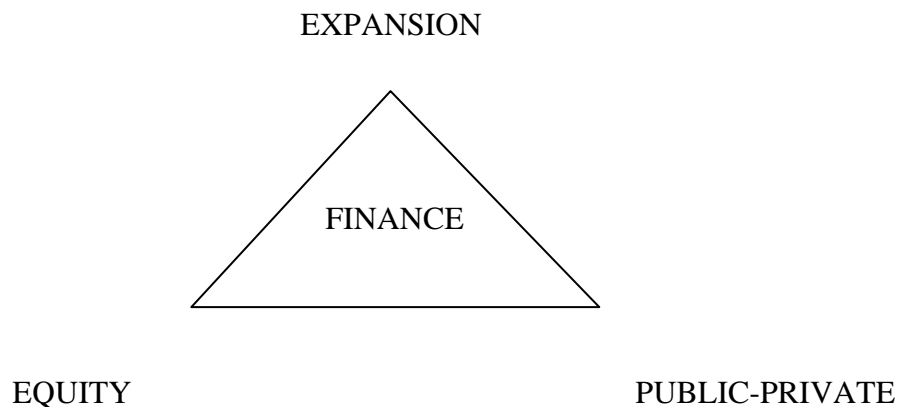


FULBRIGHT NEW CENTURY SCHOLARS PROGRAM

Final Group Three Report

Group Three changed the former title, “The Resources and Policies that provide Greater Access to Higher Education: Sub theme of Finances as a Barrier to Access, and Reconciling Cost-Sharing and Accessibility” to “*Financial Resources and Policies that enhance Access to Higher Education*”.

Comprising Redouane Assad, Claire Callender, David Chapman, Clarissa Beta-Naeves, Abdu Kasozi, Jane Knight, Claudio Rama, Kim, Ki-Seok, Punday Pillay, Marek Kwiek, and Anthony Welch, (Team Leader) and for significant periods, Bruce Johnstone (Distinguished Scholar Leader, 2007-8), the group framed its agenda in terms of the relationship of Financing to the following three themes: Equity; Public and Private; and Expansion:



We saw our aim as the identification of policies and resources that help promote increased access and equity, without diminishing quality. Consideration of such policies and resources can no longer be limited to the national level; in a more global era, they must embrace the trans-national.

We were well aware of the challenges to enhancing access and equity, without reducing quality, at a time of stretched resources. Fuelled by credentialism, rising secondary completion rates and, in many parts of the South, a young demographic, unprecedented demand for higher education is outstripping state capacity, leading to a dramatic rise in private delivery, of distinctly uneven quality. Public HEIs, themselves under great pressure from an increasing mismatch between spiralling enrolments and limited resources, often raise fees, or implement other measures that effectively lead to internal privatisation. Many countries of the South have insufficient capacity to regulate for quality within the public sector, much less the private, including a growing trans-national component.

Often raised as a solution, we felt cost-sharing should be seen in wider terms: not just shifting the cost burden on to families, but the introduction of income-contingent loans schemes (where feasible); tax incentives for investment in higher education and R&D; remittances; cross-border (Brain Drain) tax arrangements that can inject new resources into higher education; employer sponsorship; scholarships for the disadvantaged; re-valuing TVET. (Again, many such measures demand a level of infrastructure and effective administration, notably an effective legal system, and a robust taxation system, that test the resources of many states in the South). Given our aim of enhancing equity, such policies and programmes must be tested for their equity effects, for women, indigenous minorities, and the poor, while measures to monitor quality must also be strengthened, as far as possible. Our aim is to share our wisdom and diverse experiences in the interests of developing more effective policies and enhancing available resources.

Group Outcomes

One of the outcomes of the group's work was the organization of a panel at the *Comparative and International Education Society* (CIES), held in New York, March 2008, at Teachers'

College, Columbia University. Moderated by Stephan Vincent Lancrin of the OECD (a fellow NCS 2007-8 member), the panel title was 'Globalisation and/or Internationalisation - Cross Border Higher Education in the GATS era'. Other members of the group also took part in the CIES conference, and presented individual papers.

A second major outcome was the development of a book proposal on **Financing Higher Education: Access and Equity**. This book proposal was sent to *Sense Publishers*, has now been accepted, and work has commenced. The final meeting in Washington in March 2008 was used as a forum for the group to review individual contributor's chapters and it is hoped to make appropriate revisions, and finalise the manuscript by the end of 2008. An Arabic translation is already agreed, and a Korean and Spanish edition under discussion. Several members of the group were keen to contribute to the planned higher forum on Financing Higher Education in the Middle East and North Africa region, to be held in September or October 2008, at the Library of Alexandria, Egypt.

Three members of Working Group Three (Jane Knight, Claire Callender, and Anthony Welch) participated in a joint Boston College – Harvard forum on *Cost, Access and Equity in Higher Education: American and International Perspectives*, held in late 2007 (building on the opportunity afforded by the fact that three NCS scholars were resident in Boston in late 2007 – two at Boston College, and one at Harvard). The forum which was strengthened by the participation of Abdu Kasozi, NCS Scholar 2007-8, Professor Bruce Johnstone, (Distinguished Service Leader, NCS 2007-8), Sabine O'Hara, CIES Director, and Professor Philip Altbach, (Distinguished Service Leader NCS 2006-7), attracted interest from across both institutions and beyond.

Several members of Working Group Three presented summaries of their research, based on regional perspectives at the National Press Club, Washington, in March 2008, as part of the

final Group meeting of the Fulbright NCS group 2007-8, while others acted as moderators of these group presentations.

Individual Outcomes

As well as these cooperative ventures, individual authors are completing volumes that address issues of access and equity in higher education, that are listed as part of the updated individual bios, at the Fulbright NCS website. Already, numerous publications have resulted that flow from the individual projects. These have been substantially aided by both the interaction within the working group, and within the overall NCS cohort, as well as the intensive period in residence at US institutions (by non US Scholars), and the periods abroad (by US scholars).

Selected examples include the three following projects:

- Claire Callender from the UK, has charted the development of institutional aid in England and the nature of the aid provided in 2006/07, drawing on the substantial US experience with institutional aid.
- David Chapman from the USA, assessed the political feasibility and technical merit of alternative strategies available to the Oman government and the higher education system. These consisted of ways to balance competing pressures of, on the one hand, the rapid expansion of the higher education system as part of preparing Oman for the developing knowledge economy, and on the other, of how to maintain this expansion and maintain quality, given that oil reserves and the resultant revenues will be largely depleted within the next 10 years.
- Abdu Kasozi is conducting a wide-ranging consultation with stakeholders in higher education in Uganda, and is conducting a survey to find out the socio-economic status of students who attend its universities.

