The aim of the conference “Social Justice and Participation: the Role of Higher Education” is to provide the academic community with a mid-term international forum, just before the Second ISA Forum of Sociology at Buenos Aires, (August 1-4, 2012).

We aspired to attract both academics and policy-makers from many different countries and we were successful. We are happy to announce that the program includes approximately 60 papers, from fifteen different countries. Although we initially aspired to organize a smaller event, the conference was successful in attracting more than 100 participants.

The organisation of this conference is very timely since many countries in the area are increasingly at the receiving end of huge immigration waves. Moreover, ethnic minorities and various cultural groups in many countries around the world still face issues of access to Higher Education. Finally, the financial crisis has sparked a whole new discussion about the role of public and private Higher Education. We are very happy to observe that all those critical issues are addressed in this conference.

We would like to welcome you to Cyprus and we hope that you will find the conference both enlightening and pleasant.

Iasonas Lamprianou
Chair of the Conference

“Social Justice and Participation: the Role of Higher Education”
# TABLE OF CONTENTS

**PROGRAMME** .................................................................................................................. 7

Friday, November 25th 2011 .................................................................................................. 8
Saturday, November 26th 2011 .......................................................................................... 10
Sunday, November 27th 2011 ............................................................................................. 13

**ABSTRACTS (authors’ alphabetical order)** ................................................................. 15

Addi-Raccah Audrey & Israelashvili Moshe ........................................................................ 16
Addi-Raccah Audrey & Mcdossi Oded ................................................................................ 17
Afantiti Lamprionou Thekla & Vlami Sofia ......................................................................... 18
Alves Natália, Vieira Maria Manuel, de Almeida Ana Nunes, André Isabel & Oliveira Valentina ............................................................................................................. 19
Andreou Valiande Stavroula .................................................................................................. 20
Artemi Agnes & Partasides Nektarios .................................................................................. 21
Asderaki Foteini .................................................................................................................... 22
Barrios Maite, Villarroya Anna & Borrego Àngel .................................................................. 24
da Silva Frota Francisco Horacio & da Silva Maria Andréa Luz ......................................... 25
Damianidou Eleni & Phtiaka Helen ........................................................................................ 26
Damianidou Eleni & Symeonidou Simoni ........................................................................... 28
Eliophotou Menon Maria & Christou Miranda ..................................................................... 30
Gianezini Quelen .................................................................................................................. 31
Getz Shlomo ......................................................................................................................... 32
Holth Line & Jansson Ulrika ................................................................................................. 32
Kalerante E., Mormori P. & Mormoris M. ............................................................................ 33
Kleantous Irene ...................................................................................................................... 35
Kloß Alexandra ...................................................................................................................... 36
Kloß Alexandra ...................................................................................................................... 37
Koromilas Ilias E. .................................................................................................................... 38
Lakshmi M.Roja & Kumar V.Dileep ................................................................................... 39
Lenaers Steven & Zanoni Patrizia ......................................................................................... 40
Liasidou Aggela, Perikleous Stella & Phtiaka Helen ............................................................ 41
Mavrou Katerina, Michailidou Eleni & Zaphiris Panayiotis ................................................... 43
Mazidi Mohammad ............................................................................................................... 45
Miethe Ingrid & Regina Soremski ....................................................................................... 46
Montané López Alejandra, Barrios Maite, Mentado Labao Trinidad, Olivé M. Carmen & Villarrova Anna (poster session) .......................................................... 49
Neophytou Andri .............................................................................................................. 50
Nikolidakis Simeon & Anastasopoulou Fotini ............................................................... 51
Nina-Pazarzi Eleni ............................................................................................................. 52
Onoufriou Andreas .......................................................................................................... 53
Michal Palgi, Helena Desivilya & Dalit Yassour-Borochowitz .................................... 53
Papadopoulou Manto & Lamprianou Iasonas ............................................................... 54
Pascueiro Liliana ............................................................................................................ 55
Pazarzis Michalis ............................................................................................................. 56
Pepin Birgit ....................................................................................................................... 56
Perikleous Stella, Liasidou Aggela & Phtiaka Helen ...................................................... 57
Pieridou Myria & Phtiaka Helen .................................................................................... 58
Seixas Ana Maria, Hernandez Francesc & Estrela Elsa .................................................. 59
Silva-Flores Jeannette .................................................................................................... 61
Soroliou Eleni - Ioulia (poster session) .......................................................................... 63
Stylianou-Papaicaiovou Areti & Afantiti Lamprianou Thekla ....................................... 64
Sünker Heinz & Kranz Dani ............................................................................................. 66
Symeonaki Maria A. & Stamatopoulou Glykeria A. ....................................................... 66
Theodorou Eleni & Lambrianou Iasonas ....................................................................... 68
Theodorou Eleni & Symeou Loizos ............................................................................... 68
Tsouroufli Maria ............................................................................................................. 69
Tsouroufli Maria, Hampden-Thompson Gillian & Sundaram Vanita ............................. 70
Tsouroufli Maria & Sundaram Vanita ............................................................................ 72
Utasi Agnes .................................................................................................................... 73
Villar Alicia & Hernández Francesc J. ........................................................................... 74
Villarroy Anna, Barrios Maite & Borrego Ángel ............................................................ 75
Vrocharidou Anatoli & Ilias Efthymiou ....................................................................... 76
Vryonides Marios .......................................................................................................... 77
Walter Maggie & Andersen Clair .................................................................................. 78
Xenofontos Panayiota .................................................................................................... 79
Zembylas Michalinos .................................................................................................... 80

ANNOUNCEMENTS ................................................................................................... 81

Call for papers: AEA-Europe Special Issue CADMO 2013 ........................................... 82
PROGRAMME
Friday, November 25th 2011

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>17:00 - 17:30</td>
<td>Conference Registration</td>
</tr>
<tr>
<td>17:30 - 18:00</td>
<td><strong>Opening ceremony</strong>: Opening speeches by:</td>
</tr>
<tr>
<td></td>
<td>- Dr. Iasonas Lambrianou, The Chairman of the Conference</td>
</tr>
<tr>
<td></td>
<td>- Prof. George Demosthenous, Minister of Education and Culture</td>
</tr>
<tr>
<td></td>
<td>- Prof. Constantinos Christofides, Rector of the University of Cyprus</td>
</tr>
<tr>
<td></td>
<td>- Dr. Marios Vryonides, European University, Secretary of RC04 (ISA)</td>
</tr>
<tr>
<td></td>
<td>will read a message by Prof. Anthony Gary Dworkin, University of Houston, President of RC4 (ISA)</td>
</tr>
</tbody>
</table>
| 18:00 - 19:00  | **Keynote Speech**: *Dr. Andy Green*, Institute of Education, University of London  
|                |     Chair: Marios Vryonides                                           |
| 19:00 - 19:30  | **Coffee Break**                                                      |

**Main Hall Entrance Area**

**Poster Session:**  
Alejandra Montané López, Maite Barrios, Trinidad Mentado Labao, M. Carmen Olivé & Anna Villarroya  
*A comparative study of the role of higher education in Equal Opportunities policies*  
Eleni - Ioulia Soroliou  
*The ‘Barometer’ of Greek academics’ job satisfaction.*  
Varvasi Maria, Grigoriadou Gianna, Zaopoda Kyriaki, Theodotou Natasa  
*The relationship between Higher Education and the attitude of women towards marriage and pre-marital relationships: a comparison between three generations*
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room A018</th>
<th>Room A019</th>
<th>Room E002</th>
</tr>
</thead>
<tbody>
<tr>
<td>19:30 - 21:00</td>
<td>Parallel sessions</td>
<td>Thekla Afantiti Lamprianou &amp; Sofia Vlami</td>
<td>Anna Villarroya, Maite Barrios &amp; Ángel Borrego</td>
<td>Myria Pieridou &amp; Helen Phtiaka</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The link between Higher Education and Adult Education Centres</em></td>
<td><em>Gender inequality in scientific production in Pharmacology</em></td>
<td><em>Inclusion of disabled children in primary schools in Cyprus: Quality education for all?</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mohammad Mazidi</td>
<td>Maite Barrios, Anna Villarroya &amp; Ángel Borrego</td>
<td>Stella Pericleous, Aggela Liasidou &amp; Helen Phtiaka</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The opportunity cost of Higher Education in a changing society: The case of Iran</em></td>
<td><em>Factors influencing the professional career of male and female scientific researchers</em></td>
<td><em>A content analysis: Disability in the four gospels. How are disability and illness approached by Orthodox Christianity?</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.Roja Lakshmi &amp; V.Dileep Kumar</td>
<td>Maria Eliophotou Menon &amp; Miranda Christou</td>
<td>Stavroula Andreou Valiande</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Access and equity in higher education: A progressive step of fee reimbursement in the State of Andhra Pradesh</em></td>
<td><em>Gender effects on the choice of Education as a field of study: The perceptions of female students</em></td>
<td><em>Promoting effective inclusion in primary and secondary education through differentiated instruction</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foteini Asderaki</td>
<td>Audrey Addi-Raccah &amp; Oded Mcdossi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The impact of the financial crisis in Greek higher education: ‘brain-drain’ and its social and economic implication - Work under progress</em></td>
<td><em>Gender and gender-type of fields of study transition: Continuity and change from undergraduate to graduate studies</em></td>
<td></td>
</tr>
<tr>
<td>21:00 - 23:00</td>
<td>Welcome Reception</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Saturday, November 26th 2011

<table>
<thead>
<tr>
<th>09:00 - 10:30</th>
<th>Parallel sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Room A018</strong></td>
<td>Chair: Eleni Theodorou</td>
</tr>
<tr>
<td>Michalinos Zembylas</td>
<td>Pedagogies of strategic empathy: Navigating through the emotional complexities of antiracism in higher education</td>
</tr>
<tr>
<td><strong>Room A019</strong></td>
<td>Chair: Maria Tsouroufli</td>
</tr>
<tr>
<td>Maria Tsouroufli</td>
<td>Breaking in and going out a UK Medical School: Feminist academic interrupted?</td>
</tr>
<tr>
<td><strong>Room E002</strong></td>
<td>Chair: Simoni Symeonidou</td>
</tr>
<tr>
<td>Audrey Addi-Raccah &amp; Moshe Israelashvili</td>
<td>The social impact of a university outreach program for enrollment of students from low socio-economic areas: A retrospective approach</td>
</tr>
<tr>
<td><strong>Manto Papadopoulos &amp; Iasonas Lamprianou</strong></td>
<td>Educational choices of migrant families in Cyprus: the role of Higher education</td>
</tr>
<tr>
<td><strong>Eleni Theodorou &amp; Iasonas Lamprianou</strong></td>
<td>Experiencing the university: Culturally diverse students in public universities of Cyprus</td>
</tr>
<tr>
<td><strong>Eleni Theodorou &amp; Iasonas Lamprianou</strong></td>
<td>Applying Disability Studies in Education through the work of Orkun Bozkurt</td>
</tr>
<tr>
<td>Ana Maria Seixas, Francesc Hernandez &amp; Elsa Estrela</td>
<td>Equity and Social Cohesion in Higher Education – The Riape3 Project</td>
</tr>
<tr>
<td>Jeanette Silva-Flores</td>
<td>Class and gender segregation: the case of the Chilean Higher Education System (work in progress)</td>
</tr>
<tr>
<td><strong>Michal Palgi, Helena Desivilya &amp; Dalit Yassour-Borochowitz</strong></td>
<td>In a Different Voice? How do women Department Chairs in academia construe the meaning of their roles and position</td>
</tr>
<tr>
<td><strong>Eleni Damianidou &amp; Helen Phtiaka</strong></td>
<td>The experience of disability at Evening High-school in Cyprus through the voice of disabled students</td>
</tr>
</tbody>
</table>

<p>| 10:30 - 11:00 | Coffee break |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 11:00 - 12:15 | **Keynote Speech (joint):** Dr. Marios Vryonides, European University Cyprus & Dr. Maria P. Eliophotou-Menon, University of Cyprus  
**Chair:** Iasonas Lambrianou |
| 12:15 - 13:45 | **Parallel sessions**                                                 |

<table>
<thead>
<tr>
<th>Room A018</th>
<th>Chair: Helen Phtiaka</th>
<th>Room A019</th>
<th>Chair: Katerina Mavrou</th>
<th>Room E002</th>
<th>Chair: Loizos Symeou</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggela Liasidou, Stella Perikleous &amp; Helen Phtiaka</td>
<td>A case study in Cyprus: The education of a child with speech and language problems</td>
<td>Anatoli Vrocharidou &amp; Ilias Efthymiou</td>
<td>Academic and social utility of computer mediated communication by university students: Gender issues</td>
<td>Natália Alves, Maria Manuel Vieira, Ana Nunes de Almeida, Isabel André &amp; Valentina Oliveira</td>
<td>Individuation through education: the experience of the 1st year university students</td>
</tr>
<tr>
<td>Panayiota Xenofontos</td>
<td>Private high schools in Cyprus - A choice for Greek-Cypriot Families in the 21st century</td>
<td>Katerina Mavrou, Eleni Michaelidou &amp; Panayiotis Zaphiris</td>
<td>Accessibility of Cypriot University Websites in Cyprus</td>
<td>Irene Kleanthous</td>
<td>Indigenous and immigrant students’ educational choices and perceptions of parental influence</td>
</tr>
<tr>
<td>Areti Stylianou-Papaicovou &amp; Thekla Afantiti Lamprianou</td>
<td>Evaluating the programme “Alfavitismos in gymnasium”: Implications for Higher Education</td>
<td>Simeon Nikolidakis &amp; Fotini Anastasopoulou</td>
<td>A research on the utilization of the university library In the study conducted by the students community in the humanitarian studies</td>
<td>Eleni Theodorou &amp; Loizos Symeou</td>
<td>Exploring parental Involvement in Higher Education through the eyes of university teachers and administrators</td>
</tr>
<tr>
<td>Birgit Pepin</td>
<td>Using the construct of Didactic Contract to understand student transition into university mathematics education</td>
<td>Dani Kranz &amp; Heinz Sünker</td>
<td>Combating Social Inequality: The program 'Action Education' of the Böckler Foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:45 - 14:45</td>
<td>Lunch break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14:45 - 16:15</td>
<td>Parallel sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room A018 Chair: Eleni Nina-Pazarzi</th>
<th>Room A019 Chair: Alexandra Kloß</th>
<th>Room E002 Chair: Marios Vryonides</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alicia Villar &amp; Francesc J. Hernández</strong>&lt;br&gt;University transitions and gender: From the choice of studies to the academic career development</td>
<td><strong>Alexandra Kloß</strong>&lt;br&gt;How does a university degree change your life? A descriptive Analysis of the ALLBUS-Dataset in Germany</td>
<td><strong>Liliana Pascueiro</strong>&lt;br&gt;The Phenomenon of democratisation of the access to High Education: the new university public – the case of the Universidade Nova de Lisboa</td>
</tr>
<tr>
<td><strong>Line Holth &amp; Ulrika Jansson</strong>&lt;br&gt;“The winner takes it all” Gendered Exclusion Processes in Engineering and Natural Sciences – a Swedish Case <strong>Agnes</strong></td>
<td><strong>Alexandra Kloß</strong>&lt;br&gt;The social influence on the studying decision- a case study from Thuringia (Germany)</td>
<td><strong>Maria A. Symeonaki &amp; Glykeria A. Stamatopoulou</strong>&lt;br&gt;Exploring intergeneration educational mobility in Greece with data drawn from EU SILC</td>
</tr>
<tr>
<td><strong>Agnes Utasi</strong>&lt;br&gt;&quot;Work-stress among married population. Some questions of harmonising workplace and family expectations in 24 countries of Europe&quot;</td>
<td><strong>Steven Lenaers &amp; Patrizia Zanoni</strong>&lt;br&gt;Study success in Higher Education: In search of policy relevant factors at the student level</td>
<td><strong>Marios Vryonides</strong>&lt;br&gt;Social class reproduction strategies and mass participation in higher education: The case of Cyprus</td>
</tr>
<tr>
<td><strong>Eleni Nina-Pazarzi</strong>&lt;br&gt;“Gender Studies” programs in Higher Education in Greece</td>
<td><strong>Shlomo Getz</strong>&lt;br&gt;Center and periphery in College choice</td>
<td><strong>Quelen Gianezini</strong>&lt;br&gt;The process of expansion of higher education in Mato Grosso - Brazilian Amazon</td>
</tr>
</tbody>
</table>
### Parallel sessions

<table>
<thead>
<tr>
<th>Room A018</th>
<th>Room A019</th>
<th>Room E002</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Michalis Pazarzis</strong>&lt;br&gt;Structure and organization of Naval Education in Greece</td>
<td><strong>Ingrid Miethe &amp; Regina Soremski</strong>&lt;br&gt;First generation academics: A comparison between East and West Germany</td>
<td><strong>Agnes Artemi &amp; Nektarios Partasides</strong>&lt;br&gt;Welcome to Cyprus? International students’ experience of education at the Univ. of Cyprus</td>
</tr>
<tr>
<td><strong>Kalerante E. Mormori P. &amp; Mormoris M.</strong>&lt;br&gt;University Candidates’ Targets in a changing, unstable and unpredictable economic Environment</td>
<td><strong>Andri Neophytou</strong>&lt;br&gt;Attitudes of Greek and Turkish Cypriot University students towards the “other”: The role of Higher Education in divided Cyprus</td>
<td><strong>Maria Tsouroufli &amp; Vanita Sundaram</strong>&lt;br&gt;International student identities and their notions and experiences of inclusion, equality and diversity</td>
</tr>
<tr>
<td><strong>Ilias E. Koromilas</strong>&lt;br&gt;A new point of View for the divergence between the Higher Education and the prospects of employment in the era of the images</td>
<td><strong>Maggie Walter &amp; Clair Andersen</strong>&lt;br&gt;The matter of Race in building Australian Indigenous social participation through Higher Education</td>
<td><strong>Andreas Onoufriou</strong>&lt;br&gt;Views of Punjub Indian students in Cyprus on higher education and migration</td>
</tr>
<tr>
<td><strong>Francisco Horacio da Silva Frota &amp; Maria Andréa Luz da Silva</strong>&lt;br&gt;Combating inequality and social exclusion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Main Hall

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>17:45 – 18:15</td>
<td>Closing session</td>
</tr>
<tr>
<td>18:30 – 22:30</td>
<td>Gala Dinner</td>
</tr>
</tbody>
</table>

### Sunday, November 27th 2011

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-13:00</td>
<td>Tour of the Old Town of Nicosia</td>
</tr>
<tr>
<td>13:00</td>
<td>Lunch</td>
</tr>
</tbody>
</table>
ABSTRACTS
The social impact of a university outreach program for Enrollment of students from low socio-economic areas: A retrospective approach

Audrey Addi-Raccah
School of Education, Tel-Aviv University, Ramat-Aviv, Israel

Tel. 972-3-7407124; Fax. 972-3-6415380; adiun@post.tau.ac.il

Moshe Israelashvili
School of Education, Tel-Aviv University, Ramat-Aviv, Israel

Conference stream: Preparing for Inclusion in Higher Education: Inclusion in Primary and Secondary Education

Abstract: College outreach programs aim to provide low-SES students with the resources needed for accessing higher education. So far, there is little systematic research concerning the contribution and long-term effects of outreach programs. The current study addressed two major questions: 1) Did participation in an outreach program significantly increase low-SES participants' enrollment in higher education? 2) To what extent do the participants attribute their present personal achievements to participation in that outreach program?

The data refer to former students from two high schools located in low-SES suburbs of Tel Aviv, who are now in their 30's. Some of the participants in the current study had been enrolled in a Tel Aviv University outreach program, between the years 1983/84 to 1988/89. Based on ID numbers, we located 198 adults, who constituted about 12% of all graduates from the schools in which the outreach program was operated. Of them 72% (n=98) participated in the program. Another group of participants in the current study was students who were living in the same suburbs but graduated from a school that was not part of the outreach program. A comparison between those who participated in the program and those who did not, indicated no significant difference between the groups in their gender composition or cognitive abilities (IQ test score). Undertaking sequential quantitative → qualitative mixed-method research, we administered a questionnaire to all former students (i.e., those who have been enrolled in the program and those who haven't) as well as semi-structured interviews to a random sample of former participants in the program. The current study comparison shows that the percentage of graduate students who acquired an HE academic degree (mostly universities) is higher among the program participants compared to the non-participants (48.8% versus 35.5%). Moreover, among the participants, IQ scores did not have a significant effect on enrolling to HE, while among those who did not participate the IQ score had a significant and positive effect. Both in response to the questionnaire as well as in the interviews, participants in the program acknowledged that acquiring HE significantly contributed to economic mobility, more than to social standing, and that enrollment in the outreach program had a positive impact on the awareness of their personal qualifications along with their limitations. In addition, while interviewees emphasized the contribution of the outreach program to their educational level and life-span opportunities, those who participated in the program but are not pursuing HE tended to attribute it more to personal
failure and lack of effort during school years rather than as a result of their parents' low SES. Altogether, the study findings highlight the dual social roles of outreach programs; i.e., while outreach programs significantly contribute to the participation of low-SES groups in higher education, by the same token these programs might operate as a kind of social mechanism that reinforces the idea of meritocracy that retroactively favors the advantageous groups in society.

Gender and gender-type of fields of study transition: Continuity and change from undergraduate to graduate studies

Audrey Addi-Raccah
School of Education, Tel-Aviv University, Ramat-Aviv, Israel

Tel. 972-3-7407124, Fax. 972-3-6415380; adiun@post.tau.ac.il

Oded Mcdossi
School of Education, Tel-Aviv University, Israel

Conference stream: Gender and educational choice making in Higher Education

Abstract: Women have made a significant inroad in higher education. Yet men and women continue to be segregated in gender-typical fields of study (hereafter FS), although there are more and more trends toward women enrollment in male dominated fields of study. Theoretical approaches that explained choices of FS assumed that an educational career is steady and determined by single choice. These approaches have difficulty explaining changes in FS and particularly choice of gender atypical to FS. This study aims to examine whether patterns of FS selection are preserved during the transition to advanced academic degrees. Two possible approaches are being examined. The inequality conservation approach that argues that with increasing age and the transition to graduate studies, normative forces to make gender-typical choices of FS are being reinforced. Thus, the hypothesis that in the transition to advanced degrees, inequality is expected to remain or expand. Based on a spillover approach, it is argued that an increase of women enrollment to higher education, allows them to make atypical choices of FS. Thus, it is hypothesized that gender inequality in FS is expected to decrease.

The data were provided by the Israeli Central Bureau of Statistics. The sample included 24,541 applicants for graduate studies in six universities in Israel in 2004 and 2007. The dependent variable refers to the transition from undergraduate to graduate studies. Based on the gender composition of each FS, five categories representing continuity or change in FS transitions were defined: 1. Transition from a typical-gender FS to another typical-gender FS (continuity); 2. Transitions between balance gender composition FS (continuity); 3. Transition from atypical to another atypical FS (continuity); 4. Transition from typical-gender to atypical-gender FS (change); 5. Transition from atypical-gender to typical-gender FS (change).
Independent variables included: gender, age, nationality (Jews–Arabs), Immigration status, type of institution and timeout after first degree. Using multinominal logit regressions, we estimated the gender effect on FS transition types. The main findings show that patterns of choice are not uniform throughout the academic career. Further, women, more than men, tend to change FS. In addition, in the transition from undergraduate to graduate studies, men tend to choose typical-gender FS whereas women tend to choose atypical FS. These trends were found to be age dependent. Transition to atypical-gender FS characterized young women whereas choosing typical gender FS characterized older men. It appears that the inequality conservation approach explains transitions of men while the spillover approach explains the transition of women. The findings are discussed with reference to gender segregation and the status of women in higher education, as well as the long term implications regarding the participation of women in the labor market.

The link between Higher Education and Adult Education Centres

Thekla Afantiti Lamprianou
Centre for Educational Research and Evaluation,
Cyprus Ministry of Education and Culture
Pedagogical Institute, P.O. Box 12720, 2252 Nicosia
tel. 22 402457, fax: 22 560118, theklafantiti@hotmail.com

Sofia Vlami
Centre for Educational Research and Evaluation,
Cyprus Ministry of Education and Culture
Pedagogical Institute, P.O. Box 12720, 2252 Nicosia
tel. 22 402456, fax: 22 560118, svlami@cyearn.pi.ac.cy

Conference stream: The links between Higher Education and the demand for Social Justice

Abstract: Introduction: Under the umbrella of Lifelong Learning, the Adult Education Centres aim to develop each adult’s personality as well as the social, financial and cultural development of citizens and the society in general. They give lifelong education opportunities to all citizens of the Republic of Cyprus and help alleviate educational (and social) inequalities. This is important, because lifelong education has frequently been championed in order to increase the employability of people (HM Treasury 2006; Scottish Executive 2003; Scottish Government 2007), thus increasing the opportunity of people for social mobility (even if they failed to attend higher education at a younger age).

Aims: The current research aims to evaluate the programme of the Adult Education Centres in Cyprus. This is the first official effort to evaluate the program since its establishment in 1960.
Methodology: This is a mixed method research. It involves semi-structured interviews and data from two questionnaires.

Results: Both learners and instructors were pleased with the programme considering the Adult Education Centres (AEC) as very important and useful to the society, especially for the women. The respondents suggested that the Adult Education Centres need to gain more independence by acquiring more appropriate buildings, furniture and teaching equipment. They also suggested that the AEC should offer more formal certifications of skills and abilities (certification that can be used for job-seeking purposes).

Implications: Higher Education can offer expertise to the Adult Education Centres and help with their reorganization towards the National Qualification Framework (NQF). Also the curriculum of languages needs to be synchronized with the European Qualification Framework. Both private and public Universities could cooperate with the Ministry of Education to offer support/training opportunities for the instructors, so as to enhance the effectiveness of the Adult Education Centres.

References

Individuation through education: the experience of the 1rst year university students

Natália Alves
Instituto de Educação, Universidade de Lisboa
Alameda da Universidade, 1600 Lisbon (Portugal)

Maria Manuel Vieira
Instituto de Ciências Sociais, Universidade de Lisboa
Av. Prof. Aníbal de Bettencourt, nº9, 1600-189 Lisbon (Portugal)

Tel: (351)217804700, Fax: (351)217804740, E-mail adress: mmvieira@ics.ul.pt

Ana Nunes de Almeida
Instituto de Ciências Sociais, Universidade de Lisboa
Av. Prof. Aníbal de Bettencourt, nº9, 1600-189 Lisbon (Portugal)

Isabel André
Instituto de Geografia e Ordenamento do Território, Universidade de Lisboa
Alameda da Universidade, 1600 Lisbon (Portugal)
Valentina Oliveira  
*Reitoria, Universidade de Lisboa*  
Alameda da Universidade, 1600 Lisbon (Portugal)

Conference stream: Sociological theory and educational reality in Higher Education

**Abstract:** Given the obligation to and increasing length of attendance, school takes nowadays a crucial part in one’s biography. In fact, young people’s individuation (Breviglieri, 2007) is largely based on the educational system, and expresses itself on vocational options that are compulsory made at certain points at the school trajectory.

However, completing a long educational path and reaching higher education far from being the confirmation of a long-standing vocational goal, that is, an arrival point, it may become a new point of departure instead. In fact, the first year at the university may turn into a probation experience, a period when past trajectories and future projects are re-assessed and vocational choices are tested, in a rather tensional way. The schooling experience (Dubet, 1996; Dubet e Martuccelli, 1996) is particularly critical in this period, as it involves different challenges the student has to cope: on one hand, *integration* (into a different academic environment, into new peer groups, into an unknown vocational domain…) must be successfully obtained; on the other hand, a *strategic* behaviour must be exercised at a certain point, since university experience exposes students to competition (academically and professionally, in a near future); and, finally, some sort of *subjectivation* inevitably emerges, every time the student confronts to himself by questioning his options and abilities.

How do 1st year university students deal with these new individuation dilemmas? Aiming to answer this question, an online questionnaire was conceived and sent in school year 2009/10 to all students that had entered a graduation course at the University of Lisbon in the previous year. The data analysis showed that 84,3% of these students were attending the same course, although some of them have experienced some doubts about their options; 12,3% had moved to another course and 3,4% dropped out. In order to identify and differentiate who are these students, a hierarchical cluster analysis was performed. Aiming to explore analytically the reasons that underlie the questioning of previous vocational projects, 96 in-depth interviews were launched taking into account these cluster groups of students. The first preliminary results seem to confirm the probation and tensional nature the 1st year of university experience assumes.

---

**Promoting effective inclusion in primary and secondary education through differentiated instruction**

*Stavroula Andreou Valiande*  
*Cyprus Pedagogical Institute*

*Mob. Tel: +357 99635471, tel : +357 22402454, Fax: +357 22814011  
e-mail: stavroula@valiandes.com*
Conference stream: Preparing for Inclusion in Higher Education Inclusion in Primary and Secondary Education

Abstract: This paper discusses how differentiated instruction can promote inclusion in primary and secondary education while preparing simultaneously the inclusion in higher education. The main assumption is that according to research differentiation can be effective for all students in mixed ability classrooms (Valiande, 2011) and thus facilitates the inclusion for all students.

Effective inclusion can be met if the educational system on the whole and the learning process that takes place in every individual classroom provides each and every student regardless its’ personal, social, emotional, physical and psychological uniqueness to learn and develop at the maximum. Inclusion is based on the idea of equity in education which is a common concern, in different educational systems (Moreno, 2004). Equity in education should provide and ensure equity of results, equity of access, equity of treatment and equity of opportunity for all students (Valiandes, 2011) that will simultaneously promote inclusion. Equity and inclusion in primary and secondary education, that can be linked directly to inclusion in higher education, can be achieved by differentiated instruction.

Differentiation based on critical pedagogy, shifting away from positivist and technocratic learning processes (Apple, 2006; Friere, 1978) plans, a learning process that focuses both on students’ needs and also on the factors affecting students’ learning inside and outside the school environment (Koutselini 2008). Differentiated instruction in the framework of a meta-modern curriculum (Koutselini, 2006a) constitutes a learning process where emphasis is placed on the interaction of the student, knowledge, and the teacher in an open and flexible learning process (Valiande & Koutselini, 2009). Consequently, differentiation corresponds to the needs of each student and facilitates of construction of knowledge for each and every student; this process cannot be considered as a transfer of knowledge (Koutselini, 2006b). Differentiated instruction, viewed through the framework of constructivism, could be the answer to the issues that arise as a result of increasing diversity and school failure in mixed ability classrooms.

‘Welcome to Cyprus?’ International students’ experience of education at the University of Cyprus

Agnes Artemi

Student Masters Social and Political Theory

Department of Social and Political Sciences, University of Cyprus, PO Box 20537, Nicosia, 1678, Cyprus

Tel: 99923184, Email: aartemi@gmail.com


Abstract: There is international evidence to suggest that international students within tertiary education experience exclusion and discrimination, and general adjustment issues as a result of multiple factors such as culture shock, language barriers and a lack of social networks. Research also shows that international students have more social and academic issues in comparison to ‘home students’. A very limited amount of research has been conducted on this topic in Cyprus. This research aims to provide a starting point in exploring how welcome international students are made to feel at the University of Cyprus, and their perceptions of how their experience could be improved. The research also focuses on international students’ adjustment issues, and more specifically their subjective experience of ‘inclusion’ or ‘exclusion’. This research is important in collecting data that may help improve the University’s understanding of international students and how they can be better supported, and how equality can better be achieved directly correlated to the issues of social justice and participation. Results will be gathered through a small pilot study of semi-structured qualitative interviews. This will enable an in-depth observation of the complexities of international students’ perceptions on the local education system. The current study is a work in progress.

The impact of the financial crisis in Greek higher education: ‘brain-drain’ and its social and economic implication

Work under progress

Abstract: ‘Brain drain’ was an issue of great concern during 1960’s mostly linked with the economic growth of developing countries (Johnson, 1965). Recently, the literature on this subject has experienced a big boom. It is mentioned that articles on brain-drain between 2005-2009 were twice as many as over the previous 15 years, a significant number of which concerns empirical researches covering both descriptive cross-country as well as studies of individual country cases (Gibson & McKenzie, 2010, 2011). However, the financial recession raises this issue in a new light (Salmi & Bassett, 2009, Postiglione, 2011). This research focuses in Greece, trying to explore the consequences
of the financial crisis in higher education sector and in particular on high-skilled migration. Using a questionnaire we plan to investigate the determinants of the intention for migration of undergraduate and graduate students from different departments and study programs of the University of Piraeus. The target sample will also include a smaller group of the “best” (top 10) students according to their performance. Through this approach we are able to measure and quantify a number of factors for high – skilled migration in order to propose policy measures to decision-makers at institutional and governmental level. Being aware that this is also the trend in other European countries like Spain, Ireland and Portugal which face similar economic problems we are going to explore the literature, if there is any, in order to discuss this issue through a comparative perspective. Some of the questions that are going to be explored are: 1) What is brain drain? 2) Why should a country care about it? 3) Is currently existing a brain-drain phenomenon in Greece, and in particular concerning well-educated young peoples? 4) What are the main factors that makes brain drain more likely? 5) Which are the main top-destination countries for the Greek students? 6) What are the possible policy measures that could be implemented at institutional and national level?

References
Kapur, Devesh and John McHale (2005), Give us your best and brightest: The global hunt for talent and its impact on the developing world, Center for Global Development, Washington D.C.
Özden, C. and M. Schiff (eds.) International Migration, Remittances and the Brain Drain. New York: Palgrave Macmillan
Factors influencing the professional career of male and female scientific researchers

Maite Barrios
Department of Methodology of Behavioural Sciences, Faculty of Library and Information Science, University of Barcelona

Tel: 00 34 934037021, Fax: 00 34 934035772, E-Mail: mbarrios@ub.edu

Anna Villarroya
Department of Public Economy, Political Economy and Spanish Economy, Faculty of Library and Information Science, University of Barcelona

Àngel Borrego
Department of Library and Information Science, Faculty of Library and Information Science, University of Barcelona

Conference Stream: Women in Higher Education

Abstract: Several studies confirm that females are under-represented in higher education, and especially in the upper echelons of the scientific profession. Scientific productivity and active involvement in funded research projects are important factors in the evaluation of performance, promotion, and salary. Motivational, personal, family and socio-professional factors also play an important role in the professional career of the researchers. However, the study of the importance that males and females attribute to these factors and how they can contribute to their scientific career has not been examined in detail.

The aim of this study is to identify differences in the way females and males perceive their scientific careers, and to analyse the different factors that could contribute to their professional performance.

We designed a questionnaire to obtain information about the motivational, family personal and socio-professional factors that may influence male and female perceptions of their scientific careers. The questionnaire was sent to a sample of 399 researchers in the area of psychology who had published a paper during 2007 in a journal indexed in the Thomson Reuters ISI Web of Science (WoS). 41.6% were sent to females (n=166) and 58.4% to males (n=233). E-mail addresses of the researchers were obtained through the Web of Science, Spanish university directories and general searches on the Internet. Response rate was 57.89% (n=231). Among respondents, 53.65% (n=125) were males and 63.86% (n=106) females.

The data did not show statistically significant differences between male and female respondents according to their academic rank and the time lag since they initiated their academic career. However, there were differences in the type of contract: temporary contracts were more common among females ($\chi^2=8.815$, d.f.=1, p=0.003).
In terms of scientific productivity, no significant differences were observed in the number of articles and books published by the two groups. The results also indicated that the two genders participated in recognized research groups and collaborated in national and international institutions in similar proportions. However, female researchers were less likely to have been main researchers in research projects ($\chi^2=15.537$, d.f.=1, $p=0.003$).

Males and females showed similar scores in motivational factors regarding their research and other professional aspects; however, females showed a higher interest in attending congresses ($z=2.187$, $p=0.029$) and signed papers as first author ($z=2.836$, $p=0.005$). Females also considered it more important than males to increase their scientific production in order to obtain professional promotion ($z=2.523$, $p=0.012$).

In relation to personal aspects, the data showed that a higher proportion of females felt that they had put off an important personal event – getting married, having children, and so on – compared with males ($\chi^2=4.363$, d.f.=1, $p=0.037$). Moreover, females also felt that they had suffered discrimination at some point in their professional activity ($z=7.371$, $p<0.001$).

**Combating inequality and social exclusion**

**Francisco Horacio da Silva Frota**  
*Dr. in Sociology - Universidad de Salamanca, Spain*

**Maria Andréa Luz da Silva**  
*Master in Public Policy - State University of Ceará - UECE / BRAZIL*  
*Campus do Itaperi - Av. Parajana, 1700 - Itaperi (Fortaleza/Ceará/Brasil)*

*fhsfgm@gmail.com*

Conference Stream: Relations between Higher Education and the demand for Social Justice

**Abstract:** The work presents conceptually discusses about the notion of exclusion, marginalization and violence. This is the first revision of the content and scope of a functionalist approaches (Ziccardi, 2008) and Marxist (José Nun and Fernando H. Cardoso, 2001) dealing with such notions. Followed by communication of an experience at the State University of Ceará in an area on the outskirts of a Brazilian capital (Fortaleza), renowned for its high degree of poverty and violence: the known Bom Jardim in the city of Fortaleza. Urban space that has a population around 180,000 inhabitants, 40,000 young people between 15 and 24 years, and that during the year 2008 was marked by 88 murders and 2009 by 97 similar cases. This area involving the neighborhoods of Siqueira, Canindézinho, Granja Portugal, Granja Lisboa and Bom Jardim.
The Ministry of Justice has been implementing a program in this area called the Land of Peace (Território da Paz), which develops many projects, among them one called Protection – Protection of Vulnerable Youth in the Territory (PROTEJO). Through the National Program of Public Security and Citizenship (PRONASCI), the department brings together prevention, control and repression of violence, with activities focused on socio-cultural roots of crime, articulating, therefore, programs for public safety social policies already developed by the Federal Government.

The Program (PROTEJO) in Grande Bom Jardim had the purpose to work with 210 young people in situations of high social vulnerability during the period that was the end of 2009 to 2010. This experience with a stigmatized social group by society, which is both victim and author of violence, brought into the context of sociological debate the reality of students marked by acts of delinquency, vandalism, gang fights, robberies, assaults, murders and frequent and intense interaction with drugs. In this reality, in which literature is already pointing to the need to face it from family, school and other segments of society. The damage also show, however, the magnitude and urgency of the problem in the forms of social intervention. The communication of such experience involves the report of a practice in which the purely formal rational and had to give way to an experience associated with the study of subjectivity, sensitivity and emotion. The process was a focus on research experience in which every participant in the study shared the belief that there are no hopeless cases. The experience brought here, speaks of enchantment that started to expand their sphere of action, feel useful in life and dreaming of a future different from the present living. The report is the communion between all stakeholders in the process of researching, learning, the exaltation of life, peace, and, indeed, of love and poetry.

The experience of disability at Evening High-school in Cyprus through the voice of disabled students

Eleni Damianidou
University of Cyprus, 77, Ivikou Str., Limassol 3081

tel. +357 99652992, fax +357 25385638, eleni5da@cytanet.com.cy

Helen Phtiaka
University of Cyprus, P.O. 20537, Nicosia

Conference stream: Preparing for Inclusion in Higher Education: Inclusion in Primary and Secondary Education

Abstract: Despite the endeavor for an inclusive society which will accommodate individual differences and provide equal opportunities to all disabled persons, effective inclusive practice seems impeded by discriminatory barriers in schools (Barton and Armstrong, 2001· Phtiaka, 2003· Symeonidou and Phtiaka, 2009). Discriminatory barriers to inclusion appear to justify and perpetuate the oppression of disabled students, while they are related to school dropout (Abberley, 1997· Pijl, Frostad and
Hence, the accumulation of disabled students at the Evening High-school (i.e. Esperino School) seems to constitute an interesting phenomenon, which requires further investigation. This study aims to explore the personal experience of being a disabled student at Esperino School and the reasons of choosing to attend the particular school. A better and deeper understanding regarding the issues around disability may thus be gained, while efforts for an inclusive society may be enhanced.

To complete this research project, qualitative research was conducted. The main research instrument was a personal interview with four disabled students of Esperino School. Furthermore, in order to enhance the rigour of the research, methodological triangulation was attempted (Mitchell and Jolley, 2007; Robson, 2002). A focus group interview with the elected students’ representatives was conducted, while archives related to Esperino School and disability were also examined. Finally, a questionnaire was distributed to the students of Esperino School in a large city. In this way, qualitative and quantitative approaches were combined. Qualitative data analysis included a fairly classic set of analytic moves (Robson, 2002) and quantitative data analysis was carried out using SPSS (Coolican, 2004).

The main conclusion was that disability in Cyprus is still connected to discrimination and social exclusion, because of the prevalence of the charity and medical model. Moreover, it was found that the social position of disabled students seems to be related with a disabling social and educational practice that is based on prejudice and racism, which in turn frequently result in disability encryption and school dropout. In contrast, social and family support, and positive attitudes towards disability seem to improve the position and the experiences of disabled students. Hence, even though this type of school seems to be degraded and to have a bad reputation, disabled students have chosen to attend Esperino School, since, there, they are treated with respect and understanding. Moreover, at Esperino School, disabled students are not devaluated, since the school is already degraded. In addition, by attending Esperino School, disabled students have the opportunity to graduate from high-school and thereby apply for a well-paid job at the public sector.

Since the literature around disabled students and teachers in Cyprus is limited, the study seems significant for understanding the particular phenomenon. Hence, suggestions aimed at improvements through further research within all the educational levels at Cyprus, so as to successfully remove discriminatory barriers and to establish social justice.

**Key-words:** case study, disability, disabled students, Evening High-school (Esperino School), inclusive education.

**References**


Applying Disability Studies in Education through the work of Orkun Bozkurt

Eleni Damianidou
University of Cyprus, 77, Ivikou Str., 3081 Limassol, Cyprus

tel. +357 99652992, fax +357 25385638, eleni5da@cytanet.com.cy

Simoni Symeonidou
University of Cyprus, P.O. Box 20537, 1678 Nicosia, Cyprus

Conference stream: Preparing for Inclusion in Higher Education: Inclusion in Primary and Secondary Education

Abstract: As a nascent field grounded within the broader province of Disability Studies, Disability Studies in Education constitute a critical forum for social and educational advocacy and activism (Connor, Gabel, Gallagher and Morton, 2008). However, in order to better understand important issues around disability, the experience of disabled persons through their authentic voice needs to be heard (Allan, 2010· Barton, 2010- Ware, 2002). Actually, the empowerment of disabled people through making their personal stories public is one way of transforming the personal experience to political action. Thus, a change in attitudes against disability may occur, and consequently the establishment of the inclusive society may eventually become a reality (Corker and Shakespeare, 2002· Thomas, 2001· Symeonidou, 2002).

This study aims to explore how the work and the personal story of a disabled Turkish-Cypriot poet named Orkun Bozkurt may be introduced in the school curriculum, so as to
enhance the efforts for an inclusive society. Primarily, documentary material was sought in order to compile a comprehensive understanding of Orkun Bozkurt’s life and work. Having read his work and associated it with his life experiences, we prepared an intervention program focusing on raising awareness around issues of marginalization and stigmatization of disabled people. This program included presentations of the work and the biography of Orkun Bozkurt through lectures, reading material, a film and photos.

The next phase of the project entailed the design of experimental research. To this end, an experimental and a control group were formed, consisting of senior students from an Evening School for returned adults in Cyprus. The intervention material was employed in the experimental group, followed by discussions and workshops. In order to make inferences and comparisons within the two groups, pre-tests and post-tests were conducted. Significant relations and differences were identified by carrying data analysis out using SPSS.

The main conclusion was that prejudice and discriminatory practices against disabled people are still prevalent in Cyprus. However, by transforming the curriculum, so as to contain the work and the stories of significant disabled authors, a change in the attitudes against disabled persons may occur. Particularly, it was found that by presenting autobiographical material about disability in various modes (sound, picture and text), disability may be conceptualized from a human rights perspective, enabling non-disabled people confront negative understandings of disability. Hence the barriers to inclusion may be removed.

Since the literature around Disability Studies in Education in Cyprus is very limited, the study is significant for understanding how to implement the inclusive society through disseminating the work of disabled people in taught subjects at school. Hence, our suggestions focus on how the curriculum could be enriched with material produced by disabled people. Thus inclusion may become an everyday practice and social justice may eventually be established.

Key-words: school curriculum, disability, disabled poets, Disability Studies in Education, inclusive education.

References

Gender effects on the choice of Education as a field of study: The perceptions of female students

Maria Eliophotou Menon
Department of Education, University of Cyprus
PO Box 20537, 1678 Nicosia, Cyprus

Miranda Christou
Department of Education, University of Cyprus
PO Box 20537, 1678 Nicosia, Cyprus

Conference stream: Gender and educational choice making in Higher Education

Abstract: Research findings in different countries indicate that the choice of a field of study in higher education is influenced by gender stereotypes. Women are known to select occupations which are considered suitable for their gender, such as nursing and teaching. Despite their over-representation in the teacher population, women are often under-represented in leadership posts. The marginalisation of women in educational leadership has been linked to a deficit in their career aspirations, which are often formed at an early stage. The paper investigates the perceived role of gender in the choice of Education as a field of study and its expected effect on the career prospects of women graduates. In-depth interviews were conducted with 10 female students of the Department of Education of the University of Cyprus. According to respondents, their choice of Education as a field of study was mainly influenced by intrinsic motivation linked to the satisfaction of working with children. Even though students claimed that their gender had not influenced their choice to a great extent, they believed that, in general, gender plays an important role in the choice of Education as a field of study in Cyprus. Gender stereotypes were linked to the over-representation of women in the student population of the Education department. As regards their career prospects, respondents did not expect a significant gender effect. Some respondents expressed the view that their career progress would be mainly influenced by their effort and effectiveness at the workplace and not by their gender. The findings suggest that women tended to reject the role of gender in their own education/career choices and outcomes, while acknowledging the importance of gender stereotypes in the lives of others. This is in agreement with studies of women teachers/headteachers in other countries: Women have been reported to hold conflicting and ambiguous views on gender discrimination, characterised by resistance to feminist positions.
The process of expansion of higher education in Mato Grosso - Brazilian Amazon

Quelen Gianezini
Universidade Federal Do Rio Grande Do Sul (Ufrgs)

quelen.gianezini@ufrgs.br

Conference Stream: Expansion/Massification of Higher Education and social mobility

Abstract: The field of higher education in Brazil is rather heterogeneous, with distinct characteristics in different states across the country, according to their histories, ability to allocate resources and to articulate social agents. Departing from a socio-historical study, the present dissertation has investigated the process of expansion of higher education in the state of Mato Grosso do Sul (MT), focusing on two public universities in this state, namely the Federal University of Mato Grosso/UFMT and the State University of Mato Grosso/UNEMAT, and their role in the process of development of the state itself. The distinct developmental phases – installation, centralization, expansion and diversification – were analyzed, as well as their intrinsic alliances and conflicts. The main research questions driving the study were: is it possible to perceive that the changes operated by a global economy boosted the process of expansion of higher education in Mato Grosso? Is it possible to identify different phases in this process? How important were the projects of creation of the universities studied? In this area, which were the existing alliances and tensions between the social agents in both processes of creation and development of these universities? The hypotheses put forward were: (a) the process of expansion occurred as a consequence of the economic development, boosted by globalization, generating distinct expansion phases; (b) according to the original project of both institutions, higher education would attend to the local demand for skilled professionals. However, despite the low population rate, the expansion of the universities followed the creation of new courses, with the object of responding to new demands and requirements of the market; (c) the process of expansion of higher education in the state of Mato Grosso happened as a consequence of the process of expansion of the public universities towards the countryside. The research method included the analysis of both the creation and development projects, with the use of semi-structured interviews. To that end, a literature review of the Higher Education institutions from their first experiences to 2008 was performed, encompassing an analysis of the trajectory of both public universities according to their social agents (founders, managers, students, faculty, technicians and politicians). The process of expansion was analyzed (a) quantitatively, taking into consideration aspects like the teaching process, the areas of knowledge offered, the number of registrations, venues (campi and nucleus) and others; (b) qualitatively, by means of the analysis of the spaces of alliances and conflicts between the social agents so as to the creation and development of UFMT and UNEMAT. Results show that the reactions to the economic, political and social pressures, imposed respectively by globalization, the maintenance of power and the demand for knowledge caused the expansion and strengthening of these two universities to accompany the development of the state of Mato Grosso, by expanding towards the countryside.

Keywords: Higher Education; Expansion; University.
Center and Periphery in College choice

Shlomo Getz  
Academic college of Emek Yezreel and University of Haifa

shlomogetz@gmail.com

Conference stream: Expansion/Massification of Higher Education and social mobility

Abstract: At the last decade of the twenties century Israel witnessed a dramatic expansion of higher education. A new type of institutions was created beside research universities – academic colleges, intended mainly to attract underprivileged students, including those who live in the periphery. The research, based on a sample of 1538 students, asks about the differences of college choice and choice of field of study between students from the periphery and student from the center, controlling academic achievement and SES. Finding show that students with higher academic achievements attend universities and those of lower ability apply to the less prestigious academic colleges regardless SES or residence. However, among students with higher academic achievements those from the center opt for prestigious professions while those from the periphery choose professions which enable them a faster entry to the job market. For student of lower academic achievements, the difference between student from the periphery and the center in choice of field of study is smaller, but they are differentiated in college choice. Students from the center and the periphery differentiate at the type of institutions they choose (University vs. Academic College)

It is argued that those differences show a clear influence of the periphery as a way of life, which lead to differential college choice and fields of study regardless academic achievement and SES.

“The winner takes it all”

Gendered Exclusion Processes in Engineering and Natural Sciences – a Swedish Case  
(Work in progress)

Line Holth  
Ph D Student in Working Life Science, Karlstad University, Centre for Gender Studies, Sweden

Ulrika Jansson  
Ph D in Working Life Science, Karlstad University, Centre for Gender Studies, Sweden

Telephone +46 706 457 691, fax +46 54 700 14 48, line.holth@kau.se

Conference stream; Access and equity in Higher Education

Abstract: Discussions about the knowledge society often involve implicit assumptions about equity and harmony between society and the individual. If society requires more
knowledge from individuals, these individuals are supposed to get higher dividends from their investment, but this is not the case from a gender perspective. Women’s education is not rewarded in the same way as that of men, especially not in the field of natural science and engineering. Knowledge of natural sciences and technology is highly valued by society and it is therefore a question of democracy that both women and men have equal opportunities as well as rights and obligations to participate in the development of science and technology. The underrepresentation of women in this field might lead to future recruitment difficulties, something that will also reflect negatively on employment and economic growth. Notably fewer women occupy different types of leadership positions as well as positions in research and development, a situation which leads to a structural imbalance of power between women and men in the field.

In this paper, we will discuss the processes of exclusion of women in natural science and engineering, especially in the engineering workforce and in academia, in a Swedish national context. We revisit established assumptions of gender, gender constructs and power (Acker 1996, Butler 1995, Connell 1987, Foucault 1979). We will also examine career paths (Sonnert and Holton 1996) to unravel the complex interactions between established norms of technology and masculinity (Cockburn 1983, Wajcman 1991, Faulkner 2000).

The results of this study show that there is a male model in natural science and engineering consisting of an exclusive identification with technology based on early achievements, full-time devotion and technical self-confidence. Women, on the other hand, have a vaguer socialisation process and a lack of continuity in relation to technology which has consequences for educational choices, as well as careers. The fact that women still have the main responsibility for their families and the discourse of women as caring rationality determine their careers. In this male dominated field, male networking and homosociality are common obstacles for women’s access.

Empirically, the paper draws on interviews with engineers and engineering students, PhD students and professors in natural science. Those interviewed are twenty-four engineers, all graduates from computer science and mechanical engineering programmes at Karlstad University, mid-Sweden, twenty-three engineers from an IT company, also in Karlstad and finally, six PhD students and three professors from a research institute in natural science at Stockholm University.

The study makes several noteworthy contributions to further our understanding of gendered exclusion processes in engineering and natural sciences.

University Candidates’ Targets in a changing, unstable and unpredictable economic Environment

Kalerante E.
Lecturer, University of W. Macedonia, 4, Thrakis Likovrissi Attikis, Athens, Greece
2102815553, 6932782240, ekalerante@yahoo.gr
Abstract: Our study explores university candidates’ educational and career choices against an unstable economic background that may necessitate the reformulation and readjustment of choices to innovative concepts of advancement and future development as they may apply to youngsters of different social class and gender. The sudden call to precipitated maturity is a shock, as eighteen-year olds are now expected to sit for exams and simultaneously opt for an education-conduit to vocational security.

More specifically, we designed a case study concentrating on two different geographical areas: the Northern suburbs and western Attiki, taking into consideration the class-related socio-economic and political traits of their population. Our research also estimates the extent to which educational choices are determined by gender.

Our research utilizes closed and open-end questions to unravel the societal considerations and selection tactics of the subjects, which is semantically revealed to lead to gingerly realistic steps on the quick sand of political and economic instability.

We also profited from a multitude of interpretative versions and research bibliographies, so as to uncover the role that gender and class-related inequality plays in shaping and directing educational and vocational choices.

The crux of our problematic is centered in a liquid status quo with individuals making judgments according to the social and educational capital established in the class and gender-related correlations within the collectivity.

Our research proceeds to expose vast vistas of continually redefinable prospects, renewable explorative models and a systemic complexity that regenerate youngsters’ choices.

It is noteworthy that information has for the first time become available on education being tied to vocation, not only against the backdrop of an economic and value crisis but also the end decade-long governmental providence.

Key words: social class, gender, redefinable prospects, explorative models, youngsters’ choices
Indigenous and immigrant students’ educational choices and perceptions of parental influence

Irene Kleanthous
European University Cyprus
School of Arts and Education Sciences
6 Diogenes Str., Engomi, P.O. Box: 22006, 1516 Nicosia-Cyprus

Tel: (+357) 22713108, Fax: (+357) 22559405, Email: I.Kleanthous@euc.ac.cy

Conference stream: Sociological theory and educational reality in Higher Education

Abstract: This paper will discuss parental, ethnic/cultural and class influences on students’ decision making for future studies in Higher Education in Cyprus. The terms coined by Bourdieu, field, capital and habitus, are used to explore students’ dispositions towards mathematics and educational choices for future studies in Higher Education.

Bourdieu and Passeron (1990) argue that students’ habitus is inculcated by their family and the pedagogic work accomplished by the family. We conceptualise parental influence as a form of ‘symbolic violence’ after Bourdieu (1980) because of the unconscious effect of parental influence on students’ habitus (Bourdieu, 1996).

This study involves an exploration of the ways parental influence is perceived by students and their parents, through a diverse set of individual students’ and parents’ interviews. We sought to explore how parents use their economic, social and cultural capital (Bourdieu, 1986) in order to enhance their children’s education.

Data were collected from six middle-class indigenous students attending upper secondary schools (lyceums) in Cyprus and their parents, through semi-structured interviews. Additional data were collected from three immigrant students and their parents who originate from Syria, India and Russia.

We found that middle-class students are positively disposed towards studies in Higher Education probably because of their middle-class habitus. Surprisingly, middle-class indigenous students did not refer to their parents’ influence on their decision making for future studies in Higher Education.

On the contrary, immigrant students made their parents’ influence on their educational choices quite evident in their interviews, whilst they mentioned the devaluation of their parents’ cultural capital in the new social context (Cyprus). The immigrant students of this study seemed committed to study at university possibly as a means for social mobility.

In conclusion, we argue that the effect of parental influence on students’ habitus is largely unconscious but equally influential on students’ decision making for future studies in Higher Education. Although parental influence is unconscious, it is mediated through the capital possessed by the family. The educational choices of
indigenous/immigrant students are informed by their class habitus and contribute to the reproduction of social inequalities through the educational system.

The distribution of social and cultural capital and the forms it takes in indigenous middle-class and working-class/immigrant families is crucial for researchers seeking to understand the relation between education and stratification in modern societies.

References

The social influence on the studying decision - a case study from Thuringia (Germany)

Alexandra Kloß
University of Erfurt, Nordhäuser Straße 63, 99089 Erfurt
00493613815053, alexandra.kloss84@googlemail.com

Conference stream: Higher Education and social stratification

Abstract: This paper will show how social factors influence the studying decision. Therefore a survey in the institutions of higher education in Thuringia (Germany) took place. From the 1299 finished questionnaires 46,6% came back from female respondents, and around one third from students of the first semester.

The demographic part of the survey is giving us the chance to have a look at the social background of the students: their parents, siblings, religion, as well as their favorite school subjects. Those collected facts are giving us the chance to compare the different groups of students and their studying decision. Besides also institutional factors like the opinion about student fees and possibilities to finance a study are discussed.

The research is not only addressing the single-stage process of deciding whether to study or not. But in a further step it discusses significant differences between the factors that influenced the decision to study in every area of study. Are students from the economic department really more interested in a well-paid job than those from the conservatoire? For the students from which department is fun during the studies more important than good chances at the labor market? The analysis of the data set allows us to answer these questions as well.
Also this descriptive analysis of the sample shows the preferences in searching for information about the future profession, the role of parents during the process of decision as well as the influence of the family background on the studying decision. The basis of this work is the analysis of existing literature. Here, existing theories, such as Human capital and rational choice theories are presented and compared.

At the end we can compare the results found in the research with german and international studies about studying conditions. A two-step-cluster analysis completes the paper and generates interesting results.

How does a university degree change your life? A descriptive Analysis of the ALLBUS-Dataset in Germany

Alexandra Kloß, M.A.
University of Erfurt, Nordhäuser Straße 63, 99089 Erfurt
0361/3815053 alexandra.kloss84@googlemail.com

Conference stream: Higher Education and social stratification

Abstract: How important is a university degree for success in professional life? How does it change social contacts and leisure activities? The influence of finishing university on the monthly earnings is discussed quit often: It seems to be the ticket to a life with a higher monthly net income, higher job chances and a full time job. But is the professional life really the only thing that changes after finishing university or is it just the starting point for further differences to people with a different level of education?

This study compares the group that has obtained a university degree to the group of people who has taken part in a different or no job training in a descriptive analysis on the basis of 25,000 respondents from the Old and New Länder. It is very flashy, and often shows significant differences.

As a result of the analyzes it can be said that people who have finished their studies are feeling healthier, have better results in the BMI-Index and feel more interested in the public life than all the other respondents. They are watching less TV, and if they do so they are much more interested in political magazine program, than in soap operas.

Interestingly there is also big influence on the social environment: More than half of the spouses of university degree holders have also finished their university studies. And it also seems to have an important influence on the children. Since we are not having the information what kind of profession the children of the respondents have chosen, we still can have a look at the parents of the participants of the “German General Social Survey”. As a result it can be said, that a significantly higher number of mothers and fathers of the target group are also university degree holders.
A New Point of View for the Divergence between the Higher Education and the Prospects of Employment in the Era of the Images

Ilias E. Koromilas,
Sociology PhD, Criminology MA,
Panteion University of Social and Political Sciences, Athens, Greece.
Address: Polimnias 6, Vouliagmeni, Attica, Greece PC 16671

Tel: +306997137546, +302103385751, fax: 2103385753, Email: kantianos@gmail.com

Conference stream: Sociological theory and educational reality in Higher Education

Abstract: From the second half of the twentieth century, already the phenomenon of divergence between the higher education and the professional establishment that coincides with the cognitive fields was presented intensified all the more. This phenomenon became a case study for sociologists of education and for those of them who study the cross-cultural and internal immigration within the western world. The general opinion which -in general terms- prevailed is that this divergence comes as a result of the perpetual displacement of populations in the European Continent and the United States' borders, as well as in the fact that the continuous fluidity and polymorphism of modern economies force the postmodern subject to occupy with more than one cognitive field. What is actually required is a continuous alertness and faculty of knowledge adaptation which was acquired at the higher education to different practices, directed to labor market’s needs. However, the phenomenon is related to a series of facts such as:

1. The interesting form of inserting computer science specializations in the modern technological faculties that was observed after the 70's,
2. The reformation up to the disappearance of concrete cognitive fields of humanitarian sciences, which were forced to import at the end of the twentieth century, hard practices of logic, practices of self determination, up to practices of artificial languages, so that these fields can sweep their methodological bases from the accumulated ambiguity that burdened the reliability of sciences in this category.

In my case study, I propose a different approach to the problem, because I consider that the gap is due to an exceptionally extended use of conceptual dominant equilibriums in the Zeitgeist of the twentieth century, while this is already characterized as the Age of the Pictures. The internal contradiction is now between two things: First, the corner stone of the philosophy of language and the pedagogic past of the two previous centuries that it supports, and Second, a reality produced from simulacra which, in a level of everyday practices in the social arena, produce always more sense-based normative equilibriums.

The higher education is called to provide the students two types of cognitive tools. Firstly, the visual percepts with which one can recognize and manage with high correspondence his cognitive faculty. Secondly, the concepts with which one will be
proficient to address to the public that enjoys the results of this practice (his clientele), as well as in a wider urban team that he belongs to.

We observe, in this respect, two major questions that develop in all postmodern Mega-cities that encompass fuses of subgroups with different cultural origin and anthropological interest.

The one is the common visual percepts from the visual culture field in postmodern societies. This field consists of information technology, publicity and simulations of daily urban reality that joint the communication between the above mentioned teams and shape their daily expected behaviors (as normative equilibriums).

The other one is the different conceptual data that constitute the Preconceptual Network of all the special know-hows and know-thats of similar subgroups, which are located in the equally expert cultural differentiated past.

The higher education today, in order to be effective, must be flexible and adaptable, it must provide the students the apparatus to bridge the above two questions posed. In particular, these utensils should be based to the most possible and constant premises and result to solutions demanding higher truth value.

This presupposes the establishment of different processes of admission, different delimitation of cognitive fields and different types of classifying the abilities of the faculties' graduates.

**Access and Equity in Higher Education: A Progressive Step of Fee Reimbursement in the State of Andhra Pradesh**

M.Roja Lakshmi  
*University of Hyderabad, Hyderabad, India*  
*hcueducation@gmail.com*

V.Dileep Kumar  
*University of Hyderabad, Hyderabad, India*

Conference stream: Access and Equity in Higher Education

**Abstract:** Equity and Social justice in education has been a leading issue for many decades. This is a significant shift from special education to inclusive education around the globe including both low-income and income-rich countries. Inclusion is a philosophy that is based on values aiming to maximize participation of all in society and in higher education by minimizing exclusionary and discriminatory practices. The Fee Reimbursement Scheme is a mechanism which provided the fee to deprived sections, such as Scheduled caste and Scheduled tribes, OBCs, Minorities and by the poorer section of general category students. In Andhra Pradesh, the fee reimbursement scheme
was started in 2007, the beneficiaries under this scheme from the above sections were 11 lakhs in 2007, and it got increased to 25 lakhs in next three years.

The Fee Reimbursement scheme implemented with the motive to access higher education to various sections of downtrodden and socio-economically backward children. The State government is ready to bear the burden of the fee reimbursement scheme though the burden will be Rs.3,900 crore for 2010-11. This Scheme covers various streams of courses in both technical and non-technical in order to access higher education from elite classes to rural masses. The target groups from rural poor to disadvantaged sections of urban got benefited the equity and social justice in fee allocation, in avail of higher education. The enrolment ratio in higher education got increased, and the numerous institutions of higher education such as Engineering, Medicine, IITs, Pharmacy, MBA, MCA, colleges have grown rapidly from urban to semi-urban. Under fee reimbursement scheme the Government of Andhra Pradesh spending more than 3% of its total budget, through this scheme, 80% students got benefited and the performance of Andhra Pradesh students has improved in the national and in international institutions, and in the global level of employment A.P. students outperform their peer groups and the state become a hub of IT and Pharmacy industry. This is really a positive and progressive step towards access, equity and social justice in the field of higher education. Fee reimbursement scheme was, implied to government, government-aided and private institutions. Due to this scheme, the well equipped government institutions faced low enrolment ratio, and the students joined private institutions which do not have minimum facilities, it leads to the wastage of public money and declining the standard of government institutions.

**Key Words**: Access, Higher Education, Fee Reimbursement, Equity, social justice and Deprived

**References**


*Commissioner of Technical Education, Government of Andhra Pradesh.*

*The Hindu (English Daily), online edition of India’s National Newspaper Thursday, Jun 23, 2011.*

*Local News Papers-Eenaadu, Vartha, Andhra Jyothi, Shakshi (vernacular language news Bulletins and papers.*

*Commissioner of Higher Education, Government of Andhra Pradesh.*

**Study success in higher education: in search of policy relevant factors at the student level**

**Steven Lenaers**

*Postdoctoral Researcher, Hasselt University, Campus Diepenbeek, Agoralaan – Gebouw D, BE 3590 Diepenbeek, Belgium*
Abstract: In Belgium, the Flemish Ministry of Education has recently introduced policies to improve the very low academic success rates of disadvantaged groups in higher education. The Flemish Finance Decree for Higher Education of 2008 foresees additional funds up to 83.6 million euro to universities and colleges according to the number of scholarship students, working students and students with disabilities enrolled. An additional Incentive Fund of 6 million euro/year provides funds to universities and colleges to develop policies for the enhancement of academic success of other disadvantaged groups, such as students from ethnic minorities, students with inadequate training, returning students or students with parental responsibilities.

This paper evaluates the suitability of the criteria used by the Ministry to allocate additional funding. Specifically, we examine in how far the criteria on which additional funding is allocated reflect the profiles of students who underperform (and are thus in need of additional support). By so doing, we assess the effectiveness of the policy in improving the upward mobility of socially disadvantaged students.

Quantitative multivariate analyses are conducted on the administrative data of the first Bachelor year student population in one Flemish university for two academic years (enrolment in 2006 and 2007) to find out which disadvantage factors weigh more heavily on academic success and to compare them with policy criteria. Quantitative analyses include bivariate statistics as well as binomial logit models.

Analyses show that the categories of students explicitly mentioned by the Flemish Decree on Higher Education to entitle universities and colleges to additional structural funding are not a good proxy for all disadvantaged students, nor do they represent the weakest category of students in terms of academic success. This result severely questions the relevance of the current funding system.

A Case Study in Cyprus: The Education of a child with speech and language problems

Aggela Liasidou
University of Cyprus/ Valestra B11, 7060, Larnaca, Cyprus

Stella Perikleous
University of Cyprus/ Rigenas 11, 4529, Limmasol, Cyprus

Tel: 0030 99764881, Email: stellaperikleous@hotmail.com
Abstract: Part of the process towards Inclusive Education, is to identify the problems of the current situation in education (Barton, 2008). In Cyprus, twelve years after the passing of the integrational legislation 113(I)/99, there are many problems that hinder the education of children deviating from the norm.

The purpose of this article is to present the results of a case study conducted in the context of our Master’s programme in Inclusive Education. The goal of the study was to study the education of a child with speech and language problems in the first grade of a primary school in Cyprus.

Semi-structured interviews and observations were used as a means of collecting data. Data analysis concentrated on the interview transcripts and the recorded observation data. The data was codified, categorized in thematic units and linked to existing bibliography.

The most interesting result emerging from this piece of research is that the Cypriot Educational System is unable to offer equal educational opportunities to a child who deviates from the norm. Specifically, integration is not addressed as a matter of priority in everyday school life. Neither is it viewed through a pedagogical approach. There seems to be a strong belief among professionals that only through individualized teaching can the student achieve academic progress. Therefore, the child’s proper attendance of the general classroom was not the main target.

There was no differentiation by the general teacher during classroom teaching. Curriculum was an additional factor contributing to lack of course differentiation and generally assisting in the failure to successfully integrate the child within the school community. Barriers were also identified in the student’s timetable. It was observed that an emphasis was placed to student weaknesses instead of her strengths, and there was a tendency to attribute additional disabilities to her. An important problem in the child’s education proved to be the lack of cooperation within school and also between the school and the child’s family. Finally, the child’s relationship with her peers in school was minimal and superficial, and there was no concern among professionals about her social development.

The research shows that Primary Education in Cyprus still presents many challenges for a child who deviates from the norm, even a little. Instead of creating the conditions for an inclusive school which accepts and respects difference, it continues to implement dividing practices.
Accessibility of Cypriot University Websites in Cyprus

Katerina Mavrou  
*Department of Educational Sciences, European University Cyprus*  
Tel. +357 22559485 fax: +357 22559405, e-mail: [K.Mavrou@euc.ac.cy](mailto:K.Mavrou@euc.ac.cy)

Eleni Michailidou  
*Department of Multimedia and Graphic Arts, Cyprus University of Technology*

Panayiotis Zaphiris  
*Department of Multimedia and Graphic Arts, Cyprus University of Technology*

Conference stream: Access and Equality in Higher Education

**Abstract:** Access and equity in higher education is a complicated discipline related to social, economical, technological and political developments in a country. This paper is a work in progress and it aims to discuss issues of accessibility in Higher education regarding equal opportunities in the use of technology for students with disabilities. Accessibility to technology and with technology, especially in the internet era, includes different types of physical and digital design. These not only refer to specialised interface devices often referred to as assistive technology, but also to the accessibility of the web itself (Zaphiris & Zacharia, 2001). Examining access in higher education from the point of view of technology, this paper aims to:

1. briefly present and discuss the provisions of the current Cyprus and European legislation regarding the use of accessible technology and access to technology (and the use of the web) in higher education for students with disabilities.
2. investigate the ways universities respond to the needs of their students with disabilities regarding the use of accessible technology and access to technology
3. analyze the accessibility of the Cyprus universities’ web sites

Data collection involves: (a) analysis of Cyprus and European documentation, (b) interviews with officers of the student affairs and welfare departments of each university and (c) expert accessibility evaluation of the websites of all universities in Cyprus.

The educational system in Cyprus is highly centralised and policies of funding, administration and pedagogy are centrally developed by the government (Symeonidou, 2002). Education is compulsory until the age of 15, and almost 100% of the students continue their education in the lyceum or technical school, and the majority continue in further and higher education, in Cyprus and abroad. With the establishment of 3 public and 4 private universities in the country the numbers of student continuing in higher education are highly increase in the last 4 years, including an important number of students with disabilities. Provision for the education of students with disabilities is traditionally called by the 1999 Education Act for the Education of Children with Special Needs (MOEC, 1999), which was formally implemented in 2001. Preliminary data and information from previous studies evidenced that among others, the legislation is
covering general issues of accessibility (cognitive, physical and communication), which also may imply technology, without though providing any specific guidelines (Mavrou, 2011). In addition, it provides relevant directions for higher education, but mainly poses the responsibility to the higher educational institutions. Hence, issues of accessibility and technology do not seem to be officially directed by legislation or regulations and guidelines by the Cyprus government, at any level of education or other sectors, even if the country have signed relevant EU conventions and documentation.

Accessibility for information on the Web has been well regulated in the United States (U.S.) and the European Commission (DRC, 2004; Section508, 2011). The European approach to ensuring the availability of accessible information on public Web sites is encapsulated in the eEurope Action Plan 2002 which emphasises that, “Public sector web sites [...] must be designed to be accessible to ensure that citizens with disabilities can access information and take full advantage of the potential for e-government” (EU Commission, 2000). Unfortunately the Cypriot legislature is not yet in line with the European action plan on the issue of web accessibility. There are no specific legislative or regulatory measures regarding eAccessibility for public or private websites in Cyprus (eInclusion). However, Article 16 of the new EU Structural Funds regulations is expected to have an impact on eAccessibility and as Cyprus has signed the Convention, now Article 9 sets forth the obligation of the country to ensure accessibility to the Internet (but it is not a legislation).

As per eInclusion in Cyprus, it was planned that within 2010, these sites would be further enhanced based on WCAG 2.0, level AA (EU. 2010). To our knowledge, only one previous study has analyzed Cypriot web sites with respect to accessibility via automated testing on WCAG1.0 (Zaphiris & Zacharia, 2001). The results showed that the Cyprus websites, including academic websites, were ranked very low in terms of accessibility (only 20% of them were Bobby approved). The present study, aims to investigate the accessibility of new technologies, especially the web, of universities, 10 years after the first study, as well as after Cyprus joined the EU where signed relevant conventions and documents.

References
The Opportunity Cost of Higher Education in a Changing Society: The Case of Iran

Mohammad Mazidi
Shiraz University, Iran

mmazidi52@gmail.com

Conference stream: The links between Higher Education and the demand for Social Justice

Abstract: Scarcity of resources is one of the more basic concepts of economics. Scarcity necessitates trade-offs, and trade-offs result in an opportunity cost. While the cost of a good or service often is thought of in monetary terms, the opportunity cost of a decision is based on what must be given up (the next best alternative) as a result of the decision. Any decision that involves a choice between two or more options has an opportunity cost. The opportunity cost of higher education has been considered as a challenging issue in many developing nations. Investment in higher education in Iran has been increased since past two decades. Although Iran has demonstrated the fastest rate of growth of any country, including Brazil, Russia, India and China (the BRIC countries) in its scientific production (84 times at the world level between 1990 and 2009) as a result of the increased investment in its higher education program, but it certainly has affected the other options of investment in the country. The critical question is that what would have been to be the next best alternative for investment in Iran if they were not supposed to invest in their higher education? This question and other related issues are going to be argued and discussed throughout the article, using several tables of information, and some conclusion together with a few recommendations will be presented from the discussion.

Introduction: Opportunity cost is the cost related to the next-best choice available to someone who has picked between several mutually exclusive choices.1 It is a key concept in economics. It has been described as expressing "the basic relationship between scarcity and choice."2 The notion of opportunity cost plays a crucial part in ensuring that scarce resources are used efficiently.3 Thus, opportunity costs are not restricted to monetary or financial costs: the real cost of output forgone, lost time, pleasure or any other benefit that provides utility should also be considered opportunity costs. This concept was first developed by John Stuart Mill.4 The consideration of opportunity costs is one of the key differences between the concepts of economic cost and accounting cost. Assessing opportunity costs is fundamental to assessing the true cost of any course of action. In the case where there is no explicit accounting or monetary cost (price) attached to a course of action, or the explicit accounting or monetary cost is low, then, ignoring opportunity costs may produce the illusion that its benefits cost nothing at all. The unseen opportunity costs then become the implicit


hidden costs of that course of action. Note that opportunity cost is not the sum of the available alternatives when those alternatives are, in turn, mutually exclusive to each other. The opportunity cost of the city’s decision to build the hospital on its vacant land is the loss of the land for a sporting center, or the inability to use the land for a parking lot, or the money which could have been made from selling the land, as use for any one of those purposes would preclude the possibility to implement any of the others. However, most opportunities are difficult to compare. Opportunity cost has been seen as the foundation of the marginal theory of value as well as the theory of time and money. The concept of opportunity cost has been widely used in economics of education throughout the world, especially in the economically developed nations such as the US and the UK after the Second World War. The opportunity cost of going to college is the money one would have earned if he/she worked instead. On the one hand, one loses four years of salary while getting his or her degree; on the other hand, one hopes to earn more during his/her career. The opportunity costs of higher education have been risen both in the national and personal terms. That is, the investment in the higher education, in a country may reduces the chance of the investment in another part, namely, agriculture, health, industry, social welfare and or etc.

The opportunity cost of higher education in the Islamic Republic of Iran has been growing rapidly since the past two decades due to the increased number of students entering into the colleges and universities (1,300,000 students in 1990’s vs. 3,800,000 students in 2009). Costs of higher education for students are free for all the state-controlled universities in Iran. In addition, the number of girls entering the higher education program have been increased rapidly from around %24 in 1990’s to more than %70 in 2009. Most of the graduated girl students do not enter into the job market or are not able to find a suitable or the right job in relation to their fields of specialization. In other words, they “do not” or “can not” perform a productive job. This may results to Brain Drain problem which I believe is one of the real threaten social factor in the era of Globalization in Iran.

These all together seem to be the most related factors in increasing the opportunity costs of higher education in Iran. These issues will be discussed through presenting the relevant data and some conclusions and recommendations will be presented.

**Key Words:** Opportunity cost; Iran Higher Education; Costs of higher education; Brain Drain.

---

**First Generation Academics: A Comparison Between East and West Germany**

**Ingrid Miethe**

*Justus-Liebig-Universität Giessen, Department for Education*  
*Karl-Glöckner-Straße 21 B, D-35394 Gießen*
Abstract

Problem: Different political systems provide different educational opportunities to participate in higher education. Drawing on Germany since 1945, two different political systems pursued similar policies to promote higher education: While these policies were ideologically motivated in the socialistic eastern part (Miethe 2007; Below 2009), the western policies were influenced by an intellectual debate on non-equal opportunities initialized by Picht (1964) and Dahrendorf (1965). Consequently, mobility rates increased until a reverse trend set in since the 1990’s (Pollak 2010). Though traditional disparities changed, access to higher education is still determined by social disparities (Becker 2009; Müller et al. 2009).

Approach: Whereas previous quantitative studies could only indicate disparities, the DFG-research project presented here explores how political, institutional and habitual aspects interrelate. In doing so, the study examines whether a micromacro link can be identified by reconstructing higher educational pathways of first generation academics on the one hand. On the other hand, the study takes a different approach – from barriers to resources.

Method: The investigation started in November 2010 and will be finished in October 2013. Empirical data are carried out from a dual perspective:

Level 1: Determining the Prevailing Structures of Political Opportunity
The concept of political opportunity structures (Eisinger 1973; Tarrow 1991) permits a meso and macro-level characterization of different opportunities for educational advancement. This level involves tracing the development of educational policy and statistical data on the social structures in East and West Germany.

Level 2: Biographical Reconstruction
On this level, the study reconstructs biographies to reveal the ways in which individuals utilized the given political opportunity structure, the effects of family experiences of socialization and education, and other factors such as positive framing that may have been useful for successful educational advancement. The reconstructions are based on narrative interviews (Schütze 1983) which were analyzed by hermeneutic case reconstruction (Rosenthal 1995). The question under study leads to a sample of three generations which are characterized by different opportunity structures in the 1950s, 1970s, and 1990s.
First Results
The presentation introduces the first three types giving insight in educational upward mobility of first generation academics:

**Type 1: “Heteronomously generated educational upward mobility”**
Protagonists of this type express less biographical ambition and specificity in their career plans. Their patterns of career are created by an institution or organization, e.g. church, military etc.

**Type 2: “Educational upward mobility structured by social change”**
Protagonists are forced to re-orientate facing a loss of traditional structures in different societal spheres of their immediate life world, e.g. in the course of economical change of employment and branches (e.g. coal mining), or social change of gender roles.

**Type 3: “Educational upward mobility initialized by social movements”**
Protagonists who are taking part in social movements obtain public acknowledgement of their working class background. They also become socialized in educated middle-class habitus and were integrated in social networks.

In conclusion: It is up to the presentation to show how single case biographies are related to the structural conditions on the macro level represented by both political systems in East and West Germany at a particular time. Hence the presentation gives space to theoretical discussions.

References

A comparative study of the role of higher education in Equal Opportunities policies

Alejandra Montané López
Department of Teaching and Learning and Educational Organization, Faculty of Education, University of Barcelona

Maite Barrios
Department of Methodology of Behavioural Sciences, Faculty of Library and Information Science, University of Barcelona

Trinidad Mentado Labao
Department of Teaching and Learning and Educational Organization, Faculty of Education, University of Barcelona

M. Carmen Olivé
Department of Fundamental Care and Medical-Surgical Nursing, Nursing School. University of Barcelona

Anna Villarroya
Department of Public Economy, Political Economy and Spanish Economy, Faculty of Library and Information Science, University of Barcelona

Tel: 00 34 934037021, Fax: 00 34 934035772, E-Mail: annavillarroya@ub.edu

Conference stream: Links between Higher Education and the demand for Social Justice

Abstract: Few regions in the world have higher levels of inequality in education than Latin America and the Caribbean. The provision of equal opportunities for males and females is a vital issue in the attempts to redress this inequality.

Policies in support of equal opportunities for males and females may cover different aspects of life and society, and vary hugely from country to country. Polices have been implemented in primary and secondary education, and in some countries in higher education as well. This involvement of the state in the promotion of equal opportunities allows an analysis based on the concepts of social justice (Sen, A.1999, 2002, 2003, 2009), development and political relevance.

This paper examines equal opportunities policies in fourteen Latin American countries (Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Paraguay, Peru, and Uruguay) in relation to higher education and to knowledge in general.
This is the first phase of an ongoing study of social cohesion and the relevance of higher education in Latin America (the Inter-university Framework Program for Equity and Social Cohesion Policies in Higher Education, called RIAIPE3, under the ALFA III program). One of the key themes in the project is gender equality. The project also makes a comparative analysis using the Inequality-Adjusted Human Development Index (IHDI) developed by the United Nations Development Programme (UNDP).

Our analysis of documentary evidence highlights the regional trends regarding the association between the political relevance assigned to higher education and knowledge and equality of opportunities between males and females.

**Attitudes of Greek and Turkish Cypriot University students towards the “other”: The role of Higher Education in divided Cyprus.**

*Andri Neophytou*

*PhD candidate in Social Sciences (University of Eastern Finland/Department of Social Sciences), Teacher in Cypriot Primary schools*

*Address: 3, Agias Fotinis str., Aglantjia, Nicosia, 2102 Cyprus*

*Tel: 99-520980, E-mail: andri1us@yahoo.gr*

Conference stream: The role of Higher Education in conflict/divided societies

**Abstract:** Throughout the study of attitudes of 181 Greek and Turkish University students towards each other, the conceptions and misconceptions about themselves and the “other”, many important messages come to surface, that make us reconsider the role of Higher Education in Cyprus. The role of nationalism (*national/ cultural identity construction, feelings of belonging, issues of language and religion*), proximity with the other (*what the person has heard/ seen/ read lived experienced about the other*), and contact with other cultures (*what the person has heard/ seen/ read/ lived and experienced about other cultures, in East and West, except the Cypriot one*) appear to play an important role behind the formation of negative/positive attitudes, prejudice and racism that has been observed.

In the context of the above theoretical framework, the definition of *attitude* is given by different perspectives from 1918 until today. Additionally several theories of *nationalism* and *otherness* are developed. Nationalism is studied under the perspective of modernity (Anderson, Gellner, Giddens, Brass, Breuilly) primordialism (Shils, Geertz, 1 The research took place in the spring of 2009, in four Universities in South Nicosia (Greek Cypriots) and two in North Nicosia (Turkish Cypriots). In order to study the attitudes of Greek and Turkish Cypriot students a closed type questionnaire (written in both languages) was prepared and distributed to the students personally, by the researcher. The total number of the collected questionnaires was 400. The research was done in the context of the author’s PhD thesis obligations (University of Eastern Finland, Department of Sociology), which is still on progress, and it’s about to finish.

Van de Berghe), ethno-symbolism (Smith, Schafer) and some new approaches, like banal nationalism (Billig) and post-modernism (Bauman, Hall). The production and reproduction of ‘us’ and ‘them’, are analysed. Theories of inter-group contact (e.g. Allport, 1954) are also used in the study, in order to define the level of proximity with the “other”. Intercultural communication approaches (e.g. Gudykunst, 1994) and the distinction between high and low context cultures, (Edward T. Hall, 1976) individualistic and collectivistic cultures have been considered into the formation of the variable “contact with other cultures”.

According to the results derived by the statistical analysis, attitude is positively correlated to “proximity with the other”, “contact with other cultures”, and “nationalism”. “Contact with other cultures” and “proximity with the other” are also correlated. The results have showed that Greek Cypriot University students have significantly more negative attitude towards the Turkish Cypriots, compared to the Turkish Cypriots. Greek and Turkish Cypriot University students appear to have a positive to neutral attitude towards their own cultures and a negative to neutral attitude towards the “other culture”. Still, Turkish Cypriot students have significantly more positive attitude towards their own culture and towards the “other culture”, compared to the Greek Cypriots. Turkish Cypriot students appear to have had exposure to “other cultures” and to the “other” at a higher level compared to Greek Cypriot students. Overall, Greek Cypriot students seem to have a more nationalistic attitude compared to Turkish Cypriots.

The role of Higher Education in Cyprus (see also Said and Huntington) appears to be very important in reference to the attitudes both of Greek and Turkish University students. Initially, there should be some awareness of the attitudes of all Cypriot students towards the “other”, towards the existing situation, towards future co-existence, and of the hidden reasons behind students’ attitudes. Therefore, research in this field should be encouraged. Education seems to be crucial into the formation and development of students’ attitudes towards the “other” in protracted, conflicting societies, like the Cypriot one. Democracy, through Higher Education, should be reconsidered in all levels. Additionally, students should be more motivated into travelling abroad and meeting other cultures. Bi-communal co-operation and exchange of ideas, in Tertiary Education is judged necessary. Education can contribute to the solution of the conflict.

A Research on the Utilization of the University Library in the Study Conducted By the Students Community in the Humanitarian Studies

Simeon Nikolidakis
University of Peloponnese

Email: simosnikoli@yahoo.gr

Fotini Anastasopoulou
University of Peloponnese
Abstract: During the past twenty years, the changes that have been taking place in all the grades of education concern, primarily, the adaptation of new technologies in the educational system as an overall, while new considerations are emerging all the time about the effectiveness of the new methods in the educational procedure.

The attempt to modernize libraries as well as the new potentials offered by the technological evolution lead to the realization of the current research which deals with the utilization of the university libraries and, in particular, of the Universities of Athens and Peloponnese, for the promotion of research programs and studies that concern the philosophical and human studies.

The question is, if the students of these faculties, both on an undergraduate and a postgraduate level, utilize the potentials that are offered by the university library, in order to realize any study and, moreover, to what degree are the libraries satisfactorily equipped, so that they can meet the needs of modern education. Besides, both the students’ interest for research programs and the readiness by which the university community receives the innovations are important parameters, so that with the proper orientation, information and perfect training the appropriate motives for the students are created.

Within the department of Philology of the University of Peloponnese, the students’ stances, perceptions and suggestions are examined as a case study. The sample is especially comprised by third and fourth year students that carry out projects and participate in research programs. We have decided to use quantitative and qualitative methods for the most complete understanding of the issue. We have utilized questionnaires with open and close type questions, and on the second level, interviews right after the study of the initial questionnaires, so that the stances of the people being questioned are clarified and the initial research cases are re-controlled. The comparative approach between the two institutions, one of which is central and the other one is provincial, will contribute to the understanding of the students’ stances and perceptions regarding the University library, its completeness, effectiveness and easy use, in the framework of an early research procedure. The low percentage of students stating that they visit the school library, as well as the absence of motives for the students’ engagement with research is remarkable. For the analysis of the statistics, the methods SPSS and N-VIVO for statistic results were used aiming at the accuracy of conclusions and the estimation of possible divergence in the sample.

“Gender Studies” programs in Higher Education in Greece

Eleni Nina-Pazarzi
Professor of Sociology, University of Piraeus
enina04@yahoo.gr

Abstract: This paper presents the issue of Gender Studies programs in Higher Education as an expression of the recognition of the demands for equity, participation and social
justice. Gender studies or Gender equality studies is a dynamic area which characterized by a plurality of political and theoretical views. These programs are the outcome of both women’s movement all over the world but also of the changes occurred in societies.

A special reference will be presented for the introduction of such courses and programs in Greek Universities, especially during the last decade due to the European funding of such programs (EPEAEK-Educational and Occupational Training Program of the Greek Ministry of Education, sponsored by the European Union). The critical analysis of the impact of the establishment of these programs and of the role of higher education in promoting gender equality will designate the main issues and problems of this area of studies.

Views of Punjub Indian students in Cyprus on higher education and migration

Andreas Onoufriou
University of Cyprus
androhilou@hotmail.com

Conference stream: Multiculturalism and immigrants in Higher Education

Abstract: This study explores the views of Punjub Indian students in Cyprus on higher education and migration. Drawing on interviews with eight male students and on discussions with one focus group consisting of four male students, it will be argued that most of the students from north countries perceive Cyprus and higher education as a way out of poverty and as a chance to get a visa so that they can work and find new routes to Europe. Young students tried hard to adopt in an unfriendly environment, far away from home, where they are mostly treded as “money” in a tough business which is called “private higher education”. Their everyday experiences (of being a student in a place where to be a non European is considered as a curse), are full of pain, agony and frustration. A constant struggle to handle over expensive fees, xenophobia and everyday survival in a so called European destination where early expectations are prove to be far from truth. The participants interviewed expressed the idea that in the cultural milieu of Cyprus there is hardly a space for communication, tolerance and acceptance if your skin color, your religion and your food habits are different.

In a Different Voice? How do Women Department Chairs in Academia Construe the Meaning of their Roles and Position

Michal Palgi
Max Stern Academic College of Emek Yezreel, Israel

Helena Desivilya
Max Stern Academic College of Emek Yezreel, Israel
Abstract: The current research aimed at studying the experiences and organizational challenges of women faculty members who accepted the managerial position of department chairs. The study explored the following issues: How women managers in academia construe the meaning of their roles and position? What is their managerial philosophy and actual organizational practices? How do their professional socialization, gender and career patterns shape their professional identity and determine their managerial style? How do they evaluate their organizational power and influence?

We examined the fit between the participants' managerial rhetoric and their actual practices, focusing on women-managers' preferences with respect to organizational processes such as decision-making, human resources development and conflict management patterns.

The study was exploratory and interdisciplinary in nature. We used qualitative methodology: collected data via in-depth semi-structured interviews, subsequently deriving the main themes and categories by means of content analysis. Eleven women department chairs in various public colleges in Israel participated in the study.

The findings suggest that women-managers in academia speak in a different voice in line with the contentions of prominent gender scholars such as Gilligan and Acker. The study participants revealed communal proclivities, reflected in their concern for the academic institution, the department staff (faculty), clear preference for collaborative decision-making and participative management while compromising their interests for advancement. Women managers in academia seem fully aware of the gendered nature of their organizations (do not exhibit "gender blindness"), albeit they appear to confirm gender stereotypes with regard to women's managerial styles especially as manifested in their negotiation patterns. They experience difficulties in asserting the legitimacy of their position and claiming value in negotiating their job conditions, especially concerning their salaries. Notwithstanding this weakness, women-managers in academia exert their agency at the local-departmental level and gradually develop their own social networks through women-mentors in academic institutions. Thus, they appear to engage the organizational challenges of management in academia.
Iasonas Lamprianou  
*University of Cyprus, Nicosia*

Conference stream: Multiculturalism and immigrants in Higher Education

**Abstract:** According to official statistics, migration is one of the most important factors behind the increase of the population in Cyprus. The Ministry of Education is setting up mechanisms by which to support the children of immigrants, facilitate their access to education and increase the retention rate. However, these efforts do not necessarily yield a higher chance for immigrants to obtain access to higher education. The paper is based on an on-going empirical sociological research exploring the role of immigrant families when they structure the educational choices of their youngsters at all levels of the educational system in Cyprus. Quantitative data are being collected about the number of immigrant dropouts from the educational system, at different levels of education. The research also focuses on the important transitional point where the youngsters have the opportunity to progress to higher education. In-depth qualitative data from ethnographic fieldwork are also analysed in order to identify the role of the cultural capital and the social capital of families regarding educational choices at all levels of education – but especially at the transitional point from the upper secondary to the higher education.

---

Liliana Pascueiro  
*Research Grant Holder, CesNova – Centro de Estudos em Sociologia, FCSH/UNL*  
Av. de Berna, Edifício FCSH-ID, 3º piso, sala 3.14  
Endereço Postal: Av. de Berna, 26 C 1069-061 LISBOA – Portugal

Conference stream: Expansion/Massification of Higher Education and social mobility

**Abstract:** We intended to develop a boarding to the problematic of the democratization of the access to High Education, having in account the characteristics of a public who has come to grow considerably in proportional terms in the universe of the university’s students: the adult population. Its numerical representation and the public politics of incentive to its integration in the High Education’s systems would have to lead the access this system to a democratic one. However, the reality seems to lead us to other conclusions of the phenomenon. The increase of the number of adult students in the system will contribute for the widening of the social diversity of the High Education public? It will be the access of this population equal in terms of preferences in study areas? Or it will continue to be a elitist system? They are some of the questions that integrate the present reflection.
Structure and Organization of Naval Education in Greece

Michalis Pazarzis
Associate Professor, University of Piraeus
enina04@yahoo.gr

Conference stream: Synergies between private and public Universities

Abstract: Naval education is Greece is an institution different from other educational institutions. A basic element of this differentiation is the fact that it is not supervised by the Ministry of Education but of the Ministry of Development, Competitiveness and Shipping. The main goal of this system is to provide education and professional training to staff that will undertake the command of ships. The profession is characterized by work conditions, and hence way of life, that are completely different from professions in the mainland. These divergences are necessary to be taken into account and to constitute the basis for the criteria of selection of candidates for the naval academies as well as for the content, the structure and the basic goals of the educational system of persons who are going to follow this profession. This paper will look into and analyze the Greek naval educational system and propositions will be made for a new system of education and training of seamen. This system will give the graduates the appropriate knowledge and necessary experience in order to decide to use it as professionals in the sea and not to be employed in professions of mainland.

Using the construct of Didactic Contract to understand student transition into university mathematics education

Birgit Pepin
Sør-Trøndelag University College, Trondheim, Norway
Tel: +47 95471895; fax: +47 73559851; birgit.pepin@hist.no

Conference stream: Sociological theory and educational reality in Higher Education

Abstract: In this study the concept of Didactic Contract has been used to investigate student ‘transition’ from upper secondary into university mathematics education. The findings are anchored in data from the TransMaths project, more particularly the case of an ethnic minority student’s journey from his school to a university mathematics course taught at a large inner city university in England. Results show that there is a ‘Transformation (or rupture) of Didactic Contract’ from school to university mathematics and that this is likely to have serious consequences for students’ success, or failure, at this crossroads of students’ mathematical development, in particular if students are left to ‘bridge the gap’ from one contract to the other. Further, I have argued that in order to help to smoothen the passage, a refinement of the Didactic Contract is helpful, a re-conceptualisation in terms of ‘Normative Didactic Contract’ and ‘Personal Didactic Contract’, and each needs to be considered at each level of development. This is likely to
raise awareness about the necessary conditions for success at both sides of the transition junction, and providing appropriate support for students at both levels is likely to provide access for more students to successfully stay in higher education mathematics.

**A content analysis: Disability in the four gospels. How are disability and illness approached by Orthodox Christianity?**

**Stella Perikleous**  
*University of Cyprus/ Rigenas 11, 4529, Limmasol, Cyprus*  
0030 99764881, stellaperikleous@hotmail.com

**Aggela Liasidou**  
*University of Cyprus/ Valestra B11, 7060, Larnaca, Cyprus*

**Helen Phtiaka**  
*University of Cyprus/ Department of Education, Dramas 11-13, P.O. Box 20537, CY-1678 Nicosia, Cyprus*

Conference stream: The links between Higher Education and the demand for Social Justice

**Abstract:** The present article shows how higher education can contribute to social justice. It presents a piece of research conducted in the course of our graduate studies. The research focuses on the relationship between disability and illness on one hand and by Orthodox Christianity on the other.

The study aims to contribute to a better understanding of how disability is experienced by the religious disabled Cypriots. In Cyprus, the Greek Orthodox tradition is one of the key elements of the culture. The philosophy, world view, values and traditions of Orthodoxy, have nurtured - and continue to nurture - the island for nearly two millennia. It is therefore inevitable that they have played a significant role in the approach to disability.

The analysis follows the qualitative methodology of content analysis. The content analysis undertaken in the present study was based on the four gospels of the New Testament; Matthew, Marcus, Luke and John. The life, perceptions and beliefs of Christ are presented in these texts and bear the values preached by Christianity.

The major finding of the project is that the teaching and conduct of Christ to the disabled people of his time as represented in the gospels, is liberating towards the oppressed disabled. The manner in which Christ approached the disabled people was unprecedented for his time, and more often than not opposed to existing social practices. He refuted notions which considered disability as a result of punishment from
God, and treated the disabled person like everyone else, seeing, and often treating, beyond the disability the deeper spiritual state of the person.

Jesus’ treatment of the disabled or the sick should not be confused with the phenomenon of normalization, because in their case we have a full recovery of body and soul. Therefore the treatment must not be construed as non-acceptance of disability. Miraculous treatments are part of the saving mission of Christ and signs of His divine origin and not a demonstration of His power. Thus the value of the treatment is not limited to the rehabilitation of the disabled person, but is seen as a benefit to all mankind being a manifestation of God. Moreover, value is given to the purpose of disability and not the causes of it, encouraging its acceptance as a means of faith and hope.

We therefore conclude that the teachings of Christ affect the way disability is treated by the Greek Orthodox Church. Its approach, when conversant with them, contributes to the liberation of the disabled people. Therefore more research is needed to facilitate our knowledge and help avoid any misunderstandings regarding disability as a punishment from God, which are sometimes still put forward by ignorant religious persons.

Inclusion of Disabled Children in Primary Schools in Cyprus: quality education for all?

Myria Pieridou
PhD Candidate – University of Cyprus, Agiou Demetriou 6A, 2720 Akaki, Nicosia, Cyprus
Tel. (+357) 999 70231, email: myriapieridou@yahoo.com

Helen Phtiaka
Associate Professor – Department of Education, University of Cyprus, PO Box: 20537, 1678 Nicosia, Cyprus

Conference Stream: Preparing for Inclusion in Higher Education: Inclusion in Primary and Secondary Education

Abstract: After a long period of segregation of disabled children in special schools and institutions, Cyprus legitimized integration in education in 1999 with the 113(I)/99 Law. According to this legislation, all disabled children have the right to be integrated in mainstream settings and educated alongside their peers. One of its main provisions refers to the existence of special units established in mainstream primary schools, where designated disabled children receive individual support and tutoring (Phtiaka, 2006). Even though the use of special units in mainstream educational settings is a common practice for the education of children categorized in the existing Law as having ‘special educational needs’ (SEN), it demonstrates how inclusive education policies can inscribe exclusive provisions (Slee and Allan, 2001). Vislie (2003) notes that the special education system can be reorganized and reproduced in the name of integration, something that enables the mainstream school to remain unaltered in terms of culture and pedagogy. In
the case of Cyprus, the establishment of a mechanism for children’s detection, assessment and re-evaluation in multidisciplinary committees, the allocation of resources and the creation of special classes allow for the continuation of a segregated provision in education regardless of the fact that this ought to be provided in mainstream schools (Symeonidou and Phtiaka, 2009).

Within the framework of a study entitled “The social and educational inclusion of disabled children in mainstream schools: The case of Cyprus”, we examined the function of a special unit in a mainstream school. This paper describes the operation of this unit in terms of policy and practice and reveals differences amongst stakeholders’ views regarding its role and functioning. Research methodology involved a critical analysis of the legislation in force, non-participant observation of seven disabled children attending the special unit for three months and semi-structured interviews with the children’s parents and special, mainstream and assistant teachers. Fieldwork data was recorded in the researcher’s diary, daily observation sheets and interview transcripts. The analysis of the research findings revealed differences amongst stakeholders’ attitudes with regards to the autonomous operation of the special unit, the absence of a specific curriculum and the implementation of children’s declared timetable. The observation suggested that the withdrawal of disabled children from the mainstream classroom into the special unit had serious implications on their educational and social development.

References

Equity and Social Cohesion in Higher Education – The Riape3 Project

Ana Maria Seixas
University of Coimbra

Francesc Hernandez
University of Valencia

Elsa Estrela
University Lusophone, Lisbon

elsaestrela@gmail.com
Abstract: The INTERUNIVERSITY FRAMEWORK PROGRAM FOR EQUITY AND SOCIAL COHESION POLICIES IN HIGHER EDUCATION IN LATIN AMERICA, called RIAIPE3, is an ongoing project still in course that involves a large cooperation network from Europe and Latin America, composed of Universities from 14 Latin American countries (Argentina, Brazil, Bolivia, Chile, Colombia, Cuba, Costa Rica, El Salvador, Mexico, Guatemala, Honduras, Paraguay, Peru and Uruguay) and 6 EU countries (Portugal, Spain, France, Holland, Italy and UK), having also as associates the University of Bologna (Italy), the Universidade Federal da Paraíba (Brasil) and the Organization of Iberoamerican States (OEI).

The RIAIPE3 network focuses on the issue of equity and social relevance of higher education institutions (HEIs) in a context of profound inequality and major expectations in the construction of a Higher Education Space consistent with the approach of knowledge societies and based on social cohesion. This network has currently as its main objective the reformation and modernization of higher education systems and institutions in the participating countries from Latin America, paying special attention to the disadvantaged and vulnerable groups and to the poorest countries in the region. The RIAIPE3 project is meant to involve not only HEIs and researchers, but also decision makers and stakeholders and intends to reach out to vulnerable population, women, educational community, indigenous population and black students. The Institutions of Higher Education in Europe will also absorb the best practices of partner institutions, contributing to a process of learning and improvement policy.

The main problematic of this network can be synthesized as follows:
- Access to Higher Education in the various regions and within Latin American countries themselves;
- The persistence of students in HEIs;
- The mobility of students and researchers in Latin America;
- The current processes of transformation of higher education in Latin America;
- The relationship between the internal working rational of the Latin American HEIs and the real social problems;
- The study plans and traditional educational practices in the Latin American universities;
- The Latin American HEIs’ role and proactivity in the formulation of public policies for the development of a knowledge society and the Common Area of Higher Education in Latin America;
- The territorial logics presents either in policy or in practices to overcome inequalities;
- The connection between HEIs and social problems;
- Coordination between different HEIs as the key to the development of social cohesion.

The project is divided into three phases: phase I - the diagnosis and design of action plans for enhanced equity and social cohesion in the Latin American HEIs; phase II: implementation and evaluation of action plans; phase III: implementation and dissemination of the Inter-University Framework Programme, establishing coordination units and academic units, as well as stable structures and mechanisms of coordination between the players involved.
This working group has two main objectives. The first is to present this project and discuss its conceptual design and management structure. The second is to discuss some of the results of the institutional, national and regional diagnosis of (in)equity in higher education, emphasizing the specific strengths and weakness of the participant institutions and higher education systems. The differences between institutions and regions and within different dimensions of equity in higher education will be discussed, as well as examples of best practices to deal with different obstacles and vulnerable target groups.

Class and gender segregation: the case of the Chilean Higher Education System
(work in progress)

Jeannette Silva-Flores
Sociology Department, University of Warwick, Coventry-UK, CV4 7AL

Conference stream: Access and equity in Higher Education

Abstract: The purpose of this paper is to analyse main features of the Chilean Higher Education in terms of class and gender segregation. It pays attention to the structure of the system, enrolment, graduation rates, among other aspects in one of the most unequal countries in the region (World Bank, 2007).

The Chilean Higher Education is a highly diversified institutional platform which is made up of 209 institutions of different types such as: universities that form part of the Council of Chancellors of the Universities of Chile (Consejo de Rectores de Universidades Chilenas-CRUCH) and private universities (61 in total); 43 professional learning institutes and 105 technical training centres. Institutions are categorized as public (state) and independent and dependent private institutions; 88 per cent of the total is independent private institutions; of these, the majority of universities have full autonomy as do most professional institutes. In contrast, only 15 per cent of the technical training centres have achieved full autonomy. All professional institutes and technical training centres are private independent institutions (Brunner, 2008, p.207).

A significant number of academic programs are on offer and it is possible to access them in a variety of ways, the most restricted from an academic and financial standpoint is the one offered by the Council of Chancellors of the Universities of Chile: the University Selection Test-PSU. An important portion of private universities have the same requirement, with minimum scores for prospective students, but the rest of the private universities do not have the same criteria because they have their own rules or because they simply lack academic requirements. There is a similar situation in professional learning institutes and technical training centres.

Access to the programs and institutions that make up the higher education system shows segmentation based on the socioeconomic background of the students, for instance, the National Characterization Socio-economic Survey led by the Chilean
Ministry of Planning (CASEN-MIDEPLAN) from 2009 indicates that 74% of higher income families enter higher education, but only 9.9% of low income families.

Since 1980 enrolment in higher education has been increasing, not only in Chile, but in all Latin American countries (Papadopulus and Radakovich, 2005). According to official figures from the Chilean Ministry of Education-MINEDUC, female enrolment went from 53,477 in 1975 to 241,360 in 2002, obtaining 47.3% of the total enrolment in that year. Nonetheless, a gap between the enrolment of male and female students persists.

The technical training centres have a higher proportion of female students while the universities from the Council of Chancellors of the Universities of Chile have more male than female students. However, professional learning institutes and private universities show variations without a clear tendency. There is a greater female presence in areas such as: Social Sciences, Humanities, Education, Health, and Administration. Even though, there has been a small increase in the number of women studying Agronomy or Engineering, they still remain as a minority (Chile’s National Women Service-SERNAM, 2002; Rojas, 2005).

References


The ‘Barometer’ of Greek Academics’ Job Satisfaction.

Eleni - Ioulia Soroliou
Department of Sociology, London School of Economics and Political Science
52, Themidos street, Marousi, Athens, Greece, 151 24

e.soroliou@lse.ac.uk

Conference stream: Market-driven trends in the financing of Higher Education

Abstract: The Organisation for Economic Co-operation and Development (OECD) and World Bank (WB) members currently shape higher education standards, and criteria, which surmount many national borders. Higher education systems, in both a national and global context, are experiencing a difficult process of change and challenges that have significant impact on academics. The issue of academic job satisfaction is of high concern because the resulting effects have quality implications for universities. Undoubtedly, their job satisfaction is equally important to students' satisfaction. However, only one previous research study has been conducted within the Greek academic community and scarce empirical evidence has been identified in relevant international literature.

The main aim of this paper is to enlighten academics' job satisfaction from a theoretical and empirical standpoint. First, the paper sheds light on the job satisfaction dimensions of academic staff within a Greek metropolitan university. More specifically, research was conducted in two departments of social sciences, established by virtue of the Presidential Decree 377/1989. Crucially, job satisfaction is multi-dimensional and a complex topic to analyse. For these reasons, the determinants of academic staff satisfaction have been measured and consider a number of elements: the departments' ranking, control over job assignments, management support, support services and equipment, administrative duties, relationship with colleagues, funding, and financial rewards. The second aim is to explore how academics have assessed the various problems in national higher education.

For this purpose a multi-strategy research method was adopted. The qualitative data were collected through eleven (11) semi-structured interviews and quantitative data through self-administered questionnaires. Nvivo and SPSS were coactively used to compare, categorise and analyse (1) academics' attitudes and beliefs, and (2) quantitative data was used to consider the factors and impact on levels of job satisfaction. Hence, the mixed methods approach provided a stronger evidence base for conclusions.

Briefly, the mosaic of the empirical findings reconfirmed that academic staff were most satisfied with the job itself and the teaching process. Social status was ranked as the highest factor, while salary was ranked as one of the lowest between the examined items. All academics underlined that the volume of their job had rapidly increased alongside growth in student enrolment. Most dissatisfaction was indicated towards poor funding of research promotion, bureaucracy, and the State's over-centralisation of higher education. However, demographic variables were not found to be significantly related to
academic job satisfaction.

Limitations should be expressed for the fact that the research was conducted within two departments at one university. Therefore, findings can only be generalised to the population from which the sample was taken. The key purpose of this paper is to open dialogue with policy makers in academic job satisfaction, and further research will thus elucidate this puzzling phenomenon. Additionally, illustrating academics’ ‘barometer’ of job satisfaction could lead to improvements in teaching, validity of effectiveness, higher institutional rankings, and the re-setting of the higher education policy agenda.

Key words: higher education, academics, job dissatisfaction

Evaluating the programme “Alfavitismos in gymnasium”: Implications for Higher Education

Areti Stylianou-Papaiovou
Centre for Educational Research and Evaluation,
Cyprus Ministry of Education and Culture,
Pedagogical Institute, P.O. Box 12720, 2252 Nicosia
tel. 22 402457, fax: 22 560118, aretoulla@gmail.com

Thekla Afantiti Lamprianou
Centre for Educational Research and Evaluation,
Cyprus Ministry of Education and Culture
Pedagogical Institute, P.O. Box 12720, 2252 Nicosia
tel. 22 402457, fax: 22 560118, theklaafantiti@hotmail.com

Conference stream: Preparing for Inclusion in Higher Education: Inclusion in Primary and Secondary Education

Abstract
Introduction: This research project is an evaluation of the literacy and numeracy intervention programme which took place in Cypriot secondary schools gymnasium. The programme’s philosophy focused on meeting the needs of functionally illiterate students, reducing their marginalization at schools and preventing their exclusion in society (Moec, 2009). Despite the deployment of a variety of educational practices for promoting inclusion at schools, attempts remain parochial and separatist (Kinsella and Joyce, 2008) preserving phenomena such as students’ labeling and marginalization (Petrou et al, 2009).

Aims: The particular study presents the results of the third year of the longitudinal evaluation of the intervention programme. In particular, the aims of the specific project were to: a) investigate if the general and pedagogical aims of the programme were met, (b) measure the longitudinal academic performance of the students attending the
programme literacy and numeracy skills, (c) examine whether the programme has
affected students’ self-efficacy perceptions and improved their attitudes towards their
teachers, peers and school environment and (d) study whether students’ self-efficacy
perception affected their academic performance.

Methodology: A mixed method approach was used in order to facilitate understanding
of students’ continuing academic performance and inclusion in the school and the
society. The research instruments used for this project were: (a) a school climate
questionnaire, measuring students’ attitudes towards their teachers, peers and school,
(b) a standardized test measuring functional literacy and numeracy and (c) semi-
structured focus group interviews with students. The sample of the research was
stratified and randomly selected. For analyzing the quantitative data, factor analysis and
independent t-test were conducted. Qualitative data was thematically analyzed.

Results: The intervention programme succeeded in ensuring students’ right for equal
opportunities in education. Furthermore, students’ self-esteem was boosted in relation
to their attendance in the mainstream classroom while their grades were improved. The
danger for marginalization from the learning and social procedure was decreased.
However, contextual factors (i.e. assessment criteria) and underlying processes (i.e. lack
of tuned attempts) were entrenched in the school organization (Ainscow, 2005; Kinsella
et al, 2008). The above factors acted as barriers to change, resulting in the reproduction
of the socio-economic status quo of the students (Willis,1977). Moreover, students’
experiences concerning the intervention programme were related to teachers’ personal
characteristics and approach.

Implications: The results of this study can contribute to the improvement of the syllabus
of undergraduate courses offered to secondary school teachers, by proposing the
inclusion subjects related to pedagogical knowledge and skills. Further research can also
be conducted in relation to the selection criteria of the particular teachers.

References
Ainscow, M. (2005). Developing inclusive education systems: what are the levers of
(file number 7.1.10.2/3)
Petrou, A., Angelides, P., & Leigh, J. (2009). Beyond the difference: from the margins to
Columbia University Press.
Combating Social Inequality: The Program Action Education of the Böckler Foundation

Heinz Sünker
Faculty of Educational Sciences
Department of Social Sciences, Bergische Universität Wuppertal, Germany
uenker@uni-wuppertal.des

Dani Kranz
Faculty of Educational Sciences
Department of Social Sciences, Bergische Universität Wuppertal, Germany
danikranz@gmail.com

Conference stream: Access and equity in Higher Education

Abstract: The Hans Böckler Foundation launched its program Böckler Aktion Bildung (BAB) in order to combat social inequality in HE. To be eligible for the program, a student needs to have graduated with very high grades from school, and he needs to be eligible for the highest level student loans offered by the government. The level of the student loans are defined by the household income, in as much, BAB seeks to support high achievers from underprivileged backgrounds. The difference between the student loans and the BAB funds is fundamental: student loans are repayable, while the BAB funds constitute a scholarship.

Our research tries to unravel which individuals apply for the scholarship, how they deal with university, how they experience it, and if they succeed at university.

To elucidate on these issues, we use biographical data, to establish the complex interplay of agency, institution, and society. The final aim of our project is to question of specific personality types can be established and what qualities inform the experiences of the BAB students at university.

Keywords: Widening participation, social inequality, class, access to HE

Exploring Intergeneration Educational Mobility in Greece with data drawn from EU SILC

Maria A. Symeonaki
Department of Social Policy,
Panteion University of Social and Political Sciences,
136 Syggrou Av, 176 71, Athens, Greece
Tel.: 6944 338504, Fax.: 030-210-2285367, e-mail: msymeonaki@me.com
Abstract: The present paper focuses on the study of the intergenerational educational mobility in Greece. In general, educational mobility appears to be a major indicator of the justice of the society, since it reveals whether the individuals within the social space have equal chances to move upwards in the educational hierarchy and to participate in the higher education, regardless of their social origin. The main purpose of this paper is to quantitatively represent the movements of individuals, in order to determine whether and to what degree the educational level the individuals attain is influenced by their parents’ education. For this purpose, we use data drawn from the Statistics on Income and Living Conditions and the ad-hoc research on “Intergenerational Transmission of Poverty”. Both surveys were conducted in 2005 by the Hellenic Statistical Authority and provide information on the educational level of both individuals and their origins. In order to explore the correlations between individuals’ and their parents’ education and picture the magnitude and the directions of their movements, four educational groups were created, transition matrices are estimated and both absolute and relative mobility indices are calculated. Additionally, a synchronic cohort analysis carried out to examine any variations between the different birth cohorts born between 1939 and 1979. Our analysis revealed that in general, movements do take place in the Greek educational field, although there exist non zero probabilities of an individual to remain at their parents’ educational level. Comparisons of birth cohorts give also important information, as they show the presence of a slight increase in mobility rates over time. With regard to the direction of the movements, it is demonstrated that although the upward mobility predominates over the downward movements and it seems to increases over time, however people have limited chances to move to an upper educational position and to participate to higher education. It is also remarkable that through time the mother’s education is becoming increasingly vital for the individuals’ attainments and follows the patterns of mobility based on fathers’ education. Further analysis is required in order to explore the role of the educational system on the reproduction of inequalities in education.

References
Experiencing the university: Culturally diverse students in public universities of Cyprus

Eleni Theodorou  
Department of Education Sciences, European University Cyprus,  
P.O.Box 22006, 1516 Nicosia, Cyprus

Tel +357-22-713221, Fax +357-22-559405, e-mail: E.Theodorou@euc.ac.cy

Iasonas Lambrianou  
Department of Political Sciences, University Cyprus, Nicosia, Cyprus

Conference stream: Papers related to the sociology of Higher Education

Abstract: Research within the field of higher education has highlighted differences in access to higher education as well as differences in university experiences among minority students. For example, research in Australia has indicated that despite some positive results with regard to indigenous students’ engagement with learning, indigenous students continue to be less likely to complete their education than their non-Indigenous peers (Australasian Survey of Student Engagement, 2011); while a study on black and ethnic minority students’ experiences in university within the context of the UK reports exclusionary attitudes and behavior on the part of some fellow students, teachers and the wider community (Osler, 1999). With the recent expansion of higher education in Cyprus through the establishment of public and private universities and the recent waves of immigration to the country as the backdrop, increasingly more and more culturally diverse students find themselves attending the public higher institutions in Cyprus. Drawing on personal interviews with a small and diverse group of non-Greek Cypriot students (indigenous and immigrants) attending two public universities in Cyprus, this paper reports preliminary results on a work in progress that aims at bringing to the fore culturally diverse students’ experiences of their social and academic life at university. Contrasting the discourse of integration prevalent among the students is an underlying account of practices that indicate segregation and thus highlight the need for deeper understanding of the way higher education operates as a vehicle of social mobility as well as social integration. Attention to such processes becomes important in light of the transition students undergo upon entering a form of education that requires more independence from their families (Beekhoven, De Jong, & Van Hout, 2004) as well as in relation to issues of access to education and social equity (Maiztegui-Oñate & Santibáñez-Gruber, 2008; Osler, 1999).

Exploring parental Involvement in Higher Education through the eyes of university teachers and administrators

Eleni Theodorou  
Department of Education Sciences, European University Cyprus,  
P.O.Box 22006, 1516 Nicosia, Cyprus

Tel +357-22-713221, Fax +357-22-559405, e-mail: E.Theodorou@euc.ac.cy
Loizos Symeou  
*Department of Education Sciences, European University Cyprus, P.O.Box 22006, 1516 Nicosia, Cyprus*

Conference stream: Papers related to the sociology of Higher Education

**Abstract:** This paper reports data from an on-going qualitative study seeking to explore the nature of parental involvement in higher education and how this might differ across ethnicity, social class, student gender, and year/semester of study from the perspective of faculty and administrative staff at a private university in Cyprus. Increasing demands for higher education in view of its importance for social mobility and equity (see, for example, the Cambridge Journal of Education’s Special Issue on Globalisation and Student Equity in Higher Education, March 2011; also, the latest call for the EquNet Competition 2011 on equity in higher education organised in the framework of the EquNet EU LLP Erasmus project), along with indications that parents of higher socioeconomic backgrounds tend to have higher involvement in their children’s school careers (Crozier, 2000; Horvat, et al, 2003; Lareau, 1987; 2000; Symeou, 2006; 2007; 2008), speak to the importance of investigating phenomena of parental involvement within higher education. Furthermore, research evidence showing that students from socially underserved groups have less participation in higher education and are also at higher risk for dropping out of education (Reay, David, & Ball, 2005), point to the significance of this study in relation to whether and how parental involvement in higher education influences students’ academic experiences. Specifically, interviews have been conducted with ten purposefully selected faculty and administrative staff at a private university in Cyprus in an effort to investigate in depth the rationale, nature, and understandings of this involvement from the participants’ perspective. Preliminary results of this study depict the relationships between universities and families and shed light on their complexities in terms of the ideologies, power relations, and meanings involved. Such an account offers a fruitful avenue in describing, understanding, and seeking common ground between higher institutions and students’ families for the purposes of providing effective academic support and ensuring equal educational opportunity in higher education (Crozier, Reay, & Clayton, 2008). To that end, it also provides a springboard for further clarifying the roles of involved agents in the process, namely higher education faculty and administration, students and their parents. Findings of this study hold implications for the field of sociology of education with particular relevance to higher education, national and transnational education research institutions, tertiary education institutions, and higher education providers.

**Title:** ‘Breaking in and going out a UK Medical School: Feminist academic interrupted? 
[Reflective piece of work, currently under review for the Special issues of Equality, Diversity and Inclusion on ‘Being a Feminist Academic’.] 

Maria Tsouroufli  
*Senior Research Fellow, Department of Education  
Heslington campus, University of York, York YO10 5DD*  

Tel: 00441904323468, Email: maria.tsouroufli@york.ac.uk
Abstract:

Purpose: The growing emphasis of new ‘entrepreneurial’ universities (Anderson et al., 2002) on ‘performativity’ (Knights and Kerfoot, 2004 p.437), seem to have reinforced gender divisions of labour and gendered practices. Despite the well documented resistance to feminism and gender equality within Universities (Hughes, 2000), the profound implications for feminist academics have not received sufficient attention. In this paper I focus on the everyday doing and undoing of gender and professional identity (Archer, 2008) in a UK Medical School to examine how gendered constructions of learning, teaching and research within the corporate, consumer culture of academic organisations can disrupt and interrupt academic careers and identities.

Methodology: This is a reflective piece of work which attempts to illustrate my personal and embodied experiences of occupational segregation and marginalisation within an emerging ‘entrepreneurial’ academic institution. I attempt to represent my lived professional experiences as a feminist academic in a Medical School, through the use of narrative and metaphor.

Findings: Drawing on notions of ‘otherness’ (Ozbilgin and Woodward, 2004), interrupted bodies and the narrative reconstruction of self (Sparkes, 2008) I illustrate how gendered expectations and constructions of academic performance and success within entrepreneurial Universities can ‘make up’ and ‘break up’ the self and affect the nomadic nature of academic careers and identities.

Practical Implications: This paper is a subversive practice of resistance to gendered regimes in academia as well as a cathartic process for the author.

Originality/value: The main contribution of this reflective piece of work is that I illustrate how the intersectionality of feminism, gender, academic institution, age, and ethnicity (Tsouroufli et al. 2011a) can impact on the identities and career progression of feminist academics with entrepreneurial Universities.

‘The role of gender, class, racio-ethnicity and age in undergraduate mothers’ academic attainment and aspirations’

Maria Tsouroufli
Senior Research Fellow, Department of Education, Heslington campus
Alcuin D, University of York, York YO10 5DD

Tel: 00441904323468, Email: maria.tsouroufli@york.ac.uk

Gillian Hampden-Thompson
Director of Research, Department of Education, Heslington campus
Alcuin D, University of York, York YO10 5DD
Vanita Sundaram  
Director of Research, *Department of Education, Heslington campus,*  
Langwith College, *University of York, York YO10 5DD*

Conference stream: Women in Higher Education

**Abstract:** *Background:* The plethora of UK and international studies on University students with children or caring responsibilities has yielded important findings about the educational, emotional and identity challenges and coping strategies of women. Research in higher education has established a strong negative relation between academic performance and motherhood as well as between minority ethnic groups and degree attainment. However, less attention has been given to the organisational and socio-cultural context in which different student identities interact and influence attainment and aspirations in higher education.

*Research explored:* Our study will explore the experiences of undergraduate students to make sense of the interplay of gender, motherhood, class, racio-ethnicity, age and attainment. The study aims are:

- To investigate differences in academic attainment and aspirations of student-mothers across ethnic groups
- Through a feminist lens to investigate how multiple identities and inequalities contribute to the position and performance of student-mothers in higher education and in particular their academic attainment and professional aspirations.

*Theoretical framework:* Drawing on identity studies we propose an intersectionality framework and perspective that rejects essentialist notions of difference and acknowledges context and heterogeneity among ethnic groups. Our approach emphasises the cultural and structural (economic and institutional) location of student-mothers. It focuses on process in order to understand how student-mothers of different age, class, racio-ethnicity and age engage with notions of higher education and attainment through the ongoing construction of their intersecting identities.

*Research methods and data analysis:* This is a mixed method study. First we will conduct a focus group discussion with undergraduate mothers at the University of York in order to determine themes for the interview schedule. We will then select a purposeful sample of 30 mothers, drawn across the White Rose Consortium (Universities of York, Sheffield and Leeds). We will aim to achieve a diverse sample in terms of gender, age, class and racio-ethnicity. The qualitative findings will inform the development of a national survey for undergraduate mothers. Our analysis will be embedded in a post-structuralist and intersectionality framework (Tsouroufli et al. 2011a; Tsouroufli et al. 2011b), attempting to make sense of the multiple identity dimensions that often simultaneously confer both disadvantage and privilege. Our analysis will pay attention to narratives as well as the various ways in which ‘agents relate to the structural restraints of multiple organisational (and social) inequalities’ (Zanoni et al., 2010, p.18). We will also employ grounded theory and triangulation approaches.
Findings/Conclusions: We envisage that the study findings will enhance theorising about gender inequalities in higher education and inform pedagogical and organisational approaches to support the learning and development of student-mothers.

**International student identities and their notions and experiences of inclusion, equality and diversity.**
[Research, work in progress]

**Maria Tsouroufli**
*Senior Research Fellow*, *Department of Education, Heslington campus*
*Alcuin D, University of York, York YO10 5DD*

*Tel: 00441904323468, Email: maria.tsouroufli@york.ac.uk*

**Vanita Sundaram**
*Director of Research*, *Department of Education, Heslington campus, Langwith College, University of York, York YO10 5DD*

*Conference stream: Women in Higher Education*

*Conference stream: Multiculturalism and immigrants in Higher Education*

**Abstract:**

**Background:** Internationalisation is the integration of an international/intercultural dimension into all of the activities of a University, including the teaching, research and service functions (OECD, 1999). However, in UK Universities internationalisation has focused mainly on increasing the number of international students, rather than promoting opportunities for intercultural dialogue, competence, communication and equality in higher education (Hyland et al. 2008).

The majority of research conducted in the field of internationalisation tends to compare the experiences of students from one culture with those of another or to evaluate internationalisation strategies developed by institutions. Such research ignores the complexities of interactions between students and academics and among students and the shifting and entangled identities (Archer and Yamashita, 2003) that we all bring to the international classroom (Fox, 2006). A focus on the identity work of international students represented as identification: ‘an ongoing internal process wherein personal meaning and significance are achieved as one locates one’s place in a given social context’ (Atewologun, 2011) and becoming can throw light on the challenges that individuals engage in order to construct positive identities and the implications for inclusion in higher education.

**Aims:** Our study will explore how multiple student identities shape and are shaped by notions and experiences of inclusion/exclusion within the internationalised University of York. The study will:
• Raise understanding about the students’ views and experiences of inclusion, equality and diversity in relation to teaching, research, assessment, supervision, relationships with students and relationships with staff
• Explore the role of gender, ethnicity, language and culture in shaping experiences and perceptions of inclusion, equality, diversity, higher education and internationalisation.
• Investigate the implications of exclusion for students’ identities, attainment and aspirations.

Theoretical framework: The study is theoretically informed by feminist concepts of belonging and otherness (de Beauvoir, 1949; Ozbilgin and Woodward, 2004). Otherness is a way of defining and securing one’s own positive identity through the stigmatization of an "other." Otherness can be projected to any individual or group to challenge their status, competence, and authority and disqualify them from membership to a learning or professional community.

Research methods and data analysis: 20 Semi-structured interviews with a diverse sample of international students drawn from the University of York. Embedded in a post-structuralist and intersectionality framework, our analysis is sensitive to power relations and context. It will aim to make sense of the processes in which international students engage with higher education experiences, interrogated from multiple perspectives.

Findings: We envisage that the study findings will enhance theorising about diversity and identity work and inform pedagogical and organisational approaches to internationalisation and equality in higher education.

Work-stress among married population. Some questions of harmonising workplace and family expectations in 24 countries of Europe

Agnes Utasi
University of Szeged

Abstract: Numerous research projects have analysed the asymmetry between genders in the division of work within the family and the additional burden on women within the home. Our investigation hypothesises that the expectations and conflicts of workplace performance, family, work at home, child-raising and partner relations represent a substantial source of tension and stress not only for women but increasingly also for men. This must be especially the case in those social strata where the partners are highly qualified and the family is a more emancipated and democratically organised unit than average. We assume that the tension is greater – for both genders – in those societies where the level of welfare is low and because there is no money to buy services there is more work to be done at home. In addition, stress is greater for women in those societies where the traditional family values are still stronger. According to our hypothesis the tension between workplace and family performance is especially strong where the mistrustful expectation in the workplace/and or the home is strong or there is excessive control.
The investigation examines the degree of disharmony and tension possibly arising between paid work and family commitments, using the ESS/2005 wave of the representative survey conducted in 24 countries (N= 37 721). Out of the full database we analyse the replies of the active population on workplaces, living with study partner, husband or wife (N= 9787).

**University transitions and gender: from the choice of studies to the academic career development**

Alicia Villar  
*Universitat de València (Spain)*

Alicia.Villar@uv.es

Francesc J. Hernàndez  
*Universitat de València (Spain)*

Conference stream: Gender and educational choice making in Higher Education

**Abstract:** Gender is found in the transitions to university and marks differences. According to the results of our research in course, the sociological component of gender works as an important factor in building transitions at university. When we refer to university transitions we are talking about two different periods: the transition of the undergraduate students from upper secondary studies or similar to university; and the transition from predoctoral fellowships to teaching and research staff. The results of our research show that men make a more individualized choice of studies, more intrinsic; and, on the contrary, women take advice about the choice of their studies and they share this decision with their family and their friends. Gender differences are found as well in the identification of professional models in the choice of studies, and in the university admission process. It has also been detected that there is a difference in appreciation of men and women about their first year at university and the reasons to have an unsatisfactory representation of that first year. Regarding attendance in examinations, men answer more frequently that the reason of not attending is to obtain a better qualification, whereas women tend to answer that they do not attend because they think they will not pass the exam. It is then perceived a certain displacement of the female answer to less assertive positions, reminiscent of the classic gender stereotypes. In this paper, we also present the results of a different research phase about transitions in the academic career of predoctoral fellows. We have explored the construction of social environments, social expectations and representations that predoctoral fellows make during their transitions to an eventual incorporation to jobs of teaching and research staff. Of the two transition periods we have studied, the arrival at university and the start of the academic career, we have obtained relevant descriptive information about the configuration of these transitions in a changing university context. This allows us to say that they are two moments connected through the gender component, because in both of them we have found gender differences that shape the transitions to
a type of discourse and of behaviour. Therefore, university transitions are a broad field of study from a gender perspective that we will continue to explore in future researches.

**Gender Inequality in Scientific Production in Pharmacology**

**Anna Villarroya**  
*Department of Public Economy, Political Economy and Spanish Economy, Faculty of Library and Information Science, University of Barcelona*

**Maite Barrios**  
*Department of Methodology of Behavioural Sciences, Faculty of Library and Information Science, University of Barcelona*

**Ángel Borrego**  
*Department of Library and Information Science, Faculty of Library and Information Science, University of Barcelona*

Conference stream: Women in Higher Education

**Abstract:** Many studies have shown that women are under-represented in science, especially in the higher echelons of the profession. Data published by the European Union show that the more senior the scientific post, the lower the presence of women.

The aim of this study is to analyse possible gender imbalances in the scientific production published by Spanish researchers in the area of pharmacology. We analysed the scientific production available through the Thomson Reuters ISI Web of Science (WoS) containing Spain in the affiliation field of the authors. We selected articles and reviews published in journals classified in the area of pharmacology according to the WoS database. Of the 894 documents retrieved, we eliminated those in which the gender of the authors could not be identified and those in which the corresponding author’s affiliation was not within Spain. Finally, we studied 509 documents.

The data indicate that the average proportion of female authors per article was 0.44 (SD: 0.27). 48.5% of the articles were signed by a female as first author and 51.5% by a male. There was a statistically significant relationship between the gender of the first author and the proportion of females who signed the article: this proportion was higher when the first author was a female (0.43) than when the first author was a male (0.36) (t = 2.805, p <0.005).

Articles co-signed by researchers from foreign institutions had a lower proportion of female authors than those articles generated within a single institution (F = 5.890, p <0.003). No significant differences were found in the impact factor of the journals or the number of authors between articles signed by a male or a female as first author.
The levels of scientific production in pharmacology in Spain do not present differences according to gender, although there is a bias towards the presence of females when the first author is a male or if the article is co-signed by researchers from foreign institutions.

**Academic and Social Utility of Computer Mediated Communication by University Students: Gender issues**

Anatoli Vrocharidou  
*University of the Aegean, Kallimasia, Chios, 82100, Greece*  
Tel: 2271052353, Fax: 2271023333, email: anatoli_vro@yahoo.gr

Ilias Efthymiou  
*University of the Aegean  Dimokratias, 1, Rhodes, 85100, Greece*

Conference stream: Women in Higher Education

**Abstract:** The use of Computer-mediated communication (CMC) plays an essential role in higher education settings for the accomplishment of different tasks/purposes. In order for CMC technologies to work in a positive and constructive way into a higher institutional setting, there must be a synergy where students are at the center of the CMC implementation plan. The exploration of students’ perceptions about the social and academic utility of CMC technologies is essential for the implementation of respective academic policies.

Recent studies extended traditional uses and gratifications research and began to examine psychological and social variables, which may be associated with media adoption and use. In this study, we focused on the role of gender, as the results of the limited scholarly research show gender differences not only in the frequency of CMC use but also in the way and scope of its use. Thus, we hypothesize that women’s participation in Computer Mediated Communication (CMC) is affected by the gender stereotypes and technology’s social nature, which in turn are reflected on their attitudes towards this new technology. Previous research shows that the attitudes of men towards CMC are predominantly task-oriented and that of women person-oriented. Thus, women tend to use CMC more for social interaction where men more for task accomplishment (Herring, 1996; Tannen, 1994). Specifically in Greece, there is a limited research for the investigation of gender differences in student’s social and academic motives for the use of e-mail, instant messaging and social network sites.

For the exploration of the above issues, it was selected, as case study, the School of Business Administration that is located in Chios Island. Through a non-proportional stratified sampling (n=195), with criteria the department of study and participant’s sex, we obtained adequate participation for all the subgroups of the population under investigation. The research was conducted through the administration of a printed
questionnaire (self-report), which included two scales and items assessing the related variables.

This study provides evidence for i) students’ perceptions about the social and academic utility of CMC by gender, and ii) the respective emerging profiles of use. More specifically, our data have showed that there are no gender differences in the social motives for the use of e-mail, instant messaging and social network sites. Unlikely, gender differences were found in the academic motives, where male students have attributed increased academic utility to the use of instant messaging and social network sites. The investigation of the profiles of CMC use by university students show that there are no gender differences in the social motives for the use of e-mail, instant messaging and social network sites. Gender differences were found in the academic motives, where male students reported increased academic utility to the use of instant messaging and social network sites. This gender-oriented approach has a merit for higher education institutions and their policy implementation for the inclusion of CMC applications in students’ everyday academic and social life.

Social class reproduction strategies and mass participation in higher education: the case of Cyprus

Marios Vryonides
European University Cyprus

tel: 99290279, fax: 22590539 and e-mail: m.vryonides@euc.ac.cy

Conference stream: Expansion/ Massification of Higher Education and social mobility

Abstract: This is a theoretical paper which will discuss social class strategies for social reproduction in systems of mass participation in higher education. It will focus in the case of Cyprus, a country that in the past decade saw an unprecedented expansion of its higher education system.

The educational system is still seen by many as the mechanism of social and cultural reproduction and as such it is regarded as playing a significant role in influencing the process of social selection. The role of the educational system as a “sorting machine” while widely recognized and appreciated does not always work in an overt manner. The questions as to whether the expansion of higher education contributes to reducing relative social class inequalities still remains open in many European societies. Evidence from many countries suggest that even when there was expansion of higher education systems (Germany, France, Britain etc) these systems continued to operate as hidden means for social privilege reproduction (Erikson & Goldthorpe, 1993).

In Cyprus, official statistics present a picture of relative openness in higher education, in the sense that it shows an increasing number of students (male and female) progressing to higher education. These figures, however, do not shed light into the way young individuals and their families make their choices for their future and the social forms in
which these are embedded. While more lower class students enter university, inequalities arise from the unequal horizons for choice making. Middle class students and their families engage in choice-making at higher education with broader options while lower classes have restricted horizons often stemming from mechanisms of self-selection and self-exclusion. These eventually produce stratification in the educational system due to factors that are not always educationally related.

The Matter of Race in Building Australian Indigenous Social Participation through Higher Education

Maggie Walter*
Associate Professor, Department of Sociology and Social Work, University of Tasmani, PB 17, University of Tasmania, Hobart, 7000, Tasmania, Australia

Clair Andersen
Director, Riawunna, Centre for Aboriginal Education, University of Tasmania PB 6, University of Tasmania, Hobart, 7000 Tasmania, Australia,

*Associate Professor Maggie Walter
+ 61 3 6226 2874, + 61 3 6226 2279, Margaret.Walter@utas.edu.au

Conference Stream: Higher Education and Social Stratification

Abstract: This paper critically explores the role of higher education for achieving social justice and participation outcomes for Australian Indigenous people. Indigenous Australians are firmly embedded within the lowest rung of the socio-cultural and economic hierarchy. Across social stratification indicators Indigenous individuals, households and communities are indisputably the most disadvantaged in Australia. This position is reflected in the higher education system where Indigenous participation rates are less than half those of the non-Indigenous population and trending downward. Closer analyses reveal deeper disparities; Indigenous students within the system are over-represented in non-award courses and under-represented in higher degrees. Despite the empirically obvious lack of social change, there remains broad agreement from national and sector policy makers of the centrality of higher education access and equity for delivering broader Indigenous social mobility. Indeed, overcoming Indigenous educational inequalities form a central tenet of current national Closing the Gap policy directions with higher education seen as a structural boundary breaker and vehicle for building Indigenous equity. The key question is why current policy directions are so seemingly ineffective? This paper uses theories of race, racism and capitals (Bourdieu 1977; 1984; Bell 1995; Bonilla-Silva 2010) to critically analyse the direction, development and practice of higher education policy and strategic objectives. It is argued that notwithstanding the broadly agreed need to enhance the connection of Indigenous people with higher education the policy focus on access and equity does little to alter the rules of engagement in this core societal institution and social resource. These still marginalise and exclude those whose cultural and academic capitals do not easily fit the system’s valued and validated models. At the centre of this disconnect is the
diametrically different ways that non-Indigenous people and institutions perceive racial matters. For Anglo Australians, predominant within higher education, racism is about individualised prejudice whereas for Indigenous people it is about how the social world, in this case the world of higher education, is organised. The authors, respectively Indigenous sociology and education academics, use analysis of policy documents and higher education and census statistics to support their arguments as well as their direct experience as members of a national policy advice council on Indigenous higher education.

Private High schools in Cyprus - A choice for Greek-Cypriot Families in the 21st century

Panayiota Xenofontos
MA Student, 7, Odyssea Androutsou str., 5510 Avgorou, Famagusta

Tel: 99-992718, Fax: 24-722201, E-Mail: giota30@hotmail.com

Abstract: The emergence of Private High schools in Cyprus is an interesting phenomenon, which has expanded extensively. From 2007 and onwards, we see a radical increase of the enrollment of students in private schools http://www.mof.gov.cy/mof/cystat/statistics.nsf/populationcondition). My research aims to identify the reasons why a Greek-Cypriot family sends its children to these Private High Schools. As Private High schools have been related to the intention of studying abroad (mainly in the UK) I will also investigate how the broad perception of the quality of the Higher Education in the UK affects their choice in sending their children to such schools. Furthermore, my research will also investigate the children’s perspective in the issue.

In Cyprus, English-speaking private schools “serve as preparatory institutions mostly for British higher education, which is widely perceived as prestigious in relation to other higher education destinations” (Vryonides 2007).

From the review of the literature, it is evident that my research will add some different perspectives in the literature. First of all, I will examine if this prior research applies in the case of Cyprus, because most of the research was done in the USA. Moreover, as it seems the research performed on the issue of private schools is relatively old (the most recent is in 2007) so my research will be useful in showing the evolution of private schools in Cyprus and whether the attitude of Cypriot parents and children has changed.

My research will be a qualitative one so I interviewed both parents and children in order to show the difference, if any, of the perspective of education in Private High schools. I interviewed 8 parents from middle class who live in Larnaca and the Famagusta district. I also interviewed 8 children (boys and girls) who are already attending Private High schools of different ages and from three different Private High schools in order to examine how they made the choice to go to the private sector.
Even though the research is still in progress I have finished the interviews and I already have my major data. These data show that middle class parents choose to send their children to Private High schools because they are mainly concerned with their children’s safety and consider the private schools more disciplined in contrast to the public high schools. In order to choose the right Private high school parents set several criteria like the location of the school, the quality of the education, the communication between students and teachers and the communication between parents and teachers. Children on the other hand are mostly convinced by parents or friends to choose the Private High school. To close with, both parents and students agree that the quality of the British Universities is very high and prestigious especially in Cyprus.

**Pedagogies of strategic empathy: Navigating through the emotional complexities of antiracism in higher education**

**Michalinos Zembylas**  
*Open University of Cyprus, Program of Educational Studies*  
*13-15 Digeni-Akrita, Nicosia 1055, Cyprus*

*Tel. +357-22411973, Fax. +357-22411971, Email: m.zembylas@ouc.ac.cy*

Conference stream: Multiculturalism and immigrants in Higher Education

**Abstract:** This paper constructs an argument about the emotionally complicated and compromised learning spaces of teaching about anti-racism in higher education. These are spaces steeped in complex structures of feeling that evoke strong and often discomforting emotions on the part of both teachers and students. In particular, the author theorizes the notion of *strategic empathy* in the context of students’ emotional resistance towards anti-racist work; he examines how strategic empathy can function as a valuable pedagogical tool that opens up affective spaces which might eventually disrupt the emotional roots of troubled knowledge—an admittedly long and difficult task. Undermining the emotional roots of troubled knowledge through strategic empathy ultimately aims at helping students integrate their troubled views into anti-racist and socially just perspectives.
ANNOUNCEMENTS
When there are more applicants to higher education than there are study places available, selection must take place. How this selection should be carried out poses interesting and important questions: Who should be admitted, and why? What are the criteria for admission? How should selection instruments be designed, used and interpreted to meet these requirements?

However, in the field of admission and selection to higher education, there are a number of important concerns that all have to do with validity aspects of the chosen selection model. There are issues of fairness for the applicants, but also issues of manageability for the universities and consequences for the future job market. Equal access is important and is also emphasized as being of central importance for democratic societies in international steering documents (UN, 1966). Selection should not only be concerned with perceived fairness and efficiency, but also with the consequences of the selection model and instruments used. This is particularly important as today’s students will be those who transmit intellectual capital to new generations, future leaders and policy makers.

Proposals for the special issue should be related to selection for higher education and at least one of the issues of fairness, efficiency, and consequences. The contributions could consider:

- Changes and innovations in the ways candidates are being assessed
- Instruments used in the selection (test, grades, interviews etc), their shortcomings and benefits, especially from a perspective of validity
- The “Achievement vs. Aptitude” discussion
- The delivery, taking, and marking of tests/assessments
- The policy and organization of admission systems, with a focus on selection.
- Meritocracy and democracy in admission policy
CALL FOR PAPERS – CADMO 2013

Articles may be in any mainstream European language, but authors should know that the journal will include over half the articles in English. Articles should begin with a structured abstract in English of 100-700 characters (10-12 lines) and include up to six keywords. The article should be around 20,000 to 30,000 characters.

Follow this link to the Journal's website:
http://www.francoangeli.it/riviste/sommario.asp?idRivista=117

Articles must be submitted by e-mail to the lead editor, Christina Wikström, at christina.wikstrom@edusci.umu.se or coeditor Per-Erik Lyrén per-erik.lyren@edusci.umu.se by 31 July 2012 at the latest. Submissions must be clearly labeled as submission for Cadmo Special Issue 2013. Late submissions cannot be considered.

Submissions will be subject to the Journal’s rigorous peer review process, based on initial editorial screening (all submissions) and refereeing by at least two anonymous referees for submissions selected from the initial screening.

Cadmo is a biannual scientific journal launched in 1993 and published by FrancoAngeli. Since 2007 it has been an ISI publication (listed in the Social Sciences citation index). As of 2009 AEA-Europe and Cadmo Board have entered into an agreement which provides for AEA-Europe to adopt Cadmo as the Association’s journal and to distribute it to AEA-Europe members.