



**From HEEFA to SDG4: Building on Achievements**  
**Sant Pau Art Nouveau Site**  
**8 - 9 October 2015 - Barcelona, Spain**

## REPORT

From:



To:



## **Table of contents**

The co-organisers of the Meeting

Acknowledgements

Acronyms

1.	Introduction	p. 6
2.	Presentations	p. 7
3.	Conclusions and Recommendations	p. 18
4.	Reference documents	P. 21
5.	Appendices	p. 27
	Programme of Meeting	p. 27
	Biographies of Speakers	p. 30
	List of Participants	p. 37

The IAU International Meeting *From HEEFA to SDG4: Building on Achievements* in Barcelona, Spain was organised by:

### **The International Association of Universities**

IAU, founded in 1950, is the UNESCO-based worldwide association of higher education institutions. It brings together institutions and organisations from some 120 countries for reflection and action on common concerns and collaborates with various international, regional and national bodies active in higher education. Its services are available on the priority basis to Members but also to organisations, institutions and authorities concerned with higher education, as well as to individual policy and decision-makers, specialists, administrators, teachers, researchers and students.

More at: <http://www.iau-aiu.net/>

in partnership with

### **The Jaume Bofill Foundation**

The Foundation is an independent, socially-committed institution, which has worked with quality and rigor to promote reflection, discussion, research and other initiatives to improve society and increase the education knowledge-base in Catalonia for over 40 years. Since 2010 its work has focused on the role of education in building a cohesive and fair society and the reduction of inequalities among individuals and groups. The Foundation understands education as a process that can impact everyone in society and requires everyone's participation. The Jaume Bofill Foundation's annual program of activities is mostly funded by the Institut PACIS Foundation, which has the same Board.

More at: <http://www.fbofill.cat/>

With the collaboration of

The Association of Swedish Higher Education (SUHF),  
The Catalan Association of Public Universities (ACUP),  
The Global University Network for Innovation (GUNI),  
UNESCO, and *Via Universitària*

and

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- To our funders, mainly the Swedish Development Cooperation Agency, Sida which financially supported the IAU HEEFA Project.



SWEDISH INTERNATIONAL DEVELOPMENT  
COOPERATION AGENCY



Higher Education for Education For All

## **Acronyms**

EFA	Education For All
HEEFA	Higher Education and Research for Education for All
IAU	International Association of Universities
SDGs	Sustainable Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization

## **1. Introduction**

The meeting *From HEEFA to SDG4: Building on Achievements* organised on the initiative of the International Association of Universities (IAU) in collaboration with the Jaume Bofill Foundation. Its ambit was to:

- Build on the success of the IAU HEEFA (Higher Education for Higher Education for All) project, acting as its concluding event; and
- Bridge the outcomes of HEEFA to Sustainable Development Goal 4 (Education) and the Framework for Action that is linked to it.

It aimed to provide an opportunity for the higher education community to discuss the place and role of higher education in the international agenda for education 2030. The outcome document will be shared with UNESCO and the higher education community.

## **2. Presentations**

Note: All the PowerPoint presentations that were made during the Seminar are available on Slide Share. Click on the link to access the presentation and transcript. To use a screen-reader programme to read the PPT, you will need to download the presentation first.

### **Opening of the Meeting**

Welcoming remarks from Valtencir Mendes, Head of International Projects, Jaume Bofill Foundation

Welcoming remarks from Eva Egron-Polak, Secretary-General, International Association of Universities

Let me start by welcoming you all and by thanking the Bofill foundation for co-organizing this event with the IAU. I wish to thank Valtencir in particular for his contribution and ongoing commitment to this aspect of IAU work. Last night's reception and fantastic musical interlude was truly beautiful and made getting soaking wet well-worthwhile. I again wish to thank the Choir composed of students for their performance and the great energy they shared with us.

I am pleased as well to know that ACUP has joined us and will participate in this seminar. We also work closely with ACUP in other areas such as doctoral education and will do more as ACUP has joined forces with the Global University Innovation Network Guni to become one entity. Thank you for your collaboration.

As the UN replaces the Millennium Development Goals with even more ambitious SDGs, we can all consider this a cause for celebration, as it brings all nations and peoples to consider the grand challenges facing humanity and the planet. But this momentous occasion should also bring us to pose a number of 'how' questions. The real question for all us, is what priority in all these goals and targets decision-makers at global and national level will give to education, and for IAU in particular, what priority they will give to higher education. This new policy agenda also raises questions that we need to ask ourselves, How do we, as education stakeholders, focusing primarily on the higher education subsector, see our role, our contribution and our future.

For IAU it is a question that the IAU Board (and at least one representative is here) is asking me and my staff as we plan the strategy for the next 4 years.

This is one of the reasons why we are so pleased and grateful to have you all attend and taken an active part in the next two days of discussion. Your insights and your own experience as well as your advice to us will be extremely helpful in two ways most specifically:

first, your comments will be one additional input helping IAU fine-tune its position vis a vis SDG4 and vis a vi the Draft Framework for Action : Education 2030 which outlines a clear set of targets and strategies that UNESCO will be coordinating in pursuit of SDG 4 and which is expected to be adopted in early November in Paris, with IAU having an opportunity to make a statement. Marianne Patru will present the Framework for action a little later this morning.

Second, your reflections and your suggestions will provide IAU more directly with advice on how we as a global association of higher education institutions can make the best possible use of our past work and experience developing and implementing the Higher Education and Education for All project (HEEFA) and platform and the on-going work that IAU has also been spearheading to promote higher education for sustainable development where another set of experts and another platform positions IAU as a partner to UNESCO and UNEP.

These two sets actions and initiatives have been led and coordinated at the IAU by Isabelle Turmaine, Director of Information Projects and Services, and by Hilligje van't Land Director of Membership and Programme Development, respectively. Isabelle will present the results and achievements of the HEEFA project later this morning though many of you are quite familiar with it having been directly involved as members for the Reference group.

Unfortunately for health reasons, Hilligje could not be with us but colleagues from ACUP and the Foundation know her well and know she would have loved to take part in this meeting.

These two strands of IAU work, find their genesis in IAU's commitment to see higher education truly connected to educational as well as socio-economic, cultural and environmental development needs everywhere. Fundamentally, both HEEFA and the HESD initiative have in common and which will remain as foundation blocks in the construction of the future initiatives in support of SDG 4 at IAU are:

- Awareness raising and mobilization
- Evidence gathering, analysis and dissemination
- Advocacy and representation
- Networking and bridge building
- Forum for sharing strategies and good practices
- Provision of services to assist interested HE leaders and institutions to become more active

These may seem like pretty basic approaches, yet in my view and hopefully you will contradict me and demonstrate otherwise, higher education institutions, especially in the industrialized and emerging economies for the most part, but with some notable exceptions, remain relatively distant from issues related to meeting targets such as those set by the MDGs for 2015 or those adopted now for 2030.



In higher education, the rhetoric of equity and inclusion is often overshadowed by one of excellence and competitiveness, the notion of quality is almost always expressed in terms of how universities rank in the various national and international league tables. The expectations that higher education institutions must provide answers and solutions for economic development locally, immediately and that they should solve the challenges of youth unemployment and eliminate the skills gap in the labour market are all considerations that are pushing to the margin considerations such the continued international disparities in the availability of education for millions of children and youth or the fact that some who leave school after several years do so without the basic reading and numeracy skills they require.

Yet, these disparities are the root cause of so many persistent economic inequalities, of so much social unrest, of the massive migrations of people searching for a better life, and they too can be tackled by higher education and research that HEIs undertake.

IAU underlines all the time that today there can be no quality education, especially at the higher education level, without consideration of the wider, societal responsibilities. This social responsibility is what bring higher education to play a role not only in SDG 4 but in all the other SDGs too. As the Framework for Action, Education 2030 clear states 'Education is at the heart of the sustainable development agenda and essential for the success of all sustainable development goals'. We could not have said it better.

In addition to seeing the social responsibility of higher education and promoting a holistic view of an interconnected educational sector, IAU's leadership is has a strong commitment to sustainable development which has been a constant since 1993 when we issued the first declaration on SD in Kyoto, Japan. Though IAU has issued subsequent statements and was an active partner in the UN Decade for Education for SD, it seems only more recently that HEIs are considering how they can contribute fully in terms that go beyond the Greening of the Campus initiatives.

Again, the Framework for Action draws the link too - focusing on the learning and the skills that all learners should acquire in order to promote sustainable development and sustainable lifestyles; focusing not only on cognitive skills but attitudes and values by drawing links to culture, global citizenship among other areas.

This meeting is about a transition towards a new set of targets and goals, but also about learning from what we have already achieved. The HEEFA project, which IAU launched, with support from Sida about 8 or 9 years ago has benefited tremendously from the advice, collaboration and input of a broad reference group as well as numerous experts and collaborators. Some of you have accompanied the IAU for several years in this endeavor. You have enriched our reflection and our knowledge.

I hope that my colleagues and I can continue to count on you as we focus our efforts on making certain that higher education is viewed as more than the focus of SDG 4 target 4.3 that specifically mentions equitable access to universities, but rather as an essential actor to achieve many of the targets set in this ambitious post 2015 Development Agenda that, unlike the MDGs, addresses all of the nations within the UN system, since all of us need to transform our attitudes, our consumption patterns our lifestyles to meet this agenda.

Finally, let me end by dedicating this workshop to the memory of someone who was very dear to us and who accompanied Isabelle Turmaine and Nadja Kymlicka in their efforts for several years. I speak of the late Dr. Alexandro Chao Barona who, together with his wife, was brutally murdered in their home in Mexico last year. Our world is poorer without their gentleness, their dedication and their mere presence.

## **Plenary - On the road to the Framework for Action for SD4 (Education 2030)**

### **Presenting activities undertaken in the field of EFA and Higher Education for EFA**

#### ***Valtencir Mendes, Head of International Projects, Jaume Bofill Foundation***

The aim of this presentation is to briefly share some examples of the work the Jaume Bofill Foundation (JBF) has been doing on EFA or EFA related projects and focus on some results from my research carried out at the Universitat Politècnica de Catalunya – BarcelonaTech (UPC).

First of all, it's an honour for the Foundation and for me at a personal level to celebrate this event in Barcelona. This journey began in 2011 as a PhD student, invited by the IAU to present my preliminary research results on HEIs and EFA at UNESCO. Who would say that years later we would finish that work at a conference here in Barcelona.

For those from abroad who haven't heard of the JBF, just a quick note to say we are an independent, socially-committed non-profit institution, which has worked to promote reflection, discussion, research and programmes to improve society and improve education in Catalonia for more than 40 years.

In the last 7 years we focused exclusively on the role of education in building a cohesive and fair society and the reduction of inequalities

among individuals and groups. Most of this work has been done in partnership with the Higher Education sector and other stakeholders. Some examples of our current work are:

a. Education Post 2015. Equity and equality for all

This is a project lead by JBF and the UNESCO Centre in Catalonia designed to contribute to the debate on the objectives for global education post-2015, the new Sustainable Development Goal (SDG) 4: "Ensure equitable and inclusive quality education and lifelong learning for all by 2030". We carried out an open consultation process inviting the educational community to send proposals to join the global debate and we also participated in the World Education Forum in South Korea.

b. Service Learning

This is an educational initiative which combines learning with community service in a single well-articulated way.

The JBF has introduced the service learning perspective in Catalonia and also contributed to its implementation in Spain. It works through a Service-Learning Promotion Centre, a partnership among universities, civil society and public administrations.

c. The "University-Way" project (Via Universitària)

This is an initiative that aims to generate rigorous, objective and comprehensive knowledge about access, learning conditions, expectations and labor market issues to higher education students.

Promoted by the JBF in collaboration with 19 universities, members of the Vives University Network<sup>1</sup>. This alliance allowed for the collection of a significant amount of data and the possibility of creating a real impact on the sector. With an open access methodology, it has already surveyed more than 20,000 university students.

This is a time of real change in terms of the way students get involved with universities, from the way they move between programmes and levels, to the increasing number of students choosing to study part-time and combine study with work. A lot of questions in terms of student engagement have been raised and we are looking forward to the final results.

d. International Perspectives on Education (IPE)

IPE is a set of conferences and seminars with discussion panels that deal with the trends and latest research in international education policies, which contribute to generating debate and dissemination of knowledge and experiences. It aims to bring forward different international reports and their findings from research, and to assess them through dialogue

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<sup>1</sup> The Vives University Network is formed by 21 universities from Andorra, Spain, Italy and France.

with different local stakeholders and experts to identify policies that would be suitable for application in the local context. An example of one of the latest IPEs is the conference and seminar to launch the UNESCO EFA report with the participation of the Director of the Education for All Global Monitoring Report (an authoritative reference that aims to inform, influence and sustain genuine commitment towards Education for All).

## **Research evidence**

This research was carried out in the Universitat Politècnica de Catalunya – Barcelona Tech (UPC) with associated fieldwork in Scotland, in collaboration with the University of Glasgow. It aimed to explore how HEIs were responding to the Millennium Development Goals (MDGs), Education for All (EFA), the UN Decade of Education for Sustainable Development (DESD) and Human and Social Development (HSD) issues as a whole.

The data gathering included a worldwide survey of HEIs and an examination of 608 examples of good practice in 2012 (updated in 2015). I'd like to briefly share with you some key ideas that have emerged from this research. The results show that, in the case of EFA, MDGs, and other UN campaigns:

- HEIs appear not to be aware of and engaged in these UN campaigns as might have otherwise been expected.
- HEIs have only been included in high level conversations about the achievement of EFA in last years of the campaign and (I would say, thanks for the huge effort of the IAU).
- HEIs are not included in some of the main UN campaigns portals; and, the research results also stressed a clear unawareness of governments in engaging with the UN campaigns they signed up to in the international agreements.
- On the other hand, there is evidence that the most frequently identified MDGs initiative which HEIs are relating to is about Goal 7 – ensuring environmental sustainability.
- MDG number 7 is related to two other UN campaigns: the UN Decade of Education for Sustainable Development (DESD) and EFA. The research evidence suggests that when UN campaigns are aligned there is a greater possibility to achieve better results among the HEIs. Therefore, is it good news that the recently approved UN Global Goals programme is a stand-alone campaign?
- In contrast, there is little evidence that the HEIs operations function area (management, direction...) actively pursue UN campaigns. It is

the least engaged area in most of the HEIs. There is further evidence that HEIs are not including the UN campaigns goals in their Academic Strategic Development Plan and Priorities.

- There are indications that students are not as engaged in the UN campaigns as might have been envisaged. If students are not involved in these issues, this would represent a potential missed opportunity to engage them in values, civic engagement and social responsibility actions on the ground. There is an important opportunity for service learning, community service... Can Service Learning be a valid tool for student engagement towards achieving SDG4?
- Some HEIs are engaged to some extent in some UN campaigns but are not making this explicit.
- On a more positive note, a significant number of institutions are involved in partnerships with at least one other agency (university-government; university-industry; or university-third sector). When HEIs are engaged in the UN campaigns, it seems they are doing so through partnerships.
- The UN and UNESCO should improve HEI delegate participation at top-level meetings about the SDGs and future major UN campaigns. For instance, representatives from the IAU and other HE networks should attend top-level meetings about SDGs and other UN campaigns.
- The UN and all its agencies should include HEI examples of good practice as well as analyse them in their main global reports. E.g. the EFA Global Monitoring Report (and the future SDG reports) should refer to the current role of HEIs and offer examples of good practice in their publications.

From all of this and other research findings we are able to conclude that HEIs have the potential to take a lead in contributing to SDGs, especially when working in multi-stakeholder partnerships. HEIs should seek to make the work they are doing in the realm of SDG4 much more explicit to their communities, creating more awareness and engagement internally and also to the international organizations.

We have a brand new opportunity to start working towards SDG4. If we build this new moment on achievements and take into account of what worked in previous campaigns, such as EFA, we might be more successful.

HEIs have a long history of engagement with society. As centres of training, knowledge production and knowledge transmission, they are well positioned to link local and global actions.

SDGs are everybody's business. Their achievement will only happen by 1) UN agencies and governments acknowledging HEIs role, and 2) generating more awareness, commitment and strategic planning in the HEIs themselves.

Finally, we need to involve all areas of the HEIs to determine specific ways to form new multi stakeholder partnerships that will create and share knowledge, expertise and build a new force to meet the challenges facing the world today.

**Marianne Granfelt, Secretary-General Association of Swedish Higher Education (SUHF)**

The full PowerPoint presentation can be found here:

<http://fr.slideshare.net/amandasudic/presentation-from-heefa-to-sdg4-learning-together-for-change>

**Isabelle Turmaine, IAU Director, Information Projects and Services**

The full PowerPoint presentation can be found here:

<http://fr.slideshare.net/amandasudic/presentation-from-heefa-to-sdg4-the-iau-heefa-projectisabelle-turmaine>

**Djeneba Traore, Director General, West Africa Institute (WAI), Cape Verde**

The full PowerPoint presentation can be found here:

<http://fr.slideshare.net/amandasudic/the-commitment-of-higher-education-to-efa>

## **Presenting the Framework for Action for SDG4**

**Mariana Patru, Programme Specialist, Section of Higher Education, UNESCO**

The full PowerPoint presentation can be found here:

<http://fr.slideshare.net/amandasudic/looking-back-to-the-future-higher-education-for-the-sustainable-future-we-want>

### **Round-Table: Will education for all ever be for all?**

Viewpoints from different regions of the world and different stakeholders

*EFA: Limbani Nsapato, Africa Network Campaign for EFA (ANCEFA), Zambia*

*Research: Varghese, Centre for Policy Research in Higher Education, India*

*Teacher training: Loise Gichuhi, University of Nairobi, Kenya*

*Students: Viktor Grønne, European Students' Union (ESU), Belgium*

*Co-Moderators: Eva Egron-Polak, IAU;*

*Valtencir Mendes, Jaime Bofill Foundation*

The four speakers gave their responses to the following questions which they had been sent in advance of the meeting:

1. Worldwide education agendas were set for 2000, then for 2015, now for 2030? None have had a very strong focus on higher education. Why is this the case, what should and what can be done to change that?
2. The right to education is a human right, yet education is still unavailable to many, and furthermore increasingly under threat due to wars and terrorists attacks. What could we do as individuals, institutions and collectively?
3. Online learning and other forms of distance education are expanding, they are seen as keys to reaching the unreached and offer access (and success) to all? Is this happening?
4. The new UN Goals are all about sustainable development, how can links between quality education and education for sustainable development be created?
5. Student centered learning is promoted everywhere, so is community service. Can service learning be a valid tool for student engagement towards achieving SDG4?

## **Working Sessions**

The participants were split into three Working Groups, so that everyone could actively participate in the discussions which focused on the UNESCO Framework for Action. Special attention was given to mix regions and genders.

### **Working Session I (3 sub-groups): Reviewing UNESCO Framework For Action (overall comments) for higher education**

The first working session (Thursday 8 October, 14:30) reviewed the overarching goal and strategic approaches for Education 2030 (p.3-6), as well as implementation modalities (p. 17-23).

### **Working Session II (3 sub-groups): Identifying positive items and risks for higher education**

The second working session (Thursday 8 October, 14:30) reviewed all targets that were not linked to higher education (targets 1,2,5,6,7,a and c).

### **Working Sessions III (3 sub-groups): Concrete proposals for higher education actions**

The third working session (Friday 9 October, 10:00) reviewed the targets that included higher education (target 3 associated with target 4 and target b).

The outcomes and recommendations of the three Working Sessions were presented during the International Meeting on Friday 9 October during the afternoon, and were validated by the participants. Details of the outcomes and recommendations can be found in the following Section.



### 3. Conclusions and recommendations

The two-day meeting organized by the International Association of Universities (IAU) in partnership with the Jaume Bofill Foundation brought together some 60 people from 29 countries with all continents represented. The participants were Members of the IAU Reference Group for HEEFA (Higher Education for Educational For All), representatives of IAU Members, people invited by the Jaume Bofill Foundation, and a representative of the Higher Education Section, UNESCO Paris, France.

The main aim of the meeting was to take stock of the IAU and partners achievements for EFA and, in light of these and other initiatives, to comment on the draft Framework for Action (FFA) developed by UNESCO and other UN Agencies and partners and after consultation of their Member States that will support the implementation of the Sustainable Development Goal 4 (SDG4) on Education, from the higher education perspective.

In Barcelona, participants worked on the draft FFA dated 19 July 2015.

Conclusions presented here focus only on the recommendations made by the participants on the draft FFA during working sessions.

The participants welcomed the inclusion of universities in the SDG4 and expressed their commitment to raise awareness on the new agenda at their institutions. Yet, they regretted the inclusion of universities in a way that implied that it was only included as an afterthought, added at the end of the sentence, after a comma.

They recommended that higher education institutions and more particularly higher education associations be included in the multi-stakeholder Education 2030 Steering Committee since higher education was the best placed to find the means to reach the target on higher education, but it could also help, in particular through research and community service, in reaching all other education targets.

Participants reviewed the FFA in 3 working sessions:

(1) The first working session (Thursday 8 October, 14:30) reviewed the overarching goal and strategic approaches for Education 2030 (p.3-6), as well as implementation modalities (p. 17-23).

The participants added the word "higher education" in the sentence *Complementing and supplementing formal education (from school to higher education)* to reinforce the link made to higher education from the start of the FFA by explicitly stating that higher education is comprised within the overarching goal.

They also suggested that research should be supported and conducted to be used to inform policies, actions and strategies. On the implementation modalities, they recommended that referring to the *research community* was too vague and potentially excluded large parts of the higher education community and thus should be rephrased as *The higher education and research community*.

Under *Youth*, they proposed to encourage the setting up of students' associations and their greater involvement in the governance of their learning at all levels (especially since the FFA speaks of student-centered learning).

They also thought that parents and the local communities should be included.

Overall, they said that the FFA seemed a little outdated – especially in the terminology used, for example when speaking of STEM when the STEAM or STHEAM concept is emerging to include Arts and Humanities, and should be looking at new trends and reflect the future of the education sector.

(2) The second working session (Thursday 8 October, 14:30) reviewed all targets that were not linked to higher education (targets 1,2,5,6,7,a and c).

**Target 1:**

Participants expressed concerns and questioned the meaning of *developing more robust, comprehensive assessment systems...* They highlighted the facts that inequalities are many even in schools where learning is not always happening for every child and that even spending some time in school does not necessarily mean that one has learned something. The causes for non-learning need research more than assessments.

They also said that digital skills were missing when speaking of today's knowledge societies and should be added after *all children should have established the building blocks of basic literacy and numeracy skills*.

**Target 2:**

Participants regretted that parenting was not included in this target. For them, the role of education at that age also included assisting parents in caring.

**Target 5:**

Participants reiterated the idea that research was needed to identify and propose solutions to remove the barriers that hinder attendance to school. They thought that higher education should also be named in the 3<sup>rd</sup> strategy to enhance the participation of vulnerable and disadvantaged groups in higher education. Targeted and non-discriminatory materials should also be included. Adults should also be a target (*Identify the barriers that keep marginalized children, youth and adults*).

**Target 6:**

Participants expressed the need to add digital literacy which could be the next illiteracy in the world to come. They also said that adult literacy should not be limited to competencies but also to building confidence.

**Target 7** seemed obvious to participants and no comment was made.

Target a:

Participants said that if facilities were important, the increase of teachers with disabilities to be role models was as important and should be included in the FFA.

Target c:

Participants requested that since most teachers were trained at higher education level, the strategy to increase the number of well-qualified teachers should say that the higher education sector should be adequately supported in order to do so.

(3) The third working session (Friday 9 October, 10:00) reviewed the targets that included higher education (target 3 associated with target 4 and target b).

All participants – and especially those from Africa - stated that a stronger focus for more higher education was needed.

They regretted that targets 4.3 and 4.4 were combined in the FFA as this blurred the lines between different subsectors. They would have preferred seeing the target 4.3 linked to target 4.7 as education should be for life not only for employment and all disciplines were to be offered. Similarly, participants underlined that universities were not only research intensive universities anymore and that the higher education sector was also composed of applied universities, polytechnics, community colleges and that even research universities provide professional education and that this was not reflected in the document.

They highlighted the term affordable as key and said that research on what was meant by affordability by country, region, gender, community, etc. should be undertaken.

They regretted that there were very few proposals of implementation strategies focusing on higher education. One of those could be to develop mentorship and coaching to enhance success. The need to raise awareness of university leaders on the role the higher education sector could play for the agenda was another area that could have been highlighted as essential to help reach all targets.

They thought that the student body was not visible enough at times of student-centered learning. Students should at least be noted as strong advocates for equal access.

New trends in higher education such as multidisciplinary, collaborative work, or project-based education could have been included to make the target and strategies more future-oriented.

On scholarships for people from developing countries, participants underlined that while they were welcome, they could also bring more brain drain. Furthermore, scholarships should also be for administrators and university leaders. The participants felt that the diversity of the academic community was not addressed in the FFA.

These conclusions contributed to the IAU President's intervention (attached) at the High-Level Meeting to adopt the Education 2030 FFA which is being convened by UNESCO on 4 November 2015.

## 4. Reference Documents

### (i) The Framework For Action (FFA)

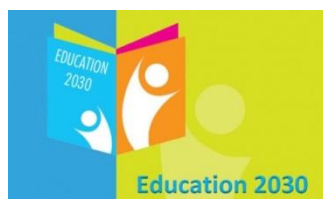
**Framework for Action Education 2030: Towards inclusive and equitable quality education and lifelong learning for all (DRAFT)**

for full document, see

[http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED\\_new/pdf/FFA-ENG-27Oct15.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/FFA-ENG-27Oct15.pdf))

“This Framework for Action has been prepared by the EFA Steering Committee, which will continue its work until the end of 2015. The current version will be discussed at the World Education Forum 2015 (WEF 2015) in Incheon, Republic of Korea for agreement, pending the outcome of the UN Special Summit on Sustainable Development in New York in September 2015. The EFA Steering Committee will then adjust it to reflect the outcomes of the UN Special Summit, the third International Conference on Financing for Development (Addis Ababa, July 2015) and the Oslo Summit on Education for Development (July 2015). The Framework for Action will be adopted at a special high-level meeting alongside the 38<sup>th</sup> session of the General Conference of UNESCO in November 2015 involving all WEF convenors and partners including civil society. Progress towards the targets will be monitored through a set of thematic indicators, of which a small subset – *expected to be endorsed by the United Nations Statistical Commission in March 2016* – will represent the global indicators for Goal 4 of the SDGs”  
[...]

“The Framework for Action has three sections. Section I outlines the vision, rationale and fundamental principles of Education 2030. Section II describes the global education goal and its associated seven targets and three means of implementation, as well as strategy options. Section III proposes a structure for coordinating global education efforts, as well as governance, monitoring, evaluation and reporting mechanisms.”



## **(ii) The EFA Goals and SDG4**

### **Education for All (EFA): 6 goals to be reached in 2015**

- Expand early childhood care and education
- Provide free and compulsory primary education for all
- Promote learning and life skills for young people and adults
- Increase adult literacy by 50 per cent
- Achieve gender parity by 2005, gender equality by 2015
- Improve the quality of education

No mention of Higher Education

### **Sustainable Development Goals for 2030: 17 goals, 1 on education *Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all***

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, **including university**

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure **equal access to all levels of education** and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-

violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all A/69/L.85 18/35 15-13689

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

### (iii) IAU HEEFA Project

As the 2015 target date to achieve the Education for All (EFA) goals and the Millennium Development Goals approaches, so does the end date for the current phase of the International Association of Universities (IAU) project on higher education for EFA (HEEFA).

The HEEFA project has been financially supported by the Swedish International Development Agency, Sida.

#### Why Higher Education for EFA?

- Higher education is part of the education system which does not stop after a particular level;
- Higher education has very little been involved as a sector, except for teacher training while the three missions (teaching, research and outreach) of higher education institutions can be of help to reach EFA;
- The higher education sector is generally not aware of the initiative, issues at stake, and how to become involved;
- The higher education sector will, if not already, be impacted by EFA: growing number of secondary-school graduates, the quality of pre-higher education schooling, teacher education reforms, etc.

Starting point of the HEEFA Project: Expert Meeting in Maputo, Mozambique (2007) entitled *Higher Education and Education For All: The case of two solitudes?*

The Expert Meeting validated a real need for exploration of the linkages between Higher Education and the UN Education For All (EFA) initiative and requested **information sharing** and **capacity building**.

And consequently:

Following upon a call for interest, an international - with no region left out - **Reference group** to bring in people's experiences and expertise from diverse locations, culture and environments was created.

Some 30 people from 26 countries accepted the challenge and Prof. Olive Mugenda, Vice-Chancellor, Kenyatta University, Kenya and IAU Vice-President 2012-2016 volunteered to chair the Group. In continuous collaboration with Isabelle Turmaine, IAU Director, Information Projects and Services and Nadja Kymlicka, Consultant at IAU (2 days/week) – now replaced by Amanda Sudic -, the HEEFA Reference Group reviewed and validated all HEEFA activities and developments.

An **Information kit** was drafted and published to both address and answer the questions of what is EFA, why and how should HE get involved; where can HE activities be developed, and who is engaged.

The Kit is available at:

[http://www.iau-aiu.net/sites/all/files/EFA\\_IAU\\_Brochure.pdf](http://www.iau-aiu.net/sites/all/files/EFA_IAU_Brochure.pdf)



The **HEEFA Portal** (<http://www.heefa.net/>) and the quarterly **HEEFA Newsletter** were also developed. Designed as a collaborative stand-alone tool, the HEEFA Portal contains three databases (projects, CVs, documents), a News section and the possibility to launch Fora.

A capacity building activity was developed as a **Collaborative Workshop**. Entitled ***A three-step activity to envision higher education for Education for All***, it was tested in Cuernavaca, State of Morelos, **Mexico** and successfully conducted in Ouagadougou, **Burkina Faso**; Katmandu, **Nepal**, Nairobi, **Kenya**, and New Delhi, **India**.  
It

- Brings together local representatives of HEIs, pre-HE sector, students, teachers, NGOs, UNESCO – IAU acts as facilitator,
- Aims to inform both the higher education community of what EFA is and the other EFA stakeholders of what higher education can bring to EFA,
- Identifies local needs and higher education's possible intervention(s) in a commonly agreed upon document for a way forward.

The Ankara Workshop (Turkey) offered the opportunity to discuss follow-up activities and the impact of the Collaborative Workshop in each and every country where it took place.

The reports of the workshops are available at:  
<http://www.iau-aiu.net/content/outcomes-1>

For more information on the IAU HEEFA Project, see:  
<http://www.iau-aiu.net/content/efamdgs>

#### **(iv) Other Documents**

UNESCO's Collective Consultation of NGOs on EFA Declaration: *Realizing the Right to Education Beyond 2015* (May 2014)

<http://unesdoc.unesco.org/images/0022/002280/228039e.pdf>

The Arusha Declaration on Higher Education for Education for All: *Learning Together for Change* (April 2015)

[http://www.learningforchange2015.com/wp-content/uploads/2015/05/Arusha-Declaration\\_final.pdf](http://www.learningforchange2015.com/wp-content/uploads/2015/05/Arusha-Declaration_final.pdf)

2015 Education For All Monitoring Report: *Education For All 2000-2015: Achievements and Challenges*

<http://en.unesco.org/gem-report/report/2015/education-all-2000-2015-achievements-and-challenges#sthash.o3pkZYOu.dpbs>

World Education Forum 2015 (May 2015)

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/world-education-forum-2015/>

United Nations Sustainable Development Summit, 25-27 September 2015, New York (USA)

<http://www.un.org/sustainabledevelopment/summit/>

## 5. Appendices



**From HEEFA to SDG4: Building on Achievements**  
**Sant Pau Art Nouveau Site**  
**8-9 October 2015 - Barcelona, Spain**

### Programme

*Master of Ceremony: Amanda Sudic, IAU*

Day 1	Thursday 8 October 2015
9:00-10:00	<a href="#">Registration</a>
10:00-11:00	<p><b>Opening of the Meeting</b>  <i>Valtencir Mendes, Head of International Projects Jaume Bofill Foundation</i>  <i>Eva Egron-Polak, Secretary-General, IAU</i></p> <p><b>Setting the stage: From HEEFA to SDG4</b>  <i>Eva Egron-Polak, IAU</i></p>
11:00-11:30	<a href="#">Coffee break</a>
11:30-13:15	<p><b><u>Plenary: On the road to the Framework For Action for SDG4 (Education 2030)</u></b></p> <p><b>Presenting activities undertaken in the field of EFA and Higher Education for EFA</b>  <i>Valtencir Mendes, Jaume Bofill Foundation</i>  <i>Marianne Granfelt, Association of Swedish Higher Education (SUHF)</i>  <i>Isabelle Turmaine, IAU</i>  <i>Djeneba Traore, West Africa Institute (WAI), Cape Verde</i></p>

	<p>1st round of questions  <b>Presenting the Framework For Action For SDG4</b>  <i>Mariana Patru, Programme Specialist, Section of Higher Education UNESCO</i>  2<sup>nd</sup> round of questions</p>
13:15-13:30	<p>Working sessions and expected outcomes  <i>Amanda Sudic, IAU</i></p>
13:30-14:30	<p><b>Lunch</b></p>
14:30-16:00	<p><b>Working Session I</b> (3 sub-groups): Reviewing UNESCO Framework For Action (overall comments) for higher education</p> <p>Moderators: IAU HEEFA Reference Group  <i>G1: Norzaini Azman, Universiti Malaysia Terengganu, Malaysia</i>  <i>G2: Montanus Milanzi, Mzumbe University, Tanzania</i>  <i>G3: Marianne Granfelt, SUHF, Sweden</i></p>
16:00-16:30	<p><b>Coffee break</b></p>
16:30-17:30	<p><b>Working Session II</b> (3 sub-groups): Identifying positive items and risks for higher education</p> <p>Moderators: IAU HEEFA Reference Group  <i>G1: Semukeliso Gono, Women's University in Africa, Zimbabwe</i>  <i>G2: Asha Singh, University of Delhi, India</i>  <i>G3: Isabelle Turmaine, IAU</i></p>
17:30-19:00	<p><b>Round-Table:</b> How our HEI can work towards the 2030 education goal? A contribution from Catalonia.  <i>Àngels Alegre, Director of the Student Observatory of the University of Barcelona</i>  <i>Antonio Ariño, Vice-principal of University of Valencia</i>  <i>Miquel Martínez, Professor of Theory of Education and member of Research in Values and Moral Development (GREM) of the University of Barcelona</i>  <i>Helena Vicente, Head of the Advocacy and Education of the Catalan Agency for Development Cooperation</i>  <i>Josep M. Vilalta, Executive Secretary of the Catalan Association of Public Universities (ACUP) and Executive Director of the Global University Network for Innovation (GUNI).</i></p>

*Master of Ceremony: Màrius Martínez, Autonomous University of Barcelona*

<b>Day II</b>	<b>Friday 9 October 2015</b>
10:00-11:30	<p><b>Working Sessions III</b> (3 sub-groups) : Concrete proposals for higher education actions</p> <p>Moderators:  <i>G1: Bijan Pant, Nepal</i>  <i>G2: Jaume Bofill Foundation (tbc)</i>  <i>G3: Hilligje van't Land, IAU</i></p>
11:30-12:00	Coffee break
12:00-13:30	<p><b>Round-Table: Will education for all ever be for all?</b>  Viewpoints from different regions of the world and different stakeholders</p> <p><i>EFA: Limbani Nsapato, Africa Network Campaign for EFA (ANCEFA), Zambia</i>  <i>Research: Varghese, Centre For Policy Research in Higher Education, India</i>  <i>Teacher training: Loise Gichuhi, University of Nairobi, Kenya</i>  <i>Students: Viktor Grønne, European Students' Union (ESU), Belgium</i></p> <p><i>Co-Moderators: Eva Egron-Polak, IAU;</i>  <i>Valtencir Mendes, Jaume Bofill Foundation</i></p>
13:30-14:30	Lunch
14:30-16:00	Presentation of conclusions of the working sessions and validation by the participants
16:00-16:30	<p><b>Closing Session: Next Steps and Thanks</b>  <i>Ismael Palacin, Director, Jaume Bofill Foundation</i>  <i>Eva Egron-Polak, Secretary-General, IAU</i></p>



**From HEEFA to SDG4: Building on Achievements**  
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**Speakers and Moderators' Biographies**

**Norzaini Azman**

Norzaini Azman (Malaysia) is Professor of Adult and Higher Education at the Centre of Educational Policy and Leadership, Faculty of Education, Universiti Kebangsaan Malaysia. She was appointed as a Professorial Fellow at the Centre for Academic Talent Management at the Universiti Terengganu Malaysia for a year. She is also an Associate Research Fellow at the National Higher Education Research Institute (IPPTN) and a member of the IAU expert group for higher education. Her main research interests include policy and governance of higher education, the academic profession, and higher education for sustainability. She has collaborated with International Educational Planning, Paris; the Asian Development Bank, UNESCO Bangkok and the Malaysia-Australia Institute in research projects. Norzaini has won UKM awards for Community Service (individual) in 2006, Young Researcher (Social Science) in 2007 and Community Service (group) in 2010. She has authored and coauthored numerous scholarly articles in higher education journals and books by Springer.

**Eva Egron-Polak**

Eva Egron-Polak is Secretary General of the International Association of Universities (IAU). Educated in the Czech Republic, Canada and France, Eva Egron-Polak studied French Literature, Political Science and International Political Economy. During nearly 20 years at the Association of Universities and Colleges of Canada (AUCC) she has held several senior positions including Vice President, International, prior to becoming the Secretary General of IAU in 2002. At IAU, an independent, global association of universities and associations of higher education institutions

based at UNESCO in Paris, Eva Egron-Polak is involved in various policy issues in higher education – internationalization, provision of equitable access to and success in higher education, the contribution of higher education to sustainable development, to the Millennium Development Goals, with a continuing preoccupation with issues of ethics, academic values and higher education’s responsibility to society.

### **Loise Gichuhi**

Dr. Loise Gichuhi is an education economist based at the University of Nairobi. Loise has worked for more than 27 years in the education sector as a teacher both at secondary and tertiary levels. In the last 6 years, Loise spearheaded a multimillion project, Education in Emergencies Project. This was a partnership between University of Nairobi and International Rescue Committee. She is currently the Project Administrator, coordinating the day to day activities of the project and other internal and external activities of a six-member team. The project is currently implementing a 5 year Strategic Plan, Sharing Our Future, Strategic Plan 2012-2016. Loise has a widespread knowledge and experience in education sector planning and curriculum implementation. She is currently teaching Education Economics, Planning, and Policy to both undergraduate and graduate students. She is the founder of Education Bridge-Africa; a registered NGO in Kenya. Major activities include Research, Policy Analysis, and Education Advocacy in Africa. She has been a member of IAU-HEEFA Project Reference member since 2012

### **Semukeliso Gono**

Semukeliso Gono is the University's Strategic Business Development and Marketing Director. She is responsible for Resource Mobilisation, Marketing, Public Relations and Communications of the University. She joined the university as its registrar and Director for Business Development. She is a holder of a Master of Business Administration from the Africa University and Higher National Diploma in Business Administration. She worked at the Zimbabwe Broadcasting Cooperation (ZBC) as Head Finance and Administration and rose through the ranks to General Manager Finance and Corporate Affairs. Prior she worked in the Office of the President and Cabinet where she held a number of posts before being promoted to Chief Accountant. Mrs Gono has a wealth of experience in Administration and Financial Management. She has served more than five Boards that include the Medicines Control Authority of Zimbabwe, Jongwe Printing and Publishing Company, Women in Agribusiness in the sub Saharan Africa, Child Resources Institute Zimbabwe and the HEEFA Education for All. She is also a member of the Parastatals and State Owned Enterprises Advisory Council.

## **Marianne Granfelt**

Marianne Granfelt is Secretary-General, Association of Swedish Higher Education (SUHF), Sweden and is a Board Member of the IAU. She was educated in Sweden, and obtained her PhD in Physical Chemistry (Thesis: "Polyelectrolytes, Zwitterions and Surface Forces") from Lund University. She obtained then a Degree in teaching (Chemistry and Mathematics) from the same institution. She taught at Universities in Sweden and Australia where she was Post-doctoral fellow at the Ian Wark Research Institute from the University of South Australia, in Adelaide. Coming back to Sweden she occupied different positions at Linköping University and Lund University before to become Secretary General of the Association of Swedish Higher Education (SUHF) in 2012.

## **Viktor Grønne**

Viktor Grønne is a member of the European Students' Union's Executive Committee 2015/2016. Prior to this he served one term as the Human Rights and Solidarity Coordinator. His working areas include Mobility & Internationalisation and the Social Dimension, with an emphasis given to recognition of prior learning and global student issues, including the post-2015 agenda. Before his time in ESU he served on the study board and in the Academic Council in his university, as a coordinator of the Danish-Zimbabwean student partnership, and three years as a Danish representative to the Organising Bureau of European School Student Unions. Viktor holds a bachelor in Business Administration and Organisational Communication, and is currently pursuing a master's degree in International Business and Politics from Copenhagen Business School, one of 25 UN PRME Champion institutions.

## **Màrius Martínez**

Màrius Martínez is professor at the Faculty of Education Sciences of the Autonomous University of Barcelona and former dean of the faculty. He has a PhD in Education. Currently developing training and advice for the Provincial Government of Barcelona (School Transition - Work), the Center for Legal Studies and Specialized Training of the Department of Justice (training and competency profiles) and for some of the Council of Chilean University Presidents (reform of curricula skills). He has been working on learning communities projects since 1999.

## **Valtencir Mendes**

Head of International Projects of Jaume Bofill Foundation Member of the IAU Reference Group on Higher Education for Education For All, Valtencir has a European PhD from the Technical University of Catalonia in collaboration with the University of Glasgow, UK. He has been involved in



research which focuses on the multi-stakeholder partnerships for the achievement of the Education for All, the Decade of Education for Sustainable Development and the Millennium Development Goals.

### **Montanus Milanzi**

Montanus Milanzi is currently a member of teaching staff and a researcher in the School of Public Administration and Management of Mzumbe University in Tanzania. He was a founding Dean of the School for 5 years and then he continued his usual teaching assignments. His first degree was in public administration from Tanzania, master degree and the doctorate degree in management science from England. His current position is a senior lecturer teaching in the areas of management science, public administration and organizational studies. In the last 25 years he has published a number of scholarly and scientific articles and books. His current research interest is in education, general management and state administration.

### **Limbani Nsapato**

Limbani Nsapato joined Africa Network Campaign on Education for all (ANCEFA) in 2008. As Policy and Advocacy Manager he coordinates the policy and advocacy programs for ANCEFA and its civil society membership network in around 35 countries in Africa. He is currently based in Lusaka. He has 10 years of experience working with civil society organizations in the education sector. He holds an MSc in Project Management from Cavendish University, Zambia. He works for the betterment of education in Africa to ensure that every child has access to quality basic education. As member of the Board of Trustees at Link for Education Governance (LEG), Malawi, he provides overall policy direction to the Secretariat in its advocacy for improved transparency and good governance in the education sector in Malawi.

### **Mariana Pătru**

Ms. Mariana Pătru is a programme specialist responsible for activities in the area of information and communication technologies (ICT) and open and distance learning (ODL) in UNESCO's Section of Higher Education at the Organization's Headquarters in Paris. She has a long professional experience in the areas of strategic international and national-level policy and strategy advice to governments and institutions, designed to promote wider and equitable access to quality higher education through appropriate use of new technologies. Ms. Pătru has coordinated, chaired and served as keynote speaker at various international professional meetings on the role of ICTs and ODL such as the ECOSOC panel on "Higher Education in Africa in the Information Age" (UN Headquarters, New York, May 2001); Forum on the "Impact of Open Courseware for

Higher Education in Developing Countries" (Paris, July 2002); "Education in Knowledge Societies" organized in the framework of the International Conference "UNESCO between Two Phases of the World Summit on the Information Society" (St. Petersburg, May 2005); Fifth EDEN Research Workshop (Paris, October 2008); International Summit on ICT in Education (Paris, June 2011); SITE International Conference (New Orleans, March 2013); CoSN Annual Conference "Continuously Connected, Constantly Learning" (Washington, D.C, March 2014); the Global High-Level Policy Forum "Online, Open and Flexible Higher Education for the Future We Want: From Statements to Action: Equity, Access, and Quality Learning Outcomes" (Paris, June 2015). She has contributed to the development and publication of original research and studies on the use of ICT and ODL in education, with a focus on teacher professional development, which have enjoyed a wide international readership. Ms. Pătru is a member of international professional associations promoting the development and dissemination of knowledge and good practices in the use of information technology in education and teacher development, such as the Society for Information Technology and Teacher Education (SITE)

### **Asha Singh**

Asha Singh is Associate Professor at the Department of Human Development and Childhood Studies at the Lady Irwin College University of Delhi. She has been successfully combining her training and interests in Child development and the Classical Arts in enriching Pedagogy and using the art forms as pedagogical tools. Asha works with children and teachers across age groups with a focus on young children. She also participates in writing syllabus for the using Arts in Education, theatre in education as well as in Early Childhood Education. She is an active member of an Alliance of Early Childhood Activists working for policy and state interventions in mobilizing action for the young children and their families specially in the underprivileged and marginalised groups. Asha Singh is a member of several school Governing boards and media groups working for children. In the college she is active in the corporate life of the college besides academics and is currently heading the Rajkumari Amrit Kaur Childhood Study Centre based at the Lady Irwin College.

### **Amanda Sudic**

Amanda Sudic is Librarian / Documentalist at the International Association of Universities where she is responsible for managing the library and the IAU Bibliographic Database on Higher Education and jointly produces IAU Highlights from the Press. With a strong interest in new technologies, she has also worked on the Validation Workshop for academic librarians and open educational resources (OER) which took place in Accra, Ghana in 2013. Prior to joining the IAU, Amanda worked in the OECD, in the

Publications and Communications Directorate and in the International Migration Division.

She holds a postgraduate degree in Library and Information Science from the Ecole des Bibliothécaires Documentalistes (EBD), Paris, France and an undergraduate degree from the University of Southampton, UK. She is an Associate Member of CILIP, the UK Chartered Institute of Library and Information Professionals.

### **Djeneba Traoré**

Prof. Dr. Djénéba Traoré is the Director General of the West Africa Institute (WAI), based in Praia, Republic of Cabo Verde, since January 2013. She holds a Ph.D. degree at the Faculty of Social Sciences of the Humboldt University of Berlin (Germany), a postgraduate degree in ICT's Pedagogical Integration from the Faculty of Graduate Studies at the University of Montreal (Canada), and a Master's degree in German from the École Normale Supérieure (ENSup) of Bamako (Mali).

Previously Vice Chancellor at the University of Literatures and Humanities of Bamako (Mali), Senior Communication Advisor at the Office of the Minister of Education of Mali, Prof. Traoré was also member of the Pedagogical and Scientific Council of the University of Bamako. She focuses her scientific research and publications on Education, Gender issues and the pedagogical integration of ICT.

The West Africa Institute (Website: [www.westafricainstitute.org](http://www.westafricainstitute.org)) is a think tank created in 2015 and dedicated to Regional Integration and Social Transformations in West Africa and beyond.

### **Isabelle Turmaine**

Isabelle Turmaine is Director, Information Projects and Services of the International Association of Universities (IAU). On top of being responsible for activities linked to information collection and dissemination (World Higher Education Database – WHED Portal; IAU e-Bulletin; IAU Highlights from the Press, IAU Website), she manages the IAU Project to strengthen the links between the higher education sector and the United Nations' Education For All (EFA) initiative and works on linkages between academic librarians and open educational resources (OER) and the e-accessibility of learning content.

Prior to joining IAU, she was in charge of the implementation, in several African countries, of the e-campus project of the Agence universitaire de la Francophonie (AUF).

She holds a post-graduate degree of the Conservatoire national des Arts et Métiers (CNAM), Paris, France in Information Sciences.

### **N. V. Varghese**

Professor N. V. Varghese is currently the Director of the Centre for Policy Research in Higher Education (CPRHE), New Delhi. He holds a doctoral degree in Economics with specialization in educational planning. He was Head of Governance and Management in Education at the International Institute for Educational Planning (IIEP/UNESCO), Paris until October 2013. He was responsible for managing an Asian network - the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) and was editor of its Newsletter. He was also the Secretary General of the International Working Group on Education (IWGE) which is a network of funding agencies in education. He has directed several research projects; published more than 20 books and research reports, and more than 160 research papers and articles in areas related to educational planning, financing and higher education.

## List of Participants (IAU)

\* Member of HEEFA Reference Group

<b>Country</b>	<b>Name</b>	<b>Institution / Organisation</b>
Belgium	Sigried LIEVENS	Ghent University
Cabo Verde	Djénéba TRAORÉ*	West Africa Institute
Denmark	Viktor GRØNNE	European Students Union
Egypt	Malal ZALOUK	The American University in Cairo
France	Amanda SUDIC	International Association of Universities (IAU)
France	Eva EGRON POLAK	International Association of Universities (IAU)
France	Isabelle TURMAINE	International Association of Universities (IAU)
France	Mariana PATRU	UNESCO
Georgia	Ioseb SALUKVADZE	Ivane Javakhishvili Tbilisi State University
Ghana	Emmanuel GYIMAH	University of Cape Coast
Haiti	Marjoto L. MATHURIN	Universite Caraibe
Hungary	Gábor BARANYAI	National University of Public Service
India	Asha SINGH *	Lady Irwin College, Delhi University
India	N. V. VARGHESE*	Centre for Policy Research in Higher Education (CPRHE / NUEPA)
Irak	Sabah Ibrahim WAIS	University of Duhok (UoD)
Kenya	Loise Wambui GICHUHI*	Nairobi University

Lithuania	David POLLICK	European Humanities University
Lithuania	Giedrius VILIŪNAS	Mykolas Romeris University
Malaysia	Norzaini AZMAN*	University Malaysia Terengganu
Nepal	Bijan PANT*	Development and Social Sector, Prime Minister Office
Portugal	Fernando REMIÃO	University of Porto
Russian Federation	Vladimir PANIN	Tula State Lev Tolstoy Pedagogical University
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Sweden	Helena LINDHOLM SCHULTZ	Gothenburg University
Sweden	Marianne GRANFELT	Association of Swedish Higher Education
Tanzania	Abel ISHUMI	University of Dar-Es-Salaam
Tanzania	Montanus C. MILANZI*	Mzumbe University
Thailand	Yhing SAWHENY	Siam University
USA	Ellen FAHEY-SMITH	Fordham University
Zambia	Limbani Eliya NSAPATO*	Africa Network Campaign on Education for All (ANCEFA)
Zimbabwe	Semukeliso GONO*	Women's University in Africa

