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on common concerns. IAU partners with UNESCO and other international, regional and national bodies active in higher education. It is committed to building a worldwide higher education community.



## IN FOCUS

### IAU Members shaping Higher Education for the future

IAU at UNESCO's 2009 WCHE: IAU Session on Access and Equity at the WCHE

## ACTIVITIES

Internationalization Survey

Doctoral Programs in Sub-Saharan Africa

2009 IAU International Conference



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by Georges Haddad, Director of the Division of Higher Education, UNESCO

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*The views expressed in the articles published in IAU Horizons are those of the authors and do not necessarily reflect the views of the International Association of Universities.*

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<http://senseable.mit.edu/nyte/visuals.html>

# EDITORIAL

## WORLD CONFERENCES ON HIGHER EDUCATION DO NOT HAPPEN EVERYDAY,

nor should they, since their capacity to make a difference would most likely diminish in direct proportion to their frequency. However, it has been more than 10 years since the milestone 1998 UNESCO WCHE took place in Paris and the time is ripe, perhaps even urgent, for UNESCO to gather the world's higher education community once again.

The International Association of Universities has often been cited as a key partner of UNESCO's Higher Education Division and we are proud of this partnership. It is based on an almost 60 year long history of mutually beneficial collaboration. At the 1998 WCHE the then IAU President Hans van Ginkel, several Board members and IAU staff played a major role in various thematic roundtables, including as one of two NGO representatives drafting the final Declaration.

In 2009, we can do no less. The challenges facing higher education and research are no less important or any less complex today. In fact they may be even more daunting since the global economic recession is hitting everyone hard, including the education sector. Upholding some of the values and principles that are dear to IAU, such as institutional autonomy, equitable access to higher education and solidarity among institutions may become even more difficult. IAU's current leadership –President, Juan Ramon de la Fuente, Immediate Past president, Goolam Mohamedbhai, Executive Committee and Board Members and the entire Secretariat are mobilized to contribute to the 2009 WCHE in Paris this July and be as involved as possible in helping to develop an action-oriented follow-up to this Conference.

But the IAU is mostly a forum or a two-way conduit for information sharing, for changes and actions that take place or are expected to take place in universities and other higher education institutions themselves. IAU acts as a catalyst for cooperation and collective action; it is the HEIs that are the critical actors. It is they who can reshape higher education and research and ensure that they serve the long-term collective needs of humanity as well as the short-term agendas of competitiveness and sustainable development.

Therefore this issue of *IAU Horizons* is completely devoted to showcasing the work and initiatives being actively pursued by a small sample of the more than 600 IAU member institutions around the world in the topical areas identified by UNESCO as central in reshaping the higher education and research sector. These themes also serve to frame UNESCO's 2009 World Conference on Higher Education programme.

Unmistakably, the examples that are showcased in this issue only scratch the surface of the multiple and innovative ways in which universities and other higher education institutions tackle challenges such as: improving accessibility to higher education, contributing to the eradication of poverty, raising awareness for sustainable development and finding more sustainable paths towards economic growth, combating disease and promoting health, improving the quality of learning at other levels of education, preparing students for a far more globalized world among many other areas.

This issue of *IAU Horizons* deliberately shares with the readers as many of IAU members' achievements as possible in the available space, rather than offering information about the work of the Secretariat. However, IAU priorities are well-aligned with the topics that will be debated in Paris between 5 and 8 July during the 2009 WCHE and certainly the IAU leadership and secretariat staff will play an active part during the event. IAU is fully engaged to help UNESCO move towards a concrete, well-resourced action plan which will help governments, institutional leaders, faculty members, students and all stakeholders strengthen higher education and research systems worldwide. IAU is 'Building a worldwide higher education community' and it is the Association's hope that UNESCO will strengthen its efforts in making this community a strong and viable one!

**Eva Egron-Polak**  
*IAU Secretary-General*



# WORLD CONFERENCE ON HIGHER EDUCATION AND RESEARCH – TEN YEARS ON

by Georges Haddad, Director, Higher Education Division, Education Sector, UNESCO



**TEN YEARS IS, ON THE FACE OF IT, A VERY SHORT TIME IN HISTORICAL TERMS**, especially when it is a question of analysing the evolution of institutions that in their most well-known form, the university, have been able to resist and to adapt to the vagaries of history, while at the same time undergoing a real and far-reaching transformation.

But ten years can equally be long enough to allow profound and even revolutionary changes of social and human activities at all levels.

To give an example –and there are many others–, the Napoleonic Empire lasted barely a decade, but the changes that it brought in France, Europe and elsewhere continue to have an influence in many different areas, be they sociological, cultural, political or legal.

It must, of course, be recognised that these years of transformation and of profound change were made possible by the revolutionary years that preceded them, because, let us not forget, the dynamics of social and human evolution, as with those of living organisms, do not follow mechanical Newtonian laws, but instead follow evolutionary processes which depend fully on the

past, in what scientists call a delayed dynamic process.

Following this logic and with a view to understanding the new dynamics of higher education, which were analysed with precision during the first World Conference in 1998 and its preparatory regional conferences, it is now necessary to take stock of the trends which have marked the last ten years and to consider some prospects for the future.

To begin with, it seems clear that the demand for and the needs of higher

education have increased considerably across the world, and particularly in those regions that we coyly define as “the developing world”. In recent years, decision-makers and influential institutions have thought it best to limit the needs of the most impoverished regions of our global village to the areas of basic, primary or the early years of secondary education, recently adding, to ease their conscience, what is known as basic technical and professional training. To go even further in this search for a clear conscience, it has been thought necessary to add the term “quality”.

*The demand for and the needs of higher education have increased considerably across the world.*

All this is to forget that education cannot be conceived as a fragmented, linear model, going from primary to higher education via intermediate educational stages, but much more as a circular model in which each part is subtly but firmly linked to the others. Higher education feeds the other levels of teaching, while drawing from them its strength, its legitimacy and its relevance.



Thus, what we would define as the dynamic democratisation of higher education has established itself as an unavoidable trend of recent years, and for the years to come.

To this end, it has been necessary to develop university services in all areas by diversifying the structures, methods and resources in place. Higher education, in the public sector, is today coming to terms with the development of private institutions, which the countries in question have a duty to observe and to regulate with the fundamental objective of ensuring levels of quality and of combating fraud, corruption and simple marketisation.

Public institutions must adapt to this growing competition from the private sector by proposing higher quality education supported by research and innovation, and by seriously improving their methods of governance, their assessment systems and the objectives of the contract that links them to society.

I strongly believe that in the near future we will see university institutions which will distinguish themselves by being a subtle combination of public service and

entrepreneurial-style structure, capable of generating their own resources from research, from innovation and from the offer of lifelong training. These new models will have to respect the imperatives and the demands of academic freedom and university autonomy, without opposing necessary socio-economic partnerships.

All the elements seem to be already in place: the means, the tools –in particular those offered by information and communication technology–, and the social, institutional and academic will, despite some traditional resistance to any change. But I stress once again the fact that the dynamics of human and social evolution always function by delayed action and that thus all these developments will establish themselves globally in several years.

Another major trend, confirmed over the course of the past ten years, seems to me to be profoundly marked by the processes of internationalisation, of globalisation and of regionalisation.

It is not possible here to be exhaustive, but to support our propositions we will underline some aspects which are representative of these developments.

## REGIONAL PREPARATORY CONFERENCES

The following preparatory Conferences were held and the outcomes feed into the World Conference on Higher Education debates.

The websites provided lead to the Conference reports and, where applicable, to the Declarations:

### Latin America and the Caribbean Regional Higher Education Conference – CRES 2008

[www.cres2008.org/en/index.php](http://www.cres2008.org/en/index.php)  
*Cartagena de Indias, Colombia, 4-6 June 2008*

### Asia/Pacific Asia-Pacific Sub-Regional Preparatory Conference for the 2009 World Conference on Higher Education: “Facing Global and Local Challenges: the New Dynamics for Higher Education”

[www.unescobkk.org/education/apeid/macao2008](http://www.unescobkk.org/education/apeid/macao2008)  
*Macao SAR, PR China, 25-26 September 2008*

### Africa Regional Conference on Higher Education in Africa

[www.dakar.unesco.org/news/en08/080618\\_sem\\_educ\\_sup.shtml](http://www.dakar.unesco.org/news/en08/080618_sem_educ_sup.shtml)  
*Dakar, Senegal, 10-13 November 2008*

### Asia/Pacific South, South-West and Central Asia Sub-Regional Preparatory Conference on Higher Education

[http://portal.unesco.org/geography/en/ev.php-URL\\_ID=10794&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/geography/en/ev.php-URL_ID=10794&URL_DO=DO_TOPIC&URL_SECTION=201.html)  
*New Delhi, India, 25-26 February 2009*

### Europe and North America UNESCO Forum on Higher Education in the Europe Region: Access, Values, Quality and Competitiveness

[www.cepes.ro/forum/](http://www.cepes.ro/forum/)  
*Bucharest, Romania, 21-24 May 2009*

### Arab States Arab Regional Conference on Higher Education (ARCHE +10)

[www.arche10.org/](http://www.arche10.org/)  
*Cairo, Egypt, 31 May-2 June 2009*

First, we can mention cross-border higher education and its direct corollaries: academic mobility of students, teachers and researchers, as well as the recognition of diplomas and qualifications. In this regard, the notable event of the past ten years is without contest the regional European process known as the Bologna Process –but which in all honesty should be called the Sorbonne–Bologna Process, as it was born in a political sense in 1998 at the Sorbonne, with a courageous and visionary declaration by four European ministers, followed the following year in Bologna by the commitment of another twenty.

This process led to the establishment of a European higher education and research area which is still to be perfected, in particular in its search for harmonisation, and which gives rise on the one hand to enthusiasm and emulation, but on the other to fear and rejection.

However, it is clear that the European process opens new and original ways towards a dynamic internationalisation of the missions and prospects of higher education and research.

In this regard, we can observe a notable reinforcement of regional associations of universities and higher education institutions, of which the primary objectives are, among others, to assure a better coordination of their actions and to allow them to take a more effective role in discussions with political decision-makers by establishing themselves as legitimate and indeed necessary partners in the process.

One serious consequence of the internationalisation or globalisation of higher education and research is perfectly illustrated by the propensity towards competition and rankings shown by higher education institutions.

We have to approach these tendencies with all the necessary attention and objectivity in order not to fall into mere caricature.

Rather than being a cause for alarm, it is clear that competition and rankings are going to lead universities and other institutions to reinforce their policies regarding cooperation, partnerships and networks in order to ensure a lasting future for higher education and research based on sharing, solidarity, excellence and equity, and to make sure that they are able to provide credible and effective solutions to the dramatic problems of brain-drain.

I will end this brief and far from exhaustive overview by suggesting that the areas which will experience the most marked –indeed the most radical– changes over the next few years will be the scientific disciplines that are so badly perceived and poorly thought-of by the young.

Indeed, the universality of mathematics, physics, chemistry, biology and engineering science, among others, will allow the globalisation of scientific teaching, to be offered to begin with at graduate and postgraduate levels.

These teaching materials will be available online and will be created by a panel of recognised experts, with a mandate that will be regularly renewable, who will rethink and reformulate the material in the light of new advances in research and innovation.

The mission of university institutions in this context will therefore be to support and supervise students with tutorials and high quality complementary teaching, particularly in social sciences, and especially to assess and certify the knowledge acquired by internationally recognised and validated progressive systems of tests and examinations.

This high-level international teaching will also reinforce continuous education, which represents one of the major issues for higher education in the 21<sup>st</sup> century, especially in these times of crisis and profound dislocation.

A model of this type will doubtless be more difficult to envisage in arts or social sciences, for which local characteristics are both legitimate and limiting.

These prospects, even if for the moment they remain in the domain of fiction, will allow universal and equitable access to higher education in all parts of the world, which will of course have to be provided as quickly as possible with the necessary technical equipment.

As a first step, I look forward to seeing you all at the UNESCO World Conference in July where we will work together to define the new dynamics of higher education and research and to specify the framework for these actions in order to inspire our successors, and let's hope, most of us as well, to meet in ten years' time to once again take stock and open up new prospects ...

*Continuous education represents one of the major issues for higher education in the 21<sup>st</sup> century.*

## In focus:

# IAU MEMBERS SHAPING HIGHER EDUCATION FOR THE FUTURE

## INTRODUCTION

2009 is the year of the World Conference on Higher Education (WCHE), a milestone global event that both looks back on the first decade of higher education of the twenty-first century and anticipates the new dynamics of higher education in the foreseeable future. WCHE's focus on societal change and development meets IAU's belief in higher education institutions' key role in responding to the needs of society. Gathering foremost leaders in the field of higher education, the World Conference will bring together key stakeholders to ensure a renewed commitment to the development and responsibility of higher education.

The IAU network offers its members valuable opportunities for their actions to be presented, initiatives and projects to be shared, and for higher education institutes to become acquainted with one another and explore options for collaboration. For the occasion of

the World Conference, we have turned over the content of *IAU Horizons* to our membership, thus giving IAU members the opportunity to present their projects both to each other and to a wider audience at the WCHE.

Fully engaging with the thematic breadth of the World Conference, this issue of *IAU Horizons* presents concrete examples of the role IAU Member Institutions of Higher Education play in fostering societal change and development in the context of each of the WCHE themes: Sustainable Development, Poverty Eradication, Social Responsibility, Internationalization, Access and Equity, Research and Innovation, Education for All and Africa. The actions presented uphold the values IAU promotes among its membership: the responsibility to respond to the needs of society and to promote justice, freedom, respect for human rights, human dignity and solidarity.

## SUSTAINABLE DEVELOPMENT

**Too many of the world's population face a day-to-day struggle to fulfill their basic human needs. When coupled with the global issues of climate change, depleting resources and increasing populations, finding solutions to meet human needs now, whilst not jeopardizing the capacity of future generations to meet their needs, is more important than ever.**

**The United Nations called upon UNESCO to lead the Decade United Nations Education for Sustainable Development (UNDESD, 1999-2014). In March 2009, in collaboration with UNESCO?, the German Government undertook the mid-decade review of progress and held the World Conference on Education for Sustainable Development (WCESD) in Bonn. Further information on this event is available page XXX**

**Higher education institutions, their leaders, faculty members, researchers and students have a particular and vital role to play in fostering sustainable development initiatives across the globe. As can be seen in the following examples from Mexico, Germany, The Bahamas and Japan, universities operate both as foci for learning, research and knowledge production on sustainable development, and as centers for integrated programmes that find specific solutions to environmental, social and economic problems, that benefit local populations, especially the poor.**

### Sustainability Research and Education

*Leuphana University Lüneburg, Germany*

Sustainable development, as a meta-theme of the 21<sup>st</sup> century, needs anchoring in scientific research and higher education. With its newly established science initiative 'Sustainability Research' and the announcement of seven new chairs in sustainability sciences, Leuphana University Lüneburg aims to systematically fill the gap in trans-disciplinary sustainability research in German-speaking universities. Grounded in a commitment to both humanistic values and sciences –as fundamental

pillars in fostering self-determination, successful career development and social responsibility– Leuphana's sustainability research and education is characterised by a structured integration of social and natural sciences.

Leuphana has adopted a trans-disciplinary approach to sustainable development by integrating disciplines such as ecology, environmental chemistry, communication and sustainability management as well as the social, legal and political sciences. Innovative project based teaching is promoted and students are involved in research and





The donation for the programme will also fund the construction of a green complex that will become a 'living laboratory' to feature cutting-edge, environmentally friendly and sustainable energy sources and support systems, in line with the SIS programme's principles.

The College is pursuing synergistic relations with local, regional and international government and non-governmental organizations, agencies and experts as it designs the undergraduate programme. It is hoped that this will become the catalyst for a comprehensive set of innovative sustainable practices.

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### Tecnológico de Monterrey's Institute for Sustainable Social Development (IDeSS)

*Tecnológico de Monterrey, Mexico*

Ethics, humanities and citizenship education are an integral part of the curriculum for all professional careers, and critical to developing citizens who are able to contribute to sustainable human, economic, and social development. To this end, the Tecnológico de Monterrey created the Institute for Sustainable Social Development (IDeSS). The purpose of this Institute is to develop models and programmes through which students become sensitive to the needs of their country and, above all, to the less favoured social groups, using strategies that will solve community problems.

IDeSS reaches its goals by means of the social incubators and community learning centres.

The social incubators make up a national network of centres that cater to marginalized communities near Tecnológico de Monterrey campuses. Students play an active, face to face role as consultants under their professors' guidance. Their work is aimed at knowledge transfer in education, entrepreneurship, health, and housing, to name a few areas.

The community learning centres, on the other hand, have the support of the Tecnológico de Monterrey, but are largely operated by the Department of Social Development, State governments, companies, or civil society organizations. These centres are educational spaces aimed at individuals in geographically isolated areas or those who lack traditional education services. The network is made up of more than 2,000 centres scattered mainly throughout Mexico, and dozens more located in the United States and various Latin American countries. Tecnológico de Monterrey students participate in these Centres as online tutors.

Today, 33% of the 11,000 Tecnológico de Monterrey students participate in IDeSS programs. The goal by the year 2,011 is to enrol 80% in these programs.

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### The Manantlán Institute of Ecology and Conservation of Biodiversity

*University of Guadalajara, Mexico*

The Manantlán Institute of Ecology and Conservation of Biodiversity (IMECBIO) is an academic institute that is part of a small rural campus (the South Coast Campus-CUCSUR) of the University of Guadalajara (UdeG), in Jalisco, Mexico. IMECBIO has 45 full time professors that teach and do research in the field of natural resource



*The Ayquila River*

management through a unique bachelor program entitled Engineering in Natural Resources and Agriculture (IRNA). The institute also conducts a range of conservation and development activities within the region including the *Ayuquila Watershed Management project*.

The project is a joint initiative between IMECBIO, ten local municipalities, an NGO, and various government agencies and rural communities living along the Ayuquila River. Implemented as a social learning outreach programme that includes ecological research, environmental education, and community organization, the project integrates poverty alleviation campaigns with environmental restoration. Success is exemplified by the amelioration of water pollution from the local sugar cane industry and urban discharge that historically caused massive fish die-offs and health problems amongst the inhabitants of the Ayuquila River watershed, and the creation of the first inter-municipal environmental agency in Mexico.

The small, locally-based academic programme has served as the basis for international cooperation with 15 universities in 7 countries and has generated over 20 national and international academic theses and projects. Students and professionals from over 30 countries have visited the project to explore the role of universities in promoting sustainable development.

The experience served as the United Nations University first e-case study (<http://river.unu.edu/about.html>). Future developments include the creation of a regional

watershed museum, developing micro-watershed approaches to land management, and expanding platforms for citizen participation in watershed governance.

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## POVERTY ERADICATION

Approximately 40% of the world's population lives on less than 2 US Dollars per day (World Bank Development Index, 2008). Indeed, we live in a world where economic and social mobility are low, and the problems of poverty are self-perpetuating.

The higher education and research community as a whole has the ability and the responsibility to help eradicate poverty at home and globally. Education enables students to become more socially mobile, and develops their capacities to become healthier, more informed and responsible citizens, capable of contributing to their countries' development needs.

Academic research offers insight into the complex causes and challenges brought about by poverty, in terms of the social, cultural, economic and ecological dimensions. Such research is essential for finding lasting solutions, including through public policy. Furthermore, as can be seen from the following examples from Malaysia, South Africa and Malawi, some institutions take this responsibility much further, actively tackling poverty eradication through out-reach and development programmes that enable communities to develop the skills and income generating capacities to bring themselves out of poverty.



Colleagues from USM meet as part of the project's activities.

### Academics Fighting Poverty in Malaysia

*University Sains Malaysia's (USM), Penang, Malaysia*

Based on the findings of a land tenure study of 1976 and a rural poverty study of 1982, the Centre for Policy Research (CPR) at USM recommended that credit be made available to poor rural households. In 1986, USM undertook an applied research programme (Projek Ikhtiar) that looked into the effectiveness of providing micro-credit as a poverty alleviation tool. The project was successful, and was later institutionalized into a registered private trust, known as Amanah Ikhtiar Malaysia (AIM). AIM acted as a poverty-focused micro-finance institution, extending financial services to the poor in Peninsula Malaysia. Since 1991 the Malaysian parliament has allocated almost RM 300 million (\$83.1 million) to AIM to fulfill its mission of poverty reduction.

By 2003, USM was again asked to help overcome structural challenges that were confronting AIM. Within 30 months, USM managed to bring down micro-finance

loan repayment delinquency from 17.5% in 2002 to less than 5%; increased outreach to poor households to from 65,000 in 2002 to over 145,000; improve staff productivity and efficiency to international standards and instituted measures to maximize the impact of micro-finance on the poor participating clients.

To meet the demands of practitioners, USM's also initiated a regional network of Microfinance institution (MFIs) in the Asia-pacific region through the Credit and Savings for the Hardcore Poor in the Asia-pacific region programme (CASHPOR), that provides technical support in banking to the poor, in a financially sustainable manner. Since 1989 the CASHPOR programme has reached over 250 thousand households in the region.

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### Regional Aquaculture Development Project

*University of Malawi, Zomba, Malawi*

The Regional Aquaculture Development Project (1999-2005) was a partnership programme between the Fisheries, Marine Institute (MI) of Memorial University of Newfoundland and Bunda College (BC), University of Malawi with input and support from the Southern Africa Development Community (SADC) INLAND Fisheries Technical Coordination Unit (IFSTCU).

The project was aimed at supporting the development of aquaculture in the SADC region with the purpose of supplementing nutritional requirements and to providing income for community stakeholders. To achieve this goal BC acted as a regional center for aquaculture training and research, delivering relevant programmes to students, fisheries, outreach workers, fish farmers and other stakeholder groups.

### Integrating Historically Disadvantaged Populations into the Mainstream Economy

*University of KwaZulu-Natal (UKZN), Natal, South Africa*

A main goal of the University of KwaZulu-Natal's Strategic Plan (2007-2016) is "Responsible Community Engagement". To achieve this goal, the university has been developing projects involving public/private partnerships, and it is in this context that the University's Centre for Entrepreneurship (in partnership with the Provincial Department of Economic Development and Ithala Bank) has established the INJINGA Business Incubator Centre.

Since 2004, the centre has transferred Indian light industry demonstrator technology to Umlazi (a sprawling populous township in the southern outskirts of Durban, South Africa) and combined business incubation programmes with staged entrepreneur development training. To help ensure its success, a range of locally focused and innovative teaching methods have been used, including work integrated learning, mother tongue instruction (isiZulu), and adult based and self paced modular delivery of teaching materials.

The centre has seen considerable success, and the UKZN is currently extending the project into Phase II. This phase will aim to increase the number and quality of 'self driven' business ventures entering the economy from rural communities, by further developing and extending the business and entrepreneur development support partnerships.



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The project included numerous outcomes and activities. Amongst these was private sector development through extensive on-farm research focused on the utilization of indigenous fish species and use of local feeds, and human need development including the extension of Bunda College's capacity in training PhD and MSc students in the region. For example, two Bunda faculty successfully completed their graduate programs at Memorial University in Aquaculture (1 MSc, 1 PhD), and ten Canadian students completed their internship programmes at Bunda College.

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## SOCIAL RESPONSIBILITY

Still often accused of living behind tall walls of the Ivory Tower, many higher education institutions fail to live up to this image and go a long way to play a vital role in improving general community well-being in cultural, social, and economic term. Though autonomy and some 'distance' may be needed in order to tackle issues with the objectiveness inherent in the scientific method, there are numerous examples that demonstrate that researchers and teachers take their social responsibility towards society very seriously and place societal challenges at the heart of their scientific work. Some of the ways they fulfill their social responsibilities can be gleaned from the following examples of initiatives undertaken by IAU member institutions from Europe, Asia and North and South America which have used their capacities to undertake socially relevant research and develop services as well as trans-national and cross-sectoral projects that contribute to community well being and enhance social, economic and cultural development at all levels in society.

### Reaching Out Together Through IAU LEADHER Initiative

*Concordia University (Montréal, Canada), Istanbul Bilgi University (Turkey) and Campinas University (Brazil)*

Developed as part of IAU's LEADHER initiative, this project centered around two reform areas: internationalization; and outreach, community, and extension services. These were intentionally brought together as both involve extension of the university into the greater community. The three project partners have a similarity of mission in these areas, having achieved results through differing means, and confronting similar difficulties which the project hoped to address.

The goals were to enhance the three universities' evolution from stand-alone academic institutions to responsive, interdependent entities; to address the needs of a changing workforce; and to help maintain the balance and essential correlation between the research and the teaching missions of the universities while developing outreach both geographically and demographically.

Each partner's organizational models for internationalization and community extension were examined. Through this investigation, effective tools integrating the internationalization and extension agendas into the general strategies of the universities were identified. These practices ranged from ways to increase student participation in international exchange, to improvement of online and other distance education tools, to more effectively extending research into the local and international communities. The participants will use this information to help their institutions develop a flexible and effective approach, where international and community considerations cross not only geographic boundaries, but administrative and disciplinary divisions as well.

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### The Refugee Communities History Project

*London MET, United Kingdom*



In today's globalised world, large cities like London have become home to a diverse set of migrant communities. London Metropolitan University, an IAU member institution with a strong focus on public engagement, illustrates how universities can foster understanding between cultural groups by means of externally funded, community-based projects with direct links to both curriculum development and research.

Over the last nine years members of staff in the Department of Applied Social Sciences, in partnership with local refugee community organizations and the Museum of London, have collected over 150 life history interviews of refugees from fifteen communities settled in London for its Refugee Communities History Project.

This community-led project aimed to capture the contribution of refugees to London's economy and cultural life in the face of negative media coverage. University staff members were on the project's steering group and provided educational support for the fifteen fieldworkers (one from each community) who conducted the interviews. The project was accredited at post-graduate level and formed part of a master's degree in life history research.

The project had a number of tangible outcomes. The interviews have been archived at Museum of London, where project partners worked together to create a highly acclaimed exhibition (*Belonging: voices of London's refugees*). In addition, the data provided the basis for a range of films, CD-ROMs and community events. Staff members have been able to reflect on the pedagogic issues and analyse the interview data for publication and international conference presentations. Less tangibly, it was also hoped to engender a stronger sense of community empowerment and pride.

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## NGO Initiative: A Success Story

*Notre Dame University NDU – Louaize, Lebanon*

The Notre Dame University NGO initiative has experienced a great deal of success through the flourishing collaboration with international and regional foundations in building and helping to develop Lebanese and regional civil society, specifically in relation to issues that are of great concern to each respective community.

Through successful cooperation and sponsorship from prominent and international organizations such as Caritas International, the Arab Group for United Nations Fund (AGFUND) and many others, NDU has productively created a bridge between Lebanese and regional NGOs, the private sector and their local communities,

Since 2004, the NDU has collaborated with over 300 regional and local NGOs. The university has benefited Lebanese civil society and enlightened local communities of alarming issues that need attention; running projects that tackle issues ranging from tending to the needy, to health, education, and gender and social and environmental concerns.

The NDU-NGO initiative has developed several programs that encouraged and enabled innovative collaborations between NGOs and local entrepreneurship. Such programs are reflected in the Capacity Building, Proposal Writing, Fund Raising and other workshops offered to NGOs free of charge. These activities emphasize



*A meeting of colleagues as part of the NGO-NDU initiative*

the importance of giving greater assistance to the private sector by supporting the social and economic development of Lebanese society through partnering with NGOs and civil society organizations.

Despite these achievements, there remains colossal work to be done in the coming few years. Therefore, NDU, will vigorously continue to proactively understand the needs of the Lebanese community, and provide the proper support and services whenever they are needed.

**Website:** [www.ndu.edu.lb/](http://www.ndu.edu.lb/)

## INTERNATIONALIZATION

**In line with the increasingly intensive impacts of globalization at societal and economic levels, recent years have seen a tremendous expansion in the ways in which higher education has become 'international'. Globalization forces and internationalization trends are impacting higher education policy at institutional and national levels, and global inter-connections between HEIs are expanding in a variety of directions.**

**Keen to develop their institution's global standing and the global understanding amongst their faculty and students, both now and into the future, HEI leaders and government policy makers are initiating a wide range of internationalization programmes. Often framed within institution wide internationalization strategies these activities can include bringing a global dimensions to curriculum, expanding internationally collaborative research, international student and faculty mobility and campus level intercultural activities amongst many other aspects.**

**Indeed as can be seen from the following examples from Japan, China, Kazakhstan and Lithuania, internationalization activities are often very much future orientated, expand and promote international collaboration amongst HEIs and seek to enhance human capital.**

### Sustainable Development as a Platform for Internationalization

*Hokkaido University, Japan*

Hokkaido University wished to motivate its faculty and administrative staff towards a renewed awareness of internationalization. 'Sustainable Development' was chosen as the platform to realize this goal, and in 2005 the Hokkaido University Initiative for Sustainable

Development (HUISD) –a special committee under the direct supervision of the universities' president– was established.

HUISD's purpose is to promote and motivate internationalization activities at the university, and pursue cooperation with overseas universities and research institutions. Such activity will enable the university to

engage in research and educational programmes that are necessary to ensure a future that is both socially and environmentally sustainable.

To date several partnerships have been formed. In 2008, we hosted the G8 University Summit and contributed to the adoption of the Sapporo Sustainability Declaration, a cooperation of 20 overseas universities, 14 Japanese universities, and the United Nations University. We have also helped to establish various networks, including the Promotion of Sustainability in Postgraduate Education and Research Network (ProSPER.Net), which was established in collaboration with 19 universities in the Asia-Pacific region, and the United Nations University Institute of Advanced Studies.

In November 2009, the 'Hokkaido University Sustainability Weeks 2009' will mark the third anniversary. During these Weeks, symposia with various themes will be held for researchers and students of partner institutions and for non-academics around the world in order to share the latest research activities, and participate in other discussions of the ways forward for Sustainable Development.

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### Sharing Strategies: Internationalization and Networking through IAU LEADHER Initiative

*Mykolas Romeris University (MRU) and The Kazakh National Pedagogical University named after Abay (KazNPU)*

(KazNPU) chose internationalization as a relevant area for the sharing experiences in the framework of the IAU LEADHER project, thus reinforcing previous cooperation between the two institutions since 2007.

After Kazakhstan gained independence, there was a policy shift to promote the internationalization of the higher education sector in the country and its integration into the international education arena through student and faculty exchanges, establishment of new programs and the modernization of educational processes in accordance with the international practice.

The main goal of the LEADHER project was to share the experience that MRU has gained in the development of internationalization. Learning visits were organized at both universities where round-table discussions with MRU and KazNPU academic and administrative staff were arranged in order to guarantee an extensive and comprehensive examination of existing practices, instruments and options to implement an part of the "internationalization strategy", such as student and academic staff mobility and exchanges, developing a partner network for teaching and research collaboration, participation in international cooperation and research projects, implementation of joint study programmes, fostering multilingualism etc. As a follow up, several joint activities will be implemented such as submission of joint project proposals to the EU funded programmes, student and academic staff mobility.

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### Internationalization of Undergraduate Programmes

*The Chinese University of Hong Kong, China*

The Chinese University of Hong Kong (CUHK) has embraced internationalization activities since its inception in 1963. For example, there are currently 3,800 international students from over 45 countries studying at the University and a robust student exchange programme is in place. Strategic partnerships have also been formed with overseas universities to offer structured international degree programmes.

One example is the Global Business Studies programme launched in 2005. It is an undergraduate business administration programme offered in collaboration with Copenhagen Business School and the University of North Carolina at Chapel Hill. Each school admits 15 students a year and the cohort of 45 students study, live and travel



*A meeting convened as part of this IAU LEADHER project*

Mykolas Romeris University (MRU) in Vilnius and The Kazakh National Pedagogical University named after Abay



together for 18 months. They attend classes together in Denmark, Hong Kong and the U.S. during one semester in each location and visit corporations and government agencies in each of the countries, including the European Council in Brussels, Toyota and Panasonic in Japan, Samsung in Korea, and the Federal Reserve Board, and Department of the Treasury in Washington D.C. Students are also provided with internship opportunities in various countries.

In 2010, CUHK will begin to collaborate with the Moore School of Business at the University of South Carolina, in order to launch an International Business and Chinese Enterprise programme. Building on the distinctive competencies of the two universities, this joint programme has a focus on China-U.S. business.



Students visit Samsung in Korea as part of the Global Business Studies Programme.

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## TEMPUS IGBRIU Project

*Compostela Group of Universities (CGU), Santiago de Compostela, Spain*

Created in 1994, The Compostela Group of Universities (CGU) a Member Organisation of IAU, currently brings together more than 70 members from 22 countries to foster cooperation and dialogue in higher education. One example of a CGU collaborative initiative for the development of higher education policies is the project TEMPUS IGBRIU (Implantation et Gestion de Bureaux de Relations Internationales Universitaires). This project, which concluded in 2007, brought together CGU European member universities and the administrative staff in charge of the technical management of International Relations Offices of all the Moroccan universities. University experts followed training sessions on educational policy and international programmes (Socrates, Tempus, etc.) in Europe.

Moroccan staff visited a European international relations office for a one month period to study the development and implementation of higher education programs.

IGBRIU has resulted in a guide on good practices for the management of an IRO, distributed to some 300 institutions in Europe and the Southern Mediterranean basin; the MUQ (Management de l'Université par la Qualité/ project on quality management), Joint European Project (JEP) written by one of the Moroccan participants, which will be finalised in 2010; and GASRIU, a JEP project similar to IGBRIU which is now being implemented by the CGU in Tunisia.

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**GASRIU:** www.gasriu.uc.rnu.tn

## ACCESS AND EQUITY

A well-educated citizenry is the foundation of social equity, cohesion and successful participation in the global knowledge economy. As a result, most countries have set goals to increase the share of the population with higher education and/or broaden access to higher education for individuals that are under-represented because of socio-economic status, race, ethnicity, religion, age, gender, [dis]ability or location.

As a general rule, countries with low rates of participation in higher education seek to expand access by increasing the number of opportunities available while those countries that have already achieved a significant level of participation in higher education tend to focus on broadening access so as to include more individuals from under-represented groups.

There are many reasons why some countries may focus on one aspect rather than the other or why some countries feel the need to meet both challenges simultaneously. Over time, however, paying attention to both is becoming important for all\*.

This trend is visible in the universities in Canada, Ghana and Norway which are showcased below.

\* Source: IAU Policy Statement on Access and Success





## KnowHow2GO

ACE initiative, Washington, USA

In the US, eight out of ten young people expect to attain a Bachelor's degree, but nevertheless many youngsters from low-income families and children who are the first in their family pursue higher education are severely underrepresented in colleges. In order to broaden access to these groups of young people, the American Council on Education (ACE), a Member organisation of IAU, Lumina Foundation for Education and the Ad Council have launched the KnowHow2GO campaign. This campaign includes television and radio ads, as well as an attractive website that encourages secondary school students to prepare for college using four simple steps. See [www.knowhow2go.org](http://www.knowhow2go.org)

## Access and Equity at All Ages

EAFIT University, Medellín, Colombia



A Kids University project gathering.

EAFIT University undertakes a number of projects which seek to address access and equity issues in higher education in Columbia. Two examples include the Kids University project, and the Life Wisdom project, which have been running since 2005 and 2001 respectively.

The Kids University project gathers 200 school children from 7 to 14 at the university campus over the course of eight separate meetings throughout the year. The students discover a new way of relating to knowledge, through discussions of their own and other children's questions. Children contribute their questions in a permanent online survey as part of the project.

On the other hand, the Life Wisdom project is a continuing education programme for people over 55 years of age who want to continue to learn after retirement. During the course of an academic year, the

project runs a series of seminars on history, art, and contemporary society.

In 2009, EAFIT University also developed the virtual conference facility Colombia is Learning –an academic activity run jointly with the National Ministry of Education. Conceived by EAFIT's research group on Education Informatics, the project offers a digital platform, where participants can exchange ideas and have access to contents live lectures and discussion forums. Online activities similar to those carried out in a live conference were featured. The first conference was entitled 'Renovating classroom practices' and at the end of four weeks, more than 8,500 people from around the world had participated.

Finally, EAFIT University also offers an employees scholarship scheme that benefits over 50 students every year.

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**Websites:** The Kids University – [www.eafit.edu.co/eafitcn/ninos/index.html](http://www.eafit.edu.co/eafitcn/ninos/index.html)  
 Life Wisdom – [www.eafit.edu.co/saberes/programas.htm](http://www.eafit.edu.co/saberes/programas.htm)  
 Virtual Conference Columbia – [www.eafit.edu.co/EafitCn/Noticias/cinco\\_mil\\_personas\\_congreso\\_virtual\\_colombia\\_aprende.htm](http://www.eafit.edu.co/EafitCn/Noticias/cinco_mil_personas_congreso_virtual_colombia_aprende.htm)

## IAU at the World Conference on Higher Education +10: Equity, Access and Quality

*Equity, Access and Quality* is one of three general themes being addressed at the 2009 WCHE. The three concepts are also the cornerstones of the IAU Policy Statement entitled: *Equitable Access, Success and Quality in Higher Education*. How this Statement's principles and recommendations, particularly those addressing HEI policies and programmes, will be the focus on the presentation by the IAU Secretary-General during a parallel workshop session she will share with Dr. Jamil Salmi of the World Bank, Mr. Mihai Surdu, Roma Education Fund and teacher who will be identified by Education International to complete this multi-stakeholder look at the issues of access and success within a context of higher education quality provision.

IAU continues to receive and warmly welcomes endorsement of this Policy Statement from associations and organizations in many parts of the world. To date, these include 10 major regional associations in Africa, Asia, Europe and the Middle East as well as national groups in the USA, Denmark, Switzerland and elsewhere. The Statement is available for downloading online and IAU plans to develop further activities related to its implementation in the future.

## RESEARCH AND INNOVATION

Research is what defines universities. It is often used as the demarcation line between universities and other higher education institutions. The outcomes or outputs of research constitute the yardstick on which faculty members are most frequently (and at times almost exclusively) judged on. Research is the key to innovation which in turn is central to economic competitiveness. But research, or the pursuit of knowledge, is also key to resolving the world's complex challenges and dilemmas in health, in the environment, in social relations and many other spheres. Higher Education Institutions are also the place where future research capacity is created through graduate education of students.

The following examples, included to provide an appreciation for the breadth of scope that university research takes in IAU Member institutions from countries such as South Africa, France, Syria, Malaysia and Spain, provide a few insights into what innovative projects entail. The South-African project contributes to the development of new knowledge on cancer. The French initiative describes what new initiatives are being developed in Europe to try and work across disciplines to better address challenges of today's societies. Malaysian and Syrian universities develop innovative approaches to research planning, management and outputs by working collaboratively.

### Nanotechnology Sensors and Cancer Treatment

*Rhodes University, South Africa*



*Professor Nyokong*

Professor Nyokong has been a pioneer in the development of drugs that show more selective targeting of cancerous tissues and respond strongly to a broader spectrum of laser wavelengths. The cancer drugs developed by Nyokong and her team over several years are currently undergoing pre-clinical trials in collaboration with CSIR (Council for Scientific and Industrial Research) in Pretoria. The research has facilitated partnerships with other institutions in several African countries, Europe, North America, and the Far East.

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At the Rhodes University, important innovations are being developed in the fight against cancer. Professor Nyokong, laureate for Africa & the Arab States in Physical Sciences of the prestigious Women in science 2009 L'Oréal-UNESCO Awards, is a key figure in this field. Her current research takes a two-tiered approach. The first tier is the development of sensors, using nanotechnology, for the detection of cancer-causing agents *before* they can do any harm to the human body. The aim is to develop sensors, the size of a TV remote control, which are portable and can be used in bodily fluids, water and soils. The research has led to the establishment of a DST/Mintek Nanotechnology Centre for sensors at Rhodes University. The team's research aims to develop early warning systems for diseases and environmental toxins.

Professor Nyokong is also focusing on cancer treatment –the second-tier of her approach. The team uses highly coloured (blue to green) molecules (similar to those used as dyes for jeans), modified for cancer treatments that use laser light. This therapy is notably free from the harmful side effects typically associated with chemotherapy such as hair loss and nausea.

### Towards new doctoral studies in Europe: the example of the PhD programmes at the University of Paris-Est (France)

*Paris 12 University, France*

Closely linked to the European Research Area, doctoral education is a major component of the European Higher Education Area. Trained primarily by doing research and to perform further research, PhD students must increasingly develop skills in innovation, decision-making, risk-taking and entrepreneurship. It is with this objective in mind that universities in France are increasingly deciding to group together their PhD programmes in Research and Higher Education "Pôles" (in French "Pôles de Recherche et d'Enseignement Supérieur", PRES) and to work closely with certain businesses on shared projects and consultancy.

With six doctoral schools covering all the areas of science taught by the six participating establishments (two universities, two engineering schools, an architectural college and a research organisation), Paris-Est University aims to promote a multidisciplinary approach based on key scientific priorities: City; Environment and engineering; Health and society; Visual Arts. The PhD students, while



working at a research laboratory for a period of 3 years on average, follow subject-specific and interdisciplinary seminars organised by the doctoral school, make regular presentations on the progress of their work, take part in conferences and benefit from international mobility grants. Innovative projects are encouraged, some of which will have a European or international dimension.

To take one example: with a view to promoting the integration of holders of PhDs in social sciences into professional activity other than teaching and research, the doctoral school "Culture and Society" is putting in place a joint PhD programme with three European institutions (in Spain, Romania and Poland) which brings together historians, philosophers, linguists, and specialists in communications, political sciences and management. The CUPIDAM programme – "Public culture and decision-making intelligence in the age of globalisation" – will in this way allow holders of PhDs to take up careers as consultants, in human resources or as experts in international organisations.

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### Improving Research Planning, Management and Output through IAU LEADHER Initiative

*University of Aleppo, Syria, and the International Islamic University Malaysia*



*A meeting of colleagues as part of the IAU LEADHER programme.*

The rationale for the co-operation project developed by the International Islamic University Malaysia (IIUM) and the University of Aleppo (AU) in the framework of the LEADHER programme was the need to modernize university teaching and research in AU to meet the requirements of economic and social development.

The AU wished to use the IIUM expertise in terms of correlating research with economic requirements of the

country, particularly in industry, by examining IIUM's co-operation with industry partners in the area of research planning. IIUM was also in a position to share its experience in improving the intellectual property protection of research results and in reinforcing the transfer of technology.

During two learning visits, made possible by the LEADHER grants, participants shared information on research, planning, management and output according to governmental research schemes in Malaysia and explored possible collaboration between AU Publication House & the IIUM Research Management Centre as well as how to establish sustainable networking and linkages among researchers in both institutions for research collaborations.

Thus the LEADHER Programme facilitated the initiation of many activities, such as the admission of AU's faculty members to IIUM postgraduate programmes or providing assistance in the design of a comprehensive plan for AU development in terms of quality management and strategic planning. The IIUM's experts also applied to the Islamic Development Bank for funds to support the development of the quality management programme at AU. The visits deepened understanding among the key players of the two institutions which are now in a position to concretize beneficial collaboration in research.

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International Islamic University Malaysia: Prof. Dr. Mohamad Sahari Nordin (msahari@iiu.edu.my)

### The MODERN and Benchmarking Projects

*European Centre for Strategic Management of Universities (ESMU)*

MODERN –European Platform Higher Education Modernisation– is a three-year EU-funded project under the Lifelong Learning Programme (ERASMUS). Under the leadership of ESMU (European Centre for Strategic Management of Universities), an IAU Affiliate, MODERN aims to respond to the modernisation agenda of the European Union, encourage the professionalization of higher education management at all levels, and provide a common answer to the fragmentation in the supply of management development programmes and of organizational support to HEIs, their leaders and managers.

Amongst others aspects, MODERN is a web-based interactive source of information and meeting point for Higher Education Management providers, experts, target group learners and interested stakeholders. Other activities of the platform will include five thematic conferences and peer learning activities.

To improve the visibility and understanding of the European Higher Education Area throughout the world,

ESMU is also undertaking the EU Study Tour European Higher Education Project (EU-STEP) which hopes to foster exchange between European HEIs and HEIs in Australia, Latin America and the United States. In the three years of the project, project partners will design six one-week study tours to Europe, taking groups of 25 university decision-makers and policy-makers from HEIs in the three regions to Belgium, United Kingdom and Spain.

Benchmarking, as one of the instruments to improve quality has also been in focus at ESMU giving rise to

*A Practical Guide, Benchmarking in European Higher Education.* Drawing on project experience, the publication looks into the development of benchmarking in the higher education sector and offers a practical step by step approach to collaborative benchmarking.

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## EDUCATION FOR ALL

Ever since its onset in 1990, the Education For All (EFA) movement has grown both nationally and internationally. In 2000, 164 governments and 1100 participants at the World Education Forum in Dakar made a commitment to drastically expand access to education for people of all ages by 2015. Although the goals set out at that meeting has not yet been met, there has been a 'Dakar effect' since then: school enrolments have increased, governments have formulated goals to reach the poorest families and enlarge access to school for girls, and national quality assurance mechanisms are put in place (UNESCO 2007). Another effect has been a more inclusive vision of education as tied up with human rights, special measures to meet diverse backgrounds and the interdependence of education at different levels\*.

In reference to the latter point, IAU regards higher education as a key component in the pursuit of EFA. IAU believes that higher education and research engagement are of critical importance to overall sustainable quality education development for three main reasons:

- Teacher training often falls under the responsibility of higher education;
- Research on pedagogy, curriculum, learning outcomes, educational management, etc. are carried out by academic faculties of education;
- The achievements in the fields of EFA and MDGs have a major impact on higher education.

In order to foster greater visibility and more cooperation between HE institutions working on EFA, at the WCHE IAU will launch a portal in which HE institutions can present relevant projects (see page XXXX). Below you will find a first impression of the kind of projects that will be included in the IAU EFA portal.

\* Source: UNESCO, *Education for All by 2015: Will We Make It?* Oxford: University of Oxford Press, 2007.

### Open Africa Office

*Open University, UK*

The Open University (OU) has developed a comprehensive interdisciplinary approach in its work in international development and cooperation, focusing specifically on Africa.

With the creation of the Open Africa Office, initiatives in EFA and related MDGs projects have become an integral component in the University's activities. Activities include research and teaching interventions implemented with other IAU Members, such as **Kigali Institute of Education** (Rwanda), **Makerere University** (Uganda), **Open University of Tanzania**, and the **University of Cape Coast** (Ghana). Its activities comprise the Digital Education Enhancement Project (DEEP) that investigates the potential of ICT in teacher training and student learning; the Teacher Education in Sub-Saharan Africa (TESSA) that creates open content multimedia resources and course design guidance for teachers and teacher



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educators; and the Social Protection and Care Education (SPACE) that equips community-based social workers and volunteers with the skills to support vulnerable children, particularly those living with HIV/AIDS.



## Broadening Regional Initiative for Developing Girls' Education (BRIDGE)

*Kobe University, Japan*

BRIDGE Project aims to improve girls' enrolment in primary education in Yemen by capacity building in schools and local educational authorities, by providing school-level financing to implement pilot activities and by organizing seminars to develop a decentralized education model in collaboration with local government, schools and the community; To the same end, BRIDGE works to increase the active participation of schools and community leaders in school governance, i.e. developing the school-based model, and raising awareness of the importance of girls' education.

Six counties within the Taiz Governorate, which has the largest population, have been selected with pilot schools located in rural and disadvantaged areas. If successful, the model will be expanded to the national level.

## University Social Service Brigades (BUSS)

*University of Veracruz, Mexico*

The university has developed a highly diversified outreach program, designed to be reciprocal in nature,

in which the university and the community learn and teach together. Much of its program is implemented through the University Social Service Brigades (BUSS). It groups 5-7 (under-)graduate students in multidisciplinary brigades who live in communities for a year. Working in partnership with local communities, and operating in the poorest and most marginalized areas, they provide services (health care, basic education, and training) which are not offered by the state. For example, under the Vasconcelos Project, brigades travel with buses equipped with laptop computers, a self-directing satellite antenna, and other ICT tools to train students, teachers and community members in IT. Developed in collaboration with local leaders, brigades work with indigenous and rural populations in matters of economic development to respond better local and regional needs.

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## 2009 WCHE SPECIAL FOCUS: AFRICA

African higher education has attracted much attention in recent years from leaders around the world, including the G8, the EU, U.S.A. and in many settings commitments of resources and support have been expressed. It is recognized that the African continent, full of diversity and potential needs to mobilize resources and new strategies to achieve its growth objectives and to overcome major problems such as lack of access to and capacity in higher education, the rapid and often unregulated expansion in low quality private HEIs, the brain drain of the most highly qualified graduates among many others. African higher education leaders as well as governments are seeking policies and strategies to ensure that high quality higher education becomes more available to far larger number of qualified candidates; that HEIs contribute to the human resource development strategies and research needed in Africa, and that opportunities for the most qualified graduates to remain on the continent are expanded.

It is only then that African nations and people will find the means to respond to the complex and severe social, environmental and economic problems that they face so acutely.

### AAU initiatives – AFRICA

The Association of African Universities (AAU), an IAU member of longstanding, provides a range of services to its members and African higher education in general through a series of programmes and activities. Three notable current examples are:



First, a **QA programme** that aims to lay a foundation for institutionalized quality assurance mechanisms within tertiary institutions, national quality assurance and accreditation agencies, and eventually a regional network for the coordination of cross-border protocols and specialized capacity building in QA. To date a project website with an up-to-date database of QA Practitioners

is now online, the African QA Network (AfriQAN) has been initiated, and efforts have begun to implement a regional framework on recognition of studies, certificates, diplomas, degrees and other academic qualifications of higher education in Africa.

Second, an **HIV/AIDS programme** has been developed that focuses on addressing major aspects of the HIV/AIDS pandemic in African higher education institutions. The programme undertakes advocacy on the pandemic among university leaders, and has funded 12 institutional HIV policies. It has also funded HIV/AIDS capacity building and curriculum integration exercises, and established four sub-regional Networks in Eastern, Central, West and Southern Africa to share best practices in HIV management within and among these regions.

**XVIII International AIDS Conference  
Convened by International AIDS Society  
Vienna, Austria, 18-23 July 2010  
[www.AIDS2010.org](http://www.AIDS2010.org)**

Third, **the Leadership Skills Development workshop series** (LEDEV) is intended to enhance the leadership skills of university leaders, particularly in the promotion of innovation and the management of change. Since 2007, two LEDEV workshops have been held, which have drawn together participants from 15 countries in Africa.

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**Masters programme in disaster preparedness and prevention in sustainable development**

*Joint project: Bahir Dar University, Ethiopia, and University of Arizona, U.S.A.*

Ethiopia is a nation of superlatives. It is one of the world's oldest nations. It is considered the very cradle of humanity. And it is perhaps the country most vulnerable



to deadly ravages of drought. "Ethiopia has traditionally been one of the most vulnerable countries to environmental extremes in the world," said Timothy J. Finan, Director of The University of Arizona Bureau of Applied Research in Anthropology. "It is so heavily and so densely populated, extremes can cause great levels of human mortality and morbidity."

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That reality drew Finan and University of Arizona (UA) colleagues to team up in 2007 with Ethiopia's Bahir Dar University on the world's first master's level education program to combine disaster preparedness with prevention strategies found in sustainable development. US-AID provides funding.

The goal is to make Ethiopia an exemplar in disaster management, incorporating more sustainable agriculture techniques to reduce Ethiopia's vulnerability to catastrophic drought cycles. Students enrolled are mid-career Ethiopian government or NGO professionals, or university professors. They study theory and best practices of disaster management and sustainable development, such as fundamentals of how to assure

access, availability, and utilization of food supplies. Students use online curriculum with periodic in-person interactions with UA professors. What separates this curriculum from traditional disaster relief training is its inclusion of sustainable development principals. "Historically, focus has been on emergency response. However in most of these systems, the underlying problem you're dealing with is chronic poverty," said John Magistro, a UA researcher on the project.

Ultimately, the project aims to put Ethiopia in firmer control of its own destiny, Magistro said. "They should have their own internal capacity to eventually prepare for and prevent these events from occurring."

**Contact:** Timothy J. Finan, Director, Bureau of Applied Research in Anthropology, University of Arizona  
**Email:** [finan@u.arizona.edu](mailto:finan@u.arizona.edu)  
**Website:** <http://bara.arizona.edu/news/more/ethiopia/index.html>

**Teacher Education in Sub-Saharan Africa (TESSA) Programme**

*Open University, UK*

TESSA is an eighteen institutions and nine country consortium set up by the OU to expand access to, and improve the quality of, teacher education. In most Sub-Saharan African countries this is an urgent need. To achieve the global target of providing universal basic education an extra four million teachers will be needed in less than a decade, and amongst the existing teaching force many remain unqualified (it is estimated that between a third and half of all practicing teachers are unqualified or under-qualified). Open learning, with many programmes allowing teachers to carry on teaching whilst studying, has, therefore, a significant role to play.

The TESSA consortium has built an extensive resource and support structure that provides support for new courses and the improvement of existing programmes. With guidance from OU experts, over one hundred African academics have produced around 750 multi-media study units that provide the core of a teacher training programme. The initial focus has been primary teachers. There are plans for expansion into the secondary sector. The resources exist in four language versions: Arabic, English, French and Kiswahili. It is estimated that half a million teachers will be using TESSA resources by the end of 2010. All the resources exist in online and downloadable format.

**Contact:** Bob Moon, Founding Director, Teacher Education in Sub-Saharan Africa (TESSA) programme, The Open University  
**Email:** [FELS-TESSA@open.ac.uk](mailto:FELS-TESSA@open.ac.uk)  
**Website:** [www.tessafrica.net](http://www.tessafrica.net)



## Campus for Peace for Africa

*African Virtual University (AVU) and Open University of Catalunya (UOC) cooperation*

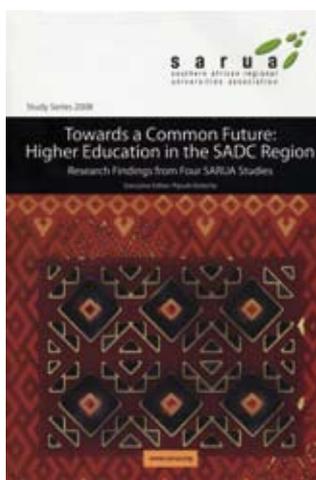
The African Virtual University (AVU) and the Open University of Catalunya (Universitat Oberta de Catalunya, UOC) have recently signed a collaboration agreement to promote a Campus for Peace for Africa. The Campus aims to contribute to poverty eradication and peaceful conflict resolution in the African continent, to enable literacy in the main African languages, and to foster better living conditions for African 'disfavored' populations in areas such as health, nutrition, or solar and oleic micro-generation of energy.

Social entrepreneurship, access to micro-credits, co-operation, digital literacy and other topics that might contribute to the development of citizen capacities for peace, respect for human rights, wealth generation and problem resolution will be among the areas covered by the training programmes. There will also be 'training of trainers' programmes for the AVU system, and a joint development programme for the educational resources needed in the virtual delivery of these courses.

The United Nations University, UNESCO, and several other public and private institutions have already expressed support and interest to participate in the project Campus for Peace for Africa. Collaboration is open to other partners.

**Contact:** [relint@uoc.edu](mailto:relint@uoc.edu)

**Websites:** <http://www.uoc.edu/>; <http://www.avu.org/>



## Towards a Common Future: Higher Education in the SADC Region

*Executive editor: Piyushi Kotecha, Southern African Regional University Association (SARUA), Study Series 2008. ISBN 9780981409931*

This book represents an extensive period of research undertaken in four SARUA studies. The chapters concentrate on several interconnected topics including 'A profile of HE in the Region' and 'Higher Education Funding Frameworks in SADC'.

# IAU ACTIVITIES

## The IAU LEADHER Programme

Thanks to support provided by the Swedish International Development Cooperation Agency (Sida), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and IAU, thirteen grants in total have already been disbursed in the framework of the **Leadership Development for Higher Education Reform Programme** (LEADHER) programme which was launched in May 2007 to facilitate productive networking among the Associations' 600+ members and thus making the most of the wealth of the IAU's diversity.

The LEADHER programme offers opportunities to senior HEI managers to engage in North-South or South-South collaboration for the reform of their institutions by learning from each other. This is a unique service offered to all IAU Members which have can apply for grants to support these learning partnerships. Only projects involving South-South or North-South cooperation can be funded.

By the end of May, 2009, the IAU Secretariat had received eight additional project proposals submitted in the 3<sup>rd</sup> edition of the LEADHER competition. The Selection Committee reviewed the applications in June and the results are available on-line. **The next competition** will open in the fall with the deadline for submission of proposals being announced on the IAU website where all additional information on LEADHER is kept up-to-date (<http://www.unesco.org/iau/LEADHER/index.html>).

During the second year of LEADHER, grants have been increased to a maximum of 10,000 Euros. All IAU Members in good standing may apply!

For information, contact Isabelle Devylder @ [devylder.iau@unesco.org](mailto:devylder.iau@unesco.org)

## 3<sup>RD</sup> GLOBAL SURVEY OF INTERNATIONALIZATION

IAU is pleased to announce that some initial key findings of the IAU 3<sup>rd</sup> Global Survey on Internationalization of Higher Education will be presented by Dr. Madeleine Green, IAU Vice-President and Vice-President of the American Council on Education (an IAU member) at the World Conference on Higher Education.

Furthermore, IAU will also be presenting some key results of the Survey at a panel session of the 21<sup>st</sup> Annual European Association of International Education (EAIE) conference, taking place in Madrid, Spain on the 16-19 September 2009 ([www.eaie.org/Madrid](http://www.eaie.org/Madrid)). IAU will also be producing a brief summary report of some key results of the survey in the fall of 2009.

For further information on the survey or the other Internationalization work of IAU, please contact Mr. Ross Hudson, IAU Programme Officer on [Hudson.iau@unesco.org](mailto:Hudson.iau@unesco.org).

## Changing Nature of Doctoral Programs in Higher Education Institutions in sub-Saharan Africa – New IAU Research based Project

The IAU launches a new research project on the *Changing nature of doctoral programmes in higher education institutions in sub-Saharan Africa*. This project is sponsored by the Swedish International Development Agency (SIDA).

Four IAU Member Institutions from sub-Saharan Africa will be identified to take part in this project which aims to the main changes taking place in these HE institutions in the field of doctoral programmes. What factors are driving the changes, in what direction and to what ends? What challenges are the programmes and, by extension, the doctoral students and institutions facing? And how could/should these changes be accompanied by policy and external supports to ensure that more doctoral students obtain the qualifications and training needed and remain engaged in the African higher education and research sector?

Two Francophone and two Anglophone Institutions will form part of this modest project in order to compare and contrast the effects of Europe's Bologna Process on HE institutions in sub-Saharan Africa.

The project will adopt a case study approach and remain small in scale. Results will be disseminated widely.

IAU welcomes comments, existing research results or policies on this topic. For further information and your input, please contact the IAU at: [vantland.iau@unesco.org](mailto:vantland.iau@unesco.org)

## The Higher Education/Research Sector and Education For All (EFA) and related Millennium Development Goals (MDGs)

IAU has worked on the linkages between the higher education sector (HE), EFA and related Millenium Development Goals (MDGs) since 2005. The association was initially drawn to this topic to explore some important issues including the near invisibility of higher education in meetings and plans regarding EFA and related MDGs, the challenges of raising awareness of these movements and the opportunities for action in the HE community. IAU's resolution to explore HE linkages with basic education and EFA where reinforced by other external factors including the shift towards a more holistic approach in development programmes and a furthered understanding of HE's critical role for economic sustainability and knowledge societies.

Now, 4 years later, progress has been made towards greater HE involvement in EFA. The integration of EFA on the agendas of HE conferences, such as WCHE and the 2008 EU Cooperation Programme in Higher Education (Edulink), bears witness to this trend. Nonetheless, yet more can to be done to avoid both undermining existing efforts and waste of invaluable HE resources and knowledge for quality education development.

Recommendations made in a pilot study conducted by IAU exposed the need to clarify EFA-related issues, to tackle misunderstanding and highlight the reality that HE conducts important work valuable to basic education.

In line with these recommendations, IAU has developed an ambitious and comprehensive project to intensify linkages and networking. The project aims to ensure that there is better dissemination and greater visibility given to what work being conducted by the HE sector. It also attempts to increase quality in-depth exchanges within the HE sector and with other stakeholders, such as Ministries of Education, international agencies, civil society, schools, etc.

IAU is concretely pursuing these objectives through developing and implementing:

- an **information kit** (paper brochure) to clearly explain what higher education institutions (HEIs) can do for EFA and related MDGs and why they should get involved;
- a searchable **portal** where all HEI working on EFA or related MDGs will be able to describe their projects and create a network of similarly engaged HEI; the portal also serves as a springboard for partnering experts and interested parties with a searchable database of experts, an online forum and newsletter;
- **capacity building sessions** to provide opportunities for local stakeholders –representatives from HEIs, government, civil society and schools– to come together to create tools and viable action plans to better involve the HE sector in EFA and related MDGs at the local level;
- an overall **evaluation** at an IAU international meeting that would take stock of what has been developed and propose ways forward.

Both the kit and the portal will be launched at the WCHE. The first capacity building session is due to take place at the end of 2009. The IAU international meeting in 2010 will to coincide with the end of this initial project cycle.



The project's work is carried out by the IAU Secretariat under the supervision of an international Reference Group, which comprises of experts representing Northern and Southern HEIs, cooperation agencies, HE associations and UNESCO. It is currently under the chair of Olive Mugenda, Vice-Chancellor of Kenyatta University and IAU Vice-President.

These activities are financed in part by SIDA/SAREC, the UNESCO Participation Programme fund and the Association of African Universities (AAU).

Isabelle Turmaine, Project Director, Director, IAU Information Centre and Communication Services (turmaine.iau@unesco.org); Nadja Kymlicka, Project Coordinator (IAU3@unesco.org) [www.unesco.org/iau/efa/index.html](http://www.unesco.org/iau/efa/index.html)

### Global Meeting of Associations (III) Report

Together with ANUIES and hosted by the University of Guadalajara, IAU held the Global Meeting of Associations for the third time in Mexico, in April 2009. Getting larger with each successive edition, this GMA focused on the Emerging Global Higher Education Landscape and most particularly on the various actors –associations, networks and other groups– that increasingly populate it.

Taking as their starting point a comprehensive and challenging view of the emerging landscape presented by Dr. Kris Olds, (Professor, Department of Geography, University of Wisconsin-Madison) participants shared their association's or network's activities to bring value added to their members. While recognizing the need for greater coordination of efforts –if for no other reason but to respond to the demands of their members– it was nevertheless clear that the ideal of cooperation was increasingly nudged aside by the reality of competition.

Noting how the global economic recession, caused in large measure by the absence of a viable regulatory framework to operate in the international financial regime, led to the discussion of regulatory mechanisms that might be needed in the higher education and research sector. Participants recognized that the HE sector is far from ready for any kind of global governance, yet they also acknowledged that inequities and exploitative or at least unfair practices do exist in this area as well. IAU offered up, as examples of important, initial building blocks for self-governance of the system, the various IAU Policy Statements that the association's members have approved over the years in areas such as: institutional autonomy and academic freedom, sustainable development, cross border education, equitable access and success, etc.

All the background documents, discussion paper and presentations, including the summary report by the two GMA rapporteurs are available online: [www.unesco.org/iau/conferences/Mexico2009/index.html](http://www.unesco.org/iau/conferences/Mexico2009/index.html)

The IAU GMA-IV will be held in 2011.

## UPCOMING IAU CONFERENCES

### IAU 2009 Annual International Conference

The Role of Higher Education in Fostering the Culture of Dialogue and Understanding

**Host:** Notre Dame University – Louaize, Beirut, Lebanon

**Dates:** 5-6 November 2009



Notre Dame University, Lebanon, an IAU member, will be hosting the IAU Annual International Conference in the fall of 2009. The theme, as detailed above, is in line with the IAU's goal to promote cooperation and understanding at the international, regional and national levels and contribute to freedom and justice, human dignity and solidarity through teaching and learning, research and service. The conference will bring together higher educational leaders, scholars and students to discuss how higher education today, contributes or could contribute to creating a culture of dialogue at the institutional, local, regional and international levels. Federico Mayor. / cultural Programme etc. . . .

The IAU International Conference will explore and offer a forum for sharing ideas, examples of good practice as well as innovative ways by which higher education can foster dialogue and understanding in the context of diversity.

To view the draft programme, register for the conference, or learn further information, please visit the IAU website at: [www.unesco.org/iau/conferences/Lebanon2009/index.html](http://www.unesco.org/iau/conferences/Lebanon2009/index.html)

### IAU 2010 Annual International Conference

Values and Ethics I Higher Education in the Era of Globalization – What Role for the Disciplines

**Host:** Mykolas Romeris University, Vilnius, Lithuania

**Date:** 25-26 June 2010

The emphasis on scientific research and innovation for economic competitiveness has been a dominant trend in higher education for several years. Fears that humanities and social science disciplines will be given less recognition and funding have been allayed to some extent by the recognition that scientific discoveries impact on society, often pushing the boundaries of ethical conduct and moving humanity into unknown and unexplored terrains where the only framing considerations are those of our (often diverse) value systems. In addition, the increasing acceptance that 'soft skills' such as the capacity to communicate, understand others, work well in teams across disciplines and cultures, are essential learning outcomes for all graduate provide additional justification for a strong role for social science teaching and research. Finally, in an increasingly globalized world, where value systems, world-views and even understanding of history are quite different, preparing responsible and ethical world citizens is part of the role of each and every academic discipline.

The IAU 2010 International Conference will address these broad questions with institutional leaders as well as academics and researchers from all disciplines. The aim is to compare and contrast and, most importantly, to find commonalities and bridges between the various discipline –specific concerns and challenges. How can disciplinary approaches and experiences enrich each other and contribute to a more global code of ethics for higher education?

How do perspectives on these issues differ across cultures? These and the subtopics below will be the issues explored by keynote speakers and panelists in parallel workshop sessions.

#### Subtopics:

- Ethics and Values: the Distinct and Related Challenges of the Social Sciences, the Humanities, Life Sciences and Technology
- What Place for Enduring Values and Moral Leadership in Higher Education in the Era of Globalization?
- State, Societal and Individual Obligations for Safeguarding Values and Ethics in Higher Education
- Human Needs, Human Rights and the Dilemmas of Choice
- Towards An Interdisciplinary Global Code of Ethics for Higher Education?

**More information:** [www.unesco.org/iau](http://www.unesco.org/iau) or <http://www.mruni.eu/en/>  
**Contact:** [iau@unesco.org](mailto:iau@unesco.org)

#### 14<sup>th</sup> IAU General Conference 2012

**Host:** Interamerican University of Puerto Rico, San Jose Puerto Rico, USA. *Theme and date will be announced soon*

**IAU will actively contribute to the following international higher education Conferences:**

IAU will be presenting the results of the **IAU 3<sup>rd</sup> Global Survey on Internationalization of Higher Education** at the **21<sup>st</sup> Annual EAIE Conference**, to be held in Madrid Spain, 16-19 September 2009.

The theme of the conference is *Connecting Continents*. Further information can be found at: [www.eaie.org/Madrid/](http://www.eaie.org/Madrid/)

#### **The Observatory on Global Higher Education (OBHE): 2009 Global Forum on Cross-Border Higher Education**

*Kuala Lumpur (KL), Malaysia, 21-24 October 2009*

With IAU as one of the main sponsor organizations, The Observatory on Borderless Higher Education will host its 2009 Global Forum entitled '**Global Connections – Local Impacts: Best Practices, Models and Policies for Cross-Border Higher Education**', in Malaysia in October.

Organized in conjunction with the University of Nottingham-Malaysia and the Malaysia Ministry of Higher Education, the Forum promises to be a highly engaging professional venue for global colleagues to exchange ideas, strategies, and best practices about internationalisation and cross-border higher education.

The Forum will draw on wide participation from international experts in the field of Cross Boarder Higher Education. A call for papers and other information on the Forum is available at: [www.obhe.ac.uk/the\\_obhe\\_global\\_forum\\_\\_malaysia/welcome](http://www.obhe.ac.uk/the_obhe_global_forum__malaysia/welcome)

IAU is one of the sponsors the **World Universities Congress** organized by *Çanakkale Onsekiz Mart University*, an IAU Member in *Turkey*. The Conference will focus on "What should be the new aims and responsibilities of universities within the framework of global issues?" and will take place on *20/24 October 2010*. [www.comu.edu.tr/english/](http://www.comu.edu.tr/english/)

## IAU COLLABORATION AND NETWORKING

### **EUA 5<sup>th</sup> Convention – Facing Global Challenges: European Strategies for Europe's Universities**

*18-19 March 2009, Charles University, Prague*

IAU Secretary-General took part in the 5<sup>th</sup> EUA Convention which, in addition to preparing the EUA position to the next Bologna Process Ministerial Conference (held in April 2009), also saw the election of 8 new EUA Board members.

Joining the Convention by video, European Commission President Barroso stressed that higher education was seen as a key to European recovery due to skills development, the links it has with industry, the potential for lifelong learning and innovation. For his part, EU Education Commissioner Figel reminded the participants of the vast distance the host country (Czech Republic and his home country) had travelled in only 20 years from the fall of the Berlin Wall to the presidency of the EU! He also emphasised that most potential for the future in Europe lies with European universities, because during recession, excellent and accessible education is the most important means to ensure future growth. On the other hand, university representatives warned that higher education cannot solve the financial crisis and should not be seen through too narrow a lens. Several presentations demonstrated that Europe continues to be preoccupied with closing the gap with the USA but also recognized the extent to which Europe is seen as a model, most particularly due to the on-going Bologna Process reforms.

It was precisely because of this international 'curiosity' about the Bologna Process that the EUA organized a session at the Convention to prepare for a first Bologna Policy Forum (BPF) which would follow the Ministerial Conference. Eva Egron-Polak was asked to chair this session at the EUA, since she had also been invited to represent IAU at the BPF. The preparatory session served most particularly to allow institutions of higher education to have their collective say with regard to the contents and organization of the first BPF. Generally speaking this Bologna initiative to meet with non-European ministers and organizations like IAU was warmly welcomed, because the external dimension perspective and the position of Europe within the global context are of high interest to both European and non-European universities.

The Prague Declaration, entitled *European Universities - Looking Forward with Confidence*, which is the result of the EUA Convention, can be found at: [www.eua.be/events/eua-convention-2009/home/](http://www.eua.be/events/eua-convention-2009/home/)

## IAU COLLABORATION AND NETWORKING

### UNESCO World Conference on Education for Sustainable Development

31 March-2 April, Bonn, Germany

The IAU Director, Membership and Programme Development represented the IAU at the **UNESCO World Conference on Education for Sustainable Development**. (WCESD)



She was Cluster Rapporteur for 8 of the parallel workshops and a member of the Drafting Committee of the final Bonn Declaration. The Conference, convened by the German Delegation to UNESCO took place in Bonn, Germany, in early April. 900 participants from 147 countries took part.

It was felt that this Conference was held at an historic moment in time, considering the global context of economic and social crisis. A sense of urgency was reflected in most plenary and workshop presentations and subsequent debates. Participants emphasized the need to provide tools for all to act locally in order to impact constructively globally, and the need for change or at least better adaptation of education agendas to country and region-specific realities. They called for a reorientation of the aims and purposes of education, and urged for more inter-disciplinarity. The text of the Declaration was drafted in an open and transparent way by a group of 30 people and was presented as an agenda for change and action. Future steps to be taken in the field of ESD are identified in the different documents emanating from the Conference.

In summary though, mobilization of more funding, more networking and inclusion of other stakeholders were all underlined. For the full report on the WCESD, please see: [www.esd-world-conference-2009.org/en/whats-new/news-detail/item/bonn-declaration-adopted.html](http://www.esd-world-conference-2009.org/en/whats-new/news-detail/item/bonn-declaration-adopted.html).

The Bonn Declaration is available online at: [www.esd-world-conference-2009.org/fileadmin/download/ESD2009\\_BonnDeclaration080409.pdf](http://www.esd-world-conference-2009.org/fileadmin/download/ESD2009_BonnDeclaration080409.pdf)

### First Bologna Policy Forum

29 April 2009, Leuven, Belgium

IAU Vice-President, Abdul Razak Dzulkifli and the Secretary-General of IAU, Eva Egron-Polak, took part in the first Bologna Policy Forum (BPF), held on April 29, 2009 and organized by the secretariat of the Bologna Process 2009 Ministerial Conference. The Forum took place immediately after the 46 European Ministers concluded their biennial BP conference. It allowed for ministers and other officials from some 20 invited non European countries, UNESCO, the IAU and other non-governmental groups to express (in 2-3 minute presentations) their interest in the Bologna Process. Of most importance to IAU, it allowed the

association to indicate its strong interest in being involved in the preparations for the second BPF which will hopefully allow for a meaningful discussion among a variety of participants. An earlier presentation prepared by Eva Egron-Polak on the external perceptions of the Bologna Process was circulated to all participants. The final Declaration and IAU presentation can be found at: [www.ond.vlaanderen.be/hogeronderwijs/bologna/forum/](http://www.ond.vlaanderen.be/hogeronderwijs/bologna/forum/)

### World Civic Forum

6-8 May 2009, Kyung Hee University and UNDESA, Seoul, Korea

IAU Director, Information and Communication Services chaired and presented a paper at the **World Civic Forum** organised jointly by Kyung Hee University, Korea and the United Nations Department of Economic and Social Affairs (UNDESA).

The session, entitled *Role of Civic Engagement for Civic Enhancement*, which was related to the key topic of *Higher Education for Humane Purposes and Social Responsibility*, featured 5 presentations from 5 different countries and 3 continents (Asia; Americas; Europe). The IAU Director opened the session with her presentation about the ongoing IAU project, focusing on the necessary linkages between higher education/research and EFA and related MDGs entitled *How Should, Could, Higher Education Be Better Involved in Education-Related MDGs?*

As far as IAU is concerned, one of the major events in the Forum was the Roundtable on the Future of Universities where university presidents discussed the global crisis with representatives of international governmental organizations. The discussion focused on responses from universities and the vision, philosophy, global responsibility and practices of universities of the future.

The next World Civic Forum will take place in 2011. ([www.wcf2009.org](http://www.wcf2009.org))

### ISSC World Social Science Forum, One Planet – Worlds Apart

10-12 May 2009, Bergen, Norway

IAU Director Membership and Programme Development participated in the 1<sup>st</sup> World Social Sciences Forum (WSSF) organized by the International Social Science Council (ISSC). The main purpose of the forum was to



Delegates, including IAU Director, Membership and Programme Development, meet at the WSSF.

demonstrate the global presence, impact and authority of the social sciences. It brought together major researchers and stakeholders in international social science, who addressed topics of global significance, as well as priorities for international social science. Amartya Sen

# MEMBERSHIP NEWS

set the tone in his address which identified some of the key challenges for the Social Sciences in the New Century. The IAU partnered with the ISSC to organize a specific session on University rankings and invited distinguished stakeholders from Ireland, Japan and South Africa to present their perspectives on the key issues at stake. The session sparked much interest, and the concept of university rankings and their values were strongly debated (see: [www.unesco.org/iau/conferences/sponsored.html](http://www.unesco.org/iau/conferences/sponsored.html)). The WSSF website is available at: [www.rokkan.uib.no/wssf/](http://www.rokkan.uib.no/wssf/)

## NAFSA

24-29 May 2009, Los Angeles, U.S.A.

IAU Director, Information and Communication Services chaired and presented a paper at **NAFSA (Association of International Educators) 2009 Annual Conference and Expo**.

The session, entitled *Diversification of Higher Education Worldwide: Would Typologies Help?* was organized in partnership with the Institute for International Education (IIE) and World Education Services (WES) to provide material through three case studies: academic mobility (IIE); credential evaluation (WES); and reference publications on higher education (IAU) to the audience to discuss the possible need and development of national or international tools to help classify higher education institutions by their functions and role –as opposed to rankings. [www.nafsa.org/losangeles](http://www.nafsa.org/losangeles)

## Atlas Meeting

29-30 May 2009, Los Angeles, U.S.A

Following upon the NAFSA Meeting, the IAU Director, Information and Communication Services attended the **Project Atlas 3<sup>rd</sup> International Advisory Group Meeting**.

The Project Atlas was initiated by the Institute of International Education (IIE) to track student migration trends in studying abroad. This 3<sup>rd</sup> meeting aimed at defining the Atlas' scope of work and next steps. IAU Director co-chaired the working session on the enhancement of the Atlas website. <http://atlas.iienetwork.org/>

As part of the activities of the NGO Working Group on EFA, whose President is IAU Director, Information and Communication Services, a workshop was held on *Non-formal education built on human rights: Why, for who, with whom and how?* at UNESCO Headquarters in Paris, France, on June 5, 2009. The workshop constituted the introduction to the **Day on Non-Formal Education** organized by the UNESCO-NGO Joint Programmatic Committee on Youth. It featured presentations from M. Philippe Hamel, from ATD Quart-Monde; M. Guy Berger, from Paris VIII University and Mrs. Sayeeda Rahman, from UNESCO. The debate was moderated by Mrs. Sophie Dufau, editor of Mediapart, an online newspaper ([www.mediapart.fr](http://www.mediapart.fr)). [www.unesco.org/ngo/comite/jpc-youth.htm](http://www.unesco.org/ngo/comite/jpc-youth.htm)

## New IAU Members

IAU is pleased to welcome the following new Members who joined the Association since February 2009

**Azerbaijan State Economic University,**  
 Azerbaijan  
[www.aseu.az](http://www.aseu.az)



**International Business School (IBS),**  
 Hungary  
[www.ibs-b.hu](http://www.ibs-b.hu)



**Amrita University,**  
 India  
[www.amrita.edu](http://www.amrita.edu)



**Karaganda Economical University of Kazpotrebsoyuz,** Kazakhstan  
[www.keu.kz](http://www.keu.kz)



**Moi University,**  
 Kenya  
[www.mu.ac.ke](http://www.mu.ac.ke)



**University Fray Luca Piacioli,**  
 Mexico  
[www.uflp.edu.mx](http://www.uflp.edu.mx)



**Red Sea University,**  
 Sudan



**Durban University of Technology,**  
 South Africa  
[www.dut.ac.za](http://www.dut.ac.za)



**University of Kirikkale,**  
 Turkey  
[www.kku.edu.tr](http://www.kku.edu.tr)



**Kamianets Podilski National University,**  
 Ukraine  
[www.kpdu.edu.ua](http://www.kpdu.edu.ua)



**Pryazovskiy State Technical University (PSTU),**  
 Ukraine  
[www.pstu.edu](http://www.pstu.edu)



**South Ukrainian State Pedagogical University named after K.D. Ushynsky,** Ukraine  
[www.pdpu.edu.ua](http://www.pdpu.edu.ua)



IAU is pleased to welcome the following Institutions back to Membership

**University of Zagreb,**  
 Croatia  
[www.unizg.hr](http://www.unizg.hr)



**National University of Food and Technologies,**  
 Ukraine  
[www.nuft.kiev.ua](http://www.nuft.kiev.ua)



**George Washington University,**  
 United States of America  
[www.gwu.edu/index.cfm](http://www.gwu.edu/index.cfm)



The following organization joined the IAU as an Affiliate

**European Centre for the Strategic Management of Universities,** Belgium  
[www.esmu.be](http://www.esmu.be)



# PUBLICATIONS

## IAU Publications

### **Higher Education Policy (HEP), Vol. 22.1, March 2009**

The March 2009 edition of HEP, entitled *Celebrations and Challenges: Gender in Higher Education*, brings together a selection of papers presented at a symposium on the challenges for democracy and fairness in higher education, held in Brighton, UK in December 2007. Amongst others, the papers look at elitism and exclusion in medical education; access to higher education from a male perspective; and social diversity and democracy in higher education in the 21<sup>st</sup> century. They also question whether excellence and meritocracy prevail over diversity.



### **Higher Education Policy (HEP), Vol. 22.1, June 2009**

The latest edition of HEP features an article proposing a *Magna Charta* for Academic Freedom in Europe, by Terenc Karran; William Locke looks at building relations between Research, Policy and Practice in HE; the finances of international students in Australia are also examined, revealing how numerous students experience financial difficulties; finance policy in China and how it affects equity in access to HE; university design is looked at, and, it is argued, that university space can influence the nature of the community; trade liberalization of HE within the GATS framework is examined; and the final paper in this edition looks at how restructuring in the staffing of Nigerian universities could be a solution for the sustainable development for the country's institutions.

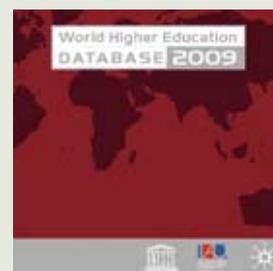
### **IAU 2007-2008 Annual Report**

The IAU's 2007-2008 Annual report, which profiles the Association's achievements in the last academic year, has now been published, and sent to all IAU members. Published in both English and French, the report is also available online on the IAU website at [www.unesco.org/iau/](http://www.unesco.org/iau/)



### **World Higher Education Database CD-ROM**

The most comprehensive reference tool available in the field of higher education, the *World Higher Education Database 2009* incorporates the IAU database in a cross-referenced, fully searchable CD-ROM and includes additional material such as profiles of higher education in each country. Over 14,000 accredited universities in more than 180 countries. [www.whed-online.com](http://www.whed-online.com)



### **Report of the IAU 13<sup>th</sup> General Conference Utrecht**

The IAU 13<sup>th</sup> General Conference, focusing on Higher Education and Research Addressing Local and Global Needs was held in July 2008 at Utrecht University. The report of the conference is now available on the IAU website.

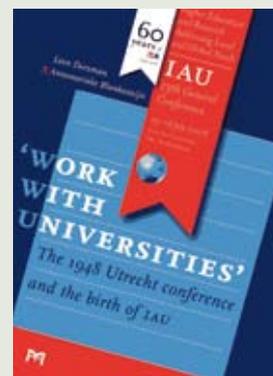
[http://www.unesco.org/iau/conferences/Utrecht/pdf/Final\\_report.pdf](http://www.unesco.org/iau/conferences/Utrecht/pdf/Final_report.pdf)



### **'Work with Universities:' The 1948 Utrecht Conference and the Birth of IAU**

*Dorsman, Leen and Annemarieke Blanckesteijn. Utrecht: Stichting Matrijs, 2008. ISBN 9789053453650*

On the occasion of its 60 year anniversary (1948-2008), IAU presents 'Work with Universities.' In this publication the story is told of the 1948 Utrecht international conference of universities, where it was decided to found a new organisation for world-wide academic cooperation. It tracks the initiatives of universities following this conference to work together during the Interbellum, describes the founding of UNESCO itself and the final resolution to establish IAU in Nice in 1950.

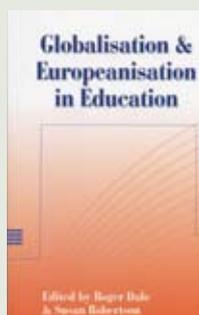


## Other publications

### Globalisation & Europeanisation in Education

Dale, Roger and Susan Robertson (eds.). *Globalisation and Europeanisation Network in Education (GENIE)*. Oxford, UK: Symposium Books, 2009. ISBN 9781873927908

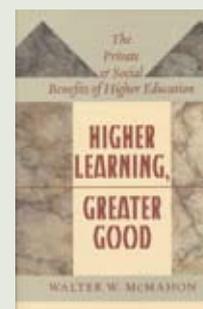
This book is one of the outcomes of the work of the European Union Erasmus Network, GENIE. Split into two main parts: Governance and the Knowledge Economy, and Citizenship, Identity and Language the book is one of the outcomes of the work of the European Union Erasmus Network, GENIE, which ran from 2002 until 2005.



### Higher Learning, Greater Good: The Private and Social Benefits of Higher

McMahon, W.M. Baltimore, MA: Johns Hopkins University Press, 2009. ISBN 9780801890536

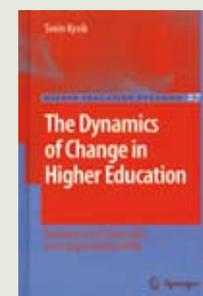
This book explores the measurable value of the non-monetary benefits of higher education, detailing how the author believes that the social benefits of higher education are substantial in relation to the cost of the education.



### The Dynamics of Change in Higher Education: Expansion and Contraction in an Organisational Field

Kyvik, Svein. *Higher Education Dynamics Series, Volume 27*. Milton Keynes, UK: Springer, 2009. ISBN 9781402092459

In most western countries, higher education has increasingly developed outside universities, partly through the establishment of new institutions and partly through the up-grading of professional and vocational schools into higher education colleges. This book deals with the development and transformation of the part of the educational system called 'the non-university higher education sector'.



### Recherche et enseignement supérieur face à l'internationalisation – France, Suisse et Union européenne

Leresche, Jean-Philippe and Philippe Larédo, Karl Weber (eds.). Lausanne, France: Presses polytechniques et universitaires romandes, 2009. ISBN 978280748180

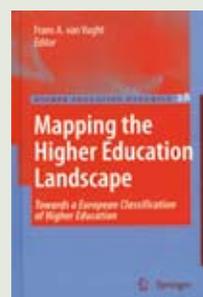
This book uses several case studies taken from both French and Swiss systems of research and higher education, placed in an international comparative perspective, to document the status and weight of the phenomenon of internationalization.



### Mapping the Higher Education Landscape: Towards a European Classification of Higher Education

Van Vught, Frans A (ed.). *Higher Education Dynamics Series, Volume 28*. Milton Keynes, UK: Springer, 2009. ISBN 9789048122486

Positioning itself within the international discussion on higher education globalization and worldwide rankings of higher education institutions, this volume criticizes the existing one-dimensional and aggregated international ranking models and suggests an interesting and exciting new approach of multi-dimensional mapping of higher education institutions.



### Handbook of International Associations in Higher Education: A Practical Guide to 100 Academic Networks World-Wide

Schmeller, C. and I.Lungu, B.Wachter. Brussels, Belgium: Academic Cooperation Association (ACA), Asia-Europe Foundation (ASEF), 2009

The handbook presents one hundred higher education associations from various continents as well as their global counterparts, and seeks to showcase the interrelation among the various networks.





## September 2009

10-11	<i>Bournemouth, UK</i> <b>Education for Sustainable Development: Graduates as Global Citizens</b> <a href="http://www.bournemouth.ac.uk/about/the_global_dimension/centre_for_global_perspectives/global_citizens09.html">www.bournemouth.ac.uk/about/the_global_dimension/centre_for_global_perspectives/global_citizens09.html</a>
10-12	<i>CHER – CIPES, Oporto, Portugal</i> <b>Public Vices, Private Benefits? –Assessing the role of markets in higher education</b> <a href="http://www.uni-kassel.de/incher/CHER/conference09.pdf">www.uni-kassel.de/incher/CHER/conference09.pdf</a>
16-19	<i>EAIE– Madrid, Spain</i> <b>21<sup>st</sup> Annual Conference: Connecting Continents</b> <a href="http://www.eaie.org/Madrid/">www.eaie.org/Madrid/</a>
22-25	<i>Murray Edwards College – Cambridge, UK</i> <b>Cambridge International Conference on Open and Distance Learning: Supporting Learning in the Digital Age: Rethinking Inclusion, Pedagogy and Quality</b> <a href="http://www2.open.ac.uk/r06/conference">www2.open.ac.uk/r06/conference</a>
24-26	<i>University of Ljubljana – Slovenia</i> <b>Development of Competencies in the World of Work and Education</b> <a href="http://www.decowe.com">www.decowe.com</a>
28-30	<i>ECER – Vienna, Austria</i> <b>Theory and Evidence in European Educational Research</b> <a href="http://ecer2009.univie.ac.at/">http://ecer2009.univie.ac.at/</a>

## October 2009

12-13	<i>OECD/IMHE – Istanbul, Turkey</i> <b>What Works on Quality Teaching</b> <a href="http://www.oecd.org/edu/imhe">www.oecd.org/edu/imhe</a>
13-16	<i>IDP – Sydney, Australia</i> <b>Australian International Education Conference 2009: Global Higher Education: Current Trends, Future Perspectives</b> <a href="http://www.aiec.idp.com">www.aiec.idp.com</a>
21-24	<i>OBHE – Kuala Lumpur, Malaysia</i> <b>2009 Global Forum on Cross-Border Higher Education: Global Connections –Local Impacts: Best Practices, Models and Policies for Cross-Border Higher Education</b> <a href="http://www.obhe.ac.uk">www.obhe.ac.uk</a>

## November 2009

03-05	<i>AAOU – Payame Noor University, Tehran, Iran</i> <b>23<sup>rd</sup> Annual Conference: Evaluation of Open and Distance Learning Systems</b> <a href="http://www.aaou2009.pnu.ac.ir">www.aaou2009.pnu.ac.ir</a>
03-06	<i>IAU – Notre Dame University-Louaize, Beirut, Lebanon</i> <b>IAU Annual Conference: The role of higher education in promoting inter-cultural dialogue and understanding</b> <a href="http://www.unesco.org/iau">www.unesco.org/iau</a>
05-07	<i>ASHE – Vancouver, Canada</i> <b>Advancing the Next Generation of Higher Education Scholarship and Scholars</b> <a href="http://www.ashe.ws/?page=106">http://www.ashe.ws/?page=106</a>

**December 2009**

07-09	<i>Canada Millennium Scholarship Foundation – Montreal, Canada</i> <b>Using Social Statistics to Illuminate the Issues, Processes and Outcomes in HE: International Viewpoints</b> Contact: amotte@bm-ms.org www.millenniumsolarships.ca/en/newsevents/index.asp
8-10	<i>SRHE – Celtic Manor, Newport, United Kingdom</i> <b>Challenging Higher Education: Knowledge, Policy and Practice</b> www.srhe.ac.uk/conference2009/index.asp
13-16	<i>Penang, Malaysia</i> <b>Second Global Higher Education Forum 2009: Global Higher Education: Current Trends, Future Perspectives</b> www.gheforum.usm.my

**March 2010**

6-9	<i>ACE – Phoenix, Arizona, United States</i> <b>93<sup>rd</sup> Annual Meeting</b> www.acenet.edu
11-12	<i>Budapest/Vienna</i> <b>Bologna Ministerial Conference</b> www.eua.be/nc/eua-news/view-item/article/507/

**June 2010**

25-26	<i>IAU – Vilnius, Lithuania</i> <b>IAU Annual Conference: The Social Sciences, Values and Ethics in the Era of Globalization</b> www.unesco.org/iau
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**October 2010**

20-24	<i>Çanakkale Onsekiz Mart University – Cannakkale, Turkey</i> <b>World Universities' Congress: What should be the new aims and responsibilities of universities within the framework of global issues</b> www.comu.edu.tr/unicongress2010/english/index.php
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**To insert an event in the IAU Calendar of Events, please contact IAU.**

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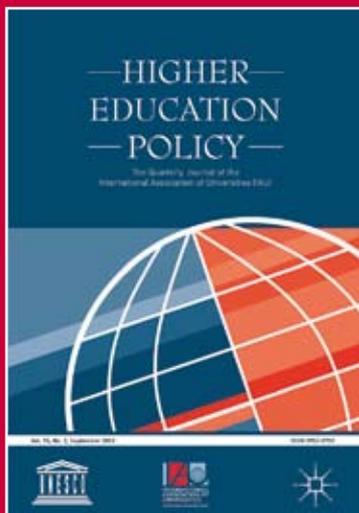
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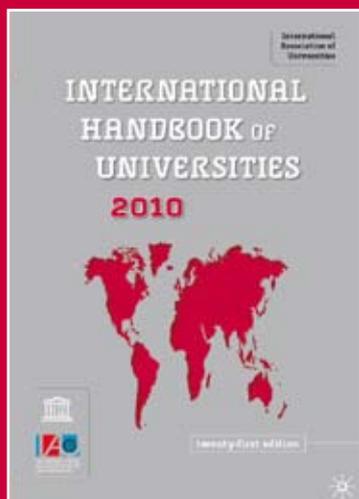
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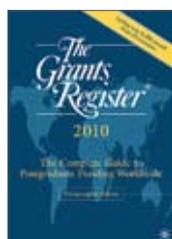
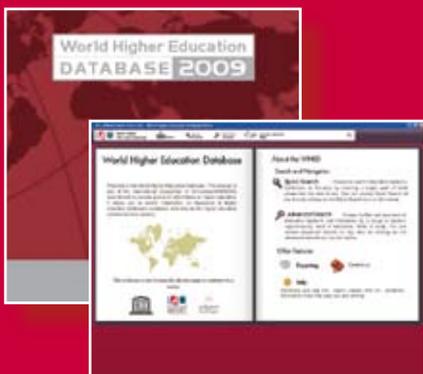
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