

## Massification and Wider Participation

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# Headline figures

## Net entry rates into tertiary education, 2002

	Ireland	Denmark	France	Germany	Sweden	UK	USA
%	39	50	37	35	75	47	64

Source: OECD 2004 – full time entrants only

# Some intriguing aspects of an expanding system

A new gender balance

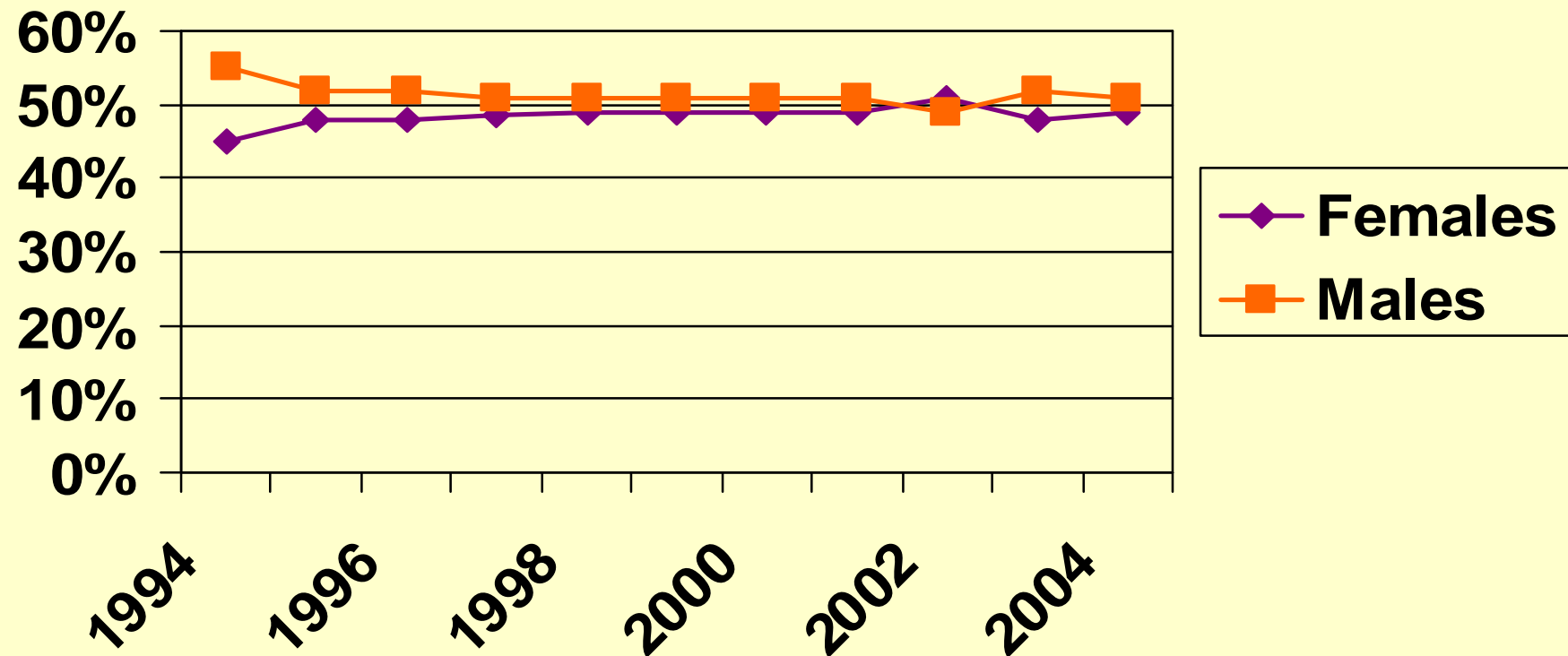
Short cycle higher education

Growth in graduate education

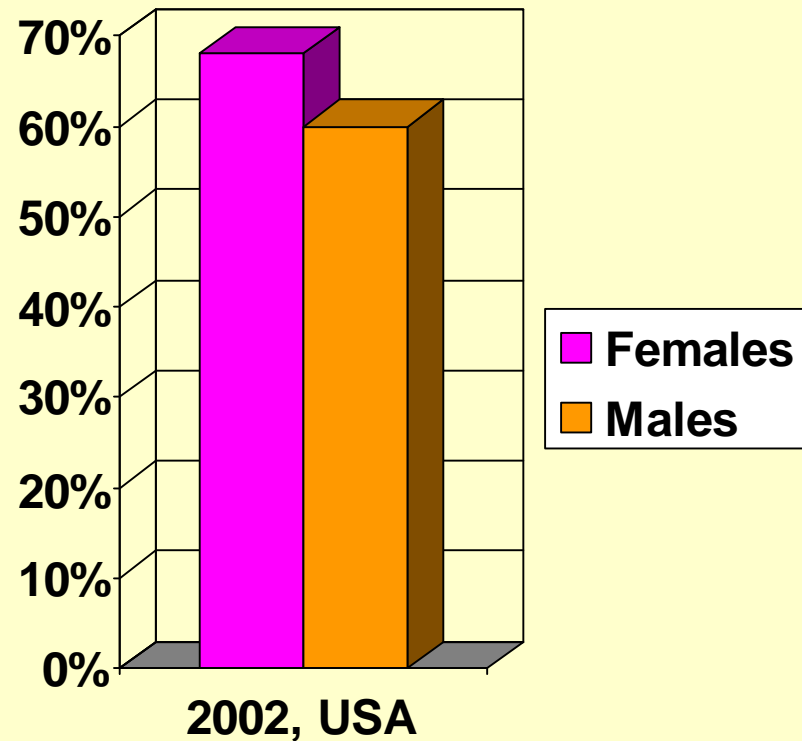
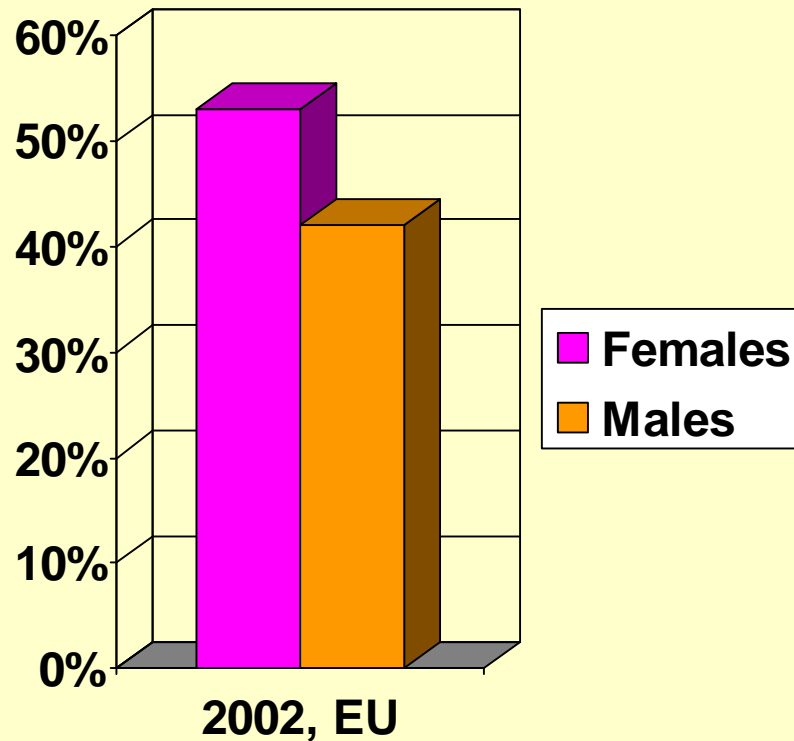
Expansion through internationalisation

# HE students – a new gender balance

## New entrants, Germany - percentage

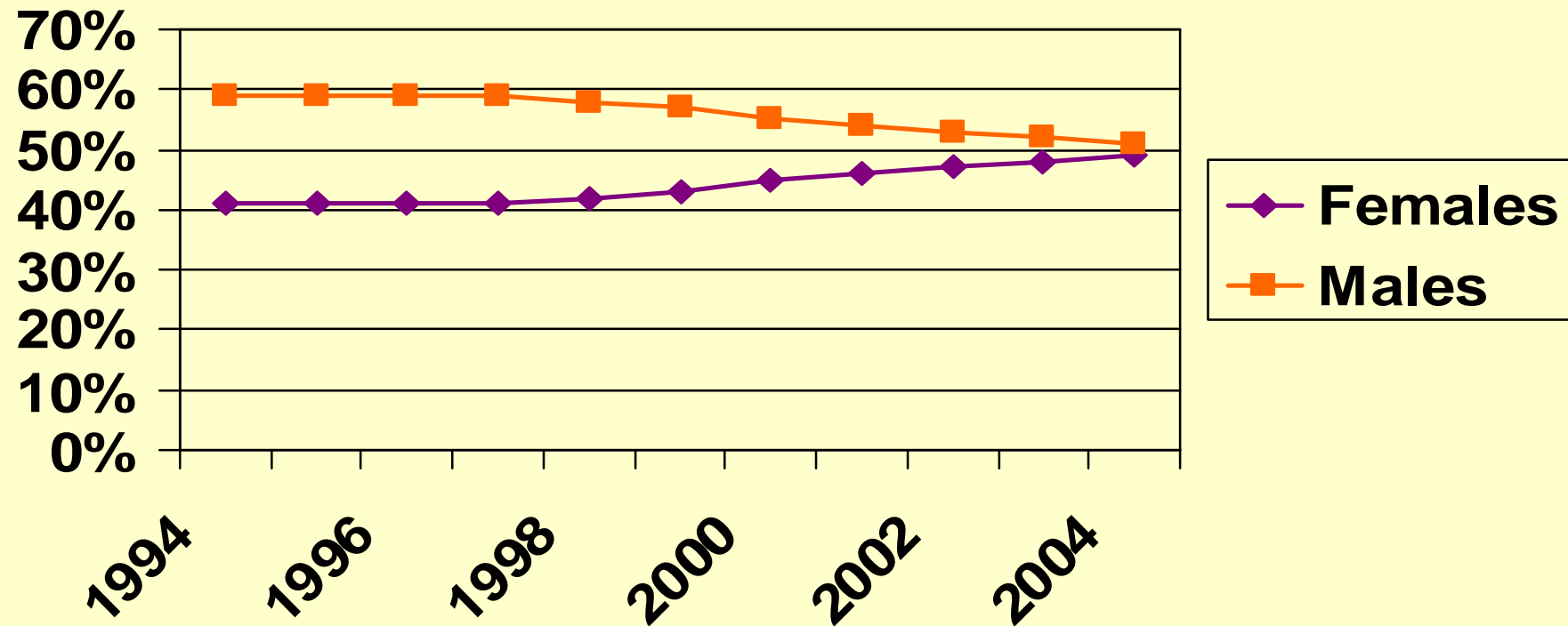


# Net entry rates into tertiary education in 2002 by gender



# HE students – women more successful

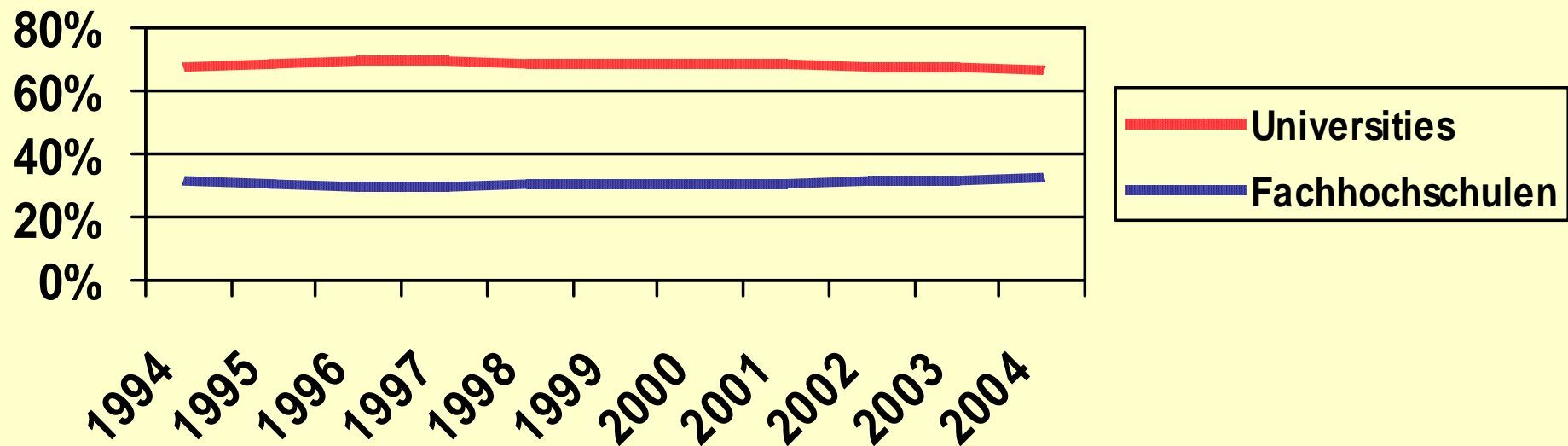
## Absolventen, Germany - percentage



# The importance of short cycle higher education

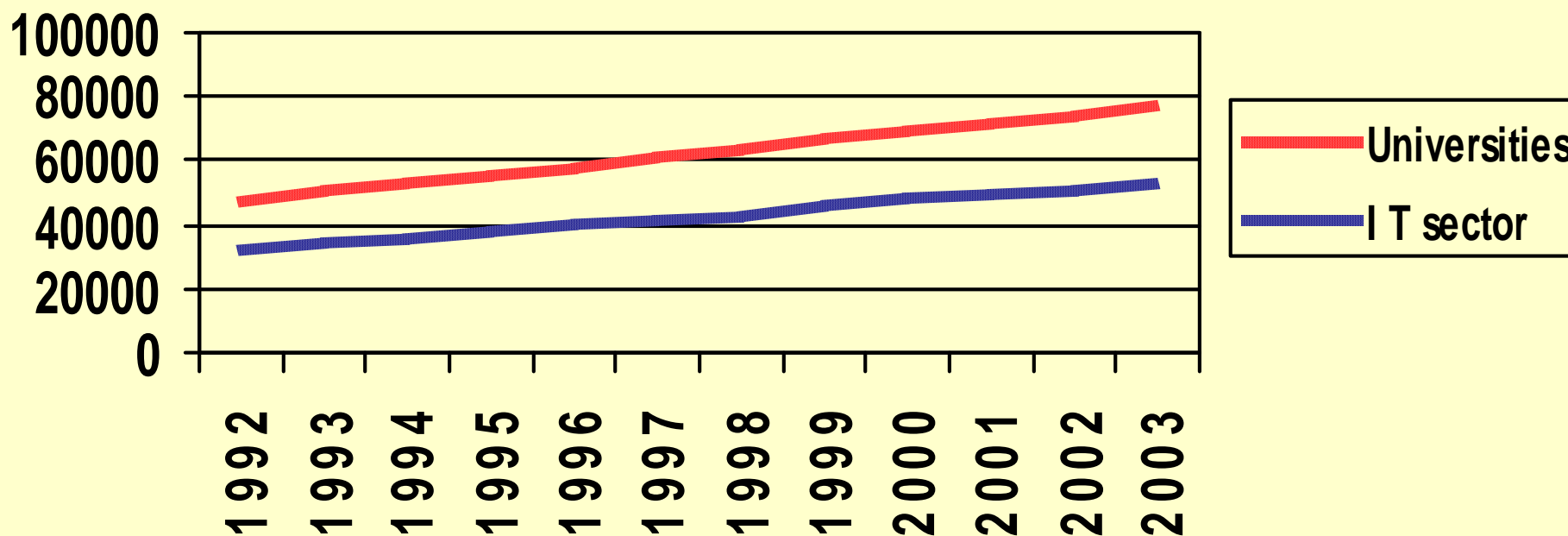
- Technological and vocational focus
- Non university institutions
- Institutional control and steering

# Percentage share of new enrolments in Germany, 1994-2004





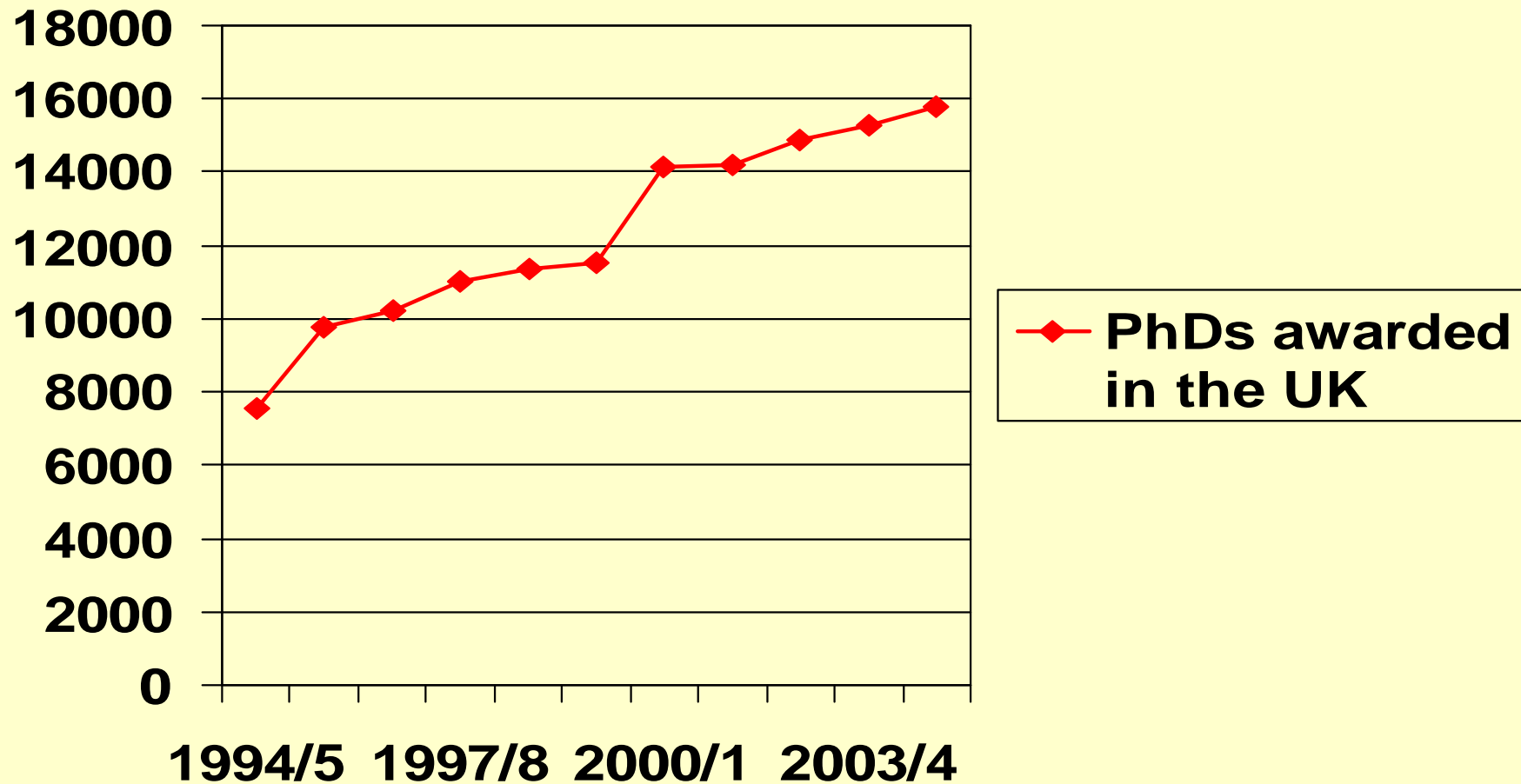
# Students in Irish higher education, 1992/3 to 2003/4



# Short cycle higher education: expansion without democratisation?

- Completion rates
- Credit transfer rates
- Graduate outcomes
- (Not forgetting the issue of private sector higher education)

# The growth of graduate education



# The expansion of graduate studies

- Growth has been sharp but uneven
- Gender equity and social inequality
- A focus for internationalisation
- From apprenticeship to the doctoral programme

# Consequences of a mass system

A changing balance of funding (a familiar theme)

The effects of scale

The larger tertiary 'system'

Public visibility

Mismatches between personnel and students

# Scale effects

- Approaches to teaching and learning
- Managing people (including the infamous question of flexible employment)
- Managing infrastructure and estates
- Accountability
- Vulnerability to market fluctuations
- Capacity for support provision
- The diseconomies and beauties of small scale

# A 'tertiary system'?

- Responsibilities for policy and funding may be divided between different ministries and quangos
- Protectionism and the contested idea of a tertiary system (eg Scotland)
- Role in regional development and involvement in place management
- Balances and tensions between social equity and competitiveness

# Everyday visibility

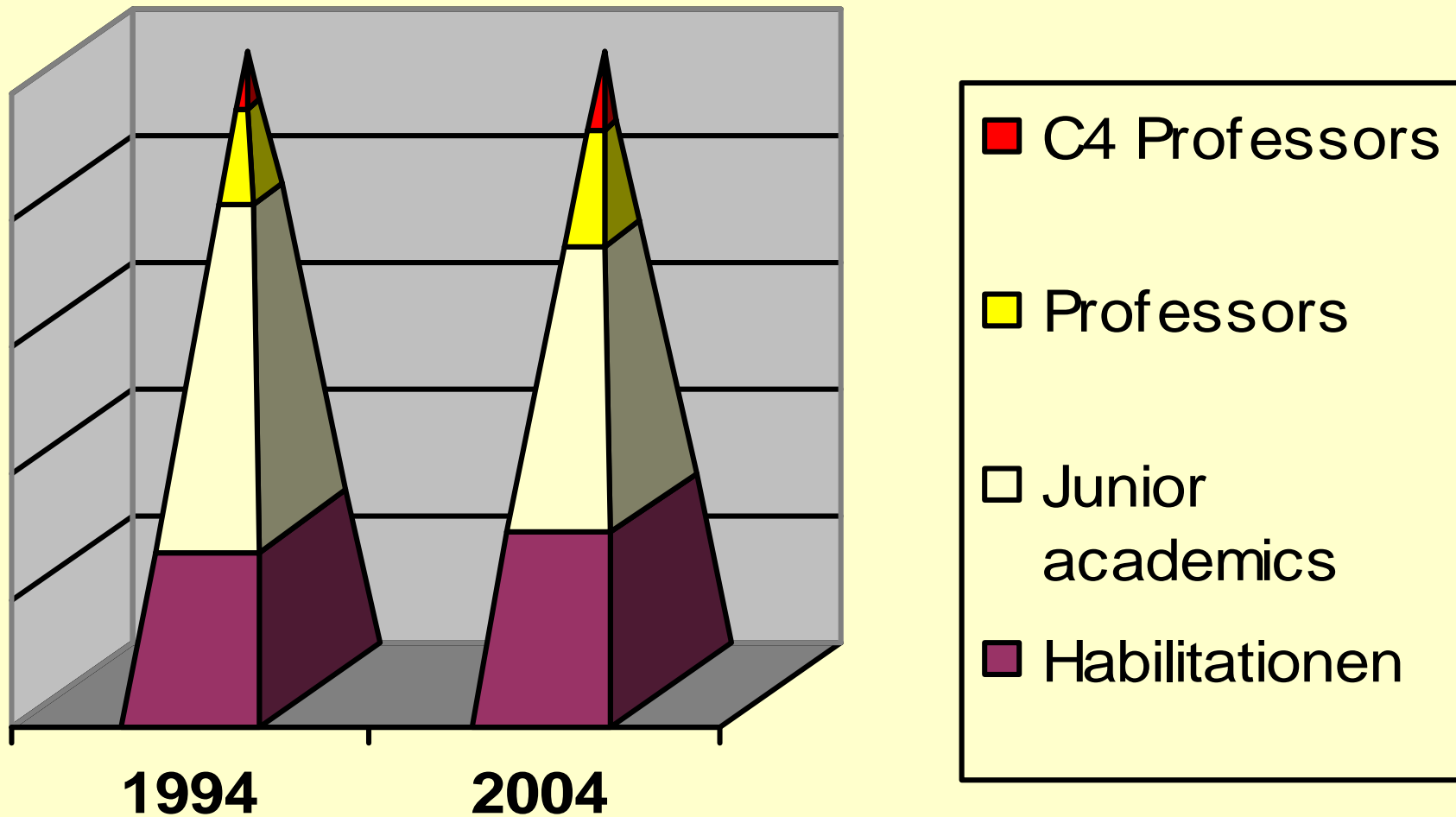
- Being a student is part of the 'normal biography'
- Universities are big news (eg widespread coverage of the UK salary dispute)
- Universities exploit mass media for promotional purposes
- Everyone is an expert
- Perceptions lag behind reality (mortar boards and gowns)
- The endless search for a 'distinctive' brand



# Lag between student population and teaching personnel

- Gender – an inverse pyramid
- Age/generation – boomers in charge
- Ethnicity – a complex story
- Values and orientations

# The gender pyramid



Source: Statistisches Bundesamt 2005

# The 21<sup>st</sup> century student lifestyle

- Generations have distinctive patterns of behaviour, networks and values
- “Many lecturers in HE are far removed in age and life experience from students who are now entering HE” – Mary Stuart (now PVC at Kingston University)

# Old questions, new realities

- Massification and democratisation
- Modernisation and continuity
- Place versus universalism, engagement vs research
- If massification is limited to the young, do we need new structures for lifelong learning?

# A final thought

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Most universities – but perhaps not all?