



**Lene Mejer**  
**(lene.mejer@ec.europa.eu)**  
**DG Education and Culture,**  
**unit Analyses and Studies**

***The increasing importance of  
benchmarking in the European Higher  
Education Area***

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## **Outline**

- 1. First some figures.....*
- 2. - and then the theory.....*
- 3. Or is it the history?*
- 4. Methodology*
- 5. Organisation*
- 6. Further information*

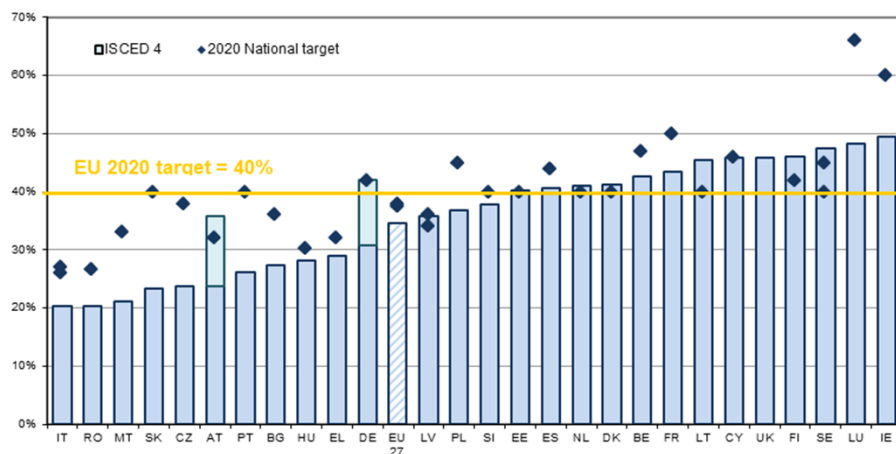


## 1. First some figures.....

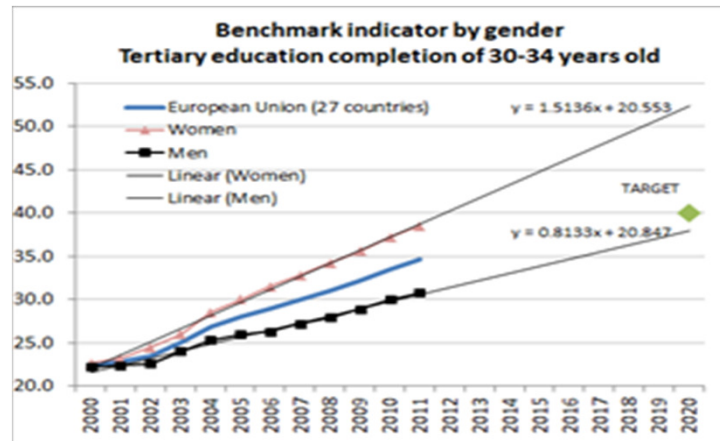
- *Figures for the EHEA -> 47 countries*
- *Figures for the EU27, plus the EEA, Candidate countries*
- > *scope*
  - *Benchmarking and indicators*
- > *benchmarks set a target to be reached within a set time period*
  - *Benchmarking the EU or/and the Member States?*
  - *National specific targets?*
  - *Developments over time*
  - *Data availability*



### 1. Tertiary attainment level, 30-34 years old, % (Source: Labour Force Survey)



### Projection by gender, tertiary attainment



### 1. Mobility in higher education.....another xample

The Bologna EHEA benchmark and the EU 2020 benchmark for higher education are defined as an EHEA/EU average: at least 20 % of higher education graduates should have had a period of higher education-related study or training (including work placements) abroad, representing a minimum of 15 ECTS credits or lasting a minimum of three months .

The benchmark is defined in terms of graduates e.g. either students qualifying for a degree abroad or students who graduate in their country of origin but during their study have been abroad for study purposes .

## 1. Learning mobility figures?

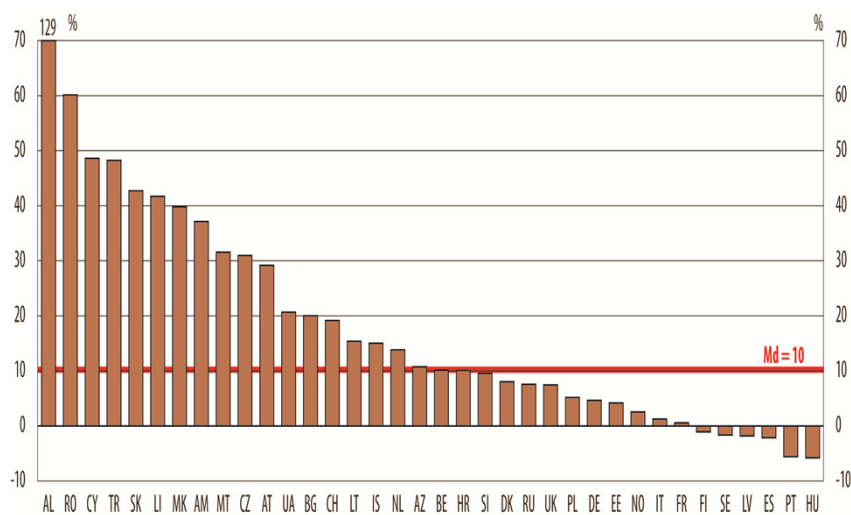
**Testing data, -> degree and credit mobility. Outward mobility.**

Here inward mobility, enrolments (degree and credit mobility), plus graduates (degree mobility)

Source: UOE data collection, - and Erasmus figures from DG EAC.

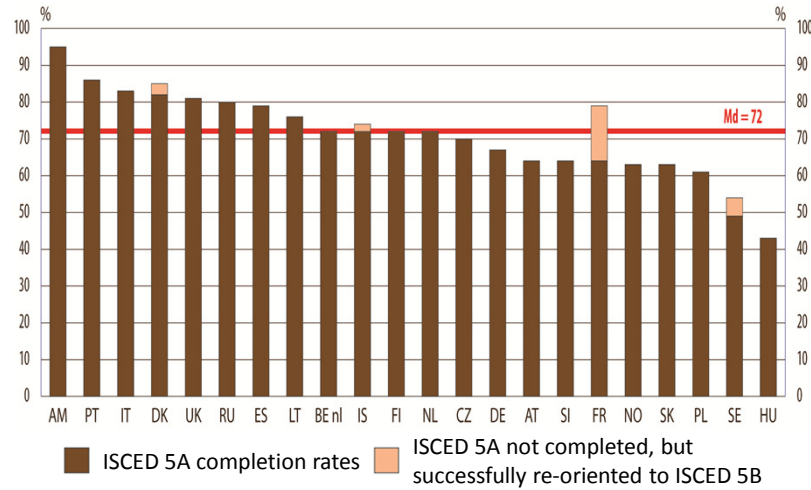
	Degree mobility* (UOE)				Credit mobility (Erasmus)				Degree mobility*	
	2005		2009		2005		2010		Graduates (2009)	
	absolute	%	absolute	%	absolute	%	absolute	%	absolute	%
<b>EU27</b>	978553	6.4	995904	6.3	151046	1.0	205528	1.2	257388	10.8
<b>Belgium</b>	13401	7.6	22556	11.0	5087	2.8	7300	3.5	6100	10.8
<b>Bulgaria**</b>	7877	3.7	8989	3.7	250	0.1	627	0.2	1510	3.0
<b>Czech Republic***</b>	16352	5.9	27800	7.7	2613	0.9	4616	1.2	5463	6.4
<b>Denmark</b>	3780	1.9	9312	4.7	4356	2.2	6186	3.1	2153	5.2
<b>Germany</b>	186608	9.7	180135	9.0	17879	0.9	22509	1.1	23543	7.7
<b>Estonia</b>	804	1.9	935	2.2	372	0.9	767	1.7	218	3.0

Change in the total number of students enrolled in tertiary education between 2003/04 and 2008/09



Source: Eurostat, UOE and additional collection for the other EHEA countries

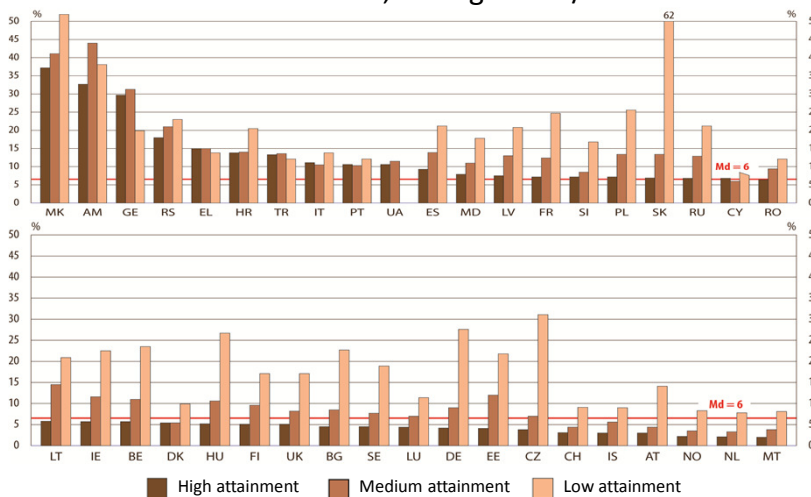
## Completion rates



Source: Eurostat, UOE ad-hoc module on completion rates



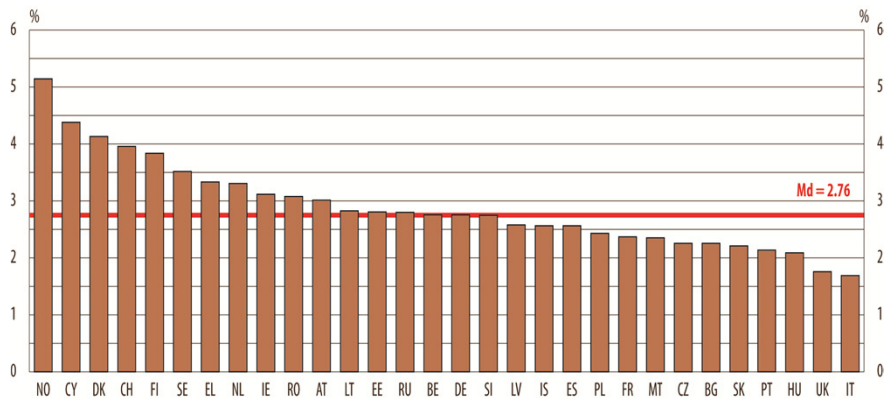
## Unemployment ratio of people 20-34 by educational attainment level, average 2006/2010



Source: Eurostat, Labour Force Survey (LFS)



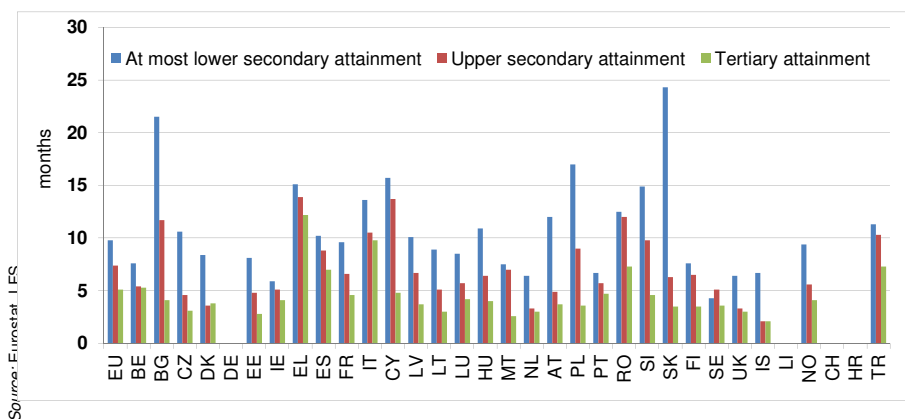
### Annual public expenditure on tertiary education as a % of total public expenditure, 2008



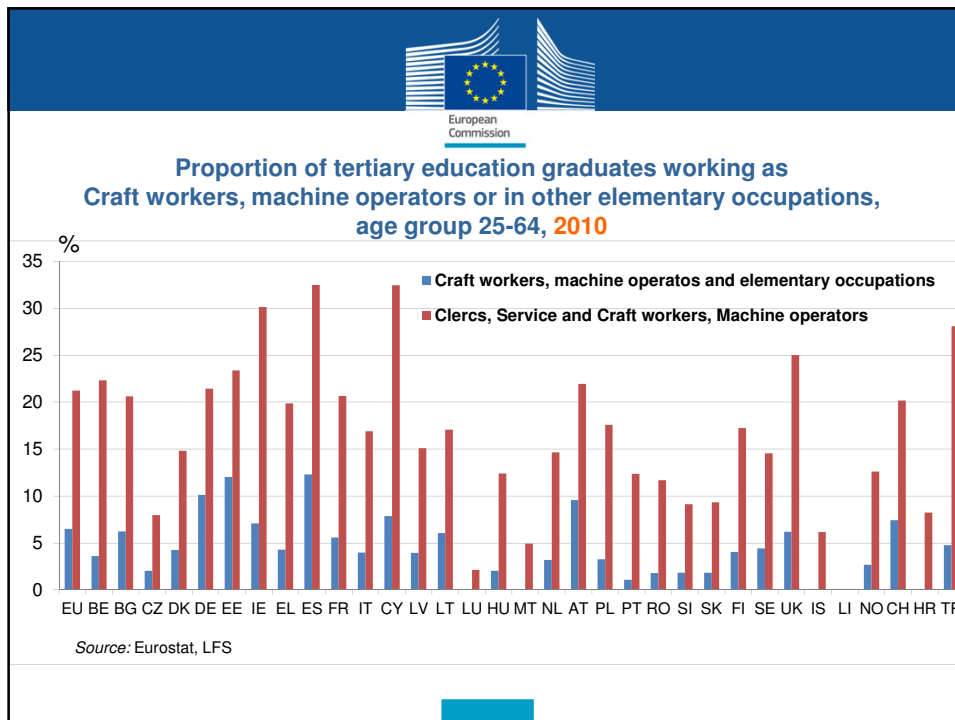
Source: Eurostat, (UOE data collection).



### Average length of transition from education to employment, 2009



Source: Eurostat, IFS



  
European Commission

**2. - and then the theory.....**

**EU level:**

- No theory as such
- Education and Training policy at EU -> Treaty: subsidiarity principle
- Policy dialogue supported by data, indicators and benchmarks + some resources
- -> Open Method of coordination

**EHEA:**

- Intergovernmental process



### 3. Or is it the history.....

#### EU level:

- **Indicator movement began with the Lisbon process around 2000**
- **Driven by Commission Communications and Council conclusions**

#### EHEA:

- **Bologna process started just before 2000**
- **The different 'communiques' state the intentions for defined periods**
- **Indicators: first published in the first Bologna data report 2009 (Eurostudent and Eurostat), repeated with Eurydice 2012 – and will be again for 2015.**



## 4. Methodology

At EU level: now driven by JAF: the Joint Assessment Framework employed by more Directorate Generals (for example DG Employment and DG Education)

Headline indicators plus subindicators for supporting analysis.

Policy drive: the Europe 2020 strategy and the European Semester (Annual Commission Recommendations and dialogue with Member States (2012 was the second semester))





## 4. Methodology

### Sub-policy area 9.2

- *Overall indicator: Completion of tertiary or equivalent education in the age group 30-34*
- *Sub-indicators:*
  - **Share of low-achieving 15-year olds (be kept)**
  - **Employment rates gap – medium and high (new)**
  - **Educational attainment of females aged 55-64 (new)**
  - **Investment in tertiary education (new)**
  - **Completion of upper secondary education (new)**
  - **Completion rate at ISCED level 5A (new)**
- *Context:*
  - **Gender and migrant breakdowns of all indicators**
  - **Tertiary graduates from MST (be kept)**

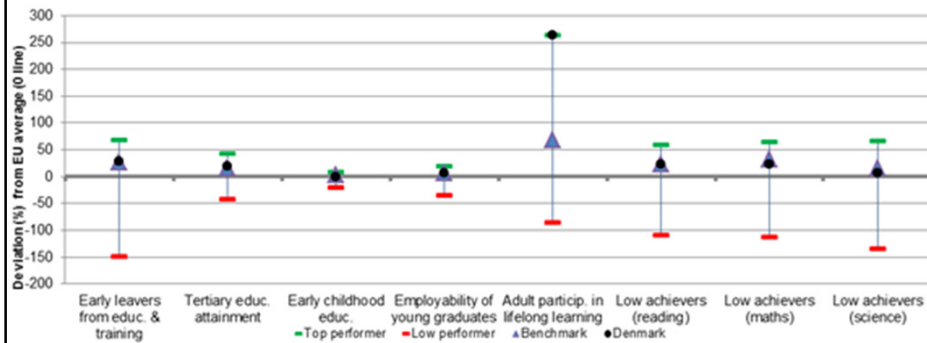
## DG EAC aims

- *Adequacy of indicators*
  - *Consistency to Europe 2020 targets*
  - *Coherence in reporting*
  - *Share the results*
  - *Avoid duplication*
  - *Reap synergies*
- > Reporting: Annual Education Monitor with country specific sheets**

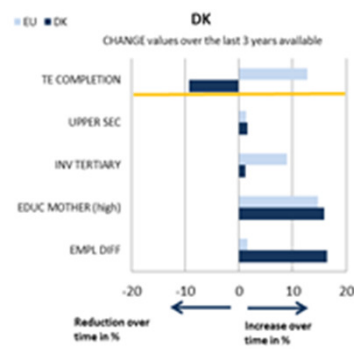
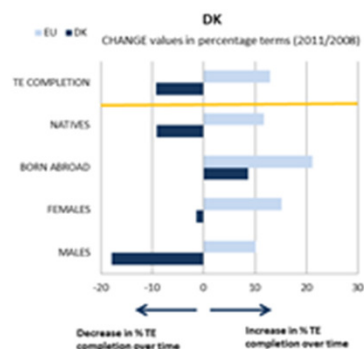
## Just another example: JAF

### Position in relation to Europe 2020 targets and ET2020 benchmarks

Denmark: Deviation (%) from EU average and relative position to the EU benchmarks, top performers and low performers in EU27



## And another example: JAF



## 5. Organisation: Data as a basis for indicators

Benchmarks



Indicators

+

Targets

→

Benchmarks

Composite  
indicators  
(researchers)



Composite  
indicators

Indicator  
identification  
(policy)



Indicators

Indicators

Data  
producing  
(statistics)



Data

Data

Data

**Thank you for your attention !**

More info on:

[http://ec.europa.eu/dgs/education\\_culture/index\\_en.htm](http://ec.europa.eu/dgs/education_culture/index_en.htm)

