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higher education **express**

+++ FRANCE: Immigration restrictions hit foreign students

Immigration measures that tighten restrictions on foreign students from outside the EU are opposed by university presidents, grandes écoles and students.

02-10-2011 - universityworldnews.com/

+++ TURKEY: Universities continue headscarf ban

Despite a new regulation that allows headscarves to be worn in universities, several universities still impose a ban of the muslim hijab that was lifted by the Higher Education Board (YÖK) in 2010.

04-10-2011 - todayszaman.com/

+++ SWEDEN: Call for boycott of Israeli institutions

More than 200 professors and students from Sweden have signed on to a call for an academic boycott of Israeli institutions.

06-10-2011 - jta.org/

+++ UK: Leading educator criticises student visa restrictions

One of the UK's top academics has lashed out at the Government tightening of immigration rules, claiming they pose a threat to the British tertiary education sector.

06-10-2011 - visabureau.com/

+++ USA: Bicycle Friendly Universities

The League of American Bicyclists is announcing six new Bicycle Friendly Universities at a conference in Pittsburgh.

07-10-2011 - bikeworldnews.com/

+++ FRANCE: A French Ivy League

Radical plans to create a French Ivy League are gathering pace as the first winners of a new elite universities scheme worth €7.7 billion start to receive cash.

07-10-2011 - insidehighered.com/

+++ EU/AFRICA: Student Exchange Programme For Namibia

The Polytechnic of Namibia launched a student exchange programme with universities in neighboring countries. The Intra-African-Caribbean and Pacific Academic Mobility Scheme Project is funded by the European Commission to a sum of €2.9 million.

07-10-2011 - economist.com.na/

+++ USA: Writers sue universities over digital books plan

A controversial plan involving a host of prominent American universities to digitise thousands of copyrighted books suffered a setback last month as a number of organisations sought to halt digitisation efforts.

09-10-2011 - universityworldnews.com/

+++ RUSSIA: Duma approves easy visas for Indians

Russia's lower house of Parliament has approved an inter-governmental deal on mutual visa regime simplification that will benefit scientists, cultural workers and students, as well as tourists and business men.

09-10-2011 - ibnlive.in.com/



+++ SPAIN: New Chinese Institute in León

The Institute Confucio is the sixth academic center of its kind in Spain dedicated to the diffusion of Chinese language and culture. It has been inaugurated by the Chinese vice-minister of Education, Du Zhanyuan.

10-10-2011 - diariodeleon.es/

+++ RUSSIA: Russian universities with most highly paid graduates

According to a recent investigation the most highly paid graduates in Russia come from four universities in Moscow and one in Novosibirsk. Their average salary is equivalent to €2.000.

10-10-2011 - ruvr.ru/

+++ SPAIN: Funding cuts mark the course beginning in Catalonia

Cuts of university departments' budgets and increased tuition fees caused protests and a demonstration of students on the first day of the academic year in Barcelona.

11-10-2011 - elpais.com/

DIE SOZIALE DIMENSION

von Gerd Köhler

editorial

„The social dimension is a key factor for the success of the European Higher Education Area“. Lange hat es gedauert, bis sich diese Position im Bologna-Prozess durchgesetzt hat. Anfang Juli haben rund 200 Vertreterinnen und Vertreter europäischer Studentenwerke – im Dialog mit Kollegen aus den anderen Kontinenten – ihre Erfolge selbstbewusst bilanziert: „Research – teaching – Student affairs and Services: these are the pillars of well-performing higher education systems“. Die Berliner Tagung diente dem Erfahrungsaustausch über die sehr unterschiedliche Praxis und die Suche nach Konzepten, um den gemeinsamen Zielen mehr Nachdruck zu verleihen.

Die von der Weltbank und der OECD entwickelte Politik des „cost-sharing with students“ scheint ihre Zukunft hinter sich zu haben

Der Titel der Eröffnungsdiskussion spiegelte die Pole und Ambivalenzen der europäischen Hochschulpolitik, die den Rahmen der studentischen Sozialpolitik bestimmt: Auf der einen Seite die alles dominierende Forderung nach Steigerung der ökonomischen Wettbewerbsfähigkeit im globalen Wettbewerb – auf der anderen die Einsicht, dass eine marktbestimmte Ökonomie ohne eine „soziale Dimension“ nicht die notwendige öffentliche Unterstützung finden wird. Wirtschaftliches Wachstum und Vorherrschaft der Starken auf der einen Seite – soziale Kohäsion mit dem Ziel, soziale Ungleichheit abzubauen, auf der anderen. Neoliberale Positionen stehen den Ideen des Wohlfahrtsstaates gegenüber.

Die internationale Finanzkrise und die fiskalischen Restriktionen der letzten Jahre, die zu einem großen Teil durch die öffentliche Finanzierung der von privaten Banken und Anlegern gemachten Verluste verursacht wurden, haben gezeigt, dass das neoliberale Modell an seine Grenzen gestoßen ist. Privatisierte Gewinne so lange es ging für den kleineren Teil der Gesellschaft, öffentliche Armut und Restriktionen beim Angebot öffentlicher Güter wie der Gesundheit oder der Bildung für eine wachsende Mehrheit in der Gesellschaft. Polarisierung charakterisiert die ökonomische und soziale Situation, in der „the winner – you remember the song – is taking all“. Die Zeit des verschleierns Glamours scheinen zu Ende zu gehen. „The losers“ sind nicht länger gewillt, ihre Rolle zu akzeptieren.

Die Studierenden haben – unterstützt von den Gewerkschaften – länger anhaltenden Widerstand gegen die Projekte der Neoliberalen organisiert. Sie haben den Protest gegen die Erhebung von Studiengebühren, gegen die Privatisierung der Kosten für die Hochschulen, gegen die „un-soziale“ Dimension von Bildung zur gesellschaftspolitischen Auseinandersetzung gemacht.

Das Unterlaufen und die Aufkündigung des Generationenvertrages begann Ende der 90er Jahre – nur zehn Jahre ist es her: Die Mehrheit der Bundesländer führte Stu-

diengebühren ein – mit Zustimmung der nationalen Rektorenkonferenz.

Die Studierenden haben dies zum Thema der Landtagswahlen gemacht und – Land für Land – gewonnen. Heute erheben nur noch zwei Bundesländer Studiengebühren. Die von der Weltbank und der OECD entwickelte Politik des „cost-sharing with students“ scheint ihre Zukunft hinter sich zu haben.

Die ältere und in der Mehrheit materiell abgesicherte Generation hat den Generationenvertrag aufgekündigt: Sie will nicht länger die Ausbildungskosten der Jüngeren durch ihre Steuern bezahlen. Gleichzeitig erwartet sie aber, dass die Jüngeren so viel in ihre Ausbildung investieren, dass sie so viel lernen und dadurch so viel verdienen,



Photo: KPW

dass sie die Renten derer bezahlen, die ihnen vorher eine angemessene Ausbildungsförderung versagt haben. Die Älteren stellen damit den Sozialvertrag in Frage, dessen Einhaltung sie für sich selbst ganz selbstverständlich einfordern.

Keine bildungspolitische Rede ohne einen Verweis auf den „globalen Wettbewerb“. Ist dies wirklich die einzige Philosophie, die wir uns vorstellen können? Ist der Kampf um die Karotte Reputation oder die Jagd nach Sponsorgeldern der einzige Antrieb für wissenschaftliche Arbeit? Gibt es nicht eine soziale Verantwortung von Hochschulen und Wissenschaftlern, die für sich individuelle und instrumentelle Eigenständigkeit verlangen? Diese Autonomie darf nicht nur die Unabhängigkeit vom Staat, sondern muss auch die von privaten Geldgebern sein.

Sie muss die Freiheit sein, sich für eine demokratische und soziale Hochschule einzusetzen, die ihrer kritischen und aufklärerischen Funktion in gesellschaftlicher Verantwortung gerecht werden will.

Die Zeit ist gekommen, über konkrete Alternativen zum neoliberalen Modell nachzudenken. Es lohnt sich, den sozialen Dialog auszubauen, um ein soziales Europa zu gestalten.

Das Essay basiert auf einem Vortrag auf der „International Bologna Conference – The Social Dimension Stocktaking and Future Perspectives of Student Affairs and Services“ vom 11. bis 13. Juli 2011 in Berlin. **Gerd Köhler** ist Mitglied des Hochschulrates der Universität Frankfurt.

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.



Karolin Holländer
(Photo: Körber -Stiftung)

EUROPE: DOCTORATES UNDER FINANCIAL STRESS

Results from a survey have shown the vast differences in doctoral funding for science students throughout Europe. The findings from the European Council for Doctoral Candidates (Eurodoc) demonstrate that in the Netherlands, Scandinavia and Belgium, 90 per cent of students doing a science postgraduate course have funding for their research. This is in comparison to only 75-85 per cent in France and Germany and just over 50 per cent in Austria.

Even when students do receive funding they may not have access to it for the whole duration of their studies. Karoline Holländer, former president of Eurodoc, suggests that some students "only have funding for two years or less, so they can't concentrate on their thesis but have to spend their time fundraising for the research." In the Netherlands and Spain around half or two thirds of students gain enough funding for four years, whereas in Germany only a quarter of students gain funding for one year only.

Helen Perkins, director of the Society for Research into Higher Education, adds that uncertainty over IP rights to PhD material is another common problem. Students may not be able to use the data from their own science thesis compared to those studying a doctorate in humanities, as in the humanities there is a „greater generosity in granting rights to students.“ [1323]

Press release of Eurodoc, 30-09-2011
eurodoc.net/

AUSTRIA: COMPETITION VS EFFICIENCY

The small medical school of Innsbruck has become the centre of a debate about Austrian universities merging. It is the latest proposed institution to join with another, in this case the University of Innsbruck, in a long-running debate in Austria about efficiency vs. competition. Hans Sünkel, the outgoing rector of Technical University of Graz, suggested that "21 universities in such a small country is too damn much!"

Austria could become another EU country to merge universities together in a bid to become cost efficient and more sublime. Science Minister Karlheinz Töchterle, former rector in Innsbruck, supported the Innsbruck merger in a recent statement.

As of yet, there has been no action. The merger of universities is not yet legal, but even if it was some suggest that it would only be for an administrative advantage. Some, such as Hans Sünkel, suggest that the fusion of universities would "decrease motivation and competition which the universities rely on each other for." [991]



MEDIZINISCHE UNIVERSITÄT
INNSBRUCK

BULGARIANS LUSTING AFTER STUDYING ABROAD

The financial crisis, which has dominated the media over recent years, has not deterred Bulgarian students from studying abroad. The number of Bulgarian students enrolling at universities across Europe has been increasing. Proof of this was shown at a European Education Exhibition, which was held in Sofia in early October.

Hundreds of young Bulgarians had the opportunity to meet representatives of prestigious universities from Britain, Denmark, Holland, Germany, Italy, Austria, Spain and Switzerland.

"For the 2011-2012 school year, 15 percent more students are willing to study abroad compared with last year," said the organiser of the exhibition, Elizabeth Toncheva.

The prospect of completing an internship at a major international company is regarded as one of the main reasons for studying abroad. Architecture and International Relations were amongst the most popular degree choices for Bulgarians. [911]



Radovan Fuchs (Photo: Medora)

CROATIA: CONFLICTING AUTONOMY IN UNIVERSITIES

Disputes at the University of Zagreb should be resolved by the university itself and not the ministry, said Radovan Fuchs, Croatia's Minister of Science, Education and Sports. He was commenting on the fact that current students were arguing that the ministry had not fulfilled their earlier promise that all first year students would have the right to free tuition in the second year.

Minister Fuchs added that "the question of determining the payment of fees and participation is entirely consistent with the academic freedom and autonomy of Croatian universities and colleges." Fuchs stressed that in accordance with such autonomy, the payment of tuition fees can differ from university to university, but added that he was confident that the university could resolve the issue.

In May the new Higher Education Act was rejected by the higher education community. And legally Croatian universities are not obliged to adhere to governmental draft laws. The University of Zagreb has rejected the proposal completely, with vice-rector Ksenija Turkovic saying that the draft lacked a clear national strategy in principle, and that the funding proposals were not worked out properly and would cause tuition fees chaos. [1214]



Student protest in Palermo, 7 Oct. 2011 (Photo: Blog Sicilia)

ITALY: NATIONWIDE STUDENT PROTEST

October 7 was the 'Day of students' in Italy. Thousands of students in over 90 cities marched through the city centres to protest against youth unemployment and government cuts to the education system. In Naples alone, 20.000 people participated in the demonstrations. The students chanted "if you block our future, we will block the city" as they marched towards the education ministry. Students threw paint and eggs at the entrance of the office of the rating agency Moody's in Milan which has downgraded Italy's credit rating.

"Forty percent of all schools are without a building safety certificate, 47% of young people have temporary jobs and 29% of young people are unemployed," a students' union said in a statement.

Protests have continued since then in several places. Violent clashes with the police have so far been unreported. But, according to the paper *La Repubblica*, preparations of the security forces for the "International day of outrage" on October 20 are underway.

In a blog, several independent student networks propose an alternative university reform. Its main issues are the Right to study, university democracy, student participation and free research. [1173]

University reform, as proposed by the students: 'L'altra riforma' (in Italian)

retedellaconoscenza.it/

PORTUGAL: NEW UNIVERSITY FINANCE RULES

New university finance regulations have been introduced by Education and Science Minister Nuno Crato in late September. According to these rules students are no longer eligible for publicly funded university scholarships if they or their family members have tax or social security debts. As the law text states, the purpose of these rules is to promote "greater justice in the allocation of scholarships, increasing the concentration of support in the most disadvantaged students."

A recent meeting of academic leaders in Porto provided students with the opportunity to show their anger, as those with indebted families may suffer under the new proposals.

"When someone from a household has debts, that person should be held responsible. The student who is of legal age should not be deprived of the scholarship as a consequence," says Luis Rodrigues, president of the Academic Association of the University of Minho. [917]

Official text of the regulation, Education Ministry, 21-09-2011
min-edu.pt/



David Cameron and Dmitry Medvedev (Photo: Kremlin)

RUSSIA/UK: RENEWED PARTNERSHIP THROUGH STUDENT MOBILITY

For the first time in six years a British leader visited Russia. David Cameron arrived in Russia last month with a band of 24 business officials and the two nations signed deals amounting to \$340 million. Relations between Moscow and London have been embittered since the polonium-210 murder of FSB agent Alexander Litvinenko.

Among other issues, student visa procedures were negotiated. Both sides want regulations to be eased. British visas compared with continental European visas, are difficult to obtain. Cameron said, on a news conference with president Dmitry Medvedev: "It is important to develop our humanitarian cooperation too, expand the contacts between ordinary people, students, teachers, scientists and cultural figures, not to mention businesspeople of course." The two countries have signed a memorandum, affirming joint research and innovation projects.

Shortly after, on October 1 and 2, Moscow hosted the "Education UK Exhibition", an event organised by the British Council. Britain has long been a fashionable destination for Russian students. Their numbers have almost doubled, from 1,850 in 2002 to 3,385 in 2010. [1136]

Press release of the news conference, 12-09-2011
rusemb.org.uk/

SLOVAKIA: EDUCATION REFORM NEEDED

The American Chamber of Commerce in Slovakia (AmCham) is focussing on a long-term strategy for improving Slovakia's competitiveness and educational reform. Executive director, Jake Slegers, an American who has lived in Slovakia for over a decade, states that despite the Slovak education system producing high-calibre graduates, they are not sought after by the Slovakian industry.

"There is qualified labour in Slovakia but the majority are leaving for opportunities abroad. Economic migration is a really big issue and affects Slovakia's competitiveness. We plan to make recommendations to the Slovak government," Slegers told the *Slovak Spectator*. He feels, Slovakia's educational competitiveness needs to be developed and there has to be a considerable reform within its educational institutions.

The OECD average spend on HE institutions, including both private and public funding, was 1.5 per cent of GDP in 2008. Only Italy, Slovenia and Slovakia spent less. [965]

SPAIN: UNIVERSITY OF INDIGNATION

This September, the so-called "Universitat Indignada 15M", meaning outraged or angry ones, was formed on the streets of Barcelona. Their the slogan "We train ourselves to transform. Dare to think!" aims to capture people and unite them in both protesting and learning.

Eleven neighbourhood assemblies of the Catalan capital have organised two weeks of debates, conferences, cine-forums, and workshops.

The 'indignados' believe that the State uses education as a means of suppressing people, and by having a free university on the streets they are helping to transform the society as they are an auto-managed and free project.

The original 'indignados' or M-15 demonstrations in Spain began on May 15th after months of economic downturn including unemployment and welfare cuts. The demonstrations which continued throughout the summer months have had a high input from young people with social networks being used as an outlet to create support for the demonstrations. The demonstrators have also utilized Youtube to globalise their protests, with videos being put up on the internet. [965]

Website of the 'Universitat Indignada 15M'
universitatindignada15m.wordpress.com/

TURKEY: FOREIGNERS IN THEIR OWN COUNTRY

Turkish students, who decide to transfer home from a foreign university to complete their studies, are required to pay extortionate tuition. Turkey's Higher Education Board (YÖK) is attracting much criticism for implementing this measure.

Critics say that Turkish students are being treated like foreign students, which breaches the Turkish Constitution's principle of equality.

For example, a medicine student studying in Turkey pays an annual fee of 591 Turkish Lira. The paper *Today's Zaman* quotes a Turkish student, who initially studied medicine in Germany and then decided to transfer to a Turkey. He says: "I studied under difficult circumstances in Germany. When I was no longer able to afford studying in Germany, I decided to enrol in a Turkish university. They wanted me to pay 8,000 Turkish Lira in tuition. My classmates are paying 600 Turkish Lira. This difference is incomprehensible." [898]



UK: APPRENTICESHIP OR UNIVERSITY?

Science and university minister David Willetts has urged youngsters to consider taking up apprenticeships while speaking at a Conservative conference in Manchester last week. 100,000 paid apprenticeships have been set up by the new coalition this year, meaning there are now as many apprenticeships available, as there are university places.

Despite government efforts to create training programs, there has been a general lack in interest amongst the younger generation. Willetts recently criticised youngsters for failing to take up apprenticeships. "When we make opportunities available we expect young people to take them up. There are no excuses," he said.

The move contradicts Labour's policy to increase accessibility to higher education. Willetts feels a higher level of vocational training needs to be embraced, ultimately resulting in greater accessibility of skilled labour in the UK. [895]

David Willetts' speech,
04-10-2011
conservatives.com/

UK/WALES: WELSH LANGUAGE REVIVED

In an effort to preserve the local language, a 'virtual college' for university studies in Welsh has been launched this autumn. The *Coleg Cymraeg Cenedlaethol* will teach a range of academic courses in Welsh, be it law or biology.

Merfyn Jones, chair of the Coleg, believes the birth of the college "is critical to the Welsh language. Before the Coleg was introduced, Welsh language in higher education was rare."

The Coleg has established its own independent network and will not award degrees to students. 25 lecturers have thus been appointed. An annual sum of £1 million in funding is supposed to work towards supplying 100 lecturers by 2012.

There are an estimated 611,000 Welsh speakers. This equates to one fifth of the population. However, academics suggest that Welsh will die out in ten years if steps are not taken to preserve it. [849]



Merfyn Jones (Photo: CCC)

The Coleg Cymraeg
Cenedlaethol's website
colegcymraeg.ac.uk/

all news - all studies - all books - all events on


www.esna.tv

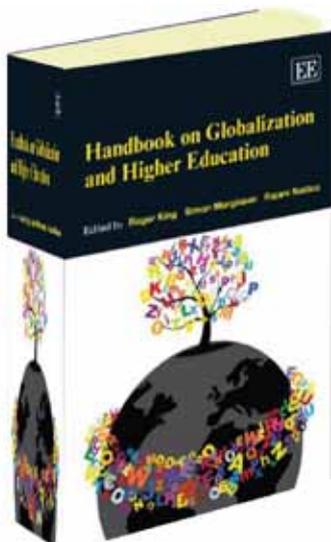
In the book review section of your Bulletin, the ESNA newsroom will share with you its reviews and announcements of the latest publications on higher education policy, management and debate.

DEVELOPING STUDENT CRITICALITY IN HIGHER EDUCATION: UNDERGRADUATE LEARNING IN THE ARTS AND SOCIAL SCIENCES

Critical thinking is a major and enduring aspect of higher education and the development of criticality in students has long been a core aim. Drawing upon empirical accounts and case studies of teaching and learning in different disciplines, this book critically analyses higher education curriculum and policy documentation to explore higher educational processes, encouraging a re-evaluation of practice and educational values, and enabling the development of curricula which incorporate systematic attention to the development of student criticality.

Brenda Johnston et al. (eds.)
Continuum Press | March 2011
ISBN: 9780826441171
English 256 pages hardcover £75.00

Order



HANDBOOK ON GLOBALIZATION AND HIGHER EDUCATION

Higher education has entered centre-stage in the context of the knowledge economy and has been deployed in the search for economic competitiveness and social development. Against this backdrop, this highly illuminating Handbook explores worldwide convergences and divergences in national higher education systems resulting from increased global co-operation and competition.

This comprehensive and accessible Handbook will prove a reference tool for researchers, academics and students with an interest in higher education from

economics, international studies and public policy perspectives, as well as for higher education policymakers, and funding and governance bodies.

Roger King, Simon Marginson, Rajani Naidoo (eds.)
Edward Elgar Publishing | September 2011
ISBN: 978 1 84844 585 7
English 560 pages hardback £139.50

Order

IMPROVING THE STUDENT EXPERIENCE A PRACTICAL GUIDE FOR UNIVERSITIES AND COLLEGES

Supporting and enhancing the undergraduate student experience across the student lifecycle from first contact through to becoming alumni is a critical activity in higher education today not only to aid retention and progression but in a highly competitive market, the quality of the student experience is pivotal to an institution's ability to attract students.

In this book, the editor Michelle Morgan describes how her new Student Experience 'Practitioner Model' provides an organised and more detailed structure.

Michelle Morgan (ed.)
Routledge | November 2011
ISBN: 978-0-415-59879-8
English 232 pages paperback £26.99

Order

new books

HIGHER EDUCATION'S COMMITMENT TO SUSTAINABILITY: FROM UNDERSTANDING TO ACTION

This fourth report, 'Higher Education's Commitment to Sustainability' includes papers by 85 authors from 38 countries. The publication presents the current situation and its implication for higher education, analyzing the link between sustainability and higher education. It shows a map of how the regions are advancing with regard to the subject; complemented with trending topics, networks' experiences and good practices.

The publication also includes a study to identify the main barriers that prevent the transformation of higher education institutions towards contributing to the sustainability paradigm, and highlight possible solutions in a global framework to advance from understanding to action.

Palgrave Macmillan Press |
November 2011
ISBN: 9780230535558
English 448 pages paperback
£40.00

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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.



Thushari Welikala
Universitas 21 | August 2011
English

[Download](#)

new studies

RETHINKING INTERNATIONAL HIGHER EDUCATION CURRICULUM: MAPPING THE RESEARCH LANDSCAPE

Universitas 21, an international network of 23 research-intensive universities in 15 countries, presents its teaching and learning position paper on internationalisation to provide an overview of the research landscape for the benefit of practicing educators across a range of disciplines. The paper addresses a range of issues to provide expert advice on questions such as "What is an internationalized curriculum?", "Why does it matter?", and "What do we know about how it can be delivered?"

10 YEARS OF 'POSITIVE DISCRIMINATION' AT SCIENCES PO SCIENCES PO, DIX ANS APRÈS LES C.E.P.

Ten years ago, *L'Institut d'Études Politiques de Paris (Sciences Po)* launched what it called the Priority Education Conventions scheme in order to encourage the recruitment of students from underprivileged backgrounds through 'positive discrimination'. This study evaluates the mid-term progress of this widely criticised initiative and to track the achievements of its students.

Vincent Tiberj
Sciences Po | September 2011
French

[Download](#)



Pankaj Ghemawat
AACSB International | June 2011
English | \$59.95

[Order](#)

GLOBALIZATION OF MANAGEMENT EDUCATION: CHANGING INTERNATIONAL STRUCTURES, ADAPTIVE STRATEGIES, AND THE IMPACT ON INSTITUTIONS

Rarely, if ever, have business schools experienced change as far-reaching and powerful as during the current wave of globalization. In this comprehensive report, the AACSB Task Force explores broad globalization trends in management education that command the attention of any individual or institution striving to navigate in today's environment. The report aims to encourage and guide business schools to embrace globalization in ways that are mission-appropriate, manageable given available resources, and meaningful to the stakeholders being served.

THE STRUCTURE OF THE EUROPEAN EDUCATION SYSTEMS 2011/12: SCHEMATIC DIAGRAMS

The Eurydice network has produced an update of its general overview of European education systems. This graphical reference tool provides a concise overview of the entire national educational sectors in 31 European countries including Iceland, Lichtenstein, Norway and Turkey with the exceptions of doctoral studies and special education. Aiming to facilitate the comparison of different national educational systems, this can be of interest for a wide range of users including students, academics and policy makers.

Eurydice
September 2011
English

[Download](#)

THE BOLOGNA PROCESS FROM THE PERSPECTIVE OF HIGHER EDUCATION RESEARCH

DER BOLOGNA-PROZESS AUS SICHT DER HOCHSCHULFORSCHUNG

Why should you read this publication, considering that so much has already been written on the subject? There is, above all, one argument: The contributions in this study give an overview of empirically derived data and analysis on the effects of the most comprehensive Study reform projects in the history of universities. The discussion so far has been conducted primarily on the basis of subjective opinions and impressions.

Sigrun Nickel
Centrum fuer Hochschulentwicklung (CHE) | September 2011
German

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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

new events



Brussels
19 October 2011



Εθνικό και Καποδιστριακό
Πανεπιστήμιο Αθηνών

Athens
20-21 October 2011

MODERNISATION OF UNIVERSITIES / EUROSTUDENT

The Permanent Representation of the Netherlands to the EU kindly invites you to a networking event on the modernisation of the higher education system. A special theme during the event will be the EUROSTUDENT project, which aims at collating comparable data on the social dimension of European higher education, including international mobility.

During the event the release of the new EUROSTUDENT comparative report entitled "Social and Economic Conditions of Student Life in Europe. EUROSTUDENT IV 2008-2011" will be presented. In addition News Briefs on the following topics are discussed: The impact of fees on students' budgets, Similarities and differences between students' income, Short-term learning mobility and mobility obstacles, and, Is higher education in Europe socially inclusive?

5TH EUROPEAN CONFERENCE ON GAMES BASED LEARNING

ECGBL 2011 explores the extremely interesting agenda of games-based learning, in an attempt to consider digital games in their deeper nature, as artifacts that incorporate inner human needs for communication and interaction, and the inextricable links between learning and play.

INTERNATIONALISATION AND QUALITY ASSURANCE CONNECTING EUROPEAN AND GLOBAL EXPERIENCES



Brussels
30 Nov. - 2 Dec. 2011

Three days with three different perspectives: "Quality of International Education in the Professions", "Connecting European and Global experiences", and thirdly, "European Quality Labels and Quality Assurance". In addition INQAAHE will pay a tribute to Dr Marjorie Peace Lenn, one of its founders in 1991, who sadly died last year. Marjorie's main interests, the various forms of international higher education and its relation with the professional accreditors will be explored through presentations and workshops the first day.



Lund, Sweden
15-16 December 2011

STRATEGIC MANAGEMENT OF INTERNATIONALISATION

The conference of the Nordic University Association (NUS), the Nordic Association of University Administrators (NUAS) and the OECD's Programme on Institutional Management in Higher Education (IMHE) will examine some of the challenges facing universities and governments as a result of the growing internationalisation of higher education throughout the world. Participants will have the opportunity to hear from leading experts on global trends and to consider practical responses. Case studies of national policy and institutional practice will be debated and new approaches to the evaluation of internationalisation discussed.



Brussels
14-15 February 2012

EFMD HIGHER EDUCATION RESEARCH CONFERENCE

The conference, organised by the Lorange Institute of Business, will serve as a platform for bringing together researchers with a focus on higher education and a specific interest in business schools to discuss their original work, particularly on the general topic areas of "Internationalizing higher education institutions in a global context", "Leading and changing business schools and HEIs"; "Value of rankings and accreditations" and "Innovation and entrepreneurship capacities in business schools".

Contributions to Bulletin N°110 - October 5, 2011: *Hannah Blackstock (calls), Tino Brömme (editor-in-chief), Helen Salvin (books), Luis Taboada (events), Frank Vanaerschoot, Tania Woodcock (studies & proof reading)*