collected data to test our hypotheses. That's why we started university monitoring survey for study changes and trends in study motivation, professional expectation, study satisfaction etc. We are interested in cooperation in comparative empirical study of students life and university situation with European universities, which have good experience in this field.

Prof. Werner Georg / Tino Bargel / Monika Schmidt

AG Hochschulforschung + FREREF Réseau Uni 21
**Quality and Equity in Higher Education -
International Experiences and Comparisons**
Workshop at the University of Konstanz
23 – 25 November 2008

Program

Sunday, 23 November 2008 - Arrival

19.30 Welcome Dinner

Monday, 24 November 2008

- 9.00h Address of welcome and opening of the workshop
(Tino Bargel, Prof. Dr. Werner Georg, Regina Sonntag-Krupp)
- 9.30h Introductory lecture
**Education research in international comparison: Inequality among students
in European countries**
Prof. Dr. Walter Müller, Mannheimer Zentrum für Europäische Sozialforschung
- 10.30h Coffee break
- 10.45h Lecture and discussion
**Individual and institutional factors to drop out of higher education -
a multilevel analysis**
Prof. Dr. Werner Georg, AG Hochschulforschung, University of Konstanz
- 11.30h Lecture and discussion
Evaluation of study quality - does inequality matter?
Dr. Alain Fernex, Prof. Dr. Charles Hadji, Dr. Laurent Lima, University of Grenoble,
Laboratory of educational sciences
- 12.30h Lunch (International meeting center, University of Konstanz)
- 14.00h FREREF - Réseau Uni 21 – Research groups
Surveys and results: Overview of research practice in different countries
Switzerland: Dr. Jean-François Stassen, University of Geneva:
The Suisse Survey of Students 2008
Austria: Prof. Dr. Paul Kellermann, Dr. Helmut Guggenberger:
Research about Students at the University of Klagenfurt – Experiences and results
Great Britain: Dr. Heike Behle, University of Warwick: Careers Clarity of UK
students - Diversity and Choices
- 16.00h Coffee break
- 16.15h **Lituania:** Prof. Dr. Gediminas Merkys, University of Kaunas: "Design und Kompo-
sition schriftlicher Fragebogen: Techniken zur Motivierung des Antwortverhaltens"
Ukraine: Prof. Dr. Andrii Gorbachyk, Taras-Shevtchenko-University of Kiev:
Report and results from Kiev
- 17.15h - 18.00h: **Internationality - Problems and chances of Student mobility**
Regina Sonntag-Krupp, University of Konstanz, International Office
- Dinner (19.45h)

Tuesday, 25 November 2008

- 9.00h Professionalism and Transition
Qualification, Transition and the Tasks of Quality Management
Dr. René Krempkow, University of Freiburg
- 9.40h Investigations and findings
Research about students and alumni in the Netherlands
Maarja Lühiste and Lette Hogeling, ResearchNed
- 10.15h Lecture and discussion
Hochschul-Informationssystem (HIS)
Quality of Studies - a research program and results
Kai Mühleck
Euro Student - an international survey
Dr. Dominic Orr
- 11.30h Coffee break
- 11.45h - 13.00h: **Perspectives for Research (QUISS II), Practice (Services) and Politics**
Tino Bargel, University of Konstanz, AG Hochschulforschung
- 13.30h Lunch

Meeting place:
University of Konstanz
Senatsaal V1001
Universitätsstraße 10
D-78464 Konstanz, Germany

List of participants

1. Universität Konstanz, AG Hochschulforschung, Baden-Württemberg
Holger Bargel
Tino Bargel
Werner Georg
Monika Schmidt
<http://www.uni-konstanz.de/ag-hochschulforschung>
2. Universität Konstanz, International Office, Baden-Württemberg
Regina Sonntag-Krupp
Gerhild Framhein-Peisert (ehem.)
<http://www.uni-konstanz.de/international/>
3. Université Pierre Mendès France, Grenoble, Rhône-Alpes
Gérard d'Aubigny
Alain Fernex
Charles Hadji
Laurent Lima
http://www.upmf-grenoble.fr/LSE/0/fiche___laboratoire/
4. Université de Genève, Suisse Romande
Jean-Francois Stassen
<http://www.unige.ch/rectorat/observatoire/>
5. Alpen-Adria-Universität Klagenfurt, Kärnten
Helmut Guggenberger
Paul Kellermann
<http://www.uni-klu.ac.at/sozio/>
6. ResearchNed, Nijmegen, Niederlande
Maarja Lühiste
Lette Hogeling
<http://www.researchned.nl/cms/>
7. National Taras Shevchenko University of Kiev, Ukraine
Andrii Gorbachyk
Volodymyr Sudakov
<http://www.univ.kiev.ua/>
8. Kaunas University of Technology, Lithuania
Gediminas Merkys
<http://internet.ktu.lt/en/>
9. HIS, Hannover, Niedersachsen
Kai Mühleck
Dominic Orr
<http://www.his.de/>
10. Universität Mannheim, MZES, Baden-Württemberg
Walter Müller
<http://www.sowi.uni-mannheim.de/>
11. Universität Freiburg, Baden-Württemberg
René Krempkow
<http://www.zuv.uni-freiburg.de/>

FREREF – Réseau Uni 21
List of publications about Higher Education
Research group in Higher Education
(Arbeitsgruppe Hochschulforschung), University of Konstanz

- Bargel, Tino & Schmidt, Monika (2000). Neue Medien, Virtualisierung und Professionalisierung. Dokumentation eines internationalen Workshops der FREREF im April 2000 in Lyon. *Hefte zur Bildungs- und Hochschulforschung* (32). Arbeitsgruppe Hochschulforschung, Universität Konstanz.
- Bargel, Tino (2000). Que savons-nous des attentes des étudiants. *L'Université et les enjeux de la professionnalisation. Actes des ateliers de la Fondation des Régions Européennes pour la Recherche en Education et en Formation (FRERFEF)*, p. 81-84, Lyon, FREREF.
- Bargel, Tino (2005). Soziale Identität Studierender und Integration an der Universität. *Etudier dans une université qui change. Le regard des étudiants dans trois régions d'Europe*. Grenoble: PUG, p. 57-89.
- Bargel, Tino (Ed.) (2004). Heterogeneity and Inequality of Students – an International Comparison. Contributions to a Conference of FREREF at the Villa Vigoni. *Hefte zur Bildungs- und Hochschulforschung* (42). Arbeitsgruppe Hochschulforschung, Universität Konstanz.
- Bargel, Tino (2005). Hochschulzugang, Fachwahlmotive und Studierenerwartungen – Vergleichende Studierendenforschung zu drei europäischen Regionen. M. Craanen & L. Huber (Eds.): *Notwendige Verbindungen – Zur Verankerung von Hochschuldidaktik in der Hochschulforschung*. Bielefeld, p. 59-74.
- Bargel, Tino, Hadji, Charles & Masjuan, Josep (2003). Les étudiants en trois régions européennes: Bade-Wurtemberg, Catalogne, Rhône-Alpes. *Almanach de Données par région, sexe et filière*. FREREF: Réseau Uni 21, Konstanz-Grenoble/Lyon-Barcelona.
- Bargel, Tino, Hadji, Charles & Masjuan, Josep (2003). Studierende in drei europäischen Regionen: Baden-Württemberg, Katalonien, Rhône-Alpes. *Datenalmanach nach Regionen, Geschlecht, Fächergruppen*. FREREF: Réseau Uni 21, Konstanz-Grenoble/Lyon-Barcelona.
- Georg, Werner & Bargel, Tino (2005). Soziale Herkunft und Ungleichheit der Studierenden an Universitäten. *Etudier dans une université qui change. Le regard des étudiants dans trois régions d'Europe*. Grenoble: PUG, p. 117-149.
- Georg, Werner (2005). Social Inequality and the University. *PAPERS. Revista de Sociología*, 76, p. 217-228.
- Grimmer, Bettina (2005). Frauen an Universitäten: Motive, Leistungsfähigkeit und Promotionsabsicht. *Etudier dans une université qui change. Le regard des étudiants dans trois régions d'Europe*. Grenoble: PUG, p. 151-178.
- Grimmer, Bettina & Röhl, Tobias (2005). Female Students at Universities in Baden-Württemberg, Rhône-Alpes and Catalonia. A Secondary Analysis of Gender, Interest in Science and Research, and the Intention to do a Doctorate. *PAPERS. Revista de Sociología*, 76, p. 199-215.
- Hadji, Charles, Bargel, Tino & Masjuan, Josep (2005). *Etudier dans une université qui change. Le regard des étudiants dans trois régions d'Europe*. Grenoble: PUG.
- Schmidt, Monika (2005). Neue Medien und Internet im Studium. *Etudier dans une université qui change. Le regard des étudiants dans trois régions d'Europe*. Grenoble: PUG, p. 91-113.

**Laboratoire des Sciences de L'Éducation
Université Pierre Mendès France, Grenoble**

Articles:

Fernex, A., & Lima, L. (2005). Les perceptions par les étudiants du marché du travail et de leur insertion, et leurs effets sur les stratégies de travail universitaire. *Papers*, 76, 135-165.

Lima, L., & Hadji, C. (2005). Quand les étudiants jugent leurs études. Quelques enseignements d'une recherche internationale. *Papers*, 76, 67-96.

Ouvrages et chapitres d'ouvrage:

Hadji, C., Bargel, T., & Masjuan, J., (2005). *Étudier dans une université qui change ; le regard des étudiants de trois régions européennes*. Grenoble, France: PUG.

Lima, L., & Hadji, C. (2005). Quand les étudiants se prononcent sur la qualité de leurs études d'une évaluation bilan à une évaluation dynamogène. In C. Hadji, T. Bargel & J. Masjuan (Eds.). *Étudier dans une université qui change; le regard des étudiants de trois régions européennes* (pp. 22-56). Grenoble, France: PUG.

Fernex, A., & Lima, L. (2005). Quand les perspectives d'insertion sociale influencent le travail universitaire. In C. Hadji, T. Bargel & J. Masjuan (Eds.). *Étudier dans une université qui change; le regard des étudiants de trois régions européennes* (pp. 184-218). Grenoble, France: PUG.

Colloques:

Fernex, A., & Lima, L. (2006). Quand les perspectives d'insertion sociale influencent le travail universitaire. 23^e congrès de l'AIPU : "*Innovation, formation et recherche en pédagogie universitaire*". 15-18 mai, Monastir, Tunisie.

Fernex, A. & Lima, L. (2006). Jugements étudiants sur l'intérêt des études: quelques enseignements tirés d'une comparaison internationale. Journées scientifiques du RESUP, « *Regards croisés sur la question étudiante. Parcours, diplômés et insertion* », 8-9 juin, Bordeaux.

Hadji, C., & Lima, L. (2004). L'avis des étudiants, ça fait réfléchir. 24^e Colloque annuel de l'AQPC: *Evaluer...pour mieux se rendre compte*, 9 juin, Saint-Hyacinthe, Canada.

Lima, L., & Hadji, C. (2004). Expériences des étudiants, stratégies et pratiques d'études. *Gli studenti universitari: aspettative, esperienze e valutazioni*. 16-18 mai, Villa Vigoni, Me-naggio.

Hadji, C., & Lima, L. (2003). Quand les étudiants jugent leurs études, quels enseignements d'une recherche internationale? Colloque de l'ADMES-RA « *la pédagogie universitaire: impérieuse nécessité ou luxe inutile?* », 13-14 Novembre, Grenoble.

Rapports de recherche:

Hadji, C., Fernex, A., & Lima, L. (2003). *Les étudiants face à leurs études*. Rapport de recherche financé par la région Rhône-Alpes.

**Education and Labour Research Group,
Department of Sociology of Autonomous University of Barcelona.**

- Masjuan, J.M., Troiano, H., Molins, C. (2003). Els estudiants universitaris davant dels estudis i el seu futur professional. AQU de Catalunya. <http://selene.uab.es/fxmuguel/GRET>.
- Masjuan, J.M. (2004). Convergencia europea, reformas universitarias, actitudes y prácticas de los estudiantes. *Educar*, 33, p. 59-76.
- Masjuan, J.M. (2005). La construction de l'espace européen de l'enseignement supérieur: mythe ou réalité? Ch. Hadji, T. Bargel, J. Masjuan. *Étudier dans une université qui change*. Grenoble, PUG, p. 249-280.
- Masjuan, J.M. (2005). Progresos en los aprendizajes, características de los estudios y motivación de los estudiantes. *Papers*, 76, p. 97-133.
- Troiano, H. (2005). Quand les valeurs et attentes concernant l'avenir professionnel varient avec les profils motivationnels: la projection professionnelle des étudiants universitaires. C. Hadji, T. Bargel, J. Masjuan. *Étudier dans une université qui change*. Grenoble, PUG, p. 219-249.
- Troiano, H. (2005). Consistencia y orientación del perfil, percepciones del mercado laboral y reacciones previstas ante posibles dificultades de inserción. *Papers*, 76, p. 167-197.
- Masjuan, J.M. i Troiano, H. (2006). University Students Success: A psychosociological approach. Sent to *Higher Education*.
- Elias, M. i Masjuan, J.M. (2006). *El perfil de los estudiantes de la ETSE de la UAB*. Informe de investigación. <http://selene.uab.es/fxmuguel/GRET>.
- Elias, M. et al. (2006). Evaluando los ECTS en la sociología de la educación de los currículos de magisterio. *Revista Interuniversitaria de Formación del Profesorado*. In press.
- Elias, M. i Masjuan, J.M. (2006). *El perfil dels estudiants de la ETSE de la UAB*. Informe d'investigació. <http://selene.uab.es/fxmuguel/GRET>.
- Elias, M. i Masjuan, J.M. (2005). Abandonaments a la Facultat de Filosofia i Lletres de la UAB. Informe d'investigació. <http://selene.uab.es/fxmuguel/GRET>.
- Elias, M. i Masjuan, J.M. (2004). Abandonaments a la Facultat de Ciències Polítiques i Sociologia de la UAB. Informe d'investigació. <http://selene.uab.es/fxmuguel/GRET>.

ISSN 1616-0398