

Editorial

This issue is double with rich and multi-thematic content. It contains papers from different countries in the three languages of the review.

The first paper entitled “Higher Education Marketing: Opportunities and Challenges in the Digital Era” is signed by Mark Anthony Camilleri from University of Malta. The contribution deliberates on traditional and contemporary marketing communications that are being used in different contexts to attract students and high quality faculty employees to HEIs.

The second text comes from South Africa, is signed by Mandisa Mankayi and Priviledge Cheteni (University of Fort Hare) and is entitled “Perceptions of Academic Staff towards Academic Staff Development Programmes in One Selected University in South Africa”. It is focused on academic staff development as a prerequisite of maintaining and improving quality standards in higher education institutions.

Kirill Romanyuk (National Research University Higher School of Economics, Russia) signs the third text, entitled “Individualized Student Loans Sponsored by Companies for Bridging the Gap between Education and Employment”. The author argues that student loans represent a conventional form for increasing access to higher education. However, students usually take all risks from these loans, and companies obtain most of benefits. In this paper, a model for sponsoring student loans by companies is discussed.

The fourth text is signed by Maria Frounta, Helen Michalopoulou, Antigone Michalopoulou (University of Patras) and Vassiliki Dimopoulou (Hospital of Amaliada). It is entitled “Students and HIV/AIDS: Exploring the situation in Greek higher education” (full text in Greek). The aim of this article is to investigate the knowledge of student on HIV/AIDS at a Greek university.

Adel Ben Taziri and Andeljalil Akkati (Virtual University of Tunis and University of Geneva) propose the text “What is the specificity of Tunisia’s national ICT policy in higher education?” (full text in French). This paper aims to understand Tunisia's national policy on ICT integration and to contribute to filling the data gap on the current state of ICT integration in Tunisian higher education.

Victoria Konidari signs the sixth text, entitled “Semiotic knowledge brokering: «An additional language for understanding policy convergence in the European Education Policy Space”. The paper explores the difficulties confronting educational policy convergence in the European Union (EU) and develops a working hypothesis on the basis of Luhmann’s (1995) and Lotman’s (1990) theory of social systems and cultural semiotics.

The 7th text comes from Indonesia, is written by Farida Farida, Herry Agung Prabowo and Desiana Vidayanti, and is entitled “Evaluation of the Foser Program as an effort to accelerate the implementation of the quality assurance system in Indonesian private university”.

The 8th text is signed by Zoe Karanikola and Chariklia Pitsou (University of Patras). Its title is “UN Agenda 2030 and European Union policies to promote the right to education and teacher training” (full text in Greek). The text exams the role of European Union for promoting this Agenda. The accent is given to European actions which concern teachers’ education.

Chux Gervase Iwu, Tichaona Buzy Musikavanhu, Hector Ukandu and Maurice Dassah signed the 9th text of this issue, entitled “Administering postgraduate education for success: the necessity for postgraduate orientation”. The text focuses on the necessity of a supplementary effort for ameliorate students’ success rate in the postgraduate studies. The article “Linkage between results of Unified State Exam in Mathematics and education outcomes in Calculus and Analytical Geometry in the first half-year term” is signed by Natalia M. Mezhenyaya and Oleg V. Pugachev. They try to construct a model of prediction of students’ performance in Calculus and Analytical Geometry using their score to Unified State Exam.

The 11th text has the title “Aspects of open and distance education” (full text in French) and it is signed by Antoine Maniatis. The author elaborates on some of the problems of distance and open education (plagiarism, substitution of students) in a context of intense market competition.

Finally, the text of Panagiotis Kimourtzis is a transcription of a speech concerning the 20th anniversary of the creation of School of Humanities of University of the Aegean (Greece) (full text on Greek). It is entitled “University of the Aegean: it is best to speak the truth in every situation: Speech at the celebration of 20 years since the establishment of the School of Humanities of the University of the Aegean”.

Last but not least, this is the last editorial for a “varia” issue of *Academia*. In the future, the editorial will exist if there is a thematic issue or a specific reason.

Enjoy!