

The OECD international forum designed for higher education institutions  
To become a member: [www.oecd.org/edu/imhe/join](http://www.oecd.org/edu/imhe/join)

## Inside

- Globalisation and higher education: what might the future bring?
- IMHE news
- Publications of interest
- IMHE calendar

## GLOBALISATION AND HIGHER EDUCATION: WHAT MIGHT THE FUTURE BRING?

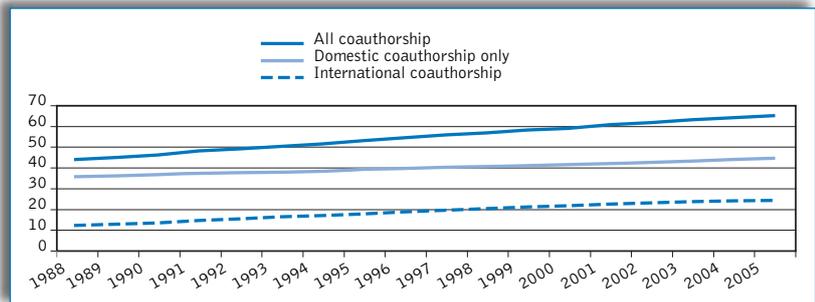
How might higher education and research look in the future? Will it move away from national models and adopt global ones, as seems to be the case for many business schools already? A new OECD report, *Higher Education to 2030, Volume 2: Globalisation*, addresses these questions by exploring trends and proposing futures scenarios.

Higher education drives, and is driven by, globalisation, a phenomenon of increasing worldwide interconnectedness that combines economic, cultural and social changes. Higher education trains the highly skilled workforce and contributes to the research base and innovation capacity that increasingly determines competitiveness in the knowledge-based global economy. With its central role in cross-cultural encounters, higher education fosters mutual understanding and helps to build global networks for the future. At the same time, cross-border flows of ideas, students, faculty and financing, coupled with developments in information and communication technology, are changing the environment for higher education. This implies both increased collaboration and competition between countries and institutions on a global scale.

### A diversified cross-border higher education landscape?

Will cross-border higher education – that is, the mobility of students, faculty, programmes and institutions – continue to grow in the future? The growth in cross-border higher education has been one of the major trends in higher education over the past decades. Supported by the decline in transport and communications costs and by programmes actively geared to facilitating mobility within Europe and certain other countries, student mobility continues to grow apace with a 56% increase in the number of foreign students in the OECD area from 2000 to 2006. This increase has been accompanied by other, newer forms of mobility, chief among them international training mobility and the mobility of higher education institutions, whether on a commercial or partnership basis.

Although the potential for growth in student mobility and training and institutional mobility does not yet seem to be over, different growth trajectories and futures scenarios can be considered. Given the cost and risks, institutional mobility may soon level off, especially as the market for training and foreign institutions appears to be quite limited geographically: countries like Singapore have assets that are attractive to cross-border higher education, but that are not present to the same extent in other countries. Furthermore, as long as internationalisation is part of a capacity-building strategy in certain countries, it could take a different turn as these countries develop: student mobility in emerging countries such as China and India, which today tends to be for full study abroad, could, for example, begin to look more like the shorter-term mobility that is seen among OECD member countries; emerging countries could themselves



become "exporters" of cross-border tertiary education. Lastly, several internationalisation strategies may continue to exist alongside each other, with a commercial approach in English-speaking countries, since English gives them a competitive advantage and a proactive approach, although one based on university partnerships, in other regions. This said, one might also envisage development along other lines, such as on a linguistic or religious basis.

### More collaboration and competition in academic research?

Academic research is likely to become increasingly international, while continuing to be affected by a tension between collaboration and competition.

In previous decades, academic research has been marked by an increase in the mobility of researchers, scientific articles produced by international collaboration, the impact of the literature from all regions of the world compared with that of the United States and the number of countries with which each OECD member country collaborates. Although still representing a small share of national research funding, international funding of university research is beginning to show in the statistics.

In addition to the global visibility and competition that results from international rankings based on research criteria, the emergence of new research powers in terms of investment and production, notably China and India, is another force for change. This growing internationalisation creates tension in the traditional model of collaboration and exchange within the university community and raises unprecedented issues for policy makers. One of the major issues is research concentration. Numerous countries are embarking on building world class universities or universities of excellence: while this gives them a higher global profile, the concentration of research resources in a few institutions excelling in all disciplines, along the same lines as the top research universities in the United States or the United Kingdom, can conflict with other objectives in terms of regional innovation or average quality of the system. The superiority of this model as opposed to having excellent research departments dispersed throughout the different institutions of a given country is, however, not clear.

## A global convergence in governance models?

One key aspect of globalisation is the convergence of governance models of higher education systems – whether this convergence is deliberate or not. The convergence is particularly visible when looking at higher education funding mechanisms and quality assurance.

The competitive allocation of research funding is a practice that has increased in many OECD member countries over the past ten years, as has the practice of funding institutions based on performance criteria. That being said, the finance mechanisms used by these systems still vary widely. Moreover, these underlying trends should not obscure the fact that traditional models for the allocation of government funding are still largely the predominant model in most OECD countries.

The widespread development of quality assurance is a clearer indication of convergence: the number of external quality assurance agencies in the world has increased sharply in the last 20 years and there is broad consensus on the main components of the methodology. Different regional cultures do come across, however: Asian agencies seem keener on an evaluation approach than Western agencies, which are closer to the audit approach. This demonstrates that it is possible for two different models to emerge from current trends. Although regional quality assurance networks have been formed over the past few years to promote the development of cross-border quality assurance, the prospect of an international quality assurance agency or global terms of reference for quality assurance still seems far off. Another major trend that could be decisive for the future of quality assurance and its role in higher education is the increasing importance attributed to benchmarks, such as student attainment or how well graduates do in the employment market in assessing the quality of an institution.

The Bologna Process is a particularly interesting example of globalisation on a regional scale, since its influence extends well beyond Europe, as similar processes are being developed in Latin America and the Asia-Pacific region. While it has not (yet) led to a massive new increase in student mobility within Europe, the Bologna Process has led to the adoption of a common structure for degrees within Europe and has enabled the creation of common European frameworks for quality assurance and qualifications. Highly original in its open method of co-ordination, it showed that a voluntary harmonisation

process does not necessarily lead to system convergence. While, in some respects, a European higher education area is in the process of being set up, harmonising it implies coping with the tension between competition and co-operation.

## Towards a larger private higher education sector?

The final key issue related to globalisation is the spread of a commercial model in higher education, implying strong growth in private higher education provision and financing. On average, the growth of private higher education and, especially, research funding, has been faster than that of public funding in the OECD area, although in the majority of OECD countries higher education is still largely funded by the public purse. With the notable exceptions of Japan and Korea, the persistent reliance on the state is even more marked in higher education provision, since the private sector caters to an increasing number of students in only a small number of OECD countries, namely in Eastern Europe, Portugal and Mexico. Without strong government policy intervention, the current trends do not suggest very strong future development of the private sector in most OECD member countries.

However, private higher education is likely to increase sharply in the future outside the OECD area, boosted by rapid demographic growth, as has been the case in Latin America and Africa over the past decades. The bulk of that growth is dependent on absorption by demand and therefore has little impact on research and elite institutions.

In many ways, the trends in higher education are different within the OECD and in the rest of the world. The strengthening of higher education systems in OECD non-member economies might be another transformative force for OECD higher education systems.

The crisis has reminded us that trends may not continue forever. This is precisely why we have to think about futures scenarios. 2030 will be here soon. In fact, it's here already.

Stéphan Vincent-Lancrin and Kiira Kärkkäinen

*Educational Research and Innovation* Higher Education to 2030, Volume 2, Globalisation. OECD Publishing. ISBN 9789264075375. [www.oecdbookshop.org](http://www.oecdbookshop.org)

# QUALITY TEACHING IN HIGHER EDUCATION: PHASE 2

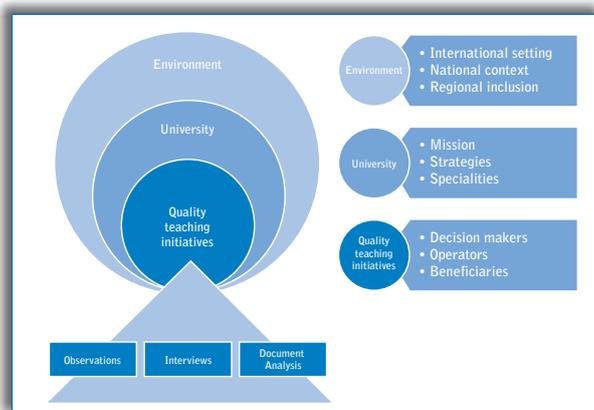
At the end of 2007, IMHE launched a review to identify the range of initiatives and the different actions taken by higher education institutions on the quality of teaching. The findings of the review confirmed that institutional engagement with quality teaching raises the awareness of the crucial role of teachers in the learning process and justifies the support given to teachers to fulfil their mission.

The second phase takes place in the continuation of the IMHE project on quality teaching the outputs of which were presented at a *What Works Conference on Quality Teaching in Higher Education*, organised by the OECD and the Istanbul Technical University, on 12-13 October 2009, at Istanbul Technical University, Turkey. With over 150 participants attending

from across the world, the Conference was a great success, providing an opportunity to share the knowledge and experiences of the experts involved in the study of quality teaching in higher education.

Furthermore, the methodological framework of the second phase incorporates the insightful input received from Conference participants.

The second phase is aimed at helping institutions explore their institutional engagement in quality teaching through individual reviews. The main objectives are to investigate the perception of the faculty and students regarding quality teaching



support, to further explore the link between teaching and learning and to investigate ways of evaluating the impacts of quality teaching.

Read more:

[www.oecd.org/edu/imhe/qualityteaching](http://www.oecd.org/edu/imhe/qualityteaching)

IMHE is pleased to welcome twelve new members:

- > Chile – Pontificia Universidad Católica de Valparaíso
- > Finland – Oulu University of Applied Sciences
- > Finland – Savonia University of Applied Sciences
- > Germany – Institute for Research Information and Quality Assurance (iFQ)
- > Ghana – National Accreditation Board, Ghana
- > Mexico – Universidad Autonoma Metropolitana (UAM)
- > Switzerland – Office fédéral de la formation professionnelle et de la technologie
- > Egypt – The National Authority for Quality Assurance and Accreditation in Education
- > Spain – Universitat Rovira I Virgili
- > Chile – Universidad Católica de la Santísima Concepción
- > Portugal – Portuguese Catholic University - Porto
- > Turkey – Maltepe University

## AHELO FINDING FINANCIAL SUPPORT

AHELO – Assessment of Higher Education Learning Outcomes – is a groundbreaking first attempt at measuring higher education learning outcomes across diverse countries and institutions. The goal is to improve learning outcomes globally. But the first step is to assess whether such an assessment is feasible and whether reliable cross-national comparisons of higher education outcomes are possible. This is why the OECD has launched an AHELO feasibility study.

AHELO has launched an active fundraising campaign in 2009 to find financial and supportive partners in order to undertake the feasibility study. To date, the OECD has already managed to secure funding for AHELO from several organisations, despite a bleak economic climate that has destabilised the foundation sector on a global scale.

In the United States, AHELO has received generous funding from several foundations. Additionally, a number of other foundations have expressed a keen interest in AHELO. With the

U.S. now participating in the AHELO study through the States of Connecticut, Massachusetts, Missouri and Pennsylvania, interested foundations are actively campaigning for AHELO with the prospect of further foundation support from the U.S.

Across the ocean, European foundations have also committed to sponsoring AHELO. Riksbankens Jubileumsfond (Sweden), has offered an initial grant of SEK 550 000 this fall. More recently, Spanish, Portuguese and German foundations have also expressed a strong interest in AHELO.

Contacts are also underway with a number of other organisations and foundations based in North America and the Asia-Pacific region.

An informational platform for potential sponsors is available at: [www.oecd.org/edu/ahelo/fundraising](http://www.oecd.org/edu/ahelo/fundraising).

## OECD REVIEWS OF HE IN REGIONAL AND CITY DEVELOPMENT

### SECOND ROUND NOW HALF WAY DONE, VALPARAISO AND FREE STATE THE FIRST TO JOIN THE THIRD ROUND

IMHE work on higher education in cities and regions is making steady progress. By the end of 2009, ten regions and cities in the second round of reviews will have received an OECD-led review visit. Thirteen regional self-evaluation reports are available either in draft or final version. The reports highlight the wide role of universities and other higher education institutions in the economic, social and cultural development of their cities and regions.

New regions and their HEIs are invited to join the reviews to take advantage of OECD expertise and the exciting partnership building process. The latest recruit is Valparaíso in Chile. Valparaíso has a population of 1.7 million and nearly 99 000 students in their higher education sector, including four traditional universities, six other universities or university satellites and the vocational institutes. In collaboration with the Regional Development Agency, the higher education institutions aim to reposition the region as a knowledge and innovation hub in Chile. The region has identified five key clusters in which higher education plays a key role. They are the food industry, knowledge industry, logistics, tourism, and innovation and technology.

The Free State Province in South Africa was the first region to join the third round of reviews. The review process is being led by the University of the Free State. Mining and agriculture have

been the most important economic sectors in the region, but there is now a need to move towards tertiary economic activity. The region has a declining population and, in addition, large scale rural to urban migration. The review will be used as a tool to update the Free State Provincial Growth and Development Strategy. The review will be supported by the Flanders government.

Contact [Jaana.puukka@oecd.org](mailto:Jaana.puukka@oecd.org)  
Read more: [www.oecd.org/edu/imhe/regionaldevelopment](http://www.oecd.org/edu/imhe/regionaldevelopment)



## PUBLICATIONS OF INTEREST

In 2010, the principal contacts for IMHE members have access to all OECD publications online. To access this service, contact Emily Groves, [emily.groves@oecd.org](mailto:emily.groves@oecd.org) for the user name and password. This user name and password, valid until the end of 2010, is meant for your personal use only.



### *Local Economic and Employment Development (LEED). Designing Local Skills Strategies.*

OECD Publishing. ISBN 9789264066625

With global economic change and rising mobility, it is no longer simple to invest in a skilled workforce for the future. Actions are needed on a variety of fronts, including attracting and retaining talent, better integrating disadvantaged groups into the labour force, and upgrading the skills of low-paid workers. Much of the responsibility for these actions falls squarely on the shoulders of local policy makers.

Drawing from a wide array of case studies, this book analyses best-practice local strategies for increasing workforce skills. And it also takes a close look at the opportunities and challenges presented by international migration.



### *PISA Equally prepared for life?: How 15-year-old boys and girls perform in school.*

OECD Publishing. ISBN 9789264064072

In the past few decades there has been an increasing interest in the different educational experiences, successes and eventual outcomes that prevail for men and women world wide.

Compelling moral, social and economic incentives for individuals

and societies have motivated research to better understand gender differences from early childhood through to labour market participation. Research focusing on gender differences can inform policy endorsing gender equity. More specifically, research on educational performance and attitudes can be effective in promoting quality student outcomes and equity.

The OECD's Programme for International Student Assessment (PISA) explores the educational performance and attitudes of 15-year-old girls and boys. This report begins with a general summary of gender differences measured outside of the PISA assessment programme. It then considers the knowledge gained about gender-related issues from previous PISA cycles.



### *OECD Employment Outlook 2009: Tackling the Jobs Crisis.*

OECD Publishing. ISBN 9789264067912

This 2009 edition of the OECD Employment Outlook provides an annual assessment of labour market developments and prospects in member countries. This issue focuses on the jobs crisis in particular and looks at steps taken by governments to help workers and the unemployed. It recommends ways of preventing current high levels of unemployment becoming entrenched.

## IMHE CALENDAR

**13-15 Sept. 2010** IMHE General Conference, *Higher Education in a World Changed Utterly. Doing More with Less*, Paris, France.  
 [www.oecd.org/edu/imhe/generalconference](http://www.oecd.org/edu/imhe/generalconference)

### OTHER MEETINGS OF INTEREST

**21-23 April 2010** 13<sup>th</sup> CONAHEC Conference, *Innovation in International Higher Education Collaboration. Creating Opportunities in Challenging Times*, Houston, USA.  
[www.conahec.org](http://www.conahec.org)

**16-18 May 2010** *ACA Annual Conference 2010*, Córdoba, Spain.  
[www.aca-secretariat.be](http://www.aca-secretariat.be)

**25-26 June 2010** IAU 2010 International Conference on *Ethics and Values in Higher Education in the Era of Globalization: What Role for the Disciplines?* Vilnius, Lithuania.  
[www.mruni.eu/](http://www.mruni.eu/)

**1-4 Sept. 2010** EAIR Forum, *Linking Society and Universities: New Missions for Universities*, Valencia, Spain.  
[www.eair.nl/forum/Valencia](http://www.eair.nl/forum/Valencia)

**15-18 Sept. 2010** *22nd Annual EAIE Conference*, Nantes, France.  
[www.eaie.org/nantes/](http://www.eaie.org/nantes/)

Find all our meetings on  
[www.oecd.org/edu/imhemeetings](http://www.oecd.org/edu/imhemeetings)



### Address change? Please inform IMHE.

If you received only the paper version of this newsletter and wish to continue receiving this newsletter, please send your e-mail address to [imhe@oecd.org](mailto:imhe@oecd.org).

IMHE-Info is published in English and French by the OECD Programme on Institutional Management in Higher Education (IMHE). Excerpts from this newsletter may be reproduced with full reference. Please send inquiries, comments and items to be considered for publication to:

Valérie Lafon, Editor IMHE Programme, OECD  
 2, rue André-Pascal  
 75775 Paris Cedex 16-France  
 Tel: (33) 1 45 24 92 24 or (33) 1 45 24 75 84  
 Fax: (33) 1 44 30 61 76  
[imhe@oecd.org](mailto:imhe@oecd.org)  
[www.oecd.org/edu/imhe](http://www.oecd.org/edu/imhe)