

INDEX

- Abitur*, 167, 168
Accreditation of prior learning, 154, 157
Admission test, 131
Admissions to Higher Education Review, 73
Adult education, 153, 157, 186–187
provision, 144
at upper secondary level, 156
Akademikersteuer. *See* Graduate taxes
American model of financial aid, 200
Anti-globalist movements, 190–191
Anxiety, 212
debt, 212
graduate labour market, 91–92
Aptitude tests, 245
Articulation arrangements, 111
Audit society, 62
Australian Government, 224, 226, 228, 229, 234–235
Australian HE, student tuition fees in, 225
income-contingent loans, 232–235
personal troubles, 223–225
tuition fees as public issue, 229–232
Australian Labor Government, 231
Bachelor-Master-courses, 168
‘Back-to-school’ injunctions, 193
Balancing supply and demand in Ireland
funding regime and student support, 122–127
HE access, 127–131
policy debates, 134–137
proportion of undergraduate students, 126
structure of Irish higher education, 121–122

- trends in HE
 - participation, 131–134
- Balancing work and study, 217–218
- Berufsschule*, 167, 168
- Bildungsexpansion*, 164
- Bildungsgutschein*. *See* Education coupons
- BME students, 107, 109, 110
- Bologna Process, 151, 164
- Brandon, 213–214, 217
- Budget constraints, 110
- Bund*, 165, 173
- Bundesausbildungs-förderungsgesetz* (BAföG), 172, 173
- Bundesländer*, 165, 171
- Bundesverfassungsgericht*. *See* Federal Constitutional Court
- Bursaries, 6, 40–41, 90, 94, 95, 145, 181, 191

- Cassells Report, 135, 136
- Central Applications Office (CAO), 129
- Cherry-picking, 72–74
- Christian Democratic Union (CDU), 171, 179
- Christian Social Union (CSU), 172, 179
- Classism, 171
- Collège d'Enseignement Général et Professionel (CEGEP), 187–188

- Commission on Widening Access, 65
- Commonwealth
 - Government of Australia. *See* Australian Government
- Commonwealth Supported Places (CSPs), 231
- Consumerism, 247
- Convergence, international
 - patterns of, 249–250
- Cooperative federalism, 165
- Crisis in funding, 135
- Cross-border movers
 - characteristics, 103–107
 - fee differences, 108–110
 - policies affecting, 100–101, 108, 112–114
 - widening participation, 110–112
- Cultural capital, 49, 55, 94

- Darlehenfonds*. *See* Student loans
- Deferred payment scheme, 233
- Den Öppna Högskolan* document (2001), 149
- Department of Education, 200, 204
- Deutsches Studentenwerk. *See* German Student Service
- Developed World, higher education

- cost of higher education, 241–242
- globalisation and higher education, 242–244
- international patterns of convergence and divergence, 249–250
- power struggles between governments and universities, 244–247
- student activism, 247–249
- Devolved administrations (DAs), 102, 108
- Die Grünen*. *See* Green Party
- Die Linke*. *See* Left, The
- Diplôme d'études professionnelles* (DEP), 187
- Diplôme d'études secondaires* (DES), 187
- Disability Access Route to Education scheme (DARE scheme), 130
- Divergence, international patterns of, 249–250
- Economic and Social Research Council (ESRC), 44, 70
- Economic capital, 199
 - and student experience, 208–213
- Economic crash (2008), 242–243
- Economic divide, 214–216
- Education coupons, 172
- 'England and Wales' sector, 109
- Entry routes, 154–158
- Equal Status Survey, 133
- Equality of opportunity, 226
- Equity credentials of income-contingent loans, 232–235
- Ethos and methods of New Public Management, 62–63
- European context, Sweden in, 151–153
- European University Association, 244
- Fachhochschulreife*, 167, 168
- Family case studies, 44, 46–48
- Family context, 42–44
- Family stories, 48–53
- Federal Aid Program, 200
- Federal Constitutional Court, 171
- Federal Government of Australia. *See* Australian Government
- Federal Office of Statistics, 173, 175
- Federal Student Aid, 200, 201–204
- FEE-HELP, 231
- Fee(s), 101
 - differences, 108–110

- and number control policies, 101–102
- Financial support, cost and types of, 205–207
- Financial/financing, 228
 - guilt, 208
 - hardship, 90–91
 - plans, 88
 - savings during study, 87–88
 - stability and security, 92
- Foster accountability, 62–63
- Free Fees Initiative, 123
- Free public education, 186
- Free Trade Area of the Americas (FTAA), 191
- Free tuition, 5, 33, 39, 55, 209, 248–249
- Full-time postgraduate study, 88, 89
- Fully state-funded system, 135
- Funding
 - models, 20
 - regime, 122–127
 - structure, 200
 - systems, 171–172
- Further education (FE), 40, 128
- Gaming, 72–74
- Gender Action Plan, 65–66
- German education
 - catastrophe, 169
 - system, 165
- German Student Service, 166–167
- Germany, policies and outcomes in, 163
 - academic background of students, 175
 - education system and access to higher education, 165–169
 - funding for less advantaged students, 172–174
 - number of students and gender differences, 166
 - reducing or reinforcing social inequality, 174–175
 - student fees and funding systems, 171–172
 - widening participation, 169–171
- Global financial crisis (2008), 81–82
- Globalisation, 242
 - and higher education, 242–244
 - positive feature, 249
- Government(s), 112
 - budget reductions, 112
 - government and universities, 244–247
- Graduate(s), 85
 - employment, 88
 - high levels of anxiety
 - about entering graduate labour market, 91–92
 - perspectives across 2014 and 2015 sample, 85–86

- premium, 82
- success, 82
- taxes, 172
- Graduating students
 - experiencing financial hardship, 90–91
 - financial savings during study, 87–88
 - full-time postgraduate study, 89
 - high levels of anxiety
 - about entering graduate labour market, 91–92
 - from lower and average socio-economic backgrounds, 89
 - from lower socio-economic backgrounds at Russell Group university, 87
 - seeking non-graduate employment, 88–89
- Grant or subsidised loan, 26–27
- Great Lakes
 - participant finances, 209–211
 - University, 207
- Green Party, 172
- Grundschule*, 168
- Gymnasium*, 167, 168
- Hauptschule*, 168
- Hawke-Keating Labor Government, 227
- High fees regimes, 243
- Higher education (HE), 14, 39–40, 82, 83, 122, 143, 225
 - accessing routes to, 153–156
 - annual tuition fees, 101
 - attendance, 199
 - characteristics of
 - cross-border movers, 103–107
 - cross-border movers, 100–101, 108–114
 - education system and access to, 165–169
 - fees and number control policies, 101–102
 - regulating access to, 63–66
 - sectoral differences, 102–103
- Higher Education Access Route scheme (HEAR scheme), 130, 133
- Higher Education Act (2004), 63–64, 246
- Higher Education Authority (HEA), 122
- Higher Education Contribution Scheme (HECS), 227–236
- Higher education
 - decision-making
 - family case studies, 46–53
- Higher education institution (HEI), 42, 46–47, 65, 85, 122, 165

- Higher Education Loan Programme (HECS-HELP). *See* Higher Education Contribution Scheme (HECS)
- Higher Education Statistics Agency (HESA), 41–42, 103
- Higher National Certificate (HNC), 6
- Higher National Diploma (HND), 6
- Hochschulrektorenkonferenz*. *See* Higher Education Institutions
- Högskoleprovet test. *See* Scholastic Aptitude Test
- Honnef Model, 172–173
- Human capital theory, 171
- Humboldtian traditions, 165
- Income-contingent loans (ICLs), 135–136
equity credentials, 232–235
- Informed consent, 83–84
- Institutes of Technology (IoTs), 121, 122
- Institutional inertia and resistance, 70–71
- International patterns of convergence and divergence, 249–250
- Investment in Education* report, 127
- Ireland, balancing supply and demand in
current policy debates, 134–137
funding regime and student support, 122–127
policy on access to, 127–131
proportion of undergraduate students, 126
structure of Irish higher education, 121–122
trends in HE participation and differences, 131–134
- Irish higher education, structure of, 121–122
- Jean Charest's Liberal government, 191, 194
- Kultusministerkonferenz*. *See* Standing Conference of Educational Ministers
- La Révolution tranquille*, 187
- Labour–Liberal Democrat coalition agreement, 19–20
- Left, The, 172
- Legitimate inequalities, 111
- Lenders, 205

- Leuven/Louvain-la-Neuve
 Communiqué, 151
 Liberal PM Jean Charest,
 191
 Lifelong Learning policy of
 European Union,
 167–168
Ligue des droits et libertés
 (LDL), 191
 Lisbon Process, 164
Loi sur l'instruction
 publique (LIP), 186
 Low-income backgrounds,
 172

 Means-tested grants
 system, 3, 9
 Mills' concepts, 224
 Mobility role in widening
 participation, 110–112

 National Assembly of
 Québec, 194
 National Center for
 Educational Statistics
 (NCES), 206
 National Office of Equity
 of Access (2003), 127
 Nationalism, 242, 249
 Neo-liberalism, 144
 'Neo-social' aspect, 233
 New Public Management
 techniques, 61, 246
 barriers, 68, 70
 ethos and methods of,
 62–63
 gaming and
 cherry-picking, 72–74
 institutional inertia and
 resistance, 70–71
 likelihood, 66–68, 69
 regulating access to
 higher education,
 63–66
 surface compliance, 72
 New social movement, 248
 No-fees regimes, 243
 Non-graduate
 employment, 88–89,
 92–93
 Non-graduates, 28, 82
 Non-means tested benefits,
 13–14
 Non-targeted funding,
 13–14
 Non-traditional HE, 83
 Northern Irish approach,
 109–110

 OECD analysis, 2
 Office for Fair Access
 (OFFA), 63–64
 Office for Federal Student
 Aid, 206
 Office for Students (OfS),
 64
 Oireachtas Committee,
 135

 Parallel approach, 124
Parti Québécois
 government, 185, 187,
 189, 194
 Participation of Local
 Areas (POLAR), 64
 PISA-study of OECD, 171

- PLUS loan, 205
- Policy
 changes affecting
 availability and
 accessibility of places,
 112–114
 context, 16–18
 debates, 134–137
 divergence, 249
 explanations, 27–30
 makers, 241
- Political context,
 16–18
- Political devolution and
 Welsh higher
 education, 21–27
- Politique gouvernementale
 d'éducation des adultes
 et de formation
 continue tout au long
 de la vie* (PÉA), 187
- Populism, 249
- Post-1992 University
 (2015), 83
 lower and average
 socio-economic
 backgrounds at,
 89–92
- Post-university plans, 88
- Postgraduate Education
 Loan Scheme (PELS),
 231
- Poverty, 213
- Power struggles between
 governments and
 universities, 244–247
- Powers and process,
 18–21
- Price of University
 balancing work and
 study, 217–218
- Brandon, 213–214
 case study of one elite
 US University,
 207–208
- cost and financial support
 types for
 underrepresented
 students, 205–207
- economic capital and
 student experience,
 208–213
- experiencing economic
 divide, 214–216
- finances, 199–200
- US funding structure,
 200–205
- Printemps Érable,
 185–188, 192
 1990 to, 189–192
- Progressive universalism,
 13–16
- Proportionate
 universalism, 15–16,
 31
- Protected characteristics,
 64
- Psychological
 safety net, 87
 tension, 62
- Public issue
 demise of university
 tuition fees as,
 229–232
 meets personal trouble,
 232–235

- rise of university tuition fees as, 225–229
- Public service professionals, 62
- Québec
 - educational system, 187
 - higher education funding and student activism in, 185
 - higher education system, 186–188
 - judicialising conflict, 192–194
 - 1990 to Printemps Érablé, 189–192
 - Printemps Érablé, 186–188, 192
 - student movement in, 188–189
 - student protests, 194–195
- Québec Solidaire*, 189–190
- Ralf Dahrendorf's *Education as Citizen Right*, 170
- Realschule*, 167, 168
- Regional Technical Colleges, 121
- Regulating access to HE, 63–66
- Regulatory systems, 62
- Repayment(s), 33, 136, 228
 - loan, 145–146
 - period, 146
 - post-graduate income-contingent repayment schemes, 243
 - threshold, 234
- Resistance, institutional inertia and, 70–71
- Robert Bourassa's Liberal government, 190
- Rudd-Gillard Government, 231
- Russell Group University (2015), lower socio-economic backgrounds at, 87–89
- Scholarships, 172, 199, 226
- Scholastic Aptitude Test, 147, 154
- School and higher education reform, 146–148
- Scottish context, 39–42
- Scottish domiciled students studying in Scotland, 40–41
- Scottish Enterprise, 71
- Scottish Funding Council (SFC), 64
- Scottish Government, 6, 18, 64–65, 249
- Scottish higher education policy-making, 71
- Scottish Index of Multiple Deprivation (SIMD), 55, 64, 73
- Scottish-domiciled entrants to HEIs, 67–68

- Scottish-domiciled students, 73
- Social background, 149
access courses for students, 155
trends in HE participation and differences, 131–134
- Social capital, 94
- Social citizenship, 100–101
- Social Democratic Party (SPD), 172
- Social inequality, reducing or reinforcing, 174–175
- Social mobility, 128
- Social policy, 15
- Social role, 49
- Social welfare, 247
- Socio-economic advantage, 106
differences, 174
- Socio-economic group (SEG), 128, 133
- Socio-economic status (SES), 232
- Sociological Imagination*, *The* (Mills), 224
- Sputnik-shock (1957), 169
- “Squeezed middle”, 95
- Standing Conference of Educational Ministers, 165
- Statistisches Bundesamt, 166
- Student activism, 10
impact, 247–249
- Student Assistance Fund, 124
- Student Awards Agency for Scotland (SAAS), 48
- Student(s), 40, 87
construction, 247–249
economic capital and student experience, 208–213
fees, 171–172
financial support, 135
funding, 14
funding structure in Wales after political devolution, 21–27
loans, 40–41, 172
movement in Québec, 188–189
number control, 102
participants, 83–84
support in Wales, 14–30
support system, 39–40, 122–127
tuition fees in Australian HE, 224–235
- Sub-degree-level study, 67–68
- Subsidised loans, 204–205
- Supplemental Education Opportunity Grant (SEOG), 207
- Supplemental Nutrition Assistance Program (SNAP), 212
- Sweden, 143
access routes to higher education, 153–156

- alternative entry routes to higher education, 157
 - entry routes to higher education in Sweden, 156
 - in European context, 151–153
 - HE in, 145–146
 - neo-liberalism, 144
 - school and higher education reform, 146–148
 - share of students in European countries, 152
 - students in European countries entering higher education, 152
 - widening access to higher education 2000 onwards, 148–151
- Swedish HE sector, 145

- Target(ed), 13
 - funding, 13–14
 - groups, 128
 - target-driven approach, 246
- Terra nullus*, 225
- Third collapse of German history, 169
- Transparency, 63

- Under-represented groups, 9, 64, 128, 146, 171, 243, 246
 - social objectives of widening participation, 153

- Unequal graduate transitions in England, 93–95
 - actively seeking non-graduate employment after graduation, 92–93
 - graduating students from lower and average socio-economic backgrounds, 89–92
 - graduating students from lower socio-economic backgrounds, 87–89
 - research methods, 82–84
- United Kingdom (UK)
 - comparisons, 63–66
 - undergraduate student funding, 2–7
 - undergraduate student support, 3–5
- Universal services, 15
- Universalism, 14
 - attitude to examples, 30
 - progressive, 14–16
- Universality, 14
- Université de Montréal, 193
- Universitets och Högskolerådet (UHR), 149
- Universities and Colleges Admissions Service data (UCAS data), 6
- Unsubsidised loans, 204–205
- US funding structure, 200–205

- Wales, student support in, 13
 - policy and political context, 16–18
 - policy explanations, 27–30
 - powers and process, 18–21
 - progressive universalism, 14–16
 - structure of student funding in Wales after political devolution, 21–27
- Weimar Republic ideals, 165
- Welsh Government, 14, 16
- Whitlam Labor Government, 226
- Widening participation (WP), 111
 - mobility role in, 110–112
 - policies in German higher education, 169–171
- Working-class
 - family environment, 54
 - localism, 41
- Würdigkeit*, 173
- Young people's HE
 - decision-making within family context, 42–44