



OECD Higher Education News

November 2015

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The OECD-Singapore Higher Education Futures conference

On the 14-15 October, the OECD-Singapore Conference on Higher Education Futures was held on forward-looking themes in the global higher education landscape. In addition to the main event, there were satellite events on 13th and 16th October and post-conference activities on 16th October. This was a very successful and well attended conference with delegates from many different places and backgrounds. Find out more about the conference online: <http://oecdconference.sg/>. A conference summary and outcomes will be provided in the papers for the IMHE Governing Board meeting on 16 November.

Upcoming events

www.oecd.org/edu/imhemeetings

OECD and higher education activities

Staff changes



It is with great sadness that we announce that **Emily Groves** has left the Higher Education team to move on to a new role within the OECD. The team would like to thank her for her excellent work and loyalty during the past 7 years and wishes her all the best for her future career.

Please join us in welcoming two new staff members working on the Higher Education projects who joined the Directorate for Education and Skills in September 2015.

- **Cláudia S. Sarrico** joins the OECD as a higher education policy analyst. Cláudia previously worked as an associate professor with ISEG Lisbon School of Economics and Management and senior researcher with CIPES Centre for Research in Higher Education Policies, where she led the research line on Resources, Performance and Human Capital. She has also held a number of policy advisory positions with the Portuguese Ministry of Education and Science, Foundation for Science and Technology, Agency for the Assessment and Accreditation of Higher Education, among others, regarding education, higher education and science.
- **Elian W. Bogers** joins the OECD for 6 months as a seconded policy analyst from the Dutch Ministry of Education, Culture and Science. Elian previously graduated and worked as a health scientist at Maastricht University, before she started as a young professional at the Ministry of Education.
- **Funda Görür** is the project assistant for Higher Education and replaced Emily Groves. Before her arrival she studied in the United Kingdom, where she conducted a BA in Politics & Economics, as well as an MSc in Political Economy. During her studies, she was a supervisor for Student Support Services and responsible for helping the development of international students on campus.

Other activities

10th European Quality Assurance Forum

The [10th European Quality Assurance Forum](#) (EQAF), co-organised by ENQA, ESU, EUA and EURASHE, will take place on 19 – 21 November 2015 in London, United Kingdom. Through a mix of plenary and parallel sessions, the 2015 EQAF, entitled “Taking stock and looking forward”, will combine presentations of current developments in quality assurance (QA) with discussions on research, policy, and practice that will take place in paper sessions and workshops. Registration is open until 30 October or sooner if the event is full.

Society for Research into Higher Education – 50th anniversary conference

The SRHE 50th anniversary conference will take place on the 9-11 December 2015 in Celtic manor, Newport in South Wales, United Kingdom. The SRHE is a UK based international learned society that has its main focus on higher education studies. Each year, they also hold an annual conference. One day earlier, there is a one-day newer researchers conference. To obtain the early registration discount it is advised to register by 23 October 2015.

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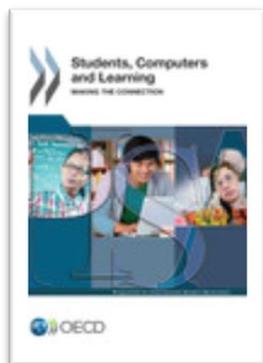


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[Who's Who in the OECD Higher Education Programme](#)

OECD publications and resources



Students, Computers and Learning

On iLibrary

Based on results from PISA 2012, this report discusses differences in access to and use of ICT, that are related to students' socio-economic status, gender, geographic location, and the school a child attends. The report highlights the importance of bolstering students' ability to navigate through digital texts. It also examines the relationship among computer access in schools, computer use in classrooms, and performance in the PISA assessment. As the report makes clear, all students first need to be equipped with basic literacy and numeracy skills so that they can participate fully in the hyper-connected, digitized societies of the 21st century.

Are the world's schools making inequality worse?

On the educationtoday blog

by William Schmidt, distinguished Professor, Michigan State University

Schooling plays a surprisingly large role in short-changing the most economically disadvantaged students of critical math skills. Low-income students are more likely to be exposed to weaker math content in schools. A substantial share of the gap in math performance between economically advantaged and disadvantaged students is related to those curricular inequalities.

Classroom practices and teachers' beliefs about teaching

On the educationtoday blog

by Katarzyna Kubacka, analyst, Directorate for Education and Skills

This publication sheds light on some of the most common teaching practices and what teachers believe is the nature of teaching and learning. Most teachers across TALIS systems see learning as a process where students are actively engaged in gaining knowledge and constructing meaning, as opposed to a process where students are passive recipients of information.

Back – and looking ahead – to school

On the educationtoday blog

by Andreas Schleicher, Director, Directorate for Education and Skills

If you thought all 15-year-olds knew everything there was to know about navigating their way around the web, or if you are concerned that your child's school is falling behind because it is not sufficiently "wired", the findings of *PISA report, Students, Computers and Learning: Making the Connection*, may surprise you.

(Learning) time is on their side

On the educationtoday blog

by Marilyn Achiron, Editor, Education and Skills Directorate

Got a minute? What about 218 of them? That's the average amount of time students of OECD countries spend in mathematics class each week. Spare a thought, though, for student in Chile: they spend about twice that amount of time each week in maths class. But who's counting?

What are the risks of missing out on upper secondary education?

On the educationtoday blog

by Dirk van Damme, Head of the Innovation and Measuring Progress division, Directorate for Education and Skills

In just a couple of decades, upper secondary schooling has been transformed from a vehicle towards upward social

mobility into a minimum requirement for life in modern societies. Over 30 years the share of low-educated adults has been cut in half. But progress is slowing.

2015 access to OECD online publications

Programme members benefit from free access to OECD publications in the online database [OECD iLibrary](#). Please contact funda.gorur@oecd.org for the 2015 login and password. **Please note:** this access is for personal use only by your organisations' main contacts.

Who are the best online readers?

On iLibrary

The top-performing country in the PISA assessment of digital reading was Singapore, followed by Korea, Hong Kong-China, Japan, Canada and Shanghai-China. Students in Australia, Canada, Ireland, Korea, Singapore and the United States show the most advanced web-browsing skills. More often than students elsewhere, they carefully select links to follow before clicking on them, and follow relevant links for as long as is needed to answer a question. There is a strong association between countries' digital reading performance and the quality of students' navigation across digital texts.

Working and learning: A diversity of patterns

On iLibrary

The combination of work and study has been hailed as crucial to ensure that youth develop the skills required on the labour market so that transitions from school to work are shorter and smoother. This paper fills an important gap in availability of internationally-comparable data. Using the 2012 Survey of Adult Skills (PIAAC), it draws a comprehensive picture of work and study in 23 countries/regions. Crucially, it decomposes the total share of working students by the context in which they work (VET, apprenticeships or private arrangements) and assesses the link between field of study and students' work.

Does social background thwart aspirations for higher education?

On the educationtoday blog

Since the mid-1900s, the expansion of higher education systems has opened up opportunities for many students other than those from the elites. Higher education became the main route towards upward social mobility. But the expansion of the system, in itself, did not equalise education opportunities; many on the bottom rungs of the social ladder remain deprived of access to high-quality university education.

OECD Skills outlook

On iLibrary

Young people around the world are struggling to enter the labour market. In some OECD countries, one in four 16-29 year-olds is neither employed nor in education or training. The *OECD Skills Outlook 2015* shows how improving the employability of youth requires a comprehensive approach. While education, social, and labour market policies have key roles to play, co-ordination between public policies and the private sector is also crucial.



Other publications

Better policies for Development 2015

On iLibrary

In 2015, as the Millennium Development Goals (MDG) come to an end, the international community is embarking on a new global framework for sustainable development. The international community, including the OECD and its members, will need to adapt its policy instruments and working methods to successfully achieve the new Sustainable Development Goals (SDGs) by 2030. This report contributes to this process by introducing the concept of Policy Coherence for Sustainable Development (PCSD), along with a proposal for monitoring coherence.

International migration outlook 2015

On iLibrary

This publication analyses recent development in migration movements and policies in OECD countries and some non-member countries as well as the evolution of recent labour market outcomes of immigrants in OECD countries. It includes a special chapter on: "Changing Patterns in the international migration of doctors and nurses to OECD countries", as well as country notes and a statistical annex.

Country summaries from Learning for Jobs and Skills beyond Schools

The country summaries from the *Learning for Jobs* and *Skills beyond School* studies of vocational education and training (VET) are now available on the OECD website. (www.oecd.org/education/vet)

Please feel free to consult the document and to send people the direct link to the pdf. (www.oecd.org/edu/skills-beyond-school/OECD_VET_Key_Messages_and_Country_Summaries_2015.pdf)

News from our members

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