



# INTERNATIONAL ASSOCIATION OF UNIVERSITIES

INTERNATIONAL UNIVERSITIES BUREAU

November 2002 vol 8 n°4

# Newsletter

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

## Editorial

As the Northern Hemisphere starts a new academic year, the pace at IAU has moved into high gear. The notion of a lazy, restful summer is a thing of the past. Perhaps, international associations with members in all parts of the world are bound to work intensively year-round. Remaining 'on top' of the global higher education agenda or at least responding to member requests and demands for services also make it more necessary than ever to work in collaboration and in partnership with others.

### Thanks

In this Editorial, IAU expresses its gratitude to three partners with whom the Association has had the pleasure to work closely in the past few months.

First, our partners in the Conference *Internationalisation of Higher Education: Policy and Practice* - the Lyon group (France) led by the Université Claude Bernard's President, Prof. Debouzie and Vice-President for International Relations, Prof. Edgard Elbaz. The local organising committee, which brought together most universities in the Rhône-Alpes region and the government authorities - regional, departmental and municipal - provided tremendous support to IAU. Their collective input was invaluable.

*continued on page 2*

## Contents

|   |     |
|---|-----|
| Higher Education for Sustainable Development                  | 1   |
| Counterpoint  | 3   |
| WSSD - A Challenge to Higher Education!                       | 4   |
| GHESP, Global Higher Education for Sustainability Partnership | 5   |
| EMSU 2002: Lessons from South-Africa                          | 6   |
| IAU Activities  | 6-7 |
| Calendar of Events  | 8   |

## The World Summit on Sustainable Development and Higher Education for Sustainable Development

*Richard M. Clugston and Wynn Calder \**

On September 4, 2002, the World Summit on Sustainable Development (WSSD) held in Johannesburg, South Africa, released its political **Declaration and Plan of Implementation**. Many delegates to the WSSD regarded these outcomes as weak, last-minute compromises that will result in little progress towards sustainability. Education for Sustainable Development (ESD), and the crucial role of education (and educators as a stakeholder group) in assisting in the transition to a sustainable future, was not a major theme in the political declaration or the plan of implementation. However, the WSSD provided opportunities for stakeholders committed to higher education to clarify goals and further develop partnerships and their own plans of implementation. Summarised below are significant developments at the WSSD related to higher education for sustainable development.

Article 117 of the WSSD Plan of Implementation articulates the governments' commitments to education for sustainable development, including support for urgent actions at all levels. The article recommends to adopt a **Decade of Education for Sustainable Development**, and this is a major development. Preparation for and implementation of this decade provide a strong focal point for collaboration. The World Summit clearly underlined the fact that many are not ready to make the transition needed. A significant educational effort is crucial to provide the understanding, skills and motivation necessary to make sustainable development central to policy and practice. The adoption of a decade of ESD recognises that education is indeed a priority for the realisation of sustainable development, even though it was the "lost priority" in the decade that ran from Rio to Johannesburg.

### UNESCO, the Earth Charter, and the Ubuntu Declaration

The South African Department of Education and UNESCO, in its role as task manager for Chapter 36 of *Agenda 21*, hosted a two-day event at the WSSD entitled "Educating for a Sustainable Future: Action, Commitments and Partnerships." Here, a major **Type 2 Partnership: the Global Higher Education for Sustainability Partnership (GHESP)**, was announced and presented by IAU President, Hans van Ginkel. South Africa's Minister of Education also launched the South African version of UNESCO's multimedia teacher education programme: "Teaching and Learning for a Sustainable Future." This CD-ROM is a professional development resource for use in pre-service teacher courses as well as in the in-service education of teachers, curriculum developers, education policy makers, and authors of educational materials. The programme enables educators to help students develop and evaluate alternative visions of a sustainable future and work creatively with others to help

*continued on page 2*

**IMPORTANT : IAU changes its location within UNESCO House  
Its address and fax remain unchanged but note the new phone  
number: + 33 (1) 45 68 48 00**

Editorial, continued from page 1

Second, we would like to thank our partners in the **Global Higher Education for Sustainability Partnership (GHESP)**: University Leaders for Sustainable Future, COPERNICUS CAMPUS and UNESCO, who have worked very hard to raise the visibility of higher education in the World Summit on Sustainable Development in Johannesburg. More importantly, we are grateful to these partners for working with us to determine how to undertake concrete future actions. This issue of the *IAU Newsletter* focuses on sustainable development and the work of GHESP in this thematic area.

Third, **Laval University** in Canada which, not only hosted the most recent IAU Administrative Board meeting, but also allowed IAU and many of our members to further examine and probe the impact of globalisation on the higher education sector. The International Conference ***Globalisation: What is at Stake for Universities?*** was an exciting and interesting 'tour d'horizon' on this complex and evolving concept.

### Collaboration

Collaborative work is a fundamental principle for IAU. Yet working in partnership has its own dangers and we have learned a number of valuable lessons from this process. Allow me to share two that may seem self-evident but can get overlooked even with the best of intentions.

Most collaboration starts with words. The vocabulary, not to say jargon, of international discourse in higher education is merging into relatively few key words: globalisation, internationalisation, quality assessment, public good, sustainable development, reform. But these concepts are often so broad as to mean many things to many people or in fact lose their meaning for most. Cooperation based on ambiguity as to what each partner may mean when using such terms can be very unproductive and lead to many dead-ends until a common path can be found. Even if several hours (and multiple exchanges of e-mails and words) are required to debate these concepts, a shared understanding of how each partner uses the terms and what meaning they carry in a given context, are necessary to structure joint activities.

### Recognition - a Key to Sustainable Partnerships

A second, no less valuable lesson IAU has learned is that contributions made by all in a partnership need to be recognised fully and publicly. Such recognition will sustain the energy of a collaborative effort; its absence can kill it.

In this *Newsletter*, our partnerships for sustainability are in the limelight but you will also read a brief overview of the decisions taken by the Administrative Board. IAU relies on its partnerships and on the active participation of all members to implement the Association's mandate. Keeping these and other lessons learned uppermost in our minds will thus remain important.

Eva Egron-Polak

continued from page 1

bring their visions of a better world into effect ([www.unesco.org/education/tlsf/index.html](http://www.unesco.org/education/tlsf/index.html)).

A **report** prepared for the WSSD by UNESCO and the International Work Programme on **Education, Public Awareness and Sustainability of the United Nations Commission on Sustainable Development (CSD)** contributed substantively to discussions on ESD at the summit. The higher education section of this report, entitled "Education for Sustainability – From Rio to Johannesburg: Lessons learnt from a decade of commitment," identifies key lessons for success in implementing innovative policies and practices that lead to sustainable outcomes in universities, which include:

- **A commitment from senior executive:** full, visible and tangible support from senior university executives is critical to success in implementing sustainability strategies. A clear signal can be sent to the university community by officially signing one of the key declarations on sustainability in higher education (e.g. Talloires, COPERNICUS, Kyoto, etc);
- **A 'triple-bottom line' perspective:** sustainable universities focus not only on efforts to 'green' the curriculum and their management practices but also on measures to promote social and economic sustainability;
- **A sustainability strategy:** universities that are successful tend to have a comprehensive strategy for sustainability that has been negotiated and agreed through the university's decision-making structures;
- **Implementation and cultural change:** the likelihood of sustainability strategies leading to real outcomes depends on successful cultural change across a university, and developing appropriate attitudes and skills among students and administrative and academic staff;
- **Monitoring and evaluation:** a process for regular monitoring and evaluation and reporting is vital to ensuring continuous and effective implementation.

Another significant education-related **Type 2 Partnership** launched at the WSSD focused on **"Educating for Sustainable Living with the Earth Charter."** The Earth Charter is a declaration of fundamental principles for building a just, sustainable and peaceful global society in the 21<sup>st</sup> century. Seen by many as addressing the unfinished business of the 1992 Rio Earth Summit, the Earth Charter was created through a decade long, multicultural dialogue, and was completed in 2000. The major goal of the Earth Charter partnership is "to provide education and training for local leaders and communities regarding the fundamental principles of sustainable development, and how to incorporate these principles into decision making processes. The Earth Charter will be employed as the primary educational instrument in this process. Toward this end the Earth Charter will be integrated into professional training and community development programs as a guiding framework for implementing sustainable development." ([www.johannesburgsummit.org/html/sustainable\\_dev/type2\\_part.html](http://www.johannesburgsummit.org/html/sustainable_dev/type2_part.html)).

Among the notable declarations to emerge from the World Summit on Sustainable Development, the **Ubuntu Declaration on Education and Science and Technology for Sustainable Development** ([www.un.org/events/wssd/pressconf/020901conf1.htm](http://www.un.org/events/wssd/pressconf/020901conf1.htm)) is highly significant in terms of higher education for sustainable development

[The Ubuntu Declaration is named after what was called the “Ubuntu Village” at the WSSD. “Ubuntu” derives from **ubu** which means creation, and **ntu** which means creator. Ubuntu has seven key principles: umoja (unity), kujichagulia (self-determination), ujima (collective work and responsibility), ujamu (corporate economics), nia (purpose), kuumba (creative) and imani (faith)]. Building on the **Lüneburg Declaration on Higher Education for Sustainable Development** (October 2001) ([www.unesco.org/iau/ghesp/LuneburgDeclarationFinal.html](http://www.unesco.org/iau/ghesp/LuneburgDeclarationFinal.html)), which was the first joint policy statement of GHESP addressed to the WSSD, the **Ubuntu Declaration** calls for greater global emphasis on education for sustainable development, strengthening of science and technology education for sustainable development and international partnerships to accomplish these goals.

Issued collectively by the United Nations University (under the leadership of Hans van Ginkel its Rector), UNESCO, the African Academy for Science, GHESP (and its individual members), the Science Council of Asia, the Third World Academy of Science and the World Federation of Engineering Organisations, the Ubuntu Declaration concludes with the resolve to “work towards a new global learning space on education and sustainability that promotes cooperation and exchange between institutions at all levels and in all sectors of education around the world. This space must be developed on the basis of international networks of institutions and the creation of regional centres of excellence, which bring together universities, polytechnics and institutions of secondary education and primary schools. We invite all other responsible stakeholders to join us in this endeavour.” This declaration is particularly important because it brings together so many crucial stakeholders from the South and North.

GHESP partners will work to ensure that these various higher education efforts become more closely integrated over the next few years, and form a major global initiative to advance the **Decade of Education for Sustainable Development**.

\* **Richard M. Clugston**,  
Executive Director,

Association of University Leaders for a Sustainable Future and

**Wynn Calder**,  
Associate Director, ULSF.

This article is taken from a longer piece, entitled “International Efforts to Promote Higher Education for Sustainable Development,” written for *Planning for Higher Education*, the Journal of the Society for College and University Planning (USA), to be published in spring 2003.

On behalf of all its Member Institutions and Organisations, the IAU Secretariat would like to warmly congratulate **Professor Hans van Ginkel**, President of IAU, on his reappointment for a second five-year term as Rector of the United Nations University, located in Tokyo, Japan ([www.unu.edu](http://www.unu.edu)).

## Short and Sweet vs. Long and Sustained:

**A Classic Tale of Development Sustained.** There is much to be said for Aesop's Fables, likewise for the efforts of M. de La Fontaine - that scourge of French primary school pupils - who immortalised himself by what is sometimes known in the world of research as ‘recycling’. Of course, neither gentleman had to contend with copyright, still less with the issue of intellectual property - that boon to the litigious everywhere. So M. de La Fontaine could ‘lift’ his predecessor's classic and moral tales without a qualm as to the morality of what he - M. de La Fontaine - was doing.

One of the more sombre amongst them is the tale of the Hare and the Tortoise. As with most things classic, it remains so because it is ever green - always appropriate. And never more so than today.

### Hare Today.

Consider the Hare: fast, adaptable, flexible, competitive, abrasive, no-nonsense - straight-to-the-point character - a winner if ever there was one. In short, a most desirable fellow. Bound to go far and that, by leaps and bounds! The acme of the modern homme d'affaires, a future Business Mogul in all his glory, his gaze unwinkingly fixed on the here and now. In truth, Modern Man incarnate.

What can we say of the wretched Tortoise? Slow, hesitant, resistant to change, no sense of priorities - and if not utterly unfocused, then concerned with things esoteric, long-distant, in short unworldly, probably an academic of the worst Ivory Tower species. Or, horribili dictu, a long-term planner.

### Sustained Effort.

Yet, as we all recall, in the long run, the Tortoise came out on top.

Hopefully, we will be able to say the same thing about Sustainable Development. And let us pray that it does. If it does not, then both Hare and Tortoise will doubtless figure on the list of Species scheduled for extinction.

Despite its attractions, the short and sweet depends always on the long and sustained. This, the Tortoise, wise old reptile that he was, knew full well. Our hedonistic Hare never had the time to remember.

In truth, a classic tale for a post modern greed-filled and polluted world.

Guy Neave

# World Summit on Sustainable Development A Challenge to Higher Education!

Roos Wemmenhove\*

After the first week of the World Summit on Sustainable Development, such comments as 'one can never deal with all these issues during one single meeting' and 'sustainable development is too broad a concept' died. Instead, the *corridor chat* went: 'finally, all these issues are seen in real cohesion'. There is a long way to go, and much work to be done within the educational sector. There is hope, for this sector has definitely not been asleep since 'Rio'; expertise has been built and important networks such as the International Association of Universities and the International Council of Scientific Unions, the Science and Education Divisions of UNESCO, COPERNICUS-CAMPUS, ULSF and others plead for integration and increase of this expertise.

On a number of issues, the outcomes of the WSSD are still poor and hardly reach the level of agreements made earlier – however, there are definitely some small success-stories to be told. Progress has been made on water and sanitation, the issue of 'corporate accountability' has been seriously discussed, Canada has signed, if not yet ratified, the Kyoto protocol, and important partnerships have been launched. Also, all groups present, including the numerous NGOs, have started to cross the boundaries of their own focus (which is probably unique in history). Most importantly, however, the link between poverty eradication and sustainable development became once and for all a serious issue in all political debates during this Summit. Unfortunately, many world leaders still have to learn what sustainable development really is all about, and some still do not grasp the concept. Education at all levels is a necessity!

Education was often mentioned during the Summit as one of the most important means of implementation, although this was not the 'number-one-slogan'; obviously, the text on education was already agreed on by all member states, and lobbying was therefore no longer needed. The plenary session discussions focused on Education For All, capacity building and technology transfer for countries in the South.

## What has been 'agreed' on education?

The 'Plan of Implementation' calls for integration of sustainable development at all levels of education but without a timeframe. It is furthermore recommended that the United Nations' General Assembly adopt a **Decade of education for sustainable development**, starting in 2005. A decision on this will be reached in March 2003.

## Education and the UN

UNESCO and the Japan Forum for Johannesburg are working on the establishment of this 'Decade of education for sustainable development'. 'Education' has not been involved in the Summit as an official 'Major Group', which means it has no official status in formal debates and negotiations on sustainable development. The 'Education Caucus' has started to lobby for such a status for future meetings. It focuses on 'engaging people in sustainability'. They encompass a broad vision that is not limited to formal education but includes 'capacity building' and 'life-long-learning' and, moreover, strongly shows that the breakdown of boundaries between formal education and society needs to become a reality in striving for sustainable development.

## 'Side-events'

Apart from the official (governmental) meetings, 'side-events' on education and sustainable development were organised. In general, these were workshops of outstanding quality with leading figures from all over the world. The most prominent activities related to (formal) education are mentioned below:

- The *Forum for Science & Technology*, organised by the International

Council for Science and UNESCO, held a full week of discussions and lectures on the necessity of higher education and research to re-focus on sustainable development. Prof. Hans van Ginkel, President of the International Association of Universities, said: "there are many people, especially politicians, that are well-educated, but they are not well-informed (...) they are good at discussing issues, but they miss the point, we need well-informed leaders" ([www.scienceforum.co.za](http://www.scienceforum.co.za)).

- The second afternoon of *UNESCO's workshop on education for sustainable development* fully concentrated on higher education. The 'GHESP Type 2 partnership' was launched ([www.unesco.org/iau/ghesp/](http://www.unesco.org/iau/ghesp/)).

- The World Conservation Union (*IUCN*) also organised a two-day workshop on education for sustainable development, with one afternoon devoted to interesting discussions and exchange of practical experiences and expertise on integrating sustainability into education ([www.iucn.org/cec/](http://www.iucn.org/cec/)).

- The *Japan Forum for Johannesburg*, jointly with UNESCO, fully supports the 'UN decade of education for sustainable development' ([www.bj.wakwak.com/~teigen](http://www.bj.wakwak.com/~teigen)) and convened five meetings on education for sustainable development.

- The *Earth Charter initiative* offered a four-hour meeting on the use of the Earth Charter in education ([www.earthcharter.org](http://www.earthcharter.org)). Read more on page 4 (R. Clugston).

## Themes

The following issues repeatedly appeared to be at the core of all events on formal education:

- Universities must consider the building of leadership for sustainable development as their highest priority;
- Education should not focus on transfer of knowledge, but instead on enhancing the capacity of people to play an active role in sustainable development;
- The integration of knowledge systems other than the standard Western one is crucial, not only for better knowledge on sustainable development, but also to increase the relevance of education for non-western societies;
- Fragmentation of knowledge does not lead to sustainable development, interdisciplinary cooperation (especially between the natural and social sciences) is necessary;
- Equal access for women in education is essential;
- There is a call for an ethical framework for education and research.

## The future

Over the past years, much has been learned about integrating sustainable development into (higher) education. This expertise is accessible through GHESP and other networks already mentioned. The challenge is to use this expertise to make sustainable development the core business of all higher learning institutions, and to create capacity for the future. The WSSD shows that this is both necessary and possible.

\* *Roos Wemmenhove*,  
*Expertise Centre for Sustainable Development (ECDO)*,  
*Amsterdam, The Netherlands.*

*This article and the EMSU one are published in Dutch in the COPERNICUS Nieuws Newsletter, October 2002 ([www.dho21.nl](http://www.dho21.nl))*

## GHESP, the Global Higher Education for Sustainability Partnership

Education remains the “parent pauvre” of the World Summit on Sustainable Development. It was not convened to the Summit as an official stakeholder. Still, many education events (for all levels) were organised and helped emphasise the need for education to be heavily involved in the implementation and decision making processes that will eventually lead to sustainable development and to a sustainable future. IAU was and remains involved in one of the major initiatives officially recognised by the Summit.

GHESP, the Global Higher Education for Sustainability Partnership, was launched, as one of the Type 2 Partnerships at the WSSD in Johannesburg. IAU associated itself with the Association of University Leaders for a Sustainable Future (ULSF), COPERNICUS-CAMPUS and UNESCO in an effort to mobilise universities and higher education institutions around the world to support sustainable development.

ULSF successfully led and managed the starting and preparatory phase of the GHESP initiative for over one and a half years. On the 21<sup>st</sup> of September this year in Québec City, following its Board meeting, all four GHESP partners, the new Chair of the IAU Working Group on Sustainable Development and three IAU Board Members met. The September meeting was very dynamic and led to rich exchanges of ideas; it ended up in the signing of a renewed five year MOU as well as in the preparation of an action plan that will pave the way to the preparations of the UN ‘Decade of Education for Sustainable Development’. At the end of the day, ULSF officially handed the GHESP leadership over to IAU.

The rationale for the partnership is the consensus that higher education must play a central role within the overall process of achieving sustainable development. The partners are convinced that the leaders of higher education institutions and their academic colleagues in all disciplines must make sustainable development a central academic and organisational focus in order to create a just, equitable and ecologically sound future. This requires the **generation and dissemination of knowledge through interdisciplinary research and teaching, policy-making, capacity building, and technology transfer**. It is critical that higher education institutions understand and accept their responsibility within the broader context of social and economic development, and the building of democratic, equitable and ecologically minded societies.

The overall goal of GHESP is to create a global learning space for higher education for sustainable development based on cooperation and exchange of good practice between institutions throughout the world. This is particularly relevant as we move forward from the World Summit on Sustainable Development and prepare for renewed focus on education with the proposed UN Decade of Education for Sustainable Development beginning in 2005.

The objectives of the partnership are to:

1. **Promote better understanding, and more effective implementation of strategies for the incorporation of sustainable development in universities and other higher education institutions**, beginning with the over 1,000 signatories of the charters and declarations sponsored by the partner organisations. Emphasis is put on the need for interdisciplinary approaches to teaching and research;
2. **Identify, share and disseminate** widely, via internet, in print, through seminars and other venues, **effective strategies, models and good practices** for promoting higher education for sustainable development (HESD);
3. **Make recommendations on HESD** based on the partnership’s research and review and in consultation with key stakeholders from North and South, including business, governments, other UN bodies such as the UNU, as well as other relevant non-governmental organisations;
4. Demonstrate that it is possible to **form a partnership of non-governmental organisations** working closely with the UN system to develop and implement a joint action plan addressed to achieve common goals; and analyse and evaluate this experience as an international demonstration project.

In order to achieve the objectives outlined above, the partners will undertake a number of collaborative activities, such as international consultations and conferences, good practice inventories, publications, and website development. These target activities are specifically stated in the **Lüneburg Declaration on Higher Education for Sustainable Development** (October 2001, see IAU Website on Sustainable Development), the first joint policy statement of GHESP addressed to the World Summit on Sustainable Development.

An annually updated GHESP Action Plan, drawn up and discussed by all partners, will serve to set priorities and monitor progress made. The Chair will rotate after 12 months, preparing a brief report on GHESP activities and passing this onto the new Chair at the end of the cycle.

### Important websites:

GHESP:

[www.unesco.org/iau/ghesp/index.html](http://www.unesco.org/iau/ghesp/index.html)

SD pages on IAU Web: [www.unesco.org/iau/tfsd/first.html](http://www.unesco.org/iau/tfsd/first.html)

Books on SD on IAU web at : [www.unesco.org/iau/tfsd/biblio.html](http://www.unesco.org/iau/tfsd/biblio.html)

ULSF: [www.ulsf.org](http://www.ulsf.org)

COPERNICUS-CAMPUS: [www.copernicus-campus.org](http://www.copernicus-campus.org)

UNESCO [www.unesco.org/education/esd/index.html](http://www.unesco.org/education/esd/index.html)

UNESCO documents: [www.unep.org/Documents](http://www.unep.org/Documents)

Partnership initiatives

[www.johannesburgsummit.org/html/sustainable\\_dev/partnership\\_initiatives.html](http://www.johannesburgsummit.org/html/sustainable_dev/partnership_initiatives.html)

## Lessons from South-Africa

Roos Wemmenhove \*

EMSU, or rather 'Environmental Management for Sustainable Universities' should be interpreted broadly; 'management' not only covers the physical in- and output of universities but also the curricula. The second EMSU conference took place from 10 to 13 September at Rhodes University in Grahamstown, South-Africa. Since the first EMSU conference in Lund, Sweden 1999, much progress has been achieved in the field of higher education and sustainable development. Many lessons can be learned from 'the South' when it comes to the integration of various knowledge systems.

During the conference, in which took part some 150 people from all continents, a great number of papers addressed the issues of campus activities, curriculum development or a combination of both. Contributions described university-wide initiatives as well as national or even international networks focussing on integrating sustainable development into universities. (Abstracts at [www.ru.ac.za/environment/emsu/](http://www.ru.ac.za/environment/emsu/))

### Progress

Amongst other debates, the Conference provided a comprehensive overview of the development of South-African universities. After the abolition of apartheid eight years ago, the South African society is reorganising and faces questions such as: What kind of higher education is needed? What kind of development should it be aiming at? Are the current disciplinary boundaries at all relevant? While these issues are under review at university level, a complete curriculum review is taking place at primary and secondary school level. Local knowledge systems are integrated into the curriculum, and, as was shown in the presentation of different projects on sustainable development, a mutual sharing of knowledge, skills and activities is taking place between school kids and local communities.

### Conclusions

During the closing session, it was suggested that universities should

- stimulate a transdisciplinary approach to teaching and research;
- meaningfully involve everyone in activities related to sustainable operations on campus;
- move to a demand-side approach, listen to local communities;
- share university knowledge with other educational institutions and the broader community;
- encourage staff involvement in curriculum reform in collaboration with NGOs and governments;
- create possibilities for women in rural areas (their role in sustainable development was recognised as being crucial);
- develop indicators to measure integration of sustainable development into education ;
- improve their communication within and among universities (to benchmark and learn).

### Follow-up

Through an interactive website, a number of priority themes will be identified and goals will be set for 2004. These themes will define the working groups to be set up at the next EMSU conference, to be held in Mexico in 2004.

\* Roos Wemmenhove  
Expertise Centre for Sustainable Development (ECDO),  
Amsterdam, The Netherlands.

## 65<sup>th</sup> Administrative Board meeting

IAU held its 65<sup>th</sup> Administrative Board meeting in Quebec City, Canada, on September 16 and 17. The Association's work plan for the next year constituted a key point for discussion at the meeting with a number of decisions reached:

- The work of IAU on **Sustainable Development** will be reinforced in order to fully participate in the Global Higher Education for Sustainability Partnership and the follow-up to the World Summit on Sustainable Development. Prof. Goolam Mohamedbhai, Vice-Chancellor, University of Mauritius, was named as the new chair of the Working Group on Sustainable Development and will work closely with Dr. Hilligje van't Land, IAU's Programme Development Coordinator.
- A new Working Group was established to design and determine the Association's activities on the theme of **Intercultural Dialogue**. It is hoped that in this relatively new thematic area for the Association, specific projects and learning networks may be developed between interested IAU members. Prof. Paolo Blasi, former Rector of the University of Florence, has agreed to chair this Working Group.
- Two additional Working Groups will remain active, namely the Working Group on **Internationalisation of Higher Education** (chaired by Edgard Elbaz, Université Claude Bernard) and the Working Group on **Information and Communication Technologies and Higher Education** (chaired by Henrik Toft Jensen, Roskilde University).

It is noteworthy that Board Members agreed to broaden membership of IAU Working Groups to non-Administrative Board Members and in the months to come, all IAU institutional members will be invited to join these groups if they so wish.

The Board expressed their satisfaction with the activities planned by IAU over the next few months, including meetings and conferences as reported in this *Newsletter*. They noted the continued financial constraints plaguing the Association and agreed that project development for external funding AND a growing membership are required. Board Members expressed their willingness to assist the Secretary-General in launching a personalised membership drive in the months to come.

The Board encouraged the Secretariat to continue with increased levels of communications with Members and urged that activities, involving member participation be designed and offered as part of membership benefits.

The IAU Board was pleased to accept an invitation extended by Prof. Ivan Wilhelm, to hold the next Administrative Board meeting at Charles University in Prague. It will take place on September 8 and 9, 2003. It will be followed immediately by a two-day International Conference (September 10 and 11) on Education for a Sustainable Future.

## IAU up-coming events

**15-16 January 2003**, UNESCO House, Paris, France, **Meeting of IAU Member University Organisations**.

A number of major issues of "global" relevance to higher education organisations will be discussed (e.g. GATS, WTO and Higher Education, Borderless Education - Impact on the Higher Education System, ERASMUS World, Internationalisation and Globalisation of Higher Education, Cooperation with IAU

Members and other Partners, etc.)

**12-14 June 2003**, Monterrey, Mexico, **IAU/IAUP International Seminar on Women and Leadership in Higher Education – How Thick is the Glass Ceiling?**

**8-11 September 2003**, Charles University, Prague, Czech Republic, **IAU Board Meeting and International Conference on Education for a Sustainable Future.**

**25-29 July 2004**, Sao Paulo, Brazil, **IAU 12<sup>th</sup> General Conference on The Wealth of Diversity – The Role of Universities in Promoting Dialogue and Development.** Since Durban, in 2000, it has been decided that IAU's General Conferences would take place every four years. General Conferences mark the life of the association in a critical way since they set the overall programme direction and elect the Administrative Board. Preparations for IAU's 12<sup>th</sup> General Conference are well underway. The Conference Programme Committee, chaired by Prof. Adolpho José Melfi, Rector of the University of Sao Paulo, will work closely with the Secretariat and the Local Organising Committee already established in Brazil. In addition to the University of Sao Paulo, four public universities in the State of Sao Paulo are members of this committee. They are UNICAMP, UNESP, UFSCAR and UNIFESP.

For more information, see [www.unesco.org/iau](http://www.unesco.org/iau)

## News from our members:

• The IAU Administrative Board has approved the **admission of 16 new universities and 2 university organisations to membership** of IAU in September 2002.

• We are also particularly pleased to **welcome back several former IAU members**: University of Queensland, Australia; Memorial University of Newfoundland, Canada; University of Québec at Montreal (UQAM), Canada; St Mary's University, Canada; University of Manitoba, Canada; University "Babes-Bolyai" Cluj-Napoca, Romania. A special welcome is extended to the University of Kabul in Afghanistan and its President, Prof. M. Akbar Popal, with heartfelt thanks to UNESCO's office in Kabul whose Director, Martin Hadlow, has been acting as liaison with IAU on this matter.

• **European University Association (EUA)**: The Sorbonne - Bologna - Prague - Berlin Process is changing the architecture of the higher education systems of more than 30 countries. It is an inter-governmental process but several groups are working hard to provide some of the bricks and mortar. The most recent publication of the EUA, *Survey on Master Degrees and Joint Degrees in Europe* by C. Tauch of the German Rectors Conference and A. Rauhvargers of the Latvian Rectors Conference is one such building block that provides useful new and comparative information on this level of study in Europe ([www.unige.ch/eua](http://www.unige.ch/eua))

• **Agence universitaire de la Francophonie (AUF)**. In conformity with its 2002-2003 action plan, the staff of the North America Bureau of the AUF is happy to launch **two innovative pilot projects** for the students of Quebec. This new mobility programme will enable some fifteen students enrolled in a Quebec university that is a member of AUF to carry out a practical or research training internship. These will take place in a francophone country of Africa, Asia, the Caribbean or Central and Eastern Europe. For further information: [amerique-nord.auf.org/index2.html](http://amerique-nord.auf.org/index2.html)

## News for our members:

**World Bank's Rethink: Constructing Knowledge Societies: New Challenges for Tertiary Education**

As one of the important players affecting higher education systems of developing and transition countries, the World Bank's views often command careful attention. *Constructing Knowledge Societies* is no exception. It marks a new path in Bank thinking. It is welcome on that account.

Technical solutions, the document argues, have limited usefulness if conceived with little reference to contexts other than the economic. So the political, social and cultural are back in. And 'social cohesion' very especially so. It is **the** prior condition for success in economic policy.

*Constructing Knowledge Societies* brings attention back to the fundamental purpose of economic development – to its social consequences and outcome it has for alleviating poverty and improving health and education.

### Tertiary Education Restored.

Back in also is the strategic importance of Tertiary Education and of the State as prime architect in creating the conditions for innovation across all sectors of education – public, private and firm-based training schemes.

By bringing 'stakeholder' interests to the fore, the Bank distances itself from previous orthodoxy, grounded in a technocratic approach where all that counted was the technical viability of the 'solution' proposed rather than its implementation and social impact.

Clearly, the doors of dialogue are open again. The document is available at [publications.worldbank.org/e-commerce/catalog/product?item\\_id=1044791](http://publications.worldbank.org/e-commerce/catalog/product?item_id=1044791)

## Launching of IAU-Coopnet

Can the enthusiasm and interest generated by the Thematic Workshops organised during the IAU Conference on *Internationalisation of Higher Education: Policy and Practice* (Lyon, France, April 2002) be sustained over time? Can we continue to share ideas and learn from each other? Are electronic discussion groups a viable alternative to face to face meetings across space, language and culture? IAU is trying to find the answers to these questions by linking approximately twenty individuals from around the world through IAU-Coopnet. Initial tasks set before the participants in IAU-Coopnet are:

- a) a virtual debate to design a standard format for the collection of 'lessons learned' and
- b) commenting on a UNESCO proposal entitled 'Academics Without Borders'

University representatives responsible for international cooperation/relations etc. wishing to join this electronic discussion group may send an e-mail to IAU ([iau@unesco.org](mailto:iau@unesco.org)). Any suggestions or advice to make it a more successful venture would be appreciated.

## 2002

- November**    **03-06**    *University of Regina Carmeli, Philippines, OECD-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](mailto:jacqueline.smith@oecd.org)
- 20-23**    *Badajoz, Spain, International Conference on Information and Communication Technologies in Education*    [www.formatex.org/ict2002.html](http://www.formatex.org/ict2002.html)
- 25-27**    *Khon Kaen, Thailand, EDU-COM 2002: Higher Education without Borders, Sustainable Development in Higher Education*    [www.chs.ecu.edu.au/org/int\\_commm/](http://www.chs.ecu.edu.au/org/int_commm/)
- December**    **10-12**    *University of Glasgow, United Kingdom, 2002 SRHE Conference: Students and Learning; what is changing*    Contact: [katy@in-conference.org.uk](mailto:katy@in-conference.org.uk)

## 2003

- February**    **17-20**    *New Orleans, United States, Association for the Advancement of International Education Annual Conference*    Contact: [grella@westminster.edu](mailto:grella@westminster.edu)
- March**        **17-21**    *Réduit, Mauritius, COREVIP 2003 - Conference of Rectors, Vice-Chancellors and Presidents of African Universities: The role of African higher education institutions in the construction of African unity*    [www.aau.org/corevip/2003/appel.htm](http://www.aau.org/corevip/2003/appel.htm)
- April**        **14-17**    *Dublin, Ireland, INQAAHE Biennial Conference: Quality and Standards: National, Regional and Global*    [www.ingaahedublin2003.com](http://www.ingaahedublin2003.com)
- June**        **01-05**    *Hong Kong Convention and Exhibition Centre, Hong Kong, 21st World Conference on Open Learning and Distance Education*    [www.ouhk.edu.hk](http://www.ouhk.edu.hk)
- 12-14**    *Centro de Estudios Universitarios (CEU) and Universidad Autonoma de Nuevo Leon (UANL), Monterrey, Mexico, IAU/IAUP: International Seminar on "Women And Leadership In Higher Education - How Thick Is The Glass Ceiling?"*    [www.unesco.org/iau](http://www.unesco.org/iau)
- 15-18**    *University of Jyväskylä, Institute for Educational Research, Jyväskylä, Finland, Teaching and Learning for Intercultural Understanding, Human Rights and Peace*  
[www.jyu.fi/kti/unesco2003](http://www.jyu.fi/kti/unesco2003)
- 25-27**    *University of Stellenbosch, South Africa, 13th Biennial SAARDHE Conference: Rethinking and Re-imagining Higher Education*  
[www.saaedhe.ac.za/news/dec2001.html](http://www.saaedhe.ac.za/news/dec2001.html)
- July**         **03-05**    *Samos Island, Greece Research and Training Institute of the East Aegean, University College of the Fraser Valley, National and Kapodistrian University of Athens: Fourth International Conference on Information Communication Technologies in Education*  
Contact: [www.ineag.gr/ICICTE/index.htm](http://www.ineag.gr/ICICTE/index.htm)
- 14-16**    *Heidelberg, Germany, 3rd International Conference on Technology in Teaching and Learning in Higher Education*    [www2.nl.edu/conferences](http://www2.nl.edu/conferences)
- 22-26**    *Uganda Martyrs University, Kampala, Uganda, IFCU 21st General Assembly: Networks against Exclusion: Promises and Dangers of the New Technologies*    [www.fiuc.org](http://www.fiuc.org)
- August**     **24-27**    *University of Limerick, Limerick, Ireland, 25th Annual EAIR Forum: Building Bridges and Enhancing Experience*    [www.org.uva.nl/EAIR](http://www.org.uva.nl/EAIR)
- 31-04**    *Queen's University of Belfast, Belfast, Northern Ireland, ACU General Conference: Universities: Engaging with their Communities*    [www.acu.ac.uk](http://www.acu.ac.uk)
- September**    **10-11**    *Charles University, Prague, Czech Republic, IAU/Charles University: International Conference on "Education for a Sustainable Future"*    [www.unesco.org/iau](http://www.unesco.org/iau)
- 10-13**    *Vienna, Austria, 15th Annual Conference of EAIE* .

## 2004

- July**         **25-29**    *University of São Paulo, São Paulo, Brazil, 12th IAU General Conference: The Wealth of Diversity - The Role of Universities in Promoting Dialogue and Development*  
[www.unesco.org/iau](http://www.unesco.org/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, Executive Director & Secretary-General ♦ Guy Neave, Director of Research ♦ Hilligje van't Land, Program Development Coordinator ♦ Claudine Langlois, Director, IAU/UNESCO Information Centre on Higher Education ♦ Christina Keyes, Newsletter Compilation/translation ♦ Production of Newsletter : Imp. Nory - 75012 Paris

IAU, UNESCO House, 1 rue Miollis – F-75732, Cedex 15 – France

Tel : +33 (0) 1 45 68 48 00 – Fax : +33 (0) 1 47 34 76 05

e-mail : [iau@unesco.org](mailto:iau@unesco.org) ♦ internet : [www.unesco.org/iau](http://www.unesco.org/iau)