



POLICY OPTIONS FOR CLOSING THE ACCESS GAP IN HIGHER EDUCATION

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Overview

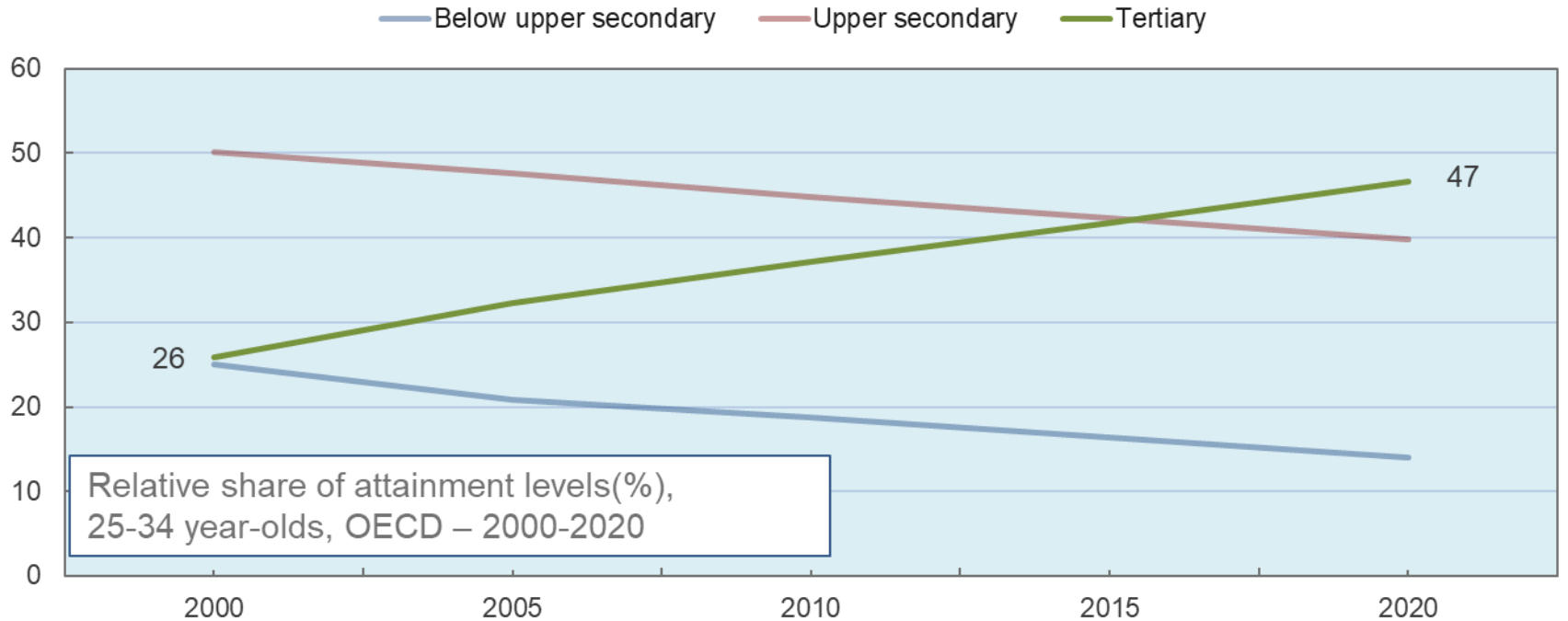
- The wider context
- Where do we stand currently?
- Policy options for closing the gaps
- Additional policy considerations



THE WIDER CONTEXT



Higher demand, more qualifications





Expansion continues on all fronts

Growing
scale and
complexity



18,000+ University level institutions in 196 countries



Enrolment of **216 million** students worldwide in 2016



Projected **300 million** young graduates in OECD/G20 by 2030



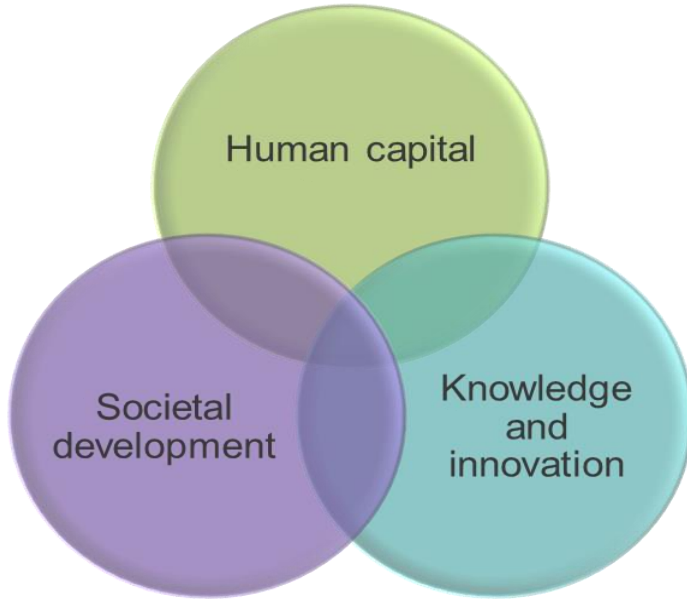
3.3 million international students enrolled in the OECD alone in 2015



Almost **14,500** academic journals in the ESSCI journal directory



The growth of higher education brings benefits.....



Significant private returns



Significant public returns



Better social outcomes



Continuing education



Technology and knowledge transfer



Social inclusion



Regional development



Regional integration





...but there are performance challenges...



Among young OECD graduates, **15%** have low literacy skills and **21%** have low numeracy skills.



Less than **10%** of firms cite institutional sources, including higher education, as a “highly important” source of knowledge for innovation

On average, **17%** of young OECD graduates are unemployed or not active in the labour force.



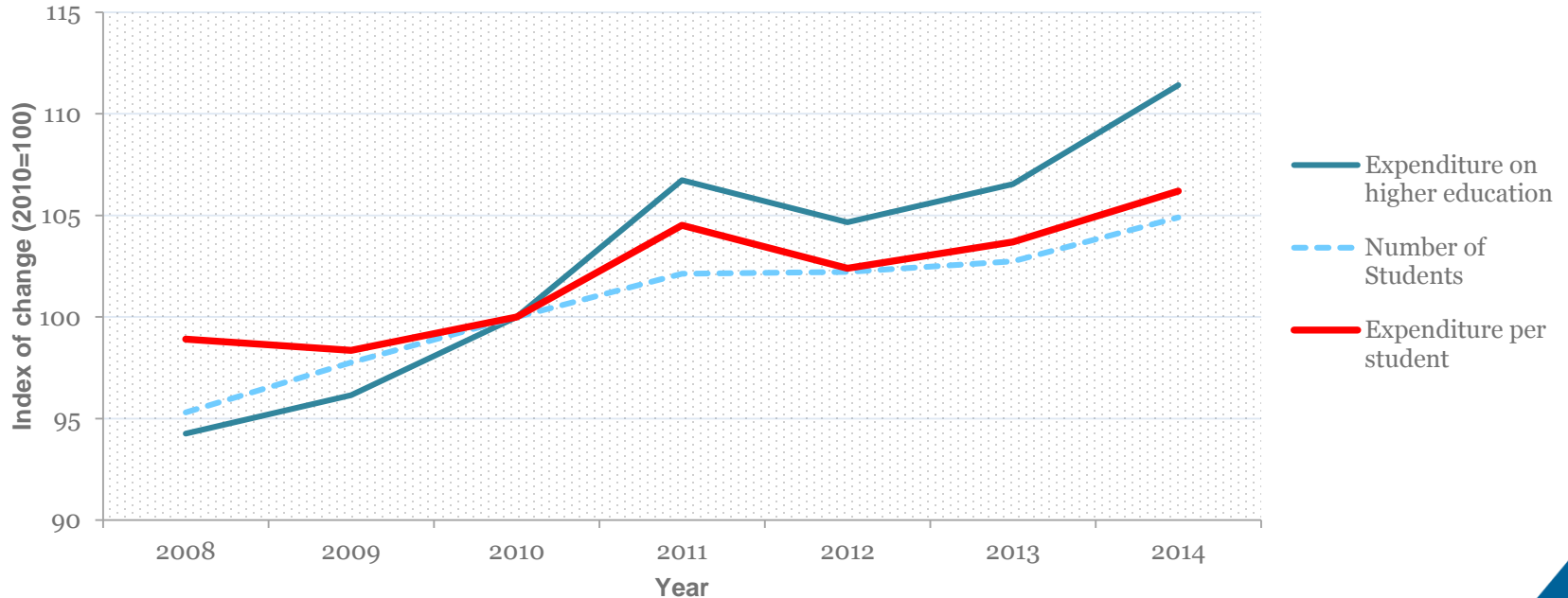
Only **40%** of new entrants complete their Bachelor in the expected duration, and only **70%** complete by three years after the expected graduation year





.....and costs are increasingly difficult to manage.

OECD average change in expenditure by all public and private tertiary institutions, 2008-2014

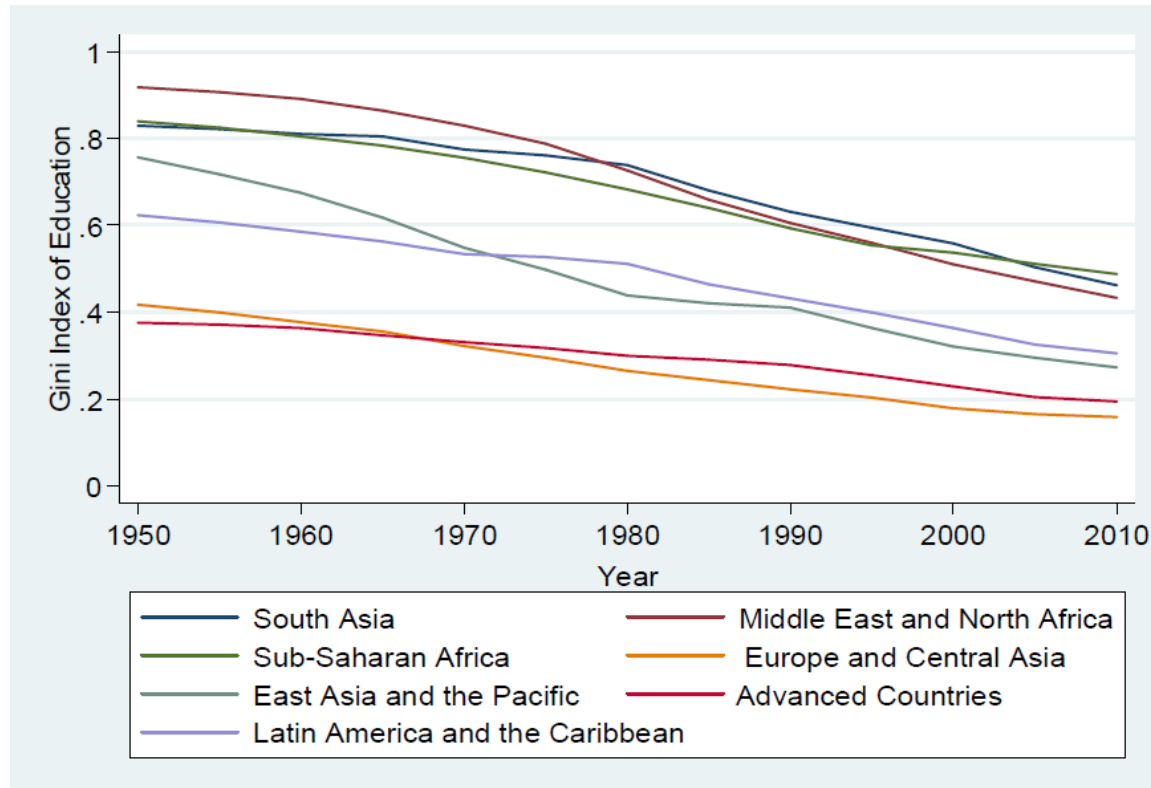




WHERE DO WE STAND ON EQUITY OF ACCESS?



Gini coefficients of education by region



Source: (Wail, Said & Abdelhak, 2011)



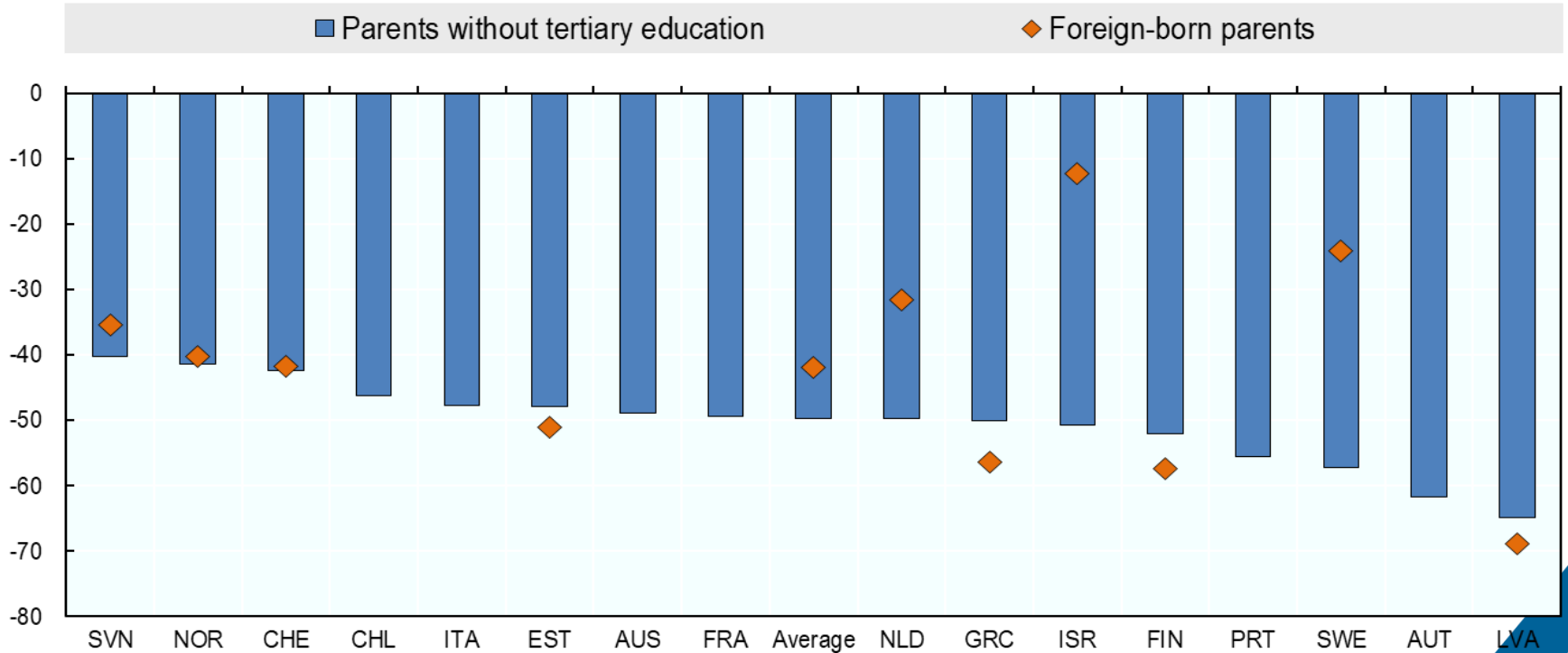
Despite progress...

- Young people with no family background in higher education are **much less likely** to enter a Bachelor programme
- Students with foreign-born parents are **under-represented** in higher education
- Depending on country context, various characteristics or circumstances can act as a **barriers to access** (e.g. gender, ethnic or cultural background, disability, having children)



Persistent gaps in access rates

Change in the probability to enter a bachelor's or long first degree





POLICY OPTIONS FOR IMPROVING EQUITY OF ACCESS



The OECD perspective on equity in education

Gaps in outcomes **open up early**

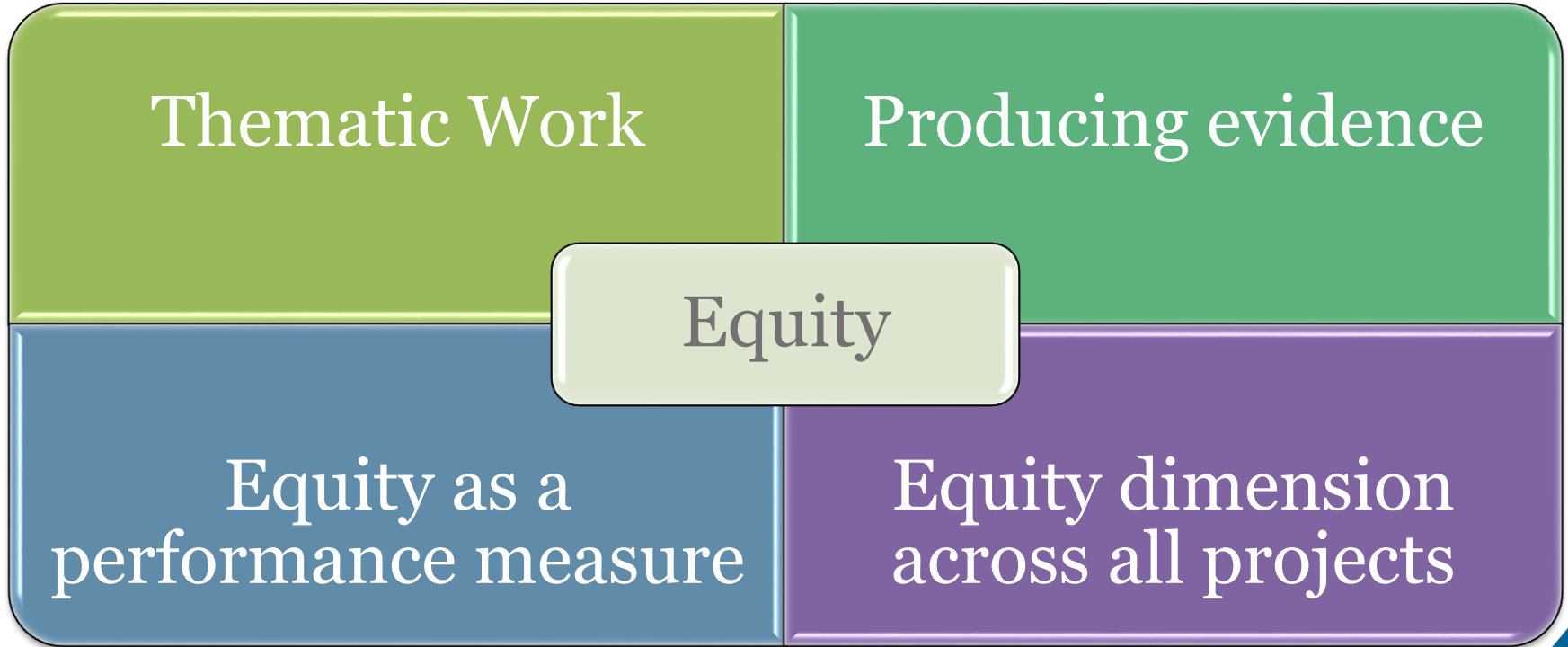
They **widen** over the life course

Equity needs to be fostered **from the beginning**

- Delivering high quality early childhood education and care
- Improving teaching quality
- Reducing grade repetition
- Delaying tracking
- Improving retention in the school system
- **Ensuring fair access to higher education**



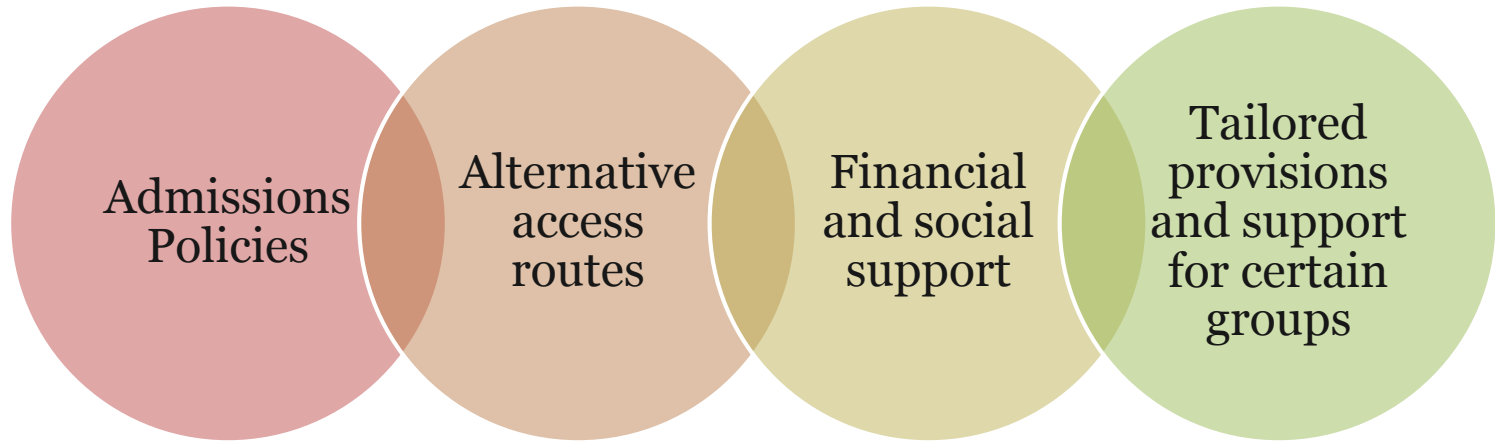
What is OECD EDU doing on equity?





Policy options for improving equity of access

Context: Interventions at lower levels of the system may reduce but do not eliminate the access gap





What are OECD countries doing?

Examples of admissions policies

- **Norway:** “mainstreaming” approach and quotas
- **Australia:** participation and partnership programme to support institutions
- **Finland:** Reforming the admissions process to simplify access
- **Korea:** Working to broaden admissions criteria
- **Austria:** Making social inclusion and diversity part of the system-wide university development plan



What are OECD countries doing?

Examples of alternative access and provision

- **Belgium:** Flexibility in programme design (Flemish Community). New work-based programmes (French Community)
- **Estonia:** Focus on lifelong learning
- **France:** Recognition of prior learning through the VAE procedure



What are OECD countries doing?

Examples of financial, academic and social support

- **USA:** Pell Grants
- **UK:** Student loans
- **Ireland:** Means-tested student support
- **Mexico:** Cash-transfer policies
- **Flemish Community of Belgium:** Student tutoring for under-represented groups
- **Netherlands:** Student orientation and study advice



What are OECD countries doing?

Examples of tailored provisions

- **Poland:** Awareness programmes and specific staff for students with disabilities (e.g. sign language interpreters)
- **NSPA:** Sámi University College and College for Applied Sciences



EMERGING CONSIDERATIONS



Key questions – Equity and performance

Performance metric	Academic Ranking of World Universities (ARWU) (% weight)	QS World University Rankings (% weight)	THE World University Rankings (% weight)	Government-defined funding-related metrics (jurisdictions)
Input and activity-oriented				
Staff-Student Ratio	No	Yes (20%)	Yes (4.5%)	No
Enrolments	No	No	No	Yes (NOR)
Enrolments from particular student categories	No	No	No	Yes (VLG)
Outcome-oriented				
Credits	No	No	No	Yes (NOR and VLG)
International Staff		Yes (5%)	Yes (2.5%)	
International Students	No	Yes (5%)	Yes (2.5%)	Yes (EST and NOR)
Doctorate to bachelors ratio	No	No	Yes (2.5%)	No
Institutional income	No	No	Yes (2.5%)	No
Research income	No	No	Yes (6%)	No
International collaboration		No	Yes (2.5%)	
International funding	No	No	No	Yes (EST, VLG and NOR)
Co-financing of research	No	No	Yes (2.5%)	Yes(all)
Gender diversity	No	No	No	Yes (VLG)
Output-oriented				
Degrees	No	No	No	Yes (NLD, NOR and VLG)
Completion rates	No	No	No	Yes (EST)
Papers published in Nature and Science	Yes (20%)	No	No	No
Doctoral degrees to academic staff ratio	No	No	Yes (6%)	No

Performance metric	Academic Ranking of World Universities (ARWU) (% weight)	QS World University Rankings (% weight)	THE World University Rankings (% weight)	Government-defined funding-related metrics (jurisdictions)
Publications per faculty	No	No	Yes (6%)	No
Number of publications	Yes (20%)	No	No	Yes (EST, VLG and NOR)
Outcome-oriented				
Academic reputation survey	No	Yes (40%)	Yes (Teaching 15% and Research 18%)	No
Employer reputation survey	No	Yes (10%)	No	No
Citations per faculty	No	Yes (20%)	No	No
Number of Citations	No	No	Yes (30%)	Yes (EST, VLG and NOR)
Highly cited researchers in subject	Yes (20%)	No	No	No
Alumni with Nobel prizes and Fields medals	Yes (10%)	No	No	No
Staff with Nobel prizes and Fields medals	Yes (20%)	No	No	No
Graduates in employment	No	No	No	Yes (EST)
Patents or Spinoffs	No	No	No	Yes (EST and VLG)

Source: OECD Benchmarking Higher Education system performance (forthcoming 2019)



Key questions

- What counts as “equal access”?
 - short-cycle programmes
 - institution and programme status
 - access to different fields of study
- Equity of completion?



Thank you!

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