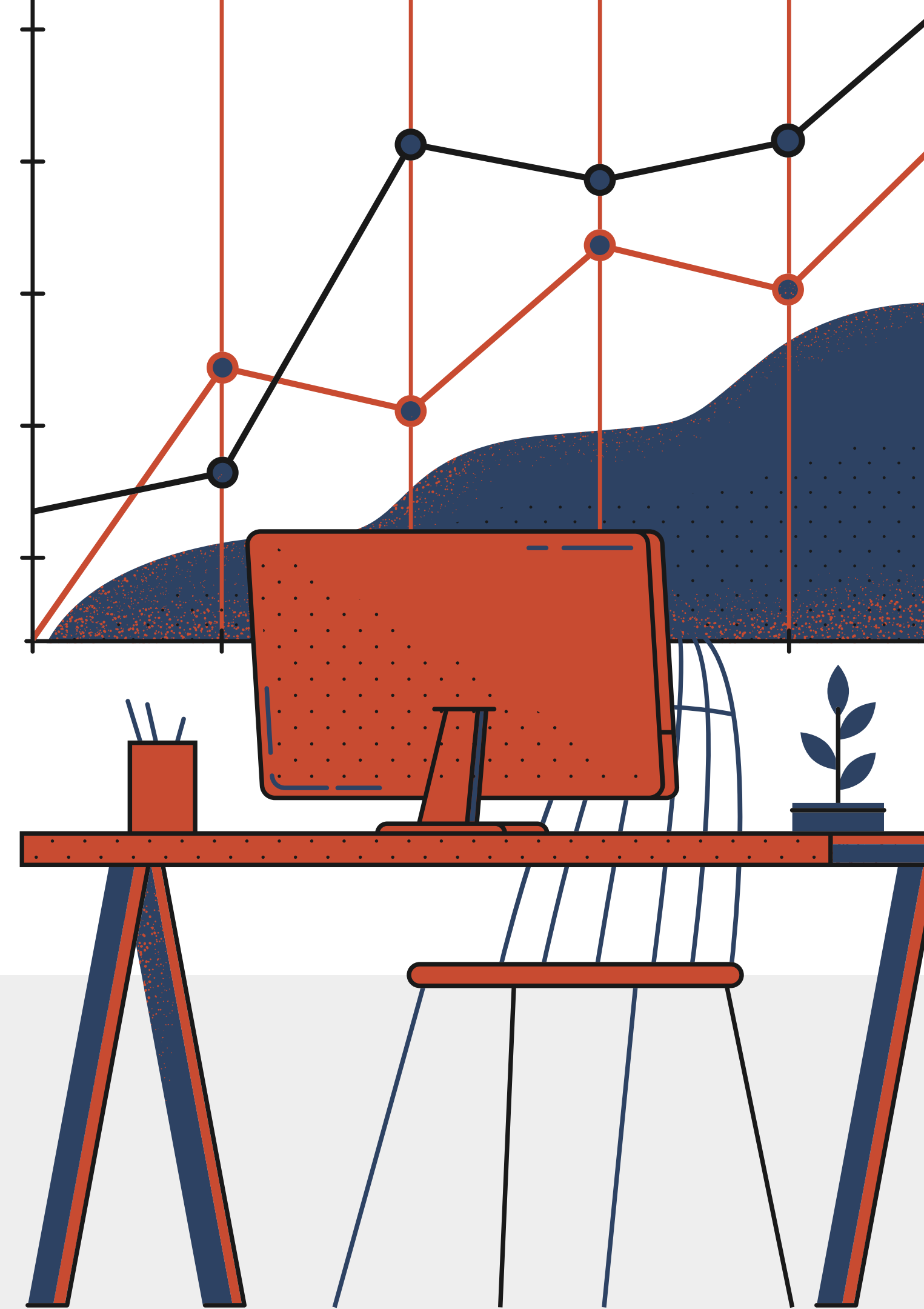


Step Up Consulting &
Stellenbosch University

Making Higher Education Truly Inclusive

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- I Research Background & Motivation
- II Research Questions
- III Methodology
- IV Initial Results





Role of Higher Education

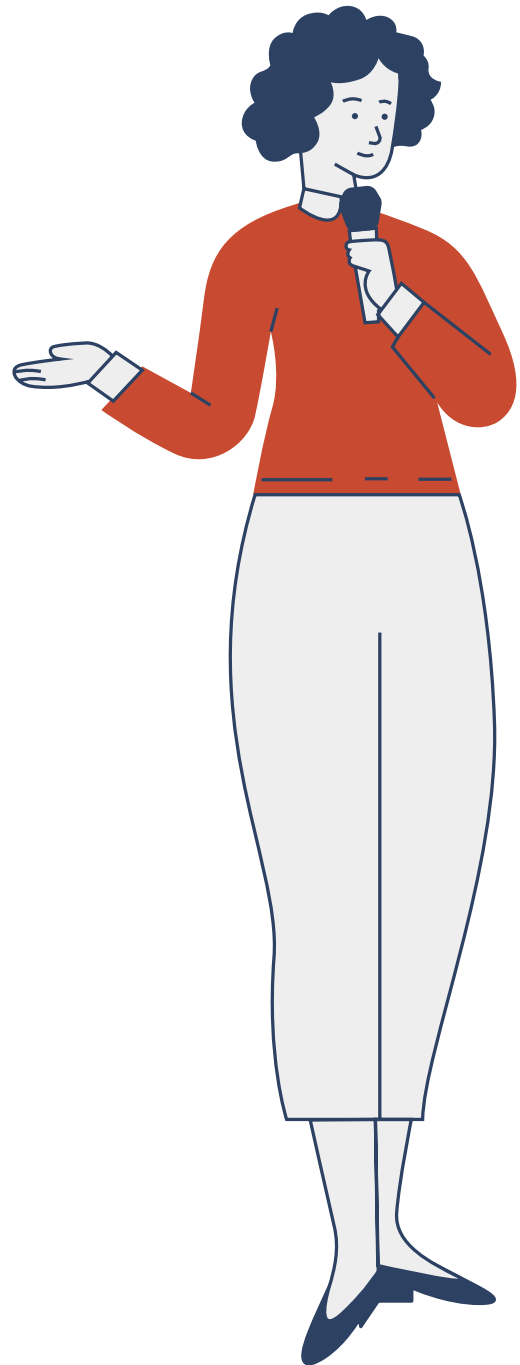
Universities play an important role in national development by providing high-level skills and new knowledge for innovation.

COVID-19 Disruption

Universities were/are faced different challenges in their teaching, learning and assessment activities.

Impact on Education

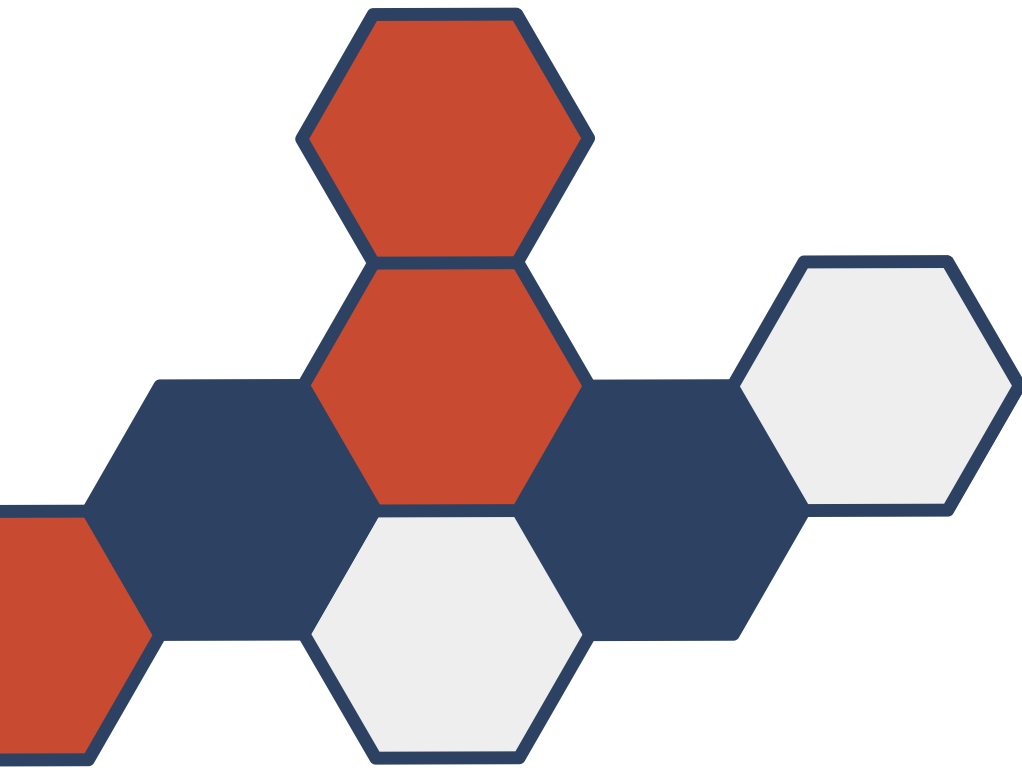
COVID-19 has in many contexts exacerbated pre-pandemic inequality, including in higher education.



WHAT WE WANT TO KNOW....

- What was the response to the pandemic by higher education systems in terms of the provision of ICT infrastructure such that the systems could continue to function?
- What were the outcomes of these interventions in terms of the inclusion (or exclusion) of marginalized students?
- Will the disruption to higher education as a result of the COVID-19 pandemic, particularly the uptake of new modes of instruction, learning and assessment, result in greater inclusion in the future provision of education?





WHAT WE WILL DO....

CASE STUDY COUNTRIES

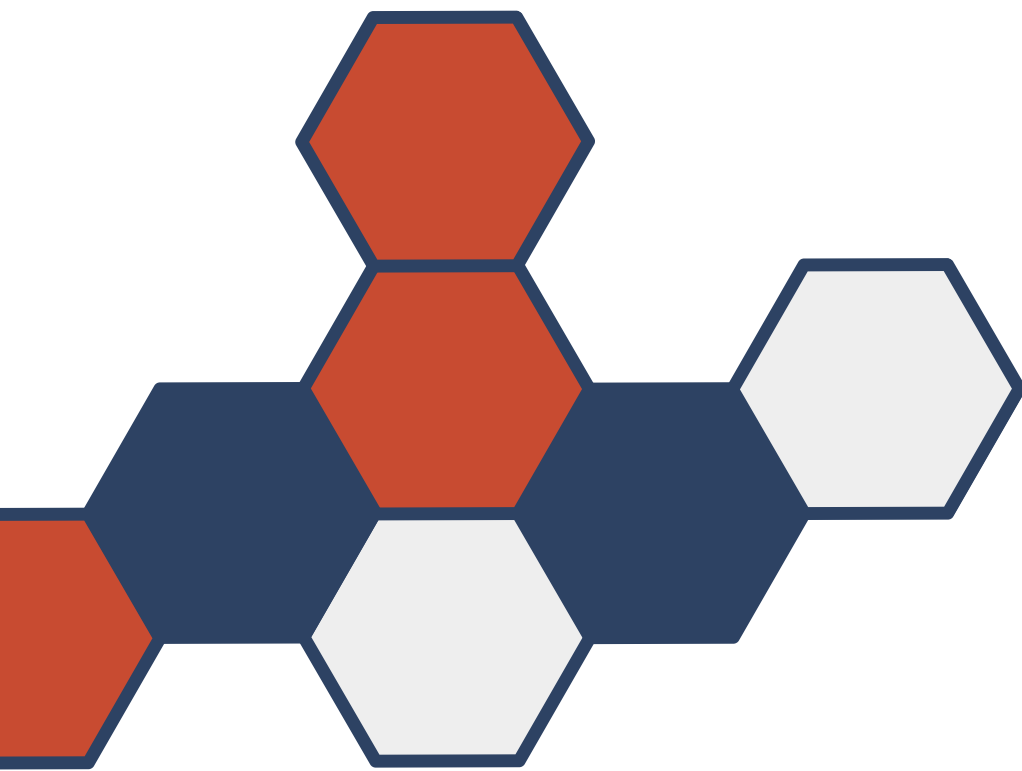
– South Africa, Philippines, Australia

Focus: Public universities

Document analysis, virtual interviews

Initial Findings





High-level findings:

1. Technology nor open resources necessarily lead to the anticipated democratisation effects. Instead, in highly unequal societies (and university systems), an increase in the uptake of technology and open resources is more likely to exacerbate existing inequalities.
2. The pandemic has made the invisible visible. South Africa: Highly autonomous institutions in an unequal system = differentiated capacity to respond to crises.

Specific findings:

- Institutionalising familiar technologies with unproven pedagogic value
- Lack of data for assessing change
- Understanding effects of the pandemic on the quality of teaching and learning