

More graduates of tertiary education

EU-27 average share of holders of tertiary education certificate in age group 30-34 years	2000: 22.4%
	2010: 33.6%
... according to the EU's strategic framework for European cooperation in education and training (ET 2020)	2020: 40.0%

Reasons

- Knowledge society
- New skills for new jobs

General challenges

- Demography
- Constraints on public spending
- Social dimension

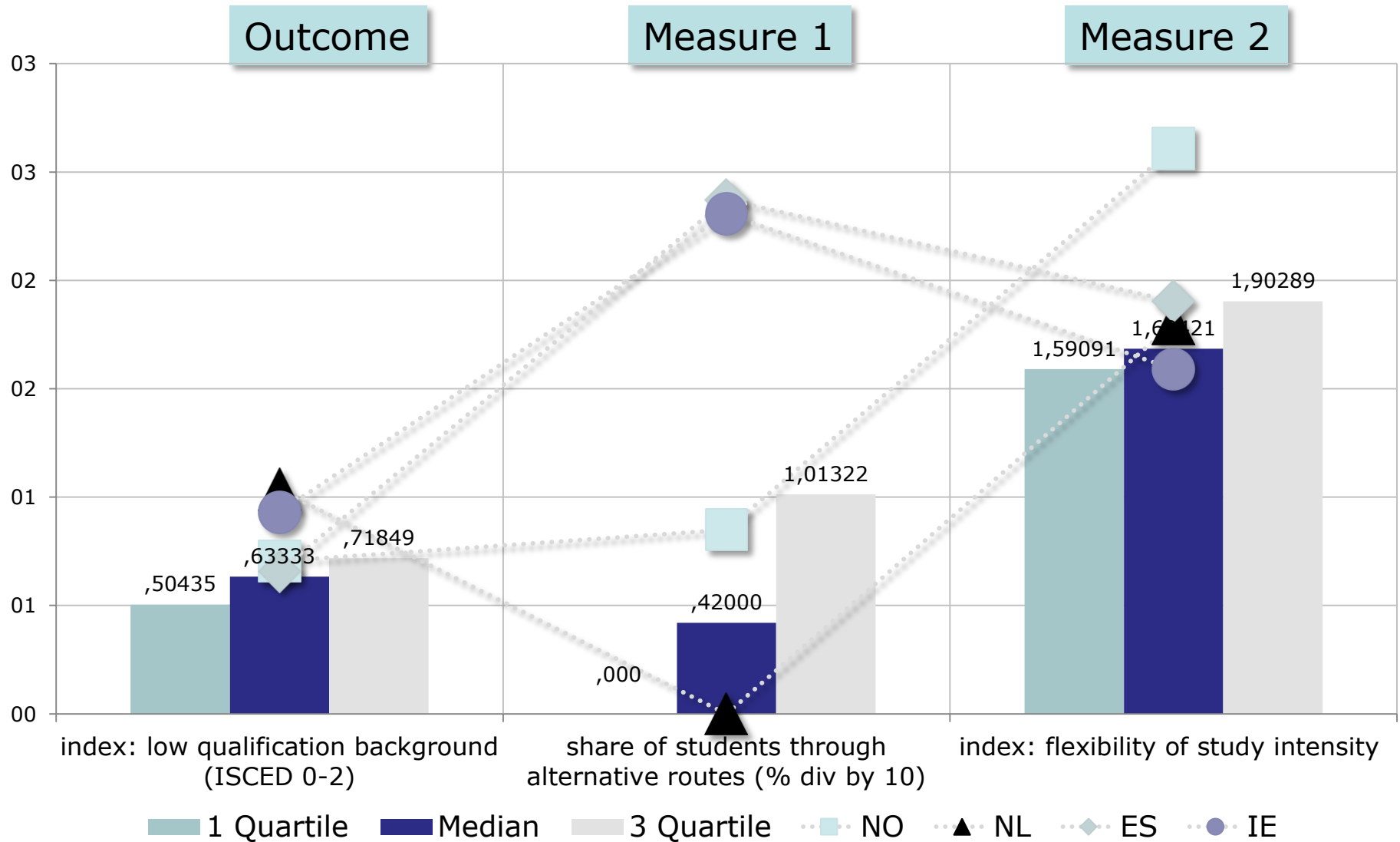
Specific challenges

- More inclusive higher education
- Alternative routes into HE
- Flexibility of study programmes

Note: Explanation of indicators from EUROSTUDENT data set

Topic	Notes on operationalisation	Indicator	Notes on interpretation
Participation in higher education by social background	Highest educational attainment of students' parents as proxy. Here: fathers with low educational attainment (ISCED 0-2)	Index: share of students whose fathers have low educational attainment (ISCED 0-2) compared to share in national population	Index value of 1 = perfect balance; below 1 = underrepresentation
Alternative routes into higher education	Special analysis combining country entry qualifications of students with standard classification. Alternative = further education or APR	Share of students in higher education system who entered through alternative routes (% div by 10)	100% would be shown in chart as the value 10.0
Flexibility of study programmes	Hours spent on study-related activities per week (attending lectures and self-studies) in comparison between students who see their studies as a central weekly activities against those who see it as subordinate to other activities	Index: hours per week of students who see studies as central divided by hours for students who do not	Index value of 2 = students who see their studies as central spent twice as many hours in study-related activities as those who do not

Results: Inclusiveness, routes into HE and flexibility of programmes in Europe



Questions for discussion

Access: Do we need different types of institutions for different types of students? (And: how should this be achieved?)

Routes: How can we assure that routes through the education system are determined by (innate) ability and not performance in decisive examinations? (Or does this matter?)

Flexibility: How do we find the right balance between teaching and self-organised learning in higher education provision? (Or is this question old-fashioned?)