

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

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



IAU 15TH GENERAL CONFERENCE



HIGHER EDUCATION: A CATALYST FOR INNOVATIVE AND SUSTAINABLE SOCIETIES



13-16 November 2016
Bangkok, Thailand

CONTENTS

IN FOCUS : IAU ACTIVITIES

- 3** IAU IN BANGKOK IN 2016 !
 - 3 Thematic Conference and IAU Business Sessions
 - 6 IAU Election – IAU Administrative Board (2016-2020)

- 8** IAU 2015 INTERNATIONAL CONFERENCE
 - 8 General Report
 - 12 IAU Administrative Board Meeting
 - 13 Round the World with the Board

- 18** IAU REPORTS ON THEMATIC PRIORITIES
 - 18 Internationalisation of higher education
 - 22 Role of higher education in 2030 Development Agenda
 - 27 Doctoral Education in Africa initiatives
 - 27 IAU ICTs Project

- 28** NEWS FROM THE SECRETARIAT

- 29** MEMBERSHIP NEWS

- 30** IAU COLLABORATION AND NETWORKING

- 31** NEW IAU PUBLICATIONS

- 32** SPECIAL FOCUS : *The blurring divide between public and private higher education: where does it lead?*
 - 32 Papers from Pakistan, UK/France, Saudi Arabia, USA,
 - 37 Bibliography from HEDBIB

- 37** FOCUS ON THE REFUGEES AND HIGHER EDUCATION

- 41** PUBLICATION RECEIVED AT IAU

- 44** GLOBAL CALENDAR OF EVENTS

MESSAGE FROM THE SECRETARY-GENERAL



WHAT KEEPS AN ASSOCIATION LIKE IAU TOGETHER?

Among the important ingredients, I would cite a shared set of ideals and values among Members, their common interests and experiences, the possibilities to learn from one another, occasions for building relationships. Of course there is more – a dynamic leadership,

tangible benefits such as publications, a helpful, knowledgeable, hard-working and responsive staff.

I believe that IAU offers all this and more and for this reason, this issue of *IAU Horizons* focuses more on the work of the Association (past, present and future), rather than offering an in depth look at a specific theme, as has been our tradition.

This is a particularly opportune time to share news about our work: a few months ago, we held a highly successful international conference at the University of Siena; in a few months, we will meet in Bangkok for the IAU 15th General Conference. You can read the report on the former, and learn more about the latter in the pages of this magazine.

It is also an opportune time to focus on IAU activities because the Association is in a transition, preparing a new 4-year strategic plan and thus taking stock of achievements of the past. With the help of the Administrative Board, IAU is aligning some of its work to the new UN 2030 Agenda for Sustainable Development, reviewing the internationalization services it offers to Members, determining what niche to address in the broad debate about ICTs in higher education, consolidating the new programme for professional development (LGEU) and entering into new partnerships, for example with *l'Etudiant* in France and the Global Access to Post-secondary Education initiative.

The General Conference – 13-16 November 2016, hosted by a Consortium of Thai Universities led by Siam University and held at Chulalongkorn University, will help celebrate 100 years of higher education system in Thailand, see the election of a new President and Board of the IAU and launch the Association's new strategic plan.

We look forward to welcome you there.

Eva Egron-Polak

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

IAU Horizons 21.3 – Highlights

P3

THE IAU 15th GENERAL CONFERENCE ON HIGHER EDUCATION – A CATALYST FOR INNOVATIVE AND SUSTAINABLE SOCIETIES

We hope that you'll be able to take part. Early-bird registration is open online. More detailed information about the Conference and the IAU elections are available in this issue.



P8

OUTCOMES OF THE IAU 2015 INTERNATIONAL CONFERENCE ON INTERNATIONALISATION OF HIGHER EDUCATION: MOVING BEYOND MOBILITY

IAU is pleased to share the Conference report of the highly successful IAU 2015 International Conference which took place in Siena, Italy in October 2015.



P18

REPORT ON IAU ACTIVITIES – PAST, PRESENT AND FUTURE

IAU is pleased to update on projects and initiatives carried out since November 2015. Focus is on work carried out in the fields of the internationalisation of higher education, Higher education and research for development, Doctoral education in Africa and new projects envisaged in the field of ICTs in particular. Your comments, reactions and suggestions are welcome.



P29

IAU WELCOMES NEW MEMBERS



TAKE PART IN ISAS

To undertake a constructive review of the internationalisation work at your university benefit from the expert advice from an IAU expert group.

INTERNATIONALIZATION STRATEGIES
ADVISORY SERVICE

More information on page 18.

Contact: g.marinoni@iau-aiu.net
www.iau-aiu.net/content/isas

IAU Portal on HESD



Become involved and network your initiatives in support of the UN 2030 Development Agenda and IAU work registered as part of the UNESCO Global Action Programme on Education for Sustainable Development!

The portal is available at: www.iau-hesd.net
Contact: h.vantland@iau-aiu.net

New IAU IDEA-PhD Portal launched!



The portal on innovative approaches to doctoral education in Africa now presents a whole new set of information. Become involved!

The portal is available at: www.idea-phd.net
Contact: h.vantland@iau-aiu.net

WHED



The World higher education database (WHED), THE global online tool informing about more than 18,000 higher education institutions from all countries around the world is being updated constantly. Make sure the information it provides is up to date. As Member benefit from special features!

Contact: centre@iau-aiu.net
www.whed.net



IAU CALLS

SECURE A PLACE AT THE NEXT LGEU

Registration opens for LGEU 3 in Colombia

After University Malaya (Kuala Lumpur) and University College Dublin (Dublin), the third IAU Member to host the LGEU programme is

EAFIT University (Medellin, Colombia). This unique international programme for professional development of higher education leadership, entitled *Leading Globally Engaged Universities* will take place from 4-9 December, 2016. IAU Members benefit from significant discounts and scholarships for participants from least developed nations are available. Registration and all other information is available online.

Contact: j.becker@iau-aiu.net



LEADING
GLOBALLY
ENGAGED
UNIVERSITIES
(LGEU)

CALL FOR CASE STUDIES TO BE PRESENTED IN BANGKOK!

Researchers, academics and practitioners from IAU Member institutions and organizations are invited to submit an abstract (max. 250 words) introducing concrete experiences in relation to the theme of the IAU 15th General Conference (see next pages). The deadline for submission is May 15, 2016. The authors of the selected **case studies** will be invited to make a presentation during the General Conference and will be granted a fee waiver to the Conference. More information online. Contact: t.jensen@iau-aiu.net

IAU ELECTIONS FOR IAU ADMINISTRATIVE BOARD 2016-2020

The IAU General Conference is the decision-making body of the Association. It meets once every four years and it is on this occasion that IAU Members elect the IAU President as well as the Administrative Board members. All heads of Member institutions and organization are invited to consider running for elections to the Administrative Board (2016-2020).

More information: www.eiseverywhere.com/ehome/iau2016/Elections/?&

Contact: t.jensen@iau-aiu.net

SPONSORSHIP OPPORTUNITIES

Become a Sponsor of the IAU 15th General Conference! This event will provide you with high visibility and the opportunity to promote your work to key leaders of higher education institutions from some 80 countries from around the globe. To find out about options, please go to the Conference website or contact: h.vantland@iau-aiu.net

DONATE AND BECOME AN IAU SUPPORTER !

IAU activities are diverse and our capacity to act is only limited by our financial resources. We invite you to donate to the IAU so that the Association can sponsor participants to the conferences; to professional development workshops and other events we hold around the world; enable IAU to disseminate freely information on higher education policy developments around the globe, coordinate interactive web resources available to all and undertake research to underpin our policy advocacy which focuses on values in higher education that serves to promote sustainable development. Each donation will be reported on our website and donations of more than 3,000€ will be highlighted in this magazine and, where relevant, the sponsor's logo will be posted online.

To make your donation, please contact: a.nino@iau-aiu.net



IAU 15TH GENERAL CONFERENCE

HIGHER EDUCATION: A CATALYST FOR INNOVATIVE AND SUSTAINABLE SOCIETIES



13-16 November 2016
Bangkok, Thailand

The theme of the General Conference is: *Higher Education: a catalyst for innovative and sustainable societies.*

IAU, together with a large range of partners, including among others UNESCO, SDSN, ACUP, MCO, RCE, will offer a number of sessions that will examine how higher education helps to develop innovative and sustainable societies in the context of the ambitious Global 2030 Agenda for Sustainable Development.

2016 is the first year of the new global development agenda, and the start of the countdown to achieve the 17 Sustainable Development Goals. As never before, the world's leaders, international and national non-governmental organizations, civil society groups, youth groups and citizens have articulated the framework for a better world and their hopes for achieving it. Representatives of HEIs and organizations, including IAU, have been among the advocates for more concerted action.

The IAU has been at the forefront of this advocacy and documents how HEIs improve lives and livelihoods while not sacrificing the sustainability of the environment. It has showcased university actions that: promote learning from diverse cultures; promote fundamental universal values; question and critically examine current economic and consumption models and cultural practices; embed sustainable development considerations in research and in the curriculum; adopt considerations of sustainability in leadership practices and underline social responsibility locally and globally in outreach at home and in their international partnerships.

REGISTRATION NOW OPEN:

www.etches.com/iau2016

iau@iau-iau.net

The 15th IAU General Conference will focus on sharing strategies and practices that demonstrate how higher education institutions contribute to innovation and sustainability. Equally importantly, the Conference will determine what more HEIs can do, especially through IAU, to become true catalysts for change.

The traditional target audience for IAU General Conferences is the leadership of universities, most especially IAU Members from around the world; faculty members and researchers and as those active in international cooperation and university outreach as well as all IAU partners. IAU will strive to give a significant place to students and youth groups to participate in this General Conference.

The programme will offer opportunities to hear speakers and interact with experts and peers from all parts of the world; furthermore, IAU will aim to take advantage of being in Bangkok, Thailand, to underline especially the ASEAN university approaches to these challenges.



ABOUT THE CONFERENCE HOSTS:

CHULALONGKORN UNIVERSITY



Chulalongkorn University is one of the oldest Universities in Thailand and was founded in 1917 by King Vajiravudh (Rama VI). In 1917, the

university had four faculties: Arts and Sciences, Public Administration, Engineering and Medicine. The university was named after his father, King Chulalongkorn (Rama V), who laid the foundations for modern education in Thailand. It comprises 19 faculties, 11 research institutes, three teaching institutes and four affiliated institutions as well as the Graduate School. The undergraduate student body is 21,825 and there are currently 10,746 students enrolled in Master degree programs and 2,394 studying for their Doctorate. Chulalongkorn University is ranked the top university in Thailand in every field and is also guaranteed excellent university by Office of Nation Education Standards and Quality Assessment of Thailand. The University has given honorary degrees to heads of state and other international dignitaries, including two U.S. Presidents: Lyndon B. Johnson (October 29, 1966); Bill Clinton (November 26, 1996) and Nelson Mandela (July 17, 1997).

www.chula.ac.th

SIAM UNIVERSITY



Siam University was founded in 1965 and is one of the oldest and largest private Universities in

Thailand. In 2012, Siam University has received National Best Coop. Award Institute by Thai Minister of Education. Siam University's three main pillars are Employability, Sustainability, and Diversity. The university is comprised of 12 schools which offer a broad variety of undergraduate, graduate and lifelong education programs. The entire international program uses English as medium of instruction. The student body consists of around 15,000 students with the evidence 81,000 graduates in various fields of specialization. Siam University is ranked third private international student population and the member of AACSD and GUNI. Siam University is the only University in Bangkok to celebrate the U.N. International Day of Peace on 21st September as well as hosting several events such as ICT and Knowledge Engineering for 5 years consecutively. Siam University also developed an added value program to the students' curriculum by providing several leadership and development opportunities that will build many of the skills and knowledge needed in a multi-cultural world to help them succeed even further in their future endeavours. The growing number of international students coming from over 45 countries provides truly international learning environment and activities.

www.inter.siam.edu

SURANAREE UNIVERSITY OF TECHNOLOGY



The Suranaree University of Technology is in Nakhon Ratchasima, Thailand, the main campus is 3 and a half hours drive from Bangkok. The university

was established on July 27, 1990, becoming fully operational in 1993. It is named after Thao Suranaree, the local heroine of Nakhon Ratchasima. It has been entitled as 1 of 9 National Research Universities of Thailand since 2009. Its Undergraduates are 10,451 while Postgraduates around 910 and Doctoral students are 591 students. Suranaree University of Technology is the first ever university in Thailand that initiated Trimester System for its educational management consisting of 13 weeks for each trimester providing enough time for students to concentrate on their study more effectively. Suranaree University of Technology houses the National Synchrotron Research Center that enables advanced research on physics, materials science and related areas. The School of Physics has been ranked as the first in the country consecutively. In addition, the university has been recognized as one of the most productive institutions. It is the youngest institution among the nine National Research Universities of Thailand.

www.sut.ac.th



Innovation and sustainability are essential for building a better future for the global economy, for society and for the environment. However, sustainability challenges require a more 'open' approach to innovation, founded on more collaborative activities among stakeholders along the value chain of a specific sector, an approach that leads to the co-creation of solutions to huge socio-economic and business challenges.

Recognizing that higher education institutions can play a crucial role in contributing to the ever more urgent need for innovation and sustainability, the IAU 15th General Conference will offer a state-of-the-art assessment and a critical analysis from top member higher education institutions on their role in the promotion of innovation and sustainability.

The Conference will showcase, discuss and analyse a number of cases studies (successful and not) of innovation for sustainability implemented by institutions and showing new approaches to the topics of 'good' governance (innovative and sustainable), as well as organizational and territorial contributions and performance in terms of co-development of knowledge and practice for sustainable development.

IAU is keen to invite participants from IAU Member institutions to present case studies related to current practices in sustainable and networked research, knowledge transfer and learning, whether formal, self-regulated, structured or unstructured.

The case studies could focus, for example, on how they address or respond to the following questions:

- What are the most pressing changes demanded by communities and society that higher education institutions are expected to undertake in order to offer solutions to current global challenges in every sector?
- What are the most promising innovations in learning, research and academic work more generally that higher education can offer to instil sustainability understanding and practices in society?
- What agenda should be set, and how, for research in the short-term?



CALL FOR CASE STUDIES

A unique opportunity to participate in the IAU 15th General Conference and showcase your work!

ABSTRACT: IAU welcomes abstracts (max. 250 words) for case studies that link up university research, teaching and learning, outreach or management to the theme of the conference through concrete action. The Case studies are expected to critically assess what has worked and what not, and engage with the audience about the reasons for both.

TARGET AUDIENCE: researchers, academics, higher education leaders and practitioners with concrete experiences to share, from IAU Member institutions.

DEADLINE: 15 May 2016 is the deadline for submission of abstracts. Selected case studies will be announced in June 2016.

SELECTED CASE STUDIES: The authors of the case studies will be invited to make a 20 minute presentation during the Conference. They will be granted a fee waiver to access the Conference. Travel and accommodation are to be covered by the participant. The full presentation is to be submitted to IAU by 30 July 2016.

CONTACT INFORMATION:

t.jensen@iau-aiu.net

CONFERENCE WEBSITE:

www.etchouches.com/iau2016

- Which inter-organizational relationships and forms of organization may better contribute to the co-creation of innovative and sustainable solutions to be adopted?
- How best can research be developed and used to result in practical outcomes, and address systems-level challenges facing higher education, while establishing and applying robust standards of ethical practice?

This call for Case studies will be of interest for researchers, academics, higher education leaders and practitioners who are exploring the many nuances of the complex and uncertain landscape of higher education in an era dominated by sustainability imperatives.

Chair of the Case studies sessions:

Prof. Angelo Riccaboni, Rector, University of Siena, Italy



BECOME PART OF THE IAU ADMINISTRATIVE BOARD!

The IAU General Conference is the supreme decision-making body of the Association. It meets once every four years and it is on this occasion that IAU Members elect the IAU President as well as the Administrative Board members.

Chaired by the President of the IAU, the Administrative Board is made of twenty elected and two ex officio members as follows: eighteen executive heads of member institutions and two heads of member organizations, the immediate past President and the Secretary General. A number of deputy members, from different regions and both categories of members are also elected. The Administrative Board meets annually, ensures that decisions of the General Conference are implemented and guides the work of the IAU Secretariat. The term of tenure is four years.

Please note that the deadline for written submission of candidacies for election is 30 September 2016.

TESTIMONIALS FROM MEMBERS OF THE IAU ADMINISTRATIVE BOARD:



Eon Nigel Harris, Vice-Chancellor Emeritus of the University of the West Indies, Jamaica

“It is a rare privilege to serve as a IAU Board member. This group of representatives of universities globally

deals with issues vital to the future of our institutions and to the role we must play in a rapidly evolving world. The IAU’s advocacy of internationalism based on equity of access and opportunity rather than dominance of a few over the many, its broad participation in forums on higher education in so many parts of the world, its commitment to a sustainable future for our globe are goals which enable tertiary institutions to establish relevance in the societies in which we exist. Being an IAU Board member provides an enviable opportunity to share ideas on how best to position the organisation to pursue these important goals and to meet able colleagues committed to creating a meaningful legacy for future generations of the world in which they will live.”



Hope C. Sadza, Vice Chancellor, Women’s University in Africa, Zimbabwe

“I was elected into the International Association of Universities (IAU) Administrative Board in December 2012. I have gained understanding of the crucial role of a Board member in

understanding relevant issues on university education. Expert steering of the board towards the improvement and direction of the future is important. IAU’s influence is crucial in the international scene to allow poor universities mingle with developed universities and share ideas. The poor have something to learn as well as give to the well-endowed ones. Networking at meetings provides an opportunity to interact, share insights to problems and solutions in member countries. A board member leaves a footprint to the future of IAU through well thought out ideas of the importance of IAU and a member of the IAU Administrative Board enriches the process.”



Stephen Freedman, Provost, Fordham University, USA

“It has been truly gratifying to serve as a member of the Administrative Board of the International Association of Universities, an organization

committed to advancing our understanding of the challenges facing higher education on a global scale. The IAU provides unparalleled opportunities for informed dialogue and constructive action in the public interest as Member institutions pursue their distinctive educational missions. I am privileged to participate with IAU colleagues in developing strategic and principled policy solutions to address issues of access, quality, and sustainability within very diverse higher education sectors around the globe. The IAU is an outstanding partner as we seek the best ways to serve our faculty, students, and university communities through collective, compassionate action.”



Anna Ciccarelli, Former Deputy Vice-Chancellor and Vice-President of the University of Queensland, Australia

“As a former Vice President International committed not only to the comprehensive internationalization of my institution, but also to

understanding the differential effects of global international education, it has been a great privilege to serve as a member of the IAU Administrative Board. Participating along with board members from higher education institutions around the world; considering global issues of sustainability, higher education leadership and developmental regional challenges, has been a tremendous learning experience. Higher education can and must make a major contribution to societal progress and the IAU through conferences, projects and services, offers tremendous opportunities to engage with global issues facing higher education.”

FOR MORE INFORMATION

ABOUT IAU ELECTIONS:

www.eiseverywhere.com/ehome/iau2016/Elections

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

NOT YET MEMBER OF IAU?

Please click 'Join' on the IAU website (www.iau-aiu.net) or write to Juliette Becker for more information (j.becker@iau-aiu.net)

ELECTIONS FOR IAU ADMINISTRATIVE BOARD 2016-2020

Who is eligible to stand for election as member of the IAU Administrative Board?

The executive head of an IAU Member institution or organisation can stand for election if the following criteria are met:

- The IAU Member institution/organisation is in good standing including the year in which the election falls.
- The candidate has support from executive heads of 5 IAU Member institutions/organisations in good standing (no membership fee arrears).
- The candidate is present at the time of the elections during the IAU 15th General Conference.

Who can vote?

The executive head of an IAU Member institution or organisation in good standing including the year in which the election falls and present at time of the election.

In case the executive head cannot attend the IAU 15th General Conference, (s)he can delegate the vote to a representative from the same institution or another IAU Member institution fully paid up including the year in which the election falls. A letter should be addressed to the IAU Secretary General informing her of the delegation of vote.

A representative can only represent one Member. No individual can cast more than one vote.


 IAU 2015
INTERNATIONAL CONFERENCE


Internationalization of Higher Education: moving beyond mobility

28-30 October – Siena, Italy

CONFERENCE – REPORT

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

The 2015 IAU International Conference was held at the University of Siena between 28th and 30th October. The selected theme, *Internationalization of Higher Education: Moving beyond mobility* was both interesting and relevant. Indeed, this theme stimulated a reflection by all involved in internationalization of higher education interested in considering what place the issue of student mobility should be granted in an international strategy. The IAU and its Programme Committee must be thanked for proposing this agenda, for organising the discussion at two levels – plenary and smaller discussion sessions –, for the quality of the speakers and selected panellists and their presentations¹. All these factors, as well as the wonderful venue at the University of Siena, and the seriousness and the involvement of more than 400 participants, contributed to make the Conference a genuine success. The two days of discussions and debates advanced the understanding of the current state of the art in international academic mobility and offered perspectives for going beyond mobility while, at the same time, renewing it.

1. MOBILITY IN A NEW CONTEXT

Throughout the long history of universities, reference is always made to the universal nature of knowledge and science, and the fact that students and teachers have always been mobile. However, we should remember that it is only a little more than 30 years ago that student mobility became the priority area of internationalization of higher education. Student mobility, as it is understood and practiced today, emerged in Europe within the context of European construction, when the European Union started promoting and fostering student exchanges within the region to encourage the creation of a European identity and thus contribute to the creation of an integrated Europe.

Due to the globalisation of higher education, student mobility also expanded around the world, also beyond Europe. Initially student mobility was an academic project, aiming to improve

1. The Conference presentations are available online at: www.eiseverywhere.com/home/iau2015siena/215598/?&language=fre



CRUI
Conferenza dei Rettori
delle Università Italiane



the quality of students' studies through a period of study abroad at a partner university. Such mobility consisted mainly in student exchanges during undergraduate programmes without any major impact on the degree awarded, which remained issued to the student by the sending university in which the student was enrolled. More recently, degree seeking mobility mainly from Asia to North America and Europe focused much attention both as a source of revenue and as a source of new talent. In addition, diploma-awarding mobility for all three cycles of study emerged opening up a range of increased opportunities: joint degrees, dual degrees, joint supervision of doctoral thesis, etc. A second dimension, more cultural and humanist in nature, was added to the academic dimension. Mobility became also a means of opening up to each other and to the world; study abroad allowed the acquisition of linguistic and intercultural skills absolutely essential in an era of accelerated globalization and greater interconnection between societies. In short, universities felt that the addition of international student mobility to their programmes would enrich their relevance and their quality, while educating the first generations of graduates open to the world. In so doing, several university representatives saw student mobility as a significant component of universities' contribution to the building of a more humane globalization by producing graduates that could be considered "global citizens".

What about student mobility today? Despite the continual and impressive increase of internationalization activities, such as international recruitment, transnational education (opening of branch campuses abroad or offering offshore programmes), opening of franchises or international campuses, distance and virtual education or establishing international research partnerships, it must be noted that the ratio of mobile students compared to the total student population worldwide in recent years has remained quite stable. In her keynote address at the Conference, the IAU Secretary General, Eva Egron-Polak, pointed out that "At the moment, as a worldwide average (of course, with regional and country variations) only about 3 out of every



100 students have an international mobility opportunity by the time he or she graduates”.

The context of 2015 is quite obviously not the same one as that which allowed or gave rise to the emergence of student mobility in the 1980s. If internationalization and student mobility were buoyed, at their beginning, by a logic of collaboration between academic institutions, a new dynamic in internationalization, which is more a matter of inter-university competition, has emerged. Beyond competition for the recruitment of international students and top researchers, universities are now involved in the competitive context of international rankings, in the quest for capital or assets, for reputation and prestige, and in participating in international networks. All of this leads to the development of international strategies which are increasingly limited to targeted partnerships. This competitive environment extends to national strategies for the knowledge economy, within which research and innovation and the training of highly qualified personnel are the key elements of competitiveness. In this extension of the scope of internationalization concerns, internationalization of higher education no longer concerns only education ministries, but also ministries of international trade, economic development and innovation, cultural affairs and international relations.

It is within this context of the apparent stability of the ratio of mobile students, of considerable diversification in internationalization activities, and the continued focus on this topic, that the IAU justifiably calls for universities to move beyond mobility.

2. DO NOT THROW OUT THE BABY WITH THE BATHWATER

When asked how to focus beyond mobility, it seems that an initial answer suggests looking toward the enrichment and the renewal of student mobility. In this sense, the idea emerged from all the discussions that it is important not to throw out the baby with the bathwater, but rather to recognize that mobility continues to represent a valuable means to improve students' education and training and their employability, and to prepare them to understand the complexity of an increasingly

interdependent world. Since mobility still represents a strong dimension of internationalization, it was suggested to improve and renew mobility, rather than going beyond it.

Like the global economy, where international exchanges are denser inside large regional blocks than between them, we find that student exchanges are increasingly dense regionally (within Europe, Asia and Africa, South-South). In this sense, mobility can be a way of strengthening the quality of the educational programmes at the regional level. Examples from Ghana, Japan, South Africa, the West Indies and the Small Island States, which were presented during the conference, show that student mobility has been restructured geographically; it is no longer organised simply according to a North-North or North-South logic, but that South-South regional collaborations contribute to improving the quality of the education offered and play a part in the establishment of innovative programmes on major issues. This was eloquently illustrated by the project of the *Southern African Regional Universities Association (SARUA) for capacity building for climate change*. There are also opinions that student mobility should be enhanced by integrating more social solidarity. The perspective presented by the European Student Union (ESU) is quite clear on this issue, proposing a holistic approach to internationalization which centres on research, on “internationalization *at home*” and mobility in the context of new global challenges, such as the worldwide refugee crisis. Students want mobility to be accessible to as many as possible and suggest increasing financial support; call for directly targeting disadvantaged groups who do not participate in the current mobility programmes; and wish to take account of the issues linked to the exodus and “brain drain”.

The expansion of mobility to higher education participants other than students was also addressed. Mobility programmes should become increasingly open to administrative staff as well as faculty members and researchers. Similarly, it was suggested that working more closely with international student associations could facilitate the integration of mobile students in their host countries as well as in the Diaspora. In addition, it was agreed that mobile students' contribution to educational programmes in their country of origin is to be encouraged.

In addition, this renewal of mobility needs to be accompanied by increased institutionalisation, both within the institutions which must, themselves, include the new forms of mobility, such as double degrees, and at the inter-university level to facilitate the recognition of qualifications and of learning. Finally, at the international level, statements such as those of the IAU's Call For Action in Internationalization or the Nelson Mandela Bay Global Dialogue, which foster co-operation between higher education institutions based on a number of principles, or that of the International Student Mobility Charter, that defines the rights of internationally mobile students, as well as the work of UNESCO on the adoption of a regional and worldwide conventions on the recognition of higher education qualifications, are means of institutionalisation that would provide a better framework for internationalisation and student mobility.

Finally, faced with the general observation that in all countries there is a disinvestment from higher education, and not being in a position to know whether it will produce a generalised weakening of higher education or a major redefinition of its place and future contribution to societies, some participants proposed working on an economic model of self-financing of internationalization and of student mobility which would entail the implementation of funding mechanisms and income generation with a view to greater sustainability of internationalization.

3. BEYOND MOBILITY

There are a number of possibilities for moving beyond mobility. They are grouped together into four broad categories, as mentioned during the Conference. They relate respectively to internationalization of the curriculum and curriculum reform, the use of new technologies, transnational education, as well as greater emphasis on research activities and doctoral programmes.

For many speakers, internationalization can change and enrich the student experience without involving mobility. This requires creating a strong international and intercultural environment in higher education institutions with tools as varied as a more diversified offer of foreign language courses, a greater integration of international and local students, welcoming of a larger number of professors from partner universities, extra-curricular activities for off-campus local foreign communities, involving all staff in creating a more accessible international environment on campus by reducing bureaucratic barriers which act as a brake on international activities, etc. – to give only a few examples.

The experience of La Trobe University, Australia, sums up persuasively how an internationalized curriculum can enrich student learning without mobility. In order to do that, three conditions must be fulfilled: curricular reform must be part of an institutional internationalization strategy that puts emphasis on the learning outcomes of all students; provision of support

for the professors and students for the internationalization of teaching and learning activities and, finally, the establishment of a community and a culture that promotes intercultural engagement on campus. These conditions allow the creation of an internationalized curriculum which, on the one hand, is designed to engage all students to interact with each other and to go beyond their cultural and linguistic differences, in classrooms, on the campus or in the community, and, on the other hand, to expand disciplinary analysis beyond European or Western perspectives, in order for students to develop intercultural and civic skills, critical thinking and sensitivity to lifelong learning.

The use of new technologies as a means of going beyond student mobility was examined in presentations and discussions, in light of an understanding of new technologies in higher education as covering open (MOOCs), online and distance learning and lifelong learning. Two conclusions emerged from this discussion. A clearly cautionary note regarding the contribution of MOOCs to the internationalization of higher education was raised as well as a certain degree of scepticism about the possibility of seeing MOOCs alone as a substitute for international student mobility and, more widely, as IT being able to restructure higher education as has been the case for digital technologies in the music, cinema, or retail industries. *'Open access is not synonymous with democratisation'* is an expression that summarises the discussion on this issue quite well.

Nevertheless, programmes and courses taught online and remotely, combined or not with the face-to-face approach in the classroom, could emerge as tools to cope with the massive increase in university attendance predicted in developing countries, especially if fostered by international collaborations, which can make it possible to offer joint courses and programmes and to contribute to the creation of double diplomas and consortia at the doctoral level. Given the growing importance of research activities in the knowledge economy, this would encourage the establishment of new educational programmes and enlarge and strengthen the quality of support for doctoral students in countries worldwide. The *'Global Class'* project at Linnaeus University (Sweden) is a striking example which illustrates how being digitally connected allows students from all over the world to participate in joint programmes, develop new partnerships, mobilise faculty and students, and promote virtual mobility. These new linkages between institutions and professors-researchers are enabled by new technologies creating the conditions of virtual mobility, in other words they are first and foremost facilitators and accelerators of international collaboration.

If transnational education constitutes an increasingly visible dimension in internationalization strategies, does it represent a substitute for student mobility and a means of going beyond it? The rapid and significant growth of transnational education in recent years actually demonstrates a new way of educating and training international students. British colleagues even speak of





a new paradigm: they currently provide education and training for more than 300,000 students in 213 territories and countries, and within 5 years, transnational education programmes will bring together two thirds of international students registered in British higher education. It is easy to understand the place of transnational education in higher education by its ability to meet the needs of students as well as those of employers. In a study presented at the Conference by the British Council, it is estimated that the main benefits offered to students by offshore programmes are at the level of gaining exposure to an international approach, intercultural and analytical skills such as critical thinking and synthesis, communication skills, etc. Employers view these graduates very favourably because they believe that they combine international competences and knowledge related to the business community and local needs. Obviously, transnational education raises major new challenges for higher education, such as the necessity to set up a comprehensive regulatory framework, to examine the privatisation and commercialisation of higher education and the rise of competition between universities that locate overseas and local institutions, but also to evaluate the impact of these activities on local institutions and national university systems.²

The emergence of the knowledge economy raises the question of the development of research activities and the training of researchers. Hence the attention that is currently given to doctoral studies and the place they occupy or should occupy in the internationalization of higher education. In this respect, we should notice the involvement of the State in the majority of countries and at the regional level, in the form of public policies focused on innovation and scientific research that redefine the links of the State with universities and research institutes through new funding programmes. These policies also support the inclusion of researchers and institutions in major international knowledge networks, international collaboration, student mobility and researcher mobility, and, of course, international recruitment. Such national policies are often articulated in regional integration policies. In this regard,

2. Cf. the Statement of Principles developed jointly between IAU and AUCC, ACE and CHEA in 2005: Quality Higher Education Beyond Borders, www.iau-aiu.net/sites/all/files/Statement_sharing_quality.pdf.

it is interesting to look at the case of Europe with the Marie Skłodowska-Curie actions, which funds both the international collaborative research activities of institutions, and the one of students and researchers.

This new situation with regard to research activities and doctoral studies leads universities to realise that internationalization at this level can no longer only be limited to student mobility. In relation to this, the European University Association presented an interesting analytical framework entitled *Framework for the Internationalization of Doctoral Education* which addresses this issue specifically, by expressly going beyond the discussion on student mobility. In this context it is proposed that once universities have agreed to work together, each institution must, before proceeding, identify how the collaboration is important for the internationalization of its doctoral studies and research activities by a self-analysis based on the following four dimensions: the state of research capacities and capabilities, the international profile, institutional structures, and finally the state of mobility. It is on the basis of these self-studies that the partners will decide the terms of their collaboration.³

4. RENEWING INTERNATIONALIZATION

The work and discussions during the IAU International Conference brought to the foreground a double response to the original question whether it was necessary to move beyond student mobility. First it confirmed that student mobility still has its place in an internationalization strategy, which explains why some call for a renewal of mobility considerations in order to give mobility its fullest relevance. The second and complementary answer, suggests that in the current context, internationalization of higher education must also expand its range of activities beyond student mobility.

The conference also offered a forum for hearing different points of view about the meaning of higher education internationalization itself and a reflection on how it may develop, either by reorienting internationalization toward new social and global issues, or by making it a vector of a global

3. See www.idea-phd.net: look for FRINDOC/EUA

social solidarity in the context of the United Nations' Sustainable Development Goals (adopted in September 2015) which are expected to play a major role in the international development agenda up to 2030. Basically, if we take these various proposals seriously, it is not inconceivable to see a renewed debate on the definition of internationalization that is at present essentially conceived as a process that allows universities to improve the quality of their educational programmes and the qualifications of their graduates, their research activities and their service

to the community. The various arguments put forward during the conference suggest that the new global context, in which internationalization of higher education is evolving, is perhaps the appropriate opportunity to redefine the contribution of higher education and the purposes of internationalization. Of course this assumes that, by means of their international activities, universities, as international actors can also become agents of change in the world.

THE IAU ADMINISTRATIVE BOARD MEETS

IAU Administrative Board met in Siena

As is the custom for the IAU, the International Conference in Siena also served as an occasion for the meeting of the Administrative Board of the Association. The meeting was marked by a final discussion of the proposed strategic plan, by the creation of an ad hoc Task Force to discuss IAU options with regard to its work on ICTs and hopefully to develop a proposal for a strategy on ICTs, preparations of all procedures that will guide the elections of the new Administrative Board in Bangkok in 2016 were also discussed. The Board approved the signing of an agreement with the French newspaper L'Etudiant and asked that IAU continue to investigate the benefits and risks related to a collaboration with StudyPortals, a European company providing information on study programmes. Other projects and initiatives in IAU thematic areas were also reviewed.

The Executive Committee meets in Paris

In March, 2016, the IAU Executive Committee meeting held its semi-annual meeting in Paris, France, benefiting from the generously offered venue at the offices of the French Rectors' Conference (CPU). The meeting was mostly future-oriented, focusing on preparations for the 15th General Conference in Thailand, ensuring that the Association's strategy is in line with issues on the global agenda, and deciding on how to translate the diverse initiatives of the IAU into a more impactful message to attract more institutions of higher education to become actively involved in IAU. All members of the Executive Committee – Dzulkipli Abdul Razak, *IAU President and Former Rector of the University Sains Malaysia*, Olive Mugenda, *Vice Chancellor, Kenyatta University, Kenya*, Manuel Fernos, *President, Inter American University of Puerto Rico*, Pornchai Mongkhonvanit, *President Siam University, Thailand* and Pam Fredman, *Rector, Gothenburg University, Sweden* – were present.

The IAU Executive Committee meets Irina Bokova at UNESCO

On this occasion, the Executive Committee was also very pleased to meet the Director General of UNESCO, Ms. Irina Bokova for a very cordial and wide ranging discussion.



The Director General of UNESCO, Irina Bokova meets with the IAU Executive Committee: Professors Mugenda, Abdul Razak, Fernos and Mongkhonvanit
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Ms. Bokova expressed her satisfaction with higher education now being rightfully considered as part of the global education action agenda (SDG4) but moreover for the Director General, as for the IAU, all Sustainable Development Goals depend on the availability of a sound and quality higher education and research sector. This is a view also strongly held by the IAU leadership and continuously argued by the IAU secretariat staff.

Ms. Bokova underlined the positive development of cooperation between UNESCO and IAU over many years, now articulated in a Framework Agreement between the two organization, and the Executive Committee offered an even more active partnership in support of the work of UNESCO in the higher education sector worldwide.

The President of Siam University, Prof. Pornchai Mongkhonvanit, on behalf of the Thai Universities Consortium and on behalf of the IAU, cordially invited the Director General to become a keynote speaker at the IAU 15th General Conference in Bangkok this coming November.

Joining the meeting with Ms Bokova, in addition to the IAU committee and staff, were Aaron Benavot, Director, Global Education Monitoring Report and Peter Wells, newly appointed head of Section of Higher Education at UNESCO.



AROUND THE WORLD WITH THE IAU

Dzulkifli Abdul Razak, *President IAU, Malaysia* notes that the currency devaluation in Malaysia has tremendous impact at all levels in the country. He announced that a new Minister for Higher Education has been appointed following the splitting up of the Ministry. The Minister is calling for focus on rankings by all HEIs in the country, although admitting that it is not an end all, and be all. On international front, he notices an increase of international students over the coming years to a tune of 200,000. This will promote Malaysia as an education hub, increase the HE revenues but will come with new challenges. The good news is that the ASEAN community is being developed and that he is pleased to stress IAU assistance with organising a first session of Leading Globally Engaged Universities (LGEU) in Kuala Lumpur, involving several Malaysia, ASEAN and other international colleagues. Malaysia is also facing serious refugee issues and has faced these long times with for instance the refugees from Myanmar. He is looking forward to addressing key issues faced by HE and the countries where they are operating and to be addressed by them at the upcoming IAU General Conference in Bangkok, in November 2016.

Pam Fredman, *Rector, Gothenburg University, Sweden*, focused on mentioning the upcoming situation in Sweden due to the refugees. Sweden is now receiving 1,600 individuals each day, many of which are children alone. The government has announced financial changes. All Ministers will have to look for budget costs to support the need for money for the refugees. There is and will be a strong focus on education at all levels. We foresee funding issues for schools, for teacher education methods to recognise credits and merits to arrange for complementary education. The financial costs will probably mean no significant raise in research budget but hopefully remain the same.

Marianne Granfelt, *Secretary General, Association of Swedish Higher Education (SUHF)*, indicated that Sweden will most likely have a new system for quality assurance as of 2016. SUHF has

been very involved in the issue and presented a proposal in 2013 which is very much like the system now being proposed. The HEIs hope for a positive vote in parliament in January. In October 2016 the government will present a new research bill. The promise is a bill which will be valid for 10 years; previously it has been 4 years. All institutions will send their views about what is needed in this bill but important points that are common to all have been sent by SUHF. These include issues such as increased core funding. When the project funding is a large part of the total funding for institutions it creates difficulties in strategic management and good working conditions with for example tenure tracks. We also express thoughts concerning different resource allocations models.

Pornchai Mongkhonvanit, *President Siam University, Thailand*, presented the work undertaken by Siam University and partner universities in preparation of the General Conference. The preparations are well underway; the Conference is ready to welcome high participation next November. Besides, the President addressed the issue of quality assurance of higher education in Thailand and explained that the system needs to be revised to better respond to the needs of the country today.

Ernest Aryeetey, *Vice Chancellor, University of Ghana*, presented the following new developments in Ghanaian Universities: **1)** There is an on-going tussle about whether students in Ghana should pay utility bills that are submitted to universities by the utility companies. These bills have generally been paid by government, but the government is anxious that the bills are settled directly by the universities. The public universities have taken the position that they can settle the bills directly only if they can pass on to students the charges for their direct consumption of utilities. Student leaders have indicated a non-preparedness to pay and the government has given no indication how it intends to respond. The current situation is a stalemate. **2)** Ghanaian universities have recently matriculated new students. In the reports presented by the Vice Chancellors at the matriculation ceremonies, the universities admitted only a third of the applicants who satisfied the minimum requirements for entry. Of the number admitted, only a half accepted the offer. There is a lot of speculation as to what potential students do when they

do not take up the offer of places. This is being studied by the universities. **3)** The Vice Chancellors Ghana (a network of public university heads) will host the next annual conference of the Association of Commonwealth Universities in Accra in July 2016. **4)** University of Ghana has agreed to host the next Times Higher Education (THE) Summit for Africa in April 2016.

Anna Ciccarelli, *Former Deputy Vice Chancellor, and Vice Chancellor, University of Queensland, Australia* indicated that Australia has a new Prime Minister in Malcolm Turnbull and consequently a new Minister for higher education. This has brought a deferment in the reform of Higher Education legislation which has thus far failed to pass in the upper house and which would have included provision for deregulation of student fees. The HE sector continues to face issues of unsustainable funding: the underfunding of the full costs of research; the over reliance on international student fees. It is anticipated that the Government will return to the issue of HE policy and funding after the 2016 federal election.

On a positive note, the New Colombo Plan, a flagship mobility and internship program championed by the Foreign Minister, is in its second year. With its focus on Asia mobility it complements other government and institutional programs in growing mobility participation among Australian students.

Also government has championed a whole of government approach in developing a draft International Education Strategy for Australia. This is a first and is very much welcomed by all education sectors. It is likely to be finalised by the end of 2015.

Stephen Freedman, *Provost, Fordham University, USA*, alluded to the current preparations for the presidential elections in his country and the curiosity being raised internationally by the 'performance' of Donald Trump. The country undergoes speculations on higher education and it is felt that too much emphasis is put on more transparency on learning outcomes and on preparation of student for certain positions instead of providing the teaching, learning and research informed experience students need to enter society equipped to address the challenges ahead. The issue of study cost was also addressed and more so the challenges of debts students will face when they finish and enter the labour market. As well the large number of veteran students puts pressure on higher education. In the area of internationalisation, there is a lot of volatility. Today, a large proportion of the international student body at Fordham is from China. The university calls for further diversification of the international student body and for better preparedness of the foreign students to the country where they study.

Khalid Omari, *President, Jerash University, Jordan* indicated that the country faces a huge challenge in trying to accommodate the refugee students into its system. The country welcomes more than one million today. The school to university system is not equipped to accommodate all even though the United Nations opened schools in two to three refugee camps. Finding the right teaching staff is one of the main challenges: this often results in hiring unexperienced teachers. As well the difference in HE standards between systems in the region is a

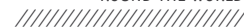
challenge. The higher education stability in itself is threatened due to frequent change of political leaders and in particular Ministers of education/higher education.

Hope Sadza, *Vice Chancellor and Founder of Women's University in Africa, Zimbabwe*, informed the IAU Board that the University graduated 1030 candidates in October out of a student body of 3500 students. Lack of adequate accommodation for classrooms remains a critical issue. New specialisations are being developed such as tourism and hotel and catering. 5% students drop out of university because of lack of fees. Economically the country is facing a downward trend in trade and foreign direct inflows. The relationship with international aid agencies is improving with promises to repay the country's debt soon.

Patricia Pol, *between national, European and Global considerations, France*, mentioned the ongoing process of the changes of the French landscape of higher education institutions with the development of 25 Communities of research and higher education (COMUE) created to enhance cooperation between higher education institutions, research organizations and regions, to stimulate innovation and international development. As well she mentioned the issue of the implementation of the national strategies of higher education and research where internationalisation is a big issue with a strong emphasis on a humanistic model and the same fees for all the students. Patricia Pol herself is involved in preparations for the 2018 Bologna conference to take place in Paris where the strategy for the EHEA beyond 2020 and beyond Europe will be discussed. She ended by specifying that the organisation of the COP 21 in Paris had a strong impact on the institution policies to face the global environmental and climate challenges.

Abdulganiyu Ambali, *Vice Chancellor, University of Ilorin, Nigeria*, reported on the change of government in Nigeria and the future nomination of a Minister for Education. A new measure is being envisaged: "treasury single account" (TSA). Admission is currently ongoing and will be problematic once again since only 10 percent of the applicants can be accepted into the university. Almost a million of Nigerian young people wishes to enrol and this is a tremendous challenge.

Juan Tobias, *Rector, University of Salvador, Argentina*, thanked the Rector of the University of Siena for the welcome offered to the Board. Both Universities, of Salvador and of Siena, have worked together long time on several issues, including natural reserves. In Argentina the higher education sector is growing quickly both through public and private institutions. The University of Salvador itself is developing fast. Latest developments include the development of Full Board_May 2015 the faculty of philosophy. Prof. Tobias highlighted the politics carried out by the Minister of Science and Technology, Lino Barañao, which have been perceived as an innovation in its matter on behalf of the Government. As well he stressed the fact that the percentage of the national budget allocated to education was increased considerably to reach an unprecedented level. After the national elections which took place in late 2015, the new government offered the former



Minister of Science and Technology to stay on. In the education sector, changes had already been made, starting with the renaming of the Ministry itself: from now on it is called 'Ministry of Education and Sports'. The aim is to ensure a complete and comprehensive education of the youth, so that young people can benefit from a more comprehensive training. Aim is as well to continue to expand undergraduate Education, including through the development of new universities of both the public and private national system, and the reinforcement of the organizations that are in charge of quality control.

Godehard Ruppert, *President of University of Bamberg; former Chairman of the Bavarian-University Association, Germany*, outlined the current challenges the higher education institutions

are facing in Germany today. During the Summer three main issues arose which impacted heavily on the HE system: **1)** Internationalisation strategy is not being developed by the federal government but by the states (i.e. Germany's 16 federal subdivisions, "Länder") who have decided that it should be the central issue and that money should be allocated to it without identifying clear funding sources; **2)** Politicians note a serious dropout rate in certain technically oriented study programs. Study durations are deemed too long in some cases and too many students switch their study programs. The financial consequences are very important if in the future monetary allocation will be based on the number of students graduating within the standard duration of study programs; **3)** at the same time the country suffers from a 'welfare state problem': post-doctoral students are in a difficult situation because not all of them can secure long term or tenure track contracts. Universities cannot offer more "life-long jobs" than they currently do, and young researchers feel that there is no job security for them. Yet they are expected to innovate and to identify new research perspectives. Also, the refugees issue is challenging Germany: the country needs to recruit 7,500 extra teachers but it is not clear where the funding for this will come from or where these teachers could be found at short notice. Even though only a small number of refugees are in a position right now to enter universities (most refugee youngsters will go to school first), the higher education system is still expected to graduate more teachers in response to this situation.

Angelo Riccaboni, *Rector, University of Siena, Italy*, was pleased to report that after years of economic crisis and its impacts nationally and locally, the situation is improving a bit. Still the crisis resulted in the loss of many students either because they migrated elsewhere or because they chose other options in life than studies. At the same time, the government expects from the university that it contributes significantly to the development of the economy. Benchmarking is always done with Germany and



The IAU Administrative Board met in Montreal, Canada, in May 2015

OECD countries more generally. Today only 20% of the population has a university degree. This has serious negative impacts on the development of the knowledge society. Students and researchers lag behind. The number of students and successful graduates is to be increased in the near future and this is a real challenge. Next to technical and expert skills in all disciplines, there is growing demand for more and more for soft skills and in general for higher educated and well-rounded experts to address the new sustainable development goals (SDGs). Prof. Riccaboni was in New York on the occasion of the adoption of these SDGs and the University of Siena hosting the UNSDSN Mediterranean is a key player in the 2030 Agenda for Sustainable Development.

Manuel Fernos, *President, Inter American University of Puerto Rico*, reported that since the situation pertaining to higher education in the country is related to the 'health' of its economy, and given the current financial crisis the government is facing, it can be expected that the government will shut down in the coming month. The huge deficit the country faces including in HE results in a crisis for the entire education system. The government was about to impose the "value-added tax" on universities but the public opinion managed to avoid this. The situation is such that many people move out to the US and many good students leave. Those who graduate also move to the main land because of scarce opportunities to find work in Puerto Rico which now faces a real issue of brain drain. Today the financial crisis hits the government even more than the economy. On the positive side, higher education institutions and in particular IAUPR are considered as best fora to discuss major societal issues and to find solutions to make the economy work.

Olive Mugenda, *Vice Chancellor, Kenyatta University (KU), Kenya*, reported that the situation at the university is clam

again. The country and in particular the University hosted US President Barak Obama on the occasion of the Young African Leaders Initiative (YALI): this is a signature effort to invest in the next generation of African leaders. "Nearly 1 in 3 Africans are between the ages of 10 and 24, and approximately 60 percent of Africa's total population is below the age of 35. President Obama launched YALI in 2010 to support young African leaders as they spur growth and prosperity, strengthen democratic governance, and enhance peace and security across Africa". KU takes part in this initiative. As well, VC Mugenda was pleased to report that the university will soon open the doors to a university's children's hospital to complement the recent university hospital owned by KU. Finally she reported that KU is expanding regionally thus offering further higher education opportunities to Kenyans as well way beyond Nairobi.

Howard Newby, former Vice Chancellor, University of Liverpool, UK, notes that the higher education in the UK has been somewhat insulated from public funding cuts following on from the economic crisis. This is because the cost of undergraduate teaching is largely met from fees, repayable via a loans scheme. Contrary to many expectations, student enrolments have continued to grow, and even the participation rate from students from poorer families has risen. This however masks considerable fluctuations in demand for different disciplines, as students look to enrol on programmes that will deliver employability. Research funding was "ring-fenced", i.e. held constant in cash terms, a considerable concession given the austerity measures introduced elsewhere in public spending.

Then in May 2015 the general election produced an unexpected overall majority for the Conservative Party. Its first budget statement made only minor changes to funding and did not produce the wholesale cuts that some had feared. It did remove the ring fence on research funding and the outcome of this is still awaited. Universities were allowed to raise their fees in line with inflation (currently zero!), provided they could demonstrate high-quality teaching. The details of this are presently being worked out. Meanwhile applications for 2016 have reached a record high. Finally the UK votes on June 23rd to decide whether to remain in the European Union. Vice-Chancellors are almost unanimously in favour of staying in!

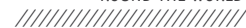
Nigel Harris, Former Vice Chancellor, University of the West Indies, Jamaica, and Chancellor of the University of Guyana – appointed end of August 2015. The University of the West Indies serves 17 island nations in the Caribbean. It saw a tremendous growth in numbers of students over the last decade. This growth has been welcomed by these countries, but their governments while supportive have found it increasingly difficult to support this growth, thus the university has had to identify new means to finance its diverse operations. One way was to start charging fees but in one of the countries where fees were introduced for the first time, there has been a significant decline in number of students. How to address this issue is not an easy question to answer for students living in disadvantaged circumstances. One approach is to expand opportunities for loans from government

and the private sector, but students and their families are afraid of incurring large debt and the rate of repayment of loans after student have graduated has been less than desirable. The university has to identify additional means of funding and it is doing so by adoption of more commercial enterprises, pursuit of international funding for research that addresses local and regional problems (e.g. climate change) and philanthropic gifts from the business community and alumni. The good news is that 70 to 80 % of the university graduates secure an employment between 6 to 7 months after graduation. However, in planning the curriculum in recent years, the university has attempted to diversify courses and imbue in students attributes such analytical thinking, team work, innovative and communication skills, on the basis that in today's changing world students will probably end up having several careers in their life time rather than being confined to a single discipline in which they were trained. Prof. Harris raised two other points: the University of the West Indies as well as a number of other universities in Africa and the South Pacific have been able to access research funding through specific EU programs but the promise of continuation of these programs is uncertain and if this occurs it will have an adverse effect on institutions in these countries. Secondly, in terms on internationalism, the University of the West Indies and other such institutions on the Caribbean region are increasingly linking with Chinese universities reflecting the growing presence of China in the region. Links with neighbouring Latin American countries are also being expanded. However, this outreach to new partners has not as yet overtaken traditional linkages with North America and Britain.

Etienne Ehilé, Secretary General, African Association of Universities (AAU), expressed hope about the presidential election that took place in Côte d'Ivoire and in Tanzania in October and for stability in francophone Africa. He stressed how important stability is for the development of higher education in general. Prof. Ehilé talked to the new mobility programme ran by AAU, to involve 25 PhD students and 25 members of staff in institutional exchanges. The programme comes in support of the overall promotion of academic mobility. The COREVIP organised by AAU in Kigali last June was attended by 270 participants and focused as well specifically on the internationalisation of HE in Africa. Finally, the Secretary General was pleased to report that its secretariat is moving to a new building in March 2016, on the grounds of the University of Legon.

Daniel Hernandez Ruipérez, Rector, University of Salamanca, Spain, explained that the situation prevailing in Spain is similar to the one in Italy in a number of aspects. Spain notices a decrease in student numbers as well as a severe decrease in the number of researchers. The country counts 17 independent university systems, one per region, a fragmentation that comes with inconveniences and serious development challenges. In the last past years, given the economic situation pertaining to the country and consequently the higher education system, it has been impossible to replace outgoing faculty; though the situation has changed for the better in 2015, this will not be enough to help recover from the brain drain the country

1. <https://youngafricanleaders.state.gov/yali-africa/>



has suffered from. Public finances decreased by 15% over the last 5 years. For the system to development there is dire need generally for more money, more autonomy, different governance systems, more accountability and more project funding.

Juan Remigio Saldaña, Rector, *Universidad Científica del Peru*, informed of the process of adjustment to the new university law of public and private universities in Peru, in force since July 2014. Under the new university law, the first step was to close the National Assembly of Rectors of Peru-ANR, which coordinated the academic life of all Peruvian universities with financial subsidy from the public treasury and replaced by the National Superintendence of Higher Education University- SUNEDU which totally depends on the Ministry of Education of Peru. At the same time, according to the new university law, public and private universities have been grouped themselves in what is called the Association of Universities of Peru-ASUP, chaired by the Rector of the University of San Marcos, founded 465 years ago. ASUP is made up of 65 public and private universities, without any dependence on the Peruvian government, as it is a civil non-profit association. The new university law has an impact on university autonomy, especially in the academic autonomy, causing confrontation between universities and SUNEDU. The incorporation of the Scientific University of Peru-UCP to the International Association of Universities IAU has a dual-purpose: first, the internationalization of this Amazon university through international cooperation; the second purpose is to present initiatives or projects related to university education and sustainable development. Finally, the Rector of the Scientific University of Peru-UCP stressed the need to promote initiatives and projects linking scientific knowledge and traditional knowledge of the Amazonian indigenous peoples and the other continents, in this sense, the Green Climate Fund, based in Korea could finance such projects to mitigate and adapt to global climate change; in this case the IAU, could promote the formation of networks to facilitate the formulation and implementation of these projects within the context of the Framework Convention of the United Nations on Climate Change (UNFCCC).

Betsy Boze, *United States and Bahamas*, reported the following on the United States' side: too much violence is reported on campus; profit institutions are under strong scrutiny and as a result several are closing; financially students are facing too much debt due to the loans they have received; Colleges and universities are looking into changing the entry tests (the national entering test) ; Doctoral students are becoming unionized: part time employees are fighting for their rights;



The IAU Administrative Board met in Peru in 2014 and in Siena in 2015

Political correctness is leading to rewriting history and even change of mascots and flags. In the Bahamas: Funding continues to be a problem; tuition or fees cannot be raised to compensate; the government cuts funding up to 20% yet said that they are increasing funding through a Caribbean Development Bank Loan (repayment with interest, responsibility of College of Bahamas) but inability to access it due to financial irregularities; the faculty union calls for the resignation of the Chairman of the College Council (Board); VAT implemented making tuition higher for students.

Roberto Escalante, *Secretary General, Association of Universities of Latin America and Caribbean (UDUAL)*, announced two pieces of good news: 1) last April major university actors agreed on establishing ENLACES (similar to Erasmus); the document to run this is ready. As a result: a pilot programme was launched and in June 9 universities met and agreed on exploring the automatic recognition of credits of seven careers. Other careers are also under scrutiny to join in. 2) Enlaces is in the process of getting formally organised and this is a step towards the development of a common space of HE in Latin America and the Caribbean. A Latin American Council for evaluation and accreditation is being called into life and accreditation will thus now be done by Latin American and Caribbean experts. On the other hand, the bad news is that university autonomy is once more under pressure. In Panama for instance, the rector is under pressure to resign; in the State of Veracruz the university budgets are run by the state and not transferred to the University of Veracruz which is consequently to cut down on many projects. The political situation in many Latin American countries is cause of much insecurity. This year 43 students disappeared in Mexico; many other people disappear: what can the international higher education community do to alert to these disappearances?



IAU REPORTS ON THEMATIC PRIORITY AREAS

INTERNATIONALIZATION

Higher Education internationalization continues to be an important area of focus for the IAU and constitutes one of IAU's priorities in the proposed strategic plan 2016 – 2020. The staff of the Secretariat continues to explore ways in which it can develop new actions and services to its Members and the wider community in this area and keeps track of developments and debates around the world as the concepts and practices of internationalization continue to evolve and change.

► NEW IAU ACTIVITIES IN INTERNATIONALIZATION

Internationalization constitutes one of IAU's priorities in the strategic plan 2016 – 2020, therefore during the last year IAU restyled the Web Pages dedicated to internationalization on its website in order to improve the information sharing through the creation of the "*Internationalization of Higher Education Virtual Resource Center*"; it provides a collection of national and institutional strategies, policy statements, examples of good practice, scientific articles, list of relevant actors and information sources on internationalization of higher education.

The pages dedicated to the *Internationalization Strategies Advisory Service ISAS* are also renewed and now include the list of reports by all higher education institutions that undertook the ISAS with the names of the relevant international and local experts, contact persons at the institutions and the highlights of the outcomes of the different projects.

⊕ NEW ISAS (2.0) programme for Advancing Internationalization

The International Association of Universities (IAU) is launching in 2016 the new ISAS (2.0) programme for Advancing Internationalization, which builds on the foundation of the initial Internationalization Strategies Advisory Service (ISAS), created in 2010 to help HEIs develop or review their internationalization policies, strategies and programmes (More information on the first version of ISAS is available at: <http://iau-aiu.net/content/internationalization-strategies-advisory-service-isas>)

This new IAU programme for advancing internationalization (ISAS (2.0)) consists of several different but complementary services offered to IAU Members, other Higher Education Institutions (HEIs), individuals at HEIs, national governments and organizations. The new programme goes beyond the original ISAS initiative by offering a greater variety of specific services to a more diversified audience. It seeks to accompany and

assist single HEIs, groups of HEIs within a country, individuals, and policy makers in their distinct efforts to enhance internationalization of Higher Education (HE).

More information on the ISAS (2.0) programme is available at <http://iau-aiu.net/content/internationalization>

⊕ Design Competition open exclusively to students in IAU Members

To help us launch the ISAS (2.0) programme for Advancing Higher Education Internationalization, students at IAU members universities are invited to submit proposals for a visual identity for the programme and the Learning Badges that will be granted to participating universities upon successful completion. Full details about the Competition, the prize and the ISAS (2.0) programme are available here: <http://iau-aiu.net>

► ISAS PROJECT REPORTS

⊕ Daffodil International University (DIU) ISAS project with IAU, by M. Lutfar Rahma, Emeritus Professor, Daffodil

International University (lahman@daffodilvarsity.edu.bd) Daffodil International University (DIU), Dhaka, Bangladesh, successfully completed the project developed under the IAU "Internationalization Strategies Advisory Service (ISAS)" jointly with American International University-Bangladesh (AIUB), Dhaka. Both universities are members of IAU and signed a joint MoU for the project that started on 18 June 2015. The objective of the project was to assess internationalization at both universities. Universities are international by nature and the importance of developing an internationalization strategy – that takes into account the phenomenal expansion of the Internet, social networking and cheap air travels – is growing rapidly.

DIU has been active and successful in internationalization and wished to improve its performance further. A Steering Committee with senior faculty and management under the chairmanship of the Vice Chancellor was formed to assess

internationalization activities of the university. A three-member work-group in each department lead by the head of department assessed the internationalization activities of each department. A self-assessment report, established on the basis of a series of meetings of the Steering Committee and the work-groups, was submitted to IAU on 7 January 2016. The report highlights the international policy, international mobility of students and teachers, internationalization of campus life, international faculty, foreign language teaching environments, joint international PhD programmes, partnerships with well over 100 universities and organizations abroad, international seminars and conferences, international honour and awards earned by the university etc.

A four-member expert-panel visited the two DIU campuses and had several in-depth discussions and meetings with the top management, including the deans, heads, directors, teachers, and senior management. Prof. Yousuf M. Islam, Vice Chancellor of DIU and Mr. Md. Sabur Khan, Founder and Chairman, Board of Trustees of the university were present in two meetings. The expert-panel was impressed by the effort of DIU to internationalise and advised to consolidate these efforts by strengthening and streamlining the capacity of the Office of International Affairs. It also recommended the development and adoption of an integrated internationalisation policy.

⊕ AIUB expand its horizons as it participates in the IAU internationalization strategies advisory service

American International University-Bangladesh (AIUB), Dhaka, successfully completed the IAU "Internationalization Strategies Advisory Service (ISAS)" jointly with Daffodil International University (DIU).

AIUB's Internationalization perspectives and practices were given another roadmap and meaningful dimension as a result of the expert panel's views and recommendations. The national and global views shared by the experts have allowed making suggestions for new approaches. The selection of AIUB by the IAU for this ISAS provided the university with the opportunity to uncover further existing efforts in pursuing internationalization in specific areas at the university. The analysis of documents, group and individual discussions and a site visit were the main sources of information for the overall assessment of internationalization policy and practice at AIUB. A steering committee composed of senior academic and non-academic officials was created; it conducted the survey and the writing of the report based on the structured IAU questionnaire which focused on the following 10 areas: Institutional internationalization policy and strategy of AIUB and its link with strategies at Faculty level; Partnerships strategy and implementation – University and Faculty levels; Governance structure for internationalization; Financial & human resources and academic & administrative staff development; Internationalization of research; International student recruitment strategy; Language policy, including programmes delivered in English; Internationalization of the



ISAS Meetings in Bangladesh

Curriculum and Pedagogy; Services and advice for incoming international students (exchange and degree-seeking) and Campus Internationalization for all; and Study abroad and exchange – promotion, administration and advice for outgoing students.

The internal and the joint workshop generated information that clarified certain issues vital in crafting a plan and strategies for the university. Heads and senior officials of selected universities were invited to the joint workshop to share their institutional practices and experiences. It was during these ISAS activities that the university realized that some practices and activities are not attuned to the goals and objectives of the programs of the university. The discussions and debates led to a rethinking of how internationalization could benefit the university better.

The American International University-Bangladesh is grateful to IAU's panel of experts for their contributions to this project. The active participation and initiatives of AIUB spearheaded by the Vice Chancellor, Carmen Z. Lamagna, the Pro Vice Chancellor, Charles C. Villanueva, the Deans, IQAC staff, Programme Directors, Office Director and Department Heads, among others, contributed greatly to the success of the project.

The ISAS results and recommendations will continue to guide the university so that it can formulate a comprehensive and more focused plan with doable strategies to make the internationalization more beneficial for immediate and long term needs of the university.



ISAS DIU and AIUB panel of experts: **Eva Egron Polak** (Chair) Secretary General at the International Association of Universities • **Anna Ciccarelli Board Member** (IAU) and former Deputy Vice-Chancellor and Vice-President (International) at the University of Queensland (Australia) • **S. M. Kabir Professor**, Department of Marketing, University of Rajshahi, Bangladesh & Former Quality Assurance Specialist, University Grants Commission of Bangladesh • **Giorgio Marinoni** Manager, HE and Internationalization policy and projects at the International Association of Universities

⊕ Joint workshop on Internationalization of Higher Education in Bangladesh

AIUB and DIU, together with IAU, organised a day-long joint workshop on Internationalization of Higher Education in Bangladesh, held in Dhaka on 28 January 2016. Prof. Dr. Mohammad Yousuf Ali Mollah, Member, University Grants Commission (UGC) of Bangladesh, Prof. Dr. Mesbahuddin Ahmed, Head, Quality Assurance Unit, UGC, were present as chief guest and special guest respectively. Ms. Egron-Polak presided over the workshop. A large number of faculty members, including senior faculty of DIU, AIUB and other universities in Dhaka were present in the workshop. The expert-panel members expressed their satisfaction on the overall achievements of the two universities and suggested future courses of actions. The guest explained the current scenario of internationalization in higher education in Bangladesh and the special guest discussed current activities for institutional quality enhancement in the universities. In the closing remarks of the joint workshop, Emeritus Professor of DIU, Dr. M. Lutfar Rahman, explained the impact of internationalization and the importance of quality education for the three million some tertiary level Bangladeshi students and for socio-economic developments of the country.

⊕ New ISAS at Hokkaido University!



IAU is pleased to announce that the Association will work again with the IAU member institution Hokkaido University in Japan for a second ISAS project that will take place during 2016.

IAU has signed a Memorandum of Understanding with the university and the project has already started. This ISAS is a follow-up initiative by Hokkaido University which was the first university to benefit from this IAU service in 2010. One of the objectives of this ISAS will be to review progress made. The university will be undertaking a self-review over the next months; the site visit is scheduled on 5-7 October 2016.

The expert panel will be chaired by Madeleine Green, IAU Senior Fellow, Eva Egron-Polak, IAU Secretary General, Dr. Akira

Ninomiya, President Hijiyama University Hiroshima, Japan and Professor Kent Anderson, Deputy Vice-Chancellor (Community and Engagement), the University of Western Australia.

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► ROMANIAN STRATEGY FOR HIGHER EDUCATION INTERNATIONALIZATION

IAU has been a key partner in the project entitled: *'Internationalization, Equity and Management of Universities'* (IEMU) launched in April 2014. The final project conference took place in Bucharest, Romania in September 2015. Romanian and international experts presented the outcomes of the various efforts and initiatives that formed this project whose goal was to advance internationalization of higher education in Romania. Over the 18 months of project implementation, 20 participating institutions collaborated with teams of experts on the elaboration of their respective internationalization strategies – the main outcome at the institutional level. In parallel, a Steering Committee was tasked with the development of a framework document that would assist Romanian decision makers to elaborate a national strategy for higher education internationalization. The vision of an internationalized higher education system by 2020, which was at the heart of the framework document, as well as the policy recommendations were based on an extensive consultation process and included input from the institutional strategic planning visits. The Conference in September was the last consultation of the stakeholders before a final document was tabled by UEFISDI, the lead Romanian partner, with the relevant bodies in Romania, most particularly the Minister of Education. Other parts of the project, such as a 'Study in Romania' information portal, a set of indicators that Romanian universities can use to assess their achievements in internationalization and a blueprint for the establishment of a governance structure to carry forward internationalization at the national level, were also presented at the Conference which was opened by the Minister. www.forhe.ro

► PROVIDING ADVICE TO RANEPA, MOSCOW, RUSSIA

Invited by the World Bank within a longer-term project advising the leadership of the Russian Presidential Academy of National Economy and Public Administration (RANEP), IAU has been active in developing a framework for an internationalization strategy for the Moscow Campus of RANEP. The WB-IAU team has held several meetings with RANEP senior management and with the Steering Committee created to work on this initiative. While the Academy has an overall development plan, and various faculties, departments, institutes and schools are active on the international front, RANEP still lacks an internationalization strategy. The draft Framework which will be presented to and discussed with the RANEP community in late April provides a clear and practical road map for the way forward on the key objectives articulated by the institution.



Conférence finale du projet IEMU, Bucarest, Septembre 2015 (© UEFISDI)

IAU was able to adapt its ISAS programme to this very unique, young and complex higher education institution which strives to become better known internationally.

► IAU CONTRIBUTIONS TO DEBATES ON INTERNATIONALISATION OF HIGHER EDUCATION

⊕ USEK Internationalization Forum: Always Further! Building Global Education Bridges

On November 17th, the Holy Spirit University of Kaslik (USEK) organized its Internationalization Forum, an event dedicated to international opportunities for faculty, staff and students.

The different activities that took place during the day – an international fair gathering representatives from embassies and partner universities, a conference on how international experiences are to build global citizenship, a roundtable on the programmes of the European Union for Education and workshops for students on various opportunities to study in four key destinations, namely France, Canada, the United Kingdom and the United States – all happened under the sign of thirst for global opportunities and discoveries and a shared enthusiasm.

Addresses by renowned keynote speakers from various backgrounds punctuated the day and induced lively debates and discussions. H.E. Mr. François Barras and H.E. Mrs. Michelle Cameron, Ambassadors of Switzerland and Canada to Lebanon gave the opening speeches of the event. Among the high-profile speakers were Mr. Hervé Sabourin, Regional Director at the Agence Universitaire de la Francophonie, Mr. Aref Al Soufi, Director of the Erasmus+ National Office in Lebanon, Mr. Marcello Mori Head of the Sustainable Development Section at the Delegation of the European Union to Lebanon, Mr. Marcello Scalisi, Executive Director of UNIMED, Mr. Giorgio Marinoni, Manager for Higher Education and Internationalization policy and projects at the International Association of Universities, Mr. Frank Violet, Head of International Affairs at the Catholic University of Lyon, Mr. Max Huffman, Director of the LLM Corporate and Commercial Law Track at Indiana University Robert H. McKinney School of Law, and Mr. Gabriel Ceballos, Assistant Director for International Strategic Alliances at Birmingham City University.

From dusk to dawn, the international fair was buzzing with questions from students looking for adventure. Hundreds of them walked around the booths and, through one day, had the chance to virtually visit different countries around the globe.

The success of USEK Internationalization Forum marks one more achievement on the path towards the building of a global campus, a mission set by USEK as one of its top priorities for the forthcoming years.

⊕ IAU was invited to the “1st Meeting about Internationalization of Higher Education and Multilingualism in Brazil”, Brasilia 25–26 November 2015 organized by the Ministry of Education of Brazil.

The two days event covered two main topics, internationalization of higher education in general, during the first day, and multilingualism in internationalization of higher education, during the second day.

The event was opened by Aloizio Mercadante Oliva, Minister of Education of Brazil, who underlined the importance of the programme Languages without Borders in order to improve the mobility of students and staff between Brazilian and foreign HEIs, especially for students from disadvantaged financial backgrounds.

During the first day there were three presentations:

Elsbeth Jones, *Emerita Professor of the Internationalization of Higher Education, United Kingdom*, addressed the different understanding of internationalization of higher education in different contexts, and focused on the transformative potential of internationalization, beyond mobility experiences and especially of internationalization of the curriculum at home. She outlined the benefits of language learning in general and for internationalization in particular.

Richard Stenelo, *Head of office at External relations division at Lund University, Sweden*, presented internationalization of higher education from an institutional point of view, explaining how internationalization of higher education was developed at Lund University during the years, transforming the university



1st Meeting on the Internationalization of Higher Education and Multilingualism in Brazil

from an institution with a complete national focus to a university highly engaged in the international arena.

Giorgio Marinoni, IAU Manager, HE and Internationalization policy and projects, presented the main findings of the 4th IAU Global Survey and the Study produced for the European Parliament, reporting some data about the state of the art

of internationalization of higher education in the world, discussing in some detail internationalization in Europe, as an interesting case study, since this continent is often referred to as an example for other regions, and finally identifying 10 key developments and proposing 10 recommendations for the future.

During the second day two presentations addressed mainly the topic of multilingualism:

Carla Salvaterra, former vice-rector for international relations of the University of Bologna, Italy, focused on mobility and multilingualism as fundamental pillars of Internationalization strategies of Higher Education Institutions.

Ingrid de Saint Georges, University of Luxembourg, presented how changing social conditions lead to the emergence of new discourses about diversity and multiculturalism, how higher education institutions are more and more confronted with a multilingual environment, using the example of a trilingual Master in the officially trilingual University of Luxembourg in order to examine in a critical way some of the opportunities and challenges associated with shaping a multilingual educational environment.

During the event **Denise Martins de Abreu-e-Lima**, Director of the Languages without Borders programme of the Federal Government of Brazil, introduced the programme, which aims at improving the knowledge of foreign languages among Brazilian students and offers language training and support for the following languages: English and French, with others to be added soon (Spanish, German, Italian, Japanese, Chinese Mandarin).

The event was attended by about 400 participants from all federal universities and other HEIs in Brazil.

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THE 2030 DEVELOPMENT AGENDA: THE ROLE OF HIGHER EDUCATION TO ADDRESS THE SDGs

With the adoption of the 2030 Agenda for Sustainable Development and the related SDGs, and upon request from the IAU Board and the IAU Membership, the IAU HESD Working Group is reorienting the work of the IAU on higher education for sustainable development to better contribute to achieving the 2030 development agenda goals.

UN bodies, global institutions and governments understand education as a cross cutting tool needed to make a turn towards a more sustainable future. As a result of the 20 some years of work undertaken to support HE in this field, IAU has been invited to join in as official Member of the Partner Networks of the UNESCO Global Action Programme on ESD (UNESCO GAP on ESD). This programme has been conceived by top

leaders internationally to support the transformative role that education in general and higher education in particular plays and can play better in the future to achieve the goals set and the targets associated with these.

Building on achievements and outcomes of both the HEEFA and the HESD Projects, IAU continues its efforts to bring sustainable development to the forefront of attention of HE leaders around the world with the aim to see HE play its full role in research and in teaching to empower learners to be creative and responsible citizens.

IAU initial project on Higher Education for Sustainable Development came to an end in 2014 when the UN Decade



on Education for Sustainable Development came to a close. It was marked by the UNESCO World Conference on Education for Sustainable Development in November 2014, in Nagoya, Japan, where the next phase: the UNESCO Global Action Programme on ESD 2015-2030 was launched. IAU was invited as key GAP partner

As well, the IAU Higher Education for Education for All (HEEFA) Project comes to an end and the outcomes are used to fuel the new initiatives

The United Nations' initiative Education For All (EFA) came to an end in 2015. This resulted in the end of the HEEFA project and its funding by SIDA.

For the record, the 6 EFA goals were:

- Expand early childhood care and education
- Provide free and compulsory primary education for all
- Promote learning and life skills for young people and adults
- Increase adult literacy by 50%
- Achieve gender parity by 2005, gender equality by 2015
- Improve the quality of education.

There was no goal on higher education.

The aims of the HEEFA project were to:

- Demonstrate that higher education should be part of international agendas, that education does not stop after a particular level;
- Inform the higher education sector about EFA, its possible impact on higher education, and of the role higher education can play to help reach the EFA goals.

To reach these aims, the IAU developed communication (brochure, portal, newsletter, participation in conferences/working groups) and capacity building (reference group, national workshops) tools and activities.

In 2015, IAU's work mainly focused on ad inclusion of higher education in the new international education agenda.

From 18 to 22 May 2015, Prof. Dzulkifli Abdul Razak and Isabelle Turmaine, IAU Director, Information Projects and Services attended the UNESCO led **World Education Forum (WEF)** (Incheon, Republic of Korea); the proposed UN Sustainable Development Goal No 4 on Education (*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*) was first discussed among NGOs (NGO Forum, 18-19 May), then among



World Education Forum, Incheon, Korea, 2015 © UNESCO

Ministers and selected high representatives of civil society (WEF, 20-22 May).

The WEF resulted in the adoption of two declarations:

- the 2015 NGO Forum Declaration: *Towards the right to inclusive quality public education and lifelong learning beyond 2015;*
- the Incheon Declaration: *Education 2030: Towards inclusive and equitable quality education and lifelong learning for all.*

In both documents, universities are included.

The accompanying Framework for Action Education 2030, drafted to assist countries in reaching SDG4, was to be reviewed to reflect the content of the Incheon Declaration and the final decisions of the UN Summit, and, consequently, tabled for adoption at UNESCO's General Conference in November 2015.

More information on the WEF outcomes is available online at: <http://en.unesco.org/world-education-forum-2015/>





► FROM MDGs TO SDGs

In September 2015, the United Nations held the **Sustainable Development Summit**; it formally adopted the 17 new Sustainable Development Goals (SDGs) and associated 169 targets (see: www.un.org/sustainabledevelopment/sustainable-development-goals/)

Target 3 of SDG-4 on Education stipulates that: ‘By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.’

⊕ IAU Workshop – From HEEFA to SDG4: Building on Achievements

The IAU discussed the SDG4 and related Framework For Action (FFA) at a workshop entitled **From HEEFA to SDG4: Building on Achievements** in Barcelona, in October 2015. The workshop, organized in collaboration with the Jaume Bofill Foundation, brought together representatives from higher education institutions and organisations in 26 countries as well as UNESCO. It provided an opportunity for the higher education community to discuss the place and role of higher education in the Education 2030 Framework for Action (FFA) that supports the Sustainable Development Goal No. 4 on Education. The workshop also served as the concluding event for the HEEFA project.

The participants welcomed the inclusion of universities in the SDG4 and expressed their commitment to raise awareness on the new agenda at their institutions. Yet, they regretted the inclusion of universities in a way that implied that it was only included as an afterthought, added at the end of the sentence, after a comma. They recommended that higher education institutions and more particularly higher education associations be included in the multi-stakeholder Education 2030 Steering Committee since higher education was the best placed to find the means to reach the target on higher education. At the same time, IAU showcases invaluable contributions to each of the Sustainable Development Goals (SDGs) and associated targets.

The report of the workshop is available on the HEEFA website: www.heefa.net/



1st International Meeting of GAP Networks

The results of the workshop were presented by the IAU Secretary-General (representing the IAU President) at the **Education 2030 High-Level Meeting** that adopted the Framework for Action (FFA) and which took place at UNESCO Headquarters in Paris, France on 4 November 2015.

⇨ Special thanks

The IAU and more particularly Isabelle Turmaine thank all their partners and contributors for the work done for the HEEFA Project and welcome the new Education 2030 agenda in which universities are included. They also thank **Nadja Kymlicka** for her work for and commitment to the HEEFA project. The project and the acknowledgement of the role of higher education in EFA owe her a great deal. After ten years of work on a two day per week basis, she decides to move to other fields of activities and more so teaching.

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► IAU IN UNESCO GLOBAL ACTION PROGRAMME ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (UNESCO GAP)



In the context of the redrafting of the IAU strategy for sustainable development the Board invited IAU to represent it’s members at COP 21

IAU participated in a COP21 in a variety of ways.

In the lead-up to COP21, thanks to active cooperation from IAU, HESI held an event “From Rio to Paris: Higher Education for Climate Change Action” on 14 October 2015, at UNESCO Headquarters in Paris. A report titled “Climate Change Action for Sustainable Development”, was prepared ahead of the event with inputs from HESI signatories, including IAU Members.

In addition, an Open Letter to COP21 Ministers and Governments was prepared by a global alliance of tertiary, higher education and student sustainability networks, associations and institutions, including IAU. This global alliance of tertiary and higher education sustainability and student networks and associations or “network of networks” in which, again IAU takes part, was inspired by the Higher Education Sustainability Initiative (HESI).

The letter on the role of education within the context of climate change is available online at <http://cop21.grii.org>



► BUILDING SYNERGIES AND COMMON ACTION

IAU helped draft, circulate and hand over the Open Letter to COP 21 Ministers.

Dzulkifli Abdul Razak, *President, International Association of Universities*, said, “Educational and research institutions around the world are highly aware of the importance of not further jeopardizing sustainability by taking corrective actions today. This is why the International Association of Universities joins all efforts that serve to improve education and research for sustainability and advocates for decision makers to recognize the central role that research and education play in addressing the challenges facing humanity and the planet. IAU is proud to join the Global Alliance and to sign the Open Letter urging COP 21 Ministers to see higher education institutions as partners in action.”

Iain Patton, *CEO of the UK based Environmental Association for Universities and Colleges*, said, “Never before have students, colleges and universities across every continent spoken with one powerful voice to urge national and international governments to take action. Education has the creative solving power to be the unique catalyst to help society better understand our changing climate and to lead on solutions. Over 6,000 universities and colleges globally are demanding that Ministers at COP21 recognise this power and provide the policy, reporting and funding changes from our Governments to fully unleash the power of our staff and students. We hope that for the sake of all our futures the Ministers will help us to do more.”

The Open Letter and list of signatories is available online at: <http://educationalliance.global>

► IAU SPREADS THE WORD

IAU spoke at COP 21 on “Climate change as part of the curriculum from kindergarten to university”, organized by the Foundation for Environmental Education (FEE), highlighting the importance of Climate Change education for ESD and curriculum innovation within HEIs. New approaches were discussed at higher education level to support the HE community in the development of innovative thinking and behavior change towards a sustainable future.

► IAU NETWORKS INITIATIVES

IAU Global Portal on HE for SD: the interactive web-based platform, representing a growing number of HEI, research bodies and their actions. It lists news, events and resources on Sustainable Development. The Portal provides tools for decision-makers, academia, staff and students on an ongoing project aiming to become a global reference portal, increasing, connecting and showcasing actions and institutions, giving them global visibility and, ultimately, creating a global network



IAU speaks at COP 21 FEE session on Climate Change as Part of the Curriculum, in Paris

of actors raising awareness and fostering North-South, South-South and South-North cooperation. Online assistance is provided to help the user in order for the tools listed to be used to the full, fostering networking, sharing, scaling up initiatives, and giving the opportunity to create the space for out of the box cooperation between stakeholders. It is being reoriented towards addressing the 17 SDGs and associated targets.

► IAU SUPPORTS KEY INITIATIVES INCLUDING

⊕ UNESCO-Japan Prize on Education for Sustainable Development (ESD) – Call for nominations



The 2016 call for nominations, endowed with USD 150,000 for 3 laureates, is launched.

Eligible for the Prize are individuals, institutions and organizations with a specific ESD project or programme having been running for at least 2 years and contributing to one or more of the 5 priority action areas of the Global Action Programme on ESD (GAP). Nominations can only be submitted by governments of

UNESCO Member States, and by NGOs in official partnership with UNESCO.

Further information: <https://en.unesco.org/prize-esd/nomination>

⊕ SULITEST A test to measure your Sustainability Literacy, Interview with Aurélien DECAMPS, *Academic Coordinator, Sulitest* (aurelien.decamps@kedgebs.com)



1. How would you introduce the Sulitest to the world?

The Sulitest is a tool, which has been developed to raise awareness and promote education for sustainable development. It is a web-based test, which measures a minimum level of



knowledge on sustainable development issues and stakes. Designed in the form of an MCQ (Multiple Choice Questionnaire) in order to be flexible and easy to disseminate and use, it aims to reach all the students around the world, whatever their specialty or their sensitivity to issues of sustainability. The Sulitest today includes a growing community of users (more than 400 universities in 45 countries) and benefits from the support of several branches of the United Nations and academic networks worldwide, including the IAU.

a. How did the idea of this test come about?

The idea of the test emerged in the context of the HESI (*Higher Education Sustainability Initiative*) – a Rio + 20 Conference initiative. HESI is supported by a wide range of international networks such as the IAU¹, national and regional organizations and several student organizations. The test is now used by many higher education institutions (HEIs) that have recognized the responsibility that they bear in the pursuit of a sustainable future. The question of the impact of higher education and the extent of this impact is crucial in this context. The Sulitest provides HEIs with a tool that allows them to verify that their graduates have acquired a minimum level of knowledge on sustainability issues.

b. When and how was this test developed?

Version 0 was first created in 2013 and tested by a group within Kedge Business School; then it was tested in an international context (community) composed of several branches of the United Nations (UNESCO, UNEP, UNDESA, PRME...) and international academic networks (IAU and others). Designed as a tool to be shared globally, the development of Version 1 of the Sulitest arises from the collaboration of more than 200 volunteers worldwide, who contributed to the tool 2013 and 2014. Out of each subsection made up of 50 questions, the test counts 30 questions focusing on international issues, common to all countries and of global relevance, and 20 questions specific to the local context and prepared by a network of regional offices. Available online, it is open and free for higher education institutions to use.

c. Who manages the Sulitest?

The Sulitest is now registered as an independent organisation (*Loi du 1^{er} juillet 1901 relative au contrat d'association in France*) since 2014. It is run by a provisional Board of Directors composed of volunteers; elections for the Board are scheduled to take place in July 2016. Three groups will be established: 1) a *Senior Advisory Board (SAB)*, to include representatives of those institutions and organisations that supported the test and participated in its development; 2) a group dedicated to the regional branches of the Sulitest network; 3) a group of partners supporting the association both through the sharing of their expertise and financially, thus contributing to its validity and viability. The IAU sits on the SAB.

2. What are the results to date? What new phases would you like to announce?

To date, 40,000 students have taken the Sulitest and more than 400 institutions of higher education, from 45 countries,

1. See: <https://sustainabledevelopment.un.org/index.php?menu=1073>

make up the community of users. The Sulitest is available in 19 customized versions (i.e. with a module concerning local issues) and in 8 languages. Version 2, developed base on feedback received from users, is presently under construction and will be launched in the spring of 2016. It is designed to ensure a systemic view and to test 'mindsets' and 'knowledge of skills' dimensions in addition to the 'knowledge' dimension; it will include a learning mode with resources associated with answers to each question. An examination mode, allowing the issuance of a certificate, will be offered as well. Version 2 may be open to other users (such as companies and other organizations) and not only to higher education institutions. Finally, the topics covered by the questions will be 'tagged' in order to facilitate the interpretation of the results by a thematic approach aimed especially at linking these to the pursuit of the Sustainable Development Goals of the United Nations.

3. How can the higher education community represented by the IAU become involved?

Members of the IAU can get involved at several levels:

- Register online to use the Sulitest and become 'Full Players' by asking all their students to take the Sulitest, thereby contributing to raising awareness to the issues and stakes of sustainable development around the world and feeding the database of the Sulitest, which measures the current state of knowledge on these issues.
- Use the results of the Sulitest to improve their educational offer or conduct academic research on education for sustainable development.
- Approach the regional office of the Sulitest network if it exists or create a regional branch of the Sulitest network if it does not yet exist to ensure growth of the community of users and develop questions specific to the local context and broaden the spectrum of local issues well beyond purely environmental issues. A collaborative platform for creating questions is available at: <http://sulitestcreatequestions.net/>.

► NEXT STEPS FOR IAU

Next IAU will develop a comprehensive plan for the upcoming new Board to adopt in Bangkok at the upcoming IAU 15th General Conference.

The IAU global portal on HESD will be at the heart of such initiatives since it centralises much of what is happening in higher education to address the SDGs and the 2030 Development Agenda challenges and opportunities. The Conference will allow IAU Members to voice their expectations and needs. They will be invited to comment on the plan of action that will be presented.

Please visit the IAU global HESD portal regularly and thank you for input you would already wish to provide.



DOCTORAL EDUCATION IN AFRICA

Over the last few months the IAU concentrated on a few initiatives aiming at generating new synergies in support of doctoral education in Africa

► CTEF MEETING

Hillegje van't Land, IAU Director Membership and Programme Development, took part in a workshop on "Doctoral Education in Commonwealth Africa", as Member of the high level expert group on doctoral education in commonwealth Africa organized by CTEF (**Commonwealth Tertiary Education Facility**). This workshop was a continuation from the meeting on Doctoral Education in Commonwealth Africa held in Kuala Lumpur (February 12-13, 2015) where a policy brief was discussed and produced. The policy brief was presented during the 19th CCEM in The Bahamas and received the endorsement of education ministers from Commonwealth member states. At the issue of the Cape Town workshop, the experts advised CTEF to initiate further consultation among African stakeholders before issuing a next document.

In addition, the workshop dates and location offered the experts gathered by CTEF the opportunity to attend both a meeting of the Higher Education Research and Advocacy Network in Africa (HERANA/CHET) group and the launch of the book on "Doctoral Education in South Africa", by Nico Cloete, Johann Mouton and Charles Sheppard. IAU welcomes the publication of this comprehensive study and is pleased to report that it makes constructive reference to IAU work in this field. These two additional meeting allowed to liaise with the African HERANA partner institutions.

More information on this publication on page 41.

► YOUNG AFRICAN SCIENTISTS AT STELLENBOSH UNIVERSITIES

Dr van't Land attended a meeting on Young African Scientists at Stellenbosh Universities and presented the IAU work on doctoral education there.

Next, and as Member of the Steering Committee of the Young Scientists in Africa Project, Dr van't Land presented IAU's work on doctoral education in Africa at a second Meeting of the Project (Paris, January 20, 2016, venue: International Council for Science). Aim of both meetings in a row was to kick start the project, present the challenges and opportunities to partners and to potential new donors. The research started in 2016.

Contact: h.vantland@iau-aiu.net

► IAU IDEA-PHD PORTAL COMPLETELY RENEWED



The IAU portal on innovative approaches to doctoral education in Africa has been updated and upgraded. Purpose is to offer better visibility to IAU Member institutions in Africa for their doctoral programmes and to network initiatives in regions, on the continent and globally. The project is in seeking of financial support as it wishes to develop it's interactive platform further.

To become involved, please **contact the IAU at:**
h.vantland@iau-aiu.net or n.poulton@iau-aiu.net.

ICT PROJECT AND INITIATIVES UNDER DEVELOPMENT

At the invitation of Prof. **Remus Pricopie**, IAU Deputy Board member, and Rector of the National University of Political Studies and Public Administration in Bucharest, Romania, the **IAU Task Force on ICTs** met at the his university from 19 to 20 January 2016. It discussed the content of IAU's future ICT strategy.

ICT is one of the 4 upcoming priorities set by IAU Administrative Board for the period 2016-2020 alongside HE leadership, internationalisation of HE, and HE and research for development. The Task Force is composed of IAU Board members from Jordan, Kenya, Malaysia, Mexico, Romania, and the US, experts from the Association of African Universities, G3ICT, OER Africa, Open Society Foundations, Open University of Catalonia, and UNESCO, and two representatives from IAU Secretariat: Eva Egron-Polak, IAU Secretary-General and Isabelle Turmaine, IAU Director, Information Projects and Services.

Prof. Pricopie was asked by the President of IAU to become the chairperson of the Task Force, a position he accepted.

A proposal for a strategy on ICT is being drafted and a validation meeting is planned to take place in Spring 2016, in Paris.



► ZERO PROJECT CONFERENCE 2016

Isabelle Turmaine, *IAU Director, Information Projects and Services*, was chairperson and rapporteur of the session entitled “Inclusive Universities” at the Zero Project Conference 2016 which took place in Vienna, Austria, from 10 to 12 February 2016. The Conference which saw the participation of over 500 participants from 70 countries was entitled *Innovative Policies and Practices on Inclusive Education and ICT*. The session on Inclusive Universities showcased great practices and policies that have been taking place in various regions of the world at government and higher education levels. They illustrated the wealth and breadth of activities undertaken in the field worldwide but also showed that there is still a long way to go before all persons with disabilities, with the capacity and wish to attend higher education can do so in the field of study and location of their choice.

The partners of the ICT4IAL Project, namely: the Daisy Consortium; the European Agency for Special Needs and Inclusive Education; European Schoolnet; the Global Initiative of Inclusive ICTs (G3ict); the International Association of Universities (IAU), and UNESCO were proud and happy to release the **Guidelines for Accessible Information: ICT for Information Accessibility in Learning (ICT4IAL)** in May 2015.

The purpose of developing such Guidelines was to support the work of practitioners and organisations working in the field of education by easily enabling them to create accessible online information to all learners who require and will benefit from more accessible information, starting from people with a (permanent or temporary) disability. The procedure for creating accessible information is universal. Therefore, the Guidelines support all individuals or organisations wishing to create information that is accessible.

They are licensed under the Creative Commons Attribution-Share Alike 4.0 international license. Hence they can be used and adapted by all. The Project’s members will also be glad to receive comments through registration on the project’s website.

The Guidelines are available **free of charge** and are available in **26 languages**.

To consult or download the Guidelines or to get more information on the project and the partners, please visit the project’s website at: www.ict4ial.eu

An international seminar on *Information Accessibility for Learning: From Development to Implementation of the Guidelines* took place at the Politecnico de Milano, in Milan, Italy in December 2015 where some 100 participants were trained to use the Guidelines and asked for feedback.

Contacts at IAU: n.poulton@iau-aiu.net and i.turmaine@iau-aiu.net

NEWS FROM THE IAU SECRETARIAT

✚ **Stefanie Mallow** joined the IAU in February for a six months **internship**. Originally from Germany where she did her bachelor in International Social Work, Stefanie is now pursuing her master’s degree in Cultural Anthropology at Uppsala University in Sweden. She is currently writing her master thesis entitled “*Meeting the needs of a global academia? A study on the infrastructure of non-western PhD students in Uppsala*”. At IAU she will be working with a variety of projects, including doctoral programmes in sub-Saharan Africa.

“I decided to do my internship with IAU because this organisation is as diverse as higher education itself. Here I can experience globalisation at its best: an international team works with universities from all continents to provide a global network where everybody is treated equally and experiences are shared.”

Wish to come and undertake an internship at the IAU, please contact: h.vantland@iau-aiu.net

✚ Since March 2015, IAU was very pleased to benefit from the contribution of **Oriol Estève** to the overall work of the secretariat, in Paris. As **Programme Officer**, he mainly worked on the development of projects and initiatives related to the *role of higher education and research in support of sustainable development*; contributed a great deal to the development of the IAU global portal on HESD (www.iau-hesd.net) and to the development of partnership with other organisations active in this field. As well he assisted IAU in other fields, and contributed for instance to the reflection initiated this year on the revision of *IAU’s communication strategy*. After one year in Paris he moves to new horizons and has decided to look for new job opportunities back in Barcelona. We wish him all the luck he deserves in finding the kind of job he could contribute his expertise and enthusiasm to, and we hope that the new team he’ll join will be as happy to welcome him as we did.

JOB OPPORTUNITY AT THE IAU

IAU opens a position for a new programme officer. To learn about the job offer, please **contact** a.nino@iau-aiu.net



MEMBERSHIP NEWS

Total number of institutional Members
is **628** (including 3 observers)

IAU is pleased to welcome new Members who joined and re-joined the Association since October 2015.

HIGHER EDUCATION INSTITUTIONS

“Hëna e Plotë” (Bedër) University,
Albania
<http://beder.edu.al/>



Somali National University,
Somalia
<http://snu.edu.so/en/> (*Rejoin*)



Université du Québec à Montréal,
Canada
www.uqam.ca/ (*Rejoin*)



Malmö University
Sweden
www.mah.se/



University of Saskatchewan,
Canada
www.usask.ca (*Rejoin*)



Al-Hawash Private University
Syria
www.hpu.sy/



Saint Monica University,
Cameroon
www.smuedu.org



Asian Institute of Technology,
Thailand
www.ait.ac.th (*Rejoin*)



Antonio Nariño University
Colombia
www.uan.edu.co/



University of Carthage
Tunisia
www.ucar.rnu.tn/



Bahir Dar University
Ethiopia
www.bdu.edu.et/



Istanbul Commerce University,
Turkey
www.ticaret.edu.tr



Kedge Business School,
France
www.kedgebs.com/fr



Turgut Ozal University,
Turkey
www.turgutozal.edu.tr/



**Technological Educational Institute (T.E.I.)
of Athens, Greece**
www.teiath.gr



Al Khawarizmi International College
United Arab Emirates
www.viu.edu



**Bharath Institute of Higher Education
and Research, India**
www.bharathuniv.ac.in/



Virginia International University
United States of America
www.viu.edu



University of Applied Science & Technology
Iran
www.uast.ac.ir/



Fort Hays State University
United States of America
www.fhsu.edu/



Open University of Mauritius,
Mauritius
www.open.ac.mu/



Avrasya University,
Turkey
www.avrasya.edu.tr



University of the Sea,
Mexico
www.umar.mx



Bournemouth University
UK
www1.bournemouth.ac.uk



University of Groningen
Netherlands
www.rug.nl



Zimbabwe Open University,
Zimbabwe
www.zou.ac.zw/



Palestine Polytechnic University,
Palestine
www.ppu.edu (*Rejoin*)



West University of Timișoara,
Romania
www.uvt.ro/



**Kazan (Volga Region) Federal
University, Russian Federation**
www.kpfu.ru/ (*Rejoin*)



NEW ASSOCIATE

**ASS: Stefan Delplace, Honorary
Secretary General, EURASHE,**
European Association of Institutions in
Higher Education.





IAU COLLABORATION AND NETWORKING

IAU in HEIRRI project (Higher Education Institutions and Responsible Research and Innovation)



Higher Education Institutions
& Responsible Research and Innovation

Higher Education Institutions and Responsible Research and Innovation – HEIRRI

The European Commission and several European Member States have launched various initiatives and actions on Responsible Research and Innovation (RRI) at European and at national level. RRI aims to improve the societal alignment of research and innovation, in particular by enhancing public engagement, science education, gender equality, open access to scientific information, ethics and governance. HEIRRI project (Higher Education Institutions and Responsible Research and Innovation) addresses the Call H2020-SEAC-2014-1 “Call for making science education and careers attractive for young people”, and more specifically to the Topic SEAC-2-2014: “Responsible Research and Innovation in Higher Education Curricula”.

HEIRRI aims to integrate the concept of Responsible Research and Innovation (RRI) into Universities and other Higher Education Institutions (HEI), in order to better align the needs, expectations and values of society with Research and Innovation.

The Consortium invited IAU on board this project; Dr. Hilligje van't Land, Director, membership and Programme Development accepted the role of External Expert of the Science

Communication & Internationalization Advisory Board (SCIAB). The launch Conference took place in Barcelona on 17 March 2016.

Website: <http://ccs.upf.edu/en/universitat-pompeu-fabra-will-lead-the-european-project-heirri-for-the-integration-of-rri-in-higher-education/>

Contact: h.vantland@iau-aiu.net

A Toolkit to foster Responsible Research and Innovation

Our societies face many global challenges including as climate change, health, pollution, resources depletion. Science can contribute to solving them. With that aim in mind, the European Commission recently pushed forward the concept of Responsible Research and Innovation (RRI). In this context, the EC-funded RRI Tools allowed to gather a wealth of online resources from all over Europe, which gave birth to the RRI Toolkit. The RRI Toolkit is created to help stakeholders across Europe put Responsible Research and Innovation into practice. It is available online: www.rri-tools.eu. The Toolkit is open to everyone's contribution!

Register today to add your own tools: www.rri-tools.eu/registration

For questions: communication@rri-tools.eu

New collaboration between IAU and academic publisher DUZ Verlags und Medienhaus to publish the Handbook on “Internationalisation of Higher Education”



IAU has agreed to collaborate with DUZ Verlags und Medienhaus (previously part of

RAABE publishing), one of the foremost educational publishers in Europe, based in Berlin, Germany.

Starting in April 2016, IAU will chair the Editorial Board for the **Handbook on “Internationalisation of Higher Education”**, which has been published by RAABE with European partners (EUA, ACA, EAIE) in the past. The collaboration marks a more **global outlook** for the Handbook and a recognition of IAU's expertise in this field.

The objective of the Handbook is to provide leaders and senior administrators of higher education institutions with an informative, practically-oriented and flexible resource to support their day-to-day decision-making and activities as well as long-term strategic planning for internationalisation. The Handbook is also intended to provide a **valuable reference** work for policy makers and researchers interested in the variety of issues related higher education internationalization including leadership and governance, curriculum development, funding, research, networking, among many others.

The format of the Handbook allows for continuous additions of new articles. It is published in three issues per year and includes articles by leading experts and practitioners.



The Handbook is available in both online and printed format, containing a structured collection of articles. Each issue contains 5-6 articles. The Handbook already has a large number of subscribers throughout the world. IAU Members will be offered a significant discount on subscriptions to either format and each subscription will provide access to all archived articles.

Chairing the Editorial Board, IAU will rely on the broad and in-depth expertise of the several editors including Madeleine

Green (Senior Fellow at IAU and NAFSA), Lewis Purser (Director of academic affairs, Irish Universities Association), Hanneke Teekens (Senior Fellow at AFS and NAFSA) and Christian Muller (Director of the Department of Strategy at DAAD); Eva Egron-Polak, IAU Secretary General will chair the Board.

The first issue of the Handbook that will be published under the new editorial team will be available in July, 2016

U-Multirank



Isabelle Turmaine, *IAU Director Information Projects and Services*, participated in the 8th U-Multirank Advisory Board meeting in Brussels, Belgium on 24 February 2016. U-Multirank is a multi-dimensional, user-driven ranking of universities developed by a Consortium supported by funding from the European Union.

U-Multirank 2016, the 3rd edition of the ranking, will be released on 4 April 2016 at: www.umultirank.org

Registration for U-Multirank 2017 is available at: <http://meta.umultirank.org/registration/>

NEW IAU PUBLICATIONS



HIGHER EDUCATION POLICY (HEP), VOLUME 28, N^o.4 – March 2016



The first issue of 2016 brought together several papers, on various themes. Ross Hudson, formerly Coordinator, Internationalization, within IAU, and now with

HEFCE, UK, poses the question of whether economics is behind the drive to internationalize. Other papers look at the benefits of international partnerships in Africa, presenting us with a case study of two institutions in Tanzania and Democratic Republic of Congo, language policy at the University of Cape Town, expansion in Turkey, looking at the challenges faced by newly-established public institutions in the country, federal student loans and repayment in the US, gender parity in the labour market for university graduates in Spain, and student perceptions of institutional programmes and institutional type on employment.
www.palgrave-journals.com/hep/journal/v29/n1/index.html

HIGHER EDUCATION POLICY (HEP), VOLUME 28, N^o.4 – December 2015

The final issue of 2015 was a special edition entitled 'Higher Education Research in East Asia'. Papers look at higher education research in Japan and how to connect it with the international academic community, making the research-policy-practice nexus in the Chinese higher education field possible, the emerging field of higher education research in Taiwan, higher education research as a field of study in South Korea, trends and developments of higher education research in Hong Kong, the role of system development and internationalization in the contribution of East Asian countries to published higher education research. The issue closes with a stand-alone paper comparing teachers from research universities and universities of applied sciences.

www.palgrave-journals.com/hep/journal/v28/n4/index.html

IAU ANNUAL REPORT 2015 available in print and online !



Summarizing the main actions and achievements of the IAU over the 2014-2015 year, the Annual Report offers a useful guide to the Association's projects and reports on the outcomes. It also provides a glimpse of the numerous ways in which IAU participates or represents the interests of its membership at various meetings, seminars and projects of its partners.

The report has been mailed out to all IAU Members and is also available online: www.iau-aiu.net

Contact: t.jensen@iau-aiu.net

Special Focus

The blurring divide between public and private higher education: where does it lead?



The papers you are about to read are to introduce the theme of the **IAU 2017 International Conference** and the upcoming **2017 Global Meeting of Associations (GMA-7)**.

For the first time since 2005, it has been decided that both prestigious events would be held one after the other and will allow participants in each event to also have an opportunity to meet and exchange on the outcomes of the different debates. Both events will take place in Africa. Initial invitations have been received from Ghana.

The international Conference and the GMA will not overlap in time, nor be open to the exact same participants, yet the themes for both will address issues relating to: **Universities-business cooperation for the eco-nomy**.

More information will be available in due time.

We thank the authors of the following papers to kick start discussions that will be prolonged in Africa in 2017.

01 Leading towards a muddled future: A discourse on Pakistani Higher Education System



by **Arshad Bashir**, Assistant Professor in Educational Leadership, Associated Head of Humanities Department COMSATS Institute of Information Technology, Islamabad, Pakistan (arshad@fulbrightmail.org)



What would one envision about the future of our society in context of blurred higher education system of Pakistan? There are about two hundred universities imparting higher education in Pakistan, half of which are private. Additionally, about four thousand affiliated colleges are catering the needs of higher education, having the same proportionate number of public and private colleges. The two types of higher education institutions are producing two different kinds of educational outcomes in terms of cultural attributes, personality traits, academic and professional skills, and employability. This difference in educational outcomes is

deepening social, cultural, economic, and class divide in the society. There is a pronounced difference in all aspects of academic and professional attributes of public and private higher education system of Pakistan, which might result in the extending the gap that exists in our society.

In order to understand the future scenario of our higher education in context of public and private streams, it is very important to know the rationale of emerging dual education system in our higher education. In the population of about 200 million people, 30 million (age 18-25) are supposed to be in either a university or a college. Unfortunately, only 10 % of that population gets the opportunity to attend a higher education institution. In 1947, when Pakistan came into being, there was only one public university named Punjab University. From 1947 to 1984, twenty more public universities were added to our higher education system. The first private university, Lahore University of Management Science, was established in 1984 followed by Aga Khan University in 1985. Both these institutions are the top higher education institutions of Pakistan. On one hand, the public universities of Pakistan were not performing well and higher education has never been a top priority of our government. On the other hand, the private universities in Pakistan availed this opportunity to fill the public need for higher education. As the result, in next thirty years (1985-2015), the number of private universities matches the number of public universities in Pakistan. This is how we

created an educational divide in Pakistan through public and private universities and Institutes of higher education.

Let's move to the consequences of this split system of higher education. One thing that we must appreciate about the presence of two options is the provision and increased accessibility to our students who are eligible for enrolment in higher education programmes. Although it provides access, the outcomes of these different formats anticipate negative consequences in future. Three main areas, social divide, cultural divide, and employability are discussed here to predict the future of higher education in Pakistan.

First of all, due to these two types of higher education systems, there is a possibility of creating two different social classes. Not only that, there are chances of deepening of social gap that is already present in the society. If we compare the cost of going to the private universities with that of public universities, private universities cost three to five times more than the public universities. Due to this difference, private universities attract different social class, which is elite and rich. In contrast, public universities cost much less, attract a middle and poor class. This phenomenon will result in creating two different classes, which causes social imbalance in our society.

Second major consequence is the emergence of two different cultures. It is viewed with confusion that the private universities are promoting western culture and ideology whereas public universities are busy in protecting the native culture and heritage. The emergence of these cultures is confusing for parents to make a decision about the choice of university for their children. The issue becomes more complicated when these two cultures don't understand each other, and results in the bigger social and cultural problems.

Lastly, the employment avenues for the graduates of public and private universities are different. Since most of the Pakistani private universities are owned by big industrialists or businessmen, they welcome only their own graduates. Secondly, over the period of time, they become very influential and are capable of monopolizing the job market. This phenomenon results in deepening the economic divide in the society.

To find better solutions of these emerging problems nested in public and private universities of Pakistan, the government should invest more in public universities to raise their academic and professional statuses. Higher Education Commission, a regulatory body for higher education in Pakistan, and accrediting bodies must be established and empowered to ensure a uniform and quality education in both public and private universities. Efforts must be made to expand the enrolment to provide access, and improving the quality to meet the international standards. Finally the higher education sector in Pakistan offers both a challenge and an opportunity. We, as a nation, must prioritize our educational needs in order to address these challenges and make them opportunities for future generations.

02 Private or public: higher education under the rules of the market



by **Juliette Torabian**, Researcher in comparative education; programme specialist UNESCO, Institute of Education, University College London (juliette.torabian@sciencespo.fr)

The higher education landscape is increasingly becoming fragmented and layered as it stands aloof from its long history. A rather coherent and clear division existed between private and public higher education institutions (HEIs) until the 20th century. The Medieval universities were set up primarily as private institutions under the endowment of religious or political powers serving as social reproduction instruments for the elite. With the rise of the nation-state in 17th century, universities were subjected to increasing State control and this trend continued into the 19th and 20th centuries as the Modern universities moved from elite to mass institutions. This era saw the prominence of worldviews that conceptualised education as a public good and therefore drifted modern universities from private regulations into the ethos of public sector policy and management. The distinction between Medieval and Modern universities may not have been as discernible as described here but may be observed in hindsight.

This is no more the case. What distinguishes today's university from its ancestors is the blurring divide between private and public in policy and in practice worldwide. Under the neoliberal doctrine of the postmodern era, both private and public higher education institutions (HEIs) operate under unifying policies that define their 'raison d'être' to be producing graduates with suitable employment skills and performativity to enhance the competitiveness of the State or of the business. This global market-oriented regime bears certain implications on the role of the HEIs and the kind of knowledge they produce regardless of them being a private or a public institution. The HEIs are increasingly positioned as mere service providers and are thus subject to the same set of rules that regulates the market and ensures consumer satisfaction. The grand cultural project narratives that were once associated with the role of the HEIs are thus abandoned and are replaced by the pursuit of individualistic or corporate profit and the marketization of knowledge. Consequently, previous higher education and learning are dismantled in the pursuit of temporary and scattered bits of knowledge that equip individuals with a helpful range of survival skills as they thrive to build their own identities and realities in an episodic time.

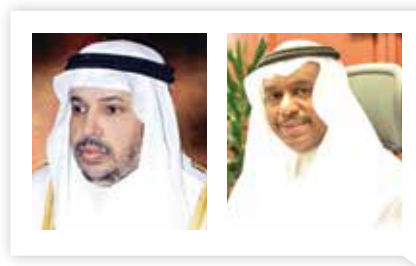
Repositioning itself, the university borrows policies to climb up the global ranking scales and embraces the corporate

kaizen system to increase performativity and consumers' satisfaction. This, in turn, shifts the internal organisational culture and the teaching as well as the relation between university teachers and their students. The traditional view considered teaching to be directive and soul nourishing and the teacher to be the primary authority in the exercise of discipline. In the knowledge economy education gospel, there is no grand narrative for the teacher to be the master or the interpreter of. The readily available myriad of search engines and memory banks mean that the teachers in both private and public HEIs are no longer the primary and sole knowledge depositories at hand and can be replaced episodically by the very design of their contracts. Pedagogy, too, shifts its central concern to using and instructions to use soft and hardware and applications that are labelled 'educational'. In a similar vein, the academic teachers are progressively replaced by field specialists who – sometimes with no knowledge of pedagogy come to train students on performativity in the market and hands-on skills. Teaching itself turns into a fragmented exercise of an individual who is not necessarily aware of what is being taught in the adjacent classroom because the modularised curriculum denies accumulation of knowledge under a coherent framework. What is clear though is that teachers – regardless of their backgrounds- have to exercise their profession under the power regimes created by the quality panopticon and the episodic consumer choices and market rules. Whether private or public, university is thus inevitably pushed away from creating Bourdieu's 'cultivated man' and empowers individual learners as 'experts' to be nomad lifelong learners who do not produce change but adapt to change.

This market-oriented agenda in higher education, although muddling the private and public divide, does not imply the demise of traditional university. On the contrary, it builds its very existence on the idea of traditional university as without it, there is no frame of reference to destroy and to reinvent new agendas and realities. It does not entail blanket explanations across universities either. Rife with complex and differing socio-political histories, universities and their academics do not unanimously reflect and adhere to the market agenda. On the contrary, they demonstrate resistance to safeguard their gatekeeping role.

Yes the old institution reinvents itself. The question remains, however, as to the divide between the university and the concept of 'higher education' rather than the distinction between private and public providers under the rules of the market. As providers mushroom, the preoccupying concern is whether and to what extent universities (private and public) will continue offering a 'higher' education for the equal benefit of societies. My personal concern is, therefore, with the duration of time in which I'd be able to use university and higher education interchangeably as I did in this article.

03 Blurring Lines between Public and Private Higher Education Institutions – The Case of the Arab World



by **Abdulrahman Alyoubi**, Acting President and **Abdelfattah S. Mashat**, Vice President for Development, King Abdulaziz University, Jeddah, Saudi Arabia (asmashat@kau.edu.sa)



Current trends show dramatic changes in the landscape of higher education. The expansion of private universities and the tendency, due to cuts in government financing, to privatize public ones have led to unprecedented confusion, blurring the dynamic of private-public higher education relations. The situation in the Arab World is no exception.

In the past 25 years, the number of private universities in the Arab World has seen a dramatic increase. While private non-profit universities in Lebanon date from the 19th century, Jordan opened its first private for-profit university in 1990, followed by Egypt, Syria, Yemen, Sudan and the Gulf region. At present, there are more than 250 private universities in the Arab World. This represents 40 percent of the estimated 600 Arab universities, serving around 11 million students and about a quarter of a million faculty members.

In theory, private university owners have long been claiming to promote quality education. In reality, however, the situation is different. To make the subsequent discussion clear, we categorize the students who seek to enter higher education into three major groups depending upon their scholastic standings; these are the top, middle and lower level groups. Furthermore, we also classify available faculty members into three categories depending upon the quality of their educational background. In the mid-1950s, the concept of public universities in the Arab World was born, attracting the top group of students and the few top faculty members. During the mid-1980s, other public, mostly second-tier, universities were founded, sharing top and middle group students and still top and middle group faculty. In the early 1990s, several private, for profit universities were founded, attracting mostly middle and low level students and some qualified faculty members with average credentials. Since the mid-1990s, most public universities in the Arab World have been subjected to cuts and forced to look for alternative sources of financial support. In the absence of continued

support from the government, public universities started competing with money-making private universities. They had to lower their admission standards, attracting the middle group of students, and leaving the private universities with mostly the lowest scoring students and often under-qualified faculty members.

Within the context of the above, and with only a few exceptions, the majority of the Arab World's private higher education institutions are deemed demand-absorbing, namely of mediocre- or low-quality, standing at the bottom of the hierarchy. Additionally, Arab private universities have lower admissions standards. In countries such as Jordan, Tunisia, Egypt and Syria, private universities are permitted to accept students who have failed to gain acceptance to public universities. At the same time, most, if not all, duplicate each other and the public institutions in offering fields of study that require minimal investments but yield great profits.

Forcing the public universities to compete with the private ones has led them to adopt creative means of admitting lower quality students and more of the tuition-paying students (i.e., evening, parallel and international programmes, etc.). These "loopholes" have further blurred the lines between public and private institutions, which were already being caused by the duplication of programmes.

In contrast to the arguments presented above, privatization does not seem to catch up with the public universities in the Gulf States. In these countries, public universities continue to be fully and generously supported from state funds. At the same time some Gulf States managed to establish few not-for-profit universities that are of the elite type. Examples include the University of Sharjah in the United Arab Emirates and Prince Mohammad bin Fahd, Alfaisal and Effat universities in Saudi Arabia. These young universities can be compared to leading public counterparts or more recognized than second-tier public institutions in their own countries.

Another interesting phenomenon that has been recognized by some Gulf States is international partnerships. With the increasing internationalization, Qatar and the United Arab Emirates have attracted over 50 branches of western universities, mainly to satisfy the desire of the large number of expatriates in providing their children with quality national or international higher education in their host countries. This model of public-at-home and private-elsewhere does certainly add more confusion and blurring.

As expected, this blurring landscape of higher education in the Arab World has created tremendous problems. It adversely affected the quality and standards of education. The pool of qualified faculty members has decreased. Faculty members became frustrated; they are torn between lowering their lecturing standards to accommodate weaker students or insisting on high standards to keep the good students motivated.

Finally, if governments in the Arab World do not step in to better regulate higher education, there will be a flood of useless certificates that will inevitably lead to further erosion of higher education and only add to the already long lines of unemployment.

04 The Privatization of Higher Education in the United States



by **Philip G. Altbach**, Research professor and founding director of the Center for International Higher Education at Boston College, USA

Like much else in the United States, higher education is complex and diverse. Four essential realities must be kept in mind with regard to understanding privatization trends. First, privatization is part of a broader debate about the public good and the private good. The idea that higher education is a private good and thus should be paid for by the user – students – has come to dominate much social thinking. Some would call this neoliberalism. Secondly, the enrolment expansion over the past half-century combined with the financial strains of the recent "great recession", have placed great stress on public funding. Third, the United States has always had a strong private higher education sector. Indeed, private colleges and universities (including 2-year institutions) outnumber public ones by 2,441 to 1,699 – although 80 percent of enrolments are in the public sector. Finally, a fourth reality is the fact that higher education is a responsibility of the 50 states, not the federal government, and thus both funding and regulatory forces are largely at the state level. It should also be kept in mind that a majority of the states are controlled by conservative Republican governors and legislatures that have not been friendly to public higher education. The federal government provides funding for research and for the massive student loan programmes, but little else.

The Privatization of Public Higher Education

Enrolment, political, and economic pressures on public colleges and universities in the past several decades have resulted in declining state financial allocations to higher education. Many of the "flagship" public research universities receive 20 percent or less of their budgets from public funding. The University of Virginia, an extreme case, received just 6 percent of its budget from the state. Non-research universities and two-year colleges receive higher proportions of state funding, but still have faced severe cutbacks. The results of these funding problems have included steep increases in tuition charges to students, the commercialization of various university functions – from parking

facilities to residence halls, increasing emphasis monetizing intellectual property, and other efforts. It is fair to say that much of public higher education is increasingly privatized.

The Commercialization of Private Higher Education

Traditionally, private higher education was non-profit, and in many ways private colleges and universities operated much like their public neighbours. Now, the private higher education sector has become much more differentiated. The top private universities and colleges, shielded from crisis to some extent by their endowments, have done well, and many have pulled ahead of their public peers. Much of the non-profit private sector, however, consists of small tuition-dependent colleges and universities – many of these schools have suffered significantly and some have closed.

The emergence of the for-profit higher education sector, especially in the past several decades, has added a new dimension to American higher education. Approximately 12 percent of American students are enrolled in for-profit schools – and this number has been declining since 2011 due to several scandals and increased government regulation. Although only 12 percent of enrolments for-profit students account for 25 percent of government student loans, and a higher percentage of defaults. Government investigation revealed shady recruitment practices, poor instruction, and other problems. Many of the for-profits are owned by large corporations and are listed on stock markets. The University of Phoenix, one of the largest of the for-profits, has seen its enrolments significantly decline, and has recently been purchased by venture capitalists.

Some observers thought that the for-profit sector, with its highly vocational programmes tailored to part-time students, would create major competition for traditional institutions – by and large this has not happened.

The Privatization and Commercialization of Internationalization

Financial pressures have also affected the internationalization efforts of many American colleges and universities. Enrolling students from other countries has become a financial necessity for many institutions, including many top ranking schools. Full-fee paying international students add significantly to income. Increasingly, American universities use overseas agents to recruit students, and partner with for-profit companies to offer language and other programmes to earn income. At the same time, efforts to integrate international students that do not produce income languish. Several states, including Washington and New York, have considered additional fees for international students to produce additional income.

Complex Realities

It is clear that the landscape of privatization in American higher education is highly complicated. It increasingly affects the public academic sector in many ways. State governments are increasingly pushing their public systems toward privatization. The traditional non-profit private sector has its own problems, and the new for-profit institutions further complicate the situation.

BIBLIOGRAPHY ON THE BLURRING DIVIDES BETWEEN PUBLIC AND PRIVATE HIGHER EDUCATION

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*Should you wish to see your publications included please **contact:** a.sudic@iau-aiu.net*

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European higher education / Daniel Levy. In: European Education, v. 46, no. 3, pp.7-30, 2014 – ISSN 1056-4934 – **Innovative approaches to education in the private higher education sector** / OECD Centre for Educational Research and Innovation [CERI]. Innovative approaches to education in the private higher education sector, Madrid, 2013. Paris: OECD, 2013. **Profiting higher education? What students, alumni and employers think about for-profit colleges** / Public Agenda Foundation [USA]. New York: Public Agenda, 2014.

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Special Focus on Refugees

Call to Action in Response to the Refugee Crisis

There are numerous initiatives being put in place at various levels of action to respond to the humanitarian crisis of refugees fleeing their homes to seek security and peace elsewhere. Higher Education institutions and their organizations are also mobilizing.

We are pleased to share a few such initiatives, some linked to the UN Global Compact here: www.unprme.org/resource-docs/MobilizingAcademicCommunityActionToRefugeeCrisis.pdf, others to the UN more directly here: <https://business.un.org/>; or in Europe: www.resettlement.eu/page/supporting-refugeesaccess-higher-education. The **European University Association (EUA)** developed a portal to map initiatives developed by European higher education institutions to assist refugees. This portal can be accessed online at: www.eua.be/activities-services/eua-campaigns/refugees-welcome-map

IAU would also be pleased to share your initiatives on our website so please do not hesitate to send us information on your actions or other initiatives.

01 Getting (Syrian) refugees into education – The European region's response to global challenges through education



by **Stefan Delplace**, Honorary Secretary General, EURASHE, IAU Associate

only an estimated 5 per cent of the age group¹ between 18 to 24 presently enrolled in higher education.

After a long period of immobilism, the Syrian student refugees' situation is now widely covered by the media throughout Europe and the world. The 'Regional EU Trust Fund', set up by the E.C. in 2015 in response to the Syrian crisis², would also aim at supporting the role of (higher) education as part of the reconstruction of Syria. Syrian students however generally still appear to be excluded from access to European higher education systems, in spite of various actions by E.U. universities and their consortia to provide grants for university students studying in Europe, under the ERASMUS + programme of the E.U.

However the stakes are high, as was shown already in 2014 during the "Higher Education in Emergencies" conference organized by the Global Platform for Syrian refugees, a multi-stakeholder initiative of the Sampaio Foundation³ with the support of institutional partners on European and global level. It was eminently clear from the discussions that in humanitarian conflicts the importance of education, in particular higher education, is often underestimated, in spite of its acknowledged contribution to rebuilding a country's organizational and societal infrastructure.



Syrian Student testimonial:

"If I don't get accepted to university this year, I am going back to Syria to fight. At least I will do something useful there instead of sitting around all day doing nothing."

(Syrian refugee, words collected by SPARK in the Gaziantep area, Summer 2014).

It is now over four years that Syrian higher education is being gradually phased out, through the country's civil war and recently the armed conflict with Da'esh (the Islamic State), with

1. EUTF MADAD Action Document Higher and Further Education

2. The MADAD fund, decision of the European Council, 16 March 2015, www.consilium.europa.eu/en/press/press-releases/2015/03/16-council-conclusions-eu-regional-strategy-for-syria-and-iraq-as-well-as-the-isil-daesh-threat/

3. Website: www.jorgesampaio.pt/

Meanwhile various scholarship programmes were set up by a number of organisations to respond to the 'academic emergency' resulting from the Syrian armed conflict, whose main aim was to gather sponsors for study (and later also research) grants for Syrian refugee students at European universities.

NGO SPARK⁴, which has over 20 years' experience in the development of education in conflict-affected areas in the world, wanted to focus on education provided in the region, by setting up six higher vocational training centres in opposition controlled Syria and working with existing higher education institutions in Syria's neighbouring countries, Turkey, Lebanon, Jordan and Iraq, presently hosting millions of refugees.

With the requested E.U. funding the SPARK led project would provide education for over 10,000 Syrian students and IDP in the region and via distance learning and open educational resources.

Partners in this stakeholders initiative are the Luminus Foundation⁵, the European Student Union⁶, and EURASHE, the European Association for Institutions in Higher Education⁷. In this pilot project, Luminus can build upon its expertise in offering vocational qualifications in Lebanon to Syrian refugee students. EURASHE and ESU as principal actors in the higher education reform process in Europe, can build on a Europe wide expertise in engaging academic and student communities. The former will be responsible for capacity building in partner universities both in Syria and the neighbouring countries hosting refugee students, whereas the latter will be in charge of developing participatory student representation in Syria.

In anticipation of European funding for this well-received initiative by the local and regional actors, in autumn 2015 the Dutch Ministry of Foreign Affairs granted SPARK finances to allow for initial work placement of 2000 refugee students in HEIs in the region. The response was immediate, with thousands of students registering on the special website (www.he4.eu).

The Syrian refugees issue requires innovative approaches, not the least in view of the high numbers involved, and the stalemate in Europe's dealing with the crisis. A common approach to harmonising recognition of refugees' qualifications is needed to secure their access to higher education and to the labour market on a European scale⁸. As many refugees fled the country without any documentary evidence of their qualifications, the above fails in practice.

A project to digitalize the students' diploma and qualifications' credentials⁹ may bring a solution, with the help of the universities in the students' home country.

4. Website: www.spark-online.org/

5. Website: www.luminuseducation.com/

6. Website: www.esu-online.org/

7. Website: www.eurashe.eu/

8. See the Norwegian NARIC initiative "qualifications passport of refugees"

9. Cf. the earlier SPARK Diploma Acceptance Project for certifying diplomas issued by accredited higher educational institutions in Kosovo, in order to be accepted in Serbia.

The Resilience Development Forum held in Jordan November 2015¹⁰ revealed an increased attention to reception in the region also from the part of the business and political world.

The little money that is needed to enable local (i.e. regional) initiatives to take root, with already available support in terms of logistics, unemployed academic and other educational staff, is being withheld at this moment, through bureaucracy and political discord at European level.

Those who remain aloof and hope the Syrian threat will go away do not seem to realize that exactly such an attitude adds fire to extremist views (both in Europe and the region).

02 Recognizing Refugees' Qualifications



by **Sjur Bergan**, Head of the Council of Europe's Education Department and a co-author of the Lisbon Recognition Convention.



In the course of 2015, some 1 million refugees or persons claiming refugee status came to Europe. The total number of refugees hosted by one Council of Europe member state – Turkey – now approaches three million. Many of them have higher education qualifications but face problems having them recognized in their host country.

Qualifications are like speaking a language: if you do not practice, you lose the ability. If refugees cannot use their qualifications, they will eventually lose them, they will become disillusioned and some may even turn to violent extremism. If, on the other hand, refugees can use the qualifications they already have to work or to continue their studies, they will be motivated and they will gain further qualifications and experience. This is to the benefit of their host countries and, if the refugees can return, also to their home countries. It is of course also good for the refugees themselves: we all know something about the effect of long term unemployment, and being a refugee is even more difficult.

On March 1, the Council of Europe organized a conference on the recognition of refugees' qualifications at UNESCO Headquarters, in cooperation with UNESCO. The conference brought together recognition specialists, higher education NGOs (including the IAU), practitioners, and public authorities.

10. www.arabstates.undp.org/content/rbas/en/home/presscenter/events/2015/november/resilience-development-forum-.html



The participation of two Syrian refugees was particularly important.

The Lisbon Recognition Convention¹¹, which has now been ratified by 53 countries, includes an obligation on states to “take all feasible and reasonable steps” to assess refugees’ qualifications “fairly and expeditiously”. The problem concerns in particular refugees who, for good reasons, cannot document their qualifications or who obtained their qualifications from programmes that are not well known in Europe. In these cases, credentials evaluators would need to ask additional questions but institutions may be unwilling to help refugees, communications may have been cut, or archives may have been destroyed.

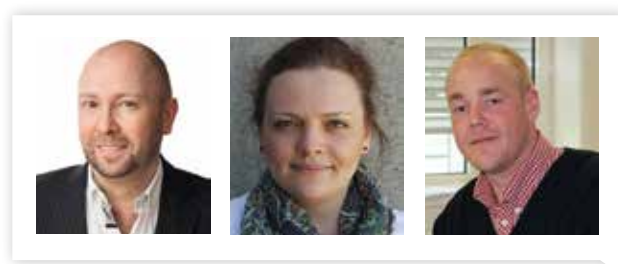
European countries and institutions therefore need to develop a more flexible approach making it possible to recognize refugees’ qualifications even where these cannot be documented. The Council of Europe will work with the recognition authorities of the member states, through the Lisbon Recognition Convention Committee and the ENIC and NARIC networks, to develop not only a policy recommendation but also good practice.

Since many European countries are challenged by the greatly increased number of refugees it is important to pool resources. Among other things, it is important to find ways in which an assessment of refugees’ qualifications undertaken in one country may be accepted by other countries. One option is to develop a common format for a document that could be used to assess refugees’ undocumented or partially documented qualifications. The assessment would be based on an interview with a credentials evaluator and should be valid also when refugees move within Europe so that there is no need to do a new assessment. NOKUT, the Norwegian ENIC/NARIC, is now conducting a pilot project of such a “passport” that looks promising.

At the same time, we need to address the political aspects of the issue. It is technically possible to assess undocumented qualifications but we must also have the will to do so. The Council of Europe will also work on this political aspect, and the recognition of refugees’ qualifications is included in the draft Action Plan on Building Inclusive Societies. Governments should give clear signals to recognition authorities and education institutions to the effect that refugees’ qualifications should be recognized as fairly and easily as possible. The way we receive refugees also say a lot about the kind of societies we are. Europe needs to meet the refugees of 2015 – 16 with the same generosity generally shown to Hungarian refugees in the aftermath of 1956, Vietnamese “boat people” in the 1970s and refugees from former Yugoslavia in the 1990s. The examples are not random: they are all examples of successful integration.

11. www.enic-naric.net/the-lisbon-recognition-convention.aspx

03 European Qualifications Passport for Refugees: A multi-national approach on recognition of refugees’ qualifications



by **Stig Arne Skjerven**, Director of Foreign Education, **Marina Malgina**, Head of Section, and **Joachim Gümüs Kallevig**, Head of Section, NOKUT (Norwegian Agency for Quality Assurance in Education/Norwegian ENIC-NARIC) (Stig.Arne.Skjerven@nokut.no)



Foreword

The large influx of refugees and migrants to Europe have pushed migration and integration to the top of policy agendas, and will dominate policymaking in Europe for years to come. To meet this challenge, Europe needs a fast, effective and sustainable migration policy approach. Integration of migrants in the hosting countries and Europe as a whole is a crucial process, with immediate and long-term demands and effects.

One immediate necessity is quality data on refugees’ previous education and job experience. Facts about the refugee population is a key factor in planning and facilitating effective integration activities at the society level. For individuals, early evaluation of previous education and professional guidance is an important element of the integration process.

A long-term vision for migration policy can be realized through a coordinated multi-national approach, starting with a standardised fast-track educational credential evaluation.

The role of recognition in integration processes

ENIC-NARIC offices¹² are key actors in facilitating mobility and integration by providing evaluation of foreign qualifications. These centers possess a unique competency in interpreting foreign education credentials. Article VII of the Lisbon

12. ENIC: European Network of Information Centres in the European Region. NARIC: National Academic Recognition Information Centres in the European Union. See also www.enic-naric.net/.

Recognition Convention (LRC) states that the parties in the convention should establish procedures to secure fair recognition of qualifications from refugees, displaced persons and persons in refugee-like situations.¹³

Early and effective evaluation of refugees' qualifications and skills, including those without proper documentation, will enable society and individuals to benefit from a rapid and effective integration process. OECD specifically highlights qualifications evaluation as the basis for successful integration.¹⁴

Since 2005, the Norwegian ENIC-NARIC office, NOKUT, has been working on developing and implementing recognition procedures for refugees. In 2013, NOKUT developed a recognition procedure for those with insufficient documentation who permanently reside in Norway. The current situation demonstrates that newly-arrived refugees need a similar opportunity. In February 2016, NOKUT initiated a pilot project to test new methodology to include all persons in refugee-like situations.

Establishing an appropriate recognition procedure for this group is time-consuming and resource intensive. As many refugees will move across national borders, it is necessary to look for an overarching European framework to cope with this situation.

The need to establish a European Qualifications Passport for Refugees

In September 2015, NOKUT and UK NARIC proposed the establishment of the European Qualification Passport for Refugees. With the legacy of the Nansen passport for refugees from 1922 in mind, it will establish a multi-national framework in Europe for a fast-track procedure to evaluate refugees' educational and training background, while enhancing their mobility in the European single market.

The result of the evaluation is an advisory statement, with information about the refugees' qualifications. The statement will enable relevant authorities in any European country to organize further work and education. The European Recognition Passport for Refugees is valid for a limited period (three years), and may enable the refugees to use it in more than one country.

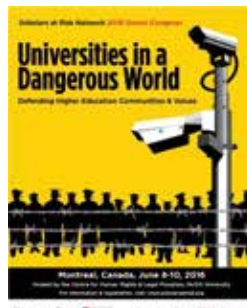
Conclusion

The current refugee situation is not a crisis that will disappear. We are facing a new reality, which will leave a lasting legacy on Europe. This calls for a long-term and coordinated multi-national approach to screening, evaluation and recognition of refugees' qualifications. The European Qualifications Passport for Refugees may prove to be a very important step for refugees, our universities, the labour market and the society as a whole.

13. Convention on the Recognition of Qualifications concerning Higher Education in the European Region, www.coe.int/t/dg4/highereducation/recognition/lrc_EN.asp

14. OECD (2015). Is this humanitarian immigration crisis different? Immigration Policy Debates, NO. 7, September 2015, s. 13-14. www.oecd.org/migration/Is-this-refugee-crisis-different.pdf

Help shape higher education's response to the refugee crisis: SAR survey & Conference



As part of Scholars at Risk (SAR) 2016 Global Congress on Universities in a Dangerous World: Defending Higher Education Communities and Values, to be held in Montreal, Canada, from June 8-10, SAR is inviting survey responses relating to the refugee crisis and how States, higher education institutions and associations are responding.

Submissions will inform a plenary conference session on "Supporting higher education in the refugee crisis" and help to shape a post-conference report and plan of action. The 2016 Global Congress is open to interested institutions, scholars and students.

Take the survey: www.scholarsatrisk.org/refugee_survey

Program and registration information: www.scholarsatrisk.org/Montreal2016

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DOCTORAL EDUCATION IN SOUTH AFRICA: POLICY, DISCOURSE AND DATA

by Nico Cloete, Johann Mouton, Charles Sheppard, Eds., *African Minds*, Cape Town: African Minds, 2015. 283 p. – ISBN 978-1-928331-00-1. Online: ISBN 978-1-928331-07-0



This book provides in-depth data and analysis on issues that affect the growth, efficiency, quality and transformation of the doctorate in South Africa. It

draws on studies conducted by the Centre for Higher Education Trust (CHET) and the Centre for Research on Evaluation, Science and Technology (CREST) over the past decade. The first chapter outlines the global, African and South African contexts for the demand of more doctorates and refers to IAU research on innovative approaches to doctoral education. Chapters 2 to 5 focus on the history, policies and statistics of doctoral education in South Africa, around four themes of quantity, efficiency transformation and quality. Chapter 6 analysis a qualitative study of 25 'doctoral productive' departments in the Social Sciences and Humanities at 13 South African Universities and a national survey of 330 'research productive' PhD supervisors in South Africa. Chapter 7 suggests ways of strengthening the model of doctoral education in South Africa. The authors' main thesis is that a paradigm shift is required in South Africa, and more widely in Africa, to renew an aging professoriate, staff the rapidly expanding higher education field, boost research, and generate high-level skills. The book concludes by highlighting key policy issues and challenges to be addressed at the continental, national and institutional levels.

<http://siyaphumelela.org.za/wp-content/uploads/2015/04/Doctoral-Education-in-South-Africa-WEB-3.pdf>

EVERYTHING FOR SALE? THE MARKETISATION OF UK HIGHER EDUCATION

by Roger Brown, Helen Carasso, Abingdon, New York: Routledge; Society for Research into Higher Education, 2013, 238 p. (Research into Higher Education). ISBN 978-0-415-80979-5. Online ISBN 978-0-203-07116-8

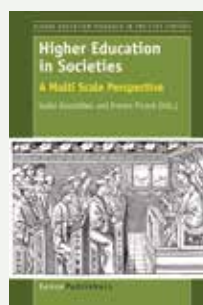


This book reviews UK higher education policy from 1979, the year it was announced that students from outside the UK would be

expected to pay full-cost tuition fees, to the present day. It furnishes a chronological record of the shift from higher education being predominantly a public service to a purchasable private good, and it is primarily focused on the impact of funding changes on the sector. The book combines in-depth policy analysis with a survey of literature detailing empirical studies and personal accounts of the impact of marketisation.

HIGHER EDUCATION IN SOCIETIES: A MULTI SCALE PERSPECTIVE

by Gaële Goastellec, France Picard, Eds. Rotterdam: Sense Publishers, 2014, 214 p. (Higher Education Research in the 21st Century) – ISBN 978-94-6209-744-5. Online ISBN 978-94-6209-746-9



Structured around the central concept of the social contract, cross disciplinary researchers from France, Portugal, Norway, Switzerland, the United Kingdom and Canada explore the

shifting mission of higher education from one thought to produce an elite to one where higher education and research are woven into the fabric of society. The book is a result of the Consortium of Higher Education Researchers (CHER) Conference at the University of Lausanne, Switzerland in 2014.

HIGHER EDUCATION RECONSIDERED: EXECUTING CHANGE TO DRIVE COLLECTIVE IMPACT

by Jason E. Lane, Ed. Albany, New York: SUNY Press, 2015, 226 p. (Critical Issues in Higher Education) – ISBN 978-1-4384-5952-3



This book examines how higher education institutions can facilitate change to achieve common goals. The contributors, leaders from higher education,

industry and the social sector in the United States, offer examples to help executive change in order to drive collective impact. It arose from an eponymous conference at the State University of New York in 2014. The key themes for driving change which emerged are: 1. Building a cross-sector partnership, enlisting those from both inside and outside the university; 2. Selecting common, reliably measurable outcome indicators; 3. Establishing cooperation and collaboration between organisations, departments and campuses to work on developing mutually reinforcing practices; and 4. Institutionalising effective practices for sustainable change.



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LEADERSHIP AND COOPERATION IN ACADEMIA: REFLECTING ON THE ROLES AND RESPONSIBILITIES OF UNIVERSITY FACULTY AND MANAGEMENT

by Roger Sugden, Marcela A. Valania, James R. Wilson, Cheltenham, UK, Northampton, USA: Edward Elgar, 2013, 298 p. ISBN 978-1-78100-181-3



From a mainly European perspective, this book examines diverse issues facing universities today and how this impacts on the roles and responsibilities

of university faculty and management. The book begins with a set of contributions focusing on conceptions and types of universities, which explore tensions in balancing the research, teaching and social roles of universities. A case study of the establishment of new universities in 1960's Britain, aims to show that those universities have lost sight of their original 'experimental and innovative' mission. Several chapters trace and critique the development of massification, marketization and privatization of universities, advocating instead for a 'public interests' logic whereby the university is conceived as a public institution and knowledge production as a public good. Subsequent chapters explore higher education financial challenges subsequent to the financial crisis in the United States and in eight European countries and how university leaders can best engage staff in 'integrated' internationalization. An examination of current changes in academia, advocating for more collegiality and calling for peer support in academia rather than peer evaluation; and for the collaborative roles of universities in local and regional knowledge creation are detailed in the concluding chapters of the book.

LEADING RESEARCH UNIVERSITIES IN A COMPETITIVE WORLD

by Robert Lacroix, Louis Maheu, Montreal: McGill-Queens University Press, 2015, 281p. – ISBN 978-0-7735-4477-2



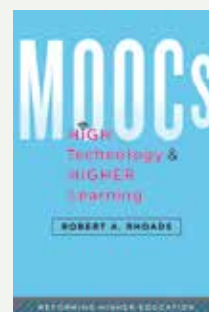
This book examines the place of research universities within higher education systems from a comparative perspective. The first chapter

suggests a definition of the research university and recounts some milestones in its relatively recent history. Two world university rankings (Times Higher Education World University Rankings and Academic Ranking of World Universities) are used to both compare national differences and to select 'leading' research universities; The results reveal an unequal distribution of research universities, with the majority located in the United States, Germany, France, Japan, Australia, the U.K. and Canada. Using a macro-economic model of the seven countries to account for their predominance, the authors conclude that research universities' success is brought about by the quantity of resources, institutional flexibility that results from a wide range of funding sources, and the way universities acquire their human, material and financial resources.

MOOCs: HIGH TECHNOLOGY AND HIGHER LEARNING

by Robert A. Rhoads, Baltimore: John Hopkins University Press, 2015, 168 p. – ISBN 978-1-4214-1779-0

This book offers an analysis of the MOOC within a cultural, economic and political context by discussing factors that have contributed to their development in the United States. The author argues

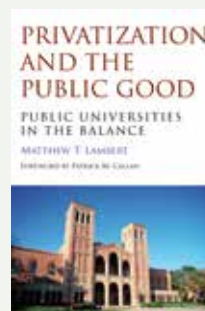


that the OpenCourseWare (OCW) and MOOC movements have had a significant impact on the digitalisation of knowledge and that they have helped expand the

ways students and teachers interact and develop ideas collaboratively. He also critically analyses the extensive media coverage of MOOCs while examining empirical studies of MOOC content delivery, the organisational system supporting the OCW/MOOC movement, and higher education personnel concerns.

PRIVATIZATION AND THE PUBLIC GOOD: PUBLIC UNIVERSITIES IN THE BALANCE

by Matthew T. Lambert, Cambridge, Mass.: Harvard Education Press, 2014, 344 p. ISBN 978-1-61250-732-3



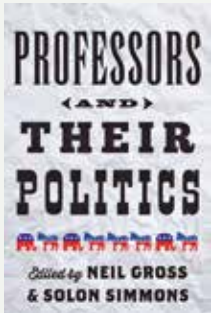
This book examines a range of developments related to the privatization of public higher education in the United States, including increasing

institutional autonomy, higher tuition fees, diminishing appropriations, alternative revenue sources such as philanthropy and new business ventures, and modified governance relationships. These developments, according to the authors, have resulted in an uncertain future for public higher education institutions across the country, posing unprecedented questions and challenges for them.

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

PROFESSORS AND THEIR POLITICS,

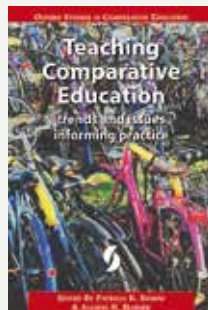
by Neil Gross, Solon Simmons, Eds.,
Baltimore: John Hopkins University Press,
2014, 365 p. ISBN 978-1-4214-1334-1



Grounded in both quantitative and qualitative research, this book's primary orientation is the sociology of higher education and the sociology of intellectuals in

the United States. Leading sociologists, historians and other researchers' present studies which consider the relationship between politics and higher education. Part one summarises the social and political views of professors and is based on data from a large-scale national survey conducted by the authors in 2006. Part two directly responds to conservative claims of liberal bias in the academy. Chapters contain a comparative international analysis of academics' political opinions; and whether there is political bias in US graduate school admissions and attendance. In Part three, the Student Experience, contributors examine the effect of attending university on students' political attitudes and civic participation. Part four explores two critical eras in the history of the modern American university: the development of 'academic liberalism' of the post-war period and campus activism of the 1960s. This is followed by two chapters which look at the political and institutional context in which two disciplines, Ethnic Studies and International Relations, arose and developed.

TEACHING COMPARATIVE EDUCATION: TRENDS AND ISSUES INFORMING PRACTICE, by Patricia K. Kubow, Allison H. Blosser, Eds., Didcot, Oxford: Symposium Books, 2016, 212 p. ISBN 978-1-873927-82-3



This book examines the ways in which comparative education is being taught, or advocated for, in teacher education within higher education institutions

worldwide. A particular concern raised by the authors – in diverse locations including Germany, Singapore, the United Kingdom, and the United States – is the utilitarian approach in teacher education, where that which is valued is that which is measurable. The implications for what and how comparative education should be taught is examined in light of the ideological, sociocultural, political, and economic trends influencing education worldwide. The main questions posed in the book include: What are the challenges and opportunities for comparative education, and its practice, now and in the future?

UNIVERSITY PRIORITIES AND CONSTRAINTS,

by Luc E. Weber, James J. Duderstadt, Eds., Glion Colloquium, London, Paris, Geneva: Economica, 2016, 346 p. ISBN 978-2-7178-6857-9



This book explores the changing role and responsibilities of universities, specifically research universities, in the context of globalisation and

transition in higher education. It is developed from topics discussed at the 10th Glion Colloquium, held in 2015. Rectors and Presidents from universities around the world examine a wide range of issues which are at the forefront of the contemporary academic landscape.

These include academic freedom and the autonomy of universities; the role of the university in regional economic development; the social and political responsibilities of research-intensive universities; innovation and industry-university collaboration; institutional research strategies; financial and business models; and the impact of MOOCs and technology on learning and knowledge dissemination.

THE NEW FLAGSHIP UNIVERSITY: CHANGING THE PARADIGM FROM GLOBAL RANKING TO NATIONAL RELEVANCY,

by John Aubrey Douglass, Ed., 2016, ISBN: 978-1-137-50048-9



The New Flagship University provides an expansive vision for leading national universities and an alternative narrative to global rankings

and World Class Universities that dominate the attention of many universities, as well as government ministries. The New Flagship model explores pathways for universities to re-shape their missions and academic cultures, and to pursue organizational features intended to expand their relevancy in the societies that give them life and purpose. In this quest, international standards of excellence are not ignored, but are framed as only one goal towards supporting a university's productivity and larger social purpose – not as an end unto itself. Chapters by contributing authors detail the historical and contemporary role of leading national university in Asia, South America, Russia, and Scandinavia, and consider how the New Flagship model might be applied and expanded on.

May 2016

- 02-04** *Rome, Italy*
6th UNICA GREEN Workshop – Towards Carbon-Neutral Universities
www.unica-network.eu
-
- 03-05** *Cape Town, South Africa**
Going Global 2016 – Building nations and connecting cultures: education policy, economic development and engagement
www.britishcouncil.org/going-global
-
- 13** *Prague, Czech Republic*
Coimbra Group-UNICA-EUROPEUM Rectors Conference “Legacy of Charles IV, Education and Academic Freedoms, Innovation and Open Society”
www.unica-network.eu/event/coimbra-group-unica-europeum-rectors
-
- 25-27** *Barcelona, Spain*
Third Arab-Euro Conference on Higher Education – Opportunities and Challenges for Arab and European universities in fulfilling their societal mission
www.ub.edu/aeche/aeche3/index.html
-
- 17-20** *Durban, South Africa**
Southern African Research and Innovation Management Association (SARIMA) Conference – Leveraging resources to position southern Africa’s Research and Innovation globally
www.sarimaconference.co.za/
-
- 22-24** *Suva, Fiji*
International Network for Quality Assurance Agencies in Higher Education (INQAAHE) Forum 2016
www.inqaahe.org/main/events-and-proceedings
-
- 26-27** *Panama City, Panama*
VIII Congreso Universitario Centroamericano – Higher education and Regional Integration
www.cuc8-csuca.org/

June 2016

- 29 may -03** *Denver, United States of America*
NAFSA 2016 Annual Conference – Building capacity for global learning
www.nafsa.org/Attend_Events/Annual_Conference/
-
- 01-03** *Dublin, Ireland*
48th European University Continuing Education Network (eucen) Conference – Crossing borders through Lifelong learning: enhancing quality and equity in higher education
www.eucen.eu/post/48th-eucen-conference-dublin-ie-01-03-june-2016
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- 07-10** *Montreal, Canada*
Scholars at Risk Network 2016 Global Congress
<http://scholarsatrisk.nyu.edu/Education-Advocacy/Conferences.php>
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- 08-09** *Abidjan, Côte d’Ivoire*
2nd African Ministerial Forum on ICT Integration in Education and Training
www.africaictedu.org/
-
- 13-15** *Siena, Italy*
International Sustainable Campus Network (ISCN) 2016 Conference
www.international-sustainable-campus-network.org/
-
- 27-29** *Gibraltar, United Kingdom*
2016 UE4SD Conference – Universities as Beacons of Change: Education for Sustainability lighting up pathways for a new world
www.ue4sd.eu/gibraltar

July 2016

- 05-07** *Barcelona, Spain*
9th International Conference on University Teaching and Innovation (CIDUI) – Teaching And Learning Innovation Impacts
www.cidui2016.cidui.org
-
- 27-29** *Accra, Ghana*
ACU Conference of University Leaders 2016 – Defining the responsible university: society, impact and growth
www.acu.ac.uk/calendar/event/view?id=49



August 2016

- 22-26** *Dublin, Ireland*
ECER 2016 Leading Education: The Distinct Contributions of Educational Research and Researchers
www.eera-ecer.de
-
- 24-26** *Cape Town, South Africa*
Graduate Women International 32nd Triennial Conference 2016 – ‘At the crossroads of education, gender and human rights’
<http://gwiconference.org/>

September 2016

- 13 aug** *Birmingham, UK*
-03 38th EAIR Forum 2016 – Only Connect: Collaboration, cooperation and capacity building through HE partnerships
www.eairweb.org/forum2016/
-
- 13-16** *Liverpool, United Kingdom*
28th Annual EAIE Conference – “Imagine...”
www.eaie.org/liverpool.html
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- 14-16** *Cambridge, United States of America*
World Symposium on Sustainability at Universities – “Designing Tomorrow’s Campus: Resiliency, Vulnerability, and Adaptation”
<https://sustainability.mit.edu/wssd2016>
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- 19-21** *Rome, Italy*
EADTU Conference – Enhancing European Higher Education; “Opportunities And Impact Of New Modes Of Teaching”
<http://conference.eadtu.eu/>
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- 23-25** *Washington DC, USA*
2016 IIE Summit – Generation Study Abroad
www.iie.org/en/Programs/GSA-Summit

November 2016

- 08-11** *ANUIES International Conference**
www.anuies.mx
-
- 13-16** *Bangkok, Thailand*
IAU 15th General Conference on Higher Education – A Catalyst for Innovative and Sustainable Societies
www.etchouches.com/iau2016
-
- 23-25** *Cape Town, South Africa*
International Consortium for Educational Development (ICED) Conference 2016 – Ethics, Care and Quality in Educational Development
<http://iced-2016.co.za/>

December 2016

- 04-09** *Medellin, Colombia*
3rd session of IAU Leading Globally Engaged Universities (LGEU) programme
www.iau-aiu.net/content/leading-globally-engaged-universities-lgeu

* IAU will attend. If you wish to meet with IAU there please **contact:** iau@iau-aiu.net

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

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13-16 Nov 2016
Bangkok, Thailand

IAU 15TH GENERAL CONFERENCE

HIGHER EDUCATION: A CATALYST FOR INNOVATIVE AND SUSTAINABLE SOCIETIES

The world is marked by deep and rapid change and an urgent need to find solutions to major global challenges identified in the **UN 2030 Agenda for Sustainable Development**. IAU is convening prominent speakers from around the world to examine the involvement of higher education in pursuing this agenda and serving society. IAU seize the opportunity of meeting in Bangkok to place a particular focus on developments in the ASEAN region.

MORE INFORMATION AND REGISTRATION:

www.etches.com/iau2016

iau@iau-aiu.net

Hosted by a consortium of three Thai universities:

Chulalongkorn University (conference venue) • Siam University • Suranaree University of Technology

PROGRAMME:

- ▾ Is higher education a catalyst for innovation and sustainable societies?
- ▾ How do higher education curriculum, research, and leadership contribute to innovation and sustainable development?
- ▾ How does higher education mobilize for a better future?

A range of breakout sessions will be organized to address different topics and present specific case studies within the following general streams:

- ▾ Higher education in the UN Agenda 2030 for Sustainable Development
- ▾ Innovation and sustainable development: the contribution of higher education
- ▾ Meeting the expectations of society: innovation in higher education
- ▾ IAU engagement to promote innovation and sustainable development

