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Only 3% of graduates return to their hometown

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Think tank calls for more rights and support for private universities

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.

## “European universities in the world”

### short news of the week



#### **ET:** TRANSITION TO ESTONIAN LANGUAGE TEACHING IN HIGH SCHOOLS

16 high schools have asked to postpone the transition. According to the plan of the education ministry, 60 percent of subjects should be taught in the Estonian language by September this year, a measure which is aimed to raise the competitiveness of Russian youths in universities and the labor market.

20/04/2011 – [baltictimes.com/](http://baltictimes.com/)

THE BALTIC  
**Times**

#### **UA:** GOVERNMENT TO SPEND OVER 10 BILLION ON DEVELOPMENT OF EDUCATION

The Cabinet of Ministers of Ukraine has decided to spend about UAH 10.5b (915.000 Euro) on the implementation of educational programs over the next four years, Minister of Education and Science, Youth and Sports Dmytro Tabachnyk has said.

06/05/2011 – [ukrinform.ua/](http://ukrinform.ua/)



THE  
**INDEPENDENT**

#### **UK:** STUDENT LOANS FIRM FACES RECORD LEVEL OF COMPLAINTS

The number of students and graduates complaining about the handling of their loans has soared in recent years, amid growing concerns that the cost of higher education is fuelling discontent in universities across the country.

08/05/11 – [independent.co.uk/](http://independent.co.uk/)

**Vijesti**

#### **BiH:** SAUDI-ARABIAN MINISTER PROMISES SCHOLARSHIPS FOR BOSNIACS

Bakir Izetbegović, member of the Presidency of Bosnia and Herzegovina, has met the Saudi-Arabian minister of higher education, Khaled Al-Angaryja, in Sarajevo. Al-Angaryja offered the prospect of scholarships in a bilateral student programme between the two Muslim countries.

11/05/2011 – [vijesti.ba](http://vijesti.ba)

#### **LV:** ENROLLMENT IS SHRINKING

According to the National Statistics Bureau, the number of students enrolling in universities – as well as in the other education levels – has been dropping already for the fifth consecutive year.

12/04/11 – [bnn-news.com/](http://bnn-news.com/)

**BNN**

#### **AT:** STUDENT REPRESENTATIVES DIVIDED ON ACCESS BARRIERS

In a pre-election debate of student representatives some plea for a diverse selection process in universities, others stay firm against access limitations.

12/05/2011 – [diepresse.com/](http://diepresse.com/)

**Die Presse**

#### **ES:** CLAIM OF 'WIDE-SPREAD CORRUPTION' IN SPAIN

Scholar believes university is taking proceedings against him for his critical book about corruption at the institution. His university has denied that.

12/05/11 – [timeshighereducation.co.uk/](http://timeshighereducation.co.uk/)

#### **RS:** SERBIA WILL GET A NATIONAL UNIVERSITY RANKING

This has been announced by a Serbian delegate at the UNESCO Forum in Paris. The ranking ought to make the qualities of Serbian HE internationally transparent.

16/05/2011 – [rts.rs/](http://rts.rs/)

#### **EUROPE:** NEW STUDENT LEADER FOR CONTINENT

Members of the European Students' Union, the umbrella organisation representing 45 national unions of students from 39 European countries, have elected Allan Päll, 25, from Estonia as their new Chair.

15/05/11 – [universityworldnews.com/](http://universityworldnews.com/)

University  
**World News**

#### **CRO:** ANTI-CORRUPTION UNIVERSITY PROJECT

The University of Zagreb and the European Commission have agreed on an anti-corruption project worth 279.000 Euros. The two-year project aims for long-term solutions against corruption, bullying and sexual harassment at universities.

17/05/2011 – [danas.net.hr/](http://danas.net.hr/)

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## EU: SLOW PROGRESS TOWARDS EDUCATION GOALS

In the last ten years, EU countries have overall managed to improve their educational system in core areas but only one out of five benchmarks for 2010 has been reached. This is the result of the progress report by the European Commission from last month. Since 2000, the number of graduates in mathematics, science and technology increased by 37%, surpassing the intended target of 15%.

EU Education Report, 19-04-2011  
[europa.eu/](http://europa.eu/)  
 EU Progress Report on Education  
 2010/2011  
[ec.europa.eu/](http://ec.europa.eu/)

Other areas also showed progress, if not as significant: Fewer students left school early, more students complete their secondary education and reading and writing skills have improved. Some of the other goals in the European strategy of 2020 is to reduce the number of school dropouts to under 10% and simultaneously increase the number of master graduates to at least 40%.

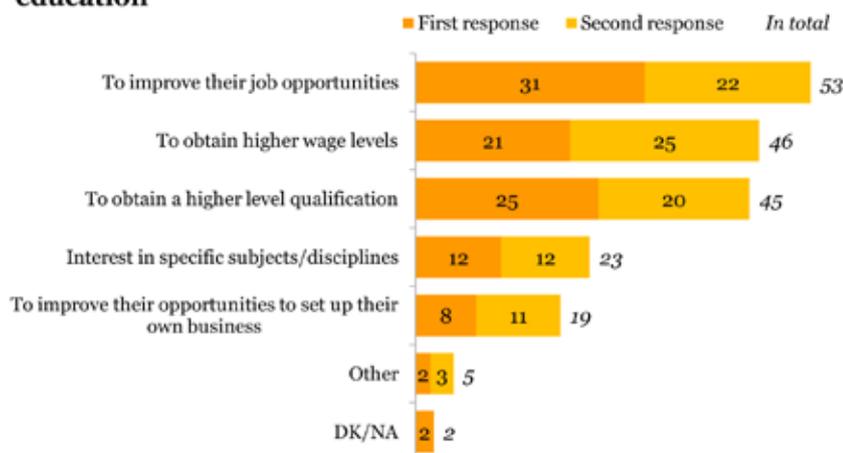
## EU: EUROBAROMETER TAKES PULSE ON STUDENT MOBILITY

Press release of the EU,  
 13-05-2011  
[europa.eu/](http://europa.eu/)

In February, 57.000 young people from all over Europe were interviewed by phone for two extensive barometer reports on youth mobility, attractiveness of education settings, social engagement and main concerns when seeking employment. In light of the recent social and economic crisis, one element of the EU's Europe 2020 Strategy called 'Youth on the Move' aims to increase to improve young people's job opportunity and improving qualifications.

The report showed that 53% would be interested in studying abroad or travel for an internship but only one in seven has been able to realise this in the past. Main causes were financial issues (33%), lack of interest and family responsibilities. Three quarters of the respondents believed that a degree would make them more attractive for a good job and a better income. A third of respondents from Greece, France, Italy and Lithuania said that university was not for them. The results on social, political, cultural or sports activity showed that higher educational level proved higher levels of commitment.

### Most important reasons for young people to go into higher education



Q4. In your opinion what is the most important reason for young people to go into higher education? And the second most important reason?  
 Base: all respondents, % TOTAL

## CZECH REPUBLIC: THE END OF THE WELL-EDUCATED SOCIETY

The government of Czech Republic is preparing to reduce the already inadequate level of education as the Minister of higher education, Josef Dobeš, is planning do cut number of admissions by nearly fifteen percent. Observers are failing to understand the motivations for this drastic move other than the interpretation that the lack of preparation, professionalisation and overpricing is a coverup for the HE system being treated as a 'cash cow' for the ministry. As of now, people between age 25 and 34 who hold a university degree only amounts to 8% of the population - less than for example Mexico, Chile and Israel.

It is only within the past few years that the Czech Republic have been able to achieve affordable HE institutions for the post-revolution generation but this development seems to be in jeopardy with Mr. Dobeš recently announced plans. According to journalist Luboš Palata, the new strategy would reverse the development back to the fifties where students "were sent into production factories, only so the wheels of industry would be driven to the full."



Press release of the Student Council, 03-05-2011 (in Danish)  
[farma.ku.dk/](http://farma.ku.dk/)

## DENMARK: COPENHAGEN UNIVERSITY OPEN FOR STUDENT INPUT

In three first meetings, the University of Copenhagen invited the university community to join the discussion on the future university strategy. Rector Ralf Hemmingsen made calls for 'a common result' and explained that the process will be similar to the 'Wikipedia-model'. "Everyone at the university should be able to identify their part in the [strategy] text where their effort makes sense," he explained. 130 students and staff attended the kick-off meeting, praised the university board's good intentions but noted that good intentions have to be followed by action. The challenges to be addressed include how to utilize the strong research base for stronger teaching and how to prepare graduates for overseas competition and collaboration with the business community. More follow-up meetings will be held in the next weeks. [831]



Rosza Hoffmann  
 (Photo: F. Mátyás)

## HUNGARY: GOVERNMENT DENIES PLANS TO CLOSE UNIVERSITIES

Allegations that the centre-right government of Hungary was about to half the country's number of universities and colleges brought on heated debate among government and opposition leaders. Former Socialist Prime Minister Ferenc Gyurcsány recently told reporters that the plans were "irresponsible" and that the opposition must work to build a western-style left-wing alliance to challenge what he called "Orban's autocracy". He argued that closing down HE institutions would "break the backbone" of the education system and destroy the future of thousands of secondary school graduates each year. The state secretary for education, Rosza Hoffmann, denied the rumour that 13 out of Hungary's 29 public universities would be scrapped, saying "there have never been any such plans nor will there be any." However, an amendment to streamline the "irrational and unviable system" of higher education has been announced by her office before the end of May. [952]

## ICELAND: ALL UNIVERSITIES IN ONE NETWORK

With the burst of the economic bubble, experts have recommended mergers of Iceland higher education institutions. "It was not very sensible to establish so many different universities," Ingjaldur Hannibalsson, professor at the Iceland School of Business, told University World News. The science ministry has therefore introduced a bill to centralise some of the tasks and responsibilities of the public universities. The policy is based on the need to safeguard the activities of the public universities in a strong collaborative network which would cooperate with regional training centres and vocational schools to nationally uniform system. The merger could prove more educational opportunities and systematise administrative tasks as well as support a comprehensive evaluation system. If all goes according to plan, the network will be active by September 2012.

"Policy on Public Universities",  
 Ministry of Education, Science and  
 Culture 2010  
[menntamalaraduneyti.is/](http://menntamalaraduneyti.is/)

## ITALY: OECD APPLAUDS, STUDENTS IN UPROAR

The 2011 Economic Survey of Italy by the OECD has praised the Italian Higher Education Act for its focus on improving governance. Notable areas was separation of administrative management from teaching and research as well as the strengthening of evaluation mechanisms. The report has recommended Italy to consider an increase in tuition fees to increase university funding and provide better "price" signals to students and universities. The OECD Secretary-General Angel Gurría added: "Reforms cannot be introduced in a hurry and without consultation. And they need to be accompanied by other measures to guarantee equitable access for the disadvantaged."

In sharp contrast, 300 students demonstrated in Rome against the new reform which they believe will overhaul universities and slash funding. The protesters were against the lack of student representation in the commission that has been appointed to adapt university statutes to the new act. One of the protesting students explained to the Roman daily paper *Il Messaggero*: "To adapt the statutes to law would mean to accept the cuts on universities and this means higher fees, less courses, shorter opening hours for libraries and generally worse services." [1221]

Documentation of the protests,  
 04-05-2011 (in Italian)  
[unicommon.org/](http://unicommon.org/)  
 OECD Economic Survey of Italy 2011  
[oecd.org/](http://oecd.org/)



Halbe Zijlstra (Photo: OC&amp;W)

## NETHERLANDS: QUALITY ISSUES IN VOCATIONAL SCHOOL

An inspection report on vocational schools (HBO) revealed serious problems with the quality standards: the evaluation of 15 fields of study at 10 HBO schools led to eight negative evaluations. There was special attention for INHolland Hogeschool, accused of diploma fraud last summer. The report concludes there was diploma fraud in four fields of study at this school. A quarter of the students in these fields of study have erroneously received a diploma. The report also mentions misconduct in four other HBO schools.

In a first reaction, state secretary for higher education, Halbe Zijlstra, said: "It is intolerable that the quality of HBO diplomas is being put into question." Halbe wants to withdraw the accreditation for these fields of study at INHolland hogeschool and fine them.

Zijlstra also claims that the NVAO, the Dutch-Flemish accreditation organisation, needs a quality boost. Current reports by NVAO and the inspection are insufficient to guarantee the quality standards.

The student union LSVb is concerned about the fate of affected students which have an erroneous diploma and is looking to see how they can be helped. [1137]

The inspection report, Science ministry, 28-04-2011 (in Dutch)  
[onderwijsinspectie.nl/](http://onderwijsinspectie.nl/)

## SERBIA: MIGRATION FOR EDUCATION KILLS THE RURAL COMMUNITY

According to the Minister of Youth and Sports, Snežana Samardžić-Marković, student mobility is having a devastating effect on small towns and rural areas. "Migration is a disaster for Serbia," she says. "But you cannot criticise the young people because they are looking for a better life."

For this reason, the ministry is working on a plan to improve the attractiveness for returning home for young people. "It is up to us to enable them to find jobs immediately after graduation, especially in the smaller places."

However, the minister does not think the goal is a 'mission impossible', citing 'persistence' as a key ingredient. "We have invested a total of nearly eight million Euros [in HE and] we opened a special centre for career guidance in the ministry, where students can train and get advice." [805]

## SWEDEN: PUBLIC TRUST IN SCIENCE DWINDLES

The non-profit organisation V-A (Public & Science) revealed in their ninth barometer survey that confidence in scientific research is declining in Sweden. The number of people with high or very high trust in science dropped from 75% to 63% between 2009-2010. Only 45% have confidence in researchers who work for cooperations.

Causes for the drop includes recent revelations of fraud among scientists, unfavourable influences from the industry and the government and the "fuzziness" of actual gain from science investment. The media is also cited as a major influence. "The result shows that openness regarding the terms of research, the regulations and the practise is pivotal. Academic institutions should also be more vigilant in distancing itself from fraud and inconsistencies," research director Karin Hermansson said.

At the same time, willingness to invest in medical research continues to be high and public trust in environmental research and climate change is expressed by nine out of ten Swedes. The survey also found that an increasing number of Swedes believe astrology to be a science. [1098]



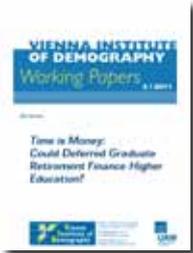
Press release and survey,  
 V-A, Dec. 2010  
[v-a.se/](http://v-a.se/)

## UK: EQUALITY BETWEEN PUBLIC AND PRIVATE UNIVERSITIES

Following the recent shake-up of the English university system, private universities are expected to expand their domain into the public sphere. Experts of the Higher Education Policy Institute (HEPI), a British think tank, have published a report which recommends equal rights for public and private institutions. Among the proposals of HEPI in favour of private education providers are the access of their student to subsidized loans and the possibility for them to access libraries, sports facilities and social centres of public universities. The report calls for a greater focus on standards and openness in the system as well as tougher regulations for the private sector. The report is also open to the idea that private universities could be implemented in mergers involving failed universities. [803]

„Private Providers in UK Higher Education: Some Policy Options“,  
 HEPI, 05-05-2011  
[hepi.ac.uk/](http://hepi.ac.uk/)

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.



Bilal Barakat  
Vienna Institute of Demography  
Mai 2011 | English

[Download](#)

### TIME IS MONEY: COULD DEFERRED GRADUATE RETIREMENT FINANCE HIGHER EDUCATION?

Higher education is never free – this paper raises a question: who should pay for it? Current policy debates in Europe are increasingly focusing on raising the share of private funding. To date, policy discussions have centred on a relatively small number of alternatives, namely full public funding, tuition fees, either up-front or delayed and income-contingent, or a surtax on graduate incomes. Author presents here an alternative that sidesteps some important objections against other forms of private contributions. The basic idea explored here is to increase the statutory retirement age for higher education graduates relative to non-graduates. In principle, the paper proposes, that the resulting decrease in future public pension liabilities can be converted into increased funds for present spending on higher education.

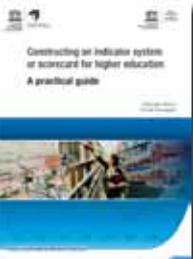


European University Association  
May 2011 | English

[Download](#)

### AARHUS DECLARATION: AN ACTION PLAN FOR UNIVERSITIES DEVELOPING TALENT IN EUROPE

As political leaders in Europe begin important negotiations to determine the next EU budget (after 2013) the Aarhus Declaration begins by underlining the importance of investing in education, research and innovation to enable universities to play their full role in nurturing talented individuals and in contributing to the EU 2020 strategy for 'smart sustainable and inclusive growth'. The Declaration is, however, not only addressed at political leaders as it also contains an action agenda for universities to develop talent.



Michaela Martin, Claude Sauvageot  
UNESCO, IIEP  
May 2011 | English

[Download](#)

### CONSTRUCTING AN INDICATOR SYSTEM OR SCORECARD FOR HIGHER EDUCATION. A PRACTICAL GUIDE

Higher education systems are undergoing a process of diversification and modernization. In this context, the forms of education governance are also in a period of transformation. In particular, in exchange for granting greater autonomy to higher education institutions, governments are asking them to develop their own institutional policies and strategic plans, and to be in a position to demonstrate clearly the results of these. This guide flows from this concept. As its title indicates, the major goal is to provide a practical guide for educational planners who wish to construct an indicator system.

### STATE POLICY IMPACT ON HIGHER EDUCATION PERFORMANCE

This study examined the relationship between rules in use and ten indicators of student participation and completion for higher education systems in a 26 state purposeful sample. The conceptual framework views behavior as a function of the informal and formal that order relationships and determine actions that are required, prohibited or permitted within a social system. Rules in use for the 26 state systems were measured by a survey developed from in depth case studies of five of the 26 state systems. Hierarchical regression analysis was employed to predict ten performance indicators. The concept of rules in use as the formal and informal constraints arising from state policy that shape human behavior can be an important tool for policymakers and those involved in leading state higher education systems.



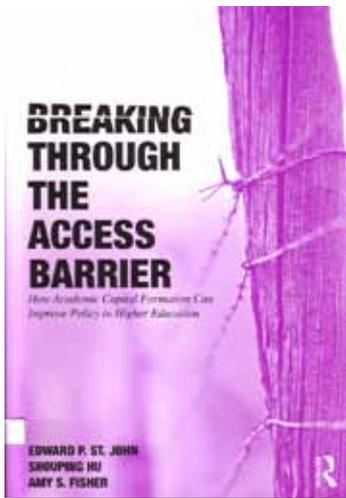
Anely Ramirez  
New York University, 2010  
English | \$37.00

[Order](#)

Contributions to this Bulletin N°097/098 - May 4, 2011 - by:

Tino Brömme (editor-in-chief), Anna Csonka, Camille Deru, Lenka Jakoubkova, Živa Rokavec, Morgan Rothwell, Fabio Santelli, Claudia Sondergaard (news editor), Tijana Topalovic-Best, Frank Vanaerschot

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.



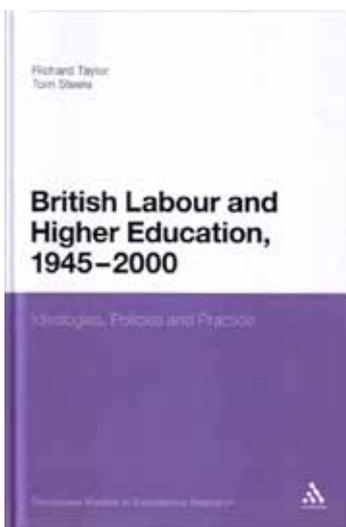
## BREAKING THROUGH THE ACCESS BARRIER

### HOW ACADEMIC CAPITAL FORMATION CAN IMPROVE POLICY IN HIGHER EDUCATION

This volume argues that the policies designed to address inequalities in college access are failing to address underlying issues of inequality. This book introduces academic capital formation (ACF), a groundbreaking new theory defined by family knowledge of educational options and the opportunities for pursuing them. The authors suggest focusing on intervention programs and public policy to promote improvement in academic preparation, college information, and student aid.

Edward P. St. John, Shouping Hu, Amy S. Fisher  
Routledge | 2011  
ISBN 978-0-415-80033-4  
English paperback 296 pages £27.99

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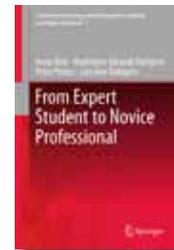
## BRITISH LABOUR AND HIGHER EDUCATION, 1945-2000

### IDEOLOGIES, POLICIES AND PRACTICE

Higher education provision is an essential component (socially as well as economically) of modern social structures. The British Labour Party and Higher Education focuses on the development of Labour policy on higher education from 1945 to 2000. It analyses the rapid expansion and series of fundamental transformations in higher education and Labour's part in both shaping and reacting to them. The authors explore the historical evolution and Labour's varying policy initiatives in the period, and question the place higher education has occupied in the various strands of Labour ideology. As always with 'Labourism', perspectives are contentious and contested, spanning the centralist 'Fabians', the liberal moralists, and the socialist left.

Richard Taylor, Tom Steele (eds.)  
continuum | June 2011  
ISBN 978-0-8264-4094-5  
English hardcover 192 pages \$140.00

**Order**



## FROM EXPERT STUDENT TO NOVICE PROFESSIONAL

This book shows how students navigate their way through learning and become effective students; it details how to shift the focus of their learning away from the formalism associated with the university situation towards the exigencies of working life. It is in this sense that the book explores how people move from being expert students to novice professionals. This book presents a model of professional learning fashioned out of a decade of research undertaken in countries half a world away from each other—Sweden and Australia. It uses empirical research gathered from students and teachers to show how students negotiate the forms of professional knowledge they encounter as part of their studies and how they integrate their understandings of a future professional world with professional knowledge and learning. It reveals that as students move from seeing themselves as learners, they take on more of a novice professional identity which in turn provides a stronger motivation for their formal studies.

Anna Reid et al. (eds.)  
Springer, 2011  
ISBN 978-94-007-0249-3  
English hardcover 140 pages  
€106.95

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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



Maribor, Slovenia  
6-7 June 2011

### HUMAN CAPITAL DEVELOPMENT FOR KNOWLEDGE ECONOMY MOBILISING INNOVATION POTENTIAL – INCLUDING GENDER BALANCE

The focus of the Forum will remain on development and better use of human capital. Therefore it will assess how Bologna Process could be accelerated, and which values are needed for young professionals to be able to contribute to sustainable development. Last but not least, the Forum will address the topic of women in corporate decision-making. Several Preparatory Workshops will produce the draft recommendations to be adopted through the debates at the Forum, which is designed in a very interactive fashion.



Paris  
8-10 June 2011

### EDUSUMMIT 2011 INTERNATIONAL SUMMIT ON INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION

In 2009 the first EDUsummIT was held in Hague setting the goals such as to establish a clear view of the role of ICT in 21st century learning. This year's follow-up summit will gather 120 distinguished policy makers, educators, researchers, journal editors and private sector leaders to build on the outcomes of 2009 and come up with the new challenges for the globalized digital era.



Geneva  
4-8 July 2011

### ECOSOC ANNUAL MINISTERIAL REVIEW ON EDUCATION

The Economic and Social Council (ECOSOC) is the principal organ coordinating the economic, social, and related work of the 14 UN specialised agencies, functional commissions and five regional commissions. This year's Ministerial Review will focus on "implementing the internationally agreed goals and commitments in regard to education". The key objectives are: to provide assessment of how we are doing on the education-related Millennium Development Goals, to encourage countries to launch initiatives in support of education and finally achieve broad multi-stakeholder engagement, including through regional preparatory meetings.



Oslo  
27-29 July 2011

### REIMAGINING DEMOCRATIC SOCIETIES

#### A NEW ERA OF PERSONAL AND SOCIAL RESPONSIBILITY?

International conference is organized by the Council of Europe, the US Steering Committee of the International Consortium for Higher Education, Civic Responsibility and Democracy and others. It is committed to promoting democracy, human rights and the rule of law as well as social cohesion and intercultural dialogue, and their belief in the key role of education in furthering these goals.

The main objectives are: to strengthen the role of higher education in furthering democratic citizenship, to identify concretely the role that higher education can play in reimagining democratic societies, to stress the involvement of the different stakeholders, and finally to develop further strategies to strengthen this role.



Lund, Sweden  
15-16 December 2011

### CONFERENCE ON STRATEGIC MANAGEMENT OF INTERNATIONALISATION

This new initiative was launched at a workshop held in April 2011 at the OECD Conference Centre whose outcomes will be discussed: To what extent is internationalisation reflected in institution-wide governance and management? How is it perceived by all players within institutions – faculty, students, support staff – and how is it implemented? How do internationalisation challenges influence institutional strategies, programmes, teaching-learning practices, students and faculty support and evaluation of quality? What does it mean to be an international institution and what are the implications of that for national policy and local links?