

IAU, founded in 1950, is the leading global association of higher education institutions and university associations. It has Member Institutions and Organisations in some 130 countries that come together for reflection and action 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**.



**POST 2015
DEVELOPMENT AGENDA**
**WHERE IN THE
WORLD IS HIGHER
EDUCATION?**



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WHERE IN THE WORLD IS HIGHER EDUCATION IN POST-2015 DEVELOPMENT AGENDA?
This section includes papers from: IAU, UNU (Japan), UNESCO, UNESCO Chairs in Canada and Sweden, ACU (UK), South Africa, Kenya, Nuffic, ProSPER.Net, RCE in China, UDUAL, MExico, Ecuador, Germany
- 44 NEW IAU PUBLICATIONS AND PUBLICATIONS RECEIVED
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MESSAGE FROM THE SECRETARY-GENERAL



WORLD CONFERENCES ORGANIZED BY UNESCO AND OTHER UN AGENCIES OFTEN BECOME REFERENCE POINTS IN THE DEVELOPMENT OF A NEW VISION, a new dynamic and a new momentum in a particular sector. The IAU hopes that the 2014 UNESCO Conference on Education for Sustainable Development coming up in Nagoya, Japan will be just such a turning point in the efforts to transform all educational endeavours so that they contribute fully to sustainable development.

There is no other process more likely to achieve the post-2015 Development Agenda objectives (whatever they may finally be) than education. And, as education is a continuum, higher education, based on research and impacting on all other levels of education is of utmost importance. As noted in the series of articles that constitute the ‘In Focus’ section, the complexity and the interconnectedness of issues that need to be addressed simultaneously call for research, for the development of new curriculum that is value-based, more inter- or multidisciplinary, more contextually embedded and relevant, more socially responsible and more future oriented.

These are challenging imperatives, yet as world renowned scientists AND traditional leaders confirm, without profound changes in our lifestyles, in our patterns of consumption and our relations to one another and to nature, we will not achieve ‘The future we want’.

So why must we ask the question ‘Where is Higher Education?’ when reading the drafts of the post-2015 Agenda? Why is the voice of higher education leaders, researchers, students and faculty not heard more often during the drafting process? More importantly, what can we do to be heard? What are the consequences if we do not succeed? What are the stories we want to share? And finally, how do the outcomes on education from this UNESCO World Conference become embedded in the new development agenda so that governments, civil society, industry and higher education institutions work together to seek sustainable solutions?

All IAU actions are all designed to help answer these and related questions. Our Policy Statements promoting sustainable development (Kyoto in 1993 and Iquitos in 2014) articulate part of the answers, and state, unequivocally that *‘only with the full engagement of higher education in the post-2015 Agenda will it be possible to create the intellectual, economic, environmental and cultural conditions required for a sustainable future for all.’* The IAU International Conferences on Higher Education and Sustainable Development (HESD) (Prague, 2003 and Iquitos in 2014) bring together international thought-leaders and activists who are committed to transform higher education to align it more with sustainability imperatives. Last but perhaps most lasting, the HESD Portal which is offered to all individuals, networks, associations and other groups as a platform for learning from one another and for sharing achievements for the benefit of all is a key instrument the Association has put in place to showcase and help higher education become an ever-stronger contributing sector to sustainable development worldwide.

I hope that you will find these articles of interest, share with us your own work to promote sustainable development in all its aspects but also take note of the other IAU activities, not least of which are our preparations for the next IAU International Conference which will be held a year from now at the University of Siena, Italy on the theme: *Internationalization of Higher Education: Moving beyond mobility.*

Eva Egron-Polak

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.

Cover Image:
Left: logo WCESD, for Nagoya, November 2014
Center: shutterstock/violetkaipa
Right: Participants in the Vth IAU GMA, UK, 2013

IAU Horizons 20.3 – Highlights

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IN FOCUS: POST-2015 DEVELOPMENT AGENDA – WHERE IN THE WORLD IS HIGHER EDUCATION?

A collection of 17 papers, written by experts from every world region, this In Focus section explores a range of perspectives of what higher education's role can and should be in the post-2015 development agenda.



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SOCIAL INNOVATION: CHALLENGES AND PERSPECTIVES FOR HIGHER EDUCATION – IAU 6th Global Meeting of Associations (GMA VI), 7 & 8 May, 2015, Montreal, Canada

University associations from around the world are invited to attend the 6th edition of the IAU GMA that will explore how universities are involved in social innovations, how they link up to governments, civil society and industry to develop new solutions to social issues.



P4

MOVING BEYOND MOBILITY – IAU 2015 INTERNATIONAL CONFERENCE 28 to 30 October 2015, Siena, Italy

Mark your calendars now to attend the IAU 2015 international Conference, held in partnership with and at the University of Sienna, that will seek to explore issues including the impact of internationalization on HE teaching and research quality enhancement and the student experience, and what the process can be besides mobility.



P6

IAU WORK ON INTERNATIONALIZATION IS TOUCHING EVERY WORLD REGION

An overview of IAU's recently completed or upcoming projects on internationalization, working with universities and other stakeholders in Japan, Botswana, Romania, Vietnam and the Czech Republic

Read about work carried out under current IAU thematic priorities there as well!



IAU CALLS

🕒 IAU – Palgrave Prize in Higher Education Policy Research 2014-15

Theme: Internationalization of Higher Education: Moving beyond mobility

Value: £ 2,000

Deadline: 15 June 2015

See page 5

🕒 Call for Expressions of Interest: ISAS programme open to IAU Members

The Call and application form are available on the IAU website
www.iau-aiu.net



🕒 Calls for input ! HEEFA, HESD and IDEA-PhD portals!



www.heefa.net



www.idea-PhD.net



www.iau-hesd.net

Get involved and bring your projects and initiatives in the fields of Higher Education for Sustainable Development, Education for All, and Doctoral Education to the attention of the broader higher education community: visit the dedicated portals and register your initiatives!



IMPORTANT IAU DATES – MARK YOUR CALENDAR !

🕒 2014 CONFERENCES

+ **9 November: INTERNATIONAL CONFERENCE ON HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT: HIGHER EDUCATION BEYOND 2014**, co-organised by UNU in collaboration with UNESCO, UN DESA, UNEP, UN Global Compact – PRME initiative and IAU, Aichi Nagoya, Japan.
Contact: h.vantland@iau-aiu.net / www.iau-hesd.net

+ **10-12 November: UNESCO WORLD CONFERENCE ON EDUCATION SUSTAINABLE DEVELOPMENT**, Aichi Nagoya, Japan. The International Association of Universities is invited to act as a coordinator of the workshop on “**CLUSTER II-3 HIGHER EDUCATION AND RESEARCH**”.

For expressions of interest: contact: h.vantland@iau-aiu.net / www.iau-hesd.net

🕒 2014 IAU WORKSHOPS AND SEMINARS

+ **18-20 November: IAU HEEFA FOLLOW-UP SEMINAR**, Hacettepe University, Ankara, Turkey

+ **27-29 November: INTERNATIONAL IAU IDEA-PHD SEMINAR**, co-organised with the University of Ghana, Paris, France

🕒 2015

+ **January (tbc): 4th ASEM RECTORS CONFERENCE AND STUDENTS' FORUM** on *Innovative Partners for Change: Universities, Business and Society – Asia and Europe moving from practice to policy and action* organized by the Asia-Europe Foundation in partnership with IAU, ASEAN Universities Network, Chulalongkorn University, and the Office of Higher Education Thailand (OHEC)

+ **5-6 May: 80th IAU ADMINISTRATIVE BOARD MEETING**, Montreal, Canada.

+ **7-8 May: IAU GLOBAL MEETING OF ASSOCIATIONS (GMA 6), ON SOCIAL INNOVATION: CHALLENGES AND PERSPECTIVES FOR HIGHER EDUCATION**. Co organized with the Inter America Organization of Higher Education (IOHE-OUI) and the host institution, l'Université de Montréal, GMA 6 will take place in Montreal, Canada.

+ **28-30 October: IAU INTERNATIONAL CONFERENCE 2015, ON INTERNATIONALIZATION OF HIGHER EDUCATION – MOVING BEYOND MOBILITY**, organized in partnership with University of Siena, Italy.

🕒 2016

+ **14-16 November 2016: IAU 15th GENERAL CONFERENCE**, Bangkok, Thailand. Tentative theme on: “**HIGHER EDUCATION – A CATALYST FOR INNOVATIVE AND SUSTAINABLE SOCIETIES**”. The IAU General Conference 2016 will be hosted by the Consortium of Thai Universities led by Siam University.



IAU VIth GLOBAL MEETING OF ASSOCIATIONS (GMA 6 – 2015) IN MONTREAL, CANADA!

🕒 **NEW PLANS FOR THE IAU GLOBAL MEETING OF ASSOCIATIONS IN MAY 2015**
NEW THEME: SOCIAL INNOVATION: CHALLENGES AND PERSPECTIVES FOR HIGHER EDUCATION

IAU and the African hosts of the 6th edition of the IAU Global Meeting of Associations (GMA), scheduled for May in West Africa, have agreed to postpone the GMA in Africa until 2017.

Instead, IAU welcomes new partners for this GMA: the Inter-American Organization of Higher Education (IOHE-OUI) and the host institution, Université de Montréal, both Members of the Association who have agreed to collaborate with IAU to organize this GMA in Montreal.

The dates for the 6th GMA remain 7 and 8 May, 2015.

However, the new location has inspired the partners to focus on a new theme: **Social innovation: challenges and perspectives for higher Education**, which will call on the various national, regional and international university associations, networks and groups to explore how universities are involved in social innovations, how they link up to governments, civil society and industry to develop new solutions to social problems.

Innovation is certainly one of the most important topics in the world today. Usually associated with technology, it is often forgotten that social innovation is also taking place. Definitions of this concept vary but, it generally corresponds to a dynamic that responds to current, clearly defined social needs in a more appropriate and more sustainable manner than previous solutions. Social innovations are taken up by an institution, an organization or a community and offer measurable benefits for the collective, rather than simply for certain individuals. The impact of a social innovation is transformative and systemic. By

Université 
de Montréal



its inherent creativity, social innovation represents a break from what is.

Social innovation is a theme that is of interest to all stakeholders in society including universities and other higher education institutions. Associations of Universities are well placed to act as catalysts for the discussion about social innovation and as a venue for exploring contrasting viewpoints and ideas around the themes included in this concept.

Learning from one another to better support institutional initiatives and facilitate advances in this area will soon become important for all associations.

IAU together with IOHE and Udm hope to welcome you in Montreal next May so that we can share in this learning process and have the opportunity to understand the necessary conditions for social innovation to succeed.

Plan to be in Montreal in early May, 2015 and enjoy a Canadian spring with the IAU and our partners in the GMA VI!

As well, be sure to note that, together with the African Association of Universities (AAU) and the University of Ghana, we still plan to hold an edition of the Global Meeting of Associations in Africa in 2017 and to address the important theme **'Private Participation in Higher Education: Today and Tomorrow'**



IAU 2015 INTERNATIONAL CONFERENCE

🕒 **THE INTERNATIONALIZATION OF HIGHER EDUCATION: MOVING BEYOND MOBILITY**, University of Siena, 28-30 October 2015.

Conference organised under the patronage of CRUI



Internationalization of higher education is in the spotlight of government decision and policy-makers, university leaders and other higher education stakeholders – as well as a theme of numerous international conferences!

It is perceived as a process that has a profound impact on higher education – bringing about new ways of learning, teaching, undertaking research, building partnerships and equipping graduates to be more capable and successful citizens of the globalized world.

Institutional, national and regional policies for HE internationalization are increasingly commonplace, and the community of those directly involved in shaping and implementing internationalization at the institutional level is growing all the time.

Though the expectations of the benefits brought about by internationalization have expanded exponentially, as has the range of activities carried out in the name of internationalization, institutional, national and regional policies remain highly dominated by only one aspect of the process – student mobility.

This overwhelming (and quantitative) focus on mobility hides the various ways that internationalization can influence and improve the quality of all the different missions of higher education, including research, management, the third mission, community outreach etc. Indeed, no matter how much international student mobility flows can increase in the future, it is unlikely that they will ever include all learners in higher education. Thus all the ‘other’ aspects/activities that promote internationalization, apart from mobility, are where the greatest potential impact lies in the future.

This is precisely what the IAU 2015 International Conference seeks to explore. Focusing on internationalization **beyond mobility**, in plenary and workshop sessions the conference will examine questions such as:

- 👉 **Are there alternatives to mobility when pursuing internationalization?**
- 👉 **Does internationalization change the student experience?**
- 👉 **Is internationalization changing knowledge and know-how?**



👉 **Is internationalization improving quality of higher education?**

These issues must be addressed by leaders of higher education institutions, as only they have the overall responsibility for ensuring that internationalization efforts fully serve broad institutional goals.

In line with the generally accepted definitions of internationalization as a process that is comprehensive in nature, touching all aspects of higher education, the conference will address numerous additional issues. Among these, already considered by the Programme Committee chaired by Prof. Angelo Riccaboni, Rector of the University of Siena, are the following, which will serve as workshop and discussion topics:

- *Internationalization of the curriculum including language learning;*
- *Global, international, intercultural learning outcomes and/or graduate competencies;*
- *Understanding and monitoring impact of internationalization;*
- *Partnerships and Networks of quality;*
- *The place of revenue generation in internationalization;*
- *ICTs, social media and OER-related developments and internationalization;*
- *The feminization of the higher education internationalization profession – why and with what impact?;*
- *Internationalization of research and doctoral education;*
- *Recognition of studies and qualifications – overcoming a persistent obstacle to internationalization;*
- *Internationalization of higher education and community engagement – a two way street.*

The Rector of the University of Siena, together with the whole university community, cordially invites the IAU 2015 Conference participants to the ceremonial Opening of the Academic Year. This Ceremony will take place on 28 October 2015 and will be marked by an academic procession through the historical center of Siena, a beautiful UNESCO World Heritage site.

REGISTRATION

for the conference opens on the IAU website in November 2014 (www.iau-aiu.net).



➤ IAU CALL

IAU – Palgrave Prize in Higher Education Policy Research 2014-15

Theme: *Internationalization of Higher Education: Moving beyond mobility*

Value: £2000

Deadline: 15 June 2015

palgrave
macmillan

Thanks to, and in partnership with, **Palgrave Macmillan Ltd**, the publisher of the Association's research and reference works, the **International Association of Universities (IAU)** is pleased to announce the 2014-2015 IAU/Palgrave Prize in Higher Education Policy Research.

The aim of this Prize is to promote research in the field of higher education policy by recognizing outstanding work on a particular theme by a scholar from an **IAU Member Institution or Organization**.

The theme of the 2014-15 competition is ***"Internationalization of Higher Education: Moving beyond mobility"***, and is linked to the theme of the IAU 2015 International Conference taking place at the University of Siena, Siena, Italy, 28-30 October 2015, see: www.iau-aiu.net

As the process of internationalization in higher education takes on growing importance, it is essential to understand its various dimensions and to focus on its transformational impact on curriculum, management, research and outreach. Too often focused on the quantitative aspects of mobility; the IAU is promoting a more comprehensive approach to understanding internationalization and encouraging research and analysis in this direction.

The research-based essays may take the form of an analytical case study, an analysis of trends, provide an overview of relevant policies or offer the results of impact assessment. They may also look at partnerships in internationalization, innovations in the process, showcase good-practice or

evaluate/analyse institutional or government policies or approaches in internationalization.

Submissions must be research and analysis-based; articles that are purely descriptive will not be retained.

The **IAU/Palgrave Prize, valued at £2,000**, is awarded to the most outstanding essay received from a researcher/scholar from an IAU Member Institution or Organization. The essay should not exceed 7,500 words in length; it should be written in one of the Association's two official languages – English or French – and be submitted in electronic format (MS Word). You will find further author instructions on Palgrave Macmillan's website (http://www.palgrave-journals.com/hep/author_instructions.html).

An international jury of distinguished scholars and higher education leaders will review the Essays submitted and select the most deserving one. The author will be invited to the IAU 2015 Conference; the Prize will be awarded during the Gala Dinner. The result will be widely disseminated by the Association.

➤ **Deadline for submission: 15 JUNE 2015**

Please send all queries and essays to:

Nicholas Poulton
Editorial Assistant, IAU
hep@iau-aiu.net



REPORTS ON IAU PROJECTS

► INTERNATIONALIZATION

⊕ Internationalization of Romanian Higher education, Induction meeting

Bucharest, September 3-6, 2014



Photos of the Romania Project induction meeting

The IAU is the lead partner in a recently approved project being implemented by the Romanian agency UEFISCDI entitled "Internationalization, Equity and Management in Universities"

(IEMU). The project got underway in early September with an Induction Meeting bringing together some twenty Romanian and international experts who, over the next twelve months, will be advising 21 Romanian universities on their internationalization strategy development. The meeting was opened by the Minister of Education, Prof. Remus Pricopie. The representatives of the selected universities joined the group for the second day of the meeting to discuss the methodology that is being proposed for the preparations, the Strategic Planning Meetings and the accompanying capacity building workshops that will be organized at each institution. In addition, a small subgroup of the international and Romanian experts remained for a third day to finalize the work plan that will see the consultations about and drafting of a national internationalization strategy for Romania. International experts involved in the project include highly experienced representatives of various IAU Members from The Netherlands, Belgium, UK, USA and Italy. At IAU the project involves Ross Hudson, internationalization coordinator, Trine Jensen, programme officer, Madeleine Green, IAU Senior Fellow, and Eva Egron-Polak, IAU Secretary General.

For more information please contact Ross Hudson at iau@iau-aiu.net

⊕ IAU-EAIE Executive Seminar (II), Are Graduates Fit for Purpose(s)?

EAIE 2014 Conference, Prague, 17 September 2014



Addressing the question, *Are Graduates Fit for Purpose?*, a number of university Presidents/Rectors took part in a very stimulating discussion during this second edition of an invitational Executive Seminar, co-organized by IAU and EAIE during the Annual Conference of the European Association for International Education (EAIE) in Prague, Czech Republic. The Seminar was co-chaired by Gudrun Paulsdottir, past President of the EAIE and Eva Egron-Polak, IAU Secretary General. Building on the dialogue on the same topic held during the EAIE Conference, and on a presentation by LAURITZ B. HOLM-NIELSEN, Executive Director, Sino-Danish Center and former rector, Aarhus University, Denmark, the presidents shared their experiences. They debated the extent to which their universities were responding to the needs of the labour market, how in some countries the State assessed the adequacy of their response and the impact such policies may have, how to enter into and maintain a productive dialogue with future employers



(both in industry and in other sectors as well), how to embed the development of soft skills into the curriculum across the board, and other topics, including the ubiquity of social media and ICTs in higher education. Though (or perhaps because) participants came from countries both near and far, from diverse higher education institutions, all found the seminar very worthwhile and productive. The challenges they faced in responding to this question were quite similar, despite the different contexts in which they all searched for solutions.

IAU and EAIE will assess participants' evaluations and determine whether or not to pursue this initiative in the future.

For more information please contact Ross Hudson at iau@iau-aiu.net

⊕ “Strategy for Internationalisation: The ISAS Project at the University of Botswana”

by **Leapetswe Malete**, Associate Professor of Sport Psychology and Former Director of International Education and Partnership at the University of Botswana (MALETEL@mopipi.ub.bw)



The concept of comprehensive internationalization as key to advancing the mandate

of higher education institutions is gaining global appeal. This is because it entails intentionality and attention to inputs, outcomes and impact of internationalization. The University of Botswana (UB) embraced this concept. In 2013 UB became the second African University after Moi University in Kenya to benefit from the Internationalization Strategies Advisory Service (ISAS). The goals were to review the current internationalization policy and activities and develop a revised plan that is comprehensive, has clear outcomes and is likely to yield the desired outcomes and impact.

Established in 1982 and formerly part of a tri-nation University of Botswana, Lesotho and Swaziland, UB is Botswana's flagship higher education institution. Tapping into its foundation as Liberal Arts College, UB has occupied central stage in Botswana's development. It still has the largest share in the training of the country's work force, thus helped the country transition from one of the world's poorest nations in 1966 to the current upper middle income status. In the process UB became attractive to international students and staff. Fulltime enrolment has grown to over 15.000 students. New programmes deemed key to supporting a rapidly growing economy have been introduced.

A change in the local and regional higher education landscape and new socio-economic imperatives, called for



Colleagues at UoB working on the ISAS Project

the development of a road map termed, “The Strategy for Excellence.” It identified 6 priority areas that highlighted programme quality, teaching, learning, research, engagement, the student experience. Internationalization was made cross-cutting. To advance internationalization, a policy and infrastructure were developed in 2006. Five years after its implementation, UB decided to review it, assess its impact and suggest the way forward. The ISAS program was seen as key to unlocking this potential.

At the time of submitting the ISAS application, a Review Committee co-chaired by the Deputy Vice Chancellor for Academic Affairs and Director of International Education and Partnerships was set up and IAU has worked closely with UB to revise its plan. An internationalisation expert, Dr Madeleine Green was sent on an initial site visit to UB in September 2013 to assess UB's needs and aspirations relative to this exercise. Extensive exchange of ideas with Dr Green culminated in a revised work-plan and the reconfiguration of the original Committee. A cross-cutting Steering Committee was formed ; it includes university leadership, faculty, staff, students as well as public sector and industry representatives. The schedule for the exploratory visit included a full day workshop with the

Steering Committee, meetings with various groups of academics and support staff, students, heads of academic programmes and the Deputy Vice-Chancellor for Academic Affairs. The self-assessment exercise could start.

The second and final visit for this exercise involved an expert panel lead by Professor Clifford Tagoe (former Vice-Chancellor of University of Ghana) comprising Dr Donna Scarborough (Head of International Programmes, George Washington University) and Dr Pierre Quertenmont (Head of International Office, Université libre de Bruxelles). The panel's consultative process was structured in the same manner to the one used in the initial visit. Prior to this visit, the Steering Committee compiled a draft self-assessment report from data collected through surveys, workshops, and interviews with internal and external stakeholders. The self-assessment report was subjected to a SWOT analysis led by the expert panel. The self-assessment was made part of the final ISAS report.

The next step will be implementation of the report's recommendations. Discussions are ongoing about the need for a University-wide Internationalization Advisory Board and a Study Abroad Committee, as well as how faculty can be assisted to see internationalization as part of what they do on a day-to-day basis and not a separate chore.

Implementing the recommendations of the reports such as this one is a process and the impact can only be known in the long term. Nonetheless this exercise had some immediate positives that are worth noting:

1. It opened up a campus-wide discussion on internationalization, its meaning for UB and how it can be carried out;
2. It generated interest on the concept of campus internationalization as an academic subject and an institutional process;
3. It offered a rare networking opportunity within UB and with external stakeholders;
4. It became an institutional self-reflective exercise with an opportunity to share ideas with external experts about how to engage about values, purposes and relevance of an institution.

We will be pleased to report on next steps in future issues.

⊕ IAU works on an ISAS and Internationalization project in Vietnam!

Following its successful application to the recent IAU call for proposals for a Swedish International Development Cooperation Agency (Sida) funded ISAS project in selected countries in Asia, the Ho Chi Min City University of Transport (UT-HCMC, www.hcmutrans.edu.vn/english/) has begun work on the

project. Representatives of the university have held initial skype meetings with Dr Madeleine Green, IAU Senior Fellow. Dr Green will travel to the university in December 2014 to hold an initial site visit meeting, and formally launch the self-assessment process with university stakeholders. Regular updates on the progress of this ISAS project will appear in future issues of the IAU *E-bulletin* and *IAU Horizons*.

Should your institution be interested in developing or enhancing its internationalization strategies, please contact Ross Hudson, Coordinator, Internationalization at iau@iau-aiu.net and consult the ISAS webpages of the IAU website: www.iau-aiu.net/content/internationalization-strategies-advisory-service-isas

⊕ Updates from Japan: Meiji University which benefitted from an ISAS programme in 2013-14, has just been selected among the winners of the new Japanese government's support scheme to enhance internationalization in Japanese universities.



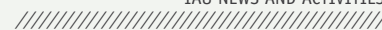
In late September, 2014, the Japanese Ministry of Education, Sports and Science, announced that following a competitive process, it has nominated

37 Universities in the country to receive additional funding to better promote and pursue internationalization over the next ten years. One of the universities selected – which have been dubbed the 'Super Global University' group was Meiji University. Its Vice-President affirms that without having undertaken the ISAS project with IAU the University would not have been as successful in securing this grant. IAU is very proud of its record in Japan as, so far, we have enjoyed 100% success – the two universities have now used ISAS to strengthen their internationalization strategy prior to applying for the government's support and both have been successful with their application!

The ISAS process, by mobilizing the academic community and by developing a highly inclusive process of reflection and self-study, allows universities to concentrate on their strengths and develop strategies to overcome obstacles. We congratulate the leadership of Meiji University, and the whole academic community on this very positive outcome of a challenging process. Indeed, the list of 37 universities selected also includes a number of other IAU Members in Japan. IAU would like to congratulate them.

Should your institution be interested in undertaking an ISAS project with IAU, please consult the link below, or contact Ross Hudson, Coordinator, Internationalization, at iau@iau-aiu.net

ISAS – <http://www.iau-aiu.net/content/internationalization-strategies-advisory-service-isas>



➕ ORDER YOUR COPY NOW! Internationalization of Higher Education: Growing expectations, fundamental values – IAU 4th Global Survey



The **IAU Global Survey 2014** drew completed questionnaires from **1,336 higher education institutions in 131 countries** – thereby making this report the largest and most geographically comprehensive collection and analysis of primary data on internationalization of higher education ever undertaken.

By assessing internationalization trends over time and comparing development across regions, the 4th Global Survey provides unique insights on the internationalization process, its benefits, drivers and also underlying values.

IAU benefited from the support of the **European Commission, NAFFSA: Association of International Educators, European Association for International Education (EAIE) and the British Council.**

Read more about the Survey and what others are highlighting about the results on the IAU website.

To order your copy, which includes a complimentary electronic copy of the executive summary, please complete the **order form available online at:** www.iau-aiu.net, and return it to Morgane Baillargeant at m.baillargeant@iau-aiu.net

IAU PARTNERSHIP BRINGS TWO ITALIAN INTERNS TO ASSIST IAU IN CARRYING OUT ITS MISSION

IAU signed a Memorandum of Understanding with the *Centro di servizi di Ateneo per la Valorizzazione dei risultati della Ricerca et la gestione dell'Incubatore universitario* at the University of Florence to host two post-graduate interns at its Secretariat in Paris, France. In early September, 2014 IAU welcomed Miriam Sanfilippo the first of two interns who will each spend six months at the IAU Secretariat. The internships are taking place in the framework of a programme organized and funded by the Region of Tuscany where TUNE, the network of Tuscan Universities, wishes to develop collaborative initiatives and in particular strengthen the internationalization efforts of the member institutions. These include the University of Florence, the University of Pisa, the University of Siena, the Scuola Normale Superiore, Scuola Superiore Sant'Anna and the University for Foreigners of Siena.

▶ IAU WORK ON ETHICS

➕ Magna Charta Observatory (MCO) Annual Conference

Uppsala University, Sweden, 18-19 September 2014



On September 19, 2014 during the 26th Annual Conference of the Magna Charta Observatory at

Uppsala University, Sweden, the IAU Secretary General chaired a Workshop on Ethics in Education and Research, featuring the **IAU-MCO Guidelines for an Institutional Code of Ethics for Higher Education**

(<http://www.iau-aiu.net/content/complete-list>). The MCO conference theme: *University Integrity Society's Benefit* brought together university leaders, students and faculty members and was held, for the first time outside of Bologna University and did not include the traditional ceremony of signing the Magna Charta Universitatum, which will from now on take place only every other year in Bologna.

The participants in the Workshop on the IAU-MCO Guidelines confirmed the need for the IAU MCO guidelines to be more widely circulated, and confirmed that the general idea behind their development remains as pertinent as ever. Two speakers discussed the Guidelines from rather distinct perspectives with Prof. Sven Widmalm, Professor of History of Science and Ideas, from Uppsala University taking a more general and philosophical perspective while Dr. Inga Žalėnienė, Vice Rector for Research and International Relations, Mykolas Romeris University, and member of the Working Group offered a practical commentary on how such Guidelines could be used in a university. The Chair of the IAU-MCO Working Group, Prof Stephen Freedman, Fordham University, USA was, unfortunately not able to take part in the conference.

IAU and MCO are exploring ways to move forward in bringing the Guidelines to the attention of institutions while encouraging the sharing of experiences about how they may be used during the review or development of institutional policies.

This MCO conference also coincided with the Council meeting during which a new Secretary General, David Locke was appointed. Mr. Lock is Director of International Projects at the Leadership Foundation for Higher Education. He will retire from this position in April and until then he will combine both responsibilities.

"I am very pleased with this appointment and am looking forward to co-operate with him. He is a quite experienced university man with a vast international network and a strong commitment to the Magna Charta ideals and goals" said Dr Sijbolt Noorda, the President of the Observatory.

Mr Lock said *"I am deeply honoured to have been offered this appointment and look forward to working with the President, Council, Signatories and other universities to extend and enhance the work of the Observatory."*

► IAU WORK ON HIGHER EDUCATION AND SUSTAINABLE DEVELOPMENT – FROM IQUITOS TO NAGOYA AND BEYOND

Quality education at all levels of the education system is the key to enabling humanity to face present and future challenges (Higher) Education for sustainable development (HESD) is considered as one of the avenues for success hence the continued efforts by IAU to support HESD through targeted projects and initiatives, information gathering and dissemination, networking and exchange throughout the UN Decade on Education for Sustainable Development.

Today, initiatives are being launched and have been launched by international organizations such as ACU or IAU, by various UN organizations such as UNESCO, UNDP, UNDESA, UNGC to help craft the next steps: the new development agenda and related education policies. Higher education has to continue to play its fundamental role in this agenda and related policies and in enabling individuals and countries to achieve them.

IAU's overarching goal in this regard is to strengthen and continuously stress the centrality of the sector, including by advocating for the integration of Higher Education in the post-2015 development agenda and related documents.

Since the IAU 2014 Conference in Iquitos, the IAU has worked on the:

- Finalization and dissemination of the **IAU Iquitos Statement Higher Education for Sustainable Development**
- Development of the **IAU global Portal** on Higher Education for Sustainable Development: www.iau-hesd.net
- Co-organisation of the **International Conference on Higher Education for Sustainable Development: Higher Education Beyond 2014**, Aichi Nagoya, Japan, 9 November 2014. See: <http://unu.edu/events/upcoming/higher-education-for-sustainable-development-beyond-2014.html>.
- Contributions to the **UNESCO World Conference on Education for Sustainable Development**, Aichi Nagoya, Japan, 10-12 November 2014. IAU is in charge of the workshop on HESD and Research, has made sure its Members are well represented on a series of other working groups and panel discussions and takes part in the drafting of the Conference Statement.
- Contribution to the **UN Global Action Plan (GAP)** for the post 2015 development agenda: IAU submitted the IAU global Portal on HESD for adoption in the GAP and encourages its members to contribute not only to the portal

THE IAU GLOBAL PORTAL ON HESD IN FIGURES



358 HEIs from **80** countries are registered
140 organizations and networks are integrated
286 actions can be viewed and emulated elsewhere
135 SD contacts from around the world are registered
173 SD and ESD websites have been collected

Actions collected world wide

7% Africa	⋮	18% North America
15% Asia	⋮	5% Latin America
8% Middle East	⋮	4% Oceania

Average monthly hits

The portal provides information to some **1000** visitors every month

Register your initiatives online and network at the global level: www.iau-hesd.net

but also to specific initiatives to the GAP itself.

<http://unesdoc.unesco.org/images/0022/002243/224368e.pdf>

- Drafting of a Memorandum of understanding (**MoU**) with **UNEP** / Global University partnership on environment and sustainability (GUPES), to be signed in Nagoya to enhance HE networking and exchange.
- Development and dissemination of the **Global survey on the state of higher education for sustainable development** – See page 39.

Finally, the “In focus” section of this very issue focuses on “The Role of Higher Education in the post 2015 Development Agenda”. We hope you’ll enjoy reading the excellent contributions that have been received and are published here.

► LEADHER

The **IAU Leadership for Higher Education Reform Programme (LEADHER)** creates opportunities for learning partnerships and collaboration among IAU Member Institutions. It gives expression to the IAU mission to strengthen higher education worldwide by facilitating exchange among its Members.

For the 2014 LEADHER competition, 6 projects have been selected as per the table below:

Results of the 2014 Competition

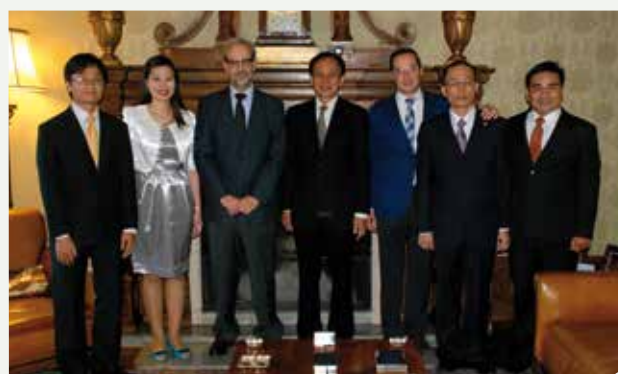
INSTITUTION	COUNTRY	RESEARCH AREAS
Daffodil International University	Bangladesh	• Innovative approaches to research capacity building via cooperation
Universiti Sains Malaysia	Malaysia	• Collection, maintenance and dissemination of research results (publications, patents, products etc.)
Institute of business Management	Pakistan	• Research training, in particular innovative doctoral programmes
Caucasus University	Georgia	• Research capacity building through internationalization
Ho Chi Minh City University of Transport	Vietnam	• Innovative approaches to research capacity building via cooperation
University of Salamanca	Spain	• Research capacity building through internationalization
University of Petroleum and Energy Studies	India	• Research training, in particular innovative doctoral programmes
Kwame Nkrumah University of Science and Technology	Ghana	• Innovative approaches to research capacity building via cooperation
James Madison University (JMU)	USA	• Innovative approaches to research capacity building via cooperation
University of Dar es Salaam	Tanzania	• Research capacity building through internationalization
National Aerospace University Kharkiv Aviation Institute	Ukraine	• Research training, in particular innovative doctoral programmes
University of Uyo	Nigeria	

Funding for this programme is made available through the grant that IAU has obtained once again from the Swedish International Development Agency (Sida). The programme aims to increase and improve South-South and North-South cooperation among higher education institutions in order to strengthen research capacity and research management in developing country universities.

⊕ Activities carried out so far

Since the announcement of the results of the 2014 LEADHER Competition, the following activities have been carried out so far:

- Ho Chi Minh City University of Transport (Vietnam)** and **University of Salamanca (Spain)** worked together on a project aiming to increase reciprocally their abilities in terms of innovative approaches to research capacity building via cooperation and in research capacity building through internationalization. Mutual learning visits were held in May (in Vietnam) and June (in Spain) 2014. Representatives



The University of Salamanca welcomed representatives of Ho Chi Minh City University of Transport.

of the two institutions used the mutual learning visits to explore the opportunities to establish specific PhD level partnerships aiming to facilitate exchanges between the two institutions. According to the activity report received, the following ideas will be pursued:

- Signing a MOU to define and coordinate their collaboration;
- Facilitate enrolment and PhD supervisor identification



for Vietnamese students interested in carrying out PhD work in Salamanca;

- Working on the development of sponsor programs to cover the travel, accommodation, etc. of Vietnamese students in Salamanca;
- Promoting joint projects between research groups;
- Developing transfer technology initiatives with companies in both countries;
- Facilitating the exchange of researchers.

2. National Aerospace University Kharkiv Aviation Institute (Ukraine) and University of Uyo (Nigeria) shared a project focusing on research training and in particular innovative doctoral programmes. In view of the current situations in both of their countries, these two institutions encountered major difficulties including complicated visa process, plane crash, Ebola epidemic) while attempting to carry out their joint project. But thanks to their commitment, they



The University of Uyo organised 2 site visits in Nigeria.



Daffodil International University and USM pursue their collaboration.

organized no less than two learning visits in Nigeria. Thus, the *main objectives* of the project were: (i) promoting the internationalization of higher education in Engineering; (ii) exchange of knowledge and experience in order to enhance the educational potential of universities; (iii) Strengthening relations between Ukraine and Nigeria. As *main results* the partners reported that: (i) both institutions are ready to launch 2+2 Master and Bachelor programmes; (ii) they are still exchanging about the creation of the KhAI's branch in UniUyo; (iii) KhAI is ready to offer on-line facilities for distant summer and winter schools to UniUyo students.

3. Daffodil International University (Bangladesh) and Universiti Sains Malaysia (Malaysia) were involved in a LEADHER project in 2012 and this helped them to establish strong relationships (at this time, DIU was seeking training in setting up and guiding PhD programs, in particular research directed towards improvement of educational delivery through the use of technology. It received support from USM which has considerable experience in these areas). By deciding to apply jointly for a new LEADHER grant, DIAU and USM were aiming to push further their collaboration and to bring out a publication *Empowering Disadvantaged Tertiary Level Students through Social Media*. Their idea was to seek how making good use of Social Media to induce peer-learning and collaboration between rural and urban students, to better prepare themselves for tertiary level studies. It is noteworthy that even before obtaining a LEADHER grant, "DIU had signed 27 MOUs with different universities abroad.

None of the MOUs proceeded to actual collaboration. The LEADHER grant enabled practical visits and networking as well as the conducting of doctoral research workshops. The physical visits enabled an understanding to grow between the two institutions."

All the other projects will be carried in late 2014. More to come about their results in the next issue of *IAU Horizons*!

⊕ Current LEADHER competition

Another **LEADHER competition** was open between July and October 2014, for projects to be carried out and finalized by **30 June 2015**. More information on the selected projects will be made available in the next issue of *IAU Horizons*.

To learn more about the LEADHER opportunities, please consult www.iau-aiu.net/content/leadher and/or contact Élodie Boisfer, IAU Programme Officer (e.boisfer@iau-aiu.nt).

► INNOVATIVE APPROACHES TO DOCTORAL EDUCATION IN AFRICA (IDEA- PHD)

Since the 79th IAU Board Meeting (Peru), work in this field was concentrated on the following:

➤ **Information sharing and dissemination:** Further development of IAU IDEA-PhD Portal: www.idea-phd.net and maintenance of IAU Web Pages on the topic at: www.iau-aiu.net/content/doctoral-programmes

➤ **Networking and presentation of project outcomes:** the following seminars bringing together institutional representatives and researchers as well as other key HEI stakeholders took place:

- 7th annual Meeting of the EUA Council for Doctoral Education on "Doctoral Education: thinking globally, acting locally", University of Liverpool, UK – Hilligje van't Land was one of the keynote speakers; her presentation entitled Internationalization in doctoral education and research – draft typology of trends and tentative SWOT analysis is available online at: <http://www.eua.be/events/past/2014/EUA-CDE-Annual-Meeting-2014/Presentations.aspx>
- Session on **E-supervision: a new tool for enhancing PhD education in Africa**. Co-organized by IAU and ACUP, it took place at the EAIE 2014 Conference, in Prague, Czech Republic, on 16-19 September 2014 <http://www.eaie.org/home/conference/prague.html>. Under the title "e-supervision: a new tool for enhancing PhD

education in Africa" the opportunities of web 2.0 for the internationalization of doctoral education, especially in Africa, were analyzed and discussed. Ismael Peña-Lopez, lecturer at the UOC, presented the idea of e-supervision, moving beyond from simple e-electronic supervision to e-nhanced supervision. Nadja Gmelch, project manager at ACUP, raised some of the main challenges and opportunities of this kind of supervision for the internationalization of doctoral programmes, especially on the African continent. The participants then split into working groups to work on four main issues: recognition and institutionalization, incentives to engage in e-supervision, quality assurance, ethics and integrity as well as institutional change of mindset and leadership. Work on this issue will be continued and information will be circulated on future developments. In particular, the workshop participants saw the feasibility and importance of web 2.0 tools for internationalising and enhancing doctoral education, specifically supervision. IAU, ACUP and UoC are discussing avenues to work on this further in the future. In the meantime, the conclusions and recommendations will help inform the expert seminar on doctoral education to take place in Paris in November.

➤ Publication:

- Special Issue of *Higher Education Policy* (HEP, 27/2) on IDEA-PhD was published in June 2014.

➤ Upcoming activities:

- Expert Meeting on *Innovative Approaches to Doctoral Education in Africa*, Paris, 26-29 November, 2014;
- Synergies between IAU programmes and projects are developed to enhance impact. For instance, the latest LEADHER competitions specified 'Innovative approaches to research capacity building via cooperation' as one of the focus areas. 6 of the selected projects focus on this. More information on this will be shared in the next issue of *IAU Horizons*.





IAU COLLABORATION AND NETWORKING

CHANGES TO HE FUNDING IS BIGGEST EFFECT OF CRISIS



by **Ellen Hazelkorn** and **Emily Fritze**, Higher Education Policy Research Unit (HEPRU), Dublin Institute of Technology, Ireland



The United Nations has recently declared an end to the recession in Europe and the United States and forecast global economic growth of 3 percent in 2014 and 3.3 percent in 2015, albeit with the usual caveats of uncertainties

and risk factors beyond the economic domain.¹ As we emerge from the crisis, to what extent has the economic crisis had an impact on higher education? Was the Crisis, as some predicted, a catalyst for transformative change in higher education – or is it business as usual?

Despite the length and depth of the recent global economic crisis, there has been no comprehensive review of its impact, except at a country level. This relates to difficulties associated with international comparisons, and the fact that higher education systems have been affected very differently and at different stages. The study undertaken, in association with IAU, sought to examine these issues drawing on the experience of 34 institutions from 29 different countries; almost 53% of HEIs were from Europe. Participating institutions gathered to share experiences in June 2013, hosted by the Higher Education Authority (HEA), Ireland.

Europe and the US experienced the most profound impact as measured by major reductions in public funding. *Education at a Glance* (OECD, 2014, 48) confirms spending per tertiary student decreased in more than a third of countries.² Expenditure on R&D was often protected, being prioritised over other activities, such as teaching. In contrast, higher education in

South Africa and Asia was less (negatively) affected. Funding was maintained, or in some cases, benefited from government stimulus packages – not least because their economies were more resilient.

Funding and associated changes to governance models, including the introduction of performance-based funding, signifies the most influential consequence. **Figure 1** illustrates participant experience and expectations of shifts in institutional income from public to other sources. While 92% of participants indicated they were seeking new sources of funding, the key question is the extent to which these other sources can make up the short-fall previously provided by government.

HEIs are seeking to compensate reductions in funding by cutting services and reducing (operating) costs given the fact that their overall income sources are so constrained. Respondents have also indicated recruitment of international students is likely to continue to rise over the next years, which may raise ethical issues about internationalisation.

Overall HEIs are increasingly reliant on cost-sharing, with private contributions being used to offset declining public funding, sometimes justified as equitable given high private premium. A recent EU report found, however, that fee-derived income was often spent on expansion efforts rather than improving the student experience.³

Because the link between resources and quality are complex, the full impact of the crisis may not be realized for some time. As one roundtable participant noted:

“When we look at higher education today, the trade-offs that are currently necessary between quality, funding, and participation are generating real challenges....The question arises: where does constructive efficiency and productivity end, and quality impairment begin?”

The lasting effect of the crisis maybe how these policy and institutional choices frame higher education provision and accessibility over the next decades. The global crisis has challenged the investment model which has sustained mass (public) higher education, across OECD countries, over the past six decades.⁴ At the same time, global rankings have highlighted

1. *World Economic Situation and Prospects 2014*, United Nations, New York, pvii. http://www.un.org/en/development/desa/policy/wesp/wesp_current/wesp2014.pdf

2. *Education at a Glance 2014 HIGHLIGHTS*, OECD, Paris, p48. <http://www.oecd-ilibrary.org/docserver/download/9614031e.pdf?expires=1411117382&id=id&accname=quest&checksum=849D3911A087730DEA6D2C5AAD3F197D>

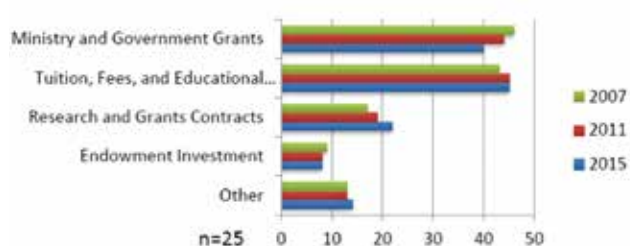
3. D. Orr, J. Wespel and A. Usher (2014) *Do changes in cost-sharing have an impact on the behaviour of students and higher education institutions? Evidence from nine case studies. Volume I: Comparative Report*, Publications Office of the European Union. http://ec.europa.eu/education/news/2014/20140623-cost-sharing_en.htm

4. A. Usher (2012) “Weathering the Storm: Europe’s Advantages in the Era of Peak Higher Education”. Presentation at EUA Funding Forum, Salzburg, Austria, 10-11 June.

the strong correlation between “success” and resources – leading to evidence of increasing wealth and socio-economic stratification between HEIs and countries as the reputation and prestige race accelerates.⁵

At a time of growing student and societal demand for higher education, finding an appropriate sustainability model into the future is one of the most difficult policy challenges for both governments and institutions.

Figure 1 Proportion of the Source of Institutional Income for the years 2007, 2011 and (what is anticipated for) 2015 (expressed as the mean)



IAU supported this project and circulated initial questionnaires to its Members. The final report will be made available **on the IAU website in late 2014**; a notice about this will be included in a next issue of this magazine.

In the meantime, if you would like to learn more about this study, please contact Ellen Hazelkorn (ellen.hazelkorn@dit.ie).

COMPETENCES FOR DEMOCRACY AND INTERCULTURAL DIALOGUE



by **Sjur Bergan**, Head of the Education Department, Directorate of Democratic Citizenship and Participation, Directorate General II Democracy, Council of Europe (Sjur.BERGAN@coe.int)



For the Council of Europe, education has several purposes: preparation for the labor market – what we mostly hear about in public debate – but equally preparation for democratic citizenship, personal development, and the development of a broad, advanced knowledge base. For democracy to be a key mission of education, we need to be able to indicate the kind of competence students should develop at different levels of formal education.

5. “The formula for a world-class university revealed”, *Times Higher Education World University Rankings*, <http://www.timeshighereducation.co.uk/world-university-rankings/news/the-formula-for-a-world-class-university-revealed>

This is the starting point for a new Council of Europe project. The initiative came from Andorra during its Chairmanship of the Committee of Ministers and since December 2013 the project has been developed by an international and interdisciplinary expert group. The IAU participates through its Director, Membership and Programme Development, Hilligje van't Land.

The mandate is to develop non-prescriptive guidelines and descriptors for competence for democratic culture and intercultural dialogue that national authorities and education institutions can use and adapt as they see fit.

When we think of democracy, we often think of parliaments and constitutions, institutions and laws. However, these will not function unless they build on democratic culture: a set of attitudes and behaviours that emphasize dialogue and cooperation, solving conflicts by peaceful means, and active participation in public space.

A modern democracy cannot function unless it is able and willing to engage in intercultural dialogue, and intercultural dialogue is difficult to imagine without democratic culture. It would therefore be unhelpful to treat democracy and intercultural dialogue separately.

The group has so far agreed on four main categories of competence: values; knowledge and critical understanding; attitudes; and skills. It is also discussing the components that go into each category. Random examples would be valuing other human beings, human dignity and human rights; civic-mindedness; analytical and critical thinking skills; and knowledge and critical understanding of politics, law and human rights.

The result will need to be acceptable to the 50 States party to the European Cultural Convention. The challenge of the task may be illustrated by the discussion the group is having on participation. Schools and universities are sometimes criticized for being too theoretical and not provide students with competences needed for “real life”. Participation is integral to democratic culture and therefore, in the view of many members of the group, of democratic competence. However, other members maintain that including participation could endanger the project since several societies are weary of what they view as political activism in schools and universities.

By the end of 2015, the group aims to establish the categories and components and to develop descriptors – a series of “I can...” statements – for some components. A second phase of the project will be needed to develop and test a full set of descriptors.

Defining competence for democracy and intercultural dialogue is challenging. It is also essential if we are to develop the quality education that will help give us the kind of society in which we would like our children and grandchildren to live and thrive.

IAU TOOK PART IN GLOBAL SURVEY ON HESD – FIRST INSIGHTS ON THE STATE OF HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT STUDY

by **Clemens Mader**, *Research Fellow at Leuphana University of Lüneburg and University of Zurich, Vice President of the COPERNICUS Alliance and* **Christian Rammel**, *Director, RCE Vienna, Vienna University of Economics and Business* (mader@inkubator.leuphana.de)

For more than twenty years, higher education institutions from around the world have elaborated and implemented different methods to integrate sustainability into their education, research, operations, and in- and outreach activities. Beginning with the **Talloires Declaration** in 1990, in addition to other recent declarations like the **Rio+20 Higher Education Treaty**, as well as **the IAU Iquitos statement on Higher Education for Sustainable Development** all call for a transformation of higher education in order to better foster sustainable development through an institution wide approach that reflects all of the different roles of HEIs. Today, the *UN Sustainable Development Goals* which are currently being developed as well as the draft implementation plan of the *Global Action Programme on Education for Sustainable Development* are strengthening their call for engagement of HEIs.

In many ways, sustainability is still lacking structural integration and reflection in the mainstream of education, research as well as the daily life of universities. This challenge of mainstreaming sustainability – changing it from project to structural whole-of- institution reflection – is raising important questions of scalability of initiatives, leverage points as well as concerns about the differing levels of implementation in various regions of the world.

To learn from practices and to initiate activities that target specific needs and opportunities, a consortium of five partners (RCE Graz-Styria, University of Graz), RCE Vienna (Vienna University of Economics and Business), UNESCO Chair in Higher Education for Sustainable Development (Leuphana University Lüneburg), United Nations University – Institute for the Advanced Studies of Sustainability, **International Association of Universities**), financed by the Austrian Federal Ministry of Science, Research and Economy, elaborated a questionnaire that was sent out to university presidents and international officers in both higher education as well as student networks. The questionnaire asked respondents to detail their insights on the state of SD integration in higher education their local region. Within only two months, more than 400 people responded from 101 countries. The data collected and other outcomes of the study will be presented at the *International Conference on Higher Education for Sustainable Development: Higher Education Beyond 2014* on 9 November in Nagoya, just prior to the UN-WCED.

At this point, two interesting outcomes can already be shared:

- When asking respondents where they find inspiration for sustainable development, 47% (n: 350) say that international policies are crucial for their inspiration. This reflection actually demonstrates the importance of declarations and especially global programmes such as the UN Decade on ESD. They essentially contribute to the structural integration of sustainability into higher education policies at regional, national as well as institutional level.
- Another question asked respondent to provide insights into the effectiveness of assessment approaches for supporting sustainability across the higher education system. 42% (n: 350) of respondents named quality management in education as well as institutional quality management systems as having the greatest impact. This result, as well as a series of further conclusions of the study, demonstrate that quality management and assessment for sustainable development are key leverage points when it comes to institutional learning and change management for sustainability in higher education.

The Study Report will be made available online on the *IAU Higher Education for Sustainable Development Portal* in November – See: www.iau-hesd.net

➤ Benefit from all IAU services and other opportunities

➤ Enhance your networking, partnership activities and global visibility

MAKE SURE YOU ARE THERE

JOIN THE IAU!

www.iau-aiu.net/join

Contact: Trine Jensen at t.jensen@iau-aiu.net



MEMBERSHIP NEWS

IAU is pleased to welcome new Members who joined and re-joined the Association since June 2014.

HIGHER EDUCATION INSTITUTIONS

Dawat University,
Afghanistan
www.dawat.edu.af/en/



**International University of Business
Agriculture and Technology,** Bangladesh
www.iubat.edu



Vels University,
India
www.velsuniv.ac.in



Universidad Central de Nicaragua (UCN),
Nicaragua
www.ucn.edu.ni



Belgorod State National Research University,
Russia
www.bsru.edu.ru



**Saint-Petersburg State University of
Economics,** Russia
www.unecon.ru



Université Centrale,
Tunisia
www.universitecentrale.net



North American University,
USA
www.na.edu



ORGANIZATION

Association of Pacific Rim Universities,
Singapore
www.apru.org



IAU by numbers

As of 1 October 2014, IAU counts

⇒ **596** Institutional Members (including 4 observers),

⇒ **28** Member Organisations,

⇒ **17** Affiliates and **19** Associates.

In Memoriam

William (Bill) Allaway



When IAU was founded in 1950 in Nice, France, one of the 150 or so delegates taking part in the conference was William (Bill) Allaway, representing the University of California, a young man who believed strongly in the power of international collaboration among universities and who went on to spend his life promoting international education, study abroad, the global campus.

We are sad to learn that Bill and his wife Olivia both passed away recently. Bill leaves a lasting legacy of academic excellence not only at the UC but also at IAU which was able to honor him in 2008 during the 12th General Conference, celebrating the 60th anniversary of the founding of IAU, held in Utrecht, the Netherlands. We congratulate the UC for creating a UCEAP Memorial Scholarship Fund for Bill Allaway.

PROF JOHN O'KEEFE (UNIVERSITY COLLEGE LONDON (UCL)) WINS NOBEL PRIZE FOR PHYSIOLOGY OR MEDICINE

The IAU is pleased to congratulate Professor O'Keefe, UCL Institute of Cognitive Neuroscience, for having been awarded the 2014 Nobel Prize for the discovery of cells that constitute a positioning system in the brain – an 'inner GPS' – that enables us to orient ourselves.



www.ucl.ac.uk/news/news-articles/1014/061014-john-okeefe

MEMBERSHIP CONSULTATION FOR IAU'S STRATEGIC PLAN 2016-2020

IAU recently consulted all IAU institutional Members to seek input for the preparations of IAU's strategic plan (2016-2020) to be submitted to the next IAU General Conference which will take place in Thailand in 2016. We are very pleased that more than 200 Members provided their feedback. All information received will be considered carefully as the Executive Committee and the

Administrative Board develop the plan for 2016-2020. Member Organisations, Affiliates and Associates will be consulted at a later stage. The consultation is positive about the work carried out by the IAU and provides for valuable suggestions and recommendations for the development of the future IAU strategic plan.

➤ GET INVOLVED FURTHER IN THE LIFE AND WORK OF THE INTERNATIONAL ASSOCIATION OF UNIVERSITIES BY BENEFITTING FULLY FROM THE SERVICES AND OPPORTUNITIES OFFERED, INCLUDING:

IAU CONFERENCES & SEMINARS

➤ For Full list and list of Calls please see page 2 “IAU Calls” and “Important dates!” for the list of upcoming Seminars, expert group meetings, the 2015 Global Meeting of Associations (Montreal in May), IAU 2015 international Conference (Siena in October) and more.

NETWORKING & SHARING

Higher Education and Sustainable development (HESD)

➤ Register your University and showcase the actions it is undertaking to response to the need for innovative approaches to be developed to ensure a better future for all, through education, teaching, research, or community engagement. Register your actions and initiatives on the **IAU global portal on Higher Education and Sustainable Development** at: www.iau-hesd.net

Education for All (EFA)

➤ Contribute information on higher education projects, documents and experts active in EFA on the **IAU Portal on Higher Education for Education for All (HEEFA)** at: www.heefa.net/

Innovative approaches to doctoral education in Africa (IDEA-PhD)

➤ Profile your doctoral education programmes, initiatives and opportunities online on the **IAU portal on IDEA-PhD** (www.idea-phd.net). Focusing mainly on Africa, the portal as well showcases collaborative projects with African HEIs; list and presents key policy documents of use to the development of doctoral programmes from around the world, etc.

➤ Take part in the User Survey as well at: www.idea-phd.net/

PUBLISH WITH IAU

➤ Share information on conferences, publications, other important events with the broader higher education community, by publishing details on the **News from Members** section of the IAU website. Please send your information to IAU at s.andriambololo@iau-aiu.net

➤ Announce your Job Opportunities online via GlobalAcademyJobs; see: www.iau-aiu.net/node/1085

PUBLICATION OPPORTUNITIES

➤ Submit a research paper to the peer reviewed **Journal Higher Education Policy!** More information online at: www.iau-aiu.net/content/hep

➤ Write a paper, summarizing your recent projects or activities, or those of your organization, for publication in the *In-Focus section of IAU Horizons*.

➤ Submit publications for inclusion in the **International Bibliographic Database on Higher Education (HEDBIB)**.
Contact: a.sudic@iau-aiu.net

GRANTS AND SERVICES

➤ Review your institution’s internationalization strategy and related activities by undertaking an **Internationalization Strategies Advisory Service (ISAS) project with the IAU**.
Visit: www.iau-aiu.net/content/isas

➤ Keep informed about upcoming LEADHER grant competitions: www.iau-aiu.net/content/leadher

MAKE USE OF IAU POLICY STATEMENTS, including:

- *IAU Iquitos Statement on Higher Education for Sustainable Development (2014)*
- *Affirming Academic Values in Internationalization of Higher Education: A Call for Action (2012)*
- *IAU-MCO Guidelines for an Institutional Code of Ethics in Higher Education (2012)*
- *Equitable Access, Success and Quality in Higher Education (2008)*
- *Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide (2005)*
- *Universities and Information and Communication Technologies (ICTs) (2004)*
- *Towards a Century of Cooperation: Internationalization of Higher Education (2000)*
- *Academic freedom, Institutional Autonomy and Social Responsibility (1998)*
- *The Buenos Aires Statement on Higher Education Funding (1994)*
- *Kyoto Declaration on Sustainable Development (1993)*

➔ **BECOME A MEMBER TO BENEFIT FULLY FROM SERVICES AND OPPORTUNITIES OFFERED!**
More at: www.iau-aiu.net/content/join

IN FOCUS

Where in the World is Higher Education in the Post-2015 Development Agenda?



by **Hilligje van't Land**,
IAU Director membership and Programme Development
(h.vantland@iau-aiu.net)



Through the global network it stands for, through projects, programmes and initiatives, the International Association of University (IAU)

supports universities and other higher education institutions in their work, teaching and research as it tries and finds solutions in response to the world's challenges, locally and globally.

As stipulated in the IAU Iquitos Declaration adopted in Peru in 2014 at the IAU International Conference on Blending higher education and traditional knowledge for sustainable development "It is our shared belief that only with the full engagement of higher education in the post-2015 agenda will it be possible to create the intellectual, economic, environmental and cultural conditions required for a sustainable future for all".

Higher Education is not an end in itself but a means to an end: the creation of the world we want for today and tomorrow. Higher education plays a key role in creating the conditions required to enable the transformations expected and recommended in particular by the high level group called into life by the UN and which is currently working on the evaluation of the (non) achievements of the Millennium Development Goals (SDGs), on the one end, and on the definition of new sustainable development goals on the other. Defining these SDGs and the creation of a global action programme to support these is to lead to the development of 'livable' societies and the eradication of poverty. These new objectives, the SDGs, should be taken seriously by all of us because they address the challenges and issues we all face today and which impact on the world capacities as a whole. Higher education and research can and should provide at least part of the answers to these challenges and foster the transformations required for the world to change for the better.

It is to support these ideas and to stress the role and need for higher education to get involved even more and seen as a key stakeholder in the development processes that IAU has been so active in HESD all through the UN Decade on Education for Sustainable Development, that it developed the IAU HESD Portal, organized conference and meetings and published on HESD, and is now involved fully in both the International Conference on Higher Education for sustainable development, in Nagoya on 9 November, and subsequently in the UNESCO World Conference on ESD, to take place in Japan from 10-12 November 2014.

In this special edition of IAU Horizons we are pleased to give the floor to experts from around the world who share their views on the role for HE in the post 2015 development agenda that is being drafted. We hope that this will generate further discussions at your institutions and beyond.

Enjoy your reading!

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01 IAU work on HESD



by **Dzul kifli Abdul Razak**, President
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Higher Education for Sustainable Development (HESD) as an extension of the United Nations global agenda on Education for Sustainable Development led by UNESCO has been one of the major themes for IAU. Long before the declaration of the *United Nations Decade on Education for Sustainable Development (UN-DESD)*, 2005-2014, IAU was an active participant in not only supporting the agenda but more importantly championing it among its Member institutions and beyond. In fact as early as 1993, IAU held the Ninth Round Table in Kyoto, Japan and endorsed the Kyoto Declaration representing more than 650 of its Member institutions and organisations across 120 countries. The declaration embodies the substance of both the Halifax and Swansea documents (See *IAU 1993 Kyoto Declaration on Sustainable Development* available on the IAU portal on HESD: www.iau-hesd.net).

Noting the sense of urgency, IAU as an international NGO with official UNESCO associate status, recognises the vital roles that higher education could and should play in the overall process of achieving sustainable development. We believe leaders of higher education institutions, the academic and administrative colleagues, the students and other stakeholders are in a key position to contribute to an equitable and ecologically sound future by making sustainable development a central academic and organisational focus. It is therefore critical that higher education institutions understand and accept their responsibility within the broader context of social and economic development, and the building of democratic, equitable and ecologically-minded societies. As this requires the generation and dissemination of knowledge through interdisciplinary research and teaching, policy-making, capacity-building, and technology, IAU over the last two decades has developed projects and assumed active leadership roles in international or regional initiatives. It also organises events on this theme to promote and facilitate universities' responsibility with regard to sustainability.

IAU often represents its Members on various committees, notably: the UN-DESD Reference Group coordinated by UNESCO, the Regional Centres of Expertise (RCEs) coordinated by the Ubuntu Committee of Peers to review and monitor the RCEs, and UNEP's Global Survey on Sustainable Lifestyles (GSSL) project.

Of particular significance, is the unique IAU initiative to develop an interactive web-based platform to facilitate

exchange and networking on HESD: the IAU portal on HESD. The HESD Portal, accessible online at: www.iau-hesd.net, is an on-going project beyond the period of the Decade (2005-2014). Universities and other Higher education institutions from around the world are invited to showcase their actions and network through the portal. The latest IAU statement which is the draft IAU Iquitos Statement on HESD as an outcome of the **IAU 2014 International Conference on *Blending Higher Education and Traditional Knowledge for Sustainable Development*** in Peru is available through the portal.

Against this backdrop, IAU plays a significant part in attempting to mainstream the goals of the UN-DESD, so too during the concluding events of the Decade at Aichi-Nagoya, Japan, in November 2014 in partnership with UNU-IAS, UNEP, UNESCO and AAU.

IAU is also mindful of the need to continue championing HESD post-2014. One of the initiatives that IAU is actively supporting is the **Global Action Programme (GAP) on ESD through which UNESCO** seeks to generate and scale-up ESD action intended to make a substantial contribution to the Post-2015 Development Agenda. The two-pronged objectives of GAP, namely: to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development – and make a difference; and to strengthen education and learning in all agendas, programmes and activities that promote sustainable development.

More specifically, of the five priority action areas proposed by GAP, IAU based on its vast experience is focusing on integrating sustainability practices into education and training environments (whole-institution approaches). Others which are interrelated include: increasing the capacity of educators and trainers; empowering and mobilising youth; encouraging local communities and municipal authorities to develop community-based ESD programmes, and advancing policy.

It is hoped that through this the GAP will generate and scale up action in all levels and areas of education and learning (including higher education!) to accelerate progress towards sustainable development is more attainable across the myriad of educational institutions globally. It is equally important to note that "Post-2015" also refers to the closure the Millennium Development Goals (MDGs), a set of targets adopted by UN since 2000. It is therefore pertinent to juxtapose ESD in the context of the outcomes of MDGs and seek the best ways to take it forward collaboratively.

To quote the G8 University Summit – Sapporo Sustainability Declaration in July, 2008: "Sustainability is a broad area that embraces a complex diversity of interrelated factors ranging from the natural environment to socioeconomic systems. Global sustainability can be achieved only through a comprehensive approach that addresses socioeconomic as well as environmental issues". This, no doubt, is the challenging

task ahead for IAU and higher education institutions alike in ensuring that HESD is proactive in creating a sustainable future.

02 International Conference on Higher Education: Higher Education Beyond 2014

Nagoya, Japan, 9 November 2014

by **United Nations University**, (heconference@unu.edu)

In December 2002, the United Nations General Assembly adopted resolution 57/254 to put in place a Decade of Education for Sustainable Development (DESD: 2005-2014). Higher education institutions (HEIs) play a crucial role in generating and disseminating knowledge by integrating the principles of sustainable development into all university curricula as well as educational and research programmes. HEIs are also expected to serve as local knowledge bases for sustainable development by providing relevant knowledge and skills to the local community.

Marking the final year of the DESD, the **International Conference on Higher Education: Higher Education Beyond 2014** will be organized by United Nations University (UNU) on 9 November 2014 in Nagoya, Japan in close collaboration with relevant UN agencies and international organizations such as UNESCO, UNEP, the UN Department of Economic and Social Affairs (UN DESA), UN Global Compact's Principles for Responsible Management Education (PRME) initiative and the International Association of Universities (IAU).

The conference aspires to celebrate the achievements of various higher education initiatives throughout the DESD by highlighting their contributions to addressing sustainable development through transformative changes in the vision, leadership, and knowledge structure in relation to other systems of knowledge, and through engagement with other critical sectors. The conference will also identify the major challenges and pathways for transformation of HEIs, with a focus on scaling up and mainstreaming innovative practices in learning and knowledge development and research.

The conference outcomes will be shared and reflected in the discussion at a workshop during the UNESCO World Conference on ESD (10-12 November 2014). IAU will be co-organizing the workshop together with the Higher Education Sustainability Initiative (HESI). It will provide a great opportunity to review commitments, set new goals and develop new strategic partnerships with the view to playing a key role in contributing to the Global Action Programme on ESD and the Post-2015 Development Agenda.

More details are available on the conference website <http://www.c-linkage.com/for/hesd/>

03 The future of Education for Sustainable Development and the role of higher education institutions

by the **UNESCO** and the **ESD Secretariat**
 (esddecade@unesco.org)



To shape the **Future we want**, we need an education that empowers every boy and girl, woman and man with the values, skills and knowledge to find solutions to the challenges of today and tomorrow. And while this education has to start at early childhood, it has to continue throughout life. Educating the leaders of tomorrow, higher education institutions have a central role to play in preparing learners for sustainable development.

The message that education is the way to shape the values, skills and knowledge required to build sustainable societies has underpinned the United Nations Decade of Education for Sustainable Development (DESD; 2005-2014), which UNESCO has been leading. While the Decade has seen significant ESD progress, including more countries incorporating education development policies and an increase in national ESD strategies, still much remains to be done in order to mainstream ESD into all areas of education and learning.

At Rio+20 countries agreed to promote Education for Sustainable Development beyond the end of its UN Decade. Moreover, the Open Working Group on Sustainable Development Goals proposed ESD as part of the targets for its proposed education goal for post-2015, which aims to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all.” This aligns with the target in the Muscat Agreement adopted at the UNESCO 2014 Global Education for All Meeting.

In November this year, the **UNESCO World Conference on Education for Sustainable Development in Aichi-Nagoya, Japan**, will make an important step towards making sure that the education of the future is relevant to the sustainability challenges we are facing. Bringing together some 1000 participants from around the world, the Conference will celebrate the achievements of ten years of global ESD efforts, showcasing ESD initiatives, key players, networks (including the IAU and its global portal on Higher Education for sustainable development: www.iau-hesd.net) and ideas that the UN Decade of ESD has stimulated. Under the banner of “Learning Today for a Sustainable Future”, it will identify lessons learnt and see the launch of the future of ESD: the Global Action Programme (GAP) on ESD.

With this continued momentum for ESD, the stakes for the launch of the Global Action Programme on ESD are also high.

The GAP will pursue the objective to use ESD as a key driver for contributing to the resilience and sustainability of societies, and thus aims to make a substantial contribution to the post-2015 sustainable development agenda.

To unlock the full potential of ESD, the GAP will focus on five priority action areas that have proven to be crucial for advancing ESD during the Decade:

- Advancing policy;
- Integrating sustainability practices into education and training environments (whole-institution approaches);
- Increasing the capacity of educators and trainers;
- Empowering and mobilizing youth; and
- Encouraging local communities and municipal authorities to develop community-based ESD programmes.

Higher Education Institutions as partners of the Global Action Programme on ESD

Higher education constitutes the learning environment for all educational professionals; providing ESD literacy to all professionals is paramount. Leaders of higher education institutions and their academic colleagues are in a key position to contribute to an equitable and ecologically sound future by establishing Sustainable Development as a central academic and organizational focus.

Over the ten years of the **UN Decade of ESD**, higher education institutions (HEIs) have stepped up their efforts to support sustainable development. They have made significant efforts to address sustainability in campus operations, supported by the development and sharing of tools and reporting frameworks, followed by various examples of good practice in the reorientation of learning and teaching practices and advances in sustainability research.

For instance, new ESD related specialist programmes/courses/diplomas are on the rise. Networks of higher education institutions have emerged, building capacity and expanding influence on ESD. HEIs are extending the value and impact of their teaching and research at the local level and catalyzing community change.

Universities and higher education institutions have a key role to play in all of the Priority Action Areas. First, universities and higher education networks can contribute to needs analysis and diagnosis of sustainability challenges to inform policy. They can conduct research and provide advice and guidance on strengthening national education systems as well as aspects of capacity building for sustainable development across different sectors. Second, many higher education institutions are pioneers in adopting a whole-institution approach and are expected to lead this movement beyond the Decade of ESD. Third, they are the key institutions that train teachers as well as decision makers. Fourth, colleges, universities and

higher education institutions are where many youth leaders are engaging in action as students. Finally, higher education institutions can provide expertise and support to local ESD initiatives. They can combine the knowledge and experience at the local level with information housed at higher levels.

UNESCO is thus looking forward to commitments of the higher education community in support of the Global Action Programme on ESD and to continue and build upon the good collaboration during the UN Decade of ESD.

For more information on the UNESCO World Conference on Education for Sustainable Development:

<http://www.unesco.org/new/en/unesco-world-conference-on-esd-2014/>

<http://www.worldwewant2015.org>

UN Sustainable Development Goals (SDGs)

One of the main outcomes of the Rio+20 Conference was the agreement by Member States to launch a process to develop a set of Sustainable Development Goals (SDGs), which will build upon the Millennium Development Goals and converge with the post 2015 development agenda. It was decided establish an *“inclusive and transparent intergovernmental process open to all stakeholders, with a view to developing global sustainable development goals to be agreed by the General Assembly”*.

In the Rio+20 outcome document, Member States agreed that sustainable development goals (SDGs) must:

1. Be based on Agenda 21 and the Johannesburg Plan of Implementation.
2. Fully respect all the Rio Principles.
3. Be consistent with international law.
4. Build upon commitments already made.
5. Contribute to the full implementation of the outcomes of all major summits in the economic, social and environmental fields.
6. Focus on priority areas for the achievement of sustainable development, being guided by the outcome document.
7. Address and incorporate in a balanced way all three dimensions of sustainable development and their interlinkages.
8. Be coherent with and integrated into the United Nations development agenda beyond 2015.
9. Not divert focus or effort from the achievement of the Millennium Development Goals.
10. Include active involvement of all relevant stakeholders, as appropriate, in the process.

It was further agreed that SDGs must be: action-oriented; Concise; Easy to communicate; Limited in number; aspirational; Global in nature; Universally applicable to all countries while taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

The Rio+20 outcome document *The Future We Want* resolved to establish an inclusive and transparent intergovernmental process on SDGs that is open to all stakeholders with a view to developing global sustainable development goals to be agreed by the UNGA. It mandated the creation of an inter-governmental Open Working Group, that is to submit a report to the 68th session of the General Assembly containing a proposal for sustainable development goals for consideration and appropriate action. The process leading to the SDGs is coordinated and coherent with the processes considering the post 2015 development agenda and initial input to the work of the Open Working Group is provided by the UNSG in consultation with national governments. The draft list of SDGs reads as follows:

- Goal 1.** End poverty in all its forms everywhere
- Goal 2.** End hunger, achieve food security and improved nutrition, and promote sustainable agriculture
- Goal 3.** Ensure healthy lives and promote well-being for all at all ages

- Goal 4.** Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

- Goal 5.** Achieve gender equality and empower all women and girls
- Goal 6.** Ensure availability and sustainable management of water and sanitation for all
- Goal 7.** Ensure access to affordable, reliable, sustainable, and modern energy for all
- Goal 8.** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9.** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10.** Reduce inequality within and among countries
- Goal 11.** Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12.** Ensure sustainable consumption and production patterns
- Goal 13.** Take urgent action to combat climate change and its impacts
- Goal 14.** Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15.** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 16.** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Goal 17.** Strengthen the means of implementation and revitalize the global partnership for sustainable development

See <http://sustainabledevelopment.un.org/focussdgs.html> and www.sdgseinventory.org/
 Source: <http://sustainabledevelopment.un.org/focussdgs.html>

04 Let's Make Some Noise! Higher Education and the Post-2015 Development Agenda



by **Budd L. Hall**, UNESCO Co-Chair in Community Based Research and Social Responsibility in Higher Education, University of Victoria, British Columbia, Canada (www.unescochair-cbrsr.org, www.gacer.org)



As I write sure whether 'higher

this article, I am not or not the words

education' will appear in the formulation of the post-2015 UN development goals. But before getting further into that discussion, perhaps a word for IAU Members and readers about what the Millennium Development Goals (www.un.org/millenniumgoals/) were and why those of us in higher education should pay attention to them.

As the new Millennium was approaching in the late 1990s, the crossing over of a 2000-year-old time threshold stimulated leaders, development workers and politicians and ordinary people to think back about what we as human beings had created over 2000 years. But it also stimulated thinking about the future about what might be collective goals for the future. Within the United Nations family we saw the creation of the Millennium Development Goals or MDGs as they became known. Eight goals were elaborated and global targets established. Goal number two, the only one that mentioned education was focused on the achievement of university primary education by 2015. This remains an unfinished project. The MDGs served several critical purposes. They directed UN resources acting as a kind of set of priorities. They drew the attention of political leadership in the global South to areas of focus that they should be prioritizing. They had a major influence on international development assistance priorities and allocations. They were the subjects of vast numbers of research projects. In short they had impact on the way that vast amounts of funding were allocated between and within nations primarily, but not exclusively in the global South.

Higher Education was not mentioned in the MDGs. In the post-2015 development agenda we need to see higher education highlighted either as part of a more inclusive education goal or somehow as an enabling factor in the achievement of the other goals. But **if we are to see any mention at all of higher education, we need to make some noise!** The lobbying to get specific goals and/or perspectives into the post-2015 goals or to keep some ideas out (inequality perhaps?) is aggressive and sophisticated. There are some ways for us to be heard. **First of all**, I would urge all IAU members to send a note to the Secretariat of the IAU with a message of support for including higher education in the post 2015 goals. The IAU would be able

to pass this on to persons in UNESCO and elsewhere that might have some influence. **Second**, I would like to draw all readers' attention to The World Beyond 2015: Is Higher Education Ready (<https://beyond2015.acu.ac.uk/>) Campaign organized by the Association of Commonwealth Universities. They welcome submissions from all parts of the world and are working hard to get attention by the UN bodies. The more submissions that they have, the better. **Third**, I suggest that you send a note to the Director-General of UNESCO about the reasons why higher education should be included. Her office will pass this on to the appropriate unit. UNESCO will have the most influence on the educational dimensions of the post 2015 goals of any of the UN bodies. **Finally** each of you in your departments or universities could organise a conversation about higher education and the post 2015 development goals. If we hope to have an impact, we need to increase the noise levels **now!**

Why is it important? First the post 2015 development goals are being seen more and more as global goals and not just ideas for the global South as was the case in 2000. Secondly as we have pointed out, the goals will have influence on policy and funding priorities and if we want increased investment in higher education, this is an important objective. **But most importantly it is because the achievement of the other goals will be significant diminished if higher education does not become engaged.** It is safe to say that almost every political leader, civil society leader, business leader, development specialist, government public servant is or will be a graduate of one of our universities. Higher education institutions have become increasingly ubiquitous with ever larger numbers of students moving through them. They exist in numbers in all out larger cities and less numerous in every medium sized town. Higher education institutions are rich institutions in the sense of the social and intellectual capital that they represent. There are thousands of students who can be involved in working and learning in the community. There are so many academic staff and researchers. All of us in our universities are part of many national and international networks. Our modern electronic libraries are increasingly interconnected around the world. **We have so much to contribute to the places where we live.**

Finally, we need to make some noise because we are living at a crossroads of environmental, economic, cultural and social lives. The challenges facing us in our communities related to climate change, to lack of good paid work, to exclusion, to homelessness, to violence against women, to water governance, to food security, to security have reached a point that higher education simply must respond in new ways. We must take up new forms of social responsibility and find new ways through collaboration with others in our communities to tackle what some call the 'wicked problems' of our times. For those who would like to hear about some of the exciting initiatives underway in the world, I strongly recommend the most recent **World Report on Higher Education 5**, compiled by the Global University Network for Innovation. The sub-title is *knowledge, Engagement and Higher Education Contributing to Social Change*. It offers many reasons why we need to make some

noise and many great ideas about what to make noise about. But be very clear, if higher education remains on the side lines, we will lose an important opportunity. Silence is not golden. Noise is beautiful.

05 Sustainable Lifestyles and the Post-2015 Agenda – Searching for a World-embracing Vision



by **Victoria W. Thoresen**, UNESCO Chair for Education on Sustainable Lifestyles, Hedmark University College, Norway (victoria.thoresen@hihm.no)



“We recognize that poverty eradication, changing unsustainable and promoting sustainable patterns of consumption and production, and protecting and managing the natural resource base of economic and social development are the overarching objectives of and essential requirements for sustainable development.”

The Future We Want, Rio+20, 2012

Awareness of the impacts human activity has on the environment and on society is not new, but integrating up-to-date, evidence-based insights on the topic into higher education curricula and practice is only slowly becoming noticeable.

Following the first global wake-up calls in the early 1970's, the topic of minimizing the effects on nature caused by the way people live was reiterated and became the core mandate for Agenda 21 initiatives. Focus was put on the role of industry and government in improving infrastructures, enacting regulations and modifying products in order to reduce carbon emissions. Life-cycle analysis of products and dematerialization/decoupling production processes have been the main approaches, concentrating on improving energy efficiency.

Eventually economists and social scientists provided additional perspectives dealing with the social consequences of unsustainable production and consumption. The role of the individual and his/her lifestyle choices has become a significant part of the discussion on how to mitigate climate change and promote the transition to a more just, sustainable future. The Marrakech Process on Sustainable Consumption and Production (2000-2010) supported projects and worked to bring to the attention of educators, policy-makers and the public at large

the pressing need to reflect on how we organize our daily life, socialize, share, learn and educate. In other words, rethinking our ways of living, how we buy and what we consume.

The UN Decade on Education for Sustainable Development (UN-DESD) integrated education for sustainable consumption into its agenda as an essential element of ESD in 2008. By then recognition of the interrelatedness of systems and processes was growing and the discussion about sustainable lifestyles expanded to examine how unsustainable ways of living are connected to non-communicable diseases, to poverty, and to the unequal usage and distribution of resources. The concepts of social responsibility began to incorporate consideration also for future generations and their opportunities.

At the *World Conference on Sustainable Development (Rio+20)* held in 2012, leaders of the world agreed that awareness-raising and education about sustainable lifestyles needed to increase both in scope and quality. A 10-Year Framework of Programmes on Sustainable Consumption and Production (10-YFP) was adopted and preparations are being made to launch the program on Sustainable Lifestyles and Education in order to up-scale positive initiatives already in existence and to support new, innovative ones.

Parallel to the establishing of a 10-YFP UNESCO has prepared a Global Action Program as a follow-up to the UN-DESD. This Program also emphasizes the urgent need for holistic, values-based, practical education which stimulates systems thinking and social learning.

The U.N. “Open Working Groups” which have been tasked to formulate the texts of the post-2015 agenda, called the Sustainable Development Goals (SDG’s), have published their final draft which will be submitted to the U.N. General Assembly for approval. Included in their text is reference to quality education for all and education for sustainable lifestyles.

Several international networks of Higher Education Institutions have been established. At the Rio+20 Conference, the *Higher Education Sustainability Initiative* (HESI) was launched to secure a global knowledge platform on education for sustainable development. Among other networks which have focused on sustainable consumption and production is PERL (The Partnership for Education and Research about Responsible Living) which consists of 140 institutions in 50 countries. PERL (www.perlprojects.org) has concentrated for over a decade on responsible living through the development of research, core curricula, learning methodologies, courses, materials, assessment indicators and teacher training.

Among the issues which PERL has brought to the discourse on sustainable development has been that of the need to promote empathy, social learning, moderation and sharing. To do so, a more world-embracing vision is needed from institutions of higher education – a vision which encourages all students to be global citizens and to show in their daily lives how they

contribute to a more just and sustainable world community. This is more easily said than done. PERL has encouraged the processes of social innovation and co-creating based on a cycle of social learning which involves reflection on values and practices, frank and open consultation amongst all relevant stakeholders, action, reflection on the actions taken, making adaptations, followed by a renewed cycle of consultation-action-reflection-adaptation. PERL has also assisted in creating multi-stakeholder alliances and fora where new research and experience on these issues can be shared.

06 The world beyond 2015 – Is higher education ready?



by **Patrice Ajai-Ajagbe**, Association of Commonwealth Universities (beyond2015@acu.ac.uk; on www.acu.ac.uk/beyond-2015)

The Association of Commonwealth Universities

2015 will see the end of the Millennium Development Goals (MDGs) and the launch of a new global framework for development. While there remains a focus on progress in achieving the MDGs ahead of the target date, there has already been much discussion about what their successors will look like – the most recent incarnation of which is the UN’s zero draft of the Sustainable Development Goals (SDGs).

Encouragingly, the draft SDG covering education does span the entire spectrum of education, and touches upon higher education. Higher education was never explicitly mentioned in the MDGs as either a development goal in its own right, or as a potential agent to address other development goals. It is the latter, though, where we do find evidence of universities and research institutions playing a huge role in development terms.

As teaching institutions, universities are responsible for producing the engineers, health specialists, teachers, policymakers, technologists, and scientists whose knowledge and leadership are needed to improve people’s lives. As research institutions, universities have enormous power to generate the cutting-edge knowledge required to contend with issues of food security, disease, climate and environmental change, and the effects and causes of poverty.

The Association of Commonwealth Universities (ACU), through its member institutions, projects, and programmes, has long been aware of the role that universities play in addressing global challenges. In order to highlight this further, and in anticipation of the emerging global development framework,

we are running an international campaign to raise awareness of how higher education already contributes to development and to explore how universities should respond to the Post-2015 agenda [Note from the editor of the magazine: the IAU fully endorses this initiative and has invited and again invites its Members to contribute to it in substance].

'The world beyond 2015 – Is higher education ready?' campaign invites stakeholders in higher education – academics, university leaders, researchers, students, NGOs (to name but a few) – to share their thoughts and experiences in response to six key questions:

1. Why does the Post-2015 agenda matter for higher education?
2. How are universities already addressing local, national, and international issues?
3. How can universities prepare to respond to the Post-2015 agenda?
4. What partnerships should universities establish to achieve their objectives?
5. How can universities champion their contributions to wider society?
6. How relevant and realistic are the Post-2015 goals likely to be?

Universities have provided many examples of how they are already addressing development issues, and several have also shared their plans to review their teaching, curricula, research, and extension activities after 2015. COMSATS Institute of Information Technology in Islamabad recently held an event bringing together universities in Pakistan to create concrete recommendations and action points for the sector to adapt to the Post-2015 landscape.

The UN High-Level Panel on the Post-2015 development agenda identified 'Leave no one behind' as a key transformative shift in development in the future, and most of the submissions we have received address this concept – indicating that universities recognise and are embracing their potential to have wider impact.

Through the debates fostered as part of this campaign, universities have also shown their interest in developing international frameworks for tracking, comparing, and measuring this impact. Some universities have already initiated efforts in this area, pre-empting government directives expected to follow the emergent Post-2015 framework. Building on existing work to track progress against national 'Closing the Gap' targets (which address disadvantages faced by Indigenous Australians), the University of Southern Queensland in Australia is in the process of mapping its activities in relation to the existing MDGs, with the aim of continuing to align their work with international targets.

It is clear from the response to our campaign that universities expect to play an important role in the Post-2015 development

framework, and are already preparing to embed and implement it in their policies and activities. Higher education should be recognised as a catalyst and mechanism for the realisation of broader development targets, as well as an objective in itself. This is important because recognition always helps to articulate roles – and universities with clearer roles are better placed to demand supporting policies and resources to boost their impact.

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07 Critical to include HE in post-2015 development agenda



by **Damtew Teferra**, Professor and Leader, Higher Education Training and Development, Founding Director, International Network for Higher Education in Africa School of Education, University of Kwazulu-Natal, South Africa (Teferra@ukzn.ac.za)



The alarming news emanating from the conversations on the post-2015 development agenda is that it may – as in the current Millennium Development Goals – perilously marginalise higher education from the priority it deserves in the highly anticipated development blueprint.

It is not the intention of this article to engage in a perfunctory debate on a well-grounded fact that higher education is critical to social development, poverty reduction, wealth creation and the knowledge economy.

Instead, the author opts to recall ad verbatim a plethora of coherent positions and statements from numerous credible global authorities and bodies to underscore the urgent need to unambiguously articulate the paramount importance of higher education in the post-2015 development agenda.

AFRICAN DEVELOPMENT BANK

The Bank will support African governments in developing skills in traditional professions as well as in such areas as engineering, research, and science and technology to support the continent's rapidly changing political, social and economic development. Universities and regional vocational training institutions will be at the centre of this effort.

AFRICAN UNION COMMISSION

Support for higher education has been on the decline in the last decade, but there is renewed interest driven by the new vision of the African Union, an acknowledgement of the role of knowledge and innovation in the world economy, and the role of higher education as a core resource base for the attainment of the Millennium Development Goals.

ASSOCIATION FOR THE DEVELOPMENT OF EDUCATION IN AFRICA (ADEA)

The evidence on the situation of higher education and research is unambiguous: Africa has not invested adequate resources to play its rightful role in the global production of scientific, technological and industrial knowledge...to enable the continent to take its place in a globalised economy based on knowledge and skills. Realising this potential demands the establishment of robust policies and measures in the field of higher education.

ASSOCIATION OF AFRICAN UNIVERSITIES

Higher education has a critical role to play in delivering the knowledge and skills necessary for the social and economic development of the continent in the 21st century. The rapidly growing African society and the concomitant development challenges increasingly necessitate the urgent need for building a robust and effective higher education system on the continent.

EUROPEAN COMMISSION

Higher education has a key role to play in delivering the knowledge requirements for economic development: through job creation, better governance, increased entrepreneurship and intergenerational mobility, and a stronger civil society. The challenge of providing more and better education in developing countries, taking a holistic approach, includes the need to strengthen higher education systems. The post-2015 framework must take this holistic approach and focus on learning opportunities across the whole life cycle (2014).

EUROPEAN UNIVERSITY ASSOCIATION

Higher education is of critical importance to the long-term development of knowledge societies. Universities in particular are vital for conducting research and researcher training,

and therefore are important for knowledge generation and innovation to meet both domestic and global societal and economic needs and challenges. Urgent action is needed to ensure that African countries have the necessary tertiary education capacity to respond to these issues (EUA, 2010).

INTERNATIONAL ASSOCIATION OF UNIVERSITIES

It is our shared belief that only with the full engagement of higher education in the post-2015 agenda will it be possible to create the intellectual, economic, environmental and cultural conditions required for a sustainable future for all (2014).

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD)

Higher education institutions have a critical and tangible role in developing the principles, qualities and awareness not only needed to perpetuate the sustainable development philosophy, but to improve upon its delivery.

UNITED NATIONS FORMER SECRETARY-GENERAL KOFI ANNAN

The university must become a primary tool for Africa's development in the new century. Universities can help develop African expertise; they can enhance the analysis of African problems; strengthen domestic institutions; serve as a model environment for the practice of good governance, conflict resolution and respect for human rights (UNIS, 2000).

UNESCO

At no time in history has it been more important to invest in higher education as a major force in building an inclusive and diverse knowledge society and to advance research, innovation and creativity. Higher education and research contribute to the eradication of poverty, to sustainable development and to progress towards reaching the development goals as articulated in the Millennium Development Goals and Education for All (UNESCO, 2009).

WORLD BANK AND UNESCO

As knowledge becomes more important, so does higher education. Countries need to educate more of their young people to a higher standard...The quality of knowledge generated within higher education institutions, and its availability to the wider economy, is becoming increasingly critical to national competitiveness (2000).

WORLD BANK

In Sub-Saharan Africa, qualified human capital remains scarce compared to the continent's development needs and this hinders growth and undermines the foundation for sustainable development. Because skills for the knowledge economy are built at the tertiary education level, improving tertiary education systems should be high on Sub-Saharan Africa's development agenda (2008).

It is recognised and appreciated that only a handful of development issues are known to sail unchallenged without robust deliberations and contestations. But the preponderance of evidence on the direct relationship between higher education and development – described as key, critical, unambiguous, core, central – is such that it will be deeply alarming, if not outright dangerous, for any responsible body to ignore it.

It is inconceivable to imagine that the new development agenda will be promulgated without prioritising higher education systems which must constantly supply – in abundance and quality – teachers, doctors, engineers, economists, nurses, accountants, managers and academics, to mention some.

In conclusion, it is thus imperative that all those involved in the development of the post-2015 development agenda situate higher education at its rightful position to realise social and cultural advancement, poverty reduction and wealth creation in the ‘developing’ world in general and Africa in particular, in this increasingly competitive world of the knowledge economy.

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<http://www.universityworldnews.com/article.php?story=20140703102652995>

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08 Setting the Stage: Post – 2015 Development Agenda: Challenges and the Role of Higher Education and Research



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Many African countries have, during the last decade, experienced significant economic growth². Some studies show that there has been noticeable scientific growth as well³. Over 20 countries have, at least technically, crossed the line (\$1000 GDP/capita) gaining the label of Middle Income Countries (MICs). It is

1. Website: www.aasciences.org; earlier and preliminary versions of this paper were presented first as opening remarks in the ICSU’s Future Earth Regional Workshop, in Johannesburg, 23-24 June 2014, and subsequently published in the June issue of “Science*Policy*Africa”, a Newsletter of the African Academy of Sciences

2. <http://www.washingtonpost.com/blogs/worldviews/wp/2014/01/09/these-10-countries-are-set-to-be-the-fastest-growing-economies-in-2014/>. Accessed 29 August 2014. See also Oliver August (2013) Africa rising – A hopeful continent. The Economist. March 2013. http://www.economist.com/sites/default/files/20130203_emerging_africa.pdf

3. AOSTI (African Observatory of Science, Technology and Innovation) 2014, Assessment of scientific production in the Africa Union, 2005-2010

interesting that when many countries in the high income countries were in recession, African countries were showing economic growth.

Besides those countries with established wealth of natural resources (Angola, Botswana, Congo, DRC, Gabon, Nigeria, Namibia, Sudan, etc.) a number of African countries (Kenya, Tanzania, Mozambique, Ghana, Somalia, etc.) have, during the last decade, reported the discovery of many kinds of natural resources (oil and gas, minerals, and so on).

With the exceptions of a few trouble hot spots (Southern Sudan, Darfur, parts of Congo, CAR, etc.), African countries are currently enjoying relative stability compared to some decades ago when military coups, civil wars and wars between neighboring nations were the norm.

We are also witnessing plans and implementations of unprecedented numbers of infrastructure development in Africa; cities are improving road networks, sea port expansions like those of Bagamoyo (Tanzania), and major railway projects in Kenya, Ethiopia, Tanzania, The Renaissance Dam in Ethiopia, and Inga Dam in the Congo, are either underway or planned for imminent implementation. Hosting the World Football tournament (World Cup) in South Africa in 2010 led to huge infrastructure developments in that country. Many of these are truly transformative projects which, if planned and executed well, will bring about major changes in energy generation, transport, international and intra-African trade. The notable development is at least in part due to emergent new crop of educated leadership, a leadership that has evolved from Army Generals, Colonels, and Majors that used to dot the leadership map of Africa to one that derives from varying professional backgrounds; quite a few African presidents now are relatively well educated, energy experts, water engineers, medical doctors, etc. This is not to say that there are no concerns on governance matters; there is rampant corruption in many of our countries. Three of the most corrupt countries in the world are in Africa. Many of the positive indicators mentioned earlier provide unique opportunities to address our challenges and move towards an inclusive and people-centered development. African countries still face the challenge of unplanned and increasing urban population, particularly in capital and mega cities that are coastal and downstream like Lagos, Durban, Maputo, Dar es Salaam, etc. Unplanned settlements in such areas increase vulnerability of the population to weather extremities particularly in light of climate change.

In short, Africa today is different from that of the closing decades of the 20th century. **African development challenges for a sustainable development must therefore be seen against such background.**

I would like to bring four priority issues in the sphere of higher education and research that need to be addressed in the context of the future sustainable development of the African continent. These are:

1. A major audit of the capacity developing establishments (Higher educational and research establishments) to ascertain that they are producing the **specialized knowledge and skills needed for the continent's development**. Sustainable capacity building is a long-term intervention. Africa needs to develop strong universities and research institutions that are able to generate trans-disciplinary knowledge in such areas as water and sanitation, adaptation to and mitigation of the effects of climate change, sustainable energy, food security and nutritional wellbeing, etc. The African Academy of Sciences (AAS) has, in collaboration with the Association of Commonwealth Universities (ACU), and drawing on a major funding support from DFID, recently launched the Climate Impact Research Capacity and Leadership Enhancement (CIRCLE) program which will provide ca 100 research fellowship in trans-disciplinary fields. This will largely be an intra-African collaboration engaging early career African scholars and various home and host institutions in the continent. It is also developing a new platform, Alliance for Accelerating Excellence for Science in Africa (AESA) in partnership with NEPAD and hopes to secure major and long-term financial contributions from the Wellcome Trust, the UK Department for International Development (DFID), the Bill and Melinda Gates Foundation as well as African financial institutions, member states, and the private sector. It is noteworthy that many of the global and continental financial institutions such as the World Bank and the African Development Bank have introduced greater emphasis on supporting the creation of Centers of Excellence, and human development. They have realized that giving loans to infrastructure development alone has not produced the expected results in bringing about the development of the continent.

2. Developing intra-African cooperation. Recent studies have demonstrated that the scientific output of many African countries are showing significant growth^{4,5}. But this cooperation is grossly deficient in intra-African component⁶. I have witnessed excellent research collaboration between African and North scientists resulting in papers published in high impact factor journals. One would undoubtedly concede the importance of such collaboration, but a real measure of capacity building for the African collaborators must take into consideration an appreciation of researches and publications where the Africans are leaders and not followers. Indeed I believe that a real measure of success must demand seeing the emergence of African leaders, especially in Africa-specific and niche areas of research. One of the challenges of achieving the MDGs has been the synergy-lacking individual efforts of nations on fields of activities which clearly have cross-border dimensions. It is for this reason that this writer

4. NEPAD Planning and Coordinating Agency (NPCA) 2014, African Innovation Outlook 2014, NPCA, Pretoria.
 5. Nwaka, S. Ilunga, T. B., Da Silva, J. S., Rial Verde, E., Hackley, D., De Vre, R., Mboya-Okeyo, T., Ridley, R. G. Developing ANDI: A Novel Approach to Health Product R&D in Africa. *PLoS Med* 7(6) (2010).
 6. Merzbach, U.C. and Boyer, C.B. A History of Mathematics, 3rd edition, Wiley and Sons, 2011.

argues for the development and support to Africa-based researchers who are global leaders and who can promote trans-national collaboration in Africa.

3. The challenge of poverty in numbers, data and information:

Sustainable development can only be driven through investments in science, technology and innovation. Such development planning requires the availability of reliable data in order to establish priorities, develop policies and establish implementation strategies. Only a very small number of countries (e.g. South Africa, Tunisia, etc.) have reasonable data on STI indicators. According to the recently published Africa Innovation review, this appears to be changing. By and large there is paucity of such information for much of the continent. AU-NEPAD's initiative to establish the African Science, Technology and Innovation Indicators (ASTII) and the major initiatives that should be supported and fully developed. AAS is known to have rosters of African experts and scientific institutions, which are being converted into living databases. AAS also notes with interest the formation of various national academies in the continent (ca 20 of them to date). Academies have major roles in creating and using such data resources to conduct review and foresight studies and give evidence-based advise to policy making organs of member states, regional bodies (like the Regional Economic Communities (RECs) such as ECOWAS, SADC, EAC, ECCAS, AMU, COMESA, EAC, etc.) and the pan-African bodies like the AU.

4. Inspiring and stimulating African youth: Africa must derive huge benefits from its demographic profile which shows more than 50% of its population under 25 years of Age. The youth may be an invaluable asset if provided quality education and given employment in an enabling environment. It is the future work force that can be relied on to extricate itself out of poverty and emerge as a significant player in the global production of science, technology and innovation (STI). It is estimated that by 2040 Africa will have the largest and the youngest global workforce. There is a need to carefully plan and implement initiatives that are targeted to inspire and stimulate the youth. There is a lot of room for HE and research institutions to engage themselves in exploring African indigenous knowledge. Africa has a rich history of ancient civilizations that discovered and applied science and technology and built iconic innovations some of which have persisted to modern times, for example the application of Maths and Geometry by the Egyptians⁷ to build pyramids; the great learning centers and universities of Timbuktu and Alexandria; the gold and iron smelting technologies of the Ashanti people; the mathematical genius of the Ishango people⁸, etc. are all examples that must remind African youth

of their rich cultural heritage. There are some youth-focused initiatives undertaken at regional as well as AU level. There are quite a few prizes and awards that are intended to recognize Africa's most brilliant innovators and inventors. AAS, which is already involved in a few continental prizes and welcomes these developments as a way of promoting the creativity of Africans. More are needed!!

In conclusion: African heads of states signed the MDG charter along with other world leaders in New York in 2000, but a year to the target year of 2015, we realize that MDGs have had little impact on the targets and there is little evidence that these goals have been taken up by the Higher education and research institutions of many African nations. Many such institutions continued in their "business-as-usual" way. However, now that there is global discussions on Post-2015, it is only wise that leaders of higher institutions assess what ought to have been done and wasn't but that needs to be done. One cannot help but feel that the MDGs were perceived as mostly the concern of the developing world rather than everyone. The development model that LICs want to adopt appear to be those that would cause consumption of resources to go beyond planetary boundaries, causing dis-equilibrium and endangering the "safe operating space for humanity. On the other hand, the SDGs are clearly the concerns of everyone on earth as they address issues that hinge upon the carrying capacity of our earth.

It is with these sobering thoughts that our Higher education and research institutions need to reposition themselves and aim for excellence but also be critically relevant.

Acknowledgements: Many of the ideas in this article were developed during the stay of the author at the Stellenbosch Institute of Advanced Study (STIAS) in early 2014.

09 HE in pursuit of development goals



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The Report of the High-Level Panel of Eminent Persons on the Post-2015

Development Agenda proposes 12 major development goals divided into 54 sub-goals. Many of the goals are in line with the current eight Millennium Development Goals, or MDGs. Among the new elements are the attention on access to water and sanitation, sustainable energy, the creation

7. Brooks, A.S. and Smith, C.C. Ishango revisited: new age determinations and cultural interpretations. *The African Archeological Reviews*, 5, 1987, 65-78.

8. Rockström, J., W. Steffen, K. Noone, Å. Persson, F. S. Chapin, III, E. Lambin, T. M. Lenton, M. Scheffer, C. Folke, H. Schellnhuber, B. Nykvist, C. A. De Wit, T. Hughes, S. van der Leeuw, H. Rodhe, S. Sörlin, P. K. Snyder, R. Costanza, U. Svedin, M. Falkenmark, L. Karlberg, R. W. Corell, V. J. Fabry, J. Hansen, B. Walker, D. Liverman, K. Richardson, P. Crutzen, and J. Foley. 2009. Planetary boundaries: exploring the safe operating space for humanity. *Ecology and Society* 14(2): 32. [online] URL: <http://www.ecologyandsociety.org/vol14/iss2/art32/>.

of jobs, good governance, stable and peaceful societies and the creation of a global enabling environment.

Education is addressed in Goal 3 with a focus on quality education and lifelong learning. The sub-goals deal with pre-primary education, (quality of) primary education, access to lower secondary education, learning outcomes of adolescents and skills for young and adult women and men.

Where is higher education?

Higher education does not feature in the agenda. It is only mentioned once in the whole document (in Annex 2). A reaction from the higher education sector was to be expected. According to Dr Jo Beall, the British Council’s director of education and society higher education should be included (<http://blog.britishcouncil.org/2013/10/03/why-the-un-must-include-higher-education-in-the-post-millennium-development-goals-agenda/>) because of its important role in achieving the transformational shifts recommended by the High-Level Panel to get rid of poverty and create sustainable development. Dr Damtew Teferra, founding director of the International Network for Higher Education in Africa, finds it “imperative that all those involved in the development of the post-2015 development agenda situate higher education at its rightful position (www.universityworldnews.com/article.php?story=20140703102652995) to realise social and cultural advancement, poverty reduction and wealth creation in the ‘developing’ world in general and Africa in particular, in this increasingly competitive world of the knowledge economy”.

One can ask whether the explicit incorporation of higher education would help to make the agenda any better or the goals more achievable. And if it were to be included, how should the role of higher education be defined?

The importance of higher education

At the start of the millennium, influential UNESCO and World Bank reports – *Peril and Promise*, 2000, and *Constructing Knowledge Societies*, 2002 – renewed attention on the role of higher education in the social and economic development of developing countries.

Since then there is a growing acknowledgement that higher education is important for building a strong human capital base and provides an important impetus for innovation, research and economic development, and that the quality of the whole education system depends on the inputs of the higher echelons – for example teacher training, curriculum development and research.

At the same time, it should be realized that higher education alone is not a sufficient condition for achieving these effects. Its role differs in relation to local contexts and development

levels. Low income countries tend to favour investments in other educational levels and sectors in order to build a solid base for development first before they can make a leap to the league of the knowledge economies. It took South Korea almost fifty years of gradual development before they reached the present state of a high tech economy. The human capital of the workforce was also gradually built up through the strengthening of basic education, vocational education and finally higher education. Once that stage is reached, higher education is a key instrument to keep nations ahead in the global race of knowledge economies.

Donor support for higher education

What is the donor position on the importance of higher education and the funds they devote to it? Since the publication of the two reports mentioned before, most multilateral and bilateral donors have included higher education in their policy documents. However, even in the period 1990-2002 when the World Bank shifted its funding to basic education and governments in developing countries were forced to follow suit, most bilateral donors continued to fund programmes aimed at capacity development of individuals and of higher education and research organisations in developing countries. How can this be explained?

Donor support for higher education has multiple reasons. On the one hand there is the conviction of the importance of higher education and research for development and poverty reduction. On the other hand the notion that providing scholarships and funding international cooperation in education and research generate benefits to the education and research institutes back home. The goodwill of alumni (from scholarship programmes) and the impact of partnerships between institutions may further economic interests and diplomatic relations. Figures on donor funding of education levels illustrate this “implicit” interest.

The 2012 figures in the OECD database on International Development Statistics show that 40% of the total commitment of Development Assistance Committee, or DAC, countries to the education sector was earmarked for post-secondary education, while 28% was devoted to basic education.

For the multilateral organisations the division is respectively 13% and 31%, and for the European Union institutions 29% to tertiary and 21% to basic education. The percentage of unspecified funding varies between 20% (DAC countries) and 35% (EU institutions).

Germany and France are particularly keen on support of post-secondary education as respectively 69% and 71% of their total official development assistance support to education is earmarked for the highest levels of the education system. A substantial portion of this is invested in mobility schemes enabling foreign students to study in Germany or France.

Explicit or implicit role for higher education

Higher education is not a goal in itself, but a means to an end and is this end is very contextual. To declare higher education as one of the development (sub) goals may be counterproductive. Donors are already aware of the importance of higher education.

What is needed is a systematic integration of the contributions of higher education in all programmes which are designed to realize the MDGs, and the acknowledgement by governments around the world of the importance of higher education in achieving these goals as well as more specific national goals.

Some donors have started to link the funding of programmes in higher education to (some) of the MDGs which means that the collaboration between the cooperating partners should demonstrate that it contributes to achieving the MDGs. Examples are the programmes funded by the Dutch and Norwegian governments⁹. The programmes not only focus on building local post-education and training and research capacity, but they also thematically focus on many of the 12 new development goals such as: health; food security; water; job creation and economic growth; justice and security; gender and good governance. As such they are well aligned with the (new) development agenda.

In this way higher education is both acknowledged as well as utilized as a major force in achieving (new) development goals.

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<http://www.norrag.org/en/publications/norrag-news/online-version/education-and-development-in-the-post-2015-landscapes/detail/higher-education-and-the-post-2015-development-agenda-the-implicit-goal.html>
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10 ProSPER.Net and Networking in Higher Education: Advancing ESD and Developing Leaders for Sustainable Development



9. The Netherlands Fellowship Programmes (NFP), the Netherlands Initiative for Capacity Development in Higher Education (NICHE), and – the Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED).

by **Aurea Christine Tanaka**, Research Fellow | ESD Programme (A.Tanaka@unu.edu) and **Mario Tabucanon**, Visiting Professor, UNU-IAS (tabucanon@unu.edu), Japan



Networking in education serves as a strategy to gather educators and researchers who share specific goals, to create opportunities for institutional change and to further innovative practices that are experimented and then widely disseminated within the network and beyond¹⁰. When this process is institutionalized and is extended to include members from different countries, the inherent characteristics of a platform for academic exchange and cooperation, institutional transformation, curriculum development, capacity building and policy influence are internationalized, and constitute a way through which global agenda can be translated into local actions. Partnerships that are developed within a network approach have also been stressed as a mechanism for sustainable development implementation since the 2002 World Summit on Sustainable Development (WSSD). The summit was also the occasion in which the UN Decade of Education for Sustainable Development (UN-DESD) was proposed and from then onwards, networking and partnerships have been utilized for educational approaches that favors the pursuit of sustainable paths for the future. In addition, the Ubuntu Declaration was signed at the WSSD and the Ubuntu Alliance founded, comprising the world's foremost educational and scientific/technological institutions including the United Nations University (UNU) and IAU, in an effort to create a global learning space on education and sustainability based on an international network of institutions working together to provide integrated solutions for sustainable development.

Following these major trends, the UNU Institute for the Advanced Study of Sustainability (UNU-IAS) fostered the creation of ProSPER.Net, the Promotion of Sustainability in Postgraduate Education and Research network¹¹, an alliance of 32 higher education institutions in Asia-Pacific that are committed to integrating the sustainability paradigm into postgraduate education and research. With a variety of activities, from joint research projects to capacity development and policy influence, ProSPER.Net also promotes institutional change processes towards integration of sustainability in formal and informal curricula through projects in business, engineering and built environment, biodiversity, health and food traditions, and poverty reduction. Network members have also been contributing to develop case studies for policymakers in sustainable consumption and production, climate change, as well as modules applied in an e-learning programme in public policy¹².

10. See OECD 2003, *Networks of Innovation: Towards New Models for Managing Schools and Systems*.

11. For more information, please visit <http://prospernet.ias.unu.edu>

12. For more detailed information on projects and capacity development programmes mentioned herein, see UNU-IAS 2013, ProSPER.Net: Developing a New Generation of Leaders 2008-2013, available at http://archive.ias.unu.edu/resource_centre/Final%20ProSPER%20Booklet%20Low%20Res.pdf

Whereas the role of higher education in creating a sustainable future is clear, there is a need to prepare professionals, researchers and leaders to face and provide ways to cope with the challenges of the current complex, interconnected and unsustainable reality. The networking approach provides advantages to enhance knowledge creation and dissemination across countries, increasing learning opportunities for diversified groups, and facilitating mobility of students and faculty. Operating with more flexible arrangements when designing activities, leveraging human capital from member institutions across Asia-Pacific and not bound by traditional limits of specialized disciplines, ProSPER.Net has been providing unique learning settings through its capacity development programmes. In the annual ProSPER.Net Young Researchers' School for example, doctoral students from different countries and backgrounds participate in an intensive two-week programme that focus on interdisciplinary research through exposure to different sustainability issues in the region. Students work together on refining research development and science communication skills while networking with peers, future professionals and academics working on sustainability-related research. The ProSPER.Net Leadership Programme, in turn, aims at developing leadership skills in engagements with multiple stakeholders through practice in communication and consensual decision-making processes, systems thinking, project planning, implementation, management and assessment using learning cases and dialogue with local community leaders. The ultimate goal is to practice jointly-developed solutions from a multi-stakeholder perspective, and the selection of young professionals from academic institutions, public and private sector, NGOs, ensures that this approach is followed. ProSPER.Net also recognizes young researchers' applied work in sustainable development, rewarding their efforts and impacts on societal development through the ProSPER.Net-Scopus Young Scientist Award. As sustainable development cuts across all disciplines, the award is given in different categories that change every year.

With these various activities, ProSPER.Net is exploring the advantages of networking to structure knowledge and design programmes in innovative ways, offering learning opportunities that otherwise would be difficult in the existing discipline-bound settings found in the vast majority of higher education institutions. If networking is a strategy and source of innovation in education and research, ProSPER.Net demonstrates how it can be implemented in meaningful ways to address the transdisciplinarity aspects of ESD in multicultural and multi-stakeholder environments. In view of the increasing need of qualified professionals from different backgrounds working collaboratively to address common issues, networking in education, and especially in higher education, plays a crucial role in developing the needed capacity to create and make the sustainable world a tangible output for future generations.

11 Towards a Sustainability-Oriented University: Tongji Practice



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As we near the end of the United Nations Decade of Education for Sustainable Development (2005-2014), we have been aware that Education for Sustainable Development (ESD) is not an option but a priority, which will contribute to enabling citizens to face the challenges of the present and future and leaders to make relevant decisions for a viable world.

Given the role of universities in fostering and disseminating knowledge, education for sustainable development in higher education has a critical role in promoting the concept of sustainability, transitioning towards a Green Economy specifically and in attaining sustainable development more generally. It is important that universities start positioning themselves strategically and respond to expectations in leading and contributing to the shift towards a sustainable future, with focus on the current and next generation of leadership – students.

Tongji University in Shanghai, China, is one of the forerunners among the higher education institutes to mainstream sustainability into higher education. It incorporates the concept of living lab into building a sustainability-oriented university, and brings together interdisciplinary experts to develop the energy-saving and environmental-friendly technologies and strategies for the green campus. The multi-dimensional educational system reform with an objective to build a sustainability-oriented university, championed by President PEI Gang of Tongji University, is the most recent contribution of Tongji University to the development of education for sustainable development.

Tongji University developed a campus managing system that will contribute to the long-term maintenance and management of a green campus. On this basis, Tongji

University integrated sustainability into different aspects of the education system and develop a four-dimensional sustainability-oriented university model. The four essential components of a sustainability-oriented university, in addition to the sustainability-oriented campus mentioned above, are: sustainability-oriented education, sustainability-oriented research, and sustainability-oriented social service.

I. Sustainability-oriented Education

Traditional university education stresses the diversification of majors. In comparison, education with a sustainability orientation is based on the integration of different disciplines and the all-round development of students. The three thrusts of a sustainability-oriented university are: 1) strengthening general education to broaden student’s knowledge and to integrate science, technology and humanities; 2) enhancing students’ creativity through practice-based education, inside and outside campus, including internship and social practices; and 3) educating students to shoulder social responsibility and to cultivate the value of sustainable development. The Excellent Engineer Training Program and the minor degree in sustainable development for postgraduate and undergraduate students are two projects designed by Tongji University to achieve the goals mentioned above. So far, more than 1000 students in 24 majors have chosen this general course on sustainable development and gained the better understanding of this cross-cutting subject.

II. Sustainability-oriented Research

The third dimension of Tongji’s sustainability-oriented university is in the area of multi-disciplinary research. Universities as the living lab need to serve as the solution to real problems and facilitate social and economic development at regional, national and international levels. It is an integration of different disciplines centering on major issues concerning people’s livelihood. With the aim of making full use of its academic strength in science and engineering, Tongji University integrated the disciplinary and talents resources in different colleges, and developed a “sustainable development” umbrella, with IESD as the main coordinator (See figure 1).

III. Green Campus

The efforts of Tongji University to green its campus can be dated back to 2007. Since the establishment of the first energy efficiency project among Chinese universities in 2007, it made steady and impressive progresses from building a green campus to the development of a “sustainability-oriented university.” Substantive activities include the implementation of green building project, reconstruction of facilities in the campus to increase energy efficiency, utilize renewable energy and save water resource. These projects avoid producing about 50,000 tons of building rubbish, saving more than 30% of the energy and saving water resource of more than 300,000 T/a. In addition, to promote the green campus practices in other universities in China, Tongji University elaborated the Campus Energy Management System Guidelines, and was issued national

Figure 1 Tongji Sustainable Development Umbrella



wide by Ministry of Housing and Urban-Rural Development and Ministry of Education of China. In 2011, Tongji University won several awards for its effort in building a green campus, including the first prize of Science and Technology Progress Award.

IV. Sustainability-oriented Service

Compared to traditional university education, which mainly focuses on the pedagogic and research function, sustainability-oriented university adds the social service function to a university. With this function, a university could be more effective in transforming the most advanced technologies into social development, contributing to the sustainable development of our society.

Tongji University made great achievements in promoting a university in serving the society. The knowledge economy circle around Tongji University is one successful attempt. Built on some strong disciplines of Tongji University, the knowledge economy circle around Tongji University is composed of innovative and designing industry, international engineering consulting industry, and new energy, new materials and environmental-friendly technology industry.

To conclude, the sustainability-oriented university model is an innovative and encouraging attempt of Tongji University to reform the current education system in China. Only in this way can we develop new technologies with the least harm on the environment. And this will also raise the awareness of students in different disciplines to protect our only planet.

Here, we only make a humble attempt to introduce the efforts made by the education practitioners at Tongji University to integrate sustainability in higher education in the past several years. We hope this could give new insights to the development of the theories and practices of the global education for sustainability.

12 The role of Higher Education in Latin America in the Post 2015 Agenda



by **Roberto Escalante**, Secretary General of the Association of Latin America and Caribbean Universities (UDUAL) and **Orlando**

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The objectives of the Millennium Development Goals have been the road map of an ambitious plan to fight poverty, hunger and diseases, to protect the environment and to expand education and basic health, and empowering women. All these were designed in the context of and to mobilize a global alliance for development.

The results are encouraging. Poverty has been reduced by half. More girls attend school and have a healthier life. Moreover, more families have access to clean water and more mothers survive giving birth. There have been big advances in the control of malaria, tuberculosis and other diseases.

However, very important challenges remain: millions continue fighting against poverty and inequity. Many communities live in inadequate sanitary conditions and are every day more exposed to the dangers of the effects of climate change.

The Annual Meeting of the Economic and Social Council (ECOSOC) has played a central role in the achievements already reached and it will continue being relevant in the preparation and monitoring of a post 2015 agenda. This agenda will be based on the objective of ensuring that globalization becomes a positive force for everyone today and in the future.

The biggest challenge of the Post 2015 Agenda is to be capable of building the future we all want and in which better equity, sustainability and respect for human rights prevails. To achieve that, four pillars have been considered in Rio at the Rio+20 Conference: Human Rights, Inclusive Economic Development, Environmental Sustainability and Peace and Security.

The first one includes several goals:

- Good levels of nutrition for everyone;
- Quality education;
- Reduction of mortality and morbidity;
- Adequate social security.

The second supposes:

- Eradication of poverty and hunger;
- Reduction of inequalities and fostering productive employment and decent jobs.

The environmental pillar considers:

- Protection to biodiversity and climatic stability;
- Access to clean water and adequate sanitary conditions.

The last pillar, Peace and Security, points out to:

- Impede that violence stifles freedom;
- Avoiding conflicts and abuse of vulnerable populations;
- Free access to natural resources.
- Higher Educations is a critical variable in many of these important topics. For example, education for all and of

quality is a condition to generate productive employment. As a matter of fact, all goals mentioned above require education. However, Latin America and Caribbean higher education institutions face difficulties to offer quality education and for all.

According to the United Nations Economic Commission for Latin America and the Caribbean (ECLAC), despite the fact that coverage has improved recently in Latin America, it is still low. In 2000, coverage reached 22.8%, in 2007 reached 35.5% and in 2011 it went up to 42.3%¹³. This data suggests two things. First, the need to focus on the work of all actors involved in higher education in the region, and, second, to establish a coverage target. An additional challenge to enhance coverage is the inclusion of women in universities and higher education institutions.

One of the possibilities to rapidly expand access to higher education? is distance education. In the region UDUAL is working to establish a common space for virtual education in which all institutions that offer courses, bachelor and postgraduate degrees can establish a mutual recognition of titles and degrees and share resources of different kinds e.g., laboratories, lecturers. This common recognition can be reached if governments express political volition to overcome legal constraints.

A second topic is the one of quality, which can be analysed from different perspectives. One, which is central to any discussion of the topic, is the internationalization process of all higher education institutions. The aim is that universities exchange students and lecturers in large numbers. Mobility can be a very efficient way of fostering the improvement of quality and pertinence of academic content of programmes. Mobility can include the harmonization of curricula course contents because a common system of academic credits becomes a need for students to accumulate them in their universities of origin. Otherwise, mobility would be very costly to students. In the case of academic staff, mobility can help to exchange experiences in both teaching and research activities.

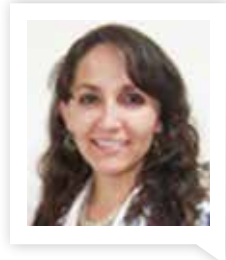
Another topic related to quality is evaluation and accreditation of programmes and institutions. What these two activities imply is to know what are the resources they, public and private institutions, have at their disposal and how they ensure and contribute to make them of good quality and pertinence.

Pertinence and quality mean that what is taught and researched in universities allow students to be part of the labour market but also that they are able to offer solutions to the needs that societies demand from higher education institutions. Universities need to be socially responsible.

In the post 2015 agenda, higher education plays and has to play a crucial role. It is the best instruments society has at its disposal to promote equity and social improvement. Both are urgent needs to be fulfilled in Latin America.

13. Coverage varies greatly in Latin America. In Chile it is 75%. In Mexico it is 30%.

13 Higher Education and Global Changes: a reflection on the role of technologies



by **Nadia Paola Mireles Torres**,
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There is no doubt that education is critical to poverty reduction, wealth creation and developing the knowledge economy. Neither is

there a doubt that education should be a development priority. Education should be seen as a continuum going from primary, secondary to higher levels of learning. However, it appears that in the past decade Higher Education (HE) has come to be seen as a key factor and policy priority for national governments seeking to promote economic and social development. More students than ever before are enrolled in some type of tertiary education indeed there are now around 200 million tertiary education students worldwide, in comparison with only 89 million in 1998. An increase of 124% in 15 years (Marmolejo, 2013).

However, even though access to higher education has increased in the past decades, it must be said that access alone is not enough. Quality, intercultural and ICT skills, and employability are key elements to national development. Emerging economies are increasingly investing in research and development, especially with regards to the generation of technology and training of professionals in this field. Notable national examples are East Asia: China, Hong Kong, Taiwan, South Korea and Japan, countries that already invest as much in HE as the whole of the EU.

The investment in HE is marked by a shift in educational national priorities such as internationalization of education and the focus on Science, Engineering, Technology and Mathematics (STEM) fields. To give one example, the Brazilian government's *Brazil Scientific Mobility Program* (BSMP www.cienciasemfronteiras.gov.br/web/csf/home), government's larger initiative, launched in 2011, aims to send 100,000 Brazilian college students to study in STEM fields around the world, in order that they then return as experts to contribute as scholars and practitioners to Brazil's growing economy. As well, countries such as the United States, Canada, China and India, are training people in STEM fields as a priority in order to promote innovation, competitiveness and job creation in their countries, and to drive forward future development.

Moreover, HE has a key role to play in delivering the practical and intellectual skills and competencies required to ensure the

social development needed in the 21st century. Today, there is agreement on the need to know more about other cultures and other society's interconnections, in order to be well prepared for work, for life and for the future in a highly globalized world. Knowledge about culture, religion and the economy are now assumed as essential. Thus, it is expected that HE institutions also foster intercultural competences such as tolerance, sensitivity, empathy and intercultural communication, amongst its students and the wider community.

On the other hand, in the knowledge-based society, the acquisition of ICT (e-literacy) skills has become another key element to succeed in the global labor market. Indeed, higher education has a key role in enabling and diversifying lifelong learning opportunities through different modes of learning, both formal and non-formal, which will therefore help to reduce the knowledge divide.

The increasing use of ICTs worldwide also indicates the significant changes taking place in education such as the increasing use of social media and the inclusion of models of online, blended and collaborative learning. Also, data collected and generated in online environments are now being used to improve educational services, and the role of students is transforming from consumers and receivers of education to senders and content creators. And finally, although these changes will take longer time than previously imagined, it is expected that online learning will soon be seen as a viable alternative to current forms of face to face learning (Johnson, Adams Becker, Estrada, & Freeman, 2014).

In this regard, Massive Open Online Courses (MOOCs) are seen by many as one of the most significant catalysts of innovation in HE and possible game-changers if students start taking them on a regular basis and colleges and universities start offering course credits to those who do¹⁴. We are witnessing a redefinition of the models of teaching and learning through the MOOCs and other Internet-based innovations. The MOOCs can democratize and encourage open access to learning materials and non-discriminatory education opportunities (Ali, 2014). By 2013, more than nine million students from 220 countries had participated in MOOCs courses developed by 62 universities (Vázquez & López, 2014).

Yet, the delivery and general offer of online courses is still minimal. Even in countries with widespread use of ICT's such as USA, only 16% of institutions offer some kind of online education.

Another challenge that education faces today is the linkage between tertiary education and employability. The correlation between graduates and their insertion into the workforce highlights the way in which universities are able to train their students to compete in a global market where creativity,

entrepreneurship and problem solving ability are seen as key elements to succeed. In this sense, startup businesses such as Uber, Airbnb and Duolingo, show how creative industries have emerged to respond to global market demand. They emerged and continue to grow mostly in developed countries. A rapid and strong response from universities to a more rapid-changing labor market is an urgent matter for the post-2015 development agenda. These are exiting times in which technologies are, will, and must be in the front line of the development agenda of education in a rapidly changing knowledge society.

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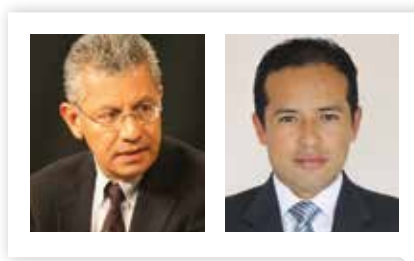
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14 The Role of Higher Education in the Latin American and Caribbean Development Agenda



by **Raúl Arias Lovillo**, Executive Director, CAMPUS-IOHE and Director of International Relations and Professor, Department of Economics, Universidad Técnica Particular de Loja, UTPL (riaras2@utpl.edu.ec) and **Segundo Benítez Hurtado**,

14. Note from the editor of the magazine: *IAU Horizons* vol.20, No1 & 2, June 2014, focuses on ICTs in education – revolution or evolution and to a large extent on MOOCs. *IAU Horizons* is available online.

Coordinator CAMPUS-IOHE, Professor, Department of Computer Science and Electronics, UTPL (srbenitez@utpl.edu.ec)



When we take a look at recent socio-economic history, we can see that the gap between *development* and *sub-development* has deepened with the passing of time. Without doubt, this phenomenon has occurred as a result of the process of international globalization. In a world which is becoming more and more competitive, access to new knowledge is becoming a scarce resource for survival, especially for lesser developed countries. Knowledge per se has, in many ways, become the currency of our time. It has also led to access to new scientific and technological advances, which in turn has helped to establish knowledge as a core feature of globalization. What is more, knowledge determines the competitiveness of individuals, companies, regions, and countries.

Until recently, however, it has been observed in general – give or take a few exceptions – that the vast majority of the countries in Latin America and the Caribbean have not established a level of prominence in the so-called *knowledge society*, nor have they, as a result of this process, developed a similar standing in the globalized economy, which is also based on *knowledge*. This trend can be supported by recent reports showing international levels of competition per country, which are published annually by the *World Economic Forum*.

What, then, can be done in Latin American and Caribbean (LAC) countries to turn this situation around? There is no simple solution to this conundrum. However, there is some well-documented evidence that highlights the importance of investing in the training of human capital, as well as in scientific and technological research, such as tools that contribute to increasing the competitiveness of regions and countries.

The gravity of our current situation has, nevertheless, spurred the need for greater reflection on the role of higher education in finding innovative alternatives that improve the socio-economic environment of LAC countries. In this sense, it is impossible to conceive their social and economic development without prior knowledge of the role of universities, that is, given their specific nature and their ability to contribute to such essential transformation in society.

It has often been said that there is *no future without innovation*. At least this is what the experience from other more developed countries around the world has taught us, i.e. where innovation is born out of a natural desire to develop and progress. In non-developed countries and regions, including Latin America, new methods are currently being sought to implement innovation across all areas of society. As has happened in other countries around the world, this phenomenon seems to indicate that universities in this sub-

continent (southern hemisphere) will, sooner or later, undergo major reforms.

The most important mission of universities is therefore to create and transfer knowledge that will benefit society as a whole. For this reason, universities in Latin America and the Caribbean are not only obliged to carry out and fulfill these aims, but also work together to achieve common goals, which, in turn, will benefit all levels of society.

How, then, can we transmit this unique vision to others? And, how can we successfully educate university students to develop a vision of social commitment, or develop human values such as tenacity, or develop skills in constructive criticism, or develop personal responsibility, and a continual desire to seek perfection? Furthermore, how can we face new demands from society that reflect specific competences or values? And, how can we better promote professionalism in higher education, or greater commitment and dedication among university students? And, how can we advance in academic excellence, research, social outreach, and the promotion of culture? *In sum, how can we successfully face the university challenges of the 21st century in Latin America and the Caribbean?*

In order to adequately respond to such questions as these, i.e. with the aim of achieving continuous improvement in LAC higher education, the *Inter-American Organization for Higher Education (IOHE)*, which is an organization that includes the highest number of universities and the greatest visibility in the region, has undertaken a number of important projects by means of its core programs: IGLU, COLAM and CAMPUS. In this sense, increased collaboration among higher education institutions, organizations and countries can make a powerful difference to higher education in the region.

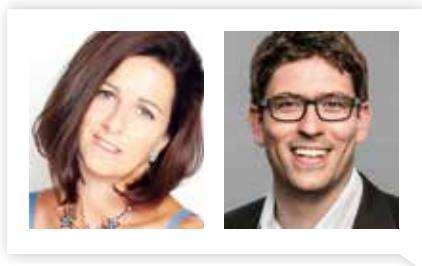
The concept behind the IOHE is based on a renewed vision of the world that is rooted in the views and concerns of HEIs from the entire region of the Americas. In a nutshell, the organization proposes to redefine the role of universities with the aim of creating more knowledge and better conditions for the promotion of its key activities – all of which are geared towards social, economic and cultural development. Within this context, the organization is working towards achieving quality and pertinent higher education, which will contribute to the transformation of society through innovative groups that have a shared vision and values, namely those related to quality, pertinence, outreach, etc.

Within this context, the IOHE aims to create common spaces or areas of higher education that promote international collaboration that better responds to local and social needs. Therefore, an innovative and flexible higher education space that promotes quality-training at higher education institutions and that facilitates regional mobility –with mechanisms already in place for the mutual recognition of qualifications and academic credits obtained in various contexts – will help provide training for university leaders and managers and also

contribute to the transformation of higher education institutes, as well as minimize gaps between educational institutions and countries.

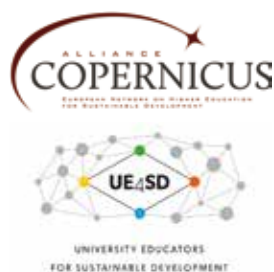
To learn more: <http://www.oui-iohe.org/en/>

15 The Role of Higher Education and the post 2015 dialogues



by **Daniella Tilbury**, President, COPERNICUS Alliance and Dean of Sustainability, University of Gloucestershire, UK and **Clemens Mader**, Vice President, COPERNICUS Alliance and Fellow at Leuphana University of Lunenburg and University of Zurich

Along this observations of universities’ institutional and regional initiatives a scaling up of membership groups into more representative and higher profile regional and international networks that are brokering dialogue and change in the sector can be observed. Structural implementation across the HE system is essential. The Iquitos Statement by the International Association of Universities (with more than 600 members institutions and 30 Member organisations on the five continents and reaching out to thousands of universities globally) from April this year calls for mainstreaming sustainability across all study fields and whole institution approaches. Complementary the Rio+20 Treaty on Higher Education is an international initiative coordinated by COPERNICUS Alliance with the support of IAU and UNU calls for transformation across the higher education sector towards sustainable development. It was developed through a collaborative process involving over 25 civil society and key experts on HE and sustainability and was launched in June 2012 at the Rio+20 Conference in Rio de Janeiro. Equally, UN-facilitated initiatives such as the Global Universities Partnership on Environment and Sustainability (UNEP GUPES) and the Regional Centres of Expertise on Education for Sustainable Development (UNU RCE) have extended the reach of higher education sustainability initiatives across communities of practice, together reaching an additional 550 universities in the last ten years.



In July 2012, Secretary-General Ban Ki-moon announced a High-level Panel to advise on the identification of priorities and targets which will succeed the Millennium Development Goals (MDGs) which expire next year. This process, often referred to as the post-2015 dialogue is led by the

UN and seeks to define a future global development framework.

COPERNICUS Alliance is a European based partnership of higher education institutions committed to transformational learning and change for sustainable development. Working closely with strategic stakeholders, the Alliance seeks to inform HE policy developments, international initiatives (such as the Global Action Programme on ESD and UNECE ESD Competences) as well as support individual institutions across Europe in their efforts to lead change for sustainability.

The Sustainable Development Goals which will now replace the MDGs will have a longer and more inclusive list of concerns. Education will continue to have its place in international efforts to attain sustainable development. The exact wording and ambition of this component of the goals is yet to be agreed, however.

This year the CA launched the 3 year-project (2014-2016), entitled “University Educators for Sustainable Development (UE4SD)”, bringing together 52 HE institutions, organisations and associations in 33 countries in Europe, to support university educators to re-orient their academic practice and research towards sustainability. Project outcomes include a mapping of opportunities for university educators to develop ESD competences through professional development (this will be made available at the IAU HESD portal); a publication and online platform of resources; and the framing and trial of an European Academy for ESD in HE to provide guidance to universities on how to support the development of ESD competences of teaching staff.

These dialogues are taking place as the UN Decade in Education for Sustainable Development (DESD) comes to an end and a new Global Action Programme is being constructed. The last ten years have witnessed higher education stepping up its efforts in this area. This period has seen the catalytic efforts of interagency approaches and significant government funding associated with the lowering of the carbon footprint of universities and colleges. This has been accompanied by large-scale efforts to introduce sustainability into the curriculum, research, operations as well as in- and outreach building new partnerships with society at local and global scale.

As the influence of these partnerships and treaties continues to grow, it is expected that they will stimulate further developments across the sector in coming years. The Global Action Programme on ESD should recognize their catalytic potential and mobilize support around these collaborative efforts and the Sustainable Development Goals monitor their reach and impact as they ripple changes across social groups and regions.

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Rio+20 Higher Education Treaty (<http://hetreatyrio20.com>)

UE4SD University Educators for Sustainable Development (www.ue4sd.eu)

16 Environmental Education and Training at UNEP: The Global Universities Partnership on Environment and Sustainability (GUPES)



The Environmental Education and Training Unit (EETU) serves as the focal point within the United Nations

Environment Programme (UNEP) on Education for Sustainable Development (ESD). This function is carried out in close collaboration with relevant UNEP Divisions and Regional Offices as well as other external partners, such as UN agencies, (through the UN Interagency Committee for the UN Decade of Education for Sustainable Development), governments, national and regional environmental education and training centres, local and international non-governmental organizations.

Environmental Education provides a strong foundation for Education for Sustainable Development. Since the first Intergovernmental meeting on Environmental Education held

in Tbilisi in 1977, Environmental Education has prominently featured in Chapter 36 of Agenda 21, adopted at the Rio Summit in 1992, which led to the adoption for the UN Decade of Education for Sustainable Development by the UN General Assembly following the World Summit on Sustainable Development in Johannesburg 2002. More recently, and following the landmark Rio+20 Summit, over 100 countries participated in the Tbilisi+35 Intergovernmental Conference on Environment Education for Sustainable Development in September 2012, which reviewed progress since the first intergovernmental meeting on environmental education, and looked at options for strengthening environmental education and education for sustainable development – Educate Today for a Sustainable Future.

UNEP supports ESD through the environmental pillar by promoting innovative, action oriented, and value-based environmental education for sustainable development, by promoting the mainstreaming of environmental considerations. This is focused around three key pillars, namely:

- **Education:** Focuses on inspiring, mentoring, informing, supporting, facilitating and enabling universities to undertake curriculum innovations for sustainability as well as greening of universities;
- **Training:** Developing applied competence by enhancing knowledge and awareness of UNEP's priority thematic areas as well as equipping the target audience (mainly mid-level managers and policy makers) with relevant skills, values and attitudes on key environmental and sustainability themes, issues and emerging concepts, through training courses and leadership programmes;
- **Networking:** Aimed at encouraging and strengthening regional and sub-regional higher education networks on environment and sustainability modeled around UNEP regions as well as North-South, South-South and triangular frameworks.

Launched in June 2012 in the lead up to Rio+20 Summit, the goal of Global Universities Partnership on Environment and Sustainability (GUPES) is to increase the mainstreaming of



Launch of Gupes, Shanghai, 5 June 2012

environment and sustainability practices and curricula into universities by supporting innovative approaches to education. GUPES provides a platform for UNEP in disseminating its knowledge products, such as the Global Environmental Outlook (GEO) and other technical reports across UNEP's seven thematic priority areas with the higher education community. Likewise, GUPES also solicits inputs from the academic community in shaping these landmark reports, including identification of priority emerging issues through the Global Environmental Alerts (GEAs).

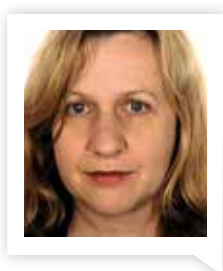
GUPES builds on several regional networks, such as the Mainstreaming Environment and Sustainability in African Universities (MESA), the Mainstreaming Environment and Sustainability in the Caribbean Universities (MESCA) and the Asia-Pacific Regional University Consortium on Environment for Sustainable Development (RUC). The GUPES platform for Latin America and the Caribbean was launched on December 2012, which was hosted by the Universidad de Ciencias Aplicadas y Ambientales (UDCA) in Bogotá, Colombia. At present, over 500 universities are affiliated with the growing global GUPES network.

On the margins of the World Conference on ESD in Nagoya, UNEP will be signing an MOU with the International Association of Universities (IAU) towards enhancing synergies between respective efforts, working together on specific joint initiatives, and promoting networking amongst participating higher education institutions, around the overall theme of sustainability.

If your institution wishes to join the GUPES network, please send an expression of interest to env.edu@unep.org while also providing the name and contact information of a designated focal point.

More information on UNEP EETU and GUPES is accessible online at: <http://www.unep.org/training/>

17 For a follow-up to the Education for All (EFA) initiative of the United Nations that includes higher education



by **Isabelle Turmaine**, IAU Director, Information Projects and Services (i.turmaine@iau-aiu.net)



The six objectives of EFA¹⁵ will not be reached in 2015. This has already been proved¹⁶. Yet, without EFA, it is not possible to envisage the inclusive society foreseen by the Universal Declaration of Human Rights. The right to education goes beyond the mere right of every citizen to benefit from an education, it enables everyone to fully enjoy their other rights and serves the economic and social development of citizens and countries. Hence, how can one justify today that there are still 781 million adults who are illiterate in the world, 2/3 of whom are women and 250 million are children who cannot decipher a sentence¹⁷?

For 10 years, the International Association of Universities (IAU) has been defending the idea that the higher education sector in its globality and diversity must be linked to EFA – and to the programme that will follow – in order to reach education for all.

First, because it is not logical to stop an educational process at the secondary level. The Universal Declaration of Human Rights specifies this: “higher education shall be equally accessible to all on the basis of merit”. Graduates of secondary schools – who are more and more numerous thanks to EFA – call for this. The States wish this because to benefit from a critical mass of higher education graduates supports the economic development of countries.

Second, because teachers, teacher trainers and secondary school teachers are mainly trained at higher education level. Research in educational sciences, but also more and more multidisciplinary research (linking sociology, psychology, computer science and education, for example, can help to find a way to combat the illiteracy of a given population) and the scientific evaluation of the EFA programmes and projects can help to reach the populations who have no access to education and help to bring the proof of what works.

On 10 September 2014, the General Assembly of the United Nations decided that the proposal of the Open Working Group on the objectives of sustainable development would serve as the main basis for the sustainable development of the post-2015 development agenda. This proposal, which includes 17 objectives, has as its Objective 4 to “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. This objective, which includes seven targets, has as its third “by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university”.

15. The six objectives of EFA: to develop the protection and education of early childhood; to offer all children free and compulsory primary education; to promote the learning of young people and adults; to increase by 50% the literacy level of adults; to achieve equal gender representation in primary and secondary education by 2005 and gender equality by 2015; to improve the quality of education.

16. Rapport mondial de suivi sur l'EPT 2013/4: <http://unesdoc.unesco.org/images/0022/002256/225654f.pdf>

17. Source: UNESCO

Hence, higher education is – and this is new since it did not figure in the objectives of EFA – clearly quoted in the Education objective.

It is now for IAU, the regional and national university and student organisations and higher education institutions to continue to emphasize the role of higher education and to maintain its presence in the post-2015 agenda. The inclusion of the higher education sector is essential for a holistic and transparent reflection on present and future education that includes a diversity of offer, together with the needs, capacities and desires of each person for the benefit of all. The final decision concerning the post-2015 agenda will only be taken at the next General Assembly of the United Nations in September 2015. Meanwhile, everything remains to be done.

18 A sustainability literacy test, what for?



by **J.-C. Carteron**, CSR Director – KEDGE BS, International Chair for the Sulitest – www.sulitest.org (jccarteron@kedgbs.com)



In order to enter the most prestigious universities, it is often asked of students to prove that they have a certain level of English. In order to be admitted to the

best MBAs, other institutions check the marks in performance tests (analyses, problem solving, understanding of what one reads...). In order to ensure that they offer their future graduates an education that enables them to be aware of the stakes of sustainable development, it seems logical that, in the long run, the best institutions could ask students to have a minimum level of knowledge in the field of sustainable development (SD).

The sustainability literacy test is a QCM of 50 online questions addressed to all higher education students whatever their level (Bachelor, Master, MBA, PhD...). In order to check their understanding of the main challenges faced by society and the planet, these questions cover general knowledge on social and cultural, environmental and economic aspects and on the basic understanding of the functioning of our planet, such as water or carbon cycles, the greenhouse effect, etc. Other questions concern the responsibility of organisations in general and of firms in particular.

In order to increase its relevance, two thirds of the questions are identical worldwide and broach the planetary stakes

(global warming for example). The other thirds based on local problems (rules, laws, culture and customs of the country...).

At present, the test is adapted by 17 countries (amongst which China, the US, Italy, Brazil, Egypt or South Africa) and is available in 8 languages (amongst which Japanese and Welsh!). At present, students are sitting it in over 230 universities.

The first trends of this pilot version will be presented at Nagoya, Japan, during the United Nations World Conference for ESD (CM-EDD), coordinated by UNESCO, and which will take place from 10 to 12 November.

Evaluating minimum knowledge does not, of course, guarantee graduates' future behaviour. But setting up a process at planetary level will create a dynamic for SD integration in the strategy of our institutions. 17 pioneer higher education institutions are already making all their new students pass the test, some are envisaging asking for a minimum score before conferring the diploma and others will use the test as a pedagogical tool to develop teaching and research programmes that enhance their students' awareness. Free of charge for universities, it will later be offered to firms, institutions and organisations and recruitment agencies. Please contact J.-C. Carteron if you wish to take part in this project.

⇒ PLEASE SHARE YOUR VIEWS ON THE PAPERS PRESENTED IN THIS ISSUE and thank you for sharing your views on the role you see higher education play in the post-2015 development agenda.

Contact: iau@iau-aiu.net

IAU HORIZONS THEMES

Besides providing information on the life and work of the IAU, the magazine each time focuses on a specific theme. All issues are available online and if the IAU work related section is dated, the papers of the In Focus section remain of interest even today.

THE LATEST 18 ISSUES TOUCHED ON ISSUES AS VARIED AS:

- *ICTs in Higher Education : Revolution or evolution?* (Vol. 20.1 - 2)
- *Student Tuition Fees – perspectives from around the world* (Vol.19.3)
- *Innovative Approaches to Doctoral Education in Africa* (Vol. 19.2)
- *IAU 14th General Conference on: Higher Education and the Global Agenda – Alternative Paths to the Future* (Vol. 18.3 & 19.1)
- *The Contribution of Higher Education to Sustainable Development* (Vol. 18.2)
- *Re-thinking internationalization* (Vol. 17.3 and 18.1)
- *Strategies for Securing Equity in Access and Success in Higher Education – Perspectives from around the world* (Vol. 17.2)
- *Higher Education and Education For All* (Vol. 17.1)
- *Higher Education Partnerships and Collaboration* (Vol.16.3)
- *European Higher Education in the World – The 10th anniversary of the Bologna Process and launch of the EHEA* (Vol. 16.2)
- *Higher education and the global economic crisis* (Vol.16.1)
- *Student Learning Outcomes (SLO)* (Vol.15.3)
- *IAU Members Shaping the New Dynamics of Higher Education* (Vol. 15.2)
- *Mergers in Higher Education* (Vol. 15.1)
- *The IAU 13th General Conference – Conference Highlights* (Vol. 14.2-3)
- *Higher Education and Economic Imperatives: What's Up?* (Vol. 14.1)

To consult, read or reread papers published over time by scholars and colleagues from around the world please go online to: www.iau-aiu.net/content/iau-horizons, or contact the editor: h.vantland@iau-aiu.net

Please feel free to download and circulate IAU Horizons, in paper and electronically, to colleagues in your institution and networks

➡ CALL FOR PAPERS

We invite you to contribute papers to the upcoming issue of IAU Horizons

It will focus on “**SOCIAL INNOVATION: CHALLENGES AND PERSPECTIVES FOR HIGHER EDUCATION**”, which is the theme of the upcoming IAU Global Meeting of Associations, to take place in Montreal, in May 2015.

Deadline for expressions of interest: 1 February 2015.
Contact: Elodie Boisfer: e.boisfer@iau-aiu.net



NEW IAU PUBLICATIONS

HIGHER EDUCATION POLICY (HEP)



> HEP volume 27, number 3 – September 2014.

This issue of *Higher Education Policy (HEP)* proposes articles that analyse transformation policy in Malaysia, student assessment in Portugal, role expectations of presidents' partners in the US, policy change in Croatia, Serbia and Slovenia, job satisfaction and gender, and public investment in world-class universities.

For abstracts and to order your copy, please go to:

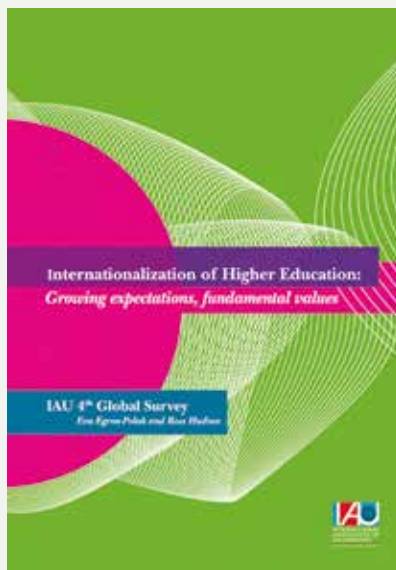
<http://www.palgrave-journals.com/hep/journal/v27/n3/index.html>

> Along with **Palgrave Macmillan**, the publishers of **Higher Education Policy (HEP)**, the Association's quarterly research journal, IAU is pleased to announce that the Thomson-Reuters Journal Citation Report has just been released for 2013, increasing the journal's Impact Factor to 0.415 from 0.185 for 2012. This now places HEP in 159th place out of 219 journals.

<http://www.iau-aiu.net/content/hep>

Contact: Nicholas Poulton, *IAU Editorial Assistant*.

INTERNATIONALIZATION OF HIGHER EDUCATION: GROWING EXPECTATIONS, FUNDAMENTAL VALUES – IAU 4th GLOBAL SURVEY – ORDER YOUR COPY NOW



To order your copy, which includes a complimentary electronic copy of the executive summary, please complete the **order form available online at:** www.iau-aiu.net, and return it to Morgane Baillargeant at: m.baillargeant@iau-aiu.net

IAU INTERNATIONAL BIBLIOGRAPHIC DATABASE ON HIGHER EDUCATION (HEDBIB) – www.iau-aiu.net/content/hedbib

HEDBIB is a database on higher education systems, administration, planning, policy, and evaluation. It has been maintained by the IAU since 1988, and was redeveloped and upgraded in 2010.

Bringing together over 35,000 references on higher education from around the world, HEDBIB is constantly updated.

Using HEDBIB to create a bibliography: HEDBIB offers basic and advanced searches, using title, author(s), key word(s), country/ies, region(s),

publication year and document type. Search results are available in different formats (short, detailed and ISBD) and can be saved, combined, and printed to form a bibliography which responds to your search criteria.

Access to electronic documents: where freely available, a link to the electronic document is provided.

HEDBIB and IAU Member services

Most of the features of HEDBIB are available to all, however IAU Member institutions and organisations benefit from additional services in HEDBIB such as access to abstracts and the possibility to receive bibliographies by e-mail. To access these additional services, IAU Members are provided with a Member login to HEDBIB.

Contact: Amanda Sudic, *IAU Librarian / Documentalist*

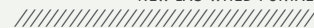
E-BULLETIN

A unique, complementary, online monthly publication detailing IAU updates and linking through to News on higher education from around the world ! Make sure you benefit from this unique service and register online at www.iau-aiu.net

➡ WANT TO ENHANCE YOUR VISIBILITY?

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NEW IAU WHED PORTAL AND RELEASE OF THE INTERNATIONAL HANDBOOK OF UNIVERSITIES, 2015

The **IAU WHED Portal** (www.whed.net) is IAU latest reference tool on higher education systems, degrees and institutions around the world. It was launched on 1st September 2014 and replaces the WHED CD-ROM which was last published in 2013.

Features: basic access allows all users to access the information contained in the **portal**, while an enhanced access (**MyWHED**) is offered to **IAU Members**. Enhanced access provides advanced search options, access to emails, printing and extraction possibilities.



CONTENT

The portal contains information on the education systems and credentials in over 180 countries, as well as information on some 18,000 institutions around the world. Inclusion in the IAU WHED Portal is based on data made available by national bodies and higher education institutions that respond to IAU's frame and policy for data collection. Most importantly of these being that for inclusion in the WHED, a higher education institution must offer at least a post-graduate degree or a four-year diploma; be recognized by national competent authorities / accredited, and have graduated at least 3 cohorts of students.

DATA ON SYSTEMS AND CREDENTIALS

The portal presents data on the education system of each country as follows:

- Overall structure of pre-higher and higher education system
- Stages of study
- National bodies responsible for higher education
- Admission requirements (including for foreign students)
- Quality assurance/recognition system
- Student life
- Main credentials

DATA ON INSTITUTIONS

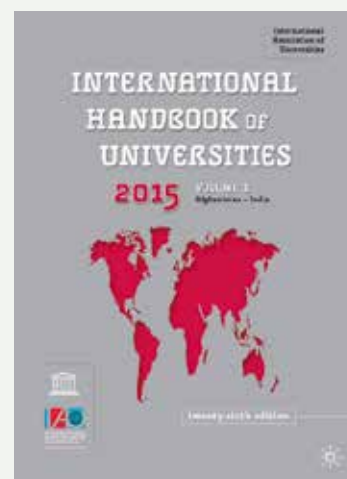
The portal presents data on the higher education institutions of each country as follows:

- General information
- Names of officers
- List of academic divisions and study areas
- Degrees offered
- Student services and facilities
- Student and academic staff numbers.

THE INTERNATIONAL HANDBOOK OF UNIVERSITIES

The printed directory based on the data available on the IAU WHED Portal, continues to be published by Palgrave Macmillan Ltd.

The **26th edition of the Handbook** was released on 23 September 2014.



The Handbook includes all information on higher education institutions. It briefly describes the higher education system in each country, includes an index to fields of study, and provides a list of regional and international higher education organizations.

Buying the Handbook also offers enhanced access to the new **IAU WHED Portal** for one year following publication of the Handbook.

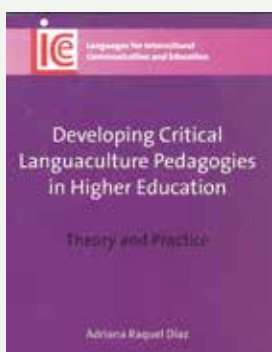
A **50% discount** is offered to all **IAU Members** – any Member of IAU wishing to benefit from this discount should mention this when ordering.

The IAU WHED Portal is available at www.whed.net



SELECTED ANNOTATED LIST OF PUBLICATIONS

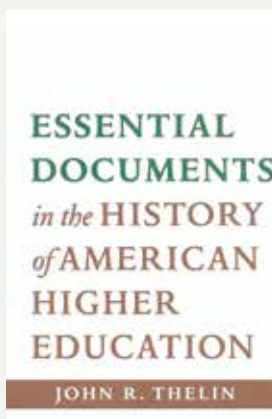
DEVELOPING CRITICAL LANGUACULTURE PEDAGOGIES IN HIGHER EDUCATION, Adriana Raquel Diaz. Bristol, U.K., Buffalo, Toronto: Multilingual Matters, 2013. 195 p. (Languages for Intercultural Communication and Education) – ISBN 978-1-7830-9034-1



This book provides a pedagogic framework for a more integrated approach to language and culture in language education,

conceptualised by the term 'languaculture'. The book is primarily intended for university language teachers and their role in developing and implementing curriculum innovation. A threefold process of developing intercultural competences through language education is described and the implementation of a curriculum development framework is demonstrated in four case studies within Australian higher education.

ESSENTIAL DOCUMENTS IN THE HISTORY OF AMERICAN HIGHER EDUCATION, John R. Thelin. Baltimore: John Hopkins University Press, 2014. 358 p. – ISBN 978-1-4214-1422-5



This book presents and interprets primary sources that chart the social, intellectual, political and cultural history of

colleges and universities in the United States of America. Key historical documents are organised chronologically, from the nine colleges established in the Colonial era through to a 2012 report on the effects of the financial crisis on universities and colleges. The book includes memoirs that recount life as a Harvard student in the 1700s, as a participant in the campus riots of the 1960s, the experiences a female college athlete in the 1970s, or enrolling at university as a Latina in the 1990s.

STEM STRATEGIES: STUDENT AMBASSADORS AND EQUALITY IN HIGHER EDUCATION, Clare Gartland. London: Institute of Education Press, 2014. 184 p. – ISBN 978-1-85856-617-7

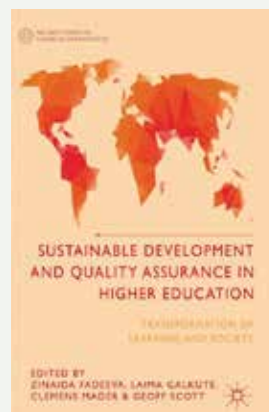


This book examines recent policy in the United Kingdom for widening participation in science, technology, engineering and

mathematics (STEM) in higher education, through the lens of STEM student ambassador schemes. These schemes, which were specifically designed for widening participation in STEM subjects, engage undergraduate students as ambassadors to work with secondary school students to encourage their progression in STEM subjects. The author provides a detailed account of practices of using student ambassadors in two contrasting universities in the UK.

SUSTAINABLE DEVELOPMENT AND QUALITY ASSURANCE IN HIGHER EDUCATION: TRANSFORMATION OF LEARNING AND SOCIETY, Zinaida Fadeeva, Laima Galkute, Clemens Mader, Geoff Scott, Eds.

– Basingstoke: Palgrave Macmillan, 2014. (Palgrave Studies in Global Higher Education) – ISBN 978-1-1374-5913-8



Higher education has a central role in helping our world address its interlaced social, cultural, economic and environmental

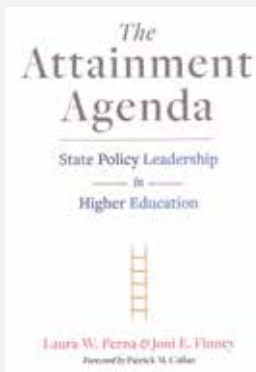
challenges. Our universities and colleges can do this by identifying and testing solutions in collaboration with the regions they serve, and by building the leaders of tomorrow. But to do this higher education institutions (HEIs) must transform themselves, and this involves bringing together best practice in quality management and improvement for tertiary education with best practice in education for sustainable development. **Opening with a paper by Prof Dzulkifli Abdul Razak, President of the IAU, and supported by the IAU**, this book seeks to provide those interested in addressing this double helix of transformation with tested strategies and pathways for undertaking the journey successfully. It pays particular attention to dynamic interplays between organizational, national and international development in higher education policies and practices relevant for quality assurance. It also explores changing understandings of the notion of quality in higher education, relations of quality systems and other HEI strategies and questions of learner competences in the context of HEI strategies.

THE ATTAINMENT AGENDA: STATE POLICY LEADERSHIP IN HIGHER EDUCATION, Laura Walter Perna, Joni E. Finney.

RECEIVED AT IAU

Source: HEDBIB, bibliographical database maintained by the IAU – <http://hedbib.iau-aiu.net/>

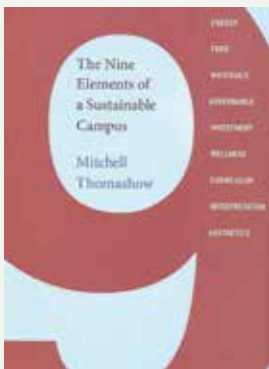
Baltimore: John Hopkins University Press, 2014. 308 p. – ISBN 978-1-4214-1406-5



In contrast to many other countries, higher education policy in the United States is primarily the responsibility of individual states.

Drawing on data collected from case studies of five states – Georgia, Illinois, Maryland, Texas and Washington – and on related prior research, the book examines the interaction between public policy and higher education performance.

THE NINE ELEMENTS OF A SUSTAINABLE CAMPUS, Mitchell Thomashow. Cambridge, Mass.: The MIT Press, 2014. 236 p. – ISBN 978-0-2620-2711-3



Based on his experiences in developing campus sustainability initiatives as President of a North American college, the author

discusses both the necessity and the scope of campuses to practice sustainability. They provide opportunities for both research and implementation; they have the capacity to engage students, staff, and faculty in collaborative engagement that inspires campus transformation; and they are concerned with intergenerational obligations. Though not an official policy or tracking tool, the nine elements which form the book chapters, provide a framework for

examining campus sustainability. The nine elements are: energy; food; materials; governance; investment; wellness; curriculum; aesthetics; and interpretation.

TRANSFORMING STUDENTS: FULFILLING THE PROMISE OF HIGHER EDUCATION, Christina Johansson, Peter Felter. Baltimore: John Hopkins University Press, 2014. 114 p. – ISBN 978-1-4214-1437-9

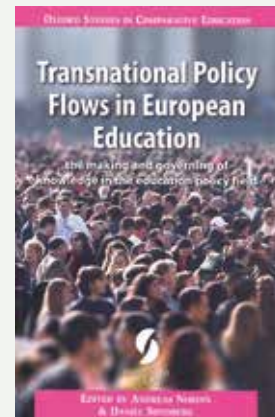


Drawing on interviews with undergraduate students at an American university, this book examines the role of the university in “transforma-

tive learning” – a notion rooted in the field of adult education. Students’ experiences of the evolution of their sense of identity are examined through different lenses: the nature of “home” in the college environment; the impact of disruptions of students’ beliefs and assumptions in creating openings for deeper learning; students’ development of critical reflection; the role of relationships in the classroom community and beyond; and institutional transformation.

TRANSNATIONAL POLICY FLOWS IN EUROPEAN EDUCATION: THE MAKING AND GOVERNING OF KNOWLEDGE IN THE EDUCATION FIELD, Andreas Nordin, Daniel Sundberg, Eds. Oxford: Symposium Books, 2014.- 240 p. (Oxford Studies in Comparative Education, v. 24 no. 1) – ISSN 0961-2149; ISBN 978-1-873927-52-6

Bringing together historical and contemporary comparisons, this book examines



educational policy-making as an international and open-ended process. The book demonstrates that despite processes of Europeanisation in European

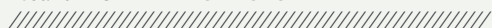
education, the national context still plays an important role in understanding how transnational policy is negotiated, translated, interpreted or even contested when decontextualized.

⇨ CALL FOR SUBMISSIONS!

IAU invites its members from around the world to submit books and other publication to our attention so we can take it up in HEDBIB and in IAU Horizons and thus bring it to the attention of the broader higher education community.

Looking forward to receiving your contributions

iau@iau-aiu.net



December 2014

- 01-02** *Barcelona, Spain*
X Annual International Seminar – UOC-UNESCO Chair in Education and Technology for Social Change
<http://unescochair.blogs.uoc.edu/blog>
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- 02-04** *Cape Town, South Africa*
Talloires Network Leaders Conference
www.tnlc2014.org/conference
-
- 03-05** *Sakarya, Turkey*
International Conference on Quality in Higher Education 2014
<http://www.icqh.net/>
-
- 03-04** *London, United Kingdom*
OBHE Conference: The Future of Public Private Partnerships in Higher Education
www.regonline.co.uk/Register/Checkin.aspx?EventID=1553344
-
- 03-05** *Singapore*
2014 ASAHI conference: Education Innovation for Knowledge-Based Economy: Curriculum, Pedagogy and Technology
<http://conference.ntu.edu.sg/asaihl/Pages/aboutAsaihl.aspx>
-
- 10-12** *Newport, United Kingdom*
SRHE Research Conference 2014: Inspiring future generations: embracing plurality and difference in higher education
www.srhe.ac.uk/conference2014
-
- 10-11** *Bamako, Mali*
ERNWACA International Colloquium: Education and Training for Integration, Peace and Socio-economic Development in Africa
www.rocare.org/colloque2014/web/
-
- 18** *Doha, Qatar*
2014 International Distance Education Conference University Missions: Reconfigurations, Interplay and Contradictions
www.id-ec.net

January 2015

- 08** *Plymouth, United Kingdom*
Eauc Conference: Education for Sustainability in Higher Education: Achievements and Prospects
www.eauc.org.uk

February 2015

- 04-06** *Virginia, USA*
7th Annual Conference on Higher Education Pedagogy: Higher education teaching excellence and the scholarship of teaching and learning
<http://www.cider.vt.edu/conference/>
-
- 11** *Winnipeg, Canada*
Educational Developers Caucus (EDC) 2015: Reflecting on our Leap Beyond the Evidence
www.edc2015.ca/
-
- 15-18** *Washington, DC, USA*
AIEA Annual Conference: Leading Global Learning: envisioning new paradigms
www.aieaworld.org
-
- 16-18** *Dubai, United Arab Emirates*
Innovation Arabia 8 Annual Conference 2015: Innovate, Collaborate, and Differentiate: Honoring the Past, Treasuring the Present, and Shaping the Future
www.innovationarabia.ae
-
- 25-27** *Vienna, Austria*
PL4SD Conference: The Social Dimension in Higher Education
www.pl4sd.eu/index.php/conference-25-27-february

March 2015

- 23-26** *Beijing, China*
Asia-Pacific Association for International Education (APAIE) Conference and Exhibition 2015: The New Paradigm of Engaging Asia Pacific Universities for Exchange and Cooperation in a Global Context: Challenges, Opportunities and Solutions
www.apaie.org/conference/2015/#sthash.9r0YzdBM.dpuf
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- 30-31** *Oxford, UK*
UKCGE Conference: 2nd International Conference on Developments in Doctoral Education and Training
www.ukcge.ac.uk



April 2015

- 16-17** *Hamilton, New Zealand*
2015 International Higher Education Curriculum Design and Academic Leadership Symposia
www.houseofmontrose.co.nz/

- 18-21** *Dubai, United Arab Emirates*
IUNC Conference: Cognitive Approach to Internationalizing Higher Education
<http://iunc.net/conference/view/10>

- 25-29** *Mato Grosso, Brazil*
FAUBAI 2015 Conference: Sustainable Partnerships through an Equitable Internationalization
www.faubai.org.br/conf/2015

May 2015

- 07-08** **6th IAU Global Meeting of Associations (GMA VI): Social innovation: challenges and perspectives for higher Education, Université de Montréal, Québec, Canada**
www.iau-aiu.net/

- 11-14** *Johannesburg, South Africa*
ACU-SARIMA Conference 2015: Research and innovation for global challenges: the role of universities in strengthening development
www.acu.ac.uk/news-events/events/sarima-2015

- 24-25** *Boston, USA*
NAFSA 2015: New Horizons in International Education
www.nafsa.org

July 2015

- 09-11** *Madrid, Spain*
22nd International Conference on Learning: What Counts as Learning? Big Data, Little Data, Evidence and Assessment
<http://thelearner.com/madrid-2015>

- 13-17** *Melbourne, Australia*
International Federation of Catholic Universities 25th General Assembly: Times change, values don't
www.acu.edu.au/623017

- 13-18** *Saint Paul, United States*
Association on Higher Education and Disability (AHEAD) 2015 Conference: Diverse Perspectives Creating a Vision for the Future
<https://www.ahead.org/meet/2015-cfp>

October 2015

- 28-30** *Siena, Italy*
IAU 2015 International Conference: Internationalization of Higher Education: Moving Beyond Mobility
www.iau-aiu.net

This 'Calendar of events' is only an extraction of the **IAU online Global Calendar of Events**. The online version provides an overview of all conferences on HE organized around the world see: www.iau-aiu.net/content/global-calendar. To include other events, please write to: iau@iau-aiu.net

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UPCOMING IAU EVENTS

6th IAU GLOBAL MEETING OF ASSOCIATIONS (GMA 6)

Social innovation: challenges and perspectives for Higher Education

Partner & Host: Inter-American Organization for Higher Education (OUI-IOHE); Université de Montréal (UdM)

Dates: 7-8 May 2015

Location: Montréal, QC, Canada

Université  de Montréal



2015 IAU INTERNATIONAL CONFERENCE, under the patronage of CRUI

Internationalization of Higher Education: Moving beyond mobility

Partner & Host: University of Siena

Dates: 28-30 October 2015

Location: Siena, Italy



IAU 15th GENERAL CONFERENCE

Higher Education: a catalyst for innovative and sustainable societies

Host: Consortium of Thai universities, led by Siam University

Dates: 14, 15 and 16 November 2016

Location: Bangkok, Thailand



➡ TO LEARN MORE AND TO ENSURE THAT IAU KEEPS YOU INFORMED: www.iau-aiu.net

Contact: e.boisfer@iau-aiu.net

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