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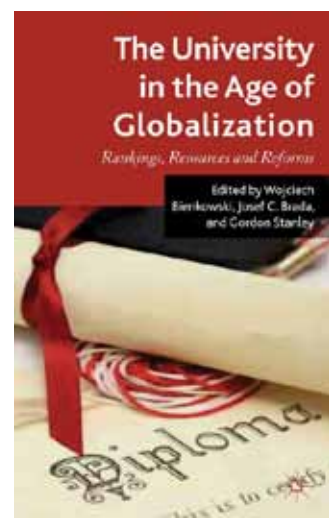
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ESNA's news section provides an easy-to-use format to learn about the latest developments in European Higher Education. The news are selected by our team from thousands of sources and drafted to provide you with the most comprehensive overview of events.

## news

### EU: SCIENTIFIC VISA CAN BE IMPROVED

Europe has to make it easier for researchers coming from abroad to obtain a visa, *Nature* argues.

The EU has set the target to have one million additional researchers and to increase research spending to 3 percent of GDP. The European Commission formally closed a consultation exercise on how to reform scientific visa, introduced in 2005. Researchers who sign a 'hosting agreement' with an approved institution and receive such a visa for at least one year can obtain a residence permit without having to apply for a work permit (except UK and Denmark). The institutions, in return, vouch for the researchers' sufficient financial means and skills for the job.

This was a step in the right direction, the science magazine writes, but further improvements are necessary: To avoid delays of up to three months, research organisations should be able to file the visa applications on behalf of the researchers. They "often have in-house legal expertise, and are more likely to be trusted by immigration officials than an individual, all of which will speed up the process."

On average it costs 250 Euros to apply for a visa, which is deemed to be too expensive for some researchers, especially those from developing countries. "Lower and comparable charges would make the scheme more attractive."

Researchers are under additional stress because they are forced to organise their next steps already during the granted time. Instead, the EU should grant a grace period of one month "to give some breathing space."



Nature article, 29-08-2012  
nature.com/



Geneviève Fioraso  
(Photo: Bruno Moyen)

### FRANCE: STEEP RISE OF STUDY COSTS

Student life becomes more and more expensive in France and, as a consequence, students poorer and poorer.

The two main French student unions, UNEF and FAGE, have published their yearly analysis of students' expenditures which shows that students "impoverish two times as fast as the rest of the population". Their expenses have grown by 3,7 percent compared to last year, which is twice the inflation. Responsible are in the first place steep rises of rents for small flats (up to 10 percent in Paris) and of the prices for basic goods like food and clothes. Additionally, science minister Geneviève Fioraso, just like her conservative predecessors, has raised inscription fees by 2,1 percent.

In ten years, FAGE shows, the cost of student life has grown by 50 percent, 33 percent more than inflation. A consequence of this price explosion is that more and more students need to work and dedicate less time to their studies. While 2006 only one in two students worked, today the number rose to three quarters.

The student unions now demand from president François Hollande to fulfill his promises "for the youth". Both propose an 'autonomy allocation' for students who are not supported by their parents and a substantial raise of maintenance grants.

According to the Observatory of Student Life (OVE) the social divide at universities has grown as well. In the last five years, the student numbers from poorer families fell from 36 to 31 percent.

### GERMANY: "SAVE THE UNIVERSITIES!"

Ernst Schmachtenberg, president of the association of nine German technical universities, TU9, has urged the government to still act in this legislative period. He refers to the article 91b of the German constitution (Basic Law) that forbids the central government to fund universities directly – a law that science minister Annette Schavan promised to change.

But Schmachtenberg complains, "since the announcement (in May) to lift the funding restrictions for the government no significant steps have been taken. Instead of searching for the solution to the problem, fortresses for the upcoming federal elections are drawn up."

The TU9 are worried because student numbers are still increasing and the continuation of the Excellency Initiative is insecure. The Conference of Education



Press releases by UNEF and FAGE,  
August 2012  
unef.fr/  
e-fage.org/

Press release by TU9,  
29-08-2012 (in German)  
tu9.de/

Ministers (KMK) estimates an additional increase of first year students by 20 percent in the coming years.

Currently the Länder are responsible for the basic funding for universities and Berlin can only supply money with temporary projects such as the "Higher Education Pact" with additional money for student places or the Excellency Initiative for research related projects. And while the MIT in Boston, for instance, can spend up to 178.000 Euro per student, or the ETH in Zurich 53.000 Euros, for a student at a German technical university (except medicine) less than 20.000 Euro are available.

## SLOVAKIA: CORRUPTION IN THE POLICE ACADEMY

Shortly before the summer holidays, the Rector of the Police Academy in Bratislava, Vaclav Krajník has been dismissed by the academic senate. Suspected of corruption and abuse of authority, the 65-year-old criminologist and rector since 2000 is the first high-ranking academic ever being taken in custody with handcuffs. His expulsion from the Police Corps has been confirmed by the Ministry of the Interior in August. Together with two other colleagues, Krajník now faces criminal prosecution, *TASR* reports, after it was discovered that 29 applicants were admitted to the academy this year by way of falsifying their entrance examinations. Allegedly, two applicants paid bribes up to 5000 Euro to Krajník. Czech journals also report that another police raid discovered at least one illegally granted dissertation and the disappearance of European funding money.



Leighton Andrews  
(Photo: Cynulliad Cymru)

## UK/WALES: UNIVERSITY MERGER WITH OBSTACLES

Wales' education minister Leighton Andrews is determined to create one big Welsh university by merging three institutions. In mid-July, he first announced his intention to dissolve two Welsh institutions – the University of Wales and the Cardiff Metropolitan University – and merge them with the University of Glamorgan. He wants the new "super" institution to be reality by 2015, which will involve eight campuses and 40.000 students.

On the dissolution of Cardiff Metropolitan University, which strongly opposes joining a planned three-way collaboration, the Welsh Government announced a consultation process. The university, on the other hand, feels prepared to fight against an enforced merger in the High Court.

The conservative opposition accused Andrews of "carving up" reputable institutions. "This is the final assault on Cardiff Metropolitan University, as the minister seeks the dubious accolade of being one of precious few ministers in UK history to forcibly dissolve a university", Shadow Education Minister Angela Burns told the press. "The minister's bullying is creating significant turbulence and uncertainty for staff and prospective students and risks creating the downward spiral, which the he claims he is seeking to avoid."

By the end of August not much happened except the minister reiterating the promise that no job cuts and campus closures would result from the merger.

## INTERNATIONAL: UN NEEDS SCIENCE ADVICE

UN Secretary-General Ban Ki-moon has requested UNESCO to take the lead in creating a Scientific Advisory Board and also to provide the secretariat for it. By doing so he follows the advice of the recent report "Resilient People, Resilient Planet: A Future Worth Choosing".

"It is important that advice to the Secretary-General span a broad spectrum, from the basic sciences, through engineering and technology, incorporating also health sciences, agricultural sciences, human and social sciences, in addition to environmental sciences," Irina Bokova, head of the Panel on Global Sustainability (GSP) who issued the report, told *Nature*. "I will ensure that The Scientific Advisory Board draws on the wealth of expertise of the UN system and from major international scientific organisations."

GSP also recommended that the science-policy interface should be considerably strengthened by launching a major global initiative to bring multidisciplinary science into the sustainable development policy arena ranging from the basic sciences, engineering and technology to the environmental and agricultural sciences. The implementation of both of these recommendations is now taking shape.



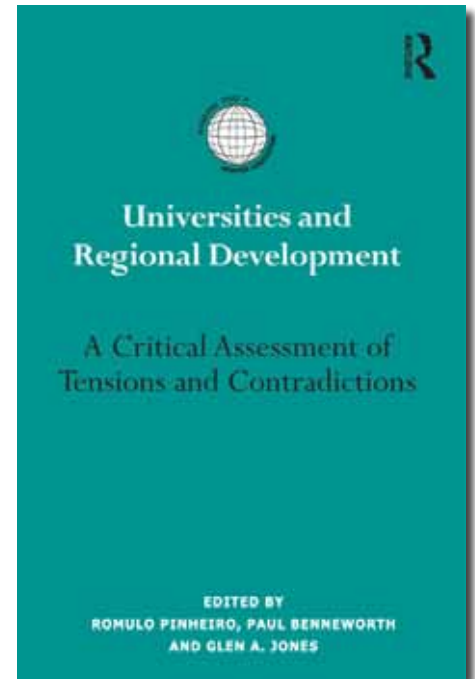
GSP Report: "Resilient People,  
Resilient Planet: A Future Worth  
Choosing"  
un.org/gsp/

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.

## out now

### UNIVERSITIES AND REGIONAL DEVELOPMENT A CRITICAL ASSESSMENT OF TENSIONS AND CONTRADICTIONS

Universities are under increasing pressure to help promote socio-economic growth in their local communities. However until now, no systematic, critical attention has been paid to the factors and mechanisms that currently make this process so daunting. In *Universities and Regional Development*, scholars from Europe, the Americas, Africa, and Asia critically address this knowledge gap, focusing on policy, organization, and the role of individual actors to uncover the challenges facing higher education institutions as they seek to engage with their regions.



Rómulo Pinheiro, Paul Benneworth,  
Glen A. Jones (eds.)  
Routledge | June 2012  
ISBN 978-0-415-89355-8  
288 pp. hardback £100.00

**Order**



### STRATEGIC CURRICULUM CHANGE IN UNIVERSITIES. GLOBAL TRENDS

The curriculum is a live issue in universities across the world. Many stakeholders – governments, employers, professional and disciplinary groups and parents – express strong and often conflicting views about what higher education should achieve for its students.

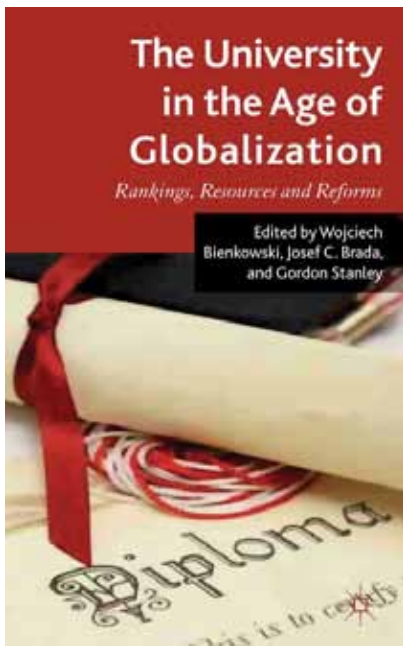
Many universities are reviewing their curricula at an institutional level, aware that they are in a competitive climate in which league tables encourage students to see themselves as consumers and the university as a product, or even a 'brand'. The move has prompted renewed concern for some central educational questions, about both what is learnt and how.

*Strategic Curriculum Change* explores the ways in which major universities across the world are reviewing their approaches to teaching and learning. It unites institution-level strategy with the underlying educational issues. The book is grounded in a major study of curriculum change in over twenty internationally-focused, research-intensive universities in the UK, US, Australia, The Netherlands, South Africa and Hong Kong.

This book presents a theorised and contextualised approach to the study of the curriculum, and carries on much-needed research on the curriculum in higher education. It is an essential for the collection of all academics at university level, and those involved in policy making, quality assurance and enhancement.

Paul Blackmore, Camille B. Kandiko  
Routledge | June 2012  
ISBN 978-0-415-80932-0  
232 pp. hardback £90.00

**Order**



Wojciech Bienkowski, Josef C. Brada, Gordon Stanley (eds.)  
Palgrave MacMillan | July 2012  
ISBN 978-0-23036-400-4  
272 pp. hardback £65.00

**Order**

## THE UNIVERSITY IN THE AGE OF GLOBALIZATION RANKINGS, RESOURCES AND REFORMS

This book brings together the views of an international group of experts on the internationalization of higher education, covering such themes as the international rankings of universities and issues of funding and autonomy, and the improvements needed in the promotion and commercialization of university research. Particular attention is paid to the system of higher education in the United States of America, and its domination of the top rankings. These universities and their experiences are compared to the higher education systems in the transition economies of Eastern Europe, which serve as an example of the problems facing middle-income countries in terms of funding, the social and economic consequences of low rankings, and possible avenues of reform.

## PUBLIC PRIVATE PARTNERSHIPS IN EDUCATION NEW ACTORS AND MODES OF GOVERNANCE IN A GLOBALIZING WORLD

This book analyses the cooperation between the universities and their influence in all other areas of society, especially government. It reviews the main reasons for the universities to work together, concluding that it increases competition and brings the country a competitive advantage.

The contributors expertly study the different types of partnership arrangements and thoroughly critique the value of PPPs. Some chapters explore how PPPs, as a policy idea, have been constructed in transnational agendas for educational development and circulated globally, whilst other chapters explore the role and implications of PPPs in developing countries, providing arguments for and against an expanding reliance on PPPs in national educational systems.

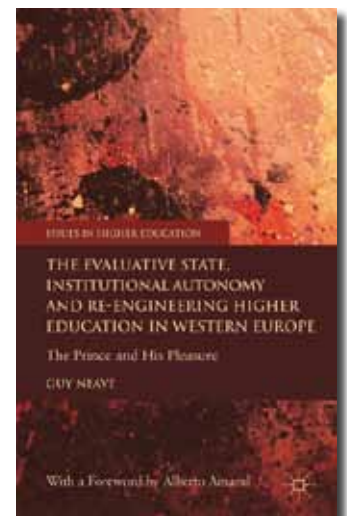
Susan L. Robertson, Karen Mundy, Antoni Verger (eds.)  
Edward Elgar | 2012  
320 pp. hardback £72.00  
ISBN 978-0-85793-068-2

**Order**

## THE EVALUATIVE STATE, INSTITUTIONAL AUTONOMY AND RE-ENGINEERING HIGHER EDUCATION IN WESTERN EUROPE

This study provides an alternative framework for reflecting on the changes in Western Europe's higher education systems over the past quarter century. Building from two basic concepts – the rise of the evaluative state and the shifts in meaning and definition of positional and institutional autonomy – it dissects the profound shifts in the external relationship between higher education, government and society.

Drawing on rich data from France, Spain and Portugal, this book also examines the role in the rise of the evaluative state played by such pioneering systems as Britain, France and the Netherlands. It demonstrates the centrality the two key concepts have for higher education policy in Western Europe today and charts how autonomy has mutated from being of integral value in higher education to becoming an instrument of policy.



Guy Neave  
Palgrave | May 2012  
ISBN: 978-0230348035  
264 pages hardback £55.00

**Order**

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.

## new studies

### ATTRACTING INTERNATIONAL STUDENTS (SCOTLAND) EQUITABLE SERVICES AND SUPPORT, CAMPUS COHESION AND COMMUNITY ENGAGEMENT

This report is focusing on the international students and their position in the Scotland universities. In 2011, Scotland had 45,000 international students. This research highlights the things that universities did not accomplish and did not provide to international students such as supporting ones with the disabilities. The main recommendations are concerning necessity of respecting the equity of support services to all students, improving accomodation services, career services, fundings, disability services, health services and finance.

ECU | May 2012  
English

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### RESEARCH UNIVERSITIES AND RESEARCH ASSESSMENT

This position paper of the League of European Research Universities (LERU) analyses the current environment with high consumption of the ranking lists and research assessments and tries to give an answer should university research be assessed. It gives recommendations for universities and researchers as well as governments, funders, and external agencies of how research assesments should be leaded and what should be assessed.

LERU | May 2012  
English

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### STUDENTS' STUDY PATTERNS AND TOTAL LENGTHS OF STUDY (SWEDEN)

This report, done by the Swedish national agency for higher education, focuses on student life in Sweden, mainly on duration of studies and study patterns. By describing the higher education system in Sweden, the report particularly emphasizes flexibility, great freedom of choice, huge variety of programs and specialization courses, possibility in enrolling in higher education at any age and returning to higher education for new or supplementary studies.

Högskoleverket | 2012  
English

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### THE SHAPE OF THINGS TO COME: HIGHER EDUCATION GLOBAL TRENDS AND EMERGING OPPORTUNITIES TO 2020

This study provides a rigorous analysis of prevailing trends that are shaping higher education globally. It also looks into the next decade to determine how these will unfold and details the impact of demographic and economic drivers on the changing higher education landscape in the next decade. It aims to identify the most significant emerging markets for international students and the fastest growing education systems, as well as predicting which countries' systems will be most open for international collaboration in teaching and research. Particular importance is paid to the role of emerging economies.

British Council | June 2012  
56 pages | \$100.00

[Order  
Summary](#)

### EXAMINATION FRAUD IN FRENCH HIGHER EDUCATION

The report, commissioned by the Ministry of Higher Education and Research, gives an account of current regulations and mechanisms to prevent fraud of students in the process of examination. It compares earlier times with today, shows the different perception of students and professors, and calls institutions to invest more in this field to better detect frauds, create new measures of control and punishment. It also wants to create more awareness and better evaluation, explaining the meaning of fraud on institutions' international reputation and the professional future of their students.

MESR | April 2012  
French

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## ACCESSIBILITY, SUSTAINABILITY, EXCELLENCE HOW TO EXPAND ACCESS TO RESEARCH PUBLICATIONS (UK)

The report recommends a programme of action to enable more people to read and use the publications arising from research since faster communication of research results should bring benefits for public services and for economic growth. Faster communication of research can also bring improved efficiency for researchers and opportunities for more public engagement with research. At the same time, the report recommends extensions to current licensing arrangements in the higher education, health and other sectors; and it welcomes recent moves by publishers to provide access to the great majority of journals in public libraries.

Finch Group | June 2012  
English  
[Download](#)

## FIRST EUROPEAN SURVEY ON LANGUAGE COMPETENCES

The survey provides comparable data about foreign language competences across 14 European countries. In each participating country the assessment measured reading, listening and writing abilities in two out of the five most widely taught official languages of the EU: English, French, German, Italian and Spanish. Altogether, almost 54,000 pupils aged 14-15 years were tested.

European Commission  
June 2012  
English  
[Download](#)

## EUROBAROMETER: EUROPEANS AND THEIR LANGUAGES

After a previous Eurobarometer survey in 2005, a new wave of the survey was commissioned to see if and how Europeans' behaviour and opinions about multilingualism have changed. As well as spoken ability, the study examines the level of understanding and use of other languages, learning behaviour, attitudes towards learning or improving language skills, perceptions of the most useful languages, views on EU policy in relation to language use and the role that translation has. The findings have been analysed firstly at EU level and secondly by country, and the results have been compared with the previous survey.

European Commission  
June 2012  
German, French, English  
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## CENTRAL AND EASTERN EUROPE BEYOND TRANSITION CONVERGENCE AND DIVERGENCE IN EUROPE

The report, published by the European Science Foundation, aims to identify new themes for social science research in and on Central and Eastern Europe, which can be promoted and endorsed by national and European funding institutions. Three main topics were analysed: Populations in change; new geographies of Europe; and social cohesion. This report could help in integrating social sciences researching from Central and Eastern Europe in the international area, after the period of difficulties and communist regime these countries had in past. Eight structural recommendations are outlined for social science research in and on CEE.

European Science Foundation  
June 2012  
English  
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[Summary](#)

## THE WORLD AT WORK JOBS, PAY AND SKILLS FOR 3.5 BILLION PEOPLE

The report shows that signs of skills mismatch are already visible by widening income inequality and rising youth unemployment, by comparing rich and countries in development. Report warned that if some measures are not taken, by the 2020 there could be 85 million high and medium skilled people and 90 million of low skilled workers. As part of the possible solution, businesses will also need to retain more women and older workers and get more deeply involved in shaping public education and training.

Richard Dobbs et al.  
McKinsey Global Institute  
June 2012  
English  
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## MAKING INDUSTRY-UNIVERSITY PARTERSHIPS WORK LESSONS FROM SUCCESSFUL COLLABORATION

Gail Edmondson (ed.)  
Science|Business Innovation  
Board | June 2012  
English  
[Download](#)

This report aims to address the challenges of bridging the industry-university divide by highlighting what makes universities attractive as industry partners, what structures make for excellent partnerships and what approach produces seamless interactions. Also it gives recommendations to Government of how should universities function and that they should have autonomy.

## FURTHER HIGHER? TERTIARY EDUCATION AND THE GROWTH IN THE UK'S NEW ECONOMY

Clare Mc Neil Amna Silim  
UCU, IPPR | June 2012  
English  
[Download](#)

The report on what are universities bringing to UK economy has come to the figure that the economy is boosted by £227,000 for every student the state puts through A levels and a degree. The report considered growth areas that the UK is failing to take advantage of, it also compiles figures on UK spending that show that Britain invests just 1.7 per cent of public expenditure in further and higher education, compared with 2.3 per cent in France, 2.8 per cent in Germany and the 3.0 per cent average across OECD countries.

## STUDENTS' EXPECTATIONS ABOUT ECONOMIC DEVELOPMENT IN GREECE AND GERMANY

Manfred Königstein, Konstantinos  
Papadopoulos | Aristotle  
University and University of Erfurt  
July 2012  
English, German, Greek  
[Download](#)

These are the results of a scientific investigation of a group of Greek and German economists who collected measures of students' expectations regarding economic development. The data were collected simultaneously in Greece and Germany. The study collected questionnaire responses of students in their first year of studies most of them being students of economics. They had to answer questions on expected development of income for several educational groups as well as taxes (including social security). Furthermore, the study identifies expected difficulties in finding a job that fits education and students' willingness to look for a job abroad.

## SKILLED IMMIGRATION AND INNOVATION. EVIDENCE FROM ENROLMENT FLUCTUATIONS IN U.S. DOCTORAL PROGRAMS

Eric T. Stuen, Ahmed Mushfiq  
Mobarak, Keith E. Maskus  
Yale School of Management  
November 2011  
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This study examines the contribution of domestic and foreign doctoral students to innovation at 2300 American science and engineering departments from 1973 to 1998. Both U.S. and international students contribute significantly to the production of knowledge at scientific laboratories, and their contributions are statistically comparable, consistent with an optimizing department. A theoretical model of scholarships helps us infer the productivity effects of student quality. Visa restrictions limiting entry of high-quality students are found to be particularly costly for academic innovation.

## THE CONTRIBUTION OF HIGHER EDUCATION TO SUSTAINABLE DEVELOPMENT

IAU Horizons, pp. 14-38  
July 2012  
English  
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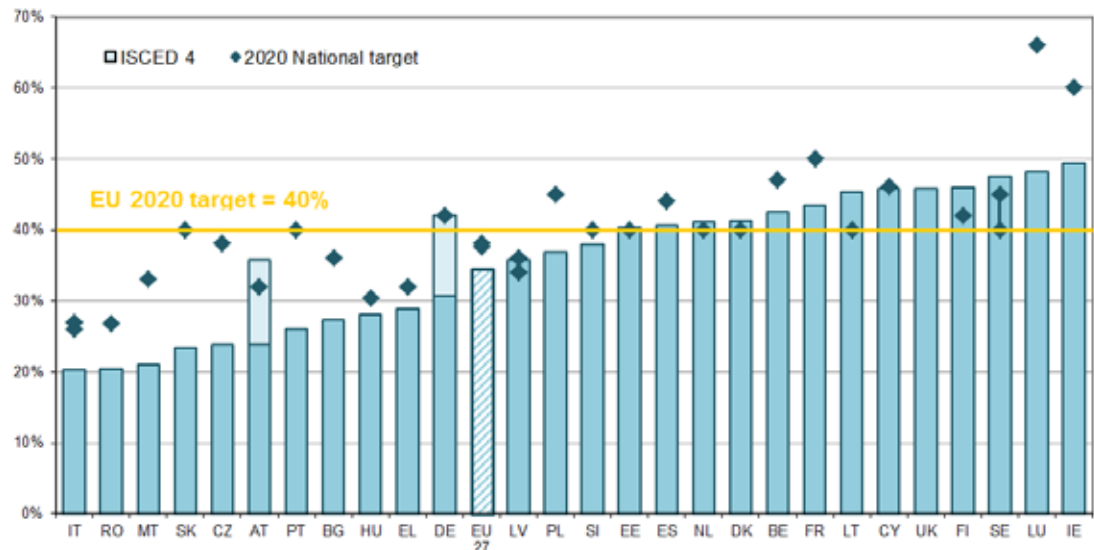
It has been a struggle, says Eva Egron-Pollak, secretary general of the International University Association, to see the role of higher education in achieving sustainable development brought onto the agenda of the summit Rio+20. At the same time, innovative initiatives, declarations, mobilisation and institutional projects are not lacking, as this issue of IAU Horizons attests both by the number and variety of articles presented. The thematic dossier of this issue, includes 26 articles.





## policy papers

### PROGRESS IN REDUCING EARLY SCHOOL LEAVING AND INCREASING GRADUATES IN EUROPE



European Commission  
Press Release, 7 June 2012

[Download](#)

Higher education attainment among those aged 30-34 in 2011 and Europe 2020 national targets (in %)

### RIO+20 COMMITMENT TO SUSTAINABLE PRACTICES OF HIGHER EDUCATION

United Nations Conference on  
Sustainable Development  
June 2012  
English

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On the occasion of the UN Conference on Sustainable Development in 2012, the leaders of the international academic community are called upon to commit to the development of sustainable practices for Higher Education Institutions. They were invited to sign on to the Declaration below.

### FUTURE OF CAREERS AND THE IMPACT ON HIGHER EDUCATION

"The talents of people, developed and augmented in terms of cognitive and attitudinal characteristics throughout the education career, are important to function well on the labor market with a motto: the more your talents are developed, the better your chances on the labor market. The demands for talents on the labor market are not different from those for good citizenship. There is then also no trade off in university teaching between talents needed for the labor market and for society."

Jo Ritzen  
IARU Presidents Meeting  
April 2012  
English

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### WOMEN, RESEARCH AND UNIVERSITIES PURSUING EXCELLENCE IN RESEARCH WITHOUT LOSS OF TALENT

The League of European Research Universities has released this paper today with a commitment and with recommendations on what universities and others can do to make research careers attractive – for women and for men. Since universities' actions are in many cases regulated or influenced by other factors, it is clear that the recommendations have implications for other actors such as EU policy makers, funders, governments and publishers. These are also discussed in the paper.

LERU | July 2012  
English

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### 2 EUROPEAN COMMISSION REPORTS ON ERASMUS MUNDUS

European Commission  
Experience and lessons learnt  
from the first generation of EMCC

[Download](#)

Survey Report - Cluster on  
Sustainability and Recognition of  
Degrees and Joint Degrees

[Download](#)

In July, the European Commission published two reports about the Erasmus Mundus Programme (EM). One of them, entitled *Experience and lessons learnt from the first generation of EM Master Courses*, presents the analysis of 36 individual assessments of final reports from 2004 and 2005. The other one is a survey report of the combined *Cluster on Sustainability and Recognition of Degrees and Joint Degrees* project. Drawing on the experience of previous EM projects, both reports aim to identify existing good practices, as well as difficulties faced by EM study programmes.

## All European Higher Ed Conferences

### upcoming events

**maunimo**

Oslo  
4-5 september

#### MAPPING UNIVERSITY MOBILITY OF STAFF AND STUDENTS

The final dissemination conference of the MAUNIMO project is the culmination of a two-year project that piloted a mobility self-evaluation tool, the Mobility Mapping Tool (MMT), with 30 European universities and assessed both the impact of the tool and the prospects of launching it more widely as a university service. The conference will present various testimonials of the participating universities.

**i-KNOW**

Graz, Austria  
5-7 september

#### I-KNOW - KNOWLEDGE MANAGEMENT AND KNOWLEDGE TECHNOLOGIES

i-KNOW 2012 brings together international researchers and practitioners from the fields of knowledge management and knowledge technologies. Opening and closing keynotes and a conference-wide i-Exhibition complete the i-KNOW conference program.

**UNIVERSITY OF BATH**

Bath, UK  
17 september

#### DISRUPTIVE CHANGE AND INNOVATION IN HIGHER ED.

This conference looking at the impact of disruptive change on higher education institutions and the broader higher education sector internationally will feature keynote addresses by three respected international higher education experts, each with a different perspective on the challenges faced. The conference will feature interactive sessions examining how the forces of disruption are impacting the steering, governance, management and operation of institutions and systems of higher education.

#### THE ROLE OF OPEN AND FLEXIBLE EDUCATION IN EUROPEAN HIGHER EDUCATION SYSTEMS FOR 2020 NEW MODELS, NEW MARKETS, NEW MEDIA

The topics of this conference under the EU-Presidency of Cyprus are: how open and flexible education is organised as an organic part of European higher education systems; implementing new organisational and educational models within frontrunner institutions, capitalizing on new opportunities created by ICT in education; meeting new markets and learning needs; developing open media as platforms for open knowledge sharing; and developing European open and flexible higher education in a 2020 perspective.

**EADTU**

Paphos, Cyprus  
27-28 september

#### HIGHER EDUCATION IN 2030. A LOOK INTO THE CRYSTAL BALL

In anticipating the future, this ACA policy seminar will take a double perspective: regional and thematic. In regional terms, we are addressing the future global 'pecking order' and, in particular, the issue of global higher education leadership. In a thematic respect, we will look into the role of internationalisation in 2030.

**ACA**  
ACADEMIC  
COOPERATION  
ASSOCIATION

Brussels  
12 october

**cheps**  
Center for  
Higher Education  
Policy Studies

Twente, NL  
30 october

#### NEW PERSPECTIVES IN H.E. AND REGIONAL DEVELOPMENT

As universities are increasingly strategically managed to achieve their core goals, understanding why universities might choose to work with regions is essential to understanding the contributions that they can potentially make to economic development in general and recovery from the current economic crisis. This subject is the focus of this conference.

# calls for proposals / tender

Deadlines ▶ **LINKS**

## MEASURING THE IMPACT OF UNIVERSITY-BUSINESS COOPERATION

The European Commission has decided to launch a study on the outcomes and impact of cooperation between the higher



education sector and the business sector. The study should explore university-business cooperation with a particular focus on new areas of cooperation beyond the domain of R&D. It should address university-business cooperation in non-R&D related areas and focus on the educational and business aspects and motivations, e.g. joint skills strategies, lifelong learning, curriculum design and delivery, entrepreneurial initiatives, business driven alliances, etc. The budget is 200.000 Euro.

13 September 2012 ▶ **EAC/23/2012**

## THREE NEW EIBURS SPONSORSHIPS WITHIN ITS EIB-UNIVERSITIES RESEARCH ACTION

The European Investment Bank Institute channels most of its institutional relations with universities through its Knowledge Programme. Part of it is EIBURS, the EIB University Research Sponsorship Programme, which provides grants to university research centres. These sponsorships, of up to 100.000 Euro per year for a period of 3 years. For the academic year 2012/2013, the EIBURS programme has selected three new lines of research:

- Measuring Impact beyond Financial Return
- Financial Literacy
- Cost/Benefit Analysis in the Research, Development and Innovation Sector

14 September 2012 ▶ **EIBURS**

## IMPACT OF DIFFERENT COST-SHARING MODELS ON EFFECTIVENESS, EFFICIENCY AND EQUITY IN HIGHER EDUCATION

In order to contribute to the European and national policy debates concerning higher education funding, this study aims to analyse the influence of different models of funding on higher education system outcomes, focusing specifically on the teaching mission of higher education institutions. The budget amounts to 500.000 Euro.

Particular focus lies in the identification of EU added value of the Erasmus programme:

- Erasmus student mobility
- teaching assignment/staff training
- Intensive Programmes (IP)

5 October 2012 ▶ **EAC/27/2012**

## FRAMEWORK CONTRACT IN THE FIELD OF EVALUATION OF RESEARCH AND INNOVATION PROGRAMMES AND POLICIES

The framework contract intends to provide a facility through which the European Commission, the ERC executive agency and other implementation structures can obtain services in relation to the evaluation of European Union research and innovation activities. The focus of the evaluations has to lie on the Framework Programmes, the European Research Area (ERA), the Innovation Union and Horizon 2020. The programme budget is 27 million Euro.

8 October 2012 ▶ **RTD FWC 2012-A6**

## LIFELONG LEARNING PROGRAMME 2013

The Commission has published the general call for proposals for 2013 for participation in the last year of the Lifelong Learning



Programme. Through the programme the EU enables people of all ages to gain experience through studies, training or learning abroad and supports co-operation between schools, universities and enterprises in different European countries.

Besides Comenius, Erasmus, Leonardo da Vinci, Grundtvig and Jean Monnet, the programme offers support to activities for policy co-operation, in the fields of languages, information and communication technologies and dissemination and exploitation of results. The total budget is 1.276 billion Euro.

The 2013 call has five priorities:

- Develop strategies for lifelong learning and mobility
- Encourage cooperation between the worlds of education, training and work
- Support initial and continuous training of teachers, trainers and education and training institutions' managers
- Promote the acquisition of key competences throughout the education and training system
- Promote social inclusion and gender equality in education and training, including the integration of migrants and Roma

action specific deadlines ▶ **EACEA**