

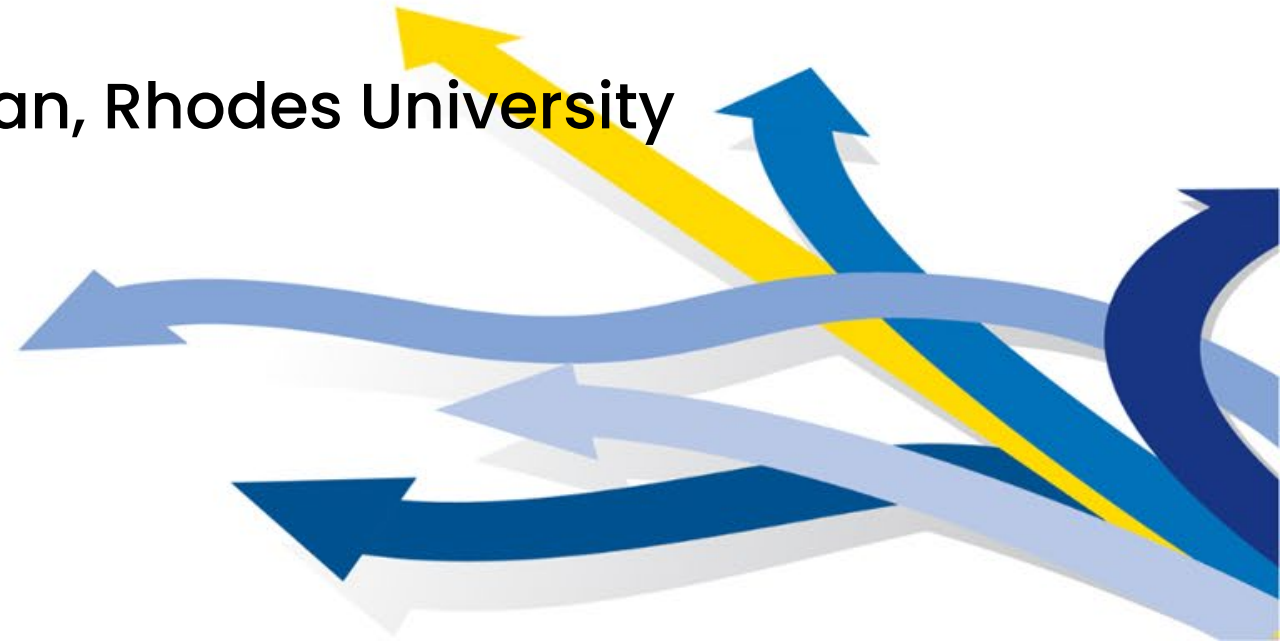


**2024
Annual Conference**

Leading
International
Education
at a Crossroads

Affirmative Action: A Global Perspective

- Imara Dawson, University of Michigan
- Karin Fischer, The Chronicle of Higher Education
- Jose Celso Freire Junior, Sao Paulo State University
- Orla Quinlan, Rhodes University



Learning Outcomes & Take-Aways

- Provide a global perspective on Affirmative Action within International Higher Education
- Historical framework of how Affirmative Action policies are implemented in other parts of the world
- Impact of Affirmative Action policies on SIOs



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Affirmative Action Definition

Broadly defined, affirmative action encompasses any measure that allocates goods – such as admission into universities, jobs, promotions, public contracts, business loans, and rights to buy and sell land – on the basis of membership in a designated group for the purpose of increasing the proportion of members of that group in the relevant labor force, entrepreneurial class, or university student population, where they are currently underrepresented as a result of past or present discrimination.

Affirmative Action Policies: International Perspective

David Sabbagh

UNDP



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WORLD MAP

Affirmative Action Around The World



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United States and the World

Affirmative Action



United States

France

India

Brazil

South Africa

New Zealand



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Case Study: USA and World

In a June 2023 ruling, the U.S. Supreme Court effectively banned colleges from considering applicants' racial status.

- ❑ But race-conscious admissions was always an imperfect instrument — Black, Latino, and Native American underrepresentation in college enrollment

How do other countries seek to increase diversity?

- ❑ France: “indirect” affirmative action
- ❑ India: “reservation” policy
- ❑ New Zealand: parity for Maori and Pacific students

Brazil

Affirmative Action



United States

France

India

Brazil

South Africa

New Zealand



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Shaping International Education at a Crossroads

Addressing Inequality in Brazilian Higher Education

- ❑ 2001: some Brazilian HEIs implemented a quota policy for access to higher education
- ❑ 2002-2003: three Brazilian state universities adopted race-based quotas for admissions, seeking to increase the share of Black, Brown, and Indigenous students
- ❑ 2012: creation of the national quotas policy – Act 12.711/2012

Lawsuit-challenging the practice made it to the Supreme Court, which in 2012 upheld the constitutionality of affirmative action policies that take race into account



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Brazilian national quota policy - 2012

- ❑ Reserve of places in Federal HEI for minority segments of the population: income and race
- ❑ 50% of undergrad places reserved for students from public high schools
 - Half for students with family incomes below 1.5 minimum wages, and half for students with family incomes above 1.5 minimum wages (provided they have completed the three years of secondary education in public schools)
 - A portion for public school students of any racial or ethnic background
 - Another portion for public school students who self-identify as black, brown or indigenous – Since 2017 also for people with disabilities; 2023 from quilombo
 - Minimum percentage reserve corresponding to the total number of people of color and indigenous in each state of the country

Brazilian national quota policy – 2012 cont.

- ❑ States have also defined quota policies for the universities they fund
 - In Sao Paulo, 50% of places to students from public high schools, with 35% of them to people of color and indigenous
- ❑ Private HEIs also have a system of ethnic-racial scholarships
- ❑ Assistance programs, including housing, food allowance, and transportation
- ❑ Brazilian universities have units specialized in Inclusion and **belonging**

Belonging: 2023 Financial aid programs



Financial aid, Rent Aid, Student Housing, Special Aid (financial aid granted to students with disabilities or reduced mobility), Aid for internships, Food assistance program

**5,659 students
granted
\$ 11M invested**



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Growth of undergraduate students in Brazil: 2011-2019

- Black: 87%
- Indigenous: 40%
- White: 9%

Net enrollment rate in higher education

- White: 34%
- Black: 18%
- Indigenous: 15%

The Gap continues



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First quota graduation at USP Law School in 2022

Quota holders, children of street sweepers, bricklayers and cleaning ladies graduate from USP.

During the five years of the course, they transformed the university with new debates

1ª turma do curso de direito

Cotistas filhos de garis, pedreiros e faxineiras se formam na USP

Ao longo dos 5 anos de curso, eles transformaram a universidade com novos debates.



Source: <https://g1.globo.com/educacao/noticia/2023/02/04/filhos-de-garis-pedreiros-e-faxineiras-1a-turma-com-cotistas-negros-se-forma-na-faculdade-de-direito-da-usp.ghtml>



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South Africa

Affirmative Action



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Case Study: South Africa

- ❑ Affirmative action in South Africa is defined in the **Employment Equity Act No. 55** of 1998
- ❑ *“Measures designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a designated employer.”*
- ❑ **Designated groups** refer to black people, women and people with disabilities.
- ❑ Employers must consult with employees and prepare an **Employment Equity Plan** that must be implemented.
- ❑ Compliance and data collection is the main focus. While the global figures are moving in the desired direction, when disaggregated there remains some underrepresentation at the top management levels.

Case Study: South Africa

National EAP by Population and Gender Group* (*Source: Statistics South Africa. (QLFS. Quarter 3. 2022)

MALE			FEMALE			Total
AM	African Male	43.4%	AF	African Female	36.6%	80.0%
CM	Coloured Male	4.9%	CF	Coloured Female	4.4%	9.3%
IM	Indian Male	1.7%	IF	Indian Female	1.0%	2.7%
WM	White Male	4.5%	WF	White Female	3.5%	8.0%
Total		54.5%			45.5 %	100.0%

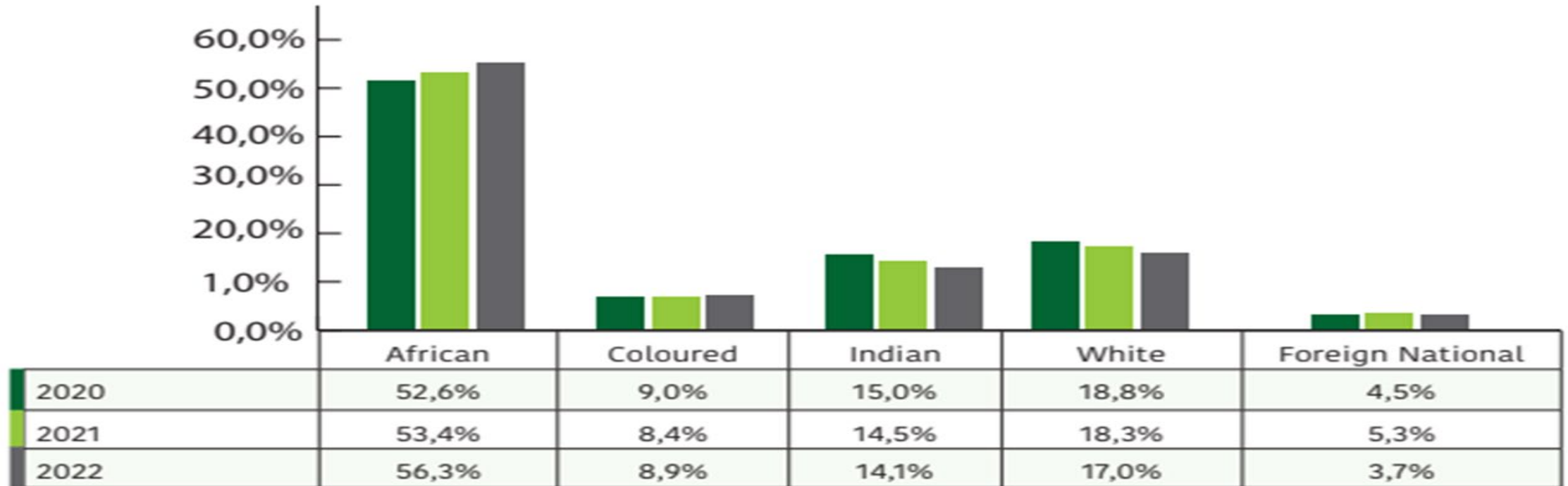


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Case Study: South Africa

Figure 37: Top Management at public universities by population group (2020 – 2022)



Case Study: South Africa

Qualitative issues persist around **Institutional culture**. In 2019, the Ministerial Task team on recruitment, retention and progression of Black South African academics made recommendations that involved affirmative actions for black SA students:

- ❑ to **set targets** for black South Africans in postgraduate programmes.
- ❑ to enhance **student funding** for postgraduates.
- ❑ to **improve undergraduate and postgraduate student success** to ultimately create a bigger pool of candidates for academic positions.
- ❑ to **increase the numbers of masters and doctoral graduates** through DHET university enrollment processes.
- ❑ **National Student Financial Aid Scheme (NSFAS)** is the government students bursary and loan scheme for SA students for lower income families.

Case Study: South Africa

- ❑ **The Southern African Development Community (SADC)** protocol allows for 5% of places at universities to be reserved for students from SADC countries.
- ❑ Up to 2015, the international students body in public HEIs in South Africa was 7%.
- ❑ Reduced to circa 4% in recent years but significant portions of the postgraduate body are international students.
- ❑ The **DHET Policy Framework for Internationalisation of Higher Education in South Africa** encourages international student participation.
- ❑ Scope for US students:
 - ❑ Study Abroad undergraduates students.
 - ❑ Collaborative Online International Learning.
 - ❑ Postgraduate students.
 - ❑ Visiting research Students.



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- ❑ **DHET Policy Framework for Internationalisation of Higher Education in South Africa**
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Conclusion and Thank You

- ❑ **Historical Perspective:** Many countries outside the United States have established affirmative action programs for their higher education systems. Some of these programs were developed before the US model, while others were influenced by it.
- ❑ **Cultural and Societal Differences:** Given the diverse implementation of affirmative action worldwide, you can see how cultural and societal values shape the perception and outcomes of these policies. For instance, how does the concept of “merit” in admissions plays out in different countries.
- ❑ **Call To Action:** As SIOs and International Educators who make the argument about the “value proposition” of internationalizing our campuses, we need to “think globally and act locally” about affirmative action.



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Open Discussion and Question



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