

Access, Equity and Success in Higher Education: *An European Perspective.*



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Development & Economics'
(ABCDE)**

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South Africa***

Access, Equity and Success in Higher Education: *An European Perspective.*

ABCDE 2008 South Africa
“People, Politics & Globalization”

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Access, Equity and Success in Higher Education: *An European Perspective*

1. Introduction
2. The growth of higher education provision
3. Attracting and retaining a diverse student body
4. Funding, Student support
5. Maintaining quality through massification
6. Institutional diversification, I.C.T.
7. Cross-border provision
8. Concluding remarks

1. Introduction

- Problems associated with the growth of HE:

Old type of students or new students?

What is quality? Is it to be maintained?

Old type of universities or new?

Funding, public or private?

- Solutions (?):

Public policies

Institutional policies

I.C.T.

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2. The growth of higher education provision

19th century –

- The nation-state
- The industrialization
- The hopes based on science

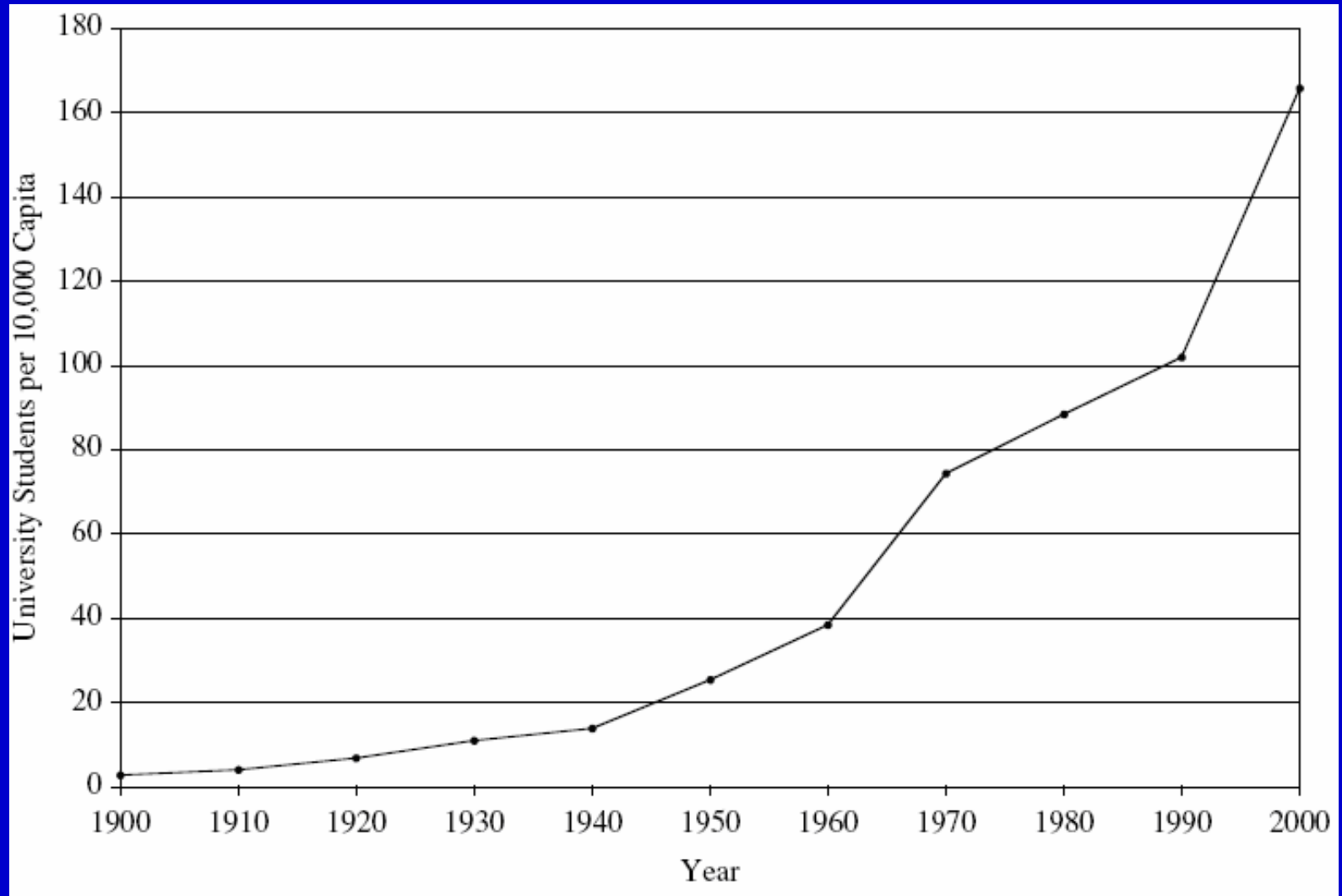
20th century –

- Success of S & T
- Human capital theories
- Massification

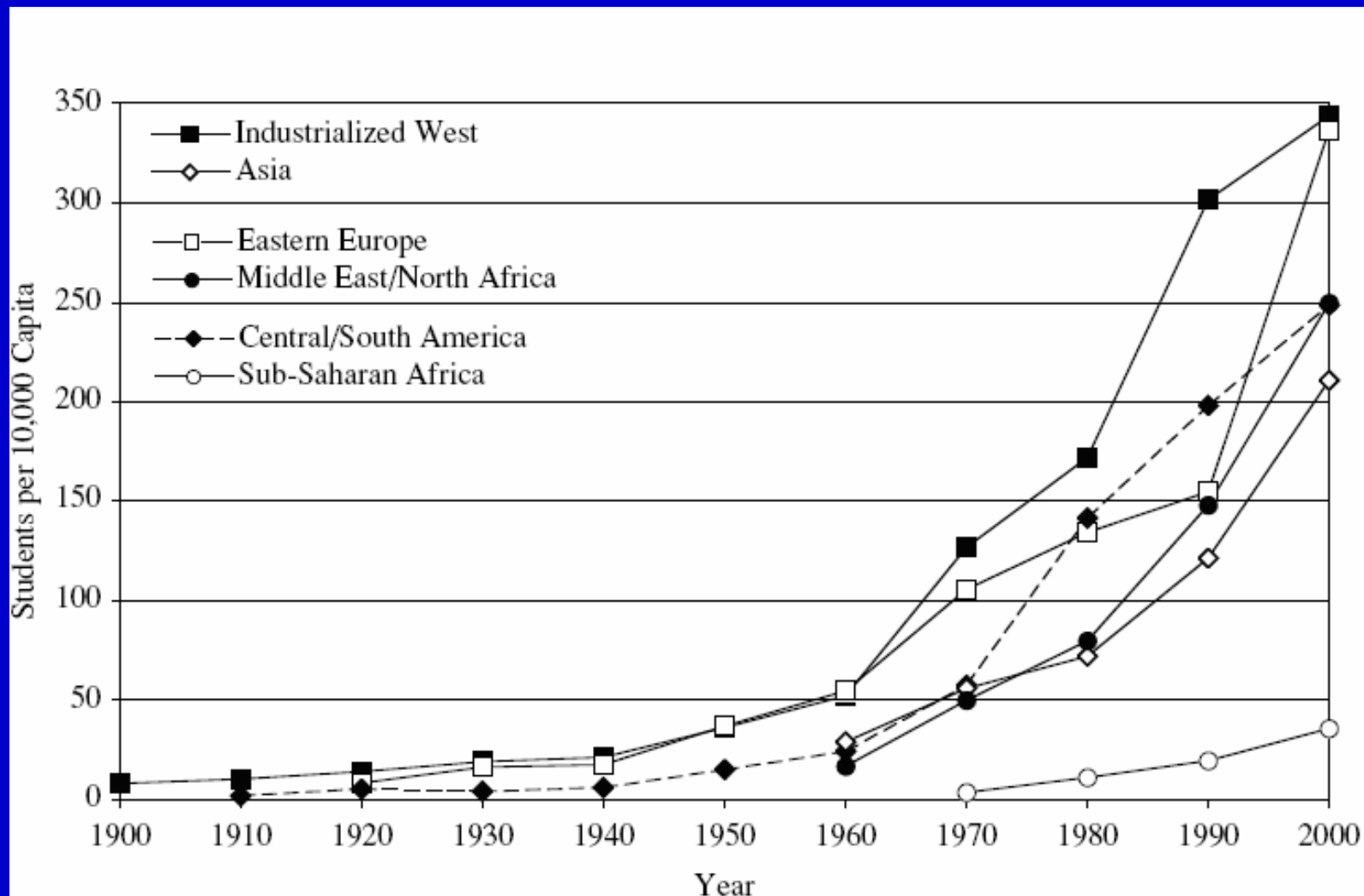
21st century –

- Universalization?

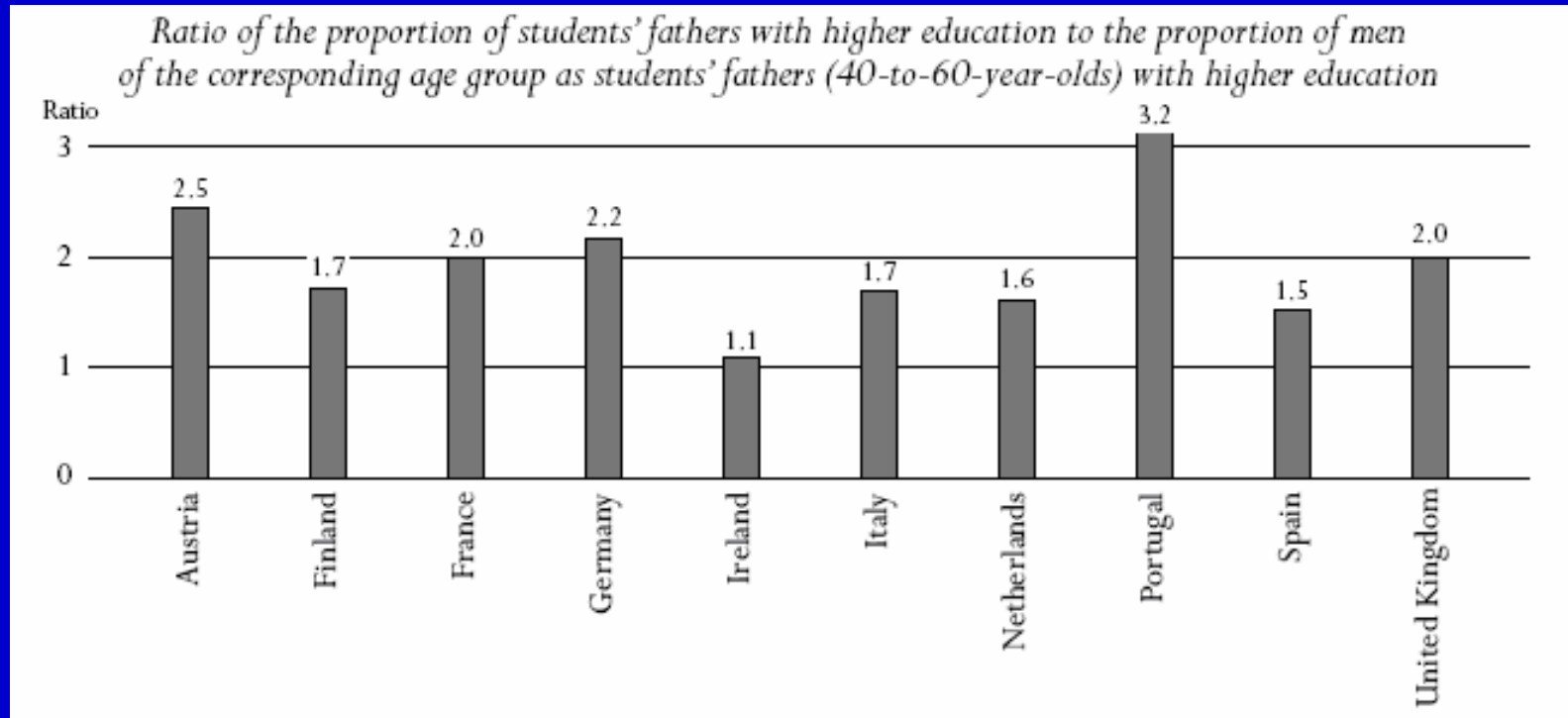
Number of students per 10,000 capita world population



Number of students per 10,000 capita regional population



Educational status of students' fathers



- Massification did not imply equity of access!

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3. Attracting and retaining a diverse student body

Public policies: Social cohesion

- Fair opportunities for the less privileged

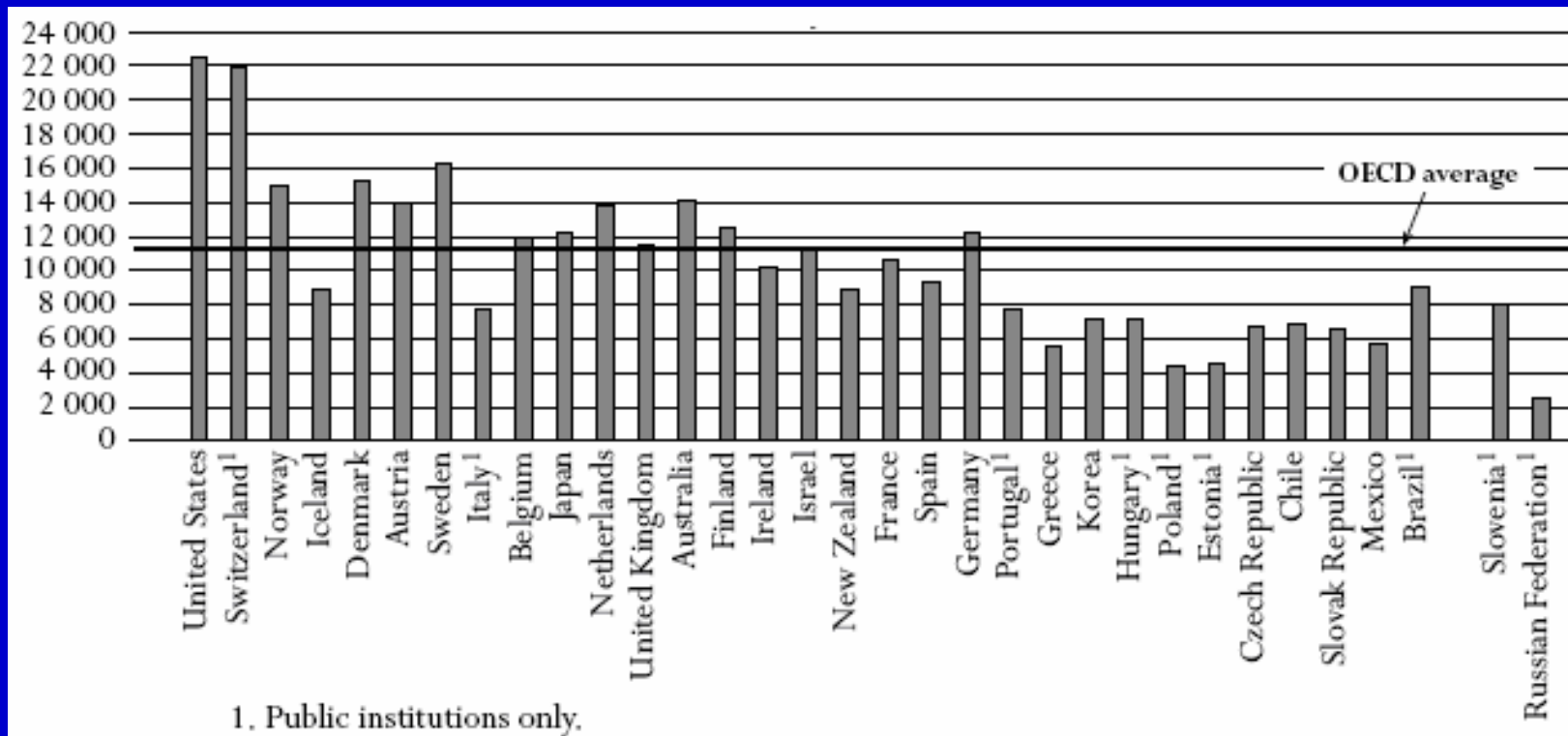
Institutional policies: Improve the student experience
in a diverse student body

- Access policies
- Retention policies with student support

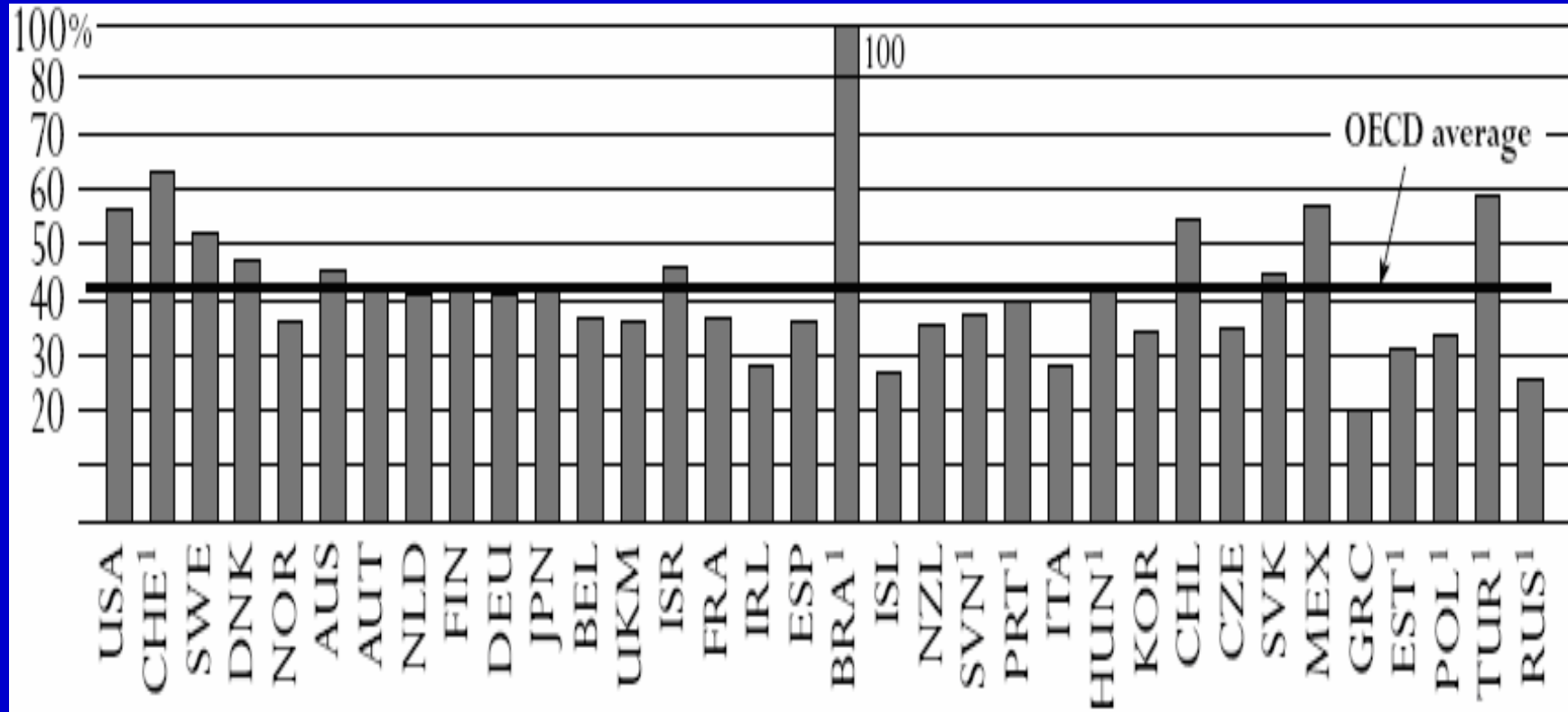
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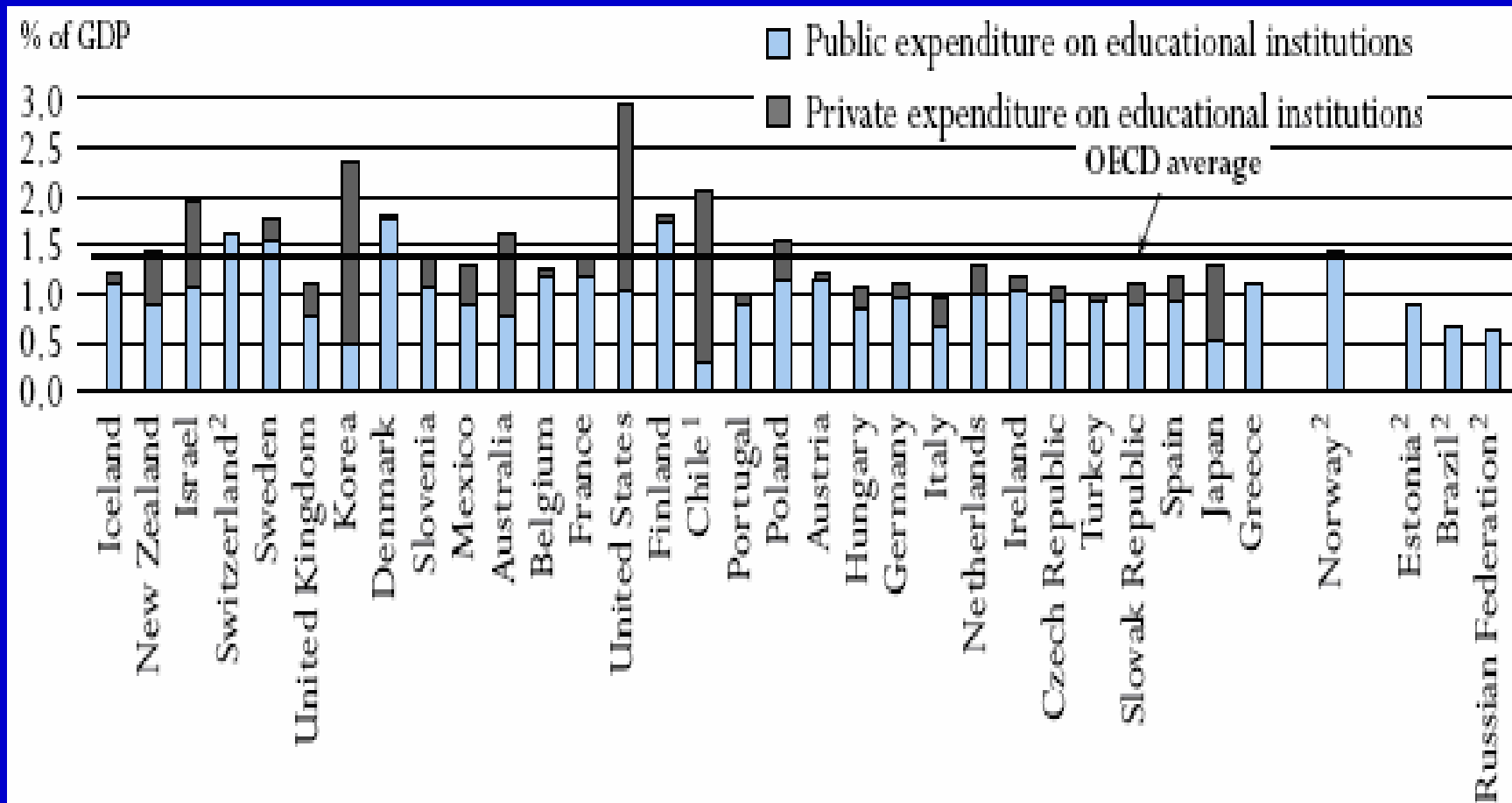
Expenditure per HE student in equivalent (PPP) USD



Expenditure per HE student relative to GDP per capita



Public and private expenditure on HE relative to GDP



4. Funding

- Public funding

May be fiscally regressive

- Students' fees

May hinder access of disadvantaged social groups

Student support

- Students' loans

Income contingent loans

4. Funding

- Public funding
- Students' fees
- Students' loans
- Fundraising
- Institutional redistribution through scholarships

Advertised vs. net fees in the US:

<u>2-yr colleges</u>	US\$ 2.272	US\$ 100
4yr colleges & Univ	US\$ 5.836	US\$ 2.700
<u>Private colleges & Univ</u>	US\$ 22.218	US\$ 13.200

(plus room and board US\$7.00 to 8.000)

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5. Maintaining quality through massification

- What quality?

Academic standards

Student wishes

Society's needs

- Best serve the students:

To push each student to his/her highest potential!

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6. Institutional diversification

The Carnegie Classification of Higher Education Institutions (US)

1971: Carnegie Classification (US) developed as a sampling device in higher education research

- Doctoral-Granting Institutions
- Comprehensive Colleges
- Liberal Arts Colleges
- All Two-Year Colleges and Institutes
- Professional Schools and Other Specialized Institutions

6. Institutional diversification

The Carnegie Classification of Higher Education Institutions (US)

1971: Carnegie Classification (US) developed as a sampling device in higher education research, five categories

1994: ten categories, based on four criteria (research and teaching objectives, degrees offered, size, comprehensiveness)

2006: new classification developed: multiple dimensions

European attempts at classifying HE institutions – no results so far!

6. Institutional diversification

The creation of top international institutions

In Europe

In Asia

- What quality?
- Best serve the students:
To push each student to his/her highest potential

The impact of ICT

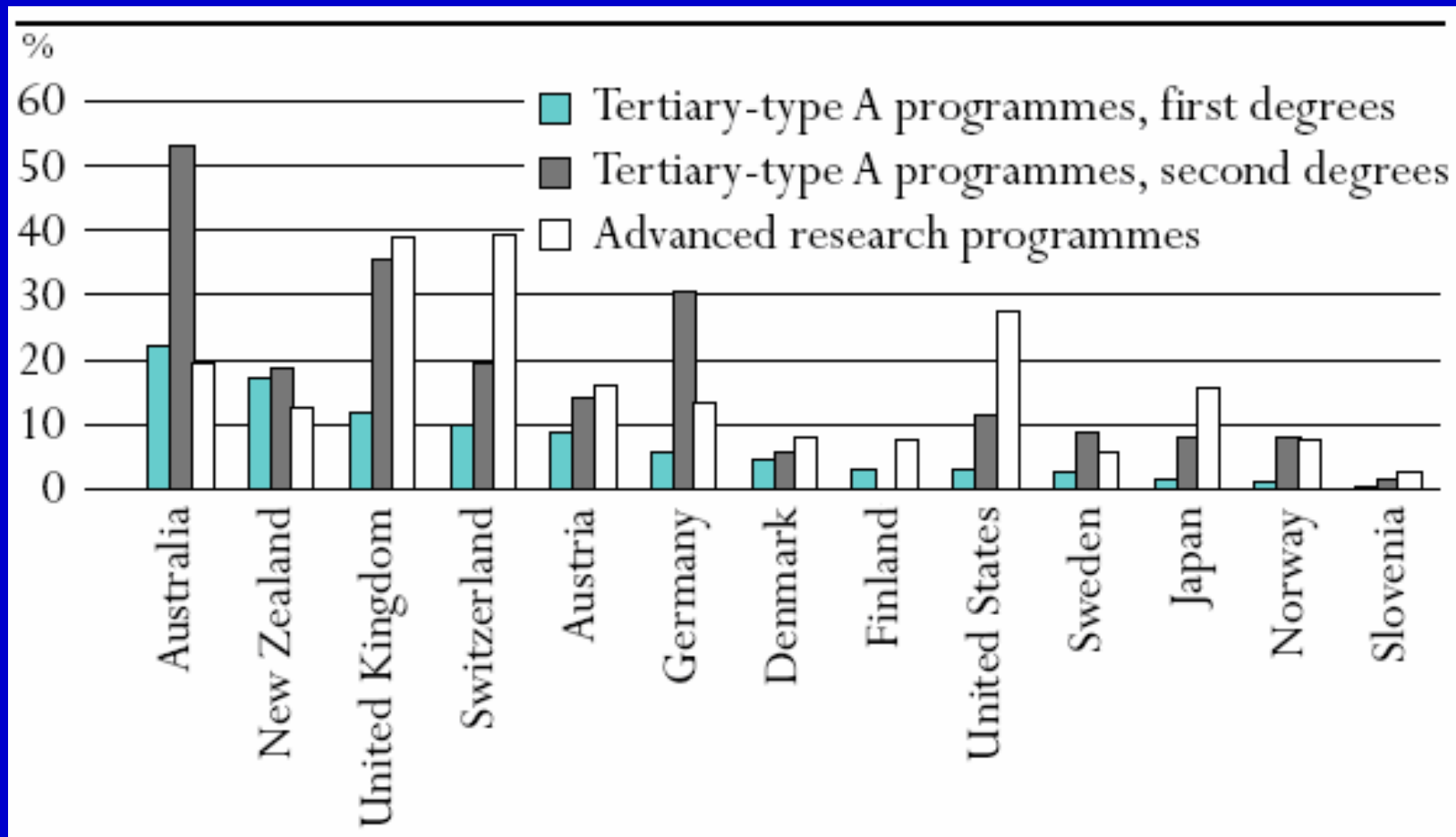
- The impact of ICT on what is learned
 - a. competency and performance-based curricula
 - b. information literacy
- The impact of ICT on how students learn
 - a. Student-centred learning
 - b. Supporting knowledge construction
- The impact of ICT on when and where students learn
 - a. any-place learning
 - b. anytime learning

Not a cheap solution!

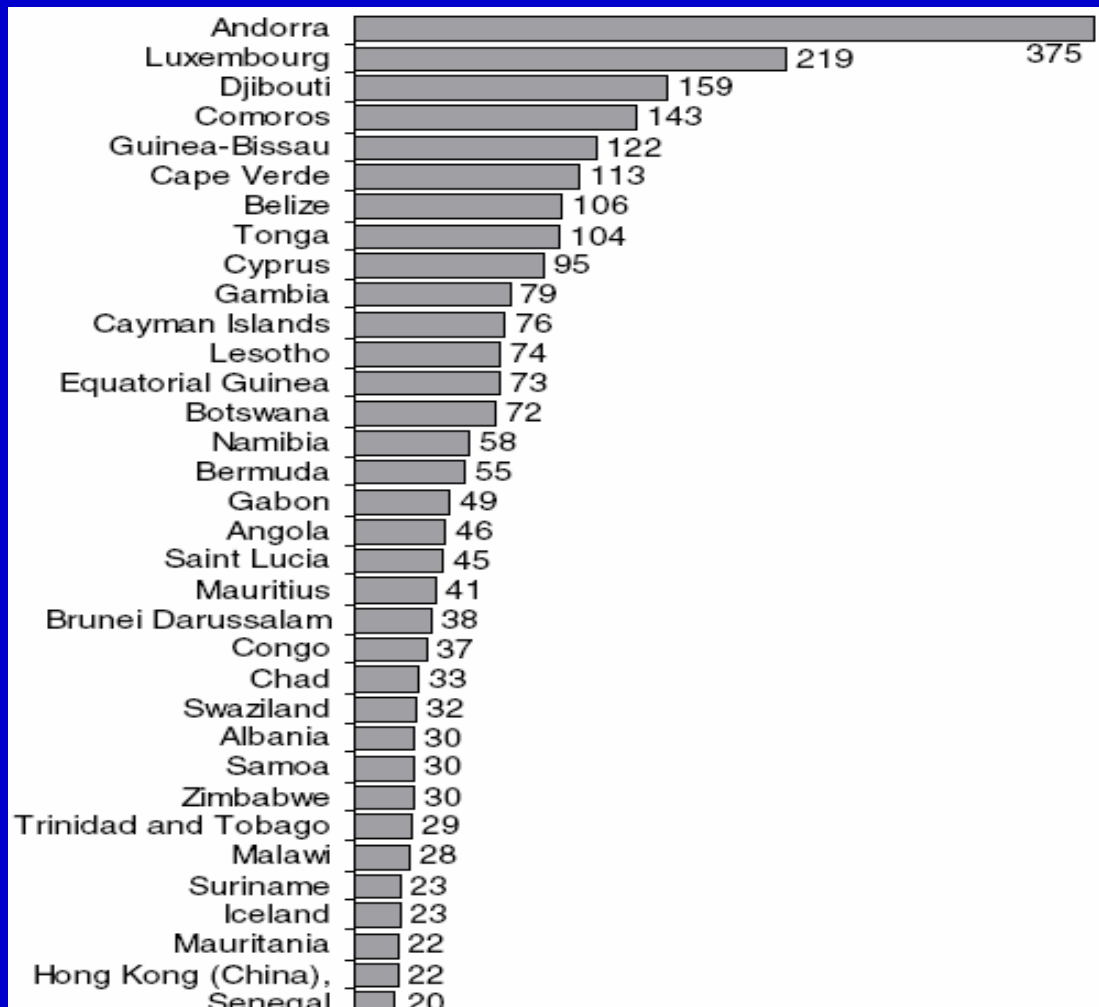
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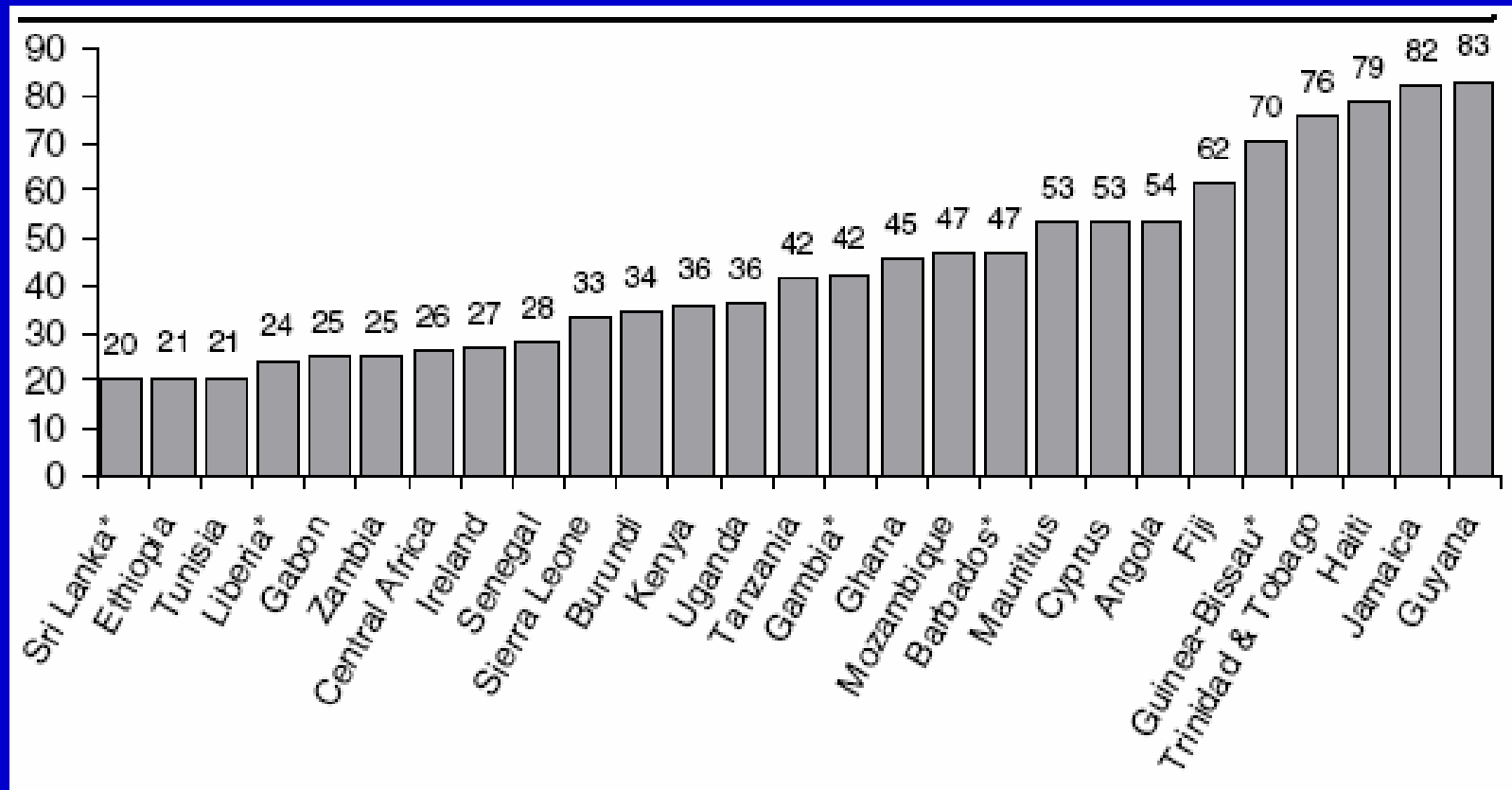
% of international students in the HE graduate output



Countries where domestic students enrolled abroad represent more than 20% of the domestic HE enrolment



Countries with more than 20% of their tertiary educated people expatriated in the OECD area



7. Cross border provision

Response to local shortages

Rapid transfer of skills

Human capacity building

International understanding

Quality concerns

Commercial opportunity (uncontrolled)

Brain drain

“Sharing Quality HE Across Borders

a 2005 IAU policy statement

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60
years of
1948-2008

Higher Education
and Research
Addressing Local
and Global Needs

IAU
13th General
Conference



Higher Education and Research Addressing Local and Global Needs

IAU 13th General Conference

Utrecht, 15-18 July 2008

Equitable Access, Success and Quality in Higher Education

A IAU Policy Statement



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Equitable Access, Success and Quality in Higher Education

A IAU Policy Statement

- Key Principles
- Recommendations to HE Institutions
- Recommendations to Governments

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to his/her highest potential!*

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Hot discussion points in Europe

- Finance: fees vs. loans ***
- Governance: autonomy or sovereignty
- Homogeneity or diversification ***
- After massification, universalization?
- Access does not mean success! ***

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Thank You!

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