IAU 15TH GENERAL CONFERENCE
HIGHER EDUCATION:
A CATALYST FOR INNOVATIVE AND SUSTAINABLE SOCIETIES

13-16 November 2016
Bangkok, Thailand

INTERNATIONAL ASSOCIATION OF UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU
ASSOCIATION INTERNATIONALE DES UNIVERSITES
BUREAU INTERNATIONAL DES UNIVERSITES

Selective annotated bibliography

HEDBIB

International Bibliographic Database on Higher Education

2010 - 2016

SELECTED THEMES	
Access	1221
Distance Learning	1318
Doctoral Degrees	438
Evaluation	3522
Finance	1684
Governance	482
Government University Relationship	1191
Intercultural Dialogue	366
Internationalization	2974
Lifelong Education	790
Policy	3914
Quality Control	2900
Student Mobility	442
Sustainable Development	337

COUNTRIES / REGIONS	
Africa	2264
Arab States	617
Asia / Pacific	4209
Europe / North America	18082
Latin America / Caribbean	3070

HEDBIB
International Bibliographic Database on Higher Education
http://hedbib.iau-aiu.net

COLLECTIONS	
Monographs	14479
Periodicals	54
Periodical Articles	18982
TOTAL	35440

SERVICES
Information Centre
Inter-library Loans
Member Services
Thematic Bibliographies
Coffee at IAU

INTERNATIONAL ASSOCIATION OF UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU

Produced for the IAU 15th General Conference
Bangkok, Thailand,

13 – 16 November 2016

Presentation

This bibliography, produced for the IAU 15th General Conference in Bangkok, Thailand, provides references on Higher Education as a Catalyst for Innovative and Sustainable Societies in:

- books,
- documents,
- reports and
- periodical articles.

The first section of the Bibliography details IAU publications on this theme.

The second section of the Bibliography details a selection of publications from the last six years. It begins with Higher Education and Research for Sustainable Development, with special focus on the 2030 Development Agenda and related SDGs. This is followed by publications on: Community Engagement; Responsible Research; Leadership; Global Citizenship; Innovation and ICTs.

The Bibliography is compiled from *HEDBIB*, the International Bibliographic Database on Higher Education (http://hedbib.iau-aiu.net). HEDBIB has been managed by the International Association of Universities (IAU) since 1988, and receives contributions from UNESCO Headquarters and UNESCO International Institute for Educational Planning (IIEP); Southern African Regional Universities Association (SARUA); Union de Universidades de América Latina (UDUAL); Higher Education South Africa (HESA); Associació Catalana d'Universitats Públiques (ACUP).

Hard copies of documents which have a classmark number are available within the IAU-UNESCO Information Centre on Higher Education. The majority of the periodical articles are from periodicals which are also available at the IAU. Where available, a link to the full text electronic document is included.

Please note that the IAU holds all back copies of the periodical *International Journal of Sustainability in Higher Education*. For a complete list of all articles in this publication please consult the HEDBIB database (http://hedbib.iau-aiu.net).

Please also note that all IAU Member institutions and organisations have access to Member Services in the HEDBIB database, including access to abstracts and to all full text articles from the IAU quarterly periodical *Higher Education Policy.*

For more information about HEDBIB,
to receive your IAU Member login details,
to provide your feedback, or
for specific information services,
please contact **Amanda Sudic,** *IAU Librarian / Documentalist* (a.sudic@iau-aiu.net).
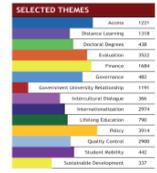
Summary

- ## Higher education and Research for Sustainable Development – with special focus on the 2030 Development Agenda and related Sustainable Development Goals

IAU publications

Post 2015 development agenda: where in the world is higher education [In focus] = **Le rôle de l'enseignement supérieur dans l'agenda du développement post 2015** / International Association of Universities [IAU] . - **In:** IAU Horizons / AIU Horizons, v. 20, no. 3, pp. 19-42, November 2014

Abstract: The 18 papers written by experts from every world region explore perspectives on what higher education's role can and should be in the post-2015 development agenda.
Contents: IAU work on HESD (Dzulkifli Abdul Razak); International Conference on Higher Education: higher education beyond 2014 (United Nations University); The future of education for sustainable development and the role of higher education institutions (UNESCO ESD Secretariat); Let's make some noise!: Higher education and the post-2015 development agenda (Budd L. Hall); Sustainable lifestyles and the post-2015 agenda: searching for a world-embracing vision (Victoria W. Thoreson); The world beyond 2015: is higher education ready? (Patrice Ajai -Ajabe); Critical to include HE in post-2015 development agenda (Damtew Teferra); Setting the stage: post-2015 development agenda: challenges and the role of higher education and research (Berhanu Abegaz); HE in pursuit of development goals (Ad Boeren); ProSPER.Net and networking in higher education: advancing ESD and developing leaders for sustainable development (Aurea Christine Tanaka and Mario Tabucanon); Towards a sustainability-oriented university: Tongji practce (Wang Xin, Wu Jiang, Sun Jie); The role of higher education in Latin America in the post 2015 agenda (Roberto Escalante, Orlando Delgado); The role of higher education in the Latin American and Caribbean development agenda (Raul Aria Lovillo, Segundo Benitez Hurtado); The role of higher education and the post 2015 dialogues (Daniella Tilbury, Clemens Mader); Environment education and the training at UNEP: the Global Universities Partnership on Environment and Sustainability (GUPES); For a follow-up to the Education for All (EFA) initiative of the United Nations that includes higher education (Isabelle Turmaine); A sustainable literacy test, what for? (J-C. Carteron).
URL: http://iau-aiu.net/sites/all/files/IAU%20Horizons%20Vol%2020%203%20web%20version_ENG_0.pdf (English); http://iau-aiu.net/sites/all/files/IAU%20Horizons_Vol_20_3_FR_0.pdf (French)

The contribution of higher education to sustainable development [In focus] = **la contribution de l'enseignement supérieur au développement durable** / International Association of Universities [IAU] . - **In:** IAU Horizons / AIU Horizons, v. 18, no. 2, pp. 14-38, June 2012
Abstract: Recently the attention has shifted from sustainable development to ESD (Education for sustainable development) as universities see the criticality of embedding sustainability into its core business - education. This issue of IAU Horizons includes 26 articles presenting a rich set of briefs, explaining the diversity of actions undertaken around the world in the fields of policy advocacy, leadership and management, education and curriculum reform, research, outreach, campus greening, student initiatives and assessment tools. It also includes a paper on the People's Sustainability Treaty on Higher Education.
URL: http://www.iau-aiu.net/sites/all/files/IAU%20Horizons%20Vol%20%2018%20N%202%20EN%20%28Internet%29.pdf (English); http://www.iau-aiu.net/sites/all/files/AIU_Horizons_Vol18n2_FR_Web.pdf (French)

The promotion of sustainable development by higher education institutions in Sub-Saharan Africa: survey report / Global University Network for Innovation [GUNI]; International Association of Universities [IAU]; Association of African Universities [AAU] . - GUNI, IAU, AAU, 2011 . - 101 p.
Abstract: Academic institutions vary considerably in how they approach sustainability: some concentrate on minimising their ecological impact through changes in campus operations; others emphasise sustainability in the curriculum; yet others concentrate on university outreach and/or embed sustainable development principles in their overall development strategy. This report presents the findings of a survey conducted with African higher education institutions in Sub-

Saharan Africa. The questionnaire focused on the following areas: Institutional Governance, Curriculum: Teaching and Learning; Research, Campus Operations, and Outreach and Services. From the responses obtained from 73 higher education institutions, information on the institutions accomplishments in achieving sustainability in each of these five critical dimensions was compiled.

URL: http://www.iau-aiu.net/sites/all/files/promotion_sd_by_HEIs_sub_saharan_africa_0.pdf

---

About the role of universities and their contribution to sustainable development / Walter Leal Filho / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 24, no. 4, pp. 427-438, December 2011

Abstract: The debate on sustainable development is not new and the search for new approaches, methods and means to further the case of sustainability in a higher education context is needed today more than ever. This paper reviews the status of sustainable development at universities and presents issues which need to be considered in ensuring sustainable development is integrated in higher education institutions in a systematic way.

A methodology for sustainability evaluation and reporting in higher education institutions / Ana C. Madeira, Maria Antonia Carravilla, José F. Oliveira, Carlos A. V. Costa / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 24, no. 4, pp. 459-479, December 2011

Abstract: This paper presents a methodology that allows higher education institutions (HEIs) to promote, evaluate and report on sustainability. The model, Sustainability in Higher Education Institutions (SusHEI), takes into account the core activities of HEIs (education and research), its impacts at economic, environmental and social levels, and the role of its community. SusHEI incorporated internal dimensions interrelated to the functioning of an HEI. Then, a matricial representation of the model was developed. The matrix crosses internal dimensions with sustainability and it is quantified through indicators. There is a wide range of possible sustainability indicators that can be chosen, depending on the purpose and the public to whom the indicators/reports are addressed. The methodology is illustrated by a case-study at the Faculty of Engineering of the University of Porto, Portugal.

An integrated decision-making framework for sustainability assessment: a case study of Memorial University / Bushra Waheed, Faisal Khan, Brain Veitch, Hawboldt / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 24, no. 4, pp. 481-498, December 2011

Abstract: This article presents an overview of the sustainability initiatives at Memorial University in Newfoundland and Labrador (Canada). The key initiatives include setting a realistic goal for energy efficiency, becoming carbon neutral, and conducting various research and outreach projects related to sustainability. As sustainability initiatives are relatively new, many recommendations have been made including: the integration of sustainability efforts across campus and lobbying networks in the Atlantic Region with other institutions and to leverage currents assets into further opportunities for research, teaching and institutional development in the Atlantic Region. For developing a more robust and integrated decision-making, a tool based on driving force-pressure-state-exposure-effect-action framework and multi-bottom line approach is introduced. Various aspects of this framework are demonstrated through examples.

Assessing institutional frameworks of inter- and transdisciplinary research and education / Gerhard Weiss, Regina Steiner, Otto Eckmüllner / International Association of Universities [IAU] . - **In:** Higher Education Policy, v. 24, no. 4, pp. 499-516, December 2011

Abstract: This paper presents a concept for analysing institutional settings on inter- and transdisciplinary research and education for sustainable development and applies it to a concrete case study. It examines how the funding and institutional requirements impacted on the research process and results. The example demonstrates not only the well-known difficulties of inter- and transdisciplinary research, but also steering possibilities. The involvement of co-financing project partners and partners from schools secured the project implementation. However, they also influenced the project outcomes according to their organisational interests. They prioritised economic and ecological over social issues, which in consequence limited the sustainability discourse within the project with regard to its breadth and inclusiveness. The paper concludes that the appropriate selection of research and practice partners as well as sufficient budget, time and professional resources for inter- and transdisciplinary cooperation management, are crucial for the successful implementation of inter- and transdisciplinary research or projects for sustainable development.

Publications from around the world

Global Education Monitoring Report 2016: Education for people and planet: creating sustainable futures for all / UNESCO . - Paris: UNESCO Publishing, 2016 . - 535 p.

Abstract: The GEM Report provides an evidence-based examination of the complex relationship between education and the 2030 Agenda for Sustainable Development, and particularly Sustainable Development Goal (SDG) 4. This report shows that education will not deliver its full potential unless participation rates increase dramatically and sustainable development guides education system reform. It also warns of the destructive impact that climate change, conflict, unsustainable consumption and the increasing gap between rich and poor have on education.
URL: http://unesdoc.unesco.org/images/0024/002457/245752e.pdf

Implementation guide for the Sustainable Development Goals / Asia-Europe Foundation [ASEF] . - Singapore: ASEF, 2016 . - 113 p.

Abstract: This publication from the Asia-Europe Environment Forum (ENVforum) is designed for policymakers from developing countries and provides guidance on tailoring the Sustainable Development Goals (SDGs) into national planning. It details the Sustainable Development Goals and the post-2015 process, and provides a step by step process for implementing SDGs and setting national targets. Selected country case studies detail national objectives and actions towards implementing the SDGs in diverse national contexts both in Asia (Cambodia, Indonesia, Lao PDR, Philippines) and beyond (Colombia, Estonia, Finland, Georgia, Germany).
URL: http://www.asef.org/images/docs/Implementation%20Guide%20for%20SDGs%20(Full)%20-%20Accepted.pdf

Responsible living: concepts, education and future perspectives / Robert J. Didham, Declan Doyle, Jørgen Klein, Victoria W. Thoresen . - Heidelberg, New York, Dordecht, London: Springer International Publishing, 2015 . - 283 p.
ISBN 978-3-319-15305-6

Abstract: Focusing on the challenges of the transition to responsible, sustainable lifestyles, this book examines developments over the last decade, and specifically in the context of global development agendas: Education for Sustainable Development (ESD); Education for All (EFA) and the Sustainable Development Goals (SDGs). Contributors focus on the creation and implementation of relevant teaching methods and materials and examples of ESD projects with teacher education in Southern Africa and Southern Asia; the development of responsible interdisciplinary 'Living Curricula'; policies on education for sustainable consumption and lifestyles; and global processes for education on sustainable development. The book also looks at the roles that central actors such as PERL (The Partnership for Education and Research about Responsible Living) play in this process.
Classmark: INT-71 THO

Progress and potential: higher education playing its part in the Sustainable Development Goals / Association of Commonwealth Universities [ACU] . - London: ACU, 2015 . - 8 p.

Abstract: This report provides a summary of worldwide submissions to the ACU's call for contributions in the framework of ACU's campaign *The World beyond 2015*, *is Higher Education Ready?* The results to six key questions concerning how universities can address the post-2015 development agenda are presented.
URL: https://beyond2015.acu.ac.uk/about/final-reports

Shaping the Future We Want: UN Decade of Education for Sustainable Development (2005-2014): final report / UNESCO . – Paris: UNESCO, 2014. – 201 p.
ISBN 978-92-3-100053-9

Abstract: This report focuses on the outcomes of 10 years of work around the world to advance education as a critical tool for moving societies towards sustainability. It also provides insights on the impact of the call for a UN Decade of Education for Sustainable Development (DESD) on all levels and areas of education, including higher education. Detailing activities in different regions and countries, the report notes that there has been considerable progress in higher education for sustainable development during the DESD.
URL: http://www.iau-hesd.net/sites/default/files/documents/shaping_the_future_we_want.pdf

World Education Forum 2015: Final report / UNESCO. - World Education Forum, Incheon, Korea, 19-22 May 2015 . - Paris: UNESCO, 74 p. . - 74 p.

Abstract: This report is based on the proceedings of the World Education Forum held at Incheon, Republic of Korea, in May 2015. It reframes the global education agenda within the Sustainable Development Goals (SDGs) for 2030. This new agenda is outlined in the Incheon Declaration 'Education 2030: Towards inclusive and equitable quality education and lifelong learning for all' which was adopted at the conference and which is included in the appendix.
Classmark: INT 711.2 UNE
URL: http://unesdoc.unesco.org/images/0024/002437/243724e.pdf

---

UNESCO Roadmap for implementing the Global Action Programme on Education for Sustainable Development / Paris: UNESCO Publishing, OECD Publishing, 2014 . - 38 p.

The Global Action Programme on Education for Sustainable Development was endorsed by the UNESCO General Conference in 2013. It comes at a time when the international community is charged with proposing a new set of sustainable development goals that are action-oriented, global in nature and universally applicable. As a follow-up to the UN Decade of Education for Sustainable Development, the Global Action Programme is also designed as a concrete, tangible contribution to the post-2015 development and education agendas. The Roadmap explains the Programme's goals, objectives and priority action areas in order to enable strategic focus and stakeholder commitment, together with implementation and monitoring strategies.
URL: http://unesdoc.unesco.org/images/0023/002305/230514e.pdf

---

Universities and global human development: theoretical and empirical insights for social change / Alejandra Boni, Melanie Walker . - Abingdon, New York: Routledge, 2016 . - 197 p. (Routledge Studies in Sustainable Development)
ISBN 978-1-138-82245-0

Abstract: What development do universities want to contribute to in the post-2015 world? The authors of this book advocate for a multidimensional approach to the university oriented to social change. They first consider how higher education features in global development agendas, noting that while higher education has not featured prominently, higher education has gained a more prominent role in global debates in particular with the Sustainable Development Goals. The book explores how a human and sustainable development approach can be applied to higher education, specifically participation and citizenship, how to address diversity, the relation between local and global, and the idea of equitable partnerships. A research-based section discusses responsible research and Innovation (RRI) in European policy and advocates for conducting democratic participatory research which is illustrated with findings from several research projects in South Africa and Spain.
Classmark: INT-73 BON

Demonstrating sustainable development in higher education: 2016 sustainable campus best practices from ISCN and GULF universities / International Sustainable Campus Network [ISCN] . - Boston: ISCN, 2016 . - 50 p.

Abstract: This report presents case studies of best practice initiatives from members of the ISCN and the World Economic Forum's Global University Forum (GULF) universities. The ISCN - GULF Sustainable Campus Charter is included in the publication. The case studies, from universities in Thailand, Hong Kong, Singapore, Korea, the Philippines, Denmark, Finland, Switzerland, Sweden, Canada, Turkey, the United Kingdom, and the United States, reflect how universities are developing sustainability skills and building capacities, collaborating with corporate partners, and demonstrating innovation in the built environment.
URL: http://www.international-sustainable-campus-network.org/downloads/general/441-2016-iscn-gulf-best-practice-report/file

---

Higher Education in the World 4: Higher education's commitment to sustainability: from understanding to action / Global University Network for Innovation [GUNI] . - Basingstoke: Palgrave Macmillan, 2012 . - 341 p. (GUNI Series on the Social Commitment of Universities)
Bibl. - ISBN 978-0-230-53555-8

Abstract: This book explores higher education's commitment to sustainability. It includes papers by 86 authors from 36 countries. The first part of the book presents the context of the role higher education can play in sustainability and provides an overview of the movements and milestones to date. The second part of the book, 'Regional perspectives: what has been achieved at this stage' illustrates how Africa, the Arab States, Asia and the Pacific, Europe, Latin America and the Caribbean, and the USA and Canada have introduced sustainability in higher education and explores issues of

leadership, management research, curriculum, networks and community engagement. These regional reports are complimented with national analyses and case studies of good practices within and between institutions. Part III identifies the barriers that prevent HEIs from finding responses to challenges posed by sustainability. It presents the findings from a GUNI research study and proposes solutions to overcoming these barriers. In the fourth section of the book 'Visions for transformation' the authors propose innovative ideas and sustainability paradigms.

Classmark: INT-71 GUNI

Implementing campus greening initiatives: approaches, methods and perspectives / Walter Leal Filho, Muthu Nandhivarman, Golda Edwin, Mihaela Sima . - Springer, 2015 . - IX, 362 p. (World Sustainability Series)
ISBN 978-3-319-11960-1 . - Online ISBN 978-3-319-11961-8

Abstract: This book introduces a set of papers presented at the "Green Campus Summit", organised by the Association for Promoting Sustainability in Campuses and Communities, in Puducherry, India in 2013. The contributions provide practical case studies from India, South Africa, France and the United States on research and models of campus greening initiatives, environment education and curriculum development, green buildings and land use, energy conservation, green chemistry, waste Management, water management and transportation, and campus biodiversity.

Integrative approaches to sustainable development at university level: making the links / Walter Leal Filho, Luciana Brandli, Olga Kuznetsova, Arminda Maria Finisterra do Paço, Eds. - Springer, 2015 . - XII, 731 p.
ISBN 978-3-319-38507-5 . - Online ISBN 978-3-319-10690-8

Abstract: This book highlights not only the challenges of integrating sustainable development into higher education, but also the many creative and innovative entry points that students, researchers and university staff find to collaboratively address it. Built largely on descriptions and analyses of practical experiences from Europe, North America, Brazil, South Africa and Australia, it showcases a variety of techniques and environments that encourage learning, as well as how these relate to the backgrounds, needs and capacities of different stakeholders. The book is divided into two parts, one of which looks at the different ways integration can be approached. The second part focuses on a wide range of good practice examples of curricula, organizational changes and training and green campus initiatives.

Towards the sustainable university: progress and prospects / Stephen Stirling, Larch Maxey, Heather Luna, Eds.– Abingdon, New York: Routledge, 2013 ; 323 p. (Routledge Studies in Sustainable Development)
ISBN 978-0-415-62774-0

Abstract: This book springs from the recognition that the world that today's graduates are entering is already – and will increasingly – very different from that inherited by previous generations. Whilst there is a growing response in higher education to the sustainability agenda, particularly in campus management and revision of selected courses and curricula, the contributors argue that an integrative whole institutional response is called for, which embraces all areas including governance and leadership, leaning and teaching, campus operations, research, community wellbeing, student experience and organisation learning and change. Written by leading exponents of sustainability and sustainability education, this book brings together examples, insight, reflection and strategies from the contributing universities, drawing on a wealth of experience to provide reflective critical analysis of barriers, achievements, strategies and potential. While it is based on UK experience, it will be relevant to universities in other countries that are seeking to respond to the rising agenda of sustainability since many of the issues are common across higher education systems.

Transforming higher education for a sustainable tomorrow: 2011 Delivering excellence: World's first initiative / University Sains Malaysia . - Penang: University Sains Malaysia, 2011 . - 115 p.
ISBN 978-983-861459-7

Transforming higher education for a sustainable tomorrow: 2009 Laying the foundation / University Sains Malaysia . - Penang: University Sains Malaysia, 2010 . - 196 p.
ISBN 978-983-861459-7

Abstract: These two publications document the programmes and initiatives taken by the University Sains Malaysia In a university-wide effort to become a world-renowned sustainability-led university. 'Laying the Foundation' describes Phase 1 of the Higher Education Transformation Road from 2009-2010 under the strategic plan of the Ministry of Higher Education. Phase 2 of this plan is detailed in the 2011 publication 'Delivering Excellence' and presents nine initiatives at the University which aim to deliver excellence from an indigenous base with a global outreach.

URL: http://www.usm.my/index.php/en/info-gateway/publication

University social responsibility and sustainability / ASEAN University Network [AUN] . - Workshop on University's Social Responsibility and Sustainability from ASEAN-Japan Perspectives , Chonburi, Thailand, October 2010 . - Bangkok: AUN, 2011 . - 159 p.
Abstract: This publication brings together first-hand accounts of Asian universities' strategies and effective management structures for actively engaging in University Social Responsibility and Sustainability (USR&S) activities. The case studies are from universities in Malaysia, Thailand, the Philippines, Indonesia, Vietnam, Singapore, Japan, Cambodia and Myanmar. They include outreach programmes to eradicate poverty linked to education; educating the local community about sustainable economic activities; students' involvement in community service; providing efficient campus services such as transportation and child care; campus recycling; efficient energy consumption; and a holistic approach to disaster management.
Classmark: ASI-73 AUN

UE4SD Innovation Report: Year 2 (2014-2015) / University Educators for Sustainable Development [UE4SD] . - UE4SD, 2016 . - 11 p.
Abstract: This Innovation Report is the second annual review of significant developments in Education for Sustainable Development (ESD) in Higher Education (HE), as part of the University Educators for Sustainable Development (UE4SD) project. The UE4SD Consortium involves 52 partners in 33 countries across Europe. The second reports spans international developments during 2015 and the landscape for ESD professional development across the world. It outlines the significant global dialogues, initiatives and platforms on education, sustainable development and higher education that have taken place following the close of the UN Decade of Education for Sustainable Development (DESD) and the launch of the UNESCO Global Action Programme (GAP) on ESD and national responses to this. It reports continued signs of the growth of demand for skills development and university action on ESD among higher education student populations and emerging dialogue on the competences and capabilities relevant to sustainability, both from employers and agencies that are looking for these attributes in higher education graduates, and from educators seeking to support the professional development of university educators.

Climate change counts: Strengthening SADC universities' contributions to climate compatible development: Final scoping report / Southern African Regional Universities Association [SARUA] . - Johannesburg: SARUA, 2013 . - 25 p.
Abstract: This report describes the scoping stage of the SARUA Climate Change Counts project, one of the key outcomes of which is the development of a transdisciplinary research programme to address climate compatible development needs in the SADC region. The report provides an analysis of workshop design, main outcomes and learning from the scoping stage of the project from consultative workshops conducted in Namibia, Botswana, Mozambique, Swaziland and Zambia.
URL: http://www.sarua.org/?q=publications/climate-change-counts

---

University engagement and the post-2015 agenda: what are the roles and functions to support adult education and lifelong learning? / Chris Duke, Heribert Hinzen . - **In:** Procedia Social and Behavioral Sciences, v. 142, pp. 29 - 35, 2014
Abstract: This paper argues that the global context of mass higher education and 'world class' league tables damages university support to adult education and lifelong learning. The authors discuss the importance of embedding adult education and lifelong learning in the Sustainable Development Goals (SDGs). Within universities, the article advocates for research on learning, learning needs, the professional development of adult education and lifelong learning staff, and partnerships with providers in their local city or region.
URL: http://www.sciencedirect.com/science/article/pii/S1877042814045108

Enhancing sustainability curricula through faculty learning communities / L. W. Natkin, Tammy Kolbe . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 4, pp. 540-558, 2016
Abstract: This paper reports findings from an evaluation of sustainability faculty fellows (SFF) programme in a university in Vermont, USA. It discusses how utilisation-focused programme evaluation is an important tool for developing and improving sustainability-focused faculty learning communities. The programme aims to enhance sustainability education

by bringing faculty members together to expand their knowledge of sustainability concepts and offer pedagogical support for integrating those concepts in higher education curricula. The evaluation's findings suggest that the programme expanded faculty understanding of sustainability concepts, encouraged curricular and instructional reform and made progress toward developing a community of faculty interested in sustainability education. The evaluation's utilisation focus was instrumental in providing useful information for improving the programme.

Sustentabilidad y universidad: etos, ritos y posibles rutas = **Sustainability and the university: challenges, rites and possible routes** / Edgar J. González Gaudiano, Pablo Á. Meira-Cartea, Cynthia N. Martínez-Fernández / Asociación Nacional de Universidades e Instituciones de Educación Superior [ANUIES] . - **In:** Revista de la Educación Superior, v. XLIV (3), no. 175, julio-septiembre 2015

Abstract: This article reports the challenges facing the integration of sustainability in universities in Latin America, Spain and Portugal. The authors discuss regional sustainability, societal and political challenges, and global market pressures. The focus is placed on higher education institutions' declarations and plans on sustainability, which the authors found tend to remain at a purely formal level. The authors apply the glass ceiling metaphor – adopted from gender studies - to represent the barrier towards substantive and structural changes. They emphasise that universities do not seem to be able to address many challenges, in particular in the integration of sustainability into institutional structure, operations and substantive functions.

El artículo reporta las dificultades que enfrenta el proceso de inserción de la sustentabilidad en las universidades iberoamericanas. Se recupera la discusión conceptual sobre la sustentabilidad en la región, así como los desafíos derivados de las demandas de la sociedad, del Estado y las presiones del mercado global. El punto focal está puesto en la manera en que suelen ejecutarse los pronunciamientos de las instituciones de educación superior (IES). Las principales dificultades están caracterizadas por un conjunto de declaraciones y de planes que quedan en un plano meramente formal. Asimismo, aplicamos la metáfora del "techo de cristal" -adoptada en los estudios de género- para representar la barrera que impide hacer cambios sustantivos y estructurales.
URL: http://publicaciones.anuies.mx/pdfs/revista/Revista175_S3A3ES.pdf

---

Sustainable development as social equity: policy contradictions and their impact on higher education / Monnapula-Mapesela . - **In:** South African Journal of Higher Education, v. 28, no. 3, pp. 866-884, 2014

Abstract: Common discourse on sustainable development (SD) in higher education places emphasis on caring for, as well as protecting, the environment and natural resources. This conceptualisation negates the two other crucial pillars, namely, social equity and economic development. In South African higher education efforts for sustainable development are gaining popularity, although the focus is still on environmental sustainability. The thrust of this article is to analyse South African higher education policy for its pronouncement on SD in general and on social equity in particular. The article argues that although education underpins the success of SD, higher education policy shows minimal concern for SD. The article argues that SD found little space, if any, in the broad policy transformation agenda in 1994, yet it depends - and greatly so - on relevant, rigorous policy intervention and steering, not only for advocacy, but more importantly to curb the prevalence of factors that threaten sustainable education. [Abstract from publisher]

- ## Leadership

Intergenerational learning and transformative leadership for sustainable leadership / Peter Blaze Corcoran, Brandon P. Hollingshead, Eds. - Wageningen: Wageningen Academic Publisher, 2014 . - 431 p.
ISBN 978-90-8686-252-8 . - Online ISBN 978-90-8686-802-5
Abstract: . Specifically focusing on intergenerational learning and leadership, authors from 26 countries in six continents describe ESD initiatives in often under-represented regions of the world. Part one outlines key principles and the conceptual foundation of education for sustainable development, intergenerational learning, and leadership. Part two, Perspectives, includes contributions from applied research and policy analysis. Examples include a research programme on intergenerational learning in Aboriginal Australia; implementation of university policy to promote sustainability in a Malaysian university; and developing teacher education curriculum at a South African university to include local ecological knowledge. Part three features the work of several university centres in environmental education and sustainable development in contrasting parts of the world: China, Pacific Island countries, United States, Malaysia, Kenya and Japan. Intergenerational learning activities of several regional and international networks and partnerships for education and sustainability are detailed in further chapters.
Classmark: INT-73 COR

International education leadership of tomorrow: where are we and where we do we need to go? / Canadian Bureau for International Education . - Ottawa: CBIE, 2016 . - 6 p. (CBIE Research in Brief, 4)
ISBN 978-1-894129-85-5
Abstract: This document follows the interactive webinar organised by the International Network of Tomorrow's Leaders (INTL), presents the findings of the workshop, and concludes with recommended next steps on leadership development to advance the international education sector in Canada and strengthen the capacity and innovation of its future leaders.
URL: http://www.bccie.bc.ca/wp-content/uploads/2016/01/INTL-Where-are-We-and-Where-Do-EN.pdf

---

Leadership and management: case studies in training in higher education in Africa / Johann Mouton, Lauren Wildschut / African Minds [South Africa] . - Cape Town: African Minds, 2015 . - 126 p.
ISBN 978-1-920677-89-3 . - Online ISBN 978-1-920677-91-6
Abstract: Against the backdrop of major developments and shifts in higher education on the African continent and globally, this publication examines the leadership and management challenges that university leaders face and reflects on the experiences from training programmes for senior management within African universities. Part one consists of two chapters: a review of African scholarship on university leadership and management and the history and landscape of Higher Education Leaders and Management (HELM) training programmes in Africa. Part Two presents documentation and lessons learnt from the three country initiatives in Tanzania, Uganda and Ghana. Part Three describes in detail the monitoring and evaluation process that ran concurrently with the implementation of the country training programmes and reviews the uptake and impact of these programmes.
Classmark: AFR-34 MOU
URL: http://www.africanminds.co.za/wp-content/uploads/2015/07/9781920677893_txt1.pdf

---

Leadership for world-class universities: challenges for developing countries / Philip G. Altbach, ed. - New York, London: Routledge, 2011 . - 251 p.
Abstract: As Goolam Mohamedbhai, former President of the International Association of Universities, notes in the preface, the common thread running throughout this book concerns the need for academic leaders to be aware of the major global trends in higher education that will have an impact on their institutions. This comprehensive book consists of thirteen chapters by higher education leaders and experts from various countries who discuss the need to train academic leaders for a job that is much more difficult than it used to be. Leadership issues cover access and equity, especially in countries where tertiary enrolment is low. Affirmative action measures such as quotas for disadvantaged groups or financial assistance in countries such as India and Malaysia, as well as gender affirmative action in Uganda and Kenya, are examined. However, only limited progress is reported in attaining gender equity among university leaders in developing countries. Government funding is another major challenge facing university leaders in developing countries: while student numbers and costs are increasing, government funding is either stagnant or decreasing. In this context, whether in developing or developing countries, tuition fees are increasingly used as a solution. Another challenge is the shortage of qualified faculty, such as in Sub-Saharan Africa, and, the related issues of brain drain, student mobility and rankings. Finally, the position of public-funded universities in developing countries as "World class" universities is discussed. While few universities in developing countries are found to meet various criteria of a "world class university",

the book points out that the main pursuit of leaders of universities in developing countries should be of achieving quality in their institutions, that meet the needs of their country and institution, rather than 'world-class' status.
Classmark: INT-62 ALT

Generating ideas for change and innovation / Dzulkifli Abdul Razak . - **In:** Leadership and governance in higher education: handbook for decision-makers and administrators . - Stuttgart: RAABE, 2011 . - 22 p. (Supplement vol. no. 02.2011)
Chap. C 1.1 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989
Abstract: Leadership plays a major role in ushering the appropriate milieu for change, especially change that is transformational in nature. As the educational sector worldwide undergoes a sea of change, it is crucial to be able to navigate through it by understanding the various processes involved in creating a paradigm shift driven by innovation. This article discusses some of the issues underlying the generation of ideas in transforming the future. It describes a case study at Universiti Sains Malaysia (USM).
Classmark: INT-42 RAA

Sub-Saharan Africa Higher Education Leadership Development (SAHEL) / Association of African Universities [AAU] . - Accra: AAU, 2013 . - 67 p.
Abstract: Commissioned to the AAU by the U.S. Agency for International Development (USAID), the study report lists major findings concerning institutional leadership capacity development issues; leadership/management capacity development resources; leadership training models; and strategic directions for leadership capacity development, and proposes recommendations.
URL: http://www.hedprogram.org/resources/loader.cfm?csModule=security/getfile&pageid=17292

Universities in post-conflict societies / Jana Bacevic . - **In:** Leadership and governance in higher education: handbook for decision-makers and administrators . - Stuttgart: RAABE, 2011 . - 22 p. (Supplemental vol. no. 02.2011)
Chap. D 1-1 . - ISBN 978-3-8183-9559-8 . - ISSN 2191-5989
Abstract: This contribution offers perspectives on the development and functioning of universities in post-conflict societies, from general issues related to the interaction between higher education institutions and their environments in a post-conflict context, to practical aspects related to their operation and contribution to post-conflict development. The contribution emphasises the 'dual' nature of education in conflict and post-conflict contexts – its capability to help overcome but also reproduce societal divisions and cleavages – and tries to offer guidelines to help develop sustainable and engaged universities which contribute to post-conflict reconstruction and reconciliation.
Classmark: INT-42 RAA

Women in higher education leadership in South Asia: rejection, refusal, reluctance, revisioning / Louise Morley, Barbara Crossouard / British Council . - British Council, 2014 . - 85 p.
Abstract: This report, commisioned by the British Council in Pakistan, looks at the role of women in South Asia (Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka) in respect to higher education and leadership and provides recommendations about what specific future actions and interventions for change could be implemented.
URL: http://www.britishcouncil.org/sites/britishcouncil.uk2/files/morley_crossouard_final_report_22_dec2014.pdf

Women's leadership in the Asian century: does expansion mean inclusion? / Louise Morley, Barbara Crossouard / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 41, no. 5, May 2016
ISSN 0307-5079 . - Online ISSN 1470-174X
Abstract: This paper draws on British Council commissioned research in response to concerns about women's absence from senior leadership positions in higher education in South Asia. The study researched literature, policies, and available statistics and collected original interview data from 30 academics in Afghanistan, Bangladesh, India, Nepal, Pakistan, and Sri Lanka. A central finding was that gender is not a category of analysis in higher education policy, research or statistical data in the region. The interview data suggest that leadership was frequently not an object of desire for women. Being associated with particular types of masculinities, leadership often carried a heavy affective load for those women who transgressed patriarchal socio-cultural norms and disrupted the symbolic order of women being led by men..

Citizens of the academic community? A societal perspective on leadership in UK higher education / Richard Bolden, Jonathan Gosling, Anne O'Brien / Society for Research into Higher Education [SRHE][UK] . - **In:** Studies in higher education, v. 39, no. 5, pp. 754-770, June 2014

Abstract: This paper presents a societal perspective on academic leadership by exploring the preoccupations of academics as citizens rather than as employees, managers or individuals. It uses a listening post methodology to ask 'what is it like to be a citizen of an academic institution in contemporary Britain?' Three listening posts, comprising 26 participants from 15 higher education institutions, were conducted and analysed. A number of common themes were identified, including a sense of ambiguity and ambivalence about one's relationship with the employing institution and a concern about the fragmentation of academic identities. Whilst this paper contributes towards debates about the marketisation of higher education and the implications for leadership and management practice, its main contribution is to challenge dominant individual and organisational perspectives on leadership by exposing an alternative discourse, based on citizenship, which may offer new opportunities for engagement in the civic life of universities.

Developing leadership in higher education: perspectives from the USA, the UK and Australia / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 36, no. 4, August 2014

Abstract: This study investigated leadership development thinking, programmes and practices within the HE sector in the United States of America and the United Kingdom, and explored how this applies within the Australian context. Participants, leaders and leadership development professionals were identified from three universities, four HE institutions, professional bodies and two research institutes. The findings showed a strong sense among participants that traditional leadership skills are no longer as effective and that leaders need to develop additional skills in order to meet the challenges they face. Participants perceived critical issues related to funding and policy - 'having to do more with less' - in all three countries. Participants' responses support the idea that the work of leadership will ideally be based on relationships rather than the 'command and control' models of the past and on distributed leadership processes and practices throughout the organisation.

- **Community engagement**

Community engagement in African universities: perspectives, prospects and challenges / Julia Preece, Michael Osborne, Oitshepile MmaB Modise, Peggy Gabo Ntseane . - Leicester, UK: NIACE, 2012 . - 238 p.
ISBN 978-1-86201-599-9 . - Online ISBN 978-1-86201-601-9
Abstract: This book provides a historical and contemporary context for universities in Anglophone-speaking Africa, presenting the socio-economic realities of different national contexts which frame the variety of debates about community engagement on the continent. It includes empirical findings of research initiatives as well as providing case studies of the role of African universities in community and regional engagement and as 'learning cities' in Tanzania, Botswana, Uganda and South Africa.

Global trends in support structures for community university research partnerships: survey results / Crystal Tremblay, Budd Hall, Rajesh Tandon / UNESCO Chair in Community Based Research and Social Responsibility in Higher Education . -Victoria B.C, Canada, New Delhi, India: UNESCO Chair in CBR, 2014 . - 27 p.
Abstract: This document presents the main findings of a global survey (in 53 countries) on support structures for community university research partnerships, from the perspective of individuals working in higher education institutions, civil society organizations, public policy and funding agencies.
URL: http://unescochair-cbrsr.org/unesco/pdf/IDRC_Survey_Results_2014.p

The role of university partnerships in urban sustainability experiments: evidence from Asia / Gregory Trencher, Xuemei Bai . - **In:** Handbook on sustainability transition and sustainable peace . - Springer, 2016 . - pp 631-653
(Hexagon Series on Human and Environmental Security and Peace, 10)
Abstract: This chapter examines the role of university partnerships in knowledge co-production and implementation of urban sustainability experiments in Asia by examining fifteen case studies from Singapore, Japan, Hong Kong and Korea. Key findings are that, overall, university partnerships for urban sustainability in this Asian sample are dominated by technical approaches. Yet the most significant barriers are human aspects such as time restraints, lack of unity, and poor management and leadership. On key drivers, government funding is playing a major role in enticing partnership formation and influencing particular approaches to urban sustainability. The authors suggest that measures are required to encourage the participation of the social sciences and humanities, and non-technical sustainability experiments. The case study evidence suggests that the ability of partnerships to tackle complex social issues and trigger societal transitions towards sustainability is often constrained by existing research projects and the institutional capacities of universities and their partners.

Evaluating the engagement of universities in capacity building for sustainable development in local communities / Chris Shiel, Walter Leal Filho, Arminda Maria Finisterra do Paço, Luciana Brandli . - **In:** Evaluation and Program Planning, v. 54, pp. 123-134, February 2016
ISSN 0149-7189
Abstract: This paper evaluates the work performed by universities in building capacity for sustainable development at the local level. Based on an empirical study on a sample of universities in the United Kingdom, Germany, Portugal and Brazil, it examines the extent to which capacity building for sustainable development is being undertaken, suggests the forms that this might take and evaluates some of the benefits for local communities. The paper concludes by reinforcing that universities have a critical role to play in community development; and that this role has to prioritise the sustainability agenda.

The construction of university-community partnerships: entangled perspectives / Roni Strier . - **In:** Higher Education, 62, 1, pp.81-97, 2011
Incl. bibl., abstract . - ISSN 0018-1560 . - Online ISSN 1573-174X
Abstract: The development of meaningful partnerships with communities is a shared concern of many higher education institutions. However, the building of significant partnerships between universities and communities is still a complex task, which generates multiple tensions. This article is based on a qualitative study that examined the participants' experiences of an innovative partnership aimed at combating poverty and social exclusion in Israel. The article analyses the concept of partnership from a social constructivist theoretical perspective. The study focused on four research areas:

the experience of partnership; the perception of partnership; the barriers to partnership-building, and the impact of participation on participants. Findings challenge essentialist views of partnership and highlight the constructed and discursive nature of the concept. The article found several crucial factors to be acknowledged in the process of partnership management: role perspectives, group affiliation, institutional context, power relations, the organizational culture of the partnership, and the societal perceptions of social problems addressed by the partnership. It concludes with some recommendations for the management of more meaningful university-community partnerships.

URL:

Using phenomenology to build an understanding of how university people conceptualise their community-engaged activities / Kim Brown, Kerry Shephard, David Warren, Gala Hesson, Jean Fleming . - In: Higher Education Research and Development, v. 35, no. 4, pp. 643-657, August 2016
Abstract: This study examines how a diverse group of teachers, researchers and administrators at one New Zealand university conceptualised their involvement in community-engaged learning and teaching. The authors identified an outcome space where university people conceived their community engagement in three ways: within an expert/novice discourse, as advocacy, and in the most complex conception, as reciprocal learning. When working with and within communities, the authors suggest that university people should be supported to approach community engagement as reciprocal learning rather than adopting approaches that render community partners in passive roles.

- **Responsible research**

Doing global science: a guide to responsible conduct in the global research enterprise / InterAcademy Partnership [IAP] . - Princeton, Oxford: Princeton University Press, 2016 .- 146 p.

Abstract: This publication is s written from a global perspective and addresses a range of traditional and emerging issues related to scientific responsibility, using examples from various disciplines. It can be used in educational settings, by supervisors in training settings, and by individuals. The publication is a product of the research integrity project which was launched in 2011 by the InterAcademy Partnership (IAP).
URL: http://interacademycouncil.com/File.aspx?id=29431

Responsible research and innovation: responding to the new research agenda . - Nottingham: University of Nottingham, 2016 . - 6 p.

Abstract: This report uses documentary analysis and interviews to investigate how responsible research and innovation (RRI) is being interpreted within a research-intensive university in the UK. It provides an overview of RRI, breaking down the concept into four dimensions, laying out approaches from key funders, s trands of existing work at the university and recommendations for addressing the challenges which RRI presents.
URL: http://eprints.nottingham.ac.uk/3603/1/PearceHartleyTaylorRRI.pdf

Climate change counts: strengthening SADC universities' contributions to climate compatible development: final scoping report / Southern African Regional Universities Association [SARUA] . - Johannesburg: SARUA, 2013 . - 25 p.

Abstract: This report describes the scoping stage of the SARUA Climate Change Counts project, one of the key outcomes of which is the development of a transdisciplinary research programme to address climate compatible development needs in the SADC region. The report provides an analysis of workshop design, main outcomes and learning from the scoping stage of the project from consultative workshops conducted in Namibia, Botswana, Mozambique, Swaziland and Zambia.
URL: http://www.sarua.org/?q=publications/climate-change-counts

Contribution des établissements d'enseignement supérieur et de recherche au développement durable et au redressement productif de la France / Conférence des Présidents d'Université [CPU][France]; Conférence des grandes écoles [France] . - Paris: CPU, CGE, 2012 . - 4 p.

Abstract: This contribution to the French government *Assises de l'Enseignement supérieur et de la Recherche* in September 2012, describes research on sustainable development in higher education and research institutions.
URL:
http://www.cpu.fr/fileadmin/fichiers/Developpement_durable/VF_propositions_communes_CGE_CPU_DD_assises_V180912_vf__2___2_revu_BP__3_.pdf

Reflections on interdisciplinary sustainability research with undergraduate students / Can Baran Aktas . - In: International Journal of Sustainability in Higher Education, v. 16, no. 3, pp. 354-366, 2015
ISSN 1467-6370

Abstract: This article examines experiences with involving students in initiating and conducting multiple research projects spanning engineering and sustainability. Three separate research projects are used as case studies with specific examples as to how those projects were developed. Results of the three projects indicate that faculty should n ot refrain from working with students from other disciplines. If successful, bringing different backgrounds and perspectives to a project enables a big picture view of problems at hand and leads to better solutions that are more in line with the three pillars of sustainability, while at the same time providing valuable hands -on experience to undergraduate students.

Undertaking individual transdisciplinary PhD research for sustainable development: case studies from South Africa / John van Breda, Josephine Musango, Alan Brent . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 2, pp. 150-166, 2016
ISSN 1467-6370

Abstract: This paper aims to improve the understanding of individual transdisciplinary PhD research in a developing

country context, focusing on three individual PhD case studies at Stellenbosch University in South Africa. They were coordinated through the TsamaHub, an inter-faculty platform at the University which organises educational modules for transdisciplinary research. Using actual research experiences and reflections of the three individual PhDs. Analysis showed that the central challenge to individual PhD researchers is engagement with non-academic actors to enable joint problem formulation, analysis and transformation. To overcome this, the paper suggests that developing individual epistemic relationships to build "transdisciplinary epistemic communities" should be considered for inclusion as an intentional aspect of transdisciplinary research design.

Values and purposes of a PhD: comparative responses from South Africa / Michael Anthony Samuel / Hiroshima University. Research Institute for Higher Education . - In: Higher Education Forum, v. 13, pp. 1-23, March 2016

Abstract: This paper compares the motivations of two developing countries, South Africa and Mauritius, in promoting doctoral education. Both are concerned about addressing their underproduction of PhDs, but is this focus a luxury in the face of prevalent societal issues, e.g., the HIV/AIDS pandemic, crime and unemployment in South Africa? Are PhDs resolving post-apartheid societal problems? Is their pursuit primarily about developing a competitive advantage? In Mauritius, alignment of the state agenda and the higher education system provides pragmatic interventions to establish itself as the knowledge hub of the Indian Ocean islands. However, the philosophically-driven PhD infuses potentially a critical disruption of "comfortable collaborations" with the state agenda. This paper suggests that the value of an educational PhD in developing world contexts has both enabling and constraining potential: to personal, institutional, social and nationalistic agendas.
URL: http://ir.lib.hiroshima-u.ac.jp/files/public/39937/20160511143959778218/HigherEducationForum_13_1.pdf

- ## Global citizenship

Global citizenship education: preparing learning for the challenges of the 21st century / UNESCO Publishing, 2014. - Paris: UNESCO . - 44 p.
ISBN 978-92-3-100019-5
Abstract: This report seeks to enhance understanding around GCE and its implications for educational content, pedagogy and practice. It attempts to provide common perspectives and to clarify some of the contested aspects of GCE. Furthermore, the report provides guidance on how to translate GCE into practice, featuring examples of good practices and existing approaches to GCE in different settings. The publication is the result of an extensive process of research as well as consultation, dialogue and information exchange with education experts, policy-makers, researchers, practitioners, representatives of youth, the civil society, media and other stakeholders from all over the world. It draws extensively on the foundational work of two key UNESCO events: the Technical Consultation on Global Citizenship Education (Seoul, September 2013) and the first UNESCO Forum on Global Citizenship Education (Bangkok, December 2013).
Classmark: INT-7 UNESCO
URL: http://unesdoc.unesco.org/images/0022/002277/227729e.pdf

Rethinking education: towards a global common good? = Repenser l'Éducation: Vers un bien commun mondial ? = Replantear la educación: ¿Hacia un bien común mundial? / UNESCO . - Paris: UNESCO Publishing, 2015 . - 84 p.
ISBN 978-92-3-100088-1
Abstract: This book is intended as a call for dialogue. It is inspired by a humanistic vision of education and development, based on respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity and shared responsibility for a sustainable future. It proposes that we consider education and knowledge as global common goods, in order to reconcile the purpose and organisation of education as a collective societal endeavour in a complex world.
URL: http://unesdoc.unesco.org/images/0023/002325/232555e.pdf (English)
http://unesdoc.unesco.org/images/0023/002326/232696f.pdf (French)
http://unesdoc.unesco.org/images/0023/002326/232697s.pdf (Spanish)
http://unesdoc.unesco.org/images/0023/002325/232555r.pdf (Russian)
http://unesdoc.unesco.org/images/0023/002325/232555c.pdf (Chinese)
http://www.unescocat.org/fitxer/3683/Repensar (Catalan)

Building ethical global engagement with host communities: North-South collaborations for mutual learning and benefit / Farzana Karim-Haji, Pamela Roy, Robert Gough, . - Western University, Canada, Aga Khan University, 2016 . - 33 p.
Abstract: In the context of the growing internationalization efforts in higher education, this resource guide is intended to achieve improved institutional ethical practice in international education programmes. It details considerations for facilitating a comprehensive institutional approach to ethical global engagement; best practices on collaborating with host communities; resources on critical global engagement and self-reflectivity; and practical suggestions for better preparing students, higher education institutions and others to improve their ethical practices in international education.
URL: http://international.uwo.ca/pdf/Ethical%20Engagement%20Guide_2016.pdf

Local identities and global citizenship: a message from Catania and challenges for universities / Pascal International Observatory . - Glasgow: Pascal International Observatory, 2015 . - 5 p.
Abstract: This Sixth Big Tent Global Communiqué on Higher Education and Engagement resulted from the 12th PASCAL Observatory Conference in October 2015 at the University of Catania, Sicily. Its theme was Connecting Cities and Universities at Strategic Frontiers. These include knowledge and political frontiers, and each is linked to global challenges that englobe employment, migration, health, food security, culture and climate change.
URL: http://conference.pascalobservatory.org/sites/default/files/bt-vi_oct_11.pdf

Quelle contribution des universités au développement en Afrique ? Actes du Colloque scientifique international de l'université de Kara. Volume 1: Environnement, démographie, santé et sécurité alimentaire en Afrique. Volume 2: Energies renouvelables, innovations technologiques, langues et culture, démocratie et gouvernance en Afrique / Gnon Baba . - Colloque scientifique international de l'université de Kara, Kara, Togo, 12-16 mai 2014 . - Paris: L'Harmattan, 2016 . - 2 vol. (713 p., 730 p.) (Etudes africaines. Série Education)
ISBN 978-2-343-08084-0 (vol.1); 978-2-336-30909-5 (vol.2)

Abstract: Ces actes du colloque international de l'Université de Kara (Togo) en 2014 rassemblent des contributions qui examine la lutte que les universités africaines mènent pour un mieux-être des populations, lequel passe par une meilleure maîtrise de la nature par l'homme. Voici des avancées en matière de savoir et savoir-faire par rapport à la gestion de l'espace et des ressources dont dispose l'Afrique. [Resumé de l'Editeur]

These Acts of the international symposium at the University of Kara (Togo) in 2014 bring together contributions that examine the struggle of African universities to contribute to their citizen's well-being. The book describes advances in knowledge and expertise in relation to the management of space and resources of Africa. [Abstract from Editor]
Classmark: P

Global citizenship: differing perceptions within two Thai higher education institutions / Prapassara Thanosawan, Kevin Laws / Association for Tertiary Education Management [ATEM]; L.H. Martin Institute for Higher Education Leadership and Management . - **In:** Journal of Higher Education Policy and Management, v. 35, no. 3, pp. 293-304, June 2013
ISSN 1360-080X. - Online ISSN 1469-9508

Abstract: In major universities around the world, the concept of global citizenship has been articulated as a desirable attribute to be developed by graduates during their years of study. This article reports how a university in Thailand and its affiliated international college interpreted and implemented the discourse on global citizenship into their undergraduate programmes. A case study research design was utilised to investigate the multiple levels of understanding of global citizenship. Perspectives on global citizenship were derived from the interviews with senior administrators and lecturers and focus group discussions with students. Analysis indicated that Thai university students had different perceptions of global citizenship when compared to the international students. Interviews with senior university administrators indicate that being a good Thai citizen was considered a prerequisite to being a global citizen. (Abstract from publisher).

'Going Glocal': a qualitative and quantitative analysis of global citizenship education at a Dutch liberal arts and sciences college / M. Sklad, J. Friedman, E Park, B. Oomen . - **In:** Higher Education, v. 72, no. 3, pp. 323-340, September 2016
ISSN 0018-1560 . - Online ISSN 1573-174X

Abstract: This article describes the conceptualisation and pedagogics of an innovative project, Going Glocal, designed at a Dutch liberal arts and sciences college and its impact on the university students concerned. The Going Glocal programme was designed to transmit the importance of rooting locally, and taking responsibility for connecting global issues to one's own community 2004). As such, the programme seeks to strengthen not only knowledge, but also the attitudes and skills needed to address global problems through local action.
URL: http://rd.springer.com/article/10.1007/s10734-015-9959-6

- ## Innovation and ICTs

Fast forwarding higher education institutions for global challenges: perspectives and approaches / Ismail Hussein Amzat, Byabazaire Yusuf, Eds. . - Singapore, New York, Dordrect, London: Springer, 2016 . – 203 p.

Abstract: In this book, higher education specialists and researchers from Asia and the Pacific and Africa address contemporary questions and challenges for higher education institutions, especially the role of technology in upgrading teaching and learning, and the role of higher education institutions in development, society and sustainability. The first section explores the processes to integrate technology into universities. It includes a contribution on evaluation and management of ICT deployment in higher education and a chapter which considers restructuring teacher education by integrating ICTs. In Part two, which examines teaching and learning for social development, a case study at the University of the South Pacific proposes a new focus for Pacific Island countries from teaching to learning in meeting global demands and a study from South Africa examines new approaches to teaching in the multicultural classroom. Part three addresses the role that higher education institutions play in development and sustainability. It includes a chapter which advocates for providing opportunities for ongoing capacity development for educational leaders to respond to challenges and changes facing higher education; an African perspective on fighting corruption in higher education; and an examination of embedding sustainability into Nursing Education. Part 4 focuses on globalisation, leadership and management. It includes an analysis of leadership and ethics among Deans in the Philippines; a case study of improving the quality of technical education in Kenya; and a study of ICT education in Malaysia.
Classmark: INT-73 AMZ

ICT leadership in higher education: selected readings / Sanjaya Mishra, Ed. / Commonwealth Educational Media Centre for Asia [CEMCA] . - New Delhi: CEMCA, 2014 . - 106 p.

Abstract: Aiming to help higher education leaders in dealing with ICTs, this publication analyses ICTs as a change agent; policy perspectives; e-Learning; institutional strategic plans for open, distance and eLearning; OER implementation; the creation of an environment for sharing educational and research resources, and 2 country studies (Malaysia, Bangladesh).
URL: http://www.col.org/PublicationDocuments/ICT%20Leadership_LR.pdf

---

WSIS Forum 2015: Innovating together: enabling ICTs for sustainable development: outcome document / International Telecommunication Union [ITU] . - WSIS Forum, Geneva, 25-29 May 2015 . - Geneva: International Telecommunication Union, 2015 . - 377 p.

Abstract: This outcome document of the World Summit on the Information Society FORUM 2015 co-organised by UNESCO, UNDP and UNCTAD and ITU draws direct linkages between the impact of Information and Communication Technologies (ICTs) on achieving the Sustainable development Goals (SDGs). Themes include innovation enabling ICTS for development; digital inclusion of women for gender equality; cybersecurity; internet governance; building a sustainable digital economy; e-commerce for developing countries; and children's' rights in a digital world.
URL:
http://www.itu.int/net4/wsis/forum/2015/Content/doc/outcomes/WSISForum2015_OutcomeDocument_ForumTrack.pdf

---

Adding value to education for sustainability in Africa with inquiry-based approaches in open and distance learning / Rudi Pretorius, Andrea Lombard, Khotoo Anisa . - **In:** International Journal of Sustainability in Higher Education, v. 17, no. 2, pp. 167-187, 2016

Abstract: This paper maps the benefits and challenges of online distance learning using inquiry-based learning in education for sustainability in Africa. Evidence-based reflection is used to provide a narrative assessment of the experience gained with inquiry-based learning in two undergraduate sustainability-focused modules in the Geography department at the University of South Africa (Unisa), an online distance learning provider in Africa and the Global South. The findings indicate that although constraints are experienced, adoption of inquiry-based learning approaches holds potential for teaching education for sustainability in Africa, due to grounding of the learning in theory and applying it to local places/contexts. The authors note that implementing place-based and contextual inquiry-based learning is innovative in online distance learning, adding value and supporting transformative learning and addressing a need in the African context.

E-learning in tertiary education / Ako Aotearoa National Centre for Tertiary Teaching Excellence [New Zealand] . - Wellington: Ako Aoteroa, 2016 . - 43 p.
ISBN 978-0-947516-03-1 . - Online ISBN 978-0-947516-02-4
Abstract: This Report provides a synthesis of the outcomes from thirty eight Ako Aotearoa projects, funded from 2008, and analyses the implications of technology for New Zealand tertiary education. Major themes that run through the projects include: organisational implications of e-learning; open education; learner support, engagement and retention; e-learning and Ako Màori; selecting from the range of e-learning technologies; the examples and case studies explore e-learning in a range of courses.
URL: https://akoaotearoa.ac.nz/download/ng/file/group-4/e-learning-in-tertiary-education-highlights-from-ako-aotearoa-research.pdf

---

MOOC impact beyond innovation / Robert Fox . - **In:** Reforming Learning and Teaching in Asia-Pacific Universities . - Springer, 2016 . - pp 159-172 (Education in the Asia-Pacific Region: Issues, Concerns and Prospects , v. 33)
Abstract: This chapter focuses on the role MOOCs can play in creating new opportunities for new practices, processes and ways of working and in building capability and capacity within higher education. Focusing on Asia, The author examines new arrangements in developing curricula and governance in offering MOOCs and related technology solutions in sustainable ways. The chapter explores the challenges these changes can make to the way institutions see themselves and their role as higher education providers, and the roles of the stakeholders within the institutions. In this sense, MOOCs are seen as a catalyst to unbundle higher education in a new way. The MOOCs themselves are not seen as necessarily innovative but they provide the opportunity for new thinking and working and in offering courses in non-traditional ways, open to all, anywhere, with potential links to the institution's conventional award bearing programs.

Students' acceptance and readiness for e-learning in northeastern Thailand / Anchalee Ngampornchai, Jonathan Adams . - **In:** International Journal of Educational Technology in Higher Education, v., no. 34, December 2016
ISSN 2365-9440
Abstract: This study examines undergraduate student perceptions of e-learning and awareness of new learning technologies in a rural Thai community. The authors note that e-learning innovation research includes the study of acceptance of online learning after an innovation has been adopted for classroom use. The survey also explores students' self-regulation, computing devices ownership, and level of familiarity with education-related technologies. The responses imply that students have a slightly positive perception toward e-learning. They use mobile technologies extensively, and have experience using social media; but are unfamiliar with other collaborative e-learning tools. A discussion includes recommendations for cultural context and the design of e-learning in Thailand.
URL: http://rd.springer.com/article/10.1186/s41239-016-0034-

Using e-learning for student sustainability literacy: framework and review / Susannah Diamond, Brian Irwin . - **In:** International Journal of Sustainability in Higher Education, v. 14, no. 4, pp. 338-348, 2013
ISSN 1467-6370
Abstract: This paper explores staff practices in using e-learning to embed sustainability literacy, highlight best practice and determine areas for improvement. A framework of four areas for developing student sustainability literacy (SSL) was proposed as a basis for analysing practice. A literature review then explored the extent to which e-learning is used to support embedding SSL in the curriculum, and the types of e-learning currently in use for this. The authors found that E-learning tools were most frequently used to provide flexible access to information, followed by support for communication and collaboration, and were less frequently used for the development of specific skills, personal identity and confidence. This study highlighted scope for a pedagogical shift away from using e-learning for information delivery and practical communication, and towards supporting rich, student-centred forms of learning in both blended and distance learning modes to more effectively develop students' personal identities and skills, and yield graduates who are more confident in their ability to create more sustainable futures.