The social composition of Europe's student body & what this might mean for HE provision.

Results from the 2011 EUROSTUDENT report

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HIS:

eurostudent.eu

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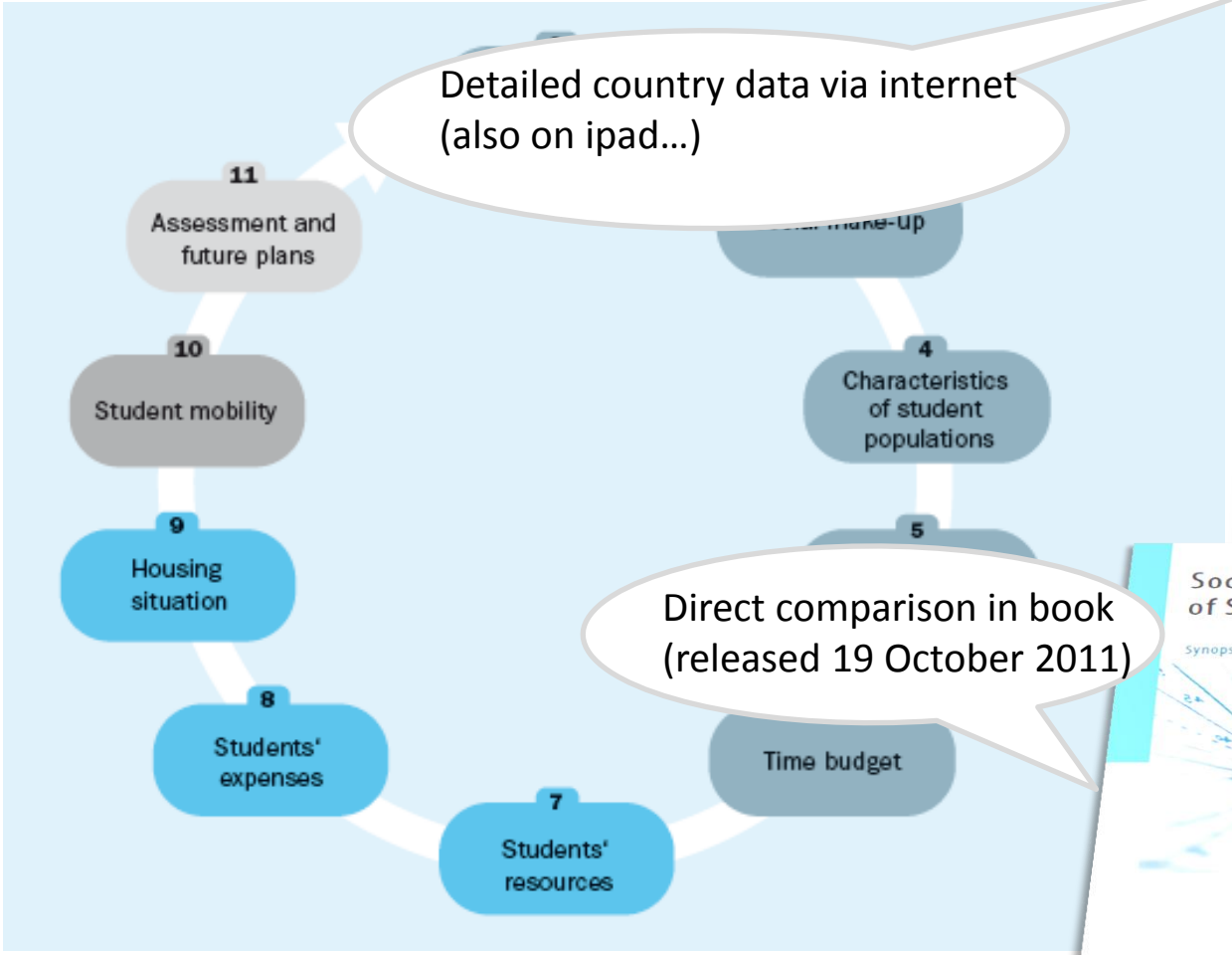
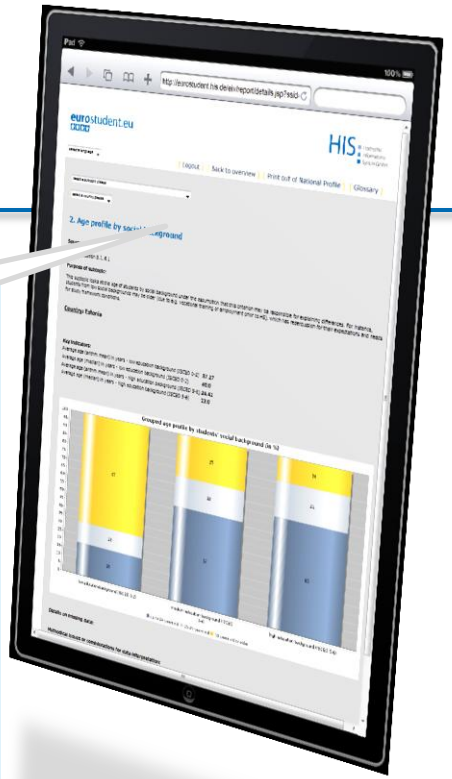
"universities must develop education programmes whose results mesh with the challenges and opportunities of lifelong learning, particularly for non-traditional students and for those who must study and work simultaneously"
(Spain's University Strategy 2015).

1) What is EUROSTUDENT?
2) EUROSTUDENT convention for "social background"
3) How inclusive are HE systems in Europe?
4) Questions for debate

1) EUROSTUDENT reports on student life



Detailed country data via internet (also on ipad…)



Direct comparison in book (released 19 October 2011)

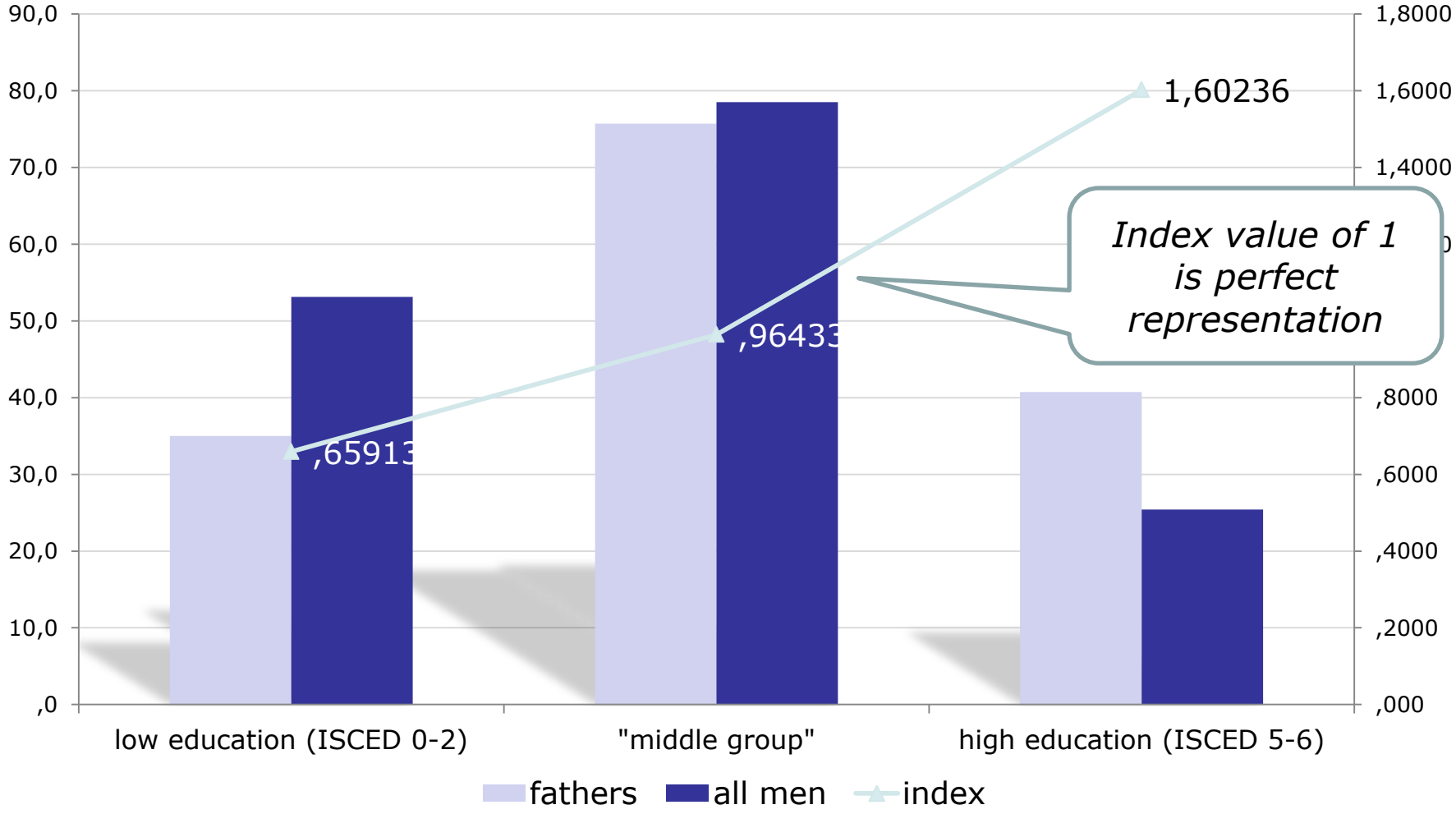
…EUROSTUDENT focus groups for analysis

Dimension	Specification	Units of analysis
Social background	Educational attainment of students' parents (using ISCED)	High (ISCED 5-6) vs. low (ISCED 0-2)
Age	Young vs. Old	Up to 24 years vs. 30 and above
Route into higher education	Time between leaving secondary education & entering HE	Direct transition (less than 24 months) vs. delayed transition (more than 24 months)
Study intensity	Amount of time spent on study-related activites	De facto part-time students (less than 21 hrs/wk)

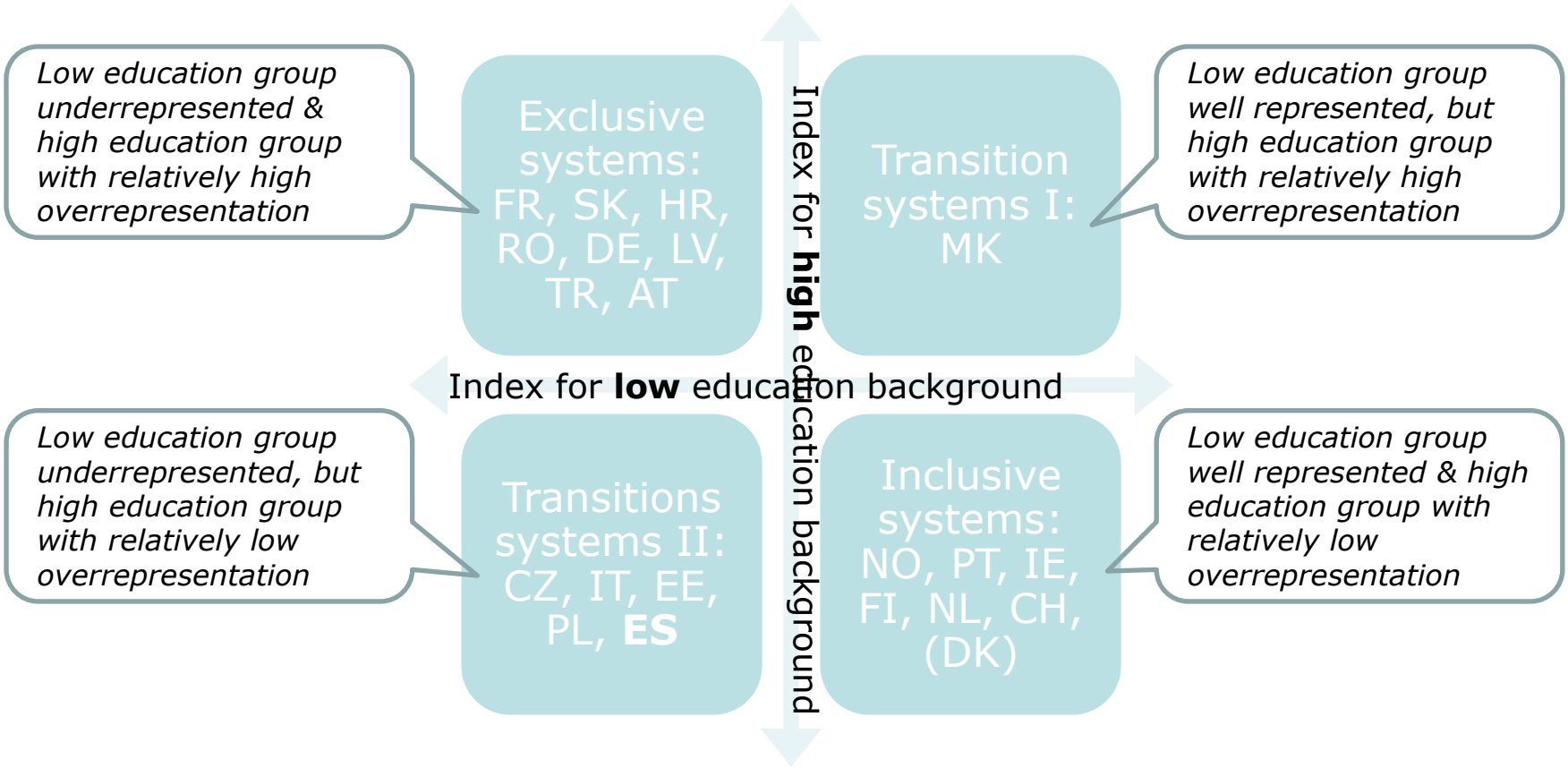
2) EUROSTUDENT convention for “social background”

	Educational attainment of parents (father / mother / both)	Parents‘ occupation (father / mother / both)	Self-assessment of parents’ social standing
Operator	ISCED classification (high vs. low)	ISCO classification (blue collar)	Scale of 1 to 10
Simple measure of social mobility	X	X	X
Relative social mobility rate	X	X	(X)

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



…matrix for inclusiveness in European HE (fathers)



4) 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).

- Is widening participation largely understood as a programme for more fairness or more effectiveness in HE?
- Should widening participation be an issue for institutional profiling (e.g. in contrast to a research profile) or is it for all?
- What is the likely impact of a widening access strategy?