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on common concerns. IAU partners with UNESCO and other international, regional and national bodies active in higher education. It is committed to **building a Worldwide Higher Education Community.**



EDUCATION MEANING GROWTH ACHIEVE FOR ALL DISCOVER INSPIRE MAGINING

ACTIVITIES

- Global Meeting of Associations (GMA IV), India, April
- First meeting of Working Group on Ethics, India, April
- IAU 2011 International Conference, Kenya, November
- IAU/UNESCO Survey on Academic Freedom
- Re-thinking Internationalization
- IAU Launches New Website!

IN FOCUS

Higher Education and Education for All

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MESSAGE FROM THE SECRETARY-GENERAL

THIS ISSUE OF IAU HORIZONS WILL REACH YOUR DESK in the middle of the summer if you live in the Northern hemisphere and in mid-winter if you live in the Southern half of the globe. However, no matter where you are, it is likely that you are hard at work. The days of a long break between semesters are now ancient history for most of the higher education community and scheduling some down time so we can read and write is ever more challenging. Nevertheless, we hope that you will find the time to peruse these few pages and find them of interest. We also encourage you to browse through our new Website, explore the new options offered, and send us your comments and reactions.

The 'In Focus' section of this issue of *IAU Horizons* offers a glimpse at the rich and diverse discussion that forms part of the efforts to bridge the various solitudes and cross the various divides that characterize the education system in most nations. These gaps often prevent higher education institutions from fully playing their role in the pursuit of the Education for All objectives and the Millennium Development Goals. The IAU has devoted considerable attention to improve understanding and to facilitate collaboration and greater interaction between the university community – faculty members and researchers, and education planners, school principals, community leaders and other stakeholders representing the basic and secondary education sub sectors. The aim has been to increase, demonstrate and analyze higher education's role in these international campaigns by focusing on what is taking place in the field. IAU has made a concerted effort to examine areas such as teacher education, pedagogical research, educational planning and many other areas, where work done at universities is essential but often overlooked by decision makers. This relative lack of 'engagement' should be of some concern to the higher education community if for no other reason but the fact that achieving these objectives will have a huge impact on the demand for access to higher education. This unique IAU initiative, though long term, has already brought positive results both in terms of policy changes and in terms of networking.

This issue also reports on the numerous recent activities of the IAU, starting with events that the Association has organized in Cameroon (workshop on institutional data gathering and strategic planning) and in India where IAU held the fourth edition of the Global Meeting of Associations in collaboration with the Association of Indian Universities.

New initiatives, launched in recent weeks, are also noted, including a study on academic freedom and a virtual conversation about internationalization as we, together with an international group of experts, seek to re-conceptualize and reposition this concept. We also report on many conferences where the IAU was actively represented over the first half of this year.

Turning to the future, we include the preliminary programme of the IAU 2011 International Conference on *Strategies for Securing Equity in Access and Success in Higher Education* since registration is now open and we hope to welcome many of you at Kenyatta University in Nairobi, Kenya this coming November. Finally, let me end this message with some very positive news with regard to the IAU future work. It is with great pleasure and a strong sense of responsibility that I can announce the approval of a four-year proposal that the IAU submitted to the Swedish International Development Agency. IAU is very grateful for this support which will enable the Association to push further on several of our on-going projects including many described in this issue of *IAU Horizons*.

Eva Egron-Polak
IAU Secretary-General

IAU CONFERENCES AND OTHER EVENTS

IAU GLOBAL MEETING OF ASSOCIATIONS (GMA IV)

NEW DELHI, INDIA, APRIL 11-12 APRIL, 2011

Concluding Remarks by Eva Egron-Polak, IAU Secretary-General

The IAU was pleased to work in partnership with the *Association of Indian Universities (AIU)* and five partner Indian Universities and to hold its 4th Global Meeting of Associations (GMA IV), in New Delhi, India, in April this year.

The Global Meetings of Associations brought together national, regional and international associations of universities and offered a forum to learn, to compare and share their knowledge and to network. Participants at the meeting were offered a glimpse of the Indian higher education system and the key developments taking place in this vast and diverse nation, underlining the challenges being faced by the education system with a huge youth population which clamors for education including for more access to higher education.

The Indian landscape of higher education is nearly as vast and as complex as the entire global landscape of higher education, with one major difference: there is a tremendous will and commitment on the part of the Indian government to meet these challenges and to do so in a highly strategic manner. There is also a tremendous dynamism at the level of the institutional leadership that bodes well for success. The IAU has benefited from Indian higher education experts in leadership positions in our governance structure. For example, Prof. Deepak Nayyar, former Vice Chancellor of the University of Delhi and a member of the National Knowledge Commission was a Vice President of IAU from 2004 to 2008. Furthermore, our task force on Equitable Access and Success enjoys the input from an Indian expert, Prof. Shyam Menon while Prof. Beena Shah, Secretary-General, Indian Association of Universities, is a deputy board member of the IAU who actually brought the IAU and this meeting to India.

The theme of this 4th Global Meeting of Associations, namely The Internationalization of higher education has long been an important one for the IAU and today, we can safely say, everyone is watching up with us. No university leader, policy maker or researcher can ignore the extent to which and the ways in which internationalization is changing higher education.

The ways to educate students, conduct research, grant degrees, lead and manage a university in the current era of globalization are all radically different from the ways these roles were performed in the past, even as recently as 3 to 4 decades ago. It is the responsibility of Associations of universities, to monitor and understand these trends and advocate for



Up: Juan Ramon de la Fuente, IAU President and Beena Shah, Secretary General, Association of Indian Universities, speaking at the conference.

Bottom: AIU and IAU jointly light a candle to signify the start of the Conference.

internationalization that improves the quality of higher education and offers more opportunities for positive change.

The IAU takes this responsibility seriously. It conducts regular surveys and disseminates findings about the trends in internationalization of higher education and offers an advisory service to universities worldwide as they develop their institutional internationalization strategy (ISAS – Internationalization Strategies Advisory Service).

The programme of GMA IV kept in mind two specific issues:

- the findings of the IAU 3rd Global Survey on Internationalization, as presented in the survey's report *Internationalization of Higher Education: Global Trends, Regional Perspectives*;
- the role that Associations can play alone and collectively, as key actors in the process.

The first two plenary sessions addressed the issues related to **mobility and the obstacles**, including those regarding recognition of credentials that internationalization can bring. The third plenary, examined what **the future of this phenomenon** might be, and **what considerations should be kept in mind** by potential host nations or by potential sending nations for internationally mobile students. The final plenary debated **the leadership role that Associations** can and need to play with regards to the internationalization

agenda in higher education, into the future, how they can advance this agenda, and where it should move.

The conference programme also included a number of concurrent sessions, where participants were invited to re-examine some of the fundamentals of internationalization, its purpose, how this process fits into the overall reforms of higher education, how it impacts positively on the changes underway and when, or if, it can also bring negative consequences.

As was detailed at the conference, internationalization is understood and perceived differently in different parts of the world. Participants heard internationalization referred to variously as a 'survival tool', a 'tool for strategy', a 'means to achieve quality', along with the more traditional ways of describing this process such as, for example, 'education of global citizens'. However, we also heard that in reality, internationalization is often seen as an industry and that it can actually be quite harmful. The risks and the negative impacts of this process must be noted, recognized and combated and some of the assumptions that underpin the internationalization process, as it is now evolving, need to be seriously questioned rather than taking the benefits of this process for granted.

Questions are beginning to be raised about the 'traditional' view of this process and many, along with IAU, are calling for a fundamental re-thinking or re-conceptualization of internationalization. As internationalization (however it is defined) becomes ever more important, for institutions and for governments, this re-conceptualization or re-examination of the fundamentals of the process becomes imperative.

In this regard, the IAU Board was very happy to hear that participants underlined this, and that they noted that these Global Meetings of Associations also serve as a bridge to hold a dialogue with the more specialized associations, such as the EAIE, the AIEA or CBIE, which focus their work more specifically on internationalization. This dialogue needs to continue as we take up the challenge of re-defining internationalization – not for the sake of a more elegant definition – but as a central building block for guiding actions at institutional levels.

It was made clear once again that we need to place more emphasis on **why higher education institutions internationalize**. It is not a goal in itself; this process must lead to improvements in all aspects of higher education, including quite possibly to its expansion. Better higher education has a bigger purpose – improving lives – locally and globally.

Internationalization must contribute to narrowing gaps, increasing respect and appreciation among people, fostering intercultural dialogue, to expanding opportunities and to pushing the frontiers of knowledge but in ways that are not detrimental locally or globally, now or in the future. It is for this reason as well that including a **session** in the conference programme that focused on **Haiti's higher education system** was highly relevant. Internationalization also means



Jacky Lumarque, Rector, Quisqueya University, Haiti and Eva Egron-Polak, IAU Secretary-General, speaking at the special session on Haiti during the GMA IV.

that, as one of our participants from Africa pointed out: "when our finger hurts, our whole body suffers". When some higher education systems are in trouble, the global academic community should react.

For such sentiments to become fully incorporated in our work, *the definition of internationalization that we adopt must integrate clear and articulated statements about these goals and purposes. It must, in fact, be clear about the values we promote as we engage in internationalization. Perhaps, we need to be less neutral and dare to be more prescriptive in this regard, or at least be ready to set some guidelines.*

The IAU would like to express how much we appreciated the inputs of all the participants at the GMA IV – the speakers, the moderators, the participants and all those who raised questions and started debates.

But most particularly we would like to thank Prof. Chande, Vice Chancellor, Kavikulguru Kalidas Sanskrit Vishwavidyalaya University, and President of the Association of Indian Universities (AIU), Professor Beena Shah, Secretary General of AIU, as well as the Vice Chancellors of all of the **partner universities** who joined in the effort to make this important meeting a reality: Prof. Tiwari, Director, **Indian Institute Information Technologies** (IIIT), Prof. Arora, Vice Chancellor, **Punjab Technical University**, Prof. Gajbhiye, Vice Chancellor, **Dr. Hari Singh Gour University**, Prof. Darlando Thanmi Khathing, Vice Chancellor, **Central University of Jharkhand** and Prof. Sathyanarayanan, Vice Chancellor of **SRM University**.

Into the future, we hope that we can count on continued constructive participation from all those attending, and would first urge them all, and the global higher education sector more generally to become more familiar with what already exists in the area of declarations, guidelines and codes about internationalization so that, united, we can build on past achievements rather than re-inventing the wheel.

The conference programme and other documentation are currently available on the IAU website, along with the conference papers (www.iau-iu.net/conferences/India/pdf/Programme_GMAIV.pdf).

The next Global Meeting of Associations, the fifth in the series (GMA V) will take place in 2013.

1ST MEETING OF THE IAU – MCO WORKING GROUP ON ETHICS IN HIGHER EDUCATION

DELHI, INDIA, 13 APRIL, 2011

The first meeting of the Joint Working Group was held in conjunction with the IAU 4th Global Meeting of Association in India. The following members took part: IAU Vice President, Pier Ugo Calzolari (University of Bologna, Italy), Chair, Cliff Tagoe (University of Ghana), Inga Zalieniene (Mykolas Romeris University, Lithuania). Abdul Razak Dzulkipli (University Sains Malaysia) also an IAU Vice President participated fully in the meeting. Juan Ramon de la Fuente (Mexico), IAU President, and Molly Broad (ACE, USA), IAU Vice President also joined the group for the first part of the discussion. Unfortunately other members of the WG, namely Agneta Bladh (Sweden), Luis Miguel Romero Fernandez (Ecuador/Spain), Ustun Erguder, President of the Magna Charta Observatory (MCO) and Andrei Marga MCO Board member (Romania) were unable to attend.

The group was established as a follow-up to the 2010 IAU International Conference at Mykolas Romeris University in Vilnius and this first meeting served to confirm the aims, goals and nature of the document the group will produce. In reviewing a first draft text, the Working Group agreed to focus on preparing **Guidelines for an Institutional Code of Ethics in Higher Education**. Rather than an international code of ethics, deemed likely to be too prescriptive to be adopted in different contexts around the world, the goal is to provide a set of guidelines for institutions to use as they develop and adopt their own institutional code. IAU will be producing a

draft of these guidelines which will be thoroughly reviewed at the Working Group meeting in Paris on October 3. The final Guidelines are to be submitted for adoption by the IAU General Conference in 2012, after a period of wider consultation which will take place in early 2012.



IAU-PALGRAVE PRIZE IN HIGHER EDUCATION POLICY RESEARCH

2012 Essay Competition "Higher Education and the Global Agenda"

Thanks to, and in partnership with, **Palgrave Macmillan Ltd.**, publisher of the Association's research and reference works, the International Association of Universities (IAU) is pleased to announce the 2012 IAU/Palgrave Prize in Higher Education Policy Research.

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

The 2012 Prize will focus on the theme: **Higher Education and the Global Agenda** which is linked to the **theme of the IAU 14th General Conference to be hosted by the Interamerican University of Puerto Rico, San Juan, Puerto Rico, USA, 12 to 16 November 2012**. More information on the prize will be made available online soon.

Contact: Nicholas Poulton, International Association of Universities (IAU), hpe@iau-aiu.net

IAU SPONSORED EVENTS

Reimagining Democratic Societies; A New Era of Personal and Social Responsibility?

University of Oslo, Norway, June 27-29, 2011

This Conference will be hosted by the Council of Europe, the US Steering Committee of the International Consortium for Higher Education, Civic Responsibility and Democracy, the University of Oslo and The European Wergeland Centre and is organized with the support of the IAU. The conference will also be a part of the events marking the 200th anniversary of the University of Oslo.

www.amiando.com/democratic.html

International Higher Education Collaboration Empowering Societies in an Era of Transformation – CONAHEC's 14th North American Higher Education Conference

Puebla, Mexico, 12-14 October 2011

This Conference will focus on how higher education

institutions can better pool their strengths and resources and improve international collaboration in order to empower societies to be prepared for future challenges. This conference will also focus more specifically on how to collaborate with higher education institutions and organizations in the Latin American and Caribbean region. www.conahec.org/

Global Higher Education: Reflection on the Past, Designing Sustainable Futures

13-15 December 2011, University Sains Malaysia (USM), Penang, Malaysia

This Forum is organized jointly by the Ministry of Higher Education Malaysia, USM and the World Futures Studies Federation and supported amongst others by the IAU. GHEF is organized every two years since 2007. GHEF2011 will revisit the issues, developments and challenges in higher education since the past two issues and to deliberate on the futures of higher education. www.gheforum.usm.my



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

»»» BOOK THE DATES: 16 -18 NOVEMBER, NAIROBI, KENYA

Planning is now underway for the IAU 2011 International Conference to be held at and hosted by Kenyatta University, Nairobi Kenya in November.

The theme of the Conference is in line with the **IAU Policy Statement on Equitable Access and Success in Quality Higher Education** adopted at the IAU General Conference in Utrecht, the Netherlands in 2008. It has been chosen in order to provide higher education leaders with an opportunity to actively take part in a global reflection on strategies that should be elaborated in order to ensure increased equitable access to higher education and guarantee the best possible success to the students enrolled.

A well-educated citizenry is the foundation of social equity, cohesion and successful participation in the global knowledge economy. As a result most countries have set goals to increase the share of the population with higher education and/or broaden access to higher education for individuals that are under-represented because of socio-economic status, race, ethnicity, religion, age, gender, [dis]ability or location. Thus begins the Preamble of the IAU 2008 Policy Statement entitled 'Equitable Access, Success and Quality in Higher Education'.

The IAU invites all higher education leaders to come and participate in this important Conference to move from statement to action and discuss the Association's action plan and new services in this area.

The 2011 International Conference of the International Association of Universities, to be hosted by Kenyatta University in Nairobi, Kenya, 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 and expertise and time.

Participants at the IAU 2011 International Conference will have an opportunity to learn about and discuss both government and institutional policies that aim to broaden and increase the participation rates in higher education. **The focus will be on policy considerations**, including the ways in which success is defined, the links between higher education choices and the needs of societies, the reasons why so often the notion of wider participation is pitted against the notion of quality of education, among other issues. We **will also underline the practical measures required and undertaken by higher**

education institutions in areas such as: *outreach services, innovative processes of assessing prior learning, alternative modes of delivery and admissions* and, of course, *academic mentoring and related programs to ensure high levels of retention and success*. In addition, as massification of higher education expands and the level of education continues to rise, to what extent do the notions of access and success touch each level of higher education and can Open Education Resources (OER) offer a sustainable answer?

The economic, historical and cultural context that couches higher education policies is of utmost importance in this area. Equally central in designing strategies for equitable access and success are such matters as the demographic make-up of the population in terms of ethnicity, languages, race and age. Furthermore, achieving the goals of equity in access and success requires the full participation of all higher education stakeholders – leadership, faculty members, staff and students. Thus speakers and presenters will be identified carefully to ensure wide representation and broad expertise.

Finally, building on the IAU's Policy Statement and access and success pilot project the conference will also serve to launch the Association's action plan and new services in this policy area.

⇨ CALL FOR PAPERS – IAU INTERNATIONAL CONFERENCE 2011

The International Association of Universities (IAU) is pleased to launch a call for papers to be presented during the Association's 2011 international conference which will address Strategies for securing Equity in Access and Success in Higher Education. As stated in the IAU Policy Statement entitled Equitable Access and Success in Quality Higher Education, the Association is committed to promoting the twin goals of equitable access to, and successful participation in higher education for all members of society, regardless of race, ethnicity, gender, economic or social class, age, language, religion, location and [dis]ability. IAU believes that equitable access to quality learning contributes significantly to the development of national human resources, promotes social justice and cohesion, enhances personal development, employability and, in general, facilitates sustainable development. Higher education institutions are taking a variety of approaches to pursuing this objective.

The **call is for papers** focusing on one of the following **two**



PRELIMINARY PROGRAMME

WEDNESDAY, 16 NOVEMBER 2011

18:00	Welcome reception Introduction to IAU and to Kenyatta University Introduction to Higher Education in Kenya
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THURSDAY, 17 NOVEMBER 2011

10:00	Inaugural Ceremony Welcome and Opening Olive Mugenda, <i>Vice-Chancellor, Kenyatta University, Nairobi, Kenya</i> Juan Ramón de la Fuente, <i>President, International Association of Universities</i>
11:00	Opening Keynote Addresses Equitable Access to and Success in Quality Higher Education: A global Imperative
14:30	Plenary Session I – Government policies, strategies and programmes
16:30	Plenary Session II – Institutional policies and strategies

FRIDAY, 18 NOVEMBER 2011

09:30	CONCURRENT SESSIONS I		
	I.1 Outreach and Admission to secure equity	I.2 Alternative modes of access to HE (Distance learning, OERs, E-learning, LLL, and more)	I.3 Financing equity in access and success*
11:30	CONCURRENT SESSIONS II		
	II.1 Support services (Academic and social support services for improved retention)	II.2 Institutional goal setting, Monitoring and Evaluation of equity in access and success*	II.3 Key actors for equity in access and success: role of faculty, staff and students.
14:30	Round table discussion Competitiveness (individual, institutional, national and international) and impact on equitable access and success in quality higher education		
16:30	Closing Plenary on Current and future strategies		

(*) Both sessions identified with an * are subject to a Call for papers, see below.

specific aspects of the overall theme of the conference:

Financing Equity in Access and Success

Papers can focus on comparative studies of equity financing schemes, analysis of innovative funding schemes at either institutional or state level that improve equity in access for students or provide support for student services, public private partnerships for funding widening participation, etc.

Institutional Goal Setting, Monitoring and Evaluation of Equity in Access and Success

Papers can include analysis of how various institutional stakeholder groups contribute to goal setting, policy development and monitoring in terms of access and success; they can as well include case studies of institutional approaches to monitoring and assessment of programs designed to widen participation and retention, present innovative assessment tools to follow student's progress, etc.

IAU wishes to mobilize policy makers, practitioners, academics, researchers and students to focus their attention and research on one of these two topics and illustrate concretely HEIs' efforts

and initiatives in these areas – both successful and those that have failed. Papers should offer a critical assessment of which approaches have been successful or failed and why, what makes certain policies effective, and if presenting examples of good practice, how these can be generalized or scaled up.

Abstracts (in English or French) should be submitted with:

1. The title of the proposed paper
2. The selected sub-theme
3. An abstract (300-500 words)
4. A short biography (100-150 words)

Deadlines: see IAU website

Send all documents to iau@iau-aiu.net

Upon reception of the full paper, the **IAU will cover the registration fees for the presenters of selected papers; the papers selected will be submitted for review to the editor of the IAU journal *Higher Education Policy* (HEP) for possible publication.**



INTERNATIONALIZATION STRATEGIES ADVISORY SERVICE (ISAS): IAU EXPERTISE SOUGHT BY MEMBERS IN LITHUANIA AND IN KENYA



Progress has been made on the two ISAS projects currently underway both at **Mykolas Romeris University (MRU)**, Lithuania, and at **Moi University (MU)**, Kenya.



MRU: As detailed in previous issues of IAU Horizons, Dr. Green has already conducted a fruitful initial site visit to MRU; the project is well advanced.

MU: IAU Senior Fellow, Madeleine Green has recently undertaken a site visit to Moi University, where she met with members of the ISAS Committee at the University. The full site visit with the IAU Expert Panel is due to take place at Moi University in November 2011 and will be followed by a Workshop to be held at Kenyatta University, just prior to the IAU 2011 International Conference.

IAU invites new expressions of interest from additional universities, and is in regular contact with several universities who have expressed an interest in ISAS. Furthermore, if you are interested in joining the IAU's Roster of Experts from which ISAS Panel members are drawn, please complete the form that is available on the IAU website: www.iau-aiu.net/content/what-isas

Contact: madeleinefgreen@gmail.com and r.hudson@iau-aiu.net

JOINT IAU / AFRICAN NETWORK FOR INTERNATIONALIZATION OF EDUCATION (ANIE) WORKSHOP: DEVELOPING INSTITUTIONAL STRATEGIES FOR INTERNATIONALIZATION

KENYATTA UNIVERSITY, NAIROBI, KENYA, 16 NOVEMBER 2011



This one-day, highly interactive workshop aims to give **senior professionals in African HEIs** and opportunity to share information and ideas about how they can make the most of the opportunities that internationalization can bring, how they can overcome its challenges, and what they can do to make the most of the institutional internationalization strategies. The workshop will be facilitated by several experts in internationalization from Africa, Europe, North America and

will draw on the findings of the IAU 3rd Global Survey, and use the ISAS Project at Moi University as a case study.

The workshop is made possible in part due to funds granted to IAU by the UNESCO Participation Programme.

More information and registration will be available on the IAU website in the coming weeks.

Contact Ross Hudson, IAU Programme Officer at r.hudson@iau-aiu.net or James Jowi otienojowi@yahoo.com

INTERNATIONALIZATION OF HIGHER EDUCATION: WEBINARS



The *Joint Canadian Bureau for International Education (CBIE)-IAU Webinar on: Major Trends in International Education in the Americas* was the IAU's first foray into virtual conferencing. Two sessions were held – on March 18 (in English) and on 31 March (in French). Led by Eva Egron-Polak, IAU Secretary-General, these online sessions presented and analyzed the outcomes of the IAU 3rd Global Survey on the Internationalization of Higher Education published in September 2010. Each of the two webinar presentations were followed by a discussion of the issues from a North American perspective and other regional perspectives especially important for the future of international cooperation.

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

Strongly encouraged by the GMA participants and in line with the findings of the 3rd Global Survey on Internationalization, IAU invited a number of experts from around the world to begin an initial and relatively informal discussion about the need to re-examine the concept of internationalization, what it means and how it impacts on various institutions in different parts of the world. The Expert Group will bring together perspectives from all parts of the world *inter alia* to:

- Assess the extent to which internationalization actions, fit the conceptual umbrella,
- Critically examine the causes for increased criticism of the concept,
- Discuss ways to address these concerns

The group will meet 'virtually' during the summer months and hopefully will find a way to elaborate a possible strategy for moving forward to reposition/reinvent internationalization as a valuable and transformative process of change in higher education.

SPECIAL PROJECTS

► IAU AND HIGHER EDUCATION FOR EDUCATION FOR ALL (EFA)

IAU has successfully completed phase one of the project *Strengthening Linkages for Improved Education: Higher Education and Research Working for EFA and education-related MDGs*. What began as a modest pilot in 2005 has evolved into one of IAU core activities, implemented as part of the recent 3-year grant from Sida. Phase one ended with a stimulating international Conference that took place in Paris last December. Please read more about the project and read the papers representing views and initiatives developed around the world in the In Focus section of this issue of IAU Horizons. See pages: 15-25

Contacts: Isabelle Turmaine (i.turmaine@iau-aiu.net) or Nadja Kymlicka (n.kymlicka@iau-aiu.net)



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

► DOCTORAL PROGRAMMES IN SUB-SAHARAN AFRICA

In the context of the IAU project on *The Changing Nature of Doctoral Programmes in sub-Saharan Africa*, IAU joined forces with the **University of Douala, Cameroon** and the University of Ottawa, Canada and organised a Seminar on **Data Collection and Management related to Doctoral Programmes** at the University of Douala, Cameroon from **28-31 March 2011**. The Seminar gathered 50 representatives from six of the state universities in Cameroon. While colleagues from Canada presented data collection mechanisms used by the University of Ottawa to manage their doctoral programmes, each university from Cameroon



Participants at the Douala Seminar in March.

► IAU UNDERTAKES A STUDY ON ACADEMIC FREEDOM FOR UNESCO

The 1997 UNESCO Recommendation concerning the status of higher education teaching personnel is the catalyst for the current study on academic freedom that UNESCO has commissioned from IAU. Over the summer months, IAU will survey its Member institutions about their familiarity with this Recommendation and more generally about the protection of academic freedom. In parallel, the IAU has sent a letter to UNESCO Member States and has invited Education International to assist in reaching faculty members to obtain information from as many sources as possible. This study is very modest in scope but will help UNESCO fulfill its commitment in terms of reporting on the implementation of this Recommendation, linked, at least in principle to the IAU 1998 Policy Statement on Academic Freedom, University Autonomy and Social Responsibility. (www.iau-aiu.net/sites/all/files/Academic_Freedom_Policy_Statement.pdf)

The electronic version of the questionnaire for institutions that IAU is using was sent by e mail to the Head of all IAU Member institutions in June. Please ensure that the questionnaire is completed and returned to IAU by 15 July. Should you have any questions, **contact:** Ross Hudson, IAU Programme Officer, r.hudson@iau-aiu.net

► LEADHER

Since its launch in 2007, the LEADHER programme has seen more than 40 IAU Institutional Members undertake international learning visits and collaborative projects. Inter-institutional cooperation was increased as a result of the grants awarded and often led to the more lasting collaboration within the framework of new Memoranda of Understanding. Among these collaborations, new student exchange programs and new staff mobility programs were developed, joint-research projects launched and collaborative research awards created. Even the development of joint-degrees (at the under and postgraduate levels) were initiated using the LEADHER program as a mobilizing opportunity.

The objective of LEADHER was to act as a catalyst for larger collaborative partnerships which aimed at improving institutional management or programs through sharing of practices and approaches. Several initiatives started with LEADHER were successful in securing additional funding from major donor agencies. The IAU Secretariat is currently collecting information on previous LEADHER projects and their major outcomes to prepare the launch of the next phase. For additional information, please contact Isabelle Devylder (i.devylder@iau-aiu.net). More information regarding future competitions will be available on the IAU website in September.

QA AND SUSTAINABLE DEVELOPMENT IN SYRIA AND SUDAN

The University of Al Zaeim Al Azhari (AAU-Sudan) and University of Aleppo (AU – Syria) submitted a LEADHER project in two areas; first in the area of internal quality assurance measures applied to academic programmes and second, in campus and curriculum greening and incorporating sustainable management practices.

The University of Al Zaeim Al Azhari was seeking to develop a reliable internal quality assurance system that would ensure that proper decisions were taken to promote academic programmes, foster innovation, enhance teaching, research, cultural and organizational quality. Such a system was also needed to increase accountability and transparency in academic programmes. At the same time, this university wished to exchange ideas and experiences on the best sustainable management practices, campus and curriculum and develop a joint theoretical and operational framework for introducing the concepts of sustainability and sustainable campus management, campus and curriculum greening. The institution sought to initiate cooperation on these institutional practices with a university of similar conditions. The University of Aleppo, on the other hand was aiming to achieve a better match between the International labour office (ILO) and the markets' needs.



Participants from Porto and Maputo meet as part of the NAME project.

Following two successful learning visits, a memorandum of understanding (MoU) was signed between the universities to encourage academic cooperation and set a path for future collaboration on exchange of students as well as faculty and staff members, the development of training programmes; joint research and consultancy activities; the exchange of academic materials and other information and special short-term academic programmes and projects.

The AAU-Sudan standing committee on quality assurance and accreditation has been upgraded to a center covering a wider range of responsibilities. The decision has been taken as a result of the learning visit to AU – Syria. Both centers agreed to share experience and to network. There will be exchange of external examiners and reviewers in all academic programs. Three faculty members from Al Zaeim Al Azhari-Sudan joined Aleppo University for their Ph.D. programme on the 1st of March 2011.

Both Universities agreed on the importance of integrating sustainability concepts into the curriculum. Steps have been made to look at curriculum and to reform campus environment as a result of the reform activities. For more information, please contact: Dr. Ashraf Izzeldin Abdalla Shegedi, University of Al Zaeim Al Azhari (shegedi@yahoo.com) & Dr. Mohamed Adel Jawad, University of Aleppo (ad-jawad@scs-net.org).

A NAME (NETWORK APPROACH IN MEDICAL EDUCATION AND CLINICAL PRACTICE) FOR HEALTH

The Faculty of Medicine of the University of Porto (FMUP), Portugal, and the Faculty of Medicine of the University Eduardo Mondlane (FMUEM), Mozambique, jointly submitted a LEADHER programme to further develop existing partnership that aims to improve health population through medical education. This partnership consists in the improvement of academic competencies and clinical expertise in priority health areas (maternal and child health care and infectious diseases) related to the Millennium Development Goals (MDGs).

The FMUP has implemented a "Faculty Development programme" focusing on new pedagogical issues, teaching techniques and other themes such as assessment and evaluation methods. This programme allows the restructuring of activities in innovative manners by participating institutions.

The LEADHER project initially planned two learning visits with the objective of promoting higher quality in Medication Education which in turn would improve the development of staff personal skills and enhance the faculty abilities to respond and adapt to educational situations. FMUEM was in the process of reforming its curricular when the project was submitted, moving from the traditional teaching-learning methods to the problem-based learning method and it was important to empower teachers with new and different teaching tools and strategies to ease their adaption to new technologies in particular.

In this context, participating in the Faculty Development programme was adequate to this changing period in the partner institution. The Personal Development programme also allowed for the non-teaching staff to improve their communication and management skills, two of the most

difficult areas indicated by staff members to the FMUEM Direction Members. The lack of Human Resources in this institution requires them to fulfill multiple and diverse tasks in order to achieve the institution's objective. This specific training empowered them in ways to help the faculty offer higher standards in the quality of Medical Education.

Thanks to continuous interaction between the two institutions, transcultural research is being promoted and the objective would be to reach another collaboration stage focusing on support to post-graduate courses or life-long learning.

This project was a logic follow-up to the previous LEADHER grant obtained in 2008 focusing on the Students Support Office. The project "A NAME for Health" was reinforced through this learning visit which strengthened the sustainability of both the Personal and Faculty Development programmes focusing on capacity building and institutional technical cooperation in the field of Medication Education.

For more information, please contact: Ana Godinho, University of Porto, anagodinho@med.up.pt

IAU'S PROPOSAL TO SIDA APPROVED FOR 2011-2015

The Swedish International Development Agency (Sida) has approved a new grant to the International Association of Universities in support of several of the Association's activities and projects designed to contribute to the development and capacity building in higher education in developing countries. The IAU elaborated the grant proposal in line with the policy and strategy for research cooperation of the Government of Sweden which is based on and clearly states that "[...] access to scientifically based development knowledge grows in importance, both the lack of sufficient resources for research in developing countries and the inadequate production of research of a high standard and of relevance to developing countries become increasingly serious problems" (*Research for Development, Government Offices of Sweden, pg. 9*).

Covering a period of four years starting in July/August 2011 this financial support will allow IAU to expand and diversify some of its activities, while continuing to offer one of the more visible initiatives supported by Sida in the past, namely the LEADHER grants programme which facilitates South-South and North South collaborations in various areas of institutional management. During the upcoming competitions for LEADHER grants, institutions will be asked to focus most particularly on the capacity development of research and the management of research infrastructures.

IAU will also be able to continue its project on Doctoral Programmes in sub-Saharan African universities and will expand the awareness campaign and capacity building activities linked to the role played by higher education in

achieving Education for All objectives and the MDGs as they pertain to education. The grant will allow IAU to place more emphasis on universities' contribution to and responsibilities in promoting Sustainable Development – improving our website pages in this area and our capacity to partner with others, including the African Association of Universities and Guni in the development of a Handbook on Sustainable Development.

Finally, the grant will enable IAU to invite one or two institutions in developing countries to take up the Internationalization Strategies Advisory Service (ISAS) offered by IAU to accompany their efforts in developing or improving their policy in this area. It will also strengthen IAU's capacity to conduct more research on the internationalization process.

For IAU, the most essential aspect of this grant approval lies in its recognition by Sida of our strong commitment to remain a truly global association. Sida provides the support that enable IAU to make certain that all of our work – information and knowledge dissemination, advocacy for a code of ethics in higher education, research on internationalization, on equitable access and success, etc. – takes into consideration the viewpoints gathered from higher education institutions from all regions of the world, from the most industrialized and the poorest nations.

IAU is very grateful to Sida for this support and excited about the opportunities it provides to our Members and the wider higher education community.

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



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.

Meeting with UNESCO's Assistant Director-General for Education

19 January 2011, UNESCO, Paris, France



In January, IAU's Secretary General met with Mr. Qian Tang, the new ADG for Education at UNESCO to exchange information about the current and future priorities of the two organizations and most especially to discuss ways of collaborating more effectively. The meeting was an opportunity to learn more about the place of higher education in the newly restructured Education Sector at UNESCO. Mr. Tang was quick to offer reassurance that higher education remained a priority for UNESCO. He is keen to reinforce the in-house capacity in this area through closer collaboration with organizations such as IAU. You can read an interview with Mr. Tang in the previous issue of *IAU Horizons* (www.iau-aiu.net/content/latest-issue).

The Race to Globalize Higher Education in Canada Conference

21-22 January 2011, Toronto, Canada



The Secretary-General of IAU was one of four keynote speakers at this Conference which was organized by the Ontario Confederation of University Faculty Associations. After reviewing results of a recent poll about public perceptions of internationalization, conference participants also learned how the nature of the Canadian federal systems has impacted on policy development over the years. Lynn Meeks' lessons from Australia and Eva Egron-Polak's global overview based on the 3rd IAU Global Survey on Internationalization framed a lively debate about the value, the risks and the potential negative emissions of an increasingly fast race to globalize higher education. www.ocufa.on.ca/conferences.conf2011_p1.gk

11th Meeting of the UNESCO Working Group on Education for All

2-3 February, UNESCO, Paris, France



IAU was invited to participate in this meeting that took place in the UNESCO headquarters. The approximately 170 participants, who were mostly representatives from UNESCO's Member States, reviewed the progress made in reaching EFA and discussed how to improve the quality of education, to make the case for education; violent conflict and education, and the financing of education as a preamble to the 10th Meeting

of the High-Level Group on Education for All (Jomtien, Thailand, March 22 to 24) in which the IAU participated fully. See Jomtien Meeting briefing note page 11.

www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/international-cooperation/working-group/11th-meeting-2011/

Second Annual Dearing Higher Education Conference – The Globalization of Higher Education

17 February, Nottingham, UK



Eva Egron-Polak, IAU Secretary General was a keynote speaker at this conference, which was held at The University of Nottingham, UK. Considering the theme of the conference, it was an opportune occasion to present the findings of the IAU 3rd Global Survey on Internationalization of Higher Education. A concluding speech by the Rt Hon David Willetts MP, Minister of State for Universities and Science, was of utmost interest to the mostly British audience since the Minister used the opportunity to explain and defend the government's decision to raise the upper limit on tuition fees that UK universities can charge to UK students while cutting government grants for universities. See papers at: www.nottingham.ac.uk/lorddearing/index.aspx

International Symposium on Regional and Inter-regional Cooperation of Universities

17-18 February, Tokyo, Japan



Ross Hudson, IAU Programme Officer, represented IAU at this meeting that was co-organised by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the University of Tokyo (an IAU Member). Mr. Hudson presented selected results of the IAU 3rd Global Survey, and drew particular attention to IAU's role as a partnership builder. He also promoted the survey's report – *Internationalization of Higher Education: Global Trends, Regional Perspectives*, as well as the ISAS service. <http://dir.u-tokyo.ac.jp/en/0217koto.html>

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

20-23 February, San Francisco, USA



The IAU Secretary-General was a keynote speaker at this conference, which also included presentations on various topics related to the conference theme, including 'Knowledge Flows and Research Collaboration in a Global Context'; 'Public Diplomacy and Higher Education' and 'The Future of Higher

Education Partnerships'
<http://aieaworld.org/events/conf2011.htm>

UNESCO High Level Meeting on Education For All (EFA)

22-24 March, Jomtien, Thailand



The President of IAU, Juan Ramon de la Fuente, was one of the 40 leaders invited to take part in this high level meeting. It was the first participation of IAU in this invitational Meeting, and led to the recognition of the critical role of higher education and research in improving the quality of education in the 2011 Jomtien Declaration. This Declaration followed upon the first 1990 Jomtien Declaration which launched the EFA movement.

Contact: i.turmaine@iau-aiu.net

www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/single-view/news/20_years_on_jomtien_hosts_high_level_group_on_education_for_all_22_24_march/

British Council Going Global 5 – World Education: the new powerhouse?

10-12 March 2011, Hong Kong, China



IAU Board Member Patricia Pol, Vice President, Paris Est, France and IAU Secretary-General, Eva Egron-Polak, participated in this conference organized by the British Council. Prof. Pol spoke in a session comparing the impact of the Bologna Process in various countries of Europe, while Eva Egron-Polak took part in the plenary session discussing the concept of comprehensive internationalization. She also participated in a highly interactive session on student mobility, responding to recommendations made by several students.

www.britishcouncil.org/goingglobal-gg5-a-z-of-sessions.htm

Federal Ministry for Economic Cooperation and Development's draft education strategy (2010-2013) Meeting

1 March 2011, Berlin, Germany



The IAU Director, Information Centre and Communication Services, Isabelle Turmaine, was invited to attend the presentation of the Federal Ministry for Economic Cooperation and Development's draft education strategy 2010-2013 in Germany. The strategy, entitled *More Education, More Growth, More Justice: On our way to an education strategy for German development policy* sets 10 objectives for education, including the promotion of education on a holistic basis; the strengthening of higher education and research instead of neglecting the talent available; and the closer involvement of all actors (including NGOs and universities) to a greater degree.

www.education-for-development.de/dw/doku.php?id=english_version

Impact of the creation of a European Research Area on the innovation capacity of Europe FutuRIS ANRT Conference

4 March, 2011, Paris, France

The IAU Director of Membership and Programme Development, Dr. Hilligje van't Land, participated in the debates on *The impact of the creation of a European Research Area on the innovation capacity of Europe and of France more specifically*. The Conference was organized by FutuRis, a National Association for Technological Research (ANRT) platform focusing on research and innovation in France. Papers are available online at: www.anrt.asso.fr/fr/futuris/colloques.jsp?p=30&p3=8

Meeting with EUA on CODOC Project



23 March, Brussels, Belgium

Dr van't Land, Director Membership and programme Development, met with the European University Association (EUA) representatives to establish links between the IAU project on doctoral programmes in Sub-Saharan Africa, the EUA Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe (CODOC) Project and the EUA-Council for Doctoral Education (CDE) initiative. EUA and IAU will hold a joint session on *Doctoral Education: Strategic international partnerships, sustainable development* at the next EAIE Conference to be held in Copenhagen, Denmark, in September 2011. www.eua.be/eua-projects/

SiS Catalyst Project

23-25 March, Liverpool, UK



In late February, IAU Executive Assistant, Elodie Boisfer, attended the kickoff meeting of the SiS Catalyst Project coordinated by the University of Liverpool, UK and designed to identify how children can be change agents of change in the relationship between science and society and thus act as catalysts for addressing global challenges. The project is linked to IAU's work on equitable access and success in higher education and its interest in linking higher education to other levels of the educational system. <http://siscatalyst.wordpress.com/>

IMHE-OECD 1st Meeting on Managing Internationalization



1 April, Paris, France

Eva Egron-Polak took part in this one-day meeting organized



IAU COLLABORATION AND NETWORKING

by IMHE to seek advice on how this OECD programme could contribute to the field of internationalization. Describing the IAU work in this area, she mentioned the global surveys conducted by the Association, the ISAS service and the key Policy Statement that the Association has adopted and made widely available. This meeting provided several organizations and institutions with the opportunity to share their work in the field of internationalization and their views of how IMHE could be useful, thus avoiding potential competition and duplication of activities. www.oecd.org/document/61/0,3746,en_2649_35961291_46894333_1_1_1_1,00.html

10th Plenary Session of the Steering Committee for Higher Education and Research (CDESR)

4-5 April, Council of Europe (CoE),
Strasbourg, France



Dr. Hilligje van't Land, IAU Director Membership and Programme Development, participated in this CoE event and presented the joint CoE/IAU publication on *Speaking across borders: the role of higher education in furthering intercultural dialogue* (Council of Europe higher education series No.16, 2010). The CoE is undergoing a major institutional reform in the context of which the mandates of the intergovernmental committees are being reevaluated. The mandates of all steering committees come to an end this year; a new committee covering all areas of education will replace the current committees for Higher Education and Research (CDESR) and Education (CDED). The discussions of the 10th sessions focused amongst other issues on the future development of the EHEA, the CoE project on the public responsibility for Academic Freedom and institutional autonomy, the role of HE in fostering intercultural dialogue, joint projects with the European Union, the right to quality education. The CDESR also adopted a Declaration on the situation of higher education following recent events in Belarus. More information at: www.coe.int/t/dg4/highereducation/cdesr/default_EN.asp

2010 International Year of the Rapprochement of Cultures

28 April, UNESCO, Paris, France

The IAU Director membership and programme Development, Dr. H. van't Land, represented IAU on the closing debate of this conference held at UNESCO Headquarters. The speakers pointed to the many actions undertaken around the world during this international year but certainly also stressed the need for UNESCO and some of its key partners like the NGO/ UNESCO Liaison Committee / Joint Programmatic Commission

"Dialogue between Cultures for Peace", the International Council of Museums and IAU to continue their work in this field jointly. www.unesco.org/en/2010-international-year-for-the-rapprochement-of-cultures/

Conference on Social Commitment, Spirit and Values of Universities – Inter-American Organization of Universities (IOHE)



4-5 May, Loja, Ecuador

Held at the Universidad Tecnica Particular de Loja, Ecuador and organized by the Campus program of the Inter-American Organization of Universities (IOHE), the conference focusing on a variety of issues related to the social responsibilities of universities, and included plenary presentations by IAU Vice President Prof. Abdul Razak Dzulkifli (Universiti Sains Malaysia) and by Eva Egron-Polak, IAU Secretary-General. She used the opportunity to advise participants about a variety of related projects of the Association, including the current drafting of *Guidelines for an Institutional Code of Ethics for Higher Education*. For Conference presentations, see: http://oui-iohe.org/campus/EspirituValoresEC/?page_id=2&lang=en

U-Multirank Stakeholder Workshop

5 May, Brussels, Belgium



Isabelle Turmaine, IAU Director, Information Centre and Communication Services, participated in this final U-Multirank Stakeholder Workshop in Brussels. The U-Multirank project is a feasibility study for a multidimensional global ranking funded by the European Commission. The main aim of the meeting was to assess the indicators and their results in a pilot that was undertaken to test them and choose which should be kept in the final list, should U-Multirank be developed. One of the main shortcomings was the lack of data for the 3rd mission of higher education institutions. Isabelle Turmaine also sent her comments on the agenda of the last U-Multirank Advisory Group Meeting which took place the following day. An invitational final conference took in Brussels, Belgium, in June. www.u-multirank.eu/

International Openness Working Group of the European Higher Education Area



18 January, 2011, Vienna, Austria and 10 May, Brussels, Belgium

The International Openness Working Group was created by the Bologna Process Follow-up Group (BFUG) in 2008 and has been given the task to make proposals concerning the external visibility and international dimension of the EHEA. It is also to assist the current EHEA Secretariat in planning the 3rd Bologna

Policy Forum. The Secretary-General of IAU, member of the Working Group, consulted regional and international university associations as well as the IAU Board concerning the themes that should be addressed at Bologna Policy Forum (26-27 April, 2012, Bucharest, Romania) whose theme will be: *Beyond the Bologna Process: Creating and connecting national, regional and global higher education spaces*. Together with the Council of Europe IAU agreed to contribute to the background report on one of the sub-themes for the Forum, namely the proposed topic of 'Public Responsibility for and of Higher Education within National, Regional and International Contexts'. www.ehea.info/events-bfug-network-meetings.aspx

Committee on International Non-Governmental Organizations of UNESCO's 186th Executive Board

5-6 May, UNESCO, Paris, France

IAU asked Lesleyanne Hawthorne, University of Melbourne, to represent IAU at this meeting. Prof. Hawthorne spoke by videoconference at the round-table on the social and human impact of international migrations, focusing her presentation on student migrations. www.unesco.org/new/en/executive-board/

Rankings and Accountability in Higher Education: Uses and Misuses

16-17 May, Paris, France

IAU Vice President Olive Mugenda (Vice Chancellor, Kenyatta University) and Eva Egron-Polak, IAU Secretary-General, took an active part in the UNESCO/World Bank/OECD Global Forum on *Rankings and Accountability in Higher Education: Uses and Misuses* which was held at UNESCO in Paris. In his concluding remarks, UNESCO Assistant Director-General for Education underlined the role of UNESCO as a bridge between the various stakeholders, Member States and rankers. www.unesco.org/new/en/education/themes/strengthening-education-systems/higher-education/quality-assurance/rankings-forum/presentations/



ACA Annual Conference 2011

22-24 May, Vienna, Austria

Rankings were also one of the main topics of the ACA Annual Conference. Under the title *The Excellence Imperative – World-class aspirations and real-world needs*, topics such as rankings, mobility and demographic trends and their impact on higher education were discussed. The IAU Secretary-General took part in the closing panel discussion, noting most particularly



the risks of the unintended consequences and use made of international rankings. She underlined how often they become policy instruments even though they are unsuitable for this purpose, while also being taken as proxies for measures of overall institutional quality. She warned of the potential negative effects that this could entail, particularly in developing nations and stressed the responsibility of universities not to exploit the rankings results inappropriately. www.aca-secretariat.be/index.php?id=461

European Conference of Bologna Experts: International education partnerships: Challenges and Practices in the European Higher Education and Research Space

19-20 May 2011, Lille, France

The Conference focused on the elaboration of joint programmes and degrees in the context of the European Higher Education Area, challenges and practices. H. van't Land, IAU Director Membership and Programme Development acted as Rapporteur to the workshop on European comparisons of good practices which focused on the EU funded project Joiman and presented the outcomes of the project as published in the comprehensive document: *How to Manage Joint Study Programmes? Guidelines and Good Practices from the Joiman Network*.

See: www.joiman.eu/ Papers of the Conference are available at www.2e2f.fr/bologne-conference.php



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

25-27 May, 2011, Vancouver, Canada

Dr van't Land represented IAU at this event and chaired the session on *Regional Harmonisation & Bologna* in which Pavel Zgaga, University of Ljubljana, Slovenia, Karen McBride, President, Canadian Bureau for International Education, Ottawa, and Susan Robertson, University of Bristol spoke about Bologna, presenting the process that led to the creation of the EHEA and similar harmonization strategies in Asia, Latin America as well as and alternative reform processes in North America. The Conference focused much attention on the private actors in the field of Higher Education. For presentations, see: www.obhe.ac.uk/the_2011_global_forum_canada/overview.



MEMBERSHIP NEWS

New IAU Members

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

INSTITUTIONS

McMaster University,

Canada
www.mcmaster.ca/home.cfm



Institute of Professional Studies,

Ghana
www.ips.edu.gh



Université d'Etat d'Haïti,

Haïti
www.ueh.edu.ht



Lovely Professional University,

India
www.lpu.in



Al Mustafa International University,

Iran
www.miu.ac.ir



Akhmet Yassawi International Kazakh-Turkish University,

Kazakhstan
www.yesevi.edu.tr



CETYS University,

Mexico
www.cetys.mx/en



Autonomous University of Sinaloa,

Mexico
www.uas.edu.mx



University of the Humanities,

Mongolia
www.humanities.mn



Christchurch Polytechnic Institute of Technology,

New Zealand
www.cpit.ac.nz



Palestine Technical University,

Palestine
www.ptuk.edu.ps



University of Essex,

UK
www.essex.ac.uk



Dominican University of California,

USA
www.dominican.edu



ORGANISATIONS

Committee of Vice-Chancellors (CVC)

of Nigerian Federal Universities,

Nigeria
www.cvcnigeria.org



ASSOCIATES

Jason E. Lane, Assistant Professor, Institute for Global Education Policy, State University of New York at Albany, USA.

NEWS FROM MEMBERS

IAU is pleased to announce the appointment of **Dr. Roberto Escalante Semerena** to the position of **Secretary-General of UDUAL (Unión de Universidades de América Latina y el Caribe)**: See: www.udual.org/
Contact: semerena@servidor.unam.mx

IAU would as well like to congratulate **Professor Nazaré**, former Rector of the University of Aveiro, Portugal, who takes up the **Presidency of the European University Association**. She will guide the Direction of EUA for the next three years (2012-2015) (see: www.eua.be/News/)

Open University of Catalonia (UOC) Spain awards **Brenda Gourley** an **honorary doctorate**, in recognition of her outstanding work in the field of higher education. Professor Gourley was Vice-Chancellor and CEO of The Open University in the United Kingdom from 2002 to 2009. From 2000 to 2004, she served as Member of the Board of the IAU. see: www.uoc.edu/hc

Sabbatical positions offered at the **Institute of Professional Studies (IPS), Ghana**: Applications are invited from qualified applicants for a sabbatical position tenable at the Institute of Professional Studies (IPS) in Ghana. Applicants will be required to submit a five-page proposal and a one-year plan on how he/she intends to undertake the research and publish his/her works in the chosen field.

Contact: info@ips.edu.gh or admin@ips.edu.gh
Application Forms can be downloaded from the IPS website: www.ips.edu.gh

New international partnership initiated: The American Council on Education (ACE) and the American Association of Community Colleges (AACC) announced a new international partnership aimed at strengthening curriculum and expanding work force development programs at a dozen colleges in South Africa. The initiative is a three-year, \$6.7 million program funded by the United States Agency for International Development (USAID) Southern Africa Mission. (see: www.acenet.edu/AM/Template.cfm?Section=Press_Releases2&CONTENTID=32016&TEMPLATE=/CM/ContentDisplay.cfm)

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

In Focus:

HIGHER EDUCATION AND EDUCATION FOR ALL

IAU AND HIGHER EDUCATION FOR EDUCATION FOR ALL (EFA)

What began as a modest pilot in 2005 has evolved into one of IAU core activities, implemented as part of the recent 3-year grant from Sida. It stems from the Association's firm belief that achieving Education for All (EFA) and education-related Millennium Development Goals (MDGs) may be impossible without strong and on-going collaboration with and input from the higher education and research community. However findings from the Pilot and the IAU Experts' Seminar (January 2007, Maputo, Mozambique) concluded higher education's potential and collaboration remain under-exploited often due to a persistent lack of communication and an absence of a common language between various EFA stakeholders and the HE sector. If implicated, higher education's role is often reduced to teacher education. Yet university research in diverse fields and its community outreach activities have a direct/indirect impact on education. Not only do EFA stakeholders need to make full use of higher education's expertise, knowledge and innovation but higher education itself needs to recognize its own potential contribution and engage more in the EFA Global Movement.

Project dual-approach

The project was designed to:

- provide information to the HE/research sector on its potential role in the EFA initiative;
- build capacities to enhance the participation of the HE sector in EFA-related activities.

Project Outcomes

Community building: the set-up of a Reference Group comprising both representatives from the HE sector (institutions and associations) and cooperation agencies, covering all regions of the world. The Group has served an advisory role for all project's activities and participated in the greater dissemination of IAU work in this field.

Awareness raising: the publication of the brochure entitled *Why and How Can Higher Education Contribute to All Levels and Types of Education?* which aim was to increase the readers' understanding of how higher education contributes to EFA/related MDGs and how it can do so more systematically. The brochure incorporated a language familiar to both the HE sector and that of the EFA Movement to facilitate making the connection and to overcome misunderstanding between the two communities. It was published in both in English and French and distributed widely. It is posted on the IAU website and HEEFA portal.

Information dissemination: the creation of the collaborative HEEFA (Higher Education and EFA) Portal – www.heefa.net and

its bi-monthly Newsletter, entitled Linking the HE community to EFA and related MDGs. Its uniqueness lies in its specificity to disseminate information of only higher education initiatives in EFA-related fields. It contains a Project database on HE activities in EFA/related MDGs and an Expert database of CVs of experts from the higher education sector working in this field. The Portal exists in English and French versions and provides the framework for the possibility to be later developed into other languages.

Capacity building: the development of a module that gathers key EFA stakeholders and universities at the local/national level to define and agree on a common activity to help reach EFA/related MDGs locally. It challenges participants to "think out of the box", to perceive the role of higher education in a new light, and to identify concrete tools to strengthen/reinforce HE participation in local EFA activities. The instrument was successfully tested in two different locations – developing and developed countries and in Spanish/English and French. The first session was organized with the Universidad Autonoma del Estado de Morelos, in Cuernavaca, Mexico, and the second followed in Ouagadougou, Burkina Faso in cooperation with the University of Ouagadougou and the Ministry of Basic Education and Literacy. Both sessions ended with the validation of an action plan developed by the participants.

Stocking-taking and review: the organisation of an invitation-only Innovation Conference, held in December 2010, at UNESCO in Paris, France to mark the end of this project's phase. Some 50 representatives from the HE sector and cooperation agencies worldwide came together to evaluate the progress made towards improved inclusion of HE/research in EFA/related MDGs and to review the project's outcomes and propose ideas for a way forward. Participants unanimously called for the ongoing need to promote the role of HE in EFA and related MDGs, and collectively recommended outcomes be consolidated by the IAU with the development of phase two of the project. More concretely, the validated recommendations included wider dissemination of the work done and tools developed to all EFA stakeholders and through the media; the maintenance and improvement of already developed information tools; renewed implementation of capacity building module and a working model to facilitate replication elsewhere.

The realization of this project received support from the Swedish International Development Agency (Sida), the Working Group for Higher Education of the Association for the Development of Education in Africa (ADEA-WGHE) and UNESCO Participation Fund.

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ACHIEVING EFA THROUGH TRANSFORMATIVE RESEARCH

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The international community has devoted considerable

time and resources to devising plans

that outline the goals and objectives for world development that includes the Education for All (EFA) initiative and its six specific goals aiming at:

- expanding early childhood care and education
- providing free, universal and compulsory primary education for all
- promoting learning and life skills for young people and adults
- increasing adult literacy
- achieving gender parity
- improving the quality of education.

Underlying each of these goals is recognition of and respect for the right to quality education.

The EFA framework has shaped many international organisations' and states' policy, planning and funding of basic education. There is no doubt that basic schooling should continue to be seen to be of paramount importance. However, issues related to education in a community are related to other particular psychosocial, health, legal, and financial issues that have to be proactively addressed by educational institutions, i.e. schools and universities, in partnership with other sectors such as government agencies, nongovernmental organisations and local communities. This highlights the need for schools and universities to work more closely together because, although some people think of these two systems as separate, they are interdependent. It is impossible to create major changes on one side of the gap, i.e. the school, without significant changes in the other.

Generally, little has been stated about the role of universities as the generator and provider of new knowledge and solutions to mankind's critical challenges in education, sustainability, food security and social cohesiveness in relation to the objectives of EFA. As such, the role of universities in engaging with EFA has been less supported and recognised and perhaps even overlooked. Of late, a clearer argument has been put forward based on their role and their mandate, for universities to be an important player in fulfilling the EFA agenda.

In a developing country like Malaysia, universities in particular can play a leading role in providing the scientific input, and also an advisory role, in transforming communities. They do

this by providing deep understanding, ideas and solutions to pertinent issues facing the communities.

Research is a process of learning and in the Malaysian university context it is increasingly being encouraged for the purpose

of community transformation.

Many Malaysian research universities have become anchored

to a particular place, area or region, as well as a research niche, and this change is a response to a number of 'pull' and 'push' forces such as the government's North and South Corridor Development policy and the rural community's expectation for education, training and capacity building. The idea is that Malaysian universities, through their research agenda, have a critically important role to play in helping society better understand the interconnectedness of education, sustainable development and community livelihood.

To illustrate how this may be done, let me describe briefly a research project on public education for sustainable development that was carried out by a group of researchers from the National University of Malaysia (UKM) in 2008-2011. The main aims of the project were to strengthen a local community's capacity to address sustainable and development issues; to be aware of and to better understand such complexity; and to develop the community's knowledge, values and attitudes, life skills and ethical behaviours consistent with EFA and MDGs, as well as to prepare the community members for effective participation in decision making. The uniqueness of the research lies in the equal importance given to the research processes and activities as well as to community engagement activities carried out simultaneously throughout the two-year research period.

A framework for research in public education was developed based on five core values: knowledge and understanding; shared values; roles and responsibilities; benefits and opportunities; and empowerment and corporate social responsibility. The framework emphasizes readiness of the stakeholder, namely, the local community, to appreciate all the core values that are considered essential to their sustainable livelihood. Consequently, the framework offers a more rigorous foundation upon which researchers and practitioners can build a coherent set of principles for curriculum development and good pedagogic practice in public education for sustainable livelihood.

As such, the role of universities in engaging with EFA has been less supported and recognised and perhaps even overlooked.



From our experience, the first key strategy in the development of community-university research collaboration was allowing sufficient time for the development of personal relationships between researchers and the community members prior to engaging in the research project. Another important objective when entering into the research process is related to the primacy of identifying benefits for each collaborator. For us as academics, the important question has always been “what does this mean?”, but for the community, the main focus is “what are we going to do about it and how

can the universities and their research findings contribute to improving our livelihood?”

The research clearly illustrates that, through commitment and vision, transformative research can help to empower the different segments of the community – schoolchildren, religious leaders, housewives, Fishermen’s Economic groups and Women’s Economic groups – with knowledge and awareness acquired through learning, to make them agents of development.



HIGHER EDUCATION SECTOR AND EDUCATION FOR ALL (EFA)

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The EFA Global Monitoring Report (2011) reports that the world is not on track to achieve the EFA goals by 2015. More specifically, it

states that out of 67 million children out of school worldwide, 28 million are in conflict-affected countries.

In order to focus and renew energy towards the 2015 EFA deadline, concerted efforts are required. For the 28 million to access quality education by 2015, the role of higher education must be understood with a divergent and innovative agenda. Acknowledging the role played by humanitarian agencies in addressing education in emergencies settings, higher education could be a sound partner to provide the integrated approach of theory, practice and local knowledge.

Education is difficult to perform in emergency situations for various quite self-evident reasons. It is therefore, important to integrate and develop education programs and training modules that will build the foundations of future peace rather than a recurrence of conflicts.

THE ROLE OF EDUCATION IN EMERGENCIES

The role of education is the first step towards conflict avoidance. Education prepares teachers, students and citizens locally and nationally for sound decision-making on the complex issues of preventing and responding to conflicts. Education warrants high priority in both humanitarian response and in post conflict reconstruction.

But because every education system has the potential to exacerbate the conditions that contribute to violent conflict, as well as the potential to address them, it requires professionals with sound knowledge of research to understand, assess, and analyze the negative relationship between education programs and conflict.

Education is required within the three phases of the development of conflict: pre- conflict, during and post-conflict.

During the pre-conflict phase, educators need to have the knowledge of early warning systems to help them prepare contingency plans. During this stage, curricula materials need to be reviewed so as to be “safe” and free of any shortcomings. Preparedness planning is very important but often underdeveloped and under-researched. Vulnerability analysis and preparedness planning should be carried out before conflicts emerge. Past experience suggests that learning to prepare for and respond to crises requires a proactive response. Accordingly, international actors accustomed to working in humanitarian situations should create collaborative networks to assist education ministries, universities and communities to deal with education in emergencies.

STRATEGIC ROLE OF THE UNIVERSITIES IN EDUCATION IN EMERGENCIES

Higher education can play a very effective role in developing and implementing strategies to improve access and learning for out-of-school children, due to

Higher education can play a very effective role in developing and implementing strategies to improve access and learning for out-of-school children, due to conflicts.

conflicts. This can be done by offering teacher training based on a better understanding of the educational needs in the various phases of an emergency and to making the school a non-violent environment. The curricula and the pedagogy may have to be reviewed. Curriculum reform and textbook reviews after a disaster is a major national undertaking requiring strong technical expertise. Tailor-made short courses for educational managers and planners on conflict prevention



and peacemaking but also on how to offer education in a conflict-affected region could be developed.

Higher education can take the lead in conducting research on the role of education and higher education in emergencies. Education in emergencies as a research field is relatively new, while theory building in this field is really needed.

CONCLUSION

Universities could make a difference in solving their respective countries' educational requirements during the preparedness, response and recovery emergency periods. A review of their role in EFA goals and especially in conflict prone situations might be the first step.



A CALL TO ACTION: HOW HIGHER EDUCATION INSTITUTIONS (HEIS) CAN TAKE THE LEAD IN ACHIEVING EDUCATION FOR ALL (EFA)

by **Valtencir Maldonado Mendes**, Doctoral Student, UPC-Barcelona Tech, Spain (valtencir@me.com)



The content of this paper is drawn from a study of 608 examples of good practice reported by HEIs from around the world. Though there is an apparent international consensus of the potential for HEIs to contribute to the attainment of EFA, there has, until now, been a lack of evidence as to whether HEIs are making an effective contribution towards their accomplishment. For instance, there is little evidence of such a contribution in the EFA Global Monitoring Report (UNESCO, 2011).

Yet, the results of the study suggest the following:

HEIS ARE WORKING TOWARDS EFA BUT IT CAN BE HARD TO SEE IT!

While the study suggests that the large majority of staff members in institutions (78%) are not aware of EFA being promoted in their organisations, the evidence gathered gives a more positive picture of what is happening with 57% of institutions identified as working with EFA but not in an explicit or intentional way. This means that they are working in the spirit of EFA but not using UNESCO titles or labels. EFA topics were usually evident in teaching and training programmes and crosscutting issues in the curricula, research and outreach. While it is positive to see so much activity around EFA goals, it will be very hard for the EFA agencies to measure outcomes if HEIs continue to take this less than explicit approach so HEIs must be encouraged to make any work in this area explicitly related to the achievement of EFA goals.

THERE IS A NEED FOR EFFECTIVE PARTNERSHIPS

The study suggests that there is a need for and a growing evidence of a new 'quadruple-helix partnership' bringing together universities, governments, private industry and the

third sector in new and meaningful ways. An example of such endeavour is provided by the Abdul Latif Jameel Poverty Action Lab (J-PAL), hosted at the Massachusetts Institute of Technology, which is carrying out research and working in partnerships with international organizations, national and local governments, development-focused NGOs and the private sector to assess the impact of poverty alleviation policies. One of its projects is the Africa Program for Education Impact Evaluation (APEIE) which aim is to improve the ability of countries in the region to support the education sector's plans in the Education For All Fast Track Initiative.

Because of their scale, the issues raised by EFA cannot be overcome by any institution working individually but through effective partnerships with all actors engaged, EFA is more likely to be achieved.

The issues raised by EFA cannot be overcome by any institution working individually.

And, as stated by the President of IAU "Higher education is part of an emerging ecosystem, characterized by a series of new partnerships and alliances that will go on to be the catalyst for development" (de la Fuente, 2010).

ICTS COULD BE THE WAY FORWARD

Emerging ICTs such as Linked Data, Semantic Web, Web-based collective intelligence, etc., have a meaningful potential for scaling up examples of HE good practice. The Linking University Content for Education and Research Online (LUCERO) initiative of the Open University, UK, is a practical example that might be explored for EFA. This initiative is significant not just because of the way it pulls together knowledge from around the institution itself but because the institution then makes that information available to everyone whether they are formally involved in the OU or not – i.e., aligned to the Open Educational Resources movement.

Such emerging ICTs should be used to identify meaningful socially relevant experiences; examples of good practice from the HE sector and also carried out in partnerships. It would

make them visible through such community Web-based platforms boosting their potential for scaling-up.



ROLES OF INSTITUTIONS OF HIGHER EDUCATION IN THE FINANCING OF BASIC EDUCATION: ISSUES AND PERSPECTIVES

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The concept of Education for All (EFA) was conceived on the basis of the in Jomtien (Thailand)

World Conference held in 1990. The project still remains an ambitious one, whose realization calls—among other basic requirements—for substantial financial resources. For governments, particularly those of the countries of the South, the frenetic quest for funding sources to implement programs related to basic education constitutes a veritable Sisyphean task. Wouldn't it be of interest to bring together all the active parties involved and use the resulting synergies to find a durable solution to this financing problem? In answering this question, it seems relevant to us to analyze in this article the roles that Higher Education Institutions (HEIs) are in a position to play in this quest for financial resources and for alternatives to these.

To begin with, the HEIs could, thanks to the investments of their donors, increase the value of their educational offering with a view to making it more relevant and enabling it to ensure the quality of the graduating personnel (teachers and supervisors) for the benefit of pupils in basic schools. In this context, the partnership agreement on the Master in DIPE (Master en développement intégré de la petite enfance) between FASTEF (Faculté des sciences et technologies de l'éducation et de la formation) and the Senegalese government ministry in charge of infants could serve as a paradigm.

Along these same lines, the idea would be to then, within the framework of the research, support the work of students (papers and theses) and of teacher-researchers (post-doctoral activities, scientific articles, and communications) that deals with subjects related to education. Because it is primarily through research that higher education produces the knowledge relevant to the planning and reform of basic education and, equally, assists the decision-making process of governments, NGOs, and UN institutions that are active in the field of education.

Lastly, more attention will have to be paid to the services provided by the IHEs. In this regard, the student association movement has an important consciousness-raising and

cultural-promotion role to play in connection with the local collectivities. For example, in 2009/2010 Cheikh Anta Diop University (UCAD) had about 180 student associations within the Centre des Œuvres universitaires de Dakar (COUD). These associations invest a lot in efforts aimed at community development. In the context of their vacation activities, the students organize capacity-building courses for the benefit of pupils in their areas of origin, which is quite significant in terms of the implementation of the EFA program. Under the guidance of the Rectorship, UCAD has also organized since 2000 annual citizen literacy activities (ACUs) for the adult population in rural areas, which are carried out by the students.

The students organize capacity-building courses for the benefit of pupils in their areas of origin, which is quite significant in terms of the implementation of the EFA program.

Secondly, the HEIs could draw on their financial resources, however limited they may be, to contribute to the financing of basic education, through their foundations and through the individuals that make up the HEIs.

In 2009, UCAD set up a foundation called the FUCAD (Fondation de l'Université Cheikh Anta Diop). Among the foundation's fund-raising target groups are: "public and private companies that employ human resources who, for the most part, come from UCAD," and "graduates who owe their social positions to the education they received at UCAD."

Those contributing have the option of making donations to the foundation either "in kind" or "in cash." These charitable acts should allow the FUCAD to attain its objectives, which revolve around the following four points:

- "support research
- finance teaching
- finance academic management and
- support students' social activities."

The FUCAD could, beyond these objectives it has set for itself, also incorporate within its business plan a new budgetary

item allowing it to play a role in financing basic education. Given that the FUCAD donors contribute from 10,000F to more than 500,000F CFA, the structure could – once the funds are collected – draw on its financial resources and reinvest the amount in educational projects that UCAD would guide. This, all the more so because the institution includes a number of establishments, like the FASTEF, l'ENSETP (Ecole normale supérieure d'enseignement technique et professionnel), etc., that are active in the field of education. Another lever that could be used to re-energize basic education financing through the IHEs is the latter's human potential. In concert with the FUCAD, all types of members of the university community – students, teaching staff and administrative and technical personnel – could be brought into action to contribute to this quest for funds. According to the statistics of the *Direction de l'Enseignement et de la Réforme* (DER) (Education and Reform Directorate) and

of UCAD's Human Resources Directorate, the university community at UCAD numbered about 60,000 individuals in 2009-2010. This is simply to say that on the basis of its human potential, UCAD is in a position of collecting, once a year, approximately 30,000,000F CFA if it were to ask the members of its community for a symbolic, voluntary contribution of 500F CFA.

In conclusion, higher education plays an important financing role in the worldwide EFA program. By maintaining the pedagogical structures, by ensuring the supervision of research work of students and teacher-researchers, and by conducting development projects, UCAD, like any other IHE, occupies a rather remarkable position within basic education financing. Through its foundation and through its human potential, UCAD could increase its involvement even more.



HIGHER EDUCATION OPPORTUNITIES FOR STUDENTS WITH DISABILITY AT THE UNIVERSITY OF DELHI, INDIA

by **Neerja Sharma**, Associate Professor, Dept of Human Development & Childhood Studies, Vice Principal, Lady Irwin College, University of Delhi, India, and Member of IAU Reference Group on Higher Education and EFA (neerja.lic@gmail.com)



Nations referred to as 'developing countries' face many challenges in meeting the UN goals of Education for All (EFA). In India, very rightly, the focus is on promoting universal elementary education; however, I wish to draw public attention to EFA Goal 3 which requires

disability (PwD), including children and adults. The laws to protect, support and empower PwD are fairly robust and include the Persons with Disability Act, 1995 (currently under revision), and the National Trust Act, 1999. In line with the law there is 3% reservation of students with physical disabilities in HEIs. Even so, a DU report indicates that in 2006 among nearly 500,000 students of the university departments and its 56 affiliated colleges, fewer than 1,000 students with disability were on the rolls.

Nations referred to as 'developing countries' face many challenges in meeting the UN goals of Education for All (EFA).

countries to 'promote learning and skills for young people and adults'. Higher education institutions (HEIs) have a critical role in actualizing this goal by imparting education and training to all who enter their portals.

In every section of population there are groups of people who get marginalized due to social, economic, racial or geographic barriers or as a result of attitudinal disaffection in society. In India one such section consists of students with disability (SwD). The focus in this article is on the education of SwD in higher education at the University of Delhi (DU), India.

EQUAL OPPORTUNITY CELL

In view of the gap in opportunities for marginalized groups of young persons, DU had set up an Equal Opportunity Cell (EOC) in 2006. It is aimed at addressing the educational needs of students with disability, and those who belong to Scheduled Castes, Scheduled Tribes and Other Backward Classes. It has special facilities such as a Computerized Study Centre, Braille Books, and Talking and e-Textbooks. It offers short-term courses for SwD and related courses for non-disabled students to equip them to work with PwD. Every affiliated college is expected to have its own EOC.

I present here a brief case study of my college EOC to illustrate how its provisions have enabled the education of students with disability. In 2008, Rina¹, who had 100% visual

THE INDIAN SCENARIO

The state of India recognizes many groups of people who invite affirmative action. Among them are persons with

1. The student's name has been changed to protect her identity. Rina's permission was obtained before writing about her.



impairment for reading purposes, was admitted to Lady Irwin College, DU. The 3-year interdisciplinary degree course at the college requires students to study subjects such as Physics, Chemistry, Biology, Food and Nutrition, Fabric Science, Childhood Studies, Ergonomics, and Communication Studies, all of which require extensive lab and field work.

I was the coordinator at the college EOC (2008-2010), and therefore the teacher who would cater to the special needs of students with disability. I found out that Rina had lost her sight during adolescence and she belonged to a low-income rural family of seven members, being the eldest child. She had formally learnt to use a computer and mobility skills after school years.

SENSITIZING THE TEACHERS AND PEERS

As the EOC coordinator I met my colleagues to seek their permission for Rina to audio-record their lectures. A few became apprehensive, not allowing this, but agreed to help Rina outside the class. Many of them believed that she would not be able to cope without sight. Discussions were held with individual teachers to modify the processes in conducting the practicals without compromising the principles involved.

Rina’s classmates soon became sensitive to her needs. I had to caution them to not let her become over dependent or neglect her; yet there were difficulties in balancing these two. For practical classes she had a partner to work with. It was important to be in communication with Rina, and so I would talk to her frequently and allowed her to call me any time on

my mobile phone. I found that this gave Rina confidence and she often called to discuss her difficulties and achievements.

SUPPORT OF EOC AND COLLEGE

The DU-EOC provided support for Rina’s education by recording textbook chapters and other study material on CDs. Student volunteers in the college recorded many documents on audio recorders. The college provided her financial support by subsidizing the tuition and hostel fees. The rules permitted the college to provide Rina a scribe for written exams and make suitable modifications in the practical exams. Thus Rina cleared the first and second years of the bachelor’s course. By the time this article is published she would have appeared for the third year exams.

LESSONS FOR THE COLLEGE AND OTHER HEIS

As I perceive it, the critical features in Rina’s educational context that have facilitated completion of her HE degree are: an empathetic teacher available to her for one-to-one interaction; recognition by college administration of the need for individualized approach towards her education; legitimacy through DU-EOC to access entitlements for Rina at college EOC; and legitimacy to college EOC coordinator to enlist support of teachers, other staff and students.

Reference: Handbook and guide for students with disabilities: Equal Opportunity Cell, University of Delhi, India, 2010. <http://eoc.du.ac.in>



NEW ADMISSION PROCESS FOR HIGHER EDUCATION TO REDUCE HIGH SCHOOL DROP-OUTS?

by *Leandro R. Tessler*, Director of International Relations, Unicamp, Brazil (tessler@reitoria.unicamp.br)



Many years ago I watched a documentary on TV about South Korea. The most striking scene showed a teacher

washing with a hose an extremely dirty kid upon arrival at school in the late 1950s. Meanwhile, a voice-off informed us that the kid was at school because his parents had been convinced by social workers that without proper education their children would be condemned to live in poverty as they had been doing. Since then, I keep on asking myself why such an argument does not work in other countries and children keep abandoning school. In Brazil, only 23% of the population finishes high school. Much of the school dropout occurs during this period, with only one third of the students

completing it. Only 15% of the 18-24 year old cohort enrolls in higher education.

One important cause of school evasion in high school is the student’s perception that its diploma will not be enough to help him/her have a better life or a better job. It does not guarantee the social status higher education does. Being so scarce, higher education has such a high social and economical value that if a Brazilian with a higher education diploma is convicted of having committed a crime he or she is entitled to a special cell.

Poor people have reasons to feel excluded from the possibility of achieving higher education.

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higher education, especially in a prestigious tuition-free public university where access is restricted and students are admitted according to their performance in admission exams. The rationale behind these exams is that the candidates who perform best are the best prepared and the ones with the highest potential to learn and to contribute to society in the future, somehow giving back to society what the government has invested on their education. However, results over the years show that the exams have a strong social bias: instead of selecting the most competent, they tend to select the most competent among the richer because these have access to a better and more comprehensive prior education. There is even a prosperous industry of expensive preparatory courses to these exams.

Affirmative action programs have been used to reduce this social bias. However, on top of being highly controversial, affirmative action in the form of quotas or bonus points has only marginally succeeded in allowing access to students from under-privileged backgrounds.

The public perception of the admission exams is that poor candidates have no chance to succeed. This causes self-exclusion (graduates from public schools in poor neighborhoods do not even try to take these exams) and worse, school evasion. The dropout in high school refers mainly to students preferring to get a job rather than pursuing their studies towards higher education.

A radically different approach to student selection has been enforced this year (2011) as a pilot program at the

University of Campinas (Unicamp) in Brazil. A two-year course was created to provide General Education to the students with the top score of each public school in the University neighbouring region who will then be able to be admitted in one of the traditional undergraduate programs offered by the University. This program is an adaptation to local conditions of the “top 10% rule” of the University of Texas (UT). Some differences, however, are worth noting: while UT relies on the schools to rank the students, in Brazil there is not a culture of evaluation and student ranking among high school teachers, an external instrument like the national high school exam is in principle more reliable; the percentage of benefited students is lower than 10% due to cultural and technical constraints. But as in Texas, many public schools in the area had never succeeded to provide a single student to the University. The selection based on the highest scores within a school rather than based on the highest scores of the entire population may bring to the university very talented candidates that, because of social conditions, would not even dream of entering a prestigious institution. Hopefully this will change the expectations of schoolchildren and be a very strong reason not to abandon school. In the long term, programs like this may contribute to reduce school evasion. Admission to university will become a real possibility even for students from very poor neighborhoods.

Education must be perceived by poor people in developing countries as the ticket to a much better life, just as it did in South Korea 50 years ago.



READING AT SCHOOL AND AT UNIVERSITY

by *Jocelyne Trouillot-Lévy, President, Université Caraïbe, Haiti (jotrouillot@yahoo.com)*



Higher education cannot assume its role as promoter of research and learning, and a mainspring of economic and social development, without getting

involved in initiatives related to learning to read, at every level. Today, reading is still the main axis, the indispensable means one needs to master in order to access knowledge that goes beyond the empirical one.

However, institutions of higher education do not always know how to go about playing an active role in the promotion and development of reading skills.

In this article we present some of the learning-to-read promotional activities of Université Caraïbe, Haiti. Generally speaking, we distinguish between promotional activities

within the institution and externally driven initiatives or initiatives developed in partnership with other instances.

REORIENTING FROM WITHIN

At the university, faculties and departments are encouraged to vulgarize their knowledge in the form of brochures, posters, and other documents in order to make them accessible to different groups, ranging from children to adults. In the context of an agricultural fair, a technical brief on mangoes for example could be used as reference document to initiate reading.

Science of Education students are encouraged to participate in research projects and studies that look into school leavers and those repeating their school year, and how this relates to learning to read and related issues.

OPTIMIZATION OF COURSES AND ORAL LITERATURE

Various courses – such as those on *Children's Literature* and on the *Elaboration and Development of Didactic Material* – have resulted in interesting publications to support reading. In view of the lack of works and of libraries in areas where rates of schooling are low, the teachers/researchers and the students are active in the collection and processing of oral literature materials with which to develop educational material. The cataloguing of stories, proverbs, legends, and songs frequently leads to the production of reading-support documents. Reading manuals, books of fiction for the young, based on these have been published and disseminated throughout the country.

Learning to read efforts have also been supported by the university's publishers: Editions CUC Université Caraïbe. Over the past few years, these became one of the largest producers of books for children in the country.

COLLABORATING TO MULTIPLY IMPACT – SCHOOL AND ASSOCIATION NETWORK

The University as well partners up with local and foreign associations to promote reading. The university has thus established a network of about one hundred schools, known as the Réseau Excellence, which allows these schools to work together and to benefit from the expertise of the teaching staff at the Faculty of Sciences of Education, particularly with regards to reading didactics. The university, together with other partners and local community representatives, is a founding member AYIBBY, the national section of IBBY (International Board on Books for Young People). Since its creation about four years ago, AYIBBY has, together with the university, organized various projects such as: the Caravane de la Lecture for the promotion of reading in remote areas of the country; the exhibition of fictional works for children and adolescents; open days for parents about the importance

of reading. Currently, a project concerning the supervision of young illiterate girls is underway. This project involves women and in particular future mothers, with the aim to foster learning to read for their daughters; the project leaders assume that this may augment the chances of these girls to learn to read thanks to an improved potential of supervision through their mothers.

LEADERSHIP

The university offers a privileged space for reflection about the key questions regarding learning to read, and about how to reintroduce the use of local languages. As a result the Université Caraïbe has become one of the main promoters of learning to read in the national language. Writings, conferences, and debates about this question allow for the vulgarization of the idea that it is easier for a pupil to learn to read in his or her vernacular.

Universities can contribute to the promotion of reading by communicating the successes and the limitations of the different practices with regard to learning to read. Université Caraïbe's training school, the Collège Universitaire Caraïbe, offers an operationalization model of the new learning to read techniques in the mother tongue.

Medical and pharmacological research and its concrete results allow universities to contribute to the health of the body; research into education and the effectiveness of schooling practices as well allow universities to contribute to guaranteeing the health of the mind.

To conclude, universities have everything to gain from becoming involved in activities to promote reading. In this manner they will contribute to consolidating the fields of knowledge in education and didactics, while also directly participating in social progress.



IAU PROJECT ON HIGHER EDUCATION/ RESEARCH FOR EFA AND RELATED MDGS

by *Isabelle Turmaine*, Director, Information Centre and Communication Services, IAU (i.turmaine@iau-aiu.net) and *Nadja Kymlicka*, IAU Junior Project Consultant (n.kymlicka@iau-aiu.net)



By the numbers, the EFA initiative is a success.

Because of that, but also because of the severe economic downturn experienced by many countries (especially on the

EFA donors' side) and an ever increasing number of pressing issues to be tackled worldwide (poverty alleviation; natural and technological disasters, etc), EFA's rank in the list of worldwide top priorities has gone down.

Yet, not everyone is attending school, courses provided are not all of quality or adapted to the local/new educational/

literacy needs, drop-outs will outnumber out-of school children, and there is a growing loss of confidence in educational programmes from populations that are often asked to make huge efforts to get their children or themselves educated. And it is proven that the last barriers to reaching a goal are the most difficult to overcome in terms of both means and methods.

Moreover, the commitment for quality basic education starting at birth through all types of education for all children, youth and adults that do not forget the need for a strong intellectual and scientific environment of the World Declaration on EFA (Jomtien, Thailand, 1990) has been

IAU's initiative to strengthen the links between the three missions of higher education (teaching, research; community services) and EFA is also a success.

somehow lost over time reduced to cover mainly primary education for school children.

And we know for sure now, from the data collected by the team of the Global Monitoring Report on EFA

and other sources (World Bank, UNICEF, etc.), that the 6 EFA goals set in Dakar, Senegal, in 2000 to push the initiative forward, won't be reached by the deadline of 2015.

IAU's initiative to strengthen the links between the three missions of higher education (teaching, research; community services) and EFA is also a success. For the first time since the High-Level Group (HLG) for EFA was put in place, IAU was invited to represent the higher education community at its Meeting convened by and at the invitation of UNESCO. This was all the more important that this year's HLG – composed of only 40 education leaders worldwide – took place in Jomtien, Thailand, 20 years after the launch of the EFA initiative in the very same place. IAU's participation resulted in the inclusion in the 2011 Jomtien Declaration of the following sentence "Higher education and research play a critical role in improving the quality of education".

Indeed, not all higher education institutions and university associations are aware of EFA. They do not all know how they could be of help to the initiative and only few have already thought of how to deal with a larger number of secondary-school leavers. More generally, there is still lack of evidence of the impact of the whole initiative on society at large.

Conversely, not all main stakeholders, governments, local, regional and international NGOs consider higher education institutions, especially at the local level, as possible partners in the development and implementation of their EFA activities. Yet, there is evidence that to enhance human, economic and social development, a critical mass of educated and higher educated people is needed and because the quality of higher education depends on the quality of prior education, it sounds reasonable that higher education be considered a partner for educational policy development.

These two successes and their less positive aspects conditioned IAU's decision to remain involved in EFA and continue to advocate for a better participation of higher education in the initiative, especially at the local level.

The next phase of the project, expected to start in September 2011, will encompass:

■ Advocacy actions

- ▶ Dissemination of the recommendations of the High Level Group Meeting;
- ▶ Follow-up on IAU's recommendations with UNESCO, other IGOs and regional organizations and associations, research institutes and higher education institutions worldwide;
- ▶ Renewed Reference Group: The previous project showed that part of the project's success was due to a well-designed and diversified Reference Group. The Group will now be reviewed and a call for new members will be launched to help it remain as productive as before and reflect the views of under-represented regions;
- ▶ Follow-up Instrument: Following upon the first two interactive capacity building workshops and because this type of activity often has no follow-up, we will be developing, with the participants in each workshop, instruments to follow-up the action plans agreed upon and measure possible knock-on effects.
- ▶ Reflection on arguments on the competitive advantages of engaging higher education for EFA.

■ Awareness actions

- ▶ Improvement of and enhanced information on the HEEFA Portal: The HEEFA Portal of Projects and Experts from higher education on EFA issues was launched in 2010. It now needs to be promoted so as to include as many projects and experts worldwide. Based on the tests undertaken, the portal will be improved so as to become more user friendly, and several promotion activities and tools will be developed.
- ▶ Capacity building workshops: The capacity building workshops organized in Mexico and Burkina Faso both showed that there was a need for such an endeavor (bringing all EFA stakeholders together with the higher education community in local cross-sector collaboration and dialogue) and that they can lead to concrete results that matched local needs. There is a need now to draft a model based on these two sessions so that it can be replicated in other countries. It is planned that the next workshops will be organized following a call for applications to allow countries to determine themselves what is relevant according to their specific needs.

The follow-up phase of IAU's project is still under development. Consequently, we would welcome any comments and/or ideas to improve it. We would also be looking forward to your participation as an expert (Reference Group and HEEFA portal), data provider (HEEFA Portal), participant (capacity building session), or partner to the whole or part(s) of the project.

Keep informed of the latest developments of the project by subscribing to the free of charge bi-monthly HEEFA Newsletter at <http://www.heefa.net/node/11>; visit regularly both the HEEFA (<http://www.heefa.net>) and the IAU Portal

(<http://www.iau-aiu.net>) and contact us: Nadja KYMLICKA (n.kymlicka@iau-aiu.net) or Isabelle TURMAINE (i.turmaine@iau-aiu.net) should you need clarification or be willing to commit yourselves in the 2nd phase of the project.

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L'éducation pour l'inclusion: de la recherche aux réalisations pratiques, Clementina Acedo, Abdeljalil Akkari, Karine Müller, Eds. UNESCO-IBE Conférence internationale de l'éducation 2009, UNESCO-IBE 2010. ISBN 978-92320-41616

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➔ FOR FURTHER REFERENCES ON HIGHER EDUCATION AND EDUCATION FOR ALL, please consult the IAU world Higher Education Bibliographical Database – HEDBIB – available online at: <http://hedbib.iau-aiu.net/>

Keywords: Education for All.

HEDBIB
International Bibliographic Database on Higher Education

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

- *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.2), to be released in October 2011, will

be: **Equitable Access and Success in Higher Education**. It ties in with the IAU 2011 International Conference theme (see: page 4 & 5 of this issue or www.iau-aiu.net). Should you wish to contribute a paper for this upcoming issue, please contact us h.vantland@iau-aiu.net and or iau@iau-aiu.net.

Social Science Research Grant Program

Understanding doping in sport and providing grounds for efficient prevention



Improving evidence-based doping prevention strategies through social science research

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

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

General Grant Program

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

Target Research Program

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

Young Investigator's Award

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

NEW PUBLICATIONS

New IAU Publications

Annual Report 2010

The report profiles IAU's work and achievements over the past year, carried out under each of its priority themes and special projects, and includes messages from the IAU President and Secretary-General, as well as details on IAU's membership and finances.

www.iau-aiu.net/association/pdf/annual_report2010.pdf



WHED 2011

The most comprehensive reference tool available in the field of higher education, the World Higher Education Database (WHED) 2011 incorporates the IAU database in a cross-referenced, fully searchable CD-ROM. It comprises over 15,000 universities in more than 180 countries.

www.palgrave.com/products/title.aspx?pid=473075



Higher Education Policy (HEP) 24/1 March 2011

The March edition of Higher Education Policy (HEP) features papers on student satisfaction with undergraduate teaching in China, higher education and welfare regimes, e-learning in Iran, educational policy diffusion and transfer in Armenia, Higher education, policy networks, and policy entrepreneurship in Africa, and the Japanese university reform.

www.palgrave-journals.com/hep/journal/v24/n1/index.html



Higher Education Policy (HEP) 24/2, June 2011

HEP 24/2 has just been released and contains papers on, amongst others, policy-making in Canadian post-secondary education; resource dependence difficulties in African higher education; early entrance programmes in Israel; and the impact of the global financial crisis on Japan's higher education. The issue also features the winning IAU/Prize essay competition, *Reconsidering Privatization in Cross-Border Engagements: The Sometimes Public Nature of Private Activity*, penned by Jason E Lane and Kevin Kinser of the State University of New York at Albany, USA.

www.palgrave-journals.com/hep/journal/v24/n2/index.html

Institutional access and success policies and programs: results of a self-assessment by 10 pilot universities from Asia and the Americas

Eva Egron-Polak, Elodie Boisfer / International Association of Universities [IAU]. Paris, IAU, 2011 – 45 p.

This report presents the results of the IAU pilot project on Equitable Access and Success in Quality Higher Education designed to research institutional approaches to improving both entry and progression for students from under-represented groups. Ten HE institutions from ten different countries in the Americas and Asia completed the IAU-designed and World Bank supported Institutional Self-Assessment Instrument to help universities collect information and analyze their practices in this area.

[www.iau-aiu.net/sites/all/files/IAU%20equity%20report%20to%20WB_final\(updated\).pdf](http://www.iau-aiu.net/sites/all/files/IAU%20equity%20report%20to%20WB_final(updated).pdf)

Bilingual report of IAU Innovation Conference on Higher Education/Research and EFA/Millennium Development Goals (MDGs)

The IAU Innovation Conference and End-of-Project Meeting held at UNESCO, France, in December, 2010, served the dual purpose of evaluating the progress made for a better inclusion of higher education/research in EFA and related-MDGs activities; review the outcomes of the IAU project so far and elaborating future steps. Read and/or download the Bilingual report of the Conference online; it includes the presentations and reports in their original language; an all-English version of the report is available as well.

www.iau-aiu.net/sites/all/files/Report_Eng_HEEFACConf.pdf

Promoting Sustainable Development and Education for sustainable Development: the Role of Higher Education Institutions in Africa

Ann L. Mullen, John Hopkins University Press, 2011, ISBN 080189770



The International Association of Universities is very pleased to announce the publication of the report it prepared in collaboration with the Global University Network for Innovation (GUNI) and with the Association of African Universities (AAU). The Report presents an overview of major actions, experiences and practices that sub-Saharan higher education institutions (HEIs) 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 was presented at the AAU Conference of Rectors, Presidents and Vice-Presidents (COREVIP 2011), organized in Stellenbosch, South Africa, in June.

Visions for Change – Recommendations for Effective Policies on Sustainable Lifestyles and Country papers

ISBN: 978-92-807-3116-3



Visions for Change is a publication aimed at providing recommendations to develop efficient sustainable lifestyles policies and initiatives based on the results of the Global Survey on Sustainable Lifestyles (GSSL) to policy-makers and all relevant stakeholders. The survey involved 8,000 students and young urban adults from 20 different countries and from several IAU Members higher education institutions. It points to three key dimensions of empowerment and creativity: new visions of progress, behavioral alternatives, as well as trust and participation. Visions for Change contains cross-country conclusions and recommendations as well as 16 country papers in electronic format (CD-ROM), presenting the results of the GSSL country by country. The GSSL was led by Sweden (2005-2009), in the framework of the Marrakech Process on Sustainable Consumption and Production (SCP), and was jointly developed by UNEP, the Task Force on Sustainable Lifestyles and partners such as the IAU. www.unep.fr/scp/publications/details.asp?id=DTI/1321/PA

Selected Annotated List of Publications Received at IAU

MEMBERS' CORNER

Kobe University, Japan: The 2010-2011 edition of **International Researchers' Handbook** available in pdf format contains information on what to do 'before coming', 'while in Japan' and 'before returning home'. www.kobe-u.ac.jp/en/info/topics/t2010_04_16_01.htm



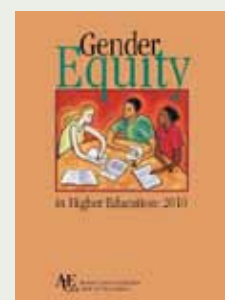
European University Association (EUA) latest publications: a Survey of Master degrees in Europe by Howard Davies and "Building bridges – Making sense of quality assurance in European, national and institutional contexts": selection of presentations and papers of the 5th European Quality Assurance Forum (EQAF) (University Claude Bernard Lyon I, France in 2010). Both are available online at: www.eua.be



The Agence Universitaire de la Francophonie, (AUF): in March the agency officially launched "Frantice", which aims to promote ICTs in education and training throughout the world, and to support the publication of scientific works in French, especially those of young researchers, on the use of ICT in all forms of education. www.frantice.net



American Council on Education (ACE), United States: Gender Equity in Higher Education: 2010 analyzes data from the U.S. Census Bureau and the U.S. Department of Education.



www.acenet.edu/genderequity2010



NAFSA released Dr. John K. Hudzik's paper: **Comprehensive Internationalization: From Concept to Action** online. The

paper offers a close look at the current state of play in U.S. campus internationalization, as well as a strong call for a deliberate and comprehensive approach that responds to the needs and opportunities that are unique to each institution. It speaks about the strategic considerations of top university officials, deans, and provosts, as well as the "senior international officers" at colleges and universities who are most often charged with leading internationalization efforts. www.nafsa.org/internationalization



institutional location interact, and reveals a striking degree of stratification.

Sustainability Education: Perspectives and Practice across Higher Education

*P.Jones, D.Selby, S.Sterling (Eds.)
Earthscan Publications, UK, 2011, ISBN
9781844078776*



This book examines how universities can make a major contribution towards a more sustainable future. It distils the curriculum contributions of a wide range of disciplinary areas, providing inspiration, theory, case studies and transferable idea from across HE, and mapping the ground both for those already who have already begun to develop sustainability programmes, and those just beginning.

Student Mobility and the Internationalization of Higher Education: National Policies and Strategies from Six World Regions

*R.Bhandari, R.Belyavina, R.Gutierrez (Eds.), Institute of International Education (IIE), USA, 2011, ISBN
9780872063419*



This book provides an extensive look at what 17 countries are doing at the national, institutional and university level to attract more international students to their higher education institutions, and to send more of their students abroad. The book draws upon the members of *Project Atlas*, a unique global community of host country partner organizations and research affiliates, including IAU, which was organized by IIE ten years ago with funding from the Ford Foundation. The book includes a chapter on some key results of the IAU 3rd Global Survey on Internationalization, written by Ross Hudson, IAU Programme Officer.

Globalization and Internationalization in Higher Education: Theoretical, Strategic and Management Perspectives

*F. Maringe, N. Foskett (Eds.),
Continuum Publishing, UK, 2011, ISBN
9781441132772*

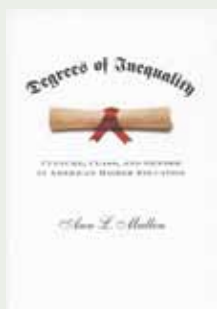


This collection of papers, draws together a wealth of international experience to explore the emerging patterns of strategy and practice in internationalizing higher education. It explores questions including how internationalization is understood by leaders of universities around the world, what challenges are being faced as universities become more international, and which forms of leadership will be needed in the future as institutions rapidly transform.

OTHER PUBLICATIONS RECEIVED

Degrees of Inequality: Culture, Class and Gender in American Higher Education

Ann L. Mullen, John Hopkins University Press, 2011, ISBN 080189770



This text, which includes a study of two geographically close universities in the united states, aims to highlight the social processes that generate inequality in American education, articulating how the how the different experiences and visions of students at the two institutions demonstrate how personal biography and

The Next 25 Years: Affirmative Action in Higher Education in the United States and South Africa

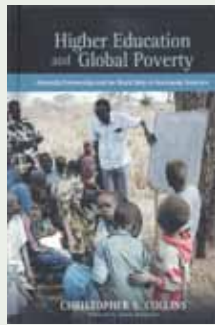
*S.L.Featehrman, M.Hall, M.Krislov (Eds.),
University of Michigan Press, USA, 2011,
ISBN 9780472117055*



This book assembles the viewpoints of a number of influential scholars, through comparative essays that span the political spectrum and dissect debates in two nations to elucidate the legal, political, social and moral dimensions of affirmative action in higher education and its role in contributing to a just and equitable society.

Higher Education and Global Poverty: University Partnerships and the World Bank in Developing Countries

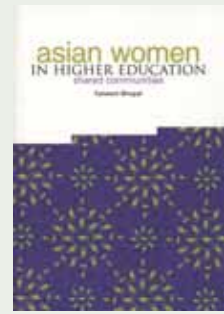
C.S. Collins, Cambria Press, USA, 2011, ISBN 9781604977257



This book offers a critique of the World Bank's involvement with university development in Uganda and Thailand. It combines in-depth interviews with key staff from the World Bank, and well as beneficiary governments and their universities, with a comparison of country case experiences. The book seeks to address the complexity and contradictory understandings that surround much of the World Bank's work on higher education.

Asian Women in Higher Education: shared communities

K.Bhopal, Trentham Books Limited, UK, 2011, ISBN 9781858564692



This book examines the experiences of Asian women studying at university and the difficulties they face. It considers what motivates them to succeed and describes their strategies for building support networks that help them succeed with the university setting and actively shape their lives. The book also details findings about the effect of Asian women attending higher education on traditional gender roles as well as on practices such as arranged marriages and dowries, and about the empowerment generated by changing the economic status of women within British Asian society.

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IAU Horizons is published three times a year in both English and French. A copy of each issue is addressed to the President and/or Secretary-General in each Member of IAU (Institutions and Associations). In addition, the magazine is sent to a specially selected audience of influential higher education professionals well beyond the IAU membership. These include:

- Presidents, chancellors and senior administrative leaders of other higher education institutions;
- Multi-lateral international organizations and associations – including: UNESCO, the World Bank; the Organization of Economic Cooperation and Development (OECD) etc.;
- National and international associations of universities – including the South African Regional University Association (SARUA); the Association of Commonwealth Universities (ACU) and the Association of Universities and Colleges of Canada (AUCC) etc.;
- National government ministries, departments and delegations;
- Higher education governing board members and foundations;
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**FOR FURTHER INFORMATION,
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NEW

IAU LAUNCHES NEW WEBSITE:

www.iau-aiu.net

1 June 2011 saw the official launch of the Association's new website!

The website has been redesigned and rebranded to become more interactive and offer more services to our Members.

Work on the new site will continue, and you might come across features (Members' area, E-bulletin, for example) and sections that are still being developed or for which content is not yet finalised. This will be fine-tuned during the summer. Meanwhile, we hope you like the new design, find the new website more user-friendly, and that its content on IAU activities and services are easy to find.



Whilst you explore the new site, we are pleased to draw your attention to the following new features:

- A new presentation of the Association 'About IAU' as well as a new presentation of the Association's 'Actions', including the different projects the Association focuses on more specifically, such as: Internationalization; Equitable Access and Success; Doctoral Programmes; EFA; Sustainable Development; and Intercultural Dialogue.
- The new 'Events' section which provides information on Meetings and Conferences organized by the Association, including the IAU General Conferences, and on IAU sponsored events. Also included is a comprehensive and **Global Calendar of Events**. IAU is pleased to list all events organized by its Members along with other key events/Conferences/Meetings organized around the world and of interest to the global higher education community. **Therefore, please send us information on all events you deem of interest for inclusion on the website.** We hope that the new formula adopted will be a useful tool to allow for even better networking of initiatives and help to prevent undesirable clashes of dates.
- The new 'Calls' section which lists all calls for proposals, grants, deadlines for prizes and more; Recent additions by IAU include:
 - ▶ A **call for papers** for the upcoming IAU 2011 International Conference which will take place in Nairobi, Kenya on the theme *Strategies for Securing Equity in Access and Success in Higher Education* (see pages 4 & 5 in this issue). Please note it is now possible to register for the conference directly on line!

- ▶ The full call for the **2012 IAU/Palgrave Essay Prize on Higher education Policy** will be published in the coming few months. The theme of the 2012 edition is linked to the 2012 General Conference to be held in Puerto Rico, in November 2012 on **Higher Education and the Global Agenda**.
- ▶ Information on the deadlines for participation in IAU projects along with the deadlines for the upcoming edition of the **IAU LEADHER Programme**, etc.

You will also note:

- The new and more dynamic 'News from IAU' section on the IAU home page, which is updated on a weekly basis and provides up to date information on current IAU activities.
- The updated and more dynamic 'News from Members' section on the home page, which provides information on Members publications, grants, positions, conferences and more. We invite all Members wishing to share their news on the website to contact us.

Since the site is being developed further, we invite you to send us any comments and suggestions you may have.

Our aim is to offer a site that is as interactive and user-friendly as possible; your reactions will help us to achieve this.

Contact: iau@iau-aiu.net

➔ www.iau-aiu.net

July 2011

04-05	<i>SRHE – New College, Oxford, UK</i> Higher Education as a public good: critical perspectives www.srhe.ac.uk
05-06	<i>The Higher Education Academy – Nottingham, UK</i> Changing Practice- Changing Times www.heacademy.ac.uk/eventsandnetworking/annualconference
12-13	<i>African Brains – Rabat, Morocco</i> Agenda for Investment in Technology and Infrastructure www.africanbrains.net/our-events/

August 2011

18-19	<i>Tamale, Ghana</i> 2nd Africa Regional Conference on Endogenous Development – Endogenous Knowledge, Education and Research as a Challenge to Higher Education and Development in Africa: theoretical perspectives, pragmatic responses, practical challenges www.authoraid.info/events/aggregator/énd-africa-regional-conference-on-end
28-31	<i>EAIR – Warsaw, Poland</i> Bridging cultures, promoting diversity: higher education in search of an equilibrium www.eair.nl/forum/warsaw

September 2011

08-09	<i>Bournemouth University – Bournemouth, UK</i> 4th International Conference on Education for Sustainable Development and Global Citizenship www.bournemouth.ac.uk
13-16	<i>EaIE – Copenhagen, Denmark</i> Cooperate, Innovate, Participate www.eaie.org/copenhagen/
13-17	<i>Cape Town, South Africa</i> 14th International Symposium on Electronic Theses and Dissertations http://dl.cs.uct.ac.za/conferences/etd2011

October 2011

11-14	<i>Adelaide, Australia</i> Australian International Education Conference www.aiec.idp.com
12-14	<i>CONAHEC – Benemérita Universidad Autónoma de Puebla, Mexico</i> International Higher Education Collaboration: Empowering Societies in an Era of Transformation http://conahec.org
20-21	<i>ICEUTE – Salamanca, Spain</i> International Conference on European Transnational Education http://gicap.ubu.es/iceute2011/main/home.shtml

November 2011

02-04	<i>AMPEI – San Luis Potosí, Mexico</i> Annual Conference 2011: A New decade: scenarios and trends in international education www.ampei.org.mx
03-04	<i>EADTU – Anadolu University, Turkey</i> Universities and regional development in an open knowledge society sharing innovation and knowledge in European universities www.eadtu.eu/activities/upcoming-conference.html
03-04	<i>CSSHE – Simon Fraser University's Morris J. Wosk Centre for Dialogue</i> Higher Education, Globalization and Social Justice http://ocs.sfu.ca/leadingchange/index.php/csshe
16-18	<i>EUCEN – Genova, Italy</i> 42nd EUCEN Conference: Bridging the Gap between Educational Pathways www.eucen.eu/node/3704



November 2011

17-18	<i>IAU, Kenyatta University – Nairobi, Kenya</i> IAU 2011 International Conference – Strategies for Securing Equity in Access and Success in Higher Education www.iau-aiu.net
18-19	<i>Università degli Studi Guglielmo Marconi – Rome, Italy</i> Guide International Conference 2011: E-learning innovative models for the integration of education, technology and research www.unimarconi.it
20-23	<i>CBIE – Ottawa, Canada</i> Great Expectations: achieving our ambitions in international education www.cbie.ca

December 2011

13-15	<i>USM – Penang, Malaysia</i> 3rd Global Higher Education Forum: Global Higher Education: Reflecting the Past, Designing Sustainable Futures www.ipptn.usm.my
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April 2012

26-28	<i>IOHE – Rio de Janeiro, Brazil</i> Conference of the Americas on Internationalization www.oui-iohe.org
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June 2012

5-6	<i>Task Force Earth Summit 2012 – Rio de Janeiro, Brazil</i> World Symposium on Sustainable Development at Universities (WSSD-U) www.haw-hamburg.de/wssd-2012.html
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July 2012

11-15	<i>Dublin, Ireland</i> EuroScience Open Forum: Where Creativity and Great Science Meet www.dublinscience2012.ie
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November 2012

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



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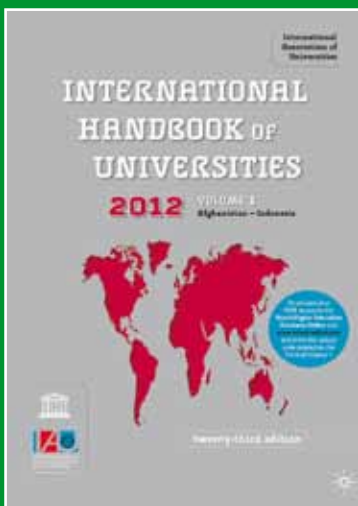
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