Widening Participation
Synthesis of International Evidence

Institute for Policy Studies in Education
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1 INTRODUCTION

The purpose of this report is to provide a synthesis of international evidence on widening participation and to demonstrate which initiatives might be most applicable and useful in an English context. An international search of published and grey literature on widening participation was conducted, with the help of a wide range of international contacts identified with the help of the project’s Expert Advisory Group (see Appendix A). All documents have been stored in electronic and/or paper form and are available for retrieval from the Institute for Policy Studies in Education. A total of 240 items were then selected as suitable for inclusion in the initial evidence framework. Following a framework agreed by the DIUS Steering Group, these were summarised, with details of authors, years and sources. They were sorted into three different levels, those that pertain to policy level initiatives, those that represent innovations at an institutional level and those that relate to the issues faced by disadvantaged groups at an individual level. Following advice by the Steering Group the balance was weighted most strongly to policy level, with a particular emphasis on finance, then to institutional level and least to individual level. Each of the three levels was then subdivided and grouped thematically. The quality of the evidence is indicated by a * system.

* Description of an initiative

** Evaluation conducted by the initiative itself

*** External evaluation and analysis of the initiative

2 SUMMARY OF REVIEW OF INTERNATIONAL EVIDENCE

The following table demonstrates how the evidence framework was organised

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<td>Overviews-5</td>
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The full review of evidence is included as Appendix B.
3 IDENTIFYING SALIENT INITIATIVES

Although all of the evidence included provided valuable information, the next stage of the process was to select those initiatives that were most salient to an English context. Part of this process included drawing up country profiles of those countries that seemed to have similar frameworks for Higher Education (HE) or which presented important lessons for the English context. These countries were: Australia; India; the Netherlands; Norway; Sweden; South Africa; Republic of Ireland; Canada; USA; China and Germany. Full profiles for each of these countries are included as Appendix C. The profiles include a brief:

- overview of social, economic and political factors and their influence on educational priorities
- overview of structure of educational system from pre-school to HE
- overview of HE system including types and range of institutions, financing, flexibility, relationships with employers and 3rd Sector
- patterns of participation including information on under-represented and target groups
- policy on widening participation

The following initiatives were selected as being of particular relevance to the English Context.

3.1 POLICY LEVEL

3.1.1 ALTERNATIVE ENTRY

- The Competence Reform: Norway
- Real life skills and alternative selection: Sweden
- Accreditation of Prior Learning: Netherlands
- Linking ICE and PLAR: Netherlands
- Universities Admissions Centre: Alternative Entry Schemes, Australia
- Admission of Formally Non-qualified Students: Germany
- Community colleges as ‘commuter’ institutions: Canada
- Community Outreach and ICT: Sweden

3.1.2 DISTANCE EDUCATION

- Distance Education Council, India.
- Net University, Sweden
3.1.3 FINANCE

- Higher Education Contributions Scheme (HECS): Australia
- Student Finance Schemes: Norway
- Student Funding Systems: Ireland
- The Performance Based Funding Mechanism (PBFM): Alberta USA
- Tuition-Waiver Policies for Older Learners in University Courses: Canada
- Matched Savings accounts (MSA): USA
- Diversification of financing: China
- Twenty-first Century Scholars Programme Indiana, USA
- Individual Development Accounts: USA
- The Lottery Scholarship: New Mexico, USA
- Massachusetts Comprehensive Assessment System (MCAS) test and The Adams Scholarships: USA
- SEOG program: USA
- TRIO program: USA
- LEAP, HOPE and PELL grants: USA
- Lifetime Learning tax credits: USA
- Early Commitment of Financial Aid Eligibility: USA
- Washington State Achievers Program: USA
- Information on financial support for HE via computer games and peer networks: USA
- Community college transfers to 4 year degree programmes: USA
- Higher Education Contributions scheme HECS and Vocational Education Contributions scheme VECS: Australia
- NSELF, the Norwegian State Educational Loan Fund: Norway

3.1.4 DEGREE STRUCTURE

- New World - New University Bill: Sweden.
3.1.5 KNOWLEDGE CIRCULATION

- Innovation Agenda-Universities of Professional Education: Netherlands

3.1.6 SHARING INFORMATION

- EdEquity: Australia

3.1.7 DISABILITY

- Disability India Network: India
- National Scholarship for Persons with Disabilities: India

3.1.8 ETHNIC MINORITIES

- National Expert Centre for Ethnic Minorities in Higher Education (ECHO): Netherlands
- California Policy Options to Accelerate Latino Success in Higher Education: USA
- Strategy for better learning and greater participation by language minorities in day-care centres, schools and education: Norway

3.1.9 RURAL STUDENTS

- The Rural and Remote Education Advisory Council of Western Australia 4-year plan: Australia.

3.1.10 SOCIO-ECONOMIC STATUS

- Lifelong learning approach to the participation of non-traditional students: Australia, Ireland
- Diversification of curriculum and qualifications, multiple entry and exit points: South Africa
- A Learning Alberta initiative: Canada
- California State University Early Assessment Programme (EAP), and partnership with the State Department of Education and local HE schools: USA
- The department of Adult and Continuing Education and Extension at the University of Mumbai, institutionalization of extension and creation of a nonformal stream of education: India
3. 2 INSTITUTIONAL LEVEL

3.2.1 PROGRESSION TO HE

• Preparatory courses in English, mathematics, science, and a foreign language: USA
• Increasing Access by Monitoring (IAM) University of Southern California: USA
• Preparing for Success in College programme, California State University: USA
• Increased Role for Community Colleges in Teacher Preparation: USA
• The Diploma of Foundation Studies (DoFS) Monash University: Australia
• The Talented 20 Programme in Florida: USA

3.2.3 TARGETED PROVISION

• Centre for Extension Education, Indira Ghandi National Open University IGNOU, India
• OnTrack programme Murdoch University: Australia
• Widening Participation Activities: University of Melbourne
• Planning for Equity, University of South Australia: Australia

3.2.4 ETHNIC MINORITIES

• Student Mentoring Among Migrant Youth: Netherlands
• Oslo University College, Centre for Multicultural and International Studies: Norway
• Devi Ahilya University, Indore: University Minority Cell: India
• University of Oslo: Minorities in Focus in Academia: Norway
• Malmo University, Language Workshop: Sweden
• Internationalisation at Home at Malmo University: Sweden

3.2.5 SOCIO-ECONOMIC STATUS

• Access and Equity Schemes & Schools Network Access Program (SNAP), RMIT University: Australia
• Higher Education Access Route (HEAR): Ireland
• Support proposals for the Working Poor: USA
3. 2.6 MATURE STUDENTS

- Future Students. Special admission and concessional entry schemes and mature-age entry scheme University of Sydney: Australia

3. 2.7 DISABILITY

- Provisions for Disabled students University of Stavanger: Norway
- Guide for students with disabilities, Karolinska Institutet: Sweden

3. 2.8 FIRST GENERATION

- Living-Learning Programmes for First Generation College Students: USA
- Latino Leadership Programme Edinboro University: USA
- The Horizons Project, Purdue University: USA

3. 2.9 ALTERNATIVE ENTRY / TRANSITION

- Access Monash & Schools Access Monash, Monash University: Australia
- Alternative entry paths, special entry, University of Newcastle: Australia
- inpUTS Educational Access Scheme University of Technology Sydney: Australia
- Weighted lottery system, University of Nijmegen: Netherlands
- Swedish Folk High Schools- Free adult education: Sweden
- First Year Student Peer Networks Workshop, University of Sydney: Australia
- Transition programme management, Monash University: Australia

3. 2.10 PEDAGOGY / STUDENT SUPPORT

- Wits Plus Centre for part-time Studies, University of the Witwatersrand, Johannesburg: South Africa
- Activities for Engagement and Widening Participation in Higher Education, Ireland
- SWOT, University of Sydney: Australia
- UTS Student Help Web, University of Technology Sydney: Australia
- Supplemental Instruction in Mathematics, Lund University: Sweden
- Smart Study and Career Support, Delft University of Technology: Netherlands
- The STUG project (Students at Goteburg University): Sweden
- Culturally Responsive Technology Use: Australia
3. 2.11 CURRICULUM

- Curriculum Design in a Context of Widening Participation in Higher Education: South Africa
- Designing a Model of an Interdisciplinary Programme
- Integrated curriculum, The University of Cincinnati (UC): USA

3. 2.12 DISTANCE EDUCATION

- Indira Ghandi Open University (IGNOU): India
- The Network University (NVU): Norway

3. 2.13 RETENTION

- Student Retention Initiatives: USA

3. 2.14 ENGAGEMENT

- The Northern Corridor Education Precinct: Australia
- Widening Access through Partnerships with Working Life: Sweden
- The Campus Diversity Initiative: India
- Adult and Extension Education Programmes, Bharathidasan University, Tiruchirapalli: India

3. 2.15 HOLISTIC AND INTEGRATED APPROACHES

- New Vision: Ireland
- Gaining Early Awareness and Readiness Undergraduate Programmes (GEAR UP) the High School Equivalency Programme (HEP) and the College Assistance Migrant Program (CAMP): USA
4 ANALYSIS OF THE MOST BENEFICIAL INITIATIVES

The purpose of this section of the report is to highlight those initiatives which are most likely to be of benefit in an English context and which are synchronous with existing policy in England. This section of the report is cross-referenced with Appendix B, where more details of each initiative can be found. The potential costs, benefits and risks of adapting such approaches are identified.

4.1 POLICY LEVEL

4.1.1 ALTERNATIVE ENTRY

The Competence Reform: Norway p. 68
Real life skills and alternative selection: Sweden p. 69
Accreditation of Prior Learning: Netherlands p.70
Admission of Formally Non-qualified Students: Germany p. 71

The above approaches all incorporate HE into a life-wide education system which recognizes skills acquired in work and informal contexts and accredits them, including opportunities for university entry. This systematic approach means that the HE sector is opened up to those who have not had opportunities to pursue more academic pathways into university.

Costs
This is a low cost initiative. It would require funding for publicity to ensure take up and also funding for improved student support and pedagogic innovations in order to best support a potential new intake of students.

Benefits
A more open system with better links to the work, community and voluntary sector and better opportunities for a wider range of potential students. For example, in Norway this approach has been most effective in universities in rural areas with low numbers of applicants. In Sweden an evaluation by the Swedish National Agency for Higher Education in 2004 shows there has been a rise in applications and numbers enrolled on the basis of real life skills, such as those gained in a work context. It would accord well with proposals in England to create new universities in disadvantaged areas and with proposals to encourage those who are at work to participate in Higher Education

Risks
Admission of students without any academic backgrounds could result in high levels of early withdrawal if such students are not given adequate and appropriate support.

Community college transfers to 4-year degree programmes: USA p. 90
Diversification of curriculum and qualifications, multiple entry and exit points: South Africa p.115
Higher Education Contributions scheme (HECS) and Vocational Education Contributions scheme (VECS): Australia p.75/94
Swedish Folk High Schools- Free adult education: Sweden p.144

The above initiatives are about integrating the relationships between the vocational and HE sector. Flexible pathways such as allowing students to begin their degrees in community college and then transfer to university are a norm rather than an exception in the USA and multiple entry
and access points have become part of provision in South Africa. Research in England (Quinn, Thomas, Slack, Casey, Thexton and Noble, 2005) indicates that the ability to make such transfers without penalty is an essential part of creating a flexible lifelong learning HE, but it is still not normalised within the English system. In Australia there are proposals to develop a Vocational Education Contributions scheme (VECS) scheme which mirrors and ties into the Higher Education Contributions scheme (HECS). This retains the necessary support for vocational level training as well as promoting entry into HE.

**Costs**
The emphasis here is on changing structures and relationships. However, there are cost implications, which are mainly about better resourcing of vocational institutions and better support of vocational students in order to sustain their subsequent engagement with HE.

**Benefits**
FE colleges have a large concentration of students who are from lower socio-economic groups, first generation families and ethnic minorities and thus should be part of the widening participation agenda. However, in England transition from FE to HE is not well developed, particularly for those young people who have taken vocational routes. The opportunity to make a transition from community college to university has been a key factor in the take up of Higher Education in the USA which is much higher than in England. However, the proportion of those graduating in 4 years or less in the US is much lower than in England and longer periods of more fragmented study are the norm. These initiatives would promote integration and transfer, but also require a shift in ideas about what ‘normal’ HE study is.

**Risks**
Widening participation partnerships between HE and FE have faced problems because of differences in status and lack of clarity about roles and responsibilities. A system-wide rather than a project-based approach is needed.

4.1.2 DISTANCE EDUCATION

**Net University, Sweden p.73**

The Net University co-ordinates IT supported distance-learning courses offered by HE institutions. Part of its brief is to widen participation. Research in England (Reay, David and Ball, 2005) suggests that students from lower socio-economic groups are less mobile and thus their options can be restricted to local universities. This initiative offers opportunities to access courses from a wide range of HEIs.

**Costs**
Following the Swedish model, initial funding would be needed to help universities develop their courses for the Net University. Overall costs would be low.

**Benefits**
This would help to diversify options for those unable to move from their locality. It would be beneficial for those in remote areas and those with caring responsibilities and for those who wish to study whilst working. It would be most useful in bringing together expertise from diverse HEIs. Demand for this provision appears to be high in Sweden: the Net University opened in 2002, by 2004 11% of the total student population were enrolled there.
Risks
Potential threats to the existing work of the Open University. Online provision does not automatically mean equal access, unless careful attention is paid to pedagogy. Dangers of a second-class tier of university experience.

4.1.3 FINANCE

Student Finance Schemes: Norway p.76/83/94
Student Funding Systems: Ireland p.78/9

The widening participation profile in both Norway and Ireland has positive features. For example, Norway recruits particularly high numbers of mature students in comparison to other countries and Ireland has seen a growth in the participation of students with disabilities and those with socio-economic disadvantage, since 2001. There are a range of features that appear to contribute to this. In Norway both the Competence Reform and the flexible HE system have opened opportunities to move from employment into HE. In Ireland, the National Action Plan: Achieving Equality and Access to HE has promoted a holistic and strategic approach to widening participation. In both these countries, financial support is provided to students from the state combined with an explicit focus on equality issues. However, we cannot categorically state that this is the determining factor in their success.

Costs
Potentially high cost initiative

Benefits
Wider access for disadvantaged groups and removal of financial barriers. In Norway, for example, increased financial support may be a factor, combined with the Competence Reform and the flexibility of the system, which has particularly increased the participation of part time students, apprentices and mature students: all groups who require improved access in an English context. In Ireland there has been a continued historical growth in participation in HE since the 1960s amongst young people from 19 to 24, reaching 56% in 2007. We cannot directly attribute this to the abolition of tuition fees in 1995, but increased financial support may be a factor in encouraging participation.

Risks
Pressure on funding of HE system and runs counter to recent policy in England where students have been expected to take a role in financing their studies.

Tuition-Waiver Policies for Older Learners in University Courses: Canada p.82

There are demographic concerns about the falling numbers of young people who will be available to enter HE in England (Universities UK, July, 2008) and Ministers have called on universities to increase their numbers of mature students. Efforts to encourage older learners, particularly those who are from lower socio-economic backgrounds, are thus desirable.

Costs
The costs of this initiative depend on take up, but caps in numbers eligible is one means by which this can be managed.
Benefits
There would be benefits for older students, for the lifelong learning agenda in England and for the learning environment and culture of HE institutions themselves. Encouraging adult students accords with the agenda proposed in the *Higher Education at Work* consultation paper. Research in Canada (Thompson, 2003) suggests that it is still financial barriers that most deter older learners and therefore tuition fee waivers are beneficial. However, because of poor publicity, take up of fee waivers has been disappointing.

Risks
Unless the scheme is well publicized, take up could be low

**Matched Savings accounts (MSA): USA p.83**
**Individual Development Accounts (IDA): USA p.84**

Matched savings accounts such as IDAs are tools to support low-income families to save and secure assets such as Higher Education. They are essentially a compact between a family and an organization. In an HE context, amounts saved by families are matched by specific HEIs on the basis that the child will study there in the future. Once a student enters the HEI the jointly amassed funds are paid directly to the educational institution to cover tuition, books and computers.

Costs
Less expensive than removing tuition fees altogether

Benefits
Supports low income families to build assets and secures a partnership between the family and the HEI that is of mutual benefit. In the USA, one third of matched savings accounts are used to support education. In England it is increasingly recognized that widening participation must take into account the family context and the ways in which families seek to work together to create maximum benefits for all their members (see Thomas and Quinn, 2006). Matched saving accounts would fit this ethos.

Risks
Not accessible to those on the lowest income as requires families to make savings upfront. Issues related to early withdrawal of the student. Commits student to one HEI.

**Twenty-first Century Scholars Programme Indiana, Washington State Achievers, p.84/87**

These programmes are targeted at low income students, the group who are least well represented in English HE. They provide financial aid equivalent of tuition for instate universities and colleges and link it to need, rather than academic prowess. However, they also require certain commitments from students such as finishing high school with a certain level of grades and abstaining from alcohol and drugs.

Costs
Evidence indicates that need based aid, rather than merit based grants, has reduced costs and improved access
**Benefits**
Improved access and persistence amongst disadvantaged students. For both programmes there are indicators of success: 8th grade students who participate in the programmes are more likely to apply to university and receiving grant aid has had a substantial impact on enrollment. However, on a state basis the impacts differ. In Indiana, since the start of the programme in 1992, access has increased from 50.5% (below the national average) to 60% in 2000, which was above the national average. In Washington, enrollment dropped from 58.4% in 1992 to 44.6% in 2000, but graduation continued to be higher than the national average. There appears to be an association between both programmes and improved rates of persistence amongst students, which is an important consideration in an English context, given the current emphasis on retention.

**Risks**
The programme needs to be combined with encouragement for academic preparation. The restrictions on personal behaviour could be problematic in an English context.

**Early Commitment of Financial Aid Eligibility: p. 89**
This US proposal is that is possible at a very early stage (for example via free school meals provision) to identify those children who will subsequently be eligible for financial aid if they go to university post school. If a commitment were made to these children at an early stage, this would increase their confidence in planning to go to HE.

**Costs**
Does not increase numbers of those eligible for financial aid, but should increase take up and therefore increase costs

**Benefits**
A more secure transition to HE for those children who are most in need of support and opportunity to plan ahead with confidence. Evidence from the USA (see Perna, Nora, Heller, Coles and Hagedorn, 2006) indicates that the majority of low income students would use information about eligible financial aid to help them make decisions about applying to university. Currently they do not know what aid they are eligible for until they get a place and thus many are deterred from applying who might actually be due financial aid.

**Risk**
Possibility of misidentification

**Information on financial support for HE via computer games and peer networks: USA p90**
Prospective students and their families continue to find HE finances difficult to understand. Providing information via computer games, mediated by peer networks of students working in schools, would be a useful strategy

**Costs**
Low cost and supported by volunteers

**Benefits**
Particularly helpful for first generation entrants

**Risks**
Neither a high risk nor a high reward strategy.
4.1.4 STRATEGIC APPROACH TO WIDENING PARTICIPATION

Approaching widening participation in a piecemeal fashion is not effective. This action plan is a good model because it addresses widening participation on a number of levels. Financially it embeds access within HE funding and introduced a new Recurrent Grant Model to support equity and access as part of the core grant to universities. It developed a national framework for access policies built on consultation with stakeholders including disadvantaged groups and evaluation with HEIs. New routes from FE to HE were established with closer links between communities and universities, systematic collection of data on underrepresented groups, participation targets and evaluation measures combined with innovative teaching and learning.

Costs
Potentially high cost

Benefits
A clear and holistic approach to widening participation that improves both access and the quality of Higher Education. Data is currently being collected which will help evaluate the success of the initiative. In 2006 a review of progress revealed encouraging trends including an increase in the number of routes from FE to HE and a 20% increase in take up of funds for students with disabilities.

Risks
Requires high level of collaboration and co-operation

4.1.5 TARGETED INITIATIVES

ETHNIC MINORITIES


Helping the HE sector to responding to a multicultural environment requires expert knowledge and a high profile in relation to institutions, policy makers and employers. ECHO provides a successful model whose role is to enhance access, progression and transition to the labour market amongst ethnic minority students.

Costs
Low cost initiative

Benefits
Provides focus for research and policy development on ethnic minorities in HE There is no comparable institute in the UK.

Risks
That all responsibility for this issue devolves on the centre
RURAL STUDENTS

The Rural and Remote Education Advisory Council of Western Australia 4-year plan: Australia. p. 103

Rural students are often marginalised in debates on widening participation, but they require specific attention. Aside from general problems of isolation and distance, they include low waged and disadvantaged communities, who may lack confidence. This is an example of a systematic approach where there is a cross-sectoral working, where community involvement in education and training is enhanced and where rural education programmes are resourced. The plan also addresses the recruitment of professionals and attention to cultural diversity.

Costs
Medium cost initiative

Benefits
Better links and improved access between universities and rural communities. There is no comparable approach in England.

Risks
Minimal

FIRST GENERATION AND LOW INCOME

Foundation for Academic Excellence and Access, India p.123

This is a good example of a philanthropic approach to widening participation. This foundation, which is supported by the Ford Foundation, has targeted the very poorest in Indian society, and by a programme of socio-educational outreach, such as workshops held in villages, has supported talented young people to access prestigious universities and thus gain access to power and decision-making. They have mentored and financially supported these students once they are in university and provided educational opportunities once they leave. They also advise universities on how to improve provisions to marginalised groups.

Costs
This requires substantial investment from a funder

Benefits
Provides high quality support to the most vulnerable in society. The Pathways programme has supported more than 600 students over the last 5 years and encouraged partner institutions to develop locally based innovations to reach out to disadvantaged communities. The local approach and the focus on those who are highly marginalised in society are both useful models for England.

Risks
Relies on philanthropy
TRIO program: USA p.90

Research suggests that outreach with first generation families is necessary to facilitate widening participation (Thomas and Quinn, 2006). These are outreach programmes aimed particularly at low income and first generation families. They are awarded to institutions on a competitive basis. They provide institutions with funds to support initiatives that encourage aspiration, access and completion.

Costs
This is a redistribution of funds to those institutions that are doing most to support underrepresented groups

Benefits
It enables and encourages institutions to make better links with prospective students and their families and has been successful in promoting access and retention. The emphasis on families not individuals is good model for outreach work in an English context.

Risks
Making this a competition requires institutions to spend time and resources, possibly for no reward and suggests this is an option rather than an integral part of the HEIs work

DISABILITY

Disability India Network: Higher Education p.91

Disability is known to be one of the most significant factors in reducing opportunities both to access and benefit from learning opportunities. It is difficult to find good international examples of HE policy relating to disability. Because of the high levels of disability in India, they have developed a more strategic approach than most, focused on the Disability India Network. This includes a Higher Education strand whereby selected universities are given extra support to offer special education: the Higher Education for Persons with Special Needs programme (HEPSN), and to train teachers in delivering special education. The government also pays attention to improving the infrastructure of HE to improve access for people with disabilities.

Costs
High

Benefits
Greater access and success for people with disabilities, who are a group recognized as in need of particular support in England: for example they are one of the new target groups for Aimhigher.

Risks
A focus on special education may take attention from changes that should be made to integrate people with disabilities within mainstream provision.
4.2 INSTITUTIONAL LEVEL

4.2.1 PROGRESSION TO HE FROM SCHOOL

Full curriculum, opportunity to learn, USA p.123
Core Preparatory courses, USA p.124

Evidence from the USA confirms that it is social inequality that most shapes who progresses from school to HE. Part of that inequality is curricular, in that those students who do not have a full curriculum in their school, for example one which includes advanced Maths and foreign languages, do not have the full 'opportunity to learn' and progress. A secondary education which is the optimum for preparing students for HE includes a combination of English, mathematics, science, and a foreign language. This indicates that a foreign language should be a compulsory part of secondary education in England. Evidence from the USA also suggests that first generation and low-income students benefit from preparatory courses that specifically prepare them for college. The courses are rigorous with a high level content which prepare students with the skills they need for HE. Successful pedagogical styles are informal and make connections with current events, popular culture and across disciplines, and tutorial support is given. Teachers on such courses need to be well qualified and trained.

Costs
Costs of recruiting and training more foreign language teachers. Costs of training teachers to deliver core preparatory courses

Benefits
Greater opportunities for success and smoother progression for disadvantaged students

Risks
Could prevent some young people from wanting to stay on post 16

Increasing Access by Monitoring (IAM) and Early Access Preparation (EAP) University of Southern California: USA p. 120/124

Links between universities and schools are a common feature of widening participation. This initiative is particularly interesting because of the micro level of support it offers. Both academics and students work closely with first generation students to help them apply for college and for financial aid.

Costs
Low cost, relies on volunteers

Benefits
Helps first generation students to work through the system effectively

Risks
A time commitment for institutions and requires knowledgeable and patient mentors
The Diploma of Foundation Studies (DoFS) Monash University: Australia p.129

One of the most significant barriers to widening participation is having low scores on entry qualifications. This is a pioneering programme, which has a well-established record in facilitating the entry of those who would not normally be eligible to enter HE, and working with them in a programme of transition which then enables them to do degrees in a range of subjects. The success and retention rates are then broadly comparable with the rest of the student body.

**Costs**
A medium cost activity

**Benefits**
Supports those students who have strong aspirations for HE study, but who have not had previous academic success. This is significant for an English context where qualifications at GCSE and A level are lower for those from lower socio-economic groups. As a result of participation in DoFS 75% of participants went on to study for a degree at Monash and success rates in their degrees were equivalent to other students with higher entry level qualifications.

**Risks**
Demoralisation of those students who still do not succeed

### 4.2.2 ALTERNATIVE ENTRY / TRANSITION

Access Monash & Schools Access Monash, Monash University: Australia p.143

Alternative entry paths, special entry, University of Newcastle: Australia p.144

inpUTS Educational Access Scheme University of Technology Sydney: Australia p.144

First Year Student Peer Networks Workshop, University of Sydney: Australia p.144

Transition programme management, Monash University: Australia p.145

These are well-established initiatives, which have been successful in providing alternative entry paths for disadvantaged students. Initiatives such as the peer networks workshop, which is aimed at first year science students, have been shown to facilitate adjustment to university life and improve academic performance. Evidence from Monash indicates that if transition programmes are co-ordinated and managed by academic rather than administrative staff they are more successful and have more credibility.

**Costs**
Low Cost

**Benefits**
Improved integration and success. In England the first year is when students are most at risk of early withdrawal, particularly students from lower socio-economic groups and therefore such approaches are a useful targeting of resources.

**Risks**
Minimal
4.2.3 EXTENSION

Centre for Extension Education, Indira Ghandi National Open University IGNOU, India
Extension programme, Mumbai University, India
Adult and Extension Education Programmes, Bharathidasan University, Tiruchirapalli: India p. 130/121/161

Research shows that informal learning is the best way to hook adults into education. Embedding a nonformal stream of education within HEIs, as in the University of Mumbai, and combining this with outreach targeted at particular groups, such as Muslim women and girls, as in IGNOU, is the beginning of a pathway to widening participation for those who are most disadvantaged.

In Bharathidasan University extension activities are integrated into adult literacy programmes and working with diverse agencies becomes part of the Area Development Plan. Lecturers and students are mobilised to deliver adult literacy and this facilitates awareness of social justice issues.

Costs
High cost if adopted systematically across the system

Benefits
Long-term improvement in access to HE and contribution to social justice agenda. English universities have a strong history of extension activities, but these have not necessarily been targeted at low-income groups. Continuing education has not been a priority for government funding. The link between widening participation and continuing education should be fostered and HEIs should be financially rewarded for extension particularly that which is targeted at disadvantaged learners.

Risks
No quick returns

4.2.4 TARGETED INITIATIVES

ETHNIC MINORITIES

Student Mentoring Among Migrant Youth: Netherlands p.132

Children from refugee communities have benefited from counselling and advice from successful members of their community, acting as student mentors. This approach can be adopted across ethnic minority communities

Costs
Low cost

Benefits
Support and encouragement for ethnic minorities to enter HE

Risks
If not supported by structural changes could seem tokenistic
Oslo University College, Centre for Multicultural and International Studies: Norway
Internationalisation at Home, Malmo University p. 134/135

The existing model of multiculturalism in HE is that linguistic minorities should learn to adapt to the institution. This ignores the potential of the heterogeneous student body to create opportunities for mutual learning and cross-cultural communication. Oslo University College is a good model because as well as providing support for students it is ensuring that all staff are trained to be aware of multiculturalism and the challenges and opportunities it provides. Malmo has a strategic approach, which incorporates internationalisation and intercultural communication at all levels of the institution, including the curriculum and learning and teaching. Both these examples illustrate the conceptual and practical shifts needed to widen participation to all communities in our society.

Costs
Low cost

Benefits
Integrates ethnic minorities and learns from them

Risks
Needs to be handled with sensitivity

SOCIO-ECONOMIC STATUS

Higher Education Access Route (HEAR) Ireland p.137
Support proposals for the Working Poor: Institute for HE Policy USA p.137

The HEAR programme runs across all universities in Ireland and is specifically targeted at long-term unemployed, low income and first generation students.

Adults working in low-paid jobs face significant barriers to entering HE in the USA, particularly if they are single parents. In 2007 the Institute for HE policy made a series of proposals for supporting these adults to become students, these include support targeted at single parents, evening and weekend hours for financial, academic and student support, extended library and computer time, flexible academic timetables.

Costs
Mainly staff costs, but would extend use of resources already in place

Benefits
Better support for those from lower socio-economic groups, broader student base, increase in skilled workforce. The Institute for HE Policy Study (2007) shows that in the US 43% of ‘working poor’ registered as undergraduates considered themselves primarily as students working to support their studies. Six years after starting their degree nearly 50% of working poor students in the US leave without certification. Research in England (Callender, 2008) also shows that problematic relationships between study and work also exist in England. Proposals to target support at such students would be highly beneficial.

Risks
High withdrawal rate possible
FIRST GENERATION

Living-Learning Programmes for First Generation College Students: USA p.143
Latino Leadership Programme Edinboro University: USA p.143
The Horizons Project, Purdue University: USA p.143

These are a range of programmes specifically designed for first generation students. The Living-Learning programme provides alternative accommodation and structured activities for these students. This has proved more effective in helping their transition to HE than relying on informal peer relationships. The Latino Leadership Project and the Horizons project have both proved successful in supporting first generation students offering one to one guidance, study support, financial advice and referral.

Costs
Medium cost, mainly costs of staffing-existing accommodation can be ring-fenced for such students

Benefits
Improved retention and success for first generation students who are an important group to target in England. Research in the USA (Kurotsuchi, Voigt and Leonard, 2007) indicates that living-learning programmes produce more successful social and academic transition for first generation students.

Risks
Danger of ghettoizing these students

DISABILITY

University of Stavanger, Norway p.141
Karolinska Institutet, Sweden p.142

Provision for students with disabilities appears limited across nations. The above are examples of institutions that have attempted to systematically support students with disabilities, including pedagogical innovations, modifications to exams and improvements to campus facilities.

Costs
Improvements to infrastructures and providing specialist support are potentially high cost. However amendments to procedures and improvements in approaches to disability are low cost.

Benefits
Improved access and success for people with disabilities. Although a heterogeneous group they share difficulties in getting full access to teaching and support services, meet negative attitudes about their capabilities and are overrepresented amongst those who withdraw early. For example, approximately 5% of people in most countries are deaf or have significant hearing loss and there are around 25,000 students with hearing difficulties in the USA. Nevertheless, specialist provision for deaf people is limited, including in the English context.

Risks
Low risk
4.2.5 PEDAGOGY

**Wits Plus Centre for part-time Studies, University of the Witwatersrand, Johannesburg: South Africa p.145**

Part time study needs to be positioned as a significant and integral part of HE. This centre is a useful model as it provides a location for part time students who are adult workers, timetables its activities to mirror their needs and is successful in recruiting and supporting them.

**Costs**

Medium

**Benefits**

Helps those who need to work part-time because of work or caring responsibilities and thus increases HE market. Although opportunities to study part time exist across the English HE sector, there are financial penalties; students are often unaware of these opportunities, or experience isolation if they do take them up, plus experience lack of access to the broad range of university resources. Moreover, institutions do not encourage the move from full time to part time study. This type of initiative would help to focus resources on part time students.

**Risks**

Minimal, but could possibly ghettoize part time students if it is the only provision for them.

**UTS Student Help Web, Disability University of Technology Sydney: Australia p. 147**

**Supplemental Instruction in Mathematics, Lund University: Sweden p. 147**

**Smart Study and Career Support, Delft University of Technology: Netherlands p. 147**

**The STUG project (Students at Goteburg University): Sweden p. 148**

These represent examples of a broad range of initiatives which offer academic and personal support which is particularly targeted at low-income ethnic minority and disabled students and which are well established and evaluated.

**Costs**

Low

**Benefits**

Targets student support to those most in need rather than operating a generalist approach

**Risks**

Low

4.2.6 CURRICULUM

**Integrated curriculum, South Africa p. 152**

**Interdisciplinary Integrated curriculum, University of Cincinnati (UC): USA p.152**

Both these models demonstrate the value of integrating academic support within the curriculum, rather than as an added extra which students have to seek out. The UC model has paired reading and study skills with content throughout their undergraduate curriculum. In addition they have introduced an interdisciplinary reading programme, which has proved successful in the success and retention of widening participation students.
Costs
Low

Benefits
A curriculum, which is responsive to widening participation students, promotes integration, success and retention and creates an interdisciplinary learning community.

Risks
Low

4.2.7 RETENTION

Student Retention Initiatives: USA p.155

Institutionally based initiatives include credit transfers in Florida, University of Arkansas Freshmen Academic Support and Tracking Programme (FAST), Seattle University living/learning environments for commuter students.

Costs
Low

Benefits
Some improvement in retention

Risks
Attention becomes focused on retaining students and not on flexibility and success

4.2.8 ENGAGEMENT WITH REGION, COMMUNITY and EMPLOYERS

A Learning Alberta, Canada p.118

The Northern Corridor Education Precinct (NCEP): Australia p.159

Widening participation has a strong regional dimension, which tends to be ignored when developing national strategies. Alberta has developed a comprehensive initiative to develop a new vision, policies and initiatives to improve their advanced education system, including improving access to HE. One of the features of this approach has been to start from the in-depth study of research findings as they apply to Alberta.

Widening participation requires much better cross-sectoral and regional collaboration between HE, FE and schools and between the education providers and the community. NCEP brings together all education providers in this area in collaboration with the community, with a Steering Committee that is very open and representative. It organises specific initiatives bringing sectors together, such as the Cabbage Tree Creek Learning Project that focuses on enterprise education.

Costs
Low
Benefits
A co-ordinated regional approach that fosters widening participation within a broader educational and community context

Risks
Difficulties of negotiating power relations between HEIs and other sector

Widening Access through Partnerships with Work: Dalarna University, Sweden p.160

This university has significantly increased its intake of students from non-academic backgrounds. It set up steering councils with work-based representatives and these groups, chaired by representatives from working lives, have had considerable influence on the undergraduate curriculum, particularly in the area of teacher education. Fifteen Learning Development centres have been established and these have increased participation in HE, particularly in rural areas.

Costs
Low

Benefits
Much closer links between the HEI and work, leading to improved access for those who are working and come from non-academic backgrounds. The province of Dalarna, has traditionally had low participation in Higher Education. Simply setting up a university there in 1977 did not change this. The establishment of partnerships with employers, via steering councils and the ensuing concrete changes to the curriculum have resulted in a major increase in participation, particularly in rural areas. This approach could be beneficial for disadvantaged provincial areas in England, which face similar problems.

Risks
Danger that curriculum will be shaped by employers agenda at the expense of other values

5 CONCLUSIONS

There are useful lessons that England can learn from international widening participation initiatives. No one country can be said to have created the perfect system. England has tended to model itself on the USA and Australia, but there are other countries with different approaches, such as Norway and Ireland, that are worthy of closer consideration. It is therefore likely that a hybrid approach, drawing on approaches from a range of countries, is the most productive course for England to take. The purpose of this section of the report is to outline those international initiatives that could be useful and relevant in the current English context. It provides a broad range of information, from the strategic, related to cross-sectoral working and flexibility, to the micro level of changes at an institutional level. All of the initiatives identified here would benefit disadvantaged members of our society and promote more equal access to HE. They are all worthy of serious consideration in developing widening participation policy and practice.
6 RECOMMENDATIONS

- That DIUS consider the range of initiatives suggested at the policy level and explore the possibility of implementing such initiatives in an English context.

- That DIUS prioritises those policy level initiatives that promote alternative entry, flexibility, cross-sectoral working and extension and conducts further research specifically on these issues.

- That DIUS liaise with HEFCE to provide ring fenced funding to enable HEIs to develop initiatives from the range suggested at the institutional level. HEIs should be given discretion to decide which initiatives best suit their mission.

- That DIUS organize dissemination of information about these initiatives.

- That DIUS liaise with the relevant international bodies when developing these new initiatives.
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APPENDIX A - INVITATION TO PARTICIPATE

Invitation to contribute to an international review of widening participation

Dear Colleague

I am writing from the Institute for Policy Studies in Education, London Metropolitan University, UK, Director Professor Alistair Ross. We have been commissioned by the DfES to conduct an international review and synthesis of initiatives to widen participation in Higher Education e.g. providing fair opportunities for all to enter HE and supporting disadvantaged students to succeed there. We know from past research that the best way to access this information is to approach national experts who have good knowledge of widening participation in their countries. We are now approaching you as such an expert and hope that you will be interested in contributing to this review.

We would be most grateful if you could send us any information you have about widening participation initiatives in your country. We are particularly interested in the following:

- evidence from the last 10-15 years, predominantly in English
- evidence of initiatives (policies, institutional practices, research projects) which have facilitated the participation in HE of the following target groups: those with low socio-economic status, first generation entrants, people with disabilities, ethnic minority groups, and mature students
- evidence of initiatives that promote widening participation for other groups that are particularly disadvantaged in your own country
- evidence of the range of possible modes of entry into HE, such as accreditation of prior learning, alternative courses such as foundation and access courses
- evidence of initiatives which maximise flexibility, such as part time study, work-based study and credit transfer
- evidence of financial support strategies
- evidence of initiatives that support such students to succeed in HE including curricular and pedagogic innovation, student support, learning support, peer support, language support, materials that make the system more transparent
- evidence of addressing the needs of under-represented groups holistically by working in partnership with communities and other agencies such as schools and the voluntary sector

We would like to add your details to the report and acknowledge your contribution. If you have any queries, please contact me on j.quinn@londonmet.ac.uk.

We look forward to hearing from you,

With best wishes

Professor Jocey Quinn
APPENDIX B - FULL REVIEW OF INTERNATIONAL EVIDENCE

1 - POLICY LEVEL

ALTERNATIVE ENTRY

1.1* The Competence Reform, Norwegian Ministry of Education

The Competence Reform in Norway was launched to give adults more opportunity to acquire education and training and to improve their qualifications. The main objective of the reform is to help meet the needs of society and the workplace for skills and knowledge. It is both an educational reform and a workplace reform. Non-formal learning must be documented and assessed; employees have the right to study leave; study financing has improved; education is tax free It includes national initiatives which encourage transparent mechanisms for the assessment, certification and recognition of skills, including prior learning and previous experience, irrespective of the countries where they were acquired formally or informally www.kuf.dep.no. www.ilo.org/public/english/employment/skills/hrdr/rec_n/re_11a_nor.htm

1.2***Evaluation of the Competence Reform in Norway: Access to Higher Education Based on Non-formal Learning

Author: V. Opheim and H. Helland
Year: 2006
Journal: Higher Education Management and Policy
Volume: Vol. 18
Issue: No. 2
Pages: 91-106

From the start of the 2001-2002 academic years, people who had not completed secondary school were able to enter higher education based on documented non-formal learning, realkompetanse. Based on interviews with key personnel at selected universities and university colleges, and on quantitative data from the applicant register, this article presents results from an evaluation of this reform in Norwegian higher education. The evaluation indicates that the reform, by and large, works according to the lawmakers' intentions in providing a second chance for learners not usually linked with higher education. Still, findings suggest considerable variations in how the universities and university colleges have adjusted to the reform. Geographical location and supply of students are factors contributing to the institutions attitude to the reform. University colleges in rural areas with a low number of applicants, in general, react more positively to the reform and it seems to be easier for applicants to be assessed as qualified for studies, in such institutions.

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1.3 **Validation of Non-formal and informal learning in Norway: the Realkompetanse Project 1999-2002**

**Date:** October 2002  
**City:** Oslo, Norway  
**Institution:** The Norwegian Institute for Adult Education - VOX

This report has been compiled in order to present the experiences, results and conclusions for the work with validation of non-formal and informal learning in Norway, in the Realkompetanse Project between August 1999 and July 2002.

The main aim of the Realkompetanse Project was to establish a national system for the documentation of adult non-formal and informal learning, with legitimacy in both the workplace and the education system. VOX, the Norwegian Institute for Adult Education was responsible for the implementation and development of the project. It is the opinion of the project board that the foundation for establishing a national system for the documentation and validation of non-formal and informal learning is in place, but that there is a need for further development work in a number of areas. A working group appointed by VOX will be initiating further work on development and implementation and following up the work done locally

1.4 **Real life skills and alternative selection at Swedish higher education institutions in 2004**

**Year:** 2005  
**Institution:** Hogskoleverket. Swedish National Agency for Higher Education

In this report the HSV has surveyed and analysed the use by the HEIs of real life skills and alternative selection during 2004. Surveyed annually by HSV, numbers of students admitted by this process appear to rise and fall. The survey reveals that the number of applications and the numbers enrolled on the basis of real-life skills have risen somewhat compared with the previous year. Most of the institutions report the initiation in some educational area of projects involving real-life skills. Real-life skills are most frequently invoked in applications for programmes that have vocational links, such as nursing and teacher-training. The National Agency for Higher Education considers that the regulation about real-life skills meets a need that cannot be satisfied simply by granting waivers or equivalent procedures. However, application still gives rise to certain practical difficulties as suitable instruments have to be developed to enable validation of real-life skills and assessing these applicants is resource intensive.

Alternative selection is used by 14 higher education institutions. In the majority of cases this involves some form of quota system. Most usually, a quota of places is earmarked for students who have completed a college programme. Gender quotas come second. Quotas are also based on ethnic background, vocational experience, where applicants live and the assessment of real-life skills. Alternative selection procedures, such as portfolios and interviews, are only used to a limited extent. A relatively small number of students are enrolled on the basis of alternative selection. This may be explained, for instance, by the short time the regulations have been in force, the extra costs associated with alternative selection, and the general uncertainty that prevails about the grounds on which selection may be based according to the current regulations. Karlstad University has opted to review not only those who invoke the possibility of meeting eligibility requirements through the regulations on real-life skills, but all applicants that cannot show that they meet the formal eligibility requirements.
1.5*** Moving from Technical and Further Education to University: An Australian Study of Mature Students

Author: J. Abbott-Chapman  
Year: 2006  
Journal: Journal of Vocational Education and Training  
Volume: 58  
Issue: 1  
Pages: 1-17

Longitudinal research, conducted between 1999 and 2002, tracked the academic progress of a small sample of mature students entering the University of Tasmania, Australia, from a disadvantaged region of Tasmania to pursue degrees in accounting and education. Both quantitative and qualitative methods were used to examine the impact of alternative selection methods, attendance at the Unistart induction program and continuing study support, on students' academic progress and satisfaction with university. The progress of mature technical and further education (TAFE)-background students compared with those who held school-leaver qualifications is the particular focus of this paper. Findings reveal that TAFE-background students overall perform academically on a par with other members of the cohort, but that they experience more study problems and less satisfaction during the first year. Induction programs and study support assist the first-year transition and are associated with later academic success.

1.6**Research Circles and Methods for Validation of Work-based, TACIT, Knowledge, Norway

A. Jamegren and H.-E. Roos  
Alpine: A Higher Education Project

One objective of the paper is to present some current efforts made at Lund University in order to develop a methodology for the "Accreditation of Prior Experiential Learning - APEL". The work starts from a point of view developed within applied sociology and based on an action-research methodology. This underlines the importance of local involvement and dialogue in order to achieve a practical and action oriented production of new knowledge. The basic idea is that the APEL process should become the object of an interactive examination by all parties involved.  
http://www.qub.ac.uk/alpine/ALPINE/5_2_2_b1.htm

1.7*Accreditation of Prior Learning: A Background Report, Netherlands

Author: A. M. Scholten and R. Teuwsen  
Year: 2001  
Pages: 78

The Department for International Credential Evaluation of Nuffic in the Netherlands initiated a project in 1999 called ACCEPT: Accreditating Competencies acquired in Education, Professional Training and Employment. The projects main objective is to expand the methodology of international credential evaluation so that it can deal not only with formal study programmes and diplomas but also with competencies acquired through a variety of means. The focus of evaluation will thus change from a person’s formal qualification or degree to the competencies the person has acquired in all the learning situations they have experienced (e.g. work, private education, self-study and/or course attendance).
1.8*** Linking ICE and PLAR: Overview of the Developments in the Netherlands

Author: A. M. Scholten and R. Teuwsen
Year: 2002
Institution: NUFFIC

This report is part of an international project initiated by the European network of National Academic Recognition Information Centres (the NARIC-network). The project, new forms of assessment is carried out by the NARICs from the Czech Republic, Germany, Sweden and the Netherlands. This project has led to a website (www.ice-plar.nl) which contains further background information, information on the project and on the necessity to link international credential evaluation and prior learning assessment and recognition. This report is written by the Dutch NARIC and provides an overview of the developments in the fields of international credential evaluation (ICE), and prior learning assessment and recognition (PLAR) in the Netherlands. Although people with foreign qualifications belong to the potential target group of PLAR procedures, present assessment instruments do not automatically relate to people who have been educated, trained and employed abroad. Moreover, most national initiatives involving PLAR focus on professions for which secondary vocational education is required. The assessment of competencies using PLAR procedures at a higher level is even more in its infancy.

Chapter 1 provides background information on national developments. The first section addresses international credential evaluation. Section two summarizes national policy issues relevant to lifelong learning and the identification, assessment and recognition of non-formal learning. Section three describes the development related to PLAR in higher education and the last section describes the relation between ICE and PLAR from the point of view of the Dutch NARIC. Chapter 2 contains descriptions of current project descriptions as examples of linking ICE and PLAR in practice.

1.9 * Universities Admissions Centre: Alternative Entry Schemes, Australia

Number of different institutional schemes for alternative entry routes for different groups
Preparation courses for tertiary entrance
Special tertiary admissions test (STAT)
Alternative entry schemes and programmes
Professional/paraprofessional qualifications
Employment experience
National TAFE-university credit transfer schemes

1.10 ***Non-traditional Students in a Traditional System of Higher Education: The German Case of Formally Non-qualified Students

**Author:** E. Rau  
**Year:** 1999  
**Journal:** Higher Education in Europe  
**Volume:** 24  
**Issue:** 3  
**Pages:** 375-383

HE systems around the world have been reporting on "new" and/or "non-traditional" students, who sometimes represent the majority of all undergraduate enrolments.

These students are older, work full time, study part-time, have family responsibilities, take advantage of open admission policies, and focus their studies on vocational objectives.

This subject of this article is the experiences of German non-traditional students who enrolled through special admission. Admission to HEI in the FRG has multi-routes-for example an assignment test which opens the opportunity to start (or to continue) studies at different stages according to former experiences and previously acquired knowledge.

Non-traditional students- highly motivated and more achievement oriented than traditional students. Critical factors for studies decisive factors pushing one to return to higher education- job demands, career options, family life transitions, self-renewal, self-fulfillment, and use of leisure time. Balance between the traditional values of academe and the non-traditional demands of non-traditional students have to be struck. Non-traditional students need support, guidance, and well-designed training

1.11 ***Policy and Practice in Widening Participation: a Six Country Comparative Study of Access as Flexibility

**Author:** M. Osborne  
**Year:** 2003  
**Journal:** International Journal of Lifelong Education  
**Volume:** 22  
**Issue:** 1  
**Pages:** 43-58.

This article is a comparative study on higher education policy and practice in 6 countries: Australia, Canada, England, Finland and France. It specifically focused on the issue of access as flexibility refers to structural provision such as used of accreditation of prior learning (APL); credit accumulation transfers systems (CATS), open and distance learning, modularization, part-time provision and the use of ICT.

The paper distinguishes two aspects of access: access as in-reach and access as out-reach. The first refers to programmes that prioritize recruiting potential students in to the institutions: i.e. adult access courses, and the second involves partnership with employers, schools and the wider community, i.e. work-based initiatives and liked with community.

Canada: Use of the community colleges acting as 'commuter' institutions mediating transfers to universities
1.12 Adult Education, Lifelong Learning, Community Outreach and ICT in Sweden

Author: E. Ossiannilsson
Journal: The Alpine Manual of Good Practice

Adult education in Sweden is extensive, based on a long tradition and range from higher education to non-formal popular education. Swedish adult education is highly decentralised and autonomous. As a general principle, adult education is free of charge for learners and financed by the public budget.

In 2001 a new Government Bill proposed measures to widen recruitment to Universities. Activities in the Bill are: Changes in the law, a special recruitment delegation, stimulation of local activity plans, a widened base year education, alternative selection (10% of the admissions capacity), flexible learning, distributed learning, http://www.qub.ac.uk/alpine/ALPINE/4_2_2_a.htm

1.13 Accreditation of Prior Learning: A Background Report

Author: A. M. Scholten and R. Teuwsen
Year: 2001
Pages: 78
Date: January 2001

The Department for International Credential Evaluation of Nuffic in the Netherlands initiated a project in 1999 called ACCEPT: Accrediting Competencies acquired in Education, Professional Training and Employment. The project’s main objective is to expand the methodology of international credential evaluation so that it can deal not only with formal study programmes and diplomas but also with competencies acquired through a variety of means. The focus of evaluation will thus change from a person’s formal qualification or degree to the competencies the person has acquired in all the learning situations they have experienced (e.g. work, private education, self-study and/or course attendance). Both the applicant with a foreign diploma and the Dutch economy can benefit from such an expanded methodology that considers not just a persons diploma, but a persons competencies as a whole. To limit the extent of the project, ACCEPT will - in first instance - focus on the assessment and accreditation of competencies for the purpose of work and as such facilitate the access to the Dutch labour market for foreign professionals.

DISTANCE EDUCATION

1.14 Distance Education Council, India

Since its inception in India in 1962, distance education has grown in popularity. The Distance Education Council directs distance learning within India’s HE system. The DEC's promotion, coordination and maintenance of standards for education are its three major roles. Its initiatives include grants, support for technology, quality assurance measures, development of standards and guidelines for degree programmes, and technical assistance for new open universities. Collaborations at the national and international level also exist, and focus on such topical areas as MBA degrees, B. Ed. degrees, self-assessment of the open university system, and information and data exchange.
1.15 **Net University, Sweden**

Swedish National Agency for Higher Education 2005, review report

Sweden's Net University, which coordinates the IT-supported distance learning courses offered by HE institutions, began to operate in the spring of 2002. One of its objectives was to offer HE to individuals from different backgrounds and also make HE more accessible both geographically and in terms of time. During an initial period the HE institutions were allocated extra funding for courses offered through the Net University. After only a few years a wide range of IT-supported distance programmes are now being offered through the Net University. In the autumn semester of 2004 it had 37,900 students enrolled. This amounts to 11 per cent of the total student population in HE.

1.16*** Planning for Open and Distance Learning in India: Reflection on Access and Equity Issues in a Developing Country, India

Author: M. M. Ansari
Year: 2002
Journal: Industry and Higher Education

ODL extends the benefits of new knowledge and technical know-how and is thus a powerful instrument in the equalization of educational opportunities and in broadening the base of human capital formation. Against this background, the performance of ODL in India over the past four decades is reviewed. The author analyses the evidence and demonstrates the extent to which ODL has succeeded in improving access and equity in the provision of services. The factors that help or hinder in extending the reach of education among deprived groups and regions are identified, and the implications for policy planning are discussed.

1.17*** Higher Education at a Distance and National Development: Reflections on the Indian Experience

Author: S. Panda
Year: 2005
Journal: Distance Education
Volume: 26
Issue: 2

Following initial scepticism, the growth and developments within distance education in India have been tremendous. This paper records those developments in one of the largest distance education systems in the world with regard to its contribution to national development. The paper also examines curricular programmes, access and equity, media and technology, funding and costing, quality and accreditation, collaboration and networking, internationalization, and outcomes and benefits. The paper argues that higher education at a distance has significantly contributed to Indian national development on various counts, including innovative programmes for niche markets as well as community development; nation-wide training programmes for the workforce and community and the empowerment of women; information and communications technology (ICT) networking and sharing of resources; massive human resource development for IT; management; school teaching; and development in new sectors of the workforce.
Nevertheless, the areas of quality of instructional processes, access and equity, and effective deployment and use of ICT have been highlighted as accelerators to the system in its future expansion.

Finance

1.18 *Student Support Changes in Budget 2004, New Zealand.

The policy changes announced in the 2004 Budget: increase the parental income thresholds for student allowances so that more people will qualify for allowances; remove discrimination in the Student Allowances Regulations so they comply with the New Zealand Bill of Rights Act; reduce the course-loan requirement for students who want to take out a student loan for tuition fees for part-time part-year study (under certain conditions); allow a newly created category of debtors to access the Student Loan Scheme, but not to have any student loan debt written off; and simplify the administration of the Student Allowances Scheme.


1.19 *** How to Get In? - A Comparative Overview of Access to Higher Education Netherlands, Finland, Sweden, Austria, Belgium, UK

Author: P. Boezerooy and H. Vossensteyn
Year: 1999
Journal: Higher Education in Europe
Volume: 24
Issue: No. 3
Pages: 349-358

In many countries, the transition from 'elite' to 'mass' higher education has provided a strong stimulus for putting access high on the political agenda. The accessibility of nine Western European countries is explored on the basis of concepts of selectivity and affordability. The countries concerned display a degree of variation in terms of relative selectivity, ranging from those with strong entrance selection procedures, such as Finland, Sweden and the United Kingdom, to countries with an open system, such as Austria, Belgium (Flanders), and the Netherlands. In addition, there is a good deal of variation in the extent to which students can afford to attend higher education. In countries in which student support is predominantly given directly to the students through grants and loans, they are in a better position to meet their costs than in countries in which students are mainly subsidised with public support through their families.

1.20 ***HECS and Opportunities in Higher Education: A Paper Investigating the Impact of the Higher Education Contributions Scheme (HECS) on the Higher Education System, Australia

Authors: P. Aungles, I. Buchanan, T. Karmel and M. MacLachlan for Department of Education, Analysis and Evaluation Group.

The Higher Education Contributions Scheme (HECS) was introduced in 1989 as an innovative means of financing large scale expansion of the higher education system. At the time, the introduction of income contingent loans was perceived as a more appropriate means of seeking a greater contribution from individuals towards the cost of their education while minimising
potential adverse impacts on participation. This paper explores whether HECS has acted as a disincentive to higher education and, in particular, whether particular groups have been adversely affected by HECS and subsequent changes to the system.

The paper first considers the impact of HECS on disposable income. With the introduction of HECS, persons with an annual income of $30,000 paying off a HECS debt experienced a fall in their disposable income of around $15 per week. This increased to around $50 per week for persons with an income of $50,000. Among the 1996 reforms to the HECS regime, probably the most significant in terms of its impact on disposable incomes was the lowering of the repayment threshold from $28,495 to $20,701. Persons within this income range experienced falls in disposable incomes of between $12 and $24 per week. The lower repayment threshold is more likely to have deterred persons from combining work and part-time study. Full-time students, given they have lower incomes, were less likely to have been affected by the lower threshold.

The paper investigates the impact of HECS on the demand for higher education as measured by applications through State Admissions Centres. The analysis found that the demand for higher education among school leavers increases in line with the number of persons completing Year 12. It found only weak evidence that the number of Year 12 school leaver applications responds to labour market conditions (though this is in addition to the impact of labour market conditions on the Year 12 retention rate). However, the introduction of HECS in 1989 did not deter interest in higher education among school leavers. It found that the 1996 HECS changes reduced demand for higher education among school leaver applicants by around 9,000 students per year. These findings contrast with those from an earlier study (Andrews, 1997) showing that the introduction of HECS discouraged school leaver interest in higher education but the 1996 HECS changes had not lowered demand. This suggests the need for caution in interpreting the influence of HECS on the demand for higher education among school leavers.

1.21 ***Paying their way: a survey of Australian Undergraduate University Student Finances, 2000

Author: M. Long and M. Hayden
Year: 2001
Institution: Australian Vice-Chancellor's Committee: the Council of Australia's University Presidents.

Based upon responses from over 30,000 undergraduate students from across Australia in 2000

- annual student budgets are in overall deficit by an estimated 21 per cent - in the case of full-time students, the estimated deficit is 42 per cent;

- seven in every ten students are in paid employment during university semesters - an increase by about one-half since 1984;

- among full-time students, the average number of hours worked by those in paid employment during semester is 14.5 hours per week - a three-fold increase since 1984;

- one in every ten students obtains a loan in order to be able to continue studying - the average amount borrowed is $4,000, which is substantial in the context of the average income of students;
• one in every ten students in paid employment during semester ‘frequently’ misses classes because of that work;

• work adversely affects study 'a great deal' for two in every ten students in paid employment during semester;

• financial circumstances influence student choices regarding course undertaken (11.1%), university attended (17.4%) and mode of study (23.3%);

• of students who have financially dependent children, nearly two in ten miss classes 'sometimes' or 'frequently' because they cannot afford childcare; and

• one in every ten students misses classes 'sometimes' or 'frequently' because they cannot afford travel to university.

**1.22 Student Finance Schemes in Norway: A Case Study**

**Author:** J. S. Levy  
**Year:** 2004  
**Institution:** International Institute for Educational Planning, UNESCO

This case study describes the Norwegian student finance system, as it has developed since 1947. The study shows that objectives of a social and societal nature are more prominent in the Norwegian system than in systems outside Scandinavia.

An important generic lesson is that many decisions regarding the development of student finance systems are taken implicitly. These decisions may still be crucial to the further development of any system of this long-term nature.

**1.23 Changing the System of Student Support in Norway: Were Policy Goals Met?**

**Author:** V. Opheim  
**Year:** 2006  
**Journal:** Journal of Higher Education Policy and Management  
**Volume:** Vol. 28  
**Issue:** No. 3  
**Pages:** 277-287

The paper presents a first assessment of the efforts of changes in the Norwegian student support system, implemented in 2002-2003. Data have been drawn from NSELF, the Norwegian State Educational Loan Fund and from Statistics Norway (various years), Covering the period 2001-04, the data compare the number and composition of those receiving student support before and after the changes, as well as the level of government resources allocated to student support throughout the period. The findings reveal a considerable increase in the resources spent on student support and an increase in the number of student support recipients. The relative increase has been particularly strong among part time and mature age students. Both intended and unintended consequences of the changes in the student support system are discussed, in relation to current educational policy goals.
1.24 ***Review of the implementation and effectiveness of special supplementary grants for Maori and Pasifika students at tertiary education institutions from 2001-2002: Maori Report, 2003

HE Institutions provided with supplementary grants for indigenous students Money for institutions rather than students

1.25***The Global State of Higher Education and the Rise of Private Finance

R. Hahn
August, 2007, Briefing, Institute for Higher Education Policy, Washington, USA

Most governments around the world take primary responsibility for funding HE. At the same time, demographic, economic and political factors are increasing the demand for HE. However, a combination of increased per unit costs and higher enrollments have driven up costs, straining government resources to their limit.

To reduce the strain on public funding, the private has taken on even greater responsibility for the costs of higher education-tuition paid by students and parents, fees and royalties earned through university-industry collaboration and donations from alumni and other philanthropists. Argues that public funding of higher education disproportionately benefits the wealthy when the wealthy have unequal access to public institutions such as in Colombia, Kenya, Indonesia, indicates that poor families finance the education of children of high-income families. Private finance can facilitate the targeting of public funds through grants and subsidized loans to the less well off while charging tuition to those who are capable of paying. Reallocation of public resources to public goods: A number of studies suggest that the public-good value of primary and secondary education exceeds that of higher education. But increased expenditures on higher education are an essential part of economic development strategy.

Uses example of national contexts:

Ireland: abolished fees in 1996. Ireland is one of only two countries that showed negative inflation-adjusted / OECD growth in private expenditures on higher education between 1995 and 2003. China: introduced private finance since 1978 into HE including in 1985 fees for tuition. One estimate suggests that from 1990 to 2001 the share of public finance in higher education expenditures decreased from 99 percent to 55 %. This upswing coincided with, and supported, a massive increase in the number of students enrolled in higher education.


Journal: Chinese Education and Society
Author: S. Hong
Year: 2004
Volume: 37
Issue: 1
Pages: 54-71.

The phrase disadvantaged groups is defined in the Chinese context as: "population groups of the kind whose ability to resist natural disasters and market hazards are greatly limited by various extrinsic or intrinsic reasons and who have difficulties in production and their livelihood" (p.55). The author's conceptualization of "disadvantaged" includes female students, ethnic minority students and poor students.
The author argues that direct causes for disadvantage in participation include: the speedy Implementation of the policy of charging fees for college and university education and the slow increase in the incomes of China's residents. This negatively affected students from disadvantaged backgrounds particularly from rural areas.

1.27*** Funding Systems and Their Effects on Higher Education Systems, Country Study, Ireland

Author: M. Kerr
Year: 2006
Institution: OECD

HE in Ireland is mainly funded by the state, through HEA. Over 90% of students are enrolled in public institutions, university or institute of technology. Undergraduate students do not pay fees, but part time and postgraduate students do. Institutes of technology are where nearly half the total number of students in Ireland are enrolled.

Development of new funding allocation model

The proposed revised funding model had the following objectives:

- to support institutional autonomy;
- to promote a strategic approach by institutions to their long-term development,
- to reward institutional responsiveness to national and regional needs;
- to support excellence in teaching, learning and research;
- to increase opportunities for students from all types of backgrounds to benefit from HE
- to provide positive incentives to institutions to diversify and increase their income;
- to provide stability in funding
- to be transparent and rational; and
- to monitor and review outcomes,

HEA Revised Funding Mechanism. Fully operational in 2008:

An annual recurrent grant, allocated to each institution using a formulaic approach. With uniformity of core grant funding for students in the same broad areas, regardless of the institution at which he/she chooses to study and recognition of the extra costs which arise in the case of students from certain backgrounds, e.g. socio-economic disadvantage, disability, mature second-chance students. 95 % of annual recurrent funding is allocated on the basis of student numbers in four broad subject weighted price groups. The remaining 5 % is allocated using specific research performance criteria.

Greater emphasis on setting targets and outputs. The HEA will reserve an element of the annual recurrent grant pending confirmation of strategic plans which are coherent with and, supportive of institutional and government strategy. Promote innovation in areas of national strategic priorities. A Strategic Innovation Fund will be established which will be allocated to institutions on a competitive basis.
1.28 *The Celtic Tiger: Ireland invests heavily in higher education, and benefits mightily

**Author:** J. Marcus  
**Year:** 2007  
**Journal:** National Cross Talk, The National Center for Public Policy and Higher Education  
**Issue:** Winter 2007

Recent tremendous growth in the Irish Tiger economy, the lowest jobless rates in the industrialized world, has led to many gains in the country's HE system (7 universities and 13 institutes of technologies): Overall annual spending on education increased from less than 1.74 billion euros to 6 billion euros. Tuition for undergraduates was eliminated in 1995, and the number of students ages 19 to 24 in college dramatically increased from 11% in the mid-1960s to the current high of 56%, and it is projected to 65% by 2015. Some problems ahead: It is predicted that as a result of decline in birth rates the number of students ready to enter college will have declined from 70,000 in 1990 to a predicted 53,000 by 2015; Little emphasis on research and research degrees engineering and computing programmes failure to attract students; Students complain that HEIs and government offer importance to sciences instead of humanities and social sciences.

1.29***Country Study Germany: Funding Systems and Their Effects on Higher Education

**Author:** OECD  
**Year:** 2007  
**Institution:** OECD, Directorate for Education  
**Type:** International Report, Education Working paper

Germany has 334 state and private HE institutions and by March 2006 there were about 1.9 million students enrolled at these institutions. German constitution places the responsibility for HE institutions in the hands of the federal states (lander). They receive large part of their funding from public funds. This report describes the funding and governance structure in four lander in the country in which they chose four old universities for the study. Formal, explicit interrelationships between the funding system and the national HE policies; Ministries withdraw from many areas of centralised funding; this was approved by the parliaments and the universities appreciate the new form of 'distance governance'. General trends; HE suffers from under-funding; and state universities have worst student-staff ratios.

1.30***Country study Ireland: Funding Systems and Their Effects on Higher Education

**Author:** OECD  
**Year:** 2007  
**Institution:** OECD, Directorate for Education, International Report

HE in Ireland is predominately funded by the State. Universities charge significant fees for postgraduate and part time studies. Since 1995 full-time students do not pay tuition fees. In 2006 HEA took over responsibility for funding in the whole HE in the country. Need for greater transparency in the system, increased responsiveness, to encourage institutional and managerial enterprise.

Funding system 1990-2005  
Through core recurrent funding annually through block grants to cover both teaching and research.
New funding model 2006-

The proposed revised funding model which is informed by studies from international models aims to achieve the following:

- To support institutional autonomy
- To promote institutional approach to their development
- To reward institutions for the responsiveness to national and regional needs
- To support excellence in teaching and learning, and research;
- To increase HE opportunities for students from all kinds of social backgrounds
- To enable institutions to diversify and increase income
- To provide institutional annual financial stability
- To be transparent and rational and
- To monitor and review outcomes

HEA revised funding mechanism

The model was completed in 2005 and in there was a strong suggestion for a need for explicit recognition for the importance of widening participation in the model. Thus, there was an agreement on the funding to be associated with outcome measures on access and retention. It has three main elements: Annual recurrent grants allocated to each institution Performance related elements-best national and international practices. Mechanisms for promotion of innovation

1.31***Shifting the Burden: Policy and Private Financing of Higher Education in the United States and Implications for Europe

Author: D. Rogers
Year of Conference: 2004
Conference Name: The European Higher Education Society, 26th Annual Forum
Conference Location: Barcelona, Spain

The changes seen in financing of the U.S. institution of higher education are being mirrored in many European countries, as well as other countries around the world. Increasingly governments in these countries are shifting the burden of financing from the state to the institution, and then on to the student. As a perception of higher education as a private good grows, national governments are stepping back from their longstanding commitment to fund all or most of the cost of education and substance for students. Thus, the impact of this policy changes in the United States can be as a model for similar changes in other countries.

One important difference between the shift that has occurred in the United States and that of many European countries is that in the latter, the pace of the change has been increased. Financing changes that occurred over 20 years in the United States are being implemented in a much shorter timeframe in other countries. The ultimate goal and biggest challenge in Europe and in the United States is to protect and maintain access for low-income college-qualified students in an era of shrinking national and state support. The paper describes this financing shift in the United States, and analyses its impact on college participation with a particular focus on equity and opportunity. It also provides an analysis of some questions that European countries should address as they implement their own policies that shift the burden of paying for college from the government to individuals, and as they consider various forms of financial assistance to help students pay for college.
1.32***Student Loans: Potential, Problems, and Lessons from International Experience

Author: M. Woodhall
Year: 2004
Journal: JHEA/RESA
Volume: 2
Issue: 2
Pages: 37-51

The article outlines common problems of student loan programmes such as inadequate capital, excessive subsidization, and political opposition to loans. But, the author argues that key policy decisions will determine the recovery rate and also the accessibility of the programme to students.

The Potential of student loans

· Contribute to cost-sharing and revenue diversification;

· Improve equity by providing financial support for students from poor families - who would be denied access

· Increase sustainability through loan repayment

Problems with student loans

· Inability to maintain adequate capital;

· Administration of loans to secure payment and minimised default;

· Make loans politically acceptably

Lessons:

· Objectives must be clear, equity or cost recovery?

· Subsidies for student support must be well targeted and efficiently administered to ensure the effective use of public funds and to ensure equity;

· Explicit subsidies (i.e. grants) are more effective than 'hidden' subsidies (e.g. interest subsidies);

· To ensure access for disadvantaged students, loans should be combined with means tested (needs-based) grants or scholarships (i.e. the combined loan-bursary provided in South Africa).

Administration of student loans

· Efficient institutional management; sound financial management; effective criteria for loans; adequate legal framework to ensure loan recovery; effective loan collection system; and information and publicity.
1.33***The New Entrepreneurship in Higher Education: The Impact of Tuition Increases at an Ontario University

Author: Quirke, Scott
Year: 2002
Journal: Canadian Journal of Higher Education
Volume: 32
Issue: 3
Pages: 85-109

Examined the effects of the trend toward tuition increases on access to universities for students of lower socioeconomic status, identifying a series of cross-cutting pressures. Surveys from the University of Guelph indicated that the representation of students from low socioeconomic backgrounds fell substantially during a decade of rising tuition costs, indicating a potential for increasing stratification of Canadian higher education.

1.34***Alberta's Performance Based on Funding Mechanism and the Alberta Universities

D. Shale
Year of Conference: 1999
Conference Name: The annual Conference of the Canadian Institutional Research and Planning Association
Conference Location: Quebec City, Canada.
Date: October 24-26

In 1994 the province introduced a performance indicator (PI) -based accountability framework. This shaped a new funding mechanism that seems to reward an institution based on its performance in providing accessibility, quality and relevance. The author examines this funding procedure using the U of C as an example.

The government introduced funding envelopes to bring about institutional initiatives according to government priorities: accessibility, responsiveness, affordability and accountability. Four of the priority areas were: access fund to support innovative, cost effective methods of increasing number of student places while addressing labour market needs; a learning enhancement envelope to support the development of technology based educational opportunities; infrastructural renewal envelope to match funds for equipment and facilities; a research excellence envelope to address the decline in research. It is suggested that this funding mechanism promotes completion among universities in recruiting students, particularly among the smaller and rural institutions. The Performance Based Funding Mechanism (PBFM) represents means for increasing government influence in university sector, for setting institutional priorities. It also introduces a market-orientation to curricular development. The relationship between funding and the incentive structures of the PBFM can limit the objectives of higher education.
1.35**Tuition-Waiver Policies for Older Learners in University Courses: Past Practices, Current Developments and Future Prospects

Author: G. Thompson  
Year: 2003  
Journal: Canadian Journal of Higher Education,  
Volume: 33  
Issue: 2  
Pages: 57-79.

Reviews the literature describing the development and outcomes of tuition-waiver programmes for older adults in Canadian universities, reporting the results of the first Canadian national survey of tuition-waiver programs. Despite the widespread availability of tuition-waiver programs in Canada and the United States, such programs have failed to attract significant numbers of older learners and are likely to be widely rescinded or restricted in the near future.

1.36** Possible Futures of Education IDAs

Author: B. F. Edward P. St John, Sandy Baun and Robert Shireman  
Year: 2007  
Journal: The Navigator  
Volume: 6  
Issue: 2

Matched Savings accounts (MSA) are means of encouraging savings for college and for improving diversity. HE institutions can use MSA to reach out to the under-represented groups by: partnerships with high schools; Provide encouragement for students to prepare for college; Support teachers; Develop and support matched savings programmes for employees, and prospective students, including consideration of converging some portion of scholarships funds to matched savings;

The saving accounts should be constructed so as not to reduce the students' eligibility for Pell and other grants.

1.37***A Policy Analysis of the Financing of Higher Education in China: Two Decades Reviewed

Author: X. Wang  
Year: 2001  
Journal: Journal of Higher Education Policy and Management  
Volume: 23  
Issue: 2  
Pages: 205-217

In the last two decades, Chinese higher education institutions have witnessed three phases of policy reforms. Funding of the sector was a major issue. As the policies produced huge expansion in students' enrolments, these coupled with declining finances from government, increasing demands for greater quality and efficiency, and introduction of market oriented solutions, these have had impact on financing higher education.
There are 4 trends of higher education funding in China: Decentralization; the centralized higher education system impeded its development; Diversification of financing; Cost-sharing of higher education with students, parents, and other social sectors, and Optimization- increasing efficiency through consolidations and mergers among institutions. Since 1992, 159 universities have been combined into 74 institutions to increase institutional efficiency.

1.38***Restructuring the System of Student Support in Norway: Increased Transition to Education?

Author: V. Opheim
Year of Conference: 2005
Conference Name: European Research Network on Transitions in Youth
Conference Location: Valencia, Spain

In the academic year 2002-2003 the student support system in Norway went through a major restructuring. The main changes included an increase in the basic support, introduction of progression dependent grants, and abolishing the maximum income limit for obtaining a student loan. Using data from the State Educational Loan Fund the paper presents a first assessment of the effects of the changes in the student support system. The data includes information of the students' age, gender, study programme and educational institution. The analysis separates between students in upper secondary and higher education, as well as part-time and full-time students. Covering the time period 2001-2004 the data contains the composition of the student support receivers before and after the changes. Additional data from Statistics Norway is used in order to compare the numbers of students support receivers with the total numbers of students and pupils during the same time span. The findings show a considerable increase in the resources spent on student support as well as in the numbers of students and pupils receiving student support during the period covered in the analysis. The relative increase has been particularly strong among part-time students, apprentices, and among mature students. The findings are discussed in relation to the various changes in the student support system. In addition the findings are related to current educational policy goals, where both intended and unintended consequences of the changes are discussed. The paper emphasizes the importance of studying the effects of changes in the student support system in order to increase knowledge of the impact of economic incentives on student choice and on student progression among different groups of students.

1.39***Meeting the Access Challenge: An Examination of Indiana's Twenty-first Century Scholars Programme

Author: G. D. M. Edward P. St. John, Ada Simmons, Choong-Geun Chung, Jack Schmit and Chao-Ying Joanne Peng
Year: 2004
Journal: Research in Higher Education
Volume: 45
Issue: 8
Pages: 829-871

This study examines the impact of Indiana's Twenty-first Century Scholars Programme, which provides supplemental grant aid and academic support for low-income middle and high school students. The study suggests that 8th grade students who participated in the programme were more likely to apply than their peers, indicating that encouragement had a modest influence on preparation. Receiving grant aid had a substantial influence on enrollment, indicating adequate aid is an important aspect of a comprehensive postsecondary encouragement programme.
1.40*Paving a New Path to and Through Postsecondary Education: Individual Development Accounts (IDAs)

Author: V. Frank
Year: 2007
Journal: The Navigator
Volume: 6
Issue: 2
Pages: 1& 3

IDAs are matched saving accounts that may be supported by the state or federal government. An IDA is a tool to encourage low-income families to save towards and acquire an asset, such as home, entrepreneurship and postsecondary education. IDAs are founded on a premise that lack of assets, not just income, keeps the poor in poverty. Research evidence suggests that poor families can save and build assets if provided with support, like the ones available to middle class people.

How do IDAs work?

A low-income family opens an IDA account with a participating organization and starts saving monthly. The family saves a total of $1,000 to $2,000 over 2-3 years which is matched by the organization, as much as $4,000-$8,000 dollars per student. The match funds are paid directly to the educational institution to cover tuition, books, and computers.

IDAs represent one of the solutions that might help low income to fund HE of their children. And nationally one-third of IDAs used their savings to fund education for themselves or a family member.

1.41**The New Mexico Lottery Scholarship: Does it help Minority and Low Income Students?

Author: T. Ganderton
Year: 2004
Editor: D. Marin
Book Title: State Merit Scholarship Programmes and Racial Inequality
City: Cambridge
Publisher: The Civil Rights Project, Harvard University

This Chapter provides an update on how minority and low-income students have fared under the New Mexico Lottery Scholarship Programme. The State has high minority, 42.1% are Hispanics (41.1% of student population), and 9.5% Native Americans, and 3% are African and Asian Americans; and low-income segments of the populations.

Unlike other scholarship schemes in the country, the New Mexico Lottery Scholarship is based on college, rather than high school, performance. Students must register at a New Mexico public two to four year college immediately following graduation from a high school within the State. They must then earned at least 2.5 GPA or more. Students receive full tuition fees, if they study full time and maintain a 2.5 GPA.
Earliest study by the same authors suggested that while there was a substantial increase in enrolments at four-year colleges in New Mexico when the scholarship programme was first implemented, much of the effect appeared to be a redistribution of students away from colleges outside the state. They have also found that at the University of New Mexico (NNM), the enrolment response was concentrated among wealthier, less academically prepared students and, as a result, retention rates had fallen.

1.42*** MCAS Scores and the Adams Scholarships: A Policy Failure

Author: D. E. Heller
Year: 2006
City: Cambridge
Institution: A policy Brief for the Civil Rights Project at Harvard University

In 2004, the Commonwealth of Massachusetts created the John and Abigail Adams Scholarship Programme. The first scholarships were awarded to students graduating from high school in 2005, based on their performance on the Massachusetts Comprehensive Assessment System (MCAS) tests. The Adams Scholarships are not means tested and are to students in public high schools based on their performance in the 10ths grade in the State's examinations. However, to qualify the students must obtain: top scores in English, Maths and be in the top 25 % in their district. Must score at a performance level of advanced on one of the tests and advanced or proficient on the other tests

This Policy Brief analyzes data from the Massachusetts Department of Education to project the qualification rates for the Adams Scholarships of different categories of students. The findings of the analysis indicate that there are large gaps in these qualification rates-driven by large differences in performance on the MCAS tests—with racial minority, special education, second language learners, and poorer students being much less likely to qualify for the scholarships. In conclusion, the author points out that the use of the MCAS tests makes it difficult for many needy students to qualify.

1.43 The Condition of College Access, 2006

Author: D. E. Heller
Year of Conference: 2006
Conference Name: National Scholarship Providers Association, Annual Conference
Conference Location: Atlanta, GA,
Date: October 25

US educational policy espouses that financial barriers do not prevent students from going to HE institutions. However, main findings from his condition of access (2002), research project show that: HE is stratified by race and class; Poor students encounter financial difficulties; Government policies at State and federal levels at not helping students from poor background; financial support from HE institutions and State favour students from advantaged background

Some promising trends: Education Conservancy: reducing the ‘arms race’ in college admissions, from both the institutions and student perspectives.
· Carolina Covenant and similar programme: full ride without loans for qualified students
· Class-based affirmative action: not a substitute for race-based affirmative action
· Simplifying the financial aid system and making earlier commitments of aid: Indiana 21st century scholars, Oklahoma OHLAP, Spellings Commission.
1.44***I can't afford to go to college: Financial barriers to higher education access and persistence - grants

Author: Institute for Higher Education Policy  
Year: 2003  
City: Washington

Students face financial barriers to access and persistence in higher education. Expanding enrollments by including individuals who would not otherwise attend an institution of higher education has public benefits and should appropriately be paid for by the public through grant programmes for financially needy students. Grants are a more effective means of encouraging students to enroll and persist in postsecondary education than other types of aid, such as loans and work. Low-income students who receive grants are more likely to go to college than are low-income students who receive other forms of aid or no aid at all.

Grant Aid in the Higher Education Act

In 1999-2000, nearly one-quarter of all undergraduates received federal grant aid (Pell Grants or SEOG awards), and a substantial number of students received state grant aid encouraged by federal matching funds through LEAP. The provisions related to the major federal grant aid programs are authorized in Part A of Title IV of the HEA.

SEOG. The goal of the SEOG program is to help financially needy undergraduates meet educational costs by providing a grant supplemental to Pell that is administered through participating institutions.

LEAP. The purpose of LEAP is to make incentive grants to states to encourage the continuation and expansion of existing state grant and work-study programmes, and to establish community service programs to help financially needy students pay for postsecondary education requirement and depend more heavily on LEAP to fund their need-based grant programmes.

Recommends that Pell grants be directed at most needy students and that LEAP funding be increased

1.45***The Impact of Financial Aid Guarantees on Enrolment and Persistence: Evidence from Research on Indiana’s Twenty-First Century Scholars and Washington State Achievers Programmes

Author: E. St. John  
Year: 2004  
Editor: D. Marin  
Book Title: State Merit Scholarship Programmes and Racial Inequality  
City: Cambridge  
Publisher: The Civil Rights Project, Harvard University

The Indiana's 21st century scholars programme was created in 1992. The State has since made considerable progress between then and 2000 in improving access to postsecondary education.

Key Indicators in Indiana

Increase in high school graduates enrolment at university from 50.5 % (below the national average in 1992) to 60 % in 2000 (above the national average). The state shifted the sources of
funding for public colleges from the state to students and their families. By targeting state funding on need-based aid rather than merit-based grants, Indiana was able to substantially expand access while spending less per full time equivalent (FTE).

Features of the 21st century Scholars programme: implemented in the early 1990s, the state guaranteed that students received grants equaling tuition at any in-state public college or university. Students, however, pledged that they would complete high school and remain free of illegal drugs, alcohol, and criminal behavior and maintain at least 2.0 GPA. Evaluation of the Effects of the Grants Guarantees: students who applied for aid were more likely to enroll in college and they were also more likely to persist in their studies than their peers who did not.

Washington State Achievers (WSA) Programme WSA is funded by Bill and Melinda Gates Foundation, which is committed to expanding access for low-income students in Washington and the entire country. Key Indicators: Evident drop below the national average in college enrolment since the 1990s, i.e. 58.4 % in 1992 to 44.6 % in 2000. Nonetheless, the state continued to have higher rates for graduation then the national average. The state's funding for public college is not enough, but it made efforts to improve students' need based grant aid. Grant has positive association with persistence higher in 1993-94 and 1994-95 than 1992-93 the year before the increase. In 1992-93 minority students were likely to drop out.

Evaluation of the Effects of Grant Guarantees; Positive effect of the WSA programme on preparation for college. WSA recipients are more likely to enroll in college; financial guarantee of access provided and comprehensive encouragement programmes are critical elements of efforts to expand access. The two programmes show that a targeted approach to need based-aid, linked to encouragement for academic preparation, can improve college access.

1.46*** State Financial Aid and College Access

Author: D. E. Heller
Year: 2003
Series Title: National Dialogue on Student Financial Aid, Research Paper 4
January 2003

The growth of merit aid programmes changed funding in HE institutions, changing the emphasis from need to merit. Need based grants—students' financial circumstance determines their eligibility. In 1999-2000, 90 % of Pell Grants were awarded to students with income below ($40,000). Merit based grants introduced since 1993, such as Georgia's (HOPE), which has grown from 10 % to 25 % of the total funding. The purpose of these funding schemes is to increase college access and to make students work hard. Research in Georgia has found that the proportion of students qualifying for HOPE has increased steadily, but the merit-based funding has negatively impacted on poor students' access to college. Other trends in student financial support: The taxpayer Relief Act of 1997 created the Hope and Lifetime Learning tax credits, (provide up to $1,500) per year to taxpayer with incomes up to $100,000

States that demonstrate best practices: In 1990, the Indiana legislature established the 21st century scholars programme: 'to help reduce the financial burden on low income' families in the state. This programme has five components:

Enlist students on the programme early in the 7th or 8th grade;

Provide tutoring, mentoring, and other support;
It sets merit criteria (graduation with 2.0 GPA);

Funding commitment to students at any Indiana public institutions;

It is restricted to students from low-income families.

In addition, in recent years, California has adopted similar practice (the Cal Grants)

1.47***Financial Aid and Student Persistence

Author: D. E. Heller
Year: 2003
Journal: Policy Insights

Financial aid issues have emerged in public policy in the US in recent years as states and their higher education institutions determine how best to allocate limited resources across a wide range of financial programmes. Not only must they consider the needs of their citizens and the state, they must also look at the distribution of funds among programmes that serve financially needy students, those that reward academic merit, and those that serve students with special skills. However a state or institution decides to award its financial aid, there is the hope that by granting aid the student will persist in college and graduate. The actual granting of money is done with the expectation that the additional funds will either make it possible for the student to stay enrolled until the graduation or will entice the student to stay at that particular institution or in that state. The major objective from the state and institutional perspective is to retain the student by providing financial assistance.

1.48***A Bold Proposal: Increasing College Access without spending more Money

Author: D. E. Heller
Year: 2004
Journal: Crosstalk, The National Centre for Public and Higher Education
Volume: 12
Issue: 4
Pages: 12-13
Date: Fall 2004

The article attempts to answer the question: What can be done to close the stubbornly persistent gaps in college participation in the nation (the U.S). The gaps as manifested in rich students against poorer students, or white students against African American and Latino students, are as large today as they were 30 years ago. Given the budget constraints the solution must be one that does not require an infusion of large amounts of new money.

The solution: to require that all state and institutional grants-(money already budgeted and being spent, not new funds)-be awarded according to financial need criteria similar to those used in the awarding of federal Pell grants. While funding for the Pell programme has lagged behind the increases in tuition prices, Pell has remained highly targeted to students from families below the median income in the nation. It is unlikely that this change would occur if states and higher education institutions were left to their own devices. Merit aid programmes, which award their grants disproportionately to higher-income students, have proven to be extremely popular in the states and are the fastest growing form of state aid. Merit aid is also growing faster than need-based grants in colleges and universities.
1.49***Early Commitment of Financial Aid Eligibility

**Author:** D. E. Heller  
**Year:** 2006  
**Journal:** American Behavioural Scientist  
**Volume:** 49  
**Issue:** 12  
**Pages:** 1719-1738

Public funds have been created to assist low-income students overcome cost barriers of attending college. But most students in the USA do not find the amount of financial aid for which they qualify until they have been admitted to college. This is sometimes late for low-income students. Funding schemes that provide early commitment to financial aid eligibility might be the solution, i.e. Indiana Twenty First-Century Scholars Programme. However, the author also notes that only 18% of pupils who were eligible for free lunch in 7th grade come out of it in junior year of high school. Thus about 80% of students eligible for free lunch programme are also eligible for Pell Grants, this information could be used for to examine the feasibility of making a commitment to award a Pell Grant to students, based on their eligibility for the free lunch programme.

1.50*How Can Technology Improve College Access?

**Author:** A. N. Laura Perna, Donald Heller, Ann Coles, and Linda Serra Hagedorn  
**Year:** 2006  
**Journal:** The Navigator  
**Volume:** 5  
**Issue:** 2  
**Pages:** 6-7

A survey of low-income students found that over half of them would use financial aid information to decide about postsecondary enrolment. Yet, they lacked the necessary financial knowledge or they are poorly informed to make them take such a decision. Dissemination of financial information is considered as one of the ways to address the issue of equal access to higher education. The authors propose how technology could be used to increase college access for high school students.

Computer software to be created for low SES families to educate them about college education, and to adapt information to individual circumstances and knowledge needs, including native language, literacy level, and cultural background; Interactive to provide notification of upcoming deadlines and dates, identify necessary data. Create a computer game that could engage students into building a postsecondary school life;

Peer groups trained to help other students use financial aid sites and search for private scholarships online; Use mobile phone and text messaging technology popular with high school students.
1.51** International comparators of widening participation in higher education: policy and practice. [Report no. 4]. Higher education in the USA, student fees, financial aid and access

Author: Liz Allen, John Storan and Liz Thomas
Year: 2005
Institution: Action on Access

In the USA there are about 4,200 HEIs, some of them are public and others are privately administered (60%). However, 75% of the students are enrolled in public HEIs. Student profile and participation: In USA, because of high aspirations (97% of high school leavers intend to enroll at HEI); participation is increasingly higher in HE system. But there is a gap in participation between minorities and the white majority, and among different SES groups. The low income participation has remained constant for 30 years, at 32%. The same is true with attainment.

Financial support: Family contribution, federal assistance, the Pell Grants, means-tested, loans, and education tax credits,

State financial aid, institutional financial aid, discounted fees, campus employment.

Outreach—the TRIO programme. TRIO represents another financial support largely undertaken at institutional level for low income and first generation students. TRIO are awarded to institutions through competition. It aims to encourage aspiration, access and completion. TRIO programmes currently serving 850,000 students.

Debts: Financial barrier is a big problem facing many, 400,000 students, trying to attend university in the US. This is partly because tuition fee rose sharply from $8,000 to $20,000. Shift from grants to loans as shown in the decline in the Pell Grants from 84% in the 1970s to 34% today. More students take loans.

Flexibility: Community colleges—provide cheaper and local HE education. Success in community college transfers to 4 year degree programmes varies from state to state and it is governed by articulation of programmes and credit system.

Part time learning and flexible conception of full time study: in the States students view part and full time as a continuum of activity. 67% of students in private institutions and 24% students in public institutions respectively graduate within 4 years. Although part time studies increased time to complete and drop out, it is essential in providing opportunity to study.

1.52**"Shared Responsibilities": Oregon’s Governor Supports a New Model for Financing Public Higher Education

Author: K. Mills
Year: 2007
Journal: National Cross Talk
Issue: Winter 2007

A model of 'shared responsibility' for students from poor background: First, student contributes financially towards fees, through some loans (4 year HEI only); Second, parental contribution, higher amount for parents of high income; Third, federal's contribution, Pell Grants, or tuition tax credit; Fourth, the state pays whatever the balance. In 2007, the State Governor requested the legislature for $110 million to implement the 'shared responsibility' model.
1.53***Effective cost-sharing models in higher education: Insights from low-income students in Australian universities

Author: C. J. Rasmussen  
Year: 2006  
Journal: Higher Education  
Volume: 51  
Issue: No. 1  
Pages: 1-25

This study examines the global trend in shifting university costs from national governments to individual students and families, with a specific focus on the existing cost-sharing model in Australian higher education. The research examines the manner in which the availability of income-contingent loans (through the Higher Education Contribution Scheme, or HECS) enters into individual cost assessments and evaluative frameworks during the university exploration and search process of low-income Australian youth, and the resulting lessons that might be applied to other national contexts. Semi-structured interviews with 16 participants addressed a broad range of issues related to the development of educational aspirations, and how beliefs and attitudes about cost influenced participants' understanding and decision-making regarding tertiary enrolment and post-graduate plans. A number of discrete and related themes emerged from analysis of the interviews, including motivations for attending university; pre-university cost considerations; self-assessments of skills, abilities, and personal traits and characteristics; general financial orientation; pre-university experiences and influences; and the role of others including family, peers, teachers and other school staff. The author concludes that the Australian system is worthy of consideration by other nations as a possible mechanism for enhancing access to higher education for individuals who might otherwise not possess the opportunity to participate.

1.54* Shifting the Burden: Public and Private Financing of Higher Education in the United States

Author: R. Rogers  
Year of Conference: 2004  
States and Implications for Europe  
Conference Name: European Higher Education Society, 26th Annual Forum,  
Conference Location: Barcelona, Spain

Since 1965, the USA spent over $100 billion to enable needy students to access HE. A record number of students, 16 million, are participating in 4,100 HE institutions. However, over the last 30 years, these figures may mask the gap, 30 % point, between rich and poor in college participation. Some important funding shifts in the USA: Decrease in student and institutional support; Tuition increase (borne by the family); Grants awarded on academic merits, irrespective of students' SES. This is represented by State Merit Scholarships Programmes, and similar ones across the country (The Michigan Merit Award Scholarship Programme). These changes have implications for poor, and other underrepresented groups in the US HE system. They are also being mirrored in many European countries. Thus, the ultimate goal and challenge in both US and Europe is to protect and maintain access for low-income students.
Conclusions and implications for Europe. Europeans should be hesitant to embrace the American model. Adoption of US like-funding policies might have long-term consequences for low-income student's access to HE. As Europeans introduced tuition fees, they should also examine lengthy history of college costs, students' financial aid, and their impact on access and opportunity for underprivileged university students in the USA. As costs of education shift from institutions and government to individual students and their families, lower income students are more likely to be forced out: to attend lower-cost or less prestigious institutions.

1.55*** Beyond Awareness: Financial Aid and College Access

Author: L. Rosa
Year: 2006
Journal: The Navigator
Volume: 5
Issue: 2
Pages: 1-3

In 2005, The Centre for Higher Education Policy Analysis (CHEPA) research team completed their study on financial aid and college access project focused specifically on college access, postsecondary enrolment, and financial aid awareness by low-income students from urban centres. The researchers found the following: For 59 % of the students availability of financial support is central for them to make decision to attend college, a large number of students opt to live at home and attend local college; Majority of students said that teachers were in position to provide financial aid information; Students and parents are poorly informed about financial support; Peer counselors do not replace the role of adult and professional expert advice about college and financing schemes; Many students need individualized, sustained support throughout the application process.

1.56***Tuition-Waiver Policies for Older Learners in University Courses: Past Practices, Current Developments and Future Prospects,

Author: G. Thompson
Year: 2003

Over the past 30 years, many universities in Canada and the United States have introduced tuition-waiver policies for older adults. Despite the widespread availability of tuition waiver programs in Canada and the United States, it is clear that such programmes have failed to attract significant numbers of older learners. Based on survey research, the article argues this is because the policy mistakenly assumes that older learners will be able to find financial information by themselves and that finances are the main barriers for participation of older learners.
The HOPE Scholarship introduced in 1997 represents a major departure in federal policy with respect to providing assistance to students for higher education. It shifts the primary target of this assistance from students from low income families to students from middle-income families. Low-Income Students and families fail to qualify because of the effects of three features of the program: A Nonrefundable Credit; Reduction of Educational Costs by the Amount of Financial Aid and Tuition and Fees Versus Total Cost of Education; -the HOPE Scholarship does not put more money in the hands of low-income students and therefore does not increase the likelihood of their attendance at a higher education institution. It delivers assistance through the federal tax system rather than through the established channels of the current student financial aid programs-grants or loans directly to individuals or aid distributed through the institutions of higher education or the states. It deducts tax-free educational assistance (such as Pell Grants) from the tuition and fees that count for HOPE Scholarship purposes. And, it considers only tuition and fees among all educational costs. Therefore, the HOPE Scholarship is not justified since it does not increase the enrollments of those who would not otherwise attend. Instead, the HOPE Scholarship provides a windfall to students from middle-income families who would have enrolled in higher education without the HOPE Scholarship. It neither expands access to, nor the opportunity for, higher education. These increased resources are an incentive for private and public institutions of higher education to increase tuition or to reduce aid to students. Indeed, the HOPE Scholarship benefits institutions of higher education or states only if they raise tuition or decrease student aid.

This guide explains the changes to the student support system for tertiary students, which increase the parental income thresholds for student allowances so that more people will qualify for allowances; remove discrimination in the Student Allowances Regulations so they comply with the New Zealand Bill of Rights Act; reduce the course-loan requirement for students who want to take out a student loan for tuition fees for part-time part-year study (under certain conditions); allow a newly created category of debtors to access the Student Loan Scheme, but not to have any student loan debt written off; and simplify the administration of the Student Allowances Scheme.

These changes are the government's initial response to the more than 100 submissions it received in response to the public discussion document, Student Support in New Zealand, which was published in September 2003.
1.59 *HECS and VECS: Reflections on a Student loans Scheme for VET

Author: M. Long and G. Burke  
Year: 2002  
Conference Name: Centre for the Economics of Education and Training 6th National Conference. VET: Connections, Costs & Contradictions  
Conference Location: Ascot Vale, Victoria, Australia

During the past few years various commentators have suggested that Australia's Higher Education Contributions Scheme (HECS) for tuition fees in higher education could be extended to the vocational education and training (VET) sector. This has been advocated as a means of increasing flexibility via credit transfer from the vocational to the HE sector.

1.60 *Financing Vocational Training and Lifelong Learning: CEET Working Paper No. 30

Author: G. Burke  
Year: 2000  
Institution: Centre for the Economics of Education and Training, Monash University  
Australian Council for Educational Research  
Pages: 25

This paper discusses the need for increasing the provision of education and training in Australia and the problems in financing it. Section 1 discusses the problems to be addressed: need for more education and training due to technological and global change affecting employment and unemployment, together with the aging of the population. Section 2 briefly reviews the extent to which Australia appears to be addressing the needs. It considers the changes in institutional education and in employer-based training in recent years, looking at issues of participation and intensity, quality, and inequality for younger and older persons. Section 3 considers the restrictions in public expenditure and the various policy changes accompanying it. Section 4 addresses options in ways of providing finance that will encourage the direction of funds for education and training to the areas of most need. These schemes for payment by governments, individuals, and employers are discussed: public funds (entitlements, student assistance--Youth Allowance); payments by individuals (increased fees, increased fees plus access to interest bearing private loans, increased fees plus contingent loans financed by the government as in the Higher Education Contribution Scheme); and increasing employer funding through government-mandated levels of training, social partnerships in training, and employer reporting of intellectual capital.

1.61*** Changing the System of Student Support in Norway: Were Policy Goals Met?

Author: V. Opheim  
Year: 2006  
Journal: Journal of Higher Education Policy and Management  
Volume: Vol. 28  
Issue: No. 3  
Pages: 277-287  
Date: November 2006

Abstract: The paper presents a first assessment of the efforts of changes in the Norwegian student support system, implemented in 2002-2003. Data have been drawn from NSELF, the Norwegian State Educational Loan Fund and from Statistics Norway (various years), Covering
the period 2001-04, the data compare the number and composition of those receiving student support before and after the changes, as well as the level of government resources allocated to student support throughout the period. The findings reveal a considerable increase in the resources spent on student support and an increase in the number of student support recipients. The relative increase has been particularly strong among part time and mature age students. Both intended and unintended consequences of the changes in the student support system are discussed, in relation to current educational policy goals. The paper emphasizes the importance of studying the effects of changes in the student support system in order to increase knowledge of the impact of economic incentives on student choice and on student progression among different groups of students.

**DEGREE STRUCTURE**


Ministry of Education, 2005 The Government's goal is for Sweden to be a leading knowledge nation characterised by high quality education and lifelong learning for growth and justice. In its bill the Government presents proposals aimed at making higher education in Sweden more international and more attractive. A clearer degree structure that facilitates international comparison is proposed to make it easier for students to obtain employment both in Sweden and abroad with fairer, clearer and simpler admission rules.

**KNOWLEDGE CIRCULATION**

1.63*Innovation Agenda of Universities of Professional Education: Maximum Participation and Knowledge Circulation, Netherlands**

The Global Competitiveness Report notes that in the area of innovation and technology the Netherlands has fallen from eighth to twenty-first place. The European Innovation Scoreboard 2001 (EIS) confirms that innovation growth in the Netherlands has been lower than elsewhere in the European Union. The General Policy White Paper identified social bottlenecks in the area of social integration and security, and a labour shortage in the technology, education and healthcare sectors. Against this background, the universities of professional education (2004) decided to draw up an innovation agenda from the perspective of a new integrated concept of knowledge, central to which is knowledge circulation.

**MONITORING**

1.64***Investigating Ten Years of Equity Policy in Australian Higher Education**

*Author:* H. Coates and K.-L. Krause  
*Journal of Higher Education Policy and Management*  
*Year:* 2005  
*Volume:* 27  
*Issue:* 1

This paper reports issues arising from a longitudinal study of 1991 to 2002 Australian higher education equity data. The national equity framework uses an empirical performance indicator system to monitor access, participation, success and retention of six designated equity groups.
The paper examines three possible approaches for defining new groups. It finds no support for an exploratory empirical approach, or for an approach based on definitions of multiple disadvantage, but supports an approach which takes account of secondary school attendance. A case is made for a more sophisticated and contextualised approach to national reporting, to increase the responsiveness and productivity of the policy framework. While the benefits of a national equity policy framework are acknowledged, the paper proposes possibilities for new approaches to monitoring and measuring disadvantage in higher education.

**CHOICE**

1.65***Unmet Student Demand for Tertiary Education, Australia

**Author:** M. Giles, M. McLure and M. Dockery  
**Year:** 2005  
**National Centre for Vocational Education Research (NCVER)**

This report investigates factors that influence the decision-making process of applicants and the outcomes of post-school applications using the 2001 Survey of Education, Training and Information Technology. It finds that inability to obtain any place at a university or vocational education and training institute in 2001 was very low, but considerably higher in terms of getting a place in a preferred course at a preferred institution.  

**INTERNATIONALISATION**

1.66***The internationalization of higher education in Japan in the 1990s: reconsideration

**Author:** M. Horie  
**Year:** 2002  
**Journal:** Higher Education  
**Volume:** 43  
**Pages:** 65-84

Governmental initiatives, intended to increase the number of international students, also enabled drastic changes in financial and human resource allocations at both national and institutional levels. Individual institutions have been strongly influenced by these initiatives and some have actively utilized internationalization as a way to enrich their university education. Equal opportunity for university admission has not been fully secured for ethnic minorities residing in Japan.

**SHARING INFORMATION**

1.67* Inequity Australia: Equity and Diversity in Higher Education

This website was developed by a project team comprising EOPHEA and University of Tasmania representatives, with funding from the Department of Education, Science and Training through the Higher Education Innovations Program (HEIP).

EdEquity Australia provides a range of resources to equity practitioners and others via the World Wide Web. It aims to improve the effectiveness of equity initiatives and programs in Australian institutions by: providing improved access to information about people, programs, research
studies, useful resources and trends concerning student equity in tertiary education; facilitating the development of a more informed and better resourced network of equity practitioners and researchers; promoting better understanding of equity issues throughout the tertiary education sector; and reducing duplication and increasing shared development of resource materials and programs.

www.adcet.edu.au/edequity/

**DISABILITY**

1.68 * Disability India Network: Higher Education

The Persons with Disabilities Act 1995 indicates that disabled persons should have access to education at all levels. The report of manpower development published by the Rehabilitation Council of India reveals that more than 1,00,000 teachers will be needed in the next ten years to cater to the educational needs of disabled children in schools.

Bachelor's and master's level teacher programmes are needed for preparing teachers to help disabled children realize the objective of education for all. The University Grants Commission (UGC) will support selected university departments and colleges of education in the country to offer special education, with financial assistance available under the programme of Integrated Education for Disabled Children by the Ministry of Human Resource Development, Government of India, or within the available resources of the UGC. The UGC had started the scheme of assistance to universities/colleges to facilitate Teacher Preparation in Special Education (TEPSE) and Higher Education for Persons with Special Needs (Differently-abled Persons) (HEPSN) during the Ninth Five-Year Plan, keeping in view the need to provide special education programmes as well as infrastructure to differently-abled persons.

1.69 *Scheme of National Scholarship for Persons with Disabilities, India

Information about national scholarships available for disabled people. Majority of States provide scholarship for education up to primary / middle level. Very few States provide scholarship to the disabled students for education beyond secondary level. Only Punjab, Tamilnadu, Daman & Diu provide scholarship for college education. State of Andhra Pradesh provides financial assistance to disabled research scholars.

In Central government there are various schemes for providing financial support in the form of scholarship to various categories of students. There is a National scholarship scheme for award of merit scholarship for post matric studies in the Ministry of Human resource Development (HRD). There is another scheme of National scholarship at secondary stage for talented students from rural areas in the Ministry of HRD. For encouraging education in National language, there is a grant in aid scheme of scholarship to the students from non Hindi speaking States for post matric studies in Hindi. In the Ministry of Social Justice & Empowerment there are schemes for scholarship for scheduled castes and others. Important among them are scheme of National Overseas Scholarship for scheduled caste students and scheme for post matric Scholarships to the students belonging to scheduled castes. There are some special provisions for students with disabilities belonging to scheduled caste in the scheme of post matric Scholarship. But there is no scholarship or stipend scheme for disabled students belonging to other categories than scheduled caste for pursuing higher and technical education.

www.socialjustice.nic.in/disabled/scholar.htm
1.70 * Kia Orite Achieving Equity: New Zealand code of practice for an inclusive tertiary education environment for students with impairments

T. E. Commission and M. o. Education, 2004 Flexible learning pathways for the more than twenty percent of New Zealanders who have a disability

1.71 ***Disability and Higher Education in Germany

Author: OECD
Year: 2003
Book Title: Disability in Higher Education

HE in Germany is traditionally a domain of the 16 federal states. However, legislation provides that HEIs must cater for students with disabilities (SWD) in such a way that not to disadvantage them in their studies—give them opportunities. 2% of students in 2000 considered themselves as disabled, and 13% have chronic diseases, 1% of students are dyslexic.

Cost of studies—HE is generally free, first degree as well as masters level; 29% of students receive benefits through the federal Education and Training Assistance Act;

Entry requirement—obtained upon completion of the Gymnasiale Oberstufe. This condition is sometimes outweighed by social criteria, including people with disability on health grounds.

Courses and degrees—students are classified by semesters and levels; examinations are repeated once, but SWD are given special consideration;

Distance studies—University for Distance Learning in Hagen, with 60,000 students, is the largest in the country. It has a network of learning centres in various towns in Germany, Austria, Switzerland, and Central and Eastern Europe. They provide onsite advice as well as making home visits.

Institution support—Joint rehabilitation service point—provide SWD reliable information on all benefits; Association for student affairs—job pools for study assistance; Self help associations—run exclusively by students

Education and training assistance—Provide financial support for SWD; SWD can apply for other grants and scholarships;

Career guidance—Special guidance for SWD;

At the level of HEIs there is further help; coordinators for disability affairs; library services
1.72 * Higher Education Opportunities for Students with Disabilities: A Primer for Policymakers

Author: P. E. Steele
Year: 2004
City: Washington
Institution: The Institute for Higher Education Policy

According to the Census 2000, almost 50 million people (about 19 percent of all Americans over age five) reported having a disability, and 6 million are students. Students with learning disabilities (LD) constitute the largest single group.

The percentage of students with disabilities who have completed high school has increased from 61 percent in 1986 to 78 percent in 2001. About 9% of all undergraduates in higher education report having a disability.

Recommendations: To increase the number of students with disabilities prepared for higher education, teachers and administrators in K-12 education should continue the improvements in the acceptance of students with disabilities as full-fledged learners for whom there are high expectations. Continuous development in pedagogy and services for these students should be encouraged. Provide financial assistance to low-income students with disabilities to pay college costs. Students with disabilities and their parents should be apprised in clear and unambiguous terms of the differences in the rights and responsibilities of students and schools in K-12 versus higher education.

Emphasis put on effective self-advocacy skills to students with disabilities who are interested in higher education. Students with disabilities interested in higher education should be required to play a more active leadership role in their transition plans. Updating of disability documentation. Provision of In-service training and staff development.

ETHNIC MINORITIES

1.73***The responsiveness of Dutch Higher Education to a Multicultural Environment

Author: M. d. Bie and E. d. Weert
Year: 1998
Journal: Higher Education in Europe
Volume: 23
Issue: No. 1
Pages: 33-43

In the Netherlands, institutions of higher education are increasingly operating in a multicultural environment. Multiculturalism is not limited to students, but encompasses different levels of the institution: students, academic and support staff, curricula, and overall institutional organisation and management. This article presents an overview of these activities. Also, the role of the National Expert Centre for Ethnic Minorities in Higher Education (ECHO) founded in 1995 is discussed. Its objective is to enhance the access of ethnic minority students, their study progress, and their transition to the labour market.
1.74 ***Equality of opportunity, student influence and social and ethnic diversity at the higher education institutions, 2003, Sweden

This report follows up the evaluation made by the National Agency for Higher Education in 1999/2000 of the way in which the HE institutions deal with equality of opportunity, student influence and social and ethnic diversity. It mentions specific universities which have made good progress in equality of opportunity
http://www.hsv.se/2.539a949110f3d5914ec800056285.html

1.75** Affirmative Action in India and the US: A Study in Contrasts

Author: A. Gupta
Year: 2006
Institution: Center for Studies in Higher Education, University of California, Berkeley

The paper makes an attempt to understand the nuances of a caste-based reservation policy in higher education in light of recent controversies, court verdicts, a subsequent amendment to the constitution in India; and affirmative action policies, court verdicts, and alternatives to affirmative action in certain universities in the US. The objective is to bring out commonalities and contrasts between the two countries in terms of legal, political, socio-cultural, economic, and psychological perspectives.
http://cshe.berkeley.edu/publications/docs/ROP.Gupta.10.06.pdf

1.76 ***Retention Policy for Ethnic Minority Students

Author: P. G. P. Herfs
Year: 2003
Journal: Higher Education in Europe
Volume: Vol. 28
Issue: No. 3

Abstract: The question of the retention of ethnic minority university students in universities in the Netherlands, especially at the University of Utrecht, is examined. In particular, the cases of Surinamese, Antillean, and Aruban students, foreign refugee students, particularly medical doctors, and Turkish and Moroccan locally educated students are examined. Although each category may have specific problems, ethnic minority students, taken collectively, are not problem students. Given targeted support, they will perform as well as native Dutch students.

With foreign background 2004/05. English Summary

Report outlining rise in the share of first year students with foreign background; lower representations of students with foreign background; many with Iranian background beginning HE; high share of university entrants with foreign background studying natural sciences; large differences between universities; postgraduate education; mathematics the most common subject area for first time postgraduates
http://www.scb.se/templates/Publikation____170545.asp

Author: S. Lund  
Year: 2000  
Institution: Nordic Sami Institution, Guovdageaidnu, Norway  
United Nations Educational, Scientific and Cultural Organisation, Hamburg, Germany. Institute for Education

Adult education for indigenous peoples in Norway was examined. First, information on government institutions, indigenous organizations, international agencies, and nongovernmental organizations engaged in adult education for Norway's indigenous peoples was compiled. Next, questionnaires and survey techniques were used to research the policy and practice of adult education for the Sami people in northern Norway, Sweden, Finland, and Russia's Kola Peninsula. Special attention was paid to the following topics: (1) Samis and Sami education; (2) principles and organization of adult education; (3) adult education for Samis in all-Sami organizations, Norway, Sweden, and Finland; (4) needs and target groups of adult education (language, culture, vocational education, computer technology, higher education, gender and education, short-time educated people, and people involved in reindeer husbandry); and (5) organizing and responsibility. The study established that, because of a longstanding policy of assimilation, Norway's adult Sami population has not received an education built on its own language and culture. Although the assimilation policy is now officially abolished, its effects will likely remain for a long time. Adult education specifically designed and organized for Samis is acutely needed, according to the researchers.

1.78***Improving Indigenous Outcomes and Enhancing Indigenous Culture and Knowledge in Australian Higher Education

Author: R. James and M. Devlin  
Year: 2006  
Department: Department of Education

This document explores the core issues underpinning the aspirations of Indigenous Australians to access and succeed in Australian higher education institutions.

The Indigenous Higher Education Advisory Council (IHEAC) believes that policy for Indigenous higher education should be underpinned by the goal of the social, cultural and economic development of the whole indigenous community. While there has been progress towards achieving equity in Australian higher education for Indigenous people, there are still significant shortfalls, the rate of progress is inadequate, and there is a risk of a decline in the progress made to date. A commitment is now needed to making major advances. The Indigenous Higher Education Advisory Council considers higher education to be central to the aspirations of Indigenous people for a rightful place in Australian society and believes that Australian universities must play a leadership role in the nation's recognition of Indigenous people and culture.

In 2005, 31% of Californians at the age of 25 and over had university degrees, but only 9% of Latinos at this age group were graduates. To improve Latinos chances in HE the author recommends: Develop outreach plans for people who have no college qualifications; upgrade programmes that helped Latinos to HE status, increase state support of institutions that enroll large % of students from under-represented groups; encourage institutions to set degree attainment goals; gather and disseminate examples of good practice, institutions to conduct internal evaluation of student access, persistence and completion that focuses on Latinos and other under-represented groups, charge leading HE institutions in the state to develop co-ordinated action plan to improve degree attainment for all Californians-especially under-represented groups.

www.edexellence.org/research/pubs.asp

Main goals of the strategic plan:
- to ensure that minority language children of pre-school age have a better understanding of the Norwegian language
- to improve the educational achievements of minority language pupils
- to increase the percentage of minority language pupils and apprentices who begin and complete their upper secondary education
- to increase the percentage of minority language students in higher education
- to improve the Norwegian language skills of minority language adults

SOCIO-ECONOMIC STATUS

The imbalances between the higher education participation of rural and urban Australians are significant and persistent. This study examined the attitudes, goals, and plans of Australian senior high school students via a survey of over 7,000 students in grades 10-12 in three states, complemented by interviews with about 350 students in 20 rural schools. Findings indicate that:
(1) higher education participation for people in rural and isolated areas is affected less by
distance from university campuses than by socioeconomic circumstances and the influences of
rural social and cultural contexts; (2) rural students are more likely than urban students to
perceive inhibitors to higher education such as the cost of living away from home or losing touch
with friends, and to experience fewer encouraging factors such as parental encouragement or
the belief that a university education will offer them an interesting and rewarding career; and (3)
the cost of higher education is a serious barrier for rural students. Two cornerstone
recommendations are for the creation of an integrated suite of education, family, and
employment policies and the establishment of a high profile task force to oversee new initiatives
in these areas. Seven other recommendations include exposing students to the value of higher
education during their junior and middle years, introducing measures to reduce higher education
costs for rural students, encouraging universities to seek enrolments from rural students, and
improving prospects for graduate employment in rural Australia.

1.82*** Equity Policy in Australian Higher Education: A Case of Policy Stasis

Author: R. James and C. McInnis
Year: 2005
Book Title: Reform and Change in Higher Education. Analysing Policy Implementation
Publisher: Springer Netherlands
Volume: 8
Pages: 18
Series Title: Higher Education Dynamics

The formulation of equity policy and its change from a radical to a conservative position provides
an illuminating case study of policy development in Australian higher education. Improving the
higher education participation of under-represented community groups became a major
government objective in Australia during the mid-1980s. The principal target at the time was the
significant under-representation of students from certain social backgrounds, especially in the
elite professional degree courses. By the early 1990s, a detailed equity policy framework
designed to reduce inequities and imbalances in higher education participation was finalised and
in operation. Yet after a decade of policy implementation, the overall effects of the policy on
improving the participation of the most significantly disadvantaged groups, including people from
lower socio-economic backgrounds and from rural or isolated regions, are arguably negligible.
Despite the apparent ineffectiveness of policy, the basic policy framework has remained largely
fixed, if not inherently immutable.

1.83***Statistics Sweden: Higher Education, Social background amongst university
entrants 2005/2006 and first time postgraduate students 2004/05

This report outlines the concept of uneven social recruitment; the same social recruitment during
the last three years; more even social distribution among women in HE; great difference between
programmes; differences in social recruitment between institutions of HE; more uneven social
recruitment to postgraduate education than to undergraduate education; HE among people born
1968-1980; great differences between different groups; measuring changes in uneven
recruitment
http://www.scb.se/templates/Publikation____187589.asp
FIRST GENERATION ENTRY

1.84*** Equity in Spanish Higher Education: Parental education

Author: J.G. Mora
Year: 1997
Journal: Higher Education
Volume: 33
Pages: 233-249

Focuses especially on the level of participation of young adults in Spanish higher education controlling for economic level, parental education and occupation, and other environmental characteristics. Presents a logistic model which jointly values the influence of different family and social characteristics of the individual on his/her decision to enrol in higher education. The main conclusions of the study are these: (a) There has been improvement in the equity of access to higher education. In spite of this overall improvement, about 30 per cent of the less privileged population is still underrepresented in higher education; (b) Family educational level is the most important factor in the decision to enter higher education. The weight of these educational characteristics exceeds by far the influence of family income level.

RURAL STUDENTS


The Rural and Remote Education Advisory Council of Western Australia developed a 4-year plan to improve educational access, participation, and achievement by rural people of Western Australia. The plan outlines seven priorities: (1) ensuring that rural students are able to participate in quality education and training; (2) ensuring a broad cross-sectoral partnership approach to educational provision in rural Western Australia; (3) implementing strategies to recruit and retain qualified educational professionals; (4) meeting the needs of rural students at risk; (5) ensuring that cultural diversity, including Aboriginal cultural perspectives, is recognized and supported by rural education and training programs; (6) enhancing community involvement in and support for rural education and training; and (7) providing appropriate resources for all rural education and training programs

1.86 Emerging Themes: National Inquiry into Rural and Remote Education
Australia, Human Rights and Equal Opportunity Commission March 2000

Public consultations had revealed that access to education was a significant concern in rural and remote areas of Australia, particularly in relation to ongoing economic decline. In response, the Australian Human Rights and Equal Opportunity Commission initiated the National Inquiry into Rural and Remote Education. The inquiry took evidence at formal public hearings in the capital cities of every state and territory and at less formal meetings with parents, students, educators, and community members in rural and remote areas of every state and the Northern Territory. The inquiry received 300 written and e-mailed submissions, including one from the government or education department in every state, the Northern Territory, and the Commonwealth. The inquiry also commissioned a survey from the Youth Research Centre at Melbourne University to which 3,128 individuals responded. This report summarizes major concerns raised by the public, drawing on selected quotes that are broadly representative. Following an introduction, chapter 2 describes the numbers, locations, schooling arrangements, and outcomes of rural and remote
students. Chapters 3-6 cover the following themes: availability and accessibility of schools, distance education, travel, and financial aid; schooling quality (curriculum, staff, facilities, information technology, and other learning opportunities); students with disabilities (numbers, discrimination, barriers to integration, and some special programs); and Indigenous students (numbers, situation, access, barriers to participation and support, outcomes, Indigenous cultural studies, and Indigenous languages). The final chapter presents an overview of the human rights provisions relevant to rural and remote education.


1.87**The Western Australian Telecentres Network: A Model for Enhancing Access to Education and Training in Rural Areas, Australia

The telecentres are small enterprises in rural communities in Western Australia that contain a range of information technology and telecommunication resources to provide members with increased education, training, communication, business and employment opportunities. They are owned and run by rural communities with small amounts of financial and administrative seeding support from a central government agency.

OVERVIEWS

1.88**Title: Widening access, widening participation, widening success: an Indian case study

Author: M. Thornton
Year: 2006
Journal: Research in Post-Compulsory Education
Volume: 11
Issue: no. 1
Pages: 19-30

Multiple deprivations are widespread in rural India. Literacy levels remain stubbornly low, albeit gradually improving. Caste, class, religion, gender, age and disability all impact on access to education, participation and successful completion.

The education of girls remains problematic given the higher value attached to sons especially in rural communities; their frequent confinement to the home on reaching puberty; the cost of dowries (despite being outlawed); trafficking of adolescent girls and/or early marriage.

The education of tribal communities and other scheduled castes in rural communities, despite principles of free education and equality of access, is inhibited by poor facilities and availability of provision; by economic and past family experiences and histories.

Against a cultural and familial history of poverty, illiteracy, child labour, early marriage, increased abandonment of the elderly and extensive and entrenched patterns of discrimination, one NGO had developed a holistic and integrated approach to supporting some of the most disadvantaged groups in a poor rural area in West Bengal. This approach appears to fundamentally change, for the better, the life chances, educational outcomes and economic prospects of the target communities. While there can be no direct transfer of strategies between the two countries this paper will explore possible explanations for such success and what lessons, if any, might be learnt by educationalists working towards widening successful participation in education in England.
1.89*** Higher Education in Turkey, 2007

Summary provided by N. Aksit, Graduate School of Education Bilkent University

- evidence of initiatives (policies, institutional practices, research projects) which have facilitated the participation in HE of the following target groups: those with low socio-economic status, first generation entrants, people with disabilities, ethnic minority groups, and mature students
- evidence of initiatives that promote widening participation for other groups that are particularly disadvantaged
- evidence of the range of possible modes of entry into HE, such as accreditation of prior learning, alternative courses such as foundation and access courses
- evidence of financial support strategies

There are now 61 public and 30 private (foundation) universities in Turkey.

Gross enrolment ratio (%)\(^1\)

- primary level 91.9 (10,846,930 students \(^2\))
- secondary level 73.3 (3,386,717 students \(^2\))
  general (2,142,218)
  vocational (1,244,499)
- tertiary level 23.8 (2,181,217 students \(^2\))

Admission to higher education is centralized. The Council of Higher Education is an autonomous body governing all higher education.

At the level of tertiary education, there is a highly competitive nation-wide entrance examination. All high school graduates are required to take this examination first to pursue a 4-year, 5-year or 6-year tertiary degree. Every year some 1.6 million students take it but only about 400,000 students are placed in universities, two-year vocational schools or the Open University. Most of the rest wait until the following year and retake it with the graduates of the following year.

Vocational high school graduates are encouraged to follow vocational tertiary degrees. They have direct access to two-year tertiary vocational programs (or open/distance education programs in the area they have been trained). However, if they want to pursue, for example, a four-year BA degree instead, they are required to take the entrance exam. When that happens, the coefficient system used to calculate scores reduces the possibility of their getting into a four-year program.

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2 Turkey’s Statistical Yearbook 2006. Turkish Statistical Institute: Ankara, Turkey.
High school performance is included in the final university entrance score, and that score is the only main determiner. Students are ranked first and then placed considering their prioritized list of preferences. Departmental quotas are determined by the Council of Higher Education, liaising with the universities No preferential treatment is given to facilitate the participation in HE of any of the target groups.

“Today, Turkey's high stakes tests have one main purpose--to create a ranking of students so that selection into private schools, elite secondary schools, and universities can be readily conducted” 3

To encourage promising students with low-socio economic status, many public and private universities provide scholarship covering tuition fees, accommodation and/or some monthly stipend. Some private universities let students work part-time at the university to earn a portion of their educational expenses.

There are also numerous foundations and associations supporting those with low socio-economic status, first generation entrants, people with disabilities, and those from particular cities (in the form of scholarship, accommodation and/or monthly financial aid)

Other institutions that provide scholarship for tuition, accommodations, and / or financial aid are:

- the Loan and Dorm Agency
- the Ministry of National Education
- Chambers of commerce (e.g. Adana, Afyon, Ankara, Istanbul, Izmir, Eskisehir )
- Municipalities (e.g. Istanbul)

- evidence of initiatives which maximise flexibility, such as part time study, work-based study and credit transfer

  o high fliers are allowed to finish programs earlier than planned, e.g., finishing a four-year program in three years
  o there are some programs starting after 6pm, allowing participants to work and study at the same time.
  o Universities have credit transfer systems
  o A few private universities having direct connections with some industrial sectors offer programs to prepare students accordingly.

- evidence of initiatives that support such students to succeed in HE including curricular and pedagogic innovation, student support, learning support, peer support, language support, materials that make the system more transparent

3 ESS
Most, if not all, universities have guidance and counselling centres but they are for all students.

Some private universities offer academic support programs (for all students again)

evidence of addressing the needs of under-represented groups holistically by working in partnership with communities and other agencies such as schools and the voluntary sector

- NGOs develop projects to support some groups: low SES groups and girls in particular.
- Some universities alone (or together with NGOs) organize (and promote) community service projects: e.g. helping blind or visually impaired students, liaising with schools for various purposes

1.90 * Chinese Higher Education Enters a New Era

Author: X.-R. Duan
Year: 2003
Journal: (American Association of University Professors (AAUP); Academe Online
Volume: 89
Issue: 6

Chinese system of HE is witnessing tremendous changes, which appear to be influenced by the university systems in the West and the economic changes that China has experienced in the last two decades. Some of these changes include:

Rapid expansion of the system. In 2001, there were about 1,911 of colleges and universities in the country (98 more than in the previous year). The number of students also doubled from 6.43 million to 12.14 million.

At the beginning of the reform, students paid a small fee, but by the end of the 1990s, all college students had to pay their own tuition. More scholarships and grants have become available to help students, especially those from low-income and poor families in the countryside. Access: Official statistics show that 52 percent of Chinese university candidates can get admitted in 2003, but in 1981 the figure was only 2.4 percent. This rapid expansion in Chinese HE has reduced the gap between the strong desire for higher education and the limited access to it.

Many colleges and universities have developed Internet-based distance education courses and even online degree curricula. In addition, most colleges and universities have launched their own Web sites.

In the reform of higher education, the government has encouraged many new ideas and initiatives. For example, use of English language in teaching in some colleges and universities and course material from England and US. Plans to add a summer session to the traditional two-semester system.
In some areas, local colleges and universities cooperate with each other to allow students to take credit-bearing courses at other campuses. Other colleges and universities have created multiple disciplinary degree curricula; for example, students can now earn an engineering degree and a business degree in four years. And several universities now offer master's degrees in business administration and public administration based on the standards and curricula of famous American universities.


1.91***Social Justice in Chinese Higher Education: Regional Issues of Equity and Access

Author: W. J. Jacob
Year: 2006
Journal: Review of Education
Volume: 52
Pages: 149-169

Short Title: Social Justice in Chinese Higher Education: Regional Issues of Equity and Access

Social justice is increasingly becoming a central issue in Chinese public life. With the trend toward increasing enrollments in China's higher-education institutions, issues of equity and access have begun to surface, especially as they relate to China's minority population of over 100 million persons.

Just over 5% of student participants were of an ethnic minority background other than Han. Where roughly two-thirds of administrators and about half of the faculty spoke Mandarin Chinese as their native dialect; only 28.6% of the graduate students and 35.3% of the undergraduate students spoke Mandarin as their native tongue.

The overwhelming majority of minority dialects identified among the study's participants (the only group with a Mandarin majority was among administrators) highlights the ethnolinguistic diversity that exists in Chinese higher education.

Only a small percentage of students expressed major concerns about financing their higher education (8.9% of undergraduates and 12.5% of graduate students). It is interesting to note that 82.1% of the undergraduate students' fathers graduated from high school, while just about three-fourths (73.8%) of their mothers were high school graduates. 40.6% of graduate students' parents made less than RMB 10,000 per year, only 29.0% of undergraduate parents made an equivalent annual amount.

The National College Entrance Examination needed significant reforms i.e. assistance should be mandatory for students in rural regions, and low socio-economic status students needed financial support to make their higher-education experience a reality.
1.92*** Targets and tools in Dutch access policies

Author: F. Kaiser and H. Vossensteyn
Year: 2005
Journal: Higher Education Quarterly
Volume: 59
Issue: No. 3
Pages: 187-204

In 2004 the Dutch Ministry of Education, Culture and Science set a concrete target: by 2010, close to 50% of the age cohort should participate in higher education, following the targets set in the UK and Sweden. However, clearly the target is set, the ways to achieve it are far less specified. In the article a number of possible instruments to achieve the target are discussed and their relevance in the Dutch context is analysed. It is concluded that there are a limited number of policy instruments available. However, given the devolution of access policy to the higher education institutions and the influence of broader societal trends on participation our expectations on what government can do to reach its target need to be modest.

1.93* Efficiency and equity in Japanese higher education

Author: M. Kaneko
Year: 1997
Journal: Higher Education
Volume: 34
Pages: 165-181
Date: 1997

Post-World War II developments are shown to have initiated a movement from what was a system of government regulation towards one which is more market-orientated, including a measure of market segmentation. The significance of a fast-growing private sector is emphasised. The social characteristics of the present-day Japanese system are analysed in terms of the employment of graduates, the rate of return and the economic use of financial and human resources. Factors such as family income, background and region of residence all influence opportunities and it is argued that the system cannot be considered as being entirely meritocratic. Nor can it be described as being dependent on market forces; though both price and academic quality affect trends.


Author: L. Gunn
Year: 2002
Institution: The Robert Gordon University 2002

The report examines Australian practices in widening participation, and looks for ways in which these could be applied to Scottish and UK institutions. A meeting was also held with representatives of the Department of Education, Science and Training (DEST), the Government body responsible for managing equity and diversity issues on a national basis. (equity and diversity not access and wp are the Australian terms); equity and diversity structures; work with schools - urban, low SES, rural, student ambassadors; student support programmes; statistical trends; discussion - DEST, structures, schools - rural, student support
http://www.gla.ac.uk/courtoffice/fellowship/gunn.rtf
1.95***On the discrepancy of access to higher education in a province with a large ethnic minority population, China

**Author:** D. Jianxin  
**Year:** 2007  
**Journal:** Frontier of Education in China  
**Volume:** 2 Issue: 1  
**Pages:** 74-88

This study is a survey of a sample of 2315 students of different SES background and different levels of access to higher education in 10 higher education institutions (HEIs) in Yunnan, an ethnic minority (EM) province. Yunnan is an agricultural province as well as a remote mountainous and half-mountainous area inhabited by 25 ethnic minorities, among which 75.1% of the total population are agricultural workers.

Higher education in Yunnan has greatly developed in the past 5 years, the gross enrollment rate increased by 2.57 from 2000 to 2005.

The study found there is a widening discrepancy in access to higher education for children from different strata in Yunnan. More and more children from affluent backgrounds enjoy excellent resources of higher education while those from the weak strata attend relatively low-level or newly-built HEIs.


**Author:** HEA  
**Year:** 2004

People with a disability (doubled from 0.9 % in 1998 to 1.8 % in 2006), socio-economically disadvantaged students (increased from 16 % in 1998 to 27 % in 2006), members of the traveller community (according to 2002 census, only 1.4% have university education); ethnic minorities and mature students remain under-represented in higher education. The government intends to address this group's under-representation with: a new student records database; a full survey of the socio-economic background of HE entrants; new data on student participation from the fund for students with a disability, due in November 2004; Development of student records data.

Success in six practical goals will ensure significant progress in achieving equity of access to higher education in Ireland

- Communicate the rationale for equity of access to higher education
- A national framework of policies and initiatives to achieve equity of access
- Routes of access and progression to higher education
- A broader range of teaching and learning practices in higher education
- Necessary financial support and resources
- Learning from what works

Each goal is accompanied by action points that spell out the steps required for success. Use of quantitative and qualitative targets to achieve equity of access are essential for successful implementation of the action plan; these will be set and developed for each underrepresented group and will be based on improved systems of data collection.
This document presents a review of the progress made during 2006, the second year of the national action plan Achieving Equity of Access to Higher Education in Ireland, and it also reviews the issues arising and presents the outline plans for 2007. In 2006 they had six equity and access goals:

1 Communicate the rationale for equity;
Discussions were held with different stakeholders, International audience; Department of Education, student groups, NQA, HE institutions, the National Council for Curriculum and assessment (NCCA), community organizations representing Travelers, people with disability and other minorities and new funding was introduced by HEA in 2006 specifically to establish access as an integral part of HE.

2 Develop a national framework for policies initiatives;
Access policies developed based on self-evaluation operational in 27 HE institutions. And secondly, established linked between disadvantaged schools and communities to access HE institutions.

3 Create routes of access and progression to HE;
A number of new routes from further education colleges to universities were operational in 2006; many students used these routes to degree courses in universities.

4 Introduce a broader range of teaching and learning strategies;
Incentives and support for teaching development and in-service and qualifications for lecturers. Funding from Strategic Initiative Scheme to support teaching and learning

5 Finance;
2006 witnessed the introduction of a new Recurrent Grant Allocation Model (RGAM) to support equity and access as a part of core grant to 7 universities. However, from in the future, this funding will be based on the number of students from under-represented groups in institutions. Funds for Students with a Disability, 330 disabled students benefited from this funding, 20% increase from the previous year; the Assistance Fund and the Millennium Partnership funds. The HE funding situation is also being reviewed to achieve equity and access to HE.

6 Evaluation of the programme
Developed a national data collection scheme; participation targets and students from under-represented groups.
Between 1990 and 2003 there was a big increase in the number of students in HE in Croatia, 148,426, an increase of 57.1%. The majority were female, 55.83%. 96 % of the students at HE institutions are from the majority (Croats) and 4 % from the minority (i.e. Serbs). Admission on successful completion of secondary school education, however, institutions may have their own criteria:

- Ministry of Science, Education and Sports (MSES) supports (i.e. 1st year 50 % of fees) full time students that are disabled, students with 60 % disability, or Homeland war veterans or their children (p.76). However, a small number of students with disabilities seek to enter HE. Students in these categories also receive additional help with priority for accommodation at the university.
- Since 1997, there are policies to encourage adult participation (secondary school centres) in HE in order to improve their employment chances, but unfortunately this has not made any impact.

Public HE institutions receive state funding. But funding in private universities is a responsibility of the founders and students pay fees. The state pays fees on behalf of students at public institutions; part time students also received some help (deductions) with their fees.

It is hoped that the introduction of credit accumulation system and the accreditation of prior learning and distance learning systems will help in the diversification process of the HE.

As public HE institutions have limited places, access to higher education in Brazil is to a large extent restricted to the higher socio-economic groups. This excludes those who have not had a high quality secondary education or attended an expensive preparatory course. There has been considerable growth in the private sector to absorb the excess demand, but the majority of Brazilians cannot afford the fees.

There are three main policy efforts to expand access: Expansion of the private sector and incentives for the growth of private universities; Student loans and scholarships and the new Prouni initiative implemented in September 2004, in which private institutions provides free places to low-income students in return for tax exemptions.

These initiatives have the potential to increase the total number of places; they will not lead to an equitable expansion, as disadvantaged students will still be confined to courses of lower quality or with lower subsequent value on the employment market. Initiatives aimed at the public sector such as the introduction of quotas and changes to entry examinations are also discussed.
1.100***Comparative Indicators of Education in the United States and Other G-8 Countries

**Author:** J. D. Sherman, Honegger, Steven D, and McGivern, Jennifer L.
**Year:** 2002

This report presents a set of education indicators that describes how the United States education system compares with those of the other G-8 countries: Canada, France, Germany, Italy, Japan, the Russian Federation, and the United Kingdom. The data were collected from three main sources: the Organisation for Economic Cooperation and Development's National Education Systems project; assessments conducted by the International Association for the Evaluation of Educational Achievement; and the Program for International Student Assessment.

The indicators are organized into five major sections: (1) "Demographic and Socioeconomic Context of Education"; (2) "Preprimary and Primary Education"; (3) "Secondary Education"; (4) "Higher Education"; and (5) "Education and the Labor Force." In total, the report presents 31 indicators, among which are the following: educational attainment of the population; access to primary education; human resources in primary education; public school teachers' salaries; achievement of secondary-school students; expenditures for primary and secondary education; access to higher education; science and mathematics degrees; and labour market outcome of education.

1.101***The University Challenged: A Review of International Trends and Issues with Particular Reference to Ireland

**Author:** M. Skilbeck
**Year:** 2001
**City:** Dublin
**Institution:** HEA

University education across the globe has considerably expanded and diversified in the last four decades. Many of the universities have changed in their attempt to meet the demands of the demands and expectations of their respective countries, economic growth, and raising human expectations. The turn of the millennium has witnessed growing demands from the society: individual advancement and HE and research to underpin economic growth, improve social fabric of the society.

Change in HE in industrialized world is driven by 6 factors: Continuing growth in demand for higher level of educational attainment particularly skills. Economic returns for university education Expanding and shifting frontiers of knowledge. Rapid development of ICT-Economic globalization and internationalization of many spheres of life. Continuing quest for cohesion, justice and equity in social arrangement and for more enriching and inclusive cultures.

Where are changes felt? Within institutions, felt across all university structures, particularly staff and students Changes are ubiquitous-Changes are systemic: through policy reforms

Expectations of universities: To be more outward looking partners in the development of learning society; To provide leadership and service at all levels; To achieve performance targets; Maintain standards; Seek and find additional sources of revenue. The author outlines 4 main points needed to meet the challenges: Mastery of the new technologies in both teaching and research; Improved resources; Strengthening links with the wider community; Rewarding staff performance.
University sector in Ireland is facing some new challenges: Economic dynamism, secularization of society (new values and ideas); International links, UK, USA, Europe and the world; reforms; responsiveness (flexibility and innovativeness of the institutions); recent national policy on research funding.

The author suggests that for university sector to meet the expectations outlined above it is required to: Review and appraise its policies, structures and work; HE must reposition itself as a system not collection of institutions; Define missions and strategies;

· Broaden and enlarge their student intake: mature, postgraduate; better access and equity; Links with industry and wider community; Seek diversify funding sources.

1.102***The Expansion of Higher Education in Sweden and the Issue of Equality of Opportunity

Author: S. Holzer
Year: 2006
Conference Name: European Conference on Equal Opportunities
Conference Location: Antwerp, Belgium
Date: 13-15 September 2006

This paper analyzes to what extent the political means of rapidly increasing higher education in the 1990s in Sweden has decreased educational inequalities. Smaller regional colleges were heavily exposed to the expansion of higher education. Although the parental impact on the educational choice of their youth grew stronger in the 1990s compared to the 1980s in Sweden, difference-in-difference estimates show that the educational association between parents and their youth grew less in the geographical areas of the regional university colleges than in Sweden as a whole. Some support is provided here that social mobility has increased in Sweden, in the sense that most socioeconomic groups gained from the educational expansion, except for the group with the lowest educated parents.


1.103***Towards an Integrated System of Tertiary Education, Ireland

Author: M. Skilbeck
Year of Conference: 2003

The paper, primarily argues that it is usually problematic for both policy makers and institutions, to administer HE institutions when they overlap, in their missions, courses and routes of entrance. The author therefore makes a strong case for integration, fluid, flexible and unified of HE in Ireland. This will enable it to effectively respond to national challenges.

HE structural issues to address:

· Further improving access for learners; especially as Ireland needs to raise its completion and participation, this require more focused access and equity programme. This may be done through partnership with schools and community groups, especially entry arrangements, student support schemes both pedagogical and financial and staff development (p16). Examples of community outreach programme exist at Dublin Institute of Technology for inner-city youth. Improve pathways for learners strengthening national articulation of courses and study programmes between institutions and across sectors;
Reducing costly duplication of courses across the system and developing inter-institutional partnerships and more cost effective forms of technology-based delivery;

- Defining a balance, nationally, between levels and types of programmes-from apprenticeships and technicians education, under and post-degrees, adult and continuing education;
- Increasing opportunities for part-time study especially for adult learners; HE institutions are not doing enough to increase opportunities for adults through distance learning, partnerships with communities and job related training.

- Constructing a more integrated system of higher education; Preparing for the digital revolution in course delivery and extended opportunities for learning.

1.104 Participation and exclusion: A comparative analysis of non-traditional students and lifelong learners in higher education

M. Slowey

Year: 2002

Journal: Higher Education

Volume: 44

Pages: 309-327.

As a part of the process of expansion and heterogenization, new groups of students who, for a complex range of social, economic and cultural reasons were traditionally excluded from or underrepresented in higher education, might be expected to participate in increasing numbers.

The paper develops the concept of non-traditional learners and demonstrates how an examination of ways in which higher education systems respond to such learners can provide a fruitful basis for a comparative analysis of change in higher education across ten countries-Austria, Australia, Canada, Germany, Ireland, Japan, New Zealand, Sweden, United Kingdom, and the United States. Non-traditional students are defined by: Educational biography, Entry routes, Mode of study

The primary emphasis in the study was on the institutional and policy issues which appeared to either inhibit or support participation by non-traditional learners. On this basis six factors were identified which seemed to be particularly influential with regard to the participation of non-traditional students and the associated moves towards a lifelong learning mode of higher education: Institutional differentiation of the higher education system; Institutional governance and control, Flexible (Open) Access,

Mode of study - (i.e. open learning, modular courses, credit transfer and part-time study); Financial assistance and other support, Continuing education opportunities (majority enroll on shorter courses or noncredit programs).

The evidence suggests that, while progress can be reported on a number of dimensions in comparison with a similar analysis of participation by adults students in the same countries undertaken just over a decade earlier, high participation rates do not automatically imply that the functions of higher education in social selection and reproduction are obsolete, or that issues of access and equity can be regarded as features of the past.
In 1994 there were 36 institutions of higher education in the country, 19 for whites and 17 for Blacks. Black being 80% of the population, these universities insufficiently catered for their educational needs. The Black universities were also disadvantaged in terms of resources. In 1995 a National Commission on Higher Education (NCHE) recommended three key areas of action: 'Massification' Increase rates of students' participation, particularly from previously disadvantaged groups; Diversification of curricular and qualifications, the introduction of multiple entry and exit points; A shift in institutional function and missions.

In 2001 the Ministry of Education produced a plan to achieve the following: increase in participation rate from 15% to 20%, Ensure diversity through mission and programme differentiation; Investigate the feasibility of a more rational arrangement for consolidation of HE provision by reducing the number of institutions but not the number of delivery sites.

This article examines access and equity in Ugandan higher education and specifically with respect to Makerere University. Students' diversity and access appear to be impacted by gender, location, class and the university's (government) policy.

Main government policy took place in 1992 with the introduction of privately sponsored student programme (PSSP), which expanded opportunities for this category of students in the whole country's HE system. For example, the number of students at Makerere University increased from 10,000 to 40,000 in 2004. In 2001 state-sponsoring students were reduced to 8.8% of the entire student population.
The PSSP was accompanied by introduction of a semester system (Makerere, as a former overseas college of University of London had terms) and established new courses, degrees, departments and facilities.

But these developments have been hampered by lack of investment in facilities, overcrowding, excessive teaching loads, large classes and falling standards.

Access patterns in Uganda's HE system:

Entry-Makerere dominated by male and students from urban areas, which had good schools
Equal opportunity- Makerere in its admission discriminated against women historically. Although it was established in 1922, it had its first female students in 1945.

Responding to diversity: Affirmative action/quota to each district-lower school fees for and lower score cut-off girls in comparison for boys; The female scholarship Initiatives (FSI) sponsored by the Carnegie Corporation of New York for 5 years, designed to tackle specifically social and regional disadvantage as well as targeting the science deficit for females; Admission of children of Makerere University staff; Admission of people with disabilities put at 4.0 points below the cut-off points of courses applied for; Admission of talented athletes

1.107*** Higher Education Development in Africa

Author: David Bloom, and Kevin Chan
Year: 2006
City: Cambridge, USA
Institution: Harvard University.
Date: February 2006

This paper is a comprehensive outline of higher education in sub-Sahara Africa. It challenges the previously widely held belief that tertiary education in Africa has little role in elevating poverty. This has encouraged African governments to neglect the higher education sector. Consequently, African higher education enrolment rates at 5% are the lowest in the world. Many countries are struggling to maintain these low enrollment levels and others have 1% level of enrolment: Malawi- high graduate unemployment-poor boarding facilities and week links with industry; Mauritania-overcrowded campuses; curriculum stresses theory, rather than skill competencies; Mozambique-higher education is expensive, few places for students and poor quality of courses.

Why poor participation? Existing government policy, highly centralized system, hampers efforts to increase enrollment and improve teaching quality; World Bank's lack of emphasis on higher education and absence from the Poverty Reduction Strategy Papers (PRSPs) in many countries.

However, in some countries, PRSPs in areas such as increasing vocational training, and teacher training, have made some commitments to higher education in Africa have been made: Burkina Faso: 50% increase in higher education; Burundi: strength technical and university education; Cameroon: increase budget from 3.8% to 5.8% and involve private sector involvement and create new universities; Chad: short courses; Djibouti: open a university; Guinea: Create a programme for the development of higher education; Madagascar: Hire university teachers; Malawi: reserve 30% university places for girls; introduce scholarships for girls; expand university places from 3526 to 6824; Mali: reduce higher education budget from 19% in 2000 to 14% in 2003. Establish an institute for civil engineering and mines; Mauritania: build technical educational centres tailored to market needs; Niger: increase enrolments;in technical and vocational schools. Senegal-create training centres for women; Uganda: increase higher education enrolment from 25,000 in 2000 to 50,000 in 2003.

Global shifts: Recently international donors have accepted the importance of higher education in economic development. African responses: some African countries, such as Ethiopia, Mozambique, Ghana, Uganda, Kenya, Tanzania, among others, began to respond to the global shifts and to act on PRSP. Some of the actions taken include: In 2003, grant autonomy to universities and encourage development of private universities (Ethiopia); Ministry of Higher Education recognition in Mozambique (2000); In Ghana, a 5 year collaboration between the
World Bank and the Government to improve higher education; Gender equity in Ghana, Tanzania, Kenya, Uganda and Zimbabwe, through affirmative action; In Uganda, Makerere University, encourage fee paying students, 70 % of the enrolled students; Regional higher education partnerships: The Southern Africa and West Africa Regional Universities Associations.

1.108***Widening access to University Education in Anglophone Africa: Problems and prospects

Author: A. Oduaran
Year of Conference: 2005
Conference Name: The Community University of the Valleys Partnership International Conference on 'Changing Landscapes'
Conference Location: The University of Wales, Swansea, U.K
Date: 11th & 12th April, 2005

The paper looks at some of the ways in which Anglophone African nations have been widening access to university education in the midst of the challenges posed by poverty and massive sudden deaths arising from the HIV / AIDS pandemic plaguing the continent. This discussion is placed in context of existing commonalities and issues surrounding the pursuit of equity, diversity and access, mature age entry, open and distance learning, E-learning and e-communities, accreditation of prior learning, community and private involvement in university education with specific reference to Botswana, Nigeria and South Africa.

In the 1960s, post-independence era, there was a demand for relevance and widening access. So, responsive and social adult education and extension classes in agriculture, public administration, African studies and education were vital in terms of meeting new goals that had been unmet under colonial provisions. These policies motivated a sharp increase in the demand for university education.

Selected Policies and Practices in Widening Access from the 1990s. This period witnessed vigorous attempts to widen access and participation in HE: Gender mainstreaming has been extended to widening access to university education and, indeed, to specific courses or programmes, sciences and engineering, that had been dominated by male students. South Africa has extended its affirmative action programme to widening access. South Africa has established a qualifications framework that recognizes prior learning and accrediting courses from a wide range of professional training outside the walls of its universities. Mature entry scheme has meant that more and more South Africans can avail themselves of university education.

However, there are some challenges that need to be overcome: The economy cannot accommodate the huge number of university graduates; Finances; Introduction of fees in Nigeria, means practices in widening access could only benefit the "lucky" few who can afford university education. Uneven distribution of students by discipline.
The Channeling of Student Competition in Higher Education: Comparing Canada and the U.S

Author: H. Davies, M. Floyd
Year: 2005
Journal: Journal of Higher Education
Volume: 76
Issue: 1
Pages: 89
Short Title: The Channeling of Student Competition in Higher Education: Comparing Canada and the U.S

The past decade has witnessed a sea change in ideologies about higher education in North America. Canadians and Americans increasingly believe that an emerging "knowledge economy" is demanding skills that can be acquired only with a post secondary education. In the United States, a "college for all" ethos has emerged, while Canada is witnessing a revolution of educational expectations. New forms of competition are having different effects on national systems of postsecondary education. The purpose of this article is twofold. First, it compares how this competition occurs in Canada versus the United States, focusing on undergraduates, who comprise the vast bulk of students. To attain the most valued credentials, students and parents are adopting a variety of competitive strategies. While Canadian and American students are experiencing very similar pressures and are enrolling in higher education at similar rates, their responses to the new competition differ. Whereas students in the U.S. compete for access to elite colleges, students in Canada compete for elite majors. Where one studies is seen as more important in the U.S.; what one studies dominates in Canada. Second, the article traces the source of these different forms of competition.

Increasing Accessibility to Advanced Education for Under-Represented Albertans

Author: Alberta. Advanced Education
Year: 2005

In 2005, Alberta's Minister of Advanced Education initiated a comprehensive exercise to establish a new vision for the province's advanced education system. Through the A Learning Alberta initiative, a revised vision and new policy outcomes for Alberta's advanced education system will be articulated.

To explore the issues impacting on accessibility, information was gathered on policies and programs, and recent research and consultation reports were reviewed. This paper discusses the multidimensional nature of access; describes learning pathways for youth; summarizes the advanced education system with a focus on foundation skills and basic upgrading; outlines the challenges faced by specific populations; suggests opportunities for increasing accessibility; and concludes with key questions for stakeholders.
Between 1986-87 and 1996-97, tuition rose faster than other costs in Canada, increasing its share from 29% to 47% of the total costs. Over this period, tuition nearly doubled while gross family incomes remained unchanged (in constant 1997 dollars). However, considering only undergraduate arts students living on campus, the annual total costs have increased only slightly, from 8.9% of gross family income to 9.9%.

1995 graduates owed at least 60% more than their 1990 counterparts two years after graduation. The trend in tuition and other costs, together with the increasing debt load carried after graduation, reveals a picture of heavier burden. There was a widening gap in university participation by family socio-economic status (SES) as revealed in the 1986 and 1994 General Social Surveys. While the university participation rates for young people from low and middle SES background were quite similar in 1986 - 13.7% and 14.5%, respectively - by 1994, a wide gap had occurred between these two groups, with the rates standing at 18.3% and 25.3%, respectively.

The article shows that: since 1991, the period that marks increase in tuition fees, there has been a plateau in the number of new university entrants. Part-time entrants drastically reduced since 1992, particularly for older students. This is explained by: new Government funding policies and shifting of resources to other disciplines, Tuition accelerated/doubled for example in many provinces such as Quebec and Alberta.

In 2005 the Federal Government will award about $ 15 billion in grants to about 5 million students. 12 million students will receive $ 55 billion in Federal loans, and 1 million high school and college students, from low income and First Generation College going families will receive vital assistance. Research indicates: Students from low-income families are sensitive to rising fees, Financial aid is important in ensuring college access

Research conclusively shows that financial aid from Federal and state governments does not counteract tuition fees. Even despite the Federal and state assistance, a report from the Federal Advisory Committee on Student Financial Assistance shows that over 400,000 high school students are reluctant to attend 4-year college because of financial barriers.
There are about 14 million Americans studying in postsecondary institutions, colleges and universities, at the time the report was commissioned. 1/3 are older than 24 years old, and 40% are part time. The report examines 4 aspects of sector: access, affordability, quality and accountability. Access to American Higher education, is limited by complex interplay of inadequate preparation, lack of information about college opportunities, and persistent financial barriers. While about one third of whites have obtained bachelor's degrees by age 25-29, for example, just 18 percent of blacks and 10 percent of Latinos in the same age cohort have earned degrees by that time. There are gaps in access in terms of: Students from low income families, Minorities. For example, while, you find 34 graduates in every 100 white, there are correspondingly only 17 and 11 Blacks and Latinos respectively. Adult students, 40 % of students are above the age of 24 years.

The report proposes expansion in college participation and success by outlining ways in which postsecondary institutions, K-12 school systems, and state policymakers can work together to create a seamless pathway between high school and college. States’ K-12 graduation standards must be closely aligned with college and employer expectations, and states should also provide incentives for postsecondary institutions to work actively and collaboratively with K-12 schools to help underserved students improve college preparation and persistence. While better high-school preparation is imperative, admitted students and colleges themselves must jointly take responsibility for academic success. Improving the information about college available to students and reducing financial barriers to attendance are also crucial to improving access.

California State University, through Early Assessment Programme (EAP), and partnership with the State Department of Education and the local HE schools, has improved accessibility. The report recommends development of such models and also to remove barriers to move barriers to students' mobility and to promote new learning programmes such as distance learning, adult learning and workplace programmes.

To improve affordability the report proposes that cost cutting measures, including development of new performance benchmarks, and lowering per-student educational costs by reducing barriers for transfer students. State and federal government to support spread of technology that can lower costs; Encourage high school-based provision of college courses, and work to relieve the burden on colleges and universities. Financial aid: The system is confusing and complex, inefficient, duplicative, and frequently does not direct aid to needy students. The report proposes a simple, need-based system. Financial needs of transferring students including part time students should be attended to. Transparency and accountability There is shortage of accessible information about important aspects of HE. Improving accountability is vital to ensuring the success of reforms. Innovation: HE institutions lack innovation

www.ed.gov
**1.114* Indian Universities and the Future of Adult Education in the Twenty-First Century**

**Author:** R. Narang  
**Year:** 1997  
**City:** Mumbai  
**Institution:** University of Mumbai, Department of Adult & Continuing Education & Extension  
**Pages:** 40  
**Date:** July 1997

Extension departments have been asked to eradicate illiteracy in communities adopted by colleges and conduct continuing education on a regular basis. Current efforts focus on financial support to universities for nonformal education, redesignation of core academic staff as teachers, and staff development. The department of Adult and Continuing Education and Extension at the University of Mumbai exemplifies moderate success achieved in translating policy into practice. It pursues two goals: institutionalization of extension and creation of a nonformal stream of education. The department proposes to work on the development of an institution where any individual can join for education at any level from literacy to the Open University.

**1.115* Widening participation in Higher Education, Cyprus**

Summary provided by Mary Koutselini & Floria Valanidou, University of Cyprus

There are about 30 HEIs in Cyprus, most of them private. HE intake seems to be approximately 67% of secondary school leavers get admitted to a HEI internally, a high proportion of them in private institutions, or abroad. The government has introduced reforms to regulate and control private universities and specifically to improve access to the ‘least restricted environment possible’ for students with disabilities. In 2001 this legislation was expanded to include other aspects of support, i.e. individual educational plans, technology support, exam modifications, physical building modifications and part time courses. In addition all private universities are required by law to produce policy on admission as a part of their admission procedure. Measures to widen participation: Establishment of Open University of Cyprus, and University of Technology; Financial support, grants, scholarships, loans. But these funds are provided on the basis of merit and family financial conditions; Special Focus on the Disadvantaged groups; Government policy to encourage long life learning for people over the age of 15 through Adult Education Centres. The Cyprus Telecommunication Authority (CYTA) facilities communication for deaf people; Provision of financial support to students with disabilities in order to buy learning equipment; The University of Cyprus offers admission to disabled students and students from minority groups. Recognition of Prior learning –guides to recognize prior learning (including formal and non-formal education) Assistance to help students to complete their studies counseling, monitoring impact of retention policies, and planning further measures.

**1.116* Lifelong Learning in Australia**

**Author:** L. Watson  
**Year:** 2003  
**Department:** Department of Education

The lifelong learning policy agenda has four distinguishing features: The recognition of both informal and formal learning; The importance of self-motivated learning; An emphasis on self-funded learning; and the idea that participation in learning should be universal (Section 1.1).
The lifelong learning policy agenda is built on assumptions about the importance of skills in the new economy. Almost all industrial sectors are increasingly knowledge-based and economic returns are obtained from a range of intangible inputs, one of which is workers skills. Participation in education and training is increasing and economic rewards are flowing to people with high skills (Section 2.1).

The Australian economy appears to fit the paradigm of the knowledge-based economy as defined by the OECD. Australia has experienced growth in industry sectors that are relatively intense in their use of technology or human capital as well as growth in demand for highly skilled workers (Section 2.2).

The Australian education and training system appears well-placed to meet the demand for high skills in the new economy. High-skilled, full-time jobs in Australia are growing fast in aggregate terms (Section 3.1). These jobs are concentrated in fast-growing industries identified with the knowledge-based economy (Section 3.2). Australia has high levels of adult participation in both informal and formal education and training. Participation is highest among wage and salary earners, and an increasing amount of work-related external training is financed by individuals rather than employers (Section 3.3). These trends are consistent with the lifelong learning policy agenda that emphasises self-funded, self-motivated participation in both formal and informal learning.

Although overall levels of participation in education and training in Australia are high, there is a widening gap between the participation rates of people with high skills and people with low skills. Australia has experienced strong growth in both high skilled and low skilled employment. As might be expected from the nature of their employment, workers in low skilled jobs receive fewer opportunities and less employer support for participation in training than workers in high skilled jobs. This restricts their opportunities for upward mobility (Section 4.1).

People with low skills face additional disincentives to participation in education and training, particularly if they are unemployed. The people most likely to participate in adult education and training are those who have completed Year 12. People with low skills and the unemployed are less likely to have completed Year 12. Education and training courses undertaken by people who are unemployed are less likely to improve their employment prospects than courses taken by people who were employed previously. Inadequate credit transfer arrangements pose an additional barrier for people who enter university from vocational education courses rather than Year 12 (Section 4.2).

Australia’s capacity to achieve higher levels of educational participation may be undermined by the widening socio-economic gap between individuals in highly paid/high-skilled jobs and people in low paid/low-skilled work. As it presently stands, the emphasis the lifelong learning policy agenda places on individuals co-financing of their own learning contradicts its stress on lifelong learning as a remedy for social exclusion. Given the many factors inhibiting participation in education and training for less-skilled individuals in low-wage jobs, governments could play a greater role in breaking the nexus between low skills and non-participation.

To date, Australia has successfully met the education and training needs of the new economy. Government policies should ensure that Australia’s education and training system is sufficiently flexible and responsive to meet future demand for skills, including the need for skills upgrading for those with low or obsolescent skills.
Areas of interest to policy-makers in this context include:

- The maintenance of course quality;
- The accessibility of finance for post-secondary education and training;
- The predictability, consistency and transparency of credit transfer and recognition of prior learning procedures;
- The effectiveness of different courses of education and training in improving the employment outcomes of people who are unemployed;
- The utility of incentives for education and training participation for those most likely to suffer educational and labour market disadvantage in the new economy.


1.17 Foundation for Academic Excellence and Access FAEA: India

The foundation was originally established with funding from the Ford Foundation. Its remit is to enable economically disadvantaged students to access elite institutions. Its Pathways Programme works via socio-educational projects in towns and villages to find talented young people amongst “the poorest of the poor”, coach them to enter elite institutions and support them via scholarships and fellowships, provide advice to the institutions, mentoring for the students and ultimately employment opportunities. Over the past 5 years it has helped over 600 young people.

LEVEL 2 - INSTITUTIONAL LEVEL

PROGRESSION TO HE

2.1** Courses Count: Preparing Students for Postsecondary Success

Institution: ACT Policy Report
Year: 2005
City: Washington
Pages: 26

Students’ college preparatory courses, particularly in English, mathematics, and science are essential for postsecondary education and work. Yet, large numbers of students still do not participate in the most beneficial courses, and there is little evidence that the high school curriculum is rigorous enough to ensure that most students are adequately prepared for postsecondary success.

Findings: Some courses and course sequences prepare students better for postsecondary level work than others. Cross-disciplinary benefits of specific courses (i.e., a foreign language). Upper-level coursework in mathematics increased achievement and the chances of being successful in college Biology beyond the science sequence; and upper-level science courses added to the achievement and chances of being successful in college. Readiness is related not only to courses, but also to the rigor of those courses. Further, misalignment between high school and
college curriculum sends conflicting messages to students, parents, and teachers regarding the content knowledge and academic skills students need to be successful in college.

Recommendations: Increase postsecondary readiness by requiring that all students take specific college preparatory course sequences in English, mathematics, science, and foreign language. Improve the rigor of high school coursework with a greater focus on in-depth content coverage and considerably greater secondary-to postsecondary curriculum alignment. 


2.2 *Reaching Out to Local High Schools to Increase Access

Author: V. Garcia  
Year: 2007  
Journal: The Navigator  
Volume: 6  
Issue: 2  
Pages: 4-5

Increasing Access by Monitoring (IAM) is providing 140 students from nine high schools near the University of Southern California (USC) with assistance on their college and financial aid. As a part of IAM, during the Fall of 2006, 95 USC students as well as academics made monthly visits to the schools. They were assigned to under-represented, 1st generation mentees. Mentors ensure that mentees met important deadlines, and received answers about college transition. At the end of the mentoring programme, the students are also invited to participate in the USC's summer TIME writing programme.

2.3*** On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College

Author: ACT, The Education Trust  
Year: 2005  
City: Washington

In high schools with significant minority and low-income student populations, students can be prepared to succeed in credit-bearing first-year college courses. These are the common components found at the high schools studied that put students On Course for Success: High-level college-oriented content. Successful students were enrolled in college-preparatory courses in their high schools and learning the skills they need to be ready for college-level work. Well-qualified teachers. Flexible pedagogical styles. allowing informal rapport with their students. the teachers made connections to former learning, to current events, to popular culture, and across the curriculum.

Tutorial support, teachers supported students with tutorial help, both formally and informally. Recommendations: All students should be provided with a rigorous college-oriented curriculum. All students should have the benefit of teachers qualified to teach these rigorous college-oriented courses. All students should be provided with help outside the classroom when needed. The content of current core preparatory courses should be reevaluated to ensure that they are focused on the rigorous skills needed for college and work readiness.
The Toolbox Revisited: Paths to Degree Completion from High School Through College

Author: C. Adelman  
Year: 2006  
City: Washington  
Institution: Institute for Higher Education Policy

The Toolbox Revisited is a follow-up to the 1999 Answers in the Tool Box. Using NELS 1988/2000 data, this new study followed students who were eighth graders in 1988, graduated high school in 1992, and set out to earn a bachelor's degree. The report identifies elements that accelerate or hinder academic momentum and degree completion. The report does show that of all eighth graders in 1988:

· 78% graduated on time in 1992 with a standard diploma;
· 53% entered postsecondary education directly from high school;
· 48% persisted from their first to their second year of postsecondary study; and
· 35% earned a bachelor's or associate degree by December 2000.

The students in the new Toolbox were very mobile. More than half attended more than one school; 20% started in one four-year college and earned a bachelor's degree from a different four-year college; and half of those crossed state lines to do so. This report reinforces the conclusions of the original report about degree completion:

The academic intensity of high school curriculum counts even more than it did in the original Tool Box study, as do high school grades/class rank.

Not all high schools come close to offering a full curriculum portfolio (referred to as opportunity-to-learn). Minority students and those from families of low socio-economic status are disproportionately affected. For example, 45% of Latino students versus 59% of White students attended a high school that offered calculus. Some demographic information is significant in predicting who completes a degree, such as parents' attendance at college, race/ethnicity, family income and gender.

There are also important aspects of college itself that provide academic momentum to degree completion: Timing is important. Entering college or community college directly from high school makes a difference. For students who graduate in June, starting college after the following January dramatically reduces the rate of degree completion.

· Place is less important. As long as students attend a four-year school at some time, where they start does not make a difference in degree completion.

· Students are more likely to graduate with a degree if they make a formal transfer between institutions without "swirling" among multiple colleges; they are more likely to graduate if they are continuously enrolled, even part-time and if their GPA trends upward. Maths continues to make a difference in college. Students who take college-level math as early as possible no matter what their eventual major are more likely to graduate with a degree.
2.5***“No Show” Study: College Destinations of University of California Applicants and Admits Who Did Not Enroll, 1997-2002

Author: K. Caspary
Year: 2005
Journal: Educational Policy
Volume: 19
Issue: 2
Pages: 396-417

'No Show' Students are students who applied for places at the UC and offered, but failed to turn up. Top underrepresented minority applicants, African Americans, Latinos, and American Indians, enroll at UC at considerably lower rates than other students. The gap has also widened noticeably since the elimination of affirmative action in UC admissions, as many of these students are now choosing to attend selective private colleges and universities. For supporters of Affirmative action, the findings underscore the importance of race and ethnicity. For opponents of Affirmative action, the fact that 'no show' minority students enrolled at other top HE institutions may suggest that opportunities for these students are not diminished; Less than 10% of students who ranked within the top one-third of UC applicant pool are of minority background. Minority students are 40% of the High school graduates. The authors propose that with support of the state, HE institutions have responsibility to engage with K-12 schools, to improve quality of education in the lowest performing schools, where students underrepresented in HE remain most heavily concentrated.

2.6*** Standardized Assessments and the Flow of Students Into the College Admission Pool

Author: C. Horn
Year: 2005
Journal: Educational Policy
Volume: 19
Issue: 2
Pages: 331-348

For many, merit, defined by test scores, is a readily accessible representation of academic ability. In assessing the strengths and limitations of increasingly test-defined efforts to improve K-12 education and, ultimately, to expand diversity on college campuses through such a purely merit-based system, this article seeks to lay out key considerations that ought to be examined. White and Asian students do extremely well in the K-12 tests and others in comparison to Black and Latino counterparts. In a number of states these tests have direct effect on pool of students eligible for college. Many confounding influences, including housing and school segregation, resource inequities, support services, and social factors outside the walls of the school impact those who ultimately flow through the pipeline to the college admission process, this article also focuses on how testing influences that pipeline.

College Admissions Testing: College admissions test scores (SAT) represent another indicator of merit in decision-making process. HE institutions to ensure race-ethnicity neutral admissions policies increasingly use SATs. However, SATs have been criticized: Biased against minorities and they do not accurately reflect potential performance in college; in 11 most selective HE, it was found that only 1% of Black candidates who take SATs passed them. The author argues
that reliance on testing to determine merit may result in the unintended outcome of many more Blacks and Latinos being filtered out of the pipeline.

2.7***Inequitable Opportunities: How Current Education Systems and Policies Undermine the Chances for Student Persistence and Success in College

**Author:** W. Kirst  
**Year:** 2005  
**Journal:** Educational Policy  
**Volume:** 19  
**Issue:** 2  
**Pages:** 283-307

This article presents findings from a 6 year research for Stanford University's Bridge Project-a national study that examined (a) K-16 policies and practices and (b) student, parent, teacher, counselor, and administrator understandings of those policies and practices in regions in California, Illinois, Georgia, Maryland, Oregon, and Texas.

It also focuses on signals and incentives that can enhance the college knowledge of prospective students in secondary schools and help them gain admission to colleges and complete their degrees. The study demonstrates that access to college-preparation-related policy information, however, follows racial, ethnic, income, and curricular tracking lines. It suggests that American high school students (88 %), irrespective of race, and ethnic groups, have higher educational aspirations than ever before, however many barriers undermine these aspirations:

High SES students participate more in college preparation programmes then low SES students. Many low-income parents lack information concerning college preparation;

Disconnected educational systems and other barriers are undermining these aspirations. Poor college preparation; although the students receive materials from colleges, the colleges are far away, and they did not motivated to read the materials. They prefer the teachers to go through the materials with them; Inequalities between schools and districts; in areas such as college counselling, college preparation course offerings, and connections with postsecondary colleges.

Talking with adults about College: More students speak to teachers about college admission policies than with counsellors; Teachers play a major role in helping students prepare for college, yet they lack adequate resources to do so.

Students knowledge of curricular requirements was sporadic and vague; also students lack understanding of assessment procedures; These problems disproportionately impact first-generation college goers and students who are left out of the college cultures in their schools (p298).

Recommendations: Provide students, their parents and teachers with accurate information; Focus on the institutions that serve majority of students; Create awareness that getting into college is not the hardest part; access is half of the picture.
2.8**Entrance examinations and remedial education in Japanese higher education

Author: R. Mori  
Year: 2002  
Journal: Higher Education  
Volume: 43  
Pages: 27-42

We are witnesses to two major shifts in Japanese higher education – the changing role of entrance examinations and the growth of remedial education. The universalization of higher education and decreasing numbers of traditional college-age youth are altering long-established notions about entrance examinations and education itself. This article examines the function of entrance examinations at private institutions and outlines the newly established position of remedial education in higher education.

2.9* Preparing for Success in College: California State University is Working with High Schools to Improve English and Maths Skills

Author: K. Mills  
Year: 2004  
Journal: National Cross Talk, The National Centre for Public Policy and Higher Education  
Volume: 12  
Issue: 4  
Pages: 6-7

The California Education Department felt that students need help with maths and English skills. In 2003 only 52% and 63% of students passed the California State University's English and maths placement tests respectively. The rest need remedial courses, which costs a lot of money. Thus, the programme aims to prepare High school students for success in college, by identifying students who should receive help, and then to assist the schools in providing it. The California state also provided training to teachers who teach these courses. In 2004, 555 teachers participated in the training run by CSU. The university planned to train another 550 in 2005.

2.10* Improving Outcomes for California's Minority Students: Can an Increased Role for Community Colleges in Teacher Preparation be Part of the Answer?

Author: Nancy Shulock  
Year: 2003  
Institution: Institute for Higher Education Leadership & Policy  
Date: September, 2003

Many minority students in California lack consistent access to qualified teachers, resulting in a persistent achievement gap.

Involving community colleges more overtly in teacher preparation could provide an opportunity to reach out to new kinds of candidates, including more under-represented minority students who are largely concentrated in this sector of the state's higher education system. The authors suggest roles in which the community colleges can play a vital role:

1. Recruitment of students into the community colleges who are interested in teaching
2. Successful completion of requirements for transfer to a senior institution, including adequate preparation for an education programme

3. Transfer and completion of a baccalaureate and a teaching credential

4. Placement and retention in the teaching workforce
Community colleges could encourage more students to consider teaching as a career, enabling more students to prepare for transfer with a teaching career in mind, and ultimately bringing more teachers of diverse backgrounds into classrooms in high need areas of the state.

2.11*Broadening Educational Access and Participation: The Successes of a Regional Equity and Access Program

Author: S. Levy and J. Murray
Year: 2005/2006
Journal: International Journal of Learning
Volume: 12
Issue: No. 7
Date: 2005/2006

The Diploma of Foundation Studies (DoFS), Australia, is an established regional equity and access program with a five-year record of enabling students with a low Equivalent National Entry Rank (ENTER) to undertake full time tertiary study in a range of disciplinary areas. Analysis indicates this program has been successful with almost three quarters of these students subsequently being offered places in Monash University degree programs across a range of faculties. The program's incorporation of a range of teaching and learning initiatives enables students who would not normally be selected for admission to tertiary study to become successful. Indications from this pioneering program confirm recent Australian research that ENTERs do not necessarily serve as an accurate indicator of student performance. When students with low ENTER scores are provided with an appropriately supportive transitional program and environment the conventional measures of success, retention rates and academic performance, are broadly comparable with the mainstream student body.

2.12.***Transition into Higher Education Among Participants in Municipal Adult Education in Sweden.

Author: A. Linder
Year: 2004
Series Editor: G. Hallin
Series Title: Series of Working Papers
City: Ostersund, Sweden
Institution: Swedish Institute for Growth Policy Studies.
Report Number: R2004:009

The purpose of this essay is to analyse the transition into higher education among participants in Municipal Adult Education in the autumn term of 1997. A subordinate intention is to analyse regional aspects on the decision to attend higher education and migration among participants in higher education is analysed in this context. A logit model is estimated to evaluate different attributes that could affect the individual decision to proceed with further education and also their decision to migrate. The analysis is based on micro data deriving from official registers. The results indicate that regional labour market conditions affect the decision to attend higher
education. Generally, unfavourable regional labour market conditions increase the probability of enrolment. However, individuals residing in municipalities within the objective 1 area (in large coinciding with the EU structural fund programme area) have a relatively lower probability of continuing studies at higher levels. In the case of migration behaviour, improving regional labour market conditions seems to reduce the probability of migration, except for the regional unemployment rates in the municipalities which have the opposite effect. Moreover, participants in the Adult Education Initiative receiving the special grant for education and training (UBS) differed from other participants in Municipal Adult Education by a relatively higher probability of transition to higher education and a lower probability of migration.

2.13*** Appearance and Reality in the Sunshine State: The Talented 20 Programme in Florida

Author: Patricia Marin, and Gary Orfield  
Year: 2003  
City: Cambridge  
Institution: The Civil Rights Project, Harvard University

In 2000, Florida abolished affirmative action and instead adopted new policies designed to achieve 'One Florida Initiative', a plan to end race-conscious decision-making in employment, contracting, and higher education. One of these policies is the talented 20, which guarantees admission of top 20% students graduating in High school in the state university system. The state government claimed that this policy increased diversity and it is race-neutral.

However, this report failed to substantiate these claims:

· Some Florida state universities had ended affirmative action a long time ago;
· The programme might be a source of motivation, it does not change students’ potential to be accepted at state HE institutions;
· Students' admission figures show stratification of students by race;
· Talented 20 Programme is administratively decentralized and this presents some barriers;

http://www.civilrightsproject.harvard.edu/>

TARGETED PROVISION

2.14 * Centre for Extension Education, Indira Ghandi National Open University IGNOU, India

Unlike most academic Schools of IGNOU that offer academic and professional courses to promote higher education, the Centre for Extension Education has the specific mandate to work for the less privileged sections of society-to extend educational programmes that will enhance and improve the quality of life of such groups. - to provide educational programmes for marginalized and deprived groups. These include a wide variety of groups that have hitherto had marginal or no access to education. Some of these groups in urban slums and in rural areas include-

- Poor women;
- Those belonging to the Scheduled Castes (SCs) and Scheduled Tribes (STs);
- Out of School youth;
- Minority groups (particularly, Muslim women and girls);
Disabled groups;
Elderly people
Small, marginal farmers, and landless labourers.
www.ignou.ac.in/divisions/cee/ e2.htm

2.15 * Murdoch University: Equity, Access and Diversity, Australia

New equity entry programme OnTrack programme at Murdoch University which targets all equity groups
http://equityaccess.murdoch.edu.au/projects/index.html viewed on 15/05/07

2.16* Widening Participation Activities: University of Melbourne

Author: C. Rhoden
Year: 2007

Contents: Encouraging Participation: Secondary Outreach - Melbourne Access Program (MAP);
Study Smart Program; Kwong Lee Dow Scholarships Program
Entry Modes - Access Melbourne; Access Melbourne Scholarships; Non-school leaver entry;
Community Access Program

2.17* Planning for Equity at the University of South Australia

Author: D. Tranter and R. Sumner
Year: 2002
Journal: Tertiary Education and Management
Volume: 8
Pages: 81-94

This paper details the approach taken by one of Australia's newer universities to ensure institution wide commitment to the University's mission to provide educational opportunities '...to meet the needs of groups within the community... [who] have suffered disadvantages in education...' The University of South Australia's approach had embedded planning for equity and access within the University's comprehensive annual planning and review processes, to the extent that each academic school and administrative unit is required to address equity considerations in its annual and medium term plan.

ETHNIC MINORITIES

2.18**The dynamics of ethnic identity and student life

Author: S. Beekhoven, U. d. Jong and H. v. Hout
Year: 2004
Journal: Higher Education in Europe
Volume: Vol. 29
Issue: No. 1
Pages: 47 - 65

Students entering higher education need to integrate themselves into a new study community. Those coming from minority ethnic backgrounds may experience this phase more intensely since they may feel themselves to be different or consider that they are being treated differently.
This article approaches ethnic identity as a dynamic concept. The differences characterizing students with varying ethnic self-definitions are explored as subjective factors that are important for good study progress.

2.19*** Retaining non-traditional students: lessons learnt from Pasifika students in New Zealand

Author: J. Benseman, E. Coxon, H. Anderson and M. Anae
Year: 2006
Journal: Higher education Research & Development
Volume: 25
Issue: No. 2
Pages: 147-162
Date: May 2006

As New Zealand tertiary education has undergone extensive review processes, debate has centred not only on the need to extend the participation rates of groups previously under-represented, but also how to retain these under-represented groups once they are recruited into tertiary programmes. This paper draws on a large-scale study of the factors that influence successful completion of tertiary qualifications for Pasifika students. Using a diverse range of data sources throughout New Zealand, the study identified a range of factors that impede retention, as well as positive factors that help increase retention. Its findings support the contention that the capacity of educational facilities to retain students is a function of the interface between student and institution, and the institution and the community.

2.20***Student Mentoring Among Migrant Youth: A Promising Instrument

Author: M. Crul
Conference Name: Conference on Minority and Majority Relations in a Multicultural Society
Conference Location: Copenhagan
Date: 25-26 October

Of all the major migrant groups in the Netherlands, Turkish and Moroccan pupils perform the least well in school. Although smaller in number, there is also a Turkish and Moroccan group that is successful in school. In several projects these successful Turkish and Moroccan higher education students give, as a student mentor, guidance and counselling to Turkish and Moroccan pupils in secondary education. The article focuses on how mentoring is practiced on a daily basis. It looks at how a mentor relationship develops over time and describes the variety of themes a mentor relationships deals with. It concludes with a model for student mentoring in which four successive phases of the mentoring process are described.

2.21***A Comparison of ethnic minority and majority students: social and academic integration, and quality of learning

Author: S. Severiens and R. Wolff
Year: 2007
Institution: RISBO, Erasmus University Rotterdam
Pages: 34
Type of Work: Unpublished journal paper

This article examines students from ethnic minorities and ethnic majorities with regard to the relationships between their social and academic integration (Tinto 1994, 1997) and their quality of learning (study credits, grades and learning approaches). A questionnaire on integration and background factors was completed by 523 students at four universities, analyses of variance are used to examine mean differences and structural equation modelling (lisrel) was used to analyse differences in relationships between integration and learning.

After one year of study, minority students had performed less well and had obtained a lower number of credits, even though their approaches to learning had been no different. Neither had there been any differences in integration. However, analyses revealed a different set of relationships between integration and learning for minority and majority students. In its relationships with the quality of learning, formal academic integration seemed to be the most important. This was true for minority students and majority students alike, but not in the same way. For majority students, the impact of formal academic integration was straightforward: it was positively related to grades, credits and approaches to learning. In the group of minority students, the role of formal academic integration was inconclusive: negatively related to grades, but positively related to the deep approaches to learning.

2.22*** Integration of Turkish second-generation men and women in Germany and the Netherlands. The impact of differences in vocational and academic tracking systems

Author: M. Crul and J. Schneider
Year: 2005
Conference Name: SSRC Working Group on Education and Migration
Conference Location: London
Date: 11-12 February 2005

The study of integration processes has reached a crucial stage in most Western European countries with the emergence of the second generation. This opens a unique opportunity to compare the situations of the second generation across countries. The educational position of the Turkish second generation differs a lot in the two countries analyzed here. The national context not only works out differently for the group as a whole but also for men and women. In both countries Turks perform worse than the natives, and Turkish women are behind the men. The gender gap, however, is closing - but in the Netherlands faster than in Germany. Turkish women in the Netherlands apparently begin to profit from the more open educational system.

2.23***The things that matter: Understanding the factors that affect the participation and retention of indigenous students in the Cadigal program at the Faculty of Health Sciences, University of Sydney

Author: S. Farrington, K. D. DiGregorio and S. Page
Conference Name: Annual Conference of the Australian Association for Research in Education
Conference Location: Melbourne, Australia
Date: 29 November - 2 December

The School of Indigenous Health Studies at the University of Sydney (Australia) developed the Cadigal Program to improve equity of access and participation for Aboriginal and Torres Strait Islander students. The program allows lower scores on the University Admission Index or Tertiary Entrance Rank for Aboriginal applicants, who typically enter the program with less educational experience in the basic sciences and less experience with academic skills necessary for tertiary study. Researchers examining factors that influence the participation, progression, and retention of Indigenous students in full-time health professional courses at the University of Sydney interviewed a representative sample of Cadigal students. Findings indicate that participants had been very tentative about pursuing higher education. The Cadigal Program's friendly and effective support at the time of application was a deciding factor in entering the program. The program offered: a 2-week orientation program; the option of a reduced load in the first 2 years of enrolment; an academic support program; peer tutoring; and study rooms with computers, textbooks, and anatomical models. Besides the academic support these offerings provided, participants indicated that having a place for Indigenous students to go enabled development of important social and cultural support. The most alarming findings were related to the negative and racist attitudes of non-Indigenous students toward the program. Recommendations include making entry programs like the Cadigal Program more widely known in secondary schools, promoting cultural awareness within the academic community, and assisting Indigenous students to develop strategies for dealing with racism and nonacceptance.

2.24*Multiculturalism and ideology of sameness - can that co-exist in higher education?

Author: T. Horntvedt
Year of Conference: 2003
Conference Name: International Student Retention Conference enhancing Student Retention: Using International Research to Improve Policy and Practice
Conference Location: Amsterdam
Date: 5-7 November 2003

Oslo University College, Centre for Multicultural and International Studies established in 1999. Support and service system to students with ethnic minority backgrounds. Students work closely with experts on how to study in HE and how to handle academic language. Competence building courses project in 2003 - aim is that all 1000 employees at OUC shall have some knowledge of challenges in multicultural field and how to meet these The heterogeneous learning environment indicates a great potential and an opportunity to experience and learn how to cope with multiculturalism, to appreciate diversity and to develop cross-cultural communication skills. However, we have not taken advantage of the situation and the heterogeneous student-population is still an unused resource when it comes to develop communication skills in a multicultural society. Instead we have tended to concentrate on ways in which linguistic minority students can be helped to adapt their practices to the ones of the institution. In this way diversity tends to become an overwhelming barrier.

www.hio.no/content/view/full/29571
2.25 *Devi Ahilya University, Indore: University Minority Cell, India

The Minority Cell imparts comprehensive training to ethnic Minority students preparing for Various State Level and National Level competitive Exams. General Category students have also been permitted to attend the Training Programme and Nominal Fees are charged from them. The basic aim of the Minority Cell is to enable Minority, students to get selected in large numbers in competitive Exams, and make a meaningful contribution to National Progress. 
http://www.umc.dauniv.ac.in/about.php Viewed on 14.08.07

2.26* University of Sydney: Yoorang Garang School of Indigenous Health Studies, Faculty of Health Sciences

Yoorang Garang: School of Indigenous Health Studies at the University of Sydney. Provides Aboriginal and Torres strait islander people with education, support and training in the Health Sciences. Offers a full range of academic courses. 

2.27 * University of Oslo: Minorities in Focus in Academia, Norway

4 yr project. Project focuses on recruiting and retaining students with a minority background. Long term goal to increase proportion of minority students at UiO to 15%. Do so through recruiting, the learning environment and in terms of job opportunities and employability www.mifa.uio.no/english

2.28* Malmo University, Language Workshop, Sweden

The university has an objective to attract students from backgrounds where university education has not necessarily been part of their tradition. The language workshop has both English and Swedish speaking teachers who assist students in improving their writing skills and prepare them for academic work. Facts and figures show that 67% of the university are women and 33% come fro a non-Swedish background. The average age is 31 and 30% of students are parents. 
http://www.mah.se/default____12978.aspx

2.29* Internationalisation at Home at Malmo University, Sweden.

Report by K. Bergknut, 2006. Internationalisation at Home is generally looked upon as an activity and a strategy to reach all students and staff. The work with Internationalisation at Home at Malmö University is structured along thirteen University wide areas. They are Δ Policy and Goals Δ Curricula Transformation Δ Learning and Teaching Δ Language Policy Δ Intercultural communication Δ Practicum Δ Student Union and Clubs Δ Mobility Δ Learning Outcome and Evaluations Δ Network and Cooperation Δ Staff Development Δ Administration, Service and Information Δ Commercialisation. 
http://www.mah.se/default____12978.aspx
2.30 ***The missing link between education, integration and work, Oslo University College, Norway

Author: M. Greek and K. M. Jonsmoen  
Year: 2004  
Conference Name: 11th Conference of the Nordic Network for Intercultural Communication

One of the main goals of Oslo University College is to become a multicultural institution. Around 12% of the total number of students (amounting to approximately 1000 students), are linguistic minorities.

2.31***Private Scholarships Count: Access to Higher Education and the Critical Role of the Private Sector

Author: A. C. Courtney McSwain, Yuliya Keselman and Jamie Merisotis  
Year: 2005  
Institution: Institute for Higher Education Policy, Washington  
Date: May 2005

Private scholarship aid is an important aspect of US system for enhancing access to HE. -money from private donors that is awarded to students for college and does not have to be repaid. Key findings

· Total private scholarship aid was between $3.1 billion and $3.3 billion in 2003-2004.

7% of undergraduate students received private scholarships, with an average value of $1,982, compared to 5% of graduate students who received $3,091 in private scholarships, and 10 percent of professional students who received an average of $5,029 in private scholarship aid;

81% -89% of private scholarship recipients are traditional students, between the ages of 15 and 25 from a middle-income family,

Some private scholarship recipients are students with disabilities, low income students, and minority students

Private scholarship aid is particularly important in three ways:

· It helps students who slip through the cracks of other aid programmes.  
· It facilitates choice and affordability for students of varying income levels.  
· It provides a testing ground for new approaches to student financing.

In the US there are over 5000 private scholarship providers, they include:

Community foundations, Service and fraternal organizations,  
Corporations, Independent foundations, scholarship funds, Research centers and institutes;  
Associations, societies, and other national membership organizations; Local organizations; Individual donors.
In 2003-04, almost 80 percent of Latino undergraduates applied for financial aid and 63 percent of Latinos who applied for aid received some form of aid to pay for college. Latinos received the lowest average financial aid award of any racial/ethnic group. Although Latino undergraduates were similar in many ways to all undergraduates enrolled in 2003-04, Latinos were more likely to be first-generation students (49 percent), to be enrolled on a part-time basis (51 percent), and to have relatively low family incomes. Recommendations

Federal level

· Increase the maximum award amount for Pell grants to better align with the increased price of college.

· Develop explicit outreach strategies to target information on financial aid options to the Latino community.

· Create an entitlement-based loan forgiveness programme for Latino students who study in areas of national need.

State / local level

· Establish a predictable tuition and fee policy.

· Develop an explicit information outreach strategy to Latino students and families.

Institutional level

· Disaggregate institutional data to look at Latino students.

· Ensure course availability and strengthen course planning.

Work with K-12 school boards / superintendents and city councils (as appropriate)

· Encourage mentoring by experienced parents and students.

· Offer a course on paying for college.
2.33***Structure and culture of learning environments and their influence on study progress of foreign background students: a qualitative research at three university course programs in the Netherlands

R. Wolff and S. Severiens
Year: 2005
Conference Name: Earli Conference
Conference Location: Cyprus
Date: August 2005

A recent study by Severiens, Wolff en Rezai (in press) on study progress of foreign background students in Dutch higher education showed that differences in study progress between foreign background and majority first year students vary by university course program. In this paper the author explores which course program characteristics account for these differences by dividing course programs factors into two main groups: structure and culture related factors. By means of qualitative research methods the learning environment of three universities course programs are analysed (one Psychology and two Economics courses). Interviews with policy makers, teacher, student counsellors and foreign background students (39 informants in total) indicate that small-scale teaching methods and a directive learning environment are beneficial to study progress of foreign background students. However, the benefits of a small-scale teaching structure will reach full growth within a course program culture that takes this teaching method seriously and implements it consistently.

SOCIO-ECONOMIC STATUS

2.34 *RMIT University: Access and Equity Schemes & Schools Network Access Program (SNAP), Australia

Schools Network Access Program which improves access for non-traditional students. Schools are located in low SES areas
www.rmit.edu.au/browse?SIMID=rsffe30ggr7oz
http://mams.rmit.edu.au/330fyrqup2on.pdf viewed on 16/05/07

2.35* Higher Education Access Route 2005, Ireland

HEAR is a programme targeted to increase participation of underrepresented students; long time unemployment, low income, first generation in HE by 7 Irish HEIs:

Dublin City University (DCU), Dublin Institute of Technology (DIT); National University of Ireland, Maynooth (NUIM); Trinity College Dublin (TCD); University College Cork (UCC); University College Dublin (UCD) and University of Limerick (UL). A booklet outlines courses and the kind of support students can receive. Students receive counselor help when they make the application to join the university
College Access for the Working Poor: Overcoming Burdens to Succeed in Higher Education

Author: R. Davis  
Year: 2007  
City: Washington  
Institution: Institute for Higher Education Policy

The working poor face obstacles that continue to derail their efforts to attend, pay for, and complete college. Even when accounting for financial aid, they struggle to meet the rising prices of higher education. Programmes such as improved counseling, child-care services, and flexible course schedules help the working poor overcome these obstacles.

Like other poor adults, working poor adults are younger, more likely to be members of racial and ethnic minority groups, and less likely to be married. More than a third are non-white. Working poor adults are less likely than nonworking poor adults to enroll in college and attain a degree. Many working poor adults do enroll in postsecondary education, but they face a number of challenges in paying for their expenses and taking the courses they need to complete a degree. Heavy work and family responsibilities may prevent these students from attending college full time, despite the fact that they view college as their main priority. In 2003-04, 43% of working poor adults who were enrolled as undergraduates saw themselves primarily as students working to meet their expenses.

Most working poor adults are unable to cover the price of postsecondary attendance out of pocket, but the amount of financial aid they receive does not meet their financial need. Enrollment patterns may also impact working poor adults’ ability to receive federal need-based grants. Part-time enrollment also poses a risk to students in their ability to persist through college and eventually attain a postsecondary credential. Six years after beginning college in 1995-96, nearly half (50%) of working poor adult students left without attaining a credential. Working poor adults most often cited financial concerns and changes in family status as reasons for leaving.

Recommendations

Provide tax relief for working poor students.

Offer additional institutional support for working poor students.

- Offer evening or weekend hours for financial aid offices, academic advising, and other student services;

- Keep computer labs and libraries open extended hours and during between-term breaks to provide access to e-mail and other Internet resources;

- Ensure that core academic classes are offered at a range of times that allow flexibility for adults with work and child care responsibilities.

Target support for working poor students who are single parents.
This article explores the relationship between students' experiences with diverse peers in the college or university setting and their educational outcomes. Rooted in theories of cognitive development and social psychology, the authors present a framework for understanding how diversity introduces the relational discontinuities critical to identity construction and its subsequent role in fostering cognitive growth.

Using both single- and multi-institutional data from the University of Michigan and the Cooperative Institutional Research Program, the authors go on to examine the effects of classroom diversity and informal interaction among African American, Asian American, Latino/a, and White students on learning and democracy outcomes. The results of their analyses underscore the educational and civic importance of informal interaction among different racial and ethnic groups during the college years.

The authors offer their findings as evidence of the continuing importance of affirmative action and diversity efforts by colleges and universities, not only as a means of increasing access to higher education for greater numbers of students, but also as a means of fostering students' academic and social growth.

MATURE STUDENTS

2.38 * University of Sydney: Future Students. special admission and concessional entry schemes and mature-age entry scheme, Australia

A range of entry modes available to equity groups and to mature students. Special admission and concessional entry schemes and equity programmes.


2.39** "Now I know I belong here!" Pathways to university: a strategy for improving access to tertiary education, New Zealand

Author: J. Terrell
Year: 2004
Conference Name: Building Foundations 2004 Conference: National Conference of Enabling Educators, University of Newcastle, Australia

"Pathways to University" is a government funded scholarship style programme designed to assist a targeted group of second chance learners to make the transition to university. It covers tuition and course fees for up to one year of study at Auckland University of Technology, and provides pastoral care with administrative support. The programme is targeted at learners who complete successfully any government-funded foundation course provided by a Private Training Establishment. Following this they must follow normal procedures to be accepted on their own
merits onto the university course of their choice. They are then "mainstreamed", participating fully in normal university classes.

The programme was piloted with 8 learners from July to December 2002 and since then has received funding for 31 learners in total. Learner and lecturer evaluations, academic results and long-term outcomes so far indicate that the programme is highly effective in aiding the transition of secondary learners to university. Closely aligned with many of the strategic goals for the tertiary sector in New Zealand, the programme may prove a useful tool for improving access to tertiary education internationally.

2.40***Mature Age Entry and Widening Access to University Education: A Southern African Perspective

Author: S. Mpofu
Year: 2006
Editor: S. Bhola
City: Dordrecht
Publisher: Springer
Pages: 404-426

Mature students in Africa are a necessity, but they may still lack the necessary qualifications due to the fact that in many Southern African countries there were limited school places at the time of independence. Despite massive expansion in educational provision after independence many adults have not completed their education, because of dropout, poor health and parents' attitudes towards girls' education. Mature entry schemes provide opportunity for them to enter University;

University of Zambia is the most experienced in provision of mature age entry adopted this scheme in 1966. Similar schemes were adopted in Botswana, Lesotho, Swaziland and Zimbabwe. However, the Zambian university scheme was abolished in 1996.

Objectives are similar across the countries-to provide a second chance opportunity for university education; each scheme is essentially an alternative entry route for university education; mature entry students can enrol to all programmes at the university. But in Zimbabwe this was only limited to humanities.

Procedure and criteria for selection: Citizenship and residence are key admission criteria in Zambia. Level of academic achievement differs by countries and institutions; some like in Botswana and Zimbabwe universities a minimum of junior certificate and O level respectively for entrance into certificate, diploma, and bachelors degree. The other institutions do not specify. Proficiency of English, English language is the medium of instruction at all the universities and hence it is an important admission criterion;

Age; at the University of Zimbabwe must be at least 25 years of age. But it differs at the level of study; bachelors' programme admission restricted to 30 years old and above; certificate and diploma, limited to males 30 years and above and females aged 25 years and above.

·Gap between leaving the school and entering university, applicant must have completed school at least 5 years before the beginning of the academic year;
- Extramural courses and work experience are essential for mature entry;

· Number of attempts at entering and past failures at the previous unsuccessful applicants are not considered; Candidates sit entrance tests or examinations, attend interviews and submit references. Performance of mature students is found to be among the top 50% of the students.

Implications for practice: Evidence that natural sciences can benefit from the scheme; A need to continue to review admission criteria; A mature admission quota of 10-20% seem acceptable to university administrators and less than 10% may threaten the viability of the scheme. Schemes broaden the universities scope of services to the communities.

DISABILITY

2.41 **Access to Higher Education for Disabled People: A Systematic Approach at Chelyabinsk State University in Russia

Author: V. D. Batukhtin, Shcherbov, A. D. and Martynova, E. A
Year: 1999
Journal: Higher Education in Europe
Volume: 24
Issue: 3
Pages: 385-394

The article discusses the experience of Chelyabinsk State University, Russia, in creating a system of access to HE for disabled students through joint work with European Union partners. In Russia, young disabled people encounter many problems in accessing HE: the absence of a barrier-free environment, lack of financial support, undeveloped distance education, the insufficient level of secondary education and health services, financial and transportation problems. The university instituted a plan for supporting SWD: Normative and Legal Aspects: a legal framework for educating SWD - have the same basic rights as their fellow citizens; Informational Aspects; access to higher education is not widely discussed in Russia; information comes from foreign sources, EAN.

Organizational Aspects and Broad Partnerships: fully empowered university unit, Faculty of Access to Higher Education (FAHE); FAHE has preparatory courses, preparatory departments, university classes, a department that works with talented children, and a regional centre for the education of disabled people. Pedagogical Aspects: preparatory department, as well as the offering of specially developed annual outline courses at the regional Centre for Education for Disabled People at CSU and at its regional departments; teachers from the university teach basic subjects such as the Russian language, literature, mathematics, computer science, history, and geography. This training is also of a general developmental character and serves as the basic preparation for entrance examinations. Regional Aspects - Distance Methods; the university develops information networks and distance methods both to combine compact studying and individual work for SWD in remote areas. Financial barriers - support comes from both public and private bodies.

2.42 * University of Stavanger - Provisions for Disabled students, Norway

Details the university's aim to provide equal education to disabled students including pedagogical innovations, modifications to exams, campus facilities
http://www.uis.no/frontpage
2.43 *A College for Disabled Students Meets Indifference in Beijing: In China, a fledgling University struggles to bring hope to people long rejected by the system,

**Reporter:** P. Mooney  
**Year:** 2000  
**Newspaper:** The Chronicle of Higher Education  
**Issue Date:** July, 28

Although there are about 20 million Chinese with disabilities, the society seems to stigmatize people with disabilities. This appears to be reflected in HE reluctance to admit students with disabilities.

However, in 1995, through private funding, a university, the Yongkang University for the disabled, was established in Yantai, a city in the NE of the country. Unfortunately, because the University depended entirely on private funds, it collapsed in 1999.

2.44*** Participation in Higher Education for Students with Disabilities: An Irish Perspective

**Author:** M. Shevlin, Kenny, M and McNeela, E  
**Year:** 2004  
**Journal:** Disability and Society  
**Volume:** 19  
**Issue:** 1  
**Pages:** 15-30

Students with disabilities (0.9 % of the entire students’ population) in Irish HE institutions are a heterogenous group: including physical and sensory disabilities and students with serious health issues (asthma, epilepsy, diabetes), and those who have mental health difficulties. Their participation rate is low by international standards (i.e. UK, 4.5 %).

In this study, 16 participants, students with disabilities provide their variable access experiences physical access remains a barrier to full participation. Positive and informed staff/institution attitude is crucial in ensuring access and equitable treatment.

Findings: Access issues affected students’ HE education life. Support was important to ensure equal access: Choice of college/course: students with disabilities had to carefully assess the availability of support before selecting a HE institution; Assistive provision/assistive practice: while enrolled, 'mode of access to and mode of provision of support' was important; Assistive technology: participants commented that these were still inadequate and not individualized; College experience: participants regarded supportive college environment as important for their success. Course content: participants like the idea of inclusion of topics of disabilities in degree courses.
**2.45* Guide for students with disabilities**

**Author:** T. Teljstedt  
**Year:** 2006  
**Institution:** Karolinska Institutet, Sweden

The number of students with dis/abilities at Sweden's Universities and University Colleges is increasing and has increased markedly in the last ten years. It was only in the early Seventies that the first students with disabilities enrolled in higher education. Several improvements have been implemented since then and various committees of investigation and enquiries have registered a changing view of disabilities and people with a dis/ability. Both teachers and other staff at Karolinska Institutet are positive and flexible in their attitudes to students with disabilities. This Guide is aimed at students with disabilities at Karolinska Institutet and is based on existing policy documents and available forms of support.


**FIRST GENERATION**

**2.46*** First-Generation Students in Postsecondary Education: A Look at Their College Transcripts

**Author:** D. Carroll  
**Year:** 2005  
**Institution:** National Centre for Educational Statistics (NCES)

About 28 percent of the National Education Longitudinal Study (NELS) 1992 12th graders were first-generation students. However, they represented 22 percent of those who entered postsecondary education between 1992 and 2000, indicating that first-generation students were less likely than other students to attend college within 8 years after high school. Roughly 4 in 10 (43 %) first-generation students who entered postsecondary education during this period left without a degree by 2000, while 24 % had graduated with a bachelor’s. First generation students are the first members of their families to attend college. The results show that such students are at a distinct disadvantage in gaining access to postsecondary education. Even those who overcome the barriers and do enroll have difficulty remaining enrolled and attaining a degree.

First-generation students were more likely to be Black or Hispanic and come from low-income families; First-generation students in the NELS cohort did not do as well as their peers in terms of postsecondary persistence and attainment.
2.47*** Living-Learning Programmes and First Generation College Students' Academic and Social Transition to College

**Author:** Karen Kurowski Inkles, Kristen E. Vogt, and Jeannie Brown Leonard  
**Year:** 2007  
**Journal:** Research in Higher Education  
**Volume:** 48  
**Issue:** 4  
**Date:** June 2007

This study examines the role of living-learning (L/L) programmes in facilitating first-generation students' perceived academic and social transition to college. Using a sample of 1,335 first-generation students from 34 institutions which participated in the National Study of LL Programmes during Spring 2004. The results of the study show that first-generation students in L/L programmes reported a more successful academic and social transition to college than their first-generation counterparts living in a traditional residence hall setting. Structured activities, such as faculty interaction and residence hall programming, are more influential for this population than informal peer groups.

2.48***First Generation and Non-Traditional Students: An Exploration of Effective Practice in Recruitment and Retention

**Author:** R. Woolley  
**Year:** 2005

**Institution:** Universities Council for the Education of Teachers and American Association of Colleges for Teachers (UCET/AACTE) Travel Scholarship  

Report on Visits to Edinboro University, Pennsylvania and Purdue University, Indiana

The purpose of the report is to explore the impact of programmes to support first-generation-to-College and non-traditional students. Both institutions visited have a strong commitment to such programmes and have a reputation for innovative and effective practice developed over a number of years.

**Findings:** The success of the Latino Leadership Programme at Edinboro for young people from inner city, first in their family to access HE or who are from low income families. Relationships built student confidence and have had an impact upon both students and their siblings. Students have access to a dedicated staff member who is able to give advice and to make referrals to other points of contact.

The Horizons Project at Purdue provides support to those who are the first in their family to access HE through study support, financial guidance, personal tutoring, counselling, access to IT and other resources. Learning Communities at Purdue enables students to learn and/or live together, fostering a sense of belonging and mutual support.
ALTERNATIVE ENTRY

2.49 * Monash University: Access Monash & Schools Access Monash, Australia

Programme consisting of alternative entry pathways, special admissions schemes, scholarships and bursaries that can help students gain entry to their chosen degree
www.monash.edu/study/access/ Viewed on 30/03/2007

2.50 * University of Newcastle: Alternative entry paths, special entry, Australia

Alternative entry paths, special entry through regional and rural preference scheme. Yapug programme designed to help indigenous people gain skills for entry into health and other professions. One year FT and 2 yr PT programme
www.newcastle.edu.au/centre/elfsc/yapug/
www.newcastle.edu.au/study/undergraduateadmissions/specialentry.html
www.newcastle.edu.au/study/undergraduateadmissions/altentry.html

2.51 * University of Technology Sydney: inpUTS Educational Access Scheme

UTS scheme for those from disadvantaged backgrounds. Allows approved applicants to enter course with a lower UAI score than normal. Open to current and noncurrent school leavers
www.equity.uts.edu.au/education/getting/inp_uts/ Viewed on 25/07/07

2.52 * Admission to Radboud University Nijmegen, Netherlands

Weighted lottery system
http://www.ru.nl/students/general/student_statute/student_statute/2_admission*

2.53 * Swedish Folk High Schools

Free adult education, sometimes used as a means to access HE
http://www.folkhogskola.nu/english.asp?TAB=FAQ

FIRST YEAR INTEGRATION

2.54*** Addressing the Issues of Social and Academic Integration for First Year Students: A Discussion Paper, Australia and USA

Author: S. Beder

First year students face a number of problems in adjusting to university life. These include developing an appropriate identity and becoming socially integrated into the university, as well as attaining learning and generic skills and qualities such as critical thinking and intellectual rigour. Some of these problems, especially those of social integration, are particularly pertinent to arts students. Some options that faculties might consider to address these problems are covered in this discussion paper. These include the introduction of a one week orientation course for arts students; the development of a first year introductory subject to enhance academic and social integration, improve retention rates and improve academic success; the implementation of a mentoring or peer tutoring scheme to provide guidance and advice to first year arts students; or adaptation of the existing first year arts curriculum.
http://ultibase.rmit.edu.au/Articles/dec97/beder1.htm
2.55***Enhancing the First Year Student Experience by Facilitating the Development of Peer Networks through a One-day Workshop, University of Sydney

Author: M. Peat, J. Dalziel and A. M. Grant
Year: 2001
Journal: Higher education Research & Development
Volume: 20
Issue: 2

From 1996, the Faculty of Science of the University of Sydney has offered a Transition Workshop to all incoming 1st year science students. Follow-up surveys from the 1997 cohort indicated that students who attended the workshop exhibited significantly better adjustment on a range of measures. Compared to equivalent peers not attending the workshop, attendees also recorded higher levels of academic performance (on average) during their 1st year of study. A qualitative evaluation found that the workshop facilitated the establishment of strong peer relationships, and that these enhanced study, self-motivation and general enjoyment of university life.

2.56**Transition programme management, Monash University, Australia

Responsibility for and management of a university's transition program can significantly affect its acceptance, credibility and success. At Monash University, Australia - unlike many other universities within and beyond Australia - 'transition' is coordinated and administered by academic rather than administrative staff. This distinctive feature has been found to be a crucial factor in the development and integration of the Program into the mainstream of university life and practice.


PEDAGOGY / STUDENT SUPPORT

2.57** Non-Traditional Organisational and Teaching Models for Non-Traditional Learners

Author: K. Munro
Year of Conference: 2006
Conference Name: The Challenge of Diversity: Teaching, Support and Student Learning, 4th Annual Conference on Teaching & Learning in Higher Education
Conference Location: National University of Ireland, Galway
Date: 8th and 9th June.

Wits Plus the Centre for part-time Studies at the University of the Witwatersrand was established in 2000 in the City of Johannesburg to offer a learning opportunity to adult working people. The national landscape in higher education in South Africa has been fluid and in the opinion of the author of this paper, has failed to deliver (for structural, financial and other reasons) on the idealistic early promises made to the working class constituency to widen access to higher education through increasing participation rates to adult learners. At the same time fluidity has been a feature of national training objectives with the creation of Sectoral Education and Training Authorities. The effective privatization of "training" has impacted in interesting ways on higher "education" for working people. This paper places a micro case study of a specific centre, Wits Plus, within the macro educational framework in order to explore the problems of successfully providing an on-campus university facility in an urban environment for working people. The paper also sets out to explore what teaching models and what supports have facilitated learning for adult learners.
2.58*Activities for Engagement and Widening Participation in Higher Education, Ireland
NUI Maynooth, HEA, NUI, Galway, DIT, Dublin

This is a collection of resources, gathered in a collaborative project NUI Maynooth, Dublin Institute of Technology and NUI Galway, for widening participation. The resources focus specifically on the needs of non-traditional students, mature, part time, SES disadvantaged, minority students, and international students.

The primary objective for creating the database is to make it widely available as possible. The resources are available on line (http://e-learning-events.dit.ie/Diversity/index.asp).

Some interesting activities: Enquiry based learning (EBL) at postgraduate (mature students) level (Galway, NUI); students described skills they developed and discuss its influence of their learning process; 'Hot Potatoes' Formative Assessment, Trinity College Dublin, Trinity Access Programme (TAP), for SES disadvantaged students, students test themselves in a non-intimidating way. TAP aims to give students confidence in note taking skills; Academic English language, NUI Maynooth, Maynooth Access Programme (MAP); ethnic minority (refugee) students, intensive English course; Women with disabilities Training course, NUI Galway, participants, disabled students were able to find support to meet their learning needs and hence were able to be engage in the programme; Mature Student Advisors, NUI Maynooth Access Programme (MAP)-additional support for mature students; Transition Support, University of Limerick, ICT Learning Centre, catering for diverse student group, including over 65, social event to ease transition into college life; Integrated Educational Activity Model, University of Limerick, Travel Community, the programme aims to establish rapport with the Traveller community in Limerick and to make them feel welcome in the University; Mock Examination for Adult students, NUI Maynooth, to provide students with opportunity to explore exams concerns; Introduction to Chinese Culture and language-through the eyes of Chinese students in Ireland, Dublin Institute of Technology (DIT), to learn more about the needs of Asian students, and how to meet them; Using Mind Mapping software in essay writing, NUI Maynooth, MAP. (http://e-learning-events.dit.ie/Diversity/index.asp).

2.59 * University of Sydney: SWOT, Australia

A set of initiatives and information sources to help students orient themselves to the university

Essential skills for success seminar, Balancing life and learning;
Learning to learn at university; Library information and research; Maths assistance;
Summer/winter school; Textbooks and text lists.

Develop a sense of belonging: Disability services; Indigenous Australian students; Daily arrival sessions for newly arriving international students; UniSafe Programme

Creating a sense of freedom and independence: Accommodation; Careers talk - thinking beyond your degree; casual employment; child care; financial assistance; international exchange programmes seminar; scholarships and prizes

Making friends and contacts: student clubs and societies

2.60 * University of Tasmania: UniStart Programme

The Unistart programme is a face to face programme at the beginning of each semester with online support material and independent living. Face to face programme: intro; learning the culture; culture shock lecture; lectures and note taking; essential IT; library tours; transition for mature age students; transition for school leavers; critical thinking/lab sessions; stress management and time management; assignment writing; using basic academic English; the research process; oral presentations and presentation anxiety; academic integrity; independent learning plan; online material. There is also a Foundation Studies programme; commerce bridging course; law bridging seminars etc

www.utas.edu.au/unistart/components.html

2.61 * University of Technology Sydney - UTS Student Help Web Category: Aboriginal and Torres Strait Islander Students

Provides details on the different programmes available to indigenous students and the support and funding they are entitled to receive. Includes links to further information Abstudy, Cultural Diversity Network, Equity and Diversity Unit, Indigenous Students - scholarships, Jumbunna Indigenous House of Learning, UTS Human Rights Awards

www.studenthelp.uts.edu.au/search

2.62 *University of Technology Sydney - UTS Student Help Web Category: Disability

Different sources of help available to disabled students with links to further information Academic Liaison Officers, Disability Action Plan, Parking for People with Disabilities Special needs Service

www.studenthelp.uts.edu.au/search

2.63 *University of Technology Sydney: UTS Student Help Web Category: study Support

Programmes to assist students with study support with links to further details: BELL program, Chemistry Learning Resources Centre, Children on Campus, Computer Assistance, Counselling, ELSSA Centre, IT Support Centre, Jumbunna Indigenous House of Learning, Mathematics and ICT study Centre, Physics Learning Centre Responsible Academic Officers, Special Needs Service

www.studenthelp.uts.edu.au

2.64***Supporting Maori Achievement: A Collection of Tertiary Institution Initiatives, New Zealand

A review of Maori student support initiatives currently in practice at tertiary education institutions across Aotearoa produced by Ministry of Education, 2006

2.65 * Supplemental Instruction in Mathematics, Lund University

Experimental project at Lund Institute of Technology to adapt the method of supplemental instruction to the maths course

www.rhu.se/activities/projects/financed_projects/a-b/bryngfors_leif_94.htm
2.66 * Supplemental Instruction Sweden - Methods and Projects

New projects in SI at upper secondary schools; Lund university's broadened student recruitment; broadened recruitment at USS; Lund Institute of Technology SI mentor programme; Uppsala University project
http://www.si-mentor.lth.se/SI_eng/index_eng.htm

2.67* Delft University of Technology: Smart Study and Career Support, Netherlands

Workshops and training, personal consultations, study buddy project and informative sites

2.68* Plan for Equal Treatment of Students for the Year 2006, Dalarna University, Sweden

Covers the Psychosocial and Physical Study Environment. Identifies aims and measures for target groups, including flexible initiatives and anti-harassment measures

2.69 **The STUG project (Students at Goteburg University), Sweden

Project supporting low income and ethnic minority students. Has had two comprehensive internal evaluations

2.70***Including young people with disabilities: Assessment Challenges in Higher Education, Ireland

M. S. Joan Hanafin, Mairin Kenny, and Eileen McNeela
Year: 2007
Journal: Higher Education
Volume: 54
Issue: 3
Pages: 435-448

This article examined the experiences of two groups of young people with physical disabilities and with dyslexia in two HE institutions in Ireland. Here, access to, and mode of provision of, supports was significant in the students' pursuit of their studies. 'Supports' included process and product: attitudinal changes in college staffs, and provision of assistive personnel and technology. Backwash effects of assessment on learning. Difficulties in getting lecture notes for both students with dyslexia, and for students with disabilities. Full access demands that students can 'engage' with courses: take notes, read, produce essays, do experiments. Attitudes and provision are interconnected: institutions that can afford to respond can afford to recognize a difficulty, and are heard as having done so.

2.71***Diversity and Exclusivity: Academic Staff Views of the Implications of Increasing Student Diversity in Higher Education, Ireland

Author: E. Keane
Year of Conference: 2006
AISHE Conference
National University of Ireland, Galway

This paper discusses research findings of an interview study conducted with 25 academics in an Irish university on their perceptions of level of diversity, widening participation, and its
implications for HE. Academics believe diversity is good in that non-traditional students offer diverse views, keep enrolment up, and this is good for other students, and hence it enhances learning, and teaching. Implication for diversity—need for support and resources, for both staff and students, courses; adapting learning, teaching and assessment, the role of academic in mass HE-teaching vs. research; tutors commitment to support all students and teach them; tension between traditional and non-traditional students

2.72* Experiences in the Dublin Institute of Technology: Moving to a Student-Centred Paradigm for Part-Time Mature Engineering Students

K. Kelly, 2006

Conference Name: The Challenge of Diversity: Teaching, Support and Student Learning, 4th Annual Conference on Teaching & Learning in Higher Education

Conference Location: National University of Ireland, Galway

Date: 8th and 9th June

There have been massive changes to the Irish economy in recent years. These changes have brought pressure to bear on Higher Education (HE) in Ireland to help develop a workforce that will allow Ireland, one of the most open economies in the globalised market, compete at the higher end of the value chain in this era of globalisation. This means that HE must provide increased opportunities for mature students to acquire accredited degrees part-time in a student-centred learning environment. The paper examines how the Engineering Faculty of DIT with 5000 students, out of a total DIT student population of 22,000 students, is dealing with these changes. A move to constructivist learning approaches, for example, in some part-time programme has sometimes led to unexpected results. There has been much change to the way engineering programmes generally have been delivered in DIT in recent years. Change is now an ongoing part of the work of curriculum design and development. New student-centred programmes with innovative assessment aligned to student learning outcomes are now operating successfully in the Engineering Faculty.

An analysis was made of two very different but successful part-time engineering programmes. The first is a part-time ordinary degree (Bachelor of Technology) in Electrical Services Engineering with over 150 students presently enrolled. This programme is populated almost exclusively by mature students (mainly electricians) who complete this degree in four-years part-time. Recognition is given to their experiential learning and their prior learning on the educational phases of their apprenticeship. In particular, recognition is given to the fact that they have better opportunities to apply their learning and develop higher order learning skills than younger whole-time students who must postpone application of their learning until they enter industry. The second programme is a part-time honours degree programme (Bachelor of Engineering) in Electrical Engineering, which has about 50 students, enrolled. The Institution of Engineers in Ireland accredits this programme as fulfilling the academic requirements for Chartered Engineer. This has traditionally been a much tighter academic programme, which was accredited at a time when tuition time was the emphasis by the accrediting body as distinct from programme outcomes.

This paper discusses the difficulties in changing from teacher-centred (didactic) teaching paradigm to a student-centred learning paradigm for academic staff and students in a modern engineering faculty.
Culturally Responsive Technology Use: Developing an On-line Community of Learners

Author: C. McLoughlin
Year: 1999
Journal: British Journal of Educational Technology
Volume: 30
Issue: 3
Pages: 231-243

In tertiary contexts, Web-based instruction often appears to be tailored to the needs of a particular cultural group, recognising the specific learning needs, preferences and styles of a single, perhaps homogeneous, group of learners. However, in designing instruction, there is typically a tension between the need to ensure flexibility and access to learners of multiple cultures while at the same time taking into account the need for localisation and a requirement to accommodate a particular set of learners cognitive styles and preferences (Collis and Remmers, 1997; Damarin, 1998). Considering both the micro- and macro-cultural levels of design is therefore essential if culturally appropriate design is to be achieved in Web-based instruction. One of the limitations that have been recognised in striving towards culturally appropriate design is that current instructional design models do not fully contextualise the learning experience, and are themselves the product of a particular culture (Henderson, 1996). A proposed solution is the adoption of a multiple cultures model of design, which is not culturally exclusive. This paper traces the development of an on-line unit for Indigenous Australian learners, and accounts for the cultural issues that impacted on the design of learning tasks and the associated avenues for communication provided to learners. In this context, culturally responsive design was ensured by the adoption of an epistemology and pedagogy based on Laves (1991) community of practice model. Adapting the model to on-line delivery required incorporation of culture specific values, styles of learning and cognitive preferences, and tasks that were designed to go beyond surface level comprehension to achieve deep learning. The micro cultural level of the virtual community is considered in relation to participatory structures, task design, goal orientation and development of communicative processes that were intended to support the learning needs of a much wider group of Indigenous Australian students.

Assessing the impact of academic support: University of the Witwatersrand first-year Engineering

W. M. Onsongo
Year: 2006
Journal: South African Journal of Higher Education
Volume: 20
Issue: 2
Pages: 273-287

On average the B.Sc. (Eng.) degree programmes in South African universities graduate about 50-60 % of the students admitted. Generally, the highest dropout occurs in the first year of registration. This article reviews admission and graduation statistics at the University of the Witwatersrand (Wits) and assesses the impact of recent academic support programmes on the pass rate from first year to second year.
It is shown that even with the recent remarkable growth in numbers and changes in race demographics for the student intake to study engineering at Wits, it has been possible to achieve pass rates comparable to those recorded in the past when the students came predominantly from a privileged background. This proves that the academic support programmes have been effective and it is shown that there is room for improvement. It is recommended that suitable intervention at second-year level could further boost the throughput towards graduation.

**CURRICULUM**

2.75***Transition to Tertiary Education in the Arts and Humanities

**Author:** R. Clerehan  
**Year:** 2003  
**Journal:** Arts and Humanities in Higher Education  
**Volume:** 2003  
**Issue:** 2  
**Pages:** 72-89

The "successful" Arts student of the new millennium in Australia is likely to be female and studying full time, having just completed her final year of schooling. Increasing numbers of students however are mature age working long hours in paid employment, or may be the first in their family to attend university. A significant proportion of this heterogeneous population may appear on campus only rarely. In order to engage the hearts and minds of these students in their arts and humanities studies, it is necessary to acknowledge such realities. Last century's solutions to the 'academic adjustment' question will not hold. The new transition to study initiatives rely to an extent on differentiating between student groups to establish starting points, but must also find broad and stable ways of supporting the student cohort to make the transition successful, particularly to the kinds of writing and thinking that characterize the individual disciplines

2.76 *** Transition to University: The Role of Oral Communication in the Undergraduate Curriculum

**Author:** G. Crosling  
**Year:** 2000  
**Journal:** Journal of Institutional Research  
**Volume:** 9  
**Issue:** 1

Oral communication development should be included systematically in undergraduate curriculum, beginning at the first year level. Not only will this assist students to develop a generic skill in which all students should be proficient on graduation, it will facilitate students transition and achievement in their studies.

[http://www.aair.org.au/jir/May00/Contents.htm](http://www.aair.org.au/jir/May00/Contents.htm)
2.77 ** A first year statistics programme for indigenous and migrant students arrived at by co-operating with local communities and the students themselves, New Zealand

A strategy to partially accommodate the needs of indigenous and migrant students of first year statistics, arrived at by co-operation with the local community and taking their aspirations into account. The programme has achieved successful outcomes for many of these students and there are many aspects of the programme that can be adapted in other countries. [http://www.stat.auckland.ac.nz/~iase/publications.php?show=17](http://www.stat.auckland.ac.nz/~iase/publications.php?show=17)

2.78 *** The influence of curriculum organisation on study progress in higher education, Netherlands

**Author:** E. P. W. A. Jansen  
**Year:** 2004  
**Journal:** Higher Education  
**Volume:** 47  
**Pages:** 411-435

During the last decade the demand for university education in the Netherlands has grown, and until two years ago there was still a yearly increase in the number of students attending university. However, not all of these students graduate and those that do often take longer than the programmed four years to finish their studies. The policy of the Minister of Education aims to increase the rate of completion and to reduce the time needed to graduate. Within the last decade far more attention has been paid to research on factors within the curriculum organization. This is in stark contrast to the sixties and seventies, when student-related factors were more prominent. This article focuses on the relationship between curriculum organization and academic success in the first year of university education. Aspects of curriculum organization that contributed positively to academic success were for example, decreasing the study load by spreading exams and programming fewer parallel courses, whereas it was better not to spread re-tests over the whole year.

2.79*** Curriculum Design in a Context of Widening Participation in Higher Education

**Author:** D. Warren  
**Year:** 2002  
**Journal:** Arts and Humanities in Higher Education  
**Volume:** 1  
**Issue:** 1  
**Pages:** 85-99

The current widening participation and key skills agendas in higher education present the challenge of developing curriculum models that can accommodate a more heterogeneous student body. Drawing primarily on the South African experience, and similar findings from Australia, this article examines various forms of provision in terms of intended target group, assumptions, goals and curriculum context. A distinction is made between *separate*, *semi-integrated* and *integrated* approaches and associated models. On the grounds of both educationally relevant theory and actual practice, it is argued that separate provision of the academic support type has a limited impact, and that a mix of semi-integrated and integrated models of curriculum provision offers better prospects for helping a wide spectrum of students to succeed at university. Some implications for teaching and curriculum development are illustrated with reference to the Arts and Humanities. [http://ahh.sagepub.com/cgi/reprint/1/1/85](http://ahh.sagepub.com/cgi/reprint/1/1/85)
Integrated (pairing) curriculum is a powerful method to improve undergraduate education. This may be done through pairing of reading and study skills courses with content area classes. The University of Cincinnati (UC) implemented this method in their delivery of undergraduate courses. Research evidence indicated that integrated curriculum can improve retention rates. It has also been found that a well-structured inter-disciplinary reading programme has many advantages for students who enrolled on such courses: Students increase their success and retention; Prepare students in advanced courses, for smooth transition in other courses; Improve student’s ability to succeed in other disciplines; Help create learning community; Help establish close co-operation among academics in their work.

DISTANCE EDUCATION

2.81* Indira Gandhi Open University (IGNOU), India

The Indira Gandhi National Open University was established by an Act of Parliament in 1985. Today it serves the educational aspirations of about 1.5 million students in India and 35 countries abroad through 11 Schools of Studies and an elaborate network of 58 regional centres, 7 sub-regional centres, 1400 study centres, and 41 overseas centre About 10% of all students enrolled in higher education in the country are enrolled with IGNOU. Apart from teaching and research, extension and training form the mainstay of its academic activities with student support, for example through interactive radio counselling sessions. It also acts as a national resource centre; and more importantly, functions as an apex body to promote and maintain standards of distance education. The University has its presence in 35 countries. The Commonwealth of Learning has recognised it as one of its centres of excellence. It also hosts the Secretariats of SAARC Consortium of Open Distance Learning (SACODiL) approved by Heads of Govts. of SAARC Nations and Global Mega Universities Network (GMUNET) initially promoted by UNESCO. Its aim is to provide educational programmes for marginalized and deprived groups, including a wide variety of groups that have hitherto had marginal or no access to education.

www.ignou.ac.in/aboutus/ignoubrief.htm
IGNOU Mission
www.ignou.ac.in

Main areas that the university is keen to develop
www.ignou.ac.in/aboutus/thrust%20areas.htm
2.82 *Reaching the unreached for library and information science education: a perspective for developing countries.

**Author:** S. B. Ghosh  
**Year of Conference:** 2001  
**Conference Name:** 67th IFLA Council and General Conference.  
**Conference Location:** Boston, MA  
**Date:** 16-25 August 2001

Open and distance learning is seen as a viable alternative to provide Education for all, particularly in the context of developing countries. Open learning is basically a philosophy while distance learning is a method of flexible education for the unreached—socially, economically, physically and geographically disadvantaged groups of the society. In a skill oriented discipline like library and information science various models of distance education, based on the application of technology have been developed. In India, 5 open universities and 60 correspondence departments in other universities offer such education, the Indira Gandhi National Open University (IGNOU) at the apex. The paper analyses the efforts of IGNOU to reach the unreached. The models to be selected should be based on learners’ requirements, their capability and infrastructure available to them. Development of multimedia and simulated courseware together with internship will be able to produce successful LIS professionals.  

2.83* Democratising higher education through Open and Distance Learning in India: Potential Limitations of Self-learning packages

**Author:** R. Gujral and R. Kumar  
**Year:** 2006  
**Journal:** Indian Journal of Open Learning  
**Volume:** 15  
**Issue:** 1  
**Pages:** 21-36

Learning packages in ODL need to be self-instructional to a high degree requiring minimum intervention in order to achieve the goal of democratising higher education. The packages used should also be designed in such a way that learning can take place with the use of available and accessible tools and technologies. This paper suggests that in a diverse country like India where accessibility to institutional infrastructure and technologies varies a great deal, uniform learning package being used at present which can only be delivered through institution based centres, have deprived people of many regions from the benefits of ODL. The authors also suggest different ways in which, by using tools and technologies accessible in different regions in the country, learning packages can be modified and made more self-instructional. Notwithstanding the digital divide of the people, this would help to bridge the inequity in this regard, increase flexibility and openness and improve access and quality of ODL in India.
**2.84***Affirmative Action in India and the US: A Study in Contrasts

**Author:** A. Gupta  
**Year:** 2006  
**Series Title:** Research and Occasional Paper Series: CSHE.10. 06  
**City:** Berkeley  
**Institution:** Center for Studies in Higher Education, University of California, Berkeley  
**Date:** June 2006  

**Abstract:** The 21st century has brought new challenges and opportunities for higher education. In the wake of the transition from elitist to mass education, universities worldwide are under pressure to enhance access and equity, on the one hand, and to maintain high standards of quality and excellence, on the other. Today the notion of equity not only implies greater access to higher education, but also opportunities for progress. In recent debates on higher education, the notions of equity and access go beyond minority to diversity. Affirmative action, too, has become race-exclusive and gender-neutral. The following paper makes an attempt to understand the nuances of a caste-based reservation policy in higher education in light of recent controversies, court verdicts, a subsequent amendment to the constitution in India; and affirmative action policies, court verdicts, and alternatives to affirmative action in certain universities in the US. The objective is to bring out commonalities and contrasts between the two countries in terms of legal, political, socio-cultural, economic, and psychological perspectives.  
http://cshe.berkeley.edu/publications/docs/ROP.Gupta.10.06.pdf

**2.85 **The network university in Norway:

The Network University (NVU) in Norway is a partnership of 9 universities and colleges collaborating to provide university and college education on the internet.

Critical factors - individualism versus collective action; big universities versus small colleges; introversion versus extroversion; flexibility; capital dialogue; integration

**STUDENT SUCCESS

2.86*** Student success in university education: a multi-measurement study of the impact of student and faculty factors on study progress, Netherlands

**Author:** M. N. V. D. Berg and W. H. A. Hofman  
**Year:** 2005  
**Journal:** Higher Education  
**Volume:** 50  
**Pages:** 413-446

This study focuses on the factors that determine study progress and numerical success rate in higher education. Study progress is influenced at three levels, namely the student level, course/institute level and government level. It is expected that various groups of economic, social, psychological and organisational factors will together influence the study progress. This study uses a multi-level and multi-disciplinary framework, in so far as it considers all of these factors at the different levels. The database contains about 9,000 students and 60 courses at the institutional level. The results show the relative importance of student level and institutional factors on study progress.
2.87***A Comparison of the Academic Experiences and Achievement of University Students Entering by Traditional and Non-traditional Means, Australia

**Author:** R. Cantwell, J. Archer and S. Bourke  
**Year:** 2001  
**Journal:** Assessment & Evaluation in Higher Education  
**Volume:** 26  
**Issue:** 3  
**Pages:** 221-234

The changing demographic profile of many universities has been reflected in the increasing presence of mature-aged students on campus and the increased acceptance of non-traditional qualifications allowing entry to undergraduate programmes. Recent research has suggested that such changes have not been accompanied by a diminution of academic standards. This study examines the academic performance of students entering a university via traditional and non-traditional means using database records for three years of entry. Analysis revealed a marginal disadvantage in academic performance for students entering via non-traditional enabling programmes, but a positive effect for mature age on entry. The results were broadly consistent with earlier studies and confirm the equity goals of more open access to undergraduate study.  
http://www.ingentaconnect.com/content/routledg/caeh/2001/00000026/00000003/art00003?crawler=true

**RETENTION**

2.88***Student Retention in Higher Education Courses: International Comparison

**J. T. Christian van Stolk, Jack Clift, and Ruth Levitt**  
**Year:** 2007  
**City:** Cambridge  
**Institution:** Rand Europe,

HE in the USA is diverse in terms of institutions, programmes, and courses, private and public institutions, and fees. Although the federal government contributes to funding HE institutions, they are largely autonomous. Curriculum: courses are organized on transferable modular credit system. White students outnumber all the other groups, but female students are slightly overrepresented in HE institutions. 25% of the students come from wealthy families. Students can take federal loans and benefit from tax credits. Statistical data has shown that poor and mature students are among the group of students who are less likely to complete their university degrees.

Causes of non-completion: financial hardships, (grant aid reduced dropout rates);

Several policies have been formulated to widen participation, but there is very little evidence of their implementation. There are, however, some federal initiatives such as the DoE disbursement of students aid, TRIO student support services (SSS), which includes basic study skills, tutorial services, academic, financial, and personal counseling, assistance in securing financial aid for enrolment, DoE financial assistance to Middle and High school programmes aimed to improving the prospects of prospective students.
HE institutions also have their own initiatives, such as credit transfers as in Florida, retake classes, associate degrees at community college; In Kentucky the ‘virtual university’ counts towards degree courses; University of Arkansas has Freshmen Academic Support and Tracking (FAST) programme; creation of living/learning environment for commuter students; for example, Seattle University has created pleasant areas on campus for commuter students to work outside of lectures time; peer mentoring; tailoring academic programmes to different cultural needs, and development of student-centred approaches.

http://www.rand.org

2.89*** Stay, play or give it away? Students continuing, changing or leaving university in first year

Author: M. Long, F. Ferrier and M. Heagney
Year: 2006
City: Melbourne, Australia
Institution: Centre for the Economics of Education and Training, Monash University

This study extends previous research on university attrition and course completion by its focus on the reasons for attrition and tracking the subsequent enrolment and other outcomes of students who discontinue their university studies. It also looks at older students as well as students from younger groups.

It finds that attrition from first year university undergraduate degree courses is lower than has been suggested by previous research if movement of students between universities and courses and potential re-entry are included as retention. First year attrition from university may be less than 10%, depending on the proportion of students who follow through their intention to re-enrol later.

It also found differences in both characteristics and drivers for students who drop out of university study altogether and those who change courses or universities. Some students discontinuing their studies had simply found a pathway to employment other than through university study.

Many students who either discontinued or changed universities were found to gain some benefits from their year of university study and are more likely to judge their first year experience positively than negatively. In addition, leaving university did not necessarily mean the end of study.


2.90** Rules of the Game: How State Policy Creates Barriers to Degree Completion and Impedes Student Success in the California Community Colleges

Author: M. Nancy
Year: 2007
City: Sacramento
Institution: California State University, Institute for Higher Education Leadership & Policy,
Date: February 2007

California has highest rate of college enrollment. In the academic 1999-2000, for example, 520,407 students sought access to college. State policies have reduced barriers to college education, by doing the following: Minimal entrance requirement;
Low fees; Fee waivers; and Enrolment based funding. However, unfortunately the state has low rates of student college completion, only 24% students managed to complete certificate/degree courses or transfer within 6 years, and over 3 in 5 (76%) of the students failed to do so. There are many barriers to completion: Finance system lack incentives for student success; College funding rules limit support for students; Inadequate funding for college and students Institutions reluctance to support students

To improve access the report argues for changes in state policies of these barriers: Reward completion; Make institutions financially flexible to hire staff to help students complete; Modify funding policies to encourage more students to become full time; Better counseling for students

2.91**Research and Practice of Student Retention: What Next?

Author: V. Tinto
Year: 2007
Journal: Journal of College Student Retention: Research, Theory & Practice.
Volume: 8
Issue: 1
Pages: 1-19

After reviewing the state of student retention research and practice, past and present, the author looks to the future and identifies three areas of research and practice that call for further exploration. These concern issues of institutional action, program implementation, and the continuing challenge of promoting the success of low-income students. Conditions for student retention: Expectation-if tutors have high expectations for their students to succeed the students will persist in their education, Advice-provision of clear and consistent advice, Support-provision of academic, personal and social support, Involvement-involve students as valued members of the institution. Learning-settings that foster learning

2.92***Student success in university education: a multi-measurement study of the impact of student and faculty factors on study progress

Author: D. Berg and W. H. A. Hofman
Year: 2005
Journal: Higher Education
Volume: 50
Pages: 413-446
Date: 2005

This study focuses on the factors that determine study progress and numerical success rate in higher education in the Netherlands. Study progress is influenced at three levels, namely the student level, course/institute level and government level. It is expected that various groups of economic, social, psychological and organisational factors will together influence the study progress. This study uses a multi-level and multi-disciplinary framework, in so far as it considers all of these factors at the different levels. The database contains about 9,000 students and 60 courses at the institutional level. The results show the relative importance of student level and institutional factors on study progress.
2.93*** Determinants of Study Progress: The Impact of Student, Curricular, and Contextual Factors on Study Progress in University Education

Author: A. Hofman and M. v. d. Berg  
Year: 2000  
Journal: Higher Education in Europe  
Volume: Vol. 25  
Issue: No. 1  
Pages: 93-110

The subject of this research is the impact of student characteristics, curriculum, and contextual factors on the careers of students in university education in The Netherlands. A theoretical model including various measurements of these factors was evaluated by means of linear structural equation modelling. Students in the prestatiebeurs (performance scholarship) system, which requires a shorter nominal duration of a given study programme, achieve better results compared to those in the tempobeurs system, which allows more study time. Women make better progress in their studies than men do. Students in technical education obtain fewer study points than others, even though they spend more time studying and have earned better grades in secondary school. In general, paid work during higher education has a negative effect on study progress; while the amount of time spent studying has a stronger influence on the study progress of men than of women.

http://www.ingentaconnect.com/content/routledg/chee/2000/00000025/00000001/

2.94*** Ethnic-Specific Achievements in Dutch Higher Education

Journal: Higher Education in Europe  
Volume: Vol. 28  
Issue: No. 3  
Pages: 371-389  
Date: October 2003

This study investigates the extent to which ethnic-specific differences occur in higher education and the underlying factors behind them. The research sample was made up of about 7,000 students at universities in the Netherlands. The authors established that ethnic-specific differences in achievement do indeed exist, even after background variables such as sex have been corrected. Structural modelling shows that prior education, financial (income) factors, and effort have a significant impact on study success.

http://www.ingentaconnect.com/content/routledg/chee/2003/00000028/00000003/art00017

2.95*** Staying in There: Increasing the retention and success rates of equity students

P. McLean, R. Hartley, J. Ryan, C. Macdonald and J. McDonald  
Year: 1999  
Institution: Equity and Learning Programmes, University of Melbourne

This report focuses on retention of students in higher education who identify as part of a Department of Education Training and Youth Affairs (DETYA) defined equity groups, and on students with a disability in particular. It is based on research carried out in two Victorian universities, which aimed to investigate factors that influence retention and success of equity students and to develop strategies to increase their success and retention rates. The study utilises an adaptation of the survey questionnaire developed by Mantz Yorke in his 1997 study of undergraduate non-completion in the United Kingdom.
To date, the literature on student retention and reasons for withdrawal has tended to focus on students in general with little detailed attention to specific groups. The present research assumed that retention and withdrawal of equity students are affected by three sets of factors: (a) a range of institution-related, course-related and personal experiences that have an impact on all students (b) disadvantage because of individual circumstances such as low socio-economic background, lack of personal support systems, and rural or isolated background and (c) disability-specific factors.

The research was concerned in part to investigate the influence of these various factors. It therefore included a mailed survey sent to all students from the University of Melbourne who had transferred or withdrawn during 1998 and students from the University of Ballarat in any of the DETYA equity groups who had transferred or withdrawn during 1998. A total of 296 students responded to the survey. In addition, focus group discussions were held with students from each of the universities. A high 15% of respondents said they had a disability, the most common being a chronic medical condition, vision impairment or another (unspecified) disability. This is a considerable over-representation of people with disabilities compared with the proportion of students listed as having a disability at each of the universities in 1998.

http://mams.rmit.edu.au/xqdj2uwytw3g.pdf

ENGAGEMENT

2.96***The Northern Corridor Education Precinct, Australia

This is an initiative of education providers in the area from Brisbane to Caboolture. This area encompasses forty-five government and non government schools, nine TAFE campuses, and two university campuses, and a shared campus between TAFE and the Queensland University of Technology (QUT). It is a significant opportunity to continue advances towards cross-sectoral and regional relationships and outcomes. One of the main strengths of the NCEP is the open and representative nature of the NCEP Steering Committee. The collaborative and sectoral outlook of the group opens up dialogue and innovation, historically difficult to achieve in a traditional model.

http://eprints.qut.edu.au/archive/00002342/01/2342_2.pdf

2.97 *The Northern Corridor Education Precinct - Three Leaf Clover: Education Providers and the Community - A Story of Collaboration, Commitment and the Grassroots

Author: J. Buckley and W. Delaforce
Year of Conference: 2003
Conference Name: Bringing Knowledge to Life - Learning and Community Engagement
Conference Location: Sydney, Australia
Pages: 32-41

The Northern Corridor Education Precinct - (NCEP) is an initiative of education providers in the area from Brisbane to Caboolture. This paper highlights the Cabbage Tree Creek Learning Precinct Project as one of the NCEPs initiatives. This project involves integrating enterprise education concepts into school curriculum to provide real life learning opportunities based around a shared physical resource for students of the four education sectors and our communities.

http://eprints.qut.edu.au/archive/00002342/01/2342_2.pdf
Dalarna University has doubled its student numbers during the past five years, and now has the highest population of students from non-academic backgrounds of Swedish universities (37%). The province of Dalarna combines steel and paper industry in a number of relatively small towns with large areas of sparsely populated countryside. By tradition, people in Dalarna have one of the country's lowest rates of university-level education and the establishment of the university in 1977 did little to change this situation. This was true up until the late 1990s, when the university began to set up a number of steering councils together with representatives of different areas of working life. The external representatives chair the councils and have in practice a considerable amount of influence on two undergraduate programmes. The first of these, which was established together with the education authorities in the region, has for example had a major impact on the structure of teacher education, on the types and rates of in-service learning and on the development of the schools themselves, combining research and practice. The Council for Educational Development was followed by similar bodies for social services, for healthcare and for industry the collaborative establishment of Learning Centres in fifteen municipalities of the province and these have contributed to major increases in tertiary participation, particularly in rural areas. Both these types of development make new demands of staff and university administration.

This Case Study presents the Campus Diversity Initiative (CDI), a three-phase project lead by the Educational Resources Project Centre Trust, in New Delhi, India. The American Diversity Initiative was launched by the Ford Foundation in 1990 and addressed their diversity issues by challenging the colleges to be creative and to make diversity the central mission in the educational system. Hearing about this program, a group of Indian educators, policy makers and concerned persons saw the value and importance of addressing diversity issues in their own context subsequently, a study of eight colleges in different parts of the country was undertaken. The study clearly brought out the need for a diversity initiative that would improve communication between different socio-economic groups, address their genuine concerns effectively and build harmony in and around campuses. The CDI was launched in India in 1994 with the support of the Ford Foundation.
India has made considerable progress towards universal primary education but has the dubious distinction of having the highest illiteracy rates in the world. Stringent endeavours are being made at the national, state, and district levels to eradicate illiteracy through mass approaches and programs. Extension is recognised as the third dimension of higher education, joining teaching and research. The Department of Adult, Continuing Education, and Extension of Bharathidasan University has been involving students and teachers at the grassroots level. The mobilisation process starts with selection of the operational areas and ends with successful implementation of the adult education and extension program. The stages adopted to mobilise students and teachers are as follows: production and procurement of teaching/learning materials; identification of colleges and allocation of a target to a college; selection of college teachers for extension programs; adult education functionary and beneficiary training; integration of extension activities in adult literacy programs; coordination with different agencies; and implementation of these programs; Area Development Program; Post literacy and continuing education centres; mass program for functional literacy; population education clubs; and Total Literacy Campaign. The extension programs have increased literacy rates and awareness of social issues, promoted understanding between students and teachers and led to research projects.

HOLISTIC AND INTEGRATED APPROACHES

In the first article, the author concludes that following the major expansion of the higher education (HE) system in Europe in the latter decades of the 20th century, the number of people who benefited from increased and wider participation has increased. However, if these gains are to be consolidated, attention now needs to be turned to questions of retention and progression. 'Partners in participation: integrated approaches to widening access in higher education' by Mark Murphy and Ted Fleming (p. 25-39) highlights two case studies of community-based partnership programs. The first, from Ireland, is a program called New Vision which aims to reduce social exclusion through integrated local development and capacity building, while the second, The Right Path Program, is directly connected with widening access to HE in the UK and aims to offer a progression route with three main transitions, moving from personal development and self confidence building to participation in HE. 'Negotiating the climbing frame: flexibility and access in Scottish higher education' by Brenda Morgan-Klein (p. 41-54) discusses the themes of flexibility and widening access in current policy in HE and looks at the links between further
education and HE; 'Access to higher education: persistent or changing inequality?: a case study from Finland' by Matti Parjanen & Ossi Tuomi (p. 55-70) focuses on universities and addresses the 'adultification of higher education'. 'Recognising and accrediting informal and non-formal learning in higher education: an analysis of the issues emerging from a study of France and Scotland' by Jim Gallacher & Michel Feutrie (p. 71-83) explores issues associated with attempts to introduce systems for the recognition and accreditation of various types of prior learning within HE institutions. 'Schooling and lifelong learning: insights from OECD analyses' by David Istance (p. 85-98) argues that the role schools play in lifelong learning needs to be clarified and reviews a selection of recent OECD analyses of the relationships between schooling and lifelong learning. The final article, 'Widening participation and the European Union: direct action - indirect policy?' by Pat Davies (p. 99-116) argues that there is no European Union (EU) policy on HE as such and shows how the 'narratives' of mobility and social exclusion have become the basis for EU action in the field.

OVERVIEW

2.102***Towards the Best Education for All: An Evaluation of Access Programmes in Higher Education in Ireland

Author: HEA
Year: 2006
City: Dublin

The National Office to Equity and Access in Higher Education conducted an evaluation of access programmes in 27 HE institutions between September 2005 and June 2006. This was primarily aimed to Identify examples of good practice; (access is integrated into mainstream equality policy and strategy, under the responsibility of a senior member of staff) it also encouraged institutions to re-examine their own policies and practices, and change their systems and structures; access courses to target disadvantaged groups, promoting inclusive teaching and learning environment; and providing on course support for under-represented groups (during first term), through mentoring by peers or staff. Recommendations: build on successful policies and activities; institutions to identify and address gaps; implement national framework of qualifications, support and consolidate good practices; partnerships and collaboration; HE institutions to work with schools, communities and industry, to improve access opportunities for socially disadvantaged students. Suggests a basis for evaluating local and national access targets Recommends ways in which all stakeholders can participate in evaluation.

The report also identified some gaps in the current practice; some institutions or departments are not fully committed to implementing access policy. Some institution still lack supports and are inadequate to students with disability; Access programmes to target under represented groups as early as possible; Better information and communication;Some parts of access programmes have limited reach (i.e. foundation courses); Better support needed for mature students.
Programmes to increase access to and persistence in higher education are the central focus of the Higher Education Act (HEA). The Opportunity Gap: In 1998 almost half of all low-income students enrolled in college upon graduating from high school; the percentage was twice as high as it had been in 1972. Blacks and Hispanics have experienced similar increases in college-going rates. Comparisons between college participation rates of students in the lowest and highest income groups and between minorities and Whites reveal longstanding gaps with regard to higher education.

HEA Strategies for Addressing Social and Cultural Barriers. TRIO and the Gaining Early Awareness and Readiness Undergraduate Programmes (GEAR UP) - target students beginning in middle school, through high school, and into postsecondary education; the High School Equivalency Programme (HEP) and the College Assistance Migrant Program (CAMP). Titles III and V of the HEA HEA also provides funding that are aimed at developing and strengthening postsecondary institutions that serve students who face societal barriers, particularly first-generation, low-income, and minority students.

Limitations of Current HEA Programs: Concerns about the intensity of the services provided and possible duplication or overlap among programmes. Limited funding also restricts the scope and intensity of services provided by these intervention programmes. For example, less than 10 percent of eligible populations are actually served by TRIO programs. GEAR UP has a similar funding ratio. The majority of students at Title III and V institutions are from low-income families, Pell Grant recipients, first-generation students, and members of minority groups. These students need financial and academic counseling, developmental education, and overall support.

Options and Trade-offs: Several options to address the issues related to social and cultural barriers to higher education are possible under the upcoming HEA reauthorization. These options include the following: Adjust minimum TRIO grant levels for inflation, Increase the percentage of SSS funds that can be used for financial aid to students, Modify the system of prior experience/performance ·Increase authorization levels for TRIO, GEAR UP, HEP/CAMP, and Titles III and V, Develop provisions to serve new populations, including undocumented students.

Access to Post-Secondary Education in Canada: Facts and Gaps
Conference Proceedings A Canadian Policy Research Networks Conference Sponsored by the Canada Millennium Scholarship Foundation
Conference Location: Ottawa, Ontario, Canada
Date: April 5-6, 2002.

Canadian Policy Research Networks, with the sponsorship of the Canadian Millennium Scholarship Foundation, organized a conference on Access to Post Secondary Education (PSE) that brought together a cross section of experts and stakeholders, including government representatives, to discuss trends in participation, access, and financial and other support. This
report summarizes papers presented at the conference and the discussions they provoked. The first session, "Trends in PSE," featured papers on trends in PSE and costs, PSE participation and student continuation, and trends in PSE finance and capacity. The second session, "Preparedness for PSE," focused on academic achievement among Canadian youth, male underachievement, and PSE counseling in the context of career paths. Session 3, "Participation in PSE," considered the roles of family, neighbourhood, and government in PSE participation. "Financial Assistance for PSE," the fourth session, presented reports on student income and expenditures, student loans and debt, and student needs assessment. "Intervention Programs" were the focus of the fifth session, with papers on academic intervention in the United States and aboriginal participation in PSE in Canada. Session five also included a discussion of the federal government's Innovation and Skills and Learning Agendas.

The discussions that concluded each of the sessions made it clear that there was broad agreement among participants that the prime focus of debate on access to PSE has shifted from a focus on student finance in the 1990s to a concern with equal access and the social values underlying PSE.

2.105*** Access to what? Mission differentiation and academic stratification in U.S. public higher education

Year: 2003
Journal: Higher Education
Pages: 341-359.

Drawing upon comparative case studies of public higher education in Massachusetts and New York, this article examines policy initiatives. Terminate academic programmes: in Massachusetts, in 1997 and 1998, 52 programmes were terminated across 29 campuses, and in some in New York. The authors, argue that the restructuring will create greater stratification of academic programmes, which will ultimately deprive low-income students to access in HE.

Eliminate remedial education: In the late 1990s, in Massachusetts and New York remedial courses were progressively eliminated as the University identified community colleges to carry out these courses, through special funds and summer programmes. However, examination of these programmes reveals no consistent pattern of impact on the minority students in Massachusetts University and New York.

Promote honors colleges: Students in the honors college get a full scholarship, a laptop computer, a cultural passport that offers free admission to museums and events in the city, and a $7500 academic spending account for research or study abroad. This programme has been criticized for being elitist and taking away resources from mainstream students. Also minority students are underrepresented. This action contributed to increased stratification of programmes and students within a state system as well as within particular campuses in a system.

The authors argue that policy analysis in higher education should develop a more refined conceptualization of access that examines the cumulative impact of contemporary policies on the stratification of student opportunity.
Higher education institutions are witnessing a growing demand from students for improved accessibility and convenience, lower costs, and direct application of content to work settings. This is radically changing the environment for higher education in America and the world. Instead of simply measuring traditional inputs to the instructional process, universities will be forced by the increasingly competitive and global marketplace for learning to develop new measures of institutional and programme quality and responsiveness.

The net effect for the future is that institutions of all types will be more responsive and accessible to their customers, more adaptable in their programs, and more capable of change than they currently are. The models discussed are derived from analyzing trends, characteristics and examples of emerging organizational practice. They include:

A. Extended traditional universities
B. For-profit adult-centered universities
C. Distance education / technology-based universities
D. Corporate universities
E. University / industry strategic alliances
F. Degree / certification competency-based universities
G. Global multinational universities
3 - INDIVIDUAL LEVEL

ETHNIC MINORITIES

3.1 ***The dynamics of ethnic identity and student life, Netherlands

Author: S. Beekhoven, U. d. Jong and H. v. Hout
Journal: Higher Education in Europe
Volume: Vol. 29
Issue: No. 1
Pages: 47 - 65
Date: April 2004

Students entering higher education need to integrate themselves into a new study community. Those coming from minority ethnic backgrounds may experience this phase more intensely since they may feel themselves to be different or consider that they are being treated differently. This article approaches ethnic identity as a dynamic concept. The differences characterizing students with varying ethnic self-definitions are explored as subjective factors that are important for good study progress. Finally, study progress after one year is analyzed.

3.2 ***Ethnic-Specific Achievements in Dutch Higher Education

Author: A. Hofman and M. v. d. Berg
Year: 2003
Journal: Higher Education in Europe
Volume: Vol. 28
Issue: No. 3
Pages: 371-389

This study investigates the extent to which ethnic-specific differences occur in higher education and the underlying factors behind them. The research sample was made up of about 7,000 students at universities in the Netherlands. The authors established that ethnic-specific differences in achievement do indeed exist, even after background variables such as sex have been corrected. Structural modelling shows that prior education, financial (income) factors, and effort have a significant impact on study success. [link]

3.3 ***Contradictory Tensions in the Experiences of African Canadians in a Faculty of Education with an Access Program

Author: C. E. James
Year: 1997
Journal: Canadian Journal of Education
Volume: 22
Issue: 2
Pages: 158-174.

The experiences of 10 African Canadian teachers who gained college admission through a programme designed to provide access for minority students show many tensions and contradictions for "access" students. These teachers persisted because they were aware of their potential as role models and the critical importance of teaching.
MATURE STUDENTS

3.4*** Moving from Technical and Further Education to University: An Australian Study of Mature Students

Author: J. Abbott-Chapman  
Year: 2006  
Journal: Journal of Vocational Education and Training  
Volume: 58  
Issue: 1

Longitudinal research, conducted between 1999 and 2002, tracked the academic progress of a small sample of mature students entering the University of Tasmania, Australia, from a disadvantaged region of Tasmania to pursue degrees in accounting and education. Both quantitative and qualitative methods were used to examine the impact of alternative selection methods, attendance at the Unistart induction program and continuing study support, on students' academic progress and satisfaction with university. The progress of mature technical and further education (TAFE)-background students compared with those who held school-leaver qualifications is the particular focus of this paper. Findings reveal that TAFE-background students overall perform academically on a par with other members of the cohort, but that they experience more study problems and less satisfaction during the first year. Induction programs and study support assist the first-year transition and are associated with later academic success. Implications for wider policy are discussed.

SOCIO-ECONOMIC STATUS

3.5*** Equity in Action in Higher Education Revisited, Australia

Author: B. Birrell, A. Calderon, I. R. Dobson and T. F. Smith  
Year: 2000  
Journal: People and Place  
Volume: 8  
Issue: 1  
Pages: 50-61

No progress has been made over the past decade in improving equity of access to higher education for young people from low socio-economic backgrounds. New evidence indicates that both family income and cultural factors explain this situation. The cultural factor is particularly strong for boys from blue collar backgrounds. Current Government equity policy ignores these findings.

Includes info on Family resources and access to HE; alternative views; recent developments relevant to higher education attendance - data on youth allowance receipts, a new report by the Australian Council of Education Research, census data on the 'wealth effect', private school enrolment and the transition from school to university.
The education systems of the central and eastern European countries have undergone profound mutations in recent years, with growing number of HEIs and students.

‘Gender issues’ did not play part in HE policy reforms: low level of gender awareness in the region; lack of rigorous quantitative and qualitative evidence of a gender gap in education, difficulty in adapting imported models of gender-sensitive education to the region’s realities. Change has come at content not a structural level. More has been done in terms of making the content of education gender sensitive (university autonomy facilitates the easy introduction of and experimentation with various types of courses). Best practice in the region so far comes from designing and offering an increased number of specialized courses and by institutionalizing Women/Gender studies (i.e. Belgrade Conference on Gender Studies in central and Eastern Europe).

3.7* Gender and Disciplinary Choices: Women in Higher Education in India

This paper focuses on the access and participation of women students in higher education in India in the pre and post economic liberalization phase. Women gained access to higher education gradually during the first four decades after independence in 1947. It was possible because higher education was fully state funded and was highly subsidized. However, their participation was characterized by clustering in the feminine, non-professional and non-market courses in general education. Further, socio-cultural and economic factors acted as barriers to their ability to access higher education. The pressures for change emanating from globalisation came when higher education system was unable to meet the rising social demand for professional education. The self-funded private institutions met this demand for subjects which have been masculine domains. Women have entered these institutions.
3.8*** Gender Differences in Factors Leading to College Enrollment: A Longitudinal Analysis

**Author:** M. Zarate and R. Gallimore  
**Year:** 2005  
**Journal:** Harvard Educational Review, Winter Issue

In this article, Maria Estela Zarate and Ronald Gallimore identify factors that predicted college enrollment for Latino and Latina students. Using data from a 15-year study of randomly recruited Latino and Latina youth (primarily second-generation Mexican Americans), they found that different factors were associated with their college enrollment. For Latinos, academic achievement (as measured by standardized tests), parental factors, and language proficiency consistently predicted their college enrollment. In contrast, for Latinas, teacher-rated classroom performance and pursuit of college counselling in high school were consistently significant predictors for college enrollment. These findings contrast with dominant college-attainment models and pose questions about how school agents might influence educational outcomes for Latinas. While their quantitative analyses exposed gender differences in factors that led to college enrollment, the authors conclude that future research should use a qualitative approach to explore how and why gender differences exist. Zarate and Gallimore speculate that non-academic factors, such as interaction with parents and teachers, may explain the absence of a consistent predictive power of test scores for Latina college enrollment.

FIRST GENERATION ENTRY


**Author:** S. Holzer  
**Year:** 2006  
**Conference Name:** European Conference on Equal Opportunities  
Antwerp, Belgium

Although the parental impact on the educational choice of their youth grew stronger in the 1990s compared to the 1980s in Sweden, difference-in-difference estimates show that the educational association between parents and their youth grew less in the geographical areas of the regional university colleges than in Sweden as a whole. Some support is provided here that social mobility has increased in Sweden, in the sense that most socio-economic groups gained from the educational expansion, except for the group with the lowest educated parents.  

3.10*** First Generation and Low Income Students: Using the NSSE Data To Study Effective Educational Practices and Students. Self-Reported Gains

**Author:** Filkins, Susan K.  
**Year:** 2002  
**AIR**  
**Type:** Forum Paper

Increasing access to higher education for first-generation and low-income students was the primary motivation for the establishment of the federally funded TRiO programs. This study, using data from the National Survey of Student Engagement (NSSE) obtained through data
sharing among several urban institutions, compared TRIO-eligible students and non-TRIO eligible students on their engagement in three effective educational practices: active learning, student-faculty interaction, and student-peer interaction. Also compared were student self-reported gains on measures of cognitive and affective development.

Findings suggest that for both sample populations, engagement in educational practices was positively related to their cognitive and affective growth during college. Results also indicate that the relative importance of these effective educational practices to student outcomes varied somewhat for students in the two sampled populations.

Findings show that low-income, first-generation students tend to benefit more from educational practices that involve them in class presentations or participation in class discussions and from activities that engage them in a collaborative learning process.

3.11***Academic Achievement of First Generation Students in a Canadian University

J. P. Grayson
Year: 1997
Journal: Research in Higher Education
Volume: 38
Issue: 6
Pages: 659-676

Previous research has shown that first-generation students confront greater problems than traditional students, i.e. advice and information on university education and social support. In order to determine if this disadvantage extends to first-year grade-point averages (GPAs) in a commuter university in which the majority are first-generation students, 1,849 students at York University in Toronto were surveyed at the end of the first year and survey results were merged with information on grades from administrative records. At the time of the study the University had about 40,000 full- and part-time students.

The results of stepwise regression and classification and regression tree analyses show that: Traditional students enjoy a slight advantage in terms of GPA and that while traditional students have higher levels of involvement than first-generation students, for both student groups involvement in various university activities contributes to GPA.

Within the institution, first-generation students may have lower levels of academic and social integration, it is suggested that they have less positive out-of-class experiences than traditional students.

3.12***Class and University Education: Inter-Generational Patterns in Canada

Toronto

Author: Livingstone, Susan
Year: 2001
New Approaches to Lifelong Learning (NALL)
Working Paper

Young people from lower class origins continue to face major barriers to university education in Canada. This paper documents both substantial inter-generational class mobility and continuing inequalities in formal educational attainments by class origins.
While Canada now has the world's higher educational attainments in its youth cohort and has experienced rapid growth in adult education participation as well, those from professional / managerial families remain more than three times as likely to attain a degree as those from working class origins.

There is also mounting evidence that escalating financial costs are again increasing the relative class inequalities in university education. These large and increasing class inequalities are compared with the much more equitable and extensive participation in informal learning found in a recent national survey, as well as the underemployment of working class people in the Canadian job structure. In light of these educational and economic inequalities, needs-based student subsidies and democratic workplace reforms are seen as major means to address persistent discrimination against the learning capacities and aspirations for university education of those from lower class origins.

DISABILITY

3.13***Equitable representation of deaf people in mainstream academia: Why not?

Author: Kathryn Woodcock
Year: 2007
Journal: Higher Education
Volume: 53: 359-379
Pages: 359-379

Approximately 5% of people in most countries have deafness or significant hearing loss. This significant minority is underrepresented in mainstream universities across the world. Problems include: The barriers to equitable representation of qualified Deaf academics in university: Poor classroom access, qualified sign language interpreters are in short supply and may not be available at scheduled class times.

Service administrators may have poor understanding of the needs of deaf students;

If text transcription is offered, it is rarely of the standard produced by CART services performed by a trained court reporter; These problems are more acute at doctoral level.

Continuing access difficulties mean that only a few deaf graduates now consider doctoral study; cost and the perception of cost, as well as negative attitudes and lack of knowledge may mean that the few successful graduates have difficulties gaining employment; successful tenure and promotion prospects may also be hindered for the same reasons. Funding for the cost of communication access would enable more Deaf scholars to join the academy. Accommodation funding should cover faculty meetings, institute service, research fieldwork, scientific or scholarly meetings and conferences, knowledge transfer and exchange, graduate student supervision and examination, classroom teaching and tutoring. Access funding to encourage Deaf graduate students to study for doctoral studies and potential academic careers.

There must be some recognition of the additional workload borne by the Deaf academic. More role models will have positive validation of participation by Deaf people and late-deafened people in society as a whole.
3.14***Higher Education for Deaf Students: Research Priorities in the New Millennium

Author: H. G. Lang  
Year: 2002  
Journal of Deaf Studies and Deaf Education  
Volume: 7  
Issue: 4  
Pages: 267-280  

There are about 25,000 university students with hearing difficulties in the US. The article shows that HE institutions have programmes for deaf students, with or without support (p.267), particularly in counties like Australia, China, Japan, the UK, and Germany.

This article shows the depth of knowledge about the barriers these students face in gaining access to information in the classroom. However, there is little information on solutions to their problems. It is argued that even in those systems where support in terms of access is provided still the failure rate is very high (1 in 4 in the USA, graduate). In addition, there is a dearth of research on the effectiveness of such support services as interpreting, note taking, real-time captioning, and tutoring, particularly with regard to their impact on academic achievement. This article summarizes relevant research and suggests directions for educational researchers interested in enhancing academic success and the retention of deaf students in higher education programs.

GENERAL

3.15***Learning to Reduce Recidivism: A 50-State Analysis of Postsecondary Correctional Education Policy

Author: B. Contardo  
Year: 2005  
Institution: The Institute for Higher Education Policy

In the US there were 1,410,404 male (93 %) and female incarcerated in 2004, and half of them were between the ages of 18-34 years old. HE is a strategy to reduce recidivism and slow the growth of prison population. Although in 1994 prisoners lost their Pell Grants, they are participating in HE in huge numbers. Most of these people, especially black men (44 % of the prisoners), who constitute the bulk of the prisoners, have had bad schooling experiences or fewer educational opportunities than the general public. Thus HE in prison can reduce social inequality. HE in prison can achieve the following:

- Improve conditions within prisons; Enhance prisoners’ self-esteem and employment prospect when release; Cost effective approach to reducing recidivism.

Key Findings: Out of 46 prison systems that were contacted to the survey, 44 reported offering HE to some prisoners. 15 prison systems have over 1000 participating in college classes, focusing on shorter vocational degree and certificate programmes;

- 62 % of prisoners who took college classes and 92 % who earned a certificate in 2003-04, were studying vocational certificate programmes for college credit;
Most programmes were offered through two-year public community colleges; there were few private courses. On site instruction was the most frequent instructional method, but distance-learning programmes using video and satellite were available too.

Funding was mainly through Incarcerated Federal Youth Offender (IYO) block grants;

Lack of funding key barrier cited by respondents; but additional barriers could be: poor academic preparation, security protocols and logistics in prisons can make it hard to study, prison overcrowding, and sometimes there conflict of priorities may arise between prison staff and HE administrators. Lack of public support makes these challenges difficult to overcome.

Report Recommendations: Reinstate Pell Grants for prisoners; Increase IYO and raise age limit to 35 years old; Increase state appropriations for postsecondary education programmes; Allow inmate students to access state funding; Institutions that enrol prisoners to receive state funding; Solicit private funding for prison educational programmes; Policy to support postsecondary education in prisons.

3.16 Higher education opportunities for foster youth

Weaning, Tom (2005)

Author Address: Centre for Higher Education Policy Analysis, University of South California

Foster youth are among America's most disadvantaged in terms of opportunities for higher education, and targeted strategies are required to increase their college going. The report recognizes that the root of the unique barriers foster youth face is their common traumatic experience: the neglect or abuse that brought them to the attention of public authorities and subsequent removal from their family. The report recommends several key areas where changes in policy could alleviate obstacles such as low educational expectations; frequent disruptions and changes in school placements; underdeveloped independent living skills; and lack of access to mental health care and treatment.

3.17 Access: Effect of campus proximity and socio-economic status on university participation rates in regions

Author: S. Stevenson, C. Evans, M. MacLachlan, T. Karmel and R. Blakers

Year: 2001
Department of Education, Australia

Pages: 96
Edition: Revised Edition
DOI: 01/C Occasional Papers Series

The OECD (1997) found that while expansion has tended to dominate educational developments in OECD countries, many of the most familiar inequalities continue to persist. The report states: it is clear that socio-economic concerns lie at the core of many issues of equity, access and participation in education and training, whether addressing causes or consequences. The report further contends that social, home and educational factors combine to explain educational disadvantage, and that these factors tend to be located in particular spatial and geographical settings.
This review is supported by the findings of Stevenson et al. (1999) which demonstrated that there is a stronger relationship between regional participation and university provision in non-metropolitan areas. Nevertheless, large variation in regional participation rates in metropolitan areas suggested that factors other than proximity to a campus are important. This study builds on Stevenson et al. (1999) by using multivariate analysis to explore the relative importance of socio-economic characteristics and access to university campuses in determining participation rates in metropolitan and non-metropolitan regions.

CONCLUSION

In conducting this international synthesis of widening participation evidence we adopted the strategy of working through international widening participation contacts, as well as searching library and web-based sources. This proved successful and generated a large amount of international material to process. Although many of the items in the framework come from countries where widening participation is well established, such as USA and Australia, we made efforts to include others where initiatives are less well known, such as India and Turkey. The resulting evidence framework provides a clear and comprehensive chart of the types of widening participation initiatives and issues that exist internationally and how they have been assessed and analysed. As such it provides a new baseline resource which should prove useful at the level of policy and practice.
APPENDIX C - COUNTRY PROFILES

2.1 Country Profile - Australia

Social, economic and political factors and their influence on education priorities

There is a strong emphasis on student equity in Australia, at both national and institutional level, and a desire for the student population to reflect the composition of society. Geography is an important factor in Australia. Students’ chances of attending higher education are dependent to an extent upon where they live. Students tend not to leave home to attend HE, so those living in rural and isolated areas are disadvantaged. The vast size of the country means that large numbers of students study through distance learning.

Structure of the educational system from pre-school to HE

Compulsory education in Australia exists for those aged 5-16. Primary level education is for children aged 3-12/13. Second level education is from 12-18 and is split into two stages. The last two years of high school are optional but are required to be successfully completed to attain a high school diploma. Retention of students to the end of their final year (Year 12) has increased from about a third in the 1970s to two thirds or 66% in 2002. Girls are more likely than boys to complete Year 12. Higher drop out rates are also found amongst those from rural and lower socio-economic backgrounds.

Students can enter HE at 17 on completion of their schooling. A significant number of students defer entry to university for a year in order to earn money prior to study.

Types and range of HE institutions

Tertiary education is divided into Higher Education and the vocational education and training (VET) sector. Higher education is funded by the Commonwealth Government. It offers doctoral and master’s degrees (taking 4 and 2 years respectively), postgraduate diplomas (1 year) and certificates (1 year), bachelor degrees (3-5 years) and advanced diplomas and diplomas (3 years). Institutions tend to have a strong research profile. There are 39 universities in all.

Vocational Education and Training (VET) courses are run by Technical and Further Education (TAFE) colleges, community providers, and other registered providers and enterprises including private ones in receipt of public funds. These are mainly work related courses and training in traditional trades and are funded by state funds.

Financing

Australia’s higher education system shares many similarities with the UK. There has been an increasing rate of transfer of costs from the state to students and HE is funded through income-contingent loans. Students make contributions towards their HE costs through the Higher Education Contribution Scheme (HECS), which is paid through the taxation system. Universities charge fees for most if not all of their post-graduate courses. The fees paid by students depend on the course undertaken. A number of means-tested financial assistance schemes are available for those on lower incomes.
Flexibility

Many Australian students study part-time at HE level (34% of non-overseas students in 2001). The VET system also has high numbers of part time students. ‘Correspondence’ or distance education is also popular. Institutional flexibility is, however, variable in terms of accommodating students’ family responsibilities.

There is significant transfer of students between universities. Students in Australia are more likely to take breaks and return to another university. VET and TAFE are seen as stepping stones to HE by many but the reality is that only small proportions of those applying to universities through TAFE actually get in, and it is largely dependant on the university as to whether or not students are accepted this way.

Relationships with employers and third sector

There are a number of initiatives and programmes linking HEIs with employers and the third sector.

Patterns of Participation (under-represented and target groups)

There are a great many initiatives targeting specific groups in Australian HE.

• The Commonwealth Government has set a target of 25% participation for people from low SES backgrounds to mirror their make up of the Australian population. Participation by this group has actually fallen in recent years. It is thought they are adversely affected by financial factors.

• Statistics are not collected nationally in Australia on students who are first in their family to attend university, although some institutions have collected data on this subject.

• Data is collected nationally re students’ age, but mature students are not a target equity group in the national higher education system and institutions are not required to report on their access, participation, success and retention.

• Students from Non-English speaking backgrounds are one of the target equity groups. Target is to match the 4.8% of the population in this category to be enrolled at university. No national statistics on this are collected. There is a high retention rate for this group.

• Participation of disabled students is increasing. 4% national target set.

• Little inter-state movement of students.

• A number of universities offer targeted schemes aimed at the equity target groups. They may allocate a target number of places for such students and then go below the ‘cut-off’ to meet the target.

• There is a hierarchy of HEIs which is also present as in the UK - the ‘Group of 8’ institutions are less likely to accept students from TAFE backgrounds.

• VET system has high numbers of mature students and part-time students.
Policy on Widening Participation

Australia's policy on widening participation includes a set of equity groups for whom targets of participation have been set. These six groups were identified in A Fair Chance for All: Education that’s within Everyone’s Reach in 1990. The groups were:

- Aborigines and Torres strait Islanders
- Non-English Speaking Background
- Low Socio-economic status
- Rurally Isolated
- Disabled Peoples
- Women in non-traditional subject areas

The government offers institutions financial incentives to enrol more students from these equity groups, particularly those from low socio-economic backgrounds. Some universities also offer targeted access schemes. Others have programmes to support and mentor students from low socio-economic backgrounds.

2.2 Country Profile - India

Social, economic and political factors and their influence on education priorities

India has a population of more than one billion people. It has a rapidly growing economy in which industry and commerce are playing an increasingly important part. Consequently, it is vital that rates of participation in education are raised so as the country may move towards becoming a knowledge society/ economy. Literacy rates have expanded massively, from 18.3% in 1950-51 to 64.8% in 2001. Rates of enrolment in higher education have also increased significantly. However, there are concerns that increased enrolment in HE has not been matched by access to quality education.

Structure of the educational system from pre-school to HE

Free and compulsory education is provided up until the age of 14. The education system in India begins with elementary education, which is provided at primary level (6-11 years) and upper-primary level (11-14 years). This is followed by Secondary schooling, which consists of high school from 14-16 years (14-18 years in a few states) and higher/senior secondary school from 16-18 years. Higher education is usually undertaken by those aged 18-24.

Types and range of higher education institutions

Higher education consists of both non-professional degree courses (at undergraduate and postgraduate level), which last 3 and 2 years respectively, and professional degree/diploma courses, the length of which depends on the nature of the course. There has been massive expansion in terms of the number of universities in India; there are now 343 universities and some 17000 colleges, though there are concerns about the level of quality of education provided in some of these institutions.
Financing

Financing of HE is overseen by the University Grants Commission (UGC). They are responsible for managing the policy of reservations. There has been an increasing reliance on fees and loans in recent years, with moves towards individual financing of higher education rather than the state. Student fees have been introduced for some programmes delivered in public institutions. There are also some self-financing courses mainly in vocational programmes in public institutions. Student loans have also been introduced but their implementation has been problematic.

Flexibility

Online distance learning is popular in India and is increasingly being used to increase access to higher education. It is overseen by the Distance Education Council, which promotes, co-ordinates and maintains standards for distance learning. The Indira Gandhi National Open University (IGNOU) caters to about 10% of all students enrolled in the country in HE. It acts as a national resource centre, and functions as an apex body to promote and maintain standards in distance education. Their aim is to provide educational programmes for the marginalised and deprived groups. Extension education is also prominent in India and aims to improve the literacy of all sections of society.

Relationships with employers and third sector

Links exist between employers and HEIs, particularly in key areas of business interest including engineering, ICT, and business studies.

Patterns of Participation (under-represented and target groups)

Higher education in India has grown massively in recent years. In 1990-91 there were 4.4 million enrolled in higher education. By 2004-05 this had risen to 10.5 million people. However, despite the growth in numbers enrolled, only a small fraction of socially and economically deprived sections have access to HE (about 3%). The most marginalised groups are the schedules castes (SC), the scheduled tribes (ST) and other backwards castes (OBC), women and the physically disabled.

- National Centre for the Differently Abled (NCDA) provide educational, vocational and awareness programmes for the differently abled and develop appropriate information and communication technology and software for education and training in the area of disability.

- Geography has an impact - poorer students invariably have to enrol in universities near to their home, while the rich can afford to move to the better and more elite universities.

- Of those students from poorer backgrounds who do manage to access the more elite HEIs many often drop out because of lack of communication skills, inability to use technology and their poor family background and status.

- There is little equity in terms of areas of study. The more prestigious qualifications are still going to the higher castes.
Policy on Widening Participation

The Tenth Five-Year Plan (2002-2007) aimed to raise the percentage of the 18-23 year old HE population from 8-9% to 10%.

A policy of Affirmative Action is written into the Constitution to positively discriminate in favour of ‘backward’ sections of society. This system, also known as ‘reservations’, means that there is a quota system in place for Schedules Castes, Scheduled Tribes and Other Backward Classes. All centrally funded educational institutions reserve seats for students belonging to these groups so that their participation can mirror their proportion of the population as a whole:

- Scheduled Castes (SCs): 15%
- Schedules Tribes (STs): 7.5%
- Disabled: 3%

There has been much controversy about the quota system. A new clause was added into the constitution in Dec 2005 that guarantees the right to equality and equal protection before the law, which allowed the government to increase quotas. Other concessions are also offered to students belonging to SCs and STs, such as post-matric scholarships, coaching to prepare for entrance exams and post-admission remedial coaching.

2.3 Country Profile - The Netherlands

Social, economic and political factors and their influence on education priorities

The Netherlands is reasonably wealthy country with a well-educated population. The country ranks third only behind Sweden and the UK in terms of expenditures per student (2006 figures). However, relative to its national wealth, and the size of its student population, the Netherlands spend less on average than most other OECD nations.

There have been a number of key reforms relevant to higher education in recent years, which include the introduction of the Bachelor-Master system in line with the Bologna process, changes to the way higher education is funded, a new law on accreditation, and implementation of the European Credit Transfer System.

Structure of the educational system from pre-school to HE

There is no formal educational provision for children under the age of 4. Compulsory primary education is provided for children between the age of 4 and 12, with secondary education from ages 12 to 18 and a binary higher education system for students aged 17 and above.

Secondary education is made up of two tiers. After two years of basic education, students either follow more vocationally oriented paths (two years in either VBO Junior vocational education, or MAVO general junior secondary education) or those preparing them for higher education (three years in VWO preparatory university education or four years in HAVO preparatory higher professional education).
Types and range of HE institutions

There is a binary system of higher education in the Netherlands. This is made up of university education (WO) and higher professional education (HBO), which is delivered in “hogescholen”. In 2001 there were 56 government funded higher professional education institutions and 13 universities. In addition, there are 61 approved institutes of higher professional education and 8 approved universities, which do not receive government funding.

Hogescholen provide qualifications and practical experience for specific professions and careers. Universities offer programmes in all disciplines, usually leading to the degree of doctorandus (drs), similar to the Master’s degree. Most programmes last 4 years, but only a small proportion of Dutch students complete their studies during this time. The average is 5.5 to 6.5 years. An Open University (Open Universiteit) also exists.

Financing

Students in higher education pay tuition fees to the institution. Those aged 30 or over have to pay fees at a separate rate, the level of which is set by the institution itself and can therefore vary from one institution to another. A system of performance-related grants and loans is also in place. Students receive a loan, which is transferred to a grant depending on their progress. This basic grant is not income related and the size depends on the type of education and whether or not the student is living away from home. A supplementary grant related to parental income is available for those of lesser means. Since 2000, the duration of grants has been limited to the normal numbers of years it takes to complete the course.

Flexibility

Hogescholen and universities offer both full and part time programmes. In 2001, of the 173,000 students, 91% were full-time. It has been noted that the likelihood of attending higher education is determined while at school, meaning that it can be difficult to move between the streams later on. The OECD reported that mobility between the vocational and higher education paths at secondary level has fluctuated recently. On the other hand, they reported that there was encouraging evidence that more students are moving between streams at the tertiary level.

Relationships with employers and third sector

Closer contacts between education and employment are becoming more important for the university sector. Since 1998/1999 HBO institutions have been able to offer a co-operative learning variant for full-time courses, which combines study and paid work.

Patterns of Participation (under-represented and target groups)

In the past few years there has been massive growth in higher education in the Netherlands. In 2004, 29% of the population of 25-64 year olds had tertiary qualifications, while in 2005 546,400 students were enrolled in higher education.

- Full-time students who complete their degrees quickly are favoured over part-time students.
- Family income is an important determinant of tertiary education participation.
Unusually, there is more data in the Netherlands relating to first generation students than those on low incomes. This is because data on the educational background of parents is collected while information relating to income is limited. There are higher proportions of first generation students attending HBOs than universities (2001 64% vs 46%).

Persons of non-Dutch origin, known as *alloctonen* - those who have at least one parent born in a foreign country, are underrepresented in higher education. The four main ethnic minority groups in the Netherlands are the Surinamese, Turkish, Moroccans and Dutch-Antilleans. Completion rates in HE of non-Western groups are also below average.

Mature students: subsidies favour younger students, with subsidies cut for those commencing after the age of 30. The rate of enrolment of those aged over 30 is roughly half of the OECD average. Drop out rates are higher for mature students across the tertiary sector.

**Policy on Widening Participation**

The Netherlands has set a target of a participation rate of 50% of its population by 2010. It proposes to achieve this through increasing recruitment from underrepresented groups, increasing recruitment from upper secondary vocational graduates, and increasing completion rates. Current policy focuses attention on full-time participation among the traditional 18-30 group. Some observers have noted that the current Secondary school tracking system may be an impediment to achieving greater equity.

### 2.4 Country Profile - Norway

**Social, economic and political factors and their influence on education priorities**

Norway is a large country with low-level population density, with many people living in remote and rural areas. It has a highly educated population, and spends large proportions of its resources on education. The education system is decentralised and is backed by a philosophy of equality and inclusiveness. A range of extensive educational reforms have been implemented in the past 15 years. It has been suggested that these reforms mark a shift in educational policy from equality to efficiency. The main reforms which have impacted upon higher education were the *Competence Reform* in 1998 and the *Quality Reform in Norwegian Higher Education* in 2003.

**Structure of the educational system from pre-school to HE**

Pre-school education is provided for children aged 1-5 but parents must pay for this. Children attend compulsory schooling from age 6-16. It is divided into three main stages: lower primary (grades 1-4), upper primary (grades 5-7) and lower secondary. Primary and lower secondary levels are often combined in the same school. Upper secondary education is available to those aged 16-19 and provides qualifications for proceeding to HE or to vocational qualifications. They offer both courses preparing students for HE and vocational qualifications, such as apprenticeships and on the job training. Several types of leaving certificates exist depending on which qualification students obtain. Folk High Schools are colleges offering vocational courses in small learning communities.
Types and range of higher education institutions

Higher education in Norway is offered mainly at state institutions - 7 universities; 6 specialised university institutions; 24 state university colleges and 2 fine art institutions. There are also 26 private HEIs. State University colleges offer mainly profession specific programmes, while universities are more research based. Since 2002, Norway has followed a new degree structure introduced as part of the Bologna process. Most degrees consist of a 3+2 year bachelor and master degree structure.

There is a high dropout in Norwegian university courses and high degree of institutional mobility. Previously students had lots of choice as to the combination of subjects they could study but this has changed with the Bologna process reforms. The amount of choice in the old system prolonged the time it took to complete a degree.

Financing

Students do not pay fees in Norwegian higher education. HE is mostly state funded and students apply to the State Education Loan Fund (Statens lanekasse for utdanning) for grants and loans. The finance system consists of one part State grant and one part State loan. It is designed to increase the social equity of access to HE. Those living with parents are eligible for loans; only those away from home can apply for a grant. Since 2002, students are given a loan, some of which may be converted to a grant, depending upon academic progress, income and assets. The loan is not converted to a grant for some time and is not available to those who fail or drop out.

Flexibility

The Norwegian HE system is very flexible, with temporary breaks allowed in studies and the possibility of changing study programmes. Students usually take longer than the official recommended time to complete their studies. Most undergraduate programmes offered by university colleges can easily be transferred to undergraduate degree programmes at universities. However, foundation and access courses in Norway are not common. Since the Competence Reform of 2001 adults have also been able to enter HE on the basis of an evaluation of their non-formal learning (realkompetanse). In 2001 ten per cent of mature students enrolled in this way, while in 2002 students in this category made up 7% of all students.

Relationships with employers and third sector

The Competence Reform brought in new measures for access to adult learning. The reform allows adults to access primary, lower secondary or upper secondary education. Those who have been employed for at least three years, and have been with the same employer for the last two, also have a right to full-time or part-time leave of absence for up to three years to participate in organised education and training. The reform is also concerned with supporting recognition of non-formal learning, closer links between the education system and the workplace, and formal acknowledgement of the workplace as a place of learning.
Patterns of Participation (under-represented and target groups)

More than 220,000 students were in tertiary education in 2005. In 2001, 22% of over 16 year olds had been to higher education, compared to 7% in 1970.

- Geographical access to HE has been a concern in the past, but the difference between those from rural and urban areas has been almost eliminated, partly due to growth in the number of and geographical distribution of HEIs.

- Students are more mature in Norway than elsewhere. In university colleges 40% are over 30 years, while 20% of those in universities are 30 and over.

- 71% of applicants to HE are 24 or younger

- The Saami people are an ethnic and cultural minority, indigenous to Norway, based mainly in the north of the country. Higher education specific for this group is provided in the form of the Saami University College where instruction is in Saami. Some colleges also have reserved places for Saami students.

- The immigrant population in Norway has increased in recent years. In 2001, immigrants made up 9% of the population, while 6% of those in HE were from an immigrant background.

- Gender equality has been largely achieved. There are now more women than men entering HE, but there are still fewer women at post-grad level

- Universities and university colleges are required to develop action plans at institutional level with a view to ensuring equality of access for disabled students

- In terms of low socio-economic status and first generation access, the numbers of students enrolling with parents having higher education and those with parents with no education beyond compulsory school have increased, but the gap between the two remains

Policy on Widening Participation

Widening participation in HE is not a concept which features heavily in Norwegian policy. Instead, the focus of policy relating to social disparity has concentrated on the school system. However, the Quality Reform aimed to increase graduation rates and progression in HE and reduce drop out rates by introducing a closer follow-up on individual students.

2.5 Country Profile - Sweden

Social, economic and political factors and their influence on education priorities

Sweden is a wealthy and well educated society. There are high levels of spending on education and high overall educational attainment, with at least 80% of the population having attained upper secondary education. A high proportion of the population are in employment. There is a strong social-democratic tradition in the country, with educational policy emphasising social inclusion and equality, though few policies target specific groups.
A number of significant reforms have been introduced in the past 15 years, which have a strong bearing on equity. Decentralisation of the education system from central government to local authorities and schools during the 1990s has also had an impact.

**Structure of the educational system from pre-school to HE**

Municipalities are required to provide pre-school activity for all children aged 1-5 and pre-school classes to all 6 years olds. These one-year classes are voluntary but are attended by 95% of all six year olds. Compulsory education runs from the age of 7 to 16. This is followed by upper secondary school (*gymnasium*) from 16-19, which is non-compulsory, free and open to those students who have completed comprehensive school, and offers both pre-academic and vocational programmes. No final examination is taken but a leaving certificate is awarded.

**Types and range of HE institutions**

Swedish higher education is made up of both universities (*universitet*) and university colleges (*hogskola*); there are 39 in all, about half of which only offer undergraduate courses, as generally only the universities are entitled to offer post-graduate courses. Since 2007 HEIs have offered a 3-cycle degree system along the lines of the Bologna process.

**Financing**

There are no tuition fees in Sweden, and tertiary education in Sweden is almost 100% state funded. Students receive financial support through a combination of income contingent loans and grants. Students’ needs are assessed in terms of their own financial situation, and are not dependent upon their parents’ income.

**Flexibility**

There are a number of flexible provisions built into the Swedish higher education system. Distance education has a long tradition in the country. In 2003/04, 77,000 Swedish students studied in distance HE. The Swedish Net University was established in 2002 to support and promote the provision of information supported distance HE, with a view to increasing access. Since 2003 the accreditation of prior learning has also encouraged greater participation of students without formal qualifications.

Other flexible measures include the provision of foundation and introductory courses, which prepare students lacking formal qualifications for entering HE. These courses are offered in adult education (*Komvux*) or by an HEI in collaboration with adult education.

**Relationships with employers and third sector**

There is some collaboration with employers and the third sector. Since 2002 Advanced Vocational Education (AVE) has been available. Courses last 1-3 years and are delivered by a partnership of companies, HEIs, upper-secondary schools, municipal adult education etc. They are designed and carried out in close cooperation with the workplace. There are also a number of shorter vocational programmes in HE, which are organised for specific target groups (frequently with a focus on improving the individual’s employment prospects).
Patterns of Participation (under-represented and target groups)

Just over 40% of Swedish young people had entered HE by the age of 25 in 2004, a significant increase on the 25% in HE ten years prior to that.

- Swedish students tend to be older on average than in many other countries. There has also been a relatively large increase in the number of older students in the last few years. Close to half of students are older than 25, although the largest group is that of the 22-23 year olds.

- While the proportion of new entrants from working class background has gone up from 18% in 1993/94 to 24% in 2003/04, working class students are still underrepresented as a whole in HE (people from working class backgrounds make up 35% of the population). They are also more likely to study shorter programmes leading to vocational degrees.

- As a whole, students with foreign background are not underrepresented in HE, although there are significant variations between groups with different backgrounds. In 2003/04 almost 17% of beginners in HE had a foreign background compared to 15% in the population as a whole.

- The number of students in need of special support due to disabilities has increased in recent years, in particular students with dyslexia. Universities have to put aside a proportion of their government funding to cater to the needs of disabled students. Disabled students are also entitled to grants for assistance from the government.

Policy on Widening Participation

There is a belief that the university sector should, in its composition, reflect the composition of the population. The Swedish government has set a target for 50% of the population to enter higher education by the age of 25. In 2004, 44% of the population had achieved this. The Special Committee on Recruitment 2002-2004 recommended that this should be achieved through raising aspirations at school, promoting bridging courses and through activities providing support to students within higher education. There are no specific targets for different social or ethnic groups although the government has indicated that there should be a focus upon increasing the number of young people in HE and on increasing social and ethnic diversity.

2.6 Country profile - South Africa

Social, economic and political factors and their influence on educational priorities

South Africa with 47 million people is the richest and ethnically, culturally and linguistically diverse African country. The country is administratively divided into 9 provinces. The end of apartheid in 1994 has produced consolidation of democracy and economic stability created both a new set of opportunities, and challenges all aimed at social transformation. The government introduced initiatives to accelerate development and growth. Education is pivotal to the Government’s attempt to encounter these challenges.

Although today's government is working to rectify the imbalances in education, the apartheid legacy remains. The greatest challenges lie in the poorer, rural provinces. Schools are generally better resourced in the more affluent provinces. Illiteracy rates are high at around 24% of adults.
over 15 years old (6- to 8-million adults are not functionally literate), teachers in township schools are poorly trained, and the matric pass rate remains low.

The government is targeting education for the poorest of the poor, with two notable programmes. One is fee-free schools, institutions that receive all their required funding from the state and so do not have to charge school fees. These have been carefully identified in the country’s most poverty-stricken areas, and will make up 40% of all schools in 2007. Other priorities include early childhood development, HIV-Aids awareness programmes in schools, and adult basic education and training.

**Structure of educational system from pre-school to HE**

In South Africa there are 12.3 million pupils educated in 26,292 schools, including 1,098 registered independent or private schools. The vast majority of the schools are primary schools (Grade 0 or Reception to grade 6), and only 6,000 secondary schools (Grade 7 to grade 12).

There are about 386,600 teachers teaching in both primary and secondary schools. The Department of Education is responsible for education across the country as a whole, while each of the nine provinces has its own education department, but administrative responsibility lies with the provinces. Power is further devolved to grassroots level via elected school governing bodies, which have a significant say in the running of their schools.

Under the South African Schools Act of 1996, education is compulsory for all South Africans from age 7 (grade 1) to age 15, or the completion of grade 9. While 65% of whites over 20 years old and 40% of Indians have a high school or higher qualification, this figure is only 14% among blacks and 17% among the coloured population.

**Higher Education system: Institutions**

There are about 1 million undergraduate and postgraduate students enrolled in South Africa’s higher education sector. Although subsidised by the state, the universities are autonomous, accountable to their own councils rather than the central government.

However, as part of reform within the sector, in May 2005 Higher Education South Africa (HESA) was formed. It represents all 23 public universities and universities of technology in the country. As a statutory body, HESA can make recommendations to the Department of Education. Furthermore, the HIV / AIDS pandemic, predicted to kill one in four young working-age adults, poses a major problem for the Higher Education sector. Thus, the sector has developed a national Higher Education AIDS (HEAIDS) programme to develop and strengthen the capacity, systems and structures of all Higher Education Institutions (HEIs) to prevent, manage, and mitigate the causes, challenges and consequences of disease in the sub-sector. HEAIDS promotes the provision of appropriate and sustainable HIV / AIDS services and programmes for both staff and students within a policy and funding framework. The European Union has allocated €20 million to support the HEAIDS from 1 Dec 2005 - 31 May 2009.

In the South Africa’s Higher Education sector there are 21 public-funded tertiary institutions: 11 universities, five universities of technology, and six comprehensive institutions.
In addition, the country has a large private sector represented by hundreds of private institutions, which are registered with the Department of Education to confer specific degrees and diplomas.

Financing / funding

Government’s education funding accounts for about 20% of total government expenditure, in the 2006 budget education received 92.1 million Rand. This is partly because of the Government’s attempt to address inequality caused by 40 years of apartheid rule in which the white minority received free education and the majority of black children were given substandard education called ‘Bantu education’. Universities are funded by central government.

Flexibility

• Distance, foundation, part time, remedial courses for non-traditional students; mature students, PT courses specifically for working students; women, Black students; disabled students - using in particular Recognition of Prior Learning (RPL);

• Open admission policy;

• E-learning

Relationships with employers and 3rd Sector

• Higher education and industry research partnerships;

Patterns of participation including information on under-represented and target groups

HE in South Africa (1986-2005):

• Increase in enrolment growth between 1986-1994 and between 2000-2005

• In 2005, the African students’ share was recorded, as 62 % and 25 % were white students.

• Coloured students enrolments remained static over this period, while Indians student numbers increased slightly.

• As a member of the Southern African Development Community (SADC) and its Protocol on Education that commits member states to targeting a maximum of 10 percent of their student places for students from other SADC countries, a considerable number of foreign students seek enrolment in South African universities.

Policy on widening participation

• Recruitment of workers, mature students, the disabled and women on the basis of recognition of prior learning.

• Loans / financial aid for Black students from disadvantaged background

• Improve completion rates in science, engineering, and business degrees.
2.7 Country profile - Republic of Ireland

Social, economic and political factors and their influence on educational priorities

The Irish, Tiger, economy, has grown rapidly, with the lowest jobless rates in the industrialized world. Annual spending on education had increased from less than 1.74 billion euros to 6 billion euros. Tuition fees for undergraduates was eliminated in 1995, and the number of students aged 19 to 24 in college dramatically increased from 11% in the mid-1960s to the current high of 56%, and it is projected to 65% by 2015.

Projected demographic changes in number of students ready to enter college from 70,000 in 1990 to a predicted 53,000 by 2015 has led to inter-university competition for students and structural changes; emphasis on postgraduate research courses; Government funding for research has increased.

Structure of educational system from pre-school to HE

Education in Ireland is provided in three phases, primary, secondary, further and higher. The overall delivery of education is a responsibility of the DES and the central government in conjunction with local committees. Between the age of 6 and 15 children receive compulsory education. Home education is optional.

Higher Education system

Ireland has 7 universities and 14 institutes of technology. It has expanded and developed significantly in the past thirty-four years. Higher Education in Ireland is provided by Universities, Institutes of Technology and Colleges of Education and a number of other third level institutions providing specialisms in art and design, medicine, business studies, rural development, theology, music and law. The Department of Education and Science (DES) has the overall responsibility for the administration of higher education.

Financing / funding

Since 2006 HE in Ireland is predominately funded by the State. Since 1995 full-time students do not pay tuition fees, and since 2000/01 they receive maintenance grants. But postgraduate students pay fees. Whereas the Institutes of Technology are funded directly from the DES, the Universities and other designated institutions are funded directly from the Higher Education Authority (HEA). HEA has specific responsibilities for the Universities and its designated institutions.

Flexibility

- Since 2006 university funding is linked to raising the number of students from under-represented groups;

- University Higher Education Access Route (HEAR) for school leavers to widen participation for long time unemployment, low income, first generation students

Relationships with employers and 3rd Sector

- HEIs are urge to work with Industry and communities
Participation in higher education:

Participation in higher education has grown significantly over the past 40 years. In 2001 there were 126,000 FT and 32,000 PT students respectively:

- Students with a disability (doubled from 0.9 % in 1998 to 1.8 % in 2006);
- Socio-economically disadvantaged students (increased from 16 % in 1998 to 27 % in 2006); part time students, and international students;
- However, the traveller community (according to 2002 census, only 1.4 % have university education); ethnic minorities and mature students remain under-represented in higher education.

Policy on widening participation

The government policy targets participation among under-represented groups in HE such as traveler community, mature students, ethnic minority, students with disabilities, and students from low-income families. Six practical goals have been identified:

- Communicate the rationale for equity of access to higher education;
- A national framework of policies and initiatives to achieve equity of access
- Routes of access and progression to higher education;
- A broader range of teaching and learning practices in higher education necessary financial support and resources; and
- Learning from what works

2.8 Country profile - Canada

Social, economic and political factors and their influence on educational priorities

Canada’s population is over 32.2 million. Canada's historical connections to both Britain and France have had wider implications for education. Canadians place a high priority on education, 14 per cent of total public expenditure goes on education.

Structure of educational system from pre-school to HE

The Constitution Act, 1867 gives the provinces exclusive jurisdiction in education within their boundaries. Therefore, education in Canada is a responsibility of the 10 provincial and three territorial systems, each of which includes public, separate and private schools. The Department of Education controls educational provision to the age of 18. Compulsory education in Canada begins at age 6 or 7 (and lasts for about ten years), with most provinces also offering one or two years of pre Grade / Year 1 or Kindergarten education (beginning at either age 5 or 6, dependent on the province). The minimum age for leaving school is either 15 or 16 but most Canadian students continue until around age 18 (Year/Grade 12). Home schooling is permissable in Canada.
Higher Education system-postsecondary education: Institutions

The provinces and territories are responsible for higher education, known as postsecondary education. There are 195 community colleges and 75 universities in Canada all of which charge fees. Canada has English language and French language institutions with some universities offering instruction in both official languages.

Financing / funding

Postsecondary education institutions in Canada are funded directly by the provinces or territories, federal government sources and through fees. In 2002, 19 % of postsecondary education funding came from tuition fees.

Flexibility

Many universities offer full-time and part-time enrolment as well as opportunities to participate in co-operative education, distance learning, continuing education and student exchange programmes.

Relationships with employers and 3rd Sector

Universities play a vital part in their local communities. The government offers private sector employers tax credit for hiring university students enrolled in cooperative education and technology courses.

Participation in higher education:

- Canada has one of the highest postsecondary education participation rates in the world. In 2002 1.2 million FT and PT students were enrolled in Canadian universities and colleges. There was, however, a widening gap in university participation by family socio-economic status (SES). While the university participation rates for young people from low and middle SES background were quite similar in 1986 - 13.7% and 14.5%, respectively - by 1994, a wide gap had occurred between these two groups, with the rates standing at 18.3% and 25.3%, respectively. The aboriginal people make up 4 % of Canada's population, but constitute only 1 % of all college and university students. Female students’ enrolment was at 59 % in 2000-2001. Enrolments among students over the age of 24 years and PT students have declined.

Policy on widening participation

Policies target variety of groups:

- Low income,
- Students with disabilities;
- First generation students,
- Part time, and
- Ethnic and aboriginal minority students.
2.9 Country profile - USA

Social, economic and political factors and their influence on educational priorities

In the United States education is a responsibility of states and local districts. In 2007-2008, US $1 trillion was spent nationwide on education at all levels. Demographic changes in the USA and developments in the global knowledge economy seem to dictate higher education needs. 90% of the fastest-growing jobs require university education or training.

Structure of educational system from pre-school to HE

Education is compulsory in the USA, however, the age where education becomes compulsory varies from state to state (5 to 8) and ending at the ages of 14 to 18. Students can receive their education in public schools, private schools, or home school.

Education is divided into three levels: elementary school, junior (also often called middle school) and senior high school and children are divided by age groups into grades, ranging from Kindergarten (followed by 1st grade) in elementary school, up to 12th grade, the final year of high school.

Higher Education system-postsecondary education: Institutions

With over 17 million undergraduate students, the USA has the largest single 'postsecondary education' higher education system in the world. USA has public and private colleges and universities that deliver postsecondary education:

- 4,200 public and private colleges, universities, and community colleges in the United States, including over 600 public 4-year colleges and universities
- 1,650 private four-year colleges and universities.
- 6,250 other non-collegiate postsecondary institutions offer specialised vocational and technical training.
- Community colleges educate more than 11 million students

Financing / funding

Chief source of postsecondary education funding in America: private and public. Public funding comes from federal and state and local. HE institutions’ state and local funding amounts to 20%.

Flexibility

To ensure college access:

- Both federal and state financial aid, grants, loans; private scholarships;
- Remedial courses; flexibility in courses, transfer credits between HEIs,
- Distance learning ‘extended degree programme’; part time courses;
Relationships with employers and 3rd Sector

Private companies and public organisations have explicit interests and involvement in higher education to produce trained manpower. They express this need in various ways. There are programmes - vocational rehabilitation (VR) to provide employment services for individuals with the most significant disabilities who require supported employment services to achieve employment outcomes.

Participation in higher education:

In 2003 the USA was ranked the 5th in the world in terms of college participation (35%) of young adults (ages 18-24) and 16th in terms of college completion (17%).

- 9% of low-income students earn a college degree by age 24,
- 75% percent of students from wealthier families graduate by the age of 24;
- 27% of undergraduate college students are members of minority groups
- 10% of Hispanic students earn a bachelor's degree by age 29;
- 32 states do not have enough traditional students (i.e. ages 18-24) to reach levels of international competitiveness
- 40% of all undergraduate students were First-generation students in 1999-2000.
- 38% of undergraduates are part time
- About 9% of all undergraduates in higher education report having a disability;
- 5,00,000 foreign students enroll annually in American universities and colleges

Policy on widening participation

Targets:

Students from low-income families, ethnic minorities, native Americans, first generation students, part time and students with disabilities.

2. 10 Country profile - The People’s Republic of China

Social, economic and political factors and their influence on educational priorities

With a population of 1.2 billion China is the most populous nation on earth. In the 11th Five-Year Plan for National Economic and Social Development published in 2006 China will increase financial input for education raise the proportion of annual government education expenditures to 4% of GDP.
The Chinese system of HE is witnessing tremendous changes, which appear to be influenced by university systems in the West and economic changes. Official statistics show that 52% of Chinese university candidates were admitted in 2003, but in 1981 the figure was only 2.4%. Some of the current university leadership in China received their postgraduate education in the West.

**Structure of educational system from pre-school to HE**

Education is divided into three categories: basic education, higher education, and adult education. Every child is entitled to nine years of formal education. Basic education includes pre-school education (3 years +) primary/elementary education (6 years +) and regular secondary education. Secondary education is divided into academic secondary education and specialized/technical secondary education.

**Higher Education system**

In 2001, there were about 1,911 colleges and universities in the People’s Republic of China. Higher education at the undergraduate level includes 2-and 3-year junior colleges (sometimes also called short-cycle colleges) 4-year colleges, and universities offering programmes in both academic and vocational subjects. Many colleges and universities also offer postgraduate courses leading to Master’s and doctorate degrees.

Chinese higher education at the undergraduate level is divided into three-year and four-year programs. Although some Chinese old universities enjoy some autonomous status, the Chinese Ministry of Education is still the supreme educational administrative body in the country. It is responsible for implementing educational policies and programmes. China has about 12.14 million students enrolled at universities and colleges.

**Financing/funding**

- Introduced market-oriented policies such as diversification of financing; cost sharing of higher education with students, parents, and other social sectors, and through efficiency through consolidations and mergers among institutions. Since 1992, 159 universities have been combined into 74 institutions to increase institutional efficiency.

- At the beginning of the reform, students paid a small fee, but by the end of the 1990s, all college students had to pay their own tuition.

- More scholarships and grants have become available to help students, especially those from low-income and poor families in the countryside.

**Flexibility**

- Many colleges and universities have developed Internet-based distance education courses and online degree curricula. In addition, most colleges and universities have launched their own Web sites;

- In the reform of higher education, the government has encouraged many new ideas and initiatives. For example, use of English language in teaching in some colleges and universities and course material from England and US.
• Plans to add a summer session to the traditional two-semester system.
• Credit-bearing courses between different universities;
• Other colleges and universities have created multiple disciplinary degree curricula; for example, students can now earn an engineering degree and a business degree in four years;
• And several universities now offer master's degrees in business administration and public administration based on the standards and curricula of famous American universities.

Patterns of participation including information on under-represented and target groups

Policy on widening participation
• Grants and loans to ‘needy’ students
• Improve completion rates in science, engineering, and business degrees;
• No policies for recruiting or retaining minority students or with disabilities.

2. 11 Country profile - The Federal Republic of Germany

An Overview

Social, economic and political factors and their influence on educational priorities

Germany has a population of 82 million people and is one of the largest world economies.

Structure of educational system from pre-school to HE

Education is a responsibility of the federal states. Pre-school education provision is offered between the ages 3 to 6 years old. Primary education usually lasts for four years and public schools are not stratified at this stage. Secondary education includes four types of schools based on a pupil's ability as determined by teacher recommendations: the Gymnasium for academically gifted children and prepares students for university studies; the Realschule has a broader range of emphasis for intermediary students; the Hauptschule prepares pupils for vocational education, and Gesamtschule or comprehensive school combines the three approaches.

Higher Education system

The Federal Republic of Germany has 383 state and private institutions of higher education (in 2006/2007), including 103 universities and comprehensive universities, six colleges of education, 15 colleges of theology, 53 colleges of art, 176 Fachhochschulen, general universities of applied sciences and 30 colleges of public administration. There were 1.974 million students in 2006/2007, including over 47.8% women. About 68.3% of all students were enrolled at universities, 27.4% at universities of applied sciences. The number of new entrants in the study year 2006/2007 amounted to 344,000. HE in Germany is traditionally a domain of the 16 federal states. However, legislation provides that HEIs must cater for students with disabilities (SWD) in such a way that not to disadvantage them in their studies.
Financing / funding

- Universities receive a large part of their funding from public funds.
- Cost of studies is generally free, for first degree as well as masters level;
- 29 % of students receive benefits through the federal Education and Training Assistance Act;
- New Public Management (NPM) gradually introduced in higher education as a model of governance that ensures autonomy at decentralised level but assures that central targets are achieved via competitive business instruments.

Flexibility

- Introduction of Fachoberschulen, vocational high schools to award a "vocational certificate of maturity" after twelve years of schooling, entitling the bearer to study at non-university institutions of higher education.
- Creation of new types of more specialized upper-secondary-schools focusing on subjects that have not been part of the traditional curriculum, like economics and technical subjects. Their Abitur certificates fully entitle their graduates to university entrance.
- Reduction in the number of subjects in the last three years of upper-secondary schools as well as the number of fields in the Abitur examinations. Students were given more choices in selecting subjects and courses.
- The "permeability" of the distinct types of secondary education has been considerably improved. Qualified graduates of middle and vocational schools, for instance, can now transfer to upper-secondary schools.
- Founding of comprehensive schools in the 1960s. Expansion in higher education, creation of new 25 universities and enlargement of old universities to meet new challenges;

Relationships with employers and 3rd Sector

Higher Education or Fachhochschule should serve the labour market. Hence, work experience forms an integral part of undergraduate training. Students establish contacts with trade and industry while studying.

Patterns of participation including information on under-represented and target groups:

- 12 % of the children of the workers and half of the children of civil servants are enrolled;
- Students with disabilities constitute 2 % of university students;
Policy on widening participation

Since the 1950s The Federal Republic of Germany has introduced an approach in its higher education sector aimed at participation of targeted groups:

- Special counseling in secondary school and during courses of study; modification of study and examination regulations for Students with disabilities
- Financial aid, remedial courses, distance learning, e-learning,
- Open admission policy to encourage mature students; part-time study
- Focus on vocational objectives.