



OECD Higher Education Programme
IMHE

OECD Higher Education News

January 2016

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Upcoming events

38th annual EAIR Forum

Birmingham City University warmly welcomes you to participate in the 38th annual EAIR Forum. It is located in the centre of Birmingham, the UK's second city, from Wednesday 31 August 2016 and closes on Saturday 3 September 2016. The theme of the 2016 EAIR Forum is "Only connect: collaboration, cooperation and capacity building through HE partnerships". It will cover the areas of Student Experience and Engagement, Innovation, Partnerships and Quality, Research and Impact, Learning and Teaching, and Governance and Leadership. More information can be found [here](#).

The EAIR Committee invites you to submit a paper. The deadline for submission of paper proposals is Monday 8 February 2016. To submit your paper proposal, click [here](#).

29th annual CHER Conference

The CHER 2016 will be held at Queens' College, University of Cambridge, United Kingdom from 5-7 September 2016. The 29th conference of the Consortium of Higher Education Researchers (CHER) is a rich and exciting opportunity to learn, exchange, contribute and debate ideas, data and perspectives about the future of higher education, in Europe and the world. The theme of the 2016 CHER Forum is "The University as a Critical Institution?". It will cover the areas of governance; teaching and learning; growth, equality, movement and instability in HE systems, and other research topics related to the conference theme. More information and the *call for abstracts* can be found [here](#).

www.oecd.org/edu/imhemeetings

OECD and higher education activities

Informal Working Group on Higher Education

The Informal Working Group on Higher Education (IWG) is continuing to develop two new strands of work on higher education: benchmarking higher education system performance and the in-depth analysis of higher education systems labour market relevance and outcomes.

The Informal Working Group last met on 3-4 December 2015 in The Hague to further develop both strands of work and to provide an update to members. Common understanding on the countries' priorities, projects, key terms, collected indicators and their interpretation was achieved. The IWG underlined the value of close collaboration with the EU and the OECD INES Working Party. The next meeting will take place in June, in Paris.

Stakeholder forum

A key feature of this new strand of work in higher education is the establishment of a broad stakeholder dialogue process. This will not only provide opportunities for the OECD to gain valuable feedback on the higher education work but also enable the OECD to get the sector's perspectives on emerging trends and policy concerns in higher education. The stakeholder dialogue process will ensure that the views, insights and perspectives of higher education institutions; their representative bodies such as national rectors' conferences; regional and international networks and groupings of higher education institutions; and other stakeholders are properly taken into account. The stakeholder dialogue process will include a face-to-face stakeholder forum once a year, as well as opportunities to provide feedback online. The aim is to hold the first stakeholder forum in September 2016.

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

OECD publications and resources

Trends Shaping Education 2016

[On iLibrary](#)

Trends Shaping Education examines major trends affecting the future of education and sets the background on upcoming challenges for policy makers and education providers alike. This work does not give conclusive answers: it is not an analytical report nor is it a statistical compendium, and it is certainly not a statement of OECD policy on these different developments. It is instead a stimulus for thinking about major tendencies that have the potential to influence education, and conversely, the potential of education to influence these trends.



Immigrant Students at School : Easing the Journey towards Integration

[On iLibrary](#)

How school systems respond to immigration has an enormous impact on the economic and social well-being of all members of the communities they serve, whether they have an immigrant background or not. *This publication* reveals some of the difficulties immigrant students encounter – and some of the contributions they offer – as they settle into their new communities and new schools.



Open Educational Resources: A Catalyst for Innovation

[On iLibrary](#)

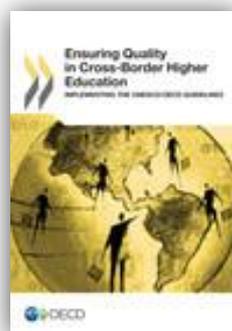
Education is the key to economic, social and environmental progress, and governments around the world are looking to improve their education systems. The future of education in the 21st century is not simply about reaching more people, but about improving the quality and diversity of educational opportunities. How to best organise and support teaching and learning requires imagination, creativity and innovation. This report aims to highlight state of the art developments and practices in Open educational resources (OER), but also to demonstrate how OER can be a tool for innovation in teaching and learning.



Ensuring Quality in Cross-Border Higher Education: Implementing the UNESCO/OECD Guidelines

[On iLibrary](#)

In the past decade, many countries have designed explicit internationalisation policies for their higher education systems, acknowledging the benefits of international exposure to prepare students for a globalising economy. Cases of fraud and opportunistic behaviour have shown that these promises come with risks for students and other tertiary education stakeholders though. It is precisely to help all stakeholders to minimise these risks and strengthen the dynamics of openness, collaboration and transparency across countries that UNESCO and OECD jointly developed the Guidelines for Quality Provision in Cross-Border Higher Education. This book monitors the extent to which tertiary education stakeholders complied with these Guidelines.



Education at a Glance 2015: OECD Indicators

[On iLibrary](#)

Education at a Glance: OECD Indicators is the authoritative source for accurate information on the state of education around the world. It provides data on the output of educational institutions; the impact of learning across countries; the financial and human resources invested in education; access, participation and progression in education; and the learning environment and organisation of schools. In particular, the 2015 edition introduces more detailed analysis of participation in early childhood and tertiary levels of education.



Can students be overconnected?

By Francesco Avvisati

[On the Education and Skills Today blog](#)

Most 15-year-olds in OECD countries spend at least some time each day wandering through cyberspace as part of their media diet. PISA data confirm a troubling relationship between the time teenagers spend online outside of school and their sense of belonging at school. Results clearly indicate that extreme Internet users are twice as likely as moderate Internet users to report that they feel lonely at school (14% compared to 7%). Extreme Internet users are also particularly at risk of being less engaged with school and of scoring below their peers in the PISA assessment of mathematics.

Is the gender gap in higher education widening?

By Dirk van Damme

[On the Education and Skills Today blog](#)

One of the most remarkable consequences of the expansion of education in OECD countries over the past decades is the reversal of the gender gap in education. But huge gender differences in the choices of subjects pursued in higher education, combined with powerful and persistent gender stereotypes in work places and along career paths, prevent women from reaping the full benefits of their higher education.

How can we compare education systems that are so different?

By Dirk van Damme

[On the educationtoday blog](#)

People quickly started to realise that if ever international collaboration in education were successful, they needed instruments to make their systems comparable – instruments that could translate the peculiarities of their own systems into a universally understandable “language”. Especially when pioneers started to collect statistical data on education systems, such tools became absolutely indispensable.

What students don't want to be when they grow up

By Marilyn Achiron

[On the Education and Skills Today blog](#)

Who wants to be a teacher? As this month's PISA in Focus shows, in many countries the teaching profession is having a hard time making itself an attractive career choice – particularly among boys and among the highest-performing students.

Korea's future prosperity depends on skills

By Andreas Schleicher

[On the educationtoday blog](#)

The Korean economy has seen significant growth in the past decades. However, much of the economic growth has been supported by intensive labour resource utilisation. Now is the time to fully harness Korea's economic potential, by raising productivity and developing a highly skilled workforce across all age groups. The results of the diagnostic phase of this collaborative project are published as the OECD Skills Strategy Diagnostic Report: Korea.

2016 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 2016 login and password. **Please note:** this access is for personal use only by your organisations' main contacts.

News from our members

Erasmus+ Joint Master Degree in Higher Education Studies - MARIHE



MARIHE has established itself as a truly global, high-quality, 2-year master's programme taught in English. Jointly delivered by a consortium comprised of Danube University Krems (Austria), University of Tampere (Finland), Beijing Normal University (China) and University of Applied Sciences Osnabrück (Germany), MARIHE provides participants with a diverse academic, linguistic and inter-cultural experience. MARIHE further benefits from a network of leading academicians, practitioners and policy makers from around the world. Combined with renowned national and international institutions as internship partners, MARIHE has a demonstrable track-record of enhancing the career outcomes of its graduates. MARIHE's internship phase in 2016 will give students opportunity of work placement with OECD IMHE, based on an agreement between IMHE and its Consortium.

The application period for the semester beginning in August 2016 will open on 11 February 2016, with the deadline for applications on 26 April 2016. For more information, go to www.marihe.eu



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Find them at www.oecd.org/edu/imhe/members



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