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Volume 16, 2008 - Issue 3: Funding, Equity and Efficiency of Higher Education

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An equity perspective on access to, enrolment in and finance of tertiary education

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Pages 261-274 | Published online: 09 Sep 2008

Cite this article <https://doi.org/10.1080/09645290802338102>

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Abstract

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Acknowledgements

The authors would like to thank an anonymous referee for very helpful comments. They also appreciate comments from Erling Barth, Peter J. Dolton and participants to the international conference 'Funding, Equity and Efficiency of Higher Education', held November 21-24, 2007, in Portorož, Slovenia (<http://www.fhe.fm-kp.si/>). Financial support from the European Commission under grant HPSE-CT-2002-00108 for the EDWIN project (Education and Wage Inequality in Europe: <http://www.etsa.fi/edwin>) is also gratefully acknowledged. The usual disclaimer applies.

Notes

1. See Asplund, Ben Adbelkarim, and Skalli ([2007](#)).
2. This is, for instance, recognized in the conclusions of the Lisbon European Council held in March 2000 (http://ec.europa.eu/growthandjobs/key/index_en.htm) as well as in the European work programme 'Education and Training 2010' (http://ec.europa.eu/education/policies/2010/et_2010_en.html).
3. Although 'equity' is still frequently used as a synonym for 'equality', the former seems to have gained the position of the preferred term. Istance ([1997](#)), for example, argues that 'equity' can be viewed as a more open and neutral term - cf. also EGREES ([2005](#)) and SEC(2006)1096 ([2006](#)) and the literature referred to therein.

4. Blossfeldt et al. (2002) find that the expansion of higher education in selected European countries (Austria, Finland, and Germany) and Great Britain has led to an increase in the number of students in turn, which in combination with the 'persistent' increasing educational

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erlands had access to a comprehensive overview of the situation (Blöndal, 2002), Blöndal, et al. (2002), Clancy et al. (2002) and Clancy et al. (2002) on cohort studies (Clancy et al., 2007), and the evidence for the role of tertiary

5. See the discussion and references in Le and Miller ([2005](#)).
6. A selection of more recent references is Barr ([1991](#), 1993, 2001, 2005), Chapman ([1997](#), 2006), Oosterbeek ([1998](#)), Jacobs ([2002](#)), Dur, Teulings, and van Rens ([2004](#)), Greenaway and Haynes ([2004](#)), Johnstone ([2004](#)), Palacio Lleras ([2004](#)), Shireman ([2004](#)), Jacobs and van der Ploeg ([2006](#)), Migali ([2006](#)) and Teixeira, Johnstone, Rosa and Vossensteyn (2006).
7. See Debande ([2003](#)), Maguin ([2004](#)) and Asplund, Ben Abdelkarim, and Skalli ([2007](#), Table 3 and Appendix Table A1).
8. See Finnish Ministry of Education ([2006](#)) for Finland, and see Vossensteyn (2005) for the Netherlands.
9. See, for example, Corak, Lipps, and Zhao ([2003](#)) and Usher ([2006](#)) for Canada, and see Chapman ([1997](#), 2001), Chapman and Ryan ([2002](#)) as well as the review in Debande ([2003](#)) for Australia.
10. An important dimension in this context is the effect of tertiary education financing systems on lifetime incomes. In analysing the effect of the UK reform, Dearden, Fitzsimons, Goodman and Kaplan ([2008](#)) point to significant differences in the financing policy effects.

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