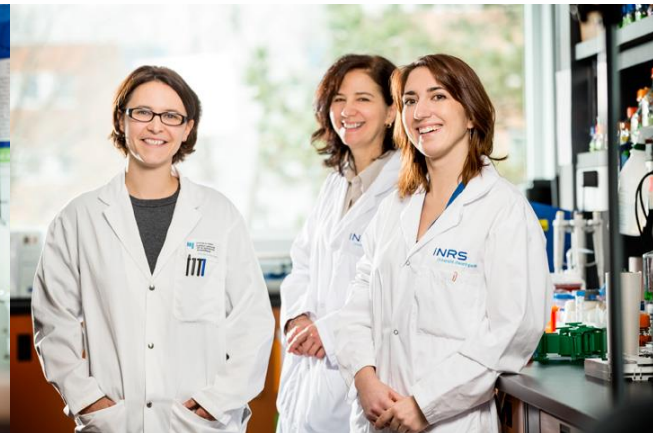
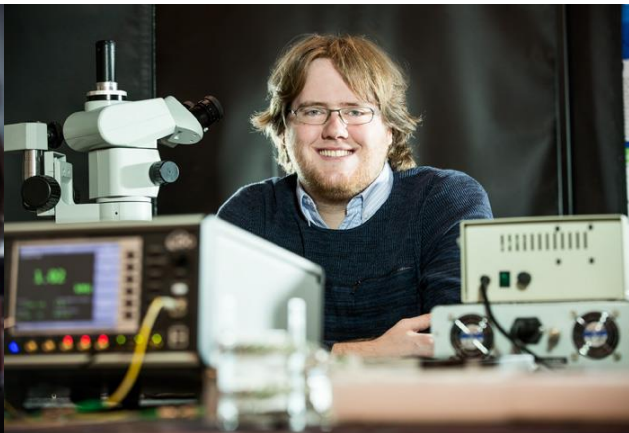




Issues surrounding higher education and skills development in Canada

Philippe-Edwin Bélanger
CGS/QUÉBEC/12 JUILLET 2015



150 professeurs
700 étudiants
45 % d'étudiants étrangers



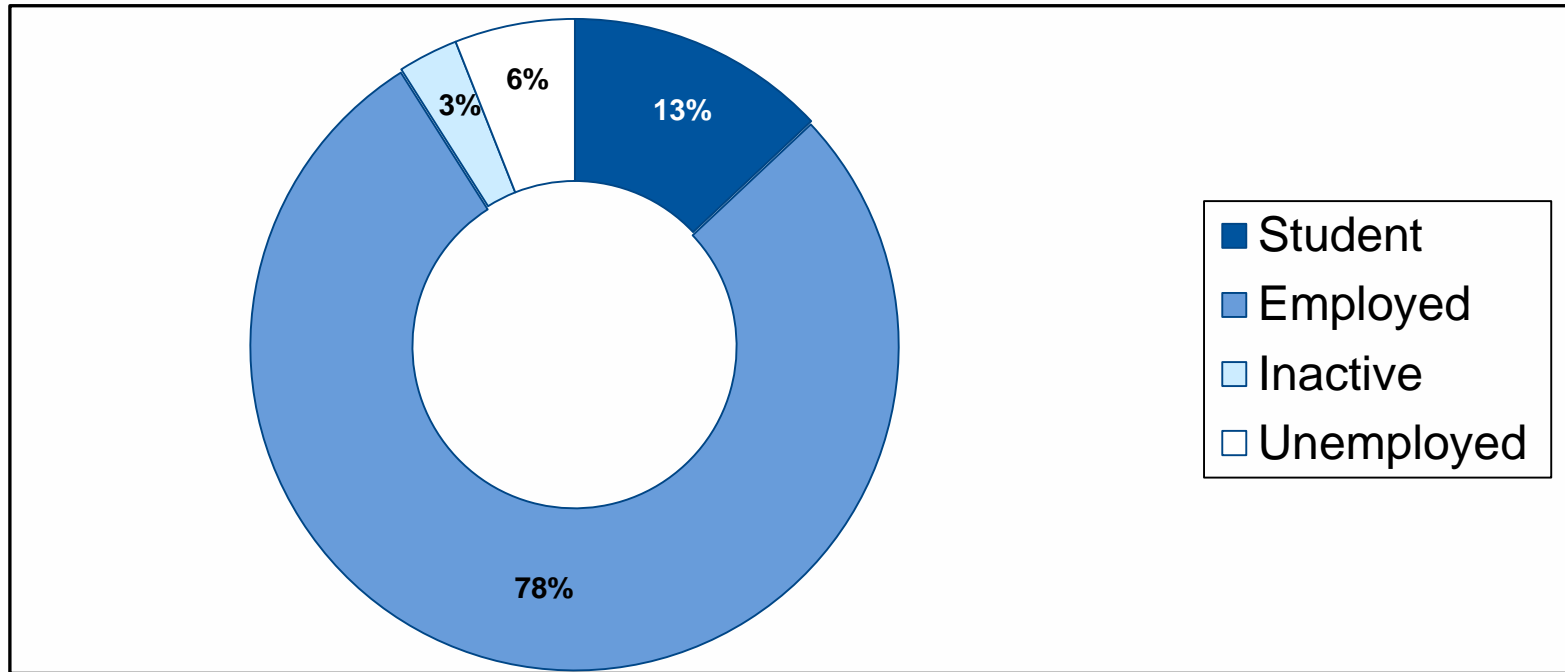
25 programmes d'études
Maîtrise, doctorat, DESS, programme court



4 centres de recherche universitaires



Employment Status of INRS Graduates



Employment status as of October 8 2012. Data extracted from information provided by INRS graduates in Relance 2012.

- 91% of INRS graduates are working or pursuing their studies
- 82% of INRS graduates have full-time employment in their field of study, and over half of those who work in another field report having chosen to do so.

PRESENTATION OUTLINE

- 1- Overview of higher education in Canada
- 2- Situation in Quebec
- 3- Is the master's the new bachelor's?
Considerations and outlook

FACTS ABOUT HIGHER EDUCATION IN CANADA

- In Canada and Québec, investments in **access and equity** have opened post-secondary education to millions of people.
- **Advanced technology** has fundamentally altered the importance of **advanced education**.

FACTS ABOUT HIGHER EDUCATION IN CANADA

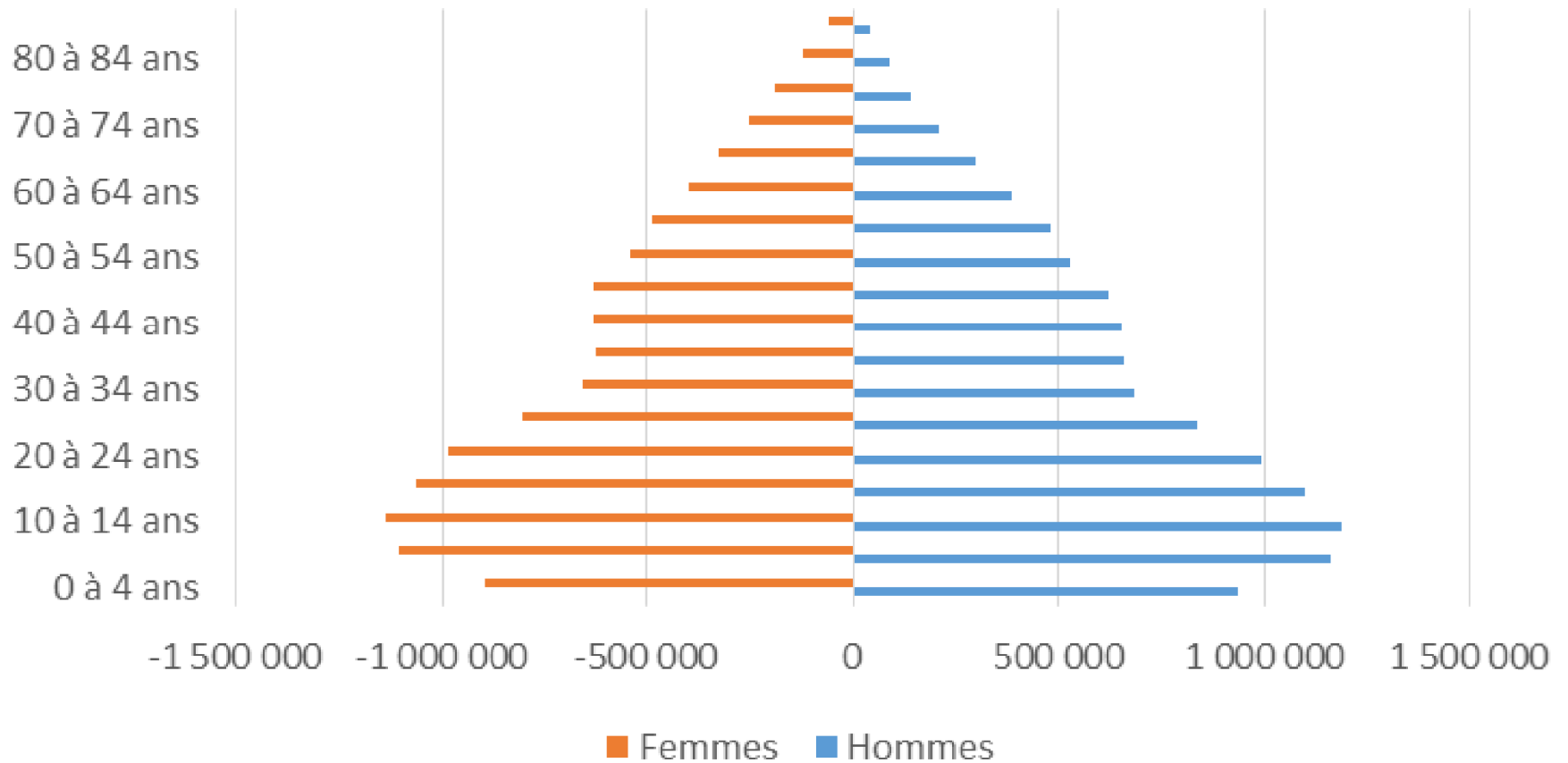
Here's some data about postsecondary education from the Conference Board of Canada.

Facts and Figures about post-secondary education	
2009 annual expenditures	\$37 billion
Current estimated expenditures	\$40 billion
Employees (includes administrators, instructors, etc.; does not include supply chain and service institutions)	250,000
Percentage of population who have completed either university or college (2012)	51 per cent.
Percentage of population who have trades certificates (2012)	12 per cent.
Higher Education R&D (2011)	\$11.3 billion

FACTS ABOUT HIGHER EDUCATION IN CANADA

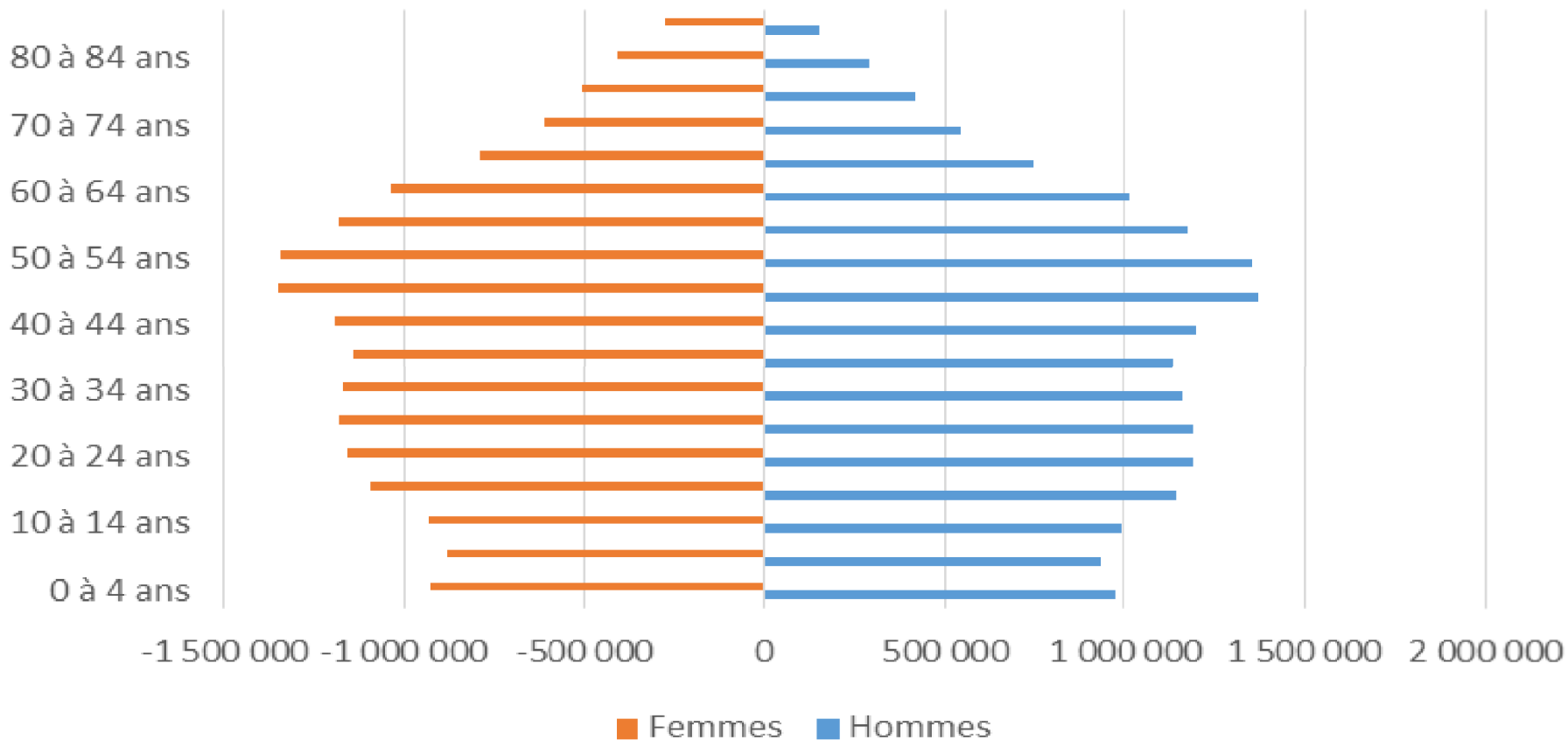
You can't talk about higher education in Canada without talking about demographics.

Pyramide de âges, Canada, 1971



Sources: Statistique Canada

Pyramide des âges, 2011, Canada



Sources: Statistique Canada

FACTS ABOUT HIGHER EDUCATION IN CANADA

- International Students Fill in the Gap
- Canada relies heavily on immigrants and international students. We need them to keep the system afloat.
- 1993, 2 percent of Canada's postsecondary students were international students. Today that number is 10 percent. And about 30% percent of all PhD students are now international students.

OBSTACLES WHEN IT COMES TO DEVELOP CANADA'S HIGHER EDUCATION

- Here's a few challenges facing Canada's universities:
 - First and foremost: conflicts of interest and demands by various groups and university stakeholders, including unions, professors, staff, students, businesses, and governments. These stakeholders often have opposed goals that stunt the growth of universities.

OBSTACLES WHEN IT COMES TO DEVELOP CANADA'S HIGHER EDUCATION

- Keep in mind that in Canada, higher education is a provincial responsibility. This makes it difficult to introduce national strategies in higher education. In Germany, the Landers voluntarily transferred part of their education powers to the federal government so higher education and research could be better coordinated. That would never happen in Canada, and we are less competitive and attractive as a result.
- Finally, with so many international and non-traditional students, there is a lot of pressure to better integrate those students and to give them credit for experiential learning and non-conventional academic paths.

SITUATION IN QUEBEC

One of our most famous poets described Quebec this way:

“My country is not a country, it's winter.”

- That's very true. Quebec is freezing 4 to 6 months out of the year. But since twenty twelve, even though our rivers and lakes continue to freeze, government subsidies for Quebec universities have been melting away like snow in the spring sun.

SITUATION IN QUEBEC

- Far be it from me to air our dirty laundry in front of guests, but in Quebec, the government's repeated cuts to university budgets have seriously compromised our ability to grow and meet society's needs. What's more, the government regulates annual tuition hikes, which have been virtually nil. Tuition in Quebec is the lowest in North America at about 3400 Canadian dollars a year.

		Montant	Répartition
2012-2013	Réduction Loi 100	4,8 M\$	Au prorata des dépenses administratives visées Paramétrique
	Compression 2012-2013	122,8 M\$	
	TOTAL	127,6 M\$	
2013-2014	Réduction Loi 100	6,5 M\$	Au prorata des dépenses administratives visées Paramétrique
	Compression 2012-2013	122,8 M\$	
	TOTAL	129,3 M\$	
2014-2015	Réduction Loi 100	6,5 M\$	Au prorata des dépenses administratives visées Réduction de l'étalon
	Compression 2012-2013	122,8 M\$	
	Gains de productivité à réaliser	11,1 M\$	Au prorata des dépenses administratives visées Abolition de certaines enveloppes, solde paramétrique Paramétrique
	Effort budgétaire supplémentaire 2014-2015	31,4 M\$	
	Compression additionnelle novembre 2014	31,7 M\$	
	TOTAL	203,5 M\$	
2015-2016	Réduction Loi 100	6,5 M\$	Au prorata des dépenses administratives visées Réduction de l'étalon
	Compression 2012-2013	122,8 M\$	
	Gains de productivité à réaliser	11,1 M\$	Au prorata des dépenses administratives visées Abolition de certaines enveloppes, solde paramétrique Réduction de l'étalon de 14,7 M\$ et solde à déterminer À déterminer
	Effort budgétaire supplémentaire 2014-2015	31,4 M\$	
	Compression additionnelle novembre 2014	31,7 M\$	
	Compression 2015-2016	72,8 M\$	
	TOTAL	276,3 M\$	
	Cumulatif	736,7 M\$	

SITUATION IN QUEBEC

- Since twenty twelve, seven hundred, 740 million dollars have been cut from the budgets of Quebec's eighteen universities. That's huge, especially since we have no leeway to increase tuition fees.

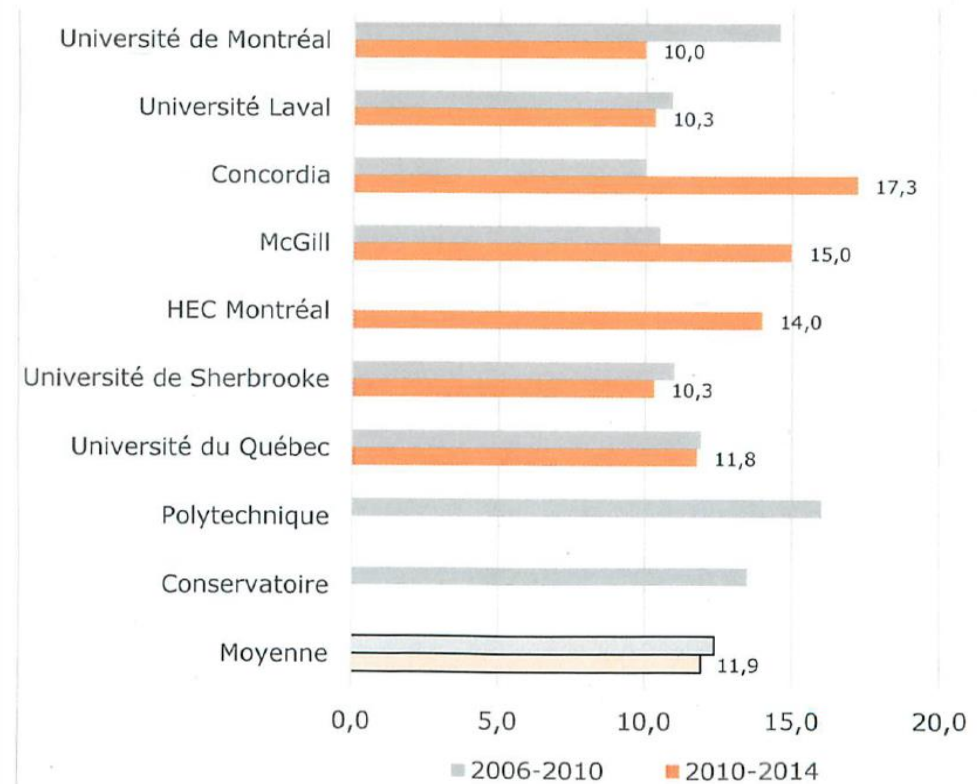
SITUATION IN QUEBEC

- Another important thing to know about Quebec is how long it takes to get government approval for new programs. All new programs must be approved by the Ministry of Higher Education. This is a long, complicated process, and there is no guarantee a program will get the green light. There is a lot of red tape, and this prevents universities from adjusting to change as they should.

Durée de cheminement à la Commission d'évaluation des projets de programmes (CEP)

Durée de traitement par la CEP des dossiers de projet de programme à l'évaluation complète, par établissement universitaire québécois (soumis en mois)

- Près d'un an pour une évaluation complète par la CEP
 - légère diminution depuis 2006-2010
 - dossiers UQ dans la moyenne



IS THE MASTER'S THE NEW BACCALAUREATE?

- But let's get back to our starting question.
- **Is the master's the new bachelor's?** If so, what role should employers have in the discussions?
- Should there be a more direct linkage between the supply of seats in university programs and the needs of the economy?
- Should there be some explicit role for the private sector in the discussions about degrees and qualifications?

IS THE MASTER'S THE NEW BACCALAUREATE?

We often hear talk of the skills gap and corporate dissatisfaction with university training. But can the private sector truly and accurately predict what their requirements will be in 5, or 10 years? In 20 years, will a master's degree still be the solution?

- I recently attended a conference by Bertrand Cesvet, president of the Montreal ad agency Sid Lee. In his view, the main problem of universities is that they are too slow to adapt.

IS THE MASTER'S THE NEW BACCALAUREATE?

Let's turn back the clock 20 years. . .

- CDs dominated the music industry. They were lightweight and durable, and the sound quality was excellent.
- Who, in 1995, could have imagined that cellular phone would change everything?

IS THE MASTER'S THE NEW BACCALAUREATE?

The music industry failed to adapt fast enough to the digital revolution. Cellular phone transformed the music industry. But it also transformed the way we engage with the world, our social relationships, the way we travel and shop—even the way we fall in love! Who could have predicted that in 1995?

CHANGE IS HAPPENING NOW !

During that time, our business model didn't change very fast. We're all friends here, so let's be frank. We need to equip universities to adapt better and faster. We need to streamline management and rethink the way we teach.

We need to teach "intense collaboration." We need to link disciplines and sectors, connect anthropologists with architects and engineers, students with researcher's whit businesses. Human life expectancy will soon reach a 100 years. We will need to be lifelong learners to stand the fast technological evolution, but we won't necessarily have the time to earn a new bachelor's, master's degree or PhD. Are we ready for that change? Are we going to respond to that need?

INRS.ca



INRS
Université d'Avant-garde

CHANGE IS HAPPENING NOW !

The information and communication technology revolution have transformed every aspect of life but the way we transmit knowledge has not kept pace.

Is the master's the new bachelor's? In many fields, the current answer is probably “yes.” But for how long ?

The question we might ask to ourselves now is whether universities will be able to adapt fast enough—and to keep on adapting—in a world where resisting change is no longer an option.

INRS.ca



INRS
Université d'Avant-garde

Merci pour votre attention!

Contact :

philippe-edwin.belanger@inrs.ca

INRS.ca



INRS
Université d'Avant-garde