FORUM

Discussing international education

GAINING PERSPECTIVE FROM BEYOND HIGHER EDUCATION
AN INTERVIEW WITH MARTHA NUSSBAUM
CHARMS OF THE IRISH LANGUAGE
UNIVERSAL DESIGN IN INTERNATIONAL EDUCATION

SUMMER
2012

Editorial

HIGHER EDUCATION: A RIGHT, A PRIVILEGE OR A NECESSITY?

The recent European Access Network conference had as its theme the question of whether access to higher education was a right, a privilege or a necessity. This raises a number of interesting issues from whichever angle you consider it. If it is a right, is it a right for everyone or just for those who have attained a certain predetermined level of competence? If a privilege, then who should be privileged? If a necessity, then for whom? These issues lie at the very heart of higher education's aims and also in the final analysis of what type of society we need or desire. There are probably no 'right' answers but there are issues that demand much consideration at all levels in society, not least among politicians and university leaders.

There is today a growing tendency to measure education in quantitative terms, where for instance, the number of students on a course or programme or in a department very often determines whether it should be retained or not. Many of the decisions taken are based on short-term economic thinking rather than taking into account the more long-term benefits to society, and to the individual, of higher education as such. There is a tendency to assess the value of a particular programme in isolation, ignoring the broader context in which we live and function and for which education should

help prepare us. I am well aware that there are a good number of institutions that have realised this and have designed their curricula accordingly. To those who counter this argument with the observation that there is a lack of funds and that many programmes are 'unprofitable', I would maintain that this misses the whole point of higher education. Higher education should be available to all those who can benefit from it irrespective of their initial pathways in life. Here, institutions need to have processes in place to evaluate prior learning. They need to have policies to support all kinds of students and they need to cooperate not only on a national but also on an international level to provide optimal learning opportunities.

In this context, then, it is very timely that the theme of the Dublin conference should concern rethinking education and reshaping economies. The articles in the current edition of *Forum* also explore various aspects of the theme. Laura Rumbley of Boston College Center for International Higher Education (CIHE) in the USA sets the scene with a wide-ranging introduction, which touches upon a number of burning topics and, I trust, will provide both readers and conference participants with an excellent point of departure for a lively discussion in Dublin. The interview with philosopher Martha Nussbaum also provides an excellent

overview of the role of higher education, drawn in part from her own experiences.

In his article, EAIE Executive Director Leonard Engel takes a closer look at what lies at the heart of internationalisation: cooperation between institutions. At the same time, he highlights a factor which is quintessentially human –'what's in it for us'. All decisions should lead to a win-win situation.

The role that students can and do play in society is the subject of a discussion by researchers from the Faculty of Medicine at Oslo University on global health issues and the demands raised by students for better education and research in the field. Health issues of a more direct nature are the subject of an interesting presentation by Joan McGuire and Fenke ten Bloemendal who sketch a new inclusive paradigm – universal design for instruction. Other articles examine the importance of digital student data depositories and strategic international planning.

Finally, what would a conference in Dublin be without reference to the glories of Irish literature and to the beauty of the Irish language? We'll meet in Dublin.

— *Michael Cooper, Editor*
michael.cooper@telia.com

Summer issue highlights
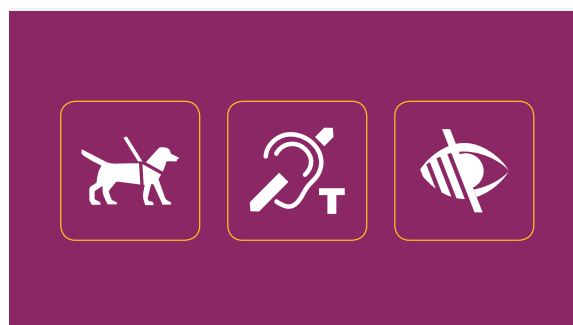
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Laura Rumbley is Associate Director of the Boston College Center for International Higher Education (CIHE). She serves on the Editorial Board of the *Journal of Studies in International Education* and is involved with the EAIE Special Interest Group, *Researchers in International Education* (RIE).

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Marina Casals works at the Rovira i Virgili University (URV) in Tarragona, Spain and is responsible for the internationalisation strategy at the Rector's Office. Marina has a BA in Translation and Interpreting and an MA in the Teaching of Second Languages, together with training in neuro-linguistic programming (NLP) and systemic therapy.

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Ramon Ellenbroek is Coordinator for the International Office of the Faculty of Earth and Life Sciences of the VU University Amsterdam, the Netherlands. Presently, his focus is on the development of double/joint degree programmes (MSc/PhD), Erasmus Mundus and increasing mobility in Bachelor programmes.

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Joan McGuire is Professor Emerita, Special Education, and Senior Research Scholar at the Center on Postsecondary Education and Disability at the University of Connecticut. She has authored 85 peer refereed articles and coordinated $4 million in grants. She consults with universities regarding Universal Design for Instruction and postsecondary disability issues.

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Femke ten Bloemendal is Co-ordinator of Internationalisation at the Faculty of Humanities, University of Amsterdam (UvA). Femke holds an MA in Interdisciplinary Social Science and a BA in Socio-legal Services. She received a Fulbright-Schuman scholarship for research on study abroad with disabilities which she conducted at the University of Connecticut.

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Unni Gopinathan is a medical student at the University of Oslo. He has previously been Liaison Officer to the World Health Organization (WHO) for the International Federation of Medical Students Associations; an intern at the WHO and Global Health Fellow at the Geneva Program organised by Duke Sanford School of Public Policy.

Member news

Photo: *leedsn (shutterstock)*

ESSAY CONTEST: WHAT'S YOUR VISION FOR THE FUTURE?

Internationalisation in higher education is a constantly evolving, dynamic force. The international higher education arena today looks very different to when the EAIE started out, almost 25 years ago. And in another 10 or 20 years, it will have changed even more. Where do you think the future of international higher education is heading? We are looking for your thoughts!

In preparation for the 25th Annual EAIE Conference in 2013, we will be publishing a special anniversary book publication entitled, *The new shape of internationalisation of higher education.* We invite anyone involved in international higher education to submit their ideas on this fascinating subject, and the most engaging essays will be published in the book. Authors of the published essays will win a fee waiver to the 2013 EAIE Conference in Istanbul, and will get the chance to participate in a session during the conference to present their ideas. To find out all the details on how to submit your essay, please visit: www.eaie.org/blog/essay-contest. The deadline for essays is **1 October 2012.**

CORRECTION
On page 05 of Spring Forum 2012, **Philip Conroy** was incorrectly referred to as Vice-President for Enrollment Management and Marketing at Mount Ida College, Boston, USA. This was in fact a previous position which he held; his current position is President of Vermont Technical College, USA. The EAIE apologises for this error.

EAIE ELECTIONS

2012 is a transitional year for the EAIE Leadership, where those who have been so diligently guiding the Association for the past two years will hand the baton on to a new set of individuals. Many members of the Leadership will remain in the same role, however the most notable changes are within the Presidency. As of September 2012, the EAIE President, Gudrun Paulsdottir will pass on her duties to Hans-Georg van Liempd. Laura Howard from the University of Cadiz – UCA in Spain has been elected to take on the role of Vice-President. Dora Longoni from the Politecnico di Milano, Italy and Kathleen van Heule from the University College Ghent, Belgium will join Dan Ole Faaborg on the Board. To view the entire results of the EAIE Elections, please visit the Member Centre on the EAIE website. We look forward to welcoming the new Leadership at the EAIE Conference in Dublin this year.

Books & websites

The International Education Association of Australia (IEAA) has recently published **Making a Difference,** the first comprehensive record of Australia's international education initiatives. The book traces the evolution of international education in Australia from the acceptance of scholarship students in the early 20th century through to the successful entrepreneurial efforts in attracting fee-paying students in the 1980s, to its current significant export role. Order your copy through the IEAA website: www.ieaa.org.au/anniversary, or send an order email to admin@ieaa.org.au.

The **Bologna Process Implementation Report,** published in April, reveals that while much progress has been made, countries still face significant challenges in modernising higher education. The report covers a broad range of higher education issues, such as the demographic and funding context for higher education; degree structures and qualifications; quality assurance; the social dimension of higher education; outcomes and employability, as well as lifelong learning and mobility. The study is available on the Eurydice website: http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php.

Supporting Online Students: A Practical Guide to Planning, Implementing, and Evaluating Services by Anita Crawley shows how effective and efficiently delivered support services improve academic success and course retention for online learners. Drawing on a decade's worth of research, Crawley describes the scope of services that should be made available to online students, from admissions and registration to advising and student engagement. The book includes guidelines and standards for these services as outlined by half a dozen national professional organisations, as well as planning and implementation, innovative practices, and specialised services needed by particular online student groups. Order your copy from http://eu.wiley.com.

Languages in a Global World: Learning for Better Cultural Understanding published by OECD examines the links between globalisation and the way we teach and learn languages. It begins by asking why some individuals are more successful than others at learning non-native languages, and why some education systems, or countries, are more successful than others at teaching languages. To order your copy, visit: www.oecd-ilibrary.org.

Photo: *loops7 (istock)*

ACCESS AND MOBILITY

The future of
DIGITAL STUDENT DATA PORTABILITY

Digital Student Data Portability (DSDP) has been a recurring topic at the EAIE Conference since 2007. Its growing popularity led to the establishment of the EAIE's Task Force DSDP, and to the global founding seminar on Digital Student Data Depositories Worldwide, which took place in April this year. Discover the highlights of the ground-breaking seminar in this report, featuring extracts from the keynote speech.

HERMAN DE LEEUW
ACE Chair

The founding seminar on Digital Student Data Depositories Worldwide brought together central digital student data systems from China, India, the Netherlands, Norway, the Russian Federation, South Africa, Spain, the UK and the USA, plus representatives from the EAIE (Vice-President Hans-Georg van Liempd), EUNIS, Digitary, Signe SA and the membership of the Rome Student Systems and Standards Group (RS3G). DUO, the Executive Education Agency of the Dutch Ministry of Education, invited key players to discuss how their systems could support global student and skilled worker mobility needs. The meeting proved a success, and the venue was the magnificent Senate's Room in Groningen University's historic Academy Building. At the end of the day, 13 representatives were invited to sign a declaration of intent – the

Clearly the most important outcome of this meeting was the readiness of all attendees to think of Digital Student Data Depositories Worldwide as a platform to further global mobility needs, by putting citizens firmly in control of their own educational data. In his key note address at the seminar, Tom Black, Associate Vice Provost for Student Affairs and University Registrar at Stanford University, visualised how things might move forward:

" Despite all digital noise, it is becoming clear that there is a better, more economical, secure, and collaborative way to exchange records. And that is, create central data repositories and network them together, interconnecting student data all over the world.

Rick Torres, president of the US National Student Clearinghouse, and I, along with a few of my registrar colleagues, have begun discussing this for institutions in the USA.

Some may flippantly call this 'putting records into the cloud'. My colleagues in the Ivy Plus insist that this phrasing is a non-starter. What appeals to them, however, is our non-profit, non-governmental organisation, the National Student Clearinghouse (NSC), the organisation that registrars helped create nearly 20 years ago.

ERA OF GLOBALISATION 3.0
The NSC can now help registrars solve a big problem. This time, it is overcoming the emerging challenge of Era of Globalisation 3.0, *record portability.* My colleagues realise that on their own, keeping up … will be expensive and time consuming. With so much changing educationally and in technology, they know they cannot master what they need to know now, much less anticipate what may yet come. A central repository makes sense economically. Collecting our resources together should enable us to securely protect these valuable institutional assets. Moreover, the track record of the Clearinghouse, in the way it conducts its affairs, respecting the wishes of its clients, honouring federal/national laws, makes it a proven fiduciary for our purposes.

Better service outcomes are possible with a central repository. Nearly 66% of the students in the USA have more than one school record, and 40% have more than two. The effort required to assemble one's educational record from many sources

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THE GRONINGEN DECLARATION AIMS AT MOVING AWAY FROM PAPER BASED MOBILITY DOCUMENTS TOWARDS DIGITAL STUDENT DATA PORTABILITY

Groningen Declaration – which aims at moving away from paper based mobility documents towards digital student data portability. Eleven out of thirteen representatives signed, with China and India not yet ready to sign.

Now that institutions are ready, intellectually, to send and receive course and grade information electronically, they see it could be enormously beneficial to all if we put these records in a trusted repository, to ensure a basic level of service and security.

Photos courtesy of Erik van den Broek
01, 03. Tom Black, Stanford University
02. Senate's Room, Groningen University
04. Signing of the Declaration

can be enormous, and as I've already mentioned, too many schools are not very sophisticated, and commercial service providers are in the middle. One source that is coordinated, outputting records in standards-compliant form, will be enormously helpful. There are three other notions that make this idea appealing to me:

- The repository will possess an enormous amount of data that will help my institution know more about itself and its students as compared to peer institutions.
- It could help us prove the identity of our students, inasmuch as it will have detailed information about our student population that could be verified. This is especially important as the online course movement grows.
- Repositories can be interconnected, securely bound to each other to prevent false entry, so output from the network can be relied upon, regardless of the sources. The NSC could be the USA's trusted node to an international network of records.

We're in the Era of Globalisation 3.0. Students are mobile and expect to compete globally. There exist data standards and technology to make it possible to move records easily, safely around the world.

There are active models, albeit varied and uncoordinated, of data exchange in production. Now is the time to take stock of our knowledge and experience and take the next step.

If we agree to do this … actually accomplish this, it could have a 'leap over effect' for many institutions worldwide. It could enable burgeoning, less sophisticated national education data systems. There are so many good possibilities that could come from this initiative.

A GLOBAL 2020 STRATEGY
You may think about the idea of interconnected central repositories as a 2020 strategy, one that will take a lot of communication and persuasion to foster adoption. We'll need to enlist key stakeholders and like-minded individuals, asking them to explain and promote this strategy.

Besides mounting a broad communication strategy, I recommend many pilots. Pilots that may differ in detail, but that will start out from the overall core ideas and principles. We have many people to convince regarding the efficacy of this idea, and we are going to have to visualise it, in order for it to become a working idea for others.

I believe it is necessary to create an atmosphere of experimentation, to try things out with technology, standards, new procedures and practices that may be untested and unproven. We cannot be afraid to fail. And I assure you there will be failures, if not in technology choices, with the adoption, *etc*. We must not be afraid to keep reinventing and refining this, our idea.

Technology continues to evolve … We are at a point where we need a few courageous people to commit to realising a new way of operating. This is a quest, and it will require all our powers of persuasion and perseverance to accomplish. It will take time. But, I don't know any better purpose than to commit to the service of others, now and in the time to come. It is time to innovate, it's not just time to change the defaults … it's time to change the outcomes! **"**

More details about the seminar can be found at www.ib-groep.nl/zakelijk/ Nieuwsbrief_os/landingspages/digital_ student_data_depositories_seminar_ april_2012.asp.

IT IS NECESSARY TO CREATE AN ATMOSPHERE OF EXPERIMENTATION, TO TRY THINGS OUT WITH TECHNOLOGY, STANDARDS, NEW PROCEDURES AND PRACTICES

IN CONVERSATION WITH

MARTHA NUSSBAUM

LINDA JOHNSON 🇬🇧
*Executive Secretary, International
Institute of Social Studies (ISS)*

Photo by *Sally Ryan*

*Accomplished American philosopher and Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago, **Martha Nussbaum** is renowned for her expressive views on higher education. Here, she stresses the importance of a holistic approach to education, discusses the best approaches to university funding and collaboration with developing countries, and candidly describes her own challenging study abroad experience.*

In one of your books, *Not for profit: why democracies need the humanities,* you talk about the aims of education having gone disturbingly awry in the US and abroad. What do you believe is needed if we are to get higher education back on track?

MN: There's a long-term struggle in higher education between two conceptions of its aims. One conception is that it's narrowly pre-professional and technical; the other is that it should also include a general preparation for citizenship and life. There are some countries where that conception of split education is strong. In the USA, fortunately, the liberal arts conception is still healthy, although it's increasingly threatened by the demands of the politicians for a more technically-oriented education. South Korea still has the liberal arts model and it's flourishing. In Holland, you also see an increase in liberal arts programmes in all the major universities. But many other countries have a system that's been in place for a long time where students take just one subject. That's not very hospitable to incorporating the things that every young person should learn as a preparation for citizenship and life, especially in the global world. Mills said that you develop the skills

STUDENTS NEED TO DEVELOP A KNOWLEDGE OF THE WORLD

of critical thinking and argumentative analysis through studying Plato's dialogues and I would say there's probably nothing better that we've found to teach those skills and they are really important for a public culture and genuine debate. Students also need to develop a knowledge of the world, an increasingly complicated interlocking world. This includes a knowledge of world history, the major world religions and ethnic traditions.
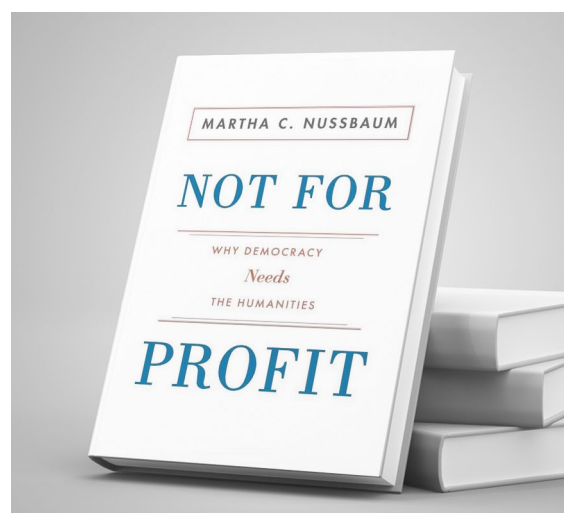
What really brings these aspects to life is the training of the imagination. We're all born with the capacity to imagine the point of view of another person, but we typically don't develop it, we use it very narrowly, just trying to imagine how to get what we want from other people. We need to broaden and deepen our imagination by learning how the world looks from the point of view of people different from ourselves and often distant from ourselves, if we're to make intelligent choices. The accent should always be on a cultivation of imagination relative to the particular blind spots that any culture is likely to have.

And if you were a university leader, or you could speak to university leaders, how would you advise them to set about creating this environment?

MN: The curriculum needs to have those three components, some way or other, as core requirements.

At the University of Chicago, students have very small classes and I think the pedagogy is very important here because you can't learn critical thinking if you're just being examined by multiple choice tests. So you have to have a pedagogy that enlivens the students, that invests a lot of time in the students. Another very different conception that still works very well is the Harvard conception, where you have large lecture classes but then they're broken up into smaller sections where the section leaders take charge of the students' work.

YOU HAVE TO HAVE A PEDAGOGY THAT ENLIVENS THE STUDENTS

One way or another, you have to get this intensive exposure to critical analysis and debate and then some sort of disciplined exposure to world history.

You can't learn everything you need to know, but having a basic knowledge of world history and of the world religions, and of the international economic system, means that you will learn the right questions to ask later in life.

What many university leaders would say in response to that is: that's wonderful, but how can I do it with the constraints I have? With the aims politicians have for mass higher education, lots of people are churning through the system at a great rate at the lowest possible cost per student.

MN: I think the problem is that the politicians have very bad incentives in this regard, and I'm very glad that in the USA we solve this problem through a system of private donation, and even our state universities now are largely privatised, so

they're not at the mercy of the whims of the politicians. However, having private donors does not create a perfect system and ours works well, only for several reasons. Firstly, all of them [donors] have had a liberal arts education themselves – they remember it with pleasure and nostalgia and want other people to experience what they did. Secondly, there is a strong tradition of academic autonomy and academic control. Donors know they can't dictate the institutions' actions. Thirdly, they get prestige in their social circles by donating to arts organisations and educational institutions. Finally, the tax structure is more favourable to charitable donations.

I don't think other countries should rush into privatising, because unless those four conditions are firmly in place, it can be a disaster. India's rush into privatising has been a disaster because you get corporations setting up universities whose whole aim is to maximise the profit margin of that corporation. There's no sense of autonomy and distance of the donor from the institution.

YOU CAN'T LEARN CRITICAL THINKING IF YOU'RE JUST BEING EXAMINED BY MULTIPLE CHOICE TESTS

You need to think how over the long term you can construct a support system that would make private donation healthy. One good way of doing this is if you can connect the humanities and the arts and philosophy to a sense of national identity. In Ireland, even though the economy is not in a good situation, the humanities are relatively

healthy because Irish people take pride in the arts. This is also true in South Korea, where under the Japanese occupation it was actually illegal to study Confucian philosophy and Korean language and literature. When Korea became independent, they became major sources of national identity and national pride. So where those conditions don't exist, you have to try hard to create them.

A lot of people in our Association work in study abroad offices. Do you think that mobility and study abroad programmes can be an aid in what you describe as the daunting task of teaching intelligent world citizenship?

MN: They can be very important, but you need to think about what students are really learning. My own first study abroad experience when I was sixteen was in a town in South Wales and I didn't learn a whole lot about Welsh culture because my [host] family didn't really like it – they saw it as something that they just didn't have time for. But what I did learn was about class and poverty. I learned what it was like to be in a home that had no indoor plumbing, that had no refrigeration, what it was like to work at a menial job and to

believe from early on that you had nothing else to expect from life. I understood what economists call adaptive preferences (being told again and again that you have nothing more to expect in life makes you tailor your longing downward and not want anything else). A lot of what I have written since was conditioned by that experience.

We have to think about the different dimensions of a study abroad programme, one of them being ethnicity, nation and so on and another being economic circumstances and class, and of course, that part is something that students should also be learning about in their own community.

You've spoken before about people being mutilated and deformed by the lack of education. In your view, what should the role of universities in the developed world be, *vis-a-vis* their colleague institutions in parts where the struggle is harder, the resources are less abundant.

MN: The first thing that needs to be done is to actually go to those countries and talk to educators, not just the politicians, and find out what they need. In India, there are so many American universities that are now trying to rush in there and make money by offering tuition paying business programmes or other kinds of technical programmes. At our university, we spent a year going around talking to people in India asking what they needed from us. The answer we got was that we could help young scholars who don't have grants for leave and don't have research facilities or libraries. Our university has a lot of facilities that we can make available to young Indian scholars within cooperative research projects which will take place partly in India, and partly in Chicago. That's the model we are pursuing and that's the kind of thing institutions need to do much more of, instead of thinking how they can make money for institution X by setting up some engineering or business programme. Go and talk to people and find out what they think they need, but I emphasise, talk to the educators, not just the politicians.

Photo by *Robin Holland*

As one final question, you have previously written about the importance of having a meaningful life, what do you do to ensure that your life is meaningful?

MN: Work plays a big part: I love my work, I love my students, I love my colleagues. I spend a lot of time reading the work of my colleagues and talking to them about ideas and so being part of that intellectual community is a big part of my life, and it is a source of deep friendships. I'm an amateur singer, I sing for an hour a day and I perform at recitals that my teacher gives. I'm also a member of a reformed Jewish temple, and I do a lot of singing there of Jewish music, and I sometimes give sermons when they give me a chance, and stir things up a little! I like to go to the theatre and spend time with my friends and my daughter and son-in-law, and just connect with people really! F

WHAT WILL YOU BE TALKING ABOUT IN DUBLIN?

*This year, all EAIE Conference participants will receive a publication which delves deeply into the conference theme, 'Rethinking education, reshaping economies'. Here, the Editor, **Laura Rumbley,** provides an insight into the publication, asking some important questions regarding the role of higher education and the economy.*

Despite the fact that many of us across Europe and beyond (in the northern hemisphere, at least!) have only just begun to ease into summer, a hallmark event that comes near summer's end may already be squarely on our minds. Yes, the 2012 EAIE Conference looms fast on the horizon. In addition to the 'nuts and bolts' business we will surely attend to there, the larger questions and issues the upcoming conference may serve to raise for us are provocative and important.

and exciting new opportunities unfolding daily before us as social, economic and political leaders in a variety of contexts look to higher education – and particularly its international dimensions – to provide pathways to 'recovery' and long-term rejuvenation, particularly in economic terms.

But does anyone know where all of this is really heading? What's at stake as the relationship between higher education and broader social and economic concerns evolves rapidly in the knowledge-driven 20th century?

THE FOUNDATIONS OF MANY OF OUR SOCIAL AND ECONOMIC SYSTEMS FEEL DECIDEDLY UNSTEADY

In Dublin this year, we will gather together under an immensely interesting and complex theme, 'Rethinking education, reshaping economies'. It's difficult to imagine a timelier topic – or set of topics – in the current context. On the one hand, the foundations of many of our social and economic systems feel decidedly unsteady these days. The scope of the world's various financial fiascos, currency crises and economic uncertainties are matched only by an array of intense political predicaments, widespread social insecurity and growing environmental instability around the world. At the same time, there are immense

And how can the international education community in Europe and elsewhere make sense of, and subsequently respond meaningfully to, the shifting array of challenges and opportunities in the current climate?

"IT'S HIGHER EDUCATION AND THE ECONOMY, STUPID"
Bill Clinton's US presidential campaign in 1992 is the source of a frequently quoted catch-phrase that captured the imagination of a country in the throes of economic recession at the time: "It's the economy, stupid". An updated version of this insight might well be rewritten
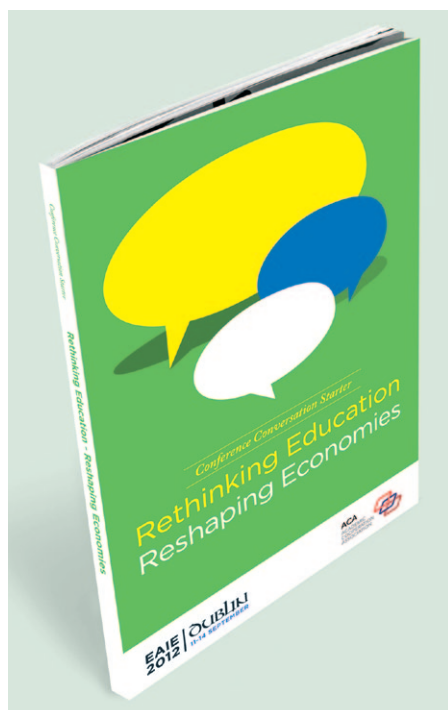
today to read, "It's higher education and the economy, stupid", with relevance far beyond the US context alone.

Indeed, across the globe, no major higher education reform effort or innovative university initiative springs to mind that does not somehow connect substantively to economic considerations. Public and private stakeholders in the USA and Europe, for example, are actively pushing ambitious agendas for driving up the percentage of their respective citizens holding post-secondary degrees and credentials, to enhance employability for individuals and economic well-being for societies at large.

In the European context, EU and various national-level policies are focused on increasing the global competitiveness of the higher education sector to maximise the potential for economic growth and

dynamism. In tandem, many countries are also working to enhance the attractiveness of various higher education programmes and employment opportunities post-study, as a way to attract larger numbers of well-qualified students and academics. Objectives in this vein may include (amongst other hoped-for outcomes) building up revenue streams from fee-paying students, improving institutional and national chances for attracting big-time research funds, and enhancing the educational experiences (and ultimately the job market potential) of domestic students. Even programmes that send domestic students out into the world for international experience are designed explicitly to produce economic results at home – Brazil's widely touted 'Science Without Borders' initiative stands out as a prime example of this kind of thinking.

Around the world then, it seems, hitching the economy to higher education is a 'no-brainer' (an ironic term, to say the least). But the relationship is clearly not without its challenges.

Meanwhile, if we wish to see increasing numbers of higher education students undertake some period of study abroad, how do we maximise the value of these experiences for everyone involved – mobile and non-mobile students, sending and receiving countries and institutions? And how does internationalisation – if viewed as a basic building block for ensuring that higher education institutions attend effectively to their core activities – play out beyond the mobility framework?

Even more fundamentally, perhaps, what kinds of institutions should our colleges, universities and other educational providers be, at their essence? Or put differently, how closely aligned or deeply embedded should higher education institutions be in the economic systems and structures within our societies? To what extent is higher education today an agent or object of economic and social change? What are the moral imperatives guiding the work of colleges and universities, domestically and internationally, if indeed such imperatives

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TO WHAT EXTENT IS HIGHER EDUCATION TODAY AN AGENT OR OBJECT OF ECONOMIC AND SOCIAL CHANGE?

FUNDAMENTAL QUESTIONS AND CONCERNS
One of the most compelling issues at the heart of this dynamic is the quality-quantity-relevance conundrum. For example, if we wish to increase the numbers of citizens holding higher education degrees or other qualifications, what are the most effective strategies for ensuring the quality of these academic experiences and the relevance of the credentials obtained, all in the face of public and private resource constraints? Some are even questioning whether the notion of a degree should be re-thought altogether.

exist or matter? Is their a 'higher calling' for higher education, and does this, can this, co-exist with the economic realities of our time?

Finding answers to these and the many other questions raised by the upcoming EAIE conference theme will likely prove to be a long-term exercise. But the need to consider these issues now, and to do so creatively, tenaciously, and indeed fearlessly, is acute. **F**

CHARMS OF
THE IRISH LANGUAGE

Dublin, the capital of Ireland and the fourth UNESCO City of Literature is just months away from hosting the 2012 EAIE Conference. Delve a little deeper into the rich literary history of Ireland in preparation for your stay in the city that has spawned some of the world's most celebrated authors.

While Dublin tourist guides attempt to coach visitors in the pronunciation of the Dublin greeting, 'howaya?', the equally common accompaniment to this – the enquiry, 'what's the story?' reveals the remnants of an oral tradition which is alive and well, while also demonstrating Dubliners' appetite for the world of books.

Ever eager for stories of themselves and others, Dubliners' sensitivity to literary matters is acute, reinforced by an awareness of the works of the past as much as it is attuned to contemporary offerings – news of which is spread through the media, and through frequent readings, discussions and debates hosted by publishers, universities, libraries, literary organisations, bookshops, pubs and cafes. The appreciation of writing and the richness of all its forms and genres is something that Dubliners display as a matter of course. Literary awareness is a form of currency in the capital, a bonding agent where pride is evident. Scepticism too fosters the famous 'license with the Queen's English', for which the Irish are noted.

officially recognised writers by such diverse means as the conferring of the Freedom of the City – an award acknowledging the contribution of certain people to the life of Dublin, (George Bernard Shaw, Douglas Hyde and more recently, Thomas Kinsella) and through the Lord Mayor's Awards, which in 2009 honoured the writer, Sebastian Barry and in 2012 honoured the James Joyce Centre. Further underlining the city's literary credentials, the Man Booker International Prize was presented in Dublin for the first time in June 2009.

No less than four Nobel Prizes for Literature have been awarded to writers associated with the city: George Bernard Shaw, W.B. Yeats, Samuel Beckett and Seamus Heaney. Other illustrious Dublin writers of international repute include Jonathan Swift, Cardinal Newman, Oscar Wilde, Sean O'Casey, Denis Johnston, Flann O'Brien, Brendan Behan and Jennifer Johnston.

MODERN DAY IRISH AUTHORS
In more recent times, Dublin-based writers continue to receive international acclaim in

LITERARY AWARENESS IS A FORM OF CURRENCY IN THE CAPITAL

Writers in Dublin are not remote figures, out of step with the thrust of 21st century life but are part of the everyday landscape, much valued by Dubliners. The city has

fiction, drama and poetry. The Man Booker Prize has been awarded to Iris Murdoch, Roddy Doyle, John Banville and Anne Enright, and in 2009 Sebastian Barry received

the Costa Book of the Year Award and the James Tait Black Memorial Prize for Fiction. In 2009, Colum McCann won the US National Book Award and the 2011 International IMPAC Dublin Literary Award for his novel *Let the Great World Spin*. The novelist Anne Enright has observed that, "In other towns, clever people go out and make money. In Dublin, clever people go home and write their books."

Many Dublin writers, in all genres of literature, enjoy enormous international popularity with their works translated into a host of languages: playwrights Dermot Bolger, Frank McGuinness, Conor McPherson, Marina Carr and Martin McDonagh; poets Harry Clifton (Ireland Professor of Poetry), Eavan Boland, Paula Meehan, Peter Sirr, Pat Boran, Michael O'Loughlin, Paul Durcan and others too numerous to list. Excelling in the genre of popular fiction are novelists Maeve Binchy, John Connolly, Marian Keyes, Cathy Kelly, Patricia Scanlan and Cecilia Ahern, while literary fiction is the preserve of highly successful writers such as Sebastian Barry, Colum McCann, Roddy Doyle, Anne Enright, Joseph O'Connor, Hugo Hamilton, John Banville and Claire Kilroy. Children's literature is a thriving area where again, Dublin writers and illustrators have achieved international reputations – for example Derek Landy, Conor Kostick, Siobhán Parkinson (appointed Ireland's first Children's Laureate in 2010), Marita Conlon-McKenna and P. J. Lynch. Dublin writers also distinguish themselves across the whole range of non-fiction writing and include author and literary critic Declan Kiberd, art historian Anne Crookshank and historian Peter Harbison.

HIBERNO-ENGLISH

Ireland is officially a bi-lingual nation (Irish is recognised by the European Union as an official language of the country), but Dublin, like all post-colonial cities, bears the imprint of colonial times in its languages. A key aspect of this is the linguistic vitality that the city's inhabitants display and the irreverent, often iconoclastic and inventive ways in which Irish people speak English. The dialect Hiberno-English is used by Dubliners in varying degrees and owes its origins to the centuries of colonial rule to which the city was subjected. Archaic and obsolescent uses of English words persist, for example *delph,* meaning crockery. The dialect's anarchic side is visible in the way that it appropriates many words from Irish, for example *amadán,* meaning fool, and also in the way English is subjected to non-standard patterns where the structures of the Irish language replace those of the conventional English model. The result is a particular form of English with an extended range of expressive possibilities, enlivened and enhanced by these elements and inflections.

HIBERNO-ENGLISH WORDS/PHRASES

Acting the maggot	*Joking*
Minerals	*Soft drinks*
Banjaxed	*Broken*
Runners	*Trainers/sneakers*
Guards	*Police*
Bold	*Naughty/behaving badly*
Give out	*To tell somebody off*
Press	*Cupboard*

Photos courtesy of University College Dublin, National Library of Ireland.
01, 02. National Library of Ireland
03. James Joyce
04. Dublin Literary Pub Crawl

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THE IRISH LANGUAGE

Irish is one of the oldest and most historic written languages in the world. The earliest evidence of this is preserved in Ogham inscriptions dating from the fifth century. Irish is a Celtic language, as is Scottish Gaelic, Manx Gaelic, Welsh, Breton and Cornish. The Gaelic languages come from Old Irish and the other three Celtic languages come from Britain. There were other Celtic languages spoken on the European mainland, but they died out around 1500 years ago.

We cannot be certain when Irish first came to Ireland, but many scholars believe that it was present in Ireland over 2500 years ago. It is certain that there were other languages spoken before Irish but, by the start of the Christian era, Irish was spoken all over Ireland and was spreading through Scotland, the west coast of Britain and the Isle of Mann.

ANGLO-IRISH LITERARY TRADITION

This dual language legacy creates an added dimension for Irish speakers of English, one where both languages infect and inflect each other. The result has been an Anglo-Irish literary tradition, rich in colourful and original forms of expression, in a body of writing which enjoys worldwide acclaim. Coming from the margin, from the periphery of empire and equipped with a sensitivity to the expressive possibilities of both languages, Irish writers have been willing to push the boundaries of literary conventions in innovative and creative ways. James Joyce is a key example of the skilful use of this dual language inheritance and his worldwide reputation testifies to his unique contribution to 20th century literature. Many other Irish writers show a similar inventiveness in their open embrace of Irish idioms and forms within their writing. Their ranks include Brendan Behan, Flann O'Brien, J.M.Synge, Sean O'Casey, and more recently, Patrick McCabe. All have exploited the unique linguistic heritage of the Irish subject to great effect in their writing. **F**

Further reading
www.udaras.ie/en, www.dublincityofliterature.ie
Text courtesy of Dublin UNESCO City of Literature.

If you are interested in learning more about the fascinating Irish writers during the EAIE Conference, come along to the Dublin Literary Pub Crawl networking event on Wednesday 12 September. You'll be taken on a journey of discovery around the pubs that famous Dublin writers frequented, experiencing first-hand some of their sources of their inspiration. To find out more, and to register for this event, please visit www.eaie.org/dublin.

IRISH WORDS/PHRASES

Phrase (pronunciation in brackets)	Meaning
Dia duit (Deea gwit)	*Hello (when speaking to one person)*
Dia daoibh (Deea yeeve)	*Hello (when speaking to a group)*
Go raibh maith agat (Gu rev ma ag ut)	*Thanks (when speaking to one person)*
Go raibh maith agaibh (Gu rev ma ag wiv)	*Thanks (when speaking to a group)*
Sláinte (Slawntya)	*Cheers (literally, 'health')*
Fir (fear)	*Men (public toilets in some pubs and cafes are marked in Irish)*
Mná (mnaw)	*Women*
Slán (Slawn)	*Bye*

03

04

SUCCESSFULLY IMPLEMENTING A STRATEGIC INTERNATIONAL PLAN

Successfully implementing a strategic international plan is a skill. What determines which plan will succeed and which plan will be left sitting on the shelf? Why don't some plans make it further than the drawing table? Explore the challenges of implementing a plan and pick up some useful advice for your own institution.

MARINA CASALS
IRM Board member

RAMON ELLENBROEK
IRM Board member

Nowadays, most universities have strategic plans. This goes hand in hand with the more business-like approach to higher education, which has been the trend in the European higher education landscape for a while already. Some universities have internationalisation as one of their priorities within these plans, others have developed separate strategic internationalisation plans (SIPs). And within these, a whole array of formats and objectives make the writing and implementation of an SIP a unique process for every institution.

IMPLEMENTATION IS KEY
The process of implementation is one of the key issues that requires considerable attention. Even though most universities have an SIP, there are countless strategic plans that go straight from the printers to the drawers, they remain ink on paper and end up simply forgotten about. This is not due to lack of interest or neglect, it is simply not easy to take the bright ideas that have been put together in an SIP and make them a reality.

> **THERE ARE COUNTLESS STRATEGIC PLANS THAT GO STRAIGHT FROM THE PRINTERS TO THE DRAWER**

How can you make sure that your plan will not end up in the drawer? How can you really use it as the roadmap for which it was designed?

It is of course easy to describe how things should work in a perfect world, or in a 'perfect' institution, but there is no such thing as a perfect institution (or a perfect world, for that matter). To provide an example: "By Monday morning I need a strategic internationalisation plan". This is a true request from a vice-rector to the director of an international office. A request made on a Friday. Of course, the director of the international office produced the requested SIP over the weekend: a couple of

pages containing the overall strategic directions that the director thought would serve the university. The plan was approved. And things continued in the same way, nothing changed. End of story.

Unfortunately, this happens a lot more often than you may think. A plan is produced within an office. It can be after a more or less lengthy process, involving people from the institution. Then it is approved. And after this, it can be proudly shown to visitors and evaluators, while waiting patiently in the drawer to be of some real use.

A GOOD SIP
What is an SIP really? Is it anything more than just some ideas on paper? Some ideas, a direction and a few objectives maybe? The answer to these questions is: it depends. It can indeed be just some ideas on paper, but these ideas can lead to real actions and real change or they can just take up some space on a shelf and never bring about any change. So what makes the difference? How can you make sure that the SIP you use will do more

than simply collect dust? Here are some possible answers to this not-so-easy question:
• Ownership: the adoption of the SIP by the majority of the institution is key. It is often said that internationalisation needs to be adopted by each and every member of an institution for it to be successful. In this sense, it is crucial to involve everyone in the strategic planning process. This will of course not be possible (or even desirable) for most institutions, but identifying the key staff members that need to be involved – both in the writing and the implementing phase – is fundamental.
• Leadership: another basic key to success is leadership. The guidance of the person

or persons in charge of implementing the plan is crucial to set the right direction and maintain it with a firm but flexible hand throughout the process.
• Flexibility: most plans are written for a period of five years. Will the international context be the same in three or four years from now? Is the international context or the context of an institution the same as last year, really?

PLANNING FOR THE JOURNEY
The strategic planning process can be best described with the analogy of a boat. Imagine you are planning to embark on a long journey and you have to prepare the boat for that journey while planning the different stops of the trip, the ports you will dock at, the direction you will take and the final destination you are setting sail for. You have to choose the staff that will help you to sail the boat, let all of them know their function, and you must be aware that you are planning the trip without knowing how the sea will be tomorrow, what the weather conditions will be after one or two days, let alone years!

In practice, all this is something most institutions struggle with and the fact that they have had a successful SIP implemented is no guarantee that the next one will follow suit. Knowledge of how to effectively implement an SIP is critical for its success. **F**

A NEW PARADIGM FOR INTERNATIONAL HIGHER EDUCATION:

UNIVERSAL DESIGN

Joan McGuire and *Femke ten Bloemendal* examine a new way of educating which aims to level the playing field in international higher education to ensure that no matter what the (dis)ability or background, every student has a fair chance to succeed.

Gone are the days that higher education institutions catered for the young, well to do, able-bodied, national male. Changes towards more culturally diverse societies and greater equal rights legislation have led to a much more diverse population in higher education. This growing diversity impacts everybody working in higher education, but notably educators. It changes the services that students need and it will impact internationalisation.

THERE IS A STRONG DRIVE FOR INCLUSIVE INSTITUTIONS WELCOMING A DIVERSE STUDENT POPULATION

Traditionally, international educators and administrators have been apt to working with cultural differences and to dealing with language barriers. However, when it comes to other forms of diversity, for example, students with disabilities, students from non-traditional backgrounds, and second career (mature) students, there is not that same level of comfort among educators. At the same time, there is a strong drive for inclusive institutions welcoming a diverse student population.

UNIVERSAL DESIGN

When new legislation in the 60s and 70s called for accessible buildings, it entailed changing original constructions. Similarly, the call for equal opportunities in education for people with disabilities necessitated special arrangements to ensure these students received the same opportunities as able-bodied students. The approach of retrofitting buildings and instruction to accommodate people with disabilities is not only time consuming and costly but is also, in a sense, counterproductive and does not lead to a truly inclusive environment.

A movement to create more inclusive physical environments called Universal Design (UD) has been evolving since the 1970s. UD is defined as the process of designing products and environments that are usable by all people to the greatest extent possible without the need for retrofitting changes.[1]

An underlying assumption of UD is human diversity and an awareness of a variety of needs. Examples of UD are plentiful: ramps and electronic doors to facilitate entry to buildings, captioning on television screens to provide text of narrative, large print or pictorial signage. An unanticipated outcome of intentional design is that many people, not only those with disability-related accommodation needs, benefit – as witnessed by a parent pushing a baby stroller who can easily access a space using a ramp or somebody delivering a heavy package who can use the electronic door.

Recently, the notion of UD has been expanded to the instructional environment via a concept called Universal Design for Instruction (UDI).[2,3] UDI is an approach to teaching that consists of the proactive design and use of inclusive instructional strategies that benefit a broad range of learners including students with disabilities. From the outset of UDI, it was thought that applying the principles would be beneficial for other groups of students such as language learners and students with a different cultural background.

Is it reasonable to suggest that the principles of UD and UDI might provide a template for international educators and administrators to meet the needs of culturally and linguistically diverse students? The table overleaf includes the principles of UD and UDI, definitions, and examples that are drawn from teachers who are thinking inclusively about their teaching and the diverse learning needs of students. For clarification/illustration purposes, the principles are applied to the case study below.

CASE STUDY: JENNIE

Jennie, an American student, is accepted onto an MA programme at a European university. She has indicated that she has a learning disability. The institution promised to do its utmost to help her to be successful. Upon arrival, she shows the list of the accommodations and adjustments she received at her former US institution: extended exam time, use of a laptop, and a note taker. She is insecure about disclosing her disability and stressed about doing well and finishing the programme in time.

The aim of any higher education institution would be for this student to feel welcome and, most importantly, to succeed academically. The institution would probably come up with a special arrangement to accommodate Jennie. Nevertheless, it is expected that Jennie will encounter

Photo: *ayzek (shutterstock)*

additional issues as illustrated in the table opposite. Using the UDI principles, the institution would be looking at some of the recommendations and actions in the forth column of the table to better assist Jennie during her studies.

In this case study, the focus is on the teaching environment, but many suggestions are easily transferable to administrative procedures. UDI aims to proactively diminish barriers by anticipating and designing for a diverse population. Designing instruction and administrative procedures for a diverse population gives users options instead of limitations. UD changes at an institutional level will limit the need for specific accommodations and parallel services for 'special' student groups.

MARRIAGE OF CONCEPTS
Recommendations in the table opposite will be familiar to many teachers and administrators in international higher education.

in the classroom. It is evident that many notions on teaching internationally and ideas on achieving an international institution already fit the UD(I) principles.

LIMITATIONS
Any shift in a paradigm must be carefully and critically examined for its efficacy before its adoption can be touted. UD in physical environments is a widely accepted principle though not without debate. Although efforts are underway to consider the impact of instruction that is intentionally designed to be inclusive, it takes time to gather evidence that universally designed instruction leads to differences in student learning outcomes. It is critical that research efforts continue in a deliberate manner so that the movement for inclusive teaching rests upon a sound foundation. Multi-site approaches to implementing UDI principles including international education would go a long way toward expanding the evidence base for

far from the base of proactive inclusiveness, rather than develop practical solutions for specific higher education areas.

It is wise to view UD(I) as a process rather than a product, a process which aims to level the playing field so that everybody has a fair chance to succeed. Its aim is to create a welcoming, open campus that truly allows for a diverse student body including students with disabilities and international students alike. UD(I) may be seen simply as principles for good practice, but what distinguishes its principles from other similar standards is that they were created with inclusion at their core as the one unifying goal that binds them together.[5] Universal Design in international education might give us a framework to rethink our ideas and move internationalisation forward. **F**

1. Center for Universal Design. (2011, July 9). Retrieved from www.ncsu.edu/project/design-projects/udi/center-for-universal-design/history-of-universal-design.

2. Scott, S. S., McGuire, J. M., & Foley, T. E. (2003). Universal design for instruction: A framework for anticipating and responding to disability and other diverse learning needs in the college classroom. *Equity & Excellence in Education, 36,* 40–49.

3. 'Universal Design for Instruction' is the term we use in this article. In literature, the terms 'Universal Design for Education', 'Universal Design for Learning/Learners' or 'Universal Learning Design (ULD)' are also used. These terms refer to the same concept.

4. Carroll, J. (2006). Strategies for becoming more explicit. In J. Carroll & J. Ryan (Eds.), *Teaching international students. Improving learning for all* (pp. 26–34). Abingdon: Routledge.

5. Higbee, J. (2008) Universal design principles for student development programs and services. In Higbee, J. & Goff, E. (Eds), *Pedagogy and student services for institutional transformation. Implementing Universal design in Higher Education* (pp. 195–203). University of Minnesota.

SUCCESSFULLY TEACHING INTERNATIONAL STUDENTS REQUIRES TEACHERS TO BE EXPLICIT IN THEIR EXPECTATIONS

The principles of UD and UDI tie in with guidelines on teaching an international classroom and even with the some of the ideas on Internationalisation at Home (IaH). Successfully teaching international students requires teachers to be explicit in their expectations, in teaching and assessment methods,[4] which matches UDI principles 1, 3, and 4 in the table. IaH places a strong emphasis on a culturally diverse student body which matches the principles of UD(I). Both IaH and UD(I) aim to make an impact at an institutional level as well as

strategies that are beneficial to the growing diversified population of students.

The principles of UD and UDI have been applied to many areas including UD for student services and UD for assessment. Literature on these developments can help us to understand the way UD principles work in other areas – it can teach us the pitfalls and possibilities and help us to develop UD in international higher education. At the same time, it is important not to lose sight of the original principles, the holistic theory behind UD and not to deviate too

UD Principle	Definition UDI	Issues faced by Jennie	UDI recommendations for instruction
Principle 1: Equitable use	Instruction is designed to be useful and accessible for all. Be fair in providing means of use.	Jennie has a hard time writing and reading notes.	Provide multiple ways of accessing notes, for example through podcasts, class notes online, *etc.*
Principle 2: Flexibility in use	Provide choice in methods of participation and presentation.	Jennie struggles to process the visual material in her art history course.	Consider using two projectors to be able to leave the slides on longer. Allow student choice to show mastery of the material; for example through presentations, picture catalogue, *etc.*
Principle 3: Simple and intuitive	Instruction is straightforward. Eliminate unnecessary complexity.	Jennie takes a lab class which uses the metrics system in all their calculations and reports.	Provide an index card in the class and course syllabus. Encourage the use of an online conversion resource.
Principle 4: Perceptible information	Instruction communicates necessary information and is readily perceived.	Jennie blames the mediocre grade of her first assignment on her learning disability.	Make sure to be explicit in the expectations and grading criteria. Provide a grading scale in course syllabus.
Principle 5: Tolerance for error	Instruction anticipates variation in individual student learning pace and prerequisite skills.	Jennie is used to basing her writing on her own opinion but this style is not valued at her new university.	Structure a long essay into sections or design a series of essays so the student can benefit from immediate feedback.
Principle 6: Low physical effort	Instruction requires minimal nonessential physical effort.	Jennie is insecure about the use of her laptop since she feels this will disclose her disability.	Be clear on the rules for using laptops, tape recorders and other devises.
Principle 7: Size and space for approach and use	Consideration is given to appropriate size and space for approach, reach, manipulations, and use.	In discussions, Jennie does not understand the non-native English speakers, and they do not understand her.	Use a circular class arrangement so students can face one another. Use props (like stopwatches or traffic lights) to monitor the discussion.
Principle 8: [i] Community of learners	Environment promotes interaction and communication.	Jennie only interacts socially with other American students.	Switch group work between national groups and multicultural groups. Allow time for getting to know each other and interacting.
Principle 9: Instructional climate	Instruction is welcoming and inclusive. High expectations are expressed for all students.	Jennies experiences a different instructional climate with regards to her disability.	A statement in the class syllabus affirming the need for class members to respect diversity, cultural differences and differences in strengths and abilities.

i. These last two principles have been added in UDI to complement the original 7 principles of UD.

STUDENT INITIATIVES FOR GL⊕BAL HEALTH

Unni Gopinathan examines the role of students in global governance, highlighting a new initiative which utilises students' key strengths in order to inform critical debates on global health issues.

Students have always had a longstanding commitment to global issues. From the 1968 global youth war protests to young people's engagement with the global climate change negotiations, concerned youth have regularly managed to organise strong lobbies that follow and influence global debates. They have also successfully participated in and shaped governance processes, often in the pursuit of a more peaceful and just world.

Over the past decade, students have taken the lead on global health, by demanding more and better research and education, and by directly involving themselves in global health issues. Following the launch of the Lancet-University of Oslo Commission on Global Governance for Health,[1] efforts are being made

OVER THE PAST DECADE, STUDENTS HAVE TAKEN THE LEAD ON GLOBAL HEALTH

by youth to establish yet another initiative, with the intent to produce knowledge which can inform debates on global governance: a Youth Commission on global governance for health.

SPARKING STUDENT INTEREST

In the year 2000, the Millennium Development Goals (MDGs) were established with eight targets set for global development, to be reached by 2015. The MDGs have been under close scrutiny ever since their adoption and critics have repeatedly pointed out weaknesses and limitations. However, one undeniably positive effect of the MDGs has been the increased student interest in global issues, particularly in the field of global health.

The definition of 'global health' has been a matter of continued debate, and the concomitant ambiguity has opened an opportunity for students to take part in shaping the field of global health research and education. The New York Times recently published an article, *Taking a More Holistic Approach to Global Health Education,* in which Mike Kalmus-Eliasz, a medical student from the UK, described the increased interest among medical students: "They are interested in medicine, but they are also interested in the world outside of medicine."

Research and education on health inequities and causes of injustice require the involvement of a range of disciplines like medicine, law, political science, environment and economics. Students are taking the lead on this matter, and their involvement in global health issues is becoming more multidisciplinary. Student organisations such as the People's Health Movements Student Coalition emerge from fields such as law, political sciences, social anthropology, environmental sciences and economics, in addition to medicine and other health sciences. Students recognise that improving global health requires actions from practitioners and policymakers from outside the health sector and collaboration which cuts across the various sectors that shape society.

STUDENT ADVOCACY

In addition to demanding better global health education and research, students are executing their own rigorous analyses resulting in policy proposals for improving global health. The student-lead advocacy organisation Universities Allied for Essential Medicines (UAEM) has long advocated for equitable access to medicines and

medical innovations in low and middle-income countries by influencing norms and practices shaping management of research, knowledge and intellectual property at universities and publicly funded research institutions. In April, their proposals were included in a major report, *Research and Development to Meet Health Needs in Developing Countries: Strengthening Global Financing and Coordination,* produced by the World Health Organization (WHO).

YOUNG PEOPLE'S ENERGY AND INNOVATIVE THINKING CAN PROVIDE VALUABLE PERSPECTIVES ON GLOBAL HEALTH

In October 2011, the International Federation of Medical Students Associations (IFMSA) participated at the World Conference on Social Determinants of Health, hosted by the WHO and the Brazilian Government. Shortly after the conference, they released a critical analysis of the Rio Political Declaration on Social Determinants of Health resulting from the conference. Their analysis was supported by the renowned social epidemiologist and expert on the social determinants of health, Sir Michael Marmot from University College London, who believed the students had provided a clear explanation of why the conference had failed to address the underlying causes of poor health, namely the inequitable distribution of power, money and resources.

These examples show that students are becoming increasingly more critical with respect to the direction of current global health developments, and that they are responding to these challenges through advocacy and organised efforts.

THE YOUTH COMMISSION
In November 2011, the University of Oslo and the highly acclaimed medical journal

The Lancet, announced that they were establishing a Commission on Global Governance for Health, in collaboration with the Harvard Global Health Institute. The Commission, chaired by rector Ole Petter Ottersen of the University of Oslo, aims to examine aspects of governance, at both national and global levels, with the aim of making recommendations for improving global governance for health. The Commission intends to publish a report in

The Lancet by September 2013, with recommendations that could shape the future of global governance in relation to health.

Young people's energy and innovative thinking can provide valuable perspectives on global health and it would undeniably be a missed opportunity if students and young professionals were not involved in the work of the Commission. The University of Oslo thus decided, after being suggested the idea from young academics, to establish a Youth Commission on global governance for health. This initiative, endorsed by *The Lancet* and supported by the Commissioners composing the main Lancet-UIO Commission, will be composed of a multidisciplinary, globally represented group of young academics. Two overarching tasks have been articulated for the Youth Commission. The primary task is to produce an independent analysis on global governance mechanisms, global venues and decision-making processes affecting global health, and recommendations on how to move beyond the current status quo. The second role is to serve as an advisory group to the Commission, by assisting and even challenging it to move beyond conventional wisdom. The Youth Commission will

therefore engage in a continuous dialogue with the Commission throughout the process. It will use a broad consultation process, by utilising social media and continuously publicising ongoing work, in order to capture the differing experiences that the global youth and social movements have regarding global governance and health. One ultimate goal for the Youth Commission is to bring diverse student groups and young professionals – such as those working on climate change, access to medicines, HIV/AIDS or other global issues – closer together and cooperate in the broader discussions and processes which will influence how health is captured in the post-MDG agenda.

Student involvement in global health has been shown to be crucial for the continued progress and development of the health field, and the increased emphasis given to global health at universities. In conjunction with the Lancet-UIO Commission on Global Governance for Health, the University of Oslo seeks to facilitate student involvement through this Youth Commission, and hopes it can be an example which can inspire others to include students when developing similar initiatives. **F**

1. An independent academic research initiative managed in collaboration with Harvard Global Health Institute, which examines aspects of governance, at both national and global levels, within all arenas that impact health directly, or through the health sector.

GAINING PERSPECTIVE FROM BEYOND HIGHER EDUCATION

Cooperation in the higher education arena is based on reciprocity and mutual interest. Using the famous 'tit for tat' strategy used in game theory, the motivations for collaboration among higher education institutions are explored here.

LEONARD ENGEL
EAIE Executive Director

Photo: *Andrew Rich (istock)*

In 2010, the very first round table session on Research in International education took place during the EAIE Conference in Nantes, under the leadership of Tony Adams and Hans de Wit. As a result of this session, a Linkedin group was set up, 'Research in internationalization of higher education', to provide a platform for people doing research in this field to connect and share experiences and learn from each other. In just two years, the group has grown to over 1400 members and is one of the most successful groups related to the EAIE.

The increasing interest in a research-based approach to issues in internationalisation of higher education shows that there is a shift from practitioners to professionals. This shift is also demonstrated by the success of *The Journal of Studies in Internationalisation of Higher Education* and the increasing interest in the activities of the EAIE Special Interest Group *Researchers in International Education* (RIE). However, it is still a very young field of study and people struggle to find a methodology and a theoretical framework to conduct the research in an academic way.

RECIPROCITY AND COOPERATION

In exchanges between institutions of higher education, at least four different forms of cooperation can be distinguished, together with the role that reciprocity plays in each situation:

1. Development aid – a more developed institution gives (for example) knowledge, expertise, learning methods, books and instruments to a less developed institution and staff and students from the less developed institution are given the opportunity to be trained by the more developed institution to benefit from their expertise (capacity building).
2. Cooperation – an exchange of students, staff and knowledge between institutions of more or less the same stature. Cooperation in research and joint programmes are typically part of this kind of cooperation.
3. 'Coopetition' – cooperation aimed at becoming more competitive in the global market, often described as 'coopetition'. An example is the formation of all sorts of consortia in higher education, intended to create an alliance of partners

Photo: *Elnur (shutterstock)*

GAME THEORY

In trying to find an explanation as to why cooperation would occur, even in an environment where there is no central authority to enforce cooperation, Robert Axelrod designed a computer tournament to see what kind of scenario's would best deal with the so called 'Prisoner's Dilemma'.[1] The interaction between two actors, who have the choice to defect or to cooperate without knowing what the other party will decide, creates the dilemma. 'What is best for each person individually leads to mutual defection, whereas everyone would have been better off with mutual cooperation.'[2] In two consecutive computer tournaments it turned out that a strategy called 'tit for tat' was most successful.

It works quite simply: the player cooperates for the first move and for all the other moves, the player just copies its opponent. The success of this strategy depends greatly on the fact that the game was an iterated process. 'What makes it possible for cooperation to emerge is the fact that the players might meet again. This possibility means that the choices made today not only determine the outcome of this move, but can also influence the later choices of the players.

COOPERATION IS THE UNDERLYING FUNDAMENT OF ALMOST EVERYTHING WE DO IN INTERNATIONALISATION

One way to approach this challenge is to borrow concepts from more mature fields of studies with a recognised standing in academia. Cooperation is the underlying fundament of almost everything we do in internationalisation. So when talking about internationalisation, it would be useful to have an understanding of what actually drives cooperation. There are many best practice examples but there are very few concepts that explain why and how universities work together which are more than historical or anecdotal. Collaborations in international education are primarily based on reciprocity and mutual interest. To understand the mechanisms that are at play, the question of why people want to work together to begin with should be asked.

giving each other preference in the hope to make all constituencies stronger.
4. Competition – to search for the best and the brightest students as well as staff is one form of competition that seems to be driven by quality (rankings play a role here), whereas recruiting foreign students has a primarily economic motive.

In the field of international education, reciprocity is used in reference to actions that are mutually beneficial. All parties involved in the transaction benefit, each in their own way. Revenge, punishment and retaliation – being surely the negative aspects of reciprocity – are not normally associated with cooperation. They do, however, play an important part for reciprocity to function.

The future can therefore cast a shadow back upon the present and thereby affect the current strategic situation.'[3] Axelrod's description of the World War I trench warfare where a 'live-and-let-live' system evolved is quite interesting in this regard and proof

of the possibility of cooperation between antagonists. In this case, the fact that 'small units faced each other in immobile sectors for extended periods of time' made it to an iterated Prisoner's Dilemma with the outcome of 'mutual cooperation based on reciprocity'.

CHALLENGES FOR COOPERATION

Mutual interest has been a key factor of success in internationalisation of higher education. The assumption has been that all parties should benefit from the endeavour of cooperation. As with every other form of trade, one party only gives something to the other if they get something they want in return. The difference between cooperation in international education and cooperation

in other forms of trade is that in trade, you know what you give and what you get instantly once you close the deal. This is much less the case in a more long-term oriented cooperation between institutions of higher learning. As Axelrod has shown, time is key in the interaction between two actors for them to cooperate. The willingness to cooperate becomes bigger when you know that you will meet again. To steal from somebody or to deceive the other party is less likely when you know that you will do business again with that party in the future. It is safe to suppose that in the cooperation between higher education institutions, both parties expect to benefit from their collaboration sooner or later. This concept of cooperation can be very helpful in explaining certain challenges in the cooperation between higher education institutions.

Consider this example: a university has a long standing relationship with a partner primarily based on exchange. All of a sudden, the university starts talking about fees for study abroad programmes and recruiting full fee paying students to their Master's programmes. This actually happened when

European universities started recruiting students for economic reasons. Partner universities didn't understand what was hitting them, because the rule of the game seemed to be changed one-sidedly. It was, in some cases, understandably seen as defection and was retaliated by defection ("we do not accept your students on exchange basis any longer"); exactly as 'tit for tat' would have predicted.

A further example: a partner university started to put a value on every part of the longstanding agreement it had with another university; an exchange agreement was all of a sudden expressed in dollars. "If we exchange 20 students/staff, it is more costly for us than for you, so we suggest you can only send 15 when we send 20."

In an attempt to prove that the reciprocity was out of balance, the university destroyed the basis of mutual respect and reciprocity that allowed each party to get what they were looking for. The relationship was terminated.

BURNING BRIDGES

In cooperation, especially in higher education, time is a key factor: you never know when you might meet again or how you will need a partner in the future who is of no use today. Many universities have gone through the process to re-assess their MUO's in an attempt to focus on agreements that actually work and are perceived as being beneficial. The question in the end is, what do you do with those agreements that you want to terminate? Do you inform those partners about your decision, knowing that they will be offended and it will be very difficult to re-start a relationship later on when you need them?

Tit for tat sounds like a very cold, harsh and ego-centric mind set. Development cooperation at least seems to be a matter of sheer altruism; the giving institution is not expecting anything in return. However true that might be, sometimes there is a political, academic or even national security interest at play. The question here would be, is a return on investment expected, albeit in a very indirect and intangible way? Whatever the answer might be, there are examples of previously developing countries that all of a sudden became booming economies; universities that had been active in those countries for many years already (development aid) were able to use their established network and brand to start recruiting fee paying students, and they so did quite successfully.

Learning to look outside the confinements of our own limited field for concepts and frameworks to help us understand the business we are in can be extremely helpful. **F**

1. Axelrod, R. (1984). *The Eevolution of Cooperation.* New York: Basic Books.
2. Axelrod, R. (1984). *The Eevolution of Cooperation* (p. 9). New York: Basic Books.
3. Axelrod, R. (1984). *The Eevolution of Cooperation* (p. 12). New York: Basic Books.

Talking head

The EAIE speaks with **Steve West,** Vice-Chancellor of the University of the West of England, Bristol (UWE).

Photo courtesy of the University of the West of England

Who or what inspired you to become involved in the internationalisation of higher education?

My experience of internationalisation came after I had qualified as a podiatrist. Whilst the knowledge base was international, the curricula and student population was predominantly UK centric. As I engaged in research, I began to work with international colleagues practising and researching in similar fields to mine. This opened my eyes to the excitement and satisfaction of working and learning through the lens of a global knowledge community.

My area of research, Diabetic Foot Disease, is a global problem. My studies took me to China, India and the US. I worked alongside colleagues who were committed to supporting patients with debilitating and life threatening pathologies. Whilst the physiology and anatomy was common, the ways of caring for and treating patients varied significantly. This should not have been surprising to me given the differences between healthcare systems, access to drugs and equipment, but it was.

Of all the actions you have taken in international education, which one are you most proud of or do you think has made the biggest difference?

The biggest impact I had in terms of international education was my time in India working with a team of clinicians dedicated to treating the diabetic foot. Over a six-week period, I attended and presented at several international conferences, but the greatest difference I made was working in local clinics showing surgeons, physicians and nurses how to assess and treat diabetic foot ulcers. For many in India, the outcome of a foot ulcer is amputation or infection and then death. The incidence across India is rising and placing significant pressure on society and clinical services.

We provided a local team with the knowledge and skills that they could use on patients and to teach to others. We learnt together, adapting knowledge and skills and I learnt how to care for patients who attended clinics once a year who needed to be taught to care for themselves at home.

If you had unlimited financial resources to spend on international higher education, and limitless authority, what would you want to spend it on?

We have to face up to the big global challenges: climate change, water and food security, aging populations and reducing raw materials. We must work as a global community to safeguard the future. Higher education is a great transformer of lives – bringing opportunity, creativity, innovation, tolerance and understanding. We should focus on building and coordinating efforts to in order to begin solving some of the big global challenges which require political, societal as well as scientific will and know-how. A strong internationalised higher education helps us on that journey and will help build a better world for future generations.

Steve West studied and trained as a Podiatrist and Podiatric Surgeon in London, entering academia in 1984 at The Chelsea School of Chiropody and Podiatric Medicine, The London Foot Hospital and Westminster University. In 1990, he took up a post as Associate Dean and Head of Podiatry at Huddersfield University and in 1992, became Dean of the School of Health and Behavioural Sciences. In 1995, he joined UWE as Dean of the Faculty of Health and Social Care. In 2005, he became Pro Vice-Chancellor at UWE, with the planning and resources portfolio. In 2006, he became Deputy Vice-Chancellor and in 2008, took up post as Vice-Chancellor. Steve is a Fellow of the Society of Chiropodists and Podiatrists and a Fellow of the Royal Society of Medicine. He holds a number of non-executive directorships, national and regional positions.

The University of the West of England, **Bristol (UWE)** is one of the largest providers of higher education in the UK. Students come to UWE from all parts of the UK, as well as a significant and growing number of international students from over 140 countries worldwide. UWE also offers its students the opportunity to study abroad through its exchange schemes with other European universities. UWE is a 'partnership university', working with partners locally, nationally and internationally to deliver excellence in teaching and research. It is at the hub of truly dynamic and engaging collaboration, leading three innovation networks for the south west of England in Biomedicine, Microelectronics, and the Environment. It has one of best equipped robotics labs in Europe and is heavily involved in the Advanced Engineering and Aerospace innovation network led by the West of England Aerospace Forum.

Calendar

⭐ **22 AUGUST**

24th Annual EAIE Conference online registration closes

29 AUGUST TO 1 SEPTEMBER

16th Annual IEASA 2012 Conference
'Promoting higher education internationalisation through international research collaborations, partnerships and innovative teaching'

LOCATION: Southern Sun Cape Sun, South Africa

INFO: International Education Association of South Africa, Pretoria, South Africa

TEL +27-12-481 29 08
E-MAIL deidre.raubenheimer@uct.ac.za
www.ieasa.studysa.org

5 TO 8 SEPTEMBER

EAIR 34th Annual Forum 2012
'The social contract of higher education'

LOCATION: University of Stavanger, Norway

INFO: The European Higher Education Society, Amsterdam, the Netherlands

TEL +31-203-20 59 73
E-MAIL eair@eair.nl
www.eair.nl

6 TO 9 SEPTEMBER

EUPRIO Annual Conference
'The social contract between universities and society'

LOCATION: Gothenburg, Sweden

INFO: European Universities Public Relations and Information Officers, Leuven, Belgium

TEL +46-317-86 51 52
E-MAIL atticus.mullikin@euprio.eu
http://euprio.eu

⭐ **11 TO 14 SEPTEMBER**

24th Annual EAIE Conference
'Rethinking education, reshaping economies'

Location: The CCD, Dublin, Ireland

www.eaie.org/dublin

17 TO 19 SEPTEMBER

IMHE General Conference 2012
'Attaining and sustaining mass higher education'

LOCATION: OECD headquarters, Paris, France

INFO: Organisation for Economic Co-operation and Development, Paris, France

TEL +33-145-24 82 00
E-MAIL imhe@oecd.org
www.oecd.org

26 TO 28 SEPTEMBER

4th Annual Conference of the African Network for Internationalization of Education (ANIE)
'Internationalisation of higher education in Africa: maximising benefits, minimising risks'

LOCATION: University of Pretoria, South Africa

INFO: The African Network for Internationalization of Education, Eldoret, Kenya

E-MAIL jowij@anienetwork.org
www.anienetwork.org

27 TO 28 SEPTEMBER

EADTU 25th Anniversary Conference
'The role of open and flexible education in european higher education systems for 2020: new models, new markets, new media'

LOCATION: Open University of Cyprus, Paphos, Cyprus

INFO: The European Association of Distance Teaching Universities, Heerlen, the Netherlands

TEL +31-45-576 22 14
E-MAIL secretariat@eadtu.eu
www.eadtu.eu

2 TO 5 OCTOBER

AIEC 2012
'International education in the asian century'

LOCATION: Melbourne Convention and Exhibition Centre, Australia

INFO: The International Education Association of Australia, Melbourne, Australia

TEL +61-29-281 00 24
E-MAIL aiec2012@epicconferences.com.au
www.aiec.idp.com

⭐ **14 TO 18 OCTOBER**

EAIE Training Course
Developing university strategies for internationalisation

LOCATION: Oslo, Norway

www.eaie.org/university-internationalisation-strategies

⭐ **29 OCTOBER**

EAIE Academy registration deadline

4 TO 7 NOVEMBER

46th CBIE Annual Conference
'A fine balance: harmonizing international education policies and practices'

LOCATION: Le Centre Sheraton, Montreal, Canada

INFO: The Canadian Bureau for International Education, Ottawa, Canada

TEL +1-613-237 48 20
E-MAIL info@cbie.ca
www.cbie-bcei.ca

⭐ **19 TO 23 NOVEMBER**

EAIE Academy

LOCATION: University Fernando Pessoa, Porto, Portugal

www.eaie.org/autumn-academy-2012

22 TO 24 NOVEMBER

The European Quality Assurance Forum
'How does quality assurance make a difference'

LOCATION: Tallinn University, Estonia

INFO: European University Association, Brussels, Belgium

TEL +32-2-230 55 44
E-MAIL sue.pavis@eua.be
www.eua.be

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