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ESNA's news section provides an easy-to-use format to learn about the latest developments in European Higher Education. The news are selected by our team from thousands of sources and drafted to provide you with the most comprehensive overview of events.

BELGIUM: TEACHERS, STUDY HARDER!

"Belgium is actually one of the last European countries where teachers' studies are limited to 3 years. Everyone agrees that two more years would be welcome," says *Ecolo*, the Green party of Belgium, in a statement. Since September, the Wallonian Minister of Higher Education, Jean-Claude Marcourt, has been promoting this idea in order to adapt to the rest of Europe and to make sure that future teachers would be better prepared. But the Francophone Students' Federation (FEF) opposes the plans and is currently conducting a survey in the field. Preliminary results of the survey are as following: a possibly higher salary is not considered reason enough to study longer; the costs for the student would nearly double; there are doubts that longer studies really equals better qualification; for two years, fewer teacher graduates would be available. FEF estimates a total cost of 500 million Euros, which will be on the Wallonian taxpayer's bill, and asks: "Do we want the students to pay more to relieve the financial situation?" At the same time, the government has launched a survey to find out what the shortcomings are and what areas need improvement. The results should be available in 2012. [1108]



Communiqué of FEF,
23-03-2011 (in French)

fef.be/



Esmā Hadžagić (Photo: HEA)

Press release of the Delegation
of the EU in Bosnia-Herzegovina,
03-03-2011

delbih.ec.europa.eu/

BOSNIA-HERZEGOVINA: TWELVE DISAGREEING MINISTRIES

"A major problem in the harmonisation of degrees in Bosnia and Herzegovina is that the so-called Bologna degrees are not acknowledged by employment agencies or employers," said Esmā Hadžagić, Assistant to the Ministry of Civil Affairs at a major conference of the European Commission and Council of Europe in March. The ministry also admitted that higher education reform was "a mess." Despite several plans, little has been implemented so far. A major obstacle to streamline the Bologna reforms in Bosnia and Herzegovina is that there are twelve Ministries of Education in the territory which are disputing the competence of the reform, said Hadžagić. The regional representative of the EU delegation, Boris Iarochevitsch, said at the conference that the EU would support reform but that education needed to made a political priority. [911]

ESTONIA: INCREASING PUBLIC UNIVERSITY PLACES

The Estonian government has proposed a programme to increase university places by providing "tuition-free Estonian-language openings at universities and state professional educational institutions for students" regardless of their financial background. The coalition government of *Union of Pro Patria and Res Publica* (IRL) and the Estonian Reform Party sees the key to Estonia's future in "good and accessible education and high-calibre research." The Minister of Education and Research, Tõnis Lukas, announced that 3.500 of the new openings at universities in Bachelor and Masters Programmes will be targeted to the disciplines of economics, law and information technology. "In the Estonian context, this means a 40% increase in government-subsidized student places in all study levels," said Katrin Kiistler, head of the Higher Education Development Center at the Archimedes Foundation. [916]

The programme of the
government 2011-2015
irl.ee/

EUROPE: SUSTAINABLE FUNDING MODELS

All higher education systems are coming under increased pressure due to rising student populations and the mounting cost of research. The European University Association recently published their study of EUDIS (European Universities Diversifying Income Streams) which highlight a number of challenges related to public funding. According to the study, caution is recommended since the level of public funding in the overall university budget is making the universities highly vulnerable. Any budgetary changes is bound to have a serious impact on their funding. Increasing revenue from other sources often requires 'upfront investment' which is difficult at a time when public budgets are being reduced. To avoid placing the burden on students by adopting or increasing tuition fees, public authorities should pay a key role in helping universities overcome these challenges. The people in charge of funding need to simplify the rules so that universities can diversity their income options. [1040]



Press release and study
EUA, 22-03-2011
eua.be/

FINLAND: ART UNIVERSITY MERGER

The three major art schools in Finland have agreed on the terms by which a merger could be implemented. Last week, the Finnish Academy of Fine Arts approved the plan to build one major Art University in Helsinki. The music conservatory Sibelius Academy and the Theatre Academy Helsinki have already approved the plan.

According to early feedback, the three universities would share a strategic decision board, but every university would be responsible for organising its own curriculum respectively. The three art schools demanded a budgetary rise of 18 million Euros if a merger was to be successful. However, "the view of the review board is that the amount of students should be kept the same or reduced," said Maija Innola, the secretary of the board of review, according to the newspaper *Vihreä Lanka*.

GERMANY: PERPETUUM MOBILE IN ECONOMY

A shortage of 117,000 people in mathematics, computer science, natural sciences and engineering (MINT) in Germany needs to be tackled. The warning came from the *Confederation of German Industry* (BDI) and the *Confederation of German Employers* (BDA). "In February alone, the shortage in MINT specialists rose by 21,000 people, which is the highest increase within a single month since 2000," explained Hans-Peter Klös, Managing Director of the Cologne Institute for Economic Research.

If the already-existing scarcity in the MINT area worsens without signs of relief, the German economy will lose its growth prospects and development, the BDA predicts. Their demand is a boost of MINT educations throughout the entire educational system. With natural science and engineering subjects as compulsory options in the broader area of science, the problem could be resolved. [866]

Press release of the BDA,
21-03-2011

bda-online.de/

MINT-Trendreport 2011
(both in German)

bda-online.de/



Katrin Jakobsdottir
(Photo: norden)

ICELAND: HIGHER EDUCATION RECOVERING

Almost one third of the young population in Iceland leaves school after finishing primary education and another third drops out of their chosen courses after secondary school level.

To tackle this problem education minister Katrin Jakobsdottir told the magazine *Live and Learn* that shifting emphasis away from the narrow focus on preparing students for university entrance was necessary. The Icelandic government had already prepared a reform draft three years ago. But, due to the economic crisis and budget cuts of up to 15%, its adoption has been delayed until now. The reform aims to allow more flexible study programmes by introducing short and intermediate courses like the ones that were adopted across Europe for vocational studies. "We need more pluralism in the system," Jakobsdottir said. "The law laid the grounds for building up an apprenticeship system based on cooperation between the labour market and vocational training (...). Hopefully, we are now seeing an end to the cuts." [1020]

ITALY: FIRST RECOGNITION OF TEACHING DUTIES

While new protests are being prepared against Minister Maria Stella Gelimini's reforms of the higher education system, the University of Bologna has come out with positive news to the academic world: As the first in the country, the old Alma Mater will start to pay its researchers for their teaching duties. As ESNA previously reported (see *Bulletin N°053* - 17-03-2010), there had been a risk of national strikes earlier this year because researchers were feeling under too much pressure due to increased tasks in the classroom without financial compensation. The decision by the University of Bologna represents the first recognition of the extended duties. The reimbursement for the lectures will be around €700, a small but appreciated sum. "The low sum weakens the political value of this gesture but we recognise it nevertheless," commented Daniele Bigi, a representative of Bologna researchers. [886]



POLAND: HUGE HE LAW APPROVED BY THE PARLIAMENT

The changes in the Polish higher education law, approved by the parliament late March, have strengthened the autonomy and curriculum of the universities. It now allows the universities to create their own programmes and faculties and an approval of the university's regulations and statute by the ministry is no longer necessary. Rectors will have more rights to create, re-create and liquidate organisational units.



Ministerstwo Nauki
i Szkolnictwa Wyższego

Press release of the science
ministry, 18-03-2011 (in Polish)
nauka.gov.pl/

The new National Qualifications Framework will be introduced based on the European Qualifications Framework. Gaining a doctoral degree will be shortened from 11 to 4 months. The new law also guarantees that students will not be subjected to additional fees for exams. A novelty, among others, is also the creation of an ombudsman for graduates safeguarding the passage from universities to enterprises as well as a compulsory contract between university and student to protect the students' rights. [941]

NORTHERN IRELAND FOLLOWS THE UK, RAISING TUITION FEES

Northern Ireland is now facing similar recommendations as Britain and Wales for their tuition and loan policies. This independent review for the Minister of Employment and Learning, Danny Kannedy, recommends the adoption of England's recent policies. This includes the lifting of the current cap of tuition fees, but only up to £5,750, the increase of the repayment threshold from £15,000 to £21,000, and an alignment of the maintenance grant thresholds for household income levels with those in England. Incoming students from outside Northern Ireland may be liable to pay up to £9,000. The review also recommends the minister that he should, informed by the public debate, treat "the three elements of tuition fees, maintenance grants (and loans) and repayment terms (...) as a complete package".

"Independent Review of
Variable Fees & Student Finance
Arrangements", NI Dept. for
Employment and Learning,
January 2011
gov.uk/

RUSSIA: SIBERIAN SILICON VALLEY?

Russia is aiming to develop the Mark Zuckerbergs and Steve Jobses of tomorrow. The government is encouraging universities to launch new start-up technology companies in an effort to bridge the gap between academic studies and business, and to allow students to gain business experience. The project aims to rebuild and reform the way in which scientific innovation takes place in Russia. In September, several Russian research universities started working with American universities to learn about technology transfer. All in all, the government has promised to spend 200 million dollars to create a Russian "Silicon Valley," reported the *Chronicle of Higher Education*. It is difficult for graduates to find jobs in Russia. In January, the Russian unemployment level reached its highest in four years, according to the Federal Statistics Service. The new plan is designed to tackle this problem. [889]

"Russian Government Encourages
Students to Start On-Campus
Tech Businesses", *Chronicle of
Higher Education*, 15-03-2011
chronicle.com/



Eugen Jurzyca (Photo: minedu)

SLOVAKIA: ENGLISH AS A COMPULSORY SUBJECT

Slovakia wants to give the country's English-speaking level a boost by making English a compulsory subject in schools. Almost 4000 English language teachers are already attending university training due to initial worry about the lack of qualified trainers. The parliament has opted for this plan, proposed by education minister Eugen Jurzyca in mid-March, despite widespread opposition which is also shared with the country's president, Ivan Gašparovič.

Many interpret the plan as a return to the past when learning another language, Russian, was obligatory. Currently, seven out of ten Slovak students learn English while the European average is nine. "Lacking knowledge of English prevents Slovaks from entering the labour market not only abroad but also in Slovakia. "The lack of English knowledge prevents them from climbing into higher managerial positions," said Jana Riečanská, spokesperson of the British Council in Slovakia. [936]

UK: PRESSING BURDEN OF STUDENT DEBT

British students have never been so indebted. According to an inquiry by the BBC to the Student Loan Company, the biggest provider of student loans in the UK, examples showed one student with a debt of £66.000 while the 20 most indebted students collectively owe more than one million pounds.

The students in this situation are overwhelmingly from study programmes that require five years of study, such as law and medicine, in London where living expenses are high. University Minister David Willetts has recently defended the increase in tuition fees and the extension of the repayment period. "Under the proposed new system, you will pay 9% on all your earnings over £21,000, instead of the current threshold of £15,000. If you earned £25,000, repayments would be about £30 a month. The burden of the monthly repayment is what really matters to people." [820]

STUDIES // Each copy of your ESNA bulletin will provide information on studies which have captured our attention as pieces that may contribute to our common understanding of higher education. Our priority is to keep ESNA readers at the forefront of the knowledge pool on higher education and provide an arena for the issues raised in these studies to be heard.



Klaus F. Zimmermann
Institute for the Study of Labor
IZA
February 2011 | German

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RESPONSE TO THE PUBLIC HEARING OF THE COMMITTEE FOR LABOUR AND SOCIAL AFFAIRS OF THE GERMAN BUNDESTAG

The ongoing demographic and structural changes lead to a skills shortage in Germany. Paper delivers an expert opinion on skilled labor shortage. In a written statement, IZA Director Klaus F. Zimmermann calls on German policymakers to establish a point system to encourage and regulate the immigration of high-skilled workers. Expert points out that in order to guard the German labor market, the activation of domestic potential and reorientation of German immigration policy is required. Skilled migration creates jobs for low-skilled workers. Otherwise this gap will open up. The creation of a combined points and quota system for demand-driven management of migration paves the way to needed transparency in this policy area.

DFG STUDY: PERFORMANCE INDICATORS FOR RESEARCH INSTITUTIONS

As part of the DFG research group "International competitiveness and innovative capacity of universities and research organizations - new forms of governance" the connection between governance and performance has been analysed during three different stages. First phase, beginning in 2003, indicates which indicators are needed to measure the performance efficiency. The main focus of this part was on the properties of co-publications indicators and third-party indicators to measure performance in science. In the second period concentrates on the analysis of the production and governance conditions of German research units (university departments and thematic working groups in the non-university research) in astrophysics, nanotechnology, biotechnology and economics. The current results show that by increasing the focus on New Public Management approach, there is more potential, which promises an efficient use of resources in science.



Fraunhofer Institute for Systems
and Innovation Research ISI
March 2011 | English

[Download ZIP \(6 files\)](#)

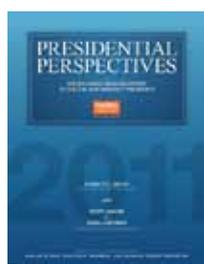
DOCTORAL EDUCATION: RESEARCH-BASED STRATEGIES FOR DOCTORAL STUDENTS, SUPERVISORS AND ADMINISTRATORS

Moving from evidence to action

The quality of the academics who undertake the work of teaching and research is critical to the significance, status and relevance of our universities. There is widespread evidence that doctoral students are not being properly prepared for the changing face of higher education and that once they take up academic positions, they often experience many frustrations and tensions. This publication, based on a four-year-long research program conducted by four academics and four graduate students, investigates the experiences of doctoral students, new academics and senior academics as they engage in their work related to doctoral education.

Cheryl Amundsen, Lynn McAlpine
March 2011 | English
25€ per chapter

Buy chapters: springerlink.com
[Download free sample](#)



Kenneth C. Green
American Council on Education
March 2011 | English

[Download](#)

PERSPECTIVES ON THE DOWNTURN

A survey of presidents

Survey of College and University Presidents is the first in a series of surveys of senior campus officials about key issues in higher education. Three in 10 private college leaders say their tuition discount rates are "dangerously high." Three quarters of public college presidents believe online learning can help their institutions increase both enrollments and net tuition revenue. And about a third of all college chief executives, public and private, say they would alter their tenure policies and mandate the retirement of older professors if they didn't have to worry about political

INSPIRED BY TECHNOLOGY, DRIVEN BY PEDAGOGY

A systemic approach to technology-based school innovations

This report highlights key issues to facilitate understanding of how a systemic approach to technology-based school innovations can contribute to quality education for all while promoting a more equal and effective education system. It focuses on the novel concept of systemic innovation, as well as presenting the emerging opportunities to generate innovations that stem from Web 2.0 and the important investments and efforts that have gone into the development and promotion of digital resources. It also shows alternative ways to monitor, assess and scale up technology-based innovations. Some country cases, as well as fresh and alternative research frameworks, are presented.

OECD Centre for Educational
Research and Innovation
March 2011 | English
40€

Buy publication



FINANCIALLY SUSTAINABLE UNIVERSITIES II

European universities diversifying income streams

Financial sustainability is one of the key challenges for Europe's universities and this project report is an other milestone of EUA's work agenda on this topic. While universities need to understand better the full costs of their activities and should maintain a reasonably diversified income structure, it is clear that financial sustainability cannot be achieved without sufficient and sustainable public funding. The EUDIS project provides an analysis of the status of income diversification in European universities and identifies the external and internal hurdles to the development of successful income diversification. It identifies best and transferable practices that improve the framework conditions for universities and their ability to act strategically in this area.

Thomas Estermann, Enora
Bennetot Pruvot
EUA, February 2011 | English

Download



FINANCIAL HEALTH OF THE HIGHER EDUCATION SECTOR

This report provides an overview on the financial health of the higher education sector in England. The analysis covers the 2009-10 financial results and 2010-11 budgets. The analysis covers the 2009-10 financial results and 2010-11 budgets, as submitted to HEFCE in early December 2010. The report is being published to provide universities and higher education colleges with feedback on their financial performance in 2009-10 and original estimates for 2010-11 before they submit their updated financial forecasts in April 2011. The analysis also provides stakeholders with information about the current financial health of the sector.

HEFCE, March 2011 | English

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EQUALITY IN HIGHER EDUCATION: STATISTICAL REPORT 2010

A statistical overview of the equality challenges facing higher education

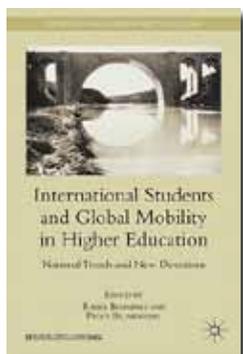
Robust and transparent equality data continues to be essential in order for higher education institutions to analyse and prioritise where action is required. In a challenging financial climate where every resource needs to be justified, this prioritisation is more necessary than ever. This report enables institutions to understand the national picture of equality in HE and to use this as a benchmark to analyse and shape their own equality objectives. It also gives insight into the progress made by the sector over time, including a comparison of the year-on-year changes over the past five years.

Chris Brill
HESA, February 2011 | English

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Books //

BOOKS // Books, books and more books! In the book review section of your Bulletin, the ESNA newsroom will share with you its reviews and announcements of the latest publications on higher education. Our subscribers are also invited to contribute requests or reviews on our website to build an information pool for the community.



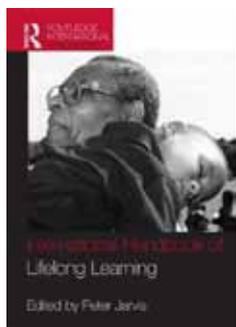
INTERNATIONAL STUDENTS AND GLOBAL MOBILITY IN HIGHER EDUCATION

NATIONAL TRENDS AND NEW DIRECTIONS

This book examines current trends in global student mobility in key destination and sending countries, including large hosts like the U.S., U.K., Germany, and Australia and newer players such as China, India, and the educational hubs of the Middle East. Experts from these countries, and others, offer timely analysis for higher education policymakers, practitioners, and researchers, of how national-level investments and developments affect academic migration trends; the current and future capacity of countries to accommodate a growing demand for a higher education; and the implications of mobility for the labor market and economy. Rajika Bhandari is Deputy Vice President of Research and Evaluation at the Institute of International Education (IIE) in New York, providing strategic leadership for the Institute's research and evaluation activities. Peggy Blumenthal is Executive Vice President and Chief Operating Officer at the Institute of International Education, overseeing the Institute's overall programmatic and administrative operations. Blumenthal also supervises IIE's research activities, corporate and foundation-funded scholarships and specialized programs like the Global Engineering Educational Exchange.

Rajika Bhandari and Peggy Blumenthal (Eds.)
Palgrave Macmillan, February 2011
ISBN: 978-0-230-61878-7
260 pages hardcover \$85.00

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THE ROUTLEDGE INTERNATIONAL HANDBOOK OF LIFELONG LEARNING

The Routledge International Handbook of Lifelong Learning provides a disciplined and complete overview of lifelong learning internationally.

The theoretical structure puts the learner at the centre and the book emanates from there, pointing to the social context beyond the learner.

Up-to-the-minute syntheses from many of the leading international experts in the field give vital snapshots of this rapidly evolving subject from wide-ranging perspectives including: learning throughout life, sites of lifelong learning, modes of learning, policies, social movements, issues in lifelong learning, geographical dimensions.

This authoritative volume, essential reading for academics in the field of Lifelong Learning, examines the complexities of the subject within a systematic global framework and places it in its socio-historic context.

Peter Jarvis (Ed.)
Routledge, 29th October 2010
Series: Routledge International Handbooks of Education
ISBN: 978-0-415-58165-3
\$69.95 – Paperback or eBook
560 pages hardback \$205.00

Order



NEW BOOKS THIS SPRING

BUILDING BRIDGES: MAKING SENSE OF QUALITY ASSURANCE IN EUROPEAN, NATIONAL AND INSTITUTIONAL CONTEXTS

European University Association, November 2010 | eua.be/

HUMAN CAPITAL LEADING INDICATORS: HOW EUROPE'S REGIONS AND CITIES CAN DRIVE GROWTH AND FOSTER SOCIAL INCLUSION

Ederer/Schuller/Willms, 2011 | lisboncouncil.net/

STOP MISUSING HIGHER EDUCATION-SPECIFIC PRICE INDICES

Andrew Gillen, Jonathan Robe, March 2011 | [Download PDF](#)

REGULATING FINANCIAL SUSTAINABILITY IN HIGHER EDUCATION

National Audit Office, 2011 | nao.org.uk/

KRITIK DISSENS DISZIPLINARITÄT

Judith Butler, in German March 2011 | **Order**

STUDENT MOBILITY AND THE INTERNATIONALIZATION OF HIGHER EDUCATION NATIONAL POLICIES AND STRATEGIES FROM SIX WORLD REGIONS

Institute of International Education, 2011 | iiebooks.org/

SKILLS FOR INNOVATION AND RESEARCH

OECD, February 2011 | oecd.org/

EVENTS // Want to get involved? ESNA presents a selection of events in higher education that form the active core of the higher education community. Subscribers can consult our complete list of events as well as submit their own on the ESNA website.

All European Higher Ed Conferences



Brussels
April 13-14, 2011

LEADING AND MANAGING STRATEGIC CHANGE IN HE

The workshop will provide an intellectually stimulating and supportive environment in which to share the challenges of the modernisation of higher education and to develop the leadership skills appropriate to the task with the support of senior experts and participants. The practical outcome of the workshop will be that participants will develop and test out with their peers and with experts a proposed plan of action to implement in their home institutions. The format of the workshop is especially designed to stimulate interaction and networking.



Qawra, Malta
April 18-19, 2011

BOLOGNA PROCESS INTERNATIONAL SEMINAR: INTERNATIONAL OPENNESS AND THE EXTERNAL DIMENSION

The seminar will bring together international and local stakeholders to discuss the developments in International Openness and the External Dimension in the context of the Leuven and Louvain-La-Neuve Communiqué. This two-day seminar will address the issue of how Higher Education Institutions can improve the attractiveness of the EHEA as a Higher Education destination. Particular focus will be placed on how partners in the Bologna Process can promote the European Higher Education Area beyond Europe's borders in an attempt to bridge the gap between participant countries' external policies.



Northampton, UK
Mai 11, 2011

LEARNING GLOBAL

Better understanding of the implications of global learning is an important element in the contemporary scholarship of Learning and Teaching. Our Learning Global conference is designed to provide a forum in which effective, evidence-informed practice can be shared and debated.

The Learning Global conference is organised around four themes: Global Learning issues of employability and assessment, Technology enhanced global learning, Learning global as a transnational opportunity, Researching the international student experience and global citizenship.



Cheltenham, UK
Mai 19-20, 2011

PRISM POSTGRADUATE RESEARCHERS INTERESTED IN SUSTAINABILITY MATTERS CONFERENCE

The conference's aim is to provide a forum for wide-ranging debate on the horizons for interdisciplinary research on sustainability matters. It foregrounds the motif of the 'interdisciplinary researcher' as the inspiration, and the base for an exciting exploration of changing paradigms, innovative practices and emerging possibilities in this field. The event seeks to support the professional and academic development of the next cadre of innovative inter-disciplinary sustainability researchers.



University of the
West of England

Bristol UK
September 5, 2011

CONFERENCE ON SYSTEMS OF INNOVATION AND THE NEW ROLE OF UNIVERSITIES (COSINUS)

The conference addresses this global concern by focusing on issues relating to capacity building in and management and support of higher education institutions in ways that would enhance the wellbeing of society, the competitiveness of the economy and the sustainability of the environment with respect to specific country circumstances.

Contributions to this Bulletin N°093/094 - April 6, 2011 - by:

Anna Csonka, Camille Deru, Isidor Grim (V.i.S.d.P.), Niku Hooli, Lenka Jakoubkova, Magdalena Michalak, Živa Rokavec, Morgan Rothwell, Fabio Santelli, Claudia Sondergaard, Tijana Topalovic-Best, Frank Vanaerschot