



Hosted by the Secretary of State of Science, Technology and Higher Education  
Lisbon, Portugal  
4-5 May 2006

**Globalisation, Market forces and the future of higher education**

Expert meeting

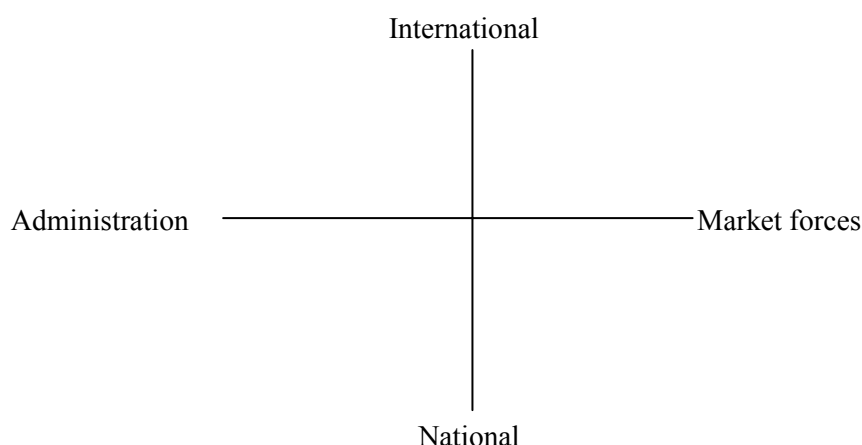
**Annotated agenda**

Centro de Congressos (Room 02.1)  
Instituto Superior Técnico  
R. Alves Redol  
(Gate close to Av. António José de Almeida)

### Objectives of the meeting:

This meeting is part of the ongoing project on the future of tertiary education carried out at the OECD Centre for Educational Research and Innovation (CERI). The project aims to offers avenues to reflect upon the strategic questions which decision makers in higher education will have to answer in a 15-20 years time-line. Higher education refers to general and vocational tertiary education (ISCED 5a, 5b and 6); it goes beyond the university sector (for countries whose system is not unified). Besides incrementally developing a set of futures scenarios, the project gives a particular emphasis to 5 (inter-related) themes through a series of thematic meetings that explore key drivers of change for the future of higher education: technology, demography, globalisation, academic research and labour market demand.

The purpose of the present meeting is to deepen our understanding of the possible impact of globalisation/internationalisation and of the rise of markets and quasi-markets in higher education, to identify the key drivers of change in these areas and generate new ideas for CERI's futures scenarios for higher education. The meeting will first focus on general and higher education trends related to market developments and globalisation, within the OECD area and worldwide, before dealing more specifically with their possible future impacts on higher education systems and institutions. It can be viewed as an exploration of the following possibility space:



While sessions 2 and 5 will explore the full space and its inter-relationships, session 3 can be seen as a discussion of the horizontal axis while session 4 will focus on the vertical axis. Part of the discussion will focus on the different impact of these trends in different regions and for different types of institutions.

The discussions could contribute to a book or lead to reference working papers for the project.

Meeting participants come from different geographical and occupational backgrounds in order to reflect different viewpoints on the issues. They are social scientists, educational experts, stakeholders, and policy makers.

## Thursday 4 May

**9.00-10.20** : Session 1. Introduction, scenarios, and tour de table

*10.20-10.45: Coffee break*

**10.45-12.45**: Session 2. Globalisation and market development: what are the trends and the drivers?

This session will set the trends for the whole meeting and discuss globalisation and market and quasi-market developments at a general level. The discussion will try to address some of the following questions.

A. How is globalisation changing economies and societies? How is it changing industrialised economies in particular (liberalisation, outsourcing, wealth, connectiveness, global agendas)? What is happening in terms of migration? What is the impact on identities and social cohesion? Does it affect differently Anglophone/non-Anglophone, big/small, developed/developing countries? What are the worldwide and regional trends, opportunities and challenges for OECD countries? What are the relationships between technological, economic, cultural and political elements of globalisation?

B. How are these trends reflected in higher education? What are the implications for different countries (e.g. developing and developed), types of higher education (e.g. vocational and general) and institutions (e.g. elite and non-elite)? What purposes do they serve in different contexts? To what extent is the emergence of private funding and provision in higher education related to globalization? What are the other drivers (new public management, pressures on public budgets)?

*12.45-14.15: Lunch*

**14.15-16.45**: Session 3. What future for the market in higher education?

Although public provision and funding still remains a characteristic of higher education in most OECD countries, the rise of private funding (tuition fees, industry funding, etc.) and provision (e.g. private for-profit) can be observed in many OECD countries. Under the banner of new public management, quasi-market mechanisms are increasingly used as steering mechanisms in public higher education systems.

A. Is this trend likely to continue? How far can we expect markets and market-like forces to go in higher education? Does this equally affect vocational and general higher education? What different paths and strategies for the future can we imagine according to country traditions? To what extent has globalisation been a driving force? What is the likely trend with foreign providers?

B. What does it imply in terms of access, equity and nature of higher education? What kind of more demand-driven systems could we imagine? What would be the opportunities and the challenges? Are the more privatised systems (Japan, Korea, US) different from the public ones?

C. To what extent can one steer a public system with market-like forces? How far can one go in this direction? What are the different outcomes one can expect from a system with a market, quasi-market and public governance? What has prevented and might prevent countries from privatising their higher education system? To what extent can and should such higher education “market systems” be opened up to the entry of foreign providers?

*17.00-19.00: Possible attendance at a “University Futures” Seminar at the Gulbenkian Foundation*

*20.30: Dinner in central Lisbon (details to follow)*

## Friday 5 May

### **8.30-12.30:** *Session 4: Globalisation in higher education: the different strategies and their possible futures*

This session will discuss more specifically how the internationalisation of higher education could change higher education systems in the coming decades, both through cross-border higher education (cross-border mobility of people, educational programmes and institutions) and through increased harmonisation and competition between higher education institutions and systems. The discussion would focus on how international collaboration and competition are shaping and might continue to shape higher education systems. It will build on the background paper by Simon Marginson and Marijk van der Wende.

A. Is a new international division of labour taking shape in higher education? How do/can non-English speaking countries cope with these transformations? What does the future hold for student mobility and for the mobility of educational programmes and institutions? Will higher education become liberalised like any other sector?

B. To what extent does globalisation in higher education create or enhance potentials for global public goods, for example cross-border externalities and collective goods common to nations? What are the implications for national policy making? In particular, international collaboration has developed in many areas (quality assurance, harmonisation, recognition) and led to more or less conscious efforts of harmonisation. What has driven the harmonisation of tertiary education systems in Europe and worldwide, and what are the potentials and limits of current harmonisation efforts?

C. How does harmonisation fit with the increasing competition between countries (international rankings, competition for researchers and graduate students)? How does this shape institutional behaviours? What is its impact and how far could it go? How does it fit with the increasing competition between countries (international rankings, competition for researchers and graduate students, etc.)? What kind of pressure does it put on governance at system and institution levels?

D. How does globalisation affect non-elitist general and vocational higher education and systems as a whole? Has globalisation any impact on vocational higher education (polytechnics and community colleges) and general higher education of average prestige? Is the Bologna process in Europe leading to the disappearance of vocational education in Europe? Are the pressures for setting up a few world class universities leading to a stronger stratification of higher education? If yes, what shape could it take, and what would it mean for the rest of the systems?

E. In a more globalised world, what are the policy agendas and missions in higher education that continue to be mainly national? Could they become more prominent in the future? What backlashes against globalisation can we envisage?

*12.30-14.00: Lunch*

**14.00-17.00**

### 5. Futures scenarios

This session will come back to the scenarios developed by the Secretariat. The objectives of the session would be to get feedback on the dimensions of the scenarios, ideas for improvement or further development, and to discuss alternative scenarios as well as their desirability and feasibility in different national settings.

### 6. Conclusions and next steps

**End: 17.00**

List of Participants

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