

Education Economics >

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

1,218 14

Views CrossRef citations to date Altmetric

14

Original Articles

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

Rita Asplund ✉, Oussama Ben Abdelkarim & Ali Skalli

Pages 261-274 | Published online: 09 Sep 2008

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

Sample our
Education
Journals

>> **Sign in here** to start your access
to the latest two volumes for 14 days

Full Article

Figures & data

References

Citations

Metrics

Reprints & Permissions

Read this article

Abstract

Failure to achieve equitable access to university studies has contributed to turning the focus to the funding of higher education systems. This paper aims to review critically the literature assessing the effectiveness of existing financing schemes and changes in them as a means for reducing the prevalent under-representation of students from a socially disadvantaged background. While the theoretical literature fails to be

About Cookies On This Site

We and our partners use cookies to enhance your website experience, learn how our site is used, offer personalised features, measure the effectiveness of our services, and tailor content and ads to your interests while you navigate on the web or interact with us across devices. You can choose to accept all of these cookies or only essential cookies. To learn more or manage your preferences, click "Settings". For further information about the data we collect from you, please see our [Privacy Policy](#).

Accept All

Essential Onlys. For

Settings

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.etla.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. Blossfeld and Shavit ([1993](#)) concluded that only in Sweden and the Netherlands had the expansion resulted in significantly reduced social class inequalities in access to higher education. Similar findings were reported by Halsey ([1993](#)). For an overview of selected country-specific evidence, see OECD ([2001b](#)), Biffle and Isaac ([2002](#)), Blöndal, Field, and Goa ([2002](#)), and Goa and Isaac ([2002](#)). However, Clancy and Goa ([2002](#)) find that the expansion of higher education in the United States has not resulted in significant reductions in social class inequalities in access to higher education. Similar findings were reported by Halsey ([1993](#)). For an overview of selected country-specific evidence, see OECD ([2001b](#)), Biffle and Isaac ([2002](#)), Blöndal, Field, and Goa ([2002](#)), and Goa and Isaac ([2002](#)). However, Clancy and Goa ([2002](#)) find that the expansion of higher education in the United States has not resulted in significant reductions in social class inequalities in access to higher education.

About Cookies On This Site

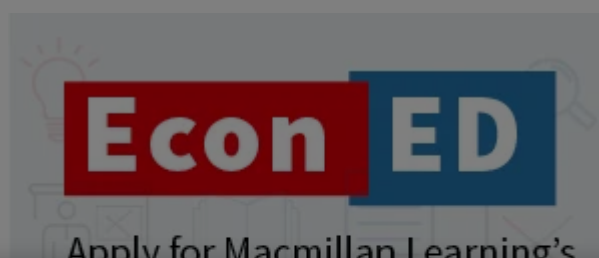
We and our partners use cookies to enhance your website experience, learn how our site is used, offer personalised features, measure the effectiveness of our services, and tailor content and ads to your interests while you navigate on the web or interact with us across devices. You can choose to accept all of these cookies or only essential cookies. To learn more or manage your preferences, click “Settings”. For further information about the data we collect from you, please see our [Privacy Policy](#).

Accept All

Essential Only

Settings

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 Adbelkarim, 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.



About Cookies On This Site

We and our partners use cookies to enhance your website experience, learn how our site is used, offer personalised features, measure the effectiveness of our services, and tailor content and ads to your interests while you navigate on the web or interact with us across devices. You can choose to accept all of these cookies or only essential cookies. To learn more or manage your preferences, click "Settings". For further information about the data we collect from you, please see our [Privacy Policy](#).

Accept All 

Essential Only

Settings





macmillanlearning.com/
econed

Apply for
Macmillan
Learning's
inaugural
\$2500
EconEd
Teaching
and
Student
Awards

About Cookies On This Site

We and our partners use cookies to enhance your website experience, learn how our site is used, offer personalised features, measure the effectiveness of our services, and tailor content and ads to your interests while you navigate on the web or interact with us across devices. You can choose to accept all of these cookies or only essential cookies. To learn more or manage your preferences, click "Settings". For further information about the data we collect from you, please see our [Privacy Policy](#).

Accept All

Essential Only

Settings

Information for

Authors

R&D professionals

Editors

Librarians

Societies

Opportunities

Reprints and e-prints

Advertising solutions

Accelerated publication

Corporate access solutions

Open access

Overview

Open journals

Open Select

Dove Medical Press

F1000Research

Help and information

Help and contact

Newsroom

All journals

Books

Keep up to date

Register to receive personalised research and resources by email



Sign me up



Copyright © 2024 Informa UK Limited Privacy policy Cookies Terms & conditions

Accessibility



Taylor & Francis Group
an informa business

Registered in England & Wales No. 3099067
5 Howick Place | London | SW1P 1WG

About Cookies On This Site

We and our partners use cookies to enhance your website experience, learn how our site is used, offer personalised features, measure the effectiveness of our services, and tailor content and ads to your interests while you navigate on the web or interact with us across devices. You can choose to accept all of these cookies or only essential cookies. To learn more or manage your preferences, click "Settings". For further information about the data we collect from you, please see our [Privacy Policy](#).

Accept All

Essential Only

Settings