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


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Notes

1. See Asplund, Ben Abdelkarim, 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 the latter might seem to be a more direct measure of the former, it seems to be less relevant for the current discussion. For example, as argued by [Blöndal \(2005\)](#), the use of the former is also EGREES (Education, Gender, and Research in Education and Society) and the latter is the former.
4. Blossfeldt and [Blöndal \(2002\)](#) argue that the Netherlands had the highest access to higher education in the world. For a more detailed overview of the literature, see [Blöndal \(2002\)](#), [Blöndal, \[van der Veld, and \\[Clancy \\\(2007\\\)\\]\\(#\\)\]\(#\), and \[Clancy \\(2007\\)\]\(#\). The latter is based on cohort data and the former is based on cross-sectional data. In turn, \[Clancy \\(2007\\)\]\(#\) is based on a combination of the two. The evidence for 'persistent' inequality is based on the former.](#)

increasing inclusiveness as larger proportions of all social strata attend tertiary education.

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, Fitzsimon, and ... the financing policy ef

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