



# HER2016

13th International Workshop  
on **Higher Education Reform**

Wider access, changing national demographics and international mass migration: implications for higher education reforms and policy

**Higher Education Research Centre, Dublin City University**  
**Wednesday 07 – Friday 09 September, 2016**

## BOOK OF ABSTRACTS



# **BOOK OF ABSTRACTS**

## Table of Contents

Introduction.....	4
Keynote Speakers by Order of Presentation .....	6
Zgaga, Pavel.....	6
Daly, Mary E.....	7
Istance, David .....	8
Collins, Thomas .....	9
Panels by Order of Presentation.....	11
Panel 1. Wider Access and Changing Migration Patterns: Implications for Higher Education Reform and Policy .....	11
Panel 2. Higher Education for Older Adults: What Is Happening Around the World, and What Reforms Are Needed.....	12
Panel 3. Higher Education Expansion and Aging Population in Latin America .....	13
Panel 4. Good Intentions But Not Reality (Yet)? University reforms to embrace lifelong learning (LLL) .....	15
Papers in Alphabetical Order .....	17
Álvarez-Mendiola, Germán .....	17
Álvarez-Mendiola, Germán, and Brenda Pérez Colunga.....	17
Archer, Walter, <sup>1</sup> and William Kops <sup>2</sup> .....	18
Aupetit, Sylvie Didou .....	19
Boshier, Roger, <sup>1</sup> and Seiko Ogawa <sup>2</sup> .....	20
Bruen, Jennifer, and Niamh Kelly .....	21
Cleveland-Innes, Martha.....	21
Corrigan, Trudy, and Grace Kenny.....	22
FitzGibbon, John.....	23
Gagnon, Jessica.....	24
Gibson, Hervey, and Michael Osborne.....	25
Güney, Işil, <sup>1</sup> and Attila Pausits <sup>2</sup> .....	26
Ivenicki, Ana.....	27
Kasworm, Carol .....	28
Lee, Hae-Joo, Miai Sung and Min-Seung Jung .....	28
Lennon, Mary Catharine .....	29
Li, Sumin, <sup>1</sup> Feifei Zhou <sup>2</sup> and Lida Chen <sup>3</sup> .....	30
Mokhele, Ike .....	31
Murasawa, Masataka, Jun Oba and Satoshi Watanabe .....	32
Ortiz Reyes, María de los Ángeles,.....	32

Ramírez-García, Rosalba Genoveva .....	33
Sheridan, Vera.....	34
St. Clair, Ralf .....	35
Suping, Shen <sup>1</sup> , and Jun Wang <sup>2</sup> .....	36
von Lüde, Rolf, and Richard Nägler .....	36
Wolter, Andrä .....	37
Yamamoto, Shinichi .....	38

## Introduction

### *Wider access, changing national demographics and international mass migration: implications for higher education reforms and policy*

Dublin City University, Dublin, Ireland

The Higher Education Research Centre (HERC) Dublin City University is pleased to host the 13th International Workshop on Higher Education Reform (HER) in association with the Institute of Education, Dublin City University, and the Centre for Academic Values in Education (CAVE), Trinity College Dublin.

This is the 13th in a series of international workshops, inaugurated at the University of British Columbia in 2003, with a focus on research investigating various aspects of policy reforms and other major changes in higher education.

#### Themes for 2016

Despite increasing rates of participation in higher education, significant socio-demographic inequalities remain. Contemporary demographic shifts pose additional challenges for the future development of higher education. In the broader context of widening access to higher education for underrepresented groups, this workshop particularly focuses on the implications for higher education of ageing populations and global migration.

At one level, the global population is ageing. This is particularly the case in the developed regions, with many European countries and Japan being prime examples. However, the populations of developing regions are also ageing – the case of China being particularly notable, resulting in a recent reversal of the ‘one-child’ policy. While increasing longevity is a welcome development – reflecting improvements in education and public health – for some countries this may lead to a situation which has been characterized as ‘becoming old before becoming rich’.

At another level, factors such as globalization, war, poverty and climate change are leading to the mass migration of people across many global regions – a scale unprecedented for more than half a century. Beyond emergency humanitarian support, many of these people require access to education and training, some of which will be at a higher education level to assist migrants to demonstrate and/or upgrade prior levels of knowledge and skill.

These trends pose major, and not unrelated challenges for higher education institutions and systems – pedagogical; organizational; financial; and, not least, ethical.

Important aspects of these challenges are explored in the abstracts presented here of keynotes, panels and papers.

Maria Slowey,  
Professor and Director HERC (Higher Education Research Centre), Dublin City University,  
on behalf of the International Scientific Committee, HER2016.

### **International Scientific Committee**

Germán Álvarez-Mendiola, Professor, Center for Advanced Research and Studies, Mexico City.

Walter Archer, Emeritus Professor, University of Alberta, Canada.

Sumin Li, Professor, School of Education, Tianjin Normal University, China.

Hans Schuetze, Emeritus Professor, University of British Columbia, Canada.

Andrä Wolter, Professor, Institute for Educational Research, Humboldt University, Germany.

Shinichi Yamamoto, Professor, Graduate School of Higher Education Management, J.F. Oberlin University, Japan.

Pavel Zgaga, Professor, Faculty of Education, University of Ljubljana, Slovenia.

## Keynote Speakers by Order of Presentation

### Zgaga, Pavel

**Professor of Higher Education, Center for Educational Policy Studies, University of Ljubljana, Ljubljana, Slovenia**



Pavel Zgaga is Professor of the Philosophy of Education at the University of Ljubljana, Slovenia. His central research interest is focused primarily on contemporary transformations of higher education and analyses of higher education policies and reforms (particularly the Bologna Process). He also addresses broader questions linked with the role of knowledge and education in contemporary society. In these areas, he has written six monographs (one as a co-author), as well as publishing a number of individual chapters in monographs and articles in scholarly journals. He has served as the editor or co-editor of twelve monographs. In 2006, he received the Prize of the Republic of Slovenia in the Field of Education for his research work, and in 2007 he was awarded the Golden Plaque of the University of Ljubljana as well as an honorary doctorate from Umeå University, Sweden.

### ***Mobility and Migration: Freedom and Threat?***

The word "mobility" has been for many years one of the key words in the debates on higher education; it is quite closely related to another keyword – "migration." In the contemporary period, we have understood mobility in higher education increasingly as a *value*. Thus, in Europe – with the Bologna process in particular – mobility has become the central axis around which all the key policy ideas circulate today. Even in the global context, mobility is one of the main policy ideas: Very clearly, for example, this is noticeable in the competition of higher education institutions and national systems to attract as many foreign students and academic staff as possible. Therefore, academic mobility is directly linked to academic migration and both concepts are linked to broader population trends and changes.

Academic mobility and academic migration are centuries-old features of academic life. In the past, there was no specific discussion about this: mobility and migration were almost "natural phenomena" and undisputed facts. However, it appears that qualitative changes in the understanding of these concepts appeared with the rise of mass higher education a few decades ago. Academic migration, which was once a fairly peripheral issue, became *mass academic migration*, and this shift has brought problems of massive proportions. On the one hand, migration was favoured because it is an injection of a highly skilled workforce for the growing markets in highly developed countries; on the other hand, this brought a danger of brain drain for less developed countries. Mass academic migration has recently started to drive the academic industry, which in the past did not happen and was not even conceivable. Without the influx of students from abroad, lecture rooms and halls could remain empty; some universities could be faced with a possibility of being closed and some of the staff would be left without opportunities for academic promotion. Moreover, with mass academic migration more and more new challenges have opened up: the recognition of qualifications, quality of teaching and learning, academic integration (e.g., linguistic, cultural, etc.), cost of living, employment, immigration policy and visas, etc.

The whole world has in recent years – and particularly recent months – been faced with a new dimension of migration: The issue of *security* has come to the fore and has overshadowed other

challenges. Academic mobility and migration are not only desirable phenomena promoted by specific policies; they have begun to represent a *danger* and a *threat*. This shift requires a change in current policies. Moreover, the change in the symbolic context is even more important: The issue of security challenges the established meaning structure. Is academic mobility truly a positive value? Is it necessary, for safety reasons, to give up some traditional academic values? The changes that we have witnessed in recent months, particularly in Europe, will have a significant impact on the practice of higher education institutions as well as on existing institutional, national and transnational policies. In this contribution, we will focus on this issue in somewhat more detail.

## **Daly, Mary E.**

**Emerita Professor of History, University College Dublin**  
**President of the Royal Irish Academy, Ireland**



Mary E. Daly is Emerita Professor of History at University College Dublin (UCD) and served for seven years as Principal of UCD College of Arts and Celtic Studies, a Vice-President of University College Dublin, and a member of the UCD Governing Authority. She has also held visiting positions at Harvard and Boston College. From 2000 to 2004 she was Secretary of the Royal Irish Academy and vice-chair of the Academy's Working Group on Higher Education. She was a member of the Higher Education Authority (the body that funds and oversees higher education in Ireland) from 2007 to 2012. She is currently a

Governor of the National Gallery of Ireland, and a member of the Expert Advisory Group that advises the government on the commemoration of historical anniversaries. In 2015 she was awarded a D. Litt. (honoris causa) by the National University of Ireland, and she is a member of the Academia Europea.

Over the course of her distinguished career, Professor Daly has researched widely and published prolifically, notably: *Dublin, the Deposed Capital: A Social and Economic History, 1860-1914* (1984); *Women and Work in Ireland* (1997); *The Slow Failure: Population Decline and Independent Ireland, 1920-1973* (2006); and, with Theo Hoppen, *Gladstone: Ireland and Beyond* (2011). Her most recent book, *Sixties Ireland: Reshaping the Economy, State and Society, 1957-73*, was published in 2016 by Cambridge University Press.

### ***Access to Higher Education – Religion, Gender, and Ethnicity: Some Aspects of the Irish Story at Home and Abroad***

Although access in higher education is a concept that has only come to be widely used and researched in the closing decades of the twentieth century, it can also be applied to the longer history of higher education. Ireland's first university – Trinity College – was founded in the late sixteenth century to educate Protestant pastors, and for three hundred years Catholics and Non-conformists were excluded from higher education. The expansion of educational opportunities to include these cohorts also opened up opportunities for women to take degrees, and provided some mechanisms that made it more affordable. But the financial and educational barriers to a degree were only seriously tackled in the second half of the twentieth century.

Emigration is a core element in the history of modern Ireland since the mid-eighteenth century, and while the majority of emigrants were unskilled workers, there was also a significant number of graduates – who used their qualifications to secure professional occupations throughout the British Empire and in the United States.



In more recent years we have become conscious of a need for higher education to reflect the ethnic and cultural background of the students, especially those from formerly under-represented groups. Hence the expansion of women's studies; Black studies, post-colonial studies; the increasing emphasis in media or cultural studies on writers and artists from Africa or Asia, and their inclusion in degree programmes that would previously have been Eurocentric. Some of these trends can be detected in the expansion of Irish higher education in the early twentieth century – appointments to chairs in Celtic archaeology, Irish language and history. In the United States, where Irish Catholics faced an unwelcoming culture in the older universities, we can see the emergence of Catholic universities that recognised the importance of Irish history and culture. This expanded more widely in the aftermath of the Second World War when the GI Bill opened up higher education to large numbers of second- or third-generation Irish, leading to the formation of networks to promote Irish Studies. This did not happen in Britain, where the politics of Irish-British relations made the inclusion of Ireland in academic programmes very problematic. Including Ireland in the syllabi in the UK only happened as part of a wider process of including Black Studies and post-colonial studies, and as a response to the conflict in Northern Ireland.

Irish universities are seeing an increasing number of students from new immigrant families – both EU and farther afield – and there is a need to take this into consideration in terms of curriculum and future academic appointments, if Irish universities are to reflect and respond both to the student population and a changing society.

## **Istance, David**

**Senior Analyst, OECD (Schooling for Tomorrow; Innovative Learning Environment projects)**



David Istance has spent most of his professional life in Paris at the OECD, with a period as an academic in Wales in the 1990s. He led the international projects “Innovative Learning Environments” and “Schooling for Tomorrow,” wrote the OECD’s learning principles and schooling scenarios, and is now preparing a new innovation project focused on pedagogy. He is contributing to another international study on indigenous education and in 2015 led the OECD review of Scottish schooling. He has designed and compiled knowledge resources aimed at practitioners, including the “Trends Shaping Education” and “Education Today”

published series.

In 2015, David guest-edited one issue in the special four-issue volume of the *European Journal of Education* to mark the journal’s 50th anniversary; together they covered the four pillars of learning from the 1996 UNESCO Delors report and his issue on “learning to be” included his own article on the retired. Earlier, he put together with Hans Schuetze and Tom Schuller an international reader, published in 2002, on lifelong learning.

### ***Learning in Retirement: A Policy Priority for the 21st Century***

This presentation is about learning by and for older adults. This is a subject of key importance which has yet to be accorded the recognition it deserves. That Third- and Fourth-Age adults might be a priority for organized learning, including but not only through educational programmes, goes against the grain of social convention. The view is widespread that the learning lives of senior citizens are matters of individual choice and of little community or public policy relevance.

This presentation argues instead that learning by seniors and their active ageing have become critical areas of community and public policy concern. Responding to such concern, however, is particularly challenging given the diversity of learning needs and the complexity of arrangements and governance.

The focus here is not on older *workers* – the common preoccupation that so readily appropriates the discussion, including of lifelong learning in general - though to the extent that many older adults are now engaged in the labour market for longer than the conventional retirement age they come within the scope of the argument. Instead, the focus is on adults in the period typically referred to as “retirement”, which on average in Europe now exceeds 25 years for women in Austria, Belgium, France, Italy and Luxembourg and for men exceeds 20 years in Austria, Belgium, Finland, France, Greece, Italy, Luxembourg and Spain. In short, the time spans involved are similar to or greater than those spent in education in the early phases of people’s lives, which spans have themselves extended markedly in recent decades.

The arguments for such a priority are built through four lenses. First, there are the trends in longevity and periods of retirement using the most recent international data. These confirm a picture of unfolding dramatic change which calls for radical new social and educational responses in which learning should be central. At the same time, the ambition of making all older adults active learners holds irrespective of the relative numbers involved.

Second, there is the evidence about skills and ageing, which actually is mixed rather than supporting a view of unmitigated decline. In any event, some of the clearest measured skill declines - that seniors are on average slower than young people in information processing or less performant on memory retention – are arguably of little relevance to whether to invest in education for older adults. Indeed, elderly adults with chronic conditions including dementia have among the greatest learning needs that should be addressed as a major societal project.

Third, there is educational engagement evidence to consider that helps inform the question of appropriate learning strategies for seniors. The relevant evidence includes both their below-average education participation but also their diversity of motivations for active learning.

Fourth, there is the customary approach of wrapping issues relating to education and learning for older adults into the broader discourse on lifelong learning. This presentation argues that this is insufficiently focused and that greater purchase and headway would be made if the main strategies for learning for the retired turned instead around *active ageing* as the guiding concept.

## **Collins, Thomas**

**Chair of the Governing Bodies of Dublin Institute of Technology and Institute of Technology Blanchardstown, Ireland**



Professor Tom Collins is Chair of the Working Group on Student Engagement, Chair of the Governing Authorities of Dublin Institute of Technology and Blanchardstown Institute of Technology and was interim President of Maynooth University in 2010 and President of the Royal College of Surgeons of Ireland Bahrain campus. Prior to this he was Professor and Head of the Education Department and Dean of Teaching and Learning at Maynooth University. He is the former Director of Dundalk Institute of Technology in which capacity he established the Centre for Renewable Energy, the

National Centre for Fresh Water Studies and the Centre for Ageing. He was Government advisor on both the Green Paper (1998) and White Paper (2000) on Adult Education at which time he was Director of the Centre for Adult and Community Education at Maynooth University. Professor Collins has published and lectured widely in the area of Education and is a regular media columnist.

***Globalising the Academy – The Existential Challenge***

Falling levels of governmental support to higher education are forcing universities to diversify funding sources and to look at new ways of generating income. The so called “market” for international students is driven primarily by this imperative.

Internationalisation of universities takes a number of forms. Most commonly, students move across borders to Western institutions to pursue their studies. What receives less attention in the discourse on globalisation and internationalisation is the phenomenon of western branch campuses being established overseas and the kinds of issues which this can give rise to.

This presentation will propose that the cultural and political environments in which such campuses may find themselves can present the most fundamental challenges to the underpinning philosophical precepts of higher education. The existential imperative of the university around academic freedom, freedom of expression and of speaking truth to power in the interrogation of orthodoxy can be jeopardised. It will argue that where underpinning democratic principles and practices are absent or underdeveloped in the wider cultural or institutional context of the host country, silence will be the likely response to issues or positions around which there may be a pressing need to speak. Ultimately the authenticity and integrity of the institution and its sense of agency and self-worth becomes exposed, not only in the host country but in the parent institution also.

## **Panels by Order of Presentation**

### ***Panel 1. Wider Access and Changing Migration Patterns: Implications for Higher Education Reform and Policy***

Factors such as globalization, war, poverty and climate change are leading to the mass migration of people across many global regions – on a scale unprecedented for more than half a century. Beyond immediate emergency humanitarian support, many younger and adult migrants require access to education and training – some of which will be at a higher education level to assist them in demonstrating and/or upgrading their levels of knowledge and skill.

Even for those relatively strong in social, economic and personal capital, studying in a different country presents many challenges and requires significant adjustments on the part of the learners. Conversely, universities and other institutions of higher education might be expected to accommodate such new learners – however, “...institutions and systems in the country of education rarely adjust to ‘strangers’” (Marginson, 2010, p. 12).

This panel will explore the implications of various aspects of these complex academic, organizational and ethical issues as they relate to reform and innovation in higher education.

At a European level, we will highlight responses by individual institutions of higher education to the challenges faced in recent years of mass migration (such as the Refugees Welcome initiative of the European University Association). These will be discussed by **Dr. Lewis Purser**, Director Academic Affairs, Irish Universities Association.

Migration, of course, is not a new phenomenon, and there have been many migration streams since World War II. Here, the case of Germany is particularly interesting – about 20 percent of the German population has a migration background, and in 2015 alone, more than 1.3 million people immigrated to Germany. The issues which these trends present for higher education are explored by **Professor André Wolter**, Professor, Institute for Educational Research, Humboldt University, Germany.

Conversely, from the perspective of a territory with a long tradition of net emigration to mainland USA, **Professor María de los Ángeles Ortiz Reyes**, Professor of Higher Education, University of Puerto Rico, will attend to issues arising from demographic and economic characteristics and migration patterns of Hispanics of Puerto Rican origin, both on the island of Puerto Rico and the US mainland. She will focus on how these changes affect the vitality and financial stability of higher education institutions.

Ireland, also historically a country of net emigration, shifted in a short space of time to become a migration destination for people from different parts of the world. **Ita Tobin**, Head of the Access Service, Dublin City University, with extensive experience in working directly with first and second generation immigrants to Ireland, will highlight the challenges these immigrants face in seeking access to higher education and/or recognition of prior qualifications.

This Panel discussion will conclude with an introduction to the related *HER2016 Open Space/Impulse Session* (Day 2) with **Professor Anne Ryan**, Chair of Adult and Community Education, and **Dr. Conor Murphy**, Irish Climate Analysis and Research Units (ICARUS), Maynooth University, Ireland.

**Convenor:** Professor Maria Slowey (Dublin City University)

**Panellists:**

María de los Ángeles Ortiz Reyes (University of Puerto Rico)

Lewis Purser (Irish Universities Association)

Ita Tobin (Dublin City University)

Andrä Wolter (Humboldt University, Germany)

**Reference**

Marginson, S. (2010, January). *International Student Security: Globalization, State, University*. World Universities Forum, Davos.

***Panel 2. Higher Education for Older Adults: What Is Happening Around the World, and What Reforms Are Needed***

Higher education has traditionally been designed for young adults – typically between the ages of 18 and 25. However, as that age group now comprises a *steadily decreasing* proportion of the overall population and the older age group (age 55+) comprises a *steadily increasing* proportion in many countries, higher education has begun to reform itself accordingly, and must continue to do so.

The past and potential reform of higher education in reaction to this demographic change has various aspects. Reforms have also taken various forms in different countries, depending on the varied social and cultural conditions in those countries as well as their particular demographics.

One major development in response to the need for higher education for older adults is the emergence of the movement known as the University of the Third Age (U3A). This originated in France in the early 1970s, in the form of special programs for older adults organized by and based in conventional universities. The U3A took a different form in Britain in the 1980s, in the form of associations run completely by volunteers, and not connected to any conventional university. Both forms of the U3A have spread to many countries around the world, and comprise an important part of the overall trend towards higher education programs tailored to the particular circumstances of older adults.

Two reforms of higher education relevant to our topic have taken place in our host city, Dublin. A century and a half ago Cardinal John Henry Newman wrote his famous treatise on liberal higher education, *The Idea of a University*. At that time he was in the process of founding a new university – now known as University College, Dublin. Newman’s conception of what a university should be has since been largely displaced in conventional universities by a model that combines the Humboldtian notion of a research-producing institution with the human capital inspired trend to vocationally oriented teaching. However, much of the developing field of higher education for older adults is inspired by Newman’s idea.

A century and a half after Newman published his treatise our host institution, Dublin City University, established a set of 10 generic principles for an “Age Friendly University.” These principles have now been adopted by partner universities in Ireland, the UK and the USA. One of our panellists, Maria Slowey from DCU, will discuss this initiative, as well as some other initiatives that have developed in European higher education in response to broad demographic changes.

Our Canadian panellist, William Kops, is now completing a study of education of older adults at Canadian universities that have varied levels of connection to conventional HEIs, and he will give us some highlights from this research. Dr. Kops is a faculty member at the University of Manitoba, the first Canadian university to declare itself to be an age friendly university and adopt the 10 principles enunciated by DCU in 2012.

Shinichi Yamamoto will discuss higher education for older adults in Japan: prospects and problems. One of the prospects is that the new older generation is better educated than the previous generations, which means they are more interested in studying at universities after retirement. Universities also may welcome their participation because many universities are suffering from a shortage of students because of the declining number of young adults. One problem, however, is that older adults may not be as willing as younger people to pay tuition, because university education for them is not an investment in their personal future, but rather consumption for pleasure. Some older adults also face the prospect of becoming poorer due to the lack of public support; “Poverty or bankruptcy of older adults” is becoming a common phrase that speaks to the reality of the new older generation and their ability to take part in higher education.

Wietse de Vries will discuss the demographic trends in his native Mexico, which are significantly different from those in the other two North American countries. He will also address one important aspect of higher education for older adults that is sometimes overlooked – the effect on conventional higher education institutions of the arrival of significant numbers of older full time students, particularly when Mexican HEI’s are heading into an era when the average age of the faculty is steadily decreasing.

We are aware that the demographic situation in various countries is quite different from the situations in those few countries represented on this panel. We look forward to input from members of the audience who can describe the situations in their own countries, and the corresponding need for the reform of higher education under those circumstances.

**Convenor:** Walter Archer (University of Alberta, Canada)

**Panellists:** Wietse de Vries (ICGDE-BUAP, México)

William Kops (University of Manitoba, Canada)

Maria Slowey (Dublin City University)

Shinichi Yamamoto (J.F. Oberlin University, Japan)

### ***Panel 3. Higher Education Expansion and Aging Population in Latin America***

The population of Latin America is gradually aging. It is a common trend in all countries, with specific characteristics and rhythms in each of them. At the same time, education systems have significantly expanded, to the point that several countries have reached coverage rates of higher education that can be classified as universal (Cuba, Puerto Rico, Venezuela, Argentina, Uruguay, Chile). However, in many countries the young adult population still has serious educational deficits.

In a framework of relative expansion of the adult population and demands in various segments of the labour market for higher formal qualifications, the expansion of higher education is related to the increasing rate of secondary education completion and, therefore, to access to higher education by social sectors that previously had fewer educational opportunities. In turn, this expansion has been strengthened by the growth of educational demand from adults, mainly young adults with family

responsibilities whose interest in higher education is related to their need to improve their position in the labour market. An important part of that growth has been in the private sector.

In some countries, the expansion has been primarily driven by market forces and is concentrated in the private sector. However, in most countries the main growth has been in the public sector, through policies to expand system capacity. This expansive phase seems contradictory to the quality objectives established in the cycle of reforms initiated in the nineties, policy-based assessments and conditional funding. The arrival of new social sectors of the population in higher education advances the goal of educational equity but without having managed to overcome the selectivity of the system according to socioeconomic background.

At the same time, system expansion brings enormous challenges to quality due to differences in educational capital and the consequences thereof in university selection processes. These processes, apparently based on merit as measured by entrance exams and performance in the previous level of the education system, are closely related to processes of inequality in access to school knowledge provided by the educational system.

A feature of the expansion is the diversification of the institutional base. Along with universities, governments have created technological, intercultural and specialized institutions. In addition, market forces have developed private institutions that serve students from different economic and social backgrounds. In general, segmentation processes have intensified, generating educational circuits that tend to reproduce the economic and social inequalities of origin, and strongly determine the place of employment of graduates.

These general processes, however, are different in each country. Some countries have yet to go a long way toward achieving universal higher education and, therefore, attention to adult populations is not a priority. In these countries, addressing the backwardness of basic and secondary education remains a key issue. Countries with higher coverage rates, together with the need for quality improvement, will face the demands for higher education of an aging population. In general, all countries have seen an increase in the numbers of the student-worker, very different from the "ideal" full-time student.

Attention to the adult population and, within it, student-workers, is variable. Educational institutions have created short duration bachelor's programs, distributed by non-conventional means (online, open and distance learning). The assumption that encourages the offering institutions is that this type of program is best suited for adults. Another expression of these phenomena is the proliferation of graduate programs and enrolment growth in master's degrees, doctorates and specializations, especially in the private sector. This is not only a way to compensate for the likely educational problems of the degree derived from its poor quality, but also an expression of the devaluation of the bachelor's degree and, therefore, the valorization of graduate degrees, now more and more required in different fields of work.

To analyze these problems specifically, the panel will provide an overview of the situation in some Latin American countries: Argentina, Brazil, Chile and Mexico. To do this, a brief description and analysis of the following items will be offered:

1. Demographic trends: the aging population and average schooling by age group.
2. Growth, diversification and differentiation of the system: from 2000 to 2015, with brief references to the previous cycle of the nineties.

3. The current policy cycle with brief reference to the cycle of reforms of the nineties: quality policies, conditional financing, and evaluations.
4. Changes in the composition of the student body, according to the age and type of institution and level of education, differentiated between public and private sectors.

**Convenor:** Germán Álvarez-Mendiola (Department of Educational Research, Center of Research and Advanced Studies, Mexico City; Member of the Internationalization and Academic and Scientific Mobility Network –RIMAC [Cinvestav-CONACYT, Mexico])

**Panellists:** Ana Ivenicki (Federal University of Rio de Janeiro and National Council for Scientific Research in Brazil)

Rosalba Genoveva Ramírez-García (Department of Educational Studies, Center for Research and Advanced Studies, Mexico City)

#### ***Panel 4. Good Intentions But Not Reality (Yet)? University reforms to embrace lifelong learning (LLL)***

Changing student characteristics and changes of university structures and programs have been studied and analyzed for more than thirty years. Higher Education (HE) policies and reforms have been the focus of many studies, most of them focusing on national policies and reforms as well as on institutional changes. Among the comparative studies very few have focused on HE and non-traditional students or lifelong learners, and only three of these few have provided any kind of a longitudinal view focusing initially on ten countries and expanding to thirteen for the latest of the three (OECD/CERI 1987; Schuetze&Slowey 2000; Slowey&Schuetze 2012). All members of the present panel except one have been authors of country studies in the two latter publications.

There is evidence that such new groups of learners have swelled student numbers in all countries, even if only modestly in some. However, potentially this new clientele could become the largest group in the academy. For this to happen, universities would have to change in some major ways.

While the principle of LLL seems to have been generally accepted by all countries covered in these studies HE systems and individual institutions have been slow to adapt their organization of teaching and learning to the requirements of more accessibility, flexibility and responsiveness to learner needs.

On the contrary, the need for additional resources and the economy-driven, utilitarian policies in many countries have pushed universities to focusing more on (applied) research with the result that teaching and learning have become a lesser priority. At the same time, some well known universities, most of them non-public, are charging exorbitant tuition to cater to students seeking “elite” education and credentials – and parents able and willing to pay such fees.

On the other end of the spectrum, private HE institutions, many of them for-profit, also cater to non-traditional students by promising labour market relevance of their programs, many of which are shoddy hence making promises of jobs and income for graduates that are often unrealistic or fraudulent (US Senate report 2013).



## Organization of the panel

After a brief overview of the HE system in their country (three minutes) the panellists will address the following questions:

- (1) Do you see, in your country (or region), significant changes over the last decade in policy or institutional practice that make HE more accessible and open for and responsive to non-traditional learners, including indigenous populations and recent migrants or refugees?
- (2) Do you see any other recent changes of importance that especially benefit “non-traditional learners”, for example arrangements for part-time study, short courses, the transferability of academic credit between institutions, or the recognition of credits from MOOCs?
- (3) Do you see MOOC offerings and up-take increasing in a major way?
- (4) Is there any major impact of electronic and social media on what traditional universities are doing, and how they organize?
- (5) Has there been any major change regarding the role of private HE for facilitating learning by “non-traditional” students?
- (6) Do you find that Ulrich Teichler’s assessment that there continues to be an enormous gap between declamation and HE reality (Teichler, 2015) describes the situation in your country and region? What seem to be the major reasons for such a gap?
- (7) Speculating about the future development of HE do you see particular forces or factors that could lead to major changes, in particular towards LLL-institutions?

**Convenor:** Hans G. Schuetze (University of British Columbia, Canada)

**Panellists:** Ana Ivenicki (Federal University of Rio de Janeiro and National Council for Scientific Research in Brazil)

Carol Kasworm (North Carolina State University, USA)

Hae-Joo Lee (Korea National Open University, Republic of Korea)

Shinichi Yamamoto (J.F. Oberlin University, Tokyo, Japan)

**Discussant:** Maria Slowey (Dublin City University)

## References

- OECD/CERI (1987), *Adults in Higher Education*. Paris: OECD
- Slowey, M., & Schuetze, H. G. (Eds.). (2012). *Global perspectives on higher education and lifelong learners*. London and New York: Routledge
- Schuetze, H. G., & Slowey, M. (Eds.). (2000). *Higher education and lifelong learners: International perspectives on change*. London and New York: Routledge - Falmer.
- Teichler, U. (2015). After decades of declamation: Higher Education on the move towards Lifelong learning? In P. Zgaga, U. Teichler, H. G. Schuetze & A. Wolter (Eds.), *Higher Education Reform: Looking Back – Looking Forward*. (pp. 303-320). Frankfurt: Peter Lang.
- United States Senate. (2012). *For Profit Higher Education: The Failure to Safeguard the Federal Investment and Ensure Student Success*. Washington, D.C.: Committee on Health, Education, Labor, and Pensions.

## Papers in Alphabetical Order

### **Álvarez-Mendiola, Germán**

Department of Educational Research, Center of Research and Advanced Studies  
Member of the Internationalization and Academic and Scientific Mobility Network –RIMAC  
(Cinvestav-CONACYT, Mexico)

#### ***Transnational Institutions and Adult Learners in Mexico: The Case of Laureate International***

In the general context of an aging population and improvements in the efficiency of secondary education in Mexico, this research studies the actions that the institutions of the Laureate International Network (Valley of Mexico University – UVM, Technological University – UNITEC, and University for Professional Development – UNIDEP) have implemented over the last ten years around educational offerings that, in theory, address the needs of adult learners. Taking into account the latest features of transnational education throughout the world, this presentation will address the following topics: a) characteristics of "non-traditional" (open and distance) educational offerings; b) proportion of adult students in enrolment; c) characteristics of adult learners by age and gender; and d) branding features designed to attract adult learners.

Around the world, international higher education providers have considered the adult population as a major target within the education market. On the one hand, in many countries, notably in developed countries, there is a favourable environment for the provision of educational services for adults, in a framework of paradigms and policies of lifelong learning. On the other hand, the expansion of educational offerings through technology platforms has allowed the proliferation of open and distance learning, which tends to fit adults' needs.

Commonly, transnational higher education is provided by at least four types of institutions: distance learning institutions or programs, branches of foreign institutions, franchises, and validations by foreign institutions. One of the goals that inspire these educational offerings is often international student mobility. However, these four types of institutions are very rare in Mexico. There is no transnational higher education in the normal sense, but, instead, local institutions bought by foreign investors. That makes of Mexican transnational education a peculiar case.

With respect to higher education for adults, specifically, both public and private, national or foreign institutions in Mexico have had a precarious or non-existent supply. This is partly because the adult demand for higher education is still small and, in part, because of the absence of a favourable cultural and educational environment for adults to enter higher education.

However, institutions do have open programs that tend to better fit the needs of adult learners; these include open and distance learning programs distributed through technological platforms, or programs that require little presence in the classroom and offer degrees that can be completed in a short time. Other routes that have opened to the attention of adults are graduate programs, especially master's programs, which give the possibility of job promotions and salary increases.

### **Álvarez-Mendiola, Germán, and Brenda Pérez Colunga**

Centre for Research and Advanced Studies, Mexico City

#### ***Demographic Changes and Higher Education in Mexico***

The population in Mexico is ageing. In 2030 a demographic change point will occur as a result of the increase in life expectancy to 77 years. This event will be accompanied by an initial growth of the young adult population and a progressive decrease in the child population. That is, there will be "one person under 15 or over 65 for two people 15 to 65 years old" (Ordorica, 2015, p. 143).

These changes will have consequences for the education system in the context of the relatively low educational attainment of the population. Basic education will have lower demographic pressures. It is estimated that by 2050 the population of school age for basic education will decrease, and this age group will reach 100 per cent enrolment (Ordorica, 2015, p. 136) with improvements in the completion rate. At the same time, the high school level will improve both absorption capacity and graduation rates, boosted by public policies aimed at universal coverage of this age group. In addition, the growing number of young adults in the following decades will increase the educational needs of that segment of the population.

Therefore, the potential demand for higher education will continue to grow, which will mean greater pressure on the capacity for enrolment at this level, increased financing needs and the presence of a growing number of adults, and of social and economic sectors of the population which previously had few opportunities to have a place in higher education. While policies of expanding coverage through institutional diversification and expansion of the private sector have allowed Mexico to meet, almost entirely, the current demand at this level, it is not clear that the goal of having 50% of the age group in higher education by 2030 will be achieved. Also, there are concerns about how the new growth cycles will be financed or what intellectual resources the system will have to address a more diversified student demand in terms of socioeconomic background, age and ethnicity.

The possible future can be anticipated from the characteristics of the current student body and the changes that have occurred in the last ten years. On the basis of statistical evidence available, this research will provide an explanation of who are the students that manage to enter and remain in terms of age, sex, ethnicity and socio-economic status in the various educational modalities and in the public and private sectors.

#### **Reference**

Ordorica, M. (2015). *A look at the demographic future of Mexico*. El Colegio de Mexico: National Autonomous University of Mexico.

#### **Archer, Walter,<sup>1</sup> and William Kops<sup>2</sup>**

<sup>1</sup>University of Alberta, Canada

<sup>2</sup>University of Manitoba, Canada

#### ***The Ageing Population: An Impetus for Reform of the Community-Engaged University***

In many developed countries, including Japan, Canada, and several countries in Europe, older adults comprise an ever increasing proportion of the population while the proportion in the traditional university undergraduate age group steadily declines.

Responses of postsecondary education to this demographic trend have already occurred and are accelerating as the "baby boom" generation begins to retire. Prominent among these changes has been the emergence of the "University of the Third Age" (U3A) in both its French (attached to a conventional university) and British (independent) versions, along with other variants that go under various names (Swindell, 2009).

A critical question regarding the U3A movements and other educational programs aimed at older adults is whether they are really “higher education.” They certainly do not much resemble the currently dominant model of a university, which combines the Humboldtian notion of a research producing institution with the human capital inspired trend to vocationally oriented teaching. However, they do correspond to a significant degree with some other conceptions of higher education. One such concept is the university or college focused on liberal education - higher education for the development of knowledgeable and thoughtful citizens - articulated by John Henry Newman and many others.

However, the model of higher education that can and should draw renewed strength from the expanding cohort of older adult learners is the concept of the “service university,” the concept that drove the creation of the land-grant universities in the USA beginning in the 1860s (Kellogg Commission, 1999) as well as many state-supported universities elsewhere. The latest articulation of this concept is the idea of “community-university engagement” – which too often remains just a slogan in university mission statements and fundraising campaigns. However, a closer articulation between conventional universities and colleges and U3As, as in the cases described by Ratsoy (2016), can not only provide personal benefits to the U3A participants but also help state-supported universities recover and strengthen their community service functions.

In the context of this suggestion, our presentation will include a review of the mixed model of older adult education at Canadian universities, will further explore some implications of demographic change for the reform of postsecondary education, and will look at future possibilities.

#### References

- Kellogg Commission on the Future of State and Land-Grant Universities (1999). *Returning to our roots: The engaged institution*. Washington, DC: National Association of State Universities and Land-Grant Colleges.
- Ratsoy, G. (2016). The roles of Canadian universities in heterogeneous third-age learning: A call for transformation. *Canadian Journal of Higher Education/Revue canadienne d'enseignement supérieur*, 46(1), 76-90.
- Swindell, R. (2009). Educational initiatives for the elderly. Brisbane, Australia: Griffith University, U3A Online. Available: <https://u3aonline.org.au/content/educational-initiatives-elderly>

#### **Aupetit, Sylvie Didou**

Centro de Investigación y Estudios Avanzados (Cinvestav-Mexico)

#### ***New Students, New Institutions: Challenges for Their Academic Legitimation and Social Sustainability in Mexico***

Over the last 20 years, the Mexican government has increased the number of students enrolled in public higher education institutions (PHEIs) in accordance with recommendations from international bodies and in response to the demands of social and ethnic sectors. To this end, on a systematic scale via extra-budgetary competitive project financing, funds were channeled towards increasing enrolment, creating campuses in municipalities that lacked higher education services, and proposing off-site educational methods. On a societal scale, in alliance with regional or municipal authorities or organized collectives, the government oversaw the opening of local institutions aimed at populations in situations of marginality, cultural diversity and even migration, either actual or probable. On an individual scale, it ran a scholarship program for economically vulnerable young people. These articulated efforts brought about an increase and a diversification of both students and PHEIs. Those non-conventional population groups were inserted either as minorities or majorities into enrolment registers according to the profile and the locality of the institutions taking them. However,

their registration posed challenges in terms of the socio-academic functioning of the PHEIs as regards quality assurance, social responsibility and the design of measures for comprehensive internationalization.

In this context we will be reflecting on the pertinence of programs for inclusion and diversification as aspects of a public activity documented in intra-systemic records (promotion of equality) and in politico-social terms (cohesion). We will analyze how these government programs have contributed to densifying the map of higher-level educational services and also increasing the heterogeneity of the sub-sectors that make up the higher education system. Focusing on case analysis of Mexican intercultural universities, we will examine some practices relating to their education and training profiles, local social responsibility strategies, and international cooperation strategies, with the aim of raising and demonstrating the sustainability of these institutions.

Our hypothesis is that legitimation in the academic and socio-political fields of these non-traditional PHEIs is not only a question of financial resources. It involves ad hoc mechanisms of monitoring, strategic planning, curricular design, and participation in support networks that enable the implementation of innovative projects for consolidation and institutional development.

**Boshier, Roger,<sup>1</sup> and Seiko Ogawa<sup>2</sup>**

<sup>1</sup>University of British Columbia, Vancouver

<sup>2</sup>Aoyama Gakuin University, Tokyo

### ***Who Goes? Who Stays? Emigration Intentions of 715 University Students in China and Japan***

This study was designed to understand the emigration intentions of undergraduate students in well-known universities in China (e.g., Peking University, Tsinghua) and Japan (e.g., Aoyama Gakuin, Rikkyo). The authors went to ten universities and administered a questionnaire containing seven open-ended questions. One question asked “If you had a chance to move, where would you like to live?” Another asked “From your perspective, what are the three biggest problems in Japan?” (or China). Questions were printed on a single piece of paper and respondents provided their date of birth and gender. They could answer in Japanese, Chinese or English. In both places, one of the authors hovered nearby until all questionnaires were collected. There were 715 respondents (379 in Japan; 336 in China). There were 416 women (58.9%) and 290 men (41.1%) and their mean age was 20.7 years.

More than 50% of Japanese and nearly 60% of Chinese respondents said they were leaving their country. Of the remainder, 44% of Japanese and 33% of Chinese respondents were planning to move inside their country. Despite Chinese fondness for urbanization, in both countries “internal” migrants were mostly leaving polluted cities and heading for clean and green places in the countryside.

The most preferred “target countries” for external migrants from Japan were – in this order – USA, Germany, Canada, Australia, United Kingdom. For Chinese “external migrants” the preferred countries were USA, Canada/France/Switzerland (all equal), Germany. Concerning the “three biggest problems,” many Japanese respondents were deeply concerned with – in this order – the national debt, declining fertility and aging, political instability, natural disasters and environmental stress, political instability and possibility of war with China. Chinese respondents deplored – in this order - environmental degradation, educational deficiencies, socio-cultural malaise, political oppression and corruption, economic stress and wealth gaps, over-population and worries concerning their rapidly aging society and demography.

Both authors read (and coded) answers to the “three problems” question which clearly explained why students want to leave (or move within) their homeland. China offers incentives to “talents” to return home from overseas. However, this corrupt program is not a substitute for tackling problems motivating departure of bright 20 year olds. The 715 students studied here were quite clear about why they need to seek refuge from environmental degradation at home or leave for another country.

**Bruen, Jennifer, and Niamh Kelly**

School of Applied Language and Intercultural Studies, Dublin City University

***The Impact of “Super-Diversity” on the Student Experience in Higher Education: Implications and Recommendations for an Enhanced Delivery of Modern Foreign Languages at Third Level***

Partly as the result of the major migrations that have been occurring over the past few decades, the student body in higher education is increasingly diverse in terms of language, nationality and cultural background. This phenomenon, known in some quarters as “super-diversity,” impacts many aspects of student life and learning in higher education. However, studies suggest that many lecturers lack an awareness of the diversity present in the student cohort in front of them as well as an ability to harness such diversity in a constructive manner. As a result, many disciplines continue to be delivered as though to a “traditional” cohort of students sharing a common first language which is also the medium of instruction, with little or no understanding of the impact of linguistic diversity on the teaching and learning process.

Linguistic diversity has a particular impact in the study of modern foreign languages. This area is, therefore, in particular need of further study and, potentially, reform. In this context, this presentation will describe ongoing research intended to provide insights into the experience of university language students whose mother tongue is other than the medium of instruction in order to be able to enhance this experience in the future.

The presentation reports on a recent study designed to explore the attitudes and experiences of non-native English speakers studying foreign languages at an Irish university. It then examines how language classrooms and curricula can be designed in a more inclusive way with the objective of acknowledging and harnessing the linguistic and cultural diversity present in university language classrooms. A particular focus is a series of activities which were designed and implemented in four higher education language classrooms with the objective of enhancing the language learning process for all of the students involved.

Policy implications to be discussed include a need to highlight the existence of super-diversity and the potential significance of its impact on teaching and learning in general, and modern foreign language degrees in particular, within the Continuous Professional Development offered to lecturers at third level. The need for further research to be carried out into the impact of increased diversity in disciplines other than foreign language education is underlined in this context. Finally, broader, related questions surrounding both the specialist and the general teaching and learning qualifications required of those lecturing in higher education are considered.

**Cleveland-Innes, Martha**

Athabasca University, Canada and KTH Royal Institute of Technology, Sweden

***Student Change and Faculty Roles: New Ways Forward for Higher Education***

The need for change in higher education results from multiple societal shifts and the demand for a more contemporary higher education. These changes and resulting demands include but are not limited to changing demographics, global migration, delocalization of education offerings through technology, increased competition for students, 21st century skill development, employment sector transformation, increasing accountability requirements, and, most importantly, a call for quality teaching for relevant learning. In combination, this results in a need to reconceptualize and restructure higher education functions and forms; “neither the purpose, the methods, nor the population for whom education is intended today bear any resemblance to those on which formal education is historically based” (Pond, 2002, n.p.).

The population for whom education was intended has changed in dramatic ways since the creation of the oft seen lecture-based, transmission model of education delivery in higher education. Changing student demographics are now an increasing and significant part of the narrative about higher education reform. Using Canada as an example, attention must be paid to the ageing population and the decline of the traditional age cohort of university students. Mature, multiple-role, and returning learners will be in the majority. At Athabasca University (AU), Canada’s open and online university, the average age of students is well above the norm and meeting student expectations is a priority. Since 1970, AU has offered increased access and alternative forms of delivery in response to a student population in need of higher education but unable to access traditional programs. AU’s varied and more flexible completion pathways, coupled with more individual and personalized learning, may well be part of the story for more generalized higher education reform in response to demographic change.

There must be a renewed focus on student-centred approaches, since diverse student bodies will increasingly be the norm. Flexible learning will be in high demand as mature students enrol and require programs that provide access in combination with other roles. Recent research on faculty roles identifies awareness of the need for faculty role change based on changing student characteristics and needs. New ways of learning must be viewed in reference to the characteristics of the students at hand and in tandem with new ways of teaching, given that teaching and learning are inexorably linked.

Capacity to develop new roles and foster greater student engagement and satisfaction can be part of this change. New roles for faculty, and ultimately students, can build more capacity to allow for resolution of this and other issues in higher education.

#### Reference

Pond, W.K. (2002). Distributed education in the 21st Century: Implications for quality assurance. *Online Journal of Distance Learning Administration*. 5, (2). Available online at: <http://www.westga.edu/~distance/ojdla/summer52/pond52.html>

### **Corrigan, Trudy, and Grace Kenny**

Dublin City University

#### ***Talking About My Generation: Intergenerational Learning, a Response to the Challenges Facing Higher Education Policy and Reforms Today***

There are many and global implications for teaching, learning and research in higher education related to the increase of our ageing population. The needs of this segment of the population have frequently been neglected by tertiary education in the past. This demographic change brings with it a key remit for higher education to assess its own role in a world of rapid change in terms of the social, cultural and economic impact of not only population ageing but also mass migration.

In Ireland in particular, the *National Strategy for Higher Education to 2030* (Department of Education and Skills, 2011) advocates a transformation to a more flexible higher education system with greater choice of provision of academic courses, flexibility in modes of learning, improvements in the quality of students' experiences and ensuring that higher education connects more effectively with wider social, economic and enterprise needs. While this is interesting in theory it is yet to be implemented in policy and practice.

As a practical example of what this government policy is advocating, the DCU Intergenerational Learning Programme (ILP) is an innovative approach which is a response to these challenges. Since 2008, it has, in both theory and practice, become a new model which brings together older and younger students in higher education, with reciprocal benefits for both cohorts. This presentation will highlight the research conducted to date and, based on the findings, it will provide recommendations for higher education reforms and policy. These recommendations are chiefly to support the future role of higher education in terms of wider social, economic and cultural benefits for society.

#### Reference

Department of Education and Skills (2011). *National Strategy for Higher Education to 2030. Report of the Strategy Group*. Dublin, Ireland.

#### **FitzGibbon, John**

British Columbia Council on Admissions and Transfer (BCCAT), Vancouver, Canada

#### ***Canada's Response to Global Economic and Demographic Challenges: Mobility and Enrolment Trends in British Columbia's Higher Education System***

This presentation will explore the implications of Canadian domestic and global demographic and economic developments on the post-secondary transfer system, enrolment distribution, student mobility patterns, and program profiles in the province of British Columbia (BC).

Demographic trends in Canada impacting higher education include the retirement of the exceptionally large "baby boomer" generation and its replacement by smaller generations, and continued national and provincial government emphasis on immigration and internationalization of the higher education system. Faced with reduced government funding and a decline in traditional domestic enrolments, post-secondary institutions (PSIs) have responded with significant outreach to Indigenous populations, first generation post-secondary learners, older workers, and international students.

Institutions responded to earlier demographic changes by broadening their programming mix and developing student support systems. Specifically, in BC, these responses occurred within a post-secondary system featuring a network of rural and suburban colleges with highly established transfer pathways to research universities – particularly in the arts, sciences, and business. Now, however, institutions grapple with how to accommodate a different wave of students – more technologically and career oriented and more scholastically, culturally, and linguistically diverse.

BC international student enrolment tends to favour programming in subjects that are more career focussed and less dependent on native English language fluency, such as business, information technology, and science, reinforcing a recent government push for more overt career oriented programming. Career and immigration-oriented enrolment is increasing the pressure on PSIs to diversify, show value for investment, and demonstrate the value of credentials in a global



marketplace, while outreach to non-traditional students may increase the emphasis on social issues such as de-colonization and indigenisation.

The consequences of attempting to service a wider domestic and a diverse international population may necessitate that PSIs address issues of institutional quality, placement on international league tables, relationship building with a wide variety of potential student pools, and increased need for support services, remediation/preparation, and cultural competence and linguistic programming. In BC, labour force shrinkage and the growth of a diverse knowledge-based economy that is replacing the traditional resource extractive one suggests that students may enter the labour force sooner, but later exit the labour force for short periods of time in order to upgrade their skills. The higher education system is responding with targeted entry-to-practice credentials and shorter, more modularized programming tailored to worker upgrades – i.e., a move from human capital filtering to human capital building.

### **Gagnon, Jessica**

University of Portsmouth

#### ***People Like Me: The University Experiences of the Daughters of Single Mothers in the United Kingdom***

“I started university doubting that ‘people like me’ are good enough. ... My story reifies the neo-liberal narrative that if you work hard, if you make sacrifices and that if you ‘want to,’ then anyone can achieve, no matter their background, their problems or their financial status. What’s sad is that that narrative is wrong.”

In a number of developed countries, around one in every four families with children is a single parent family; examples include the United Kingdom (Office for National Statistics, 2012), the United States (United States Census Bureau, 2010), Australia (Qu & Weston, 2013), and Ireland (Central Statistics Office, 2012). Based on family trends, an OECD (2011) report speculated that the number of single parent households will continue to rise. Some studies have suggested that the children of single mothers are less likely to participate in higher education (Lee, Almonte, & Youn, 2013; Martin, 2012; Ringback Weitof, Hjerm, & Rosen, 2004).

Many of the existing widening participation policies and practices within the United Kingdom are primarily focused on *access to* and not on *participation within* higher education, including students’ experiences, sense of belonging, and their persistence through to degree completion (Burke, 2012; Ketley, 2007). This presentation explores the intersectionalities of gender, socio-economic class, race and ethnicity, and family status as they impact upon the university experiences of the daughters of single mothers who are first-generation students in the United Kingdom through a thematic analysis of semi-structured interviews with and reflective writings from 26 students who are currently pursuing or have recently completed an undergraduate degree. Data was collected during spring and summer of 2013. The theoretical and conceptual frameworks upon which this doctoral study is built include feminist theory, intersectionality theory, and social exclusion.

The findings from this study suggest that single mother families are constructed through negative dominant discourses that produce a homogeneous view of single mother families as a group, allowing individuals to be misrecognised and limited through stereotypes. The negative construction of single mother families impacts upon the higher education experiences of their daughters. The findings also illuminate the complicity of academia in the production and reproductions of

inequalities. In order to enable students to fully participate within higher education, higher education policies and practices must address the support needs underrepresented students have so that they can engage in their studies, feel like they belong at university, and persist through to degree completion.

#### References

- Burke, P. J. (2012). *The right to higher education: Beyond widening participation*. Abingdon: Routledge.
- Central Statistics Office (2012). *Profile 5: Households and Families*. Dublin: Government of Ireland. Retrieved from: [http://www.cso.ie/en/media/csoie/census/documents/census2011profile5/Profile\\_5\\_Households\\_and\\_Families\\_full\\_doc\\_sig\\_amended.pdf](http://www.cso.ie/en/media/csoie/census/documents/census2011profile5/Profile_5_Households_and_Families_full_doc_sig_amended.pdf)
- Kettley, N. (2007). The past, present and future of widening participation research. *British Journal of Sociology of Education*, 28(3), 333-347.
- Lee, K. A., Almonte, J. L. J., & Youn, M. J. (2013). What to do next: an exploratory study of the post-secondary decisions of American students. *Higher Education*, 66(1), 1-16.
- Martin, M. A. (2012) Family structure and the intergenerational transmission of educational advantage. *Social Science Research*, 41(1), 33-47.
- OECD (2011). *The Future of Families to 2030*. Paris: OECD. Retrieved from: <http://www.oecd.org/futures/49093502.pdf>
- Office for National Statistics (2012). *Families and households, 2001 to 2011*. Newport: Office for National Statistics.
- Qu, L., & Weston, R. (2013). *Australian households and families: Australian Family Trends No. 4*. [online] Available at: <https://aifs.gov.au/publications/australian-households-and-families>
- Ringback Weitoft, G., Hjern, A., & Rosen, M. (2004) School's out! Why earlier among children of lone parents? *International Journal of Social Welfare*, 13, 134-144.
- United States Census Bureau (2010). *America's Families and Living Arrangements: 2010*. [online] Available at: <http://www.census.gov/population/www/socdemo/hh-fam/cps2010.html>

### **Gibson, Hervey, and Michael Osborne**

University of Glasgow

#### ***Higher Education, Migration and Political Change***

In their vote on 23 June 2016 to leave the European Union the people of the United Kingdom have brought upon themselves a massive economic readjustment. It will last for many years, and will necessitate substantial adjustments in many other countries. The scale of the adjustment is by no means clear yet, and certainly was not appreciated in the referendum, even though warnings about it were the main message of the “Remain” campaign. It was overshadowed by a political and economic disaffection which focused most pertinently on migration, and that was clearly the decisive issue for the “Leave” campaign.

In five sections this presentation will explore some of the many and complex interactions between the economy, migration, and education and learning systems. In a situation where evidence is still sparse, it speculates how these may have affected the decision, and how they will be affected by the Brexit adjustment and its consequences, not just in Britain but across the world.

To begin to build the evidence base it firstly updates an earlier presentation at a HER workshop (2007) to show that higher education provision has remained the primary policy influence on internal migration within Scotland. Secondly it draws on historical data back to the start of the twentieth century to show how expanding access to higher education brought an end to centuries-long population decline for Scotland, and enabled Scottish GDP to end a long decline relative to the UK.

Thirdly it draws on demographic and economic evidence from other jurisdictions to show that similar phenomena have shaped history in other countries. Fourthly it reviews the role of student migration in changing patterns of international migration to the UK, examining to what extent totemic slogans about “net migration” were justly perceived as prejudicial to the higher education

sector, and gauging what impact changes in post-graduation residence rules as a result of targeting net migration might have had upon the UK economy.

The fifth section is necessarily much more speculative, exploring the possible evolution of the Brexit scenario as it appeared shortly before the workshop and how that will impact migration, learning and education at all levels. What might people attending the workshop do to ease this difficult adjustment for all the countries affected?

### **Güney, Işil,<sup>1</sup> and Attila Pausits<sup>2</sup>**

<sup>1</sup> Hacettepe University School of Foreign Languages, Ankara, Turkey

<sup>2</sup> Danube University Krems, Austria

#### ***Widening Access to Refugee Students: Responses of Austrian Public Universities***

In recent years Europe has been a scene of mass migration unparalleled in scale since World War II. With the recent migration flow, higher education institutions have been confronted with the new challenge of managing a diverse student body of refugees and asylum seekers. Likewise, refugee and asylum seeking students have encountered various barriers in accessing higher education such as inadequate language training, financial constraints, and lack of appropriate documentation, guidance, information or counselling.

Being one of the main transit countries for refugees, Austria received approximately 90,000 asylum applications in 2015, an increase of 200% as compared to 2014. While policy discussions in Austria have been revolving around handling the refugee crisis and offering humanitarian aid, the role of higher education in integrating refugees has not yet been considered. In this context, the aim of this study is to analyze how the Austrian higher education system is responding to including refugee and asylum seeker students, and what policies and strategies they are adopting to this end. Approaching the issue from the perspective of the social dimension of higher education, we highlight significant benefits universities could derive from responding in a timely fashion to the refugee crisis while addressing challenges. The study adopts qualitative methodology, employs documentary research and interviews as data collection tools, and uses thematic content analysis. Data were collected through semi-structured interviews with various stakeholders representing the Austrian higher education system: the Federal Ministry of Science, Research and Economy, Universities Austria, vice-rectors, admission offices, student unions at public universities, and refugee students.

The study's contribution to the field is expected to be threefold. Firstly, although migration, asylum and integration are well researched within the Austrian context, refugees and asylum seeker students have not been studied from the perspective of widening access or the discipline of higher education. Secondly, it sketches out the initial response of a national higher education system for widening access to refugee students and, hence, prepares the ground for further studies and comparisons. Finally, it aims to instigate further research on the role of higher education in emergencies. Findings reveal that language and funding constitute two major obstacles for refugee students' access to higher education. While efforts are being exerted by individual universities and NGOs to meet immediate challenges, funding and support from the policy side of higher education remain scarce. Thus, a concerted national action plan for education of refugees is needed. The study makes recommendations that could have implications for policy-makers and universities.

## **Ivenicki, Ana**

Federal University of Rio de Janeiro (UFRJ) and National Council for Scientific Research in Brazil (CNPq)

### ***Higher Education in an Increasingly Multicultural Society: The Example of Brazil***

Within a context of increasing global mobility, either linked to internationalization perspectives in work and study or as a result of flights from civil wars and terrorism, higher education has been confronted with the need to respond to increased cultural diversity. Such a perspective is particularly relevant in the Brazilian context, given the fact that Brazil has been a country of voluntary immigrants, as well as involuntary slaves from Africa up to the end of the 19<sup>th</sup> century, and has also consistently received refugees from countries affected by civil wars and the two world wars. From the 2000s onwards, Brazil has seen a wave of immigration from other South American countries, as well as from Haiti, China, and, more recently, from Syria.

This presentation argues that an expanded theoretical multicultural concept of immigrant identities should be useful for the analysis of higher education policies, in that it should refer not only to those coming from other countries, as explicated above; it should also refer to the descendants of those who came in earlier immigration waves and who are Brazilian citizens in their own right, but nevertheless can be perceived as “others,” and “not belonging” to what could discursively be constructed as a “real Brazilian identity” (Canen, 2011).

In that sense, this presentation aims to problematize the extent to which such a sensibility towards minority and immigrant identities is present in higher education policies in Brazil. It particularly develops a qualitative documentary analysis of the Brazilian National Plan for Education-2011-2021 (Brazil, Ministry of Education, PNE, 2011-2021), which is the national set of educational goals for ten years, as established by the Brazilian federal government after consultation with the wider academic community. In order to develop the argument, it bears in mind the crucial reminder presented by Slowey and Schuetze (2012) that global inequalities have been present with reference to access to even basic levels of education, let alone higher education. It discusses the concept of multiculturalism in higher education, with a brief look at recent policies referring to that level of education geared towards cultural diversity and inclusion (Canen, 2012; Ivenicki, 2015). It then highlights the potentials and limits of those goals that refer to higher education’s role within the National Plan of Education (Brazil, PNE, 2011-2021). It suggests possible ways to widen access and provide curricular guidelines that value cultural diversity and challenge stereotypes and racism.

#### **References**

- Brazil, Ministry of Education (2014). Plano Nacional de Educação-(2011-2021). [National Plan for Education-(2011-2021)]. Available at [http://pne.mec.gov.br/images/pdf/pne\\_conhecendo\\_20\\_metas.pdf](http://pne.mec.gov.br/images/pdf/pne_conhecendo_20_metas.pdf)
- Canen, A. (2011). Boosting immigrant/minority student identity at schools: Contributions of multicultural teacher education. In: S. Vandeyar (Ed.), *Hyphenated selves: Immigrant identity within education contexts* (pp. 149-162). Amsterdam: Rozenberg Publishers/Unisa Press.
- Canen, A. (2012). Lifelong learning and the role of the university in Brazil: Some reflections. In: M. Slowey & H. G. Schuetze (Eds.), *Global perspectives on higher education and lifelong learners* (pp. 266-278). New York: Routledge.
- Ivenicki, A. (2015). Adult education and cultural diversity in Brazil: National policies and contributions of higher education. In: M. Milana & T. Nesbit (Eds). *Global perspectives on adult education and learning policy* (pp. 60-72). London: Palgrave MacMillan.
- Slowey, M., & Schuetze, H. G. (2012). *Global perspectives on higher education and lifelong learners*. New York: Routledge.

## **Kasworm, Carol**

North Carolina State University, Raleigh, North Carolina, USA

### ***The Shifting Future of U.S. Higher Education for Adult Learners and Workers***

Examining select demographic changes in the US, this presentation will explore the changing faces of learners and the importance of reforms to support the changing demographics in US higher education and the knowledge economy. The first part of the paper presents an overview of US demographic changes of the aging population, the growth of multicultural diversity, and of the impact of workforce restructuring and evolving new knowledge and skills expectations upon the adult worker.

With this background context, the second section will interweave the three demographic changes (aging, multicultural diversity, and a changing workforce) in relation to their impact upon higher education student/learner populations and their general implications for higher education and continuing education policy and practices.

The third section will consider the specific focus on a key college student group, the U.S. adult worker. Currently 80% of U.S. undergraduate college students (both young and older) are working at least 20 hours a week. Of this group, adult undergraduate students (age 25 and older), representing 30% of the undergraduate collegiate population, are predominantly full-time or part-time members of the workforce. Although many leaders in higher education have recognized the changing redistribution of student ages in undergraduate programs, and of the interwoven external commitments (work and family) and related financial demands of these adult students, there has been limited rethinking in policy to support these non-traditional student populations. There have been mixed policy reforms supporting access to higher education for the adult as a worker, for culturally diverse adults, and for aging adults. Of more subtle, but significant importance is the changing culture of knowledge generation and its importance for both current life and work in adult worlds. This changing knowledge culture will be further explicated through the implications for policies and practices focused upon the growing role of non-formal and informal higher continuing education for adult learners and institutions of higher education.

## **Lee, Hae-Joo, Miai Sung and Min-Seung Jung**

Korea National Open University

### ***Reflections on Multicultural Education in Korea***

Traditionally, Korea has emphasized “homogeneity” and “unity” in order to strengthen state power, in contrast to “heterogeneity” or “difference.” Hence, we were not prepared for the multi-cultural phenomena of the present day. But South Korea has now become a multicultural society: about 1,700,000 people from other countries are now living in South Korea, which amounts to 14% of the entire population. Of this foreign born part of the population, 36% are working labourers, 10.2% are married women from other countries in East Asia, and a few are from North Korea.

The rapid growth of the immigrant population over the past decades has challenged Korean society; there have been many problems, such as social conflicts between native-born Koreans and immigrants, adaptation of immigrants to Korean society, difficulties in educating immigrants’ children, etc. To address these problems, the Korean government has created legal provisions and offices of multicultural education and has been providing much funding for them. In spite of these

efforts, it is not clear if these provisions have been successful or not. Therefore, the aim of our research is to examine the state of multicultural education in Korea and reveal its problems, especially from the perspective of married immigrant women.

First of all, we will examine the actual conditions of multicultural families, making use of a nationwide statistical research data conducted in 2012 by the Ministry of Gender Equality and Family. Secondly, we will analyze their educational needs. Interview data from previous studies were re-analyzed to give a picture of their current status and the problems that they face. Thirdly, we specifically will depict the hardships of female married immigrants using data from research done by the government and also some in-depth interviews with 15 female married immigrants. Lastly, this presentation will suggest several ways to overcome those problems, including the strategy of Korea National Open University at the higher education level.

### **Lennon, Mary Catharine**

Postsecondary Education Quality Assessment Board and  
University of Toronto, Canada

#### ***The Role of Learning Outcomes in Supporting International Mobility***

The year 2014 saw over 4.3 million people migrate to 35 OECD countries alone (OECD, 2015). Johnson and Wolf (2009) contend that despite the prevalence of international mobility, successful integration of immigrants into the labour market is constrained largely due to the lack of cohesion and understanding of higher education credentials. In the modern higher education landscape, programs differ by country in the types of credential offerings, nomenclature, length and even institutional types. In this “jungle of credentials” (Allais, 2010) credential recognition is vital in order for an individual to successfully migrate and integrate into another labour market.

Learning outcomes (statements of what students know and are able to do) have the potential to support recognition through the integration and coordination of national systems in order to “improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society” (European Commission, 2008, p. 11). Where learning outcomes are established, it is also possible to internationally coordinate and compare educational programming (Lokhoff et al., 2010; Wagenaar, 2013).

For example, labour market mobility was a primary motivator for the European Union in establishing policies and activities that cumulated into the Lisbon, Copenhagen and Bologna Accords seeking to coordinate European higher education and labour markets (Johnson & Wolf, 2009; Lennon, 2010). The EHEA now presents common language that articulates student capacities, and identifies the level of mastery expected in each credential (Lokhoff et al., 2010). Around the world, governments and higher education regulators are developing similar policies.

Yet, the reality of whether the policies are actually achieving goals of supporting international credit recognition and supporting labour market development is not well understood. By examining results of a 2015 survey of 75 higher education regulatory organisations across the globe, this presentation analyzes trends in learning outcomes policies focused on student mobility/credit transfer, international cooperation/competition, and labour market alignment, to better understand how learning outcomes are being used to support and coordinate international movement.

The discussion unpacks these findings to comment on the impact of learning outcomes policies in international student and labour market mobility, and considers best practices supporting the achievement of the goals. Initial findings, for example, suggest that learning outcomes policies are not sufficiently valuable in supporting student and labour market transitions when they are only government statements of expectations, but are more useful when assessed through accreditation processes.

#### References

- Allais, S. (2010). *The implementation and impact of national qualifications frameworks: Report of a study in 16 countries*. Geneva: International Labour Office.
- European Commission. (2008). *The European qualifications framework for lifelong learning*. Brussels, Belgium: European Commission, Education and Training.
- Johnson, S., & Wolf, A. (2009). Qualifications and mobility in a globalising world: Why equivalence matters. *Assessment in Education: Principles, Policy & Practice*, 16(1), 3-11.
- Lennon, M.C. (2010). *Signalling abilities and achievement: Measuring and reporting on skill and competency development*. Toronto, Ontario: Higher Education Quality Council of Ontario.
- Lokhoff, J., Wegewijs, B., Durkin, K., Wagenaar, R., Gonzalez, J., Isaacs, A. K., . . . Gobbi, M. (2010). *A tuning guide to formulating degree programme profiles including programme competences and programme learning outcomes*. Duesto, Spain: Competences in Education and Recognition Project (CoRe)/European Commission.
- OECD. (2015). *International Migration Outlook 2015*. Paris, France: Organisation for Economic Co-operation and Development.
- Wagenaar, R. (2013). Qualifications frameworks, sectoral profiles and degree programme profiles in higher education. *Tuning Journal for Higher Education: New Profiles for New Societies*, 1(1), 71-103.

**Li, Sumin,<sup>1</sup> Feifei Zhou<sup>2</sup> and Lida Chen<sup>3</sup>**

School of Education, Tianjin Normal University, China

#### ***Higher Education for the Aged in China***

When the percentage of people over 65 years old in a country reaches 7% of the total population, or the percentage of people over 60 reaches 10% of the total population, this country can be described as an aging society. According to this definition, China became an aging society in 1999 (Liu, 2015). Compared to the developed countries, the aging of the society in China has come later; however, the total population of the aged in China is now increasing quickly. In 2012, the number of people in China over 60 was 194 million. It is estimated that the number of the aged will be 430 million in 2050.

The aging of society brings a lot of problems, especially with regard to meeting the special needs of the aged. These problems have been well dealt with in the material dimension in China. But another dimension is the intellectual aspect. Given the background of the aging society, education for the aged now attracts more attention. Education for the aged has important practical significance for building a perfect lifelong education system, building the learning society, and achieving the free and comprehensive development of the aged.

Since the first university for the aged named “Shandong Red Cross University for the Aged” was established in China in 1983, universities for the aged have become an important instrument for implementation of education for the aged. As a new and special form of institution, universities for the aged held by regular universities now play an important role in the development of education for the aged. The term “held by regular universities,” as used in this paper, means that these institutions are supported by regular universities; they provide education for the aged while depending on resources and the humanistic environment of regular universities.

In 2013, there were 95 universities for the aged held by regular universities (Liu, 2015). These universities are distributed across almost the entire country. This presentation will discuss the management system, the funding, curricula, faculty, students and facilities of universities for the aged, and will provide some suggestions for their development.

The framework of the presentation is :

1. Introduction
2. Legislation and regulation related to education for the aged
3. The needs of education for the aged
4. The current situation of universities for the aged that are held by regular universities
  - 4.1 Management system
  - 4.2 Funding
  - 4.3 Curricula
  - 4.4 Faculty and students
  - 4.5 Facilities
5. The characteristics and problems of universities for the aged that are held by regular universities
6. Conclusion

#### **Reference**

Liu, Y. (2015). *The current situation and development of universities for the aged that are held by regular universities*. Shanghai Normal University.

#### **Mokhele, Ike**

Central University of Technology, Free State Province, South Africa

#### ***Exploring the South African Post Schooling Education and Training System: Policy Reforms for Access, Equity, Transformation and Marketization of Tertiary Education***

Over the past decade, the public education system in South Africa has made strides in providing wider access, equitable access, access with success, and demographic transformation leading to enhanced economic and societal development. The South African education system has two sub-systems: Basic Education, under the Department of Basic Education (DBE); and Post Schooling Education and Training (PSET) under the Department of Higher Education and Training (DHET). In response to the educational reform and transformation agenda in South Africa, a White Paper for Post Schooling Education and Training was approved in 2013.

This presentation will develop a concept of equity with success in the PSET sub-system in which, (a) there should be wider and expanded access to an effective and integrated system; (b) all people, especially youth, regardless of socio-economic background, should have fair opportunities to access PSET institutions and related entities such as those providing financial aid and assistance in bridging the education and work gap; and (c) graduates should have attributes providing labour market competitive advantage and readiness.

Recent efforts to expand access will be analyzed. PSET stakeholders' roles in quality assurance and access with success for graduates' placement will be explored. I will suggest that, although some PSET institutions have begun to respond to the White Paper's call for widening access with success, a more thoroughgoing integrated system resulting in highly skilled graduates, linkages to the workplace and higher level job opportunities, sustainable economic growth and the academic quality required for an internationally competitive PSET system remain critical.



**Murasawa, Masataka, Jun Oba and Satoshi Watanabe**

Research Institute for Higher Education, Hiroshima University

***University Governance in Shrinking Higher Education Systems***

Japan is an ageing society. People over the age of 65 make up more than a quarter of the population. The total fertility rate stood at 1.46 in 2015, far below the 2.07 deemed necessary to maintain the population. The low birthrate has caused a sharp fall in the university-age population. Between 1992 and 2015, as the number of 18-year-olds dropped from 2.05 million to 1.19 million, the number of entrants into HE institutions (HEIs) dropped from 0.80 million to 0.61 million. At the same time, Japan's budgetary situation has become worse. As a result, the government has continuously reduced funding to the national universities. Many private universities are in deficit due to insufficient entrants. Furthermore, although the decline in the number of entrants has been smaller than that in the university-age population due to the rise in the access rate, the academic level of new entrants is no longer the same and quality assurance of learning outcomes has become an important issue.

In order to address these issues, the government, without supplying further resources, requires universities to reform their governance structures and practices. In 2014, the relevant laws were revised so that university governance would be streamlined. This reform is fully in line with a series of policies for university management reform, putting emphasis on the presidential authority. However, the policies have been regarded as ineffective. Indeed, numerous research studies on HEI governance contradict such policies.

The present research will analyze factors, in relation to university governance, that improve students' learning. Based on a questionnaire survey concerning institutional characteristics, locus of decision, organisational climate, instructional activities and learning outcomes of the students, conducted among faculty deans throughout Japan in 2015, we have assessed by factor analysis and regression analysis the correlation among these factors.

The results show that the degree of centralization/decentralization is not correlated with the students' learning outcomes but that these outcomes are affected by the quality of the presidential leadership and collaboration among constituent members of the university through the agency of its organisational culture. This finding suggests that styles of governance may not be important but that outcomes in higher education may be more significantly related to factors beyond structural arrangements. This study provides a deeper understanding of the influence of organisational culture in enabling better student learning outcomes and suggests that, most often contrary to the policy in favour of centralized governance, each university should find ways to improve its management taking its organisational culture into consideration.

**Ortiz Reyes, María de los Ángeles,**

Center for the Study of Higher Education, University of Puerto Rico, Río Piedras Campus

***The Impact of Recent Demographic Changes and Migration Patterns on Higher Education in Puerto Rico***

Demographic and economic characteristics and migration patterns of Hispanics of Puerto Rican origin, both on the island of Puerto Rico (PR) and the U.S. mainland are studied, focusing on how these changes affect the vitality and financial stability of higher education institutions (HEIs).

U.S. Census Bureau data shows that from 2010 to 2013, 144,000 more people left the island for U.S. mainland than migrated to PR, the largest gap between emigrants and migrants since the 1970s. This escalated loss, 1.8% of the Puerto Rican population in 2014 (Velázquez Estrada, 2016) fueled the island's first sustained population decline in its history as a U.S. territory.

The search for better economic opportunities is the common explanation given by island-born Puerto Ricans relocating to the mainland from 2006 to 2013: 42% gave job-related reasons, compared with 38% who gave family-related reasons. Emigrants had a median age of 29, 47% had some post-secondary education and 39% were out of the labour force. 17% of emigrants had more income than in 2013.

Departures of island-born Puerto Ricans contributed to an uptick in the number of this population living stateside, from 1.3 million in 2000 to 1.4 in 2012. They are a smaller group than the faster-growing population of mainland-born Puerto Ricans, 3.4 million in 2012. The number of stateside Puerto Ricans (4.9 million in 2012) has now exceeded the number of Puerto Ricans living on the island, as the overall population in PR declined to 3.6 million in 2013.

Since 2000, high-school graduates with no higher education have made up a greater percentage of emigrants. Given pervasive unemployment among younger and less-educated workers in PR, high emigration would be expected. Surprisingly emigration is not steepest for the least skilled. They likely face economic constraints that make the cost of moving prohibitive. Since 2010, emigrants consist mainly of managers and professionals. From one to four thousand teachers left the island in 2014.

Following an interdisciplinary qualitative approach, this study aims to examine how the higher education system in Puerto Rico has been impacted by these patterns, threats and challenges to the financial health of HEIs on the island, implications for the labour market and associated skill requirements, and how academic leaders are addressing these trends.

Current efforts in the field are also analyzed: migration data dissemination efforts, distance learning, internationalization, high school pathways, and recruitment strategies for inclusion, expansion strategies, and implications for public policy.

#### Reference

Velázquez-Estrada, A.L., (2016). *Perfil del Migrante, 2014*. San Juan, Puerto Rico: Instituto de Estadísticas de Puerto Rico. Retrieved from [www.estadisticas.pr](http://www.estadisticas.pr)

### **Ramírez-García, Rosalba Genoveva**

Department of Educational Studies, Center for Research and Advanced Studies, Mexico City

#### ***Higher Education Policies in Mexico in View of Demographic Changes***

Mexico is experiencing important changes in its demographic dynamics along with new challenges for higher education. The rapid population growth during the first half of the 20<sup>th</sup> century defined a population pyramid greatly widened at the base which generated large demand in various spheres: economic, urban development, healthcare, and education, to name a few. Towards the second half of the previous century both the diminished birth rate and the increase in life expectancy generated new demographic changes. Since 2010, when Mexico had over 112 million inhabitants, the first step in the population pyramid has been shrinking and the birth rate has been slowing down; it is forecasted that population will start diminishing towards the year 2050.

The Mexican education system enrolled 33 million students in 2010: 25.6 million in basic education, 4.4 million in upper secondary, and 3.3 million in higher education. Most of this population attended public institutions in the care of the state (91%, 82%, and 68% in basic, upper secondary, and higher education respectively).

For higher education, the foreseen scenario is that of sustained growth for the next two decades. According to forecasts from the Public Education Ministry (SEP) the student enrolment in this tier is expected to surpass five million towards the year 2030. Advances in coverage and terminal efficiency in basic and upper secondary education will keep generating an important influx towards higher education. Added to this in recent years is the arrival of students with a new professional profile who are seeking in higher education a preparation for either specific needs in the professional or labour market or else particular intellectual or humanitarian interests.

The purpose of the research reported in this presentation is to analyze the priorities of higher education policies in view of the current demographic and education panorama. One hypothesis is that the policies have been more focused on responding to immediate pressures via the creation of new institutions and expanding both open and distance education options. These policies have been less concerned with generating mid- and long-term strategies to deal with changes, demographic or otherwise, which are being observed within Mexican society and which demand flexible and creative responses based on the quality of the educative offering and the structures to manage it.

### **Sheridan, Vera**

School of Applied Language and Intercultural Studies, Dublin City University

#### ***Adult Refugees in Higher Education in Ireland: Implications for Policy and Practice.***

One of the themes outlined for the HER2016 workshop refers to the implications of contemporary global migration patterns for higher education. The recent flow of refugees from the Middle East and certain African countries into Europe holds implications for higher level education. Refugees will contribute to the increasingly diverse student body attending university, so their needs will become a concern for universities.

In Ireland the abolition of university fees in 1997 opened university education to widening participation, though statistics demonstrate that this has only been achieved to a limited extent. The *National Strategy for Higher Education to 2030* (Department of Education and Skills, 2011, p. 34) states that major inequalities continue to exist for young people in terms of socio-economic background. Participation in lifelong learning is also weak by international standards (p. 46) due to institutional inflexibility. The *National Plan for Equity of Access to Higher Education 2008-2013* (Higher Education Authority, 2008) highlights such challenges, which include the needs of immigrants (p. 37). The mid-term review of the plan states that these challenges persist, so that diversity in the student population is of continuing interest in Irish higher level education.

An ongoing qualitative research study into the higher educational experiences of adult refugees in Ireland uses a biographical method to present the narratives of two such students, an Angolan man referred to here as Gustavo and a Nigerian woman, named here as Hannah. Findings indicate a multiplicity of experiences and educational attainment prior to flight. These prior experiences can resonate throughout their higher level studies, resulting in their needing counselling to more subtle effects affecting engagement with the university. Thus, while student services can play a strong role in aiding a student to complete a degree, a holistic approach is advocated which would create strong

links across an institution to aid such students. The establishment of such links would also benefit the increasingly diverse nature of a university's student intake.

#### References

Higher Education Authority (2008). National plan for equity of access to higher education 2008-2013. *Report of the National Office of Equity of Access to Higher Education*. Dublin: Higher Education Authority.  
Department of Education and Skills (2011). *National Strategy for Higher Education to 2030: Report of the Strategy Group*. Dublin: Government Publications.

### **St. Clair, Ralf**

University of Victoria, Canada

#### ***Resurgence, Rigour and Resistance: Indigeneity in the Academy***

One of the biggest challenges facing Canadian higher education is finding a way to recognize the Indigenous peoples of North America. This challenge has demographic, political, and epistemological aspects. This presentation will briefly lay out these aspects of the challenge and discuss both actual and possible responses. Indigenous people continue to increase as a proportion of the Canadian population due to a higher birthrate than the other segments of the population. Higher education, faced with lower overall numbers of young people, will have to become better at attracting, retaining, and serving young Indigenous learners. The political power of Indigenous peoples has recently been considerably enhanced by the publication of the report of the Truth and Reconciliation Commission (TRC, 2015). The three sections of this report that are particularly relevant to higher education are where the TRC calls for:

- “the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education” (11),
- “post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages” (16), and
- provision of “necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms” (62.i).

While political power is often primarily concerned with resources, it is clear that the last of these sections requires higher education to recognize Indigenous knowledge on an equal footing with Western knowledge. This is perhaps the most profound challenge for higher education institutions seeking to work with Indigenous people. The cultural role of the university for hundreds of years has been centred on a particular view of knowledge that can loosely be considered as scientific and certainly as objectivist. Indigenous knowledge relies on a very different way of knowing, and bringing it into the academy would be a substantial epistemological shift that would transform the meaning of rigour. This session will present a case study of one Canadian university's responses to the challenge, including documentary analysis of policies. Overall, it seems that the institutional response is an attempt to work with Indigenous communities and people (and benefit from the demographics) while resisting the full implications of their epistemological and political claims. The paper will conclude by suggesting alternative responses to the claims of Indigenous people, including embracing the potential for place-based knowledge to bring about a second enlightenment—and the resurgence of a broader ideal of human knowledge.

#### Reference

Truth and Reconciliation Commission of Canada. (2015). *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. Ottawa: Author. Available at: [http://www.trc.ca/websites/trcinstitution/File/2015/Honouring\\_the\\_Truth\\_Reconciling\\_for\\_the\\_Future\\_July\\_23\\_2015.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf)

## **Suping, Shen<sup>1</sup>, and Jun Wang<sup>2</sup>**

<sup>1</sup> School of Education, Renmin University of China, Beijing

<sup>2</sup> Institute of Higher Education, Beijing Academy of Educational Sciences, Beijing

### ***Gaokao Migration in China: Legal Issues and the Emerging Challenge***

The National College Entrance Examination, or gaokao, is a fierce competition since it offers the opportunity to enter quality HEIs in China. In past decades students were required to take the gaokao in the place of their household registration, or hukou. Due to unbalanced distribution of higher education resources and enrolment quotas, differences of admission scores and enrolment rates exist among province-level regions.

Therefore, over the years since the 1980s some families have migrated to regions where admission scores are lower and the enrolment rates are higher, mostly through illegal transfer of household registration by fabricating the required documents, in order to gain a better chance to enter prestigious universities. With more social resources, political resources and capital resources, families are using this “gaokao migration” as their “rational man” choice to claim equal rights to education, which is provided by the Constitution and education statutes but not yet fully achieved.

While increased supply of general higher education and reduced inter-province unbalance, the Chinese government is focusing on promoting access to higher education of students with disadvantaged background. With more and more families migrating to major cities for higher-paid jobs, many students without hukou have to take the exam back in their household registration place, which has caused controversy and entered the government agenda. Allowing children of migrant workers to sit gaokao in non-household registered regions and providing students in remote and impoverished rural regions targeted admission quotas are considered as new policies to further education equality.

To some extent, the new policies will accelerate and further complicate the problem of how to address the gaokao migration issue. Issues of unbalanced inter-province higher education resource distribution and the quota system won't be settled immediately in the gaokao reform process. Therefore, it is reasonable to expect that, in the way of citizens claiming equal right to education, two models will exist simultaneously in China over a period of time. Some will actively resort to gaokao migration as an individually-oriented exercise of their right to better access to higher education. Others will passively resort to government-oriented policy to exercise that same right.

Acknowledgement: This work was funded by the Program for New Century Excellent Talents in University (Project Number: NCET-10-0798)

## **von Lüde, Rolf, and Richard Nägler**

School of Business, Economics and Social Sciences, University of Hamburg

### ***The Impact of Trends, Ideas and Discourse on Institutional Change - For Example, the Consequences for University Governance of Cooperation and Competition in Networks***

According to Vivien A. Schmidt, Jean Monnet Professor of European Integration at Boston University, people and institutions are guided by ideas – even though they are not aware of it. That is why we have to take ideas and discourses seriously for explaining institutional and policy change. The global university system is an interesting frame within which to analyze ideas arising from different functional systems and to explain how ideas in discourses can change governance and management of universities.

Looking at discourses about the future of the university system or at a single university as an organization we can observe several ideas in higher education policies which have, or had, an influencing power on organizations in higher education, especially universities. We will focus here on the ideas of a) cooperation in networks and b) competition, and their influence on the discourses in higher education.

By the means of a “discourse-network-analysis” we observe these “ideas in discourse” and cluster them according to university-actors and concepts of higher education. Empirical observations and the interpretation of documents, websites, newspaper articles and political texts reveal which reform concepts and university-actors are supporting either the idea of cooperation or of competition.

The power of these ideas in the ongoing discourse of university reform implies an unrecognized challenge: Each single university, given its historical structure and its actual mechanisms of governance, cannot match completely the expectations of society, especially under the current financial pressure. In order to meet these expectations, the university has to react by changing its management structure and/or adding new governance mechanisms. Therefore, the *university here is understood as a “coupling organization,” including the governance mechanism of “understanding.”*

This innovative view conceptualizes the university as an organization incorporating the reflexive ability which enables it to observe and analyze and react to its complex environment. Taking into account these structural and organizational requirements, universities will be able “to listen to their environment,” to consider societal expectations, compare them with its actual output of teaching and research, and deduce its own and new action strategies.

The present quality and quantity of “cooperation” in higher education discourses can be a (first) impulse towards policies for joint higher education actions in university networks.

## **Wolter, Andrä**

Humboldt-Universität zu Berlin, Germany

### ***Migration and Higher Education in Germany***

Migration is one of the most important dimensions of the current demographic change in many countries. However, migration is not a new phenomenon. In fact, there have been many migration streams even since World War II. In particular in Germany, the present composition of the population is the result of previous waves of migration. Presently, about 20 percent of the German population has a migration background. In 2015 alone more than 1.3 million people immigrated to Germany.

However, the current migration to Europe, especially to Germany, of people seeking protection and asylum has caused a Europe-wide controversy about the responses to these processes. Whereas large parts of the population respond hesitantly or even hostilely, migration has been seen in higher education rather as a part of the intended internationalization and as a resource of academic human

capital. In some countries, including Germany, immigration to the labour force and the community occurs via higher education. With respect to Germany it is necessary to distinguish different patterns of migration in higher education:

- (1) domestic migrants, which means students with a migration background who grew up in Germany and received an upper secondary school leaving certificate in the domestic school system;
- (2) international students who come for a part of their study or their complete studies from abroad to Germany; many of them want to stay in Germany and get access to the local labour market;
- (3) refugees as a manifestation of poverty- or conflict-driven migration who come to Germany primarily to look for safety or employment and who are interested or entitled to take up studies;
- (4) scholars with a migration background who came to Germany during their studies or at a later stage of their academic career, sometimes not until their appointment at a German university, as a manifestation of global academic mobility.

Within this frame of reference the presentation will be divided into three parts. All parts will be set within the wider theoretical context of the benefits of migration for higher education or the labour market with respect to demographic changes. In the first part some general facts about the current state of migration in Germany will be presented. In the second part the current state, the conditions and social problems of participation in higher education of the four groups referred to will be analyzed, for the last group in the context of faculty development. In the third part reforms, programs and measures on how to cope with the challenges of migration in higher education will be discussed.

### **Yamamoto, Shinichi**

J.F. Oberlin University, Tokyo

#### ***The Role of Higher Education and Its Institutional Management in an Aging Society: The Case of Japan, and Implications for Others***

The role of higher education is not only educating the young generation who will become working adults, but also serving the middle-aged and seniors who wish to study at higher education institutions. The idea of lifelong learning has been an important one since the middle of 20<sup>th</sup> century, since it helps those who wish to develop their job skills as well as to enjoy cultural entertainment. Each country has developed a lifelong learning system and has helped adults study at higher education institutions, including universities and colleges. Japan is no exception. The Ministry of Education, Japan, set up the Bureau of Lifelong Learning in 1988 and has promoted various kinds of policies, including access to higher education. However, the number of adult students who study at universities and colleges has not been grown much, compared with other OECD countries. This is due to a weak connection between higher education and the job market, as well as difficult access to higher education for adults.

The environment that surrounds lifelong learning system is now changing greatly because of several factors. The first is the knowledge-based society. More people need the most recent knowledge and skills for their current jobs and also future jobs if they need to change their working places and fields. Higher education is in a good position to train them, from basic knowledge to the most sophisticated or practical. A new type of university has just been proposed by the National Council on Education, and this university will deal with more practical knowledge and skills that will be directly connected with industry.

The second factor is the aging society in Japan. Due to the problem of the declining birth rate and aging population, universities and colleges have serious problems in recruiting enough students and, thus, adult students are expected to supply the deficiency. In addition, the currently older people were well educated when they were young and thus they maintain an interest in various types of study. They are even expected to help universities and colleges reform themselves by stimulating young students to study more.

In this presentation I will introduce and discuss some problems of the lifelong learning system in Japan in relation to higher education, which may help the audience understand their own lifelong learning systems deeper and better.



**Photographs on the cover:**

- 1)** Dublin City: Halfpenny Bridge, erected 1816
- 2)** Dublin City University: New Library Building, St. Patrick's Campus
- 3)** Bardini Gardens, Florence, Italy: Jean-Michael Folon 'Partir', 2002 - personal photograph taken by Maria Slowey

