



# IAU Horizons

WORLD HIGHER EDUCATION NEWS

## editorial

**W**hen knowledge and know-how are among the most important assets and the keys to a better future for individuals as well as nations, gaining access to learning becomes essential. Indeed it cannot remain a privilege of the few but must become a right for all, including at the highest levels of education. Unfortunately, the cost of turning such a principle into practice appears beyond the capacity, or the will of most governments. Thus actions and policies that create conditions for responding to the greater demand for access must be examined, including those at a disadvantage.

Simultaneously, policies and strategies to increase higher education capacity – through increased financial resources, more efficiency, better applications of technological solutions and others must be found. IAU has adopted, as one of its priorities, the cluster of issues surrounding the question of equitable access to higher education and this issue of IAU Horizons offers a brief examination of a few dimensions of the ‘access problematique’. It is by no means a first look at these issues by IAU, as one of the articles will show. It is also not the last, as the association is developing new action lines on this theme.

Also in this edition of the newsletter, please see our invitation to the **2006 IAU International Conference in Beijing, China (October 13-15)** where under the title *Internationalisation of Higher Education: New Directions New Challenges*, we will release the comprehensive report of the IAU 2005 Survey on internationalisation.

*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.*

### IAU Focus on Access: an historical Perspective

**E**xamining, reflecting on and advocating for better access to higher education, as does this issue of *IAU Horizons*, is by no means new. In fact, IAU has been involved in projects, conducting research, elaborating statements and publishing on this topic in an effort to advocate for increased access to higher education around the world since shortly after its inception. Not only was the question of access implicitly taken up in much of IAU’s work, but IAU has also embarked on numerous projects explicitly devoted to this subject. In fact, one such project, The International Study of University Admissions, was a major study undertaken in 1960 as part of the Joint UNESCO-IAU Research Programme in Higher Education. It was published in two volumes with the title *Access to higher Education*, and was considered “the first known attempt to identify and investigate admissions problems [...]” between systems where the structures and problems varied widely. In other words, IAU undertook perhaps the first major attempt to study and investigate, on a global scale, the issue of access to higher education.

This first study and its publication, overseen by Dr. Frank Bowles on leave at IAU from the College Entrance Examination Board in New York, focused on the process of university admissions. Pre-university education in many countries was rapidly expanding at the time and each year applications for admission to universities were increasing. Meeting this demand with quality education, changes in the definitions and purposes of educational programmes and demand upon higher education arising from political, economic, social and demographic developments were considered matters of vital importance and requiring measures to address them. Though this study was carried out over 40 years ago, it is surprising to find the extent to which the issues it addressed are still of great concern today. Among these are high costs, the divide between pre-higher education in rural and urban sectors and the exclusion of candidates for admission from various social, religious, or ethnic groups, as well as the differences based on gender. Reading through the articles presented in this issue of *IAU*

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ACCESS TO HIGHER  
EDUCATION**

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*Horizons*, it is obvious that many of the problems identified in the 1960s remain relevant to current discussions of access to higher education.

In addition to this first major project and publication, IAU has also considered the question of access at a number of its conferences. In August 1965, IAU dedicated its 4<sup>th</sup> General Conference, held in Tokyo, Japan to this very topic. In 1978, IAU also organized two events on Access: the fifth IAU Seminar in Halle, Germany was devoted to "The Right to Education and Access to Higher Education," and the second IAU Round Table, held in Philadelphia, USA was on "Access and Financing." Most recently, in November 1987, IAU organized a symposium in Amman, Jordan on "Access to Higher Education."

Several IAU Policy Statements and declarations have also considered the issue of access as being central to their recommendations. Underpinning the IAU's 2004 Policy Statement on *Universities and Information and Communication Technologies* is a concern to ensure that ICTs broaden access to knowledge and information rather than create or perpetuate gaps. It calls on governments and national authorities to "safeguard public responsibility for higher education and research.", highlighting as of "...particular importance that universities provide the widest and most equitable access to higher education ...." The statement further recommends that governments and national authorities work to develop appropriate telecommunication infrastructures to allow each university access to ICTs for educational and research purposes, either free of charge or at reasonable rates.

In the most recent Policy Statement, prepared jointly by IAU, AUCC, ACE and CHEA, *Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide*, one of the principles states that "Cross-border higher education should be accessible not only to students who can afford to pay, but also to qualified students with financial need." This statement also makes recommendations to governments, asking them to demonstrate a commitment to access through increased support for qualified international students with financial need, and concludes that while higher education across borders is a promising avenue for enhancing equity, access and the quality of higher education, realizing its potential is a

shared responsibility of many stakeholders.

Recognising that far from being resolved and adequately addressed, on the contrary, access to higher education remain of utmost importance for the successful development of a Knowledge Society, IAU has once again adopted this topic as one of three thematic clusters for its future work. The Administrative Board adopted access and the related issues of growing demand, diminishing resources and need to build and broaden capacity for equitable access to higher learning and research as a new, or rather renewed focus to guide IAU work. Thus the 'equitable access to higher education' will once again become a central tenet and guiding principle for IAU's work over the next couple of years. Specific actions and projects will be elaborated to carry forward the Association's commitment to this perennial topic in ways that will benefit the membership.

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## Widening Participation in Higher Education

by Liz Thomas\*

### Introduction

Participation in higher education (HE) is associated with privilege and enhanced life opportunities, including enhanced social standing, employment and earnings, civic participation, cultural engagement, health and life expectancy. Many countries are therefore concerned to improve the equality of opportunities afforded by higher education, to enable people from a wider range of backgrounds to benefit.

The dominant reason cited for promoting greater HE equity relates to the needs of the economy. This can be contrasted with non-instrumental perspectives that promote the personal and social benefits of learning. These two approaches may converge when education, including HE, is anticipated to contribute to overcoming social exclusion (OECD 1999).

The terminology and policy emphasises vary between countries, but here I will consider the idea of widening participation (WP), and indicate how it relates to other terms and policy foci. The term "widening participation" embraces the notion of broadening diversity in higher education, rather than simply increasing the number who enter HE. The focus therefore is on engaging people from groups who are currently under-represented in higher education. WP also incorporates the idea not just of "access" to HE, but facilitating student success too. Success is defined differently within different higher education systems (e.g. completing modules, passing assessments, progressing to the next level of study, continuous study for a specific period of time, graduation etc). Furthermore, "success" may also have alternative meanings for different students – who may have varying motivations for engaging in HE study. Effective widening participation requires students from under-represented groups to have the opportunity to succeed in higher education, rather than just to enter it.

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## On Access, Cost and Certitude

*Like Merit and Worth, Access is one of Higher Education's abiding issues. Governments, Universities, their Rectors and their Three Estates – the Teaching Estate, the Student Estate and the Administrative Estate – are under continual pressure to re-define the conditions universities demand to get into them.*

*Technology, political savvy and human ingenuity can together devise new ways of studying and, happily often come up with new forms of access.*

### Technology and Open University systems

*Open Universities, Distance Teaching universities, 'dual mode' universities – all with varying degrees of success and enterprise - have profoundly changed the very notion of physical access. What they have not done is to solve one central problem, namely the cost involved.*

*Agreed, the heart of the issue has shifted somewhat from the expense of 'on site' attendance. But what goes out by the front door, often returns – slightly changed and surreptitiously – by the back entrance. In the case of Distance Teaching establishments, the production of multi media learning materials is quite hideously costly. And as a recent study by a leading light in Israel's Open University has shown, the methods of learning are not always well adapted to the needs of 'new learners'.*

### Policy as peeling the Onion

*Thus, the 'solving' of one problem often serves to uncover another or to reveal that the expectations that gather around one 'solution' turn out to be rather more complex than first was thought.*

*Access has been a potent driving force in higher education policy these forty years past. Four decades ago, IAU was, together with UNESCO, the first to launch a major international study into this field, lead by the American sociologist, Frank Bowles.*

### The incredibly Multiplying Student Nation

*Much has changed in the intervening period – not least the size of the Student Estate across the planet. Indeed, recent estimates by UNESCO suggest that worldwide there are now some 95 million students in higher education with the possibility of reaching 120 million by the year 2020.*

### The inalterable Dilemma

*The greater part of the growth spurt that awaits us over the coming decade and a half lies, however, in the rapidly developing economies of Asia and the Pacific. Whilst demography and geography re-define the profile of what is better described as the Student Nation away from the North, the question of cost, who is to pay and indeed who is able to afford not to study will remain to plague students, parents and governments. In an uncertain world, of that, we can be assured.*

Guy Neave

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### Target groups

Research confirms that widening participation is most effective when it is targeted on specific groups who are under-represented in HE. Different countries have varying WP target groups. These include:

- Lower socio-economic status;
- Minorities: students from alternative country of origin, language, ethnic group or religion to the majority;
- Disabled students;
- Adult, mature or second chance entrants;
- Gender (especially in relation to specific discipline areas);
- Rural or isolated students;
- Indigenous groups.

Each of these target groups is defined differently by national HE systems. In an international study (Thomas and Quinn 2003) we found that there are understandings and assumptions embedded within these national categorisations, which inform the policy solutions implemented. Thus, deconstructing these meanings and exploring alternative constructions can assist us to question our own implicit underlying values, which, in turn, can expand our understanding of the issues and suggest alternative ways of widening participation for specific target groups. For example, socio-economic status can be defined by various variables: income, occupation, geography and parental education. Similarly, minority groups may be defined by place of birth, language, racial or ethnic group or religion. Alternative definitions emphasize different characteristics and potential difficulties facing students from these groups, and thus inform the policy solutions that are adopted. In the UK, in relation to minority groups, we only consider ethnic background, and ignore the differences faced by students who are newly arrived to the UK compared to those who were born and brought up here, and the different experiences of English and non-English speaking minorities.

### Approaches to widening participation

Two distinct approaches to WP are worthy of particular note (Woodrow 2000). The first is that under-representation is the result of individual inadequacy, and thus can be described as a "deficit" model of widening participation. It assumes that non-participation and poor rates of student success occur because individuals lack motivation, aspiration and ambition, informa-

tion and knowledge about HE, educational qualifications and intelligence. From this perspective, the purpose of widening participation is to rescue those (relatively few) endowed by nature with the capacity to benefit from HE, but currently prevented from doing so by adverse cultural and/or socio-economic circumstances. Widening participation involves these potential students in a process of attitudinal change to ensure conformity with conventional higher education norms. They thus enter into an unreformed higher education system with reduced opportunities to succeed.

The second position views the causes of under-representation as systemic. Certain social groups are under-represented because of structural barriers, which are perpetuated and reinforced by HE systems and institutions. This view emphasises the way in which HE reproduces itself through its recruitment strategies and targeting of students, the courses and subjects which are offered, modes of delivery, methods of learning, teaching and assessment, the information, advice and guidance provided to potential students, the provision of financial and social support and the organisational cultures that prevail. From this perspective, widening participation involves a process of national and institutional transformation of higher education.

### Examples of national approaches to widening participation

An international study on widening participation identified four key ways in which national and regional governments are seeking to improve the access and success of first generation entrants (Thomas and Quinn forthcoming). We focused on first generation entrants, as analysis suggested that parental education was a highly significant factor in relation to all other variables. The type of interventions identified were:

- Government-led targeting;
- Data collection, evaluation and benchmarking;
- Alternative admissions procedures;
- Alternative provision and delivery.

Government-led targeting can include targeted national programmes, such as Trio in the US (<http://www.ed.gov/about/offices/list/ope/trio/index.html>) and Aimhigher in the UK (<http://www.aimhigher.ac.uk/home/index.cfm>), both of which offer activities to encourage and support students from under-represented groups to access and succeed in HE. A second approach is to provide incentives to institutions

to recruit and retain students from specific under-represented groups. For example, in Ireland, finance is provided for access officers to undertake outreach and institutional in-reach to improve access and student success. In Australia and England, national governments offer institutions financial incentives to enrol more students from equity groups and to facilitate their success. Governments can also initiate or promote the development of new qualifications, and even new institutions, to meet the needs of students from under-represented groups. For example, in England, two-year work-based Foundation Degrees have been developed to support the widening of participation of students from lower socio-economic groups, while in Sweden new HE institutions have been created in areas with low rates of participation, with a specific mission to recruit students from working class and minority backgrounds. In other countries, specialist institutions focus on indigenous groups or people with disabilities.

Data collection itself does not widen participation, but the information can be used to support this goal. For example, a number of national governments (e.g. Ireland, Sweden and the UK) have supported the collection and analysis of alternative approaches to widening participation, with the aim of informing and stimulating further work across the sector. A second approach is to evaluate and benchmark institutional practices. Croatia is assessing the quality of teaching in HE, and supporting institutions to undertake self-evaluation, which will allow comparisons between institutions and improved practice. The UK has developed performance indicators for widening participation, which include benchmarks that each institution should meet. This enables institutional development to be monitored and encourages appropriate institutional comparisons.

Governments and higher education systems can help widen participation by offering alternative entry routes into HE, and influencing the allocation of places to students from under-represented groups. This can include improving opportunities for qualified applicants and providing alternative entry routes for those who lack formal entry qualifications. In many countries, students from under-represented groups experience disadvantage when they seek to enter competitive institutions or subjects. The Netherlands have developed a system of randomly allocating places to students who meet a minimum three-

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## Tuition Fee Reform in Germany

by Barbara M. Kehm\*

### *Tuition Fees: from interdiction to authorisation*

The introduction of tuition fees has been a long-term debate in Germany. For a number of years now the majority of political actors and institutional decision-makers wanted tuition fees in the higher education sector, however, the various stakeholder groups could not agree on who should be allowed to dispose of the extra income and were blocking the decision. The responsible ministries in the state governments wanted to save money and reduce the budget of the higher education institutions by the level of institutional income generated through tuition fees. The rectors and presidents rejected this idea and voted against tuition fees as long as they did not get a guarantee from the state governments that they could invest this extra income for their institutions. Politically the Social Democrats were against and the Christian Democrats in favour of introduction of tuition fees.

Gradually tuition fees were introduced from the margins of the German higher education system. First, tuition fees were requested for continuing academic education and lifelong learning provision. Then the German States looked at students being enrolled for longer than the standard period of studies and started to demand tuition fees from those long-term students who were enrolled for more than four semesters beyond the standard period. Gradually the administrative costs for students' re-enrolment each semester were increased as well.

The last amendment to the German Higher Education Framework Law under the Social Democrat coalition government in 2002 included an explicit interdiction of tuition fees for undergraduate studies. Six of the German States – all of them governed by the Christian Democrats or a conservative coalition – brought action against this Law to the Constitutional Court because they were convinced that the prohibition by the Federal government was an unconstitutional interference into an area of their own responsibility. The argument was that the Federal government had overstepped its competences and broken the budgetary autonomy of the States with regard to higher education.

In January 2005, the Constitutional Court decided in favour of the German States decla-

ring the interdiction of tuition fees in the Higher Education Framework Law to be unconstitutional and allowing the States to levy tuition fees. The controversial debate intensified. The decision of the court did not only seem to be the beginning of the end of any kind of higher education framework law which had guaranteed a certain amount of unity for the system, but it also seemed to imply a change from the idea of education as a public good to the idea of education as a private good.

### *The present reform*

Soon after the decision was taken, the first German States announced their intent to introduce tuition fees. The general idea was to ask for 500 Euros per semester for all subjects. Most of the German States kept their previous regulations in terms of administration fees for re-enrolment and tuition fees for long-term students and continuing education provisions. In addition, the majority of the States is about to introduce fees for undergraduate education. But there are considerable differences among the 16 States.

All of the East German States as well as Berlin, regardless of which political party is in power, are currently not planning to introduce tuition fees. They hope to have a competitive advantage and thus be able to attract German students who want to avoid paying tuition fees to their higher education institutions. In addition, Rhineland-Palatinate is not planning to introduce tuition fees either. The remaining nine German States plan to introduce tuition fees of about 500 Euros per semester starting in the winter semester 2006/07 or in the summer semester 2007. However, there are a number of different regulations and exceptions. For example, Bremen will only ask tuition fees from students living outside the city-state. Hesse would like to introduce tuition fees but there is a need to change the constitution first since it prohibits fees. Bavaria will ask different tuition fees for studying at a university and for studying at a university of applied sciences (Fachhochschule). North Rhine-Westphalia allows its higher education institutions to decide for themselves the exact level of fees to impose, within a given framework from 0 to 500 Euros. Furthermore, there are different arrangements for international students and, in terms of regulations, for obtaining a loan and paying it back, and there

are different conditions to be exempted from paying fees.

### *Consequences and concerns with regard to access*

Since almost all the German States (except Hamburg) are planning to introduce tuition fees only in 2006/07 or 2007, consequences can be analysed only in the future. However, there are a number of concerns and anticipated consequences. In particular, negative impacts are expected with regard to the willingness among young people coming from low-income families to take up studies. In terms of access, the issue becomes even more complex. Three aspects are worth mentioning here: (a) student mobility within Germany; (b) recognition of certificates and achievements earned in another German State; (c) selection of students by higher education institutions.

It is expected that student mobility within Germany will become more difficult due to an anticipated differentiation of fees according to State, higher education institution and possibly subject. However, it should also be mentioned that East German States following a policy of no tuition fees will benefit from a certain level of student migration from those States that will introduce tuition fees.

The establishment of an elite sector within the German higher education system as well as problems in the recognition of school leaving certificates and study achievements from some of the German States in other German States might not only additionally reduce intra-German mobility, but also lead to a further differentiation among institutions.

Those universities counting themselves among the group of elite institutions will restrict access and select their students while others will follow this example fearing to be left with those students who have been rejected by other institutions for not being good enough. The principles of free access and students selecting their higher education institution will be turned around.

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# Tuition Fees, Student Support and Access

by Hans Vossensteyn\*

## Introduction

Tuition fees form an interesting and heated topic of debate in contemporary higher education. Higher education systems are expanding rapidly and governments are no longer willing to cover the full extra costs required to cater for such increasing demand. Charging tuition fees seems to be an obvious and perfect solution for this dilemma. However, there are strong opinions that tuition might also harm access, particularly for disadvantaged students.

## Why tuition fees?

There are many arguments that favour tuition fees. First of all, tuition fees mean students have a financial incentive to be critical customers that demand "value for money". Second, tuition fees barely generate new revenues needed by universities, provided that governments do not decrease their funding accordingly. Third, graduates have much higher earning potential than non-graduates. For example, US graduates on average earn \$1.000.000 more over their lifetime than non-graduates. Fourth, tuition fees can stimulate equity within society: why should the general tax payers bear all the costs of a service that benefits a limited proportion of people who are very likely to become above average earners?

Of course, one can also mention some counter-arguments. Not all graduates will later earn a high salary. This can vary by discipline, institution, type of job or individual. In some countries even, there are hardly wage differences between graduates and non-graduates. Finally, there may be societies or political regimes that are prepared to fully subsidise higher education and its growth.

## Current practice

In practice we see that many governments use tuition fees as one of the instruments to meet the above-mentioned funding challenge. Countries like Australia, Austria, the UK, New Zealand, China, Brazil and Hungary have recently introduced tuition fees for all regular full-time students. Other governments that already charged tuition fees for a long time, have substantially increased these, for example in the US, Canada, Mexico, the Netherlands and Portugal. In Central & Eastern Europe as well as in Latin America and Africa, many countries allow institutions to take on board additional students and part-time students on a full-fee paying basis. This leads to a situation where students who do not succeed through the first round of entrance examinations "buy" their way into university.

Because this often concerns students from disadvantaged backgrounds, one can observe an enormous drive to invest in higher education among poorer students.

## Impact of tuition fees

If one looks at the question of whether tuition fees harm access and equality of opportunity to participate in higher education, international research literature demonstrates the following results. In general, students are not very sensitive to price changes. The introduction of or increases in tuition fees do not substantially change application and participation rates in higher education. Countries like Australia, Austria, Canada, the Netherlands and Portugal have shown that the socio-economic composition of the student body did not change. In some cases one can see a temporary dip in applications or enrolments, but in the long term participation patterns are really stable. However, evidence from the US shows that high cost differences may push away lower-income students and minority groups from high cost prestigious universities to less prestigious and less expensive institutions, even if these students would be fully compensated for the cost differences with grants.

Part of the price-insensitivity of students may be explained by the fact that student support policies can help students cover the costs of tuition and living expenses. Most governments, or even higher education institutions, offer grants and loans to facilitate students and to relieve low-income students. Other governments (also) subsidise students' families with family allowances and/or tax benefits. However, most research shows that the impact of student support is also very limited. Student grants only in some cases are found to have a positive effect on the decision to enrol and persist in higher education, particularly for students from disadvantaged backgrounds. But above all, most research shows that non-financial factors, like parental education and income, gender and academic preparation have a much stronger influence. In most countries, access problems can be predominantly referred back to social selection processes in primary and secondary education.

## Additional observations

Regardless of the above mentioned research findings, access issues remain a hot topic of debate. Every time governments propose changes with relation to tuition fees and student support, student organisations, media and other stakeholders strongly argue that higher private costs may

seriously damage access to higher education, particularly for disadvantaged students. Therefore it would be interesting to know why evidence does not show the strong access effects suggested by student unions, media and some political groups. Recent studies point at some interesting observations. Policy discussions are heavily driven by the perceptions about issues like tuition fees, grants and loans. Indeed it has been found that students from lower socio-economic backgrounds do find higher education investments more risky, they dislike tuition fees and are more attracted by grants. In addition, they have lower future income expectations compared to students from higher socio-economic backgrounds. However, when it comes to actual choice, these differences are much smaller.

Another interesting fact in the access debate is that in most cases students, their parents and others involved, have very little knowledge about higher education costs, benefits, future employment opportunities, tuition fees, grants, students loans and repayment conditions. In many cases, tuition and support regimes are too complex. Prospective students and their parents are often unfamiliar with what types and amounts of support are available. As a result they cannot make a proper cost-benefit analysis. Nevertheless the demand for higher education continues to grow, also among children from disadvantaged social groups.

Altogether, regardless of the potential impact of tuition fees and student support on access to higher education, there is still a lack of information about costs and benefits related to study. This implies that tuition and student support regimes should be simple and fair. It should reflect that higher education is expensive but a worthwhile investment. Students should have sufficient means to pay for their costs, preferably through loans and some grant subsidies for lower income students. And if higher education does not pay off, because graduates earn only little, they can be subsidised by government, for example through interest subsidies and debt forgiveness. Above all, the message that higher education is a worthwhile investment should be communicated repeatedly and as early as possible to prospective students and their families.

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## The Role of Information and Communication Technologies (ICTs) in expanding Access to Higher Education.

by Brenda Gourley\*/Peter Wilson\*\*/Paul Clark\*\*\*

### Introduction

In any discussion of the role of Information and Communications Technologies (ICTs) in the provision of higher education, the talk inevitably turns to the impact of ICTs on access to that education. Questions of the ability of minority groups to own and maintain the necessary equipment and the confidence of disadvantaged students to use ICTs effectively lead to the picture of an expanding "digital divide" both within individual countries and internationally. What often gets lost in these discussions is the very real capacities of ICTs to enhance the learning experiences of a wide range of students – to make a real contribution to widening access to higher education.

Access to higher education can be restricted for a variety of reasons, including social and financial disadvantage, disability, the lack of local availability or the demands of work or caring responsibilities. ICTs make a positive contribution to all these impediments by providing new forms of the essential learning experiences that meet the student's needs.

### ICTs and higher education

Essential aspects of a higher education experience include: the provision of relevant and effective learning experiences, interaction with other students, teachers, experts, or mentors and access to educational resources (e.g., libraries, labs). ICTs widen access to these aspects of the learning situation.

For visually impaired students, ICTs can enable access to learning materials and activities by providing alternative methods of reading and recording work. Text-to-speech software can read out text on the screen and digital sound can be recorded and used in multimedia applications. Quality printers can produce large-print versions of work materials and Braille-translation software can produce text and Braille versions. For motor-impaired students a wide variety of relevant experiences

can be provided with ICTs, from virtual field trips and museum visits to the simulation of laboratory work.

For remote students and those with too heavy demands on their time to travel to classes or seminars, ICTs can help overcome geographic and intellectual isolation. Discussion of new concepts and the testing of understanding against the ideas of others is an essential part of higher education. ICTs offer a range of communication tools such as text chat, instant messaging, computer mediated conferencing, video conferencing, audio conferencing, or pod casting. These applications are being used in imaginative ways to encourage the building of learning communities where students engage in collaborative learning activities and interact with tutors and each other in informal discussion.

The Web provides an enormous range of learning resources that increases access to the world's knowledge almost beyond imagining. In particular, distance learning students at the UK Open University (UKOU), now have access to the digital resources of the UKOU's library, expanding their capacity to make use of over 250 online databases, 5,000 e-Books and 12,000 electronic journals.

All of the above aspects of widening access take on particular relevance as it becomes obvious that higher education can no longer be considered to be a 3 to 5 year experience taken up somewhere between the ages of 18 and 23. The rapid rate of change of required knowledge and skills and the changing needs of the economy imply that employees will have to return to higher educational study at various times during their working lifetime. Return to campus-based study will be impossible for the substantial majority and hence the learning activities, materials and support will have to be delivered to the home or workplace. ICTs have the capacities to bring the learning to the student, to be integrated with the other demands of adult life.

### ICTs and worldwide access

No aspect of the general problem of widening access to higher education is more acute than the need to enhance the availability around the world of well-constructed and relevant learning materials. The Open Content initiative, to which the UKOU is contributing, has the potential to make a major impact on access to higher education world-wide. The UKOU is using the ability of the Internet to be both a delivery medium and a communication medium in an exciting new Open Content project, funded by the William and Flora Hewlett Foundation. The project will allow free global access to significant amounts of the UKOU's high quality teaching material on the web and will provide a learning environment (communications, search and self-evaluation) to allow interested individuals both to learn effectively with the materials and to adapt them to local use.

### Conclusion

In an increasingly competitive world, the proportion of a country's population that has benefited from higher education is becoming a critical factor in the strength of its economy. As well, it is being recognised that higher education should be available to all who can benefit from it, to professional or personal ends. The imperative, therefore, must be to widen access to higher education as much as possible. The present and growing range of ICTs have a significant part to play in realising this ambition. It remains to exploit their capacities effectively and justly around the world

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## Canadian Universities Address Aboriginal Education

by David Holmes\*

### A growing population

According to the 2001 Canadian Census just under 1 million people (3.3% of the total population) identified themselves as being an Aboriginal person, i.e. a North American Indian, Métis or Inuit. The Aboriginal birth rate is currently about 1.5 times that of the rest of Canada, resulting in a rapid growth in the Aboriginal population. The Aboriginal population is also younger than the rest of the Canadian population with a median age of only 24.7 years. The next 10 years will see the birth of over 315,000 Aboriginal children who will go through the K-12 education system and potentially feed into the post-secondary system. Aboriginal people comprise a greater proportion of the populations of the Western Provinces (B.C. Alberta, Saskatchewan and Manitoba) and Northern Territories (N.W.T. Nunavut and Yukon) than of Central and Eastern Canada. It is in these areas that post-secondary institutions face the greatest pressures to increase Aboriginal enrolment.

### Mixed success to date

It is widely recognized by Canadian society that much more needs to be done to improve the socio-economic conditions of Canada's Aboriginal population. Compared to the Canadian population as a whole, in addition to having lower life expectancy, higher rates of infant mortality, chronic disease and hospitalisation, Canada's Aboriginal peoples have lower rates of educational attainment and substantially higher unemployment rates. Improving educational attainment is seen as a crucial factor in improving these conditions. At the post-secondary level considerable progress has been made. The proportion of Aboriginal adults with a community college diploma or trade certificate is now comparable with that of the population as a whole. However, the Aboriginal population continues to trail the rest of the population in university graduates with only 8% of Aboriginals over 25 holding a university degree. While Aboriginal participation rates at university have increased dramatically compared to only a generation ago, retention and graduation rates continue to lag.

### Obstacles to post-secondary education

There are many reasons why Aboriginal students may not choose to go to university and once there may not succeed. Many Aboriginal youths live in small close-knit remote communities and must travel long distances to attend universities. For some there is a legacy of distrust based on the now discredited assimilative policies of resi-

dential schools. Although the majority of Aboriginal students qualify for federal post-secondary grants, the funding is often insufficient to meet the demand. Many, mostly urban and often poor, Aboriginal students must finance their university education through loans and part-time work. Many Aboriginal students fail to complete high school. Without the necessary prerequisites they do not qualify for university admission.

Once at university, Aboriginal students may not succeed for a number of reasons other than economic adversity and inadequate academic preparation. Those from small communities may be alienated by the large urban environments and sheer size of many Canadian universities. Students with life experiences that may be very different from their fellow students may feel culturally isolated and cut off from family and community. Aboriginal students tend to be older than the average and are more likely to be female and have dependent children or family responsibilities. There are few Aboriginal faculty members or staff at universities to act as role models and Aboriginal culture and history may not be reflected in the curriculum.

### Programs to attract and support aboriginal students

Most Canadian universities have established Aboriginal student support services and offer targeted academic and personal counselling, mentoring, tutoring and social and cultural support programs and there is usually an Aboriginal student centre where students can meet and interact with the local Aboriginal community. A few campuses now have purpose-built centres that provide a home-away-from-home for Aboriginal students. Targeted student financial aid is sometimes made available.

Many universities are now actively engaged in recruiting Aboriginal students through targeted publicity, dedicated websites and visits to Aboriginal communities, schools and colleges. Some now have full-time Aboriginal liaison officers. A variety of summer camp programs are in place to encourage younger Aboriginal students to experience university life while still at school. A few institutions have established formal Aboriginal admissions policies under which a certain number of places in specific programs are reserved for qualified Aboriginal applicants.

Recognizing that some Aboriginal students may not have the academic prerequisites for university, many universities have set up special bridging or transition programs to support new students in the early stages of their university life. In some

cases these programs are offered in conjunction with an Aboriginal educational institution.

There are a growing number of programs in Native Studies and Native languages, which attract a large proportion of Aboriginal students and faculty and range from undergraduate concentrations to full graduate programs. As well there are a growing number of Aboriginal-focused streams in such areas as Teacher Education, Nursing, Social Work, Business, Law and Medicine. Some universities have programs to encourage Aboriginal students to continue their studies at the graduate level.

Canadian universities offer a wide variety of specially tailored academic programming in Aboriginal communities, often in partnership with local educational institutions. Such programs range from full degrees taught at a distance, to programs that require some attendance at a university campus. Such programs often make use of new technologies as well as using local staff to assist visiting faculty.

Many universities have established senior advisory committees to advise the university administration or governing body on Aboriginal educational issues. Frequently these committees include representation from the leadership of the local Aboriginal community. In some cases a senior administrative position to champion the cause of Aboriginal education on campus has been created. Most universities are making an effort to increase the proportion of Aboriginal faculty and staff and are starting to collect data on their Aboriginal student populations in order to monitor student success rates.

In Regina, the First Nations University of Canada, federated with the University of Regina is an Aboriginal-controlled institution that offers a range of degree programs to a mostly Aboriginal student population.

As the Aboriginal population becomes an increasingly important "market segment" for Canadian universities in some parts of the country we will see these universities vying to become the "destination of choice" for Aboriginal students. In the long run this can only benefit the Aboriginal population and Canada as a whole.

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# Program ProUni: Changing the Panorama of Access to Higher Education in Brazil

by Nelson Maculan/Celso C. Ribeiro/Fernando Haddad\*

**A**lthough more than 4.000.000 students are enrolled in higher education in Brazil, only 11% of the young people in the range of 18 to 24 years attend higher education schools. The National Plan of Education establishes that this rate should increase to 30% by 2011 and that the government should take the appropriate actions in this direction. More than 80% of the higher education schools are private. Young people from less wealthy families are often not able to compete for the relatively few openings in public universities, while at the same time they are not able to pay for their studies in private schools.

Program ProUni - *Universidade Para Todos* ("University for All") was institutionalized by Law 11.096 of January 13, 2005, with the goal of expanding the number of higher education openings for students from less wealthy families in Brazil.

ProUni promotes the exchange of scholarships in private higher education schools by the exemption of federal taxes for the participating institutions. Although participation is voluntary, the number of institutions engaged in the program is increasing. A total of 1,142 private schools engaged in the first year (2005) of the program. This number increased to 1,232 in the second year (2006). Each of these schools should offer a number of scholarships that is regulated by Law 11.096, corresponding to approximately 10% of the number of its regularly paying students. The total exemption of federal taxes for the year 2005 amounted to approximately R\$ 105.6 millions (approximately US\$ 48 millions).

There are two types of scholarships: full (awarded to students whose family monthly earnings per capita amount to at most 1.5 times the minimum wage) and partial (50% of

the monthly fees, awarded to students whose monthly earnings per capita amount to at most three times the minimum wage). A total of 112,275 scholarships (71,905 full and 40,370 partial) have been awarded in 2005. Furthermore, 91,609 scholarships (63,536 full and 28,071 partial scholarships) have already been awarded in January 2006, with an estimation of 40,000 additional scholarships to be awarded in July 2006. The yearly cost of the program is very small: since the 112,275 scholarships awarded in 2005 cost US\$ 48 millions in tax exemptions, the yearly cost per student to the country amounts to less than US\$ 430.

Candidates to a scholarship must necessarily pass the national ENEM examination at the end of the high school. Students are ranked by their grade on this examination and the best students get the scholarships. Recent feedback from a significant number of participating schools show that the students awarded a ProUni scholarship have average grades that are better on average than those of the students selected by the entrance examinations of these schools. Students selected for a scholarship come from less wealthy families, but have merit and potential. They fight for an opportunity and once the chance is given, they grab it. The students are also receiving the monthly amount of R\$ 300 (approximately US\$ 136) for educational expenses since March 2006.

Traditionally, the Brazilian public federal university system (government funded) welcomes approximately 125,000 new students every year. With the creation of ProUni, more than 120,000 new openings are being created every year at private schools through the new tax-funded scholarships. ProUni is an affirmative action program and is doubling the number of government-funded openings in higher education. All students who get the scholar-

ships come from less wealthy social classes and normally would not be able to have access to the university without this program. Furthermore, a fraction of the scholarships is reserved to afro-descendents, indigenous people, and handicapped citizens, corresponding to the percent of the population that each of these groups represents. In 2006, a total of 45,037 scholarships were awarded to afro-descendents and 174 to indigenous people (corresponding to 49.6% of the total).

The figures related to the program are huge. There were almost 900,000 candidates registered for the scholarships awarded in 2006. Staff received and answered more than 1,700,000 phone calls and 170,000 emails with inquiries about the program during the three-week registration period. There were 167,000 phone calls and 65,000 emails in the peak day. At one point, there was a record 53,000 simultaneous accesses to the program web site at <http://prouni-inscricao.mec.gov.br/prouni/>. The program is completely computerized, using modern technologies of database administration, web applications, and digital signatures for authentication.

ProUni is promoting a significant change in the access to the university and changing the panorama of higher education in Brazil. In addition, the federal system of public universities is being expanded to create ten new universities and 42 new campuses. The young people who could not even dream about going to the university one year ago, are now attending the university with their studies funded by the government. Federal taxes are being used to support an affirmative action program that benefits very good students that otherwise would not have this chance.

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shold level in certain highly competitive disciplines. Many non-traditional students, especially older students, do not have the minimum requirements. Some countries offer opportunities to study for these qualifications as adults, while others (e.g. Norway and Sweden) offer access to HE on the basis of work experience.

The final government-led approach to widening participation that we identified is the introduction of alternative ways of delivering higher education. This has included the establishment of new institutions and more flexible delivery modes. New institutions can overcome actual or perceived distances from higher education. Similarly distance learning offers a way to overcome geographical barriers to participation. Distance, and especially e-learning, is being embraced in many countries, although it tends to bring its own challenges, particularly in relation to facilitating student success.

### Concluding Comments

Greater equality of opportunity and outcomes in higher education is increasingly being recognized as an important national policy objective. This however requires an understanding of what widening participation is – targeting under-represented group and not just increasing their entry, but offering opportunities to succeed within and beyond HE. Many interventions aimed at widening participation are premised on a student deficit model. However, this is, at best, insufficient. Higher education systems and institutions need to engage in change to transform themselves to better meet the needs of students from a diverse range of backgrounds. Only then will higher education, the economy and society benefit fully. For example, we need doctors to be competent to work with all sectors of society; this is more likely to be achieved if higher education draws medical students from a broad cross section of the community, and draws on their different life experiences to enhance the learning experience, knowledge and skills of the whole student cohort, rather than inculcating them into traditional HE norms. Effective widening participation requires clearly defined target groups and interventions designed to address the specific barriers faced and to promote engagement and success in higher education and beyond.

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## Frustrating Denial: Promoting Academic Freedom by Defending Access to Higher Education

by Robert Quinn\*

**W**hen is access to higher education a question of academic freedom? Based on the experience of the Scholars at Risk Network, not when there is a lack of access - such as due to limits in the capacity of higher education institutions - but when there is an affirmative denial of access. In other words, whenever access is limited by discrimination, intimidation and violence.

Scholars at Risk (SAR) is a growing international network of universities and colleges committed to promoting academic freedom and to defending the rights of scholars and their communities. SAR members help scholars under threat in their home countries by hosting them for temporary academic visits as visiting professors, lecturers, researchers or students. SAR members might also invite threatened scholars for shorter visits - lectures or conferences - and their faculty might collaborate with faculty at other SAR members on research and education projects aimed at promoting academic freedom and defending threatened universities.

SAR members promote access to higher education by helping individual scholars overcome attempts to deny them full participation in the university. Sometimes this means overcoming physical barriers literally. SAR has helped scholars in conflict zones in Colombia, Israel/Palestine, Sri Lanka and Iraq who have been obstructed in their work by roadblocks, checkpoints, travel restrictions and curfews. Even when such measures have been implemented in good faith, they impair the ability of scholars to do their work and of universities to function effectively. SAR members helped these scholars continue their work in safety outside the conflict zone.

Other times the denial of access is culturally rooted. Discrimination - especially gender, ethnic and religious discrimination - is a form of denial of access that diminishes the

quality and strength of higher education by narrowing the range of persons and experiences included in university discourse. SAR members have helped female scholars from Swaziland and Pakistan, and scholars from Indonesia, Egypt and Uzbekistan who are leaders in their minority ethnic and religious communities, to continue their work in safety after discriminatory dismissals and threats.

Most often, intentional denial of access is linked to political attacks: powerful political actors intent on total control over society seek to stifle university discourse. They target individual members of university communities - administrators, student leaders and prominent professors - knowing that an attack on one will chill the activities of others. SAR members have helped scholars from Myanmar, Iran and Belarus escape such attacks.

Often the attacks are physical: scholars have been beaten, arrested, tortured and even killed. But the goal is much bigger: to mark as "off limits", ideas or discussions that might undermine the authority in place. The effect is to shrink the open, safe space that is the heart of every university; to control that space. SAR members work to defend that space by helping scholars suffering these threats to escape, even temporarily.

SAR members promote access to higher education by inviting threatened scholars to be temporary visitors to their campuses. In doing so, they frustrate attempts to deny access to individual scholars. Moreover, they expose attempted denials of access - whether physical, cultural or political - to wider audiences and criticism. This in turn helps to promote academic freedom, and may even help to defend university communities against future attacks.

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## A certain France that is Sitting on a Gold mine

by Richard Descoings\*

In France, we have a long tradition of intellectual meritocracy when it comes to higher education. Some of the higher education institutions practise admission policies on the basis of the results obtained at the end of secondary education. These selective institutions are the **Grandes Ecoles**. They attract the best baccalauréat holders, leaving the other students to enter the classical universities. This does not mean that there are no good students in the universities but that, in France, families push their children to first try to get into the Grandes Ecoles and, should they fail, then go to university. Hence, the Grandes Ecoles play a leading role in providing for the different labour markets of businesses, public administration, research and higher education: they train the bulk of future policy-makers and high level managers. In all the Grandes Ecoles, including the Schools of Engineering, between 70% and 90% of the students belong to families that are in the top social and professional brackets. **If a university does not aim to have socio-professional percentages that are truly representative of the French population, too great a gap expresses a major dysfunction, except to say that talent is almost exclusively to be found in the 20% of the wealthiest families.** There is a double risk here: from a defensive point of view, seeing the social and political fabric torn because of a lack of sufficient legitimacy of the elites, from a dynamic point of view, recruiting from a too limited and homogeneous reservoir may lead to missing many talents that businesses, administration, research and political circles could do well in benefiting from.

The "Programme des Conventions Education Prioritaire" (CEP) began in 2001 after observing a major social and cultural compartmentalisation in France. The programme was concretised by a strong partnership between a higher education institution, Sciences Po, and secondary schools in disadvantaged areas where unemployment percentages were four or five times higher than the national average. In five years, the number of partner schools

grew from 7 to 33; some ten new schools from Guyana and the Caribbean are candidates in 2006. In five years, some 200 students have been admitted to Sciences Po in the framework of this Programme (57 in 2005 alone). These students, who come from disadvantaged areas, follow the same courses and sit the same examinations as the other students. They quickly obtain similar results to those obtained by the students who were admitted through the 12 other admission paths at Sciences Po. Each year, several rank amongst the best of their year. For Sciences Po, this is an excellent lesson in modesty: by recruiting differently, by organising collegial juries that bring together heads of multinationals, university professors, civil servants, and journalists, we can recruit not only according to school results, but also by potential. We find talent that would otherwise be left by the wayside and who could very easily remain non-productive or even counterproductive. On the housing estates, the young will be left to their own devices - this means life on the streets, a parallel economy, unemployment and welfare benefits. Instead of this, the firms that have already recruited students who were selected in the framework of the CEP on an eight-month internship (the first cohort will graduate next July) praise their pragmatism, their sense of social realities, their creativity, and their great capacity to adapt.

**The concept of the experimental secondary school proposed by Sciences Po last December rests on a similar battle: to give meaning again to the value of success through work in social circles where it had vanished.** The CEP makes it possible to say to students of disadvantaged areas: "you have talent and, if given the appropriate means, you can really succeed by studying". A simple and coherent message, but one that is revolutionary in areas of social despair where the riots of last autumn reminded us once again – not the first time nor for the last – that they function as social, economic and cultural dead-ends.

The experimental secondary school project was developed by grassroots actors, teachers,

heads of institutions, heads of associations. Its objective is twofold: that teachers wake up in the morning with a desire to go to work and that, similarly, pupils develop a taste for study and become responsible for their future. Nothing simpler. **In a country where professional guidance takes place at a very early age through selection by failure and breeds lack of confidence, it is a total upturn.** The impulse comes from the pupils themselves who choose their education, take part in its evaluation according to objectives that have been discussed with a councillor, and decide on their orientation according to their aptitudes – both real and potential. This combats two major outcomes of the French educational system which illustrate its deficiencies and its absurdity. The first figure: every year 150,000 pupils leave the school system without a qualification. The second: large cohorts of students hold qualifications that do not correspond to the needs of the labour market. Hence, half the students who obtained a degree in 2003 at master, DESS or doctorate level were still looking for a job one year later. This shows that adapted and responsible guidance of pupils in secondary schools and in higher education is a major stake today.

Sciences Po puts into practice its social responsibility with these innovations. Be it through the conventions with the secondary schools of the disadvantaged areas, or through innovating pedagogy in these institutions, the aim is to help the young to become self-confident and develop the capacity to adapt to a changing world by helping them to build up their talent without bounds... Beyond Sciences Po, which already benefits from **the assets of a growing diversity in its recruitment, we can bet that the added value of these actions in terms of human, social and economic development will be felt in all sectors of a society that wants to move forward and make its diversity bloom at a time of rapid globalisation – a society that really needs it.**

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# Access to Higher Education in China

by Wenli Li\* and Weifang Min\*\*

## Institutions and enrolment

Since China started to implement the new national policies of reforms and opening up to the outside world in 1978, Chinese higher education has developed rapidly. Today, China has many types of higher education institutions, including national universities, provincial universities and colleges, and local colleges. These higher education institutions encompass various alternatives of higher learning. There are: 1) formal and regular full-time universities and colleges, 2) part-time evening universities and weekend programs, 3) radio and TV universities, 4) correspondence colleges, 5) diploma examination institutions, 6) self-study examination institutions, 7) web-based higher learning programs.

In 2004, there were 2,464 higher education institutions with a total enrollment of 20 million students, among which 1,731 were regular higher education institutions, 505 were adult higher education institutions and 228 were private (*minban*, which means people operated) higher education institutions. In 2005, the total enrollment number increased to more than 23 million and the gross enrollment ratio of higher education reached 21 percent. Figure 1 shows a very quick expansion in regular higher education enrollment, especially since the year of 1999.

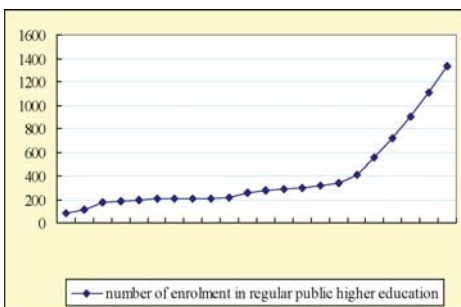


Figure 1 The number of enrolment in regular public higher education institutions (1978-2004) Data source: China Education Statistics Yearbook, 2004.

The admission mechanism of Chinese higher education is operated on a centralized enrolment system, in which admission committees at the provincial level are under the supervision of the Ministry of Education. Admission is granted mainly on the basis of academic qualifications. In some faculties, specific physical requirements must be met.

The nationwide university and college entrance examinations for regular full-time higher learning are held in the first ten days of June of every year, while the entrance examinations for adult higher education are held in the third weekend of October of each year. Applicants apply for admissions to the institutions and departments in order of their individual preferences and take the examinations in either one of the three categories, humanities/social sciences, science/engineering and languages. Admission decisions are mainly determined by the examination results. Special favorable policies and allowances are made for minority nationality, overseas Chinese applicants and extremely excellent students

## Opportunities for access to higher education

The author conducted a survey study to investigate the distribution of opportunities for access to higher education for students from different regions and different income groups. The study (Li, 2006) found that the enrollment proportions of students from rural areas and lower income families increased while those of students from urban areas and higher income families decreased, indicating that the enrollment gap among students from different socio-economic background was narrowing. The evidence was shown in figure two and three. Actually, although the enrolment gap between rural and urban areas was narrowing, it was still large. There were about 31.6 percent of students coming from rural areas and 68.4 percent of students coming from urban areas in the sampling institutions of Li's study, while China has around 60 percent of population from rural regions and 40 percent of population from urban regions.

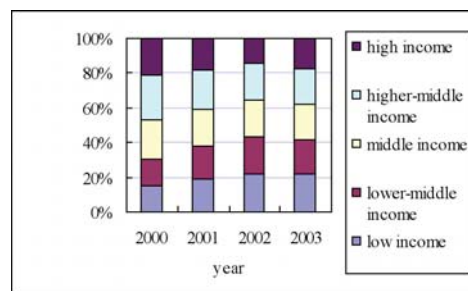


Figure 2 The percentages of student enrolment from different income groups in sampling institutions 2000-2003 (Source: Li, 2006)

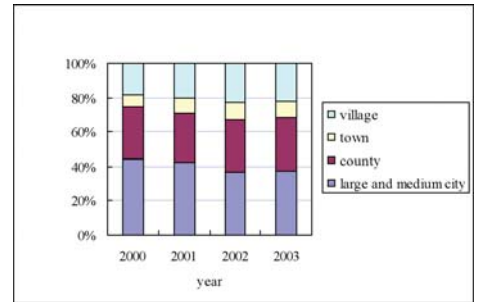


Figure 3 The percentages of student enrolment from urban and rural areas in sampling institutions 2000-03 (Source: Li, 2006)

The empirical evidence shown in figure 4 indicates that students at higher quality and academically prestigious universities from higher income families are more than those from lower income families. It implies that although Chinese higher education expansion leads to the increase of access opportunity of students from lower socio-economic family background, the students from higher socio-economic family background have a larger possibility to attend the higher quality prestigious universities. It is due to the examination achievements and scholastic abilities associated with family background. Better educated parents, also with higher family incomes, are more able to develop the scholastic aptitude and ability of their children by assisting and advising their studies.

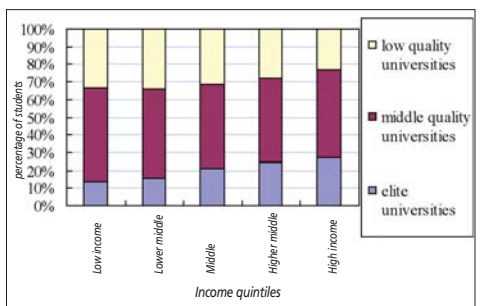


Figure 4 The percentages of student enrolment in sampling institutions with different qualities (Source: Li, 2006)

## Endeavours to improve the access equality of Chinese higher education

In order to address the issues of access equality, the Chinese Education Law and Chinese Higher Education Law were formulated as the foundation for educational policy-making to tackle the equity issues. The Article 9 of Chinese Higher

Education Law states, "Citizens have the right to higher education according to law. The state makes efforts to assist minority students and poor students to receive higher education." The Chinese Higher Education Law also states that "students in higher learning institutions should pay tuition fees for their education in accordance with state regulations." As for the student with financial difficulties, the law states that they are entitled to apply for financial assistance such as tuition waivers and grants.

Furthermore, two new policies were implemented to improve the equity and access in 2005. A policy endeavour, named as "Sunshine Project", was made to distribute and publicize all of the

admission information including policies, procedures and results, so as that the public and the media could monitor the enrolment cycles to avoid the corruption in higher education admissions. The other new policy was related to financial assistance to students with low socio-economic status. The aim of the new financial aid program, named as "the State Grant and Scholarship Program" with one billion RMB annually, was to assist students with financial difficulties to complete their higher education and to stimulate them to study hard and make all-around development in aspects of morality, intelligence, physical condition and so forth.

In fact, the new financial assistance program is

a new addition to Chinese higher education financial aid system. China has a student assistance system with many different types, including scholarship, grants-in-aid, student loans, work-study, living allowance, tuition waiver and etc. In order to facilitate the access of students from low income families, higher education institutions will provide "Green Track" (tuition waiver without an application in advance) to students who can not pay for their higher learning at the moment of registration.

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### Call for papers

The next issue of IAU Horizons will be dedicated to **The Place of Research in Higher Education**. This issue will be published in Fall 2006. Should you wish to submit an article on this topic, please contact Dr. H. van't Land at [vantland.iau@unesco.org](mailto:vantland.iau@unesco.org)

### Upcoming themes for IAU Horizons

Over the course of the next year, IAU plans to devote issues of its newsletter to the following subjects: the Bologna Process viewed from elsewhere; Education for All and Higher Education; Changing institutional Autonomy; and Classification, Ranking and Information on Higher Education Institutions. We welcome proposals for articles at any time. Should you be interested in contributing an article on one of the above themes, please contact Dr. H. van't Land at [vantland.iau@unesco.org](mailto:vantland.iau@unesco.org). Information on events, publications, and suggestions for other topics of global interest are also welcome.

## **Workshop on Addis Ababa University Reform: past, present and future, AdAU/IAU,**

Ethiopia, 8-9 June, 2006

Addis Ababa University and the IAU are organizing a two-day workshop focusing on the achievements and challenges of the reforms underway at Addis Ababa University. The workshop is designed as a possible launching pad for a small project that would accompany future phases of this reform process by lending an external perspective and expertise from peers to the AdAU team leading these transformations.

AdAU initiated the reforms in 2005, aiming to transform the university into a predominantly post-graduate and research oriented institutions. IAU was invited by AdAU and SAREC of the Swedish International Development Agency (SIDA) to assist by identifying a number of possible university leaders from developing and industrialized countries who would be willing to provide input and advice to the leadership of AdAU now and into the future. It is with SIDA support, that IAU was able to accept and to offer to collaborate with the University, starting with the Workshop and, if appropriate, elaborating a longer-term process for an Advisory Group to provide external feedback and advice on strategies and actions developed at AdAU.

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## **IAU/IAUP Presidents' Symposium**

**Institutional Autonomy Revisited: National Dimensions, Cross regional/national Experiences** is the theme of the joint IAU/IAUP Presidents' Symposium that will be held on **December 8-9, 2006 in Chiang Mai, Thailand**. Institutional autonomy, a key principle that underpins the relationship between higher education and society, is in a constant state of flux. Today, as in the past, the ways in which this principle is interpreted, legislated and put into practice vary considerably between different national systems. In some of the world's regions, strengthening institutional autonomy has been one of the major strategic developments in higher education policy over the past decade, while other regions have faced very different experiences, with growing and increasingly pervasive government intervention. Between 40 and 50 higher education presidents invited by each of the two organizing associations will meet to discuss various dimensions of the issue, such as autonomy in theory vs. autonomy in practice, the responsibilities that come with autonomy, in terms of accountability, aspects and threats to academic autonomy, autonomy from the state vs. autonomy from the market, and the impact of institutional missions on definitions of autonomy.



## **Beijing, China: IAU International of Higher Education: New**

**F**rom October 13<sup>th</sup>-15<sup>th</sup> 2006, IAU and in conjunction with the 2006 Annual Conference of the China Education Association for International Exchange (CEAIE) will hold a conference on the theme **"Internationalization of Higher Education: New Directions, New Challenges"**. This event will be held in Beijing.

### *Conference*

Internationalisation of higher education remains an important goal all over the world. IAU remains committed to promoting and facilitating debate about "Internationalisation" in all of the ways this process is manifesting itself today. We also continue to contribute to improving the knowledge and understanding of this process by research and data gathering. Exploring, in China, and in conjunction with the China Education Association for International Exchange (CEAIE) the theme "Internationalisation of Higher Education: New Directions, New Challenges" is a natural continuation of work the IAU has begun several years ago. The conference will also serve to launch the full report and analysis of the second global survey IAU has undertaken on internationalisation of higher education.

The IAU Conference will be held on October 13, just prior to the opening of the CEAIE 2006 Annual Conference. As well during the CEAIE series of events, a joint IAU-CEAIE session will be organized on October 15.

The CEAIE develops exchanges and cooperation between the Chinese educational community and educational communities in other regions of the world. It promotes the advancement of education, culture, science and technology, and works to strengthen international understanding and friendship. CEAIE, along with its local branches, constitutes the non-governmental network for Chinese international educational exchange. Its annual conferences usually attract more than 400 representatives of Chinese higher education institutions from all over the country as well as numerous international guests.

Registration for the IAU International Conference will also include access to all the events organized within the 2006 CEAIE Annual Conference (Forum, Seminars and Workshop Sessions).

This IAU-CEAIE collaboration will offer IAU Members a unique opportunity to learn about current developments in higher education in China, to network with many representatives of Chinese institutions, and to discuss most recent global trends and issues in higher education internationalization.



## Conference on Internationalization Directions, New Challenges

### Participants

The conference is open to and of interest to universities and other higher education institutions, as well as representatives of university associations, IAU Affiliates, both Members and non-Members of IAU, and other higher education stakeholders. IAU Members will benefit from reduced registration fees.

### Registration Information

A detailed programme for the International Conference, Registration Forms, fee schedule and hotel information will be available online on the IAU website: [www.unesco.org/iau](http://www.unesco.org/iau). To be added to the mailing list for up-dated information, contact IAU at [iau@unesco.org](mailto:iau@unesco.org) and indicate your interest in *IAU in China 2006*

### Schedule of Events

<b>12 October, 4 pm</b>	<i>Registration and IAU Conference Opening Cocktail Reception</i>
<b>13 October</b>	<i>IAU International Conference on Internationalisation of Higher Education: New Directions, New Challenges</i>
<b>13 October, 3 pm</b>	<i>CEAIE 25<sup>th</sup> Founding Anniversary Ceremony and 7<sup>th</sup> China International Forum on Education</i>
<b>13 October, 6:30 pm</b>	<i>Grand opening reception for 7<sup>th</sup> China International Forum on Education &amp; International Education Expo.</i>
<b>14 October</b>	<i>7<sup>th</sup> China International Forum on Education Seminars and Workshops</i>
<b>15 October, pm</b>	<i>CEAIE-IAU Joint Workshop on Internationalization of Higher Education Institutions: Why, How and Where?</i>

### IAU 2005 Survey Report

Following-up on its first global Survey on the internationalisation of higher education, published in 2003, IAU undertook its second Survey in 2005. The preliminary results of this second Survey were presented at the IAU International Conference in Alexandria in November 2005 and a Preliminary Findings Report was published in January 2006 (see articles in IAU Horizons, February 2006, Vol. 11.4 – 12.1).

A **comprehensive report** and analysis will be published with the title *Internationalisation of Higher Education: New Directions, New Challenges*. It will be launched and presented on the occasion of the IAU 2006 Conference in China.

Ordering information will be available on the IAU website.

### Sharing Quality Higher Education Across Borders – the next step

The Global Meeting of Associations and International Conference held by IAU in Alexandria, Egypt last November were designed to elaborate an action plan to help universities and other higher education institutions implement the recommendations of the Statement. The same four associations, namely IAU, the American Council on Education (ACE), the Association of Universities and Colleges of Canada (AUCC), and the Council on Higher Education Accreditation (CHEA) agreed to elaborate a **practical Checklist for Good Practice** that could be used at the institutional level to ensure that the principles promoted by the Statement were being respected. The Checklist is being drafted in such a way as to be applicable both in institutions that develop cross-border higher education initiatives and for those that are the destination or targets of such initiatives. IAU, as well as each of the above-mentioned associations will disseminate the Checklist among its members, encouraging all to apply it. IAU will also circulate it to all Statement signatories and higher education association that have yet to endorse the Statement.

## Admission Criteria for Membership Reviewed and Commitment to Academic Values Reinforced

During the 69<sup>th</sup> IAU Board Meeting in Alexandria, Egypt in November 2005, the Members of the Board reviewed and modified the institutional membership criteria in order to align these better with IAU's goal to become as representative as possible of the diversity in higher education around the world and to simplify their interpretation and application.

IAU institutional membership is open to: public, or private not-for-profit, degree-conferring institutions whose main objective is higher education and the development of knowledge. These institutions must:

- be dedicated to the study of several branches of knowledge;
- grant at least a three-year, first cycle or undergraduate degree;
- have graduated at least five cohorts;
- be at the level of higher education, as shown by the quality of their instruction and the preparatory training demanded of their students, as well as by the active participation of their staff in scientific or scholarly research and by the equipment placed at their disposal;

- be public, or private not-for-profit;
- be recognized by a national competent body or its equivalent;
- have undergone, at the national or regional level, a process of quality assurance or accreditation, or, if such a process does not exist, be a member of a national or regional association of universities.

Exceptionally, the Administrative Board, may admit institutions of high standing, which are concerned with only one specialised field of knowledge, as long as they meet all the above-mentioned criteria. The Board may also decide to make exceptional decisions concerning institutions in areas of political instability or conflict.

In addition, all universities and other higher education institutions invited to join IAU as members are now asked to endorse a **letter of commitment** to the core academic values that are the cornerstones of the Association. Endorsing this letter is an integral part of the admission process. The letter is available online at:

[www.unesco.org/iau/membership/pdf/commitment\\_Institutions.pdf](http://www.unesco.org/iau/membership/pdf/commitment_Institutions.pdf)

## Search for New Editor

The International Association of Universities (IAU) is seeking a part-time Editor for *Higher Education Policy*, its quarterly academic journal. The appointment will begin in January 2007. The current and founder editor of HEP, Prof. Guy Neave, Director of Research at IAU, will be retiring in December 2006. Information about HEP and the detailed description of this position and the application process can be found on IAU's website at: [www.unesco.org/iau/pdf/editor\\_ad.pdf](http://www.unesco.org/iau/pdf/editor_ad.pdf). Interested applicants should contact C. Oberlin at: [Oberlin.iau@unesco.org](mailto:Oberlin.iau@unesco.org)

## New IAU-Palgrave Macmillan Ltd. discussions on reference publications

The current contract with the publisher of IAU Reference Publications, Palgrave Macmillan Ltd., is ending in 2006. Since her arrival at IAU, Isabelle Turmaine has worked closely with Palgrave to ensure much needed improvements are made both at the level of the usability of the database and with regard to the publications. Major changes are needed mostly for technical reasons but also for financial ones. The reference publications are not only a benefit to IAU's members, a tool to ensure IAU's visibility and credibility around the world; they must also enable IAU to enhance its cost-recovery. Furthermore, to stay competitive in terms of the quality of the products we offer the tool has to be upgraded to cover more information and to be of use to more staff in higher education. IAU is also not alone on the market and is facing growing competition. Palgrave accepted to undertake a feasibility study on the improvements identified by IAU and by Palgrave to create a better, user-adapted tool and more market-related products. On this basis and in the interim, IAU accepted to extend the current contract for one more year. A first meeting with Palgrave

on this study defined the objectives and the deliverables expected in this project. It has already been agreed that IAU will produce a single annual reference book (instead of two, published in alternate years as is the case now). Furthermore, its goal is to make the CD-Rom more searchable and user-friendly and to migrate the whole database from Access to another system that would be more flexible, timesaving, and automated. Most importantly, the aim is to allow data providers to update their information online. The new database architecture should also be designed so that it may be possible, eventually, to make it available online. (For the time being, Palgrave's market studies do not support moving to such online subscription products.) The plan is to have the new database functioning by October 2006, the first publication using the new system would be the 2007/2008 World Higher Education Database CD-Rom and the first print publication should coincide with IAU's 13<sup>th</sup> General Conference in 2008.

For the first time, as of March this year, the CD-Rom was sold out and Palgrave Macmillan Ltd. had to re-print.

## NEW IAU PUBLICATIONS

### *Higher Education Policy, Vol. 18, no.4 on Intercultural Learning and Dialogue*

This volume presenting papers on initiatives developed in countries such as USA, China and many others has been translated into French thanks to a grant made to IAU by the Agence Universitaire de la Francophonie (AUF). The French language version of this volume is available online on the IAU WebPages on Intercultural Learning and Dialogue ([www.unesco.org/iauid/index.html](http://www.unesco.org/iauid/index.html)).

### *Higher Education Policy, Vol. 19, no.1.*

'Transitions in higher education' is the theme on which the March 2006 issue of the IAU journal 'Higher Education Policy' (HEP) focuses. One of the articles looks at the evolution of private 'feeder' schools in Japan and how they came to dominate entry into elite colleges, while the same type of school in the US failed in this domination. The question of student flows into and partially through higher education continues with an examination of higher education policy in Chile since its return to democracy in 1990. Changes in accreditation in Western Europe are also analysed, with a look at the growing number of both state and private accreditation schemes, whether institutional or programme-oriented, and the possible effects of an emerging 'accreditation market'.



### *Higher Education Policy, Vol. 19, no. 2.*

This volume examines different dimensions around the theme '*Incorporating the University*' that is, in effect, the rise of the large business firm as a referential model for university development in general and management in particular. An article from Ireland explores the general problematic and inputs from Australia, Canada and the United States examine the impact of private sector research funding upon academic productivity and practices of business schools in Canada in the recruitment of national and international academic staff. One of the major consequences of 'incorporation' around private sector business models is the greater differentiation between institutions. This is analyzed in terms of institutional development in Finland and more particularly the type of students attracted by the non-university sector in Israeli higher education. In certain European systems, the role of New Public Management has been instrumental in moving the referential institution from national administration to the private sector. It is a powerful rationale for reform. Its impact on the reforming impulse in Lithuanian Higher Education is developed.



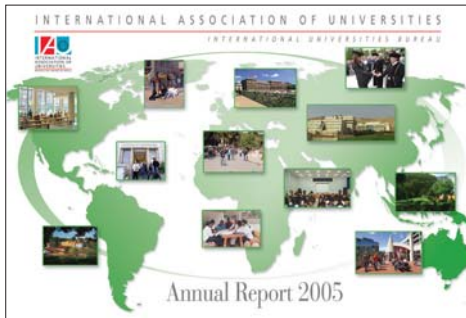
### *Last call IAUPalgrave Essay Competition on Intercultural Learning and Dialogue*

Thanks to Palgrave Macmillan Ltd., publisher of the Association's research and reference works, the International Association of Universities (IAU) will soon be granting a **second IAU/Palgrave Prize in Higher Education Policy Research**.

The 2006 Prize is devoted to research on **Higher Education and Intercultural Learning and Dialogue**. Today, encountering cultural differences is unavoidable and thus the ability to engage in fruitful and respectful dialogue with people of different cultures is vital for nations, communities, and individuals. Higher education institutions have an important role to play. Intercultural learning and dialogue among cultures need to be present in curriculum design, in teaching methods in order to develop student competencies. It must also be integral to knowledge creation and dissemination. More information on the **2006 Prize** and on where to send your paper is available online at: <http://www.unesco.org/iaul/scientificpubprize.html>

## Issues in Higher Education: European Research University: An Historical Parenthesis?

The latest book in the series IAU Issues in Higher Education, edited by Guy Neave, Kjell Blükert and Thorsten Nybom appeared in March 2006. With its long history of learning, the European university is now faced by major challenges and the inescapable need to adapt to a series of profound changes taking place in contemporary society – the setting up of a European higher education area, increased academic mobility, and the role of projecting Europe's place in the rapidly emerging global society, one that is increasingly led by market forces and the private sector. Celebrating the work of Professor Stig Ströholm, this collection of essays from academic leaders, administration and leading scholars maps out both the present and the long-term issues that the research university must now tackle.



## IAU Annual Report 2005

IAU's 2005 Annual report is now available. This publication, covering the period from October 2004 to September 2005, provides an overview of the Association's regular activities during the past year as well as briefly describing the Administrative Board, the current state of IAU membership, and the secretariat staff. It provides, in particular, a progress report concerning the strategic reflection on the future directions for IAU that the Board initiated during the period under review.

## MEMBERSHIP NEWS

### IAU welcomes 8 new Members from 7 countries:

- **New Member Institutions:** [Khajeh Nasir Toosi University of Technology](#), Iran, [South Kazakhstan State Medical Academy](#), Kazakhstan, [Al Imam Al Ouzai University](#), Lebanon, [King Khalid University](#), Saudi Arabia, [University Rovira I Virgili](#), [Technical University of Catalonia](#), Spain, [Sabaragamuwa University of Sri Lanka](#), Sri Lanka, [Near East University](#), Turkey.

## Central European University (CEU) welcomes faculty and staff from universities in Iraq as part of a UNESCO program

To revitalize Iraqi higher education, scholars from Iraq are visiting CEU from 10 April for a three-month period. Participating higher education institutions from Iraq are the following: Wasit University, Baghdad University, Karbala College of Law and College of Arts, Babylon College of Law and Sulaimani Technical Institute.

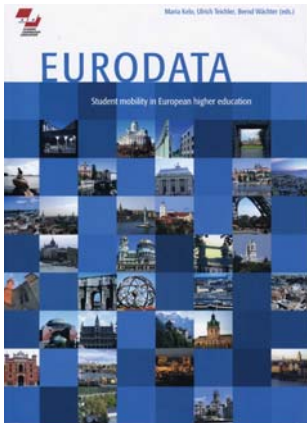
Representatives of these institutions are hosted by, and will conduct research at, CEU's Center for Policy Studies, the Open Society Archives, the Center for Media and Communication Studies, the Human Rights Center, the Department of Legal Studies, and the Department of Environmental Sciences and Policy, in Budapest, Hungary.

The visit is made possible by the International Fund for Higher Education in Iraq, administered by UNESCO, and established by an agreement between UNESCO and the Qatar Foundation for Education, Science, and Community Development. CEU Senior Vice-President, István Teplán, representing the Administrative Board of the International Association of Universities (IAU), offered CEU as a host university for the program.

Fellows will also receive English tutoring thanks to additional funding provided by CEU. It is hoped that this visit will serve as a first step to future involvement with Iraqi students and faculty.

On the occasion of the celebration of the 60th anniversary of the foundation of the Food and Agriculture Organization of the United Nations (FAO), IAU Member the **University of Rome "La Sapienza"** is offering 10 grants for postgraduate research and 50 grants for scientific research on topics regarding the origin, history, mission, functioning and reforms of the FAO.

For further details, please see: [www.uniroma1.it/internazionale/](http://www.uniroma1.it/internazionale/).



## ***Eurodata, Student mobility in European higher education***

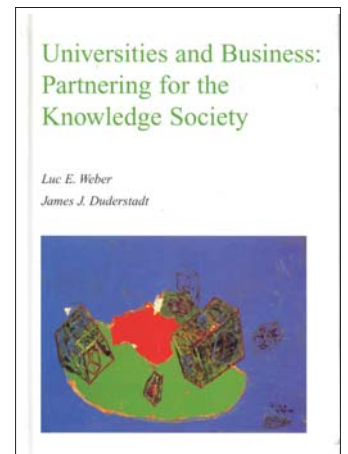
Kelo, Maria; Teichler, Ulrich; Wächter, Bernd (eds.) / Lemmens Verlags- & Mediengesellschaft – Bonn, 2006. ISBN 3-932306-72-4

Published by the Academic Cooperation Association (ACA), this publication features statistical data on mobility in Europe. It presents available data on student mobility at the international, national and programme level, underlining the main trends in student flows into and out of 32 European countries. In addition, it offers several recommendations for the improvement of student mobility statistics both at national and international levels.

## ***Universities and Business: Partnering for the Knowledge Society***

Luc E. Weber, and James J. Duderstadt, (eds.) / Economica Ltd – London, 2006. ISBN 2-7178-5190-9

The emergence of a global, knowledge-driven economy has created an ever-greater dependence of society, business and industry on research universities for higher education, research and development, innovation and entrepreneurial activities. The Fifth Glion Colloquium, held in June 2005 in Switzerland, discussed the key relationship between research universities and the business sector. Participants included university leaders from Europe and the United States, as well as senior officers of several global corporations. This publication is a compilation of papers presented at the conference, as well as summaries of the discussions and presentations.



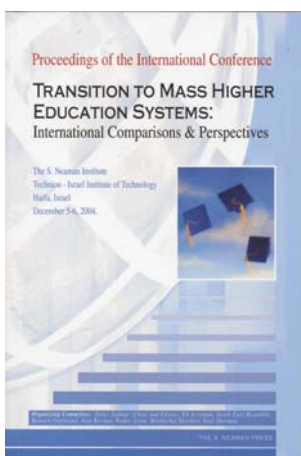
## ***Transition to Mass Higher Education Systems: International Comparisons and Perspectives. Samuel Neaman Institute, Haifa, Israel, 2006.***

ISBN: 965-90911-0-9.

This publication contains the proceedings of the international colloquium entitled "Transition to Mass Higher Education—International Comparisons" which took place at the S. Neaman Institute at the Technion, in Haifa, Israel, on 5-6 December 2004. It contains papers presented at the colloquium, as well as the question and answer sessions, Round Table discussions and the Reports of the Rapporteurs.

The volume offers a snapshot of the Israeli higher education system at the turn of the century, at an important juncture in its development from an elite system to a mass higher education system, side by side with the perspectives of experts and leaders of higher education from Australia, Germany, Italy, the Netherlands, Sweden, the United Kingdom and United States of America. This international approach gives both a perspective on the position of the Israeli higher education system and information and insight into the similar transitions that have taken place in other countries.

The conference was divided into four sessions: The Expanding Higher Education System in Israel; Expanding Access to Tertiary Education as a Modern Imperative: Comparative National Experiences; Government-Academia-Society Relations in an Expanding System; and Patterns of Diversification of Higher Education Systems and two Round Table discussions: "A Look Into the Future—What Can We Expect?" and "Can or Should a New Master Plan be Negotiated for Israeli Higher Education?"



# Calendar of Events

## 2006

- June**
- 05-06** Council of Europe, European Commission, UNESCO-CEPES, Tallinn, Estonia, 13th Meeting of ENIC/NARIC Networks  
[www.cepes.ro](http://www.cepes.ro)
- 08-10** University of Malta, Malta, III Mediterranean University Forum on: The Image of Europe in the Mediterranean - Partnership for Education - Contact: [stefania.fabri@um.edu.mt](mailto:stefania.fabri@um.edu.mt)
- 15-17** EAIE, Malmö, Sweden, Course on How to develop and maintain international partnerships - [www.eaie.org](http://www.eaie.org)
- 18-20** ACA-SIU, University of Bergen, Norway, Destination Europe? Players, goals and strategies in enhancing the attractiveness of European universities - [www.aca-secretariat.be/08events/bergen/Conference.htm](http://www.aca-secretariat.be/08events/bergen/Conference.htm)
- 20-22** FOTIM & CHELSA, CSIR International Convention Centre, Pretoria, South Africa, Quality Assurance in Higher Education: Mission (Im)possible? - [www.fotim.ac.za/fotim/fotim-conferences/qaconference2006/home.html](http://www.fotim.ac.za/fotim/fotim-conferences/qaconference2006/home.html)
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- July**
- 03-06** CESE, Granada, Spain, 22<sup>nd</sup> Conference of CESE: Changing Knowledge and Education: communities, information societies and mobilities. The World in Europe - Europe in the World - [www.cese2006.org](http://www.cese2006.org)
- 06-07** CHEA, Ritz-Carlton, Washington D.C., United States, Summer Workshop: Perspectives on Quality - Contact: [chea@chea.org](mailto:chea@chea.org)
- 10-13** HERDSA, The University of Western Australia, Critical Visions: Thinking, Learning and Researching in Higher Education  
[www.herdsa.org.au/2006](http://www.herdsa.org.au/2006)
- 
- August**
- 24-25** OECD, Paris, France, Governing Bodies of Higher Education Institutions: roles and responsibilities - [www.oecd.org](http://www.oecd.org)
- 30-1 Sept.** EAIR, LUISS Guido Carli University, Rome, Italy, EAIR 2006 Forum: Who Runs Higher Education in a Competitive World?".  
[www.eair.nl](http://www.eair.nl)
- 
- September**
- 11-13** IMHE, Paris, France, General Conference: Values and Ethics: Managing Challenges and Realities in Higher Education  
[www.oecd.org/edu/imhegeneralconference2006](http://www.oecd.org/edu/imhegeneralconference2006)
- 13-16** EAIE, University of Basel, Switzerland, 18<sup>th</sup> Annual Conference: Quality in internationalisation, from theory to practice  
[www.eaie.org](http://www.eaie.org)
- 14-15** Observatory of the Magna Charta and University of Bologna Bologna, Italy, Political Approaches to University Identity  
[www.magna-charta.org](http://www.magna-charta.org)
- 21-23** Turku, Finland, International Conference on Academic Mobility - <http://users.utu.fi/freder/Conf%20mobility/cat/mobility.htm>
- 
- October**
- 13-15** IAU, China World Hotel, Beijing, China, International Conference on Internationalization of Higher Education: New Directions, New Challenges - [www.unesco.org/iau/conferences/china/pdf/first\\_announcement.pdf](http://www.unesco.org/iau/conferences/china/pdf/first_announcement.pdf)
- 19-21** EUA, Universities of Brno, Czech Republic, European Universities as Catalysts in Promoting Regional Innovation  
[www.eua.be](http://www.eua.be)
- 
- December**
- 08-09** IAU-IAUP, Chiang Mai, Thailand, The different Meanings of University Autonomy - Contact: [iau@unesco.org](mailto:iau@unesco.org)

*To insert an event in this Calendar of Events please contact IAU.*

International Association of Universities. Serving its university members and the wider higher education community, IAU provides a forum for the universities of the world working together, promotes exchange of information, experience and ideas, contributes, through research, publications and meetings, to informed higher education policy debate. International Universities Bureau - IAU Secretariat : Eva Egron-Polak, Secretary-General and Executive Director ● Guy Neave, Director of Research ● Hilligje van't Land, Senior Program Manager ● Isabelle Turmaine, Director, Information Center and Services ● Sylvain Charpentier, Program Officer ● Meghan Conly, Guest Editor ● Printer : Imprimerie Tout Cap - 92250 La-Garenne-Colombes ● Desk-top publishing, Pascale Buffaut.

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