



INTERNATIONAL ASSOCIATION OF UNIVERSITIES

INTERNATIONAL UNIVERSITIES BUREAU

Editorial

What could be more natural for the International Association of Universities than to review and debate policies and practices of internationalisation of higher education around the world? Not much, and perhaps this explains why the recent IAU Conference, hosted by Université Claude Bernard in Lyon, France, attracted so many university representatives from so many parts of the globe. Indeed, it was noted that this meeting was the most 'global' gathering of higher education representatives since the 1998 World Conference on Higher Education, with participants from more than 60 countries.

A striking feature of the meeting, was the enthusiasm, dynamism and commitment of those who took part. Yet, bringing together university participants whose experiences and conditions of work and traditions differ widely presents both positive and negative possibilities in terms of outcomes. Discussions about how best to internationalize higher education through strategic policies and practices are no exception. Diversity can mean that no common language or shared learning can take place, that participants return home with an impression that it is too difficult and cannot span the divergence in approaches and gaps caused by unequal resources or even the differences in goals and rationale for greater internationalisation.

Or, in contrast, diversity, when encountered in an international conference can be an enriching, mobilising element leading to new enthusiasm about different approaches and increased appreciation for diverse policies, concerns and challenges. At best, it can produce innovative actions and new partnerships.

We sincerely hope that the IAU Conference in Lyon had the second set of consequences, as would normally be expected from a gathering of university leaders who came together to discuss how to transform higher education towards a

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May-July 2002 vol 8 n°2-3

Newsletter

The bimonthly Newsletter of the International Association of Universities
Published by the International Universities Bureau

SPECIAL ISSUE

Challenges, Perceptions and Priorities: H. Van Ginkel* and K. Seddoh* dissect Internationalisation of Higher Education

“Internationalisation has many faces. And attention that six years ago dwelt on issues of mobility and North-South relations, for example, has in part moved on to globalisation and its consequences for higher learning, themselves increasingly presented in terms of ‘commodification’ – that is, making education a purchasable commodity.”

From Armenia to the Virgin Islands

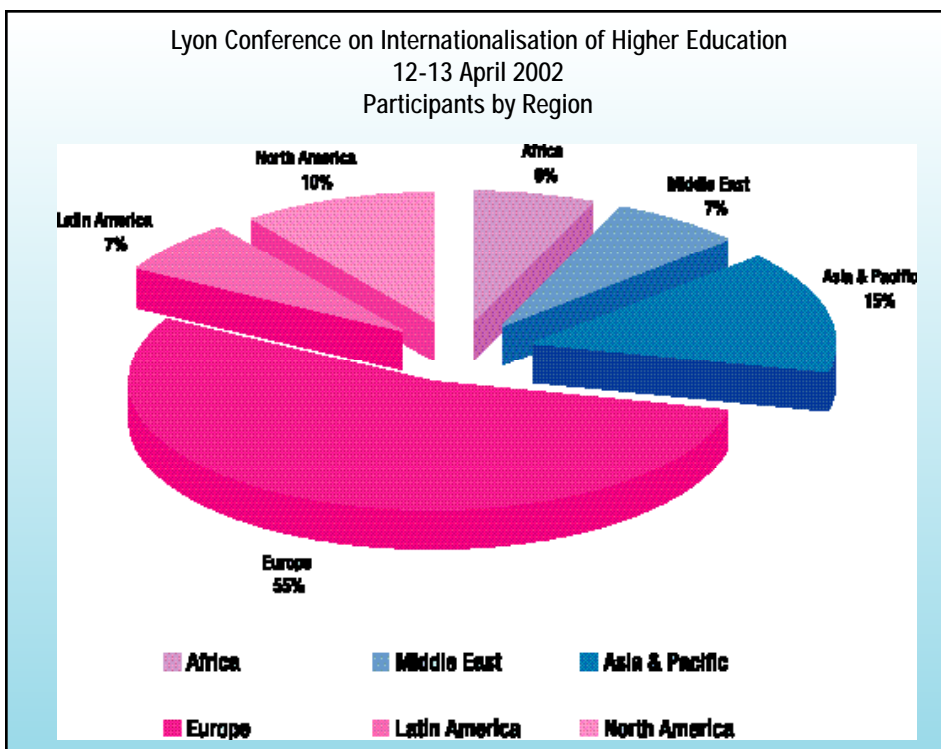
The challenge of internationalisation is taking on a new precision and a new urgency, as the president of IAU’s Board, Hans van Ginkel, pointed out in his Opening Speech to the 270 participants who gathered at

Lyon (France) from countries, as far away as Armenia, Indonesia or the Virgin Islands.

The IAU Conference on “Internationalisation of Higher Education: Policy and Practice” which took place on April 12 – 13, 2002, was hosted by the Université Lyon I, in collaboration with the universities of the Rhône-Alpes region of France.

Following the Prague (Czech Republic) meeting of European Ministers in charge of Higher Education in April 2001 and with the World Trade Organisation deadline of June 2002 set for tabling requests that markets be opened for trade in services, education included, the

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rare internationalized sector.

For many participants mobility remains a centrepiece of the internationalisation strategies and much remains to be done to generalize opportunities to a larger and broader cohort of students. Movement to and from a greater variety of geographical destinations is also important, the Bologna process in Europe notwithstanding. Participants shared interesting pilot projects that aimed to stem the brain drain from developing countries by encouraging (and providing incentives for) departed scholars to renew their ties with their home countries.

Mobility, however, was but one dimension of internationalisation discussed by the Lyon Conference participants. The international context post-September 11 and during one of the worst periods of horrific violence in the Middle East for some time provided a sense of urgency to the discussion on intercultural dialogue, particularly with the active participation of at least one representative of a Palestinian university, who was able to attend the conference. Unfortunately, the threat of more violence kept two other Palestinian IAU members from joining the conference, including IAU Vice-President, Hanna Nasir, President of Birzeit University.

The conference departed from norm in its approach to organizing the discussions. We invited workshop moderators and rapporteurs to work as virtual teams before the conference, to define the topics and identify the key questions. During the conference, these same teams acted as catalysts for debate and ensured that the experiences and points of view of all participants could be heard. Finally, after the workshops the moderators and rapporteurs prepared the reports and recommendations for follow-up.

Judging from the evaluations and results (reported in this Special Issues), our objective to provide a global forum for sharing experiences and lessons learned in a participatory manner, were achieved.

In my opinion, the most successful conferences are milestones on a road to other goals. In this respect, we hope that the Lyon conference helped participants to establish or improve policies and practices in areas such as student mobility, use of ICTs in the service of international education. Perhaps it stimulated some to reflect on ways to foster continuous and positive intercultural dialogue among their students and faculty.

We hope as well that the Conference served to broaden and advance a common understanding of the internationalisation process, while underlying the variety of approaches and obstacles that may come into play in different parts of the world. As external and internal pressures on universities continue to demand change and adjustments, it is essential that at the policy level, within strategic and development plans and in the university budget, furthering internationalisation remains or becomes a priority. Opening the classrooms, the research laboratories and the service universities offer to the world can only serve the quality of the educational experience.

For IAU, the Lyon Conference constitutes a step on the road to several destinations. First, this thematic conference on a core area of our activities allowed us to test the importance of the issue to our membership and to universities more broadly. Second, it offered IAU invaluable insights into the priorities and obstacles faced by higher education leaders and practitioners from all regions of the world. This in turn provided food for more thought and work for the IAU Working Group on Internationalisation (perhaps augmented by volunteers who attended the Conference), which will take the lead in coordinating the follow-up and which will help IAU fulfil UNESCO's request for input on internationalisation during the World Conference on Higher Education +5 in June 2003.

Finally, the Conference, attended by many non IAU members provided the Association with an opportunity to showcase its power to convene a truly global meeting on this important theme and to give a real voice to all participants. Giving such a voice also to as many of our member organisations as possible will, we hope, enhance our cooperation and perhaps even coordination of some activities.

Eva Egron-Polak

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Lyon Conference came at a particularly crucial moment. Restructuring Europe's higher education systems to meet the challenge of internationalisation is proceeding swiftly. And change in a globalising economy is bearing down on the world's universities in practically all regions as well.

Internationalisation - the challenge

The universality of knowledge and the desire to disseminate it have been the prime driving forces of the university from the very start. Only very recently have other institutions taken over what has long been the "pole position" the universities occupied as channel of access to knowledge across frontiers. Prime amongst today's challenges is the multinational firm. It stands at one and the same time as symbol and instrument of the tying together and interdependence of national economies.

The opening up of alternative channels of access and communication, transmission and transfer, however, is less the work of the multi-national firm than the technology on which it rests and through which it does business.

Technology and Opportunity

But whilst information and communication technologies open up immense opportunities of enhanced access and new ways of dissemination for those who have already invested in them, they are also a heavy additional – and more to the point, on-going - cost to those who have not. To be sure, one challenge – and it is very far from being minor – lies in the growing gap between North and South and between developing and industrialised economies. But it is not the whole story. How far internationalisation may be a benefit often depends on the skills one already possesses.

These skills, as President van Ginkel made clear in his Opening Address, are the ability to obtain and analyse information, to communicate across social and cultural boundaries and to come to grips with cultural diversity. Helping the younger generation to do so – and just as important, providing the means to do so for their elders – extends the task the university must meet further still. Clearly, the challenge universities face is not just a matter of location alone.

New Frames of Reference

New skills and new location are not the only changes that stand in the offing. Just as the public's expectations of what the university should do to meet the rush towards the Knowledge Society to bring about success in the Knowledge Economy are growing, so too are the "frames of reference" of the university itself. Universities are reaching out beyond their region and even beyond national boundaries. Networks, of course, have always been important to scholarship and research. Today, they are seen as the basis of the university of the

future. And individual universities are putting considerable effort into forming cross-national consortia, setting up branch campuses abroad, “franchising” courses and developing “an international outreach”.

In this, as in other initiatives of similar scope, there are both promises and perils. The production of “new knowledge” in the world Knowledge Economy is subject to both. On whose terms is the “new knowledge” to be developed and disseminated? What is the underlying ethic that governs the creation of complex and tentacular networks?

Networking and Ambiguity

It is all very well to “sell” knowledge to those who clamour for it and to generate additional sources of income for the seller as a result. But this strain of “internationalisation” amounts to little more than having the rich in poor countries subsidising indirectly the poor in rich countries. It is a dubious proposition indeed to believe that it is morally acceptable to exclude the poor in developing countries on the specious argument that it enables opportunities to be extended to their fellows in the advanced economies. Such a view, however, is more often implicitly held rather than explicitly stated. As an exercise in consolation, it is strangely disquieting!

Furthermore, such a strategy is no less at odds with that other notion, which derives from Liberal economic theory – namely that one of the consequences of “globalisation” will see the benefits that accumulate to the enterprising “trickle down” to the needy. On the face of things, the reverse seems more probable. This particular derivation of “internationalisation” at least in higher education would appear to rest on a “trickle up” strategy!

Internationalisation and “Regional Blocs”

Just as delicate is the geographic framework in which academic exchange and the generation of new knowledge play their roles out. At present, much energy has been placed in developing information highways and routes of academic trade between the universities of particular regions. The emergence of continental “trading blocs” – in Europe, North and Central America and in Latin America, to cite but the most obvious – are the first stage in this process. Yet, the question that lies behind these often pioneering steps, is just as important. Are the developing ties within regions to be exclusive – the counterpart at regional level, of a university club? Clubs, as the well-known aphorism has it, are successful not because of those they count amongst their ranks so much as by those they manage to keep out.

These are important issues for the plain and simple reason that networking ought not to be assessed as a development *sui generis*. Nor does it follow that, because networks are in place and flourishing like the Green Bay Tree, they necessarily subscribe either to an altruistic or to wholly co-operative stance. Networks certainly testify to the thundering drumbeat of “Internationalism” within the groves of academe. They also beg a number of ques-

tions. “Internationalisation for whom?” Internationalisation to do what? Internationalisation on whose terms?

Purpose, Motives and Strategy

Expanding networks testify to the gathering weight of Internationalisation. On their own, however, they tell us very little about their underlying purpose. And that purpose, as we have seen, may range from the predatory, to the protectionist, to cultural imposition though it has equally to be recognised that the spirit of co-operation, solidarity and mutual assistance are also present in goodly measure. However, so long as we are content merely to see networking as evidence of one of the university’s responses to a globalising economy and to do so simply at face value and on the terms in which it is presented by those committed to it, we are likely to be somewhat less knowledgeable about the motives which drive it within the setting of individual universities and individual nations. Yet, unless we can get to grips with the underlying strategy and motives involved, it is unlikely we will be in a very good position to anticipate the consequences for those who receive, quite apart from those who are thrice blessed by giving, if not always by selling!

Diversity and Complementarity

Not surprisingly with a topic as vast as “Internationalisation” there are other perspectives to hand and they open up vistas more pleasing. For networking is not confined to the dissemination of acquired knowledge. Naturally, it extends also to working together for the advancement and forging of new insights. Joint production between universities and institutes of research and that across an ever growing range of activities is the touch stone in constructing the Knowledge Economy. It brings to bear on shared problems and tasks the benefit of that variation in scientific culture which has evolved across academia in its different national settings. Diversity in approach has immense potential. It may raise the quality of what is produced by working together. It may even foreshorten the time required for “problems” to be “solved” by bringing different national perspectives together to focus upon them. If two heads are better than one, self evidently so are two schools of thought, even though they have their being within similar disciplinary canons. And that, not to mince words, is a limpid example of the principle of complementarity.

Seen in this light, the viability of scholarly endeavour and ingenuity is dependent on the continued preservation of difference and diversity. Both are dependent precisely because the future production of knowledge itself – quite apart from excellence and efficiency – all appear to rest upon these two qualities. Internationalisation, far from driving towards one single dominant approach, finds itself engaged in upholding that diversity in the name of scientific necessity. This is a very different prospect indeed that appears to be implicit in the regulation of education as a tradable good.

Different Levels, Different Purposes

Clearly, the way that Internationalisation is developing now is heavily influenced by the level of learning involved. And, the implications which flow therefrom are very different at the undergraduate level from those that coalesce around “advanced graduate training systems” whether these are pre- or post-doctoral. Thus, it is eminently possible that systems of dissemination, first set up with the purpose of bettering a university’s – or for that matter, a country’s – competitive and financial niche may later take on dimensions more in keeping with the principles of complementarity and reciprocity. Or, expressed slightly differently, the cooperation and complementarity now visible at the level of research and research training may flow back and modify the initial purposes and strategies which accompanied the pioneering initiatives in internationalisation.

Daring Sharing

As Komlavi Seddoh, Director of UNESCO’s Higher Education Division, suggested in his Opening Address to the Lyon Conference: “If we are to address successfully the problem of limited resources and to respond to changing markets, it is crucial that institutions with requisite experience in the internationalisation of higher education be willing to share it with others.”

Sharing experience is the *sine qua non* of academic solidarity. In all likelihood, it will determine whether it is possible at all for first generation schemes for student and staff exchange to evolve into routes of knowledge exchange built around the principle of complementarity. Indeed, as Mr. Seddoh pointed out, it is most desirable that it should. For failure to press on towards an ethical re-centring will, like as not, serve only to accelerate the marginalisation of certain universities and very particularly those in developing countries.

Turning a Pretty Penny

Yet, it is precisely the principle of sharing which is under rude and insidious assault. Indeed, whether experience, good practice even, are forms of knowledge that lend themselves to salesmanship is one of the more acute issues that commodification poses for higher education. Whether one should share such desirable items with the less fortunate because of their ill-fortune, rather than using these commodities to turn a pretty penny from those whose coffers are bulging, is, to put no finer point on the matter, very much the quandary of the hour.

Komlavi Seddoh argued eloquently that to share with the poor whilst charging the well-off was one way of “humanising globalisation” – in truth, a delicate point and that on two counts. First, because it would seem to uphold the interpretation of “globalisation” in general as “dehumanising”. Second, because however such a proposal might blunt the unkind cut, nevertheless – like commodification itself – it still divides Humanity into bankers’ categories – those who are creditors and those

who are *sans le sou*. To say the least, this is an odd way of classifying Humankind.

A Two-Pronged Approach

One way of meeting this challenge is to split the agenda into two separate parts. The first involves setting a regulatory frame around the processes of “globalisation” and commodification. The second would push ahead with practical action to advance internationalisation of higher education in a way that also ensures that the benefits of globalisation are evenly distributed.

On both fronts, the first steps have been taken. In September 2001, calls were made during a UNESCO Experts Meeting for stonger international regulatory frameworks to be put in place to govern the delivery and quality of qualifications awarded. The second, however, is more long term. It would involve establishments of higher education institutions launching long-term partnerships to support training programmes in centres of excellence, sited preferably in developing countries.

Looking Forward

If the ramifications of globalisation are to be followed, then it is clear that funding these developments, and very especially those aimed towards North South and South South linkages require support and backing from foundations, inter-governmental organisations, national governments and non governmental organisations.

Five years after the UNESCO World Conference on Higher Education, clearly there is much to be done. Globalisation and internationalisation are moving forward rapidly. And because they are developing with such speed and with multiple positive and negative impacts, some obvious others less so, they need to be watched closely. Monitoring and evaluating international cooperation projects, the creation of international codes of good practice, the sharing of resources and the development of collective agreement and review of progress are all high on the agenda, Seddoh argued.

And, Seddoh continued, IAU which had already assumed the leading role in the Commission on International Cooperation at the 1998 World Conference, and is asked to continue its involvement in this sector might give thought to establishing an Observatory on Internationalisation.

As a university body which, by its very title, has been committed to the advance of internationalisation in higher education for more than half a century, the IAU welcomes these proposals no less than the action necessary for their realisation.

***Hans van Ginkel, President of the
International Association of Universities,
Rector of the UNU**

***Komlavi Seddoh, Director,
Division of Higher Education, UNESCO**

The Workshops: Interpreting Internationalisation in a Paperless Environment

As with any policy in higher education, the ways of moving forward on the International Dimension are many—by bringing together governments and their officials to thrash out the broad principles involved; by bringing together scholars and researchers to examine different options, their advantages, their draw-backs and their feasibility; or by bringing together leaders and practitioners, those who ultimately determine what goes on in the individual university and whose task it is to translate principles and options into concrete action. In fine, those who bring success to the whole venture.

IAU's Lyon Conference focused firmly on the latter. As the Conference title "Internationalisation of Higher Education: policy and practice" made plain, the emphasis lay in what is happening now at the grass roots. How are individual universities responding to the rediscovery of the International Dimension? What are the difficulties they face, both in identifying appropriate priorities and, from there, how to deal with the very practical task of negotiating and implementing such priorities within the individual university with staff and students?

Two Perspectives

The Conference worked within two perspectives – that of Internationalisation as a current and on-going process on the one hand and Internationalisation as practical action on the other. Its purpose then was to bring together both the leadership of universities across the world and those exercising "hands on" responsibility for international initiatives and outreach - what is rapidly becoming recognised as a highly active network of specialists engaged in the advancement of the "International Dimension".

The Lyon Conference had one over-riding purpose. That purpose was to give practical expression to the Association's slogan "Universities of the World Working Together." And, no less important, by working together, it sought to provide an opportunity for the practical experience of some to be placed at the disposal of others. "Working together" works only if one learns together as well.

Purpose Begets Procedure

Purpose defines procedure. From early on in planning this event, the classic conference format of long papers followed by short discussion was neither wholly desirable, nor sufficient if the Conference was to benefit fully from experience and practice. Practical experience becomes valuable when participants themselves shape the discussion and have the opportunity to raise issues seen as relevant to the particular and specific situation at home.

The experience of individual institutions is precious indeed and very especially so when institutional leadership, policy-makers and practitioners have the opportunity to place what is being done against an international background of what colleagues elsewhere are doing. Comparative policy begins with the comparing of institutional agendas.

Workshops: a paperless environment

The heart of the Conference revolved around six Workshops, each devoted to a crucial facet of Internationalisation. **These Workshops were:**

- I** – Mobility of Students and Faculty – What Works?
- II** – Internationalisation of Curriculum – Why and How?
- III** – Intercultural Dialogue – What happens on Campus?
- IV** – Academic or Entrepreneurial Strategy for Internationalisation?
- V** – Barriers to Internationalisation – Attitudes, Resources, Policy.
- VI** – Information and Communication Technology, Virtual Universities and Distance Education in Support of Internationalisation.

The Workshops did not hear papers. On the contrary, they were a "paperless environment", and very deliberately so. As much time as possible – almost three hours – was given over to dialogue and discussion. Often working as virtual "teams" with international colleagues identified by IAU, Moderator and Rapporteurs prepared the Workshops beforehand and drew up a number of topics for debate. These were placed on the IAU Website well before the Conference began and circulated to all participants in the conference "pack".

What They Set out To Do

Workshop I (mobility) set itself the task of identifying the range of good practices in mobility and whether mobility strategies varied from institution to institution. Focusing on mobility for students, staff and teachers, Dominique Mellet, Vice-President of Université Jean Moulin at St Etienne (France), its Moderator, put the question to colleagues whether success followed from institutions being able to involve all their human resources in promoting student exchange. The Workshop took as its point of departure, first, that international mobility is a desirable thing; second, that exchange, both of students and of staff, were linked and should not be treated separately; and third, that "institutional" mobility should be distinguished from other forms driven in the main by universities' competing for foreign students.

Workshop II, chaired by Sheila Embleton, Vice-President (Academic) of Canada's York University, examined the dimensions underlying the internationalisation of the curriculum. The need to prepare students for an international career was well to the fore. So was the growing weight on new ways of working together in both the worlds of learning and research. Not least was the desire for a variety of "cultural voices" to be heard in the lecture theatre. Identifying why the curriculum should be internationalised was one thing. Moving forward on this front was another.

Progress, however, does not necessarily mean introducing new programmes so much as adjusting those already in place.

Still, a number of ticklish issues were raised. Should the international and "inter-cultural" aspect be present across the whole range of curriculum? How could their "visibility" within the institution be improved? Should international-

nal placements be an integral part of course provision and what were the obstacles to be overcome – cost, differences in language at the host establishment, for instance? Finally, should universities require students to give proof of “cultural competencies” as a condition of graduating? What form should this “proof” take?

Warming the “International Climate”

Establishing an “international climate” however, cannot be limited to the formal acts of teaching and learning. It has, rather, to pervade the campus throughout. The social components of intercultural dialogue were thrashed out in Workshop III, under the guidance of Vice-President William Chen from Nankai University, China. As students and staff become more diverse in their cultural backgrounds, so by the same process they become both the means to develop “inter-cultural” dialogue, a resource to fulfil that purpose, and, at the same time, its objective. If carefully nurtured, internationalisation as a cultural experience ought to become self-sustaining.

Yet, difficulties should not be underestimated. All too often, the opportunities created for minority cultural groups within the university to mix and mingle do not attract members of the cultural majority. The latter can – and does – socialise outside the university. So the risk of self-exclusion or marginalisation is ever-present. Against this backdrop, the workshop examined the ways and means of establishing a “culture of intercultural dialogue”. What activities best lent themselves to this treatment? Who should be drawn in? How could the inter-cultural “awareness” of students, staff and faculty members be raised? What concrete measures have been successful and what are the barriers to developing an “International Climate” on campus?

The Academic vs the Enterprising

“Internationalising” the university’s “private life” is no less desirable than the image the university projects into the community by engaging in such measures. As the two Opening Addresses pointed out (*see article on Challenges, Perceptions and Priorities*), internationalisation is a “many splendoured thing”. It covers very different motives and ends, not all of them solely related to cultural understanding, academic entente or even the quality of – quite apart from the concept underlying – the learning experience. Academic enterprise and the raising of revenues are also powerful considerations.

Before Workshop IV could get down to dealing with the criteria and operational characteristics that set off academic strategy from its entrepreneurial equivalent in the international field, its Moderator, Ms Monika Fermé, Co-ordinator of International Relations at the University of Maastricht in the Netherlands, raised some preliminary issues for clarification. “Harmony” – a term all-too-often seen as a red rag to the national bull in the European Union – does not always mean “homogeneity” or “uniformity”. And whilst curricula should be in full keeping with academic standards, room should be left for local variation and specificities. Accepting local rules was as much a bounden duty for countries exporting learning systems or programmes as it was for non-state higher education. Likewise, both should accept the local framework and regulations when developing learning net-

works based on the new information and communication technologies.

Entrepreneurial strategies, however, should not sacrifice academic standards nor set greater weight on revenue generation. And institutional strategy, regardless of the priorities it sets – academic or entrepreneurial – ought, the Moderator noted, to be utterly transparent in the financial domain as well.

Barriers

Identifying positive steps to enhance the International Dimension by extending it to the higher education system in its entirety cannot escape the fact that numerous obstacles lie across its path. A clear grasp of what is involved, programmes inadequate for current needs, under-funding and absence of political support are not least amongst them, as participants in Workshop V were reminded by Jocelyn Gacel, Co-ordinator for Academic Co-operation at the Universidad de Guadalajara, Mexico and Moderator of this Workshop. Furthermore, some of the more insuperable barriers are inherent in the nature of knowledge development itself – curricular division and fragmentation, the ever-present focus on objectives at the same time national and pragmatic.

Workshop V set some highly uncomfortable questions before institutional leaders. Is internationalisation a marginal function or a strategic instrument at your establishment? How is the curricular dimension developing to meet this goal? Is there coherence between national policy and institutional policy in the drive towards internationalizing higher education?

Education at a Distance

Workshop VI concentrated on that rising variant in the landscape of higher education which, almost from its inception, has been involved in distance education and relies on Information and Communications Technology. In this regard, distance teaching and “virtual” universities begin at that point which other, longer established, forms of higher learning are still struggling to reach. Working Group VI’s Moderator, Dr O. Kean, President of the University of the Virgin Islands, pointed to three reasons for “getting into” distance education: to generate new revenues, to create profits amongst “providers” whose prime aim this is, and to remain competitive in global markets. He also warned that for public sector universities in developing countries, tuition revenues were unlikely to cover the cost of their distance teaching ventures. Accordingly, the results so far have been very much a mixed bag. Some universities make money. Others, and not the least amongst them, lose it.

Whether the distance teaching format would bring in those sectors of the population hitherto excluded by more classical modes or whether, on the contrary, it would broaden the abyss between those benefiting from higher education and those excluded, on this the jury was still out too.

Amongst the topics debated by Workshop VI were benchmarking for quality in distance education, whether the ownership of courses should be shared between the university and academic staff, and how learning at a distance is measured. Central too was the question of the true cost of distance education as well as who bears it?

Visions Unveiled, Priorities Defined. Regional and National Associations at Lyon

As the world of learning tightens its commitment to re-discovering and strengthening its ties across frontiers and between continents, so too do the national and regional Associations which bind it together. To this general mobilisation and quickening pulse of engagement IAU is no exception.

Already in August 2000, the Association's 11th General Conference at Durban (South Africa) saw a major amendment to the Constitution. It gave full voting rights and full membership status to our regional and national partners. They are now represented on the Administrative Board by François Rajaoson, Secretary-General of the Association of African Universities, who is both Member of the Executive Committee and one of the IAU's four Vice-Presidents. Also, from among the national associations, Madeleine Green of the American Council on Education, holds a seat as Deputy Board Member of IAU.

Academic Solidarity in a Competitive World

Closer links between regional university associations and national Rectors' conferences have always been the essential expression of academic solidarity at a global level, and very especially so in times of great tension. Indeed, IAU was founded precisely in the aftermath of conflict with the purpose of bringing the universities of the world together.

The rapid emergence of regional trading blocs and the closer co-operation between the higher education systems within them both give special weight to the regional dimension. More to the point, they also give a particular importance to the vision that regional associations have of the response the universities in their region have made - and are currently engaged in making - towards internationalisation.

Views from the World's Regions

What are the important issues shaping up in the major world regions? How do IAU's regional partners perceive them? These central issues were a key input to IAU's Lyon Conference, which provided a key international forum for member organisations to take stock and to review the basis on which further development might be made.

Attended by leaders from the Association of African Universities, the Association of Arab Universities (AARU) the Association of Universities of Asia and the Pacific, the European University Association (EUA), the Mexico-based Unión de Universidades de América Latina (UDUAL), the Federation of the Universities of the Islamic World (FUIW) and the Associação das Universidades de Língua Portuguesa (AULP), the Lyon Conference was the first occasion after the Constitutional revision for IAU's regional partners to have a platform at an IAU conference and a space to explore the practical basis for working closer together. This they did at the Closing Plenary Session when Internationalisation was considered from the standpoint of the role to be played by university organisations.

Africa

Outlining the current situation in Africa, François

Rajaoson called for a clear and realistic policy for Internationalisation. Pressures of student demand had stimulated the development of private establishments. Still, higher education continued to be seen as a public service, though policies of cost sharing and cuts in public funding were a considerable source of tension on some campuses. Some developments, especially in the area of distance education and "virtual universities" were not without their attendant risks, he suggested. The "digital divide" - essentially access to the new media and the knowledge it disseminated - opened a new dimension to the question of access, particularly disquieting in Africa.

The African Association of Universities has always been especially attentive to disseminating information on the latest developments in higher education and research to its member universities. Now, attention is turning towards curriculum development and to the question of degree equivalence.

Much of the collective vision that is driving the African Association of Universities forward was first set out in the Nairobi Declaration - "The African University in the Third Millennium" - put out in February 2002 at the 10th General Conference of the AAU. Amongst other points, it called for urgent consideration to be given to recent developments in applying the new technologies to teaching, networking, distance education and life long learning. The AAU had been active in setting up ICT expert networks and data bases on thesis upheld in African universities.

The AAU is currently working out a Strategic Plan. It will cover the next ten years. Scheduled for presentation early next year to the Conference of Rectors, Vice-Chancellors and Presidents of African Universities, it will form the basis of a considered response to the challenges Internationalisation poses to higher education in Africa.

Asia and the Pacific

How to balance the spread of skilled human resources across countries? That was the main issue for Anton Prijatno, Rector of Indonesia's University of Surabaya and second Vice-President of the Association of Universities of Asia and the Pacific. Given the differences in resources - economic, cultural and human - that exist between Nations, and given too the conflict of interests, whether national, commercial or industrial, achieving the goal of internationalisation was not going to be easy. However, universities had their part to play and the most effective way to internationalise higher education lay in setting up inter-university partnerships on the basis of mutual reciprocity.

Rector Prijatno drew a careful distinction between "Internationalisation" on the one side and "Globalisation" on the other. Internationalisation he saw as building on local cultures, an important point since many countries in the Region had, in the not so distant past, seen Independence in terms of returning higher education to the local culture.

Certainly, internationalisation involved some degree of standardisation of those skills and knowledge forms which the local culture contained. It did not, however, pose a threat. On the contrary, cultural diversity should be upheld as one of the basic principles in the process of internationalising.

Globalisation, by contrast, is less concerned – if at all – with either local or spiritual values, let alone national identity. And the imposition of a “global standard” could well result in resistance.

In internationalisation, the initiative, he argued, should come from the universities, not from governments. They should concentrate on setting standards of graduate competence within similar disciplines and ensuring the appropriate mechanisms of quality assessment and curriculum development. The role of regional organisations should be to provide the platform to work out the terms of collaboration, to compare legislation, mark out “good practice” and keep their members informed of what is happening at the cutting edge.

In effect, regional, and for that matter, international associations like IAU should be at the forefront of change. They should act as practical channels of communication and negotiation which in turn would allow individual universities to exercise genuine autonomy. Such a vision would reconcile those two apparently conflicting priorities of adapting to international standards and upholding the basic human right to national and cultural difference. The advancement of science, Rector Prijatno concluded, rests on university autonomy, academic freedom and accountability to the public. And so did the internationalisation of higher education, if it was to be both successful and just.

Europe

In Europe, as Eric Froment, President of the European University Association, pointed out, the pace of change was speeding up. Not only had it brought about the fusion between the Association of European Universities (CRE) with the Confederation of European Union Rectors' Conferences, which created a single European University Association, covering the whole of the European Region, in March 2001. A considerable boost had been received from the signing, by Ministers representing higher education in some 29 European States, of the Bologna Declaration in June 1999.

The Bologna Declaration, he pointed out, set out a standard “architecture” for study duration across Europe. It had also ushered in an intense round of conferences between university leadership and governments over the intervening period. In 2001, the Bologna “process” had met in Prague (Czech Republic) and in 2003, it is scheduled to pursue the construction of a European “Higher Education Area” further in Berlin. Plans were now being actively worked out to develop a “European Research Area” as well. Both would be key to forwarding academic exchange and mobility amongst students, researchers and administrators within the European Region.

This new “architecture”, Monsieur Froment noted, took full account of the need to maintain diversity and the strengths of individual systems of higher education. It was not “harmonisation” under another guise. Equally important was the need for higher education in Europe not just to create conditions favourable for cross-national integration, but also to determine its position on a global playing field.

Latin America

In analysing the role of regional organisations in Latin America, Juan-José Sanchez Sosa, Secretary-General of the Union of Latin American Universities (UDUAL) took a different approach, though he too underscored the importance of academic freedom and autonomy. Universities had, first of all, to show they were addressing issues that both served civil society and, at the same time, developed high level human resources. Freedom and autonomy were conditional on demonstrating social responsibility, he argued.

The role of regional organisations was clear. They should provide a consistent base from which individual universities could identify and develop their mission and meet their obligations as socially responsible institutions. Whether within the local or the international setting, theirs was the task to assess the contribution universities made to the present – and future – development of nations. It was also to take account of student expectations both in their careers and in their personal development.

From these basic premises, Dr Sanchez Sosa came up with six areas of activity in which regional organisations should be engaged. These are:

- The defence of autonomy and the freedom, both academic and of inquiry.
- Strengthening the quality of academic programmes.
- The development of information activities and more efficient communication.
- The recognition of academic excellence.
- The dissemination of research findings and “cutting edge” knowledge.
- The search for future academic partners and additional sources of funding.

In his development of these six points, Dr Sanchez Sosa gently reminded his audience that, in many respects, the International Dimension was not necessarily separate from the missions Regional organisations already undertook as services to their membership. However powerful the press to internationalise, in the long run both the continuing legitimacy and standing of regional organisations depended intimately on the range of services their membership could count on, the perceived importance such services represented to the university and, last but not least, the efficiency with which such services were made available.

The future role he envisaged for regional organisations was pro-active indeed. Amongst the activities he suggested should be taken on board were information gathering to stimulate research between regional bodies and universities which, in its turn, would shape expert networks, acting in a consultative and training capacity to foster distance teaching.

Careful selection of key issues – for instance, networks as a means of sharing scarce information sources and equipment – were not considered simply as initiatives on their own. They were rather part of a broader strategy. That strategy, by mobilising members around an extended range of services and activities, would, he reckoned, strengthen the role of regional organisations in speaking Truth to Power.

Debate , Opinions and Conclusions: Concrete, Immediate and Long-Term

As was hoped, debate at the Lyon Conference turned on two dimensions: on the one hand, the broad principles and goals which internationalisation should fulfil – the policy domain; and, on the other, the ways and means, content, procedures and mechanisms that lead on to this end – the practical dimension.

Naturally, specific problems and issues arose within both perspectives. For instance, should the initial stages in the push towards internationalisation give priority to a particular world region? Who should ensure its implementation? Who should provide the resources to sustain it? As the prospects for a broad advance of internationalisation were examined, it became apparent that some groups of countries at different levels of economic advantage or poverty, ought to be considered as priority cases. They stood in greater need – or stood to derive greater benefit from the overall advance internationalisation held out.

At the same time, however, mobility, as Workshop I concluded, needed to be examined in its different forms, long term as well as short. And especially when it involved teachers and researchers. For these categories, very often what began as mobility ended up as permanent departure. Efforts should be made to persuade such individuals to return – if only for a brief period – so their home country could benefit from the experience they had garnered in the meantime. Internationalisation, as Workshop IV (Academic or Entrepreneurial Strategies) pointed out, should not draw off the brainpower of the South into research and teaching institutions of the North.

Other Dimensions

Within this overall context, two perspectives emerged. One relates to the vision of the type of society towards which internationalisation should work. The second has to do with the human qualities or skills required if the particular Weltanschauung on which they are predicated, is to be sustained. In the Conference debate, these desirable characteristics constantly surfaced. They corresponded broadly to the dichotomy of “Internationalisation vs Globalisation”.

These two “catch phrases” represent a species of verbal – and therefore conceptual – shorthand. They are often cited in opposition to one another. Arguably and from an essentialist view point, they could be interpreted as little more than a new discursive form to a very antique issue. This issue goes back to the organised origins of knowledge when first institutionalised in establishments of learning. Agreed, it has paraded under other terms and other names at other times. As one might expect, its geographical scope as too its linguistic context has changed mightily.

Back to Basics

Behind the façade of the “Internationalisation” and “Globalisation” debate in higher education stands the basic, social purpose of learning even though these both terms project the social purpose of learning on to a scale that is planetary. Yet, irrespective of whether the scope of application is global or local, the basic issue relates to the “ends” of learning. Are they to do with the advancement of civility – that is, life in the collectivity and with it, the behaviour and values that ensure the ethical bases and identity of the collectivity or community? Or are they, as they are often presented today in terms of “skills acquisition”, to do with securing the advancement of the material resources a community or an individual may command and accumulate? These are very different. Each anticipates a very different construct of the social order, the priorities it upholds and thus the ways of attaining it.

In medieval times, the former construct held that study was internally driven within the individual, a concept summed up in the idea that civility was driven by *amor scientiae* – the love of knowledge. The latter, by contrast, took the view that learning was not inner-driven. On the contrary, it was a means to an end. That end the Ancients termed *amor pecuniae* – the love of material gain.

It is, of course, a more than debatable point whether Globalisation is to be construed as a process of accumulation on a gigantic and planetary scale. Some of its more hot-headed adversaries claim, it signifies the rise of a global kleptocracy. To a third group, it is simply the pulse of one variant in economic ideology – neo-liberalism – fluttering more rapidly and triumphantly over others which, for the moment, do not command fashion’s interest or attention.

It is, surely, not wholly coincidental that the Conference saw “Internationalisation” and “Globalisation” largely as antithetical. Nor was it wholly coincidental either that those who concentrated on the former interpretation also paid close attention to those individual qualities that have to do with living together in a community, defined by **cultural** complexity and coexistence. By contrast, those who inclined towards globalisation as a stage of economic development, placed particular emphasis upon the type of skills which employability in a global economy appeared to demand, the conditions of their dissemination and the convergence of provision, learning structures and content around the imperative of forging a “community” **economically** determined, urged on by the press of commodification. Some disquiet was expressed, particularly in Workshop IV, of the hidden power of globalisation to subvert and take over legitimate academic strategies, especially those that inclined towards the “entrepreneurial”.

Leitmotif

Thus, the Leitmotif that ran throughout the Lyon Conference showed that not far beneath policy and practice an ever-recurrent issue stood ready to be unearthed. Should the experience of higher education in an international setting aim to be “civilising”, “liberating” in that sense which, in earlier times, was once enshrined in the idea of “Liberal Education”, “Culture générale” or the German notion of “Bildung”? Or, as an alternative purpose, should venturing beyond historic frontiers involve the university supporting the virtues of competition between individuals, higher education systems and nations – the struggle of every university against its neighbour - the better to equip them for the affray in which those who might win, hoped “to take all”.

Manichean Visions

Once again, beneath the analysis of policies and practice, the Manichean visions of *Homo Oeconomicus* and *Homo Scientiae*, of man in the marketplace and man before his books, grappled for plausibility and credibility. Whilst policy and practice may serve pragmatically to internationalise higher education, it is difficult indeed to draw a hard and fast line, to separate the merely proven and empirical from the often profoundly antinomic visions and values Knowledge Society contains.

Inter-cultural Dialogue as “Liberal Education”.

No clearer example of Internationalisation as a form of extended “Liberal Education” can be seen than the debate in Workshop III (Intercultural Dialogue). Here, the basic issue of social learning was well to the fore. Creating conditions for inter-cultural dialogue on campus, the Workshop concluded, was not solely to increase knowledge about other cultures. It also involved facing down one’s own stereo-types and more especially, to establish self-identity without denying – or denigrating – the right of others to do the same. In effect, the university as it internationalises also serves as an incubator for the non-violent resolution of conflict. In this way the university would shape the basis of the social order on which further globalisation itself ought to be founded – a social order rooted in understanding and negotiation rather than on a Spencerian notion of the “struggle for life”, resources or profit.

One of the more delicate issues is how far to bring “intercultural dialogue” into the curriculum? A number of suggestions were made. They included engaging foreign lecturers to increase the international perspective, creating special programmes for home students to teach abroad, even setting aside a certain proportion of faculty positions for non nationals – a suggestion also mentioned by Workshop V (Barriers). Other variations of cross-cultural integration in Africa were examined by Workshop IV, some narrowly focused around discipline specific competencies with courses provided by visiting experts. Despite widespread agreement around these proposals, there was

little agreement as to whether courses intended to foster “intercultural dialogue” should be a mandatory part of programme provision.

What Curriculum, What Format?

What curriculum best prepared students for and advanced the cause of international exchange? This too was a cross-cutting theme which was touched upon, directly or indirectly, by a number of workshops. What should be included in it? How should academic work in one country be recognised in another? In Workshop III (Internationalisation of the Curriculum) some argued it was easier to inject an “international” dimension into “hard” subjects. The Exact Sciences and Law were cited – a view not simply interesting in itself, but also because it involved an implicit comment on the Humanities and “Value Sciences” as appropriate vehicles for international understanding. Workshop III backed the idea of compulsory elements as too the use of teachers from other countries and cultures to dispense them. A similar emphasis on Sciences as a prime vehicle for co-operation to direct local initiatives towards what were termed “new norms in research and training” was one of Workshop IV’s (Academic Entrepreneurial Strategies) proposals.

But what one hoped the curriculum might do and what in reality the curriculum accomplished were not always convergent. A curriculum focused mainly on the national market, shaped by national objectives and purposes, rather than open to the international dimension, could prove very obdurate indeed, as Workshop V (Barriers) noted. For all that, its participants consoled themselves with the thought that internationalising the curriculum was both a starting point and an essential strategy.

Good Practice

A number of examples of “good practice” were analysed – courses in Comparative Law and the use of dual diploma programmes based on two sets of required courses – one in each country and which resulted in dual or joint diplomas. Centrally developed web courses for broadcasting overseas was another possibility. And a Belgian example aimed at graduate students and combining this web-based learning with a compulsory semester in Belgium, was examined. Others, from Africa, concentrated on the extra curricular domain – social, cultural and athletic activities – to cross national, ethnic and religious differences.

Turning Back Hegemony and Uniformity

Still, the difficulties of reconciling the deep differences implicit in the contending visions of “Internationalisation” and “Globalisation” came to the surface once more in the conclusions of Workshop IV. Academic Entrepreneurialism, it concluded and in this backed the argument made by Komlavi Seddoh in the Opening Plenary Session (*see article “Challenges, Perceptions and Priorities”*), was not necessarily at loggerheads with Internationalisation. On the

contrary, academic entrepreneurship could turn back the tide of hegemony and the temptations of uniformity. To do so, however, required that academia maintain an unwavering commitment to advancing **student** skills, to recognising that upholding a high level of training was a responsibility shared between academia and government. And whilst Workshop IV argued that higher education should be paid for either by individuals or by the State, universities for their part should submit to the rigours of transparency, academic and financial probity and of quality.

Finance, Resources and Slim Pickings

Was finance a damper upon the quest to internationalise? To the members of Workshop V (Barriers to Internationalisation) finance was not the major obstacle. For them, the main stumbling bloc in achieving this goal – in the lecture theatre, in the curriculum and at the level of institutional strategy – lay in general attitudes. To this, lack of clarity amongst key stakeholders, absence of priorities and thus of unambiguous policies as much at institutional as at national levels served to amplify a generally unsatisfactory situation. If internationalisation was to move ahead, greater institutional leverage was required – incentives to individuals, hiring new staff with the requisite international profile and the creation within academic staff of groups of “change agents” and “faculty champions” of the International Cause. Institutional inertia and the even tenour of past ways, Workshop V believed, were far more devastating than a slim purse.

Where finance might make the difference between defeat and victory lies in the particular modes of “virtual” and distance education as sub-sets within the general process of internationalisation. Workshop VI (Distance Education) recognised distance and “virtual” educations’ great potential. In Botswana and Peru, for example, it had solved the perennial problem of access. Furthermore, ICTs hold out the possibility of cutting back administrative costs, paring staff costs to the bone. But generating broad public interest is not always guaranteed, even if the individual case claims success at its fingertips. Still, physical exchanges and mobility are beyond the reach of the vast majority of the world’s students. Virtual exchange – despite its metaphysical overtones – might be a solution. Low administrative costs, Workshop VI noted, tend to be devoured by the high cost of initial investment in ICT based courses, their design, setting up and initial production.

Back to the starting block

Who is to pay? A nasty question indeed. For if the ability to pay has its home in the Northern hemisphere, the “need to consume” most assuredly dwells in the South. Such a situation merely returns us to some of the basic issues which, at the outset, it was held internationalisation ought to remedy if it was to be acceptable and sustainable namely: access, equity and “relevant knowledge”.

Getting to Know You

The World knows little about London’s Tottenham Court Road and even less about the Dominion Theatre which once stood at the cross roads with Oxford Street. For this ignorance, the World should be deeply thankful.

Still, the planet has little excuse when it comes to the film, “The Sound of Music” which the Dominion showed continuously for more than ten years.

It was extraordinarily wholesome, fit for families, small children with ice-creams, pensioners, even grumpy teenagers, smitten with ennui and world-weariness. The story it told involved an all-singing, guitar-strumming family’s adventures in escaping from Nazi Germany, a technicolor tale set amidst scenes of snow-covered mountains which, normally adorn chocolate boxes at Christmas.

One of the ditties that adults and kids sang as they traipsed across flower-strewn Alpine meadows, was a number called “Getting to know you.” Melodious, memorable even. And perhaps as suitable a musical summary of what Internationalisation is about as any might wish.

Like the song, Internationalisation rests upon the deep conviction that understanding leads to appreciation of the other, to tolerance and, in its more successful instances, to friendship between individuals and nations.

Of course, it is difficult indeed to understand a person - or a people, for that matter - unless first one “gets to know” him, her or them, their history, their beliefs and how they in turn see us.

But does it always follow that such acquaintance and understanding always opens the mind? Hopefully, yes.

But there are all too many instances in this world when proximity and knowledge of “the other” spawns just the contrary feelings. Relations with one’s voisin de palier, as many French families know full well, are not always based on tolerance.

More often than not, they rest on a pragmatic recognition of territorial rights which stand as an all-too-thin varnish upon what is best described as an “armed truce”.

Yet, even the least optimistic believe in “getting to know” others - less perhaps because understanding always leads to peace, but because the alternative is too horrible to contemplate.

Guy Neave

What is to be Done? Recommendations and Proposals

Since the Lyon Conference was given over to exchanging information, concrete examples of what worked – and sometimes – what did not, many proposals and recommendations were made about how to move Internationalisation ahead. Not only are recommendations to colleagues, to governments to foundations and others on policy and practice just as relevant to IAU, there were some addressed most specifically to the Association. All of these suggestions open up a range of options for further initiatives to be developed and single out topics which members feel should be examined in greater depth and detail. They provide valuable feedback. And feedback, as M. Seddoh pointed out in the Opening Session, is vital for UNESCO. It is no less vital for IAU, for only on the basis of such considered opinion can the Association plan its future events and initiatives.

Such are the prior conditions for giving operational expression to the vision the Association stated in its document “Towards a century of Internationalisation of Higher Education”, presented to the World Conference on Higher Education in 1998 and approved by the Durban General Conference in 2000. More to the point, the recommendations made in Lyon show very clearly which issues members would like the Association to follow up and pursue in the near future. In short, as President van Ginkel remarked in his Opening Speech, such proposals are the stuff which move us on “from talk to action”. They expect and anticipate advance.

Recommendations put forward fall into three main groups: those principles relating to the general advance of policies of internationalisation; those that have bearing upon activities the IAU ought to take up; finally, those very specific suggestions which involve further development of activities and membership services the Association already undertakes.

Principles

If students are to be citizens of the world and the internationalisation of higher education is to move forward, new sense of urgency should be injected into this domain and with it a more lively sense of awareness amongst different constituencies and stakeholder groups within higher education (Workshop V).

International research collaboration should in future seek a wider basis than simply the sharing of findings and data. It should begin with a joint identification of the *problematique* and the working conjointly of the research design. (Workshop III)

Initiatives that should be taken up

- The Association should develop further its role of Observatory of internationalisation by gathering and disseminating Good Practice examples as a means of opening up new lines of approach and strategies for the advancement of Internationalisation (Workshop I).
- The Association should set up a specialised service to handle the issue of academic accreditation for “classical” higher education and higher education that uses new technologies (Workshops IV and VI).
- The Association should act as a channel of communication with public authorities to draw attention to the obstacles and difficulties - organisational as much as financial - which teacher mobility entails (Workshop I).
- The Association should reinforce its activities in the area of disseminating analyses of policy and examples of “Good Practice” as a means to narrow the gap between national policy in higher education and policy conducted on the international stage (Workshop V).

Additional Services

- A discussion forum should be established to discuss further the implications arising from “commodification” - that is, education seen as a “market” and its functions of teaching, learning and research seen as “purchasable goods” (Workshop I).
- IAU should either undertake or commission an enquiry – and publish the findings – into Good Practices emerging from internationalising the curriculum (Workshop II). And this document should be presented to the General Conference of UNESCO (Seddoh).
- The Association should enhance its website for the exchange of practical information on issues arising from internationalisation (Workshop VI).
- Finally, further meetings, similar to the Lyon Conference should be organised as an extension of IAU’s half century commitment to internationalising higher education (Workshop I).

IAU participating in WSIS preparatory process

IAU has been actively involved in NGO preparations for the World Summit on Information Society. The world summit will take place in Geneva, December 10-12, 2003 and in Tunis in 2005 to follow-up on the decisions taken in Geneva. It is being organised under the auspices of the UN with the International Telecommunications Union taking the lead. It is heralded as a unique summit where governments, civil society and the private sector (industry) will all be involved. The exact nature of this involvement for each sector has yet to be specified in detail and will be a major discussion point during the first Preparatory Committee (PREPCOM) meeting to be held this July in Geneva.

Goals

The goals for the Summit can be summarised as follows:

- Harness the potential of knowledge and technology for promoting the international development goals.
- Ensure coordination of the practical establishment of the information society around the globe.
- Create an opportunity for all key players to develop a better understanding of the impact of the information society on the international community.

Another major focus for the PREPCOM will be the confirmation of the main themes to be addressed by the Summit. So far, the following are likely to be the thematic areas that will be debated:

- Knowledge Society
- Rights and Governance
- Infrastructure and Tools
- Cooperation and Investment
- Development and Employment

These topics remain tentative at this stage but it is unlikely that major changes will be made to these broad categories of concerns. Education, is highlighted in the first thematic area but during the first sets of NGO consultations it was placed far more centrally as underpinning most issues within the so-called Information Society.

UNESCO is set to play a major role

for the representatives of Civil Society. It has worked closely with the Civil Society/NGO Division of the WSIS Executive Secretariat in Geneva to coordinate consultations with NGOs. Two sets of meetings have been organised in Paris so far: in February and April 2001 when a close to 130 NGOs were brought together to provide input into the preparatory process.

Key Messages.

IAU has taken place in both meetings, chairing one session and acting as rapporteur in the second. Some of the key messages that the NGOs present wanted to see reflected in the Declaration of Principles likely to be an outcome of the Summit include the following:

- protection of an inviolable public sphere/domaine in information
- protection of the freedom of expression
- right to information as an additional basic human right
- principle of access for all
- education as a prerequisite to full participation by all in the Information Society.

A very large number of complex questions related to regulations, intellectual property and copyright laws, defence of privacy and the technical aspects related to the physical infrastructure of ICTs were debated. Also, cultural diversity, the essential role of local initiatives and production of information was underlined.

Education and Civil Society

In the more specific area of education, ICTs were viewed as key instruments to foster Education For All and seen as supports, not a substitute for exchanges between teachers and learners. It was also underlined that ICTs were not to exclude other technical supports such as radio, television etc as delivery systems for education.

A most fascinating debate ensued in regards to the role and modalities of Civil Society participation in UN Summits such as the WSIS. Taking as a starting point, a draft paper to be discussed at the first PREPCOM, NGOs made a number of proposals to the WSIS organisers for effective par-

ticipation by Civil Society in the Summit and called for a number of principles to be upheld. Key among these are transparency at all levels and equality of access to information, equality in opportunities to present ideas, arguments and positions, treatment as peers in all aspects of involvement, balanced participation to ensure the voice of all is heard and the recognition that gender equality must be a core principle of the Summit. Not least among these fundamentals, the participants underlined the requirement to find the means needed for such active and balanced participation.

Recommendations

In addition to these principles, it was recommended that the Bureau of the WSIS be enlarged to include representatives of Civil Society who would be selected by and from among NGOs involved in the preparatory process. Also, it was proposed that dissemination of information should start immediately and that a protocol for such transparent and comprehensive circulation of material be agreed upon. A two-day forum for civil society in advance or during the PREPCOM was also called for, as were regional meetings and an NGO forum during the Summit itself.

The Executive Secretariat, and particularly the NGO division is now fully operational and much information is available on the WSIS website (www.itu.int/wsis). A civil society platform is also available where under the heading "meetings" a calendar of events is kept up-to date (www.geneva2003.org). In addition, the Executive Secretariat has started to publish a WSIS Newsletter which will be produced approximately four times per year and is available in English at www.itu.int/wsis/nes/news

IAU Watching Brief

IAU will continue to track the preparatory process and seek ways, through the Working Group on ITCs to ensure that higher education issues and interests are well-represented in all preparatory phases and Civil Society forums leading up to the Summit.

Up-coming Events

Brazil in Summer 2004.

The Lyon Conference was barely behind us when preparations began for the 12th General Conference, to be hosted by the University of Sao Paulo in Brazil, from July 25-29, 2004. The Sao Paulo State public universities have already constituted the Local Organising Committee. Work will begin in earnest now on the programme themes and topics. We have high expectations of this IAU General Conference, where the Association's strategies and action programme for the period 2004 – 2008 are set and new Administrative Board is elected. Mark your calendars!

Quebec in Autumn 2002

Before heading for Brazil, there are several other opportunities for IAU members and others in the higher education community to gather and discuss important issues facing the sector. Key among these events is the Globalisation: What issues are at stake for universities? International conference organised by Université Laval in cooperation with IAU. It will take place in Quebec City, Canada, from September 18-21 and registrations are possible at: www.ulaval.ca/bi/globalisation-universities. Also in Quebec City, on September 21, a number of IAU partners and higher education leaders, interested in Sustainable Development, will meet to review the results of the Johannesburg Summit with a particular emphasis on higher education.

Paris in Winter 2003

January 2003, will see the IAU organisation members come together in Paris to debate and determine which major themes are of interest or causing common concern to these regional and national associations. They will also deliberate on how better to coordinate their actions (and schedules of meetings) and in general, what collaborative actions they can undertake together to serve their respective memberships and the higher education community broadly speaking.

The European University Association, l'Agence universitaire de la Francophonie, UDUAL (Unión de Universidades de América Latina)

have so far agreed to take part as well as the American Council on Education, the Association of Universities of Colleges of Canada and the South African Association of Vice-Chancellors.

This meeting has been scheduled to coincide with a UNESCO consultation of NGOs that will be preparing the World Conference on Higher Education +5 meeting.

WEB Construction Underway

Check this address regularly: www.unesco.org/iau! Not only are there red, flashing arrows to delight you. You may also read up-to-date articles of interest. New links to important websites are added almost daily.

The most recent addition to this "work in progress" is a small but growing corner devoted to the broad topic of Higher Education and Globalisation. It is here that we will try to keep up (and keep you informed) with news and debate about such issues as the negotiations of GATS at the WTO and their implications for higher education, the commodification of higher education and other related issues.

As IAU focuses on different topics and themes, we will continue our building efforts. Let us know what you think about our site and how we may improve it.

Forthcoming IAU Publications

Higher Education Policy vol. 15, No.2 (June 2002) "*Higher Education for Sustainable Development: agendas and initiatives*".

Higher Education Policy vol. 15, No.3 (September 2002) "*Research Management: cross national and regional perspectives*".

IAU Special Studies in Cooperation with Unesco (September 2002) : Stamenka Uvalic-Trumbic [editor] "*Globalisation and the Market in Higher Education: quality, accreditation, qualifications.*"

REMINDER:

We are currently updating the 17th Edition of the International Handbook of Universities. If you have not already done so, please return the corrected questionnaire concerning your institution to IAU, as soon as possible.

The initial questionnaire was sent to the Head of International Relations in March 2002; the reminder has been sent out in June. Your contribution is essential to ensure the quality and usefulness of this handbook, which is used all over the world.

News from our Members

Membership News

IAU welcomes the following universities admitted to Membership of IAU by the Administrative Board in June, 2002:

- Okanagan University College, Canada
- Karaganda State University, Kazakhstan
- East Siberian State University of Technology, Russia
- University of Delaware, USA

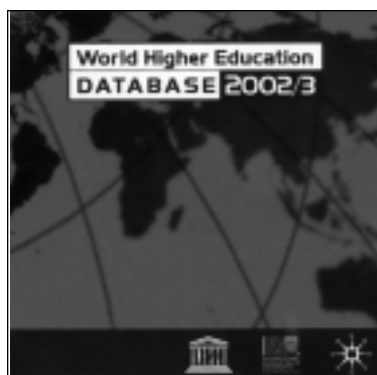
The following universities rejoined IAU:

- University of Genova, Italy
- University of Guanajuato, Mexico

American Council on Education (ACE) Calls for \$24 million Boost

In late April, 2002, ACE President David Ward, on behalf of the Coalition for International Education in the US urged Congress to boost funding by an additional \$24 million to a total of 122.5 million in year 2003 because, according to ACE, international expertise is required for the 21st Century. Ward's message underlined the fact that "international expertise cannot be produced quickly. It must be cultivated and maintained". The increased funding requested, would be added to current spending on programs that promote foreign language training, research in area and international studies and the Fulbright-Hays programs. (Higher Education and National Affairs, ACE, vol. 51, no 8).

The World Higher Education Database 2002/3 CD-Rom



The new World Higher Education Database 2002/3 CD-Rom will be available in July 2002. It combines information contained in the latest editions of the International Handbook of Universities and the World List of Universities and Other

Institutions of Higher Education with the descriptions of the educational systems and qualifications in 180 countries.

The Database, providing exhaustive coverage of more than 15,000 higher education institutions, as well as descriptions and definitions of nearly 2,000 national degrees and diplomas, is the most comprehensive reference tool available in the field of higher education worldwide. Completely cross-referenced, fast and user-friendly, it is the most efficient way to find information about any higher

education institution throughout the world. The CD-Rom also includes the names and communication details of all the main national bodies dealing with higher education and recognition of degrees.

This important reference publication, prepared by the IAU/UNESCO Information Centre on Higher Education, is particularly useful to governmental and non-governmental agencies and bodies, both national and international, researchers, and specialists in higher education, university managers, professors, international relations officers, education and career counsellors, students and employers.

It can be ordered from Palgrave Global Publishing at St. Martin's Press, New York, USA (www.palgrave-usa.com/Education) and Palgrave, Houndmills, Basingstoke, Hampshire, UK (www.palgrave.com/reference).

IAU Members can order the CD-Rom at a special discount directly from IAU (Fax: +33-1-4734-76-05; E-mail: centre.iau@unesco.org).

For further information, consult the IAU Website: www.unesco.org/iau/wadcd.html

Calendar of Events

2002

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|------------------|-------------------|---|
| July | 09-12 | Macquarie University, Sydney, Australia, INRUDA International Symposium: Globalisation and the Role of Universities in Development. Followed by UNESCO APHERN Workshop: University-based Research in the 21st Century (12-13 July)
<i>Contact: inruda@mq.edu.au</i> |
| | 20-21 | Cracow, Poland, Cracow University of Economics, 16th International Conference on Higher Education: Data Accessibility and Protection: Legal and Ethical Issues
www.intconhighered.org/cracow2002.htm |
| | 29-02 Aug. | Durban, South Africa, Commonwealth of Learning and The National Department of Education of South Africa: Transforming Education for Development
www.eventdynamics.co.za |
| September | 02-04 | Rotterdam, The Netherlands, CHEPS European Conference: The New Educational Benefits of ICT in Higher Education
www.oecd.nl/conference |
| | 04-07 | Grahamstown, South Africa, Rhodes University International Education Association of South Africa (IEASA): IESA Conference 2002: Internationalisation and Cultural Diversity
<i>Contact: h.pienaar@ru.ac.za ; www.und.ac.za/und/ieasa</i> |
| | 06-08 | Bucharest, Romania, UNESCO-CEPES Jubilee International Conference: Higher Education in the 21st Century: its role and contribution to our common advancement
www.cepes.ro |
| | 08-11 | Prague, Czech Republic, 24th Annual EAIR Forum: Crossing National, Structural and Technological Borders: Development and Management in Higher Education
www.org.uva.nl/eair |
| | 08-11 | University of Florence, Italy, 30th SEFI Annual Conference: The Renaissance Engineer of Tomorrow
www.sefirenze2002.unifi.it |
| | 09-11 | Istanbul, Turkey, Bogaziçi University, Deans' European Academic Network 2002: European Universities in Crisis?
www.sme.belgium.eu.net.esmu |

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- 11-13** *Grahamstown, Rhodes University, South Africa*, International Conference: The Role of Higher Education in Sustainable Development
Contact: BigTree@intekom.co.za www.rhodes.ac.za/environment/emsu.html
- 11-14** *Porto, Portugal*, European Association for International Education: 14th Annual Conference
www.eaie.org
- 16-18** *OECD, Paris*, General Conference IMHE 2002: Incentives and Accountability: Instruments of Change in Higher Education
Contact: alexis.roy@oecd.org www.oecd.org/els/education/higher
- 16-19** *Saint Petersburg, Russia* International Society for Engineering Education: Engineer of the 21st Century
www.isee2002.Spmi.ru
- 18-21** *Université Laval, Quebec City* Globalisation: What issues are at stake for universities?
www.ulaval.ca/BI/Globalisation-Universities/
- 19-20** *Paris, France*, 7th Annual GATE Conference: Assuring Excellence in the Business, Technology and Globalization of e-Learning www.edugate.org/conferences/index.html
- 30-04 Oct.** *Hobart, Australia, Hotel Grand Chancellor*, Australian International Education Conference
Contact: conference@idp.com www.idp.com/conference
- October** **06-12** *Paris, France*, American Association of University Administrators: Bridging the Atlantic: Higher Education in an Age of Uncertainty
Contact: vpiucci@aol.com www.aaua.org/International_Conference.html
- 07-09** *Canberra, Australia, Australian National University*, UMAP International Conference: Universities in Times of Global Uncertainty
Contact: margaret.smith@avcc.edu.au www.avcc.edu.au
- 11-12** *Zürich, Switzerland*, EAU/Swiss Confederation Conference: Credit Transfer and Accumulation: the challenge for institutions and student
Contact: info@eua.unige.ch
- 23-26** *Pamplona, Spain*, The European Studies Centre of the University of Navarra holds a multidisciplinary Conference: VII^e Conference "European Culture"
www.unav.es/cee/viicongre.html
- November** **03-06** *Philippines, University of Regina Carmeli*, IMHE, Association of Universities of Asia and the Pacific and University of Regina Carmeli: The Leadership and Management of Universities. Strategic Management Seminar for University Leaders
Contact: jacqueline.smith@oecd.org
- 20-23** *Badajoz, Spain*, International Conference on Information and Communication Technologies in Education www.formatex.org/ict2002.html
- 25-27** *Khon Kaen, Hotel Sofitel, Thailand*, EDU-COM 2002: Higher Education without Borders, Sustainable Development in Higher Education
www.chs.ecu.edu.au/org/int_comm/
- December** **10-12** *Glasgow, University of Glasgow, UK*, 2002 SRHE Conference: Students and Learning: what is changing Contact: katy@in-conference.org.uk

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- July** **25-29** *Sao Paulo, Brazil*, University of Sao Paulo 12th IAU General Conference
Contact: iau@unesco.org ; www.unesco.org/iau

For further events and direct links, please consult our Website

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Production of Newsletter : Imp. Nory - Paris

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