UNIVERSITÄT DUISBURG ESSEN

Open-Minded

PIM

Bundesministerium für Bildung und Forschung

HELENA

Higher Education Global Efficiency Analysis

Stiftung Mercator

Is German Higher Education non-discriminatory?

Access analysis for students with migration backgrounds

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Agenda

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1. Definitions
2. Introduction
3. Access to Higher Education
4. Efficiency in Higher Education
5. Critical Reflection and Outlook

1. Definitions

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- students with migration backgrounds
- “migration background” is defined as: (German Federal Statistical Office - Statistisches Bundesamtes)
  - everybody migrated to Germany after 1949
  - born as a foreigner in Germany after 1949
  - born as German in Germany with at least one parent migrated to Germany after 1949 or born as a foreigner in Germany after 1949
- there are no statistics for migration background in Higher Education
- “Bildungsinländer” (Education Natives)
  - foreign students, who have achieved their qualification for university entrance in Germany
- „Ausländer“ are foreigners (without German citizenship)

2. Introduction

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1. Do the “Bildungsinländer” have the same chances to access Higher Education like their German counterparts?

2. Is it possible to make an inference of the “Bildungsinländer” and the efficiency in Higher Education?

3. Access to Higher Education

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- Premise: several studies show that there is an “institutional discrimination” against foreigners, people with migration backgrounds and the socially disadvantaged
- Problem between “Bildungsinländer” and “migration background”
  - born as German, later foreign citizenship, university entrance in Germany → “Bildungsinländer” without migration background
  - foreign students, university entrance abroad → “migrations background”, but not a “Bildungsinländer”
  - German citizenship, but “migration background” → not a “Bildungsinländer”

3. Access to Higher Education

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Year	"Bildungsinländer" [in 1000]	Students [in 1000]	Percentage
1997	54,719	1,824,107	3.00%
1998	57,209	1,801,233	3.18%
1999	62,182	1,773,956	3.51%
2000	61,313	1,799,338	3.41%
2001	63,355	1,868,666	3.39%
2002	63,813	1,939,233	3.29%
2003	65,830	2,019,831	3.26%
2004	59,678	1,963,598	3.04%
2005	58,907	1,986,106	2.97%
2006	57,933	1,979,445	2.93%
2007	55,754	1,941,763	2.87%
2008	58,921	2,025,742	2.91%
2009	63,526	2,121,190	2.99%
2010	67,072	2,217,604	3.02%
2011	72,439	2,380,974	3.04%
2012	77,557	2,499,409	3.10%

3. Access to Higher Education

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Year	"Ausländer" [in 1000]	German Citizens [in 1000]	Population [in 1000]	Percentage
1997	7,419	74,638	82,057	9.04%
1998	7,308	74,729	82,037	8.91%
1999	7,336	74,827	82,163	8.93%
2000	7,268	74,992	82,260	8.84%
2001	7,318	75,122	82,440	8.88%
2002	7,348	75,189	82,537	8.90%
2003	7,342	75,190	82,532	8.90%
2004	7,288	75,213	82,501	8.83%
2005	7,289	75,149	82,438	8.84%
2006	7,256	75,059	82,315	8.81%
2007	7,255	74,962	82,217	8.82%
2008	7,186	74,816	82,002	8.76%
2009	7,131	74,671	81,802	8.72%
2010	7,199	74,553	81,752	8.81%
2011	6,339	73,989	80,328	7.89%
2012	6,640	73,883	80,523	8.25%

3. Access to Higher Education

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Year	Percentage "Bildungsinländer"	Percentage "Ausländer"
1997	3.00%	9.04%
1998	3.18%	8.91%
1999	3.51%	8.93%
2000	3.41%	8.84%
2001	3.39%	8.88%
2002	3.29%	8.90%
2003	3.26%	8.90%
2004	3.04%	8.83%
2005	2.97%	8.84%
2006	2.93%	8.81%
2007	2.87%	8.82%
2008	2.91%	8.76%
2009	2.99%	8.72%
2010	3.02%	8.81%
2011	3.04%	7.89%
2012	3.10%	8.25%

Discrimination?

3. Access to Higher Education

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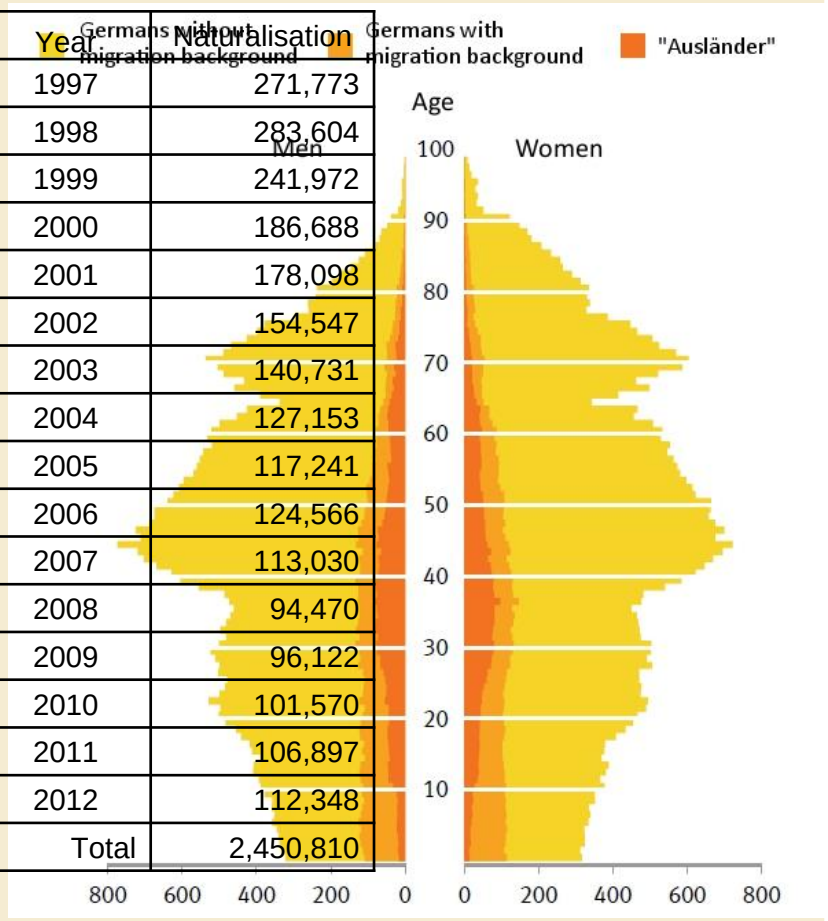
- Naturalisation
  cause for lower numbers of „Ausländer“ („Bildungsinländer“)
- Dual Citizenship
  - “Optionspflicht” (obligation to choose) foreign children born after 2000 (about 0.5 Million)
  - no one born after 2000 can be a “Bildungsinländer” in Higher Education
- Demography
  “Ausländer” show a younger demographic
- Definition
  „Bildungsinländer“ vs. „migration background“

Year	Naturalisation
1997	271,773
1998	283,604
1999	241,972
2000	186,688
2001	178,098
2002	154,547
2003	140,731
2004	127,153
2005	117,241
2006	124,566
2007	113,030
2008	94,470
2009	96,122
2010	101,570
2011	106,897
2012	112,348
Total	2,450,810



4. Efficiency in Higher Education

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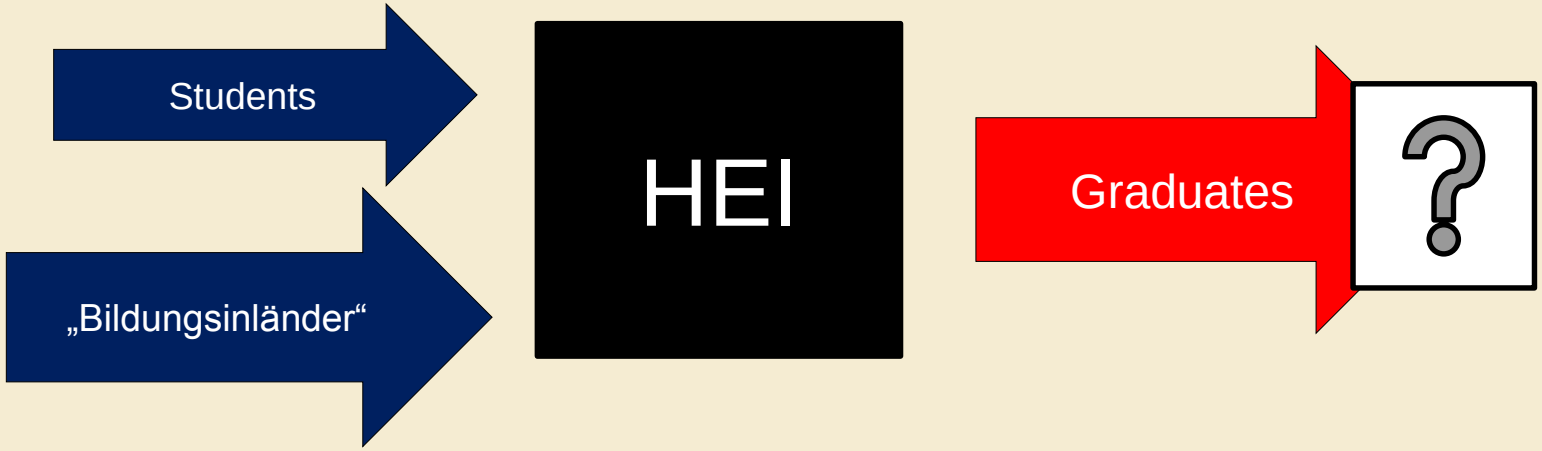
- Input
  - Students (without “Bildungsinländer”)
  - “Bildungsinländer”
- Output
  - Graduates



Efficiency in the “PRODUCTION” of Graduates

4. Efficiency in Higher Education

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- 82 Decision Making Units (DMUs)
- from 16 different HEIs (1 “Fachhochschule”, 15 Universities)
- **Constant returns**
- **Maximize Outputs**

4. Efficiency in Higher Education

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Rank	DMUs	Efficiency	Percentage
1	Regensburg 2008/09 WS	100.00	1.13
1	Osnabrück 2008/09 WS	100.00	0.44
2	Regensburg 2009/10 WS	94.35	1.43
3	Regensburg 2010/11 WS	93.87	1.37
4	Regensburg 2007/08 WS	91.77	1.11
5	Hohenheim 2013/14 WS	89.72	3.6
6	Osnabrück 2007/08 WS	89.58	0.48
7	Osnabrück 2011/12 WS	87.64	0.64
8	Regensburg 2011/12 WS	84.99	1.46

4. Efficiency in Higher Education

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Rank	DMUs	Efficiency	Percentage
15	Osnabrück 2006/07 WS	68.10	0.86
18	Stuttgart 2013/14 WS	56.70	4.61
40	HS Regensburg 2008/09 WS	35.83	1.7
50	Siegen 2009/10 WS	33.13	3.99
60	Kassel 2013 SS	27.48	3.56
68	Frankfurt 2012 SS	21.32	5.82
69	Frankfurt 2012/13 WS	21.27	6.02
80	Saarbrücken 2010 SS	4.33	2.27
81	Saarbrücken 2011 SS	4.25	2.29

4. Efficiency in Higher Education

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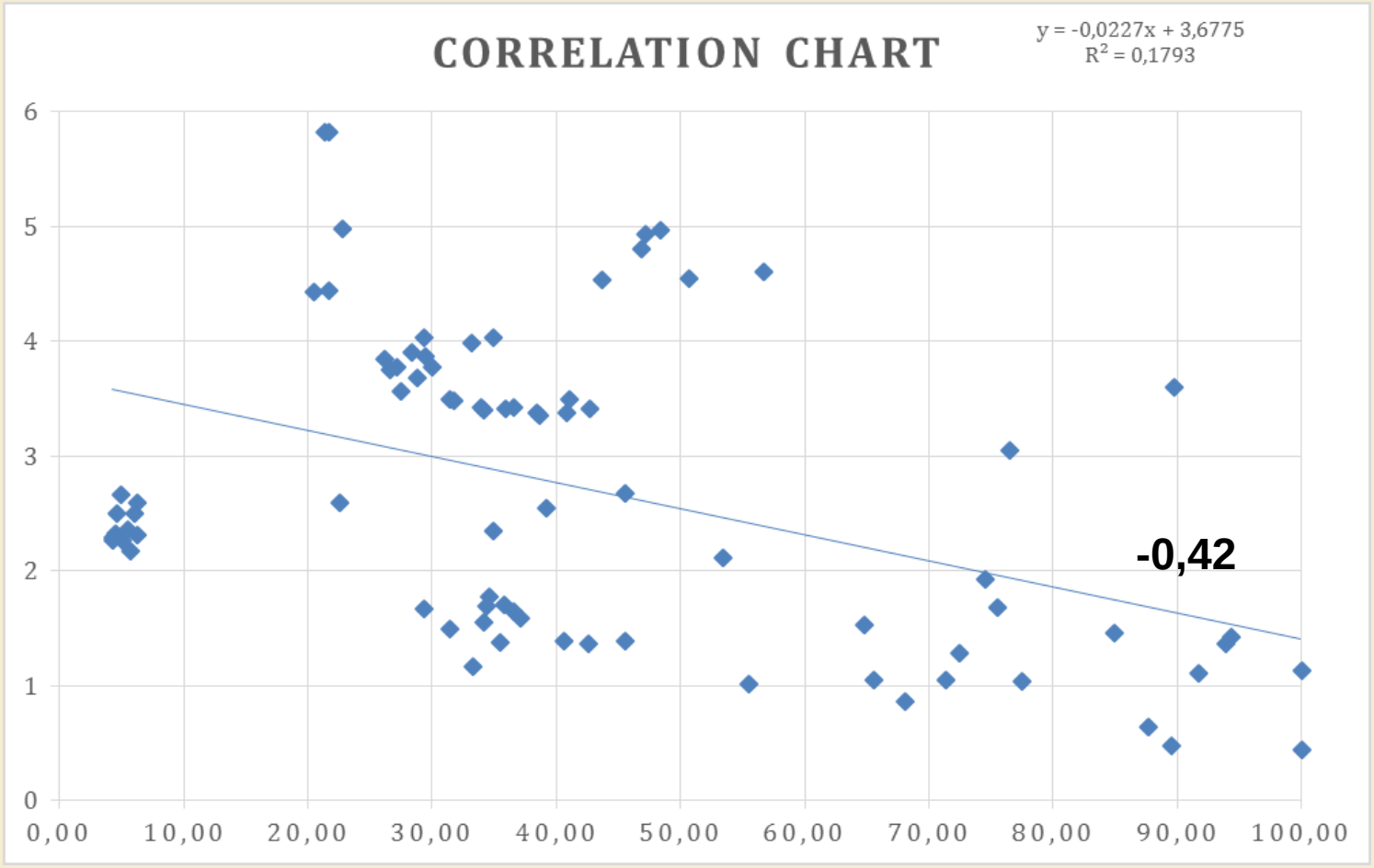
- higher percentage of “Bildungsinländer” = lower Efficiency ?



5. Critical Reflection and Outlook

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- data are more from Universities and less from “Fachhochschule”
- Graduates as Output are from the same year/semester as the Inputs
- data regarding teaching in Higher Education are used
- data are collected randomly by accessibility

- add more data from “Fachhochschule”
- include time lag
- add more Inputs and Outputs
- use more data in general

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Thank you for your attention!

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