DeustoSocial Lab

DEUSTO SOCIAL LAB REPORTS

The social impact of the University of Deusto

People who transform themselves in order to transform society
Short-term and long-term economic impact. The contribution of the University of Deusto to the regional economy

Elvira Arrondo, María Lambarri, José Luis Larrea, Paula Ruiz-Bravo, Víctor Urcelay

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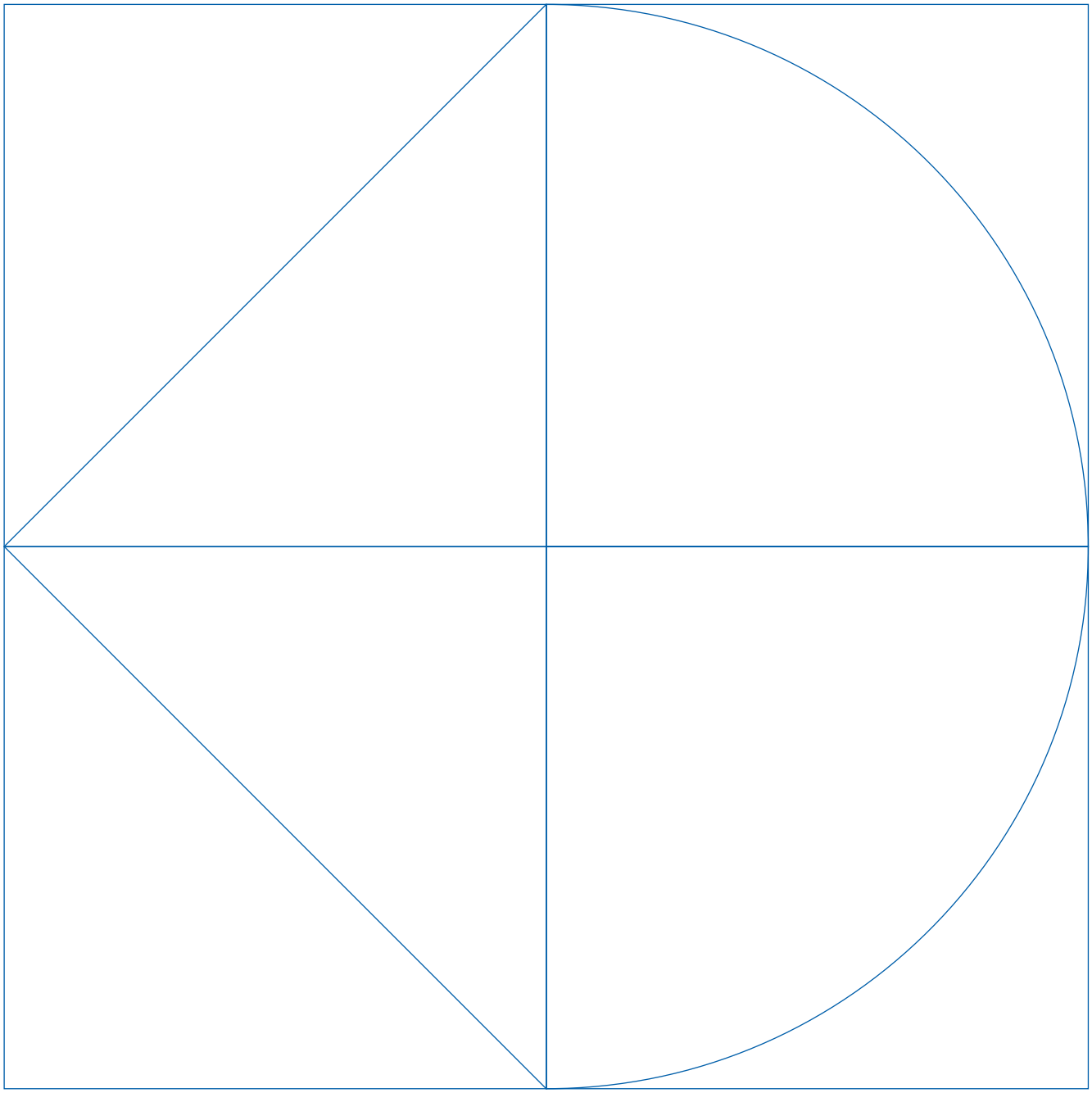

DeustoSocial Lab

The different projects, studies and pieces of research carried out by Deusto Social Lab every year form the basis for the publication of the so-called *Deusto Social Lab Reports*.

These monographs are aimed at all the economic and social actors that make up the open cooperation ecosystem in which the mission of Deusto Social Lab operates (companies and organisations, public administration, educational institutions, social and cultural bodies, among others) and, ultimately, at society at large. Using non-academic language, these monographs showcase the transformative power of research and enable Deusto's research results to be shared with social actors. This is intended to help them meet the challenges that they face in connection with social transformation by offering them examples of good practice, as well as guidelines and recommendations that can be useful in their work.

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Foreword

Deusto Social Lab has been launched to meet the challenges posed by society in the 21st century. Providing people with the lifelong support they need so that they can be active agents of transformation is at the heart and core of what we do at the University.

This approach involves promoting the development of the person as an agent of change and transformation throughout life, and goes hand in hand with a process of ongoing training and learning. It also considers that the desired transformation must have a purpose: we want people to be agents of change at the service of well-being, we want our society to be characterised by inclusive and sustainable well-being, in which people play a leading role.

Similarly, we recognise that knowledge does not only reside in the university. It is therefore essential to generate an ecosystem for open learning, which links the various areas of knowledge to economic and social actors. In this ecosystem, the relationship model must be based on co-operation, recognising that the worlds of business, government and any type of social organisation must work together to face the challenges that exist within the new context.

Through the Deusto Social Lab Reports, we seek to transfer and share with our entire ecosystem the results of selected projects, initiatives and studies conducted in order to contribute to addressing the new challenges faced in our society.

Víctor Urcelay Yarza
Pro-Vice-Chancellor for Entrepreneurship and Business Relations and Head of the Deusto Social Lab Initiative

Deusto Social Lab aspires to build a space for cooperative learning that fosters the co-generation of knowledge at the service of progress, while transforming the day-to-day work that we do. This learning space is committed to stimulus, discussion, reflection, action, recognition and dissemination, which need to be constantly developed to ensure sustained and sustainable learning processes over time. Processes that are useful and bring recognised value to society in terms of social impact.

In this context, these Reports are intended to be a sound instrument not only for dissemination, but also for stimulating and provoking a type of discussion that leads to reflection, action and the recognition of what we do, turning the process into a creative spiral that unfolds over time.

Stimulation is important in triggering any learning process and achieving cooperation in working at the service of an envisaged common future. An envisaged common future that serves to stimulate us; that lead us to share by engaging dialogue and conversation; and that demands individual and collective reflection and challenges us to take cooperative action. An action that needs to be evaluated and recognised as part of the construction of the common embodied narrative in every learning process. This is aimed at disseminating and socialising shared learning, which is the best way to stimulate a new stage of knowledge generation through learning. It involves working hand in hand with people, who are always at the core of the process.

José Luis Larrea Jiménez de Vicuña
Chairman of the Advisory Board of Deusto Social Lab

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University of Deusto.

The social impact of the University of Deusto

People who transform themselves to transform society. An overview focused on learning processes

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Chapter one
Introduction

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1. Introduction

The University of Deusto has met one of the commitments identified in the 2022 Deusto strategic plan by engaging in a line of work that was started in 2019 aimed at providing a model to comprehensively understand, analyse and assess its social impact. Strategic line 18 (L18) of the 2022 Deusto strategic plan, entitled 'Assessing the University's social impact and its contribution to sustainable development', specifically addressed this issue, and was devoted to this objective until 2023. This line of work continues under the new 2026 Strategic Plan with the 'Promoting networking and its social impact' initiative, particularly via the project 'Development of the University's Social Impact Model and its contribution to the SDGs'. To date, this project has been implemented through the publication of five reports, namely:

- 'The social impact of the University of Deusto. An entrepreneurship-based overview ', from 2019, was the result of the process carried out in the first year of work within Strategic Line 18 (Deusto Social Lab Report number 3).

This document was an initial overview of the University of Deusto's social impact model and was based on a process of internal and external co-generation that was subsequently applied to the specific activities that the University conducted in the field of entrepreneurship. An action-research approach was used to develop a theoretical-conceptual framework of the social impact model. This was later specifically applied to the activities promoted by the University of Deusto in the area of innovation and entrepreneurship during the 2015-2018 period.

As described in this 2019 Report, the impact of the University of Deusto has been inherently related to its essence, the fulfilment of its mission through its university project. This impact arises from the actions of the individuals whom the University supports in their educational journeys, from the knowledge it generates in partnership with other stakeholders, and from Deusto's commitment to society. All these impacts converge at a single, essential locus: people. People who form a relationship with the University of Deusto may do so at different times in their lives, and are guided by different motivations to transform themselves and, in turn, to transform their environment. They take on an active, conscious, critical and committed role in society. In the words of Pedro Arrupe (Superior General of the Society of Jesus, SJ), they become 'people for others' (Kolvenbach, 2001). The report goes further in voicing the specific transformations to which the University of Deusto aspires in the field of entrepreneurship and proposes a battery of impact indicators throughout the transformation process, which have been (partly) measured.

As a result of its multiple relationships, the University also becomes a transformative agent. Therefore, the impact operates in two directions: to the extent that people are transformed, the institution itself is transformed. The University is an active social agent that aims to make a contribution by finding answers to the emerging social challenges. It achieves this directly by using its capabilities, and, above all, by making them available to people.

The work carried out in the first phase made it possible to confirm the validity of the proposed model and to obtain the first social impact indicators applied to a specific area. Since then, efforts have continued towards its implementation within the area of entrepreneurship by systematising processes and tools, while also sharing the results and disseminating them to society.

- 'The social impact of the University of Deusto'. An overview focused on learning processes', published in 2020, was part of the rollout of the second phase. It was a continuation of the research carried out during the previous year, while also showcasing the fundamental role played by the companies and organisations that host Deusto students for internships and/or employ its graduates (Deusto Social Lab Report No. 4).

This second phase took place in 2020. It further expounded on the global concept, moving forward by reflecting on what is regarded as the University's primary mission, namely supporting learning processes. It is essential to recognise that learning takes place in a variety of settings (not only in the university, but also within the family environment, in the community and in the world of work) and requires the involvement of different stakeholders (in addition to the university, the organisations and companies that work in partnership with it in supporting learning processes, for example). This analysis was therefore approached with humility, since the people who choose the University of Deusto for their learning (whether through Undergraduate, Postgraduate, Doctoral or Life-Long Learning programmes) also do so in other spheres in which formal, non-formal or informal learning also takes place. Taking into account the scope and complexity of the subject in question, this report conceptually structured the social impact model derived from the learning processes and took a step forward by reaching out to one

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of the main stakeholders (companies and organisations that host trainees and graduates).

The study confirmed that the logic of the conceptual model of social impact proposed in the first phase was fully applicable to the learning processes at the University of Deusto. The UD supports people in their learning processes by placing holistic education at the centre of its institutional project, seeking to develop students into competent, well-educated, just and inspiring professionals). At the UD we draw on these learning processes to encourage people to acquire knowledge that is manifested as competencies, both transversal (necessary for and common to all programmes of study) and specific (tailored to each profession). The acquisition and development of these competencies is thus a process of personal transformation. This logic leads us to see competences as aspirational transformations, which are conveyed through people, the real agents of social transformation. These will be their own transformation processes within this impact model; as in the previous case, a battery of impact indicators was proposed for them, which, in this case, were applied to one of the most important University of Deusto stakeholders: the companies and organisations that offer internships to our students and/or employ our graduates.

This research showed that the values of individuals, how they work and how they behave are becoming increasingly important. Companies and organisations demand people who are motivated and have a flexible attitude, who have the ability to adapt to the changes required by society. Those who have more transversal competences will have greater opportunities to find and keep a job because of their ability to provide added value to their company; but, above all, they will become more employable. In this sense, people from the University of Deusto are highly valued for their transversal competencies, which the University of Deusto continues to reinforce and enhance through new initiatives and forward-looking proposals.

- 'The social impact of the University of Deusto. An overview focused on learning processes', from 2021, concerned the implementation of the third phase, which focused on the collective raison d'être of the University: The student body (Deusto Social Lab Report number 5).

This study served to review and update the transformations identified in the previous phase in connection with learning processes. Throughout 2021, the University of Deusto continued to advance and strengthen the transversal competences that all students are expected to acquire, regardless of their degree of choice. The research also made it possible to start a comparative analysis of the impact achieved as assessed both by students and by the companies and organisations that host and employ our students and/or graduates. A detailed analysis of this is provided in Deusto Social Lab Report No. 4. Regarding this latter aspect, it is important to underscore the alignment between the competences most valued by employers and those in which our students report having attained the highest degree of proficiency.

In addition to the assessment of the different transversal competences in terms of the importance given to them and the level of proficiency achieved, final-year students were also able to assess the activities carried out during their learning process. The majority of them believed that activities with a stronger practical component, a closer connection to real-world contexts (both local and international) and a focus on business or sector-specific knowledge—such as curricular and extracurricular placements, final projects/dissertations, coursework and international experiences—make the strongest contribution to the development of the aforementioned competences. Moreover, it is these activities that are the most in demand for the future.

- 'The Social Impact of the University of Deusto through the Sustainable Development Goals (SDGs)' (2023) represents the fourth phase of the project. It examines the social impact of the UD's learning processes as informed by the SDGs.

The University of Deusto, guided by its mission to promote social welfare, faces the challenge of addressing the complex issues posed by sustainable development. Given its transformative role, the UD seeks to play a key role in achieving the SDGs, as reflected in both the 2022 Strategic Plan and the current 2023–2026 Strategic Plan, which reaffirm its alignment with the 2030 Agenda and the Sustainable Development Goals. The report proposes a model for measuring social impact through the SDGs, focusing on learning processes.

- 'The social impact of the University of Deusto. People who transform themselves in order to transform society', from 2024, relates to the implementation of the fifth phase of the project. It focuses on the University's graduates (Deusto Social Lab report number 8).

This report explores an area of great importance to the University, not only because it is central to our essence, but also because it is of interest to our main stakeholders: the employability of our graduates. In keeping with our lifelong support approach, it both reflects on and examines the social impact of the University of Deusto through its contribution to one of the most critical elements of any society: high-quality, sustainable employment, as embodied in the University's graduate community (alumni).

For the purposes of this report, exploring an area of particular relevance to the University was deemed important: the economic impact generated both by the institution's own existence and by its transformative effect on its core

group—our graduates—in the short and long term. Two complementary areas of impact are included in this study: the economic impact of the University of Deusto in the Basque Country through its influence on GDP, employment and tax revenue (derived from its direct, indirect and induced economic activity) and the long-term economic impact, primarily derived from graduates' contributions.

As was the case in the previous phases, the research process maintained and observed the key assumptions formulated at the outset of this strategic project. These are provided again below for ease of reference:

1. The project was conceived and is conducted using an action-research or transformative research approach. Consequently, The conceptual model can be validated and corrected if necessary. This also generates shared learning among the different project participants, which promotes the co-generation of knowledge.

2. The research project is therefore structured as a space to generate knowledge to be shared with institutional, economic and social stakeholders. The ability to identify and engage them at the appropriate time is therefore essential to ensuring a successful process.

3. The project combines different quantitative and qualitative methodologies, which are applied using various existing social impact methodologies and models. The most appropriate options for each case have been identified and proposed.

The structure of the study is outlined below:

INTRODUCTORY CHAPTER

1. INTRODUCTION

   This consists of a single section specifically aimed at contextualising the scope of the research areas addressed in this document, solely focusing on the social impact of the University of Deusto.

CHAPTER TWO: CONTEXTUALISING THE UNIVERSITY'S ROLE IN RELATION TO ITS IMPACT

2. THE ROLE OF THE UNIVERSITY IN SOCIAL TRANSFORMATION

   Universities are key agents of economic and social development, not only for their educational work, but also on account of their impact on innovation and competitiveness. They produce highly qualified professionals, improve productivity and reduce unemployment, encouraging professional mobility and social cohesion.

   In addition, their contribution to research and development drives technological innovation and business growth. Given their status as centres of cultural exchange that promote social values, their impact must be measured and disseminated, although the wide range of available methodologies makes comprehensive evaluation challenging.

3. CONTEXTUAL FACTORS INFLUENCING THE UNIVERSITY SYSTEM

   Universities operate in a challenging environment, marked by declining student demand due to demographic factors and changing perceptions of the value of education. Digitalisation is also transforming education and the skills demanded in the labour market, which requires updated curricula and the use of innovative methodologies. In addition, universities increasingly face competition from a proliferation of private institutions and alternative programmes, which hinders their ability to attract students, academic talent and funding.

   In order to adapt to these new developments, higher education institutions must diversify their offerings by providing life-long learning, dual education and international programmes, while also strengthening their partnership with businesses and other stakeholders. Institutional sustainability will depend on efficient management and diversified financial models that guarantee quality education without compromising its viability. In this transformation process, it is essential to maintain a focus on the personal and social development of students.

CHAPTER THREE: THE SPANISH AND BASQUE UNIVERSITY SYSTEMS

4. THE SPANISH UNIVERSITY SYSTEM: SCOPE AND EVOLUTION

   This chapter provides a detailed analysis of the Spanish University System in the 2023/24 academic year, based on official data from the Ministry of Science, Innovation and Universities. It examines how student numbers have evolved, provides a breakdown of enrolments in Bachelor's, Master's and Doctoral degrees, and analyses the growth of the academic offering and the proliferation of private universities. It also highlights demographic trends, the increasing presence of international students and the higher number of graduates at different academic levels.

   The chapter also addresses how the student population is distributed by field of study, showing the predominance of Social Sciences and Law, the growth of Health Sciences and the progressive decline of the Sciences. Finally, it analyses the distinctions between

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public and private universities, the evolution of demand for Master's and PhD education and the changes in the student profile, with particular emphasis on internationalisation and life-long learning.

5. THE BASQUE UNIVERSITY SYSTEM: SCOPE AND EVOLUTION

This chapter provides an overview of the Basque University System (BUS), including its structure, evolution and main trends. It analyses the composition of the system, highlighting the coexistence of public and private universities with different approaches to research, learning and links with the productive fabric of the Basque Country.

This section also examines how student and graduate numbers have evolved, showcasing a trend in sustained growth and outlines how enrolments are distributed across different academic levels and knowledge areas. It also addresses the growing presence of private universities, the increasingly diverse academic offering and the role of the BUS in training qualified talent, which places the Basque Country as one of the regions with the highest proportion of the population with higher education in Spain.

CHAPTER FOUR: THE UNIVERSITY OF DEUSTO

6. THE UNIVERSITY OF DEUSTO

This chapter analyses the social impact of the University of Deusto throughout its history. It examines its educational model, its academic offering its role in research and its partnership with various stakeholders. It highlights the institution's Jesuit identity, commitment to academic excellence and ability to adapt to social, economic and technological changes.

It also explores the evolution of its student body, the diversity of its academic offering and its increasingly strong research capabilities in strategic areas such as digital transformation, ecological transition, health and well-being, and inclusive democracies. It also discusses initiatives such as its teaching-learning model (MAUD) and the expansion of its international cooperation network.

In terms of impact, the chapter emphasises the UD's role in the education of highly qualified professionals, its partnership with companies and institutions, and its commitment to internationalisation and sustainability. Finally, it addresses its future strategy, based on educational innovation, the strengthening of research and its accountability through the measurement of the social impact of the University of Deusto on its environment.

CHAPTER FIVE: THE SHORT- AND LONG-TERM ECONOMIC IMPACT OF THE UNIVERSITY OF DEUSTO

7. THE UNIVERSITY OF DEUSTO'S SOCIAL IMPACT MODEL: ECONOMIC IMPACT

7.1. THE UNIVERSITY OF DEUSTO'S SOCIAL IMPACT MODEL: SHORT-TERM IMPACT

The first section of the seventh chapter analyses the economic impact generated by the University of Deusto in the Basque Country, with particular emphasis on its role as an driving force in the regional economy through both direct and indirect expenditure. It studies the effect of the resources allocated by the university to its daily operations and to the recruitment of personnel, the purchase of goods and services, as well as the activity generated in other stakeholders, such as its student body and the events organised by the institution.

Using reputed methodologies such as the input-output model, it quantifies how the University of Deusto's expenditure has an impact on Gross Domestic Product (GDP), employment and fiscal returns. It explains how university activities not only have a direct impact on the economy but also produce indirect and induced effects across other sectors.

The results show that the University of Deusto makes a significant contribution to regional economic growth and employment, generating profits across multiple sectors and reinforcing the local economic ecosystem. Finally, this section highlights the role of the university as a key player in attracting talent, boosting the labour market and providing tax revenue for public administrations.

7.2. THE UNIVERSITY OF DEUSTO'S SOCIAL IMPACT MODEL: LONG-TERM IMPACT

The second section of the seventh chapter broadens the scope of the economic impact of the University of Deusto, by analysing its long-term contribution through the human capital educated in it. Beyond delving into the immediate effects of its economic activity, the study examines how University of Deusto graduates influence economic growth, job creation and fiscal returns, thereby contributing to the sustainable development of society.

In order to quantify this impact, the salary differences and employment rates of graduates from the University of Deusto are compared with those of graduates from other Spanish universities. The study shows that Deusto graduates have higher income and lower unemployment rates, which translates into greater wealth gener-

ation, more substantial tax revenues and less dependence on public benefits.

The chapter also analyses the fiscal returns derived from these effects and estimates how much University of Deusto graduates contribute to the public coffers throughout their working lives. As the majority of graduates pursue their professional careers in the Basque Country, this has a positive impact on the revenue of the Basque Treasury.

In conclusion, the University of Deusto not only operates as an immediate economic engine; its real contribution is reflected in the enhanced employability and working conditions of its graduates, which generates a sustained impact on the economy and social welfare of its area of operation.

8. CONCLUSIONS

The concluding section presents the closing insights drawn from the analysis conducted in the report, with special emphasis on the most relevant findings and their impact on the implementation of the project.

ANNEXES

A series of annexes aimed at complementing and extending the methodological details and references used in the study.

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Chapter two

Contextualising the role of the university in relation to its impact

2. The role of the university in social transformation

The university is a key transformational agent which plays a vital role not only in the education and development of individuals, but also in promoting the economic growth and social well-being of the regions where it operates, through education, research and the co-creation of knowledge. Its role goes beyond academic education, as universities are becoming drivers of regional development, major stakeholders in innovation and technological development, and champions of business competitiveness. As a result, they have a significant impact on economic and social development at regional level.

Universities are essential in providing training to highly qualified people. When university graduates enter the labour market, they bring advanced skills and expertise that increase the productivity and efficiency of organisations. The quality of education, measured in terms of cognitive skills outcomes, has a positive impact on productivity and regional economic growth. Beyond the impact on the economic sphere, individuals' level of education also enhances their professional mobility opportunities. Thus, people with university qualifications gain access to higher-quality, better-paid and more stable employment, with improved working conditions. Moreover, their employability increases, a factor that causes a reduction in their unemployment rates. These consequences not only benefit individuals, but also have a positive effect on social cohesion and the reduction of inequality.

In this context, investment in quality higher education fosters the economic and social prospects of regions and countries, as a consequence of the powerful effects of human capital on economic and social well-being (Hanushek & Woessmann, 2020). This is why the role of universities in promoting quality education is crucial. According to the CYD Barometer: Society's Assessment of the Quality of the University System (*Barómetro CYD: Valoración de la sociedad sobre la calidad del sistema Universitario*) (Fundación CYD, 2023), there is a widespread perception in Spain that having a university education provides personal satisfaction and enhanced professional opportunities. The same study underscored the role of university education as a catalyst for well-being and personal enrichment (as noted by 87 % of respondents) and for professional development (as noted by 86 % of respondents).

Universities also play a prominent role in terms of research and development (R&D), which contributes to technological innovation. Through scientific research and technology transfer, they promote the creation of new companies and the improvement of existing production processes. This contribution to innovation is essential to make economies more competitive in the current global context, where the ability to innovate has become a determining factor. The university, by increasing technological capital, not only strengthens the industrial fabric, but also facilitates the creation of highly skilled jobs and promotes the internationalisation of companies (Rikap, 2012).

The importance of the interaction of universities with their social environment should also be emphasised. Universities are centres of cultural and social exchange where the values of inclusion, diversity and social responsibility are promoted. Through their links with their environment, they have an impact in the education of critical citizens, committed to sustainable development and collective well-being. Universities contribute to social cohesion and the cultural enrichment of society through their outreach programmes and cultural activities (Sharma, 2015).

The social transformation and the contribution to social welfare generated by universities needs to be evaluated and communicated in terms of social impact, as a response to a demand from the community for greater commitment and transparency from organisations, especially within their geographical area of influence. While a wide variety of frameworks and methodologies have been developed to measure social impact, there is no unanimous consensus on the use of any of them. While some approaches have focused on the short term, others have focused on the long term, or on both, and have considered either economic impacts or social impacts, or both types. There is also a wide range of available methodologies, including quantitative, qualitative or a combination of both.

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3. Contextual factors influencing the university system

Universities today operate in a highly dynamic and complex environment, characterised by rapidly evolving contextual factors that have a direct impact on how they function and how they fulfil their missions of educational, research and knowledge co-creation. This context presents higher education institutions with important challenges that need to be addressed swiftly and effectively to ensure their relevance and sustainability over time.

Although demographic dynamics vary considerably between countries and geographical areas in Europe, the population is ageing and the birth rate is falling across the board. The young population shows a marked downward trend, which involves a decrease in student demand at universities. This decline is not only due to demographic reasons, but is also influenced by the perception that the cost-value of higher education has diminished, especially after the pandemic (Pedró, 2024). Countries and institutions affected by this situation are beginning to compete for a smaller pool of students, a scenario that will become more pronounced in the coming years. To offset the reduction in student numbers, universities will need to pursue alternative avenues for growth, which should include not only internationalising initiatives but also adult education within the dynamic of life-long learning (Wang, 2023).

In the social sphere, the increasing emphasis on promoting inclusive education and showcasing diversity, combined with the demands of various stakeholders (which include families, students, businesses and other organisations) for greater transparency, engagement and accountability on the part of universities regarding economic, social and environmental matters, poses significant challenges for these institutions.

However, one of the main drivers of change that will shape the future of higher education is digitalisation, boosted by the application of advanced technologies. This process is not only transforming teaching and learning methods, but is also changing the skills demanded in the labour market. This phenomenon affects both new graduates and experienced professionals, with the latter needing to adapt and update their professional skills. In response to these demands, universities face the challenge of adapting and updating their curricula and syllabuses to develop the skills and competences their students need to prepare them for the new professions that will be essential in the future. This should take place while higher education institutions uphold humanist values that enable students to contribute to a more equitable and balanced society. But institutions must also update the pedagogical approaches used, in order to incorporate into them emerging technologies such as artificial intelligence, big data and online learning platforms.

Another demand made by organisations is that students' education be closely aligned with the real world and prepare graduates for the labour market by including a strong practical component. The perceived lack of a practical approach to education is something that is also perceived by the general population, as noted by the CYD Barometer (Fundación CYD, 2023). This shows that while 81 % of the Spanish population have a positive view of universities, 70 % of them are critical of the fact that the teaching is highly theoretical in nature and fails to provide a sufficiently practical approach. Forty-eight per cent also considered that there is a poor match between the education received and the demands of the labour market.

In addition to the above factors, there has been an increase in the intensity of the competition in recent decades brought about by both the emergence of new Spanish universities, as well as from non-university education modalities that are rapidly expanding and encompass both digital and face-to-face modes, both nationally and internationally. Thus, in Spain, there has been a real growth of private universities, as evidenced by the creation of a dozen new institutions over the past five years. New qualifications are also proliferating, mainly promoted by these new universities. This increased competition has an impact not only on student recruitment, but also on the ability to attract academic talent and research funding, as well as on institutional prestige.

The introduction of new degrees and programmes, particularly those focused on lifelong learning, stands out among the universities' responses to the aforementioned

changes. With the aim of offering a type of education that is aligned with the needs of the professional world, training modalities such as dual training are now being promoted, which require stronger partnerships with businesses and other stakeholders. Efforts are also underway to update the skills of teaching staff in order to effectively incorporate new technologies into educational processes.

Addressing the challenges identified requires that academic institutions in general, and universities in particular, demonstrate considerable foresight and transformative capacity with a view to developing sustainable and diversified financial models. In addition to expanding existing initiatives, sustainability may depend on increasing the recruitment of international students and adult learners, as well as enhancing partnerships with the private sector and generating funding through research activities. It will also require highly efficient management of resources to ensure that educational quality is maintained without compromising financial viability. According to Pedró, Director of IESALC-UNESCO (2023), higher education institutions must place people at the core of their educational missions during this process of transformation, as one of its primary functions is to respond to individuals' personal and social development needs

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Chapter three

The Spanish and Basque University Systems

4. The Spanish university system: scope and evolution

The data provided in the following paragraphs have been obtained from various statistical sources and reports produced by the Ministry of Science, Innovation and Universities (*Estadística de universidades, centros y titulaciones. Sistema Integrado de Información Universitaria-SIIU*, 2024). The number of students in the Spanish university system (SUS) in the academic year 2023/24 was estimated at 1,762,459. A total of 78.2 % of the student body were enrolled in Bachelor degree programmes (1,378,824), 16.4 % pursued Master's degree programmes (288,955) and 5.4 % were registered in Doctoral degree programmes (94,680). These data reflect a slight growth from the 1,722,247 students in the 2022/23 academic year. The number of staff in the SUS, including teaching and research personnel (known as PDI), administrative and service staff (PAS) and research staff (PI), was estimated at 230,000.

In the academic year 2023/24, the SUS will encompass 91 active universities, 50 public (of which 47 deliver in-person education) and 41 private (of which 35 deliver in-person education). There has been a strong increase in the number of private universities in recent decades, compared with the 16 in existence in 1997. There has also been a substantial rise in the number of degree programmes offered, largely promoted by private universities. In this academic year, a total of 9,765 degrees were offered; 3,322 Bachelor's degrees, 1,028 Double degrees, 4,049 Master's degrees, 152 Double Master's degrees and 1,214 Doctoral degrees. Approximately 70 % of Bachelor's and Master's degrees were taught in public universities and 30 % in private universities.

A total of 366,662 students graduated in the academic year 2023/24, of whom 55 % obtained a Bachelor's degree (201,759 students), 41.8 % a Master's degree (153,119 students) and 3.2 % a Doctoral degree (11,784 students). Over the academic year 2021/22, the overall number of graduates increased by 4.2 %; specifically, 1.4 % for Bachelor's degrees, 8.1 % for Master's degrees and 6.6 % for Doctoral degrees.

The following sections analyse the evolution of SUS students in more detail.

4.1. Overall number of students

The latest available data on the Spanish University System (SUS) (those referred to the 2023/24 academic year) shows that a total of 1,762,459 students were enrolled, according to statistical data from the Ministry of Science, Innovation and Universities (2024). This figure represents an increase of 2.4 % over the 2022/23 academic year. To offer a broader temporal perspective, data from the 2015/16 academic year have also been analysed, which yield an increase of 13.8 %. Of the total number of enrolments for the academic year 2023/24, 78.2 % were for Bachelor's degrees, 16.4 % for Master's degrees and 5.4 % for Doctoral degrees. The number of students increased slightly in the last academic year for Bachelor's and Master's programmes (by 2.6 % and 3.2 % respectively), while the number of Doctoral students decreased by 2.6 %. The cumulative evolution since the academic year 2015/16 has shown an outstanding growth in Master's and Doctoral programmes of 68.9 % and 70.2 %, respectively, with a cumulative growth of 4.3 % in Bachelor's programmes. Eighty-two per cent of students were enrolled in universities that offered in-person programmes, while 18 % were enrolled in remote learning universities. Approximately 11 % of SUS students were from countries other than Spain: 6 % in Bachelor degrees, 25 % in Master's and 29 % in Doctorate programmes**.** The total number of undergraduate graduates in the academic year 2022/23 was 201,759**.** Figure 1 shows the evolution of the number of SUS students in the period 2015/16-2023/24, while Table 1 shows the share of Bachelor's, Master's and PhD students in the total number of enrolments.

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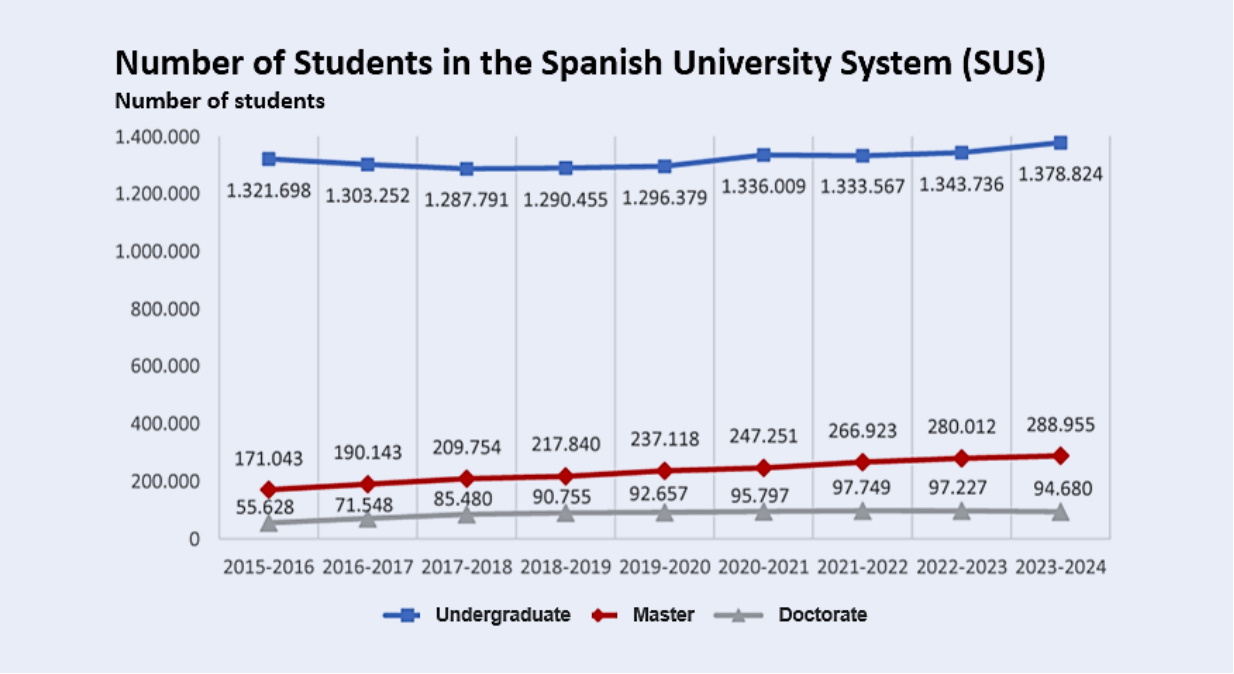

Source: University Student Statistics (EEU). Based on data from the Ministry of Science, Innovation and Universities (*Ministerio de Ciencia, Innovación y Universidades*, 2024)

Figure 1. Undergraduate, Master's and Doctoral students in the Spanish university system (SUS). Evolution from 2015/16 to 2023/24

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Total students	1,548,369	1,564,943	1,583,025	1,599,050	1,626,154	1,679,057	1,698,239	1,720,975	1,762,459
Degree									
– No. Students	1,321,698	1,303,252	1,287,791	1,290,455	1,296,379	1,336,009	1,333,567	1,343,736	1,378,824
– % of the total	85.4	83.3	81.4	80.7	79.7	79.6	78.5	78.1	78.2
Master's									
– No. Students	171,043	190,143	209,754	217,840	237,118	247,251	266,923	280,012	288,955
– % of the total	11,0	12,2	13,3	13,6	14,6	14,7	15,7	16,3	16,4
Doctorate									
– No. Students	55,628	71,548	85,480	90,755	92,657	95,797	97,749	97,227	94,680
– % of the total	3.6	4.6	5.4	5.7	5.7	5.7	5.8	5.6	5.4

Source: Prepared by the authors (Deusto Social Lab). Based on data from the Ministry of Science, Innovation and Universities (*Ministerio de Ciencia, Innovación y Universidades,* 2024)

Table 1. Undergraduate, Master's and Doctoral students in the Spanish University System (SUS) (from 2015/16 to 2023/24)

In the academic year 2023/24, 56.5 % of the total number of SUS students were female and 43.5 % were male. The evolution from 2015/16 to 2023/24 involved an increase in enrolments for both genders; 157,228 for females and 56,862 for males. The participation rate of women had increased by 2.3 percentage points. The data are shown in Table 2.

Gender	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Male									
– No. Students	709.533	713,605	715,737	722,127	726,150	745,032	751,099	749,388	766,395
– % of the total	45,8	45,6	45.2	45.2	44.7	44.4	44.2	43.5	43.5
Female									
– No. Students	838,836	851,338	867,288	876,923	900,004	934,025	947,140	971,587	996,064
– % of the total	54.2	54.4	54.8	54.8	55.3	55.6	55.8	56.5	56.5

Source: Prepared by the authors (Deusto Social Lab). Based on data from the Ministry of Science, Innovation and Universities (*Ministerio de Ciencia, Innovación y Universidades,* 2024)

Table 2. Students enrolled in the Spanish University System (SUS) by gender (from 2015/16 to 2023/24)

Of the total enrolments for the 2023/24 academic year at Undergraduate, Master's and Doctoral levels, 74.3 % were in public universities and 25.7 % in private universities. In the 2015/16 academic year, the share of enrolments had been 84.7 % in public universities and 15.3 % in private universities. There was therefore a clear, progressive increase in the number of enrolments in private universities compared to those in public universities. Specifically in the period 2015/16-2023/24, while private university enrolments increased by 215,942 (an increase of 91.3 %), public university enrolments decreased by 1,852. In the 2023/24 academic year, in absolute terms, enrolments in both types of universities had increased by 12,502 in public universities and 28,982 in private universities. The breakdown is shown in Table 3. Whereas 81.7 % of the enrolments were in institutions delivering in-person programmes, 18.3 % were registered in distance learning universities. The uneven behaviour of public and private universities was also noted by the CYD Report.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Total students	1,548,369	1,564,943	1,583,025	1,599,050	1,626,154	1,679,057	1,698,239	1,720,975	1,762,459
Public U.									
– No. Students	1,311,826	1,309,300	1,306,009	1,307,632	1,306,051	1,328,957	1,314,328	1,297,472	1,309,974
– % of the total	84.7	83.7	82.5	81.8	80.3	79.1	77.4	75.4	74.3
Private U.									
– No. Students	236,543	255,643	277,016	291,418	320,103	350,100	383,911	423,503	452,485
– % of the total	15.3	16.3	17.5	18.2	19.7	20.9	22.6	24.6	25.7

Source: Prepared by the authors (Deusto Social Lab). Based on data from Ministry of Science, Innovation and Universities (*Ministerio de Ciencia, Innovación y Universidades*, 2024)

Table 3. Students enrolled in the Spanish University System (SUS) in public and private universities (from 2015/16 to 2023/24)

4.2. Undergraduate Students

There were 1,378,824 undergraduate students in the 2023/24 academic year, 55.4 % of whom were aged between 18 and 21. Students over 30 years old accounted for 13.4 % of the total.

By field of study, 45.5 % of undergraduate students in 2023/24 were enrolled in Social Sciences and Law, a proportion that had decreased by 1 % between the 2015/16 and 2023/24 academic years. Engineering and Architecture accounted for 18.5 % of enrolments in 2023/24 and Health Sciences for 20 %, the latter being the only branch to increase in percentage weight in the period 2015/16-2023/24, gaining 1.9 %. There were five prospective first-choice applicants for each place in the Health Sciences. Arts and Humanities accounted for 9.9 % of enrolments, showing a fairly stable share in the 2015/16-2023/24 period. The lowest share of enrolments was for Science, with 6.1 % of the total number of enrolments for the academic year 2023/24; the last few years have seen a slow but progressive loss of percentage share. Nearly 353,000 undergraduate students at institutions delivering in-person programmes enrolled in a university located in a province different from their usual place of residence; and of these, more than 206,000 were enrolled in a different autonomous region. Table 4 shows the enrolments by field of study and their evolution from the academic year 2015/16 to 2023/24.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Total Students Degree and Cycle	1,321,698	1,303,252	1,287,791	1,290,455	1,296,379	1,336,009	1,333,567	1,343,736	1,378,824
Social Sciences and Law									
– No. of students	614,614	605,787	603,199	600,647	602,896	620,256	614,912	619,631	627,932
– % of the total	46.5	46.5	46.8	46.5	46.5	46.4	46.1	46.1	45.5
Engineering and Arch.									
– No. of students	256,570	244,395	231,331	229,032	228,638	233,010	236,704	242,606	254,840
– % of the total	19.4	18.8	18.0	17.7	17.6	17.4	17.7	18.1	18.5

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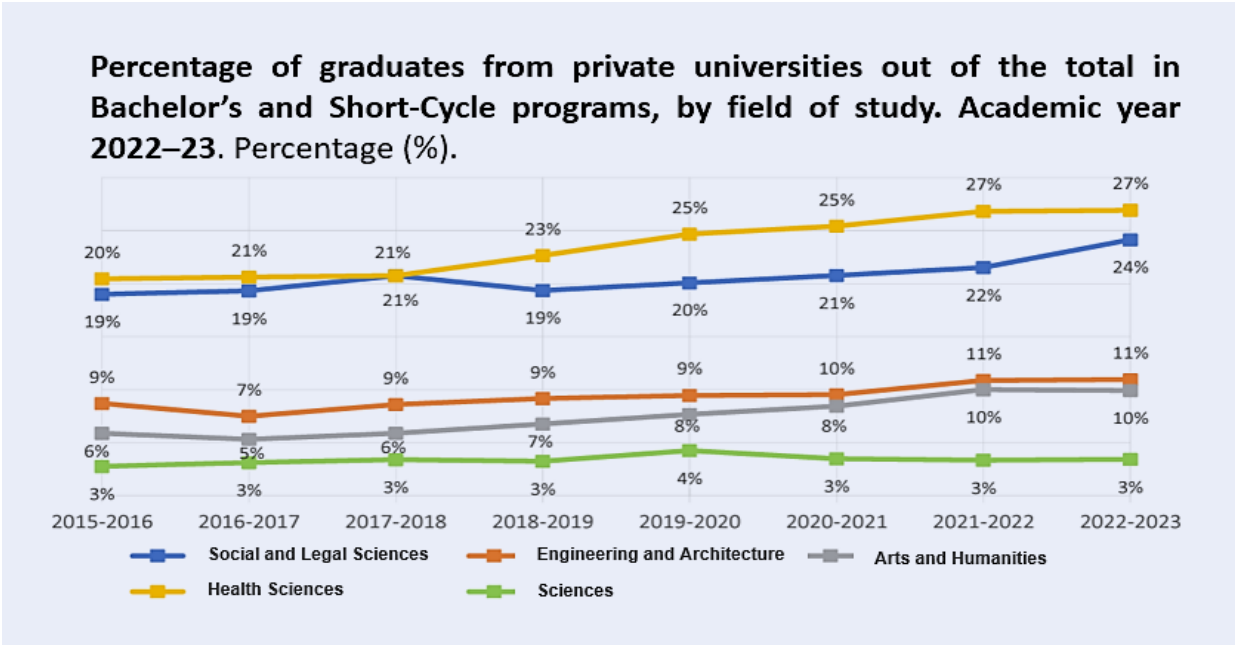
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Arts and Humanities 10 %									
– No. of students	130,911	130,836	129,930	132,532	133,301	140,573	138,882	135,036	135,857
– % of the total	9.9	10.0	10.1	10.3	10.3	10.5	10.4	10.0	9.9
Health Sciences									
– No. of students	239,356	241,542	242,560	245,915	248,484	257,318	259,166	263,521	275,899
– % of the total	18.1	18.5	18.8	19.1	19.2	19.3	19.4	19.6	20.0
Sciences									
– No. of students	80,247	80,692	80,771	82,329	83,060	84,852	83,903	82,942	84,296
– % of the total	6.1	6.2	6.3	6.4	6.4	6.4	6.3	6.2	6.1

Source: Prepared by the authors (Deusto Social Lab). Based on data from the Ministry of Science, Innovation and Universities (*Ministerio de Ciencia, Innovación y Universidades,* 2024)

Table 4. Undergraduate students in the Spanish University System (SUS) by field of study (from 2015/16 to 2023/24)

The incoming students in the academic year 2023/24 were estimated at being 363,494. Social Sciences and Law was the branch with the highest number of new students, with 45.8 % of the new enrolments, and Science the lowest, with 6.0 % of all new enrolments. Business Management, with more than 30,000 students, was the field of study with the highest number of incoming students. This was followed by Law and Psychology, both with approximately 25,000, and Primary Education, with more than 22,000. The rest of the main areas attracted under 16,000 students. Private universities were concentrated in the branches of Social Sciences and Law and Health Sciences, with a very limited representation in other Sciences.

There were 201,759 undergraduate graduates in the academic year 2022/23. The ranking was headed by Business Management, Education, Engineering, Industry, Law and Health. The recent rise in the number of graduates from private universities was noteworthy. In the 2022/23 academic year, they accounted for 27 % of all graduates in Health Sciences and 24 % in Social Sciences and Law, as shown in Figure 2.



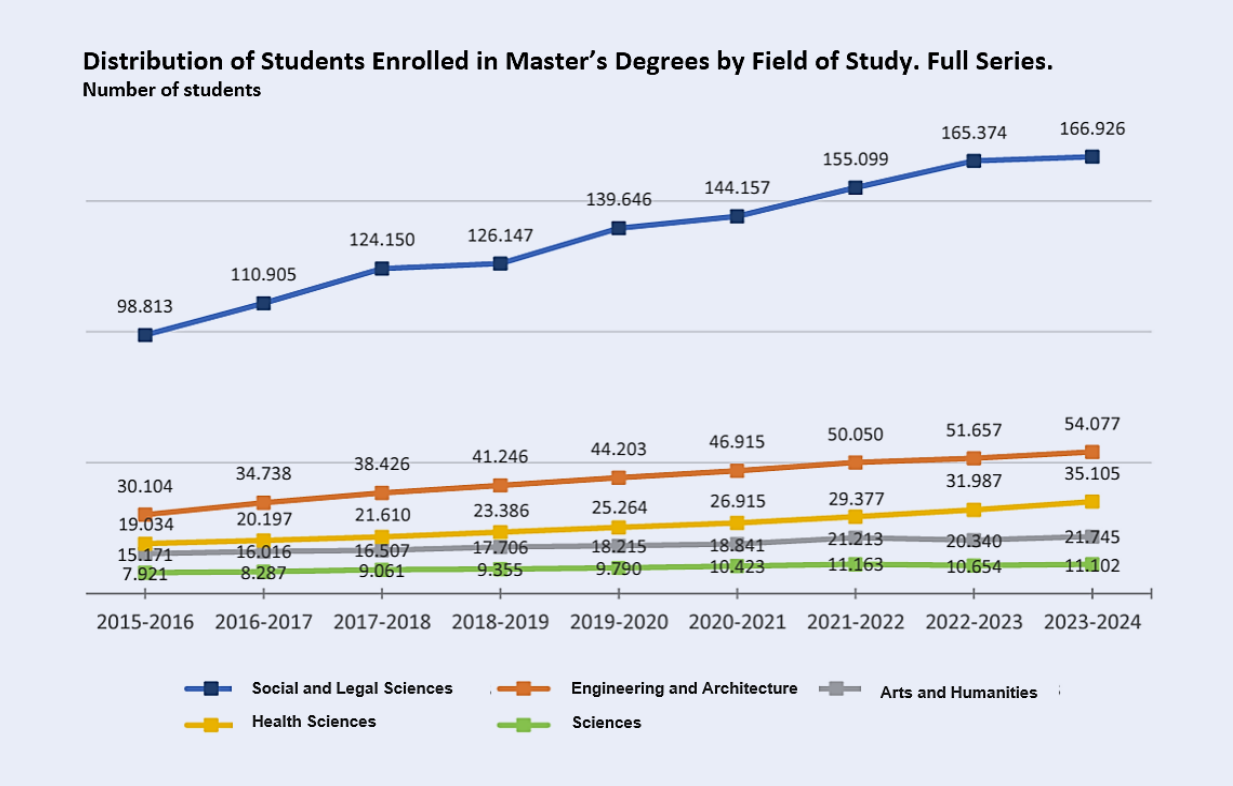
Source: University Student Statistics (EEU). Ministry of Science, Innovation and Universities (*Ministerio de Ciencia, Innovación y Universidades*,2024)

Figure 2. Graduates of the Spanish University System (SUS) in private universities by field of study (% of total graduates) (from 2015/16 to 2023/24)

4.3. Master's and Doctoral students

Master's studies had shown a growing trend since the 2015/16 academic year, a pattern that was also confirmed in 2023/24, with 288,955 students enrolled. The field of knowledge with the highest number of enrolments was the Social Sciences and Law (57.8 %), followed by Engineering and Architecture (18.7 %) and the Health Sciences (12.1 %). Arts and Humanities (7.5 %) and other Sciences (3.8 %) were in less demand. In relative terms, the Health Sciences branch experienced the most substantial growth, with 9.7 % in 2023/24 over the previous year, and 84.4 % since 2015/16. By nationality, 78,433 Master's students originated from countries other than Spain (27.1 %); 19.4 % came from Latin America and the Caribbean, 2.9 % from the European Union, and 2.4 % from Asia and Oceania. Enrolments were shared almost equally between public and private universities. In public universities, students who registered for courses delivered in person accounted for 93 % of the total, whereas in private universities, students in distance-learning programmes were in the majority (60 %). Figure 3 shows the trend in student numbers by field of study.

Provisional data for the 2023/24 academic year indicated that 94,680 students enrolled in Doctoral studies, a figure 2.6 % lower than in the previous year. The vast majority of doctoral students (93.5 %) were enrolled in public universities. Twenty-nine per cent of students were foreign nationals, half of whom came from Latin America and the Caribbean (51.0 %).



Source: University Student Statistics (EEU). Ministry of Science, Innovation and Universities (*Ministerio de Ciencia, Innovación y Universidades*, 2024)

Figure 3. Master's students in the Spanish University System (SUS) by field of study (from 2015/16 to 2023/24)

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5. Basque university system: scope and evolution

The Basque university system (hereinafter BUS) currently includes four universities of different sizes that deliver their programmes using different modes: the University of the Basque Country/Euskal Herriko Univertsitatea (UPV/EHU), the University of Deusto (UD), Mondragon Unibertsitatea (MU) and EUNEIZ. The UPV/EHU is publicly owned and has the largest number of students and degrees of any Basque university, as well as a significant research focus. In terms of the number of students, it is three times the size of the next largest university, the University of Deusto. For its part, the Jesuit UD is the largest private university in the Basque university system and has more than double the number of students than MU. It is distinguished by its extensive experience and recognised prestige in the education of highly qualified professionals. A notable feature of MU is that it belongs to the Mondragon Corporation. Lastly, EUNEIZ joined the Basque University System as a private university in the academic year 2022/23.

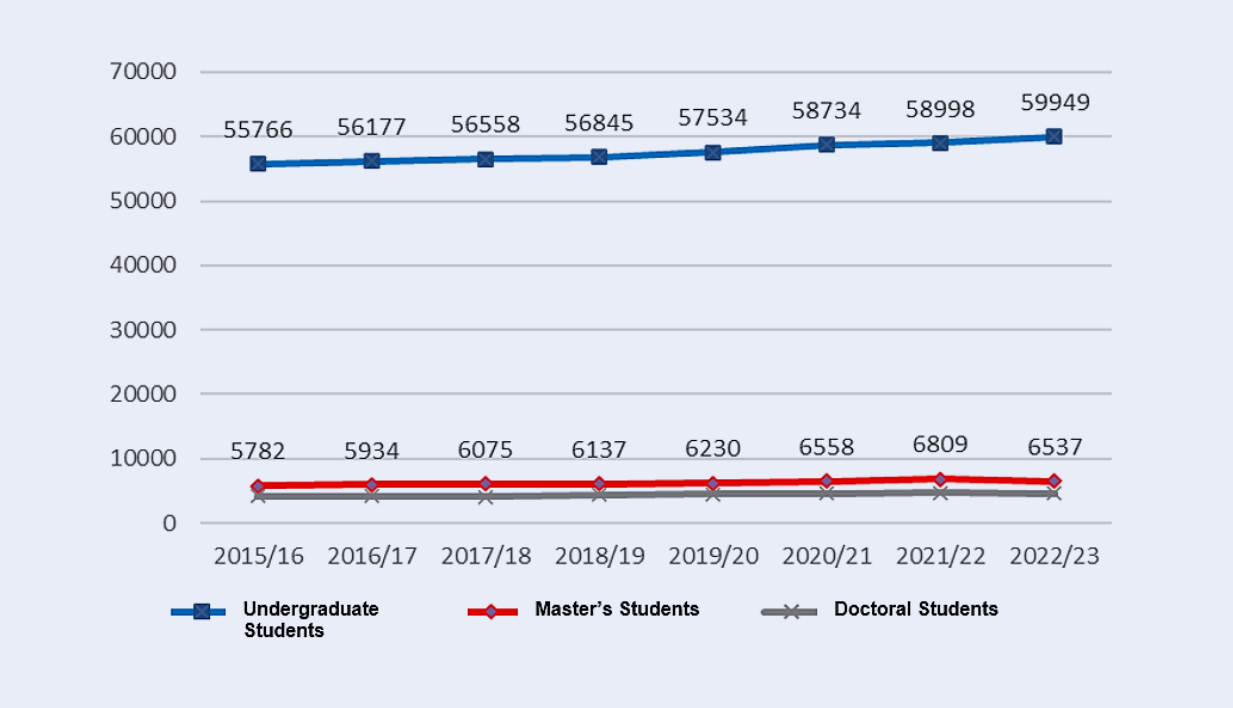
Source: Prepared by Deusto Social Lab

Figure 4. Universities that comprise the Basque University System (BUS) in the academic year 2024/25

According to data from Eustat, which largely overlaps with those included in the Basque University System Plan 2023–2026 issued by the Basque Government, a total of 71,142 students were enrolled in the 2022/23 academic year (the most recent year for which integrated and comparable data are available). There were 10,315 employees, including teaching and research staff (PDI) and administrative and service staff (PAS). A total of 14,266 students completed their studies, 1.5 % more than in the previous year, of whom 9,932 (69.6 %) obtained a Bachelor's degree, 3,715 (26.0 %) a Master's degree and 619 (4.3 %) successfully defended their PhD thesis.

5.1. Total number of students

The 71,142 enrolments in BUS universities for the 2022/23 academic year represented an increase of 0.9 % with respect to the previous academic year and confirmed the upward trend observed over the last six years (Eustat, 2024). This constituted an increase of 8.2 % compared with the 2015/16 academic year. By type of study, 59,949 students enrolled in Bachelor's degrees (84.3 %), 6,537 for Master's degrees (9.2 %) and 4,656 for Doctoral degrees (6.5 %). The increase of almost a thousand students in Bachelor's degrees over the previous academic year 2021/22 compensated for the reduction in the number of students in Master's and Doctoral programmes (Eustat, 2023). Figure 5 shows the evolution of the number of BUS students in the period 2015/16-2022/23, and Table 5 shows the share of Undergraduate, Master and Doctoral enrolments for the same period.



Source: Prepared by the authors (Deusto Social Lab). (Based on Eustat data)

Figure 5. Students in the Basque University System (BUS) (from 2015/16 to 2022/23)

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Total students	65,745	66,283	66,757	67,374	68,237	69,933	70,503	71,142
Degree								
– No. of students	55,766	56,177	56,558	56,845	57,534	58,734	58,998	59,949
– % of the total	84.8	84.8	84.7	84.4	84.3	84.0	83.7	84.3
Master's								
– No. of students	5,782	5,934	6,075	6,137	6,230	6,558	6,809	6,537
– % of the total	8.8	9.0	9.1	9.1	9.1	9.4	9.7	9.2
Doctorate								
– No. of students	4,197	4,172	4,124	4,392	4,473	4,641	4,696	4,656
– % of the total	6.4	6.3	6.2	6.5	6.6	6.6	6.7	6.5

Source: Prepared by the authors (Deusto Social Lab). (Based on Eustat data)

Table 5. Basque University System (BUS) Undergraduate, Master's and Doctoral students (from 2022/23 to 2015/16)

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In the academic year 2022/23, 54.2 % of the total student body was female and 45.8 % was male, a proportion that has remained fairly constant over time. However, there was a slight increase (1.5 percentage points) in female participation from 2015/16 to 2022/23, as shown in Table 6.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Total students	66,830	66,283	66,757	67,374	68,237	69,933	70,503	71,142
Male								
– No. of students	31,599	30,823	30,867	31,138	31,377	32,033	32,192	32,587
– % of the total	47.3	46.5	46.2	46.2	46.0	45.8	45.7	45.8
Female								
– No. of students	35,231	35,460	35,890	36,236	36,860	37,900	38,311	38,555
– % of the total	52.7	53.5	53.8	53.8	54.0	54.2	54.3	54.2

Source: Prepared by the authors (Deusto Social Lab). (Based on Eustat data)

Table 6. Students enrolled in the Basque University System (BUS) by gender (from 2015/16 to 2022/23)

Sixty-nine per cent of the total number of students in the academic year 2022/23 in the three academic levels were enrolled in public universities and 31 % in private universities, according to Eustat data (2024). In recent years, there has been a gradual trend towards a greater share of enrolments by private universities compared with public ones, with the share of public universities falling below 70 % for the first time in the 2022/23 academic year, as shown in Table 7.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Total students	66,830	66,283	66,757	67,374	68,237	69,933	70,503	71,142
Public University								
– No. of students	49,173	48,663	48,399	48,529	48,887	49,735	49,397	49,056
– % of the total	74.8	73.4	72.5	72.0	71.6	71.1	70.1	69.0
Private University								
– No. of students	17,657	17,620	18,358	18,845	19,350	20,198	21,106	22,086
– % of the total	26.9	26.6	27.5	28.0	28.4	28.9	29.9	31.0

Source: Prepared by the authors (Deusto Social Lab). (Based on Eustat data)

Table 7. Students enrolled in public and private universities in the Basque University System (BUS) (from 2015/16 to 2022/23)

5.2. Undergraduate students

A total of 59,949 students enrolled in the 2022/23 academic year. This was an increase of 1.6 % compared with the previous year and 7.5 % compared with 2015/16. By fields of knowledge, 49.3 % of students were registered in Social Sciences and Law (29,557 enrolments), 22.9 % in Engineering and Architecture (13,752 enrolments), 14 % in Health Sciences (8,388 enrolments), 8.7 % in Arts and Humanities (5,192 enrolments), whereas the lowest take up came from other Sciences, with 5.1 % of the total (3,060 enrolments).

While Basque universities offered a wide range of degree programmes (106 in total during the 2022/23 academic year), almost half of all undergraduate enrolments were concentrated in only 12 programmes. This means that 11 % of the degree programmes received 50 % of the enrolments. The most in-demand programmes, with the highest number of enrolments, were Business Administration and Management (5,714), Primary Education (4,296), Law (3,389), Psychology (2,704), Early Childhood Education (2,280) and Medicine (2,209), as shown in Table 8. There were a notably high number of students in Business Administration and Management, which received almost 10 % of all undergraduates.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Total number of Undergraduate students	55,766	56,177	56,558	56,845	57,534	58,734	58,998	59,949
Social Sciences and Law								
– No. of students	27,222	27,827	28,525	28,644	28,941	29,326	29,334	29,557
– % of the total	48.8	49.5	50.4	50.4	50.3	49.9	49.7	49.3
Engineering and Architecture								
– No. of students	12,528	12,406	12,272	12,391	12,674	13,001	13,185	13,752
– % of the total	22.5	22.1	21.7	21.8	22.0	22.1	22.3	22.9
Arts and Humanities								
– No. of students	5,335	5,285	5,231	5,202	5,238	5,380	5,295	5,192
– % of the total	9.6	9.4	9.2	9.2	9.1	9.2	9.0	8.7
Health Sciences								
– No. of students	7,600	7,638	7,480	7,494	7,557	7,862	8,046	8,388
– % of the total	13.6	13.6	13.2	13.2	13.1	13.4	13.6	14.0
Other Sciences								
– No. of students	3,081	3,021	3,050	3,114	3,124	3,165	3,138	3,060
– % of the total	5.5	5.4	5.4	5.5	5.4	5.4	5.3	5.1

Source: Prepared by the authors (Deusto Social Lab) (Based on Eustat data)

Table 8. Undergraduate students enrolled in the Basque University System (BUS) by field of study (from 2015/16 to 2023/24)

5.3. Master's and Doctoral students

In the 2022/23 academic year, there were 6,537 Master's enrolments in the Basque University System (BUS), accounting for 9.2 % of the total across the three degree types (amounting to 71,142 in total). Compared to the previous academic year 2021/22 the number of Master's students enrolled in the BUS universities decreased by 4 %, although the increase was 13 % compared to 2015/16. In the 2022/23 academic year, 59.7 % of Master's students were enrolled in public universities and 40.3 % in private universities.

In the same academic year, 4,656 BUS students enrolled for Doctoral studies, representing 6.5 % of the total enrolment (71,142). Of these, 86.4 % were in public universities and 13.6 % in private universities. The evolution of enrolments over the previous three years had been very stable, but decreased by 0.9 % over 2021/22. Compared to the 2015/16 academic year, the increase was 10.9 %. The breakdown of student numbers by fields of study is shown in Table 9.

	Master's programmes (official)	Doctoral programmes
Total	6,537	4,656
Arts and Humanities	413	513
Sciences	306	1,052
Health Sciences	621	766
Social Sciences and Law	2,931	1,359
Engineering and Architecture	2,266	966

Source: Prepared by Deusto Social Lab. (Based on Eustat data)

Table 9. Master's and Doctorate students enrolled in the Basque University System by field of study (2022/23)

5.4. The Basque Country: leading region in population with tertiary education

As a result of the efforts undertaken by the BUS, the Basque Country records the highest proportion of the population aged 25 to 64 with tertiary education among all Spanish regions. This group accounted for 55.7 % of the population, according to the report 'Education at a Glance 2024. OECD Indicators'. This was followed by the Madrid region, with 50.5 %, as shown in Figure 6. Both were above international averages (OECD, 40.7 %; EU25, 37.3 %).

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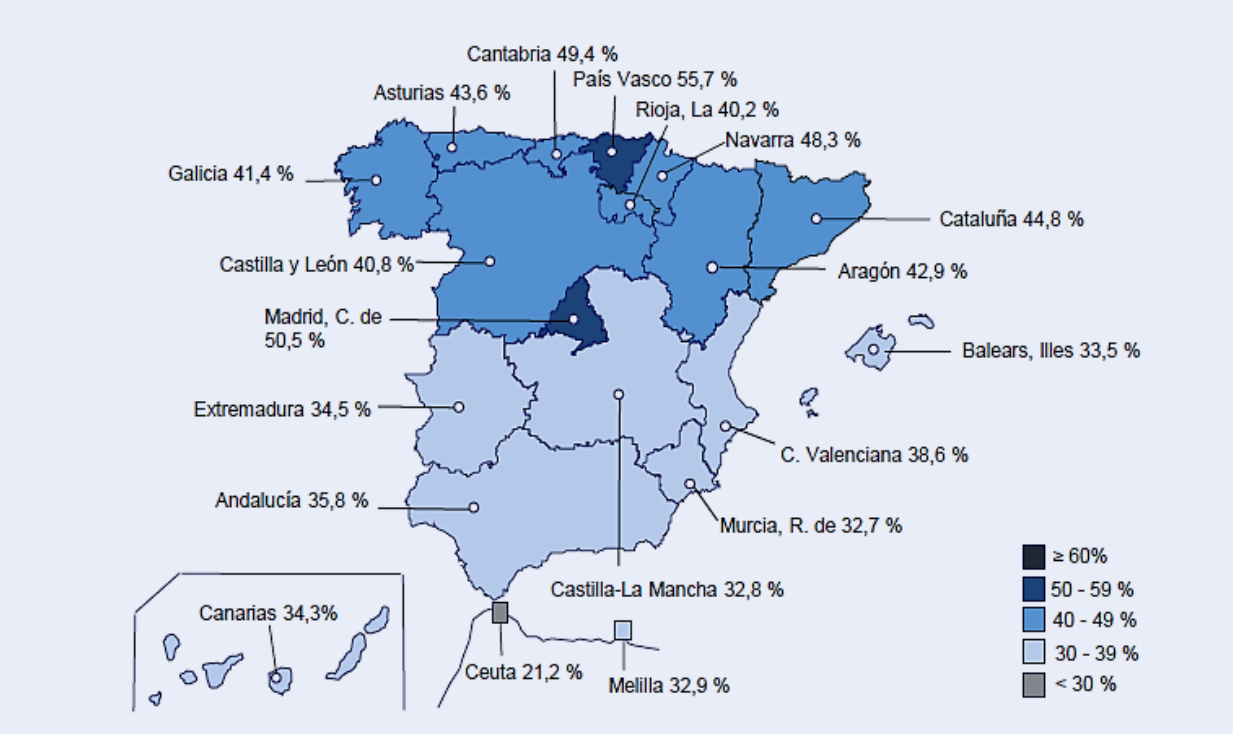

Source: Education at a glance 2024. OECD Indicators. Ministry of Education, Vocational Training and Sports (*Ministerio de Educación, Formación Profesional y Deportes*)

Figure 6. Population aged between 25 and 64 years old with tertiary education in Spain (2023)

Chapter four
The University of Deusto

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6. The University of Deusto

6.1. The social contribution of the University of Deusto through its community

The University of Deusto, founded by the Society of Jesus in 1886, has a tradition spanning nearly 140 years. Throughout its long history, it has carried out its mission of service to society through a commitment to excellence in teaching and research, oriented towards the needs of people and society. The UD has continually evolved and adapted to the various social, cultural, economic and political contexts in which it has carried out its work, guided by its identity, commitment to social service, humanistic outlook and spirit of openness. Its long-standing and successful trajectory has led it to becoming established among the most prestigious universities in Spain and has garnered it broad international recognition.

More than 75,000 people have been educated in the classrooms of its Bilbao and San Sebastian campuses and its Madrid and Vitoria branches over the last 40 years. Many of them now occupy prominent professional positions in the economic, political, social and cultural fields.

The University of Deusto is today a benchmark of academic excellence. It offers a wide and innovative range of Bachelor's degrees (42), Double Bachelor's degrees (14) and university Master's degrees, Double Master's degrees, UD-specific degrees (56), as well as Doctoral and Lifelong Learning programmes. It has seven Faculties (Health, Business Management and Economics -Deusto Business School, Social Sciences and Humanities, Law, Education and Sport, Engineering and Theology), nine Chairs, nine Research Centres and two affiliated centres.

In terms of research and knowledge co-creation, the University of Deusto has expanded both the scope and impact of its research, focusing on fields that address major social challenges in which it makes a distinctive contribution. It prioritises four key areas, namely digital transformation, ecological transition, health and wellbeing, and plural and inclusive democracies.

7 Faculties – Health Sciences – Business Management and Economics - Deusto Business School – Social Sciences and Humanities – Law – Education and Sport – Engineering – Theology	**2 Affiliated Centres** – Escuela Universitaria de Magisterio Begoñako Andra Mari (BAM) (Begoñako Andra Mari Teacher Training College) – Voxel School de Diseño, Artes Digitales y Nuevas Tecnologías (Voxel School of Design, Digital Arts and New Technologies)
9 Research Centres – Centre for Applied Ethics – DeustoPsych – Deusto Tech – Pedro Arrupe Human Rights Institute – Institute for Cooperative Studies – Institute of Leisure Studies – Institute of Basque Studies – Deusto Drug Abuse Institute – Orkestra-Basque Competitiveness Institute (Deusto Foundation)	**9 Chairs** – Cities Lab Chair – Family Business – Galician Studies – Vizcaína Aguirre Foundation – Computational Mathematics – Jean Monnet EU-Breathe – Jean Monnet Chair in Economic Constitutionalism and European Integration – Leisure and Disability – Unesco Human Resources for Latin America

Source: Deusto. 2024 Yearbook

Table 10. Faculties, Affiliated Centres, Research Centres and Chairs of the University of Deusto in 2023

The University of Deusto is currently confronting major challenges arising from globalisation, technological progress, the climate crisis, social change and demographic ageing. These factors change the processes of knowledge generation, learning and training. At the same time, these challenges highlight the need to equip graduates and alumni with the personal and professional skills required to build sustainable careers and lead transformative processes to promote well-being in a changing world.

The University of Deusto has developed various strategies to respond to these challenges. These include adapting its education offering to meet business and social demands, innovation in teaching-learning processes, as well as reinforcing partnerships. Across the various educational levels (Bachelor's, Master's, Doctorate, and Lifelong Learning), programmes are continually being diversified and updated, and new degrees are being introduced. These include those offered by the Faculty of Health Sciences and the Faculty of Engineering, the latter focusing on mathematics, data science, robotics and artificial intelligence (AI).

These challenges are also addressed through the University of Deusto's own teaching and learning model, known as MAUD, which not only reviews competencies but also applies innovative teaching and learning processes and methodologies. This model is based on a student-centred teaching-learning process, providing students with personalised support, promoting their autonomy and reinforcing their education in values. Innovative methodologies include problem-based learning, challenge-based learning, service learning, internships and dual programmes.

The University of Deusto has also established a comprehensive strategy to strengthen partnerships with various stakeholders, which focuses on several key lines of action. Regarding the generation and co-generation of knowledge, it promotes interdisciplinary research and inter-sectoral collaboration with social, economic, cultural and institutional actors, both nationally and internationally. This involves a greater presence in international networks and the joint programmes offered together with other universities of the Society of Jesus and the European University UNIC. On the training side, the increasing partnerships with businesses fosters a more practical and real-life approach to learning, as well as enabling the UD to gain a better understanding of business organisations' training needs.

The University of Deusto seeks to further its contribution to social transformation based on its mission and identity over the coming years. The 2023–2026 Strategic Plan is the main framework for future action, underscoring the University of Deusto's commitment to focusing on people who strive to transform the world and promote a fairer society. Both aims underpin its academic and research endeavours, which the UD which it regards as priority areas for advancement and growth.

In order to achieve these objectives, it is committed to diversifying and innovating its offering and implementing different modalities, with the purpose of reaching a broader and more diverse range of audiences. But also, fundamentally, for educating in human values, since, as Vice-Chancellor Juan José Etxeberria pointed out, 'we are driven by the aim of educating people who have integrity and a sense of social commitment' (ADIPE). Internationalisation, sustainability and partnership with Jesuit institutions and other external stakeholders are also important levers for the development of teaching and research activities, the latter focusing on the areas that make a greater contribution to society.

The development of the social impact project (of which this report is part) stems from the need to understand and effectively manage the University of Deusto's contribution to society and to ensure proper accountability. Its launch was foreseen in the Deusto 2022 Strategic Plan and has been carried forward into the current 2023–2026 Strategic Plan, which sets out the different stages of its development.

6.2. University of Deusto student body and university community

According to the information in the Deusto Yearbook 2024, the total number of undergraduate, postgraduate and doctoral students for the academic year 2022/23 was 11,447. Women represented the majority of the enrolments, with 56 % of the total, with men comprising the remaining 44 %. Seventy-three per cent of students were based on the Bilbao campus, including the affiliated centre Begoñako Andra Mari (BAM), whereas 26 % studied in Donostia–San Sebastián, and almost 1 % in Vitoria. Most students came from the Basque Country (85 %), while those from other autonomous regions in Spain and from 72 other countries accounted for 15 %. A total of 5,957 people took part in Executive Education, Lifelong Learning and language programmes. In the same academic year, 2,795 students graduated, including 1,678 Bachelor's degree students, 1,094 Master's degree students and 23 Doctoral students.

Students received grants amounting to 4.7 million euros, of which 44 % were funded by the University of Deusto and 56 % were by the Basque Government and other institutions.

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	No. of students
Total in Undergraduate, Postgraduate and Doctoral programmes	**11,447**
Undergraduate	9,404
Postgraduate	1,729
Doctoral	314
Total in Lifelong Training, Executive and Language Training programmes	**5,957**
Executive Education (Deusto Business School	1,151
Lifelong learning	3,871
Languages	935

Source: Deusto. 2024 Yearbook

Table 11. University of Deusto students by education programme type. Academic Year 2022/23

The faculty with the most undergraduate students was the Faculty of Education and Sport (including its affiliated centre BAM), followed by the Faculty of Engineering and the Faculty of Social Sciences and Humanities, as shown in Table 12 (where double degree students have been counted twice).

	No. of students	%
Law	1,610	14
Deusto Business School	1,659	14
Health Sciences	1,522	13
Social Sciences and Humanities	1,900	16
Education and Sport	2,894	25
Engineering	1,909	17
Theology	66	1

Source: Deusto. 2024 Yearbook

Table 12. Undergraduate students at the University of Deusto by Faculty. Academic year 2022/23

The University of Deusto's strong international focus is reflected in the 527 cooperation agreements signed with universities around the world, as well as in the growing number of students participating in international mobility programmes, which amounted to 1,767 in the 2022/23 academic year. Ninety-one per cent were undergraduate students and 9 % postgraduate students (see Table 13).

	No. of international students
Total	**1,767**
– Outgoing	837
– Incoming	930

Source: Deusto. 2024 Yearbook

Table 13. University of Deusto students participating in international mobility programmes. Academic year 2022/23

The university community consisted of 1,600 professionals working at the University and the Deusto Foundation, supporting education and research programmes and the social projects available. Among the personnel, 906 were teaching and research staff (known as PDI), 146 were research staff (known as PI) and 548 were administration and services staff (known as PAS) (see Table 14). Sixty percent of the staff were female and 40 % were male.

	No. of staff members
Total of University and Deusto Foundation staff	**1,600**
–PDI (Teaching and Research Staff)	906
– PI (Research Staff)	146
– PAS (Administration and Services Staff)	548

Source: Deusto. 2024 Yearbook

Table 14. University of Deusto staff. PDI, PI and PAS. Academic Year 2022/23

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Chapter five

The University of Deusto's short-term and long-term economic impact

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7. The University of Deusto's social impact model: Economic Impact

The University of Deusto acts as an agent of transformation, making a clear social contribution through the activities it carries out in line with its mission and identity. Thus, throughout the earlier phases of this research (the results of which were published in the Deusto Social Lab Reports nos. 3–8), several key contributions were identified, stemming primarily from its core mission: a commitment to learning processes. These contributions were expressed through and informed by the views of the University's main stakeholders—its people, including students, recent and senior graduates, and professionals employed by organisations that host and/or employ our students or graduates—and reflected the ways in which they are supported by the UD throughout their lives.

These contributions need to be complemented by an additional perspective: the impact that the UD's activity (either directly or indirectly) generates in society in economic terms, thus making it also a driving force in the economy. This section presents the analysis conducted to determine how the University of Deusto contributes in this regard, from a twofold perspective: its short-term economic impact and its long-term contribution.

7.1. Short-term economic impact

Universities in general, and the University of Deusto in particular, have a clear economic impact on the regions in which they operate. This impact results from their injection of resources into the economy through their activities, both directly (via the expenditure required to sustain their regular operations) and indirectly (by means of the economic activity generated by their various partners). Studies by the IVIE (*Instituto Valenciano de Investigaciones Económicas*), a research centre with a long track record in this type of analysis, have called these contributions 'short-term demand-side impacts' and recognised the complexity involved in carrying out this analytical task.

In carrying out its mission in education, research, and knowledge exchange, the University of Deusto conducts many activities that involve different types of expenditure. These include payments to suppliers of goods and services, remuneration of university staff (lecturers, researchers, and administrative and support personnel, as well as numerous collaborating professionals), and investments in infrastructure. This overall expenditure stimulates the local economy, and its impact can be measured by using a well-established and scientifically rigorous approach, the input–output methodology. This technique considers the interrelation between the different sectors of economic activity and is based on Input-Output Tables (IOTs) that consider how the output from one sector becomes an input in another. The details of this methodology can be found in Annex 1. IOTs are produced by official statistical bodies and are typically published every four years, as their compilation is a highly complex process. The latest available IOTs for the Basque economy published by EUSTAT (Basque Country Statistics Institute), which have been used in this report, date from 2021. It should be noted that, due to the nature of this methodology, accounting transactions that do not involve an actual outlay of funds (for example, amortisation or provisions) are not considered. Moreover, this methodology does not account for the opportunity cost associated with the investments made by stakeholders involved in the organisation and operation of the University of Deusto's activities, if those investments have been directed towards other endeavours.

In addition to the expenditure borne by the University of Deusto itself, there are other stakeholders that also incur expenses derived from the university's activity. In other words, they incur these expenses because the University of Deusto and its operations exist, and therefore additionally contribute to boosting the economy in the same way as the University itself. This is mainly the case of the students that travel to the University of Deusto campuses to pursue their studies or the people who attend the conferences and seminars organised during the year by the University at large.

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In order to estimate the short-term economic impact, given the context described above, the following steps are necessary:

- Identifying spending stakeholders to be included in the study.
- Capturing and quantifying the expenditure per stakeholder.
- Allocating expenditure by sector and estimating the short-term economic impact as expressed in the main macroeconomic aggregates: GDP, sustained employment and fiscal returns.

The following sub-sections describe the process followed and the results obtained for the University of Deusto.

7.1.1. Induced expenditure by related stakeholders: Identification and quantification

Before identifying the stakeholders linked to the University of Deusto activities that incur expenditure, some basic considerations should be made. Short-term economic impact studies require establishing a specific time frame (to identify the data to be analysed) as well as a geographical framework (territorial scope of the specific economic impact). Thus, for the University of Deusto:

- The IOTs used were the latest published by EUSTAT for 2021.
- The expenses of the University of Deusto included in this study correspond to the latest year audited (academic year 2023-2024).
- With regard to the geographical scope, the analysis takes into account the area of influence of the University of Deusto within the Basque region. Consequently, expenditure outside the Basque Country is not included, and all activities related to the University of Deusto's campus in Madrid are excluded from the analysis.

7.1.1.1. Identification of stakeholders who incur expenditure and quantification procedure

For the purposes of this study (and in line with the stakeholders typically considered in this type of study), the following stakeholders have been taken into account:

a) The University of Deusto itself. The data used were drawn from the audited annual accounts for the academic year 2023-2024.

b) The student body of the University of Deusto, including undergraduate, postgraduate and doctoral students. Information on the expenses incurred in relation to their studies was collected through an ad hoc survey conducted between November and December, which received a total of 1,000 responses (see details in Annex 1).

c) Visitors to students as a result of their pursuit of courses at the University of Deusto (family members, friends). This information was collected by using the student survey described in the previous section.

d) Attendees at the different conferences and congresses held by the University of Deusto during the academic year 2023-2024. The methodology used to estimate expenditure was based on a combination of attendance data, the number of events held during the academic year and the average spending of participants, drawing on both primary sources (the University of Deusto itself) and secondary sources (official statistical data on MICE—Meetings, Incentives, Conventions and Exhibitions—tourism).

7.1.1.2. Expenditure per stakeholder. Profiling

a) University of Deusto students

The analysis of the University of Deusto's student profile was conducted through a field study based on a survey of its students. One thousand responses were collected, 989 of which were valid. This represented a response rate of 9 % in relation to the total number of students at the University of Deusto, with a confidence level of 90 % and a sampling error of +/- 2.5 %.

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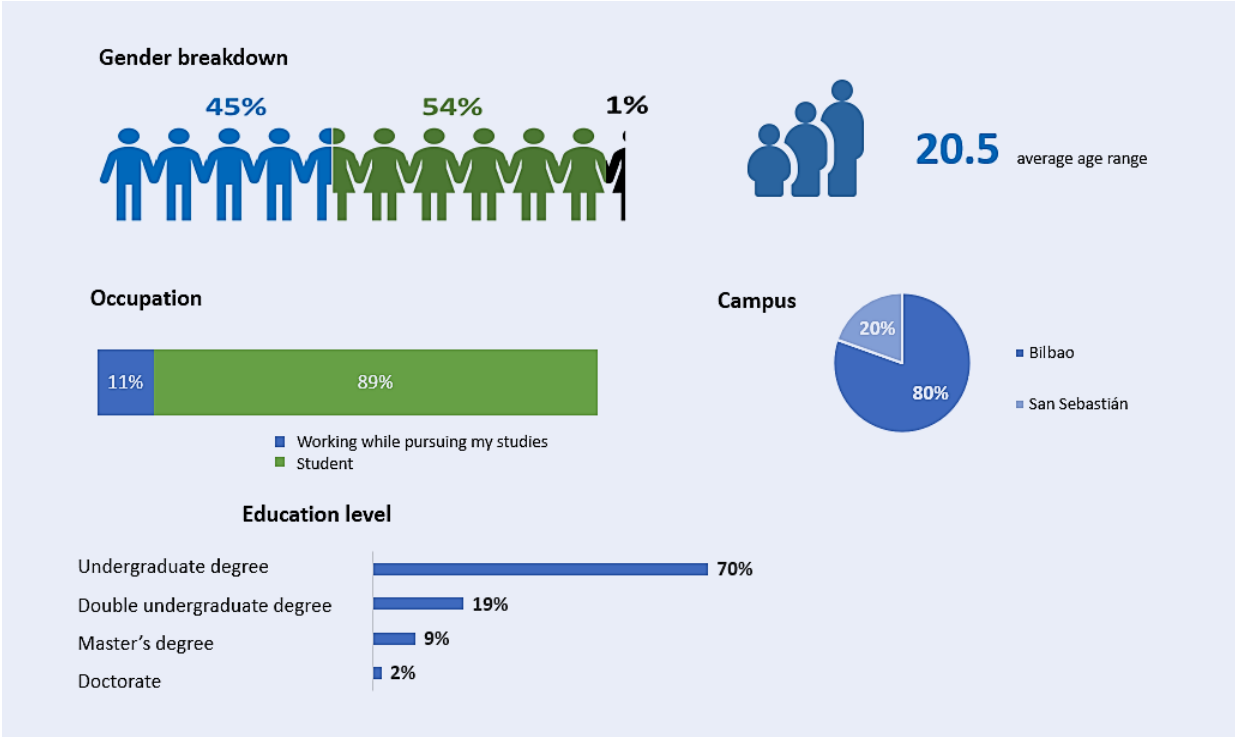
The sample obtained provided a profile that is fully consistent with the overall population of the University of Deusto: 54 % were women and 45 % were men (1 % preferred not to state their gender). Most students were based at the Bilbao campus (80 %), and their average age was 20.5 years old. Eleven per cent of students at the University of Deusto reported that they were working while pursuing their studies. And 7 out of 10 were pursuing an undergraduate degree.

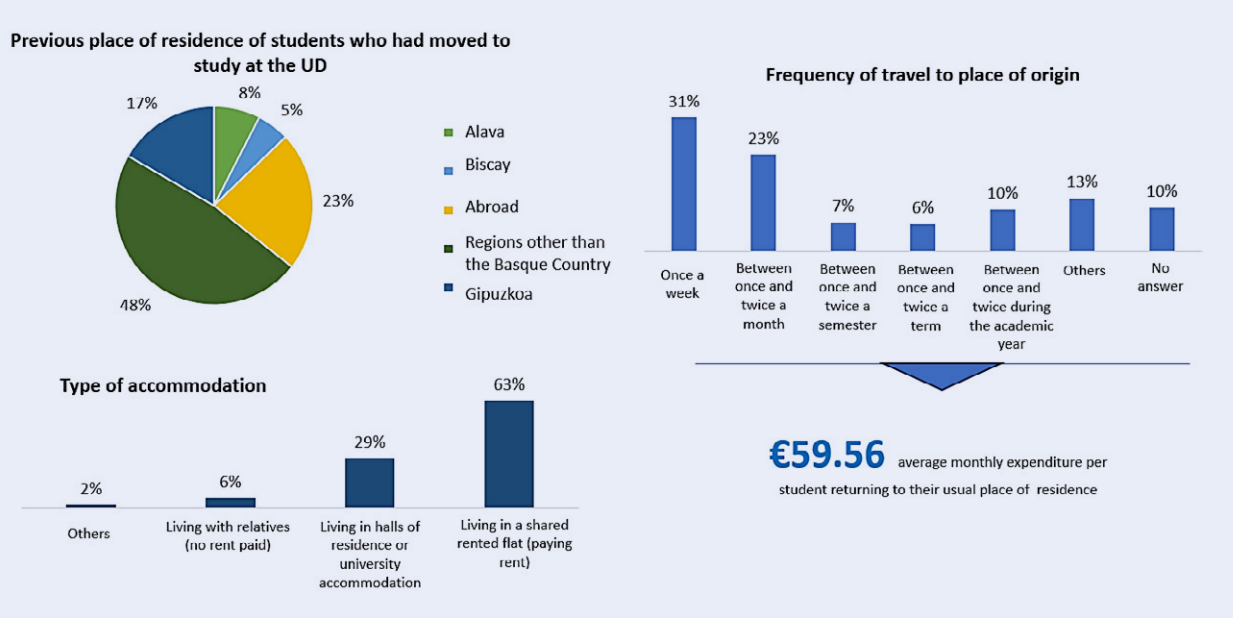


Source: Prepared by Deusto Social Lab

Figure 7. Overall profile of the surveyed students

One variable of interest in this study was the geographical origin of the students at the University of Deusto. Thus, 27 % of students stated that they had had to change their usual place of residence to study at the University of Deusto. Of these, 70 % came from other autonomous regions or from other countries (with the remaining 30 % coming from the different Historical Territories of the Basque Country).

Those students who had changed their place of residence mostly chose to live in shared rented flats (63 %) and their stay lasted for an average of 9.3 months (consistent with the duration of an academic year). More than half of the students travelled regularly to their place of origin during the academic year, spending an average of €59.5 per trip. Those were living closer to their place of origin returned more frequently and spent less on average (€18.3 per trip), while those who travelled home only occasionally, because they lived further, incurred the highest cost per trip (€732.3).



Source: Prepared by Deusto Social Lab

Figure 8. Overall profile of surveyed students who had changed their place of residence

Two distinct profiles were identified regarding the different types of expenses incurred by students as a result studying at the University of Deusto in addition to their monthly spending, primarily depending on whether or not they had changed place of residence to study at one of the University's two campuses in the Basque Country:

· ***Expenditure profile of students who HAD NOT changed their place of residence***

– Students who had not changed their place of residence spent €404.8 per month. The breakdown of their spending (by type) is shown in Table 15:

EXPENDITURE PROFILE OF STUDENTS WHO HAD NOT CHANGED THEIR PLACE OF RESIDENCE
Individual monthly breakdown

	EXPENDITURE
Monthly expenditure on transport	€46.9
Monthly expenditure on food and drink	€62.8
Monthly expenditure on restaurants, cafés and bars	€51.9
Monthly expenditure on private classes and complementary education	€72.2
Monthly expenditure on computers (software and hardware) and other electronic devices	€44.5
Monthly expenditure on books, photocopies and stationery	€21.0
Monthly expenditure on cultural activities	€19.4
Monthly expenditure on leisure/sports activities	€59.6
Monthly health care expenditure	€26.3
TOTAL	€404.8

Source: Prepared by Deusto Social Lab

Table 15. Individual monthly profile of students who had not changed their place of residence

– Therefore, the total expenditure by category for all students who had not changed their place of residence during the academic year under analysis amounted to nearly 25 million euros, as shown in Table 16:

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EXPENDITURE PROFILE OF STUDENTS WHOHADNOTCHANGEDTHEIRPLACE OF RESIDENCE
Overview of the full academic year

	EXPENDITURE
Monthly expenditure on transport	€2,894,905.9
Monthly expenditure on food and drink	€3,880,144.9
Monthly expenditure on restaurants, cafés and bars	€3,205,774.0
Monthly expenditure on private classes and complementary education	€4,460,403.6
Monthly expenditure on computers (software and hardware) and other electronic devices	€2,748,670.2
Monthly expenditure on books, photocopies and stationery	€1,297,725.3
Monthly expenditure on cultural activities	€1,200,121.2
Monthly expenditure on leisure/sports activities	€3,683,233.4
Monthly health care expenditure	€1,624,349.7
TOTAL	**€24,995,328.2**

Source: Prepared by Deusto Social Lab

Table 16. Overall profile of students who had not changed their place of residence for the full academic year

- ***Expenditure profile of students who HAD changed their place of residence***

  – Students who had changed their place of residence spent almost 3.5 times more per month than those who did not, with the total monthly expenditure per student amounting to €1,322.5. The breakdown of expenditure by category is shown in Table 17:

EXPENDITURE PROFILE OF STUDENTS WHO CHANGED THEIR PLACE OF RESIDENCE
Individual monthly view

	EXPENDITURE
Monthly expenditure on housing	€633.0
Monthly expenditure on transport	€101.5
Monthly expenditure on food and drink	€160.3
Monthly expenditure on restaurants, cafés and bars	€79.5
Monthly expenditure on private classes and complementary education	€50.9
Monthly expenditure on computers (software and hardware) and other electronic devices	€118.2
Monthly expenditure on books, photocopies and stationery	€18.5
Monthly expenditure on cultural activities	€26.9
Monthly expenditure on leisure/sports activities	€36.8
Monthly health care expenditure	€96.9
TOTAL	**€1,322.5**

Source: Prepared by Deusto Social Lab

Table 17. Individual monthly profile of students who had changed their place of residence

  – Therefore, as in the previous case, the total expenditure by type in the academic year under study for all students who had changed their place of residence amounted to €54.5 million, as shown in Table 18:

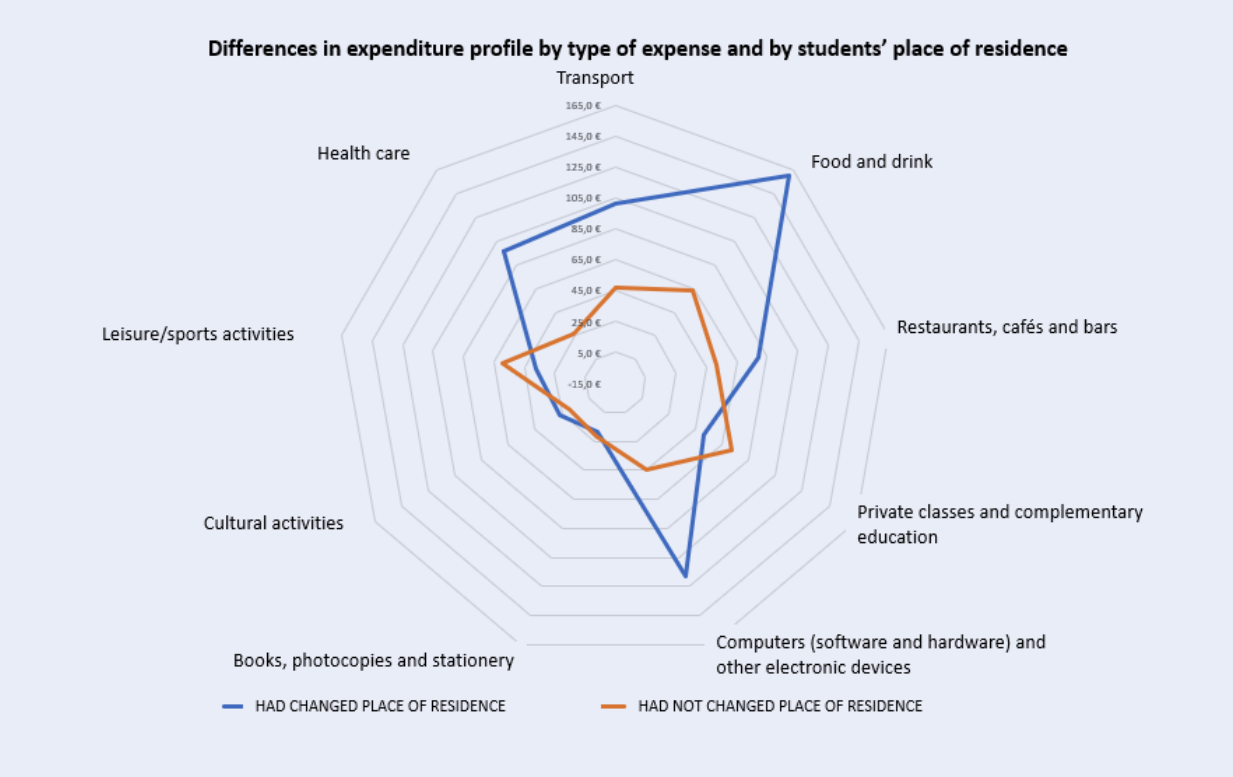
EXPENDITURE PROFILE OF STUDENTS WHO HAD CHANGED THEIR PLACE OF RESIDENCE
Overview of the full academic year

	EXPENDITURE
Monthly expenditure on housing	€26,125,811.8
Monthly expenditure on transport	€4,190,183.0
Monthly expenditure on food and drink	€6,617,794.8
Monthly expenditure on restaurants, cafés and bars	€3,280,911.5
Monthly expenditure on private classes and complementary education	€2,102,378.7
Monthly expenditure on computers (software and hardware) and other electronic devices	€4,877,356.0
Monthly expenditure on books, photocopies and stationery	€762,340.9
Monthly expenditure on cultural activities	€1,110,209.8
Monthly expenditure on leisure/sports activities	€1,519,991.5
Monthly health care expenditure	€3,999163.0
TOTAL	**€54,586,141.1**

Source: Prepared by Deusto Social Lab

Table 18. Overall profile of students who had changed their place of residence for the whole academic year

Therefore, when comparing the monthly expenditure profile of students by place of residence, and excluding housing costs— the main element distinguishing the two profiles— it can be seen that spending across the different categories becomes more comparable, as shown in Figure 9:



Source: Prepared by Deusto Social Lab

Figure 9. Differences in expenditure profile by type of expense and by students' place of residence

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Thus, students who had to change their place of residence spent much more on food and drink and health-related issues, while students who had not changed their place of residence spent more on items related to further education or leisure.

The total overall expenditure incurred by students at the University of Deusto during the academic year analysed amounted to 79.6 million euros.

b) Student visitors

In addition to the trips that students made to their place of origin during the academic year, it is also relevant to consider the visits they received from family or friends. Thus, based on the sample collected, it can be stated that:

- Thirty-five point five per cent of students who had changed their place of residence to pursue their studies at the University of Deusto received visits during the year.
- They received approximately 4 visits per year, with an average of 2.4 people visiting the student each time.
- These visits lasted 4.3 days on average.

Taking all of the above into account, and based on the visitor spending profile typically used by official tourism statistics organisations for 2023, the daily spending per visitor to University of Deusto students was €249.70. This amounted to a total of €0.95 million in the year analysed, with the breakdown shown in Table 19:

	DAILY EXPENDITURE per person	TOTAL EXPENDITURE (all visitors all visits)
Accommodation	€157.3	€592,342.1
Gastronomy	€38.6	€145,415.3
Leisure and other expenses	€29.9	€112,714.2
Shopping	€12.6	€47,312.1
Transport at destination	€11.3	€42,441.8
TOTAL	**€249.7**	**€940,225.5**

Source: Prepared by Deusto Social Lab

Table 19. Profiling of expenditure by students' visitors (aggregated, per day and per person)

c) Attendance at events / congresses

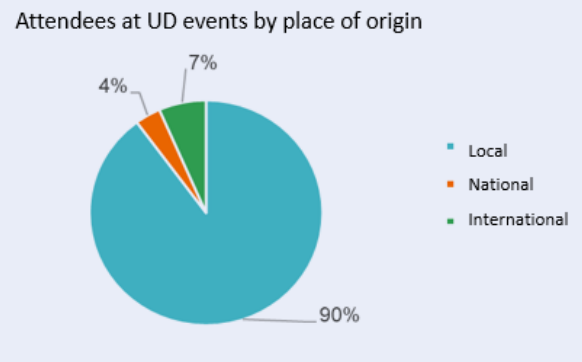
The University of Deusto hosts a wide range of events and conferences each academic year. These events are organised and/or co-organised by different divisions of the university and serve different purposes (institutional, research, academic, etc.). In turn, they showcase the institution's diverse internal organisational structures, as they may be arranged at a corporate level, by faculties, areas or departments, or even by research groups or teams.

Given the diversity and complexity of this activity, the first phase of the calculation process consisted of collecting specific data related to the organisation of and participation in the events. Detailed information was collected on the number of events held, the number of attendees and the average length of stay of participants, both at the Bilbao and San Sebastian campuses. These events were then analysed and screened in order to discard those events that did not meet the main objectives of this study.

During the 2023-2024 academic year, the University of Deusto organised approximately 164 events, with an average attendance of 140 participants per event and an average duration of 2.8 nights for each national attendee and 4.2 nights for each international attendee.

Attendees were then classified into three groups according to their usual place of residence: those residing in the Basque Country, those from other regions of Spain and those from abroad. It was essential to establish this distinction, as local attendees only incur expenditure on transport in the Basque Country, while national and international attendees also incurred expenditure on accommodation, hotels, shopping and leisure. This segmentation made it possible to accurately allocate the different types of expenditure, therefore capturing the specific economic impact of external visitors

As can be seen in Figure 10, 9 in every 10 attendees at this type of event were local, i.e. they came from within the Basque Country.



Source: Prepared by Deusto Social Lab

Figure 10. Attendees at University of Deusto events by place of origin

Finally, data from the IBILTUR MICE 2019 report by Basque Tour were used as a reference to estimate the average daily expenditure of attendees. Adjustments to current prices were made according to the values provided by the Spain Convention Bureau. According to these parameters, the estimated daily expenditure for non-residents of the Basque Country was €250, including accommodation, transport, food and drink, shopping and leisure activities.

The final calculation of the total annual expenditure attributable to the organisation of conferences at the University of Deusto was made by multiplying the number of attendees and the average stay by the corresponding daily expenditure, considering the differences between local, national and international attendees. This calculation yielded an accurate, segmented estimate of the direct economic impact of these events (which is detailed in the following section), showing the relevance of the conferences and congresses organised by the University as generators of economic activity in the region.

The breakdown of this amount per item of expenditure, individually and for the entire stay, is shown in Table 20:

	DAILY EXPENDITURE per attendee outside CAPV	TOTAL EXPENDITURE of attendees –total stay outside CAPV
Accommodation	€157.3	€1,353,874.5
Gastronomy	€38.6	€332,365.5
Leisure and other expenses	€29.9	€257,623.0
Shopping	€12.6	€108,138.0
Transport at destination	€11.3	€97,006.2
TOTAL	**€249.7**	**€2,149,007.2**

Source: Prepared by Deusto Social Lab

Table 20. Daily and total expenses incurred by national and international attendees at UD events in academic year 2023/24

With regard to residents in the Basque Country, as has been indicated above, their attendance at this type of event only involved expenditure on local transport, with an estimated total of 0.23 million euros for the academic year analysed.

Therefore, as a result of this activity, an annual expenditure of 2.4 million euros was generated in the Basque Country.

d) The University of Deusto itself

This section includes the expenditure incurred by the University of Deusto itself regarding items related to its own management and administration in the broadest sense (supplies, personnel expenses, external services, financial expenses, etc.).

These data were obtained from the University of Deusto's accounting records for the 2023–2024 academic year and broken down by type of activity undertaken. This breakdown is necessary for this type of analysis, as not all expenses incurred result in economic activity or generate a real impact on the economy (as mentioned earlier, items such as amortisation or provisions do not involve actual cash outflows).

One of the key aspects in terms of estimating the expenditure incurred by the University of Deusto in the Basque Country lies in determining its geographical scope. As previously noted, the objective is to analyse the short-term economic impact specifically within the Basque Country, which constitutes the most direct sphere of influence of the University's activities and the mobilisation of related stakeholders. This influence stems primarily from its educational activity but also from other initiatives carried out annually under the umbrella of various missions engaged in by the UD. In this regard, a subset of the

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most significant accounts in terms of value was analysed to gain a deeper understanding of the geographical origin of suppliers, based on their registered offices (within the Basque Country) during the 2023–2024 academic year. This analysis enabled the formulation of hypotheses and the extrapolation of results to estimate the direct expenditure across the remaining categories.

The geographical distribution of expenditure (Spain or abroad / Basque Country) was determined through analyses conducted by the research team, with the collaboration of the University of Deusto's Finance Department, based on the annual accounts audited by Deloitte.

Overall, the total expenditure analysed amounted to €118,554,058, of which 68.5 % was spent in the Basque Country (€81,219,296).

7.1.2. Economic impact on GDP, employment and fiscal returns

7.1.2.1. Conceptual definition

Using this methodology, the total effect on the economy can be broken down into three different types of impacts, as described below:

- Direct impact: this is the impact derived from the expenditure incurred by the different economic stakeholders related to the activity under study, resulting from the UD's very existence (i.e. if the University of Deusto had not conducted any activity, this expenditure would not have been incurred). Thus, this expenditure involves an increase in demand in certain sectors of economic activity, which makes it essential to define both the boundaries of the economic activity considered and the stakeholders that make up the chain of successive economic disbursements in order to avoid duplication in the calculation of this expenditure.

- Indirect impact: The sectors of economic activity that directly receive the above increase in demand and that in turn generate effects on other sectors: indirect impact is therefore the effect generated through companies' increased purchases from intermediate suppliers, producing successive rounds of chain effects, propagated by the economic interrelationships originally affected and the rest of the sectors of economic activity.

- Induced impact: this is the effect produced as a consequence of the increase in household income generated by the economic activity caused by direct and indirect impacts. This chain interaction of effects is called income multiplier. Therefore, the induced impact refers to the long-term effect on households that can be quantified as a consequence of increased employment income and capital income.

Thus, the total economic impact will be the result of adding up direct, indirect and induced impacts, the results of which are presented in this Report. To calculate the various multipliers required to estimate these impacts, the input–output methodology was used, as noted above. While this method has certain limitations (like any methodology), it is the most widely applied for such analyses, as it offers a level of disaggregation that is particularly relevant for this study.

The indicators obtained were:

- The contribution made to the Basque Country's Gross Domestic Product

- Contribution to maintaining employment

- Contribution in terms of tax revenues and, specifically, in personal income tax, VAT and corporate income tax.

7.1.2.2. Sectoral allocation

The different stockholders incurred different expenses during the year under analysis. In order to apply the methodology discussed above, it is necessary to allocate these expenditures by sector, in accordance with the sectoral classification used in the Input–Output Tables.

Thus, the expenditure incurred by the UD's students (both those who maintained their usual place of residence and those who had to change it) and their visitors by sector is shown in Table 21 below:

SECTOR OF ACTIVITY	EXPENDITURE AMOUNTS	%
66 - Real estate services (including imputed real estate income)	€26,125,812	32%
50 - Retail trade	€10,545,252	13%
32 - Computer, electronic and optical equipment	€7,626,026	9%
58 - Accommodation and food service activities	€7,224,443	9%
52 - Other land passenger transport	€7,127,531	9%
77-78 - Education	€6,562,782	8%
79-80 – Health care	€5,623,513	7%
84 - Sports and recreational activities	€5,203,225	6%
83 - Cultural activities; gambling	€2,423,045	3%
15 - Graphic arts and recorded media	€2,060,066	3%
TOTAL	**€80,521,695**	**100%**

Source: Prepared by Deusto Social Lab

Table 21. Breakdown of expenditure incurred by UD students in academic year 2023/24 by sector

The breakdown of expenditure incurred by conference and event attendees by sector is shown in Table 22 below:

WORK SECTOR	EXPENDITURE AMOUNTS	%
58 - Accommodation and food service activities	€1,686,240	71%
52 - Other land passenger transport	€329,423	14%
83 - Cultural activities; gambling	€257,623	11%
50 - Retail trade	€108,138	5%
TOTAL	**€2,381,424**	**100%**

Source: Prepared by Deusto Social Lab

Table 22. Breakdown of expenditure incurred by attendees at University of Deusto conferences and events by sector in academic year 2023/24

To conclude, this allocation by sector is illustrated for the expenses incurred directly by the University of Deusto, limited to those geographically located within the Basque region. In other words, it excludes expenses incurred with suppliers with registered offices outside the Basque Country. As noted above, these were analysed separately by examining the University of Deusto's accounting data, cross-referenced with information on the origin of its main suppliers.

Another preliminary consideration concerns expenditure on wages and salaries. It was considered that the income received by University of Deusto staff (including the various associated expenditure items) was distributed across different sectors of activity in line with the spending patterns of Basque households, as reported by EUSTAT.

Figure 11 shows the categories of household expenditure and their percentage weights based on the average household spending by expenditure group in the Basque Country, as published by EUSTAT in 2023. Specifically, the survey reports total expenditure (in thousands of euros), average expenditure (in euros) and the percentage distribution of household spending in the Basque Country by expenditure group (2-digit ECOICOP/EGF) for 2023.

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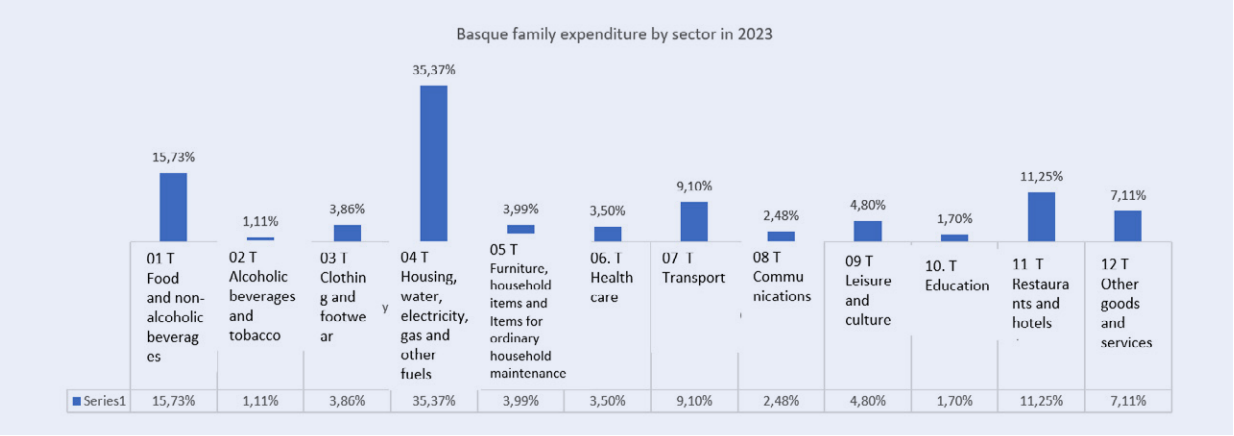

Source: Prepared by Deusto Social Lab

Figure 11. Breakdown of expenditure items in household budgets in the Basque Country in 2023

Table 23 shows the sectoral distribution of the University of Deusto's personnel expenditure, based on the EUSTAT classification of household expenditure in the Basque Country for 2023.

SECTOR OF ACTIVITY	EXPENDITURE AMOUNTS	%
01 T Food and non-alcoholic beverages	€9,910,603	16%
02 T Alcoholic beverages and tobacco	€702,390	1%
03 T Clothing and footwear	€2,431,971	4%
04 T Housing, water, electricity, gas and other fuels	€22,286,021	35%
05 T Furniture, household articles and articles for ordinary household maintenance	€2,511,120	4%
06 T Health care	€2,206,388	4%
07 T Transport	€5,735,217	9%
08 T Communications	€1,815,160	3%
09 T Leisure and culture	€2,772,743	4%
10 T Education	€1,070,001	2%
11 T Restaurants and hotels	€7,090,505	11%
12 T Other goods and services	€4,482,059	7%
TOTAL	**€63,014,177**	**100%**

Source: Prepared by the authors based on EUSTAT

Table 23. Itemised breakdown of UD staff expenditure, according to the distribution of household budgets in the Basque Country, based on EUSTAT data

Table 24 shows the breakdown by sector of the University's expenditure, excluding personnel expenditure:

SECTOR OF ACTIVITY	EXPENDITURE AMOUNTS	%
47 – Construction	€2,940,839	16%
75 - Other ancillary activities	€2,461,463	14%
71 - Other professional services	€2,390,146	13%
77-78 – Education	€2,112,247	12%
32- Computer, electronic and optical equipment	€1,254,979	7%
62 - Computer and information services	€792,788	4%
58 - Accommodation and food service activities	€733,638	4%
59 – Publishing	€590,585	3%
15 - Graphic arts and recorded media	€588,914	3%
52 - Other land passenger transp.	€484,409	3%
49 - Wholesale trade	€477,844	3%
66 - Real estate services (including imputed real estate income)	€418,823	2%
70 - Advertising and marketing	€396,242	2%
50 - Retail trade	€396,021	2%
43 - Electrical energy	€376,566	2%
35 – Machinery	€306,678	2%
67 – Legal, accounting and headquarter services	€223,454	1%
63 - Financial services	€205,271	1%
46 - Sanitation and waste management	€186,303	1%
61 – Telecommunications	€166,069	1%
76 - Public administration	€128.422	1%
64 - Insurance and pension plans	€105,441	1%
OTHERS	€103,317	1%
44 - Gas distribution services	€83,016	0%
40 – Furniture	€56,502	0%
73 - Employment services	€56,262	0%
79-80 – Health care	€50,860	0%
57 - Postal and courier services	€44,718	0%
16 - Coke and refined petroleum products	€37,798	0%
84 - Sports and recreational activities	€22,215	0%
74 - Travel agencies	€13,287	0%
TOTAL	**€18,205,118**	**100%**

Source: Prepared by Deusto Social Lab

Table 24. Breakdown by sector of the overall expenditure incurred by the UD in academic year 2023/24, excluding staff expenditure

All in all, the overview of expenditure by all the stakeholders involved by sector is as follows (see Table 25):

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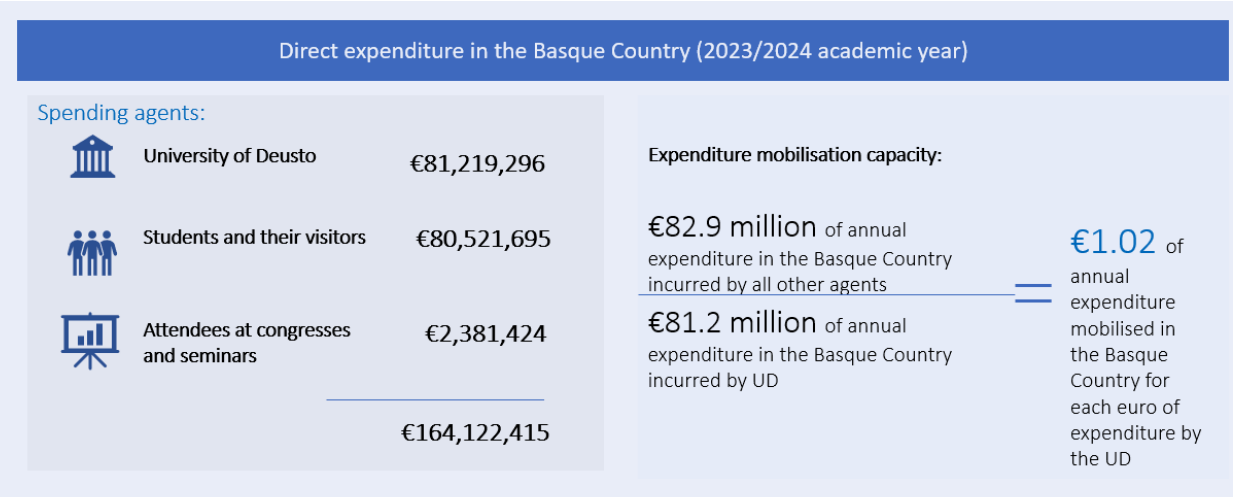
SECTOR OF ACTIVITY	EXPENDITURE AMOUNTS	%
66 - Real estate services (including imputed real estate income)	€44,713,850	27%
50 - Retail trade	€28,091,670	17%
58 – Accommodation and food service activities	€16,734,826	10%
52 - Other land passenger transport	€13,676,580	8%
77-78 – Education	€9,745,029	6%
32 - Computer, electronic and optical equipment	€8,881,006	5%
79-80 – Health care	€7,880,760	5%
84 - Sports and recreational activities	€6,189,144	4%
OTHERS	€4,585,376	3%
47 - Construction	€2,940,839	2%
83 - Cultural activities; gambling	€2,680,668	2%
15 - Graphic arts and recorded media	€2,648,980	2%
75 - Other ancillary activities	€2,461,463	1%
71 - Other professional services	€2,390,146	1%
46 - Sanitation and waste management	€2,259,475	1%
61 - Telecommunications	€1,727,698	1%
44 - Gas distribution services	€1,573,529	1%
43 - Electric power	€929,686	1%
62 - Computer and information services	€792,788	0.5%
59 - Publishing	€590,585	0.4%
74 - Travel agencies	€589,680	0.4%
49 - Wholesale trade	€477,844	0.3%
70 - Advertising and marketing	€396,242	0.2%
35 - Machinery	€306,678	0.2%
67 - Legal, accounting and headquarters services	€223,454	0.1%
63 - Financial services	€205,271	0.1%
76 - Public administration	€128.422	0.1%
64 - Insurance and pension plans	€105,441	0.1%
40 - Furniture	€56,502	0.03%
73 - Employment services	€56,262	0.03%
57 - Postal and courier services	€44,718	0.03%
16 - Coke and refined petroleum products	€37,798	0.02%
TOTAL	**€164,122,414**	**100%**

Source: Prepared by Deusto Social Lab

Table 25. Breakdown of overall expenditure by sector by all stakeholders in academic year 2023/24

7.1.2.3. Macroeconomic performance

The results of the analysis show the specific weight of the University of Deusto and the rest of the stakeholders involved (students, visitors and conference attendees) as an economic driving force in the Basque Country: the expenditure made in the Basque Country was 164 million euros in the 2023/2024 academic year. This means that for every euro spent by the University of Deusto, the rest of the stakeholders spent another euro in the Basque Country, as shown in Figure 12.



Source: Prepared by Deusto Social Lab

Figure 12. Direct expenditure in the Basque Country in the 2023/24 academic year.

The multipliers of the Basque economy have been applied to the expenditure made by the different stakeholders mentioned, yielding a total direct, indirect and induced impact on the Gross Domestic Product (GDP) and employment of:

- €145.5 million to GDP:
  - The University of Deusto had a pull-through effect in economic activity as follows: for every euro spent by the University of Deusto, 1.8 euros of GDP were generated in the Basque Country.
- This contributed to the maintenance of 1,723 jobs (in addition to the UD's own staff).
  - This means contributing to maintaining 1.07 jobs for every job created.
  - Overall, the University of Deusto contributed to maintaining a total of 3,325 jobs, including both its own staff and jobs maintained in the Basque economy as a consequence of the overall economic activity carried out by all stakeholders.

Source: Prepared by Deusto Social Lab

Figure 13. Pull-through effect in the economic activity of the University of Deusto

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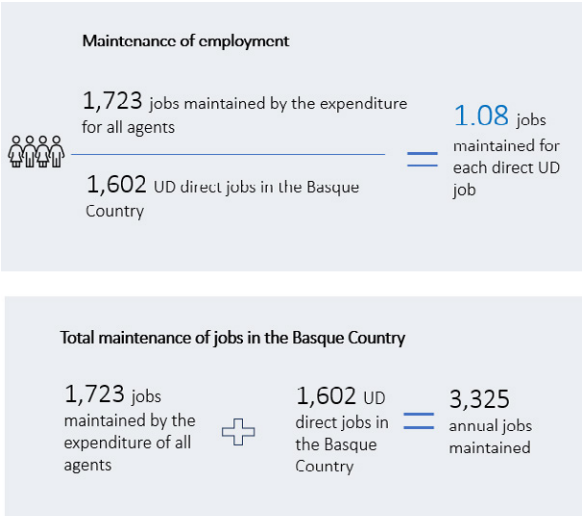

Source: Prepared by Deusto Social Lab

Figure 14. The University of Deusto's contribution to maintaining employment

A total of 28.1 million euros in taxes were paid directly by the University of Deusto (Social Security, Personal Income Tax, VAT and other taxes) to both the State and Regional Public Administrations in the academic year under analysis.

By applying the methodology to the total expenditure generated by all stakeholders associated with the University of Deusto, tax revenues for the Basque Treasury amounted to €27.8 million in total (from VAT, personal income tax and corporate income tax). This means that for every euro spent by the University of Deusto, €0.34 was collected in taxes.

This information is summarised below:

A) Breakdown by sector of the impact and its effects in terms of the total expenditure

Sectors of activity	Expenditure in the Basque Country	% of expenditure	Contribution to GDP	Maintenance of employment	Tax revenues
66 - Real estate services (including imputed real estate income)	44,713,850	27%	48,342,899	65.91	6,939,011
50 - Retail trade	28.091.670	17%	24,739,981	509.26	5,206,235
58 - Accommodation and food service activities	16.734.826	10%	11,757,828	193,76	2,381,746
52 - Other land passenger transport	13.676.580	8%	12,362,052	166.21	2,4,893
77-78 – Education	9,745,029	6%	10,187,821	196.10	2,387,681
32 - Computer, electronic and optical equipment	8,881,006	5%	5,234,552	82.39	1,181,656
79-80 – Health care	7,880,760	5%	7,448,709	96.18	1,575,611
84 - Sports and recreational activities	6,189144	4%	4,979,214	99.45	1,394,851
OTHERS	4.585.376	3%	2,650,477	38.52	577,644
47 – Construction	2,940,839	2%	2,028,360	29.31	436,318
83 - Cultural activities; gambling	2,680,668	2%	2,348,025	24.54	449,624
15 - Graphic arts and recorded media	2,648,980	2%	1,762,699	34.65	418,047
75 - Other ancillary activities	2,461,463	1%	2,410,711	72.49	588,577
71 - Other professional services	2,390,146	1%	1,916,622	40.95	418,682
46 - Sanitation and waste management	2,259,475	1%	1,340,011	17.30	278,970
61 – Telecommunications	1,727,698	1%	1,427,437	7.40	242,973
44 - Gas distribution services	1,573,529	1%	1,211,059	2.77	177,002
43 - Electric power	929,686	1%	377,425	2.71	65,870
62 - Computer and information services	792,788	0%	677,687	10.84	158,426
59 – Publishing	590,585	0%	459,635	6.13	100,835
74 - Travel agencies	589,680	0%	204,279	4.93	56,396
49 - Wholesale trade	477,844	0%	422,581	4.64	85,975
70 - Advertising and marketing	396,242	0%	316,133	6.02	73,881
35 – Machinery	306,678	0%	171,195	2,25	38,765
67 – Legal, accounting and headquarter services	223,454	0%	205,966	2.96	43,434
63 - Financial services	205,271	0%	188,496	1.07	36,4
76 - Public administration	128.422	0%	117,739	1.76	25,864
64 - Insurance and pension plans	105.,41	0%	86,330	0.60	15,935
40 – Furniture	56,502	0%	34,471	0.61	7,793
73 - Employment services	56,262	0%	59,231	0.90	13,617
57 - Postal and courier services	44,718	0%	41,181	0.68	8,994
16 - Coke and refined petroleum products	37,798	0%	5,243	0.02	897
Grand total	**€164,122,414**	**100%**	**€145,516,046**	**1,723**	**€27,820,636**

Source: Prepared by Deusto Social Lab

Table 26. Breakdown of the impact of the overall expenditure by sector in academic year 2023/24

B) Breakdown by stakeholder of the impact and its effects in terms of the total expenditure

Sectors of activity	Expenditure in the Basque Country	% of expenditure	Contribution to GDP	Maintenance of employment	Tax revenues
UD	81,219,296	49%	70,310,749	891	13,502,801
Students	80,521,695	49%	73,401,900	804	13,955,992
Attendance at events and congresses	2,381,424	1%	1,803,397	28	361,842
Grand total	**€164,122,414**	**100%**	**€145,516,046**	**1,723**	**€27,820,636**

Source: Prepared by Deusto Social Lab

Table 27. Breakdown of the impact of the overall expenditure by sector in academic year 2023/24

7.2. Long-term economic impact

The previous section analysed the short-term economic impact generated by the University of Deusto within its geographical area of operation (the Basque Country). This impact was found to result from the injection of resources into the economy coming from its activities, both directly (through the expenditure required to sustain its regular operations) and indirectly (through the economic activity generated by the various partnering stakeholders). Studies by the IVIE (*Instituto Valenciano de Investigaciones Económicas*), which has a long track record in this type of analysis, have referred to these contributions as 'short-term demand-side impacts'.

However, this vision must be complemented by a more comprehensive perspective. As noted by the IVIE in its impact studies, this broader perspective is referred to as social benefit. It is based on the idea that the higher human capital of university graduates influences overall societal outcomes, including levels of activity and employment, tax revenue, productivity, economic growth and per capita income. This is what is known as long-term economic impact, or supply-side economic impact; that is, how universities contribute by educating prospective professionals who then enter the labour market, whose improved employment conditions (and the connections they establish) have social repercussions that are reflected in indicators of economic progress. These indicators work in tandem: further educational attainment leads to higher income, which in turn result in higher tax revenues and less dependence on public benefits (contributory/non-contributory).

The purpose of this section is therefore to quantify the long-term economic impact of the University of Deusto according to the following steps:

1) Quantifying the economic contribution generated by graduates of the University of Deusto in terms of salary differences compared to graduates of other universities in the Spanish university system.

2) Quantifying the economic contribution generated by graduates of the University of Deusto as a result of the lower unemployment rates of these graduates compared to other graduates in the Spanish university system.

3) The long-term economic impact will be the result of the sum of the income generated by graduates of the University of Deusto, both in terms of salary differences and differences in unemployment rates compared to other graduates in the Spanish university system.

4) Finally, analysing the fiscal return resulting from the long-term economic impact generated by the graduates of the University of Deusto.

Thus, the assessment presented in this section is mainly based on the following sources of information:

1) An assessment made by the group of the University of Deusto senior alumni (who graduated between 1987 and 2017) by relying on ad hoc fieldwork carried out between May and September 2023 through the Deusto Business Alumni and Deusto Alumni services of the University of Deusto. A total of 526 valid responses were received, with 463 questionnaires from the target population (Deusto graduates aged 23 to 59) being included in this study's analysis, after excluding graduates aged 60 and over.

   Among the most interesting items included in this questionnaire for the purposes of our study were those related to employment status, both in terms of occupation and remuneration, the latter measured by the participants' gross annual salary in 2022.

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Table 28 shows the sample distribution of the 463 cases analysed by age bracket, indicating those who were unemployed, unemployment rates and the average gross annual salary for each of the groups analysed.

ITEM	NO. OF CASES ANALYSED	UNEMPLOYED	UNEMPLOYMENT RATE	2022 GROSS ANNUAL SALARY
23-29 year-old graduates	92	11	11.9	29283 euros
30-39 year-old graduates	116	6	5.2	46675 euros
40-49 year-old graduates	128	3	2.3	56690 euros
50-59 year-old graduates	127	2	1.5	63297 euros
TOTAL SAMPLE	463			

Source: Prepared by Deusto Social Lab (based on internal information from the University of Deusto)

Table 28. Sample distribution. Unemployed, unemployment rates and gross annual salary of the sample group of UD graduates for 2022

2) Internal information available at the University of Deusto. In addition to the ad hoc fieldwork carried out on all graduates of the University of Deusto, internal reports from the University's General Secretary's office were used to determine the number of graduates in the different university Bachelor's degrees by faculty from 1987 to 2017.

3) Information from official secondary sources. The INE (Spanish Statistics Institute) stands out among the secondary sources used for this study for its analysis of graduate unemployment rates as well as of graduates' gross annual salaries in Spain, based on the 2022 Wage Structure Survey (published in 2024). Lanbide was used to determine the labour force participation rates of the population by educational level, and the Spanish Tax Agency was also used to determine the average effective personal income tax rate of Spanish taxpayers.

7.2.1. The economic contribution generated by graduates of the University of Deusto due to salary differences with respect to graduates of the Spanish university system

In order to calculate the economic contribution generated by University of Deusto graduates, it is first necessary to calculate the number of Deusto graduates who are working. Therefore, in addition to considering the total number of University of Deusto graduates of working age, both the labour force participation rate and the employment-to-labour-force ratio must be taken into account to determine how many of them are currently in employment.

7.2.1.1. Number of University of Deusto graduates

The quantification of the number of graduates at the University of Deusto through which it generates long-term social impact is focused on a specific period of time in this report: namely, the span corresponding to the graduates' active professional life, which primarily encompasses the age range between 23 and 59 years old. This age range is further divided into four age ranges, representing different stages of professional life: 23-29 years old, 30-39 years old, 40-49 years old and 50-59 years old. Therefore, graduates from 1987 up to and including 2023 have been analysed, covering a period of 37 years. Graduates aged 60 and over were not included in the analysis due to the exceptional circumstances that characterise many of them, as they are in the process of early retirement or full retirement. Consequently, in many cases, they do not form part of an active career stage.

For quantification purposes, graduates holding undergraduate degrees from all disciplines taught at the University of Deusto were considered. However, those of the centres affiliated to the University of Deusto have not been included. People with Master's or Doctoral degrees were also excluded because the specific information required to avoid duplication in the computation of graduates was not available.

The use of both factors based on internal university information made it possible to quantify the number of University of Deusto graduates from 1987 to 2023 at 83,849 people. The breakdown of graduates by age is shown in Table 29.

GRADUATION COURSE

AGE	UD GRADUATES EXCLUDING AFFILIATED CENTRES	UD GRADUATES
59	TOTAL 86/87	2232
58	TOTAL 87/88	2146
57	TOTAL 88/89	2182
56	TOTAL 89/90	2216
55	TOTAL 90/91	2359
54	TOTAL 91/92	2475
53	TOTAL 92/93	2399
52	TOTAL 93/94	2373
51	TOTAL 94/95	2796
50	TOTAL 95/96	2817
49	TOTAL 96/97	3770
48	TOTAL 97/98	3467
47	TOTAL 98/99	3487
46	TOTAL 99/00	3494
45	TOTAL 00/01	3714
44	TOTAL 01/02	3256
43	TOTAL 02/03	3169
42	TOTAL 03/04	2865
41	TOTAL 04/05	2528
40	TOTAL 05/06	2266
39	TOTAL 06/07	1899
38	TOTAL 07/08	1902
37	TOTAL 08/09	1678
36	TOTAL 09/10	1702
35	TOTAL 10/11	1652
34	TOTAL 11/12	1293
33	TOTAL 12/13	2052
32	TOTAL 13/14	1483
31	TOTAL 14/15	1443
30	TOTAL 15/16	1405
29	TOTAL 16/17	1345
28	TOTAL 17/18	1561
27	TOTAL 18/19	1590
26	TOTAL 19/20	1725
25	TOTAL 20/21	1661
24	TOTAL 21/22	1744
23	TOTAL 22/23	1703
TOTAL GRADUATES 37 YEARS		**83849**

Source: Prepared by Deusto Social Lab (based on internal information from the University of Deusto)

Table 29. Number of UD graduates by age group (1987-2023)

7.2.1.2. Labour force participation rate of University of Deusto graduates

Once the number of University of Deusto graduates had been quantified, the labour force participation rate of this population was calculated. This measures the proportion of the population in the labour market, either working (in employment) or actively seeking employment (unemployed).

The labour force participation rate was calculated as the percentage of the labour force, which includes employed people and unemployed people actively seeking employment out of the working age population. The latter is usually defined as the population aged 16 and over. Specifically, Lanbide defined it as 'percentage of people who are employed and those who are unemployed but actively seeking work and available to start, as a proportion of the total. The labour force is made up of employed and unemployed people'.

Labour force participation rates differ according to the geographical area analysed and age ranges**.** For Deusto graduates aged between 23 and 29, the labour force participation rates used in this report were drawn from studies conducted by Lanbide, which specifically analysed, among other indicators, those relating to graduates from Basque universities during their early years of employment. The labour force participation rates of Deusto graduates for academic years 2015/16 to 2022/23 were considered for this analysis. These graduates, aged between 23 and 29, showed an average labour force participation rate of 91 %. The information provided by Lanbide in the Study on labour participation rates 2023/24 (University of Deusto) *(Estudio de incorporación a la vida laboral 2023-IV* (Universidad de Deusto)) is shown in Table 30.

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	COHORT									
Year of survey	2011 2014IV	2012 2015IV	2013 2016IV	2014 2017-IV	2015 2018-IV	2016 2019-IV	2017 2020-IV	2018 2021-IV	2019 2022-IV	2020 2023-IV
Labour force participation rate	93%	97%	92%	93%	94%	93%	91%	88%	90%	91%
Employment rate	77%	81%	77%	83%	86%	82%	77%	74%	80%	83%
Employment-to-labour-force ratio	83%	83%	84%	89%	91%	88%	84%	84%	88%	92%
Unemployment rate	18%	17%	16%	11%	9%	12%	16%	16%	12%	8%
Time between graduation and first employment (average number of months) (a) + (b)	8	9	11	12	11	14	12	11	10	14
Time used to search for first employment (average number of months) (b)	5	5	8	5	3	6	4	5	3	3
% labour force with work experience	95%	95%	92%	96%	99%	98%	98%	98%	99%	99%

Source: Lanbide 'Study on Labour Market Participation of Graduates of the University of Deusto' ('Estudio de Inserción Laboral de los Egresados de la Universidad de Deusto').

Table 30. UD graduates' labour participation rates (age range 23-29) (2011-2020)

The labour force participation rates of University of Deusto graduates aged 30 and over were obtained from the INE, as there was no information published by Lanbide for the required time period. This applies the average labour force participation rates as of the third quarter of 2024, which match the age ranges set out in this report, specifically provided by INE for the category of undergraduate, masters and doctoral degrees. Specifically, the labour force participation rate for the 30-39 age group was 93.52 %; for the 40-49 age group, it was 94.87 %; and for the 50-59 age group, it was 92.38 %, as shown in Table 31.

	All education levels	Lower than primary education	Primary education	1st stage Secondary Education	2nd stage Secondary Education (General)	High-level vocational training and other similar qualifications	Short (3-year) degree and other similar qualifications	Bachelor's, Master's and Doctoral degrees
FROM 30 TO 39	88.61	51.78	71.23	84.5	91.30	93.83	91.36	93.52
FROM 40 TO 49	88.84	55.87	77.87	84.57	89.86	92.39	92.95	94.87
FROM 50 TO 59	82.06	48.58	68.34	75.85	83.51	88.03	91.44	92.38

Source: INE (2024)

Table 31. Labour force participation rate by educational attainment (age ranges 30-39, 40-49 and 50-59) (average 3rd quarter 2024)

7.2.1.3. Employment and unemployment rates of University of Deusto graduates

The quantification of Deusto graduates in employment was based on the total number of graduates who were not only active but also employed. This was calculated by using the definitions set down by Lanbide. These define employment-to-labour-force ratio as 'percentage of people who have a paid job, out of the total number of active people' and unemployment rate as 'percentage of people who do not have a paid job, are looking for a job and are available for work, out of the total number of active people'. The employment-to-labour-force ratio is therefore equal to the difference between 1 and the unemployment rate (1-unemployment rate).

The unemployment rates for graduates of the University of Deusto are shown in Table 28. Specifically, the unemployment rate of the youngest group aged between 23 and 29 was 11.9 %. This decreased to 5.20 % for the 30-39 age group and to 2.30 % for the 40-49 age group. The lowest unemployment rate (1.50 %) was found among the 50-59 age range.

Employment-to-labour-force ratios, derived from the unemployment rates reported above and based on the definition used (employment-to-labour-force ratio = 1 – unemployment rate), are as follows for the different age groups of Deusto graduates: 88.1 % for those aged 23–

29; 94.8 % for those aged 30–39; 97.7 % for those aged 40–49; and 98.5 % for those aged 50–59.

Therefore, using the data on the number of University of Deusto graduates, the labour force participation rate and employment-to-labour-force ratios for each age group, the number of graduates employed as of December 2022 was estimated at 75,184, as shown in Table 32.

Age ranges	No. of UD graduates	Labour force participation rate (%)	Unemployment rate (%)	Employment-to-labour-force ratio (%)	UD graduates in employment
From 23 to 29	11,329	91	11.9	88.1	9,083
From 30 to 39	16,509	93.5	5.2	94.8	14,633
From 40 to 49	32,016	94.8	2.3	97.7	29,653
From 50 to 59	23,995	92.3	1.5	98.5	21,815
TOTAL	83,849				75,184

Source: Prepared by Deusto Social Lab (based on internal information from the University of Deusto)

Table 32. UD graduates: Labour market participation rate, employment-to-labour-force ratio and graduates in employment (2022)

7.2.1.4.
Salary differences between University of Deusto graduates and graduates of the Spanish University System

Having calculated the number of University of Deusto graduates who were in employment in December 2022, the next step was to analyse whether there were salary differences between University of Deusto graduates and graduates from the Spanish university system in the same year.

To do this, it was first necessary to determine the gross annual salaries of both University of Deusto graduates and graduates from the Spanish University System as of December 2022.

The average gross annual salary data for graduates of the University of Deusto for the year 2022 are shown in Table 34. Broken down by age bracket, the average gross annual salary was found to be 29,283 euros on average for the 23-29 age group; it was 46,675 euros for the 30-39 age group; this rose to 56,690 euros for the 40-49 age group; and to 63,297 euros for the 50-59 age group.

The data on the average gross annual salary of graduates from the Spanish University System at the end of 2022 were calculated using the 2022 Salary Structure Survey, published by the INE in 2024; the average gross annual salary was €24,686 for graduates aged 23–29; €38,809 for those aged 30–39; €50,157 for those aged 40–49; and €59,790 for those aged 50–59, as shown in Table 33 below.

	All education levels	Lower than primary	Primary education	First stage of secondary education	Second stage of secondary education	High-level vocational training and other similar qualifications	Short (3-year) degree and other similar qualifications	Bachelor's, Master's and Doctoral degrees
From 20 to 29	16,795	12,427	12,709	12,815	14,953	17,172	21,602	24,686
From 30 to 39	25,321	16,090	17,258	18,109	21,536	24,564	30,872	38,809
From 40 to 49	31,274	18,543	20.233	21,529	25,397	30,447	38,800	50,157
From 50 to 59	33,850	18,615	20.909	23,217	29,299	35,467	46,313	59,790

Source: Prepared by Deusto Social Lab

Table 33. Gross annual salary by categories and age ranges of SUS graduates according to the 2022 Salary Structure Survey

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Once the primary data on the gross annual salaries of both groups as of December 2022 had been obtained, the salary differences were analysed. These showed positive deviations in favour of University of Deusto graduates across all the age groups considered, as shown in Table 34.

Age ranges	Gross annual salary of Deusto University graduates (Euros)	Gross annual salary for SUS graduates (Euros)	Annual wage differential (UD-SUS) (Euro)	Wage differential (UD-SUS) %
From 23 to 29	29,283	24,686	4,597	18.62
From 30 to 39	46,675	38,809	7,866	20.26
From 40 to 49	56,690	50,157	6,533	13.02
From 50 to 59	63,297	59,790	3,507	5.86

Source: Prepared by Deusto Social Lab (based on internal information from the University of Deusto)

Table 34. Differences in gross annual salary between UD graduates and SUS graduates

7.2.1.5. The economic contribution generated by graduates of the University of Deusto due to salary differences compared to graduates of other universities in the Spanish university system

Once the number of University of Deusto graduates who were in employment in December 2022 (Section 7.2.1.3) and their salary differences compared to graduates from the SUS in the same period had been calculated, the economic contribution generated by the total number of University of Deusto graduates in that year was calculated. Thus, the annual economic contribution obtained by the highest salaries obtained by graduates of the University of Deusto was 427,085,983 euros, as shown in Table 35 below.

Age ranges	Deusto graduates in employment	Wage differential (UD-SUS) (in euros)	University of Deusto annual economic contribution due to salary differences (in euros)
From 23 to 29	9,083	4,597	41,754,551
From 30 to 39	14,633	7,866	115,103,178
From 40 to 49	29,653	6,533	193,723,049
From 50 to 59	21,815	3,507	76,505,205
TOTAL	**75,184**		**427,085,983**

Source: Prepared by Deusto Social Lab

Table 35. UD annual economic contribution due to salary differences of UD graduates (in euros)

7.2.2.
Economic contribution generated by University of Deusto graduates by difference in unemployment rates compared with graduates of the Spanish University System (SUS)

One way in which the University of Deusto contributes to the long-term economic impact is by maintaining a lower unemployment rate among its graduates compared to the national graduate population. This was calculated by comparing the unemployment rate of Deusto graduates with that of graduates in the whole of Spain, differentiated by the age groups considered in this report.

The unemployment rates of University of Deusto graduates were calculated and presented in Section 7.2.1.3. The data corresponding to the total number of graduates in Spain were obtained from information provided by the INE, which reported an average unemployment rate of 5.04 % for graduates in the third quarter of 2024. By age range, the unemployment rate among graduates aged 23-29 was 11.76 %, 5.32 % among graduates aged 30-39, 4.27 % among graduates aged 40-49 and 3.74 % among graduates aged 50-59 years old. As educational attainment and age increased, the unemployment rate generally decreased, as shown in Table 36.

	All education levels	Lower than primary education	Primary education	1st stage Secondary Education	2nd stage Secondary Education (General)	Higher-level vocational qualification degree and other similar qualifications	Short (3-year) degree graduates and other similar qualifications	Bachelor's, Master's and Doctoral degrees
All ages	11.21	25.37	23.80	14.89	11.58	9.00	8.41	5.04
From 20 to 29	19.04	*	44.31	24.58	17.40	17.52	15.39	11.76
From 30 to 39	9.84	23.39	26.68	13.97	9.55	6.47	8.86	5.32
From 40 to 49	8.17	28.56	17.86	11.98	7.98	5.49	3.93	4.27
From 50 to 59	9.59	24.97	22.27	12.54	10.52	8.08	6.23	3.74

* Data not available

Source: INE (2024)

Table 36. Unemployment rate by age group and educational attainment (average 3rd quarter 2024)

In the two lower age ranges, the unemployment rates of University of Deusto graduates were very similar to those provided by the INE and, therefore, not significant for the purposes of this analysis. However, lower unemployment rates were observed among Deusto graduates in the 40-49 age group (differential -1.97 percentage points) and in the 50-59 age group (differential -2.24 percentage points). This information is presented in Table 37.

Age ranges	Unemployment rate among University of Deusto graduates	Graduate unemployment rate at national level (%)	Graduate unemployment rate differential (UD vs TOTAL) (%)
From 23 to 29	11.90	11.76	+0.14 (not significant)
From 30 to 39	5.20	5.32	-0.12 (not significant)
From 40 to 49	2.30	4.27	-1.97
From 50 to 59	1.50	3.74	-2.24

Source: Prepared by Deusto Social Lab

Table 37. Differential between University of Deusto graduates and SUS graduates in terms of unemployment rates by age range

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Therefore, once the differentials between the unemployment rates of University of Deusto graduates and those of graduates at national level by age range had been calculated, the economic contribution of the unemployment rate differentials was then calculated. To do this, the percentage differential in unemployment rates was multiplied by the number of University of Deusto graduates in these age brackets and their labour market participation rate, which yielded the marginal number of University of Deusto graduates in employment compared to the figure that would result from applying the unemployment rates of graduates at national level. After the marginal number of University of Deusto graduates had been obtained, this number was then multiplied by the average gross annual salaries earned by Deusto graduates in these age ranges to calculate the income generated by this group. Thus, the economic contribution derived from the lower unemployment rate of Deusto graduates compared to Spanish graduates was quantified as being 65,297,702 euros, as shown in Table 38.

Age ranges	Unemployment rate differential (Deusto-TOTAL)	Graduates (Number)	Labour force participation rate (%)	Average salary (in euros)	Economic contribution (in euros)
From 40 to 49	-1.97	32,016	94.8	56,690	33,895,971
From 50 to 59	-2.24	23,995	92.3	63,297	31,401,731
Economic contribution derived from the lower unemployment rate of Deusto graduates:					**65,297,702**

Source: Prepared by Deusto Social Lab

Table 38. Economic contribution due to differences in unemployment rates between University of Deusto graduates and SUS graduates

7.2.3. Long-term economic impact generated by graduates from the University of Deusto

The long-term economic impact generated by University of Deusto graduates derives from two components: the annual income contribution resulting from salary differences compared with Spanish graduates (Section 7.2.1.5), and the income generated annually by the greater number of Deusto graduates in employment due to their lower unemployment rates relative to Spanish graduates (Section 7.2.2).

Therefore, in conclusion, it can be stated that the long-term economic impact, measured in terms of income generated annually by University of Deusto graduates, totals 492,383,685 euros, as shown in Table 39.

Long-term economic impact generated annually by UD graduates	Euros
Economic contribution by salary differences between Deusto graduates vs. Spanish graduates as a whole	427,085,983
Economic contribution by differences in unemployment rates between Deusto graduates vs. Spanish graduates as a whole	65,297,702
TOTAL	**492,383,685**

Source: Prepared by Deusto Social Lab

Table 39. Long-term economic impact measured in terms of income generated annually by UD graduates

Another indicator of long-term economic impact of interest for this study is the contribution to marginal employment generated by the University of Deusto. As shown in Section 7.2.2. above, the lower unemployment rate among University of Deusto graduates compared to the Spanish rate means that more UD graduates manage to enter the labour market. This means that, if University of Deusto graduates had the same unemployment rate as the Spanish average, there would be fewer UD graduates in employment.

To quantify the impact of marginal employment creation resulting from differences in unemployment rates, the number of Deusto graduates was multiplied by the corresponding labour market participation rates and by the differences in unemployment rates between University of Deusto graduates and Spanish graduates, in order to determine the number of marginal jobs generated by the University of Deusto.

Consequently, the second conclusion that can be confirmed is that the long-term impact measured in terms of the number of marginal jobs generated by the University of Deusto totals 1,094 jobs, as can be seen in Table 40.

Age ranges	Unemployment rate differential (%) (UD-NATIONAL AVERAGE)	Number of UD graduates	Labour force participation rate (%)	Marginal number of jobs generated by the UD
From 40 to 49	-1.97	32,016	94.87	598
From 50 to 59	-2.24	23,995	92.38	496
			TOTAL	1,094

Source: Prepared by Deusto Social Lab

Table 40. Long-term economic impact measured in terms of marginal employment generated by UD graduates

7.2.4. Fiscal return resulting from the long-term economic impact generated by UD graduates

Following the analysis of the long-term economic impact generated both in terms of annual income and jobs created, this section aims to quantify the fiscal return from the economic contribution generated in terms of annual income.

The annual tax revenue generated for public bodies was obtained by applying the average effective personal income tax rate of Spanish taxpayers to the income generated by University of Deusto graduates.

According to data from the Spanish Tax Agency, the average effective personal income tax rate for Spanish taxpayers ranged between 12.66 % and 13.94 % over the last five years for which data are available, as shown in Table 41.

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BOX 2.1
HOUSEHOLD INCOME AND INCOME TAX
In million euros, unless stated otherwise

	2018	2019	2020	2021	2022 (p)
Household gross income	**647,338**	**677,622**	**675,262**	**717,272**	**773,705**
Labour income	545,356	572,242	582,797	607,322	651,636
Capital income	60,950	63,219	55,602	63,095	71,885
Investment income	17,153	18,407	14,801	14,442	18,251
- Subject to withholding	15,936	17,392	13,838	13,016	16,716
Leased real estate	22,844	24,153	22,68	24,205	27,446
- Subject to withholding	6,740	6,874	5,882	6,173	6,821
Capital gains	20,954	20,660	18,122	24,448	26,189
- Subject to withholding (investment funds)	1,808	1,816	2,04	2,296	1,995
Company profits and others	41,032	42,161	36,862	46,854	50,184
Company profits	36,022	36,951	31,483	41,228	44,614
Imputed income and others	5,009	5,210	5,379	5,626	5,570
Effective rate	**12.66**	**12.75**	**12.76**	**13.44**	**13.94**
- Before allowances and adjustments	12.62	12.65	12.66	12.81	13.42
Accrued income tax (D)	**81,963**	**86,394**	**86,188**	**96,423**	**107,850**

Source: Spanish Tax Agency

Table 41. Average effective personal income tax rates of Spanish taxpayers

If an average effective personal income tax rate of 13 % is assumed for Spanish taxpayers, the annual fiscal return to public finances can be estimated at €64,009,879.

DESCRIPTION	Euros
Long-term economic impact generated annually by UD graduates	492,383,685
Average effective rate of personal income tax applied	13.0 %
ANNUAL TAX REVENUES COLLECTED BY PUBLIC TREASURIES	**64,009,879**

Source: Spanish Tax Agency

Table 42. Annual tax revenues collected by Public Treasuries generated by UD graduates

It is also necessary to take into account the percentage of graduates who live and work within or outside the Autonomous Community of the Basque Country, as this affects the revenues of the Basque Treasury, the Spanish Treasury, and authorities from other countries through international taxation.

Research on the mobility of university graduates from the Basque Country in general, and from the University of Deusto in particular, is scarce, especially detailing the percentage of graduates who choose to work outside the Basque Country. However, there are several studies that provide interesting data.

Specifically, the 'Talent Mobility Report' prepared by the Provincial Council of Biscay analysed this phenomenon among a group of 20,981 graduates from the Basque Country and determined that 81.6 % of Basque graduates worked and lived in the Autonomous Community of the Basque Country. The same study indicated that approximately 1 out of every 10 Basque graduates went to work outside the Basque region and that the remaining 8

% were graduates from outside the Autonomous Community of the Basque Country who had studied at Basque universities but had later returned to their places of origin. These data are consistent with the internal data managed through the University of Deusto Alumni Associations.

Therefore, if we apply these percentages, the tax revenue from the long-term economic impact generated by University of Deusto graduates can be broken down as follows: the Basque Treasury collects 81.6 % of the total annual revenue, which means a total of 52,232,061 euros, while the Spanish Treasury collects a total of 11,777,817 euros.

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8. Conclusions

Based on the analyses conducted in the preceding sections, a wide range of economic impacts can be identified as resulting from the University of Deusto's activities.

To assess the extent of these economic impacts, it is important to evaluate each one carefully and place them in the appropriate context. It is therefore recommended that the starting assumptions and the calculation model used for each type of impact are considered. In this regard, references to the time frame (always annual) and to the reference area (the impact within the Basque Autonomous Community) are highly relevant.

The broad spectrum of annual economic impacts yield remarkable results from the perspective of both short-term and long-term economic impact.

FROM THE PERSPECTIVE OF SHORT-TERM ECONOMIC IMPACT:

The **total annual expenditure** generated by the different stakeholders related to the University of Deusto's activities during an academic year (2023/2024) amounted to a total of **164.1 million euros.**

Of these,

81.2 million euros were linked to the University of Deusto's own expenditure.

80.5 million euros was associated with students and visitors.

2.4 million euros came from attendees at conferences and seminars.

It is important to highlight the University of Deusto's ability to mobilise expenditure: for every euro of direct spending, it generated an additional €1.02 of spending among related stakeholders.

The impact on the Basque Country's GDP generated by the University of Deusto's activities amounted to **145.5 million euros in annual GDP contribution.**

Based on the above, it can be inferred that the effect of University of Deusto's activity on the Basque Autonomous Community was such that for each euro of expenditure incurred by the University of Deusto, 1.8 euros of GDP were generated in the Basque Country.

The impact of the University of Deusto's activities **on employment** resulted in **1,602 direct jobs** in the Basque Country, plus **1,723 additional jobs** derived from the impact of the total expenditure of associated with both its activity and that of its related stakeholders. Thus, for every direct job, it contributed 1.08 additional jobs. This represented a total annual **impact of 3,325 jobs maintained.**

Regarding the UD's **contribution in terms of fiscal returns**, the Basque Regional Treasury annually collects **27.8 million euros**, which means that it collects €0.34 euros for every euro of expenditure incurred by the University of Deusto.

FROM THE PERSPECTIVE OF LONG-TERM ECONOMIC IMPACT:

The **total annual economic impact** generated by the graduates of the University of Deusto amounts to **492.3 million euros.**

In terms of the **number of marginal jobs generated** by the University of Deusto, the impact was **1,094 jobs per year**.

The fiscal return resulting from the long-term economic impact generated by the graduates of the University of Deusto amounts to a total of 64 million euros per year, of which **52.2 million euros** is delivered to the Basque Treasury.

Annexes

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Annex 1. Short-term economic impact methodology

Introduction

This section describes the methodology used in estimating the economic impact as described in section 7.1. of this document.

This methodology makes it possible to estimate the wealth generated in a country or region from an economic activity (in this case, the one referred to above) over a given period of time (in this case, limited to the four years relating to the previous strategic horizon). This impact is basically measured by using two macroeconomic aggregates, namely GDP and employment, which in turn generate returns delivered to the Treasury, which are also calculated.

The various stakeholders that make a financial contribution to the local economy (in this case, the regional economy of the Autonomous Community of the Basque Country) were analysed and classified by sector, and input–output employment tables for the Basque economy were constructed. In this way, the economic impact arising from the University of Deusto's entrepreneurial and innovation activity was determined and categorised into three groups: direct impacts, indirect impacts and induced impacts.

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Direct, indirect and induced impacts

Using this methodology, the total effect or impact on the economy can be broken down into three different types of impacts, as described below:

- Direct impact: this is the impact derived from the expenditure incurred by the different economic stakeholders related to the activity under study, resulting from its very existence (i.e. if the University of Deusto had not conducted any activity, this expenditure would not have been incurred). Thus, this expenditure involves an increase in demand in certain sectors of activity, which makes it essential to define both the boundaries of the economic activity considered and the stakeholders that make up the chain of successive economic disbursements in order to avoid duplication in the calculation of this expenditure.

- Indirect impact: The sectors of activity that directly receive the above increase in demand and that in turn generate effects on other sectors: indirect impact is therefore the effect generated through companies' increased purchases from intermediate suppliers, producing successive rounds of chain effects, propagated by the economic interrelationships originally affected and the rest of the sectors of activity.

- Induced impact: this is the effect produced as a consequence of the increase in household income generated by the economic activity caused by direct and indirect impacts. This chain interaction of effects is called income multiplier. Therefore, the induced impact refers to the long-term effect on households that can be quantified as a consequence of increased employment income and capital income.

Thus, the total economic impact will be the result of adding up the direct, indirect and induced impacts, the results of which are presented in this Report. To calculate the different multipliers necessary to estimate these impacts, the input-output methodology was used. While this method has certain limitations (like any methodology), it is the most widely applied for such analyses, as it offers a level of disaggregation that is particularly relevant for this study

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Main components and sequence of activities for estimating the economic impact.

As noted in the previous section, the starting point is the identification and analysis of the expenditure incurred by the different stakeholders involved in entrepreneurship and innovation activities at the University of Deusto.

1) **Identifying stakeholders involved**

- The University of Deusto itself.
- The student body of the University of Deusto, including undergraduate, postgraduate and doctoral students.
- Visitors to students as a result of the pursuit of their studies at the University of Deusto (family members, friends).
- Attendees at the different conferences and congresses held by the University of Deusto during the academic year 2023-2024.

2) **Identifying expenditure by stakeholder. Sectoral and geographical analysis**

The analysis of the expenditure of the different stakeholders should be carried out from the perspective of their sectoral and geographical allocation.

- As for the sectoral analysis, expenditure was classified according to the sectors used in the input–output tables, which were the latest published by EUSTAT in 2021.
- As mentioned above, an analysis was conducted from the perspective of the use of expenditure, considering only expenditure made within the Basque Country. This is due to the geographical scope of this exercise, which is focused on the regional level.

3) **Application of Input-Output tables of the Basque economy**

The Input-Output Tables of the economy published by official statistical agencies allowed this direct expenditure to be translated into terms of impact on GDP, employment maintenance and returns to the Treasury. This impact calculation is made on the basis of sector-specific and macroeconomic aggregate multipliers. The quantitative tool used was the input-output model, which analyses the inter-sectoral relationships in the economy.

To calculate the economic impact of the University of Deusto's activities during the 2023–2024 academic year, the 2021 Input–Output Tables of the Basque Country, published by Eustat (Basque Institute of Statistics) were used, as they were the most recent available from that source.

Questionnaire used

Once the questionnaire to be disseminated among students at the University of Deusto in the 2024-2025 academic year had been validated, fieldwork was carried out. It was launched on 12 November 2024 and was open until 5 December 2024.

In order to conduct the student surveys, a representative sample of students from each of the university's faculties was contacted, covering both the Bilbao and Donostia campuses. In order to facilitate participation and cater for the linguistic diversity of the university community, the surveys were launched in three languages: Spanish, Basque and English. This sampling methodology and the multilingual availability ensure a comprehensive coverage of the student population in the different university settings.

In total, 1000 responses were received. Of these, 10 responses were excluded from the final analysis, as they presented incomplete or inconsistent data that compromised their validity. Nevertheless, 990 responses were considered valid and met the criteria of completeness and integrity required for inclusion in the study, thus contributing to the reliability of the results obtained.

The following questionnaires were used:

Questionnaire in Spanish

Impacto Económico y Social de la Universidad de Deusto

Como parte del Plan Estratégico de la Universidad, te invitamos a responder este cuestionario que forma parte del estudio sobre el Impacto Económico y Social de la Universidad de Deusto. Te llevará entre 4 y 7 minutos. Tus respuestas serán totalmente confidenciales y solo se usarán para este estudio. Si te interesa, puedes consultar la política de protección de datos de la Universidad de Deusto aquí. ¡Gracias de antemano por tu colaboración!

BLOQUE 1. DATOS PERSONALES Y FORMACIÓN

P1. Género
- ☐ Mujer
- ☐ Hombre
- ☐ No binario
- ☐ Prefiero no indicarlo

P2. Edad: _____

P3. Ocupación
- ☐ Estudiante
- ☐ Compagino estudios con trabajo

P4. ¿En qué campus de la UD estudias?
- ☐ Bilbao
- ☐ San Sebastián

P5. Nivel de estudios que estás cursando actualmente
- ☐ Grado
- ☐ Doble grado
- ☐ Máster
- ☐ Doctorado

P.6. Curso actual
- ☐ 1º
- ☐ 2º
- ☐ 3º
- ☐ 4º
- ☐ 5º
- ☐ 6º
- ☐ No aplica

P.7. Facultad / Escuela
- ☐ Derecho
- ☐ Ciencias Sociales y Humanas
- ☐ Ingeniería
- ☐ Ciencias de la Salud
- ☐ Educación y deportes
- ☐ Teología
- ☐ Deusto Business School
- ☐ Otros (p. ej. el centro de idiomas, de ocio…)

En caso de "otros" indica por favor el que corresponda _____

BLOQUE 2. CAMBIO DE RESIDENCIA

P.8. ¿Has trasladado tu lugar de residencia habitual para estudiar en la UD?
- ☐ Sí
- ☐ No

P.9. Si has trasladado tu residencia durante el curso académico, indica por favor tu lugar de residencia anterior.

P.10. ¿Cuál es tu modalidad de alojamiento durante este curso?
- ☐ Piso de alquiler/compartido (con contraprestación económica)

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☐ Alojamiento con familiares (sin contraprestación económica)
☐ Alojamiento en residencia o colegio mayor
☐ Otros
En caso de "otros" indica por favor el que corresponda _____

P.11. Indica el número total de meses que prevés alojarte en tu nuevo lugar de residencia durante este curso_____

P.12. ¿Cuántas veces te desplazas hasta tu lugar de residencia anterior durante el curso?
☐ 1 vez por semana
☐ Entre 1 y 2 veces al mes
☐ Entre 1 y 2 veces al trimestre
☐ Entre 1 y 2 veces al semestre
☐ Entre 1 y 2 veces durante el curso
☐ Otros
En caso de "otros" indica por favor el que corresponda _____

P.13. ¿Cuánto estimas gastar en cada viaje que te desplazas hasta tu lugar de residencia anterior? Indica la cantidad estimada de gasto en euros (€). (P. ej., gasto en gasolina, peajes, avión, autobús, tren, etc.) _____

BLOQUE 3. VISITAS

P.14. Durante el curso, ¿recibes visitas de familiares y/o amigos/as que se alojen en un hotel o similar? (Se trata de visitas que impliquen algún gasto de alojamiento)
☐ Sí
☐ No

P.15. Aproximadamente, ¿cuántas veces te visitan durante el curso? Anota el número de veces aproximado que recibes visitas que se alojen en hotel o similar _____

P.16. ¿Cuántas personas, de media, vienen en cada visita? _____

P.17. ¿Cuántos días, de media, se quedan las visitas?
_____

BLOQUE 4. ALTERNATIVAS DE FORMACIÓN

P.18. En caso de no existir la UD, ¿hubieras estudiado en otra universidad
☐ Sí
☐ No

P.19. ¿Cuál hubiera sido tu alternativa de formación?
☐ Habría estudiado en la Universidad Pública del País Vasco (UPV/EHU)
☐ Habría estudiado en la Universidad de Mondragón
☐ Habría estudiado en otra universidad del resto de España
☐ Habría estudiado en otra universidad del extranjero

BLOQUE 5. PERFIL DE GASTO

P.20. Derivado de tus estudios en la Universidad de Deusto, indica el gasto mensual aproximado (€) que realizas en los siguientes conceptos. En caso de que no te aplique alguno de los siguientes conceptos de gasto, indica ""0"".
– Gasto mensual en vivienda (alquiler, conservación y equipamiento del hogar, etc.) (Si no has cambiado de residencia, indica "0") _____
– Gasto mensual en transporte (vehículo, carburante, transporte público, etc.) _____
– Gasto mensual en alimentación y bebida _____
– Gasto mensual en restaurantes, cafeterías y bares _____
– Gasto mensual en academias y formación complementaria a tus estudios universitarios (clases de refuerzo, apoyo para preparación de exámenes, etc.) _____
– Gasto mensual en ordenadores (software y hardware) y otros aparatos electrónicos _____
– Gasto mensual en libros, fotocopias y material de papelería _____
– Gasto mensual en actividades culturales (cine, espectáculo, eventos) _____
– Gasto mensual en actividades de ocio / deportivas _____
– Gasto mensual en salud (medicamentos, médicos, dentista, etc.) _____

BLOQUE 6. SORTEO

P.21. Si quieres participar en el sorteo de 5 tarjetas de Amazon, cada una con un valor de 200 €, como agradecimiento por completar la encuesta, por favor deja tu correo electrónico aquí:
_____

Gracias por dedicarle tiempo a esta encuesta.

Cuestionario en inglés

Economic and Social Impact of the University of Deusto

As part of the University's Strategic Plan, we invite you to complete this questionnaire, which forms part of the study on the Economic and Social Impact of the Universi-

ty of Deusto. It will take you between 4 and 7 minutes. Your answers will be kept completely confidential and will only be used for this study. If you are interested, you can view the UD data protection policy here. Thank you in advance for your participation!

BLOCK 1. PERSONAL INFORMATION AND EDUCATIONAL BACKGROUND

Q.1 Gender
- ☐ Female
- ☐ Male
- ☐ Non-binary
- ☐ Prefer not to say

Q.2 Age: _____

Q.3 Occupation
- ☐ Student
- ☐ I balance studies with work

Q.4 Which UD campus do you study at?
- ☐ Bilbao
- ☐ San Sebastian

Q.5 Current level of study
- ☐ Bachelor's Degree
- ☐ Double Degree
- ☐ Master's Degree
- ☐ Doctorate

Q.6 Current year
- ☐ 1º
- ☐ 2º
- ☐ 3º
- ☐ 4º
- ☐ 5º
- ☐ 6º
- ☐ Not applicable

Q.7 Faculty / School
- ☐ Law
- ☐ Social and Human Sciences
- ☐ Engineering
- ☐ Health Sciences
- ☐ Education and Sport
- ☐ Theology
- ☐ Deusto Business School
- ☐ Other (e.g. language centre, leisure centre, etc.)

In case of "other", please specify:_____

BLOCK 2. CHANGE OF RESIDENCE

Q.8 Have you changed your permanent residence to study at the UD?
- ☐ Yes
- ☐ No

Q.9 If you have changed your residence during the academic year, please indicate your previous place of residence: _____

Q.10 What is your accommodation arrangement for this academic year?
- ☐ Rented/shared flat (for a fee)
- ☐ Accommodation with relatives (no fee)
- ☐ Accommodation in a hall of residence or university accommodation
- ☐ Other

In case of "other", please specify:_____

Q.11 Indicate the total number of months you plan to stay in your new place of residence during this academic year:_____

Q.12 How often do you travel to your previous place of residence during the academic year?
- ☐ Once a week
- ☐ Between 1 and 2 times per month
- ☐ Between 1 and 2 times per term
- ☐ Between 1 and 2 times per semester
- ☐ Between 1 and 2 times during the academic year
- ☐ Other

In case of "other", please specify:_____

Q.13 How much do you expect to spend on each trip to your previous place of residence? Indicate the estimated amount of expenditure in euros (€). (For example, expenses for petrol, tolls, flights, bus, train, etc.):_____

BLOCK 3. VISITS

Q.14 During the academic year, do you receive visits from family and/or friends staying in a hotel or similar accommodation? (These are visits that involve some accommodation costs)
- ☐ No
- ☐ Yes

Q.15 Approximately how often do you receive visits during the academic year? Please indicate the approximate number of times you receive visits from family or friends staying in a hotel or similar accommodation: _____

Q.16 How many people, on average, come on each visit?Q

Q.17 How many days, on average, do visitors stay?

_____

BLOCK 4. OTHER EDUCATIONAL INSTITUTIONS

Q.18 If the UD did not exist, would you have studied at another university?

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☐ I would have studied at the Public University of the Basque Country (UPV/EHU).
☐ I would have studied at the University of Mondragon.
☐ I would have studied at another university in the rest of Spain.
☐ I would have studied at another university abroad.

BLOCK 5. EXPENSE PROFILE

Q.20 Based on your studies at the University of Deusto, please indicate the approximate monthly expenses (€) you incur in the following categories. If any of the following expenditure items do not apply to you, indicate "0"

– Monthly housing expenses (rent, maintenance, and home furnishings, etc.) (If you have not changed residence, indicate "0": _____
– Monthly transport expenses (vehicle, petrol, public transport, etc.); _____
– Monthly expenses on food and drink: _____
– Monthly expenses on restaurants, cafés and bars: _____
– Monthly expenses on supplementary classes at educational centres (revision classes, exam preparation support, etc.): _____
– Monthly expenses on computers (software and hardware) and other electronic devices: _____
– Monthly expenses on books, photocopies, and stationery: _____
– Monthly expenses on cultural activities (cinema, shows, events): _____
– Monthly expenses on leisure/sports activities: _____
– Monthly health expenses (medicines, doctors, dentist, etc.): _____

BLOCK 6. PARTICIPATE IN THE DRAW

Q.21 If you would like to participate in the draw for 5 Amazon gift cards, each worth €200, to thank you for completing the survey, please leave your email address here: _____

Thank you for taking the time to complete this questionnaire.

Questionnaire in Basque

Deustuko Unibertsitatearen eragin ekonomikoa eta soziala

Unibertsitatearen Plan Estrategikoaren barruan, Deustuko Unibertsitatearen eragin ekonomikoari buruzko azterlanaren parte den galdetegi honi erantzuteko gonbita egiten dizugu. 4 - 7 minutu beharko dituzu. Zure erantzunak erabat konfidentzialak izango dira eta azterketa honetarako bakarrik erabiliko dira. Interesatzen bazaizu, hemen kontsulta dezakezu DUren datuak babesteko politika. Aldez aurretik, eskerrik asko zure laguntzagatik!

1. BLOKEA: DATU PERTSONALAK ETA PRESTAKUNTZA

P1. Generoa
☐ Emakumezkoa
☐ Gizonezkoa
☐ Ez bitarra
☐ Nahiago dut ez adierazi

P2. Adina _____

P3. Okupazioa
☐ Ikaslea
☐ Ikasketak eta lana uztartzen ditut

P4. DUko zein campusetan ikasten duzu?
☐ Bilbon
☐ Donostian

P5. Gaur egun, zer ikasketa-maila egiten ari zara?
☐ Gradua
☐ Gradu bikoitza
☐ Masterra
☐ Doktoregoa

P.6. Aurtengo ikasturtea
☐ 1.
☐ 2.
☐ 3.
☐ 4.
☐ 5.
☐ 6.
☐ Ez dagokio

P.7. Fakultatea/Eskola
☐ Zuzenbidea
☐ Gizarte eta Giza Zientziak
☐ Ingeniaritza
☐ Osasun Zientziak
☐ Hezkuntza eta Kirola
☐ Teología
☐ Deusto Bussiness School
☐ Beste batzuk (adibidez, hizkuntza- zentroa, aisia…)
"Beste batzuk" kasuan, mesedez, adierazi zein: _____

2. BLOKEA: BIZILEKU ALDAKETA

P.8. Aldatu duzu zure ohiko bizilekua DUn ikasteko?
☐ Bai
☐ Ez

P.9. Ikasturtean bizilekua aldatu baduzu, adierazi, mesedez, zure aurreko bizilekua:_____

P.10. Zein da zure ostatu-modalitatea ikasturte honetan?

☐ Alokairuko etxebizitza/partekatua (kontraprestazio ekonomikoarekin)
☐ Bizitokia senideekin (kontraprestazio ekonomikorik gabe)
☐ Egoitza edo ikastetxe nagusiko ostatua
☐ Beste batzuk

"Beste batzuk" kasuan, mesedez, adierazi zein: _____

P.11. Adieraz ezazu ikasturte honetan zure bizileku berrian zenbat hilabetez ostatu hartzea aurreikusten duzun_____

P.12. Zenbat aldiz joaten zara aurreko bizilekura ikasturtean?

☐ Astean behin
☐ Hilean 1-2 aldiz
☐ Hiruhilekoan 1-2 aldiz
☐ Seihilekoan 1-2 aldiz
☐ Ikasturtean 1-2 aldiz
☐ Beste batzuk

"Beste batzuk" kasuan, mesedez, adierazi zein: _____

P.13. Zenbat gastatzen duzu zure aurreko bizilekura joaten zaren bidaia bakoitzean? Adierazi zenbatetsitako gastua eurotan (€) (adibidez, gasolina, bidesari, hegazkin, autobus, tren gastua, etab.): _____

3. BLOKEA: BISITAK

P.14. Ikasturtean zehar, hotel batean edo antzeko batean ostatu hartzen duten senide eta/edo lagunen bisitarik jasotzen duzu? (Ostatuko gasturen bat dakarten bisitak dira)

☐ Bai
☐ Ez

P.15. Gutxi gorabehera, zenbat aldiz bisitatzen zaituzte ikasturtean zehar? Idatzi zenbat aldiz jasotzen dituzun hotelean edo antzekoan ostatu hartzen duten pertsonen bisitak.:_____

P.16. Bisita bakoitzean, batez beste, zenbat pertsona etortzen dira?:_____

P.17. Zenbat egunetan geratzen dira, batez beste, bisitak?:

4. BLOKEA: PRESTAKUNTZAKO ALTERNATIBAK

P.18. DU ez balego, beste unibertsitate bat aukeratuko zenuke?

☐ Bai
☐ Ez

P.19. Zein izango zatekeen zure prestakuntza-aukera?

☐ Euskal Herriko Unibertsitatean ikasiko nukeen
☐ Modragon Unibertsitatean ikasiko nukeen
☐ Espainiako beste unibertsitate batean ikasiko nukeen
☐ Atzerriko beste unibertsitate batean ikasiko nukeen

5. BLOKEA: GASTU PROFILA

P.19. Deustuko Unibertsitatean egiten dituzun ikasketen ondorioz, adierazi hilean egiten duzun gutxi gorabeherako gastua (€) kontzeptu hauetan. Gastu kontzeptu hauetakoren bat aplikatzen ez bazaizkizu, adierazi "0"

– Hileko gastua etxebizitzan (alokairua, kontserbazioa eta etxeko ekipamendua, etab.) Bizilekua aldatu ez baduzu, adierazi "0":_____
– Hileko gastua garraioan (ibilgailua, erregaia, garraio publikoa, etab.): _____
– Hileko gastua elikaduran eta edarian: _____
– Hileko gastua jatetxe, kafetegi eta tabernetan: _____
– Hileko gastua akademietan eta zure unibertsitateko ikasketen prestakuntza osagarrian (errefortzu-eskolak, azterketak prestatzeko laguntza, etab.): _____
– Hileko gastua ordenagailuetan (softwarea eta hardwarea) eta beste gailu elektroniko batzuetan: _____
– Hileko gastua liburuetan, fotokopietan eta papertegiko materialetan: _____
– Hileko gastua kultura jardueretan (zinema, ikuskizunak, ekitaldiak): _____
– Hileko gastua aisialdi/kirol jardueretan: _____
– Hileko gastua osasunean (sendagaiak, medikuak, dentista, etab.):_____

6. BLOKEA: ZOZKETA

P.20. Inkesta betetzeagatik eskerrak emateko Amazonen 200 euroko 5 txartelen zozketan parte hartu nahi baduzu, mesedez, utzi zure helbide elektronikoa hemen: _____

Eskerrik asko inkesta honi denbora eskaintzeagatik.

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Annex 2. References

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