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Group of National Experts on the AHELO Feasibility Study

THE SELECTION OF HIGHER EDUCATION INSTITUTIONS FOR THE AHELO FEASIBILITY STUDY

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The AHELO GNE discussed this document at its meeting in December 2008 and agreed to declassify it in this version.

Contact: Richard Yelland, Directorate for Education
[Tel: +33 1 45 24 92 60; Email: Richard.Yelland@oecd.org]

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THE SELECTION OF HIGHER EDUCATION INSTITUTIONS FOR THE AHELO FEASIBILITY STUDY

Introduction

1. The AHELO feasibility study will involve a relatively small number of higher education institutions (HEIs) in each of the countries that is participating. Some of those countries have quite small systems of higher education, with relatively well-defined differentiation of institutional mission, and – although all systems are evolving – a rate of change that is low. Others however have much larger, more complex and more dynamic systems.

2. On the global scale, as part of the expansion of higher education over the past sixty years, the number of HEIs has grown very significantly. It is estimated that in the OECD area there may be as many as 10 000. Policy analysts are unanimous in observing that there has been not only a growth in numbers but increasing diversity and differentiation of institutional types.

3. It is not the purpose of this paper to describe or to analyse that diversity, but to discuss which aspects of it are relevant to the feasibility study, and how they can be addressed in making the selection of participating HEIs for the study. Experts' meeting reports and other papers also address some aspects of this issue, and these are briefly reviewed.

Issues for discussion

4. A number of factors need to be taken into account in selecting institutions.

Individually

5. Relevant factors include: legitimacy; size (number of students); mission; legal status; programme offer.

Collectively within a country

6. Relevant factors include: the total number of HEIs; the balance and representativeness of sample - the extent to which it reflects the nature of the national system concerned; the size of the sample.

Collectively across countries

7. Relevant factors include: compatibility with other countries' choice; overall balance of HEIs involved; fitness of purpose for the strand of research concerned – generic skills, engineering, economics; capacity to enable correlation between strands.

At all levels

8. Relevant factors include: institutional capacity to take part in the feasibility study; and institutional willingness to take part in the feasibility study.

Experts meeting views

Washington

9. The Washington meeting agreed that "it would, at least initially, not be feasible to develop internationally comparative information on higher education learning outcomes at the system-level." The experts "considered that the feasibility study should include institutions that do not have the power of selection, by means of reputation, but that are known to succeed in adding value in getting people to the degrees they aspire to".

10. The record of the meeting notes that "There was some discussion whether the feasibility study should be limited to universities or cover tertiary education more widely. In this context, the experts noted that an international assessment should not get too far entangled in national institutional structures and that that contextualising the outcomes of universities in a broader setting of tertiary learning provision could be accomplished more effectively by PIAAC, with its coverage of the entire adult population."

11. At this meeting the OECD Secretariat made clear that there is no intention to develop a single performance measure that could for a uni-dimensional ranking of institutions or countries, and noted that "any effort to bring together all institutions on one standard, would risk driving the assessment down to the lowest common denominator".

Paris

12. The second experts meeting in Paris returned to the issue of institutional selection. The record of the meeting notes:

"There was agreement that the feasibility study should involve a limited set of volunteering universities or colleges. Some experts recommended including different kinds of HEIs such as research intensive universities, polytechnic institutions or liberal arts colleges. Such a sample is advantageous in that the comparative strengths of different institutional types become more transparent and the method of the outcomes assessment can be tested in diverse contexts. Some experts disagreed with this view and argued that a more homogeneous sample would be more suitable for the feasibility study because it increases the comparability of the results within and across countries. Regardless of the sampling method, institutional classifications such as the Carnegie classification or the ongoing European CEIHE classification were seen as useful for choosing comparable or diverse institutions.

Korea

13. Experts at the Seoul meeting envisaged three to five institutions per country taking part in the feasibility study, but this was in the context of a less elaborate vision of the scope of the feasibility study than has subsequently been adopted. Those present noted that "In considering whether to include more countries or institutions in the study, the information gain should be put in relation to the increasing complexity and cost. The criterion should be what was necessary for the successful testing of the concept."

14. At this meeting there was also some discussion of willingness and motivation on the part of institutions and addressed the issue of identification of those institutions taking part. The conclusion was that "the information that the feasibility study would give institutions on how to improve their own teaching and learning processes should be an appealing incentive for them to participate. While some institutions would like to participate to *show* how well they do, some would like to participate to *know* how well they do. For the purpose of the feasibility study it would not be necessary to reveal the results of the individual institutions unless they so agreed. However, for a future fully-fledged study anonymity would

be inappropriate. Whichever the OECD decides on for the feasibility study, it would be important to make the conditions clear at the beginning and not have them changed along the way."

Links to contextual strand

15. The report from the 1st meeting of experts on the contextual strand underlines the variety and complexity of the institutional context and the wide range of potential variables. It notes moreover that while existing documentation can constitute a rich source of information, this is not evenly available across countries.

16. One observation by the meeting of experts requires especially careful consideration: the meeting report notes that "administering both generic and discipline-level assessments to the same student populations will allow the relationships among the two levels to be more fully understood. This may result in reduced redundancy among the various assessments in later administrations."

Lack of an agreed international typology or classification of higher education institutions

17. In the United States the Carnegie Classification has for a number of years provided a broadly-accepted and relatively stable tool for analysing institutional behaviour. No such tool yet exists on a wider international level, although some work is being done to address this. The European Commission has supported research on a Classification of European Institutions of Higher Education (CEIHE) conducted in two phases by a group led by the Centre for Higher Education Policy Studies (CHEPS) at the University of Twente. This work will be presented to the AHELO GNE. The third phase of this project known as U-Map will aim to develop a proposal for a classification of European HEIs. If successful this work would mark a major step forward in creating a basis for benchmarking higher education institutions across countries.

Institutional sampling and student sampling

18. The relationship between sampling strategies for institutions and those for students is discussed in a subsequent presentation by Jean Dumais.

Next steps

19. One important conclusion that can be drawn from the advice given by the 2007 experts' meetings is that since no comparison will be made between countries it is not necessary to have a structured or fully representative sample. Neither random sampling, nor stratified sampling is practical given the need to ensure the willing participation of institutions. Nevertheless it may be possible to go beyond convenience sampling and using available knowledge to select and shape the institutional selection.

20. It is proposed that while each country should be responsible for identifying potential institutions to take part, the GNE should review country samples against the requirements of the feasibility study and advise countries where the sample is felt to be sub-optimal.

22. The GNE is invited to DISCUSS the issues raised in this note, and in the light of this and related presentations ADVISE participating countries and the Secretariat on the selection of institutions for the AHELO feasibility study.

ANNEX 1 – INSTITUTIONAL STRUCTURE OF TERTIARY EDUCATION SYSTEMS

The following descriptions of national structures of tertiary education systems are extracts from the final report from the Thematic Review of tertiary Education: *Tertiary Education for the Knowledge Society* (OECD, 2008). The countries covered are those who took part in this thematic review.

AUSTRALIA

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	37[1]	954,595 (*m*)[2]	14% between 2001 and 2006[3]	ISCED 5A-5B-6	Education/ Humanities and arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing[4]	Aims and objectives: Australia's higher education system aims to achieve quality, diversity and equity of access, to contribute to the development of cultural and intellectual life in Australia, and to meet Australia's social and economic needs for a highly educated and skilled population. Governance: Universities are established or recognised under State or Territory legislation. Public universities are subject to a wide range of State and Territory legislation in addition to their enabling legislation. Australia's universities have a reasonably high level of autonomy. The governing board is the Council, Senate or Board of Governors, presided over by a Chancellor elected by the members of the governing body. Members come from government, industry, the community, academic staff, graduates and students. The chief executive authority rests with the Vice-Chancellor. Programmes and qualifications: Australian universities are comprehensive institutions that offer a wide range of programmes to students, including undergraduate and postgraduate awards and sub-degree qualifications such as Associate Degrees. Higher education qualifications are accredited through the Australian Qualifications Framework (AQF). Internationalisation: Over the last decade, Australian universities have built a successful higher education export industry and overseas students now represent a substantial percentage of the student body in many institutions. Between 1992 and 2005, the overseas student load as a percentage of total student load increased from 7% to 26%. In 2002, Australia had the highest such percentage of all OECD countries.
	Technical and Further Education (TAFE) Institutes	69	1,325,072	1.6% between 2001 and 2006[3]	ISCED 2C-3C-4C-5B	Arts Entertainment Sport and Recreation/ Automotive, Building and Construction/ Community Services Health and Education/ Finance Banking and Insurance/ Food Processing/ Textile, Clothing, Footware and Furnishings/ Engineering and Mining/ Primary Industry, Process Manufacturing, Sales and Personal Services/Tourism and Hospitality/ Transport and Storage/ Utilities, Business and Clerical/ Computing, Science Technical and Training/ General Education and Training	Technical and Further Education (TAFE) institutions are state and territory government institutions and are a key part of the National Training System for the delivery of Vocational Education and Training. Aims and objectives: Vocational education and training aims to provide skills and knowledge for work, enhance employability and assist learning throughout life. VET delivers high quality nationally consistent training outcomes for industry, employers and individuals. Governance: The Australian, state and territory Ministers work collaboratively to support the National Governance and Accountability Framework which establishes the decision making processes and bodies responsible for training, as well as planning and performance monitoring arrangements for the system. Features: A flexible system offering a range of training from short term non accredited courses to nationally recognised qualifications leading to employment or further education. The National Skills Framework sets out the system's requirements for quality and national consistency in terms of qualifications and the delivery of training. Accredited courses are part of the Australian Qualifications Framework (AQF). Quality assurance is provided through the Australian Quality Training Framework (AQTF). Consultation with Industry is a strong feature. Industry Skills Councils (ISCs) provide an accurate industry perspective and support the continuous development of quality nationally recognised training products and services. Training Packages based on competency standards are developed by ISCs.
	Self-accrediting higher education institutions	3[1]	2,034 (*m*)[2]	-29.4% between 2001 and 2006[3]	ISCED 5A-5B-6	Education/ Humanities and arts/ Social Sciences, Business and Law/ Engineering, Manufacturing and Construction[4]	Public self-accrediting higher education institutions in Australia comprise: the Australian Film, Television and Radio School; Australian Maritime College (which will amalgamate into the University of Tasmania, effective 1 January 2008); and Batchelor Institute of Indigenous Tertiary Education.
Private	Universities	2[1]	*m*[5]	*m*[5]	ISCED 5A-5B-6	Education/ Humanities and arts/ Social Sciences, Business and Law/ Services/ Health and Welfare/ Life Sciences/ Physical Sciences/ Computing[4]	There are two private universities in Australia: Bond University and the University of Notre Dame.
	Self-accrediting higher education institutions	1[1]	*m*[5]	*m*[5]	ISCED 5A-5B-6	Humanities and arts[4]	There is one private self-accrediting higher education institution in Australia: the Melbourne College of Divinity.
	Non-self accrediting higher education providers	More than 150 (including public providers)[1]	*m*[5]	*m*[5]	ISCED 5A-5B	Education/ Humanities and arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing[4]	Governance: Many private providers are established under corporations' law. Many of the private providers are accredited as both higher education providers and registered training organisations. There are a small number of public non-self accrediting higher education providers. Private providers must have a legally constituted governing body as stipulated under the National Protocols for Higher Education Approval Processes and accompanying Guidelines. The Guidelines make clear that the governing body must ensure all the institution's operations, including its governance, are systematically reviewed and that strategies are implemented to improve institutional performance. The governing body must also have access to the range of expertise required for effective governance of the institution, including financial expertise, through its membership and/or through external advisers.
	Private VET providers	Approx. 4,200	*m*[5]	*m*[5]	ISCED 2C-3C-4C-5B	Arts Entertainment Sport and Recreation/ Automotive, Building and Construction/ Community Services Health and Education/ Finance Banking and Insurance/ Food Processing, Textile, Clothing, Footware and Furnishings/ Engineering and Mining/ Primary Industry, Process Manufacturing, Sales and Personal Services/ Tourism and Hospitality/ Transport and Storage/ Utilities, Business and Clerical/ Computing, Science Technical and Training/ General Education and Training	Private VET providers are an important part of the National Training System for the delivery of Vocational Education and Training. They often complement the TAFE systems and have the ability to move flexibly to meet the changing demands of industry and employers. Aims and objectives: Vocational education and training aims to provide skills and knowledge for work, enhance employability and assist learning throughout life. VET delivers high quality nationally consistent training outcomes for industry, employers and individuals. Governance: The Australian, state and territory Ministers work collaboratively to support the National Governance and Accountability Framework which establishes the decision making processes and bodies responsible for training, as well as planning and performance monitoring arrangements for the system. Features: Private providers must be registered as part of the national training system to deliver national qualifications. The National Skills Framework sets out the system's requirements for quality and national consistency in terms of qualifications and the delivery of training. Accredited courses are part of the Australian Qualifications Framework (AQF). Quality assurance is provided through the Australian Quality Training Framework (AQTF). Consultation with Industry is a strong feature. Industry Skills Councils (ISCs) provide an accurate industry perspective and support the continuous development of quality nationally recognised training products and services. Training Packages based on competency standards are developed by ISCs.
Other	Australian branch of an overseas university	1[1]	*m*[5]	*m*[5]	ISCED 5A-5B	Humanities and arts/ Social Sciences, Business and Law[4]	There is one Australian branch of an overseas university: Carnegie Mellon University.

Notes: *m*: Information not available; TAFE: Technical and Further Education

1. Lists of all Australian universities and other self-accrediting higher education institutions, as well as lists of all private providers registered in States/Territories, are available at the Australian Qualifications Framework (AQF) website: www.aqf.edu.au
2. Year of reference, 2006. Department of Education, Employment and Workplace Relations, Higher Education Student Collection, from www.dest.gov.au.
3. Department of Education, Employment and Workplace Relations, Higher Education Student Collection, from www.dest.gov.au.
4. Higher education categories listed in OECD (2004), *Education at a Glance 2004, Table A4.1*, Paris, OECD.
5. There is no comprehensive data collection that captures all private higher education providers.

Source: References and information supplied by countries participating in the project.

BELGIUM (FLEMISH COMMUNITY)

	Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Universities	6	36%	*m*	ISCED 5A-6	Health and Welfare/ Education/Humanities and Arts/ Engineering, Manufacturing, and Construction/ Social Sciences, Business and Law/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing/ Services/ Agriculture	Aims and objectives: a university is an institution that is active in the field of academic education, research and scientific services. Governance: Organic autonomy recognises the right of institutions of higher education to determine their own academic organisation, but the subjects offered by universities are often confined to the areas of study for which they have obtained validation, recognition or accreditation. Programmes' emphasis: Universities carry on research programmes. Their programmes are more theoretically oriented. 'Doctor' (PhD) is the highest level of specialisation in research. This degree is only awarded by universities. Research emphasis: they are the major actors in the Flemish scientific research system. They provide about 85% of the total Flemish scientific papers output. Cooperation: Co-operation between a university and one or more *hogescholen* known as 'association' exist within the system. Its purpose is to evolve into co-operating entities on education and research, and the development of fine arts. Other actions are to harmonise the fields of study as well as to create bridges between bachelor's and master's studies.
University Colleges (*Hogescholen*)	22	64%	*m*	ISCED 5A-5B	Health and Welfare/ Education/Humanities and Arts/ Engineering, Manufacturing, and Construction/ Social Sciences, Business and Law/ Services/ Agriculture/ Computing	Programmes' emphasis: *Hogescholen* provide a 'more professionally-orientated education'. Courses are therefore practice-oriented and include periods of work placement. Education at *hogescholen* has two forms: a short and a long one. One-cycle programs have been converted to the level of bachelor's degree. Professional bachelor's degrees give access to some master's programmes after a 'bridging course'. Since 1991, *hogescholen* provide academic bachelor's and master's courses in association with universities. The *hogescholen* / university board stipulates which master's degrees give access to these specialised and advanced master's programmes. Governance: The legislator establishes the general legal framework for *hogescholen* , which is stricter than for universities. There are three legal types of 'hogescholen'. One type is composed of former State *hogescholen* , which are now called autonomous hogescholen. The second are the provincial institutes, and the third type is composed of independent subsidised institutes, practically all of which are run by boards belonging to a catholic network. The structure of the State institutions is still fixed by decree, in contrast with that of the subsidised institutions, for which only the democratic representation of the students and the staff is regulated by decree. The non governmental tertiary education institutions have their own bye-laws, and their own requirements of commitment to a particular ethic when recruiting staff. The Flemish Ministry subsidises and recognises establishments set up by private interests or by local authorities (provinces), and assigns grants to the organising networks which have met the necessary prior conditions as set down in law. Such grants are for equipment, to offset running costs or in support of staff salaries. The higher education legislation of the early 1990s shaped a policy based on the principles of deregulation, autonomy, and accountability. Research emphasis: Hogescholen carry out applied scientific research.

Notes: *m* : Information not available

Source: Derived from the Country Background Report for Belgium (Flemish Community), which was prepared in 2006, and other documents providing country-specific information (***e.g.*** Eurydice, 2005, *Focus on the Structure of Higher Education in Europe 2004/2005*).

FINLAND

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	20	152,000 (54%)[1]	28% between 1996 and 2006	ISCED 5A-6	Health and Welfare/ Agriculture/ Humanities and Arts/ Engineering, manufacturing and construction/ Social Sciences, business and law/ Services/ Education/ Life sciences/ Physical Sciences/ Mathematics and statistics/ Computing[2]	Aims and objectives: Universities have four missions assigned by the Universities Act (1997): to promote free research; to promote scientific and artistic education; to provide higher education based on research; to educate students to serve their country and humanity, and to promote regional cooperation. The supply of programmes: In 2005 an act amending the Universities Act (556/2005) was passed. It defines the normative duration for lower (bachelor's) degree 180 ECTS credits/3 years and for the higher (master's) degree 120 ECTS credits/2 years. The development of the third-cycle degrees (doctoral education) is in process. Research emphasis: they conduct most of the theoretically oriented research activities, but they also work closely with business in research activities. Levels of autonomy: Universities are part of the State legal personality (State budgetary system). Amendment of the Universities Act which is currently under preparation will increase universities' financial and administrative autonomy. As of 2010, universities will form a new type of legal person under public law, which means their legal separation from the State legal personality and the endowment of a separate legal personality to universities. Links to regions and local communities: The societal service mission of universities alongside education and research was clarified in an amendment of the Universities Act (715/2004) which came into force on 1.8.2005. Universities' third function is to interact with society and promote the social impact of scientific and cultural activity. This new provision was taken into account by means such as determining different forms of interaction with society as part of strategic development/plans. Universities have also defined their priorities which, in regional terms, is evident in terms of targeting their R&D projects to their strong knowledge areas. Another new provision makes it compulsory to have at least one and at most one third of the board members who are not members of the university body *e.g.* representatives from business and industry.
Public or private	Polytechnics	26	130,000 (46%)[3]	193% between 1996 and 2006[4]	ISCED 5A- 5B	Humanities and Arts/ Social Sciences, Business, and Law (Journalism and Information, Business and Administration)/Science (Computing)/ Engineering, Manufacturing and Construction/ Agriculture (Agriculture, Forestry and Fishery)/ Health and Welfare/ Services	Aims and objectives: their mission is to provide education closely connected to the labour market, and to conduct applied research activities and to support regional development. The supply of programmes: Polytechnic bachelor's degree 210-240 ECTS credits/ 3,5-4 years full-time study, Polytechnic master's degree 60-90 ECTS credits/ 1,5-2 years. Polytechnics also offer professional specialisation and other adult education. Programmes' emphasis: All the bachelor's degree programmes include obligatory work practice. Research emphasis: The role of polytechnic R&D is to serve education and its development, as well as local business and industry and its development. The governance and levels of autonomy: Polytechnics are municipal or private institutions. The maintaining organisation decides on strategic development of the polytechnic and adopts the action and economic plan and the budget. Polytechnics have autonomy in their internal affairs. The internal administration of polytechnics is managed by the board and the rector. Institutional funding: The government and local authorities share the cost of polytechnic core funding.

Notes: *m:* Information not available

1. Year of reference 2006. Ministry of Education of Finland, KOTA-database.
2. OECD (2004), Education at a Glance 2004, Table A4.1, Paris, OECD.
3. Year of reference 2006. Ministry of Education of Finland, Amkota database.
4. Polytechnics only started to operate in 1991-1992.

Source: Derived from the Country Background Report for Finland, which was prepared in 2005, and other sources as indicated above.

JAPAN

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	160	15.40%	*m*	ISCED 5-6	Humanities and Arts/ Social Sciences, Business and Law/ Sciences/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Education/ Others	Aims and objectives: They aim at conducting teaching and research in specialised academic subjects as well as at providing broad knowledge. Contribution to the local community is a fundamental mission for public universities. Links with the labour market: an internship programme between universities and the industrial sector has been created in 46.3% of universities to foster co-operation between these two actors. Co-operation with local industries has progressed in fields like research or internships. Research emphasis: 46.5% of the time of faculty members at universities was spent on research. The research at universities is almost entirely financed by public funds. Approximately 90% of national universities were engaged in non-inter-academic co-operative research or commissioned research.
	Graduate schools (universities with graduate schools)	149	5%	*m*	ISCED 5-6	Humanities and Arts/ Social Sciences, Business and Law/ Sciences/ Agriculture/ Engineering, Manufacturing and Construction/ Health and Welfare/ Education/ Others	*m*
	Junior colleges	31	0.40%	*m*	ISCED 5	Humanities and Arts/ Social Sciences, Business and Law/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Services/ Education/ Others	Aims and objectives: They aim at conducting teaching and research in specialised academic subjects and at cultivating such abilities as required by practical life.
	Colleges of technology	60	0.60%	*m*	ISCED 5-6	Engineering, Manufacturing and Construction/ Others	Aims and objectives: Their aim is to teach specialised academic subjects and to cultivate the abilities required for certain vocations.
	Professional training colleges	207	0.80%	*m*	ISCED 5	Humanities and Arts/ Social Sciences, business and law/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Education	Governance: The establishment of a professional training college is permitted under the authority of local governments, and has been covered by local governments' policies from the beginning. Professional training colleges are apt to concentrate in populated major cities. In order to establish public professional training colleges, certain establishment standards should be met and approval from the prefectural governor is required.
Private	Universities	556	52.60%	*m*	ISCED 5-6	Humanities and Arts/ Social Sciences, Business and Law/ Sciences/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Education/ Others	Local contribution is not a fundamental requirement for private universities. Governance: The curricula offered at private tertiary institutions are decided by the entities that run them, with permission sought from MEXT to establish universities. The pillar of education for private institutions is the autonomy of each institution.
	Graduate schools (universities with graduate schools)	409	2.40%	*m*	ISCED 5A-6	Humanities and Arts/ Social Sciences, Business and Law/ Sciences/ Agriculture/ Engineering, Manufacturing and Construction/ Health and Welfare/ Education/ Others	Aims and objectives: the purpose of professional graduate schools is to teach and research scientific theory and applications, and cultivate the scholarship and skills needed for jobs requiring high levels of expertise. The new graduate school system was established in 2003 as a means of providing flexible and practical education matching the specific features of various professional fields. Governance: See above for private universities.
	Junior colleges	384	5.30%	*m*	ISCED 5	Humanities and Arts/ Social Sciences, Business and Law/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Services/ Education/ Others	Governance: See above for private universities.
	Colleges of technology	3	0.03%	*m*	ISCED 5-6	Engineering, Manufacturing and Construction	Governance: See above for private universities.
	Professional training colleges	2766	18%	*m*	ISCED 5	Humanities and Arts/ Social Sciences, business and law/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Education/ Services	Governance: In order to establish private professional training colleges, certain establishment standards should be met and approval from the prefectural governor is required. Governance: See above for private universities.

Notes: *m:* Information not available; MEXT: Ministry of Education, Culture, Sports, Science and Technology

Source: Derived from the Country Background Report for Japan, which was prepared in 2006, and other documents providing country-specific information (e.g. OECD, 2004, Education at a Glance 2004, Table A4.1, Paris, OECD).

KOREA

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	University	26	*m*	*m*	ISCED 5A-5B-6	Education/ Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Agriculture/ Health and Welfare/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	Governance: The government decides the goals of the public tertiary education institutions, the distribution of resources and the establishment and expansion of the institution. The institutions choose the contents of educational programmes, the curriculum planning, the priorities for research, the employment of faculty and working conditions, and the conditions for degree completion.
	Open University	1	290,728	*m*	ISCED 5A-5B-6	Same as for university	Aims and objectives: Avail opportunities for higher education to the public through various forms of media provision and open learning, and contribute to lifelong learning. Governance: See above for university.
	Education University	11	23,335	*m*	ISCED 5A-5B-6	Same as for university	Aims and Objectives: Educate teachers for primary education. Governance: See above for university.
	Industrial University	8	*m*	*m*	ISCED 5A-5B-6	Same as for university	Governance: See above for university.
	Junior College	15	*m*	*m*	ISCED 5	Same as for university	Aims and objectives: Provide students with specialised knowledge and skills to foster talents able to fulfil specialised positions in society. Governance: See above for university.
Private	University	145	m	*m*	ISCED 5A-5B-6	Same as for university	
	Other University	5	1,153	*m*	ISCED 5A-5B-6	Same as for university	
	Industrial University	10	m	*m*	ISCED 5A-5B-6	Same as for university	
	Cyber University	17	39,450	*m*	ISCED 5A-5B-6	Same as for university	Governance: The government structures of private institutions are diverse, and generally respond to their size and guidelines established by their patrons. The goals of the private institutions are partially defined by the private institutions, which also decide over the distribution of resources and the establishment and expansion of the institution.
	Corporate University	1	62	*m*	ISCED 5A-5B-6	Same as for university	
	Graduate School University	28	276,918	*m*	ISCED 5A-5B-6	Same as for university	
	Junior College	143	*m*	No change	ISCED 5	Same as for university	
	Technical university	1	196	*m*	ISCED 5	Same as for university	Aims and objectives: Foster a workforce with specialised knowledge and applicable skills by providing the opportunity to continually learn and practice specialised vocational knowledge and theories for the workplace. Governance: The government structures of private institutions are diverse, and generally respond to their size and guidelines established by their patrons. The goals of the private institutions are partially defined by the private institutions, which also decide over the distribution of resources and the establishment and expansion of the institution.

Notes: *m*: Information not available

Source: Derived from the Country Background Report for Korea, which was prepared in 2006, and other documents providing country-specific information (e.g. OECD, 2004, Education at a Glance 2004, Table A4.1, Paris, OECD).

MEXICO

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Federal public institutions	4 (including UNAM)	12.10%	*m*	ISCED 5A-6	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Research emphasis: In addition to their teaching activities, these institutions develop a wide array of programmes and research projects aimed at generating and applying knowledge, and at expanding and promoting culture.
	State public universities	46	31%	*m*	ISCED 5A-5B-6	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Governance: They are decentralised agencies of the government.
	Public technological institutes	211	12.80%	*m*	ISCED 5A-6	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Research emphasis: In addition to teaching activities, they develop programmes and projects aimed at generating and applying knowledge, and at expanding and promoting culture.
	Public technological universities	60	2.50%	*m*	ISCED 5B	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Programmes' emphasis: They offer exclusively 2-year study programmes leading to a certificate of university level technician. Their purpose is to ease the students' way into the labour market once they have concluded their studies; the academic programmes are based on 70% practical and 30% theoretical curriculum. Governance: These institutions are decentralised agencies of the state governments, which conduct teaching activities, carry out programmes and projects aimed at generating and applying knowledge, and at expanding and promoting technological services. Students' profile: 9 out of ten students represent the first generation in their families to have access to higher education.
	Public polytechnic universities	18	0.15%	*m*	ISCED 5A	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Governance: They have been recently created. They are decentralised state government agencies. Programmes' emphasis: the study programmes are based upon professional skills and on a learner-centred approach.
	Intercultural public universities	4	0.05%	*m*	ISCED 5A	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Governance: These universities are decentralised agencies of the state governments. They are located in regions with high densities of indigenous populations, albeit open to students of all origins. Programmes' emphasis: Under a cross-cultural concept, these institutions offer innovative higher education options aimed mainly at satisfying the needs and intensifying the development potential of the regions they serve. Knowledge generation activities focus on indigenous language and cultures, as well as on sustainable regional development.
	Public research centres	27	0.10%	*m*	ISCED 5A-6	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	Aims and objectives: Their aim is to generate and innovate application of knowledge in different areas. Governance: Coordination of these centres is under the responsibility of the National Council for Science and Technology.
	Other public institutions	94	4.90%	*m*	ISCED 5A-6	Engineering, manufacturing and Construction/ Agriculture/ Health and Welfare/Sciences/ Social Sciences, manufacturing and Construction/ Education/ Humanities and Arts	*m*
	Teacher education institutions	249	3.70%	No change	ISCED 5A-6	Education	Governance: They are de-concentrated agencies of the state governments.
Private	Teacher education institutions	184	2.10%	*m*	ISCED 5A-6	Education	*m*
	Private universities, institutes and centres	995	30.60%	*m*	ISCED 5A-5B-6	Health and Welfare/ Agriculture/ Sciences/ Social Sciences, Business and Law/ Education/ Humanities and Arts/ Engineering, Manufacturing and Construction	Programmes' emphasis: In most of these institutions, teaching is the primary activity. However, the most consolidated also carry out activities aimed at generating and applying knowledge, and at expanding and promoting culture.

Notes: *m:* Information not available; UNAM: *Universidad Nacional Autónoma de México*

Source: Derived from the Country Background Report for Mexico, which was prepared in 2006, and other documents providing country-specific information.

NETHERLANDS

		Number of Institutions (2007)	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Publicly-subsidised[1]	Universities (regular, 14 institutions)[2], Universities of Theology (6) and the Transnational University	21	30%	20% between 2000 and 2006, for the 14 "regular" universities	ISCED 5A-6	Health and Welfare/ Agriculture/ Social Sciences, Business and Law/ Education/ Humanities and Arts/ Services/ Engineering, manufacturing and Construction/ Life Sciences/ Physical Sciences/ Mathematics and Statistics/ Computing	Research emphasis: Research activities are traditionally conducted in universities. Doctoral students are hired by universities. In recent years, some networks and partnerships between universities and *hogescholen* were established. All researchers are trained by universities.
	Hogescholen (*Hoger Beroeps Onderwijs*) (Universities of Applied Science)	40	55%	17.2% between 2000 and 2006	ISCED 5A-5B	Education/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Health and Welfare/ Computing/ Agriculture/ Humanities and Arts	Programmes' emphasis: They mainly provide professional higher education. *Hogescholen* focus on bachelor's degrees. In this sector, both the institutions and employers are concerned about the links between the content of the programmes and the demands of the labour market. *Hogescholen* students spend about 1/4 of their time in practical training. A new initiative is in favour of introducing short courses leading to associate degrees in h*ogescholen*. Research emphasis: There is a new trend for h*ogescholen* to conduct practice-based research. To this purpose, they have appointed *lectors*, whose main purpose is to create "knowledge circles" with relevant organisations like companies and organisations in the field.
	Academic medical centres	8	4%	Included in figure above for universities	ISCED 5A-6	Health and Welfare	Programmes' emphasis: They have the task of training a large number of doctors and specialists as well as renewing the system of higher education for health care.
Independent private	Universities	2	11% (including private *hogescholen*)	*m*	ISCED 5A-6	Business/Management/Economics	*m*
	Hogescholen (*Hoger Beroeps Onderwijs*) (Universities of Applied Science)	62	11% (including private universities)	*m*	ISCED 5A	Theology/Business/Management/Health and Welfare/Social Sciences/Education/Computing/Agriculture/Languages/Communication	*m*

Notes: *m:* Information not available
1. Privately or publicly governed.
2. Includes the Open University.

Source: Derived from the Country Background Report for the Netherlands, which was prepared in 2006, and other documents providing country-specific information. (*e.g.* OECD, 2004, *Education at a Glance 2004,* Table A4.1, Paris, OECD and Eurydice, 2005, *Focus on the Structure of Higher Education in Europe 2004/2005*). Complemented by information supplied by the Netherlands' Ministry of Education, Culture and Science.

NORWAY

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	7	40.0%	*m*	ISCED 5A-6	Humanities and Arts/ Sciences/ Social Sciences, Law/ Health and Welfare/ Education/Others	Governance: Universities can without external accreditation offer study programmes at all levels. Research emphasis: The universities are major actors in the Norwegian R&D system. There is close co-operation between universities and research centres and institutes in Norway. 50 % of academic staff's time at universities are to be spent on research activities. Governance: All higher education institutions are regulated by the 2005 Act on Higher Education.
	Specialised university institutions	5	2.6%	*m*	ISCED 5A-6	Business / Architecture/Physical Education and Sport/ Music/Veterinary Science	Governance: Since the 2002 amendment of the Universities and Colleges Act, specialised university institutions may apply to be accredited as universities. Research emphasis: Concentrated on their respective fields of responsibility. Governance: All higher education institutions are regulated by the 2005 Act on Higher Education.
	University colleges	24	44.0%	*m*	ISCED 5A-5B-6 (few)	Humanities and Arts/ Social Sciences, Business and Law/ Services/ Engineering, Manufacturing and Construction/ Health and Welfare/ Computing/Teacher education	Governance: University colleges must apply for external accreditation for study programmes at master's and doctoral levels. Since the 2002 amendment of the Universities and Colleges Act, university colleges may apply to be accredited as universities. Research emphasis: In the fields where they award doctoral degrees; in addition, all staff are expected to do some R&D work. Governance: All higher education institutions are regulated by the 2005 Act on Higher Education.
	National academies of the arts	2	0.4%	*m*	ISCED 5A	Arts and crafts / design / fine arts / performing arts	Research emphasis: On artistic development work. Governance: See university colleges
	Other colleges (military colleges, and the National Police Academy)	*m*	1.0%	*m*	ISCED 5A- 5B	Services	Governance: All Higher Education Institutions are regulated by the 2005 Act on Higher Education.
Private	Private colleges	25	12.6%	*m*	ISCED 5A- 5B-6	Health and Welfare/ Teacher education/ Business/ Engineering and Computing/ Others	Governance: All Higher Education Institutions are regulated by the 2005 Act on Higher Education.
	Norwegian Lutheran School of Theology	1	0.4%	*m*	ISCED 5A-6	Humanities and Arts	Research emphasis: The school conducts research in theology-related fields.

Notes: *m:* Information not available

Source: Derived from the Country Background Report for Norway, which was prepared in 2005, and other documents providing country-specific information (e.g. OECD, 2004, Education at a Glance 2004, Table A4.1, Paris, OECD and Eurydice, 2005, Focus on the Structure of Higher Education in Europe 2004/2005).

SWEDEN

		Number of Institutions	Size (share of the student population)	Growth trends	Level of programmes offered	Fields of study covered	Other distinctive features
Public and State	Universities	14	66%	*m*	ISCED 5A-5B-6	Agriculture/ Health and Welfare/ Social Sciences, Business and Law/ Engineering, Manufacturing and Construction/ Education/ Humanities and Arts/ Others	Research emphasis: In 2003, 50% of the academic staff time at the oldest universities was devoted to research, whereas 30% of activities at new universities focused on research. Governance: Swedish State Higher Education Institutions are government agencies. There is a special regulatory framework for them embedded in the Higher Education Act and the Higher Education Ordinance. They have to submit reports every four years, as well as annual reports, in order to safeguard transparency and to balance autonomy. They also have to conduct an internal audit. In its education directives, the government lays down specific objectives and required results for each individual institution.
	University colleges	21	28%	*m*	ISCED 5A (except master's degrees with a major subject) ISCED 5B- ISCED 6 (in specific fields)	Humanities and Arts (Fine arts and Performing arts)	Research emphasis: Some university colleges conduct research activities in specific fields. Governance: See above for universities.
Private	Universities	3	5%	*m*	ISCED 5A- 5B-6	Agriculture/ Health and Welfare/ Social Sciences, Business and Law/ Engineering, Manufacturing and Construction/ Education/ Humanities and Arts/ Others	Research emphasis: Some private universities conduct fundamental research activities in specific fields. Governance: There is a separate Act and Ordinance for the private institutions. They have a large autonomy, but they have to follow the principles in the first chapter of the Higher Education Act. They also have to comply with the quality requirements in order to retain their entitlement to award recognised higher education degrees and to receive state funding for their programmes. These institutions are governed through contracts with the Government which cover a specific period of time. The contracts state that fees for individual students are not allowed. In addition, the contracts may set up targets for the award of certain specific degrees and contain certain goals.
	Small private institutions	21	1%	*m*	ISCED 5A (few) ISCED 5B	Humanities and Arts (Religion and Theology)/Psychotherapy	Governance: See above for private universities.

Notes: *m*: Information not available

Source: Derived from the Country Background Report for Sweden, which was prepared in 2006, and other documents providing country-specific information (e.g. Eurydice, 2005, Focus on the Structure of Higher Education in Europe 2004/2005).