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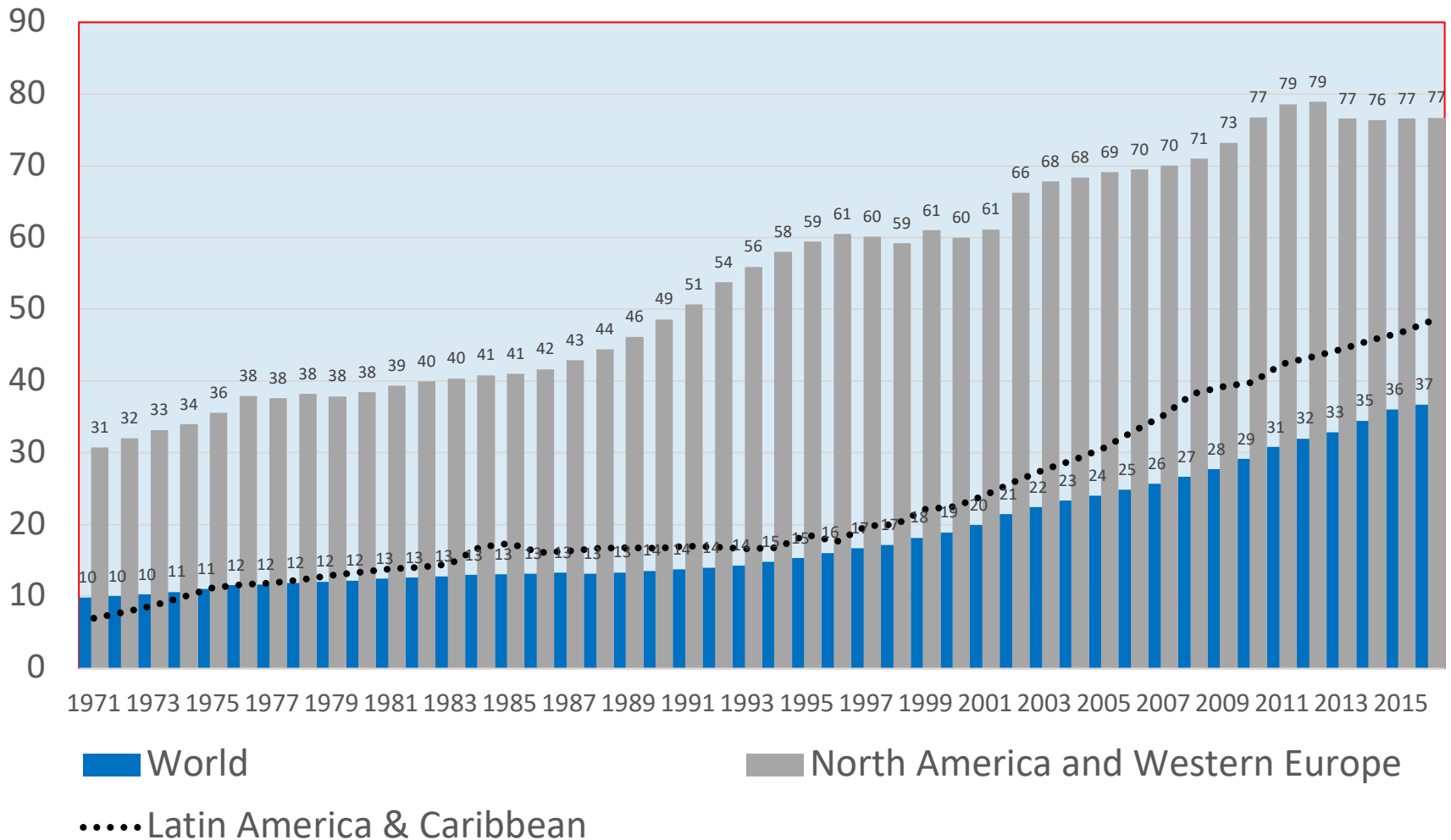
# HIGH PARTICIPATION SYSTEMS OF HIGHER EDUCATION

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# Gross Enrolment Ratio tertiary education (%)

World, North America/Western Europe, Latin America/Caribbean: 1971-2016



# In 2013, 1/3 of tertiary systems exceeded 50%

- In 2013, **57 countries** had gross enrolment ratios of more than 50% according to UNECSO institute of Statistics data
  - Of these 40 countries had GDP PPP per capita of above \$20k, 15 countries were \$10-20k and two were \$5-10k (Ukraine and Albania)
- Another **61 countries** had gross enrolment ratios of 15-50%
  - Of these 13 countries had GDP PPP per capita of above \$20k, 17 countries were \$10-20k, 18 were \$5-10k, and 13 less than \$5k
- Another **46 countries** had gross enrolment ratios of less than 15%
  - Of these one country (Seychelles) had a GDP PPP per capita of above \$20k, two countries were \$10-20k, seven were \$5-10k, and 36 were less than \$5k

# The HPS project (2013-2018)

- Began with a seminar in Moscow in October 2013
- What are the main features of high participation systems of higher education (= enrolment ratio exceeds 50%)?
- Was Martin Trow right in 1973 about the effects of massification in higher education and society, in his essay 'Problems in the transition from elite to mass higher education'?

Martin Trow, UC Berkeley



# Martin Trow (1973) on massification

- Elite higher education continues alongside newer mass (15%+) and universal (50%+) forms. In some ways, higher education scales up successfully; in other ways it changes; in each mode higher education-in-society is different
- The purpose of higher education shifts from ‘shaping the mind and character of the ruling class’ (elite), to preparing a larger group in professional and technical skills (mass), to preparing the whole population in ‘adaptability’ to social and technological change (universal)
- Higher education takes in all of society and its autonomy is diminished
- Access shifts from a privilege (elite), to a right (mass), to an ‘obligation’ (universal) for middle class families, and ultimately for everyone
- The non-educated are increasingly penalised



# But how do we think about the familiar in a new way?

“But what I would like to stress in conclusion is this. There is no establishment of the truth without an essential position of *otherness*. The truth is never the same. There can be truth only in the form of the other world and the other life”

- Michel Foucault (2011) at the conclusion of his final lecture, in *The Courage of Truth: Lectures at the College de France 1983-84*, p. 340



# The benefits of multi-positionality rather than empty 'comparative' parallels

- We took a theme approach to HPS rather than separate country chapters (= silos). Formed small cross-country working groups
- By seeing the same themes (equity, diversity, stratification etc) from different country system vantage points, we othered those themes, and othered ourselves
  - .... and clarified what was common to several countries
- Out of that process we assembled (some) components of the high participation system of higher education, our new world
  - ... and began to imagine the emerging high participation society



# The never-ending project

- Project was never funded and not always a high priority for participants - but we were freed to theorise!
- Seminars at CHER (3) and ASHE (1) conferences
- Slow evolution of theme chapters, drafts and redrafts
- Development of 17 propositions arising from work on the four theme chapters and the introductory chapter
- Application/testing of the propositions in eight country studies of HPS higher education, redrafts, etc

Australia, Canada, Finland, Japan, Norway,  
Poland, Russia, United States





# Final chapters, HPS, February 2018

[after 4 years 7 months]

Chapters	Authors
<b>PART I – WORLDWIDE TENDENCIES</b>	
1 Introduction	Simon Marginson
2 High participation systems—a statistical comparison	Patrick Clancy and Simon Marginson
3 Governance	Brendan Cantwell, Romulo Pinheiro and Marek Kwiek
4 Horizontal diversity	Dominik Antonowicz, Brendan Cantwell, Isak Froumin, Glen A. Jones, Simon Marginson and Rómulo Pinheiro
5 Vertical stratification	Brendan Cantwell and Simon Marginson
6 Equity	Simon Marginson
7 High Participation Society	Anna Smolentseva

Chapters		Authors
<b>PART II – COUNTRY CHAPTERS</b>		
8	Canada	Glen A. Jones
9	United States	Brendan Cantwell
10	Australia	Simon Marginson
11	Russia	Anna Smolentseva, Isak Froumin, David L. Konstantinovskiy and Mikhail Lisytukin
12	Poland	Marek Kwiek
13	Finland	Jussi Valimaa and Reetta Muhonen
14	Norway	Rómulo Pinheiro and Bjorn Stensaker
15	Japan	Akiyoshi Yonezawa and Futao Huang
16	Conclusions	Brendan Cantwell, Simon Marginson and Anna Smolentseva

# Trow and the social drivers of growth in participation

- Growth is socially not economically driven: ‘There will be continued popular demand for an increase in the number of places in colleges and universities. It seems to me very unlikely that any advanced industrial society can or will be able to stabilize the numbers’.
- Despite ‘loose talk about graduate unemployment or of an oversupply ... it is still clear that people who have gone on to higher education thereby increase their chances for having more secure, more interesting, and better paid work. throughout their lives’. Graduate unemployment is not a problem because of the ‘educational inflation of occupations.’
- Governments have to respond to growing family demand for access



# What we found: General propositions

1. As HPS spread to an increasing number of countries, equity in world society is enhanced.
2. In HPS there is no intrinsic limit to the spread of family aspirations for participation in higher education until universality is reached; and no intrinsic limit to the level of social position to which families/students may aspire.
3. Once transition from a primarily agricultural economy is achieved, the long-term growth of High Participation Systems (HPS) is independent of political economic factors such as economic growth and patterns of labour market demand, patterns of public and private funding of higher education, and the roles of public and private institutions; and system organization and modes of governance.

# Trends in global income inequality

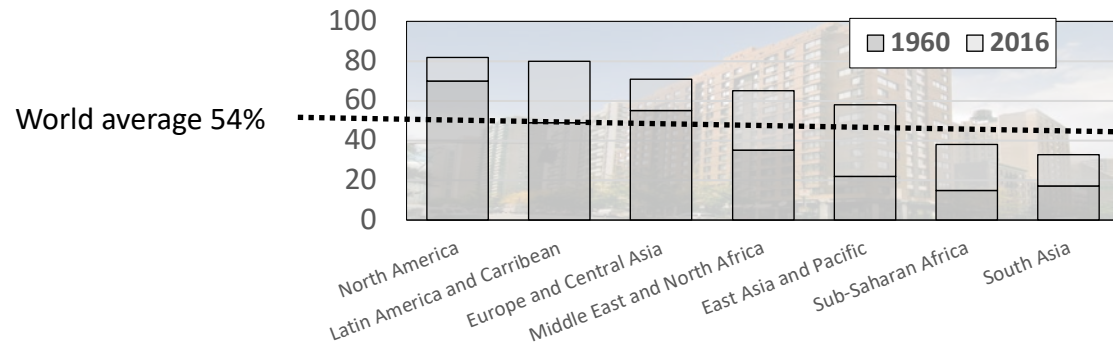
## Theil index: 1990-2010

(a fall in the Theil index indicates that inequality is reducing)

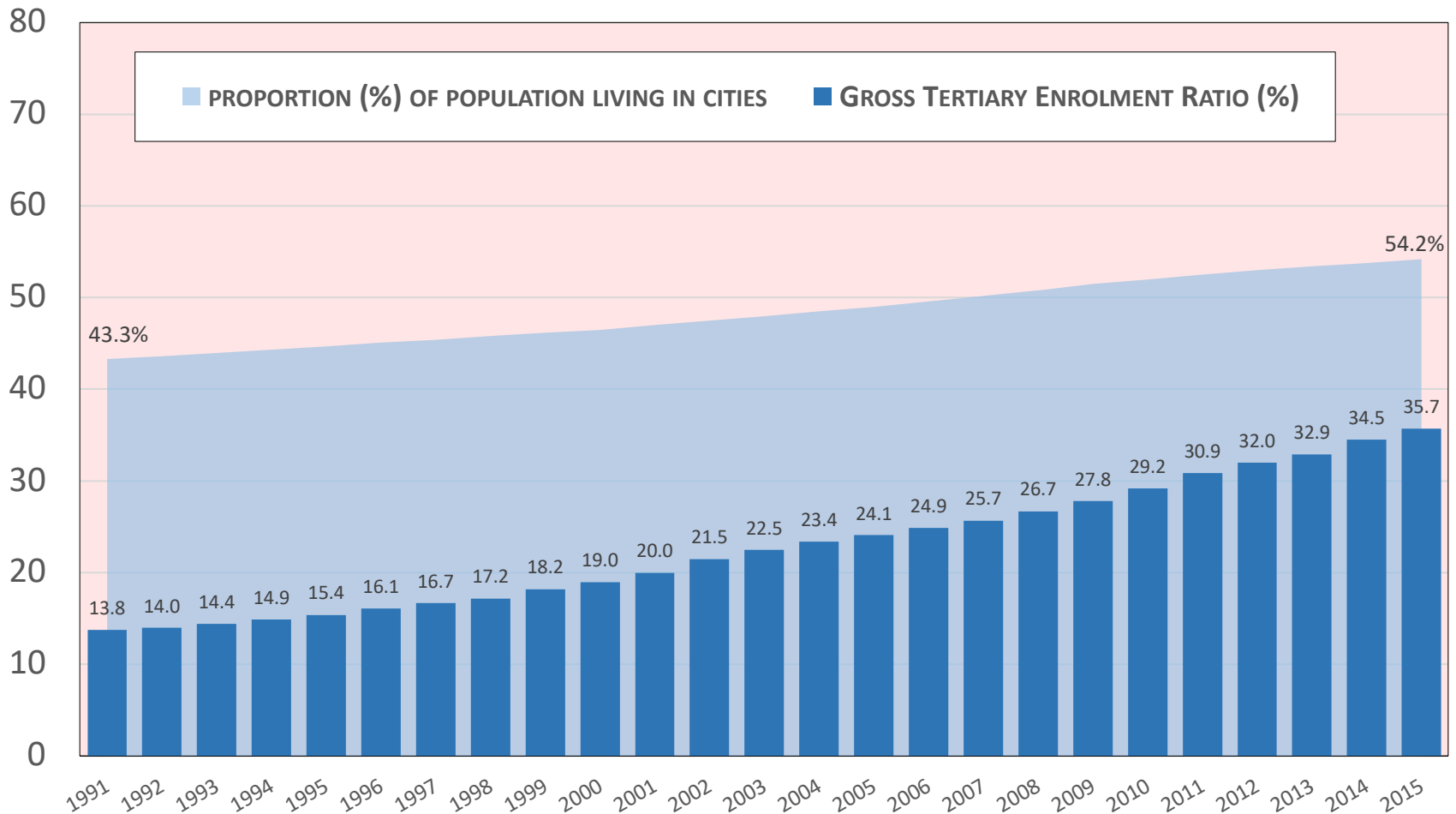
	1990	1995	2000	2005	2010
Global inequality	0.949	0.918	0.903	0.827	0.723
Inequality between countries	0.734	0.696	0.681	0.600	0.479
Inequality within countries	0.215	0.222	0.222	0.227	0.244

F. Bourguignon, *The Globalisation of Inequality*, Oxford University Press, Oxford, 2015, p. 42

# Ever-growing proportion of people living in cities worldwide



# World urban population (%) and Gross Tertiary Enrolment Ratio (%): 1991-2015





# Multiplication of the global middle class

- As Trow saw it, the family is the micro-unit driving participation
- Primarily it is the urban family/urbanisation
- Demand for access begins with the middle class and then spreads further. For Brookings, Kharas (2017) states that the world middle class doubled in size 2000-2016, and 'within two or three years' the majority of the world's inhabitants will be middle class
- In societies which are largely middle class, participation in higher education keeps on growing, towards 100 per cent

[Kharas defines middle class as persons with incomes of \$10-100 American dollars a day in 2005 purchasing power parity, \$14,600 to \$146,000 per year]

# Trow on governance, horizontal diversity, stratification and equity

- *Governance*: In the universal phase management is professional, externally accountable. Government threatens autonomy. Student activism, massification threaten collegial governance
- *Diversity*: As enrolments grow, more diverse students suggest nuanced provision, but governments, and imitation of prestige universities, might bear down on market diversity
- *Vertical stratification*: Might become steeper with growth, protecting elite universities
- *Social equity*: As systems expand, difficult to achieve greater social equality of opportunity. Middle class is always first to take advantage of enhanced opportunities. Newly participating families diverted into low status institutions



# What we found: Horizontal diversity

7. In the HPS era, regardless of the political economy and culture of systems, an increasing proportion of higher education becomes centred on comprehensive multidiscipline and multi-function research universities, or 'multiversities'. The multiversity is increasingly dominant as the paradigmatic form of higher education.
8. Regardless of the political economy and culture of the HPS, when participation expands there is no necessary increase in the overall diversity of institutional form and mission; and this has probably declined, except in relation to online provision.

9. As participation expands the internal diversity of multiversities tends to increase. This affects some or all of the range of missions, business activities, institutional forms and internal structures, the discipline mix, research activities, levels of study and range of credentials, the heterogeneity of the student body, links to stakeholders, cross-border relations, and forms of academic and non-academic labour.
10. All else being equal, the combination of expanding participation and enhanced competition in neoliberal quasi-markets is associated with specific effects in relation to diversity, including (1) increased vertical differentiation of HEIs (stratification), (2) reduced horizontal differentiation (diversification), (3) convergence of missions through isomorphistic imitation, and (4) growth in the role of private HEIs, especially for-profit institutions.

# Gaps in the study

- Though the effects of massification in system and institutional governance were addressed, the effects in policy were not – though policies were discussed throughout the book
- No chapter on the labour market was a weakness. A chapter on HPS and financing of higher education would have been useful
- Country cases for Germany, China (now an HPS), France, Argentina or Chile, also Netherlands and UK, would have enriched the testing of the 17 propositions



So, where's the GREAT  
BRITAIN case study then?!!  
You expect us chickens to  
READ this junk??