Global Trends and Challenges of Higher Education

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Global trends in HE

• Massification – quantitative expansion
• Bureaucratisation – restructuring of governance and management
• Marketisation – privatisation and corporatisation
• Diversification – by funding sources and types of institutions
• Internationalisation – by students, staff, programmes and institutions
Trend 1: Massification of HE

Excess Demand vs. Excess Supply
Demand from Increasing Youth Population in LDCs

- Africa
- Asia
- Europe
- Latin America
- North America
- Oceania
- LDCs
- World
Gross Enrolment Rate in HE by region

Tertiary enrollments have been increasing between 1985 and 2007

Source: UNESCO Institute for Statistics in EdStats, August 2009
Note: No data available for LAC 1985 or SAS in 2007.
## GER in HE in Latin America (%)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>13.6</td>
<td>27.2</td>
<td>35.9</td>
<td>36.9</td>
<td>49</td>
<td>65</td>
<td>68</td>
</tr>
<tr>
<td>Brazil</td>
<td>4.7</td>
<td>10.1</td>
<td>10.3</td>
<td>11.8</td>
<td>14</td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td>Bolivia</td>
<td>9.0</td>
<td>10.3</td>
<td>n.a.</td>
<td>25.7</td>
<td>33</td>
<td>41</td>
<td>38</td>
</tr>
<tr>
<td>Chile</td>
<td>9.2</td>
<td>14.6</td>
<td>15.4</td>
<td>28.4</td>
<td>38</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>Colombia</td>
<td>4.1</td>
<td>7.0</td>
<td>11.5</td>
<td>16.4</td>
<td>22</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td>Mexico</td>
<td>5.3</td>
<td>8.9</td>
<td>16.1</td>
<td>14.4</td>
<td>18</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>Peru</td>
<td>10.1</td>
<td>13.1</td>
<td>22.4</td>
<td>27.1</td>
<td>n.a.</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Venezuela</td>
<td>10.0</td>
<td>15.7</td>
<td>21.6</td>
<td>n.a.</td>
<td>28</td>
<td>41</td>
<td>79</td>
</tr>
</tbody>
</table>

Source: UIS(2010), Global Education Digest 2010, History of HE(UIS-AIMS)
Gross Enrolment Ratio in the world

Source: UNESCO Institute for Statistics in EdStats, 2009
Note: Data displayed if for the latest available year
1st Set of Challenges

• Widening Access: rapid expansion
• Ensure quality and adequate resources
• Ensuring equity: female participation, regional disparities, disadvantaged groups
• Expand without sacrificing quality
• Problem of over supply of places
Trend II: Bureaucratisation of HE

- Greater size and complexity of higher education institutions
- Bureaucratisation and standardisation
- Corporate managerialism and entrepreneurship
University Governance and Management

- Autonomy-accountability trade-off
- Responsive and responsible universities
- Quality assurance mechanisms
- Peer review, performance indicators
2nd Set of Challenges

Greater concerns over

• Quality of educational programmes
• Efficiency: internal efficiency, external efficiency
• Productivity: graduation rates, research productivity
• Accountability and transparency
Trend III: Marketisation of HE

- Corporatisation of universities: Australia, Malaysia, Japan
- Entrepreneurial universities: Singapore
- Autonomous universities: Indonesia, Thailand
- People-founded universities: China, Vietnam
- Expansion of private higher education
Common Features of Marketisation

- University heads as CEOs
- Increased power of central administration
- Pressure to generate revenues
- Pressure for more internal and external quality control
- Delinking from the civil service
Expansion of Private Higher Education

Share of Enrolment in Private Higher Education

Source: World Bank data
## The Growing Private Sector

<table>
<thead>
<tr>
<th>Private share of enrolment</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Large</strong> (over 50 percent)</td>
<td>Bangladesh, Bermuda, Botswana, <strong>Brazil</strong>, Cape Verde, <strong>Chile</strong>, <strong>Colombia</strong>, Cyprus, <strong>El Salvador</strong>, Estonia, Holy See, India, Indonesia, Islamic Republic of Iran, Israel, Japan, Latvia, Luxembourg, Namibia, Netherlands, Netherlands Antilles, Palau, Palestinian Autonomous Territories, <strong>Paraguay</strong>, Philippines, Republic of Korea, Slovenia, Tonga, Turks and Caicos Islands, United Kingdom</td>
</tr>
</tbody>
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The Growing Private Sector

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<th>Private share of enrolment</th>
<th>Countries</th>
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</thead>
<tbody>
<tr>
<td><strong>Medium</strong> (between 25 and 50 percent)</td>
<td>Angola, Armenia, Burundi, Ivory Coast, <strong>Ecuador</strong>, Jamaica, Jordan, Kenya, Lao People’s Democratic Republic, Lebanon, Malaysia, <strong>Mexico</strong>, Mongolia, Nepal, <strong>Nicaragua, Peru</strong>, Poland, <strong>Portugal</strong>, Rwanda, Saint Lucia, United States of America, <strong>Venezuela</strong></td>
</tr>
<tr>
<td><strong>Small</strong> (between 10 and 25 percent)</td>
<td><strong>Argentina</strong>, Aruba, Azerbaijan, Belarus, <strong>Bolivia</strong>, Bulgaria, Ethiopia, Finland, France, Georgia, <strong>Honduras</strong>, Hungary, Iceland, Iraq, Libyan Arab Jamahiriya, Mauritius, Norway, <strong>Panama</strong>, Papua New Guinea, Republic of Moldova, Senegal, Spain, Switzerland, Thailand, <strong>Uruguay</strong></td>
</tr>
</tbody>
</table>
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<th>Private share of enrolment</th>
<th>Countries</th>
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</thead>
<tbody>
<tr>
<td><strong>Negligible or non-existent</strong> (less than 10 percent)</td>
<td>Australia, Austria, Cameroon, Chad, Congo, <strong>Costa Rica</strong>, Croatia, Cuba, Czech republic, Denmark, Germany, Ghana, Hong Kong SAR of China, Ireland, Kyrgyzstan, Madagascar, Morocco, New Zealand, Pakistan, Russian Federation, Saudi Arabia, Serbia and Montenegro, Slovakia, Sweden, the former Yugoslav Republic of Macedonia, Trinidad and Tobago, Tunisia, Turkey, Uganda, United Republic of Tanzania, Vietnam, Yemen</td>
</tr>
</tbody>
</table>
3rd Set of Challenges

Financing HE:
• Getting the private sector involved
• Regulating the private sector
• Cost recovery measures
• Encouraging the public universities to generate their own income
Trend IV: Diversification of HE

• Diversification of types of HEIs
• Diversification of providers
• Diversification of funding sources
4th Set of Challenges

- Coordination among different providers of HE
- Coordination among the different types of HEIs
- Regulating different HE providers
- Need for National Qualification Framework
- Mobilizing resources for HE from different sources
Trend V: Internationalisation of HE

- The increased mobility of students, staff, programmes and institutions
- Greater demand for foreign education – students, families, and governments
- The view that Higher Education is a trade service
- The expanded number of importers and exporters of cross-border education
International Mobility of Students

• 1.85 million in North America and Western Europe
• 83% of total in five countries – USA, UK, Germany, France, Canada
• USA- largest number, market share declining
• UK- 2nd largest number, also market share declining
• Largest source: 32% from Asia and the Pacific
## International Student Enrolment in Top 6 Host Countries (in thousands)

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2004</th>
<th>2008</th>
<th>Change 1999 to 2008 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World total</td>
<td>1,680</td>
<td>2,453</td>
<td>2,966</td>
<td>76.5</td>
</tr>
<tr>
<td>US</td>
<td>491</td>
<td>573</td>
<td>624</td>
<td>27.1</td>
</tr>
<tr>
<td>UK</td>
<td>233</td>
<td>300</td>
<td>342</td>
<td>46.8</td>
</tr>
<tr>
<td>Germany</td>
<td>178</td>
<td>241</td>
<td>189</td>
<td>6.2</td>
</tr>
<tr>
<td>France</td>
<td>131</td>
<td>238</td>
<td>243</td>
<td>85.5</td>
</tr>
<tr>
<td>Australia</td>
<td>117</td>
<td>167</td>
<td>231</td>
<td>97.4</td>
</tr>
<tr>
<td>Japan</td>
<td>57</td>
<td>118</td>
<td>127</td>
<td>122.8</td>
</tr>
</tbody>
</table>

Source: UIS (2010), Global Education Digest 2010
International Mobility of Programmes

- Twinning programmes
- Franchising
- Branch campuses
- E-learning
5\textsuperscript{th} Set of Challenges

- Balance of student flows
- Quality assurance
- Qualifications recognition
- Problem of brain drain
- Opportunities for international cooperation
New Dynamics of HE

- Quantity and quality dilemma
- HE as public good vs private commodity
- Tension between world ranking and meeting local needs
- Balance between competition and cooperation
- Trade-off between autonomy and accountability
- Benefits and risks of internationalization of HE
- Issues of qualification recognition and quality assurance
UNESCO WCHE Communique

• Social responsibility of HE
• Access, equity and quality of HE
• Internationalisation, regionalisation and globalisation of HE
• Learning, research and innovation
Call for Action: Member States

- Maintain/increase investment in HE
- Strengthen quality assurance systems and regulatory frameworks
- Develop mechanism to counteract the negative impact of brain drain
- Support greater regional cooperation
- Pursue the goals of equity, quality and success
- Ensure active student participation in academic life
- Combat degree mills
- Develop more flexible and organized research systems
- Support the fuller integration of ICT and promote ODL
Call for Action: UNESCO

- Assist in the formulation of strategies for HE and research
- Provide platforms for dialogue and sharing of experience and information on HE and research
- Help address HE issues (recognition of qualifications, capacity building in QA, TTISSA, transfer of knowledge thro UNITWIN/UNESCO chairs)
- Encourage international mobility of students and staff
- Monitor trends, reforms and new developments
THANK YOU