



Lifelong Learning Programme



# Inequity in access to higher education – two qualitative dimensions, a puzzle, and the question for the institutional perspective

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# Overview

- 1) Two qualitative dimensions of inequity:  
a) choice of subject, b) studying abroad
- 2) A puzzle: educational expansion & persistent inequity in Eastern European countries
- 3) What's the institutional perspective?

# Qualitative dimension 1: choice of subject

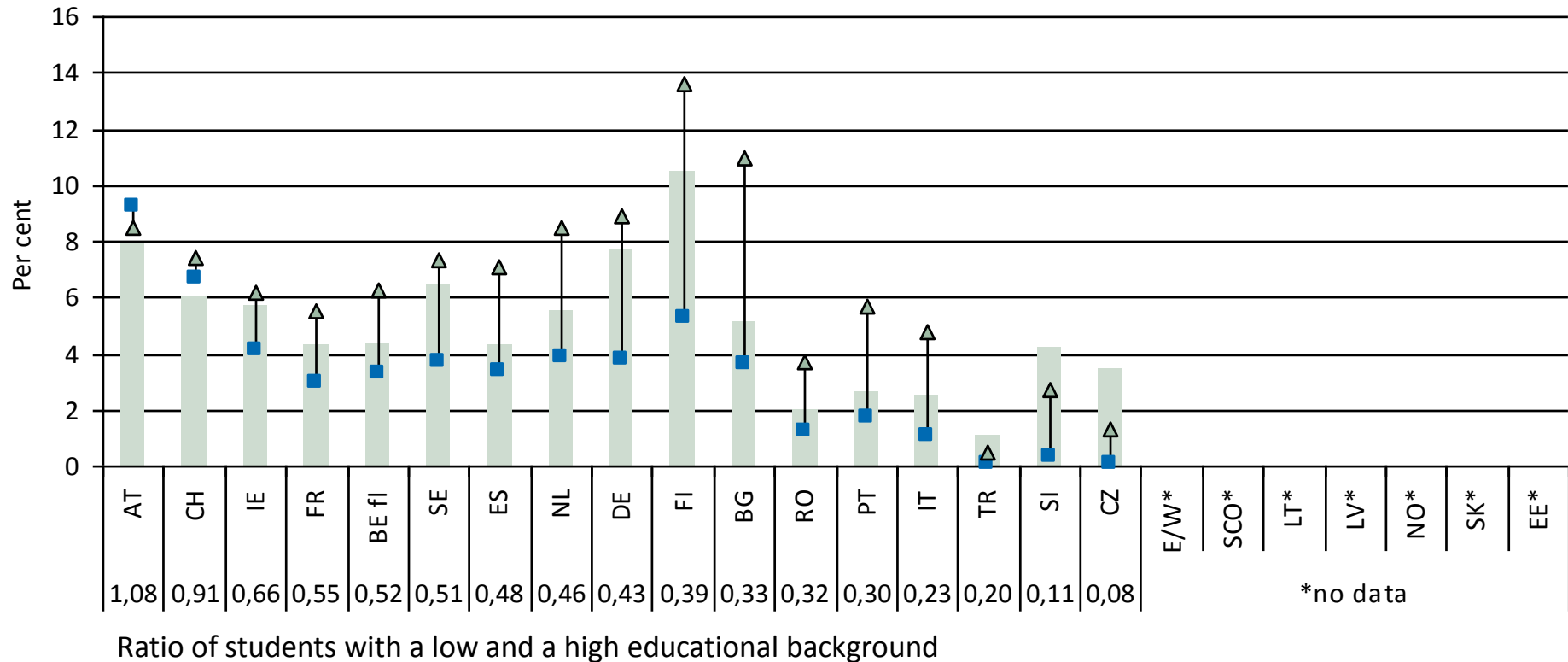
Graduates from higher education institutions (1999/2000) with a high educational background (ISCED 5 or 6) by field of subject and country

	Average	AT	BE	CR	DE	EE	FI	FR	IT	JP	NL	NO	PT
Business and Administration	<b>38,0</b>	<b>23,8</b>	48,7	36,1	<b>66,3</b>	<b>68,5</b>	<b>27,5</b>	<b>60,3</b>	<b>18,7</b>	35,1	<b>45,7</b>	40,4	<b>22,4</b>
Teacher Training and Education Science	<b>39,0</b>	<b>20,0</b>	<b>85,2</b>	35,7	<b>62,2</b>	<b>64,4</b>	<b>24,9</b>	43,7	<b>9,9</b>	47,9	44,5	44,5	<b>19,5</b>
Engineering and Engineering Trades	<b>39,1</b>	<b>23,8</b>	57,4	31,8	<b>66,3</b>	<b>68,5</b>	<b>27,5</b>	<b>60,3</b>	<b>18,7</b>	44,5	<b>45,7</b>	57,0	<b>22,4</b>
Total	<b>42,8</b>	<b>31,1</b>	<b>66,3</b>	<b>38,6</b>	<b>67,4</b>	<b>70,1</b>	<b>29,9</b>	<b>53,9</b>	<b>23,0</b>	44,4	<b>48,2</b>	<b>51,0</b>	<b>22,9</b>
Architecture and Building	<b>45,3</b>	38,9	<b>68,7</b>	43,9	<b>62,9</b>	63,8	43,1	48,6	<b>18,4</b>	49,1	51,0	49,3	<b>20,7</b>
Humanities	<b>46,4</b>	<b>32,9</b>	<b>70,6</b>	42,1	<b>68,4</b>	<b>67,5</b>	<b>32,7</b>	<b>59,5</b>	<b>23,9</b>	47,1	51,1	<b>69,1</b>	<b>11,1</b>
Social and Behavioural Science	<b>46,6</b>	<b>31,2</b>	<b>64,1</b>	53,0	<b>67,5</b>	<b>73,9</b>	<b>34,4</b>	41,5	<b>18,4</b>	<b>38,0</b>	<b>59,9</b>	<b>62,0</b>	36,5
Health	<b>46,7</b>	47,7	<b>73,6</b>	<b>52,4</b>	<b>87,0</b>	<b>83,0</b>	<b>23,0</b>	51,9	<b>25,0</b>	<b>72,3</b>	52,4	46,8	<b>17,6</b>
Law	<b>46,9</b>	<b>33,6</b>	<b>64,7</b>	<b>35,5</b>	<b>75,1</b>	<b>75,4</b>	43,8	52,4	<b>33,2</b>	49,2	<b>59,2</b>	<b>75,2</b>	42,9
Arts	<b>49,7</b>	47,8	<b>74,1</b>	47,1	<b>66,9</b>	<b>78,3</b>	38,9	42,0	<b>19,9</b>	38,1	52,1	<b>77,6</b>	<b>26,7</b>

Source: Reflex 2000, own calculations, N= 26,616 (total), weighted averages; fat: value differs from mean on a 95% confidence interval.

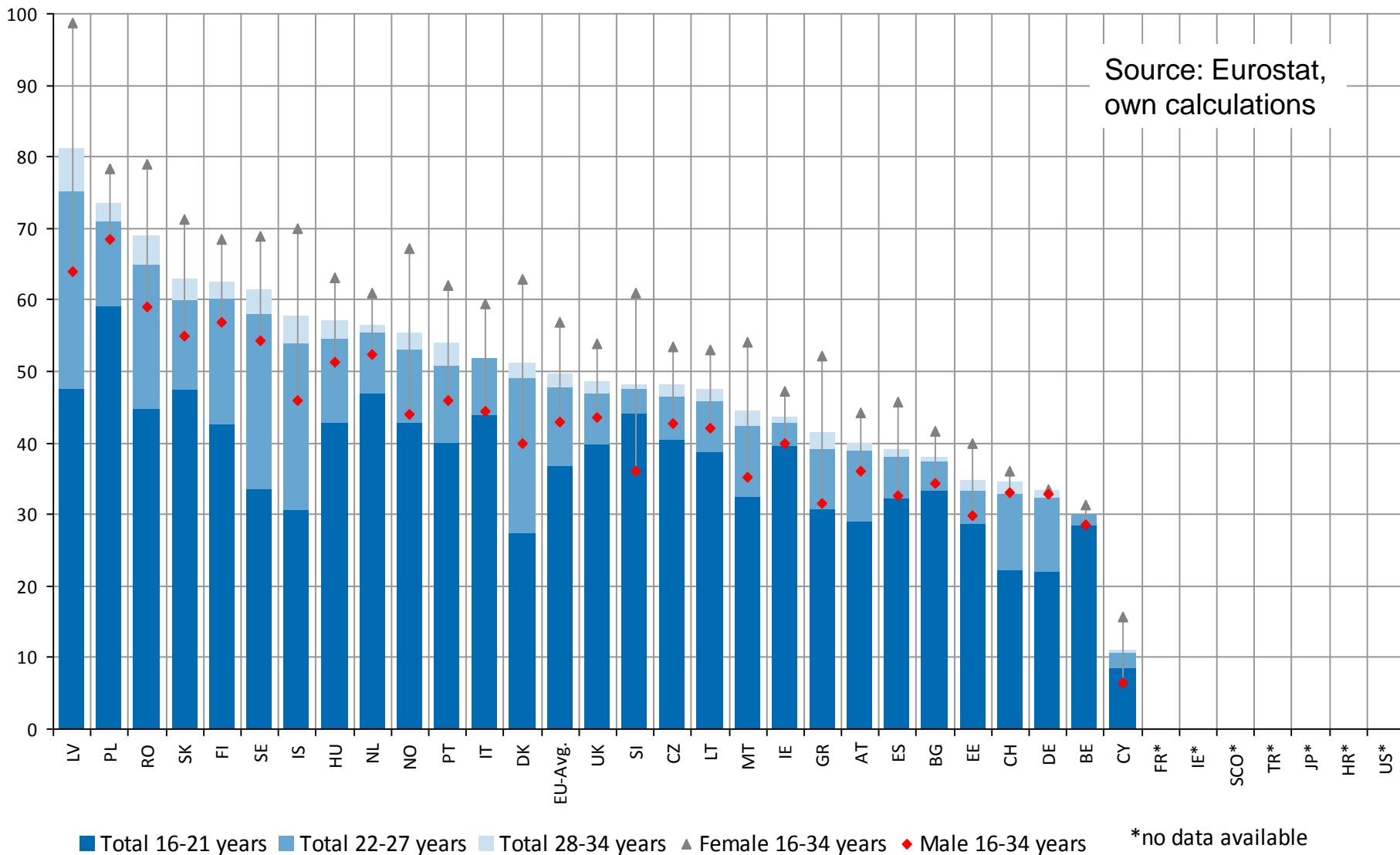
# Qualitative dimension 2: studying abroad

Percentages and ratios of (temporary) foreign enrolment by level of parent's education

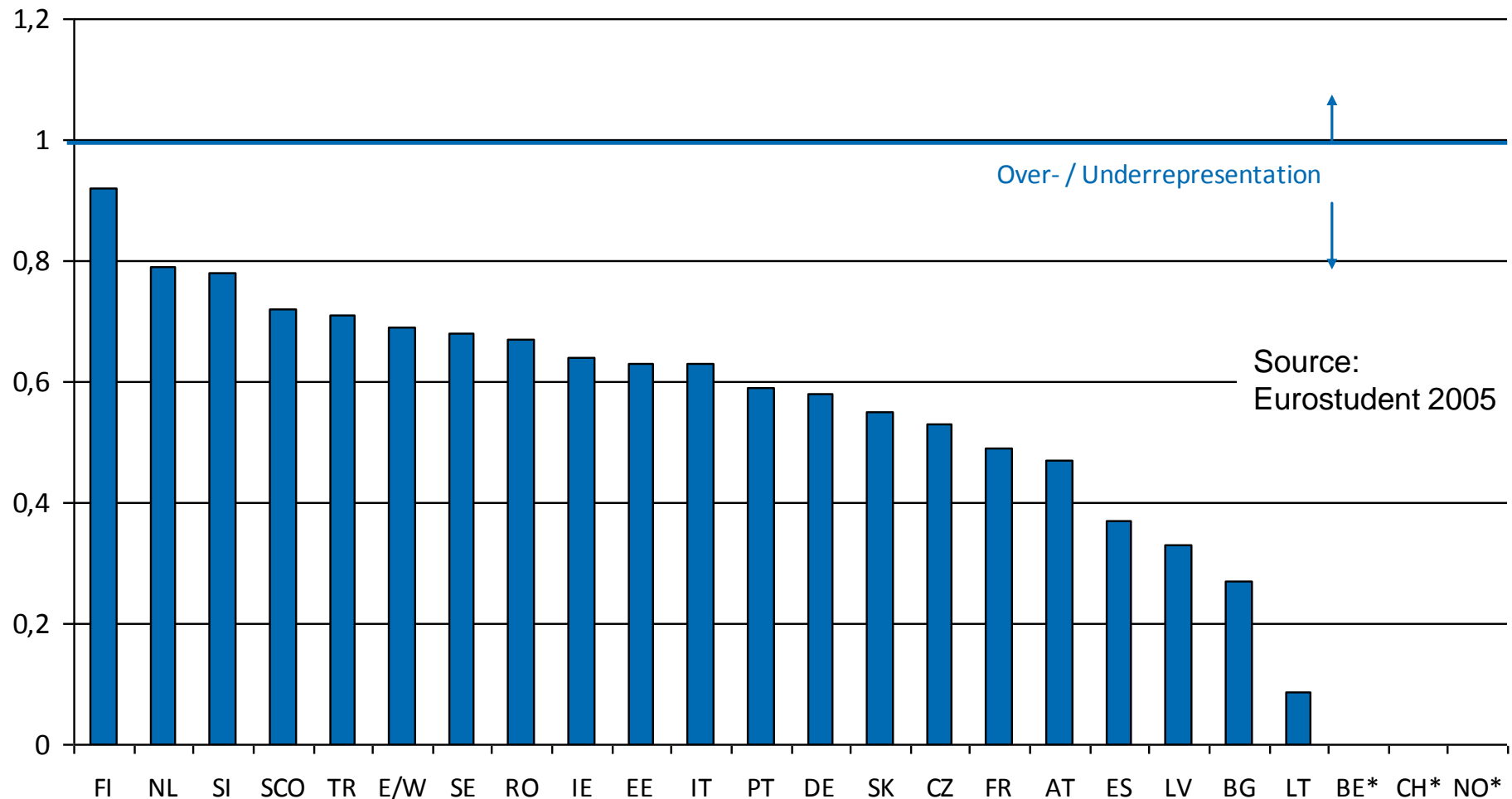


■ all students ■ First stage secondary ▲ Upper stage secondary

# A puzzle: educational expansion & persistent inequity: high net entry rates in many Eastern European countries



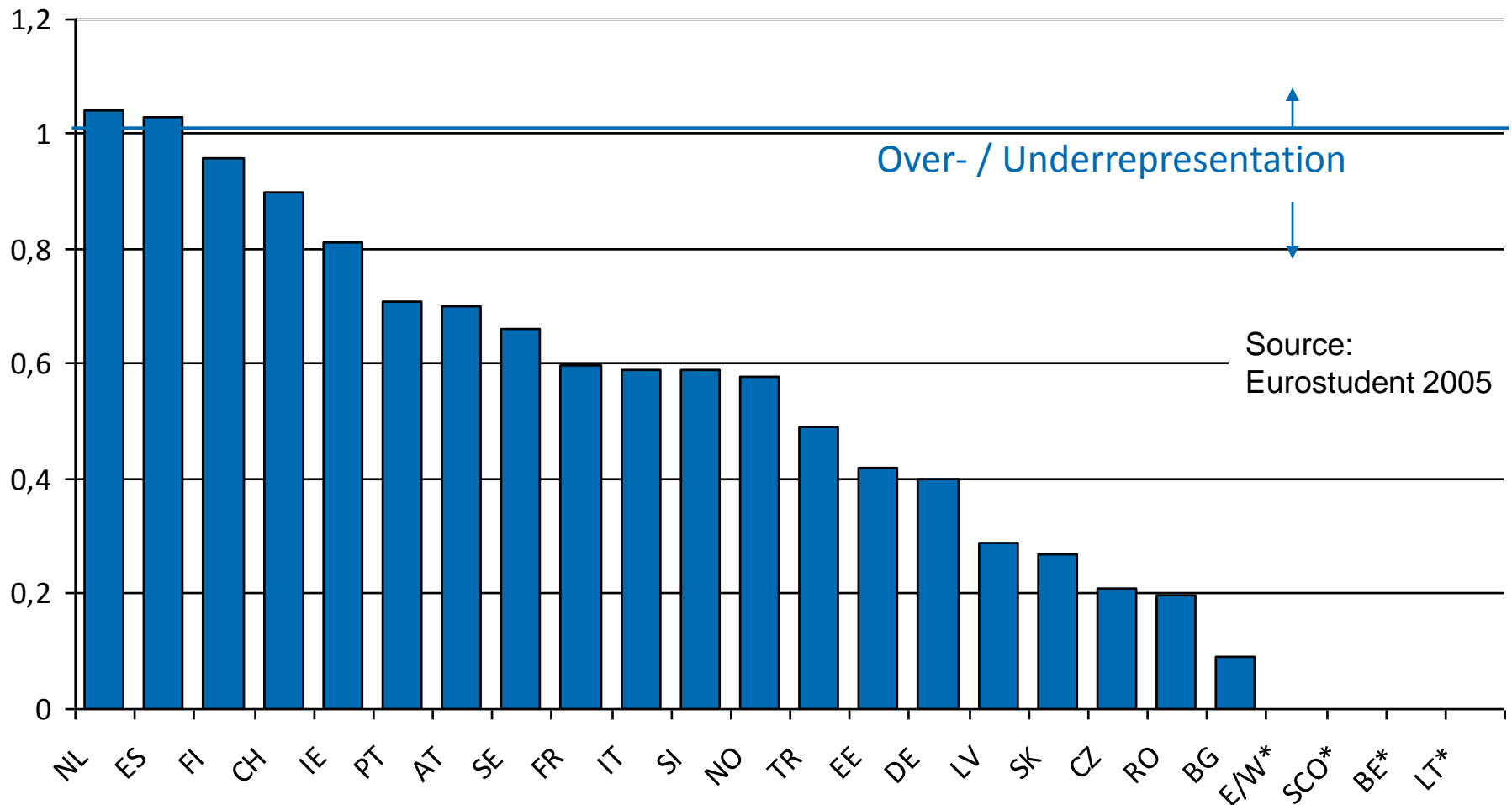
# A puzzle: educational expansion & persistent inequity: father's occupational status



■ Ratio: students' fathers with blue-collar occupation to all men aged 40-60 with blue-collar occupation

\*no data

# A puzzle: educational expansion & persistent inequity: father's educational attainment

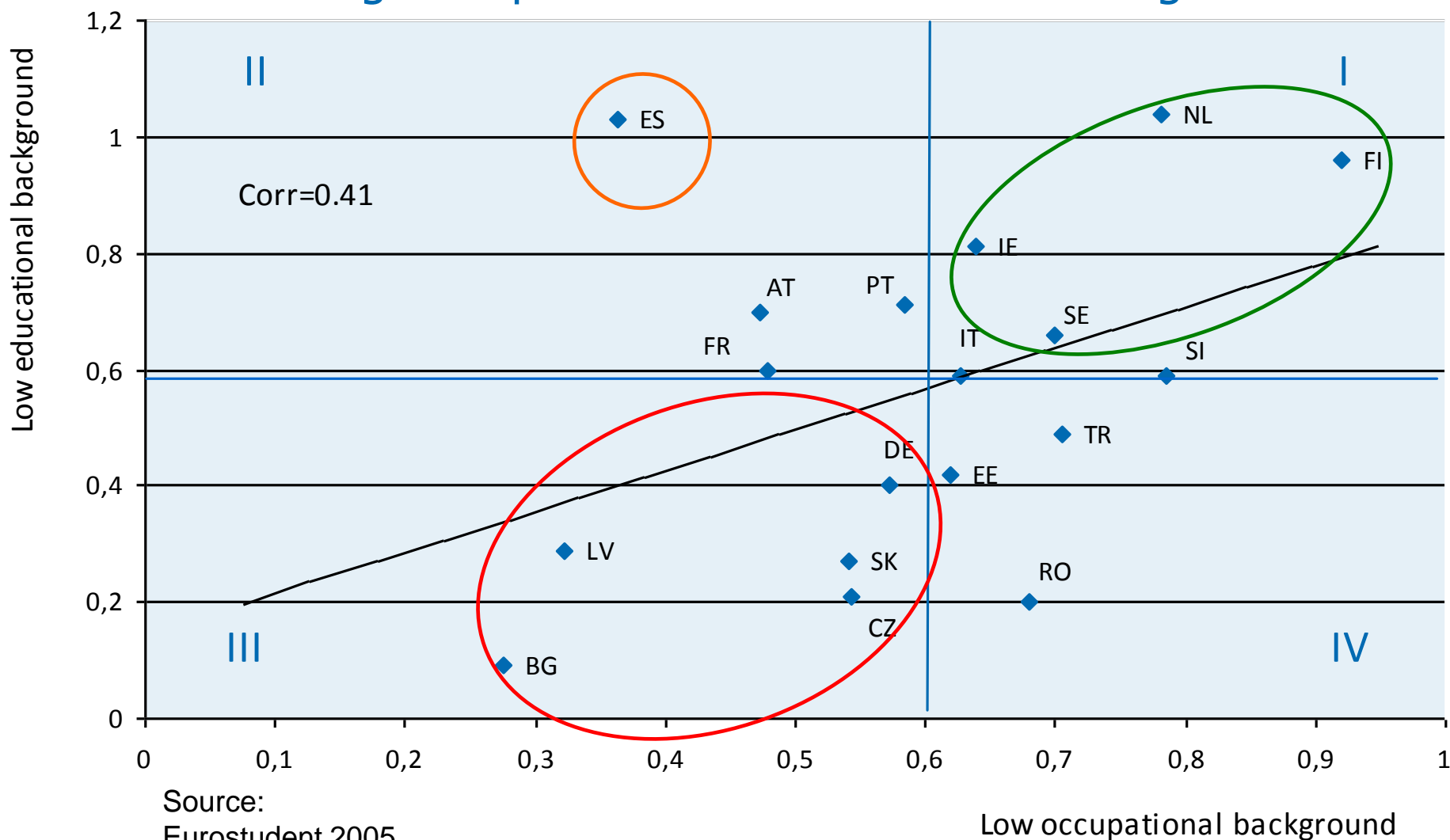


■ Ratio: students' fathers with up to lower-stage secondary education to all men aged 40-60 with same education

\*no data

# Inequity in comparative perspective

## Combining occupational & educational background





# What's the institutional perspective?

- (How) Can HEIs ease access & studying for persons of the lower social strata? How do you see the role of HEIs? Practice examples?
- What are advantages/disadvantages for HEIs? What are presumptions?
- Access for lifelong learners fosters equity → institutes of professional HE are especially attractive for this group
- (How) Can (professional) HEIs ease access & studying for lifelong learners? How do you see the role of HEIs? Practice examples?
- What are advantages/disadvantages for (professional) HEIs? What are presumptions?
- For which other underrepresented groups could or do (professional) HEIs foster access and studying?

# Workshop Questions

- Barriers for equity in your HEI?
- Policy instruments used or planned to use in your HEI?
- Wishes to the EQUINET project – what should be covered in future reports, what should be changed, ...?