ARC8 EG4 Equitable Access and Success in Higher Education

Dr. Graeme Atherton, National Education Opportunities Network (NEON)
What is your take, how inclusive are the national, institutional policies and practices currently? Do you have any numbers to show or any story to tell?

Global survey of 71 countries across all continents

• Overall, only 32% of the countries surveyed have defined specific participation targets for any equity group.

• Overall, 11% of the countries surveyed have formulated a comprehensive equity strategy. Another 11% have elaborated a specific policy document for one equity group, gender, people with disabilities, or members of indigenous groups.

• The countries that are most advanced in their policy commitment on behalf of providing equal opportunities of access and success in higher education have a comprehensive equity strategy—sometimes even a dedicated agency—, and they seek to ensure consistency over time in terms of alignment among policy objectives, improvement targets for various equity groups, resources, and quality assurance criteria.

• Among all the countries surveyed, Australia, Cuba, England, Ireland, New Zealand and Scotland stand out in that respect
European Student Union’s Bologna With Students Eyes Survey 2020

• Social Dimension being considered a moderately to highly important subject on both the governmental and HEI levels in $\frac{3}{3}$ of the countries that participated in the survey, while being assigned no importance in only 10% of cases in relation to governmental prioritization and slightly less than 10% in relation to HEIs.

BUT

• Only 6 out of 39 countries have national targets in place to enhance participation of underrepresented groups in HE, with another 9 countries having targets in place which are not being followed.
What potential risks do you foresee in the coming years that could jeopardize greater inclusion, access and success efforts?
Canadian universities could lose up to $3.4 billion due to COVID-19: Statistics Canada

The agency said Canadian student registration numbers could also drop this year

The Canadian Press
Vicky Fragasso-Marquis

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The digital gender gap is growing fast in developing countries

Internet penetration rate for men and women, 2019*

Europe: Male 84.9, Female 80.3
The Americas: Male 77.6, Female 76.8
CIS: Male 73.6, Female 71.0
Asia & Pacific: Male 54.6, Female 41.3
Arab States: Male 58.5, Female 44.2
Africa: Male 33.8, Female 22.6
World: Male 58.3, Female 48.4
Developed: Male 87.6, Female 86.0
Developing: Male 52.8, Female 40.7
LDCs: Male 24.4, Female 13.9

Note: * ITU estimate. Penetration rates in this chart refer to the number of women/men that use the Internet, as a percentage of the respective total female/male population.

Source: ITU.
What leverage points do you see to promote inclusion?
‘COVID-19 has been likened to an x-ray, revealing fractures in the fragile skeleton of the societies we have built. It is exposing fallacies and falsehoods everywhere.

The lie that free markets can deliver healthcare for all; the fiction that unpaid care work is not work; the delusion that we live in a post-racist world; the myth that we are all in the same boat.

Because while we are all floating on the same sea, it’s clear that some are in superyachts while others are clinging to drifting debris.

*Inequality defines our time.*’

António Guterres: Secretary-General of the United Nations, 18th July 2020
A. Relative importance of different skill groups

Critical thinking and analysis
Problem-solving
Self-management
Working with people
Management and communication of activities
Technology use and development
Core literacies
Physical abilities