

# IAU Activities

## CONFERENCES

**IAU 2014 International Conference: *Blending Higher Education and Traditional Knowledge for Sustainable Development*, 19-21 March 2014, Universidad Científica del Perú (UCP), Iquitos, Peru: **Last few days to register****

Focusing on *Blending Higher Education and Traditional Knowledge for Sustainable Development*, the Conference will address the key issue of Education for Sustainable Development and help to define IAU's position with regard to the Post-2015 Development Agenda. The Conference outcomes will be presented at the **UNESCO World Conference on ESD** in Aichi Nagoya, Japan in November 2014.

**To review the programme, register, and find out where to stay, please go to the [IAU 2014 Conference web pages](#), or contact Ms [Élodie Boisfer](#).**

## ACTIVITIES

### **HEEFA Capacity Building Session**

IAU is pleased to announce that the [IAU Collaborative Workshop: A three-step activity to envision higher education for Education for All \(HEEFA\) locally](#), was successfully conducted in New Delhi, India, from 20 to 21 February 2014. Organised in collaboration with the Lady Irwin College, University of Delhi, an IAU member, the Workshop brought together 100 representatives from the higher education sector and other EFA stakeholders. It included the participation of 60 students. The Workshop ended with the validation of 7 recommendations and 3 action plans one for teaching and learning, one for research, the last one for community service. This was the fifth Workshop of its kind conducted by IAU, second in Asia. The Workshop outcomes will be available by mid-March 2014 (after validation by all participants) on the IAU website. Have questions? Contact [Nadja Kymlicka](#)

### **IAU/MCO Guidelines for institutional code of ethics in higher education**

During its second teleconference since its re-establishment in 2012, the Joint IAU–MCO Working Group on Ethics held a meeting in late January, chaired by Pro. Stephen Freedman, IAU Board Member and Provost of Fordham University. Among issues discussed, the Working Group agreed to hold a workshop on ethics in higher education during the next Magna Charta Observatory Conference, to be hosted by and held in Uppsala University, Sweden, in September, 2014. The Guidelines can be found at: [http://www.iau-aiu.net/sites/all/files/Ethics\\_Guidelines\\_FinalDef\\_08.02.13.pdf](http://www.iau-aiu.net/sites/all/files/Ethics_Guidelines_FinalDef_08.02.13.pdf).

For more information, please contact [Nicholas Poulton](#)

### **LEADHER**

The 2014 LEADHER competition was opened on 6 November 2013 and project proposals were to be received before 31st January 2014. The IAU secretariat received more than two dozen applications, which is a substantial increase since the earlier competitions! The Selection Committee is reviewing the applications and the results will be announced on the IAU website in

March. To learn more about LEADHER, please go to the LEADHER web page or contact [Élodie Boisfer](#).

### **Review of the National Higher Education Strategic Plan of Malaysia**

As a follow-up to meetings with high level officials in Malaysia, held in conjunction with the IAU Executive Committee, the IAU Secretariat will be coordinating international expert input into the current Higher Education Strategy review process underway in Malaysia. The IAU is partnering with the Malaysian Review Team and, having identified a group of experts from various parts of the world, will provide feedback and advice to this process. This project demonstrates the important advisory role that IAU networks can play in higher education policy development. A project meeting will take place from March 5 to 7, 2014 in Kuala Lumpur. For more information: please contact [Trine Jensen](#).

### **World Higher Education Database (WHED)**

The IAU Information Centre team was pleased to participate in the Study Abroad Fair organised in Paris by the French educational publisher L'Étudiant on 1 and 2 February 2014. With many visitors, the two days were the occasion to provide information on worldwide higher education institutions and education systems supported by the data contained in the World Higher Education Database (WHED) and to successfully test the new WHED Portal live!

<http://www.letudiant.fr/etudes/salons/salon-partir-etudier-a-letranger.html> (in French)

## **PUBLICATIONS**

### **HEP 27/1 - March 2014: Articles on autonomy, governance and outreach**

The first edition of Vol 27 of *Higher Education Policy* (HEP) has just been released and includes articles on autonomy in the Nordic countries, university governance in Ukraine, and university outreach programmes in Israel. To consult the abstracts, and subscribe, please visit:

<http://www.palgrave-journals.com/hep/journal/v27/n1/index.html>

### **Palgrave Macmillan Access All Areas: Read scientific journals free of charge!**

From March 1 to 31, 2014 Palgrave Macmillan is offering FREE online access to ALL its journals, including *Higher Education Policy*. This includes access to the current issue and the full 25 year archive. If you have not had a chance to sample the journal, we hope you will take advantage of this promotion! IAU member institutions receive an online subscription to *Higher Education Policy* as part of their membership. IAU members and HEP contributors are encouraged to share the promotion (and their work) with colleagues and contacts.

<http://bit.ly/PMJAAA-Read>

### **Highlights from the Press**

The latest issue of Highlights from the Press (January 2014) has been released and is available on the IAU website. This selection of articles on higher education from the press worldwide is published 9 times a year. Contact: Ms [Béatrice Inglisian](#) or Ms [Amanda Sudic](#).

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:
  - **March 19-21: IAU International Conference on Blending Higher Education and Traditional Knowledge for Sustainable Development** organized in collaboration with the Universidad Científica del Perú, Iquitos, Peru
  - **23-26 September: 4th ASEM Rectors Conference** organized by the Asia-Europe Foundation in partnership with IAU, Chulalongkorn University, Bangkok, Thailand
- Workshops and Forums:
  - **29 April: IAU Workshop on Inclusive Internationalization**, British Council, Going Global, Miami, Florida, USA
  - **17 September: IAU –EAIE invitational 2nd Executive Seminar**, EAIE Annual Conference, Prague, Czech Republic
  - **18-20 November: Joint HEEFA-ICT4IAL Workshop**, Hacettepe University, Ankara, Turkey

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: EFA, Teacher Education**

The Education for All (EFA) Global Monitoring Report 2013-2014 has been released. This year's focus was on teachers.

<http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>

#### **UNESCO: Open Access Repository**

As part of its Open Access Strategy, UNESCO has released a guide entitled *Institutional Repository Software Comparison* that compares the features of the five most popular platforms in order to help librarians build a repository through eleven areas of comparison (Infrastructure; Front-end Design; Content Organization and Control; Content Discovery; Publication Tools; Reporting; Multimedia; Social Features and Notifications; Interoperability; Authentication; Accessibility; Preservation).

[http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/institutional\\_repository\\_software.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/institutional_repository_software.pdf)

### **UNESCO Bangkok: Equity**

UNESCO Bangkok has released a report entitled *Gender, Jobs and Education: Prospects and Realities in the Asia-Pacific* that examines the impact of socio-cultural factors, education policies and practices, and labour market trends upon the career choices of female and male students - which includes the likelihood of pursuing tertiary education - in five countries of the Asia-Pacific region.

[http://www.unescobkk.org/fileadmin/user\\_upload/epr/PDF/KWDI-Gender\\_Job\\_29\\_Jan.pdf](http://www.unescobkk.org/fileadmin/user_upload/epr/PDF/KWDI-Gender_Job_29_Jan.pdf)

### **UNESCO Bangkok: Student Mobility**

UNESCO Bangkok has posted online a paper entitled *Mobility of Students in the Asia and the Pacific* that summarizes the content of seven country papers dealing with international student mobility in Australia, China, Indonesia, Malaysia, Philippine, Republic of Korea, and Thailand. Five themes are addressed: the domestic and external factors affecting international student flows; countries as receivers or senders of students; the government's role vis-à-vis university and individual decision-making in international student mobility; modes of provision in international education; and the consequences and implications of international student mobility.

[http://www.unescobkk.org/fileadmin/user\\_upload/library/edocuments/International\\_Student\\_Mobility\\_29\\_Jan.pdf](http://www.unescobkk.org/fileadmin/user_upload/library/edocuments/International_Student_Mobility_29_Jan.pdf)

### **UNESCO International Institute for Educational Planning (IIEP): Educational Autonomy; Asia**

IIEP has released a report on the IIEP online forum entitled *Increased Autonomy for Universities in Asia: How to make it work?* which was held from 18 November to 6 December 2013. It sums up the findings and highlights of discussions that policy-makers at national and institutional levels have had on the following topics: measures taken in each countries to increase university autonomy; the balance between autonomy and accountability; desired and undesired effects; and success factors.

[http://www.iiep.unesco.org/fileadmin/user\\_upload/News\\_And\\_Events/pdf/2013/Forum\\_report\\_CE.2.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/News_And_Events/pdf/2013/Forum_report_CE.2.pdf)

### **UNESCO Institute for Statistics (UIS): Educational Statistics; Southern Africa**

UIS has published the report *Assessing Education Data Quality in the Southern African Development Community (SADC)*, that provides the key findings of assessments conducted between 2008 and 2011 in 12 Southern African Development Community (SADC) countries in order to review the quality of their education data - higher education included - using the Education - Data Quality Assessment Framework (Ed-DQAF) methodology. Chapters provide an overview of this methodology, major changes to the tool since the conclusion of the pilot exercises, and a regional synthesis of 12 country assessments.

<http://unesdoc.unesco.org/images/0022/002261/226160e.pdf>

## ***Other international initiatives***

### **Agence Universitaire de la Francophonie (AUF) : Educational Associations**

The first Conference for Leaders of Northern African Institutions of Higher Education

(COMARES), Members of the AUF, took place in Tunis, Tunisia, on 10 February 2014. This meeting is seen as a platform of dialogue and communication to develop cooperation between Algerian, Moroccan and Tunisian universities.

<http://www.auf.org/actualites/1er-rassemblement-de-la-comares-100214-tunis/>

### **Commonwealth of Learning (COL): Distance Education; OER**

COL held the Pan-Commonwealth Forum on Open Learning in Abuja, Nigeria from 2 to 6 December 2013. The Forum explored the main theme Open Learning for Development: Towards Empowerment and Transformation through five sub-themes: Girls' and Women's Education, Skills Development, Promoting OER, Innovation and Technology and Institutional Development.

<http://www.col.org/resources/speeches/2013presentations/Pages/default.aspx>

### **Global Young Academy: Researchers**

The Global Young Academy has published *Global State of Young Scientists*. The Academy surveyed 650 active researchers between the ages of 30 and 40 from Brazil, Canada, Egypt, Germany, Japan, Nigeria, Pakistan, South Africa, Sri Lanka, Thailand, Tunisia and the United States.

<http://www.globalyoungacademy.net/projects/glosys-1/gya-glosys-report-webversion>

### **GreenMetric: Ranking; Sustainable Development**

Universitas Indonesia (UI) had released the results of UI GreenMetric World University Ranking, the fourth issue of the ranking which compares universities' efforts towards campus sustainability and environment-friendly university management. The 301 universities from 61 countries that participated this year were assessed according to information they provided online regarding: setting and infrastructure, energy and climate change, waste management, water usage, transportation, and education.

<http://greenmetric.ui.ac.id/id/page/ranking-2013>

### **INASP: Scientific Publications**

The presentations of the fifth Annual Publishers for Development Conference which analysed current developments in scholarly communication, including their impact on publishers, researchers and information professionals in the global South, have now been published.

<http://www.pubs-for-dev.info/conference/2013-conference/agenda>

### **International Council for Open and Distance Education (ICDE): OER; Call for Participation**

ICDE and partners in LangOER call for participation in a short questionnaire on the input on the role of Open Educational Resources and Open Educational Practices in less-used languages. A working paper will be released to summarise the answers received.

[http://www.icde.org/en/icde\\_news/What+is+your+experience+of+OER+and+less+used+languages%3Fb7C\\_wRjUIA.ips](http://www.icde.org/en/icde_news/What+is+your+experience+of+OER+and+less+used+languages%3Fb7C_wRjUIA.ips)

### **International Higher Education Teaching and Learning Association (HETL): Awards; Doctorate Students; Call for Participation**

HETL and Emerald Group Publishing will jointly launch the Emerald/HETL Outstanding

Doctoral Research Awards programme. The purpose of the programme is to honour the very best in doctoral research around the globe. The deadline for applications is 1 October 2014. Eligible applicants must have completed their doctoral degree within three years prior to the deadline.

<http://www.emeraldinsight.com/products/journals/journals.htm?id=jarhe>

### **International Sustainable Campus Network (ISCN): Sustainable Development; Call for Participation**

ISCN has announced the call for nominations for the Sixth Annual International Sustainable Campus Excellence Awards. Projects will be selected by a panel of expert judges and awards will be presented at ISCN 2014, hosted by Harvard University and MIT. Deadline: 14 March 2014.

<https://www.surveymonkey.com/s/XHYQSSK>

See also ISCN Report on *Best Practice in Campus Sustainability*

<http://www.international-sustainable-campus-network.org/download-document/372-best-practice-in-campus-sustainability.html>

### **Islamic Educational, Scientific and Cultural Organization (ISESCO): Governance**

ISESCO held the Regional Conference on Higher Education Governance in MENA Region in Rabat, Morocco, from 4 to 5 February 2014. Around the theme *Fixing the Model: From University Management to University Governance*, experts and leaders examined the issues of reform, quality, autonomy, finance in higher education as means to change university governance.

[http://www.isesco.org.ma/index.php?option=com\\_k2&view=item&id=10038:in-his-opening-address-to-the-regional-conference-on-higher-education-governance-in-mena-region-isesco-director-general-stresses-governance-as-a-concept-of-higher-education-development&Itemid=29&lang=en](http://www.isesco.org.ma/index.php?option=com_k2&view=item&id=10038:in-his-opening-address-to-the-regional-conference-on-higher-education-governance-in-mena-region-isesco-director-general-stresses-governance-as-a-concept-of-higher-education-development&Itemid=29&lang=en)

### **Organisation for Economic Co-operation and Development (OECD)/ European Commission: Entrepreneurial Universities; Evaluation Instrument**

The OECD and the European Commission are launching an online self-assessment tool for universities to measure how entrepreneurial they are. HEInnovate enables institutions to assess their performance in seven areas: leadership and governance, organisational capacity, teaching and learning, pathways for entrepreneurs, university-business exchange, the internationalised institution, and impact measurement.

[http://ec.europa.eu/enterprise/newsroom/cf/itemdetail.cfm?item\\_id=7090](http://ec.europa.eu/enterprise/newsroom/cf/itemdetail.cfm?item_id=7090)

### **Organisation for Economic Co-operation and Development (OECD): Fields of Study**

The question of the February 2014 issue of Education Indicators in Focus is *What Are Tertiary Students Choosing to Study?* Whereas social sciences are the most popular field, results show that international students prefer business and administration.

<http://www.oecd-ilibrary.org/docserver/download/5jz8ssmzg5q4.pdf?expires=1392626592&id=id&accname=guest&checksum=1CEB05833B523C33FB15BEF88A36B4AC>

### **Organisation for Economic Co-operation and Development (OECD): Learning Outcomes; Innovation**

The latest issue of Education Working Papers (n°100, 16 January 2014), *Promoting Skills for*



*Innovation in Higher Education*, reviews the effectiveness of problem-based learning compared with more traditional approaches in higher education.

<http://www.oecd-ilibrary.org/docserver/download/5k3tsj67l226.pdf?expires=1391503671&id=id&accname=guest&checksum=25A1E0377C55DC47E757797441038C92>

### **Organisation for Economic Co-operation and Development (OECD): Research Centres**

The Report on International Distributed Research Infrastructures, released in February 2014 as part of the OECD Global Science Forum, provides a study of the societal and innovation impacts of large research infrastructures.

<http://search.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=DSTI/STP/MS%282013%298/FINAL&docLanguage=En>

### **World Academy of Science, Engineering and Technology (WASET): Language Policy**

WASET organised the International Conference on Language Futures: Languages in Higher Education (ICLFLHE) in Johannesburg, South Africa, from 10 to 11 February 2014. It brought together leading academic scientists, researchers and research scholars to exchange and share their experiences and research results. It also provided a forum for researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns, practical challenges encountered and the solutions adopted.

<http://www.waset.org/conference/2014/02/johannesburg/ICLFLHE>

### **World Bank: Education and Employment**

The report on *Youth employment in Sub-Saharan Africa* (Vol. 2 of 2) provides data and recommendations to boost economic growth in order to employ the ever-growing workforce of young Africans.

[http://www-wds.worldbank.org/external/default/WDSP/IB/2014/01/22/000333037\\_20140122103542/Rendered/PDF/840830PUB0v20R00Box382131B00PUBLIC0.pdf](http://www-wds.worldbank.org/external/default/WDSP/IB/2014/01/22/000333037_20140122103542/Rendered/PDF/840830PUB0v20R00Box382131B00PUBLIC0.pdf)

### **World Bank: Educational Quality**

The complete report of the Africa Higher Education Centers of Excellence Project - P126974 (Appraisal Stage) is now available. This project promotes regional specialization among universities by strengthening their capacities to deliver quality training and applied research.

<http://documents.worldbank.org/curated/en/2014/02/18907909/project-information-document-appraisal-stage-africa-higher-education-centers-excellence-project-p126974>

[http://www-wds.worldbank.org/external/default/WDSP/AFR/2014/02/05/090224b0822588a6/1\\_0/Rendered/PDF/Project0Inform0ce0Project000P126974.pdf](http://www-wds.worldbank.org/external/default/WDSP/AFR/2014/02/05/090224b0822588a6/1_0/Rendered/PDF/Project0Inform0ce0Project000P126974.pdf)

### **World Economic Forum: Educational Trends; Economics of Education**

The World Economic Forum Annual Meeting took place in Davos, Switzerland, in January 2014. Topics concerning higher education included: Higher Education - Investment or Waste? What is the impact of Massive Open Online Courses on traditional higher education? and Will Generation Y youth be better or worse off than their parents? What are the implications?

<http://www.weforum.org/events/world-economic-forum-annual-meeting-2014>

## ***Regional initiatives***

### ***Africa***

#### ***African Development Bank (AfDB): Distance Education; Southern Africa***

AfDB is supporting the Southern African Development Community Open and Distance Learning (ODL) and Higher Education Project which will focus on building regional and national capacity for ODL at vocational and higher education levels. The project comprises three components: capacity building, networking and information sharing; and project management.

<http://www.afdb.org/projects-and-operations/project-portfolio/project/p-z1-ia0-011/>

#### ***African Innovation Summit (AIS): Science; Innovation***

AIS 2014 took place in Cape Verde in February 2014. It explored and exchanged ideas on how to best promote innovation in Africa with reference to the African Strategy on Science, Technology and Innovation and its 6 priority areas and includes the training of human resources.

<http://www.africaninnovationsummit.com/index.php/en/>

#### ***African Union: Regional Policy***

The 22nd ordinary session of the African Union Assembly took place in January 2014 in Addis Ababa, Ethiopia. Its theme was: Agriculture and Food Security. Its conclusions include an item on the number of students who have received higher and post-graduate training and the number of new doctors, as well as one on Post-2015 African development goals which should be consistent with the Agenda 2063.

<http://summits.au.int/en/22ndsummit>

#### ***African Union (AU): Ranking; Educational Quality; Call for Participation***

AU is looking for higher education quality experts (2 Africans and 1 European) to undertake the African Quality Rating Mechanisms evaluation missions. Deadline: 15 March 2014.

<http://au.int/en/content/open-call-universities-participate-african-quality-rating-mechanism-aqrm-survey>

#### ***Association for the Development of Education in Africa (ADEA): Educational Systems***

Patricio Vitorino Langa has published *Higher Education in Portuguese Speaking African Countries: A five country baseline study* in collaboration with ADEA. For each of the five countries (Angola, Cape Verde, Guinea-Bissau, Mozambique, and Sao Tome and Principe) he provides a country background, a background of higher education, trends in expansion, diversity and differentiation, changes in higher education governance, as well as information on financing higher education, and ICT in higher education.

<http://www.africanminds.co.za/wp-content/uploads/2014/02/AM-HE-in-Lusophone-Africa-Text-and-Cover-web.pdf>

#### ***Association of African Universities (AAU): Industry and Education; Call for Participation***

AAU is offering sponsorships in a host institution to staff of African higher education institutions to improve their knowledge in technology incubation, intellectual property rights, business ethics, and entrepreneurial development through practical learning.

<http://www.aau.org/news/adverts-senior-executive-attachments>



***Centre for Higher Education Transformation (CHET): Knowledge Production; Science; Universities***

CHET, a South African Research Centre, has produced *Strengthening Knowledge Production in Universities: Five South African Cases Studies and Challenges and Opportunities for African Universities to Strengthen Knowledge Production* for the OECD Directorate for Science Technology and Industry's programme.

<http://chet.org.za/news/strengthening-knowledge-production-african-universities>

***Council for the Development of Social Science Research in Africa (CODESRIA): Job Openings***

CODESRIA is looking for its Deputy Executive Secretary. Extended deadline: 31 March 2014.

<http://www.codesria.org/spip.php?article1911&lang=en>

***Inter-University Council for East Africa (IUCEA): Regional Policy; Educational Cooperation***

University World News has published an interview of the IUCEA Executive Secretary in which he speaks of the state of the higher education harmonization process that has been underway since 2010 in the East African region.

<http://www.universityworldnews.com/article.php?story=20140117145931648>

***Americas***

***Alianza de Redes Iberoamericana de Universidades por la Sustentabilidad y Medio Ambiente (ARIUSA) : Sustainable Development***

The first Latin American Forum on Universities and Sustainable Development took place in Viña del Mar, Chile, in December 2013. Its purpose was to promote the articulation between Ministries of the Environment and universities.

[http://www.pnuma.org/educamb/documentos/alianza/2014-01-24\\_Resumenes\\_del\\_ponencias\\_en\\_el\\_FORO\\_Latinoamericano.pdf](http://www.pnuma.org/educamb/documentos/alianza/2014-01-24_Resumenes_del_ponencias_en_el_FORO_Latinoamericano.pdf) (in Spanish)

***Centro interuniversitario de Desarrollo (CINDA): Transition between Graduate and Post-Graduate Studies***

CINDA has published a study on the articulation between graduate and post-graduate university experiences that was launched at the University of Talca in Santiago, Chile.

<http://www.cinda.cl/download/libros/45-ARTICULACION%20ENTRE%20EL%20PREGRADO%20Y%20EL%20POSTGRADO.pdf/> (in Spanish)

***Organization of American States (OAS): Internationalization; Scholarships***

OAS and the Coimbra Group of Brazilian Universities (GCUB) held the Second Seminar on Internationalization for Program Coordinators of the Partnerships for Education and Training (PAEC) 2014 in Washington, DC, on 10 February 2014. This event aimed to deliver updated information on the PAEC-OAS-GCUB scholarship programme and on the socio-economic, scientific and technological development and trends and challenges in higher education.

[http://www.oas.org/en/media\\_center/press\\_release.asp?sCodigo=E-041/14](http://www.oas.org/en/media_center/press_release.asp?sCodigo=E-041/14)

***Unión de Universidades de América Latina y el Caribe (UDUAL) : Innovation***

UDUAL has published the report of the colloquium on Innovation and the Role of Universities which took place in Guadalajara, Mexico in December 2013.

<http://www.udual.org/pdf/RelatoColoquioGdj.pdf> (in Spanish)

### ***Virtual Educa: Distance Education***

Virtual Educa organized the 21st International Meeting on Distance Education at the University of Guadalajara, Mexico, in December 2013. Its theme was Virtual Education on the Five Continents. It analysed systems, educational models and policies and management.

[http://www.udgvirtual.udg.mx/encuentro/anteriores/xxi/memo\\_eje1.php](http://www.udgvirtual.udg.mx/encuentro/anteriores/xxi/memo_eje1.php) (in Spanish)

### ***Arab States***

#### ***Silatech: Education and Employment***

Silatech, a social initiative for job creation for young people based in Qatar, has released an Index Brief on Underemployment in the MENA Region (30 December 2013) in partnership with Gallup. It focuses on levels of underemployment among young people aged 18-29.

<http://www.silatech.com/docs/default-source/silatech-index/silatech-index-brief-underemployment-in-the-mena-region.pdf?sfvrsn=6>

### ***Asia***

#### ***Asian Association of Open Universities (AAOU): Distance Education; New Publication***

The Asian Association of Open Universities has launched the newsletter called AAOU News. The publication will be issued twice a year in order to disseminate news and promote activities involving the Association or its Member institutions.

<http://aaou.ouhk.edu.hk/images/files/AAOUnews-Jan2014.pdf>

#### ***Association of Pacific Rim Universities (APRU): Doctoral Degrees; Call for Participation***

APRU has launched a call for papers for its Doctoral Students Conference 2014 on *Understanding the Pacific Rim: Dynamics, Challenges and Opportunities*. Participants will discuss the challenges in PhD studies and career pathways of doctoral students in the region. Deadlines: 30 March and 30 April 2014.

<https://www.apru.org/creating-global-leaders/doctoral-students-conference/item/564-doctoral-students-conference-2014>

#### ***Southeast Asian Ministers of Education Organization - Regional Center for Higher Education and Development (SEAMEO/RIHED): Educational Organizations; University Leadership***

SEAMEO/RIHED will be organizing a regular regional conference for Southeast Asian university leaders, the Southeast Asian HEI Presidents/ Rectors/ Chancellors/ Vice-Chancellors Conference, . The first edition - to be held from 26 to 27 May 2014 - will take place in Ho Chi Minh City, Vietnam. It will discuss how to advance higher education in an era of regional integration.

<http://www.rihed.seameo.org/wp-content/uploads/2014/02/Conference-Poster.pdf>

### ***Europe***

#### ***Association of European Research Libraries (LIBER): Copyright***

LIBER has set out its position on Copyright in the Digital Age. It states that copyright should foster, not hinder, innovation and competitiveness; access to and use of publicly funded research

should not be unduly restricted by copyright; and preservation of, and access to, cultural heritage must be supported by copyright exceptions.

<http://libereurope.eu/position-statement-copyright-reform>

***Copernicus Alliance: Sustainable Development***

Copernicus Alliance held a conference on global platforms, institutional development and student engagement for sustainable development in higher education at the University of Gloucestershire (UK) in January 2014. Delegates discussed how universities should promote change and leadership in the area of sustainability and contribute to build a more sustainable future.

<http://copernicus.betawerk.eu/elgg/pg/pages/view/499>

***EFQUEL: Scientific Publications; MOOCs; Educational Quality; Call for Participation***

The International Journal for Innovation and Quality and in Learning (INNOQUAL) is devoting a special issue to “Quality in MOOCs” which will be published in May 2014. The call for papers is open. Deadline for submissions: 31 March 2014.

<http://efquel.org/innqual-special-call-for-papers/#sthash.0JjSbLS7.dpuf>

***European Association for Quality Assurance in Higher Education (ENQA): Quality Assurance***

The workshop on Publication of QA results: purpose, structure and content took place in January 2014 in Zurich, Switzerland. Topics included: The role of QA as a transparency tool and the multiple purposes of EQA and QA reports; What do the agencies provide? and What do stakeholders want?

<http://www.enqa.eu/index.php/events-2/speakers/?single=2025>

***European Commission: New Publication; ERA***

The European Commission has launched its first newsletter on the European Research Area (ERA).

[http://ec.europa.eu/research/era/newsletter1/index\\_en.htm](http://ec.europa.eu/research/era/newsletter1/index_en.htm)

***European Commission: Professional Qualifications***

Directive 2005/36/EC on the recognition of professional qualifications has been amended. The new directive came into effect on 18 January 2014. Member States will have a two-year transposition period in which to make the necessary adjustments to their national legislations.

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:354:0132:0170:en:PDF>

***European Commission: Quality Assurance***

The European Commission has published its *Report on Progress in Quality Assurance in Higher Education*. It focuses on trends since 2009 and the potential of quality assurance (QA) to support reform both at system and institutional level.

[http://ec.europa.eu/education/policy/higher-education/doc/quality\\_en.pdf](http://ec.europa.eu/education/policy/higher-education/doc/quality_en.pdf)

***European Consortium for Accreditation (ECA): Educational Quality; Internationalisation***

ECA has published *A Guide to Assessing the Quality of Internationalisation*. It analyses how the elements that make up the Frameworks for the Assessment of Internationalisation are to be interpreted.

<http://ecahe.eu/wp-content/uploads/2014/01/CeQuint-A-Guide-to-Assessing-the-Quality-of->

[Internationalisation.pdf](#)

***European Consortium for Accreditation (ECA): MOOCs***

In December 2013, ECA and the quality assurance organization of The Netherlands (NVAO) organised a seminar on *MOOCs and External Quality Assurance*. Topics broached included: MOOCs: a paradigm shift in learning and quality assurance?; MOOCs and internal quality assurance; and 'MOOCs and the consequences for external quality assurance.

[http://www.nvao.net/page/downloads/Presentaties\\_ECA\\_NVAO\\_seminar\\_MOOCs\\_dec\\_2013.pdf](http://www.nvao.net/page/downloads/Presentaties_ECA_NVAO_seminar_MOOCs_dec_2013.pdf)

***European Council for Doctoral Candidates and Young Researchers (EURODOC): Researchers***

Eurodoc has published a policy paper, *Dual Career Opportunities for Doctoral Candidates and Early Stage Researchers*. It emphasises the significance of dual career opportunities for young researchers and makes recommendations on how institutions could support dual career couples in academia.

[https://www.dropbox.com/s/k12zu58ze3x4p5x/Eurodoc\\_Dual%20Career%20Services%20for%20ESRs\\_Feb%202014.pdf](https://www.dropbox.com/s/k12zu58ze3x4p5x/Eurodoc_Dual%20Career%20Services%20for%20ESRs_Feb%202014.pdf)

***European Expert Network on Economics of Education (EENEE): Education and Development***

EENEE has prepared a report on *The contribution of universities to innovation, (regional) growth and employment*. Universities' contribution to society is the main subject of this report which tries to answer the question: Are European universities, through their third stream of activities, able to match society's expectations as engines of innovative growth and achieve their full potential, without jeopardizing their main mission of educating and basic research?

[http://www.eenee.de/portal/page/portal/EENEEContent/ IMPORT TELECENTRUM/DOCS/EENEE\\_AR18.pdf](http://www.eenee.de/portal/page/portal/EENEEContent/IMPORT_TELECENTRUM/DOCS/EENEE_AR18.pdf)

***European Parliament: ICT; OER***

The European Parliament held a public hearing on New Technologies and Open Educational Resources in January 2014. Presentations included: Are European education institutions ready to welcome OER and ICT-related innovation? and The future of education is online

<http://www.europarl.europa.eu/committees/en/cult/events.html>

<http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+COMPARL+PE-524.493+01+DOC+PDF+V0//EN&language=EN>

***European University Association (EUA): Doctoral Education***

The 7th Annual Thematic Workshop of the EUA Council for Doctoral Education (EUA-CDE) was held at Dokuz Eylül University in Izmir, Turkey, in January 2014. Its theme was *Outcomes of Doctoral Education Mindset, Research, Innovation*. It discussed: What is meant by the research mindset, and what is it that doctorate holders bring to society? What forms should the thesis, the language of the thesis and the thesis defence take? How can we assess that a doctoral candidate has attained a research mindset and that his/her contribution to human knowledge has been original and innovative? And What role does doctoral education have to play in innovation?

<http://www.eua.be/events/past/2014/EUA-CDE-Workshop-Izmir/Presentations.aspx>

***European University Association (EUA): Education and Development; Innovation***

Following a preliminary report last year, EUA has published an updated version of its publication on “The Role of Universities in Smart Specialisation Strategies” which focuses on the outcomes of the EUA-REGIO/JRC Smart Specialisation Platform expert workshop. Smart specialization is a strategic approach to economic development through targeted support to R&I.  
[http://www.eua.be/Libraries/Publication/EUA\\_Seville\\_Report\\_web.sflb.ashx](http://www.eua.be/Libraries/Publication/EUA_Seville_Report_web.sflb.ashx)

***European University Association (EUA) : MOOCs***

EUA published an occasional paper in January 2014 that provides an update on *MOOCs in European higher education*. It comprises information on international MOOCs facilitators; European reactions to MOOCs; Business models; and Learning and teaching.  
[http://www.eua.be/Libraries/Publication/MOOCs\\_Update\\_January\\_2014.sflb.ashx](http://www.eua.be/Libraries/Publication/MOOCs_Update_January_2014.sflb.ashx)

***League of European Research Universities (LERU): Doctoral Education***

LERU published *Good Practice Elements in Doctoral Training* in January 2014 which includes some recommendations for universities, but also for policy makers, for funders; and for employers.

[http://www.leru.org/files/publications/LERU\\_AP\\_15\\_Good\\_practice\\_elements\\_in\\_doctoral\\_training\\_2014.pdf](http://www.leru.org/files/publications/LERU_AP_15_Good_practice_elements_in_doctoral_training_2014.pdf)

***Science-to-Business Marketing Research Centre: Industry and Education***

The Science-to-Business Marketing Research Centre, with the support of the European Commission (DGEAC), has published 14 country-level reports on University-Business Cooperation.

<http://www.ub-cooperation.eu/>

***Inter-Regional***

***African Union/ Kenya/ Japan: Regional University***

The African Union Commission, Kenya and Japan have signed a Memorandum of Understanding (MoU) for cooperation on the Pan African University Institute for Basic Sciences Technology and Innovation. The MoU includes staff training and the provision of scientific equipment.

<http://hrst.au.int/en/print/174>

***Algeria/ France: Educational Cooperation***

The 3rd Algeria-France Conference on Higher Education and Research took place in Algiers from 20 to 21 January 2014. Under the theme Bilateral cooperation in the internationalisation of higher education and research, Algerian and French Ministers addressed issues such as the three-tier system (LMD), the evolution of French-Algerian cooperation and the links between enterprise and university. It ended with the signature of several agreements.

<https://www.mesrs.dz/-/3eme-conference-algero-francaise-de-l-enseignement-superieur-et-de-la-recherche-de-la-cooperation-bilaterale-a-l-internationalisation-de-l-enseignemen> (in French)

***Chile/ Spain: Educational Cooperation***

The first Summit of Rectors of Chilean and Spanish Universities took place in Madrid, Spain, in January 2014. Several Chilean and Spanish firms also took part to strengthen university-business ties. The summit broached the issues of internationalisation; mobility; research and innovation;

the social role of universities in the 21st century and higher education and information technology.

<http://www.casamerica.es/sociedad/i-cumbre-de-rectores-de-universidades-chile-y-espana> (in Spanish)

#### ***Europe/ Brazil: Educational Cooperation; Internationalisation***

The kick-off meeting and first workshop of the ALISIOS project (Academic Links and Strategies for the Internationalisation of the Higher Education Sector) took place at Saint-Louis University in Brussels, Belgium in January 2014. The ALISIOS project's aims are to compare experiences in managing different higher education cooperation programmes, enable mutual learning within Europe and between Europe and Brazil, and provide suggestions for the enhancement and coordination of European university cooperation with international partners. Participants identified key areas for follow-up: enhancing recognition of European degrees and credits in Brazil (and vice versa); increasing PhD mobility; using large international mobility programmes as leverage for internationalising curricula; language training/preparation; student services, etc.; and providing systematic feedback to EU-Brazil policy dialogue.

<http://www.eua.be/ALISIOS-Brussels.aspx>

#### ***Europe/ China: Educational Cooperation***

The EUCNDOC project Enhancing the visibility of European Higher education and strengthening the dialogue and cooperation with Chinese stakeholders in the field of doctoral education will facilitate dialogue and specific cooperation between European and Chinese stakeholders in doctoral education, promote the exchange of views on critical issues regarding doctoral education and identify drivers and barriers of EU-China cooperation in the field of doctoral education, doctoral mobility, and doctoral supervision.

<http://www.unica-network.eu/project/new-erasmus-mundus-project-eucndoc-aims-to-facilitate-eu-china-cooperation-in-doctoral-educat>

#### ***Europe/ Latin America: Scholarships; Call for Participation***

The Coimbra Group Scholarship Programme for Young Professors and Researchers from Latin American Universities was launched for the first time in January 2004. This initiative, which offers grants to finance short-term research visits, aims at favouring mobility and academic exchange between Europe and Latin America. Deadline: 31 March 2014.

<http://www.coimbra-group.eu/activities/scholarships/scholarship-form-1>

#### ***Europe/ Morocco: Quality Assurance***

The RECET Project ((Renforcement des Compétences en Évaluation Institutionnelle, Capacity Building in Institutional Assessment) was officially launched in Rabat on 23 and 24 January 2014. This Tempus IV programme aims to develop quality assurance for academic institutions and decision-makers to implement enlightened governance, transparency and value. It also plans to support the creation of the Agence Nationale d'Évaluation (National Assessment Agency).

<http://www.uh1.ac.ma/recet> (in French)

#### ***Germany/ Greece: Educational Cooperation***

On 8 and 9 January 2014, representatives of the Greek Rectors' Conference (Synodos Prytaneon Ellinikon Panepistimion) and the German Rectors' Conference (HRK) held their first meeting to discuss future collaboration between their two organisations.



<http://www.hrk.de/press/press-releases/press-release/meldung/the-rectors-conferences-of-greece-and-germany-meet-in-athens-3263>

### ***Russia/ Vietnam: Educational Cooperation***

On 12 November 2013, Russia and Vietnam signed a series of bilateral cooperation documents that included agreements on Vietnamese citizens studying in Russia's higher education institutions; Cooperation in science, technology and creative renovation; the establishment of the Vietnam-Russia University of Humanities between the Hanoi University of Business and Technology and the Moscow Academy of Economics and Law.

<http://english.vietnamnet.vn/fms/government/94761/vietnam-russia--together-for-new-cooperation-goals.html>

### ***United Kingdom/United States of America: Rankings***

THE (Times Higher Education) World University Rankings now provides a website to compare universities in the United States in term of Average SAT score, acceptance rate and total number of students enrolled.

<http://us-universities.timeshighereducation.co.uk/>

### ***United States of America/ World: Global Citizenship Education; Scientific Publications; Call for Participation***

Pr Jason Laker, an Associate Member of IAU and Professor of Education at San José State University, California, USA, is looking for academics interested in developing a book in the book series he is editing and which is entitled Palgrave Studies in Global Citizenship Education and Democracy. The book series welcomes international and comparative texts focusing on issues of citizenship, democracy, human rights and education. Dates and topics are flexible. Inquiries can be directed to [Pr Jason Laker](#)

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

### ***Algeria: Educational Trends***

The National Conference of Rectors took place in Algiers on 29 January 2014. University leaders reported on the work of the three regional conferences (Centre, East and West). During his opening speech, the Minister of Higher Education established guidelines to strengthen the centres of excellence, pursue the three-tier system (LMD) reform and improve the quality of education.

[https://www.mesrs.dz/-/allocation-du-pr-mebarki-a-l-ouverture-de-la-conference-nationale-des-chefs-d-etablissement-de-l-enseignement-superieur-et-de-la-recherche-scientifique?redirect=https%3A%2F%2Fwww.mesrs.dz%2Faccueil%3Fp\\_p\\_id%3D101\\_INSTANCE\\_nko53VynVXTA%26p\\_p\\_lifecycle%3D0%26p\\_p\\_state%3Dnormal%26p\\_p\\_mode%3Dview%26p\\_p\\_col\\_id%3Dcolumn-2%26p\\_p\\_col\\_pos%3D1%26p\\_p\\_col\\_count%3D6%26\\_101\\_INSTANCE\\_nko53VynVXTA\\_advancedSearch%3Dfalse%26\\_101\\_INSTANCE\\_nko53VynVXTA\\_keywords%3D%26\\_101\\_INSTANCE\\_nko53VynVXTA\\_delta%3D3%26p\\_r\\_p\\_564233524\\_resetCur%3Dfalse%26\\_101\\_INSTANCE\\_nko53VynVXTA\\_cur%3D3%26\\_101\\_INSTANCE\\_nko53VynVXTA\\_andOperator%3Dtrue](https://www.mesrs.dz/-/allocation-du-pr-mebarki-a-l-ouverture-de-la-conference-nationale-des-chefs-d-etablissement-de-l-enseignement-superieur-et-de-la-recherche-scientifique?redirect=https%3A%2F%2Fwww.mesrs.dz%2Faccueil%3Fp_p_id%3D101_INSTANCE_nko53VynVXTA%26p_p_lifecycle%3D0%26p_p_state%3Dnormal%26p_p_mode%3Dview%26p_p_col_id%3Dcolumn-2%26p_p_col_pos%3D1%26p_p_col_count%3D6%26_101_INSTANCE_nko53VynVXTA_advancedSearch%3Dfalse%26_101_INSTANCE_nko53VynVXTA_keywords%3D%26_101_INSTANCE_nko53VynVXTA_delta%3D3%26p_r_p_564233524_resetCur%3Dfalse%26_101_INSTANCE_nko53VynVXTA_cur%3D3%26_101_INSTANCE_nko53VynVXTA_andOperator%3Dtrue) (in French)

***Argentina: Access to Education***

PROGRESAR is a new programme for young people between the ages of 18 and 24 who are out of work, who work informally or whose salary is below the poverty line to go back to tertiary education.

<http://www.progresar.anses.gob.ar/> (in Spanish)

***Australia: Foreign Students***

The number of Indian students applying to study at Australian universities has more than doubled in 2014 due to various factors that included: a streamlined visa process, a restored image of safety, more scholarships offered to overseas students, the emergence of a middle-class in India interested in and able to afford overseas education, and the quality of programmes judged higher.

<http://www.abc.net.au/news/2014-02-12/an-indian-students-rising-hold/5242504>

***Azerbaijan: Educational Reform***

The Ministry of Education has announced the key priorities of the higher educational reforms that are to be implemented during the upcoming academic year: providing a transparent and efficient education environment and improving education quality and higher education institutions' management.

[http://en.apa.az/xeber\\_main\\_priorities\\_of\\_higher\\_education\\_refo\\_206517.html](http://en.apa.az/xeber_main_priorities_of_higher_education_refo_206517.html)

***Belgium: Women***

KU Leuven is launching a gender action plan aimed at improving the hiring and advancement of women in the university's professoriate and increasing membership of women in the university's advisory bodies.

<http://www.kuleuven.be/english/news/ku-leuven-pushes-for-more-female-professors>

***Brazil: Educational Trends***

The 2nd Forum of Rectors of the Brazilian Rectors' Conference (CRUB) took place at the Universidade Presbiteriana Mackenzie in February 2014. It discussed university autonomy and accreditation, as well as the role of the CRUB in Brazilian higher education.

<http://www.crub.org.br/blog/category/destaques/> (in Portuguese)

***Canada: Educational Associations, Quebec***

On 10 January 2014, CREPUQ announced that it was changing its name to Bureau de coopération interuniversitaire (BCI), Bureau of interuniversity cooperation. The mandate of the BCI will focus on the cooperation between institutions and the delivery of common services.

[http://www.crepuq.qc.ca/IMG/pdf/CREPUQ-COMMUNIQUE-Changement-nom-et-interim\\_2014-01-10.pdf](http://www.crepuq.qc.ca/IMG/pdf/CREPUQ-COMMUNIQUE-Changement-nom-et-interim_2014-01-10.pdf) (in French)

***Canada: Education and Employment; Quebec***

The Québec Higher Education Ministry published a report on Graduate Employment, La Relance à l'Université 2013. It provides data about the employment situation of graduates with a bachelor or a master degree twenty months after graduation.

[http://www.mesrst.gouv.qc.ca/fileadmin/contenu/documents\\_soutien/Ens\\_Sup/Commun/Statistiques/Relance/RelanceUniversite2013\\_vf.pdf](http://www.mesrst.gouv.qc.ca/fileadmin/contenu/documents_soutien/Ens_Sup/Commun/Statistiques/Relance/RelanceUniversite2013_vf.pdf) (in French)

### ***Canada: International Education***

The Ministry of International Trade announced the launch of the Canada's International Education Strategy: *Harnessing our knowledge advantage to drive innovation and prosperity* (January 2014). The strategy is designed to maintain and enhance Canada's global position in higher education.

<http://international.gc.ca/global-markets-marches-mondiaux/assets/pdfs/overview-apercu-eng.pdf>

### ***Chile: Foreign Students***

Foreigners without permanent residence in Chile can now apply with the same criteria and conditions as Chileans to doctorate studies and fellowships.

<http://www.conicyt.cl/becas-conicyt/2014/01/conicyt-modifica-obligaciones-de-estudiantes-extranjeros-de-doctorado-en-chile> (in Spanish)

### ***Chile: Sustainable Development***

The Universidad Católica Los Angeles de Chimbote has signed a cooperation agreement with the Organismo de Evaluación y Fiscalización Ambiental (OEFA). Through this agreement, a University Network of Capacity-building and Education in Environmental Taxation (Red Universitaria de Capacitación y Educación en Fiscalización Ambiental (Rucefa)) will be created which will enhance the protection of the environment through citizen participation.

[http://oducal.uc.cl/index.php?option=com\\_content&view=article&id=611%3Auladech-fortalece-lucha-de-defensa-del-medio-ambiente&catid=114%3Anoticias&Itemid=248&lang=en](http://oducal.uc.cl/index.php?option=com_content&view=article&id=611%3Auladech-fortalece-lucha-de-defensa-del-medio-ambiente&catid=114%3Anoticias&Itemid=248&lang=en)

### ***Colombia: Educational Associations***

The National Rectors' Conference (ASCUN) has established a Project Unit to identify new projects that are in accordance with the mission of ASCUN, establish work programmes, and create ties with organisations that can develop the projects. An Executive Committee will follow the projects and analyse their results, risks and opportunities.

[http://www.ascun.org.co/index.php?option=com\\_content&view=article&id=2203:ascun-organiza-su-unidad-de-proyectos&catid=80&Itemid=475](http://www.ascun.org.co/index.php?option=com_content&view=article&id=2203:ascun-organiza-su-unidad-de-proyectos&catid=80&Itemid=475)

### ***Fidji: Scholarships; Student Loans***

The Government of Fiji has released the Tertiary Scholarship and Loans Decree 2014. Retrospectively coming into force as of 18 December 2013, it establishes the Tertiary Scholarship and Loans Board, defines its functions and powers, details the scholarship and loans schemes in terms of rights and obligation for and towards applying students, and deals with reporting and accountability.

<http://www.fiji.gov.fj/getattachment/f6d9bcc8-6220-491a-a47c-8a7a293037a9/Decree-No-2---Tertiary-Scholarship-and-Loans-Decre.aspx>

### ***Finland: Educational Finance***

The Ministry of Education and Culture has published *Greater incentives for strengthening quality in education and research: A proposal for revising the funding model for universities as of 2015*.

[http://www.minedu.fi/OPM/Julkaisut/2014/yo\\_rahoytusmallin\\_tarkistaminen.html?lang=en](http://www.minedu.fi/OPM/Julkaisut/2014/yo_rahoytusmallin_tarkistaminen.html?lang=en)

**France: Educational Assessment**

The report "L'évaluation de la recherche et de l'enseignement supérieur" that assesses research and higher education in France was submitted to the Minister in January 2014.

[http://cache.media.enseignementsup-recherche.gouv.fr/file/Actus/98/8/Rapport\\_Pumain\\_Dardel\\_295988.pdf](http://cache.media.enseignementsup-recherche.gouv.fr/file/Actus/98/8/Rapport_Pumain_Dardel_295988.pdf) (in French)

**France: Educational Finance**

The 9th Fundraising Conference in Higher Education and Research was held in Paris from 11 to 13 February 2014. Organised by the French Association of Fundraisers, this workshop provided tools and methods for every higher education institution and body.

<http://www.fundraisers.fr/fichiers-pdf/prog-esr-2014.pdf>

**France: Students with Special Needs**

The 2014 campaign for doctoral contracts for disabled students has been launched. 25 contracts are offered to disabled students studying for a thesis.

[http://cache.media.enseignementsup-recherche.gouv.fr/file/Handicap/22/8/DDA3\\_2014\\_0005\\_Fiche\\_recapitulative\\_campagne\\_2014\\_CD\\_handicap\\_300228.pdf](http://cache.media.enseignementsup-recherche.gouv.fr/file/Handicap/22/8/DDA3_2014_0005_Fiche_recapitulative_campagne_2014_CD_handicap_300228.pdf) (in French)

**India: Educational Forecasting**

The Federation of Indian Chambers of Commerce and Industry has produced *Higher Education in India: Vision 2030*. It gives a vision for the higher education system setting aside current constraints and challenges and suggests a roadmap for achieving it. Identified levers of action are: curricula, faculty, research, partnerships, infrastructure, funding, government/ leadership. The annex provides an overview of the current state of higher education.

[http://www.ey.com/Publication/vwLUAssets/Higher-education-in-India-Vision-2030/\\$FILE/EY-Higher-education-in-India-Vision-2030.pdf](http://www.ey.com/Publication/vwLUAssets/Higher-education-in-India-Vision-2030/$FILE/EY-Higher-education-in-India-Vision-2030.pdf)

**India: Student Mobility**

The Indira Gandhi Institute of Development Research (IGIDR) has released a paper entitled *Internal Migration for Education and Employment among Youth in India* that examines internal migration patterns for education and employment among young people aged 15-32 years.

<http://www.igidr.ac.in/pdf/publication/WP-2014-004.pdf>

**Ireland: Educational Assessment**

The Higher Education Authority has published *Towards a Performance Evaluation Framework: Profiling Irish Higher Education*. It includes a review of international assessment methods and a first attempt at developing a performance-evaluation system based on 14 categories.

[http://www.heai.ie/sites/default/files/evaluation\\_framework\\_long.pdf](http://www.heai.ie/sites/default/files/evaluation_framework_long.pdf)

**Ireland: Skills**

The *Guidance for Higher Education Providers on Current and Future Skills Needs of Enterprise: Springboard 2014* has been published. It summarises the skills shortages identified in the recent reports of the Expert Group on Future Skills Needs.

<http://www.skillsireland.ie/media/Springboard%202014%20Guidelines%20-%20PDF%20Final.pdf>

**Ireland: Technological Universities**

The Minister for Education and Skills has announced the publication of a Bill which will allow for the future establishment of technological universities and the mergers of institutes of technology. Technological universities will be new higher education institutions with a distinct

mission to provide enterprise-focused education and research.

<http://www.education.ie/en/The-Education-System/Legislation/General-Scheme-Technological-Universities-Bill-2014.pdf>

***Italy: Governance***

The Conference of Italian Universities' Rectors (CRUI) has made proposals to change the University. They concern university autonomy; competitiveness; and funding.

<http://www.crui.it/HomePage.aspx?ref=2199> (in Italian)

***Jordan: Sustainable Development***

The University of Jordan (UJ), an IAU Member, has launched a Master degree in sustainable development. This two-year programme is the first in this field to be proposed in Jordan.

<http://jordantimes.com/uj-launches-ma-programme-in-sustainable-development>

***Mauritania: Educational Quality***

The Minister of Higher Education has asked for quality improvement in teacher training.

[http://www.ami.mr/fr/index.php?page=Depeche&id\\_depeche=25290](http://www.ami.mr/fr/index.php?page=Depeche&id_depeche=25290)

***Mauritius: Strategic Planning***

The African Development Bank Group (AfDB) has approved Mauritius' Country Strategy Paper for 2014-2018 whose second pillar focuses on actions and policy reforms to help improve the quality and relevance of education, including higher education.

<http://www.afdb.org/en/news-and-events/article/afdb-board-approves-mauritius-country-strategy-paper-2014-2018-12797/>

***Mexico: Educational Quality***

The Directorate of Higher Education University (DGESU) has published the guidelines for participation in public competitions. As part of the 2013-2018 National Development Plan to achieve quality in education, four main programmes are available: FECES (Fund to improve the quality of higher education), PADES (Support programme for the Development of higher education), Programme for encouraging performance of teachers, and a Support fund for the financial restructuring of the State Public Universities.

<http://www.ses.sep.gob.mx/sala-de-prensa/comunicados/item/196-la-sep-da-a-conocer-programas-de-apoyo-para-fortalecer-la-calidad-de-las-instituciones-de-educacion-superior> (in Spanish)

<http://www.ses.sep.gob.mx/sala-de-prensa/comunicados/item/191-calidad-en-la-educacion-superior-de-mexico-tarea-de-la-sep> (in Spanish)

***Netherlands: MOOCs***

Online education and Massive Open Online Courses (MOOCs) have received an endorsement from the Dutch Minister of Education, Culture and Science after she committed €1 million a year to stimulate the development of open education resources in higher education institutions. In a letter to Parliament, Minister Bussemaker explained her vision of open and online higher education courses, serving as the "business cards" of Dutch universities, and expanding their reach to an increasingly connected student base.

<http://thepienews.com/news/e1-million-a-year-to-enhance-dutch-online-education>

***Norway: Educational Quality***

The Government has presented seven measures for higher education and research over the next four years to improve quality. They include appointing an expert group to examine the funding for universities and university colleges; elaborating a White Paper on the structures of higher education which will be presented in the spring of 2015; and a long-term plan for higher education and research in the fall.

<http://www.regjeringen.no/en/dep/kd/press-contacts/Press-releases/2014/clear-priorities-in-higher-education-and.html?id=749226>

***Papua New Guinea: Internationalisation***

The Office of Higher Education (OHE) of Papua New Guinea has invited Australian higher education providers to offer more programmes or to sign twinning agreements with local universities. This comes as part of OHE's internationalisation strategy, together with partnerships with foreign quality assurance agencies to ensure that the country's universities, so far self-accredited, undergo an external quality assurance review based on international standards.

<http://www.ohe.gov.pg/index.php/component/content/article/14-general/173-ohe-invites-australian-higher-education-providers>

***Philippines: Academic Year***

Ateneo de Manila University (ADMU) and the University of the Philippines (UP) have decided to shift their academic calendars from June to March to August to May as from the 2014-2015 year in order to better align their schedule with their overseas partners universities, further internationalise their programmes and facilitate student and faculty mobility.

<http://www.gmanetwork.com/news/story/347235/news/nation/ateneo-up-to-adopt-august-may-academic-calendar>

The Commission on Higher Education has created a high-level Technical Working Group on the Academic Calendar (TWG-AC) to study this change, its implications and impact and provide recommendations.

<http://www.ched.gov.ph/wp-content/uploads/2014/02/CHED-studying-academic-calendar-shift.pdf>

***Russian Federation: Science Policy***

The forecast of national science and technological development up to 2030 drafted by the Ministry of Education and Science has now been approved.

<http://government.ru/en/news/9800>

***Russian Federation: Student Mobility***

The Russian President has signed a decree to fund postgraduate studies at foreign universities that are included in the three world rankings (The Times Higher Education, Shanghai University and Quacquarelli Symonds). The aim of the decree is to strengthen the country's human resource capacity while addressing a shortage of specialised professionals in Engineering, Medicine and Science.

[http://iunc.net/State\\_Grants\\_for\\_100,000\\_Russian\\_Students\\_To\\_Study\\_Abroad.html](http://iunc.net/State_Grants_for_100,000_Russian_Students_To_Study_Abroad.html)

***South Africa: Educational Policy***



The Department of Higher Education and Training has released the *White Paper for Post-School Education and Training: Building an expanded, effective and integrated post-school system*. It comprises chapters on the main policy objectives, the college system, universities, private education provision, addressing disability, opening learning, linking education and the workplace, and the national qualifications framework.

[http://www.che.ac.za/media\\_and\\_publications/legislation/white-paper-post-school-education-and-training](http://www.che.ac.za/media_and_publications/legislation/white-paper-post-school-education-and-training)

***Sweden: Post-Study Visas***

Senior political, academic and business figures have called for Sweden to relax its strict post-study visa, which requires students and researchers at Swedish universities to leave the country just 10 days after completion of their studies in an article published in a Swedish newspaper.

<http://thepienews.com/news/sweden-post-study-visa-rules-unfair-and-complicated>

***Switzerland: MOOCs***

Organised by the École Polytechnique Fédérale de Lausanne (EPFL) and P.A.U. Education, the Second MOOC European Stakeholders Summit, was held in February 2014 in Lausanne. Its goal was to develop synergies among European universities around themes such as student assessment, MOOC accreditation, platform interoperability and joint research initiatives. It included four tracks: Policy, Experience, Research and Business.

<http://www.emoocs2014.eu/>

***Switzerland: Open Access***

The Conference of Swiss Rectors has adopted the manifesto for open learning and open access to research, «Pour une Suisse de la formation et de la recherche ouverte», which was published in January 2013.

<http://www.crus.ch/index.php?id=3836&L=1>

***United Kingdom: Access to Education; Scotland***

Universities Scotland has published *Action on Access: Recommendations to achieve further progress on widening access to higher education in Scotland*. Drawing from a literature review, a set of 12 recommendations for the higher education context in Scotland has been produced to help to deliver progress in widening access.

<http://www.universities-scotland.ac.uk/uploads/Widening%20Access%20recommendations.pdf>

***United Kingdom: Educational Management***

The Leadership Foundation for Higher Education has published *Performance Management in UK Higher Education Institutions: The need for a hybrid approach*. The report suggests that there is not a 'one size fits all' performance management approach for all institution and for all staff. Institutions need to adopt and use those performance management mechanisms that are 'fit for purpose'

<http://www.lfhe.ac.uk/en/research-resources/published-research/research-by-theme/changing-roles-structures-and-careers/performance-management-in-uk-heis.cfm>

***United Kingdom: Educational Policy; Scotland***

The report from Academics Together, *Excelling Together: The future of Scotland's universities*, outlines a positive case for Scotland's universities remaining part of the UK and challenges a number of the assertions contained in the White Paper for breaking up the UK.

[http://b.3cdn.net/better/69181b63c4365159dd\\_jrm6bz8ph.pdf](http://b.3cdn.net/better/69181b63c4365159dd_jrm6bz8ph.pdf)

### ***United Kingdom: MOOCs***

CETIS has published *Beyond MOOCs: Sustainable Online Learning in Institutions*. It discusses how lessons learned from running MOOCs can be applied within institutions to offer flexible opportunities for learners and new revenue streams.

<http://publications.cetis.ac.uk/wp-content/uploads/2014/01/Beyond-MOOCs-Sustainable-Online-Learning-in-Institutions.pdf>

### ***United Kingdom: Open Access***

The new scheme to provide walk-in online access to scholarly journals free of charge in public libraries has been launched. Publishers of over 8,700 journals are already participating in the programme, and the number of libraries providing access in this way is growing rapidly.

<http://www.accesstoresearch.org.uk/>

### ***United Kingdom: Pedagogy***

The Higher Education Academy has published *Flexible Pedagogies: technology-enhanced learning*. This report offers a summary and analysis of the current state of play, as well as recommendations for developing robust and appropriate flexible pedagogies with a view to influencing policy, future thinking and change within the rapidly-shifting landscape of learning and teaching in HE.

[http://www.heacademy.ac.uk/assets/documents/flexiblelearning/Flexiblepedagogies/tech\\_enhanced\\_learning/TEL\\_report.pdf](http://www.heacademy.ac.uk/assets/documents/flexiblelearning/Flexiblepedagogies/tech_enhanced_learning/TEL_report.pdf)

### ***United Kingdom: Student Experience***

The Russell Group has published *A passion for learning – The student experience at Russell Group universities*. It explores its universities' learning environment and student support.

<http://www.russellgroup.org/StudentExperienceatRussellGroupuniversities.pdf>

### ***United Kingdom: Sustainable Development***

The Higher Education Academy organized a workshop on *The campus as a living laboratory - exploring place-based approaches to ESD* at Cardiff University in February 2014. It built upon a research project that explored the opportunities for the development of ESD at Warwick University and Monash University, Australia. Findings from this research project revealed that a place-based approach to ESD had positive potential to engage students and wider campus communities through projects that used the campus as a living laboratory for learning.

[http://www.heacademy.ac.uk/events/detail/2014/Seminars/Themes/GEN885\\_Cardiff](http://www.heacademy.ac.uk/events/detail/2014/Seminars/Themes/GEN885_Cardiff)

### ***United States of America: Academic Staff***

The American Institute for Research has released an Issue Brief entitled *Labor Intensive or Labor Expensive? Changing Staffing and Compensation Patterns in Higher Education* (February 2014). It provides data on labour in public and private, non-profit four-year institutions and public community colleges.

<http://www.air.org/sites/default/files/downloads/report/DeltaCostAIR-Labor-Expensive-Higher-Education-Staffing-Brief-Feb2014.pdf>

### ***United States of America: Educational Assessment***

The American Council on Education sent a letter on the Postsecondary Institution Ratings Systems (USDE) to express the voice of higher education associations about the plan to rate colleges and universities in which it “urges the Department to open a public comment period”.

<http://www.acenet.edu/news-room/Documents/Higher-Ed-Assoc-PIRS-Comments.pdf>

### ***United States of America: Educational Policy***

On 28 January 2014, President Barack Obama's State of the Union Address reminded the

involvement of the American government in connecting companies and businesses to research universities and community colleges in order to match skills and jobs. He also mentioned that the White House recently organised a College Opportunity Summit where “concrete commitments to reduce inequality in access to higher education” had been made (see report *Increasing College Opportunity for Low-Income Students*).

<http://www.whitehouse.gov/the-press-office/2014/01/28/president-barack-obamas-state-union-address>

[http://www.whitehouse.gov/sites/default/files/docs/white\\_house\\_report\\_on\\_increasing\\_college\\_opportunity\\_for\\_low-income\\_students\\_1-16-2014\\_final.pdf](http://www.whitehouse.gov/sites/default/files/docs/white_house_report_on_increasing_college_opportunity_for_low-income_students_1-16-2014_final.pdf)

***United States of America: Educational Quality***

The Association of American Colleges and Universities (AAC&U) organised its Annual Meeting on *Quality, E-Quality, And Opportunity: How Educational Innovations Will Make—or Break—America’s Global Future* in Washington, DC, from 22 to 25 January 2014.

<http://www.aacu.org//meetings/annualmeeting/AM14/resources.cfm>

***United States of America: For-Profit Education***

Public Agenda has released a study entitled *Profiting Higher Education? What Students, Alumni and Employers Think About For-Profit Colleges* (February 2014). It shows that despite the fact that for-profit students are satisfied with the quality of their schools, they are skeptical about the fact that the cost will pay off.

[http://www.publicagenda.org/files/ProfitingHigherEducation\\_PublicAgenda\\_2014.pdf](http://www.publicagenda.org/files/ProfitingHigherEducation_PublicAgenda_2014.pdf)

***United States of America: ICT***

The New Media Consortium (NMC) and the EDUCAUSE Learning Initiative (ELI) have released the *NMC Horizon Report - 2014 Higher Education Edition*. It outlines annual findings on emerging technologies impacting learning.

<http://www.nmc.org/pdf/2014-nmc-horizon-report-he-EN.pdf>

***United States of America: Online Learning***

The Babson Survey Research Group has released the *2013 Survey of Online Learning*. Results demonstrate that, although the growth of online enrolments is still important, the offer of online courses is decreasing.

[http://babson.qualtrics.com/SE/?SID=SV\\_7R2QI3e65TBexXn](http://babson.qualtrics.com/SE/?SID=SV_7R2QI3e65TBexXn)

***United States of America: Pedagogy***

The Center for Instructional Development and Educational Research (CIDER) organised the 6th Annual Conference on Higher Education Pedagogy. It focused on higher education teaching excellence and the scholarship of teaching and learning.

<http://www.cider.vt.edu/conference/proceedings/2014ConferenceProceedings.pdf>

***Vietnam: Educational Courses***

207 training majors offered at 71 universities will be suspended in 2014 due to lack of teaching staff.

<http://english.vietnamnet.vn/fms/education/94707/hundreds-of-majors-at-universities-suspended-from-2014.html>

Universities say that the shortage of teaching staff is due to the Ministry’s requirements.

<http://english.vietnamnet.vn/fms/education/95362/universities-cry-out-about-ministry-s-requirements-on-teaching-staff.html>

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

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