

Higher education and the hopes of  
the world:

The next three years of CGHE  
research

Simon Marginson

# Higher education lies at the intersection of



- Knowledge flows and circuits
- Social allocation and status creation
- Capital and economic accumulation
- Governance and political relations

It rests on the tradition of the incorporated autonomous European University, as well as higher learning in China, India and the Islamic world



Its modern forms have been especially shaped by the German and then the American research university.

But higher education is now much more central to society. The 'multiversity' (Clark Kerr's term) prepares citizens, develops the economy and sustains innovations and global relations



President of the University of California, Clark Kerr, 1963

There are more than 220 million tertiary students (80% at degree level) worldwide

Students are not only the workforce of today and tomorrow, they carry movements for public good and social transformation the world over. This role is again increasing

The future depends on what students learn, the knowledge, ideas and values they take into the world



Higher education has sustained and in many countries developed its central social role during the pandemic, especially in countries where it is seen and funded as a public good

- The pandemic has seen the reassertion of the face to face teaching and the value of sociability in the classroom and beyond
- There has been a flourishing of online forms
- Collaborative Covid-19 research created vaccines in less than a year



Graphic: Amir Pichhadze

As higher education expands to take in more of society, we struggle to make student access, participation and success as equitable as possible

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- And our success in achieving meritocratic *social redistribution* is limited! The forces reproducing inequality are strong. If we did not do all we can to equalise opportunity, inequality would worsen. But higher education *on its own* cannot create social justice, though it is part of the solution
- Yet participation in higher education is growing across the world – year by year we lift the level of shared social and scientific literacy, almost 40 per cent of the world’s young people now enter tertiary education, 80 per cent in many countries
- We bring the essential benefit of higher education - the self-formation of capable and articulate persons, through systematic engagement in knowledge and social relations - to more and more people every year

## And there's also global research and science

- 2.7 million science and social science papers per year in Scopus, growing at 5% per year, mostly in English, many more outside Scopus in other languages
- About 700,000 papers a year have international co-authors
- A collaborative network of professional scientists largely independent of direct control by government or market and crucially dependent on academic freedom
- The key to shared problems such as Covid-19 and sustainability





# ESRC/OFSRE Centre for Global Higher Education

Seeks to advance and critically improve the many contributions of higher education!  
It conducts research on issues in global, national and local higher education

CGHE was founded in 2015 by the Economic and Social Research Council in UK. Its ten university partners in its next phase, the Transition Centre in 2020-2023:

- Oxford [UK](#)
- UCL Institute of Education [UK](#)
- Lancaster [UK](#)
- Bath [UK](#)
- Surrey [UK](#)
- Shanghai Jiao Tong U [CHINA](#)
- Lingnan U [HONG KONG SAR CHINA](#)
- Hiroshima U [JAPAN](#)
- Virginia Tech [UNITED STATES](#)
- Dublin Institute of Technology [IRELAND](#)



## The CGHE Transition Centre 2020-2023

<http://www.researchcghe.org>

- £2.4 million in funding 1 November 2020 to 31 October 2023
- 10 research projects including one jointly funded in Hong Kong, each 1.5 to 3 years. Eight projects in continuity with prior CGHE projects, two are new. Focus on academic publishing, impact
- HQ at Oxford Department of Education, Director, 2 Deputy Directors, eight UK-based Research Associates
- Annual conference, twice weekly webinars, one-off symposia, other events with emphasis on impact on policy and practice
- Working Papers, Policy Briefings, Book series (two books published, three in process), blogs, social and mass media

# CGHE Transition Centre projects 2020-2023

Project		Project	
1.	Graduate experiences of employment and knowledge (Lancaster Paul Ashwin)	6.	The impact of locality and region on university governance (Oxford SM/Mike Shattock)
2.	Realising the potential of technology for scaling up higher (UCL Diana Laurillard)	7.	An historical lens on higher education staffing: UK and France (UCL Vincent Carpentier)
3.	The role of research in higher education and research assessment (Oxford Alis Oancea)	8.	Local and global public good of higher education: 10 nation study (Oxford Simon Marginson)
4.	Graduate labour market and equity (UCL CC/Golo Henseke)	9.	Mapping supra-national higher education space (UCL/Oxford/Surrey Tristan McCowan, Rachel Brooks, Maia Chankseliani, David Mills)
5.	Student loan debt and graduate decision making (UCL Claire Callender)	10.	UK international graduates in mass media and public perceptions: UK, Mainland China, Hong Kong and Taiwan (Lingnan Hong Kong Ka Ho Mok)

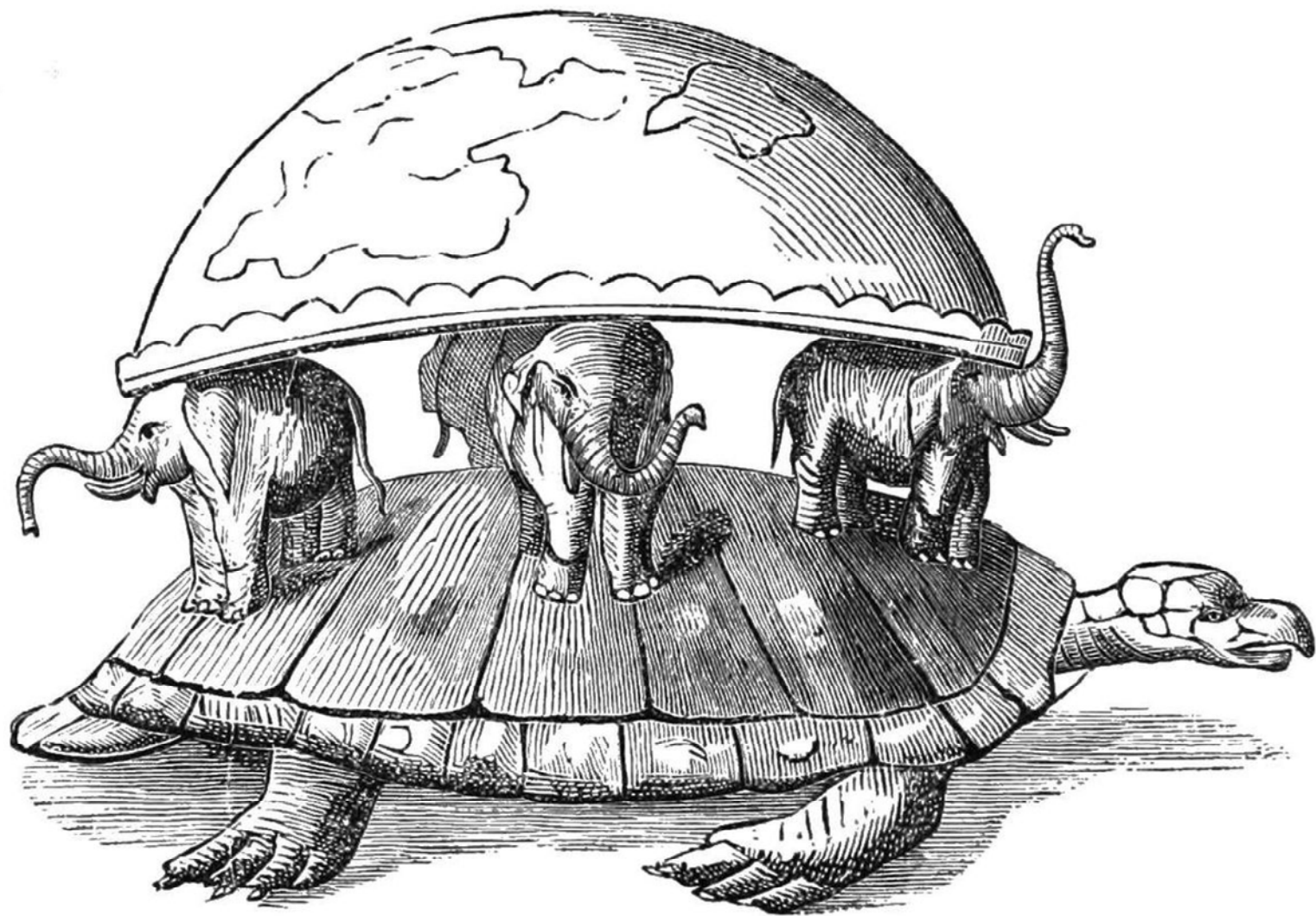
# CGHE Research Management Committee

- Simon Marginson (Oxford) Director
- Claire Callender (UCL/Birkbeck) and Paul Ashwin (Lancaster) Deputy Directors
- Oxford: Maia Chankseliani, Aniko Horvath, Alis Oancea, James Robson
- UCL: Vincent Carpentier, Golo Henseke, Diana Laurillard, Tristan McCowan
- Lancaster: Janja Komljenovic
- Bath: Jurgen Enders
- Surrey: Rachel Brooks
- Ireland (TU Dublin): Ellen Hazelkorn
- Hong Kong (Lingnan): Ka Ho Mok

CGHE research focuses on national policy issues in higher education, not only in UK, and also on local governance, academic work and student learning

But what does it mean to be a  
'global' research centre?

We had much discussion of this at the start in 2015 . . .



# A NEW AND ACCVRAT MAP OF THE WORLD



Drawne according to y<sup>e</sup> truest Descriptions latest Discoveries Pe. Kerius  
 Celaviti 1646.



2019 Flat Earth International Conference, Denver





# 'The global' affects national and local higher education

1. *Global systems* based in world-spanning linkages and relationships, e.g. global sustainability, global science
2. *Cross-border connections*, e.g. student and faculty mobility, research partnerships, university agreements
3. *Global diffusion* of policies, ideas and models, e.g. worldwide spread of high participation higher education, the research science university as modelled in global rankings



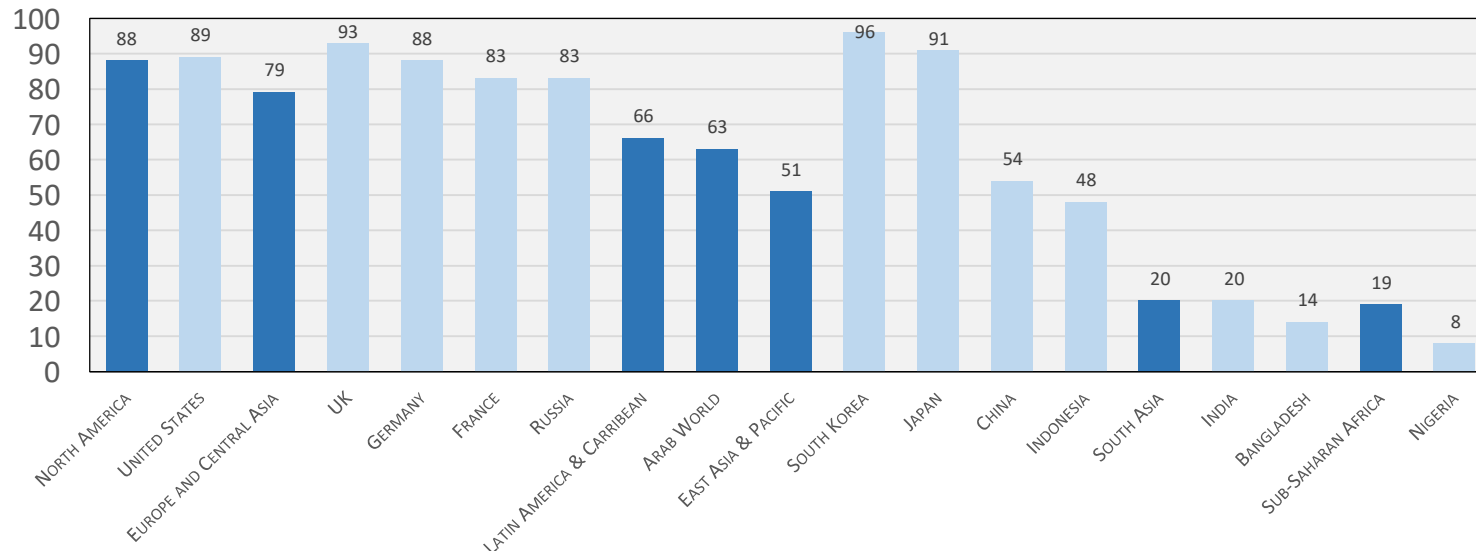


Higher education and sustainability: our ultimate challenge  
(Tristan McCowan leads a major Global Challenges Research Fund project)

# The online mini-revolution: global methods as local methods

- The challenge of the **digital divide** (see below)
- Lasting benefits of online developments in 2020
- Facilitation of global cooperation, e.g. CGHE webinars
- Diana Laurillard's CGHE project

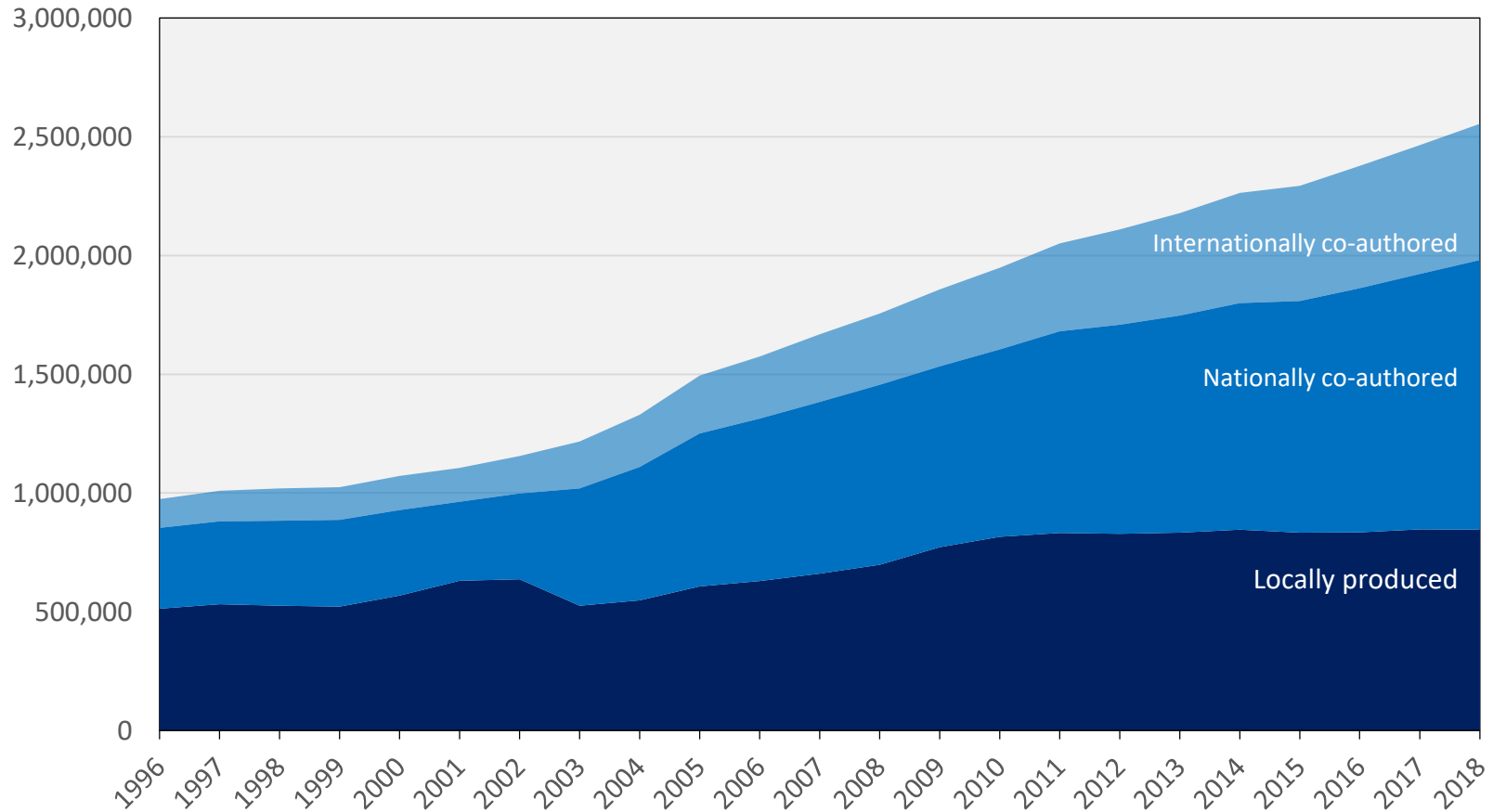
**Proportion (%) of population with access to Internet, 2019 or nearest year**



# A quarter of all global research papers are international

Alis Oancea's CGHE project focuses on the ever-growing role of research

Number of science papers in Scopus, by type of collaboration, world: 1996-2018



# The spread of research to many more countries

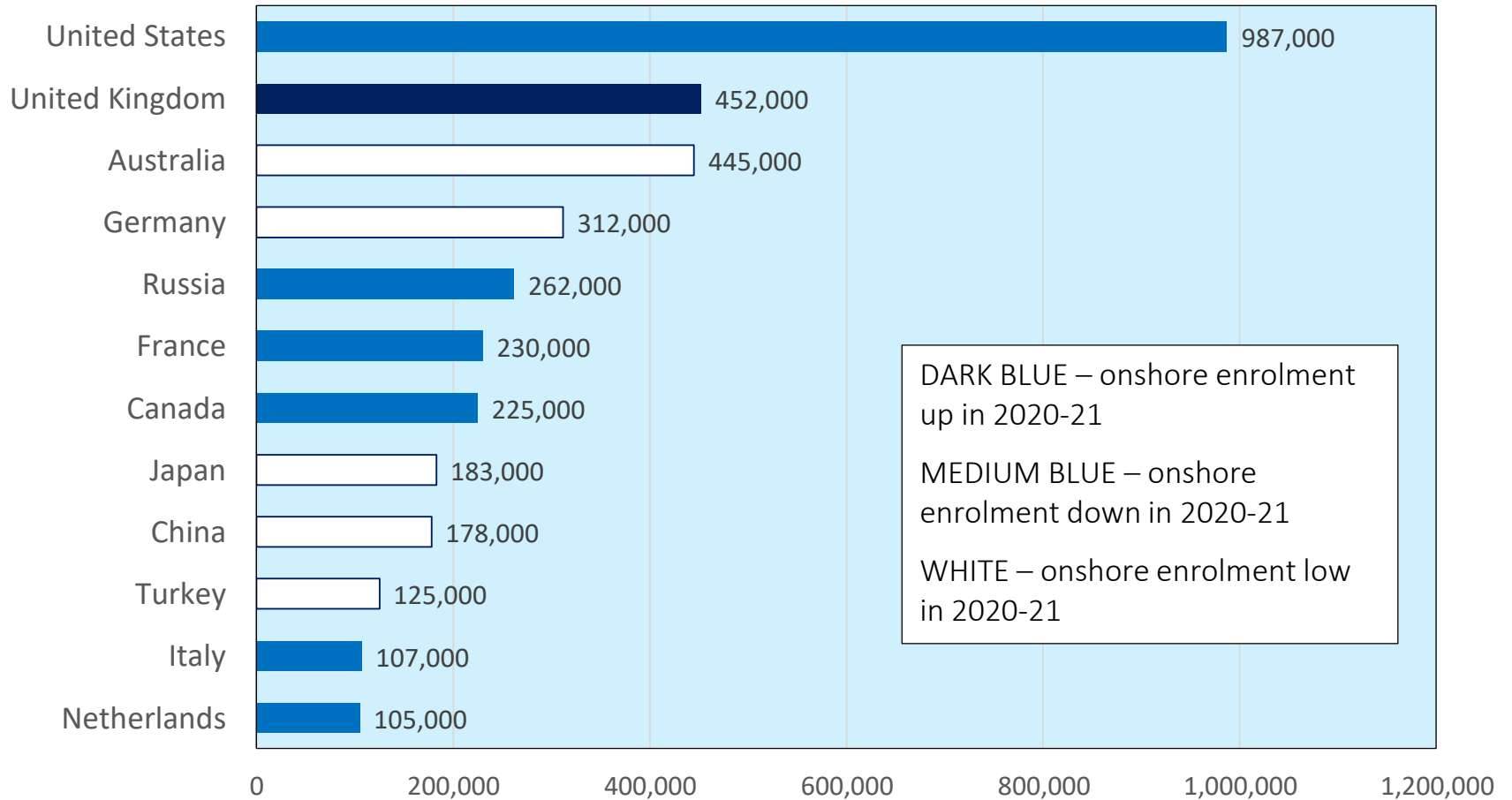
Deconcentration of country shares of world science papers, 1987-2016

	1987	1997	2007	2017
<b>number of countries producing 50% of world science</b>	3 USA, UK, Germany	4 USA, Japan, Germany, UK	5 USA, China, Japan, Germany, UK	6 China, USA, India, Germany, Japan, UK
<b>number of countries producing 90% of world science</b>	20	23	26	32

# Student mobility – before and after the pandemic

CGHE's project on higher education as a public good focuses on mobility

International students in 2020 compared to UNESCO 2018 enrolment



The New Cold War may further disrupt academic mobility  
CGHE has an ongoing focus on the geo-politics of higher education and research

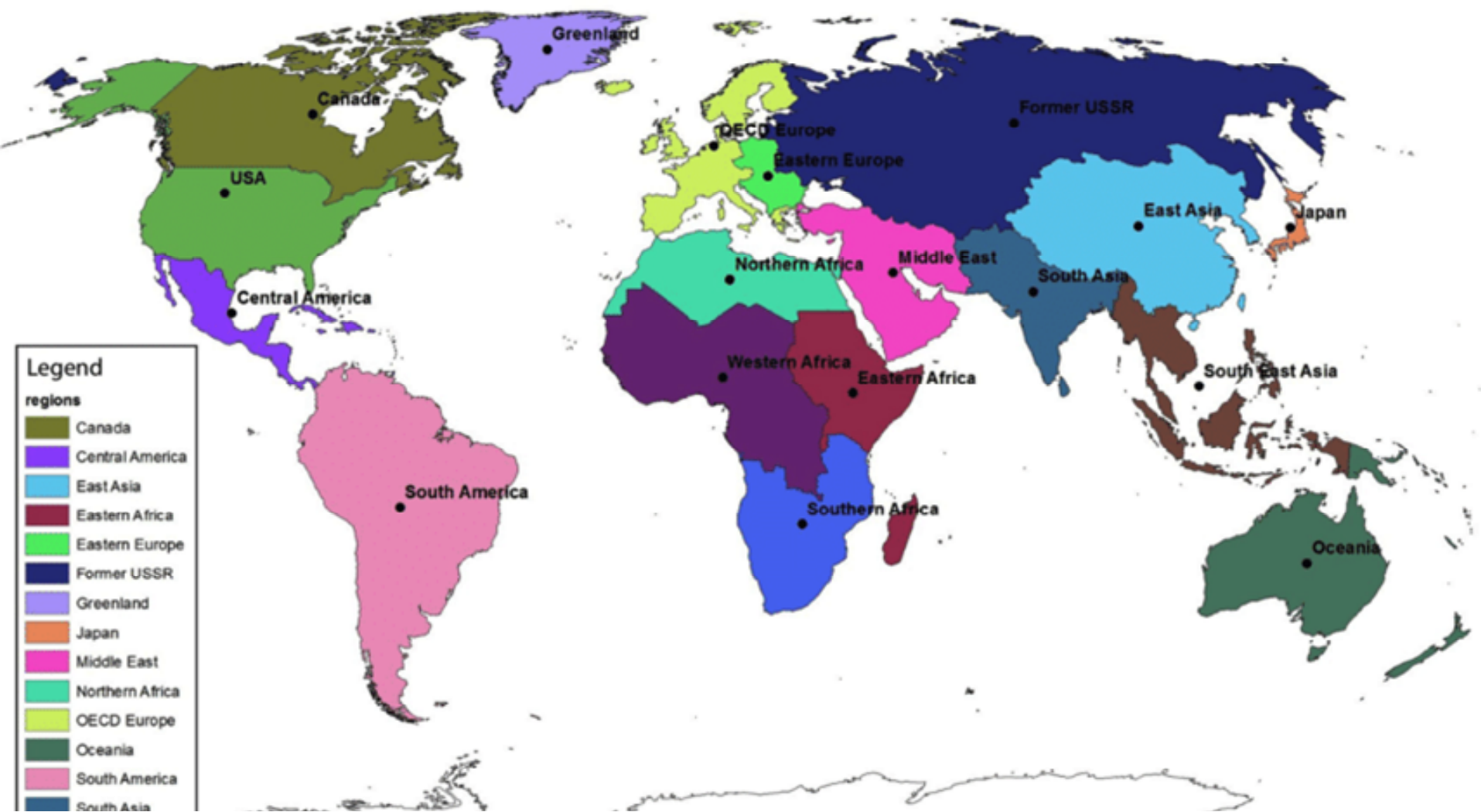




# **In the global geo-politics of higher education**

the traditional higher education powers, the dominance of English language knowledge, and the standard global templates are challenged by diversity and the pushback against inequality, neo-colonialism and racism





World regions matter

## Unequal world regional Gross Tertiary Enrolment Ratios (%): 1970, 1990, 2010 and 2018

	1970 (%)	1990 (%)	2010 (%)	2018 (%)
World	10.1	13.6	29.4	38.0
Central and Eastern Europe	30.2	34.2	69.1	82.4
North America/ W. Europe	30.6	48.8	76.7	78.7
Latin America and Caribbean	6.9	16.8	40.6	51.8
East Asia and Pacific	3.1	7.4	27.9	45.8
Arab States	6.1	11.3	25.5	33.4
Central Asia	n.a.	25.4	24.9	27.6
South and West Asia	4.3	5.8	21.2	25.8
Sub-Saharan Africa	0.9	3.0	7.5	9.1



Post-colonial higher education and the  
worldwide anti-racism movement



New East-West and East-South dynamics in  
economies, higher education and science

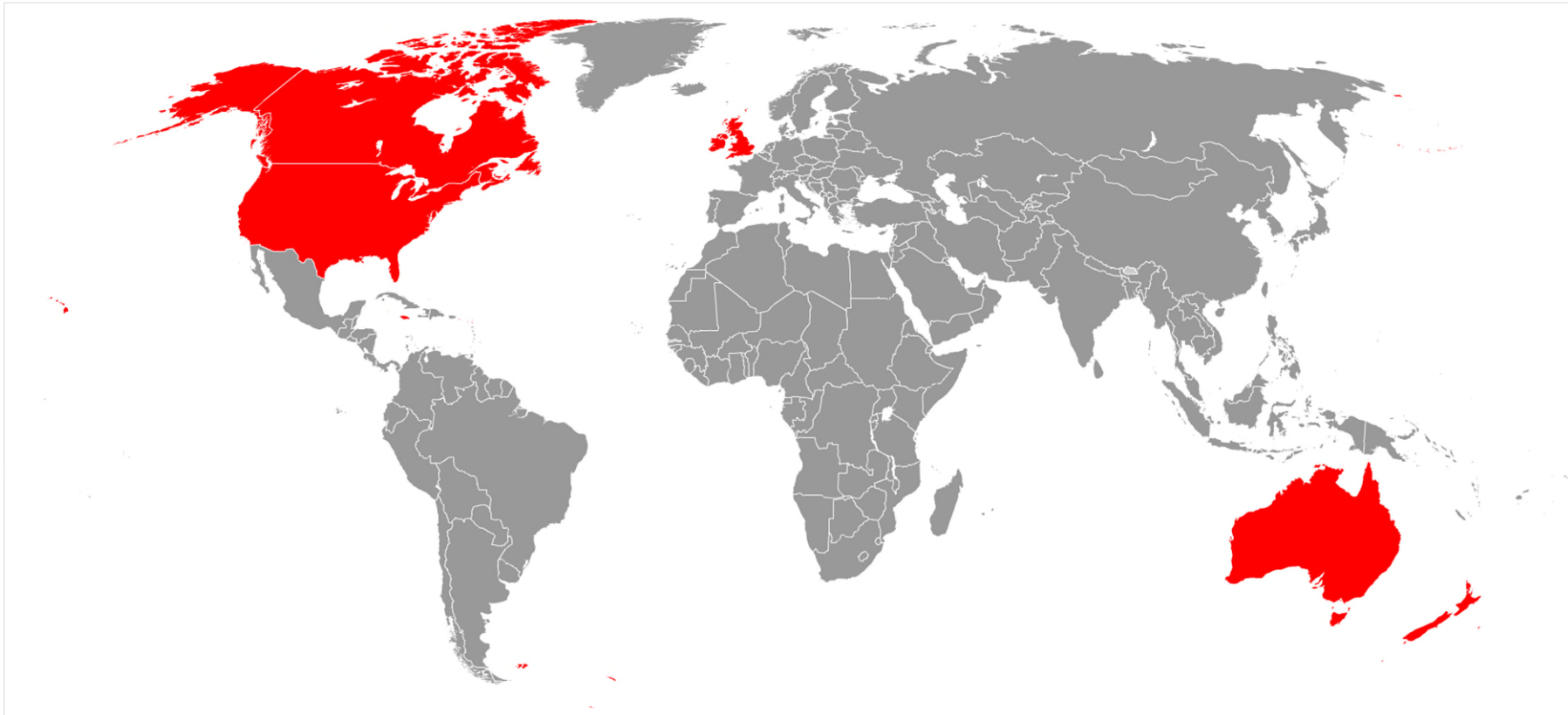
# Looking beyond the global monoculture

First language speakers and total language speakers, Ethnologue 2018

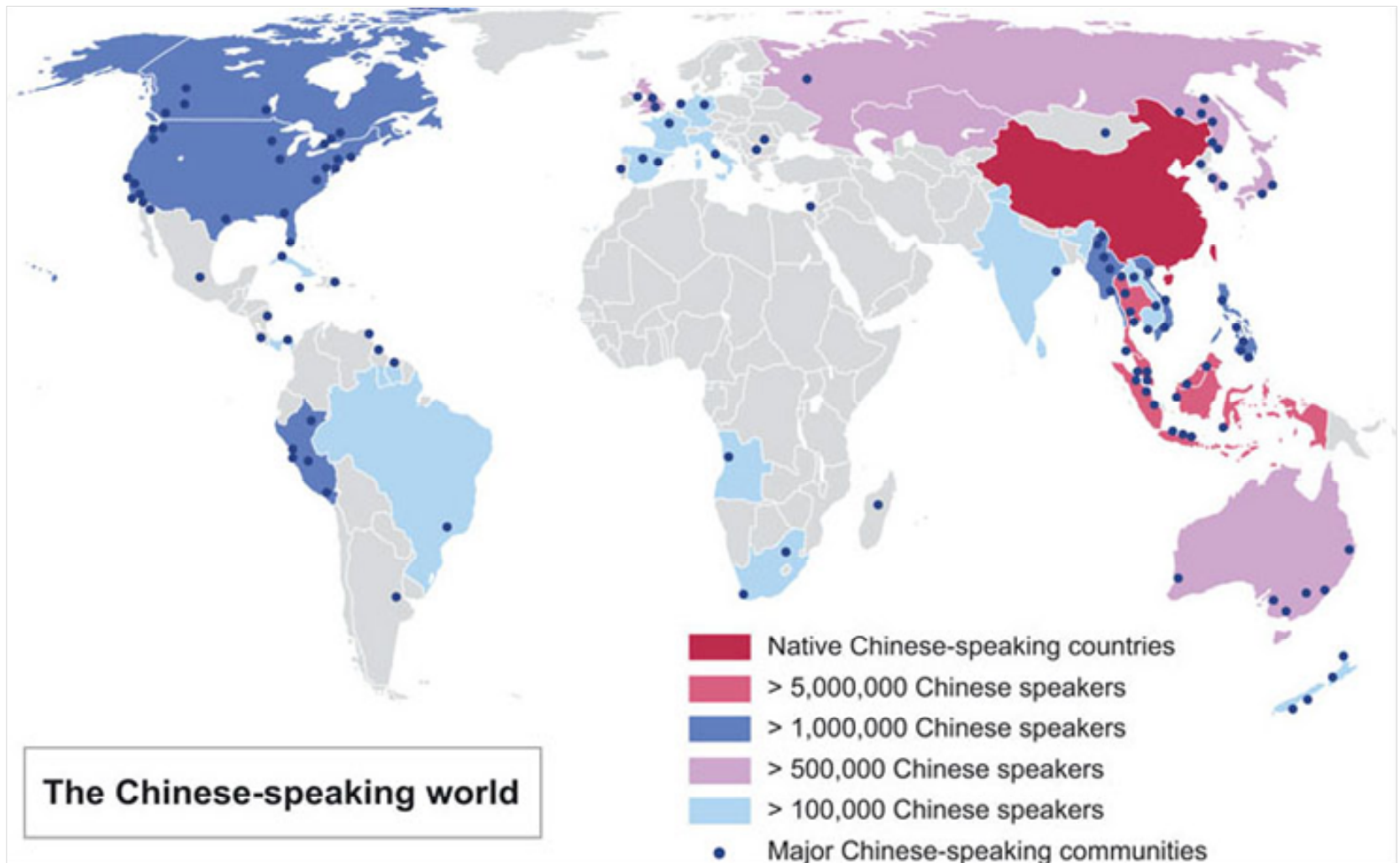
	L1 speakers (million)
Chinese (Mandarin)	909
Spanish	442
English	378
Hindi	260
Bengali	243
Portuguese	223
Russian	154
Western Punjabi	93
Javanese	84
Chinese (Wu)	81
Turkish	79
French	77

	L1 & L2 (million)
English	1121
Chinese (Mandarin)	1107
Hindi	534
Spanish	513
French	285
Standard Arabic	274
Russian	265
Bengali	262
Portuguese	237
Indonesian	198
Urdu	163
German	132

Countries where over 50% of people are English first language speakers

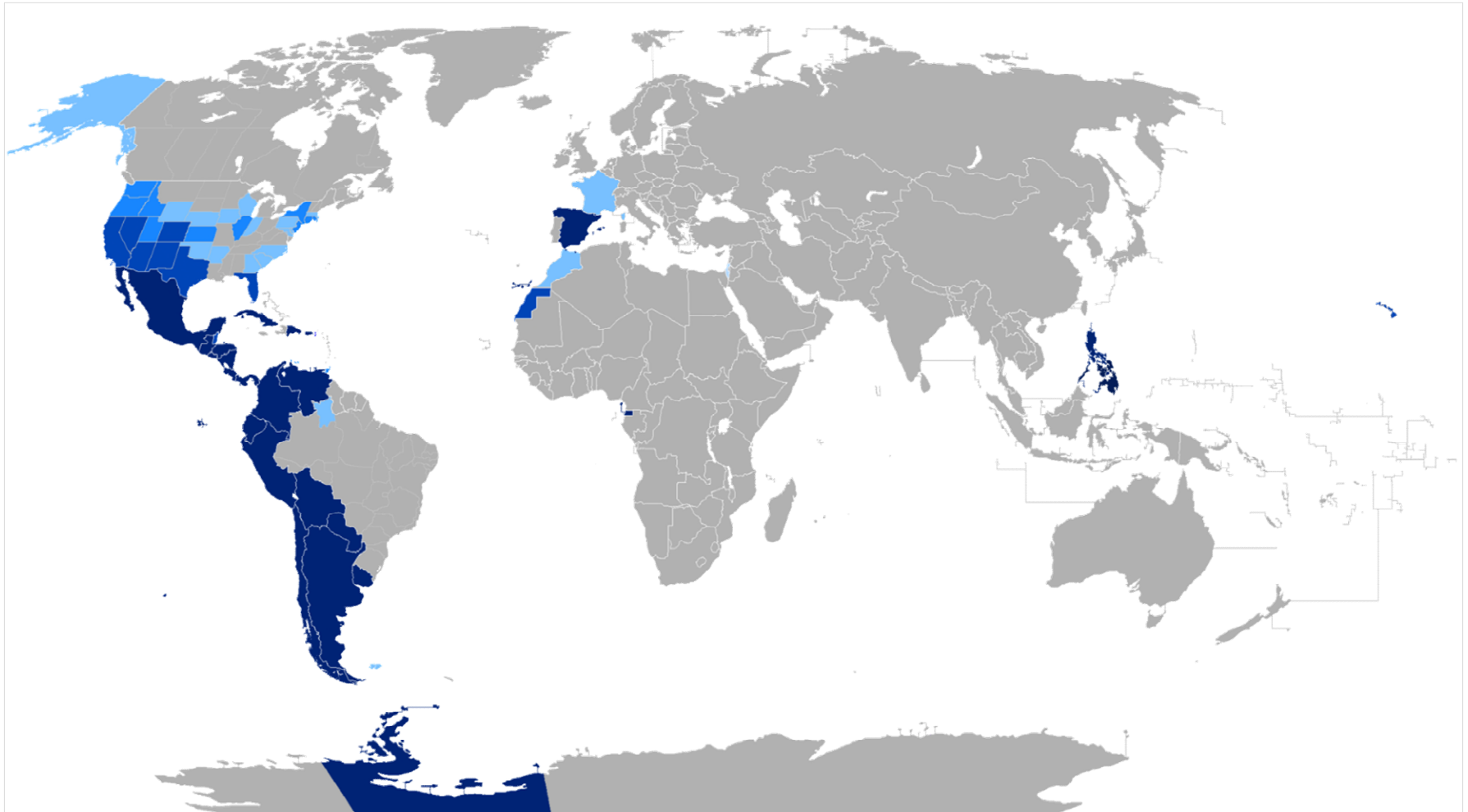


# Chinese language use

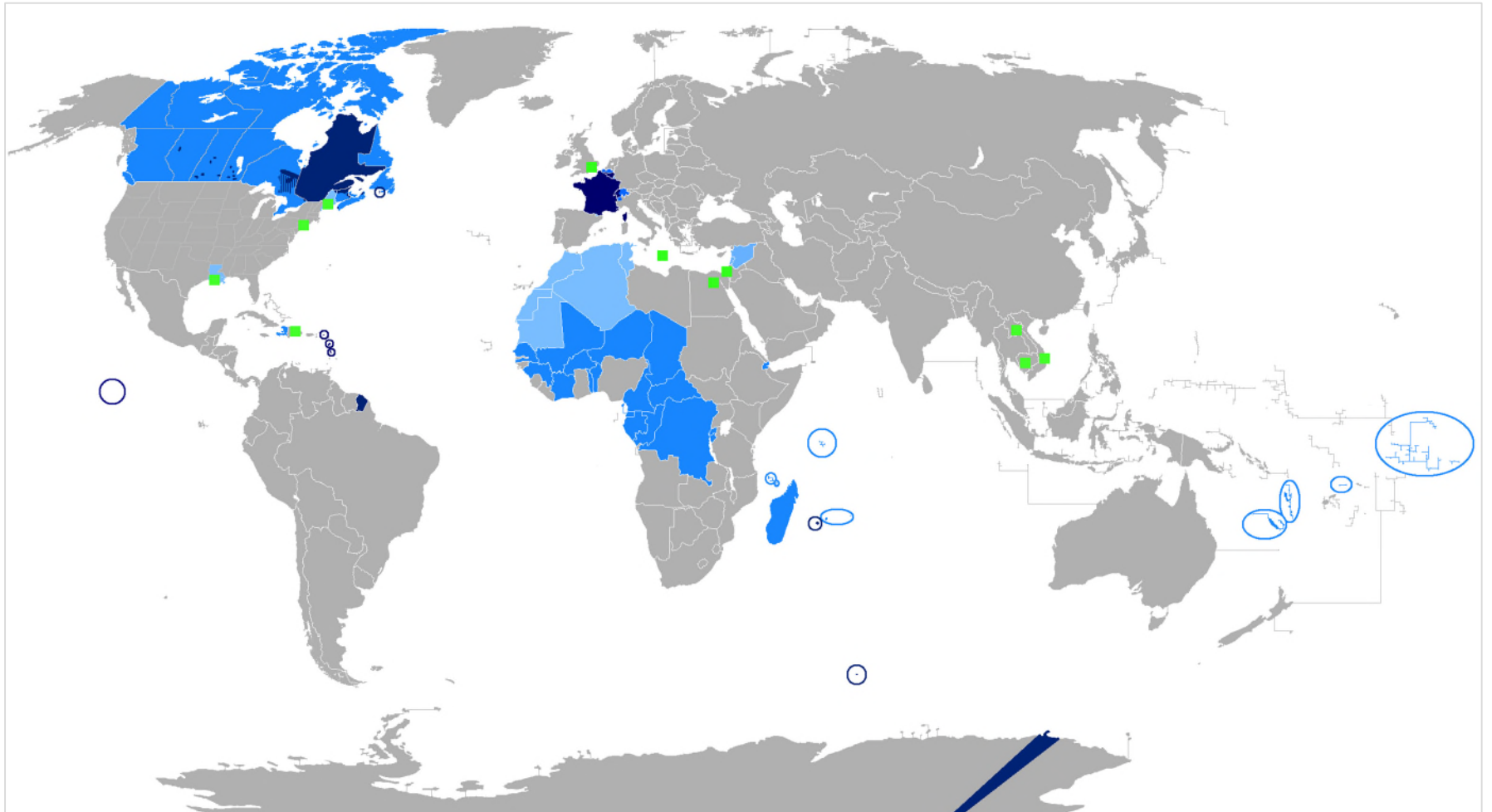




# The Spanish speaking world



# The French speaking world



# Arabic speaking countries



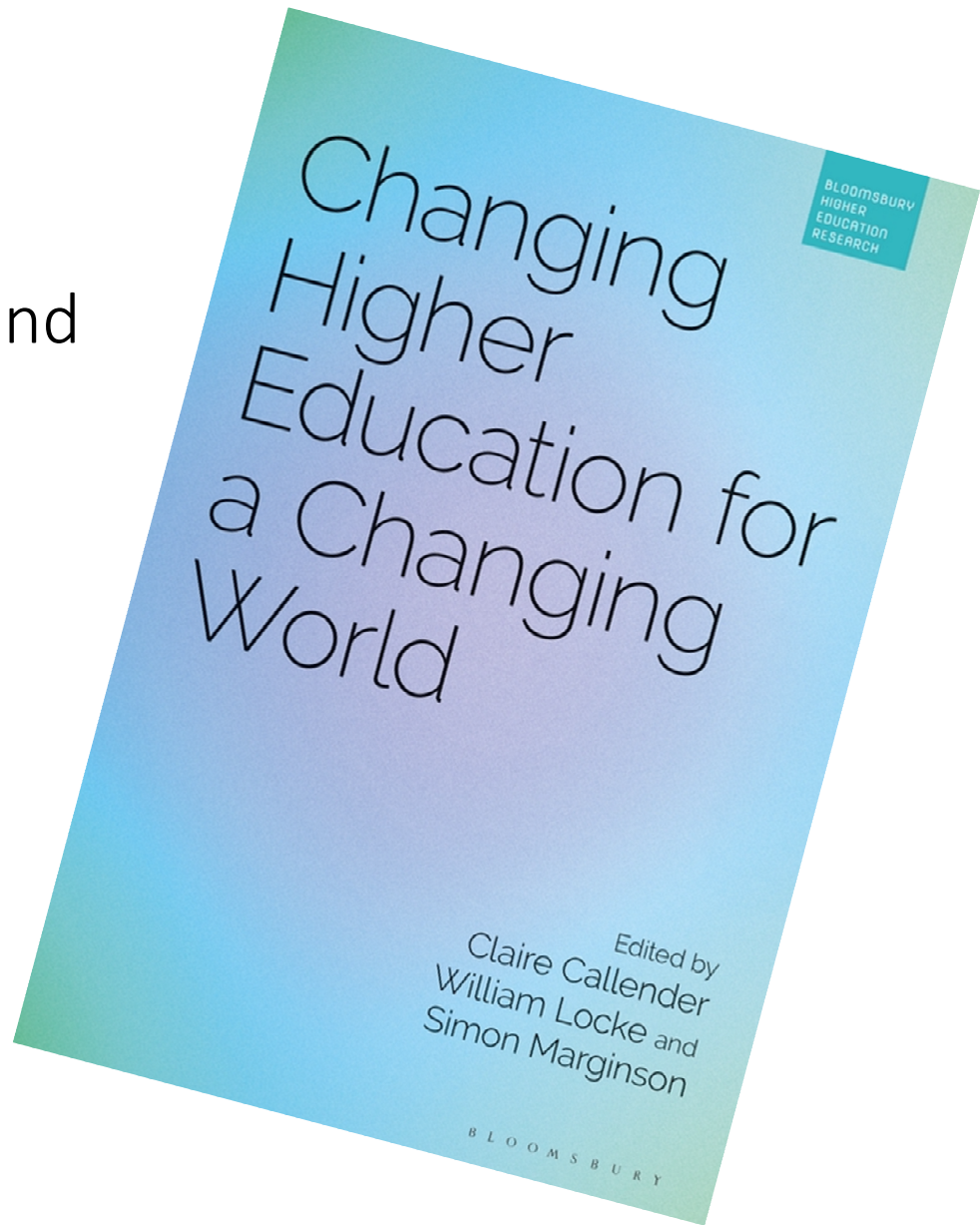
# 54 CGHE webinars in 2020

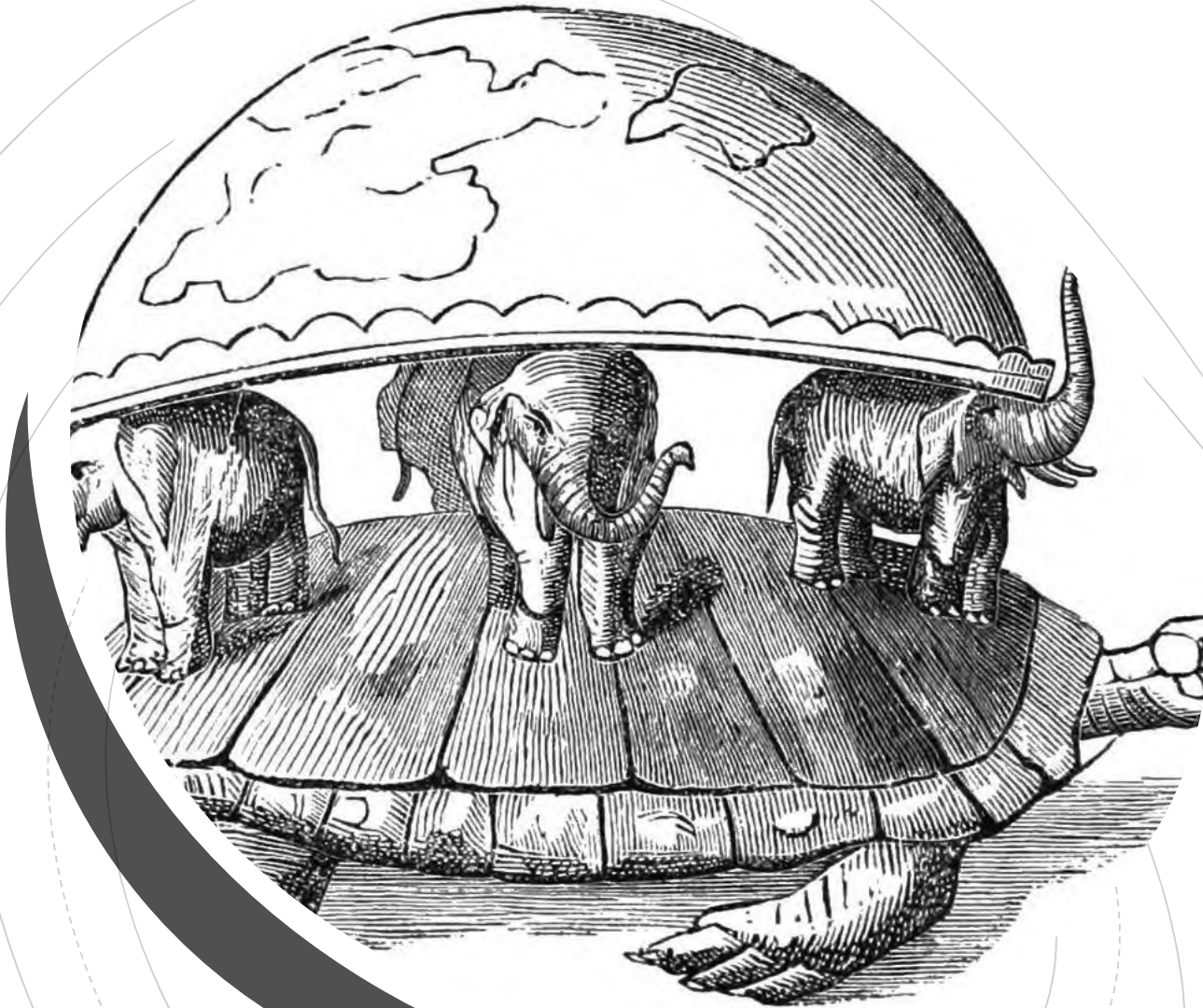
Topic area	
Worldwide issues	13
Global science	3
Covid-19 & higher education	3*
UK	11
UK international education	4
India	4
Post-Soviet zone	3
Europe	2

Topic area	
USA	2
East Asia	1
China	1
Japan	1
Australia	1
Latin America	1
Poland	1
CGHE itself	3

\* plus 4 under other headings

Look out for CGHE  
books, papers, policy  
briefs, blogs, tweets and  
webinars





Thank you for giving  
your attention to  
this presentation

*"I have an attention  
span that's as long  
as it has to be" –  
attributed to Donald  
Trump*

**Education:  
Care for  
Learning**

**Research:  
Impact with  
Care**



**LINGNAN UNIVERSITY**

# Partnerships for Promoting Sustainable and Responsible Education







- **Inter-University Platform for Higher Education Research**
- **Focusing on Development, Policy and Governance in HE**
- **Comparative / International Perspectives**
- **Promoting East Asia and Europe Dialogue**
- **PhD Student Exchange**
- **Co-bidding Grants for promoting International Cooperation**