



Education and Culture DG

Lifelong Learning Programme

equnet
working for equitable access to HE in Europe

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

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Kai Mühleck, HIS-Institute for Research on Higher Education

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

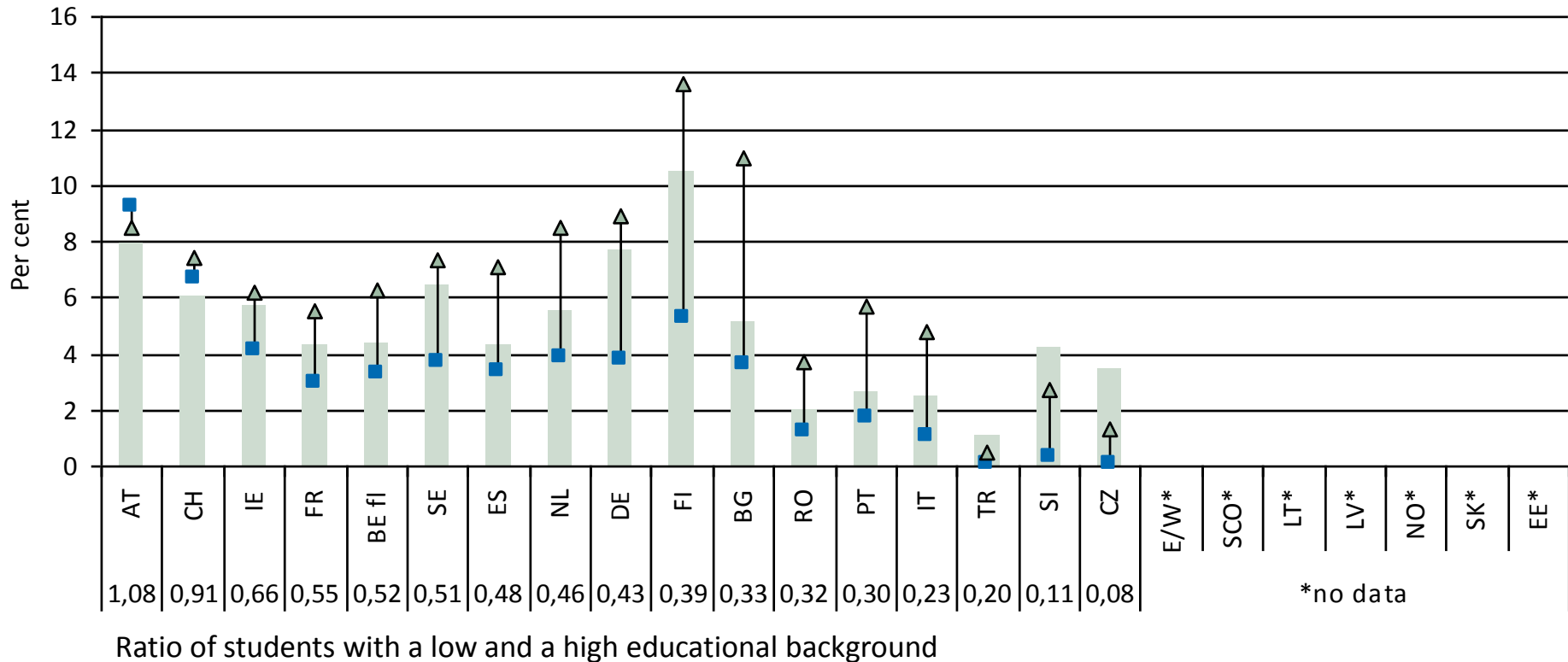
Graduates from higher education institutions (1999/2000) with a high educational background (ISCED 5 or 6) by field of subject and country

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

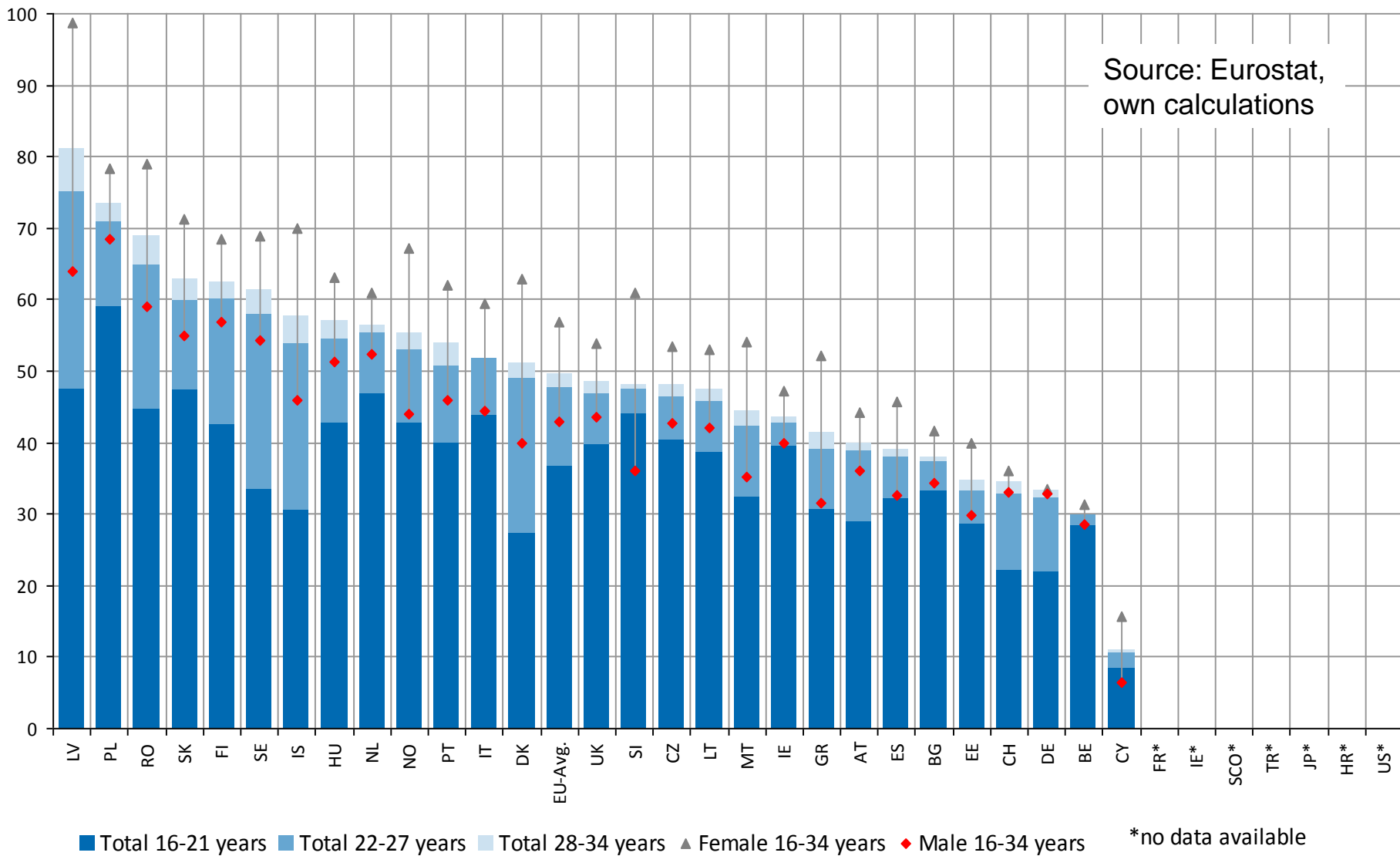
Source: Reflex 2000, own calculations, N= 26,616 (total), weighted averages; fat: value differs from mean on a 95% confidence interval.

Qualitative dimension 2: studying abroad

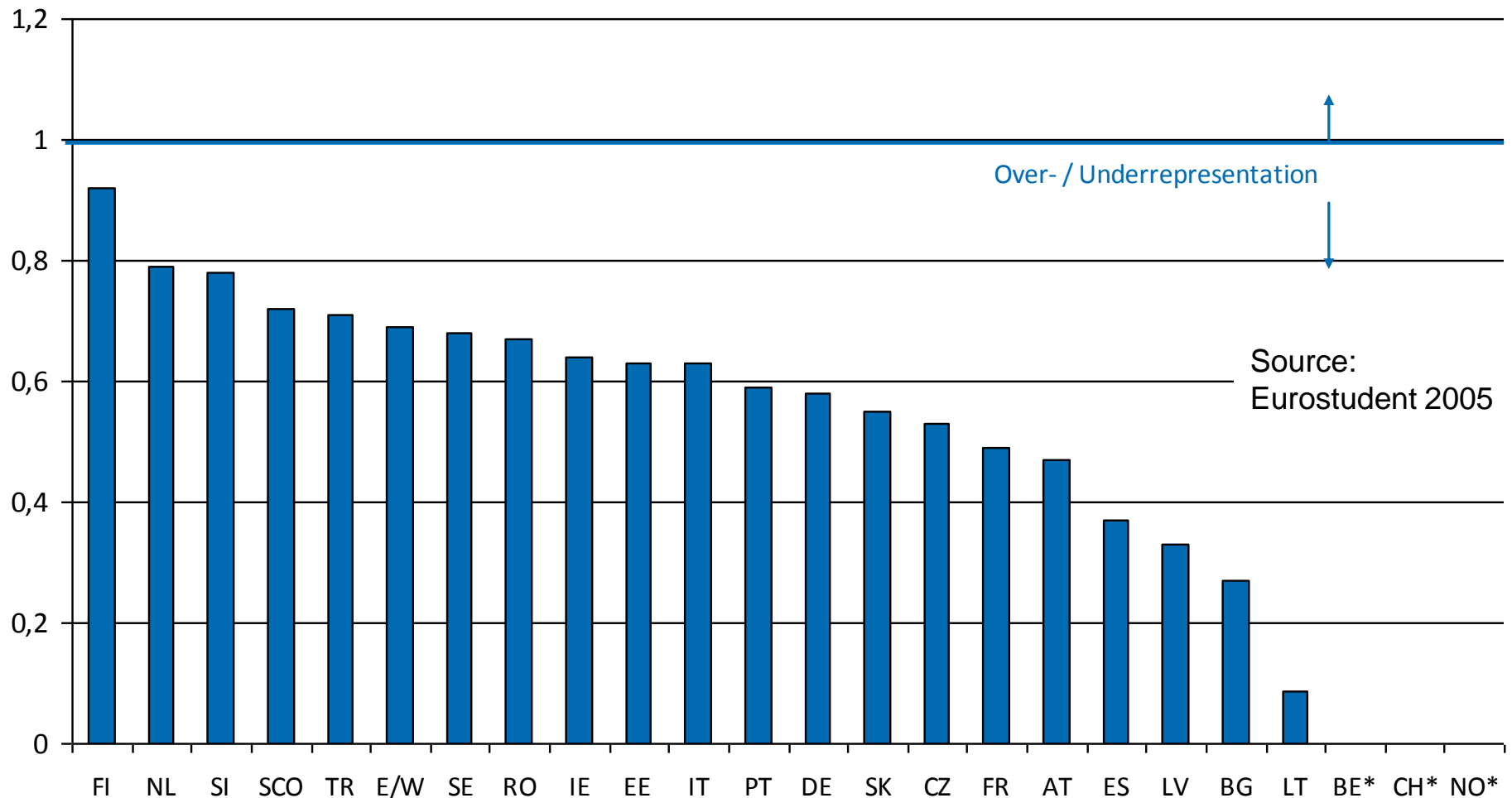
Percentages and ratios of (temporary) foreign enrolment by level of parent's education



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



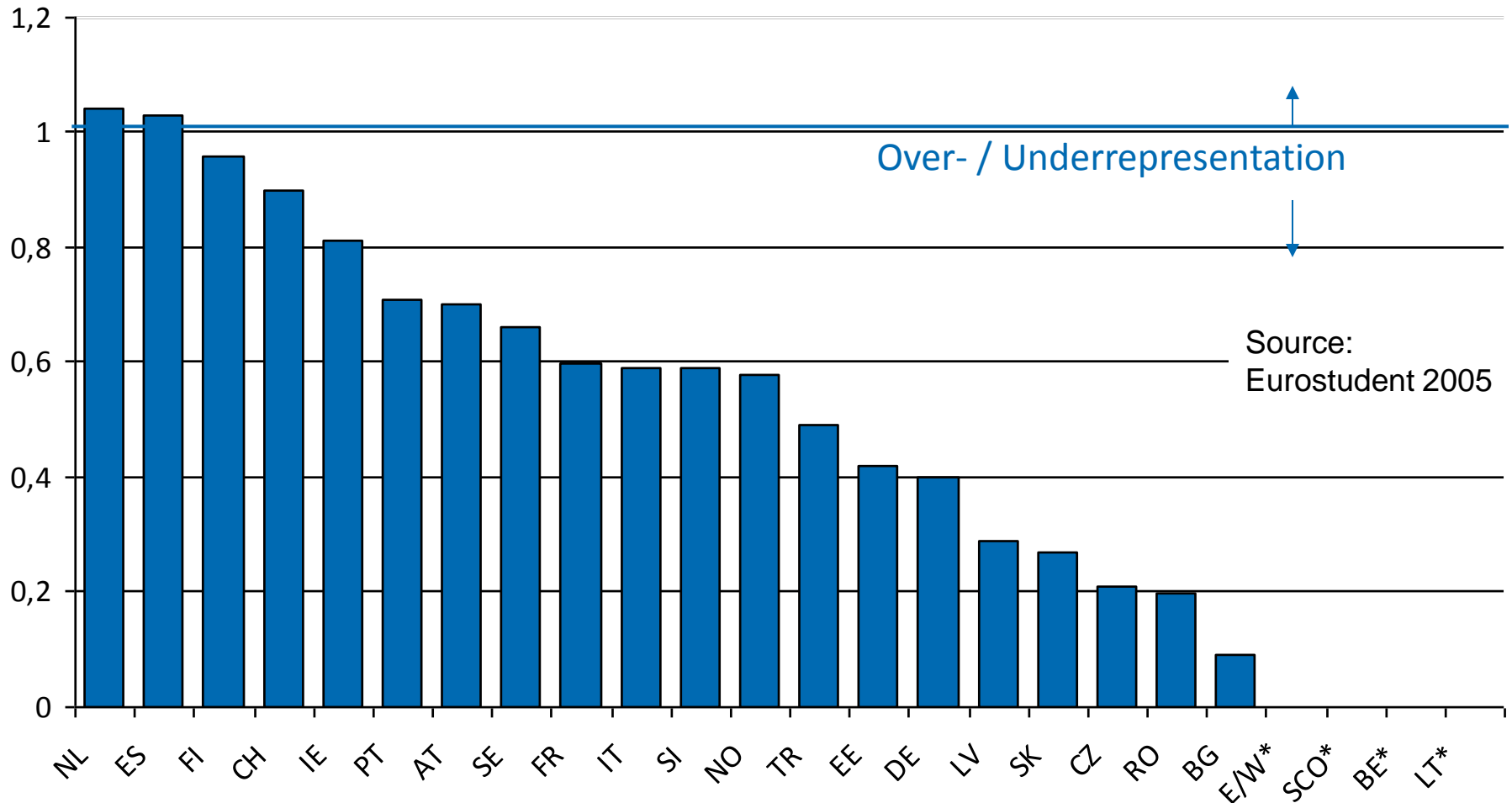
A puzzle: educational expansion & persistent inequity: father's occupational status



■ 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

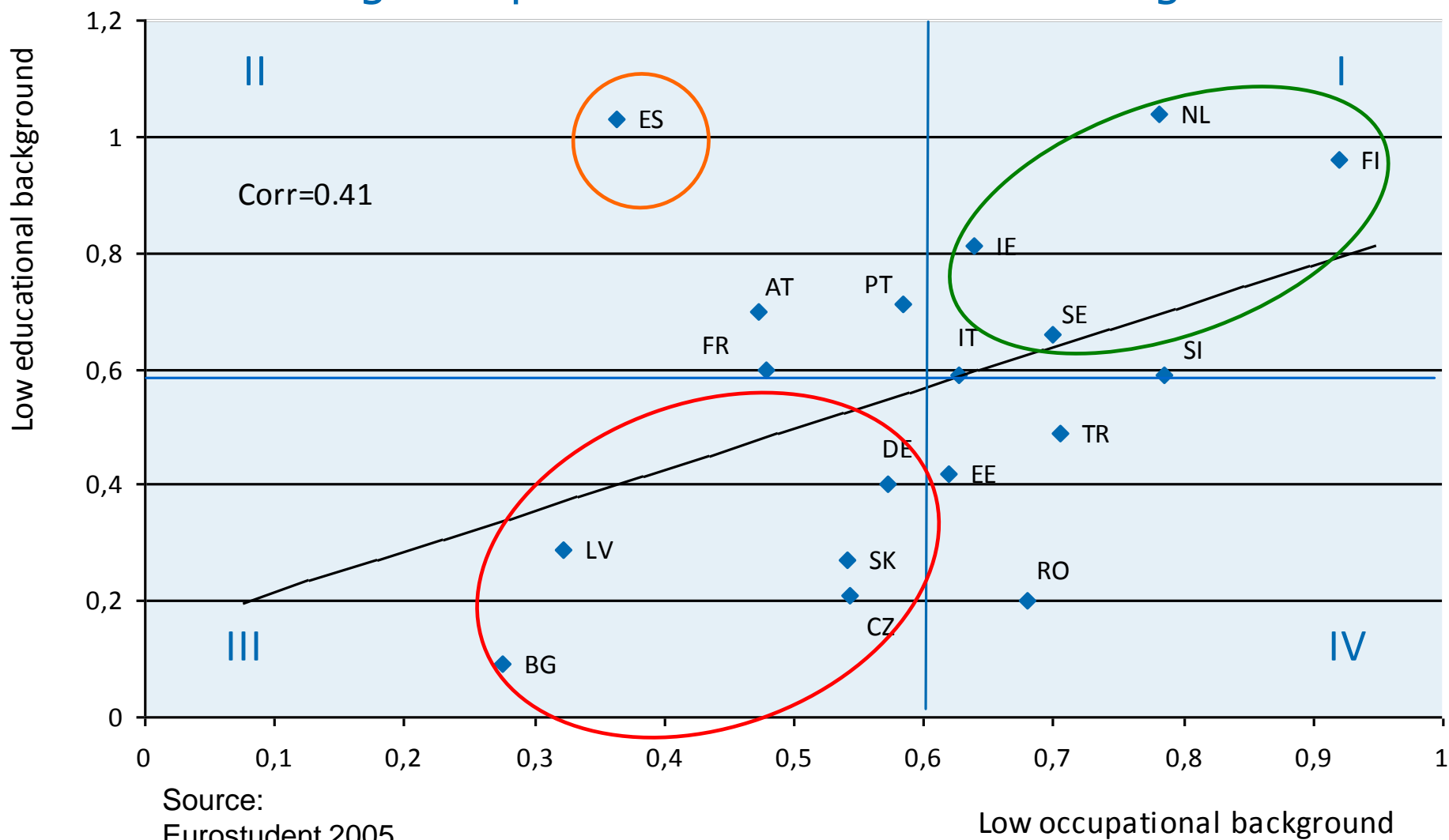


■ Ratio: students' fathers with up to lower-stage secondary education to all men aged 40-60 with same education

*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 EQUNET project – what should be covered in future reports, what should be changed, ...?