

Call for Sessions - WEHC 2015 [S20112]

Proposed title of the session

Costs and Economic Returns to Higher Education: Competing Models in Historical Perspective

Abstract

The expansion of higher education is one of the most dynamic features of the contemporary world. In the OECD countries, 32% of the adult population has completed at least one level of tertiary education with the younger generations having percentages significantly above this average (data for 2011 in Education at a glance 2013, p.37). This trend is shared, with some delay, also by the developing countries, and it is realistic to consider that in the second half of the 21st century more than half of the economically active population will have a tertiary education-level degree.

The massification of student enrolment [democratization of access to higher education] is not without implications for institutional as well as economic challenges. Economists and education policy makers have produced various cost-benefits analyses, but these have generally been driven by public policy concerns and have been focused foremost on the recent times.

The goal of this session is to encourage an analysis from the perspective of economic history, which would allow us to learn from past experiences and with lessons drawn to be able to anticipate emerging challenges as well as to come out with adequate policies. The selection of papers and speakers should bring together several lines of analysis such as:

- Can we have a “history” of the costs of higher education?
- What has been the role of the individual, of the state and/or of the market?
- What are the economic consequences of the various models of institutional arrangements in higher education, ranging from the self-regulatory system only loosely related to the economy (associated foremost with the so-called Humboldtian model of university) to a centrally-regulated (typical for the so-called socialist system) and to the currently expanding self-regulated market-oriented system?
- How did the economic returns of higher education for the individual change in time and/or in different institutional frameworks? How much did these returns vary according to fields of study and/or to level of higher education?
- Which has been the impact of various models of higher education at macro-level and how were related correlations reflected in policy development?

I. Corresponding Session Organiser

Prof. Bogdan Murgescu (Bucharest University [Romania])

II. Co-Organiser(s)

1. Corresponding Organiser.
2. Prof. Jan Sadlak (IREG Observatory on Academic Ranking and Excellence [France])

III. Expected Participant(s)

1. same as correspondent.
2. Jan Sadlak (IREG Observatory on Academic Ranking and Excellence [France])
3. Peter Foldvari (Utrecht University [Netherlands])
4. Sachiko Kataoka (World Bank [Japan])
5. Benoit Millot (World Bank [France])
6. Robert Reisz (West University Timișoara [Romania])
7. Jamil Salmi (University Diego Portales, Santiago de Chile [Colombia])
8. Manfred Stock (Martin-Luther-Universität Halle-Wittenberg [Germany])
9. Mary Tupan-Wanno (Echo Center for Diversity Policy, Utrecht [Netherlands])
10. Bas van Leeuwen (Utrecht University [Netherlands])