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October / octobre 2018

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Presentation

Welcome to the October 2018 edition of *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, and receives contributions from UNESCO Headquarters and UNESCO International Institute for Educational Planning (IIEP); Union de Universidades de América Latina (UDUAL); Universities South Africa; and Associació Catalana d'Universitats Públiques (ACUP).

The first part of *New in HEDBIB* reflects the IAU priority themes: The Role of Technology in Higher Education; Internationalization, Higher Education and Research for Sustainable Development; and Values-Based Leadership. 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. 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. The next edition of *New in HEDBIB* will be released in January 2019.

New in HEDBIB is sent to IAU Members and partner organizations and 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).

More information on the IAU: <https://www.iau-aiu.net>. To join the IAU please contact Juliette Becker (j.becker@iau-aiu.net).

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We recommend

Higher Education Policy v. 31, no. 3, September 2018 / International Association of Universities [IAU]. – Basingstoke, New York: Palgrave Macmillan
ISSN 0952-8733. - Online ISSN 1740-3863

Abstract. The latest edition of Higher Education Policy (HEP), IAU's quarterly peer-reviewed journal brings together articles including cost sharing via deferred graduate retirement, graduate employability in Cameroon, international faculty contribution to local research capacity-building, and how transferring from a community college to a 4-year institution in the US impacts on cost to the student and time to graduation. IAU Members have access to the entire archive of HEP, including those published online, via the HEDBIB database.

URL : <https://link.springer.com/journal/41307/31/3/page/1>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Sustainable transformation in African Higher Education : Research, governance, gender, funding, teaching and learning in the African university / Felix Maringe, Emmanuel Ojo, Eds. - Rotterdam : Sense Publishers, 2018 . - 249 p.
ISBN 978-94-6300-900-3

Abstract : The book brings together a broad range of contributions regarding the imperatives of transformation in Africa's higher education systems. The authors argue that the notion of transformation in higher education needs to be guided by the principles of quality and identifies several challenges that African universities face in meeting global standards. The book examines how changing economic, social and political situations have combine to create needs for constant innovations and reforms in higher education. This central theme of sustainable change and reform runs across the chapters of the book and provides critical discussion about the conceptualisation of transformation in African higher education. The chapters reflect on empirical evidence for transformation particularly in Nigeria and South Africa in diverse fields of science, gender, the training of doctoral students and the governance and management of universities. Contributors also examine sustainable funding models and the role that women leaders can make in transforming higher education systems

Classmark: AFR-13 MAR

Education at a Glance 2018: OECD Indicators / Organisation for Economic Cooperation and Development [OECD]]. - Paris: OECD Publishing, 2018. - 458 p.
ISBN 978-92-64-30338-6. - Online ISBN 978-92-64-30339-3

Abstract : The report provides comparable national statistics and analyses the education systems of the 36 OECD member countries, as well as Argentina, Brazil, China, Colombia, Costa Rica, India, Indonesia, the Russian Federation, Saudi Arabia and South Africa. The chapters cover all levels of education. Specific analyses of higher education include access for students who are immigrants and for students whose parents have not had higher education, graduation distribution and rates, mobility patterns of international students, and financial resources.

URL : https://read.oecd-ilibrary.org/education/education-at-a-glance-2018_eag-2018-en#page3



IAU Themes

The Role of Technology in Higher Education

Horizon report : 2018 Higher education edition / EDUCAUSE; New Media Consortium [USA] . - Louisville, CO : Educause, 2018 . - 54 p.

ISBN 978-1-933046-01-3

Abstract : This report identifies key trends and challenges in accelerating technology adoption and charts the impact of innovative technologies for higher education across the globe. Key trends include advancing cultures of innovation and an increase in cross-institution collaboration, the proliferation and maturing of open education resources and a rise in interdisciplinary studies.

URL : <https://library.educause.edu/~media/files/library/2018/8/2018horizonreport.pdf>

Africa

Sociocultural paradoxes and issues in e-learning use in higher education Africa / James Kariuki Njenga . -

In: Globalisation, Societies and Education, v. 16, no. 1, pp.120-133, February 2018

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : Sociocultural issues are major contributing factors in mass acceptance and effective use of technology. These issues are often perceived to contradict the benefits the technology brings about. E-learning use in higher education in Africa, as a technology, faces some sociocultural barriers that contradict its promise and benefits. This paper identifies five social cultural paradoxes, namely globalisation, cultural identity, westernisation, authenticity and foreign ideologies, with the aim of creating awareness of, and eliciting the interventions required to improve the acceptance and use of e-learning. The paper presents the differing and contradictory views of technology advocates and technology sceptics on the use of e-learning in higher in Africa.

URL : <https://www.tandfonline.com/doi/full/10.1080/14767724.2017.1390664>

Asia and the Pacific

E-learning in Chinese higher education : the view from inside / David McConnell . - **In:** Higher Education, v. 75, no. 6, pp. 1031-1045, June 2018

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

Abstract : This paper reports the results of interviews with higher education teachers in China working in conventional, campus-based universities, concerning their conceptions and beliefs of e-learning. The interviews were analysed from a grounded theory perspective that gave rise to seven emerging themes: the 'centrality of the lecture', 'online cooperative learning', 'network learning', 'student learning', 'lecture plus online work', 'infrastructure and access' and 'professional development'. Discussion of these emerging themes helps understanding of the ways in which these teachers think about e-learning and teaching, the beliefs they hold about their 'e' practice, the ways in which they implement e-learning, the problems they face in incorporating e-learning into their courses and the ways in which they perceive e-learners. Evidence shows that it is a complex area with many influences, some of which can be attributed to social, cultural and Confucian-heritage factors. It is concluded that, despite enthusiasm by some for innovating e-learning, the dominance of traditional teaching methods in China suggests that the conditions for mainstreaming e-learning in the near future are not strong.

Europe and North America

Opening up higher education in the digital age : on the potential to unite the social dimension and the digitalisation of higher education in Europe / Hannes Birnkammerer, Florian Rampelt, Ronny Rówert, Renata Suter / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp.27-42, 2018

ISSN 2199-5125

Abstract : The 'social dimension' and the 'digitalisation' of higher education should not be approached as two isolated challenges but rather as a potential opportunity to increase diversity and open up higher education through the use of technology. In this article, the authors sketch out the role of the social dimension in higher education and discuss the impetus that the so-called European refugee crisis has had in this respect. The findings of their work at Kiron Open Higher Education with refugees in Germany are subsequently used to argue for more courageous, technology-enhanced approaches to strengthening the social dimension of higher education. In conclusion, the authors argue for a more ambitious European Higher Education Area that makes the best use of digitalisation for opening up higher education to disadvantaged students. This includes developing strategies, policies and evaluation measures that look at digitalisation not on its own but as an integral part of the social dimension as well as other dimensions of higher education.

Internationalization

International educational mobility meets dis/ability / Matthias Otten / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 67-78, 2018
ISSN 2199-5125

Abstract : The participation of people with disabilities, impairments and other health-related issues in international educational mobility is one of the blind spots of internationalisation. The implementation of the UN Convention on the Rights of People with Disabilities (CRPD) underpins the responsibility of universities and mobility policies to engage actively in this topic. Based on a brief outline of a cultural model of dis/ability, the issue is addressed from two perspectives: the students' view and the institutional/political perspective. The article elaborates the rationale for an inclusive approach to international educational mobility.

International faculty contribution to local research capacity building : a view from publication data / Aliya Kuzhabekova, Jack Lee / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 3, pp. 423-446, September 2018
ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This descriptive single case study uses a combination of bibliometric, social network analysis, and content analysis methods to explore how international faculty members employed at a flagship university in Kazakhstan contribute to local research capacity building. The database for the study includes 361 scholarly articles retrieved from the Thompson Reuters Web of Science database, in which at least one author is affiliated with the analyzed flagship university. The analysis of the data shows that foreign faculty members contribute to research capacity building by expanding the contextualized knowledge base, by conducting research relevant to policy priorities, by broadening the area of research dissemination, and by integrating the university into the global research networks. The role of foreign faculty in the development of local researchers' skills and knowledge remains unclear. While our study shows a low level of collaboration between locals and foreigners, this can be attributed to the age of the university under examination and needs to be considered further.

URL : <https://link.springer.com/article/10.1057/s41307-017-0067-3>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Risk management in internationalisation of higher education: a practical institutional approach / Marek Polak / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 2, pp. 23-49, 2018
ISSN 2199-5125

Abstract : The internationalisation of higher education institution, as a comprehensive process, carries many different types of risks. The macro risks and threats are more widely discussed in the literature than the operational risks generated at an institutional level. The article is focused on the practical aspects of risk management related to the routine internationalisation activities. Typical strategies of risk management are presented and illustrated with examples. The issues of risk management ownership and the supportive role of top decision makers are discussed, and the need for a strategic approach is emphasised.

New directions in studying policies of international student mobility and migration / Yvonne Riaño, Christof Van Mol, Parvati Raghuram . - In: Globalisation, Societies and Education, v. 16, no. 3, pp. 283-294, June 2018
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : Many host-countries have liberalised migration policies to facilitate the transition of international students to the local labour market as they are seen as economic agents who increase global competitiveness and integrate easily. However, how migration and educational policies at the regional and national levels emerge, are negotiated and become implemented, and how they contradict other policies, remains little-known. This special issue aims to address that gap. This introductory paper offers an analytical framework for studying policies of international student mobility that addresses four critical dimensions: discourses, contexts, agents and temporalities before offering some key avenues for future research.

Portuguese policies fostering international student mobility : a colonial legacy or a new strategy? / Thais França, Elisa Alves, Beatriz Padilla . - In: Globalisation, Societies and Education, v. 16, no. 3, pp. 325-338, June 2018

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This paper explores policies on international student mobility to Portugal from within the Lusophone space, analysing the cases of Angola, Cape Verde and Brazil. The authors argue that Portuguese strategies to attract international students respond to different demands and interests embedded in its geopolitical memberships. On the one hand, they respond to pressure from the European Commission to increase internationalisation within the European Higher Education Area. On the other hand, they are embedded within Portugal's desire to continue its influence over the former colonies. The authors analyse available statistical data and policy documents on Angolan, Cape Verdean and Brazilian students in Portugal. The results suggest that Portuguese policies on international student mobility still aim at maintaining a leading role among the Portuguese-speaking countries. However, Portugal's membership of the European Union propels the need to adapt to wider political forces through contextual and opportunistic strategies as well.

Asia and the Pacific

The globalisation of higher education : developing internationalised education research and practice / Timothy Hall, Tonia Gray, Michael Singh, Eds. . - Cham, Switzerland : Springer International Publishing, 2018 . - 467 p.

ISBN 978-3-319-74578-7

Abstract : This book addresses the challenge of internationalizing university education, with a focus on Australia in the context of the Asia-Pacific region more widely. The contributors, researchers and practitioners in internationalization, emphasise the pedagogical and research opportunities present in international education, not simply the economic potential. They concentrate on innovative international experience. These range from multilingual research on mobility; virtual mobility; study abroad for 'digitally-native' students; and discipline-based global mobility. The book also examines intercultural co-creation and indigenous perspectives of study abroad. The context of Australia highlights the imbalance of mobility between the global north and south; while there are almost 500,000 international students in the country, mainly from China, India and Malaysia, the number of Australian students abroad is around 38,000. To address this, the book provides case studies of outbound mobility experiences and internationalization at home - global citizenship programmes in Malaysia and Australia; teacher education in Fiji; community-based service learning in Indonesia and work-integrated learning; and the development of the 'citizen scholar' in international education.

Classmark : AUS-6 HAL

International students' recruitment in Japan / Etsuko Katsu / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 95-113, 2018

ISSN 2199-5125

Abstract : In Japan, the number of international students has increased steeply, which was led by the active government policies in the past several years. This paper examines how the Japanese government has proceeded with the internationalisation higher education policy and outlines how Japanese universities have undertaken international student recruitment in response to this policy. The authors conclude that international students' recruitment differs depending on the mission and function of each university.

Governing Asian international students : the policy and practice of essentialising 'critical thinking' / Xianlin Song, Greg McCarthy . - In: Globalisation, Societies and Education, v. 16, no. 3, pp. 353-365, June 2018
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : In the last two decades, Asian mobility has literally changed the face of Australian campuses. Government policies and university regulations have, paradoxically, moved to reinforce a Western-centric curriculum and pedagogy. This paper investigates this paradox by examining how Asian international students in Australia are governed by a homogenised educational process via a regulatory state that is underpinned by both neoliberal and post-colonial ideologies. The paper argues that 'critical thinking' is used both as a totem pole to attract Asian students and a governmental yardstick to measure their academic performance.

Europe and North America

Social and economic conditions of student life in Europe : Eurostudent VI 2016-2018 / Kristina Hauschildt, Eva Maria Vögtle, Christoph Gwosc / Eurostudent; Deutsches Zentrum für Hochschul- und Wissenschaftsforschung [DZHW][Germany] . - Bielefeld : W. Bertelsmann Verlag, 2018 . - 281 p. ISBN 978-3-7639-5913-6

Abstract : This report details findings of the 6th round of the EUROSTUDENT project, to which 28 countries of the European Higher Education Area (EHEA) have contributed between 2016 and 2018. It is a compendium of key indicators and provides comparable data on the social and economic conditions of students, as well as student mobility, in Europe.

URL : http://www.eurostudent.eu/download_files/documents/EUROSTUDENT_VI_Synopsis_of_Indicators.pdf

Global service-learning in institutions of higher education : concerns from a community of practice / Benjamin J. Lough, Cynthia Toms . - In: Globalisation, Societies and Education, v. 16, no. 1, pp. 66-67, February 2018

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : In order to better understand and determine priorities of global service-learning in higher education, this study used an empowering evaluation processes to assess the strategic trajectories needed for growth in this field. Researchers organised 36 focus groups during an international summit to map the strengths, weaknesses, and opportunities for global service-learning in higher education. These focus groups generated 121 summary statements, which were qualitatively coded and analysed to assess common themes. Participants identified six main needs that could strengthen the practice of global service-learning. These needs highlight common priorities and current dilemmas faced by the emerging field of global service-learning, and illustrate the priorities needed to move this field forward in the coming years.

Learning, using and exchanging global competence in the context of international postgraduate mobility / Marta Moskal, Michele Schweisfurth . - In: Globalisation, Societies and Education, v. 16, no. 1, pp. 93-105, February 2018

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : The paper offers a theoretically grounded analysis of international postgraduate students' perspectives on the importance and development of global citizenship knowledge and competences while they are studying, and how these are valued and enacted afterwards. It draws on a series of interviews with non-Western international postgraduates during their studies in the UK and upon return to their home countries. It uses the concepts of social and cultural cosmopolitan competences as a framework to discuss the perceived benefits of educational mobility, and the possibilities and limits of social connectedness and openness in the internationalised university environment.

Learning to globalise : Socrates, US education abroad, and the boundaries of citizenship / Alena Wolfink . - In: Globalisation, Societies and Education, v. 16, no. 1, pp. 106-119, February 2018

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : This article interprets interview-based research to reveal an incongruity between coinciding discourses of the twenty-first-century global marketplace and aspirations to universal equality, both contained within the claim that university students in the USA must study abroad to become 'global citizens'. It argues that there are deep tensions between two very different images of what citizenship entails – one treats education as a zero-sum means towards the maximisation of a specific set of bounded interests, while the other pictures education as a site of deliberation. It then reassesses both in light of an ethic of paradoxical self-critique to which both inadvertently lay claim.

The Senior International Officer and Legal Counsel : collaboration for internationalisation risk management / Sandra M. Casey, Sally Crimmins Villela, Katharine C. Krebs / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 2, pp. 1-22, 2018

ISSN 2199-5125

Abstract : A thorough understanding of the legal context for the global engagement of higher education institutions (HEIs) requires close collaboration between the senior international officer (SIO) and legal counsel. This article explores the dynamic of relationship-building between these individuals who draw on their distinct expertise to forge and sustain legally accountable activities with partners abroad. The discussion begins with an overview, from the US perspective, of the nature of legal work in HEIs and how the institution's global engagement shapes that work; it then moves on to examine the applicability of enterprise risk management approaches to internationalisation. The authors identify important foundational legal concerns that cut across various kinds of activity and focus on the legal dimensions of formalising partnership agreements, mounting off-shore operations and responding to changes in immigration law.

Managing international internships : responding to the growing demand for international work experience

/ Baldur Veit, Hazel Grünewald / International Association of Universities [IAU] . - **In:** Internationalisation of Higher Education, 2018, no. 2, pp. 51-72, 2018

ISSN 2199-5125

Abstract : This paper looks at the case of Reutlingen University (Hochschule Reutlingen), in Germany, a university with a reputation for international student mobility. It examines how the university strives to fulfil its mandate to prepare 'industry-ready' graduates for the global industry by providing an international practice-oriented education. The key focus is on its efforts to establish credit-bearing internship programmes for international students, an area where the institution has ramped up its activities in recent years. Internships for international students is understood to encompass both domestic internships for international students (exchange and degree-seeking students) as well as internships abroad for home-grown degree-seeking students. The paper presents models and approaches that seek to ensure the quality of the international internship experience. It discusses challenges that the university has encountered on the way and makes suggestions about how to create internship opportunities against the backdrop of competing demands and expectations.

The CEU Global Teaching Fellowship Program : impact and lessons learned for international doctoral education

/ Monica Jitareanu, Agnes Leyrer / International Association of Universities [IAU] . - **In:**

Internationalisation of Higher Education, no. 2, pp. 73-94, 2018

ISSN 2199-5125

Abstract : The article presents an innovative experience in international doctoral education. Beyond its immediate institutional relevance, this experience also contributes to testing the limits and asserts the applicability of the European model of doctoral education developed in the years when the Bologna process began to spread beyond Europe. As one of the first graduate schools in Europe, established already in 1991, Central European University (CEU) created a global teaching fellowship programme for advanced doctoral candidates and recent graduates. The article describes the programme, the process leading up to its present structure, the involvement of stakeholders and the impact of the programme. The authors of the article, who have coordinated the Global Teaching Fellowship Program (GTFP) since its inception, share their experience on the challenges, successes and lessons learned from setting up and developing an initially small project into a full-blown, global programme in three years. The programme has become an important part of doctoral education at CEU and is highly relevant for developing teaching and research capacity at a significant number of partner institutions in Europe, Asia and Latin America.

Educación superior en alternancia transfronteriza entre francia y españa

/ Elisenda Tarrats-Pons, Núri Arimany-Serrat, Saio Arando-Lasagabaster, Mariangélica Martínez-González, Marion Samonneau, Veronique Pilniere, Laetitia Mathieu / Universidad Nacional de Educación a Distancia [UNED][Spain] . - **In:** Educación XX1, v. 21, no. 2, pp. 275-300, 2018

ISSN 1139-613X

Abstract : This study aims to prove that education alternatively stimulates the creation of employment and encourages innovation in the context of the current technological revolution, and within the exigences of the cross-border territory. For this reason, four experiences are analysed in this cross-border area, based on higher education in alternation to both sides of the Pyrenees as experiences in tune with the triple helix model. The institutions of higher education involved are Universidad de Mondragon, Universidad de Vic-Universidad Central

de Catalunya (Spain), la Escuela Universitaria de management de la Université de Pau (France) and École Supérieure des Technologies Industrielles Avancées (ESTIA). The findings suggest the elements that should have an alternating cross-border education model considering the common and diverging issues of the analysis of the four experiences and the relevance of using this educative innovation to improve employability and promote the entry of students into the employment market along with the regional, social and economic development of the areas under study.

En este estudio se pretende evidenciar que la educación en alternancia estimula la creación de empleo e incentiva la innovación acorde a la revolución tecnológica actual, en sintonía con las necesidades de nuestro tiempo en el territorio transfronterizo. Por este motivo se analizan 4 experiencias en la zona transfronteriza basadas en educación superior en alternancia a ambos lados de los Pirineos, como experiencias en sintonía con el modelo de la Triple Hélice. Las instituciones de educación superior implicadas en las cuatro experiencias son: Universidad de Mondragón, Universidad de Vic-Universidad Central de Catalunya (en España), la École Supérieure des Technologies Industrielles Avancées (ESTIA) y la Escuela Universitaria de Management de la Université de Pau (en Francia). Nuestros hallazgos sugieren los elementos que debería incorporar un modelo de educación en alternancia transfronteriza, considerando los aspectos comunes y discrepantes del análisis de las 4 experiencias, y la pertinencia de utilizar esta innovación educativa para mejorar la empleabilidad y promover la incorporación de los alumnos al mercado laboral junto con el oportuno desarrollo regional, económico y social de las zonas analizadas.

URL : <http://revistas.uned.es/index.php/educacionXX1/article/view/17786>

How to explain migration policy openness in times of closure? The case of international students in Switzerland / Yvonne Riaño, Annique Lombard, Etienne Piguet . - In: Globalisation, Societies and Education, v. 16, no. 3, pp. 295-307, 2018

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : Since the 1990s, Swiss immigration policies have placed increasing restrictions on non-European Union (EU) immigrants. However, in 2011, based on the initiative of Jacques Neiryneck, the Swiss Parliament approved a law facilitating the admission and integration of non-EU nationals with a Swiss university degree. How can this policy openness in times of closure be explained? Drawing on the narratives of stakeholders during parliamentary debates, and interviews with key political actors, the authors propose a unique explanatory approach combining: (1) the convincing narratives of steering crafted by parliamentarians, (2) an appropriate temporal and geographical context, and (3) the biographical capacity of the policy initiator to effect policy change. This model will be useful for studies of migration policy change in general.

UK policy discourses and international student mobility : the deterrence and subjectification of international students / Sylvie Lomer . - In: Globalisation, Societies and Education, v. 16, no. 3, pp. 308-324, June 2018

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : Policies on international student mobility (ISM) have the capacity to structure both flows of students and the representations of globally mobile students through discourse. This paper draws on a text-based analysis of British policy discourses and secondary analysis of published statistics. It uses problematisation analysis to examine how problems and students are represented as social subjects. Growth in student numbers, particularly in high ranking institutions, has coincided with proactive policies over the last 20 years, suggesting that policy discourses are linked to mobility. But policy targets were not met and growth has fallen since the 2010 tightening of migration policy. Nor was the target of diversifying source countries met, meaning the UK remains dependent on student demand from a few nations. This mixed success suggests that student mobility is easily deterred by migration policy, but other policies have little impact on the nature of demand. In interaction with multiple, contradictory media and institutional discourses, policy discourses construct international students as sources of income, immigrants of doubtful value, consumers, and 'other'. These representations may be internalised by students, who learn to subjectify themselves. The author calls for an approach to ISM which puts statistics in dialogue with discourse.

URL : <https://www.tandfonline.com/doi/full/10.1080/14767724.2017.1414584>

Problematizing strategic internationalisation : tensions and conflicts between international student recruitment and integration policy in Ireland / Sinéad O'Connor . - In: *Globalisation, Societies and Education*, v. 16, no. 3, pp. 339-352, June 2018

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : Internationalisation of higher education in Ireland has been identified as a pathway to economic recovery through encouraging student mobility and attracting highly skilled human capital. International students constitute one element of recent Irish immigration trends, presenting new challenges for a society in which diversity is a relatively recent phenomenon. In this light, the author explores the contradictions and tensions that arise from the drive to recruit international students with the need to embed policies that enshrine the integration of migrants more broadly. As highly skilled migrants, international students are often perceived as 'the best and the brightest', who exhibit high levels of social and human capital. However, they occupy a contradictory position within a hierarchy that values the economic investment they make in Irish education, but categorises them into a fixed identity that does not recognise the diversity of needs to better facilitate their social inclusion. Analysing both government migration policies and university recruitment strategies reveals how policies at different scales shape hierarchies of desirability, wherein students are appraised for revenue generation but subject to surveillance, racialisation, increasing restrictions and divisive rhetoric depending on their status as non-EU students. To address this imbalance requires the implementation of holistic internationalisation strategies and migration policies.

Opening or closing borders to international students? Convergent and divergent dynamics in France, Spain and the UK / A. A. Levatino, T. Eremenko, Y. Molinero Gerbeau, E. Consterdine, L. Kabbanji, A. Gonzalez-Ferrer, M Jolivet-Guetta, C. Beauchemin . - In: *Globalisation, Societies and Education*, v. 16, no. 3, pp. 366-380, June 2018

ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : While attracting international students is the declared objective of many countries of the global North, the regulation of movements of this migrant group does not escape the tensions that characterise policymaking on migration. This paper compares the evolution of student migration policies in three major European destinations - France, Spain and the UK - since the late 1990s. The aim is to evaluate whether policies in this area have converged or not, and the factors behind their evolution. The findings suggest that despite common forces encouraging convergence, country-specific factors, such as countries' migration history and the political force in power, seem crucial in explaining important differences in actual policies across the three countries.

Latin America and the Caribbean

La educación superior, internacionalización e integración regional de América Latina y el Caribe / Jocelyne Gacel Avila, Ed. / UNESCO. International Institute for Higher Education in Latin America and the Caribbean [IESALC]; Universidad Nacional de Córdoba [Argentina] . - Caracas, Córdoba : UNESCO-IESALC, Universidad Nacional de Córdoba, 2018 . - 278 p.

ISBN 978-980-7175-33-3

Abstract : This publication is part of a series produced for the Regional Higher Education Conference in LAC - CRES 2018 held in Córdoba, Argentina.

Contents: La internacionalización de la educación superior. Significado, relevancia y evolución histórica (Carlos Tünnermann Bernheim); La educación superior en América Latina y el Caribe en el contexto global (Francisco Marmolejo); La internacionalización de la educación terciaria en América Latina y el Caribe: avances, tendencias y visión a futuro (Jocelyne Gacel-Ávila y Scilia Rodríguez-Rodríguez); Educación y desarrollo sostenible al 2030: internacionalización de la formación docente en América Latina y el Caribe (Luz Inmaculada Madera Soriano); Internacionalización de la investigación en América Latina y el Caribe (Jesús Sebastián y Rodolfo Barrere); Integración y cooperación regional e internacional de América Latina y el Caribe en ciencia y tecnología: Pasado, presente y futuro (Carlos Aguirre-Bastos); La cooperación e integración universitaria en América Latina y el Caribe: Principales acciones y tendencias (Julio César Theiler y Miguel Sergio Rodríguez).

URL :

http://www.iesalc.unesco.org.ve/index.php?option=com_content&view=article&id=4098&Itemid=1500&lang=es

Internationalisation of higher education and global citizenship education : staff development and capacity building in Brazil / Marilia Costa Morosini, Alexandre Guilherme, Marilene Dalla Corte / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, 2018
ISSN 2199-5125

Abstract : Given the importance and impact that the process of internationalisation of higher education has had on universities, and consequently on the wider society, there is a need to understand how the process is being conceived and implemented throughout the world. This article is divided into three main sections. Firstly, the authors discuss the concept of internationalisation of higher education, and its current focus on Global Citizenship Education. Secondly, they analyse the academic discourse on internationalisation within the Brazilian context; we interviewed 14 professors from high-ranking arts and humanities, and science departments, who send their PhD students to spend time in universities abroad, to understand their views on internationalisation of higher education. The findings demonstrate that research supervisors do not fully understand all of the competencies required for the development of the Global citizenship education model. Thirdly, the authors suggest a staff development and capacity building programme for research supervisors to encourage internationalisation in terms of Global Citizenship Education.

Higher Education and Research for Sustainable Development

Issues and trends in education for sustainable development / Alexander Leicht, Julia Heiss, Won Jung Byun, Eds. / UNESCO . - Paris : UNESCO Publishing, 2018 . - 276 p. (Education on the move)
ISBN 978-92-3-100244-1

Abstract : This book examines the richness and complexity of Education for Sustainable Development (ESD) in the context of its centrality to the 2030 Agenda for Sustainable Development. The first part 'Understanding Education for Sustainable Development and Implementing Education for Sustainable Development' outlines how ESD should be understood as an integral part of quality education, including higher education and lifelong learning. It focuses on key sustainability competences in teaching and curriculum and emphasises a whole-institution approach to mainstreaming sustainability. The second part explores how ESD is implemented in practice and is structured around the five Priority Action Areas of the Global Action Programme on ESD (GAP): advancing policy; transforming learning and training environments; building capacities in teacher-training; empowering and mobilising youth; and accelerating sustainable solutions at local level. Throughout the book, summaries of case studies in implementing ESD are provided. These include Brazil's integration of climate change education in teacher training; a Southern African university partnership for introduction of ESD in curricula and institutional practices; and international universities' cooperation in the Regional Centre of Expertise in Egypt.

Classmark : INT-713 UNE

URL : <http://unesdoc.unesco.org/images/0026/002614/261445e.pdf>

Post-sustainability and environmental education : remaking education for the future / Bob Jickling, Stephen Stirling, Eds. . - Cham, Switzerland : Palgrave Macmillan, 2017 . - 155 p.
ISBN 978-3-319-51321-8

Abstract : This book provides a critique of over two decades of effort to infuse educational systems with education for sustainable development. It reviews the basis of environmental education, its evolution into Education for Sustainable Development and examines the future directions for education. The book is structured around four parts, which critique the neo-liberal approach to education and look at alternatives that are argued to be more appropriate to sustainability goals: they are: 'remaking Education'; 'Critique and Proposition'; 'Experience and Relation'; and 'Education Through Action'. Each chapter promotes educational approaches that are focused on environmental and social values. The authors strongly argue for the need to change, and that a paradigm shift is required at large to run parallel with this repositioned education.

Quick Guide to Education Indicators for SDG4 / UNESCO Institute for Statistics [Canada] . - Montreal : UNESCO-UIS, 2018 . - 44 p.

Abstract : This publication describes how to monitor progress towards Sustainable Development Goal 4 (SDG 4) on quality education.

URL : <http://uis.unesco.org/sites/default/files/documents/quick-guide-education-indicators-sdg4-2018-en.pdf>

Assuming the future : repurposing education in a volatile age . - In: Post-sustainability and environmental education : remaking education for the future . - Cham, Switzerland: Palgrave Macmillan, 2017. - pp 31-45, 155 p.
ISBN 978-3-319-51321-8

Fostering the next generation of sustainability leadership : graduate student experiences with ecohealth communities of practice / Mathieu Lawrence Feagan . - In: International Journal of Sustainability in Higher Education, v. 19, no. 4, pp. 681-698, 2018

ISSN 1467-6370

Abstract : This paper explores graduate student experiences of ecohealth communities of practice in Canada, West and Central Africa and Central America. This ethnographic, qualitative analysis builds on observations of graduate student participants in ecohealth communities of practice activities, along with 26 in-depth interviews conducted in 2011 with graduate students and professionals trained in ecosystem approaches to health. The analysis suggests that ecohealth communities of practice open new space for students to experiment with that

student knowledge gained through shared experiences of ecohealth communities of practice appears to be a necessary and underused component on working on sustainability leadership in higher education.

Strengthening sustainability leadership competencies through university internships / Maria Margarita Meza Rios, Irene Marie Herremans, Jean E. Wallace, Norm Althouse, David Lansdale, Manuel Preusser . - In: International Journal of Sustainability in Higher Education, v. 19, no. 4, pp. 739-755, 2018
ISSN 1467-6370

Abstract : This paper aims to determine whether secondary school students can become agents of change in their local communities by participating in a formal internship programme implemented through a partnership between universities, secondary schools, nonprofit organizations and key community stakeholders. To experience campus as a learning lab, ten students from the Master graduate programme in Sustainable Energy Development at a Canadian university spent a month at three separate locations in Ecuador where they supported local sustainability initiatives related to eco-tourism, energy efficiency, water use and renewable energy. The focus of the current article is to examine the extent to which the Ecuadorian secondary school students, who were mentored by the Canadian university SEDV interns, developed sustainability leadership capabilities. The results of this research show that the secondary school students gained a greater understanding of systems as well as sustainable actions by participating in the programme.

Africa

Proposing a master's programme on participatory integrated assessment of energy systems to promote energy access and energy efficiency in Southern Africa / Cheddi Kiravu, François Diaz-Maurin, Mario Giampietro, et al. - In: International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 622 - 641, 2018
ISSN 1467-6370

Abstract : This paper presents an innovative higher education curriculum in terms of the attention given to energy access and energy efficiency that affect the southern Africa region and the nature of the methodology adopted to face these issues. A transdisciplinary approach called "participatory integrated assessment of energy systems" (PARTICIPIA) was used for the development of the curriculum. This approach is based on the two emerging fields of "multi-scale integrated assessment" and "science for governance", which bring innovative concepts and methods. The application of the PARTICIPIA methodology to three case studies reveals that the proposed transdisciplinary approach could support energy and development policies in the region. The implementation of the PARTICIPIA curriculum in three higher education institutions reveals its ability to respond to the needs of specific contexts and its connection with existing higher education programmes. Practical implications. Considering energy issues from a transdisciplinary approach in higher education is absolutely critical because such a holistic view cannot be achieved through engineering curricula. Deliberate and greater efforts should be made to integrate methods from "multi-scale integrated assessment" and "science for governance" in higher education curricula to train a new breed of modern-day energy planners in charge of coming up with solutions that are shared by all relevant stakeholders.

Arab States

The status of education for sustainable development and sustainability knowledge, attitudes, and behaviors of UAE University students / Ali Khalfan Al-Naqbi, Qasim Alshannag . - In: International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 566 - 588, 2018
ISSN 1467-6370

Abstract : This study was descriptive in nature, and the data were obtained using a cross-sectional survey. A total of 823 participants responded to an e-education for sustainable development survey. Several data analysis procedures were used. The study revealed that the UAEU students showed a high level of understanding, very strong positive attitudes and moderate positive behavior toward ESD and the environment. Findings associated with students' gender, nationality, college, academic level and GPA were also reported and discussed.

The status of education for sustainable development and sustainability knowledge, attitudes, and behaviors of UAE University students / Ali Khalfan Al-Naqbi, Qasim Alshannag . - In: International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 566-588, 2018
ISSN 1467-6370

Abstract : This article examines United Arab Emirates University (UAEU) students' knowledge, attitudes and behaviors toward education for sustainable development (ESD) and the environment. Several independent variables (i.e. students' gender, nationality, college, academic level and grade point average [GPA]) were also considered. The data were obtained using a cross-sectional survey. 823 participants responded to an e-education for sustainable development survey. The study revealed that the UAEU students showed a high level of understanding, very strong positive attitudes and moderate positive behavior toward ESD and the environment. Findings associated with students' gender, nationality, college, academic level and grade point average (GPA) were also reported and discussed.

Europe and North America

(Higher) Education for Sustainable Development : A Global Perspective with an Arctic Touch / Hilligje van't Land, Stefanie Mallow . - In: Shared Voices - The UArctic Magazine, pp. 38-39, 2018

Abstract : This article looks at the place of higher education in the Sustainable Development Goals (SDGs), the IAU's Higher Education and Research for Sustainable Development (HESD) initiative, and the diverse contributions of universities in the Arctic to HESD.

URL : <https://www.uarctic.org/shared-voices/shared-voices-magazine-2018/higher-education-for-sustainable-development-a-global-perspective-with-an-arctic-touch/>

The role of distributed leadership in mainstreaming environmental sustainability in to campus life in an Israeli teaching college : a case study / Ilana Avissar, Iris Alkaher, Dafna Gan . - In: International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 518 - 546, 2018
ISSN 1467-6370

Abstract : Based on the Multi-Level Model of Leadership Practice in higher education, taken from Bolden et al. (2008) and from Woods et al. (2004), the authors investigated how the characteristics of distributed leadership are expressed in three central organization-wide structures in the college (a student group, the green council and a professional development programme). They also explored in what ways aspects of distributed leadership promote sustainability-oriented activities on campus. They used a deductive and inductive interpretive approach in this case study. The authors found three organization-level processes that are based on the principles of distributed leadership and that promote sustainability on campus: distributed leadership enables change in the organization's internal culture with respect to mainstreaming sustainability; distributed leadership encourages collaboration between the entire campus population and between different departments and distributed leadership on campus enables the development of diverse "bottom-up" and "top-down" structures in the organization.

Motivating students on ICT-related study programs to engage with the subject of sustainable development / Lorenz M. Hilty, Patrizia Huber . - In: International Journal of Sustainability in Higher Education, v.. 19, no. 3, pp. 642-656, 2018
ISSN 1467-6370

Abstract : Many topics form a bridge between SD and ICT and could potentially be integrated into ICT-related study programs. This paper reports the findings of a study in two universities in Switzerland and in Sweden. In this exploratory study, the authors evaluated Bachelor's and Master's courses that introduced the topic of SD to students on ICT-related study programmes. The evaluation focuses on the insights that the students gained into sustainability and the extent to which their motivation to engage with the subject was increased. The evaluation combines qualitative and quantitative approaches. The authors identify five thematic clusters with the greatest potential to motivate students to engage with the topic of sustainability: A conceptual model of the positive and negative impacts of ICT; Reports on the recycling of ICT hardware; Examples of using ICT to reduce greenhouse gas emissions with a focus on the substitution of virtual for physical presence; Statistical data on post-industrial seemingly dematerialized economies and the contradiction with regard to the total material demand of such economies; Evidence for rebound effects that lead to increasing demand for goods or services that are produced

with less energy input or can be consumed faster.

Systematic curriculum integration of sustainable development using life cycle approaches : the case of the Civil Engineering Department at the Université de Sherbrooke / Bastien Roure, Chirjiv Anand, Véronique Bisailon, Ben Amor . - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 589 - 607, 2018

ISSN 1467-6370

Abstract : This paper thus proposes a framework for the systematic integration of SD through the lenses of life cycle approach and associated tools to attain effective curriculum integration. The proposed framework suggests the following five steps: mapping the curriculum, setting learning targets, developing an action plan for the assessed program, implementing the action plan and assessing the final performance. This framework was applied to the Civil Engineering curriculum at Sherbrooke University, Canada. To assess its success, a student satisfaction survey was conducted, and teachers' feedback was obtained; the results showed 85 per cent positive responses. The authors show how this study allowed the CE curriculum to be properly updated and brought in line with today's engineering profession requirements with regard to SD.

The role of distributed leadership in mainstreaming environmental sustainability into campus life in an Israeli teaching college : a case study / Ilana Avissar, Iris Alkafer, Dafna Gan . - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 518 - 546, 2018

ISSN 1467-6370

Abstract : This study investigates how distributed leadership is expressed in three central organisation-wide structures in a teaching college (a student group, the green council and a professional development programme). It also explores which aspects of distributed leadership promote sustainability-oriented activities on campus. The authors found three organization-level processes that are based on the principles of distributed leadership and that promote sustainability on campus: distributed leadership enables change in the organisation's internal culture with respect to mainstreaming sustainability; distributed leadership encourages collaboration between the entire campus population and between different departments and distributed leadership on campus enables the development of diverse "bottom-up" and "top-down" structures in the organisation.

Systematic curriculum integration of sustainable development using life cycle approaches : the case of the Civil Engineering Department at the Université de Sherbrooke / Bastien Roure, Chirjiv Anand, Véronique Bisailon, Ben Amor . - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 589-607, 2018

ISSN 1467-6370

Abstract : This paper thus proposes a framework for the systematic integration of SD through the application of life cycle approaches and tools such as environmental life cycle assessment and life cycle costing to attain effective curriculum integration. The proposed framework suggests the following five steps: mapping the curriculum, setting learning targets, developing an action plan for the assessed program, implementing the action plan and assessing the final performance. This framework was applied to the Civil Engineering (CE) curriculum at Sherbrooke University, Canada. To assess its success, a student satisfaction survey was conducted, and teachers' feedback was obtained; the results showed 85 per cent positive responses. The authors show how this study allowed the curriculum to be properly updated and brought in line with today's engineering profession requirements with regard to SD. The authors conclude that this approach can be easily adapted to other engineering curriculums and, to a certain extent, to other non-engineering curriculums.

Motivating students on ICT-related study programs to engage with the subject of sustainable development / Lorenz M. Hilty, Patrizia Huber . - **In:** International Journal of Sustainability in Higher Education, v. 19, no. 3, pp. 642-656, 2018

ISSN 1467-6370

Abstract : Sustainable development (SD) does not usually form part of the curriculum of ICT-related study programs such as Computer Science, Information Technology, Information Systems, and Informatics. However, many topics form a bridge between SD and ICT and could potentially be integrated into ICT-related study

programs. This paper reports the findings of a study into which specific topics in the field of SD have the greatest potential to motivate students on ICT-related study programs to engage with the topic of sustainability. In this exploratory study, the authors evaluated Bachelor's and Master's courses in Switzerland (University of Zurich) and Sweden (KTH Stockholm) that introduced the topic of SD to students on ICT-related study programs. The evaluation focuses on the insights that the students gained into sustainability and the extent to which their motivation to engage with the subject was increased. The evaluation combines qualitative and quantitative approaches. The authors identify five thematic clusters with the greatest potential to motivate students to engage with the topic of sustainability: A conceptual model of the positive and negative impacts of ICT; Reports on the recycling of ICT hardware; Examples of using ICT to reduce greenhouse gas emissions with a focus on the substitution of virtual for physical presence; Statistical data on post-industrial seemingly dematerialized economies and the contradiction with regard to the total material demand of such economies; Evidence for rebound effects that lead to increasing demand for goods or services that are produced with less energy input or can be consumed faster.

Remodelling urban planning education for sustainable development : the case of Serbia / Marija Maruna, Danijela Milovanovic Rodic, Ratka Colic . - In: International Journal of Sustainability in Higher Education, v. 19, no. 4, pp. 658-680, 2018
ISSN 1467-6370

Abstract : The paper aims to present a pedagogical model tailored to the development of key competences in the urban planning profession. It is based on the principles of education for sustainable development and focuses on the establishment of a repeatable platform for dialogue between students and mentors, members of the mentoring team, the local community, external members of the consulting team of experts and foreign master's degree programmes, in the process of producing students' projects. It provides a comparative overview of the pedagogical model's application in producing the final master's degree projects of three cohorts of students, as well as its alignment with the needs of re-defining the role of the profession of urban planner in an environment of post-socialist transition. The model was improved, enhanced and optimised through this process and then corroborated with its practical implementation.

URL : <https://www.emeraldinsight.com/doi/full/10.1108/IJSHE-07-2017-0102>

Sustainability in university campus : options for achieving nearly zero energy goals / Paula Fonseca, Pedro Moura, Jorge Humberto, Aníbal de Almeida . - In: International Journal of Sustainability in Higher Education, v. 19, no. 4, pp. 790-816, 2018
ISSN 1467-6370

Abstract : The purpose of this study was to design a renovation plan for a university campus building in a university in Portugal with the aim to achieve nearly zero energy performance. Whereas other studies are mostly based on envelope refurbishment and behaviour changes, this building renovation was based on a comprehensive lighting retrofit and a solar PV generation system. It achieved energy savings of 20 per cent.

A pilot study on education for sustainable development in the Romanian economic higher education / Isabel Novo-Corti, Liana Badea, Diana Mihaela Tirca, Mirela Ionela Aceleanu . - In: International Journal of Sustainability in Higher Education, v. 19, no. 4, pp. 817-838, 2018
ISSN 1467-6370

Abstract : This paper aims to emphasize how economics courses offered at higher education institutions can influence sustainable development, in general, and Romania's sustainable development, in particular. The conclusions are based on a pilot questionnaire conducted by the authors on the level of Romanian students enrolled in public and private economic faculties. The results were based on a sample of 1,250 respondents - students, master and PhD - from the economic faculties of Romanian universities. The study revealed that the economic higher education system in Romania has started with small steps to adapt to the environmental requirements. Unfortunately, the efforts still required to be made are significant, since it is observed that all undergraduate, postgraduate and PhD require a change of attitude and mentality. Romanian public universities are more involved than private universities in the implementation of programs, projects, debates and courses on sustainable development and students' reactions are positive.

Latin America and the Caribbean

Universidades y sostenibilidad : experiencias de las instituciones de educación superior en Colombia /

Universidad Sergio Arboleda; Universidad de Ciencias Ambientales y Aplicadas;
Universidad Libre; Universidad Distrital Francisco José de Caldas; Universitaria Agustiniiana . - Bogota :
Universidad Sergio Arboleda, 2018 . - 123 p.

ISBN 978-958-8866-77-2 . - Online ISBN 978-958-8866-76-5

Abstract : This book comprises the papers presented at the II Colombian Forum of Universities and Sustainability, organized by the University, Environment and Sustainability Team (UAS), the Colombian Environmental Training Network (RCFA) and the Environmental Network of Sustainable Universities. The papers detail the experiences in sustainability of 14 Colombian higher education institutions as well as two universities in Peru and Mexico. Speakers also called on universities in Colombia and the region to take on the challenges posed by the 2030 Agenda and its' Sustainable Development Goals (SDGs).

Este libro recopila las ponencias presentadas en el II Foro Colombiano de Universidades y Sostenibilidad, organizado por el Equipo Universidad, Ambiente y Sustentabilidad (UAS), la Red Colombiana de Formación Ambiental (RCFA) y la Red Ambiental de Universidades Sostenibles. Este evento hizo parte de la serie de eventos similares que se desarrollaron durante los últimos años en varios países latinoamericanos en el marco de una acción colectiva coordinada por la Alianza de Redes Iberoamericanas de Universidades por la Sustentabilidad y el Ambiente (ARIUSA). En el segundo foro colombiano se presentaron las experiencias en sostenibilidad de 14 instituciones nacionales de educación superior y de 2 universidades de otros países, articuladas con redes en ARIUSA. Dos de las conferencistas centrales convocaron a las universidades de Colombia y la región a asumir los retos que plantean la Agenda 2030 y sus Objetivos de Desarrollo Sostenible (ODS). Otras dos presentaron las experiencias de las universidades de Perú en relación con la adaptación al cambio climático y de las universidades de México con sus planes ambientales institucionales. Finalmente, se presentaron sendos informes sobre la Red de Jóvenes de Ambiente en Colombia y la Revista Iberoamericana Universitaria en Ambiente, Sociedad y Sustentabilidad (AMBIENS).

URL :

<http://repository.usergioarboleda.edu.co/bitstream/handle/11232/1109/Universidades%20y%20Sostenibilidad.pdf?sequence=3&isAllowed=y>

El papel de la educación superior para el desarrollo sostenible en América Latina y el Caribe /

Pedro Henríquez Guajardo, Ed. / UNESCO-IESALC, Universidad Nacional de Córdoba . - Caracas, Córdoba :
UNESCO-IESALC, Universidad Nacional de Córdoba, 2018 . - 460 p.

ISBN 978-980-7175-29-6

Abstract : This publication is part of a series produced for the Regional Higher Education Conference in LAC - CRES 2018 held in Córdoba, Argentina.

Contents: Repensando a educação superior na América Latina e Caribe: princípio, missão e valores institucionais (Carlos Alexandre Netto); Las promesas democráticas de la universidad latinoamericana: balance de un centenario (Ricardo Cuenca); Ejes para la transformación estratégica de las universidades públicas en América Latina: a 100 años de la Reforma de Córdoba (Imanol Ordorika, Tonatiuh Soley); Financiamiento y gestión en las instituciones de educación superior en América Latina y el Caribe (Emilio Rodríguez Ponce); El rol estratégico de la educación superior en el desarrollo sostenible en ALC: Aportes de la iniciativa privada regional (Héctor C. Sauret); La empleabilidad: las universidades, los profesionales universitarios y el comportamiento del mercado laboral (Orlando Albornoz); Rol estratégico de la educación superior para el desarrollo sostenible en América Latina y el Caribe: La empleabilidad (caso de estudio: Honduras) (Rafael Núñez Lagos); Dinámicas de la educación superior a distancia y virtual en América Latina. Políticas, tensiones y tendencias de la educación y las tecnologías de comunicación (Claudio Rama); Ciência, tecnologia, inovação e a terceira missão no ensino superior para o desenvolvimento sustentável (Anapátricia Morales Vilha); Caribbean Higher Education sector preparing human capital for sustainable development (Annette Insanally); The strategic role of higher education in the sustainable development of the Anglophone Caribbean (Sandra Ingrid Gift); La formación, el fortalecimiento docente y la investigación pedagógica (Elizabeth Sosa, Enrique Ravelo, Lucía Fraca, César Villegas).

URL :

http://www.iesalc.unesco.org.ve/index.php?option=com_content&view=article&id=4098&Itemid=1500&lang=es

Understanding the limits of assessing sustainability at Universidad San Francisco de Quito USFQ, Ecuador, while reporting for a North American system / Alexandra Velasco, Melanie Valencia, Samantha Morrow, Valeria Ochoa-Herrera . - In: International Journal of Sustainability in Higher Education, v. 19, no. 4, pp. 721-738, 2018

ISSN 1467-6370

Abstract : This study aims to recognize the limitations of applying a North American rating system considering relevant criteria to a South American university and to emphasize the importance and lack of benchmarks available in the region. The Methodology used for this study is based on the Sustainability Tracking Assessment Rating System (STARS). Data collected by Universidad San Francisco de Quito (USFQ) in 2012 and 2013 illustrate how the status of the university as a non-residential, teaching university in Ecuador in a developing country had several challenges while using an evaluation system established for universities within a North American system. The limits of assessing sustainability in South America are associated to its geographical location, the number of students and staff that commute to University and the lack of environmental services and certifications available in Ecuador. There are applicability issues with the use of STARS without performance reports from regional peers that can guide the development of relevant benchmarks for future comparability.

Sustainability leaders' perceptions on the drivers for and the barriers to the integration of sustainability in Latin American Higher Education Institutions / Norka Blanco-Portela, Luis R. Pertierra, Javier Benayas, Rodrigo Lozano . - In: Sustainability, v. 10, no. 8, 2018

Abstract : This paper examines the drivers of sustainability integration in HEIs within their structures and operations. Open-ended expert opinion interviews of key sustainability leaders at 45 HEIs from 10 Latin-American countries were conducted. Additionally, a thematic workshop on HEI sustainability was organized to facilitate further discussions between 23 sustainability scholars and/or national coordinators of university networks from 11 Latin American countries. The results identified 15 barriers as hindering the institutionalisation of sustainability in HEIs. This study also examined the relationship between these reported barriers with 13 main drivers that were identified to be facilitating the integration of sustainable practices within the organizational and academic structures at the universities. The strong correspondence between several observed drivers for, and barriers to, change highlights the importance of strategic planning that offers integrated actions.

URL : <http://www.mdpi.com/2071-1050/10/8/2954>

Values-based Leadership

The changing role of women in higher education : academic and leadership issues / Heather Eggins, Ed. . - Cham, Switzerland : Springer Nature, 2017 . - 310 p.

ISBN 978-3-319-42434-7 . - Online ISBN 978-3-319-42436-1

Abstract : This comprehensive survey of women in higher education across the world draws together evidence from a variety of countries, with insights drawn from a wide range of disciplines. The first part of the book sets the scene within the knowledge-based global economy, examining societal changes which have enabled women to reposition themselves in the academy and contemporary pressures on women academics and leaders. It contains a detailed study of education and employment opportunities for women in China and a comparative study of women, HE leadership and organisational culture in Ghana and South Africa. Part 2 includes research findings on women's academic careers in Italy and Switzerland; details how New Public Management and the research-teaching balance has cut down on opportunities to reach top career levels in the Netherlands; the effect of the national political situation in Greece; a government-backed research initiative to improve the status of women academics in Malaysia; and an examination of the challenges faced by women of colour in advancing to senior leadership in the United States. Part three 'Gender Equality?', examines the effect of the 'glass ceiling' on specific groups of women in academia: researchers in the UK; a cross-European study of early career academics; and the effect of institutional mechanisms and cultural norms that contribute to the inequalities for women academics in Brazil.

State of play : Higher education management training schemes in the field of development cooperation / Boston College for International Higher Education [USA] . - Boston : CIHE, 2018 . - 79 p. (CIHE Perspectives , 7)

Abstract : Commissioned by the German Rectors' Conference (HRK) and the German Academic Exchange Service (DAAD), the report is based on a worldwide survey and shows that while participant numbers for HE management training are low, all regions of the world are either providers or target countries and that the training offered is diverse and evolving.

URL :

https://www.bc.edu/content/dam/files/research_sites/cihe/pubs/CIHE%20Perspective/CIHE%20Perspectives%207_26NOV2017.pdf

Women leading education across the continents : overcoming the barriers / Elizabeth C. Reilly, Quirin J. Bauer, Helen C. Sobehart / American Association of School Administrators (USA)[AASA] . - AASA International Conference, 3, Volos, Greece, 25-29 September 25-292011 . - Lanham (Md.) : Rowman and Littlefield, 2015 . - xviii-206 p.

ISBN 978-1-4758-0225-2

Abstract : This book is the third collection of research about and stories of women leading education on every continent in the world, in countries as diverse as Brazil; China; Cyprus; Germany; Ghana; Pakistan; Philippines; Uganda; Tanzania, the UK and USA. Internationally recognised scholars and practitioners offer a research-based conversation and systematic collaborative inquiry in exploring the status of women in educational leadership. Their work invites global policy development highlighting women's educational leadership as a critical social justice issue. The array of topics this volume includes are gender status and educational leadership, challenges and barriers for women leaders, confronting the barriers, leading in challenging contexts, and deconstructing the discourse on gendered leadership.

Europe and North America

Managing universities : policy and organizational change from a Western European comparative perspective / Ivar Bleiklie, Jurgen Enders, Benedetto Lepori, Eds. . - Cham, Switzerland : Palgrave Macmillan, 2017 . - 329 p.

ISBN 978-3-319-53865-5

Abstract : This book asks how modern universities are organised and managed, and questions whether 30 years of university reforms have resulted in stronger managerial structures and leadership control. It further asks

whether current organisational and decision making structures can be explained by public reform policies. Written by a crossdisciplinary team of European scholars, the book offers an empirically grounded presentation of data and core ideas behind a large scale comparative study of 26 universities across eight European countries, the Transforming Universities in Europe project (TRUE). It focuses on the strength of university managerial structures, the role of academics, and how universities relate to and depend on their environment: to governments and other actors; to funders; to evaluators; and to external stakeholders.

Classmark : EUR-42 BLE

Neoliberal awakenings : a case study of university leaders' competitive advantage sensemaking / Gerardo David Abreu Pederzini / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 3, pp. 405-422, September 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Market principles in higher education seem to have generated a neoliberal awakening. A corollary of such market principles is the need for universities to develop effective strategies that give them competitive advantage. Thus, competitive advantage represents a key construct of neoliberalism, where the focus in this paper is on how university leaders, therefore, make sense of competitive advantage. Based on a comparative and instrumental case study using two close rival universities in England, three sensemaking dilemmas emerge as core elements of how university leaders conceptualize competitive advantage. The first one is about environmental fit or misfit. The second one is about seizing or missing opportunities. The third one is about finding a frame of reference. These dilemmas are valuable as they provide a possibility to understand what competitive advantage means in higher education, where the standard tenets of the concept, such as higher profits, might not always be helpful.

URL : <https://link.springer.com/article/10.1057/s41307-017-0066-4>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Other themes

Academic conduct

Cheating and plagiarism in higher education [Special issue] / Elena, Denisova-Schmidt (Ed.). - In: Higher Education in Russia and Beyond, v. 13, no. 17, pp. 1 - 23, 2018

Abstract : While academic misconduct is not new per se, its unprecedented dimensions, the growing challenge of mitigating and preventing it in many academic systems as well as its international aspects are examined in this special issue.

Contents: Differences in understanding academic integrity: a Lithuanian case (Diana Karanauskienė, Vida Janina Česnaitienė, Brigita Miežienė, Arūnas Emeljanovas) p. 8; Cheating and plagiarism in the armenian higher education system: why not? (Ani Hovhannisyán) p. 9; Student experience with academic dishonesty and corruption in the Khabarovsk region of Russia (Anna Solovyeva) p. 11; How secondary school practices contribute to the acceptance of plagiarism in Russian HEIs (Elvira Leontyeva) p.13; Ukraine: a thousand reasons to cheat the system (Abel Polese, Tetiana Stepurko) p.14; Why blacklists matter: remedies, measures, reforms and other initiatives (Ivan Sterligov) p. 17; Academic dishonesty: a symptom, not a problem (Mihaylo Milovanovitch) p. 19; Are Russian students becoming more dishonest during college? (Igor Chirikov, Evgeniia Shmeleva) p. 21; A cheat sheet exhibition: is it promotion or prevention of cheating among students? (Sergey Mezenin) p. 21.

URL : https://herb.hse.ru/data/2018/10/04/1157617623/1HERB_17_view.pdf#page=6

Percepción sobre el plagio académico de estudiantes universitarios españoles = Perception of academic plagiarism by Spanish university students / Violeta Cebrián-Robles, Manuela Raposo-Rivas, Manuel Cebrián-de-la-Serna, José Antonio Sarmiento-Campos / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 21, no. 2, pp. 105-129, 2018

ISSN 1139-613X

Abstract : Increasingly digitalised teaching and learning processes have turned the Internet into the main source of information in universities. The ease of access to information can be accompanied by fraudulent practices such as plagiarism. Therefore, the purpose of this study is to discover the origin of the reasons and motivations that Spanish university students have, as well as to establish a model that provides a theoretical explanation for the empirical data. Using a causal correlational research design with a questionnaire to investigate which practices students consider to be dishonest, if they have ever carried out these practices and the main reason for this. 461 university students in Education (degree and master's degree) at five Spanish universities participated in the study. From the exploratory factor analysis, one factor relative to the concept of plagiarism was identified, two about what students do, and three factors about why they do it. A confirmatory factor analysis performed on the empirical model was based on the type of relationship that, according to the students, occurs between the concept of plagiarism and its constituent elements, the actions considered plagiarism carried out by these students and the reasons for carrying them out. The article concludes by identifying a pattern in which, despite knowing what 'plagiarism' is and its consequences, three interrelated reasons are justified for plagiarism: internal to the person, external to them and lack of motivation and interest in the task.

Los procesos de enseñanza y aprendizaje cada vez más digitalizados han convertido Internet en la principal fuente de información en las universidades. La facilidad para el acceso a la información puede ir acompañada de prácticas fraudulentas como el plagio. Por ello, la finalidad del estudio es conocer el origen de las causas y motivaciones que poseen los estudiantes universitarios españoles; así como establecer un modelo que permita categorizarlas y que aporte explicación teórica a los datos empíricos. Con un diseño de investigación correlacional causal y utilizando como instrumento de medida un cuestionario ad hoc, se indaga sobre qué prácticas considera que son deshonestas, si ha realizado alguna vez estas prácticas y el motivo principal. Participan 461 estudiantes universitarios de Educación (grado y máster) pertenecientes a cinco universidades españolas. A partir del análisis factorial exploratorio se identifica un factor relativo al concepto de plagio, dos sobre ¿qué hacen? y tres factores en ¿por qué lo hacen? Con ello, se realiza un análisis factorial confirmatorio del modelo empírico basado en el tipo de relación que, según el alumnado, se produce entre el concepto de plagio y sus elementos constitutivos, las acciones consideradas plagio que realizan y los diversos motivos para llevarlas a cabo. Se obtiene un modelo ajustado según los índices estadísticos: Se concluye identificando un

patrón en el que a pesar de conocer lo que es el «plagio» y sus consecuencias, se justifican tres motivos interrelacionados para plagiar: «internos» a la persona, «externos» a ella y la falta de motivación e interés por la tarea planteada.

URL : <http://revistas.uned.es/index.php/educacionXX1/article/view/20062>

Academic teaching personnel

L'Éthique professionnelle en enseignement supérieur : orientations et cas typiques / Christiane Gohier, France Jutras, Luc Desautels . - Quebec : PUL, Presses de l'Université Laval. - 274 p.
ISBN 978-2-7637-3579-5 (Presses de l'Université Laval);978-2-7056-9604-7 (Hermann)

Abstract : Quelles sont les caractéristiques de l'éthique professionnelle en enseignement supérieur ? Quelles préoccupations éthiques les enseignants du supérieur ont-ils ? Quels points de repère se donnent-ils ? Quelles sont leurs stratégies de résolution de dilemmes éthiques ? Plusieurs pistes de réponses proviennent des résultats de deux recherches au Canada menées sur le sujet auprès d'enseignants de l'ordre collégial. Quatre études de cas qui ont fait l'objet de discussions entre collègues, faisant état de leurs questionnements et de pistes de solutions, viennent illustrer certains aspects. Le processus de délibération adopté est schématisé dans un modèle de délibération éthique. Des orientations pour soutenir le développement de l'éthique professionnelle sont mises en relief. Les questions du souci éthique et des valeurs de la profession enseignante sont abordées et des ateliers sont proposés comme dispositifs pour le développement éthique.

What are the characteristics of professional ethics in higher education? What ethical concerns do higher education teachers have? What points of reference do they give themselves? What are their strategies for solving ethical dilemmas? Several tracks of answers come from the results of two studies carried out with higher education teachers. Four case studies were discussed among colleagues, highlighting their questions and possible solutions, illustrate some aspects. The decision-making which was adopted is represented in a model of ethical decision-making. Guidelines to support the development of professional ethics are highlighted. Issues of ethical concern and values of the teaching profession are discussed and workshops are offered as tools for ethical development.

The impact of austerity on Irish higher education faculty / Marie Clarke, Jonathan Drennan, Abbey Hyde, Yurgos Politis . - In: Higher Education, v. 75, no. 6, pp. 1047-1060, June 2018
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : In this article, austerity is explored through the everyday lived experience of faculty and its impact on both their personal and professional contexts. This aspect has been under-researched in the higher education literature and addresses the complexities and contradictions that the austerity can create for faculty. The study located in the Republic of Ireland provides an interesting context as the global financial crisis in 2008 resulted in 9 years of austerity measures that impacted on all aspects of the economy and particularly on the higher education sector. A social realist approach using Archer's morphogenetic framework was employed. The framework facilitated an in-depth understanding of the relationship between structure, culture and agency and how austerity was experienced by faculty within their institutions.

Access and success in Higher Education

Can higher education recapture the American dream? [Special issue] . - In: Liberal Education, v. 104, no. 2, 60 p., Spring 2018
ISSN 0024-1822

Abstract : Covering a wide array of topics - democratic engagement between universities and communities; diversity, inclusion, and free speech; moving Beyond the Skills Gap; and how DREAMers can access the American Dream—this issue features articles based on sessions at AAC&U's 2018 Annual Meeting: "Can Higher Education Recapture the Elusive American Dream?"

URL : <https://www.aacu.org/liberaleducation>

Alternative admissions schemes for young people with disabilities and from socio-economically disadvantaged backgrounds / Siobhán Nic Fhlannchadha / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 79-91, 2018
ISSN 2199-5125

Abstract : In the early 2000s, a small number of higher education institutions in the Republic of Ireland agreed to work collaboratively to devise alternative admissions initiatives for young people experiencing socio-cultural and socio-economic disadvantage, and with disabilities. This pioneering work led to the establishment of the Disability Access Route to Education (DARE) and Higher Education Access Route (HEAR) in 2008. These initiatives are based on a system of institutions reserving places on undergraduate courses, which are then offered to eligible applicants from the target groups who are below competitive entry requirements. The schemes have been integrated into the mainstream higher education application system and are available to target populations throughout the Republic of Ireland. Between 2009 and 2018, approximately 22,000 students had entered higher education undergraduate programmes through DARE and HEAR. The Irish higher education sector successfully collaborated to facilitate access and participation for under-represented students: a critical national policy objective.

Going to university : the influence of higher education on the lives of young South Africans / Jennifer M. Case, Delia Marshall, Sioux McKenna, Disaapele Mogashana . - Cape Town: African Minds, 2018 . - 164 p. (African Higher Education Dynamics Series , v. 3)
ISBN 978-1-928331-69-8 . - Online ISBN 978-1-928331-70-4

Abstract : This book reports on a study in which in-depth interviews were conducted with 73 students from different socio-economic backgrounds who entered university in South Africa some six years beforehand.
URL : http://www.africanminds.co.za/wp-content/uploads/2017/06/9781928331698_web.pdf

Mature students' access to higher education : a critical analysis of the impact of the 23+ policy in Portugal / José Pedro Amorim . - In: European Journal of Education, v. 53, no. 3, pp. 393-413, September 2018
ISSN 0141-8211 . - Online ISSN 1465 3435

Abstract : Increasing mature students' access to higher education (HE) is a worldwide priority. In Portugal, the 23+ policy which was launched ten years ago opened HE to these students. A critical analysis of eight years' data on the universe of mature candidates in HE in Portugal shows that this "opening" varies in inverse ratio to the social prestige of institutions and subject areas. The private polytechnics and the soft sciences display a greater receptiveness than the public universities and the hard sciences. This article demonstrates that mature students save the HEIs that are less sought-after by "traditional" students and argues for fairer access to the most prestigious HEIs and programmes.

¿Por qué abandonan los alumnos universitarios? Variables de influencia en el planteamiento y consolidación del abandono / Ellián Tuero Herrero, Antonio Cervero, María Esteban, Ana Bernardo / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 21, no. 2, pp. 131-154, 2018
ISSN 1139-613X

Abstract : The reasons why students drop out of their university studies is one of the issues that have attracted most attention in education. The common aim is to try to develop preventive measures and stop this process. However, despite the existing work on this, there are few national studies that have explored the variables that carry most weight for students in developing the idea of drop-out and their decision-making processes to then consolidate the idea. The authors studied the case of students in universities in northern Spain in depth. The sample comprised 1,055 students in different fields of study, who began their careers in the 2010/2011 academic year at the university. To collect data, an ad hoc questionnaire with 36 items was developed. The analysis shows that a high percentage of students (31.5%) have considered dropping out of their university career, with over half of these consolidating their idea (17%). The most relevant variables and in order of importance, are: the student's early performance, their non-academic working hours (domestic and/or paid), their relationship with professors, the expectations generated on the content, use of study techniques and guidance received.

Actualmente entre los aspectos que más interés suscitan en el ámbito educativo se encuentra conocer las causas que llevan al alumnado a abandonar sus estudios universitarios. El fin común no es otro que tratar de desarrollar medidas preventivas para corregir tal proceso. Sin embargo, pese a los trabajos existentes sobre ello, son escasos los estudios nacionales que han tratado de determinar las variables que mayores correlaciones presentan con el planteamiento de abandono y los procesos decisorios de su consolidación posterior. Con el objetivo de arrojar más luz sobre esto, se ha estudiado en profundidad el caso de los alumnos de una universidad del norte de España. Para ello se desarrolló una investigación ex-post-facto de estudio descriptivo e inferencial. La muestra estuvo conformada por 1.055 estudiantes, pertenecientes a distintas áreas de conocimiento, que comenzaron sus carreras en el curso 2010/2011 en dicha universidad. Para la recogida de datos fue elaborado un cuestionario ad hoc con 36 ítem. Resultados. Los análisis de la cohorte de nuevo ingreso refieren que un porcentaje alto del alumnado de la muestra (31.5%) se ha planteado abandonar la carrera universitaria, consolidando su idea más de la mitad de los alumnos de dicha muestra (17.0%). Los resultados de este estudio también permiten dar respuesta al objetivo principal. Así, se destacan como las variables más relevantes en el planteamiento y consolidación del abandono, respectivamente y en orden de importancia: el rendimiento temprano del alumno, su tiempo de trabajo no académico (doméstico y/o remunerado), la vinculación mantenida con los docentes, las expectativas generadas sobre los contenidos, el uso de técnicas de estudio y la orientación recibida. Discusión. Estos resultados son congruentes con los obtenidos en estudios previos y hacen patente la necesidad de llevar a cabo una actuación global por parte de las instituciones educativas que debería dar comienzo en Educación Secundaria.

URL : <http://revistas.uned.es/index.php/educacionXX1/article/view/20066>

Resilience of vulnerable students transitioning into a South African university / Adrian D. van Breda . - In: Higher Education, v. 75, no. 6, pp. 1109-1124, June 2018
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : Youth transitioning into university face numerous life challenges, particularly in South Africa with its high levels of poverty and inequality. This article, recognising the vulnerability of many students, sets out to identify the resilience processes that facilitate the resilient outcomes of life satisfaction and academic progress. Using a sample of 232 psychosocially vulnerable undergraduate students, a quantitative survey was conducted and analysed using multivariate procedures. Results indicate that 27% of the variance in life satisfaction was accounted for by 19 resilience variables, with community relationships and family financial security being individually significant, and that 18% of the variance in academic progress was accounted for, with learning orientation being individually significant. Family relationships also emerged as important for both outcomes. The findings suggest that, during times of adversity, South African students draw in particular on relational resources in their home communities, and that academic progress is protected from deterioration by vulnerable students' love for learning. Practice implications for universities are proposed that go beyond reactive, therapeutic services towards creating a supportive academic community.

Validation for integration in a Swedish context / Maria Nylén, Hanne Smidt / International Association of Universities [IAU]. - In: Internationalisation of Higher Education, no. 3, pp.43-63, 2018
ISSN 2199-5125

Abstract : The current migration and refugee situation have brought the need for validation and recognition of prior learning to the forefront. Ever since the development of the Bologna Process (BP) and the European Higher Education Area (EHEA) and both at national and European policy level, validation and recognition of prior learning have been envisaged as the most obvious way to ensure that the skills, qualifications and competence that refugees and migrants bring can be applied in their host country. Politically, there is agreement that it is essential for displaced persons to get access to education and/or employment and that they should not be limited by their qualifications and competencies being undervalued, even if there is a lack of formal documents or local language competences. Recognition of their prior qualifications, both formal and non-formal and informal experiences through work and other activities, should – in principle – ensure that they can be used in their host country either through straightforward recognition by national authorities or by higher education institutions (HEIs) providing targeted or bridging courses in the host language. The article presents how one of the countries which received the largest number of refugees per capita in 2015, Sweden, is developing validation and supportive courses and if validation equals integration? It builds on two projects carried out at Lund and Umeå universities on

the development of recognition (of prior learning) including integration of refugees and migrants.

Campus development

The societal interaction of higher education institutions : participatory urban design at live Baltic campus / Suvi Aho, Juha Ainoa, Päivi Keränen, Willem van Winden / International Association of Universities [IAU] . - In: Internationalisation of Higher Education, no. 3, pp. 93-109, 2018
ISSN 2199-5125

Abstract : This paper explores knowledge-based urban development related to higher education and campuses. The increasing local engagement and the political appreciation and economisation of HEIs can be found in the discourses of civic universities and HEIs as entrepreneurial actors. This article also provides an introduction to design thinking, which has been used as a user-friendly tool for fulfilling the ideals of urban campus development in the project 'Live Baltic Campus – Campus Areas as Labs for Participative Urban Design' at a university in Finland. The project aimed at developing campuses as innovation hubs where different stakeholders, residents as well as businesses, are taken into account; reflecting the prevailing campus discourses. The project created integrated campus development plans, as well as service concepts and implementation plans for six partner cities and regions - Helsinki and Turku, Finland; Uppsala and Stockholm, Sweden; Riga, Latvia; and Tartu, Estonia via pilot cases co-developed with the city governments and stakeholders. In addition, the project created a platform for discussing policy objectives, exchanging best practices and improving the quality of life indicators in the Central Baltic Area.

Cultural diversity

Educación superior, diversidad cultural e interculturalidad en América Latina y el Caribe / Daniel Mato, Ed. / UNESCO. International Institute for Higher Education in Latin America and the Caribbean [IESALC]; Universidad Nacional de Córdoba [Argentina]. - Caracas, Córdoba : UNESCO-IESALC, Universidad Nacional de Córdoba, 2018 . - 365 p.
ISBN 978-980-7175-31-9

Abstract : This publication is part of a series produced for the Regional Higher Education Conference in LAC - CRES 2018 held in Córdoba, Argentina.

Contents: Educación superior y pueblos indígenas y afrodescendientes en América Latina: aspectos sociales y normativos, experiencias, logros, aprendizajes y desafíos (Daniel Mato); Educación superior y pueblos indígenas y afrodescendientes en Argentina: logros, desafíos y recomendaciones (Álvaro Guaymás); Educación superior y pueblos indígenas y afrobolivianos: retos y desafíos (María Eugenia Choque Quispe); Democratização da Educação Superior e a Diversidade Étnico-Racial no Brasil (Rita Gomes do Nascimento); Persistencias coloniales, aperturas y desafíos para la educación superior en Centroamérica (Xinia Zúñiga Muñoz, Educación superior, diversidad cultural e interculturalidad en Chile (Maribel Mora Curriao); Educación superior, diversidad cultural e interculturalidad en Colombia (Milena Mazabel Cuásquer); Educación superior y pueblos indígenas y afrodescendientes en Ecuador (Luis Alberto Tuaza Castro).

URL :

http://www.iesalc.unesco.org/ve/index.php?option=com_content&view=article&id=4098&Itemid=1500&lang=es

Doctoral education

Building PhD capacity in sub-Saharan Africa / British Council; German Academic Exchange Service [DAAD] . - London : British Council, 2018 . - 24 p.

Abstract : This report builds upon an earlier report in 2012 by IAU and ACUP (Catalan Association of Public Universities) which looked at PhD programmes in several member universities in Africa. The new report looks at PhD education and training at the national level in six African countries.

URL: https://www.britishcouncil.org/sites/default/files/h233_07_synthesis_report_final_web.pdf

Economics of education

Beautiful Lies, damned statistics : reframing how Australian university finances are compared with the OECD / Geoff Sharrock / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 3, pp. 333–357, September 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : In higher education funding debates, Australia has been ranked 'second last in the OECD' for its public investment in universities. Yet such comparisons overlook particular features of the Australian situation. Five general problems with the 'second-last' narrative are examined. Many interpretations of OECD statistics overstate the Australian under-funding case and raise questions of relevance in domestic funding debates. Flawed comparisons drawn from OECD data do not appear to be confined to Australian commentary.

URL : <https://link.springer.com/article/10.1057/s41307-017-0058-4>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

The Community College pathway : an analysis of the costs associated with enrolling initially at a Community College before transferring to a 4-year institution / Xiaodan Hu, Justin C. Ortagus, Dennis A. Kramer / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 3, pp. 359-380, September 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The study examines the direct and indirect costs of enrolling initially at a community college before transferring to a 4-year institution for baccalaureate-degree-seeking students in the USA. Using nationally generalizable data, this study employs propensity score weighting to identify the influence of initial community college enrollment on baccalaureate degree attainment, cumulative student loan debt, and time-to-degree. The findings show that students who enrolled initially at a community college before transferring to a 4-year institution were less likely to obtain their baccalaureate degree, accrued \$2221 less in cumulative student loan debt, and took about three months longer to graduate than their peers who began at 4-year colleges and universities. The authors provide empirical evidence of the potential trade-off associated with direct savings in cumulative loan debt and indirect costs of community college enrollment related to decreases in the likelihood of baccalaureate degree attainment and increases in time-to-degree. Given these findings, they suggest that 4-year institutions should alter their institutional policies to better accommodate vertical transfer students and ensure that these historically underrepresented students are able to succeed academically.

URL : <https://link.springer.com/article/10.1057/s41307-017-0063-7>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

This is money : disentangling higher education cost-shaing and commodification through deferred graduate retirement / Bilal Fouad Barakat / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 3, pp. 289-307, September 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : Current higher education policy debates in Europe are increasingly focusing on raising the share of private funding. To date, policy proposals have centred on a relatively small number of alternatives, namely full public funding, tuition fees, either up-front or delayed and income-contingent, or a surtax on graduate incomes. Here, the author presents an alternative that, has not been suggested previously, but sidesteps some important objections against other forms of private contributions. The basic idea explored is to increase the statutory retirement age for higher education graduates relative to non-graduates. In principle, the resulting decrease in future public pension liabilities can be converted into increased funds for present spending on higher education. This first discussion of the above proposal considers important caveats, performs an order-of-magnitude estimate of whether the financial implications of Deferred Graduate Retirement (DGR) are comparable to those of tuition fees, and discusses advantages and disadvantages compared to more established policy options. The author concludes that, at least in the continental European context, DGR promises a number of economically and politically desirable properties compared to established alternatives, and deserves more serious investigation.

URL : <https://link.springer.com/article/10.1057/s41307-017-0054-8>

Open access to Higher Education Policy articles via HEDBIB for IAU Members using login code

Education and employment

Does the type of higher education affect labor market outcomes? Evidence from Egypt and Jordan / Ragui Assaad, Caroline Krafft, Djavad Salehi-Isfahani . - In: Higher Education, v. 75, no. 6, p. 945-995, June 2018
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract : In Egypt and Jordan, there is a substantial mismatch between the output of the higher education system and the needs of the labor market. Both demand and supply-side factors could be driving this mismatch. This paper tests a key supply-side issue, whether differences in the institutional structures and incentives in higher education affect the labor market outcomes of graduates. Specifically, the authors ask if the stronger alignment of incentives in private relative to public higher education institutions produces more employable human capital and better labor market outcomes. The authors examine the impact of the type of higher education institution a person attends on several labor market outcomes while controlling for his or her pre-enrollment characteristics. The results demonstrate that supply-side issues and institutional incentives have little impact on labor market outcomes while family background plays by far the largest role. Proposed reforms for higher education often suggest increasing the role of the private sector in provision of higher education. These findings indicate that this approach is unlikely to improve labor market outcomes.

Employability of recent graduates : opinions of Catalanian companies and institutions / Joan Guàrdia-Olmos, Maribel Peró-Cebollero, Mar Martínez-Ricart, Cristina Cañete-Massé, Jaume Turbany-Oset, Vanesa Berlanga-Silvente / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 21, no. 2, pp. 155-177, 2018
ISSN 1139-613X

Abstract : Labor insertion for young people is probably more difficult nowadays than it was a few decades ago in all productive sectors and in academic education. A few decades ago, having a university degree was a guarantee of quick labor insertion, but nowadays, although having a university degree may somewhat alleviate the unemployment rate, it is still high among recent university graduates. In this paper, we show the differential profile of the companies who do hire recent graduates as compared to those who do not. The authors worked with a sample of 1,325 employers from the business world of Catalonia, who were administered the questionnaire prepared ad hoc during 2014. The main results show that the more workers a company has, the higher the probability that they will hire recent graduates. Companies with a high percentage of graduated workers are more likely to hire recent graduates. Companies who are willing to work with Agency for the Quality of the University System of Catalonia hire more than those who are not. And finally, the service sector hires more than construction or industry.

URL : <http://revistas.uned.es/index.php/educacionXX1/article/view/19871>

La inserción laboral en la educación superior : la perspectiva latinoamericana / Miriam García-Blanco, Elsa Beatriz Cárdenas Sempértegui / Universidad Nacional de Educación a Distancia [UNED][Spain] . - In: Educación XX1, v. 21, no. 2, pp. 323-348, 2018
ISSN 1139-613X

Abstract : This study analyses the aspects that explain job placement for university graduates in Latin America, the links between higher education and the labor market. First, job placement and employability are examined, and then a description of reports that have been the starting point for these type of studies on an international level is detailed. This research uses the descriptive methodology of content analysis in order to extract and analyse the most significant factors and to acquire a broad vision of what occurs in this field on a higher education level in Latin America.

Este trabajo analiza los aspectos que explican la inserción laboral de los graduados universitarios en Latinoamérica, los vínculos entre Educación Superior y el mercado laboral. Inicialmente se estudian dos términos muy cercanos en este ámbito, como son inserción laboral y empleabilidad, para continuar con la descripción y valoración de informes que han sido el punto de partida en el desarrollo de estos estudios a nivel internacional, con el propósito de obtener aspectos relevantes que aportan directrices en el tema para las instituciones universitarias. El trabajo se apoya en la metodología descriptiva de análisis de contenidos para extraer los aspectos significativos, sistematizarlos y lograr obtener una amplia visión de lo que sucede en este ámbito en las

instituciones educativas a nivel superior en Latinoamérica.

URL : <http://revistas.uned.es/index.php/educacionXX1/article/view/16209>

Enhancing graduate employability in Cameroonian universities through professionalization in the context of the ‘Licence–Master–Doctorat’ reform / Elizabeth Agbor Eta / International Association of Universities [IAU] .

- In: Higher Education Policy, v. 31, no. 3, September 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : The adoption of Bologna Process ideas through the ‘licence–master–doctorat’ system has set in motion reforms in the Cameroon higher education (HE), including the issue of graduate employability. Based on text documents and interviews, this article examines the employability agenda with a focus on its conceptualization, its operational strategies, and its consequences for universities in Cameroon. The findings show that graduate employability is enhanced in Cameroonian universities through a combination of strategies under the catchword ‘professionalization’ - that is, preparing students with skills and competences for specific professions. Conceptualizing professionalization, this article shows that the adoption of BP ideas did not bring in completely new elements in the employability agenda; it merely inspired local reforms and solutions which led to the reinforcement and diversification of the existing professionalization agenda that has been one of the missions of HE in Cameroon. This article focuses on the creation of professional degree programmes as an operational strategy for enhancing graduate employability. As a consequence of the conceptualization and operationalization strategies adopted, we identified mismatches between policy objectives and policy outcomes.

URL : <https://link.springer.com/article/10.1057/s41307-017-0055-7>

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Educational cooperation

EU-Japan: how far does higher education feature in the recent agreements? / European University Association [EUA] . - Brussels : EUA, 2018 . - 14 p.

Abstract : This briefing note summarises three developments which bring European and Japanese higher education closer together: 1. The EU-Japan strategic partnership agreement 2. The EU-Japan policy dialogue on education, culture and sport 3. The EU-Japan economic partnership agreement (JEEPA)

URL : <https://eua.eu/component/attachments/attachments.html?id=817>

Educational indicators

2018 Patterns and Trends / Universities UK . - London : UUK, 2018 . - 38 p.

ISBN 978-1-84036-409-5

Abstract : The report analyses the last 10 years in higher education and focuses on applications, student demographics and graduate outcomes, staff and finance. Findings show that demand for university places has increased, with those from less advantaged backgrounds 49% more likely to apply than a decade ago and shows that for 2016-17, 19% of all students in the UK were international students.

URL : <https://www.universitiesuk.ac.uk/facts-and-stats/data-and-analysis/Pages/Patterns-and-trends-in-UK-higher-education-2018.aspx>

Preparing for hyper-diversity : London’s student population in 2030 / AccessHE . - London : Access HE, 2018 . - 22 p.

Abstract : The proportion of student participation in higher education in London over the next decade is set to increase by over 50%, according to this report which also projects an increase in the participation of students from ethnic minorities and students who will be the first in their family to enter higher education.

URL : <https://www.accesshe.ac.uk/yYdlx0u7/Preparing-for-hyper-diversity-Londons-student-population-in-2030.pdf>

Repères et références statistiques sur les enseignements, la formation et la recherche / France. Ministère de l'éducation supérieur, de la recherche et de l'innovation . - PARIS : MESRI, 2018 . - 387 p.

ISBN 978-2-11-1524 02-6

Abstract : Ce rapport, qui comprend tous les niveaux de l'enseignement, y compris l'enseignement supérieur, est organisé en 12 chapitres: Système éducatif; Établissements; Élèves du premier degré; Élèves du second degré; Apprentis; Étudiants; Formation continue; Résultats, diplômes, insertion; Personnels; Budgets, coûts, financements; Recherche & Développement; France d'outre-mer.

This report, which includes all levels of education, including higher education, is organised in 12 chapters: Educational System; institutions; primary school pupils; Secondary school pupils; apprentices; students; Continuing education; Results, diplomas, insertion; personnel; Budgets, costs, financing; Research; Overseas French territories.

URL : http://cache.media.enseignementsup-recherche.gouv.fr/file/RERS_2018/83/2/depp-2018-RERS-web_986832.pdf

Tendencias de la educación superior en América Latina y el Caribe 2018 / Pedro Henríquez Guajardo, Ed. / UNESCO. International Institute for Higher Education in Latin America and the Caribbean [IESALC]; Universidad Nacional de Córdoba [Argentina] . - Caracas, Córdoba : UNESCO-IESALC, Universidad Nacional de Córdoba, 2018 . - 330 p.

ISBN 978-980-7175-34-0

Abstract : This publication is part of a series produced for the Regional Higher Education Conference in LAC - CRES 2018 held in Córdoba, Argentina.

Contents: La educación superior como parte del sistema educativo en América Latina y el Caribe (María José Lemaitre); Educación superior y pueblos indígenas y afrodescendientes en América Latina: tendencias en curso, tensiones, posibilidades y desafíos (Daniel Mato); Educación superior, internacionalización e integración en América Latina y el Caribe (Jocelyne Gacel-Ávila); Tendencias RST, calidad y lugar social de la educación superior desde una visión sistémica (Humberto Grimaldo) ; Estrangulamiento tecnocognitivo o emancipación de los conocimientos: propuestas para superar la neodependencia en América Latina y el Caribe (René Ramírez); El papel estratégico de la educación superior en el desarrollo sostenible de América Latina y el Caribe (Pedro Henríquez Guajardo); A cien años de la Reforma Universitaria de Córdoba : Hacia un nuevo manifiesto de la educación superior latinoamericana (Rafael Guarga).

URL :

http://www.iesalc.unesco.org.ve/index.php?option=com_content&view=article&id=4098&Itemid=1500&lang=es

Educational policy

Education Policy Outlook 2018 : Putting Student Learning at the Centre / Organisation for Economic Cooperation and Development [OECD] . - Paris : OECD Publishing, 2018 . - 360 p.

ISBN 978-9-26430152-8

Abstract : Taking the students' perspective, OECD's flagship educational publication, Education Policy Outlook, analyses the evolution of key education priorities and key education policies in 43 education systems. It compares more recent developments in education policy ecosystems (mainly between 2015 and 2017) with various education policies adopted between 2008 and 2014. This report includes around 200 policies at all levels of education including higher education and lifelong learning on topics such as: improving the quality and access, promoting education success for all students, reducing the negative impact of some system-level policies and practices, increasing completion, developing quality vocational education and training, enhancing the quality of higher education, supporting transitions across education pathways and the labour market.

URL : https://www.oecd-ilibrary.org/education/education-policy-outlook-2018_9789264301528-en

Death of the public university : uncertain futures for higher education in the knowledge economy / Susan Wright, Cris Shore, Eds. . - New York, Oxford : Berghahn Books, 2017 . - 338 p. (Higher Education in Critical

Perspective : Practices and Policies, 3)

ISBN 978-1-78533-542-6

Abstract : This book brings together findings from a four-year international research project exploring the reform, globalisation, and Europeanisation of public universities. It begins by outlining recent trends towards 'neoliberalism' in universities, in the UK, Australia, New Zealand, and Denmark and in Europe as a whole, which are the main focus of the book. Notable shifts include diminishing state funding to universities; the emergence of the 'entrepreneurial university', rankings and accountability; declining numbers of academic staff; the shift of governance away from academics; the reorientation of higher education as a private investment rather than a public good and the growth of risk-averse research. The contributors explore these changes and problematics within multilayered contexts, examining for example the position of women in university leadership and the growth of ethics committees and their influence on academic work and research. The authors also note the unevenness of these shifts, for instance, the move towards free higher education in Norway, Germany, and even in United States community colleges and they draw attention to alternative university models. The book also considers possibilities for reorganisation and how public universities might be revived, examining changes already underway such as cross-border collaborations, collaborations between researchers and industry, and how changing teaching practices create new relations.

Classmark : INT-42 WRI

Educational systems

L'Enseignement supérieur et universitaire en Afrique: contextes,débats,critiques,enjeux et perspectives /

Chrysostome Cijika Kayombo . - Paris : Les impliqués éditeur, 2017 . - 438 p.

ISBN 978-2-343-11126-1

Abstract : Cet ouvrage propose un modèle africain original pour réformer son Université, à l'exemple d'une démocratie à l'africaine que l'auteur nomme « afrocratie » qu'il faudra vulgariser en fournissant ainsi des repères indispensables pour se repérer face à une institution si complexe ainsi qu'à sa mondialisation. L'auteur prouve que cela est le vrai défi de l'Université africaine. Il estime qu'il va falloir qu'on se penche avec sérieux sur ces débats et qu'on aide nos politiques qui, eux-mêmes, n'arrivent pas bien à cerner ces questions et à les aborder pour pouvoir aller de l'avant de manière performante et innovante.

This book proposes an original African model for reforming its University, following the example of an African-style democracy that the author names "Afrocracy", and provides essential benchmarks for to understand the complexity of institutions as well as their globalisation. The author asserts that this is the real challenge of the African University. He forwards that it is necessary to seriously take part in these debates and help politicians, who themselves, are not able to identify these issues and to address them, in order to be able to move ahead in a successful way.

Mauritanie: l'enseignement supérieur et la recherche: éléments d'efficacité / UNESCO International Institute for Educational Planning [IIEP]. Pôle de Dakar. - Dakar : IIEP Pôle de Dakar, 2018 . - 72 p.

ISBN 978-92-803-2419-8

Abstract : Ce rapport été réalisé selon la démarche méthodologique d'analyse de l'enseignement supérieur élaborée par l'UNESCO, la Banque mondiale et l'UNICEF. La Mauritanie compte environ 600 étudiants pour 100 000 habitants, ce qui fait du pays l'un des moins couverts par l'enseignement supérieur dans la sous-région. Néanmoins, De 2010 à 2016, 4 000 étudiants supplémentaires se sont inscrits dans les établissements publics, correspondant à un taux annuel moyen de croissance annuelle des effectifs de 3,5 % contre 11 % dans le cycle secondaire. Un tassement du nombre d'étudiants inscrits dans les institutions d'enseignement supérieur du pays est d'ailleurs observé au cours des trois dernières années. La répartition des étudiants par type de formation indique une prédominance des études académiques générales longues au détriment des formations supérieures courtes à vocation professionnelle.

This report was produced in accordance with the methodological analysis of higher education developed by UNESCO, the World Bank and UNICEF. Mauritania has about 600 students per 100,000 inhabitants, making it one of the least covered by higher education in the sub-region. Nevertheless, from 2010 to 2016, 4,000 additional students enrolled in public institutions, corresponding to an annual average annual growth rate of 3.5% against

11% in the secondary education. A decline in the number of students enrolled in higher education institutions in the country has also been observed over the past three years. The distribution of students by type of training indicates a predominance of long academic general studies to the detriment of short vocational higher education courses.

URL : <http://unesdoc.unesco.org/images/0026/002654/265448f.pdf>

Educational qualifications

Guidelines on developing and strengthening qualifications frameworks in Asia and the Pacific : building a culture of shared responsibility / UNESCO Asia and Pacific Regional Bureau for Education [UNESCO Bangkok] . - Bangkok : UNESCO-Bangkok, 2018 . - 105p.

Abstract : This report details key strategies for developing National Qualifications Frameworks (NQF) and case studies illustrating policies and practices throughout the Asia-Pacific region.

URL : <http://unesdoc.unesco.org/images/0026/002656/265652E.pdf>

Educational quality

Internal quality assurance and employability : how to strengthen the education - employment linkage / UNESCO International Institute for Educational Planning [IIEP] . - Paris : IIEP, 2018 . - 4 p. (QA and Higher Education, 1)

Abstract : One of four policy briefs to support policy-makers and academic quality officers in developing and implementing more effective and innovative IQA systems. Based on research data, this brief explores how IQA can foster and integrate employability. It also presents strategies for universities and national authorities to improve employability using IQA tools and processes.

URL : <http://unesdoc.unesco.org/images/0026/002632/263244E.pdf>

The effects of internal quality assurance : how to make IQA more effective for quality enhancement / UNESCO International Institute for Educational Planning [IIEP] . - Paris : IIEP, 2018 . - 4 p. (IQA and Higher Education, 2)

Abstract : One of four policy briefs to support policy-makers and academic quality officers in developing and implementing more effective and innovative IQA systems. Drawing from the research data, this brief discusses the effects of IQA tools on teaching and learning, employability, and management.

URL : <http://unesdoc.unesco.org/images/0026/002632/263245E.pdf>

Internal quality assurance and management : how to close the loop between evidence and decision-making / UNESCO International Institute for Educational Planning [IIEP] . - Paris : IIEP, 2018 . - 4 p. (IQA and Higher Education, 3)

Abstract : This brief explores how IQA can integrate management concerns and contribute to an institutional quality culture. It also presents strategies for universities to enhance IQA tools and processes.

URL : <http://unesdoc.unesco.org/images/0026/002632/263246E.pdf>

La educación superior como parte del sistema educativo de América Latina y el Caribe : calidad y aseguramiento de la calidad / María José Lemaitre, Ed. / UNESCO. International Institute for Higher Education in Latin America and the Caribbean [IESALC]; Universidad Nacional de Córdoba [Argentina] . - Caracas, Córdoba : UNESCO-IESALC, Universidad Nacional de Córdoba, 2018 . - 196 p.

ISBN 978-980-7175-28-9

Abstract : This publication is part of a series produced for the Regional Higher Education Conference in LAC - CRES 2018 held in Córdoba, Argentina.

Contents: El contexto para el análisis de la calidad de la educación superior; El aseguramiento de la calidad en

América Latina y el Caribe : un enfoque descriptivo; Una reflexión sobre el concepto de calidad para la educación superior; Aseguramiento de la calidad de la educación superior : Un enfoque analítico; Efectos del aseguramiento de la calidad sobre las IES, las agencias y los sistemas de educación superior.

URL :

http://www.iesalc.unesco.org.ve/index.php?option=com_content&view=article&id=4098&Itemid=1500&lang=es

Linking External and Internal Quality Assurance. / UNESCO International Institute for Educational Planning [IIEP]. - Paris : IIEP, 2018 . - 4 p. (IQA and Higher Education, 4)

Abstract : This Policy Brief examines how External Quality Assurance (EQA) shaped IQA in the universities studied, and how the link between the two mechanisms can be improved for sustainable and continuous quality enhancement.

URL : <http://unesdoc.unesco.org/images/0026/002632/263247E.pdf>

Unfreezing higher education institutions? Understanding the introduction of quality management in teaching and learning in Germany / Markus Seyfried, Moritz Ansmann . - In: Higher Education, v. 75, no. 6, pp. 1061-1076, June 2018

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

Abstract : While existing research on QM mainly focuses on the national level from a macro-perspective, its introduction at the institutional level is only rarely analyzed. The present article addresses this research gap. Coming from the perspective of organization studies, it examines the factors that were crucial for the introduction of QM at higher education institutions in Germany. As the introduction of QM can be considered to be a process of organizational change, the article refers to Kurt Lewin's seminal concept of "unfreezing" organizations as a theoretical starting point. Methodologically, a mixed methods approach is applied by combining qualitative data derived from interviews with institutional quality managers and quantitative data gathered from a nationwide survey. The results show that the introduction of QM is initiated by either internal or external processes. Furthermore, some institutions follow a rather voluntary approach of unfreezing, while others show modes of forced unfreezing. Consequently, the way that QM was introduced has important implications for its implementation.

Peace education

From education for peace to education in conflict : changes in UNESCO discourse, 1945-2015 / Julia C. Lerche, Elizabeth Buckner . - In: Globalisation, Societies and Education, no. 16, no. 1, pp. 27-48, February 2018
ISSN 1476-7724 . - Online ISSN 1476-7732

Abstract : Since the turn of the twenty-first century, the global education community has focused significant attention on the promotion of education in fragile and conflict-affected contexts, embodied in the growth of a new sub-field called Education in Emergencies. This article points out the surprising distinction of this new sub-field from the more established and closely related field of peace education. It examines United Nations Educational, Scientific and Cultural Organization (UNESCO) documents for insight into the changing global ideas that have facilitated the shift in focus from peace to conflict. Empirically, the authors draw on a quantitative content analysis of more than 450 UNESCO documents published between 1945 and 2015. They find that education for peace remains a constant, if evolving, concern in these texts, but that a powerful emphasis on individual rights has shifted the discursive focus away from inter-state relations and towards the educational needs of young people. In the documents, conflict is now theorised as a threat to education and peace is re-envisioned not just as the desirable outcome of education, but also as its pre-condition. The authors show how this ideational transformation has recast an expansive array of conflicts, natural disasters, and other emergencies as threats to education.

Research

European educational research (re)constructed : institutional change in Germany, the United Kingdom,

Norway, and the European Union / Mike Zapp, Marcelo Marques, Justin J. W. Powell, Eds. . - Oxford : Symposium Books, 2018 . - 253 p. (Oxford Studies in Comparative Education)
ISBN 978-1-910744-02-4

Abstract : This book examines how educational research undertaken in European universities has been reshaped in the past few years. It situates education research in the wider context of policy and governance changes in the higher education and research landscape in Europe and in three national contexts: the United Kingdom, Germany and Norway. The book provides original findings from a comparative European research project from 2014-2018 conducted by the University of Luxembourg. The authors discuss the role of educational research in reforming educational systems and detail developments that have impacted educational research and often set the educational agenda: Internationalization and 'Europeanization' as a policy goal, with the European Higher Education Area and the EU Framework Programme's impact on research; quality and 'excellence' and their close link to metrics, standards, and evaluation; and competition between research universities. In Germany, the field of educational research has changed, marked by new organisations and funding structures, a new generation of educational researchers, oriented to empirical educational research and large-scale studies. In the UK, researchers and faculties of education describe how institutionalisation of the Research Excellence Framework has put pressures on educational research and funding. In contrast, government investment in Norway has led to expansion in educational research and development. The book concludes with an outlook for the future of educational research across Europe and points to future research directions.

Classmark : EUR-6 ZAP

Development and validation of the multi-dimensional university research workplace inventory (MDURWI) / João M. Santos / International Association of Universities [IAU] . - In: Higher Education Policy, v. 31, no. 3, September 2018

ISSN 0952-8733 . - Online ISSN 1740-3863

Abstract : This study describes the development and validation of an instrument aimed toward measuring organizational features of an academic research workplace. The question pool was developed based on data from a pilot study (N = 43). The survey was deployed to academic researchers in the field of higher education research worldwide (N = 850). An exploratory factor analysis conducted on 36 questions, followed by confirmatory factor analysis, which lead to a final pool of 27 questions in five subscales, one of which divided into three lower-order factors. The final model exhibited very good fit and psychometric properties, in the form of factorial, convergent, and discriminant validity, as well as reliability and sensitivity. Implications of this instrument for research and policymaking are discussed, as well as future research directions.

URL : <https://link.springer.com/article/10.1057/s41307-017-0064-6>

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