



INTERNATIONAL ASSOCIATION OF UNIVERSITIES

INTERNATIONAL UNIVERSITIES BUREAU

editorial

The highest priority for IAU member institutions in the area of internationalization is without a doubt **mobility** of students, researchers and teachers. It remains, as well, the fastest growing aspect of the internationalization process. These are a couple of the findings of the recently published 2003 IAU Survey Report **Internationalization of Higher Education - Practices and Priorities**. The other side of the coin is not far; internationalization's greatest perceived risk is the so-called brain drain, as point out a large number of respondents. There are important regional differences in the findings and this confirms the need for utmost care in gathering various points of view when measuring the phenomenon and designing action plans and solutions.

This issue of the *IAU Newsletter* explores several facets of academic mobility from different regional perspectives and includes the voice of several student organizations which were invited to share their views on this important topic.

Mobility, whether for improving the educational experience or to meet demand, is not the only expanding aspect of international activity in higher education. As several conference reports indicate, cross border education, with programs and even institutions being mobile, is also expanding, bringing with it new and often tricky questions.

In order to offer a wide spectrum of articles and points of view on this highly debated key topic, we propose a double issue as the first edition of the IAU Newsletter in 2004.

Eva Egron-Polak

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News

Letter

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**SPECIAL ISSUE
HIGHER
EDUCATION
AND MOBILITY**

Intellectual African Nomads in the Information Wonderland

by Damtew Teferra*

Universities remain Africa's sole intellectual capital. As the universities in the continent have continuously deteriorated since the mid-1970s, this capital has declined due to, among others, net outflow of high level expertise. The literature on African universities is fraught with accounts of unbalanced mobility trends and its consequent threats on the intellectual capital of nations. And yet discourse on opportunities of such mobility is woefully limited.

In the contemporary world where neo-liberal ideals and values are the pervading philosophies of the day, movements of financial and human capital drive the process of globalization. While mobility of people around the world has been a phenomenon as old as the human race, its current dynamics and trajectory are unique in the knowledge millennium.

This article examines the mobility trend and scope of Africa's educated elite and how this can be effectively tapped to help foster African development. I am deliberately jettisoning the generic term "brain drain" in favor of several other terms

national borders has not generally attracted much attention despite associated problems. This is largely due to an underlying perception that as long as the knowledge capital is circulating in a country, the movement has been considered harmless. There is, however, a growing body of literature countering such perception.

Numerous national universities complain of a growing recent phenomenon of faculty migration to regional universities. Southern African countries, for example, lament the mobility of their knowledge workers to the lucrative market in South Africa. While South Africa is accused of poaching the knowledge entrepreneurs of the region, it is itself lamenting the migration of its talent to more developed countries such as Australia, Canada, the United Kingdom, and the United States. Such regional mobility is also perceived positively and has not yet generated serious debates and discussions.

Overseas mobility is the most common migration phenomenon, often referred to in the literature as 'brain drain'. The discussion on the impact of such mobility and the means to contain it continues to rage without an effective and sound means to address it. The figures for intellectual African migrants are staggering. No doubt receiving institutions and countries benefit from the influx of knowledge entrepreneurs who bring in new ideas, perspectives, and discourse. The entrepreneurs also find the new working—if not living—environment conducive to investing more of their time and energy, further boosting the "bull" knowledge market.

Trends of Knowledge Capital Movement

In this section, I will briefly track the movement trend of the African intellectual Diaspora to capture the essence of the mobility dynamics in present day Africa. The migration trend of knowledge-wealthy Africans has seen mobility at the physical and virtual levels. At the level of physical mobility, I briefly identify three modes of movements.

Mobility of knowledge entrepreneurs within

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The movement of knowledge entrepreneurs has always been conceptualized within the context of physical mobility. And yet technology has outmoded this perception as it shrinks the expanse of space and time. A transfer of knowledge capital need not require physical movement of expertise. Simply put, the physical movement of knowledge capitalists is no longer a prerequisite for effective knowledge transactions to take place. Knowledge entrepreneurs may undertake research, transfer technology, engage in instructional activities, partner in outsourcing initiatives, enter into consultancy activities, and provide expert opinion on contemporary issues without having to leave their doorsteps—thanks largely to developments in ICT.

Tapping the Intellectual African Migrants

A number of national, regional, and international initiatives have been taken, even though limited in their impact, to stem the outflow of highly educated Africans. In its 15 years of operation, the widely known program—"Reintegration of Qualified African Nationals"—undertaken by the International Organization for Migration (IOM), for instance, only managed to relocate around 2,000 nationals. RQAN, though impressive in its intent, turned out to be ineffective and hugely expensive, necessitating the reformulation of a more pragmatic new program known as the Migration for Development in Africa (MIDA).

Many countries have frequently issued restrictive and unpopular directives to stem movement of their highly educated nationals. Initiatives emanating from African Union are currently striving to institute international interventions to curtail overseas recruitment and migration of high level expertise from Africa.

On the other hand, alternative means of engaging the intellectual Diaspora are also currently garnering momentum in some countries. Government-sponsored initiatives, such as the South African Network of Skills Abroad (SANSA), link nationals abroad with local experts and projects to contribute in social and economic development.

Many African migrant communities have also undertaken a variety of initiatives, such as knowledge network creation, to contribute to the development of home institutions. Migrant

Africans, for example, have established numerous (virtual) communities that discuss a variety of social, political, cultural, ideological, economic, developmental, academic, scientific, and technological issues. A small scoop of immigrant-initiated associations by Ethiopians, for instance among others, include Addis Ababa University Alumni Association International Network (AAUAAI), the Association for Higher Education and Development (AHEAD) and the Consensus Forum for Ethiopians in the Diaspora (CFED).

The causes of migration—be it regional or international—are a result of complex phenomena. The motivation of scholars to migrate or not is a product of a complex blend of economic, political, social, cultural, and psychological factors. The impact and chemistry of each factor varies from country to country and individual to individual and fluctuates with time—even for the same individual (Teferra, 2000). In the light of various unsuccessful efforts to stem the massive flow of intellectual capital and the transitory and fluid nature of decision-making surrounding migration, the need to adhere to a new approach of replenishing the fleeting knowledge entrepreneurs has essentially become mandatory. Countries are currently waking up to the new strategy of tapping knowledge entrepreneurs regardless of their physical location.

The Diaspora has numerous dimensions and immense potentials that are yet to be tapped. In my paper "Unleashing the Forces of the Diaspora" (Teferra, 2003), I outline an exhaustive list of Diaspora potentials. I only draw some examples of relevance here.

In terms of *political clout*, a Diaspora community with large numbers and resources could effectively lobby on behalf of their home country. Of course, this could turn out to be both an asset and a liability.

Scholastic potentials can be analyzed by gauging the staggering statistics of the migrant knowledge entrepreneurs who are university professors, researchers, engineers, medical doctors, accountants, and high-level technicians. For instance, one in two African immigrants in the United States holds a college diploma. In a certain region in Canada, South Africans make up twenty percent of the migrant population of medical doctors.

Knowledge entrepreneurs could be tapped to provide professional guidance and technical advice. They could serve as a vital information

hub in locating, collecting, organizing, and sending information—both in print and virtual form—to fellow experts at home who often bemoan lack of such resources.

Intellectual migrants could also help boost the status of local and regional scholarly publications by contributing research articles, academic reviews, and opinions.

The knowledge entrepreneurs, who are diverse in their nature, could also be called upon to participate in major scholarly events such as conference organization, fundraising, and networking.

Academic exchange and joint research initiatives are important aspects of a scholarly culture. In universities of the developed world, such activities are common phenomena. As similar initiatives in Africa are very limited, the intellectual Diaspora could play an important role in promoting them.

Offshore outsourcing—a practice of sending businesses overseas—is an emerging global business model catalyzed by ICT development and globalization espoused not only by private and corporate businesses but also state governments. Thousands, if not millions, of outsourcing jobs are being exported from developed countries in the North, specially the United States, to India, China, Mexico, Philippines, and Malaysia, not only creating great job opportunities, but at the same time setting off vigorous and conducive economic, financial, technological, and research spin-offs. The African intellectual Diaspora has a great potential to serve as a major conduit for attracting outsourcing, transfer of technology, and commercialized knowledge to the continent.

In summary, knowledge entrepreneurs in the Diaspora can effectively promote scholarly endeavors in home countries. The extent to which this can be achieved depends on the scholarly community at home and overseas and the intervention of national and international institutions and governments.

There is a great need to mobilize the intellectual African Diaspora for boosting the knowledge capital of African institutions. Serious declarations and pragmatic policies have to be put in place, which recognize the intellectual Diaspora as untapped treasures kept abroad. It is critical that this vast capital is harnessed to foster knowledge creation, utilization, and transmission in the continent's institutions.

The strategies that should be adopted by organizations, governments, civil societies, and other concerned institutions to mobilize the knowledge entrepreneurs need to be as complex and diverse as the issues surrounding mobility itself. It is important to underscore the need to blend these strategies with a cocktail of nationalist sentiments, subtle indebtedness, and expressive gratitude.

** Assistant professor (research), Center for International Higher Education, Lynch School of Education, Boston College (USA) and Editor-in-chief, "Journal of Higher Education in Africa"*

Damtew Teferra recently participated in an expert group review conducted under the aegis of the Institut de Recherche pour le Développement (IRD) and commissioned by the French Ministry of Foreign Affairs. This research, led by Mr. Rémi Barré (CNAM, Paris) and Jean-Baptiste Meyer (IRD, Montpellier), was aimed at analysing information on the "scientific diaspora phenomenon" (in terms of scale, forms, nature and effectiveness of their activities) and at raising the question whether such initiatives should be supported by governments, international bodies and civil society.

In the final review "Scientific Diasporas" (see bibliography p.08), the panel of experts concluded that the "diaspora option" should be taken.

To succeed, this option must be designed and developed as an innovative project in public policy, which means based on particularly flexible forms of support combined with regular assessment. What is needed is a policy to empower actors in host countries and home countries rather than substituting for them.

To implement such a policy, practical provisions will be required. The report suggests, for example, creating an "incubator" for scientific and technical diasporas along the lines of business incubators, to provide flexible and sustainable support to voluntary organizational initiatives.

With an "incubator" of this kind it would be possible to run knowledge and information bases on competencies available in country and among expatriates, on possible careers for young people in training and on ongoing research projects open to actors at home and abroad.

Counterpoint

Mobile Bodies, Closed Minds

The idea of mobility is a particularly sensitive pointer to those changes in ideology that occasionally waft around the university. To be sure, the case has been made time and again and times beyond counting, that students moving across frontiers has been a feature of higher learning for nigh on eight hundred years. The emblematic figure of Desideratus Erasmus is regularly summoned up as evidence for this tendency. So could the medieval erudite and theologian and Schoolman Duns Scotus, as much at home in Oxford, Paris and Cologne as in his native heath in the Northern Mists just inside the Scottish border.

A most desirable thing

Today, mobility is a most desirable thing, a symbol of that spirit of adventure, curiosity and a little daring to which youth is prone. And not just youth. For indeed, even in the European Union as the volume of teachers, lectures, researchers and administrators – the creaking youth of an Age Past – are being urged to submit themselves to a temporary mobility as a way of understanding the curiosities of how their fellows abroad go about a similar business as they do at home.

Yet not so long ago, today's person (sic) of the world, was yesterday's "déraciné" – foot-loose, fancy-free. Occasionally, the more scandalous descriptor of 'Globe-trotter' – and its associations with the demi monde – was applied to the more notorious and brazen. Not a compliment. Not at all. If anything, rather a sign of delicate disapproval because disreputable.

Eye Openers, exotic and efficient

As a way of opening the mind, travel abroad, filled with experiential richness and exotic learning experiences is often as efficient as scandal. Still, travel does not always guarantee the happiness of Ulysses, despite the verses of M. du Bellay. Nor does travel always broaden the mind.

Here we do well to remember the wisdom of other civilisations. "Travel makes the wise man wiser, but the fool more foolish", so the Koran reminds us.

Mass mobility: a law of diminishing returns?

Such a lapidary statement is worth following up. Is mass mobility as effective as individual mobility in making the individual aware of cultural difference? Might it be more effective? Or even less? It is a question worth asking if only for the fact that groups in herds – or hordes – tend to create their own cultural armour almost as a protection against that which they ought to be exposed. Mass mobility, like mass tourism, is not always the best way of getting to know The Other. Mobile bodies do not always contain open minds. For all that, mobility is certainly a step in the right direction.

Guy Neave

Supporting Young Scientists in Developing Countries: the International Foundation for Science (IFS) Model

by Michael Ståhl

The development context

The international community is committed to reduce global poverty by half during the period 2000-2015. However, policy makers often give priority to short term projects trying to alleviate the immediate symptoms of poverty. Science is often considered to be a luxury not deserving priority. This article claims the contrary - there will be no long term sustainable development in the poor regions of the world without a considerable investment in science. Food insecurity, environmental degradation, emerging diseases and other development challenges cannot be addressed without a scientific understanding of the root causes of the problems and the development of appropriate technology to address the issues.

The scientific landscape in less developed countries

In the 1980's and 1990's most low income countries suffered from general economic decline while at the same time vastly growing cohorts of secondary school-leavers put pressure on the universities. Undergraduate training was prioritised while research dwindled. Research institutes saw their budgets severely cut. The number of research positions and scholarships were restricted. Researchers left their institutions and moved overseas or into consultancy and business.

As a result, the recruitment of research students went down and became wholly dependent on project funding from external donors. As the low income countries, and notably Sub Saharan Africa, enter the 21st century there is a glaring deficit of researchers aged 25 to 35. In many African academic institutions most staff members are above the age of 40. Hence, African uni-

versities and research institutes are moving towards a generation shift. The present population of professors and senior researchers are a "greying" lot.

Who is going to generate the knowledge needed for development? Northern expertise as well as the Southern academic Diaspora can play a role, but it is limited. The scientific foundations for future sustainable development must be built, nurtured and reproduced in national institutions.

The need for research funding

Studies undertaken by IFS have shown that the major complaint by scientists in developing countries is non-functioning laboratories and lack of scientific equipment, which reflect the general problem of the lack of research funding. Hence, the great challenge is to provide an enabling and meaningful environment for the young generation of university graduates. If given the right support, the new generation of scientists could provide the scientific underpinnings for sustainable development technologies while at the same time narrowing the global scientific gap.

The critical factor is to provide opportunities for funding for researchers in their early and mid career, who are yet to become established. Unfortunately, national science councils and universities have very scarce funds for this category. There is thus a gap to be filled by international organisations devoted to scientific capacity building.

The IFS model for supporting young scientists in less developed countries

The International Foundation for Science (IFS) is a research council

with international operations. Its Secretariat is located in Stockholm, Sweden and it is supported by twenty governmental and non-governmental donors. The mandate is to strengthen the capacity of developing countries to conduct relevant and high quality research related to the conservation, management and sustainable utilisation of biological and water resources.

IFS achieves its mission by supporting, through a competitive research grant scheme, promising young scientists from developing countries with potentials to become science leaders. To qualify for support, researchers should be young (below 40), in the beginning of their scientific career and undertake their research in a developing country. Since its start in 1972, IFS has provided over 5,000 research grants which can be used to buy equipment and supplies required to carry out the project, and to cover local costs. The grantees can also benefit from additional resources for participation in conferences, networking and access to literature searches.

Research applications are received at the IFS Secretariat throughout the year. After pre-screening by IFS scientific staff, they are assessed by the IFS network of some 1000 international Scientific Advisers, and prioritised by the Scientific Advisory Committees for final approval by the IFS Director. Decisions on funding are taken twice a year, in June and December. IFS Impact Studies (available on-line at: www.ifs.se/index.htm) show that the IFS capacity building model, i.e. providing support to well targeted young scientists at the beginning of their research careers, has proved successful in retaining them as active and productive members of their national

scientific communities, thus reducing the likelihood of brain drain. Amongst the positive outcomes reported is the significant impact that IFS has had on the career development of many grantees. IFS grantees publish more frequently in mainstream scientific journals and they are more successful in accessing additional research funding.

IFS places the greatest emphasis on directing resources to institutions and countries with vulnerable research infrastructure. As researchers there typically have less access to the Internet and are relatively marginalised from the international scientific discourse, they face difficulties when competing with researchers from developing countries with relatively strong scientific infrastructure. IFS has therefore initiated a series of supporting activities to enhance the competence of applicants from marginalised academic environments. Among these are workshops to conceptualise and prepare research proposals as well as different types of mentorship.

Many former grantees participate in IFS as Scientific Advisers and ambassadors for the IFS programme. IFS grantees have trained a new generation of scientists in Southern universities, produced high-quality knowledge of relevance for the needs of developing countries and achieved senior national and international scientific and policy-making positions. Former grantees in the scientifically strong developing countries increasingly take on functions as mentors and advisors for their younger colleagues from neighbouring less developed countries.

(see: www.ifs.se)

** Director, International Foundation for Science (IFS), Sweden*

Launch of the Erasmus Mundus programme in 2004

by Augusto González Hernández*

On 5 December 2003 EU education ministers gave the go-ahead for a new 230 million academic co-operation and exchange scheme between universities in Europe and the rest of the world. The Decision, adopted jointly by the Council of Ministers and the European Parliament, originates from a challenging proposal from the European Commission: the launch of a new mobility programme, **Erasmus Mundus**, aiming at the enhancement of quality in higher education and the promotion of intercultural understanding through an increased co-operation with third countries.

The Erasmus Mundus programme is called upon to become a reference for European academic excellence as well as a promoter of intercultural dialogue between the citizens of the world. It responds to the crucial challenges that European higher education faces today: globalisation, knowledge-driven society, lack of a European higher education identity, complex degree system, and – as a consequence – lack of international attractiveness.

It is true that European universities have gained competitive advantages through their involvement in the Socrates/Erasmus programme, such as experience in questions of recognition of periods of study abroad, transparency of widely differing systems of education, teaching staff mobility and joint curriculum development. However, these competitive advantages remain often theoretical and are not yet fully exploited. Europe has, in fact, lost to the USA the privilege of being the most-sought study-abroad destina-

tion and the preferred destination of scholars and researchers from the whole world; it is widely accepted that career opportunities for young scientists in Europe are much less attractive than in the USA.

Moreover, the European degree system is rather complex for both Europeans and even more so non-Europeans; the absence of an accreditation system at European level makes it difficult for European universities to establish their credibility abroad, especially in professional, regulated areas.

As a complement to the existing programmes in the field of education, the 2004-2008 Erasmus Mundus programme will therefore offer an answer to these important challenges. There are four concrete actions by which the programme will try to achieve its ambitious aims:

- First, the *Erasmus Mundus Masters Courses*, the central component around which Erasmus Mundus is built: they are high-quality Masters courses offered by a consortium of at least three universities in at least three different European countries. The courses must be "integrated" to be selected under Erasmus Mundus and it must lead to the award of a recognised double, multiple or joint diploma.
- Second, in order to give the Erasmus Mundus Masters Courses a strong external projection, a *scholarship scheme* for third-country graduate students and scholars will be linked to them. This scholarship scheme is open to the whole world.
- Third, in order to encourage European uni-

versities to open themselves up to the world, Erasmus Mundus Masters Courses will also have the possibility of establishing *partnerships with third-country universities*. These partnerships will allow for outgoing mobility for European students and scholars involved in the Erasmus Mundus Masters Courses.

- Finally, Erasmus Mundus will also support measures aimed at enhancing the *attractiveness of European higher education*, by improving the profile, the visibility and the accessibility of European higher education.

"Erasmus Mundus wants to attract the best and the brightest postgraduates and academics world-wide, becoming a reference for European academic excellence as well as a promoter of dialogue and understanding between peoples and cultures", said Viviane Reding, Commissioner responsible for education and culture. No present EU programme combines a specific initiative with a large-scale grant system under a global framework in such an ambitious way.

The Erasmus Mundus programme is a new, powerful tool to stimulate co-operation and mobility between the EU and the rest of the world. It will act as a catalyst in the process of European integration, and will ultimately contribute to sustainable growth, world peace and stability.

** Head of Unit, European Commission Directorate-General Education and Culture, responsible for Erasmus Mundus Programme*

"Erasmus" Mobility: students in the European adventure

by Ms Vassiliki Papatsiba*

Student mobility in Europe has been the subject of unusual political promotion for over a decade which was expressed in the creation in 1987 of ERASMUS, the Community programme for student exchanges. Let us stop briefly on two logics that were at the origin of this programme.

Student mobility is presented as an instrument for European cooperation and development that helps to train the future cadres of the countries concerned. According to this economic and professional standpoint, it becomes a qualification path in view of a professional career within a single market.

With the years, student mobility became linked to citizen stakes that could contribute to the birth of a feeling of common belonging, a potential forerunner of the European identity.

Beyond these wishes and expectations, there are many questions that must be raised. What does

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a period abroad in the framework of Erasmus really bring? What transformations are at work for young candidates to mobility? And last, is it desirable to develop student mobility on a large scale?

Some 80 texts giving accounts of Erasmus periods abroad served as the basis of this analysis. These assessments of approximately 10 pages each were written by French students in different disciplines and higher education institutions. Their analysis illustrates several dimensions of the Erasmus experience. They are often not very detailed or buried in declarations of great satisfaction that are usually formulated at the end of every period abroad.

The accounts show that during their stay students invest themselves in three main fields: *studies, everyday practical life and leisure.*

Concerning the issue of the contribution of these stays to the personal evolution of the students and the enrichment of their cultural identity, the answer is rather mitigated. On the one hand, the analysis reveals that the experience abroad is at the origin of an individual evolution that affects how students see themselves and their identity. Studying thanks to Erasmus is an initiatory experience.

Yet this advantage, however important it may be, cannot justify alone the importance of the collective effort. Mobility must make young adults understand and dialogue with other Europeans. But concerning this aspect, the success of Erasmus mobility must be relativised. Whilst immersing students in a foreign society, the Erasmus period does not systematically lead to decentring students in relation to their culture of origin and to the understanding of other

social codes and value systems. Indeed, the analysis of the observations at the end of the period does not reveal a strong European identity.

What role must the actors of the university community play? What preparation, what follow-up of the students could help to endow them at the intellectual and emotional level with means to combat more effectively stereotypes and reactions of returning to their culture. According to this study, it seems that the responsibility of the universities is to bring students to associate the dimension of a deep personal experience and a more political questioning.

** Ms Vassiliki Papatsiba, Dr. in Educational Sciences, is the author of "Des étudiants européens. "Erasmus" et l'aventure de l'altérité", Peter Lang, 2003 (ISBN 3-03910-197-8)*

Students and mobility

On the occasion of this issue devoted to mobility, the International Association of Universities offered several regional and international student organizations around the world the opportunity to make their voices heard on this topic and present proposals and recommendations for practical action.

We have a dream - Student views on mobility

*by Terhi Nokkala**

ESIB - the National Unions of Students in Europe is the umbrella organisation of 48 national unions of students from 36 countries and through these members represent over 10 million students. The aim of ESIB is to represent and promote the educational, social, economic and cultural interests of students at a European level towards all relevant bodies and in particular the European Union, Council of Europe and UNESCO. (see: www.esib.org)

We have a dream that all students can include international experience in their studies in the way best suited for them; that all students can design their degree in a flexible manner, to include periods of study at home and abroad; that all mobile students are integrated into and seen as valuable members of the academic and student community at their host institutions.

Internationalisation is a crucial part of contemporary higher education, and mobility of students, teachers and staff its integral ingredient. However, many educational, economic, cultural, social and political barriers still stand in the way of true student mobility. Despite the importance of cultural experiences and individual growth traditionally associated with mobility, the academic value of a study period abroad remains the most significant incentive for student mobility. Therefore, issues such as recognition, comparability and language tuition must be determinedly addressed in order to make the exchange period meaningful for both the individual and the institution involved.

At present, financial support measures are inadequate for students from less advantaged backgrounds or regions of the world to be mobile. Solidarity and reciprocity should be the main principles for all mobility cooperation with developing countries. Mobility programmes such as the Erasmus Mundus initiative of the EU, which is currently designed to offer access to European higher education for selected master's level students, shouldn't contribute to the "fortress Europe", which is cherry-picking the best brains from rest of the world. Instead, it must be open to all students and include a clear aim of equal cooperation with third countries and their higher education institutions.

** Member of ESIB's Committee on Commodification of Education 2001-2003*

ESN on Student Mobility

by *Calle Johnzén**

Erasmus Student Network is a European wide student network, created in 1990. Its goal is to support and develop student exchange. It is composed of sections working in Higher Education Institutes (Universities, Polytechnics, University Colleges etc.) and National and International structures. The Erasmus Student Network, as a pan-European network, provides its services and works in the interest of all international students pursuing part of their studies abroad, not only Erasmus students. (see: www.esn.org)

Erasmus Student Network (ESN) was created to address the difficulties experienced by its founders as exchange students* in integrating into their new countries and host institutions, and to attend, in particular, to the social aspects of exchange studies, often neglected by higher education institutions (HEIs) and governments. ESN looks at how initiatives such as the Bologna Process and Erasmus Mundus will not only drastically increase, but also change student mobility as we now know it.

ESN does not only want to see a quantitative rise in student mobility; we also want student mobility to be qualitatively better. Lack of accommodation for exchange students, for instance, is already a very big problem in many European cities, and many HEIs and governments do not take enough responsibility in this area. Indeed, it is often questionable whether HEIs even understand the basic needs of newly arrived students coming from markedly different cultures. We encourage HEIs and governments to think about these social aspects.

Some examples of what we believe should be done for incoming students, and that are already being offered at HEIs where ESN is active include: a clearly defined orientation programme for all incoming international students, introducing them to laws, rules and customs in their host country; a mentor system in which local students assist international students for a certain period of time and ongoing activities aimed at helping exchange students to learn about their host country and to integrate into the society. Another feature we feel should be a matter of course for mobility programs, but yet is not, is the offering of free language and cross-cultural courses to international students. ESN's hope is that, in the future, mobility will be accessible to all students, and that all exchange students will be offered the appropriate social support they need.

** President of Erasmus Student Network International*

Higher Education and Mobility among Youth in Asia Pacific

by *Morse Flores**

APSAID is a non-profit and progressive student association based at Ritsumeikan Asia Pacific University, Japan, which is dedicated to inspiring curiosity, participation, awareness and empowerment of students and youth through education and action on issues such as development, human rights, peace and multiculturalism

Since its inception in 2002, the Asia Pacific Student Association for International Development (APSAID) has worked to raise awareness among students on issues relevant to the study of International Development and Understanding, by coordinating programs and training activities that give youth the opportunity to get involved in their communities and the outside world.

In 2003, APSAID sent delegations to a number of events and activities:

- Two members of APSAID participated in the 1st United Nations University Global Seminar, in Seoul, South Korea;
- Fifteen members of APSAID joined the World Congress of Youth in Casablanca, Morocco, organized by UK-based NGO Peace Child International and the Moroccan Youth Forum and attended by over 1500 young people from 140 countries;
- Two members attended the Asia-Europe Foundation's Youth Dialogue on New Security Challenges, held in Cebu City, Philippines;
- The prestigious Salzburg Fellowship was awarded to one member of APSAID to participate in a session on "Engaging Youth in Community Development";
- A member of APSAID who is an Indigenous person attended a training course on "International Law and Human Rights and Indigenous People in the International System," in Nuuk, Greenland.

APSAID also organizes programs that engage its members and partner organizations in dialogue and exchange. For example, APSAID's founder is currently helping to organize the 'Osaka in the World' Program, to be held from February 5 - March 1, 2004, which will bring more than twenty students and Indigenous youth from the Philippines to Japan to share their Filipino cultural heritage. From February 13 - March 11, APSAID and Yossakoi (Japanese Traditional Performing Group) will represent Japan at the Window in the World Exchange Program in Greenland. Members of the delegation will stay on to teach Japanese tradition and culture to local students. APSAID also coordinates the Southeast Asian Traveling Classroom Program, in which 30 Asian students will travel to Thailand, Laos and Myanmar for a 2-week study visit. This program aims to enable students to deepen their understanding of the challenges that the ASEAN Region is currently experiencing.

In organizing all of these events and activities, APSAID aims to give its members the chance to experience living and interacting with young people of different backgrounds, and to engage in fruitful and intense debate on issues confronting our world today.

** Founding Chairperson, Asia Pacific Student Association for International Development (APSAID)*

Admission of foreign students to higher education:

A study on policies and instruments in selected countries conducted by the Academic Cooperation Association

by Franziska Muche*

With the growing demand for higher education in some world regions (Asia being the best example) and heightened marketing activities by destination countries, the volume of applications from foreign students has been steadily increasing over the past decade. In some countries and institutions, it has reached a critical dimension: institutions receiving ten thousand inquiries for the following academic year are not an exception. Many international offices conceived to manage exchange programs or administrative structures designed for national admissions are overburdened with this situation. Also, the applicants' countries of origin are ever more diverse, making it more difficult to assess and compare their entry qualifications. All of these issues have made international admission a major concern amongst many higher education institutions.

A study addressing these and other questions related to international admission is currently being conducted by the Academic Cooperation Association (ACA), a not-for-profit European network of national-level organisations responsible for the promotion and funding of international exchange and cooperation in education and training, such as the Dutch Nuffic, the British Council, and the German Deutscher Akademischer Austauschdienst (DAAD).

The study, "Admission of foreign students to higher education: policies and instruments in selected countries" aims to examine how the process of selection and admission of foreign students is handled at Australian, Dutch, English, French, Swedish, Swiss and US higher education institutions. A primary goal of the project is to find models of good practice within different institutional and national contexts.

How to organise the admissions process at the institutional level, how to deal with the volume of inquiries and applications, how to select the best students, how to assess foreign qualifications, how to ensure a sufficient linguistic capacity and how to avoid identity fraud - all of these are questions that higher education institutions are facing today, and are concerns that the ACA-study hopes to address.

Preliminary research to further define criteria and collect information about the selected countries was carried out from July to September 2003. The actual study is now underway, with first site visits to Australian and US-American institutions having taken place in October and November 2003. The results of the study will be published in the second half of 2004.

** Senior Officer, Academic Cooperation Association (ACA), Belgium*

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Global Student Mobility: Forecasts of the Global Demand for International Higher Education

by Dorothy Davis*

Demand for International Education

Over the last decade, global student mobility has experienced phenomenal growth. In 2000, there were an estimated 1.7 million international students around the world. Recent projections by IDP Education Australia forecast a four-fold increase in the global demand for international higher education by 2025. These forecasts are generating extensive debate within education institutions and organisations, governments and the corporate sector around the world and a number of national bodies are using the data as a basis for long-term strategic planning.

The *Global Student Mobility 2025* research, undertaken by IDP in 2002, involved the development of a dynamic and interactive country-by-country forecasting model for 137 potential source countries for international education. The scale of the project was unprecedented in international education research worldwide. Based on forecasts of population, economic and education performance and an analysis of higher education access rates, and their movements over time, the research provided forecasts of the demand for higher education in each of the 137 countries.

The research analyses the future demand for international education using different scenarios including high economic growth, low economic growth, and population growth adjusted for the impact of AIDS.

Key findings:

- Global demand for higher education is forecast to increase from 97 million places in 2000 (the year used as the data platform) to 263 million places in 2025. The majority of the growth in global demand will be driven by Asia where demand for higher education is forecast to increase from 37 million in 2000 to almost 159 million in 2025.
- By 2025, **global demand for international higher education** will increase to 7.2 million. While all regions are forecast to experience strong growth to 2025, Asia will dominate global demand, accounting for 70% of the global demand. In the Asia region, China and India will

account for more than half of the total global demand.

- Comparing the top source countries in 2000 against 2025, some new markets are expected to emerge. These include **Turkey, Morocco, Iran and Vietnam** – which will join **China, Korea, India, Greece, Malaysia and Indonesia** as the top source countries. Five of the current leading source countries will no longer be in the top ten by 2025.

Implications of increased global demand

The findings of the research raise some fundamental questions with regard to national higher education policies, and institutional strategies in international education.

Questions include:

- How will destination countries respond to a massive surge in demand? Will there be capacity issues in some countries?
- How will diversity of student populations be maintained in light of the dominant demand in the future from just two countries?
- How will access and equity issues be addressed? Will the international education community direct attention and creativity towards Africa to ensure that it is a participant in increased student mobility?
- As the industrial countries focus on attracting foreign talent, will measures be put in place to prevent brain drain in source countries?
- To what extent will the demand for international education be met through foreign universities establishing campuses in countries with high demand? Will transnational education, including distance education, provide some solutions?
- Will new private providers of international education emerge to meet demand?

- How can the perceived imbalance of benefits (between source and destination countries) resulting from international student flows be overcome? How will two-way flows be encouraged?

In October 2003, IDP Education Australia in association with the Academic Cooperation Association brought together a number of leaders in international education from 15 countries to discuss these issues and to consider national and global strategies for international education. IAU took part in this forum. The outcomes included a better understanding of the different perspectives of receiving and sending countries; a recognition of the need to move from “brain drain” to replenishment of human resources and capacity-building in developing countries; a cooperative approach to mapping flows of international students; the development of a range of strategies to assist in meeting growing demand for international education; and some ideas on advocacy to governments of the critical importance of international education and student mobility.

** General Manager, Global Strategy & Governance Group, IDP Education Australia*

UNESCO and Mobility

As part of its Global Forum on Quality Assurance, Accreditation and the Recognition of Qualifications, UNESCO has put together a web site on **University Quality and Mobility** intended as both a resource and a platform for information exchange. Institutions and government bodies will find useful documentation here concerning standard-setting instruments and established regional and international Conventions on the recognition of qualifications and quality assurance, as well as general information and updates regarding the activities of the Global Forum. The site also includes a number of tools for students, such as the Study Abroad database, and information about open and distance learning programs. (see: http://portal.unesco.org/education/ev.php?URL_ID=12516&URL_DO=DO_TOPIC&URL_SECTION=201)

Executive Committee meets UNESCO's Higher Education division



From left to right : Hilligje Van't Land (IAU Coordinator, Program Development), Louis Marmoz (UNESCO Senior Programme Specialist, Section for Networking and Institutional Development), Luc Weber (IAU Vice-President), Stamenka Uvalic-Trumbic (UNESCO Chief, Section for Reform, Innovation and Quality Assurance RIQ), Komlavi Seddoh (UNESCO Director, Division of Higher Education), Hans Van Ginkel (IAU President), Eva Egron-Polak (IAU Secretary-General), Hanna Nasir (IAU Vice-President), Katri Pohjolainen (UNESCO Senior Programme Specialist, Section for Reform, Innovation and Quality Assurance RIQ), Guy Neave (IAU Director of Research)

On the occasion of a two-day meeting of the IAU Executive Committee in Paris (January 13-14, 2004), IAU invited senior staff of the UNESCO's Higher Education division, led by Mr. Komlavi Seddoh, to share information and discuss possible closer collaboration. One thing was clear; both groups enjoyed the session, which served to confirm the extent to which the key priorities of interest and concerns are shared. Identifying issues such as innovation and reform in higher education, information provision, assessment of quality and transborder education, research and knowledge production as well as teacher training, and sustainable development, IAU and UNESCO agreed that more frequent and focused meetings were needed to establish collaborations in specific areas while reinforcing existing partnerships.

The IAU Executive Committee meeting focused primarily on preparing the business sessions that will take place at the 12th General Conference in July.

IAU 12th General Conference

University of São Paulo, Brazil, 25-29 July 2004

Early registration deadline for IAU General Conference approaches

Preparations for the IAU 12th General Conference *The Wealth of Diversity: The Role of Universities in Promoting Dialogue and Development* in São Paulo, Brazil, July 25-29, 2004 are in full swing. Registration opened when our Preliminary Programme was sent out this past December. Now the **March 31, 2004 deadline to register at a reduced rate** is approaching quickly. With its high calibre, and decidedly international roster of plenary speakers, plus a wide selection of workshops building on the themes of diversity, development and dialogue, the Conference promises to be one of IAU's most stimulating events to date.

We will soon be sending out periodic 'e-bulletins' to all IAU Members, with important deadlines and updates regarding the Conference programme. Contact iau@unesco.org if we do not have your correct email.

Descriptions of the 17 workshops to be offered as part of the Conference Programme may now be found on our web site:

www.unesco.org/iau. These provide a more detailed view of the issues that we hope to discuss in Brazil. Workshop titles include :

Parallel Workshop Series # 1 Dimensions of Diversity

- Diversity of the student body and social cohesion
- Globalization and ICTs as drivers of institutional diversity
- Public, private, national and transnational: Diversity in higher education as response to demand
- Mobility, exchange, fellowship and scholarship programmes: Diversity in purpose, goals and outcomes
- Institutional internationalization strategies: Diversity in approaches, goals and impacts
- Globalization: Cultural diversity threatened by higher education?

Parallel Workshop Series # 2 The University and Development

- Higher education development: A matter for policy or market?
- Higher education's contribution to development: Reconciling the local with the global
- Impact of ICTs in Teaching and Learning Developments
- Higher education and the Millennium Development Goals [MDGs]

- Institutional linkages, networks and mobility schemes: Which way to capacity building?
- Technological clusters: A successful model for innovation and development?

Parallel Workshop Series # 3 Higher Education and Dialogue

- Beyond tolerance: Higher education a haven for intercultural dialogue?
- Regional approaches to internationalization of higher education.
- Inter- and trans-disciplinarity: an exercise in cultural dialogue?
- Dialogue with the past? Solutions for the future? Making the best of traditional knowledge
- Dialogue with the community and higher education stakeholders

A final reminder: only those Member institutions and organizations in good standing and duly represented at the IAU business meetings in July will be eligible to vote in IAU elections. Only those present in São Paulo can be elected. **Register early to take advantage of reduced rates**, and so that we may keep you informed about the Conference programme. We look forward to seeing you in São Paulo!

Sustainable Development at the University of Granada

Granada, Spain, 28-30 October 2003

The University of Granada organised a course on the quality of the environment and sustainable development in universities. The guest lecturers were Rectors, and university administrators and professors from all regions of Spain; the course mainly addressed the teachers and students of the host university. Its purpose was to familiarise students in all disciplines and the other participants with the themes discussed. The debates were very productive because they enabled participants to clarify the concepts and their meaning at both the local and the international level.

This Course-Conference described the activities of the Spanish universities in the fields of environmental sciences and sustainable development. The



Courtesy University of Granada, internet: www.ugr.es

University of Amsterdam, the HUMANE (Heads of University Management and Administration in Europe) group and the International Association of Universities were invited to open the debate on the global context in which the Spanish initiatives are embedded. IAU detailed the work carried out in the framework of GHESP and seized the opportunity to present the United Nations Decade for Sustainable Development and the conclusions of the IAU Conference on "Education for a sustainable

future" that was held in Prague, Czech Republic, last September (see: www.unesco.org/iau/conference/prague/index.html#REPORTS) and the debates devoted to the building of the Toolkit (see: www.ulsf.org/toolkit)

OECD/Norway Forum on Trade in Educational Services

Trondheim, Norway, 3-4 November 2003

Can higher education spread across the globe regulated only by the 'anarchy' of the market? If there is to be regulation, by which agency and under what conditions is such 'regulation' to be exercised?

This was the heart of the matter discussed by some 150 government representatives, administrators, higher education specialists and students at Trondheim. The Forum, jointly organised by the Organisation for Economic Cooperation and Development (OECD) and by the Norwegian Ministry of Education, heard plenary speeches from the Norwegian Minister of Education, Kirstin Clemet, from OECD's Deputy Secretary General, Betglind Asgeirsdottir and from Unesco's Assistant Director General for Education, John Daniel.

The view, presented early on by the Norwegian Minister of Education, that education is NOT a commodity, received wide support particularly from representatives of teacher unions, international associations, non

government organisations and student unions. Still, cross border provision of higher education was viewed as an important development which could give a powerful boost to UNESCO's 'Education for All' programme. And, in the view of the OECD, growth in the global market in education could serve to consolidate 'capacity building' in the emerging economies.

Particular attention should be paid to 'complementarity', that is, for foreign based institutions of higher education to concentrate on meeting local need. In this respect, the OECD saw identifying bona fide foreign degrees as the main issue. Creating a system of 'consumer protection', based on information sharing and mutual recognition of diplomas was a key priority.

Whilst most intergovernmental organisations present recognised the potential benefits that exporting educational services could bring, above all to developing economies, to many NGOs the basic issue lay elsewhere. Benefits could not be counted on until some agreement

had been reached about the principles on which such transactions would take place a regulatory framework would be drawn up. Have these principles been clearly stated? Should their formulation be left only to intergovernmental agencies?

For their part, the NGOs took the view that such principles needed to be couched not in the realm of trade but clearly anchored in the realm of higher education.

One of the representatives of the higher education constituency reported that the American Council for Higher Education Accreditation, the Association of the Universities and Colleges of Canada, the International Association of Universities and the CHEA would shortly produce a Statement to follow up the joint Declaration on Higher Education and GATS signed in 2001. The Statement would set out the indispensable conditions and principles that accompany trade in educational services as perceived and defined by the higher education community itself.

IAU participates in international Conferences

UNESCO Global Research Seminar: Knowledge Society vs. Knowledge Economy: Knowledge, Power and Politics

Paris, France, 8-9 December 2003

How is knowledge currently being redefined, re-interpreted and applied? This was the main theme discussed by the Global Research seminar, meeting at UNESCO headquarters.

The main thrust of the debate focused on 'Knowledge Society vs Knowledge Economy: knowledge, power and politics'. Organised under the auspices of the UNESCO Forum on Higher Education, Research and Knowledge, with the support of the Swedish International Development Cooperation Agency (SIDA), the seminar brought together leading experts and distinguished scholars in higher education from all seven UNESCO regions.

The first Global Research Seminar took place against a backdrop of rapid change both in higher education and more particularly in the broader purview of knowledge production itself. And if many countries face the demand to renew their higher education systems, not all are able to do so. The drive towards higher education and research places further strain on

public funds, even in the world's prosperous societies. In the developing countries, the pressure is overwhelming and the risk of widening a gap already deep is ever present.

The Forum is part of UNESCO's strategy to explore 'evidence-based research' as it has emerged in the different world regions. And whilst the Forum's particular focus is on developing countries, the basic message is clear. In higher education policy there is always an alternative despite what the adepts of current economic orthodoxy would have us believe. The purpose of the Forum lies precisely in exploring those alternatives.

The IAU is particularly happy to be associated with this initiative and very especially since the next meeting of the Global Scientific Committee of the Research Forum will take place in São Paulo immediately before our 12th General Conference in July 2004.

(see: www.unesco.org/education/researchforum)



World Summit on the Information Society (WSIS)

Geneva, Switzerland, 10-12 December 2003

The first phase of the World Summit on the Information Society (WSIS) organized by the International Telecommunication Union (ITU), in close cooperation with other UN Agencies took place in Geneva. It addressed the broad range of themes concerning the Information Society and adopted a Declaration of Principles and Plan of Action which formulates operational proposals and measures to ensure all benefit equitably from the opportunities created by the Information Society. These can be found at www.itu.int/wsisi/. The second phase of WSIS will take place in Tunis, hosted by the Government of Tunisia, on 16-18 November 2005.

NGOs and civil society groups played a relatively important role at the summit and its preparations. IAU took part in one of the events organized by UNESCO, the Round Table, "Education and Knowledge Societies".

Round Table "Education and Knowledge Societies"

The Director of the IAU/UNESCO Information Centre on Higher Education, Claudine Langlois,

presented a paper on "Facilitating Lifelong Learning in Universities: The Role of ICTs". She made ample reference to the IAU draft Policy Statement on Universities and ICTs (www.unesco.org/iau/rtf/ICT-Policy-Draft.rtf), prepared by the IAU Working Group on ICTs and to be adopted by the IAU General Conference in São Paulo, on 25-29 July 2004.

The Round Table which was organized by the UNESCO Institute for Information Technologies in Education (IITE) in Moscow, was divided into three sessions, each headed by a moderator: 1) Education for knowledge societies: trends, challenges and policies. 2) Education in knowledge societies: strategies, tools, teaching and learning (including lifelong learning) and 3) UNESCO as a key actor in the development of education for and in knowledge societies.

The Round Table, opened by John Daniel, UNESCO Assistant Director General for Education and Vladimir Kinelev, Director of IITE, was aimed at raising the attention of all Summit stakeholders on the importance and the role of education for the construction of knowledge societies. Some recent undertakings with ICTs as a vehicle for the

development of Education for All were presented. The role of UNESCO and NGOs cooperating with the Organization in the development of education for and in knowledge societies was also discussed. The participants were invited to provide some principles and recommendations which could help the world community meet the challenges of knowledge societies.

Apart from the 200 participants in Geneva, the Round Table was linked via videoconference with the International Conference on Open and Online Learning (ICOOL) organized under UNESCO's sponsorship by the University of Mauritius, and which gathered some 300 participants from 19 countries. It was also accessible via the Internet to the participants of the IITE training session ICTs in Higher Distance Education held at the same time in Pretoria, South Africa.

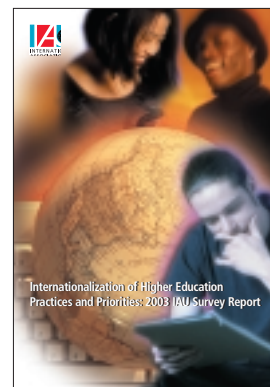
The International Association of Universities plans to get more involved in the next WSIS Meeting in Tunis in 2005.

(see: www.itu.int/wsisi/ and www.iite.ru/iitevents/)

Internationalization of Higher Education Practices and Priorities: 2003 IAU Survey Report

Knight, Jane/ International Association of Universities, 2003. 26 p. ISBN 92-9002-171-3

Analysing the responses of the first global survey of higher education institutions, members of IAU, concerning their approaches to internationalization, Dr. Jane Knight highlights a number of key findings but also outlines a number of important avenues that IAU and others may need to pursue as we continue to investigate the benefits, risks and future directions of internationalization. The report has been sent to all IAU members and is available in English and French on the IAU web site.



Catalogue of UNESCO's documents on education now online

This catalogue provides bibliographical references for over 800 documents produced by the Education Sector since 1997. The titles in English, French and Spanish are presented by theme. Each bibliographic description is completed by an abstract of the document, a reference number and, where available, the online address where it can be downloaded in PDF format. The printed documents can be obtained free of charge, depending on availability.

This catalogue and a large selection of the documents in full text will be available on Mac/PC CD-ROM at the beginning of 2004.

Consult the online catalogue (in PDF) at : www.unesco.org/education/catalogue2003.pdf

AUCC report on internationalization of research

In May 2003, the Association of Colleges and Universities of Canada (AUCC), an IAU member organization, held a national roundtable in conjunction with the International Development Research Centre (IDRC), to examine new developments in Canadian research, particularly those which involve North-South cooperation. IAU Secretary General Eva Egron-Polak chaired a session at this meeting; its final report, "Research Without (Southern) Borders: The Changing Canadian Research Landscape" is available on AUCC's web site www.aucc.ca in the Publications and Resources section.



Global Peace through the Global University System

Varis, Tapio; Utsumi, Takeshi; Klemm, William / UNESCO – University of Tampere, 2003. 518 p. ISBN 951-44-5695-5

TA publication aimed at presenting the philosophy, past, present and future action of the Global University System (GUS). GUS is a worldwide initiative implemented by several universities around the world to further develop effective international distance learning partnership for access to educational resources.

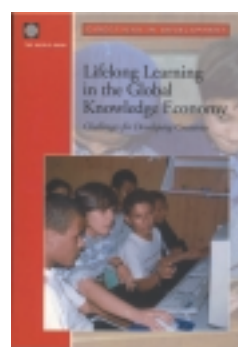
The book describes the role of university in enhancing prosperity, justice and peace throughout the world using the advanced information and communication technologies.

EFA Global Monitoring Report 2003/4 - Gender and Education for All. The Leap to Equality

UNESCO Publishing, 2003. 416 p. ISBN 92-3-103914-8

The World Education Forum held in Dakar (Sénégal) in 2000 agreed upon six major goals for education such as Universal Primary Education, gender equality, improving literacy and educational quality, increasing life-skills and early childhood education programmes. This report describes the progress registered in various countries in regards to the achievement of these objectives and defines priorities and commitments to be implemented at national and international level.

(see: http://portal.unesco.org/education/ev.php?URL_ID=23023&URL_DO=DO_TOPIC&URL_SECTION=201)



Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries

A World Bank Report / World Bank Publications, 2003. 141 p. ISBN: 0-8213-5475-2

This recent publication documents the current global shift towards a model of education in which learning occurs throughout one's lifetime, and examines the implications of this phenomenon for education systems and policymakers. It emphasizes the pressing need for governments and institutions to seek ways to adequately respond to the ever-increasing demands of learners, which reflect in turn the changing demands of industry and the job market. Strategies for financing and creating effective policy in the era of lifelong learning and the global knowledge economy are explored, with particular reference to the developing world and to the rapidly growing role of the private sector as a provider of education and training.

(see: <http://publications.worldbank.org/e-commerce/>)

International Fund for Higher Education in Iraq

UNESCO has identified six projects for immediate implementation through the International Fund for Higher Education in Iraq. The projects achieved consensus at a seminar for Iraqi higher education specialists organized by UNESCO in Amman, Jordan on 23- 24 of November, and were adopted at the Fund's first Directorate meeting in Paris on 1 – 2 of December.

The first round of projects for the newly established three-year Fund will provide: access to the Internet for universities; computers for faculties; laboratory equipment; reference materials for libraries; high-priority area textbooks to students; and capacity-building activities. A capacity-building workshop for representatives from Iraq's Ministry of Higher Education (MOHE) and its university system, to be scheduled soon, will serve to finalize details of the projects. All six projects are designed to benefit university students and faculty this academic year.

The Qatar Foundation for Education Science and Community Development established the Fund with UNESCO this past October with a generous gift of \$15 million from the Qatar government. UNESCO's Division of Higher Education, working extensively with its Beirut Office, will collaborate with teams of Iraqi experts appointed by the MOHE—an essential method given travel restrictions to the country. The Amman seminar proved very productive. Based upon inputs from that meeting and upon available assessment material, including UNESCO's own rapid needs assessment, UNESCO identified 14 projects to be undertaken by the Fund—the six immediate projects listed above and eight designed for longer-term implementation.

The seminar included an Iraqi counterpart team appointed by the MOHE; Iraqi academics living and working in Jordan; representatives from Jordan's Ministry of Higher Education; a representative from the Qatar Foundation; UNESCO staff from its Paris headquarters, Beirut, and Amman offices; and representatives from the Economic and Social Commission for Western Africa (UN-ESCWA).

The International Fund for Higher Education in Iraq is soliciting donors. You may contact UNESCO's focal point for the Fund: Ms. Stamenka Chief, Section for Reform, Innovation and Quality Assurance (RIQ), Division of Higher Education, for information : s.uvalic-trumbic@unesco.org.

CasaSwap.com – increasing international student mobility!

Initiated by a group of students in Denmark, CasaSwap.com offers a unique solution to the increasing global accommodation shortage for exchange students. The aim is to facilitate worldwide student exchange, by providing a forum in which students/academics/staff can exchange homes. The idea is straightforward: You stay in my home, while I stay in yours! The potential of this idea increases with the number of participants, which is why CasaSwap.com is dedicated to initiating partnerships with educational institutions all over the world. The rest of the year is free, provided that users join CasaSwap.com before 1 March 2004. (see: www.casaswap.com)

IDP established in 2003 a Peace Scholarship Trust

with the support of Australian universities, government and the corporate sector. From mid-2004, the Trust will provide scholarships for more than 100 students annually to undertake one or two semesters of undergraduate study in an Australian university. The scholarships will be open to those unable to study overseas without support, in the first instance directed towards students from Cambodia, Colombia, Mexico, India, the Middle East and South Africa. Longer term objectives include expansion of the program to include outbound Australian students and a multilateral program involving international student flows around the world. (see: www.idp.com/pst/default.asp)

EOLSS

Encyclopedia of Life Support Systems

A dynamic virtual library

The Encyclopedia of Life Support Systems (EOLSS) is a comprehensive source of knowledge on the health, maintenance and future of life on planet Earth. It focuses on sustainable development in all its myriad aspects - from ecological issues to human security. The EOLSS body of knowledge is a virtual compendium of sixteen component encyclopedias.

The Encyclopedia is coordinated and developed by the UNESCO-EOLSS Joint Committee, and sponsored by Eolss Publishers of Oxford, UK. With contributions from more than 7000 scholars, this Internet-based archive is regularly updated and made available free of charge to universities and higher institutions in least developed countries (LDCs), subject to approval from the UNESCO-EOLSS Joint Committee. Likewise, disadvantaged individuals worldwide registered through charitable organizations are entitled to free access for one year. Universities from developing countries receive an appropriate discount. Access to the EOLSS is by subscription, via the website: www.eolss.net.

IAU has been invited by the Science Sector at UNESCO and EOLSS Publishers to identify universities in Least Developed Countries (LDCs) that will receive free access to the on-line EOLSS. A key condition of this generous offer is the willingness and capacity of the recipient university to provide as wide and broad an access to the encyclopedia as possible within the community. IAU is also to identify those member universities in developing countries, entitled to a 40% discount, and other IAU member institutions who will benefit from a 30% reduction, who would wish to acquire access to the EOLSS. Please contact us at vantland.iau@unesco.org, for more information.

Mondialogo



Reminder: in the November issue of the IAU Newsletter, we announced the MONDIALOGO (Daimler-Chrysler/UNESCO) project offering **research scholarships to engineers** to work as a team on projects promoting intercultural dialogue and sustainable development. The deadline for project applications is fast approaching. For further details, please see: www.mondialogo.org.

A pan-European Researcher's Mobility Portal

The European Commission and the countries participating in the EU's Sixth Framework Programme for Research have launched a Web Portal devoted to develop opportunities for researchers in the European Research Area.

This website provides information on fellowships and grants, job opportunities, research policies and legal and administrative issues. (see: <http://europa.eu.int/eracareers>)

Membership News

IAU welcomes new members

IAU is happy to welcome: the [University of Birjand](#), the [Tabriz University of Medical Sciences](#), the [Al Zahra University](#), from Iran, the [Jerash University](#), Jordan, the [Universidade Independente](#), Portugal, as new members.

IAU also welcomes back the [Federal University of São Paulo](#), Brazil, the [National University of Honduras](#), Honduras, the [University of Port Harcourt](#), Nigeria, the [Kiev National 'Taras Shevchenko' University](#) Ukraine, which have rejoined the Association.

AUF launches 9 websites to present its regional offices

The Agence Universitaire de la Francophonie (AUF), an IAU Member Organization, has launched nine different websites for its regional offices in December 2003. Each website presents the local higher education institutions which are members of AUF, the various projects and initiatives implemented in these regions, as well as several grants, education and job opportunities for teachers, researchers and students.

(see: www.auf.org/sites/index.html)

EMSU Conference in Mexico

9-11 June 2004



IAU Member Tecnológico de Monterrey (The Monterrey Institute of Technology University System, Mexico) will be hosting the 2004 Environmental Management for Sustainable Universities (EMSU) international conference. This event, entitled Sustainable Development Education: Holistic and Integrative Educational and Management Approaches for Ensuring Sustainable Societies, should be of interest to educators and education policy makers alike, as it will provide an opportunity for participants to share sustainable development case studies, courses and curricula, as well as trends in research and outreach with colleagues from around the world. (see: <http://campus-sostenible.mty.itesm.mx/EMSUIII>). A GHESP Toolkit Consultation, to help develop a worldwide electronic information site to assist higher education institutions in reorienting toward sustainability, will also be held during this Conference. For more information on the GHESP Partnership and on the Toolkit building process, please visit the following WebPages: www.unesco.org/iaulghesplindex.html and www.ulsf.org/toolkit

In Memoriam

The world of Higher Education mourns the passing of **Clark Kerr 1911 - 2003**, President of the University of California from 1958 to 1967. President Kerr, a towering figure in shaping of American higher education and amongst its most acute observers, died on December 1st, aged 92.

His leadership and vision, bold determination and unshakeable fairness carried the University of California through the eye of that storm which History now identifies with the onset of the Student Revolt. With its epicentre at Berkeley, it rapidly spread to Paris, Berlin and Stockholm during the latter half of the Sixties.

One may speculate how the California system of higher education – often quoted as an outstandingly successful combination of democratic access with academic excellence – would have developed without the 1960 Master Plan of which Kerr was the chief architect, moulding the ways we now conceive of the modern university – or 'multiversity' – a term he coined in his 1963 Godkin Lectures – later published as the *Uses of the University*.

Calendar of Events

2004

February	26-27	Bonn, Germany, First European University-Industry Forum for Sustainability - www.copernicus-campus.org
	28 Feb-02 Mar	Fontainebleau Hilton Hotel, Miami Beach, Florida, United States, ACE 86th Annual Meeting Contact: annualmeeting@ace.nche.edu - www.acenet.edu/meeting/
March	08-12	University of Ouagadougou, Burkina Faso, AFEC: Le droit à l'éducation: quelles effectivités au Sud et au Nord? Contact: yacoubay@yahoo.com - afecinfo.free.fr/ouaga/index.htm
	17-20	Guadalajara, Jalisco, Mexico, CONAHEC's Ninth North American Higher Education Conference : Discovering North American Potential: Higher Education Charts a New Course - Contact: mstephenson@wiche.edu - www.conahec.org
	22-26	University of Belize, Belmopan City, Belize, International Conference on the Role of Higher Education Institutions in Central America and the Caribbean in Conflict Resolution and Regional Integration in the Era of Globalization - Contact: conference@ub.edu.bz - www.ub.edu.bz/conference/index.htm
April	16-21	University College Cork, Ireland, The Leadership and Strategic Management of Universities Contact: violeta.atanassova@eua.be
May	04-07	Göteborg, Sweden, Learning to change our world. International Consultation on Education for Sustainable Development - Contact: annelie.karlsson@miljo.chalmers.se - www.learning2004.se/consultation.html
	06-07	Nicosia, Cyprus, 14th EURASHE Annual Conference on Networking in the Open European Higher Education Area Contact: norgaard@eurashe.be - www.eurashe.be
	22-25	Shenyang Normal University, China, Workshop on Educational Systems in Asia and Europe: A Comparative Approach Contact: xuguiging@yahoo.com
	29-01 June	University of Manitoba, Winnipeg, Canada, Annual Congress of CSSE: The production of knowledge in the community of researchers on education - www.scee.ca/Congres/2004/Congres 2004.htm
June	07-08	Okanagan University College, Kelowna, British Columbia, Canada, New Generation Universities Conference: The University of the 21st Century - Contact: mobrien@ouc.bc.ca
	09-11	Tecnológico de Monterrey, Mexico, Environmental Management for Sustainable Universities 2004 http://campus-sostenible.mty.itesm.mx/EMSUIII/indice.html
	27-01 July	Danish University of Education, Copenhagen, Denmark, XXIst CESE Conference: Multiple Identities, Education and Citizenship. The World in Europe, Europe in the World - Contact: CESE2004@CMSCongress.com - www.dpu.dk/konferencer
July	04-07	Curtin University of Technology, Sarawak Campus, Malaysia, HERDSA Annual Conference: Transforming Knowledge into Wisdom: Holistic Approaches to Teaching and Learning - Contact: herdsa2004@curtin.edu.my http://herdsa2004.curtin.edu.my
	25-29	University of São Paulo, Brazil, 12th IAU General Conference: The Wealth of Diversity - The Role of Universities in Promoting Dialogue and Development - Contact: iau@unesco.org - www.unesco.org/iau
September	15-18	Torino, Italy, EAIE 16th Annual Conference - contact: eaie@eaie.nl - www.eaie.nl
October	27-29	Universitat Politècnica de Catalunya, Barcelona, Spain, 2nd International Conference on Engineering Education in Sustainable Development - http://congress.cimne.upc.es/eesd2004/frontal/default.asp
November	03-06	Shanghai, China, World Federation of Engineering Organisations (WFEO) World Engineers Convention: Engineers Shape the Sustainable Future - www.wec2004.org

To insert an event in this Calendar of Events or on-line please write to the address below.

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