

*Tertiary Education for the Knowledge Society*  
**International Conference**  
**3-4 April, 2008**

**CONFERENCE WORKSHOPS:  
OBJECTIVES, STRUCTURE AND ISSUES FOR DISCUSSION**

**OBJECTIVES OF THE WORKSHOPS**

The conference is intended to examine tertiary education policies that ensure that the organisation, financing and management of tertiary education help countries achieve their economic and social objectives. It builds on the major review of tertiary education policy – the OECD Thematic Review of Tertiary Education – that the OECD conducted between 2004 and 2008 in collaboration with 24 participating countries. The synthesis report from the OECD activity, *Tertiary Education for the Knowledge Society* is intended to help inform and stimulate the conference discussions.

The conference is being attended by people from a large number of OECD Member and Partner countries. The participants include senior policy makers and representatives of the wider tertiary education community concerned with tertiary education policy issues – policy makers, heads of tertiary education institutions, academics and researchers, teacher unions, employers, students, quality assurance agencies *etc.* The Workshops are intended to foster discussion and the sharing of experiences among a wide range of people and organisations concerned with tertiary education policy in countries around the world. The policy directions and recommendations in the OECD report provide a basis for discussion, but are not expected to be the sole focus of debate. The Workshops are intended to be broader in scope, and to:

- **Identify and clarify the main policy challenges in a range of tertiary education areas**
- **Identify some innovative responses and solutions to these challenges**
- **Identify priorities for further action at national and international levels**

**STRUCTURE OF THE WORKSHOPS**

Nine concurrent Workshops are being provided in two sessions (Thursday afternoon and Friday morning) to enable participants to join in two different discussions. Each Workshop addresses a major theme:

Theme A: *Governing tertiary education*

Theme B: *Funding tertiary education*

Theme C: *Assuring and improving quality*

Theme D: *Enhancing the role of tertiary education in research and innovation*

Theme E: *Achieving equity*

Theme F: *Facilitating the work of academics*

Theme G: *Strengthening ties with communities and the labour market*

Theme H: *Shaping internationalisation strategies*

Theme I: *Policy design and implementation*

To help structure the discussions, a brief summary of each theme is provided in the following pages. However, since the themes are inter-related and overlap to a considerable extent, participants are welcome to draw on the range of issues canvassed throughout this document and the OECD report as a whole.

Each session will comprise about 1.5 hours of discussion led by a Chair to manage the discussion. An OECD Secretariat member will commence the discussion by outlining the main issues and policy directions in the OECD report. A Rapporteur will report back to the conference plenary session on Friday.

## Theme A – Governing tertiary education

<b>Room</b>	C104
<b>Languages</b>	English and French
<b>Chair</b>	Eugenio Cetina, Director General for University Higher Education, Ministry of Public Education, Mexico
<b>Presenter</b>	Jaana Puukka, Directorate for Education, OECD
<b>Rapporteur</b>	Colin Walters, Group Manager, Higher Education Group of the Department of Education, Employment and Workplace Relations, Australia

### *Issues and policy challenges*

The State has a key role in promoting the best possible outcomes in tertiary education. In the governance of tertiary education, the ultimate objective of educational authorities as the guardians of public interest is to ensure that public resources are efficiently spent by TEIs to societal purposes. Typically, a key priority for governments is to provide a clear articulation of the nation's expectations of institutions. This is as a rule associated with the setting of goals for the sector and the formulation of a clear vision for the long-term development of the tertiary system.

The responsibility of the State is to set national goals, define the rules of the game and the regulatory framework within which the different actors in the system can perform most effectively. A key challenge is thus to devise an incentive structure that shapes institutional behaviour (or, more generally, the behaviour of tertiary education actors) towards national policy goals.

A crucial part of system governance is the design of the tertiary education system. The structure of tertiary programmes, the extent of differentiation within tertiary education, and the division of functions and tasks among different institutions in a national system are examples of choices education authorities need to make when designing tertiary education systems. In this respect, diversity – in terms of factors such as types of institutions, study programmes, modes of delivery, student profiles – within tertiary education is a key policy question.

There is a tension between the pursuit of knowledge generation as a self-determined institutional objective and the statement of national priority as defined in the aims and goals of the tertiary system. The governance challenge is then to achieve the appropriate balance between the governmental steering and institutional autonomy in the pursuit of a better alignment between institutional initiative and the nation's economic and social development goals. An important aspect in the regulatory relationship between the State and institutions is the legal status of institutions.

Finally, one of the biggest challenges that tertiary education is facing is to step out of its traditional ivory tower and outreach towards its environment. To this aim, linkages need to be built and/or strengthened not only within increasingly diverse tertiary systems, but also up and downstream with upper secondary education and the economic world, as well as with the surrounding regions and communities in which TEIs operate.

**Possible questions for discussion**

- What are the major challenges that countries face in steering tertiary education, and what are the key concerns of the workshop participants in relation to system governance?
- Which policy initiatives do participants find particularly effective in responding to the challenges of tertiary education governance?
- What are the major priorities for further action at national and international levels?

**Policy directions suggested in the OECD report**

<b>Steering tertiary education: setting the right course</b>	
<b>General Policy Directions</b>	<b>Targeted Policy Directions</b>
Develop a coherent strategic vision for tertiary education	<ul style="list-style-type: none"> <li>◦ Devise a statement of strategic aims for tertiary education</li> <li>◦ Draw on a comprehensive advisory body to establish strategic aims for tertiary education</li> </ul>
Establish sound instruments for steering tertiary education	<ul style="list-style-type: none"> <li>◦ Ensure that the capabilities of tertiary education authorities keep pace with changing responsibilities</li> <li>◦ Develop steering instruments to establish a balance between institutional autonomy and public accountability</li> <li>◦ Use student choice as a means by which to improve quality and efficiency</li> </ul>
Ensure the coherence of the tertiary education system with extensive diversification	<ul style="list-style-type: none"> <li>◦ Grasp the benefits of wider and more flexible diversification among tertiary institutions</li> <li>◦ Avoid the fragmentation of the tertiary education system</li> <li>◦ In systems with vocationally-oriented sectors, ensure that mechanisms exist to discourage academic drift</li> <li>◦ Limit barriers to entry and assess the contribution of individual institutions through quality assurance arrangements</li> </ul>
Build system linkages	<ul style="list-style-type: none"> <li>◦ Ensure appropriate co-ordination between secondary and tertiary education systems</li> <li>◦ Review whether the tertiary education system is contributing effectively to lifelong learning</li> <li>◦ Build linkages between different types of TEIs</li> <li>◦ Foster the engagement of institutions with surrounding regions and communities</li> </ul>
Strengthen the ability of institutions to align with the national tertiary education strategy	<ul style="list-style-type: none"> <li>◦ Ensure the outward focus of institutions</li> <li>◦ Require institutions to establish strategic plans</li> <li>◦ Examine how best to widen the scope of institutional autonomy</li> <li>◦ Create a national policy framework towards institutional governance that allows institutions to effectively manage their wider responsibilities</li> </ul>
Build consensus over tertiary education policy	<ul style="list-style-type: none"> <li>◦ Develop an evidence basis to inform policy making</li> <li>◦ Widen consultation within government to ensure coherence across policies to support national tertiary goals</li> <li>◦ Widen consultation with those outside government to ensure that voices other than those of “producers” are heard</li> </ul>

### **Theme B – Funding tertiary education**

<b>Room</b>	B201
<b>Languages</b>	English only
<b>Chair</b>	Alberto Amaral, Director, Centre for Research on Higher Education Policies (CIPES), Portugal
<b>Presenter</b>	Paulo Santiago, Directorate for Education, OECD
<b>Rapporteur</b>	Maria Luísa Ferreira, Economic Adviser, European Investment Bank

#### ***Issues and policy challenges***

A major challenge for countries is to secure sufficient funding levels to enable TEIs to meet the growing expectations of society and respond to the growing demand by students, in a context of tight education budgets. TEIs have been under pressure to diversify their revenues and reduce their dependence on public funding. This raises broad issues such as the appropriate balance between public and private contributions and ways to ensure that access is not hindered by new funding arrangements.

Countries are seeking to design funding approaches consistent with the policy goals sought for their tertiary education systems. This includes the introduction of elements of funding more directed towards performance and results.

Some countries are concerned with inefficiencies in their systems, including high student drop-out rates, excessive time for completion, programme duplication, programme under-enrolment, and insufficient use of cross-institution collaboration.

#### ***Possible questions for discussion***

- What are the major challenges that countries face in funding tertiary education, and what are the key concerns of the workshop participants in relation to tertiary education financing?
- Which policy initiatives do participants find particularly effective in responding to the challenges of tertiary education financing?
- What are the major priorities for further action at national and international levels?

*Policy directions suggested in the OECD report*

<b>Matching funding strategies with national priorities</b>	
<b>General Policy Directions</b>	<b>Targeted Policy Directions</b>
Develop a funding strategy that facilitates the contribution of the tertiary education system to society and the economy	<ul style="list-style-type: none"> <li>◦ Make funding approach consistent with the goals of the tertiary education system</li> <li>◦ Ensure that the funding approach embraces a number of desirable features</li> <li>◦ Articulate a long-term strategy</li> </ul>
Use cost-sharing between the State and students as the principle to shape the funding of tertiary education	<ul style="list-style-type: none"> <li>◦ Provide public subsidies for tertiary education studies, regardless of sector of provision</li> <li>◦ Charge tuition fees to students, especially if limited public funding either ration the number of students, jeopardise levels of spending per student, or restrict financial support for disadvantaged groups</li> <li>◦ Tuition fees are less pressing when public funding levels do not ration the number of students, jeopardise levels of spending per student, and restrict financial support for disadvantaged groups</li> <li>◦ Launch a public debate on the consequences of an heavy reliance on public money for funding tertiary education in countries with little tradition of tuition fees</li> <li>◦ Consider tuition fee stabilisation policies to ensure cost containment and moderation</li> <li>◦ Allow institutions to differentiate tuition fees across courses</li> </ul>
Publicly subsidise tertiary programmes in relation to the benefits they bring to society	<ul style="list-style-type: none"> <li>◦ Establish broad principles to differentiate levels of public subsidies across programmes</li> <li>◦ Publicly subsidise tertiary education studies offered by private institutions</li> </ul>
Make institutional funding for instruction formula-driven, related to both input and output indicators and including strategically targeted components	<ul style="list-style-type: none"> <li>◦ Base institutional block grants on transparent formulas based on a balanced array of input and output indicators</li> <li>◦ Consider a contractual relationship between institutions and the State</li> <li>◦ Include targeted development programmes in institutional funding</li> <li>◦ Adjust institutional funding to the particular mission of institutions</li> <li>◦ Give institutions autonomy in the use of their block grants</li> <li>◦ Provide stability in institutional funding to promote long-term development</li> <li>◦ Allow institutions to diversify sources of funding</li> <li>◦ Fund capital infrastructure with a number of different streams</li> </ul>
<b>Improve cost-effectiveness</b>	
Back the overall funding approach with a comprehensive student support system	<ul style="list-style-type: none"> <li>◦ Aim for a universal student support system with two major components: an income-contingent loan system complemented with a scheme of means-tested grants</li> <li>◦ Design a universal loans system with income-contingent repayments and means-tested subsidies</li> <li>◦ Base the grants scheme on an assessment of need</li> <li>◦ Ensure that student aid entitlements cover living costs</li> <li>◦ Warrant access to the student support system to students in the public and private sectors alike</li> <li>◦ Consider the creation of an agency to manage the student support system</li> </ul>

### **Theme C – Assuring and improving quality**

<b>Room</b>	C103
<b>Languages</b>	English only
<b>Chair</b>	Sebastião Feyo de Azevedo, Professor, University of Porto, Portugal
<b>Presenter</b>	Karine Tremblay, Directorate for Education, OECD
<b>Rapporteur</b>	Jan Sadlak, Director, UNESCO-CEPES (European Centre for Higher Education)

#### ***Issues and policy challenges***

The growth of tertiary education, the diversity of educational offerings, and the expansion of private provision has led to increasing attention to the development of quality assurance systems. These are now seen as essential to hold TEIs accountable and as a vehicle for improvement and innovation.

There is growing awareness and acceptance that learners need to be protected from the risks of misinformation and low-quality provision and that quality improvement is to be part of daily activities of the actors in the system. Countries are seeking to ensure that key stakeholders – including students, families, policy-makers, and employers – gain better information about the quality and cost of tertiary education.

Countries are devising differentiated systems of quality assurance to account for the diversity of missions and profiles of TEIs. The emergence of new delivery modes, such as e-learning, also requires new approaches to quality assurance.

#### ***Possible questions for discussion***

- What are the major challenges that countries face in assuring and improving the quality of tertiary education, and what are the key concerns of the workshop participants in relation to quality assurance?
- Which policy initiatives do participants find particularly effective in responding to the challenges of tertiary education quality assurance?
- What are the major priorities for further action at national and international levels?

*Policy directions suggested in the OECD report*

Assuring and improving quality	
Domain	Targeted Policy Directions
Design of the quality assurance framework	<ul style="list-style-type: none"> <li>◦ Design a quality assurance framework consistent with the goals of tertiary education</li> <li>◦ Build consensus on clear goals and expectations of the quality assurance system</li> <li>◦ Ensure that quality assurance serves both the improvement and accountability purposes</li> <li>◦ Combine internal and external quality assurance mechanisms</li> <li>◦ Build capacity and secure legitimacy</li> <li>◦ Make stakeholders such as students, graduates and employers visible in the evaluation procedures</li> <li>◦ Increase focus on student outcomes</li> <li>◦ Enhance the international comparability of the quality assurance framework</li> </ul>
Internal evaluation	<ul style="list-style-type: none"> <li>◦ Develop a strong quality culture in the system</li> <li>◦ Put more stress on internal quality assurance mechanisms</li> <li>◦ Ensure that internal accountability is guided by some key principles</li> <li>◦ Undertake the external validation of internal quality assurance systems</li> </ul>
External evaluation	<ul style="list-style-type: none"> <li>◦ Commit external quality assurance to an advisory role as the system gains maturity...</li> <li>◦ ... but retain strong external components in certain contexts</li> <li>◦ Implement adequate follow-up procedures and view quality assurance as a continuous process</li> <li>◦ Allow for selected assessments to be initiated by an external quality assurance agency</li> <li>◦ Avoid direct links between assessment results and public funding decisions</li> </ul>
Methods	<ul style="list-style-type: none"> <li>◦ Align quality assurance processes to the particular profile of TEIs</li> <li>◦ Improve co-ordination between the evaluation of teaching and research</li> <li>◦ Innovation</li> <li>◦ Develop quality assurance expertise in new areas</li> </ul>
Practical arrangements for the quality assurance system	<ul style="list-style-type: none"> <li>◦ Avoid fragmentation of the quality assurance organisational structure</li> <li>◦ Avoid excessive costs and burdens</li> <li>◦ Improve quality information base</li> <li>◦ Improve information dissemination</li> </ul>

## **Theme D – Enhancing the role of tertiary education in research and innovation**

<b>Room</b>	B202
<b>Languages</b>	English only
<b>Chair</b>	Lígia Amâncio, Vice-President, Science and Technology Foundation, Portugal
<b>Presenter</b>	Ester Basri, Directorate for Science, Technology and Industry, OECD
<b>Rapporteur</b>	Rannia Leontaridi, Director of Policy, Universities UK, United Kingdom

### ***Issues and policy challenges***

TEIs make a major contribution to research and innovation by creating new knowledge through scientific and technological research and by training skilled workers through their educational mission. A major challenge in the governance and funding of research is to make research more relevant to society and the economy.

TEIs are not the only players in the knowledge production process. Independent research institutes and private companies are key players in national research systems with which tertiary education needs to build links. New collaborative settings, often in a ‘context of application’, are requiring new forms of engagement of researchers in tertiary education.

An increasingly important challenge faced by countries is to improve the ability of TEIs to transfer knowledge and technology so the full social and economic benefits are realised.

### ***Possible questions for discussion***

- What are the major challenges that countries face in enhancing the contribution of tertiary education in research and innovation, and what are the key concerns of the workshop participants in relation to research and innovation in TEIs?
- Which policy initiatives do participants find particularly effective in responding to the challenges of tertiary education’s contribution to research and innovation?
- What are the major priorities for further action at national and international levels?

*Policy directions suggested in the OECD report*

**Enhancing the role of tertiary education in research and innovation**

**Targeted Policy Directions**

- Improve knowledge diffusion rather than strengthening commercialisation via stronger IPRs
- Improve and widen channels of interaction and encourage inter-institutional collaboration
- Foster mobility across the research and innovation system
- Develop policies for both international as well as intra-national mobility
- Improve research career prospects
- Monitor the supply and demand of human resources
- A variety of skills are needed for innovation
- Maintain adequate research infrastructure
- Use the tertiary education sector to foster the internationalisation of R&D
- Improve methods for priority selection
- Broaden the criteria used in research assessments
- Ensure the shift towards project-based funding is monitored and provide a mix of funding mechanisms
- Research and innovation policies require a long-term perspective
- Evaluate and co-ordinate policy instruments across the research and innovation system

### Theme E – Achieving equity

<b>Room</b>	C104
<b>Languages</b>	English and French
<b>Chair</b>	Fernando Luís Machado, President, Centre for Research and Studies in Sociology (CIES), ISCTE, Portugal
<b>Presenter</b>	Paulo Santiago, Directorate for Education, OECD
<b>Rapporteur</b>	Petr Matějů, Director, Department for Analysis and Strategy, Czech Ministry of Education, Youth and Sports

#### *Issues and policy challenges*

Equitable tertiary systems are those that ensure that access to, participation in and outcomes of tertiary education are based only on individuals' innate ability and study effort. They ensure that educational potential at tertiary level is not the result of personal and social circumstances, including of factors such as socio-economic status, gender, ethnic origin, immigrant status, place of residence, age, or disability.

However, in a number of systems the expansion of tertiary education has occurred with little thought for equity issues. As a result, countries are now faced with low levels of participation in tertiary education of disadvantaged groups, and the question of equity of access is receiving more policy attention. More often than not, low participation rates reflect fewer educational opportunities at lower levels of education. One clear challenge countries face is therefore the nature of the articulation with secondary education. In terms of equity this is pressing given that disadvantaged groups tend to enrol in larger proportions in vocational tracks of upper secondary education. This calls for particular attention to the links between non-academic tracks in upper secondary school and non-university sector provision in tertiary education, including bridging education programmes, designed to assist students in developing the skills necessary for success in tertiary education.

Another key policy issue is to assess whether current funding approaches are regressive, and if so, whether cost-sharing could prove more equitable. In most countries, limitations in public budgets have also contributed to the expansion of cost-sharing. But cost-sharing raises the issue of liquidity constraints faced by students at the time of attendance. A key policy concern is therefore to devise cost-sharing arrangements which do not harm participation by the most disadvantaged groups, in particular through the development of student financial aid systems.

#### *Possible questions for discussion*

- What are the major challenges that countries face in achieving equity in tertiary education, and what are the key concerns of the workshop participants in relation to equity?
- Which policy initiatives do participants find particularly effective in responding to the challenges of achieving equity in tertiary education?
- What are the major priorities for further action at national and international levels?

*Policy directions suggested in the OECD report*

Achieving Equity
Targeted Policy Directions
<ul style="list-style-type: none"><li>◦ Assess extent and origin of equity issues</li><li>◦ Making tertiary education more equitable requires policy to intervene much earlier</li><li>◦ Career guidance and counselling services at the school level are instrumental in improving equity of access</li><li>◦ Provide opportunities for tertiary education study from any track in upper secondary school</li><li>◦ Strengthen the integration of planning between secondary and tertiary education systems</li><li>◦ Diversify the supply of tertiary education to accommodate a more diverse set of learners</li><li>◦ Consider alternative types of provision to account for the cultural diversity of the population</li><li>◦ Improve the access to tertiary education in remote areas by expanding distance learning and regional learning centres</li><li>◦ Diversify criteria for admission and give a say to TEIs in entrance procedures</li><li>◦ Consider positive discrimination policies for particular groups whose prior educational disadvantage is well identified</li><li>◦ Consider alternative ways of acquiring eligibility for tertiary education</li><li>◦ Improve transfers between different types of TEIs within tertiary education</li><li>◦ Provide incentives for TEIs to widen participation and provide extra support for students from disadvantaged backgrounds</li><li>◦ Encourage TEIs to be more responsive to the needs of adult learners</li><li>◦ Sustain efforts to improve gender parity at all levels of tertiary education and address gender stereotyping in subject choice</li><li>◦ Grant special provisions for students with disabilities</li><li>◦ Place more emphasis on equity of outcomes</li></ul>

### Theme F – Facilitating the work of academics

<b>Room</b>	C201
<b>Languages</b>	English only
<b>Chair</b>	Carlos Salema, Chairman of the Board of Directors, Telecommunications Institute, Portugal
<b>Presenter</b>	Ester Basri, Directorate for Science, Technology and Industry, OECD
<b>Rapporteur</b>	Heli Aru, Senior Policy Adviser, Estonian Ministry of Education and Research

#### *Issues and policy challenges*

Ensuring an adequate supply of academics is a major challenge in some countries. In some disciplines – typically computer sciences, engineering, law, business and economic studies – the private sector offers much higher salaries and/or better career prospects, which makes the recruitment of good academics particularly challenging. Some countries are also faced with the ageing of their academic workforce.

In some countries there are debates about the need for more institutional autonomy in the management of human resources. In some cases, the debate also focuses on moving away from the civil servant status of academics and tenured positions as a way to improve the flexibility in the recruitment of academics, including the setting of more competitive salaries.

Growing demands on academics - e.g. new tasks in the fields of internationalisation; compliance requirements and information requests; interdisciplinarity; administrative duties; industrial research; new pedagogies, including e-learning and various domains of new income generation – raise the challenge of finding new ways of organising academic work and renewing support from institutions' leadership.

#### *Possible questions for discussion*

- What are the major challenges that countries face in facilitating the work of academics, and what are the key concerns of the workshop participants in relation to the evolution of academic careers?
- Which policy initiatives do participants find particularly effective in responding to the challenges of reforming academic careers?
- What are the major priorities for further action at national and international levels?

*Policy directions suggested in the OECD report*

**Academic career: adapting to change**

**Targeted Policy Directions**

- Give institutions ample autonomy over the management of human resources
- Manage the academic career in a flexible manner
- Reconcile academic freedom with institutions' contributions to society
- Enhance the attractiveness of the academic career
- Improve the entrance conditions of young academics
- Strengthen management processes and leadership
- Evaluate and reward the accomplishments of academics
- Integrate professional development throughout the career
- Develop mechanisms to support the work of academics
- Enhance the capacity for collaboration and encourage mobility
- Provide more flexible employment conditions for senior academics

## **Theme G – Strengthening ties with communities and the labour market**

<b>Room</b>	B201
<b>Languages</b>	English only
<b>Chair</b>	António Firmino da Costa, Professor and Researcher, Centre for Research and Studies in Sociology (CIES), ISCTE, Portugal
<b>Presenter</b>	Jaana Puukka, Directorate for Education, OECD
<b>Rapporteur</b>	Frances Kelly, Counsellor, New Zealand Ministry of Education

### ***Issues and policy challenges***

Countries are increasingly engaging labour market representatives in tertiary education policy development and bringing together institutions and representatives of employers and labour unions. The aim is to ensure that educational offerings are informed by the needs of the labour market.

Another challenge that tertiary education is facing is to outreach towards its environment. To this aim, linkages need to be built and/or strengthened with the surrounding regions and communities in which TEIs operate.

As part of the challenge of meeting labour market needs, TEIs are more and more encouraged to follow the labour market outcomes of their graduates, seek the views of employers of their graduates and improve their programmes accordingly.

The transition to knowledge-based economies not only results in a demand for a highly skilled labour force, but also in new training needs. TEIs are increasingly challenged to include lifelong education among its offerings.

### ***Possible questions for discussion***

- What are the major challenges that countries face in strengthening ties with communities and the labour market, and what are the key concerns of the workshop participants in relation to the responsiveness of tertiary education to regional communities and the labour market?
- Which policy initiatives do participants find particularly effective in responding to the challenges of tertiary education's responsiveness to regional communities and the labour market?
- What are the major priorities for further action at national and international levels?

*Policy directions suggested in the OECD report*

**Strengthening ties with the labour market**

**Targeted Policy Directions**

- Coordinate labour market and education policies
- Improve data and analysis about graduate labour market outcomes
- Strengthen career services at secondary and tertiary educational levels
- Reinforce the capacity of institutions to respond to labour demand
- Enhance provision with a labour market orientation
- Include labour market perspectives and actors in policy development and institutional governance
- Encourage TEIs to play a greater role in lifelong learning
- Explore the potential of a National Qualifications Framework
- Foster the engagement of TEIs with surrounding regions and communities

## Theme H – Shaping internationalisation strategies

<b>Room</b>	C103
<b>Languages</b>	English only
<b>Chair</b>	Teresa Patrício, Professor, ISCTE, Portugal
<b>Presenter</b>	Karine Tremblay, Directorate for Education, OECD
<b>Rapporteur</b>	Gro Beate Vige, Adviser, Royal Norwegian Ministry of Education and Research

### *Issues and policy challenges*

Countries participate in the internationalisation of tertiary education with distinct objectives – e.g. attract skilled workers, generate revenue, foster exchange and co-operation, use cost-effective alternatives to domestic provision. The challenge is then to design a comprehensive internationalisation strategy consistent with the established objectives. This generally entails the strengthening of policy coherence across education, immigration and international aid authorities.

The internationalisation of tertiary education and the expansion of cross-border provision with great diversity of providers and delivery methods bring important challenges in protecting students against misinformation, low-quality provision and qualifications of questionable validity.

Countries recognise the need to make qualifications more understandable and transparent internationally to increase their international validity and portability. International co-operation between national quality assurance and accreditation agencies seeking to increase mutual understanding of tertiary education systems is already visible.

### *Possible questions for discussion*

- What are the major challenges that countries face in shaping internationalisation strategies, and what are the key concerns of the workshop participants in relation to internationalisation of tertiary education?
- Which policy initiatives do participants find particularly effective in responding to the challenges of shaping internationalisation strategies in the national context?
- What are the major priorities for further action at national and international levels?

*Policy directions suggested in the OECD report*

<b>Shaping internationalisation strategies in the national context</b>	
<b>Domain</b>	<b>Targeted Policy Directions</b>
Overall strategy and steering of internationalisation policy	<ul style="list-style-type: none"> <li>◦ Develop a national strategy and comprehensive policy framework for internationalisation</li> <li>◦ Improve national policy coordination</li> <li>◦ Encourage TEIs to become proactive actors of internationalisation</li> <li>◦ Promote sustainable strategies of internationalisation</li> <li>◦ Create structures to assist TEIs in their internationalisation strategies</li> </ul>
Attractiveness and international competitiveness of the tertiary education system	<ul style="list-style-type: none"> <li>◦ Create structures to promote the national tertiary education system</li> <li>◦ Enhance the international comparability of tertiary education</li> <li>◦ Develop alternatives to current global rankings</li> <li>◦ Improve information to prospective international students</li> <li>◦ Foster centres of excellence at post-graduate level...</li> <li>◦ ... but ensure quality provision in under-graduate cross-border education as well</li> </ul>
Internal dimension of internationalisation	<ul style="list-style-type: none"> <li>◦ Develop on-campus internationalisation</li> <li>◦ Encourage the mobility of domestic academic staff and students</li> </ul>
Optimisation of internationalisation strategy	<ul style="list-style-type: none"> <li>◦ Inform policy-making in the area of internationalisation</li> <li>◦ Take advantage of international complementarities</li> <li>◦ Manage the migration impact of internationalisation</li> </ul>

## Theme I – Policy design and implementation

<b>Room</b>	B202
<b>Languages</b>	English only
<b>Chair</b>	Per-Gunnar Rosengren, Adviser, Swedish National Agency for Higher Education
<b>Presenter</b>	Deborah Roseveare, Directorate for Education, OECD
<b>Rapporteur</b>	Gábor Halász, Professor, Centre for Higher Education Management, ELTE University Budapest, Hungary

### *Issues and policy challenges*

Education constitutes one area of public intervention in which reform is a recurrent theme. This is all the more true of tertiary education where in the past decades, structural changes in the external environment, participation patterns and growing demands from the sector have called for its modernisation and new models of governance, funding, quality assurance, relations with stakeholders *etc.*

Yet, educational reforms often entail costs for some groups while their benefits are less certain, more diffuse and in any case delayed in time. This feature makes implementation a complex task for policy makers, one in which political economy considerations are of key importance. A key challenge is therefore to move from knowing what changes are needed to implementing those changes successfully.

A condition for successful policy implementation is to reconcile the diverging interests of a wide range of stakeholders, and to convince them that the reform is the way forward. Along this course, policy makers need to carefully analyse policy alternatives and their likely impact and discuss them with stakeholders to aim towards consensus. But this is not always sufficient, especially when the situation of some stakeholder groups is likely to worsen – or perceived so – as a result of the reform. Bargaining processes and compensatory mechanisms are sometimes a solution to move reform agendas forward.

### *Possible questions for discussion*

- What are the major challenges that countries face in reforming their tertiary education systems, and what are the key concerns of the workshop participants in relation to policy design and implementation? What is needed for successful policy implementation? What are the barriers and constraints in introducing reform?
- Which policy initiatives or strategies for reform do participants find particularly effective in responding to the challenges of policy design and implementation?
- What are the major priorities for further action at national and international levels?

*Policy directions suggested in the OECD report*

Implications for policy implementation	
Domain	Targeted Policy Directions
Development of tertiary education policy and reform	<ul style="list-style-type: none"> <li>◦ Establish ad-hoc independent committees to initiate tertiary education reforms and involve stakeholders</li> <li>◦ Allow for bottom-up policy initiatives to be developed into proposals by independent committees</li> <li>◦ Recognise the different views of stakeholders through iterative policy development</li> <li>◦ Develop an evidence basis to inform policy making</li> <li>◦ Widen consultation within government to ensure coherence across policies to support national tertiary goals</li> <li>◦ Widen consultation with those outside government to ensure that voices other than those of “producers” are heard</li> </ul>
Search for consensus or compromise over tertiary education policy and reform	<ul style="list-style-type: none"> <li>◦ Use pilots and policy experimentation when needed</li> <li>◦ Favour incremental reforms over comprehensive overhauls unless there is wide public support for change</li> <li>◦ Avoid reforms with concentrated costs and diffused benefits</li> <li>◦ Identify potential losers from tertiary education reform and build in compensatory mechanisms</li> <li>◦ Create conditions for the successful implementation of reforms</li> <li>◦ Improve communication on the benefits of reforms and the costs of inaction</li> </ul>
Implementing tertiary education policy and reform successfully	<ul style="list-style-type: none"> <li>◦ Implement the full package of policy proposals</li> <li>◦ Support effective policy implementation</li> </ul>