

JOUR 1 / DAY 1
10 décembre / December 10th

<p style="text-align: center;"><i>9h - 12h</i></p>	<p>Les parcours étudiants : Enquête sur les jeunes en transition (EJET)</p> <p>Students' pathways : The Youth in Transition Survey (YITS)</p>	<p>YITS</p> <p>The Youth in Transition Survey is a longitudinal survey following two cohorts of Canadian youth through time.</p> <p>Danielle Shaienks, Statistique Canada Tomasz Gluzsinsky, HRSD</p> <p>CHAIR : Lesley Andres, UBC</p> <p>Pause/ Break (15 minutes)</p> <p>Ross Finnie, Université d'Ottawa Pierre Doray, Université du Québec à Montréal</p> <p>CHAIR : François Nault, Statistique Canada</p>
<p style="text-align: center;"><i>12h - 13h</i></p>	<p>Lunch</p>	
<p style="text-align: center;"><i>13h30 - 16h45</i></p>	<p>Les conditions de vie des étudiants</p> <p>Students' living conditions</p>	<p>NPSAS (90 minutes)</p> <p>The National Postsecondary Student Aid Study (NPSAS) examines the characteristics of students in postsecondary education, with special focus on how they finance their education.</p> <p>Jennifer S. Wine, RTI International</p> <p>CHAIR: Louis-Philippe Savoie</p> <p>Pause/ Break (15 minutes)</p> <p>EUROSTUDENT (90 minutes)</p> <p>The EUROSTUDENT project collates comparable data on the social and economic conditions of student life in Europe. In the third round of the project, 23 countries participated, which means that the EUROSTUDENT III data covers most of larger Europe - from Finland to Bulgaria and Turkey to Portugal.</p> <p>Dominic Orr, EUROSTUDENT</p> <p>CHAIR: TBD</p>

JOUR 2 / DAY 2
11 décembre / December 11th

<i>9h - 10h15</i>	Après les études: enquête sur les diplômés Surveys on graduate students	REFLEX The REFLEX project focuses on three broad and interrelated questions: (1) which competencies are required by higher education graduates in order to function adequately in the knowledge society? (2) what role is played by higher education institutions in helping graduates to develop these competencies? (3) 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? Johan Coenen, Maastricht University Harald Schomburg, INCHER-Kassel, University of Kassel CHAIR: Patrice De Broucker, Statistique Canada
<i>10h15 - 10h30</i>	Pause / Break	
<i>10h30 - 12h15</i>	Mesurer les acquis des étudiants Measuring students' outcomes	AHELO The OECD Assessment of Higher Education Learning Outcomes (AHELO) is a ground-breaking initiative to assess learning outcomes on an international scale by creating measures that would be valid for all cultures and languages. Between ten and thirty-thousand higher education students in over ten different countries will take part in a feasibility study to determine the bounds of this ambitious project, with an eye to the possible creation of a full-scale AHELO upon its completion. Diane Lalancette, OECD CHAIR: Tomasz Gluzsinsky, HRSD
<i>12h15 - 13h15</i>	Lunch	
<i>13h15 - 16h</i>	Données internationales International Data	Unesco Institute for Statistics (UIS) The UIS collects education data from about 200 countries and territories through two annual surveys. Both are based on similar definitions and concepts which ensures the international comparability of the data. Michael Bruneforth, UNESCO Institute for statistics CHAIR: Tom Miller, Council of Ministers of Education, Canada (CMEC).