High participation after Martin Trow: Inclusive capabilities and exclusive opportunities.

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Our debt to Trow
So, what is new?

- Socially driven
- Governance
- Rationalized administration
- Tension in institutional diversity and mimicry
- Decreased distinction of a graduate
- Maintenance of elite institutions and students
Time and positions

• Passage of more nearly one-half century
  • Things change
  • The High Participation Systems group benefited from years of literature
  • Closer attention to questions of equity and social positioning

• Multiple positions
  • Editors from and with professional formation in different countries
  • 16 contributors working in 9 countries
Politics and California
“... this book finds history, political and civic culture, and political economy to be the primary sources of contingency ...”
Tension: Capabilities without opportunity
Tendencies not laws

Consider national examples:

• USA
  • quasi-market
• Finland
  • social welfare
• Russia
  • state control
Concepts

• **Capabilities** refer to human and organizational capacities - to accomplish work and to achieve intrinsic self-determination - that are consolidated by or through higher education.

• **Opportunities** refer, in probabilistic terms, to the chances of an individual or collective actors to achieve a desired social outcome within or through higher education.

• Capabilities and opportunities are conceptualized at individual, organizational, and social scales.
Capabilities

Bildung ... 

... understanding one's self...

... self-concept ...

... engage in creative and potentially strategic action.

... scaled to the social level through on the duality of structure and agency
Capabilities

• Proposition 14: As participation expands in the HPS phase, equity in the form of social inclusion is enhanced.

• Proposition 1: As high participation systems spread to an increasing number of countries, equity in world society is enhanced.

• Proposition 6: HPS complex multi-level accountability and coordination, coupled with system differentiation, results in higher education institutions adopting increasingly corporate forms and robust internal governance and management capacities.
Opportunities

• Families seek relative advantage
• Already advantaged actors employ effective strategies to maintain position
• Social positions become locked in
• The best opportunities remain exclusive in high participation systems
Opportunities

• Proposition 15: ... the expansion of participation is associated with a secular tendency to greater social inequality in educational outcomes and, through that, social outcomes.

• Proposition 11: ... the expansion of participation ... is associated with a tendency to bifurcation and stratification in the value of higher education between elite and mass institutions.

• Proposition 17: As the boundary of participation expands it becomes more difficult for the state and/or autonomous educational systems/institutions to secure a redistribution of educational opportunities, and through that, social opportunities.
More questions instead of conclusions

Can self-formation and collective human agency produce a more equitable social formation?

How does higher education play into growing socioeconomic and cultural chasms that have activated political conflict in several countries?
Thank you

• Questions?