

# Who will go to university in 2030?

*Equity, Access & Inclusion in HE*

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# Those who will go to university in 2030 are

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**those who today are between 11 and 14 years old + LLLearners**

Paying particular attention to school children and youth is essential : today more than 1.5 billion students and youth have been affected by school and university closures or partial yet significant closures due to the COVID 19 pandemic – this impacts university enrolment today and will for decades to come

UNESCO monitors school closures, yet data do not focus on higher education:

<https://en.unesco.org/covid19/educationresponse#schoolclosures>

Yet some is available on access to higher education or 'enrolment':

- according to the *UNESCO Institute for Statistics*, the gross enrolment ratio for tertiary education at global level increased in 2020 reaching 40.24 % from 39.41 % in 2019. The increase mainly happened in Central Asia (34.40 % from 30.99 %) and East Asia & the Pacific (51.02 % from 48.44 %).
- According to the *World Bank income groupings*, it is mainly upper middle income and middle income countries in which enrolment has increased:
  - Low income countries 2020 data not available
  - Lower middle income countries 26.12 % to 26.51 %
  - Middle income countries 36.92 % to 37.98 %
  - Upper middle income countries 55.14 % to 57.55 %
  - High income countries 79.25 % to 79.35 %

As well, UNESCO conducted a survey on higher education among national commissions:

<https://unesdoc.unesco.org/ark:/48223/pf0000378174>

The above results are in line with those of the IAU survey on the Impact of COVID 19 on HE:

- the impact of COVID-19 on enrolment varies by region and income level
- high-income countries and countries in Europe and North America are better able to cope with the disruption through government funding and an increase in domestic enrolment.

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THE IAU SECOND GLOBAL SURVEY ON THE IMPACT OF COVID 19 ON  
HIGHER EDUCATION

Data collected through The IAU second global survey on the impact of covid 19 on higher education show the following

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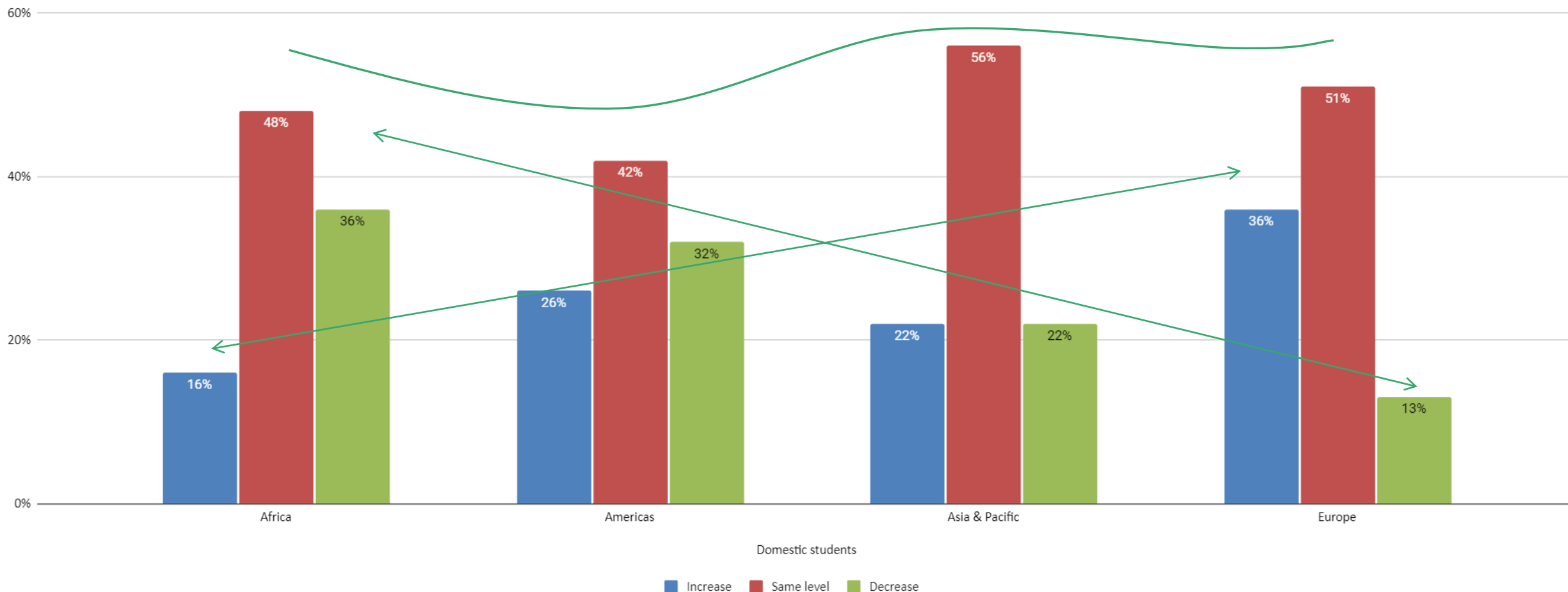
THE REPORT WILL BE PUBLISHED IN JANUARY.

IN THE MEANTIME, PLEASE SEE: [HTTPS://IAU-AIU.NET/COVID-19-HIGHER-EDUCATION-CHALLENGES-AND-RESPONSES](https://iau-aiu.net/covid-19-higher-education-challenges-and-responses)

## Domestic student enrolment (compared to the year before the pandemic)

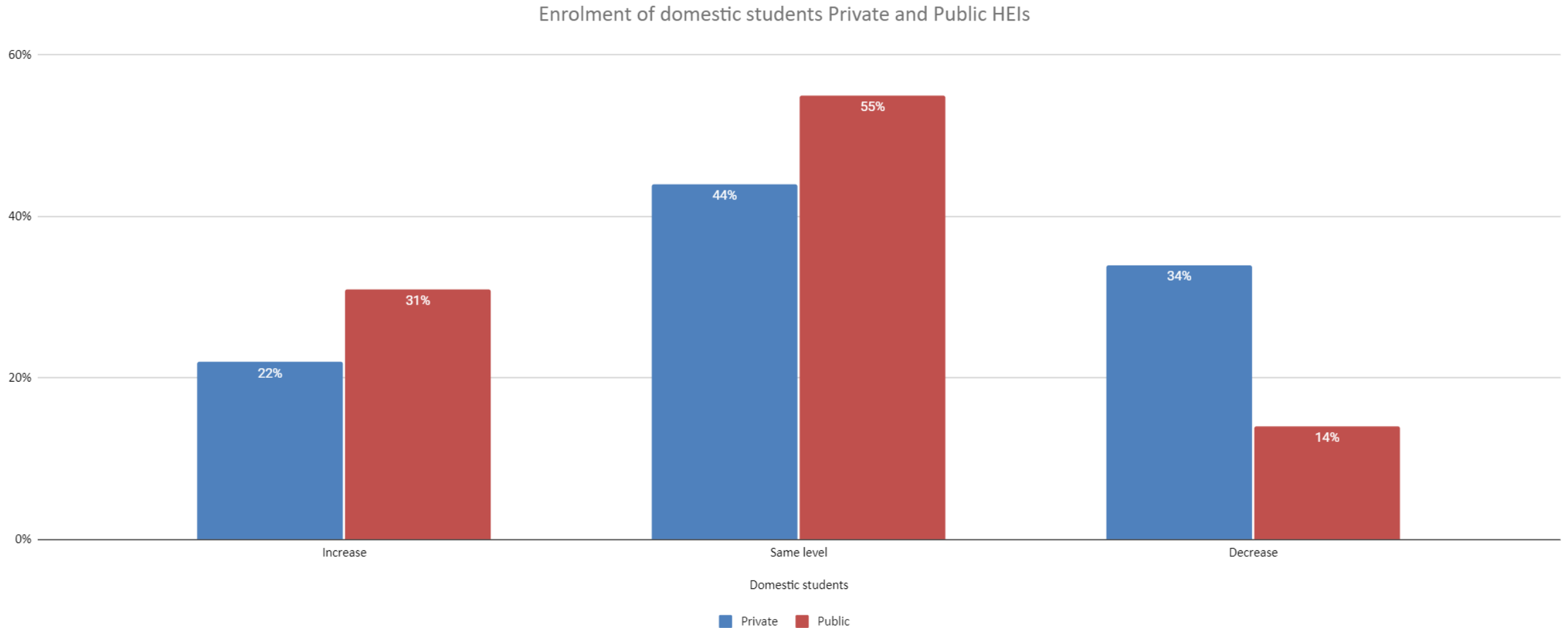
- High level of inequality (Africa 36% report a decrease vs Europe 36% report increase)

Change in enrolment of domestic students in the different regions



## Domestic student enrolment (compared to the year before the pandemic)

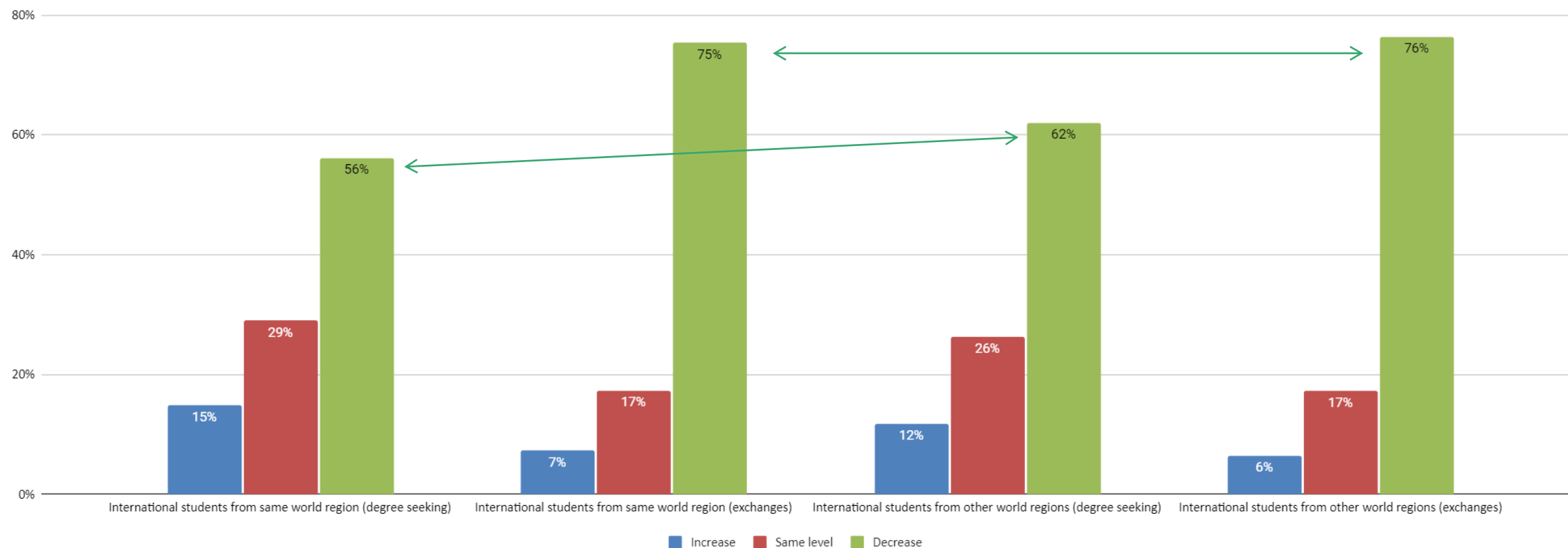
- Stability but also uneven situation, especially for private HEIs



### International student enrolment (compared to the year before the pandemic)

- Decrease in exchange students more common than degree seeking students
- No effect of region of origin for exchanges and very small difference for degree seeking students

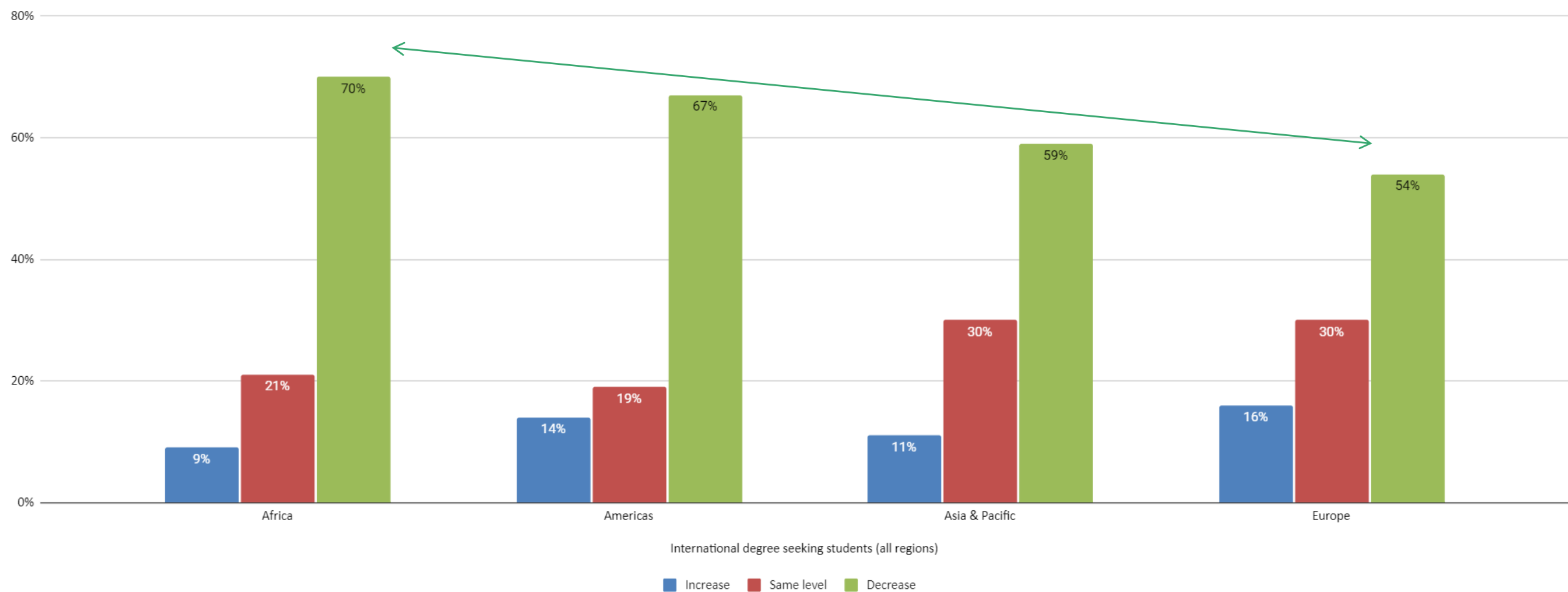
Enrolment of degree seeking and exchange students (for the same and from other regions)



International degree seeking student enrolment at regional level

- Decrease is common in all regions but more in Africa and the Americas

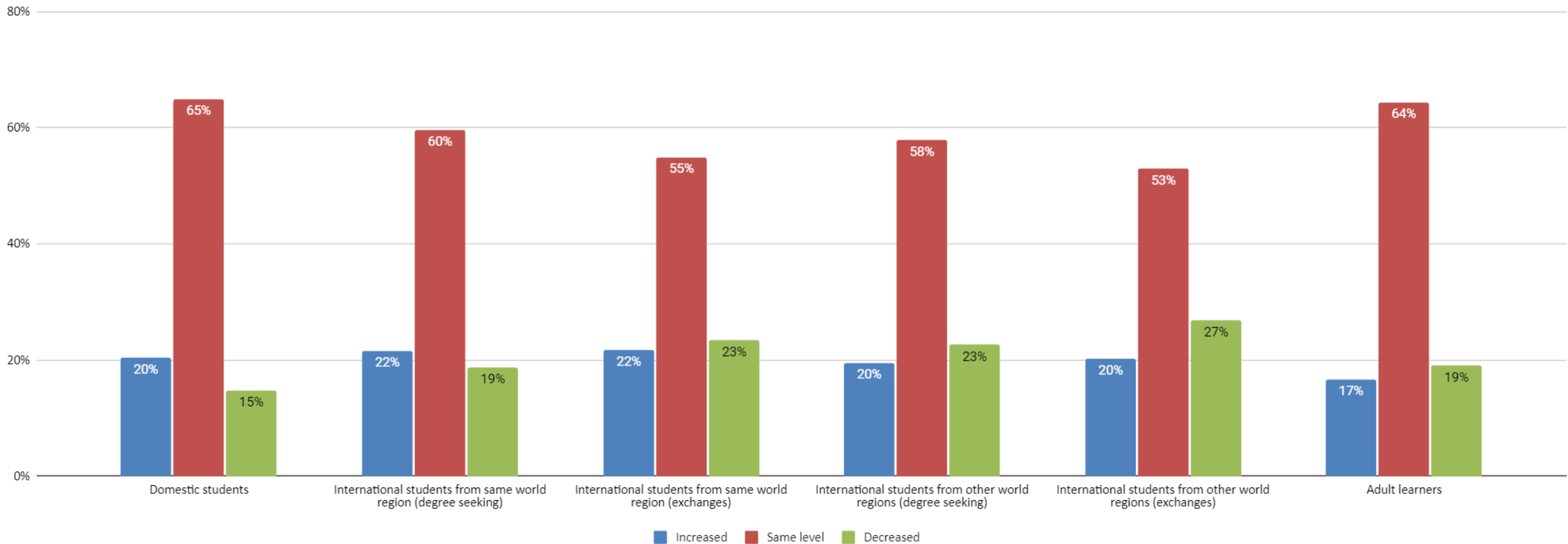
International degree seeking students (all regions)



## Student dropouts

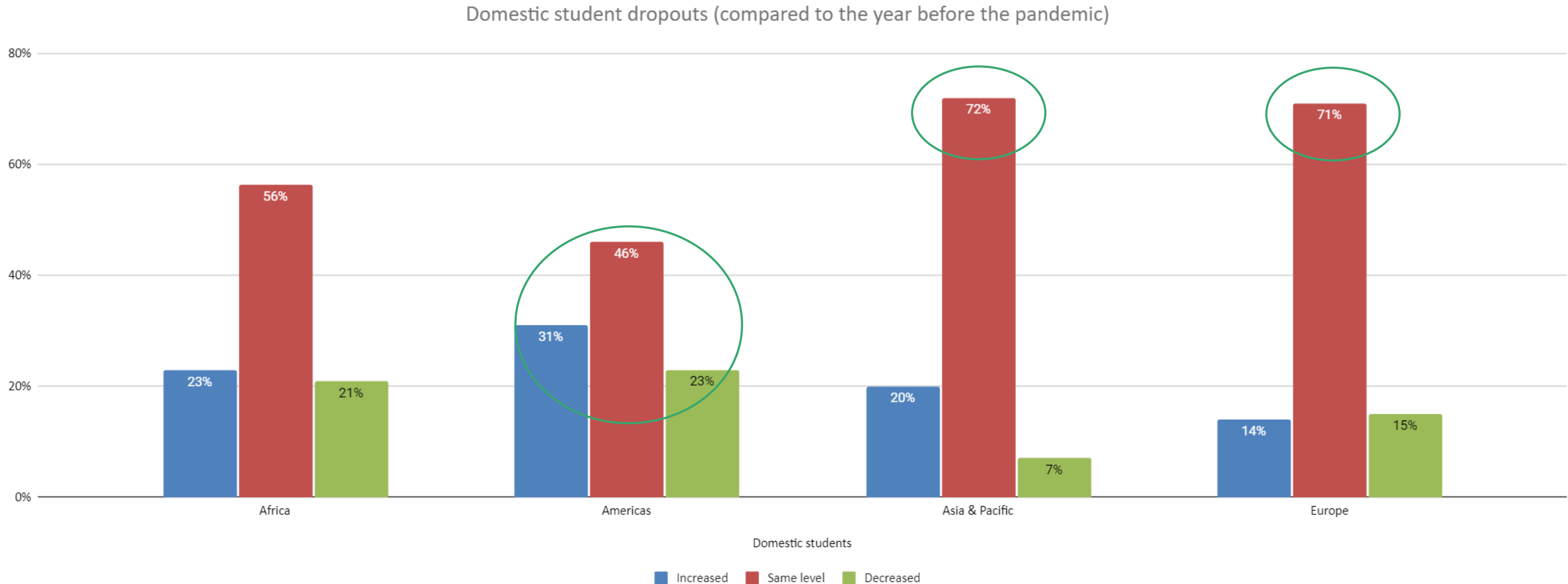
- No effect of the pandemic on dropouts at the majority of HEIs, but some inequality present

Change in dropouts for different types of students (global)



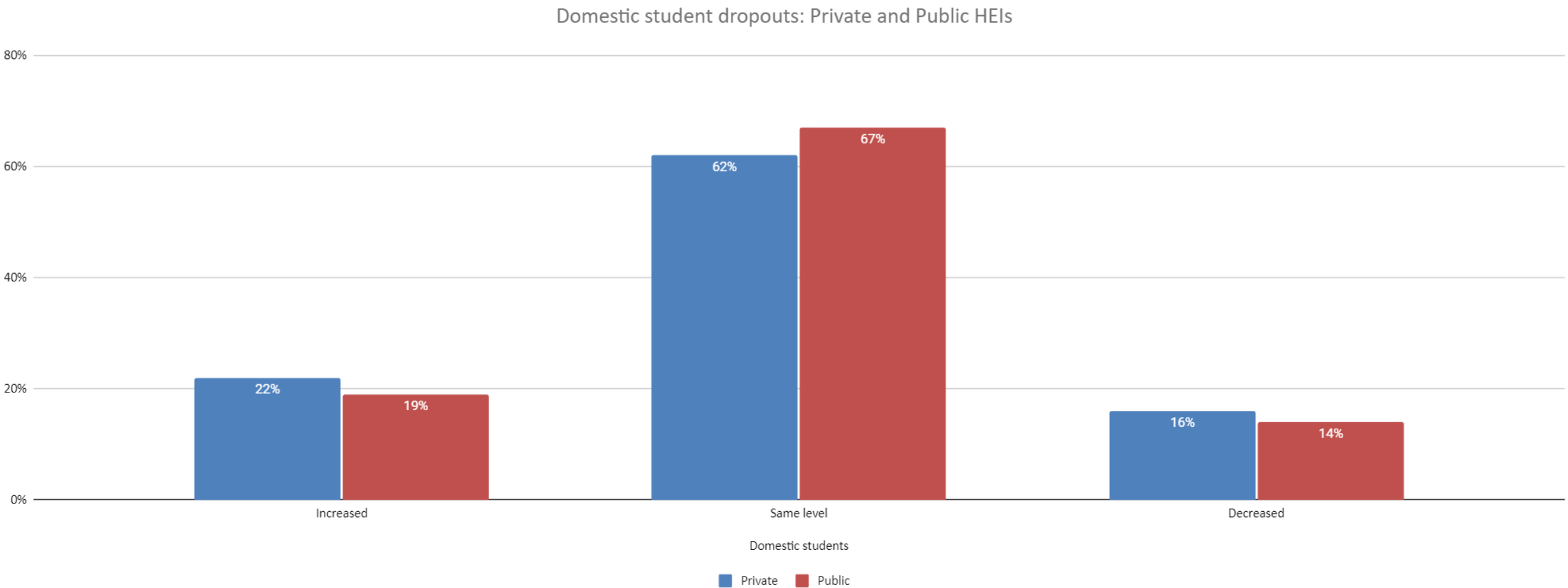
## Domestic student dropouts

- Overall stability, especially in Asia & Pacific and Europe, but more uneven situation in Africa and especially in the Americas



# Domestic student dropouts

- Almost no difference between private and public HEIs



# Fair and inclusive access to Higher education matters

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Universities are key to develop the kind of education we need to  
develop the kind of society we want

&

Enrolment in HE shapes HE and society at large

# Recalling Kofi Annan

(quote from Kofi Annan in  
August 2000 upon receiving  
an honorary degree from  
the University of Ghana)

## Universities :

- help develop expertise;
- enhance the analysis of problems;
- strengthen domestic institutions;
- serve as a model environment for the practice of good governance, conflict resolution and respect for human rights;
- enable academics to play an active part in the global community of scholars.

Hence, equitable and inclusive access to University must become a primary tool for development of society around the world.

Sustainable  
societies  
should  
ideally  
be  
based  
on

Rule of law  
Democracy  
Appreciation of cultural diversity  
Respect

These values are acquired  
through education: in schools at  
university and at home

# The imperative of equitable access and success

Limited opportunities  
= Limited horizons

To Access Policies

Barriers



need to increase  
engagement and access  
opportunities

add Success Policies

need to be broken down

# « Leaving no one behind » & SDG 4 - the role of HE

« Leaving no one behind » : most prioritized cross cutting principle discussed in the Voluntary National Reports (VNRs) submitted to the UN High Level Political Forum meetings each year, in NY (cf. *Beyond commitments 2019: how countries implement SDG4*)

Yet, an analysis of *DESA* of the 43 VNRs in 2017 shows that 39 mentioned the principle, only 19 referred to explicit strategies to implement it. Most provided no detail on what « leaving no one behind » meant in their countries.

Data collection to inform policies needs to be developed appropriately, everywhere.

# Leaving no one behind – the IAU Policy Statement on Equitable Access, Success and Quality in HE

Three key IAU principles :

1.

Access to higher education should be made available to all regardless of race ethnicity, gender, economic and social class, age, language, religion, location or [dis]ability

[WWW.IAU-AIU.NET/POLICY-STATEMENTS](http://WWW.IAU-AIU.NET/POLICY-STATEMENTS)

# *IAU Policy Statement on Equitable Access, Success and Quality in HE*

2.

A well educated citizenry is the foundation of social equity and stability, cohesion among nations, full development of national human resources, and successful participation in the global knowledge economy

# *IAU Policy Statement on Equitable Access, Success and Quality in HE*

3.

Equal access to higher education is by no means a reality, nor is it alone a guarantee of success

Both access and success should receive equal attention

# Six ways to ensure education leaves no one behind GEM – IIEP Policy Paper 30 2017



IAU urges  
universities and  
other higher  
education  
institutions  
  
to



Integrate equitable access into mission statements and overall institutional strategy, including implementation mechanisms

Work in partnership with governments and representatives of other education sectors, professional associations, employers to address issues of equitable access

Call for and participate in dialogues with stakeholders and actors to develop policies that further this goal and ensure adequate funding

Support students by strengthening admission policies so they recognize applicant's backgrounds ; offer flexible learning pathways ; provide an academic, financial and social support system acknowledging the needs of the learners from under-represented groups

Provide pedagogical training to faculty, based on student-centered learning and reward quality teaching, curricular innovation, faculty response to learner diversity

GEM 2020

Education 2030  
Roadmap

The Paris  
Declaration 2021

Reemphasize the importance of quality access to quality higher education and the need for governments to consider higher education and education at large as THE medium to engage with the challenges the world faces.

The Paris Declaration, adopted at the 41st UNESCO General Conference, calls for renewed national and international leaders' commitment to invest in education – domestically and internationally – and to accelerate progress toward Sustainable Development Goal 4 (Quality Education).

During the meeting, the SDG 4 High Level Steering Committee was officially launched. This renewed global cooperation mechanism will play a central role in monitoring Member States' progress, international actors' contributions as well as recommend priority actions for education.

IAU provides input to the debates and to ensure higher education is part of the process.

Who will go to  
university in  
2030?

Will depend on the quality  
attention given to education  
from pre-primary to lifelong  
learn through higher education  
policies (informed by quality data  
collection) and implementation  
strategies

Higher  
education  
matters

Thank you for your attention!

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