



IAU Horizons

WORLD HIGHER EDUCATION NEWS

editorial

This issue of *IAU Horizons* focuses on the revitalisation or rebuilding of higher education systems following major upheavals, whether these be caused by natural disasters or conflict and war situations. Two events led us to concentrate on this topic in one issue, even if we are well aware of the differences between these two generic scenarios. The first was the tragic and unprecedented destruction wrought by the earthquake and tsunami in South East Asia which inspired in so many of us a genuine impulse to offer assistance, to seek ways to provide support and be useful to the communities which had been hit, including the higher education community in these regions. The second event was an invitation for IAU to become a partner in the UNESCO-organized Round Table for the Revitalisation of Higher Education in Iraq, where conflict and man-made destruction have wreaked havoc with what was once amongst the best higher education and research systems. Generally speaking, neither of these cases is new, even if, especially for those trying to rebuild, it is unique, tragic and immensely pressing. What lessons can we learn from past efforts to rebuild in the aftermath of a tragedy? What errors can we avoid in order to make progress more quickly, to develop strategies that are more likely to succeed? *IAU Horizons* invited a number of authors to share their insights and experiences so that, as a community, we may one day learn how to avoid conflicts, how to be better prepared for and thus

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Reconstructing and Transforming the Higher Education Systems of Societies in Transition

*Jairam Reddy **

**In focus:
REBUILDING
HIGHER EDUCATION
SYSTEMS**

Widespread changes in the external environment of higher education - 'massification', growth of knowledge, reduced public funding, increased emphasis on employment skills, pressure for more accountability and inter-university competition - have characterized higher education systems in recent years. These changes together with shifting demographics, new technologies, the commercialisation of higher education, changing relationships between institutions and governments, and the move from an industrial to an information society pose particular challenges to universities, especially in post-conflict transitional societies.

What has been the impact of these challenges of transformation on the higher education systems of societies in transition? The historical tradition of universities, the nature of resolution of the conflict, the resources and importance placed on the role of universities in reconstruction are the determinants to be considered. In this article, these variables affecting the transformation of universities will be explored through four brief case studies in which the histories, university traditions and nature of the developing society differ. For example, South Africa and Russia have had relatively peaceful political transitions but have widely differing university traditions. In contrast, the political transitions in Uganda and Iraq have been violent but their university traditions have similarities.

South Africa

South Africa exemplifies a relatively peaceful political transition from the Apartheid ideology to a non-racial democratic state, sometimes termed the miraculous 'negotiated revolution'. There has been a long tradition of universities based on the United Kingdom / Commonwealth model in which academic freedom and institutional autonomy were well established. The Apartheid state, however, in a feat of social engineering unparalleled in the modern world, dismantled this system, created racially segregated universities and emasculated academic freedom and institutional autonomy. The inauguration of the representative democratic government in South Africa in 1994 signalled the major transformation of almost every aspect of the new emerging society, including the higher education system.

To this extent, the Nelson Mandela Government appointed a National Commission of Higher Education to provide it with a broad framework within which the systemic and institutional transformation of the higher education system could unfold. The Commission's findings were incorporated into the Higher Education Act (1996). The values of democracy, human rights, equality, redress, efficiency, academic freedom and institutional autonomy underpinned the far-reaching changes. Among these were the creation of a unified system of universities, colleges and technikons; a national quality assurance system; a new method of funding, including a bursary scheme, to support needy students and a council of higher education to mediate state-university relationships. The most dramatic feature of the

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reconstruction was to merge institutions and reduce the number of institutions from 36 to 22 in order to transcend the Apartheid divide and enhance efficiency, effectiveness and quality. While these mergers are currently being implemented, the changes instituted have resulted in a number of significant developments. Most notably, the percentage of black students enrolled in universities has risen from 15% to over 60% in less than a decade; some 150 million US dollars are being provided in student assistance from a zero base ten years ago; half the intended mergers are in place.

The Russian Federation

The Russian Federation (RF) experienced a similar peaceful political transition, but had a very different tradition. In the last 50 years, centralized planning of the Soviet regime has shaped universities in the Russian Federation. This higher education system is much larger, more complex, and spread over a considerably larger geographical area than in South Africa for instance. Unlike the South African case, there has been no systemic over-arching change of the higher education system. The changes have been fragmentary and uncoordinated, but nevertheless progressive and incremental.

Beginning in 1986, they strengthened institutional autonomy, depoliticised much of the curriculum, emphasised democratic principles in university life and governance, and introduced a 'humanistic' environment for student learning. Colleges now generate between 20-40% of their revenue through extra-budgetary sources. Integrated higher education complexes are being established across the RF. Despite these and other gains, major problems are still present in the Russian Higher Education System. Institutional autonomy and academic freedom remain circumscribed. Independent university boards or councils, which in most democratic countries are responsible for overseeing the affairs of the institution independently of the government, remain an elusive concept. There is still a major divide and tension in the allocation of resources firstly to the favoured areas of Moscow/St Petersburg and the rest of the country, and secondly between universities and the Russian Academy of Sciences. There has been a phenomenal growth of private higher education institutions but these remain largely unregulated, with their quality varying widely.

Uganda

Turning back to the African continent, the 1960s and 1970s were characterised as the golden era of higher education, universities enjoyed political support and a generous flow of resources. They provided countries with highly skilled personnel for public service, as well as for business, industry, commerce and agriculture. Following a series of conflicts, military coups and authoritarian governments, many of Africa's higher education institutions have gradually deteriorated into a state of crisis. They now lack physical infrastructures such as Internet access, libraries, textbooks, equipment, laboratories and classroom space. Unattractive working conditions, brain drain and the HIV/AIDS pandemic are depleting capacity. Yet demand for higher education is increasing (Re: The Commission for Africa, 2005).

To take one example, by the 1960s, the University of Makerere in Uganda had a proud record of achievement and high standards in graduating students and in attracting quality academic staff and in research. Successive corrupt regimes crippled the once flourishing university. However, there has been a remarkable turnaround and rejuvena-

tion of Makerere University in the last 7-8 years (Court, 1999). Despite declining state support, the student numbers have doubled; a semester system has been instituted with new courses, new degrees, new departments and new faculties; sweeping and fundamental financial and administrative reform have been implemented. Restructuring at Makerere has involved three key inter-related thrusts: *alternative financial strategies, demand driven courses, and new management structures*. The key to this rejuvenation has been the restoration of democracy and the rejuvenation of the economy.

Iraq

Whether Iraq can be considered as a transitional society is a moot point. While the indiscriminate violence and grim security situation in Iraq has captured the attention of the world, little attention is being paid to the fate of the higher education system. The Round Table convened by UNESCO in February 2005 revealed the widespread destruction of the infrastructures of the higher education system. According to the reports prepared for the Round Table, the quality of higher education has been steadily deteriorating since the imposition of authoritarian rule; 30-40% of the best trained professors have emigrated since 1990; many academics have been assassinated since 2003; Iraqi research centres have suffered from isolation from the international academic community; computers and laboratory equipment are needed to equip more than 2000 scientific laboratories.

It is admirable that despite the formidable problems encountered by the Iraqi higher education system, progress and improvements have been made. The subjects of democracy, human rights and anti-terrorism have been included in the curricula. An ad hoc budget has enabled salaries for teachers to increase, teacher upgrading is underway, 4300 new jobs have been created in the universities, and 40% of the reconstruction of destroyed buildings has been achieved with the existing budget. Yet much remains to be done. The international community is responding to the most urgent needs of Iraqi universities, such as the purchase of computers and books, as well as establishing relations with international universities.

In conclusion

As one reflects on these cases, it is evident that there is little in common in the pathways

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limit the damage caused by natural disasters. As well, we wish to draw some comfort from success stories of the past. Unfortunately, while the choice of disasters and post-conflict situations is not small by any means, it is not easy to find analytical or critical assessments of rebuilding strategies. A relatively new field of study, this topic merits far more focus among us.

Continuing to include information on IAU activities and up-coming events, the next issue of **IAU Horizons** will focus on Cross-border higher education and its publication will coincide with the IAU events in Alexandria, Egypt, being showcased in this issue and on our website.

Eva Egron-Polak

The views expressed in the articles published in IAU Horizons are those of the authors and do not necessarily reflect the views of the International Association of Universities.

to transformation of their respective higher education systems. Although they share common goals and objectives, the context shaped by a variety of factors is the critical determinant.

The extent to which the far-reaching changes that have been implemented succeed in transforming the higher education system in South Africa and the extent to which they contribute to its major developmental challenges are matters of great importance. Despite the many gains of the post-Apartheid Society, major development challenges remain. Some 30% of the population are unemployed, an equal percentage is illiterate, the crime rate remains high and the HIV/AIDS crisis is taking a heavy toll on the population.

As profound changes are unfolding, the interplay of privatisation, decentralisation and autonomy is shaping the transformation of Russian universities.

The challenge for African higher education institutions is how to negotiate the delicate balance, given on the one hand the historical post-colonial subversion of traditional university freedoms, and on the other the emergence of pluralist democracies committed to the socio-economic development of nation states. Uganda has demonstrated a way forward with the restoration of democracy, the rejuvenation of its economy and Makerere University making significant progress with a series of innovative measures. In the coming years, the collective efforts of the Association of African Universities, the African Union and the NEPAD Concept and more recently the Commission for Africa are all committed to mobilize resources for the rejuvenation and reinvigoration of African universities. These efforts deserve support and their outcomes deserve study and investigation.

Given the devastation of a higher education system by two wars and international sanctions, in addition to the contingency measures, the medium- and long-term transformation and the reconstruction of Iraqi universities deserve attention. These universities and the country's Ministry of Higher Education have the opportunity to learn from systems and institutions around the world. How and when this will occur depend very much on a peaceful political transition, on the nature of the government that is established, and on the ability and resilience of the academic community to initiate far-reaching changes to transform the universities into a modern, coherent, efficient and effective system.

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Re-building - anew?

After the disaster - natural or man-made makes little difference - comes the great cleaning-up. The sooner the better, though that is never as speedy as those affected always wish. There are, naturally, priorities to be determined, resources to be assigned, sheer human effort to be organized and more to the point, sustained. And that over years - very certainly so in the aftermath of the tsunami in the Indian Ocean and undeniably so in the case of Iraq, to mention but two.

Other Horrors

There are other horrors of course - the aftermath of war and more especially when civil war or ethnic strife have pushed society back into a condition not greatly removed from what Thomas Hobbes, the 17th century English political philosopher, once described as 'the state of nature'.

Limitations

Whether a particular country or society is able, on its own, to take over the task of re-building is no small matter. The larger the catastrophe and depending on the robustness of its economic and social tissue, so the capacity to do precisely that, is largely determined. Yet, there are circumstances - though admittedly rare and peculiar - where even the most advanced economies and societies are powerless effectively to 'go it alone'.

Striking Examples

A striking example of the limitations even developed economies face, is what some are now calling 'The Second European War'. Without the Marshall Aid Program and the help of the United States, the recovery of Western Europe post 1945 would have been infinitely slower, most assuredly more fraught and very certainly more problematic.

Re-building or Reconstruction?

The use of the term 'reconstruction' is itself a pointer to the immensity of the undertaking. But 'reconstruction' goes beyond the sheer logistical aspect of physical re-building. It begs the question whether it is not an occasion to put right past ills, an opportunity to tackle past sources of injustice or at very least, deal with what are sometimes alluded to as 'inefficiencies'.

The recognition of a social or ethical dimension over and above the sheer necessity of putting together bricks, mortar, concrete, wood and adobe, is the social - or for that matter economic - aspect that transforms re-building into reconstruction. Is re-building to be a real expression of social renewal? Or is it simply to put back in place the institutions and practices of social intercourse, or economic exchange as they were before disaster struck?

Delicate Issues

It is here that more delicate issues come to the fore. How far should reconstruction - social economic or political - proceed? Along what lines? At this point, even the most magnificent élan of international solidarity has to reconcile itself to the basic right of a Nation to determine its own fate by the way in which it sets about repairing the ravages of man, Nature - or both.

Guy Neave

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The one common thread of university transformation that emerges in a reflection on the cases presented is that the restoration of democracy and good governance are mandatory though not sufficient. Universities are fragile institutions and their intrinsic characteristics of freedom, autonomy and scholarship are vulnerable to political disorder. Yet in the knowledge-driven world of the 21st cen-

tury, without adequate higher education and research institutions providing a critical mass of skilled and educated people, no country, transitional or otherwise, can ensure endogenous and sustainable development. In particular, developing countries and the least developed countries cannot reduce the gap separating them from the industrially developed ones. This vision has to be taken into consid-

eration when reconstructing a modern higher education system for countries in transition.

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Higher Education in Kosovo and Afghanistan - the Challenge of Post-conflict Policy

Michael Daxner*

Without a doubt, education plays a pivotal role in the reconstruction of damaged societies. The importance of education, particularly higher education, can be demonstrated in almost all post-war societies. It is the universities which form the local and national elite.

It is hard to imagine two territories as different as Kosovo and Afghanistan, though there are also striking similarities. Both countries are poor but, compared to Afghanistan, Kosovo is wealthy. In both countries, education will play a substantial role in the making of a robust, democratic and republican society. In Kosovo, the number of students in the education system rose from around 350,000 in 1999 to over 420,000 in 2004. In Afghanistan there are 5.6 million school-aged children, but only 3 million are actually attending school. The 35,000 students in 18 tertiary institutions make up one of the lowest participation rates in higher education worldwide.

Kosovo

At one time the only University of Prishtina was a typical Yugoslav institution founded in 1970, with students and faculty of both major ethnic communities. During the Milosevic rule, Albanians suffered increasing discrimination and left the official university in order to create a semi-underground parallel Albanian university.

The new law on higher education, adopted by the Assembly of Kosovo in September 2002, was a big success, nevertheless. It tried to combine the most advanced European standards - autonomy, meritocratic elements, accreditation, quality assurance, transparency, readiness to implement the Bologna criteria - and ended the old socialist structure of faculty members as legal units by establishing the Rector as the only legal representative. However, the University of Prishtina did not really comply with its own reform program, e.g.-with the procedures of

electing a new rector, a few professors have used the opportunities to upgrade their teaching and research abroad. From this, we learn that the great perspective of multiculturalism and a swift change to self-determination and autonomy have failed. One paradoxical observation that can be made from all this is that education in general, and higher education and teacher training in particular, should have been given much more attention from the beginning of the peace keeping process.

Afghanistan

Afghanistan has never been a colony and now enjoys a legitimate and legally recognised central government. The first Minister of Higher Education was Professor Fayez, in office from 2002 until the reshuffling of the cabinet after the presidential elections in 2004.

By February 2004, a draft Law on Higher Education in Afghanistan was submitted to the Cabinet, and the Rectors' Conference (ARC) had its first meeting and elected a president. Whether or not this is really a sustainable success remains unsure and must be checked against the reality of the Afghan system. At the same time, many projects sponsored by several donors, from curriculum to refurbishing, have been implemented in the major institutions. The World Bank and UNESCO-IIEP are strong institutional supporters, the latter with a strategic plan of outreach. The draft law is definitively a modern one, and definitively European. This was the wish of the local peers, mainly rectors of institutions, deans and professors who have had some experience in Western Europe.

Prof. Fayez called it the "first law on higher education" the country ever had. But much more needs to be done. Policy must be more complex and pro-active: some institutions can be merged and restructured in order to satisfy the demand

for more teachers, engineers and lawyers; others shall be transformed into community colleges because of the great demand for many people with medium/high qualifications. Teacher training will be central for all reforms. However, the cooperation between the Ministry of Education and the Ministry of Higher Education is less than optimal. Renovation and modernisation of the Ministry are necessary, as is the creation of an effective administration. In order to restore its own identity and significance, the Afghan nation must quickly integrate its system into the international community of higher education. The country needs 20,000 teachers annually in order to maintain its school system and to reduce the rate of illiteracy, which is still around 90% for girls and over 50% for boys. Lawyers, engineers, agriculture experts are needed more than the already very popular medical graduates.

In conclusion

Interventions by the international community have deeply changed the texture of these two societies. For higher education, it remains true for both countries that international aid must increase substantially. The main focus should be placed on teacher training and the education of multipliers in the lower layers of the education systems. Another problem is brain drain, which can only be solved or dealt globally and not only through the efforts of the most affected countries.

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UNESCO's International Institute for Educational Planning (IIEP) Contributes to the Reconstruction of Higher Education in Afghanistan

Michaela Martin and Khalil Mahshi *

Whether linked to war, natural disaster or violation of human rights, a growing number of emergencies threaten the education of millions of pupils and students. Afghanistan is an eloquent example of such a case. Over the last decades of war, this country has experienced a near breakdown of its entire education system. During the years of war, the higher education system collapsed: academic staff and students left, teaching stopped and most buildings were either damaged or destroyed.

All levels of the education system are still in a stage of profound rebuilding and restructuring. Basic education is fundamental in Afghanistan as it is a human right and as every citizen must be provided with the basic tools to actively take part in society. But higher education is also vital, as the country is in crucial need of developing its advanced human resources to staff the national administration with qualified officials, to build up its health system and to generate wealth through the development of its private sector.

With this in mind, the public authorities of Afghanistan called upon UNESCO's International Institute of Educational Planning (IIEP) to initiate a process for the preparation of an Action Plan for the Development of Higher Education in Afghanistan. The *Action Plan process* was designed by IIEP and the Afghan Ministry of Higher Education to be open and participatory. A team of IIEP experts worked together with a group of officials from the Ministry of Higher Education in Afghanistan for two weeks during September 2003 to collect data and to diagnose the current status of higher education with a view to making informed recommendations on a comprehensive set of political choices for restructuring and rebuilding the whole higher education system.

Reconstructing a system of higher education is indeed a big challenge, but it also offers the opportunity for putting in place a coherent approach of policy and systems' structures. The approach chosen by the IIEP for this work was to conceive the strategic plan as an instrument for "decision-support" for the Ministry of Higher Education. With this in view an analysis was carried out through explicitly formulated questions, such as 'What should be the institutional structure of higher education?' and sub-questions such as 'Who should decide on the basic structure of higher education?' or 'What should be termed higher education?' Each of these explicit questions led to an identification of existing options and a discussion of what would be the preferred option for Afghanistan. With this approach in mind, the team addressed the whole scope of issues related to the institutional fabric of the system, its governance structure, admission and student policies, management of academic staff, improvement of the quality of teaching and learning, physical facilities and finance and management issues.

The Action Plan also addressed the implementation of the policy choices, i.e. what was to be done by whom, when and with what resources? The plan grouped activities under projects, allocated responsibilities, established timeframes and cost estimations and thus plans for implementation.

The team was required to make suggestions in relation to the basic philosophy underlying the new system of higher education in Afghanistan. Given the need to make higher education a strong tool for nation building, it was suggested that the central authorities should be equipped with a strong authority for the current and future shaping of the system. This meant that they

should be in charge of making major decisions relating to structures and processes in higher education. This would include responsibility for a standardized national procedure for the admission of students and common rules for the organization of study programmes, as well as the recruitment and improvement of academic staff. For such policy decisions, they should draw on professional buffer bodies such as the Council for Higher Education, the Afghan Accreditation Agency, the President's Conference and the Research Foundation.

In addition to shaping a standardized system, immediate action needed to be taken to achieve the minimum conditions to allow the system to operate at an acceptable level. This entailed suggestions related to the refurbishment of buildings, recruitment and upgrading of academic staff and purchasing of training materials to enhance immediate student learning. In April 2005, the IIEP was still collaborating with the Afghan Ministry of Higher Education to refine the suggested actions with the intention of turning them into separate projects.

The *Strategic Action Plan for a higher education system under reconstruction* has thus served two main purposes: it links concrete actions and projects to policy choices and maintains overview and coherence so that the way in which each concrete task contributes to the realization of broader policies can be seen. It helps to provide national authorities with external support in their negotiations with multiple partners and donors. They are currently able to demonstrate both the existence of a coherent vision for the development of their higher education system and they have established a clear sense of the country's priorities towards which donors can contribute.

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Reconstruction of Higher Education in Nangro Aceh Darussalam, Indonesia

Jajah Koswara *

Indonesia is a country of around 17,000 islands, with Java, Sumatra, Kalimantan, Sulawesi and Papua, as its main islands. More than half of the country's 220 million population resides in Java, which accounts for only 7% of Indonesia's total area. Development has occurred at different levels throughout the country. Rural areas are ethnically diverse and remain somewhat disconnected from industrialized regions, while, on the other hand, metropolitan cities such as Jakarta, Bandung, and Surabaya are equipped with modern infrastructures and facilities. Although more than 80% of the population are Moslem, it is not easy to unite all the people.

Situated between two tectonic plates with hundreds of active volcanoes, making the country vulnerable to destructive natural disasters, Indonesia suffered a powerful earthquake followed by a tsunami, devastating the region on December 26, 2004. It was a disaster no one will forget for a very long time. The worst affected area was the province of Nangroe Aceh Darussalam (NAD) along with several islands in the province of North Sumatra, resulting in over 100,000 deaths in addition to thousands of unaccounted for residents and tourists. In terms of the area's infrastructure, thousands of kilometres of roads and hundreds of bridges were destroyed. Thousands of villages vanished, leaving hundreds of thousands of people without homes or families.

In the higher education sector, NAD has three state universities, the University of Syiah Kuala (Unsyiah) being the largest and the oldest with a student body of around 13,000 prior to the tragedy. Furthermore, there are over 20 smaller private institutions throughout the country that were also affected. Unsyiah was identified as having lost 84 lecturers, 65 administration staff, and 247 students. Among those missing were 18 lecturers, 45

administration staff and an unknown number of missing students. Staff and student housing and laboratory facilities were damaged. At other institutions it was estimated that more than 200 lecturers and about 2,500 students were either dead or missing.

In January 2005, recovery programs concentrated primarily on the evacuation of the dead, hospitalisation of the injured and providing other victims with food, drinking water, clothing, healthcare, and tents. Volunteers within Indonesia and from around the world immediately provided valuable human expertise to the disaster stricken areas. After having ensured the basic security and health of those affected, rehabilitation and reconstruction became the next focus.

Currently, Indonesia is in the process of rehabilitating and reconstructing damaged facilities while providing important human resources to its affected population. At the Directorate General of Higher Education (DGHE), the Technical and Professional Skill Development Project (TPSDP) is partly funded by Asian Development Bank loans. The total allocated budget is almost US\$ 8 million of which US\$ 3 million are for rehabilitation/reconstruction of the infrastructures, laboratory equipments, and instructional materials, and US\$ 3 million for lecturer mobilization and student scholarships. The Indonesian government has contributed almost US\$ 2 million for the reconstruction of physical facilities. From additional budgets, DGHE allocated US\$ 16 million to private higher institutions for infrastructure, furniture, equipment, electricity, telephone, and drinking water, staff mobilization, and scholarships. Similar programs pertaining to medical and social sciences are being developed for interested universities. In response to the disaster, all Acehese students studying at any Indonesian university are now exempted from tuition fee obligations until their graduation.

Bogor Agricultural University (IPB), Unsyiah, and GAUG (Georg August University of Göttingen, Germany) are combining their knowledge to create an academic rehabilitation program, which will involve Agriculture, Veterinary and Basic Sciences. This partnership is still in its initial stages, but three workshops have already been organised and an expert has been hosted for one month. Staff members have expressed high interest in getting involved in the project.

These rehabilitation and reconstruction programs involving initiatives such as transferring the existing final year students to other universities and dispatching staff from other Indonesian higher institutions to Unsyiah are complicated procedures. Scientists and lecturers may have different teaching methods and universities may have varying curricula and degree programs, resulting in the need for a certain level of standardization. Who is doing what, and when? Who pays what, when, and how much?

Other rehabilitation programs address environmental concerns, notably that of sustainable development, such as the "Agro Ecpolitan Concepts" offered by Bogor Agricultural University. This program requires a high level of participation from Acehese and sectoral development institutions and a strong agricultural education system. The people of NAD are very strong willed and religious. Thus, with reliable funding sources and a well-planned program, NAD will once again become a prosperous region.

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Role of Higher Education Institutions in Thailand in the Management of Natural Disaster

Bhassorn Limanonda and Suchada Kiranandana***

On the 26th of December 2004, one of the most powerful earthquakes ever recorded, centred on the West coast of the Indonesian island of Sumatra, triggered 'tsunamis', or giant waves, that slammed into the coastlines of the Indian Ocean region (Sri Lanka, Maldives, India, Bangladesh), Indonesia and Thailand.

In Thailand, six Southern coastal provinces located along the Andaman shorelines (Ranong, Phang-gna, Phuket, Krabi, Trang and Satun) were hit hard and the scope of the tragedy was devastating. Several thousands of lives were lost, many thousands went missing, and property and natural resources were damaged beyond description. Much help is needed in all aspects of recovery for the tsunami-ravaged communities, especially for the long-term social and economic rehabilitation.

Just after the tsunami disaster, a nationwide emergency was declared and first-aid relief poured into the affected areas to help the victims. The official existing system experienced many difficulties managing the unprecedented amount of aid and assistance received to help. Volunteers from all over the country flowed into the affected areas, providing assistance in whatever way they could. Among the volunteers, there was a large group of professionals from higher education institutions (medical teams, professionals in dentistry, psychologists, etc.). An IT network was set up to create a tsunami-related database. Students from vocational schools helped to build temporary shelters and permanent housing for thousands of victims.

Like many others, Chulalongkorn University strongly felt that, as a centre of academic excellence, it had a responsibility to play an active part in alleviating the suffering of the tsunami victims. In this respect, under the direction and guidance of the President of Chulalongkorn University, faculty members, personnel and students also quickly and actively took part in this urgent relief mission. In addition, the University has made use of its experts and specialists to formulate intermediate plans for the reconstruction and to set up plans of action for long-term social and economic rehabilitation.

Soon after the period of emergency relief was over, there was an urgent need to set up an intermediate plan to restore and reconstruct the area's physical conditions and the natural resources damaged (shorelines, marine natural parks, national natural parks, surface and ground water, public beaches, protected forest areas, and mangrove forests). For this purpose, all the science-related departments of Chulalongkorn University and many other universities worked in collaboration with the Ministry of Natural Resources and Environment to develop a major plan for physical restoration and reconstruction. This plan focuses on: geological and oceanographic conditions, under water ecology, and surface ecology (mangrove and swamp forests); mapping of physical restoration of the affected areas in national natural parks and human settlements and communities; plans for environment protection and a risk warning system; and the setting up of a comprehensive GIS database.

In addition to plans for the area's physical reconstruction, staff members from various universities, including Chulalongkorn University, together with the Department of Mineral Resources are elaborating new geological maps for the Southern region to take into account the changes in landscape, the disappearance of some islands, and the erosion of the shorelines.

Chulalongkorn University has also launched long-term action plans in order to rehabilitate the community, with a possible reorientation towards social and economic development strategies. Among the six provinces that were hit the hardest by the tsunami, Phang-gna was the most damaged. Here, a village with around 1,600 households in the Takua Pa District was chosen by Chulalongkorn University to implement such long-term rehabilitation activities. Among the activities carried out since February 2005 are: donations to fund income-generating projects, health care and medical treatment, mental health care and counselling, economic restoration, advice on legal matters, education-related matters, and collection of data for community development. These activities were undertaken jointly by: Chulalongkorn University experts (staff

members, researchers, other personnel), graduates and undergraduates; private organizations, NGOs, and international academics affiliated with Chulalongkorn University; governmental organizations at the national, provincial and local levels; and most importantly, the affected local people whose needs had to be carefully listened to and then translated for program implementation purposes. Chulalongkorn University set up a small office at Takua Pa District Office with a staff member serving as a contact person.

In the village of Baan Nam Khem, a first set of permanent houses was offered to more than one hundred families who are to return to their original community soon. However, out of the great fear for future tsunamis, which still lingers in many people's minds, the majority of the families has decided to stay in the temporary housing centres. Because of this new development, Chulalongkorn has changed its strategy and is now collecting data from individual households who have already settled down in the village in order to gain more detailed information on the type of help needed for each one.

For Chulalongkorn University, another round of assessments for its action plans is expected to be carried out again in order to further improve the rehabilitation programs.

Many lessons can be learned from the tsunami disaster that occurred on the 26th of December 2004. The ignorance of the public about natural disasters of such a gigantic scale was, amongst other things, due to the lack of proper information dissemination. Because there was insufficient time to fully collect information about the people in need of emergency relief, the allocation of help available in different formats (cash donation, goods, housing) was not well distributed. All of this should be carefully studied and investigated. It may be a challenging task but it is the responsibility of higher education researchers and academic to carry out comprehensive studies to help to better inform national policy in the management and prevention of natural disasters.

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Post- Conflict Higher Education Challenges in Timor Leste

Bob Boughton*

After 450 years of continuous foreign occupation, the 800,000 people of Timor Leste achieved full self-determination in May 2002, and their tiny island country became the world's newest state. Recovery and reconstruction after many years of conflict present major challenges for the first independent government, which is led by FRETILIN, the major political party within the anti-colonial movement. Government and civil society organizations alike recognise that the higher education system has a crucial role to play in the consolidation of independence, peace and democracy, especially in supporting and developing the capacity of the younger generations to assume leadership at all levels of society.

Young people, including many university students, played a central role in the ultimate achievement of independence, for which far too many paid with their lives, including several hundreds who died in the Indonesian military's attack on unarmed demonstrators at the Santa Cruz cemetery in 1991, seen on television throughout the world. Students with strong traditions of sacrifice have high expectations for their new country, which the higher education system must help them realise by ensuring their inclusion in the nation-building development process now underway.

The challenges are huge, too many to be detailed in such a brief piece. Among them are recovering from the almost total destruction of infrastructure immediately prior to the arrival of a peacekeeping force in September 1999, and the subsequent establishment of a United Nations Transitional Administration (UNTAET). Many schools, colleges, public buildings and communications systems were destroyed. The National University of East Timor (UNTL), which sits opposite the new Parliament in the centre of the capital, Dili, was one of hundreds of education facilities, which had to be rebuilt and refurbished, but with scarce resources.

In Indonesian times, the majority of university students completed their degrees through Indonesian institutions. Now they want to do so in their own country. Under the emergency administration UNTAET, an explosion in demand led to a 'mushrooming' of new providers rushing in to fill a vacuum, when there was little or no means of regulation or quality control. Since independence, the Ministry of Education has been negotiating a regulatory framework to ensure the quality of the system, and has, this year, produced draft regulations and minimum standards for registration.

Timor Leste must also build its own workforce of academics and educational administrators to establish a truly national and independent sector. Very few local teaching staff were employed in Indonesian times, and the Indonesian staff has now left. Upgrading local staff to Masters and PhD qualifications is a major target. Salaries are low, with a lecturer in Teacher Education, for example, receiving US\$195 per month. A further complication is that the country has two new official languages, Tetum, a local language, and Portuguese. Between 1976 and 1999, the language of higher education instruction was Indonesian, before that, Portuguese. In the current period of transition, three or more languages are required in teaching and learning situations.

Part of healing from the trauma of colonial occupation, war and conflict is the nourishment of a diverse national culture. UNTL, the public national university, once part of the Indonesian higher education system, is now transforming itself into a genuinely national and independent university, across its five Faculties. Curricula reflecting Timor Leste's own languages, cultures, ecology, and history (suppressed by successive occupying powers), are again being developed, especially in key areas such as in courses for school teachers.

Clearly, priorities have to be set in such circumstances, and higher education cannot simply be left to develop according to so-called free market principles. There is a place for private institutions, but means need to be found to ensure that the sector's major efforts are directed towards the most urgent national development and reconstruction goals. Agriculture, for example, which is the major source of livelihood for the vast majority of the population, requires urgent upgrading to improve productivity, while new industries must also be developed to provide employment for a very young and rapidly expanding population. Health and education services urgently need qualified staff, and high rates of adult illiteracy, especially in rural areas, present further challenges.

An overarching need across all sectors is for an efficient and accountable public service. To build a new country is an extraordinary challenge, one which places huge demands on the very small sector of the population with post school qualifications. In other parts of the world and at other times, nation building was recognised as needing a strong public sector, but this is not easily established now that donor policies are influenced by neo-liberal orthodoxies, which arise from different conditions.

One should never, however, underestimate the East Timorese. Their new independence, though won at an extraordinary cost, is testimony to their capacity as a people. Not a lot is yet written about the specific role of higher education in peace building, and practice in Timor Leste is proceeding ahead of theory. If bilateral and multilateral assistance can provide space for experimentation, Timor Leste will surely prove more than capable over time of building its own higher education system, appropriate to its context. Such a development can only assist in increasing our understanding of the specific role of higher education in post-conflict societies.

The article above draws on interviews with management and staffing at UNTL, as well as with members of the Ministry in the new government of Timor Leste. For further information:

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Higher Education in Iraq: Developments and Challenges

Dr. Namir K.S. Al-Saoudi *

Looking at the recent history of the higher education system in Iraq, we note that in the 1920s and 30s, it was initially made up of individual colleges. At that time, Iraq was under the umbrella of the United Kingdom. The only four colleges that existed were specialised in medicine, engineering, law and education. In 1958 when the political system in Iraq changed from a monarchy to a Republic, the University of Baghdad was established to place all these individual colleges under one entity.

During the following ten years (i.e. up to 1968 when Saddam's regime came to power), the higher education system expanded progressively and three other universities were established, one in the north in Mosul, the second in Basra in the south and the third in Baghdad (Al-Mustansiria). The higher education expansion during this period was based on a strategy that aimed at upgrading and developing the socio-economic and educational conditions of the people in these *governorates*.

During the first twelve year of Saddam's regime, there was a dramatic expansion in higher education, which was mainly oriented towards science and technology. Consequently, more universities were created and, technical institutes were also established in a number of *governorates*, offering diplomas in different fields of technology after two years of study. This period was marked by a rapid improvement in different aspects of industry, construction, health and education. Scholarships were provi-

ded for students to pursue their postgraduate studies in the U.S. and in European countries. Postgraduate studies (essentially Higher Diploma and M.Sc.) were also initiated in most Iraqi universities to give graduate students a better chance to pursue their studies.

When the first Gulf War (Iran vs. Iraq) started in 1980, the higher education system in Iraq began to decline but at a slow pace, and the budget of higher education was greatly affected by the war. However, the academic level was maintained at a satisfactory level.

During the years following the Second Gulf War in 1990, the higher education system was greatly affected by internationally imposed sanctions and Iraq was completely isolated from the rest of the world. Under these severe conditions, about 30-40 % of high-calibre academics emigrated to nearby countries, mainly due to extremely challenging economic and political situations. Those who stayed in Iraq and bore the difficult conditions were not exposed to any foreign technology, had very limited opportunities to participate in conferences, and were not supported financially by the Ministry of Higher Education. In 1992, the Iraqi government instructed universities to launch a doctoral programme in engineering, science and technology. Doctoral programmes were previously limited to the social sciences and a few scientific fields. This initiative was meant to compensate the loss of academic researchers. However, it was not wholly

successful due to the shortage and lack of basic research facilities. As of 1996-1997, PhD holders from Iraqi universities started to join the academic field in the old and new universities that were opened in several *governorates*. By 2003, the number of public universities reached 19; there were 36 two-year technical institutes and 10 technical colleges. In the 1990s, the private sector also became involved in higher education and several private colleges were opened. These colleges were overseen and continuously assessed by the Ministry of Higher Education.

It is worth mentioning that the higher education system in Iraq during the 1960s, 1970s and early 1980s was one of the best in the region from the point of view of the quality of the degrees offered and the academic level of the graduates. In the early 1990s and the following years, the system started to decline.

Furthermore, during and immediately after the U.S intervention in Iraq in 2003, the higher education system was completely devastated. More than 80% of higher education institutions and universities were burned, looted and/or destroyed. Following these acts, the Iraqis faced the huge challenge of starting to rebuild their higher education system. Rebuilding and rehabilitation of such a system is no easy task.

There was a quick response from the international community to provide funds for higher education

in Iraq. Foreign governments and private enterprises have started to help. For example, donations have been received from the Qatar National Bank, South Korea, Doha National Bank and USAID. UNESCO, through its Round Table on the Revitalising Higher Education in Iraq, shed light on the current situation and the needs of higher education. The Round Table initiative was highly appreciated by Iraqi academics.

Despite the limited funds and the lack of security that led to the assassination of nearly one hundred academics during the unstable political circumstances, Iraqi academics were able to partially rebuild their higher education system, revitalising up to half of the system during these past two years, but much remains to be done. The rehabilitation process is very slow, though needs for laboratory equipment and other research requirements are partially fulfilled.

Iraqi academics are seeking strong international collaboration schemes with foreign universities and research centres to enhance the administrative and academic level of their universities. Attending international conferences, training courses, joint supervision, and short, medium and long term sabbatical leave in addition to online lectures and distance learning can all serve to upgrade and improve the higher education system in Iraq

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Challenge of Reconstructing the Higher Education System: Latest Developments in the Reform Process of Higher Education in Mozambique

Lidia Brito *

The development of higher education (HE) in Mozambique started in 1962 with one public university. At the time, this university primarily served the interests of the colonial powers and had almost no black Mozambican students or staff. In 1976, with the country's independence, this university was renamed Eduardo Mondlane University. It remained the only institution to award HE degrees until 1985. In 1976 a destabilizing war started. After 16 years of warfare and the signing of the peace agreement in 1992, a new era began in which the creation of a national pool of expertise became crucial to sustain the country's economic, social and cultural development. In 1993, the National Assembly approved the first Higher Education Law, which, amongst other things, opened the system to private providers. By 1996, it was clear that the growth of the HE system did not satisfy the needs of society and the sector's stakeholders. In 1997, the Government launched a national reflection on HE, which led to the creation of the Ministry of Higher Education, Science and Technology and the approval, in 2000, of the "Strategic Plan of HE in Mozambique 2000 - 2010". This strategic plan addresses access and equity, quality and relevance, finance and management. It is the result of a nation-wide consultation process.

The plan has already had a tangible impact at the institutional and system levels. The number of university students at public and private institutions increased from approximately 4000 in 1990 to nearly 17,000 in 2002 and eventually to over 20,000 in 2004. The number of lecturers holding graduate and post-graduate degrees has also increased. Several public and private institutions have reformed their curricula. Further reforms depend on the outcomes of debates about the introduction of Problem-Based Learning and an academic credits system.

Many institutions have introduced new under-

graduate and graduate (Masters) programs. The introduction of graduate programs is important for the development of the research capacity. New campuses of existing HE institutions and new institutions opened in the provinces that previously did not have HE institutions. This expansion contributes to regional equity, but has also raised concern about quality and relevance. Key constraining factors include the availability of high quality teaching staff and financial resources for adequate equipment. In addition, HE institutions face many challenges related to administration and financial management. Reforms in these areas are relatively slow. Studies on costs of public institutions should lead to the definition of a public financial policy for HE and to more efficient institutional management.

Between December 2000 and July 2001, intensive nationwide debates contributed to the outline of a new design for the HE system. This new system allows for a variety of HE institutions (universities, academies and polytechnics) that offer different degrees, share a common academic credits system and are supported by a national quality assurance and accreditation system. The approval of the new HE law in November 2002 provided the framework to implement these reforms. The inclusion of teaching staff, students, and representatives of research institutions, business and civil society in decision-making bodies increased the stakeholders' accountability and commitment. The quality assurance and accreditation framework and the academic credit system are still being designed and it is expected that the proposals will be completed by 2005. The need to ensure equitable access to HE led to the creation of a national program of fellowships administered at the provincial level. Provincial commissions established by the Ministry oversee the fellowship awards. At present the program is being implemented in six provinces.

The reform process at institutional and system levels requires buttressing through capacity building and human resource development. Special funds have been allocated to the three major public institutions for short and long-term staff training. A quality innovation fund (QIF) offers opportunities to private and public HE institutions and their staff for institutional capacity building, innovation, quality enhancement and research. The reform has created a dynamism and improved articulation. It is still too early to assess the impact on the overall development of the HE system, but all factors indicate that it will strengthen the role of HE in the development of Mozambique.

In Mozambique, strong social demand for higher education has driven the rapid growth of the HE system, but strategic planning created a common vision and the commitment to improve equity in access and supported strategic choices related to quality and relevance. However, these first years are only the start of a much larger change related to the improvement of management and performance, and to quality assurance and articulation within the system. We still face the challenge of continuing to engage HE institutions in the reform process. It will be necessary to maintain the commitment and open dialogue that characterized the first phase of strategic planning. The continuous mobilization of institutional support requires more creativity in identifying change agents who can champion the cause for reform at the level of the institutions. It also requires a certain capacity on the part of the institutions' leadership and an understanding by the Government regarding the complexity of HE and a clear vision of its role in Mozambique's development.

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Next Issue of IAU Horizons

The next issue of *IAU Horizons* will be devoted to **Cross-border higher education**. This issue is to be published in September 2005. Should you wish to submit an article on this topic, please contact us at vantland.iau@unesco.org



Arab Academy
for Science & Technology and Maritime Transport

IAU meets in Alexandria: Two Events, One Theme: Global Meeting of Associations of Universities

14-15 November 2005

International Conference

15-16 November 2005

Sharing Quality Higher Education Across Borders: Role of Associations and Institutions

Bibliotheca Alexandrina, Alexandria, Egypt

The first-ever **Global Meeting of Associations** bringing together representatives from national, regional and international university associations and Rectors' conferences will focus on what such associations can do to ensure that expanding cross-border higher education has a positive impact. Plenary sessions and parallel working groups will review trends observed at the global level, hear about international policy responses as well as opportunities and challenges ahead. Participants will be invited to discuss the theme and to work towards a collective Action Plan. Please note that only leaders of Associations of Universities, or their representatives are invited.



A larger, open **International Conference** designed to build on the results of the meeting will follow. This Conference will address the place of cross-border higher education in internationalisation strategies, the changing nature of cross-border education and its impacts on institutions. This Conference will also strive to develop action plans at the institutional level and debate how associations can help. Bringing together representatives of universities and higher education institutions, other higher education stakeholders, as well as representatives of UNESCO,

OECD and heads of national, regional and international associations of universities, the Conference will also include a special session on Egyptian Higher Education.

For further details on programme and registration, please visit our web site: www.unesco.org/iau. Please note that the early registration deadline for both events is set for 1 July 2005.

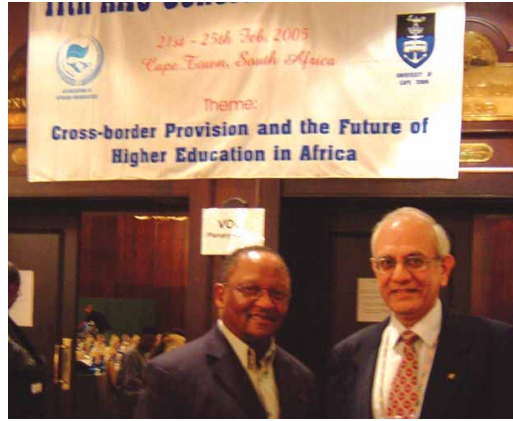
IAU/Palgrave Prize

IAU is now inviting submissions for the 2nd edition of the IAU/Palgrave Prize in Higher Education Policy Research from its members. The main theme of this edition's essay contest is **higher education and intercultural learning and dialogue**. Authors are encouraged to address issues of intercultural dialogue as these relate to curriculum design, various teaching methods, student development, and information sharing. Essays could analyse or discuss various obstacles standing in the way of building international dialogue in higher education or successful initiatives already implemented. The prizewinner will be announced at the IAU international conference in China, in 2006. The winning essay will be published in a future issue of **Higher Education Policy**. Essays should be submitted by January 15th, 2006 and must not exceed 7,500 words. For more information, please refer to the IAU website.

11th General Conference of the Association of African Universities "Cross-border Provision and the Future of Higher Education in Africa"

Cape Town, South Africa, 21-25 February 2005

Cape Town, South Africa, was the location of the most recent General Conference of the Association of African Universities (AAU). Following a longstanding AAU tradition, the Conference saw the election of the host Vice-Chancellor to the Presidency of AAU and thus Professor Njabulo S. Ndebele, Vice-Chancellor of the University of Cape Town, took over the helm of AAU for four years. In addition to the elections, which also saw the Board membership renewed, the Conference focused on the theme of cross-border education and its impact on higher



Professor Njabulo S. Ndebele and Professor Goolam Mohamedbhai

education in Africa. IAU, in light of our interest in this theme and our strong partnership with AAU, was represented actively by the President, Professor Goolam Mohamedbhai, and the Secretary-General, Eva Egron-Polak. The Conference was a resounding success for AAU with numerous donors pledging increased support to strengthen the capacity of the AAU Secretariat to play a major role in the revitalisation of higher education in Africa. Having the President of South Africa and the Minister of Education as keynote speakers attested to the commitment, at least in South Africa, to reverse the trend which has seen universities on this

continent steadily decline for many years. President Thabo Mbeki's speech inspired hope about the future of higher education in Africa. Indeed, the AAU- SAUVCA-ACU's proposed 10-year plan for revitalising higher education in Africa appears to have strong political wind in its sails. If implemented, this plan will help usher in the African renaissance so eloquently described by President Mbeki. In his address, President Mbeki charged African universities with bringing forth, among other things:

An African identity and vision in higher education that represent a critical point of departure from the current colonial-Western identity which is neither suitable nor compatible with this identity.

An African identity and vision that create a new paradigm that locates the African condition, knowledge, experiences, values, world-view and mindset at the centre of our scholarship and knowledge-seeking approach. It is with great attention that we look forward to the upcoming G-8 Summit in the U.K., where it is hoped that financial resources will be committed to these and other initiatives in Africa.

The Future of Academic Work and Collective Bargaining,

32nd Annual National Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions, New York City, U.S.A, 17-19 March 2005

One of the more bemusing paradoxes of the moment is surely that as we plunge headfirst into the 'The Knowledge Society' - a very different beast from the 'Knowledge Economy' as recent debates of UNESCO have shown - the lot of the academic estate, academic staff whatever one's particular expression - seems to grow more problematic by the year. Even in what is, by common accord, the world's most influential system of higher education - the United States - the future of academic work is becoming a matter of concern - not least to those whose efforts have raised it to its present commanding heights.

The Future of Academic Work and Collective Bargaining provided the focus for a two and a half day debate in New York and the 32nd National Conference, organized by the National Center for the Study of Collective Bargaining in Higher Education and the Professions. The Conference took place at Baruch College campus of the City University of New York.

Since 1972, the National Center has served as a clearinghouse and forum for those concerned with collective bargaining in the colleges and universities of the United States, and has acquired a prime reputation in research into its various aspects. Keynote addresses were presented by Ken Mortimer, Senior Associate at the National Centre for Higher Education Management Systems and Former President of Western Washington University, and by Edward McElory, President of the American Federation of Teachers. Over and above panels to discuss The Changing External Environment for higher education and its impact on faculty work and a panel on the Digital World and Intellectual Property, the Conference was brought up to date on similar developments on Academic work and Collective Bargaining from France, Canada and Western Europe. IAU Director of Research Guy Neave represented IAU and presented a paper on 'The Prospects for Academic Work in Europe'.

Strong Universities for Europe: 3rd EUA Convention of European Higher Education Institutions

Glasgow, UK, 31 March to 2 April 2005

Clarifying the voice of universities within the Bologna Process and sharpening the message to be delivered in Bergen to the European Ministers Responsible for Higher Education were the primary goals of the Glasgow EUA Convention. Held just a few weeks prior to the Bergen Ministerial meeting, the message was simple and clear - a strong, competitive and socially cohesive Europe needs strong universities.

Conscious of the influence - real and potential - exerted by the Bologna Process well beyond Europe, and the curiosity and at times concern it inspires elsewhere, an International Panel was part of the programme. IAU President, Goolam Mohamedbhai, along with David Ward of the American Council on Education (ACE) and other speakers from Latin America, North Africa and Asia were invited to express their "external" views on the Bologna Process. Professor Mohamedbhai's comments focused on the achievements accomplished so far in Europe among such diverse higher education systems. He also applauded the Ministers' recognition, in past Declarations, of the public good aspects of higher education and their continued responsibility to ensure that universities can fully play their role in the public interest. He did not fail to underline that this entails continued investment of public

resources, a point also made by David Ward, who pointed out the paradoxical situation in which rhetorical support for higher education is at its highest, while funding is lagging far behind.

In reflecting on whether the Bologna Process reforms, particularly those concerned with the degree structures, should be applied elsewhere, Professor Mohamedbhai noted that in many countries, especially in Anglophone Sub-Saharan Africa, this would not be difficult. However, other aspects of the reforms would benefit from more discussions by non-Europeans. Goolam Mohamedbhai ended by a word of caution linked to the very ambitious goals of creating a European Research Area which include programmes to overcome shortages of researchers in Europe. Wholly supportive of these objectives, he only stressed the need for Europe to take "appropriate measures to avoid the negative impact that this may have on developing countries". He urged for partnership and collaboration.

The Glasgow Declaration, finalized a few weeks after the Convention by the newly-elected EUA President and Board, is available in English, French, German and Spanish at www.eua.be.

The 9th UNESCO/NGO Collective Consultation on Higher Education: *Higher Education for the Knowledge Society*

Paris, France, 6-8 April 2005

UNESCO convened the 9th UNESCO/NGO Collective Consultation on Higher Education, on 6-8 April 2005. It gathered a large group of NGOs - representative of the different and multiple stakeholders that make up higher education.

These bi-annual Consultations provide an opportunity for NGOs to share their expertise, experience and insights from the field with UNESCO. NGOs can offer input, advice and critical analysis of policies and action plans that UNESCO develops in its programme and budget. At the same time, NGO support can ensure that UNESCO remains a strong player in international policy-making and standard setting in higher education and research.

The following topics were introduced in plenary:

- The public responsibility of higher education;

- The changing role of higher education in the knowledge society; access to knowledge and learning in a context of social transformation; new roles and new challenges for students; links between higher education and the world of work;

- The challenges brought about by ICTs to the institutions and to the learning process, including during lifelong learning, the teaching profession and its current challenges;

- Research, its organization, dissemination and sharing

The group split into three working groups, each focusing on the following: Education for all; Sustainable Development; Globalisation.

The IAU Secretariat participated fully in these consultations, with the Secretary-General acting as General Rapporteur. The plenary papers and all reports will shortly be published by UNESCO.

EAIE/EAIR Joint Seminar on Internationalisation in Higher Education

Amsterdam, The Netherlands, 22-23 April 2005

Sylvain Charpentier, IAU Program Officer, took part in a European Association for International Education (EAIE) / European Association for Institutional Research (EAIR) Seminar on implications of the European higher education, research and innovation area and GATS for institutional strategies. It brought together close to 50 participants from all over Europe. Several presentations were offered on internationalisation trends and shifts observed in Europe, as well as discussions in Working Groups on internationalisation implications for national policy, institutional management, administrative/organisational and the research levels. Mr Charpentier presented IAU's various initiatives such as the IAU Internationalisation Survey (the 2003 Internationalisation of Higher Education report and the launching of the 2005 Internationalisation questionnaire) and the IAU/AUCC/ACE/CHEA Declaration on *Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide*.

Colloquium on “Global Strategies for Defending Academic Freedom”

New York University, United States, 29 April 2005

Professor Justin Thorens, Honorary President of IAU, represented IAU at the colloquium organized by the Scholars at Risk Network (SAR) with the support of the Institute of International Education's Scholar Rescue Fund (SRF). It was chaired by Professor Robert Quinn and brought together many scholars and professors from various regions of the world. The participation, as guests, of professors and researchers who had had to leave their country for different reasons, and more especially for political reasons, helped them to become aware of the reality of the threats and pressures that could jeopardize members of the academic community.

The colloquium was organized around five themes that were presented by panellists and followed by lively discussions. The themes were as follows:

- Fellowships and visiting positions: how do they work? How effective are they?
- Protection and intervention abroad: alerts, campaigns, site visits, and reports
- Indices, goals and benchmarks: towards a global academic freedom index?
- Roles and responsibilities: what is the place of the university in defending academic freedom globally?
- Challenges to academic freedom locally: reflections on recent events.

The organizers had invited IAU to take part because of its experience in the field of academic freedom, the studies it had devoted to the subject and the proposals it had made at the request of UNESCO in view of establishing an international charter. The speeches and debates showed the importance and the efficiency of the remarkable and necessary work that the Scholars at Risk Network had carried out in the field of the defence of the human rights of the members of the academic community and the help they must receive. But, it emerged once again from the speeches and discussions that, if one really wants to be useful, one must make a distinction between the specific issue of academic freedom *stricto sensu*, which must also, of course, be protected and warranted in democratic countries, and the protection of human rights which apply and must be applied to every human being, whoever he may be and wherever he may be. Professor Thorens stressed this point on several occasions during his speech and in the discussions. The need at both the intellectual and the practical level to make this distinction came out during the discussion of the last theme when American professors evoked the problems raised in certain American universities in the framework of the protection of academic freedom. The question of the need for an international tool to protect academic freedom was again evoked and approved by all the participants

Conference of European Ministers Responsible for Higher Education

Bergen, Norway, 19-20 May 2005

The largest gathering of European Ministers yet took place in Bergen, Norway, in May, 2005 as the Bologna Process reaches its mid-point. Co-chaired by the Norwegian Minister of Education & Research, Kristin Clemet, and by the Luxembourg Minister of Education, François Biltgen, representing the EU Presidency, the Bergen summit admitted five new countries to the process of building the European Higher Education Area: Armenia, Azerbaijan, Georgia, Moldova and Ukraine. As well, the Education International (EI) Pan European Structure and the Union of Industrial and Employers' Federation of Europe (UNICE) were added as consultative members of the Bologna Process Follow-Up Group (BPFU).

The Conference, as well as the Communiqué signed by the Ministers, integrated the dual objectives of taking stock of progress made so far (on degree structures, quality assurance systems and recognition of qualifications) and mobilising energies for further implementation. The background documents prepared for Bergen (website: <http://www.bologna-bergen2005.no>) offer a comprehensive over-



view of the current state of reforms in all countries and texts on which agreement was reached in Bergen. Most noteworthy in this regard are the approval of the principle of a European Register of quality assurance agencies and the adoption of the standards and guidelines for quality assurance in the EHEA. There was a fairly clear consensus about what still needs to be done and which priorities are most essential. Among the main areas are: Linking the EHEA and the ERA (linking higher education and research); Stronger emphasis on the social dimension, on mobility; Making the EHEA more attractive and Making the region work in partnership with others.

The Communiqué invites the BPFU to “elaborate and agree upon a strategy for the external dimension”.

IAU gratefully accepted the invitation to attend this Ministerial Conference as an observer and was represented by the Secretary-General.

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In his address to the Conference Prime Minister Kjell Magne Bondevik eloquently reminded participants that international cooperation in higher education was at the heart of development. He stressed that strong universities were required not only for a strong Europe, but they were also necessary if we were to reach the Education for All and Millennium Development goals. Other speakers, for example, Jan Figel, EU, Commissioner for Education Training, Culture and Multilingualism applauded the Bologna Process for its success,

achieved through a voluntary process based on strong political will. He too pointed to the next steps and agreed with others that even if the structures and the legal basis for the Bologna reforms were largely in place, implementing these changes would require far more effort and investment of resources (both financial and human). For his part, he confirmed EU collaboration and support for the Process before its next milestone - May 2007, in London, UK.

Membership News

Africa-Canada Research Chairs for Development

The **Association of Universities and Colleges of Canada (AUCC)** reinforces Canada's level of commitment to development in Africa. Two chairs from African higher education institutions will be awarded to strengthen sustainability and supplement current research while working in collaboration with one or more Canadian universities sharing similar research interests. Recently, the AUCC increased its engagement to Africa following a report from the International Commission for Africa which highlighted the importance of higher education in Africa with respect to development. The AUCC, a Member organization of IAU, is working with a number of Canadian organizations to assess the viability of the initiative. The AUCC plans to work in cooperation with African institutions in order to finalize its proposal so that it may be presented at the upcoming G-8 summit scheduled for July 2005 in Scotland.

Initiatives proposed by IAU Members following the tsunami in South East Asia can be found at: www.unesco.org/iau/info_tsunami/other_reactions.html.

Renewing the African University

The Association of Commonwealth Universities (ACU), together with two IAU Member organizations, the **South African Association of Vice-Chancellors (SAUVCA)** and the **Association of African Universities (AAU)** announced the new ten-year partnership programme: "Renewing the African University". Discussions highlighted the importance of African universities within the context of sustainable efforts to rebuild Africa. Recommendations to enhance development in Africa focused on reinforcing the support of and participation in democracy, building science, engineering and other technologies to reduce the science gap between Africa and the rest of the international community, and the development of leadership at the community level. The organizations noted the need to secure resources to improve its programmes and initiatives and called for the international community to provide the necessary support to implement its programmes.

A new voice for South African Higher Education!

The **South African Association of Vice-Chancellors (SAUVCA)** and the **Committee of Technikon Principals (CTP)** are coming together to form a new entity called **Higher Education South Africa (HESA)**. The purpose of this new Group is to create a leadership Association which will be more project focused.

IAU welcomes 8 new Members from 6 Countries

- **New Member Institutions:** **Babol University of Medical Sciences**, **Shamid Chamran University of Ahvaz**, Iran, **University of Teramo**, Italy, **Universiti Malaysia Sabah**, Malaysia, **Pacific State University of Economics**, **Rostov State University of Civil Engineering**, Russian Federation and **National Aviation University**, Ukraine.
- **New Member Organisation:** **the Compostela Group of Universities**, Spain.

Please note that Bratsk State Technical University, Russian Federation, has changed its name to Bratsk State University.

Calendar of Events

2005

- June**
- 20-24** UNAM, Mexico City, Mexico, Virtual Educa 2005 - www.virtual2005.org
- 23-24** OECD, Trento, Italy, Fostering Entrepreneurship: The Role of Higher Education - www.oecd.org/document/19/0,2340,en_2649_201185_34029651_1_1_1_1,00.html
-
- July**
- 02-09** City of Victoria Falls, Zimbabwe, Southern Africa UNITWIN Conference on: the Decade of Education for Sustainable Development 2005-2014 - <http://www.uz.ac.zw/students/unitwin/index.html>
- 03-06** HERDSA, Sydney, Australia, Higher Education Research and Development Society of Australasia (HERDSA) 2005 International Conference: Higher Education in a Changing World - www.herdsa.org.au/2005
- 04-07** VCILT, University of Mauritius and University of Stellenbosch, Cape Town, South Africa, ICOOL 2005: 2nd International Conference on Open and Online Learning - <http://vcampus.uom.ac.mu/icool2005/call.php>
- 11-15** Bangkok and Pattaya, Thailand, XIV Triennial Conference of the International Association of University Presidents: The Challenge of Globalization and the Role of Higher Education - www.triennial14.com
- 14-15** FAWE, Safari Park Hotel, Nairobi, Kenya, FAWE 6th General Conference: FAWE's strides towards achieving Gender Equality in Education in Africa - Contact: alamptey@aau.org
- 21-23** International Higher Education Foundation (FISE), Veracruz, Mexico, "Networking into the Future" 2: Postglobalisation: Higher Education Institutions facing the Knowledge Society/Economy and GATS - www.fesi.org.mx/eventos/global/2005/e_geninfo.htm
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- August**
- 10-12** University of Pretoria, Groenkloof Campus, South Africa, The Role of Distance Education and Open Learning in Teacher Training in Sub-Saharan Africa - www.deta.up.ac.za/
- 22-24** WCCES, Beijing Normal University, China, Globalization of Education: Government, Market and Society - www.hku.hk/cerc/wcces/future_events/future_events.htm
- 26-28** ICHE, Ankara, Turkey, XVIIIth International Conference on Higher Education: Strengths and Weaknesses of Private and Public Universities - www.intconfhighered.org/ankara2005.htm
- 28-31** EAIR, Riga, Latvia, EAIR 2005 Forum: Enduring Values and New Challenges in Higher Education - www.eair.nl/riga
- 31-02 Sept** IEASA, University of Johannesburg, South Africa, The Gold Standard: Towards an Internationalisation Policy www.nu.ac.za/ieasa2005
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- September**
- 01-03** CHER, University of Jyväskylä, Finland, CHER Annual Conference: Higher Education: The Cultural Dimension - Innovative Cultures, Norms and Values - <http://ktl.jyu.fi/ktl/cherif/tapahtumat/cher>
- 08-09** Compostela Group of Universities and Erasmus Hogeschool Brussel, Belgium, XI General Assembly: Post-Bergen Higher Education Area: Quality Assurance, Accreditation, Autonomy of Universities www.grupocompostela.org/ingles/seminar/index.php
- 14-17** EAIE, Jagiellonian University, Cracow, Poland, ICOOL 2005: 17th Annual Conference - www.eaie.org/krakow
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- November**
- 14-15** IAU First Global Meeting of Associations of Universities, Bibliotheca Alexandrina and AASTMT, Alexandria, Egypt, Sharing Quality Higher Education Across Borders: Role of Associations and Institutions- www.unesco.org/iau/
- 15-16** IAU International Conference, Bibliotheca Alexandrina and AASTMT, Alexandria, Egypt, Sharing Quality Higher Education Across Borders: Role of Associations and Institutions - www.unesco.org/iau/

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