



## Some trends and 4 futures scenarios for higher education systems

Stéphan Vincent-Lancrin  
OECD  
Centre for Educational Research  
and Innovation

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## OECD Project on the Future of Higher Education

- Trends analysis

- Demography
- Technology
- Globalisation
- Academic research
- Labour market

- Futures scenarios

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## Outline

- Trends

- Demography
- Globalisation
- Technology

- 4 Scenarios for higher education systems

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### Will the expansion of higher education offset demographic decline?

yes, in many countries...  
but this can be an opportunity as much as a constraint

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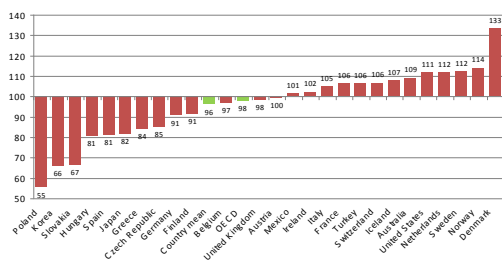
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### Scenario 1: Projected enrolments in 2025 under current conditions (2005=100)



Source: OECD, Higher Education 2030, Vol. 1 Demography (forthcoming)

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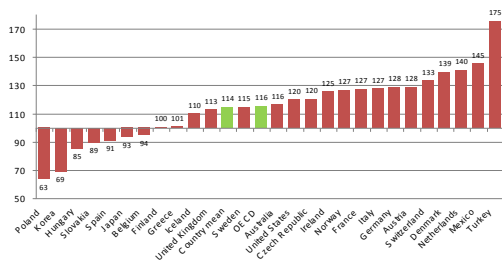
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### Scenario 2: Projected enrolments in 2025 under recent trends (2005=100)



Source: OECD, Higher Education 2030, Vol. 1 Demography (forthcoming)

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## Globalisation

- Convergence of governance practices?
  - Harmonisation, recognition, QA
  - Private and competitive funding, accountability
  - Withdrawal of the nation state?
- Global area of higher education
  - International rankings
  - International actors: EU, WTO, etc.
  - University networks
  - Research networks

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## Globalisation

- Facilitators:
  - Ease of mobility
  - Fall of transportation costs
  - Information and Communication Technology
  - Role of Multinational Enterprises and emergence of a more global/internationalised share of the labour market
  - English as a lingua franca (outcome and a driver)
- More interconnectedness, more visibility to and of the world

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## Globalisation

- Cross-border higher education
  - More student and faculty mobility
  - Programme and institution mobility
- Internationalisation of research
  - Increasing international funding
  - More collaboration
  - More competition (international rankings)
- Convergence or diversity of governance patterns?

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## Technology

- Potential huge impact on research and science
  - Cyber-infrastructures are revolutionising science
  - E-journals, e-books, e-resources are revolutionising research and access to knowledge
- E-learning: an impact on the student experience
  - More flexibility of access
  - Virtual learning and distance learning
  - Blended learning still to be invited, but some changes in higher education pedagogy (e-portfolios, problem-based learning, etc.)
  - Open Educational Resources

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## Scenarios

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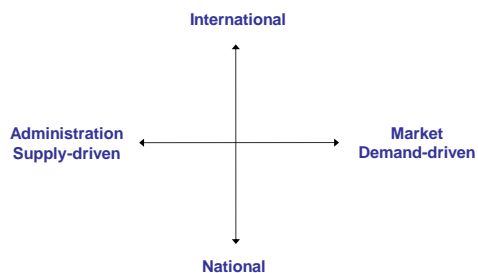
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## Scenarios for higher education systems




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## 4 scenarios

- Open networking
- Serving local communities
- New public responsibility
- Higher education, Inc.

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### Scenario 1: Open Networking

- Drivers
  - International cooperation & harmonisation of systems
  - Technology
  - Ideal of open knowledge
- Features
  - Intensive networking among institutions, scholars, students (& industry)
  - Modularisation of studies under academics' control
  - International collaborative research
  - Strong hierarchy between networks but quick spillovers
  - Lifelong learning outside the HE sector
- Related developments
  - Bologna process, international academic partnerships and consortia,
  - Increasing computing power and culture of openness challenging traditional intellectual property rights

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### Scenario 2: Serving local communities

- Drivers
  - Backlash against globalisation
  - More geo-strategic sensitivity in research
- Features
  - (Re)focus on national and local missions
  - Public funding and control of the academic profession
  - Convergence between universities and polytechnics
  - Elite universities struggle to stay more internationalised
  - Less research, mainly on humanities
  - Big science relocated to government sector (more secretive and less internationalised)
- Related developments
  - Highlight of regional missions
  - Anti-globalisation movements

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### Scenario 3: New public responsibility

- Drivers
  - Pressure on public budget (ageing, public debt, etc.)
  - Diffusion of governance structures based on new public management
- Features
  - Mainly public funding but autonomous institutions controlled at arm's length (incentives + accountability)
  - Mixed funding: new markets + more tuition fees (income contingent loans)
  - Demand-driven system with more marked division of labour (specialisation but most HEIs continue to do some research)
  - Research funds allocated through domestic competitive process (except for Europe)
- Related developments
  - Autonomy given to HEIs (sometimes legally privatised)
  - Debates on cost sharing
  - Encouragement of competition between HEIs

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### Scenario 4: Higher education, Inc.

- Drivers
  - Trade liberalisation in education (GATS, bilateral)
- Features
  - Global competition for education and research services
  - Public funding for non-commercially viable disciplines exclusively
  - Segmentation of the education and research market
  - Vocational higher education: important share of the market
  - Strong (international) division of labour according to competitive advantage
  - Concentration of research and worldwide competition for funding
  - English as main language of study
- Related developments
  - Rise of trade in HE & inclusion of education in trade negotiations
  - International competition for students
  - Increase of cross-border funding of research

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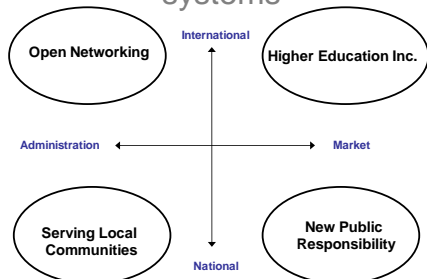
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### Scenarios for higher education systems




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## A few questions

- **Scenario 1:**
  - Sustainable in a knowledge economy?
  - In what geo-strategic context?
  - What are the incentives to ensure the networks do not serve the interests of their members only and reproduce the national hierarchies at the global level?
  
- **Scenario 2:**
  - Would this lead to greater inequalities within countries?
  - What would happen to the progress of scientific research?

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## A few questions

- **Scenario 3:**
  - Is there a tipping point after which real markets replace quasi-markets, and governments lose some or most of their control over the system?
  - To what extent should the concentration of research be encouraged?
  - Could this model allow systems to be more responsive to the diversity of individual, social and economic needs?
  
- **Scenario 4:**
  - Will all countries be able to retain some national educational and research capacity?
  - Are all systems equally equipped to compete?
  - What would happen to areas of human knowledge that are not commercially viable?

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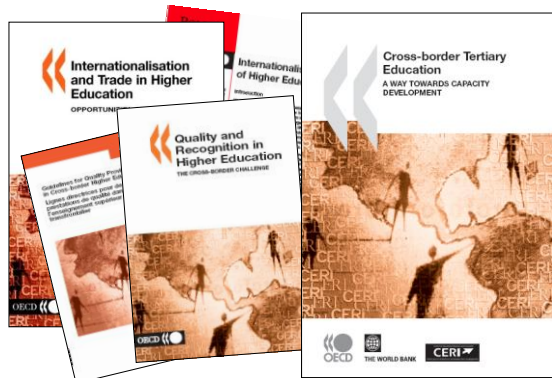
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## OECD work on internationalisation




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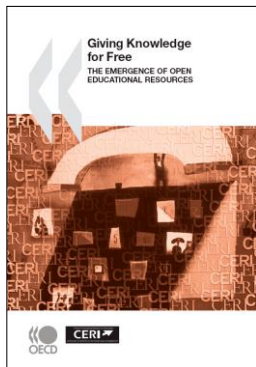
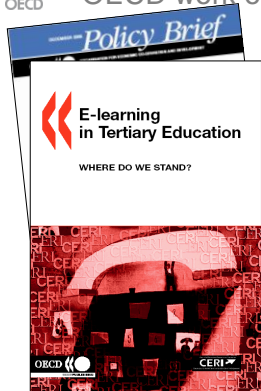
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## OECD work on technology in HE



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## Forthcoming

### *Higher Education 2030*

- Volume 1: Demography
- Volume 2: Technology
- Volume 3: Globalisation
- Volume 4: Scenarios

8-9 December 2008, Paris: OECD/France  
 International Conference on the Future of  
 Higher Education: *What futures for quality  
 access in the era of globalisation?*

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[Stephan.Vincent-Lancrin@oecd.org](mailto:Stephan.Vincent-Lancrin@oecd.org)

**THANK YOU**

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