Highlights

Stamenka Uvalić-Trumbić
Congratulations to the speakers and panelists!
Thank you to the two other members of the organising Troika!

Richard Yelland
OECD

Jamil Salmi
World Bank
The World Conference on Higher Education
UNESCO Paris - July 2009
Massification

“Nearly one-third of the world’s population (29.3%) is under 15. Today there are 165 million people enrolled in tertiary education\(^1\). Projections suggest that that participation will peak at 263 million\(^2\) in 2025.

Accommodating the additional 98 million students would require more than four major universities (30,000 students) to open every week for the next fifteen years.

\(^1\)ISCED levels 5 & 6 UNESCO Institute of Statistics figures
\(^2\)British Council and IDP Australia projections
Global Destinations for International Students at the Tertiary Level, 1999 and 2009

1999
1.9 million internationally mobile students worldwide

- Remaining countries, 25.0
- United States, 24.8
- United Kingdom, 12.7
- France, 7.2
- Germany, 9.8
- Austria, 1.6
- Spain, 1.8
- South Africa, 1.9
- Republic of Korea, 0.2
- Malaysia, 0.2

2009
3.4 million internationally mobile students worldwide

- Remaining countries, 26.1
- United States, 19.6
- United Kingdom, 11.0
- Australia, 7.6
- China, 1.8
- Canada, 2.8
- France, 7.4
- Japan, 3.9
- Russian Fed., 4.1
- Germany, 5.9
“World Class”

university or system?
Policy advice to governments

• Dismiss rankings?
• Take them seriously?
• Use them intelligently?
Multi-dimensional Rankings

- Develop rankings that fit local situations (e.g. Nigeria / AU)
- U-Map & U Multi-rank
- Evolving methodologies: Shanghai, THE, QS,…
WCHE: Focus Africa

“The matter of higher education is serious business!”

Peter Okebukola, WCHE Rapporteur
Students’ Choices
“Huge shortcomings regarding the provision of comparable information on HE and programmes”. (Allan Pall, Estonia)

“University rankings are a useful tool for making choices” but “University rankings should not be singular” (Vimonmas Vachatimanont, Thailand)

“Cambridge and Oxford are not best in all disciplines”(Lydienne Machi, Cameroon)
Students’ Statements

“Internet greatest connector between students and rankings”
(Hermina Fonseca, Venezuela)
but “30-40% of population do not have access to Internet”
(Colin Robinson, New Zealand)

“UNESCO independent body (Joane Chaker, Lebanon) that can “provide objective information about universities”
(Chelsea Jones, Trinidad and Tobago)
“global leadership in education”

Access to reliable information
Tasks for UNESCO:

- Help learners find their way through this maze of information
- Continuing dialogue with stakeholders
- Update information through Portal on HEIs.
1. Institutions recognized by competent authorities
2. Higher education programmes recognized by competent authorities
3. Information for students planning to study in the country
4. Information on the higher education system
5. Foreign credential assessment and recognition
6. Information on financial assistance opportunities
7. Cross-border higher education
8. National Information Centre
9. Other information sources
10. Definition of key terms
Highlights

Sir John Daniel
• The dog that didn’t bark

• Let a thousand flowers bloom

• The tip of the iceberg

• What about teaching?
The dog that didn’t bark
29.3% of people aged under 15
Massification

“Nearly one-third of the world’s population (29.3%) is under 15. Today there are 158 million people enrolled in tertiary education¹. Projections suggest that participation will peak at 263 million² in 2025.

Accommodating the additional 105 million students would require more than four major universities (30,000 students) to open every week for the next fifteen years.

¹ISCED levels 5 & 6 UNESCO Institute of Statistics figures
²British Council and IDP Australia projections
“World Class”

university or system?
Let a thousand flowers bloom!
Ranking or Benchmarking?

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Rankings in recruitment advertising
Opening a can of worms with the tip of the iceberg
Laurentian University
Ontario

Top-ranked for the number of beavers on campus
'we need a climate in which colleges and universities are less imitative, taking pride in their uniqueness. It’s time to end the suffocating practice in which colleges and universities measure themselves far too frequently by external status rather than by values determined by their own distinctive mission'
What about teaching?
BRITAIN’S TOP NINE UNIVERSITIES

Quality Rankings of Teaching
based on all subject assessments 1995-2004
(Sunday Times University Guide 2004)

1. CAMBRIDGE 96%
2. LOUGHBOROUGH 95%
3= LONDON SCHOOL OF ECONOMICS 88%
3= YORK 88%
5. THE OPEN UNIVERSITY 87%
6. OXFORD 86%
7. IMPERIAL COLLEGE 82%
8. UNIVERSITY COLLEGE LONDON 77%
9. ESSEX 77%

And tops for student satisfaction!
Stop the assessment of teaching!
UNESCO’s Higher Education Team

From top: Stamenka Uvalic-Trumbic, Liliana Simionescu, Zeynep Varoglu, Anna Glass, Annapaola Coppola, Lydie Ruas, Inga Nichanian, Emily Helmeid, Antoine Cardey, Marc Bellon, Faryal Khan
The World Conference on Higher Education
Paris - July 2009

“The New Dynamics”

Stamenka Uvalić-Trumbić
Stamenka Uvalić-Trumbić

Voted
International Higher Education Professional of the Year 2009

By her peers in the International Community of Higher Education

Washington, DC 28 January 2010
Thank you Stamenka!
THANK YOU

MERCI

For text and slides:

www.col.org/speeches