



UNIVERSITY OF SHEFFIELD, 15 SEPTEMBER 2014

The social implications of high participation systems (HPS) of higher education

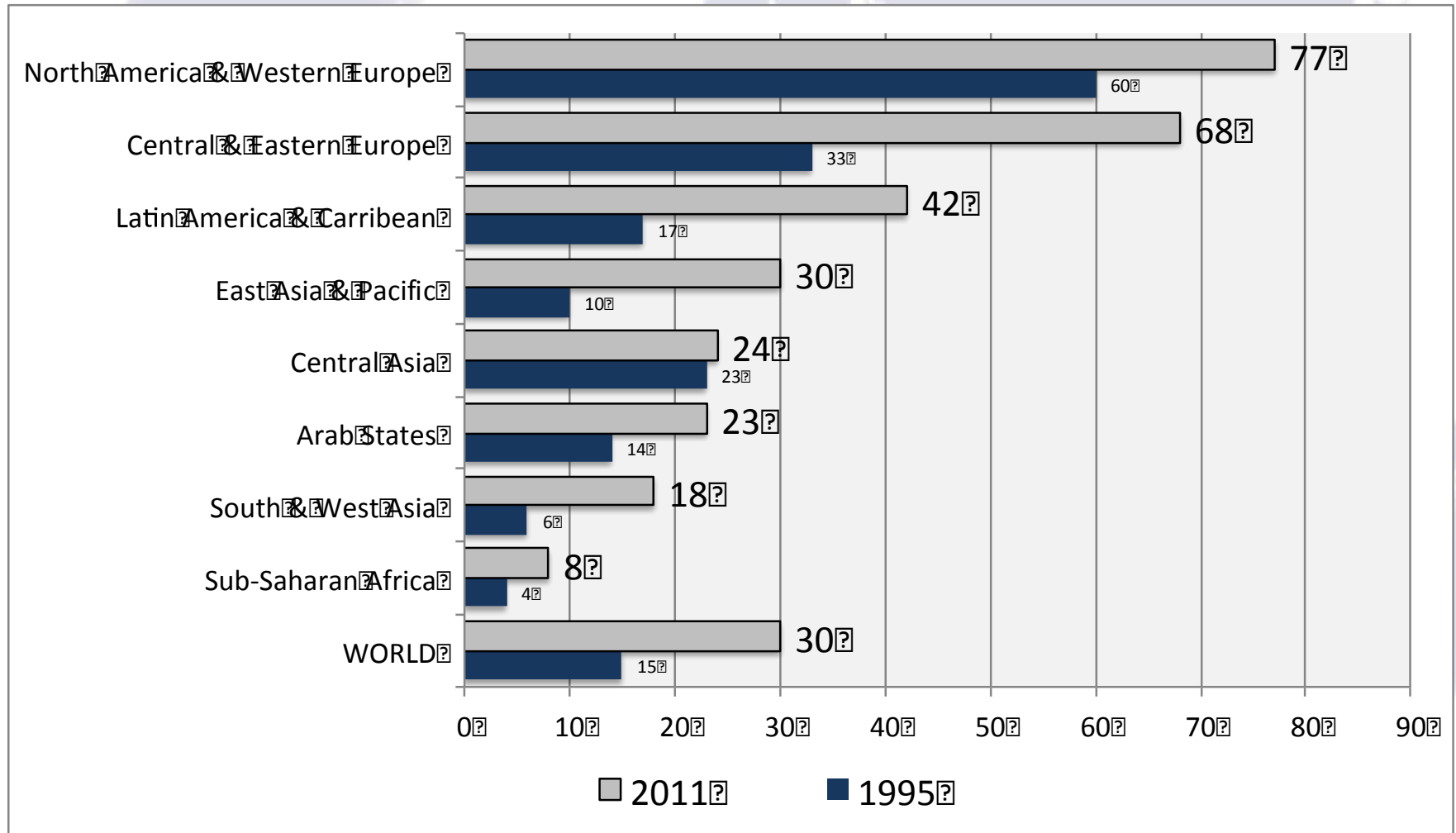
Simon Marginson
Institute of Education, London



THE ACCELERATING GROWTH OF PARTICIPATION IN TERTIARY EDUCATION

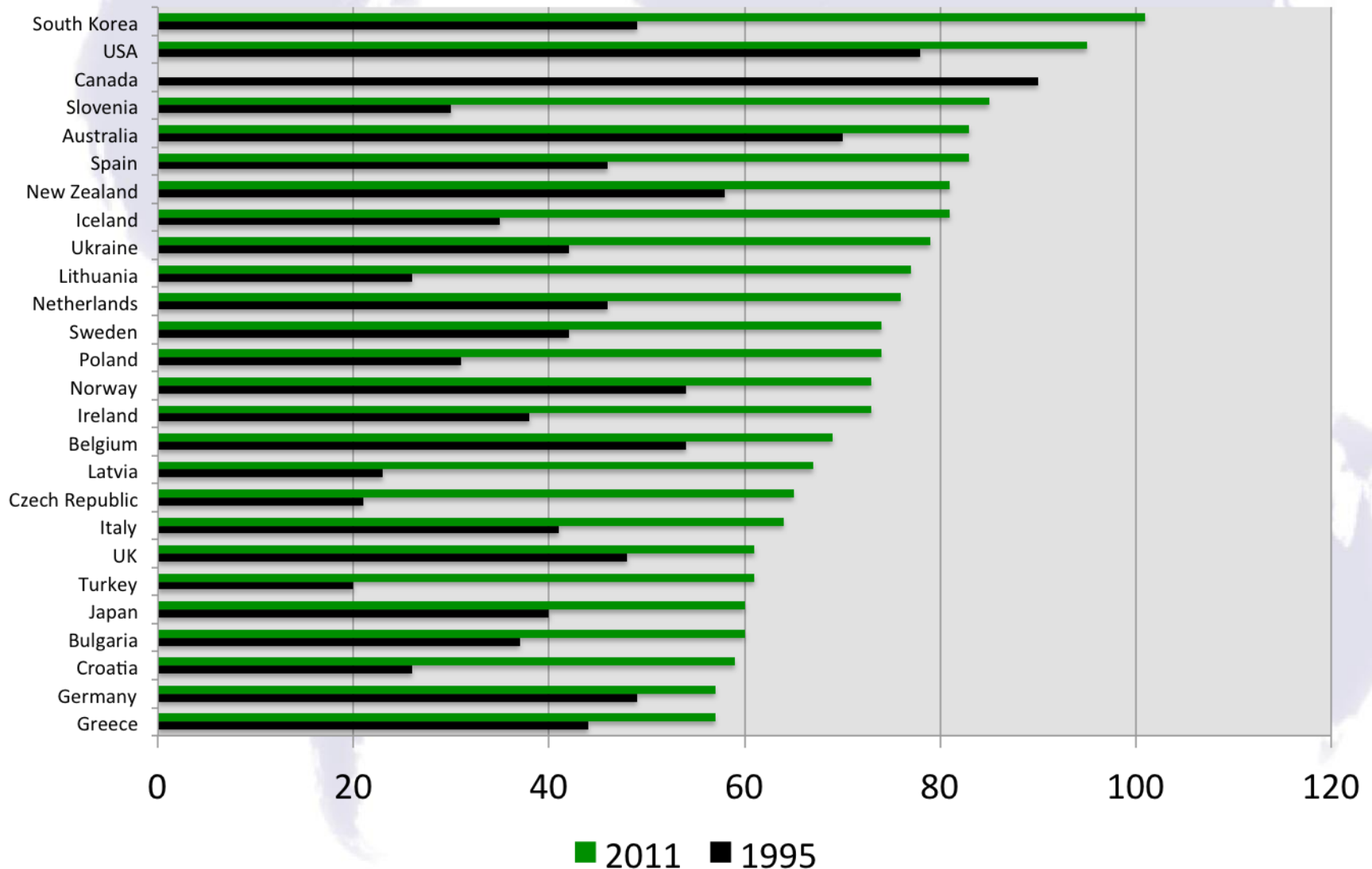
Gross Tertiary Enrolment Ratio (GTER) (%) world regions, 1995/2011

UNESCO Institute for Statistics data 2014



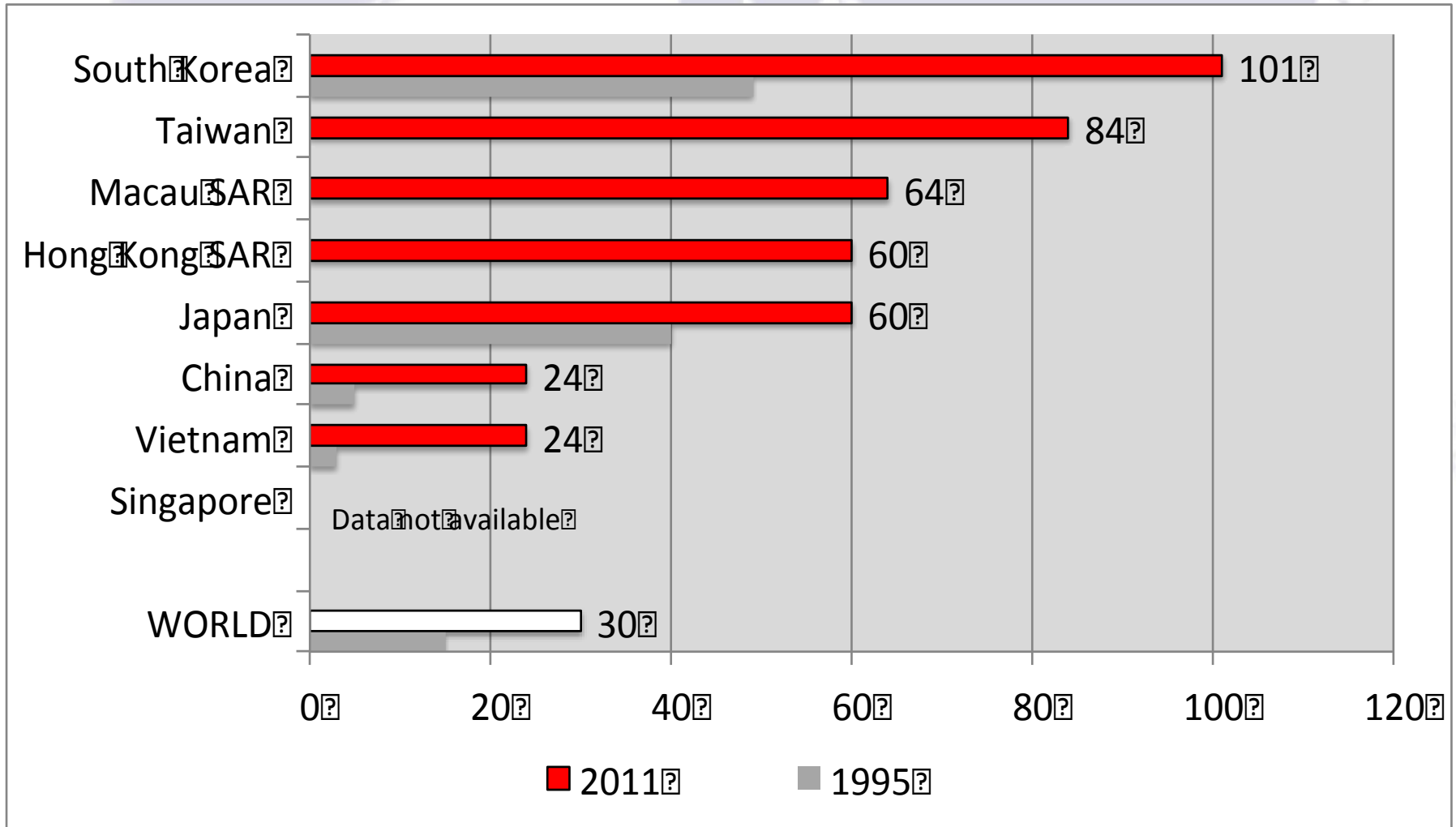
Gross Tertiary Enrolment Ratio 1995/2011

Selected OECD and European systems, UNESCO Institute for Statistics data 2014



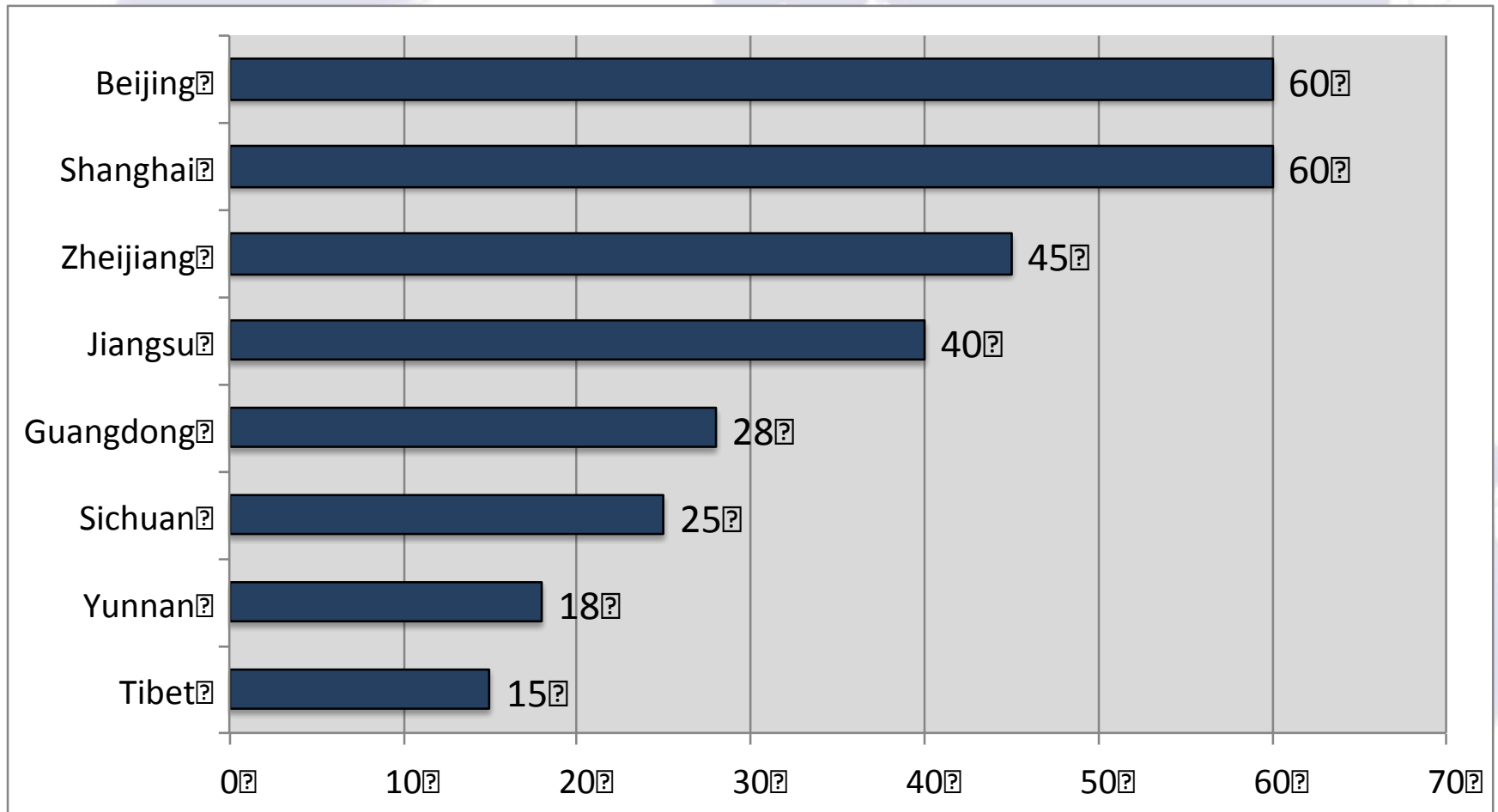
GTERs in East Asia & Singapore 2011 (%)

UNESCO Institute for Statistics & Taiwan Ministry of Education



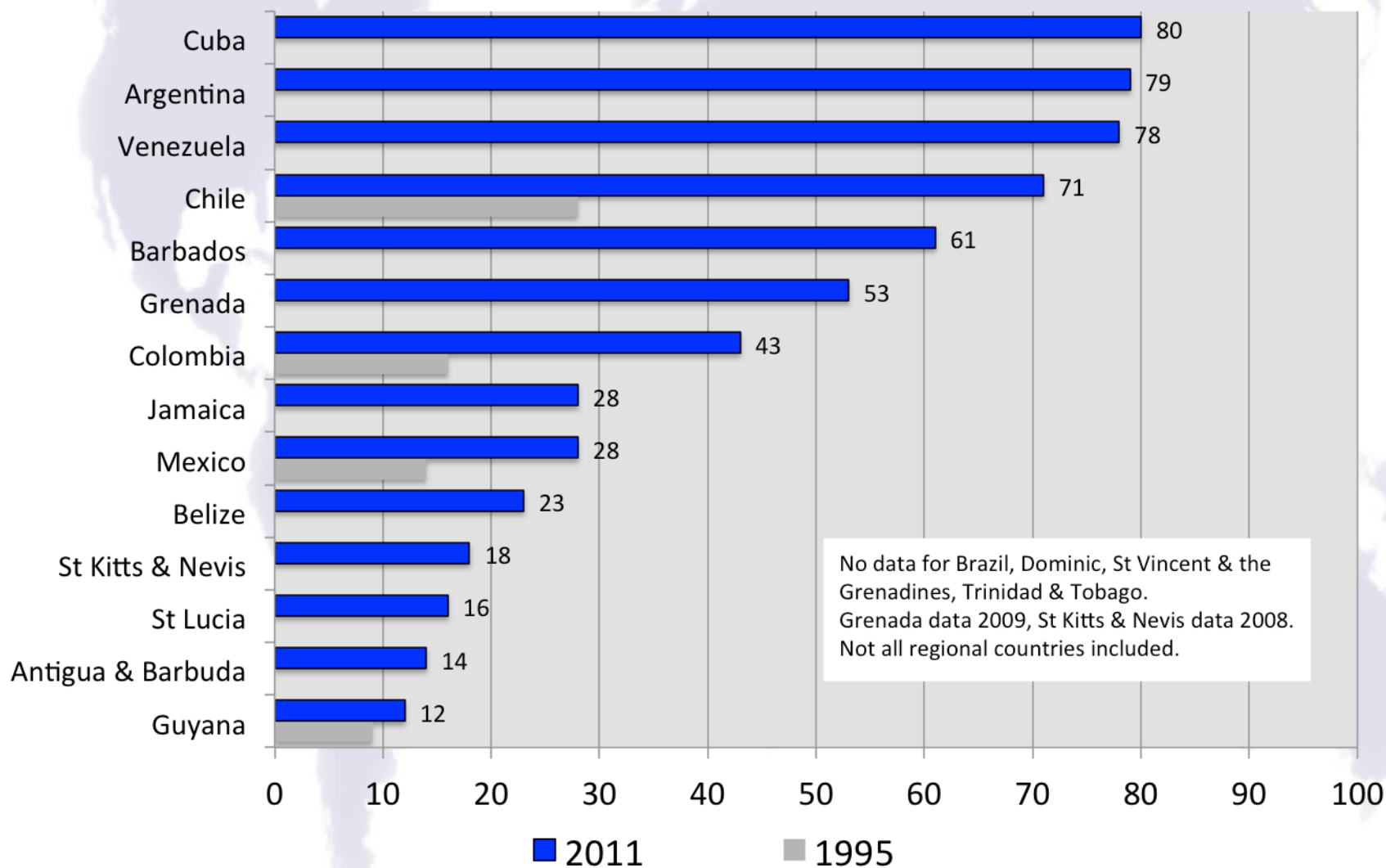
Regional variation in GTER (%) in China

Gross Tertiary Enrolment Rate, 2010. Source: Po Yang, Peking University



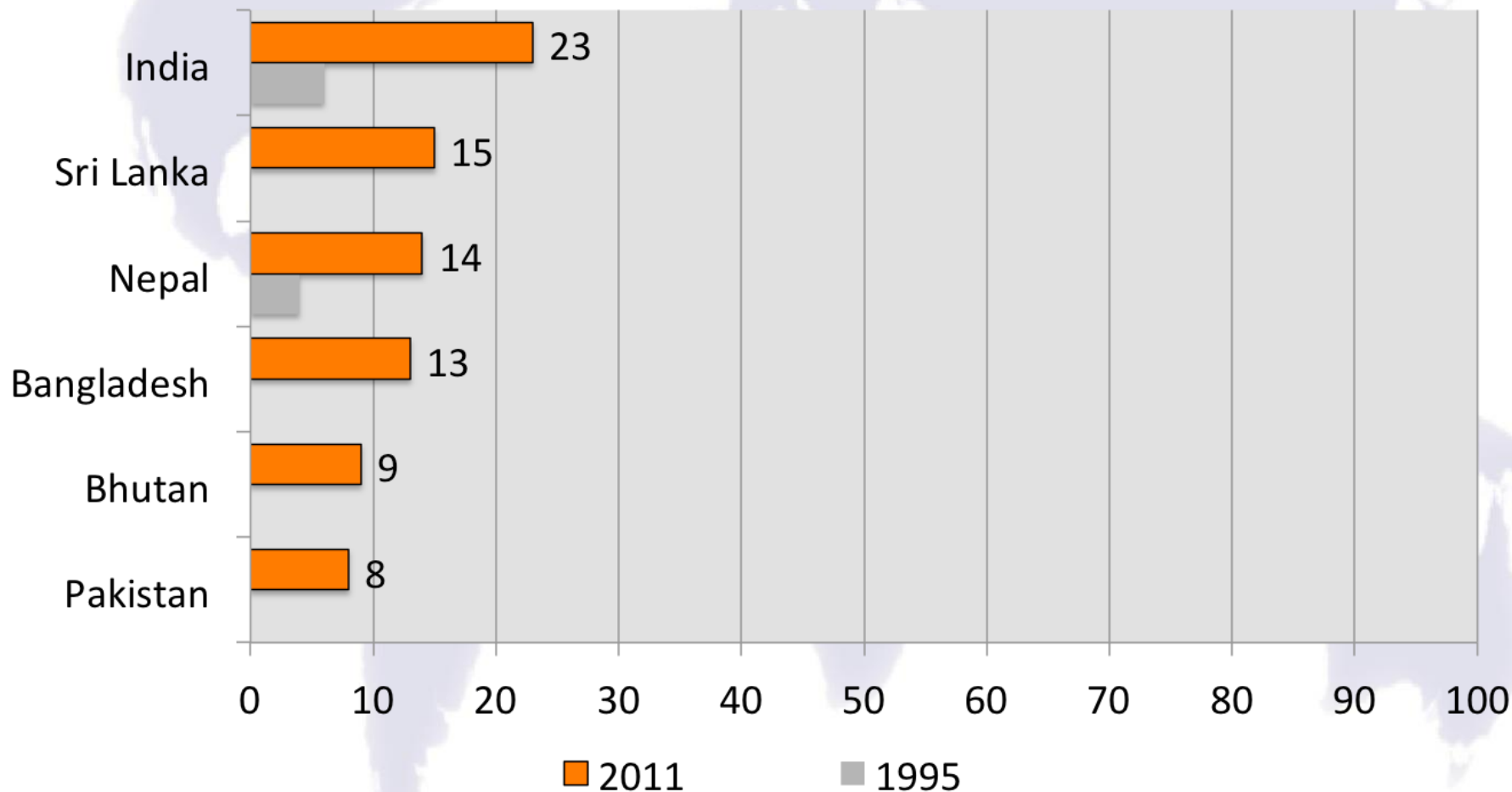
GTERs Latin America & Caribbean 2011 (%)

UNESCO Institute for Statistics data 2014



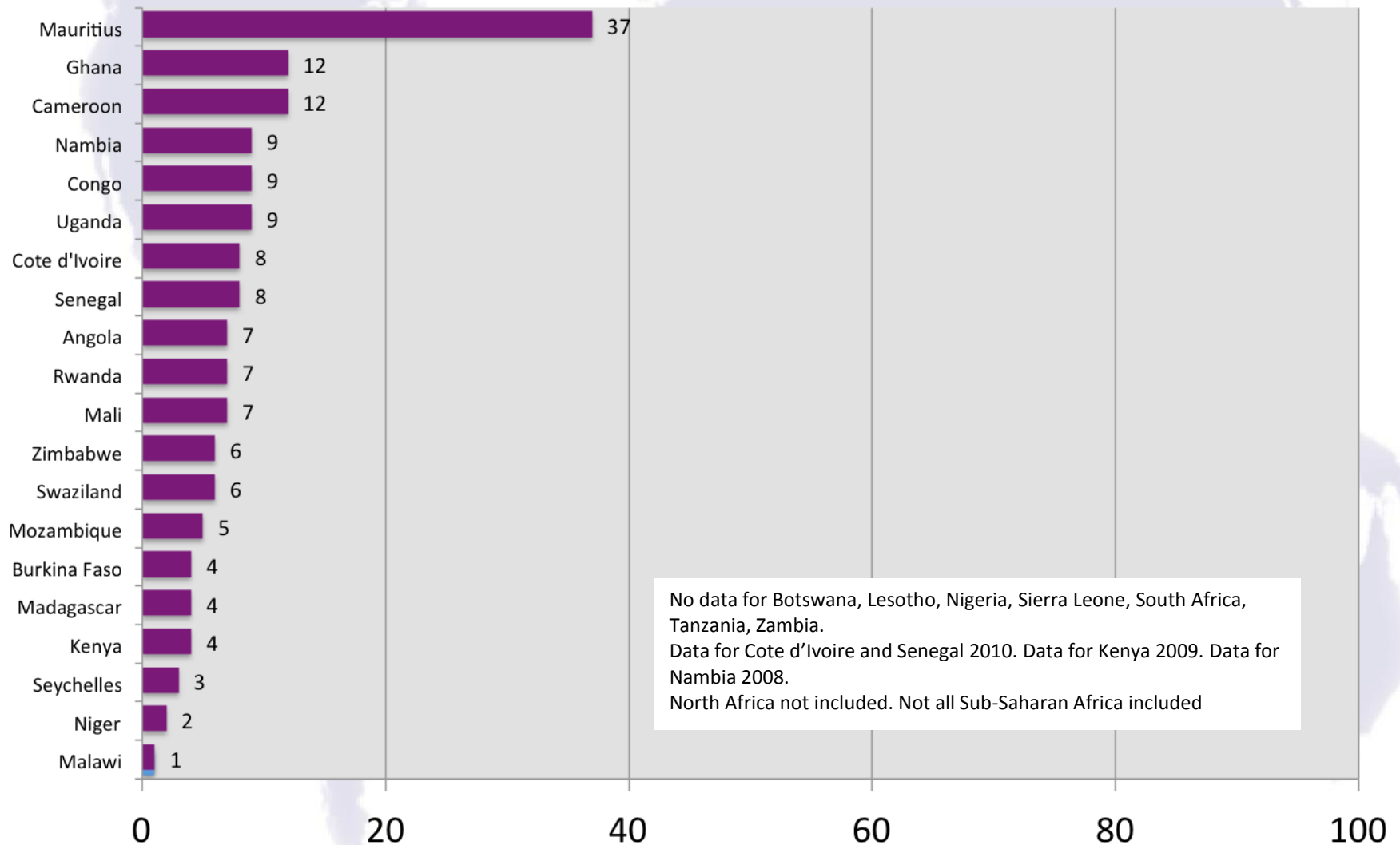
GTERs in South Asia 2011 (%)

UNESCO Institute for Statistics data 2014



GTERs in Africa 2011 (%)

UNESCO Institute for Statistics data 2014





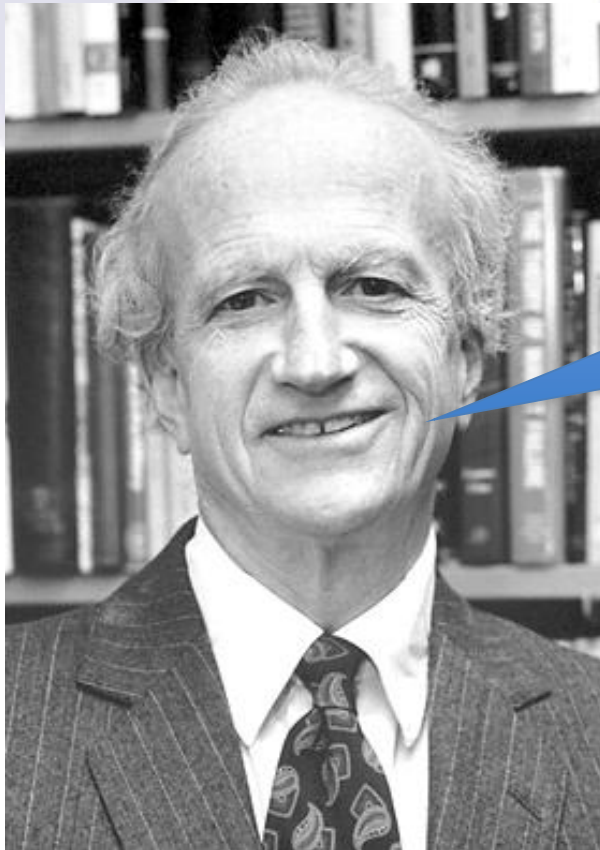
WHAT ARE THE DRIVERS OF PARTICIPATION GROWTH?

Economic development? Labour markets?
States? Popular demand?

Driven by the economy?

- In the last 25 years the tendency to expansion of participation in tertiary education (albeit in fits and starts), and acceleration of growth since the late 1990s, has been near universal in countries with over \$3000 USD per capita. It seems independent of economic growth rates (high, medium or low)
- Human capital theory and equality of opportunity are policy rationales for the expansion of participation, they are not drivers
- While economic demand fosters expansion of student places in particular fields short of labour (e.g. mining engineers in a mining boom), there is no clear evidence economic demand consistently drives participation growth. The relationship between higher education and the economy is incoherent:
 - many graduates do not work in fields in which they are trained. This is not a pathology, it is the way labour markets work. Note that much graduate labour is generic in character
 - phenomena such as credentialism, signalling behaviour and graduates working in non-graduate jobs seem at least as prominent as the expansion of high-skill work
 - there is no guarantee graduates generate higher productivity—that is a function of work organization
 - the perennial debate about over-education versus overall shortage of skills is never settled. Neither generalization holds, education/economy relations are not direct or instrumental

Social demand or economic demand for higher education? Which is the more plausible explanation of growth?



I say growth is fully explained by ECONOMIC demand. Don't listen to Marginson!

Gary Becker, author of *Human Capital* (1964)

Martin Trow and the social drivers of participation

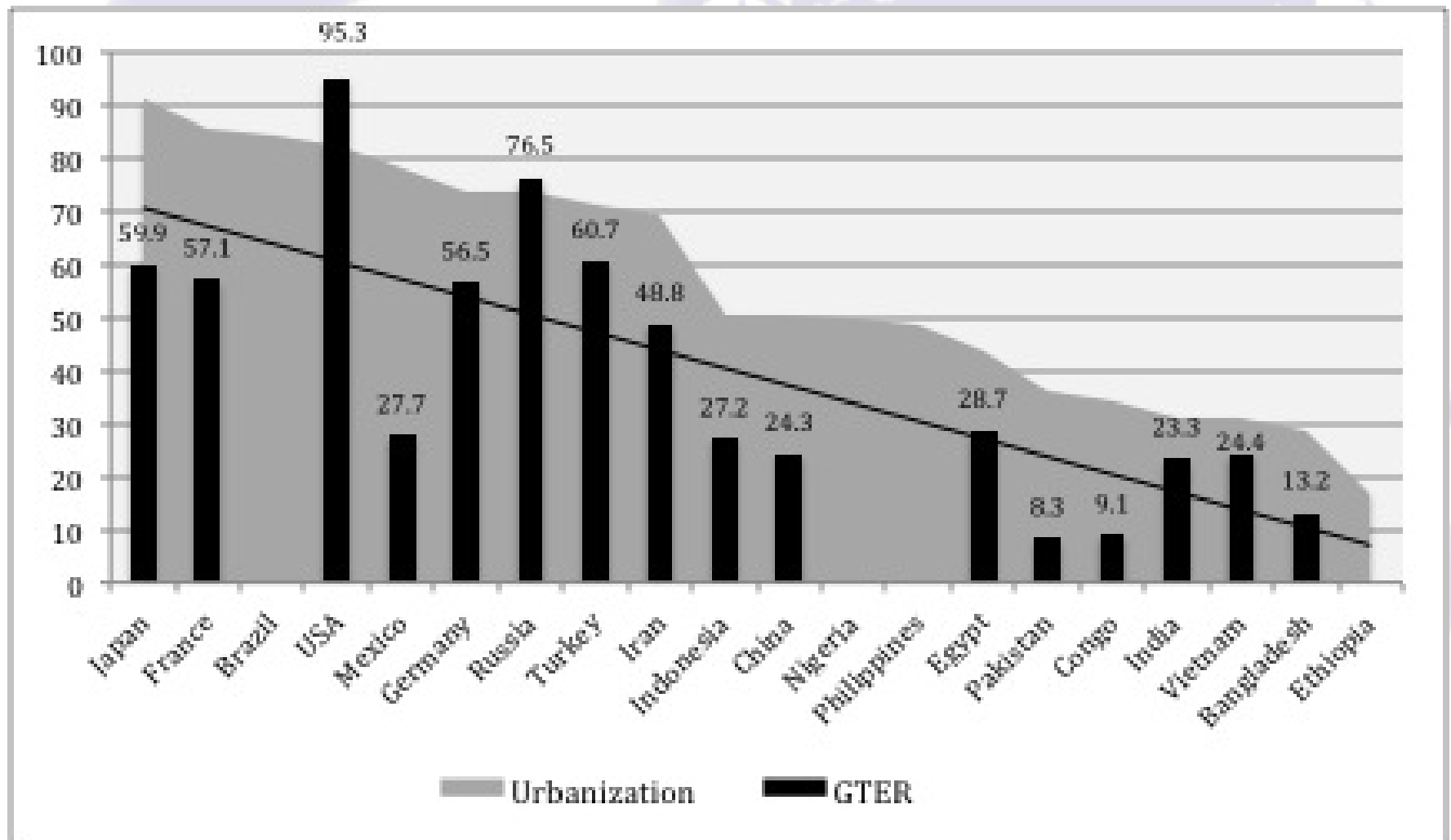
- 'There will be continued popular demand for an increase in the number of places in colleges and universities. It seems to me very unlikely that any advanced industrial society can or will be able to stabilize the numbers'
- Despite 'loose talk about graduate unemployment or of an oversupply ... it 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' (Trow, 1974, pp. 40-41)



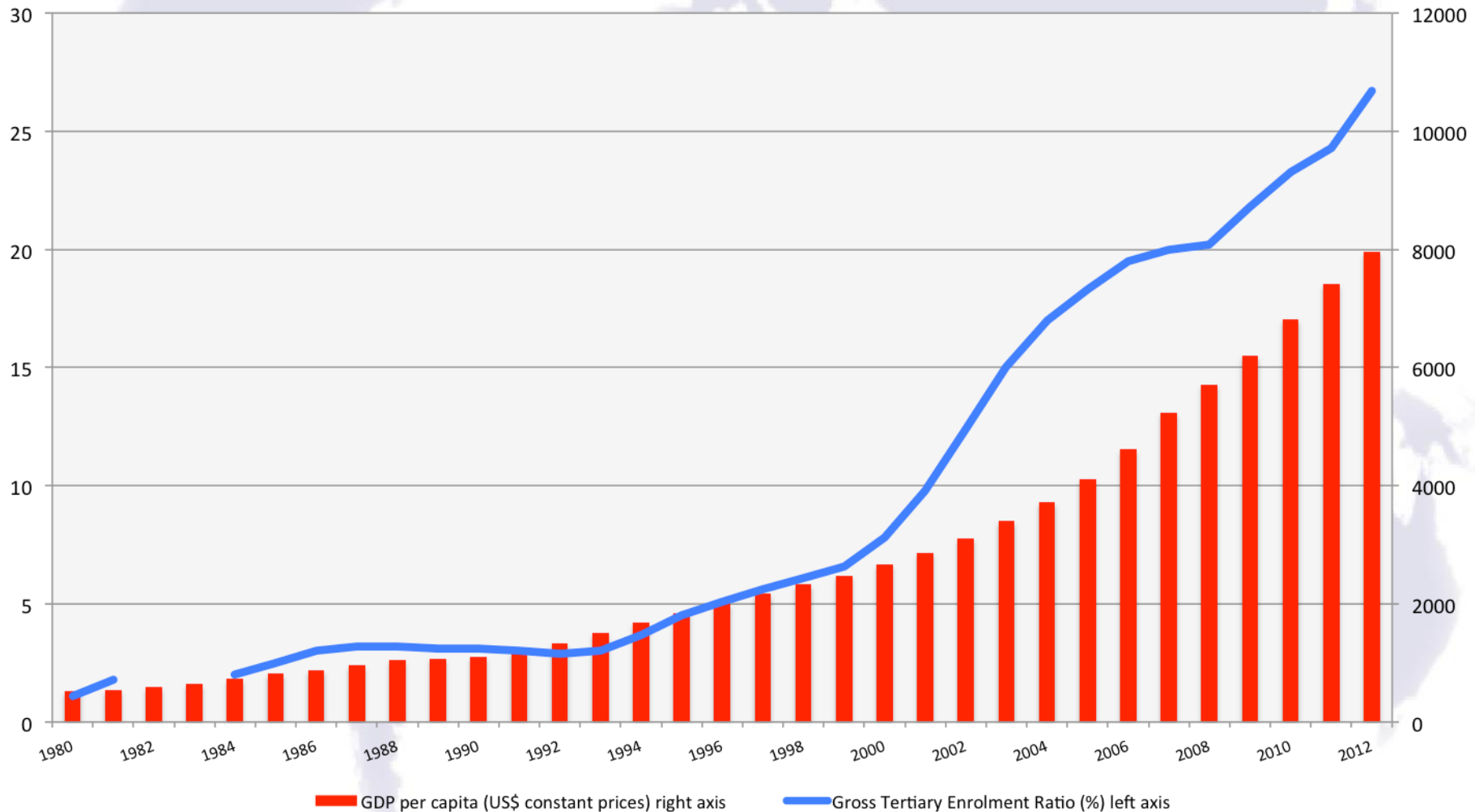
Urbanization and the GTER

Proportion of population living in urban areas (%) and Gross Tertiary Enrolment Ratio (%), World's 20 largest nations by population, arranged in order of intensity of urbanization, 2011

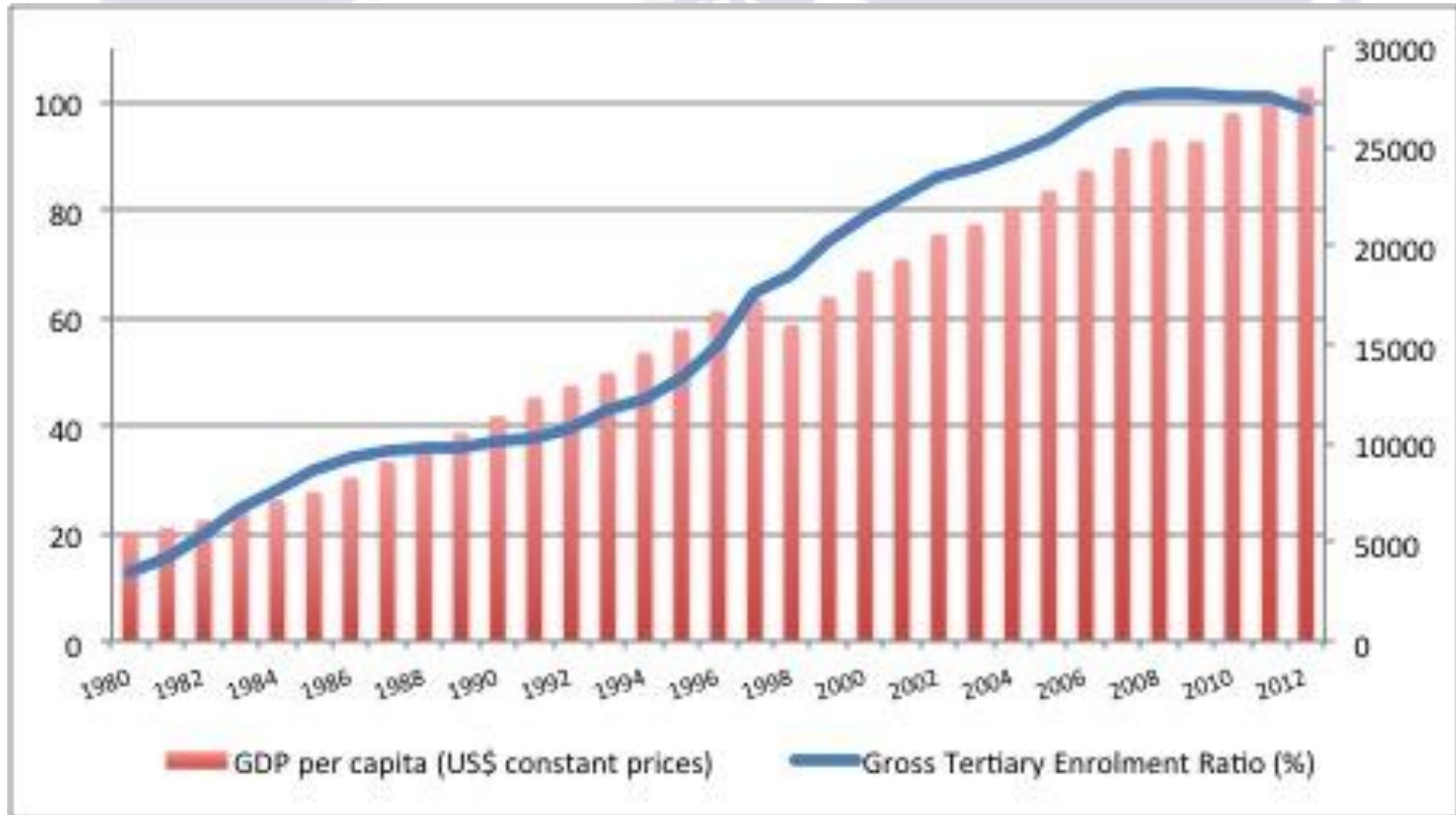
GTER data not available for Brazil, Nigeria, Philippines and Ethiopia



Growth of tertiary participation faster than GDP per capita, China 1980-2012



Growth of tertiary participation and GDP per capita, Korea 1980-2012

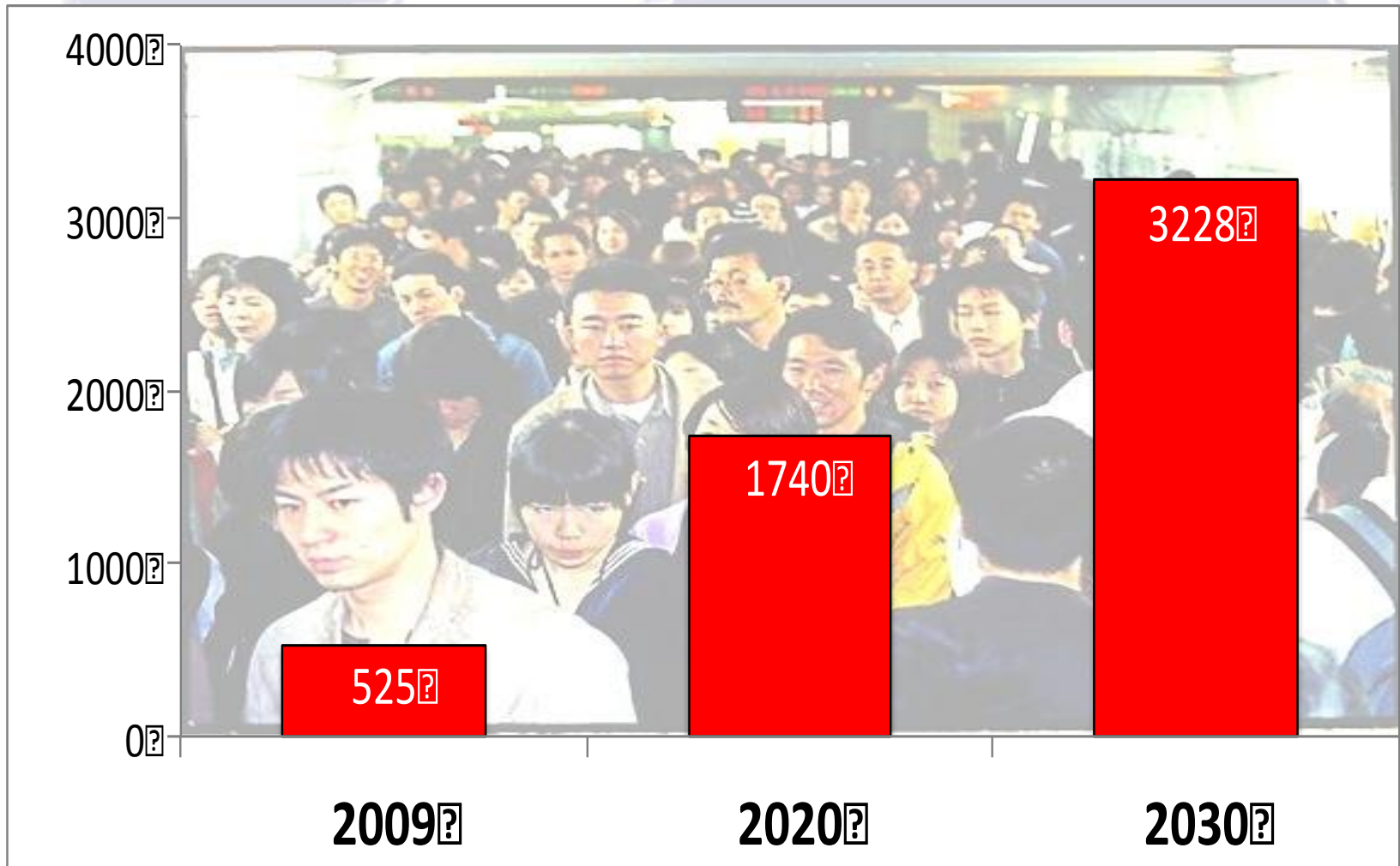




States enable and facilitate the take-off of participation, but do not reverse it

Growth in participation to come

Asian middle class 2009-2030 (millions), Brookings / OECD 2010



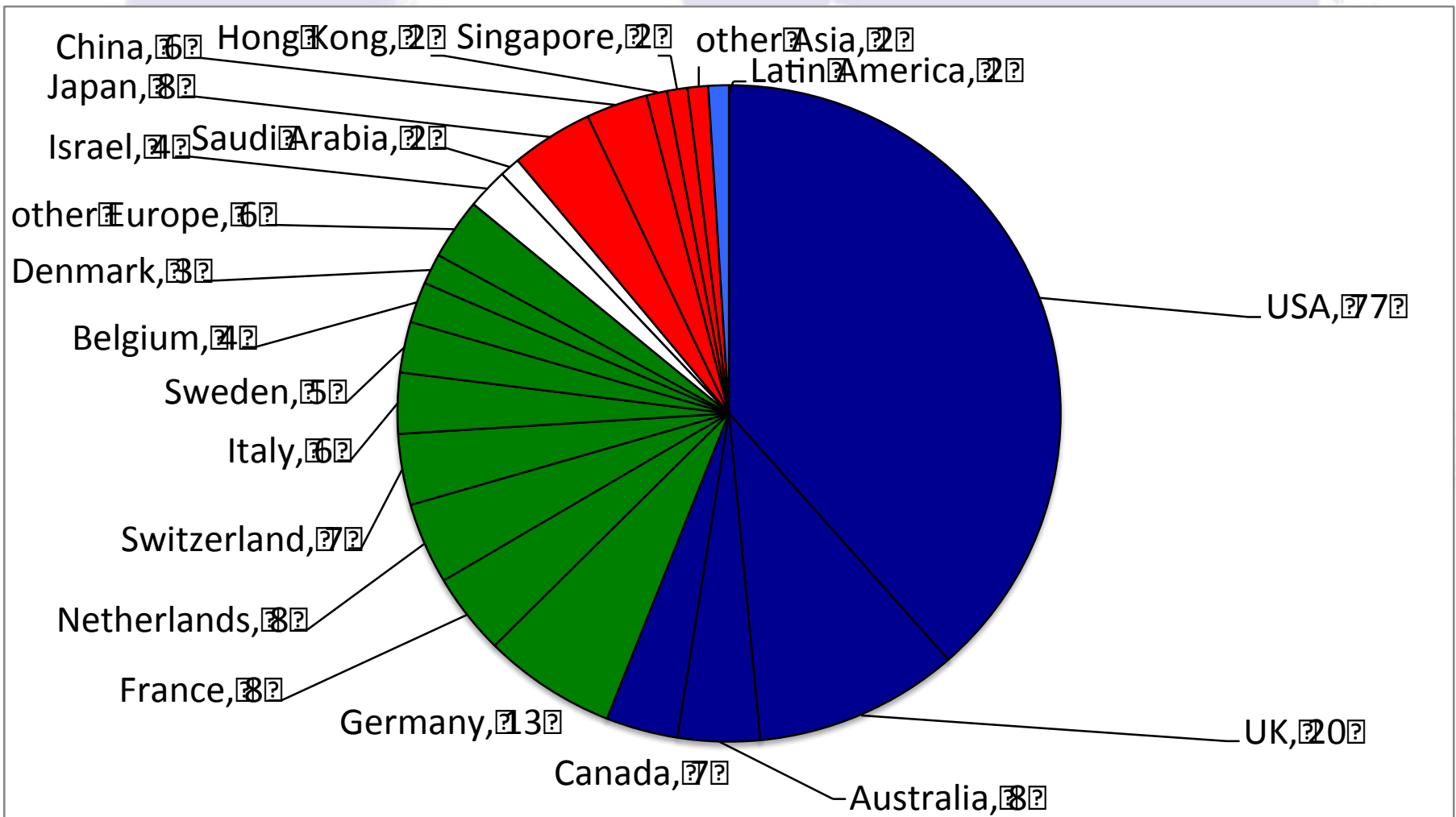
Middle class persons are defined as persons living on USD \$10-100 per day, PPP

A faint, light blue world map is visible in the background of the slide, showing the continents and major landmasses.

STRATIFICATION OF HPS HOW UNIVERSAL? DRIVERS?

1. Global stratification
2. Within national HPS

Shanghai Academic Ranking of World Universities top 200, 2014



51 countries with 1000 science papers p.a.

US National Science Foundation data for 2011

ANGLO-SPHERE	EUROPE EU NATIONS		EUROPE NON-EU	ASIA	LATIN AMERICA
Australia	Austria	Italy	Croatia*	China	Argentina
Canada	Belgium	Netherlands	Norway	India	Brazil
N. Zealand	Czech Rep.	Poland	Russia	Japan	Chile*
UK	Denmark	Portugal*	Serbia*	Malaysia*	Mexico
USA	Finland	Romania*	Switzerland	Pakistan*	M.EAST /AF
	France	Slovakia	Turkey	Singapore	Iran
	Germany	Slovenia*	Ukraine	South Korea	Israel
	Greece	Sweden		Taiwan	Saudi Arab.*
	Hungary	Spain		Thailand*	Sth. Africa
	Ireland	Sweden			Egypt
					Tunisia*

* Reached 1000 papers since 1997 (11 out of 51 nations)

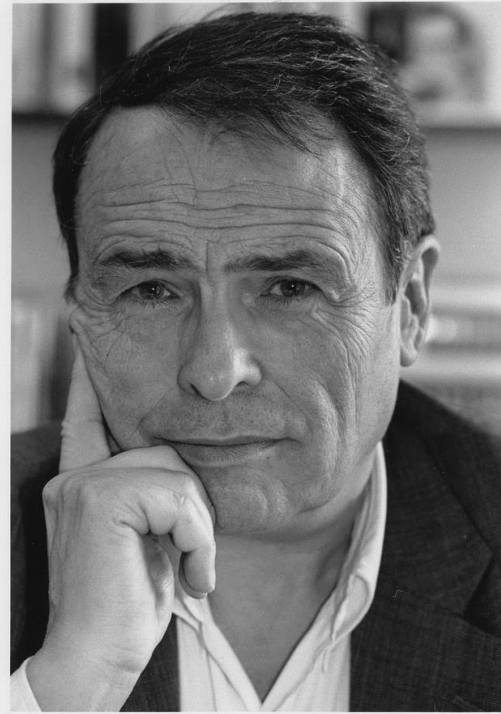
Nations publishing more than 1000 journal papers in science, 2011

ANGLO-SPHERE	EUROPEAN UNION	NON-EU EUROPE	ASIA	LATIN AMERICA	MIDDLE EAST
USA 212,394	Germany 46,259	Russia 14,151	China 89,894	Brazil 13,148	Iran 8176*
UK 45,884	France 31,686	Switzerland 10,019	Japan 47,106	Mexico 4173	Israel 6096
Canada 29,114	Italy 26,503	Turkey 8328	South Korea 25,593	Argentina 3863	Saudi Arab. 1491*
Australia 20,603	Spain 22,910	Norway 4777	India 22,481	Chile 1979*	AFRICA
New Zealand 3472	Netherlands 15,508	Ukraine 1727	Taiwan 14,809		
	Sweden 9473	Serbia 1269*	Singapore 4543		
	Poland 7564	Croatia 1289*	Thailand 2304*		
	Belgium 7484		Malaysia 2092*		
	Denmark 6071		Pakistan 1268*		
	Austria 5103				
	Finland 4878				
	Portugal 4621*				
	Greece 4534				
	Czech Rep. 4127				
	Ireland 3186				
	Hungary 2289				
	Romania 1626*				
	Slovenia 1239*				
Slovakia 1099					

Bourdieu and the bifurcation of national systems

From *access?* to *access to what?*

- Not all systems are stratified to the same extent or in the same ways
- A sometimes large middle layer of HEIs complicates Bourdieu's picture





WHAT IS A HIGH PARTICIPATION
SOCIETY?