

# FORUM

*Discussing international education*

**ON THE EDGE OF THE BOX WITH CHRISTIAN STADIL**  
**EUROPE-INDIA HIGHER EDUCATION COLLABORATIONS**  
**THE UNIVERSITIES' RESPONSE TO GLOBALISATION**  
**COPENHAGEN CONFERENCE REPORT**

# Editorial



MOBILITY FOR ALL

Most of us would agree that providing students with the opportunity to complete part of their study programme at a higher education institution in a country which is not their native one can have a significantly positive effect, not only for the individual concerned, but also for the society in which they live and work. I would go so far as to say that the study programmes for certain professions should include an obligatory period of study abroad. Here I have in mind professions which primarily involve contact with individuals in our increasingly multicultural societies, in particular, teaching. If it is the role of schools to foster children in a democratic spirit – in the widest sense – then this must involve counteracting any racist or other biases that children may have been exposed to in their home environment. For teachers to have a chance of achieving this, it is essential that they themselves have as broad an intercultural experience as possible, that they themselves should have been exposed, either through study or teaching practice, to what it means to live and work in a culture that is not their own.

In light of the above, it is interesting to note that the European Commission, in its fairly radical proposals for a new programme for 2014-2020, wishes among other things to

increase student mobility to 20%. (Readers will find a stimulating and useful presentation of some of the main ideas the Commission hopes to implement in Christian Tauch's article on page 10). Whilst an increase in funding for mobility is to be welcomed, it raises a number of practical issues. Firstly, it is still the case that, for various reasons, many students fail to receive full recognition from their home institution for their studies abroad, with the resultant reluctance on their part to pursue this path since it often leads to lengthening their study period and increasing their economic burden. Further, problems in finding suitable accommodation, even for home students, in many of the larger cities also reduces the attractiveness of mobility. Addressing these and other obstacles to mobility is a major concern if we are to achieve the very worthwhile goal of increasing the number of students who are prepared to experience working or studying in another country.

However, for various reasons, physical mobility is only ever likely to be available to a limited number of students and other ways of providing students with an international experience have to be found. Virtual mobility is one such model and Sander Schroevers' description of the Market-Basket e-Project

shows what can be achieved in this field. As I see it, this is a significant complement in globalising a student population at relatively low cost but I find it difficult to envisage it replacing lived experience.

Valuable experience, even international experience, can also be gained in another form of mobility where studies are combined with practice. Christian Stadil, keynote speaker at the Copenhagen conference, claims in our interview with him that practice helps learning and stimulates creativity, a subject on which he has a flood of ideas and for which he is a formidable model.

Creativity involves challenge and this is mirrored in Kees Kouwenaar's reflections on the universities' response to globalisation and in two articles on the intensifying cooperation between Europe and other areas of the globe, which illustrate the need to open minds further. A challenge indeed.

With best wishes for the holiday season.

— *Michael Cooper, Editor*  
[michael.cooper@telia.com](mailto:michael.cooper@telia.com)

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COPENHAGEN CONFERENCE REPORT



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*Lyckle Griek*



Lyckle Griek is the owner of Japan Unlimited Liaisons and Consultants. In various capacities, he has worked in the field of internationalisation of higher education for the past 20 years, of which 10 years were spent in Japan, where he conducted comparative education research. He currently resides in the Netherlands.



*Sander Schroevers*



Sander Schroevers is a researcher and lecturer in Cross-Cultural Business Skills at the School of Economics and Management, Hogeschool van Amsterdam. In 2009, Sander became a member of the Research Group on Internationalisation at the Centre for Applied Research on Economics & Management (CAREM). A writer of some sixty management books in the field of international business communication, he has become a frequent speaker at international conferences.



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Rahul Choudaha is Director of Development & Innovation at World Education Services (WES), where he heads research initiatives and strategic development. He holds a PhD in Higher Education Administration from the University of Denver, a Master's degree in Business Administration and a Bachelor of Engineering degree from India.



*Ursula Scheidegger*



Ursula Scheidegger has a PhD in Political Studies, and is based at the University of the Witwatersrand in Johannesburg. Ursula has worked on social movements, local political structures, civil society and popular participation in South Africa. Within the Swiss South African Joint Research Programme she works on a comparative study of populist politics and the gender and minority discourses they produce in Switzerland and South Africa.



*Sheila Meintjes*



Sheila Meintjes teaches Politics at the University of the Witwatersrand in Johannesburg. She was a Commissioner in the South African Commission for Gender Equality from 2001-2004. She co-leads a joint research project on 'Safeguarding Democracy: contests of memory and heritage' in South Africa and Switzerland.



# Member news

## NEW JOB

On 1 October 2011, Mervin Bakker became Director of Nuffic Neso Indonesia. Mervin will be responsible for the general promotion of Dutch higher education in Indonesia and developing the Holland Alumni Network. Furthermore, the Neso office in Jakarta conducts market research, implements the StuNed scholarship programme and facilitates institutional cooperation between Indonesia and the Netherlands. Prior to this position, Mervin worked in the Netherlands at the University of Amsterdam and in Thailand in the fields of marketing and internationalisation. Due to the geographical distance, Mervin had to give up his position as Chair of the EAIE Marketing & Recruitment (M&R) Professional Section. Feite van Dijk (BI Norwegian School of Management), an experienced M&R Board Member and elected Co-Chair, has replaced him.

## 2011 NOBEL PEACE PRIZE

Keynote speaker at the 23rd Annual EAIE Conference, Leymah Gbowee, was awarded the 2011 Nobel Peace Prize earlier this year for her dedication to peace-building in troubled regions.



Photo: Michael Angelo for Wonderland

## On your behalf

**Conference:** Australian International Education Conference (AIEC)

Adelaide, Australia

11-14 October 2011

**Attendee:** Hans-Georg van Liempd, EAIE Vice-President

Both the EAIE President and I attended the 25th Australian International Education Conference (AIEC), a joint venture of IDP and our sister organisation in Australia, the International Education Association of Australia (IEAA). Several other European EAIE members were present, but not many.

To give a European presence at the conference, both Gudrun and I were invited to speak in several sessions and to facilitate dialogues. Gudrun gave a European perspective at the presentation of the research that QS conducted on 'How employers value an international study experience'. Gudrun also participated in the dialogue on 'The global future of international education', together with colleagues from China, Malaysia, India, the US, the UK and Australia. We were also asked to give a presentation of new developments in internationalisation in Europe for the session 'Europe in Focus'. The idea was to present the new initiatives which were recently launched by the European Commission (EC) and what is, or will be, the reaction of European institutions. Instead of having two separate presentations (with Gudrun presenting the EC initiative and myself presenting the perspective of institutions) we decided to have a

role play on stage. Gudrun acted as the EC, presenting their excellent initiatives and I interfered, commented and questioned the EC's initiatives. It was enjoyable to present this complex topic and it was well received by the audience because it illustrated the multi-layered and complex roles in higher education in the EU in a very clear way.

During the opening of the conference, the EAIE was thanked for its 25th anniversary gift, a donation of A\$2500 to the Tony Adams fund. The fund will help support research in international education, participation in professional development activities and participation in international study experiences. Recipients may be from Australia or from abroad.

Finally, we also were able to spot interesting speakers and presenters for our own future conferences. We got the feedback that our presence and input, as well as that of our European colleagues, were very well received and valued by our Australian colleagues.

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**Conference: 10th Conference on Languages and International Business Communication**

Berlin, Germany  
26–29 October 2011

**Attendee:** Christian Timm, *LICOM Board member*

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Talking about the importance of language proficiency in the world of international business seems like carrying coal to Newcastle. Not coal but highly-ranked experts were carried to Berlin to celebrate the 10th Conference on Languages and International Business Communication with representatives from internationally oriented companies, management coaching and consultancies, universities and further education institutions, ministries, foreign chambers of commerce, trade associations, and international organisations.

Three fruitful and information-packed days: all ideas, discussions, facts (and results!) were related to the interaction of foreign languages, intercultural communication and successful international business activities. Opened by a former MP, the very first presentation defined exemplary gaps to bridge within the relationship of language skills and economy: employer dissatisfaction with language skills, shortage of specialist linguists, over-reliance on English, poor motivation to study languages, language learning not really linked to the workplace, a limited range of languages taught and lack of political will to invest in languages.

All these items reflect the concerns of the EAIE Professional Section Languages

for Intercultural Communication and Mobility (LICOM), but as clearly as they are defined, they are not just gaps but impulses and challenges at the same time. What is needed in the future is a broader conception of the value of languages, a more integrated approach with other skills for employment and partnerships, and collaboration beyond the language community. And so the question raised in the panel discussion: 'Are languages barriers or business to the international labour market?' was answered. Languages are a key to success, and not only in the international labour market. We need a *lingua franca*, but we also have to preserve a linguistic and cultural diversity in the workplace. Foreign language specialists are needed who combine career development, language proficiency and (inter)cultural awareness.

LICOM is willing to follow this path, and it will be reflected in the LICOM sessions and workshops in Dublin 2012 and in future EAIE Academy programmes. Speaking in mining technology again, the Berlin conference was not digging in the dirt but digging for gold – extracting a wealth of information and inputs.

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**EAIE ELECTIONS 2012**

The 2012 Elections are just around the corner, and we will start receiving nominations for the following positions in February:

- Vice-President (1 vacancy)
- Board (3 vacancies)
- General Council (9 vacancies)
- Professional Section Chairs (1 vacancy for each Professional Section)
- Professional Section Co-Chairs (1 vacancy for each Professional Section)
- Professional Section Boards (2 or 3 vacancies for each Professional Section)

Volunteering your time for one of these positions is an ideal way to share your knowledge and expertise with the EAIE and make a real impact on the future of international higher education.

The term of office for all elected posts is two years and all candidates must be members of the EAIE. For more information about the 2012 elections, please visit [www.eaie.org](http://www.eaie.org) or contact Jayne Falugo [Falugo@eaie.nl](mailto:Falugo@eaie.nl).

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# MARK YOUR AGENDA FOR THE NEXT ACADEMY!

The second EAIE Academy will take place from 23-27 April 2012 in Gothenburg, Sweden's second largest city, and will be hosted by the University of Gothenburg. The Academy comprises a variety of training courses that can be combined in a programme to best suit you.

## SEIZE THE OPPORTUNITY TO:

- Adapt the training programme to your needs
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## THE ACADEMY WILL FEATURE COURSES INCLUDING:

- Crisis management: the international dimension
- SEO and online content: strategies for international student recruitment
- Teaching in the intercultural classroom
- Alumni relations from A to Z

## START PLANNING YOUR TRAINING FOR 2012 NOW!

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visit [www.eaie.org](http://www.eaie.org).

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## Books & websites

The **International Education Association of Australia (IEAA)** has recently published 'Making a Difference: Australian International Education'. Edited by Dorothy Davis and Dr Bruce Mackintosh, 'Making a Difference' details the global context, history, development and outcomes of international education in Australia. The contributors discuss the benefits of international education, the role of government and of private enterprise, innovative approaches to marketing and to student support, offshore teaching, the evolving regulatory environment and future prospects. The text is interwoven with student perspectives and market country profiles. To order a copy, visit: [www.ieaa.org.au](http://www.ieaa.org.au).

**AACRAO** recently published 'SEM in Canada: Promoting Student and Institutional Success in Canadian Colleges and Universities', edited by Susan Gottheil, Clayton Smith, students at the University of Manitoba and students at the University of Windsor. 'SEM in Canada' takes a comprehensive look at how Canadian colleges and universities have successfully and creatively used strategic enrolment management (SEM) practices to address challenges in financial environments, demographic shifts, competitive forces, and public policy decisions. To order a copy, visit: [www.aacrao.org/forms/PublicationForm](http://www.aacrao.org/forms/PublicationForm).

The **International Association of Universities (IAU)** has published a new edition of the Handbook 'International Handbook of Universities – 2012'. This new edition provides detailed data on over 15 000 higher education institutions worldwide and a brief description of the higher education system of 183 countries, plus online access to more detailed data. The Handbook is available from: [www.iau-aiu.net/content/reference-publications](http://www.iau-aiu.net/content/reference-publications).

The **Institute of International Education (IIE)** and the **Freie Universität Berlin** have published a report 'Joint and Double Degree Programs in the Global Context: Report on an International Survey'. The report is based on a survey conducted in spring 2011 and assesses the current landscape of joint and double degree programmes, identifying the challenges, opportunities, motivations, and impact of developing

such programmes. The study presents findings from a global perspective, as well as country-specific trends for Australia, France, Germany, Italy, the UK, and the US. Download the report from: [www.iie.org/Research-and-Publications/Publications-and-Reports](http://www.iie.org/Research-and-Publications/Publications-and-Reports).

**These announcements are collected from publicity materials and messages sent to the EAIE. Inclusion in this list does not imply endorsement by the EAIE.**



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ACCESS AND MOBILITY

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# ANYTHING NEW IN BRUSSELS?

*Christian Tauch provides an update on the latest developments taking place at the European Commission that will have a direct impact on European international higher education.*

For anyone working in an international office, an admissions office or any other university unit that deals with mobility and internationalisation, Brussels may seem like a far-away place, as far as their daily work is concerned. Sure, there is the Erasmus programme, ECTS and other familiar features, but apart from a new generation of mobility programmes every couple of years, little that originates at the level of the 'Eurocrats' seems to have much relevance for those practitioners that account for a large percentage of *Forum* readers. Well, if you share this view, you might want to think twice these days: a lot is going on in Brussels that can have immediate consequences for most European universities.<sup>1</sup>

#### INCREASING LEARNING MOBILITY

The occasion of the twentieth anniversary of the Erasmus programme in 2007 triggered reflections within the European Commission on how to further increase learning mobility, not just in higher education but for all young people. With the Green Paper on Learning Mobility in 2009, the Commission started a Europe-wide consultation to identify the main obstacles to mobility. The results fed into 'Youth on the Move',<sup>2</sup> one of the seven flagship initiatives of the new Europe 2020 strategy and the one most closely related to higher education.

One by-product of the mobility consultation was a guide to the rights of mobile students.<sup>3</sup> This guide could be very helpful as the legal situation of mobile students is, to a large degree, defined by rulings of the European Court of Justice and these rights are not necessarily known by everyone and every institution.

Another by-product was the Council Recommendation 'Youth on the Move – promoting the learning mobility of young people',<sup>4</sup> adopted in June 2011. It focuses on improving the framework conditions for mobility, *eg* in the areas of information and guidance, recognition of credits and qualifications and the portability of student support. In order to monitor progress in implementing the provisions of the Recommendation, the Commission will, together with the Member States, develop a 'mobility scoreboard'.

#### CHANGES AHEAD

All the European programmes in the area of education and training, such as the LLP, Erasmus Mundus, Tempus, *etc*, will come to an end in 2013. In June 2011, the European Commission presented its first proposal for the next multi-annual financial framework (2014-2020)<sup>5</sup> which also contains initial ideas for a new European education and training programme.<sup>6</sup> The Commission proposes a significant increase of over 70% for the new programme, *ie* more than €15 billion for the

implement effective education policies. A detailed proposal for the programme was published on 23 November and is now being discussed with the Member States and the European Parliament. Several Member States, as well as stakeholder organisations, have already voiced concerns that the new structure will make orientation in the programme more difficult for the 'end users' because of the intended abolition of the sectoral divisions such as higher education, vocational training, *etc*.

#### MODERNISING EUROPE'S HIGHER EDUCATION

All the activities described so far refer to education and training policies in general, but the Commission has also refocused its higher education strategies: in September 2011 it published the Communication 'Supporting Growth and Jobs – an Agenda for the Modernisation of Europe's Higher Education Systems'.<sup>7</sup> In it the Commission proposes measures to boost graduate numbers in line with the Europe 2020 benchmark, so that by 2020, 40% of the 30 to 34 year olds should have a

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#### THE COMMISSION PROPOSES MEASURES TO BOOST GRADUATE NUMBERS, IN LINE WITH THE EUROPE 2020 BENCHMARK

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years 2014 to 2020. The new programme will, according to the Commission, no longer be structured according to target groups (Comenius = schools, Erasmus = higher education, *etc*) but rather focus on three main areas of activity: supporting transnational learning mobility; supporting the cooperation between institutions and also with businesses to modernise education; and helping Member States to

tertiary or equivalent qualification. The Communication also suggests ways to improve the quality and relevance of study programmes and ways to maximise the role of higher education in helping the EU economy overcome the current crisis. It is useful to read the Communication carefully, because it gives a foretaste of the focal points of the future education and training programme. Thus it is likely





# International Relations and Advancement

*“Open Minds, Open Borders”*

**VUT**  
Vaal University of Technology

In the 45 years of its existence, first as a College of Advanced Technical Education (1966 - 1979) then as Vaal Triangle Technikon (1979 - 2003), Vaal University of Technology has grown in stature as a higher education institution, drawing students from all over the country and 25 other countries. It is one of the largest Universities of Technology, with about 21 000 students. This position enables it to substantially contribute to the development of human resources in the southern Gauteng region, the country and the continent.

## VISION STATEMENT

We are a university that leads in innovative knowledge and quality technology education.

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To produce top quality employable and entrepreneurial graduates who can make an impact to society by:

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- Producing a scholarly environment conducive to learning and innovation, and
- Developing a PQM (Programmes and Qualifications Mix) curriculum that meets the needs of society in Africa and beyond.

## Location

The university is situated in the historic Vaal region, at Vanderbijlpark, on a 4.6 hectares piece of land, with a state-of-the-art library, lecture halls, laboratories, auditoriums and offices. Three satellite campuses extend the academic business of the university into Secunda, Kemptonpark, and Upington.

## International Relations and Advancement Department

Serves as a port of arrival for all international students and provide a wide range of services including general enquiries from prospective students, application of study permits and general advice about your stay at VUT.

## International Relations & Advancement Department's contributions in the growth of VUT:

- Growing VUT's global profile through staff and student exchange
- Benchmarking continental needs and global standards
- Enhance integration of the global and local for mutual benefit
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**Website: [www.vut.ac.za](http://www.vut.ac.za)**



Photo: Rob Wilson (shutterstock)

02

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01. Front of the European Commission Building in Brussels  
02. Trinity College in Dublin, Ireland
- 

that the long-term cooperation between universities on a number of subjects in the form of networks will be one of the funding priorities. Another priority might be the setting up of long-term networks between universities and businesses.

In addition to the political framework, the Communication also contains several concrete announcements that will be relevant to many universities, among them, these two:

#### U-MULITRANK

In the last two years, external consultants have designed a user-driven multi-dimensional ranking concept.<sup>8</sup> The Commission's intention was to explore the possibility of having alternative approaches for the transparency of universities to the ones offered by the Shanghai ranking or the Times Higher Education Ranking. The aim is to provide more consideration for study and teaching aspects rather than concentrating on an institution's research and publications. The Commission is now planning to have the concept developed further until 2013, with the long-term aim of having U-Multirank fully operational as of 2014. It will of course be a voluntary tool and each university will be free to take part or stay away, but if the initiative is successful it may well develop a strong pull-effect and each institution may have to decide on how to position itself *vis-à-vis* U-Multirank.

#### ERASMUS MASTER LOAN SCHEME

The Commission is developing a proposal for a student loan guarantee facility to increase the financial support available for mobility at Master's level. The idea is to boost degree mobility by allowing Bachelors to go to another Member State to do a full Master's programme with the help of a loan scheme at low interest rates. The Commission is hoping for several tens of thousands of loans per year, *ie* a substantial number that could shake up the graduate education landscape in Europe. This could allow universities to deliberately internationalise and market their Master's programmes, thereby attracting the best Bachelors from neighbouring countries. Additionally, it could have the effect that universities have to make an extra effort to keep their best Bachelors within their walls for a Master's programme. The Master loan scheme has the potential of injecting a new dynamic into the strategic thinking of European universities on internationalisation.

Talking about mobility, a brand-new study has just seen the light of day: it examines trends on student and teacher mobility within 32 European countries. The study confirms that Europe is becoming more attractive as a study destination: in 2006/7, there were about 1.5 million foreign students enrolled in the Europe 32 area. This represents a global market share of 50.9% (every second foreign student in the world was studying in the Europe 32

area). The full study can be downloaded from the website of the Directorate-General for Education and Culture (DG EAC).<sup>9</sup>

This is but a brief summary of developments at EU-level. If you are interested in keeping up to date, have a look at the DG EAC website or subscribe to their newsletter.<sup>10</sup> There is more interesting news to come – apart from the Communication on the new education and training programme before the end of 2011, the Commission is working on an internationalisation strategy for higher education to be published some time in 2012. No matter whether you agree with what 'Brussels' is doing in the area of higher education or whether you think 'they' should stay out of it altogether, the smart thing to do is be informed – and prepared!

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1. The term 'university' is used in this article to designate all types of higher education institutions.

2. <http://ec.europa.eu/youthonthemove>

3. [http://ec.europa.eu/education/pub/pdf/higher/move\\_en.pdf](http://ec.europa.eu/education/pub/pdf/higher/move_en.pdf)

4. [http://ec.europa.eu/education/yom/rec\\_en.pdf](http://ec.europa.eu/education/yom/rec_en.pdf)

5. [http://ec.europa.eu/budget/biblio/documents/fin\\_fwkl420/fin\\_fwkl420\\_en.cfm](http://ec.europa.eu/budget/biblio/documents/fin_fwkl420/fin_fwkl420_en.cfm)

6. [http://ec.europa.eu/education/news/news3008\\_en.htm](http://ec.europa.eu/education/news/news3008_en.htm)

7. [http://ec.europa.eu/education/higher-education/doc/com0911\\_en.pdf](http://ec.europa.eu/education/higher-education/doc/com0911_en.pdf)

8. <http://www.u-multirank.eu>

9. [http://ec.europa.eu/education/news/news3101\\_en.htm](http://ec.europa.eu/education/news/news3101_en.htm)

10. [http://ec.europa.eu/dgs/education\\_culture/enews/subscribe\\_en.htm](http://ec.europa.eu/dgs/education_culture/enews/subscribe_en.htm)




A man with glasses and a colorful outfit is standing against a light-colored wall. He is wearing a dark green leather jacket over a black cardigan with colorful horizontal stripes (blue, pink, yellow, and purple). Underneath, he has a blue t-shirt. He is also wearing bright purple trousers and black sneakers with green laces. He has his hands in his pockets and is looking directly at the camera.

IN CONVERSATION WITH

# CHRISTIAN STADIL

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**ELISE KUURSTRA** 

*EAIE Marketing & Communications Manager*

**SARAH FENCOTT** 

*EAIE Publications Coordinator*

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*Christian Stadil is a man who clearly likes variety. Famed for his work with leading sports and fashion brand Hummel, Stadil is an ambassador of creativity and innovation whose enthusiasm lit up the stage at the Opening Plenary of the 23rd Annual EAIE Conference. Here, Stadil shares his unique insights and business philosophies.*

**Why was it so appealing for you to speak at our conference?**

CS: It was appealing for a number of reasons. Firstly, I had talked to people who knew about your organisation beforehand. I'm writing a book about creativity with Lene Tanggaard, the youngest Danish professor. She's been working in the educational system for many years and holds your organisation in high regard. Secondly, I thought it was very appealing that you have your conference in Copenhagen. Since I'm from Copenhagen and spend a lot of time here, it was nice for me to be a part of the conference and to show the face of Denmark and Copenhagen. Thirdly, you have high level participants from the higher educational industry, including professors and educational ministers, so it was a challenging crowd, which is always a pleasure to speak in front of.

**There were some good questions asked to you after your talk, and one of them was regarding you having left university early to pursue your career in business. Can you recommend any changes to the higher education system that would have enticed you to stay longer at university?**

CS: It's easier to learn when you combine the practical element with the theory. I've been working and having my own business since I was around 20 years

talked about this recently, this idea of what motivates students. One idea is to have one or more years during your studies where you can shuffle around the different subjects so you become sharper at knowing what you really want to study. When you're 18 or 19, maybe you have a vague idea of what you want to do but in terms of specialist degrees, you might not know specifically what it is possible within your realm of interest. So to have the possibility, maybe in the first year, to try out different areas and subject matters, that for me at least, would have been an advantage. I studied law, and one of my epiphanies was when I received my highest grade in the philosophy module. It was then that I realised what really interests me.

Within our education, to a good degree we get to know 'what' to think but not so much 'how' to think. Of course, we do go to university to learn theory, but we should make sure we leave room for making use of more case studies rooted in real subject matter. Copenhagen Business School has a good example of this with their Case Competition, where I have served as a judge. This competition gets students working on real business problems put forward by industry, and competing to find the best solution to the problem.

**On the subject of student's skills and competencies, what characteristics would you like to see in emerging graduates seeking employment at your companies?**

CS: First of all, we look at the job that people have had before. If you ask 20 CEOs or business owners, they would give you more or less the same answer. We look at how people have performed in their previous jobs. That being said, for people coming out of university it becomes very much about personality. Does the person show a forward-moving momentum, or a positive

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#### IT'S EASIER TO LEARN WHEN YOU COMBINE THE PRACTICAL ELEMENT WITH THE THEORY

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old, and the possibility of combining practical implementation of skills with the theory learned at university would have been more appealing to me. I sit on the Board of the Danish Design School and we actually

outlook on life? Does it seem like they are passionate? When I interview them for the job interview, are they able to tell me what kind of difference they would make in their new role? Have they investigated the company? Can they relate what they have learned about the company to their area of competence?

If someone is 25 years old, graduating from university and they haven't worked at all before, that would be a big minus. So for me, working during your studies is the most important factor, combined with personality. Also, what have you done privately – have you worked on something that makes a difference, have you spent time abroad, in, say, Africa working with an NGO? This shows something about your personality and something about your initiative. Other factors might be: have you performed as an athlete or a musician, are you interested in art? These are also important.

**Following on from the importance of positive values, you spoke about Company Karma in your keynote speech and even wrote a book about it. What is it?**

CS: Company Karma is based on the important question: why do we do business? Making money is clearly important for business but I refuse to think it's the only driving force. I want to combine

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#### I WANT TO COMBINE DOING WELL WITH DOING GOOD

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doing well with doing good. A company is like a body; a body needs blood to function, and a business needs money. Where it becomes interesting is when



the body has enough blood, when the business earns enough money, what do the body and business choose to do with themselves then?

Company Karma is a kind of Corporate Social Responsibility – you could call it CSR v3.0. This is a core value that affects everything we do (you can see more on my Thornico website). An example of this is my recent trip to Africa. I was in Sierra Leone facilitating football matches between former child soldiers. The matches help to give them a sense of peace and normality, and help to nurture friendships for the future.

Company Karma is also a way of creating more innovative companies by having a very flat structure. It involves embracing the increased inter-connect- edness in the world, involving employees more and giving them ownership, involving partners and customers, and working with other industries. It's a very interlinked, interdependent way of doing business.

**Do you feel the Company Karma theory could be adopted by higher education institutions as well as businesses?**

CS: For sure. Education is so important in the world and institutions have social responsibility built into their core

values already. You know the old sentence “tell me and I'll forget, show me and I might remember, involve me and I'll understand” – the whole involvement part is important. Why not speak to teachers and students, involve them more and embrace interdependence. Company Karma is about working with the ‘quadruple win’, where we strive to create value for ourselves, our employees, our partners and our customers. You can do the same thing – look at your different stakeholders and create value for them, engage with students and teachers and maybe also tie it into a do-good venture of some kind, like a school project in Africa.

There are many different tools you can make use of to create more innovative institutions. The most important findings in our book – where we interview some of the most creative people in the world – were that when it comes to creativity and innovation, quantity equals quality. So you want to create an organisation that has a high degree of risk and willingness and that has some degree of play and humour, because if you don't get enough of a critical mass of ideas on the table, you don't have enough critical mass to find a good idea amongst the quantity.

Fake it until you make it: if you are not an innovative institution right now



01. & 02. Christian Stadil's visit to Montogo village in Sierra Leone in November 2011 as part of his Company Karma outreach work. Photo by Dan Bjerg

then act as if you are; start to give prizes for the best ideas within the institution in terms of how you can do better. Being an innovative institution is not only about thinking on the outside of the box but thinking on the edge of the box – start to work with other industries – getting to know different areas of competence, different areas of knowledge. Also, when talking about education and this cross pollination, what happens when as a higher education institution you start to work more with industry, involving them, working closer with them, creating partnerships with them?

**Nurturing creativity is clearly important to you. Do you have any suggestions for how higher education institutions can encourage and support students' creativity during their learning process?**

CS: You can learn to be creative and you can learn to be more innovative. You can use some of the tools that I have talked about in my new book. It's a lot about getting the information about how creativity works, that's a good way of getting started. You know, you cannot force creativity but you can enable it. We think more creatively when we think slowly.

The brain thinks in different modes: quick thinking when a child runs out in front of your car; medium thinking when we are analysing problems; and slow thinking when we are thinking creatively. This means that we can facilitate creativity through a slow focus around the subject matter.

Also important is the idea of quantity equals quality, which I mentioned earlier, exploring at the edge of the box, thinking in cross pollination and exploring other subject matters. So for example, if you are thinking about a certain subject matter today, take a creative break, trusting that your subconscious will keep on thinking about the subject matter. Let the ideas marinate in your subconscious. When you are working with a new subject matter, you will find out that your brain combines these things on a subconscious level and creates new, fruitful ideas.

**Creativity is in fact the subject of your new book. What compelled you to write it?**

CS: Creativity and innovation are the crucial growth factors of the future. A sustainable future for Europe requires that we maintain and develop a long tradition for creative thinking. My book 'In

the Bath with Picasso – how to become more creative' opens the black box of creativity, helping you to realise and release your inner creativity and contribute to a more prosperous future for Europe. **E**

*'In the Bath with Picasso – how to become more creative' by Lene Tanggaard and Christian Stadil will be released in spring 2012.*





# JAPANESE HIGHER EDUCATION

## RECENT DEVELOPMENTS AND CHALLENGES OF GLOBALISATION

*Itoko Fujita and Lyckle Griek explore the Japanese government's efforts to respond to the internationalisation of higher education and increase Japan's presence as a global player in the international student marketplace.*

High domestic participation rates have been a distinctive feature of Japanese higher education. Nearly 80% of the secondary-education graduates enrol into one of the higher education institutions, with nearly 60% of the students enrolling into either junior colleges or universities. In addition to this, citizens largely pay for higher education themselves. The majority of higher education institutions are privately funded: Japan spends only 0.3% of its GDP on public higher education (the second lowest among the OECD countries), which is distributed mostly among elite national and private research-oriented universities. Japanese higher education therefore depends heavily on private support.

A number of issues have a large impact on Japanese higher education, and reverberate in policy developments

regarding international education as well. By 2050, the Japanese population is expected to have declined by over 25%, and this trend is already visible in university enrolments over the last few years, with total enrolment for higher education decreasing by 5% in the last five years. Two-year junior colleges and professional training colleges in particular have been severely affected, with decreases in enrolments of 29.2% and 18.6%, respectively, as shown in Table 1 at the end of this article.

Additionally, with the country's economic stagnation continuing and public debt reaching 200% of its GDP, budgetary pressures are heavily placed on the public funding for higher education. The country's economic stagnation also affects private support: people may tighten their spending on higher education.



Photo: SeanPavonePhoto (shutterstock)

### GLOBALISATION OF JAPANESE HIGHER EDUCATION

Driven by Japan's economic success towards the end of the last century, the government decided to globalise Japanese higher education as part of the nation's global strategy. In 1984, they launched 'The Plan to Accept 100 000 International Students' aiming to increase the number of international students studying in Japan to 100 000 in the early 21st century. This goal was successfully achieved in 2003, but still the proportion of international students compared to domestic students

domestic students. Japan has developed itself as a major hub for international education in Asia, with 92.4% of students originating from Asian countries.

#### A NEW PLAN

In 2008, the Japanese government launched a new international education policy called 'The 300 000 International Students Plan'. The initiative was driven by the issues mentioned earlier, in particular the inevitable decrease in the enrolment of domestic students in higher education in the coming years. Interna-

and information between Japan and Asia and the world. As part of this goal, it aims to boost the number of international students to 300 000 by 2020. To achieve this objective, the Plan points out a number of key areas such as:

- A more concerted effort to attract international students with more effective PR activities, such as Study in Japan Fairs, and promotion through student support organisations, such as Japan Student Services Organization (JASSO), Japan Foundation, Japan International Cooperation Agency (JICA) and Japan External Trade Organization (JETRO).
- Improvement of university recruitment activities, admission procedures, and streamlining of immigration services for international students, with better coordination between the ministries concerned.
- Further globalisation of the Japanese higher education institutions. To achieve this globalisation objective, an application-based competitive funding programme called 'The Project for Establishing Core Universities for Internationalisation' was initiated in 2009.

### JAPAN HAS DEVELOPED ITSELF AS A MAJOR HUB IN INTERNATIONAL EDUCATION IN ASIA

remained low. In 2009, international students constituted only 3.8% of the student body, placing Japan behind other advanced countries.

Most of the growth has been on account of the increase in students from China. Of the current 141 000 international students (JASSO, May 2010), more than 60% are from China and primarily enrolled in regular programmes for

tional competition in research, becoming fiercer than ever, also forced universities to be more competitive in attracting quality students and renowned researchers, both from within the country as well as from abroad.

The Plan states as its mission the creation of 'A Japan that is open to the world' with a 'global strategy' that aims to increase the flows of people, goods, money

More commonly known as 'Global 30', 30 selected universities are expected to function as core institutions for receiving and educating international students. Due to budgetary restraints, only 13 universities were selected and presently receive government funding for the internationalisation of their programmes, especially the development of programmes in English.

- Improvement of support systems for international students, with regard to securing housing and easier procedures concerning issues such as health insurance and provision of scholarships.
- Promotion of international students' post-graduation employment in Japan, through better cooperation and coordination in the industry-academia-government triangle by providing support for securing employment and/or internships.

One key feature of this plan is that it is a departure away from the prevailing pattern where international students were usually expected to learn Japanese in order to enter university programmes. The current plan explicitly aims to develop programmes in English. It can therefore also be regarded as an attempt to diversify the international student population and tap into more diverse markets. In the last couple of years, the Global 30 universities have established various new interesting programmes in English, on top of existing ones, and have started hiring talented international faculty. They have also set up support offices, under the guidance of the Ministry of Education, Culture, Sports Science and Technology in Japan (MEXT), in various parts of the world, to recruit students and facilitate greater cooperation with overseas partners.

#### GRANTS FOR INTERNATIONAL STUDENTS

To attract students from Europe and North America in particular, a new initiative was started in 2011 supporting the development of short-stay programmes. To encourage participation in these programmes, 7000 international students were provided with grants of ¥80 000. Through this initiative, the government hopes to encourage more students from Europe and North America to pursue a degree in Japan.

With the initiatives taken under the framework of the 2008 Plan and the substantial increase of truly international education programmes, Japan is emerging as an attractive study destination for young people from all over the world, as is signified by steady increases in the number of international students in recent years. **E**

**TABLE 1: NUMBER OF HIGHER EDUCATION INSTITUTIONS AND ENROLMENTS**

(Source: JASSO 2011, MEXT statistics 2011 (Enrolment))

	Category				Enrolment (2010)		Change since 2005 (%)
	National	Local public	Private	Total	Total	%	
Colleges of technology	51	4	3	58	59 542	1.6	0.6
Professional training colleges	10	200	2694	2904	637 897	17.1	-18.6
Junior colleges	0	26	369	395	155 273	4.2	-29.2
Universities	86	95	597	778	2 887 414	77.2	0.8
Graduate schools	86	80	450	616	271 454	-	6.7

**TABLE 2: INCOMING STUDENTS 2010**

(Source: JASSO)

	Students	%	Top countries
Asia	130 955	92.4	China, South Korea, Taiwan
Europe	4390	3.1	France, Germany, UK, Russia
North America	2706	1.9	US, Canada
Africa	1203	0.8	Egypt
South America	1035	0.7	Brazil
Middle East	981	0.7	Saudi Arabia, Iran
Oceania	504	0.4	Australia
Total	141 774	100.0	





# INTERNATIONALISATION AT HOME E-PROJECTS

*With the process of internationalising the non-mobile student population high on the international agenda, **Sander Schroevers** unveils a new project he has co-designed which fosters virtual mobility through 'e-Projects'. Here he highlights the key features and the potential of working in transnational virtual student teams.*



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## THE EMERGENCE OF THE KNOWLEDGE ECONOMY HAS LED TO NEW JOBS REQUIRING NEW SKILLS

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Having an embedded institutional internationalisation policy is a regular occurrence these days. Or in the words of Jane Knight: “Internationalisation is definitely past the new flavour of the month stage”.<sup>1</sup> And indeed, after the launch of the Bologna Process, a commanding amount of European students have been able to study in other member states. But as Jo Ritzen stated in his publication, *A Chance for European Universities*: “Europe could do better”.<sup>2</sup> Among other things, Ritzen observes that: “Innovations in learning methods which substantially enhance learning quality and efficiency are rare. Education should be geared...towards problem solving in teams on a global labour market and having the potential to enhance cultural awareness among students”.<sup>3</sup>

After three semesters of trial-and-error in designing the learning experiences, we now firmly believe that the elements

### GLOBALISATION 3.0

The globalisation of our societies and economies creates new realities and challenges. “Internationalisation is changing the world of higher education, and globalisation is changing the world of internationalisation”.<sup>4</sup> The emergence of the knowledge economy has led to new jobs requiring new skills. To educate students solely from a domestic point of view means depriving them of a competitive advantage for this interconnected world. Doesn’t it make sense that also the majority of non-mobile students benefit from international and intercultural experiences? If these can be interwoven into existing semesters, simply by performing well selected tasks with foreign partner teams, higher education institutions at least live up to their ambition of preparing their students for tomorrow’s world. We don’t need to succumb to each new fad, but we do need to think about our work

initiated by lecturers of the Hogeschool van Amsterdam, Business Academy Aarhus and the University of Southern Indiana. In the project, students research marketing principles in different countries and compare these in cross-border mixed teams, and they are also incited to perform carefully allocated (changing) tasks, in order to obtain a maximised intercultural experience.” During the project, three assignments are implemented within ordinary semesters. This allows lecturers to accommodate ministerial or exam committee requirements. The student teams are free to choose their own preferred communication infrastructure (and indeed the fashion quickly changes in this regard). The project runs a spectacular repository of performed research tasks on the website ([www.marketbasketmuseum.org](http://www.marketbasketmuseum.org)). Here, all student teams can not only view their assessed work, but also view a matching storytelling video exercise, produced by multimedia students from Business Academy Aarhus. The project’s web museum hopes to showcase a growing amount of country-specific marketing comparisons. Interested parties are welcome to join the Market-Basket project since it is easily up-scalable.

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## THE GLOBALISATION OF OUR SOCIETIES AND ECONOMIES CREATES NEW REALITIES AND CHALLENGES

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Ritzen describes are met to some extent by our e-Project. And surprisingly, not that much is needed to let other higher education institutions take advantage. At the most there is a neutral set of ‘traffic regulations’ and some central guidance required for finding suitable partners.

Naturally, virtual mobility should never be the backbone of an institution’s internationalisation strategy, but wouldn’t it be a pity to completely ignore the benefits of such an accessible instrument as an e-Project?

in relation to innovations in international learning and knowledge, as inspirational scholars like Hans de Wit already adverted.

### CASE STUDY: MARKET-BASKET PROJECT

During a session held at the 2011 EAIE Conference in Copenhagen in September, Ulrik Bisgaard and I presented our findings on working with global virtual student teams. Session Chair and initiating manager, Hans Seubring-Vierveijzer described the project: “The Market-Basket project is a short-term semester plug-in,

### ENHANCING COMPETENCE GROWTH

In this globalising world, students of course benefit from developing the essential global skills. By using information and communications technologies within a (safe) class environment, the project offers the ideal learning landscape required for constructivism learning, where attention is focused on collaboration and interaction within relevant tasks. And the mere fact that Microsoft Corporation recently

acquired Skype, confirmed our opinion that such an experience will help to develop useful skills within the knowledge economy.

During the project each team is confronted with a preselected variety of tasks and skills to generate maximised cross-cultural experiences. And as communication conventions might differ between cultures, students receive pre-meeting clinics, project reflection and mentoring, so that particular cross-cultural aspects are being contextualised per country. The project also teaches students to expect the unexpected, especially in the case of transatlantic cooperation, due to time zone differences.

#### PROS AND CONS

What makes an e-Project like this attractive? On an educational level, the fact that it runs within an existing semester, making implementation relatively easy, and allowing staff the necessary autonomy to meet with institutional requirements is one advantage. Also, the mutual knowledge transfer, the interchanging local perspectives and the joint production of learning resources have enriched our semesters substantially. Furthermore, today's technological infrastructure allows students to collaborate, or even watch web lectures on their smart phone or tablet, making it possible to internationalise large volumes of students at remarkably low costs.

But of course this is just one side of the picture – there are some challenges too. Not every lecturer, for instance, has the skills to facilitate an e-Project. Likewise, the multiplicity of academic calendars for each semester requires more extensive

planning. Additionally, the concepts *virtual* and *ambiguity* are fully incompatible, therefore all texts need to be formalised in great detail, since informal contact possibilities are often lacking. Last but not least, the 'new partners - new rules' dilemma often likes to consume time.

But in all honesty, I can say that the time spent on this project (both by lecturers and students) was very motivating and well spent. After several semesters of trying out and refining the project, Head of Internationalisation of the Aarhus Business Academy, Rikke Nielsen now believes the time has come to upscale this virtual mobility project: "We will now open the *marketbasketmuseum* to more of our own Bachelor classes, as well as to interested parties abroad." Hopefully an example that inspires other institutions or lecturers to reap the internationalisation harvest of virtual mobility. **E**



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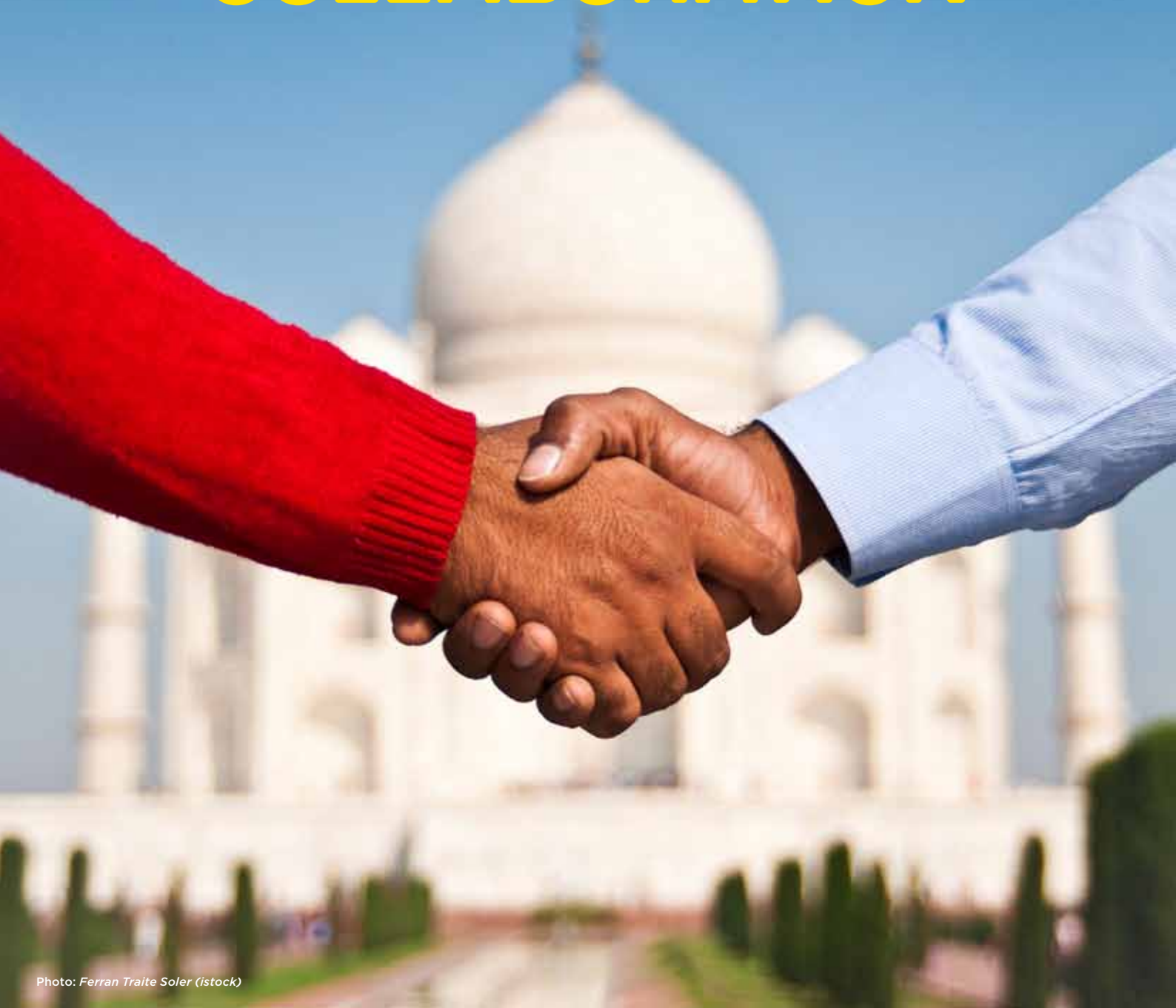
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# A BRIGHT FUTURE FOR EUROPE-INDIA COLLABORATION






*With India expected to become the most populated country in the world by 2030, **Rahul Choudaha** provides some valuable insights into India's vast higher education system and examines the challenges and opportunities facing India-Europe academic partnerships.*

Several European and Indian institutions are expressing interest in forging academic and research partnerships. This interest is witnessed not only at institutional level but also at country level. For example, as part of the India-EU Joint Action Plan adopted by the EU in 2005, the India-EU Study Centres Programme<sup>1</sup> was launched, and has established 15 study centres to facilitate higher education capacity building through its network of partner institutions. However, it is no secret that Indian higher education is fraught with complexity and challenges along with exciting opportunities. With nearly 15 million students enrolled in more than 30 000 colleges, the Indian higher education system is one of the largest the world. It is also one of the most challenging in terms of incoherence of its regulatory and quality assurance mechanisms. This poses several challenges for institutions in identifying potential partners, forging partnerships and sustaining mutual benefits.

European institutions can learn from existing models of collaboration shown in the following table and adapt them according to their needs, priorities and availability of resources.

TYPE OF PARTNERSHIP	
Research collaboration	
Study abroad and academic exchange	
Twinning programme	
Dual degree programme	
Joint degree programme	
Branch campus	

#### RESEARCH COLLABORATION

Research collaboration between Indian and European institutions has often evolved from existing faculty relations. Since the early 2000s, several country-level efforts have been announced to facilitate research collaboration. In June 2011, the European Union sent a science and technology awareness-raising 'roadshow' to India, where representatives of European research institutes visited 27 Indian research centres, exploring possibilities of scientific research collaboration.

European funds are available to support transnational collaborative research, and are distributed through the Seventh Framework Programme<sup>2</sup> (FP7) of the European Commission. FP7 funds individual research projects as well as networking platforms such as New INDIGO<sup>3</sup> or the EU-India Window,<sup>4</sup> which seek to match European research organisations with Indian partners. Given below are additional examples of research collaborations:

- Visva Bharati University, Santiniketan, India and Heriot-Watt University, Edinburgh, UK are collaborating on a renewable energy research project.
- Lund University, Sweden partnered with the Indian Institute of Technology, Delhi, India to carry out research on low-cost protein bioseparation technology.
- The National Environmental Research Institute at Aarhus University, Denmark collaborated with the University of Delhi, India on air pollution and climate change.

#### STUDY ABROAD AND ACADEMIC EXCHANGE

The European Commission promotes the recruitment of Indian students to European universities through Action 2 of the Erasmus Mundus (EM) Programme.<sup>5</sup> Some European countries use scholarship programmes to encourage international students to choose their universities and colleges as study-abroad destinations. For example, Germany announced that it had allocated €12 million in scholarship funds to attract more Indian students to German universities.<sup>6</sup>

Indian-European study abroad and academic exchange is characteristically lopsided with a much higher proportion of Indian students coming to Europe as compared to European students going to India. This mobility imbalance may be attributed to issues of quality of Indian higher education institutions, lack of student services and perceptions of India in general.

#### ACADEMIC COLLABORATION

Academic collaborations at the programme level can be sub-classified into twinning programmes, dual degree programmes and joint degree programmes. All three forms of collaboration exist in the India-Europe context, with twinning programmes and dual degree programmes being more popular compared to joint degree programmes, due to complexities of regulatory and institutional approval mechanisms. Some examples of twinning programmes include:

- VIT University, Vellore, India and Karlsruhe University of Applied Sciences, Karlsruhe, Germany: Master of Science in Sensor Systems Technology.
- SRM University, Chennai, India and Bochum University of Applied Sciences, Germany: Bachelor of Technology in Mechanical and Computer Science Engineering.
- Andhra University, Visakhapatnam, India and Group T International University College Leuven, Belgium: Bachelor of Engineering in Electro-Mechanical Engineering.

The Indian-German Graduate School of Advanced Organic Synthesis for a Sustainable Future (INDIGO) is an interesting example of a joint degree programme partnership at the doctoral level.

### GROWING ECONOMIC COOPERATION BETWEEN INDIA AND EUROPE IS ALSO DRIVING MOBILITY OF TALENT

The graduate school is a joint venture of 14 higher education institutions from Germany and India. The Indian Institute of Science, Bangalore, India and the University of Regensburg, Germany coordinate the programme. Additional examples of dual and joint degree programmes include:

- Delhi University, India and seven partner institutions from France: Master of Technology in Nuclear Science and Technology.
- Jawaharlal Nehru Technological University (JNTU), Kakinada, India and Blekinge Institute of Technology (BTH), Karlskrona, Sweden: two-year dual degree master programmes in Engineering, with Master of Technology from JNTU and Master of Science from BTH.
- Birla Institute of Technology, Mesra, India and Aalborg University, Denmark: dual degree master programme in Software Defined Radio Engineering.

#### BRANCH CAMPUSES

Establishing international branch campuses is still predominantly a US venture. According to Global Higher Education,<sup>7</sup>

out of 159 international branch campuses operating in 2011, 80 were established by US institutions. However, some British universities have been more entrepreneurial in starting foreign campuses in India. In fact, they did not even wait for the enactment of the foreign universities bill, which was passed by the Cabinet of the Indian Government in March 2010 (but is not yet approved by the Parliament).

- GD Goenka World Institute, Gurgaon, India was established in partnership with Lancaster University Management School, UK in 2009.
- Leeds MET India, Bhopal, India collaborated with Leeds Metropolitan University, UK to offer mostly management programmes. The degree is awarded by Leeds MET.

#### CHALLENGES AND FUTURE OPPORTUNITIES

More European institutions are experimenting with different models and becoming open to the possibilities of collaborations. Growing economic cooperation between India and Europe is also driving mobility of talent, which in turn is contributing to further engagement with European institutions.

However, expanding and building new partnerships between Indian and European universities is fraught with several challenges. First, Indian institutions have a strong brand affinity for US institutions. This requires 'educating' Indian institutions that there are many world-class institutions in Europe.

Second, the scale and complexity of the Indian higher education system is not easy to navigate. In addition, the regulatory framework has not matured sufficiently to provide consistent measures of quality. Thus, European institutions often struggle to find trusted partners who are committed to quality and not using internationalisation as a profit-making exercise. This requires a deeper understanding of the landscape of Indian institutions to find the right fit.

Third, while the majority of European institutions have a public focus, most of the entrepreneurial and internationally open universities in India are private. This may sometimes lead to differences in culture and execution strategy.

Fourth, funding for many programmes remains a challenge. While Erasmus Mundus has sponsored numerous partnerships at the systemic level, it is quite difficult to allocate funds at the institutional level.

Fifth, although English programmes have increased in Europe, perception among Indian students and institutions has not evolved at the same pace. Furthermore, social immersion along with employment and immigration potential within Europe remains less appealing than North American options for many Indians.

While Europe-India higher education collaborations have their share of challenges, the future is promising and there is great potential to build strong win-win relationships. European institutions are encouraged to be cautiously optimistic in exploring and experimenting with Indian institutions. There are many opportunities to support Indian institutions in infusing excellence and building capacity. The key is to explore, experiment and evolve. **E**

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2. [http://cordis.europa.eu/fp7/home\\_en.html](http://cordis.europa.eu/fp7/home_en.html)

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# INTERNATIONALISATION AS THE UNIVERSITIES' RESPONSE TO GLOBALISATION



*Kees Kouwenaar provides his thoughts on the subject of internationalisation in a globalised world, expanding on the discussions which took place during one of the dialogues at this year's EAIE Conference in Copenhagen.*

Globalisation (*ie* the increasing movement of people, goods, capital and ideas due to increased economic integration, which in turn is propelled by increased trade and investment) affects our universities directly, and also affects the context in which we operate. Globalisation changes the demographic, economic, political and social environment of our institutions.

The dialogue 'Creating a global environment for international higher education' by excellent speakers<sup>1</sup> at the 2011 EAIE Conference drove home the message that internationalisation must be redefined as a response of the university to this broader impact of globalisation. Of course this is not a new perspective on internationalisation, but I for one was triggered and I offer some further thoughts on the subject for discussion with my EAIE colleagues: What might be described as the goals of an internationalised university in this globalising environment? What, in this sense, are the goals of internationalisation?

#### IN SHORT

I believe that internationalisation as the universities' response to globalisation should entail:

- Preparation of students for a globalised world, *ie* equipping them with the knowledge, skills, attitudes and values which they need in a globalised and network-based work life and private life; equipping them with the ability to both compete and collaborate in an international and intercultural setting.
- Tailoring to the needs of a diverse student population of indigenous, immigrant, and international students with various cultural, social-economic and intellectual backgrounds.
- Transformation of institution-based

programmes into network-based programmes. Formal joint or double degrees may be the cherry on this cake, but the substance is the collaborate education.

- Transformation of our resource base from 'national public funding plus extras' into a broad matrix in which each academic activity may have its own particular mix of public and private, national and international funding.

#### START WITH THE STUDENTS

A key objective of universities as institutions of higher education is to prepare students for a globalised world. This means that we have to equip our students with the knowledge, the skills, the attitudes and the values to succeed in a globalised world. And yet, we still do not build our curricula enough around the notion<sup>2</sup> that our graduates must be able to both compete and collaborate in a global setting and be comfortable with this seemingly opposing pair of competences. Grooming our education programmes to the requirements of a globalised working world and life is not necessarily internationalisation but rather a response to globalisation. We need to adapt to the fact that 'the stu-

dent backgrounds; this makes the notion of a socially and culturally homogenous student population obsolete. Adapting our education – and our campuses – to an increasingly diverse student population is a response to globalisation rather than internationalisation.

#### NETWORK-BASED AND NETWORK-DRIVEN

Globalisation creates a world which is increasingly network based and network driven. 'What you know and what you can do' will stay important, but 'who you know and who you can work with' is becoming just as important; in people's personal lives, in the workplace, and in higher education and research. We are already seeing that universities are offering joint and collaborative degree programmes; Erasmus Mundus is an excellent example of this trend. Yes, these programmes entail a lot of extra work, red tape and administrative frustration, but the schools and universities that manage to collaborate effectively, pooling the strengths of their programmes and teachers, will stand out as the leaders in their field. Integrated educational collaboration will win out over loosely managed exchange mobility of three or five students per programmes per

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### GLOBALISATION CREATES A WORLD WHICH IS INCREASINGLY NETWORK BASED AND NETWORK DRIVEN

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dents' are not a coherent group. This is not entirely attributable to globalisation. The evolution from elite higher education to mass higher education preceded globalisation in many countries. But globalisation and mass migration add significantly to the cultural diversity of our student population. Foreign students, second and third generation immigrant students, and various groups of mature students have vastly dif-

ferent backgrounds; this makes the notion of a socially and culturally homogenous student population obsolete. Adapting our education – and our campuses – to an increasingly diverse student population is a response to globalisation rather than internationalisation.

#### EDUCATION, RESEARCH, AND SERVICE TO SOCIETY

Universities are not mere production facilities of higher education and research. They are autonomous institutions, an

important part of the fabric of society, with their own responsibility. Social responsibility in an international setting has led many of our universities to cooperate with universities in developing countries. Globalisation affects this in two ways. On the one hand, financial strains on universities and global market forces jeopardise previous levels of commitment to less developed countries. On the other hand, the global research agenda is increasingly set by the grand challenges such as scarcity of resources, transferrable diseases

public purse, with additional income from elsewhere.

This mindset will have to change. Even when the financial crisis of 2008 and the ensuing economic and monetary crises that still grip Europe are eventually overcome, our paradigm must change from 'national public funding plus extras' to a widely diverse base of resources. We need to look for public as well as private sources of funding, and we need to look for funding at home as well as abroad. We need to adapt our basic primary and administra-

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### OUR MINDSET IS STILL THAT OF A UNIVERSITY FUNDED BY THE NATIONAL PUBLIC PURSE

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and the global impact of local lack of good governance and social stability. Universities in Europe, North America and elsewhere face the challenge to redefine their commitment to less developed countries as part of the globalisation agenda.

#### UNIVERSITIES AND NATIONAL PUBLIC FUNDING

Globalisation begs for an internationalisation response in yet another sense. Universities in Europe can look back at 100 to 200 years of predominantly national public funding. With differences in level and mechanisms from country to country, European universities have depended on national public funding for their education and research to an extent that was not customary before the French revolution. Already over the past decades, universities have been pressed to look for additional resources beyond the national public domain. Student tuition fees have been introduced and public research funds have shifted from block grants to competitive-bidding systems. But our mindset is still that of a university funded by the national

tive processes: we have to cut the binary links between 'this kind of education has this kind of funding' and reorganise our university to accommodate a variety of study programmes and modules with a variety and mixture of funding bases.

All this talk about funding does not and must not weaken our resolve to have a clear vision and mission and stick to them. A university that defines its educational mission as one to provide the kind of education that it can find funding for inevitably loses the name of 'university'. Business-like efficiency must never be confused with selling your soul to the devil. **E**

*Kees Kouwenaar is Director of the Centre for International Cooperation at the VU University, Amsterdam. The opinions in this article are those of the author, not necessarily those of his university.*



Photo: Stephen Coburn (shutterstock)

1. Eva Egron-Polak from IAU, Alberto Rodriguez from the World Bank, Eva Akeson from Lund University, Stephen Connely from IEA Australia, Robert Wagenaar from the Tuning project and Marijk van de Wende from the Amsterdam University College (a joint venture of the University of Amsterdam and VU University Amsterdam).

2. Postulated by Marijk van de Wende.

## OPINION PIECE

## Scholarly partnerships between Africa and Europe: critical reflections

Sheila Meintjes and Ursula Scheidegger highlight a number of challenges and imbalances embedded in the traditional North-South partnerships between European and African academic institutions and raise some candid questions for the future evolution of such collaborations.

European universities founded anthropology and ethnology departments in the early years of the 20th century when imperialism was the order of the day. The objective of these institutions was to provide a deeper understanding of indigenous societies in order to rule them more effectively. While post colonialism altered this relationship, the dominant hegemonic cultural discourses remained predominant, and the gaze of the north shaped the conceptualisation and processes of social and economic interaction and development. In the post democratic turn of the 1980s, a more assertive approach has focused on how to transform inequities and to develop partnerships that are more respectful of indigenous perspectives.

### MEMORY AND GRIEVANCE REMAIN AND INFLUENCE THE COOPERATION IN PARTNERSHIPS BETWEEN EUROPEAN AND AFRICAN INSTITUTIONS

More recent African Studies institutions that originated in solidarity movements during the later liberation struggles of the 1970s and 1980s do not bear the same burden of an imperial past. However, within academe there appears to be little engagement with the origins and history of African Studies itself. This lacuna means that we have not yet developed a self-reflexive critique of the intellectual legacy and heritage that still burdens relationships between Europe and Africa.

Memory and grievance remain and influence the cooperation in partnerships between European and African institutions.

### IMBALANCED PARTNERSHIPS

One of the legacies that needs highlighting is the manner in which intellectual exchange relationships remain one-sided in their gaze and perspective. A dominant feature of the relationships in academic cooperation is that European and African scholars focus on Africa, rather than on any comparative European and African studies. This limits the choices and preferences of African scholars. In contrast to European scholars, not only are there more constraints on academic development possibilities, there are also constraints also on mobility and travel prospects. This contributes to significant imbalances in co-operative relationships with European scholars and students.

African Studies enjoy popularity in Europe – considering the number of students and academics that visit Africa to undertake fieldwork and engage with African scholars in order to pursue their research agenda. Nevertheless, only a few students consider enrolling at an African institution. In contrast, Africa's best students obtain bursaries to study at prestigious European (or American) institutions, and distinguished African scholars have the opportunity of employment at European institutions. Nevertheless, it is expected that African scholars and students limit the focus of their work to the African continent through



which their legitimacy and their academic institutions are established.

### QUESTIONS TO ADDRESS

In light of the lack of critical scholarship from Europe that questions the nature and substance of the European gaze on Africa, there are a number of important questions to be raised and discussed:

- Who sets the intellectual agenda and decides what kind of research and which topics are relevant?
- Whose language and academic tradition influences priorities and objectives in academic partnerships, and in setting up the research agenda?
- On what terms are African intellectuals, scholars and students integrated into academic partnerships and research projects?
- How far do European scholars and students acknowledge the necessity of discussing the terms of engagement with Africans?
- Is there a genuine interest in changing the terms of engagement that offer so many opportunities to European scholars?

Perhaps the greatest challenge is to change and transform the culture and nature of professional partnerships in the context of persistent imbalances and inequities. African Studies institutions in the northern hemisphere are much better resourced than institutions on the African continent, and degrees from European or American universities appear to have more weight than those from African universities. Yet the originality, substance and quality of research and knowledge that has emanated from the African continent in the last decade or so remains consistently high and is continuously synthesised and reproduced by northern scholars themselves.

### BREAKING THE MOULD

A recent attempt to break from the usual inequitable relationship is exemplified in the Swiss-South Africa Joint Research Programme launched in 2008 under the auspices of a Swiss-South Africa Bilateral Agreement. A group of scholars from Switzerland and South Africa embarked on a

project entitled 'Safeguarding Democracy: Contests of Memory and Heritage'. One of the aims of the project was to institute a new *regard croisé* – meaning a kind of interlocking comparative gaze – on the two countries, through comparative research and exchange of ideas. Scholars from South Africa in particular, are engaged in researching aspects of Swiss history that intersect with our own. One outcome has been a fruitful exchange about developing corresponding concepts to analyse different aspects of our histories, cultures and politics. Some concepts that are germane to African history and politics can equally be used to explain some of the political practices in arguably the oldest European democracy.

To an Africanist eye, *Burgergemeinde* are examples of old forms of patrimonial systems that are reminiscent of traditional chiefly authorities that continue to influence modern African politics. Clearly, they play a role in Swiss politics too. How democratic that role is, is a significant question. These historical, undemocratic organisational forms shape the nature of the democracies on both continents and offer rich possibilities for comparison. The patronage resources that the

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### PERHAPS THE GREATEST CHALLENGE IS TO CHANGE AND TRANSFORM THE CULTURE AND NATURE OF PROFESSIONAL PARTNERSHIPS

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*Burgergemeinde* have at their disposal have in the past, even the recent past, played a significant part in shaping the nature of modern politics in Switzerland, for instance. The infamous *caisse noire* used to try and influence the outcome of the Jura Question during the 1970s is a case in point. We hope that the project will institute a new model for South-North academic interchange.

Our aim is that this briefing will not only initiate a stimulating debate but also lead to new strategies that will allow us to address the different aspects that influence and shape academic cooperation. **E**



# ENJOY DUBLIN'S TOP 10 ATTRACTIONS DURING THE 2012 EAIE CONFERENCE

*Dublin is a city that truly captures your imagination. As intimate as a village, as sophisticated as a metropolis, and as friendly as your local pub, the capital city of Ireland is a centre of infinite interest and activity and will provide a unique setting for the 2012 EAIE Conference. Check out some of the many attractions and activities available for your enjoyment during your time in Dublin next September.*

01

## VIKING DUBLIN



Dublinia & the Viking World is an interactive exhibition tracing the history of Dublin from the capture of the city by Strongbow and his knights in 1170 up to the dramatic closure of the monasteries under Henry VIII in the sixteenth century. Visitors can find out how criminals were punished in the pillories, how much medieval armour really weighed and what happened if you had a tooth ache 700 years ago! [www.dublinia.ie](http://www.dublinia.ie)

02

## ARTISTIC DUBLIN



If art is your thing, be warned: you will have a hard time fitting in a visit to all of Dublin's art galleries during your time here! Just to give you a taster: Dublin City Gallery The Hugh Lane houses the foremost collection of Irish and international modern and contemporary art in Ireland, and the Irish Museum of Modern Art (IMMA) is Ireland's leading national institution for the collection and presentation of modern and contemporary art.



## 03

MAGNIFICENT CHRIST  
CHURCH CATHEDRAL

One of Dublin's oldest and most recognised landmarks, Christ Church Cathedral was founded *circa* 1030 by Sitriuc, King of the Dublin Norsemen. The 'Treasures of Christ Church' collection reflects 1000 years of history, architecture and worship in Dublin. [www.christchurchdublin.ie](http://www.christchurchdublin.ie)

## 04

EXPERIENCE DUBLIN'S  
POLITICAL HISTORY

Delve into Dublin's republican political history with a visit to Kilmainham Gaol. Discover what it was like through dramatic and realistic insights to be confined in this bastion of punishment. Between 1792 and its closure in 1924 the Gaol held famous republican Irishmen from Robert Emmet to Eamon De Valera.

## 05

REVEL IN DUBLIN'S  
LITERARY TRADITION

The Irish literary tradition is one of the most illustrious in the world and Dublin's native sons include: Shaw, Yeats, Joyce and Beckett. Be sure to visit the Dublin Writers Museum which features a celebration of the lives and works of Dublin's many literary celebrities. Also not to be missed is the James Joyce Centre. James Joyce is perhaps University College Dublin's most famous alumnus. [www.writersmuseum.com](http://www.writersmuseum.com)

## 06

## HISTORICAL DUBLIN



The National Museum of Ireland has three Dublin sites not to be missed: The National Museum of Ireland – Decorative Arts and History is home to exhibitions ranging from Irish haute couture garments and ceramics to Irish military history artefacts. The National Museum of Ireland – Archaeology contains the famous Ardagh Chalice and the Tara Brooch, and the National Museum of Ireland – Natural History has galleries of animals from Ireland and overseas and contains geological exhibits from around two million scientific specimens. [www.museum.ie/en/homepage.aspx](http://www.museum.ie/en/homepage.aspx)

## 07

## PARTY THE NIGHT AWAY



It is no secret that Dubliners love to party. Dublin is known throughout the world for its music from the Dubliners and the Chieftains to U2 and The Script. Dublin's unique spirit of fun and entertainment is evident in the great Irish traditional music sessions that you will find in one of Dublin's many pubs. Temple Bar is an area located in the city centre which is popular with tourists and Irish people for its lively nightlife, with many pubs, restaurants and music venues situated in close proximity of each other.

## 08

## A TOAST TO DUBLIN



Where better to go when in the home of Guinness than to the Guinness Storehouse? Learn how to pull the perfect pint and sample the famous stout while admiring the stunning 360 degree view of Dublin's skyline in the Gravity Bar. [www.guinness-storehouse.com](http://www.guinness-storehouse.com)

THE CITY IS BURSTING WITH COLOURS, MUSIC, SIGHTS AND SCENES WHICH PROVIDE AN IRRESISTIBLE BACKDROP FOR EXPLORING THE MAGIC THAT IS DUBLIN CITY AND ITS BEAUTIFUL SURROUNDING COUNTY.

WHETHER YOU ARE TRAVELLING IN A GROUP OR INDIVIDUALLY, YOU WILL FIND THAT THERE TRULY IS SOMETHING FOR EVERYONE IN DUBLIN.

*Text courtesy of Lorraine Woods, UCD International*

## 09

### DUBLIN'S GREAT OUTDOORS



Dublin is ideally situated on the east coast of Ireland and just a 20-minute journey will bring you from the bustling city to the charming coastal towns and villages of the county which dot the sometimes rugged and sanded coastline and which provide boundless opportunities for artisanal shopping, golf, water sports, seafood, dining and picturesque walks against the spectacular scenery of Dublin Bay.

## 10

### SHOP 'TIL YOU DROP



Dublin offers a wonderful array of products ranging from the traditional to the contemporary in its many shops, boutiques and department stores. After you have visited the shops in the city, why not take a break and sample some traditional Irish food? The last ten years have seen the emergence of a cosmopolitan and chic food culture, mirrored in the hundreds of restaurants you will find throughout the Dublin region.

Universidad.es

Universities  
of Spain

www.universidad.es





# *Impressions from* **CØPENHAGEN**

THE OFFICIAL CONFERENCE REPORT

ALL PHOTOGRAPHY BY  
PAMELA JUHL



# MESSAGE FROM THE PRESIDENT



*Gudrun Paulsdottir reflects on the largest conference the Association has ever hosted, and her first conference as President of the EAIE.*

The feeling I had on the Friday after the Closing Plenary, which stayed with me for many days, was a mixture of astonishment and fascination. The incredible growth from the year before, the fact that all had run so smoothly and the fact that everything we offered during the conference seemed to be so well received was just amazing. Thank you all for making this a reality. Back in Sweden, I had to be in Stockholm for a few days and, regardless of the context of my meetings, people came up to me and talked about the conference and the good things they had experienced. Even people who had not been there talked about the conference.

We saw a change in the differentiation of attendees at the conference this year. There were more senior management representatives from universities, more ambassadors, some rectors and even university directors. This is good news and just underlines the fact that internationalisation is still a topic of great interest and that we manage to offer interesting content to a broader audience.

The media attention for the conference was larger than ever, which underlines the importance of us being well prepared and making time to meet and serve them. I'm not talking about the coverage we got thanks to the Opening Welcome Address made by Her Royal Highness Princess Marie of Denmark – which was completely outside of what we are used to – but all the other media attention. The Princess' address however was very to the point and relevant for our area of activities and it was clear that she understands and values what we are doing. It is nice to get that kind of acknowledgment.

There are a few points I wish to highlight. Christian Stadil, the keynote speaker at the Opening Plenary was an experience. While emphasising that we should think slowly, he sure made up for that by speaking very fast. However, his point that thinking outside the box only creates a new box and that we should rather think on the edge between the boxes made good sense to me.

The dialogues were new for this year and overall they turned out well. The fact that the format has already been picked up by sister organisations says something about the appreciation. They were quite different from each other and we did learn some useful points about how they need to be monitored in the future and what we should take into consideration while putting them together. That they are here to



## GOVERNANCE

stay is beyond doubt. The possibility to offer a dialogue on very current topics such as the impact on higher education caused by the unrest in the Arab countries opens up a whole new set of possibilities and new audiences. To be able to invite participants to discuss the latest trends and issues in international higher education is very appealing and, looking at the attendance, something that people really want since the rooms were full and the discussions were very animated.

As always during the conference, the Presidency and the Director schedule a number of meetings with different parties. This year, as a follow up from the commitment we gave to Leymah Gbowee at the conference in Nantes, and as a result of the outcome of the Joint Leadership Meeting (JLM) dynamic working group, we invited three associations from Africa to the conference. They participated in sessions and we also had a meeting with them, together with the EAIE Professional Section *Educational Cooperation with Developing Countries (EDC)*, in order to discuss possibilities of further cooperation. The outcomes were very good. We decided to have one contact for the group who would provide us with a list of upcoming conferences in Africa where we could present workshops on relevant topics. We also decided to repeat the joint meeting at next year's conference in Dublin with more participants.

Another meeting we had was with the representative from EDGE, an association from India established a couple of years ago that is focusing on international higher education. As with the African associations, we also discussed ways to cooperate in the future. The EAIE will be present at the EDGE conference next spring and will contribute with a session and maybe a workshop. Also in this area the first steps have been taken to make that happen.

At the Closing we realised that the choice to move the conference to end on a Friday had been a good one. The group that participated in the Closing was small but the afternoon sessions did not suffer from departures as has been the case before. At the Closing Plenary, Christine Bosse shared her experience with troubled youths with us and it was interesting to see what can be achieved with new approaches.

Now we are starting to think about Dublin 2012, what we learned this year and how we can make our 24th Annual Conference next year a special one. I hope to see you all there, if not before. **E**

**DIALOGUE: WHAT DOES THE UNREST IN THE ARAB WORLD MEAN FOR HIGHER EDUCATION?**

"In the wake of the Arab spring, the questions for many Western universities were 'How can we engage now with Arab universities? Are there new opportunities? New challenges?' Those questions drove the dialogue on the Arab world. Salah Kahlil, an Egyptian philanthropist based in London, spoke about the need to strengthen social sciences, if Arab civil society itself is to be strengthened. Hassan Diab, the Lebanese Education Minister, spoke about the importance of distinguishing between non-profit and for-profit institutions, and Jomana Shdefat, the Jordanian professor, portrayed a clear sense of what life is like on the ground for someone trying to teach, and spoke of her own personal Arab spring."

— *David Wheeler, The Chronicle of Higher Education*

**DIALOGUE: TRENDS AND ISSUES IN INTERNATIONAL HIGHER EDUCATION**

"Panelists including Philip Altbach, Jo Ritzen and Jack Cheng discussed global developments such as the rise of Asia. Does this form a threat or a challenge to the ruling academic powers in Europe and North America? And how do these global developments play out in the South, particularly in Africa? Worries were expressed – by panelists and audience – about declining resources in higher education and about quality. Institutional diversity was an issue: does the obsession with rankings and world class universities make us neglect all those other higher education institutions? Institutions that prepare massive numbers of graduates for the expanding labour market! The dialogue proved to be a fruitful format to discuss these major trends and issues and to provide a platform where ideas could be exchanged and hopes and worries for the future of global higher education could be shared."

— *Eric Beerkens, Hogeschool van Amsterdam and Hans de Wit, Leiden University*

# RAISING THE BAR IN COPENHAGEN



*EAIE Director, Leonard Engel, reports on the inspirational conference of 2011, reflecting on the new features introduced this year, taking stock of the very best of Copenhagen, and looking ahead to Dublin 2012.*

Having started as EAIE Director in April 2010, the Copenhagen conference was the first conference that I was involved in from early on in the preparations and consequently, one for which I felt a high level of responsibility. Having spent the previous 10-plus years as a participant, I was now viewing everything from a completely different angle, and I am pleased to say that this year's conference exceeded my expectations.

Although there were some challenges with the two locations (Monday and Tuesday at Copenhagen Business School, the rest of the week at the Bella Center), it is clear that the Copenhagen conference was a big success. The numbers were

impressive: 4265 participants from 87 different countries – a record-breaking event for the EAIE.

## INNOVATION IN COPENHAGEN

In order to provide more high-level interactive sessions, the new format of the 'dialogues' was introduced, which generated plenty of interest. As the name suggests, the dialogues were designed to instigate profound discussions amongst the panellists and audience. With your feedback, the EAIE is looking forward to developing and enhancing these innovative sessions further in the years to come.

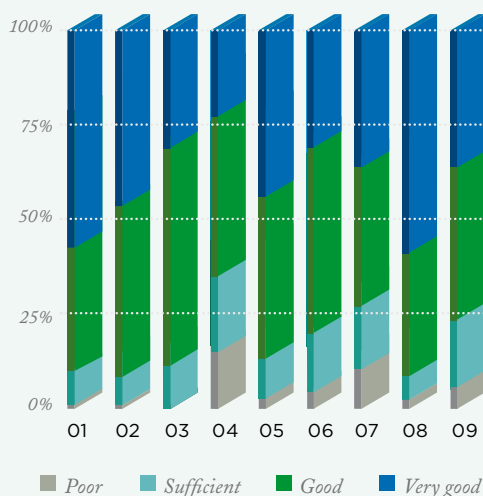
## CONFERENCE EVALUATION

## WHAT YOU THOUGHT

(Online evaluation completed by 1351 participants)

## How you rated the conference

- 01 Conference Programme
- 02 Catering
- 03 Exhibition
- 04 Opening Reception
- 05 Closing Reception
- 06 Newcomers' Reception
- 07 EAIE Dance
- 08 Information Day visits
- 09 Hotel arrangements



## CONFERENCE STATISTICS

4258 participants from 87 countries

478 institutions from 40 countries represented at the Exhibition

2442 m<sup>2</sup> of exhibition space sold

105 sessions

35 workshops

18 poster sessions

11 networking events (Morning run and Christiana Tour included)

17 institution visits to Copenhagen and Sweden

4 dialogues

## SUPERB LOCATION

The Bella Center was an ideal venue for the conference and exhibition: spacious with lots of natural light, creating an inspirational and uplifting atmosphere. From the general evaluation survey, 90% of participants rated the Bella Center as 'very good' or 'good' as a conference venue. The exhibition itself, covering 2441 m<sup>2</sup> and housing 192 stands, was conveniently located in the centre of the building and provided ample opportunities to network and establish contacts for both exhibitors and participants. Exhibition stands were rated equally highly this year, with 88.6% of participants rating the quality as 'very good' or 'good'.

More than half of the conference participants visited the EAIE stand, a new initiative at the Exhibition, which served to showcase the Association's latest activities. The stand was also the ideal place to introduce the 2012 Conference in Dublin, as well as to give participants direct access to EAIE leadership, helping participants to become more active in the Association. Sessions on how to become

an EAIE trainer and how to become an author for the *Internationalisation of European Higher Education Handbook* also provided excellent avenues for participants to explore and deepen their connection with the Association.

## THE IMPORTANCE OF NETWORKING

Evaluations over the past years have shown networking to be the most popular reason for participants attending the conference, and this year was no exception: networking was rated a top feature, together with sessions and workshops. The EAIE will work hard to recreate the same high quality in the coming years, and Dublin 2012 promises to be a great – although completely different – experience: a brand new, more intimate venue right in the city centre, with lots of opportunities to enjoy the richness of Dublin life and culture!

## LOOKING FORWARD

The growth of our conference influences the choice of host cities in Europe: accessibility, transportation, the number of

hotel rooms and the size of the conference venue are all becoming more and more important. One of the charms of the EAIE conference is that it visits a new and interesting city every year, giving the conference a unique feeling each time. No two conferences are the same, and since international educators can easily adapt and like diversity, they are able to see the uniqueness and charm of every new place the EAIE visits.

The EAIE is now busy ensuring that next year's conference will be just as successful as this one. We look forward to seeing you in Dublin! **E**





#### OPENING KEYNOTE SPEAKER: CHRISTIAN STADIL

Christian Stadil set the pace for the conference with his engaging opening speech. Darting from one innovative concept to another, the captivated audience followed Stadil with a grand sense of intrigue, soaking up the infectious energy emanating from his stage. Stadil showed us a glimpse of the unique strength of character that managed to turn a run-of-the-mill company into one of the most famous sports and fashion brands in the world through his unique management style, and insatiable creativity. And he let us in on a secret to achieving similar results in our own institutions: dismiss the old notion of 'thinking outside of the box' and get right there on the edge where creativity and innovation thrive.







#### CLOSING KEYNOTE SPEAKER: STINE BOSSE

As an uplifting end to the conference, successful businesswoman Stine Bosse provided an insightful view of approaching problems of integration for minority groups in society. Using her recent youth project as an example, taking young immigrants from Copenhagen on a 120 km pilgrimage to Santiago de Compostela in Spain, Stine proved that by challenging the 'troubled youths' in a way which strips them of their stereotypes, their masks, and society's prejudices, she could break through the invisible divide holding them back. By showing an interest in their strengths and capabilities, and giving them the encouragement that is so often lacking in their daily lives, Stine made a breakthrough with the youths, and quite possibly, transformed their futures. Food for thought indeed, as the conference drew to a close for another year.





CONFERENCE HIGHLIGHTS

# ARAB SPRING IN MY HEART

*A unique glimpse into the life of **Jomana Shdefat**, an inspirational dialogue speaker at the conference who is making great efforts to internationalise higher education in Jordan.*

A girl born into a Bedouin tribe in the Jordanian desert does not start life with her family expecting her to earn a PhD. My loving but traditional parents raised me to be a good girl so that I would someday be a good wife and a good mother. That was all they knew to do with a girl.

Thirty-three years later, I am still in the desert, but to the consternation of my family and tribe, I am neither a wife nor a mother. I am a PhD and an assistant professor of education at Al al-Bayt University, in Jordan.

I live in the middle of the Middle East. The name of my town, Mafrq, even means middle. My district borders Syria, Iraq, and Saudi Arabia. My family's house is on the highway to Baghdad. We have sand, sheep,

olive trees, camels, and concrete buildings that look as though they've popped straight out of the sand.

Until September, when I attended the annual conference of the European Association for International Education, in Copenhagen, I had never been out of the Middle East. With more than 4000 attendees, the conference was the largest event I had ever been to. As near as I could tell, I was the only woman there with a *hijab*, or headscarf.

Imagine what Copenhagen looked like to a woman born and raised in the desert: green, trains, bicycles, rain, colour, traffic lights, boats, cool, water... freedom. Everything reminded me of the magical feelings I had as a child when I first saw images of Europe on television and in the movies.

Mafrag has one traffic light. The hundreds of traffic lights in Copenhagen organise not only cars but also pedestrians, bicycles, the physically handicapped and, even with audio signals, people who can't see well. Everywhere in Copenhagen, on park benches and in cafes, you see people sitting and reading books. Some of the trains even have special quiet cars where it is easier for people to read. It's extremely rare to see someone reading in public in Jordan.

When I was invited to be on the panel for one of the EAIE sessions, which asked, "What does the unrest in the Arab world mean for higher education?", I wasn't sure how much I could contribute.

I got 'Arab Spring' in my heart more than a decade ago, when I decided that, instead of rushing into marriage and children, I wanted a PhD. My father helped me do that, but he also found me a husband, just in case I changed my mind.

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### I GOT 'ARAB SPRING' IN MY HEART MORE THAN A DECADE AGO

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The arranged marriage was a disaster that lasted only a few months. Amazingly, my father supported me when I said I wanted out of the marriage, but the divorce is still the talk of the university. Women who are not subservient wives are not held in high esteem, PhD or no PhD.

My Arab uprising is not so much collective as it is personal. Is this a story anybody wants to hear?

At the conference, in sessions, receptions, and the exhibition hall, I especially enjoyed my interactions with women. The women my age in Jordan can be petty and gossipy. Rarely do they take an interest in intellectual matters. All of the women at the conference seemed interested in my story and my efforts to make things better for the girls who will come after me. The story of my failed marriage and the difficulties I now face because I am no longer a virgin seemed to amaze everyone.

In Jordan, I get no sympathy or support, so I never tell the story. It was liberating to feel that I could completely be myself with others.

The men were less personal, but I believe it was because they didn't quite know how to react to my *hijab*. They were all being respectful and deferential, but I would have preferred a little more interaction.

I used an online 'agenda builder' for the conference to set up meetings with people ahead of time. I went from thinking that I would spend a lot of time in sessions to realising that the best way I could use my time was by making contacts with people who wanted to partner with my university.

Before I went to Copenhagen, Al al-Bayt University had no partnerships with any university anywhere in the world. At the conference, universities on every continent expressed an interest in my institution.

Once I realised the level of interest, I spent nearly all of my time trying to make such connections. I was so unprepared for this to happen that I hadn't even brought any of my business cards. They are all in Arabic, but it never occurred to me to bring them anyway.

So I wound up spending the bulk of my time at the conference going from stand to stand telling my university's story. Most stands offered free food, candy, T-shirts, pens, and the most impressive brochures I have ever seen. What a budget for marketing! I want to create a centre at my university that will look and function something like the conference stands. I'd like to decorate my centre with posters and materials from all of the universities that would like to partner with us. And I would like to build a group of students who, after studying abroad, would volunteer their time to staff the centre and

tell other students how they can study internationally.

From Copenhagen and the conference, I have taken back experiences and contacts that have the potential to transform my little desert university. I have contracts in hand from universities in France, Italy, and the United States who want to partner with Al al-Bayt for teaching and student exchanges. Many more suggested that I contact them upon my return, so that I can make similar arrangements. I am sorting through those contacts now and planning follow-up proposals.

Although it is a modest institution, Al al-Bayt has good programmes in many fields. Our astronomy department is good in part because the night sky in the middle of the desert is amazingly clear. We have good programmes in nursing and architecture as well. I would especially like to arrange for students who are interested in comparative religion to get an introduction to Islam with me in the Higher Institute of Islamic Studies.

Al al-Bayt was established for the purpose of deepening, in Islam, the values of freedom of thought and expression. I think a student or professor from anywhere in the world who wanted to study Arabic, Islam, and authentic Middle Eastern culture could get a lot out of an extended visit to my university.

In addition, Scott Wilson and I recently made a visit to the Peace Corps office in Amman, where we discussed the possibility of getting support for a study-abroad centre. If I can arrange for our students, especially the girls, to have opportunities to study abroad for a summer, a semester, or a year, our university will experience an intellectual uprising that will forever make it more competitive in the global market of ideas. **E**





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## CONFERENCE IMPRESSIONS

# CREATIVE WRITING CONTEST

## JUDGE'S COMMENT

As in previous years, the entries were of a good standard addressing the conference in Copenhagen from a variety of different angles. Unfortunately, not as many delegates this year were overwhelmed by the creative urge to clothe their thoughts about their participation in words. However, those that did, provided me with some enjoyable and interesting reading, but reading which had a tinge of the traumatic in that I had to select a winning piece. My choice alighted on an entry which to me captured in a few words the whole essence of the Copenhagen conference in an innovative and thoughtful manner. For those who did not have the opportunity to be present in Copenhagen, the piece gives a good impression of what you might well have experienced. My congratulations to the winner and also to all those who took part.

— *Michael Cooper, Editor of Forum*

## WINNING ENTRY

### Copenhagen - Cooperate Innovate Participate

*Autumn is here. A cool breeze of Copenhagen touches us!*

We arrive from all the far corners of the world, like pieces of the EAIE puzzle joining into the masterpiece we are about to build.

*Welcomed by Her Royal Highness Princess Marie of Denmark!*

Participating in workshops, sessions and plenaries like students and teachers on the first day of class! Eager to learn, teach and cooperate.

*Colorful ideas come alive, like trees shifting into their autumn shrouds!*

The world is on fast-forward, how do we innovate when tomorrow is already here? Social media, new technologies: Mega, Giga and Terabytes of change, constantly in action.

*Time for a break, company karma and thinking at the border of the box!*

Finding new pieces of the EAIE puzzle! Together our pieces mold the generations of the future. Our creation is a masterpiece of inspiration for education everywhere.

*Until next year, when it's time to participate, in Dublin to rethink and reshape!*

## THE WINNER

**Ida Wikberg** graduated as a Bachelor of Caring Science in 2009 from Åbo Akademi University. She is currently employed as Admissions Officer at Novia University of Applied Sciences in Vaasa, Finland. She enjoys working with international students because of her background growing up abroad in Africa and Asia.

## THE PRIZE

Ida Wikberg receives a week-long immersion language course valued at €2600, kindly sponsored by CERAN Lingua International.  
[www.ceran.com/en](http://www.ceran.com/en).



# BO GREGERSEN AWARD FOR BEST PRACTICE



## THE AWARD

Awarded for an innovative contribution to international education, the Bo Gregersen Award was first presented at the 16th Annual EAIE Conference in Torino in September 2004. Award recipients must be recognised as having developed and implemented an innovative project, system, programme or procedure that improves international education, having produced results that can be measured and having documented the innovation so that it can be adopted and implemented by others.

## THE WINNERS ARE

JULIA GONZÁLEZ FERRERAS 

Julia González Ferreras is Vice-Rector for International Relations at the University of Deusto in Bilbao, Spain. She studied History and Geography at University College Dublin, Ireland, Anthropology in Italy and Geography at Oxford University, UK (D. Phil in Migration Studies). She teaches postgraduate courses in Migration and Intercultural Communication and Higher Education. She was promoter and coordinator of the thematic network, HumanitarianNet, promoter of the European Joint Masters on Humanitarian Action and Human Rights, initiator and coordinator of two European Joint Doctorates: Migration, Identities and Diversity, and Peace and Conflict Studies, including two Marie Curie Programmes for research mobility.

Together with Robert Wagenaar, Julia elaborated, designed and now coordinates the innovative project *Tuning Educational Structures in the World*. Based on close cooperation of hundreds of academics from Europe and around the world, Tuning has contributed to the modernisation of higher education by developing an approach for designing and implementing curricula using the student-centred approach and the concept of key competences and learning outcomes as focal points.

ROBERT WAGENAAR 

Robert Wagenaar is a historian and, at present, Director of Undergraduate and Graduate Studies at the Faculty of Arts, University of Groningen in the Netherlands. He is an external higher education expert for the European Commission and since 1988 has been involved in many initiatives to harmonise European Higher Education, such as the development of a European Credit Transfer and Accumulation System (ECTS), the Qualifications Framework for the European Higher Education Area and a European Qualifications Framework for Lifelong Learning. He also chairs the Dutch team of experts for the implementation of the Bologna Process in Dutch higher education institutions. Together with Julia González, he elaborated, designed and now coordinates the innovative project *Tuning Educational Structures in the World*.

*Julia and Robert's innovative work on Tuning has put European ideas on the map in the higher education sector around the world.*

## PRIZE WINNERS

Congratulations to the following individuals who won a prize during the conference:

### Newcomers' draw:

**Jimmi K H Hemmenbach**  
Hawaii Pacific University, Hawaii  
(fee waiver to Dublin 2012)

### Share ideas draw:

**Sirpa Sandelin**  
Satakunta University of Applied Sciences,  
Finland (fee waiver to the EAIE Academy)

### Conference evaluation: (300th participant)

**Selket Gupta**  
University of Mannheim, Germany  
(fee waiver to Dublin 2012)

## 2011 EAIE AWARD WINNERS

## TONY ADAMS AWARD FOR EXCELLENCE IN RESEARCH

### THE AWARD

This award is in honour of the late Tony Adams, whose dedicated work in the field of international education and exceptional commitment to the EAIE has left a global legacy. The Tony Adams Award recognises a Master's thesis, PhD thesis, article or paper that demonstrates innovativeness, influence and impact on the theory of internationalisation of higher education and/or importance to the practice of international education.

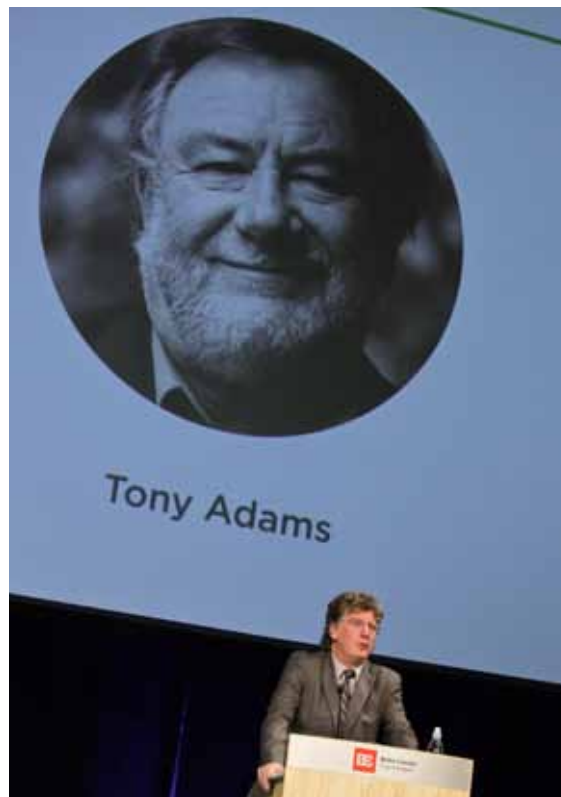
### THE WINNER IS

STEPHEN WILKINS 

Stephen Wilkins has worked as a lecturer in Business and Management for over 15 years. His positions have included Head of Retail Education and Training at Greenhill College, London, UK and Director for Professional Management Programmes at Dubai University College, UAE. He is currently a PhD candidate at the International Centre for Higher Education Management, University of Bath, UK.

The common denominator of Stephen's work as a PhD student is to apply insights from business studies – particularly marketing and strategy – to the field of higher education. Stephen carries out conceptual and empirical research that also has a spin-off for practitioners. His research shines a light on the dynamics of competition between home and international branch campuses. His research on student choice (how will the next generation of students in the UK and abroad make their choices regarding higher education?) will have a practical impact for institutional marketers and strategy-makers and for national policy-makers, in light of the current trends in higher education.

His recent articles demonstrate innovation, influence and impact on the theory and practice of internationalisation of higher education.



### MORNING RUN WINNERS

Congratulations to all who took part in the first EAIE Morning Run, especially to the six fastest contenders:

#### Ladies:

**1st** Elena Åseby, *Tilburg University, the Netherlands* (00:24:48)

**2nd** Claudia Wittmer, *Södertörn University, Sweden*

**3rd** Virginie Servant, *HEAD Foundation, Singapore*

#### Gentlemen:

**1st** Søren Haar Jensen, *Academy West, Denmark* (00:22:05)

**2nd** Ivo Horn, *Hague University of Applied Sciences, the Netherlands*

**3rd** Dominiek Timmermans, *Plantein University, Belgium*

## RISING STAR AWARD

### THE AWARD

This honorary award is for new members of the EAIE who have demonstrated a commitment to international education. The Rising Star Award honours a person who has been a member of the EAIE for fewer than five years and who has already made a notable contribution to international education. All three winners are examples of the new generation of young and active EAIE members whom the EAIE needs to foster and embrace. The EAIE hopes that they will continue their good work in the years to come.



### THE WINNERS ARE

#### LÉA SENN

Léa Senn has a Bachelor of Science in Languages and Linguistics and a Master of Arts in Communication, Culture and Technology from Georgetown University, US. During her Master studies, Léa focused her research on intercultural communication and its applications in the field of international higher education. She worked for the International Student Exchange Program (ISEP) in Washington, DC from 1997 until 2005. Upon completion of her Master's degree, she moved to Italy in 2007 to take a position at Università Cattolica del Sacro Cuore in Milan. Her responsibilities were to develop and implement a number of projects including the improvement of inbound services and the development of an undergraduate curriculum taught in English for inbound students first, then extended to local Italian students. As of 2010, Léa has taken on the role of Head Manager Inbound Programs and International Communications.

Léa Senn is an active board member of the EAIE Professional Section *Study Abroad and Foreign Student Advisers (SAFSA)* and has been a speaker at sessions at the EAIE conference and at meetings and conferences of other international organisations such as AIEA, AIEC and NAFSA.

#### SIMONE RAVAIOLI

Simone Ravaioli was born and raised in Italy, and holds a Bachelor and Master's Degree in Management Information Systems from Loyola University in Chicago, US. After a corporate experience in the US, he returned to Italy in 2006 through CINECA, the leading consortium of Italian universities dedicated to developing software for higher education. He currently holds the position of International Affairs Manager and Country Manager KION Turkey Ltd. Simone is founding member of RS3G – an international group of higher education implementers focusing on data exchange standards. He also represents RS3G in the European Standardization Committee (CEN). Simone currently acts as chair of DSDP – Digital Student Data Portability, a new EAIE Task Force.

#### LAURA PATERNOSTER

Laura Paternoster studied Law in Trento, Italy and did an internship at the Ministry of Education and Research in Stuttgart, Germany. She later worked in Stuttgart/Sindelfingen at the Italian-German Chamber of Commerce. Laura has been involved in the international field for more than twelve years, mainly as an expert in the management of joint and double degree programmes with both European and non-European countries. In 2008, Laura took up the role of Head of the International Relations Division at the University of Trento, Italy.

Laura is a board member of the EAIE Professional Section Management of Programmes in Lifelong Education (MOPILE), a trainer at one of the EAIE training courses and has been a speaker at sessions and workshops at the EAIE conference and at meetings and conferences of other international organisations such as AIEA and APAIE. By doing so, she not only represents herself and her institution, but also puts the EAIE at the forefront of the field.



2011 EAIE AWARD WINNERS

## PRESIDENT'S AWARD



### THE AWARD

This award is given by the President to a person of his or her choice, independent of the regular nomination procedure of the Awards Committee, for outstanding professional contribution and service to the EAIE. It was presented for the first time at the 20th Annual EAIE Conference in Antwerp in September 2008.

### THE WINNER IS

FRED PAATS 

Fred Paats is a graduate from Wageningen Agricultural University, the Netherlands. He worked for eight years in Liberia and Zambia for the United Nations and Dutch development assistance. Upon his return from Zambia, he joined the International Institute for Aero Space Survey and Earth Science, now a Faculty of the University of Twente, where he became a lecturer in regional/rural development planning. Fred is presently Head of Education, responsible for the implementation of all education programmes, education support services (such as social and administrative) and educational innovation (e-learning).

Fred Paats is dedicated to student related issues and cooperation with developing countries and has been a member of the EAIE since 1995. He was Chair of the Professional Section *Study Abroad and Foreign Student Advisers (SAFSA)* and he spent a number of years on the Training Committee, later known as the Professional Development Committee (PDC), where he was Chair from 2005 to 2011. During his period on the PDC, many new activities were introduced and many new procedures for quality assessment and assurance were put in place. Fred has, without any doubt, been instrumental in the development and professionalisation of the training and professional development programmes offered by the EAIE.

### ON A PERSONAL NOTE

"I have had the opportunity to work with Fred on the Professional Development Committee for many years and we even shared the chair of that committee for a while. We shared discussions, arguments and many enjoyable moments during those years. His loyalty to the Association and to the tasks at hand was always remarkable.

"Thank you Fred for all you have done, contributed and given to the Association. It has been a true pleasure to work with you."

— *Gudrun Paulsdottir, EAIE President*

*As Fred was unable to attend the conference in Copenhagen, Fred will be presented with his award during a special ceremony taking place in 2012.*

NEW EAIE AWARD

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## HIGHLIGHTS FROM THE OPENING SESSIONS

## EDC: EDUCATIONAL COOPERATION WITH DEVELOPING COUNTRIES

ALVA BRUUN *Centre for International Mobility (CIMO), Finland*

The fact that the 2011 EAIE conference in Copenhagen catered, in various ways, to the professional needs of more than 4000 participants is strong evidence of the great expertise involved. As the Association has been growing, the number of Professional Sections and Special Interest Groups has also increased. Having followed the activities of many Professional Sections over the years and now having taken part in the work of the EDC Board in Copenhagen, I will be quick to say that the Professional Sections are the very engine of the Association, an internal quality assurance mechanism if you will. The Board's work speaks volumes of the working culture of the EAIE – a passionate, yet humble and welcoming atmosphere where there's plenty of room for discussion and critical thinking.

EDC's agenda invites its members to Engage, Discuss and Criticise on themes often linked to sustainable development or the Millennium Development Goals.

As the name of the Professional Section implies, many of EDC's topics are about collaboration between higher education institutions (HEIs) in Europe and in developing countries, in view of increasing the quality and capacity to provide education in developing countries, and fostering mutual exchange of ideas, experiences, students, teachers and staff between European HEIs and those in developing countries.

I dare to suggest that EDC's importance and role has grown the last few years, proven by the growing number of sessions and workshops in this field. No one will argue anymore that global development and events wouldn't affect Europe just as much as the events within Europe. Education and knowledge, if anything, is a global business. But the crucial aspect often brought forward as the key to successful development cooperation is the ownership of 'the South': the Southern HEIs and partners; the people from and

in the South. Hence, a major task of this Professional Section is to give a voice the South.

Although the number of participants from developing countries was relatively low in Copenhagen, many were, in my view, able to speak from the hearts of their respective continents, enriching the conversation in many ways. A challenge for next year, again, will be to bring forward input, questions or criticism from the Southern participants. It might also be the time for Europeans, if resources allow, to increasingly take part and be active in events like the EAIE annual conference which are held outside of Europe. The African Network for International Education (ANIE), organised their third yearly conference in Nigeria in October this year with a total of six European participants. Despite efforts, the network has experienced a major challenge in attracting Europeans to their conferences and events in Africa.

When speaking about internationalisation, the need for global representation is intercontinental so to speak, and requires, perhaps, more effort and attention. And inevitably, the question arises: might there one day (when most major European cities have proudly acted as hosts) be a possibility to organise the EAIE conference in the South, simply to step outside Europe and approach issues relevant to not only EDC but all the Professional Sections of the EAIE from a truly global perspective? Perhaps this could spice up the dialogue, networking and cooperation and, at best, make it possible to rethink and – where necessary – remake various tools in internationalisation of higher education within Europe.





## FEDORA: EUROPEAN FORUM FOR STUDENT GUIDANCE

**HANS-WERNER RÜCKERT**   
Freie Universität Berlin, Germany

**M**ulticulturalism as a guiding principle for counselling and psychological services in higher education: support for international students' – a long title for the FEDORA Opening Session at this year's EAIE conference, which nonetheless attracted participants from international offices as well as staff from guidance and counselling services from across Europe.

The session started with an introduction to FEDORA, the European Forum on Student Guidance, by its President Hans-Werner Rückert. FEDORA was founded in 1988 to help student advisers across Europe develop their ability to support, guide and inform students about studying and working in Europe. FEDORA members work with domestic and international students in the fields of educational and psychological counselling as well as in career guidance and coun-

selling and in providing inclusion/equal opportunities for disabled students. FEDORA became an EAIE Special Interest Group in 2010.

Frank Haber from Jacobs University Bremen, Germany was the first presenter of the session. The international campus community is faced with a plethora of challenges, such as mastering multiple adjustment demands, overcoming communication barriers, resolving variations of cross-cultural conflict, *etc.* Frank presented the counselling centre's psychological services within the framework of Diversity, Inclusion and Multiculturalism. On the basis of intercultural needs-assessments, culture-sensitive materials, cross-cultural services for staff and faculty, acculturation stress screenings and intercultural peer programs were developed, implemented and evaluated.

Ton Boekhorst, Maple Hupkens and Erwin Uildriks from Rijksuniversiteit Groningen, the Netherlands followed, presenting their film project 'Support for international students', produced in 2009. It aims at strengthening the position of international students with problems that arise from their adaptation to a different culture and educational system. The film, excerpts of which were screened, informs international students about the Dutch culture, shows them that certain problems are very common among international students, and introduces the university's facilities for international students.

The audience engaged in a very lively discussion, strengthening the need for psychological support for international students at HEIs, but also the need for psychological support and tools for staff dealing with international students.

## HIGHLIGHTS FROM THE OPENING SESSIONS

## MOPILE: MANAGEMENT OF PROGRAMMES IN LIFELONG EDUCATION

**KATHLEEN VAN HEULE** *University College Ghent, Belgium*

**T**he Opening Session of MOPILE, 'The Erasmus Programme: current state of play and implications for the future' was a hot topic: literally and figuratively. Literally, as the room was overcrowded and the air conditioning in the meeting room was non-existent. Figuratively: the Erasmus programme remains for many European HEIs at the heart of the internationalisation business.

The first speaker to bring the audience to the right temperature was Filip Van Depoele, Deputy Head of Unit 'Higher Education, Erasmus', European Commission. Starting by presenting the current

situation in the Erasmus programme, he showed a tip of the veil and thus the future of the Erasmus programme. Starting points of this post 2013 period will be the added value and the possibility as an HEI to prove this added value. Other key words include relevance, impact and simplification. Furthermore, the European Commission sees Erasmus as an important tool for continuing to contribute to the internationalisation of higher education. Existing programmes will further be integrated into a single programme on Education in Europe.

Two other speakers were invited to give a critical reflection on these plans and did so: Tania Berman, President of ESN brought us the students' perspective and Siegbert Wuttig, from DAAD, did so by summing up 10 recommendations for the new Erasmus programme (2014-2020). Finally, there was a lively discussion with the audience.

Next year in Dublin we will have more news of the European programmes so join the MOPILE Opening Session in September 2012!

## ACCESS: ACCESS & INCLUSION IN INTERNATIONAL HIGHER EDUCATION

**ADELE BROWNE** *University of Sussex, UK*

**T**he Copenhagen Conference saw the first appearance of ACCESS & Inclusion under our new name (formerly, Disability Issues Worldwide), a change welcomed by attendees at our Opening Session. The broader scope of the name indeed reflected the range of professions and interests of those in the audience – from law and nursing lecturers to psychologists, student counsellors, international officers, Erasmus National Agency representatives, career advisers and visitors from industry.

We began by reporting on our activities and achievements over the past year, including presentations and network expansion at the LINK conference in Antwerp in July, the contribution of a paper to the *Internationalisation Handbook* and a presentation at the Erasmus

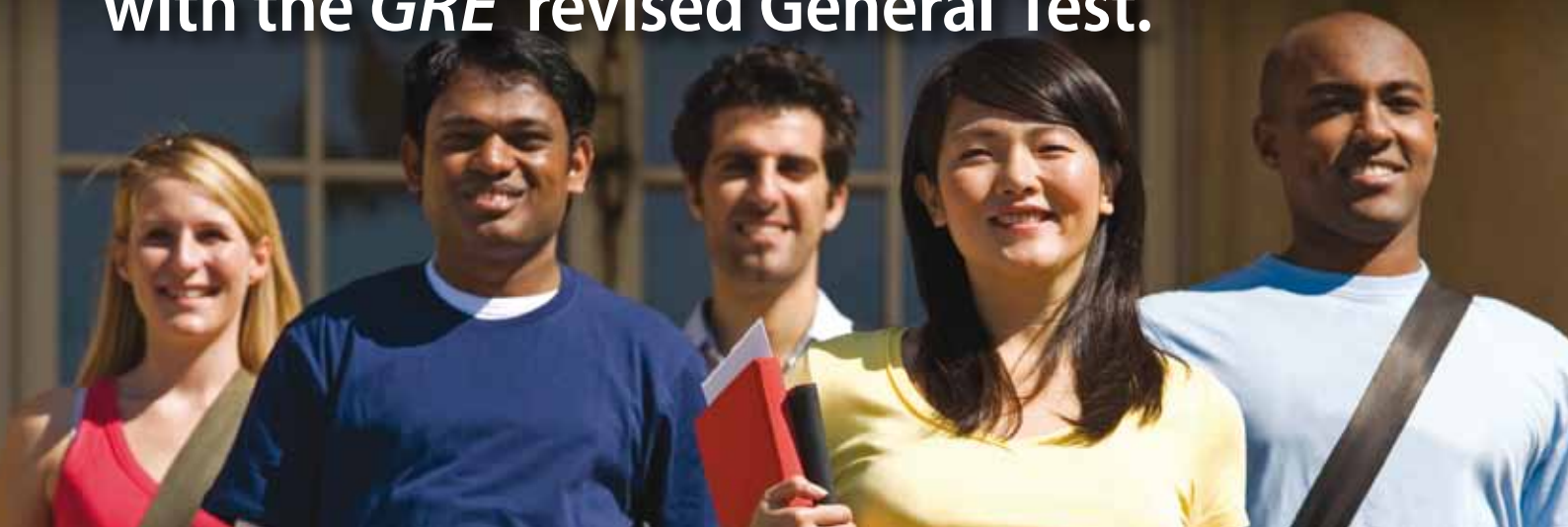
National Agencies' meeting in Brussels in March. The last event was an opportunity to highlight to the National Agencies some of the challenges and obstacles to fully including students with disabilities in the Erasmus programme and led to a fruitful discussion on future changes that might bring improvements.

We then invited the attendees at the meeting to share their own background and particular interests in the theme of disabilities and inclusion – and were encouraged to discover that most were new contacts who had sought out ACCESS & Inclusion for networking, information and mutual collaboration. Concerns raised included the low participation of students with disabilities in higher education overall, the difficulty of different funding provision in different countries, and how

to ensure that people with disabilities have equal access to employment and representation in the workforce.

The overall picture remains that a huge number of people with disabilities remain excluded despite having the potential to participate and contribute fully in all aspects of society – and, in our context, in international education in particular. However, good practice on the ground, supported by national and international laws, gradually brings changes to attitudes and actions. Over the coming year, ACCESS & Inclusion will be pleased to continue its work as a hub for networking and awareness-raising in this important area.

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## HIGHLIGHTS FROM THE OPENING SESSIONS



## M&R: MARKETING AND RECRUITMENT

ANDY NICOL   
*Hobsons, Malaysia*

When I first started recruiting domestic and international students back at the University of Newcastle in 1998, the idea of using the internet to generate student interest in your university or college was nascent; indeed, talk student recruitment in those days and you thought prospectus mailings, exhibitions, and, perhaps in some institutions, agents, but not the internet...

So what a difference a decade makes. In Copenhagen, the Marketing and Recruitment Professional Section's Opening Session focused on 'Social media 3.0' – did we all know there was a 1.0 and 2.0?! Importantly, the session focused less on what social media is and more on the practical application of social media tools and techniques to recruit students. Moreover, the session was designed to focus on implementing social media in your marketing strategy and then making it work, with the presenters providing case studies,

ranging from practical know-how from US and Irish institutions, and geographical advice on using online advertising and social media in China and India.

Perhaps unsurprisingly, given that Facebook's 2011 statistics claim 500 million individual users, our Opening Session was full to the rafters, and the feedback from our evaluations on the practical elements on the session was very positive. It's apparent that, regardless of each institution's respective level of social media adoption and expertise, the need for knowledge, practical insights and tools is invaluable. In addition to the Opening Session, there were many other M&R presentations that focused on social media, and the key take away from all of the sessions was the importance of keeping abreast of new strategies, and being aware of the broad benefits for communication both within and outside the institution.

This all ties in very well with a topical story involving Google and Pearson, the leading educational publisher. According to the Chronicle,<sup>1</sup> the companies are collaborating to offer a free learning management system to universities that combines course-management tools with social networking and community building. This further reinforces the fact that whilst social networking and digital lead generation techniques are great marketing tools, there are also many opportunities to use these technologies to better facilitate internal student communication strategies whilst also better supporting student learning.

1. <http://chronicle.com/blogs/wiredcampus/pearson-and-google-jump-into-learning-management-systems/33636>



## *Once again, an eventful year is coming to an end...*

We would like to kindly thank you for visiting our booth at **EAIE** and are looking forward to seeing you again at next year's conference in **Dublin**.

We wish you a cozy winter time, a **Merry Christmas** and a **Happy New Year**.



Find out more at [www.qs-unisolution.com](http://www.qs-unisolution.com)!

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*Special thanks goes to all speakers and Chairs for their cooperation,  
innovation, and participation in Copenhagen, helping to make it  
the most successful conference to date.*



# Talking head

The EAIE speaks with **Juan Juliá Igual**, Rector of Universidad Politècnica de València.

## How important is internationalisation to your organisation?

The Universidad Politècnica de València (UPV) has a long and strong tradition of internationalisation. We remain deeply committed to improving our international performance through active participation in joint projects and educational initiatives, building strong partnerships with highly-regarded institutions in other countries. The development of a comprehensive implementation strategy for internationalisation is listed as one of our top priorities in our mission statement and intended to be a framework for action and enlargement. We aim to produce graduates equipped for both personal and professional achievements, globally aware with the skills for an increasingly inter-connected world.

## 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?

We are especially proud of pioneering academic and research partnerships with Latin American institutions. Since the early 1990s, thousands of scholars, faculty staff and students have benefited from our cooperation and exchange programmes. We have also expanded the range of opportunities for our university community to study, teach and research abroad, across Europe and internationally, through a number of recognised

schemes that have enhanced our global reach and profile, whilst contributing to an enriched international atmosphere at home. UPV has participated in the Erasmus programme since its foundation, increasing significantly our student mobility: we are the third participating EU university to welcome incoming students and the fifth to facilitate our students to study abroad. We firmly believe that learning a foreign language could add an international dimension to studies as well as providing a personally enriching experience.

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

I would definitely avoid language barriers by promoting enrolments in international language classes and providing opportunities for basic training in additional languages, to enable more students to study abroad. I would also like to attract high profile researchers and scholars and world-leading experts so that our students receive excellent training and guidance in research and methodology. Finally, I would increase financial resources targeted to encourage and facilitate international student and staff mobility, to and from UPV, to help them to develop a global perspective and to integrate an international dimension into their lives and careers.



Photo: Roberto Roca, Guirau

**Juan Juliá Igual** was appointed Rector of the Universidad Politècnica de València in 2005. Juan studied at UPV as an Agricultural Engineer, taking a minor in Agricultural Economics and later gaining an Engineering Doctorate at the Faculty of Economics and the School of Agricultural Engineering in Valencia.

Between 1986 and 1993, Juan was Director of the School of Technical Agricultural Engineering in Valencia. In 1993, he became Professor of Economics, Sociology and Agricultural Policies at the School of Agricultural Engineering and Environment in Valencia. Juan was appointed as Vice-Rector for Study Programmes and Student Affairs from 1995 to 1999 and Vice-Rector for Research and Technology Development in 1999 at UPV.

As a researcher, he has worked on agricultural cooperativism, citric economics and agricultural accountancy and finances. He was Director of the Centre for Agri-Food Business Management and is currently President of the Spanish University Network of Research Centres and Institutes on Social Economy, comprised of 15 Spanish universities. He also holds the Vice-Presidency of the Permanent Committee of CRUE, the national network of all Spanish universities.

**The Universidad Politècnica de Valencia** is a public, dynamic and innovative educational institution that is dedicated to researching and teaching. The UPV maintains strong bonds with its social environment and a strong presence abroad. UPV's vocation as a service results from its commitment to society. UPV provides its students with the knowledge they need to be able to work as graduates in their professional field, and UPV offers them an all-round education where they acquire technological skills as well as a humanistic and cultural education.

# Calendar

## 30 JANUARY

### MODERN Conference

**'Engaging in the Modernisation Agenda for European Higher Education'**

LOCATION: Renaissance Brussels Hotel, Brussels, Belgium

INFO: European Centre for Strategic Management of Universities (ESMU), Brussels, Belgium

TEL +32-2-289 24 64, FAX +32-2-289 24 67

E-MAIL [administration@esmu.be](mailto:administration@esmu.be)

[www.highereducationmanagement.eu](http://www.highereducationmanagement.eu)

## 13 TO 17 FEBRUARY

### CEU-ESMU MODERN Training

**'Executive Programme for Senior University Leaders'**

LOCATION: Budapest, Hungary

INFO: European Centre for Strategic Management of Universities (ESMU), Brussels, Belgium

TEL +32-2-289 24 60, FAX +32-2-289 24 67

E-MAIL [nadine.burquel@esmu.be](mailto:nadine.burquel@esmu.be)

[www.highereducationmanagement.eu](http://www.highereducationmanagement.eu)

## 19 TO 22 FEBRUARY

### AIEA 2012 Annual Conference

**'Building a Secure World through International Education'**

LOCATION: JW Marriott Hotel, Washington, USA

INFO: Association of International Education Administrators, Duke University, Durham, USA

TEL +1-919-668 19 28, FAX +1-919-684 87 49

E-MAIL [aiea@duke.edu](mailto:aiea@duke.edu)

[www.aieaworld.org](http://www.aieaworld.org)

## 12 TO 14 MARCH

### EDGE Annual Conference

**'Transforming education for global opportunities'**

LOCATION: India Habitat Centre, New Delhi, India

INFO: Emerging Directions in Global Education (EDGE), Bangalore, India

TEL +91-80-411 319 12 / 13, FAX +91-80-411 319 14

E-MAIL [info@edgeforum.in](mailto:info@edgeforum.in)

[www.edgeforum.in/edge2011/index.html](http://www.edgeforum.in/edge2011/index.html)

## 13 TO 15 MARCH

### Going Global 2012

**'Changing education for a changing world'**

LOCATION: QEII Conference Centre, London, UK

INFO: British Council, London, UK

TEL +44 20-738-946 44

E-MAIL [going.global@britishcouncil.org](mailto:going.global@britishcouncil.org)

[www.ihe.britishcouncil.org/going-global](http://www.ihe.britishcouncil.org/going-global)

## 21 TO 23 MARCH

### EUA Annual Conference

**'The Sustainability of European Universities'**

LOCATION: University of Warwick, Coventry, UK

INFO: European University Association, Brussels, Belgium

TEL +32-2-230 55 44, FAX +32-2-230 57 51

E-MAIL [sue.pavis@eua.be](mailto:sue.pavis@eua.be)

[www.eua.be/warwick.aspx](http://www.eua.be/warwick.aspx)

## 1 TO 4 APRIL

### AACRAO's 98th Annual Meeting

**'Investing in the Future of Higher Education'**

LOCATION: Pennsylvania Convention Center, Philadelphia, USA

INFO: AACRAO: American Association of Collegiate Registrars and Admissions Officers, Washington, USA

TEL +1-202-293 91 61, FAX +1-202-872 88 57

E-MAIL [meetings@aacrao.org](mailto:meetings@aacrao.org)

[www.aacrao.org](http://www.aacrao.org)

## 4 TO 6 APRIL

### APAIE 2012 Conference & Exhibition

**'University's Social Responsibility for the Benefit of Mankind'**

LOCATION: Faculty of Medicine Siriraj Hospital, Bangkok, Thailand

INFO: Boonyarat Suwanchinda, Mahidol University, Bangkok, Thailand

TEL +66-28-496 23 03

E-MAIL [opinter@diamond.mahidol.ac.th](mailto:opinter@diamond.mahidol.ac.th)

[www.apaie.org/conference/2012](http://www.apaie.org/conference/2012)

## ★ 23 TO 27 APRIL

### The EAIE Academy

LOCATION: University of Gothenburg, Sweden

[www.eaie.org/professional\\_development](http://www.eaie.org/professional_development)

## 13 TO 15 MAY

### EFMD 2012 Annual Conference

LOCATION: SKEMA Business School, Sophia Antipolis, France

INFO: European Foundation for Management Development, Brussels, Belgium

TEL +32-2-629 08 10, FAX +32-2-629 08 11

E-MAIL [diana.grote@efmd.org](mailto:diana.grote@efmd.org)

[www.efmd.org/events/event/69-2012%20EFMD%20Annual%20Conference](http://www.efmd.org/events/event/69-2012%20EFMD%20Annual%20Conference)

## ★ 16 MAY

**EAIE Annual Conference 2012 online registration opens**

## 27 MAY TO 1 JUNE

### NAFSA 2012 Annual Conference & Expo

**'Comprehensive Internationalization: Vision and Practice'**

LOCATION: George R. Brown Convention Center, Houston, USA

INFO: NAFSA: Association of International Educators, Washington, USA

TEL +1-202-737 36 99, FAX +1-202-737 36 57

E-MAIL [conference@nafsa.org](mailto:conference@nafsa.org)

[www.nafsa.org/annualconference](http://www.nafsa.org/annualconference)

## 27 TO 29 JUNE

### EAN 21st Annual Conference

**'Affordability of HE: is higher education a right, a privilege or a necessity?'**

**'University ranking: should it be based on quality, equity and diversity?'**

LOCATION: University of Zagreb, Croatia

INFO: European Access Network, London, UK

TEL +44-208-392 38 57, FAX +44-208-392 31 48

E-MAIL [info@ean-edu.org](mailto:info@ean-edu.org)

[www.ean-edu.org](http://www.ean-edu.org)

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