

PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION NEW PROJECT FOCUSES ON REGIONAL DEVELOPMENT

At a time of increased attentiveness to economic and social development interests and to the potential of enhanced global links, a reappraisal of the regional dimension in programmes and policy of higher education institutions is called for. This reappraisal emerges in part from national and supra-national policies which see a targeted strategy for regional economic development as a key element in securing improved economic growth and reduced unemployment. At the same time, institutions of higher education--long active in their communities and regions--are exploring the strategic and developmental benefits of a pro-active regional orientation: access to financial and material support and expanded enterprise partnerships in teaching and learning.

In light of these considerations, IMHE has launched a new project, *The Response of Higher Education to Regional Needs* to help clarify the university's role in regional development and to identify and disseminate

information on successful approaches and key issues for higher education policy and practice.

This project will be launched in conjunction with a seminar, *The Role of Universities in Regional Development*, May 7-9, in Klaipeda, Lithuania. It is organised in co-operation with Klaipeda University and the Nordic Association of University Administrators (NAUA). Three other project seminars are planned this year: in Ft Lauderdale, Florida (USA) in co-operation with Florida Atlantic University, in Edinburgh (Scotland) in co-operation with the University of Edinburgh and in Byron Bay (Australia) in co-operation with Southern Cross University.

The main work of the project will span two years and involve a series of regional and/or institutional case studies, all undertaken within a common framework. The studies will be presented and discussed at the international seminars.

Two publications are envisaged. First is an overview of the factors influencing the responsiveness of universities to regional needs to be published as a compendium of case studies (anticipated 1998). This work is to be followed by a handbook, based on the material included in the overview. In addition, study visits are set to begin in 1998 while institutional audits will be considered to assist universities in the preparation of their own regional strategies.

Steering Group: John Goddard, Project Leader and Dean of the Faculty of Law, Environment and Social Sciences, University of Newcastle upon Tyne (UK); Jean-Paul de Gaudemar, Recteur, Académie de Strasbourg (France), Chairman of the OECD Working Party on Regional Development Policies; Peter West, Secretary, University of Strathclyde (UK). Other members may be added.

Update on Projects

■ Institutional Strategies for Internationalisation

Project Leaders: Hans de Wit, University of Amsterdam (The Netherlands) and Jane Knight, Ryerson Polytechnic University (Canada)

There are four meetings planned in 1997 as part of this project. A conference will be held in Washington, DC, sponsored jointly by IMHE and the Global Alliance for Transnational Education (GATE). Two seminars have taken

place: in Wellington (New Zealand) and Suva (Fiji). Two sessions at the EAIE Conference in November (Barcelona, Spain) will be devoted to this project. The national/regional case studies presented at the 1996 Melbourne Conference will be published in May 1997 by EAIE in co-operation with the IMHE Programme and IDP Education Australia. The IQRP (International Quality Review Process) documents are being finalised; the instrument is ready for further institutional pilot studies.

■ Quality Management, Quality Assessment and the Decision-Making Process

Project Leader: John Brennan, Quality Support Centre, The Open University, London (UK)

The preparation of a general report, based on about 40 project case studies (institutions as well as national quality assurance agencies), has begun. Case study authors will be invited to Paris, June 26-27, to discuss the main outcomes of their contributions and develop a detailed plan of the general report. Publications are anticipated for late 1997. Preliminary results of the report will be used at a Symposium to be convened in Hannover (Germany) in May. The two Mexican institutional case studies will be reviewed in Mexico next November. This project benefits from the support of the European Commission. Several papers contributed to the December 1995 seminar are to be published by Jessica Kingsley Publishers (UK) in April under the title *Standards and Quality in Higher Education*.



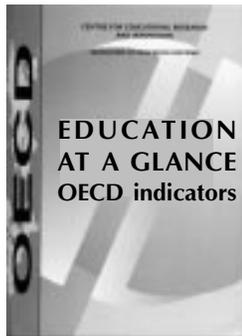
Social Sciences, Hong Kong Baptist University and Conference Director. Ninety participants attended the seminar, Institutional Strategies for Internationalisation of Higher Education, organised November 25-27, 1996, in co-operation with the David C. Lam Institute for East-West Studies, Hong Kong Baptist University. The seminar was one of three held in 1996 as part of the IMHE project on institutional strategies for internationalisation.

(l. to r.) Dr. Daniel Tse, President and Vice-Chancellor, Hong Kong Baptist University; Dr. Jan Karel Gevers, President of the University of Amsterdam and Chairman of the IMHE Directing Group; Mr. Kari Hyppönen, Consultant, IMHE Programme; Ambassador Pasi Rutanen, Dean of the OECD Council; Professor David C.B. Teather, Dean of the Faculty of

ELSEWHERE IN OECD

Education at a Glance: Indicators

The 1996 publication of *Education at a Glance: OECD Indicators* marked a major development in the scope of the OECD work on international education indicators, a continuing process of data collection and analysis which began in 1988. The set of 43 indicators presented is more comprehensive than those in the previous volume. Trend indicators, which serve to identify changes in key



indicators and their directions, are included for the first time. In addition, a new complementary work, *Education at a Glance: Analysis*, examines key education issues and draws out their implications for policymakers

The objective of the OECD indicators is to monitor the development of education systems using key measures under seven themes: demographic, social and economic context of education; costs of education and human and financial resources; access to education, participation and progression; school environment and school/classroom processes; graduate output of educational institutions; student achievement and adult literacy; and labour market outcomes of education. For these themes OECD provides data that allow comparisons



among countries.

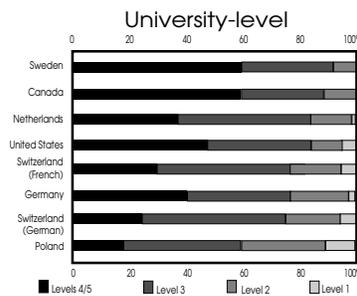
By looking across education and training, *Education at a Glance* situates higher education in the wider setting. Within this context, the following findings are of interest.

■ **Entry.** The proportion of the population completing secondary education--a common prerequisite for entry into higher education--has increased over the past twenty years, in some countries markedly so. In the 1960s, just over half of the young people in OECD countries were successfully passing through upper secondary education. By the 1980s, an average of over two-thirds were completing secondary education. That increase has been pronounced and is continuing: by 1993 in Spain, for example, 68% of teenagers were gaining upper secondary qualifications, which were held by only 45% of people in their late 20s and 30s, and by only 16% of those 20 years older. In all but five countries, the completion rate is between 70 and 90%.

■ **Resources.** Indicators for several countries reveal sizeable public resources expended to support institutions and students, but also demonstrate that students and their families make considerable financial contributions. On average for a sub-group of OECD countries supplying data, 15% of tertiary institution expenditure was derived from private payments. This

share, however, varies widely across the area of the OECD, from more than 50% in Japan and the United States to 20-25% in Spain and Ireland and negligible amounts in the Nordic countries, among others.

■ **Outcomes.** New measures of adult literacy developed through surveys administered in seven OECD countries reveal differences for those with university-level education. On a scale of 1-5, most adults with



university-level education achieve literacy level 3 or above. However, the proportion achieving level 4 varies, from 16% in Poland to 61% in Sweden (see chart).

An INES general conference was held in 1995 to assess progress to date and

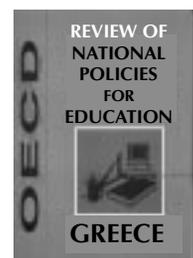
identify areas for future directions. Two decisions taken at that time have helped to frame work in progress: to address the qualitative aspects of education and to continue to improve the comparability of the data across countries, specifically in six domains: student achievement, tertiary education, transition from school to work, lifelong learning, equity, and human capital investment.

The INES Project on International Indicators falls within the framework of the OECD Centre for Educational Research and innovation (CERI) in co-operation with the Unit for Education Statistics and Indicators.

Education at a Glance-OECD Indicators: FF 260; *Education at a Glance-Analysis*: FF 50; or both volumes for FF 280. OECD Publications Service.

Greek Review Completed

The *OECD Reviews of National Policies for Education: Greece* is now available. It emphasises the need to meet the demand for education, to improve the educational infrastructure and to raise the quality and relevance of education throughout the system. For higher education, in particular, examiners identified four key issues for discussion: a more rational planning of higher education intake and related questions of resource allocation; the reform of higher education curricula and teaching methods; institutional autonomy and governance; and evaluation, specifically the need for establishing a thorough system of objective evaluation of teaching and research. A comprehensive description of the system, prepared by the Greek authorities, is included. FF 150. Country reviews are available from the OECD Publications Service.



The IMHE Programme in Central and Eastern Europe

by Michael Shattock

IMHE's activity directed towards the reform of university management in the Czech and Slovak Republics, Hungary, Poland and the Baltic States has reached the end of its third year. During that time, we have run twenty seminars over a wide range of issues from legislation through regional impact, information technology, resource allocation, finance and quality.

It is hard to realise what very striking changes have occurred in these countries in parallel with the programme. GDP fell sharply in the aftermath of the collapse of communism and has begun to grow again from 1994. Inflation, which rose to 100% in Poland, 60% in the Czech and Slovak Republics and 35% in Hungary has now slowed, while unemployment, which had also risen dramatically, is down to 11% in Hungary and only 3.5% in the Czech Republic although still 17% in Poland. However, about a third of all jobs remain in the public sector, constraining national budgets, in spite of extensive privatisation programmes.

University change has been slower to occur, although substantial change has taken place, particularly in relation to the rationalisation of the Academies of Science to put responsibility for research back into the universities. Student numbers have increased by about 33%, but the APR is still low by Western standards.

The most significant development has been a flight from vocational education so that the "classic" universities rather

than the technical universities have taken the strain of expansion. As national economies begin to pick up, it must be hoped that the balance shifts back, but in the meantime, as most of the countries seek admission to the European Union, the need for trained manpower must be a key element in economic revival. For universities themselves unit costs remain low, salaries have not kept up with inflation, and funding cannot keep pace with expectations. However, if the chronic instability of the immediate post-communist years is now past, severe structural weaknesses remain, and university systems are poorly equipped to deal with the problems of transformation and modernisation.

Some of the difficulties are as follows:

- a) academic conservatism is endemic; often it is the most respected academics who are the most conservative in university terms, although in their individual activities they are notably modern in approach;
- b) co-operation between universities and departments or faculties within the same university is low; "atomisation" persists and communication around institutions is poor;
- c) universities are over regulated and undermanaged;
- d) little attention is given to the sustainability of innovation; implementation of decision-making is not good and the status of administrators is low;
- e) many senior posts are held by people unsuited to them.

The most important contribution that the IMHE programme has made is to establish networks and open up dialogue between individuals and institutions. From a situation where currency restrictions made travel difficult, access to universities in the rest of Europe is now relatively easy and the development of E-mail and the World Wide Web has revolutionised external communication. On the other hand, the fact that a private housing market is barely established in many countries makes the creation of a flexible academic labour market very difficult to achieve.

There is therefore much to be done and IMHE can only make a contribution to the solution of these problems. On the other hand, the reform of the universities must lie at the heart of the establishment of open and democratic processes in these countries. If students are not adequately trained, if staff are denied research opportunities, if universities remain inward-looking, impoverished and lacking in management skills, then the quality of education which universities can provide will fall short of what society needs. There is a real danger that economic progress in these countries will outpace university reform and that the universities will be left behind. The IMHE Programme, together with other international agencies, needs to continue to assist the process of change.

Michael Shattock, Registrar at Warwick University (UK), serves as IMHE project leader.

New IMHE Members

The IMHE Programme welcomes the following: Association des universités et collèges du Canada, Center for National University Finance (Japan), Southern Cross University (Australia), University of Lapland (Finland), and University of Tokyo (Japan).

Please note change on the internet

IMHE's homepage can be found at:
http://www.oecd.org/els/edu/els_imhe.htm



If you have changed your address, please forward current information to IMHE so that we can update our mailing list.

IN BRIEF

Meetings

Future of Higher Education. *What Kind of University?* is the theme of an international conference, June 18-20, in London, organised jointly by the Open University (UK), the Carnegie Foundation for the Advancement of Teaching (USA), the Centre for Higher Education Policy Studies (CHEPS, The Netherlands), and the CHE Centre for Higher Education Development (Germany). Attendance is by invitation only. For information: Quality Support Centre, The Open University, 344-354 Gray's Inn Road, London, WC1X 8BP, UK; fax: 44 171 837 0290.

Access Meeting. *The Future of Access to Higher Education: Hazards and Opportunities* is the theme of the 6th Annual Convention of the European Access Network (EAN), June 25-28, in Cork (Ireland) in co-operation with Cork Regional Technical College. For information: 6th EAN Convention, International Education Office, University of Westminster, 74a Great Portland Street, London, WIN 5AL, UK; fax: 44 171 911 5132.

Hong Kong. The City University of Hong Kong will hold a forum for higher education leaders, July 2-3, to coincide with the change of sovereignty of the Territory to take place June 30. Four themes will be covered: information technology and the move to lifelong learning, changing structures of universities, universities as a catalyst for economic development, and the future role of research in universities. Attendance is by invitation only. Dr. JanKarel Gevers, Chairman of the IMHE Directing Group, will attend. For information: John Dockerill, Vice-President for Planning and Information Services, City University of Hong Kong; e-mail: OPJOHN@cityu.edu.hk.

EAIE Training Courses-1997. Course I: *Introduction to the Internationalisation of Higher Education*, July 7- 11, Maastricht, The Netherlands; Gld 2400 for EAIE members, Gld 2550 non-members. **Course II:** *Institutional Strategies for International Education*, July 14-18, Maastricht, The Netherlands; Gld 2400 for EAIE members, Gld 2550 for non-members. **Course III:** *Internationalising the Curriculum in Higher Education*, June 30- July 4, Milan, Italy; Gld 2350 for EAIE members, Gld 2500 for non-members. Language of instruction is English. For information: EAIE Secretariat, Van Diemenstraat 344, 1013 CR Amsterdam, The Netherlands; fax: 31 20 620 9406.

Publications

Ambassadors of U.S. Higher Education: Quality Credit-Bearing Programs Abroad (1997), edited by John Deupree and Marjorie Peace Lenn, has been published by the College Board (USA). US \$27.95. For information: College Board Publications, Box 886, New York, NY 10101-0886.

Restructuring the University: Universities and the Challenge of New Technologies (CRE doc No. 1, November 1996) is the first in a new CRE publications series reporting on project activity. For information: CRE, 10 Conseil-Général, CH-1211 Geneva, Switzerland; fax: 41 22 329 28 21.

Higher Education and Graduate Employment in Europe: Select Findings from Previous Decades (1996, Werkstattberichte 52), by Ulrich Teichler, has been published by the University of Kassel (Germany). For information: Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, Universität Gesamthochschule Kassel, Henschelstr. 4, D-34109 Kassel, Germany.

Higher Education Digest is published three times a year by the Quality Support Centre, The Open University (UK) £18 (£20 overseas). To receive a free sample and order form: Deana Parker, Administrative Secretary, Quality Support Centre, The Open University, 344-354 Gray's Inn Road, London, WC1X 8BP, UK; fax: 44 171 837 0290.

Higher Education: The International Journal of Higher Education and Educational Planning, vol. 32, no. 4 (December 1996) is a special issue on the state of comparative research in higher education. Guest editor: Ulrich Teichler. For information: Kluwer Academic Publishers, PO Box 322, 3300 AH Dordrecht, The Netherlands.

The World Academic Database on CD-ROM is published by Macmillan in association with the International Association of Universities (IAU). £ 225. For information, Macmillan Reference, 25 Eccleston Place, London SW1W 9NF, UK.

1997 IMHE Calendar

CRE-IMHE Seminars

September 5-10, seminar in French, Bordeaux, France. Theme: *La gestion de l'université: ses enjeux, ses partenaires*. Until now, CRE-IMHE seminars have been held in English only. This year, for the first time, a seminar is being organised for French-speaking academic leaders. It will be hosted by the Pôle universitaire européen de Bordeaux, France.

Seminars in Central and Eastern European Countries (CEEC)

May 7-9, Klaipeda, Lithuania, in co-operation with Klaipeda University and the Nordic Association of University Administrators. Theme: *The Role of Universities in Regional Development*.

June 2-4, Riga, Latvia, in co-operation with the University of

Latvia and the Nordic Association of University Administrators. Theme: *Decision-Making in Higher Education*.

Seminars on Quality Assurance in Internationalisation

October 9-11, Washington, DC, in co-operation with the Global Alliance for Transnational Education (GATE).

Seminars on the Response of Higher Education to Regional Needs

May 7-9, Klaipeda, Lithuania (see above under CEEC).

May 14-16, Fort Lauderdale, Florida, in co-operation with Florida Atlantic University. Theme: *The Role of Universities in Regional Economic Development*.

June 16-18, Edinburgh, Scotland, in co-operation with the University of

Edinburgh and the Scottish Higher Education Funding Council. Theme: *Regional Impact of Universities*.

July 23-25, Byron Bay, NSW, Australia, in co-operation with Southern Cross University. Theme: *Regional Needs, National Priorities, International Standards*.



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The 1998 IMHE General Conference will be held in Paris September 7 - 9.