Access to Higher Education

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Definitions

Access

The ways in which higher education institutions, their governance, and higher educational policies ensure or aspire to ensure that all potential students have equal and equitable opportunities to gain access to higher education institutions and allow these students to take full advantage of their educational opportunities.

Equity

Equity in higher education can be divided into two separate concepts. *Equity of access* refers to the opportunities to enter higher education and "to access programs at various academic levels and with distinct qualities." *Equity of outcomes* refers the opportunities "to progress and complete tertiary studies and also to achieve particular returns to tertiary education" (OECD *2008*, p. 14).

Higher education

Post-secondary education and the programs offered by universities or other types of tertiary institutions.

Introduction

The development of policies and governance mechanisms for influencing access and equity raises some fundamental questions. Should higher education institutions be sources for personal development and individual socioeconomic mobility? Should higher education institutions serve the purpose of establishing a more equitable and economically competitive society? Should higher education institutions serve all of these tasks and functions? Higher education institutions are expected to serve society, their local communities, culture, socioeconomic development, the professional world, and individuals. Nowadays, nurturing security within our society is also another one of the numerous expectations placed upon higher education institutions. Higher education generates human capital and societal cohesion, which are important functions both from an individual and societal perspective. The many purposes of higher education may seem obvious in principle, but the equity and equality of access to higher education or even to mass higher education are not always clearly evident in modern democracies or in less-developed societies. However, the role of higher education in the advancement of social mobility and societal cohesion is increasingly considered important (Riddell and Weeden *2014*). Positive action is needed to transform these ideals and goals into real action to realize the empowerment of individuals and societies as a whole.

The status of student and belonging to a social group of students is viewed as an important classification for the young people who are not currently participating in higher education as compared to those who are. Students, particularly those in traditional academic disciplines, are viewed as a social category. Students have an impact both on their own campuses where they study and on cities. Often, cities will market themselves as the most popular city in the world among students. Students as a group have the capacity to participate in social debates if they choose to do so, and they can be very influential on the process of developing system-level or institutional education reforms. Higher education institutions are most commonly selective although there are systems which offer free access. It is not only the top private universities that are selective. This selectivity applies both to public and private higher education institutions. Not all individuals believe that potential students should have access to any higher education institution, but the reason for a student not attending an institution is not solely due to the selectivity exercised by the higher education institutions. Acceptance at a higher education institution is influenced by a mix of individual background factors and individual preferences, socioeconomic features, political pressures, and the various country contexts. All of these factors affect the decision-making process and policies regarding access to higher education. These factors vary depending on time and also may vary even within one country based on the national traditions, socioeconomic pressures, and other global forces (Tapper and Palfreyman *2005*).

From an individual perspective, access to mass higher education culminates in the equity and equal distribution of opportunities. From a societal perspective, it is about the fair distribution of social advantages. Who benefits from and who should bear the financial burden of mass higher education? The choice between public funding versus student fees requires political balancing when responding to the demands to expand access and social diversity in higher education institutions. From the societal perspective and also from an individual perspective, important educational phases should be completed before participating in higher education, such as public or private schooling. In regard to a transition from education to work after graduation, a higher education degree has been and is still a crucial credential in the labor market. Students with higher education degrees find their first job positions faster than those students who only have an educational degree from secondary education. Access to higher education is structured in various ways. In the end, an important method is related to the governance of the higher education system and the wider relationship between the state and higher education institutions. New public management (NPM), an ideology, and the market-type

systems that follow from NPM both promote and create barriers to access. This entry first defines equality and equity in relation to higher education access. Next, it moves on to examine, at a macro level, aspects related to access of higher education. Third, points of view related to this issue at a micro level are considered. Last, some means that have been put into practice, which promote the goal of wider access to higher education, are introduced. As a conclusion, a potential different model is proposed.

Equality and Equity of Higher Education Access: Conceptual Differences Underlie Various Actions

This entry focuses on the accessibility to participate in higher education. Access to participate in higher education can be divided into three separate dimensions that all should be present for a fair higher education system: availability, accessibility, and horizontality. *Availability* refers to the number of institutions available and the existing resources, such as teaching staff. However, availability does not mean the institutions are accessible for everyone. *Accessibility* factors that also influence access are previous schooling, geographical location of institutions, language, culture, and identity, for example. In order to achieve accessibility, the contextual barriers relating to entry have to be removed. In addition to availability and accessibility, the *horizontality* perspective is also important, which involves ensuring a non-hierarchical level of prestige and quality across institutions (McCowan *2016*).

Before scrutinizing these issues more deeply, it is important to examine other related conceptual issues. *Equality* and *equity* are concepts that are used to examine the fairness of different individuals' entrance to higher education. These concepts may, at times, be used interchangeably, but their underlying difference in meanings helps to explain the various ways in which the issues are understood and executed in educational action. Samoff (*1996*, pp. 266–267) has clarified the difference between the concepts of equality and equity:

> Equality has to do with making sure that some learners are not assigned to smaller classes, or receive more or better textbooks, or are preferentially promoted because of their race… Achieving equality requires insuring that children are not excluded or discouraged from the tracks that lead to better jobs because they are girls… Equity, however, has to do with fairness and justice. And there is the problem… where there has been a history of discrimination, justice may require providing special encouragement and support for those who were disadvantaged in the past…To achieve equity – justice – may require structured inequalities, at least temporarily. Achieving equal access, itself a very difficult challenge, is a first step toward achieving equity… Confusing equity and equality obscures major issues and cripples the policy debate.

To summarize, (1) equality refers to the idea that each person, regardless of the group one belongs to or one's individual qualities, should have the same educational treatment, and (2) equity refers to the belief that belonging to a certain group or one's individual qualities *should be taken into consideration* in the way in which one is treated in order to conduct positive action. To continue, the author suggests that achieving equal access is only the first step for achieving equity. However, when it comes to higher education access, one might reason that it is self-evident that access to previous levels of education has occurred for those who are applying to higher education. Hence, equal access could be a valuable point in the level of the higher education field, as well. Once wider access is achievable, there is the possibility to positively affect the differing inequalities on an individual level through pedagogical action and educational outcomes. This allows the issues that

have not been dealt with during the lower levels of education to be addressed. In addition to quality and efficiency, equity is internationally considered a measure of the effectiveness of a higher education system (Odhiambo *2016*), which highlights the importance of its realization as well.

In Espinoza's article (*2007*), he also cited a part of the above extract of Samoff. Espinoza's writing provides valuable insight into the meanings and origins of the concepts of equality and equity. In his article (*2007*, pp. 351–354), he proposed an "equality-equity model," which examines the various perspectives on educational access. He presents three from an *equality* perspective and three from an *equity* perspective.

Equality

(a)
Equality of opportunity refers to providing access to all educational levels for everyone regardless of whether they take advantage of the opportunity or not.

(b)
Equality for all refers to providing the same access to quality education on all educational levels for everyone.

(c)
Equality on average across social groups refers to the guarantee that all social groups possess the same access to all educational levels, which is determined by the percentage of enrolled persons from each particular group.

Equity

(a)
Equity for equal needs refers to providing access both on the individual and the group level based on need. A certain level of educational attainment is guaranteed, but achievements beyond that are based on need.

(b)
Equity for equal potential (abilities) refers to the guarantee that individuals who have the same level of abilities will possess identical access to education. This is focused on maximizing the potential of each individual. However, ascertaining someone's potential and deciding how much to spend on actualizing this potential are not easy tasks.

(c)
Equity for equal achievement refers to providing equal access to students that have identical past achievements.

Certain inequalities are inevitable when it comes to human beings, and when they are noticed, the source of inequalities should be examined, and the reasons for them should be identified. Accessing any educational level has restrictions (Espinoza *2007*). Espinoza (*2007*) summarizes that equity requires fair competition, but that competition might result in and tolerate unequal results. It can be argued that in the "equity for equal potential" approach, in reference to the higher education access issue, it is implicit that the potential is either innate achieved by former learning or both. In assuming this, the lower levels of education are critical as well as the individuals' innate differences, like their temperaments. In a similar vein, considering higher education access from an "equity for equal achievement" perspective, it is assumed that previous levels of education have been accessible and fair for all prospective higher education students because if everyone has not had equal possibilities

to gain achievements, they might not have an equal possibility for access to higher education. These examples highlight the role of justice in higher education access.

Global, National, and Institutional Perspectives Toward Inclusion Through a Widening of Access to Higher Education

Institutional Autonomy and Access

Access to higher education is affected by the relationships between the state authorities and higher education institutions and the extent to which the state intervenes on issues related to higher education institutions. In Europe and also in some Asian countries, recent higher education reforms have adopted NPM-style ideals by implementing reforms that have given the universities more autonomy from state authorities. In EU countries, autonomy reforms have been the most common on a system level for higher education in the past years, as well. The key stimulus has been an attempt to improve the competitiveness of institutions and their capacity of to attract external funding from both national and international sources. Thus, access to higher education has not been a driving force for reforms aimed at higher education governance. However, institutional-level authority and the freedom to make decisions concerning such factors as the overall student numbers, admission criteria, and selection of students to higher education are only one of the fundamental elements of formal autonomy for higher education institutions.

In University Autonomy in Europe III Scorecard 2017, academic autonomy of a university covers the following higher education access-related sections: "capacity to decide on overall student numbers," "ability to select students," and "ability to introduce programmes" (Bennetot Pruvot and Estermann *2017*, p. 33). Mechanisms to decide on overall student numbers vary greatly across European higher education systems, and no consistent mechanisms are applied. However, four distinct patterns can be identified. First, there are European countries, such as Austria, Switzerland, and the Netherlands, where higher education institutions have full autonomy to make decisions concerning the overall number of students. However, it is not common that the university has this kind of full autonomy. In the second mechanism, the state authorities make these decisions, and higher education institutions do not have any autonomy regarding overall student numbers. This applies in countries, such as the United Kingdom, Norway, and Estonia. Between these two extremes, two additional mechanisms are applied. The third mechanism works in such a way that a higher education institution and state authority negotiate on student numbers. These types of negotiations take place in Finland, Denmark, Spain, and Poland, for example. Fourth, the authority to decide on overall students can be divided between an external authority and the university. The university can decide on fee-paying students, and the state can make the decisions in reference to state-funded students. This divided authority takes place in Hungary, Latvia, and Lithuania. Although the mentioned countries are examples in which these different mechanisms are applied, further restrictions might also exist, like those related to certain disciplinary fields, for example. When it comes to higher education admissions in EU countries, all institutions require a secondary education or a matriculation exam qualification from their applicants. Admission criteria are also part of the autonomy directly related to an individual's access to higher education. In EU countries,

admission can be divided into three types of mechanisms: (1) the university has full autonomy to decide on admission criteria, (2) an external authority makes this decision, or (3) the university and an external authority co-regulate the admission criteria. Different mechanisms can be applied to bachelor-level studies and master-level studies (Bennetot Pruvot and Estermann *2017*). In addition to these issues related to access, overall academic autonomy introduces more aspects that might affect access as well (see Bennetot Pruvot and Estermann *2017*). Overall autonomy can be divided to be either high (81–100% scores), medium high (61–80% scores), medium low (41–60% scores), or low (0–40% scores). The highest ranking for academic autonomy was found in Estonia with a score of 98%. Second was Finland with a score of 90%. Austria and Switzerland both were examples of a medium high score at 72%, and examples of medium low scores were Croatia (50%) and the Netherlands (48%), among many others. The lowest scores were received by countries like France (37%), Flanders, Belgium (35%), and French-speaking community of Belgium (32%) (Bennetot Pruvot and Estermann *2017*). Thus, it can be seen that academic autonomy varies greatly among different countries.

Elite Higher Education Institutions and Barriers of Access

An elite system implicitly generates efficient barriers to higher education access. If there is demand for mass education, organizing and offering it would require the development of institutional infrastructure, educated human resources, academic standards, system-level and institutional governance, and funding as well as funding mechanisms. However, a system such as this would require decades to develop and build.

Elite universities are not open-access institutions, and there is an unresolved question of who should benefit from the most selective institutions. Elite universities still exist despite the fact that access to higher education in general has expanded. Elite universities can launch policies to broaden their student profiles, but this does not necessarily lead to real changes in access to higher education. Opportunity does not mean the same as entitlement to access higher education.

Nowadays, barriers to access are much more varied than simply an elite system. Admission requirements, discrimination, and students' background factors, such as first-generation applicants, low-income students, gender, religion, age, ethnic background, and belonging to different types of minority groups, are all aspects that can potentially restrict access. Also, privatization of higher education based on an NPM model can lead to negative impacts on access and may even lead to exclusion of access all together. Global competition trends lead to a significant disadvantage from the viewpoint of students who belong to lower social backgrounds, ethnic minorities, and those living in rural and remote regions (Jacob and Gokbel *2018*).

From Elite to Mass Higher Education Systems

Because higher education plays such an important role in society, it has become a public policy issue, both for political and economic reasons. Higher education has expanded rapidly in most Western European countries. In a mass system, higher education no longer is a luxury item. According to Martin Trow's classification (*1999* and *1973*), higher education has become universalized in a number of OECD countries and massified in most middle-income level countries. However, it has remained an elite system in much of southwest Asia and Africa.

A shift from an elite to a mass system cannot occur without political interventions (Tapper and Palfreyman *2005*). Opening access to higher education as widely as possible inevitably increases the

volume of students in higher education. Along with increasing access rates and student volume, one of the main goals has been to eliminate the impact of socioeconomic backgrounds on access in higher education. Opening access is expected to support the social mobility of the students who come from poorer socioeconomic backgrounds. This leads quantitatively and qualitatively to a better-educated population. The policy debate around widening access can be derived to social equality but also nowadays to socioeconomic development and the overall welfare of nations. Widening access also supports increased democratic participation, opportunities, and civilization. The highest gross enrolment rates – shares of the population who participate in higher education – can be found in Central and Eastern Europe. In these regions, 36% of people, ages 25 years or more, possess a higher education degree. The share in North America and Western Europe is 23%, and it is 22% in Central Asia. These regions have the highest number of people with higher education in the world. They also have the highest enrolment rates in higher education globally, as well. In sub-Saharan Africa, the share of people with higher education is only 3% (Dutta and Lanvin *2016*). However, these numbers are regional, and the country-specific numbers are different. The highest gross enrolment rates in higher education are seen in South Korea, the United States, and Finland. In OECD countries, South Korea was a top country when considering the level of education among the population of 25–34 years old. Within this age group, 70% of South Koreans possessed a tertiary education. The highest shares after South Korea were in Canada 60.6%, Japan 60.1%, Lithuania 54.9%, and the United Kingdom 52%. The lowest shares were in Mexico 21.8%, Italy 25.6%, and Colombia 28.1%. Currently, the average share in the same age group in OECD countries is 43.1% (OECD *2018*).

According to a case study of four EU countries conducted by Towards a Lifelong Learning Society in Europe: The Contribution of the Education System (LLL2010) project, higher education institutions vary greatly in how they "monitor patterns of participation" and who they identify as in need of additional support (Riddell and Weeden *2014*, p. 41). They (Riddell and Weeden *2014*) note, that in EU countries, there has not been enough progress toward the achievement of the social justice goals delineated in the Bologna Process, which pointed out that the member states differ in which groups they consider as under-represented, and therefore, it becomes difficult to measure cross-country progress. Following Riddell's and Weeden's argument, it is thus challenging to determine if the issue is an actual lack in the amount of progress, a matter of measurement practices due to the difference in defining concepts or a combination of both difficulties. If, following Riddell's and Weeden's argument, there is a difference in defining the underrepresented groups, it can also be justifiable to ask if there is necessary to define these groups differently due to national divergence or not.

Toward a More Inclusive Higher Education System

Access policy itself can be considered as a mechanism that results in exclusion from higher education. Three historical principles in access policy are inherited merit, equality of rights, and equity that refers to equality of opportunity. Inherited merit results in students being "selected only if they belong to certain dominant groups in society" (Clancy and Goastellec *2007*, p. 138). A student is excluded if they do not belong to a certain dominant group, like a particular social class. In the twentieth century, inherited merit was abandoned, and the central norm that replaced it was equality of rights, which refers to higher education's accessibility to larger numbers regardless of social origin especially. Although equality of rights is the current norm in principle, one might consider if this is actualized given individuals' self-views in relation to higher education. This issue will be

further considered after an example of an education system that seeks to remove barriers of access is presented.

The Finnish educational system attempts to make various educational paths possible for everyone. On the Finnish *Ministry of Education and Culture* web page, the education system is defined as offering "equal opportunities for education for all" (*2018*). In Finland, education is completely free of charge from pre-primary to higher education. In addition, this free-of-charge education is compulsory up until the end of 9th grade. After compulsory education, pupils can choose if they want to continue their studies at either a general upper secondary education institution or continue on with vocational training. A combination of the abovementioned is also possible. After secondary education, students can choose to continue by applying to higher education if they wish. In addition to these levels, adult education on all levels is also available. Figure 1 illustrates the educational system in Finland.

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Fig. 1
Education system in Finland (Ministry of Education and Culture *2018*)

In Finland, a new core curriculum for pre-primary and basic education was adopted in 2016 that focuses on learning rather than steering. The focus on learning emphasizes the outcomes of the educational processes at all levels, but it also defines the outcomes that should be achieved in educational institutions and beyond for the individual as a lifelong learner. The Finnish education system removes certain barriers, like the financial burden, because the education at all levels is offered for free. In higher education, domestic and EU students are not charged with tuition. This might also result in the removal of the effects of socioeconomic status indirectly. However, identity-related issues may be an additional factor that influences whether students apply to higher education. In the Finnish educational system, there are no dead ends because there is always a possibility to continue on to the next level of education. Additionally, different study paths are possible as Fig. 1 illustrates with the arrows.

Microlevel Aspects to Higher Education Access

Global, national, and institutional level factors are important in fostering the widening of access to higher education and the increased possibility of inclusion for everyone. In addition, the individual prospective student and his/her immediate living environment are, to some extent, the agents who influence whether or not one (1) considers higher education as an option, (2) decides to apply, (3) invests in the possible application, and (4) decides to enter or, in the case of a rejection, to reapply. Inequities in former levels of education affect equity on the tertiary level (OECD *2008*). Even though people might have the ability to undertake higher education, they may be disadvantaged if they have not attained the basic criteria for admission or do not believe or possess the understanding to consider tertiary education an option (OECD *2008*). First, this highlights the importance of previous educational experiences and learning outcomes. Secondly, it demonstrates the importance of perceptions about higher education, the prospective student's perceptions of their own abilities and interests, and the compatibility of the abovementioned perceptions. These perceptions are partly developed during their previous educational experiences. Thus, fairness in lower levels of education may not be a prerequisite for promoting higher education access, but it obviously has a positive influence on the justice of access.

Parental education is another factor that affects one's attitudes toward higher education and the application and participation in higher education (Thomas and Quinn *2007*). Thomas and Quinn continue by saying that first-generation students' parents can be encouraging toward higher education and supportive during every stage of the studying process, but the support that they offer might lack direction or clarity. It is also likely that parents with higher education degrees have higher-level occupations as well as higher incomes, which makes parental level of education an effective measure for social class differences (Riddell and Weeden *2014*). Moreover, in the context of EU countries, children whose parents have low educational attainment are not as likely to have the qualifications for higher education (Riddell and Weeden *2014*). Thus, parents' educational level may also relate to the students' perceptions of higher education and of themselves in general and in regard to their suitability for higher education.

Although there are direct barriers for access to higher education, such as financial or geographical challenges, the barriers can also be indirect. These factors include the students' perceptions about higher education and of themselves. This issue of indirectness leads to an acknowledgment of self-concept and identity from an educational as well as an overall perspective. These are important constructs that relate to access to higher education. Indeed, people from the same group can have very different goals, opportunities, and capabilities (Díaz and Olaya *2017*). Individuals reflect differently on their environment and themselves, and due to that difference, the perceptions of higher education are very diverse. One might consider higher education as an obvious necessity, but another person might find it fascinating but outside of his/her scope of possibilities. Regardless of differing self-views in relation to higher education, the abilities of these two individuals to achieve in higher education might be identical. However, the former might be more likely to apply to higher education than the latter. This perspective highlights the need for equity since differing backgrounds and individual qualities must be taken into consideration. On an individual level, this illustrates a need for support to acknowledge one's faulty deductions and the principles underlying them. A perspective that examines the past, present, and the future is necessary in this case. When it comes to past, the important thing to consider is the question of how previous life experiences have influenced the individuals' views about themselves in relation to higher education. In relation to the present, one must consider how can individuals be supported now and clarify for them all of their options. In relation to the future, one hopes to assist everyone in fulfilling their true potential. There is not a one-size-fits-all solution for higher education access and attainment, at least not on the individual level.

## From Goals to Action: How to Promote Wider Access to Higher Education?

In the end, the main goal is to ensure justice in access to higher education as a step toward broader possibilities for everyone. However, the enlargement of higher education system does not alone guarantee these opportunities for disadvantaged groups participating in higher education (McCowan *2016*). There also need to be positive action to assist disadvantaged groups on all levels of education, as stated before. Summarizing all of the various methods of positive action that can foster a widening higher education access is out of the scope of a single article. Thus, only a few examples of how the widening access can be promoted are presented here.

At the institutional level, practices that change enrolment patterns can be enhanced by using methods, such as multiple strategies for student recruitment; innovative, low-cost courses; and curriculum and course designs that respond to shifting market needs. These concrete examples help

both traditional and nontraditional student groups, and the shifting enrolment patterns will inevitably force higher education institutions to search for new ways to best serve their diversifying student groups (Jacob and Gokbel *2018*). Letseka and Pitsoe (*2014*) argue that open distance learning (ODL) is one way to widen access to higher education for these disadvantaged groups. ODL institutions create an alternative route for working adults to attain higher education qualifications without limiting their learning to a specific place or time (Letseka and Pitsoe *2014*). An ODL approach could encourage a wider number of prospective students since it removes barriers for access. However, distance learning might require skills for independent learning, and thus, it is important to have a well-developed, strong support system that fosters the students' skills and assists them in taking responsibility for their own learning. Otherwise, higher dropout rates might occur. Another way to foster wider access to higher education is to focus on the lower levels of education. Duckworth et al. (*2016*) concluded that making the teaching profession more diverse is a way for higher education institutions to contribute to widening participation since schools play such a critical role in influencing who might participate in higher education. Indeed, fostering a diversity among teacher training programs might advance wider access directly at first. In addition, it may also indirectly influence those who will view higher education as an option for them since teachers who come from different backgrounds can act as role models for students from similar backgrounds. Díaz and Olaya (*2017*) suggest a perspective for setting goals of higher education access into practice by putting scientific knowledge into practice: epistemology of engineering. This perspective points out that higher education systems should be viewed as social wholes. Thus, agency is seen as an operating principle that (1) moves the focus to process regarding higher education access rather than focusing only on the outcomes, (2) considers access as a multiple-stage process, and (3) moves the focus to the system level in order to consider the different actors that make up the system. This perspective suggests that the most important thing is to ensure the exercise of agency during the multiple-stage access process (Díaz and Olaya *2017*). Agency can be seen as a powerful factor in higher education access since it involves the fulfilment of the dreams and ideas of the different actors as its goal. It also focuses on *how* to enhance the practices of higher education access and, therefore, embodies a future-oriented perspective.

Concluding Remarks

In this entry, access to higher education issue has been viewed from various levels, which are all presented below (Fig. 2).
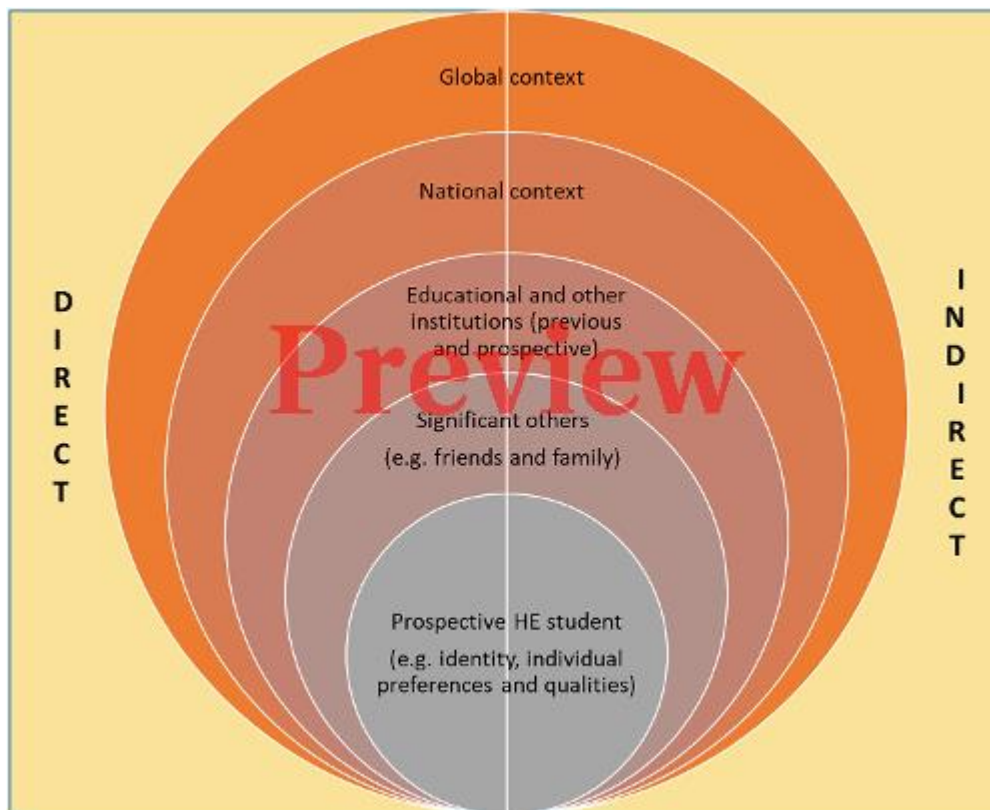
Fig. 2
Direct and indirect barriers and possibilities in equity of higher education access

This figure is presented as a tentative construction for capturing the various aspects that could affect access to higher education. In the center of the figure is the prospective higher education student. Levels proceed out from this micro level to wider, macro levels. Each level can affect the justice of access either directly, indirectly, or both. Thus, some barriers and/or possibilities are typically out of the scope of the individual's control; these are referred to as direct influences. Second, the individual prospective student might have the power to influence some of these barriers and/or possibilities; these are thought of as indirect influences. Directness is a concept that represents restrictions and/or possibilities that are externally determined and, therefore, difficult to influence by individuals. In relation to indirectness, the various levels are reflected upon from the individual's perceptions. Direct influences can be present at all levels, for example, the current status of global, national, or institutional situation, individual's close environments, and individual qualities that are hard to influence for the prospective student. In practice, these might be related to global, national, or institutional access policies, the family's socioeconomic status, or an individual's disability. Indirect influences are understood as stemming from the individual's perceptions about how the individual perceives himself/herself to be in relation to each of the levels. Thus, because they are possibilities and/or barriers that come from within, there is a possibility that they can be changed through learning. One example of a factor that can change is an individual's self-concept in relation to higher education based on his/her family situation. Also, another perception that might be able to change is how profitable it may be for the individual to apply or attend higher education in the light of his/her perceptions about the national and/or global context. Both direct and indirect barriers should be removed, and direct and indirect possibilities should be fostered for true justice of higher education access to be realized. If this is done, it would allow for the potential fulfilment of the individual's potential and the well-being of both the individual and society as a whole. For this to be achieved,

the diversity of the systems and the agents within these systems should be viewed as unique but related entities.

Cross-References

- . Educational Inequality
- . Equality based Educational Reform
- . Human Capabilities Approach
- . Training and Skill Development Courses by Academia

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