

Advisory Group on Social Dimension (AG1)

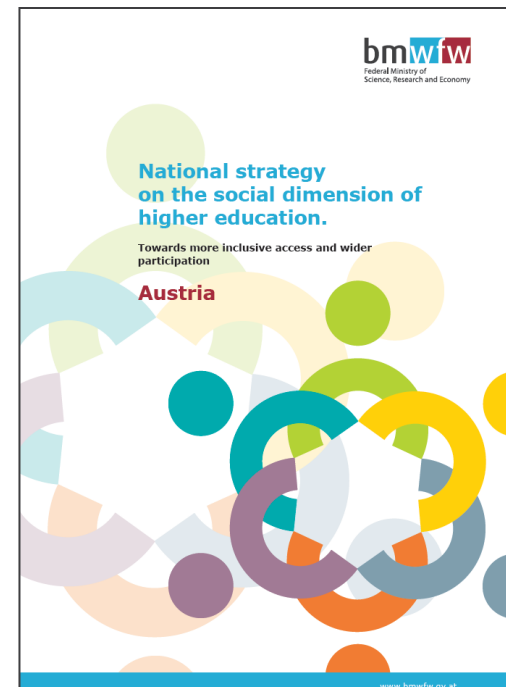
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What can we learn from Austrian experience in creating social dimension policy?

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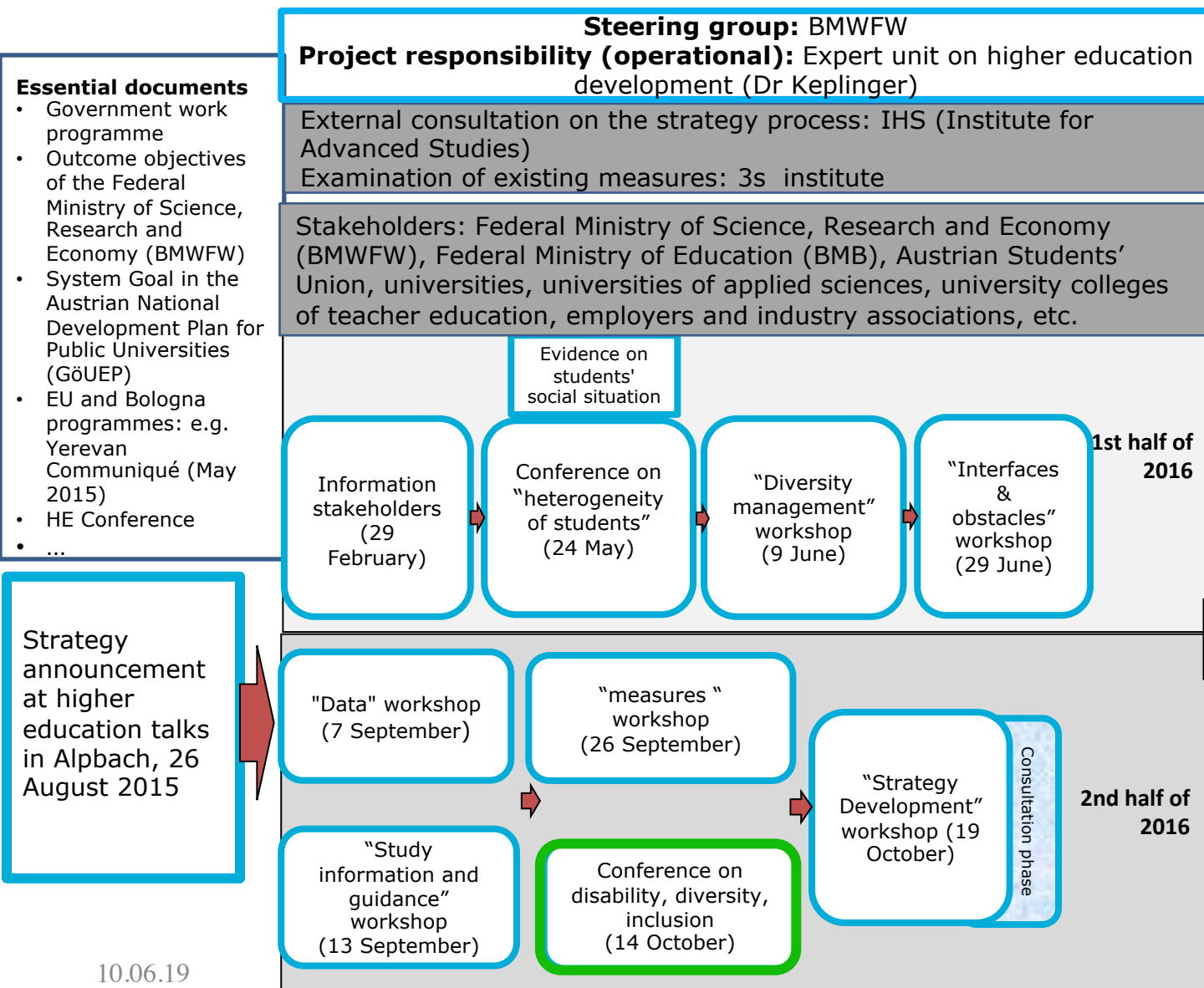
Advisory Group SD, June 5th, 2019



1. The strategy development process
2. Target groups
 - a. population
 - b. Underrepresented groups and groups with specific needs
3. Target Dimensions and 9 Quantitative Goals
4. Implementation and mainstreaming

Strategy development process

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




National strategy on the social dimension of higher education





- press conference: 02/2017
- Networking conference: 12/2018
- Status Quo Analysis
- Goals
- Strategic partners
- Action Lines
- Implementation
- Supportive monitoring
- Evaluation 2021

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Underrepresented groups - examples

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


Groups with specific needs - examples

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

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3 Target Dimensions with 3 Action Lines each

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Target Dimension I:

More inclusive access

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


Target Dimension II:

Avoid drop-out and improve academic success

Target Dimension III:

Create basic parameters and optimize regulation of higher education policy

9 Quantitative Goals - 2025

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

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

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


2. Mainstreaming the Social Dimension:

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

3. Monitoring and evaluation:

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

Performance agreements

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

According to a new legal regulation concerning university financing, regulated in § 12a, par.4, UG 2002 „the federal minister can retain up to 0,5% of the overall university budget“.

The amount is retained in case the universities do not present their own institutional strategies or have a strategic approach towards implementing the *National Strategy on the Social Dimension of Higher Education*.


What can we learn...

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...from Austrian experience in creating social dimension policy?

- **Use existing expertise and data:** involvement of stakeholders and possibility to give feedback
- **Make your work visible:** dissemination and raising awareness (national and international)
- **Find interfaces and synergies** with existing policy papers: Austria → performance agreements, etc.

Thank you for your attention!

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GD IV, dep.14 Evidence based Higher Education Development
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