

# WAHED Conference 2021

## Who will be going to university in 2030?

17 November 2021

Leonie Nagarajan,  
Director, Education Department  
Asia-Europe Foundation (ASEF)



## **Roles of governments:**

How can they support equity  
priority groups post pandemic?

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Examples from an Asia-Europe perspective:  
the ASEM process

# ASEM & ASEM Education

## Process:

Intergovernmental process of 51 countries, the EU and the ASEAN Secretariat to foster bi-regional collaboration

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**Europe:** Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland and the United Kingdom.

**Asia:** Australia, Bangladesh, Brunei Darussalam, Cambodia, China, India, Indonesia, Japan, Kazakhstan, Korea, Lao PDR, Malaysia, Mongolia, Myanmar, New Zealand, Pakistan, Philippines, Russian Federation, Singapore, Thailand and Vietnam.



Asia-Europe Meeting

# ARC8 Outlook Report 2030

Report on the risks and opportunities for inclusion & equity in higher education, with recommendations for government officials and university leaders for the finale decade for the Agenda2030.

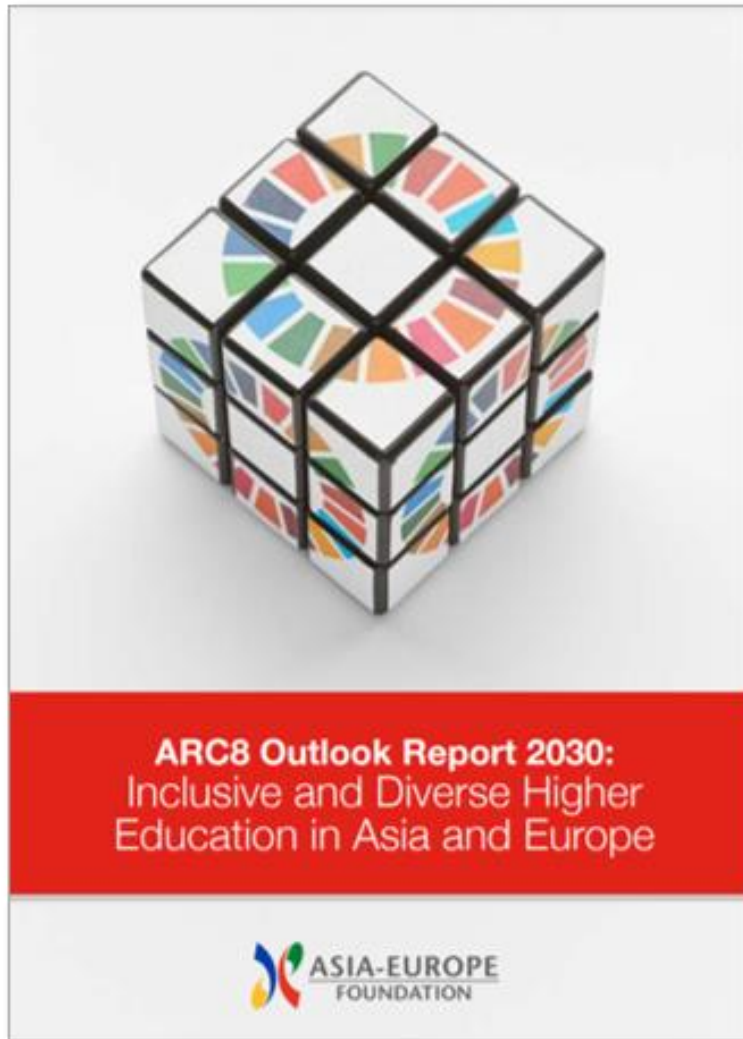
**Download here**

<https://bit.ly/ARC8OutlookReport>



**Screen reader friendly version**

<https://bit.ly/3qJKxlh>



# ARC8 Outlook Report 2030 - Focus

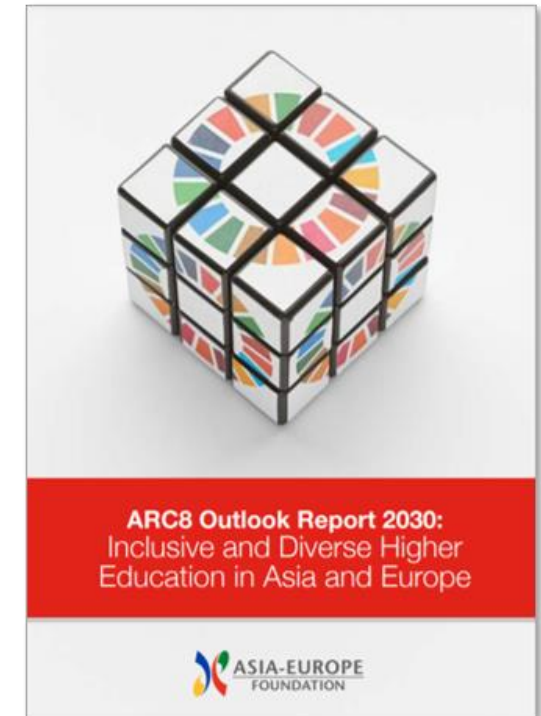
Report **highlights emerging issues that could grow into major challenges and/or opportunities** in the coming 10 years related to inclusion in higher education.

## 4 chapters

1. Inclusive Learning and Teaching in a Digital World
2. Inclusive and Flexible Lifelong Learning Pathways
3. Inclusive International Mobility of People and Knowledge
4. **Equitable Access and Success in Higher Education**

Each chapter concludes with **two sets of recommendations** for

- Policymakers in Asia & Europe (ASEM partners)
- University Leaders in Asia & Europe (ASEM partners)



# ASEM National Equity Policies in Higher Education 2021

Report on the various approaches by governments across Asia and Europe to support students from all social backgrounds and circumstances to enter higher education.

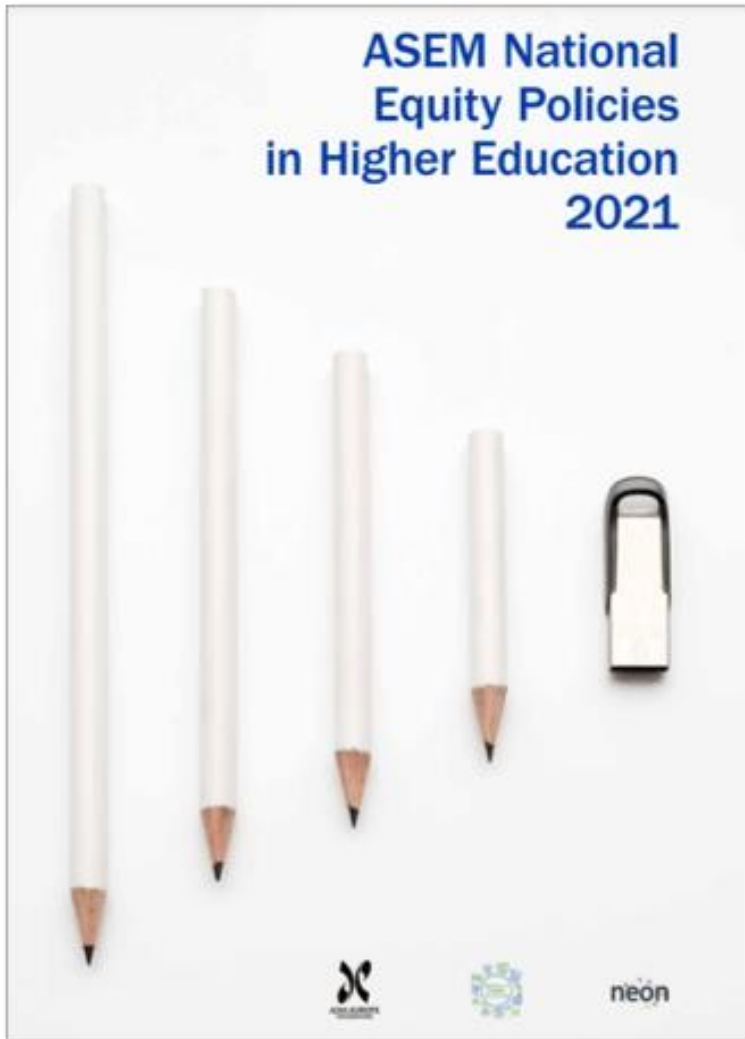
Download here

[https://bit.ly/ASEM\\_Equity\\_2021](https://bit.ly/ASEM_Equity_2021)



Screen reader friendly version

<https://bit.ly/30v9qgr>

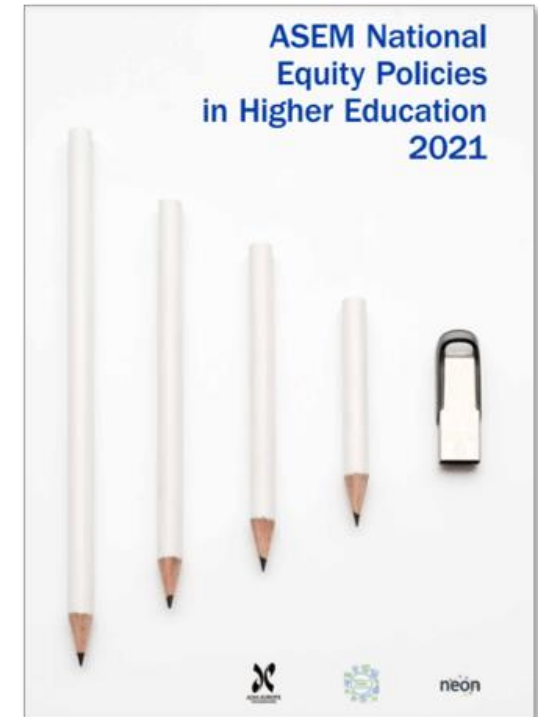


# ASEM National Equity Policies in Higher Education 2021

Report **examine the approaches by governments from countries within the Asia-Europe Meeting (ASEM) constituency to support equitable access/success in higher education** for students from all social backgrounds and circumstances.

## Methodology:

- Development of survey on national policies for equitable access & success in HE, distributed across all ASEM Ministries of Education
- Survey focused on which strategies are in place, which targets exist and how they are being measured and whether COVID-19 has impacted on them
- Report based on results from 47 ASEM partner countries over the period September 2020 and July 2021





# ARC8 Outlook Report 2030 – Chapter: Equitable Access & Success

**Authors:** Graeme Atherton, Nishat Riaz, Mary Tupan-Wenno, Wan Chang Da, Dina Afrianty, Martin Hammerbauer

## Spotlight 1:

Focusing on Students and Inclusivity

## Spotlight 2:

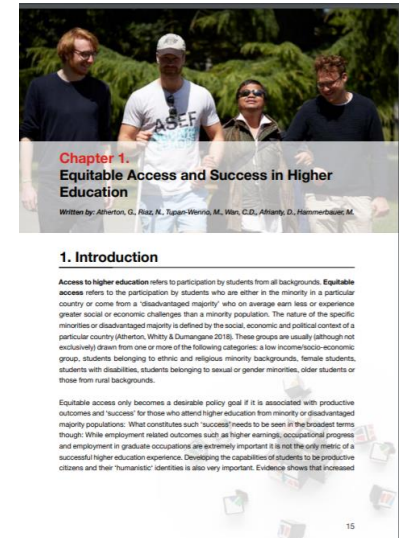
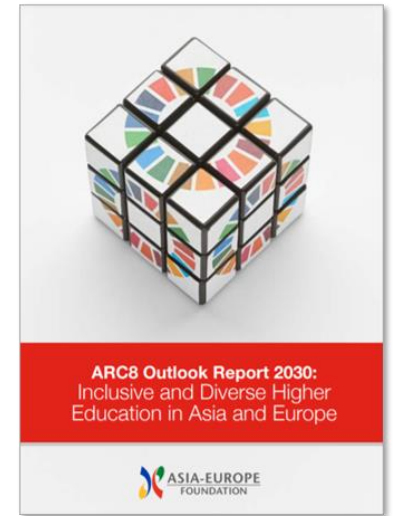
Generational Differences in Opinions and Attitudes

## Spotlight 3:

Equitable Access and Success in Times of Disruption

## Spotlight 4:

Collection of Data





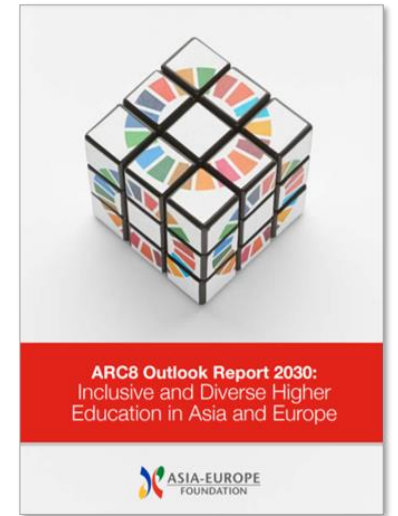
# Spotlight 1: Focusing on Students and Inclusivity

## Issue

Completion rates and achievement levels at elementary and secondary education levels are increasing, leading to more qualified people and a more diverse student body to meet matriculation thresholds for entering HE

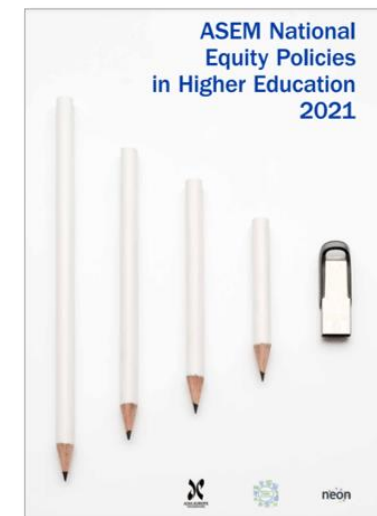
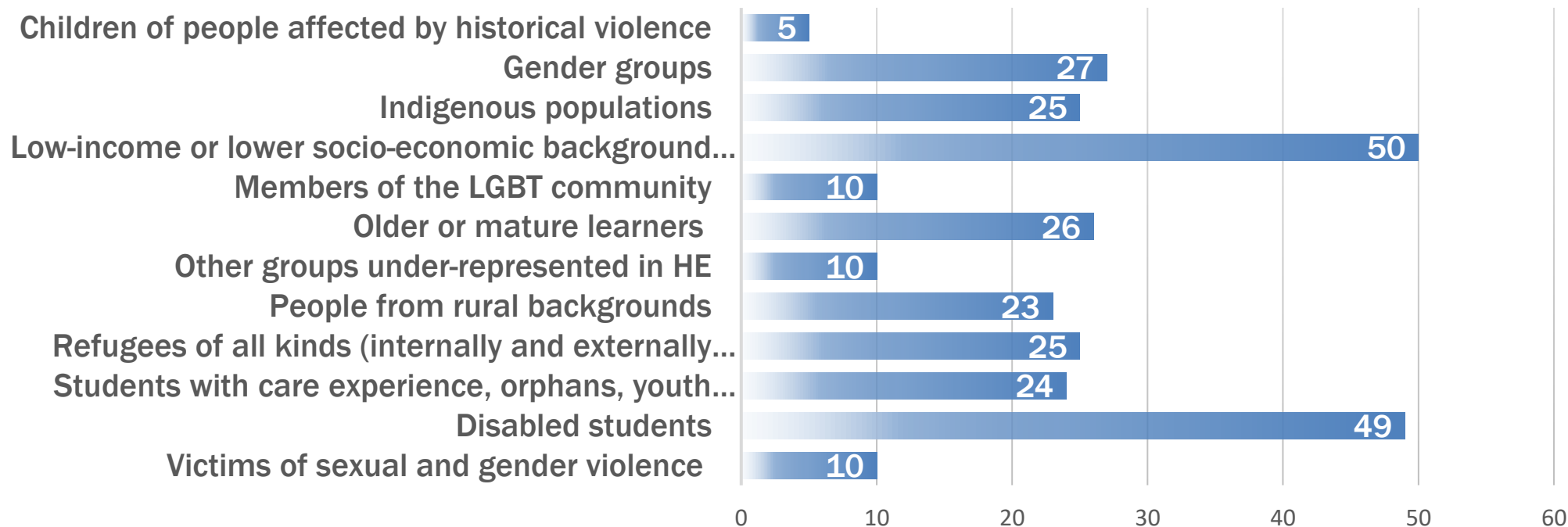
## Recommendation for Policymakers

- Support high-level policy commitments between HEIs and the government, including
- Introducing performance agreements between HEIs and the government with targets for equitable access & success
  - Funding of national co-ordinated programmes of engagement between HEIs and learners from low income and other under-represented groups

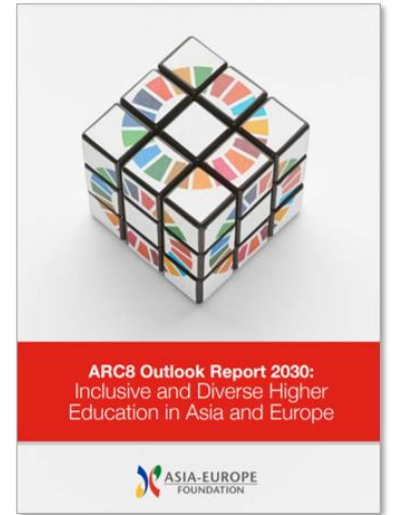


# Spotlight 1: Focusing on Students and Inclusivity

**Most common equity target groups are lower income/socio-economic background students and students with disabilities**



## Spotlight 2: Generational Differences & Attitudes



### Issue

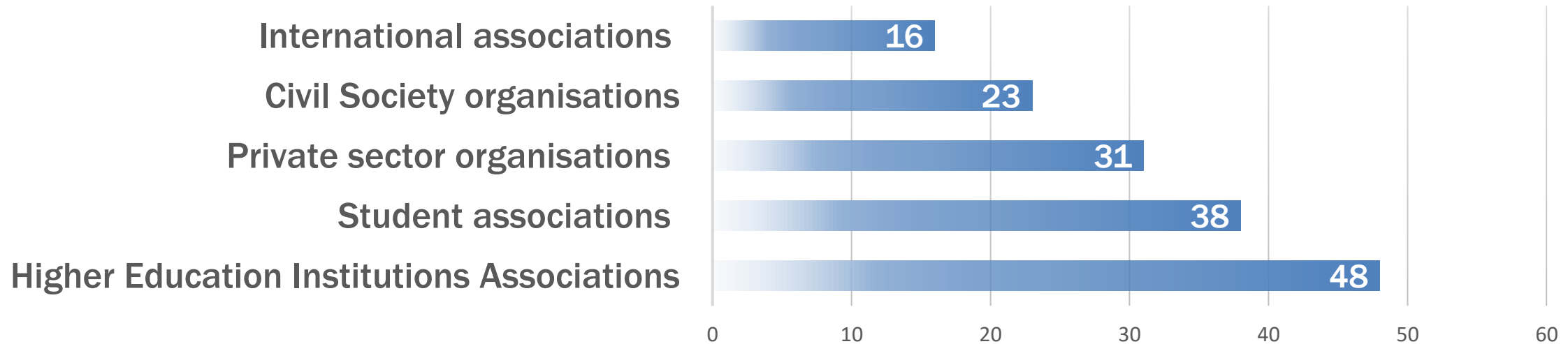
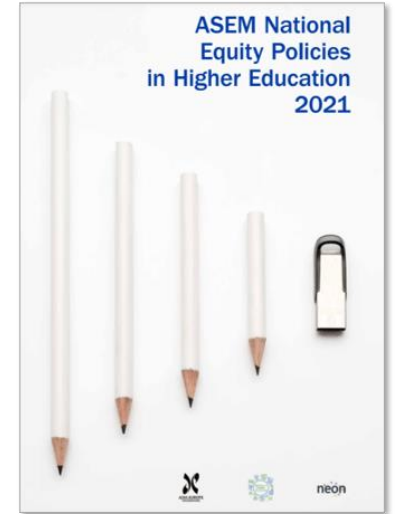
Increased global connectivity accelerates communication & exchange of ideas. Coupled with changing demographics and a growing international student population, this leads to a new generational mindset as expressed via social movements.

### Recommendation for Policymakers

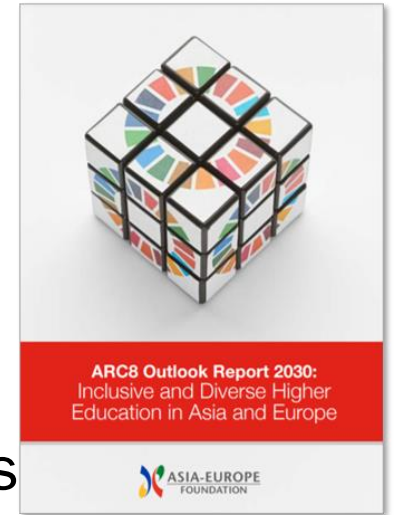
Close collaboration with HEIs to develop collaborative platforms where students and leaders across different generations can develop dynamic equitable access and success policies that connect with broader changes in economy and society

## Spotlight 2: Generational Differences & Attitudes

**Over 90%, of countries consult with higher education associations in the formation of equitable access/success policy but less than half consult with civic society organisations**



## Spotlight 3: Equitable Access in Times of Disruption



### Issue

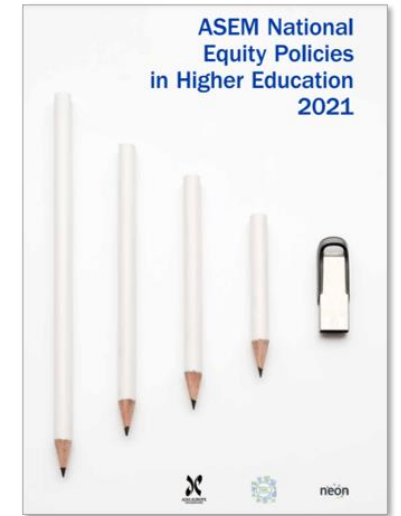
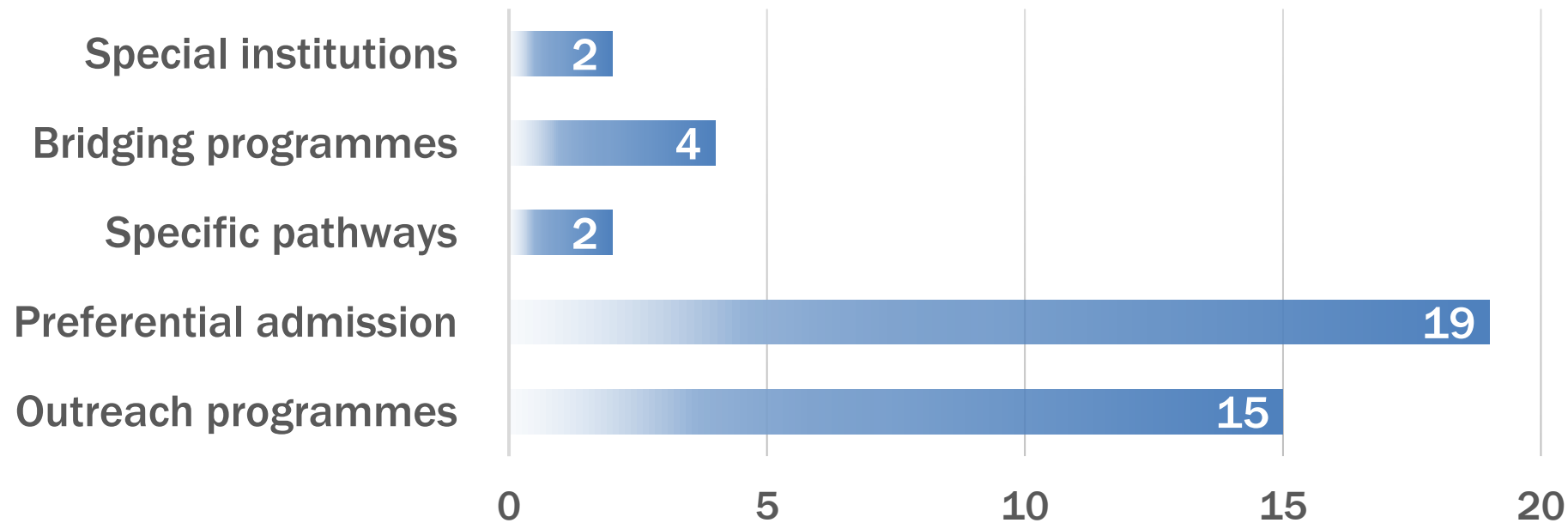
As COVID-19 has shown, higher education is exposed to disruptive forces as any other sector. The pandemic highlighted that the progression into and through HE from students coming from minority or disadvantages majority backgrounds is threatened most.

### Recommendation for Policymakers

Integration of equitable access and success objectives into post-COVID-19 planning  
Support of HE systems to develop and build up resilience to manage future external disruptive forces.

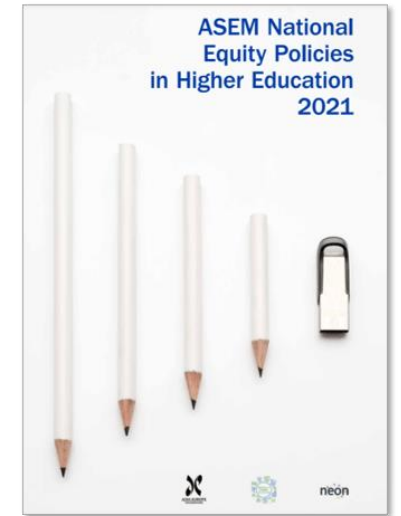
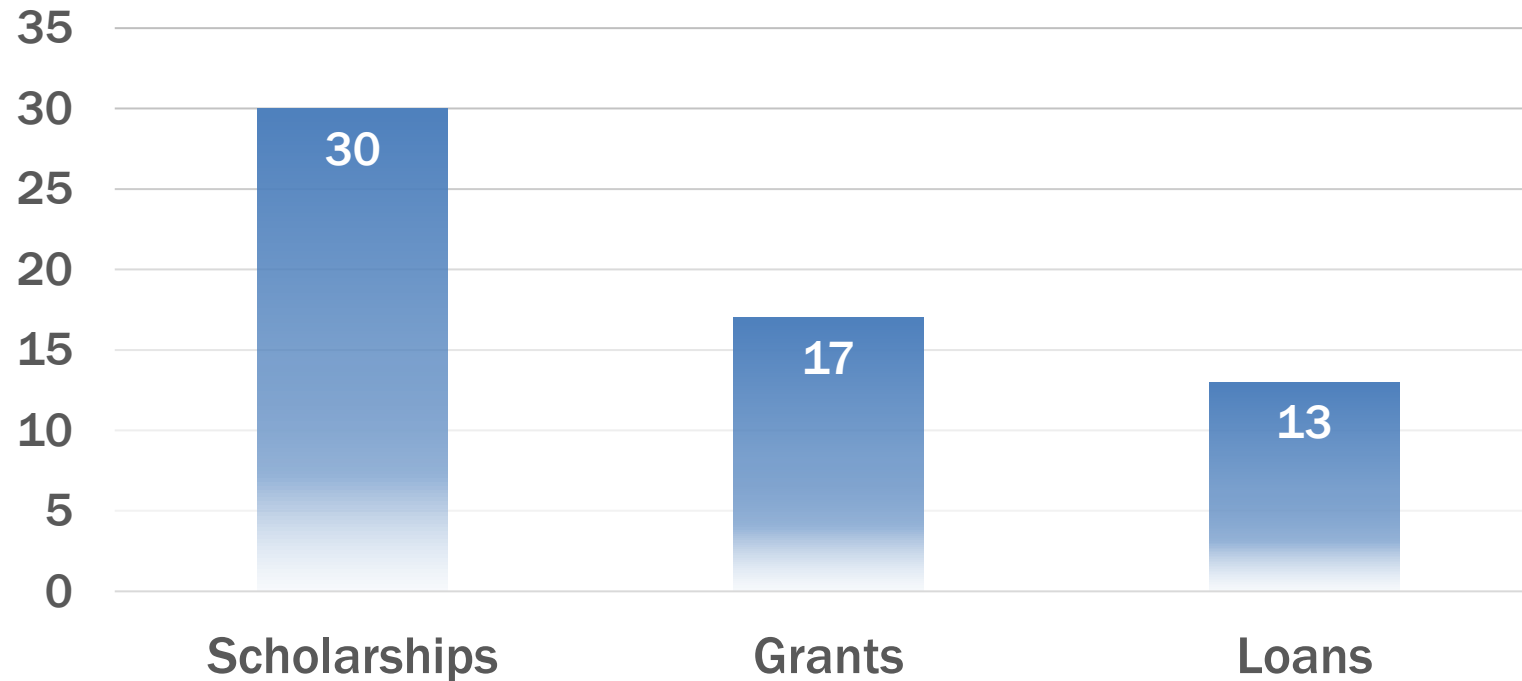
## Spotlight 3: Equitable Access in Times of Disruption

**Most common ‘non-monetary’ instruments are preferential admission arrangements followed by national outreach programmes**



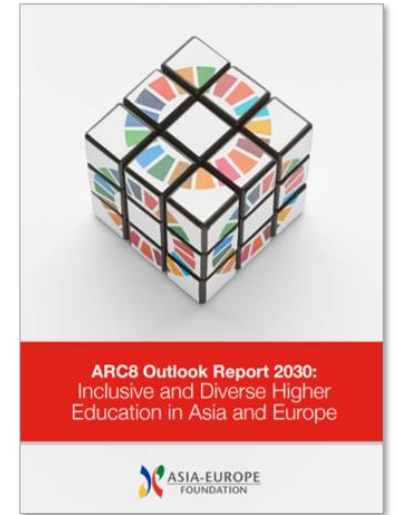
## Spotlight 3: Equitable Access in Times of Disruption

**Most common ‘monetary’ instruments are scholarships**





## Spotlight 4: Collection of Data



### Issue

Major gaps in understanding equitable access and success in Asia and Europe due to insufficient data on participation and outcome by background characteristic.

### Recommendation for Policymakers

Examine the potential for advancements in information technology, integration with national social surveys and incentivize HEIs to improve data collection.

- See more in ASEM National Equity Policies in Higher Education report

## Spotlight 4: Collection of Data

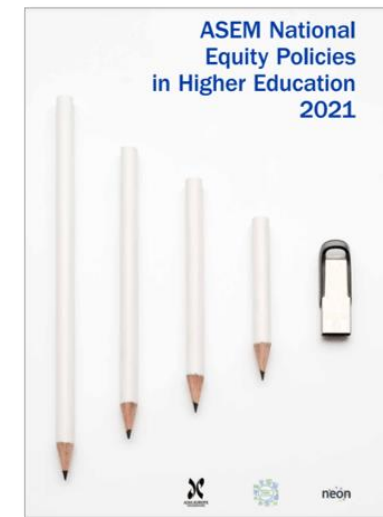
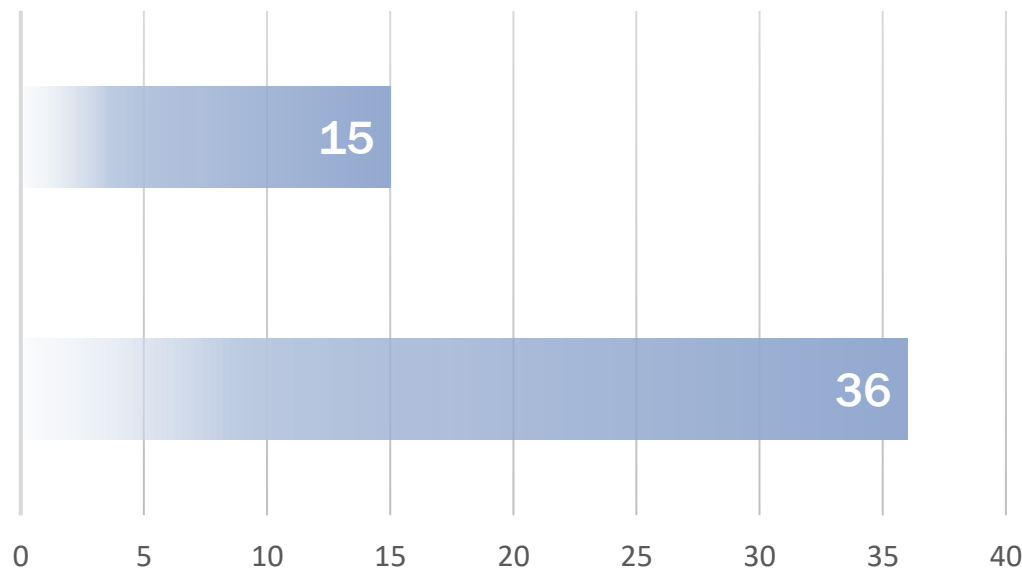
**Less than a third of countries are collecting data on students from priority equity groups**

Data collected on students from  
priority equity groups

15

Data collected on all students

36



# The Impact of COVID-19

**ASEM National Equity Policy in Higher Education survey – question:  
How, if at all, has COVID-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?**

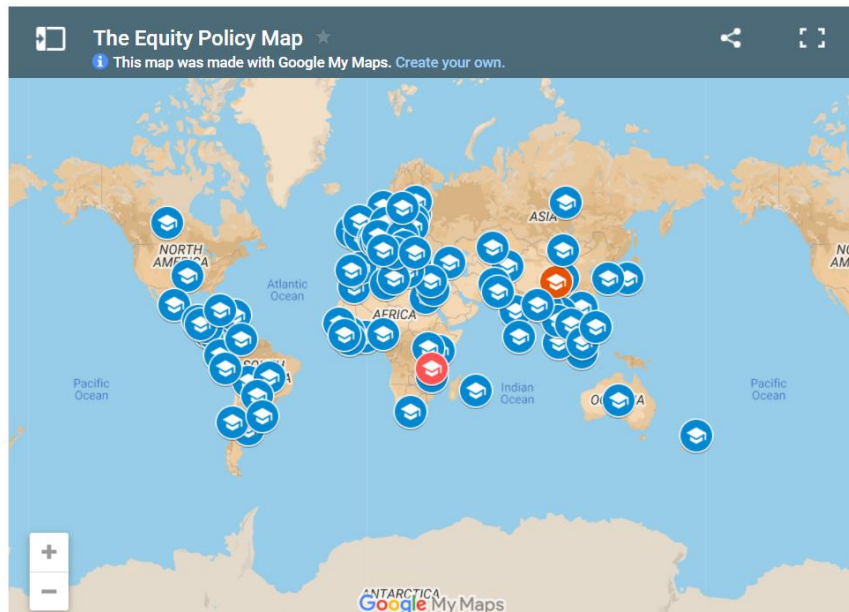
Examples of answers:

- No data/information yet available
- Implementation of various new and temporary policy measures as a consequence of the COVID-19 measures and general impact; however, the policies do not focus on specific target groups
- Establishment of specific Education and Innovation Support Funds
- Hindrance to the implementation of measures such as gender equality activities – funding for projects and measures were extended

# The Higher Education Equity Policy Map

<https://worldaccesshe.com/research/higher-education-equity-policies/>

## The Equity Policy Map



The Global Equity Policy Map represents a first attempt to build an international database on national equity policies in higher education. The map is based on two key reports:

- “All around the world – Higher education equity policies across the globe” (2018)
- “ASEM National Equity Policies in Higher Education” (2021)

The information on each country was obtained by consulting official websites, official documents, academic publications and the advice of government officials or academics. All errors of interpretation of analysis

## Inter-Governmental Organisations

- African Development Bank
- Asian Development Bank
- European Commission

## Countries (A-Z)

- Afghanistan
- Argentina
- Australia
- Austria
- Bangladesh
- Belgium (Flanders)
- Belgium (Wallonia)
- Bolivia
- Bulgaria
- Brazil
- Brunei Darussalam
- Cambodia

- Croatia
- Cuba
- Czech Republic
- Cyprus
- Denmark
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- England
- Estonia
- Finland
- France
- Georgia
- Germany
- Ghana
- Greece
- Guatemala
- Guinea
- Hong Kong



# Thank you for your attention

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