

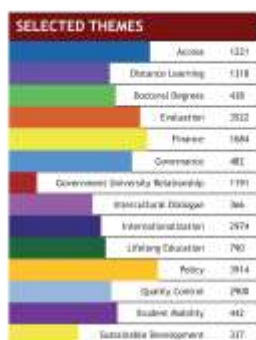
Selective annotated bibliography

HEDBIB

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Higher Education in the countries of the Amazon

2009 - 2014



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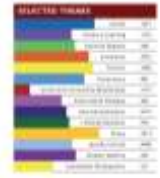
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Produced within the context of the IAU International Conference on
Blending Higher Education and Traditional Knowledge for Sustainable Development

Universidad Científica del Peru, Iquitos, Peru

19 - 21 March 2014



Presentation

This Bibliography provides a selection of references of monographs, documents, reports and periodical articles on higher education in the nine countries which are part of the Amazon: Bolivia, Brazil, Colombia, Ecuador, French Guyana, Guyana, Peru, Suriname and Venezuela. It covers the last five years, from 2009 to date.

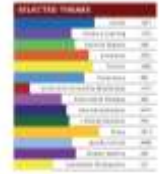
The first section of the Bibliography is divided into a number of main themes which reflect the IAU priority themes: Equitable Access and Success in Higher Education; Higher education and Social Responsibility / Education for All; Intercultural Dialogue; Sustainable Development; Research and Doctoral Education; and Internationalization. The second section of the Bibliography comprises all other references headed by their main keyword.

The Bibliography is compiled from *HEDBIB*, the International Bibliographic Database on Higher Education (<http://hedbib.iau-aiu.net>). HEDBIB is managed by the IAU-UNESCO Information Centre on Higher Education, with contributions from UNESCO Headquarters; UNESCO International Institute for Educational Planning (IIEP); UNESCO International Institute for Higher Education in Latin America (IESALC). In 2012, the following IAU Member organisations became contributing partners to HEDBIB : Agence universitaire de la Francophonie (AUF), Associació Catalana d'Universitats Públiques (ACUP), Higher Education South Africa (HESA), Southern African Regional Universities Association (SARUA), Union de Universidades de América Latina (UDUAL).

Hard copies of documents which have a classmark number are available within the IAU-UNESCO Information Centre on Higher Education. The majority of the periodical articles are from periodicals which are also available at the IAU. Where available, a link to the full text electronic document is included.

All IAU Member institutions and organisations have access to Member Services in the HEDBIB database, including access to abstracts and to all full text articles from the IAU quarterly periodical *Higher Education Policy*.

For more information about HEDBIB, to receive your Member login details, to provide your feedback, or for specific information services, please contact Amanda Sudic, IAU Librarian / Documentalist (a.sudic@iau-aiu.net).



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Publications

■ Equitable Access and Success in Higher Education

Equidad e inclusividad en la educación superior en los países andinos : los casos de Bolivia, Chile, Colombia y Perú / Oscar Espinoza, Ed. / Red Iberoamericana de Investigación en Políticas Educativas . - Santiago, Chile : Ediciones Universidad UCINF, 2013 . - 249 p.
ISBN 978-956-8330-04-0

Abstract : This book aims to describe, analyse and compare educational policies of equity and inclusiveness in the Andean countries of Bolivia, Chili, Colombia and Peru.

URL : http://www.cie-ucinf.cl/download/libros_del_cie/Libro%20Equidad%20en%20Paises%20Andinos%20Version%20Final%20Final%2012%2006%202013.pdf

Education inequalities of indigenous peoples in Ecuador and in Peru / Margarita Alexandra Coppi Agostinelli . - Annual Conference of the Comparative and International Education Society, 56, San Juan, Puerto Rico, April 22 - 27 2012 . - 2012

Abstract : This paper analyses two indigenous groups, specifically the Quechua in Ecuador and Peru, which share a common history and some similarities, but which greatly differ regarding their approaches to the inclusion of indigenous peoples and educational achievements. In term of educational reforms, bilingual programs and specific training programs have been implemented in both countries with vastly different outcomes. The paper examines Ecuador's and Peru's different approaches and the political involvement that contributed to the positive results in Ecuador and the limited results in Peru. Despite the challenges encountered in establishing the same rights and a national identity, the indigenous communities have achieved important fulfilments represented by constitutional reforms for indigenous rights, programmes for educational universal access, and introduction of bilingual programmes. Third, following the discussion of these reforms, the paper describes the inclusion of the indigenous peoples into the present educational system by analysing and comparing access, gender ratio, curricula and educational structure in Ecuador and Peru. Finally, the paper compares two specific higher education institutions in Ecuador and in Peru aimed at the indigenous community -- the Intercultural University Amawtay Wasi (UIAW) of the Indigenous Nationalities and People of Ecuador and the University for Andean Development in Peru. While the Ecuadorian institution is founded on indigenous values and principles, the Peruvian university focuses on future professional opportunities and does not, according to the author, specifically address the needs of indigenous peoples. Reviewing existing literature, this paper demonstrates different educational perspectives, objectives and fulfilments related to the field of ethnic diversity performed by two countries representing the remarkable inequalities existing in the Latin American region.

URL : http://citation.allacademic.com/meta/p_mla_apa_research_citation/5/5/2/1/2/p552127_index.html

Constitutional reform and the opportunity for higher education access in Ecuador since 1950 / David Post . - In: Education Policy Analysis Archives, v. 19, no. 20, pp. 1 - 24, July 2011
ISSN 1068 - 2341

Abstract : Ecuador's 2008 Constitution, and a subsequent law on higher education passed in its wake, effectively suspended student fees for public universities. The goal of this reform was to increase equality of opportunity. This article uses individual-level retrospective census information to explore gender and ethnic inequality in educational attainment since the 1950s. After establishing the long term historical tendencies, the author discuss the politics and implementation of the reform. Then, recent national survey data are analysed to show the recent trends in access to universities depending on home language (Quichua versus Spanish), ethnicity, parental income, and whether or not the mother had received a poverty-alleviation welfare transfer. The results showed that, after the suspension of user fees, there was an increased gap in the probability and rates of public university access between the more-advantaged and the less-advantaged populations of Ecuador.

URL : <http://files.eric.ed.gov/fulltext/EJ955997.pdf>

Higher education decisions in Peru : on the role of financial constraints, skills, and family background / Juan F. Castro, Gustavo Yamada, Omar Arias . - Lima, Peru : Centro de Investigacion de la Universidad del Pacifico, 2011 . - 35 p. (Documento de discusion , DD/11/14)

Abstract : This paper analyses the relative importance of short term financial constraints *vis à vis* skills and other background factors affecting education decisions when explaining access to higher education in Peru. The paper focuses on university access disparities household income using a household survey that includes special tests to measure cognitive and non-cognitive skills of the urban population aged 14-50. These are complemented with retrospective data on basic education and family socioeconomic conditions. The authors found that the strong correlation between university enrollment and family income in urban Peru is not only driven by credit constraints, but also by poor higher education readiness in terms of cognitive skills and by poor family and educational backgrounds affecting preferences for education. Family income explains, at most, half of the university access gap between poor and non-poor households. The other half is related to differences in parental education, educational background and cognitive skills. The authors conclude that the results indicate that credit and/or scholarship schemes alone will not suffice to change the regressive nature of higher education enrollment in Peru.

URL : http://srvnetappseg.up.edu.pe/siswebciup/Files/DD1114%20-%20Castro_Yamada_Arias.pdf

Institutional access and success policies and programs : results of a self-assessment by 10 pilot universities from Asia and the Americas / Eva Egron-Polak, Elodie Boisfer / International Association of Universities [IAU] . - Paris : IAU, 2011 . - 45 p.

Abstract : This report presents the analysis of the information and data collected from the 10 pilot institutions who participated in a pilot study designed to learn about institutional policies and programmes to address the issues of equitable access and success. Three of the participating institutions are from IAU Members in the Amazonia region: the Technical University of Loja (Ecuador); Pontifical Catholic University of Peru; and the State University of Campinas – UNICAMP (Brazil).

URL : [http://www.iau-aiu.net/sites/all/files/IAU%20equity%20report%20to%20WB_final\(updated\).pdf](http://www.iau-aiu.net/sites/all/files/IAU%20equity%20report%20to%20WB_final(updated).pdf)

The association between financial aid availability and the college dropout rates in Colombia / Tatiana Melguizo, Fabio Sanchez Torres, Haider Jaime . - In: Higher Education, v. 62, no. 2, pp.-229-, 2011
Incl. bibl., - ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : The main objective of this study is to estimate the association between financial aid and higher education dropout rates in Colombia. The authors use a dataset from the Colombian Ministry of Education that includes all enrolled college students in the country between 1998 and 2008. The main results of the study suggest that the probability of dropping out decrease between 25 and 29% according to the type of financial aid received. There is also evidence that financial aid is more effective in reducing dropout rates at the beginning of the student's university career. This result holds after controlling by type of postsecondary institution attended. These findings suggest that financial aid is an effective tool to reduce dropout rates, and therefore increase persistence and expand access in Colombia.

Free public universities in Ecuador : too much of a good thing? / Mateo Estrella . - In: International Higher Education, no. 65, pp. 22-24, Fall 2011
ISSN 1084-0613

Abstract : Following adoption of a new governing law and the 2008 Constitution all student fees were abolished in Ecuador. This article, however, perceives these recent reforms as problematic since government funding is not linked to student enrolments or demand and there is a particular worry about the threat to university autonomy.

URL : https://htmldbprod.bc.edu/pls/htmldb/f?p=2290:4:1018086140424144::NO:RP,4:P0_CONTENT_ID:115584

Who will pay and who benefits from Ecuador's new free higher education? / David Post . - In: International Higher Education, no. 65, pp. 20-22, Fall 2011
ISSN 1084-0613

Abstract : By examining recent reforms in Ecuador that have implemented free tuition in public universities, this article looks at the impact of free tuition on various aspects of higher education and society.

URL : https://htmldbprod.bc.edu/pls/htmldb/f?p=2290:4:3289416391248402::NO:RP,4:P0_CONTENT_ID:115582

■ Higher Education and Social Responsibility / EFA

Responsabilidad Social Universitaria [Special issue] / Bernado Rivera Sánchez / Asociación Colombiana de Universidades [ASCUN] . – Bogota : ASCUN, 2011 . - 102 p. (Pensamiento Universitario, No. 21)
ISSN 0124-3543

Abstract : This publication from the Colombian Association of Universities, ASCUN analyses the social responsibility of universities in Colombia. Papers include case studies on promoting accountability within Colombian higher education institutions; legal issues; the University Social Responsibility Observatory; social entrepreneurship; knowledge for development; and social inclusion agendas.

URL : <http://www.unibague.edu.co/sitios/proyeccionsocial/images/documentos/pensamientouniversitario.pdf>

Perspectivas y desafíos de la universidad : el compromiso social y ético y sus dimensiones internacional y regional / Graciela Monterroso, Ed. / Universidad del Salvador . - Congreso International de Educacion Superior, Buenos Aires, 27-28 September 2010 . - Buenos Aires : Universidad del Salvador, 2012 . - 526 p.
ISBN 978-950-592-153-9

Abstract : This publication contains papers presented at the 2010 International Congress of Higher Education which focused on the social and ethical commitment of the university and society, and which was co-sponsored by the IAU. The publication is divided into four themes: The social commitment of the university, which covers the role in developing more equitable societies and its role as educator of engaged citizens; Ethical commitment of the university; the international and regional scope of the university, which includes a contribution by Eva Egron-Polak, IAU Secretary General; and Latin American universities: commitment, challenges and perspectives, which examines the role of the university in regional development. Several papers specifically focus on Colombia. These include the results of the National University of Colombia programme for admission and academic mobility [PEAMA] which promotes inclusion of the population of remote regions in the university's development processes; the social commitment of National Open and Distance university [UNAD]; a management model for university social responsibility; and a study on regionalization in the university of Antioch as a strategy of inclusion, equity and social responsibility.

URL : <http://dialnet.unirioja.es/servlet/libro?codigo=505035>

Classmark : LAT-23 SAL

Las múltiples funciones de la Universidad: crear, transferir y compartir conocimiento / Orlando Albornoz . - Mérida, Venezuela : Fondo Editorial Simon Rodriguez, 2012 . - 613 p.
ISBN 978-980-6838-48-2

Abstract : (Contents: Introduction. What is the academy for? 1. The university, specialised schooling with multiples features 2. Towards a theory of academic production, 3. Investigation into knowledge production in Latin America and the Caribbean 4. Academic knowledge production 5. Investigated countries: Mexico, Venezuela, with Latin American as a reference 6. Factors affecting the degree of production / scholarship 7. The race for production / productivity: Is Venezuela enrolled in this competition? 8. The fabric of university reform: from the community to the commune?)

Introducción. ¿Para qué la academia?; 1. La universidad, unidad escolar especializada con múltiples funciones; 2. Para una teoría de la producción académica; 3. La investigación sobre la producción de conocimientos en América Latina y el Caribe; 4. La producción de conocimientos académicos; 5. Los países investigados: México, Venezuela y la referencia latinoamericana; 6. Factores que afectan la mayor o menor producción / producción académica; 7. la carrera por la producción/productividad ¿esta Venezuela inscrita en esta competencia? 8. El tela de la reforma de a universidad, ¿de la comunidad a la comuna? Conclusion; Notas; Bibliografía; Tablas/Gráficas

Classmark : VE-21 ALB

Universidad, responsabilidad social y bien público : el debate desde América Latina / Juan Ramon De la Fuente, Axel Didriksson Takayanagui, Eds. . - Mexico City, Guadalajara : Miguel Ángel Porrúa, Universidad de Guadalajara, 2012 . - 240 p.
ISBN 978-607-401-659-8

Abstract : The contributions presented in this book reflect recent debate within higher education in Latin America on the role of the university in social responsibility and as a public good. Two contributions focus on Brazil and Colombia. Contents: (The University of the Americas and university social responsibility (Juan Ramon de la Fuente) University and

public good in the context of a democratic society (Axel Didriksson) higher education of the future of at the crossroads: between public and private to the challenges of marketing in the age of knowledge (Eduardo Aponte); University and public good: new trends in Latin America (Oscar Espinoza, Luis Eduardo Gonzalez); internationalization of higher education and social public good (Carlos Tünnermann Bernheim); higher education as a public good: from principle to reality and society University (José Dias Sobrinho); Scenarios and function of ethical-political public university (Ernesto Villanueva aspects.): a new vision for the twenty-first century (Ernesto Gonzales Enders)).

La universidad de las Américas : y la responsabilidad social universitaria (Juan Ramon de la Fuente); Universidad y bien publico en la perspectiva de una sociedad democratica del conocimiento (Axel Didriksson) ; La educacion superior del futero en la encrucijada : entre lo publico y lo privado ante los retos de la comercializacion en la era del conocimiento (Eduardo Aponte); Universidad y bien publico : nuevas tendencias en América Latina (Oscar Espinoza, Luis Eduardo Gonzalez) ; Internacionalizacion de la educacion superior y bien publico social (Carlos Tünnermann Bernheim) ; Educacion superior como bien publico : del principio a la realidad (José Dias Sobrinho) ; Escenarios y funcion de la universidad publica. Aspectos ético-políticos (Ernesto Villanueva) ; Universidad y sociedad : nueva vision para el siglo XXI (Ernesto Gonzales Enders).

Classmark : LAT-23 FUE

■ Intercultural dialogue

Bilingual intercultural education in the Andes / Teresa Valiente Catter, Michael Dürr . - In: Sustaining indigenous knowledge : learning tools and community initiatives for preserving endangered languages and local cultural heritage . - Fürstelberg, Havel : Kulturstiftung Sibirien, 2013 . - pp. 249-258
ISBN 978-3942883122

Abstract : This article presents the practices of intercultural bilingual education in Latin America, focusing on the Andes. In the Andean highlands of Peru and Bolivia, and in parts of Ecuador, the indigenous people still form the majority of the population. Among the languages spoken there, the most prominent is Quechua. The authors detail political, organisational, social and economic aspects of intercultural bilingual education of Peru and Bolivia.

URL : <http://www.siberian-studies.org/publications/PDF/sikvalienteduerr.pdf>

Educación superior y pueblos indígenas y Afrodescendientes en América Latina: normas, políticas y prácticas / Daniel Mato / UNESCO International Institute for Higher Education in Latin America and the Caribbean [IESALC] . - Caracas : IESALC, 2012 . - 364 p.

Incl. bibl. (Electronic version) . - ISBN 978-980-7175-14-2

Abstract : This publication presents eight case studies of how the educational policies of eight Latin American countries – Peru, Argentina, Brazil, Ecuador, Guatemala, Mexico and Nicaragua - facilitate the development of intercultural higher education institutions

URL : <http://unesdoc.unesco.org/images/0021/002164/216433s.pdf>

Intercultural education in Brazil : between conservatism and radical transformations / Abdeljalil Akkari / UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. XLII, no. 2, pp. 161-175, June 2012
ISSN 0033-0337

Abstract : This article analyses the emergence of intercultural education in the Brazilian educational system. After summarising the debate on international convergence in intercultural education, it traces the development of interethnic relations in Brazil. It then investigates recently adopted legislation that encourages the inclusion of cultural diversity in education. Finally, it explores intercultural approaches in the training and work of teachers.

Indigenous worldviews in intercultural education : teachers' construction of interculturalism in a bilingual Quechua-Spanish program / Laura Alicia Valdiviezoa . - In: Intercultural education, v. 21, no. 1, pp. 27-39, February 2010

Abstract : This paper examines teachers' implementation of a bilingual intercultural education (BIE) program in Peru. This program is inspired by global policies that promote cultural pluralism and educational access to marginalized indigenous populations. Broadly addressed in policy in Andean countries, interculturalism in Peru has remained a core educational principle with a neglected pedagogy. The lack of preparation of BIE teachers in intercultural pedagogy has both forced and allowed them intuitively to make sense of interculturalism in practice. Based on an ethnographic study of BIE teachers, this paper discusses teachers' interpretations of interculturalism and of indigenous culture. The study aims to inform educators and policy-makers concerned with interculturalism about the challenges and possibilities of a pedagogy that affirms diversity and advocates quality education for all.

Reaching the unreachable : indigenous intercultural bilingual education in Latin America / Luis Enrique López / UNESCO . - Paris : UNESCO, 2010 . - 60 p.

Abstract : This Background paper which was prepared for the Education for All Global Monitoring Report 2010 focuses on the development of intercultural bilingual education (IBE) in Latin America. Six countries were chosen for this study: Bolivia, Ecuador, Guatemala, Mexico, Paraguay and Peru. The paper begins with a section containing basic data related to indigenous peoples and languages in the region and the present educational situation of indigenous peoples with special emphasis on indigenous women and girls. A second section analyses the situation of IBE, beginning with the discussion of its historical background. From a regional perspective, IBE aims, objectives and strategies are referred to. Differences are established between governmental IBE models and strategies and those implemented by NGOs and/or indigenous organisations. A third section comprises three basic profiles of IBE planning and implementation: the first one

relates to countries where IBE policy has been mainly government or academia driven (Guatemala, Mexico and Peru), the second one refers to those cases where IBE emerged of indigenous political demand and community involvement (Bolivia and Ecuador), and the third profile describes the specific and exceptional situation of the only truly bilingual country in the region (Paraguay). The last section is devoted to the assessment of the models and strategies implemented in the six countries studied. The author notes that indigenous demands have taken it into the higher education domain, first incorporating it into teacher training colleges and later into universities. New intercultural universities have been opened in Mexico and Peru; and in Bolivia, Brazil, Colombia, Ecuador and Guatemala indigenous universities or units have been created. Similarly, innovative university programmes have been set up to prepare indigenous professionals in various academic fields, with IBE at the forefront. The paper concentrates on primary and secondary education. However, the role of universities in Latin America is explored

URL : <http://unesdoc.unesco.org/images/0018/001866/186620e.pdf>

Educación superior, colaboración intercultural y desarrollo sostenible : buen vivir, experiencias en América

Latina / Daniel Mato, Ed. / UNESCO International Institute for Higher Education in Latin America and the Caribbean [IESALC] . - Caracas : IESALC, 2009 . - 264 p.

ISBN 978-980-7175-05-0

Abstract : This book explores Higher education, intercultural cooperation and sustainable development in Latin America. Contributions include the following chapters: Technical training of nurses in intercultural health: the experience of cooperation between indigenous organizations of the Peruvian Amazon, the state and a technological institute; Strengthening the quality of life of indigenous and Afro-descendant communities, through training interventions (Colombia); Constructing college for social inclusion: training of teachers with relevance and context, from an intercultural perspective (Colombia); Intercultural training of indigenous teachers in the areas of language, art and literature at the Federal University of Minas Gerais (UFMG) (Brazil)

URL : <http://unesdoc.unesco.org/images/0019/001916/191683s.pdf>

■ Internationalization

La mobilité des étudiants d'Amérique latine et Caraïbes / Campus France . - In: Les notes de Campus France, no. 9, septembre 2013
ISSN 2117-8348

Abstract : (The first part of this document contains a mapping of general statistics on the mobility of Latin American and Caribbean students. Fifteen country profiles detail statistics on mobility of students from twenty countries in Latin American and the Caribbean, including the Amazonian countries of Brazil, Bolivia, Venezuela, Colombia, Ecuador and Peru.)

Une première partie permet de visualiser sur cartes géographiques les données statistiques générales de la mobilité des étudiants latino-américains et caribéens. Quinze fiches pays détaillent ensuite les données sur la mobilité des étudiants de vingt pays d'Amérique latine et Caraïbes, y compris les pays amazoniens de Brésil, Pérou Bolivie, Venezuela, Colombie, et Equateur.

URL : <http://www.campusfrance.org/fr/ressource/la-mobilit%C3%A9-des-%C3%A9tudiants-d%E2%80%99am%C3%A9rique-latine-et-cara%C3%AFbes>

Brésil / Campus France . - Paris : Agence Campus France, 2012 . - 27 p. (Les Dossiers, no. 12)
ISSN : 2117-8496

Abstract : (Contents : Higher education in Brazil ; Research in Brazil ; Finance of higher education and research ; International mobility of Brazilian students; Mobility of Brazilian Students to France.)

Contenu: L'enseignement supérieur au Brésil; La recherche au Brésil; Financement de l'enseignement supérieur et de la recherche; La mobilité internationale des étudiants brésiliens; La mobilité étudiante brésilienne vers la France; Perspectives.

URL : <http://www.campusfrance.org/fr/ressource/les-dossiers-pays-campusfrance-br%C3%A9sil>

Comprehensive internationalisation in Latin America / Jocelyn Gacel Avila / International Association of Universities [IAU] . - In: Higher Education Policy, v. 25, no. 4, pp. 493-510, December 2012
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This article assesses the status of the internationalization process of the Latin American tertiary education sector through an analysis of data from recently published research and studies on rationales, benefits, obstacles, policies, strategies and programmes. Country statistics and analyses are detailed and include Brazil, Colombia, Peru and Venezuela. The findings are put into perspective with international trends and progress achieved in different regions and conclusions are drawn for the Latin American region. As background information, the main achievements and challenges of the Latin American sector are depicted.

The social condition of higher education : globalisation and (beyond) regionalisation in Latin America / Alfredo M. Gomes, Susan L. Robertson, Roger Dale . - In: Globalisation, Societies and Education, v. 10, no. 2, pp. 221-245, June 2012
ISSN 1476-7724

Abstract : This article aims to discuss the relationship between higher education (HE), globalisation and regionalism projects focusing on HE in Latin America and Brazil. It is claimed that HE has predominantly taken the diverse, yet concerted and co-ordinated routes of globalisation and regionalisation and, by doing so, been profoundly transformed. The first section considers a set of theoretical categories in relation to the phenomena of globalisation and regionalisation. The second section analyses the global and regional dimensions of HE in Latin America, exploring: (1) the Common Market of the South (MERCOSUR), along with the processes and mechanisms put into place to settle MERCOSUR's Educative Sector. It is argued that despite the political relevance of this regional project, its major developments are still harboring important but preliminary preparations for future regional positioning and empowerment; (2) it is argued that the commodification, privatisation and marketisation of HE, having occupied the centre stage in determined nations of the world, have become the founding conditions of a global market in HE; and (3) the Brazilian HE policies are examined in order to develop an argument about the decisive role played by national government in promoting and adjusting the process of globalisation and the regionalism project for HE.

URL : <http://www.tandfonline.com/doi/abs/10.1080/14767724.2012.677708>

Internationalizing Brazil's universities : creating coherent national policies must be a priority / Marcelo Knobel / University of California [USA]. Center for Studies in Higher Education . - Berkeley : CSHE, 2011 . - 5 p. (Research and Occasional Papers Series, CSHE.11.11)

Abstract : How will Brazil fare in the global competition for talent? According to this paper, Brazil is not keeping pace with higher education reforms found globally. While there has been rapid growth of undergraduate and graduate education in Brazil, one important drawback, according to the author, is that many faculty in the Brazilian universities do not have international experience. The author maintains that if Brazil is to internationalize its higher education study programmes, it must deal with a number of practical problems, including a lack of specific policies and guidelines and the bureaucracy involved in coming to live in Brazil. Courses are rarely offered in English or Spanish in Brazilian universities and the selection of faculty are normally held in Portuguese.

URL : <http://cshe.berkeley.edu/publications/docs/ROPS.Knobel.BrazilSciencePolicy.6.22.11.a.pdf>

■ Research and Doctoral Education

Articulación entre el pregrado y el postgrado: experiencias universitarias / Centro Interuniversitario de Desarrollo [CINDA][Chile] . - Santiago de Chile : CINDA, 2013 . - 269 p.

Open access

Abstract : This publication presents studies on the coordination between undergraduate and post-graduate university experiences that was launched at the University of Talca in Santiago, Chile. In addition to analysing data and trends in post-graduate and doctoral education in Chile, the publication also contains papers on the transition from undergraduate to post-graduate studies in three different Peruvian universities.

URL : <http://www.cinda.cl/download/libros/45->

[ARTICULACION%20ENTRE%20EL%20PREGRADO%20Y%20EL%20POSTGRADO.pdf/](http://www.cinda.cl/download/libros/45-ARTICULACION%20ENTRE%20EL%20PREGRADO%20Y%20EL%20POSTGRADO.pdf/)

A new approach for analysing national innovation systems in emerging and developing countries / Uwe

Seidman, Lysann Muller, Gerd Meier zu Köcker, Guajarino de Araujo Filho . - In: Industry and Higher Education, v. 27, no. 4, pp. 279-285, August 2013

ISSN 0950-4222

Abstract : This paper presents a tool for the indicator-based analysis of national innovation systems (ANIS). ANIS identifies the economic strengths and weaknesses of a country-wide, regional or local system and includes a comprehensive examination and evaluation of the status of existing innovation systems. This analytical approach is intended mainly for emerging and developing countries, for which standard innovation benchmarking and monitoring approaches may not be appropriate. An analysis of the local innovation system of Manaus in Brazil is presented here as a case study.

URL : <http://www.iit-berlin.de/sektionen/innovationssysteme-und-cluster/a-new-approach-for-analysing-national-innovation-systems-in-emerging-and-developing-countries>

International collaborations between research universities : experiences and best practices / Marcelo Knobel,

Tania Patricia Simoes, Carlos Henrique de Brito Cruz / Society for Research into Higher Education [SRHE][UK] . - In: Studies in higher education, v. 38, no. 3, pp. 405-424, April 2013

ISSN 0307-5079 . - Online ISSN 1470-174X

Abstract : A general overview of the research collaboration landscape is presented, considering the advantages and problems of international cooperation and the role of research universities. In particular, the case of Ibero-America is explained, with a detailed focus on Brazil. Some interesting practices that have been introduced to improve the degree of internationalization of Brazilian science are shown and discussed.

Research and development in Central America : panorama and prospects for international cooperation / Nanette

Svenson . - In: Higher Education, v. 65, no. 5, May 2013

ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : This article examines the state of scientific research and development in Central America, highlighting the potential contribution of international partners. It separates Central America from the larger region of Latin America and the Caribbean to underscore its differences and how these affect scientific and technological capacities, priorities and possibilities. Using primarily data from the Ibero-American Network of Science and Technology Indicators and the United Nations Educational, Cultural and Scientific Organization Institute for Statistics, current research and development trends in the region are explored and juxtaposed against broader scientific and technological parameters. Challenges within this environment include educational quality and completion rates; low public and private funding of scientific research; lack of institutionalization; limited understanding of the potential returns associated with research; and the fact that the region operates almost entirely in Spanish, limiting opportunities for global publication and exchange. In addition to national efforts, collaborative international initiatives that appear to be yielding dividends against these obstacles are multinational and intergovernmental supported research training and monitoring partnerships; cross-border university- and research institute-led programs; and international joint publishing projects.

Panorama de la Investigación en la Universidad Peruana / Asamblea Nacional de Rectores [Peru] . - Lima : DGI, 2012 . - 4 p.

Abstract : This paper, presented to the National Assembly in Peru in October 2012 analyses the political context, financial aspects and present structure of universities, as well as research in the country.

URL : http://200.48.39.40/index.php?option=com_content&view=article&id=668:dgi-presenta-documento-panorama-de-la-investigacion-en-la-universidad-peruana&catid=40:cnoticias&Itemid=679

The graduate foundations of research in Brazil / Elizabeth Balbachevsky, Simon Schwartzman . - In: Higher Education Forum, v. 7, pp. 85-100, March 2010

ISBN : 978-4-902808-56-8

Abstract : This paper presents some of the institutional traits of Brazilian graduate education, explores some facets of its history and examines the link between graduate education and research in Brazil. Contrary to international experience, in Brazil graduate education and not research came first. The authors posit that the success of Brazilian higher education in building a strong research profile is bound to its success in building a strong tier of graduate education; itself arising from a consensus, emerging in the 1970s, between political leaders, policy makers and national science leaders, to put science as a core policy for promoting Brazil's economic development. As this project grew, it created the necessary conditions for research to become institutionalized inside the small number of Brazilian universities that had succeeded in developing a robust tier of graduate education.

URL : http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=101732

■ Sustainable Development

Greening the campus of a Brazilian university : cultural challenges / Giovana da Silveira Marques Pereira, Charbel Jabbour, Sonia V. W Borges de Oliveira, , Adriano Alves Teixeira . - **In:** International Journal of Sustainability in Higher Education, v. 15, no. 1, pp. 34-47, 2014
ISSN 1467-6370

Abstract : This study examined the relationship between environmental management practices developed at a campus of a Brazilian university (University of Sao Paulo) and the greening of its organizational culture. The study found that the studied university has an environmental management programme that is sometimes constrained in the following ways: the university bureaucracy and hierarchy; the main performance indicators for lecturers and professors are based on scientific production and publication, giving them little time for complementary activities; and some units develop their own environmental management practices, but they are not disseminated as best practices for use by other units. Some academic units showcase the proactive actions of professors who incorporate environmental management into their daily activities. The general perception is that the phrase "environmental management is almost synonymous with "solid waste management.

Declaración de las universidades del Perú por la educación para el desarrollo sostenible / Asamblea Nacional de Rectores [Peru] . - Lima : Asamblea Nacional de Rectores, 2012 . - 2 p.

Abstract : The rectors of the Peruvian universities, assembled in Lima on 16 March 2012, signed a Declaration on Education for Sustainable Development in which they agreed to make sure that each University had its Education Plan for Sustainable Development and would promote activities in this field. They also agreed to create networks in this domain.

URL : [Peru rectors declaration 2012.pdf](#)

The Methodist university sustainable program : using the earth charter to mainstream sustainability / Waverli Maia Matarazzo-Neuberger, Vicente Manzione Filho . - **In:** Journal of Education for Sustainable Development, v. 4, no. 2, pp. 271-278, September 2010
ISSN 0973-4082

Abstract : This article describes a pioneering initiative of a Brazilian university to introduce sustainability in all undergraduate curricula and in its operations. The Methodist University Sustainable Program was developed in a bottom-up way and began with the introduction of sustainability as a core value in the Institutional Political-Pedagogical Plan, followed by the creation of a Sustainability Committee and actions defined in an Education Program and Structural Diagnosis of three environmental resources: water, energy and greenhouse gas emissions. The first step of the Education Program was to establish how and where sustainability could be included within the curricula of undergraduate courses. The second step was to prepare the professors and lecturers of the identified subjects to mainstream sustainability in their curricula using the Earth Charter as a guideline. The first module of an education leadership program was conducted and resulted in the Sustainability Academy seed. The second module is already planned and will be implemented soon. [Abstract from publisher]

Educación superior, colaboración intercultural y desarrollo sostenible : buen vivir, experiencias en América Latina / Daniel Mato, Ed. / UNESCO International Institute for Higher Education in Latin America and the Caribbean [IESALC] . - Caracas : IESALC, 2009 . - 264 p.
ISBN 978-980-7175-05-0

This book brings together a set of eight case studies on the experiences of Higher Education Institutions (HEIs) from five countries in Latin America (Brazil, Chile, Colombia, Mexico and Peru) that have developed modalities of intercultural collaboration with communities and / or indigenous peoples' organisations.

URL :

http://www.iesalc.unesco.org.ve/index.php?option=com_fabrik&c=form&view=details&Itemid=851&fabrik=10&rowid=84&tableid=10〈=en

Other themes

■ Education and development

El papel de la Educación Superior en el contexto de los documentos CONPES relacionados con la competitividad y productividad de Colombia y el nuevo plan de desarrollo / María Victoria Ayala de Rey / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - In: Revista de la Educación Superior, v. 41, no. 161, pp. 115-136, Enero-Marzo 2012
ISSN 0185-2760

Abstract : This article analyses the role of higher education in related to competitiveness and productivity Colombia in the context of the new development plan.

URL : <http://publicaciones.anuies.mx/journal/161/4/2/es/el-papel-de-la-educacion-superior-en-el-contexto-de-los-documentos>

■ Educational evaluation

Accreditation in Colombia : achievements and challenges / Alberto Roa Varelo . - In: International Higher Education, no. 74, pp. 24-25, Winter 2014
ISSN 1084-0613

Abstract : In the 1990s, Latin American quality-assurance systems began to appear in the context of increased enrollment, specifically in private higher education. The explosion of questionable reputation institutions and programmes was massive. Due to this, countries as Chile, Mexico, and Colombia began to develop their own quality-assurance systems at a time when the priority of public policy was on expanding enrollment, but quality had been neglected. Compared to the other Latin America countries, the Colombian system, specifically accreditation, has an interesting international position and has become an essential reference for countries beginning to implement systems of quality assurance like Peru and Ecuador.

URL : https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120544

Uses and abuses of education assessment in Brazil / Simon Schwartzman / UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. 43, no. 3, pp. 269-288, September 2013
Open access article . - ISSN 0033-0337

Abstract : Starting in the 1970s, Brazil developed a very complex system of quantitative assessments of education at all levels, making extensive use of statistical information and tests, in an effort to improve and maintain the quality of its education. However, with some exceptions, particularly at the graduate level, Brazilian education standards remain low, with few signs of improvement. After reviewing the existing assessment systems and their evolution, this Viewpoint argues that, although these assessments are a necessary component of any successful policy for educational improvement, they may fail without the appropriate technical and institutional considerations. Technical considerations include the need to avoid situations of reification, when the indicators, rather than education itself, become the main goal to be pursued; when obscure statistical estimations replace well-grounded psychometric measures aligned with existing curricula; when low-stakes tests are used for high-stakes purposes; and when the pedagogical, psychometric, and statistical procedures are not open to regular outside peer review. Institutional considerations include the need to make the assessment agency independent from government and other stakeholders, and to consider the large differences across the country's regions and populations. (Abstract from publisher)

This article draws on the 2013 Kneller Lecture, presented at the Annual Conference of the Comparative and International Education Society, New Orleans, March, 2013.

URL : <http://rd.springer.com/article/10.1007%2Fs11125-013-9275-9/fulltext.html>

■ Educational finance

Financing higher education in Latin America / Ana M. García de Fanelli . - In: International Higher Education, Winter 2014, no. 74, pp. 22-24

ISSN 1084-0613

Abstract : This article focuses on some of the changes that took place in higher education in Latin American countries during the economic growth of the past 10 years with regard to public and private funds earmarked for tertiary education, consequences of this funding pattern in terms of equity, and the main innovations in funding mechanisms put in place to allocate public funds.

URL : https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120542

■ Educational institutions

Entrepreneurial capabilities and organizational transformation : Entrepreneurial evolution at the Federal University of Rio de Janeiro / Thigo Renault, José Manoel Carvalho, Carvalho de mello . - **In:** Industry and Higher Education, v. 27, no. 4, pp. 313-322, August 2013
ISSN 0950-4222

Abstract : The Brazilian government has been fostering innovation through policies aimed at transferring technology from publicly funded science and technology organizations to the market. One response to this initiative has been an attempt by some universities to transform themselves into entrepreneurial institutions. In this paper the authors use a longitudinal case study to analyse the organizational transformation at the Alberto Luiz Coimbra Institute for Graduate Studies and Research in Engineering (COPPE) of the Federal University of Rio de Janeiro to become entrepreneurial. The analysis focuses on the entrepreneurial capabilities developed by this academic unit. It was found that the main capabilities developed were managing the university interface with outside parties; integrating public policy initiatives; supporting entrepreneurial activities; technology transfer; and managing shared resources. These five capabilities are interrelated and their development has occurred in tandem with the organizational transformation of the university.

University : the last call / Maria Cristina Parra Sandoval, Bozo de Carmona, Ano Julia, Alicia Inciarte González . - Maracaibo, Venezuela : Centro Internacional de Investigaciones sobre el Desarrollo [IDRC], 2010 . - 236 p.
ISBN 978-980-12-4428-8

Abstract : This book presents the results of a research project to identify the new forms of universities originating in the South in response to the challenges set forth by the knowledge society and in overcoming underdevelopment, using Venezuela as a central reference.

Classmark : VE-21 PAR

URL : http://www.universityworldnews.com/filemgmt_data/files/UNIVERSITY-THE-LAST-CALL.pdf

■ Educational outcomes

Propuesta de lineamientos para la formación por competencias en educación superior / Colombia. Ministerio de Educación nacional . - Bogota : Ministry of Education, 2011 . - 23 p.

Abstract : The aim of these guidelines for higher education in Colombia is to identify, develop and improve generic skills not only at the higher education level, but also at primary and secondary levels.

Classmark : CO-711 COL

URL : http://www.mineducacion.gov.co/1621/articles-261332_archivo_pdf_lineamientos.pdf

■ Educational quality

Brazil's exception to the world-class university movement / Juan Pablo Alperin . - **In:** Quality in Higher Education, v. 19, no. 2, pp. 158-172, 2013
Including abstract, bibl.

Abstract : The continued importance of university rankings has only served to fuel the growth of the 'world-class' university movement. There is a growing impression that, in a globalised and interconnected world, no country can do without a world-class university. While Brazil has the resources necessary to create a world-class university, evidence suggests there has been no attempt to create one. This paper draws on data from various sources to show that the government has instead focused on improving the quality of higher education in Brazil but has done so with a focus on national outcomes. Through government policies, Brazil has incentivised research, increased the number of doctoral degrees awarded and improved the quality of doctoral programmes. While these are the types of improvements needed

for a world-class university, there is no evidence to indicate an interest in joining the world-class university movement.

Declining higher education quality affects postsecondary choices : the Peruvian case / Juan F. Castro, Gustavo Yamada . - In: International Higher Education, no. 70, pp. 26-28, Winter 2013
ISSN 1084-0613

Abstract : This article examines the Peruvian higher education system, specifically student satisfaction with their degree programme or institution. The author analyses the different elements which may impact on this - the rapid expansion of the higher education institutions in Peru; faculty composition; degree offerings and investment and alignment with labour market needs.

URL : https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:119412

Aseguramiento de la calidad en Iberoamérica : Educación Superior Informe 2012 / María José Lemaitre, María Elisa Zenteno, Eds. / Centro Interuniversitario de Desarrollo [CINDA][Chile] . - Providencia, Santiago : CINDA, 2012 . - 313 p.

ISBN 978-956-7106-60-8

Abstract : This report analyses the impact of quality assurance mechanisms in higher education in Latin America and proposes training content. Country reports, including for Colombia, are included.

URL : http://www.cinda.cl/download/CINDA_2012_Informe_de_Educacion_Superior.pdf

■ Educational reform

Reforma a la ley de educación superior en Colombia, elementos de juicio / University of Antioquia [Colombia] . - Antioquia, Colombia : University of Antioquia, 2011 . - 50 p.

Abstract: This paper examines the amendments to the law on higher education in Colombia.

URL : <http://www.ascun.org.co/index.php?idcategoria=3650>

■ Educational systems

Brazil : a for-profit giant / Dante J. Salto . - In: International Higher Education, no. 74, pp. 21-22, Winter 2014
ISSN 1084-0613

Abstract : Brazil has become by far the largest higher education system in Latin America, with a large share of enrolments in the private sector. A recently established and fast growing for-profit sub-sector consolidates as one of the largest worldwide. It already surpasses the public sector in enrolment and its role is growing. Public policy has backed the for-profit growth, largely for tax revenue reasons but in recent years the federal government has taken social initiatives that include tax exemption policies for the sub-sector. As indicated by fields of study, the for-profit sub-sector shares some important characteristics with the nonprofit sub-sector, contrasting dramatically to the public sector.

URL : https://htmlbprod.bc.edu/prd/f?p=2290:4:0::NO:RP,4:P0_CONTENT_ID:120538

La universidad ¿Reforma o experimento?.El discurso académico contemporáneo según las perspectivas de los organismos internacionales: los aprendizajes para la universidad venezolana y latinoamericana / Orlando Albornoz / UNESCO International Institute for Higher Education in Latin America and the Caribbean [IESALC] . - Caracas : UNESCO-IESALC, 2013 . - 498 p.

ISBN 978-980-7175-17-3

Abstract : This publication tries to answer the question: What can Latin America and especially Venezuela learn from the international scene in which universities evolve?

URL : <http://unesdoc.unesco.org/images/0022/002217/221731s.pdf>

Latin America's new knowledge economy : higher education, government, and international collaboration / Jorge Balán, Ed. . - New York : IIE, 2013 . - 154 p. (Global Education Research Reports, 7)

ISBN 978-0-87206-358-7

Abstract : This book examines developments in higher education in Latin America through the lens of the rapid economic growth and social changes that have taken place across the region. In the book, academics and researchers from Latin America and the U.S. explore factors that have been catalysts for higher education reforms in the region such as increased access and equity, emphasis on international study, and investment by foreign universities and corporations. Analyses in the book show how learning, research, institution-building, and community engagement have become top priorities for many governments across Latin America in the past ten years. Chapters examine the following topics: governance structures of Latin American public institutions; higher education and workforce development; the role of national study abroad scholarship programs; increasing access and equity; trends in student and academic mobility; new roles for U.S. universities in the Latin American higher education system; U.S. academic exchanges; research universities in Brazil; and scientific mobility.

Classmark : LAT-23-IIE

L'enseignement supérieur en Colombie : une dynamique de changement favorable au développement de la coopération / Bernado Rivera, Régis Guillaume / Campus France . - In: Repères, no. 18, pp. 1-5, Octobre 2013
ISSN 2117-8569

Abstract : This publication gives an overview of the Colombian higher education system and types of institution and the state of research in Colombian universities. Statistics detail student numbers, educational outcomes, scientific investment and production. Recent higher education policy in Colombia is outlined, and recommendations are made concerning quality of educational programmes, educational cooperation and equitable access in selection for entry to university.

URL : http://ressources.campusfrance.org/publi_institu/agence_cf/reperes/fr/reperes_18_fr.pdf

Latin American perspectives and drivers for tertiary education development : a PEST analysis / Angel J. Calderon / Observatory on Borderless Higher Education [UK] . - London : OBHE, 2012

Abstract : This report provides a brief description of the political, economic, social and technological (PEST) environment of higher education in Latin American countries, with some major trends and transformations in recent years. Latin American countries are presented as emerging markets for tertiary education and the report is intended to guide education analysts and decision-makers who are interested by this potentiality. Results are highlighted for five countries: Argentina, Brazil, Chile, Colombia and Mexico.

URL : http://www.obhe.ac.uk/documents/view_details?id=930

Tertiary education in Colombia . - Paris : OECD Publishing, 2012 . - 316 p. (Reviews of national policies for education)
ISBN 978-92-64-18068-0 . - Online ISBN 978-92-64-18069-7

Abstract : The joint OECD / World Bank report gives an analysis of the achievements of the last decade and the challenges that Colombia faces in the quest of providing a world class system for its citizens in light of the economic, social and political context of the country. The review offers an in-depth study and recommendations on access and equity; the relevance of the system; its governance and management; research and development; and, financing. Other recommendations include a reform to the legal framework; greater focus on measurement of learning; and an integration of all actors, both university and non-university, into the system. They also emphasise increased funding for equity and an improved targeting system; strengthening quality assurance mechanisms; and further efforts to promote international integration, and research and innovation.

URL : <http://www.oecd.org/education/skills-beyond-school/Reviews%20of%20National%20Policies%20for%20Education%20Tertiary%20Education%20in%20Colombia%202012.pdf>

Competitividad y solidaridad : las tendencias de la universidad contemporánea / Orlando Albornoz / Universidad Católica Cecilio Acosta [UNICA] . - Maracaibo, Venezuela : UNICA, 2011 . - 560 p.
ISBN 978-980-405-001-5

Abstract : '*Competitiveness and Solidarity: trends in the contemporary university*' examines Venezuelan universities, their evolution, and the elements that influence them.

Las transformaciones de la Educación Superior en América Latina: Identidades en construcción / UNESCO International Institute for Higher Education in Latin America and the Caribbean [IESALC] . - In: Revista educación superior y sociedad, v. 15, no. 1, pp. 1 - 223, 2010
ISSN 0798-1228

Abstract : Contents: 1. Higher education in Latin America and the Bologna Process: from commercialization to the adoption of the Tuning Competition Project; 2. The post-neoliberal physiomy of the Bolivarian University: the Impacts of an ongoing Transformation; 3. Higher Education in Cuba: stability and changes; 4. Brazil urgently! University identities' in search!; 5. Transformations in higher education in Venezuela: the search for its Identity; 6. Developing changes in the Ecuadorian higher education system; 7. Achievements and difficulties of Mexican anthropology throughout its' History; 8. Science frontiers and a new social contract with the university: the example of climate change; 9. The impact of the global economic crisis on worldwide and regional higher education.

URL : <http://ess.iesalc.unesco.org.ve/index.php/ess/issue/view/30> ;
[IESALC La transformaciones dela educacionsuperior enAmerica 2010.pdf](#)

■ Information and Communication Technologies / Open access

O perfil dos alunos de administração matriculados nas disciplinas da área contábil: o caso do Centro de Educação a Distância do Estado do Rio de Janeiro (CEDERJ) / R. A Dainez Condé; R.S. Quintal; S. De Mello De Saouza.; Silva Da Cunha Vieira. In: Ried: Revista Iberoamericana de Educación a Distancia, v. 16, no. 1, pp. 13-245, Enero 2013
ISSN 1138-2783

Abstract : This article aims to identify student profiles in the distance-based Business Administration degree offered at the Distance Education Centre (CEDERJ), based in the State of Rio de Janeiro. An empirical, qualitative, quantitative and exploratory study of students enrolled in Accounting was conducted. In constructing the student profile of students taking this distance degree the following variables were analysed: gender, geographical distribution, age groups, performance as well as attrition that occurred during the course.

URL : <http://ried.utpl.edu.ec/?q=es/node/773>

A experiência pioneira do ensino à distância em treinamento de usuários de bibliotecas universitárias / L. Pizzani; R. C. da Silva; D. de Cássia Moreira Zornoff; L. F. Arantes . - In: Ried: Revista Iberoamericana de Educación a Distancia, v. 15, no. 1, pp. 143-158, 2012
ISSN 1138-2783

Abstract : This article presents the authors' experiences of creating and implementing the first distance education course in the Brazilian university São Paulo State University (São Paulo State University). The study was carried out in 2009 using 10 different university classes for the course entitled "Database norms for scientific publications and research: a complement to educational activities for university library users". Out of the 128 enrolled students, 63% completed their studies. 37%, however, terminated their studies at various stages of the course. Despite these problems, there was positive feedback about adopting the new methodology, which subsequently led to its widespread application in the academic community. The pioneering experience of multidisciplinary teamwork places librarians as "mediators of knowledge", thus enabling them to become part of the development of the educational process.

URL : <http://www.utpl.edu.ec/ried/images/pdfs/vol15-1/ried15-1.pdf>

Open educational resources in Brazil : state-of-the-art, challenges and prospects for development and innovation / Andreia Inamorato dos Santos / UNESCO Institute for Information Technologies in Education [IITE] . - Moscow : IITE, 2011 . - 67 p.
Incl. bibl. . - ISBN 978-5-905175-06-0

Abstract : This review serves as a reference point for those wishing to understand the Brazilian situation with regard to digital-content repository initiatives and Open Educational Resources (OER) at all levels of education, including higher education. It briefly outlines the structure of the Brazilian education system and suggests how OER could be beneficial within the context of the national priorities for education. It also includes presentation of relevant examples of international collaboration in OER.

URL : <http://unesdoc.unesco.org/images/0021/002149/214975e.pdf>

Determinantes inmediatos del rendimiento académico en los nuevos estudiantes matriculados en el sistema de educación superior a distancia del Ecuador: caso Universidad Técnica Particular de Loja / L. F. Moncada Mora; M. J Rubio Gómez . - RIED. Revista Iberoamericana de Educación a Distancia, v.14 no. 2, pp. 1 - 214, December 2011 ISSN 1138-2783

Abstract : In this article, the authors report on the significant determinants of academic performance of new students enrolled in distance higher education system and present a case study of the Universidad Técnica Particular de Loja.

URL : <http://www.utpl.edu.ec/ried/images/pdfs/volum14-2/ried14-2.pdf>

■ Industry and education

Is industry-university interaction promoting innovation in the Brazilian pharmaceutical industry? / Julia

Paranhos, Lia Hasenclever . - **In**: Industry and Higher Education, v. 25, no. 5, pp. 397-407, October 2011

ISSN 0950-4222

Abstract : This paper analyses industry-university interaction and its characteristics in the Brazilian pharmaceutical system of innovation, taking account of the relevance of company strategies, the approach of the universities and the actions of government. By analysing primary and secondary data the authors show that, for as long as corporate investment in R&D remains rare, and government efforts to stimulate these investments are inadequate, it will be difficult to increase levels of innovative activity in industry; and especially so in the pharmaceutical sector. The paper highlights the relevance of internal R&D structures for the generation of innovation and for interaction with the academic sector; the need to improve the physical infrastructure and modernize the internal organization of research institutions; the importance of appropriate and planned government action and the establishment of an environment conducive to innovation; and the key role played by government funding and support for players in the pharmaceutical system of innovation.

■ Regional development

Higher Education in Regional and City Development : State of Paraná, Brazil 2011 / Organisation for Economic

Cooperation and Development [OECD] . - Paris : OECD Publishing, 2011 . - 188 p.

ISBN 978-92-64-089020

Abstract : Paraná is one of the most prosperous states in Brazil and has invested in higher education, science and technology, and public-private partnerships. Its higher education scene is dominated by federal and state universities, but the private sector enrolls a much higher number of students, particularly from low socio-economic backgrounds. Faced with growing global competition, how can Paraná build its capacity as an internationally attractive place to live, work, invest and study? How can it promote business formation and develop its existing industry and small and medium-sized enterprises? How can it address the long-term challenges of poverty and inequality? How can its higher education sector support this development?

Classmark : BR-13 OECD

URL : <http://browse.oecdbookshop.org/oecd/pdfs/free/8910151e.pdf>

Building an entrepreneurial university in Brazil : the role and potential of university-industry linkages in promoting regional economic development / Marcelo Amaral, Andre Ferriera, Pitias Teodoro . - **In**: Industry and

Higher Education, v. 25, no. 5, pp. 383-395, October 2011

ISSN 0950-4222

Abstract : This study is part of a broader research project, conducted by the Triple Helix Research Group – Brazil, focusing on university-industry-government linkages in the state of Rio de Janeiro. The case study reported here is that of the Regional University of Volta Redonda: the aim was to develop an understanding of how a regional university can be transformed into an entrepreneurial university, oriented towards assisting regional economic development. A theoretical framework was constructed using existing literature on regional development and the Triple Helix approach. The research objective was to determine the relevance and effects of university-industry collaboration from the perspective of local players. Two surveys were conducted, one with faculty members at the university and the other with representatives of companies located in the region. No cultural barriers to collaboration were revealed on either side of

the relationship; and opportunities to improve a relationship that, in the past, has had little influence on economic development in the region were also identified

■ Teacher education

Turbulence in Bolivia's normales : Teacher education as a socio-political battlefield / Cardozo, Mieke T. A. Lopes / UNESCO International Bureau of Education [IBE][Switzerland] . - In: Prospects: Quarterly review of comparative education, v. XLIII (43), no. 1, pp. 17-34, March 2013
ISSN 0033-0337

Abstract : The Bolivian government aims at a radical restructuring of the governance mechanisms for the teacher education sector and a socio-political redirection of its curriculum, as teachers are perceived to be potential agents for decolonization and for developing social justice or *vivir bien* (to live well). Morales' policies are not uncontested, and the tense socio-political state of affairs and political power plays are reflected in Bolivia's *normales*, teacher education colleges. They have become a socio-political battlefield where political affiliations, union strategies, and historically embedded institutional cultures all influence the way new generations of teachers are trained, and the way former and current policy initiatives are mediated and adopted. Given the complex and historically embedded socio-political context of struggles and tensions at and around the institutional level, the government still has a long way to go to change the continuing habits of the *normales* and to put its government's new ideals of transformation and decolonization into practice. [Abstract from publisher]

URL : <http://rd.springer.com/article/10.1007/s11125-012-9256-4>
