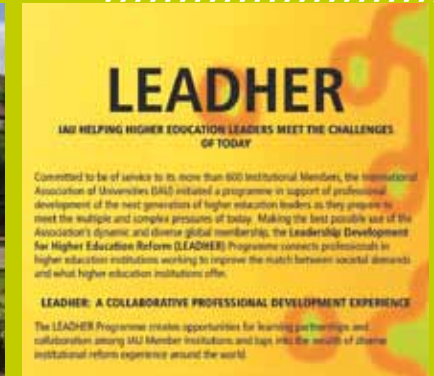


IAU, founded in 1950, is the leading global association of higher education institutions and university associations. It has Member Institutions and Organisations from some 130 countries that come together for reflection and action

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 2011 International Conference and IAU/ANIE Workshop
- IAU 2012 General Conference
- Re-thinking Internationalization – New IAU Ad-hoc Expert Group
- IAU Code of Ethics for Higher Education Institutions
- New LEADHER Competition now launched
- Doctoral Programmes
- Sustainable Development

IN FOCUS

Securing Equity in Access and Success in Higher Education



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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.

MESSAGE FROM THE SECRETARY-GENERAL

AS THE ACADEMIC YEAR GETS UNDERWAY IN THE NORTHERN HEMISPHERE,

students who have succeeded in gaining access to higher education are settling in and embark on the exciting journey towards graduation. Unfortunately this statement does not reflect the reality for many – too many potential students are not entering higher education and far too many will drop out, never completing their program. The twin challenges of providing equitable access or widening participation and securing success or retention remain illusive in many nations, especially in light of some of the targets that governments are setting. The reasons for this state of affairs varies – students do not access higher education because places are too scarce, their preparation was inadequate, the costs are too high, their aspirations do not include higher education. And they do not succeed because programs are not relevant to their needs or interests, they cannot overcome their initial poor preparation, their language skills are insufficient, they feel lost, the need to earn a living is too great to stay in school, etc.



Yet, higher education is the key to a better future for individuals, societies and nations. So, what can be done to open the doors more widely and accompany those who need it on their learning path? What can be done to ensure that the increasingly pervasive competition does not exclude ever-larger numbers of people or groups from achieving their goals by limiting their access to higher education (HE)?

Helping institutions of higher education find answers to these basic questions has been the focus of IAU's work on Access and Success in higher education and the focus of this issue of *IAU Horizons*. The publication coincides with the IAU 2011 International Conference, hosted by Kenyatta University in Nairobi on the same topic and authors of some of the articles in the 'in focus' section will be presenting at this event. Their papers focus on countries where overall participation rates remain too low – Kenya and East Africa, or far too elitist as in parts of Latin America, or still dealing with the legacy of racial segregation as in South Africa. The paper on Japan states that issues of costs, tuition fees and financing are main factors impacting on access. Some other briefs discuss the more basic question of why access and looks at what stands in the way of offering higher education opportunities to all. It is the World Bank authors who remind us that access is necessary for social justice and for efficiency reasons. With a focus on solutions, the description of the Children as Change Agents project, coordinated by the University of Liverpool, offers an innovative strategy to raise aspirations by opening up the HE doors to the very young. The importance of the issue of access and success is such that one of the contributors is urging the redefinition of higher education effectiveness to take this dimension into consideration and the president of the Lumina Foundation in the USA calls 'resolving the access issue' a national imperative.

The extent to which the access and success theme is important to IAU members also became clear to IAU over the past few weeks as we launched a first call for abstracts to enrich the Nairobi Conference sessions. We received excellent papers from around the world. Thanks to those who submitted proposals and congratulations to the 7 which will be presented in Kenya!

In addition, Membership news, the list of upcoming and past events in which IAU staff and leadership have taken part as well as the Events Calendar complete this issue in which you can read the first announcement for the 14th IAU General Conference in 2012, and reports on several IAU projects and on-going activities.

Eva Egron-Polak



IAU CONFERENCES AND OTHER EVENTS

IAU 2011 INTERNATIONAL CONFERENCE: STRATEGIES FOR SECURING EQUITY IN ACCESS AND SUCCESS IN HIGHER EDUCATION

16-18 NOVEMBER 2011, KENYATTA UNIVERSITY, NAIROBI,
KENYA

The IAU 2011 International Conference will be hosted by **Kenyatta University (KU)** at **Safari Park Hotel, in Nairobi, in November**. It will examine the extent to which government and institutional policies and programs around the world seek and succeed in responding to the imperative of increasing equitable access and success in higher education. The goals are clear and easily stated. Achieving the objectives is far more complex and requires clarity of purpose, shared commitment, adequate resources, expertise and time.



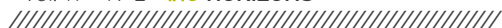
Photos from KU and Kenya where the IAU 2011 Int. Conference will take place.

⇒ **Register now at:** www.iau-aiu.net/ and find out more about the Conference at: www.ku.ac.ke/conferences/iau/
Contacts: i.devyllder@iau-aiu.net and iau@iau-aiu.net

WEDNESDAY, 16 NOVEMBER 2011

PRELIMINARY PROGRAMME AS OF 1 OCTOBER 2011

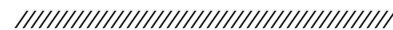
18:00	<p>Welcome reception (<i>Safari Park Hotel</i>)</p> <p>Introduction to Kenyatta University <i>Olive Mugenda, Vice-Chancellor, Kenyatta University, Kenya</i></p> <p>Introduction to Higher Education in Kenya <i>Crispus Kiamba, Permanent Secretary, Ministry of Higher Education, Science and Technology, Kenya</i></p> <p>Introduction to IAU <i>Eva Egron-Polak, Secretary-General, International Association of Universities (IAU)</i></p>
THURSDAY, 17 NOVEMBER 2011	
10:00	<p>Inaugural Ceremony – Welcome and Opening</p> <p><i>Olive Mugenda, Vice-Chancellor, Kenyatta University, Kenya</i> <i>Juan Ramón de la Fuente, President, International Association of Universities (IAU)</i> <i>Hon. Prof. Helen Jepkemoi Sambili, Minister (interim), Minister for Higher Education, Science and Technology, Kenya – Official Opening of the Conference</i></p>
11:15	<p>Opening Keynote Addresses Equitable access to and success in quality Higher Education: a global imperative</p> <p><i>Qian Tang, Assistant Director-General for Education, UNESCO</i> <i>Jim Applegate, Vice President for Program Development, Lumina Foundation for Education, USA</i> <i>Kabiru Kinyanjui, Consultant, International Development</i></p>
14:30	<p>Plenary Session I – Government policies, strategies and programmes</p> <p><i>Yang Wei, President, Zhejiang University, China</i> <i>Mary Tupan-Wenno, President, European Access Network (EAN)</i> <i>Fernando Ferreira Costa, Rector, Universidade Estadual de Campinas (UNICAMP), Brasil</i></p>
16:30	<p>Plenary Session II – Institutional policies and strategies</p> <p><i>Venansius Baryamureeba, Vice-Chancellor, Makerere University, Uganda</i> <i>Sue Willis, Pro Vice-Chancellor, Monash University, Australia</i></p>



FRIDAY, 18 NOVEMBER 2011

09:00	Plenary Session III – Creating an African Higher Education and Research Space (AHERS) <i>Alice Lamptey, Coordinator, ADEA-Working Group on Higher Education, Ghana</i>		
09:30	CONCURRENT SESSIONS I		
	<p>A) Outreach and admission to secure equity (global success cases/lessons learned issues pertaining more specifically to marginalised groups (disabled, gender, others)</p> <p>Thandwa Mthembu, <i>Vice-Chancellor, Central University of Technology, South Africa</i></p> <p>Karoline Iber, <i>Managing director, Vienna University Children's Office, Austria</i></p> <p>Muhammad Ayub Siddiqui, <i>Bahria University, Pakistan</i></p>	<p>B) Alternative modes of access to Higher Education (Distance learning, OERs, E-learning, LLL, and more)</p> <p>Olugbemiro Jegede, <i>Secretary-General, Association of African Universities (AAU)</i></p> <p>Catherine Ngugi, <i>Project Director, OER Africa, Kenya</i></p> <p>Imma Tubella, <i>President, Universitat Oberta de Catalunya (UOC), Spain</i></p>	<p>C) Financing equity in access and success*</p> <p>Loise Gichuhi, <i>Lecturer, University of Nairobi, Kenya</i></p> <p>Handsen Tibugari, <i>Lecturer, Women's University in Africa, Zimbabwe</i></p> <p>Nicholas Beyts, <i>Visiting Fellow at Cass Business School, City University London, United-Kingdom</i></p>
11:30	CONCURRENT SESSIONS II		
	<p>A) Support services (Academic and social support services for improved retention)</p> <p>Linda Dzama Forde, <i>University of Cape Coast, Ghana</i></p> <p>Michael Wainaina, <i>Associate Dean, Graduate school, Kenyatta University, Kenya</i></p> <p>Christina Lloyd, <i>Head of Teaching and Learner Support, The Open University, United Kingdom</i></p>	<p>B) Institutional goal setting, monitoring and evaluation of equity in access and success*</p> <p>Asha Gupta, <i>Director, Directorate of Hindi Medium Implementation, University of Delhi, India</i></p> <p>Marcelo Knobel, <i>Professor, University of Campinas (UNICAMP), Brazil</i></p>	<p>C) Key actors for equity in access and success: role of faculty, staff, students and the private sector</p> <p>Kaloyan Kostadinov, <i>Executive Committee Member, European Students' Union (ESU)</i></p> <p>James Mwangi, <i>Chief Executive Officer & Managing Director, Equity Bank, Kenya</i></p>
13:00	IAU welcomes New Members!		
14:30	<p>Round table discussion Competitiveness (individual, institutional, national and international) and impact on equitable access and success in quality higher education</p> <p>Is-haq Oloyede, <i>Vice-Chancellor, University of Ilorin, Nigeria</i> Roberta M. Bassett, <i>Senior Education Specialist for Europe and Central Asia Region, The World Bank</i> Jose Ferreira Gomes, <i>Professor and Head of Department of Chemistry, Faculty of Sciences, University of Porto, Portugal</i> Molly Corbett Broad, <i>President, American Council of Education (ACE), USA</i></p>		
16:30	<p>Closing Plenary – Current and future strategies Chair: Manuel J. Fernos, <i>President, Inter American University of Puerto Rico, United States of America</i> Eva Egron-Polak, <i>Secretary- General, International Association of Universities (IAU)</i></p> <p>Official Closing of the Conference Hon. Kalonzo Musyoka, <i>Vice-President, Republic of Kenya</i> Vote of thanks: Olive Mugenda, <i>Vice Chancellor, Kenyatta University, Kenya</i></p>		
Evening	Cultural Evening (KU & Alumni, guest countries, Kayamba Africa) at Kenyatta University Campus		

* Presenters in these two sessions have been selected following the call for papers launched by IAU.



NEW IAU & ANIE WORKSHOP FOR AFRICAN UNIVERSITIES ON DEVELOPING INSTITUTIONAL STRATEGIES FOR INTERNATIONALIZATION

KENYATTA UNIVERSITY, NAIROBI, 16 NOVEMBER 2011

Introduction

IAU and the African Network for Internationalization of Education (ANIE) will hold this joint workshop just prior to the IAU 2011 International Conference.

Hosted by Kenyatta University as well, this Workshop is aimed specifically at Higher Education Academics and Professionals working on internationalization in Africa. This highly participatory workshop will give participants a forum to share their understanding about the opportunities, challenges, benefits and risk that need to be addressed when pursuing institutional internationalization strategies. By drawing on



examples from African universities' experiences of developing their internationalization strategies, and most specifically on the ISAS review of Moi University's policy, the workshop

will be practical in nature. Contemporary research on the subject, including the results of the IAU 3rd Global Survey on Internationalization, will serve to underpin the workshop discussion.

Programme and Registration

For further information, and to express your wish to register for the workshop and possibly the conference as well, please contact Ross Hudson, IAU Programme Officer at r.hudson@iau-aiu.net and James Otieno Jowi, Director, ANIE at jowij@anienetwork.org.

Participants of the IAU/ANIE workshop will be offered a reduced registration fee if they also wish to attend the IAU Conference at Kenyatta University. (See: www.iau-aiu.net/civicrm/event/info?reset=1&id=16)

2012 IS ELECTION YEAR FOR IAU!

14TH IAU GENERAL CONFERENCE ON HIGHER EDUCATION AND THE GLOBAL AGENDA

INTER AMERICAN UNIVERSITY OF PUERTO RICO IN SAN JUAN, USA, 13 -16 NOVEMBER, 2012

This major event in the life of the Association will offer participants:

- A thoughtful and stimulating Thematic Programme
- Informative and interactive Business Sessions on IAU activities
- IAU Members in good standing have the opportunity to be a candidate and to vote in the Elections for the 2012-2016 IAU leadership:
 - IAU President
 - Administrative Board
- The most global forum for networking with colleagues worldwide

As is fitting for a global Association, and with many deadlines which the international community has adopted to meet planetary challenges, notably the Millennium Development Goals approaching in 2015, the IAU General Conference will examine the role higher education and research have or are playing in this 'global agenda' and how they can become even more critical partners in these efforts.

Universities are important repositories of humanity's hope for a sustainable future. Through teaching/learning, research



The Inter American University of Puerto Rico.

and community services, their contribution to resolving local and global challenges of poverty and inequality, nutrition, health, environmental degradation and not least, education, is essential. By focusing many projects on issues such as equitable access and success in higher education, the Education for All initiatives, sustainable development, new ways of thinking about internationalization, the social responsibilities of higher education institutions, among others, the IAU is addressing some of the Global Agenda. The General Conference will serve to stimulate greater involvement and participation by universities in these issues and act as a catalyst for finding new ways to achieve these essential but basic goals.

Bloc these dates in your calendar:

The Inter American University of Puerto Rico, celebrating its 100th Anniversary and the International Association of Universities holding its 14th General Conference look forward to hosting you in San Juan, a historic and vibrant walled city, one of the busiest ports in the Caribbean.

See: www.inter.edu/

IAU PAST AND FUTURE SPONSORED EVENTS

REPORT



An international conference on **Reimagining Democratic Societies: A New Era of Personal and Social Responsibility** took place in **Oslo on June 27-29**. Cosponsored by the IAU, the Council of Europe, International Consortium for Higher Education, Civic Responsibility, and Democracy, the European Wergeland Centre, the University of Oslo, and the Norwegian Ministry of Education and Research, the conference was part of the 200th anniversary celebration of the University of Oslo, an IAU Founding member, and gathered 140 higher education leaders and representatives of public authorities from the US and Europe as well as some other countries. This conference was part of an on-going cooperation to promote democracy, human rights and the rule of law, as well as social cohesion and intercultural dialogue through higher education. Given the horrific events that occurred on July 22 in Oslo, the focus, goals, and commitments of the conference have increased in significance.

The conference focused on three main issues that are extremely timely and significant:

1. What does a democratic University look like?
2. What are particularly effective ways to deepen students' education for globally responsible democratic citizenship?
3. What kind of partnerships between higher education institutions and local, national, and/or global communities promote democratic commitments and cultures?

Although answers to these questions varied, there was widespread agreement that higher education had an essential role to play in the development of genuinely democratic schools, communities, and Societies. Sjur Bergan, Head of the Department of Higher Education and History Teaching, Council of Europe, captured this core idea in his Opening Address: *The question is not whether higher education should contribute to developing democratic societies but how.*



Sjur Bergan, Council of Europe and other speakers at the Oslo Conference.

This is a practical question as well as a philosophical one. Reimagining society is something our forebears did on several occasions. Today it is our turn to imagine how we, as members of the higher education community as well as of broader society, can imagine a better society for tomorrow. It is also our turn to imagine what we must do today to give our children the kind of society in which we would like them to live tomorrow". As well: "If human beings hope to maintain and develop a particular type of society, they must develop and maintain the particular type of education system conducive to it. To cut to the chase, no effective democratic schooling system, no democratic society", said Ira Harkavy, Chair of the US Steering Committee of the International Consortium for Higher Education, Civic Responsibility and Democracy and Founding Director and Associate Vice President of Netter Center for Community Partnerships, University of Pennsylvania, USA.

The significant interest and engagement in the conference resulted in an agreement to produce a volume on the meeting, which the IAU will co-edit, foster ongoing communication and involve additional partners, develop ongoing research projects, and generally to work to promote sustained partnerships among higher education, schools, and communities. More information on the Conference is available online: www.theewc.org/news/view/reimagining-democratic-societies/

FUTURE SPONSORED EVENTS

12-14 October 2011, CONAHEC's
14th North American Higher Education
Conference International Higher Education
Collaboration Empowering Societies in an
Era of Transformation, Puebla, Mexico
www.conahec.org/conahec/



13-15 December 2011, GHEF 2011: Global Higher
Education: Reflection on the Past, Designing
Sustainable Futures, Universiti Sains Malaysia
(USM), Penang, Malaysia
www.gheforum.usm.my/



18-21 October 2011, 3rd Higher Education Leadership Asia
Summit, Hilton Hotel, Singapore
www.highereducationsummit.com/

13-15 March 2012: Going Global 2012, The
Queen Elizabeth II Conference Center, London, United
Kingdom
<http://ihe.britishcouncil.org/going-global>



MEMBERSHIP NEWS

New IAU Members

IAU is pleased to welcome the following new Members who joined and rejoined the Association since June 2011.

INSTITUTIONS

National University of Rosario,
Argentina
www.unr.edu.ar



Universidad Científica del Perú,
Peru
www.ucp.edu.pe



University of Guilan,
Iran
www.guilan.ac.ir



Tabarestan Higher Education Institution,
Iran
www.tabarestan.ac.ir



University of Uyo,
Nigeria
www.uniuyopume.org



Widyatama University,
Indonesia
www.widyatama.ac.id



IAU OBSERVER

Al-Hikmah University,
Nigeria
www.alhikmahuniversity.com/index.php



RE-JOIN

University of Salford,
UK
www.salford.ac.uk



European University,
Ukraine
www.e-u.in.ua



NEWS FROM MEMBERS

IAU is pleased to congratulate **Prof. Dr. József Bódis**, rector of the University of Pécs, Hungary, who became the new president of the **Hungarian Rectors' Conference** as of 1 July. IAU is also pleased to welcome the **Dr. Éva Kriszt Sándorné**, rector of the Budapest Business School as the new co-president.

Prof. A.D.N. Bajpai, *Vice-Chancellor, Himachal Pradesh University, Shimla, India*, replaces Dr Beena Shah as new Secretary General of the **Association of Indian Universities (AIU)**. He is delegated as Deputy Board Member to represent AIU on the Administrative Board of IAU. He will attend both the IAU Board Meeting and the IAU 2011 International Conference in Nairobi, Kenya, in November.

IAU congratulates **Enrique Alejandro González Álvarez** who was appointed Rector of the Universidad La Salle (ULSA), Mexico on July 29, 2011. His first term of office covers the period 2011 to 2014 (www.ulsa.mx/).

Bibliotheca Alexandrina – Directory on HE Funding

The Bibliotheca Alexandrina (BA) has launched the *Higher Education Funding Opportunities in the Arab Region* online Directory. The purpose of the Directory is to offer information on scholarships, trainings, loans and grant opportunities provided by local and regional (Arab region) donors and corporates to students and higher education institutions. It is the outcome of a research project conducted by a group of young researchers in BA's Resource Development Department (RDD) with the support of the Ford Foundation Regional Office in Cairo, Egypt.

➔ JOIN THE IAU AND BECOME AN ACTIVE MEMBER OF THE GLOBAL ASSOCIATION OF UNIVERSITIES

It is an opportune time for your higher education institution to join the Association! The new IAU financial year runs from October 1 to September 30. New projects are being launched and new opportunities to get involved are being offered. Should you wish to get involved and to join the Association, please consult the

IAU webpages on how to join and contact us.

The IAU website provides you with information on Membership benefits, categories and fees as well as the membership application forms. With the start of this new IAU financial year, IAU hopes to soon welcome you as a new Member of the Association.

HOW TO JOIN?

SEE: www.iau-aiu.net/content/join

CONTACT: **H. van't Land**, IAU Director, Membership and Programme development,
h.vantland@iau-aiu.net
or iau@iau-aiu.net

SPECIAL PROJECTS

► RE-THINKING INTERNATIONALIZATION – IAU CREATES AN INTERNATIONAL AD HOC EXPERT GROUP

Building on the lively discussion that took place during the 4th IAU Global Meeting of Associations in Delhi, India, in April, 2011, IAU invited a number of experts from around the world to take part in a discussion about the need to re-examine the concept of internationalization. Is the concept and the definition of internationalization keeping up with developments in higher education? Is there a shared understanding of the concept? Has internationalization or those who promote and implement it lost sight of its central purposes?

IAU is posing these and other questions in a reflection directly in line with the findings of the 3rd Global Survey on Internationalization. The Survey clearly points out the differences in why internationalization is pursued in different parts of the world and how it impacts on various institutions in vastly diverse contexts. This initiative is also a natural sequel to past normative efforts of the Association, such as the two internationalization Policy Statements and Checklist for Good Practice that have been adopted.

The IAU *Ad hoc* Expert Group was created to bring together perspectives from all parts of the world *inter alia* to: assess the extent to which internationalization activities fit the current conceptual umbrella, to critically examine the causes that are leading to some questioning and even criticism of the concept and to investigate ways to address these concerns. Details of the Members of the Ad hoc Group are available on the IAU website.

The Group met for the first time 'virtually' in July and a brief summary of what was a wide ranging and rich discussion is available on the IAU website. All the Members of the Group are committed to continue this discussion and move forward in concrete ways in an effort to reposition/reinvent internationalization as a valuable and transformative process of change in higher education in the current context.

Group Members agreed to use the numerous international events to raise similar questions and share the inputs and feedback that various audiences may make to the discussion. These too will be made available in a set of webpage devoted to internationalization at www.iau-aiu.net. While the Group needs to remain somewhat small to be manageable, points of view, papers or a presentation that you wish to make known to the Group are welcome as are all comments on this initiative.

Contact: Eva Egron-Polak, IAU Secretary General (e.egronpolak@iau-aiu.net) or Ross Hudson, IAU Programme Officer (r.hudson@iau-aiu.net).

► ISAS – UPDATE ON PROJECTS WITH MYKOLAS ROMERIS UNIVERSITY (MRU) AND MOI UNIVERSITY (MU)



Both of these two projects have continued to develop rapidly over the past few months, and IAU has been in regular contact with key representatives from

the both universities, to help them put the finishing touches to their initial self-study documents, which form a critical part of the **Internationalization Strategies Advisory Services (ISAS)** process. The IAU Task Force visits will take place in October at MRU and in November at MU, and IAU will report more fully on the outcomes of both of these projects in upcoming issues of the IAU E-bulletin and the next issue of IAU Horizons.

In addition, some of the results of the ISAS Project at Moi University will form part of the discussions at the IAU/ANIE workshop on Internationalization that will be taking place just on the 16 November, as detailed on page 3.

Should your university be interested undertaking an ISAS review, or another similar IAU internationalization service, please do not hesitate to contact madeleinefgreen@gmail.com and r.hudson@iau-aiu.net

► IAU WEBINAR ON INTERNATIONALIZATION



Internationalization of Higher education – trends and indicators was the title of the Webinar presentation by IAU Secretary General on August 10, 2011. Organized by the IOHE as part of the run-up to the second Conference of the Americas on International Education (CAIE), this webinar brought together some 40 participants from Canada, the USA, Ecuador, Peru, Mexico, Colombia and other Latin American countries. IAU has been asked to organize a workshop on the subject during the second CAIE in Rio de Janeiro, Brazil, in April, 2012.

► IAU/UNESCO STUDY ON ACADEMIC FREEDOM – NOW COMPLETED



As detailed in the previous issue of *IAU Horizons*, the IAU has been surveying its members and UNESCO Member States

regarding the state of academic freedom in response to a request from UNESCO. At its upcoming General Conference UNESCO is to report on the implementation of the *1997 Recommendation concerning the status of higher education teaching personnel*. The analysis is now complete and the final report was submitted to UNESCO at the end of September. IAU would like to thank the more than 100 IAU Member Institutions which took part in the survey, and representatives of all UNESCO Member States and/or National Commission for UNESCO that responded to the IAU questions. With UNESCO approval the results will be summarized in upcoming *IAU Horizons* and/or on the IAU website.

Contact: Ross Hudson, IAU Programme Officer, r.hudson@iau-aiu.net

► APPLY FOR THE NEW IAU LEADHER GRANTS AS OF 1ST OCTOBER!

The IAU Leadership for Higher Education Reform Programme (LEADHER) was launched in May 2007 and created opportunities for learning partnerships and collaboration among IAU Member Institutions; since its pilot phase, several competitions have been organized and 40 IAU Members have benefited from grants enabling them to work collaboratively in diverse areas of reform underway at their institutions.

The highly positive feedback received from senior representatives of higher education institutions who benefitted from this programme led IAU to include it once again in the grant proposal IAU submitted and received from the Swedish International Development Agency (Sida). The focus of this programme is somewhat narrower and tied more closely to both Sida's Research for Development Policy and the findings of the IAU 3rd Global Survey of Internationalization of Higher Education.

Funding for the LEADHER programme has been secured until 2015 and allows IAU to organize open competitions to award support to projects leading to the reinforcement of the research function of universities. Specifically the programme aims to increase and improve South-South as well as North South cooperation among higher education institutions in

order to strengthen research capacity and research management in universities in developing countries.

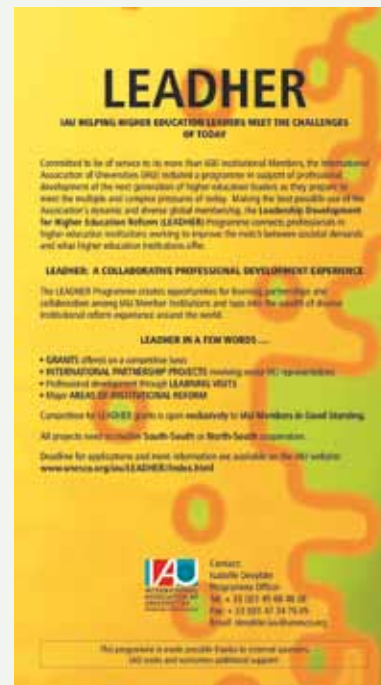
IAU Members in Good Standing (no arrears in the payment of membership fees) will be invited to submit joint-project proposals focused on one or two of the following areas:

- Developing research mission/strategy,
- Research planning, organization and management,
- Research training, in particular innovative approaches via cooperation,
- Funding of research (public/private) & revenue generation, diversification of funding sources,
- Collection, storing and dissemination of research results (publications, patents, products etc.),
- Alternative modes for research production (including cooperation with the private sector),
- Building linkages between the university research system and national/regional research systems (if applicable),
- University contribution to the development of strong national research agendas,
- Research capacity building through internationalization.

Each project must involve at least one institution located in a low income country (see: <http://hdr.undp.org/en/statistics/>) and particular emphasis will be placed on initiatives involving sub-Saharan African institutions, thus building on the IAU project about The Changing Nature of Doctoral Programmes in Sub-Saharan Africa (see: <http://www.iau-aiu.net/content/description>).

Six grants (a maximum of 10,000 Euros each) will be awarded yearly on a competitive basis. The first call for proposals opens on **1st October** with the deadline for submissions on **15 December 2011**.

The guidelines, application forms and all other information will be available for downloading from the IAU website (www.iau-aiu.net/content/calls) on 1st October. For more information, please contact Ms. Isabelle Devylder, IAU Programme Officer (i.devylder@iau-aiu.net).



► DOCTORAL PROGRAMMES

The second phase of the IAU Project on *the Changing Nature of Doctoral programmes* is now underway. The IAU WebPages on Doctoral programmes have now been created; these include: the project description, a presentation of the international Task Force and a listing of the outcomes.

Please take the time to read the **IAU Study and Survey Report on the Changing Nature of Doctoral Programmes in Sub-Saharan Africa online**. Your comments or questions are welcome.

LEADHER grants are available in the new competition that is being launched as of 1 October. Projects aiming at developing joint initiatives in the field of doctoral programmes, such as research agendas and missions, planning, organisation and management of doctoral research will be considered by the grant selection committee. See the Call for proposals on page 7 of this issue.

Should you or your institution wish to become involved in activities IAU develops in this field, please contact Dr Hilligje van't Land, IAU Director Membership and Programme Development, h.vantland@iau-aiu.net.

IAU WebPages on Doctoral Programmes are available at: www.iau-aiu.net/content/doctoral-programmes. A Portal aiming at increasing collaboration on projects carried out in this field is being developed.

► SUSTAINABLE DEVELOPMENT

The IAU WebPages on Higher Education and sustainable development are being updated regularly and include information on the activities and projects led by IAU, as well as a large selection of documents that are of interest to those working in the fields relating to Higher education and sustainable development. This includes direct access to Main Declarations and Charters; Leadership and Other Resources; Education resources; Research; International Conferences on SD as well as A list of organisations active in the field and their contact details. Here as well a Portal on HESD is being developed. Please help us to keep the information provided as up to date as possible by sending your comments by e-mail to: h.vantland@iau-aiu.net

RIO + 20: The Unites Nations Conference on Sustainable Development (www.uncsd2012.org/rio20/) will take place in Rio de Janeiro, in Brazil from 4 to 6 juin 2012. We will keep you informed on concrete actions and events to be organized and related to HESD through the IAU.

WebPages on Higher Education and Sustainable Development: www.iau-aiu.net/content/sustainable-development

Contact: h.vantland@iau-aiu.net

⇒ **Contact us should you wish to get involved in IAU Projects !**

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.

Knowledge Societies: Universities and their Social Responsibilities

5-7 June, Innsbruck, Austria

Isabelle Turmaine, IAU Director, Information Centre and Communication Services participated in the writing of the introductory paper and spoke at the second Asia-Europe Education Workshop organized by the Asia-Europe Foundation (ASEF) in her capacity as coordinator of the Association's project on the strengthening of the links between higher education and the United Nations' Education For All initiative led by UNESCO. ASEF selected 35 experts and practitioners from Asia and Europe through an open call for participation in the Workshop whose main aim was to formulate recommendations to universities and governments on universities and their social responsibilities. The Workshop was co-organized by the Asia-Europe Foundation's ASEM Education Hub and the University of Innsbruck.



Final U-Multirank Seminar

9 June, Brussels, Belgium

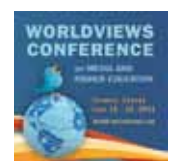
The IAU Director, Information Centre and Communication Services, participated in this Seminar which aimed at presenting the results of the feasibility study of the multi-dimensional global university ranking proposed by the CHERPA Network. The Director was a member of the U-Multirank Advisory Group set up within the framework of the study to provide feedback and comments on its developments. The European Commission, which commissioned the study, will announce whether it will develop the tool proposed later this Fall.



1st International Worldviews Conference on Media and Higher Education

University World News, Inside Higher Ed, OCUF/Academic Matters, OISE/University of Toronto, 16-18 June, Toronto, Canada

Prof. Abdul Razak Dzulkifli, Vice-Chancellor, Universiti Sains Malaysia and IAU Vice President and Agneta Bladh, Managing Director and Dean, Jönköping International Business School (JIBS), Sweden, and IAU Board Member were among the speakers at this inaugural conference. The conference



addressed issues such as how media covers higher education; the role of the new field 'social media'; how higher education engages with media and how public opinion is shaped by these interactions.

Women Rectors Panel at IAUP

17-20 June, XVII IAUP Triennial, New York, USA



Left: Prof. A.R. Dzulkifli at the Worldviews Conference; Right: Participants at the 2011 EAIE Conference.



During the Conference, the IAU Secretary-General spoke at a session on women and leadership in higher education. The session was chaired by the newly-elected President of EUA, Helena Nazaré (Portugal) and introduced by Ingrid Moses, former IAUP President (Australia). Gulsun Saglamer (Turkey), Christina Ullenius (Sweden), Krista Varantola (Finland) and Eva Egron-Polak who addressed various aspects of what is commonly known as the 'Glass Ceiling', drawing a fairly glum picture of where women stand in terms of leadership in higher education. Despite enrolment figures, which show that in many parts of the world women outpace men, moving up the decision-making hierarchy in higher education is still a male-dominated sport. The panel agreed that achievements must be celebrated but that the issue must remain on the agenda.

Communication Services was one of the 60 participants (half policy makers, half experts) at the i-access Conference organized by the European Agency for Development in Special Needs Education. The Conference was the starting point of a one-year project whose aims are to discuss the implications and practical implementation of accessible information provision within lifelong learning and to offer clear recommendations that can be used by information providers across Europe to support the provision of accessible information for all learners who need it.

UNESCO OER Chairs Network Meeting

18-19 June, New York, USA



As a partner organization of a UNESCO Chair in Open Educational Resources (OER) held by Athabasca University in Canada, IAU was invited to a first meeting of the networks linked to two UNESCO Chairs in this field. The second Chair is held by the Open University in the Netherlands. The meeting determined which activities the two networks could undertake together and how to mobilize awareness around OER. The results of a questionnaire designed to learn more about the needs and interests of partner organizations in terms of OER were presented before the discussion focused on the activities that could be undertaken. Several initiatives were proposed, but the discussion honed in on two possibilities: an OER mapping exercise and the development of a PhD programme on OER.

EAIE 2011 – Cooperate – Innovate – Participate

13-16 September, Copenhagen, Denmark



Both Eva Egron-Polak, the IAU Secretary General and Hilligje van 't Land, Director Membership and Programme Development were invited to participate in the 2011 edition of the EAIE Annual Conference. The Secretary General took part in the first ever Dialogue that EAIE organized, on "Creating a global environment for international higher education"; the discussion among the panelists and with the floor confirmed that the discussion IAU initiated on **Rethinking Internationalization** (see page 6 of this issue) at its fourth Global Meeting of Association, in India, last April, is timely. She, as well, attended an invitational seminar to review and comment on the Global Charter on international Student mobility that EAIE is drafting in cooperation with the Network of International Education Associations. Dr. van't Land presented the IAU work on Doctoral Education in a session convened by EUA and held in cooperation with IAU and the IOHE; the session explored trends, and allowed to compare notes on challenges and opportunities Universities in Europe, Sub-Saharan Africa and Latin America face as far as the development of doctoral education is concerned. More information about EAIE 2011 is available online: www.eaie.org

i-access: Accessible Information Provision for Lifelong Learning Conference

22-24 June, Copenhagen, Denmark



Isabelle Turmaine, IAU Director, Information Centre and

In Focus:

STRATEGIES FOR SECURING EQUITY IN ACCESS AND SUCCESS IN HIGHER EDUCATION – Perspectives from around the world



AN INTRODUCTION TO THE THEME AND TO THE IAU 2011 INTERNATIONAL CONFERENCE

by **Eva Egron Polak**, IAU Secretary General and **Elodie Boisfer**, IAU, Executive Assistant (iau@iau-aiu.net)

the global knowledge-based economy and society, most national governments recognize the need for high quality higher education for all. Moving towards a guarantee of access to learning, and to successful participation in higher education regardless of the gender, [dis]abilities, ethnic and socio economic background of people, is becoming a priority around the world.

It is this reality that has led the IAU to adopt the issues of Equitable Access (widening participation) and Success (retention) in Higher Education as one of its priority themes several years ago. In 2008, the 13th IAU General Conference adopted a Policy Statement entitled **Equitable Access and Success in Quality Higher Education**, which has now been signed and endorsed by a large number of university associations from around the world. The Statement is available on the IAU website in English and French and additional endorsements are most welcome.

A pilot project, launched by IAU in 2010, was an initial attempt to move beyond the principles and recommendations of the Policy Statement to learn more about institutional developments and concrete actions to improve equity in access and success. The pilot project examined institutional policies and programs designed to improve access and success for learners from under-represented groups at ten HEIs in Asia and the Americas. As pilot institutions they were testing this approach to learn more about and sharing institutional approaches and challenges across vastly different institutions. Their presentations and discussions at a workshop held at the University of Arizona also allowed for a critical

Considering the multiple imperatives that drive

examination of an instrument designed by IAU to help in the conduct of institutional self-assessments of policies and practices aiming to improve both entry and progression for students. In his paper published in this In Focus section, Prof. Manuel J. Fernós, President of the Inter American University of Puerto Rico (San Juan, Puerto Rico) and Chair of the IAU Task Force on Equitable Access and Success, provides more information about the IAU's work in this domain.

A second initiative in this area is the IAU 2011 International Conference (hosted by Kenyatta University in Nairobi, Kenya) which focuses on **Strategies for Securing Equity in Access and Success in Higher Education**. Together with the host university, IAU chose this theme because it responds to the interests of our membership and others in higher education. The conference will examine the extent to which government and institutional policies and programs around the world seek and succeed in responding to the imperative of increasing and widening access and success (however it may be defined differently in various circumstances) in higher education.

The papers included in this issue of *IAU Horizons* seek to offer an overview of a few projects, programmes and other approaches put in place all around the world in order to address these themes. The contexts are different, but the goals are clear and easily stated. Yet achieving these goals is far more complex. It requires clarity of purpose, shared commitment, adequate resources, expertise and time. The IAU hopes that its upcoming conference will help to illustrate concretely HEIs' efforts and initiatives in these areas, effective government policies as well as to share good practices that could be generalized and adopted elsewhere.

These papers as well are intended to help stimulate the discussions at the Conference in November.



WIDENING ACCESS AND PROMOTING SUCCESS IN HIGHER EDUCATION

by **Manuel J. Fernós**, President, InterAmerican University of Puerto Rico, USA, Chair, IAU Task Force on Access and Success (mfernos@inter.edu)



The Inter American University of Puerto Rico

participated in the IAU pilot project on Equitable Access and Success in Higher Education, and attended the IAU Workshop on this topic at the University of Arizona, in November 2010.

IAU

This workshop was designed to probe further the findings of the 10 universities invited by IAU to undertake a critical self-assessment of their policies and practices with regards to the issues of equitable access and success (retention and graduation). It also served as an opportunity for the participating HEIs to exchange views on: 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?

As key conclusions of the workshop, the following points were highlighted:

- Increasing or securing equity in access and success in higher education may be the most critical issue to address 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;
- IAU may need to focus more particularly at the regional, or even national, level and develop measures to help institutions improve their performance and bring an international perspective to these efforts.

The IAU website includes additional information and full reports of the project.

THE INTER AMERICAN UNIVERSITY OF PUERTO RICO

I was pleased to chair the IAU task force and to involve my university fully in the project. In this brief paper I focus on a few issues relating more specifically to my university.

Inter American University is located in Puerto Rico, one of the United States of America jurisdictions with the highest unemployment rates – officially 17% – and high indexes of economic inequalities – with a GINI Index (index measuring the degree of inequality based on family income) of 54%. In Puerto Rico there are two levels of government, both the federal and state level. The state regulates the distribution of the local resources, gathered from taxes. Those resources only partially cover the education system expenses; it is the federal government that provides for most of the resources, in particular through the Federal Pell Grants providing financial aid for students. As of today, 80% of our students benefit from these federal grants.

But due to restricted resources, most countries tend to become increasingly selective in their admissions policies, and students from lower income categories who might have a real desire to progress and complete a higher education degree are often left out of the system.

It is commonly known that persons from the lowest income groups are less represented in higher education. Yet, they are precisely those who most need support to ensure that they can enter higher education. But due to restricted resources, most countries tend to become increasingly selective in their admissions policies, and students from lower income categories who might have a real desire to progress and complete a higher education degree are often left out of the system. Research shows that this is the case even when specific policies are in place in some countries. Students from low income families still have the lowest access rates, not because they lack the intelligence to enter higher education but often because they lack the proper means to do so.

New policies and actions need to be developed. Students could be given opportunities to access higher education through grants based on a combination of economic criteria and students' qualifications; institutions could put in place a new kind of academic flexibility and new/alternative support structures.

SUGGESTIONS

I would like to make the following suggestions:

- Grants should be provided directly to students whose applications are accepted by the higher education institution of their choice, so that such grants cover the study expenses (i.e. tuition fee and possibly as well accommodation on campus);
- Standards for the use of financial aid by students should be developed to ensure that they are used properly and to make sure that all those who are entitled to such aid have access to the information they need about such grants;
- A mechanism should be put in place to ensure that institutions monitor the progress of students who receive

such financial aid during their studies and through to graduation;

- Distance education should be developed so that course delivery is facilitated and as a means to meet student learning gaps.

Access is but one aspect of the 'higher education journey'. Good retention practices, and programs to help students achieve, are, in our view, also essential to success. I look forward to the discussions of additional new services that could be proposed by the Association to help institutions address these issues which 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 16-18 November 2011.



ACCESS AND SUCCESS IN HIGHER EDUCATION: THEIR CONTEMPORARY SIGNIFICANCE

by **Olive Mugenda**, Vice-Chancellor, Kenyatta University, Kenya and IAU Vice-President
(vc@ku.ac.ke; kuvc@nbnet.co.ke)



It is widely acknowledged that the progress made

by society in the 21st century is predominantly attributable to the knowledge and skills provided to students, the new generation citizens, by universities. Knowledge-driven economies sit on four main pillars, namely: the *economic and institutional* pillar, providing incentives for efficient creation, dissemination and use of existing knowledge; the *education* pillar, which develops an educated workforce that can use knowledge effectively; the *innovation* pillar that ensures that global knowledge diffuses into the nation and adapts it for local use and creates new local knowledge; and the *information and communication technology infrastructure (ICT)* pillar that facilitates the effective

communication, dissemination and processing of information (see: www.worldbank.org/wdr/wdr98/contents.htm).

The theme of the IAU Conference is particularly important for Kenya and the wider East Africa region where access to higher education is comparatively low.

Globally, countries and populations appreciate the importance of enhancing opportunities for access to higher education because of its knowledge dividends. To achieve this, the various aspects of knowledge need to be effectively managed. These aspects include production and dissemination, organization, accessibility, training, research, as well as the sharing of data and good practices. Over the last 40 years, the growth in

the number of students has not been matched by a growth in capacity. For instance, in Kenya, transition rates from secondary to the university level stands at only 7%¹. This is the result of, among other factors, the inadequate development of infrastructures.

As a result of the rising demand for higher education, governments and universities are shaping policies that address the global tertiary education agenda, namely: globalization, massification, governance, equity, access and curriculum, quality assurance, financing, public/private provision, research, ICT developments and social engagement.

The IAU 2011 International Conference that Kenyatta University is pleased to host next November will identify ways to provide increased access and achieve higher quality outcomes at a time of increased demand and fewer resources. Innovative approaches to meeting the challenges of equity and efficiency will be discussed.

The theme of the IAU Conference is particularly important for Kenya and the wider East Africa region where access to higher education is comparatively low. Whereas a number of governments in the East Africa region are starting to develop policies that target the enhancement of access and provision of opportunities to disadvantaged groups, challenges still abound. One such challenge is the inadequate funding of

1. World Education Forum, The EFA 2000 Assessment: Country Report / Kenya – Draft, August, 1999 (www.unesco.org/education/wef/countryreports/kenya/rapport_2_1.html)



university infrastructural development. While progressive policies are easier to develop on paper, their implementation requires resolute and adequate allocation of resources.

With the substantial reforms taking place in higher education, some of the key issues that will be worth focusing on both during the conference and into the future include the quantitative expansion of learning opportunities (to widen access) and qualitative changes to content, and flexibility in structure and delivery. In implementing these changes, there continues to be considerable discussion among policy makers and higher education institutions concerning the nature of the reforms required. Links between higher education providers, the business community and society as a whole need to be better assessed and particular emphasis should be put on increasing the mobility of staff in all sectors, in order to foster knowledge development, and the exchange of research outputs.

There are a number of strategies that universities have embraced in an effort to enhance access and success, and it is important to exchange experiences, challenges and even best practices. For example recently, there are a number of innovative actions that have been undertaken to increase access for historically disadvantaged groups including female students, students with special needs and those from poor households. In the last few years for instance, several African countries have been implementing on a modest scale, a number of gender affirmative action policies that enable female applicants to enroll in male dominated disciplines, and student loan schemes that are targeting economically disadvantaged students. It will be interesting and informative to see how effective these are and to compare data from different regions to guide policy formulation and refinement.



OPPORTUNITIES FOR ALL? THE EQUITY CHALLENGE IN TERTIARY EDUCATION

by **Jamil Salmi**, Tertiary Education Coordinator, The World Bank (jsalmi@worldbank.org) and **Roberta Malee Bassett**, Senior Education Specialist, Human Development, Europe and Central Asia Region, The World Bank (rbassett@worldbank.org)



“Equality of opportunity: the impertinent courtesy of an invitation offered to unwelcome guests, in the certainty that circumstances will prevent them from accepting.”

R. Tawney

or do not. In spite of the extensive efforts to improve access worldwide, tertiary education – especially the university sector – generally remains accessible mostly to the elite, with the majority of students still coming from privileged segments of society.

MAIN EQUITY CHALLENGES IN TERTIARY EDUCATION

Equity in education has become almost trite as a key element of any education reform effort. Education for All (EFA) and the Millennium Development Goals (MDGs) are the best known global initiatives for driving universal access to basic education, placing equity in the center of international education reform for over 15 years. Tertiary education, however, cannot be examined in such a vein, as universal access is not a realistic or sustainable aspiration. Not everyone wishes to enter tertiary education, but those who do aspire to tertiary education should have the opportunity to obtain such an experience. Improving equity in tertiary education, then, becomes an exercise in understanding barriers that exist for those who would or should want to participate but cannot

WHY EQUITY MATTERS

With this global context as the backdrop, the World Bank is engaged in an examination of the complexities in both the environments that condone inequitable access and the policies developed to counteract those forces. This study, *Equity of Access and Success in Tertiary Education*, (to be published early 2012) emerged from the recognition that while the value of tertiary education for sustainable development had been well-documented, the issue of equity within tertiary education had not received such attention, particularly in developing and emerging economies.

Improving equity in tertiary education, becomes an exercise in understanding barriers that exist for those who would or should want to participate but cannot or do not.

Eliminating inequality is a development imperative for two

complementary reasons: fairness and efficiency. In the first instance, religious, philosophical and legal traditions in most cultures emphasize equity as a pervasive concern. Modern theories of distributive justice have shaped societies' thinking about equity, helping to move the traditional focus of social justice from outcomes—such as welfare or utilities—to opportunities.

The economic efficiency argument in favor of equity promotion is just as strong. A talented, low-income and/or minority high school graduate who is denied entry into tertiary education represents an absolute loss of human capital for the individual person and for society as a whole. The lack of opportunities for access and success in tertiary education leads to under-developed human resources and a resulting shortfall in the capacity to capture economic and social benefits.

Thus, in the interest of both social justice and economic efficiency, every individual must be given an equal chance to partake in tertiary education and its benefits irrespective of income and other individual characteristics including gender, ethnicity, religion, language, and disability.

In fact, the 2011 protests in the Arab world unequivocally show that equity in access to tertiary education is also important as a way of guaranteeing stability and order in society. The revolutions in Tunisia and Egypt, and the street protests in several Middle Eastern and North African countries stemmed largely from the lack of higher education and graduate employment opportunities.

TARGET GROUPS: EQUITY FOR WHOM?

Any study of equity in tertiary education should consider the following equity target groups: individuals from the lower income groups, groups with a minority status, females, and people with disabilities. In Chile, for instance, the tertiary level enrollment rate for the wealthiest quintile is almost four times higher than the rate for the poorest. In Argentina the enrollment rate of the wealthiest is five times higher than the rate for the poorest, and in Mexico the rate is 18 times higher than that of the poorest. In the francophone countries of sub-Saharan Africa, the children of the richest quintile account for 80 percent of tertiary enrollment while those from the poorest 40 percent of the population group represent only two percent of the student population.

Gender inequality in tertiary education persists in all regions of the developing world, particularly in Sub-Saharan Africa and South Asia. Even in the countries where gender parity has been achieved in tertiary education, "gender streaming" of women toward specific types of non-university institutions and toward specific disciplines leading to low-paying occupations can be observed. Women are commonly over-represented in the humanities, while most often under-represented in science and engineering. Women are also

critically under-represented in leadership roles in tertiary education institutions and beyond.

And, while reliable data on the situation of people with disabilities in tertiary education in the developing world remains scarce in all regions, available evidence suggests that they continue to be the most disadvantaged and marginalized group within society. In Namibia, 41 percent of the females with disabilities and 37 percent of males with disabilities never attended school, compared with 17 percent of females without disabilities and 15 percent of males without disabilities.

It is important to note, however, that while each target group is significant in its own right, these categories are not mutually exclusive. For example, being a girl with a disability in a low caste in rural India poses significant challenges from each characteristic which is compounded in ways that undoubtedly exacerbate the likelihood of a life of exclusion and discrimination.

DETERMINANTS OF INEQUALITY

There are significant non-monetary and financial barriers to entry into tertiary education. Academic ability, information access, motivation, inflexibility of university admission processes, and family environment and other forms of cultural capital are some of the non-monetary reasons that have been recognized as important factors in explaining poor participation of low-income individuals in tertiary education. Students who have lower grades in high school and/or who do not get much support for their academic work from their parents are less likely to attain the necessary grades to go to university. Parents and students alike from lower-income families are often not aware of resources and information available to guide them through the tertiary education application process.

Low income students face three main categories of monetary barriers: the cost-benefit barrier, the liquidity (cash-constraint) barrier, and the debt aversion (internalized liquidity constraint) barrier. A recent paper compared the affordability and accessibility of tertiary education in four Latin American countries with high-income OECD countries, and found "that families in Latin America have to pay 60 percent of per-capita income for tertiary education per student per year compared with 19 percent in high-income countries".

A child born in rural Bolivia has a 1.7 percent probability of attending tertiary education, compared to a 51 percent

Most children in developing countries face challenging circumstances beyond their own control—race, gender, geographical origin, socioeconomic background--that drastically affect their opportunities to go to school, to stay in school and to complete secondary education.

chance for the daughter or son of a professional in La Paz. Like the children of Bolivia, most children in developing countries face challenging circumstances beyond their own control—race, gender, geographical origin, socioeconomic background—that drastically affect their opportunities to go to school, to stay in school and to complete secondary education. At the tertiary level, young people from underprivileged groups encounter additional barriers reflecting the cost of studies, their insufficient academic preparation, low motivation and lack of access to information about the labor market prospects of various institutions and academic programs.

POLICY IMPLICATIONS

Early findings from the World Bank’s equity study indicate that the most effective equity promotion policies to increase opportunities for disadvantaged students at the tertiary level are those that combine financial aid with measures to overcome non-financial obstacles – addressing the comprehensive equity environment instead of utilizing piecemeal approaches to individual barriers to entry. First, there is strong evidence that well-targeted and efficiently managed financial aid can be instrumental in reducing financial barriers to tertiary education. Financial barriers to

tertiary education can be reduced by using a combination of three methods to help students from disadvantaged groups: (1) no tuition fees or low fees; (2) grants; and (3) student loans. Second, many countries have successfully implemented outreach and bridging programs to secondary schools (building partnerships with K-12 institutions and reaching out to students at a very young age to plant the seed of attending university into their minds early), reformed selection procedures and/or preferential admission programs, special institutions and programs targeting underprivileged groups, and retention programs to improve completion rates. No one has solved the mystery of how best to overcome the historic, ingrained barriers to success in tertiary education with one policy directive, but this new understanding of the components of successful complementary policy approaches provides a useful blueprint for developing new and innovative responses down the road.

Early findings from the World Bank’s equity study indicate that the most effective equity promotion policies to increase opportunities for disadvantaged students at the tertiary level are those that combine financial aid with measures to overcome non-financial obstacles.



CHALLENGES OF HIGHER EDUCATION IN SOUTH AFRICA: IMPLICATIONS FOR EQUITABLE ACCESS AND SUCCESS

by **John C Mubangizi**, Deputy Vice-Chancellor and Head, College of Law and Management Studies, University of KwaZulu-Natal, South Africa (Mubangizij@ukzn.ac.za)



The key challenges facing the South African higher education system remain as outlined in the 1997 Education White Paper 3, namely, to “redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities.” Seen in that context, the first challenge is that of reconstructing social and economic relations to eradicate and redress the inequitable patterns of ownership, wealth and socio-economic practices that were shaped by segregation and apartheid¹. This entails overcoming the legacies of the past in terms of mindsets and differentiation based on colour and race. Secondly, South Africa is faced with the challenge

of fixing a dysfunctional secondary school system that is still grappling with the above mentioned legacies. Flowing from this is the challenge of equity and transformation – balancing the race, gender and social class distribution of students in various fields and levels of study and the racial and gender representativeness of staff.

Insufficient public funding is another important challenge facing the South African higher education sector. The current government funding formula, for example, does not

The first challenge is that of reconstructing social and economic relations to eradicate and redress the inequitable patterns of ownership, wealth and socio-economic practices that were shaped by segregation and apartheid. Secondly, South Africa is faced with the challenge of fixing a dysfunctional secondary school system.

1. Education White Paper 3 – A Programme for Higher Education Transformation, Department of Education, Pretoria, 1997. www.chesa.ac.za/documents/d000005/

provide funding for student residences. As a result, the status of residences in higher education institutions is the cause of great concern. This has been one of the main causes of student protests in many higher education institutions recently. Another major cause of current student unrest is lack of sufficient financial aid for students who can't afford university fees. The funding provided by the *National Student Financial Aid Scheme of South Africa* (NSFAS) is grossly insufficient and the limit set for eligibility for financial aid is such that a large pool of deserving students is excluded from NSFAS support.

The question of language and multilingualism also poses a unique challenge. The main language of teaching (English or Afrikaans) is a second or foreign language for many South African higher education students. Students from disadvantaged educational backgrounds have to learn in their second or third language. Research has shown that language use and academic success are closely related. Students learning in their second or third language are therefore at a disadvantage; this is compounded by poor schooling background². This has significant implications for equitable access, success and throughput. It is no wonder then that student success rates in South African higher education institutions are extremely worrying. It is reported that only 15% of the students who enroll at South African universities complete their degrees in the designated time; 30% drop out after the first year and a further 20% drop-out after their second or third year³. Most of these are black students from previously (and currently) disadvantaged backgrounds.

In addition to the above, there are also challenges of efficiency and effectiveness. First among these is the issue of weak governance and management. We have seen several higher education institutions almost crippled by

weak governance and poor leadership. This has happened in institutions whose management ignored the principles of good governance, namely; democracy, accountability and transparency. Secondly, South Africa is faced with the problem of a weak knowledge and skills base. There is a serious shortage of academic and research capacity in the country. As a result, the recruitment and retention of adequate and appropriate academic and research staff into higher education institutions is a big challenge.

The development and efficient use of information and communication technologies (ICT) is another important challenge facing the South African higher education sector. Most South African higher education institutions have not kept pace with the growth and development of ICT and are therefore not harnessing the functionality of these technologies for efficiency and effectiveness.

Of more serious concern, however, is the enrolment of learners that are unprepared or poorly prepared for higher education. This, in turn, has led to poor throughput rates in many South African higher education institutions. This is perhaps the biggest challenge as it has a significant impact on the absolute number of graduates available to address the shortage of high-level skills on the labour market.

The above challenges have significant implications for equitable access and success. Universities in South Africa have witnessed declining enrolments in the recent past. Of more serious concern, however, is the enrolment of learners that are unprepared or poorly prepared for higher education. This, in turn, has led to poor throughput rates in many South African higher education institutions. This is perhaps the biggest challenge as it has a significant impact on the absolute number of graduates available to address the shortage of high-level skills on the labour market.

2. S. Jaffer, D. Ng'ambi & L. Czerniewicz, 'The role of ICTs in higher education in South Africa: One strategy for addressing teaching and learning challenges' *International Journal of Education and Development using Information and Communication Technology* 2007, Vol. 3, Issue 4, pp. 131-142.
 3. F. Strydom, Ge Kuh & My Mentz, 'Enhancing success in South Africa's higher education: measuring student engagement' *Acta Academica* 2010, 42(1), pp. 259-278.



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MANAGERIAL POSITIONS AT UNESCO IN THE EDUCATION SECTOR

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ACCESS AND SUCCESS IN JAPANESE HIGHER EDUCATION

by **Masayuki Kobayashi**, Center for Research and Development of Higher Education, The University of Tokyo, Japan (masadayo@he.u-tokyo.ac.jp)



ISSUES

This paper deals with four issues on accessibility in

Japanese higher education: university tuition fees and student financial aid programs; the present state of access and equality in higher education; cost-sharing in higher education; and policies to tackle these issues, including our recent Survey of access and equality in higher education.

TUITION FEES POLICY AND STUDENT FINANCIAL AID PROGRAMS

Japanese University tuition fees have increased dramatically over the last few years; tuition fees charged by national universities in 2010 are more than forty times higher than in 1972. The main factor behind this increase is the rapid reduction of government subsidies provided to universities. On the other hand, loans awarded by the Japan Student Services Organization, the largest public student loans body, have been increasing rapidly; the total loan volume today is

The rapid increase in tuition fees and the loan burden have seriously affected families with prospective university students, influencing the decision of whether or not to apply to university.

more than ten times larger than ten years ago. As these are loans and not grants for undergraduate students, the loan burden is heavier than before.

HIGHER EDUCATION OPPORTUNITY BY INCOME

The rapid increase in tuition fees and the loan burden have seriously affected families with prospective university students, influencing the decision of whether or not to apply to university. This is borne out by our 2006 nationwide survey of four thousand groups of students and parents which provides very strong evidence of inequality in higher education due to family income. The Survey Report has been published in Japanese by the Center for Research University Management and Policy, at the University of Tokyo. Some results are included in my paper Kobayashi (2008). The enrollment proportion of the lowest income class is only 35%, while that of the highest class is 61%. In particular, enrollment in private universities is highly correlated with income class. However, this is not the case at national and public universities. These universities have contributed to opening up higher education opportunities to all income classes, offering relatively inexpensive tuition fees compared to private universities.

WHO SHOULD PAY?

Despite the above inequality, from a global perspective Japan has a comparatively high enrollment ratio and comparative equality in access to higher education, as higher inequality in the private sector is balanced by equality in the public sector. This may be described as the “success” of Japanese higher education. We also found that this success is sustained by very strong parental willingness to pay for their children’s higher education, even among low-income families. The household share of higher education expenditure is over half of the total cost of higher education, and is the highest share in the world (OECD, Education at a Glance 2010 – www.oecd.org/edu/eag2010). It may seem ironic that the parents’ willingness to pay for their children’s education covers up this inequality in access to higher education, an inequality which would increase if parents did not pay. Parental behavior reduces the political and social impact of education inequality as an issue in the Japanese context. However, parents may not be able to sustain this behavior in the future. Parents in the low-income class in particular may not be able to pay for their children’s higher education because of increasing inequalities in income in Japan. Some may argue that student loans are available for students from low-income families, but loans might not be an effective means of reducing the financial burden. We found evidence of loan aversion among low-income families.

CHALLENGES AND TASKS

To tackle this problem the Japanese Central Council on Education proposed a new grant and loan scheme aimed at improving access to higher education amongst low-income classes. Additionally, our research project is planning a new nationwide survey on access and equality of education opportunities in collaboration with the Council. Our project also plans a comparative survey contrasting with educational reforms in other countries. We have been surveying educational reforms, in particular, policies on tuition fees and student financial aid programs, in Australia, China, England, Germany, Japan, Korea, Sweden, and the United States. Some of the results of the study are published in Kobayashi (ed.), 2008.

We are thus trying to reduce differences in access to higher education in the face of very tight public finances. Furthermore, some universities such as the University of Tokyo have implemented new policies which allow for the waiving of tuition fees for students from low-income families. Our new survey, the results of which will be published online in Japanese in 2013, is expected to reveal the success of these reforms.

For References, see bibliography on page 24.



ADVANCES OR DRAWBACKS? ISSUES OF ACCESS TO EDUCATION IN ARAB COUNTRIES

by **Kamal Abouchédid**, Ph.D., Assistant Vice President for Academic Affairs, Notre Dame University-Louaize, Lebanon (kabouchédid@ndu.edu.lb)



As one scrutinizes the recent impressive stride of educational transformation in

the Arab world one might wonder

whether or not this transformation has been attentive to catering to the under-served and vulnerable populations in terms of learning and retention. A cursory look into access to education over the last decade in the Arab region immediately attests to the tremendous headway achieved in increasing enrolment rates in absolute terms. Despite this, the Gross Enrolment Ratio (GER) in the Arab region still lags behind GER internationally and the persistence of sharp variations in access to education, both within and between countries, continues to defy strategies aiming at achieving education for all. This brief article is set to examine both the advancements and setbacks of access to education in Arab countries¹ and to draw attention to areas needing immediate reform.

Indeed, various Arab countries have improved access to education over the years where an observer can see throngs of schoolchildren trotting through the classroom doors, university applicants jamming admission offices,

campuses throbbing with students, and swarms of excited college graduates throwing their caps in the air celebrating the precarious transition from higher education to the labor market. However, this image is eclipsed when observing other Arab countries beset by political instability and economic degeneration such as Yemen and Iraq which sharply lag

behind progress in access to education at all levels. In Iraq, for instance, there were 805 public kindergartens with 138,190 students representing a GER of 7% in 2008/09 (6% in the Center, Baghdad and 12% in the region, Erbil)². This level of early childhood education enrolment is very low compared to the 46% GER internationally and 28% in Middle East and North Africa (MENA) countries in 2008³.

Undoubtedly, population growth, concomitant rising demand for education together with policies and measures put in place by various Arab governments over the last two decades have led to a considerable expansion in the number of basic education schools and higher educational institutions. An example of this increase can be seen in the number of universities in the region in 2009 which stood at 467, compared to a mere 174 a decade ago; i.e. an increase of 2.7 times⁴. In a similar vein, in the Sultanate of Oman whose population was 654,000 inhabitants in 1970 there were 3 basic education schools only housing 909 schoolchildren during the same period. With a population of 2.577 million (40% Omanis) in 2006 the number of schools rose to 1046 enrolling 568,074 schoolchildren⁵, mainly as a result of the discovery of oil which brought remarkable wealth to the country⁶. Neighboring Qatar is not an atypical case where the number of schools and higher education institutions (HEIs) has increased tremendously over the years including the public sector which comprises independent and specialized schools and the private sector which comprises international and community schools as well as Arab schools. Despite the curiously distinct paucity of data about the distribution of schoolchildren by nationality across the various types of basic education schools in Qatar, available data shows that pre-school education is mainly run by the private sector which accommodates a majority of schools managed and run for English speaking western expatriates, although local families too, send their children to these schools⁷. A recent article extracted from *Living and Working in Gulf States & Saudi Arabia*⁸ has documented that some private schools restrict enrolment to pupils of the particular nationality; others might have rules concerning religion, assuming that local families tend to send their children to Arab private schools rather than foreign ones.

Concerning higher education in Qatar, Doha's Education City recently developed into an international hub for cross-border education housing branch campuses of renowned American and European universities⁹ which play a significant role in the educational transformation in Qatar often 'discarding the local in favor of the foreign'¹⁰, hence raising issues related to

4. www.arche10.org, accessed September 12, 2011

5. Ministry of Education, Statistics Department, Sultanate Oman (2006).

6. Bahjat, G. (1999). Education in the gulf monarchies: retrospect and prospect. *International Review of Education*, 45(2), 127-136.

7. www.onlineqatar.com/education/, accessed September 12, 2011

8. www.justlanded.com/english/Qatar/Qatar-Guide/Education/Private-Schools, accessed September 20, 2011

9. <http://chronicle.com/article/In-Qatar-Educators-From/125655/>, accessed September 20, 2011

10. Bashshur, M. (2009). Observations from the edge of the deluge, in Trajectories of education in the Arab world: legacies and challenges. USA: Routledge.

1. Member countries in the Arab League.

2. GERs are calculated as the total number of students (of any age) enrolled in a level of education as a percentage of the population of the official or intended age for that level.

3. EdStats data.

Policies and measures put in place by various Arab governments over the last two decades have led to a considerable expansion in the number of basic education schools and higher educational institutions.

Qataris access to higher education compatible with their local cultures.

All in all, the increase in both number of students and educational institutions in various Arab countries is substantiated by a recent UNESCO report which showed that between 1998 and 2008 the student population in the Arab region increased from 2.9 million in 1998/1999 to 7.6 million in the 2007/2008¹¹. In the meantime, the total population increased from 229.3 million to 319.8 million, a growth of 139%, indicating that part of the increase in enrolment is due to population growth, as the number of students rose, during the same period, from 1,294 to 2,379 per 100,000 inhabitants, an increase of 184%, while GER rose from 18% to 22% only, lagging behind GER internationally. Taken separately, stark GER variations can be identified between Arab countries: 1) Countries with GER above 40% (Jordan, Kuwait, Lebanon, Libya, and Palestine), 2) Countries with GER below 19% (Iraq,

Mauritania, Morocco, Somalia, Sudan and Yemen), and 3) Countries with GER between 20% and 39% (Algeria, Bahrain, Egypt, Oman, Qatar, Saudi Arabia, Syria, Tunisia, and UAE)¹². In addition, Arab countries are replete with examples of within-country regional differences in access to education at all levels.

Arab countries build on the tremendous progress made in widening participation in education, but still need to focus on more promising opportunities to overcome existing drawbacks in access to education with the aim of realizing the full potential of future generations, particularly the under-served and marginalized. Real progress needs to be made to address and come to terms with the issue of inequitable access to education between counties and societies; without that, education in the Arab countries is likely to continue reproducing inequitable social and economic divides.

11. www.arche10.org

12. Ibid.



SIS CATALYST: CHILDREN AS CHANGE AGENTS FOR SCIENCE AND SOCIETY

by **Tricia Jenkins** MBE, Director, International Centre for Excellence in Educational Opportunities, The University of Liverpool, UK and coordinator SIS Catalyst (tjenkins@liv.ac.uk)



our ability to teach them. What we must now do is recognise that the time has come for us to learn from them; to learn mutually for their future.

Across the world there are streets where 8 out of 10 young people go to university, there are also neighborhoods where it is less than 8

Where you live, and the income of your parents, defines the life chances of a child. However, increasingly universities are starting to ask themselves the question, what is their role in addressing this inequality?

in a 100. The reasons for this are historical, socio-economic and educational but also cultural. Where you live, and the income of your parents, defines the life chances of a child. However, increasingly universities are starting to ask

themselves the question, what is their role in addressing this inequality?

SIS Catalyst is an ambitious project which seeks to identify the changes in culture that we need to embrace by addressing the fundamental question of how we include children in our institutional learning. The pace of change is accelerating and our children's ability to operate within the developing technology will soon put them in a position which outstrips

The four year project is funded by the European Commission Framework and involves a consortium of over 30 Partners/Advisers from 23 countries. It is one of the first Mobilisation and Mutual Learning Action Plans (MML), which will lead to new ways of doing research, addressing the 'grand challenges' and developing technologies which encompass societal needs and concerns.

SIS Catalyst takes a broad approach to science as inter-connected branches of learning, because we believe that the solutions to the big research questions of the future will be found through interdisciplinary working, free from the artificial boundaries that we have created between academic disciplines. At the heart of this, is collective learning at institutional and community levels.

There are two main pillars of work within the project; the mainstreaming of science in society activities for children through the development of practical and easy delivery guidelines and support, and the mobilisation of the political processes involved which are required to effect change. There are three crosscutting themes: Listening to Young



People, Recognising the Role of Students and Building the Dialogue with Key Players (organisers, scientific researchers and managers). These will work across the lifetime of SiS Catalyst to ensure that these unique perspectives are listened to in all aspects of delivery.

SiS Catalyst is an ambitious project which seeks to identify the changes in culture that we need to embrace by addressing the fundamental question of how we include children in our institutional learning.

Our work will focus on young people currently unlikely to progress to higher education, and an important element of the project will be the identification of 'locally defined minorities', an important first step towards defining social inclusion targets and priorities at institutional, national and European levels. Our society needs the talents and ideas of all our young people.

As this project involves children and students, there will be work which focuses specifically on the ethics of this and we

will produce guidelines with pan-European applicability. The impact of the project will be measured through the development of tools which enable Higher Education Institutions to self-evaluate and to test their progress, both on a strategic and practical level, and to contextualise these in regional, national, European and global contexts.

Octavio Quintana Trias, Director of the European Research Area, said: "By placing education at the heart of the dialogue between science and society, and by considering children as highly relevant actors in the science and society relationship, this new project brings together the core issues required for responsible behaviours in a sustainable society.

Our children are growing up in a world where our beautiful planet Earth is under direct threat from our human activities, where technology is developing exponentially and where our ability to communicate globally is becoming commonplace. Our society and our institutions need to find a way to keep up with these changes.

www.siscatalyst.eu



ACCESS AND EQUITY IN LATIN AMERICAN AND CARIBBEAN HIGHER EDUCATION¹

by **Francisco Lopez-Segrera**, Academic Advisor, Global University Network on innovation (GUNI), Spain (francisco.lopez-segrera@upc.edu)



Enrolment at world level jumped from 13million in 1960 to 159 million in 2008

according to the *UIS Global Education Digest, 2010* (page 170). The inequity in the access for motives of various kinds (gender, ethnic, religious, social class), continues to deprive many people with sufficient merits to pursue university studies. Tertiary Gross Enrolment Ratios (GERs) range from 70% in North America and Western Europe to 38% in Latin America and the Caribbean (LAC), 22% in the Arab States and 5% in Sub-Saharan Africa. In 2005, Ivy League private universities in USA, such as Princeton, Yale and Harvard, spent US\$100,000 or more per student. The equivalent figure for a student at Dar-es-Salam University was US\$3,239.

LAC countries have the lowest average Education Equity index score at world level.

GER in LAC grew from 17% at the beginning of the 90s to 38% in

2008, but this expansion of access to higher education did not imply, as a rule, a proportionate decrease in inequality

(see figure 1 and 2 on page 21). Nevertheless, in some countries such as Cuba, Argentina, Brazil, the Dominican Republic, and Venezuela the expansion meant a diminution of social inequality, even if in some of them like Brazil and the Dominican Republic the poverty index is still high (see figure 2). The problem in LAC is that a high poverty index and low access to basic education in many countries resulted in the fact that mainly middle classes benefited from this expansion (see figure 1). Only 23% (women) and 26% (men) of the poorest quintile do succeed in completing secondary education in LAC, but in the richest quintile the figures are 81 and 86%. In the Andean countries, it is estimated that barely 45% of the population that completes secondary education has access to higher education and the access to HE for the population aged 20-24 in urban areas belonging to the poorest quintile, is less than 3%.

LAC countries have the lowest average Education Equity index score at world level. In most of the countries, around 50% of the richest quintile has access to higher education. In the poorest quintile this proportion is between 10% and 20%. Low income groups of the population tend to be excluded from the HEI; they often study at schools of minor quality,

which prevents them from meeting the academic selection criteria set by Higher Education Institutions.

Chile and Brazil have the most elitist education systems. In spite of important affirmative action policies developed by the Lula's Government, the university participation rate for black Brazilians aged 19-24 is 6%, compared to 19% for white Brazilians. In Brazil, 59% of the students enrolled in public universities and 74% of those in private institutions belong to the richest income quintile and this proportion is 52% in Chile. In Mexico, the proportion is of 58% of students of the richest quintile and 6% of the poorest. In Chile of 65 and 8. In Ecuador of 42 and 6. Cuba and Argentina are the least unequal and the ones with highest GER. Another issue is retention. The drop-outs are mainly related to students of the lower quintile.

In conclusion, we can state that countries which register better access to higher education statistics are those with better levels of human development, highest public investments on education, lowest levels of poverty, high levels of participation in primary and secondary education of proper quality, and with specific state higher education policies and laws aiming at increasing access to also decrease inequality.

1. This paper is a resumed and updated version of articles published by IESALC in its Journal (January, 2010) and by the CSHE of the University of Berkeley Research & Occasional Paper Series: CSHE.12.10. The World Bank data an analysis available in "Literature Review on Equity and Access to Tertiary Education in the Latin America and Caribbean Region (2009)" have been very useful for this paper. <http://siteresources.worldbank.org/EDUCATION>. The statistical data come from the UNESCO Institute of Statistics (UIS), <http://stats.uis.unesco.org/>

Figure 1. Latin America and Caribbean Population Age Group 20 to 24 with Complete Secondary Education by Per Capita Income and Sex –Selected Countries, 2008

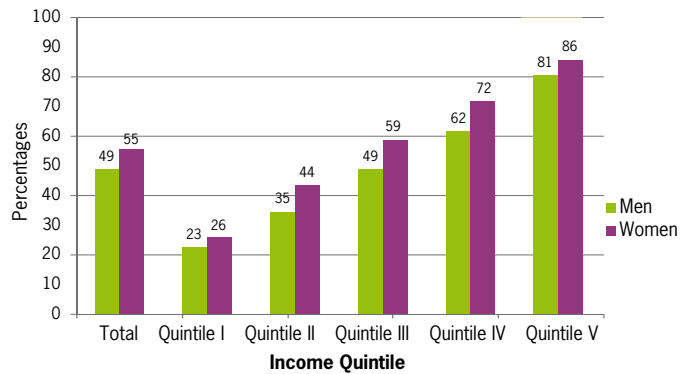
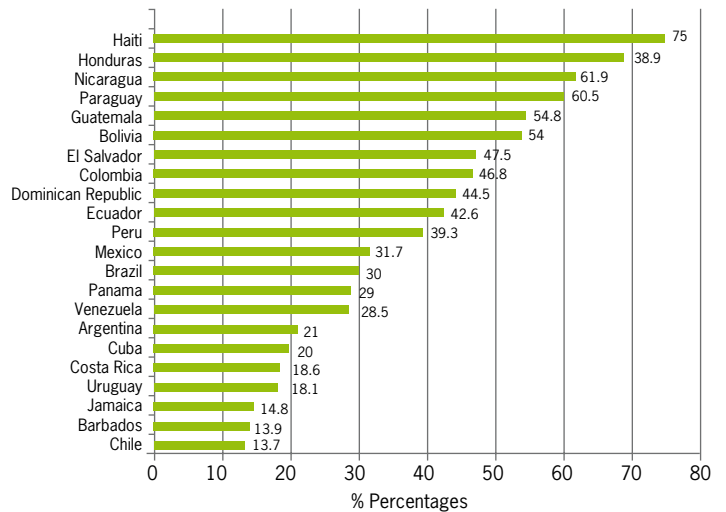


Figure 2. Poverty Rates by Country in LAC Region 2007-2008



Source: ECLAC Social Panorama 2008.



MIAMI DADE COLLEGE: CHARTING A NEW PATHWAY TO STUDENT SUCCESS

by Eduardo J. Padrón, President, Miami Dade College, USA (epadron@mdc.edu)



The varied people of our irrevocably contracting planet seem today oddly unified, albeit in a

great and tangled web of economic and workplace challenges. For higher education, the volatile and uncertain workforce environment and dramatic technological innovations have provoked a unique pressure to decipher a meaningful direction for teaching and learning in this new global context.

Amidst this uncertainty, however, it is evident that higher education has become ever more essential. Expanded access

has become nearly mandatory not only for individual and family stability but also for communities and nations. Who does and does not enter the higher learning environment is a critical question that should concern every institution in the world – to the point of redefining our notion of effectiveness well beyond the financial ledger. To have a viable chance at achieving economic stability and navigating a sea change in the world of work will require a new toolkit of skills to remain competitive.

The quality of our planning is crucial if we are to be successful in confronting the changes before us. We are faced with the primary challenge of expanding access while reinventing

our institutions in concert with a moving target, and doing so with limited resources. But this is why we plan, because far from being a tedious and narrow exercise, planning is

Who does and does not enter the higher learning environment is a critical question that should concern every institution in the world.

To have a viable chance at achieving economic stability and navigating a sea change in the world of work will require a new toolkit of skills to remain competitive.

the arena of vision and creation, the intersection of big ideas and heroic undertakings. Planning is about facing reality without being mesmerized by its apparent limits. Ultimately, it is an exercise in renewal, an opportunity to recognize resources that may very well be more important than those that appear or do not on a financial ledger.

Miami Dade College (MDC) is the largest

institution of higher education in the United States and its most diverse, welcoming the largest numbers of African American and Hispanic students in the country. Celebrating its 50 anniversary, MDC has welcomed nearly 2 million students in a metro area of 2.4 million residents. Most of those students would not have had the opportunity to attend college without the open door of MDC at the center of the community. Forty-six percent of MDC's current student population lives beneath the U.S. federal poverty guideline and 67% are low-income. Fifty-four percent are the first in their families to enter college and approximately 70% work while pursuing their studies.

Two essential elements are central to MDC's institutional development. The first is a five-year strategic plan, built from the ground up through extensive engagement both within and from outside the College. It is a serious exercise in reviewing and reaffirming the mission, vision and values of the institution, all of which are grounded in the commitment to equitable access. Goal setting and new projects spring from this foundation. Institutional research plays an essential role in maintaining a culture of evidence, relying on extensive data and regular reporting to assess program and departmental effectiveness and student performance consistent with the strategic plan.

The institution's planning stretches from access and engagement with a dynamic surrounding community to a focus on teaching and learning, learning support and successful completion. A set of nine vision and value statements serve as the organizing framework for 22 strategic goals, relevant objectives and action plans. A college wide strategic plan coordinating committee and sub-teams of

faculty and staff assume responsibility for implementing the plan (see: www.mdc.edu/main/planningeffectiveness/planning/).

The second element at the heart of MDC's continued development is a model that has reshaped the learning goals of the institution, crafting expectations for students, faculty and staff around a specific set of learning outcomes. Those outcomes, developed through extensive dialogue among faculty, have now been mapped throughout the College's more than 2,000 courses. Faculty have reviewed course syllabi and content relative to these ten global learning outcomes, and evaluated the presence and depth of each outcome. Student services personnel have also sought to craft an engaged campus environment in support of the learning outcomes. Lastly, a new and authentic set of scenario-based assessments have been developed to measure students' understanding and ability to apply these learning outcomes. Similar discipline-based assessments are also being developed to address the more discipline-specific knowledge in the full range of subject areas.

The Learning Outcomes project is a comprehensive endeavor to define what it means to achieve an MDC education in an evolving marketplace of ideas and practice. MDC's Learning Outcomes¹ encourage students to develop lifelong skills in the following ten realms:

- Communication
- Quantitative Analysis
- Critical/Creative Thinking and Scientific Reasoning
- Information Literacy
- Global, Cultural, and Historical Perspectives
- Personal, Civic, and Social Responsibility
- Ethical Thinking
- Computer and Technology Usage
- Aesthetic Appreciation
- NaturalSystems and the Environment

The College is also committed to a comprehensive completion agenda, recognizing that access to a college education is only a beginning. A broad range of student support initiatives acknowledge the academic, personal and economic challenges that accompany expanded access. This recognition and these support initiatives are essential if we are to adequately support students who are stepping up to the challenge of a rigorous academic environment, and ensure the development of a well-prepared and relevant workforce.

1. For papers on Student Learning Outcomes please consult IAU Horizons, vol. 15, 3 - www.iau-aiu.net/content/past-issues.



THE FUTURE OF INDIVIDUAL CITIZENS: LUMINA INVESTS HEAVILY IN POSTSECONDARY EDUCATION

by **Jamie Merisotis**, President and CEO, Lumina Foundation, USA (jmerisotis@luminafoundation.org)



Recent gyrations of world financial markets have

provided a brusque reminder as to how precarious our global economy really is. Wild market uncertainty has left many looking for near-term fixes, but we believe that the road to greater economic prosperity requires a longer-term view. That is why Lumina Foundation¹ (www.luminafoundation.org/) is investing aggressively in postsecondary education and charting a better path forward through a movement called Goal 2025 (www.luminafoundation.org/goal_2025.html).

In today's global economy, we are more interconnected than ever before which makes education attainment essential to the future of individual citizens and to the stability and security of every nation. With that in mind, we must make postsecondary education more equitable and break down barriers to access and success so that more citizens of the world can obtain the high-quality credentials and degrees that they will need to prosper.

In today's global economy, we are more interconnected than ever before which makes education attainment essential to the future of individual citizens and to the stability and security of every nation.

Postsecondary education is a good investment as recent polls prove. In Manpower's Talent Shortage Survey, a poll of nearly 40,000 employers in 39 countries conducted during the

first quarter of 2011, 34 percent of global businesses said that they're having difficulty filling jobs with suitable talent. Of those who complained of this difficulty, nearly three-fourths of them cited the inadequate knowledge, skills or experience of job applicants as the primary reason for jobs going unfilled.

We are experiencing a global skills gap which spells opportunity for people willing to factor postsecondary education into their future. At Lumina, we are committed to addressing this issue by working to enroll and graduate more students from college. We are especially interested in helping students from low-income families, first-generation college-going students, students of color and working-age adults.

1. Lumina Foundation was founded in 2000, and is a United States-based, private, independent foundation. With assets of more than a billion dollars, it is one the 40 largest private foundations in the United States.

As the largest private foundation that focuses exclusively on graduating more Americans from college, we are targeting our efforts on one singular mission that we call Goal 2025. The goal is to increase the number of Americans with high-quality degrees or credentials to 60 percent by the year 2025. Some call this "The Big Goal" because we candidly have a long way to go to reach that milestone. Today, less than 40 percent of Americans hold postsecondary degrees or credentials.

Still, we recognize Goal 2025 for what it is: a national imperative. What's more, we are convinced that it is attainable if we work effectively with a variety of important education, business and governmental partners, and follow a detailed plan which focuses on access, preparation, success and productivity.

Through distance-learning technologies, we can ensure that students are not hindered by simple isolation.

Through distance-learning technologies, we can ensure that students are not hindered by simple isolation. Students in rural Alabama or the Eastern Cape of South Africa should have access to high quality education as much as students in New York or Johannesburg.

By preparation, we mean that students must be prepared academically, financially and socially for success in education beyond high school. When we talk about success, we are saying that college completion rates must increase significantly; meaning students must be properly supported to complete their programs.

Finally, by productivity, we mean that higher education must become more efficient, more innovative and more cost-effective. These gains in productivity are vital because they will increase capacity and allow the system to provide high-quality education to many more students.

Our approach works simultaneously on all of these outcomes as a means of reaching one Big Goal. Together, we will achieve this goal by building an adaptive, effective 21st Century higher education system – one that reaches out to students and prepares them for success in the workforce and for full, active membership in our global society.

It's a big challenge, but the payoff will be even bigger: not just for students, but for all of society, for decades to come.

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⇒ PAPERS PUBLISHED IN PREVIOUS IN FOCUS SECTIONS OF IAU HORIZONS ARE AVAILABLE ONLINE:



- *Higher Education and Education for All* (Vol. 17, no.1, June 2011)
- *Higher Education Partnerships and Collaboration* (Vol. 16, no.3, January 2011)
- *10 Years of Bologna in Europe and in the World* (Vol. 16, no.2, September 2010)
- *Higher Education and the Global Economic Crisis* (Vol. 16, no.1, April 2010)
- *Student Learning Outcomes* (Vol.15, no.3, December 2009)
- *IAU Members Shaping Higher Education for the Future* (Vol.15, no.2, July 2009)
- *Mergers in Higher Education* (Vol.15, no.1, February 2009)

THE IN FOCUS THEME OF **THE NEXT ISSUE OF IAU HORIZONS** (VOL. 17, NO.3), TO BE RELEASED IN JANUARY 2012, WILL BE ON **RE-THINKING INTERNATIONALIZATION OF HIGHER EDUCATION**.

Should you wish to contribute a paper for this upcoming issue, please contact us at: h.vantland@iau-aiu.net and or HUDSON@IAU-AIU.NET

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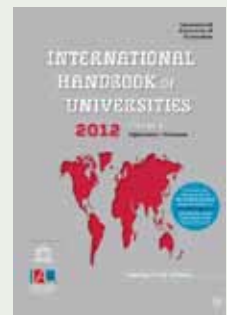
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NEW PUBLICATIONS

New IAU Publications

2012 edition of the International Handbook of Universities (IHU)

The IAU is pleased to announce the release of the IHU. The IAU Handbook is an indispensable guide to over 15,000 higher education institutions offering at least a postgraduate or a four-year professional diploma worldwide. This 3-volume reference publication provides detailed information on all higher education institutions as well as overviews of each country's education system. It includes free single-user access to the *World Higher Education Database (WHED)*, where one can find more detailed data on the education system of each country, including contact details of all governing bodies and organizations dealing with higher education as well as information on the credentials offered. Price: £390. Members benefit from a 50% discount on the Handbook and get its CD-ROM version free of charge.



Higher Education Policy (HEP) 24/3 - September 2011

The latest edition of the Association's research journal has just been released and covers a range of themes (www.iau-aiu.net/content/latest-issue-0). Bratberg looks at diverging policy paths in English and Scottish policies on tuition fees, concluding that despite this divergence there is a trend towards convergence between the legislatures in the focus of debates. Sa and Gaviria next take a look at professional *mutual recognition agreements* in North America in the fields of engineering, architecture, and accounting, discussing how and why institutional arrangements were harmonized. Vilgats and Heidmets then go on to discuss *external quality assessment* in Estonia, suggesting a number of possible developments for further design modifications





for a QA system. The use of meta-narrative is next examined by Hampton, where he argues that the development of such *meta-narrative in policy analysis* and/or development processes can enhance the pursuit of participatory policy development within a university. King then considers *global governance of knowledge systems*, exploring concepts of power, networks, standards, and structuration. *State policy on nursing degree production* within community colleges in the US is then discussed by Daun-Barnett, examining whether or not these policies result in an increased production of nurses. The final paper of this edition looks at *expansion and quality assurance issues* in Ethiopian higher education; Semela looks at ways of redressing existing *quality gaps* in the higher education subsector.

HEP (24/4) due to be published in December 2011

will present a number of articles looking at sustainability in higher education.

If you do not currently receive HEP, you can sign up on the journal's website www.palgrave-journals.com/hep/subscribe.html.

IAU-GUNI-AAU Report: The Promotion of Sustainable Development by Higher Education Institutions in Sub-Saharan Africa

The Report presents an overview of major actions, experiences and practices that sub-Saharan higher education institutions (HEIs) developed or are developing to integrate sustainable development considerations within their activities; identifies the emerging trends and the priority lines of action for the integration of sustainable development considerations in the work of Sub-Saharan African HEIs and raises awareness about the important role of HEIs for promoting sustainable development in the region.

The report is available online at: www.iau-aiu.net/sites/all/files/promotion_sd_by_HEIs_sub_saharan_africa_0.pdf

Contact: h.vantland@iau-aiu.net

The IAU Report on the **Changing Nature of Doctoral Studies in sub-Saharan Africa** – *Challenges and Policy Development Opportunities at six universities in Sub-Saharan Africa* is now available.



This report is the result of the pilot project IAU developed on doctoral education in sub-Saharan Africa. Convinced that strong knowledge systems and research based knowledge are central to national development, IAU decided to focus its initial research on the place of doctoral education within the overall institutional research strategy; the kind of support services and supervision institutions put in place to accompany their research students during their studies; what career development are offered; the internationalization processes of doctoral education; etc. The project focused as well on strategic planning mechanisms institutions do or should develop to improve doctoral education and research and on the crucial role of data collection and management to improve such planning. In analyzing the reform processes doctoral programmes undergo, the Report presents a set of conclusions and recommendations.

The project strongly benefitted from the expertise of the Members of an international Task Force and of the expertise shared by representatives of six of its Member institutions from across the African continent.

Contact: Dr H. van't Land, IAU Director Membership and Programme Development, h.vantland@iau-aiu.net



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NEW PUBLICATIONS

Selected Annotated List of Publications Received at IAU

Who Goes Where and Why?: An Overview and Analysis of Global Educational Mobility

C. Macready and C. Tucker, *Report Five: Global Education Research Reports, AIFS Foundation and Institute of International Education, USA, 2011. ISBN: 978 0 87206 342 6*



This report, which is the fifth in a series of Global Education Reports published by IIE and the AFIS foundation describes and analyses current information on how and why students choose their study abroad destinations, and the ways in which national policies in a variety of host and sending countries impacts students' decisions. The report also provides a thorough analysis of the United States' Exchange Visitor Programme.

Not by Bread Alone

S. Bergan, *Council of Europe, Council of Europe Publishing, 2011, ISBN 978 92 871 6971 6*

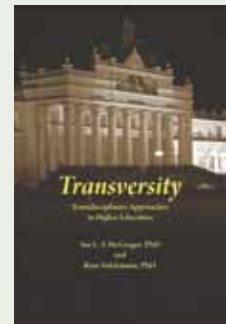


This book gathers together essays on higher education, by Sjur Bergan, Head, Department of HE and History Teaching, Council of Europe. The essays cover three areas: the missions of higher education; public responsibility and qualifications. Together, these essays spell out a view of higher education as a key factor in developing modern societies, and underline its role in developing the ability of our societies to conduct intercultural dialogue.

Transversity: Trans disciplinary Approaches to Higher Education

S. McGregor and R. Volkmann. *Integral Publishers, USA, 2011, ISBN 978 1 4507 8351 4*

This book provides an introduction to the subject of trans-disciplinary approaches to the complex problems and challenges we face in the world, such as sustainability and innovation. It brings the messages and the potentials of trans-disciplinarity to academic and community audiences. It provides case studies of trans-disciplinary programs in Australia, Austria, Brazil, The European Union, Mexico, Romania and the United States. The book has relevance for educational and curriculum policy, planning, and working in trans-disciplinary environments for citizens, businesses and educational institutions.



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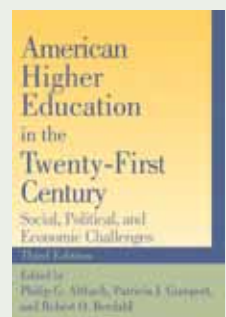
M. Fraser, P. Lane (Eds.). *Liverpool University Press, UK, 2011, ISBN 978 1 84631 663 0*



This book aims to take stock of the intensifying bilateral cooperation between the UK and France in the higher education sector. It seeks to address obstacles to continued expansion of these partnerships, such as language constraints and financial pressures, as well as sharing experiences and best practices and also seeks to identify new initiatives and areas for cooperation.

American Higher Education in the 21st Century: Social, Political and Economic Challenges – Third Edition

P. G. Altbach, P.J. Gumport and R.O. Berdhal (Eds.) *John Hopkins University Press, USA, 2011, ISBN 0 8018 9906 5*



First published in 1998, this book offers a comprehensive introduction to the central issues facing American colleges and universities today, and this newly revised edition, brings



the volume up to date on key topics that are of enduring interest. Placing higher education within its social and political context, the book discusses a range of issues including finance, federal and state governance, faculty, students, curriculum and academic leadership.

Academically adrift: Limited Learning on College Campuses

R. Arum and J. Roksa, Chicago University Press, USA, 2011, ISBN 978 0 226 02856 9

Drawing on survey responses, transcript data and the results of the collegiate learning assessment test, this book reveals that a significant proportion of students demonstrate no significant improvement in a range of skills, including critical thinking, complex reasoning and writing, between their first semester at college and the end of the second year. The authors argue too, that this is perhaps an expected result of a student body distracted by socializing and employment, and an institutional culture that puts undergraduate learning close to the bottom of the priority list.



to encourage a rethinking of what global development challenges imply for European HEIs.

Education at a Glance 2011: OECD Indicators

OECD Publishing, OECD, 2011, ISBN 978 92 64 11420 3

The 2011 edition of Education at a Glance: OECD Indicators, enables countries to see themselves in the light of other countries' performance. It provides a broad array of comparable indicators on education systems and represents the consensus of professional thinking on how to measure the current state of education internationally. The indicators show who participates in education, how much is spent on it, and how education systems operate. They also illustrate a wide range of educational outcomes, comparing, for example, student performance in key subjects and the impact of education on earnings and on adults' chances of employment.



Democratising knowledge for global development: The role of European higher education institutions

Edited by Han Aarts, Ton Halvorsen & Peter Taylor, EAIE, Occasional Paper 23, 2011, ISBN 978 90 74721 00 4

This EAIE Occasional Paper is about the relation between higher education and development and tries to respond to: how can (European) higher education contribute to global human development? It is often taken for granted that higher education and research contribute to development and ultimately to a better life for all. But are universities and other higher education institutions (HEIs) the 'social institutions' that serve the public good, locally and globally, as we traditionally have expected them to be? The current period of rapid globalisation concurs with a transformation of the European research university. Within this context, the publication aims



China's Higher Education Reform and Internationalisation

Edited by Janet Ryan, Routledge Publishing, UK, 2011, ISBN 978 0 415 58225 4

This book describes the historical, cultural, intellectual and contemporary background and contexts of the reform and internationalisation of higher education in China. It discusses these changes, outlines the challenges posed by the changes for university administrators, faculty, researchers, students and those working with Chinese academics and students in China and abroad, and assesses the impact, and evaluates the success, of the changes, and considers how this mobility of people and ideas across educational systems and cultures can contribute to new ways of working and understanding between Western and Chinese academic cultures.



NEW PUBLICATIONS

NEW GLOBAL TRENDS ON THE HE LITERARY HORIZONS

Dear readers,

We are pleased to present you with this new rubric in which Gilles Breton, Professor and Researcher at the *Graduate School of International and Public Affairs, University of Ottawa*, and other eminent scholars in the future, will analyse publications of interest to the changing global agenda Higher Education is faced with world round. Your reactions, suggestions and comments will always be welcome.

Hilgje van 't Land, PhD.

IAU Director Membership and programme Development (h.vantland@iau-aiu.net)



KNOWLEDGE DIPLOMACY

by **Gilles Breton**, *Graduate School of International and Public Affairs, University of Ottawa, Canada*,
Gbreton@uOttawa.ca

Over recent years, knowledge diplomacy has become an international issue as well as an element of the foreign policy of many countries. The so-called BRIC countries (Brazil, Russia, India, China), along with Malaysia and South Korea to name but a few, have recently joined the countries who have a long tradition in this area, and who have recently renewed their scientific diplomacy, namely the US, Japan, GB, Germany and Switzerland. At the same time, many interesting texts have been published on this new issue, examining how scientific research and new knowledge production participate in 'soft power', and how various states should or could use it in developing their foreign policy¹. Evidently, as universities are major actors in the field of scientific research, these recent developments are of direct relevance to them.

In his book «*Présence française dans le monde : l'action culturelle et scientifique*», author Philippe Lane (La documentation Française, Paris, 2011) shows how France has decided to make its cultural and scientific initiatives a pillar of its foreign policy. After a brief historical overview describing the long tradition of cultural activity in French diplomacy, the author shows that the new paradigm of cultural and scientific work that we have been witnessing since 1995 took form in 2008-2009 in the notion of "soft diplomacy", and the creation in 2010 of three new state-supervised agencies: Campus France, the Institut Français, and France Expertise internationale.

What does this new diplomacy mean for higher education actors in France? For the Minister of Higher Education and Research, it means an improvement in France's global competitiveness as illustrated by the adoption of three

priorities, namely the development of international partnerships for the new Centres of Research and Higher Education (PRES/ Pôles de recherche et d'enseignement supérieur, to give them their French acronym); the emergence of new national actors who will be able to respond effectively to international calls for tender; and finally, the strengthening of innovation in order to allow the production and exportation of goods and services resulting from research (p.47).

More generally, the objectives of French knowledge diplomacy are to support the internationalisation and the economic development of research, as well as the dissemination of French research and technical culture; to make science an asset for diplomacy; to strengthen links between societies; and finally, to encourage diplomatic posts to strengthen scientific cooperation within multilateral cooperation agreements (p.46).

If we are to understand that scientific research and new knowledge production are tools of international policies, it seems that, in the current context of expanding and increasingly complex global stakes, the connection between science and diplomacy may be examined from a more multidirectional perspective.

In "New Frontiers in Science Diplomacy", the Royal Society², if it accepts that science is working for diplomacy and working towards improving relations between countries, also proposes



1. For example Wagner, C. (2008) *The invisible Global College: Science for Development*, Brookings Institution Press: Washington, DC. et Copeland, D. (2009), *Guerrilla Diplomacy Rethinking international relations*, Lynne Rienner Publisher, Boulder co.

2. The Royal Society (2010), *New frontiers in science diplomacy Navigating the changing balance of power*, The Royal Society, London.



two other ways of interaction between science and diplomacy. We can, initially, reverse the proposal and go from science working for diplomacy to diplomacy working for science. It can be easily understood how diplomatic activity can contribute to scientific collaboration between researchers in different countries and how these researchers can but benefit from such support. Science in diplomacy, or how science and knowledge can contribute to the choice of objectives of foreign policy, constitutes the third and final way of interaction as proposed by the Royal Society. Through work carried out on global issues, such as climate change, food and energy security, poverty reduction, terrorism etc., researchers as well as the centres, institutions, universities where they work find themselves in a position which allows them not only to inform but also to contribute to defining the global agenda.

And if, like the Royal Society, we think that the social scientist Anne-Marie Slaughter³ was correct in writing that we are living in a disaggregated world order whose governance rests upon / depends on a set of interstate and government networks as well as the relationships between governments and civil society, including the scientific and university community, it is undeniable that for universities, the question of knowledge diplomacy is still a new concept, and something that they should seize upon and integrate into their international strategies.

3. Slaughter, A.M.(2004) *A new World order*. Princeton University press, Princeton, NJ.

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03	<i>Senate House – London</i> Adapting to Disruptive Times – Emerging Models for HE Provision Observatory on Borderless Higher Education (OBHE) & University of London Conference www.tcp-events.co.uk/obhe/
16	<i>Kenyatta University – Nairobi, Kenya</i> IAU and the African Network for Internationalization of Higher Education (ANIE) Workshop for African Universities on Developing Institutional Strategies for Internationalization www.iau-aiu.net/content/new-iau-anie-internationalization-workshop-details-released
16-18	<i>IAU and Kenyatta University at Safari Park Hotel – Nairobi, Kenya</i> IAU 2011 International Conference – Strategies for Securing Equity in Access and Success in Higher Education www.iau-aiu.net/civicrm/event/info?reset=1&id=16
23-25	<i>HAN University of Applied Sciences – The Netherlands</i> EAPRIL (European Association for Practitioner Research on Improving Learning in Education and Professional Practice) Conference 2011 – Balancing workplace learning and practitioner research across professional fields www.eapril.org/EAPRIL2011
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05-06	<i>Cetys University, Mexicali, Mexico</i> Managing Quality Teaching in Higher Education – OECD-IMHE www.oecd.org/dataoecd/23/52/48346614.pdf
07-09	<i>Celtic Manor – Newport, UK</i> SRHE (Society for Research into Higher Education) Annual Research Conference www.srhe.ac.uk/conference2011
15-16	<i>Lund University – Sweden</i> Strategic Management of Internationalisation Nordic University Association (NUS), the Nordic Association of University Administrators (NUAS) and the OECD's Programme on Institutional Management in Higher Education (IMHE) www.kongresslund.com/smoi

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10-13	<i>Los Angeles, USA</i> ACE (American Council on Education) Annual Meeting www.acenet.edu/AM/Template.cfm?Section=ACE_Annual_Meeting
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21-23	<i>University of Warwick, UK</i> EUA (European Universities Association) Annual Conference 2012 – The Sustainability of European Universities www.eua.be/warwick.aspx

April 2012

26-28	<i>Rio de Janeiro, Brazil</i> Conference of the Americas on International Education (CAIE) http://caie-caei.org/
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10-12	<i>University of Graz, Austria</i> Universities' Engagement in and with Society – The ULLL Contribution / European Association for University Lifelong Learning (EUCEN) http://eucen.uni-graz.at/
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