Content

• Dimensions of inclusion and effects of exclusion
• Exclusion and inequity in higher education
• Effects of COVID-19 and country responses (United States, Russian Federation and China)
• Providing support at national and institutional levels
• Promoting equity
• Shared responsibility going forward
Key dimensions of inclusion

- Socio-economic factors
  - (Parents’) educational background
  - (Parents’) income
  - Geographic background

- Ethnicity
  - Inclusion of minority populations

- Disabilities
  - Physical
  - Sensory
  - Cognitive
  - Intellectual
  - Psychosocial

- Gender
  - Inclusion of women

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Societal effects of exclusion

- Ethical issue
- Social injustice
- Reduced social cohesion
- Political instability
- Loss of talent
- Lower productivity and growth
- Fiscal costs (lower taxes and higher expenditures)
Individual effects of exclusion

- Impossible to develop talents
- Reduced social participation
- Lower income
Inequity in higher education

- Effects of exclusion at lower educational levels
- Financial barriers
- Non-financial barriers: accessibility, information, preparation, motivation, social capital, discrimination

- Differences in access
  - Likelihood of enrolment
  - Type of institution
  - Discipline

- Differences in retention and graduation rates

- Differences in labor market success
Exclusion due to the COVID-19:
Internet coverage issues worldwide

- Australia: 13% of households without high-speed connection
- USA: 6% (33% of low-income households) without high-speed connection
- France: 50,000 had dropped out by June 2020 for lack of connection (4%)
- 30% of LAC students without computer or Internet connection
- India: 15% with power, Internet and devices
- 55% of African academics and students with no Internet access
The case of United States

- Need to redefine and better understand the complex realities of most college-students
- CARES Act may have inadvertently created inequities due to its out-of-date understanding of college students as predominantly middle class, 18–21 years old, attending college full time.
- Community colleges and public regional universities now serve as the primary entry points to higher education for the majority of students from minoritized populations.
- Many attending part time while working and balancing family responsibilities.
Black Americans and Latinos are more likely than white Americans to have changed or canceled their education plans.
The case of United States

- Time for federal, state, and institutional policies to better reflect an understanding of the “new majority” student experience.
- Higher Education Emergency Relief Fund (HEERF) has made approximately $76 billion dollars available to HEIs.
- The U.S. Department of Education acknowledged that one-size-fits-all approach will not work in responding to and recovering from the pandemic - IHEs need to make responsible decisions in the best interests of their respective student populations and communities.
The case of Russian Federation

- The Russian Parliament is planning to introduce an update to legislation on distance learning for all levels of education.
- The government has provided operational support to HEIs, students, and teachers to help in the shift to mixed and distance learning formats.
- In 2020 all universities reporting to the federal Ministry have transferred to an online format.
The case of Russian Federation

- Online resources have been launched:
  - Situation center and a support line;
  - YouTube channel for online broadcasts of meetings and workshops;
  - Telegram channel @minobrnaukiofficial;
  - Website for universities “Keep learning, Keep teaching” with methodological support;
  - Online platform established by the Agency of Strategic Initiatives, The University 2035, provides additional methodological support to universities.
The case of Russian Federation

- The Ministry of Education piloting a new service for prospective students apply to university programs online using the state portal Gosuslugi.
- State accreditation prolonged for one year for those universities whose accreditation expired between March 2020 and December 2020.
- More than 100 universities provided jobs for students who have lost their income due to the pandemic.
The case of China

• China has been at the forefront of adapting its education system to an online format.
• The Chinese government issued a specific action plan on Artificial Intelligence (AI) for higher education.
• Government initiative to “ensure learning is undisrupted when classes are disrupted” - a significant shift in transitioning from traditional face-to-face education to an e-learning model.
• Rapid reaction of the government – by 2 February 2020, 22 online education platforms were mobilized uploading 24,000 courses, reassuring the continuity of studies for 38 million home-based higher education students.
Support at national level

- Financial aid (emergency grants, moratorium on student loan repayments)
- Increased broadband capacity and subsidized connection prices
- Capacity building for online teaching
- Flexibility in QA and assessment/examinations
Support at institutional level

• Financial aid (emergency scholarships, reduced tuition, zero tuition) - Donation/loan of laptop - Free/subsidized internet plans

• Strong teaching and learning services

• Flexibility in assessment

• Collaboration across departments and networks

• Academic and psychological support
Contribution of universities around the world

• Research (epidemiology & modelling, genome sequencing, Covid-19 tests, treatment, vaccine)

• Production of medical products (antibacterial soap, gloves, masks, stretchers, home diagnostic tools)

• Donation of equipment (ventilators)

• Use of university buildings as hospitals or quarantine camps

• Involvement of medical and nursing students

• Medical advice to government and the public
Promoting equity: entrance and admission

➢ Outreach programs to disadvantaged groups
➢ Better and more easily accessible information on study possibilities and career prospects
➢ Advice and guidance on study decisions
➢ Fair and equitable selection and admission procedures
➢ Better link between admission and the needs of students and the labor market
➢ Low costs of changing study paths later on
➢ Collaboration between schools, universities and policy makers

Promoting equity: learning environment and retention

- **Accessibility** of premises and learning material
- **Flexibility** of provision
- **Bridge programs**
- Adaptation of **course design**
- Academic and psycho-social **guidance and counselling**
- **Policies on sexual harassment** and assault
- Targeted **financial support**
Promoting equity: labor market transition

➢ Targeted career support
➢ Role models for students
➢ Mentoring programs
➢ Networking support
➢ Reducing information asymmetries
Shared responsibilities going forward

➢ Collective duty to understand situation
➢ Promote collection and use of data
➢ Drawing consequences from analysis
➢ Implementing necessary strategies, policies and measures