

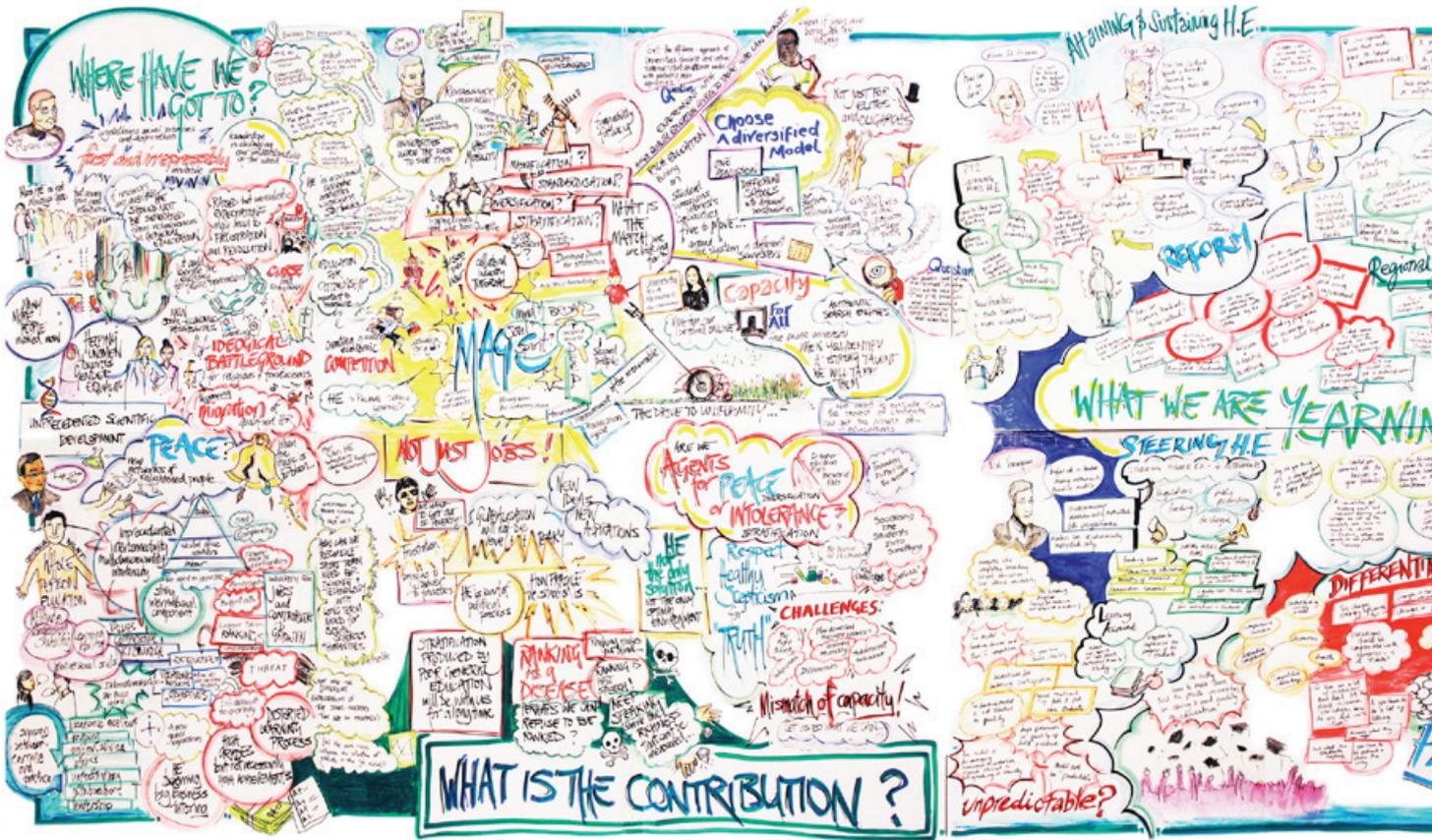


BETTER POLICIES FOR BETTER LIVES

OECD Higher Education Programme IMHE General Conference

17-19 September 2012

» Paris



1. Where have we got to in attaining and sustaining mass higher education?

The higher education landscape today is characterised by **complexity**, **diversity** and **uncertainty**.

Mass higher education's implications as well as its continual expansion alongside major political, social, and economic developments outside the higher education sector lead to many more questions than answers.





2. What can higher education contribute to developing skills for the knowledge economy?

Providing skills faces the challenge of reconciling immediate demands for greater employability with the longer-term requirements to prepare students to change, adapt and continue learning over their lifecycle. New types of employment replacing outmoded jobs increasingly relies on constant re-skilling and building new capacities.

Mass higher education is creating greater economic competition and the cross-border nature of higher education has become much more important, through many different forms of collaboration and competition for mobile students. But there are also barriers to greater internationalisation – migration policies affecting visas for academic staff and students, recognition of foreign credits and degrees, the need for more flexible learning modes.

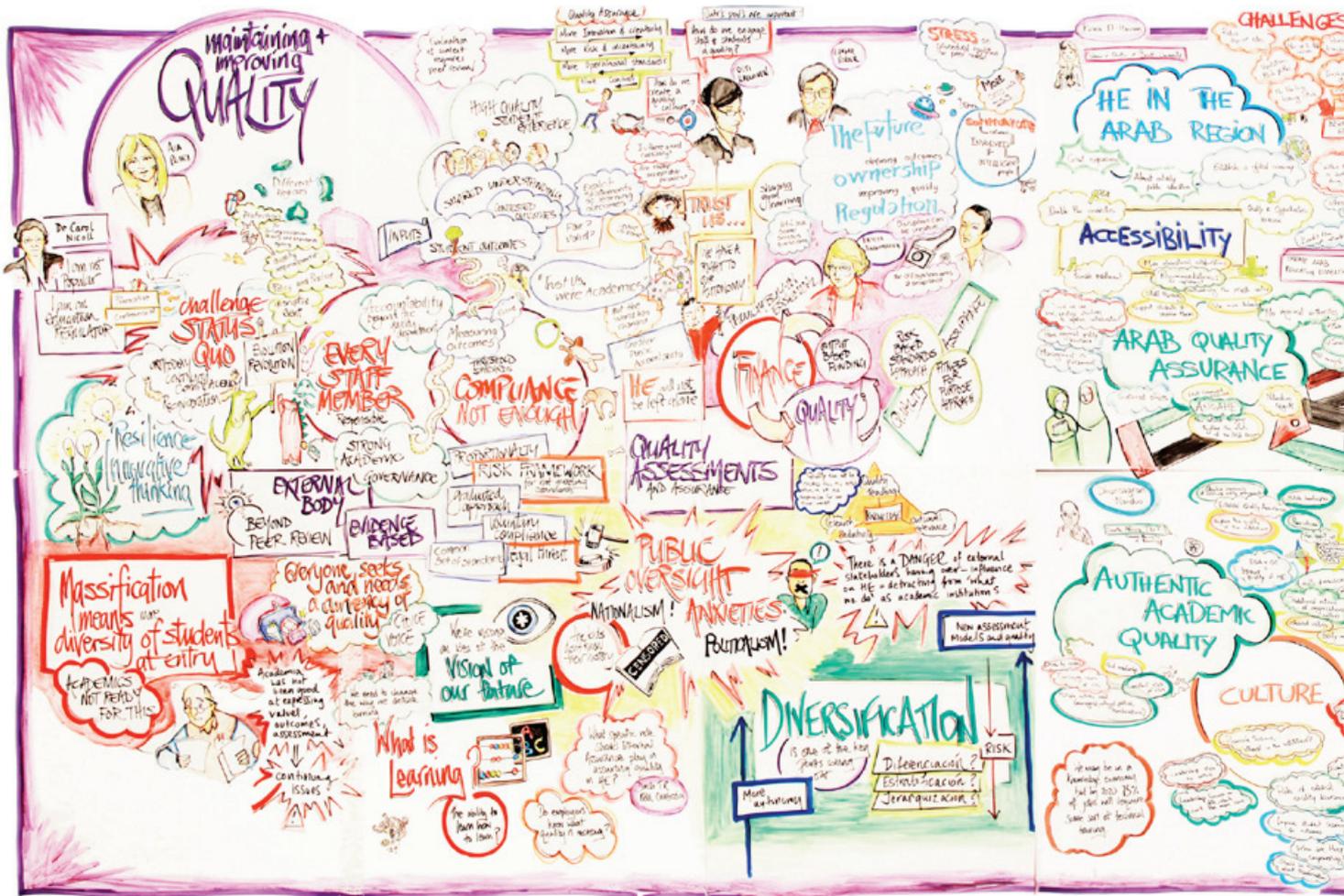


Reconciling different MISSIONS and ROLES



- POLITICAL OBJECTIVES
- ECONOMIC OBJECTIVES
- SOCIAL OBJECTIVES

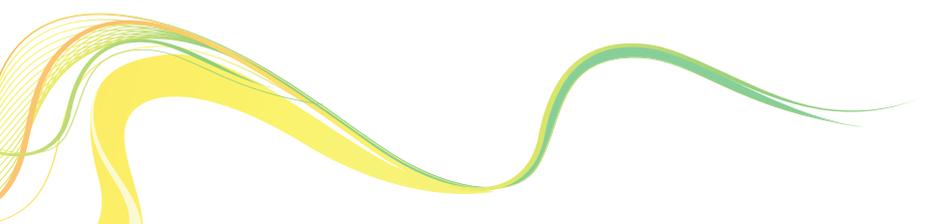




4. How can higher education maintain and improve quality?

Everyone seeks quality, but the definition of quality is not clear-cut. Big questions remain over what is authentic learning, how to foster the ability to learn how to learn and how to create a quality culture within institutions having the full support of faculty. Public oversight can play some role in monitoring quality through regulation, quality assurance and/or funding mechanisms. The labour market can also provide feedback on quality although employers may not agree on what quality they need, either among themselves or with the academic community.

With more people than ever going on to higher education, diversified models make sense. But it is challenging to find the right model for diversification that successfully meets the needs of a wide range of students through different types of institutions while providing quality degrees for all students. At the same time, expanding access to higher education can be undercut by weaknesses in basic education that hold back completion rates in some countries and/or make it difficult to maintain academic standards.



5. What does the future hold for mass higher education?



Formal learning

Education providers

Informal learning

Traditional institutions

Learner Ownership

Innovators

Is there no end to the expansion of higher education?

How successful do institutions engage with evolving learning needs?

Four questions...

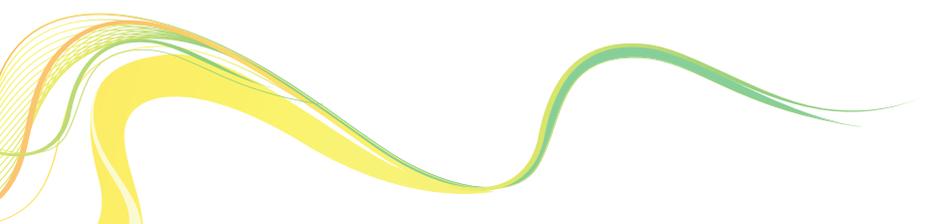
Who can make a systemic difference to closing skills gaps?

Can we extend mass education for some to personalised learning for all?

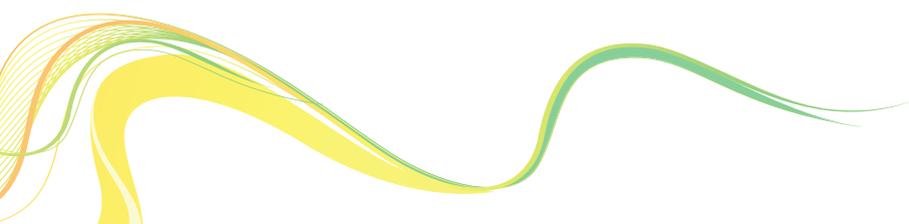




it faces?



IMHE 2012



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