

# **COMMERCIALIZATION OF EDUCATION IN THE CONTEMPORARY WORLD: REVEALS ITSELF AND POSSIBLE THREATS**

**Natalia Yakovleva**

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21ST CENTURY”**

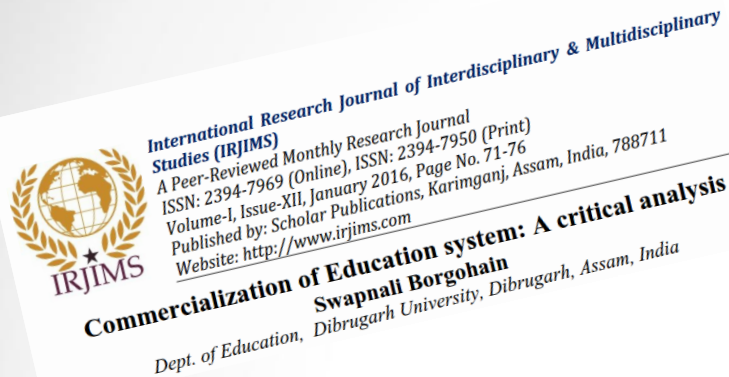
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## THE EPIGRAPH

«Finally, there came a time when everything that men had considered as inalienable became an object of exchange, of traffic and could be alienated. *This is the time when the very things which till then had been communicated, but never exchanged; given, but never sold; acquired, but never bought – virtue, love, conviction, knowledge, conscience, etc. – when everything, in short, passed into commerce.* It is the time of general corruption, of universal venality, or, to speak in terms of political economy, the time when everything, moral or physical, having become a marketable value, is brought to the market to be assessed at its truest value.»

**The Poverty of Philosophy, Karl Marx**

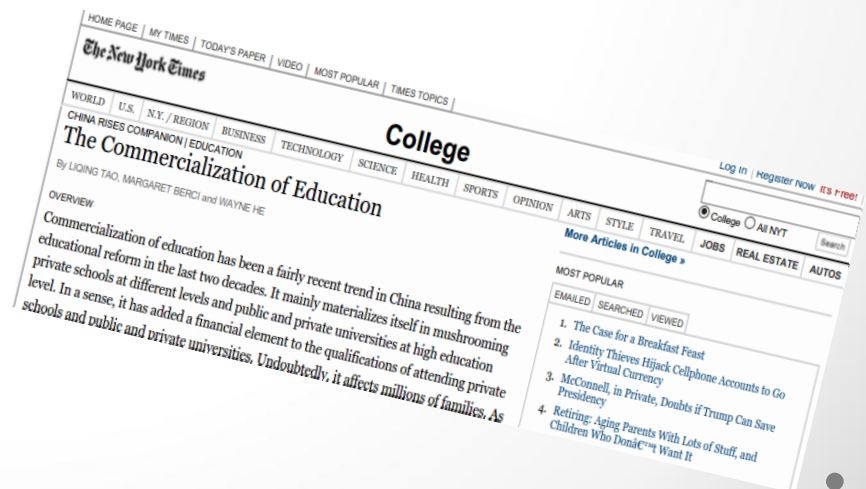
# COMMERCIALIZATION OF EDUCATION PROCESS IS AN INTERNATIONAL TENDENCY



UNIVERSITIES  
IN THE MARKET-  
PLACE

*The Commercialization  
of Higher Education*

DEREK BOK



# THE ESSENCE OF THE COMMERCIALIZATION OF EDUCATION

*COMMERCIALIZATION OF EDUCATION* - it is process is the way to enlarge the activities of the educational organizations to get a commercial result not the high level educational for students.

# THE DISTINCTIVE FEATURES OF THE COMMERCIALIZATION OF EDUCATION

1. The extension of the number of paid departments in the State Universities, so as the setting up and development of the net of private Schools and Universities.

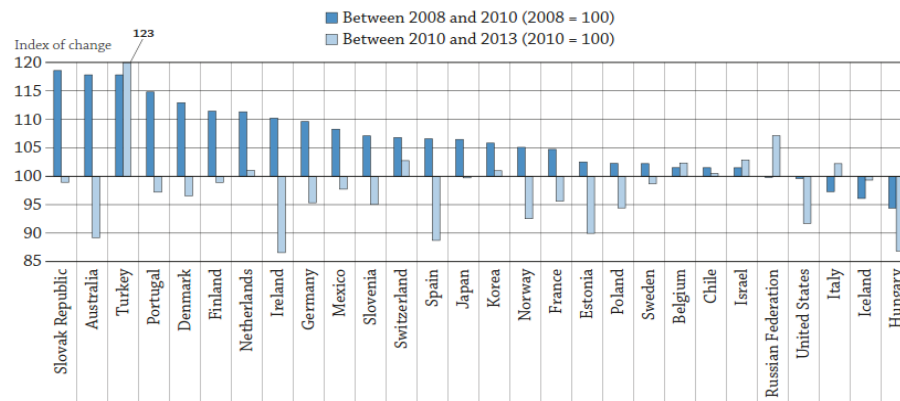
Between 2008 and 2013, private sources of expenditure on primary, secondary and post-secondary non-tertiary educational institutions increased by 16%, while public sources increased by only 6%, on average across OECD countries.

Source: OECD. ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm))

2. The reduction of State regulation and financing of the Education Sphere.

**Figure B2.4. Change in public expenditure on educational institutions as a percentage of GDP (2013)**

*Index of change between 2008 and 2010 and between 2010 and 2013 in public expenditure<sup>1</sup> on educational institutions as a percentage of GDP, for primary to tertiary education (2013 constant prices)*



1. Excluding subsidies attributable to payments to educational institutions received from public sources.

Countries are ranked in descending order of the change in public expenditure on educational institutions as a percentage of GDP between 2008 and 2010.

Source: OECD, Table B2.4. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933397747>

## **THE DISTINCTIVE FEATURES OF THE COMMERCIALIZATION OF EDUCATION (continued)**

- 3. Conversion of main significant Universities into commercial corporations.**
- 4. The increase of the role of the management personnel in the Universities and Schools activities.**
- 5. The fusing of Business and Education.**
- 6. Globalization of Education system.**

# **THE MENACES OF THE COMMERCIALIZATION OF EDUCATION**

- 1. The prior development of the elite model of education.**
- 2. Financelization of education.**
- 3. Educational imperialism.**
- 4. Burocratization of education process.**

## CONCLUSION

The increase of *Commercialization of Education* - is a *dangerous tendency* of contemporary period. It may lead to irreplaceable losses for the commonwealth.

We consider on the one hand the Universities and Schools are to be self-regulated organizations furnished with full powers of the teacher's body. On the other hand the Government of the country is to stimulate, to plan and finance the Education Sphere on the whole.



# Contacts

tetn@yandex.ru