COPERNICUS Alliance

Mula, Ingrid; Mader, Clemens; Tilbury, Daniella

[Link to publication](#)

IAU Horizons

IAU, founded in 1950, is the leading global association of higher education institutions and university associations. It has Member Institutions and Organisations from some 130 countries that come together for reflection and action on common concerns.

IAU partners with UNESCO and other international, regional and national bodies active in higher education. It is committed to **building a Worldwide Higher Education Community**.

RIO+20
United Nations Conference on Sustainable Development

We support the Higher Education Sustainability Initiatives!

ACTIVITIES

IAU-ACUP Seminar on Doctoral Education

IAU 14th General Conference

Reports on IAU Work on:
- **Internationalization**
- **Higher Education/Research for Education For All (and MDGs)**
- **Doctoral Programmes**
- **Guidelines for an Institutional Code of Ethics in Higher Education**

Other IAU News

IAU winner of ISIC 2012 award for work on Acces and Succes in HE

IN FOCUS

The Contribution of Higher Education to Sustainable Development

INTERNATIONAL ASSOCIATION OF UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU

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

Cover Image: © shutterstock/Wong Yu Liang
Top photo panel:
Left: IAU receives ISIC 2012 Prize;
Center: IAU to meet in Puerto Rico at the IAU-PR;
Right: Rio+20 Summit logo.

MESSAGE FROM THE SECRETARY-GENERAL

THE RIO+20 SUMMIT WILL ONCE AGAIN BRING THE WORLD'S ATTENTION ON THE URGENCY of a massive and global effort to stop depletion of the planet's resources, to address climate change, to reduce poverty and change consumption patterns among the rich nation, among other critical issues that all make up the complex concept of sustainable development. The Summit is likely to gather a record number of participants; experts in a variety of disciplines, ministers, decision makers, leaders of civil society and concerned citizens. It is more than likely that the vast majority in Rio will be university graduates. Yet, it has been a struggle, once again, to see the role of higher education in achieving sustainable development brought onto the agenda of the Summit. At the same time, innovative initiatives, declarations, mobilization and institutional projects are not lacking, as this issue of *IAU Horizons* attests both by the number and variety of articles presented. Still, scaling up, embedding and generalizing sustainability actions within the higher education sector need more effort, more energy and more attention in order to increase their impact and their 'sustainability'. Certainly, the IAU intends to continue providing information, resources, advice as well as promoting successful ESD initiatives in order to attract and retain higher education leaders' attention on the issues.

Of course, Education for Sustainable Development (ESD) is only one of several priority topics on which the IAU has developed actions. Another topic, namely the **IAU's promotion of equitable access to and success in higher education** was in the spotlight this past month as IAU was the very proud recipient of the ISIC 2012 Award for our achievements in this area. The IAU Task Force and the Secretariat is very honoured to have been nominated and selected for the Award by ISIC, the international, Amsterdam-based organization that promotes the International Student Identity Card around the world.

But IAU cannot afford to sit on its laurels and this very happy news, has only motivated us more to plan the most interesting and successful **IAU General Conference (GC2012)**. The Programme for the GC 2012 at the Inter American University of Puerto Rico in San Juan will focus on all the important issues on the *'Global Agenda'* and will be diverse and stimulating. Our hosts are also planning an unforgettable event on this beautiful Caribbean island. We expect all IAU Members to act as responsible citizens and come to vote for their new leadership this coming November!

The higher education press has also noticed the IAU work on 'Re-thinking Internationalization' and the reaction to the newly approved document *Affirming Academic Values in Internationalization of Higher Education; A Call for Action* has been overwhelmingly positive. IAU thanks the international Ad hoc Expert Group that provided much input and support in the drafting of this document and will continue to coordinate the Group's actions to disseminate the Call and find ways to respond to it.

We hope that these successes, others that you will read about in this issue, and others yet to come, will not only convince all IAU Members to remain in the Association but to get involved in our work. Of course, more Members are always welcome as they can only strengthen the IAU.

All of IAU and **I hope to see you in San Juan on 27-30 November!**

Eva Egron-Polak

IAU Horizons 18.2 – Highlights

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IAU RECEIVES THE ISIC AWARD FOR ITS WORK TO PROMOTE ACCESS TO HIGHER EDUCATION

"The International Association of Universities was a standout winner for the ISIC Association, particularly for their Equitable Access and Success in Quality Higher Education pilot project"

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NEW IAU MEMBERS

IAU is pleased to welcome 12 New Members and 2 new Associates

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NEW IAU CALL FOR ACTION IN INTERNATIONALIZATION RELEASED

"Drafting took several months [...] to ensure that the Call reflected multiple perspectives, a balanced but critical view of current internationalization developments, and pointed to some concrete actions that could be taken"

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IN FOCUS: THE CONTRIBUTION OF HIGHER EDUCATION TO SUSTAINABLE DEVELOPMENT

"Dealing with the complexities of global change and the challenges of sustainable development requires significantly more than regulations, technologies, or a greener economy"

© Andrea López-Portillo (SGS) for the SFLA Seminar

IMPORTANT IAU DATES

● **12-13 July 2012:** Joint **IAU-ACUP INTERNATIONAL SEMINAR** on **Innovative Approaches to Doctoral** *Education, Research and Training in sub-Saharan Africa*, held at and hosted by EiABC / Addis Ababa University, Ethiopia. This Seminar will gather the university leaders of the institutions which took part in the pilot projects of both ACUP and IAU as well as the Members of the respective Task Force and Advisory Board of both IAU and ACUP Project on Doctoral education to debate about the future of doctoral education in sub-Saharan Africa.

Contact: Dr. Hilligje van't Land, *IAU Director Membership and Programme Development* (h.vantland@iau-aiu.net).

● **15 September 2012: deadline for submission of proposal for fall competition LEADHER Programme**

The **Leadership for Higher Education Reform** (LEADHER) Programme creates opportunities for learning partnerships and collaboration among IAU Member Institutions in Good Standing and taps into the wealth of diverse experiences around the world. The 2012 fall edition of the LEADHER will aim to increase and improve South-South as well as North-South cooperation among higher education institutions in order to **strengthen research capacity and research management in universities with particular focus on developing countries**.

The Programme involves senior HEI representatives and fosters professional development through **learning visits**. **GRANTS** are offered on a competitive basis: up to 10,000 Euros per project

Contact: Ms. Élodie Boisfer, *IAU Programme Officer* (e.boisfer@iau-aiu.net)

● **24-26 April 2013:** *Institutional Diversity in Higher Education: Strength or Threat for Associations?* **IAU Global Meeting of Association (GMA V)**, hosted by Salford University and organized in collaboration with the Northern Consortium UK (NCUK), in Manchester, UK. More information soon on the IAU website.

FIRST INTERNATIONAL STUDY ON IMPACT OF THE GLOBAL ECONOMIC CRISIS ON HIGHER EDUCATION: LEADERSHIP AND MANAGEMENT CHALLENGES
⇨ **Call for Institutional Participants**

Researchers at Dublin Institute of Technology (DIT) and IAU are collaborating on a study to determine the impact of the new global economic environment on the roles and responsibilities of higher education institutions, how it is affecting policies, and what structural and or organisational changes are being made. The study will strive to learn how these developments are affecting students and the impact they have had on academic work practices or on disciplinary choices. What effects are these changes having on educational quality, research, and institutional reputation? Interested institutions will be asked to complete a questionnaire covering a series of issues under the following five (5) headings:

HEI Mission; HEI Strategy; HEI Finance; HEI Quality; HEI Work Practices; and attend a seminar in early 2013 to discuss results.

We welcome the participation of your institution in this study:

- **Confirm your participation** no later than **31 July 2012**. Send the name of your institutional contact person, title and email to: Martin Ryan at martin.ryan@dit.ie. The questionnaire will be sent to you upon receipt of the confirmation.

- **Deadline for the completion of the on-line Self-Stud**y questionnaire: **30 September 2012**.

If you would like to discuss this project further, please do not hesitate to contact Martin Ryan at the above email address.

We look forward to hearing from you.
Sincerely,

Eva Egron-Polak
IAU Secretary-General and Executive Director
E-mail: iau@iau-aiu.net

and

Professor Ellen Hazelkorn
Director, Higher Education Policy Unit
DIT, Ireland
E-mail: Ellen.hazelkorn@dit.ie

GET INVOLVED IN THE IAU 2012 THEMATIC COFERENCE ? THE BUSINESS SESSIONS AND THE ELECTIONS

⊕ 27-30 November 2012:
HIGHER EDUCATION AND THE GLOBAL AGENDA – ALTERNATIVE PATHS TO THE FUTURE, IAU 14TH GENERAL CONFERENCE, Inter America University of Puerto Rico, USA.

The General Conference will focus on *Higher Education and the Global Agenda –Alternative Paths to the Future. The following theme will serve to frame the discussions:*

1. *Are Higher Education Institutions addressing the challenges facing humanity?*
2. *How and where are current dominant funding models steering higher education and research?*
3. *Is globalization setting a new agenda for internationalization of higher education?*

The 14th General Conference will see a new IAU President and Administrative Board elected to lead the Association for the next four years. All Heads of IAU Member Institutions and Organizations in Good Standing are eligible to run. Election rules and procedures are available online on the restricted Member's Area of the IAU website. To register, follow the detailed instructions provided. Invitations for nominations and candidacies are also being sent to all IAU Members. Presence at the IAU General Conference in Puerto Rico (see below) is a key eligibility condition, among others. Only Board and Deputy Board members are eligible to run for President.

To register: www.iau-aiu.net;

Contact: Mrs Elodie Boisfer, *IAU Programme Officer*, at: e.boisfer@iau-aiu.net

IAU EXECUTIVE COMMITTEE MET IN PUERTO RICO, USA

This year's semi-annual meeting of the IAU Executive Committee took place in Puerto Rico, in preparation for the 14th General Conference. The members discussed progress on the thematic programme as well as the business sessions to take place this coming November, and took some final decisions with regard to the IAU rules concerning the elections of the IAU President and Board. The IAU staff was able to meet the President and other senior representatives of the Inter American University of Puerto Rico, and more especially the Chancellor of the Metro Campus, Marilina Wayland and her staff. The General Conference will take place on this Campus and IAU looks forward to welcoming you there in November!

HIGHER EDUCATION and the GLOBAL AGENDA
Alternative Paths to the Future

14th GENERAL CONFERENCE

IAU

NOV 27-30, 2012
SAN JUAN, PUERTO RICO
INTER AMERICAN UNIVERSITY OF PUERTO RICO

REPORTS ON IAU PROJECTS

▶ INTERNATIONALIZATION

New IAU Call for Action in internationalization released!

The IAU Executive Committee and Board have recently approved a new statement entitled *Affirming the Academic Values in Internationalization of Higher Education: A Call for Action* which the IAU prepared in collaboration with an international **Ad Hoc Expert Group on Re-thinking Internationalization**. The Group, which included scholars and internationalization practitioners from around the world, was created as a follow-up to the 4th IAU Global Meeting of Associations (GMA IV) held in Delhi, India in April 2011. Drafting took several months of consultations and editing to ensure that the Call reflected multiple perspectives, a balanced but critical view of current internationalization developments and pointed to some concrete actions that could be taken.

For the full text of the Call for Action, in English, French and Spanish please see the IAU website: www.iau-aiu.net/content/re-thinking-internationalization

The Call has received wide coverage in higher education media, including in Times Higher Education, Global Higher Ed, Inside Higher Ed and the Chronicle of Higher Education. The IAU and the Ad-Hoc Group have agreed to continue to work towards the development of next steps, which may include developing some practical institutional guidelines to translate the principles contained within the Call for Action into practice.

This newest IAU effort builds on other activities and services of the IAU in the field of internationalization. These include regular *Global Surveys on Internationalization of Higher Education and the Internationalization Strategies Advisory Service (ISAS)* as well as previous IAU policy statements such as: *Sharing Quality Higher Education Across Borders – A statement on behalf of Higher Education Institutions Worldwide*, that was elaborated by IAU and three other organizations: Association of Universities and Colleges of Canada (AUCC), the American Council on Education (ACE) and the Council on Higher Education Accreditation (CHEA). This was followed by: Sharing Quality Higher Education across Boarders – A checklist of good practice. For further information on all IAU's work on internationalization, please visit the internationalization pages of the IAU website: www.iau-aiu.net/content/internationalization

The following is a brief excerpt from the Call for Action. It specifically focuses on the way forward, while the preceding sections outline the purpose for the Call, the reasons why there is a need for higher education institutions, as well as national policy makers to reconsider the fundamental goals and purposes for internationalization and set out the context. Fundamentally the aim is to

> *"…acknowledge the substantial benefits of the internationalization of higher education but also draws attention to potentially adverse unintended consequences, with a view to alerting higher education institutions to the need to act to ensure that the outcomes of internationalization are positive and of reciprocal benefit to the higher education institutions and the countries concerned".*

Should you have comments or questions, or if your institution would like to endorse the Call, please contact Ross Hudson, IAU Programme Officer at: r.hudson@iau-aiu.net

▶ IAU SESSIONS ON RE-THINKING INTERNATIONALIZATION AT GOING GLOBAL 2012

As well as the Call for Action, and building on the ongoing work of the IAU on the topic of re-thinking internationalization *(see as well the series of papers on this issue published in IAU Horizons Vol.17 No.3 and Vol.18 No.1)*, Eva Egron-Polak, IAU Secretary-General and Ross Hudson, IAU Programme Officer, jointly coordinated a series of discussions and plenary sessions on the topic entitled: *Rethinking Internationalization Who Benefits, Who is at Risk?*, at the British Council's Going Global 2012 Conference (13-15 March, London, UK).

To frame the debate, an international panel including IAU Immediate Past President, Goolam Mohamedbhai, IAU Senior Fellow, Madeleine Green and other experts outlined six broad questions about internationalization. Issues included the clarity of the concept, its drivers, the place of student mobility and the global responsibility of higher education. IAU, together with the British Council, convened six small working groups which focused on finding possible responses. The working group chairs from Kenya, Brazil, the USA, Hong Kong, Germany and Israel formed the closing international panel reporting to GG2012 participants and stimulating further discussion.

More information at: http://ihe.britishcouncil.org/going-global/going-global-2012-video-archive

Colleagues taking part in the IAU Sessions on Re-thinking Internationalization at Going Global 2012.

EXCERPT TAKEN FROM PAGES 4 AND 5 OF

AFFIRMING THE ACADEMIC VALUES IN INTERNATIONALIZATION OF HIGHER EDUCATION: A CALL FOR ACTION

(full text available at: www.iau-aiu.net/content/re-thinking-internationalization)

Affirming values underpinning internationalization: A call to higher education institutions

12. The benefits of internationalization are clear. In pursuing internationalization, however, it is incumbent on institutions of higher education everywhere to make every effort to avoid or at least mitigate its potential adverse consequences.

13. The prevailing context for higher education internationalization described in this document requires all institutions to revisit and affirm internationalization's underlying values, principles and goals, including but not limited to: intercultural learning; inter-institutional cooperation; mutual benefit; solidarity; mutual respect; and fair partnership. Internationalization also requires an active, concerted effort to ensure that institutional practices and programs successfully balance academic, financial, prestige and other goals. It requires institutions everywhere to act as responsible global citizens, committed to help shape a global system of higher education that values academic integrity, quality, equitable access, and reciprocity.

14. In designing and implementing their internationalization strategies, higher education institutions are called upon to embrace and implement the following values and principles:

- Commitment to promote academic freedom, institutional autonomy, and social responsibility.
- Pursuit of socially responsible practices locally and internationally, such as equity in access and success, and non-discrimination.
- Adherence to accepted standards of scientific integrity and research ethics.
- Placement of academic goals such as student learning, the advancement of research, engagement with the community, and addressing global problems at the centre of their internationalization efforts.
- Pursuit of the internationalization of the curriculum as well as extra curricula activities so that non-mobile students, still the overwhelming majority, can also benefit from internationalization and gain the global competences they will need.
- Engagement in the unprecedented opportunity to create international communities of research, learning, and practice to solve pressing global problems.
- Affirmation of reciprocal benefit, respect, and fairness as the basis for partnership.
- Treatment of international students and scholars ethically and respectfully in all aspects of their relationship with the institution.
- Pursuit of innovative forms of collaboration that address resource differences and enhance human and institutional capacity across nations.
- Safeguarding and promotion of cultural and linguistic diversity and respecting local concerns and practices when working outside one's own nation.
- Continuous assessment of the impacts – intended and unintended, positive and negative – of internationalization activities on other institutions.

Responding to new internationalization challenges through international dialogue that combines consideration of fundamental values with the search for practical solutions to facilitate interaction between higher education institutions across borders and cultures while respecting and promoting diversity.

15. These values are neither slogans nor vague abstractions. They should be applied in very concrete ways to institutional policy and practice. As institutions develop their internationalization strategies, they should be clear and transparent about why they are undertaking a particular initiative, how it relates to their academic mission and values, and what mechanisms can be put in place to avoid possible negative consequences. Open discussion, within and across institutions and associations and with governments, should keep fundamental academic goals and principles in the foreground, in the context of rapid change, complex realities, and ever-mounting pressures of competition and limited resources.

REPORTS ON IAU PROJECTS

▶ HIGHER EDUCATION/RESEARCH FOR EDUCATION FOR ALL (AND MDGS)

IAU has been busy "behind the scenes", working intensely with our new Reference Group (RG), and presenting the project abroad. Since expanding the RG at the beginning of the year, members and the IAU have been examining how to improve existing information tools (HEEFA Portal; HEEFA Newsletter); drafting the module for capacity building on linking HE to EFA and suggesting host higher education institutions with whom to execute the workshops; preparing for IAU General Conference and the session on Research for EFA, entitled *Unlocking the potential of higher education in meeting EFA goals and related MDGs? Is research the missing link?*; and exploring ways to collaborate closer with UNESCO.

✚ HEEFA Newsletter and Portal

The latest HEEFA Newsletter comes out on 15 June. Read this issue and archived Newsletters at www.heefa.net. Want your institution's activities in EFA promoted and read by more than 800 readers worldwide? Contact: n.kymlicka@iau-aiu.net
To better serve the interests and build a community for higher education for EFA, the HEEFA Portal and HEEFA Newsletter are both undergoing major development changes.

- Suggestions from the RG have fed development changes for the HEEFA Portal. The improved Portal will go live at the IAU GC.
- An online readership survey is informing content and style modifications. The 15 June issue will be the last issue before a new version of the HEEFA Newsletter which will be released on 15 September.

✚ Capacity building module

The capacity building module, *IAU Interactive Workshop for Innovation: Three-step activity to envisage HE for EFA locally*, has been developed based on the two pilot sessions organized in 2011 in Burkina Faso and Mexico and validated by the RG. The workshop aims i) to inform both the higher education community of what EFA is and the other EFA stakeholders of what higher education can bring to EFA, ii) to subsequently identify local needs and higher education's possible intervention(s), and iii) to end with a common agreed upon document for a way forward. Several capacity building sessions will be organised between now and 2015. Two workshops will take place in autumn 2012 at institutions proposed by the RG. Under review are propositions from Costa Rica, Ethiopia, Lithuania, and Nepal.

✚ IAU RG and UNESCO

After discussions with UNESCO, IAU and the RG are currently considering how to work more closely with UNESCO to provide research-based evidence on specific EFA-related topics. Working in sub-groups, members would engage in a research project to better inform the discussions and debate at the Global EFA Meeting (GEM) 2012, to be held 22-26 October in Paris, France.

✚ HE for EFA Project presented at CIMO Conference

Isabelle Turmaine, Director of IAU Information Centre and Communication Services, was invited to present the IAU HE for EFA project at the CIMO Conference on The Role of Higher Education in Capacity Building in Developing Countries, held on 3-4 May in Helsinki, Finland. As opening guest speaker, Ms. Turmaine illustrated how higher education institutions can help reach development goals to Finnish higher education institutions and NGOs. The Conference was attended by approximately 200 participants, primarily representatives from Finnish HEIs, NGOs and Ministries of Foreign Affairs and Education.

Contact: Isabelle Turmaine (i.turmaine@iau-aiu.net) or Nadja Kymlicka (n.kymlicka@iau-aiu.net)

✚ Education For All and UNESCO Liaison Committee

IAU was involved in the organization of the 2012 UNESCO-NGO Seminar on *Early Childhood: Seeds for the Future* which took place at UNESCO Headquarters, Paris, France on 23 April 2012. The Seminar was organized by the Working Group on EFA of the UNESCO-NGO Liaison Committee in the framework of the Action Week of the Global Campaign for Education.

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Read the IAU HEEFA Newsletter online!

Read the latest Higher Education for Education For All (HEEFA) Newsletter (www.heefa.net/node/189), an IAU quarterly online publication on higher education (HE) involvement in Education For All (EFA), reaching over 800 subscribers worldwide. The higher education community can read about selected recent international, regional and national HE-related trends in EFA; how to become directly involved through a list of selected calls of participation, upcoming conferences and publications; and keep abreast of developments on the IAU project on HE for EFA and EFA activities undertaken by IAU Reference Group members. All issues are available on the IAU HEEFA Portal free of charge (www.heefa.net). If you want to be published, contact: Nadja Kymlicka at: n.kymlicka@iau-aiu.net

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▶ DOCTORAL PROGRAMMES

⊕ Information dissemination and New partnerships

Over the last few months IAU has continued working on the development of *the project on the Changing Nature of Doctoral Programmes in sub-Saharan Africa*. Using the results of phase I, IAU took part in several seminars and conferences to present the project, its outcomes and recommendations and future plans. This allowed IAU to highlight the work of the pilot institutions in the project and to test and debate the conclusions and recommendations with diverse audiences. This has led to new cooperation opportunities with organisations like the European Association of Universities (EUA) and in particular their EUA-CDE project; with the Southern African Regional University Association (SARUA), the African Doctoral Academy (ADA) based at Stellenbosch University, the African Association of Universities (AAU), the Association of Catalan Public Universities (ACUP), and the OIHE project on Doctoral Education in Latin America. The report of phase I has been disseminated widely.

⊕ Creation of an interactive portal on doctoral education

Building on these initial results, the Secretariat developed a series of webpages on the subject and is currently developing a much more ambitious project together with ACUP: the development of a web-based information and sharing interactive portal on the topic. This portal is to provide sub-Saharan African Higher Education institution with a) an internet-based networking platform; b) an information and dissemination platform where relevant documents, tools, data will be stored for general use.

ACUP and IAU partnered up with the Open University of Catalonia (UoC), a Member of both IAU and ACUP, to develop the portal. User survey questionnaires have been developed jointly by IAU, ACUP and UoC and submitted to key stakeholders by the UOC to inform the development of the portal's content and structure.

⊕ Seminar on "Innovative Approaches to Doctoral Education and Research Training in sub-Saharan Africa"– Addis Ababa on July 12-13, 2012

Joint development of project activities has inspired ACUP and IAU to organize the above mentioned Seminar at Addis Ababa University, in Addis Ababa in July. It will bring together the pilot institutions of projects led by both IAU and ACUP in this field, along with a selection of key stakeholders in the field. It aims to reinforce inter-institutional networking and consolidate (new) partnerships with other stakeholders. It will as well allow to continue the data gathering process for both the IAU and the joint IAU-ACUP interactive portal projects.

One of the anticipated outputs is to incorporate the themes and challenges discussed during the seminar into the online, interactive portal of which the conceptual framework will be presented in Addis.

⊕ Joint IAU – ADA initiative

As well IAU and the African Doctoral Academy (ADA) are jointly developing a follow up seminar which is tentatively scheduled to take place in **February 2013**. This Seminar will focus on the development of new synergies between like-minded projects in the field.

⊕ Funding

The above mentioned projects are being financed by IAU and ACUP, with modest support from donor agencies such as the Swedish International Development Agency (Sida) and the Spanish development Agency, and build on strong in kind support from the participating institutions. Additional funding is sought.

⊕ Call

A call for data and information (publications, research results and more) to feed into the IAU web pages on doctoral education (www.iau-aiu.net/content/doctoral-programmes).
Contact: Dr. H. van't Land, IAU Director Membership and programme Development (h.vantland@iau-aiu.net).

▶ IAU-MCO GUIDELINES FOR AN INSTITUTIONAL CODE OF ETHICS FOR HIGHER EDUCATION

The final meeting of the joint Working Group of the IAU and the Magna Charta Observatory, responsible for drafting the Guidelines for an institutional code of ethics took place in Istanbul on 18 May 2012. Members of the WG finalized a draft of these guidelines and developed a proposal for an action plan for **a)** further consultations on the draft guidelines, **b)** their full dissemination once approved and **c)** their implementation or use within interested higher education institutions. The **consultation** on this Final Draft will commence in **early July**, as soon as the IAU Administrative Board gives the green light and come **to an end on 1 October 2012** in time for the IAU General Conference in Puerto Rico. **The Guidelines will be available online on the IAU and MCO websites in early July.**

Other IAU news

✚ IAU WINS OF THE 2012 ISIC AWARD FOR ITS WORK TO PROMOTE ACCESS TO HIGHER EDUCATION

The ISIC Award: Recognising and rewarding leaders in education accessibility
Miami, Florida, 23 May, 2012

Eva Egron-Polak, Secretary General of IAU attended a special gala celebration in Miami, to receive the ISIC 2012 Award.

> ❝The International Association of Universities was a standout winner for the ISIC Association, particularly for their *Equitable Access and Success in Quality Higher Education* pilot project. This innovative project improves access to education for marginalised students and countries at risk of under representation in the tertiary education system❞.
>
> Martijn van de Veen, General Manager of ISIC.

The ISIC Award was created to 'recognize and reward organizations working on a global scale to reduce social, economic and cultural barriers to education and increase overall access to higher education opportunities'.

"Becoming a student and having fair access to education is a privilege that remains unattainable to numerous people around the world. Education is a human right but in too many countries social and economic barriers make accessing education difficult", said Mr van de Veen, General Manager of ISIC. Mr van de Veen emphasised that "The ISIC Association and our global partners feel it's not only our role to support existing students, but also to contribute to international efforts to ensure individuals who aspire to participate in higher education have the help and resources to enable them to do so".

Eva Egron-Polak said that "The Association is particularly honored to receive this award for work we have undertaken focusing specifically on students. IAU has always been a highly values-based organization, committed to promoting principles of academic freedom, institutional autonomy, and social responsibility. As the importance of the Knowledge Society grows, making higher education more inclusive becomes absolutely essential and central to our social responsibility. We are honored to be given this award by ISIC, an association with very similar goals."

The International Association of Universities was selected as the 2012 ISIC Award winner from five admirable finalists including the: Institute of International Education,

Enterprise and University of the People. The Award includes a financial contribution of Euros 20,000 which IAU will use to continue its Equitable Access and Success projects. Read more IAU's work on equitable access and success online www.iau-aiu.net

About ISIC

The ISIC Association is the non-profit organisation behind the International Student Identity Card (ISIC), the only internationally accepted proof of bona fide student status. First established in 1953, the ISIC card is now issued in 124 countries to over 4.5 million students each year, regardless of their nationality, race, gender or religion. ISIC cardholders gain preferential access to 40,000+ products, services or experiences that are relevant in every stage and area of student life. www.isic.org/

⤷ WANT TO ENHANCE YOUR VISIBILITY?

Bring your programs, projects and other activities to the attention of the broader higher education community in *IAU Horizons*!

For advertising options, please contact r.hudson@iau-aiu.net

IAU COLLABORATION AND NETWORKING

Since the latest issue of *IAU Horizons* went to press, IAU was represented at the following events:

SiS Catalyst Project www.siscatalyst.eu	Liverpool, UK	February
Bologna Process – International Openness Working Group www.ehea.info	Rome, Italy	February
ADEA 2012 Triennale on Education and Training in Africa www.adeanet.org/triennale/indexang.html	Ouagadougou, Burkina Faso	February
Association of International Education Administrators' Annual Conference http://aieaworld.org/events/conf2012.htm	Washington DC, USA	February
For Intercultural Education: the Contribution of the Catholic Universities www.univ-catholille.fr/documents/colloque Unesco web.pdf	Paris, France	February
French Diploma Supplement and Learning Outcomes www.europe-education-formation.fr/agence-evenement.php?eve_id=162	Paris, France	February
UNESCO Collective Consultation of NGOs on Education for All (CCNGO/EFA) www.unesco.org/en/efa/international-cooperation/collective-consultation-of-ngos/	Paris, France	February
UNESCO Executive Board – Committee on International Partners (NPG) www.unesco.org/new/en	Paris, France	February
AHELO Stakeholders Consultative Group (SCG) www.oecd.org	Paris, France	March
SARUA Vice-Chancellors Dialogue: *Growing the Academy: Forging Strategies for Quality Teaching and Scholarship in Southern African Universities* www.sarua.org	Johannesburg, South Africa	March
CODOC International Workshop on *Doctoral Education, Leadership and Knowledge Societies: Redefining Global Relationships* www.codoc-project.eu/en/events/workshop-southern-africa/programme (EUA)	Johannesburg, South Africa	March
The Future of Higher Education Summit, the Guardian www.guardian.co.uk/higher-education	London, UK	March
Meeting of the Steering Committee for Educational Policy and Practice (CDPPE), Council of Europe – www.coe.int/t/cm/home_en.asp	Strasbourg, France	March
AMUE Workshop on Internationalization www.amue.fr (in French)	Paris, France	April
University of Vienna-Austrian Agency for International Cooperation in Education and Research (OeAD), Joint Friday Lectures – http://ctl.univie.ac.at/friday-lectures	Vienna, Austria	April
Information For All Programme (IFAP) www.unesco.org	Paris, France	April
European Higher Education Area (EHEA) Ministerial Conference and Third Bologna Policy Forum – www.ehea.info	Bucarest, Romania	April
Conference of the Americas on International Education (CAEI) www.caie-caei.org	Rio de Janeiro, Brazil	May
The Role of Higher Education in Capacity Building in Developing Countries, CIMO Conference www.cimo.fi	Helsinki, Finland	May
NAFSA 2012 Annual Conference and Expo: Comprehensive Internationalization – Vision and Practice) – www.nafsa.org	Texas, USA	May

MEMBERSHIP NEWS

IAU is pleased to welcome new Members who joined and rejoined the Association since March 2012.

INSTITUTIONS

Daffodil International University,
Bangladesh
www.daffodilvarsity.edu.bd

Sao Paulo State University "Julio de MesquitaFilho", Brazil
www.unesp.br

Free University in Tbilisi,
Georgia
www.freeuni.edu.ge

Punjab Technical University,
India
www.ptu.ac.in

Damghan University,
Iran
www.du.ac.ir

Kyrgyzstan-Turkey Manas University,
Kirgyzstan
www.manas.edu.kg

Kyambogo University,
Uganda
www.kyu.ac.ug

Jönköping University Foundation,
Sweden
www.hj.se

Ukrainian Medical Stomatological Academy,
Ukraine
www.umsa.edu.ua

Wheelock College,
USA
www.wheelock.edu

IAU OBSERVER

University College of Applied Sciences,
Palestine
www.ucas.edu.ps

IAU ORGANISATION

NAFSA: Association of International Educators
www.nafsa.org

IAU ASSOCIATES

Dr. Eric Zimmerman,
Academic Secretary and Director of Research & Internationalization at Interdisciplinary Center Herzliya (IDC), Israel

Mr. George Tillman,
George Tillman Consulting/Expert-Conseil, Canada

Changes at the IAU Secretariat

Geneviève Rabreau, Manager of Reference Publications, retired after over 20 years of much valued service at IAU. We would like to thank her for all her work and wish her well. She has been succeeded by **Béatrice Inglisian**, who took up post on 1 June 2012.

Isabelle Devylder, Programme Officer, recently left IAU to take up a new post in Cambodia with UNDP, and has been succeeded by **Elodie Boisfer**, former Executive Assistant, who will take on the role of Programme Officer responsible for IAU's LEADHER programme, as well as continuing to work with the Secretary General on projects related to improving equitable access and success in Higher Education, one of IAU priority themes. She will also help coordinate the logistical the preparations for the upcoming IAU General Conference. We would like to wish both Isabelle and Elodie every success in their new posts.

Trine Jensen joined IAU in mid-April as the new Executive Assistant. She will be coordinating IAU Board and Executive Committee meetings and will also be working on IAU Membership with Dr Hilligje van't Land.

The IAU is also pleased to welcome two interns: **Thibaut Mittelstaedt**, to work on the development of a web portal on sustainable development; and **Maren Larsen**, to work on the doctoral programmes project, with Dr van't Land.

✚ EU-DRIVERS CONFERENCE, Brussels,
20 September 2012, Universities and Regional Innovation: From Policy to Practice – Building Capacity for Collaborative Partnerships

This one-day conference will focus on the challenges involved in building and sustaining successful cross-sectoral partnerships between academia, business and public agencies to support regional innovation. The positive impact of effective regional cooperation on economic growth, employment and social stability is well known everywhere. Capacity building for collaborative partnership as well as strong leadership to bring together regional stakeholders behind a common regional strategy is "the" critical step for regional success.
www.eu-drivers.eu

✚ MAGNA CHARTA OBSERVATORY

On 20 September 2012, the Magna Charta Observatory will convene its Annual Conference in Bologna, Italy to commemorate the 24th anniversary of the Magna Charta Universitatum and hold a **Conversation on Intellectual Freedom: Magna Charta Universitatum Then and Now.** The Conference will focus on the role and relevance of the Magna Charta principles for modern universities through round-table discussions among invited speakers and interactive sessions with the plenary.

To register for the Annual Conference or to apply to become a signatory of the Magna Charta Universitatum, please visit: www.magna-charta.org

The Magna Charta Observatory is pleased to announce the appointment of **Mrs Anna Glass as Secretary General**. Mrs Glass is an academic and professional administrator in the field of higher education. An American citizen, Mrs Glass has pursued a career throughout Europe and has served as expert or senior-level administrator for UNESCO; Eurydice; the Austrian Federal Ministry of Education, Science and Culture and the Salzburg Global Seminar. In her capacity as Secretary General, Mrs Glass works to promote the fundamental principles of higher education at universities around the world.

IAU Secretary General Accepts a Seat on the Magna Charta Observatory Council

Prof. Ustun Erguder, President of the Magna Charta Observatory, after a unanimous decision by the Council, invited Eva Egron-Polak to join the 15-person Council for a term of four years, starting this September. The IAU Secretary General's presence on the Council will reinforce the already strong cooperation between the two organizations which have established a Joint Working Group chaired by Prof. Pier Ugo Calzolari, IAU Vice President and former Rector of the University of Bologna, Italy to draft international *Guidelines for an Institutional Code of Ethics in Higher Education*.

In Memoriam

Professor Wataru Mori (January 1926 – April 2012)

It is sad to know that Professor Wataru Mori is not with us, anymore. With Prof. Mori, the IAU and the whole international academic community lost a good friend and supporter. Wataru Mori (IAU Vice-president, 1990-1995, and President, 1995-2000) was the first IAU president from Asia and the Pacific. He always came across as a wise man, who dedicated his life to the advancement of knowledge, in particular knowledge that could contribute to a better health and quality of life of people. It was during his presidency that the administrative 'cycle' of IAU – the time in between General Conferences – was reduced from five to four years and that the frequency of the IAU conferences was increased to one thematic conference every year. IAU thus improved its visibility and services to its members. In addition, IAU started to develop projects for and with its members on topics like internationalization, sustainable development, institutional autonomy and academic freedom. As vice-president, it was a pleasure for me to work with president Mori on change IAU and strengthening its capacity to engage with the challenges of the 21st Century.

To his international activities Prof. Mori brought an extensive expertise gained over a long period in Japan as a medical doctor, scientist, university administrator, and, in a way, also as a politician. He graduated from the Faculty of Medicine of Todai, Tokyo University. He left Japan to study at Yale (1956-59) and at Cambridge (1966-67). Eventually, he became the Dean of his School of Medicine (1981-83) and the President of Tokyo University (1985-87). He was among others a member of the Science Council of Japan (1988-91) and the President of the Japanese Association of Medical Science (1992-98). He also received the highest distinctions in his own country, such as the Grand Cordon of the Order of the Sacred Treasure (2001) and the Order of Culture (2003). In Germany he received the "Grosses Verdienstkreuz mit Stern und Schulterband" (1996). Prof. Mori was interested in a wide range of topics. For instance, when I became Rector at UNU, Japan, in 1997, he chaired a committee of the Japanese parliament to identity the best site for a future new capital of the country. He, indeed, will be remembered with gratitude by many in Japan and the world.

By Hans van Ginkel, Former Rector UNU (1997-2007), IAU, Vice-president, 1995-2000 and President, 2000-2004

✚ CBIE-BCIE CALLS FOR PAPERS FOR 46TH ANNUAL CONFERENCE:

The Canadian Bureau for International Education (CBIE) – an IAU Member Organisation – invites you to take part in its upcoming Conference. Taking place in Montreal November 4-7, 2012, the conference will see participants share best practices, debate the most recent developments, learn about the latest trends, opportunities and challenges, and explore new ideas on what it takes to be world leaders in international education.

To view the programme and to register, please go to: www.cbie-bcei.ca/2012-conference

SPECIAL REPORT

IAU at the EHEA Ministerial Conference and Third Bologna Policy Forum

Bucharest, Romania, 26-27 April 2012

The IAU Delegation, headed by Prof **Pornchai Mongkongvanit**, *IAU Board Member and President Siam University Thailand*, took an active part in the third BPF which focused on "Beyond the Bologna process: Creating and connecting national, regional and global higher education spaces". Prof Mongkongvanit spoke in the BPF Information and mutual exchange session on the Bologna Process – A Catalyst for Reform in other regions? and presented the integration processes being developed in the ASEAN Region and the impacts these have for the universities. He much welcomed and stressed the importance of BPF policy dialogue and cooperation between the EHEA and partners in other regions of the world (see special report below). The session was introduced and chaired by Dr **Hilligje van't Land**, *IAU Director Membership and Programme Development*.

As well, the text *on Public responsibilities for and of Higher Education Institutions* developed jointly by the Council of Europe and IAU was introduced by both Dr van't Land and **Sjur Bergan**, Council of Europe in the session chaired by Armen Ashotyan, Minister of Education and Science, Armenia, and which gave way to a lively discussions, confronting divergent views, on both responsibilities *of* and *for* HE today.

At the end of the Forum, a common statement was adopted covering the main themes addressed. The statement and all background documents can be downloaded on the EHEA Conference website (www.ehea.info/). The next Bologna Process Ministerial Meeting will take place in Armenia in 2015.

How the Bologna Process affects the ASEAN integration of Higher Education, and the Lessons Learned from the EHEA Ministerial Conference and Third Bologna Policy Forum (BPF) in Bucharest, *Special Report by* **Pornchai Mongkhonvanit**, *President Siam University, IAU Administrative Board and* **Michael Slater**, *BBA student, Siam University, Thailand*

The Bucharest Conference and Forum provided for a great opportunity to better understand the Bologna Process and learn more about its 46 members. As head of the IAU delegation, and President of Siam University in Bangkok, Thailand, it was energizing to learn and reflect about the developments, challenges, and success faced by higher education in Europe.

These provide useful examples of how the principles of Bologna Process could be adopted strategically in the development of the ASEAN Community, the economic gateway to Northeast Asia.

The Association of Southeast Asian Nations (ASEAN) are in the process of developing the ASEAN Economic Community (AEC) and aim to increase the mobility of people, capital, and goods by reducing tariffs and processes within its borders. All 10 member countries, Brunei Darussalam, Cambodia, Laos, Myanmar, Malaysia, Philippines, Singapore, Thailand, Vietnam, and Indonesia, believe in its importance, and agree that the goal is to have the AEC in place by 2015. The AEC will consist of a population of over 600 million, and is one of the largest consumer and production bases. The AEC not only promotes economic integration; it as well aims at expanding the ASEAN Borderless Knowledge Base. Despite the global recession, Asia's economy is growing strong; unemployment rates are low (less than 2% in Thailand for instance), and there is a big increase in the industries of production and technology. This regional economic growth has become referred to as the *"fulcrum of world power"* according to U.S. Secretary of State, Hillary Clinton.

AEC 2015 is designed to narrow societal gaps and enrich future generations. Future generations are today's and tomorrow's student graduates. A key component to 'AEC 2015' is the integration of social and economic systems, big or small. There is a growing need for specialized education in technology and well-rounded economic professionals. Higher education has a crucial role to play to ensure sound economic growth for a sustainable future. The benefits of creating a higher education space in Southeast Asia include: greater mobility, widening

@ Romanian BFUG Secretariat

access and choices, academic and research alliances, collaboration on "knowledge economy" and on human capital investment. With Cambodia and Myanmar opening their borders to foreign investments and reducing border crossing procedures, stability and peace in the region is on the rise. It is an opportune time to develop this regions higher education knowledge base for its sustainability. The ASEAN region has made progress in developing its networks and associations with international organizations. Quality assurance agencies for higher education are being developed in almost all ASEAN member countries, thus shaping Quality Frameworks for each country; however, more focus on better coordination between these members is required along with a target achievement date.

In addition to government procedures, **we believe that Associations like the IAU and/or the Association of Universities of Asia and the Pacific (AUAP) should help design a collaborated roadmap or set of guidelines for higher education institutions. In order to create a strong foundation to achieve the above mentioned goals, more cooperation and exchange between the USA, Europe, and ASEAN is needed**.

Economically, ASEAN's future depends on the education of today for the gains of tomorrow, and working collectively is essential for creating better societies for all. The creation of one coherent ASEAN higher education 'area' for its 12 million students is developing rapidly. **It is now time to begin laying the groundwork for the future, and to foster student's active participation in the process in order to harness the complete potential of the ASEAN Process**, and as soon as the initial framework and goals are in place, campaigning to students should begin to develop awareness and teach the benefits of this process.

HIGHER EDUCATION and the GLOBAL AGENDA
Alternative Paths to the Future

14th GENERAL CONFERENCE

IAU

NOV 27-30, 2012
SAN JUAN, PUERTO RICO
INTER AMERICAN UNIVERSITY OF PUERTO RICO

IN FOCUS
The Contribution of Higher Education to Sustainable Development

The Contribution of Higher Education to Sustainable Development – An introduction

by *Hilligje van't Land*, *IAU Director Membership and Programme Development (h.vantland@iau-aiu.net)*, *and* *Daniella Tilbury*, *University of Gloucestershire, UK (dtilbury@glos.ac.uk)*

The concept of sustainable development has evolved quite substantially since it was first introduced some decades ago. Many have spent time defining it, believing that this would make it easier to take it up and implement its principles. Others have initiated pilot projects to test out practices but also to inspire action and commitment across stakeholder groups. Time has shown that higher education institutions are seeing the relevance of this agenda but also that they have often struggled to locate it in the right 'place' within the institution's mandate and various practices, including teaching, research, and management. Until recently much activity has remained in the fringes of the tertiary education.

Recently the attention has shifted from Sustainable Development to ESD (education for sustainable development) as Universities see the criticality of embedding sustainability into its core business – education. In parallel, sector commitments have been revisited and reoriented by University Leaders with climate change, coming to the fore-front of dialogues in this area. Parallel to these movements we see greater expectations from students, communities, government, business and industry and other stakeholders as they ask questions regarding the role currently played by higher education in the transition towards a more sustainable future.

The following 26 articles present the reader with a rich set of briefs explaining the diversity of actions undertaken around the world in the fields of policy advocacy, leadership and management, education and curriculum reform, research, outreach, campus greening, student initiatives, and includes an insight to a selection of assessment tools developed to measure reforms and innovation at all levels.

What is stressed by the many authors, whom we thank for their valuable contributions to this issue of Horizons, is that higher education is not standing still; on the contrary. Higher education is moving ahead challenging unsustainable practices and innovating for more sustainable futures.

The current global economic crisis may have contributed in some way to this deeper commitment: some indeed see it as an extra push for rethinking, redefining, 'refounding' the way universities teaching and research is being done. Yet at the same time the crisis are as well often used as an excuse to not 're-think' but to 're-duce' what is being taught, when courses and/or programmes are labelled as 'economically not viable'. Better address the challenges humanity and the world face requires students to benefit from interdisciplinary rich programmes. Excessive streamlining can only be detrimental and, in the end, counterproductive.The papers stress the need for more visionary leaders who can foster and sustain initiatives at all levels. Change management is a huge task, implementing it requires much effort, but it is a task worth pursuing: tools are available; staff is receptive and available and students are eager to get more involved and take it up. The complexity of this agenda means that not only can it be carried out by visionary leaders, they will only success if all – funders, legislators, supporting agencies, trade unions, employers, local communities as well as staff and students – are being engaged in rethinking higher education and in reorienting systems and practices towards sustainability.

The Rio+ 20 Summit will take place as this issue will come off the press. We hope that this magazine along with other initiatives lead by higher education stakeholders will once more make the case for what Higher Education stands for: building equitable, future-facing, innovative and intellectually challenging societies for all. Higher Education must take responsibility as well as carve more responsible pathways for the communities it serves so that people and planet are not exploited in the development process.

OPEN CALL – GET INVOLVED!

IAU Members are invited to sign onto the People's *Sustainability Treaty on Higher Education Towards Sustainable Development* which is one of the 13 treaties which have so far been drafted to complement the Rio+20 Summit. This Treaty process is led by the Copernicus Alliance under the leadership of **Daniella Tilbury**, President, and drafted in collaboration with the IAU and other organisations from around the globe.
To read more about this please go to page 37

To get involved and become a signatory, please go to: http://sustainabilitytreaties.org

01 UN Decade of Education for Sustainable Development – Less than Three Years to Go

by **Alexander Leicht**, Chief, Section of Education for Sustainable Development, UNESCO Paris, France (*a.leicht@unesco.org*)

"Sustainable development cannot be achieved by technological solutions, political regulation or financial instruments alone. Achieving sustainable development requires a change in the way we think and act ... Only education and learning at all levels and in all social contexts can bring about this critical change" *(From Green Economies to Green Societies, UNESCO 2012)*. This is one of the key messages of UNESCO for the UN Conference on Sustainable Development, the Rio+20 Earth Summit, in June 2012, and also a fundamental premise of the UN Decade of Education for Sustainable Development (DESD, 2005-2014; www.unesco.org/education/desd). The UN Decade, for which UNESCO is the lead agency, aims at providing everyone with the values, skills and knowledge needed for sustainable development. This means that existing education needs to be fundamentally reoriented. Key sustainable development issues such as climate change must be integrated into education, and teaching and learning must be action-oriented, learner-centred and promote critical thinking skills.

Well into the second half of the DESD, myriads of activities are underway by UNESCO Member States, non-governmental organizations and other stakeholders. Learning for sustainable development is advancing rapidly, is increasingly diverse and is making important contributions to quality education, as the second of three reports UNESCO publishes during the DESD reveals. The report will be launched at the Rio conference. Furthermore, ESD is increasingly present in global debates on education and sustainable development. The recent report of the United Nations Secretary-General's High-Level Panel on Global Sustainability (see: www.un.org/gsp/report), for example, emphasizes the importance of ESD.

Nevertheless, ESD is far from being fully integrated into education at national and international levels. Individual projects, as excellent as many of them are, frequently remain to be scaled up. Higher education institutions can play a crucial role in this endeavour. They educate teachers and future decision-makers, they function as think tanks for future oriented solutions, and can thus help set the agenda in their communities and countries. A number of UN partners and university networks are highlighting the responsibility of higher education institutions in the lead-up to Rio by a joint

Declaration on Higher Education for Sustainable Development to which universities are invited to sign up. The initiative is accessible through the website of the Rio+20 Summit (see: www.uncsd2012.org/HEI).

As the DESD comes to an end in 2014 and the Millennium Development Goals as well as the Education for All objectives approach their target date in 2015, it will be crucial to position ESD as a key element of the post-2015 agenda. UNESCO and its partners must make the evidence-based case that integrating sustainable development is crucial for quality education and that ESD is equally indispensable for achieving the objectives that the global community will set itself at Rio. To achieve sustainable development and ensure that education is meaningful, ESD is not an option, but a must.

Higher Education for Sustainable Development: Rio+20 Declaration

On the occasion of the United Nations Conference on Sustainable Development (UNCSD), Rio+20, UNESCO – together with other UN agencies – invites leaders of higher education institutions from around the world to sign a Declaration that would commit them to developing sustainable practices. IAU endorsed the process on behalf of its Members and invites them to consider signing it as well.

http://rio20.euromed-management.com/

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02 UNESCO chairs for (higher) education for sustainable development

by **Gerd Michelsen**, Chair Holder (*michelsen@uni.leuphana.de*), and **Marco Rieckmann**, Executive Coordinator (*rieckmann@uni.leuphana.de*), Leuphana University Lüneburg, Germany
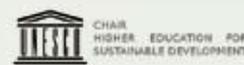
Universities play an important role for facilitating sustainable development by addressing sustainability through their core functions of education, research and outreach. They form an important link between knowledge generation and knowledge transfer to society both by educating future decision-makers and through societal outreach and service. During the last years, universities from around the world have initiated activities in Higher Education for Sustainable Development (HESD), and various HE associations and networks, such as IAU,

have undertaken programmes to promote and foster HESD initiatives.

Dealing with sustainability, offers universities the chance to enable people to cope with complexity and uncertainty as well as diverging norms and values. Thus, universities do not only generate new knowledge, but also contribute to developing competencies and raising sustainability awareness. Furthermore, implementing sustainability as a guiding principle of policy making facilitates systemic institutional change of universities and provides them with spaces for transformative thinking and learning.

Consequently, universities have to become more innovative, and engage in various challenges including the development of institutional sustainability policies, mobilising and training staff and students, and including sustainability in both research and in continuing education and extension. In this context, HE networks are very important to exchange experiences and to better deal with sustainability challenges.

The University Twinning and Networking (UNITWIN) / UNESCO Chairs Programme aims to facilitate research, training and programme development in all of UNESCO's fields of competence by building university networks and encouraging inter-university cooperation. Today, 715 UNESCO Chairs, and 69 UNITWIN Networks have been established within the programme, involving over 830 institutions in 131 countries (www.unesco.org/en/unitwin/university-twinning-and-networking). More than 20 UNESCO Chairs which are linked to HESD cooperate in the Working Group of UNESCO Chairs for ESD.

This informal group is chaired by the UNESCO Chair in Higher Education for Sustainable Development (Leuphana University Lüneburg), Germany (www.leuphana.de/institute/infu/unesco-chair.htm). The last meeting of the group took place at the 4th International Conference "Higher Education for Sustainable Development" at Leuphana University in September 2011. The main interests of the group are research, ICTs and international lobbying for Higher Education for Sustainable Development.

Since its inauguration in 2005, Leuphana University Lüneburg, Germany, has been actively stimulating international debate about the meaning of sustainability as a paradigm for higher education institutions. Four international conferences (2005 and 2011 in Germany, 2007 in Mexico, 2009 in Malaysia) discussed various aspects, including regional interpretations of sustainability needs.

At the national level, the UNESCO Chair has been influencing higher education policy for sustainable development, and participated in preparing a Memorandum on "Universities and Sustainable Development" which was adopted and co-published in 2010 by the German UNESCO Commission and the German Rectors' Conference. At the institutional level, the activities of the Chair have helped to realise aspects of sustainability within the university itself. In teaching and learning, for example, the focus is to foster sustainability related inter

and trans-disciplinary education and research. For example, by implementing the module 'Science and Responsibility', an obligatory sustainability module for all first-semester students, or by offering a Minor Course in Sustainability Sciences in the Leuphana Bachelor programme (www.leuphana.de/en/college/bachelor.html).

03 Higher Education for Sustainable Development – IAU's role

*by **Hilligje van't Land**, IAU Director Membership and Programme Development (h.vantland@iau-aiu.net)*

As stressed by others in this special issueof *IAU Horizons*, Higher Education Institutions (HEIs) have a key role to play in advancing sustainable development. HEIs are responsible for educating and fostering understanding in the community about what a sustainable future could and should look like; for 'developing' the sustainably responsible leaders we need for today and tomorrow; and for leading their staff into new ways of addressing issues and finding sustainable solutions to today's challenges.

In accord, the Members of the **Administrative Board** of the **International Association of Universities** called on the IAU Secretariat to bring sustainable development, and its related issues, to the attention of higher education leaders. This began when the Association adopted the **Kyoto Declaration in 1993** (www.iau-aiu.net/content/complete-list-iau-statements) and continued thanks to the dedication of the successiveIAU Presidents, Vice-Presidents, and Members of the IAU Task Force on SD to this IAU priority theme. Every year, the IAU organizes and /or takes part in seminars, workshops, and other international conferences and devotes at least one session to it in the IAU international Conference programmes.

In line with its global mission and vision, the IAU's aim is to assist its Member Institutions and Organisations as well as other HE stakeholders by fostering synergies between projects, and by developing collaborative work to enhance sustainable development policy and practice. In order to do so, the **IAU web Pages on Sustainable Development (SD)** report on current research, policies and other achievements in the field of SD, and present specific SD initiatives developed by universities around the world. Thanks to funding received from the *Swedish International Development Agency* (Sida) the IAU is in the process of developing the new **IAU Portal on Higher Education for Sustainable Development (HESD)** which will present HE

achievements, projects and initiatives in SD a comprehensive way. The Portal is to serve the entire higher education community and is in line with the Global Higher Education for Sustainability partnership (GHESP) spirit which between 2002 and 2008 served as the inter-organization platform for communication and exchange on this topic. Many initiatives have been launched since that time; the IAU HESD Portal will further facilitate the sharing and dissemination of information in support of institutional, national and international initiatives developed around the world. It is to ensure that these initiatives, often developed in the context of the United Nations Decade for Education for Sustainable Development (ending in 2014) will be pursued in the future.

The Portal will be launched at the **IAU 14ᵗʰ General Conference** in San Juan, Puerto Rico in November 2012 and will be debated during the session on **Does HE count? Post Rio+20 road to Sustainable Development** (see: www.iau-aiu.net).

In addition, the IAU has recently partnered up with the **Global University Network for Innovation** (GUNi), Spain, and the **African Association of Universities** (AAU) to develop the project on the *Promotion of Sustainable Development by Higher Education Institutions in Sub-Saharan Afric*a. This project is to present an overview of major actions, experiences and practices that higher education institutions in sub-Saharan Africa are developing to promote sustainable development. The Report of phase 1 is available online (www.iau-aiu.net/content/outcomes-4). Sub Saharan African HEIs wishing to take part in phase 2 can contact IAU at: h.vantland@iau-aiu.net.

04 COPERNICUS Alliance – Promoting transformative learning and change for sustainability in higher education

by **Ingrid Mulà**, *Secretariat (ingridmula@glos.ac.uk)*, **Clemens Mader**, *Vice President (clemens.mader@inkubator.leuphana.de)* and **Daniella Tilbury**, *President, (dtilbury@glos.ac.uk) COPERNICUS Alliance.*

Research studies demonstrate that only a few universities have been successful in transforming the whole institutional culture and inspiring a widespread institutional change. The reality is that changing the culture and structure of universities and colleges is highly complex and requires the involvement of the whole institutional community.

Change for sustainability in higher education has been primarily driven by international partnerships and networks which are directing efforts to support sustainability innovation in all areas of universities. The COPERNICUS Alliance, a European network for higher education and sustainability, is a network which promotes transformative learning and change for sustainability across the higher education sector. The COPERNICUS Alliance has its roots in the COPERNICUS Charta which was published by the European Rectors Conference in 1993. The Charta outlines ten "change pathways" including sustainable development values and ethics, education for university employees and students, and institutional strategic frameworks. The Charta, which resides with the Copernicus Alliance, has been endorsed by 326 European universities, showcasing their commitment in leading change for sustainability, and was updated as COPERNICUS Charta 2.0 in 2011.

The COPERNICUS Alliance within and across its network of members and partners promotes learning through dialogue and exchange opportunities; encourages the development of publications and resources; collects and shares best practice; provides opportunities for collaborative research; and reviews assessment tools to assist organisations in their journeys towards

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Rio+20 Higher Education for Sustainability Treaty

The **COPERNICUS Alliance** is leading the Rio+20 Higher Education for Sustainability Treaty. The Treaty is a declaration and action plan which demonstrates the collective visions of HE networks worldwide in building more sustainable futures for all. Over twenty five international and national higher education associations and agencies as well as students groups from across the globe have confirmed their involvement in the Treaty.

In May 2012, these partners coordinated a broad consultation process with their colleagues and members; it served to capture the different voices and visions for sustainability in higher education. Professor **Dzulkifli Abdul Razak**, IAU Vice President, and Rector Albukhary International University, Malaysia, and Dr **Zinaida Fadeeva**, United Nations University (UNU), co-chaired the process with Professor **Daniella Tilbury**, President of the Copernicus Alliance. Once finalised, the treaty will be shared with governments and intergovernmental agencies, media and other stakeholders who will be asked to support and share it in the lead up to Rio+20. The plans are not only to showcase the Treaty in Rio+20 events and meetings, but also to share it at other international events after Rio+20 as well as to review its implementation in 2013.

For more information on the text please go to page 37

sustainability. All activities of the COPERNICUS Alliance are based on the active engagement of its members. Members can be institutions (involving all staff) as well as individuals and have the opportunity to actively exchange with others and initiate projects that support endeavours of sustainability integration in institutional as well as European wide or international context.

The Alliance has recently identified its key priorities for the period 2012-13 and has committed to prioritising Education for Sustainability (EfS) activities, strengthening Rio+20 Earth Summit outcomes for higher education and extending the network across Europe. The intention is to inform and influence policy developments as well as to raise the profile of higher education in key international dialogues and gatherings.

COPERNICUS Alliance website: www.copernicus-alliance.org/
COPERNICUS Alliance Secretariat: office@copernicus-alliance.org

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Capacity building on sustainability assessment in higher education

To support higher education institutions within their management of sustainability agencies, the COPERNICUS Alliance, together with the United Nations University has launched a capacity building initiative for higher education sustainability assessment. An international workshop was organised in 2011 to exchange knowledge and experiences among members and international experts. A **book publication** is under development and a special issue in *Sustainability Accounting, Management and Policy Journal* (Emerald Publishing) has recently announced its call for papers in the field. See: www.emeraldinsight.com

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05 Advancing research on ESD – The work of the ESD Research Centre (ESDRC)

*by **Osamu Abe** Director, ESD Research Centre, Rikkyo University(osamu@rikkyo. ac.jp), Japan and **Ko Nomura**, Associate Professor, Graduate School of Environmental Studies, Nagoya University (nomura.ko@a.mbox. nagoya-u.ac.jp), Japan*
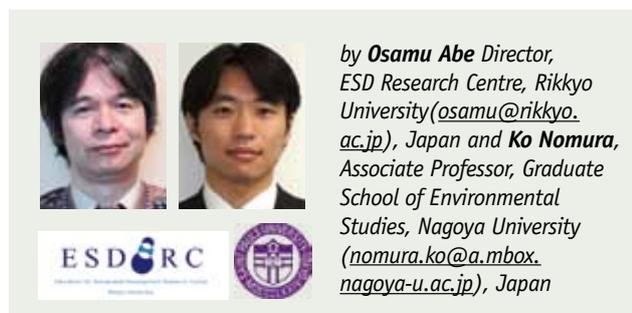
The Asia-Pacific region has witnessed the development of several significant research projects and centres of education for sustainable development (ESD). The ESD Research Centre (ESDRC) founded at Rikkyo University in 2007 is one of them.

ESDRC approaches ESD mainly from the perspectives of environmental education and development education, based on humanities and social studies, whilst aiming also to become the hub of an ESD research network in the Asia-Pacific region.

The ESDRC has carried out several projects on ESD in the Asia-Pacific. The Centre has worked, in collaboration with NGOs (particularly in Japan and Thailand), on the development of education materials and training programmes with a focus on participatory development. It has also been involved in conducting research on ESD for climate change adaptation in the Pacific Islands.

In addition to geographically-focused projects, ESDRC has also facilitated stakeholder projects, for example linking businesses and higher education institutions (HEIs). This project approached ESD from the perspective of Corporate Social Responsibility (CSR). Japan is one of the largest economies in the world and the Asia-Pacific region embraces some of the world fastest growing economies. As such reorienting business practices to support more sustainable patterns of development is critical for the future of the region.

Learning from innovative CSR activities worldwide, the project team provided a series of sessions and retreats, for Japanese companies in a participatory manner to assist reorienting their planning and business practice towards sustainability.

ESDRC has also published its research results such as the 'Guidelines for Sustainability Education within a CSR Context' (2010) and workshop materials for corporations (2012). They are disseminated by Rikkyo University in cooperation with the nation-wide Japan Council on the UN Decade of Education for Sustainable Development. Recognising the abstract and complex nature of the concept of sustainability, the project team has made efforts to provide simple, practical and concrete guidelines and materials by detailing 'real-life' business experiences there.

The Centre has also supported:

- Rikkyo University, by introducing a ESD module into its general education curriculum;
- Local stakeholders by linking them with one another and providing learning opportunities;
- National-level stakeholders by taking a leadership role in an ESD forum of around 50 HEIs in Japan;
- Regional level stakeholders by developing networking and collaboration opportunities among researchers in the Asia-Pacific region. This has resulted in several research outcomes such as the special edition of International Journal of Sustainability in Higher Education (Vol.11, No.2, 2010) and a chapter in *Higher Education in the World 4* on Sustainability and Higher Education in Asia and the Pacific.

Achieving sustainable society requires trans-border and global efforts, and literature on Asia-Pacific ESD at the University level had been limited. It is our belief that the work of ESDRC

is valuable for stakeholders concerned with the contribution of HEIs to sustainable development.

06 African higher education in the 21st century

by **Heila Lotz-Sisitka**, Murray & Roberts Chair of Environmental Education and Sustainability and Professor Rhodes University, South Africa (h.lotz-sisitka@ru.ac.za) and by **Mahesh Pradhan**, UNEP, Director of Education and Training (mahesh.pradhan@unep.org)

What direction for education in the 21st century? How should higher education in Africa prepare young leaders for the future? These questions are significant, since Africa is soon to be the world's most youthful continent. An expanding network of African professors and their leaders have been meeting and working on these problems since 2004 when the *Mainstreaming Environment and Sustainability in African Universities* **(MESA)** programme was initiated through the *United Nations Environment Programme* (UNEP) and the *African Association of Universities* (AAU), in partnership a number of other global and regional organisations and universities as a flagship programme of the UN Decade of Education for Sustainable Development.

Since its establishment MESA network has expanded in scope and size. Today it is possible to find that approximately one quarter of Africa's universities are engaged in various environment and sustainability curriculum and campus innovations. Capacity building for university staff is an important feature of the programme, and training programmes exist that connect faculty in Africa with faculty in Asia and in other parts of the world. The various training programmes associated with MESA already have over 300 alumni. Through wider interest in the MESA programme, UNEP has turned the programme to a global initiative named the *Global Universities Partnership for Environment and Sustainability* (GUPES) which will be launched in Shanghai as an associated event of Rio+20.

But what has resulted from this continental network? There is evidence of at least 100 different curriculum and campus innovations. These range in scale, from single subject changes, to whole new degree programmes which have been launched and funded as a result of faculty participation in MESA. The **University of Zambia** for example introduced a *Bachelors* of Environmental Education degree, with hundreds of young people applying for it each year, while the **University of Cape Town** has restructured its entire *Environmental Law programme*, with new

staff appointed. The **Kigali Institute of Technology** in Rwanda started an *innovative community engagement* and training programme based on the bio-digestors designed at KIST. This has provided skills development and entrepreneurship opportunities for hundreds of prisoners and youth. The universities of **Jomo Kenyatta University** in Kenya, the **University of Swaziland** and others have developed and implemented *Education for Sustainable Development policy frameworks for the entire university*. These are just a few of the results emerging from the networking and professional development opportunities that have emerged from MESA across the continent.

At the core of the initiative is a commitment to transformative learning, and a 'Change Project' concept, in which all participating faculty or university leaders choose what they can and would like to change in their universities to improve education in ways that strengthen sustainable development on the continent. In the final analysis it is this self-directed, emergent model of change that has proven to be successful as it allows for ongoing, reflexive change in a context where many change initiatives have failed because of their top down or 'outsider driven' orientation. Future goals of MESA are to continue with this movement for change in universities; to expand international exchange opportunities and access to the latest knowledge resources and policy developments on environment and sustainability through networking and training. UNEP are developing curriculum guidelines to strengthen curriculum innovations, and support for Green Economy programme developments in universities.

The vision of MESA academics is a continent free of poverty, where Africa's people have the knowledge, values and capabilities necessary to develop the continent sustainably, peacefully and equitably for current and future generations.

07 Engaging Higher Education Institution in Education for Sustainable Development: the Role of Regional Centres of Expertise on ESD

by **Zinaida Fadeeva**, Research Fellow, United Nations University Institute of Advanced Studies (UNU-IAS) (fadeeva@ias.unu.edu)

The United Nations University (UNU) Regional Centres of Expertise (RCE) initiative is a direct response to the call of the *Johannesburg*

World Summit on Sustainable Development (WSSD) for partnerships on mobilising diverse stakeholders towards achieving sustainable development. Today with more than 100 members and growing, the RCE community brings together universities, schools, civil society organizations, businesses, local governments and other regional and localorganisations to develop learning systems that are conducive to regional sustainable development. The goals and strategies of RCEs vary, reflecting the uniqueness of the regional challenges and socio-cultural contexts.

The consolidation of the portfolio of collective RCE projects taking place at the local level, has resulted in a search for partnerships with other RCEs working in similar areas. Since 2007, several inter-RCE groups have begun to emerge, with interest in consumption and production systems, traditional knowledge, youth and climate change, biodiversity and disaster prevention, teacher education.

The concept of RCE has evolved over the years. The original concept of mobilizationfor ESD engines at the regional (local) level came from the assumption that there is a need to develop additional links between organizations within and outside higher education. HEIs were acknowledged as critical partners in RCE formation and development, especially in terms of ensuring sustainability and quality. In fact, a majority of RCEs are coordinated by universities; they did – and still do – contribute to leadership and management of RCE networks locally and globally. Academics were perceived as 'experts' to provide advice on various aspects of education and learning for enabling change towards sustainable futures.

Development of various forms of governance forms in a number of regions lead to further articulation of the RCE's role as a *"meeting point", a clearing house, a collaborative hub, a knowledge broker, a platform for information exchange and collaboration and communities of practice*. While expanding the RCE vision, the way that HEIs are perceived, and their role, has changed – both conceptually and in practices.

Whilst the research, technological expertise and learning activities of HEIs are still held in high regards, their position as a 'privileged expert' has diminished. Today, recognition of HEI's role is being complemented by the realisation that they, in turn, are being affected by engaging with RCEs. An RCE consortium often helps to legitimise new forms of scholarships addressing the needs of communities as well as interdisciplinary and action research, and a more blended research and teaching activities. The emergence of these thematic partnerships has become particularly significant for the HEI members of RCEs as it provides opportunities for departments that were not part of the initial ESD/RCE efforts in the region to join in, on issues that more naturally fit into their research and educational spheres and practices.

Such evolving relations point to the importance of mutually enriching relations within RCEs. HEIs work at the forefront of integrating the latest achievements of science and technology into what is taught at different levels of schools and in non-formal educational settings, and leading innovative forms of collaborative research. In turn, those involved strongly believe that interdependency of HEIs' learning and research practices with NGOs, municipalities, local businesses, schools, media and other RCE stakeholders will lead to the required innovation and to the potential re-invention of higher education's role to make it even more relevant for many years to come.
For more information: www.ias.unu.edu/efsd/rce

08 Institutional and Leadership Development in Higher Education

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Institutional and leadership development are fundamental in laying down a strong foundation for implementing and strengthening the management of sustainable development or sustainability in Universities and colleges. This is particularly so because sustainable development demands a shift in thinking on the part of the institution, and this often hinges on the leadership that has the capacity to institute the shift in a very strategic way across the board.

This means that the leadership must be convincing enough to 'walk the talk' for other members of the institution to accept that sustainable development is relevant, and it is vital for them to commit to it in a transformational way. A systematic programme of capacity building must therefore be developed, to help strengthen the foundations for the implementation of the concept of sustainability at various leadership levels at the institution.

At Universiti Sains Malaysia (USM), this took the form of a scenario planning workshop spread over a period of at least 18-24 months (2005-2007). The aim is to allow for institutional-wide participation and debates among the staff and students of the University. This has resulted in building trust and forging positive relationships between the various sectors of the University by rallying around the institution and its leadership. Consequently, it provided ample opportunities for members of the institutions to take the lead and own the process in further refining and realising the concept of sustainability while ensuring its relevance to the sector involved. In other words, given the strategic intent of the institution, the mind-set to implement sustainable development begins to be shaped. Here is where the leadership must ensure its strategic

direction within a set institutional framework for evaluation and monitoring to enable transformative change to take place.

Flexibility and creativity in effecting the changes are vital so as to discourage the "business as usual" approaches which can only bring about incremental, if transitory, changes. Otherwise, there is a strong inclination towards a more conventional way of doing things which in turn limit the acculturation of sustainability. Issues of governance, rewards and recognition (for example: embedding the principles of SD in the governance structure and decision making process at the organizational level; devising criteria that give equivalent merits to SD related work and outcomes) as well as strategic capability building (for example: training schemes and leadership programmes that are linked to promotion exercises or as prerequisite to advanced career mobility) are therefore among the more important initiatives that must be taken into consideration in the light of institutional and leadership development. So too the reallocation and distribution of resources that could enhance the practices and motivation towards sustainability.

In summary, while the drive for sustainable development to impact quality of life through education is indeed a profound aspiration, it is not without challenges. Foremost is about challenging the current assumptions and at the same time creating sustainable alternatives that can be mainstreamed throughout the institution and the community beyond it. This must begin with a transformational leadership; a role model that inspires towards a larger goal of uplifting the status of humanity globally. Ultimately, sustainable development is about ensuring that human dignity is restored and respected in inter-generational terms. In the immediate term, it is about meeting similar goal that has been set forth through the aspirations expressed in global agenda such as the Education for Sustainable Development, Millennium Development Goals, and Education for All!

All these are dependent on the foundation that the institution and its leadership are able to develop to systematically launch the strategic initiatives related to sustainable development.

09 Spanish universities' commitment to sustainability

by **Ana Maria Geli** Ciurana, CADEP-CRUE President and Rector of the Universidad de Girona, Spain (*am.geli@udg. edu*) and **Javier Benayas del Alamo**, CADEP-CRUE Executive Secretary and Professor at Universidad Autónoma de Madrid, Spain (*javier.benayas@uam.es*)

CRUE
Conferencia de Rectores de las Universidades Españolas

Spanish universities started greening their campuses at the beginning of the 1990s. This initiative was very likely influenced by the results of the Rio 92 summit. But the real driving force behind the generalised implementation of these changes was the creation in 2002 of the Sectorial Commission on Environmental Quality, Sustainable Development and Risk Prevention (CADEP) within the Conference of Rectors of Spanish Universities (CRUE), which recognises the key role that Rectors have to play to implement sustainable development at all levels within the institution. CRUE encompasses Spain's 75 universities, both public and private.

This group's main objectives involved strengthening the management and environmental awareness of Spanish universities in an attempt to minimise the impacts of their activities upon local and global environments. It was also intended to promote cooperation for exchange of successful experiences and coordination with other social actors in order to promote the application of specific actions on campuses. The number of universities participating in this commission has increased from 19 at the inaugural ceremony in 2002 to approximately 40 today. Indeed, over 85% of Spanish universities have taken part in these events at some point.

At present, the commission has ten active working groups that deal with different themes, including: incorporation of themes referring to sustainability into curricula; environmental participation and voluntary work, environmental improvements of buildings and sustainable mobility and healthy universities amongst others. The CRUE web pages (www.crue.org/sostenibilidad) provide more detailed information on the aims and activities of each of the groups.

Another of the Commission's frequent activities involves drafting institutional declarations on specific themes such as introduction of sustainability in curricula, on preventive culture or sustainable procurement measures, which are the subjected to approval by the university Board. But one of the Commission's significant advances is the involvement of the working groups in the design of specific studies aimed at surveying Spanish universities' commitments to sustainability. Some of the most relevant reports have focused on: the incorporation of renewable energy infrastructures into Spain's universities (2008), on actions favouring sustainable mobility in Spanish universities (2009), on the use and management of paper in the university (2011).

Perhaps the foremost survey consisted in the design of a system of indicators for evaluating policies for sustainable development in Spain's universities (2012). A broad-ranging questionnaire covering 176 items divided into three main areas (organisation, teaching and research & management) and 12 scopes of analysis was developed. The clearly show that Spanish universities present greater advances in actions related with the environmental awareness of the university community or with waste management. However, only a few programmes have been developed which refer to the social responsibility of

the institution, undertake an evaluation of the environmental impact caused by university activities, or look into the application of sustainable procurement policies.

This questionnaire is undoubtedly of great help to Spanish universities in identifying deficiencies and needs, so that they are able to develop clearer policies and strategies that show greater commitment to sustainability.

10 The Sustainable Futures Leadership Academy (SFLA)

by **Geoff Scott** (g.scott@uws.edu.au), **Daniella Tilbury** (dtilbury@glos.ac.uk) and **Leith Sharp** (lsharp@hsph.harvard.edu) Co-Chairs of the Sustainable Futures Leadership Academy

Research studies tells us that less than 2% of the world population attend higher education but more than 80% of the decision-makers in industry, community and politics are graduates of universities. Higher Education has an enormous 'leverage factor' when it comes to influencing societal transformation. The core vision of the Sustainable Futures Leadership Academy is to support the development of senior leadership competencies for driving sustainability into the core business of higher education (teaching, research, operations and community outreach).

The SFLA is an international programme with a strong research base. It is guided by the grounded experiences of University leaders from developed and developing counties and documented change management strategies in higher education. The programme consists of three components: a professional development workshop; mentoring support and a networking framework.

The SFLA approach will include the following:

1. A strong research base to inform program design
2. The use of peer-to-peer learning
3. Access to a global network of leaders who face similar challenges
4. Participation from those in the developed and developing countries
5. The space to work collaboratively through steered engagement and mutual exchange
6. The use of effective information communication technologies to support ongoing peer to peer mentoring.

The SFLA programme has its roots in a collaboration funded by the Australian Teaching and Learning Council and the Salzburg Global Seminar. Arising out of this collaboration is a validated capability framework for leading sustainability innovations in higher education which has informed the design of the SFLA workshop programme. The workshops are action-oriented, collaborative and practice-based. The strategies applied are those identified in studies of successful change leadership and implementation of sustainability in higher education. The workshops are regionally based and delivered at a time and location most suitable for participants.

The mentoring component provides onsite follow-up and assistance as the implementation plans unfold. It provides tailored ongoing support often important to sustain momentum and trouble-shoot as challenges arise.

The SFLA recognizes the need to learn from experience and value of peer-to-peer learning. The programme provides access to a global network of leaders who face similar challenges. Colleagues that have participated in the SFLA programme can join the network as SFLA Fellows.

The SFLA programme assist with the effective strategy formation, leadership and implementation of change strategies by two key groups:

1. Vice-chancellors, Presidents and other senior leaders in Universities and Colleges that wish to shape a feasible and productive strategy for building social, cultural, economic and environmental sustainability into their research, curriculum, engagement activities and campus operations.

2. University teams commissioned to ensure that an agreed sustainability strategy is consistently, effectively and sustainably implemented, tracked and improved.

SFLA workshops are currently being planned for 2012-13. Further information can be accessed via www.glos.ac.uk/SFLA.

The intended outcomes of SFLA

1. Accelerated leadership for sustainability in Higher Education institutions
2. New sustainability leadership corridors- spaces for leaders to work together, sharing and developing new skills and capabilities
3. A group of leaders who are ready to act as change agents to advance the transformation of higher education for sustainability across the world.

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11 Hokkaido University's Contributions to Create a Sustainable Society

*by **Takeo Hondoh**, Executive and Vice-President, Hokkaido University, Japan (office1@sustain. hokudai.ac.jp)*

Since its foundation in 1876, Hokkaido University has contributed to resolving issues concerning water, forests, food, infectious diseases, waste products, and global warming. Based on that experience, and in order to meet the increasing needs of international society, we created a strategy, known as the "Hokkaido University Initiative for Sustainable Development (HUISD)."

In this paper I will focus on the education and curriculum activities which resulted from this strategy.

Sustainability Weeks

In 2008 Hokkaido University hosted the world first G8 University Summit. Representatives from 35 universities around the world came together, and vowed "universities will be a driving force for attaining sustainability" resulted in the adaption of the 'Sapporo Sustainability Declaration' (SSD). Since the application of the declaration, the Centre for Sustainability Science (CENSUS) has fostered working towards sustainability in developing nations by offering a number of special programs and classes, some of which are shared with students in China, Taiwan, Indonesia, and Burkina Faso via the World Wide Web.

Hokkaido University has also been designating several weeks of each year as 'Sustainability Weeks' (SW). Various events are convened during this period cantered on two core weeks in October, including international symposiums, seminars for the public, film showings, museum exhibits, and research poster contests. Students hold idea contests, student summits, and run green, pedal-powered taxi services.

The objective is to promote people's awareness, discuss the latest research results, and strengthen the collaborative network for research and education, with the aim of overcoming issues that hinder society's progress toward sustainability. We see the SW programme as an integral part of realizing the SSD.

During SW 2011, 47 events were held, nearly 10 thousand people attended, and over 6 thousand people participated via the Internet. One particular event was a series of symposiums jointly held with the Finnish Institute in Japan. One symposium looked into how to pass indigenous knowledge down through generations. It resulted in further collaboration in the field of indigenous language seminar, the indigenous radio network, and a student exchange. In 2012, several events are scheduled to be jointly held with partner institutions for the first time in countries other than Japan.

Office for a Sustainable Campus

Based on SSD, Hokkaido University also established the Office for a Sustainable Campus (OSC) in 2010. The OSC's mission is to realize a campus with a light burden on the environment, as well as to utilize the campus as a place to conduct research to find a new form of society.

Perspective on the Future

The Rio+20 will undoubtedly promote awareness around the world of the issues of a Green Economy in the context of sustainable development and poverty eradication. In order to prevent people's interest from waning over time, it is vital for higher education institutions to constantly publicize their research results on SD and stimulate discussions. Our faculty members are currently preparing a textbook to be published in English which introduces the transition and impact of environmental policy in Japan. We hope that students the world over can learn from our history and open a new era after Rio+20. Hokkaido University also hopes to share experiences and resources with the IAU member universities, and continue to work together as a driving force for attaining sustainability.

12 Czech Multi-media Toolkit for SD Oriented University Learning in Networks

*by **Jana Dlouhá**, Charles University Environment Centre, Charles University, Czech Republic (jana.dlouha@czp.cuni.cz)*

One of the sustainable development challenges for universities is to fulfil their role in society; this is especially the case with regards to the involvement of different disciplinary and social players in academic dialogue. The university environment is often not supportive of this change as it anticipates a "clash of discourses", i.e. difficulties in the understanding experts and the public have of each other. But modification of the communication environment and its principles might assist in opening up the space to diverse actors and altering their roles in the teaching/learning process, e.g. transforming the teacher's

authority into that of a tutor and expert with a more equal role to that of the students.

In the Czech Republic (CR), a long tradition of environmentally-oriented HE is closely connected with a more traditional, value-based approach that does not build on substantial innovation. Environmentally relevant courses that flourished in many disciplines from the 1980s later developed into separate specializations with their own disciplinary background. This briefly summarizes the long struggle to gain recognition of academic quality in this new field of expertise, although in environmental and SD praxis students still need to become acquainted with the interdisciplinary context and develop skills for communication within & across academic boundaries. (Future visioning and strategic thinking – important SD principles – would be hard to achieve within a traditional mode of science; engagement with ESD is thus a catalyst for transition towards more open patterns of academic dialogue).

There is an institutional framework in CR for supporting interdisciplinary dialogue, but this has recently changed to align with more customary activities in the HE context (the Charles University Environment Centre, CUEC, has pursued its interdisciplinary mission since 1992, and is now mainly research oriented). The design of a specific learning environment was identified as a more efficient vehicle for innovation within the learning process itself; a virtual environment for a flexible, interactive and tailor-made context for teaching/learning activities was a way to carry out this transformation relatively quickly. Web 2.0 virtual sites for social networking were recognized as concomitant with ESD requirements for active student involvement and cooperation.

Since 2004, CUEC has used wiki technology as one of the Web 2.0 tools that provides an open space for collaborative work. "Web 2.0" is a term that characterizes a transition from the predominantly read-only Web 1.0 into a read-and-write Web 2.0; it facilitates participatory, collaborative, and distributed practices. In our case, wiki has been used in a "learner-centred" design to support creative skills through focused discussion – a writing assignment is developed in this environment by means of cooperative role-playing. Sustainability-oriented globalization case studies were designed for exploration by students from different cultural and disciplinary backgrounds. The educational aim was to guide students toward jointly developed visions of a region affected by globalization pressures; the interdisciplinary method was related to a "boundary object" identified in the region to maintain dialogue and commitment. The writing outcome (description of the case including this emergent element – future vision) was made freely available, thus becoming an open educational resource for further use. The influence of the learning environment on the learning process was documented (archived in wiki and reflected upon afterwards) and changes were also observed on the institutional level as the SD courses were accepted within various disciplines, along with non-traditional e-learning and an interdisciplinary mode of teaching. The universities involved formed learning networks within CR and Europe. As with any innovation, this one faced barriers but also brought an opportunity to provide constructive feedback on the learning process (all the steps archived in the wiki) – thus opening up a research field to generate data on the educational benefits of moving towards open, interdisciplinary learning.

13 Energy Efficiency as a key theme of Sustainable Development in Central Asia
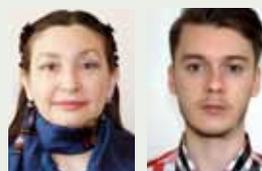
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"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." (Bruntland Report, Our Common Future, 1987)

In other words sustainable development stresses the need to for an environmental, social and economic well-being for both the present and the future. We consider that efficiency in the use of energy is key to sustainable development

For the past few years, five Central Asian (CA) countries – Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan – have strongly supported the initiatives of the World Summit for Sustainable Development (WSSD) and UNESCO in terms of Education for Sustainable Development (ESD). In January 2003 the Regional Environmental Centre for Central Asia (CAREC) established a joint Central Asian Working Group (CAWG) and Central Asian network for ESD thus confirming Central Asia's commitment to the UN Decade for ESD.

The main purpose of the network is to provide assistance to educational institutions in their promotion of sustainable development literacy in collaboration with the ministries of Education and Science, Environmental Protection, educators, academies, NGOs, international organizations, and the business sector.

Pilot projects were developed and best practices on ESD were identified as the basis to introduce innovative approaches on ESD widely in the CA sub-region. In recent years, the CA

network on ESD' stakeholders became more actively engaged in SD, ESD, climate change, sustainable energy and water issues via a series of SD training activities. The pilot projects effectively combine theoretical knowledge (reviewing, evaluation, bringing traditional knowledge) with practical activities (energy audit in schools, environmental monitoring, planting, trainings, annual conferences, etc.)

Successful ESD projects implemented in Kazakhstan have been replicated throughout the CA countries. One of the most successful among these is "Education for Sustainable Development & Energy Efficiency" for the Higher Technical Education (HTES) of Kazakhstan, which was implemented in 2008-09 by CAREC, in cooperation with Chevron and SGP/GEF/ UNDP. It promoted ESD in the pilot university, Kazakh National Technical University (KazNTU) by introducing a Bachelor-level ESD course. The course was developed by local experts from the KazNTU with support from an international consultant and the members of the CAREC expert group on ESD.

Due to their geopolitical location, CA countries have a unique opportunity to take part in the SD and ESD processes in both the European and the Asian-Pacific regions. Today the CA network for ESD is a good example of network cooperation and is a kind of an 'educational bridge' between SD and ESD processes in the Asian-Pacific region and Europe.

14 Quality and Education for Sustainability: Dialogue, Strategy and Professional Development

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Research shows that demand for graduate competence in sustainability is increasing among students and employers. This underlines the need for educational responses from higher education, to extend graduate literacy in sustainability for all professions and organisations. There are excellent examples of Education for Sustainability at module level, in small scale curriculum projects and a few leading programmes, but these innovations have no significant impact on mainstream academic practice.

At present, sustainability enthusiasts are struggling to understand why higher education does not jump at their proposals to shake up

the way we educate our students. Meanwhile, staff responsible for curriculum quality and standards struggle to see how sustainability applies to their work. The challenge is to make learning for sustainability an educational priority, central to the improvement of quality across the curriculum. To do this requires understanding and use of curriculum quality systems to bring Education for Sustainability into teaching and learning for all programmes.

The UK funded a unique national project to open dialogue and test responses to this challenge. *'Leading Curriculum Change for Sustainability: Strategic Approaches to Quality Enhancement'* was funded by the Higher Education Funding Council for England (HEFCE) to meet the need for sector-wide innovation and leadership in Education for Sustainability. The Project is distinctive internationally, as the first initiative to work strategically on educational practice and curriculum quality for sustainability.

In most universities, sustainability in the curriculum has not been a strategic institutional issue or clearly connected with important educational priorities, such as employability and internationalisation. Many institutions have corporate sustainability commitments, but few have pathways for embedding sustainability in curriculum quality while avoiding the limits of quality management approaches.

The Project is led by the University of Gloucestershire and involves a partnership of five English universities, with Aston University, University of Brighton, University of Exeter and Oxford Brookes University. The partners are working on pilot projects at their institutions, to integrate Education for Sustainability into curriculum quality systems. The core team is also working with the UK Quality Assurance Agency as well as external advisers and key stakeholders.

The Project operates at three levels, to produce outcomes and findings that can guide institutional practice, professional development and policy responses on Education for Sustainability:

1. Sectoral – building capacity and engagement with key agencies; developing national guidance and links with policy frameworks, curriculum benchmarks and professional accreditation.

2. Institutional – examples of five institutions at different stages of progress on Education for Sustainability, with professional learning, insights into change processes and useful materials.

3. Individual – input from academic leaders and educational developers across the sector and in universities, producing guidance on innovation, leadership and professional development.

The Project will produce a toolkit that bridges two worlds: Education for Sustainability and quality assurance and enhancement in the curriculum. This provides a framework for dialogue and strategic guidance for future work in this area; examples of entry points and successful practice for institutions; adaptable resources and valuable insights from the institutional projects and their journeys.

For information about the Project and its main UK conference on 2nd July 2012, please visit the website: http://insight.glos.ac.uk/sustainability/hefcelgmquality

15 Research Capacity in the South: A Key to Sustainable Development

by **Thomas Breu**, Director International Graduate School (*thomas.breu@cde.unibe.ch*), **Urs Wiesmann**, Co-Director NCCR North-South (*urs. wiesmann@cde.unibe.ch*), **Anne Zimmermann**, Senior Research Scientist, Centre for Development and Environment (*anne.zimmermann@cde.unibe.ch*), and **Karl Herweg**, Head of Cluster, Centre for Development and Environment (*karl.herweg@cde.unibe.ch*), University of Bern, Switzerland

Dealing with the complexities of global change and the challenges of sustainable development requires significantly more than regulations, technologies, or a greener economy. The foundation for mastering these challenges is society's ability to conduct differentiated and knowledge-based debates at the local, national, and global levels in order to avoid purely power-based negotiations and decisions. This is particularly true in large parts of the global South, where considerable economic growth and rapid social transformation are increasing the complexity of environmental, socio-cultural, economic, and political challenges. In this situation strengthening research capacity in developing nations becomes a key to facing these new complexities, as well as to strengthening the position of the South in global negotiations and corresponding alliances.

Against this background, in 2001 the Swiss government made CHF 80 million available for a 12-year research programme on sustainable development and global change. Six Swiss universities and their partners from 8 regions in the global South brought together an average of almost 400 researchers from a wide range of disciplines. This partnership programme was based on the premise that research for sustainable development needs to go beyond analysing the effects and dynamics of global change ("systems knowledge"): it must also take into account the development targets of different stakeholders ("target knowledge"), and contribute to translating research findings into concrete action ("transformation knowledge").

Right from the beginning, the research programme's orientation towards sustainable development meant that it faced a triple challenge. First, the challenge of how to do this type of research: indeed, the scientific community is used to working in a disciplinary manner, whereas sustainable development research also requires truly interdisciplinary activities – where disciplines are willing to develop joint methods – and trans-disciplinary interaction between scientists and society. Second, the challenge of *where to learn* how to do such research: higher education systems are rarely geared towards offering high-level training in interdisciplinary and trans-disciplinary work. And third, the challenge of *with whom* to do it: in addition to the lack of researchers trained in inter- and trans-disciplinary work in the global North, there is a general dearth of researchers in developing and transition countries.

While the main focus of the programme was the research itself and support for individuals' academic careers (more than 200 PhDs and 40 postdocs), the development of an integrated training approach enabled much of the interdisciplinary and trans-disciplinary collaboration to emerge. Building on sound disciplinary training offered in the various institutions involved, regular integrated training courses brought together students and senior researchers from different disciplines and regions of the world and enabled them to work as a team in the context of a small common case study. Students were confronted with non-academic actors during field visits, which helped them to see problems through different actors' eyes and to formulate inter- and trans-disciplinary research questions and corresponding methodologies.

For the partners involved, the challenge is now to institutionalize this successful form of training at the local level, and to ensure the survival of the network of institutions needed for conducting such societally relevant research, promoting higher education in the global South, and generally supporting efforts towards sustainable development.

16 A Taste of Spice: The Role of Research Higher Degree Students in Contributing to ESD Policy and Practice

by **Lisa Ryan**, PhD Student, Griffith University, Australia (*lisa.ryan2@griffithuni.edu.au*)

Supervisors: Dr Jo-Anne Ferreira, Prof. Parlo Singh (Griffith University) and Associate Prof. Julie Matthews (University of the Sunshine Coast)

While much has been written about the contribution Higher Education Institutions make to Education for Sustainable Development (ESD) through modelling campus wide environmental management policies and embedding sustainability concepts into courses and programs, less consideration is often given to the role of research in this enterprise. Even rarer is discussion of the contribution research higher degree (RHD) students can make to developments in thinking, conceptualizing and problematizing ESD policy and practice.

Indeed there are few times in an academic's life where one has the time and the luxury, if one is privileged enough to be in receipt of a scholarship, to be able to immerse oneself in pure research. Such opportunities allow RHD students the flexibility and freedom to explore topics for their own intrinsic research purposes, rather than because they are deemed valuable, productive and worthy of investigation by external research funding institutions. The work of RHD students because it is not always bound to the constraints of global research or publishing house agendas can perhaps be more imaginative and innovative than that of academics locked into a grant-seeking publish or perish cycles.

As a PhD student, motivated by my own life experiences as an immigrant, globally aware teacher and environmental educator and inspired by an eclectic mix of theories including post-colonialism and globalisation, I hope to explore, the ways locally-situated educators negotiate and adapt global environmental education programs to suit their contexts. This kind of research, while enormously significant to me, may never have been deemed worthy by research funding institutions and I may have had to dilute or heavily season it according to the palates of funders in order to make it more suitable for consumption. This is problematic if everyone likes their ESD sweet, or if chilli is flavour of the month.

RHD students come from all different walks of life. We bring with us varying experiences, disciplinary backgrounds, theoretical perspectives and methodological orientations. What we lack in experience and erudition, we can perhaps make up for in theoretical and methodological plasticity and playfulness, allowing us to adapt to ever-changing circumstances bringing perspectives to bear from apparently unrelated disciplines. We may in effect offer the parallel of a spice rack providing a variety of flavours through which to season and savour ESD research.

At the risk of extending the metaphor further, of course every budding chef knows that not all flavours will combine well or that some recipes, however well-conceived are sometimes still bland. Equally, occasionally, improbably delicious recipes such as chilli-flavoured chocolate, drawing on unlikely flavour combinations are advanced which serve to help us think of both chocolate and chilli in completely different ways. It is thus through freedom, flexibility and diversity that RHD students can contribute to ESD research... Bon appetite!

⑰ The Universidad Veracruzana meets the challenges of regional sustainability

by **Edgar J. González-Gaudiano**, *Researcher, Institute for Research in Education, Universidad Veracruzana, Mexico (egonzalezgaudiano@ gmail.com)*

The Universidad Veracruzana (UV) is one of the most important higher education institutions in Mexico in terms of addressing social deficits. These include low average level of schooling (only 6.8 years) and a high illiteracy rates of 15%. It is also the most decentralized university in the country and provides educational services distributed throughout 23 municipalities.

The University's 'Master Plan for Sustainability' was developed in 2010 with ambitions to implement an environmental management system at UV and strengthen the presence of environmental sustainability within teaching, research and outreach. The plan adopts a systemic strategy to:

1. Prevent, resolve and mitigate environmental impacts and problems generated by its facilities and surrounding areas as well as natural areas supervised by the university;

2. Contribute to academic innovation and curricular renewal in Education for Sustainability;

3. Implement a communication plan between academics and users of their services, to enhance their involvement in environmental management and sustainability.

This is to be achieved whilst improving the quality of its educational programming, and promoting sustainable regional development and improved quality of life. The Master Plan for Sustainability has resulted in the creation of a high-level council and a coordination committee as well as five regional working groups to support their implementation. The Master Plan was received with great enthusiasm by the university community and has focused its initial operation in the execution of eleven performance areas ranging from water management, energy, green areas and waste to maintenance and construction educational facilities, traffic on the campus and green purchasing by management, among others.

Strengthening sustainability in higher education requires transforming not only the curriculum, but also all 'spaces' of academic learning and creativity. Sustainability may be interpreted as an abstract concept, but putting it into action provides experience, power, participation, organization and different management decisions, amongst others, to those

operating in education. Education for sustainability must be built, thoughtfully practiced, and embodied in the thinking styles, knowledge and interventions that are promoted in the university. That is the aim of the UV, and we are on the way.

18 Engaging Universities in Education for a Sustainable China – Experience of Shangri-la Institute for Sustainable Communities

*by **Yunhua Liu**, Director, (yhliu@shangrilainstitute. org) and **Alicia Constable**, Communications Coordinator (AConstable@ shangrilainstitute.org), Shangri-la Institute for Sustainable Communities, China*

The Shangri-la Institute for Sustainable Communities (SISC) has more than 16 years' experience of working with HE institutions in China on a range of ESD projects. One of these was the Environmental Educators Initiative (EEI): a 10 year project established by the core team of SISC (as part of the World Wide Fund for Nature (WWF) Education programme), China's Ministry of Education and British Petroleum (BP). The EEI was initiated in 1997 and established a network of 21 ESD Centres in HE institutions throughout China. The Education for Sustainable Development (ESD) centres served as coordination hubs for outreach work with schools and communities. The project had a huge impact: a core team of 5000 teachers, school principals and community educators were trained in Environmental Education EE and ESD; 87 EE resources were developed; EE and ESD were piloted in 119 primary and middle schools with some five million student's directly impacted; and more than 10,000 college students also participated in the project.

ESD learning and experiences from the EEI informed the development of China's first EE Guidelines, which were integrated into the National Curriculum in 2003, thereby reaching some 200 million primary and middle school students. The establishment of the regional HE ESD Centres and the implementation of regional and local training sessions fostered a feeling of project ownership, which resulted in the heightened commitment and enthusiasm of teachers, professors and participants.

The EEI university network played a huge role in facilitating and coordinating shared learning and exchange for ESD, as well as documenting, collating and disseminating the project learning

and experiences to a wider audience. By forging partnerships and creating learning platforms HE institutions facilitated an ESD movement within China, which made an invaluable contribution to China's education reforms.

For ESD to be effective, it must be lifelong and life-wide. This requires the facilitation of a process of learning for ESD in formal and non-formal learning settings. HE institutions worked in collaboration with other ESD players including communities, businesses, nature reserves, government agencies, etc. to promote dialogue and discussion on ESD so that all ESD players have a voice and can contribute to the ESD process.

Many communities retain valuable indigenous knowledge, cultural values and traditional practices, some of which provide new ways of thinking about ESD, which can contribute to the development of ESD locally, nationally and globally. Reconnecting with local culture and traditional knowledge through the creation of learning partnerships by way of joint projects such as community nature reserves, sustainable water management initiatives, and cultural heritage preservation activities, has enhanced learning for ESD in formal and non-formal settings.

The EEI was a 10-year project, which was completed in 2007. SISC, in collaboration with Ministry of Education are currently working to develop a new partnership to support the re-vitalisation and development of the HE ESD network, as part of the Education for a Sustainable China (ESC) Initiative, to continue in the much needed effort to bring ESD to the forefront of education in China, through the development of a set of national ESD guidelines and formal-informal learning partnerships and platforms.

19 A Community-Centred Approach to Education for Sustainable Development

*by **Lorna Down**, Senior Lecturer, The School of Education, The University of the West Indies, Mona, Jamaica (lorna.down02@ uwimona.edu. jm)*

We educate for sustainable development in order to create sustainable societies. The hope is a global society, where the quality of life for all is improved, where there is respect for self, others and the earth, where we effectively address social injustices, environmental degradation and economic inequities. How to do this has been the subject of our research, our conversations and debates.

There is a growing consensus, however, that the education required to do this is one that allows for more transformative teaching and learning experiences (See for example, Down, Hopkins, Sterling, Lotz-Sisitka). Such significant transformative educational experiences are enabled, I propose, through a community-centred approach to curriculum, teaching and learning.

At core many unsustainable practices exist as a result of an unawareness of and lack of connectivity to community. Essential then to the development of 'good citizens' is an educational experience that encourages learners to attend to and have a quality relationship with their community. Such a relationship is founded on an understanding of the inter-connectedness of and respect for all life.

This kind of community-centred pedagogy is being explored in the approach taken with a graduate course 'Literature and Education for Sustainable Development' at the University of the West Indies. The course focuses on community –as it examines local and global communities in relation to the concept of sustainable development. Using literary and non-literary works, these students attend to 'community' as they read critically and interpret the relationship between individuals, different communities and the environment. By applying a sustainable development lens, they are able to analyze the interfacing of the three pillars of sustainable development: the social, economic and the ecological, in these texts.

Paralleling this is the study of 'living texts' – that is to say, their individual communities. Through this study they identify one sustainability issue which they address through a community action project. A number of students started peace projects, vegetable gardens in their school or home communities or initiated as in one situation a farming project with a community. They discovered education –in community–, i.e. not only as self but community development. The goal of the farm project was to help community members change their attitudes – become self-reliant through valuing and working with the land. So the student brought the community together to vision, to learn and plan for farming a small area in their community. Together, they decided on their objectives, what would be planted and the roles that they would undertake and then they started the work. Despite the many challenges, the student experienced 'in the field' what it means *to grow* in community, change behaviour and so engage in sustainable development.

Ideally, these graduate students are expected to interact with community members, develop each others' understanding of the issue and together take action to transform the situation. This is an 'enacted' curriculum as teacher/learner roles are fluid. Most important, it is envisioned that through this, students will develop commitment to place, to others. And as a result they learn to truly engage with the creation of sustainable societies.

20 KAGCI and the Diffusion of Green Campus Movement in Korea

by **Eui-Soon Shin**, *President, Korean Association for Green Campus Initiative (KAGCI), Korea (shine@yonsei. ac.kr; kagci@ kagci.org)*

The Green campus movement in higher education aims to transform the university and college to a focal point of green practice and sustainable development by considering sustainability as a core value of education, research, management, and community outreach, in collaboration with the government and social organization.

While I was at the Harvard University as a visiting scholar, I learned about the Harvard Green Campus Initiative (HGCI). After returning, I began to emulate it in Yonsei University and established the Yonsei Eco-Forum' in 2001 with interested faculty members. I established the 'Sustainable Development Research Centre' in 2002 and submitted a report on 'A Study on the Eco-Campus Plan of Yonsei University' in 2003, and opened an undergraduate course named 'A Life in Harmony with Nature'. In 2007, the Green Campus Implementation Committee was officially set up in Yonsei University.

The expansion of the green campus initiative to a nationwide scale was encouraged by the announcement of the 'Low-Carbon Green Growth Vision' by the Korean president in 2008. The green growth vision quickly spread to government agencies through legislation and policy making. However, most of the higher education institutions in Korea were initially indifferent to government initiation and were reluctant to participate in the green campus initiative.

So I set up the Korean Association for Green Campus Initiative (KAGCI) in November 2008. KAGCI exchanged MOU with the Ministry of Education, Science, and Technology, as well as the Ministry of Environment in May 2009. KAGCI also convened the University Presidents' Green Campus Declaration Ceremony and thereafter the green campus movement spread to the nation quickly. KAGCI is a non-profit corporation and has 60 university and college institution members in Korea. Three regional green campus associations were established later.

Major Outcomes

For the past three and a half years, KAGCI promoted the green campus initiative to higher education institutions and government agencies through direct consultation, media

relation, website development and various activities. Following are the major achievements so far:

■ 30 percent of Korean universities are now involved in green campus initiative and the Korean Presidential Committee on Green Growth designated the green campus initiative as one of the green education agenda to be pursued in cooperation with private sector. The Ministry of Environment selected ten universities and colleges in 2011 and supported their green campus planning and implementation.

■ KAGCI has hosted the Green Leaders Training Program since 2010 to foster green leaders who would become core members of green campus initiative in their campuses. Every year 80 students are selected and they experience green campus action plan development, lecture and presentation, field trip during summer camp; one-semester green campus activity in each campus; reporting, award ceremony, and overseas trip by the highest award team. KAGCI has convened case presentation meetings and international green campus seminars every year and distributed six research reports on green campus policy and implementation plans to member institutions and government agencies.

21 What is the role of government agencies in changing campuses towards sustainability? A case study of the Higher Education Funding Council for England

*by **Joanna Simpson**, Senior Policy Adviser at the Higher Education Funding Council for England, U.K. (j.simpson@ hefce.ac.uk)*

Higher education can make, and is making, a substantial, exemplary and sustained contribution to sustainable development. This is reflected in the Higher Education Funding Council's for England's (HEFCE) 2005 vision that 'within the next ten years the higher education sector in England will be recognised as a major contributor to society's efforts to achieve sustainability – through the skills and knowledge that graduates learn and put into practice, its research and exchange of knowledge through business, community and public policy engagement, and through its own strategies and operations.'

As the principal funding body for higher education institutions in England, HEFCE has an important role to play in supporting and promoting the sustainable development agenda. Our sustainable development strategy sets out our approach to help make sustainability a key element in the policy and practice of higher education in England.

We see that our role is to:

■ **Stimulate the debate.** In 2010, we published a carbon reduction strategy in partnership with Universities UK and GuildHE, the representative bodies for higher education institutions. Developed in consultation with the sector, it sets ambitious targets to reduce emissions from energy use by 34% by 2020 and 80% by 2050, against a 1990 baseline. These are particularly challenging in the context of a growth in student numbers and size of the average estate but recognise that as centres for research, innovation and debate, university campuses can be a model of how to be more sustainable and efficient.

■ **Build and disseminate good practice.** There is much good practice already evident in the higher education and other sectors but we are keen that the sector continues to develop new ideas and learn from the experience of others. Our targeted funding is making a real difference as we fund projects in areas such as environmental management systems, education for sustainable development, carbon management and developing leadership capacity.

■ **Undertake partnership working to bring about policy synergies.** We work with the Carbon Trust on their Higher Education Carbon Management Programme, which provides dedicated support to develop carbon management plans.

■ **Reward sustainable behaviour through funding incentives.** Institutions are required to have carbon management plans and to have made reductions in carbon emissions otherwise their capital funding allocation is reduced by 40%. Our Revolving Green Fund provides recoverable grants for energy efficiency projects. Institutions repay the funds through the savings made in energy bills and these funds are then recycled into new projects.

■ **Support monitoring, evaluation and benchmarking.** Data on estates management is collected annually and enables institutions to share environmental information and help identify areas for improvement.

We have also made changes in our own operations in order to lead by example. Our CSR policy and annual report are published online and we are pleased to have been certified to ISO14001, an international environmental management system standard, and the Carbon Trust Standard.

Sustainable development activity is widespread across the higher education sector: for some universities and colleges it is an over-arching priority but in other instances it

occurs in pockets. We are optimistic that the enthusiasm for sustainability that exists in the sector – and the urgent need for real change – will lead to substantial and lasting progress.

Further information on HEFCE activity to promote sustainable development is at www.hefce.ac.uk/lgm/sustain/.

22 Transforming our universities into sustainable development labs opened to the world

by **Alain Webster**, Vice-President, Sustainable development and government relations (alain.webster@usherbrooke.ca) and **Véronique Bisaillon**, Educational consultant – Sustainable development (veronique.bisaillon@usherbrooke.ca), Université de Sherbrooke, Canada

UNIVERSITÉ DE SHERBROOKE

In our universities, any global sustainable development strategy should be woven into teaching, research and management activities altogether. In fact, universities are poised to become efficient sustainable development labs, locally committed and set to address global issues. This has always been Université de Sherbrooke's approach, with results that extend far beyond its three campuses.

A common challenge

Since the beginning of its sustainable development efforts, in 2004, Université de Sherbrooke always endeavoured to closely interact with civic partners. This approach allowed for the enactment of sustainable development policies by major Sherbrooke stakeholders, including City, health and teaching institutions. Université de Sherbrooke's sustainable mobility strategy, including the renowned *Open Access to Public Transit Programme* for students, well illustrates the relevance of this cooperative approach. Created in close collaboration with City transit officials and student associations, the success of the programme – and of the whole strategy – is measured by the lowering of GHG emissions, a diminution of parking space, the creation of similar programmes by many other institutions, and the fact that sustainable mobility has become a major stake in the City's development!

Building upon its success, Université de Sherbrooke managed to eliminate 200 parking spaces to replace them with an attractive and very central green space dubbed *Cœur campus* (the Heart of the Campus), which also acts as a rainwater purifier system. The strategy also made it possible for a student coop to build a university residence downtown Sherbrooke, very close to

the city's main bus terminal, in an effort to promote Transit Oriented Development (TOD). What's more, by advocating the use of eco-efficient vehicles, this sustainable mobility strategy plays a part in teaching and research activities in the fields of biofuels and electricity-based transports.

Integrating sustainable development into an institutional culture

Sustainable development's main stake is to grow into an institutional culture in which teaching, research and management activities mutually reinforce each other, all while strengthening community relations.

This is why Université de Sherbrooke – Quebec's only institution boasting national certification for ecofriendly events – now engages all event sponsors on its three campuses to take part into an eco-responsible framework. For residual materials, measures promoting the reclamation of compostable waste play a role in the development of the region's bioplastics channel and research scientists activities. In the energy field, Université de Sherbrooke actively contributes to the development of clean energy sources, especially solar energy and biofuels, which will actually help to fulfill its own needs. In matters of training, the University closely collaborates with six other higher education institutions to integrate sustainable development in every under- and post-graduate programs, while creating many different teaching models based on community learning.

Sustainable development is a bold challenge that all higher education institutions must address. Because if universities can't make it, who will?

23 Students' Grassroots Sustainability Programs – the work of World Student Community for Sustainable Development (WSCSD) and Student for Global Sustainability – University of Nairobi (SfGS-UoN)

by **Otieno Nickson Otieno**, President of the Executive Board, World Student Community for Sustainable Development (WSCSD) and Adviser of the Students for Global Sustainability – University of Nairobi (SfGS-UoN), Kenya (nickson.otieno@wscsd.org)

WSCSD

The World Student Community for Sustainable Development (www.wscsd.org) is an international, non-profit, multidisciplinary umbrella organization of university students (members or associations) providing college students who are passionate about sustainability with opportunities to learn from each other and collaborate on projects of interest. WSCSD currently has members in over 100 countries and six continents. The Students for Global Sustainability – University of Nairobi (http://ecyg. wikispaces.com/SfGS-UoN) is an autonomous chapter of the World Student Community for Sustainable Development in Kenya. The scope and nature of student communities differ just as the personal efforts of the individual members vary.

WSCSD organises annual international Student Summits for Sustainability in different parts of the world. The WSCSD's collaborative programs engage college students in meaningful work with impoverished communities to reduce and alleviate poverty and take charge of their transition to healthy and self-supported communities. SfGS-UoN leads WSCSD's grassroots sustainability programs aimed at providing safe drinking water, affordable and clean energy to impoverished Kenyan communities.

In January 2009, the *'United Youth For Peace Project'* was initiated by fifteen students from the Students for Global Sustainability-University of Nairobi and the College of Notre Dame, Maryland (U.S.A) in Langas—a slum in Eldoret, Kenya to help a group of Internally Displaced Persons (IDPs) recover from the 2008 Post election violence. The students mobilized resources and lived with the IDPs for a month undertaking free feeding, education and mentorship programs, basic hygiene awareness, peace-building through sports and art as well as establishing a *'community solar-kitchen'* where women prepare their meals and a *'community library'.* They facilitated the incorporation of "Amani Kasarani Women Group" managed by the IDPs towards their sustainable empowerment.

In December 2009, seven students from the University of Nairobi (Kenya) and University of Regina (Canada) launched the *"Nyakongo Water and Sanitation Project"* in a remote village in Nyando district (western Kenya) providing household Biosand Water Filters to HIV/AIDS support group adversely affected by perennial flooding. The program is managed by a spin-off NGO — the 'Safe Water and LED Lighting Operatives Worldwide (SWALLOW, www.swallowinc.org).

Based on these experiences, WSCSD has embarked on internal organizational restructuring to promote students engagement in re-orienting education for sustainable development and enhance cross-regional community–campus partnerships and programs for moving research and technology from the lab to the market through innovation and entrepreneurship. Through a partnership with the Young Engineers for Sustainable Empowerment Foundation (www.sustainable-empowerment. org), WSCSD is developing an interactive web platform which will provoke dialogue and sharing information on sustainable technical and social innovations amongst engineers and social scientists, both young and old. Its proposed *'Green Entrepreneurship Fellowship'* is a people-incubation program focusing on mentoring selected sustainability fellows to launch green enterprises in areas of interests to their communities.

Finally, the WSCSD is developing a strategy for mobilizing global students' action in transforming the impoverished *Nyakongo* village, Kenya into a model "Global Sustainable Village" which can be replicated in other communities.

24 Be informed, get involved, make a difference – oikos Student Entrepreneurship for Sustainability

by **Jost Hamschmidt**, academic director, oikos foundation for economy and ecoloy (jost.hamschmidt@ oikos-international.org) and **Dawid Wroblewski**, president, oikos International (Dawid.Wroblewski@oikos-international.org)

oikos (name chosen for its etymological reference to both economy and ecology) is a student-inspired organisation for Sustainable Economics and Management, that operates through a broad network. Founded at the University of St. Gallen in 1987, oikos now counts more than 35 student groups (oikos chapters), among them a growing number outside Europe.

oikos' mission is to strengthen action competence for sustainable development among tomorrow's decision makers. With a learning-by-doing approach, oikos students implement sustainability-driven innovation and promote the integration of sustainability perspectives into research and teaching at their schools. Over time, the organization has developed its activities beyond student activism. *'Be informed – get involved – make a difference'* is the organizations' guiding motto.

How does this translate into practice?

Be informed: oikos events offer networking and learning opportunities for emerging issues which are rarely covered in economics and management curricula. Student projects range from conferences and seminars to simulation games such as the international oikos Model WTO (www.modelwto.org) and often experiment with new learning techniques. For example, at this years' oikos Spring Meeting, organized by students from ESADE Barcelona, the focus was on Sustainable Mobility. It offered e.g. a site visit at the local SEAT production site for electric cars and peer to peer Workshops to share experiences about replicable and impact-driven student projects.

Get involved: How are students involved? The case of Clara Navarro: Clara joined oikos in 2004 after attending a Seminar about Sustainability and Marketing at St. Gallen University, led by oikos faculty. She then participated in the first oikos Winter School (www.oikos-winterschool.org) and subsequently joined oikos Cologne during a Master in International Management exchange programme. As she moved to London to work for McKinsey & Company Strategy Advisors on Climate Change, her oikos contacts were helpful, and she was happy to join the chapter at the London School of Economics when she enrolled to study another Master's. In London she developed several student projects on sustainability and supported the oikos alumni work. After returning to her hometown in Barcelona she became an advisor of oikos Barcelona at ESADE Business School – a great opportunity to promote sustainability on a local level while being globally connected. Currently, Clara is actively involved with oikos alumni and the network has proven to be of great help in her professional life.

Make a difference: The numerous student activities are complemented by international oikos academic initiatives in research and teaching. With its annual international Young Scholars Academies, e.g. in the field of Entrepreneurship (in cooperation with The Hub), Finance (with the United Nations Principles for Responsible Investment, UN PRI) and Development (in cooperation with the UN Growing Inclusive Markets Initiative), oikos has become an institution for developing future faculty in the field of sustainability and management. The organisation also promotes excellence in case writing and teaching, e.g. through its annual Global Case Writing Competition.

oikos members aim to be provocative, influential, enterprising and collaborative. With action-learning student projects oikos aims to strengthen entrepreneurial student leaders. By partnering with other organizations (e.g. Aspen Network for Development Entrepreneurs, Ashoka, caseplace.org, The Hub, WTO) the organization provides co-learning platforms for students across the globe, but also for world class faculty, aspiring researchers and thought leaders in business and policy. Learn more at www.oikos-international.org

㉕ STARS – an AASHE Assessment Initiative

by **Paul Rowland**, *Executive Director, Association for the Advancement of Sustainability in Higher Education (AASHE), U.S.A* (paul. rowland@aashe.org)

The Association for the Advancement of Sustainability in Higher Education (AASHE) is a non-government organization that advances sustainability in the higher education community

in the US and Canada by providing high quality resources and professional development opportunities such as workshops and an annual conference. With more than 1100 institutional members, AASHE provides the campus sustainability community with leadership in thinking through how sustainability is a critical part of both the operations of a campus and the curriculum.

Early in its existence AASHE was asked by some higher education associations to develop a common, comprehensive system for measuring campus sustainability amid the variety of surveys, rating and rankings that were emerging around green campuses. After several years of development, pilot testing, and receiving input from nearly 300 individuals in the campus community, the Sustainability Tracking, Assessment, and Rating System (STARS) was launched and after two years, more than 300 institutions were participating in the program.

STARS is a self-reporting assessment that allows institutions to accumulate points for various campus sustainability activities from their curriculum and research to the energy operations and diversity policies. Participating institutions submit their evaluation materials online and can be awarded a rating ranging from bronze to platinum based on the relevant points that they earn.

When STARS was being developed it was clear that one function of the system should be to help develop an understanding of the breadth of activities that make up campus sustainability. As campus began reporting their data we heard story after story about the many conversations and contacts that were being made in the data collection processes that had never been made around sustainability. At one university, when the campus sustainability staff approached the human relations unit, the HR staff were thrilled that the work they were doing was counted as part of the campus sustainability effort. Another campus reported that although the staff approached the academic part of campus with trepidation they found many supportive and excited professors. STARS have been successful in expanding some campus understands of sustainability and has been a conversation driver and connector, because it recognizes that campus sustainability takes place throughout the institution.

Another purpose of STARS was embedded in the Tracking function. At one large university, the director of sustainability was thrilled about how he could use the STARS data in a gap analysis that would allow him to better allocate resources. In this case, weaknesses revealed by STARS would be addressed in ways they had not been.

At many campuses, the STARS rating has become a source of pride in demonstrating the campus's commitment to sustainability. Many campuses have created press releases and held celebrations around their STARS ratings.

Related to the celebration of success are not just the competitive claims made by high scoring institutions but also the wealth of information of good practices that we are only beginning to understand as a result of the public nature of the

data submissions. We have learned a lot about how energy and water use is being reduced despite growing populations and environmental footprints. And we are learning that we have a long way to go in increasing discussions of sustainability in coursework – both in terms of specific sustainability courses and in integrating sustainability into existing courses.

It is apparent that on many campuses, what counts, what gets measured is what gets attention and the measurement of sustainability through STARS results in sustainability efforts being more recognized and resourced – *and is shown to world as possibility realized*.

26 A new way of LiFE for sustainability reporting

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esdconsulting

A growth in measurement and reporting

Sustainability and social responsibility has flourished in higher education over recent years. Institutions are increasingly measuring and reporting on a whole range sustainability indicators nationally and increasingly internationally. The increasing influence of carbon as a critical issue for senior managers has encouraged this behaviour, but it begs the question, are we measuring and reporting on the right things?

Facilities and Estates have led the way

It is generally true to say that many environmental or sustainability professionals reside in the estates or facilities departments within higher education institutions. As a result of this, much of the focus has been on this narrow but nevertheless important area of institutional activity. This includes carbon management, waste management, transport and water management to name a few. However, when we truly want to assess the sustainability or social responsibility performance of an institution is this really where we should focus our efforts?

It's about core business!

Sustainability professionals accept that an excellent sustainability strategy is one that demonstrates how environmental, social, economic and cultural factors are embedded or inform core

business practice. If the sustainability focus of a bank was 99% on managing waste, water and energy but it chose to ignore sustainability in its investment portfolio and lending criteria (its core business!), would this be acceptable? When we look at higher education, the picture is similar as much of the focus has been on the development of sustainability metrics that are easier to measure rather than being representative of the core business of the sector. This has led learning institutions to focus too heavily on how they reduce the negative environmental impact of the institution rather than how they enhance the positive social and economic contribution they make to students and society.

The LiFE Index

The Learning in Future Environments (LiFE) Index is a new initiative from the UK and Australasia which provides a vehicle for institutions, to monitor, measure, manage and report on the sustainability performance of the whole institution with an increased emphasis on core business. It is focused around four priority areas:

- Teaching, Learning and Research
- Partnership and Community Engagement
- Leadership and Governance
- Estates and Operations

It contains a set of quantitative metrics and through the use of an innovative framework based approach, it allows institutions to manage and, if they so choose, be assessed on their performance and benchmark this internationally.

The system is accessed online and it provides a vehicle for increased dialogue on sustainability and social responsibility, to support institutions monitor current practices and develop future plans. The whole system was developed by the sector for the sector as part of a partnership between the Environmental Association for Universities and Colleges (EAUC) in the UK and Australasian Campuses Towards Sustainability (ACTS) based in Australia.

Measuring real value

Over recent years, environmental and sustainability professionals in higher education have realised that to truly transform, universities we need a number of things: we need whole institution engagement, a focus of sustainability in teaching, learning and research, to measure and communicate the value that higher education brings to society and lastly we need to do it together. The LiFE index will help us achieve this – so get involved and find out more.

If you'd like to talk to someone about how LiFE can work within your organisation or to arrange a no-obligation one to one demonstration, please contact us on (+44) 01242 714321 or email life@eauc.org.uk – www.thelifeindex.org.uk

RIO+20 HIGHER EDUCATION FOR SUSTAINABILITY TREATY

The **COPERNICUS Alliance** is leading the Rio+20 Higher Education for Sustainability Treaty. The Treaty is a declaration and action plan which demonstrates the collective visions of HE networks worldwide in building more sustainable futures for all. Over twenty five international and national higher education associations and agencies as well as students groups from across the globe have confirmed their involvement in the Treaty.

In May 2012, these partners coordinated a broad consultation process with their colleagues and members; it served to capture the different voices and visions for sustainability in higher education. Professor **Dzulkifli Abdul Razak**, IAU Vice President, and Rector Albukhary International University, Malaysia, and Dr **Zinaida Fadeeva**, United Nations University (UNU), co-chaired the process with Professor **Daniella Tilbury**, President of the Copernicus Alliance. The Draft version of the treaty is now available online for you to comment and sign and will be shared with governments and intergovernmental agencies, media and other stakeholders who will be asked to support and share it in the lead up to Rio+20. The plans are not only to showcase the Treaty in Rio+20 events and meetings, but also to share it at other international events after Rio+20 as well as to review its implementation in 2013.

EXCERPT FROM THE TREATY

People's Sustainability Treaty on Higher Education

FOREWORD

This Treaty, developed in May 2012, is the latest in a series of documents which emerges out of a need to rethink higher education and its role in a transition towards a more sustainable society. It has been written at a time when there is mounting concern for the future of people and planet but also fresh opportunities to act through commitments such as the Sustainable Development Goals.

The Treaty has been drafted by representatives from twenty five higher education agencies, organisations, associations and student groups rooted in different parts of the world. The cross-cultural dialogue and development process underpinning this document has served to build collaborative links and ownership. It has paved the way for a new consolidated platform for cooperation beyond the Rio+20 event in June 2012. It is envisaged that the document could lead to joint implementation projects and the sharing of best practices as well as modalities that are less bureaucratic.

Those signing this Treaty are seeking pathways and possibilities for progressing sustainability in higher education. They are committing to contribute towards societies that are fair, participatory, future facing and peaceful and able to restore the integrity of Earth's ecological systems, as well as promote human development in an equitable and inclusive manner.

CONTEXTUALISING COMMITMENT

Universities and colleges of higher education have a long history of engaging with the generation of knowledge and shaping social and scientific paradigms that influence everyday life. They are well positioned to link the regions, transcend disciplinary boundaries as well as local and global dimensions of development. They are recognised for their influence on policy directly, as well as indirectly, through the education of policy makers. They are influential in the development of leaders and for shaping history.

Numerous international statements and national declarations reflect the aspirations of stakeholders to redefine higher education. This Treaty builds upon their vision and initiatives.

TRANSFORMING THE SECTOR

Authoritative documents have consistently argued that before higher education can genuinely contribute to sustainable development, it must transform itself. Those signing the Treaty agree that transformation:

- *is complex and a long term ambition.*
- *must be guided by vision and clarity of purpose.*
- *of knowledge structures is required.*
- *requires fostering respect for and understanding of different cultures and embraces contributions from them.*
- *of lifestyles as well as professional competences is required.*
- *requires the development of innovative competences.*
- *requires effective leadership.*
- *strategies need information and decision-making tools.*

EVOLVING PRINCIPLES ARE THE FOLLOWING

1. To be transformative, higher education must transform itself

RIO+20
United Nations
Conference on
Sustainable
Development

*We support
the Higher Education
Sustainability Initiatives!*

2. Efforts across the higher education system must be aligned
3. Partnership underpins progress
4. Sustainable development is an institutional and sector-wide learning process
5. Facilitating access to the underprivileged
6. Inter- and trans- disciplinary learning and action
7. Redefining the notion of quality higher education
8. Sustainable development as a whole-of-institution commitment

COMMITMENTS

Those signing the declaration commit to change at five levels: *Cultural; Campus; Curriculum; Community Engagement; Connecting the System.*

ACTIONS

Those signing this Higher Education Treaty commit to:

4.1 Immediate actions (no later than mid-2013)

Action 1. Transforming the paradigms that underpin current higher education practice. We will draw lessons from previous successes and shortcomings, to redefine the higher education system with a new vision and purpose. Those committing to this treaty will engage in reviewing their organisational ambitions and action plans to ensure there is alignment with this action.

Action 2. Establishing a communication platform that would facilitate exchange of experiences among partners of the higher education system and serve as a forum for consolidating future strategies and actions in the area of sustainable development.

Action 3. Developing a set of indicators which can guide the change process and help capture developments which bring us closer to the goal of sustainable development. These indicators will capture the dynamic change processes as well as performance measures. We commit to periodically report on actions and achievements against these indicators.

Action 4. Sustainable development actions and initiatives must be implemented using participatory processes which engage the university community in diverse and cross-stakeholder dialogues. Regional Centres of Expertise (RCEs) and similar platforms have an important role to play here.

Action 5. Finding opportunities for integrating education for sustainable development competences within the plans and actions associated with the Green Economy ideal and initiatives to address the current socio-economic crisis.

4.2 Short-term (2012-2015)

Action 1. To invest in research in order to understand trends of societal development and define the role of higher education in contributing to more sustainable futures.

Action 2. To create structural and supportive frameworks for embedding education for sustainable development competences within higher education experiences. This will require collaboration amongst those signing the treaty with the national agencies including quality bodies to strengthen the presence of these competences in ESD for national needs and priorities.

Action 3. To contribute to improvement of basic education and access to higher education for disadvantaged groups. Those signing the Treaty commit to cross-sectoral partnership, particularly with governments, school systems, non-formal education, in order to improve quality of education at all levels.

Action 4. To undertake research, public and policy engagements in order to deconstruct the existing notion of quality, *impact* and *excellence* and agree on their new meaning based on the principles of sustainable development.

Action 5. To support initiatives which seek to develop the capabilities of existing leaders to enact sustainability commitments and to ensure succession plans and selection processes for future leaders give focus to this area.

Those signing this Higher Education Treaty commit as well to a series of Medium-term (2016-2025) and Long-term (post-2026) Actions

The full text is available online at:
http://sustainabilitytreaties.wordpress.com

Please review, comment and plan on signing!

Contact:
Uchita de Zoysa (uchita@sltnet.lk);
Daniella Tilbury (d.tilbury@glos.ac.uk)
and at IAU: H.vantland@iau-aiu.net

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⤷ FOR FURTHER BIBLIOGRAPHICAL REFERENCES see HEDBIB at: www.iau-aiu.net/content/hedbib

LATEST PUBLICATIONS related to higher education and sustainable development received at IAU

THE SUSTAINABLE UNIVERSITY: GREEN GOALS AND NEW CHALLENGES FOR HIGHER EDUCATION LEADERS – James Martin, James E. Samels, Eds. – Baltimore: John Hopkins University Press, 2012
ISBN 978-1-4214-0459-2

Focusing on a North American perspective, this book is intended as a practical guide for higher education institutions in implementing sustainability objectives. It includes contributions on measuring sustainability on campus, institutionalizing sustainability, the impact of sustainability on institutional quality assurance and accreditation, sustainability in campus buildings and student housing, food services, and athletics. Legal aspects and compliance of sustainability practices with regulatory frameworks are also examined.

THE GLOBAL UNIVERSITY: PAST, PRESENT AND FUTURE PERSPECTIVES – Adam R. Nelson, Ian Wei (Eds.) – Basingstoke: Palgrave Macmillan, 2012
ISBN 978-0-230-39245-8

This book brings together essays from higher education researchers and leaders from China, Australia, Canada, Norway, the United Kingdom, and the United States. This volume addresses these issues by situating the globalization of higher education in a broad comparative-historical context.
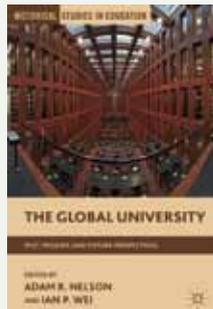
THE INNOVATIVE UNIVERSITY: CHANGING THE DNA OF HIGHER EDUCATION FROM THE INSIDE OUT – Clayton Christensen, Henry J. Eyring – San Francisco: Jossey-Bass, 2011
ISBN 978-1-118-06348-4
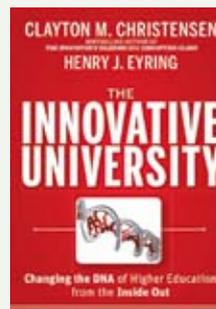
This book analyses where the traditional university and its traditions have come from and how it needs to change for the future. Through an examination of universities in the USA, the authors decipher how universities can find innovative, less costly ways of performing their uniquely valuable functions. Issues covered include curriculum, faculty issues, enrollment, retention, graduation rates, campus facility usage.

WORLD ATLAS OF GENDER EQUALITY IN EDUCATION / ATLAS MONDIAL DE L'EGALITÉ DES GENRES DANS L'ÉDUCATION – Edward B. Fiske / UNESCO Institute for Statistics – Paris: UNESCO, 2012
ISBN 978-92-3-104232-4
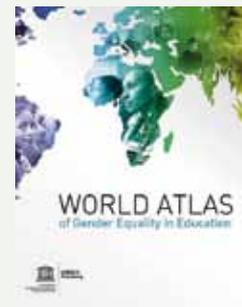
This publication maps access of girls and women to all levels of education throughout the world. The maps are accompanied by statistics and summaries of trends. At tertiary level, enrolment for women has grown almost twice as fast as that of men over the last four decades for reasons that include social mobility, enhanced income potential and international pressure to narrow the gender gap. Nevertheless, enhanced access to higher education by women has not always translated into enhanced career opportunities. Available online at:
http://unesdoc.unesco.org/images/0021/002155/215522e.pdf

NEW IAU PUBLICATIONS

WORLD HIGHER EDUCATION DATABASE (WHED) 2012
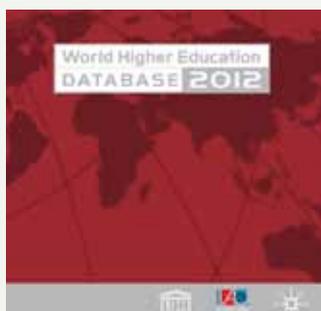
The WHED is the most comprehensive reference CD-ROM available in the field of higher education worldwide. It comprises detailed information on over 16,000 higher education institutions and higher education systems in 183 countries. It is available in single user and network versions. www.palgrave.com/products/title. aspx?pid=544631

HIGHER EDUCATION POLICY, 25/2, June 2012
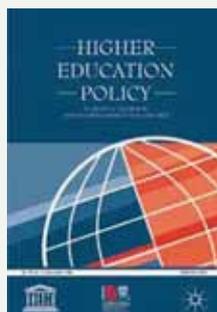
The latest edition is of Higher Education Policy (HEP) is a thematic edition and looks at **Transnational Education and Student Mobility in Asia**. Ong and Chan look at university governance in China in the face of rapid expansion of transnational education, and how it will need restructuring, empowering the non-public sector and separating the Party from academic administration. Looking at the dilemmas of transnational higher education, Li-chuan Chiang takes another perspective and examines possible negative aspects of the import-export model, going on to say that the motives of foreign providers should be critically re-examined. Aaron

Koh presents a socio-political analysis of student mobility in Singapore, and the politics this has created for the country's human capacity-building, vis-à-vis outward-bound student movement. Shifting patterns of student mobility in Asia is next examined by Sheng-Ju Chan, who argues that although many Asian countries face the problem of out-going student mobility, there is an emerging trend of horizontal mobility of students within the region. Student mobility and study experiences in Malaysia and Singapore are looked at by Mok, who examines student evaluations of their experiences in the two countries as a way to assess progress, achievement and difficulties of the two potential education hubs in the region. Hao and Welch look at policies in place in China used to lure back highly skilled talent from overseas, locally known as *Hai Gui* or sea turtles.
Heather Eggins gives us a book review of Pawan Agarwal's 2009 release, *Indian Higher Education: Envisioning the Future* finishing off this edition of HEP.

Articles appearing in **Higher Education Policy** are now available to subscribers to view online up to four months before they appear in a formal Volume and Issue. These articles are final: they are fully typeset, paginated, copy-edited and, crucially, are citable as well. The articles are made available utilising our publisher, Palgrave Macmillan's, Advance Online Publication (AOP) system. Please see www.Palgrave-journals.com/hep/journal/vaop/ncurrent/index.html.

ANNUAL REPORT 2011

The latest edition of the IAU Annual Report (for the year 1st October 2010 to 30th September 2011) has been released. It provides a summary of the Association's work and activities over the past year under each of the IAU Priority Themes and
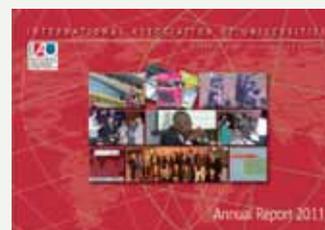
Special Projects, in addition to reports on major IAU Events in the year under review, IAU publications released, a financial report, and a message from the IAU President and Secretary General, amongst several other sections.

NEW IN HEDBIB

The June 2012 edition of *New in Hedbib* has been released. Containing references and abstracts of the latest higher education research articles and publications worldwide and links to online publications, this resource is produced from HEDBIB, the *IAU International Bibliographic Database on Higher Education*: http://hedbib.iau-aiu.net/

HEDBIB welcomes seven Contributing Partners

Seven IAU Member Organisations have become Contributing Partners to HEDBIB. They have engaged to share information and records of their publications will be incorporated into HEDBIB. Their collaboration will reinforce the international scope of HEDBIB, which currently contains over 36,500 records.
The new Contributing Partners are: Agence-universitaire de la Francophonie (AUF); Association of CatalanPublic Universities (ACUP); Association of American Colleges & Universities (AAC&U); European University Association (EUA); Higher Education South Africa (HESA); Southern African Regional Universities Association(SARUA) and Union of Latin American Universities (UDUAL).
Contact: Amanda Sudic, IAU Librarian / Documentalist a.sudic@iau-aiu.net

Internationalisation of higher education

by **Gilles Breton**, *Graduate School of International and Public Affairs, University of Ottawa, Canada*
(Gilles.Breton@uottawa.ca)

A topic becomes the object of deep debate because it cristallises a call for references, a demand for renewed understanding of a situation that seems more and more complex, or the search for new forms of action. This is, to my mind, the impact and interest of the document ***Affirming Academic Values in Internationalization of Higher Education: A Call for Action*** launched by IAU a few weeks ago.

At the time when I received the IAU text, I was deep in the reading of the remarkable book by Marie Scot on *La London School of Economic and political science 1895-2010 Internationalisation universitaire et circulation des savoirs* which seems to me a major contribution to the discussion on the internationalisation of our universities. Obviously, the London School of Economic and political science (LSE) is not a representative example, since it is a university that is solely specialised in social sciences and humanities and one of the most international universities in the world. If in 1925, it already had 20% of foreign students, in 2010 they represented 68% of its 10 000 students and 57% of its teachers were foreign. But its history and present position on the world university chessboard make LSE a privileged observatory to give true meaning to the internationalisation of higher education and to understand the impact and limits of the international strategies of an institution on its academic life.

The contribution of Marie Scot's book seems twofold to me. On the one hand, the analysis over a long period, in this case 1895-2010, enables us to understand the changes in internationalisation and its various contributions to the life of an institution. If the first period of internationalisation that goes from 1920 to 1944 is a time of refoundation of academic life and international expertise in the fields of international relations, colonial studies and economics, it is also a time when international recruitment becomes a prominent line of action and the implementation of embryonic networks of alumni (network of former students). The second period, which covers the years 1945-1974, is that of the years of the Cold War and the special relations between the British Empire and the United States. At the academic level, it witnesses the creation at LSE of new fields of study such as development studies, econometrics, demography and, of course the 'Area Studies'. The international strategies focus on greater international student and teacher mobility, the redefinition of courses of study to be offered to foreign students according to their cycle of studies, the export to the Third World of the British university model and last the multiplication of networks of former students. Last a period of "world- class university in academic globalisation 1975-2010", which sees the LSE faced with the crisis in university funding that affects both the education programmes – sale of educational products and factory to produce masters – and research activities which are becoming more and more activities of extra-university and international expertise. If the two periods preceding the networks of former students developed in the perspective of their contribution to the funding of the institution, the current period enriches this 'alumni' stake by presenting it as an indicator of the soft power of LSE on the international scene.

If the embedding of internationalisation in an historical perspective is welcome, the perspective of the author of the circulation of knowledge seems to me to enrich the discussion and give depth to the concept of internationalisation because the circulation of knowledge does not limit itself to the usual analysis of academic mobility by policymakers, students, professors and 'alumni', but also includes the study of the impact of internationalisation on academic and disciplinary mobility, the recomposition not only of training programmes to which an international element would be added, but also of the disciplines themselves and the research activities. In this book, we find a proposal to read internationalisation as something that, by including the circulation of scientific paradigms, opens on to promising axes of research and action and offers a new light on the proposition that internationalisation is an institutional project that is at the heart and not at the periphery of the life of a university.

This book should be read by both researchers and the actors of internationalisation.

NEW IAU PUBLICATIONS

SELECTED ANNOTATED LIST OF PUBLICATIONS RECEIVED AT IAU

EUROPEAN AND NATIONAL POLICIES FOR ACADEMIC MOBILITY: LINKING RHETORIC, PRACTICE AND MOBILITY TRENDS – Irina Ferencz, Bernd Wächter, Eds. / Academic Cooperation Association [ACA] – Bonn: Lemmens, 2012 – (ACA Papers on International Cooperation in Education International) ISBN 978-3-86856-005-3
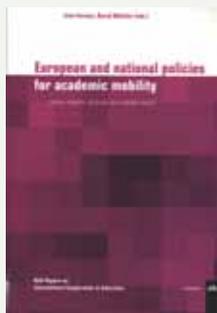
Have European efforts at academic mobility been mirrored at the national level? Are national policies and strategies in line with the European mobility ambitions? Is there cross-country convergence in the mobility policies, priorities and instruments of individual European countries? These are some of the questions the present study explores. Next to a Europe-wide overview, the study contains in-depth explorations of the Netherlands, Austria, Cyprus, Germany, Norway, Romania, Spain and the United Kingdom.

EUROPEANIZING EDUCATION: GOVERNING A NEW POLICY SPACE – Martin Lawn, Sotiria Grek – Oxford: Symposium Books, 2012 ISBN 978-1-873927-61-8
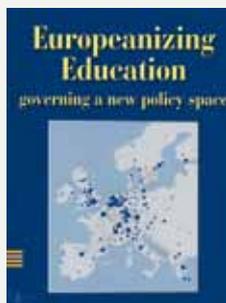
Europeanizing Education describes the origins of European education policy, as it metamorphosed from cultural policy to networking support and into a space of comparison and data. The authors look at the early development and growth of research networks and agencies, and international and national collaborations. The gradual increase in the velocity and scope of education policy, practice and instruments across Europe is at the heart of the book.

GOING GLOBAL: THE LANDSCAPE FOR POLICY MAKERS AND PRACTITIONERS IN TERTIARY EDUCATION – Mary Stiasny, Tim Gore, Eds. – Bingley: Emerald Group Publishing, 2012 ISBN 978-0-85724-783-4

The papers included in this book were presented at the 2010 and 2011 Going Global conferences hosted by the British Council. Primarily focusing on the importance of developing global citizens and the role of education in addressing this agenda, the book discusses the different models and drivers for global partnerships, the changing nature of international student mobility, and issues surrounding policy and leadership.

KNOWLEDGE TRANSFER IN HIGHER EDUCATION: COLLABORATION IN THE ARTS AND HUMANITIES – Lisa Mooney Smith – Basingstoke: Palgrave Macmillan, 2012 ISBN 978-0-230-27872-1
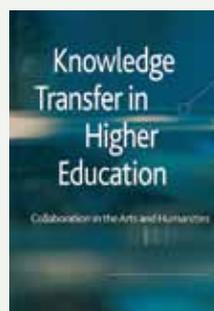
This book presents four years of close observation of research and knowledge transfer practices in a UK university. It attempts to contextualise knowledge transfer within the arts and humanities, as well as situate learning about the reception and adoption of knowledge transfer by the individual scholar and their institution.

KNOWLEDGE MATTERS: THE PUBLIC MISSION OF THE RESEARCH UNIVERSITY – Diana Rhoten, Craig Calhoun (Eds.) – New York: Columbia University Press, 2012 ISBN 978-0-231-15114-6
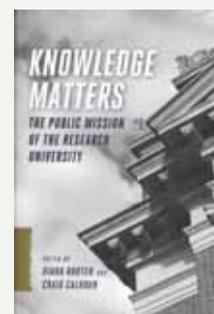
Reporting from Asia, Africa, Europe, Latin America, and North America, this book looks at the different ways universities struggle to serve public and private agendas. Contributors examine the implications of changes in funding sources, different administrative and policy decisions, and the effect of different approaches to assessment and evaluation. They ask whether wider student access has in fact resulted in social mobility, whether more

scientific research can be treated as an open-access resource, how changes in academic publishing change access to knowledge, and whether universities get full value from research sold to private corporations.

OPEN DOORS 2011: REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE – Patricia Chow, Rajika Bhandari / Institute of International Education [IEE] – New York: Insitute of International Education, 2011
ISBN 978-0-87206-348-8

The Open Doors 2011 report contains detailed information on international students in the USA as well as US students who study abroad. It reveals that international student enrolment in the USA continues to rise, with the largest increase from China. International postgraduate student enrolment continues to exceed international undergraduate enrolment in the US, but the gap is closing. Although the number of U.S. students studying abroad is low, this has increased. Data tables are avail-

able online at www.iie.org/Research-and-Publications/Open-Doors/Data

MÉTHODES INTERNATIONALES POUR COMPARER L'EDUCATION ET L'ÉQUITÉ – Paris: France. Ministère de l'éducation nationale, de la jeunesse et de la vie associative, 2011 (Education & Formations, no. 80, décembre 2011)
ISBN 978-2611-097816-5
ISSN 0294-0868

This publication analyses and compares international methods to compare and measure equality at all levels of education in different OECD countries. Articles compare student numbers, finance, educational level, government policies and different approaches to equality. Several articles analyse the ISCED educational classification used for international statistical comparisons. Available online at http://media.education.gouv.fr/file/revue_80/30/8/Depp-EetF-2011-80-methodes-internationales-comparer-education-equite_203308.pdf

INTERNATIONALISING THE UNIVERSITY: THE CHINESE CONTEXT – Tricia Coverdale-Jones, Paul Rastall (Eds.) – Basingstoke: Palgrave Macmillan, 2009
ISBN 978-0-230-20351-8
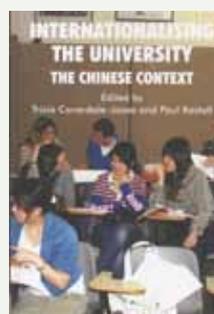
This book explores internationalization and its impact on Chinese and Western institutions, regulatory frameworks, motivations, goals and quality assurance issues. Also considered are student and staff perspectives, linguistic and cultural barriers to integration, curriculum development, learning, teaching delivery, and meeting the needs of Chinese students abroad.

DIVERSITY'S PROMISE FOR HIGHER EDUCATION – Daryl G. Smith – Baltimore: John Hopkins University Press, 2009
ISBN 978-1-4214-0573-5

This book examines diversity in higher education in the United States. The author analyses how both student and faculty diversity has been practiced in the past forty years
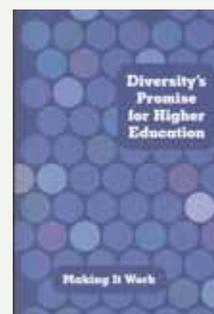
and argues that in the future, student population mix and performance will no longer be acceptable indicators of an institution's diversity effectiveness. She argues that diversity should be seen as central to teaching and research and Institutions should seek to understand diversity by reframing it to focus on building institutional capacity. A set of practices to help colleges and universities embrace diversity as a tool for institutional success is proposed.

⤷ THESE DOCUMENTS ARE ALSO TAKEN UP IN HEDBIB (the International Bibliographic Database on Higher Education) maintained by IAU

Contact:
Amanda Sudic, the IAU Librarian/Documentalist:
a.sudic@iau-aiu.net

Weblink:
http://hedbib.iau-aiu.net/

Calendar of Events

September 2012

05-08	*Stavanger, Norway* **EAIR Forum 2012 – The Social Contract of Higher Education** www.eair.nl/forum/stavanger/
11	*Dublin Institute of Technology* **Higher Education: Future Imperfect – Joint DIT/EAIE Pre-conference Round Table Discussion** www.eaie.org
11-13	*GEEP Project – Oslo, Norway* **Rethinking internationalization and university collaboration: academics, actors and analysis** www.geep.no/Activities.html
11-14	*Dublin, Ireland* **EAIE Annual Conference - Rethinking Education – Reshaping Economies** www.eaie.org/home/conference/dublin
12-14	*Kinshasa, Congo* **Symposium de Kinshasa – Environnement, économie et développement durable : Le rôle de l'université** www.cud.be/content/view/932/346/lang/
12-14	*Newport, Wales, United Kingdom* **SRHE Annual Conference – What is higher education for? Shared and contested ambitions** www.srhe.ac.uk
17-19	*University of Brawijaya Malang, Indonesia* **1st Africa-Asia Scholarships and Fellowships Conference** www.ub.ac.id/en/
17-19	*Paris, France* **IMHE General Conference 2012 – Attaining and Sustaining Mass Higher Education** www.oecd.org
21	*Bologna, Italy* **XXIV Anniversary of the Magna Charta Universitatum – Conversation on Intellectual Freedom: Magna Charta Universitatum Then and Now** www.magna-charta.org
24	*Groningen, Netherlands* **1st Asia-Europe Students' Forum – Are you Fit for the Future?** www.asef.org
25-26	*Groningen, Netherlands* **3rd ASEM Rectors' Conference (ARC3) – Universities, Businesses and You: For a Sustainable Future** www.asef.org
26-28	*University of Pretoria, South Africa* **ANIE 4th Annual Conference – Internationalisation of Higher Education in Africa: Maximising Benefits, Minimising Risks** www.anienetwork.org/
27-28	*Open University of Cyprus, Cyprus* **EADTU 25th Anniversary Conference – The Role of Open and Flexible Education in National Higher Education Systems: New Models, New Markets, New Media** www.eadtu.eu/activities/conference2012.html

October 2012

01-02	*Taurida National V.I.Vernadsky University Simferopol, Ukraine* **EICL Final Conference – Electronic Internationalization for Collaborative Learning** www.elearningeuropa.info/fr/node/114839
02-05	*Melbourne, Australia* **AIEC 2012 – International Education in the Asian Century** www.aiec.idp.com/home.aspx
10-12	*Institute for International Studies in Education (IISE) Pittsburg, PA United States* **9th International Workshop on Higher Education Reform – Reforming the Policy and Practice of Community Engagement of Higher Education** http://iise.pitt.edu/her9
16-18	*Open University of Japan Chiba, Japan* **AAOU 26th Annual Conference – Expanding the Frontiers of Knowledge through Open and Distance Learning in Changing Societies** www.aaou.net/

IAU – Calendar of Events

November 2012

04-07 *Montreal, Canada*
CBIE 46th Annual Conference – A Fine Balance: Harmonizing International Education Policies and Practices
www.cbie-bcei.ca

07-09 *Valletta, Malta*
EUCEN 44th Conference – Border-Crossing as a Viable Choice: Collaboration, Dialogue and Access to Higher Education
www.eucen.eu

14-17 *Shanghai, China*
CIEE Annual Conference 2012 – Global Perspectives: Developing Strategic Initiatives, Educating for a World Economy
www.ciee.org/conference/

21-23 *Cape Town, South Africa*
6th Conference on Micro Evidence on Innovation and Development (MEIDE)
www.merit.unu.edu/MEIDE/

22-24 *Tallin, Estonia*
7th European Quality Assurance Forum
www.eua.be

27-30 *Inter American University of Puerto Rico – San Juan, Puerto Rico (USA)*
IAU 14th General Conference – Higher Education and the Global Agenda: Alternative Paths to the Future
www.iau-aiu.net/civicrm/event/info?reset=1&id=45

28-30 *JAMK University of Applied Sciences Jyväskylä, Finland*
EAPRIL 2012 Conference
www.eapril.org/EAPRIL2012

2013

10-11 jan *Vancouver, Canada*
Sixth Annual World Universities Forum
http://ontheuniversity.com/

11-13 March *Dubai, United Arab Emirates*
Going Global 2013
http://ihe.britishcouncil.org/

24-26 April *Northern Consortium UK, Manchester, UK*
IAU Global Meeting of Association (GMA V) – Institutional Diversity in Higher Education: Strength or Threat for Associations?
www.iau-aiu.org

This 'Calendar of events' is only an extraction of the **IAU online Global Calendar of Events**. The online version provides an overview of all conferences on HE organized around the world see: www.iau-aiu.net/content/global-calendar. To include other events, please write to: iau@iau-aiu.net

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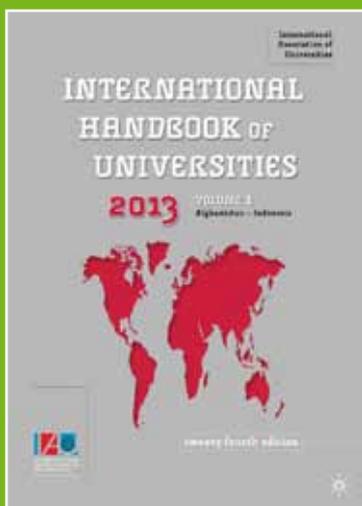
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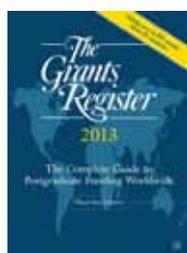
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