Forum on Higher Education and International Development

Programme

9:00: Registration   Room B33, Birkbeck College Main Building, Malet Street

9:30-10:45: Keynote address   Room B33, Birkbeck
"Trans-national Higher Education: Global Wellbeing or Imperialism?"
Professor Rajani Naidoo, University of Bath

10:45-11:15: Coffee break & Poster display   Room S13, IOE Students Union

11.15-1:00: Parallel sessions   Breakout rooms, IOE (see overleaf for details)

1:00-2:00: Lunch break *(Poster display open in S13)*

2:00-3:30: Workshop sessions   Breakout rooms, IOE (see overleaf for details)

3:30-4:00: Tea break & Poster display   Room S13, IOE Students Union

4:00-5:00: Open forum   Room B33, Birkbeck College

5:00-7:00: Drinks reception   Room S13, IOE Students Union

Parallel sessions: Details

<u>Session 1: Expanding Access to Higher Education</u>   **<u>Room 539</u>**

- "Who gets access to higher education in developing countries? Evidence from demographic and health surveys" – Sonia Ilie & Pauline Rose, University of Cambridge, UK
- "Higher Education Decisions in Peru: On the Role of Financial Constraints, Skills and Family Background" – Juan F. Castro, Universidad del Pacifico, Peru, & University of Oxford, UK
- "Widening participation in higher education for the low SES group? A Social justice analysis of student loans in Tanzania" – Faustina Msigwa, University of Bristol, UK
- **"**Towards meaningful strengthening of higher education systems for massive numbers of students in Ghana" – Anna Peachey, The Open University, UK
- "Higher Education expansion in emerging countries: The case of Brazil, India and China" – Bruno Morche, Federal University of Rio Grande do Sul, Brazil (**presented virtually**)

<u>Session 2: Higher education, student development and national development</u>   **<u>Room 541</u>**

- "The links between access to higher education and good governance" – Susy Ndaruhutse, Laura Brannelly & Laura Lewis, CfBT Education Trust, UK
- "Developmental Leadership in The Philippines: Educational Experiences, Institutions and Networks" – Michele Schweisfurth & Chelsea Robles, University of Glasgow, UK
- "Tertiary Education and Development- the central role of technological capabilities" – Simon McGrath, University of Nottingham, UK
- "The Global Student Experience: An international and comparative analysis" – Camille Kandiko Howson, Kings College London, UK

<u>Session 3: Partnerships</u>   **<u>Room 603</u>**

- "The Paradox of Partnerships: An analysis of mutuality and effectiveness in UK-Africa higher education collaboration" – Amy Smail, Institute of Education (University of London), UK
- "Opening the 'Black Box' of Research Capacity Building Projects: Examining Context, Communication, and Commitment in Tanzania" – Matthew Thomas, University of Wisconsin-La Crosse, USA
- "Home and Away: the transformative potential of partnership working to support learning and teaching development with a private HEI in Sri Lanka" – Hazel Messenger, Digby Warren & Wendy Bloisi, London Metropolitan University, UK
- "Promoting peace and stability through postgraduate education: Evaluating challenges to the funding, political risk management and delivery of an exported

postgraduate programme in Security Sector Management in Ethiopia" - Paula-Louise Macphee and Ann Fitz-Gerald, Centre for Defence Management and Leadership, Cranfield University, UK

- "Brazil-Venezuela South-South cooperation in higher education in the context of ALBA, UNASUR and MERCOSUR" – Thomas Muhr, Friedrich-Alexander University Erlangen-Nürnberg, Germany

Session 4: Alternative Models of Higher Education   **Room 770**

- "Universities, knowledge and society: A theoretical framework" – Tristan McCowan, Institute of Education (University of London), UK
- "Institutional Forums and Social Justice in Higher Education Transformation" - Anne-Marea Griffin, University of Bath, UK, & the Association for the Advancement of Higher Education and Development, South Africa
- "Communitarian Universities in Southern Brazil: Between Regional Commitment and For-Profit Competition" – Cristina Fioreze (University of Passo Fundo & Federal University of Rio Grande do Sul), Nilda Stecanela (University of Caxias do Sul), Regina Celia Linhares Hostins (UNIVALI) and Gabriel Goldmeier (UNIVATES and IOE), Brazil
- "Challenging the Modern University, perspectives and practices from indigenous communities, social and ecological movements" – Kelly Teamey & Udi Mandel, Enlivened Learning

Session 5: International Agencies & International HE Policy   **Room 675**

- "British policy for higher education and development: A hundred years of ambiguity" – Hilary Perraton, Institute of Education & London International Development Centre, UK
- "Separate but (un)equal? Higher education and concepts of citizenship and community in the post-conflict societies of former Yugoslavia" – Jana Bacevic, University of Aarhus, Denmark & University of Bristol, UK
- "High participation systems of higher education" – Simon Marginson, Institute of Education (University of London), UK
- "The world beyond 2015 – Is higher education ready?" – Liam Roberts, Association of Commonwealth Universities, UK
- "Higher Education and the scatological idea of Development in Africa: – Does a post-2015 development agenda matter?" – Patricio Langa, Eduardo Mondlane University, Mozambique, and Gerald Wangenge-Ouma, University of Pretoria, South Africa (**presented virtually**)

Workshop session: Details

Workshop 1   **Room 539**

"How can the current and future demand for tertiary education be best financed in low and lower income countries?" - Moses Oketch, Institute of Education, University of London

There is growing world-wide recognition and consistent evidence of personal and societal benefits attached to tertiary education. Higher education contributes to economic growth, and raises individual personal earnings. Higher education contributes to better health, increased longevity, greater freedom and democratisation. Therefore, both individuals and society benefit enormously from investments made in higher education. In low and lower middle income countries there is added pressure to meet growing social demand, and to fill skills gap required to boost positive signs of economic productivity. However, it remains unclear how this demand should be financed. This workshop aims to discuss modalities for financing present and future demand for tertiary education in low and lower income countries by discussing the following possibilities:
1. Fully publicly financed tertiary education and its limits
2. A combination of public and private financing- types, merits, and demerits
3. The feasibility of loan schemes and equity implications

Workshop 2   **Room 541**

"Improving Student Learning in Higher Education"
Rebecca Schendel, Institute of Education, University of London

Higher education is increasingly positioned as crucial for development. Underpinning this positioning is the assumption that students will learn crucial knowledge, skills and competencies through participation in higher education. However, there is evidence that this assumption does not always hold. Much of the literature on higher education in low-income contexts decries a widespread 'crisis of academic quality' – a discourse which has led to the launch of numerous initiatives and interventions aimed at improving student learning in less-resourced contexts. But, what do we really know about student learning outcomes – and about how best to improve them? What is the potential for existing interventions to address barriers to student learning, and are we failing to address some of the underlying challenges?

This workshop focuses on these critical gaps in our understanding of teaching and learning in higher education. Drawing on the theoretical and empirical literature, as well as the experiences and knowledge of workshop participants, the session aims to challenge assumptions and generate recommendations for future work in this domain.

"Community Engagement"
Yann LeBeau, University of East Anglia

After a brief introduction and review of the literature by the convener, the workshop will examine key issues debated about university -society engagement in the context of low and middle income countries.

The workshop will avoid adopting a normative stance on universities' terms of engagement with their environment and will instead use the expression "engagement" in its broadest possible sense, referring to "all the relationships and connections which universities have with the wider society, including businesses, government, the voluntary and community sector and other societal actors" (Newcastle University, 2009). In the process we will also address the under-researched issues of unintended and negative impacts of universities on local communities. With a focus on universities and higher education systems, the discussion and illustrations will seek to contextualise the current revival of earlier understandings of the role of the university (Land Grant Colleges, Civic Universities, Developmental Universities), within specific socio-economic environments and to relate it to the changing positioning of higher education institutions within societies.

The workshop will aim to highlight how this increased prominence of community engagement is not universal and how the differences in the ways in which the topic is popularised in different settings also affects the ways in which it is being conceptualised and promoted on the ground.

Drawing on the experiences of participants, we will distinguish contexts where the concept has been picked upon and promoted as policy, as part of broader attempts to transform societies , from others where the institutional discourses and practices of "engagement" refer to funding strategies (services, knowledge transfer activities) to overcome public funding cuts and situations where university constituencies (academics, students, etc) rather than the institutions engage actively with –or confront – local policies and political elites.

In reviewing those issues the workshop with seek to identify the methodological challenges of researching the university –society nexus in developing countries and explore ways in which community engagement initiatives can be supported by local and international developmental organisations.

Workshop 4   **Room 770**

"Higher Education and Refugees"
Barbara Zeus

The world is seeing an unprecedented number of large-scale humanitarian crises that have resulted in the highest number of people being forcibly displaced since the end of World War II. More than 51 million people have had to leave their homes and are dependent on humanitarian assistance including food and water, shelter and healthcare.

While there have been increased efforts to include basic education in emergency response, the provision of higher education has traditionally been seen rather as a long-term development activity and has only recently received more attention in such contexts.

This workshop will explore the role that higher education plays during and after crisis for refugee populations and society at large, as well as different innovative models of delivery including MOOCs.

Following a presentation of the contextual background, some theoretical considerations as well as a particular case study, workshop participants will have the chance to discuss and reflect critically on particular challenges and opportunities related to access to and quality of higher education for refugees in a post-2015 world.

Workshop 5   **Room 836**

"Internationalisation of Higher Education & Development in East Asia"
Terri Kim, University of East London

This workshop discusses the current state of internationalisation of higher education and development in East Asia - especially the countries well known for their economic success - Japan, South Korea, Singapore, Hong Kong, Taiwan, and now China.

Overall, the workshop participants will have the opportunity to:

- discuss the contemporary trends and debates on internationalisation and international roles of East Asian higher education, academic mobility, knowledge production and innovation in the context of rapid and continuing development.
- critically review competing international models of 'higher education' and paradigms of 'development' in East Asia
- think comparatively and alternatively - beyond short-term, monolithic parameters and challenging some conventional frames of reference (such as 'Confucian' stereotyping).

Parallel sessions: Abstracts

Session 1: Expanding Access to Higher Education

Who gets Access to Higher Education in developing countries? Evidence from Demographic and Health Surveys – Sonia Ilie & Pauline Rose

The spotlight placed on achieving universal primary completion by the Millennium Development Goals has contributed to considerable progress towards this goal over the past 15 years. However, this has raised concern that the focus on primary schooling has been to the detriment of other levels of education, with higher education being particularly neglected. Post-2015 goals therefore propose to pay attention to higher education, with a focus on achieving equality in access by 2030. There is, however, little research investigating how access to higher education varies across and within countries, and over time. In this presentation, we assess the distance still to travel to achieve a goal aiming to achieve equality in access to higher education by 2030, with a focus on poorer countries which tend to have lower levels of enrolment in higher education overall. For this purpose, we analyse Demographics and Health Survey data in around 50 low and middle-income countries to determine in particular the patterns of access to higher education across wealth groups, identifying the extent to which wealth gaps have narrowed over time. We will show how marked inequalities at the primary and secondary level are mirrored, and further reinforced, at the higher education level. While there is some evidence that higher education attendance has been increasing in some of the countries included in the analysis, any progress in narrowing inequality gaps at lower levels of education has yet to have a marked impact for access to higher education. Our results have implications for assessing the potential to achieve proposed post-2015 goals associated with higher education, as well as to broader debates surrounding the contribution of higher education to economic growth, as it raises the difficult question of whose access is critical for development.

Higher Education Decisions in Peru: On the Role of Financial Constraints, Skills, and Family Background – Juan F. Castro

This paper analyzes the relative importance of short term financial constraints *vis a vis* skills and other background factors affecting schooling decisions when explaining access to higher education in Peru. We focus on college access disparities between rich and poor households. We use a novel household survey that includes special tests to measure cognitive and socio-emotional skills of the urban population age 14-50. These are complemented with retrospective data on basic education and family socioeconomic conditions in a multinomial model. We find that strong correlation between college enrollment and family income in urban Peru is not only driven by credit constraints, but also by poor college readiness in terms of cognitive skills and by poor family and educational backgrounds affecting preferences for schooling. Family income explains, at most, half of the college access gap between poor and non-poor households. The other half is related to differences in parental education, educational background and cognitive skills. Our results indicate that credit and/or scholarship schemes alone will not suffice to change the regressive nature of higher education enrollment in Peru, and that such programs will face strong equity-efficiency trade-offs.

Widening participation in higher education for the low SES group? A Social justice analysis of student loans in Tanzania - Faustina Msigwa

Financing of higher education (HE) through provision of student loans has become the most popular strategy globally for funding undergraduate degrees; hence, widening participation in HE depends crucially on socially just distribution of loans. Tanzanian financial assistance policy targets to support students from low socio-economic status (SES) backgrounds. The purpose of this study was to explore the extent to which the loan scheme and practice in Tanzania enables participation of these students. The study is guided by critical theory philosophical perspectives, and applies Nancy Fraser's theory of social justice. Political representation issues are investigated through critical analysis of policy documents. Loan policy implementations are explored from the perspective of students from low SES backgrounds studying at two Universities in Dar-es-salaam. The findings show a discrepancy between the purposes of the financial assistance policy and the loan scheme in one side and the real practice of loans distributions on the other. This study recommends that Higher Education Student Loans Board (HESLB) really needs to revise criteria for issuing loans so as to enable more accessibility for students from low SES and hence contribute towards widening participation.

Towards meaningful strengthening of higher education systems for massive numbers of students in Ghana - Anna Peachey

This paper presents the critical impressions of the researcher as a participant observer in a series of workshops led by the Ghanaian National Council for Tertiary Education and supported and facilitated by the Open University UK. The workshops represent the final stages in a long consultation process among key stakeholders in Ghanaian tertiary education (TE) to develop a workable solution for a meaningful increase in access to tertiary education for massive numbers of students in the country. The paper will describe the historic and current situation for tertiary education in Ghana, drawing on both domestic and international context. In 2014 there is unprecedented demand for TE among a population with a median age of around 20 years and where there are already high numbers of unemployed graduates. The paper will present the significant risks, challenges and opportunities involved in addressing this demand as identified by those who have most at stake, along with reflections on the process of providing expert and (relatively) objective institutional facilitation for what was inevitably a sensitive process of consultation required to support multiple agendas. Discussion and conclusions will describe the resultant, collaborative proposal and the next steps for all parties, including the means for rigorous interrogation, assessment and validation of the proposition. The paper will conclude with lessons learned.

Higher Education expansion in emerging countries: The case of Brazil, India and China - Bruno Morche

Higher education enrollments have been increasing quickly over the past few decades in the emerging countries. The theme of this paper is the process of expansion of the higher education system in Brazil, India and China (three so-called BRICS), from the late 1990s. The purpose of this study is to comparatively analyze the process of higher education

enrollments expansion in these countries. The data was collected from documents and statistics of governments of Brazil, India and China. We used three categories to analyse: demand, funding and the expansion itself (eg. diversification and use of new technologies). This paper discusses three main hypotheses that guided the investigation: the expansion of higher education in these countries is associated with growth or existence of a potential demand from secondary education; the expansion took place through the growth of non-state funding sources; the expansion occurred linked with the emergence and development of distance learning.

Session 2: Higher education, student development and national development

The links between access to higher education and good governance – Susy Ndaruhutse, Laura Brannelly & Laura Lewis, CfBT Education Trust, UK

Does higher education have a role to play in facilitating the emergence of developmental leaders and elites that can help promote good governance? There is increasing recognition that overcoming the challenges of security and development will require leadership across the public and private sectors. But how do developmental leaders emerge and acquire the necessary skills and values to lead? How might higher education influence this process and how can it contribute towards improved governance? This paper explores the neglected question of whether and how higher education may contribute to the emergence of developmental leadership. The paper undertakes data analysis mapping higher education gross enrolment rates with a 20-year lag against the Worldwide Governance Indicators, used here as a proxy for the existence of developmental elites. The quantitative analysis has identified a positive correlation between higher education and good governance. While no definitive causation can be established, a review of literature has enabled the study to illustrate ways in which higher education can contribute towards the formation of developmental elites. Follow on research in Ghana then provides qualitative evidence on the key role of secondary and higher education in providing leaders with the skills, values and networks through which to pursue democratic and economic reforms that have been largely sustained in Ghana over the last 20 years.

Developmental Leadership in The Philippines: Educational Experiences, Institutions and Networks – Michele Schweisfurth & Chelsea Robles, University of Glasgow, UK

This paper is a work-in-progress piece reporting on a project in its early stages. The research develops a national case study of The Philippines, exploring the importance of particular institutions, networks and educational experiences to individuals, and how, through the agency of these individuals and networks, education and higher education in particular may impact on national movements and development. The analysis is based on selected recent reforms explored through a literature review, and on empirical work which includes interviews with key individuals involved in those reforms, and social network analysis. Among the key themes being explored are the impact of pedagogy, the curriculum, institutional selectivity, school ethos, values and the hidden curriculum, mobility, extracurricular activities, and student (dis)empowerment. The underlying question is how individuals' educational development and the social capital accrued during study are translated – or not - into national development. The research is funded by the Developmental Leadership Programme (in turn funded by the

Australian Department for Foreign Affairs and Trade). It builds on earlier DLP-commissioned analysis of global trends and a case study of Ghana. While the project is at an early stage, with the first fieldwork phase scheduled for October, this is an opportunity to discuss the issues and some preliminary insights.

Tertiary Education and Development- the central role of technological capabilities – Simon McGrath, University of Nottingham, UK

In their systematic review of the literature on tertiary education and development, Oketch, McCowan and Schendel (2014) argue that there is a dominant view that focuses on economic development, although it increasingly has brought in a "wider benefits of education" argument. As they note, this approach is essentially grounded in a human capital account, although with some growing sense of "endogenous growth theory". In this paper, we will argue that there is an alternative approach within economic theory that is worth considering for its potential insights for theory, policy and practice regarding the relationship between tertiary education and economic development. This is the evolutionary economics tradition, which offers distinct advantages due to its stress on the importance for economic development of education, skills, work, innovation and production. Evolutionary economics argues that productive transformation is central to economic development. This has led to a notion that firm- and economy-level learning are crucial to the prospects for innovation and competitiveness, and that such learning requires organisation and systemic capabilities. Indeed, ILO research suggests that such productive capabilities determine the realistic options for economic diversification and the competences to take advantage of potential opportunities. Thus, it can be argued that a core role of an aspirant developmental state is to support capability development. We will explore this argument in the paper, explaining the way that capabilities are used here in a very different way from in the human development tradition. We will illustrate the practical and policy use of the approach through the exploration of a set of three linked case studies of tertiary education - industry engagement in three very different economic sectors in South Africa.

The Global Student Experience: An international and comparative analysis – Camille Kandiko Howson, Kings College London, UK

There are 100 million students in higher education throughout the world. This is a meta-analysis of 14 case studies that provide some indication of what are they are learning and of their wider experiences (see Kandiko & Weyers 2013). It outlines the changing global context of provision for undergraduate students as countries and universities respond to what they anticipate will be new demands for virtual and more traditional learning. It analyses contributions from authors to focus on common themes combined with descriptions of the student experience in national higher education systems. Themes covered include: cultural differences in learning, distance provision; quality in the context of competition; the globally connected undergraduate curriculum; the assessment and 'employability' of graduates. At the same time, in an increasingly open market there are also restrictions upon student travel and residence in many polities, and increasingly variable fees for home and international students. These pan-global themes are combined with an overview of 'Western' higher education, contrasted with systems in different cultural contexts, including China, India, Singapore, Chile and South Africa. Main findings suggest different national interpretations and definitions of internationalisation, the variety of "push" and "pull" factors across national contexts and a great diversity in student

learning experiences globally. Implications include the need for broader definitions of internationalisation than those used primarily in Western contexts, a greater understanding of cultural factors in student learning experiences and a contextualisation of individual experiences, pushing for international students to be considered as more than a number or financial opportunity.

Session 3: Partnerships

The Paradox of Partnerships: An analysis of mutuality and effectiveness in UK-Africa higher education collaboration – Amy Smail, Institute of Education (University of London), UK

Internationalisation of higher education is seen as strategic priority for UK universities and in the 'new Africa,' opportunities for university partnerships are growing. While there is evidence of a positive paradigm shift toward mutuality and sustainability, and of efforts to address asymmetrical power relations, there are continuing uncertainties as to the conditions underpinning effective partnerships. Based on an analysis of key informant interviews with UK policymakers and academics, this research considers the current context of UK-Africa university partnerships from the perspectives of UK institutions and brokering agencies. Findings demonstrate that most partnerships are driven by individual, 'international enthusiasts' who operate them out of goodwill. However, the undertone of market competitiveness is essentially creating silos at institutional, national and global levels, resulting in a disjointed understanding of the daily life of partnerships across the UK. Furthermore, it is not clear how the local/global dichotomy of internationalisation can be bridged for both the UK and African partners, narrowly conforming motivations and benefits to purely economical and fundamentally discouraging any mutual exchange for sustainable practice. In the current terrain, increasingly driven by a rationale of marketisation and self-preservation, possibilities for nurturing future university partnerships for the common good are significantly constrained.

Opening the 'Black Box' of Research Capacity Building Projects: Examining Context, Communication, and Commitment in Tanzania – Matthew Thomas, University of Wisconsin-La Crosse, USA

Manifestations of power are ubiquitous in higher education institutions and no less so in collaborative international development projects that involve multiple partners. This paper examines the notion of research 'capacity building' that assumes faculty researchers involved in collaborative experiences interact with other collaborators through egalitarian relations. It uses insights from a project in Tanzania to explore how aspects of context, communication, and commitment in multi-institutional and cross-cultural collaborations can compromise attempts to build the capacity of those involved. The paper adds to the scant literature that critically reviews capacity building initiatives within higher education and international development (Barrett, Crossley, and Dachi, 2011). It contributes to the field of higher education and international development by opening the 'black box' of research capacity building through explicit examples from collaborations between Mwenge University College of Education (MWUCE) in Tanzania and two higher education institutions in the United States. The paper draws on five years of collaborating with faculty from MWUCE and, most specifically, a qualitative case study conducted during three months of intensive fieldwork at MWUCE. Based on post-project interviews with Tanzanian faculty, the findings suggest that misunderstood

communication and culturally-bound hierarchies can limit investment by faculty researchers as well as constrict the local impact of research collaborations. The paper concludes by exploring the implications of these conditions and providing recommendations with the potential to increase the return on investment for future capacity building initiatives in the global South.

Home and Away: the transformative potential of partnership working to support learning and teaching development with a private HEI in Sri Lanka – Hazel Messenger, Digby Warren & Wendy Bloisi, London Metropolitan University, UK

Sri Lanka has been identified as a region in need of investment to support the development of quality higher education provision (British Council, 2013; The Economist Intelligence Unit, 2013) but state-funded universities are currently only able to provide for 16% of those eligible to take up places. The Sri Lankan government is therefore encouraging partnerships between non-state (private) providers and overseas universities in order to help with this shortfall. This presents institutions with complex issues to resolve in relation to partnership development Wagstaff, (2013), but as Sutton (2010) points out, this process can not only be of transactional benefit, but also, through the pursuit of common goals, become mutually transformative and sources of growth for the individuals and institutions involved in them. This paper presents a case study analysis of a learning and teaching development programme devised collaboratively in the UK and delivered in a private HEI in Sri Lanka. It reviews the programme, analyses the responses of the Sri Lankan participants and reports on the experiences of the development team, indicating the challenges and opportunities associated with developing the capacity to provide high quality teaching and learning in countries outside of the UK. It provides practical advice and suggests some of the characteristics of 'boundary crossers' (Wagstaff, 2013) capable of operating successfully in such situations, indicates how what happens 'away' can change what happens at 'home' and the potential for capacity building programmes to support the development of genuinely transformative partnership arrangements (Sutton, 2011).

Promoting peace and stability through postgraduate education: Evaluating challenges to the funding, political risk management and delivery of an exported postgraduate programme in Security Sector Management in Ethiopia - Paula-Louise Macphee and Ann Fitz-Gerald, Centre for Defence Management and Leadership, Cranfield University, UK

Higher education in developing countries has long been discussed amongst international donor and funding institutions. Over the past 50 years international development funds assigned to higher education have suffered as primary education has emerged as a principle focus for the international development community. However, recent years have seen increased interest to understand the impact of higher education, not only on economic growth, but on the wider political and social benefits it brings to developing countries. This paper considers the place of higher education in the global development agenda and considers the renewed focus on the benefits higher education brings to supporting national development. With questions remaining concerning the extent to which institutional leaders of post-conflict or developing countries have access to the necessary skillsets and levels of knowledge required to support the advancement of systems of governance – and international peacebuilding and state-building objectives - this paper will use the case of a postgraduate programme in Security Sector Management, exported from the United Kingdom (UK) to Ethiopia, to argue that higher education helps enable post-

conflict countries to achieve the development goals set out by both internal and external actors. Finally, the paper will examine challenges to the funding, political risk management and delivery of the postgraduate programme, delivered in Addis Ababa to the Government of Ethiopia officials.

Brazil-Venezuela South-South cooperation in higher education in the context of ALBA, UNASUR and MERCOSUR – Thomas Muhr, Friedrich-Alexander University Erlangen-Nürnberg, Germany

This paper approaches the internationalisation of higher education in Latin America and the Caribbean through Brazil-Venezuela South-South cooperation in the context of the Bolivarian Alliance for the Peoples of Our America - Peoples' Trade Agreement (ALBA-TCP), the Southern Common Market (MERCOSUR) and the Union of South American Nations (UNASUR). While much of the literature on Latin America and the Caribbean regionalisms construes the ALBA-TCP, MERCOSUR and UNASUR as separate and incompatible, competing or conflicting projects, the lens of South-South development cooperation generally, and with respect to higher education in particular, permits to capture the increasing convergence of these regionalisms. The production of a South-South cooperation counter-space is suggested, in which the right to free, state provided higher education is sought to be re-established. This is exemplified by a case study of university education cooperation in the Special Border Regime in Southern Venezuela/Northern Brazil. Empirically, the arguments presented draw from content and discourse analysis of over 500 documents from the period 2000–2014, including 81 cooperation documents between Brazilian and Venezuelan state and non-state actors from 2003 to 2010, municipal, national and regional development plans, and 17 months of ethnographic fieldwork in the emerging South-South cooperation space since 2005, one month of which in the Brazil-Venezuela border zone in 2012.

Session 4: Alternative Models of Higher Education

Universities, knowledge and society: A theoretical framework – Tristan McCowan, Institute of Education (University of London), UK

A historical perspective on the development of the university allows us to identify distinct (although overlapping) models: the medieval (with a focus on teaching the core professions), the Humboldtian (introducing research and academic freedom), the developmental (linking the university more closely with societal needs), and finally the entrepreneurial (focused on income generation). This paper presents an analysis of the 'anatomy' of these four models in order to identify the salient changes in the institution in relation to knowledge and relationships with society. A framework is proposed structured around four key dimensions: first, 'value' - the extent to which knowledge is treated as intrinsically or instrumentally worthwhile; second, 'function'– the role of the university in terms of storage, production or application of knowledge; third, 'communication'– the pedagogical approach adopted; and last, 'porosity' - the ease of flow of ideas and actors between the university and society. This theoretical framework is then utilised to highlight the dominant tendencies in the models of university proposed for low and middle-income countries in the contemporary age, and implications are drawn out for their potential impact on development.

Institutional Forums and Social Justice in Higher Education Transformation - Anne-Marea Griffin, University of Bath, UK, & the Association for the Advancement of Higher Education and Development, South Africa

Institutional Forums (IFs) are relatively new governance structures legislated by the Higher Education Act of 1997 in South Africa to address the legacy of segregation with a formalized model of cooperative governance. They were created to promote the inclusivity and dialogue of diverse constituencies on campus. The majority were established by 2000 and make up the contemporary landscape of all public universities in South Africa. The issue of Institutional Forums in South Africa is crucial due to the legacy of structured disadvantage in relation to ethnicity in the apartheid era and the need to restructure and reorient the educational experience in the post-apartheid state towards greater equity. The research interrogates the rationale and implementation of IFs based on qualitative data utilizing a case study approach. The effectiveness and relevance of Institutional Forums at South African universities, including resulting debates that influence race and gender equity will be analysed. An assessment of the Forums' role in addressing problematic institutional cultures that contribute to low retention levels and disproportionate participate rates will be examined. Findings will convey perspectives on role ambiguity and conflictual power dynamics and will provide recommendations on setting clearer mandates, breadth of coverage and enhanced consensus. More generally the paper will address how 'IFs' have changed the internal higher education governance landscape since 1997. It will shed light on how South Africa manifests its commitment to renewed democratic governance through its universities. The paper will explore whether this manifestation of cooperative governance in higher education has affected transformation toward social justice in South Africa. It is relevant in the international context because the study of shared or cooperative governance incorporating this mechanism, which is unique to South Africa, has thus far been paid little attention by higher education researchers.

Communitarian Universities in Southern Brazil: Between Regional Commitment and For-Profit Competition – Cristina Fioreze (University of Passo Fundo & Federal University of Rio Grande do Sul), Nilda Stecanela (University of Caxias do Sul), Regina Celia Linhares Hostins (UNIVALI) and Gabriel Goldmeier (UNIVATES and IOE), Brazil

At the south of Brazil, between 1960s e 1970s, a peculiar university model emerged, as a consequence of regional communities' mobilization: South-Brazilian Communitarian University (SBCU). These institutions are characterized by collegiate governance and the participation of representatives of local community inside their deliberative boards. An important SBCU's character is the commitment with regional development (VANUCCHI, 2013; NEVES, 1995). SBCU are hybrid institutions, private and public at the same time, but neither state-owned nor for-profit. They belong, since their inception, to public non-state space. However, since the middle of 1990s, Brazilian higher education is suffering changes, as a result of the adoption of actions to increase access, leaded by for-profit sector. This new context put SBCU in an unprecedented scenery, intensificating the public-private tensioning. This paper aims to evidence the elements which characterize this scenery, demonstrating what tensions the SBCU towards a private perspective. As methodology, we developed documental analysis, using data from Ministry of Education. Regarding the findings, we highlight the role of the increase in for-profit institutions (with a growth of 900% enrollment one decade), which generated a mercantile competition never experienced by communitarian institutions and leaded them to decisions concerned about

financial sustainability, risking academic quality and non-profit activities. We analyze this reality under academic capitalism framework (PARASKEVA, 2009; SLAUGHTER & ROADES, 2004) and argue that the tension mentioned create a crisis in SBCU, giving rise to doubt about their communitarian identity and the regional development commitment, facing the priority of financing in a mercantile competition context.

Challenging the Modern University, perspectives and practices from indigenous communities, social and ecological movements – Kelly Teamey & Udi Mandel, Enlivened Learning

In parallel to the growing problems of higher education, alternative and innovative places of learning around the world are emerging outside of conventional universities and colleges. These places of higher education are challenging what it means to learn and how knowledge is created. Born from social and ecological movements as well as indigenous communities, these places of higher education offer radically different values, theories and practices for what learning within a university can and should be. These centers of learning offer indigenous pedagogies for relating to the land, or post-industrial approaches to agriculture, waste and energy. They emphasize different forms of design and socio-ecological entrepreneurship, transforming systemic educational problems, inspiring hope and imagination to those who know about and engage with them. The Enlivened Learning project, seeks to understand what these places of learning are doing on a day-to-day basis, how they emerged and what we can learn from them, especially in the areas of pedagogy, learning, leadership, practical skills, social and ecological entrepreneurship and community-building. Further, the project explores the approach to knowledge and design nurtured in these places and how this compares and contrasts with that found in mainstream Universities (see http://enlivenedlearning.com) In this paper, we discuss three of the many learnings we have documented in relation to the above questions: hospitality (in terms of pedagogy and leadership); self-design learning (with an understanding of self as interdependent); and holistic learning (learning with the head, heart, hands and home).

Session 5: International Agencies & International HE Policy

British policy for higher education and development: A hundred years of ambiguity – Hilary Perraton, Institute of Education & London International Development Centre, UK

This paper uses historical analysis to examine the impact of British policy and practice towards universities and their role in international development over the last century. Two main approaches have been followed: bringing students to Britain and supporting institutions abroad through various mechanisms. Both are discussed, with the main emphasis on student mobility. Policy has been contested and ambiguous. Among its drivers have been individual demand, national interest as seen by various arms of government, universities, overseas institutions, and the market. Major changes in the patterns of student mobility followed the introduction of full-cost fees in 1979 with the proportion of overseas students rising from 10 to 20% and changes in their geographical make-up. Assumptions about the nature and appropriate scale of university development internationally have also changed. The quality of the evidence on policy outcomes has been influenced by the nature of the evaluation and assessment undertaken. In relation to student mobility these have, at different times, looked at graduation rates, return rates and the brain drain, student experience, attitudes, and outcomes. Rate of return analysis for overseas study is surprisingly rare and work on outcomes limited. Conclusions for contemporary policy

are drawn. They are most robust, and examined in most detail, in relation to student mobility and its role in development. The evidence also illuminates the influence of changing policy assumptions on institutional development and the complexity for evaluation that follows from the competing interests of various parties. Neglected research areas are identified.

Separate but (un)equal? Higher education and concepts of citizenship and community in the post-conflict societies of former Yugoslavia - Jana Bacevic

The conflict that took place during the dissolution of former Yugoslavia in the 1990s and 2000s, left, among other things, a legacy of "divided" higher education – universities that cater, sometimes explicitly, to members of specific ethnoreligious groups (Bacevic 2014, Den Boer and Van Der Borgh 2011, Czapliński 2006). While some of these these institutions emerged as initiatives of local communities (or, differently put, "sides") in conflict – as, for example, happened with the universities in Sarajevo – on other occasions they were supported, tolerated, or actually developed by international organizations and aid and development agencies (e.g. the South-East European University in Tetovo, Macedonia). Today, "divided" universities in former Yugoslavia continue to play an important role in higher education in the Western Balkans, but their specific approaches to questions of conflict, memory, identity and belonging vary substantially. This contribution moves beyond the narrow focus on the relationship between higher education and concepts such as peace and security, and examines the notions of citizenship and community embedded in the discourses and practices of these institutions (cf. Dagger 2009). Based on empirical research in Kosovo, Sandžak and Macedonia, it contextualizes the emergence of "divided" higher education in the broader processes of ethnic mobilization and political contestation in the post-1989 Central and Eastern Europe (cf. Bacevic 2013). Finally, it discusses the role of international development community and the dynamics of the relationship between transnational and local political and policy actors for the future development of higher education in the region.

High participation systems of higher education – Simon Marginson, Institute of Education (University of London), UK

There is a worldwide tendency towards High Participation Systems (HPS) in higher education (here defined in the American sense to include some sub-degree programs). By 2012, the Gross Tertiary Enrolment Ratio (GTER) had exceeded 50 per cent in 54 national systems, compared to five systems in 1992. Between 1992 and 2012 the worldwide GTER more than doubled, exceeding 30 per cent. The GTER remains very low in Sub-Saharan Africa and low in South Asia but since 1992 has doubled in Africa and multiplied by four times in India and Pakistan. The tendency to HPS, affecting all but the poorest countries, is articulated by, but common to, differing political cultures, educational structures and traditions. It is accompanied by the spread of research-intensive universities -- or World Class Universities (WCUs) - to a growing number of HPS. The paper explores data illustrating the tendency to HPS, and reviews the national and global conditions and drivers of the tendency to HPS, on the way revisiting Trow (1974). This tendency is better explained in terms of urbanization, middle class growth and social demand for position, social demand facilitated (not driven) by states, rather than explaining it in terms of economic investment in human capital. Nations with varying growth rates expand participation rapidly in this era. The common tendency to HPS, in conjunction with the development of WCUs,

has profound social implications, including (1) tendencies to cultural universalization, (2) changes to the politics of access and equity, so that the main question becomes not access? but access to what?, and (3) tendencies to social and global stratification in the value of participation in higher education, given the elevation of WCUs, and problems of mass education in many countries. Though all these matters require HPS-by-HPS empirical research, it is possible growing stratification in HPS is worsening the broad tendencies to social inequality identified by Piketty (2014) and others.

The world beyond 2015 – Is higher education ready? – Liam Roberts, Association of Commonwealth Universities, UK

Although there was not an explicit goal or role for Higher Education when the UN's MDGs were framed back in 2000, there is growing evidence that the HE sector has been central to development and the delivery of the MDGs. The Beyond 2015 campaign demonstrates how universities have already responded to global development challenges, and prepares them to consider how they should respond to the new UN-brokered development framework that will succeed the MDGs in 2015. In this session, the Association of Commonwealth Universities (ACU) will look at the contribution that universities have already made towards the attainment of the MDGs, drawing on case studies from submitted to the "Beyond 2015 – Is higher education ready?" campaign. It will also address the process for developing the new framework for post-2015 targets and how the ACU has used the campaign to convene a discussion about the critical role of universities in this process. The session will also look at gaps in the existing MDGs, underlining why – and also how – HE can and should respond to global challenges beyond 2015, including possible common frameworks for this. Finally, the session will highlight international practice in tracking development-oriented data and information, and how this can be enhanced in future.

"Higher Education and the scatological idea of Development in Africa: – Does a post-2015 development agenda matter?" – Patricio Langa, Eduardo Mondlane University, Mozambique, and Gerald Wangenge-Ouma, University of Pretoria, South Africa

It has become a truism that higher education contributes to development, particularly in the so called age of the knowledge economy where knowledge is regarded as a key factor of production (Bloom, Canning and Chan, 2006. Scholars argue that if low and middle income countries could get their higher education systems right, then 'development' will follow (Pillay, 2010, Cloete, Bailey, Pillay, Bunting & Maassen, 2011). The problem with these ideas, we argue, is that they are based on three types of misconceptions that make 'development' unfeasible. The first misconception consists in considering HE as the pre-condition for development. The second misconception entails imagining that the economic success of some countries (particularly in the West, but equally in Asia – e.g., Finland, North Carolina, and South Korea) is the result of a well-crafted plan and investment in higher education and its alignment with the economy (Pillay, 2010, Pillay, 2010, Cloete, Bailey, Pillay, Bunting & Maassen, 2011). The third misconception derives from the scatological view that history has an end; that one can reach the end of history (development) through intervention for development. This paper addresses these three misconceptions and their implications for the trivialization of higher education in Africa and its formulation as a technical problem. The paper concludes by questioning whether Africa needs a post- 2015 development agenda and if there is a role to be played by higher education.

Additional Information

Forum Locations

The Forum will be held in two main locations: Birkbeck College and the Institute of Education.

Registration, the opening keynote and the final plenary will all be held in Room B33 of the main building of Birkbeck College (Malet Street, London WC1E 7HX). Delegates should enter on the east side of the building and proceed down the stairs. Registration will be outside B33 in the basement foyer area.

Directions to Birkbeck can be found at: http://www.bbk.ac.uk/maps/directions-central.

The rest of the Forum will be held at the Institute of Education (20 Bedford Way, London WC1H 0AL). Directions to IOE can be found at: http://www.ioe.ac.uk/sitehelp/1072.html.

Walking directions from Birkbeck to the IOE are as follows:

> From Birkbeck, bear right across the courtyard area and then left down the stairs. Proceed past the SOAS buildings and enter the IOE through the Students Union entrance. The poster display, as well as the tea/coffee breaks and the drinks reception, will be held in Room S13, which will be on your left-hand side as you enter the Union.

The breakout rooms for the parallel sessions and workshops are all upstairs at IOE. From S13, walk through the Union and up the stairs into the lobby. The lifts will be on your right-hand side as you enter the lobby area. Take the lifts upstairs to the 5th, 6th 7th, or 8th floors, depending on the room number, and follow the signs to the breakout rooms.

When you come back to the Union for breaks later in the day, remember that the ground floor at the IOE is on Level 4!

Places to eat in Bloomsbury

Coffee and tea will be provided during the day, as will drinks and nibbles during the final reception. However, delegates are asked to find lunch on their own. There is a café in the IOE Students Union which serves hot and cold lunch options. There is also a Costa coffee in Level 4 reception which services light snacks and sandwiches. Delegates may also wish to visit some of the many cafes in the area. There are a number of options on Tavistock Place and around the Russell Square tube station.