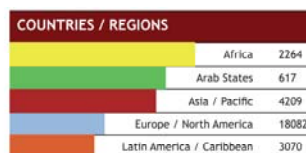
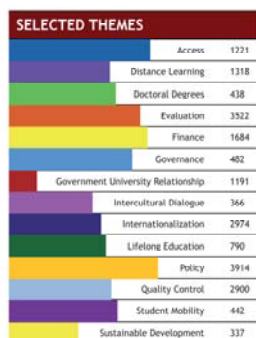


New in / Nouveautés

HEDBIB

International Bibliographic Database on Higher Education

February / février 2011



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Presentation

Welcome to the revamped edition of HEDBIB acquisition list, now entitled *New in HEDBIB*.

New in HEDBIB provides references of monographs, documents, reports and periodical articles entered recently into HEDBIB, the International Bibliographic Database on Higher Education (<http://hedbib.iau-aiu.net>). HEDBIB has been managed by the International Association of Universities (IAU) since 1988, with contributions from UNESCO Headquarters; the European Centre for Higher Education (CEPES); UNESCO International Institute for Educational Planning (IIEP); UNESCO International Institute for Higher Education in Latin America (IESALC); the American Council on Education (ACE).

The first part of *New in HEDBIB* is divided into a number of main themes which reflect the IAU priority themes: Access to higher education; Higher education and Education for All; Intercultural Dialogue; Sustainable Development; Research and Doctoral Education; and Internationalization. These references are further grouped by region. The second part of *New in HEDBIB* comprises all other references headed by their main keyword.

Each issue of *New in HEDBIB* is supplemented by the IAU monthly selection 'We Recommend', providing a close-up of one or more recent publications chosen by the IAU-UNESCO Information Centre on Higher Education.

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. A full list of the periodicals held by the IAU is available on the IAU Website at http://www.iau-aiu.net/centredoc/rf/cdoc_journals.rtf. References with the classmark P are contributed by our Partner organizations. Where available, a link to the electronic document is included.

New in HEDBIB is produced five times a year.

New in HEDBIB is sent to IAU Members and partner organizations and also made available on the IAU Website.

For more information about *New in HEDBIB*, HEDBIB, 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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Information Technology	8%
Law	7%
Management	6%
Marketing	5%
Science	4%
Social Sciences	3%
Sports	2%
Travel	1%
Visual Arts	1%
Writing	1%
Other	1%

We recommend

50 years of university education in Nigeria : evolution, achievements and future directions / Julius Okojie, Is-haq Oloyede, Pai Obanya, Eds. / University of Ilorin [Nigeria]; National Universities Commission [Nigeria] . - Ilorin, Nigeria : University of Ilorin, National Universities Commission, 2010 . - 581 p.
ISBN 978-978-909-639-8

Abstract : Published in Nigeria's 50th anniversary of independence, this book brings together a large number of contributors who have examined the major trends in the development of university education in Nigeria. There has been considerable growth in the number of universities in Nigeria, from the founding of the first, the University College, Ibadan, in 1948 to the 104 institutions of higher education today. The influence of Nigerian universities on national development, the legal system, agricultural research, Nigerian languages and production is examined. The enhanced investment in ICT for quality management, teaching and research is demonstrated. Current challenges facing higher education in Nigeria, such as brain drain and the recent growth of private universities in Nigeria, including Islamic universities, are discussed. Pointers to future directions are given in re-positioning university education for national development and to achieve world class status. The book also contains national statistics on university applications, student enrolment and admissions, gender ratio of students, federal university grants, student costs; and accreditation programmes.

Contents:

- Historical and contextual overview
- Regulation, funding and accreditation of universities
- Private and state-owned universities
- University Management and Survival Strategies
- Contribution of Nigerian universities to knowledge and development in various fields of study
- Facing the Future

Classmark : NG-3 ILO

Speaking across borders : the role of higher education in furthering intercultural dialogue / Sjur Bergan, Hilligje Van't Land, Eds. / Council of Europe; International Association of Universities [IAU] . - Strasbourg : Council of Europe, 2010 . - 197 p. (Council of Europe Higher Education Series, 16)
ISBN 978-92-871-6941-9

Abstract : This book, edited jointly by the Council of Europe and the International Association of Universities (IAU), explores the role of higher education in developing intercultural dialogue in society at large. This book builds on two conferences, one organised by the Council of Europe in Moscow in June 2009 and the second organised by the International Association of Universities in Lebanon in November 2009, from which many of the papers included within this book originate. This publication sets out the political context for intercultural dialogue and explores how universities can move from dialogue on campus to dialogue in society, and hence to become actors of intercultural dialogue. It also offers examples of good practice from various parts of the world.

Contents:

- The role of higher education in fostering a culture of peace and understanding (Federico Mayor Zaragoza)
- Intercultural dialogue and higher education: ac Council of Europe view (Gabiella Battaini-Dracconi)
- The role of higher education in fostering intercultural dialogue (Eva Egron-Polak)
- Intercultural dialogue on the university campus (Bernard Wächter)
- Universities as actors of intercultural dialogue in wider society (Hilligje van't Land)
- Higher education "as" free dialogue: pedagogy in a global age (Edward J. Alam)
- Developing attitudes to intercultural dialogue: the role of higher education (Sjur Bergan)
- Intercultural competence in higher education and intercultural dialogue (Darla K. Deardorff)
- Students and intercultural dialogue: more than just talk (Iav Oye and Andrea Blätter)
- The role of public authorities in promoting intercultural dialogue (Germaine Dondelinger)
- A broad approach: beyond training professionals to educating responsible citizens (Yazmin Cruz and

Cristina Escrigas)

- The university as an actor of intercultural dialogue: an example from north Caucasus (Barasby S. Karamurzov)
- Has dialogue contributed to conflict management, conflict avoidance or conflict resolution in the Lebanese crisis? (Michel Nehme)
- Cultural pluralism as a challenge to the effectiveness of university dialogue in fostering dialogue and understanding (Is-haq O. Oloyede)
- For a culture of dialogue and mutual understanding: a Lebanese case (Georges N. Nahas)
- Internationalisation and intercultural understanding through higher education: the Chinese experience (Zicin Hou and Qinghua Liu)
- Intercultural dialogue as an element of the internationalisation of education (Alf Rasmussen).

Classmark : EUR-341 COU

Accomplishments of the partnership for higher education in Africa, 2000-2010 / Carnegie Corporation of New York [USA] . - New York : Carnegie Corporation of New York, 2010 . - 107 p.
ISBN 978-0-9827746-0-1

Abstract : In 2000, the Partnership for Higher Education in Africa (PHEA) was launched. This report, the first in a series of three, summarises the investments and accomplishments made through this partnership at participating universities in African countries. These include resources for bandwidth and IT development and training; improvements in gender equity; extension of access to marginalised groups; creation of new academic programmes; policy research and improved financial management.

Classmark : AFR-3 CAR

URL : <http://www.foundation-partnership.org/pubs/pdf/accomplishments.pdf>

Confronting the categories: equitable admissions without apartheid race classification / Z. Erasmus . - In: South African Journal of Higher Education, v. 24, no. 2, pp. 244-257, 2010
ISSN 1011-3487

Abstract : South Africa's government requires information on apartheid race classification to implement and monitor racial redress. This has sparked resistance to race classification as a criterion for redress in higher education admissions. The author argues that (1) jettisoning apartheid race categories now in favour of either class or 'merit' would set back the few gains made toward redress; (2) against common sense uses of 'race' and against the measure of 'race' through class reductionism; and (3) for developing and testing new indicators for 'race' and class-disadvantage with a view to eventually replacing apartheid race categories. The author offers a critical-race-standpoint as an alternative conceptual orientation and method for transformative admissions committed to racial redress that is socially just. She concludes that admissions criteria should encompass the lived realities of inequality and be informed by a conception of humanism as critique. (Publisher)

From 'race-consciousness' to 'colour-consciousness' / L. Le Grange . - In: South African Journal of Higher Education, v. 23, no. 2, pp. 331-337, 2010
ISSN 1011-3487

Abstract : At the heart of the discussion in this special issue on race and affirmative action is the issue of whether race should be used as a category in admissions policies of South African universities. The author suggests that the matter at hand is one of justice/fairness and not one of skin colour. In other words, the debate should be about the reality that certain social groups were disadvantaged during apartheid and that, as citizens, members of such social groups should be given equal life chances. The author argue that in order to ensure that all citizens are given equal life chances it is necessary that contingent colour consciousness should form part of public policy.(Publisher)

Just admissions: South African universities and the question of racial preference / D. Benatar . - In: South African Journal of Higher Education, v. 24, no. 2, pp. 258-267, 2010
ISSN 1011-3487

Abstract : South African universities and other institutions of higher education currently give preference to student applicants from designated 'races'. This paper argues that such a policy is morally indefensible. Although the imperative to redress injustice is endorsed, this, it is argued, does not entail that applicants may be favoured on the basis of their (purported) 'race'. Nor can the pursuit of diversity be used to defend racial preference. Next, it is argued that any policy on racial preference must have both a racial taxonomy and a method of assigning individuals to different taxonomic categories. It is argued that both competing methods of categorizing individuals - one subjective and the other objective - are unacceptable. Finally, the paper highlights a number of fallacious responses to criticisms of racial preference. (Publisher)

L'accès des femmes à l'enseignement supérieur au Niger / Aicha Na Goza, Issiaka Boukary, Harouna Mounkaila, et al. / Educational Research Network for West and Central Africa (ROCARE) . - In: African Education Development Issues, no. 1, pp. 168-187, 2010

Abstract : Une des problématiques de l'aspect genre au Niger est la question de l'accès des femmes à la formation et à l'emploi dans l'enseignement supérieur. Au niveau de la population estudiantine, des disparités très grandes subsistent entre les effectifs des étudiants et des étudiantes. Ces dernières représentent à peine 20% des effectifs globaux de l'Université Abdou Moumouni, établissement public. En revanche, l'enseignement supérieur privé compte une plus forte proportion de femmes, avec 40% des effectifs globaux. Cette inégalité apparaît également au niveau du corps

enseignant où les femmes représentent seulement 10% des effectifs du personnel de l'Université Abdou Moumouni. Cependant, l'Ecole Nationale de Santé Publique est une exception où les femmes représentent 54% du personnel enseignant, sinon tous les autres établissements enquêtés comptent moins de 20% de femmes enseignantes. Au niveau de l'administration, les femmes participent très peu à la gestion des établissements d'enseignement supérieur, aussi bien dans le privé que dans le public.

Perceptions, attitudes et pratiques des universités burkinabe face aux personnes vivant avec le VIH/SIDA /

Alamissa Sawadogo, Florent B. Some, Komla Lokpo / Educational Research Network for West and Central Africa (ROCARE) . - **In:** African Education Development Issues, no.1, pp. 203-224, 2010

Abstract : Malgré leur niveau d'instruction, il ressort que les enseignants/chercheurs, les étudiants, le personnel de l'administration possèdent généralement le même degré d'informations sur le Sida que le reste de la population. Ils se croient souvent mieux informés sur le Sida donc s'intéressent peu aux activités de lutte. Ils adoptent alors des comportements à risque face au VIH/SIDA. Néanmoins, la stigmatisation et la discrimination face aux personnes infectées sont très courants dans les universités. D'où une des explications de la faible adhésion au test de dépistage et du refus de révéler son statut sérologique en case de test positif. Une situation qui suscite des inquiétudes au regard de la contribution et du rôle que doivent jouer les universitaires dans la lutte contre le Sida.

Some issues in affirmative action in higher education in South Africa / C. Soudien / South African Association for Research and Development in Higher Education . - **In:** South African Journal of Higher Education, v. 24, no. 2, pp. 224-237, 2010

ISSN 1011-3487

Abstract : The purpose of this article is to attempt a surfacing of the assumptions and discourses surrounding the affirmative action debate in higher education in South Africa. The article draws attention to two dominant discourses - the first being that of the patriotic university, and the second being that of the global university. In terms of the first idea, the argument is made that the university should be a mirror of the society in which it operates and therefore, an instrument for realizing its most important policies and ideals. The second insists that the university as an institution arises out of an international commitment to knowledge production, and that this framework provides it with its legitimacy. The article argues that neither of these discourses is able to fully understand and engage with the complexities of affirmative action and its ancillary challenges of racism and racialisation. The first subsumes the university entirely within the dominant politics of the day, whatever they might be, while the second extrapolates the university from the society in which it finds itself.

Some myths on equity and access in higher education / E. M. Bitzer . - **In:** South African Journal of Higher Education, v. 24, no. 2, pp. 298-312, 2010

ISSN 1011-3487

Abstract : The article points to the importance of equity and access as crucial factors in higher education participation. The author argues that these issues cannot, and should not be separated from the notion of affirmative action and race as a university admission criterion. Drawing mainly on James's (2007) work on equity and access, the author highlights a number of myths related to equality of access and indicates how institutional reputation can play a possible part in creating an image of systemic equity, while the majority of 'black' undergraduate students in South Africa are enrolling at less reputable and even poor quality higher education institutions. The article finally argues for admissions policies that are wider in scope and not based solely on racial criteria, but also on applicant's socio-economic status - particularly at universities that have largely achieved their 'racial targets'. (Publisher)

The politicisation of the university in South Africa and its consequent demise . - In: South African Journal of Higher Education, v. 24, no. 2, 2010

ISSN 1011-3487

Abstract : In the light of transformational discourses in higher education in South Africa, it has become necessary to pose the question - what is a university? Such a question requires that the idea of the university, as well as its role in society be reflected upon critically. (Publisher)

UCT's admissions policies: is the playing field level? / Judith Favish, J. Hendry . - **In:** South African Journal of Higher Education, v. 24, no. 2, 2010

ISSN 1011-3487

Abstract : The article outlines how University of Cape Town's commitment to redress and diversity has officially guided the

university's approach to admissions planning. In 2009 the Senate requested the Vice Chancellor to conduct a review of the admissions policy particularly to determine whether race continued to be an adequate proxy for disadvantage. This article analyses data prepared by the Institutional Planning Department of the University to support the review process, reflecting changes in the demographic profiles of all students and first-time entering (FU) intakes between 1994 and 2009. The data provide a more nuanced picture of offers, rejections and enrolments by race and poverty quintile of the 2009 new undergraduate intake. The article then goes on to assess the effects of various policy instruments used to facilitate access to UCT, demonstrating that the Academic Development Programmes have been the most significant instruments of facilitating access. Drawing on the analysis of the data, the article concludes that there is no empirical basis for arguing that race should no longer be a factor in admissions, given that the proportion of black students at UCT is still far from approximating that of the South African population, and that the percentage of black students in 23 of 44 programmes is less than 24 (the Western Cape proportion of blacks). (Publisher).

White teenage girls and affirmative action in higher education in South Africa / H. Botsis . - In: South African Journal of Higher Education, vol. 24, no. 2, pp. 238-243, 2010
ISSN 1011-3487

Abstract : This is an initial and exploratory comment on the pilot phase of a study into adolescent female white identity and socio-sexual desire in post-apartheid South Africa. In the course of this pilot it became apparent that historical issues of race and racism are openly discussed in these girls' classrooms. Yet, despite these everyday interactions the sensitive current day politics of race, specifically related to Affirmative Action in Higher Education, are not spoken about in a personal way in public spaces such as the classroom. Findings from this phase in the study revealed an inability, and lack of opportunity, to openly discuss race politics that are pertinent to these learners' presents and futures. In this brief commentary, the author argues that the nonracial ideology, espoused by the post-apartheid government cannot become naturalized if these learners are unable to work through some of the contradictions of their present. One of these contradictions is the continued salience of race in their lives and futures as they enter the university, while having intimate social relations, which seem to belie this reality. The author argues for an exploration of participatory mechanisms - ways for the youth to find a vocabulary of their own in articulating the challenge of race. Part of the struggle in establishing this vocabulary is what Nuttall (2001) has identified as a duplicity in white identity, which is in part a complicity in maintaining the hegemony of whiteness. (Publisher).

Africa; Asia and the Pacific

Access expansion: challenges for higher education improvement in developing countries / Mike Cantrell, Rien Kool, Wim Kouwenhoven / University of Amsterdam. Centre for International Cooperation [CIS-VU][Netherlands] . - Amsterdam : CIS/VU University Amsterdam, 2010 . - 221 p.
References. . - ISBN 978-94-90336-02-8
Classmark : P

Arab States

Bridging the gap : improving capabilities and expanding opportunities for women in the Middle East and North Africa (MENA) regions / World Bank; International Bank of Reconstruction and Development [IBRD] . - Washington D.C. : World Bank, 2010 . - i-vii, 28 p.

Abstract : This report outlines the challenges which are still faced by women despite the progress made in reducing gender gaps and suggests policy options to address these challenges. In most countries, female enrollment rates in education now equal or exceed male enrollment rates, particularly in tertiary education. However, marked gender gaps in secondary and tertiary school enrollment exist in certain countries, such as in Morocco and Yemen. Moreover, the gender gap is larger when concerning completion rates: the higher the level of education, the larger in general is the gender gap in completion rates. Egypt, Iran, Jordan, Morocco, Syria, Tunisia and the United Arab Emirates are all countries in which the gender gap in completion is the highest for tertiary education. Generally in the MENA region, young women, in particular, face very high rates of unemployment, and women who have completed higher education have much higher rates of unemployment compared with their male peers.

URL : http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2010/10/27/000334955_20101027074715/Rendered/PDF/575180WP0Box353768B01PUBLIC10Gender1pub.pdf

Asia and the Pacific

Gender based violence: a study of three universities in Afghanistan / Kabul University (Afghanistan); UNESCO . - Kabul : Kabul University, 2010 . - 48 p.

Abstract : This report presents the results of a questionnaire based study in three universities in Afghanistan. Compared to other public places, the University was found to be safe. However, it is not free of Gender Based Violence (GBV) and thus not considered entirely safe for students and staff, particularly for women. Abuse cited included photographing women against their consent, and making abusive or degrading remarks. Some women feel that they treated as second class citizens of the university. Comparatively, women have less engagement in university activities and are given fewer roles to play. Compared to men, women (students and staff) have less access and opportunities at the universities. Overall awareness, information and knowledge about gender differences and GBV was lacking. Women were largely held responsible for inviting GBV by what they wear and how they present themselves, including by other women. Some of the reasons for not reporting GBV incidents were: lack of trust in the authorities that action would be taken; fear on the part of the victim of being blamed and being prevented from continuing education by the authorities in the university.

URL : <http://unesdoc.unesco.org/images/0018/001899/189969e.pdf>

Gender issues in higher education / Vimala Ramachandran / UNESCO Asia and Pacific Regional Bureau for Education [UNESCO Bangkok] . - Bangkok : UNESCO Bangkok, 2010 . - 18 p.

ISBN 978-92-9223-345-7 . - Online ISBN 978-92-9223-346-4

Abstract : This advocacy brief investigates the current status and trends in higher education in the Asia-Pacific region from a gender perspective, discusses gender mainstreaming as a strategy for promoting gender equality in tertiary education, highlights good practices and issues recommendations to fulfil this purpose.

URL : <http://unesdoc.unesco.org/images/0018/001898/189825E.pdf>

Private higher education: global trends and Indian perspectives / Asha Gupta, Daniel C. Levy, K. B. Power . - Delhi : Shipra, 2008 . - 306 p. Graphs.Tables.Bibl. . - ISBN 978-8-1754-1385-6

Classmark : P

Student support services in open schooling: a case study of students' needs and satisfaction in India / Sushmita Mitra . -

In: Open Learning: The Journal of Open and Distance Learning, v. 24, no. 3, pp. 255-265, 2009

Incl. bibl., abstract . - ISSN 0268-0513 . - Online ISSN 1469-9958

Abstract : This paper identifies the key factors that contribute to the Open School in India students' satisfaction, considering student support elements at pre-entry, start up, learning, evaluation and certification and after certification phases. The study adapted Rekkedal and Eriksen's importance-satisfaction model to recognise areas that are important to students as well as their degree of satisfaction with each attribute. It is found that the student group considered is generally satisfied with the support elements that they perceive to be important and there is a strong positive linear relationship ($r = 0.83$) between importance and satisfaction. However, according to the group, priority needs to be given to personal contact programmes in the study centres, online tutorials and feedback on assignments, which are three prime support elements in the learning phase.

URL : <http://www.informaworld.com/smpp/title~content=t713440064~db=all>

Asia and the Pacific; Europe and North America

Moving on up: South Asian women and higher education / Yasmin Hussain, Paul Bagguley . - Stoke on Trent (UK) : Trentham Books, 2007 . - viii-154 p. Incl. bibl., index . - ISBN 978-1-85856-349-7

Classmark : P

Europe and North America

A study of progression in Irish higher education / Higher Education Authority [Ireland] . - Dublin : HEA, 2010 . - 88 p. ISBN 1-905135-36-X

Abstract : This report provides an updated snapshot of the progression of full time students in the Irish higher education system in 2008 and 2009. Data is also analysed for gender, socioeconomic status, prior educational attainment and field of study.

URL :

<http://www.heai.ie/files/files/file/statistics/2010/Retention%20&%20Progression/HEA%20Study%20of%20Progression%20in%20Irish%20Higher%20Education%202010.pdf>

Conjuguer équité et performance en éducation: un défi de société = Balancing equity and performance in education: a challenge for society / Canada. Quebec Province. Conseil supérieur de l'éducation . - Quebec : Conseil Supérieur de l'Éducation, 2010 . - 164 p.

English Summary available . - ISBN 978-2-550-60131-9 . - Online ISBN 978-2-550-60130-2

Abstract : This report analyses the evolution of the Québec education system at the general, adult and postsecondary education levels, and proposes six approaches for making it more equitable and efficient.

URL : <http://www.cse.gouv.qc.ca/fichiers/documents/publications/CEBE/50-0192.pdf>

<http://www.cse.gouv.qc.ca/fichiers/documents/publications/CEBE/50-0192-Summary.pdf>

Privatizing the public university : perspectives from across the academy / Christopher C. Morphew, Peter Eckel . - Baltimore : John Hopkins University Press, 2009 . - 224 p.

ISBN 978-0-8018-9164-9

Classmark : P

Attitudes to gender equality issues in British and German academia / Rosalind M. O. Pritchard / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 22, no. 2, pp. 45-68, 2010

ISSN 1682-3451 . - Online ISSN 1609-6924

Abstract : This paper explores a range of perceived similarities and differences between male and female academics in the context of contemporary European Union "gender mainstreaming" policy. It concentrates upon the higher education systems of Germany and the United Kingdom, and is based upon questionnaire responses. A large majority of respondents believe that more needs to be done to remedy inequalities arising from maternity leave and child rearing, and that their universities are still gendered organisations with too few women at the top. Many females regard themselves as less strategic than males in managing their careers, and believe that they need to behave the same as men to succeed. They think that men have historically dominated in their subject area and still do so. Relatively small percentages of men endorse these opinions in relation to women, and their responses are often positive in their perception of female academics. It is almost universally agreed that women are doing a good professional job, and very few employees (either male or female) experience gross forms of bullying and harassment at work. A certain convergence between the genders in some respects may indicate the erosion of binary gender hierarchies in the current policy environment.

Students' academic self-perception / Arnaud Chevalier, Steve Gibbons, Andy Thorpe, Martin Snell, Sherria Hoskins . - In: Economics of Education Review, v. 28, no. 6, pp. 716-727, 2009

Incl. bibl., abstract . - ISSN 0272-7757

Abstract : Participation rates in higher education differ persistently between some groups in society. Using two British datasets the authors investigated whether this gap is rooted in students' misperception of their own and other's ability, thereby increasing the expected costs to studying. Amongst high school pupils, they found that pupils with a more positive view of their academic abilities are more likely to expect to continue to higher education even after controlling for observable measures of ability and students' characteristics. University students are also poor at estimating their own test performance and over-estimate their predicted test score. However, females, White and working class students have less inflated view of themselves. Self-perception has limited impact on the expected probability of success and expected returns amongst these university students.

Latin America and the Caribbean

Chile's international scholarship programme / Organisation for Economic Cooperation and Development [OECD]; World Bank . - Paris : OECD, 2010 . - 129 p.

Bibl. Graphs. Tables. . - ISBN 978-92-64-08641-8 . - Online ISBN 978-92-64-08642-5

Abstract : This report reviews Chile's scholarship abroad scheme – the Becas Chile Programme – and its interaction with other available scholarships, and provides an overview of best practices for scholarship programmes at the international level and their impact. In addition it analyses the design and institutional framework of the Chilean programme and recommends ways to maintain and improve the scheme.

Classmark : p

URL : <http://www.sourceoecd.org/education/9789264086418>

■ Higher Education and EFA

International Association of Universities' Experts' Conference on Higher Education/Research and EFA related MDGs, UNESCO Headquarters, Paris: address by Qian Tang, Assistant Director-General for Education, 2 December 2010 / Qian Tang . - Innovation Conference on HE/Research and EFA/education-related MDGs , UNESCO, Paris, 2-3 December 2010 . - Paris : UNESCO, 2 Dec. 2010 . - 6 p.

URL : <http://edats.hq.int.unesco.org/Archive/Transit/Hermes/007/93/0079334S.doc>

Africa

Contribution des TIC au développement et à la qualité de l'enseignement supérieur à l'Université de Lomé (Togo) / Koffi Nutefé Tskgbe / Educational Research Network for West and Central Africa (ROCARE) . - In: African Education Development Issues, no. 1, pp. 132-153, 2010

Abstract : L'article commence par un revue de la littérature sur les Nouvelles Technologies de l'information et de la communication (TIC) et l'enseignement supérieur en Afrique, et le rôle des TIC dans l'éducation pour tous. Ensuite, il décrit les résultats d'une étude à l'Université de Lomé au Togo où depuis 2005, une stratégie TIC a été conçue: la formation du personnel, des facultés, écoles et instituts et la création des centres spécialisés; la création d'une institution pour aider les enseignants mettre leurs cours en ligne; l'extension du réseau informatique et l'attribution de comptes électroniques gratuits aux enseignants et aux étudiants. L'étude montre que pour les 20% d'étudiants et d'enseignants qui ont intégré les TIC à la formation universitaire, les TIC ont une influence effective sur la qualité et la développement de l'enseignement. Toutefois, il n'existe pas une stratégie globale de formation où les TIC apparaissent comme outil principal de formation. De manière générale, les acquis spécifiques des TIC sont élémentaires et insuffisants, selon les auteurs, et ne touche qu'une frange très limitée d'enseignants et d'étudiants.

South African universities and human development: towards a theorisation and operationalisation of professional capabilities for poverty reduction / Melanie Walkera, Monica McLean, Arona Dison, Rosie Peppin-Vaughan . - In: International Journal of Educational Development, v. 29, no. 6, pp.565-572, 2009
Incl.bibl., abstract . - ISSN 0738-0593

Abstract : This paper reports on a research project investigating the role of universities in South Africa in contributing to poverty reduction through the quality of their professional education programmes. The focus here is on theorising and the early operationalisation of multi-layered, multi-dimensional transformation based on ideas from Amartya Sen's capability approach. Key features of a professionalism oriented to public service, which in South Africa must mean the needs and lives of the poor, are outlined. These features include: the demand from justice; the expansion of the comprehensive capabilities both of the poor and professional capability formation to be able to act in 'pro-poor' ways; and, praxis pedagogies which shape this connected process. This theorisation is then tentatively operationalised in a process of selecting transformation dimensions.

The distance learning mode of training teachers in Kenya: challenges, prospects, and suggested policy framework / Ezra K. Maritim . - In: Open Learning: The Journal of Open and Distance Learning, v. 24, no. 3, p. 241-254, 2009

Incl. bibl., abstract . - ISSN 0268-0513 . - Online ISSN 1469-9958

Abstract : Globally, distance learning has gained legitimacy as an effective mode for learning and training. This legitimacy has occurred as a result of, inter alia, its flexibility with respect to time, pace and entry requirements, affordability, cost-effectiveness, and reputation for high quality. In Kenya, distance learning - although relatively new - is being promoted to attain the Millennium Development Goals, Universal Primary Education, and the Kenya Vision 2030 targets. The majority of those who enrol for distance learning are teachers. This paper examines the utility of a distance learning approach for training teachers in Kenya: its challenges, prospects, and the need for a policy framework. It critically interrogates the readiness of the providers, the learning and policy environments. The paper concludes that current dual-mode providers do not meet the requirements of the defining features of distance learning, and offers specific quality assuring policy directions.

Towards post-globalisation? On the hegemony of western education and development discourses / Bjorn Harald Nordtveit . - In: Globalisation, Societies and Education, v. 8, no. 3, pp. 321-337, September 2010
ISSN 1476-7724

Abstract : This article argues that local discourses are narrowed through globalisation policies and questions whether

one can characterise as 'post-globalisation' a state of global and local unification in one capitalist discourse. Further, the article critically engages with such a state of the world, questioning the export of neoliberal western education and development models. Through a case study of a literacy project in Senegal, the article seeks to demonstrate that discourses at local and regional levels are similar to those at international levels, and that a capitalist-development path is widely accepted in many local and traditional societies.

■ Intercultural Dialogue

Europe and North America

Keeping our universities special : surviving and thriving in a turbulent world / PA Consulting Group . - London : PA Consulting Group, 2008 . - 17 p.

Abstract : This paper presents the emerging world of higher education as an open, fluid ecology of learning, replacing the historical producer-centric model of the economy of knowledge with one that fosters opportunities, creativity and innovation through communities of shared, co-operative learning. In this world, universities will need to redesign and re-assemble the basic building blocks of higher education, re-asserting in different ways their role as agents of learning, rather than simply providers of knowledge.

Classmark : GB-420 PAC

Latin America and the Caribbean

Diversidad cultural e interculturalidad en educación superior: experiencias en América latina / Daniel Mato / UNESCO International Institute for Higher Education in Latin America and the Caribbean [IESALC] . - Caracas : IESALC, 2008 . - 474 p.

Incl. bibl. CD-ROM also available . - ISBN 978-980-7175-00-5

Classmark : P

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

URL :

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

Instituciones interculturales de educación superior en América Latina: procesos de construcción, logros, innovaciones y desafíos / Daniel Mato / UNESCO International Institute for Higher Education in Latin America and the Caribbean [IESALC] . - Caracas : IESALC, 2009 . - 306 p.

Incl. bibl. . - ISBN 978-980-7175-04-3

Classmark : P

URL : <http://unesdoc.unesco.org/images/0018/001856/185698s.pdf>

■ Internationalization

Accreditation and the global higher education market / Gudmund Hernes, Michaela Martin, Elaine El-Khawas, et al. / UNESCO International Institute for Educational Planning [IIEP] . - Policy Forum on Accreditation and the Global Higher Education Market, IIEP, Paris, 2005 . - Paris : UNESCO; IIEP, 2008 . - 284 p.
Incl. bibl. . - ISBN 978-92-803-1309-3

Abstract : Higher education systems throughout the world in developed and developing countries are undergoing diverse types of changes that are often interrelated. One of these changes is that there has been considerable growth in the private provision of higher education over the last decade, in particular within developing countries. Globalization also widely affects higher education systems. The globalization of professions and the mobility of professionals highlight the need for institutions to deliver qualifications recognized in the international labour market, allowing for the comparability of educational standards. These trends require the adoption of a common qualification structure as well as of comparable systems for external quality assurance (EQA). Cross-border providers of higher education are emerging in many countries - most commonly under the form of branch campuses and franchise higher education - while, at the same time, an international market of accreditation services is developing. While higher education is becoming a global market good, governments are faced with a new set of providers over which they have little control and which poses new challenges as to regulation and the recognition of credentials. The 2005 IIEP Policy Forum hosted a policy discussion on how to design accreditation systems in line with international good practice and national policy agendas for higher education. Issues of regulation and quality assurance of cross-border education providers were also addressed. The papers and recorded discussions of the Policy Forum are presented in this book.

Globalization, economic crisis and national strategies for higher education development: research papers / N. V. Varghese / UNESCO International Institute for Educational Planning [IIEP] . - Paris : UNESCO; IIEP, 2009 . - 33 p.
Incl. bibl. references.

Abstract : As a result of globalization, the level of skills demanded in the global labor market has increased and competition has grown among countries to attract the highly-skilled. The preference for a foreign degree in the labour markets in developing countries and for a domestic degree in developed countries encourages the expansion of cross-border higher education, and the mobility of institutions, students and teachers. Institutions move from developed to less developed countries, while students move from less developed to developed countries. Australia, the UK and the USA are important players in the cross-border mobility of institutions and students, and they receive billions of dollars from cross-border education. The current economic crisis may adversely affect expansion prospects of higher education in general, and that of cross-border education in particular. The initial indications are that the crisis will result in the heavy loss of employment and income levels in households and their capacity to invest in education. Many universities that have invested their money in foreign banks have already lost their investments. The student support systems, scholarships, and student loans are drying up. Public financial support may become necessary to revive the education system. This paper argues for active state intervention in higher education to finance wherever possible and to develop regulatory systems to protect national and students' interests, ensure equity, and assure quality while encouraging multiple providers in education.

Classmark : INT-6 VAR

URL : <http://unesdoc.unesco.org/images/0018/001864/186428e.pdf>

The great brain race : how universities are reshaping the world / Ben Wildavsky . - Princeton : Princeton University Press, 2010 . - 240 p.
ISBN 978-0-691-14689-8

Abstract : This book chronicles the unprecedented international mobility of students and faculty; the rapid spread of branch campuses; the growth of for-profit universities and the international expansion of Higher Education rankings. Some university and College officials see the rise of worldwide academic competition as a threat, but Wildavsky argues that this scholarly marketplace is creating a new global meritocracy.

Classmark : INT-6 WIL

Universities and international higher education partnerships : making a difference / Steve Woodfield, Robin Middlehurst, John Fielden / Million +; Kingston University . - London : Million +, 2009 . - 99 p.

Abstract : The report concludes that much of the international partnership activity of these universities has gone unnoticed at sector level and by policy makers in spite of its scope, extent and the value placed upon it by partner institutions and countries. The varied and wide-ranging partnerships of these universities extend across the globe – in developing and developed countries - and institutions are using regional offices as 'hubs' for further expansion. However, the report notes that in comparison to other countries there is a lack of co-ordination in international HE strategy. This

report sets out recommendations and a platform for action for universities, Government and the range of agencies that are involved in activities such as market intelligence, funding, regulation, information provision, overseas promotion, and developing government to government and intra-regional relationships.

URL : <http://www.millionplus.ac.uk/research/index>

Globalization, the current economic crisis and higher education development / N. V. Varghese / National University of Educational Planning and Administration [NUEPA][India] . - In: Journal of Educational Planning and Administration, v. 23, no. 3, pp. 223-243, 2009

Incl. bibl., abstract . - ISSN 0971-3859

Internationalisation in US higher education: studying the Middle East in the American university / Cynthia Miller-Idriss, Elizabeth Anderson Worden . - In: Globalisation, Societies and Education, v. 8, no. 3, pp. 393-409, September 2010

ISSN 1476-7724

Abstract : This paper examines the organisation of the production of knowledge about international issues in US higher education, drawing on six case studies of Middle East studies. The authors review three key findings. First, that the American model for studying 'the international' is rooted in a default, and outmoded, way of thinking about international issues, termed 'thinking nationally'. Second, the authors found that teaching and research about the Middle East are centered in the humanities rather than in the social sciences. Third, they suggest that professional schools, rather than the arts and science core, are emerging as drivers of innovation in teaching and research about the Middle East on US campuses.

Arab States

Towards an Arab higher education space: international challenges and societal responsibilities / Bechir Lamine, Ed. / UNESCO Regional Bureau for Education in the Arab States . - Arab Regional Conference on Higher Education, Cairo, 31 May - 2 June 2010 . - Beirut : UNESCO, 2010 . - 796 p.

ISBN 978-92-3-104174-7

Abstract : This Report comprises the proceedings of the Arab Regional Conference on Higher Education (ARCHE+10) and a Regional Report, based on 17 national reports, describing the state of higher education in the Arab region from 1998 to 2009.

URL : <http://unesdoc.unesco.org/images/0018/001892/189272m.pdf>

Asia and the Pacific

Global models for the national research university : adoption and adaptation in Indonesia and Malaysia / Eric Beerkens . - In: Globalisation, Societies and Education, v. 8, no. 3, pp. 369-391, September 2010

ISSN 1476-7724

Abstract : This paper analyses the way in which global university models are adopted in research universities in Indonesia and Malaysia. It first provides the global context in which these models have evolved and the processes through which they spread. How these global models interact with local policies and institutions is the topic of the empirical part of the paper. Even though the global discourse is apparent and similar in different countries, local adoption is path dependent and embedded in wider structures. This might result in dissonance and discrepancy in the implementation phase, an outcome which is inevitable, but not necessarily harmful.

The homecoming: an investigation into the effect that studying overseas had on Chinese postgraduates' life and work on their return to China / Scherto Gill / British Association for International and Comparative Education [BAICE] .

- In: Compare: A journal of comparative and international education, v. 40, no. 3, pp. 359-376, 2010

Incl. abstract, bib. . - ISSN 0305-7925 . - Online ISSN 1469-3623

Abstract : For over a decade, 50,000 Chinese students have come to study each year in the UK, and the majority of them have since returned and settled back in China. An understanding of their return journey and how relevant their overseas learning is to their home life and work environment is a key to the re-visioning of the internationalisation of higher education in the UK. Using in-depth qualitative and narrative interviews carried out in China with eight Chinese postgraduates, this research explores these individuals' overall experience of homecoming, including what motivated them to return, their readjustments to life in China, and their perceptions of the impact of learning from studying overseas

on their current life and work in China. This article looks particularly at the change in the graduates' sense of identity. The idea of intercultural identity is developed to explain the phenomenon of these returnees' emerging sense of self, one that is expansive and embraces sources of influence beyond the conventional cultural roots of the individual.

Europe and North America

Bologna: qualification recognition and staff mobility / Norma Ryan, Jennifer Murphy / National Academy for Integration of Research, Learning and Teaching [NAIRTL][Ireland] . - Symposia of the Bologna Series, nos. 1 and 2, Cork, Dublin, May 2008 and December 2008 . - Cork : NAIRTL, 2009 . - 144 p.
ISBN 978-1-906642-11-2

Abstract : This publication documents the proceedings of the first two symposia organised by the NAIRTL Bologna Working Group. Part 1 contains papers and presentations on engineering education, recognition and qualification frameworks such as EURACE. Part 2 examines Bologna and staff development and covers development of research agendas, learning outcomes and organisational change strategies.

Classmark : IE-341 NAI

Cultures of creativity : the challenge of scientific innovation in transnational perspective / Rainer Grulich, Ed. / Alexander von Humboldt Foundation . - Third Forum on the Internationalization of Sciences and Humanities, London, 19-20 November 2009 . - Bonn : Alexander von Humboldt Foundation, 2010 . - 82 p.

Abstract : What do researchers need in order to take risks and pursue innovative, open-ended frontier research? What institutional structures are necessary to support integrative, innovative and transformative research and facilitate more significant breakthroughs? How must research be organized to meet the challenging complexity of scientific problems in the 21st century, and what could be the role of funding organizations in general and international academic exchange in particular? These were questions discussed during the third Forum on the Internationalization of Sciences and Humanities. Papers include "The value of higher education diversity in an era of homogenization" by Eva Egron-Polak, IAU Secretary-General.

Classmark : EUR-711 ALE

URL : <http://www.humboldt-foundation.de/pls/web/docs/F7981/iab-broschuere-2009.pdf>

ENQA - 10 years (2000-2010) : A decade of European co-operation in quality assurance in higher education / European Association for Quality Assurance in Higher Education [ENQA][Finland] . - Helsinki : ENQA, 2010 . - 24 p.
ISBN 978-952-5539-47-9 . - Online ISBN 978-952-5539-48-6

Abstract : This report has been published on the occasion of the 10th anniversary of the creation of the European Association for Quality Assurance in Higher Education (ENQA). It presents an overview of ENQA's major milestones and identifies opportunities and challenges for the next decade.

URL : <http://enqa.eu/files/ENQA%2010th%20Anniversary%20publication.pdf>

EUA policy statement on quality and quality assurance in the European Higher Education Area / European University Association [EUA] . - Brussels : EUA, 2010 . - 3 p.

URL : http://www.eua.be/Libraries/Publications_homepage_list/EUA-QA-Policy-2010.sflb.ashx

European integration and the governance of higher education and research / Alberto Amaral, Guy Neave, Christine Musselin, Peter Maassen . - Rotterdam (Netherlands) : Springer, 2009 . - 309 p.
Bibl. . - ISBN 978-1-4020-9504-7 . - Online ISBN 978-1-4020-9505-4

Abstract : Contents: Part I: European Integration and the Europeanisation of Higher Education (Peter Maassen, Christine Musselin) Part II The Many Faces and Levels of Higher Education Policy Making in The European Union: The Bologna Process as Alpha or Omega, or, on Interpreting History and Context as Inputs to Bologna, Prague, Berlin and Beyond (Guy Neave); Process, Persistence and Pragmatism: Reconstructing the Creation of the European University Institute and the Erasmus Programme, 1955–1989 (Anne Corbett); Boomerangs and Trojan Horses: The Unintended Consequences of Internationalising Education Policy Through the EU and the OECD (Kerstin Martens and Klaus Dieter Wolf); Networking Administration in Areas of National Sensitivity: the Commission and European Higher Education (Ase se Gornitzka); Policy Implementation Tools and European Governance (Amelia Veiga and Alberto Amaral); The Mission Impossible of the European University: Institutional Confusion and Institutional Diversity (Jurgen Enders and Harry De Boer); Part III Beneath the Arrow: The Response of Higher Education Systems at the National Level: The Side Effects of the Bologna Process on National Institutional Settings: The Case of France (Christine Musselin); The Implementation of

the Bologna Process in Italy (Roberto Moscati); Parallel Universes and Common Themes: Reforms of Curricular Governance in The Bologna Context (Johanna Witte); Europeanisation of Higher Education Governance in the Post-Communist Context: The Case of the Czech Republic (Petr Pabian); Part IV Conclusions: On Bologna, Weasels and Creeping Competence (Alberto Amaral and Guy Neave).

Classmark : P

Internationalization at Canadian universities : are students seeing the value? / Edyta Kaznowska, Alex Usher / Higher Education Strategy Associates [Canada] . - Toronto : Higher Education Strategy Associates, 2010 . - 12 p.

Abstract : Based on a survey of nearly 3000 students, the report examines the attitudes of Canadian students concerning the internationalization of Canadian campuses and opportunities to study abroad. While many Canadian students are deterred from studying abroad by the cost, they are largely convinced of its merits. In general, Canadian university students were also aware of the benefits that international students bring to Canadian campuses, however nearly a quarter of students in this study considered that international students take opportunities away from Canadian students.

URL : <http://higherstrategy.com/publications/2011/HESAInsightBrief2.pdf>

The twenty-first century university : developing faculty engagement in internationalization / Lisa K. Childress . - New York : Peter Lang, 2010 . - 174 p.

ISBN 978-1-4331-0659-0

Abstract : Commencing with the historical context of internationalization and an analysis of the internationalization literature, this book identifies what two successful US higher education institutions have done to overcome endogenous challenges and successfully engage faculty in the internationalization process. Two in-depth case studies, Duke University and the University of Richmond, that have used strategies to engage faculty in internationalization are analysed. Based on these studies, strategies for HE institutions are extrapolated into a model of faculty engagement comprising five key components: intentionality; investments; infrastructure; institutional networks; and individual support. Finally, nine recommendations for faculty engagement in internationalization are outlined.

Classmark : INT-6 CHE

How global is the UK academic labour market? / Claire Smetherham, T. Modood . - In: Globalisation, Societies and Education, v. 8, no.. 3, pp. 411-428, September 2010

ISSN 1476-7724

Abstract : One of the themes of the recent sociology of higher education has been the globalisation of knowledge and the professional transfer of scientists and researchers. In this paper the authors show how these transfers of people and knowledge are disproportionately characteristic of: (a) some institutions; and (b) some cost centres. The authors argue that universities form part of an international labour market for high skilled workers in prestige institutions. However, globalisation also has a second face in relation to labour markets in higher education. This refers to the deployment of overseas junior staff in areas unsupplied by the British system.

Internationalizing educational leadership: how a university department jumps the curve from local to international / Ira Bogotch, Patricia Maslin-Ostrowski / Texas A M University (USA); University Council for Educational Administration. . - In: Educational Administration Quarterly, v. 46, no. 2, p.210-240, 2010

Incl. abstract, bibl. . - ISSN 0013-161X . - Online ISSN 1552-3519

Abstract : This study describes how an educational leadership department transformed its regional identity and localized practices over a ten-year period (1997-2007) to become internationalized in terms of research, teaching, and service. Research Methods/Approach (e.g., Setting, Participants, Research Design, Data Collection and Analysis): A basic qualitative approach (written narratives, interviews and document analysis) was used. All faculty holding tenured, tenure earning, and clinical, non-tenured positions were invited to participate. Fifteen out of 18 department faculty chose to participate. Findings: The authors found that the success of internationalization rests not only with individual faculty champions and flexible opportunism, but also with collective actions. In one decade, the department shifted from individual, isolated pursuits in the international arena, to a department having an integral, international dimension across research, teaching, and service. Many factors contributed to stages of internationalizing: The role of the department chair was instrumental; having a willing and capable faculty was necessary to reach the more advanced stages of internationalization; international activities were always contingent and voluntary, not mandated or controlled; and, the recruitment, participation, and encouragement of international and internationally oriented graduate students were critical to supporting a bottom-up, top-down synergy. Implications for Research and Practice: The study of internationalization within higher educational institutions, specifically in educational leadership, involves complex theory[ies]. The authors sought to overcome superficial comparisons of attitudes, behaviors and policies which lead to simple, but often

misleading correlations. They recommend, instead, a conceptual framework that can account for changes over time and across individual-group interactions, that is, multi-organizational levels.

Two worlds of change: on the internationalisation of universities / Jarle Trondal . - In: Globalisation, Societies and Education, v. 8, no. 3, pp. 351-368, September 2010
ISSN 1476-7724

Abstract : Institutional change entails balancing multiple competing, inconsistent and often loosely coupled demands and concerns, often simultaneously. This article poses the following question: How are patterns of internationalisation of research among academic staff at universities balancing two worlds of change, that is, governance by the university leadership as well as initiatives by the faculty members? This article argues and empirically substantiates that internationalisation of academic staff tends to be a balancing-act between these two worlds of change. Whereas most universities increasingly formulate strategies for internationalisation, the research behaviour of faculty members seems weakly associated with such strategies. Variation in international research collaboration among permanent academic staff at universities is best explained by their positional level. This article also suggests key conditions under which internationalisation of research results from collaborative strategies between university leadership and faculty members.

Europe and North America; Asia and the Pacific

International education: trends, ideologies and alternative pedagogical approaches / Jonas Stier . - In: Globalisation, Societies and Education, v. 8, no. 3, pp. 339-349, September 2010
ISSN 1476-7724

Abstract : Globalisation, the internationalisation of academia as a whole, and the Bologna Process have recently placed European higher education in a state of change. By critically reading policies and documents on internationalisation from 16 universities in Australia, Canada, Sweden and the US, three internationalisation ideologies (idealism, instrumentalism and educationalism) in higher education are analysed. Areas of similarities and differences are discussed - especially with regard to desired learning outcomes and the ideological rationales for international education. It is concluded that these policies and documents as well as the Bologna Process largely disregard issues pertaining to the teaching methods and contents of international education.

Latin America and the Caribbean

La mobilité internationale des ressources humaines hautement qualifiées au Mexique face à la crise économique internationale / Sylvie Didou Aupetit . - In: Les Cahiers de la recherche sur l'éducation et les savoirs, no. 9, pp. 141-161, 2010
Bibl. . - ISSN 1635-3544

Latin American universities and the Bologna Process : from commercialisation to the Tuning competencies project / Hugo Aboites . - In: Globalisation, Societies and Education, v. 8, no. 3, pp. 443-455, September 2010
ISSN 1476-7724

Abstract : Through the Tuning-Latin America competencies project, Latin American universities have been incorporated into the Bologna Process. In 2003 the European Commission approved an initiative of this project for Latin America and began to promote it among ministries, university presidents' organisations and other institutions in Latin America. This initiative, however, carries problematic implications. It is an initiative which: (1) simply copies a European model and applies it unchanged to Latin America; (2) opens the door to greater influence by large corporations in the universities; (3) maintains the idea of the *pensamiento unico*, or single way of thinking, seen now in a single group of competencies that are considered valid for Europe and Latin America, without considering the enormous cultural, social and political diversity of the countries of those regions; (4) offers an educational-pedagogical approach that fragments the professional education of students; and finally (5) has a negative impact on the work and identity of Latin American university professors and students as key players in university transformation. (Publisher).

■ Research and Doctoral Education

Performance-based funding for public research in tertiary education institutions : Workshop proceedings / Organisation for Economic Cooperation and Development [OECD] . - Workshop on Performance-Based Funding of Public Research in Tertiary Education, Paris, 21 June 2010 . - Paris : OECD, 2010 . - 188 p.
ISBN 9789264094604 . - Online ISBN 9789264094611

Abstract : This publication presents a collection of papers presented at an OECD workshop on performance-based funding of public research in tertiary education institutions. It takes stock of current thinking and practice around performance-based funding of public research in tertiary education institutions, as a tool to help governments meet their research goals. These funding models are essentially systems of ex-post evaluation of research outputs and outcomes from universities and other tertiary institutions, and are generally based on peer review, bibliometric or other quantitative indicators.

URL : <http://browse.oecdbookshop.org/oecd/pdfs/browseit/9210021E.PDF>

Africa

Growing knowledge : access to research in east and southern African universities / Jonathan Harle / Association of Commonwealth Universities [ACU] . - London : ACU, 2010 . - 56 p.

Abstract : This report explores the interrelated issues surrounding researchers' access to the latest academic information, in the form of peer-reviewed journals and other scholarly materials, in east and southern Africa. Researchers commonly complain of poor access to journals and that this is a serious hindrance to their academic work, but librarians, with the assistance of a number of access schemes, have secured access to a wide range of journals and other resources, many of which are underused by their staff and students. The findings reported relate specifically to four case study universities. Recommendations for librarians, libraries, university managers and ICT departments are presented.

Classmark : AFR-62 ACU

URL : http://www.acu.ac.uk/member_services/professional_networks/libraries_network/growing_knowledge

Europe and North America

Honesty, accountability and trust : fostering research integrity in Canada = Honnêteté, responsabilité et confiance / Council of Canadian Academies . - Ottawa : Council of Canadian Academies, 2010 . - 118 p.
ISBN 978-1-926558-26-4

Abstract : This report by the Council of Canadian Academies' Expert Panel on Research Integrity presents a comparative study of the current research integrity system, identifies four gaps in Canada's policy framework, defines eleven fundamental principles of research integrity and proposes the creation of a body, the Canadian Council for Research Integrity.

URL :

http://www.scienceadvice.ca/uploads/eng/assessments%20and%20publications%20and%20news%20releases/research%20integrity/ri_report.pdf

http://sciencepourlepublic.ca/uploads/fr/assessments%20and%20publications%20and%20news%20releases/research%20integrity/ri_report_fr.pdf

Pour une vision actualisée des formations universitaires aux cycles supérieurs = Towards an updated vision of graduate and post-doctoral Studies / Canada. Quebec Province. Conseil supérieur de l'éducation . - Quebec : Conseil Supérieur de l'Éducation, 2010 . - 128 p.

English Summary document available . - ISBN 978-2-550-59862-6 . - Online ISBN 978-2-550-59863-3

Abstract : This report was prepared for the Canadian Ministry of Education, Recreation and Sports. Based on a review of literature, consultations and interviews. It defines the trends and characteristics of graduate and post-doctoral studies in Quebec and formulates objectives to ensure the sustainability of their development and their response to individual and collective needs.

URL : <http://www.cse.gouv.qc.ca/fichiers/documents/publications/Avis/50-0474.pdf>

http://www.cse.gouv.qc.ca/fichiers/documents/publications/Avis/50-0474-Sommaire_EN.pdf

Research-teaching linkages : practice and policy / Jennifer Murphy, Carrie Griffin, Bettie Higgs, Eds. / National Academy for Integration of Research, Learning and Teaching [NAIRTL][Ireland] . - Third Annual Conference of the National Academy for The Integration of Research, Teaching and Learning, 11-12 November 2009 . - Cork : NAIRTL, 2010 . - 184 p.

Contains CD ROM of Posters and Panel Discussions . - ISBN 978-1-906642-18-1

Abstract : This Report contains the keynote addresses, together with a selection of Conference papers, workshops, poster presentations and the roundtable discussion.

Classmark : INT-21 NAI

URL : <http://www.nairtl.ie/documents/Research%20Teaching%20Linkages.pdf>

The Norwegian roadmap for research infrastructures / Research Council of Norway . - Oslo : Research Council of Norway, 2010

Abstract : This paper provides an overview of Norwegian infrastructure development in order to serve as a guide for national and international partnerships.

URL :

<http://www.forskningsradet.no/servlet/Satellite?c=Page&cid=1253961959719&pagename=infrastruktur%2FHovedsidema>
!

Women in scientific careers: unleashing the potential / Organisation for Economic Cooperation and Development [OECD]. - Workshop on Women in Scientific Careers: Unleashing the Potential, Paris, 16-17 November 2005 . - Paris : OECD, 2006 . - 223 p.

Graphs,tabl., bibl. . - ISBN 92-64-02537-5

Classmark : P

Evaluating faculty work: expectations and standards of faculty performance in research universities / Patricia Hardré, Michelle Cox . - In: Research Papers in Education, v. 24, no. 4, pp. 383-419, 2009

Incl. bibl., abstract . - ISSN 0267-1522 . - Online ISSN 1470-1146

Abstract : Expectations and the way they are communicated can influence employees' motivation and performance. Previous research has demonstrated individual effects of workplace climate and individual differences on faculty productivity. The present study focused on the characteristics of institutional performance standards, evaluation processes and performance-responsive measures of academic departments in research universities, as articulated in institutional and departmental annual evaluation and promotion-tenure specifications. The faculty performance evaluation standards and review processes of 62 academic departments in 23 research universities in 13 US states were examined for clarity, consistency and performance-relevant elements. These characteristics were analysed through the lens of theories demonstrated as influential by previous workplace research. The similarities and differences of faculty performance standards, and the explicit and implicit messages they communicate, are discussed.

URL : <http://www.informaworld.com/smpp/title~db=all~content=t713707783~tab=issueslist>

What factors influence peer ratings of faculty research performance in the United States? / Lisa A Burke, Karen James / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 22, no. 2, pp. 103-120, 2010

ISSN 1682-3451 . - Online ISSN 1609-6924

Abstract : Peers play a significant role in assessing faculty members' performance and in determining others' career outcomes, such as tenure and promotion. However, the literature is fairly silent on how faculty members formulate their impressions of others' performance. As part of a larger study, this paper explores factors that significantly correlate with peer ratings of research performance and the reliability of peer ratings. Using a random sample of 236 faculty members from a wide range of accredited business schools in the United States, the authors conducted a web-based survey of faculty in business management to examine the predictors of peer ratings of research performance. Implications for research and practice are discussed.

Europe and North America; Asia and the Pacific

Producing qualified graduates and assuring education quality in the knowledge-based society : roles and issues of graduate education / Hiroshima University [Japan]. Research Institute for Higher Education [RIHE] . - International

Workshop on Graduate Education, Hiroshima, 2009 . - Hiroshima : Hiroshima University, 2010 . - 81 p.
ISBN 978-4-902808-59-9

Abstract : This publication contains the Keynote speeches and presentations of the International Workshop on Graduate Education held in Japan in 2009.

Contents: Global movements in research labour and doctoral students: strategic implications for national systems and universities (Simon M. Marginson); Mission-oriented knowledge system in graduate schools: how can we ingrain it and assure the quality? (Ryo Hirasawa); Reform in European higher education with a focus on quality assurance and the changing nature of doctoral education (Lesley Wilson and Andrée Sursock); Recent reform in university education and its implications for student development in China (Xiangming Chen); Pursuing Excellence in Graduate Education (Masuo Aizawa); Policies, practice, and implications concerning graduate education and its quality assurance: from the global, regional, national, and institutional perspectives (Futao Huang).

Classmark : INT-13 HIR

URL : http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=102435

■ Sustainable Development

Africa

Education for sustainable development in Nigeria: bridging reform gaps and strengthening university development linkage / Joel Babalola, Morayo Atinmo / National University of Educational Planning and Administration [NUEPA][India] . - **In:** Journal of Educational Planning and Administration, v. 24, no. 1, pp. 53-69, 2010
Incl. bibl., abstract . - ISSN 0971-3859

Other themes

■ Academic freedom

La libertad académica = Academic freedom / Conrad Russell / UNESCO-UNU; Universidad de Palermo . - Buenos Aires : Universidad de Palermo, 2010 . - 156 p.
Transl. of "Academic Freedom", 1993 . - ISBN 978-987-24967-6-0
Classmark : GB-21 RUS

■ Academic teaching personnel

Universities Australia Strategy for Women : 2011-2014 / Universities Australia . - Canberra : Universities Australia, 2010 . - 8 p.
Abstract : Universities Australia has released the Universities Australia Strategy for Women: 2011-2014 to enhance employment equity in the Higher Education workforce for women. The document identifies seven key goals, and a number of measures to be taken and lists activities that Universities Australia is committed to or will support over the next three years in order to address employment equity issues across the higher education sector.
URL : <http://www.universitiesaustralia.edu.au/resources/486>

■ Economics of education

Escaping the red queen effect : succeeding in the new economics of higher education / PA Consulting Group . - London : PA Consulting Group, 2009 . - 13 p.
Abstract : This report summarises the contrasts between the "old" and "new" economics of higher education, from supplier-centered, based on public funding, to "sustainable earned value". According to this market-led model, Universities should think of themselves as umbrella "holding structures" for a conglomerate of separately managed businesses. Businesses that could be managed under the "umbrella" include teaching and research centres, online services, further education colleges and employer partnerships. It would also encompass in-house operations and third-party arrangements such as joint ventures with private providers of education.
Classmark : GB-420 PAC

The economic value of university investment / Universities New Zealand; Institute for Economic Research [New Zealand] . - Wellington : NZIER, 2010 . - 34 p.
Abstract : This report analyses whether extra investment in university education and research can boost economic performance by 2025. A model of the economic impact of an injection of \$200 million over 5 years is discussed.
URL : http://www.nzvcc.ac.nz/files/The_Economic_Value_of_University_Investment_FINAL.pdf

Universities through the looking glass : reinventing the business of higher education / PA Consulting Group . - London : PA Consulting Group, 2010 . - 9 p.
Abstract : This publication argues that the prevailing business model in British higher education is funding-led: the majority of universities depending on government grants and contracts and, to a lesser extent, student fees for most of their income. The report proposes that higher education institutions adopt a market-focused "capability-led" business model whereby they relate their strengths to market needs and become more enterprising within and outside of the regulated market for higher education.
Classmark : GB-430 PAC

■ Education and development

Public and private domains and the social role of universities in Africa / Teresa Cruz e Silva / Council for the Development of Social Science Research in Africa [CODESRIA][Senegal] . - Dakar : COSESRIA, 2010 . - 18 p.
ISBN 978-2-86978-313-3
Abstract : This publication discusses the social role of African higher education institutions in the challenges of the public sphere. The text also focuses on the role CODESRIA should play to stimulate and/or reinforce a pedagogical project

rooted in the indissociability of teaching and research, based on excellence.

URL : http://www.codesria.org/IMG/pdf/Teresa_Cruz_Public_Private_Domains.pdf

■ Education and employment

Technologies de l'information et de la communication (TIC) et réduction du chômage des diplômés supérieurs au Burkina Faso / Jean Sanon, Hervé Kafimbou / Educational Research Network for West and Central Africa (ROCARE) . - In: African Education Development Issues, no. 1, pp. 85-107, 2010

Abstract : De plus en plus des étudiants au Burkina Faso, à la fin de leurs études supérieures, peinent à trouver un premier emploi. Cette étude est menée sur trois axes : un état des lieux des TIC au Burkina Faso; des entretiens avec une échantillon de 100 chefs d'entreprises; une enquête des étudiants pour évaluer l'accès des jeunes diplômés aux TIC et de recenser les domaines d'intérêts des diplômés concernant les TIC. Les résultats montrent que, en fonction de leurs moyens, 90% des étudiants enquêtés disposent au moins d'un outil numérique, l'outil le plus utilisé étant le téléphone portable. Seulement 30% des étudiants ont accès à l'ordinateur régulièrement tandis que 75% accèdent à l'internet dans un Cyber Café. Aux entreprises, il ressort que les TIC contribuent à l'accroissement de la productivité de l'entreprise. L'emploi crée grâce aux TIC représentent 10% de l'effectif des entreprises étudiées. Pour les diplômés, les TIC constituent un instrument de facilitation de leur insertion sur le marché de l'emploi.

Labour market needs and skills development in the Gambia / Anthony Adjivon, Ngansa Touray, Jerro Saidykhan, et al. / Educational Research Network for West and Central Africa (ROCARE) . - In: African Education Development Issues, no. 1, pp. 48-68, 2010

Abstract : The purpose of this study was to investigate the gaps between skills development and labour market needs in the Gambia. There has been a rapid increase in skill providers, especially private providers, which is not supported by a corresponding increase in employment. This questionnaire-based study, was conducted in 2007, with 43 training institutions which enrolled 3,572 students. 15 employers were also surveyed based on five skill groups identified by the National Training Authority. The results show that collaboration exists between the training providers and employers but these are limited in size and scope and are not well coordinated. Employers expressed concerns on the shortcomings of some of the training programmes offered and suggested improvements. The authors conclude that training providers, employment providers and the National Training Authority need to coordinate better to anticipate labour market needs and adjust training accordingly.

"Employability" through curriculum innovation and skills development a Portuguese case study / Eva Dias de Oliveira, Isabel de Castro Guimaraes / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 22, no. 2, pp. 83-101, 2010
ISSN 1682-3451 . - Online ISSN 1609-6924

Abstract : Over 50% of Portuguese graduates are out of work for more than six months after leaving university, against the OECD average of 42%. This suggests that universities need to do more to improve graduates' chances on the labour market and, in many ways, the Bologna reform provided European Union universities with an opportunity to tackle this issue. This paper describes how the Bologna process led to reform at the Catholic University of Portugal's Faculty of Economics and Management, starting in 2005. Undergraduate studies were reduced from four to three years and strategies were implemented to improve graduates' employability. The primary aspect of the reform was a competency-based approach to curricula development, along with the creation of three new courses dealing specifically with transferable skills: critical thinking, systemic thinking and communication and teamwork.

■ Education and war

Protecting education from attack: a state-of-the-art review / UNESCO . - Protecting Education from Attack, Paris, 2009 . - Paris : UNESCO, 2010 . - 308 p., illus.
Incl. bibl. . - ISBN 978-92-3-104152-5

Abstract : This State-of-the-Art Review presents some of the key recommendations emerging from the seminar "Protecting education from attack" held at UNESCO in 2009, a detailed review of principal findings and discussion points and thirteen background papers, commissioned to document the rich experiences and varied viewpoints of researchers and practitioners active in the field of protecting education from attack. The papers, together with the discussions and findings of the seminar, provide insight into the current state of knowledge on this theme and offer direction towards an agenda for action. Includes chapter entitled "Attacks on higher education communities: a holistic, human rights approach"

to protection."

URL : <http://unesdoc.unesco.org/images/0018/001867/186732e.pdf>

■ Educational accountability

Performance incentives and public college accountability in the United States a quarter century policy audit / E.

Grady Bogue, Betty Dandridge Johnson / OECD Programme on Institutional Management in Higher Education [IMHE] . -

In: Higher Education Management and Policy, v. 22, no. 2, pp. 9-30, 2010

ISSN 1682-3451 . - Online ISSN 1609-6924

Abstract : The allocation of funds to public colleges based on performance criteria rather than activity or enrolment criteria is often described as performance funding. In the United States, performance funding policies have become a frequently used instrument of higher education accountability. The history of such policies, however, is a complex one, with some states implementing such policies while others discontinue them. This paper describes and evaluates the first and the longest-standing performance funding policy in the United States, one designed and implemented in 1980 and remaining in effect for over 25 years.

■ Educational administration

A passing storm, or permanent climate change? : Vice-chancellors' views on the outlook for universities / PA

Consulting Group . - London : PA Consulting, 2010 . - 7 p.

Abstract : This report summarises and analyses the results of a survey of UK university Vice-Chancellors and other heads of higher education institutions undertaken in 2010. Four recurrent themes emerged in response to the survey. (i) Most Vice-Chancellors expect that forthcoming funding cuts and competitive pressures will precipitate institutional failures and significant restructuring. (ii) There is a widespread expectation of retrenchment across the sector, leading to substantial reduction in the range and scale of teaching and research provision. (iii) Almost all responding Vice-Chancellors believe that their institutions have effective leadership and governance, but this confidence does not extend to their views of their staff. (iv) Although most Vice-Chancellors were confident that their institutions can respond to changes, most expressed concerns that their operating processes and information systems are inadequate due to lack of funds to invest.

Classmark : GB-420 PAC

PDF : PAConsulting_2010_Passing_storm.pdf

■ Educational cooperation

Partnerships and collaborations in higher education / Pamela L. Eddy . - Hoboken N.J. : Wiley, 2010 . - 115 p.

Whole issue. Including bibl., tables. . - ISBN 978-0-4709-0295-0

Classmark : P

■ Educational demand

Demand for regular academic programmes offered in Kenya's public universities and their relevance to the

labour market / Andrew R. Riechi / Institute of Policy Analysis and Research [IPAR][Kenya] . - Nairobi : IPAR, 2010 . -

51 p.

Incl.bibl. . - ISBN 9966-948-22-8

Classmark : P

URL : <http://werkenya.org/werk/images/HigherEducation.pdf>

■ Educational evaluation

L'évaluation dans l'enseignement supérieur en questions / Marie-Françoise Fave-Bonnet / Réseau d'étude sur l'enseignement supérieur [RESUP][France] . - Paris : L'Harmattan, 2010 . - 182 p.

ISBN 978-2-296-11488-3

Abstract : Evaluation, assurance-qualité, accréditation, habilitation, palmarès... Le vocabulaire et le débat sont relativement nouveaux dans l'enseignement supérieur. Des procédures d'évaluations y existent pourtant depuis

longtemps : évaluation de la recherche (laboratoires, chercheurs, appels d'offre), évaluation des établissements (CNE, puis AERES), évaluation lors des recrutements et des promotions, etc. Ce qui change, c'est la place de plus en plus importante de l'évaluation dans l'ensemble des activités des établissements, des enseignants et des chercheurs, et plus largement, dans les politiques de l'enseignement supérieur, en France, en Europe et dans le monde. L'évaluation est ainsi au coeur des politiques européennes, des politiques publiques en France, de la gouvernance des établissements, de la recherche et de l'enseignement. Analyser cette complexité permet de dégager les changements de politiques et de missions en cours dans l'enseignement supérieur. Ce livre est issu de la journée d'études organisée par le RESUP (Réseau d'Etudes sur l'Enseignement Supérieur) le 30 janvier 2009 à l'Université Paris Ouest Nanterre.

Classmark : P

Knowledge production within the innovation system a case study from the United Kingdom / Sarah Wilson-Medhurst / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 22, no. 2, pp. 121-135, 2010
ISSN 1682-3451 . - Online ISSN 1609-6924

Abstract : This paper focuses on a key issue for university managers, educational developers and teaching practitioners: that of producing new operational knowledge in the innovation system. More specifically, it explores the knowledge required to guide individual and institutional styles of teaching and learning in a large multi-disciplinary faculty. The case study presented outlines a sustainable approach for achieving quality enhancement of teaching and learning and producing new operational knowledge. Sustainability is achieved by linking to, and being sympathetic to, the innovative activity-led concept of learning reported in this paper. This leads to the identification of elements of evaluation that are appropriately aligned to the teaching and learning behaviours, attitudes and approaches that are critical for the innovation to be successful. Such context-sensitive evaluation elements allow meaningful feedback for the purposes of creating new operational knowledge that may then be applied and tested for on-going refinement and learning.

■ Educational finance

Running to stand still: higher education in a period of global economic crisis / N. V. Varghese / UNESCO International Institute for Educational Planning [IIEP] . - Paris : UNESCO; IIEP, 2010 . - 33 p.
Incl. bibl. references. Revised version of the paper presented at the Global Higher Education Forum (GHEF), Penang, Malaysia, 13-16 December 2009.(Electronic version only)

Abstract : The world's leading economies are experiencing the worst financial crisis since the Great Depression. Output has shrunk, jobs have been lost, and unemployment has been mounting, causing untold misery and pushing millions of people below the poverty line. This paper analyses the impact of the economic crisis on higher education. The higher education sector receives revenue from, and its expenditures contribute substantially to, income and employment generation in other sectors. This economic role of higher education becomes all the more important during crisis periods, when other sectors tend to contract. Policy responses to education in a period of crisis will vary among countries. Some governments cut higher education budgets, some maintain them at the same level, while others increase them. Many higher education institutions are in the process of restructuring - laying off employees, freezing recruitment, and readjusting student support systems to survive the crisis. Yet, one positive trend is that higher education enrolments are surging and cross-border education expanding, despite the budgetary constraints brought on by the crisis. This paper argues that supportive public policies, a successful institutional restructuring process, and positive household responses (capacity and willingness to invest) have contributed to this surge in enrolment. What is more important to note is the fact that the higher education sector, once an easy target for budget cuts, appears to be more protected during the current crisis period than in previous ones. It can be argued that this reflects a major change in attitude towards investing in higher education - a greater recognition of the contributions of higher education and research to economic growth and national competitiveness. Thus, education, especially higher education, is now seen as part of the solution and is being included as an element in recovery plans and stimulus packages.

URL : <http://unesdoc.unesco.org/images/0019/001900/190003e.pdf>

The financing of education in developing countries: models of sustainable educational contracts / Caroline Flammer / Universität St Gallen (Switzerland) . - Bamberg (Germany) : Difo-Druck, 2009 . - 152 p. Thesis

Abstract : This thesis addresses the problem of financing education in developing countries, where legal enforceability of contracts as well as information flow are limited, and shows how to design contracts that may overcome these limitations. The first model studies the problem of financing a child's primary education when the parent is faced with credit constraints and contracting with minors is not possible. The second model shows that, at least in some developing countries, higher education could potentially be financed through human capital contracts.

URL : [http://www1.unisg.ch/www/edis.nsf/wwwDisplayIdentifier/3564/\\$FILE/dis3564.pdf](http://www1.unisg.ch/www/edis.nsf/wwwDisplayIdentifier/3564/$FILE/dis3564.pdf)

■ Educational history

La educación superior norteamericana = American higher education / Christopher J. Lucas / UNESCO-UNU; Universidad de Palermo . - Buenos Aires : Universidad de Palermo, 2010 . - 2 vol. (283, 486 p.)
Transl. of "American Higher Education", 2006 . - ISBN 978-987-1716-03-06 (vol. 1) . - ISBN 978-987-1716-04-3 (vol. 2)
Classmark : US-2 LUC

■ Educational management

La universidad = The university: an owner's manual / Henry Rosovsky / UNESCO-UNU; Universidad de Palermo . - Buenos Aires : Universidad de Palermo, 2010 . - 302 p.
Transl. of "The University: An Owner's Manual", 1990 . - ISBN 978-987-1716-02-9
Classmark : US-4 ROS

■ Educational objectives

World Conference on Higher Education: final report, Paris, UNESCO Headquarters, 5 to 8 July 2009 = Conférence mondiale sur l'enseignement supérieur: rapport final, Paris, Siège de l'UNESCO, 5-8 juillet 2009 / UNESCO . - World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development, Paris, 2009 . - Paris : UNESCO, 2010 . - 152 p.
Incl. bibl.
URL : <http://unesdoc.unesco.org/images/0018/001892/189242e.pdf>

■ Educational planning

Investment in higher education : new directions / Piyushi Kotecha, Ed. / Southern African Regional Universities Association [SARUA] . - Johannesburg : SARUA, 2010 . - 64 p.
ISBN 978-0-9814099-9-3
Abstract : This report is based on a conference convened by SARUA at the University of Dar es Salaam in Tanzania on 5 August 2010 to review and analyse trends in higher education financing in the region. Papers include: Higher Education and Development : A Critical Nexus (W.S. Abeli); Funding in Higher Education : Trends and Possibilities (Pundy Pillay); Funding Higher Education Infrastructure Investment: The Case of Wits University (Patrick FitzGerald, Spencer Hodgson); Financing Public Higher Education Expansion in Sub-Saharan Africa: Towards Eclectic Business Models (Johnson M. Ishengoma); Critical Success Factors in Higher Education Finance and Planning: an Institutional Perspective (Yunus D. Mgaya and Razack Lokina).
URL : http://www.sarua.org/files/publications/SARUA%20leadership%20Dialogue%20Series/Leadership%20Dialogue%20Series_Vol%202%20No%202.pdf

■ Educational policy

Report by the Committee to Study, Review and Make Recommendations Concerning the Development and Direction of Higher Education in Malaysia: towards excellence / Malaysia. Ministry of Higher Education; Malaysia, Shah Alam (Malaysia) : University Publication Centre, 2006 . - lii-290 p.
ISBN 983-3643-61-2
URL : <http://www.mohe.gov.my/images/Report.pdf>

■ Educational quality

Examining quality culture, Part 1 : Quality assurance processes in higher education institutions / Tia Loukkola, Thérèse Zhang / European University Association [EUA] . - Brussels : EUA, 2010 . - 50 p.
ISBN 9789078997214
Abstract : This report focuses on the activities developed by universities to enhance their internal quality, to improve their accountability and thereby also implementing the European Standards and Guidelines (ESGs) in practice, and is based

on the results of a survey completed by 222 institutions across Europe.

URL : http://www.eua.be/Libraries/Publications/Examining_Quality_Culture_Part_1.sflb.ashx

Fifteen years of quality in higher education: editorial / Lee Harvey, William Williams . - In: Quality in Higher Education, vol. 16, no. 1, pp. 3-36, 2010

Incl. bibl., abstract . - ISSN 1353-8322

Abstract : The review explores 15 years of contributions to Quality in Higher Education. In this first part the review focuses on external processes and factors, both national and international. The developments in a wide range of countries are reported and evaluated. The concept of quality should not be detached from purpose and context and quality has political undertones. A key issue for countries more recently introducing quality systems, especially less developed countries, is the transferability of systems established elsewhere in the world. Also apparent is how conceptions of quality assurance that originated in North West Europe and the USA have been the basis of developments around the world and how little variation there is in the methods adopted by quality-assurance agencies. The proliferation of quality-assurance agencies is being followed by a mushrooming of qualifications frameworks and the growing pressure to accredit everything, even if it is a poor means of assuring quality and encouraging improvement. The overall tenor of the contributions was that external quality evaluations are not particularly good at encouraging improvement, especially when they had a strong accountability brief. An essential element in this failure is the apparent dissolution of trust. Another issue is the use of industrial models and TQM in particular, which contributors, on the whole, regarded as of little use in the higher education setting. Although, not surprisingly, some contributions showed that institutional management impacts on quality. However, national performance indicators are viewed with suspicion, especially when they simply measure the easily measurable. Further, ranking systems are critiqued for their validity, methodology and the inadequate information they provide for students.

Fifteen years of quality in higher education: editorial (Part two) / Lee Harvey, William Williams . - In: Quality in Higher Education, v. 16, no. 2, pp. 81-113, 2010

Incl. bibl., abstract . - ISSN 1353-8322

Abstract : This is the second part of the review of the papers published in Quality in Higher Education from its inception in 1995 to the present day. This part of the review focuses on internal quality assurance, improvements in learning and teaching and assessments of the impact of quality assurance. In doing so, the review also examines papers about quality enhancement instruments such as student feedback surveys, which have played an increasingly prominent role in quality processes since the early 1990s. The review suggests that quality assurance has resulted in clearer documentation and transparency although external processes could be better aligned to everyday academic activity. Quality assurance has become an international concern and procedures have become increasingly standardised across national boundaries. Significantly, the consumerist approach to higher education quality that is driven by governments and senior management, has not met with enthusiasm from contributors to the journal and there appears to be a strong commitment to autonomy and academic freedom. However, papers indicate that academia is prone to inertia and compliant indifference. Ultimately, the review suggests that it is still not clear that, even after 15 years, quality assurance systems have really enhanced higher education.

A "Quality revolution" constrained? A critical reflection on quality assurance methodology from the South African higher education context / K. Luckett . - In: Quality in Higher Education, v. 16, no. 1, pp. 71-75, 2010

Incl. bibl., abstract . - ISSN 1353-8322

Abstract : This paper attempts a brief meta-reflection on quality assurance policy and practice in South African higher education, with a focus on methodology. More specifically it seeks to answer the question 'What are the effects of the Higher Education Quality Committee's (HEQC) quality assurance technologies on institutional practice and how could they be more effective in achieving its mandate?' This question is pursued with regard to the failure of the quality assurance system to impact significantly on the graduation rates of African South African students, despite the South African government's (and thus the HEQC's) explicit 'transformation agenda' for higher education.

■ Educational reform

Educational reforms in Russia and China at the turn of the 21st century: a comparative analysis / Nina Ye. Borevskaya, V.P. Borisenkov, Xiaoman Zhu / University of Hong Kong. Comparative Education Research Centre [CERC] . - Hong Kong (China) : CERC, 2010 . - 112 p.

Bibl. . - ISBN 978-988-17852-4-4

Classmark : P

Institutional restructuring in higher education within the Commonwealth of Independent States / N.V. Varghese / UNESCO International Institute for Educational Planning [IIEP] . - Policy Forum on Institutional Restructuring in Higher Education in CIS Countries, Yerevan, 2007 . - Paris : UNESCO; IIEP, 2009 . - 28 p.
Incl. bibl. references. (Electronic version only)

Abstract : The expansion of the market economy has led to several reforms in higher education, changing the way university activities are organized, how services are provided and how institutions are managed. The reforms initiated within the Commonwealth of Independent States (CIS) have many common elements, including a revised curriculum, new courses, a credit-based assessment system, student evaluation systems, cost recovery measures and the mix of state- and privately-funded students. Institutional restructuring can be necessary for financial reasons or to improve the quality of education. This paper argues that the restructuring process in the CIS was aimed more at improving the relevance of higher education institutions to compete in an increasingly globalized world. Case studies are provided from universities in Armenia, Belarus, Kazakhstan, Kyrgyzstan and the Russian Federation.

URL : <http://unesdoc.unesco.org/images/0018/001824/182450e.pdf>

Progress in higher education reform across Europe : Funding reform / Center for Higher Education Policy Studies [CHEPS][University of Twente, Netherlands]; University of London [UK]. Institute of Education; Technopolis . - Brussels : European Commission, 2010 . - 3 vol. (24, 690, 30 p.)

Includes: Vol. 1, Executive summary and main report ; Vol. 2 , Methodology, performance data, literature survey, national system analyses and case studies ; Vol. 3, Returns to investment in higher education - a European survey

Abstract : This report, commissioned by the European Commission, details research findings on funding reforms and their effects in thirty-three European countries, completed by national experts and key stakeholders. Statistical data is also used (OECD, EUROSTAT, UNESCO). The study concluded that a substantial funding gap exists between Europe and the US. A number of countries have expanded student support systems, and two thirds of the countries examined have a student loans system in place. The study also examines research funding, and the link between funding and performance dimensions in higher education: access, mature learners, graduation, employability, international student mobility, research output, capacity to attract funding and cost effectiveness.

URL : http://ec.europa.eu/education/higher-education/doc/funding/vol1_en.pdf

http://ec.europa.eu/education/higher-education/doc/funding/vol3_en.pdf

http://ec.europa.eu/education/higher-education/doc/funding/sum_en.pdf

Progress in higher education reform across Europe : Governance reform / Center for Higher Education Policy Studies [CHEPS][University of Twente, Netherlands]; University of London [UK]. Institute of Education; Technopolis . - Brussels : European Commission, 2010 . - 3 vol. (120, 691, 89 p.)

Includes: Vol. 1, Executive summary main report; Vol. 2, Methodology, performance data, literature survey, national system analyses and case studies; Vol. 3, Government fiches

Abstract : This report studies governance reforms and their effects in thirty-three countries using data completed by national experts, key stakeholders and institutional case studies. Secondary (statistical) data is used from OECD, EUROSTAT and UNESCO. There have been significant changes in governance since 1995 in almost all countries studied. Many new national higher education acts have been passed. Quality assurance and accreditation systems have been one of the major reform themes - partly inspired by the Bologna process. The report identifies three major trends in European higher education have been: organisational autonomy of public universities to decide their governance structures; policy autonomy - the ability of universities to constitute themselves as academic communities and determine their academic programmes; financial autonomy, enhanced by reforms; interventional autonomy - reforms have increasingly obliged public universities to demonstrate their performance and to account for their activities and spending.

URL : http://ec.europa.eu/education/higher-education/doc/governance/vol1_en.pdf

http://ec.europa.eu/education/higher-education/doc/governance/vol2_en.pdf

http://ec.europa.eu/education/higher-education/doc/governance/vol3_en.pdf

■ Educational systems

Brazil: higher education sector study / World Bank. Latin America and the Caribbean Region . - Washington, D.C. : World Bank, 2000 . - 2 vol. (75 p., 141 p.)

Online document

URL : http://siteresources.worldbank.org/BRAZILINPOREXTN/Resources/3817166-1185895645304/4044168-1186326902607/25pub_br38.pdf

<http://www->

wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2000/08/18/000094946_00080105302141/Rendered/PDF/multi_page.pdf

Una universidad para el siglo XXI = A university for the 21st century / James J. Duderstadt / UNESCO-UNU; Universidad de Palermo . - Buenos Aires : Universidad de Palermo, 2010 . - 2 vol. (244, 482 p.)
Transl. of "A university for the 21st Century", 2000 . - ISBN 978-987-1716-11-1 (vol. 1) . - ISBN 978-987-1716-12-8 (vol. 2)
Classmark : US-2 DUD

L'institutionnalisation du système de l'enseignement au Maroc: évaluation d'une politique éducative / Mohamed Souali . - Paris : L'Harmattan, 2004 . - 285 p.
Tabl. bibl. . - ISBN 2-7475-6260-3
Classmark : P

■ Engineering education

Changing landscape of higher education in India: the case of engineering education in Tamil Nadu / Geetha Rani / National University of Educational Planning and Administration [NUEPA][India] . - New Delhi : NUEPA, 2010 . - 56 p.
Classmark : P

■ Gifted students

Hacia un modelo sociocultural explicativo de alto rendimiento y la alta capacidad : ambito académico y capacidades personales / Carmen Jimanez, Angeles Murga, Juan Antonio Gil / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, no. 1, pp. 125-152, 2010
ISSN 1139-613X

Abstract : This article analyses two new dimensions of the socio-cultural model to explain high performance and high ability. It is based on data obtained from a sample of students selected for their having been awarded an Excellence Scholarship by different universities in the Madrid region. It focuses on academic scope, stating what the expectations are, the treatment received, and the grievances expressed by these students together with how they perceive their own abilities and how they manage and use them. A quality approach is undertaken using discussion groups, as well as a quantitative analysis from ad hoc questionnaires and standardised tests. A review of how the study of high intellectual ability is reflected in Spanish school legislation, and previous similar studies on students are also included.

■ Information technology

Information and communication technologies (ICTS) and the quality of education : case of the National University of Lesotho, Roma / Monaheng Maximus Sefotho / Educational Research Network for West and Central Africa (ROCARE) . - In: African Education Development Issues, no. 1, pp. 154-167, 2010

Abstract : In Lesotho, internet connectivity and accessibility and use of ICTs are poor. The National University of Lesotho (NUL) is the only public institution with full internet connectivity. This paper presents the results of a study on perceptions of how ICT use contributes to the quality of education at NUL. Respondents concurred that access to technology is necessary for all subject areas, including for word processing and, for research, use of the internet. The majority of respondents expressed frustration regarding the limited resources. They explained how this leads to a frustrating learning environment and negatively impacts the quality of teaching and learning. The author recommends that the NUL strives to satisfy the demands for ICT-assisted learning by mobilising resources and building partnerships. A shift is required, from lecturer-centered to learner-centered learning.

Integrating information and communication technologies into higher education: investigating onsite and online students' points of view / Gérard Fillion, Moez Limayem, Thérèse Laferrière, Robert Mantha . - In: Open Learning: The Journal of Open and Distance Learning, v. 24, no. 3, pp. 223-240, 2009
Incl. bibl., abstract . - ISSN 0268-0513 . - Online ISSN 1469-9958

Abstract : For the past two decades, information and communication technologies (ICT) have transformed the ways professors teach and students learn. The purpose of this study is to investigate the points of view of onsite students (blended or hybrid mode) and of those taking the same courses on the Internet (online mode). A moderator-type theoretical research model was developed, out of which nine hypotheses were formulated. The model was tested in a field experiment. Data were collected using a multi-method approach; that is, a web survey involving open-ended and

closed-ended questions. The sample was formed of 313 onsite and online students from eight undergraduate and graduate courses offered at the Faculty of Administration of a large Canadian university.

URL : <http://www.informaworld.com/smpp/title~content=t713440064~db=all>

ICT infrastructure and connectivity : new capacity, new opportunities / Southern African Regional Universities Association [SARUA] . - Johannesburg : SARUA, 2010 . - 32 p.

ISBN 978-0-9869903-0-4

Abstract : This publication documents the papers discussions at the workshop on ICT, ICT access and connectivity held at the University of Dar es Salaam in August 2010. The first paper, by Alex Twinomugisha, provides an update on the most recent developments to increase ICT infrastructure and bandwidth. The author explores the opportunities for universities of increasing capacity in this context. The paper by Duncan Martin, is a case study of the Tertiary Education Network of South Africa (TENET) with a resourceful collaborative approach to developing and negotiating favourable funding terms from industry to finance access to cheaper bandwidth in universities. Looking at the larger picture, John Kondoro's paper describes initiatives, such as the AfricaConnect project, aimed at overcoming the so-called "digital divide" that has kept Africa out of the mainstream of information and knowledge production for so long.

URL :

http://www.sarua.org/files/publications/SARUA%20leadership%20Dialogue%20Series/Leadership%20Dialogue%20Series_Vol%202%20No%203.pdf

■ Market economy

Higher education and the public good : imagining the university / Jon Nixon . - London, New York : Continuum, 2011 . - 152 p.

ISBN 978-0-8264-3743-3

Abstract : In the light of increasing commercialisation and commodification of universities, this book argues that higher education now has to be re-imagined as a social, civic and cosmopolitan good that is central to the well-being of civil society and its citizens. According to the author, there is an urgent need for sector-wide planning and collaboration, the development of a public culture across institutions, and a broadening of the higher education curriculum.

Classmark : INT-7 NIX

■ Private education

Les universités privées, "mal-aimées" de l'enseignement supérieur russe / Tatiana Kastouéva-Jean . - Paris : IFRI, 2010 . - 40 p.

ISBN 978-2-86592-770-8

Abstract : Cette monographie s'inscrit dans le cadre du projet de recherche « Zoom sur les universités russes » qui vise à analyser une série d'établissements d'enseignement supérieur russe (EES). Elle est consacrée à deux établissements non-publics : la Nouvelle Université russe (RosNOU) et l'Institut Juridique International (IJ). Fondé parmi les premiers EES privés en 1991, RosNOU (30 000 étudiants) est aujourd'hui parmi les plus connues et les mieux ancrés dans le paysage universitaire. De profil plus étroit que RosNOU, l'IJI forme aux métiers du droit (16 000 étudiants). Pourtant, le secteur non-public ne bénéficie pas d'une image favorable en Russie ; les employeurs préfèrent recruter des diplômés formés dans les établissements publics reconnus. La crise économique et démographique ainsi que la politique du gouvernement qui favorise les EES publics rend l'avenir des EES privés incertain. À la rentrée 2009, la plupart des institutions privées accusent une baisse significative des effectifs en première année (10-15 % pour RosNOU et l'IJI). Le secteur privé russe semble entrer en déclin avant d'atteindre la maturité.

Classmark : RU-333 KAS

URL : <http://www.ifri.org/?page=detail-contribution&id=6201>

The global growth of private higher education / Kevin Kinser, Daniel C. Levy, Juan Carlos Silas, et al. / Association for the Study of Higher Education [ASHE][USA] . - Jossey-Bass, 2010 . - 152 p.

Whole issue. Including bibl., tables. . - ISBN 978-0-470-92978

Abstract : This volume provides a comprehensive look at the growth of private higher education through seven country case studies and a review of the private nature of cross-border higher education. The growth of private higher education is a global phenomenon. Driven in large measure by the growing demand for education and the inability or unwillingness of the public sector to handle the surge, these new institutions now serve nearly a third of all students in postsecondary education around the world. The sector is diverse, however, with some older and more elite institutions alongside the

newer entrants and a range of programs, academic models, and regulatory patterns. Private institutions are typically nonprofit, though the for-profit subsector is becoming more prevalent. In addition, cross-border higher education is a private sector activity in every country where it exists, even when the originating institution is part of the public sector.

Classmark : P

■ Regional development

Higher education in regional and city development: Bío Bío Region / Organisation for Economic Cooperation and Development [OECD]; World Bank . - Paris : OECD, World Bank, 2010 . - 160 p.

Online ISBN 978-92-64-08893-1

Abstract : This joint OECD and World Bank review explores a range of policy measures and institutional reforms to mobilise higher education for the development of the Bío Bío Region in Chile. Bio Bio has a high concentration of higher education and research activity. Its universities and other higher education institutions have made significant progress in widening access to education. But challenges remain: the Bío Bío Region continues to suffer from brain drain as well as higher than average unemployment and poverty rates.

URL : <http://browse.oecdbookshop.org/oecd/pdfs/browseit/8910061E.PDF>

Higher education in regional and city development : state of Veracruz, Mexico / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2010 . - 147 p.

Online ISBN 9789264089013

Abstract : With a population of over 7 million, Veracruz is the third most populous state in Mexico. Veracruz features a traditional and resource-based economy, low skilled population and high poverty rates.

How can Veracruz transform itself from a lagging and under-performing region into a centre of knowledge and innovation? How can the universities improve the relevance and quality of their teaching and research? How can the pathways between technological institutes and universities be improved? How can Veracruz capitalise on the ongoing university social service programmes to create a more comprehensive approach to regional development? This publication explores a range of policy measures and institutional reforms to mobilise higher education for the development of Veracruz.

URL : <http://browse.oecdbookshop.org/oecd/pdfs/browseit/8910141E.PDF>

Higher education in regional and city development : State of Victoria, Australia / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2010 . - 139 p.

Online ISBN 9789264088979

Abstract : The State of Victoria is a knowledge-intensive centre for Australia: educational services are Victoria's strongest export worth more than AUD 5 billion. Victoria is a magnet for immigration, and the international student enrolment represents over 30% of the total for Australia. The higher education system in Australia is moving to a more competitive phase with the decision that the government funding will follow students wherever they choose to enroll. How can Victoria continue to increase participation in higher education and widen access to lower socio-economic groups? How can its higher education institutions help transform Victoria into an innovative state with knowledge-intensive industries and jobs?

Classmark : c

URL : <http://browse.oecdbookshop.org/oecd/pdfs/browseit/8910101E.PDF>

Higher education in regional and city development: Catalonia, Spain / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2010 . - 216 p.

Online ISBN 9789264089006

Abstract : Catalonia is the main contributor to Spain's economy. For a long time it has led strategic investment in research and development in Spain and developed highly successful programmes to attract talent. The region also has a unique identity with its own language and a distinct cultural heritage. Catalonia is now feeling the effects of the economic crisis. How can it prepare for the post-crisis economy with the help of the university system? How can it balance attracting expertise from abroad with nurturing talent among its diverse population? How can it unleash the potential of universities to contribute to local and regional development?

URL : <http://browse.oecdbookshop.org/oecd/pdfs/browseit/8910131E.PDF>

Higher education in regional and city development : Paso del Norte, Mexico and the United States / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2010 . - 194 p.
Online ISBN 9789264088887

Abstract : The Paso del Norte Region is the largest metropolitan area on the US-Mexican border. However, the economic performance and the long-term competitiveness of the region is under threat due to ongoing violence, brain drain and environmental degradation. This publication explores a range of policy measures and institutional reforms to mobilise higher education for regional development.

URL : <http://browse.oecdbookshop.org/oecd/pdfs/browseit/8910051E.PDF>

Higher education in regional and city development : Rotterdam, The Netherlands / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD, 2010 . - 118 p.
Online ISBN 9789264088962

Abstract : The Rotterdam region is home to two leading research universities and several other innovative higher education institutions. This report looks at how to encourage growth in the Rotterdam region, through the transfer of technology and knowledge, and through realising the potential of its people.

URL : <http://browse.oecdbookshop.org/oecd/pdfs/browseit/8910091E.PDF>

Rebuilding higher education in Zimbabwe: implications for regional collaboration / Southern African Regional Universities Association [SARUA] . - Johannesburg : SARUA, 2010 . - 71 p.
ISBN 978-0-9814099-7-9

Abstract : The first paper reports the outcomes of a research project which examines the extent and perceived benefits of regional co-operation, the forms of collaboration in postgraduate studies that exist in the region and the constraints to regional collaboration. It explores and locates regional co-operation in the context of the process of internationalisation. The second paper reports the results of a needs analysis of public universities in Zimbabwe. It notes the significant contribution that the higher education system in Zimbabwe has made to the region, and analyses the developments in the sector over the last decade. The third contribution provides a reflection on the state of the higher education system from within Zimbabwe. It describes the decline of the higher education system, with a particular focus on the effects of the economic decline experienced in the country. The final paper describes the unfolding of the dialogue process and its outcomes in the context of building a regional higher education identity. It concludes by documenting the Cape Town Accord and Call to Action as the outcome of the dialogue process.

URL :

http://www.sarua.org/files/publications/SARUA%20leadership%20Dialogue%20Series/Leadership%20Dialogue%20Series_Vol%202%20No%201.pdf

■ Science policy

Science and education policies in Central and Eastern Europe, Balkans, Caucasus and Baltic countries / UNESCO Office Venice and Regional Bureau for Science and Culture in Europe [Italy] . - Science and Education Policies in Central and Eastern Europe, Balkans, Caucasus and Baltic Countries, Chisinau, 2008 . - Venice : BRESCE . - 161 p.
Incl. bibl.

URL : <http://unesdoc.unesco.org/images/0018/001878/187823e.pdf>

■ Teacher education

Characteristics of effective and sustainable teaching development programmes for quality teaching in higher education / Heather Kanuka / OECD Programme on Institutional Management in Higher Education [IMHE] . - In: Higher Education Management and Policy, v. 22, no. 2, pp. 69-81, 2010
ISSN 1682-3451 . - Online ISSN 1609-6924

Abstract : There is a growing need for teacher development centres to help instructors of higher education become better teachers. This paper describes a multi-year study designed to explore how these centres support effective and sustainable teaching development with the aim of providing a quality teaching and learning experience. Key interview findings revealed four practices that are characteristic of effective teaching centres: knowing how to be strategic; using a multilayered approach; working with existing pressures, tensions and challenges; and knowing how to get the work done. The results of this study also offer insights on how to assess the strengths and challenges of teaching centres, and suggest that leaders of these centres consider their programme outcomes carefully in order to build a centre that meets the needs of both participants and policy makers. Finally, the findings assist in framing programmes to facilitate a quality

teaching and learning experience.

■ Teacher status

Joint ILO/UNESCO Committee of experts on the application of the recommendations concerning teaching personnel: report = Comité conjoint OIT/UNESCO d'experts sur l'application des recommandations concernant le personnel enseignant: rapport; Comité Mixto OIT/UNESCO de Expertos sobre la Aplicación de las Recomendaciones relativas al Personal Docente: informe / International Labor Office [ILO]; UNESCO . - Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel, 10th, Paris, 2009 . - Paris, Geneva : Unesco, ILO . - 63 p.
Incl. bibl.

URL : <http://unesdoc.unesco.org/images/0018/001869/186988e.pdf>

<http://unesdoc.unesco.org/images/0018/001869/186988f.pdf>

■ Technical and vocational education

Planning for technical and vocational skills development / Kenneth James King, Robert Palmer / UNESCO International Institute for Educational Planning [IIEP] . - Paris : UNESCO; IIEP, 2010 . - 145 p.
Incl. bibl. . - ISBN 978-92-803-1352-9

Abstract : The position of skills development on the agenda of policy-makers and development agencies improved markedly around the turn of the 21st century. This book tracks the ways skills have gained importance both in the developing and the more industrialized world. It analyses critically the multiple 'drivers' of skills development and the linkages of skills to the knowledge economy, growth, and employment in an increasingly competitive world. It also acknowledges the many modalities and delivery systems for skills development, arguing that this institutional diversity, often spread across several ministries and training authorities, has made it more difficult to give a national account of the skills development sector. The re-emergence of skills has triggered many reform initiatives associated with TVSD, some of which have become almost 'fashions' and are in danger of being adopted without sufficient evidence of their effectiveness. This work provides cautionary advice and fresh insights that planners will find rewarding.

URL : <http://unesdoc.unesco.org/images/0018/001895/189530e.pdf>
