



Expansion of Opportunities & Equal Access to Tertiary Education

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April 29, 2005

Prague, CZ

This Presentation



- Why Access?
- The Myth of “Equal Access”
- Redefining Access
- Three conditions of access
- A global comparison of affordability and accessibility
- From theory to practice: promising practices and practical policy

Why Access?

- Global competitiveness
- Brain Drain
- Altruistic reasons: it's the right thing to do



The Myth of Equal Access



- Access has never been equal, is currently not equal, nor will it ever be equal
- A capitalist society denies equality at any level.
- Thus, we must strive for a different understanding of access

Redefining Access



- Historical perspective of “opening doors” to tertiary education
- Significant but insufficient...
- Three important pieces to access:
 - Academic Preparation
 - Access to institutions
 - Potential for success

Academic Preparation



- Those who are most prepared have the most opportunity to access and succeed at the tertiary level
- Unfortunately, affluent families have great advantage in historical academic gifts and access to preparatory institutions

Tertiary Access (matriculation)



- Rates going up for all groups, but still unequal by socio-economic indicators
- Choice of type of tertiary institution remains more unequal than simple access
- Financial barriers to tertiary education

Potential for Success



- Students from lower SES backgrounds are much less likely to complete than other, more affluent students.
- The cost to failure for students, institutions, and governments is high; providing success is less expensive

A Global Comparison of Affordability and Accessibility

Global Higher Education Rankings

Affordability and Accessibility in Comparative Perspective

2005



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Affordability Rankings

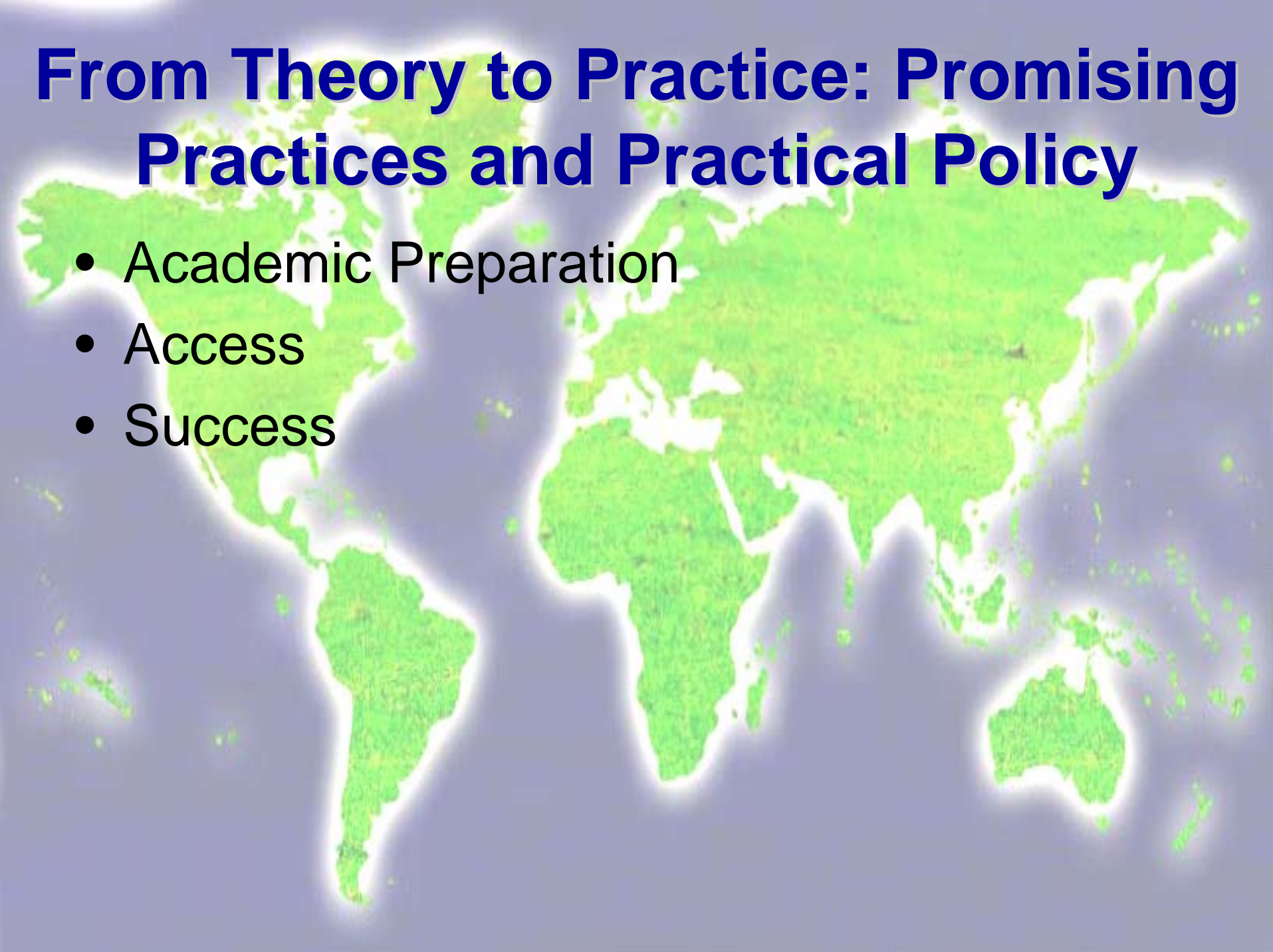
	Education Costs	Total Costs	Net Costs	Net Costs After Tax Expenditures	Out-of-pocket Costs	Out of Pocket Costs After Tax Expenditures	Overall Ranking (out of 16)
Sweden	4	7	3	3	1	1	1
Finland	1	4	2	2	3	3	2
Netherlands	8	5	1	1	2	2	3
Belgium (fl)	2 (tie)	1	5	5	5	4	4
Ireland	5	2	4	4	4	6	5
Belgium (fr)	2 (tie)	3	6	8	6	8	6
Austria	6	9	8	6	11	7	7
Germany	9	6	9	7	9 (tie)	5	8
France	7	10	7	9	8	11	9
Italy	10	8	10	11	13	13	10
Canada	13	11	11	10	9 (tie)	10	11
Australia	12	12	12	13	12	12	12
United States	15	13	13	12	7	9	13
United Kingdom	11	14	14	14	14	14	14
New Zealand	14	16	15	15	15	15	15
Japan	16	15	16	16	16	16	16

Accessibility Rankings

	Participation	Attainment	EEl	GPI	Overall Rank (out of 13)
Netherlands	3	3 (tie)	1	1 (tie)	1
Finland	1	8	5	5 (tie)	2
United Kingdom	5	5 (tie)	2	5 (tie)	3
United States	7 (tie)	1	7	12	4
Canada	7 (tie)	2	3 (tie)	10 (tie)	5
Australia	6	3 (tie)	6	7	6
Ireland	12	5 (tie)	3 (tie)	9	7
France	4	9	8 (tie)	8	8
Sweden	9 (tie)	7	8 (tie)	13	9
Italy	2	12	10	10 (tie)	10
Germany	13	11	11	1 (tie)	11
Belgium	9 (tie)	10	13	3	12
Austria	9 (tie)	13	12	4	13

From Theory to Practice: Promising Practices and Practical Policy

- Academic Preparation
- Access
- Success



Quality vs. Access

- Expanding access has a cost, either in terms of financing or quality, or both.
- Funding to institutions must increase to meet the needs of students; economies of scale only go so far; promise of technology only so promising.
- Governments must decide whether they can take the burden of cost, or whether students and families need to make a significant contribution.
- If the latter, then means-tested student aid, in both grants and loans, need to be imposed to ensure some level of equity in the system.



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