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## CROSS-BORDER EDUCATION AND CAPACITY DEVELOPMENT

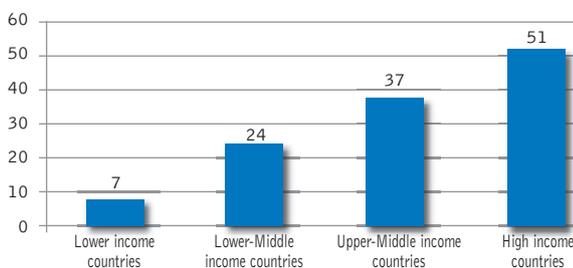


The OECD/World Bank, has recently published the report *Cross-border Tertiary Education: A Way Towards Capacity Development* (ISBN-10 9264033637) on which this article is based.

The idea of education for development tends to focus on the fundamental importance of basic education. But the capacity to succeed in today's global knowledge economy depends at least partly on being able to make a high level of skills available to a large number of citizens. Higher education plays a crucial role by training a country's workforce in all fields. Many developing countries do not have enough tertiary education places or staff to meet domestic demand.

In spite of progress in recent decades, many will have to continue to expand their systems if they are to catch up with richer economies (Figure 1).

Figure 1: Average enrolment rate in tertiary education by countries' level of income (2004) (Ratio of tertiary education students to the population having the typical age to be enrolled in tertiary education)



Source: UNESCO Institute for Statistics

Cross-border tertiary education can help a country expand its system more rapidly than if it had to rely on domestic resources alone. It can also help improve the quality, variety and relevance of domestic higher education systems – three key elements of effective higher education systems that require a critical mass of high-quality academics. Faculty and post-graduate students can obtain a high-quality education or develop their competencies overseas before returning to the university sector in their home country.

And it is not always necessary for the students to travel. Foreign universities can provide access to their programmes in the students' home country. This links developing countries with cutting-edge knowledge and helps train an effective workforce, while at the same time adding a high-quality faculty to the domestic system.

In all countries, internationalisation allows institutions to compare themselves with their foreign counterparts, through direct competition to attract students and grants, but also, more importantly, through the feedback they get from domestic students going abroad and from international students. Cross-border tertiary education is not a panacea, however. If the foreign programmes on offer in a developing country are of low

quality, for example, or if they are imported as a system totally separate from the domestic education network, they could at best leave the domestic system unimproved and at worst have a negative effect.

There are also potential risks in encouraging students to go abroad to study or to obtain foreign degrees at home. It could lead to a brain drain if the students prefer to stay or go abroad to work, or the education on offer may be irrelevant in the developing country. It could also lead to equity problems if only the wealthiest students are able to afford foreign higher education, at home or abroad.

These challenges have to be addressed by governments with appropriate local strategies or regulatory frameworks for foreign (but also domestic) education provision. These frameworks should consider issues of accreditation, quality assurance, recognition of foreign qualifications, access to public funds for institutions and students, brain drain, etc.

But these challenges must also be addressed by the academic community and higher education institutions themselves, through a real quality commitment to their cross-border activities, be it through the recruitment of foreign students or the cross-border mobility of their programs.

There is still little evidence that the newer forms of cross-border tertiary education, that is programme and institution mobility, have directly contributed to capacity development. Some countries have deliberately and consistently invited foreign education providers into their countries, but it is too early to assess the impact of this strategy.

Malaysia, for example, views cross-border education provision at home as an important and positive component of its capacity development. Foreign providers offered 34% of the 899 bachelor and postgraduate programmes in Malaysia's private education sector in 2006 and the government has encouraged foreign research provision by allowing foreign providers to bid for domestic research funding. Other Asian countries also value foreign educational provision and use it in a strategic way.

In South Africa, however, the impact of foreign provision is far smaller and has experienced some hitches. Its four foreign educational providers, from Australia, the Netherlands and the United Kingdom, enrolled only 0.5% of all tertiary education students in 2000. And in 2003, South Africa's Higher Education Quality Committee did not reaccredit three of the four foreign MBA programmes where 88% of students in foreign programmes were concentrated, while it has banned franchised educational programmes because of quality concerns.

The evidence of the benefits of cross-border education to receiving countries is mixed. However, this does not imply that new forms of cross-border education will not have a positive impact in the medium term, or that a marginal effect is not important. It is often because of what happens at the margin that systems evolve.

Contact: [stephan.vincent-lancrin@oecd.org](mailto:stephan.vincent-lancrin@oecd.org)

## LEARNING SPACES

Changes in higher education are having a profound effect on the use of space within HEIs. As different models of learning, research and knowledge transfer emerge, so new ways are found to use space. This in turn affects how space is managed, what type of space is provided and at what cost.

## INSTITUTIONAL SELF STUDY ON THE IMPACT OF RANKING

Rankings of HEIs have become a worldwide phenomenon. But despite their increasing visibility and popularity, how much do we know and understand about the influence and impact of rankings on institutional leaders, managers, faculty and students?

To understand this phenomenon, the OECD's Programme on Institutional Management of Higher Education (IMHE), and the International Association of Universities (IAU) sponsored a study in 2006 asking how HEIs are responding to rankings, and what impact or influence they are having. The second phase of this study involves a self-study of institutional decision-making, academic behaviour and attitudes.

The conference "Higher education: Spaces and places for learning, innovation and knowledge transfer" will explore developing trends in higher education and how the built environment will need to support these changes with examples of state-of-the-art thinking. The aim of the conference is to share best practice and explore ways of meeting changing demands of higher education. (See Calendar)

Institutions wishing to participate in this study should contact Professor Ellen Hazelkorn, Director, Dublin Institute of Technology, and Dean, Faculty of Applied Arts. Director, Higher Education Policy Research Unit, Ireland.

Contact: [ellen.hazelkorn@dit.ie](mailto:ellen.hazelkorn@dit.ie).



Ellen Hazelkorn is a consultant with IMHE. Her study of the impact of rankings on HEIs has been published in *Higher Education Management and Policy*, 19:2, and is forthcoming in *Higher Education Policy* (2008). Ellen is currently working with IHEP on "A New Agenda for College and University

Ranking".

Read more about Ellen's work at: [www.oecd.org/edu/imhe/rankings](http://www.oecd.org/edu/imhe/rankings)

And her article on: Observations on the Changing Dynamics of German Higher Education

## QUALITY TEACHING IN HIGHER EDUCATION

The project "supporting quality teaching in higher education" has been launched to overview of the practices and policies implemented by higher education institutions to support, reward and appraise the quality of teaching. In December 2007 IMHE Members were invited to propose one or more initiatives in the field of quality teaching while some non-members institutions known for the commitment to quality teaching were contacted respectively. Altogether they now constitute a group of 30 institutions. The first step of the project was to draw up a review of literature built on recent research articles related to teaching and to quality in higher education, which will be annexed to the final report of the project.

A working group (George Gordon from the University of Strathclyde, Cecile Lecrenier and Philippe Parmentier from the Catholic University of Louvain and Stanislav Stech from the Charles University in Prague) met in January to scrutinize the literature review, develop the methodology, and revise the online questionnaire which aims to collect "institutional illustrations" which reflect quality teaching initiatives. Each quality initiative will be addressed through the same grid of analysis: origin, functioning, extension and sustainability, monitoring and assessing and synergy with other institutional policies. After piloting with non-participating institutions the online questionnaire together with a presentation of the project and technical instructions was communicated to participating institutions in March 2008.

Responses to the questionnaire will be complemented by telephone interviews and site visits. The first findings of the project will be presented at the IMHE General Conference in September 2008. A dedicated conference in autumn 2008 will allow participating institutions to discuss the findings and to further analyse the drivers and barriers affecting the quality of teaching and to plan the next stages of the work.

Contact: [fabrice.henard@oecd.org](mailto:fabrice.henard@oecd.org)

### SEEKING NEW EDITOR FOR HIGHER EDUCATION MANAGEMENT AND POLICY

The last issue of *Higher Education Management and Policy* edited by Michael Shattock who will be stepping down shortly, will be published this year. Eight years ago he inherited what was then simply *Higher Education Management* from the late Maurice Kogan, and with the support of the Editorial Advisory Group he has developed and enriched an already successful journal. As Chair of the Governing Board of IMHE I have had the privilege of working with Mike, and I would like to thank him for the work he has done – not only for us, but for higher education internationally – since his retirement from Warwick University.

Mike may be inimitable, but we trust that he is not irreplaceable. IMHE is currently searching for a new Editor. As globalisation transforms the world of higher education, the role of Editor is of some importance. It is not one that brings great financial reward, and the attraction of the task may lie primarily in the opportunity it offers to work with colleagues who bring a lively intelligence to bear on a wide range of issues, and to reflect on and perhaps influence the course of policy and practice.

Marijk van der Wende  
Chair of the IMHE Governing Board

If you are interested in applying for this position, please contact: [jill.gaston@oecd.org](mailto:jill.gaston@oecd.org).

# HIGHER EDUCATION AND REGIONS

OECD has launched a new round of reviews for higher education in regional development for 2008-2010. Target regions include rapidly developing economies, G8 countries and city regions. A continuing programme has been designed for IMHE members.

## **New round of OECD reviews: Israel the first to join**

IMHE is currently negotiating with a number of regions e.g. from the following countries: Brazil, France, India, Ireland, Mexico, South Africa and the USA. The Council for Higher Education in Israel has already made a decision to join the review. New candidates will still be considered. Target regions are in G8 countries and in countries identified for accession to OECD (Chile, Estonia, Israel, Russia, Slovenia) or with whom OECD has enhanced engagement (Brazil, China, India, Indonesia, South Africa) as well as city regions elsewhere.

## **Review of Kazan (in cooperation with the World Bank)**

Tatarstan is an affluent region in Russia with vast natural deposits and investment potential to build up a knowledge-based economy. It has high educational attainment and is famous for the peaceful co-existence of Tatars and Russians. Despite the recent favourable development, Tatarstan and its core city Kazan are faced with many risks such as out-migration, outdated production processes and pollution.

As Russia is taking steps to relax its centrally governed higher education system, its regions gain more latitude in setting their priorities for higher education. To facilitate this process the Ministry of Education and Science and the World Bank are collaborating in selected regions to contribute to the capacity of the HEIs to serve regional and local development. The Kazan review draws on the experience and methodology of the OECD reviews of higher education and regions. Jaana Puukka of the IMHE Secretariat spent a week in Kazan last December with other international experts visiting the HEIs and meeting local and regional government representatives. The local and regional authorities want to mobilise higher education to better serve the economic and social development in the region.

The local authorities in Kazan have set a goal for this work: to help Kazan to reinvent itself as a competitive national higher education centre and to boost local and regional economic growth.



The Kremlin in Kazan

© Vladimir Briller, Director of Strategic Planning and Institutional Research, Pratt Institute

## **Challenges in the Kazan higher education**

Currently the fragmented higher education system serves over 207,000 students in 35 HEIs. Demographic change will increase competition and will lead to mergers and closures of some institutions. Courses and specializations do not always correspond to labour market needs and graduates are faced with limited employment prospects. Access to higher education is declining as the new HEIs mainly cater the needs of high- and middle-income groups. The research base linked to the economic realities of the region requires strengthening.

For more information, see [www.oecd.org/edu/higher/regionaldevelopment](http://www.oecd.org/edu/higher/regionaldevelopment) or contact: [jaana.puukka@oecd.org](mailto:jaana.puukka@oecd.org)

## **GLOBAL H. E. FORUM**

Janice Reid represented IMHE at the Global Higher Education Forum jointly organized by the International Association of Universities (IAU) and Malaysia's Higher Education Research Institute and Ministry of Higher Education in November 2007 in Kuala Lumpur.

The conference focused on the nature of globalization and the challenges it sets to universities: balancing the demands of an international education market with access to higher education by the marginalised and disadvantaged; and the importance of quality assurance in encouraging diversity and innovation – not simply compliance. Global collaboration between institutions, agencies, regions and governments was a recurring theme. The location of the conference in South-East Asia gave particular weight to discussions about the pivotal role and responsibilities of universities in developing nations in addressing poverty, the education of women, the transmission of core values and the creation of an open, informed and tolerant society.

# THE OECD ASSESSMENT OF H. E. OUTCOMES

OECD work with the development of an assessment of higher education learning outcomes that will allow comparison between higher education institutions across countries continues. Previous issues of IMHE-Info have reported on the three meetings of invited experts which have been held, and we are now in the phase of planning a feasibility study to determine whether such a comparison is scientifically and practically possible. The assessment will be done at an institutional level, and the support and willingness of institutions to take part will be a critical factor for success.

The work of the experts was presented to an informal meeting of OECD Education ministers in Tokyo in January 2008. There was considerable interest in the possibility of assessing higher education outcomes internationally. Ministers are aware of the complexity of the task and the proposal to conduct a feasibility study was welcomed. The Chair's Summary from the Ministerial meeting is available on the IMHE web site see under "activities": [www.oecd.org/edu/imhe](http://www.oecd.org/edu/imhe).

While most people accept that rankings are here to stay and that better account needs to be taken of learning outcomes, some are concerned about the perceived risk that a simplistic approach could be misused to create another spurious ranking. The proposed feasibility study will seek to address these fears.

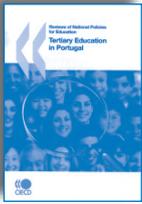
The feasibility study will be conducted in 2008 and 2009 and OECD is in the process of appointing a project manager whose first task will be to secure funding for and institutional commitment to the feasibility study. We now expect that at least six countries will be involved. Further updates on this work will follow.



The IMHE welcomes the following new members:

- > Advanced Education and Technology, Government of Alberta – Canada
- > Fédération des cégeps – Canada
- > Patna University – India
- > University of Arizona – USA

## PUBLICATIONS OF INTEREST



### *Reviews of National Policies for Education Tertiary Education in Portugal*

OECD Publishing, ISBN-10: 9264030093

Portugal's tertiary education sector has expanded significantly over the last 20 years, the OECD review recommends that Portugal's national government should focus on strategic direction and leave higher education institutions wider latitude for accomplishing public priorities consistent with their mission.



### *Higher Education and Regions: Globally Competitive, Locally Engaged*

OECD Publishing, ISBN-10: 9264034145

This publication explores a range of helpful policy measures and institutional reforms. Drawing from an extensive review of 14 regions across 12 countries as well as OECD territorial reviews,

it considers the regional engagement of higher education regarding teaching, research and service to the community.



### *Higher Education Management and Policy: Volume 19 Issue 3*

OECD Publishing, SUB-89011P1

The journal of the OECD Programme on Institutional Management in Higher Education. Appearing three times each year, this journal covers practice and policy in the field of system and institutional management through articles and reports on research of wide international scope. This issue features articles on revenue generation and its consequences for academic capital, values and autonomy; liability of researchers in the case of scientific fraud; academic and professional standards in UK higher education, affirmative action at a Brazilian university; changing patterns of university governance in Sweden; and values, ethics and teacher education.

## IMHE CALENDAR

17-18 April 2008

### *Higher Education under Market Conditions: Theory and Practice,*

Mykolas Romeris University, Ateities 20, Vilnius, Lithuania  
Contact: justina@mruni.it

21-23 May 2008

### *Higher education: Spaces and places for learning innovation and knowledge transfer*

in collaboration with the OECD Programme on Educational Building and the Helsinki University of Technology, Helsinki, Finland  
Contact: alastair.blyth@oecd.org  
www.highereducation.fi

5-6 June 2008

### *Does size matter? – Universities competing in a global market*

in collaboration with the Nordic University Association and the Nordic Association of university Administrators, Reykjavik, Iceland  
Contact: jaana.puukka@oecd.org  
www.congress.is/doessizematter2008

21-22 August 2008

### *Academic enterprise and the enterprising academy? Embedding meanings, values and practice.*

"What works" conference to take place at "CHEMPaS, University of Southampton, United Kingdom  
Contact: fabrice.henard@oecd.org

8-10 Sept. 2008

### *Outcomes of higher education: quality, relevance and impact,*

IMHE General Conference, Paris, France  
Registration now open.  
Contact: cassandra.davis@oecd.org  
www.oecd.org/edu/imhegeneralconference2008

## OTHER MEETINGS OF INTEREST

April/May 2008

### *European Benchmarking Initiative in Higher Education, Practical Workshops 2008:*

Research, Bucharest, 11-12 April 2008; Internationalisation, Berlin, 28-29 April 2008; and Internal Quality, Brussels, 19-20 May 2008  
www.guni-rmies.net/k2008

15-18 July 2008

### *IAU 13th General Conference "Higher Education and Research Addressing Local and Global Needs",*

Utrecht University, Netherlands.  
www.unesco.org/iau/conferences/Utrecht

IMHE is looking for an editor for its prestigious journal *Higher Education Management and Policy*. If you are interested, please contact [jill.gaston@oecd.org](mailto:jill.gaston@oecd.org)



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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)

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