

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

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



IN FOCUS

Student Tuition Fees – perspectives from around the world

ACTIVITIES

Reports on IAU projects

Upcoming:

IAU 2014 International Conference IAU on *Blending Higher Education and Traditional Knowledge for Sustainable Development*, Universidad Científica del Peru, Iquitos, Peru, 19-21 March 2014.

Mark the dates!!

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

MESSAGE FROM THE SECRETARY-GENERAL



'TO CHARGE OR NOT TO CHARGE?', that is a question that is increasingly answered in the affirmative, even in higher education systems with a long history of free higher education. The pressure to find ways to replace lower investments from public sources or to fill the coffers needed to expand the system of higher education has been growing steadily. Most frequently, it is the learner (or his/her family) that is expected to pay. The debate that surrounds tuition fees is nowadays rather about who should pay, how much they should pay and how they can borrow (and repay) the money.

The economic arguments on which the idea of tuition fees rest have to do with private returns on investment and the traditional expectation that higher education graduates will have greater earning power. Yet, as higher education credentials become common currency of ever-larger segments of society and as the unemployment rates of higher education graduates are climbing in many nations, is this argument still tenable? And, even if it is not, what alternatives are open to higher education institutions which see the per student contribution from public sources diminish each year?

On the other side of the tuition fee argument are those who point out that free higher education is no guarantee of equity in access, the central social equity argument against tuition fees. Looking at the socio-economic make up of higher education enrolments often provides testimony for this argument, though charging tuition fees, even along with all manner of loans and student aids can certainly work against equity goals.

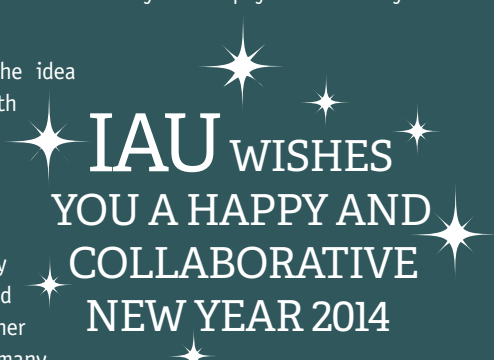
As usual, the *In Focus* section of this edition of *IAU Horizons* could have been longer, presenting many more viewpoints with regard to tuition fees from different geographic or stakeholder perspectives. It is not our intent to be exhaustive and so only a sample of situations and arguments is offered here. To add to this overview of the issues, a random sample of references from the international press is also been prepared.

This edition also reports on IAU activities, especially on the upcoming 2014 International Conference in Iquitos, Peru, where, working with Universidad Científica del Peru, we are developing an exciting programme to debate higher education's role in Education for Sustainable Development.

Finally, let me also introduce a new recurrent section/page where IAU will offer to share UNESCO initiatives and opportunities open to higher education institutions.

We hope you find *IAU Horizons* of interest and welcome your feedback and suggestions.

Eva Egron-Polak



IAU Horizons 19.3 – Highlights

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IAU MEETS IN PERU IN MARCH 2014. TAKE PART IN THE PREPARATIONS AND REGISTER NOW!

Universidad Científica del Peru (UCP), Iquitos, Peru, 19-21 March 2014. For information and registration, please go to: www.iau-aiu.net

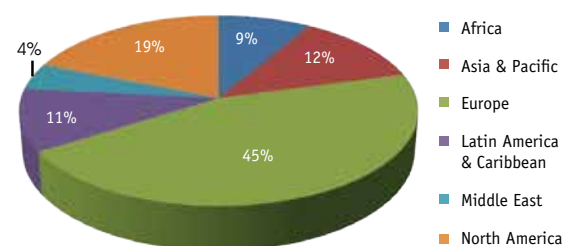


P7

IAU 4TH GLOBAL SURVEY ON INTERNATIONALIZATION: OVER 1300 RESPONSES RECEIVED!

The responses are being analysed and the report is being prepared and will be published in the Spring of 2014.

Respondents by region – IAU 4th Global Survey (n=1336)



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NEW IAU MEMBERS

IAU is pleased to welcome 15 new Members from around the World.



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IN FOCUS: STUDENT TUITION FEES – PERSPECTIVES FROM AROUND THE WORLD

10 authors present you with a variety of perspectives on why and how tuition fees are introduced or not around the globe.



IAU CALLS

➤ The 2014 LEADHER Competition is now open!

The Leadership for Higher Education Reform (LEADHER) programme offers opportunities for learning partnerships and collaboration among IAU Member Institutions in Good Standing and enables participating institutions to tap into wealth of experiences available around the world.

The LEADHER programme aims to increase and improve South-South as well as North-South cooperation among higher education institutions in order to strengthen research capacity and research management in universities, in particular in developing countries.

What is LEADHER?

- GRANTS of up to 10,000 Euros per project;
- Focus: STRENGTHENING RESEARCH CAPACITY;
- INTERNATIONAL PARTNERSHIP PROJECTS
- Professional development through LEARNING VISITS.

Deadlines

The application **guidelines** and the **application form** are available online. LEADHER project proposals should be submitted by **31 January 2014**. The results of this 2014 competition will be announced on 17 February 2014.

Special focus

Particular emphasis will be placed on initiatives involving sub-Saharan African institutions, thus building on the IAU project about Doctoral Education in Africa (see: www.iau-aiu.net/content/doctoral-programmes).

Looking for a partner?

The IAU website can be used to look for partners. For Members in Good Standing, please contact Élodie Boisfer: e.boisfer@iau-aiu.net
More information on the programme at: www.iau-aiu.net/content/leadher

➤ Any higher education institution can benefit from IAU's **Internationalization Strategies Advisory Service (ISAS)**.

Members receive services at discounted prices. For more information: www.iau-aiu.net/content/isas or contact: r.hudson@iau-aiu.net



IMPORTANT IAU DATES

➤ IAU UPCOMING INTERNATIONAL CONFERENCE

+ 19-21 March 2014:

IAU 2014 INTERNATIONAL CONFERENCE ON BLENDING HIGHER EDUCATION AND TRADITIONAL KNOWLEDGE FOR SUSTAINABLE DEVELOPMENT, Universidad Científica del Perú, Iquitos, Peru.



Please mark the dates and join us in Iquitos in

March 2014. In the meantime please get prepared and report on activities in the fields relating to the theme of the Conference using the IAU – HESD portal (www.iau-hesd.net).

Contact: iau@iau-aiu.net

2015 AND 2016

+ October 2015

IAU 2015 INTERNATIONAL ANNUAL CONFERENCE ON THE INTERNATIONALIZATION OF HIGHER EDUCATION, Siena, Italy.

+ 2015

IAU 6TH GLOBAL MEETING OF ASSOCIATIONS (GMA-VI), Association of African Universities (AAU) and University of Ghana, Ghana.

+ 2016

Planning is underway for the **IAU 15TH GENERAL CONFERENCE**, it will take place in Thailand.

➤ WORKSHOP

+ February 20-21 2014

IAU COLLABORATIVE WORKSHOP: A THREE-STEP ACTIVITY TO ENVISION HIGHER EDUCATION FOR EDUCATION FOR ALL LOCALLY in collaboration with and at Lady Irwin College, New Dehli, India.

➤ IAU PARTNERING WITH:

+ September 2014

4TH ASEM RECTORS CONFERENCE, Chulalongkorn University, Bangkok, Thailand.

IAU has agreed to partner with the Asia-Europe Foundation (ASEF), the Asian Universities Network (AUN), and Chulalongkorn University in the organization of the 4th ASEM Rectors Conference (ARC4).

IAU COLLABORATION AND NETWORKING

Since the last issue of IAU Horizons went to press, IAU was represented at the following events:

2013

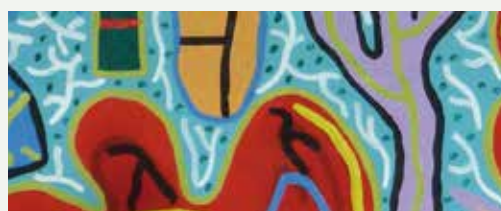
20th ENIC-NARIC Joint Annual Meeting www.azvo.hr/index.php/en	Split, Croatia	June
Raabe Editorial Meeting www.raabe.de	Berlin, Germany	June
ARC 4 Singapore	Singapore	July
UN-Sustainable Development Solutions Network for the Mediterranean (UN-SDSN MED) Solutions Conference launched at Siena University , Network chair: Prof Riccaboni, Rector University of Siena www.medunsdsn.unisi.it/	Siena, Italy	July
Third Meeting of the International Steering Group (ISG) for the UNESCO World Conference on ESD www.unesco.org/new/en/unesco-world-conference-on-esd-2014/	Paris, France	July
European Higher Education in the World – Launched at the Conference of the Lithuanian Presidency of the Council of the European Union www.mosta.lt/en/events/70-european-higher-education-in-the-world	Vilnius, Lithuania	September
IAU Validation Workshop: IAU OER and the Academic Librarians Project	Ghana	September
EAIE 2013 Conference – Weaving the future of Global Partnerships IAU organised a first IAU-EAIE Executive Seminar on the Internationalization of higher education and an EDC workshop on Research and Innovation for Capacity Building in African Universities www.eaie.org/home/conference/istanbul.html	Istanbul, Turkey	September
Council meeting of the Magna Charta Observatory – IAU and MCO agreed to further develop joint cooperation to promote Ethics in HE www.iau-aiu.net/content/ethics-higher-education	Bologna, Italy	September
First Forum of NGOs in official partnership with UNESCO, entitled <i>Which Education Goals for Tomorrow's Citizens of the World: Is Quality Enough?</i> – organisation of the Forum piloted by IAU	UNESCO, Paris	September
European Access Network – 1st World Conference on Access to post- secondary Education www.ean-edu.org/	Montreal, Canada	October
European Conference on Information Literacy (ECIL) www.arber.com.tr/ecil2013.org/index.php/home	Istanbul, Turkey	October
U-Multirank Advisory Board Meeting www.umultirank.org/		October
Association of Commonwealth Universities (ACU) www.acu.ac.uk/	London, UK	October
37th Session of the UNESCO General Conference (see: www.iau-aiu.net)	Paris, France	November
7th Forum on the Internationalization of Sciences and Humanities of the Alexander von Humboldt Foundation in Berlin on Postdoctoral Career Paths 2.0: the Golden Triangle of Competitive Junior Investigators, Adequate Academic Systems and Successful Careers www.humboldt-box.com	Berlin, Germany	November
10th Anniversary of the Berlin Declaration	Berlin, Germany	November
2013 ASEF Higher Education Programme (AHEP) Advisory Committee Meeting	Berlin, Germany	November
ACA Policy Seminar on “For Mutual Gain: Euro African Cooperation in Higher Education” www.aca-secretariat.be/	Brussels, Belgium	December
Scholars at Risk: Expert Meeting on Protecting Higher Education http://scholarsatrisk.nyu.edu/	Brussels, Belgium	December



BLENDING HIGHER EDUCATION AND TRADITIONAL KNOWLEDGE FOR SUSTAINABLE DEVELOPMENT



IAU 2014 International Conference
 19-21 March 2014
 Universidad Científica del Perú (UCP)
 Iquitos, Peru



IAU INTERNATIONAL CONFERENCES

IAU International Conferences are organized on a yearly basis and focus on topics of interest to the Members of the higher education community.

They are organized for leaders IAU Members at large and of the various higher education stakeholders.

Due to their global scope, the IAU international Conferences offer a unique opportunity for HE leaders to meet in broader and smaller groups of peers to exchange ideas, practices and to network.



CONFERENCE THEME

The following main topics will frame the Conference discussions:

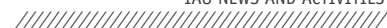
- **What kind of Future do We Want?**
- **The Role of Higher Education Institutions in Sustainable Development**
- **The Post 2015 Development Agenda as a framework for IAU and higher education institutions**

Confirmed speakers include **Jeffrey D. Sachs**, Director of The Earth Institute, Columbia University; Special Adviser to United Nations Secretary-General, **Zakri Abdul Hamid**, First chair of the UN Intergovernmental Platform on Biodiversity and Ecosystem Services, **Charles Hopkins**, UNESCO Chair in Education for Sustainable Development, **Pornchai Mongkhonvanit**, President, Siam University, Thailand, **Pam Fredman**, Rector, University of Gothenburg, Sweden and more!

The two- and- a half- day conference will include interactive plenaries and working group sessions on institutional change management for sustainable development, campus greening initiatives, innovative research and teaching for sustainable development, and alternative economic models to advance 'The Future We Want' – post 2015 Education Agenda, as well as discussions on initiatives that integrate traditional knowledge and higher education research and teaching; the social and cultural dimensions of sustainable development, and issues relating to climate change.

The Conference is open to all interested higher education leaders, decision-makers, academics, students and other stakeholders.

<p>1972 Stockholm Declaration of the United Nations Conference on the Human Environment</p>	<p>1991 Halifax Declaration: Creating a Common Future: University Action for Sustainable Development</p>	<p>1992 Agenda 21 – UN action plan on sustainable development.</p>	<p>1993 IAU adopts the Kyoto Declaration on Sustainable Development and adopts the theme HESD as one key theme for its work plan</p>	<p>2000 The Earth Charter is adopted and the Earth Charter initiative is launched</p>
<p>1972 Talloires Declaration: first official statement made by university administrators of a commitment to environmental sustainability in higher education</p>	<p>1992 Rio Earth Summit (UNCED), Rio de Janeiro, Brazil, and Rio Declaration on Environment and Development</p>	<p>2000 Millennium Summit, New York, USA, and adoption of the Millennium Development Goals (MDGs)</p>		



PROGRAMME

OPENING AND WELCOME - WEDNESDAY 19 MARCH 2014

15:00 - 17:00	Registration
17:00 - 19:00	Opening and Welcome
19:00 - 20:30	Welcome Reception

DAY 1 - THURSDAY 20 MARCH 2014

08:00 - 09:00	Registration
09:00 - 10:30	<p>PLENARY I - ROUND TABLE DISCUSSION ON: WHAT KIND OF FUTURE DO WE WANT?</p> <p>The Discussions will be built around the 4 interlinked SD pillars (education, environment, economy and culture); they will examine possible ways towards a better future with thought-provoking speakers who will be invited to consider the main challenges and opportunities facing the world as it prepares for the future. The session will, in particular, debate to what extent traditional knowledge can and should be integrated in higher education teaching and research in view of developing innovative answers to the challenges of the XXIst Century.</p> <p>This Roundtable will contextualize the need for Sustainable Development and lead into the discussion of the role of higher education and traditional knowledge in this process.</p> <p>All plenary sessions will set the stage for the parallel sessions to follow.</p>
10:30 - 11:00	Break
11:00 - 12:30	<p>PLENARY II - THE ROLE OF HIGHER EDUCATION IN SUSTAINABLE DEVELOPMENT</p> <p>The objective of this second plenary session is to introduce the various issues that will be covered in the subsequent breakout sessions. These include the following:</p> <ul style="list-style-type: none"> • Reaffirming higher education teaching, research and innovation for a sustainable future • Sustainable development in university life • Enriching higher education through community engagement
12:30 - 14:00	Lunch - Poster Session
14:00 - 15:30	<p>Parallel sessions - Series I</p> <p>SUSTAINABLE DEVELOPMENT IN HIGHER EDUCATION TEACHING, RESEARCH AND INNOVATION</p> <p>I.a - Students and Professional perspectives on graduate competences for a sustainable development</p> <p>I.b - Valuing and affirming Traditional and/or Indigenous Knowledge in research</p> <p>Discussions in parallel sessions</p>
15:30 - 16:00	Break - Poster Session
16:00 - 17:30	<p>Parallel sessions - Series II</p> <p>SUSTAINABLE DEVELOPMENT IN UNIVERSITY LIFE</p> <p>II.a - Indicators for assessing impact</p> <p>II.b - Campus greening – is that enough?</p> <p>Discussions in parallel sessions</p>
17:00 - 19:00	<p>HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT – DRAFTING COMMITTEE'S MEETING</p> <p>IAU Statement on Higher Education for Sustainable Development</p>
20:00	Conference Dinner

2002 World Summit on Sustainable Development (WSSD) or Earth Summit 2002, Johannesburg, South Africa

2012 IAU launches its portal on Higher Education and Sustainable Development (HESD)

2012 IAU Horizons, vol.18.2 on: "The Contribution of Higher Education to Sustainable Development"

2014 IAU International conference on *Blending Higher Education and Traditional Knowledge for Sustainable Development*, UCP, Iquitos, Peru, March

2015 Global Action Programme on ESD starts

2002

2005

2012

2014

2015

2005-2014 UN Decade of Education for Sustainable Development (UN-DESD); UNESCO is the leading agency

2012 UN Rio+20 Earth Summit and Declaration "The World We Want"

2014 UNESCO World Global conference on Education for Sustainable Development (UN-WCEDSD), Aichi-Nagoya, Japan, Nov

2015 UN Millennium Development Goals (MDGs) ends to develop into UN Sustainable Development Goals (SDGs)



PROGRAMME

DAY 2 - FRIDAY 21 MARCH 2014

09:00 - 10:30	<p>Parallel sessions - Series III</p> <p>ENRICHING HIGHER EDUCATION THROUGH COMMUNITY ENGAGEMENT</p> <p>III.a - Students and Professional perspectives on graduate competences for a sustainable development</p> <p>III.b - Networking for Sustainable Development</p> <p>Discussions in parallel sessions</p>
10:30 - 11:00	Break - Poster Session
11:00 - 12:30	ROUND TABLE DEBATE: REGIONAL PERSPECTIVES ON HESD
12:30 - 14:00	Lunch - Poster Session
14:00 - 15:30	<p>PLENARY III - THE POST 2015 ESD FRAMEWORK FOR ACTION: HIGHER EDUCATION'S COMMITMENT TO THE FUTURE</p> <p>In preparation for the UNESCO World Conference on ESD (Aichi Nagoya, Japan, November 2014) and to provide inputs for the debates taking place at UN level on the post 2015 Framework for Action (see Rio + 20 Conference outcomes and in particular the document entitled "The Future We Want"), IAU will draft a declaration to be presented and discussed in this Plenary for input by conference participants.</p> <p>Future HE actions towards SD, future IAU actions and expectations of the HE community of the UN post 2015 programme of action will be discussed and clarified here.</p>
15:00 - 16:00	PRESENTATION OF THE DRAFT IAU STATEMENT ON HE FOR SD – DISCUSSION
16:00 - 17:00	IAU INTERNATIONAL CONFERENCE CLOSING SESSION

THE CONFERENCE WEBSITE PROVIDES YOU WITH:

- The full Conference Programme is available online at www.iau-aiu.net
The Programme is being updated regularly. A Call for papers and a Call for posters were published in the Fall of 2013. The selection to be made by the Conference programme Committee will be announced in late January and the programme will be adapted accordingly.
- The Conference Registration Forms are available online. Please do not hesitate to contact us if you encounter any difficulty when registering.
- Logistical/Practical information, including a selection of hotels are available online as well. The following conference hotels have been selected:
 - Hotel El Dorado Plaza ***** www.grupo-dorado.com
 - Samaria Jungle Hotel **** www.samirajunglehotel.com
 - Gran Hotel Marañón *** www.granhotelmaranon.com

➔ **FOR FURTHER INFORMATION, PLEASE** go to: www.iau-aiu.net
or contact Ms Elodie Boisfer at: e.boisfer@iau-aiu.net



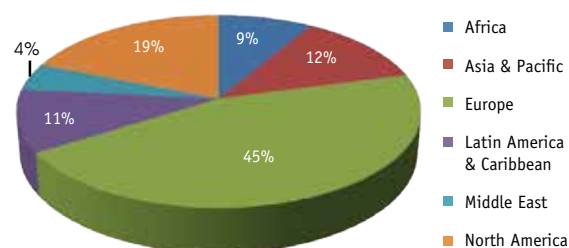


REPORTS ON IAU PROJECTS

► INTERNATIONALIZATION

⊕ IAU 4th Global Survey on Internationalization of Higher Education – response rate nearly doubled!

Respondents by region – IAU 4th Global Survey (n=1336)



IAU expects the report of the survey to be available by early 2014. At this time the Association will also be sending complimentary electronic copies of the Executive Summary of the report to all the institutions that completed the questionnaire.

IAU would like to thank once again all the HEIs that took part in the survey, and the Association's partners in this important initiative – the British Council, European Commission, EAIE and NAFSA.

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

⊕ IAU and EAIE Executive Seminar on Internationalization

EAIE Conference, Istanbul, Turkey, September 2013



Co-organized by IAU and EAIE and held during the annual conference of the European Association of International Education (EAIE) in Istanbul, Turkey, this first edition of an invitational Executive Seminar brought together nearly two dozen university presidents from an equal number of nations to debate whether and how higher education internationalization served the interests of diplomacy and to what extent this was an appropriate role for higher education institutions. Several leaders of IAU Member universities attended and in light of their very positive feedback and the general success of the Seminar the two organizations agreed to repeat the initiative in Prague, Czech Republic in September 2014 by organizing a second Executive Seminar during the EAIE conference.

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

⊕ Internationalization Strategies Advisory Service (ISAS) – projects underway with IAU Member institutions in Peru, Botswana and Japan



As reported in previous issues of IAU Horizons, a number of ISAS projects are currently underway.

The IAU Panel for the project with **Universidad Científica del Perú (UCP)**, Peru, undertook the site visit to the institution in early October. The Panel is currently writing up the project report, which will include advice and recommendations for future action on the university's internationalization strategy and related activities.

The IAU Senior Fellow, Madeleine Green, undertook the initial site visit to the **University of Botswana (UoB)** in September. During her two day meeting she met with a range of stakeholders from across the institution to provide further details of the ISAS project; formulated a workplan, and timeframe and helped to initiate the university's *ISAS Institutional Committee* who will manage and facilitate the process from within the institution. The Committee will now begin the research required to develop the institution's Self-Assessment Report, which forms an essential part of every ISAS project. It is expected that the site visit to the institution by the IAU Panel, will take place in the first few months of 2014.

Both ISAS projects with UCP and UoB are made possible thanks to funding from the **Swedish International Development Cooperation Agency (Sida)** and contributions by each university.

The IAU is also pleased to announce that it has reached an agreement with **Meiji University, Japan**, an IAU Member institution, to undertake an ISAS project. An initial site visit to the University was conducted by IAU Secretary General, Eva Egron-Polak in 2013. The project will also include a two-and-a-half-day site visit by the IAU Panel of experts in March 2014, once the institutional self-assessment report is completed.

The Association will provide regular updates on the progress of all ISAS projects in the IAU e-bulletin and IAU Horizons.

Should your institution be interested in re-developing and/or enhancing its internationalization strategy, please visit the ISAS web pages.

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



⊕ Multi-dimensional analysis of Romanian Higher Education – IAU partners with UEFISCDI



Remus Pricopie, Minister of Education, Rector National University of Political Studies and Public Administration, IAU Board Member speaking at the November Conference



As reported in previous issues of Horizons, and following the recent higher education reforms in Romania, the UEFISCDI of Romania (the Executive Agency for Higher Education, Research, Development and Innovation Funding) was awarded a large scale structural funds project to increase the capacity of public administration for evidence-based policy making, through a multi-dimensional analysis of Romanian higher education institutions entitled 'Higher Education Evidence Based Policy Making: a necessary premise for progress in Romania'.

To fulfil the aims of the projects UEFISCDI worked with the IAU. Following an open call, two institutional case study groups were established on specific themes: one on internationalization (with five institutions involved) and one on equity / social cohesion (with four institutions involved). Each group was led by a team of International and Romanian experts, as well as representatives from UEFISCDI and IAU. The team of experts has now undertaken site visits, and mutual learning workshops at each of the case study institutions under the two themes. Summary reports, with recommendations for future action have been provided to each institution. In addition, the agency and IAU, with input from the Teams of experts are currently completing a final project report for each of the two themes which will summarise the evolution of related national policy in Romania, and based on the outcomes of the site visits, an analysis of current developments and recommendations for the future action in Romania at both the institutional and national levels.

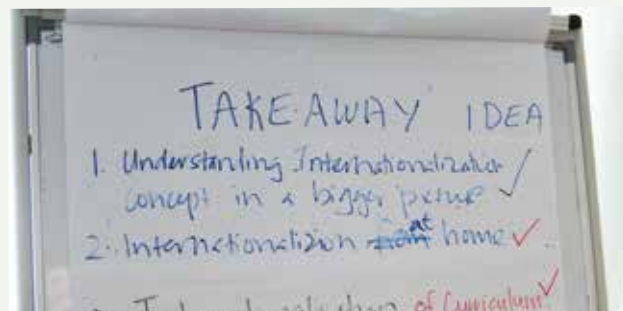
A final conference for the project, organised as a stakeholders' consultation and dissemination event for this activity, was held in Bucharest, Romania in November 2013.

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

⊕ Capacity Building workshop on Leadership for Higher Education Internationalization – for Malaysian university representatives

The International Association Universities (IAU), the Universiti Malaysia Kelantan (UMK), Malaysia and the Centre for Leadership Training (CELTRA), Malaysia working in partnership, he planned, developed and delivered a training and capacity building workshop on Internationalization of Higher Education for Malaysian institutional leaders. The Workshop, which took place on 6-8 November 2013, brought together about 40 Malaysian university representatives from both public and private institutions, as well as a team of international and Malaysian experts and staff members from each of the partners. The workshop covered a range of topics focusing on both policy development and strategy implementation related to internationalization. It was highly interactive and well appreciated by all participants.

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



IAU Malaysia Capacity Building Workshop on Internationalization, November 2013

► EQUITABLE ACCESS AND SUCCESS

⊕ **IAU Equitable Access and Success Workshop at the World Congress on Access to Post-Secondary Education, European Access Network (EAN), Montreal, QC, Canada, October 7-10, 2013**



Participants at the IAU-EAN Workshop, in Montreal

HEIs can and do bring solutions that can go a long way to achieving goals of providing equitable access and ensuring success in higher education for as many learners as possible. The IAU also believes that institutions can learn from one another even when their challenges and national contexts are highly diverse. Thus, for the past few years, working with international experts, the IAU has focused efforts to underline why widening participation and improving the success rate for learners from minority groups (however they may be defined) is important.

This year, the Association coordinated a workshop that was held during the first World Congress on Access to Postsecondary Education, and Chaired by Prof Hope Sadza, *Vice Chancellor, Women's University in Africa, Chair of the IAU Working Group on this topic*. The Workshop has been an important step in IAU's most recent project helping Member universities critically examine their own policies and practices designed to promote and improve the provision of equitable access to and ensure

successful participation in higher education for all students, and most particularly, for students from under-represented groups in society.

The project involved 28 institutions from 25 countries from around the world, all of which were invited to the IAU Workshop where the draft summary report and key issues arising from it were discussed. Thanks to the 2012 ISIC Award, IAU was able to bring together representatives of some 15 universities to share lessons learned, opportunities and challenges they experience at the institutional level, and suggest ways to address them through collaboration. The report presenting the project and the results of the Workshop will be posted on the IAU website in the future.

To learn more about this project, **please contact:** Eva Egron-Polak, *IAU Secretary General* (e.egronpolak@iau-aiu.net) and / or Élodie Boisfer, *IAU Programme Officer* (e.boisfer@iau-aiu.net).

⊕ **IAU working on Access and Success in Romania as part of the UEFISCDI Project: "Higher Education Evidence Based Policy Making: a necessary premise for progress in Romania".**

Four Universities (Titu Maiorescu University, "Politehnica" University of Timisoara, "Carol I" National Defence University and University Stefan cel Mare from Suceava) took part in the part of the project focusing on the dimension of equity/ social cohesion, by answering the 40 questions of a self-study questionnaire elaborated by the International Association



IAU workshop on Internationalization and Access and Success in Romania.

of Universities (IAU) in 2010 and adapted to the Romanian context today. The aim of the project was to critically examine the Romanian HEIs' current policies with regard to the issues of equitable access and success in higher education and keeping in mind the state policy framework, recommend changes and improvements.

A group of experts, composed of 10 Romanian and international experts, analysed the institutional strategies of the Romanian universities involved and visited each of them over a day-long individual study visits in spring 2013, meeting with representatives of the respective universities, including Heads of the institutions, Faculty members and Staff, as well as students. Following a bottom-up approach the project has been highly interactive and was complemented by a series of three Mutual Learning Workshops.

A three part report – General policy framework; Institutional level; Recommendations (at the institutional and national levels) – has been written and was presented at the concluding conference entitled *Internationalization and Equity in the Romanian Higher Education System* (14-15 November 2013 in Bucharest, Romania) organised as a stakeholders' consultation and dissemination event for this activity.

To learn more about this project, **please contact:** Élodie Boisfer, *IAU Programme Officer* (e.boisfer@iau-aiu.net).

► OPEN EDUCATIONAL RESSOURCES (OER)

⊕ Training and Support Programme for Academic Librarians on OER Use, Reuse, and Production



Participants at the IAU Validation Workshop on OER for Librarians, Ghana, September 2013

The first stage of the new IAU project for Academic Librarians on Open Educational Resources (OER) use, reuse, and production took place in Accra, Ghana on 12 and 13 September 2013. It took the form of a Validation Workshop to raise awareness of and obtain feedback from the academic library community on the IAU project. It received funding from UNESCO's Participation

Fund and was organized in partnership with the Association of African Universities (AAU), an IAU Member organization.

The IAU project focuses on the uptake, production and practice of using Open Educational Resources (OER) – free digitized and non-digitized open teaching and learning materials – within Higher Education institutions. Open Educational Resources (OER) respond to access issues and to the notions of knowledge societies and lifelong learning. Yet, there is still confusion on what OER are, where they are located, how they can be adapted and re-used and how their quality is assured. The IAU believes that academic librarians are the best placed to advocate for and help in the development of OER.

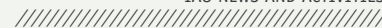
The Validation Workshop aimed to refine the IAU OER Project and specifically focused on the African region. Its objectives were to increase participants' knowledge of OER; raise awareness of the role(s) of the Academic Librarian in OER within and beyond their institution; improve and validate the IAU OER project; promote cooperation and launch the first IAU community of librarians for OER.

Twenty-six participants from ten African countries took part in the Workshop. These included university librarians from IAU Member higher education institutions in Botswana, Ghana, Kenya, Lesotho, Nigeria, South Africa, Swaziland, Tanzania, Uganda, and Zimbabwe. In addition, representatives from the Consortium of Academic and Research Libraries in Ghana (CARLIGH) participated. Delegates also included a representative of the Ghana National Commission for UNESCO.

During the opening session, Isabelle Turmaine, *IAU Director, Information Centre and Communication Services* and Pascal Hoba, *Director, Knowledge Management, Information, Communication at the Association of African Universities (AAU)*, representing Prof. Ehile, AAU Secretary-General, introduced the Workshop and welcomed participants. Mr Donald Tay, Director of Tertiary Division at the Ghana Ministry of Education, representing Professor Naana Jane Opoku-Agyemang, Minister of Education, said in his opening remarks that the workshop's purpose of providing all participants with updated knowledge on OER and to discuss the content of IAU's project to adequately fit local needs, would contribute to promoting tertiary education in Africa.

The importance of OER in Africa was detailed in a presentation by Ms Catherine Ngugi, Project Director of OER Africa. She showed that within a context of the expansion of higher education in Africa, investing in resources that support faculty and students is important. Furthermore, outlining several OER initiatives in African higher education institutions, she pointed out that increased access to IT and the Internet in Africa enables African institutions to benefit from using OER.

OER activities vary greatly throughout the world. This was highlighted in a presentation of a world map of OER projects and initiatives by Ms Susan D'Antoni, who is responsible for OER at IAU



Member Athabasca University, Canada and is also associated with the UNESCO / Commonwealth of Learning Chair in OER. She stressed that librarians are crucial for OER development and emphasized that “librarians should be at the heart of the OER movement”.

Mr Tirso Dos Santos, Officer in Charge, at the UNESCO Office in Accra presented UNESCO activities in the OER field. Indeed, the term Open Educational Resources was first introduced by UNESCO in 2002 and an OER Declaration was adopted at UNESCO in 2012.

An important focus of the workshop was for participants, as peers from diverse backgrounds, to interact and share their experiences on OER. This was facilitated through three group discussions which took place on both days of the Workshop.

The first group discussion focused on OER localization and use. Workshop participants shared varied experiences on whether their institutions use existing OER and whether an institutional policy exists.

The second group discussion covered the role of universities and librarians in OER production and dissemination. In her introductory presentation, Dr Buhle Mbambo-Thata, Executive Director of Library Services at the University of South Africa (UNISA), charted the library’s involvement in the development of OER production and dissemination at UNISA.

The IAU project was overwhelmingly validated by the Workshop participants during the third discussion group and a roadmap of next steps was put together and agreed on by the participants.

Contact: Amanda Sudic (a.sudic@iau-aiu.net)

► HIGHER EDUCATION/ RESEARCH FOR EDUCATION FOR ALL (AND MDGs)

Over the past few months, the IAU Project for better inclusion of higher education (HE) and research for achieving the Education for All (EFA) Goals, otherwise known as **HEEFA**, has been actively involved in building commitment at the international level; negotiations with IAU Members and selected members of the IAU Reference Group on HEEFA on capacity building; and finalising the HEEFA Portal to launch online community building.

⊕ First Forum of NGOs in official partnership with UNESCO

IAU was invited to chair the organising committee for the First Forum of NGOs in partnership with UNESCO which theme was on education. Entitled *Which Education Goals for Tomorrow’s Citizens of the World: Is Quality Enough*, the Forum brought together over 260 NGO/INGO representatives – as

well as observers from 28 Permanent Country Delegations to UNESCO – and adopted a Strategic Plan for 2014-2015 and the NGOs Collective Priorities for the Post-2015 Agenda on Education. **IAU’s President, Prof Dzulkifli Abdul Razak**, from Malaysia, was one of the guest speakers. He provided a perspective from higher education on the unaccomplished EFA goals. **Ms. Isabelle Turmaine**, *IAU Director, Information Center and Communication Services*, piloted the organisation of the Forum and was a speaker during the Forum. During the closing session, she officially handed over the List of Priorities to **Eric Falt**, *Assistant Director-General for External Relations and Public Information, UNESCO*. The Forum documents will be shortly made available here: www.ngo-unesco.net/en/

IAU strongly believes that higher education needs to be explicitly recognized and included as a sector, and not simply limited to teacher education, in the post 2015 education agenda.



First NGO UNESCO Forum on Which Education Goals for Tomorrow’s Citizens of the World: Is Quality Enough co-organised by IAU, Sept. 2013



⊕ IAU capacity building on HEEFA

The next IAU Collaborative Workshop on higher education and Education for All will be organized with the **Lady Irwin College, University of Delhi, an IAU Member institution**. This 2-day workshop, entitled *A three-step activity to envision higher education for Education for All locally*, brings together high level representatives from higher education, the Ministry of Education, and civil society to **think out of the box** and to **develop collectively an action plan** on how to reinforce higher education's contribution in achieving the goals of Education for All – at the local level. **Prof Neerja Sharma, a member of the IAU Reference Group on HEEFA** initiated negotiations and will be liaising between IAU and the College. Planned for 20-21 February 2014, it will be the fifth workshop of its kind and the second organized in Asia. Other workshops have already been organized in Burkina Faso, Kenya, Mexico, and Nepal.

Want to host a Workshop at your institution?

Contact: Nadja Kymlicka at n.kymlicka@iau-aiu.net

⊕ HEEFA Portal: community building



After several months of redesigning, testing and fine-tuning, the beta version of the new **HEEFA** Portal will be launched soon. HEEFA is a collaborative Portal to disseminate information of the work being undertaken by higher education in EFA-related fields and to build up a like-minded community. Academics and students can from now enter their projects, describe their expertise, and upload their publications to feed the portal and make it useful to the higher education for EFA community. The uniqueness of this Portal is its attempt to raise awareness among those working in higher education and all other interested stakeholders (Intergovernmental organizations, NGOs, Ministries of Education, school administrators and teachers) on the important role that higher education can play and is achieving in EFA.

Become a HEEFA member at: www.heefa.net/

More on the HEEFA Project at: www.iau-aiu.net/content/efamgdg

The HEEFA Project is undertaken with financial support from the Swedish Development Agency (Sida).

► ETHICS

⊕ IAU-MCO cooperation to promote Ethics in HE reaffirmed

During the Council meeting of the Magna Charta Observatory, held on 22nd September 2013 in Bologna, Italy, the newly-

elected MCO President, Prof. Sijbolt Noorda confirmed the MCO's readiness for continued collaboration in the joint IAU-MCO Working Group on Ethics. The Group is chaired by IAU Board Member, Dr. Freedman (Fordham University, USA) and includes members representing both organizations (see complete list online at: www.iau-aiu.net/content/ethics-higher-education). Taking the *IAU-MCO Guidelines for an Institutional Code of Ethics in Higher Education* as their starting point, the Working Group will now strive to make the best use of these Guidelines to promote debate, raise awareness of ethical issues confronting higher education, and encourage institutional actions to increase commitment to ethical conduct in HEI management, in teaching/learning and research, and in the interactions between HEIs and the wider community. A first teleconference of the Working Group was held on the 31st of October.

Contact: Nicholas Poulton at n.poulton@iau-aiu.net

► DOCTORAL PROGRAMMES

Dr van't Land co-organised the Educational Cooperation with Developing Countries (EDC) Opening Event on **Research and innovation for capacity building in African universities**, at the EAIE 25th anniversary Conference that took place in Istanbul, Turkey in September 2013. She spoke of *The role of cooperation to enhance education, research and innovation in African universities*. The EAIE Conference also offered the opportunity to present the work of the IAU on IDEA-PhD to a large audience and to network with colleagues from around the world.

► www.eaie.org/home/conference/istanbul.html

⊕ IAU-ACUP IDEA Workshop on Doctoral education and e-Supervision, Universitat Oberta de Catalonia, Barcelona, Spain, on 31 October

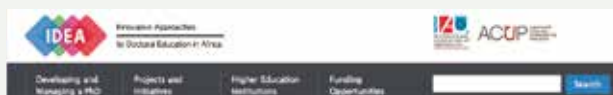
Since 2011, the Catalan Association of Public Universities (ACUP) and the IAU brought together two projects: Innovative Approaches to Doctoral Education in Africa and the African-Spanish Higher Education Management Platform.

One of the main outcomes of this collaboration is the development of the joint IDEA platform on innovative approaches to doctoral education. The joint initiative identified the issue of doctoral supervision as one of the key challenges African higher education institutions are facing.

During a one day **Workshop on doctoral education and e-supervision, and in the framework of the Personal Learning Environment (PLE)-PhD project**, financed through the IAU LEADHER programme, the Universitat Oberta de Catalunya (UOC), Kenyatta University (KU), ACUP and IAU looked at how digital technologies, more specifically the web 2.0 tools, could provide answers to the challenge. Olive Mugenda, *Vice-Chancellor Kenyatta University and IAU Vice*



President opened the workshop in which experts from Catalonia, Senegal and South Africa took part. Presentations, debates and conclusions can be viewed, listened to and read online: <http://plephd.blogs.uoc.edu/>



The **IAU Portal on Innovative Approaches to Doctoral Education in Africa (www.idea-phd.net)**, is being developed thanks to contributions made by higher education institutions from around the world. The portal has been developed upon the request of HEIs in Africa and is to serve the higher education community in general.

To contribute to it, to make your university visible and in particular to profile your doctoral programmes please visit the portal and submit the following:

- Your institutional profile;
- Contact details for networking and exchange
- Information on events relating to doctoral education organised
- Publications you would wish to bring to the attention of the higher education community
- Funding opportunities
- Position adds
- And more

Contact: h.vantland@iau-aiu.net and/or n.poulton@iau-aiu.net



IAU-ACUP LEADHER/IDEA Workshop on E-Supervision, Barcelona, October 2013

► HIGHER EDUCATION AND SUSTAINABLE DEVELOPMENT (HESD)



⊕ IAU – Higher Education for Sustainable Development / HESD Portal: www.iau-hesd.net

IAU is pleased to report on the latest developments regarding the IAU HESD portal.

Initial desktop research allowed to launch a first version of the portal (November 2012). A survey questionnaire is circulating among all HEIs globally to seek original input and to mobilise the HE community. Today, more than 100 completed questionnaires have been received and are being processed and uploaded gradually. In total, more than 250 institutions' actions and initiatives are registered online.

We thank all those who have contributed actively so far and invite others from around the globe to join in. Purpose is to showcase the wealth and variety of activities developed, to foster exchange and debate and inspire others to use examples given and adapt these to their own needs and possibilities.

The information gathered will be analysed and presented at the IAU 2014 International Peru Conference (Iquitos, March 2014, see page 4 to 6). The information received is also made available to the UNESCO ESD Sector, so that concrete HE contributions to the UN-DESD will be reported on at the UNESCO World Conference on ESD (Nagoya, November, 2014).

To submit actions, to update your institutional profile, to submit other information relevant to advance HESD, please go to the HESD Portal accessible online at: www.iau-hesd.net

To share one/more initiatives; policy documents; actions; practices; other, thank you for using one of the following options:

- The IAU HESD contact form: www.iau-hesd.net/en/contact
- The 'Register your institution/organization' Form: www.iau-hesd.net/en/node/1413

Two IAU documents will assist you in the submission process:

- **A user guide for information upload on the IAU Portal (available online)**
- **A questionnaire on your sustainable development practices (available upon request)**

Contact: HESD Team (iau4@iau-aiu.net)

MEMBERSHIP NEWS

IAU is pleased to welcome new Members who joined and re-joined the Association since June 2013.

INSTITUTIONS

National University of La Matanza,
Argentina
www.unlam.edu.ar



University of Raparin,
Iraq
www.raparinuni.org



Nagoya Institute of Technology,
Japan
www.nitech.ac.jp



The World Islamic Science & Education University,
Jordan
www.wise.edu.jo



Autonomous University of Chiapas,
Mexico
www.unach.mx



Shah Abdul Latif University,
Pakistan
www.salu.edu.pk



International University in Geneva,
Switzerland
www.iun.ch



Benadir University,
Somalia
www.benadiruniversity.net



Vaal University of Technology,
South Africa
www.vut.ac.za



Institute of Advanced Studies in Tunis,
Tunisia
www.ihet.ens.tn



Atilim University,
Turkey
www.atilim.edu.tr



Turkmen State Oil and Gas Institute,
Turkmenistan
www.tsogi.com



Ho Chi Minh City University of Transport,
Vietnam
www.hcmutrans.edu.vn



Bindura University of Science Education,
Zimbabwe
www.buse.ac.zw



AFFILIATES

International Higher Education Teaching and Learning Association (HETL), USA
www.hetl.org



IAU by numbers

As of 1 December 2013, IAU counts:

- > 616 institutions (including 5 observers),
- > 28 Member Organisations,
- > 14 Affiliates and
- > 19 Associates.

THE 19TH AND 20TH SEPTEMBER 2013 THE MAGNA CHARTA OBSERVATORY CELEBRATED THE 25TH ANNIVERSARY OF THE MAGNA CHARTA UNIVERSITATUM IN BOLOGNA

You can now live these two days by hearing the **audio** of the Conference on *Universities, Students and Society* and reading the **contributions**, and enjoying the video of the ceremony of the signature of the Magna Charta Universitatum, with the keynote speech by **Umberto Eco** from the Observatory website : www.magna-charta.org

IAU IS PLEASED TO ANNOUNCE THAT

Ambedkar University, India (<http://aud.ac.in/>) is now promoted to full Member of the IAU.

PROFESSOR OLIVE MUGENDA, NEW CHAIRPERSON ASSOCIATION OF COMMONWEALTH UNIVERSITIES (ACU) COUNCIL FOR 2013-2015

Professor Olive Mugenda, *Vice Chancellor, Kenyatta University, Kenya* and *Vice President IAU*, will serve as the Chairperson of the ACU Council for 2013-2015. The announcement was made during a meeting held ahead of the ACU Centenary Conference which took place in London (UK) from 16 to 18 October 2013. Dzulkifli Abdul Razak, President of IAU, one of the plenary speakers, made a presentation entitled *The international student: the next phase*.

- ▶ www.acu.ac.uk/news/view?id=67&x%5b0%5d=news/list
- ▶ www.acu.ac.uk/news-events/events/centenary-conference/abstracts/

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

IAU INTERNATIONAL CONFERENCE

👉 **Register now** to benefit from early bird registration rate for the **IAU 2014 International Conference**, and take part in the debates on how best to *Blend Higher Education and Traditional Knowledge for Sustainable Development*. See page 3-5 of this magazine and contact e.boisfer@iau-aiu.net

The outcomes of the Conference will be presented at the *UN World Conference on Education for Sustainable Development*, to take place in Aichi-Nagoya, Japan, November 2014

NETWORKING AND SHARING

Higher Education and Sustainable development (HESD)

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

Education for All (EFA)

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

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

👉 Profile your doctoral education programmes, initiatives and opportunities online on the **IAU portal on IDEA-PhD** (www.idea-phd.net). Focusing mainly on Africa, the portal as well showcases collaborative projects with African HEIs.

PUBLICISE YOUR UNIVERSITY

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

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

PUBLICATION OPPORTUNITIES

👉 **Submit a research paper** to the peer reviewed Journal *Higher Education Policy!*

More information online at: www.iau-aiu.net/content/hep

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

👉 **Submit publications for inclusion** in the **International Bibliographic Database on Higher Education (HEDBIB)**

Contact: a.sudic@iau-aiu.net

GRANTS AND SERVICES

👉 Review your institution's internationalization of higher education strategy and related activities by undertaking an **Internationalization Strategies Advisory Service (ISAS) project with the IAU**

Contact: r.hudson@iau-aiu.net

and visit: www.iau-aiu.net/content/isas

MAKE USE OF IAU POLICY STATEMENTS, including:

👉 *Affirming Academic Values in Internationalization of Higher Education: A Call for Action (2012)*

👉 *IAU-MCO Guidelines for an Institutional Code of Ethics in Higher Education (2012)*

👉 *Equitable Access, Success and Quality in Higher Education (2008)*

👉 *Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide (2005)*

👉 *Universities and Information and Communication Technologies (ICTs) (2004)*

👉 *Towards a Century of Cooperation: Internationalization of Higher Education (2000)*

👉 *Academic freedom, Institutional Autonomy and Social Responsibility (1998)*

👉 *The Buenos Aires Statement on Higher Education Funding (1994)*

👉 *Kyoto Declaration on Sustainable Development (1993)*

➡️ BECOME A MEMBER TO BENEFIT FULLY FROM SERVICES AND OPPORTUNITIES OFFERED!

More information at: www.iau-aiu.net/content/join

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Rising tuition fees, impacts around the world – *References from the international press*

IN FOCUS

Student Tuition Fees – perspectives from around the world



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



Dear Readers,

The *In Focus* section of this *IAU Horizons* tackles the controversial issue of Tuition Fees, offering a series of reflections by authors from around the world.

Charbonnier, from the OECD, identifies four different tuition fee models and shows how the balance between public and private funding is uneven in many countries, drawing out how difficult it is to establish ‘appropriate’ tuition fees schemes. **Guhr and Furtado** from the Illuminate Consulting Group (ICG), based in the USA, compare and analyse the cost of international education on the basis of data from the ICG’s ‘International Tuition-based Competition Database’. The analysis of actual “investment” in international higher education includes a comparative approach to cost of living and estimated return of such education.

Leonard, based in Korea, looks at the negative financial impacts of the global economic crisis and the decreasing public funding on ‘*Tuition dependent institutions*’. **Newby** analyses the unforeseen impacts of the UK tuition fee policy and calls for new strategic planning at the country level to ensure financial future viability of UK universities. **Granfelt** describes some of the impacts of the “*Competing on the basis of quality bill*” adopted by the Swedish government in 2010, and its in particular effects on student mobility flows from outside the EU into the country. **Furtado** completes the picture in Sweden, with an analysis of the impact of the bill on the University of Lund, and calls for a national plan to advertise better for the advantages to study in the country.

Bester, Duplessis and **van Aardt** write about the role of UNISA in defining tuition fee levels for South African HEIs, through complex cost analyses of education, cost of living and national needs. **Gordon** looks at the case of Ghana, and makes the case for governments to better explain what tuition fees actually cover so that students and families understand the role they play when settling fees.

Mongkhonvanit and **Sawheny** look at Thailand, and at what issues should be taken into consideration to establish tuition fees, whilst ensuring access to HE to the majority of the population through. **Brigg** shows how the Illuminate Consulting Group’s comparative study assisted Griffith University in defining its tuition fees for international students insisting on the need to factor in cost of living; international rankings; specialised programmes; working permits; security; traditional migration flows; etc.

In Focus concludes with a few **bibliographical references** from HEDBIB and with a

set of **links to papers from the international press** to include other perspectives in the discussion.

IAU Horizons will next will next focus on the much debated MOOCS, OER and distance education.

01 University Tuition Fees: “To be or not to be?”¹



by **Eric Charbonnier**, Analyst, Education and Competences Directorate, OECD, Paris, France (Eric.Charbonnier@oecd.org)



Today, the French University must continue its transformation and deal with three major challenges: increase the number of university students and staff while maintaining the quality of the training provided; participate in the increased competition between countries to attract the best qualified students; and find a fair balance between public funding and private funding (contributions of businesses and students).

Funding for higher education is at the heart of the higher education debate in the OECD countries. It is also one of the major topics of concern of the French University Presidents Conference (*Conférence des Présidents d’Universités – CPU*) or even the *Conférence des Grandes Écoles*. Since 1995, 14 of the 25 OECD countries, for which data are available, have changed their tuition fee system. Most of the reforms have resulted in an increase in average tuition fees and went hand in hand with a revision of the level of State aid to students (see indicator B5 of *Education at a Glance 2012*²).

France therefore does not escape this debate, especially as the economic crisis makes it difficult to provide any public investment surplus for higher education and as certain universities have a deficit budget for 2012. Moreover, even if the Law LRU (on Freedom and Responsibilities of universities) has given greater autonomy to French universities, tuition fees are set by the State in most of them. At the start of the 2012 academic year, students therefore paid 181 euros to register in a Bachelor’s degree (*licence*), 250 euros for a Masters’ degree (*master*), and 380 euros for a PhD degree (*doctorat*). These tuition fees are much lower than those in a large number of OECD countries (see Chart 1). They translate into an increase of 2.1% that is the rate of inflation. Is this a fair price for university training? That is the question.

Massification in the 1980s was a success

Nevertheless, let us start with a positive finding. France closed the gap it had with a large number of countries of the OECD a few decades ago regarding the education of its population. Massification of higher education in the 1980’s – with the creation of the University Institutes of Technology (*Instituts Universitaires de Technologie – IUT*) in 1966 and the development of academic sectors and the *Grandes Écoles* – is a great achievement, let’s not be afraid to say so. The percentage of higher education graduates has increased significantly over the past 30 years. In France, 43% of individuals (against 38% on average in OECD countries) are awarded a diploma by an institute of higher education in the age group of 25-34 year olds, while they are only 18% (23% on average in OECD countries) among 55-64 year-olds (see indicator A1 in *Education at a Glance 2012*).

Second observation: everything suggests that the number of university registrants will not decrease in the coming years. Indeed, one of the political goals is to have half of a qualified age group graduating from higher levels of education. The benefits of having more graduates from tertiary educational levels in comparison with those who will stop after receiving a high school diploma (in terms of income, well-being or even employability) are such that they encourage young people to continue their studies, even more in a period of economic crisis.

Moreover, the internationalization of higher education has increased in recent decades, reflecting the growing globalization of economies and societies, and the soaring capacity of tertiary education institutions throughout the world. The number of students training in a country of which they are not nationals increased from 0.8 million in 1975 to 4.1 million in 2010 – more than a fivefold increase. Everything suggests that this expansion will continue.

Four major funding models in the OECD: France’s model is “neither – nor”

French universities will therefore have to cope with this influx and try to keep competitive with universities in neighbouring countries, some of which have far greater resources (see Indicator B2 of *Education at a Glance 2012*). The average tuition fees charged by public institutions to nationals vary considerably between countries, as shown in Chart 1.

If one combines this information with that of the aid schemes for students, four major funding models emerge:

The Scandinavian countries model

From the student’s perspective, this is the ideal model because University education is free and all university students are eligible for scholarships or student loans. This model helps maintain greater social equity in accessing universities. The downside is that, in these countries, in terms of wages, earnings in the labour market for the holder of a university degree (compared to the holder of a high school diploma) is

1. Original in French.

2. www.oecd.org/edu/eag2012.htm

Chart 1 Average annual full-time tuition fees charged by university level public institutions to nationals converted (into Euros on the basis of purchasing power parity (PPP) for the 2008-09 academic year)



Note: This chart does not include grants, scholarships or loans that can help fund tuition fees. In the countries highlighted in bold, tuition fees are focused on public institutions, although more than two thirds of students attend private institutions.

1. There are no public institutions at this level of education: the majority of students are enrolled in private institutions subsidized by the State.

Source: OECD. Table B5.1. Education at a Glance 2012 (www.oecd.org/edu/eaq2012.htm)

much lower than in France or in relation to the average of the OECD countries. Similarly, the rates of taxation on wages are among the highest in the OECD countries; this allows the State to recover a portion of its investment

The Asian model (Japan and Korea)

This is the least advantageous model from the point of view of the student. In this model, tuition fees are very high (see Chart 1), and students receive little aid to attend University (either in the form of scholarships or student loans). The pressure on parents is therefore very strong and the resources of the universities come primarily from private money (more than 50%), a part of which comes from businesses and companies. In Japan, companies can thus sometimes sit on the Board of Directors of universities, and can even take decisions. This type of system has made competition so strong among universities to attract the best students and companies, that it led 30% of Japanese universities to fiscal bankruptcy a few years ago. Recently, these two countries increased the level of government aid to which students are entitled in order to improve equity and the rate of access to University. The model in these countries therefore now resembles the following model.

The Anglo-Saxon model

This is the model in place in many Anglo-Saxon countries (Canada, the United States of America, New Zealand, Australia, the United Kingdom). Tuition fees are high (see Chart 1) and differentiated according to the fields of study. A student who begins a university education will spend a lot of money, but will benefit from numerous aids and often, when it comes to student loans, these aids systems are based on income, where reimbursement does take place before the student has reached a certain level of remuneration in the labour market. If ever the student does not reach this level of income after a certain number of years, the study loan reimbursement will become the responsibility of the Government. In this type of system, which is becoming increasingly common in OECD countries, there is a form of pressure on governments to ensure that educational clusters produce good opportunities in the labour market.

The model of other European countries

The fourth system is that of many European countries such as France, but also Austria, Belgium, Spain and Italy. In these countries, tuition fees are relatively low but State aid systems are poorly developed. In this group of countries,

higher education funding is largely the responsibility of the Government. Reforms have been implemented since 1995 in some of these countries – especially in Austria and Italy – to increase the tuition fees charged by public institutions, but these remain moderate by comparison with those prevailing in the countries of the third model.

There is an urgent need to find a fair balance between public and private funding

With these 4 models, it is clearly understood that the balance between private and public funding on the one hand, and the ability of countries to provide various forms of State aid to higher education institutions on the other hand, are two factors that help explain the wide disparities in funding approaches. Some countries have managed to find new private sources of funding, while others have increased their public funding, whereas those who have not chosen any of these options experience increasingly important difficulties to reconcile development and quality.

Here, therefore, are **5 lines of thought** which could make it possible to strike the right balance between public and private funding in France:

1. Improve the orientation between the secondary and tertiary levels

Today, 75% of the *Baccalauréat technologique* graduates (holders of a technological high school diploma) who engage in university training will not obtain a Bachelor's degree (*licence*). Overall, 64% of those who undertake University studies graduate without reorientation, whereas 15% must choose a new path before succeeding and the rest of these young people (21%) abandon their studies. A fair and effective tuition fee policy can only be achieved through a lower failure rate in the first years of University and the development of effective mechanisms to ensure a better orientation between the high schools and the universities.

2. Increase the participation of companies in the funding of universities and develop market opportunities for certain academic sectors

Business contributions to the funding of higher education institutions meets or exceeds 10% in Australia, Canada, Korea, the United States of America, Israel, Japan, the Netherlands, the Slovak Republic, the Czech Republic, the United Kingdom and Sweden. As an indication, in Sweden, this contribution is largely devoted to the funding of research and development activities.

This will bring universities closer to the corporate world and improve market opportunities for some academic sectors. Bearing this in mind, according to national statistics, in France more than 35% of graduates holding a Master's degree are overqualified for the job they hold five years after obtaining their diploma.

3. Adjust the tuition fees and the State aid systems to market pathways

OECD countries where students must pay high tuition fees, but are also entitled to state aid (loans and scholarships for disadvantaged students), do not present lower access rates or lesser equity with regard to other countries³.

In all these countries, tuition fees also vary according to the field of study and the opportunities in the labour market. The most extreme example is Australia, where tuition fees are even sometimes lowered in areas where there is a shortage of skills in the labour market, in order to make these academic sectors more attractive in the eyes of students.

4. Not to overestimate the cost of University education

If the cost of higher education is perceived as too high, potential students are likely to give it up, even if they are eligible for State aid to finance their studies. This is the problem today in the United Kingdom, which suffers a drop in enrolment in certain academic sectors, due in part to the tripling of tuition fees in some higher education institutions in 2012. Similarly, in the United States of America, tuition costs are so high in certain university sectors that the indebtedness of students has become a risk factor for the economic stability of the country. With dwindling opportunities in times of economic crisis, graduates who cannot find employment tend to contract new loans in order to continue their studies.

Adjusting the price of university training to the actual quality of the market opportunities is critical to the success of the system. As a first step, such a reform could be tested on the "*mastère*" (Master) in France. This however requires a system of information, which is better developed than it is today and which would allow young people to know precisely the kind of job they can exercise at the end of their studies, their chance of success according to their high school diploma, and the salary to which they are entitled after graduation.

5. Increase tuition fees for international students

In nearly half of the countries for which data are available, the tuition fees charged by public institutions vary between students who are registered for the same training, depending on whether they are nationals or international students. This is not the case in France. In recent years, even some countries which higher education system is heavily subsidized, such as Denmark and Sweden, have increased in recent years the tuition fees charged to non-European students, thereby joining the long list of countries that apply higher tuition fees for international students. However, it should be noted that such a measure can have negative effects, as has been seen in Sweden, where a significant decline in the number of students who are not citizens

3. See *Education Indicators in Focus* – Number 2 – www.oecd.org/edu/50495363.pdf

of the European Economic Area and Switzerland was observed after the implementation of this reform in 2011.

These are a few elements to nourish the reflection and the debate on tuition fees and their possible differentiation according to the fields of study and the opportunities in the labour market.

Online, readers will find a survey they can take part in to express their views on French HE: www.pixule.com/sondage/184593259280_selon-vous-luniversite-francaise-devrait.html

02 International Student Tuition Fees from a Global Perspective



by **Daniel J. Guhr**, Managing Director (guhr@illuminategroup.com) and **Nelson Furtado**, Analyst (furtado@illuminategroup.com), *Illuminate Consulting Group, USA*



Few topics in higher education are as salient, as well as polarizing, as tuition fees. Tuition fees for international students are no exception. Over the last two decades, these fees have become an ever growing aspect of international education. In 2012, international students across all levels of study contributed USD 120-130 billion (ICG estimate) to their host countries, with tuition fees accounting for about one third of this amount.

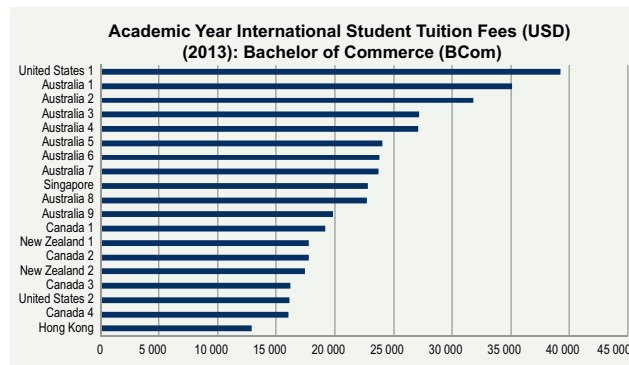
Higher education accounted for the bulk of the spending on international education. By contrast to the often modest expenditures of international students in the decades after WW II, today's international university students often have to invest USD 150,000 or more in an undergraduate degree, or USD 40,000 in a one-year master's degree.

This article presents insights on the cost of an international education from Illuminate Consulting Group (ICG – www.illuminategroup.com)'s International Tuition-based Competition Database (ITBCD). The underlying research, commissioned by a consortium of universities, captures the cost of tuition for more than 7,000 degree programs at universities in eight countries, ranging from Australia to Hong Kong to the United Kingdom.

The Global Landscape of International Student Tuition Fees

It is no surprise that tuition fees charged to international students can vary widely across universities. Tuition fees per academic year range from zero for many continental European

universities to more than USD 40,000 for selective private universities in the U.S. The following graph exemplarily illustrates the costs of tuition fees for an undergraduate commerce program across 19 universities in six countries.

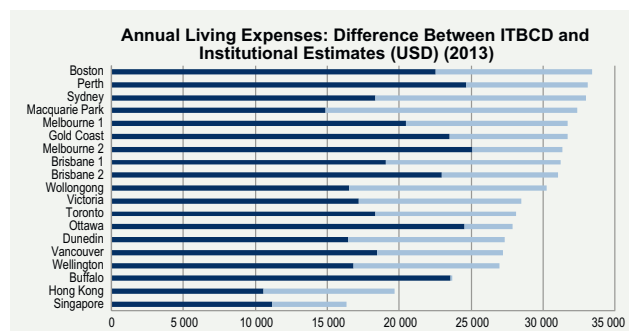


Notes: University names are sanitized. Source: ICG.

Even among this small sample of universities, a picture emerges of the considerable variation in international student tuition fees. There is a difference in fees of nearly USD 30,000 per academic year between the least and most costly universities displayed. However, these annual fee levels only provide one baseline for comparisons. They do not provide a full picture of the cost of an international university education since cost of living needs to be considered too.

The Cost of Living for an International Student

Indeed, cost of living is often the largest component of an international student's budget, depending on the specific location of a university. ITBCD includes comprehensive estimates of living expenses for international students in associated study destinations. The graph below compares these estimates with those published by institutions for their respective locations.

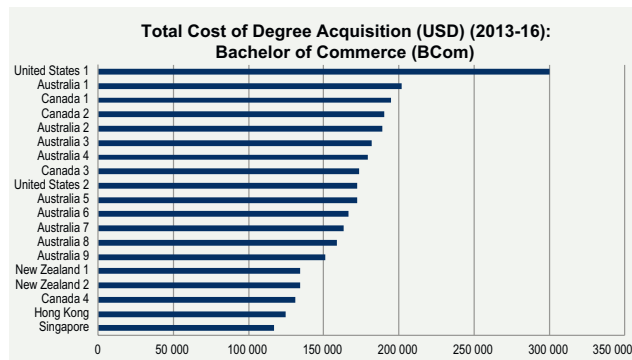


Notes: Institutional cost of living information is provided in dark blue. ICG's calculation of the actual (additional) cost is provided in light blue. Source: ICG.

It is evident that the cost of living in major metro areas can run at as much tuition fees, or exceed fees. Furthermore, many universities seem to inadvertently yet at times notably underestimate the living costs international students can incur while completing their degrees. It is particularly disconcerting when universities indicate cost of living amounts that are below even government-mandated thresholds for proof of funds that international students must produce to receive a study permit (visa).

The Total Cost of an International University Education

Based on estimates of living costs and data on tuition and additional fees charged to international students, ITBCD models the total amount an international student must pay to obtain a degree at a given university. The following graph displays the total amount an international student starting in 2013 will pay over the course of completing a Bachelor of Commerce degree at the 19 benchmark institutions.



Source: ICG.

The wide disparities in the cost of obtaining a university degree around the world are evident – a degree at an internationally-ranked university in Hong Kong or Singapore can cost less than USD 125,000, while a degree from a private research university in the United States can require an investment of USD 300,000, or more. In addition, the cost of obtaining an undergraduate degree is influenced substantially by factors beyond tuition fees, such as cost of living or the length of the degree, which can range from three years up to five for an honors degree.

Conclusions

The costs represented here provide select examples of the sizable investments made by students pursuing degrees outside of their home countries. It is important to recognize that there are still many destinations where international students can seek an education at low cost, including countries where no tuition is charged (e.g., Germany).

At the same time, the popularity of high cost destinations demonstrates that expense alone does not deter international students. According to the OECD, there are more than 4.1 million internationally mobile students at the tertiary level. Approximately 1.8 million of these students (ICG estimate) are pursuing degrees in “high tuition fees” countries (i.e. annual program fees typically exceed USD 5,000).

Ultimately, there is too much variation in international student tuition fees to be able to pinpoint how much the “average” international student might pay. It is safe to say that many of today’s international students – even when accounting for grants, scholarships, and all kinds of discounts – pay much more than past international students.

03 Tuition Dependent Institutions Without Subsidies Face Financial Challenges⁴



by **William Patrick Leonard**, Vice Dean, SolBridge International School of Business, Woosong University, Daejeon, Republic of Korea (wpatleon@solbridge.ac.kr)



While many national economies show signs of recovery, the Great Recession of 2008 continues to challenge some of their tertiary institutions. In the U.S., two respected financial consultancies, Bain and Company⁵ and Moody’s Investors Services⁶ have suggested that as many as a third of U.S. tertiary institutions are financially at risk. These are the tuition dependent institutions (TDI’s). In aggregate, their annual operating budgets are primarily sustained by tuition income. They are non-elite public and small private institutions.

One suspects that similar challenges generalize to other nations where tertiary institutions are faced with significantly lower governmental subsidies and or directives. For example, eight major Greek institutions have indicated that the government’s cost-saving mandated reductions in force prevent their operations. In response to increasing student disquiet, Korean tertiary institutions have been directed to lower tuition.

Public sector institutions have, after years of unquestioned support, witnessed declining government subsidies, and directives curtailing their ability to earn tuition income. Unlike previous downturns, the 2008 Recession has dramatically exposed the U.S. tertiary’s community’s longstanding flawed tactics for balancing their ever-increasing operating expenses. Prior to the 2008 Recession, the public TDI’s successfully employed tuition increases, moderated by ever larger student intakes, in combination with their regular state subsidies, to balance their budgets. With little or no government subsidies, small private institutions heavily relied on tuition increases to pay their bills.

4. The author was invited to contribute this paper to *IAU Horizons* after the editors read his paper in University World News on “Are tuition fee rises sustainable?” 28 September 2013 Issue No:289 – www.universityworldnews.com/article.php?story=20130924132940190 – last accessed on 14 October 2013

5. Denneen, Jeff, and Tom Dretler. Bain and Company “The financially sustainable university.” A focused strategy can help colleges and universities A focused strategy can help colleges – www.bain.com/Images/BAIN_BRIEF_The_financially_sustainable_university – last accessed on 14 October 2013

6. “Moody’s: 2013 outlook for entire US Higher Education sector changed to negative.” *Global Credit Research*. Moody’s Investors Service, 16 Jan 2013 – www.moody.com/research/Moodys-2013-outlook-for-entire-US-Higher-Education-sector-changed--PR_263866 – last accessed on 14 October 2013

As the Recession deepened, many public TDI's lost their once predictable government subsidies. The small private institutions have faced a greater challenge with U.S. intakes declining in aggregate for the last two years. In response, these institutions have scrambled to fill the gaps in their operating budgets with two familiar tactics. One, they mounted aggressive media and lobbying campaigns in attempts to gin up support for the restoration of lost funding in the name of quality and equity. Two, they sought to continue increasing their tuition charges. In aggregate, their two-pronged approach appears to have failed, as competition for governmental largess from other worthy causes intensified. The media and lobbying campaigns have not drawn much support from the public or elected officials. In the U.S., students and their global counterparts have become far less tolerant of the annual tuition increases that have plagued them for decades.

As reports documenting decades-long declines in college graduate proficiency coupled with a lagging return on investment, historic student and public acquiescence has diminished. Recent tuition increases have prompted student demonstrations in Armenia, Canada, Lebanon and Mongolia, to name a few. Some have turned violent.

Like enterprises, tertiary institutions must pay for salaries, benefits, utilities, services, supplies and all other operating costs that predictably increase each year. Unlike many for-profit industries, tertiary education remains a highly labor intensive enterprise.

Preceding the Great Recession by four decades, two American economists, **William J. Baumol** and **William G. Bowen**⁷, described the primary cause of tuition escalation as *Baumol's Disease*⁸. Counter to prevailing economic theory, they noted that salaries were closely tied to increases in productivity across all industries. Rather, they posited that salary increases in very labor-intensive sectors, education and health, lag in labor productivity increases. Many for-profit industries have moderated their operating costs, and hence their prices, through increasing reliance on technology. Tertiary institutions have successfully employed technology to lower their clerical and administrative expenses. The Massive On-line Course Curricula (MOOCs) promise of cost savings have yet to materialize. Many TDI's have resorted to low-tech budget balancing alternatives. They have mandated larger class sizes and teaching loads. Contingent and itinerant instructors being employed in place of relatively higher-cost tenure track faculty may have led to cost savings. Unfortunately, while there may have been savings, they do not appear to have resulted in tuition moderation.

Rather than curtailing their annual tuitions increases, many institutions appears to have employed their instructional cost

savings to subsidize expansion of other institutional functions. Larger student service staffs and amenities, purportedly designed to attract additional applicants and retain students, have benefited while tuitions continued to escalate. Coupled with larger numbers of administrators, the traditional 'quality defense' loses some of its creditability. Attempting to attract and subsequently retain ever more students in inefficient and ineffective academic programs is a flawed premise.

Over three decades ago, **Howard Bowen**⁹ posited his revenue theory of cost for the U. S. higher education community. It became known as *Bowen's Law*, a description of spending in higher education. Briefly stated, institutions tend to raise and subsequently spend all the revenue they can. The TDI's without ready access to philanthropic largess and large research grants must rely on subsidies and tuition. As subsidies have declined and government mandates have eroded traditional revenue streams, tuition increases are the TDI's only, yet endangered, budget-balancing alternative.

In the face of current realities in relation to *Baumol's Disease* and *Bowen's Law*, it is easy to understand HEI's plight. Remedies short of a return of former subsidies will require innovative institutional leaders.

04 Tuition Fees in England, Impacts and Implications



by **Sir Howard Newby**, Vice-Chancellor,
University of Liverpool, UK
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In 2011 the coalition government announced that it would be lifting the maximum fee chargeable to Home and EU undergraduate students by English universities from just over £3,000 to £9,000 for those entering Higher Education in September 2012 and beyond (it's important to remember that different funding regimes operate for the other constituent parts of the UK). The announcement followed the Brown review, and its rhetoric of putting students at the heart of the system was borrowed to justify it. Increasing fees, so the argument went, empowered students by putting them in control of purchasing. Universities, shorn of large chunks of government funds for teaching would have to respond to student needs in order to attract them and for teaching to remain viable. They would also, as a condition of charging

7. Baumol, William J., and William G. Bowen. 1977. *Performing arts-the economic dilemma: a study of problems common to theater, opera, music, and dance*. Cambridge, Mass: The M.I.T. Press.

8. Also known as the 'Cost disease'.

9. Bowen, Howard Rothmann. 1987. *The costs of higher education: how much do colleges and universities spend per student and how much should they spend?* San Francisco: Jossey-Bass Publishers.

an increased fee, have to provide improved information for applicants about student life, courses offered and outcomes for graduates.

Universities were offered a choice too. Built into the government's assumption was the thinking that Higher Education might work like other markets, and different universities (or brands) would have different pricing strategies. The government even established a core and margin model which top sliced a proportion of universities' existing agreed student numbers, and recycled them back to the market on the basis of price. Quality was to be rewarded by removing students achieving AAB¹⁰ or better at A-level from student numbers controls and allowing universities to recruit as many of these students as they wished and could attract.

And so, what have the consequences of these changes been? Well, three were immediate and, to be blunt, pretty predictable.

First, almost all universities opted to charge the full fee of £9,000. The analogy here is provided by the car industry, an industry – like Higher Education – where brand and reputation is important. Even though everyone knows that Volkswagen owns Skoda, and that, underneath the bodywork the cars produced in both companies' names are close to identical, Volkswagens command a significantly higher price. In a reputation led market like HE, it really was no surprise that no self-respecting Vice-Chancellor was prepared to admit he was driving a Skoda.

Second, as a direct consequence of this, it has become harder than the government expected for it to balance the books. Fees are underwritten by government loans to be recouped post-graduation (and then subject to the student earning a specified sum of money) so, with the average fee being closer to £9,000 than government expected, its cash expenditure on student tuition has also been far larger.

And third, the number of applicants who took up places in 2012 fell significantly compared to the previous year, (a drop of nearly 30,000 or 6%). While this drop may have been exaggerated by a rush of students already holding A-levels to take up places in 2011 to avoid the fee hike, a drop was inevitable. Interestingly, despite this perturbation in the system, there seems to be little change to the overall demographics of those going to university. In fact, 2012 has

seen the highest ever rate of university applications from students in the most disadvantaged quintile.

Other consequences of the change in policy are longer term, more subtle and harder to separate from the on-going shifting tectonic plates that Higher Education is always subject to. They do, however, exist, and affect all three main partners in the HE triangle: government, students, and universities.

As ever, the problem for government is money. Not just in sorting out its cash flow, but also in medium term planning. The fee cap currently has no provision for inflation built into it. £9,000 cannot be the going rate for a university education forever, and without this it seems almost inevitable that we will see another destabilising dramatic leap in fees after the next general election.

As you would expect, students' behaviour has changed considerably with the introduction of £9,000 fees. While it is an oversimplification to say that students are now acting more like consumers (there remains a resistance from any student union officer or individual student I speak to describe themselves as customers) they are undoubtedly much more aware of their consumer rights than ever, and not afraid to use them.

Students are also far more aware of the outcomes of their education than before. Employability is much higher up the list of concerns of the average undergraduate (and their parents) than it was, partly because of the fee (just what is the payback on £27,000 worth of tuition fees?) and partly because of the general state of the economy.

Responding to this changing student needs is vital. Not only do we have to respond to the needs of individual students on campus, we need to offer provision they find attractive in the first place. Under the new regime, there are few if any safety nets for institutions – if you can't recruit the students, you don't get the income. Assuming universities do the logical thing and offer more provision in popular subjects, what do we do with those departments no longer able to recruit in sufficient numbers to be viable? Closure? Regional consortia?

Government policy has also led to some perverse outcomes for the sector. Most notable of these is that while the new system rewards a small number of institutions by allowing them to recruit as many AAB+ students as they like, and protects those at the opposite end of the scale by basing the remaining 'core' numbers attributed to universities on historical allocations, it gives rise to a large 'squeezed middle' of historically successful universities that are losing good quality students to those at the very highest end of the league tables, but are unable to backfill the places due to the protection offered to those further down the scale. This squeezed middle extends much higher up the rankings than you might expect. It's been calculated that last year an estimated 11,500 vacancies at Russell Group universities went unfilled on this basis.

10. For a number of years prior to 2012, English universities were subject to limits on the total number of UK and EU undergraduate students they could recruit. A 'student number control' was assigned annually to each institution. In order to free-up the market and to allow high achieving students to have a greater chance of securing a place at their chosen institution, this system was amended for 2012. Under the new system, institutions were limited in the numbers of students they could recruit with A level grades across three subjects of A,A,B but were free to recruit as many students as they wished, or could attract, with A level grades of AAB and higher. It is usual for English institutions to admit students on the basis of attainment across up to three A levels in different subjects, but this system also recognises equivalent attainment levels across other types of UK qualification.

More fundamentally for universities, it is increasingly difficult to plan. The way government policy has been rolled out to date has been piecemeal, with new policy announcements being made on a regular basis, apparently in response to the unforeseen consequences of previous announcements. In addition to this, we no longer have the evidence base in which to take decisions. While applications for recruitment in 2013 seem to be recovering, it's still not clear whether the shift in activity in 2012/13 is a blip or the beginning of a trend. The situation becomes even more complex at subject level

And this, I think, leads us on to the greatest impact of government reforms. We are all being challenged to think about student recruitment and its implications in a way we haven't seen before. Students are asking whether HE is for them, and what and how do they want to be taught. Universities are being forced to think about how and why they do things, how to be smarter about offer making, how to explain the increasingly complex funding arrangements to applicants and their supporters, and even, dare one say it, to think commercially. And the government is forced to think about funding and whether, now that the hornets' nest has been disturbed, an overarching coherent policy on Higher Education can be knitted together. None of the old certainties remain. While it will be a number of years before the success or otherwise of the government's decision to increase fees is fully understood, we all have to adjust to the new reality.

05 The introduction of tuition fees in Sweden



by **Marianne Granfelt**, Secretary General, The Association of Swedish Higher Education (SUHF), Sweden (Marianne.Granfelt@suhf.se)

SUHF

Introduction

Tuition fees for students from outside the EU/EEA (European Economic Area) area and Switzerland were introduced in Sweden in 2011 for undergraduate and advanced level but not for the doctoral level.

The drop in the number of students due to the introduction of fees has been substantial and is by many seen as a great loss for Sweden, not only for the Internationalization of education but for society as a whole. In this article the process of introduction of fees as well as the consequences for higher education institutions and the actions taken to increase the number of incoming students are described.

The parliamentary process

In the bill "Competing on the basis of quality"¹¹ presented in February 2010 the Swedish government suggested the introduction of tuition fees as of the autumn of 2011. The bill was passed by the parliament in June the same year. At the same time an application fee was also introduced. The number of students applying to Swedish universities had increased dramatically and was in 2009 122 000. The very time consuming process of evaluating the merits for these students was the reason for the application fee. Before the introduction of fees it was estimated that around 3% of the government funds for higher education in Sweden (500 million SEK¹² out of around the 18 billion SEK total) were used to finance students from outside the EU/EEA area and the amount was increasing. The numerous positive aspects of international students were discussed in the bill but the conclusion was still that fees should be introduced although in connection with scholarships. The bill states "Although third country students bring a lot of positive aspects to Swedish higher education, this is not reason enough to offer free education paid for by the taxpayer without restrictions to all foreign students. Swedish tax revenues should primarily cover the educational needs of Swedish citizens."

Scholarship programmes were introduced in connection with the fees. One grant programme (SEK 30 million) is distributed through the *Swedish Institute* and targets highly qualified students from certain developing countries. These scholarships cover both living costs and tuition fees. A second grant programme (SEK 60 million) targets highly qualified third country students from all over the world and do not cover living costs, only tuition fees. The latter are distributed to highly qualified students by the higher education institutions. The amount given to each institution is determined by the number of fee paying students.

Funding for scholarships has increased steadily since 2011 but is still, by many, considered to be insufficient (less than 1% of government funds for higher education). A small amount of funding, 5 million SEK, was also given to the Swedish Institute to allow for intensifying marketing of Sweden as a study destination.

Some facts about student numbers

The Swedish higher education authority monitors the higher education sector in Sweden and has identified the following trends¹³.

In 2011 the drop in the number of incoming students (free movers, i.e. not including exchange students) from outside EU/EEA and Switzerland was 79% (see table below; reference in

11. Government bill, Competing on the basis of quality – tuition fees for foreign students (prop 2009/10:65)

12. On 14 October 2013, 1 million Swedish Krona (SEK) equals 154,450 \$USD.

13. Universitetskanslersämbetet statistisk analys 2013-09-10/6

ORIGIN	STUDENT CATEGORY	NUMBER OF INCOMING			CHANGE (%)	
		2010	2011	2012	2010-2011	2011-2012
Total	Freemover	12 400	4 900	5 800	-60	17
	Exchange	9 600	9 800	9 700	2	-1
	Total	22 000	14 700	15 400	-33	5
EU/EEA and Switzerland	Freemover	1 400	1 800	2 300	30	26
	Exchange	7 000	7 100	7 100	2	0
	Total	8 400	8 950	9 400	7	5
Not EU/EEA and Switzerland	Freemover	7 600	1 600	1 700	-79	7
	Exchange	2 700	2 700	2 500	0	-5
	Total	10 200	4 300	4 200	-58	-1
Unknown origin	Freemover	3 400	1 500	1 700	-57	18
	Summa	3 400	1 500	1 700	-57	18

note 3). In 2012 the number had risen somewhat. Of the 1600 incoming students from this area in 2011, 1155 paid tuition fees, the rest were exempt from paying because of strong connections to Sweden. For 2012 the number of fee paying students raised 1374.

The total number of incoming international students including those on exchange is still considerable but has dropped by 30% between 2010 and 2012. As the number of students from EU/EEA and Switzerland continue to increase over the period the student populations in Swedish institutions has become more European. The largest drops in numbers of incoming students from students outside Europe has been for students from China, Iran and Pakistan. The drop in students from countries receiving Swedish development aid has also been extensive despite scholarship programmes. From Bangladesh, for example, the drop is from 574 to 43 students.

The situation for Higher Education Institutions

For the Higher Education Institutions the introduction of fees has presented several new challenges, for example to calculate the fees, which should be based on full cost coverage and to find ways to market their programmes and build strong relations with potential students. The demand for full cost coverage and the relatively high costs for education and for living expenses in Sweden poses a great challenge for the continuing Internationalization of the country. The maximum amount of money for education in Sweden (the cap) was lowered when fees were introduced and the government has gradually decreased the amount of money to the institutions and the decrease will approximately correspond to the number of students from outside the EU/EES area in 2009, i.e. the 500 million mentioned above. For some institutions this has meant a drastic cut in money available from the government and since it has not been possible to attract the same number of fee paying students the effect on staff numbers has in places been severe. The money withdrawn from the cap has in part been used for scholarships and in part for allocation of resources based on quality

assessment. They have also been used for increasing the funding per student in humanities and social sciences and thus to some extent compensating the decrease.

Conclusion

The introduction of fees has had a drastic effect on the number of incoming international students to Swedish Institutions of Higher Education. There is an agreement among the major political parties that the change was necessary and the likelihood of a change back to free education for all is not foreseen. Many voices, especially from the institutions themselves but also from employers, demand larger scholarship programmes and better opportunities to stay in the country after completion of an educational programme.

06 Lessons from Lund: What Tuition Fees Taught one Swedish University



by **Richard Stenelo**, International Director & Deputy Executive Director, Division of External Relations, Lund University, Sweden
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In February 2010, the Swedish government introduced tuition fees for non-EU students. Suddenly Sweden was competing on a global market where simply offering quality higher education wasn't enough.

Prior to the Bologna process, the vast majority of programmes at Swedish universities were taught in Swedish – and were

free for all. If someone was dedicated enough to learn the language, or so the thinking went, why not extend tuition-free, quality education to them? Generally, that principle worked fairly well for Sweden. Then came the Bologna process, and Swedish universities launched thousands of programmes in English, adding mounting pressure to Swedish taxpayers. At Lund University alone, over 30,000 students applied for approximately 2,000 Master's programme openings.

After a prolonged discussion about introducing fees, consensus was reached that a tiny nation like Sweden should not, or indeed could not, afford to foot the bill for an ever growing queue of international students. A government bill entitled "Competing for quality – tuition fees for international students" was passed. Sweden would now attract international talent not simply because it was free, but through the quality of the higher education on offer.

There was one aspect missing from the new strategy, however – international students do not only assess quality of education, they look at the entire value proposition that the university, and country, offer. The Swedish government had failed to look at factors beyond the scope of just the educational programmes, such as the complicated national application system, the limited possibility of staying on and finding a job after a completed degree, lack of scholarship opportunities, the high cost of living, and so on.

Like most other countries that introduce fees, Sweden saw a large decline in applicants after fees became a reality. In addition to tuition fees, prospective students also faced an application fee of 110 Euro, one of the highest in the world. After the first year, there was an 87% decline in non-EU/EEA students enrolling at Swedish universities.

Lund University has thus far been the most successful in Sweden at attracting fee-paying students after the introduction of fees. Before 2011, Lund University had about 6% of the number of non-EU/EEA students in Sweden, which jumped to 16% after tuition fees were introduced. In 2013, Lund saw an intake increase of 45%, and has only had a 45% drop in total, compared to Sweden's 80% as a whole.

What, then, is the value proposition of Sweden? As a small country, Sweden must establish itself as a niche market for students looking for a genuinely unique and international experience. Sweden offers quality of education, quality of life and one of the best economic outlooks in Europe. While Sweden may never be able to fully compete with larger countries like the US, Australia, Canada and the UK, it offers an environment that can nurture and grow students individually.

To be able to convince the rest of the world of this, Sweden needs to commit to a coherent marketing strategy that holds up on the competitive, global market for talent, and smooth out the regulatory bumps getting in the way of tuition-paying

students. Sweden currently only spends 600,000 Euro annually on marketing itself as a study destination.

The good news is that the Swedish government has learned from some of the mistakes made when the fees were introduced, and several changes will take effect next year. Application and selection rules have been changed dramatically, and universities will be able to decide how many places within a programme to dedicate to international students. The amount of money allocated to the national scholarship programme has been doubled by the government (even though scholarships still cannot be shaped by individual universities for recruitment purposes). There is also a bill anticipated soon that will allow international students to stay in Sweden for up to a year after graduation to find work. The bad news is, there is still no clear national strategy.

Another issue for Sweden post-fees are the attractive scholarship programmes the European Union offer. They are currently not in line with national European regulations, and much like the UK, Swedish participation in Master's level Erasmus Mundus has more or less stopped. Perhaps it is time for the EU to take tuition fees into consideration, something that could help EU universities attract international talent to Europe.

Fortunately for Swedish universities, recruiting fee-paying students is not about income generation, as they are not allowed to make a profit on international student enrolment. It is mostly about maintaining quality –to educate and prepare Swedish students for a globalized world, the voices of the entire world need to be represented in every classroom. Without an overarching strategy for marketing Sweden's educational brand internationally, this will be increasingly difficult to achieve.

07 Through the University of South Africa (Unisa) lens on tuition fees



UNISA
140 years of shaping futures

by **Phillip Bester**, **Willem du Plessis**, Director Budgeting & Cost Management, **Carel van Aardt**, University of South Africa – Corresponding author: **Willem du Plessis** (dpleswh@unisa.ac.za)

Towards *the* African university in the service of humanity!



This inspiring vision guides Unisa in pursuit of its objectives and goals. These are consistent with the UN and UNESCO development priorities and global initiatives that seek to improve learning outcomes as an enabler to achieve the United Nations’ Millennium Development Goals.

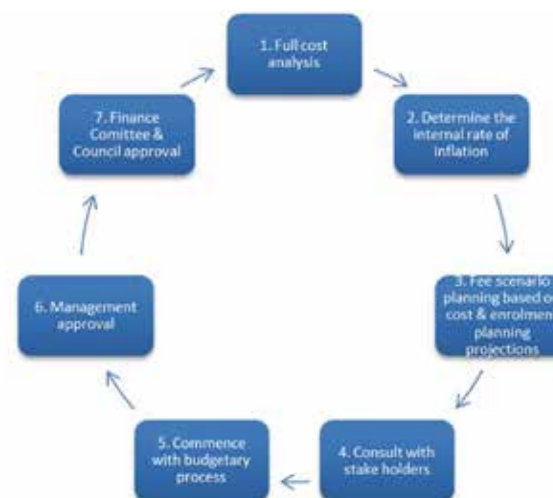
The South African National Plan for Higher Education (NPHE 2001) articulates goals for more equitable student access, improved quality of teaching and research, increased student progression and graduation rates, as well as greater responsiveness to social and economic needs. One immediately recognises the congruency with broader goals spanning borders – humanity is generally striving towards the realization of these goals. The South African National Department of Higher Education and Training’s (DHET) green paper on “Post-school education and training” links various developmental strategies with the aim of improving inclusive economic growth and development, ultimately contributing to reducing poverty and ensuring improved livelihoods for all.

As with all other higher education institutions, Unisa is wrestling with the economic problem of limited resources at its disposal while there is an unlimited demand for such resources. Furthermore, not all activities consuming resources in pursuit of goals are necessarily aligned to or optimised in terms of productivity. During the early 2000’s, Unisa embarked upon the implementation of Activity-Based Costing (ABC) as its costing methodology in conjunction with Activity-Based Management (ABM). This resulted in the creation of a Strategic Resource Allocation Model (SRAM) and the Unisa Pricing model in its current form. The SRAM enables Unisa to allocate resources to units performing activities in pursuit of its vision, while concomitantly starving resources from units not aligned to goals, thereby eventually leading to productivity gains.

The Pricing model is based on the premise that tuition and learning should function on a breakeven principle. The sources of funding for tuition and learning consist of government transfers (input subsidy) and tuition fees obtained from students. The expenditure incurred is to fund activities associated with the provision of tuition and learning, namely the development, revision, delivery and assessment of study units. Costs are furthermore incurred for primary academic and student support activities, although only those with a causal relationship with the tuition and learning process.

The Unisa Pricing model, which defines tuition fees, consists of seven steps as outlined below. The process commences with a full cost analysis and ends with the Unisa Council approving tuition fee increases.

Figure 1 Unisa tuition fee process



The DHET funding framework links grants to national and institutional planning, assigns input subsidies to higher education institutions based on the level of tuition (namely, undergraduate, honours, master’s and doctoral studies) divided into four funding groups. These groups relate to the skills priorities identified in South Africa’s National Development Plan (NDP) and makes provision for the cost of the discipline offered. Unisa, in turn, analyses the cost of the tuition offerings (that includes a Unisa-specific Price Index), the state funding received and then inversely charges tuition fees to reach breakeven. Once the fees are calculated a stakeholder consultation process takes place to obtain inputs on the acceptability of tuition fee proposals to ensure full inclusivity. Inclusivity is further supported by Unisa providing financial assistance (through bursaries and loans) to deserving students who cannot afford tuition fees.

To determine whether tuition fees for the period 2005 to 2012 resulted in Unisa gaining market share while obtaining sufficient tuition fee income, the micro-economic principle of market clearing (equilibrium) prices was used for analytical purposes. In terms of this principle a market clearing price is the price of goods or services in which the quantity supplied is equal to the quantity demanded, resulting in equilibrium between supply and demand. Unisa tuition fee increases would be at the equilibrium level if fee increases are kept at a level where the size of the student body remains the same. Should there be an increase in the student body (growing demand) the implication would be that fee increases are below the market clearing price. Conversely, should the student body decrease this would be indicative that tuition fee increases are too steep. It appears from the figure below that during 2005 to 2012 Unisa’s full-time student equivalents increased from 100 875 (2005) to 172 304 (2012) constituting a 70.8% increase over this period. Furthermore, during this period Unisa’s share of the total public South African higher education market increased from 20.1% in 2005 to 27.1% in 2012. Both these sets of figures provide a clear indication that Unisa tuition fee increases are below par resulting in strong market share gains.

Figure 2 South African public HE Full Time Equivalent (FTE) students



The pricing strategy applied by the university enabled growth in terms of the goals set, specifically in the fields of science, engineering and technology, as well as the post graduate component. This strategy is continuously being reviewed to ensure alignment with new institutional focus areas e.g. significant investments in the sciences centre.

08 Is Higher Education a Luxury item in Africa?



by **Chris Gordon**, Director Institute for Environment and Sanitation Studies, University of Ghana (cgordon@ug.edu.gh)



Tertiary Enrollment and Massification in Africa

Sub-Saharan Africa has had the lowest tertiary education participation rate of all world regions. The figures from World Bank statistics of Gross Enrollment Ratio in tertiary education for African countries are in single digits, while Malaysia and South Korea are at 36 and 95 respectively. *“If you think education is expensive, try ignorance”* is a quote attributed to Derek Bok. The saying is applicable at the level of the individual student, a university and indeed a nation. Encouraged by their governments to address this lack of participation many African universities embarked on a programme of massification. This period of explosive growth in student numbers between the 1990s and 2000s, saw in some cases, a tenfold increase in student numbers. The total student population of the University of Ghana was 2,252 in 1967; this went to 8,606 in 1997 and by 2007 had shot up to 29,754.

Funding Shortages and University Response

Unfortunately governments, which had pressurised universities to increase intakes, failed on promises to increase subventions and improve infrastructure. The result was falling academic standards and over-stretched facilities, Vice-Chancellors learned to beg and borrow money to keep their universities operational. Universities engaged in cost-sharing, by having other stakeholders (students and their guardians) support the academic institutions financially. The most common was the imposition of tuition fees and or academic facility user fees as a way of accumulating “internally generated funds” which the universities used to make up the funding deficits. It is these fees that have fuelled the controversy.

The fallacy of massive fee increases in public universities

The popular perception is that fees go up from year to year putting more burdens on the student, but how real are these increases? An analysis of figures from the University of Ghana using the largest group, that of “freshman humanities” both regular-fee and full-fee paying¹⁴, is illuminating once exchange rates are factored in. All figures in the table below have been converted to US\$ at an average rate for that year.

Year	US\$ Regular Students (R)	US\$ Full-Fee Students (F)	Ratio of R:F
2013	370	1,114	3.01
2012	276	1,043	3.77
2011	270	1,048	3.88
2010	225	1,117	4.95
2009	236	1,274	5.31
2008	235	1,305	5.73
2007	255	1,428	5.61
2006	306	1,674	5.47

In most years, the Regular fee was less than the base year of 2006; the 2013 increase was mainly due to a one-off payment by students for infrastructure. The ratio between cost of fee paying and regular cost actually decreased over the years from 1: 5.47 to 1: 3.01. Clearly, given the double digit inflation that most African countries face, University of Ghana fees are actually below what they should be. This analysis is no comfort for those who are below the poverty line, as even these fees are beyond their means.

14. Explanatory Note: **full-fee vs. regular fee paying students:** Full-fee is a misnomer, each year, the National Council for Tertiary Education (NCTE) estimates the tuition cost of educating students at universities (for the calculation of university subvention budgetary allocations by Government). This tuition cost is known as full-fee. Regular fee paying students pay what is known as an ‘Academic Facility User Fee’ (AFUF). To illustrate: in 2011 the Regular Fee AFUF was US\$ 65.00 while the full-fee tuition as determined by the NCTE was US\$ 750.00. However, the real cost of educating a student was well in excess of US\$ 2,000.00

Enabling Access by Student Loans and Public Support

The conventional wisdom is that by charging fees “brilliant but needy” students will lose the chance to pursue university education. The point is that whether a student is brilliant or not, needy or not, the cost of their education is real and has to be covered in some way. One possibility is through student loans, and in 1971 Ghana introduced a student loan system which has been revised in 1975, 1986, 1989 and several times since then, and all faced problems of high rates of default. This is partly due to how the schemes have been set up, in developed countries, student loans are benevolently flexible. British and American students need to pay charges of about 4.4-4.5%, in Ghana, the interest charged is 12%.

The true cost of education

Universities do themselves a disservice by not making public the true cost of the activities that go in to the graduation of a student. By doing so, the erroneous impression is created in the minds of students, parent and government that the fees charged cover all costs rather than a small fraction (2-5% in some universities in the past). Using the term “full-fee” paying in university literature, gives a false picture to the student and the parent. A transparent and real fee structure by programme (e.g., Chemistry costs more to deliver than Mathematics) would also force universities to examine their systems and make them more efficient.

Fees are here to stay – we need to accept this – and we have to find solutions that balance the requirement to have quality, world class university education, and the requirement to produce enough human capacity for development and to do this in the face of declining support from governments. It is this balancing act that haunts the dreams of vice-chancellors all over the continent.

09 Perspectives on Tuition fees, Student Loans and Financing of Higher Education in Thailand



by **Pornchai Mongkhonvanit**,
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We generally believe that higher education is a public good which yields public benefit of economic development by

advancing the frontier of knowledge, helping to disseminate technology into practical applications, and producing skilled manpower needed in the country. It also yields private benefits to individuals in terms of improved job prospects and salaries, general knowledge, openness to the world and global citizenship amongst other aspects. Government also need to make economic decisions to decide how funding is used to strengthen primary and secondary education, to teach more people to read, as well as decisions regarding the funding of other activities such as irrigation, transportation, and communication. And tuition fees become an instrument which enables the financing of higher education to the benefits of individuals as well as society as a whole. The important question becomes – how much tuition should be charged and what kind of financial mechanisms should be developed to ensure access to all.

In Thailand, which is one of the fastest growing economies in ASEAN (Association of South East Asian Nations) with the unemployment rate of less than 2%, the gross enrolment ratio in higher education among the age group of 18-22 has been doubled from 22% to 40% during the last decade. This rate of participation in higher education is among the highest in East Asia, second only to Japan, and higher than Malaysia and Hong Kong, both of which have higher income per capita.

Chulalongkorn University was the first University established in Thailand, nearly 100 years ago. It fostered an elite approach to higher education with the main purpose being to train government officials to run the country. Since then, Thai Higher Education has experienced remarkable developments. Currently there are 103 Public Institutions and 72 Private Institutions, with a total of over 2 million students. The Thai Higher Education sector has changed its focus from elite to a mass social and economic education.

There are various types of Higher Education Institutions in Thailand:

- Traditional Public Universities
- Rajabhat Universities (former Teacher’s Colleges)
- Rajamangala Universities (former Vocational Colleges)
- Autonomous Public Universities
- Open Universities
- Community Colleges
- Private Colleges, Institutes and Universities.

The tuition fees vary between these groups of Institutions – with Private Universities generally charging the most and Open Universities charging the least.

Approximately 70% of the operating budget of Public Universities comes from a direct government subsidy. In addition, there are Part-time programs, adult programs, extra programs, international programs and special programs in public universities which charge higher tuition fees to cover all operating costs. These programs account for almost 20% of the programs of public universities (the highest percentage are

Rajabhat Universities). These can also be seen as an additional source of income for public institutions, which translates into additional revenue for their staff.

In contrast to other countries in the region, including Malaysia, Philippines, Indonesia and Japan, less than 20% of the total student population in Thailand is studying in private higher education institutions. Reasons for this are multiple, including private university charging an average of 3 or 4 times the tuition fees of public institutions; the fact that many public universities were established decades before the private ones and these are much better known; and because there are currently legal restriction of the foreign ownership of higher education institutions.

In order to promote accessibility of Higher Education, the Thai government has operated the Students Loans Fund (SLF) for students in all kinds of higher education institutions since 1996. Presently, there are two kinds of loans: the SLF for lower income families who live on less than 200,000 baht per year (6.425 US\$). These loans cover both tuition fees and living expenses. The second is the Income Contingency Students Loan (ICL), which is to enable students to study in special disciplines that are required for national development, with high demand for job eligibility, such as – Health Science, Engineering, Science and Technology as well as Tourism. The ICL loans which covers the tuition fees, is granted to students regardless of their family income. Under the SLF for students from a low income family, borrowers have to begin to repay their debt two years after their graduation, regardless of their income level and the annual interest rate is 1%. Under the ICL students have to begin to pay their debt only when their income level is higher

than 16,000 baht per month, through the tax system, and the annual interest rate is also 1%. During the first 10 years of its operation, both SLF and ICL have given loads to more than 2.6 million students with the value of nearly 200 billion baht (6.43 billion US\$).

With the combination of private investment, public subsidy and other kinds of subsidy, as well as two types of student loans funds, financing of higher education in Thailand helps make higher education highly accessible to its people.

Right now, with the participation rate of the age group between 18-22 years old which is over 40%, Thailand is on the Top Countries in ASEAN in terms of accessibility to higher Education. With the diversity in terms of the types of institutions, the quality of education is continuously improved and monitored, as well as private and international higher education is well supported, Thai higher education has the potential to be the important engine of economic growth, and power house of ideas to advance the promising ASEAN Region.

Appendices

Table 1 Types of Higher Education Institutions

Types of Institution	No. of Institutions	No. of Students
Total Public Institution	103	1,796,839
Total Private Institution	72	273,016
Total	175	2,069,855

Source: www.info.mua.go.th/information/index.php

Table 2 The Annual Tuition fees of Thai higher Education institutions (US\$)

TYPES OF INSTITUTION	COURSES	TUITION FEES (PER ANNUM) IN US\$		
		Minimum	Maximum	Median
Public Institution				
Traditional Public University	Science and Technology	147	1224	387
	Social Science	152	578	291
Autonomous University	Science and Technology	546	1343	673
	Health Sciences	701	728	710
	Social Sciences	546	658	651
Open University	Science and Technology	47	994	99
	Health Sciences	93	106	99
	Social Sciences	46	96	82
Private Institution				
Private University	Science and Technology	731	2571	1684
	Health Sciences	1302	4583	1766
	Social Sciences	568	1907	1072
Private College	Science and Technology	1079	2028	1376
	Health Sciences	1398	1979	1580
	Social Sciences	523	1547	972

Source: Weesakul et al. (2003)

References:

1. *Financing Higher Education and Economic Development in East Asia*, edited by Shiro Armstrong and Bruce Chapman (Edition © 2011 ANU E Press) <http://epress.anu.edu.au/wp-content/uploads/2011/11/preliminary2.pdf>
2. *Thai Higher Education: Policy and Issues*, by the Office of the Commission on Higher Education of Thailand, <http://inter.mua.go.th/main2/files/file/Policy&Issue/OHEC%20Policy&IssueThai%20Higher%20Education%20PolicyIssue.pdf>
3. *Higher Education Finance and Cost-Sharing in Thailand* (Updated 4/5/2010), by Graduate School of Education, University of Buffalo, The State University of New York http://gse.buffalo.edu/org/inthigheredfinance/files/Country_Profiles/Asia/Thailand.pdf
4. *Strategies for Financing Higher Education: The Case of Thailand*, by Somkiat Tangkitvanich and Areeya Manasboonphempool (Thailand Development Research Institute) (Updated 2009) <http://epress.anu.edu.au/apps/bookworm/view/Financing+Higher+Education+and+Economic+Development+in+East+Asia/7301/Text/ch09.html>

10 How We Did our First Global Tuition Fee Benchmarking Study at Griffith University



by **Nicole Brigg**, Director International, Griffith University, QLD 4111, Queensland, Australia (n.brigg@griffith.edu.au)



Any large company with products or services to sell in a global market would be expected to spend considerable time and energy and to apply much science to the central question of how to price their goods/services. Universities are an interesting exception as pricing seems to be influenced by a range of factors including domestic student tuition fees, local competitor tuition fees, historical evidence of what markets will bear, and reactive swings in response to visa changes, global events and other such factors. In reality, the setting of international tuition fees has not been a scientific process.

As students are presented with an ever more accessible set of options for international education, the question of pricing is becoming more important. Other factors such as the cost of

living, university rankings, niche programs, work rights, safety, and pathways to migration are also relevant. In reality, each student is making a decision based on a combination of factors to meet their personal goals.

So how to put more science around pricing? Griffith University in Queensland, Australia has been a very popular destination for international students for many years. With campuses on Australia's Gold Coast and in the river city of Brisbane, and historical expertise in sustainable business practices, environmental science and Asian studies, the university has been successful in Europe, North America and across Asia. Griffith international staff felt the university was well priced in all markets and represented good value for money. But how to demonstrate this to senior executives in a structured researched manner, rather than a set of tables based on internet observations?

Illuminate Consulting had worked with Griffith in the past and had impressed for its expertise in meta data analysis. So we took our problem to them and the benchmarking began!! Choosing 25 institutions around the world against which to benchmark was the fun part. We chose peer institutions and a range of aspirational institutions across New Zealand, Canada, the UK, USA as well as several key Asian universities. While this initial study looked at a very broad range of undergraduate and postgraduate programs, we would narrow this to a much smaller number of top programs in future studies. On the advice of Illuminate's CEO, Dan Guhr, we agreed to look at total cost of degree rather than just tuition fees, and to also look at stated living costs as well as the calculations by a program Dan developed for the purpose (SMILE).

The study was a massive enterprise in data gathering, standardising and analysing and Griffith certainly got much more than it had imagined when commissioning the study. We now had an accurate picture, developed using robust and rigorous research methods, of how our university was situated in a global context. Our tuition fees were in fact very competitive when compared to other Australian universities and were reasonable compared to our global sample. The study highlighted the high cost of living that Australia has faced since our dollar soared to parity with the US dollar. This data is uncomfortable to look at, but it gives our senior executives the opportunity to see their tuition fees coupled with living costs – so to see the total degree cost from the perspective of the students. This is a valuable insight that grounds thinking on tuition fees.

It has also caused us to reflect further on the student experience we offer and to consider what we might do to ensure enduring value for the cost of a Griffith University education.

The study was not kept a closely guarded secret and has been the topic of presentations at the EAIE Conference in Istanbul in September and at the AIEC in Canberra in October. Griffith is a member of a highly collegiate association of universities knows

as the *Innovative Research Universities* (IRU – <http://iru.edu.au>). As a group, the IRU are commissioning a 2014 iteration of the study, and interest is continuing to grow.

The tuition fee benchmarking study rounds out a truly excellent set of data that is now available to Australian Universities including I-Graduate's International Student Barometer, and the Australian International Director's Forum annual benchmarking study managed by Alan Olsen. We now have science around the metrics of running an International Office in Australia, the experience of our international students in a national and global comparison, and the value position of both our tuition fees and whole cost of degree acquisition.

For more details on the fee benchmarking study including methodology and some sample outcomes, see the article by Dan Guhr and Nelson Furtado, *Illuminate*, in this edition.

➔ EXAMPLE OF BIBLIOGRAPHICAL REFERENCES TAKEN UP IN THE INTERNATIONAL BIBLIOGRAPHIC DATABASE ON HIGHER EDUCATION HEDBIB MAINTAINED BY IAU
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RISING TUITION FEES, IMPACTS AROUND

AFRICA

UGANDA

Universities set to harmonize tuition fees – In East Africa are set to harmonise tuition fees for students within the East Africa Community states. Stakeholders from 96 universities registered under the Inter-University Council of East Africa (IUCEA) will hold consultative talks to forge a way forward for implementation of the policy that the Council has been campaigning for the last two years.

✉ By Dear Jeanne, *Daily Monitor*, April 2, 2013, www.monitor.co.ug/News/National/EAC-root-for-same-tuition/-/688334/1736480/-/wa5ii5/-/index.html

ASIA AND PACIFIC

KOREA

Top private universities are to raise tuition fees in defiance of the Presidents pledge – The country's top private universities, Yonsei and Korea are moving to raise tuition fees despite the Presidents pledge to halve schooling expenses for college students based on expanded state scholarship programs. Yonsei University recently informed student representatives of its plan to raise annual tuition by 2.4 percent this year, while Korea University is seeking a 4-percent increase. Both universities must negotiate with student representatives to fix the tuition levels.

✉ By Na Jeong-ju, *The Korea National*, January 30, 2013, www.koreatimes.co.kr/www/news/nation/2013/01/181_129745.html

PHILIPPINES

Youth group asks high court to stop tuition fee increases – A petition has been filed before the Supreme Court (SC) by several youth groups to stop an increase in tuition of 354 tertiary schools throughout the country. In the petition filed by the groups, the high court was asked to declare the newly approved increases in tuition and other fees invalid for failure to being subjected to "reasonable regulation and supervision".

✉ By Benjamin B. Pulta, *The Daily Tribune*, May 30, 2013, www.tribune.net.ph/index.php/metro-section/item/14717-youth-groups-ask-high-court-to-stop-tuition-increases-in-354-tertiary-schools

Colleges and universities can no longer enforce "no permit, no exam" policy – The Commission on Higher Education (CHED) has ordered all 1,800 higher education institutions (HEIs) in the country to make sure low-income students get access to financial aid if they cannot meet the deadline for paying tuition. Schools were also told to promote programs catering to the economic needs of students such as setting up student cooperatives, having entrepreneurial and income-generating projects and promoting savings.

✉ By Dona Z. Pazzibugan, *Inquirer News*, April 28th, 2013, <http://newsinfo.inquirer.net/398907/no-permit-no-exam-policy-scrapped-ched>

THE WORLD – A SELECTION OF REFERENCES FROM THE INTERNATIONAL PRESS

EUROPE

ARMENIA

Armenians to fight against rise in tuition fees – Five Armenian universities have raised student tuition fees, member of Armenia's Public Council said. For example, tuition fees were increased by AMD 100-150 thousand at Armenian State University of Economics and by 200 thousand at the Yerevan Komitas State Conservatory. In responses meetings with head of universities and student councils are being organised, and a will present a package of further actions will be presented to the government.

In News.am, July 27 <http://news.am/eng/print/164458.html>

GERMANY

After 10 years, tuition fees in the country will soon be scrapped – tuition fees, which have been allowed by law only since 2005, have remained steadfastly low at €1,000 a year (£845). Now, the country is abandoning them altogether. In future, first-time students will pay only a significantly lower "semester fee" to cover administration costs, to contribute to student support bodies and, in some cases, to pay for local transport passes.

By Frances Mehan – Schmidt, Times Higher Education, May 23, 2013, www.timeshighereducation.co.uk/news/unbridled-success-germanys-fee-foes-claim-victory/2003928.article

UNITED KINGDOM – SCOTLAND

Scottish universities are offering more university places to students fee paying students from England – at the beginning of the 2013/14 academic year, institutions in Scotland had more than 1000 places open to applicants from England, Wales and Northern Ireland, who must pay £9,000 a year in tuition fees. However Scottish students who are not charged for undergraduate degrees were only able to apply for 326 courses in their home institutions.

By Sam Marsen and Josie Ensor, The Telegraph, September 04, 2013, www.telegraph.co.uk/education/universityeducation/10287447/Greedy-Scottish-universities-offer-more-clearing-places-to-fee-paying-English-students.html

MIDDLE EAST

UNITED ARAB EMIRATES

Freeze in hike and discounts are the only hope for those from low-income families – A freeze in fees and discounts for low-income families are the only hope for students who find the cost of university education beyond their reach. As tuition fees at the UAE's higher institutions of learning see a spike each year, students find it increasingly challenging to keep up with university fees and other costs. In responses, Abu Dhabi University (ADU) has frozen its fees this year. 'Deserving' students are also given discounts and university grants and financial aids are granted to distinguished students.

By Sara Sabry, gulfnews.com, September 2, 2013, <http://gulfnews.com/news/gulf/uae/education/uae-rising-university-fees-keep-some-students-on-the-edge-1.1226609>

NORTH AMERICA

CANADA

University tuition rising to record levels in Canada – A report by the Canadian Centre for Policy Alternatives states that Adjusted for inflation, fees across the country were \$2,243 in 1990-91, and are predicted to rise to \$6,842 in 2016-17. Canada as a whole has the fifth-highest tertiary tuition in the OECD behind Chile, the United States, Korea and Japan.

By Marlene Habib, CBC News, Sep 11, 2013, www.cbc.ca/news/canada/university-tuition-rising-to-record-levels-in-canada-1.1699103

Ontario lowers cap on tuition fee increases – Under the new framework, annual fee increases will be capped at an average of three per cent for the next four years. Previously, colleges and universities were allowed to raise tuition by an average of five per cent. The difference means the average annual tuition at an Ontario university will rise above the \$8,000 mark.

The Canadian Press, March 28, 2013, www.cbc.ca/news/canada/toronto/ontario-lowers-cap-on-tuition-fee-increases-1.1310368

USA

Higher Education Leaders in the state of Louisiana re-thinking fight over tuition fees – Almost every top higher education administrator in the state says it's a good idea for the Louisiana Legislature to hand over its tight grip on tuition-setting authority and put that control in the hands of the schools. With the realization sinking in that the idea is a political loser, some of the state's leading academics said that Louisiana's higher education community should put that fight on hold and move in another direction.

By Koran Addo, October 06, 2013, the Advocate, <http://theadvocate.com/home/7157291-125/higher-ed-leaders-rethinking-fight>

Public colleges may freeze tuition rates in return for more taxpayer support – A proposed college tuition freeze puts Nebraska in league with a growing number of public colleges and universities that have promised not to raise tuition if they can get more state taxpayer support. Public university systems in Iowa, Minnesota, Montana, New Hampshire and Washington state are among those that have explicitly offered to freeze tuition rates next school year if their state legislatures will allocate more money in 2013-14 and beyond.

By Leslie Reed, World Herald Bureau, January 17, 2013, www.omaha.com/article/20130117/NEWS/701179916

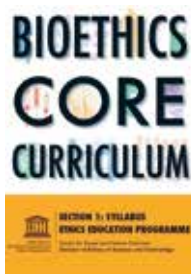


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Bioethics Education in the 21st Century – a Universal Approach

by **Irakli Khodeli**, *Bioethics team, Social and Human Sciences Sector, UNESCO, Paris* (i.khodeli@unesco.org)



Inside the Ethics Teachers' Training Course, it could be hard to tell a trainer from a trainee – everyone asks questions but no one seems to know the exact answer. But a careful observer will distinguish the three experienced bioethics educators guiding the discussions and suggesting effective ways to get complex ethical principles

and their applications across to the students. This is the main idea behind the course – in contrast with physics, chemistry or even legal studies, in ethics, very few questions come with incontrovertible answers. Hence the need to teach this subject differently – through interactive pedagogy that motivates students to think and to seek the answers to complex ethical dilemmas using the universal ethical framework as a map.

Since its launch in 2006, the Course has brought together current and prospective ethics educators at universities and training centers in Belgrade (Serbia), Bratislava (Slovakia), Bucharest (Romania), Baku (Azerbaijan), Dubrovnik (Croatia), Minsk (Belarus), Nairobi (Kenya), Riyadh (Saudi Arabia), Vilnius (Lithuania), and Windhoek (Namibia).

The training course designed and organized by UNESCO and hosted by institutions of higher education in different parts of the world is a significant departure from the conventional teaching paradigm in which a teacher imparts information upon students in a one-way exchange. Instead, the participants find themselves in the shoes of their instructors, engaging with their peers in a simulated teaching environment that compels them to use the newly acquired educational techniques to guide others through the complex maze of bioethical dilemmas.

At UNESCO, we think that bioethics education should become an integral part of knowledge-based economic growth of the future. Science in the 21st Century will continue to change the way we live at an exponential rate. The rapidly expanding

knowledge in every area of inquiry, and especially in life and biological sciences, is continuously pushing the limits of what we can do. However, science has no inherent ethical direction – it is mute on the question of what we *should* do. “We, the peoples of the United Nations” have the responsibility to maintain a robust global ethical framework that channels science and its application towards “social progress and better standards of life in larger freedom,” to use the words of the UN Charter.

But how do we achieve this aim? At UNESCO, the answer lies in global standard-setting – the establishment of a universal ethical framework and in capacity-building – helping governments translate this framework into domestic practices and policies.

At the first glance, a global consensus on universal ethical principles – often perceived as culturally relative constructs – might seem beyond the realm of the possible. And yet, UNESCO has breathed life into precisely such agreements, such as the Universal Declaration on Bioethics and Human Rights, adopted by the General Conference of UNESCO with acclamation in 2005. The Declaration embodies a set of bioethical principles that has been agreed upon by 191 Member States of UNESCO after an intense elaboration and consultation process involving independent and governmental experts from all regions of the world. This set of bioethical principles provides a common global platform by which bioethics can be introduced and strengthened within each member state.

UNESCO's Bioethics Core Curriculum, which introduces bioethical principles of the Declaration to university students, is flexible both structurally and thematically. In terms of structure, it represents a 30 hour core course that can be introduced as an elective course or serve as a basis to develop a more comprehensive programme, adding hours according to need. Thematically, the curriculum does not impose a particular model or specific view of bioethics, but articulates ethical principles that are shared by scientific experts, policy-makers and health professionals from various cultural, historical and religious backgrounds.

The primary target group of the Core Curriculum is medical students. However, it is important to note that nowadays, bioethics teaching is also introduced in other educational programs such as nursing education, health care sciences, dentistry and public health, as well as law, philosophy and social sciences. The Core Curriculum is an education resource fit for all these areas of knowledge.

AROUND THE WORLD

To date, the Core Curriculum has been adopted and integrated in various fields of education in many universities around the world, and is available in multiple language editions, including English, French, Arabic, Russian, Turkish and Japanese.

UNESCO played a pioneering role in global bioethics by setting up the Bioethics Programme within the Secretariat in 1993, establishing a unique independent expert body – International Bioethics Committee, adopting several international standard-setting instruments in the field, and focusing on building capacity of its Members States to address the pertinent bioethical dilemmas. Currently, the Bioethics team, headed by Dafna Feinholz (email: d.feinholz@unesco.org; tel: +33 1 45 68 49 94) within the Social and Human Sciences Sector of UNESCO, is in charge of implementing UNESCO's programme in this area.

➡ If your university is interested to collaborate with UNESCO to introduce the Bioethics Core Curriculum into its academic programmes, to organize Ethics Teachers Training Course, or to take any other action in promoting bioethics education, please contact our colleague Irakli Khodeli at Bioethics Section of UNESCO (email: i.khodeli@unesco.org – tel: +33 1 45 68 44 33).

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IAU is pleased to announce that it has entered a partnership with **Global Academy Jobs (GAJ)** – www.globalacademyjobs.com, an **academic recruitment service** that allow the Association to offer a new benefit to its institutional Members in good standing.

Global Academy Jobs offers highly discounted rates to IAU Members when they use this academic jobs board for their recruitment needs and other services offered on the GAJ portal. GAJ's social mission is to fund academic research and collaboration into major contemporary challenges in part through this partnership with the IAU.

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- 3. Spreading the word:** GAJ regularly emails academics about opportunities to collaborate and on talent development. Help us create engagement by disseminating information about this job board (thank you for copying GAJ at : talentdevelopment@globalacademyjobs.com).

To get started please contact IAU@globalacademyjobs.com and specify that you are an IAU Member.



NEW IAU PUBLICATIONS

INTERNATIONAL HANDBOOK OF UNIVERSITIES

The 2014 edition of the Handbook includes information on over 18,000 university-level institutions as well as on the education systems of over 180 countries. Orders should be placed with our publishers, Palgrave Macmillan UK or Macmillan US for the Americas. With each purchase comes a single-user access to the **World Higher Education Database Online** which is valid for one year after the publication date. IAU Members benefit from a 50% discount on all orders. Contact: b.inglisian@iau-aiu.net



HIGHER EDUCATION POLICY (HEP)



HEP 26/3, SEPTEMBER 2013

The September issue of *Higher Education Policy (HEP)* features articles that look at the various metaphors used for students,

Chinese college entrance exams, the German reform of the Bachelor and Master degrees, and internationalization as a way to increase quality in Lithuania.

FREE ONLINE ARTICLES

December 2013 will see the release of a special edition of HEP entitled *From the Vaults: Revisiting, Revising and Reflecting on Higher Education Policy Research*. It celebrates 25 years of the Association's quarterly research journal. We are pleased to announce that the opening article *Higher Education Policy: The Evolution of a Journal Revisited* by Jeroen Huisman, the editor of HEP, is now available free on www.palgrave-journals.com/hep/index.html.

NEW IN HEDBIB

The October and November 2013 editions of New in HEDBIB provides references of some 135 monographs, periodical articles and reports on higher education reform and policy worldwide. These documents, recently entered into the International Bibliographic Database on Higher Education (HEDBIB), are grouped by IAU theme and region in the first part, by theme only in the second part. Contact: a.sudic@iau-aiu.net

PREPARING UNIVERSITIES FOR AN ERA OF CHANGE

Luc E. Weber (Rector Emeritus, University of Geneva, and Former IAU Board Member), James J. Duderstadt (Eds.) - London; Paris; Geneva: Economica, 2014 - 280 p. (Glion Colloquium Series, no. 8) ISBN 978-2-7178-6586-8



This book explores the ability of research universities to respond to the challenge of profound economic, technological, social, and political change. It was developed from topics discussed at the IX Glion Colloquium, held in 2013. The contributors, Rectors and Presidents from universities around the world, discuss not only how research universities are adapting to major changes, but also how they can develop new curricula, student experiences, research paradigms, social engagement, and international alliances to better address the challenges these changes create. In addition to research universities in developed countries, the specificities and experiences of building world-class research universities in 'fast-developing' countries in Asia and Brazil are examined.

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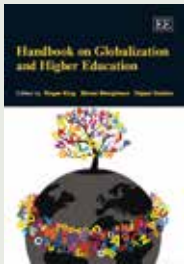


GILLES BRETON'S COLUMN



From analysis to Action

by **Gilles Breton**, Graduate School of International and Public Affairs, University of Ottawa, Canada
(Gilles.Breton@uottawa.ca)



In the midst of all the deliberations currently ranting in the world of higher education, from the financing, privatization, marketing and commercialization of universities, to the latest emphasis being placed on academic research in the new economy of knowledge, via the impact of new technologies on teaching activities, I

still believe that the internationalization of higher education constitutes one of the central element of these deliberations, which all correlate to a redefinition of the mission of universities in this beginning of the 21st century. Similarly, I am always convinced that the concept of reflexive-actor, (i.e. a player that mobilizes knowledge to structure his/her/its action) is still what best defines the work of those in charge of international action in higher education institutions.

On the basis of these two observations, I cannot overemphasize the importance of carefully reading the work *Handbook on Globalization and Higher Education**. Although this book was published in 2011, to me it does not seem to have received all the attention that it deserves. One will not find the usual handbook of best practices or customary tips concerning internationalization in this book. In my opinion, it is the brightest and most enlightening book that analyses globalization of higher education, which has been published over the past 10 years. It is clear that, from all 29 texts of the work emerges a renewed understanding of globalization of higher education and its main components, such as the national and institutional strategies that evolve, the role and contributions of major international organizations, a comparative analysis of public policies concerning higher education, the challenges of development and inequalities relating to university access, the very definition of the university itself (a global institution?), a typology (classification) of knowledge economies, as well as 11 case studies which cover all major geographic areas of the world.

It is important to note and acknowledge the contribution of Simon Marginson to this book in which he offers two of his most accomplished texts. He proposes a two-level analysis of the growing importance of globalization in higher education. In reviewing the established and recognized practices put forward by various stakeholders, at a second level, he draws

a picture of global ideas, which accompany and structure the actions and strategies of each stakeholder. He identifies three global imaginaries, namely, that of the global market, status competition, and networks and open source knowledge, and presents a detailed analysis of the contributions and limitations of each field.

Texts are grouped in three parts: Generic, Case studies and a final part, Global governance, which is of major importance because it addresses a component of academic globalization which tends to be overlooked. If different stakeholders are developing a globalized higher education space by their international activities, the question of the governance of this space will have to be addressed seriously. Unless higher education institutions want to leave international markets or international organizations regulate and govern this space, universities must include the question of their role and their contribution to the establishment of global governance for higher education in their strategic thinking. The world in which we live is no longer ruled only by the good old State, bilateral or multilateral and Westphalian logic but much more according to multi-sectorial and multi-level logic where one finds all of the actors concerned with a specific issue: States, NGOs, international organizations, stakeholders in the field, social movements, etc. The globalization of higher education is sufficiently extensive and intense for the following question to arise: "How will collective rules be defined and implemented for the management of this new global space?" And what strategies should the universities, which after all are one of the main actors of globalization, develop on this issue of governance? It is not the least merit of this work to have addressed this thorny issue.

This book is not intended only for university professors who are interested in the globalization of higher education. It is also meant for all stakeholders and actors in international education. In short, it is directed to all those who contribute, through their actions, to create this global space of higher education, who, through their work, successfully translate an idea, an analysis into a project and a programme of action in the field. This book contains enough analyses and proposals, which are likely to fuel international innovations, the transition from analysis to action, a bit like what is known as the transformation of invention into innovation in science and technology

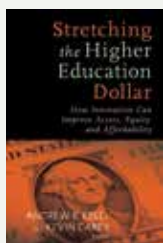
* King, R., Marginson, S., Naidoo, R., eds, *Handbook on Globalization and Higher Education*, Edward Elgar publishing Limited, Cheltenham, UK, 2011, 541pp.



SELECTED ANNOTATED LIST OF PUBLICATIONS

STRETCHING THE HIGHER EDUCATION DOLLAR

Andrew P. Kelly, Kevin Carey, Eds.– Cambridge, Mass.: Harvard Education Press, 2013. – 260 p.
ISBN 978-1-61250-594-7



With increasing tuition fees and decreased public funding, how can higher education produce more graduates while simultaneously reducing costs? Focusing on the United States, the eleven studies contained in this book provide approaches and obstacles to cost containment for higher education institutions, as well as the implications for state and federal policy. Topics include effective strategies for reallocating resources to capture efficiencies, opportunities with massive open online courses (MOOCs), and ideas for building low-cost degree pathways from the ground up.

THE GLOBAL FUTURE OF HIGHER EDUCATION AND THE ACADEMIC PROFESSION: THE BRICS AND THE UNITED STATES

Philip G. Altbach, Gregory Androushchak, Yaroslav Kuzminov, Maria Yudkevich, Liz Reisberg, Eds. – Basingstoke: Palgrave Macmillan, 2013 – 206 p.
ISBN 978-0-230-36978-8



This book focuses on the emerging BRIC (Brazil, Russia, India, and China) nations by analysing the academic

profession, and in particular salaries and contracts. The BRICs are described as transitional academic systems and they show a variety of approaches to academic careers. Three (Brazil, China and India) face the challenge of rapid expansion, and at the same time they are attempting to create world-class research universities. The book also analyses how academic staff are appointed and promoted. The editors conclude that while the BRICs may be emerging global economic powers, their academic systems still face significant challenges.

THE RISE OF DATA IN EDUCATION SYSTEMS: COLLECTION, VISUALIZATION AND USE

Martin Lawn, Ed. – Oxford: Symposium Books, 2013. – 160 p. (Comparative Histories of Education)
ISBN 978-1-873927-32-8

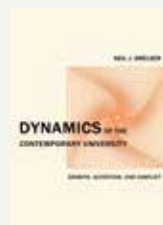


This collection of essays from educational historians in Germany, Sweden, Mexico, Argentina, the United Kingdom, France, and the USA, focuses on education data on primary and secondary education. The book demonstrates how education data has moved out of local or national reports and gradually into public representations of education. The role played by national and international agencies such as UNESCO in the development of quantitative data is examined. The contributors discuss how this data has gained enormous influence in education systems

and how the flow of data has become a powerful governing tool in education.

DYNAMICS OF THE CONTEMPORARY UNIVERSITY: GROWTH, ACCRETION AND CONFLICT

Neil J. Smelser – Berkeley: University of California Press, 2013. – 139 p.
ISBN 978-0-520-520-27581-2



This book is an expanded version of lectures delivered by the author at the University of California,

Berkeley exploring change in higher education. The heart of his theory is that higher education in the United States is characterised by structural accretion. Universities progressively add functions, structures, and constituencies as they grow, but seldom shed them, yielding increasingly complex structures. The ramifications of this principle into the solidification of academic disciplines and departments, faculty roles, the academic community and governance are explored. Finally, the author analyses a number of contemporary trends and challenges, such as diminishing public support, the increasing pattern of commercialisation in higher education, the growth of for-profit institutions, and the growth of temporary and part-time faculty.

REGULATING HIGHER EDUCATION: PROTECTING STUDENTS, ENCOURAGING INNOVATION, ENHANCING EXCELLENCE

Higher Education Commission

– London: HEC, 2013. – 74 p.



This report examines regulation of higher education in the UK and makes the case for a new, pluralist regulatory architecture of higher education. It is the culmination of research, engagement and evidence gathering with universities, regulators, academics, business leaders, student bodies, and government advisors.
www.policyconnect.org.uk/hec/research/new-report-regulating-higher-education

GLOBAL UNIVERSITY RANKINGS AND THEIR IMPACT: REPORT II / LES CLASSEMENTS MONDIAUX D'UNIVERSITÉS ET LEURS IMPACTS

European University Association [EUA] – Brussels: EUA, 2013. – 86 p.
ISBN 978-9-078-99741-2



This report provides a follow up on EUA's first Global University Rankings report in 2011. The report examines significant new developments in the field of international rankings, the number of which continues to grow. The increasing volume of information gathered on universities and new products on offer also strengthen both the influence of the ranking providers and the potential impact of rankings, including public policy making. The developments outlined in the report also in-

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dicating the need for all stakeholders to reflect on the extent to which global rankings are no longer a concern only for a small number of elite institutions but have become a reality for a much broader spectrum of universities as they seek to be included, or improve their position, in rankings.

HIGHER EDUCATION SYSTEMS 3.0: HARNESSING SYSTEMNESS, DELIVERING PERFORMANCE

Jason Lane, Bruce Johnstone – Albany: State University of New York Press, 2013 – 323 p. (Critical Issues in Higher Education)

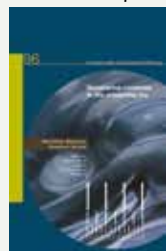
ISBN 978-1-4384-4978-4



Multi-campus higher education systems and their role in improving communities and their economies are explored in this book. Contributions are from academics and senior higher education leaders in the United States. A core dimension of contemporary higher education systems is termed 'systemness', the coordination of effort by multiple institutions such that the actions of the collective are less costly, more powerful and deliver greater impact than similar actions would have by individual institutions. The challenges to system innovation – autonomy, finance, changing state contexts – are outlined, and emerging roles for systems in academic affairs, internationalization strategies and public engagement are examined.

DEVELOPING COUNTRIES IN THE E-LEARNING ERA / LES PAYS EN DÉVELOPPEMENT À L'ÈRE DE L'E-LEARNING

UNESCO International Institute for Educational Planning [IIEP] – Paris: UNESCO-IIEP, 2013. – 97 p.



This publication, intended for educational planners and administrators, examines some of

the ways developing countries, in particular in Africa, can benefit from distance education. The introduction of digital technologies and e-learning in distance education is reviewed, and an analysis provided of recent trends and economic conditions resulting from increased access and reduction of price barriers to ICT in developing countries. Particular attention is paid to the development of quality, productivity and cost control of higher education.

www.unesco.org/ulis/cgi-bin/ulis.pl?catno=218002&set=525BFAD4_0_99&gp=1&lin=1&ll=1

THE BOLOGNA PROCESS: ITS IMPACT IN EUROPE AND BEYOND

UNESCO International Institute for Educational Planning [IIEP] – Paris: UNESCO-IIEP, 2013 – 91 p. (Fundamentals of Educational Planning, 97)



This publication outlines the development of the Bologna Process, reviewing how it came into

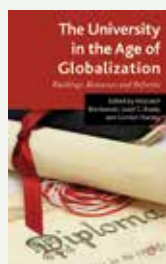
existence and the milestones reached over the past decade. It provides a critical examination of the implementation of its main policies, such as comparable degree structures and quality assurance systems – and assesses its impact in fostering greater student mobility, widening participation in higher education, and developing lifelong learning.

www.unesco.org/ulis/cgi-bin/ulis.pl?catno=220649&set=525BFC87_2_214&gp=1&lin=1&ll=1

THE UNIVERSITY IN THE AGE OF GLOBALIZATION: RANKINGS, RESOURCES AND REFORMS

Wojciech Bienkowski, Josef C. Brada, Gordon Stanley, Eds. – Basingstoke, New York: Palgrave Macmillan, 2012. – 258 p.

ISBN 978-0-230-36400-4



This book brings together contributions from international experts on the internationalization of higher education, covering international rankings of universities and issues of funding and autonomy, and the improvements needed in the promotion and commercialisation of university research. Particular attention is paid to the system of higher education in the United States of America, and its position in the rankings. These universities and their experiences are compared to the higher education systems in the transition economies of Eastern Europe, such as Poland

and the Czech Republic, which serve as an example of the problems facing middle-income countries in terms of funding, the social and economic consequences of low rankings, and possible avenues of reform.

THE EVALUATIVE STATE, INSTITUTIONAL AUTONOMY AND RE-ENGINEERING HIGHER EDUCATION IN WESTERN EUROPE: THE PRINCE AND HIS PLEASURE

Guy Neave – Basingstoke: Palgrave Macmillan, 2012 – 248 p. (Issues in Higher Education)

ISBN 978-0-230-34803-5



This book provides an alternative framework for reflecting on the changes in Western Europe's higher

education systems over the past quarter century. It focuses on profound shifts in the external relationship between higher education, government and society and the effect of changes in external relationships on the internal institutional balance of power. The study builds on two basic concepts – the rise of the evaluative state and the shifts in meaning and definition of positional and institutional autonomy – and further charts how autonomy has mutated from being of integral value in higher education to becoming an instrument of policy. Data and case studies examine the role of the rise of the evaluative state in the UK, France and the Netherlands, Spain and Portugal.



January 2014

- 09-10** *University of Lisbon, Lisbon, Portugal*
The Seventh World Universities Forum
www.ontheuniversity.com/the-conference
-
- 19-20** *Dubai, United Arab Emirates*
2nd Dubai International Conference in Higher Education on Sustaining Success through Innovation
<http://dubai.isp.msu.edu/conference>
-
- 23-24** *Dokuz Eylül University, Izmir, Turkey*
Seventh EUA-CDE Workshop on Outcomes of Doctoral Education – Mindset, Research, Competences
www.eua.be/eua-cde-izmir.aspx

February 2014

- 10-12** *École polytechnique fédérale de Lausanne, Switzerland*
EMOOCs 2014 – 2nd MOOC European Stakeholders Summit
www.emoocs2014.eu
-
- 10-14** *La Habana, Cuba*
Universidad 2014 – 9th International Higher Education Congress on Por una universidad socialmente responsable
www.congresouniversidad.cu
-
- 16-19** *Washington, United States*
Association of International Education Administrators' Annual Conference on Universalizing Global Learning in the 21st-Century Academy
www.aieaworld.org/2014-conference

March 2014

- 08-11** *San Diego, United States*
ACE 96th Annual Meeting, Seizing Opportunity
www.acenet.edu
-
- 10-11** *Jamia Millia Islamia New Delhi, India*
International Education Conference 2014 on Education as a Right across the Levels: Challenges, Opportunities and Strategies
<http://jmi.ac.in/iec2014>
-
- 17-18** *Harvard University, Cambridge, United States*
21st Century Academic Forum Conference
www.21caf.org/conferences.html
-
- 19-21** *Universidad Científica del Perú, Iquitos, Peru*
IAU 2014 International Conference on Blending Higher Education and Traditional Knowledge for Sustainable Development
www.iau-aiu.net – contact: e.boisfer@iau-aiu.net
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- 20-22** *Falmouth University, Cornwall, UK & Cyprus University of Technology, Cyprus Paphos, Cyprus*
IHE 2014 – 1st International Conference on The Use of iPads in Higher Education
<http://ipadsinhe.org>
-
- 20** *London, United Kingdom*
Universities UK, International Higher Education Forum 2014, on Recruiting and retaining students: fundamental tools for international strategy
www.universitiesuk.ac.uk

April 2014

- 02-03** *University of Aberystwyth, Aberystwyth, United Kingdom*
Future Directions Conference 2014 on Global Graduates: Enabling Flexible Learning
www.heacademy.ac.uk/wales/future-directions



April 2014

03-04 *Université Libre de Bruxelles (ULB), Brussels, Belgium*
EUA Annual Conference 2014 on Changing Landscapes in Learning and Teaching
www.eua.be/eua-brussels.aspx

10-11 *Middlesex University and the UK Council for Graduate Education, Cardiff, United Kingdom*
4th International Conference on Professional Doctorates
www.ukcge.ac.uk/main/events

June 2014

09-13 *Lima, Peru*
XV Encuentro internacional Virtual Educa Perú 2014
<http://virtualeduca.org/encuentros/peru>

10-13 *Toronto, Canada*
2014 Global Internship Conference
www.globalinternshipconference.org

21-26 *Carlsberg City Area Copenhagen, Denmark*
ESOF 2014 (Euroscience Open Forum)
<http://esof2014.org> – esof2014@fi.dk

September 2014

16-19 *Prague, Czech Republic*
26th Annual EAIE Conference on Stepping into a new era
www.eaie.org/home/conference/prague.html

November 2014

10-12 *Aichi-Nagoya, Japan*
World Conference on Education for Sustainable Development
www.unesco.org/new/en/unesco-world-conference-on-esd-2014/

23-27 *Adelaide, Australia*
LiHE'2014 – 12th International Symposium on Learning to Research – Researching to Learn
www.lihe.info/future-events/lihe14-adelaide-nov-23-27-2014

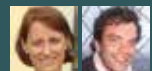
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 Translation into French: François Agati /// Printer: SEP, Nîmes, France /// Design: Maro Haas
 ISSN (printed version): 2076-2194 / ISSN (web version): ISSN: 2076-2208

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