

Equity in Tertiary Education

Jamil Salmi
Tertiary Education Coordinator, the World Bank

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HIGHER SCHOOL OF ECONOMICS
NATIONAL RESEARCH UNIVERSITY



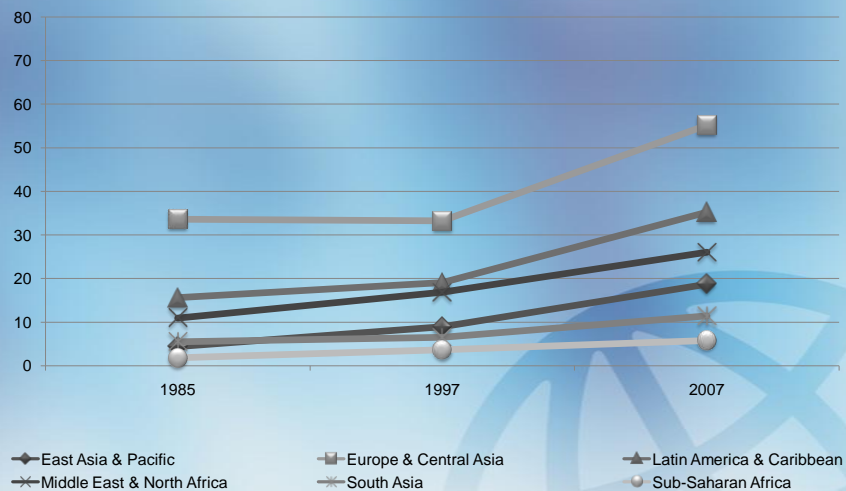
message 1

- in spite of rapid enrollment growth world-wide, tertiary education remains largely elitist, with strong disparities in access and success persisting in high, middle and low income countries



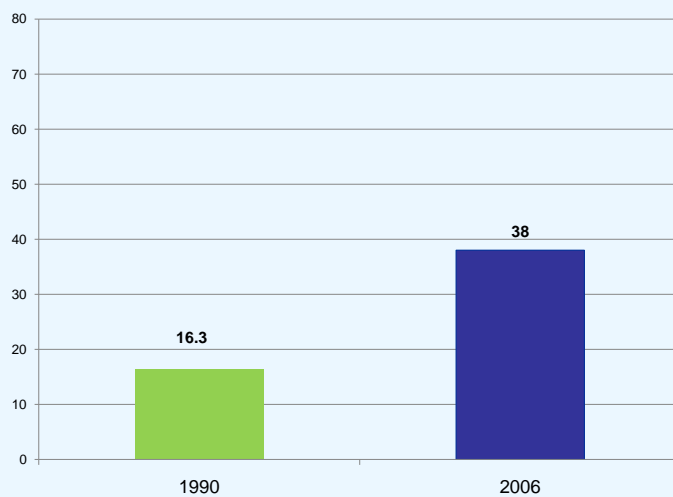
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Evolution of Tertiary Education Enrollments Rates (1985 – 2007)



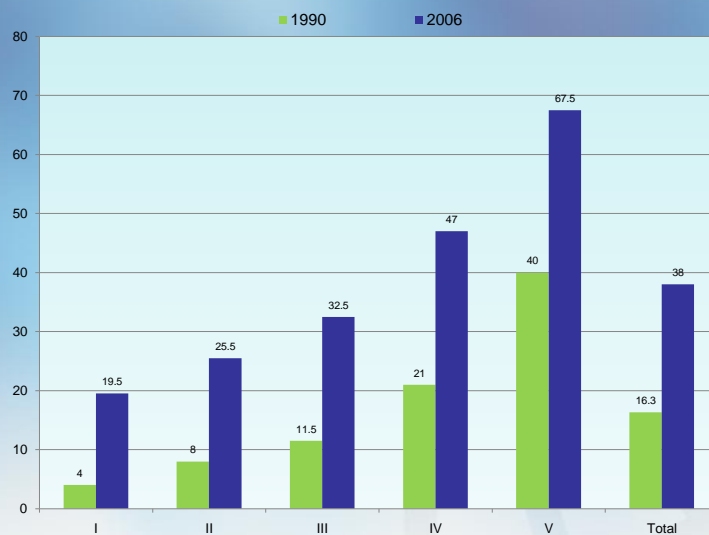
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tertiary coverage in Chile



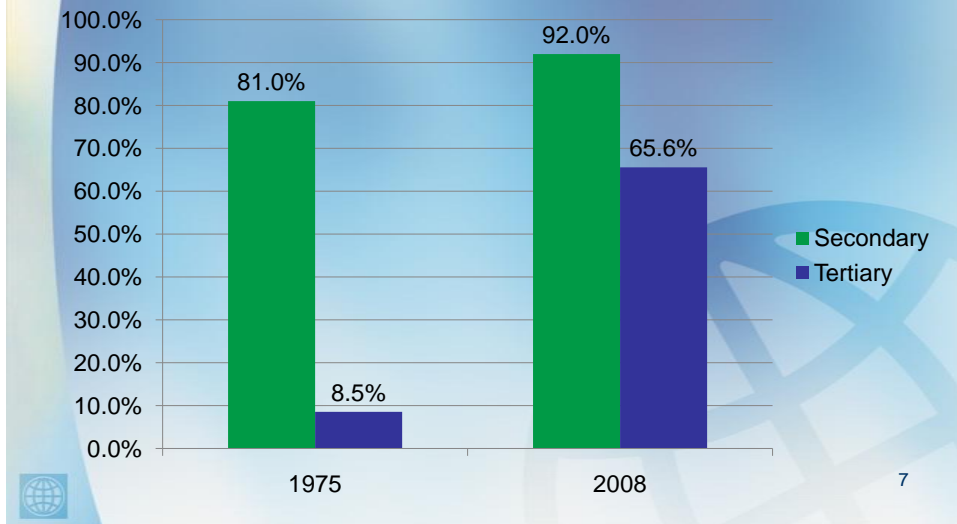
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enrollment rate by income quintiles

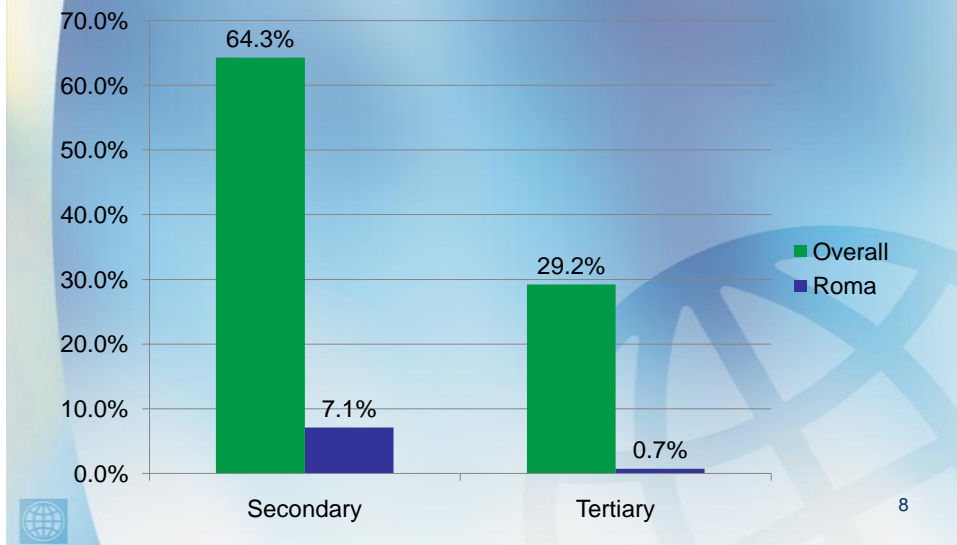


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Romania enrollment rates



Romania completion rates



elusive equity

- Mexico (2005)
 - only 1% of 15-24 year old from poorest quintile attend tertiary education
 - 32% from richest quintile
- Thailand:
 - 50% of students from richest quintile
 - 5% from poorest quintile



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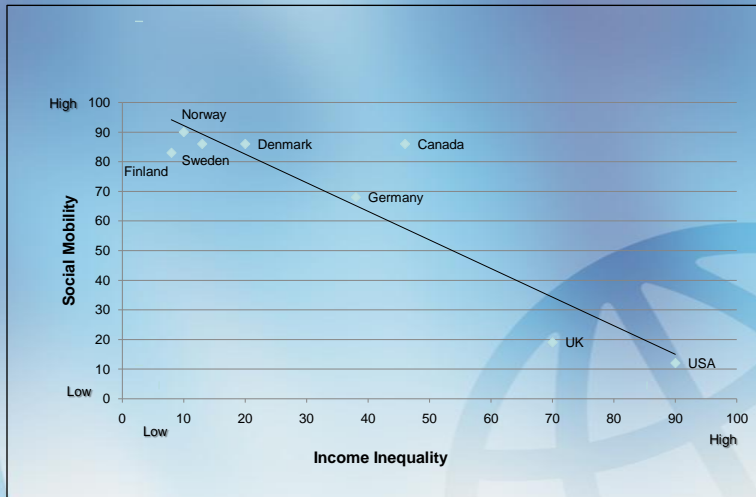
elusive equity (II)

- France:
 - probability of access to Grande Ecole is 11 times higher for children of professionals than of blue collar worker
 - 6,000 € per student at university, vs. 20,000 € in preparatory schools
- USA: probability to access Ivy League university is 8.3% for lowest quintile and 50% for richest quintile

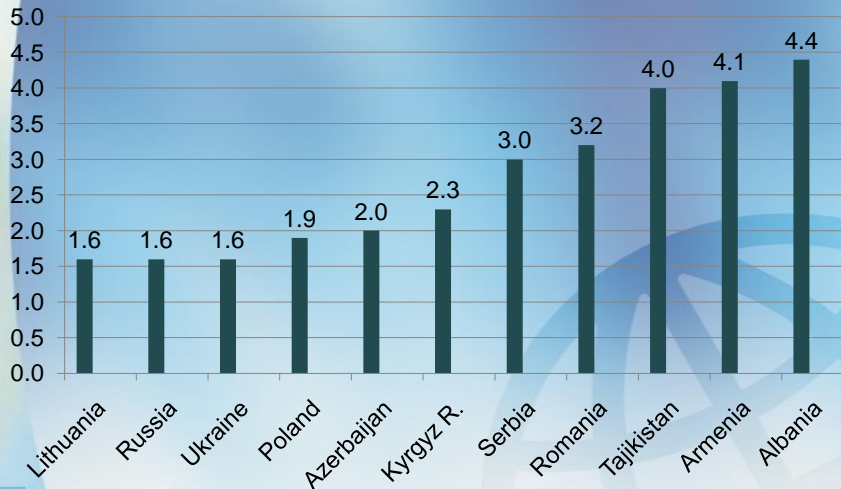


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social mobility and inequality



inequality ratios (enrollment rate Q5 / Q1)



equity groups

- low-income groups
- females
 - non-university institutions
 - disciplines (agriculture, medicine, business, science and engineering programs)
 - leadership positions



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equity groups (II)

- minorities (ethnic, language, religion, culture, age, etc.)
 - ethnic minorities in Malaysia (evolving situation of Bumiputras, Chinese and Indians)
 - Israel: Arab population = 19% of total population, but only 11.2% of students at universities
 - growing barriers faced by children of migrants (Berlin, Spain, USA, Netherlands)



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equity groups (III)

- people with disabilities
 - in Netherlands, students with disabilities are twice as likely to dropout as other students
 - in Namibia, 41% of girls with disabilities are not schooled, compared to 17% of non-disabled females
 - in France, only 7% of universities have a system to accommodate students with disabilities



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message 2

- inequality in tertiary education is, to a large extent, an extension of inequality at lower levels of education
 - reflecting structural barriers (income, ethnicity, gender, language, culture, religion, disability, caste, etc.)



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lack of preparation

- Spain:
 - one-third of students do not complete secondary school
 - many children of migrant workers
 - Spain has lowest % of top scorers in PISA among OECD before Mexico
 - lowest Pisa score in Andalucia
 - neither Catalonia nor Andalucia have institutional policies to help children of immigrants



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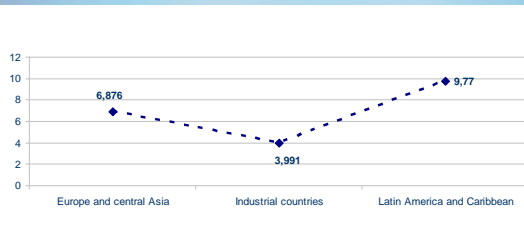
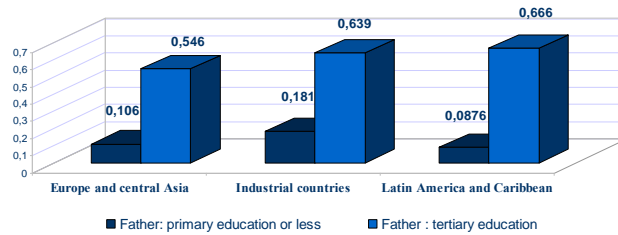
lack of preparation

- Southern Arizona:
 - probability of completing high school for low income students one-third lower than high income students
 - proportion of low-income 8th graders scoring at or above “proficient” on national assessment math exam only 12 % compared to 22% in top states



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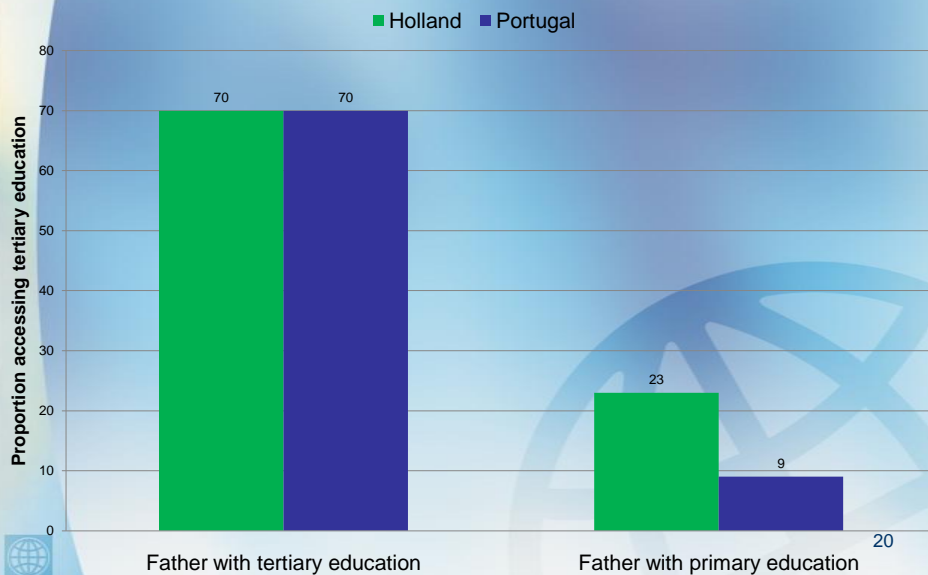
proportion of working age population with a tertiary degree: variations across socioeconomic groups

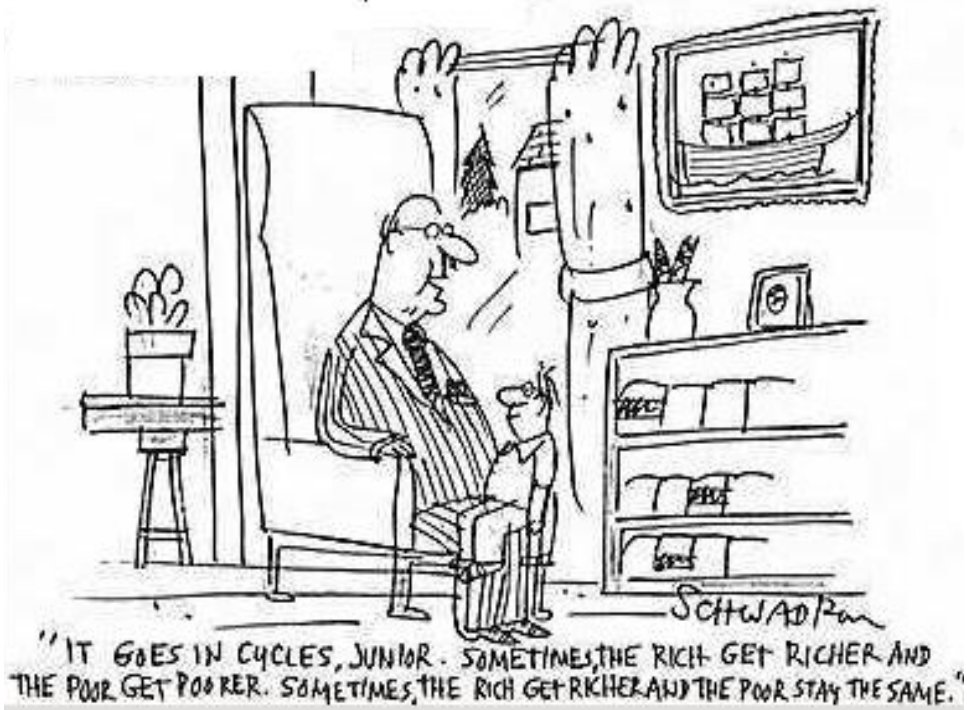


$$\frac{P(\text{tertiary degree}/\text{father} = \text{tertiary education})}{P(\text{tertiary degree}/\text{father} = \text{primary education or less})}$$

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wide differences across countries





message 3

- the main additional barriers at the tertiary level are of two kinds:
 - financial
 - non-financial



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rising costs in Southern Arizona

- lowest quintile: net cost of public university up from 59% of family income in 1992 to 73% in 2005 (one of highest proportions in entire nation)
- compared to other US states, Arizona provides very little state financial aid.
 - 2009, only \$26 per student compared to national average of \$549

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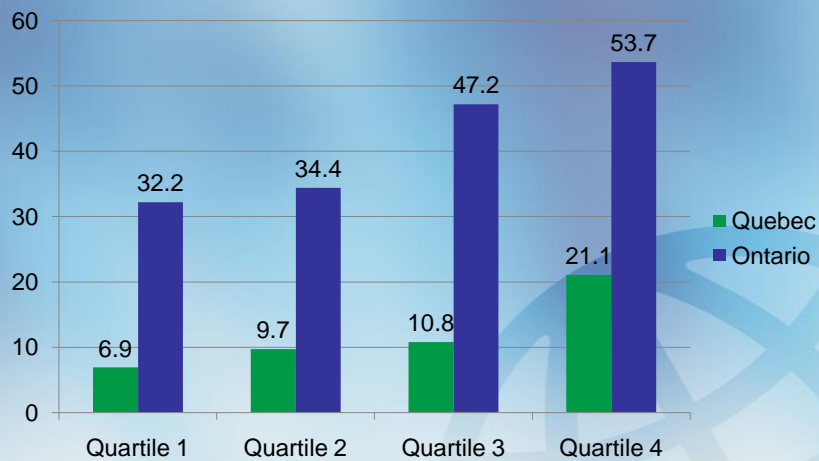
free is fair

- Canada: average undergraduate tuition fees:
 - in Quebec: \$1,862
 - in Ontario: \$4,923



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University Participation at Age 19 (2003)



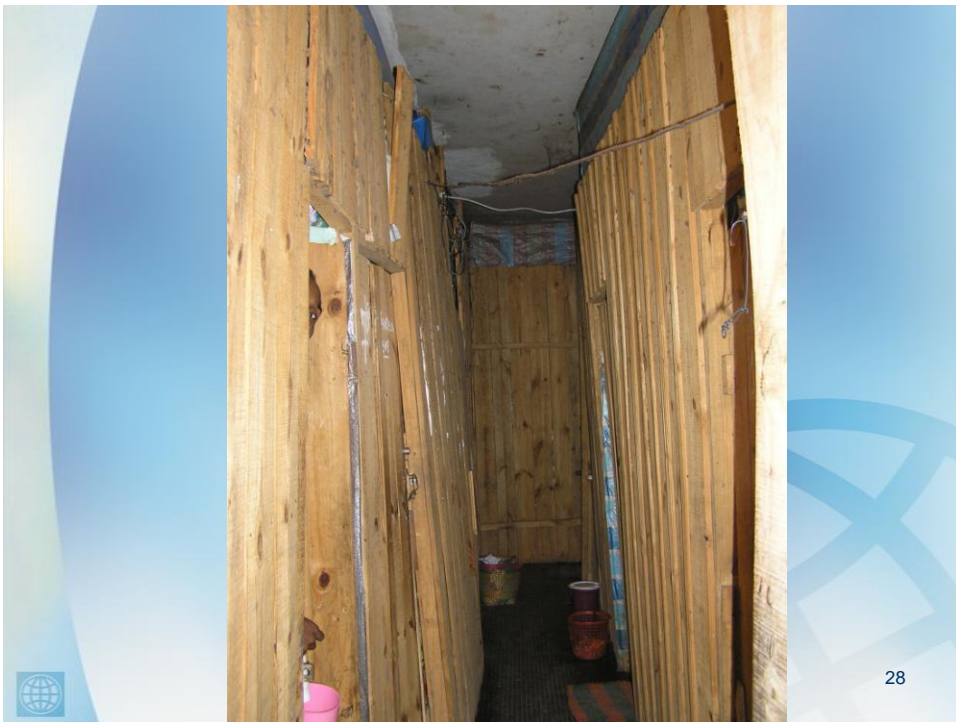
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free is fair

- Brazil: University of São Paulo
 - no tuition fees
 - 84% candidates from public high schools
 - 30% of new students
 - in medicine, only 3 out of 180 new entrants



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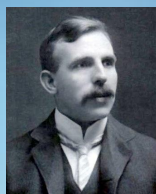


fair is fair

- unified entrance examination with objective and transparent selection criteria
 - Eastern Europe and Central Asia
 - Chile



a tale of two chemistry Nobel prize winners (almost...)



Lord Rutherford



Sir Chris Langan



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Lord Rutherford



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Chris Langan, the most intelligent man in the US



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effects of caste identity on academic performance



Source: K.Hoff and P.Pandey, *Belief Systems and Durable Inequalities : An experimental investigation of Indian caste*, p.13, Policy Research Working Paper, Washington , DC: World Bank, 2004.

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message 5

- the most effective equity promotion policies to increase opportunities for disadvantaged students at the tertiary level are those that combine financial aid with measures to overcome non-financial obstacles



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financial measures

- well-targeted and well-managed financial aid (scholarships and student loans) can be instrumental in reducing financial barriers to tertiary education



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financial aid

- need-based grants
 - unconditional grants, work grants, tuition discounts
- student loans
 - mortgage types, income-contingent loans



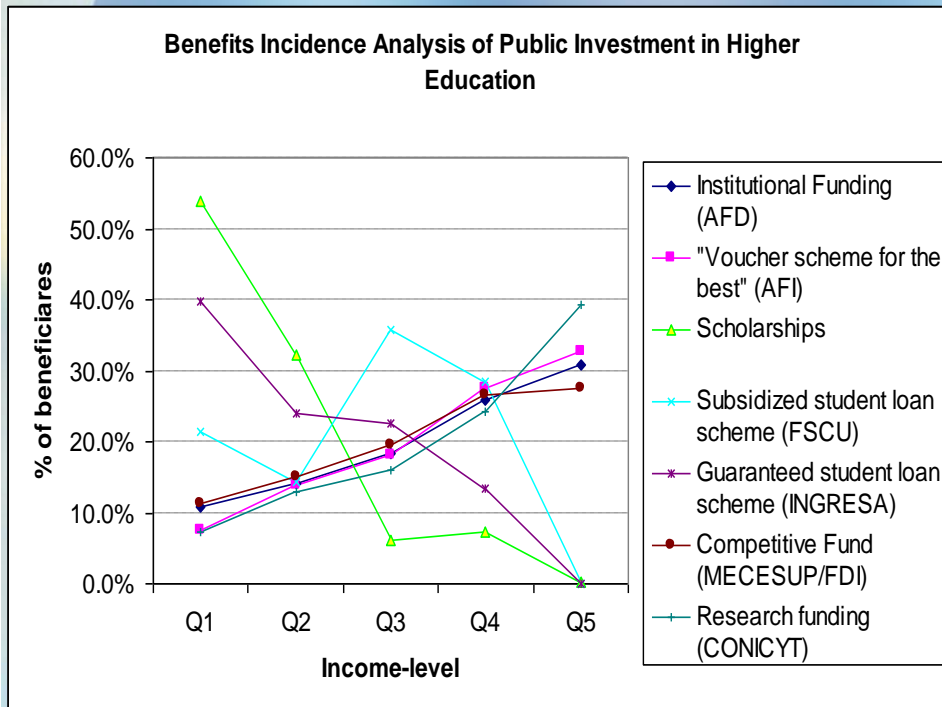
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financial aid

- Penang (Malaysia): scholarships to increase completion of low income students
- Southern Arizona: targeted financial aid at Pima College and University of Arizona



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non-financial measures

- outreach / bridge programs to secondary schools
- reformed selection procedures and/or preferential admission programs
- special institutions and programs targeting underprivileged groups
- retention programs to improve completion rates





outreach / bridge programs to secondary schools

- U of Almeria: “join us in your university” = outreach to children of immigrants in local high schools
- Autonomous University of Barcelona: Ítaca Campus Program
- Victoria U’s Access and Success program



affirmative action

- less stringent admission criteria for minority students
 - USA, India, Brazil, France
 - Malaysia (large scale)
- works best with academic monitoring and support



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affirmative action in Brazil (UNICAMP)

- bonus points for public high school and self-declared black students
 - 30 on top of minimum of 500 points + 10 for self-declared blacks, mixed race or indigenous
- equal dropout and completion rates



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challenge of affirmative action programs

- how long and how large?
- targeting?
- potential polarization leading to inter-group resentment and conflict?
- averting overall efficiency losses?



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institutions / programs targeting under-privileged groups

- Cochise Community College: largest rural community college in Arizona
 - offering courses on 5 campuses, 5 educational centers and many high schools
- Tohono O’odham Community College: only tribal college in Southern Arizona



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retention programs

- University of Texas (El Paso): Collaborative Program for Academic Excellence, to increase retention of progression of minority students



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conclusion



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It is not wrong to be different.



*It is wrong to be treated differently
if you are.*



equality of opportunity

The impertinent courtesy of an invitation offered to unwelcome guests, in the certainty that circumstances will prevent them from accepting.

Richard Tawney



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message 6: the equity imperative

- loss of talent
 - Roma children
- social justice



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FOOTNOTE

- political stability
- Tunisia, Egypt, Libya, Jordan, Yemen, Bahrain, Oman, Algeria, ...



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