TRENDS AND DEVELOPMENTS: CHALLENGES TO EUROPEAN HIGHER EDUCATION

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Today's presentation

- Broad trends and developments in HE
  - What OECD data tell us (EAG, PISA)
  - Broader picture
- Challenges to HE
- OECD responses in the QA area

Broad trends and developments in HE

Shifts in demand for HE

Massification, internat°, migration, ageing → diverse students New student needs

Different stages of mass HE
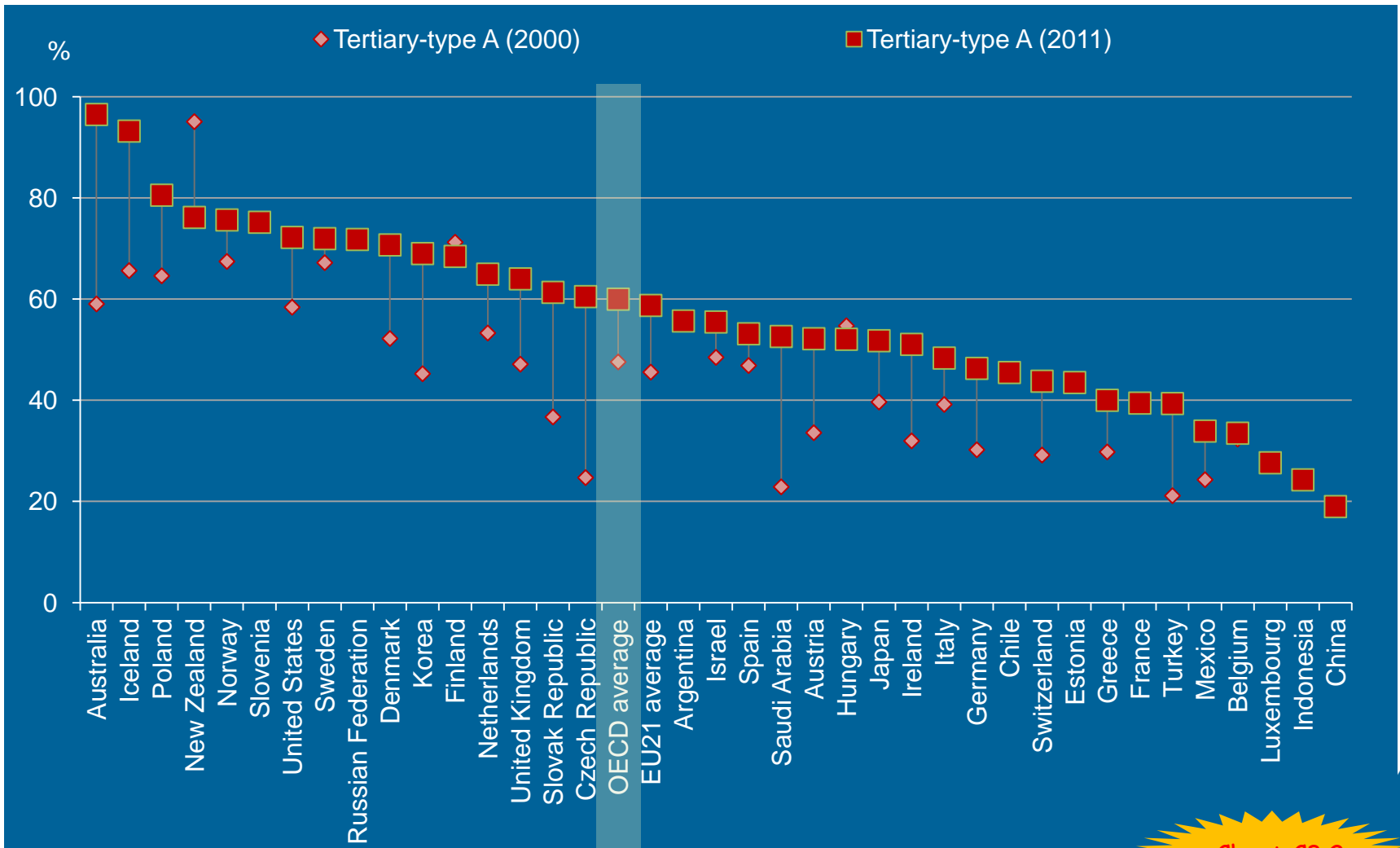
Entry rates into tertiary-type A education (2000, 2011)

Chart C3.2

One in three young adults today is expected to complete a university degree before they are 30, some later in life…
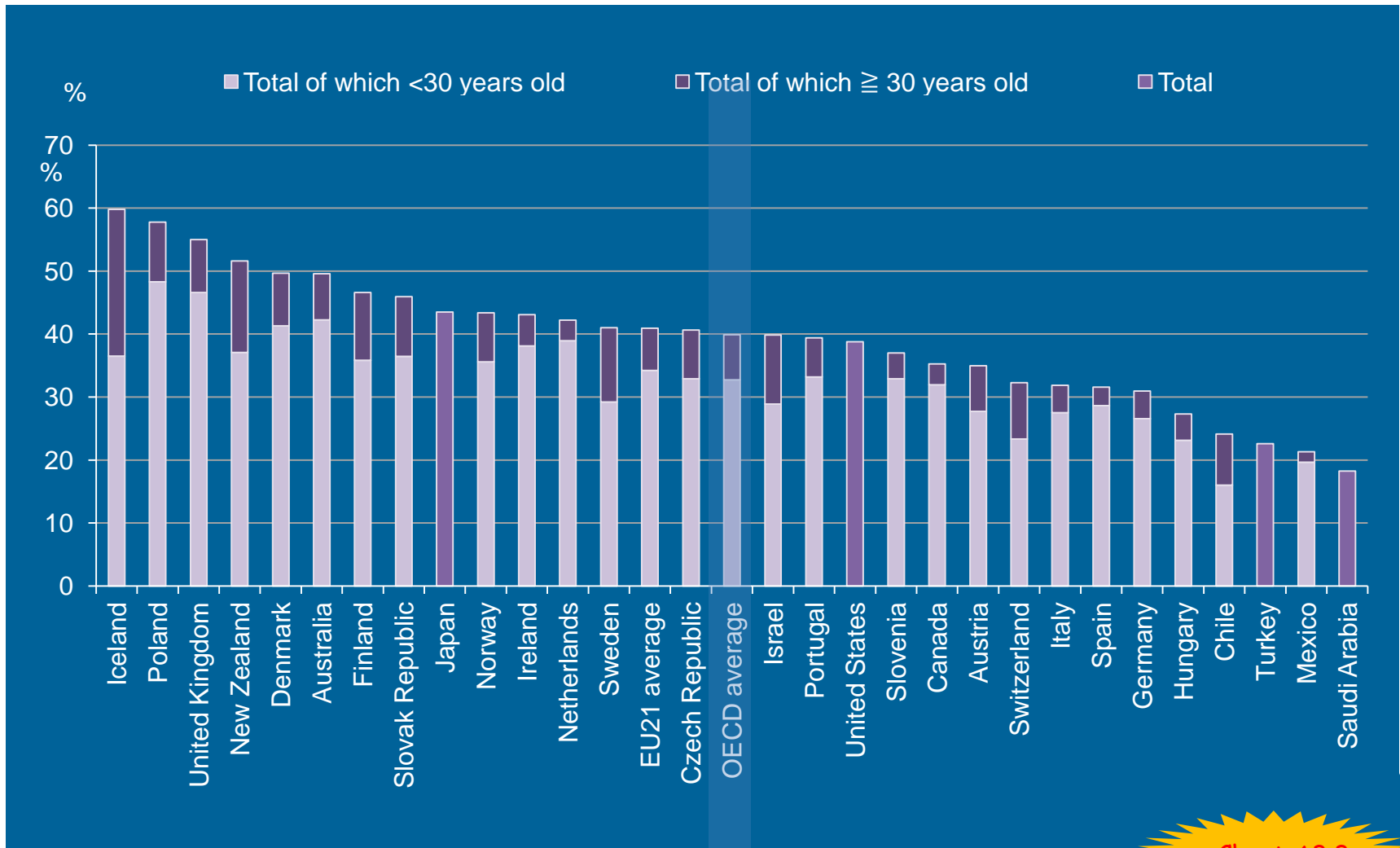
Tertiary-type A graduation rates, by age (2011)

Chart A3.3

Students' preparation for HE: insights from PISA 2012

- **PISA proficiency expressed in 6 levels**
  - Levels 5-6: top performers
  - Levels 1-2: low performers

- **Longitudinal studies in Australia, Canada, Denmark and Switzerland show that students below Level 2 face severe disadvantages in their transition into HE and the labour force**
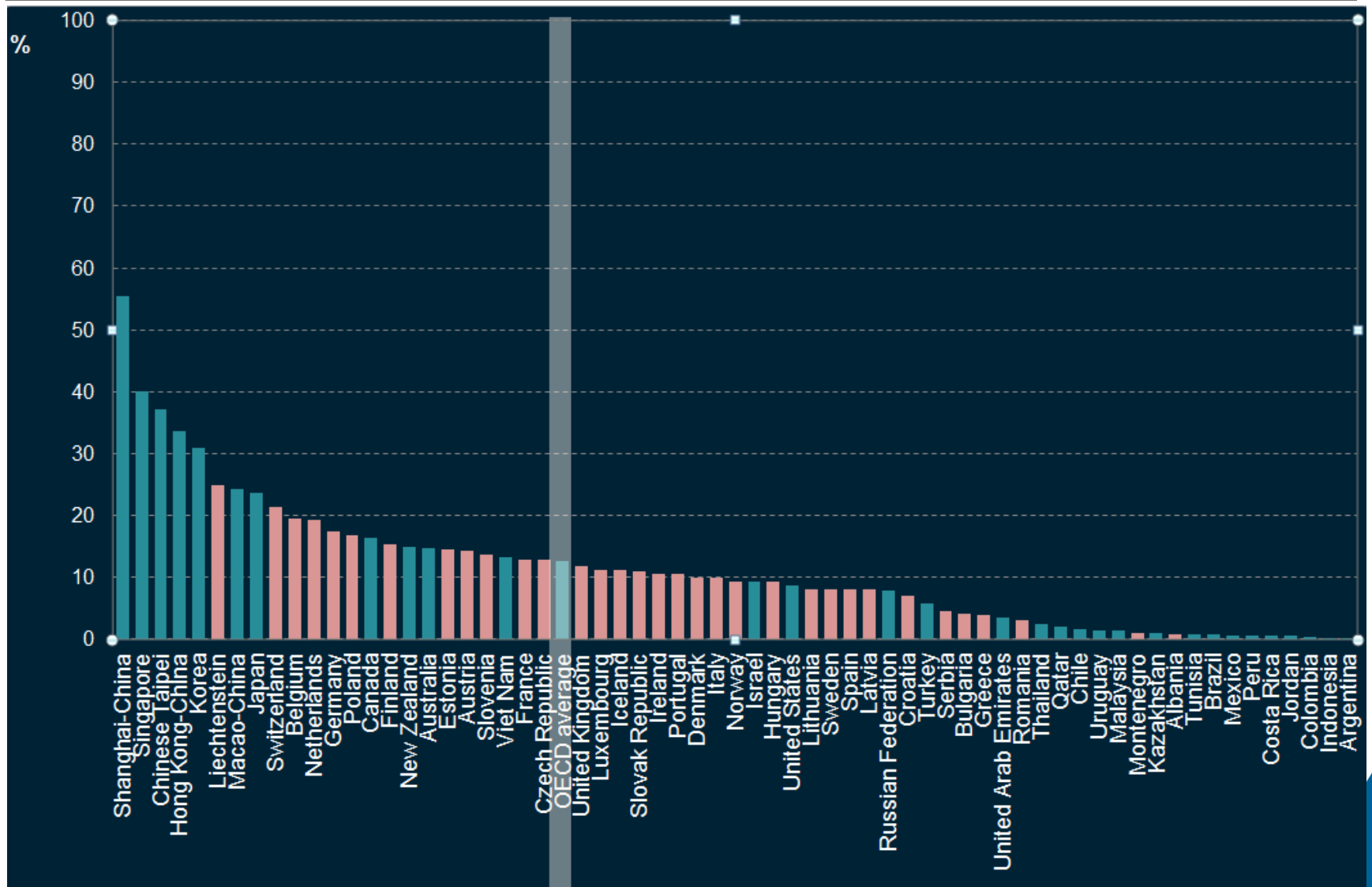 - Indicator of the difficulty countries face in providing minimum competencies to thrive in HE

Percentage of low-performers in mathematics (2012)
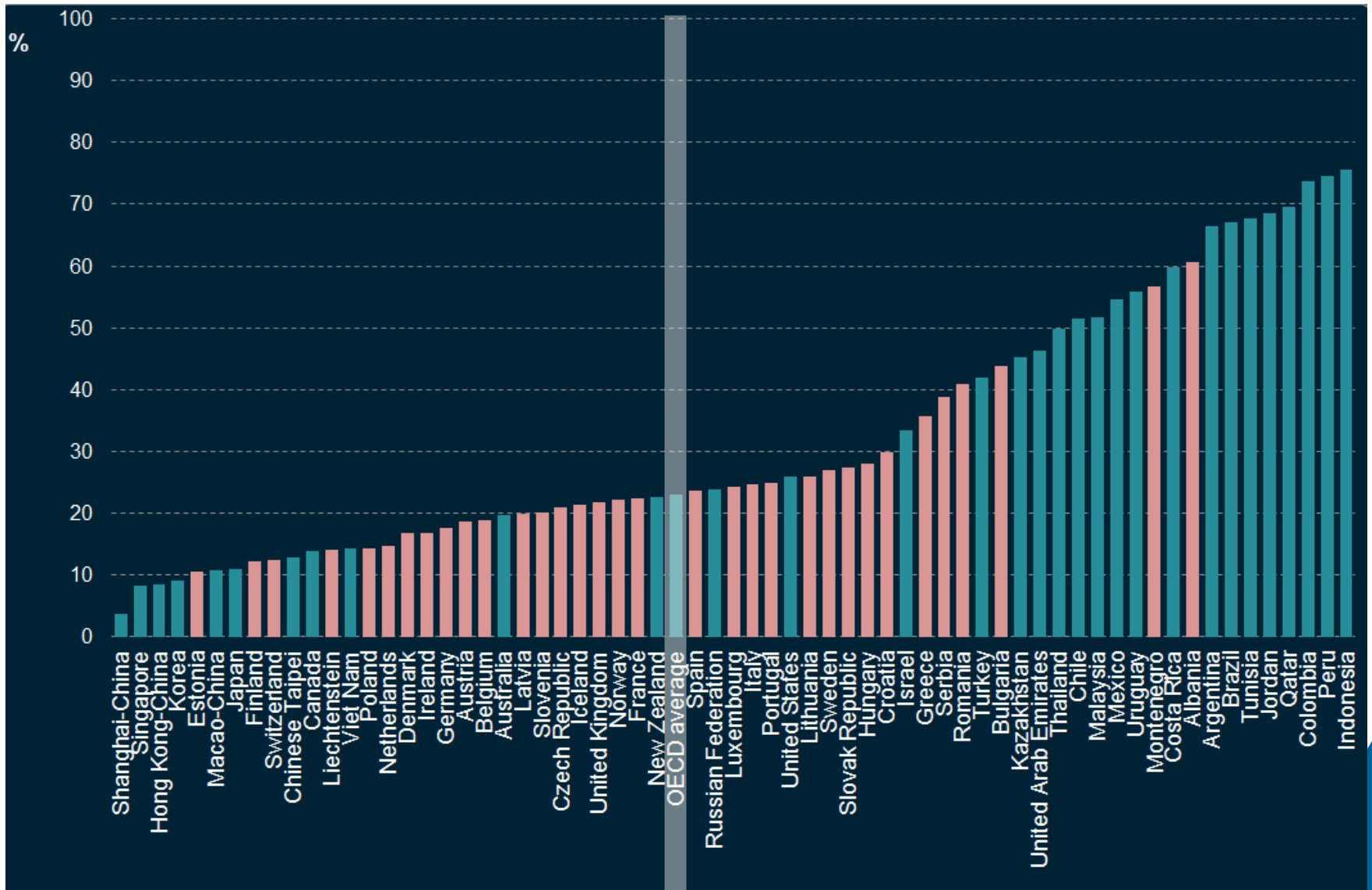
Percentage of top-performers in mathematics (2012)

TRENDS

Shifts in structure & delivery of HE

Shifts in demand for HE

Impact of crisis

Global economic context

Massification, internat°, migration, ageing → diverse students New student needs

Budgetary constraints Emphasis on cost containment & value for money

Globalisation Diversification providers Increased competition New technologies & pedagogies

Sustained demand for high skills Skills mismatches & unemployment Growing importance of emerging countries
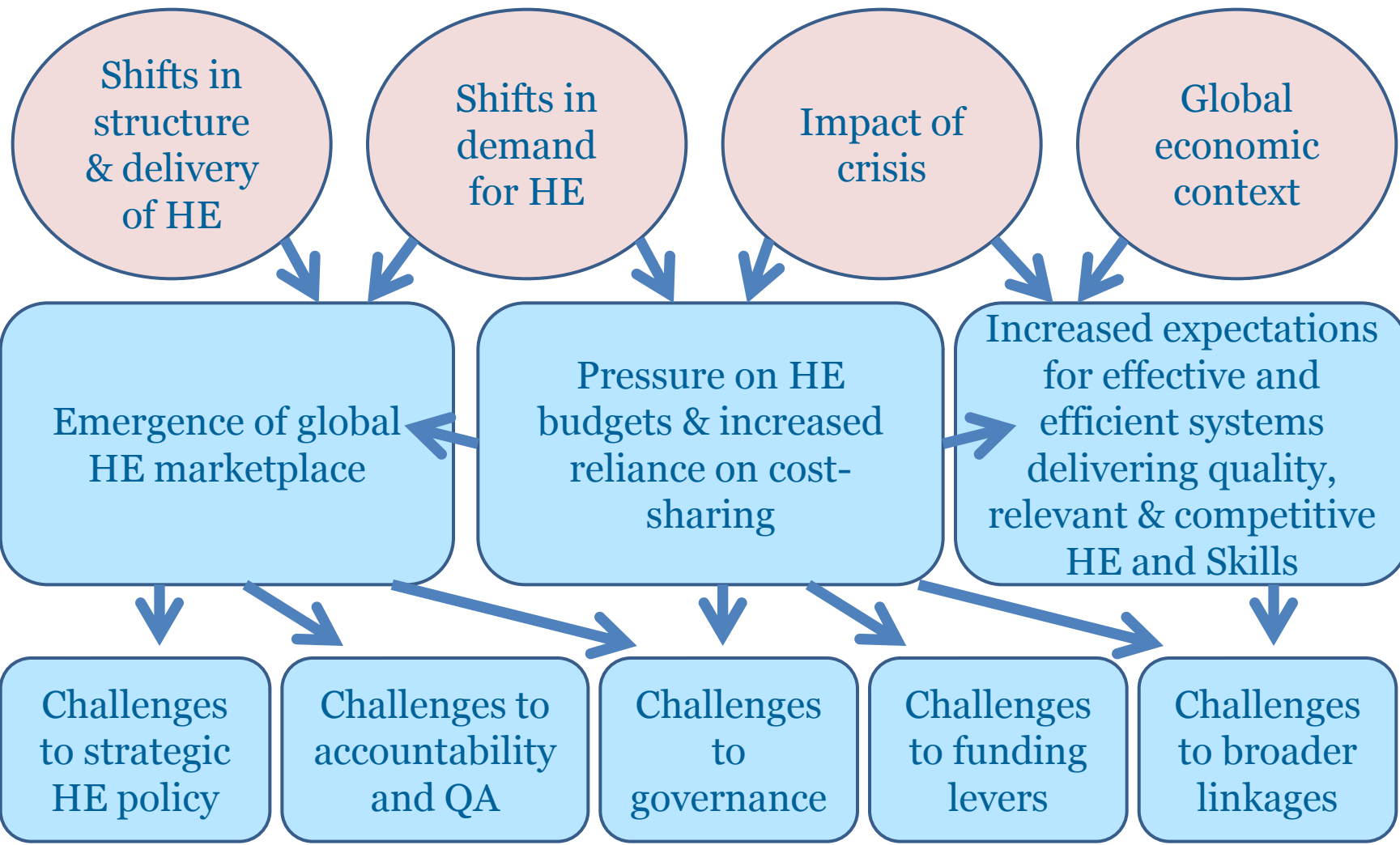
Challenges to Higher Education

3 main challenges for policymakers

- Adapting HE **business models** to new realities, whether for traditional HEIs or new ventures (e.g. MOOCs)

- Ensuring **quality**, whether for traditional campus-based programmes or new delivery modes (e.g. MOOCs)

- Adapting to the rapid **pace of change**

→**HE at a crossroad**

Specific challenges for QA (non exhaustive)

- **Accountability challenge**
  - Dealing with the emergence of a private market outside of government control
  - Emergence of new stakeholders as a result of greater cost sharing (e.g. students as consumers, employers)
  - What balance between internal/external QA?
  - Which incentives? Weakening of governments' funding levers as public share of funding diminishes

- **Innovation challenge**
  - Adapting QA to new pedagogies and technologies : MOOCs "the current metaphor for profoundly disruptive change"
  - Move of QA towards competency-based and learning outcomes approaches
  - What kinds of QA for new HE ventures?

Specific challenges for QA (non exhaustive)

- **Flexibility challenge**
  - Ensuring that QA processes can adapt to a fast-changing landscape to limit burden on HEIs
  - Ensuring that QA is specific enough to adapt to diverse institutions, missions and programmes
- **Expectations challenge**
  - Managing public expectations in the persistent quest for efficiency in the context of a reduced ability to fund
  - Balance between transparency and improvement objectives
- **Dealing with information gap/overflow on quality**
  - What do we know about the quality of teaching?
  - Competition from rankings as indicators/proxies of quality
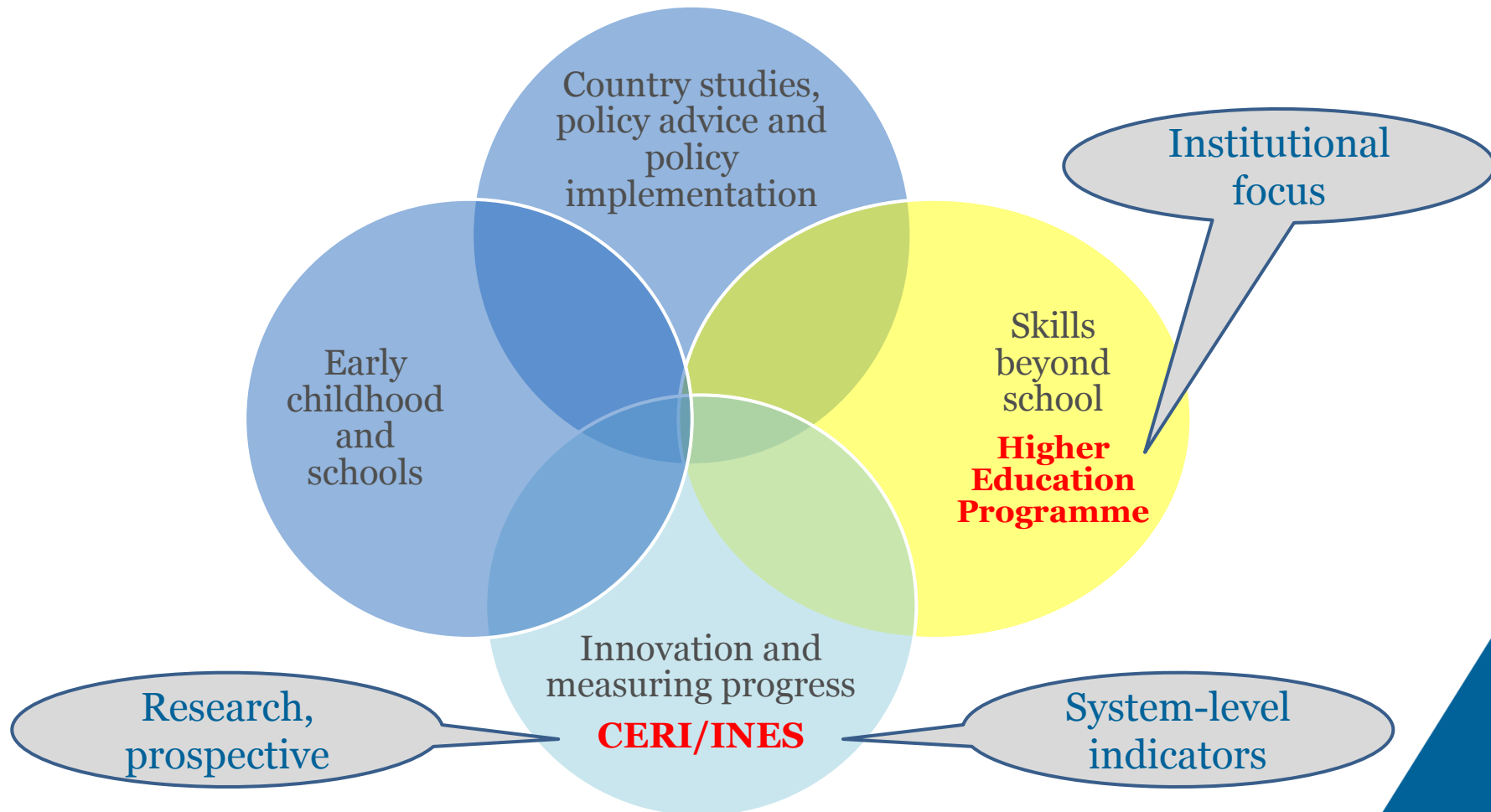 - Developments in the business of accreditation and certification of graduates

OECD responses in the QA area

How the OECD Can Contribute

OECD Directorate for Education and Skills

OECD Higher Education Programme – research, analysis and policy dialogue
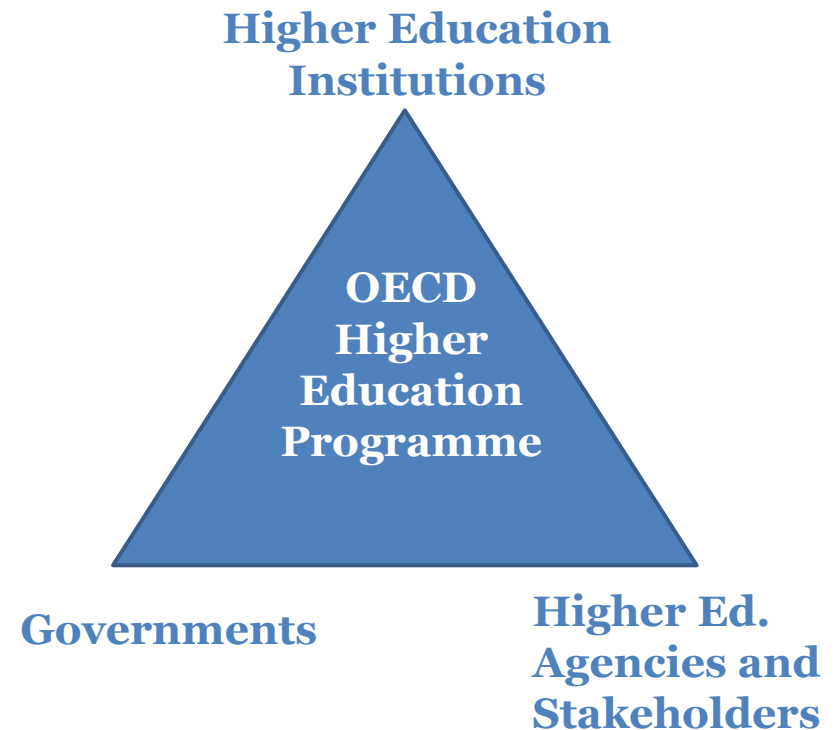
A diverse network with a unique membership mix

A network of 250 members from 54 countries

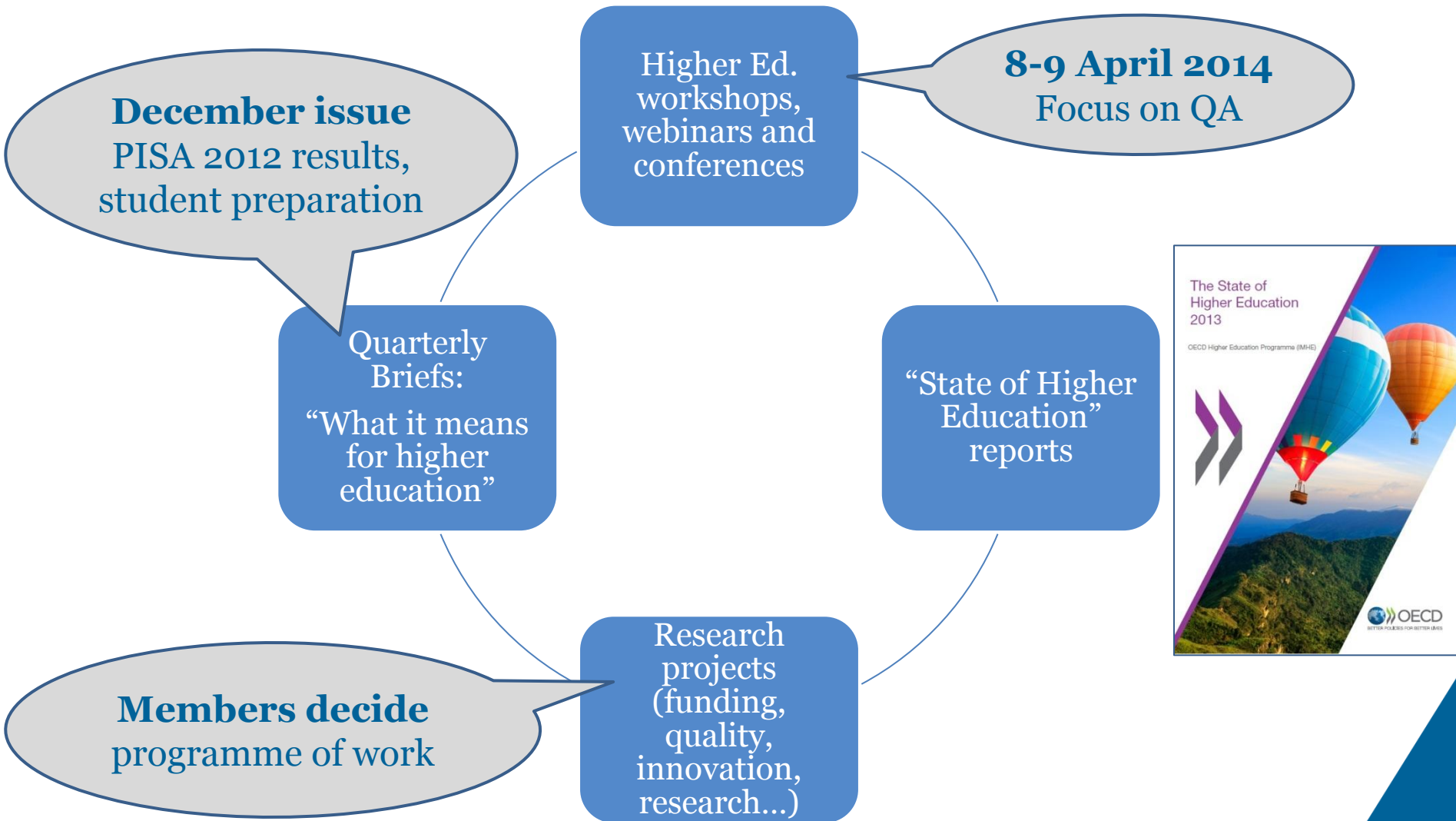Policy and data analyses, workshops, services to members and research

An institutional voice within the OECD

Higher Education Institutions

OECD Higher Education Programme

Governments

Higher Ed. Agencies and Stakeholders

OECD Higher Education Programme Main activities

Higher Ed. workshops, webinars and conferences

8-9 April 2014 Focus on QA

December issue PISA 2012 results, student preparation

Quarterly Briefs:

"What it means for higher education"

"State of Higher Education" reports

Research projects (funding, quality, innovation, research...)

Members decide programme of work

The State of Higher Education 2013

OECD Higher Education Programme (IMHE)

OECD
BETTER POLICIES FOR BETTER LIVES

Projects on quality

- Recent
  - Quality teaching
  - AHELO feasibility study
- Ongoing
  - Development of a QA framework
- Future work (tentative)
  - Steering higher education systems in a rapidly changing landscape (QA as one of the 5 pillars)
  - HEIs and the knowledge triangle: Improving the interaction between research, education and innovation

Thank you

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www.oecd.org/edu/imhe