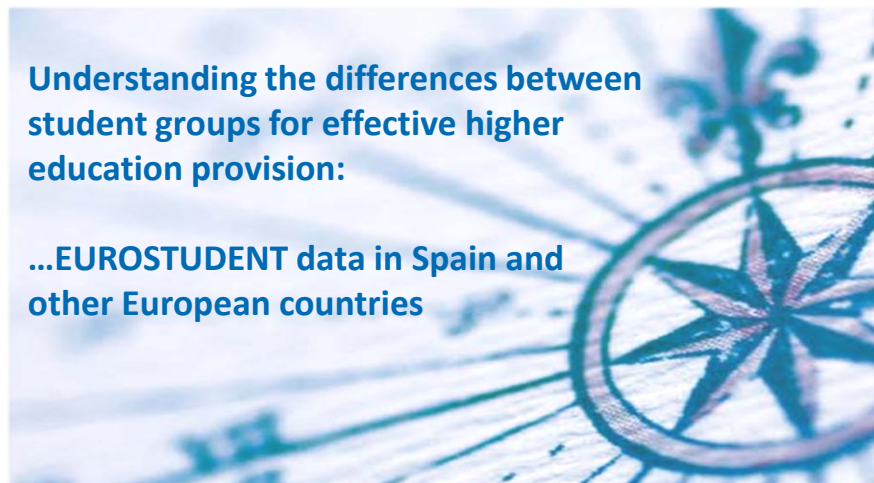


II Jornada sobre la Dimensión Social de la Educación Universitaria en España



Valencia, 23rd September 2011
Dominic Orr (orr@his.de)

HIS

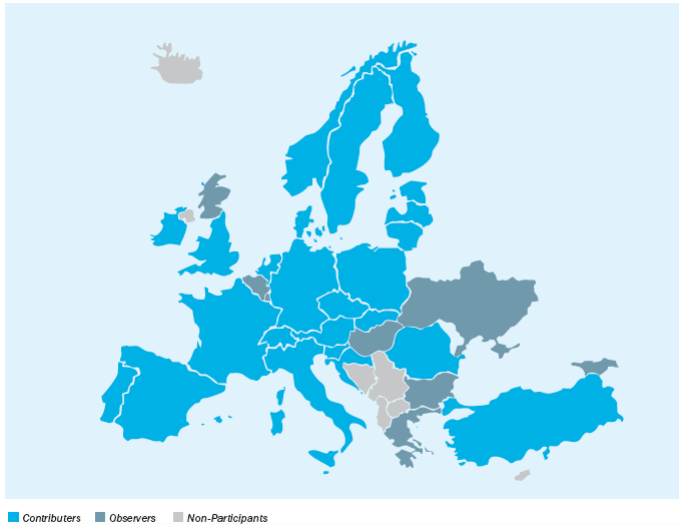
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Contents

*“universities must develop education programmes whose results mesh with the challenges and opportunities of lifelong learning, particularly for non-traditional students and for those who must study and work simultaneously”
(Spain’s University Strategy 2015).*

- 1) What is EUROSTUDENT?
- 2) EUROSTUDENT data on “widening access”?
- 3) How inclusive are HE systems in Europe?
- 4) Who are the students from low social backgrounds?
- 5) How do students rate their time balance?
- 6) Questions for debate

1) EUROSTUDENT IV – 25 countries, including Spain



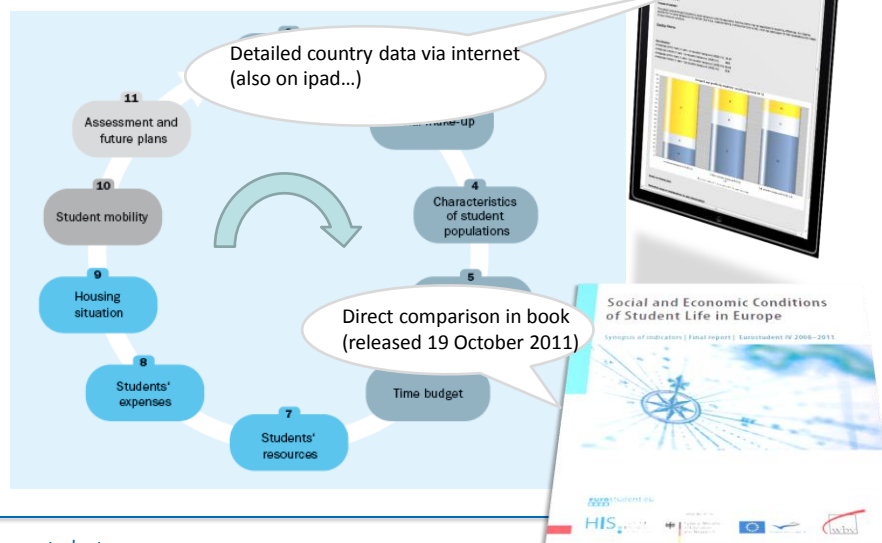
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...& comparative reporting on student life



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...& national reports within the framework of EUROSTUDENT



...& comparative reports using the EUROSTUDENT III data set



2) EUROSTUDENT data on widening access

Widening access

fairness
demography
labour market demand

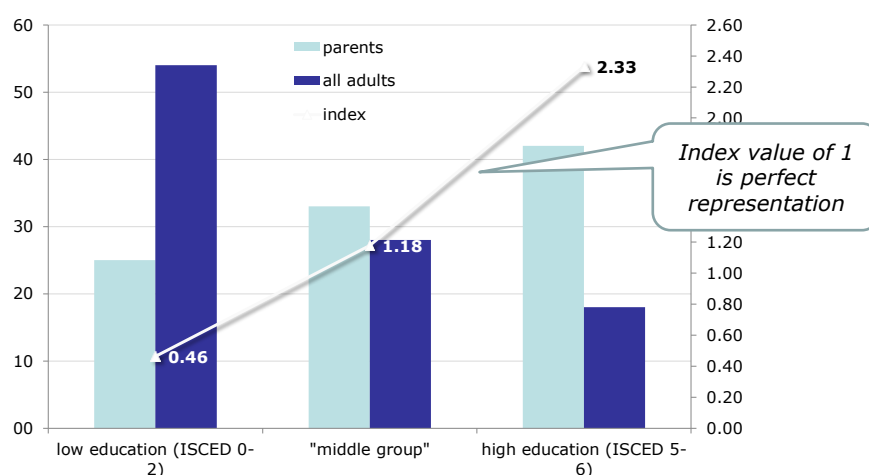
2 groups we should pay special attention to:

- students from low social backgrounds
- "older" students

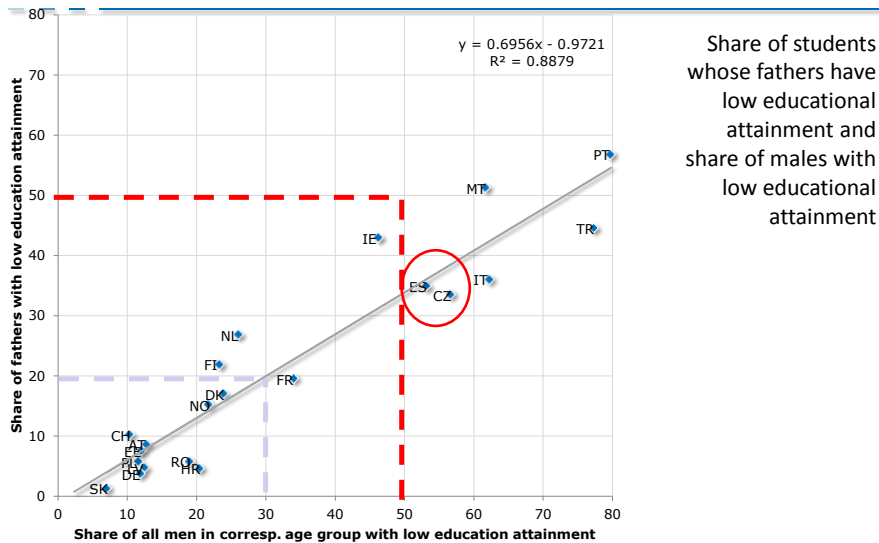
EUROSTUDENT conventions for these 2 groups :

- social backgrounds = highest educational attainment of students' parents, e.g. did they go to university themselves?
- age groups – up to 24 years; 25 to 29; 30 plus

3) How inclusive are HE systems in Europe? Eg. Spain (parents)



...& how inclusive are HE systems in Europe? (fathers)



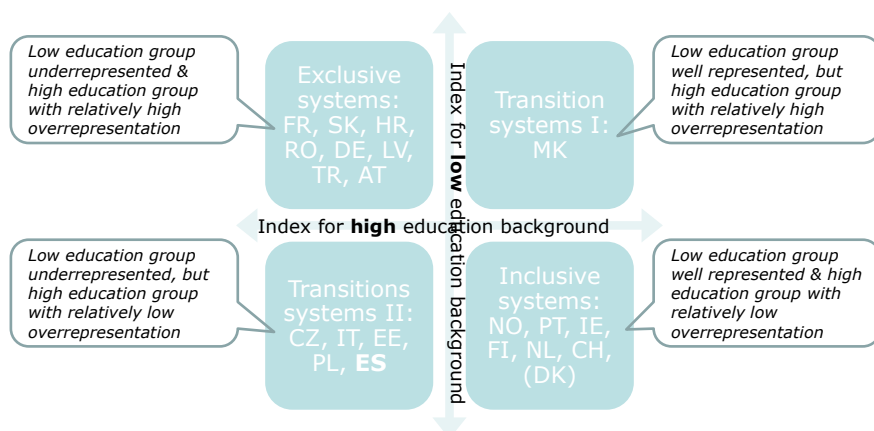
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...& how inclusive are HE systems in Europe?



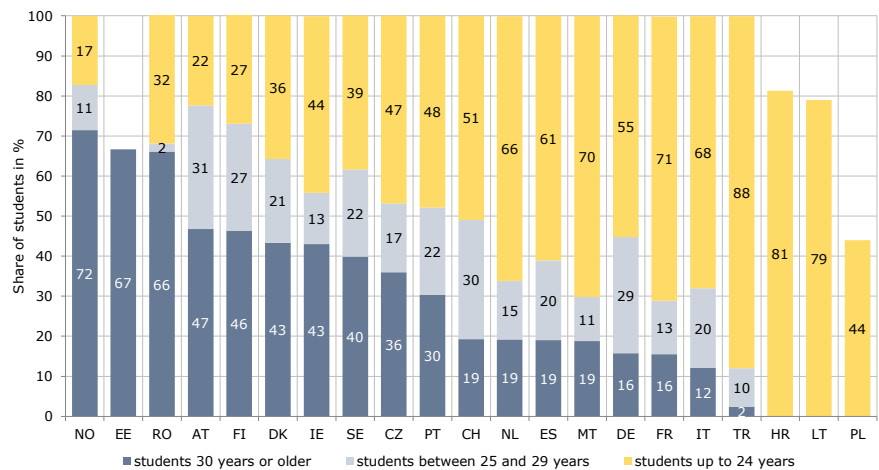
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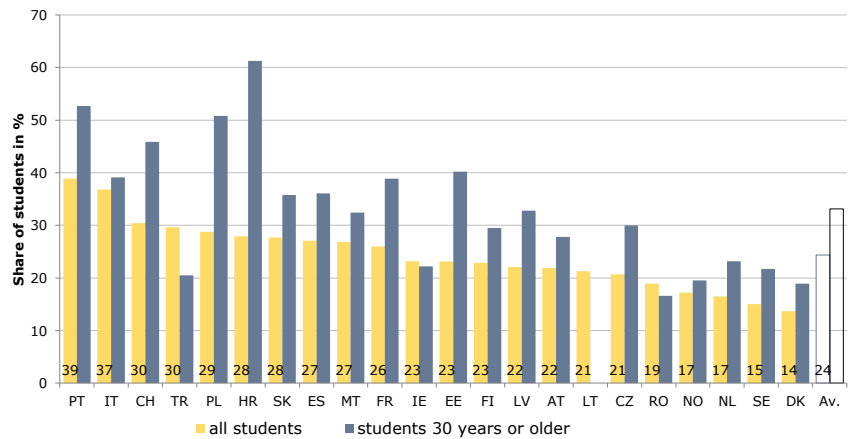
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4) Who are the students from low social backgrounds? Age



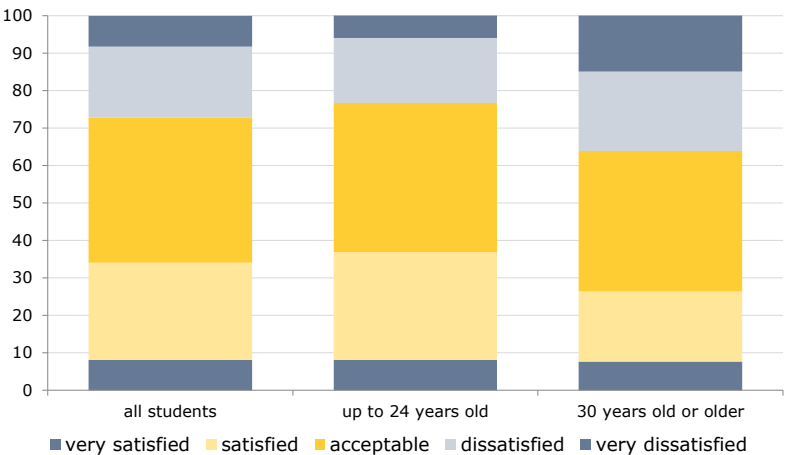
5) How do students rate their time balance?

Share of students (very) dissatisfied with their time balance by age group



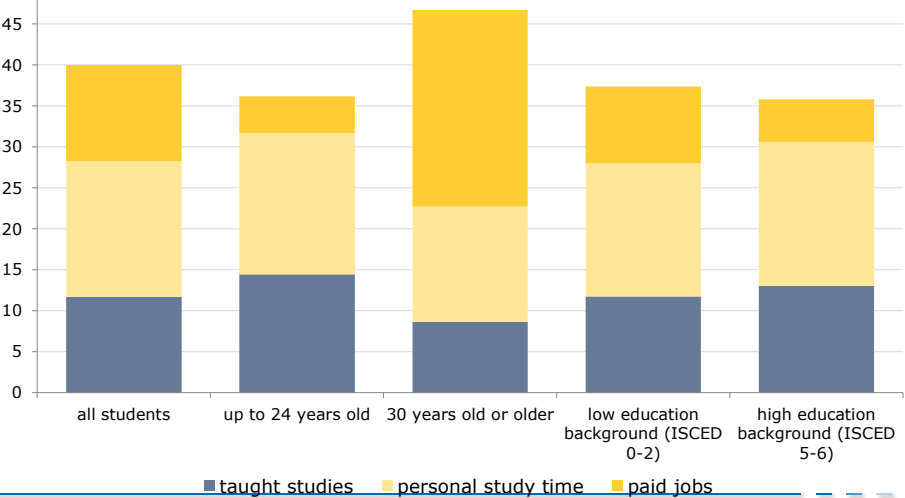
...& how do students rate their time balance – in Spain?

Share of students (very) dissatisfied with their time balance by age group



...& how do students divide their time – in Spain?

Time budget for a typical week in hours/wk for different student groups



5) Questions for debate

“universities must develop education programmes whose results mesh with the challenges and opportunities of lifelong learning, particularly for non-traditional students and for those who must study and work simultaneously” (University Strategy 2015).

- Are we doing enough...?
- Is widening participation largely understood as a programme for more fairness or more effectiveness in HE?
- What are individual universities and colleges doing?
- Should widening participation be an issue for institutional profiling (e.g. in contrast to a research profile) or is it for all?

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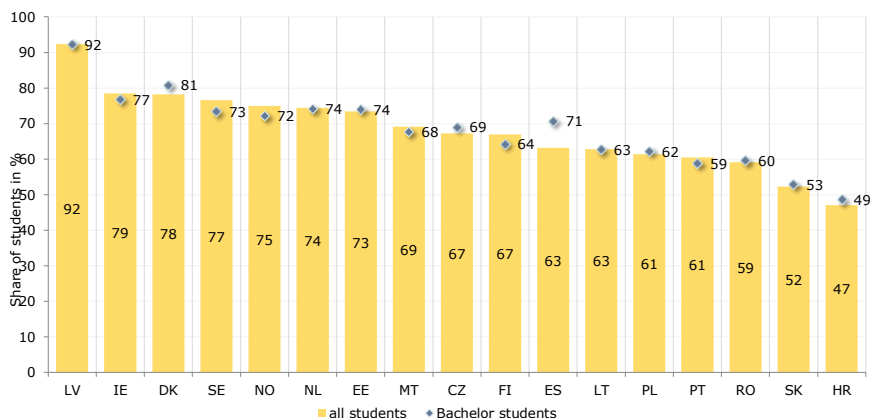
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1) How do students evaluate their experience (until now)?

Students considering their studies to be a good basis for personal development

- Students assessing fulfillment of aspect as (very) high in %



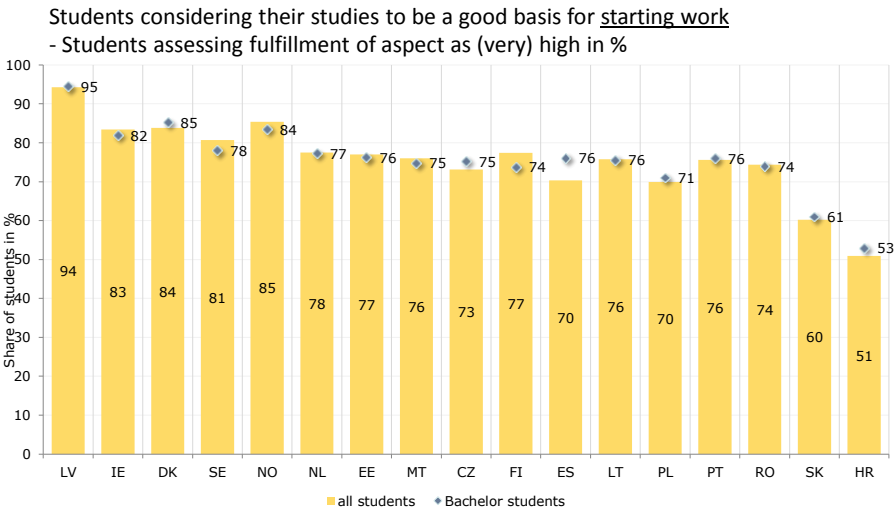
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1) How do students evaluate their experience (until now)?



How big are key groups of students?

