

Development of the Social Dimension - Monday, July 11, 2011

Stocktaking of student affairs and services - Analysis of the social and economic situation of students in Europe

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The social and economic situation of students in Europe: current trends from
EUROSTUDENT IV data



Access routes to higher education

A maze, but which one and for whom? A first analysis using EUROSTUDENT IV data

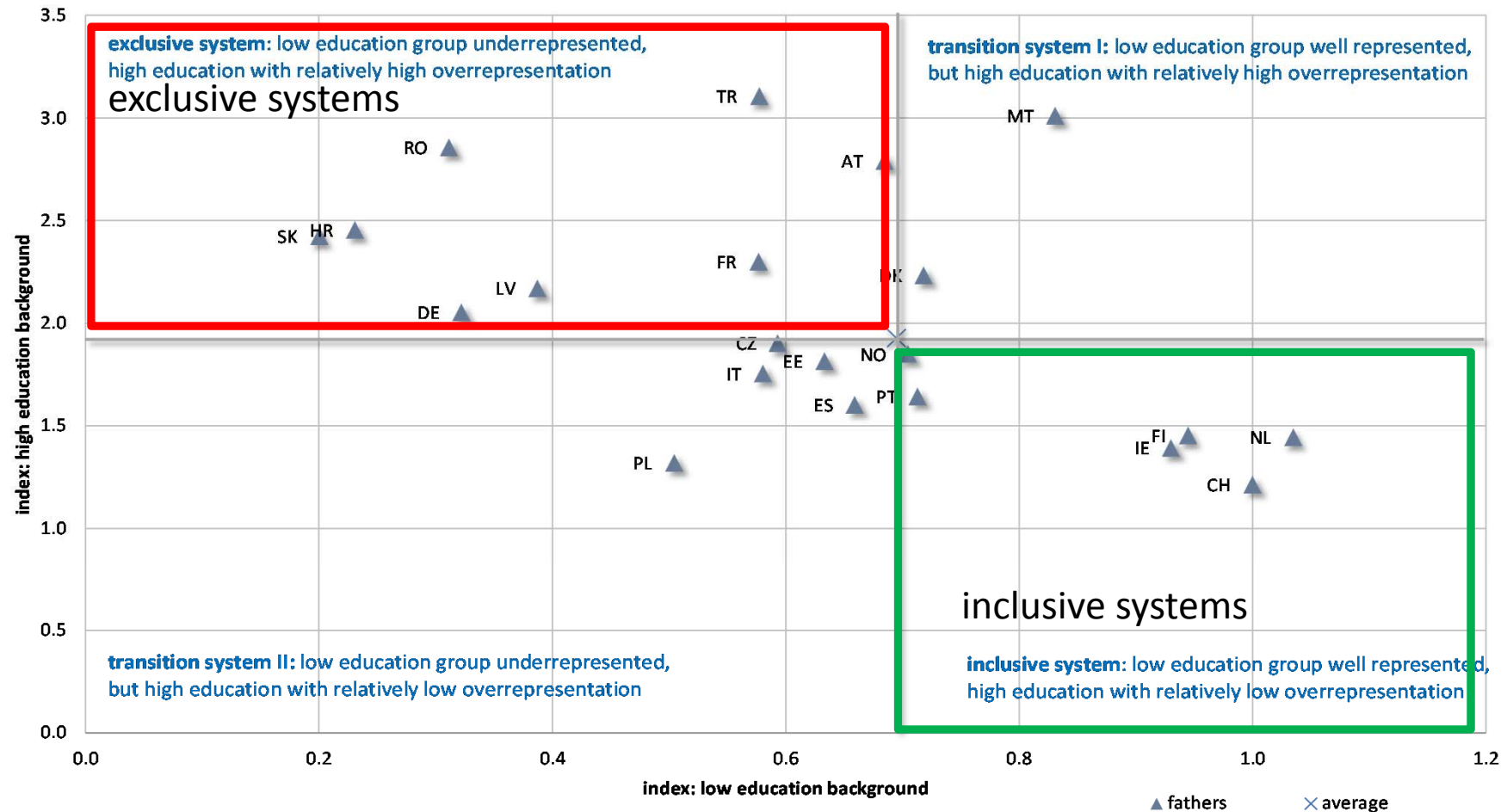
Berlin, 11th July 2011
Dominic Orr (orr@his.de)



Contents

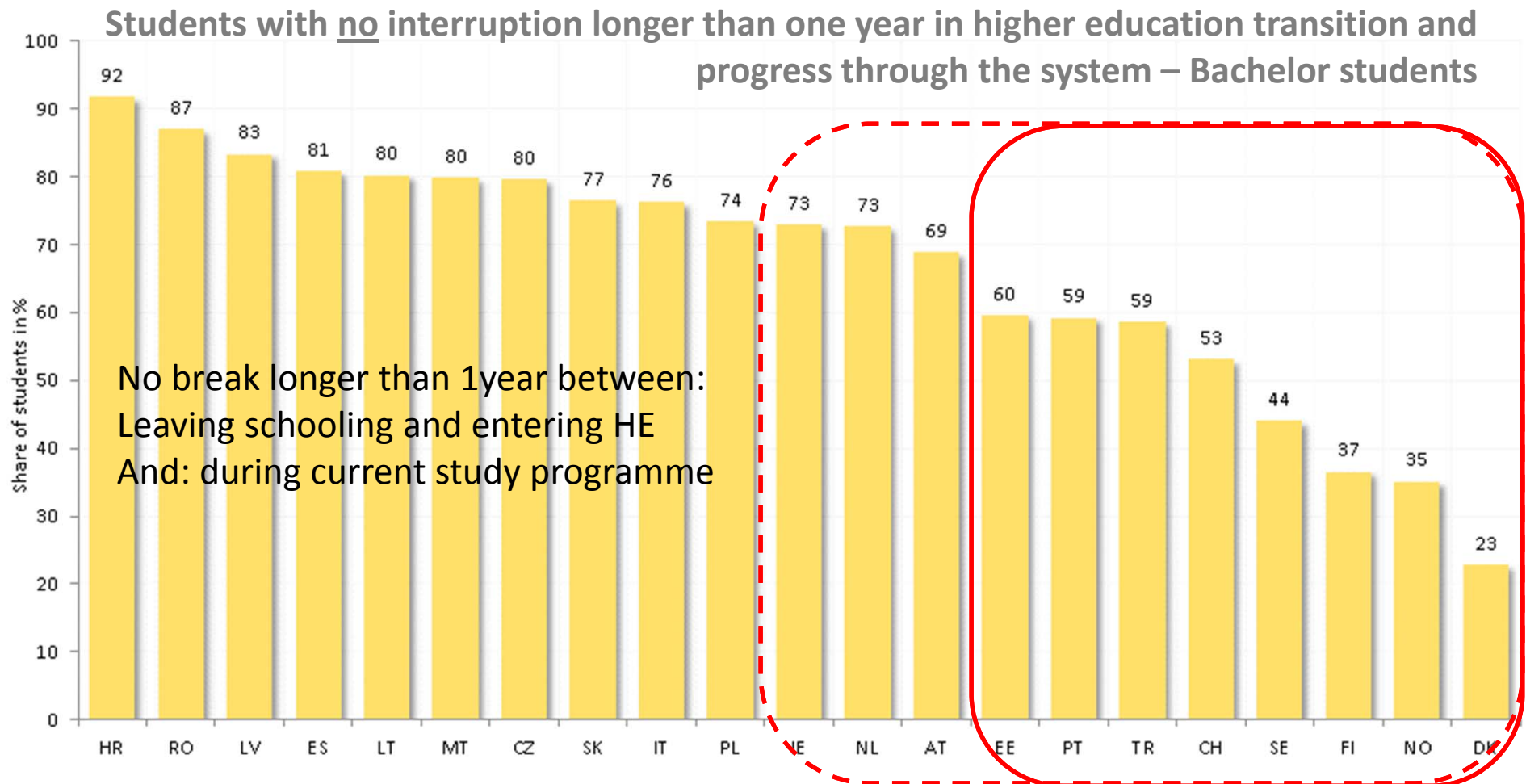
- 1) Social inclusiveness or exclusiveness of HE systems...
- 2) In/direct progress through the education system
- 3) ...and social inclusiveness
- 4) Spending on teaching and learning
- 5) ...and social inclusiveness
- 6) Routes into HE – a maze, but which one and for whom?
- 7) Questions for debate

1) Social inclusiveness or exclusiveness of HE systems...



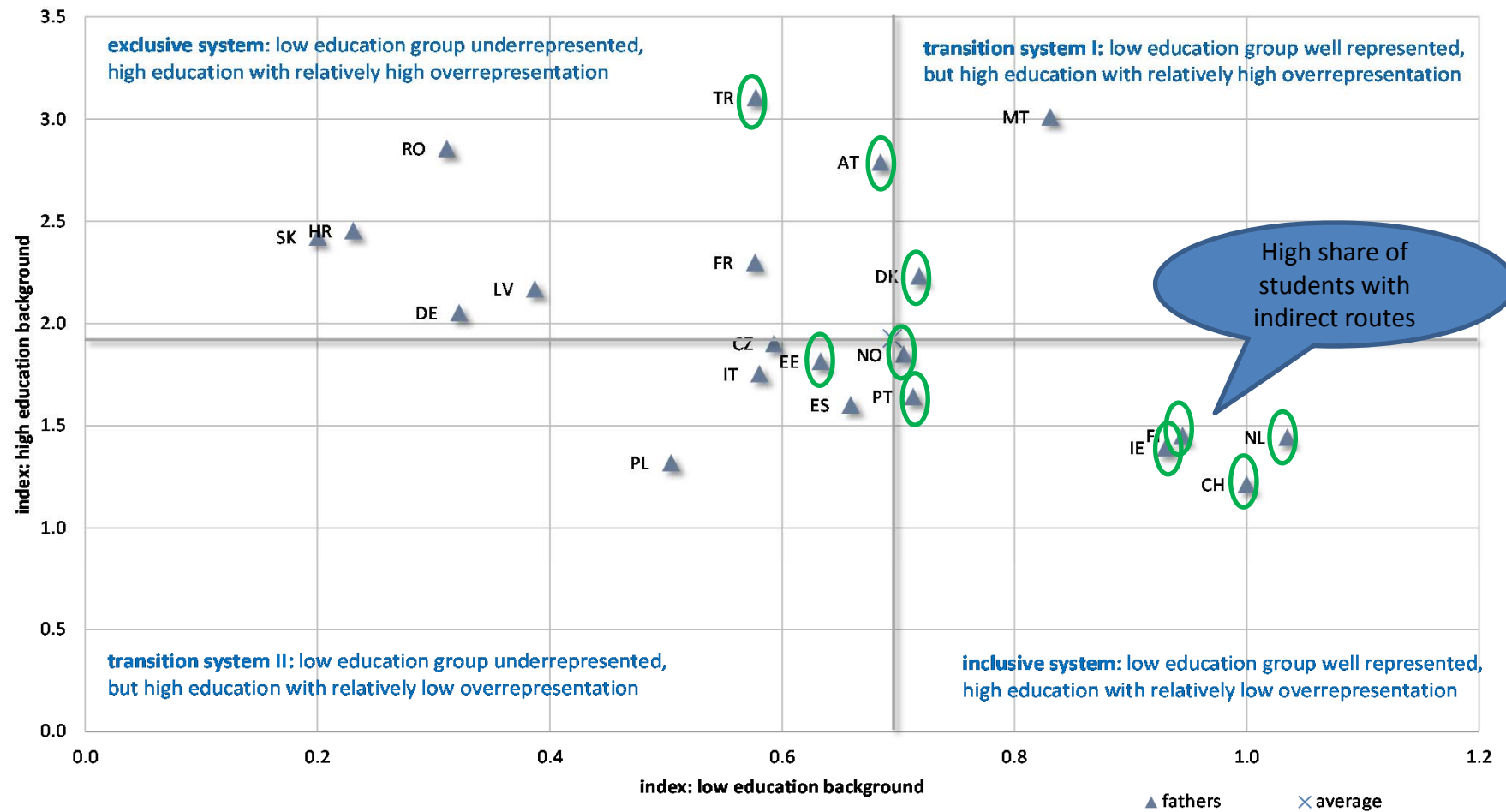
EUROSTUDENT Question(s): 3.3 What is the highest level of education you father or mother have achieved?

2) Direct progress through the education system



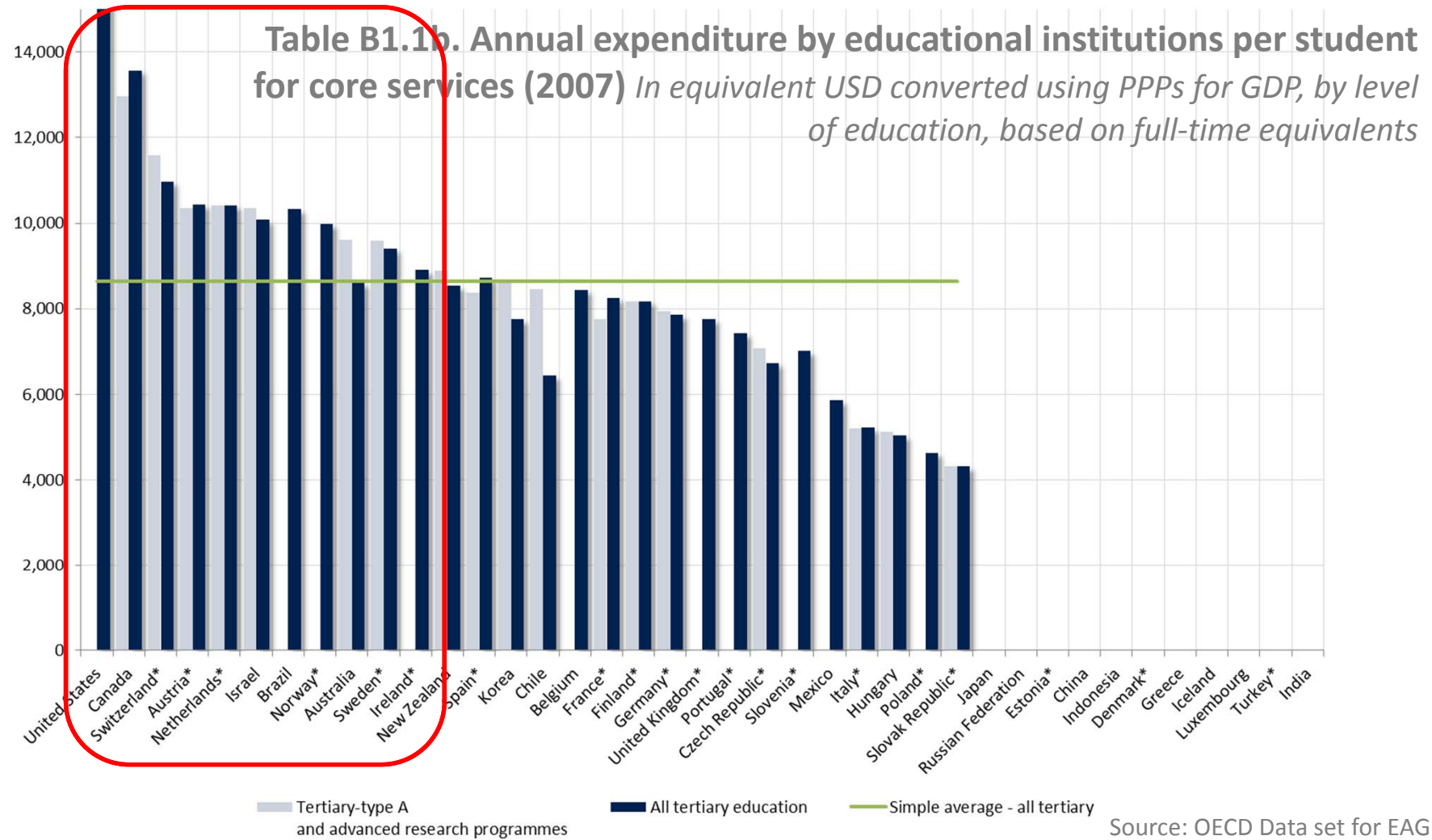
EUROSTUDENT Question(s): 2.7 Did you ever interrupt your education career after graduating from secondary school at least for one year?

3) Indirect progress and social inclusiveness ...

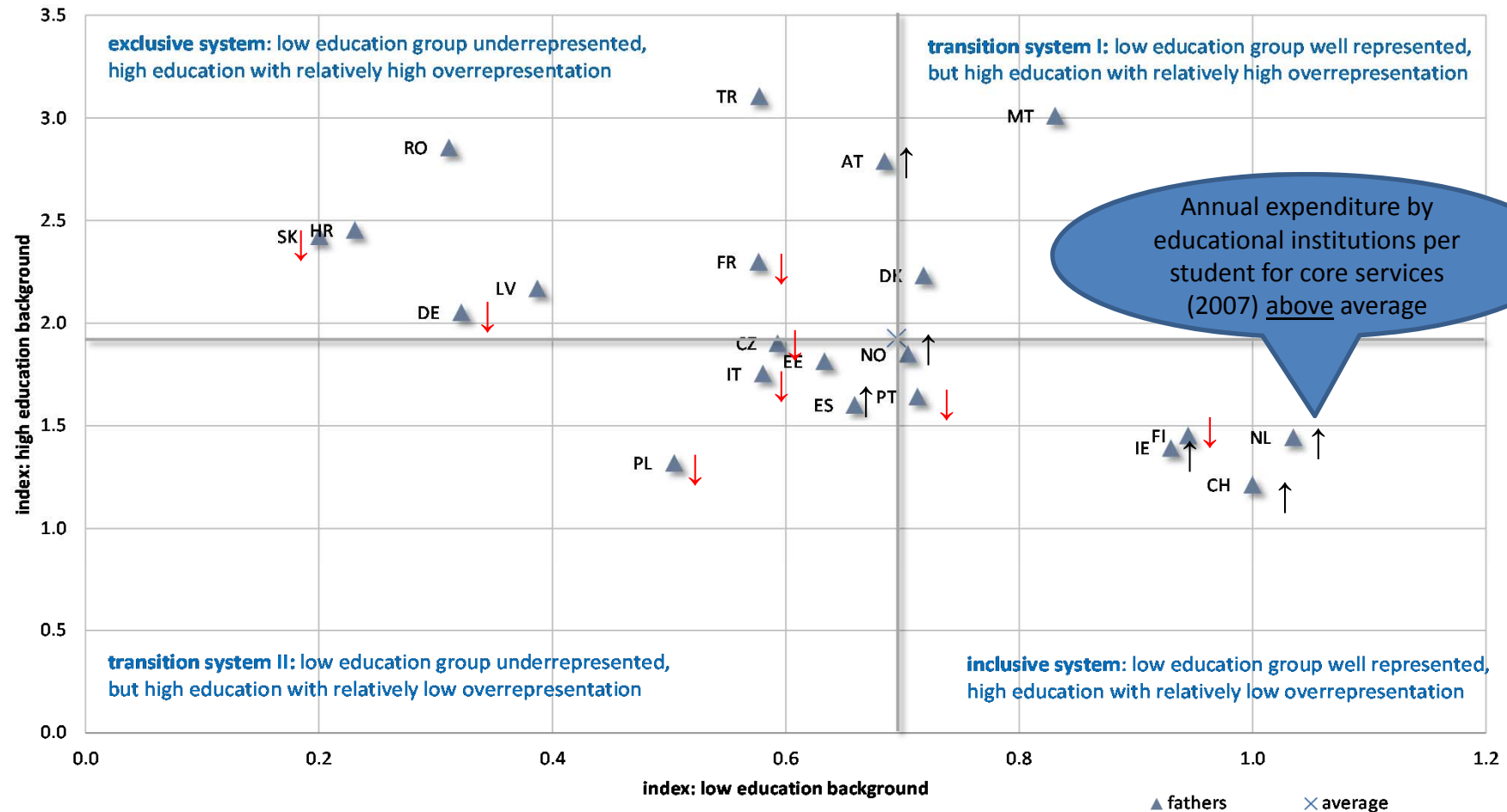


EUROSTUDENT Question(s): 3.3 What is the highest level of education you father or mother have achieved?

4) Spending on teaching and learning



5) Spending on teaching and learning and social inclusive...

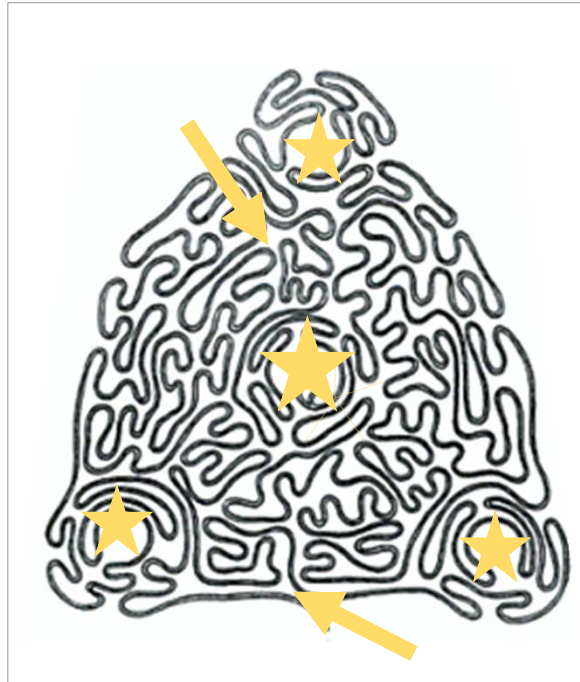


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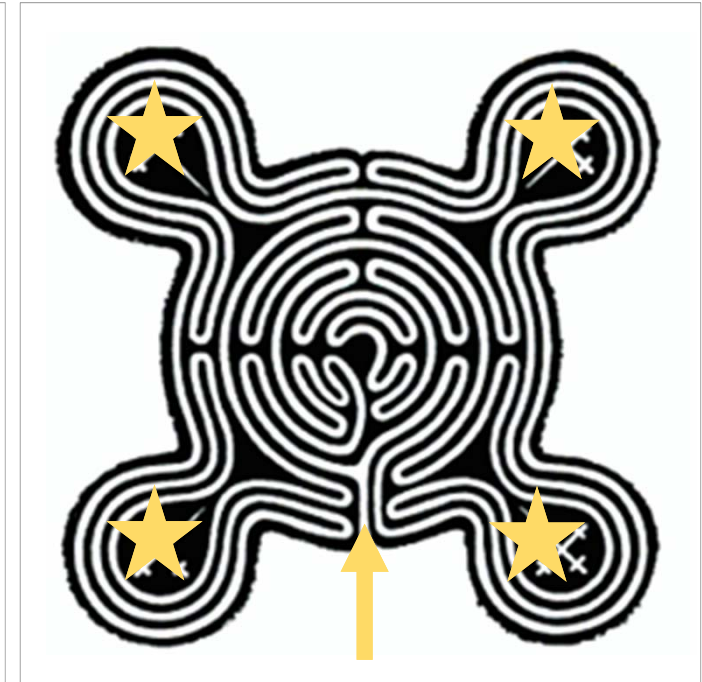
6) Routes into HE – a maze, but which one and for whom?



- 1 access route
- various stages through orderly structure
- 1 goal



- 1 access route, also erroneous routes
- various stages through disorderly structure
- 1 1st goal, then progress to further/higher goals



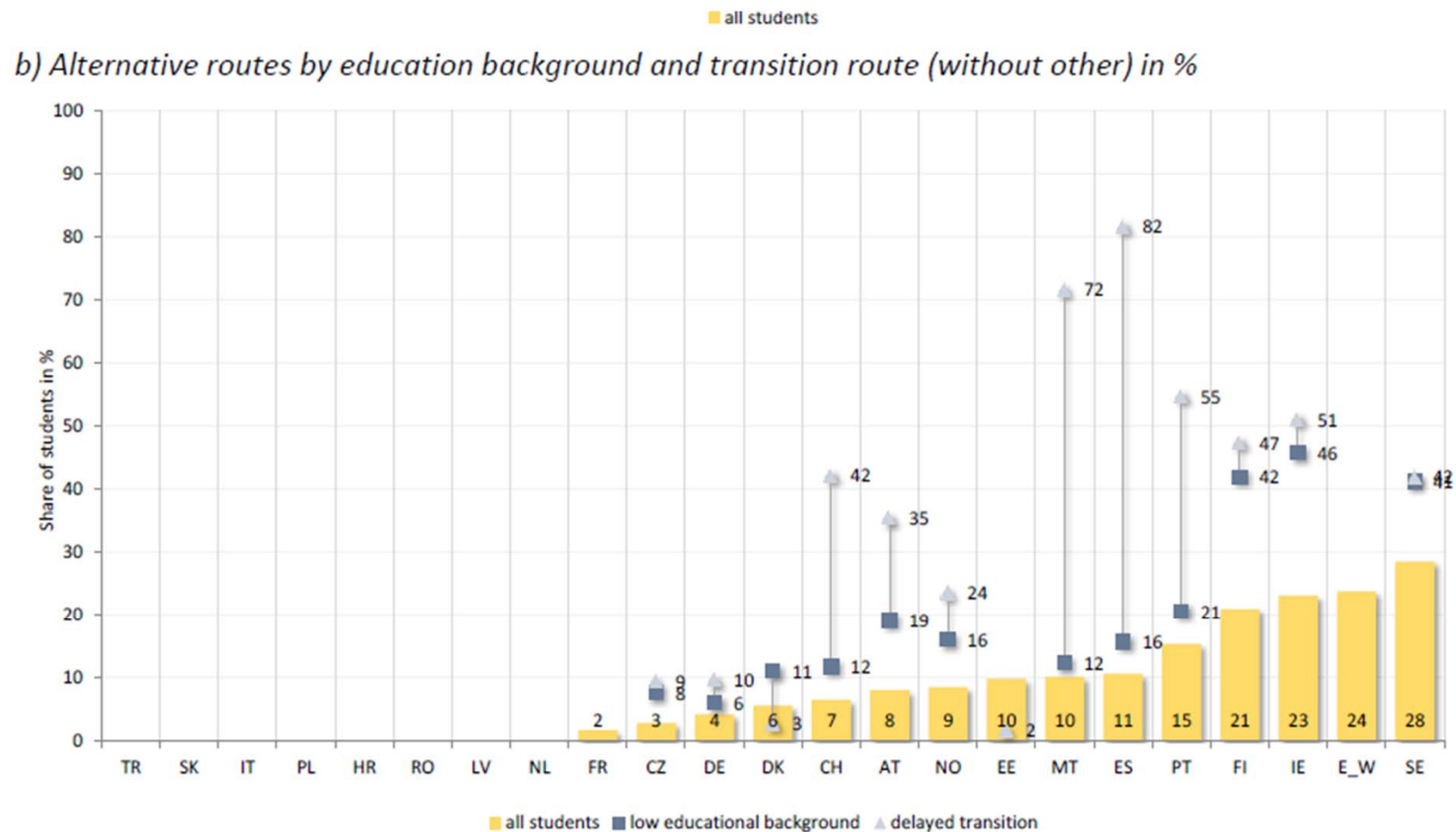
- 1 access route
- various stages through structure
- 4 goals

Mazes: l-r: The Shepard's Race, Broughton Green; Walls of Troy, Holderness; Robin Hood's Race, Sneinton

7) Questions for debate

- 1) Is it possible for some students to progress quickly (i.e. with high study intensity) through HE and for others to take a slower, more flexible route?
- 2) Is it plausible that recruiting and educating students from low social backgrounds simply costs more money?
- 3) Do we see the emergence of a new hierarchy in higher education systems with some universities and courses only accessible for students with certain social backgrounds?
- 4) Are initiatives to open up higher education to non-traditional groups creating a confusing “system”?

Fig. 2.2 Students entering higher education through a regular route (upper secondary qualification) and through an alternative route



Source: EUROSTUDENT IV, B.1. No data: LT, SI. No data for low education and delayed transition: E/W. Too few cases for low education: EE.

Excerpt: EUROSTUDENT IV Synopsis of Indicators (Conference version), 2011

1) Routes into HE – a maze, but which one and for whom?



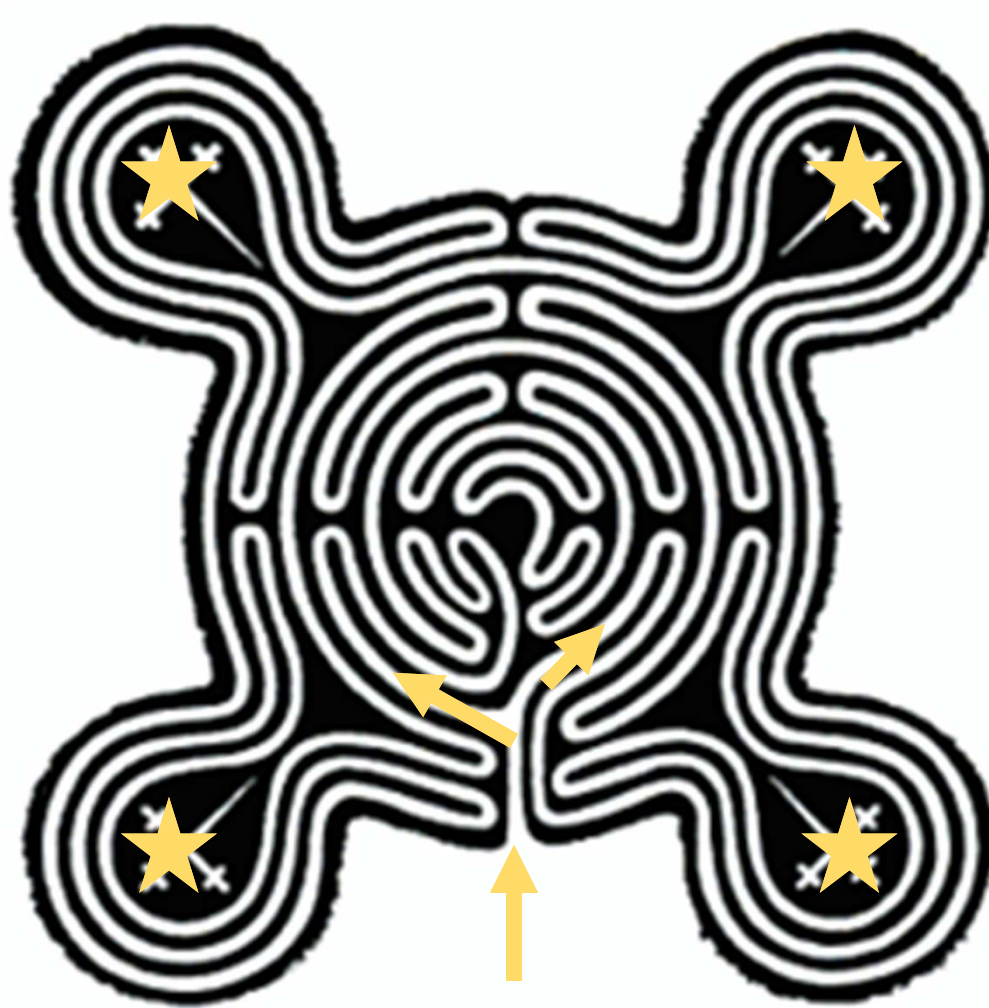
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