

IAU Horizons

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IAU, founded in 1950, is the leading global association of higher education institutions and university associations. It has Member Institutions and Organisations from 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**.



ACTIVITIES

IAU Reports on Equitable Access and Success, HE and EFA, Doctoral Programmes in sub-Saharan Africa, The IAU LEADHER Programme

Upcoming: GMA IV – IAU Organisational Members will meet in India

ISAS takes off

Higher Education at UNESCO – IAU meets with new ADG UNESCO Education Sector

IN FOCUS

Higher Education Partnerships and Collaboration

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

Cover Image: © shutterstock /Christopher Jones

Cover image – top photo panel:

Left: Participants, Seminar on Doctoral Programmes, University of Ilorin, Nigeria

Centre: IAU met at the University of Arizona in Nov. 2010

Right: A development partnership between France and Haiti through LEADHER

MESSAGE FROM THE SECRETARY-GENERAL

AS AN ASSOCIATION, IAU IS INDEED A VAST GLOBAL PARTNERSHIP

since the concept of 'association' implies a joining together for a purpose and collaborating to achieve goals, thus integrating some of the key features of partnership.

In the current era and in most areas of human activity – in industry, in social interactions, in humanitarian assistance, in the process of discovery, creation and invention, etc. – attention is increasingly paid to the notion of partnership and collaboration. While not identical, these concepts are similar. Both are viewed as a means to an end, but also, quite often, as ends in themselves. Partnerships help us achieve what would otherwise be impossible or far more difficult if pursued alone. However, working in partnership is also a mind-set – like team work – and in that sense, building sustainable or enduring partnerships can be a goal in itself, especially in the educational arena, where collaborative behavior and teamwork is highly valued.

In some ways, working in partnership can resemble an intercultural or cross cultural experience, especially when partners are from different sectors – as in the case of university-industry, university- state organizations, university-NGOs partnerships or, most of all in the new trend to develop multi-stakeholder partnerships. Such cross-sectoral collaboration can be more difficult to establish and maintain than partnerships among universities from different parts of the world, as the operational mode of each participating entity, the discourse, the time frame and the expectations may differ at the outset.

As the articles in the 'In Focus' section amply demonstrate, choosing the right partner, for the right reasons and for the appropriate purpose, is key. The choice of partner may be designed to fill gaps, to strengthen and deepen particular areas of expertise or to provide contrasting perspectives and bring a very different set of realities. It can be based on proximity or distance, both virtual and real as in proximity on the 'prestige barometer' or distance to cover the globe. Whatever the reasons for the choices made, being clear about them within one's own institution and with the partner is critical so that the goals of the partnerships can be understood and pursued jointly, even in cases where aims may differ among the partners.

Ultimately, partnerships are about people being able to accomplish something together and to create relations of mutual respect and appreciation for the respective contributions of each partner. Often these relations are not symmetrical. However the negative consequences of asymmetry become a risk only when they impact on what I would call the 'benefits balance sheet'. Successful and sustainable partnerships must bring benefits to all partners if the relationship is to be productive and lasting. Participating institutions need to feel that their benefits balance sheet is indeed positive. And, in an increasingly 'results-oriented' kind of reality – whether this is in some industrial sector firm, in a higher education institution or in a community or civil society organization, gaining a proper sense of the tangible and intangible results that can be included in this balance sheet can often take time.

Adequate time to be creative, inclusive and beneficial is perhaps the most neglected dimension in constructing partnerships – people need time to build trust.

So, as we embark on the second decade of the 21st Century, all of us at IAU hope that our efforts to build partnerships, to provide a platform where such partnerships can be created among our Members and our efforts to document some of these initiatives will become modest additions to the construction site where we are 'building of a worldwide community of higher education'.

Eva Egron-Polak

IAU Secretary-General



SPECIAL PROJECTS – IAU REPORTS BACK

EQUITABLE ACCESS AND SUCCESS IN HIGHER EDUCATION – IAU TAKES STEPS TO MOVE FROM RHETORIC TO PRACTICE

OUTCOMES OF THE UNIVERSITY OF ARIZONA WORKSHOP

On **November 18-19**, the **International Association of Universities**, the **University of Arizona** and **The World Bank** co-organized, with the support of **Lumina Foundation** (USA), a two-day workshop in Tucson (Arizona, USA) bringing together representatives of the universities involved in the IAU pilot project, as well as Members of the IAU Task Force and several other experts from the United States and the United Kingdom.

This workshop was designed to probe further the findings of the 10 universities which undertook a critical self-assessment of their policies and practices in regards with the issues of equitable access and success (retention). It also served as an opportunity for the participating HEIs to meet and learn from each other. How do institutions attract learners who are in one way or another marginalized in their nations? Who are these under-represented minorities? How do institutions assess their potential and how do they accompany these students' progress were among some of the questions guiding the discussion over these two days.

The Workshop participants (listed below) were Rectors, Vice Rectors, and senior leaders responsible for policy development in this area. They were also invited to critically review the **Institutional Self-Assessment Instrument** developed by IAU and applied by them in preparation for the Workshop. Testing this instrument among a highly diverse set of pilot universities was deemed a way to help IAU determine the potential for an even more generalized use of this tool around the globe.

Last but not least, this meeting was an opportunity for the IAU with assistance from the Task Force, partners and participating universities, to determine what 'next steps' as well as other initiatives the Association could develop to pursue the 'equitable access and success agenda'.

As **major outcomes** of the workshop, we can cite consensus on the following few points:

- Increasing or securing equity in access and success in higher education may be the most critical issue to address



Participants, IAU University of Arizona Workshop.

and resolve in the vast majority of higher education systems around the world;

- Access and retention problems differ vastly from country to country, as does the perception of these problems. The importance of the economic, cultural and political context was confirmed and in this regard, far more data and information is needed (but often hard to collect) in order to frame the discussion and allow for comparisons to be drawn;
- IAU needs to gather examples of effective practices and constitute a kind of catalog which would provide the Association's policy statement and further recommendations a more concrete basis. Such good practice examples could usefully be shared worldwide, despite diverse contexts;
- The IAU may need to focus more particularly at the regional, or even national level (perhaps building on the current focus on Asia and the Americas), developing measures to help institutions improve their performance and bring an international perspective to these efforts.

The Association has agreed to put online the final report, prepared earlier for The World Bank, and based on input from the 10 pilot universities, as well as a brief report on the Workshop. The Institutional Self-Assessment Instrument is being revised with input from the initial pilot and will be offered to other institutions interested and willing to undertake the self-assessment.

Discussions of additional new services that could be proposed by the Association in the future will take place during the **IAU 2011 International Conference on Strategies for securing Access and Success in Higher Education to be held in Nairobi, Kenya, on 17-18 November 2011.**

Anyone interested in sharing their good practices and getting involved in the Kenya conference is invited to contact Elodie Boisfer, Executive Assistant at: e.boisfer@iau-aiu.net.



STRENGTHENING LINKAGES FOR IMPROVED EDUCATION: HIGHER EDUCATION AND RESEARCH WORKING FOR EFA AND EDUCATION-RELATED MDGS

The 3-year IAU project aiming at strengthening the links between higher education and the United Nations' Education For All (EFA) and Millennium Development Goals (MDGs) initiatives came to an end in December 2011.

At the end of this phase of the project, the IAU held an Innovation Conference on Higher Education/Research and EFA/related MDGs in Paris, France, from December 2 to 3, 2010. The aim of the Conference was two-fold: first to evaluate the progress made towards improved inclusion of higher education/research in EFA/related MDGs; second to review the project's outcomes and propose ideas for a way forward. The Conference, opened by Mr. Qian Tang, the new UNESCO ADG for Education, Ms Alice Sena Lamptey, the Coordinator of the Working Group on Higher Education of the Association for the Development of Education in Africa (ADEA), and Mrs. Eva Egron-Polak, the Secretary-General of IAU, brought together some 50 representatives from the higher education sector and cooperation agencies worldwide.

The outcomes of the project are:

- **Community building:** the setting up and running of a Reference Group comprising both representatives from the higher education sector (institutions and associations) and cooperation agencies covers all regions of the world;
- **Awareness raising:** the publication of the brochure entitled *Why and How Can Higher Education Contribute to All Levels and Types of Education?* www.heefa.net/sites/default/files/informationkit.pdf
- **Information dissemination:** the creation of the HEFEFA (Higher Education and EFA) Portal – www.heefa.net and its bi-monthly Newsletter: *Linking the HE community to EFA and related MDGs*;
- **Collaboration initiatives:** the development of a capacity building module that aims at gathering all EFA stakeholders and universities at the local/national level to define and agree on a common activity to help reach EFA/related MDGs in their specific context and environment.



Participants, IAU Innovation Conference on HE/Research & EFA/Related MDGs, Paris, France.

The participants in the Innovation Conference having praised these outcomes and asked that they be consolidated, a second phase of the project will be developed by the IAU Secretariat. For more information or to share your ideas on possible developments please contact: Nadja Kymlicka (n.kymlicka@iau-aiu.net) and Isabelle Turmaine (i.turmaine@iau-aiu.net).

Please note that the **In Focus section of IAU Horizons, vol. 17, no.1**, will focus on the topic of the project: Higher Education, EFA and MDGs.

THE CHANGING NATURE OF DOCTORAL PROGRAMMES IN SUB-SAHARAN AFRICA

OUTCOMES OF THE ILORIN SEMINAR, 7-10 NOVEMBER 2010, UNIVERSITY OF ILORIN, ILORIN, NIGERIA



Seminar participants at the University of Ilorin, Nigeria.

Representatives of the six higher education institutions which participated in the IAU Sida funded Pilot Project on *The Changing Nature of Doctoral Programmes in sub-Saharan Africa* and the members of the IAU Task Force set up for the project, were invited to participate in a Seminar hosted by the University of Ilorin, Ilorin, Nigeria. IAU regrets that some were unable to attend due to unforeseen circumstances. At the same time, IAU was pleased to welcome participants from the University of Ghana interested in the project as well as the incoming Secretary-General of the African Association of Universities, Prof. Jedgege.

A report drafted on the basis of a) the completed survey questionnaires submitted by the pilot institutions and b) the information collected during the site visits to the respective institutions by IAU representatives (see IAU Horizons, vol. 16.2), was used as the background document for the seminar which focused on the following three aspects:

- The Place of Doctoral Programmes in the Institutional Research Strategy,
- Doctoral Student's Supervision and Career Development and Monitoring, and
- The Internationalization of Doctoral Education and Strategic Planning and the Role of Data Collection.

The Seminar served as a forum for discussion of the initial findings of the project. It allowed participants to share their views on the reforms that their universities are currently undergoing, to exchange ideas on how to address the challenges facing each institution, to understand better what is at stake across the sub-Saharan region, and to potentially build new collaborations between themselves and their institutions.

Some of the major conclusions of the Seminar are summarized as follows:

I. The participants who focused on the *Place of Doctoral Programmes in the Institutional Research Strategy* called for:

- A better defined strategic planning of Doctoral Programmes within the overall strategic development of each institution;
- The development of strong national research agendas;
- A research mapping exercise at both the institutional and the national levels;
- Better networking and access to research outcomes among sub-Saharan Africa HEIs.

II. The second group, focusing on *Doctoral Students' Supervision, Career Development and Monitoring*, called for:

- The rethinking of doctoral students' supervision of at sub-Saharan HEIs;
- Development of institutional incentives and administrative follow-up mechanisms in order to assist and coordinate the work of the supervisors better;
- A code of ethics to assist the supervisors in their work.
- The establishment of career resource centres at the institutional level which would also include a career monitoring service as well.

III. The third working group, focusing on the *Internationalization of Doctoral Education and Strategic Planning and the Role of Data Collection*, stressed that:

- Integrated institution-wide and comprehensive information data management systems were an essential tool for strategic planning and institutional management;
- Information management is imperative not only to improve the overall organization and management of Doctoral studies and programmes, but also the internationalization strategies of the institutions themselves;
- Better data collection and management would also lead to a better understanding of what funding mechanisms are required to develop doctoral programmes further;
- Systematic information on collaborations and partnerships in which the HEIs are involved would allow further development of inter-institutional and international collaboration;
- African higher education institutions need to improve their

level of knowledge and understanding about each other, in particular, communications. ... between HEIs across the linguistic divides needs to be improved for a better integration of the wealth of knowledge available across the continent, as was the case all through this project.

The University of Ilorin hosted a related Workshop on Wednesday 10 November, bringing together leaders and other representatives from Nigerian higher education institutions as well as from the National Universities Commission and the Committee of Vice-Chancellors of Nigerian Universities (AVCNU). The project and Seminar outcomes were presented and debated during that session.

The conclusions of the IAU Seminar and the Workshop, as well as the final report on the project will serve to develop follow-up initiatives.

Both the Seminar and the Workshop have already triggered much interest among the **leaders of the Nigerian Higher Education Institutions** who attended the Workshop; they are investigating whether they could undertake an analysis of the Doctoral programmes, using the improved version of the IAU survey questionnaire, at the national level.

The **Association of African Universities**, represented by the incoming Secretary-General, Dr Jegede, also expressed interest in pursuing this project at the level of the AAU membership.

For more information, please contact Dr. H. van't Land, Director Membership and Programme Development at: h.vantland@iau-aiu.net

JOINT IAU-MCO WORKING GROUP ON ETHICS IN HIGHER EDUCATION

As direct follow-up to the IAU International Conference 2010: *Ethics and Values in Higher Education in the Era of Globalisation: What Role for the Disciplines?*, held at and hosted by Mykolas Romeris University – Vilnius, Lithuania, in June 2010, the IAU Administrative Board invited the Magna Charta Observatory (MCO) to set up a joint working group on Ethics in Higher Education. The MCO Council accepted this invitation and initial discussions on a code or a set of guidelines for the ethical conduct of higher education institutions are getting underway. Prof. **Pier Ugo Calzolari, IAU Vice-President and former rector, University of Bologna, has agreed to chair the Joint Working Group.**

At present, Members of the Working Group are as follows at least one additional member, representing the MCO is expected to join the group:

- Ustun Erguder, President of the Council, Magna Charta Observatory (MCO), Istanbul Policy Center, Sabanci



University, Turkey

- Agneta Bladh, IAU Board Member, Former Rector, University of Kalmar, Sweden
- Clifford Tagoe, IAU Board Member, Former Vice Chancellor, University of Ghana
- Luis Miguel Romero Fernández, Former Rector Universidad Técnica Particular de Loja, Ecuador
- Inga Zalieniene, Vice Rector for Research, Mykolas Romeris University, Lithuania

It is proposed that the Working Group meet on the margins of the IAU and MCO events and thus the first meeting is foreseen for New Delhi, India, in conjunction with the 4th Global Meeting of Association of the IAU in April. For more information, please contact: Nicholas Poulton @ n.poulton@iau-aiu.net

THE IAU – ISAS PROGRAMME TAKES OFF!

In the last few months, the IAU's newest initiative – **Internationalization Strategies Advisory Service (ISAS)** has seen some important developments.

In late 2010, IAU learned that its application to **UNESCO's Participation Programme**, a funding scheme that allows Member States and international NGOs to propose activities of a collaborative nature in the areas of UNESCO programmes was accepted for funding. The IAU proposal is to provide an ISAS review to **Moi University** (Kenya; an IAU Member) and to share the experience more widely with the **African Network for Internationalization of Education** (ANIE; an IAU Affiliate, coordinated at Moi University).

Work on putting the project in place has begun, starting with initial conversations between Dr. Madeleine Green, IAU Senior Fellow who leads the project and the coordinator at Moi University, James Jowi. The University has brought together an intra-university Task Force to help guide the process, according to an agreed upon set of guidelines designed for the institutional self-assessment report. Dr. Madeleine Green will be undertaking an initial site visit in the next few months.

IAU is also happy to announce that **Mykolas Romeris University** (Lithuania; an IAU Member), has also requested to undertake the ISAS programme in partnership with IAU. Once again, initial telephone meetings have taken place between IAU and the university; a self assessment tool has been elaborated and shared with the institution. February will see, Dr. Madeleine Green, the IAU Senior Fellow travel to Vilnius for the initial site visit to meet with the MRU Committee who will work with IAU on this ISAS project.

IAU is looking forward to working with Moi University and Mykolas Romeris University and learning about these two universities' current and future plans for internationalization.

The Association has high hopes for the benefits that this in-depth and thorough exercise will bring to all concerned.

Discussions are underway with several other universities which have demonstrated an interest in this service and the number of experts (and potential Review Panel Members) in the **IAU Roster of Internationalization Experts** continues to grow. Should your university be interested in learning more about ISAS or if you wish to be considered for the Roster please contact Ross Hudson, r.hudson@iau-aiu.net and/or please complete and return the Roster registration form, available at: www.iau-aiu.net/internationalization/pdf/form.pdf

IAU Survey Report – Internationalization of Higher Education: *Global Trends, Regional Perspectives*

Finding of the IAU 3rd Global Survey have been given widespread notice, since its publication in September 2010, in a variety of specialized media including *Times Higher Education*, the *Chronicle of Higher Education*, *University World News* and UUK's *International Focus*, amongst many others. Details of a selection of these articles are available on the Association's Web Pages on internationalization. More than 220 copies have already been sold, and the report's principal authors, Eva Egron-Polak, IAU Secretary General, and Ross Hudson, IAU Programme Officer have received many invitations to present the results at international conferences and meetings, some of which are detailed on pages 8 to 12 of this magazine.

⇒ THE IAU 2010 3RD GLOBAL SURVEY REPORT CAN BE ORDERED ONLINE AT THE FOLLOWING COST:

- **€35 per copy** – Special offer for **IAU Members, IAU Affiliates and IAU Associates** / €30 for each additional copy
- **€45 per copy** – **all others** / €40 per each additional copy

In conjunction with the above the IAU is also offering the **IAU 2005 Global Survey Report** at a **special discounted rate of only €15 per copy**.



To order please complete and return the order form available online at: www.iau-aiu.net/internationalization/pdf/Internationalisation_Order_Form_2010.pdf

For further information, or if you have any questions about the IAU 3rd Global Survey Report please contact **Mr. Ross Hudson**, IAU Programme Officer at r.hudson@iau-aiu.net

UPCOMING IAU EVENTS

11-12 April 2011: IAU 4th Global Meeting of Associations (GMA 4IV), *Internationalization of Higher Education: New Players, New Approaches*

New Delhi, India

BCo-organized with the Association of Indian Universities (IAU) and the Indian Institute of Information Technology (IIIT), this **fourth edition** of IAU's Global Meeting



for Associations will take place in New Delhi, India. Building on the successes of the previous three Global Meetings of Associations held in Mexico, France and Egypt since 2005, GMA 4IV will once again be attended by leaders of national and regional associations of universities, and specialized networks of higher education institutions focusing on international education. These relatively small bi-annual meetings among representatives of Associations have become an important opportunity for peer-learning and networking. GMA IV will consider recent developments in higher education internationalization, including the underlying values and ethical practices in internationalization and the role of associations in activities related to policy development in the following areas:

1. Influencing policy on internationalization – the leadership role of associations;
2. Cross-border academic collaboration: the mobility of people (including joint-degree programmes, new campuses, mobile students and programmes);
3. Recognition of academic credentials: challenges and solutions;
4. Mobility of Programmes, Off-shore campuses, Distance Education: broadening access to international opportunities?

The programme and registration details are available on the IAU website (www.iau-aiu.net/conferences/India/index.html). For further information on GMA IV and on previous IAU Global Meetings of Associations, please contact: iau@iau-aiu.net

18 March (in English) and 31 March (in French) 2011: *Joint Canadian Bureau for International Education (CBIE)-IAU WEBINAR on: Major Trends in International Education in the Americas*

Led by Eva Egron-Polak, Secretary-General, IAU, this session will present and analyse the outcomes of the IAU 3rd Global Survey on the Internationalisation of Higher Education. This survey is based on responses collected from institutions in 115 countries and is the largest internationalization study of its kind. The report was published in September 2010. The presentation will be followed by a discussion of the issues from an Americas perspective and other regional perspectives especially important for the future of international cooperation. For any questions regarding the webinar, please contact Kirsty Clarke at the CBIE on kclarke@cbie.ca.

17-18 November 2011: IAU 2011 International Conference on *Strategies for Securing Equity in Access and Success in Higher Education*



Kenyatta University, Nairobi, Kenya

Held in partnership with and hosted by Kenyatta University (Kenya) the IAU 2011 International Conference will focus on a issues relating to equity in access to, and successful retention and progression in higher education with a particular emphasis on the role of institutional policies and practices. Further information on the conference programme and about registration modalities will be released in the coming few months.

Please mark the dates!

12-18 November 2012: IAU 14th General Conference on *Higher Education and the Global Agenda*, Interamerican University of Puerto Rico, San Juan, USA

Mark the dates in your Calendar!

IAU SPONSORED EVENTS

11-12 March, 2011, British Council – Going Global 2011: *World Education: The New Powerhouse?*



Hong Kong, China

Please note that IAU Members are offered a 100 GBP discount on the registration fee.

www.britishcouncil.org/goingglobal/

16-18 June 2011, Worldviews: Media Coverage of Higher Education in the 21st Century

Toronto, Canada

<http://worldviewsconference.com/>

27-29 June 2011. Global Forum on Reimagining Democratic Societies: *A New Era of Personal and Social Responsibility?*

Oslo, Norway

www.amiando.com/democratic.html

To register, please contact: sophie.ashmore@coe.int

25-27 May 2011, Observatory on Borderless Higher Education (OBHE) – 2011 Global Forum on *Leveling the International Playing Field*

Vancouver, Canada

www.obhe.ac.uk/the_2011_global_forum_canada/



SPECIAL EDITION LEADHER PROGRAMME 2010-11: REBUILDING HAITI'S HIGHER EDUCATION SECTOR

Striving to increase its direct support to members in developing countries but in ways that engage the whole membership, IAU launched the Leadership Development for Higher Education Reform (LEADHER) Programme in May 2007. It creates **opportunities for learning partnerships and collaboration** among IAU Member Institutions and taps into the wealth of diverse institutional reform experiences around the world. This initiative marked a first for IAU as the Association had never offered its Members a grant programme before.



The January 2010 earthquake devastated higher education institutions in Haiti.

The Programme provides the means for HEIs to enhance their ability to adapt to change, and builds capacities in IAU member institutions located in different countries through the exchange of good practices on institutional reforms and by enabling the development of international collaborative partnerships.

Since its pilot phase, several competitions have been organized; grants provided thanks to Sida funding have acted as catalysts for the development of unusual and interesting partnerships, involving South-South or North-South collaboration with more than 43 IAU Member Institutions benefiting from LEADHER.

Following the earthquake in Haiti in January 2010, IAU held a **special edition of the LEADHER programme focusing exclusively on contributing to the rebuilding effort of Haiti's higher education sector.** The Association hoped to respond to the needs of the Haitian higher education stakeholders, in modest but concrete ways. The grants allocated in that competition enabled a few IAU Members to create and carry out collaborative and/or planning projects which hopefully laid the groundwork for future, longer term partnerships for reconstruction. Each involved at least one HEI located in Haiti.

Four proposals were selected for funding by the Peer Selection Committee & the projects covered areas such as post-disaster capacity building for various aspects of the medical & health sectors and campus building, pedagogical support for the training of pharmacy students, including curriculum development, organizing and applying existing Haitian capacity in Urban and Settlements Planning and assessing ways of applying it to the reconstruction effort, on-line teacher training and others.

Thanks to funding collected by academic and administrative staff of the University of Ilorin, Ilorin, Nigeria, immediately after the earthquake that hit Haiti in January 2010, and more recently donated to the International Association of Universities, additional LEADHER projects and other activities

in support of the rebuilding of higher education in Haiti are being developed for implementation by IAU. A special meeting of Haitian university representatives is planned during the Global Meeting of Associations in April, 2011. More information on developments in support of Haiti will be provided in the upcoming issue of IAU Horizons.

Further funding is currently being sought to organize additional competitions and detailed information, including the Guidelines and Application Form for LEADHER will be made available on the IAU website: www.iau-aiu.net/LEADHER/index.html later in 2011.

For more information, please contact Isabelle Devylder, IAU Programme Officer: i.devylder@iau-aiu.net

POST-DISASTER CAPACITY BUILDING FOR VARIOUS ASPECTS OF THE MEDICAL & HEALTH SECTORS AND CAMPUS BUILDING IN HAITI

Ecole Supérieure d'Infotronique d'Haiti (ESIH) & University Sains Malaysia (USM)



Reconstruction efforts of Haiti's higher education sector (©J.Hillel).

LEADHER programme for Haiti proposing a needs-assessment,

identifying prospects for collaboration and synergies for capacity building activities in favor of Haiti's higher education sector. The objective was to develop closer linkages and research collaboration in the areas of disaster management, building on USM experiences in reconstruction efforts in Aceh and Pakistan.

Two exploratory and fact finding visits have taken place, first in Malaysia and then in Port-au-Prince, Haiti conducted in September and October 2010. These served to establish a broad understanding of the needs of the Haitian higher education sector, in general, and of a certain number of institutions, in particular, after the earthquake; to develop a portfolio of potential collaborative projects in the areas of disaster management and preparedness, computer science, capacity building and rebuilding of campuses; and to prepare a report for promoting research linkages including research projects, exchange of students and faculty members, online and other IT supported training activities and joint publications.

The in-country visits enabled both institutions to explore potential opportunities in transnational collaboration, including in research, focusing on the theme of post disaster reconstruction efforts of Haiti's Higher Education sector.

Both institutions are committed to be engaged in the long-term rebuilding effort of the post disaster Haiti's Higher Education sector. Many opportunities were identified which will need to be explored further and a multitude of challenges are expected particularly with regard to financing the identified projects, due to the significant destruction of infrastructures and the lack of resources in Haiti after the massive earthquake.

Several proposals for cooperation between Haiti and Malaysian higher education institutions in diverse areas have been established, including: Joint Research, Staff & Student Exchanges, Post graduate Education, Teaching and Learning. Additional initiatives include the identification of potential internationalization of collaborative research projects; laying foundation for collaborative postgraduate program, including opportunities for overseas placements of students. The possibility for Haitian students to enroll as PhD and MSc students in USM is being explored as one of capacity building program. Additional funding is being sought with international donors such as the European Union, the World Bank, and UNDP. One of the project objectives is to produce a significant number of trained researchers and academicians over the coming years.

IAU has welcomed ESIH as an institutional member and this membership will create additional linkages and cooperation opportunities.

The exchange visits have broadened the participants' awareness of the rich social cultural aspects of respective countries. It also stressed the necessity and usefulness of sharing expertise in higher education.

PARTICIPATING IN THE REBUILDING EFFORTS OF THE HAITIAN HEALTH SYSTEM

Faculté de Médecine & de Pharmacie, State University of Haiti & University Claude Bernard Lyon1, France



Colleagues from France and Haiti working in partnership

The Faculté de Médecine et de Pharmacie (FMP) of

the State University of Haiti (UEH) is the only Higher Education Institution in Haiti awarding degrees in Pharmacy. The Faculty experienced an important crisis in 2009, with major student strikes leading to almost a year without teaching. And during the earthquake in January 2010, most of the buildings were destroyed or ransacked.

In this context, the Faculté de Pharmacie of the University Claude Bernard Lyon I decided to join forces with the Faculté de Pharmacie of Caen (University Caen Basse-Normandie), to provide pedagogical support to students following Pharmacy courses in Haiti, building on its experience in the area of curriculum reinforcement of the Faculty of Pharmacy of Kabul (Afghanistan).

The long-term objective of the activities carried out in the framework of the LEADHER programme was to provide support for teacher training either on site or through staff exchange: French faculty members would train young Haitian pharmacists willing to teach at FMP when they returned and willing to contribute to the implementation of the reform of the pharmacy curriculum (extended to 5 years of studies) which should occur in the next few years.

The Faculté de Pharmacie de Lyon representative travelled to Haiti in October and met with the different partners involved in the reconstruction of the Haitian Health system. These meetings allowed to deepen university cooperation in the area of Pharmacy between Haiti and France and the involvement of the Faculté de Lyon will increase the exchange opportunities.

Thanks to additional funding obtained from the Agence Universitaire de la Francophonie (AUF) the LEADHER activities will be developed further as several missions are being prepared so that teaching staff from both French universities can teach in Port-au-Prince. Teaching will focus on biochemistry, organic chemistry, therapeutic chemistry, pharmaceutical law and legal issues. The disciplines have been chosen by the Steering Committee of the FMP. Following discussions with the different actors during the site visit, a 'health campus' project is being elaborated with infrastructures, classrooms for practical seminars, laboratories and teacher training activities.



IAU COLLABORATION AND NETWORKING

Since *IAU Horizons* last went to press, IAU participated in a number of international conferences addressing themes related to work carried out by the Association.

General Conference of the Institutional Management of Higher Education (IMHE) programme



13 September 2010, Paris, France

Prof. Janyne Hodder, former President of the University College of the Bahamas, and IAU Board Member, spoke at the plenary session of the General Conference of the Institutional Management of Higher Education (IMHE) programme at OECD. The Conference had as its theme *Higher Education in a World Changed Utterly: Doing more with less*. Prof. Hodder's presentation is available at: www.iau-aiu.net/association/pdf/Janyne_Hodder_2010.pdf.

Making the European Higher Education Area more Transparent



13-14 September 2010, Belgium

Prof. Stephen Freedman, Provost, Fordham University, New York, USA, and IAU Board Member, spoke on the topic of *Transparency in the International Context*, at this meeting held at Château de Namur, Belgium. Prof. Freedman's presentation is available: www.eutrio.be/making-european-higher-education-area-more-transparent

International Congress on Higher Education – Social and Ethical Commitment of Higher Education



27-29 September 2010, Buenos Aires, Argentina

Eva Egron-Polak, IAU Secretary-General took part in this international congress organized by the Universidad del Salvador, whose Rector, Prof. Juan Tobias is a member of the IAU Administrative Board. The Congress was attended by some 400 participants from Argentina and other nations of Latin America, Europe and Africa. In addition to the IAU, sponsors of the event included IOHE and RULE (network of universities from Latin America and Europe). Eva Egron-Polak's presentation on *Globalization, Internationalization and Regionalization in Higher Education: one and the same trend?* is available at: www.salvador.edu.ar/home/congreso

5th Meeting of the Advisory Board of the U-Multirank Feasibility Study



5 November 2010, Brussels, Belgium

Isabelle Turmaine, IAU Director, Information Centre and Communication Services, attended this meeting, organized by the European Commission to advise the CHERPA Network. The 9 experts who participated in the Meeting were asked to comment on the Interim Progress Report and more specifically on the results of the pre-test that was conducted to test the data collection instruments as well as on the list of institutions selected for the pilot. Some IAU Members from Japan, India, Malaysia and Latin America have accepted to be part of the pilot to test the questionnaires proposed for collecting the necessary data to establish the ranking. The next Meeting will take place in February, your comments are welcome. Contact: i.turmaine@iau-aiu.net – www.u-multirank.eu/

European University Association (EUA): Access to Success Project – Enhancing Europe-Africa university partnership: A contribution to development cooperation



28 September 2010, Brussels, Belgium

Elodie Boisfer, IAU Executive Assistant, who has been working with the IAU Secretary-General on the Association's initiative related to promoting Equitable Access and Success in Higher Education, represented the IAU at this final policy and dissemination conference of the EUA project. The objective of the event was to present the project outcomes and recommendations to the political community in Brussels and to multilateral donors. A white paper of recommendations on European cooperation and coordination in capacity building with African universities was presented and discussed. Most of the topics addressed in the White Paper are probably valid for cooperation in higher education with most emerging countries. However, given the project's focus, they deal specifically with capacity building in African universities, Africa-Europe university collaboration and the Africa-EU strategic partnership.

www.accesstosuccess-africa.eu/web/events/conference.html

EAIE 2010 International Conference – Making Knowledge Work



15-18 September 2010, Nantes, France

Ross Hudson, IAU Programme Officer, attended this latest edition of the European Association for International Education International Conference (www.eaie.org). IAU used the

opportunity to promote the 3rd Global Survey Report, and the new Internationalization Strategies Advisory Service (ISAS). The next EAIE Conference will be held in Copenhagen, Denmark, from 13 to 16 September 2011. IAU will contribute to several workshops, including one on doctoral programmes and one on intercultural learning and dialogue.

Committee on International Non-Governmental Organizations of UNESCO's Executive Board



6-7 October 2010, Paris, France

Isabelle Turmaine, IAU Director, Information Centre and Communication Services spoke at this committee meeting which took place at UNESCO Headquarters in Paris, France. As an elected Member of the NGO-UNESCO Liaison Committee – the body linking the over 300 officially accredited NGO to UNESCO – she addressed the topic of *UNESCO's relationships with NGOs: From theory to practice* from the perspective of IAU. http://portal.unesco.org/en/ev.php-URL_ID=48093&URL_DO=DO_TOPIC&URL_SECTION=201.html

EuroScience Open Forum Programme Committee Meeting



16 October 2010, Turin, Italy

Eva Egron-Polak, IAU Secretary-General, has been invited to join the International Programme Committee to plan ESOF 2012 (EuroScience Open Forum) which will take place in Dublin, Ireland in July 2012. The first meeting of the Committee took place on 16 October, 2010. The 2010 ESOF edition brought together some 5,000 European researchers to Turin, Italy to network and raise the visibility of research and their careers, whilst helping to create a stronger sense of a community among researchers in Europe. It is expected that in 2012, Dublin, as the host city, will surpass this number and reach out to scientists and researchers well beyond Europe. Calls for proposals for ESOF 2012 will be posted soon. www.esof.eu/

World University Congress – What should be the new aims and responsibilities of universities within the framework of global issues?



20-24 October 2010, Çanakkale, Turkey

IAU Vice-President, Pier Ugo Calzolari (former Rector University of Bologna), and IAU Programme Officer Mr. Ross Hudson represented the Association at this event that was co-sponsored by IAU and organized by Çanakkale Onsekiz Mart University, a Member of the Association. During the conference, Professor Calzolari presented an overview of IAU and its work, and Mr. Hudson presented the key results of the IAU 3rd Global Survey

on Internationalization of HE. **The Report and proceedings of the Conference are available online at:** www.comu.edu.tr/unicongress2010/

Contact: unicongress2010@comu.edu.tr

Conference of the Americas on International Education (CAIE)



20-24 October 2010, Calgary, Canada

Eva Egron-Polak, IAU Secretary-General took part in the first annual Conference of the Americas on International Education (CAIE: <http://caie-caei.org/>) that was organized by two IAU member organizations – the Canadian Bureau for International Education (CBIE) and the Inter-American Organization for Higher Education (IOHE), as well as by another partner of the Association, namely the Consortium for North American Higher Education Collaboration (CONAHEC). Close to 700 participants from the Americas and elsewhere focused on internationalization as a way towards the creation of an Americas higher education space. Eva Egron-Polak and Dr. Madeleine Green, IAU Senior Fellow, took part in the Opening Debate. The Secretary-General also spoke in two additional sessions, where she presented the findings of the 3rd IAU Global Survey on Internationalization of Higher Education with a particular emphasis on student mobility and on cooperation within the Americas, respectively.

International Openness Working Group of the European Higher Education Area – Bologna Process Working Group Meeting



28 October 2010, Bucharest, Romania

Eva Egron-Polak, IAU Secretary-General was invited to join this Working Group and attended its first planning Meeting. The WG is responsible for making recommendations on the themes and organization of the third edition of the Global Policy Forum which is organized in conjunction with the Bologna Process Ministerial conferences every two years. The next Global Policy Forum will take place in Bucharest in 2012. www.ehea.info

Mundus ACP – and Erasmus Mundus Kick off Meeting



20-24 October 2010, University of Porto, Portugal

Dr. Hilligje Van't Land, IAU Director Membership and Programme Development, participated in this kick off meeting for the Mundus ACP project. This project has been developed under the Erasmus Mundus Action 2 – Strand 1 by the University of Porto, Member of IAU. The Kick off Meeting,

IAU COLLABORATION AND NETWORKING

introduced by the Rector, Prof José Marquès dos Santos and led by Prof A. Marquès, Vice Rector, Internationalization and IAU Deputy Board Member, served to officially launch the scholarship scheme set up to enhance academic exchanges between students and members of staff from higher education institutions in the ACP (Africa, Caribbean and Pacific) countries and European HEIs. IAU is one of the Project's Associates. As such, the Association invites its member institutions located in the ACP regions to visit the Mundus ACP website and to encouraged their Master's and PhD students and staff to apply for the scholarships offered <http://mundusacp.up.pt>

2nd Asia-Europe Meeting (ASEM) Rectors' Conference – Asia-Europe University Cooperation: Contributing to the Global Knowledge Society

26-27 October 2010, Seoul, South Korea

Isabelle Turmaine, IAU Director, Information Centre and Communication Services, attended this meeting held at Korea University. The recommendations – that are yet to be finalized – will be presented at the 3rd Asia-Europe Meeting of Ministers for Education, which will take place in Copenhagen, Denmark, in May 2011. www.asef.org/index.php?option=com_project&task=view&id=661



Open Ed 2010 – 7th Annual Open Education Conference: OER: Impact and Sustainability

2-4 November 2010, Barcelona, Spain

Attended by Isabelle Turmaine, IAU Director, Information Centre and Communication Services, this first OpenEd Conference outside the United States was organized by the Universitat Oberta de Catalunya – an IAU Member – the Open University (the Netherlands) and Brigham Young University (USA). The IAU supported the event. Based on the information presented and discussions held at the Conference, IAU is considering setting up a project to facilitate the use of Open Education Resources (OER) by and through academic librarians. Should you be interested, please contact: i.turmaine@iau-aiu.net – <http://openedconference.org/2010/>

2nd Annual African Network for Internationalization of Education (ANIE) Conference – Internationalization of Higher Education and Research in Africa: responding to opportunities and challenges

4-5 November 2010, Kampala, Uganda

Ross Hudson, IAU Programme Officer, attended the second annual meeting on the ANIE – an IAU Affiliate. Mr. Hudson presented a selection of the findings of the IAU 3rd Global Survey and promoted the Report and the IAU ISAS service to



the approximately 80 participants from across the world who took part in this conference. www.anienetwork.org

Council of Europe (CoE) Conference on: Academic Freedom and Institutional Autonomy: the Role of Public Authorities

8-9 November 2010, Strasbourg, France

Two IAU Board Members addressed this recent CoE Conference. It offered different CoE partners (public authorities, higher education institutions, academic associations) a space for reflection; to respond to a number of questions raised in a feasibility study prepared by Pavel Zgaga, Professor at the Faculty of Education, University of Ljubljana, Slovenia, and to launch the project on the elaboration of the standard-setting instrument on 'Academic freedom and institutional autonomy: the role of public authorities'. Dr Molly Corbett Broad, President of the American Council on Education (ACE) and Vice-President of IAU, talked about 'Academic Freedom and University Autonomy: the Role of Public Authorities' and presented some views on how academic freedom and institutional autonomy function in the United States and on how these core principles have allowed American higher education to flourish. Dr Agneta Bladh, Former Rector, Kalmar University, Sweden, and IAU Board Member, used the IAU Statement on Academic Freedom, University Autonomy and Social Responsibility as background document (www.iau-aiu.net/p_statements/af_statement.html) to take part in the closing round table debate, on: Invisible Hand of the Market? The Role of the Economic Sector in the Debate.

www.coe.int/t/dg4/highereducation/Forums/default_EN.asp.

International Education Week Celebrations



17 November, 2010, University of Arizona, USA

The IAU Secretary-General made two presentations about internationalization during this year's events marking International Education Week at the University of Arizona, an IAU Member. She first spoke about the latest trends in internationalization to university staff responsible for international relations and projects in the various Faculties and Schools of the university. Later she shared a panel with Jamil Salmi, Tertiary Education Coordinator, World Bank, who spoke about 'World Class' Universities, basing his comments on his latest book on this topic.

7th International PEACE Conference

22-23 November 2010, Universita Politecnica de Catalunya, Barcelona, Spain

IAU participated in this seventh meeting of the Palestine Europe Academic Cooperation and Exchange initiative and was represented by Dr Hilligje Van't Land, IAU Director of



Prof. Baydar speaking at the PEACE Conference.

Membership and Programme Development. She spoke in the Opening session along with Prof Barakat, Vice President, Hebron University and President of PEACE, Mr. Andreu Claret, Executive Director Anna Lindh Foundation, and Mrs. Monica Margarit, Director of Fundación Universidad.es. She also made a presentation during the session on The Promotion of Dialogue among Cultures and Civilizations in which took part Prof. Federico Mayor, President, Foundation for a Culture of Peace and Co-Chair UN Alliance of Civilizations and Prof. Baydar, Rector, Suleyman Demirel University, IAU Administrative Board Member. All speakers called for HE to promote intercultural learning and dialogue at all institutional levels. For more information on the PEACE initiative and the conference, please visit: www.peace-programme.org/home.html

Fifth Meeting of the Ubuntu Committee of Peers for the RCEs

23 November 2010, Barcelona, Spain

Professor A.R. Dzulkifli, Vice-Chancellor, Universiti Sains Malaysia, and IAU Vice-President, attended this meeting of the Ubuntu Committee of Peers for the Regional Centres of Expertise on Education for Sustainable Development (RCEs). Held at the Universitat Politècnica de Catalunya (UPC), it was chaired by Mr. Kazuhiko Takemoto, Senior Fellow of the UNU-IAS ESD Programme. The meeting received the progress report of RCEs and discussed possible ways forward in the second half of UNDES. As of November 2010, the expanding global network of RCEs comprises 77 RCEs worldwide: 22 in Europe, 28 in Asia-Pacific, 14 in the Middle East and Africa, and 13 in the Americas. It was observed that 60% of RCEs are led by higher education institutions (HEIs), creating synergies between HEIs and local governments.

The Committee reviewed 24 proposals to establish RCEs (6 from Africa, 5 from Europe, 1 from Americas and 12 from Asia-Pacific Regions). Four were recommended to be 'Acknowledged', while four others were to be 'Acknowledged with Recommendation'.

The meeting also discussed the future development of the RCE community. A closer linkage with ProSPER.Net resources, a UNU-IAS initiative, was suggested, specifically in view of the



training materials for researchers and educators that were developed within one of ProSPER.Net's projects. Finally, it was suggested that RCEs be encouraged to engage with national governments vis-à-vis ESD incorporation into the Rio+20 agenda and a side-event at the preparatory meeting for Rio+20 was suggested.

5th GUNI International Conference – Higher Education's Commitment to Sustainability: from Understanding to Action

23-25 November 2010, Barcelona, UPC, Spain

IAU Immediate Past President, Goolam Mohamedbhai and several Board Members participated actively in the Conference (see: www.guni-rmies.net/conference2010/). Dr. Van't Land, IAU Director of Membership and Programme Development, organized a parallel session with UNEP on *The Good practices: sharing actions for change*. This session served to present the outcomes of the Global Survey on Sustainable Lifestyles piloted by UNEP, and in which IAU and 16 IAU Member Institutions participated. She also organized a working group on *Moving from Understanding to Action* and reported on the conclusions of the working group during the closing plenary session. The results of the GUNI-IAU-AAU project on the *Role of Universities in promoting sustainable development in sub-Saharan Africa* were presented by Prof. Goolam Mohamedbhai. The results of this project will be published online on the IAU website in February. Contact: h.vantland@iau-aiu.net



5th annual Meeting of the UN-DESD Reference Group

29-30 November 2010, UNESCO, Paris, France

The UN-DESD RG met for the 5th time at UNESCO in Paris to discuss progress made to meet the goals set for the Decade for Education for Sustainable Development which runs until 2014. Purpose of the meeting was also to discuss progress made with UNESCO staff and representatives of the country delegations. To this end, Dr Van't Land, IAU Director Membership and Programme Development, was invited to participate in a panel discussion on *Education for Sustainable Development and UNESCO's mandate: Key areas for synergies and work*, and to co-organise and hold a workshop for UNESCO staff on the same topic.



World Innovation Summit for Education (WISE)

7-9 December 2010, Doha, Qatar

Attended by Prof. Dzulkifli, IAU Vice-President and Vice-Chancellor, University Sains Malaysia, and Pier Ugo Calzolari, IAU Vice-President and former Rector, University of Bologna, Italy, the Summit programme focused on improving existing



educational structures and exploring innovative trends. Plenary sessions and breakout sessions were organised around these subjects, with an additional Plenary specifically addressing the crucial issue of how 21st century education should be funded (www.wise-qatar.org/en/Summit/Summit-2010).

Center for Higher Education en Equity Research (CHEER), University of Sussex, Seminar: Exchanging Knowledge for Widening Participation: A Focus on Higher Education in Ghana and Tanzania

9 December 2010, Sussex, UK

Eva Egron-Polak, IAU Secretary-General, attended this seminar at the University of Sussex, UK, where she was a speaker in a panel session debating the future of the project. For more information on CHEER, see: www.sussex.ac.uk/cheer/index

IN THE COMING MONTHS, IAU WILL BE PARTICIPATING IN THE FOLLOWING EVENTS:

International Symposium on Regional and Interregional Cooperation of Universities

17-18 February 2011, Tokyo, Japan

University of Nottingham's Annual Dearing Higher Education Conference: The Globalization of Higher Education

17 February 2011, Nottingham, UK

www.nottingham.ac.uk/lorddearing/index.aspx

Association of International Education Administrators (AIEA) Annual Conference 2011 – Competition and Collaboration in the Global Transformation of Higher Education

20-23 February 2011, San Francisco, USA

www.aieaworld.org

CAUBO/ACPAU Spring Workshop – Internationalization of Higher Education: Supporting the Internationalization Agenda

24-25 March 2011, Toronto, Canada



Observatory on Borderless Higher Education 2011 Global Forum – Leveling the International Playing Field: A New Global Regionalism for Sustainable Partnerships, Student Mobility and Open and Distance Learning

25-27 May 2011, Vancouver, Canada

www.obhe.ac.uk/the_2011_global_forum_canada/



➡ SHOULD YOU WISH TO GET IN TOUCH WITH THE PARTICIPATING IAU STAFF MEMBERS, please contact us at: iau@iau-aiu.net

MEMBERSHIP NEWS

IAU IS PLEASED TO ANNOUNCE THE WINNERS OF THE IAU/ PALGRAVE RESEARCH ESSAY PRIZE !

The theme of the 2010 competition was: *Privatization of Public Higher Education: Current Trends and Long Term Impact.*



IAU and Palgrave Macmillan Ltd (UK) are pleased to announce that the Essay entitled **Reconsidering Privatization in Cross-Border Engagements: The Sometimes Public Nature of Private Activity**, by **Prof. Jason E. Lane** and **Prof. Kevin Kinser**, both from the Department of Educational Administration and Policy Studies at the **State University of New York at Albany** is the winning essay of the 2010 edition of the IAU/Palgrave Macmillan Research Essay Prize in Higher Education Policy Research.



As well as a monetary prize of £1000 (approximately US\$1600), Prof. Lane and Prof. Kinser will have their essay included in full in a forthcoming issue of Higher Education Policy (HEP); it will also be made available on the journals website at (www.palgrave-journals.com/hep/index.html).

Abstract of the winning essay

Privatization trends in higher education have typically been analyzed from the perspective of the institution and its relationship with the sponsoring state. The recent phenomenon of international cross-border higher education, however, represents a more complicated picture of privatization. Geographic separation from the sponsoring state is an extraordinary form of privatization in the public sector. At the same time, host countries may look to the international branch campus to achieve public ends.

This paper examines the concept of privatization through cross-border educational initiatives, and argues that the public and private nature of cross-border higher education can only be fully understood when considering the relationship with the home and host countries. The analysis is based on comparisons of how governments in Qatar and the Malaysian state of Sarawak use foreign education providers to support government goals and how those seemingly public purposes problematize traditional concepts of privatization.



New IAU Members

IAU is pleased to welcome the following new Members who joined and rejoined the Association since October 2010.

INSTITUTIONS

Azerbaijan University of Architecture and Construction,

Azerbaijan
www.azmiu.edu.az



University of Saint Joseph,

China, Macao
www.usj.edu.mo



Tallinn University,

Estonia
www.tlu.ee



Ivane Javakhishvili Tbilisi State University,

Georgia
www.tsu.edu.ge



Ecole Supérieure d'Infotronique d'Haïti (ESIH),

Haiti
www.esih.edu



University of Science and Culture,

Iran
www.usc.ac.ir



Meiji University, Japan

www.meiji.ac.jp/cip/english



Bowen University,

Nigeria
www.bowenuniversity-edu.org



Voronezh State University of Architecture

and Civil Engineering, Russia
http://edu.vgasu.vrn.ru

University of South Africa

www.unisa.ac.za/



Taras Shevchenko National University of Kyiv,

Ukraine
www.univ.kiev.ua/



Florida Gulf Coast University

USA
www.fgcu.edu/

ORGANISATIONS

Association of Swedish Higher Education,

Sweden
www.suhf.se/web/In_English.aspx



ASSOCIATES

Kevin Kinser, Associate Professor, Department of Educational Administration and Policy Studies, Institute for Global Education Policy Studies, State University of New York at Albany, U.S.A.

➔ SHOULD YOU WISH TO BECOME A MEMBER OF IAU, please contact Dr. Hilligje Van't Land, Director of Membership and Programme Development at h.vantland@iau-aiu.net

IAU Welcomes the New Secretary General of AAU

IAU is pleased to congratulate Professor Olugbemiro Jegede on his appointment as the new Secretary-General of the AAU. The appointment took effect on 1 December 2010. Prof Jegede is a Nigerian national, who at the invitation of the Federal Government of Nigeria restarted open and distance learning activities in Nigeria, and assumed position as the National Coordinator of the National Open and Distance Learning Programmes in 2001 and subsequently was appointed in 2003 as the founding and Vice Chancellor of the National Open University of Nigeria. He served in various capacities, often linked to Open and Distance Learning in different parts of the world, including Australia, Hong Kong, Nigeria (<http://aau.org/>)

IAU Administrative Board Honoured

IAU Congratulates Patricia Pol, Vice-President International Development, University Paris-Est, France, and Member of the IAU Administrative Board, who received the *Insignes de Chevalier dans l'Ordre National de la Légion d'Honneur* for her work on the advancement of the Internationalisation of Higher education in France, Europe and all over the world, on 14 December 2010



In Mémoriam

Rafael Cordera Campos, Secretary-General, UDUAL IAU Deputy Board Member



Prof Cordera Campos (1947-2010) obtained his first university degree in economics from the Universidad Nacional Autónoma de México (UNAM). He held posts as Professor of Economic History of Latin America and Mexico, and was also Secretary-General at the Ministry of Economy, and Director General of Community Services and Head of Student Affairs at UNAM. For over twenty years he has written for several national newspapers in Mexico. His research interests were centred on the role played by universities and higher education in national development. He has published some fifteen collective works as principal author. He was Secretary-General of La Unión de Universidades de América Latina y el Caribe (UDUAL) from November 2004, and a Deputy Member of the IAU Administrative Board from 2008. IAU would like to take this opportunity to present its deepest condolences to Prof Cordera Campos' family, as well as his colleagues at UDUAL.



In Focus:

HIGHER EDUCATION PARTNERSHIPS AND COLLABORATION

IAU is a membership organization, and, as such, developing partnerships with and amongst its members is one of the core aims of the Association and a central function of its work. IAU strives to bring its members together – acting as a platform for sharing of information, action on common goals, and the development of partnerships.

Working in partnerships, and focusing on networking opportunities has become a central feature and indeed an essential dimension of higher education today, and IAU proudly both pursues its goals in partnership with institutions and organizations around the world, and develops initiatives to bring its Members and others together.

IAU has long standing partnerships with many organizations, a list of which is too long to detail here, and always works with institutions, associations and other partners when undertaking its annual International Conferences, its bi-annual Global Meeting of Associations, some of the expert seminars it conveys, as just one set of examples. These conferences help build partnerships amongst attendees. IAU also developed a new and long standing projects and initiatives which aim to build partnerships. For example, the Leadership Development for Higher Education Reform (LEADHER) programme provides grants to bring together IAU Member institutions, for knowledge sharing, mutual learning and partnership development. As well, projects like the newly launched Internationalization Strategies Advisory Service (ISAS) lead to mutual, beneficial, detailed and long standing partnerships between IAU and the universities using this new service.

To try and build mutually beneficial partnerships with higher education stakeholders across the world, IAU

staff and Administrative Board Members, represent the Association at a large number of international conferences and meetings every year, and several senior members of staff are part of Advisory Boards and other such bodies, for specific projects and/or initiatives.

Finally, IAU has recently revisited the IAU Associate membership category and opened it up to well known and respected leaders and experts in higher education who share some of IAU’s goals and values, and wishing to enhance their personal collaboration with the Association. Connected to the information dissemination programme, Associates attend conferences and participate in IAU projects. IAU trusts this will be of benefit to the overall network.

IAU will continue to build projects and initiatives to further partnership building amongst its members, both now and into the future.

This In Focus section focuses specifically on University partnerships and specific aspects of this broader issue have been addressed by authors from around the world, and working at IAU Member Institutions and partners. Topics include:

- *University networks/associations: strategic alliances?*
- *International partnership/cooperation models*
- *Research Partnerships*
- *Partnerships for development*
- *Institution/ industry partnerships*
- *Joint programmes and dual/double degrees*
- *Multi Stakeholder partnerships*

IAU maintains strong relations with the Education Sector at UNESCO and interviewed Mr. Q. Tang, ADG, Education on the Sector’s dynamics.



UNIVERSITY NETWORKS/ASSOCIATIONS: STRATEGIC ALLIANCES? – The Matariki Network of Universities

by **Professor Sarah Todd**, Pro-Vice-Chancellor (International), University of Otago, Dunedin, New Zealand (sarah.todd@otago.ac.nz)



As universities around the world take up the challenge to internationalise and numerous ‘memoranda of understanding’ are signed, it is important

that time is taken to reflect on what is the actual objective of these institutional partnerships, and to determine how many partnerships an institution can actively engage in. At the University of Otago (New Zealand), such reflections, together

with a review of the various international university networks that have been established in recent years, led us to explore how we could best develop close relationships with a small number of ‘like-minded’ partners. While we are fortunate to enjoy a number of bilateral agreements, with highly valued partner institutions around the world, being part of a network provides us with an additional opportunity to work closely with universities that share many characteristics, and the potential to develop collaborative activities and benchmarking

on a multilateral basis is significant. A key idea underlying the formation of the Matariki Network of Universities (MNU), then, is that a closely-knit network of universities that share common goals, values and characteristics has the potential to add a different dimension and value to that which we enjoy with our bilateral partnerships. This particular network differs from some other similar associations in that geographic location, and representation of all parts of the world, is not the primary criterion in determining membership. Rather, the founding members (Dartmouth University, USA; Durham University, England; Queen's University, Canada; University of Otago, NZ; University of Western Australia; Tübingen University, Germany; and Uppsala University, Sweden) are closely connected and share a number of key attributes.

A set of significant characteristics were initially identified that were both common to each university and that we considered to be important as a basis for sharing international best practice and encouraging collaboration. Those characteristics formed the basis for thinking about other institutions which might be interested in adopting a network approach, and include reference to the institutions being scholarly communities where excellence in teaching and research are equally valued, with leading researchers directly involved in teaching, and where education is a combination of academic learning and personal growth in a diverse community. To ensure a sustainable basis for benchmarking and sharing best practice, potential members were also considered on the basis of their location (all are outside of their respective country's capital city) and have a strong presence in their local community. All are among the oldest and foremost places of learning in their national context, have a mixture of undergraduate and postgraduate students, and focus on offering a rounded education, with multidisciplinary encouraged and a broad range of subjects available. A shared commitment to advancing human knowledge and making a difference is evident through the research undertaken.

The current MNU members already have a history of academic collaboration, with many informal and formal bilateral links

in place. Adopting a network approach provides the opportunity to build on and expand those existing links. Where student mobility wasn't already occurring, exchange agreements have been initiated, and funding opportunities to ensure staff and student interchanges are being developed by each of the universities. Annual research workshops are planned, based around a theme that reflects the core values of the MNU and mutual research strengths. The inaugural workshop was recently hosted by Queen's University and focused on renewable energy, with special attention being given to both the technological possibilities and the social implications. It is intended that each of the seven members will host a similar event and initial suggestions have been put forward for themes, each bearing in mind the idea of "partnering for a better world".

Adopting a network approach provides the opportunity to build on and expand existing links.

The concept of "partnering for a better world" is central to all activities of the MNU, whether it be the sharing of best practice in a range of operational areas, developing curricula that draw on the strengths of academics across the network, providing both staff and students opportunities for international experiences, or exploring potential areas for research collaboration. In other words, the emphasis is on using the network, or multilateral relationship, to go further than what may be possible with a number of bilateral partnerships. Central to the future success of the network will be staying true to the values and principles which were agreed on when the inaugural meeting was held earlier this year (attended by senior representatives of all seven partners), maintaining a strong commitment from all members, and delivering benefits to individuals within each institution, so that they can see the advantages to be gained from collaborating with others across the network. The founding member institutions embody the key characteristics identified when the concept of the MNU was being developed, and there is a strong personal commitment evident across the institutions, all of which will be important to maintain as the network develops.



INTERNATIONAL PARTNERSHIP/COOPERATION MODELS – Structured network to network cooperation and university wide bilateral strategic alliances as new tools in internationalization

by **Ulla Gjølring**, Head of Strategy and Partnerships, International Centre, Aarhus University Denmark (ug@adm.au.dk) and **Artur Schmitt**, Director for Networks, Associations and International Projects, Vice-Rectorate for International Relations, University of Granada, Spain (dirinternational@ugr.es)

BACKGROUND

International collaboration is shifting from student exchange supplemented by classic, personal and interest-based

research collaboration to a more complex reality where a university's degree of internationalization has a growing impact on its performance. Where universities previously recruited students primarily from their immediate region, a



much wider horizon is now necessary. Universities need a unique profile to be able to attract external research funding and talented students, and there is a growing awareness of the importance of being a member of the right networks and alliances to position the university in a global context. Moreover, internationalization is a substantial indicator in the formation of league tables. Thus there is ample reason to increase the focus on extending internationalization to areas such as research and educational collaboration, transversal PhD activities, institutional benchmarking, fundraising and much more.

Below we briefly report on two novel approaches to reach these goals – bilateral strategic alliances for Aarhus University and network-to-network cooperation in the case of the University of Granada.

STRATEGIC ALLIANCES

Aarhus University traditionally focused on student exchange as one of the only formally established examples of internationalization. However, recently Aarhus University has embarked upon a new approach towards meeting the challenges and opportunities of globalization. Aarhus University believes that the objectives of gaining more from the efforts put into internationalization may be met through a handful of bilateral strategic alliances or deep partnerships with universities that both resemble and supplement Aarhus

Deep strategic alliances are expected to provide a larger return on investment.

University. These deep strategic alliances are expected to provide a larger return on investment, to give

rise to more synergies and to extend internationalization into research areas that might so far have been less active in this field.

Aarhus University understands a deep partnership to be a long-term university-wide agreement entered into on an overall level. It will be much less vulnerable to changes in staff and have multiple contact points within the organization. As the agreement is anchored in the top of the organization, it is necessary to select universities with which multiple constellations of collaboration already exist. To do this Aarhus University has mapped existing international collaboration in a combined top-down and bottom-up process.

First the Internationalization Council of AU identified 35 universities as candidates for partnership. Each became the object of comprehensive desk research uncovering existing collaboration and compatibility on parameters such as size, student architecture, research areas, funding etc. On the basis of this, the list was narrowed down to 16 universities.

Next came a hearing among the research communities in order to assess the relevance and attractiveness of each

candidate for the university as a whole and for each unit. The hearing resulted in a final list of 8 candidates.

Right now, we are undertaking step 3 – contacting the universities on the shortlist to investigate how the notion of a bilateral strategic alliance resonates within their organization and to identify the next steps towards establishing an alliance.

STRUCTURED NETWORK TO NETWORK COOPERATION

The University of Granada considers its presence in international networks and associations not only as a way to increase its visibility and prestige, but also as an element that gives access to a wide range of benefits.

Networks offer a direct gateway to interested and reliable partners, serve as a platform for exchange of knowledge and know-how, allow the identification of synergies in research, teaching and management, provide a critical mass for international projects and lobbying, and can serve as a contact point for policy makers, relevant stakeholders and, last but not least, other networks. This in turn facilitates the exchange of students and staff, streamlines the task of starting up and carrying out international projects and thus, increases the degree and intensity of internationalization.

Recently, multidimensional partnerships models working on a network-to-network basis are gaining ground and proving that they can contribute very strongly to the internationalization activities of member universities. One example is the activities currently carried out by the Task Force Latin America (TFLA) of the Coimbra Group of Universities.

In 2006, the TFLA promoted a cooperation agreement with the Asociación de Universidades Grupo Montevideo that comprises major public universities in the southern part of South America. The agreement considers exchange of undergraduate and graduate students and of academics and the setting-up of thematic networks. The exchange activities at undergraduate and graduate level started in 2008 and induced the two networks to apply jointly for 4 Erasmus Mundus External Cooperation Window (now Action 2) projects that were all selected for funding in 2009. These projects substantially increased mobility flows and allowed these to be extended into doctoral, postdoctoral and staff fellowships, thus promoting research cooperation. This was made possible thanks to the strong support of both networks and the participating universities. The success of this first venture has led the TFLA to currently explore the possibility of signing a cooperation agreement for doctoral mobility with the Grupo Coimbra de Universidades Brasileiras.





RESEARCH PARTNERSHIPS – Lake Victoria Research Initiative (VicRes)

by **Joseph Obua**, Regional Coordinator – VicRes, Uganda (j.obua@vicres.net)



The Lake Victoria Research Initiative (VicRes) is a regional multidisciplinary-collaborative research programme of

The Inter-University Council for East Africa (IUCEA). The IUCEA is a regional autonomous inter-governmental institution of the East African Community, comprising the partner states of Burundi, Kenya, Rwanda, Tanzania and Uganda. About 80 universities, both public and private, are members of the IUCEA. With financial support from the government of Sweden through the Swedish International Development Agency (Sida), IUCEA has implemented Phases 1 (2003-2005) and 2 (2006-2008) of VicRes since 2002, through a secretariat based in Kampala, Uganda. A total of approximately US \$ 14 million from Sida will support VicRes Phase 3, which runs from 2009 to 2014. VicRes has awarded competitive grants that have supported collaborative research projects involving more than 450 researchers from over 70 universities and research institutes in East Africa. The geographical focus of VicRes is the Lake Victoria Basin (LVB).

With a surface area of 68,000 Km² Lake Victoria is the second largest fresh water lake in the world. The lake supports approximately 30 million people with a catchment population density of 170 persons per square kilometre. The lake is a source of food, water, employment, transport, hydroelectric power and recreation with agriculture, livestock and fishing forming the basis for the livelihood of the majority of the

population. Annual fish production for example is valued at \$ 400 million.

The goal of VicRes is to contribute to development cooperation in the East African partner states

The goal of VicRes is to contribute to

development cooperation in the East African partner states by supporting high quality scientific research that applies a regional/trans-boundary partnership approach to improve the environment and ecosystems health, natural resources governance and poverty alleviation in the LVB. Research projects were funded under six themes in Phases 1 and 2: These six themes were collapsed to two in Phase 3, namely: Natural Resources Governance; Fisheries and Aquaculture.

In July 2010, a call under the title *Climate Change Adaptation in the Lake Victoria Basin* was published, and over 130 research proposals were received from applicants based in universities and research institutes. Out of these, six projects have already been approved, and will be funded from 2011.

To date more than 72 universities and research institutes have participated in the VicRes programme, gaining several benefits. In addition to the benefits in terms of support to

research collaboration, the VicRes programme: develops the capacity of the young researchers attached to each project; enables partner institutions to gain the research equipment that remains with the university upon completion of the project; provides travel to researchers to participate in international conferences, facilitating networking and partnership building amongst stakeholders. Several theses have been produced and papers have been published in various international journals with VicRes support.

Two recent examples of successful research collaborations that have been funded through the VicRes programme are detailed below:

PROJECT I: *The Potential of Satellite Imagery, Policy and Institutional Frameworks in Addressing Sustainable Utilization and Management of Watershed Resources in Nakivubo, Nzoia and Simiyu River Drainage Basins*

PROJECT PARTNERS: Makerere University (Uganda, an IAU Member); Kyambogo University (Uganda); Masinde Muliro University of Science and Technology (Kenya); Kenyatta University (Kenya, an IAU Member); University of Dar es Salaam (Tanzania, an IAU Member).

The study examined the impacts of land use activities on watershed resources using remote sensing techniques and GIS tools. It also assessed the potential of existing sector policies, institutional and legislative frameworks for addressing sustainable utilization and management of watershed resources in the drainage basins. The extent of environmental degradation caused by agricultural, domestic and industrial wastes and how this affects the quality of the wetland resources was examined by determining the presence of pesticides and heavy metals in the water and soils from the study sites. The project's results illustrated past and present processes impacting on growth, development and the livelihoods of the communities in the Lake Victoria Basin (LVB), and satellite imagery showed the extent and the location of the pollution hot spots.

PROJECT II: *The Development and Dissemination of appropriate breeding technologies for wetland Clariid fishes in the Lake Victoria basin, East Africa*

PROJECT PARTNERS: Makerere University (Uganda, an IAU Member), Tanzania Fisheries Research Institute and Kenya Marine and Fisheries Institute.

The project was conceived against the background of declining fish catches from Lake Victoria due to undesirable ecological changes and human activities, which was resulting



in a widening gap between supply and demand of fish and fish products. Initially the project was designed to contribute to increased Clariid catfish production through training local farmers at the community level on production of Clariid catfish culture. However after the first year, and in addition to the community training, the project was requested to investigate the factors that constraining mass production of Clariid catfish. This research was undertaken mainly in Uganda and Kenya.

Results from the study indicated that catfish farming is a lucrative business with expanding markets for farmers. However large scale production of the fish is hindered by various epidemiological factors including: water quality, brood stock quality, parasites and diseases, feed issues etc. The Gender issues related to the culture of Clariid fishes and aquaculture in general were also analyzed and published, and two other project manuscripts are ready for submission to peer reviewed journals.



PARTNERSHIPS FOR DEVELOPMENT – Long-term intercontinental university collaboration to meet global challenges: the example of Makerere University and the University of Bergen

by **Edward K. Kirumira**, Makerere University, Uganda (ekirumira@ss.mak.ac.ug) and **Thorkild Tylleskär**, University of Bergen, Norway (thorkild.tylleskar@cih.uib.no)



University (www.mak.ac.ug) and the University of Bergen (www.uib.no) was initiated in 1988 and the first agreement of co-operation

was signed in 1992. The collaboration rapidly expanded and in 1999 an extensive 15-year *Frame Agreement on research collaboration, scientific competence building, student and staff exchange, and institutional development 1999-2014* was endorsed. The collaboration consists of joint research and teaching, exchange of staff and students and administrative collaboration. Institutional development and competence building have been integral to all collaborative activities. All faculties at both universities have been involved in the collaboration and it has to date resulted in around 50 PhD and almost twice as many Masters Graduates. This frame agreement is the most long-lasting intercontinental university collaboration we know of.

The collaboration

The aim of the frame agreement is to a) secure project and collaboration sustainability, and b) to facilitate and optimise the efforts put into this co-operation and to promote co-operation and interaction between Uganda and Norway.

The collaboration is coordinated by Prof Edward K. Kirumira (Makerere) and Prof Thorkild Tylleskär and Mrs Thelma Kraft (Bergen). The coordinators facilitate new projects and increased interaction between the two Universities. Both institutions have invested considerable effort and resources into the co-operation; several of the collaborations are funded by the two Universities themselves. The first and the largest project was in Natural Sciences with many projects related to the environment around Lake Victoria; all departments in Natural Sciences on both sides participated. Today the collaboration covers many different areas reflected in Table 1.

The collaboration has been facilitated by the fact that Norway has a special funding scheme for collaboration with low-income countries through the Norwegian Programme for Development, Research and Education (NUFU). But we see that some research collaboration team have grown so strong that they are able to attract other competitive funding, for instance from EU or the Research Council of Norway (RCN). The other development we see is that research networks with several African institutions are being formed.

The co-operation is inspired by the two Universities' common principles, complementary objectives and mutual interest.

The co-operation is inspired by the two Universities' common principles, complementary objectives and mutual interest. It

is based on priorities and strategic documents from both institutions and the strategy document of the Norwegian Ministry of Foreign Affairs: *Strategy for strengthening research and higher education connected to Norway's relations to developing countries*. For instance, the University of Bergen is prioritising research related to global issues and a direct collaboration with a university in a low-income country facilitates this. Makerere University, in turn, is prioritising research-centredness to meet changing demands and increasing challenges and competition; collaboration with a University in the north on a long-term basis provides useful partnership in this regard.

For Makerere the collaboration has been particularly important at a period of restructuring of the institution. The number of well trained staff members has steeply increased as well as the capacity both to write competitive proposals and carry out research. The library collaboration, with the establishment of an online digital repository of published articles, has directly led to a higher international ranking for Makerere. For the University of Bergen, the collaboration has contributed to high quality research in areas that otherwise would have been difficult to study, for instance global health, environmental issues in a low-resource setting and a continued and enthusiastic interest for global issues.

Table 1: Ongoing collaborative projects

Title	Makerere University	University of Bergen	Funding
The role of Ugandan folklores as repository of traditional wisdom	Dept of Literature	Dept of Foreign Languages	NUFU ^a
Cultural heritage for social development: training, research and archiving in ethnomusicology	Dept of Music, Dance and Drama	The Grieg Academy	NUFU
Ethics and Public Management	Dept of Philosophy	Dept of Philosophy	Own
Building Sustainable Research Capacity on Plants for Better Public Health in Africa	Dept of Chemistry	Dept of Chemistry	EU ^b
Influence of space and the matrix on species richness in Ugandan forest fragments (Matrix)	Dept of Botany, Zoology, Forestry and Law	Dept of Biology and Faculty of Law	RCN ^c
Essential nutrition and child health in Uganda	Dept of Paediatrics and Child Health	Centre for International Health	NUFU
PROMISE PEP A randomised controlled trial comparing the efficacy of infant prophylaxis to prevent HIV transmission by breastfeeding	Dept of Paediatrics and Child Health	Centre for International Health	ANRS ^d , EDCTP ^e , RCN
Open Mobile Electronic Vaccine Trials (Omevac)	Faculty of Computing and Information Technology	Centre for International Health, Dept of Media Sciences, Dept of Informatics	RCN
Uganda scholarly digital repository (USDR)	University Library	University Library	Own
Library collaboration and East African School of Library and Information Science (EASLIS)	University Library	University Library	Norad ^f
Finance Administration	Finance Dept	Finance Dept	Own
Administrative capacity building	University Administration	University Administration	Own
Student exchange	University	University	Own
Nile Basin Research Programme	University	University	Norad

a. NUFU, Norwegian Programme for Development, Research and Education
 b. EU, European Union
 c. RCN, Research Council of Norway

d. ANRS, Agence National de Recherche sur le Sida et les Hépatites Virales (France)
 e. EDCTP, European and Developing Countries Clinical Trials Partnership
 f. Norad, Norwegian Agency for Development Cooperation



INSTITUTION/ INDUSTRY PARTNERSHIPS – The Case of the University of Santo Tomas, Philippines

by **Lydia G. Tansinsin**, *Professorial Lecturer II, Graduate School, The University of Santo Tomas, Philippines*
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Traditionally the primary focus of the university is to teach and undertake research. At the same time universities, including at

the University of Santo Tomas, are increasingly partnering up with industry. As will be discussed in this paper, for such institution/industry partnerships to be successful, and beneficial to both parties, they need to be framed around comprehensive memorandums of understanding. As well as this, intellectual property rights and their protection can play a vital role, by enabling both parties to be properly recognized and accredited. The University of Santo Tomas has developed a number of initiatives in this regard.

University of Santo Tomas's role in industry partnerships

The institution has for some time been developed partnerships and linkages with industry and other private sector companies. These partnerships have affects both within the university and within the industry partner. Within the university, they require faculty members and other researchers from different academic work in conjunction with one another in order to fast-track the research and development outputs. Recent research in such partnerships has focused on bio-fuels, fisheries, food etc.

For example, a research project for the development of bio-fuels is about to be funded. This project is a partnership



endeavor between the University of Santo Tomas, the Technological University of the Philippines and a number of private sector companies.

As well as this, there are several other research projects completed by the institution that are being prepared for patents applications, namely: Tokin: Dominican Bean (new ointment formulation); Papaya Antioxidant Drink and Kits; E-Blot: Allergy Kit; Fish Freshness Sensor; Jr. Colorimeter; Virgin Whey Protein Products.

The university has learned some valuable lessons as it has engaged in these partnerships with industry, some of which have been positive, others less so. For example, a research output; more specifically an ointment that was developed by the university on behalf of a pharmaceutical company did not come to fruition because the company was not happy with the color of the product, and several other technical issues.

The university learnt that for such projects to be successful, the private sector needs be thoroughly involved throughout the project including the initial stages of the research.

The university therefore learnt that for such projects to be successful, the private sector needs be thoroughly involved throughout

the project including the initial stages of the research. The university also learnt that a memorandum of understanding, detailing the role of each party should be clearly identified in the early stages of the project. In this case, a patent application was not undertaken for the technology developed by the university in its research. Therefore, another lesson learnt was that any negotiation for transfer of technology, in such partnerships, should include a patent application to protect the intellectual property rights of the institution and its researchers. Indeed the University of Santo Tomas has completed several initiatives in this regard.

Intellectual Property Rights Policy

For example, the university recently finalized and published its 2009 Intellectual Property Rights Policy. Furthermore, the University has created an Intellectual Property and Research Unit under the Office of the Vice Rector for Academic Affairs

and Research (OVRAAR). This unit's mandate is to conduct seminars and workshops to inform the faculty members on intellectual property rights. At the same time, the Unit identifies the research outputs of faculty members that are potentially viable for patents application and submit them to the Intellectual Property Office (IPO) of the Ministry of Trade and Industry for further action. Experts from IPO have also been invited to conduct seminars and workshops at the university about how to use the IPO data search system to avoid duplication of research and development activities and in the preparation of patent applications.

The University has also set up three different Research Centers within the university, namely: the 'Natural and Applied Sciences Centre'; the 'Culture, Education and Social Issues Centre'; and the 'Medical Centre' under the supervision of the Office of the Vice Rector for Academic Affairs and Research. These research centers are required to work closely with the Intellectual Property and Research Unit.

These initiatives have meant that faculty members are now much more aware of the need to protect their research and development outputs. Previously, faculty members were not keen in protecting their intellectual property rights as they were satisfied with producing and publishing research to fulfill their promotion criteria. However, since the policy has been formalized, faculty members have even accelerated their research outputs, with the ultimate aim of having a patent registered for their research outputs. This policy is supplemented by a memorandum of understanding template document, developed by the university, for use in partnership projects industry/institution partnerships that have been formulated and are being implemented.

Benefits to University Santo Tomas of its partnerships with industry

The University has gained several benefits from developing partnerships with industry. The private sector offers generous financial grants that were not previously available to the university and their researchers, as well as high level expertise in particular fields. The university is now widely recognized by the private sector as a centre for excellence in particular fields of research.

INSTITUTION/ INDUSTRY PARTNERSHIPS – The University of Banking of the National Bank of Ukraine – a partnership of a different kind

by **Tamara Smovzhenk**, Rector of the Banking University of the National bank of Ukraine (vsecret@lbi.wubn.net – www.ubs.gov.ua/)



The University of Banking of the National Bank of Ukraine which consists of 4 Institutes in Kharkov, Lvov, Cherkassy and Institute of master and postgraduate education is a unique network university on the educational map of Ukraine. We are the first among few Ukrainian universities to have an ISO 9001:2008 certificate issued by the United Kingdom Accreditation Service and the only university

also acting as a bank. It is the leading institution preparing specialists (Bachelors and Masters) for the banking and financial system of Ukraine (specializations: Banking Business, Accounting and Audit, Finances, Economical cybernetics, Management). Through partnership with the Autonomous University of Barcelona (UAB), UBS students can pursue their studies in Spain and obtain a double degree in management.



Over 5000 students (full-time and distance learning, as well as those who receive second education, postgraduates) study at this University. The teaching is done in English (30% of special courses) to ensure modern preparation of future bankers. The students undergo practical training in training banks and in leading commercial banks of Ukraine. The teaching staff provides retraining of senior managers of the National Bank of Ukraine and other commercial banks.

We operate on the basic principles of social responsibility. This year is the fifth time that we hold a traditional student event, called "Auction of hopes". In 2010 the aim of the "Auction of

hopes" is to raise funds for a rehabilitation class in Kharkov school for children with hearing impairments.

Our University has active partnerships with over 40 higher education institutions and banks from 16 countries. The University signed the Magna Charta of Universities (Bologna, Italy), joined the International Association of Universities (Paris, France) and continued its cooperation in the Black Sea Universities Network. Plans for 2011 are to: develop its international relations strategy, secure European educational grants and projects, participate in the Tempus-TACIS, submit a proposal to the IAU LEADHER programme, and more.



JOINT PROGRAMMES AND DUAL/DOUBLE DEGREES – Universidade de São Paulo and the T.I.M.E. Association

by **Adnei Melges de Andrade**, Vice-Rector for International Relations (adnei@usp.br); **Antonio Carlos Vieira Coelho**, International Cooperation Advisor, International Cooperation Committee (acvcoelh@usp.br); **Henrique Lindenberg Neto**, Escola Politécnica International Relations Committee (henrique.lindenberg@poli.usp.br), Universidade de São Paulo, Brazil



T.I.M.E. (Top Industrial and Managers Engineers Europe) Association is a Europe leading network, in operation since 1989, created for the training of bi-cultural, bilingual engineers.

T.I.M.E. was conceived as an European

academic network, but since 2003, when Universidade de São Paulo was admitted as the first non-European member, T.I.M.E. expanded its international range. It is currently composed by 55 leading Engineering Schools, Faculties and Technical Universities from 21 countries (www.time-association.org/). T.I.M.E. Association offers, through a system of bilateral agreements among its members, of promotion and recognition of academic excellence and relevance to the international labor market in the form of Double Degrees in engineering and in related fields. Students, chosen from amongst the best in their respective Universities, study for a total of between five and six years and are awarded two Masters-level/Engineering Degrees from two different countries at the end of their studies. Through its double degree activities, T.I.M.E. promotes high-quality engineering education and produces graduates who are able to work transnationally and in trans-cultural environments.

The first international undergraduate students exchange program in Brazil was established by CAPES, the Brazilian Ministry of Education agency for higher education, in partnership with French, German and U.S. institutions. That program began in January 1998 and lasted until 2002. In that

period 114 USP students participated of the Program. Some of the French engineering schools that had received USP students, having been very impressed with their quality and preparation, proposed to EPUSP (Escola Politécnica, one of the five USP's engineering schools) to establish undergraduate double degree (DD) programs. In the year 2000, the four Ecoles Centrale and USP signed an agreement modeled upon the T.I.M.E. program. Shortly afterwards, Ecole Polytechnique and Ecole Nationale des Ponts et Chaussées (a member of T.I.M.E.), also proposed the establishment of DD programs. In 2001, 11 EPUSP students started their DD programs at T.I.M.E. and at the same time the first French DD student came to EPUSP. The admission of EPUSP to T.I.M.E. Association, as an Associate Member, took place in 2003. The USP status of Full Member was achieved with the modification of the Association's by-laws. T.I.M.E. Association today has three other non-European members, from Japan and China. Since 2008 USP takes part on the T.I.M.E. Association Admissions Committee.

The importance of internationalization fostered by participation in the T.I.M.E. Association can be observed from the figures related to mobility programs: since 2001, USP signed DD international agreements with 27 European engineering schools (23 in France, 2 in Germany and 2 in Italy), 12 of those being T.I.M.E. members. Since 2001, 411 students coming from T.I.M.E. members could experience this binational/bicultural formation (380 Brazilians and 31 Europeans). In addition to the DD programs, there is also a significant student mobility flow between T.I.M.E. members and USP in 4 to 12 months exchange programs. Until December, 2010, 413 students (118 from Europe and 295 from USP) took part in exchange programs involving 28 T.I.M.E. members from 12 countries. These academic relationships are in constant development, resulting in the establishment



of new DD agreements. At the present time, seven new such agreements are under discussion with T.I.M.E. members.

There are many positive aspects in the T.I.M.E Association Double Degree Programs.

There are many positive aspects in the T.I.M.E Association Double Degree Programs. First, the students receive a solid engineering background, adding to the education given by their home institution an additional education component at the host institution. Students have the opportunity to do engineering internships in foreign companies and learn how business and life as a professional activity is carried out of their home country. The DD programs develops qualities of adaptability, openness and awareness of other cultures and realities, as well as gives an in-depth engineering education. Even students of USP who does not directly participate of the programs does benefit from them, by sharing experience with their foreign peers coming from T.I.M.E. Association

partner schools. In the same way, the contacts maintained by the faculty of the USP with their counterparts from partners are of great value not only to create a network with these professionals, but also from the contact with other educational systems and ways to prepare engineers. T.I.M.E. encourages and promotes mutual academic recognition and actively develops quality in higher education. T.I.M.E. DD Program offers to the society skilled engineers and managers on the highest level: ethical, socially responsible, adaptable, mobile, bi-cultural and bilingual.

Although very successful at USP, the T.I.M.E. double degree students balance can be even improved. Some points deserve particular attention: actions to increase the number of USP's students doing the DD at T.I.M.E. partners schools and their students coming to USP. Another point would be the establishment of a culture of enterprise participation on the DD programs so as not to depend only on funding sources of government agencies.

of competencies and commitments by public, business and civil society partners, to contribute to the expansion and enhanced quality of education (Draxler, A., 2008, *New partnerships for EFA: building on experience*. UNESCO-IIEP/World Economic Forum). Multi-stakeholder partnership models in sub-Saharan Africa vary greatly in nature depending on the purpose, stakeholders involved, how the collaboration is initiated and the funding arrangements. The partnerships include multi-funder, multi-institutional and multi-country collaborations and involved universities, international organizations and foundations and other non-governmental organisations.



MULTI STAKEHOLDER PARTNERSHIPS – Higher Education Collaboration and Multi-Stakeholder Partnerships in Sub-Saharan, Africa

by **Clifford N.B. Tagoe**, University of Ghana, Ghana (cnbtagoe@ug.edu.gh)



Multi-stakeholder collaborations in education may be defined as the pooling and managing of

resources, as well as the mobilization

The basic principle underlying the partnerships is the increasing realisation that Africa's future is rested with the development of its intellectual capital through strong higher education systems.

Sub-Saharan African (Higher Education Institutions) HEIs are working with funders and sister institutions in the north and south. The selection of partners depends on several factors including preference of the funders, the democratic credentials of countries, stability of the institutions as well as their credibility and track record such as ability to manage donor funds. The management structure and relationships

among the partners also vary in complexity. The terms of each collaboration are negotiated, but the concerns of the funders usually predominate.

Whatever the nature of the partnerships, the major aim of these collaborations has been to support the transformation of African Higher Education. The collaborations are making important contributions to the delivery of quality education in the institutions in Sub-Saharan Africa. They usually result in provision of funds to the institutions, and are used unhindered by government regulations. The outcomes of the relationship include:

- identification of common interests such as joint development of curricula, academic programmes, development and sharing of teaching resources in an open manner (OERs), and networking for research, bandwidth use
- transformation/development and improvement of institutional systems
- provision of resources for physical infrastructure and university connectivity.

This paper will focus on some of the partnerships, their benefits and the challenges. Brief suggestions on what should guide institutions desirous of entering into partnerships will also be offered.

A unique example of a multi-stakeholder partnership is the Partnership for Higher Education in Africa (PHEA, www.foundation-partnership.org; see below), a "multi-funder"

collaborative which supported mostly Sub-Saharan African HEIs over a 10 year period. The collaboration involved 65 higher education institutions in nine African countries: Egypt, Kenya, Uganda, Tanzania, Madagascar, Mozambique, South Africa, Nigeria, and Ghana. The PHEA consisted of seven American foundations led by Carnegie Corporation of New York and which over the period, 2000-2010, sought to leverage their individual strengths and experiences in supporting higher education in Africa. Other members of the PHEA were: the Ford Foundation, the MacArthur Foundation, Rockefeller Foundation, Mellon, Hewlett and the Kresge Foundations. By the end of 2010, the PHEA spent a total of over \$400 million. Areas of support were based on priorities identified by the institutions and agreed to through consultations among all the partners.

In a continent with a tertiary education enrolment ratio of only 3%, the PHEA contributed significantly to improvement of conditions for African students in the participating institutions. For example, PHEA supported University of Ghana to build a solid ICT infrastructure and services to support its Library System, Management Information Systems and an E-learning Platform, which have enhanced teaching and learning.

↳ THE PARTNERSHIP FOR HIGHER EDUCATION IN AFRICA

Publications reveal successes, hard lessons from a 10-year partnership to strengthen African higher education

The Partnership for Higher Education in Africa (PHEA), an initiative of seven private US foundations, commemorates a decade of support to African universities with several publications. The Partnership counts several successes from its work, including increasing investment in and awareness of higher education in Africa; strengthening universities through core institutional development; increasing focus on larger initiatives than would have been possible individually by foundations; creation of an information-sharing network to improve Partners' individual grant making; and generation of new data and information about African higher education institutions.

Two publications commemorating the ten years of collaborative grant making were released in 2010 and a third will be published in 2011. These are:

- **Accomplishments of the Partnership for Higher Education in Africa, 2000–2010** by Suzanne Grant Lewis, Jonathan Friedman, and John Schoneboom;
- **Lessons from a Ten-Year Funder Collaborative. A Case Study of the Partnership for Higher Education in Africa** by Susan Parker;
- A publication by Megan Lindow reviewing the question **"What has changed in African higher education in the last ten years?"** (to be published

– www.iie.org/publications or send inquiries to membership@iie.org.

Please see page 31 of this magazine for further details on these books.

Another type of partnership worth describing is the African Virtual University (AVU, see: www.avu.org), a collaboration among sub-Saharan HEIs. Established in 1997 as a World Bank project, the AVU became an intergovernmental organization in 2003 and headquartered in Kenya. AVU is mandated to promote higher education in disciplines critical to Africa's economic development through the use of information and communication technologies (ICT).

Since its inception, the AVU has developed significant experience in many areas including the following:

- delivering degree, certificate and diploma programmes through ICT
- designing and implementing Multinational eLearning Projects;
- developing African-based residential and eLearning materials for partner institutions;
- establishment of state of art e-learning centres in partner institutions;
- training of Partner Institutions staff in eLearning methodologies;
- developing and implementing Open Education Resources (OER) strategy;
- managing a digital library.

The AVU has trained over 40,000 students and as a Pan African organisation, it has acquired the largest eLearning network in Africa, with more than 53 partner institutions in 27 countries.

Collaborations are sometimes focused on one single objective and involve an HEI in the north and one or more in the south. Cornell University and University of Ghana are working on a project to develop the expertise in plant breeding in West Africa. The project which began in 2007 involves the setting up of the West African Centre for Crop Improvement (WACCI) at the University of Ghana for the training of 44 PhDs in plant breeding for West African countries over a 10 year period.

This relationship is being supported by the Alliance for a Green Revolution in Africa (AGRA) with funding from Gates and Rockefeller Foundations with a approximately 14 million USD.

This project is interesting in the sense that it:

- started as a relationship between two HEIs
- draws its support from a non-governmental organisation, AGRA
- has multiple sources of funding
- is benefitting an entire sub-region.



The next example shows how multi-stakeholder partnership is assisting sub-Saharan Africa to deal with one of the major challenges facing education in the region, namely, adequacy and quality of teachers. The Teacher Education in Sub-Saharan Africa (TESSA, see: <http://tessafrica.net/>) is an imaginative response to the problem. It is a research and development consortium of 18 national and international organisations including 14 African higher institutions.

TESSA has produced a large bank of materials directly aimed at enhancing local school based education and training of teachers in nine African countries. These materials are in Arabic, English, French and Kiswahili. The initiative has created open educational resources (OERs) and course design guidance for teachers and teacher educators working in Sub-Saharan African countries.

TESSA is funded mainly by the Ferguson Charitable Trust and the Hewlett Foundation and hosted by the Open University-UK.

Multi-stakeholder partnerships in education, while very beneficial, are not without challenges. Sustainability of

the initiatives after the cessation of funding is a major issue and institutions need to plan for alternative sources of funding and

how to maintain cohesion of the institutional networks formed. Collaboration with multiple funders also comes with multiplicity of procedures which sometimes are at variance with those of the institutions. Monitoring and evaluation of projects are yet to take firm root in many higher education institutions in Sub-Saharan Africa. This also needs to be considered at the initial planning stages of the partnership.

Sub-Saharan African institutions seeking partnerships must initiate positive institutional changes, have a workable strategic plan, and demonstrate commitment to national capacity building. They must also determine priority areas for the institution, be open to consultation with the partners, and establish systems to administer implementation processes, including effective monitoring and evaluation.

Multi-stakeholder partnerships in education, while very beneficial, are not without challenges.

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IAU INTERVIEWS MR. QIAN TANG, ASSISTANT DIRECTOR GENERAL, UNESCO EDUCATION SECTOR



Since the arrival of Mrs Irina Bokova, as Director General of UNESCO, several sectors and related divisions within the Organization have undergone major changes or 'repositionings.' These changes have also impacted on the Higher Education Division with which the IAU has understandably maintained special relations.

To help the higher education community better understand and appreciate these reforms, IAU invited Mr Qian Tang, Assistant Director-General for the Education Sector since last April, to explain the new dynamics that prevail within this important Sector of the Organization, by answering a few of our questions.

In DG/Note/10/49, 09 November, 2010, UNESCO announced the following 'adjustments' to one of its most important sectors: the Education Sector. This sector will now count **three programme divisions**: 1. The Division for Basic to Higher Education and Learning (ED/BHL); 2. The Division for Planning and Development of Education Systems (ED/PDE); 3. The Division of Education for Peace and Sustainable Development (ED/PSD) as well as **three programmatic Teams**: an EFA Global Partnerships Team (ED/EFA), an Education Research and Foresight Team (ED/ERF); an EFA Global Monitoring Report Team (ED/GMR); and finally an Executive Office. The Division for Basic to Higher Education and Learning (ED/BHL) will work across all levels of education to promote a holistic approach, while enhancing the importance of

each of the levels. It will be composed of four Sections, including a **Section for Higher Education (BHL/HED)**.

IAU Question: UNESCO is the only UN Organization with a mandate that covers all aspects of education¹. At a time when other international organizations are developing specific activities in higher education and recognizing the importance of the sub-sector to development, UNESCO is embedding the Division of Higher Education within a larger Division that tackles the different levels of education and turning it into a Section. Can you clarify the rationale behind this 'adjustment' / reorganization?

The purpose of this exercise was not to redesign the structure of the Education Sector. It was intended to realign the available human resources with the priority programme areas identified and approved by UNESCO's General Conference and its Executive Board. This was also the first step in my efforts to enhance the professional capacity of the ED Sector.

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Concerning the staffing for higher education, the former Division for Higher Education included three sections: a Section for Reform, Innovation and Quality Assurance, a Section for Teacher Education and a Section for International Cooperation (UNESCO Chairs/UNITWIN). While a lot of good work was done through this Division, it was carried out very much in isolation from the rest of the Education Sector. Furthermore, only the Section for Reform, Innovation and Quality Assurance worked on higher education *per se*.

As you know, UNESCO takes a system-wide and holistic approach to education. This means that we consider all the levels of education – from early childhood care and education through to primary, secondary and higher education to be organically inter-related and inter-dependent. Our new structure therefore highlights the critical role of higher education in holistic education systems and the inter-linkage between the different levels, by putting it within the central programmatic Division, the “Division for Basic to Higher Education and Learning”. This will help Member States to see that higher education can not be an afterthought, and should not be ‘reserved’ for developed countries or for countries that have already achieved universal primary and secondary education. Rather, it is a crucial part of any well-functioning education system. So the new structure will allow UNESCO’s programme delivery on higher education to be integrated with the overall system and thus give it more prominence than before.

IAU Question: Furthermore, given the influential role that UNESCO plays in Education, are you not concerned that governments may interpret the disappearance of the Higher Education Division from the UNESCO organizational chart as a sign that they should diminish, in their own policies, the importance assigned to Higher Education?

On the contrary, the messages I have received from Member States to date is that this will reinforce their determination to make higher education an essential part of their education agenda. In reality, very often, higher education is considered as separate issue from the rest of the education system – something that only concerns the elite. However, as you are well aware, without a well-functioning higher education system, the overall education system cannot flourish. With these adjustments, I hope that UNESCO will be an example of how higher education can be delivered as an integral part of the wider education system.

Quality higher education matters. It not only prepares the leaders of the future, but also fosters innovation, sustainable development and economic growth. Investing in higher

1. Among the themes that the Education Sector is concentrating on, the following ones are highlighted: **Education building blocks** (Literacy, Teacher Education, TVET); **Strengthening education systems** (Early Childhood, Secondary Education, Higher Education, Inclusive Education, HIV & AIDS, Education, Languages in Education, Science and Technology); **Planning and managing education** (Policy and Planning, Economic Crisis and Education); **Leading the international agenda** (Human Rights Education, Gender and Education, Education for All, Education and the MDGs, EFA Global Monitoring Report, Right to Education).

education is critical if we want to achieve a more sustainable and equitable world. This is the message that I want to take to our Member States.

I’m reinforcing the higher education team by giving it more staff, mobilizing more secondments from Member States. In the process of developing our programme and budget for 2012-2013, I will allocate a higher proportion of the regular budget to the higher education programme. You will see that we will have a stronger team, and more importantly a much stronger higher education programme.

IAU Question: In the UNESCO note explaining the reorganization, it was stated that ‘the new Education Research and Foresight Team (ED/ERF) will drive the global debate on education with our partners with a view to identifying trends and issues in education so as better to meet future challenges, coordinate research on trends in various areas of education and widely disseminate the findings to education stakeholders. Could you please elaborate on the specific mission of this Team and how it will work within the overall structure of the Sector?’

I am very excited about the creation of this new Education Research and Foresight team. In the past, UNESCO was internationally recognized for its reflection on contemporary education debates. References such as 1996 “Learning: the treasure within”, also known as the ‘Delors report’, still inspire thinking about what education should look like. This is a very important role for UNESCO.

By establishing the ERF team, UNESCO will be better placed to mobilize international research networks and contribute to the global policy agenda. The ERF team will have two main functions. First, it will conduct comparative studies on emerging trends and challenges in education, and develop education responses to these trends and challenges based on cutting-edge evidence. Second, it will stimulate global debates on education innovations and reform for the post-2015 period – for example through supporting the organization of future-oriented international research colloquia and conferences, and the preparation of relevant publications. The ERF team will coordinate this work in very close collaboration with the relevant Section in the Education Sector. They will also ensure that relevant external resources are mobilized. Intersectorality and interdisciplinarity will be essential.

IAU Question: More generally, how do you envisage the work within the Sector to enhance intra-sectoral collaboration as well as collaboration between the Education Sector and others at UNESCO, such as Communications, Science, Culture, etc.?

Being part of the central programmatic Division will enable the team working on higher education to engage more with those working on other levels of education. For example, we have already foreseen that we will look at transition between different levels of education with a

Continued on page 28

Social Science Research Grant Program

Understanding doping in sport and providing grounds for efficient prevention



Improving evidence-based doping prevention strategies through social science research

Understanding the fundamental differences between athletes who choose to compete clean and athletes who decide to dope – despite being well aware of the harmful effects of doping and of anti-doping rules – will assist in ensuring that doping prevention strategies are effective and efficient.

The World Anti-Doping Agency's (WADA's) Social Science Research Grant Program helps to ensure that preventive anti-doping education programs are designed using an evidence-based approach. Since the creation of the Program in 2005, **over US\$1.5 million has been allocated to 44 projects.**

General Grant Program

The **General Grant Program** aims to encourage social science research in the field of anti-doping and provide evidence-based information for the development of WADA's Education Programs. The 2012 Program will focus on coaches, youth and anti-doping policy.

Target Research Program

The goal of the **Target Research Program** is to further ensure the development of effective doping prevention strategies. Through this program, WADA's Education Committee identifies specific areas that would benefit from improved social science research.

Young Investigator's Award

In order to encourage Masters students to focus their area of study on anti-doping issues, WADA has launched a **Young Investigator's Award Program**. Four prizes of US\$2,000 will be awarded every year for projects that will contribute to the development of effective doping prevention strategies.



view to promoting lifelong learning in a global knowledge economy. We will also ensure that higher education has stronger links with the labour market, research and other levels of education. Furthermore, the new structure is designed to ensure that the UNESCO Chairs and UNITWIN networks will make a more active contribution to the work of the teams corresponding to their area of speciality. For example, the UNESCO Chairs on Education for Sustainable Development, Teachers and Education for All will work more closely with the respective programme Section or Team.

I want to step up intersectoral collaboration – particularly with the Natural and Human Sciences, Communication and Information, and Culture. At the moment, we have very interesting work going on with the Communication and Information Sector at UNESCO in the field of ICT and education – for example on open educational resources and distance learning – and I want to highlight this collaboration in our next programme and budget. Intersectoral collaboration benefits everyone!

IAU Question: In the video transmission of Mrs. Bokova, currently displayed on the UNESCO Education Sector WebPages (re: www.unesco.org/new/en/education/), she insists on the fact that she wishes for people from around the world to be able to identify themselves with UNESCO and for UNESCO to better respond to the expectations raised. Does this mean that the work of UNESCO will be translated in more concrete and visible actions? What would this mean for Higher Education?

As an intellectual organization, with a smaller biennial budget than many universities, UNESCO has to focus on key areas of action if it wants to have an impact. This is why our new Section will concentrate primarily on three types of work: promoting the debate on the diversification of provision and financing; quality assurance; and open educational resources. The Section has also been allocated additional staff to help manage the UNESCO Chairs and UNITWIN Networks. We want to use this opportunity to promote South-South and North-South-South cooperation, as well as to mobilize external intellectual resources.

It's very important that the work we do be more visible. On May 16, we will organize a debate on university rankings – a very exciting but also controversial subject. The major players, who are Higher Education World University Rankings and Academic

Ranking of World Universities (ARWU) of the Shanghai Jiao Tong University, have agreed to come to participate in a debate on the criteria they use to develop their systems. The forum will bring together policy-makers, university presidents and students to understand exactly how rankings are developed and debate their methodology and value, so that they can determine whether they are relevant for them. I believe this will promote more of a focus on the quality of university education. This is the kind of very concrete work that UNESCO, with its limited budget but an enormous convening power, can do to help current and future learners.

IAU Question: As a long-standing partner of UNESCO, IAU has history of collaboration with the Organization. What expectations do you have for the future collaboration with IAU which is active on many topics directly related to UNESCO work in Education (to name but a few: EFA, ESD, MDGs, Access and Success, Cross Border education, etc)?

As the lead non-governmental organization bringing together one of UNESCO's main stakeholder groups in higher education – higher education institutions, IAU is one of our key partners. I recently had a very productive meeting with Eva Egron-Polak, Secretary-General of IAU. I'm very happy to tell you that 25 years ago we worked together in Canada, when she was working for the Association of Universities and Colleges of Canada (AUCC) and I was a diplomat at the Chinese Embassy in Canada, to promote university exchange programmes between Canada and China. We're both very happy to be working together again in Paris!

At our meeting, we agreed to strengthen our cooperation on many areas in higher education. I'm strengthening our Education Sector's professional capacity, but UNESCO's advantage is that we do have many partners outside UNESCO who can provide intellectual resources – such as IAU, which certainly has a lot of expertise in higher education through its university networks – and I'm quite determined to mobilize these external resources in full. I want the Education Sector to work closely with IAU and other university networks to push higher education higher up the international agenda. I'm very confident that in the years to come we will do a lot of work together!

IAU would like to thank Mr Qian Tang and his team for his kind cooperation.

SIDA CALL FOR EXPERTS

The Swedish International Development Cooperation Agency (Sida) and the Swedish Ministry for Foreign Affairs are pleased to inform that their shared database called *Researchers for Development Analysis (REDA)* is now available. The database is intended as a tool in the process of strengthening the role of research in Swedish development cooperation. The database will increase the accessibility to existing experts in all academic disciplines and in research management, for Sida and the Ministry for Foreign Affairs. Researchers that register in the database will be considered for peer-review processes, commissioned

tasks and research, evaluations or direct consultations.

Sida and the Ministry for Foreign

Affairs encourage a broad spectrum of researchers to register. Researchers that are interested in contributing to strengthening the role of research in Swedish development cooperation are as important as researchers that have a specific focus on developing countries in their area of research. To register: <http://sida.orbelon.com/researcher-database/for-researchers.aspx>



NEW PUBLICATIONS

New IAU Publications

Council of Europe and the International Association of Universities book on the Role of Higher Education in promoting intercultural dialogue

Edited by Sjur Bergan of the Council of Europe and Hilligje Van't Land, IAU Director, Membership and Programme Development, *Speaking across borders* – volume 16 of the **Council of Europe Higher Education Series** – explores the role of higher education in developing intercultural dialogue in our societies. It complements *Intercultural dialogue on Campus* (Higher Education series No. 11) and the issue of the **IAU journal Higher Education Policy (HEP, vol. 18.4)** on the same topic and includes contributions from Europe, the Middle East, Africa, Asia and North America. The book demonstrates that education will need to play a key role in developing the ability to conduct intercultural dialogue, which is an integral part of democratic culture. It sets out the political context for intercultural dialogue, explores how universities can become actors of intercultural dialogue and offers examples of good practice from various parts of the world.



2011 International Handbook of Universities (3 volumes) and WHED Online

This special edition, set against The International Handbook of Universities provides detailed information on 15,000 higher education institutions that offer at least a post-graduate degree or four-year professional diploma and higher education systems in 180 countries. All information contained in the Handbook is validated at the national and institutional levels. It is offered in print and online version, as buying the Handbook includes a single-user access to WHED Online for 12 months following publication.

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Higher Education Policy (HEP), December 2010

HEP 23/4 has just been released. This final edition of HEP for 2010 is once again a multi-themed issue.

Douglass and Thomson look at the academic performance and experiences of immigrant groups at the University of California; using recent results from a student experience survey at the Berkeley campus, they provide an initial exploration of the dynamics of race and ethnicity, study area, and the differing socioeconomic backgrounds of immigrant students, and in comparison to 'native' students. Filippakou and Tapper next take a theoretical approach to analyzing the evolution of the quality agenda in English higher education. Using the concept of reification, they show how the quasi-state has attempted to build a natural understanding of the idea of quality. Borrell-Damian et al examine university-industry partnerships, summarizing the initial findings of a pan-European study of collaborative doctoral training, which appear to reveal that such programmes are more and more driven by the development of more strategic approaches. Cost sharing in higher education in Kenya is then examined by Mary Ngolovoi. Proponents of such a policy have been advocated for its implementation in Africa for a number of years, but research here shows that a 'one-size-fits-all' approach is problematic in African societies.

Ayalon and Menahem, in the final paper of 2010, look at recently established for-profit mid-career Masters programmes in Israel. Using information garnered from questionnaire issued to students who had followed these programmes 2004-2008, they show how such programmes give a second chance to the different ethnic groups. For more details, go to www.palgrave-journals.com/hep/journal/v23/n4/index.html



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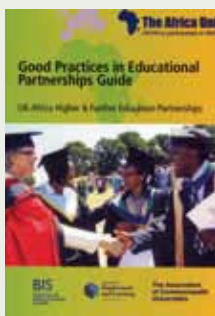
The new design will be launched in the coming months!



Selected Annotated List of Publications Received

Good Practices In Educational Partnerships Guide: UK-Africa Higher & Further Education Partnerships

Nada Wann; Sarah Hinz; Rebecca Day; Africa Unit, Association of Commonwealth Universities (ACU), 2010 (www.ukafricapartnerships.org).



This guide draws from several UK/Africa case studies emphasizing that although there are principles which can help structure and support education cooperation, how to implement them varies, and is not a “straight forward simple process that be based on a checklist of a step by step guide”. Questions are raised to reiterate that the form and role of partnerships change particularly if they are more than formal administrative agreements.

Managing Successful Universities – Second Edition

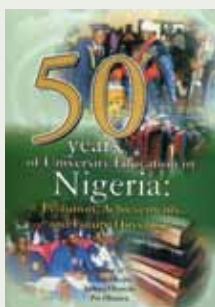
Michael Shattock, The Society for Research into Higher Education & Open University Press, McGraw-Hill Education, Maidenhead, England, ISBN: 13-978-0-33-523743-2



This book seeks to define good management in a university context. This new edition has been updated to reflect recent political, financial and social developments, and includes chapters on managing teaching and research, and the importance of human resources management, and emphasizes the holistic characteristics of university management.

50 years of University Education in Nigeria: Evolution, Achievements and Future Directions

edited by Julua Okojie, Is-Haq Oloyede, Pai Obanya, published by the University of Ilorin and the National Universities Commission, 2010, ISBN 978-978-909-639-8



This book is a compendium of papers highlighting the major trends in the development of university education in Nigeria, summarizing the progress made, and providing pointers to future directions in re-positioning university education for

national development in Nigeria, and putting it in the path of emerging world class trends.

Global Education Digest 2010: Comparing Education Statistics across the World,

UNESCO Institute for Statistics, Montreal, Canada, 2010, ISBN 978-92-9189-088-0



This issue of the Global Education Digest, focuses specifically on gender and education to mark the 15th anniversary of the fourth world conference on women. The digest presents a wide range of education indicators and data for the school year ending in 2008 or the latest available year. It includes data tables from the World Education Indicators Programme which are comparable across a group of 62 countries, including members of the OECD.

Transforming Higher Education for a Sustainable Tomorrow 2009: Laying the Foundation

Editor: Dzulkilifi Abdul Razak, Universiti Sains Malaysia(USM), 2010 ISBN: 978-983-861-459-7.



This publication documents the accomplishments of USM, an IAU Member, under the APEX programme since September 2008, and can be seen as an example of what universities can do as they aim to become world renowned *sustainability* led universities.

Accomplishments of the Partnership for Higher Education in Africa, 2000–2010

Suzanne Grant Lewis, Jonathan Friedman, and John Schoneboom, (PHEA) Carnegie Corporation of New York, 2010, ISBN: 978-0-9827746-0-1



This book is an account of the ten year collective investment of \$440 million. In keeping with one of the Partnership's operating principles, most of the investment went directly to African grantees to support locally identified and designed solutions to meet higher education challenges and opportunities. The report highlights the enduring improvements in African higher education and progress made in increasing resources for African universities. Using tables and graphs, the report quantifies each foundation's investments and summarizes their respective programmatic contributions. You can find information on the geographic spread of the investment, the main areas of support, and the joint initiatives



supported across the foundations.

This report is available at www.foundation-partnership.org/pubs/pdf/accomplishments.pdf

The Great Brain Race: How Global Universities are Reshaping the World

Ben Wildavsky, Princeton University Press, Princeton and Oxford, 2010, ISBN 978-0-691-14689-8

Arguing that the 'world race for talent' is changing higher education, leading to a 'free trade in minds' this details how the increase in student mobility, branch campuses and private investment now seem to characterize the sector, but in the main it is issues such as the comparative rankings, and the ideal of 'world class institutions' that are particularly influential in driving HE policy.



the Partnership, its structure, its accomplishments, and its challenges, concluding with advice for others considering starting a similar collaborative. The report can be downloaded at www.foundation-partnership.org/pubs/pdf/phea_case_study.pdf A third publication on Lessons learnt from the Partnership for Higher Education in Africa is being prepared by Megan Lindow; it will be an anthology of "voices" that captures a wide range of perspectives of those on the continent most directly affected by Partnership support.

Leadership for World Class Universities – Challenges for Developing Countries

Edited by P.G. Altbach, Routledge New York (2011) ISBN: 978 0 415 80029 7

With a Preface written by Goolam Mohamedbhai, former President of IAU, this book reveals how world class thinking can help university leaders employ modern solutions to the challenges of higher education. The essays within this book focus especially on developing and middle income countries which face special problems, and where higher education is expanding most rapidly.



Higher Education and the Public Good: Imagining the University

Jon Nixon, Continuum International Publishing Group (2011) ISBN: 978 0 8264 3743 3

This book argues that the university now has to be re-imagined as a social, civic and cosmopolitan good that is central to the well being of civil society and its citizens. It argues that there is an urgent need to sector wide planning and collaboration, and the development of a public culture across institutions, and points a way forward to a civic and cosmopolitan space of learning.



Rankings and the Reshaping of Higher Education: The Battle for World-Class Excellence

Ellen Hazelkorn, Palgrave, 2011, 978-0-230-24324-8

University rankings have gained popularity worldwide because they appear to fulfill demands by students, parents, policymakers, employers, and other stakeholders for information and transparency. This book is the first comprehensive study of rankings from a global perspective. Based on original international surveys and interviews with universities and stakeholders, the book chronicles how rankings are helping reshape higher education in the age of globalization.

Lessons from a Ten-Year Funder Collaborative. A Case Study of the Partnership for Higher Education in Africa

Susan Parker (PHEA), Carnegie Corporation of New York, ISBN: 978-0-9827746-1-8

This book offers lessons from this unique ten-year philanthropic collaborative of seven foundations. The lessons should be of particular interest to funders interested or involved in similar collaboratives. Over the course of the decade, participants from foundations with different cultures, leadership styles, and missions came together to find ways that their work together could enhance their individual foundation grant making and their collective impact in Africa. The collaborative experienced some notable successes, struggled with challenges, and made corrections along the way. The report describes the work of



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10-12	<i>British Council – Hong Kong, China</i> Going Global 2011 – World Education: the new powerhouse? www.britishcouncil.org/goingglobal
18	<i>Joint Canadian Bureau for International Education (CBIE) & IAU</i> WEBINAR on: Major Trends in International Education in the Americas Contact: kclarke@cbie.ca
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04-07	<i>University of Toronto, Canada</i> Canada International Conference on Education (CICE 2011) www.ciceducation.org
06-08	<i>ACU- Hong Kong</i> Higher Education in Hard Times - Risk, Reputation: Developing new business in a changing environment www.acu.ac.uk/hongkong2011
11-12	<i>IAU in collaboration with the Indian Association of Universities and the Indian Institute of Information Technology – New Delhi, India</i> IAU 4th Global Meeting of Associations – Internationalization of Higher Education: New Players, New Approaches www.iau-aiu.net/conferences/India/index.html
13-15	<i>EUA – Aarhus University, Denmark</i> EUA Annual Conference 2011: Investing Today in Talent for Tomorrow www.eua.be/aarhus.aspx

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06-09	<i>CSEDU – Noordwijkerhout, The Netherlands</i> CSEDU 2011 – 3rd International Conference on Computer Supported Education www.csedu.org
13	<i>MODERN – Milan, Italy</i> Developing a strategic agenda for university knowledge exchange www.highereducationmanagement.eu/activities/conferences/knowledge-exchange
16-17	<i>UNESCO – Paris, France</i> UNESCO Forum on University Rankings and Accountability www.unesco.org/education/hed
19-21	<i>UNESCO-CEPES – Lucian Blaga University of Sibiu, Romania</i> Life after graduation: The Role of Employment and Tracking Systems for Continuous Curricula Development and Quality Enhancement in Higher Education http://conferences.ulbsibiu.ro/unescocepes/en
22-24	<i>ACA – Vienna, Austria</i> ACA Annual Conference 2011: The excellence imperative. World-class aspirations and real-world needs www.aca-secretariat.be/index.php?id=461
25-27	<i>OBHE – Vancouver, Canada</i> 2011 Global Forum – Levelling the International Playing Field www.obhe.ac.uk/the_2011_global_forum__canada
27-29	<i>Turkish Council of Higher Education – Istanbul, Turkey</i> International Congress on Higher Education: New Trends and Issues http://uyk2011.org
29-03 June	<i>NAFSA – Vancouver, Canada</i> NAFSA 2011 Annual Conference and Expo – Innovation and Sustainability in International Education www.nafsa.org/

30-3 June	AAU & Stellenbosch University – Stellenbosch, South Africa COREVIP – Strengthening the Space of Higher Education in Africa www.aau.org/
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June 2011

16-17	HEIR – Kingston University, United Kingdom Scanning the Horizons: Institutional Research in a borderless world www.heir2011.org.uk/
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16-18	Toronto, Canada Worldviews: Media Coverage of Higher Education in the 21st Century http://worldviewsconference.com
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17-20	IAUP – New York, USA IAUP 16th Triennial Conference Building Bridges through Education www.bcdmionline.com/IAUP/index.htm
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27-29	Council of Europe, International Consortium for Higher Education, Civic Responsibility and Democracy, European Wergeland Centre, and University of Oslo – University of Oslo, Norway Global Forum on Reimagining Democratic Societies: A New Era of Personal and Social Responsibility? www.coe.int/t/dg4/highereducation/default_en.asp Contact: Sophie.ASHMORE@coe.int
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July 2011

5-6	The Higher Education Academy – East Midlands Conference Centre, Nottingham, UK Annual Conference 2011 – Changing Practice- Changing Times www.heacademy.ac.uk/eventsandnetworking/annualconference
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August 2011

28-31	EAIR – Warsaw, Poland EAIR 33rd Annual Forum 2011 – Bridging cultures, promoting diversity: higher education in search of an equilibrium www.eair.nl/forum/warsaw
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September 2011

13-16	EAIE – Copenhagen, Denmark 23rd Annual EAIE Conference – Cooperate, Innovate, Participate www.eaie.org/copenhagen/
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November 2011

17-18	IAU – Nairobi, Kenya IAU 2011 International Conference – Strategies for Securing Equity in Access and Success in Higher Education www.iau-aiu.net
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November 2012

12-18	IAU & Interamerican University Puerto Rico, San Juan, Puerto Rico, USA IAU 14th General Conference on Higher Education and the Global Agenda www.iau-aiu.net
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Your reactions and comments on the IAU Horizons are welcome. Please contact the Editor, Dr. Hilligje van't Land, with suggestions for future themes and important news about your work and/or to provide information on events you would like to see listed here.



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