

FORUM

MEMBER
MAGAZINE

Discussing international education

THE SUSTAINABLE DEVELOPMENT GOALS

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06

“Education is humanity’s best hope and most effective means in the quest to achieve sustainable development”

GOOD IDEAS TRAVEL FAST

24

“If any space within society can create trust building and build bridges, it is universities”

IN CONVERSATION WITH ALEXANDER BETTS



42

“By sharing what we know as academics with policy and business leaders, we are guaranteeing that our global leaders are making informed and forward-looking decisions”

LIFE BELOW WATER

44

“Educating students to understand and design for the whole lifecycle of their products will create better designers and sustainable products”

DESIGNING THE FUTURE



EDITORIAL

Of central importance to the EAIE is the impact of the work done by international educators in Europe and elsewhere. Traditionally, impact has been considered mostly in terms of the way students in higher education are educated to understand and experience the world, and the way in which higher education institutions engage in international partnerships or support the cross-border mobility of students, faculty and staff. Efforts in these areas are unquestionably commendable.

Increasingly, however, we are being called upon to consider the ways in which international education has an impact on issues that extend beyond these traditional areas of concern. Poverty, social injustice and environmental degradation – among a range of other persistent, large-scale challenges – demand the attention of international educators as never before, if we are truly sincere in our claim that internationalisation aims to ‘make the world a better place’. Indeed, to make good on our promises of making a positive impact in the world, it is vital that we begin to concern ourselves both with the ways in which our work may exacerbate problems in these areas, and how we, as a community of professionals, can contribute to the development of solutions needed to ameliorate the global crises affecting humanity and the physical world around us.

One way to begin is to familiarise ourselves with key efforts already underway to tackle the major challenges of our time. The United Nations’ (UN) Sustainable Development Goals (SDGs) offer an excellent starting point in this discussion.



Adopted in September of 2015, the SDGs consist of 17 specific goals for the betterment of humanity and the planet, and 169 targets to realise them, ideally by the year 2030.

As our contributing authors demonstrate, there are a world of ways in which internationalisation efforts and activities can contribute to this global vision for sustainable development – from fostering specific aspects of internationalisation at home, to bringing universities together in collaborative research around the world’s biggest ocean; from forging bilateral international partnerships to develop innovative curricula, to working together in broader consortia and associations to foster more coherent and change-making roles for higher education on a global scale – and more.

The EAIE itself is taking steps to act with greater environmental responsibility: In an effort to offset the carbon footprint of its annual conference, the Association is partnering with the Netherlands-based non-profit organisation, Trees for All, through which reforestation and tree planting efforts will be supported in Bolivia, the Philippines and the Netherlands. Learning, giving, growing – there is surely a role for each of us in the international higher education space to make a positive difference.

— LAURA RUMBLEY, EDITOR
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**GOOD
IDEAS**



**TRAVEL
FAST**



For years, international higher education has been something of an end in itself. In the context of a rapidly internationalising world, internationalisation has been essential to improving the relevance and quality of higher education. However, it is time to consider new purpose for internationalisation: creating a global sustainable society.

Internationalisation has taken many forms, which in their combined effect have changed higher education drastically. Today we see massive student flows around the world and fully internationalised curricula in terms of format, content, admissions, awarded degrees and employability prospects. Teaching and learning in English is spreading around the globe. For the majority of students that are not internationally mobile, internationalisation at home implies a major addition to educational programmes.

Currently, we are seeing an internationalisation of accreditation and quality assurance processes, among other things. The ever increasing possibilities of information and communication technology and the internet have induced all kinds of virtual education and cooperation. We also see a globalisation of university rankings, of students looking for quality universities and of student recruitment efforts.

MEETING THE EXPECTATIONS OF THE MASSES

At the same time, not all is well with internationalisation, nor with higher education. Higher education is experiencing serious difficulties in coping with many challenges and fulfilling the expectations posed upon it. Think of the increased demand for higher education without a parallel increase of (public) funding and the effects of this massification of higher education. Internationalisation has also implied the global spread of new ways of thinking about (higher) education and how to govern it. Worldwide, higher education seems to be moving from a predominantly public domain to a space where market forces play a dominant role. Collegial relations and cooperation suffer from this

and have given way to competition. Additionally, some institutions have been internationalising much faster than others.

Educational policymakers generally do not seem to be able, or may not even intend, to correct such gaps. The overall effect of many forces emphasising the achievements of institutions ironically seems to have been a shift from outward looking to inward looking. In a world of competition, nationally and internationally, university leadership has become obsessed with questions such as how to perform better, how to become more competitive than others, how to be ranked best? Even international cooperation seems to have become mainly instrumental to strengthen one's own competitive edge.

Education is humanity's best hope and most effective means in the quest to achieve sustainable development

LOSING SIGHT OF OUR PURPOSE

In all this, universities seem to ignore the madness in this new normal. Sometimes it looks like they lack the time to reflect on their purpose and to act accordingly. Are the actual goals of education getting out of sight?

"The goal of education is to make people wiser, more knowledgeable, better informed, ethical, responsible, critical and capable of continuing to learn. Education, in short, is humanity's best

hope and most effective means in the quest to achieve sustainable development... As major contributors to the values, health and wellbeing of society, higher education institutions have a fundamental responsibility to teach, train and do research for sustainability. We believe that the success of higher education in the twenty-first century will be judged by its ability to put forward a bold agenda that makes sustainability and the environment a cornerstone of academic practice.¹

Universities should do what they are good at: conducting excellent research and providing world-class education. But not just for the sake of being the best. Higher education needs to serve mankind. In a context of a human society that is rapidly reaching the limits of the planet on which it lives, this service takes on new meaning. Universities, higher education institutions everywhere, will have to do their utmost to help mankind survive. This is not an option, there simply is no choice.

Universities, higher education institutions everywhere, will have to do their utmost to help mankind survive

The urgency of the sustainable development agenda needs no elaboration – it is essentially factual. What is highly worrying is that there are powerful forces in society that publicly doubt and trivialise all facts and knowledge, and

that sabotage the changeover to more sustainable ways of life. This illustrates perfectly the role that higher education institutions have to play.

Universities will have to consider how they can contribute maximally to a reinvention of society into something that will be sustainable and that will no longer cannibalise its own future prospects. Since this concerns all corners of life – just see the range of areas covered by the Sustainable Development Goals – to all disciplines and content areas in higher education and research, mainstreaming sustainable development thinking and practice in all disciplines and areas will be the big challenge in the years ahead.

GOOD IDEAS TRAVEL FAST

Committing to contribute to a sustainable society will also affect internationalisation of higher education. To begin with, the pressing need to reform our society into a sustainable one, globally and locally, must

be a prime driver of international cooperation of higher education and scientific research around the globe. We have to work together to face the many challenges

confronting us. Internationalisation and international cooperation offer many opportunities to speed up the process of making our world a better and more sustainable place. The international higher education community has a responsibility. Bad news travels fast, but so does good news and useful ideas and practices. Further internationalisation provides the avenues along which such information travels. There is much work to be done.

— HAN AARTS

1. UNESCO: Educating for a Sustainable Future. (1997, November). Retrieved from www.unesco.org/education/tlsf/mods/theme_a/popups/mod01t05s01.html



SPEAKING UP FOR SOCIAL RESPONSIBILITY

The world is becoming smaller as people from every corner discover new ways to connect, learn from one another and unite under one banner: humanity. There are many ways in which this endeavour can be accomplished, but one key factor is the ability to understand one another. ▶



While the world is becoming smaller, the world's purpose is becoming bigger. To further that purpose of global compassion and inclusiveness, the United Nations' Sustainable Development Goals (SDGs) have been at the forefront of the commitment to world change. As the previous article argues, higher education institutions play a critical role in the execution of these goals.

A CALL TO ACTION

Higher education institutions – specifically international higher education institutions – are well poised to contribute to the SDGs and respond to development challenges in today's global landscape. Higher education institutions might first evaluate the 17 goals to discern the value they hold in connection to education overall. Why are they important? How can institutions bring awareness to these goals and then allocate resources to support implementation?

The answers to these questions are not so simple, but can start with an understanding that all 17 SDGs promote bringing stakeholders from around the world together. Through knowledge transfer and action plans, it is possible to ensure a better future that celebrates diversity – a true path to global citizenship.

Understanding the world on a larger scale starts with seeing it from a different perspective

MULTILINGUALISM: A BUILDING BLOCK TO GLOBAL CITIZENSHIP

Understanding the world on a larger scale starts with seeing it from a different perspective – to step outside of the familiar, and into a whole new world of knowledge and opportunity. This can start with multilingualism, and higher education institutions have a unique chance to elevate awareness among their students, prospective students, faculty and beyond.

Why is learning another language (or multiple languages) so important?

- **Connecting with people beyond simple conversation**
Languages keep us connected not only through conversation, but they help us to understand and appreciate cultural nuances, history, and the people who speak these languages. Through multilingualism, we can further expand the global conversation and share innovative ideas that will help shape the world in the future.
- **Once you become bilingual, it is easier to become multilingual**
Many languages share similar roots, words and patterns. Once you become fluent in a second language, it becomes that much easier to pick up a third language or more.
- **You open yourself up to better job opportunities**
Employers, especially in international business relations, see multilingualism as an added benefit to an employee. In knowing another language, you have the flexibility to move between different positions within an organisation or varying locations across the globe. It can also mean better pay and further cognitive development.

To begin putting the SDGs into action, higher education institutions can be part of the process by encouraging students to devote part of their studies to learning another language – making them aware of the benefits and opportunities that await.

PARTNERING FOR SUCCESS

Another way higher education institutions can take action to support the SDGs is to partner with other knowledgeable, global organisations and institutions to promote intellectual and social responsibility through notable events – raising awareness and visibility of the goals.

The goal of the contest is to promote peace and cross cultural understanding through the study of languages, and to highlight for students the life enriching benefits of mastering other languages

The *Many Languages, One World* Essay Contest and Global Youth Forum began as a joint vision of The United Nations Academic Impact (UNAI) and Dr J. Michael Adams, former President of Fairleigh Dickinson University.¹ In 2014, and after Dr. Adams' untimely passing, Ramu Damodaran, Chief of the United Nations Academic Impact worked alongside



Mark W. Harris, President Emeritus of ELS Educational Services Inc. and Berlitz International Inc., to make the vision of *Many Languages, One World* a reality.

Each year, the contest invites university students to write an essay on how multilingual ability advances global citizenship and cultural understanding. The essay may be written in one of the six official UN languages: Arabic, Chinese, English, French, Russian or Spanish. Students must write the essay in a language that is not their first or principal language of instruction in his or her primary or secondary education. The goal of the contest is to promote peace and cross-cultural understanding through the study of languages, and to highlight for students the life enriching benefits of mastering other languages.

In 2017, a total of 60 winners were selected (10 for each of the official UN

languages) to attend the *Many Languages, One World* Global Youth Forum and the Northeastern University Global Youth Symposium, which took place in both Boston and New York City. During their stay in New York, winners had the opportunity to speak in the General Assembly at the United Nations. The 60 winners represented 27 different countries and 57 universities. Six thousand people from 170 countries took part in the initial phase of the contest.

CONTINUED SUPPORT OF SDGS

Winners were put into groups to develop action plans based on an assigned SDG, and share perspectives based on relevant issues and topics in their country. The students then presented their action plans to the United Nations General Assembly – allowing their ideas to be heard and opening up a global dialogue.

Prior winners of the contest have moved on to speak at conferences through organisations like UNESCO and the UN Economic and Social Council (ECOSOC), and take an active role in making a difference in the world.

The constant success of events like these in conjunction with the rise of multilingualism across the globe only reinforces the notion that the world is steadily uniting on larger pressing issues that affect all humankind. With higher education institutions continually working to recognise and support the SDGs, one thing is clear: our future will speak volumes – in many languages.

—JOHN NICHOLSON

1. www.manylanguagesoneworld.org

THE CASE FOR SERVICE- LEARNING



When students, faculty, staff and the community get together, the partnerships formed can contribute to the implementation of the Sustainable Development Goals in a powerful way. Read on for a great example of international service-learning courses that are creating both short and long-term impact around the world.

Global Vision International (GVI), founded in 1998 and headquartered in the UK, facilitates volunteer and internship opportunities in communities around the world as a means of advancing environmental conservation and sustainable community development. The organisation has begun adding new service-learning courses to the programme to deepen and accelerate the learning and change experienced by all stakeholders: students, community members, higher education faculty and staff, and GVI staff.

International service-learning courses, the primary teaching and learning strategy, integrate “*academic material, relevant service activities, and critical reflection in a reciprocal partnership that engages students, faculty/staff, and community members to achieve academic, civic, and personal learning objectives as well as to advance public purposes*”¹

Service-learning courses can be a powerful way for institutions of higher education to advance the SDGs. They can educate students about the SDGs and help them examine the influence of their own assumptions and actions on progress toward achieving them. The co-created community-student-faculty-staff partnerships at the heart of such courses can contribute to capacity-building change initiatives. The courses are facilitated by GVI, partner higher education institutions, and partner community organisations (eg in South Africa, Nepal, Costa Rica, Thailand, Mexico, India and other locations where GVI works).

AN ALL-INCLUSIVE STRATEGY

GVI partners with well-respected local and international NGOs, government agencies and educational institutions to advance three key objectives: global

awareness, impact on the ground and empowerment. Using the SDGs as a framework, these interdisciplinary courses provide an opportunity to examine the complexities of global challenges and opportunities, the interconnections both among them and between them and local practices, and all participants’ own potential contributions. There is one core syllabus, which is customisable to partner communities – including the most relevant SDG(s) – and to higher education parameters – including timeframes (eg summer session, quarter, semester, multi-week programme encompassing spring break) and disciplinary focus (eg business, marine biology, health, general education, etc).

THREE-PHASE APPROACH

International service-learning projects are co-created with community members to advance SDGs in accordance with ongoing strategic planning they undertake collaboratively with GVI. The ‘sandwich’ approach has three phases: (1) study in students’ home country, (2) service abroad with a partner community and (3) study back at home. Discrete in time, the phases are well integrated; learning about and interaction with the partner community as well as academic study occur before, during and after the time abroad.

The courses also unfold in three phases, with guided critical reflection on self, content, partnership and experiences. For example, students might work in Cape Town, South Africa, where GVI has long-standing partnerships with Stellenbosch University, Nomzamo Council and the local municipality as well as several schools and community centres. They might work with community members to develop a management plan for a sustainable vegetable



garden utilising a greenhouse built from recycled materials to provide an ongoing supply of vegetables. This addresses SDG 2 on food security and improved nutrition and SDG 12 on waste reduction and sustainable production.

International service-learning courses must be thoughtfully designed to avoid all-too-easy pitfalls of technocratic, patronising or tourist orientations. When appropriately co-created, however, it is our conviction that such courses can be impactful responses to former UN Secretary General Ban-Ki Moon’s call to all of us: “*Be a global citizen. Act with*

passion and compassion. Help us make this world safer and more sustainable today and for the generations that will follow us.”

We encourage higher education institutions, communities and organisations around the world to explore possibilities for this approach to advancing the SDGs.

— PATTI CLAYTON & MELISSA TORRES

1. Bringle, R. G., & Clayton, P. H. (2012). Civic education through service-learning: What, how, and why? In L. McIlraith, A. Lyons, & R. Munck (Eds.), *Higher education and civic engagement: Comparative perspectives* (pp. 101–124). New York, NY: Palgrave Macmillan.

Student learning goals and objectives (SLO)

LEARNING GOAL

SLO

Understand key characteristics of the partner community and the influence of those characteristics on attainment of the SDGs

- Compare and contrast key historical, ecological, political, economic, social and cultural characteristics of home and partner communities
- Analyse how they are interlinked with the broader global community
- Evaluate their influence on progress toward SDG targets

Critically examine global issues and address them through the lens of the SDGs

- Compare and contrast work being done to advance these SDGs, in home and partner communities and worldwide
- Evaluate that work in terms of its influence on attainment of the SDGs and propose enhancements

Critically examine and revise assumptions about people from other cultures and communication practices when interacting with people from other cultures

- Give examples of assumptions about people from other cultures and of dominant communication practices when interacting with people from other cultures
- Analyse their sources and consequences
- Develop modifications to these assumptions and communication practices

Phases of guided reflection

PHASE 1: HOME COMMUNITY

- Establishment of learning community (students, community members, faculty, staff)
- Introduction to service-learning and examination of the complexities of service and global citizenship
- Introduction to partner community through readings and videos, research, and remote engagement
- Examination of key characteristics of home and partner communities
- Introduction to SDGs and examination of their complexities
- Discussion of ethical standards and criteria for sustainability
- Orientation to project in the context of relevant SDGs

PHASE 2: PARTNER COMMUNITY

- On-site orientation and project-specific training
- Project work
- Readings and classes
- Cultural activities
- Remote engagement with home community instructor

PHASE 3: HOME COMMUNITY

- In-depth debrief
- Remote engagement with community partners
- Collaborative production of digital stories for public use
- Individual production of personal plans for the future

A FRAMEWORK FOR SHARED GOALS

When the SDGs were adopted in 2015, it was envisioned that global civil society would play a major role in their implementation.

Higher education institutions, as global institutions with diverse communities, are engaged in teaching and research that cover the whole range of the SDGs. The question, therefore, is what innovative programmes can universities develop to ensure that our contributions continue to be stimulating, effective and relevant? ▶



At Imperial College London, we have recently remodelled our graduate mobility programme to ensure the SDGs are positioned at the heart of our programmes. As a world-leading specialist STEM institution, we have a responsibility to prepare our graduates to understand their role within wider society, to communicate their ideas and to recognise the powerful role they play in the production and dissemination of knowledge to influence wider society and policy.

UNDERSTANDING GLOBAL PRIORITIES

The Goals offer a shared, solid foundation upon which to build meaningful programmes in partnership with other global institutions, and to provide students with the opportunity to develop their understanding of urgent global priorities. Students and early-stage researchers are given insight into national policy debates as they become aware of national governments’ commitments and local targets in support of global goals.

The Goals provide a shared vision between nations and, by extension, education institutions

Practically and secondarily, the Goals provide a shared vision between nations and, by extension, education institutions. Programme development time is therefore significantly reduced, as the institutions all share the same understanding of the Goals. At Imperial,



we are committed to providing postgraduate students with a professional skills development programme that will help them to become more productive and successful in their future career, whether that be in academia or elsewhere.

The SDGs and the challenges which they represent require innovative and interdisciplinary solutions and programmes focusing on these Goals can provide young researchers with an opportunity

to develop these skills in a safe space. By working with international partners on such programmes, universities can lay the foundation for international collaboration to address these issues early in students’ academic careers.

COLLABORATION IN RESEARCH

Of equal importance is the responsibility of higher education institutions to develop researchers who have an

understanding of the challenges facing our world and the personal skills to truly collaborate on shared solutions. Imperial's programmes include a variety of skills activities designed to encourage participants to reflect on their personal and team effectiveness and on the barriers which can obstruct and distort efforts towards a common goal. The ability to view problems from different perspectives, to adjust approaches to suit a specific context, to address problems in equitable partnerships and to recognise and address power dynamics which can hamper collaborative efforts should all form essential elements of the education of young researchers.

We all have more to do to ensure that our students step outside of their comfort zones and develop an awareness of the positive impact they can have in addressing these global challenges

Imperial's International Relations Office and Graduate School partner to deliver a Global Fellows Programme portfolio in collaboration with international partner institutions. This approach combines elements of the Graduate School's award-winning professional skills programme with the international insight and relationship management required to develop truly international, mutually-beneficial, long-term partnerships. Each one of these Global Fellows programmes brings together 40 PhD students from Imperial and a partner institution to develop and exercise the skills required to work and undertake research in an interdisciplinary and international context.

One or more SDGs form the central focus of each programme, and participants spend five days working on activities to explore how to work in complex, multi-disciplinary, multinational teams. Teams are required to develop a shared research proposal to address an aspect of the SDG. For students from a STEM-focused university like Imperial, a programme centred on SDGs offers a great opportunity to partner with students from other academic backgrounds and with complementary skills and experience. This year, Imperial has partnered with five international partners on Global Fellows Programmes, representing a regional spread including Australia, China, Europe and

the USA. Climate action and sustainable cities form the focus of this year's portfolio. Almost all participants have the opportunity to undertake a longer international research placement after the course week, which furthers students' research and international exposure.

COMMUNICATING ACROSS BORDERS

A crucial element of the programme is focused on communication skills. How can we ensure that researchers have the skills to communicate their ideas across disciplines, languages and cultures? The achievement of the SDGs requires communication across borders: borders between disciplines, borders between

people, borders between organisations, be they public or private. Higher education must encourage students to confront the challenges of effective communication and to interpret power dynamics which might limit the achievement of the SDGs. We all have more to do to ensure that our students step outside of their comfort zones and develop an awareness of the positive impact they can have in addressing these challenges. We must also do more to build research capacity around the globe to ensure that solutions are truly collaborative and founded in equitable partnerships. The SDGs provide a framework and also a requirement for this.

The SDGs have provided a useful, global framework within which to develop joint programmes which, in turn, provide students with real experience of the challenges and opportunities of working together to address the Goals. The great challenges represented by the SDGs require creative solutions and new perspectives. When we combine this with a truly international experience, our students are inspired to think creatively and understand the necessity of overcoming smaller challenges to achieve a globally significant impact.

—LAURA BULMER & HELEN CHALLIS

FISHING FOR CURRICULA REFORM

Higher education curricula shape what is taught at universities, driving the mindset of future generations. As the backbone of every educational system, they can play a pivotal role in the global community's aspiration towards sustainable development. See how one initiative is redeveloping its curricula to support the SDGs.

Woodrow Wilson once said: “It’s easier to move a cemetery than to move a curriculum”. Times are changing for higher education. Developing and reforming curricula is an inevitable but challenging task. As societal expectations for graduates and the nature of employment change, educational goals likewise shift. Increasing emphasis is placed on curricula as a measure of learning outcomes and student preparedness. Without forward thinking, interdisciplinary, cutting-edge curricula, it will be difficult to achieve sustainable change.

Undoubtedly, every country and institution must address their own challenges in developing and adapting curricula.¹ Yet there is a global responsibility to weave in the transformative

2030 Agenda for Sustainable Development, adapting to national contexts.² Countries are strategising and reforming their higher education programmes to meet the demands of the knowledge economy and national development. This requires transparent processes engaging all sectoral stakeholders, while ensuring enabling environments for implementing curricula. Many European countries are working to support curricula development with their counterparts in the Global South.

DEVELOPMENT IN THE KYRGYZ REPUBLIC
An interesting example of development cooperation supporting curricula development is set in the Kyrgyz Republic, in Central Asia. This initiative aims at

building capacity at the Kyrgyz National Agrarian University (KNAU) to develop fisheries and aquaculture capacities and development. In 2015–2016, KNAU, in partnership with the University of Eastern Finland (UEF), facilitated by the United Nation’s Food and Agriculture Organisation (FAO) funded by the Ministry of Foreign Affairs of Finland, developed two curricula for training of professionals in fisheries and aquaculture. The first curriculum was a vocational-level programme to train fish-farmers and the second curriculum was for a bachelor-level programme to train fisheries and aquaculture managers.

Curriculum development work was completed by KNAU and UEF, in cooperation with sectoral stakeholders that included the Department of Fisheries (Ministry of Agriculture of the Kyrgyz Republic), the Institute of Biology and Pedology (Kyrgyz Academy of Sciences), and the State Agency of Environment Protection and Forestry. Private-sector actors (fish-farmers and fish processors) and civil society organisations, *eg* the Kyrgyz Union of Fishermen and Hunters’ Associations, also participated. The development process is based on the needs of the Kyrgyz Republic and is in line with current agricultural development policy, aiming at revitalising a fallen fisheries and aquaculture sector and recognising that a trained and skilled workforce is needed to meet set goals.

Training needs assessments revealed that experts are needed in all areas of the sector. The curricula development process constituted a paradigm shift at KNAU, where teachers and students were included in a participatory process, compared to earlier practice where only department and faculty heads were involved.





01, 02, 03. Students learn about fisheries and aquaculture both inside the classroom and out at KNAU

A SUITABLE LEARNING ENVIRONMENT

The biggest challenge in the Kyrgyz Republic, and at KNAU, remains the lack of qualified teachers to teach and implement the developed curricula. The process now continues (2017–2020) with support from the Finnish-funded Higher Education Institutions Institutional Cooperation Instrument (HEI ICI)² to train trainers, develop learning material and strengthen the teaching infrastructure at KNAU, thus providing an enabling environment for teaching fisheries and aquaculture at both vocational and bachelor levels.

but rather how they are implemented and how new graduates in the field can utilise their acquired knowledge in the field are crucial elements. Open and transparent multi-stakeholder processes are key for developing relevant curricula that serve societal needs.

TOWARDS ‘SDG PROOF’ CURRICULA

The above example highlights that higher education institutions are key players in providing solutions to complex problems, creating adapted public policies and contributing to human development, locally

and private sector. Collaboration helps create a common vision and a culture that supports an institution’s curricula reform.⁴ Co-creating and reshaping curricula is vital for sustainable development. Perhaps it is time to ‘SDG proof’ curricula globally, to ensure that future graduates are equipped with the knowledge and skills to influence change processes and transform our world by 2030 and beyond.

— ROSEANNA AVENTO, ALVA BRUUN & MAIRAMBEK NURGAZIEV

Enhancing fisheries in the Kyrgyz Republic will contribute to the right to quality education, right to no poverty and right to zero hunger

Enhancing fisheries and aquaculture training in the Kyrgyz Republic will contribute to the right to quality education (SDG 4), right to food, working towards SDG 1 (no poverty) and SDG 2 (zero hunger), and will enhance local competencies leading to better qualified graduates for local industry needs.

The crucial message is that curricula in themselves do not infer development,

and globally. Curricula, adapted to the needs of society, are an avenue for higher education institutions to foster new global citizens and problem solvers.

Curricula reform in developed and developing countries alike, regardless of targeted educational level, is in transition, and the process has increasingly become everyone’s business – teachers, students, administrators, government


1. The term curricula here is broadly defined as academic content (programmes, courses) and the students’ academic experience.

2. Sustainable Development Goal Indicators: 4.7.1 on mainstreaming global citizenship education and education for sustainable development at all levels in national education policies, teacher education, curricula and student assessment, see: <https://unstats.un.org/sdgs/indicators/database>

3. For more information about the HEI ICI programme and other funded projects on developing study programmes and methods, see: www.cimo.fi/programmes/hei-ici/projects_2016_2018

4. Shawn L. Oliver. & Eunsook Huyn. (2011) *Comprehensive curriculum reform in higher education: collaborative engagement of faculty and administrators*. Journal of Case Studies in Education. July 2011 Vol 2.

A SUSTAINABILITY-FOCUSED RESEARCH CULTURE



The research community in the United Kingdom is evolving. The culture is changing, and researchers are beginning to engage with the world of sustainable development. While some have always focused on sustainability in their research, what is leading so many others to consider the impacts of the SDGs in their work? ▶

In 2013, the UK became the only G20 country to achieve the UN target of spending 0.7% of gross national income on Official Development Assistance (ODA). ODA is the key measure used for setting most aid targets and assessing aid performance. The Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) defines what type of spending can count as ODA. In November 2015, the UK government launched its new aid strategy and adopted a cross-government approach to ODA spending. Previously ODA spending was mostly carried out by the Department for International Development (DfID) but ODA spending is now being redistributed to other government departments. For example, BEIS (Business, Energy & Industrial Strategy – responsible for universities and research) established the Global Challenges Research Fund (GCRF) (£1.5 billion 2016–2021).

IMPLICATIONS OF THE UK'S NEW SPENDING APPROACH

- Researchers, funders and universities must now meet ODA requirements.
- Research has to have the primary objective of promoting the economic growth or welfare of developing countries.
- Developing countries are low and middle income countries (LMICs) on the OECD DAC list of countries.
- Outcomes need to align with the UK aid strategy, the UN 2030 Agenda for Sustainable Development and the 17 SDGs.

HOW IS RESEARCH CULTURE CHANGING?

One of the most widely used definitions of internationalisation is “*the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery of higher education*”¹. Using this definition, we can see that ODA requirements are driving the internationalisation of research culture and support services.

Challenge-led means large scale, multi-disciplinary solutions: The scale of funding and cross-disciplinary funder calls are accelerating the formation of

and co-producing solutions. Different partnership models are being followed (eg bi-lateral, consortium, network) and mechanisms are being developed to govern and manage these in an inclusive and equitable manner.

Research capacity and capability building: Research capacity building models are being developed that go beyond PhD training. It is being recognised that this is a two-way process – not just about developing LMIC research capacity but also about developing the UK’s research capability in addressing development challenges.

SDGs can provide a safe common ground to cluster around by encouraging holistic, whole-system views of global challenges

cross-institution links and the need for complementarity of research strengths. The focus on LMICs needs is creating greater potential to work across discipline boundaries. While agreeing on areas of common strength might be contentious, the SDGs can provide a safe common ground to cluster around by encouraging holistic, whole-system views of global challenges.

Co-production through equitable international partnerships: The nature of our relationships with LMICs is changing through recognising the two-way nature and mutual benefits of partnerships. Partners are being involved in the early stages of formulating research

All about the impact: The need for ODA compliance is emphasising impact in new ways. Researchers must identify how research meets the development needs of LMICs, how this frames the research question and how impact on societies and economies will be achieved.

Focus on the development agenda: There has always been a section of the research community that has engaged with the international development agenda. Even some researchers already working in LMICs need to articulate how their work fits with the sustainable development agenda and consider how they work *with* and not just *in* LMICs. We are observing a level of enthusiasm

and involvement from researchers in some disciplines that might not otherwise have considered working in particular countries or contributing to the SDGs.

HOW ARE RESEARCH SUPPORT PROCESSES CHANGING?

In addition to changes in research culture, the supporting environment and professional services is also undergoing changes. Most of these processes were in place to enable international collaboration but sometimes need further development when working with low

on ODA and SDG issues and an internal fund was created to build relationships to underpin partnerships. One example was the building of relationships with academics and NGOs in Ghana to address modern slavery.

With ODA introducing more nuanced international elements, there is an opportunity to move beyond just pursuing research funding to more formally considering research in deeper internationalisation terms.

Looking to the institutional strategy level there is an opportunity to integrate ODA and sustainable development

Some researchers need to articulate how their work fits with the sustainable development agenda

and middle income countries. These include: ethics approval; conducting due diligence of partners; contractual arrangements; risk management; ensuring duty of care and safety in unfamiliar environments. Specialist advice is needed when preparing research proposals and ensuring ODA compliance.

FUNDING TO BUILD PARTNERSHIPS

The Global Challenges Research Fund (GCRF) is having a catalytic effect by providing funding of significant size and scale for research. In the University of Liverpool's case this was backed up by institutional-level commitment. GCRF was incorporated into the university's strategy implementation plan with a Strategic Planning Group established to oversee its progress. Specialists in professional services were brought in to advise

activity with international partnerships and country and regional strategies. It is now possible to draw from successful research projects to articulate how the university's ODA activity is addressing global development needs. This opens up the opportunity for the university to look at how it is addressing the 2030 Agenda for Sustainable Development and integrate this into institutional communications and strategy. Exciting times lie ahead.

— WILLIAM LEE MITCHELL



Photos: courtesy of author



01. A meeting at the Village of Hope NGO in Ghana to address modern slavery

02. A panel in the Ussher Fort Museum, which is dedicated to the history of slave trade in Ghana

1. Knight, J. (2003). Updating the Definition of Internationalisation. *International Higher Education*. Fall.

IN CONVERSATION WITH

ALEXANDER BETTS

MARIAH TAUER
EAIE

Alexander Betts is the Leopold Muller Professor of Forced Migration and International Affairs and Senior Research Fellow of Green-Templeton College at Oxford University. He also is the Director of the Refugee Studies Centre at the university. In our interview with Alexander, he talks about inclusive internationalisation, refugee integration and sustainable development – as well as just how related these three topics actually are.

You were a keynote speaker at EAIE Seville 2017, where you advocated for inclusive internationalisation. Can you give us a few details about this concept?

We have reached a point in politics where there's a clash between those who support globalisation and those who see it as a threat. We are seeing a rise of populist nationalism, with the US presidential election, with Brexit, within and beyond Europe. There is this pushback against all of the things that underpin the agenda of internationalisation. People increasingly feel that their welfare and social opportunities are threatened by migration, trade or transnational networks and it is very important that we as higher education institutions respond to that not by distancing it, but by taking it seriously.

With that in mind, my argument for how to approach this is to take the benefits of the horizontal connections created by internationalisation and figure out how to create them vertically, as well. These connections should benefit all of society, within the neighborhoods, communities and regions in which our universities are already benefitting from internationalisation.

Can you share some examples of how higher education institutions are working towards this goal to build bridges with more vulnerable groups within society?

There is, increasingly, a shift towards lifelong learning – towards ensuring that outreach programmes open the campus and courses to a wider audience, rather than just the elite few who have the financial means or academic

merits to attend. Some universities are opening traditional academic programmes while some are opening programmes specifically for communities. There is opportunity that comes with technology and with online courses to provide this.

A second area where there's real progress being made is public engagements with research. The public, in the broadest sense, including the business sector, community-based organisations and individuals, can be co-producers of knowledge. They can participate in research as well as be beneficiaries of the knowledge derived from research. The arrows that go in different directions to connect the research process to the wider public is something that a number of institutions are privileging.

Those two areas in particular – lifelong learning and public engagement of research – are ways in which the teaching side and the research side can connect with a broader public.

What is your own experience working towards inclusive internationalisation?

For the last three years, I've directed the Refugee Studies Centre at Oxford and the research focus of the centre – refugees and forced migration – is very much related to the concept. The centre is affected deeply by the clash between globalism and nationalism and that has made it particularly imperative that we make our work not only cross borders but also reach deeply within our own societies. In one of our research programmes, Refugee Economies, we have



Photo: Daniel Vogel

tried to train refugees as peer researchers within the project. We are leaving a legacy in which refugees themselves are part of the research process and acquire research skills. Many of those research assistants have gone on to get scholarships and attend university. Some have been able to come and take our own short courses. We run a summer school on forced migration every summer and we try to make that as inclusive as possible. We include people from the Global South and refugees.

We also try to ensure that while we're doing research that is global in outlook, we engage with local civil society. Last year we hosted a conference called 'Beyond Fortress Europe' with the intention to engage local charities and civil society organisations, ensuring that the work we do is relevant to those who are on our doorstep. We also try to create opportunities for our graduate students to do research collaboratively with local NGOs and non-profit organisations so that we are embedded in the communities that surround us.

This edition of *Forum* focuses on Sustainable Development Goals. What do you think international higher education is doing well in terms of reaching these goals?

I sit in a department of international development, so the 2030 Agenda and the Sustainable Development Goals are central to what we do. There are particular aspects of the goals that are relevant to higher education across the board. Goal 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), for example, places higher education institutions front and centre. No other set of institutions is better placed to meet that goal than the university sector. Universities should mobilise around Goal 4 by creating collaborations and partnerships and leveraging funding opportunities to meet that aim.

Other goals are deeply intertwined with the mission and purpose of higher education. Universities aim to promote Goal 5 (achieve gender equality and empower all women and girls) and Goal 8 (promote sustained, inclusive and sustain-

able economic growth, full and productive employment and decent work for all). I think there's a belief that the SDGs are the responsibility of governments, development organisations, UN actors or businesses, but actually universities have a central role to play. This presents a fantastic opportunity for universities to engage in the inclusive internationalisation agenda, one that goes across society but also deeply into our societies to ensure that the 'for all' aspect is met.

What still needs to be improved upon?

Many universities are having a difficult time at the moment in terms of public funding, in terms of government regulations damaging the international agenda through the way they are seeking to regulate and limit migration.

I think many universities feel, rightfully so, embattled and often defensive. Despite that, universities need to be willing to step back and recognise their wider role in society. In doing so they can also acquire greater public legitimacy. They can begin to see themselves as



active nationally and globally in a process of transformation. But that relies upon governments also creating the incentive structures and the funding mechanisms to support universities' engagement with the SDGs. The British government, for instance, has set up a new fund called the 'Global Challenges Research Fund', and I think that's an example of a way to encourage and incentivise universities to engage with the SDGs. It encourages interdisciplinary collaboration, multi-institutional projects and partnerships between universities in the Global North and the Global South. It is a good example of the kind of funding mechanism that can shift the incentive for university leaders to build bridges that make universities more relevant to achieving the SDGs.

How optimistic are you about higher education institutions being a counterforce against nationalism and populism, and xenophobia?

Universities historically have been a great source of social mobility and in the

societies where we have challenges with populist nationalism, one of the real root causes is a lack of debate and engagement with people of different opinions and backgrounds. The more people retreat into echo chambers, the less likely they are to challenge their own prejudices or interact with people with ideas, values and opinions different from their own. Universities can be places to break that down. They are, by definition, spaces of open debate, dialogue and deliberation.

I am optimistic that if any space within society can create the trust building and build bridges, it is universities. In order to do that, universities have to see themselves not as the privileged base of elites, but as public spaces that allow open deliberation that engages beyond the ivory tower.

If any space within society can create trust building and build bridges, it is universities

What are you currently focusing on with your research? Do you have any individual goals for working towards internationalisation or sustainability?

The big focus of my research is very much linked to sustainable development and internationalisation. I am developing a programme called the Refugee Economies programme and we are trying to generate research to support the idea that refugees are not an inevitable burden on their host societies – that they can be a benefit. They can contribute to creating development opportunities for themselves, their host societies, and ultimately their own countries of origin. We are collaborating with international university partners, doing research in three counties at the moment:

Uganda, Ethiopia and Kenya. We are collaborating beyond the university sector as well, with private partners like the IKEA Foundation, with international organisations like UNHCR (United Nations High Commissioner for Refugees) and the World Food Programme.

The goal of that work is to acquire data that can break down bridges and help the public recognise and understand that refugees can be contributors to their host societies. It is also important to empower refugees themselves, by giving them research that can support their advocacy and recruiting the refugees themselves as peer researchers and thereby open up training opportunities. This project can be seen as supporting the SDGs from within the university sector while also trying to build a basis for inclusive internationalisation.

How do you suggest members in the field of international higher education get involved?

Ask yourself what is on your doorstep. In seeking to look internationally for partnerships, ask how those partnerships conserve communities close to home. What are the challenges in the neighborhoods, city, region of the country where you're based and consider how partnerships might be used to address those immediate challenges? In turn, how can identifying those challenges on your doorstep also be used as a way to internationalise and create partnerships with other institutions facing similar challenges?

TODAY'S DATA TOMORROW'S STORY

Future students are taking an increased interest in areas related to the Sustainable Development Goals, including environmental sustainability, global citizenship and gender equality, and universities are beginning to take notice. This article takes a closer look at the current state of international study programmes with a focus on social and environmental issues to see what universities are offering and how popular these programmes are among prospective international students.

Study programmes with a social and environmental focus are becoming more popular. But from where are these students coming? Are universities ready to respond to the demand? For those working in international higher education, it is important to understand the possible impact and whether universities should adjust their strategy for these types of programmes.

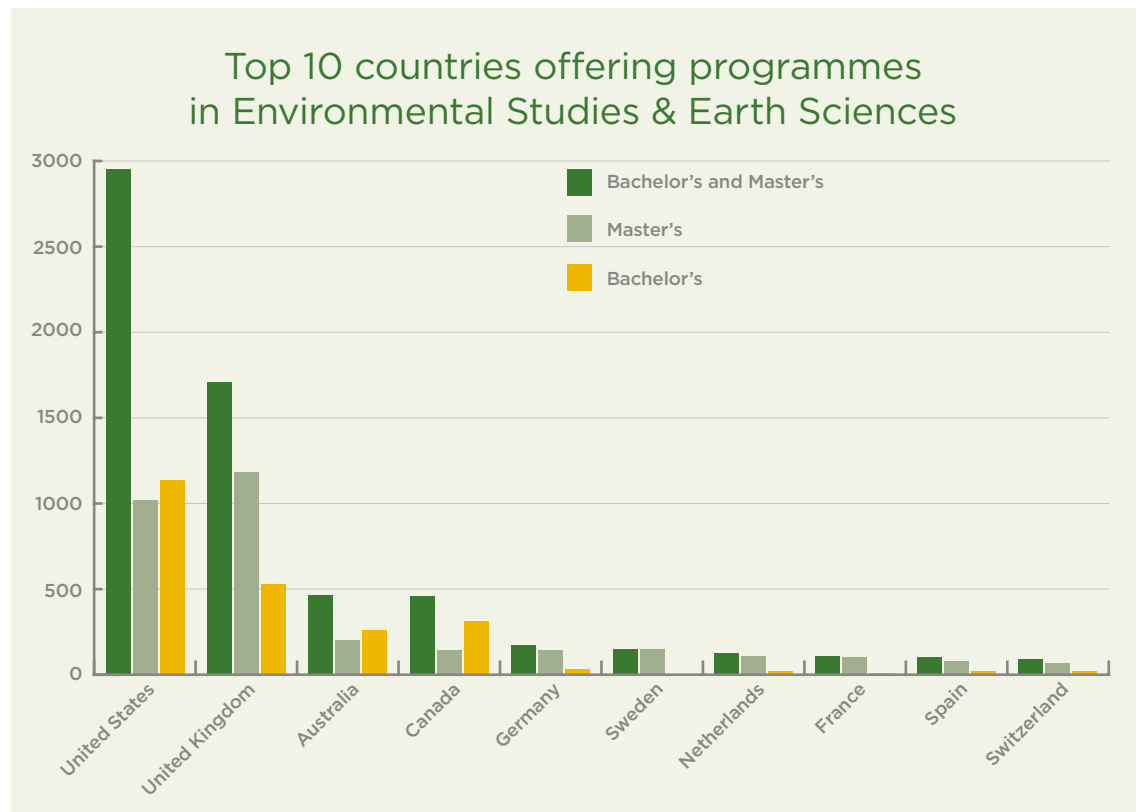
CURRENT DATA FOR FUTURE STUDENTS

With millions of students researching their options online about obtaining a degree abroad, their browsing data contain great value. On average, it takes one to two years for someone to make a decision about which programme to study and where. Therefore, the current data offer a reflection and projection of the market of future students.

To see what the numbers are telling us, we looked at data from StudyPortals’ study programme choice platform, in particular from the Environmental Studies & Earth Sciences discipline at the bachelor’s and master’s level.

WHERE ARE THE PROGRAMMES?

If we are to look at the curricula of universities around the world, they are usually a good reflector of societal interests and opportunities in certain domains. Among European countries, the ones with the most opportunities for international students are Germany, Sweden and the Netherlands, followed by France, Spain and Switzerland. However, these countries are still offering just a small portion of the number of study programmes offered by the USA and the UK within the field of environmental studies.



AN INCREASED INTEREST

What about the student side? What is the interest in studying Environmental Studies & Earth Sciences among international students? In 2015, programmes related to Environmental Studies & Earth Sciences received fairly stable monthly page views: between 60,000 and 80,000. However, in 2016, the numbers started to grow, reaching up to 160,000 – an increase of 200%. The substantial growth indicates that more students are interested in these type of programmes and this number is expected to continue growing in the years to come.

So who are these students who are curious about Environmental Studies & Earth Sciences? Where are they from, and what are their preferred countries of destination?

The gender distribution of students interested in these programmes is not balanced, with men showing a higher interest than women. For instance, there’s only one sub-discipline that women tend to favour more than men: Biodiversity & Conservation. Geology, however, shows the highest difference between men (78%) and women (22%). Universities have been actively trying to address this imbalance previously in other fields, such as Computer Science or Engineering. Perhaps the same will start occurring in Environmental Studies & Earth Sciences in the coming years.

THE BASICS OF ECONOMICS APPLY

As with every domain, market demand is responsive to changes in availability or changes in perception; universities are no exception. Computer Science & IT, and Engineering & Technology



are two examples of disciplines where universities in most countries are currently not offering a sufficient number of programmes. For other disciplines, such

Major differences can be spotted between the supply of programmes and demand from students among countries and bachelor’s and master’s programmes.

Germany is a highly favoured country among students who aim to get a degree in Environmental Studies & Earth Sciences

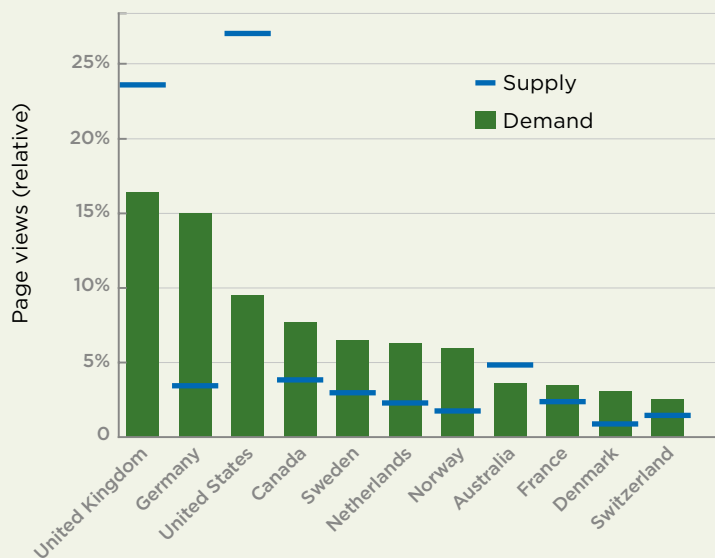
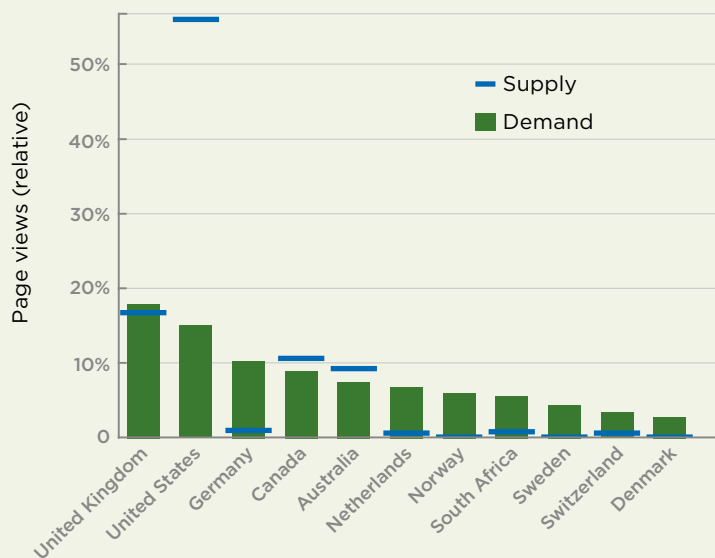
as Humanities and Social Sciences, the market is oversaturated and unfavourable for new programmes, which is possibly due to shifting interests of students.

Overall, the market shows a fairly balanced supply of and demand for Environmental Studies & Earth Sciences. However, a different story unfolds when breaking down the data.

These insights are crucial to a university’s future as it enables them to make strategic decisions about which programmes should be offered in which markets.

Germany is a highly favoured country among students who aim to get a degree in Environmental Studies & Earth Sciences. However, the data show that the country is experiencing a huge

Supply of and demand for bachelor's and master's programmes in Environmental Studies & Earth Sciences



discrepancy between the demand for and supply of both bachelor's and master's programmes. The current number of programmes being offered is not sufficient to respond to the increasing demand and the country would greatly benefit from introducing more programmes taught in English within this domain. The opposite applies to the USA, which shows that the country is massively over-delivering for both bachelor's and master's programmes, whereas the demand for them is lower.

THE PRESENT PREDICTS THE FUTURE

There's a clear increase in the interest in study programmes focused on improving our social health, environment and economy. This seems to be in line with the global phenomenon of ambitious initiatives of wanting to improve our world, often related to one of the 17 goals set by the United Nations. Due to this trend, we should see an increase in the number of students who want to study a programme which enables them to have an impact on our society and solve issues that are affecting us all. It is important to keep an eye on the supply of programmes and demand of students and, currently, there is room for improvement regarding the offered number of bachelor's programmes. By maintaining a balance between offer and demand, universities can ensure that they cater to those students willing to work towards the change the world so desperately needs.

— CARMEN NEGHINA & THIJS VAN VUGT



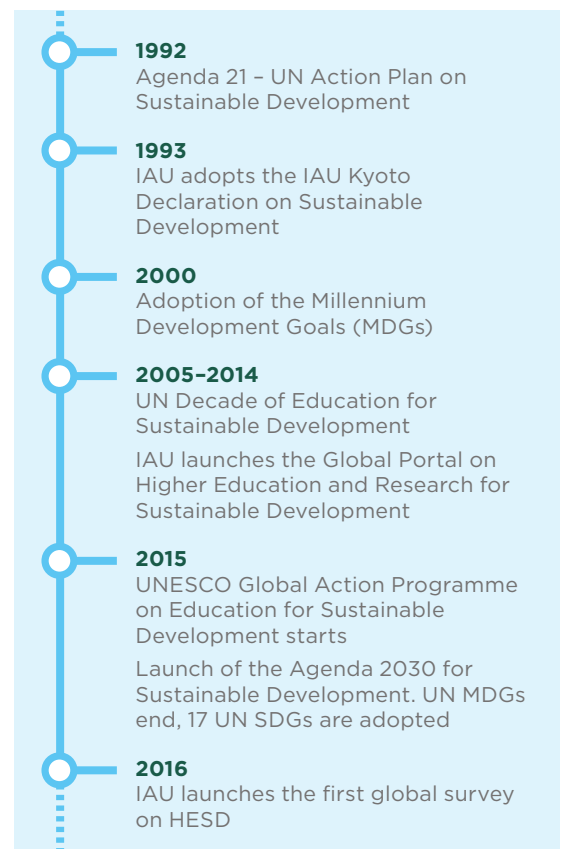
INITIATIVES FOR A GLOBAL AGENDA

In response to the growing need to address global sustainability, the International Association of Universities (IAU) has taken on two initiatives aimed at ensuring higher education institutions play a prominent role in addressing the Sustainable Development Goals of Agenda 2030. Can IAU's resources help your institution achieve its sustainability goals?

In 2015, the UNESCO Global Action Programme on Education for Sustainable Development (GAP ESD) was founded, bringing together partner networks from around the world including from higher education to contribute to the UN agenda: *Transforming our world: the 2030 Agenda for Sustainable Development*, and the 17 SDGs.¹ GAP ESD aims to reach the objectives of Agenda 2030 by building upon the synergies developed to achieve the Millennium Development Goals – goals which were not reached – through two objectives: Reorienting education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to a sustainable future; and strengthening education and learning in all agendas, programmes and activities that promote sustainable development.

IAU ACTION PLANS

In line with this, the International Association of Universities (IAU) adopted its own initiatives, always aligning with UN and UNESCO visions. IAU has embarked on a strategic plan in which "*Higher education and research for sustainable development*" features as one of the four key thematic priority areas of work, underlining once more that universities and other higher education institutions can help achieve the goals set and report on it. They can facilitate the kind of mindset change required to adopt and adapt the 2030 Agenda, through teaching, research and campus initiatives in particular.



RETHINKING EDUCATION

Higher education for sustainable development (HESD) is moving away from being an 'add-on' alongside campus initiatives or environmental, consumer and climate education; instead it is becoming

valued as an approach offering an opportunity to fundamentally rethink education.

Government officials in charge of the implementation of the 2030 Agenda have been tasked to create ownership of the SDGs throughout their countries, seek coordination at government level, reach out to all entities that can help achieve the goals set, and report on it. They should acknowledge higher education involvement and commitment to achieving the SDGs and provide adequate support. It took internationalisation 20 years to become a mainstream concern; the SDGs as well build on more than 20 years of campaigning and work and are only now becoming mainstream. The two agendas have much in common and should continue to work together to make a meaningful contribution to society. Together we can reach the kind of *Future We Want*.²

Highlighted here are two IAU initiatives aimed at mapping what universities' roles are and could be: the **IAU Global HESD Portal** and the **Global Survey on HESD**.

IAU GLOBAL HESD PORTAL

The Global HESD Portal is a tool developed by the IAU in tandem with the UN's Decade of Education for Sustainable Development. Its aim is to showcase what is being done by higher education institutions (HEIs) to achieve sustainable development, to serve as a platform of best practice examples to be used and adapted, and to connect leaders, academics, students and other practitioners to scale up action.

THE IAU GLOBAL SURVEY ON HESD³

In 2016, IAU developed a global survey on higher education and research for sustainable development to better understand what higher education institutions know about the global agendas and the SDGs.⁴ Institutions were asked what they perceive their contribution to *be* and what their future contributions *could be*; and to what extent the higher education community is ready to adopt and adapt sustainable development principles throughout the institution.

Higher education institutions from all continents took part in the survey,

120 in all. A vast majority of responses came from IAU members (97%), and almost 18% of IAU members took part.

A common theme with responses was the fact that a whole-institution approach is key to embedding sustainable development in all institutional activities. The report shows that the concept is not unfamiliar to HEIs. In the survey, 45% declare that their HEI adopted such an approach. Sustainability initiatives and plans are mainly being developed in faculties or departments, sustainability centres or within student organisations. Developing a whole-institution approach would require all stakeholders to work in closer cooperation internally.

Furthermore, the results highlight that 70% of the HEIs see the importance of collaborating with other institutions on sustainable development issues and are involved with others. They are also involved in several HESD networks. Other key results from the survey included respondents' familiarity with different sustainability initiatives, what sustainable development means for their institution, and whether or not they had adopted a sustainable development strategy at their institution.


— HILLIGJE VAN'T LAND

1. <https://sustainabledevelopment.un.org/post2015/transformingourworld>

2. Also the title of the Final Report of Rio + 20 Conference.

3. IAU Global Survey on higher education and sustainable development, <http://iau-hesd.net/en/news/3709-higher-education-paving-way-sustainable-development-global-perspective.html>

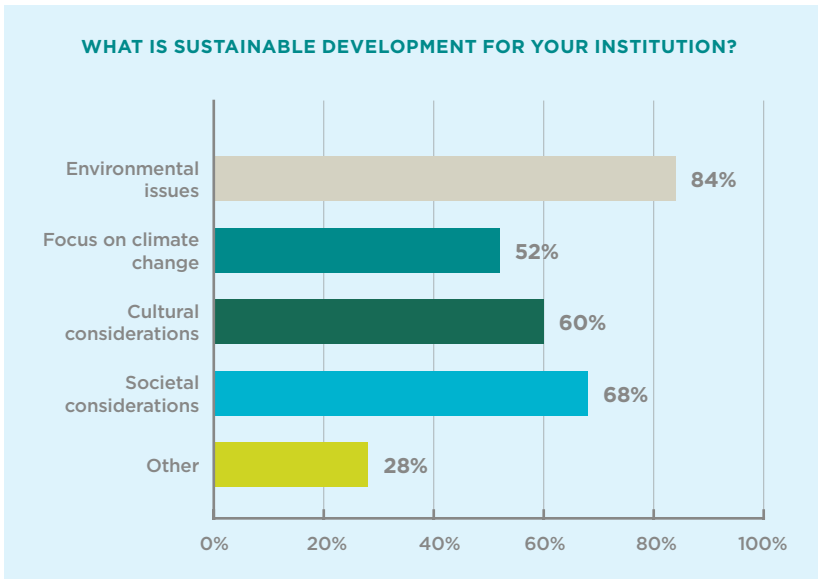
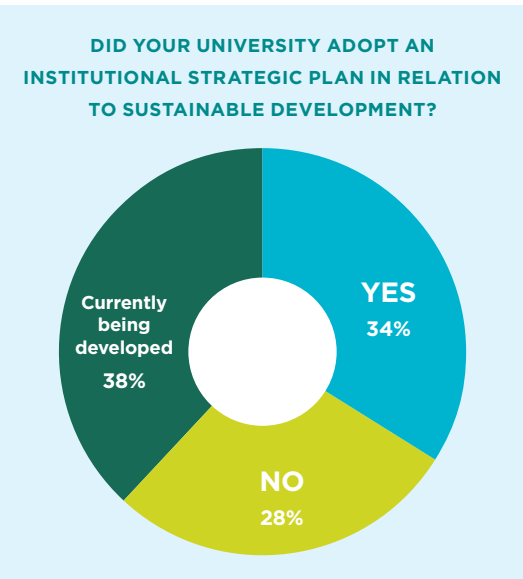
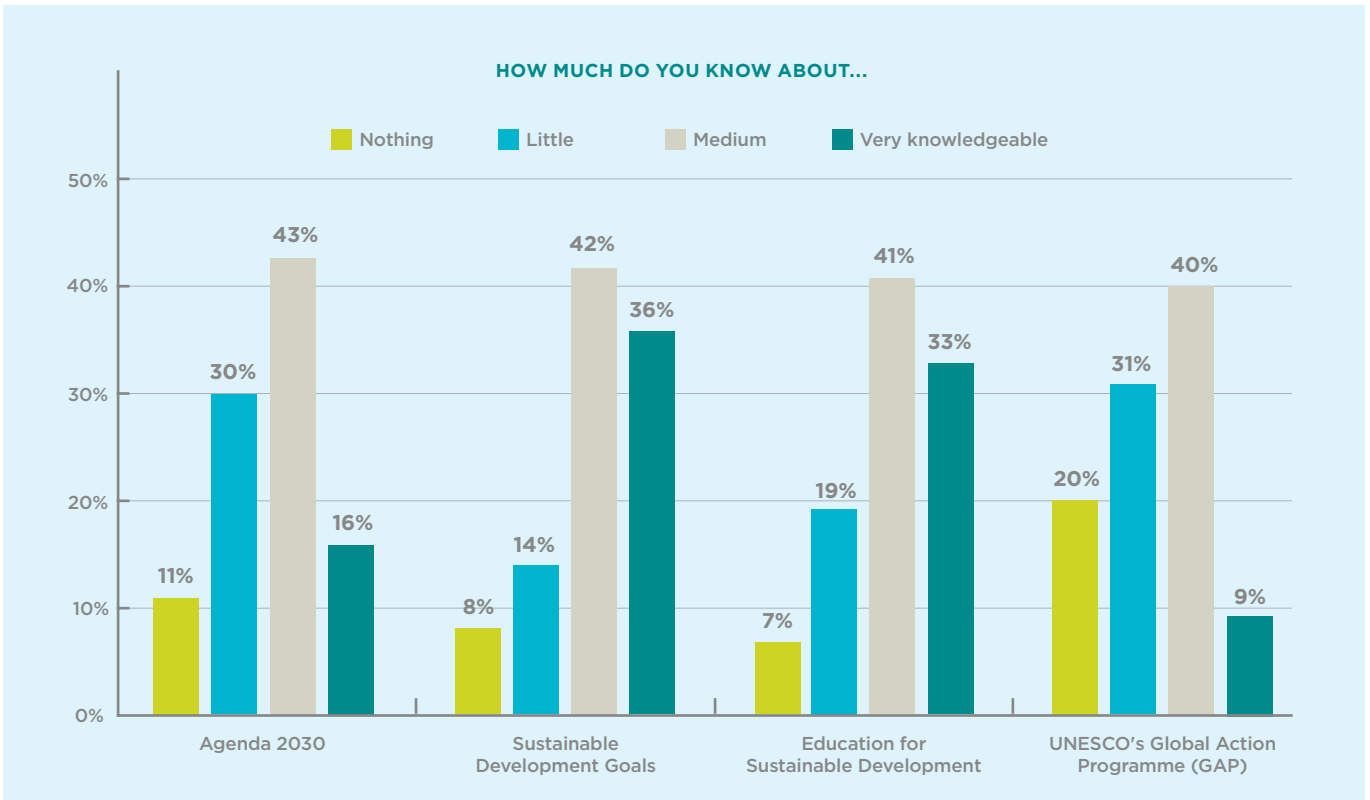
4. Survey was undertaken by IAU as part of the UNESCO Global Action Programme on ESD.



www.iau-hesd.net

IAU Global HESD Portal

- 380** University profiles
- 125** organisations working on HESD
- 300+** actions from 80 countries
- All actions** searchable by SDG



AN ALLIANCE FOR INNOVATION

Higher education institutions and sustainability have many intersecting priorities. Sustainable development is a task that needs to be addressed inter- and transdisciplinary, connecting diverse stakeholders in concerted action. Universities are institutions combining strong international ties in research and student exchange as well as a diverse set of stakeholders in their campus community. How do we bring the two together in a way that will benefit all?

Taking the intersecting priorities of HEIs and sustainability into account, universities have characteristics that are crucial for a leadership role in the great transformation to a sustainable future. For instance, higher education institutions:

- combine expertise in research, teaching and management of often large campuses
- provide the training for the future generation of decision makers
- manage their territory often in cooperation with civil society and the city they are based in
- are public institutions, or have a public mandate
- are not directly tied to financial or political gain¹

Aside from their responsibility as public institutions to shape societal discourses, universities also have a significant academic and operational potential to be pacesetters for the sustainability transition. Research projects can contribute to sustainable solutions that can be implemented on and off campus. Universities can use their campuses as a first test area (living lab) for applied sustainability research and offer the opportunity to apply lessons learned in their municipality. The involvement of students in research as well as in idea generation for on-campus sustainability projects is also an important element of universities' responsibility to help train future leaders.

COOPERATION FOR SUSTAINABILITY

Considering the global scope of the sustainability topic, there is tremendous potential for international cooperation. This thinking led to the foundation of

the University Alliance for Sustainability (UAS) in 2015. Freie Universität Berlin together with strategic partner universities the Hebrew University of Jerusalem, the Peking University, the State University of St. Petersburg and the University of British Columbia, resolved to focus a long-standing cooperation on the sustainability topic.²

We have built strong relationships in various disciplines and see it as our responsibility to address challenges by developing and implementing a whole-institution approach towards sustainability. Embracing sustainability as a cross-cutting topic, we address it in research, teaching and management. Our guiding principle implies the placement of sustainability issues in all structural and thematic entities of the universities, going beyond the usual segmentation of different parts of a higher education institution. It is our objective to foster an interdisciplinary dialogue, connecting all stakeholders with the sustainability agenda.

STRATEGIC MEASURES

In order to reach the goals of the UAS, we introduced various measures that can be summarised under the headings of 'research', 'teaching', 'campus and management' and 'governance and outreach'. We aim at developing joint projects in research and teaching, offer an extensive mobility programme for faculty, staff and students, and foster inter-institutional learning with regard to management issues. Due to the interdisciplinary and inclusive nature of the measures, intersections and spillover effects are not only intended but highly welcome.



Photo: courtesy of UAS

Members of the United Alliance for Sustainability

To allow a greater concentration on important topics and propel research initiatives, an annual theme sets the stage for all project measures within the respective year. The topics are determined in a participatory process by the board, comprised of all partners.

COMING TOGETHER

The dialogue on the topics is deepened in the main annual event of the UAS: the Spring Campus Conference. In this week-long event, representatives of all universities come together to reflect on the current topic from different perspectives, develop joint research projects, and share good practice in sustainable campus management. While the main target group are researchers and staff from the participating universities, we welcome the expertise of other universities and non-university partners. The first two conferences attracted more than 120 participants from more than 30 institutions and up to 12 countries each.

The annual Spring Campus Conference takes place at Freie Universität Berlin and is composed of four elements:

Public lectures: A half-day event to kick-off the Spring Campus. Scientists

and thought leaders give keynote speeches on the annual topic and present current research perspectives to set the scale for upcoming events.

Research workshops: The interactive and interdisciplinary workshop format is designed for two to three days, and serves as a tool to share current research skills as well as to work on joint projects. The three to five workshops also contribute to identifying research projects that will be worked on during later research stays in the framework of our mobility programme. Each UAS partner university sends three scientists, where two should be senior and one a junior scientist.

When talking about sustainability we believe in an interactive and participatory approach

Management workshop: During this two to three-day workshop, administrative staff of the partner universities develop an understanding of each other's policies and share best practice examples. It brings together university staff involved in sustainable campus management dealing with issues from energy monitoring to reporting to stakeholder engagement.

PhD workshop: PhD candidates are invited to participate in one of the research workshops. Additionally, the spring conference provides space for a two-day workshop providing intensive training to up to four doctoral students per university, including site visits, networking opportunities and the discussion of their own work. This measure aims at capacity building and the forming of a future research network by connecting doctoral

students. Places are allocated on a competitive basis by the partner universities.

A WELCOME APPROACH

We encourage all participants of the Spring Campus – from professors to students to keynote speakers and managers – to exchange ideas and network. We start each day at the conference together with all participants. These daily plenary sessions feature keynotes on overarching topics and give participants the opportunity to meet and discuss. Additionally, we acknowledge the importance of informal gatherings. Excursions to sustainability projects off campus and a farewell dinner provide the space to continue discussion.

In the two and half years since its foundation, our alliance has sparked extended dialogue across disciplines. This is not only true for the international context of the strategic partnerships – the intensive collaboration in the UAS also triggered the engagement with the topic within all partner universities. The alliance provides leverage to push for innovation and engage the university leadership in outcome-oriented discussions of sustainability projects. This is our key strength: engaging people from across the university in dialogue for a sustainable future.

— KATRIN RISCH

1. Robinson et al, 2013; IARU Green Guide, 4.

2. www.fu-berlin.de/uas



In 2007, a group of visionary academics from a number of *Universitas 21* member universities proposed that a major and ongoing focus for the U21 Health Sciences Group should be to advance, within the education and clinical contexts, the Millennium Development Goals (MDGs) set by the United Nations in 2000. The group has now shifted its focus to the newer Sustainable Development Goals, but its original intentions remain. ▶

Universitas 21 (U21) is an international network of research-intensive universities working together to foster global citizenship and institutional innovation through research-inspired teaching and learning, student mobility and wider advocacy for internationalisation. The U21 Health Sciences group is a collaborative group within U21 with the mission to enhance individual and collective contributions to health sciences education and research and to social transformation through sharing of experiences and resources and through collaborative interdisciplinary projects.

In 2008, a U21 Health Sciences UN MDG Interest Group was formed and drafted a declaration that defined the principles and priorities for their group, which was then endorsed and the U21 Health Sciences Group provided some funding to develop a number of initiatives.

CASE STUDIES AND STUDENT WORKSHOPS

The educational strategy developed by the U21 UN MDG Group took the form of a cluster of inter-professional case studies with contributions from U21 universities. The cases are intended to be used with small inter-professional groups of students, and can be flexibly adapted into existing curricula. The case studies aim to help students appreciate the interconnected and multifaceted approach required to help achieve the MDGs, so as to instil a sense of global citizenship and stimulate them to remain involved in human development endeavours beyond the completion of their formal education.

Following the adoption of the SDGs in 2015, the newly named U21 SDG



01, 02, 03. Participants at an SDG Workshop in Glasgow, the UK

Strategy Working Group has undertaken the task of cross-referencing the existing MDG case studies with the SDGs, to ensure they are relevant, up-to-date, and ready to be used in the context of the SDGs. Since 2011, the case studies have been used by many U21 institutions, mostly during extra-curricular student workshops. An evaluation tool was developed and used between 2011 and 2014 to measure student change in knowledge with regard to the MDGs, student satisfaction with the workshop and student behaviour change. The revised SDG case studies were used for the first time at the U21 SDG European Student Workshop hosted by the University of Glasgow in May 2017.

GLOBAL LEARNING PARTNERSHIP

At the very early stage of the U21 MDG/SDG initiative, the active engagement of students was seen as fundamental to its success. In 2011, a group of U21 students proposed the development of

a collaborative student project for U21 Health Sciences member universities to work with an invited partner university. The concept behind the project was to give students from a variety of health professions across U21 an opportunity to work with health science students from a university in a country where the SDGs were highly relevant. The first U21 Health Sciences Global Learning Partnership took place from 17 April to 14 May 2016 in partnership with the Kathmandu University School of Medical Sciences (KUSMS), Dhulikhel, Nepal.¹ The four-week project involved 13 health professional students from seven U21 universities and 19 physiotherapy students from KUSMS.

Data have been gathered and will be published after analysis is undertaken. Preliminary feedback demonstrated that the project was successful in enabling students from a variety of backgrounds and countries to work together to serve very underprivileged communities in



Nepal and to provide the students with greater knowledge of the role of the UN's SDGs. The U21 Health Sciences Group is planning to run a second Global Learning Partnership in collaboration with KUSMS during the spring 2018.²



Participating institutions were invited to use a common hashtag (#U21SDG-week) on social media to share events and interact with students at other sites. Five U21 institutions took part in the first U21 SDG Awareness Week, and events

universities to coordinate a second U21 SDG Awareness Week in 2018.⁴

The U21 Health Sciences Group has been committed to raising awareness about the UN MDGs/SDGs and support their achievement for nearly a decade. Our group provides unique opportunities to students and staff that lead to greater global awareness and stimulate them to become actively involved in building stronger and more equitable communities. Many of our initiatives have been inspired by students and often led by partnerships between students and academics. As the SDGs are gaining traction in the higher education arena, the U21 Health Sciences Group offers excellent examples of innovative and engaging ways to incorporate the SDGs in education and to promote international and inter-professional learning.

— NADIA D'ALTON & CAROLINE VOISINE

The project was successful in enabling students from a variety of backgrounds and countries to work together to serve underprivileged communities

SDG AWARENESS WEEK

Inspired by the UN SDG Awareness Week hosted by University College Dublin in 2016, the U21 SDG Student Committee organised the first U21 HS SDG Awareness Week from 13–17 March 2017.³ The concept of the event was to encourage U21 institutions to run events to raise awareness about the SDGs for students and staff during the same week.

included presentations from academics and NGOs, film screenings, case studies, workshops and social activities. The U21 SDG Strategy Working Group is looking at expanding their work outside of health sciences, and a number of institutions opened their events to all students regardless of their discipline. The U21 SDG Student Committee is planning to reach out to additional U21 member

1. Global Learning Partnership. (2016). Retrieved from U21 Health Sciences Group: <http://u21health.org/global-learning-partnership>

2. Inaugural Universitas 21 Global Learning Partnership initiative in Nepal a success. (2016, September). Retrieved from Faculty of Medicine, Dentistry and Health Sciences, University of Melbourne: <http://mdhs.unimelb.edu.au/news-and-events/inaugural-universitas-21-global-learning-partnership-initiative-in-nepal-a-success>

3. UN Sustainable Development Goals Awareness Week. (2016, April). Retrieved from UCD School of Medicine: www.ucd.ie/medicine/whatson/title.321288.en.html

4. U21 SDG Awareness Week. (2017). Retrieved from U21 Health Sciences Group: <http://u21health.org/sdg-awareness-week>



LIFE BELOW WATER

The breath-taking view of the sea from the Hong Kong University of Science and Technology is a portal to the expanse of the vast Pacific Ocean which covers around half of the globe's surface. Whether your own institution is situated near the coast or not, read on to be inspired by one group's passion for a sustainable future for our oceans.

Bounded by five continents, 50 countries and territories, and home to some of the most diverse and vibrant ecosystems in the world, the Pacific Ocean is degrading rapidly: a source of life becoming a threat to humanity's survival.^{1,2} Oceanic changes have led the United Nations to declare ocean conservation as one of the SDGs, (SDG 14), a goal to be reached by 2030.

What is to be done about pollution, habitat destruction, overfishing and depletion, the threats to indigenous peoples and their livelihoods, climate change and extreme events, sea level rise, invasive species which have disrupted local economies, and ineffectual ocean governance?

PARTNERING FOR THE PACIFIC

To their credit, many NGOs, international organisations and governments are

beginning to focus on the reality that the oceans are critical to life on the land and to the future of the planet. Universities also have a critical role to play. Universities are driving efforts to raise awareness, educating the public, educating students, funding researchers, building the research infrastructure, and facilitating cooperation between ocean scientists, social scientists, the policy community and local communities.

Founded 21 years ago by Berkeley, Caltech, University of California, Los Angeles and University of Southern California, we are the Association of Pacific Rim Universities (APRU) – a network of nearly 50 leading research universities located around the Pacific: The Americas, Asia and Oceania. Not only is this a unique footprint for an international association of universities, we represent a

significant proportion of the research and innovation capabilities of the nations bordering this great ocean. Separately we can do little to solve the complex environmental and human issues but, together, there are few limits to what we can achieve.

As the voice of knowledge and innovation across the Asia-Pacific region, we serve as an advisory body to governments, business, and international organisations on the many ways that education and research can advance solutions. The network has played an influential role with many pressing issues facing the region, from disaster management and recovery, population aging, and global health, to sustainable cities and labour mobility.

COMMITTED TO CONSERVATION

For APRU, sustaining the Pacific Ocean is pivotal for the future of the organisation



Photo: Shutterstock

because it is critical for the future of the entire region. For these reasons, APRU has registered its voluntary commitment to SDG 14 to conserve and sustainably use our oceans.

In partnership with *The New York Times*, the organisation held the inaugural Pacific Ocean Case Competition bringing the best student minds together to share the complexities of the Pacific Ocean and how climate change is impacting our lives. With an overwhelming response, the winner was announced and showcased in the international edition of *The New York Times* in July 2017. Lifting up students' global leadership and knowledge serves to strengthen leadership in solving such global challenges.

APRU also prioritises international policy advocacy to connect research to decision-making processes. Through

partnerships built at APRU, we are developing an infrastructure for universities to engage with practitioners and policymakers globally.

Through the APEC Oceans and Fisheries Working Group, researchers from the APRU network have the opportunity to share best practices and inform a regional approach to ocean conservation. By sharing what we know as academics with policy and business leaders, we are guaranteeing that our global leaders are making informed and forward-looking decisions.

For too long, public attention to climate change and the future of our oceans has depended on media coverage of crises: a major natural disaster such as Typhoon Haiyan or the depletion of the Great Barrier Reef.

ACTIVELY SEEKING SOLUTIONS

Universities and their researchers have been on the ground (and in the sea!) for decades and are increasingly translating their scientific advances into public information, sharing their longitudinal study of the Pacific Ocean to draw attention to what happens beyond the waterline. Several of our members, for example the University of British Columbia in Canada, are very active in forming partnerships with the UN and other bodies. At the UN Oceans Conference in June, through our members, we actively promoted solutions, collaborations and best practices for the future of the Pacific Ocean.

In this way, each of the universities in the network with their own set of research centres that engage stakeholders from multiple sectors and disciplines, ensure

there is an exponential effect when we act together. At this year's APRU Annual Presidents Meeting which took place at UNSW Sydney, experts from APRU members, including the Scripps Institute of Oceanography at UC San Diego, presented their latest findings on 'The Future of the Pacific Ocean' and the leadership role APRU can take in safeguarding it.

Rather than dwelling on the decision of the United States to pull out of the Paris Climate agreement in 2017, other world leaders, cities, NGOs and global networks have taken leadership of the cause.

APRU is embarking on a huge agenda, one that seeks to change the hearts and minds of our global leaders to make the Pacific Ocean a policy priority. APRU is leveraging its extensive research to inform decision-makers, it is engaging with broad media platforms to encourage the future leaders of the Pacific, and it is building an infrastructure for future leaders to have impact. As the voice of knowledge and innovation in the Pacific, we will continue to use our unique geographical reach to bring together the region's leaders and brightest minds to address the future of the world's greatest ocean.

— CHRISTOPHER TREMEWAN

1. Center for Ocean Solutions. 2009. *Pacific Ocean Synthesis: Scientific Literature Review of Coastal and Ocean Threats, Impacts, and Solutions*. The Woods Center for the Environment, Stanford University, California.

2. Seidel, H. and Lal, P. N. (2010). Economic value of the Pacific Ocean to the Pacific Island Countries and Territories. Gland, Switzerland: IUCN. pp. 74.

DESIGNING

THE FUTURE

In a world of rapid internationalisation and digitalisation, we are moving further away from a basic understanding of how our products are manufactured and the materials from which they are made. Learn more about how one innovative school in Denmark is working to change that.

The lack of knowledge regarding the manufacturing of products has led to the unsustainable production processes and poor material choices that we come in contact with on a daily basis. Addressing this issue requires action from designers who can relate to the challenge on both a local and a global level. It requires a growth mindset and a willingness to experiment.

In order for the next generation to actively become global citizens, we need to provide them with an understanding of the composition of the materials they are choosing for their product designs, as well as the production processes that are being used to create the products they design.

Providing a thorough comprehension of the materials and a systemic overview of the lifecycle of products are at the foundation of the educational content in the Material Design Lab at KEA – Copenhagen School of Design and Technology. An additional benefit for our courses is having international students involved. They come with a curiosity about each other and about their diverse backgrounds, which develops into sharing knowledge and unique collaborations that always enriches the outcome of their work.

RESPONSIBLE CONSUMPTION AND PRODUCTION

Once students understand the building blocks of the materials and processes, they will have a better grasp of the waste problems being generated, and the issues associated with rapidly declining finite resources that need to be addressed. This will provide them with a solid ground for innovating solutions to reach the SDGs by 2030.

While many of the SDGs, especially those relating to the environment, can be integrated into a material education, the goal that we primarily focus on is SDG 12 – responsible consumption and production.

Today, students around the world are surrounded by products and technologies that they are highly proficient in operating, but while many may have a great understanding of how they work, they often have little comprehension of how they are made or even what they are made of. If the next generation of designers and entrepreneurs are expected to make truly sustainable products, it is vital that they are provided with a comprehensive education and understanding about materials and production methods.

The Material Design Lab was set up to provide a space where students at KEA, both Danish and international, can come and explore materials using hands-on methods in order to gain a more tactile experience when working with materials.

WHAT IS THE MATERIAL DESIGN LAB?

The Material Design Lab is an open facility at KEA that was established as a resource to be used by all KEA students that have an interest in materials. The physical aspects include The Box, the Material ConneXion Library and the Lab.

The Box is a walk-in, expandable box that houses a collection of raw materials. It is an interactive exhibition where students can start to learn about the 'raw ingredients' that can be found in everyday objects before they are processed and mixed. We want the students to take a practical hands-on approach with the materials in the box; they are encouraged to take

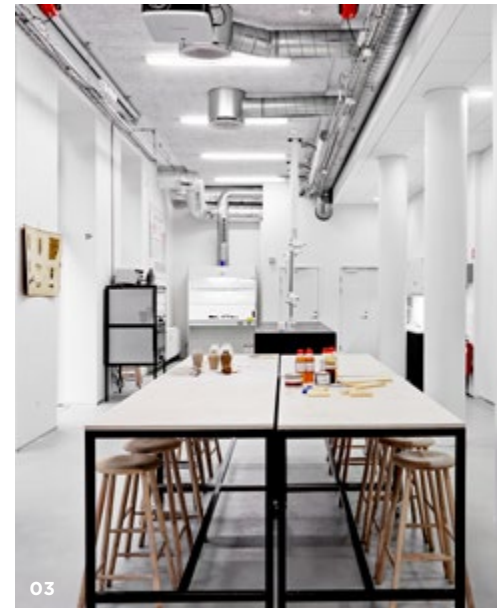
the materials out, examine and compare them so they can feel the difference between similar looking materials and get an understanding of the raw materials that are often take for granted.

The Material ConneXion Library is a commercial material library that the students have access to. It contains a physical library with 1500 material samples as well as an online database with information on over 7000 materials from around the world. Material ConneXion is home to some of the most advanced and innovative materials that are coming onto the market. This allows the students to see what is available, and encourages them to question how these materials are produced, and what, if anything, they would change to make them more sustainable.

The Lab is the heart of the Material Design Lab and this is where students are taught to experiment with materials and potentially create their own sustainable materials. This is where all the workshops and material courses are held. Designing for a circular economy is at the core of every workshop in the Material Design Lab. We believe that educating students to understand and design for the whole lifecycle of their products will create better designers and sustainable products as a result of their understanding. The materials play a big part in determining the lifecycle of a product.

CULTURAL LEARNING

It is extremely beneficial to have a multinational, interdisciplinary group of students in each workshop. The wealth of knowledge about local craftsmanship, cultural heritage and materials that each student brings from their own country and region adds value to the group. Sharing this knowledge allows the students to get a better cultural understanding of their classmates, as well as gaining insight



01. The Box
02. The Material ConneXion Library
03. The Lab

into traditional crafting techniques from around the world. The students are asked to delve into past crafting traditions and see if they can combine/apply them with today's technology to make a more sustainable material or process.

One of the best ways to learn is through trial and error, but as education becomes more digitalised, the students have fewer opportunities to practice this way of learning. One of the guiding principles at the Material Design Lab is to learn from one's mistakes. This means that the students should develop an ingrained understanding of the materials they are working with, not just an understanding of the properties from a textbook. We have had a great response from the students with our hands-on approach, observing that there is something intrinsically satisfying about having a tangible result after the many hours of hard work.

THE FUTURE GENERATION OF DESIGNERS

Sustainability matters are usually complex and multifaceted and there is rarely one right answer. Students need to be given the time and freedom to work in these areas in order to grasp the complexity and

seriousness of the challenges we face. It is only after they understand the situation they are dealing with that they will be able to turn their attention to coming up with innovative solutions.

The SDGs are quite a daunting challenge to undertake and if we want to see real systemic change by 2030, we need to have change agents that understand the issues that they are tackling. No one person or country is going to come up with the 'right' answer to these goals – it is going to involve people working together on a global scale. Creating environments where students from different nationalities can come together to work on problems gives the students insights and understandings, not only into the problems they are seeking to solve, but also into different cultures, which allows them to develop and strengthen their cross-cultural communication skills.

This is our future generation of designers. The good news is that we are already seeing a lot of international students working together in the Material Design Lab who are all very motivated to get involved and make a difference.

— AOIFE FAHEY

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26
JULY

10 TRENDS CHANGING GLOBAL HIGHER EDUCATION

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09
AUG

REFUGEES IN FOCUS: THE ROLE OF THE DIASPORA LINKED TO BUSINESS AND ENTREPRENEURSHIP

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SEP

EXPANDING THE ROLES OF WOMEN IN STEM

While the STEM disciplines have traditionally been male-dominated, the tables are slowly turning.

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12
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13
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EAIE SEVILLE 2017: WHAT INTERNATIONAL HIGHER EDUCATION CAN ACCOMPLISH

Speaker Alexander Betts shares his knowledge at the EAIE Seville 2017 Opening Plenary.

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14
SEP

EAIE SEVILLE 2017: REMOVING BARRIERS THROUGH MOBILITY

Closing Plenary Keynote Taiye Selasi encourages all international higher education professionals to see the immense value in the work that they do.

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GENEVA

AN OUTWARD-FACING CITY

From its picturesque views of the landscape to its collaborative approach to diplomacy, Geneva, the host of the 30th Annual EAIE Conference and Exhibition, is sure to leave you inspired. The conference takes place from 11–14 September 2018, but make sure you plan some extra time in your trip to familiarise yourself with this breathtaking international city. Here are some of our tips.

THE JET D'EAU: Considered the city's main landmark and star of Lake Geneva, the **Jet d'Eau** is a magnificent water fountain situated on the harbour. Reaching a height of 140 metres with a constant flow from 9:00 to sunset, the powerful display is difficult to miss. Be on the lookout for the Jet d'Eau while in the skies, as the fountain is easy to spot from an airplane. If you plan to get a closer view, just remember to wear your rain jacket!

THE PALAIS DES NATIONS: Given its renown as a peaceful, neutral city, what better way to experience Geneva than to visit the **United Nations European headquarters**? While only accessible via a guided tour, the palace is open daily for visitors curious to learn more about the diplomatic happenings within. Even if you don't make it inside for a tour, it is worth a visit to the classical-style palace, which can be found on the grounds of

Ariana Park. Take a stroll through the park for a great view of both Lake Geneva and the French Alps.

REFORMATION WALL: The **International Monument to the Reformation** is an homage to the main protagonists of the Reformation. Built into the old city walls of Geneva, the monument is a reminder of Geneva's central role in Calvinism. After taking in the stoic statues and pondering the ideals supported by those who bore their likeness, take some time to relax in Bastions Park, where the wall is located.

GENEVA'S OLD TOWN: Did you already pay a visit to the fathers of Reformation in Bastions Park? Make your way to Geneva's Old Town to see the symbolic location of the movement, **St. Peter's Cathedral**. Rumour has it the view from the tower provides a spectacular panoramic



view of the city. If you're interested in learning more from a historical context, you will find the **International Museum of the Reform** right across the way.

The Old Town plays host to a variety of other treasures, both old and new. Shift your focus from Reformation to Enlightenment with a visit to the **House of Rousseau and Literature**, a small museum within the birthplace of writer and philosopher Jean-Jacques Rousseau.



Jet d'Eau water fountain



Patek Philippe Museum

EXHIBITIONS FOR EVERY INTEREST:

Geneva has no shortage of museums, and the city is sure to have at least one to sate your curiosity. If you didn't get enough literature at the former home of Rousseau, visit the **Bodmer Foundation Library and Museum**, which boasts a collection of written works including manuscripts, first editions, archaeological documents and illustrations. Originals from both Shakespeare and Dante make up a portion of the 300 exhibits.



Ariana Park



Museum of the Red Cross and Red Crescent

Known for its peace and diplomacy, Geneva is also revered for its dedication to humanitarian efforts. The **International Museum of the Red Cross and Red Crescent** is located in the city where the organisation was founded in 1863. Reflect on the permanent exhibition dedicated to the heroes who have worked tirelessly to defend human dignity, reunite families and reduce risk of natural disaster for all.



Museum of the Reform

BAINS DISTRICT: If you're seeking a more modern Geneva experience, the Bains District is the neighborhood for you. A former semi-industrial-zone-turned-sophisticated-art-district, Bains is home to the **Modern and Contemporary Art Museum** and the **Geneva Contemporary Art Centre**, among an array of other galleries and cultural institutions. The area is sure to pique the interest of those with a passion for trendy art, hip bistros and a buzzing nightlife.

Find yourself mesmerised by the luxury watches in the window? Whether or not your wallet allows you to treat yourself to a new timepiece, the **Patek Philippe Museum** is a great place to admire the world's most prestigious collection of watches. The museum also houses a library full of horology literature – check it out if you can find the time!

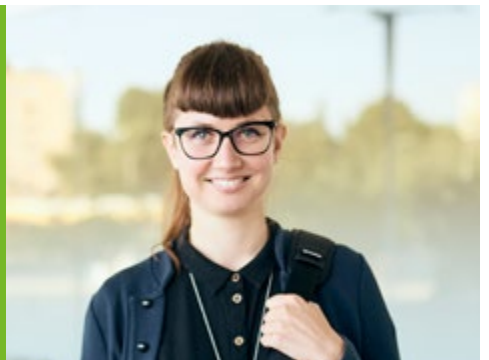
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18–21
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25–28
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25–29
MARCH

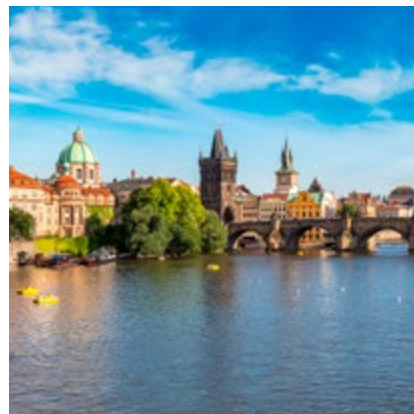
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5–6
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16–20
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