

# IAU: Building a worldwide higher education community

## E-Bulletin

Sharing information on IAU activities and higher education in the world

Vol. 11, No 08, October 2014

---

## IAU Activities

### **Internationalization of Romanian Higher education, Induction meeting, Bucharest, Romania, 3-6 September**

The IAU is the lead partner in a recently approved project being implemented by the Romanian agency UEFISCDI entitled Internationalization, Equity and Management in Universities (IEMU). The project was launched in early September with an Induction Meeting bringing together some twenty Romanian and international experts who, over the next twelve months, will be advising 21 Romanian universities on their internationalization strategy development. The meeting was opened by the Minister of Education, Prof. Remus Pricopie. The representatives of the selected universities joined the group for the second day of the meeting to discuss the methodology that is being proposed for the preparations, the Strategic Planning Meetings and the accompanying capacity building workshops that will be organized at each institution. In addition, a small subgroup of the international and Romanian experts remained for a third day to finalize the work plan that will see the consultations about and drafting of a national internationalization strategy for Romania. International experts involved in the project include highly experienced representatives of various IAU Members from The Netherlands, Belgium, UK, USA and Italy. At IAU, the project involves Ross Hudson, internationalization coordinator, Trine Jensen, programme officer, Madeleine Green, IAU Senior Fellow and Eva Egron-Polak, Secretary-general. For more information: [Ross Hudson](#)

### **Literacy Day, 8 September**

IAU was one of the organizers of the NGO-UNESCO Liaison Committee's event of the World Literacy Day (8th September 2014) at UNESCO Headquarters, Paris (France). It included the viewing of a movie on a school for nomads in Siberia, Russia, followed by a debate with the film director. The roundtable with presentations on early childhood, girls and women, and the most marginalized and literacy was moderated by Isabelle Turmaine who, alongside the representative of ATD Fourth World, led the discussion on the NGOs' recommendations on the outcome document of the UN Open Working Group on Sustainable Development Goals. Entitled *Literacy: A Stepping Stone for an Equitable and Sustainable Society*, the recommendations called for all adults to be literate by 2030, and including digital literacy alongside literacy (reading) and numeracy. Contact: [Isabelle Turmaine](#)

### **IAU-EAIE Executive Seminar (II), *Are Graduates Fit for Purpose(s)?*, Prague, 17 September**

Addressing the question, *Are Graduates Fit for Purpose?*, university Presidents/Rectors took part in a discussion during this second edition of an invitational Executive Seminar, co-organized

by IAU and EAIE during the Annual Conference of the European Association for International Education (EAIE) in Prague, Czech Republic. The Seminar was co-chaired by Gudrun Paulsdottir, past President of EAIE and Eva Egron-Polak, IAU Secretary-general. Building on the dialogue on the same topic held during the EAIE Conference, and on a presentation by Lauritz B. Holmnielsen, Executive Director, Sino-Danish Center and former rector, Aarhus University, Denmark, the presidents debated the extent to which their universities were responding to the needs of the labour market, how in some countries the State assessed the adequacy of their response and the impact of such policies, how to enter into and maintain a productive dialogue with future employers (both in industry and in other sectors), how to embed the development of soft skills into the curriculum across the board, as well as the ubiquity of social media and ICTs in higher education. Though (or perhaps because) participants came from countries both near and far, from diverse higher education institutions, all found the seminar very worthwhile and productive. The challenges they faced in responding to this question were quite similar, despite the different contexts in which they all searched for solutions. IAU and EAIE will assess the evaluations and determine whether or not and if so how to pursue this initiative in the future. For more information: [Ross Hudson](#)

#### **Session on e-Supervision of PhD Education in Africa, EAIE, 18 September**

IAU, ACUP and UOC organized a Joint session at the 26th Annual Conference of the European Association for International Education (EAIE) which took place from 16 to 19 September in Prague. Under the title e-supervision: a new tool for enhancing PhD education in Africa, the opportunities of web 2.0 for the internationalization of doctoral education, especially in Africa, were analyzed and discussed. For more information about the session and the related project, please consult:

<http://ictlogy.net/20140918-eaie2014-iv-e-supervision-a-new-tool-for-enhancing-phd-education-in-africa/>

<http://www.idea-phd.net/>

<http://plephd.blogs.uoc.edu/>

#### **Magna Charta Observatory (MCO) Annual Conference, Uppsala University, Sweden, 18-19 September**

On September 19, 2014 during the 26th Annual Conference of the Magna Charta Observatory at Uppsala University, Sweden, the IAU Secretary-general chaired a Workshop on Ethics in Education and Research, featuring the [IAU-MCO Guidelines for an Institutional Code of Ethics for Higher Education](#). The overall MCO conference theme: *University Integrity Society's Benefit* brought together university leaders, students and faculty members. For the first time, it was held outside of Bologna University and did not include the traditional ceremony of signing the Magna Charta Universitatum. From now on, this will take place every other year in Bologna. The participants in the Workshop on the IAU-MCO Guidelines confirmed the need for these to be more widely circulated, but also confirmed that the general idea behind their development remained as pertinent as ever. IAU and MCO are also exploring ways to move forward in bringing the Guidelines to the attention of institutions, while encouraging the sharing of experiences about how they may be productively used during the review or development of institutional policies. This MCO conference also coincided with the organization's Council meeting during which a new Secretary-general, David Locke was appointed. David Locke has worked for the UK's Leadership Foundation and has had a wide experience in higher education

in the UK and internationally. IAU Secretary-general is a member of the MCO Council. For more information: [Eva Egron-Polak](#)

### **Calls for Participation**

#### **LEADHER Grants**

The Leadership for Higher Education Reform Programme (LEADHER) aims to strengthen research capacity and management in universities. Deadline: **12 October 2014**.

For more information, [please click](#) here or contact Ms [Élodie Boisfer](#).

#### **Share your information on the HESD Portal**

The information published on the Global Portal on Higher Education and Sustainable Development ([IAU HESD Portal](#)) will be presented and analysed at the upcoming UNESCO World Conference on ESD (Nagoya, Japan, November 2014)

For more information, please contact Ms [Hillegje van't Land](#)

#### **2014-2015 IAU-Palgrave Macmillan Ltd. Prize in higher education policy research**

Theme: *Internationalization of Higher Education: Moving beyond mobility*. Deadline: **15 June 2015**. For more information, [please click here](#) or contact Mr. [Nick Poulton](#)

### **Publications**

#### **IAU WHED Portal and International Handbook of Universities 2015**

The new IAU WHED Portal was launched in September 2014. It offers access to all information included in the database free of charge. IAU Members – which are given prominence in the Portal – also benefit from advanced search and extraction features, as well as access to emails. To become an IAU Member, please contact [iau@iau-aiu.net](mailto:iau@iau-aiu.net).

The IAU is also pleased to announce that the *26th edition of the International Handbook of Universities (2015)* – the print version of the IAU WHED Portal - has just been released. This latest edition includes information on over 18,000 university-level institutions and on the education systems of over 180 countries. Buyers benefit from an advanced access to the IAU WHED Portal. Orders should be placed with our publishers, [Palgrave Macmillan UK](#) or [Macmillan US](#) for the Americas. IAU Members benefit from a 50% discount on all orders. Do not forget to indicate that you are an IAU Member when placing your order.

#### **HEDBIB**

The [October 2014 edition of New in Hedbib](#) has been released. Containing references and abstracts of the latest higher education research articles and publications worldwide and links to online publications, this resource is produced from HEDBIB, the International Bibliographic Database on Higher Education. It aims to represent all world regions with a focus on IAU's priority themes – Equitable access and success in higher education, Education for All; information and communication technologies; intercultural dialogue; internationalisation; research and doctoral education; and sustainable development. Each edition highlights recommended publications.

### **IAU Representation**

#### **World Library and Information Congress**

Ms [Amanda Sudic](#), IAU Librarian / Documentalist, participated in the World Library and

Information Congress organized by IFLA (International Federation of Library Associations and Institutions) which took place in Lyon, France from 16 to 22 August 2014. The theme was *Libraries, Citizens, Societies: Confluence for Knowledge*. Over 3,900 librarians and information professionals from around the world attended. One important outcome of the Congress was the launch of The *Lyon Declaration on Access to Information and Development* which calls on the United Nations to include access to information, and the skills to use it effectively, in the post-2015 development agenda. An informal meeting took place with several librarians from IAU Member institutions in South Africa and Ghana who participated in the IAU Validation Workshop for the IAU Programme for Academic Librarians on OER Use, Re-use, and Production.

<http://conference.ifla.org/ifla80>

<http://www.lyondeclaration.org/> (Declaration)

For detailed information on these activities, contact us at: [iau@iau-aiu.net](mailto:iau@iau-aiu.net)

More on the Association at: <http://www.iau-aiu.net>

## Reminder of Important IAU Dates

### 2014

- Conferences:
  - **8-10 October: CONAHEC 16th North American Higher Education Conference** on *The Next 20: Pathways, Partners, Paradigms*, co-covened by CONAHEC and IAU, Tucson, USA.
  - **9 November: International Conference on [Higher Education for Sustainable Development: Higher Education Beyond 2014](#)** organised by UNU in collaboration with UNESCO, UN DESA, UNEP, UN Global Compact - PRME initiative and IAU, Aichi Nagoya, Japan. Contact: [Hilligje van't Land](#)
- Workshops and Forums:
  - **18-20 November: IAU Higher Education for Education and Learning for All (HEEFA) Follow-up Seminar**, Hacettepe University, Ankara, Turkey. Contact: [Nadja Kymlicka](#)
  - **24-27 November: IAU invitational expert Seminar on *Making Doctoral Education Work in Africa and for Africa***, University of Ghana. Contact: [Nick Poulton](#) and/or [Hilligje van't Land](#)

### 2015

- Conferences
  - **January (tbc): 4th ASEM Rectors Conference and Students' Forum** on *Innovative Partners for Change: Universities, Business and Society – Asia and Europe moving from practice to policy and action* organized by the Asia-Europe Foundation in partnership with IAU, ASEAN Universities Network, Chulalongkorn University, and the Office of Higher Education Thailand (OHEC)
  - **7-8 May: [IAU Global Meeting of Association \(GMA6\)](#)** on *Private Participation in Higher Education: Today and Tomorrow?*
  - **28-30 October: [IAU International Conference](#)** on *Internationalization of*

News from our Members at: <http://www.iau-aiu.net/news-from-members>  
Calendar of events at: <http://www.iau-aiu.net/content/global-calendar>

---

## News/Opportunities from around the World

### **UNESCO**

#### **UNESCO Chairs: Research; Social Responsibility; University and Society**

The UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education of the University of Victoria, Canada, issued a report presenting the results of a survey on *Global Trends for Support Structures in Community University Research Partnerships*. This survey was undertaken to map research partnerships between civil society and universities while documenting the best practices undertaken in different parts of the world to support such partnerships.

[http://unescochair-cbrsr.org/unesco/pdf/IDRC\\_Survey\\_Results\\_2014.pdf](http://unescochair-cbrsr.org/unesco/pdf/IDRC_Survey_Results_2014.pdf)

#### **UNESCO International Institute for Educational Planning (IIEP): Ethics**

IIEP has launched the ETICO Portal to fight corruption in education systems around the world through capacity building, knowledge gathering and analysis, and exchange of information.

<http://etico.iiep.unesco.org/about-etico/>

#### **UNESCO International Institute for Educational Planning (IIEP): Universal Education; Girls' Education**

IIEP has released *Girls' Education and Gender Equality*, a literature review conducted on 177 research studies published since 1991 to gather evidence on the impact of various types of interventions aimed at improving girls' education and gender equality. Providing higher education opportunities was identified as a change agent that could enhance inclusion.

[http://r4d.dfid.gov.uk/pdf/outputs/HumanDev\\_evidence/Girls\\_Education\\_Literature\\_Review\\_2014\\_Unterhalter.pdf](http://r4d.dfid.gov.uk/pdf/outputs/HumanDev_evidence/Girls_Education_Literature_Review_2014_Unterhalter.pdf)

### ***Other international initiatives***

#### **Islamic Development Bank (IDB): Awards; Science; Technology; Call for Participation**

IDB has launched a call for nominations for the 2015 Prizes for Science and Technology.

Nominations are open to institutions in IDB member countries in three categories: outstanding scientific or technological contribution to the socio-economic development of a Member Country; excellence in a given scientific discipline; and noted scientific research institution in a

Least Developed Member Country. Deadline: 30 October 2014

<http://www.isdb.org/irj/portal/anonymous?NavigationTarget=navurl://74d74aef8281e22a7d65bef5e309bf1e&LightDTNKnobID=1604981530>

**Organisation for Economic Co-operation and Development (OECD): Educational Statistics**

The 2014 edition of *Education at a Glance: OECD Indicators* was released in September 2014. It provides data on the structure, finances, and performances of education systems in OECD and partner countries. Indicators on tertiary education look at participation, completion and graduation rates, investment, costs, access, and student mobility.

<http://www.oecd.org/edu/Education-at-a-Glance-2014.pdf>

**Sustainable Development Solutions Network (SDSN): Sustainable Development**

SDSN has launched SDSN.edu, a free online education platform to help advance sustainable development worldwide. The first 3 courses are now available and enrolments are open.

<https://www.sdsnedu.org/home>

**World Bank: Education Systems; Uzbekistan**

The World Bank has released the report *Uzbekistan: Modernizing Tertiary Education*. It surveys the challenges facing Uzbekistan's tertiary education system and provides recommendations to improve and modernize it.

<http://www.worldbank.org/content/dam/Worldbank/document/eca/central-asia/Uzbekistan-Higher-Education-Report-2014-en.pdf>

**World Bank: Equal Opportunity; Equal Opportunity; Access to Education; Egypt**

The Social Protection and Labor Global Practice Group has published a Policy Research Working Paper called *Egypt: Inequality of Opportunity in Education*. It shows that, although access to education has improved over the last three decades, inequalities remain in access to higher education and educational outcomes, especially for student from rural areas and whose parents have a low level of education.

[http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2014/08/04/000158349\\_20140804091324/Rendered/PDF/WPS6996.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2014/08/04/000158349_20140804091324/Rendered/PDF/WPS6996.pdf)

**World Bank: Education and Employment; Yemen**

The World Bank has approved an additional grant to Yemen in support of the Higher Education Quality Improvement Project (HEQIP) in order to improve the employability of college graduates.

<http://www.worldbank.org/en/news/press-release/2014/09/15/additional-grant-improve-quality-higher-education-yemen>

**World Economic Forum: Education and Development**

The World Economic Forum has published *The Global Competitiveness Report 2014–2015*. It highlights twelve pillars of competitiveness; pillar 5 being on higher education and training. It measures enrolment rates, the quality of education as evaluated by business leaders, and the extent of staff training.

<http://www.dagbladet.no/f/wefglobalcompetitivenessreport201415.pdf>



## ***Regional initiatives***

### **Africa**

#### ***Association of African Universities (AAU): Education and Employment***

AAU has published selected papers from its 2013 General Conference which took place in Libreville, Gabon, in May 2013 under the theme: *Transforming African Higher Education for Graduate Employability and Socio-Economic Development*.

<http://www.aau.org/content/aau-general-conference-selected-papers>

#### ***Inter-University Council for East Africa: Quality Assurance***

IUCEA is developing a regional quality assurance framework for harmonization and comparability of higher education in East Africa. It has posted a webpage describing the background, problem, approach and methodology, purpose, and impact of the framework.

[http://www.iucea.org/index.php?option=com\\_content&view=article&id=317&Itemid=279](http://www.iucea.org/index.php?option=com_content&view=article&id=317&Itemid=279)

#### ***Union économique et monétaire ouest africaine (UEMOA): Educational Grants***

The West African Economic and Monetary Union (UEMOA) has awarded grants to 50 female graduate students and researchers in order to improve women's expertise in the region.

<http://bayiri.com/international/afrique-ouest/1-uemoa-attribue-des-bourses-d-excellence-a-50-etudiantes-et-enseignantes-chercheurs.html> (in French)

### **Americas**

#### ***Association of Universities and Colleges of Canada (AUCC)/ Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES): Regional Cooperation***

AUCC, Canada and ANUIES, Mexico have signed a Memorandum of Understanding to boost research and higher education partnerships and encourage greater student mobility between Canada and Mexico.

<http://www.aucc.ca/media-room/news-and-commentary/canadas-university-leaders-visit-mexico-boost-research-higher-education-partnerships/>

<http://www.anuies.mx/content.php?varSectionID=163&varIDNoticia=2341> (in Spanish)

#### ***Association of Universities of Latin America and the Caribbean (UDUAL): Educational Autonomy***

UDUAL published a manifesto on autonomy as the identity and value of the University (*La autonomía universitaria como identidad y valor de la Universidad*) in August 2014, which was signed by 27 universities of the region.

<http://fr.scribd.com/doc/238420023/LA-AUTONOMIA-UNIVERSITARIA-COMO-IDENTIDAD-Y-VALOR-DE-LA-UNIVERSIDAD> (in Spanish)

#### ***Association of Universities of Latin America and the Caribbean (UDUAL): Educational Trends; Central America***

The 3rd meeting of the Central American region of UDUAL took place at the Universidad Pedagógica Nacional “Francisco Morazán”, Tegucigalpa, Honduras in August 2014. It discussed topics such as the links between universities and local development; the higher education system of Honduras and accreditation; and the regional evaluation/ accreditation processes. The ILC-UDUAL project was presented. It is a platform for the transmission of university courses via the satellite Televisión Educativa to strengthen the postgraduate courses of the universities of

Central America.

<http://www.udual.org/Ponencias3asamblearegcentroamer.html> (in Spanish)

***Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE): Quality Assurance***

CANQATE has announced the launch of a Webinar Series on Quality Improvement and Innovation. Each session will address quality issues through practical projects.

<http://www.canqate.org/NewsandEvents/NewsandEvents.aspx>

***Grupo Montevideo de Universidades: University and Society***

The 5th International Seminar on University, Society and State took place in September 2014 in Porto Alegre, Brazil. Its theme was Well-being: sustainable development for the regional integration of the Southern Cone (*Bem Viver: Desenvolvimento Sustentável para Integração Regional do Cone Sul*). It analysed the concept of well-being from the standpoints of its relation with the human being, the city, regional development and universities.

<http://grupomontevideo.org/sitio/noticias/finalizo-el-v-seminario-internacional-de-augm/> (in Spanish)

***Organization of Ibero-American States (OEI): Educational Policy***

The Ministers of Education of Ibero-America met in Mexico City in August 2014. The meeting following the 24th Ibero-America Summit of Heads of States whose theme was *Ibero-America in the 21st century: Education, Innovation and Culture* led to a Declaration.

<http://www.oei.es/noticias/spip.php?article14384> (in Spanish)

**Asia**

***Association of Pacific Rim Universities (APRU): Young Researchers***

APRU has launched the Early Career Researchers (ECR) Network, a virtual network to help young researchers and PhD students from multidisciplinary backgrounds to connect with their peers, senior researchers and potential collaborators, and to create a discussion platform on multiple topics and issues across different disciplines.

[http://apru.org/news/item/625-ecr\\_dsc2014](http://apru.org/news/item/625-ecr_dsc2014)

***Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU): Catholic Education; Social Justice***

The 22nd ASEACCU Conference on *Catholic Higher Education for Social Justice* was held from 28 to 30 August 2014. The plenary addressed the topic of *Catholic Higher Education, Dialogue and Peace*, while three conversation sessions explored the issues of social justice and ways by which institutions can train social justice leaders and promote an active social justice community.

<http://aseaccu.addu.edu.ph/presentations/>

***China/Taiwan/Hong-Kong/Singapore: Regional Cooperation***

Five Chinese-language universities based in China, Taiwan Hong-Kong and Singapore have formed the *Pine League*. Modelled on the *Ivy League* in the United States, it will organize academic, sporting, and cultural exchanges to help students to build personal and professional networks while consolidating the academic leadership of these institutions regionally.



<http://asia.nikkei.com/Life-Arts/Education/The-Pine-League-takes-a-leaf-out-of-the-Ivy-League>

***Southeast Asian Ministers of Education Organization (SEAMEO): EFA; Educational Objectives; Regional Cooperation***

SEAMEO Education Ministers and high-level education officials gathered in Vientiane, Lao PDR, on 13 September 2014 on the occasion of a Strategic Dialogue (SDEM) – one of the four components of the SEAMEO College on educational policy - to discuss the education agenda for the next decade.

[http://www.seameo.org/index.php?option=com\\_content&view=category&layout=blog&id=151&Itemid=429](http://www.seameo.org/index.php?option=com_content&view=category&layout=blog&id=151&Itemid=429)

**Europe**

***Erasmus Student Network (ESN): Disabled Persons; Access to Education***

ESN has launched the MapAbility platform, an online map designed to inform disabled students about the accessibility of European higher education institutions.

<http://exchangeability.eu/mapability>

***European Association for Institutional Research (EAIR): Education and Society; Diversity***

EAIR's 36th Annual Forum took place at the University of Duisburg-Essen, Germany in August 2014. Its theme was *Higher Education Diversity and Excellence for Society*. It discussed topics such as Governance and diversity; Missions and impacts in higher education; Diversity and excellence; and Diversity and access in to higher education.

<http://www.eairweb.org/forum/allsessions/>

***European Association of Technology Enhanced Learning (EATEL): Open Education***

The proceedings of the 9th European Conference on Technology Enhanced Learning, EC-TEL 2014 on *Open Learning and Teaching in Educational Communities* which took place in Graz, Austria in September 2014 have been published.

<http://rd.springer.com/book/10.1007/978-3-319-11200-8>

***European Students Union (ESU): Foreign Students***

ESU supports the recent ruling of the Court of Justice of the European Union (ECJ) - whereby no biased evaluation of applications from non-EU citizens who want to pursue higher education in Europe can be considered as grounds for refusing to issue student residence permits or respective visas. The only exceptions are threats to national security or public health.

<http://www.esu-online.org/news/article/6001/ESU-welcomes-ECJ-ruling-on-third-country-nationals/>

***European Students Union (ESU): Social Responsibility***

Training was organised in Liverpool, UK from 10 to 13 June 2014 in the framework of the SiS Catalyst project to train new students' experts in the area of social dimension. Ten student representatives from Sweden, Romania, France, Denmark, Iceland, Latvia, Portugal, Germany and Ireland participated. This training session introduced some of the most challenging debates on the social dimension of higher education.

<http://www.esu-online.org/news/article/6001/ESU-mobilizes-efforts-on-the-social-dimension/>

***European University Association (EUA): Educational Evaluation***

EUA's Institutional Evaluation Programme (IEP) is celebrating its twentieth anniversary and published a book entitled *A twenty-year contribution to institutional change: EUA's Institutional Evaluation Programme*. It brings together a series of papers and articles that have been provided by a panel of authors who have been involved with the Programme over the last two decades.

[http://www.eua.be/News/14-09-19/IEP\\_marking\\_a\\_twenty-year\\_contribution\\_to\\_institutional\\_change.aspx](http://www.eua.be/News/14-09-19/IEP_marking_a_twenty-year_contribution_to_institutional_change.aspx)

***Eurydice: Student Experience; Access to Education; Retention; Transition from HE to Work***  
Eurydice has published *Modernisation of Higher Education in Europe: Access, Retention and Employability 2014*. It examines policy and practice related to the student experience of higher education at three stages: access, progression through the study programme, and the transition from higher education into the labour market.

[http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/165EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/165EN.pdf)

***League of European Research Universities (LERU): Career Development; Academic Teaching Personnel***

LERU has published an advice paper *Tenure and Tenure Track at LERU Universities*. It discusses four traditional career models in Europe and North America, describing their basic structures, similarities and differences, as well as recent developments towards tenure track in Europe, identifying country-specific and academic cultural barriers related to the processes of developing and implementing tenure-track programmes, and recent developments and challenges in the North American model.

[http://www.leru.org/files/publications/LERU\\_AP17\\_tenure\\_track\\_final.pdf](http://www.leru.org/files/publications/LERU_AP17_tenure_track_final.pdf)

***Trans-European Research and Education Networking Association (TERENA): Scientific Cooperation***

The 30th TERENA Networking Conference took place in Dublin, Ireland in May 2014. The theme was *Networking with the World*. The proceedings comprise a conference summary and 16 selected papers that cover both research and practical approaches to some of the challenges faced by today's research and education networks.

<http://www.terena.org/publications/tnc2014-proceedings/>

### **Inter-regional initiatives**

***United States of America/ Africa: Ebola***

The Centers for Disease Control and Prevention have published on its website: *Advice for Colleges, Universities, and Students about Ebola in West Africa* recommending avoiding non-essential travel to Guinea, Liberia, and Sierra Leone.

<http://wwwnc.cdc.gov/travel/page/advice-for-colleges-universities-and-students-about-ebola-in-west-africa>

***United States of America/ South Africa: Educational Development***

In the *Review of initiatives in equity and transformation in three universities in South Africa*, the Carnegie Corporation of New York examines, for the Cape Higher Education Consortium (CHEC), the outputs and outcomes of the support it provided for staff development, postgraduate training, and institutional-climate interventions at universities in Witwatersrand, Cape Town, and

KwaZulu-Natal.

[http://carnegie.org/fileadmin/Media/Publications/PDF/chec\\_carnegie\\_report\\_05.pdf](http://carnegie.org/fileadmin/Media/Publications/PDF/chec_carnegie_report_05.pdf)

### ***United States of America/ United Kingdom/ Brazil/ China/ India/ Indonesia: Research; Educational Grants***

The US-UK Global Innovation Initiative programme has announced a second round of funding for STEM (science, technology, engineering, and mathematics) research partnerships. Grants are awarded to partnerships of research teams at universities in the U.S., UK and a designated other country (Brazil, China, India, or Indonesia). The programme is implemented by the Institute of International Education (IIE) in the US and the British Council in the UK.

<http://www.iie.org/en/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2014/2014-08-19-Global-Innovation-Initiative-Round-Two>

<http://global-innovation-initiative.org/>

### **Asia/ Europe: Educational Quality; Inter-Regional Cooperation**

Recognizing the similarities of their mission and goals, the Asia-Pacific Quality Network (APQN) and the European Consortium for Accreditation in Higher Education (ECA) have launched a Staff Exchange Project. Visiting staff will soon start week-long stays to observe and report on practices in agencies in the other regions in order to strengthen the relations in quality assurance between the Asia-Pacific and European regions.

[http://www.apqn.org/files/virtual\\_library/other\\_reports/staff\\_exchange\\_agreement\\_apqn-eca-signed\\_aug\\_25,2014.pdf](http://www.apqn.org/files/virtual_library/other_reports/staff_exchange_agreement_apqn-eca-signed_aug_25,2014.pdf)

### ***Asia/ Latin America: Scientific Cooperation***

The Forum for East Asia-Latin America Cooperation (FEALAC) held the first meeting of its academic chapter in Bangkok, Thailand, in August 2014. Its theme was *Universities and Science, Technology and Innovation (STI)*. It started with exchanges on STI policies and discussed best practices in establishing academic/ research networks and the possibility for regional cooperation.

[http://www.inter.mua.go.th/main2/files/file/FEALAC%202014/Report\\_the%201st%20FEALAC%20Forum.pdf](http://www.inter.mua.go.th/main2/files/file/FEALAC%202014/Report_the%201st%20FEALAC%20Forum.pdf)

## ***National and institutional initiatives***

### ***Australia: Academic Personnel***

The Group of Eight (Go8) has issued a Policy Note on the *Changes in the Composition of Australia's Higher Education Workforce* featuring data on the evolution in the size, structure and distribution of academic and non-academic staff according to their function (research, teaching, both, other) and type of contract (casual, full- or part-time) during the 2002-2012 decade.

[https://go8.edu.au/sites/default/files/docs/publications/changes\\_in\\_comp\\_of\\_aust\\_higher\\_ed\\_-\\_final\\_september\\_2014.pdf](https://go8.edu.au/sites/default/files/docs/publications/changes_in_comp_of_aust_higher_ed_-_final_september_2014.pdf)

### ***Australia: Educational Statistics***

The Tertiary Education Quality and Standards Agency (TEQSA) has published the *Statistics Report on TEQSA Registered Higher Education Providers*, the first release of selected data held and analysed by the Agency for its regulatory purposes that provides a view of all Australian higher education providers. It provides data on four areas: providers, students, academic staff and

finances (institutional revenues).

<http://www.teqsa.gov.au/sites/default/files/publication-documents/StatsReportOnTEQSAregHEPs.pdf>

***Burundi: Language of Instruction***

Burundi now has three official languages: Kirundi, English and French. French will remain the main language of instruction at secondary and higher education levels.

[http://www.ppbd.com/index.php?option=com\\_content&view=article&id=4850:assemblee-nationaleg-projet-de-loi-portant-statut-des-langues-au-burundi&catid=57:politiquecooperation-actualities-internationales&Itemid=204](http://www.ppbd.com/index.php?option=com_content&view=article&id=4850:assemblee-nationaleg-projet-de-loi-portant-statut-des-langues-au-burundi&catid=57:politiquecooperation-actualities-internationales&Itemid=204) (in French)

***Cameroon: Educational Development***

The Ministry of Higher Education has released a leaflet describing the higher education sector and its on-going reforms.

[http://www.minesup.gov.cm/index.php?option=com\\_content&view=article&id=955:les-grands-chantiers-du-minesup&catid=36:actualites-du-ministere&Itemid=2](http://www.minesup.gov.cm/index.php?option=com_content&view=article&id=955:les-grands-chantiers-du-minesup&catid=36:actualites-du-ministere&Itemid=2) (in French)

***Canada: Academic Teaching Personnel***

The Council of Ontario Universities has released the first results of the Faculty at Work report. This study aims to shed the light on the Professors' contributions to preparing students for success, and universities to excellence and sustainability. It provides data on their research, teaching and services activities.

[http://cou.on.ca/publications/reports/pdfs/ocav\\_facultywork\\_august26](http://cou.on.ca/publications/reports/pdfs/ocav_facultywork_august26)

***Canada: Career Development***

The Ontario Consortium for Graduate Professional Skills, a group of seven Ontario universities, has developed *mygradskills.ca*, online professional development training for graduate students. Using their university email account, students have access to short, self-paced training units on Career Development, Communication, Entrepreneurship, Research, and Teaching and Learning.

<https://www.mygradskills.ca/>

***Canada: Educational Finance***

Higher Education Strategy Associates (HESA) has released *The Many Prices of Knowledge: How tuition & subsidies interact in Canadian higher education* (August 2014). It focuses on net prices paid by students with distinct profiles in each of the ten provinces in order to identify those with higher average aid and the degree to which each province focuses it on needier students.

<http://higherstrategy.com/wp-content/uploads/2014/08/The-Many-Prices-of-Knowledge-WEB.pdf>

***Canada: Educational Outcomes***

The 11th International Workshop on Higher Education Reform took place in Saint John's, Newfoundland and Labrador, from 25 to 27 August 2014. The main theme was *Higher Education and its Principal Mission: Preparing Students for Life, Work, and Civic Engagement*. A comparative analysis and discussion also addressed issues on reforms and innovations regarding accessibility and affordability of post-secondary studies, conditions and modes of learning, the transition from study to work, and, for adult students, the integration of higher education with other aspects of their professional, personal and civic life.

<http://www.her2014.ca/Program/>

**Canada: Scientific Culture**

In *Science Culture: Where Canada Stands*, the Council of Canadian Academies examines Canada's science culture by reviewing data on Canadians' science skills and the current peer-reviewed literature on science culture. The report provides an inventory and analysis of the organizations and programmes that support and promote science culture in Canada, particularly among youth and, the results of a new public survey that assesses Canadians' science attitudes, engagement, and knowledge.

[http://www.scienceadvice.ca/uploads/eng/assessments%20and%20publications%20and%20news%20releases/science-culture/scienceculture\\_fullreporten.pdf](http://www.scienceadvice.ca/uploads/eng/assessments%20and%20publications%20and%20news%20releases/science-culture/scienceculture_fullreporten.pdf)

**Canada: Strategic Planning**

Based on the Ontario's Differentiation Policy Framework for Postsecondary Education, the Ministry of Training, Colleges and Universities has signed *Strategic Mandate Agreements* with publicly-funded universities in order to identify priorities that would strengthen the higher education sector.

<http://www.tcu.gov.on.ca/pepg/publications/vision/universities.html>

**Djibouti: Distance Education**

The University of Djibouti has launched its e-Campus to provide online teaching in Djibouti and at the regional level (the horn of Africa).

<http://mereja.com/forum/viewtopic.php?f=2&t=85677>

**Egypt: Ethics**

The Ministry of Higher Education has announced that universities could be guarded by private security companies. A law allowing the expulsion of faculty members or university staff who incite to violence has been proposed.

<http://en.aswatmasriya.com/news/view.aspx?id=82bb0b38-01ef-4f66-a3a3-17e2212a8273>

**France: Educational Forecasting**

The summer university of the Conference of University Presidents (CPU) took place in August 2014. Its theme was *Building a strategy for the university of tomorrow*.

<http://www.cpu.fr/actualite/3eme-universite-dete-de-la-cpu-cloture/> (in French)

**France: Student Housing**

The Ministers of Education have announced the generalization of the student rent guarantee for those students who do not have a warden, regardless of their income, family situation and nationality.

<http://www.enseignementsup-recherche.gouv.fr/cid82061/generalisation-de-la-caution-locative-etudiante.html> (in French)

**India: Bullying**

The University Grant Commission (UGC) has asked all higher education institutions to set up anti-bullying mechanisms and inform the student and the parent/ guardian community of the measures undertaken.

[http://www.ugc.ac.in/pdfnews/5868191\\_Regulations-on-Curbing-the-menace-of-ragging-in-higher-educational-institutions.pdf](http://www.ugc.ac.in/pdfnews/5868191_Regulations-on-Curbing-the-menace-of-ragging-in-higher-educational-institutions.pdf)

***Ireland: Internationalization***

The Irish Government has launched a policy statement *Regulatory Reform of the International Education Sector and the Student Immigration Regime* which sets out a series of actions that will be taken to protect the consumer and educational interests of genuine students, address abuse of the labour market, protect the high quality public and private providers of international education in Ireland and safeguard Ireland's reputation.

<http://www.education.ie/en/Publications/Policy-Reports/Regulatory-Reform-of-the-International-Education-Sector-and-the-Student-Immigration-Regime.pdf>

***Jordan: Research***

Zarqa University (ZU) and Jilwan Academy for Training & Studies (JATS) organized the 1st *International Conference on Development of Research in Higher Education (ICDRHE)* in Amman from 11 to 13 August 2014. The aim was to provide a platform for researchers, educators, academicians, and professionals to present their research results and development activities and research methods.

<http://www.researchconference2014.com/> (in Arab and in English)

***Luxembourg: Educational Grants***

The law on financial aid for higher education students has been passed. There are four categories of grants. The basic one of 2,000 euros will be granted without special condition to all eligible students. A loan of 6,500 euros will be granted to every student.

<http://www.gouvernement.lu/3843996> (in French)

***Mali: Doctorate Education***

The Minister congratulated 38 new Doctorate graduates in social sciences and urged them to pursue their academic career bearing in mind the development of the country. The Doctors' training took place in the framework of a partnership between Winneba University, Ghana and the University of Bamako.

<http://www.essor.ml/enseignement-superieur-les-nouveaux-docteurs-a-lhonneur/> (in French)

***Mexico: Science; Technology; Awards***

The Agenda Ciudadana de Ciencia, Tecnología e Innovación, through the Consejo Nacional de Ciencia y Tecnología (Conacyt), has launched *Vive conciencia*, the first contest in Science and Technology. Students from any public or private university can participate. The challenge is to develop an innovative idea associated with one of the 10 challenges of the Agenda Ciudadana.

<http://viveconciencia.agendaciudadana.mx/> (in Spanish)

***Norway: Research University***

The University of Oslo's Strategic Advisory Board 2012–14 has published *Build a Ladder to the Stars*. The report proposes ways of increasing the University's global visibility as a leading research-intensive university by 2020 such as more interdisciplinarity, an outward-looking culture, and greater autonomy.

<http://www.uio.no/om/organisasjon/utvalg/strategic-advisory-board/sab-rapporten110814.pdf>

***South Africa: Curriculum***



The President urged universities to draft a curriculum that instills in students an appreciation of the country's imperatives so that graduates can be absorbed into South Africa's labour market and become "patriotic citizens".

<http://www.bdlive.co.za/national/education/2014/09/05/zuma-calls-for-patriotic-universities>

#### ***South Africa: Doctoral Education***

The Director of the Centre for Research on Evaluation, Science and Technology (CREST), Stellenbosch University, talked about doctoral production in Africa and the challenges for the scientific growth of the continent in one of the Hedda (Higher Education Development Association) Postcasts.

<http://uv-net.uio.no/wpmu/hedda/2014/09/09/hedda-podcast-doctoral-education-in-africa-and-the-challenges-for-scientific-growth-in-the-region/>

#### ***South Africa: Educational Systems***

Higher Education South Africa (HESA) presented the size, shape and funding of the system, internationalization, research and innovation of higher education to the Portfolio Committee of Higher Education and Training of South Africa's Parliament in September 2014.

<http://www.pmg.org.za/print/report/20140903-higher-education-south-africa-internationalism-and-research-and-innovation-in-higher-education>

#### ***South Africa: Internationalisation***

The International Education Association of South Africa (IEASA) has released the presentations of its 18th Annual Conference whose theme was *The Internationalisation of Higher Education in a World of Geo-Political Reorganisation*.

<http://www.ieasa.studysa.org/#!2014-conference/cy23>

#### ***Sri Lanka: Internationalisation***

In order to turn Sri Lanka into an international educational hub of excellence, the Ministry of Higher Education wants to raise the current number of 3,000 foreign students to 10,000 by 2016 and 50,000 by 2020. Five foreign universities were invited to set up branches in Sri Lanka and 17 local universities are to become world-class universities in the near future.

<http://www.sundayobserver.lk/2014/08/31/new01.asp>

#### ***Sri Lanka: Job Offer***

The University Grants Commission (UGC) of Sri Lanka is looking for its Secretary. Applications can be sent until 10 October 2014.

<http://www.ugc.ac.lk/en/career-opportunities/1396-vacancies-post-of-secretary-university-grants-commission.html>

#### ***Tunisia: Educational Systems***

The Minister of Higher Education announced 300,000 students in the public sector, 25,000 in the private sector and 8,000 foreign students, as well as the creation of 5 new higher education institutions (mostly specialized in Sciences and Engineering) at a press conference.

<http://fr.allafrica.com/stories/201409121044.html> (in French)

#### ***United Kingdom: Education and Industry***

Universities UK has published *Forging Futures: Building higher level skills through university and employer collaboration*. It describes why universities and employers collaborate to develop alternative pathways to higher level skills; considers how collaborations can be set up, delivered and sustained; promotes the need for more collaboration to develop pathways to highly skilled

employment ; and highlights 12 good practice examples of collaboration in case studies across six industrial sectors.

<http://www.universitiesuk.ac.uk/highereducation/Documents/2014/ForgingFutures.pdf>

**United Kingdom: Educational Quality**

The Higher Education Academy has published *Quality, Quantity or Diversity? The next ten years of higher education change in England* which considers the future of quality enhancement of learning and teaching in England.

<http://guildhe.ac.uk/wp-content/uploads/2014/08/Andy-Westwood-HEA-June2014l.pdf>

**United Kingdom: Postgraduate Education**

The Higher Education Funding Council for England (HEFCE) has published *International Comparisons in Postgraduate Education: Quality, access and employment outcomes*. This report examines postgraduate education in Australia, England, Germany, India, Norway, Scotland, Spain and the United States. It focuses on the three overarching themes of quality, access and employment outcomes of postgraduate education and includes comparisons between England and the other countries in order to identify the strengths and challenges of the various postgraduate education systems.

<http://www.hefce.ac.uk/media/hefce/content/pubs/indirreports/2014/internationalcomparisonsinpgeducation/>

[International%20comparisons%20in%20postgraduate%20education%20-%20quality,%20access%20and%20employment%20outcomes.pdf](http://www.hefce.ac.uk/media/hefce/content/pubs/indirreports/2014/internationalcomparisonsinpgeducation/international%20comparisons%20in%20postgraduate%20education%20-%20quality,%20access%20and%20employment%20outcomes.pdf)

**United Kingdom: Student Organizations**

The Leadership Foundation for Higher Education in partnership with NUS has launched a social media campaign for student leaders: *Who are you trying to influence?* They will produce a short film.

<http://www.lfhe.ac.uk/en/news/index.cfm/stu2lead>

**United States of America: Access to Education**

The Center for American Progress has published *How Public Universities Can Promote Access and Success for All Students*. Giving the examples of three universities, the report shows that increasing access to underserved populations while improving graduation rates and reducing graduation gaps across demographics can be achieved with the right balance of federal, state, and institutional support.

<http://cdn.americanprogress.org/wp-content/uploads/2014/09/FloresCaseStudy-brief.pdf>

**United States of America: Access to Education**

My Brother's Keeper is an initiative launched by President Barack Obama to address persistent opportunity gaps faced by boys and young men of colour and ensure that all young people can reach their full potential. The progress report from the My Brother's Keeper Task Force provides an initial set of recommendations.

<http://www.whitehouse.gov/my-brothers-keeper>

**United States of America: Career Development**

The National Science Foundation has released the *2013 Survey of Doctorate Recipients*. It provides demographic and career history information about individuals with a research doctoral degree in a science, engineering, or health (SEH) field from a US academic institution.

<http://ncesdata.nsf.gov/doctoratework/2013/>

**United States of America: Educational Forecasting**

On behalf of the Lumina Foundation, the University of Houston Foresight Program has released

*The Future of Student Needs: 2025 and Beyond.* The report focuses on what students will need to be successful in the future: mentoring; feedback in real time; credentialing, or issuing academic credit for life experiences; personalised learning, and the need to continuously upgrade one's skills.

<http://www.houstonforesight.org/wp-content/uploads/2014/08/Student-Needs-2025-final-report.pdf>

**United States of America: Foreign Students**

*Explaining International Student Satisfaction, insights from the International Student Barometer* is the second report of a series on U.S. Higher Education and international students. Based on data from the International Student Barometer, a survey instrument developed by the International Graduate Insight Group (i-graduate), it surveyed student satisfaction in 50 universities in the US, UK and Australia.

<http://igraduate.dev.ingelby.com/assets/Explaining-Satisfaction-ISB-2014.pdf>

**United States of America: Foreign Students**

The *Geography of Foreign Students in U.S. Higher Education: Origins and Destinations* is a new report published by the Global Cities Initiative, a joint project of Brookings and JPMorgan Chase. Based on foreign student visa approvals from 2001 to 2012, it tracks the local origins, size and growth rate of the foreign student population at the metropolitan level.

[http://www.brookings.edu/~media/research/files/reports/2014/08/foreign%20students/foreign\\_students\\_final.pdf](http://www.brookings.edu/~media/research/files/reports/2014/08/foreign%20students/foreign_students_final.pdf)

**United States of America: Rankings**

The 2014 edition of the *Washington Monthly College Guide and Rankings* has been released. To identify the most public-minded institutions, it ranks every four-year college and university in America based on three criteria: civic engagement, research and social mobility.

[http://www.washingtonmonthly.com/college\\_guide/2014.php](http://www.washingtonmonthly.com/college_guide/2014.php)

**United States of America: Women's Education**

The American Association of University Women (AAUW) offers *International Fellowships* for graduate and postgraduate study in the U.S. to women who are not U.S. citizens or permanent residents. Recipients are selected for academic achievement and demonstrated commitment to women.

<http://aauw-international.scholarsapply.org/>

Have information to share? Send it with the URL to [centre@iau-aiu.net](mailto:centre@iau-aiu.net)

---

**Director of Publication: Isabelle Turmaine**

**Editorial Board: Beatrice Inglisian, Christina Keyes, Samuel Pousson**

**Contact: [centre@iau-aiu.net](mailto:centre@iau-aiu.net)**

© IAU, 2005-2013

content

[Unsubscribe](#)

UNESCO House

1 rue Miollis

Paris, 75 Cedex 15

France