

FORUM

Discussing international education

AN INTERVIEW WITH LEYMAH GBOWEE
THE END OF INTERNATIONALISATION
NANTES CONFERENCE REPORT
UNDERSTANDING HAITI

Editorial



THE SOCIAL DIMENSION

It is extremely pleasing to note that there is increasing emphasis on the social dimension of higher education. This is to no little extent due to the European Student Body who were successful in getting it included in the communiqué of the Bologna meeting in Prague in 2001. However, it unfortunately remained very much a phrase on paper with little happening in practice until the 2009 communiqué from Leuven where the social dimension was highlighted as one of the pillars of the continuation of the Bologna process. One direct result of this was a higher education reform seminar for Bologna and Tempus experts organised by UNICA and Brussels Education Services on Cyprus. Many of the central topics were discussed, including widening access to higher education, the recognition of informal and non-formal prior learning and engaging with the community. It was heartening to see that progress has been made in some countries. Nevertheless, it became very clear that in many countries there were no mechanisms in place for recognising prior informal learning. Much remains to be done in the coming decade if countries and institutions are to realise the implementation of the social dimension.

However, these discussions might seem a luxury in the light of the problems facing many countries in the world and their education systems. The interview with Leymah

Gbowee from Liberia underlines the struggle facing her country and, in particular, the women there, which she presented so inspiringly and dramatically in her keynote address to the conference in Nantes. She does not minimise the problems and dangers facing many countries in Africa and elsewhere but there is a sense of optimism and hope in what she says, not least in the simple but effective suggestions she makes as to how universities in the developed world might help those in the developing countries. A mission here for the EAIE?

The situation in Haiti seems to be even more desperate. As Frank Wittmann points out, this country has suffered immensely throughout its 200-year history as an independent state and not only from natural disasters. Wittmann, however, sees a possibility of advancement if, and perhaps only if, the various actors in the country can come together in unity. On the other hand, if reports from the current presidential election are to be credited, this unity still seems far off.

In an article which they tantalisingly entitle 'The end of internationalisation,' Uwe Brandenburg and Hans de Wit present some interesting thoughts on a new paradigm for educational institutions' commitment to the global community; a paradigm which mirrors to some extent the thoughts of Leymah Gbowee. On a more concrete level, this issue

also has a thoughtful piece on the question of responsibilities between sending and receiving institutions.

As is customary in winter *Forum*, there are reports from the latest conference and a presentation of the venue for next year's event together with comments on other events and activities attended by members.

Finally the conference in Nantes marked the customary biennial change of leadership. We say a heartfelt thanks to Bjørn Einar Aas for his excellent work. To travesty Shakespeare, the journey did not weary him nor custom change his infinite variety. (For his own thoughts on his two years as President and the changes that have taken place in the EAIE, read the interview with him). At the same time, we welcome Gudrun Paulsdottir and look forward to two years of stimulating development.

Wishing you a restful and enjoyable holiday season.

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

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NANTES CONFERENCE REPORT



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Frank Wittmann is currently Head of the International Affairs Unit of the Zurich University of Applied Sciences in Switzerland. From 2001 to 2005, he conducted ethnographic field research in West Africa in the framework of his PhD project and served as a Public Information Officer in the United Nations peace mission to Haiti from 2005 to 2007.



Rachel Lindsay



Rachel Lindsay works in the International Office at Tilburg University as the Scholarships Coordinator. Her previous experience includes exchange coordination, new student orientation and scholar advising. She has worked at universities in the US, Germany and the Netherlands.



Hans-Georg van Liempd



Hans-Georg van Liempd is currently Senior Programme Manager at Tilburg University, the Netherlands. Previously, he was the Director of the International Office at Tilburg University. He is also Vice-President of the EAIE.



Annette Pieper de Avila



Anette Pieper de Avila holds a PhD in French literature. She is currently Head of the division Development Cooperation and Alumni Programs at the German Academic Exchange Service (DAAD) in Bonn, Germany. Before that, she headed the division for Africa and Latin America as well as the DAAD offices in Costa Rica and Mexico and was Assistant Director of a scholarship programme in the USA.



Uwe Brandenburg



Uwe Brandenburg earned a Master's degree in Islamic Sciences and a MScEcon in Politics. He was Director International for 11 years, eight of those at the Humboldt-Universität in Berlin. Since 2006, he has been working with CHE (Centre for Higher Education Development). In 1998, he received a Fulbright-Administrator-Scholarship. He was founding president of the German Association for International Educational Exchange (DAIA) between 1998 and 2006. In his spare time, he plays in a semi-professional cover band.



Hans de Wit



Hans de Wit has been Professor of Internationalisation of Higher Education at the School of Economics and Management of the Hogeschool van Amsterdam, University of Applied Sciences, since August 2009 and Senior Policy Advisor of the Hogeschool van Amsterdam since 2010. He is the Co-Editor of the *Journal of Studies in International Education*. Hans is a founding member and past president of the EAIE. He is Co-Chair of the EAIE's Special Interest Group Researchers on International Education (RIE).

Member news

NEW JOBS

The EAIE's new Vice-President, **Hans-Georg van Liempd**, stepped down as Director of the International Office, Tilburg University, the Netherlands and has accepted the position of Senior Programme Manager at the same institution. In this new position he is able to combine his duties with those at the EAIE. Roos Hogenkamp has been appointed as the new Director of the International Office at Tilburg University. You can contact her at r.j.e.hogenkamp@uvt.nl.

EAIE OFFICE UPDATE

Starting in 2011, the EAIE will be the new Editor of the *Handbook Internationalisation of European Higher Education*, published by Raabe Academic Publishers. The handbook focuses on the key issues of internationalisation in European higher education, placing them in the context of global developments and overarching policy processes. If you are interested in submitting articles for this publication, contact Elise Kuurstra, Communications Manager, kuurstra@eaie.nl.

On your behalf

Conference: Access to Success: Enhancing Europe-Africa university partnership
Brussels, Belgium
28 September 2010

Attendee: Marit Egner EDC Chair

What do African and European universities and organisations think is important for fruitful higher education cooperation between our two continents? This question was addressed when the European University Association (EUA) launched the white paper: Africa-Europe – Higher Education Cooperation for Development: Meeting Regional and Global Challenges in Brussels this past September. The white paper is an outcome of a two-year EC funded project “Access to Success – Fostering Trust and Exchange between Europe and Africa” carried out by a consortium led by EUA and the Association of African Universities (AAU).

The project assembled stakeholders and experts to discuss different aspects of co-operation and how higher education could contribute to development in Africa and to solving global challenges. The general message was that the best way to support African universities in their efforts is to engage in serious academic cooperation serving mutual interests. This can be done through sustainable partnerships, joint research programmes and two-way student and staff mobility.

For the EAIE Professional Section on Educational Cooperation with Developing Countries (EDC), the white paper discussions and recommendations seem familiar, but the project provided an important platform for discussion and has compiled arguments that hopefully will inform policy in the time to come.

Conference: AIEC: Engaging for the Future
Sydney, Australia
12-15 October 2010

Attendee: Hans-Georg van Liempd
Vice-President EAIE

For the second time in a row, the Australian International Education Conference was held in the Convention & Exhibition Centre in Sydney, Australia. This was again an interesting conference, at least from a European perspective. First of all, the outline and set-up of sessions was different to that of the EAIE conference: session slots of 60 minutes included two interesting case studies or best practices with Q&A; a 90-minute elaborate and lively discussion consisted of a five person panel, and a one-man-show of 60 minutes focused on the impact of international education on the Australian economy.

Secondly, it was interesting to attend discussions and learn what the present challenges are in the Australian Higher Education sector. One of the highlights was the discussion on racism, multiculturalism and international education, led by the famous Australian television host, Jennie Brockie, with a diverse and interesting panel of student representatives, university presidents and Australia's Human Rights Commission's representative. This debate has been paramount since the violence against Indian students in Melbourne in 2009, which led to a major decline in enrolment of Indian students. It was obvious that racism exists in Australia, although perhaps not so apparently or openly. Since the rise of nationalistic parties in Europe, it is my belief that this is a topic that the EAIE also needs to address at our next conference.

CONNECTING CONTINENTS: COOPERATION BETWEEN EUROPE AND LATIN AMERICA

RUTH GRAF 

EAIE Professional Development Manager

In 2009, the EAIE not only connected continents through various activities at the Madrid conference, it also embarked on a project to strengthen the collaboration between higher education institutions in Europe and Latin America and to facilitate the exchange of best practice.

PROMOTING HIGHER EDUCATION IN EUROPE AND LATIN AMERICA AND THE CARIBBEAN

PROMHEDEU-LAC, a two year project funded under the ERASMUS Mundus programme, was initiated by the Observatorio de las relaciones entre América Latina y la Unión Europea (OBREAL). The project consortium is composed of some of the main associations and networks from both regions, amongst others the EAIE.

In line with the project vision, a number of activities have been carried out by the respective project partners and presented at a number of seminars in both Latin America and Europe. The last seminar in this realm was hosted by the Consejo Interuniversitario Nacional (CIN) in Buenos Aires on 4 October 2010 and discussed the main project outcomes as well as areas of improvement and possible follow-up projects.

KNOWLEDGE OF THE BOLOGNA PROCESS IN LATIN AMERICA

An online survey amongst higher education institutions in Latin America revealed interesting results on the knowledge of the Bologna Process; the opportunities, but also challenges that the Bologna Process creates for higher education institutions in Latin America. The results confirmed that 'Bologna' as a modernisation process of European higher education is well known amongst the different stakeholders, but that only 20% of the respondents consider the Bologna Process of high importance for higher education in Latin America.

COMPARATIVE STUDY ON COOPERATION POLICIES TOWARDS LAC COUNTRIES

An analysis on how the USA, Australia and Canada attract students from Latin America and the Caribbean was conducted in autumn 2009 by the EAIE. The study analysed the national policies and strategies on higher education cooperation and exchange programmes, how these programmes and scholarships are managed and promoted.

Where policy is concerned, different approaches amongst the three countries were identified; the USA without a nation-wide policy on higher education or recruitment, Canada with policy on international student recruitment being made by a pan-Canadian Council of Ministers, and Australia with one national policy on international education.

Where scholarships are concerned, the study concluded that Canada has the most specific scholarships aimed at Latin America. For promotion and local management of higher education programmes in Latin America, all three countries have – in addition to their network of embassies, consulates and trade offices – a special organisation dedicated to supporting and recruiting students: EducationUSA, Australian Education International, Edu-Canada.

NEXT STEPS

Based on the outcomes and conclusions of the above mentioned survey to LAC stakeholders, PROMHEDEU-LAC will develop a promotion/dissemination kit on the latest developments of the Bologna Process and the modernisation of European higher education. This project finished at the end of 2010 and, even though steps have been made in the right direction, many more will need to follow.

INNOVATION AT YOUR DOOR

Professional development is one of the key aims of the EAIE. The Association is constantly improving its already existing programme and developing new activities in order to offer a wide spectrum of professional development opportunities.

In addition to our core courses, our 2011 spring programme includes fresh additions:

New course: Joint- and double-degree programmes have become increasingly important in the higher education landscape. A newly developed course will provide participants with a 'survival kit' to successfully implement and administer these joint programmes.

WHEN & WHERE: 11–13 May, Trento, Italy

Our upcoming **Executive Forum** aims to raise awareness of the position of higher education institutions within the arena of global development and to inspire participation within each institution's capacities.

WHEN & WHERE: 8 April, Oslo, Norway

AUTUMN 2011

THE LAUNCH OF THE EAIE ACADEMY

In November 2011, the EAIE will be launching a new framework for its professional development activities – the EAIE Academy. With this initiative the EAIE would like to ensure innovation within its current programme, providing a more practical and comprehensive learning experience for participants.

The EAIE Academy will comprise a number of parallel activities (1–3 days in length) within one week (Monday–Saturday) at one location. The Academy will offer courses on various topics in the field of international education, at different levels. Participants will be able to design their own programme, tailoring it to their needs and experience. In addition, participants will have the possibility to attend a number of lunch and evening sessions and social events, allowing for professional development opportunities on yet another level. These out-of-course activities form ideal moments for participants from all courses to mingle, enhancing the networking experience.

Welcome, to the new Professional Development Committee members:

Duncan Hamshire, *Higher Education Solutions, Spain*

Peter Kerrigan, *DAAD, USA*

Edilio Mazzoleni, *Università Cattolica del Sacro Cuore, Italy*

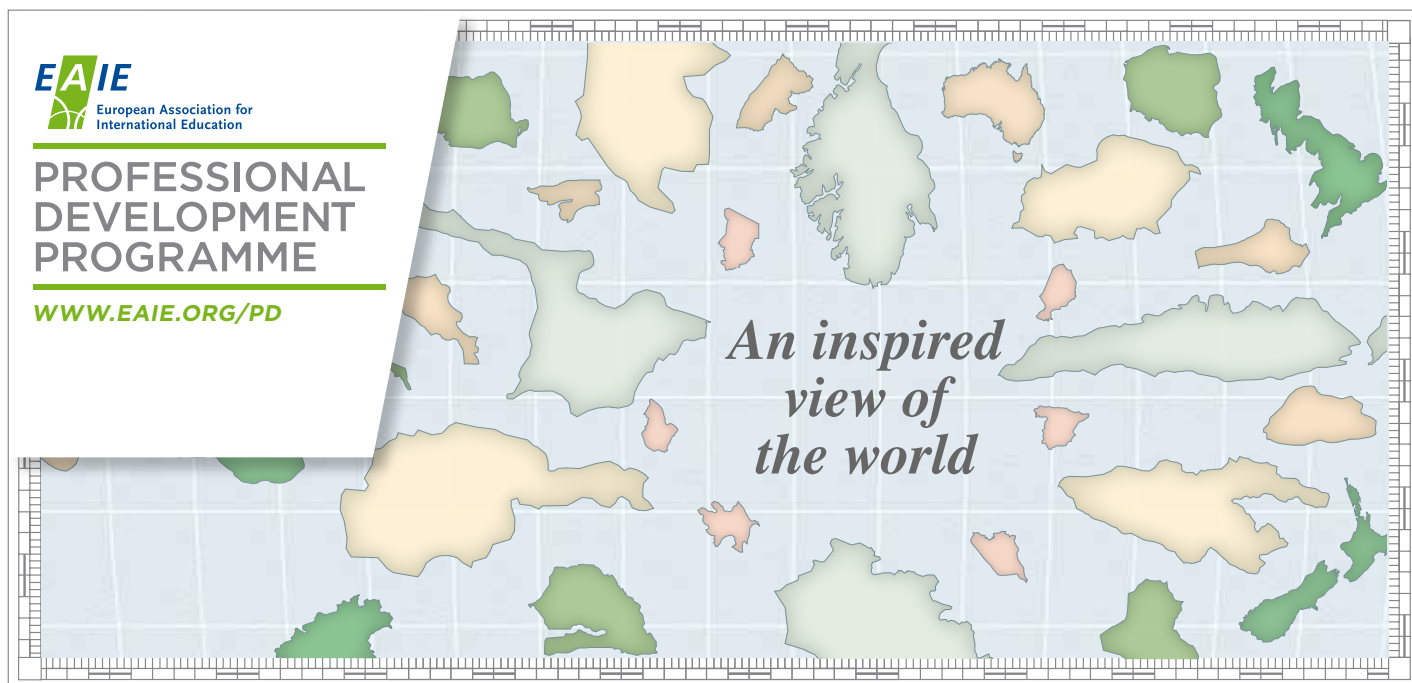
If your institution is interested in hosting the first EAIE Academy please contact Ruth Graf at graf@eaie.nl for more detailed information.



PROFESSIONAL DEVELOPMENT PROGRAMME

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the world*



TRAIN THE TRAINER

Each year the EAIE organises a two-day workshop for the trainers of its Professional Development Programme. The aim of the Train the Trainer programme is to create a lifelong learning environment for the trainers and to equip them with the skills required to conduct successful events. The programme also facilitates the exchange of experiences amongst the trainers and the sharing of best practice. Two of the trainers describe their experiences and impressions from this workshop.



MARINA CASALS SALA 

Universitat Rovira i Virgili, Tarragona, Spain

Although it was my first time at this event, I felt at home right away among my fellow trainers. The programme included three modules; each dealing with topics such as 'working with a culturally diverse group of participants,' 'presentation skills' and 'feedback, evaluation and assessment.' Three more modules are scheduled for the 2011 Train the Trainer programme and I am already looking forward to them.

I particularly liked the fact that the trainers had the opportunity to get to

know each other and share experiences. I also very much enjoyed how the modules were given by EAIE trainers, who were at the same time participants in the other modules. All of this happened in a relaxed atmosphere, which invited participants to exchange anecdotes, ideas, concerns and comments. Organising a training programme for EAIE trainers says it all about the Association's commitment to quality and professionalism. Way to go!

JEANINE GREGERSEN-HERMANS 

Maastricht University, the Netherlands

The two and a half day programme gave me another, more inspired perspective of the EAIE trainer corps. A perspective of individuals who are highly motivated to engage with colleagues in higher education, willing to share and learn from each other and able to sing, laugh and make fun. A true EAIE trainer adds something extra to their professionalism: the art of effectively and appropriately teaching others. Effective refers to the ability to draw out the expertise of the participants and to jointly reflect on the more general underlying principles of their daily work in order to help participants transfer

what they have learned in the training course to their work environment at home. Appropriate refers to the trainer's ability to connect theory, background knowledge and experience to the daily issues that professionals in higher education are confronted with.

The discussions were dynamic and interactive. Looking back I realise that during these days we managed to construct high quality training, where we all as participants took responsibility for the success of our event. To me that felt special; a golden moment.

The event was kindly hosted by the Maastricht University Campus Brussels, which aims to be a unique establishment by bringing Europe closer to professionals and citizens by providing a range of tailor-made courses based on the university's most successful European programmes.



STEPPING OUT OF THE SPOTLIGHT

Following his end of term, Bjørn Einar Aas reflects on his time as EAIE President and shares how he is probably the last of his kind at the EAIE.

ELISE KUURSTRA 
EAIE Communications Manager



It has now been several months since your time as President of the EAIE ended. What do you miss most about your role?

BEA: I miss being at the centre of the events; organising, chairing, leading, being actively involved in the leadership of the EAIE. For almost four years my mind was set on the EAIE more than anything else; you can't shift one's mindset from one day to the next. I miss the people of the Office, I miss discussing all issues on the agenda with the Vice-President. After the Nantes conference, it was a sudden shift from all the fuss, all the e-mails, to peace and quiet, but too much silence almost. Suddenly I had much more time on my hands.

The EAIE underwent a lot of changes in the time that you served as Vice-President and President: a governance and office reorganisation, further professionalisation of the conference, a new director. What did you learn most while navigating through all these changes in the past four years?

BEA: I learned that none of these things were merely changes, they were transformations. It was about bringing everyone together to give the Association a new footing professionally, with a governing structure that could be more dynamic in response to an ever changing and transforming environment. The most important learning experience for me was hiring a new director. For any President or Board, that is a very heavy responsibility. It was a very rewarding experience, but it was also demanding because there was so much to study and so much to learn in a short span of time. You need to know everything there is to know about the organisation in order to present it to the new director.

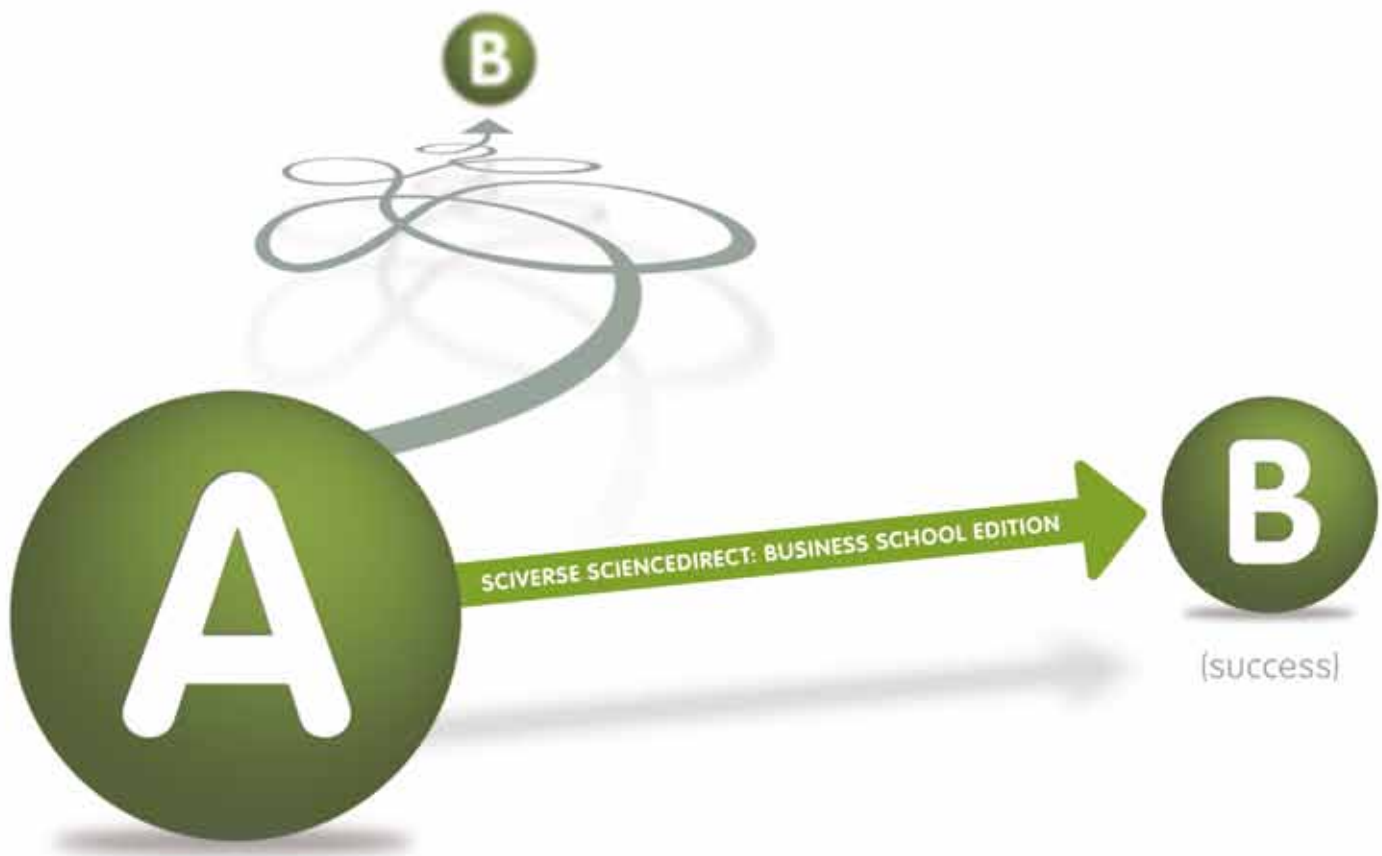
Is there a certain memory that stands out for you as EAIE President?

BEA: There are so many of them. I would have to say that my EAIE moment was last year in Madrid, when a lady danced flamenco at the Opening Plenary. It is the emotion conveyed in that dance that I remember most.

This was the genius of the performance; a lady telling us through dance that she was moving on in her life. It was beautifully done and utterly Spanish. That was a moment to remember. The Madrid conference stands out for me not only because it was the largest conference ever but also because it was in Madrid, where I once walked the streets as a student. To be a part of bringing the EAIE to Spain was a great experience.

Having served in various capacities in the EAIE since the very beginning of the Association, how would you characterise the value of an association like the EAIE for professionals working in international education today?

BEA: Internationalisation in European higher education would have been very different without the EAIE. The EAIE is now considered a prime venue for networking in Europe, not least because the pioneers had the vision and the courage to give us the EAIE at the very right point in time. We should be forever grateful to those who had the idea of setting up the EAIE the way they did. For me, coming from a medium-sized university on the outskirts of everything, the EAIE was where I met fellow coordinators and was able to learn from developments then taking shape on the continent and to establish a personal and professional network, growing now for 22 years. The EAIE is the best tool for networking in Europe. And it proved also to be the gateway



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QUICK QUESTIONS

Dream job when you were a child:

A teacher

Languages you speak:

Norwegian, Danish, Swedish, English and Spanish

Favourite hobby:

Music

Favourite song:

Dixie Chicken by Little Feat

Favourite restaurant in Amsterdam:

Zuid Zeeland, just down the street from the EAIE Office

City where you'd want to hold an EAIE conference:

St Petersburg

Best piece of advice you ever received:

Don't make decisions based on what you hear

Book you're currently reading:*Wolf Hall* by Hilary Mantel

to the rest of the world. Not only Europe, but also the whole of the world, comes together at the EAIE. We are a global organisation in Europe. This may be a bit controversial but I would argue that the profound changes we have seen in internationalisation over the past 30 years – innovations, new approaches, novelties and new policies – have been rooted in development in Europe. The ideological content and the change in approach, it all started in Europe. We were there.

Where do you hope the EAIE will be five years from now?

BEA: My hope would be that the EAIE is still moving forward with a strong and clear voice on international higher education issues in Europe and worldwide. I hope for increased visibility; that the European Union, universities and other associations will see the EAIE as a strong and innovative association. Five years from now, we should not only be seen but also be heard.

If you could give one piece of advice to our new President, Gudrun Paulsdottir, what would it be?

BEA: The advice is two-fold: be first, be careful. We are in a position where we are in such close contact with developments at the forefront of international higher education. We are being approached by Chinese, Australian and, to a certain extent, Americans who want to learn what's going on in Europe, because they see that we have solutions that might work at their universities. This puts the EAIE in a unique position to provide everything from training courses to brainstorming sessions and also set the agenda to a certain extent in higher education internationally. Being careful is the need to always look at how the finances are doing. We will never be very rich but without securing a sound long-term financial situation, everything is in vain. The need to have reserves and a sound operation is very important. Keep up the good work but make investments, be careful.

THE EAIE IS THE BEST TOOL FOR NETWORKING IN EUROPE

What's next for you?

BEA: The EAIE will always be a part of me and I hope that I will always be a part of the EAIE. What's next for me? Being an internationalist in Bergen is very interesting. We have an international programme that is the envy of other institutions. Professionally, Africa and the developing countries have been one of my prime interests and will be for the years to come as well.

I will be on the EAIE General Council for another two years. I think I will most likely be the last President who was also present at the first EAIE conference. I will follow the EAIE as long as I can walk and talk. I'm not going anywhere. **E**

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www.eaie.org/copenhagen



Books & websites

Higher Education in the United States: What German Universities Need to Know to Recruit, Collaborate and Compete is a new publication by Megan Brenn-White. Changes to global higher education have created new challenges and opportunities for the transatlantic relationship. This book delves into the details of the US higher education system that have the most impact on how German or other European universities can recruit students and/or create healthy and dynamic institutional partnerships. This book can be ordered at www.wbv.de or by e-mail at service@wbv.de.

The recently launched **Nuffic International Education Monitor** (NIEM) offers a complete and up-to-date overview of news and policy developments in international higher education. The blogs on international education provide interesting background information and analysis. The monitor tracks developments in almost 50 countries all over the world and across seven dossiers. It provides up-to-date country information and explores core themes in international higher education. Visit the freely accessible NIEM at www.nuffic.nl/niem.

EUA is part of a consortium of African and European higher education organisations that has published a White Paper entitled **New Africa- Europe White Paper on higher education cooperation**, outlining a series of recommendations for


strengthening higher education cooperation between the two continents. Download the publication at www.eua.be.

Published in 2010 by the Canadian Bureau for International Education, and funded by Human Resources and Skills Development Canada, **World of Learning: Canadian Post-Secondary Students and the Study Abroad Experience** examines access to and success in study abroad programmes from four perspectives: students, the general public, professional staff at universities and colleges, and professors. To order a copy of the book, complete and scan CBIE's order form (<http://cbie.ca/english/mediaroom.htm>) to Janine Knight-Grofe, jknight@cbie.ca.

Lisa Childress has a new publication, entitled **The Twenty-first Century University: Developing Faculty Engagement in Internationalization** (2010, Peter Lang Publishers). This book presents strategies that can be used by faculty and administrators to encourage faculty engagement in international activities on and off campus. If you are interested in learning more about the book or would like to place an order, it can be found on Amazon.com.

ACA has published a new book in the series of ACA Papers on International Cooperation in Education: **International Student Support in European Higher Education. Needs, Solutions, and Challenges** by Maria Kelo, Tim Rogers (with Laura

E. Rumbley). This publication attempts to make sense of the international student service landscape, at both national and institutional levels, in six European countries. It also provides a rare window on international student perspectives with regard to support services. More details about the publication are available on the ACA website. ISBN 978-3-932306-99-0.



FORUM

CONTRIBUTE TO FORUM MAGAZINE

Have you written an article on a popular or controversial subject of international higher education? Do you have any news that you'd like to share with the EAIE? We'd like to know about it!

Forum magazine is sent to EAIE members three times per year. Your contributions are welcome at any time.

Review our submission guidelines at www.eaie.org/publications/forum

Articles can be submitted to publications@eaie.nl

2011

CENTRES FOR DEVELOPMENT

Anette Pieper de Avila shares a new initiative, which brings together higher education institutions in Germany with those in the South to tackle global challenges for development cooperation.

“Water is Africa’s most precious resource, even more precious than gold and diamonds,” said Professor Ali Müfit Bahadır, Head of the Competence Centre ‘Sustainable Water Management in Developing Countries.’ Water is undeniably one of the core issues in 21st century discussions on development cooperation. More than 1.2 billion people still have no access to clean drinking water, three billion have no sanitary or wastewater disposal facilities.¹ To tackle this global challenge for development cooperation, the University of Technology Braunschweig, Germany, has established a close-knit international network of partners. Through training courses and graduate school programmes, joint research and consultancy, they pool resources and knowledge to create new solutions for pressing problems. Professor Bahadır gave a talk on these efforts at the EAIE Conference in Nantes.

The Centre for ‘Sustainable Water Management in Developing Countries’ in Braunschweig is one of five competence centres for development established by the DAAD (German Academic Exchange Service) with funding from the Federal Ministry of Economic Cooperation and Development. In order to create think tanks for the realisation of the Millennium Development Goals (MDGs), in close cooperation with partner institutions

in the South, DAAD launched a call for proposals two years ago. The winners of the competition (TU Braunschweig, University of Hohenheim, University of Kassel, Cologne University of Applied Sciences and the LMU Munich) all have a long history of cooperation with universities in Africa, Latin America or Asia. But their dedicated and fruitful work, just as that of many other German and European universities who maintain active partnerships with universities in the South, never received much public attention or even official recognition. Therefore, DAAD decided to respond to the lack of a broad based higher education policy and launched a programme for Higher Education Excellence in Developing Countries, called Exceed.

A guest Chair is established at four of the five participating German universities; the position occupied by professors from the partner institutions in the South. The development of joint curricula, exchange of academics, doctoral programmes and scholarships for PhD students, conferences and international seminars all form part of the measures funded with €5 million per year for a period of five years, for all five centres. Apart from water management, the other four topics of the competence centres are food security (University of Hohenheim), decent work (University of Kassel), natural resources (Cologne University of Applied Sciences) and health (LMU Munich).

The competence centres for development have the potential to become lighthouses of development cooperation and prove once again that university cooperation between higher education institutions in the North and the South not only deserves a place in development cooperation but that it is of great importance for reaching the Millennium Development Goals.

EXCEED - EXCELLENCE CENTRES FOR EXCHANGE AND DEVELOPMENT

The programme’s main objectives are to:

- join forces of higher education institutions whose priorities are directly linked to the MDGs
 - increase capacity building and research relevant to development cooperation in Germany and partner countries
 - strengthen North-South as well as South-South networks
 - enhance policy analysis and debate on development topics
 - strengthen the profile and public exposure of the participating institutions.
-

¹. Professor Dr. Ali Müfit Bahadır, Brochure: “Exceed - Excellence Centres for Exchange and Development.”

SENIOR ADVISORS INTERNATIONAL

THE SAINTS



Q

QUESTION

“I am more or less starting out in my career, and have recently got a job in an international office at a major university. What do I need to do to advance in the field of international education?”

Send your questions on international education to publications@eaie.nl and the SAINTS Think Tank will answer them.

Names and universities will only be published upon request. More information about the SAINTS can be found online at www.eaie.org/SAINTS.

A

ANSWER

There are a few things we would suggest, and we offer them here not necessarily in order of importance.

KNOW YOUR ROLE

Your most fundamental reason for existence in your university is to advance its academic mission. You should understand the academic community as best you can; know what makes the academics tick, learn why they say or do the things they do. Understand their motivations, their strengths and weaknesses. That means spending time with them in addition to talking with your workmates. Get out of the sheltered confines of your office and do your best to break down the divide between administration and academia.

BE HUMBLE

You will almost certainly have a grand vision. Most likely you will see international education as a way to advance the cause of international understanding and world peace. Good for you! Don't lose that vision. On the other hand, do also understand that the road to world peace is paved with trivia, and that you are destined to produce a lot of pointless bits of paper, to attend lots of pointless meetings, and spend a lot of time chasing your tail.

UNDERSTAND OFFICE POLITICS

Politics is the art of the possible. Learn that your workplace is a place where diplomacy, negotiation and give-and-take are important; where not only your

goals, but the goals of others are part of the scene. Also, don't wait for the perfect boss.

STRETCH YOURSELF

International offices are busy places. Usually they are understaffed, underpaid and overworked. You need to be prepared to go the extra distance. Furthermore, you need to develop your ideas, learn extra skills and try to stand out. It does not always pay off, but in the end you are the better person for it.

NETWORK, NETWORK, NETWORK

In an international office you are often at the centre of a web of contacts extending all over the world. This is a great privilege. Don't just see your international contacts as means to attain immediate professional goals; see them as potential friends who can enrich your life in many ways. Be willing to share ideas. It is surprising how often you will find that your problems are also the problems of others.

UNDERSTAND THE IMPORTANCE OF TIME

Don't be in too much of a hurry to climb the ladder. There is a certain gravitas that comes with time alone. Maturity counts, and “street knowledge” developed over many years is valued by others more than you may think.



STANDING UP

IN CONVERSATION WITH

At the sound of a gunshot, Leymah Gbowee's dreams and ambitions were silenced. During the 14-year civil war that ensued in Liberia, Leymah answered her call to greatness and is now known as the woman who put an end to the civil war. Her activism has earned her the title of 'Rebel General.' Her troops: all women. Her mission: to stand up to the vices of evil. During the Annual Conference in Nantes, Leymah explained to us that her journey is far from over.

ELISE KUURSTRA 
EAIE Communications Manager

HEATHER CLARK 
EAIE Communications Assistant

**WE'RE TAKING BABY STEPS AND WE'RE GONNA
GET THERE ONE DAY - ONE DAY SOON**

To use a quote from the documentary, *Pray the Devil Back to Hell*, “Peace is a process, it’s not an event,” what is it you are currently busy with to help build sustainable peace in your community?

LG: Once you have that thought as an activist in the back of your mind, you don’t get discouraged easily because it’s never a thing of, “I’m not succeeding,” it’s a thing of, “we’re taking baby steps and we’re gonna get there one day – one day soon.”

We’ve started to do work around different issues because you take a look at the whole peace agreement, the whole thing of reconstruction, rehabilitation and reconciliation and then you ask, “How do we impact these processes so they’re on track?” The first step is ownership. When the government and the rebels signed the peace agreement in Ghana in August 2003, that peace agreement was just a piece of paper, signed. The actual ‘signing on’ was done as communities bought into the process. So an actual signing took place in all 15 counties of Liberia when people said, “It’s time for us to move on to peace.”

After wars you have people coming to your country saying, “We want to reconstruct your army, we want to re-do...” There’s a whole ‘RE’ about everything that is happening. The former work that we did was predominantly peace building but then we realised, “Peace is good. But peace without all of the other technical processes is not enough.” So we started our work on three basic frames: women, gender and security sector reform. This whole programme looks at the interaction of these security sectors with communities and vice versa. Currently we’re having a series of roundtables with the Ghanaian security sector, the justice sector and parliament. In October we’re going to sit with all of these groups and say to parliament, “These are our findings.



01. Liberian women demonstrate at the American Embassy in Monrovia
02 & 03. Screening of the documentary and Q&A session

How can you change the dimensions of some of these things?” It’s a process, not an event. It will not happen over night, but at least there’s this awareness.

The second part of our work is something called ‘Youth Security and Development.’ Under that project, we again looked at the work that we did in Liberia in the past and we asked ourselves, “Where are the young women? There’s a huge intergenerational gap. How do we fill this gap?” In my own house I have four girls. If you went to my daughters and asked them, “What do you want to be in the future?” no one would tell you “a peace activist.”

**OUR HUGE CHALLENGE IS THAT RIGHT NOW
PEOPLE TELL YOU, “PRIORITISE YOUR PRIORITIES”**



How supportive is society regarding education for women?

LG: What we've seen, especially in this new Liberia, there's a lot of lip-service to girls' education. When I say lip-service, you have all these beautiful policies but the practical things are not available.

For example, you have a whole policy of free education. After 6th grade when the parents look at their income and their resources and they have one girl, one boy and just enough money to educate one person, who do you think they're going to send to school? They're going to send the boy because they think his chances of advancing are greater than the girl who could make a mistake and get pregnant. So you have a whole community of young girls who stop in the 6th grade because of lack of funding, lack of this, lack of that.

So, now we have Africa's first elected female President, and everyone sees this as the hope for the girls, but there are still serious challenges within the communities. As part of our girls' project, one of the things that we hear some of the girls saying who live not in rural communities but in the urban cities is, "My parents have already engaged me to a 40-something year old man." So there's still that practice of early marriage, even in the city!

You also encounter sexual harassment. We went to three counties in our previous project with the girls and the stories of sex-for-grades and sexual harassment never ends. We went into one community where these girls fight in class because three have babies from one teacher. And he's still teaching

How do traditions stand in the way of progress?

LG: You have these secret societies where these girls go to do female genital mutilation. At two of the communities that we went to, the heads of these communities, many like the governors of state, are *women* who are fundamentalists. They encourage the parents to take their girls out of school and send them to these places where they get cut, and where they spend three years without school. As soon as they come out, marriage is prepared for them. So we've been advocating with the President, "Get rid of these women. As much as we love women's leadership, let them please go because they are not helping the cause that we are all fighting for."

What about the boys? Are you working with them to respect women?

LG: One of the first things you see in our society – in most African societies – there's always this privileged thing with boys. Their upbringing reinforces patriarchy in a very strong way.

Our Youth, Security and Development project is focusing on that. Our huge challenge is that right now people tell you, "Prioritise your priorities." It's easy to get a grant for working with girls because you can make a solid case. Getting a grant to get a group of boys into a room and start changing their mindset is a huge challenge. If I had someone willing to give me US\$ 5 million, obviously with issues of child soldiers and ex-combatants, boys' relationships with girls would be at the bottom of this list. You have all these issues of girls in school, of rape and abuse, of teen pregnancy, teen prostitution, high maternal mortality rate... how do you prioritise some of these issues?

**IF YOU ASKED MY DAUGHTERS,
“WHAT DO YOU WANT TO BE IN THE FUTURE?”
NO ONE WOULD TELL YOU “A PEACE ACTIVIST”**

What can universities of the west do to help?

LG: Every little standing up to the vices of our times helps – and it’s not just standing up to evil but even standing up to poverty, and you know that it’s within your reach to change that... Universities here could do a lot of good.

At the Opening Plenary a woman laughed when I talked about students picking up their chair and going from classroom to classroom, but this is the reality. I know in Europe and America you change furniture every three, four, five years. If one university would say, “This year I’m taking my chairs that I’m about to dispose of and putting them in a container and I’m sending it to one African country,” that would do a lot of good.

Books! These are changing times. Some of these professors have books as old as the 1970s. You can implement policies, you can do everything you can do, but you need to start with basic, basic things!

My biggest wish is for a university to adopt a university, one department at a time. Say the biology department of one university would adopt, or have a sisterly relationship with the biology department of a university in Kenya, Liberia or Sierra Leone, to sit down and review their curriculum.

It’s good to invite the Deans and the professors to come and see all the things that you have here. But also, as the EAIE, how do you start a conversation on “how can we enhance learning in some of these environments?”

How do you balance an international career with being a mother of six?

LG: First, I have a strong faith and it gives me the strength to go on, but in terms of balancing... I think I’m just really blessed. I tell people I have good kids because I don’t take credit for anything. Prior to 2006, my sister was

alive and she was mother. Then she died and I took over in 2007 but I think she really prepared them for the life they live now.

What I do now is try to structure my trips. I try to go home on the weekend so that I’m home for two days and then I take off again. There is no trip that I would take on birthdays. And for the younger ones, I always have to be around for the first day of school, recitals and the last day of school. When I’m on the road, I call home at least twice a day. That is a non-negotiable thing for me but I try to keep that balance. It’s tough.

For myself, I need to have some ‘me time.’ That’s what I don’t have. Living and working in Ghana and going back and forth to Liberia, I don’t have a solid social network. So to say I have a lot of girlfriends to go out and laugh – no. Ghana is not like that; Ghana is work, home, kids. In Liberia the demand for my time is so high daily that by evening I’m just so tired. I told my kids that I’m coming back to Europe in December and don’t want to be disturbed. I have to sleep it off then go home in time for Christmas. **E**

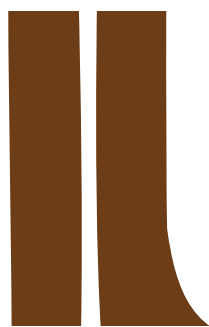


STEPPING UP TO THE CHALLENGE

In answer to Leymah’s request that the EAIE become active in the improvement of African higher education, the EAIE – together with the Professional Section *Educational Cooperation with Developing Countries (EDC)* – is pursuing ways of sharing knowledge and utilising the expertise of our international network. Stay tuned in 2011 for updates.



EVERYONE A CHANGEMAKER



In his previous article (A Higher Crest; Summer Forum 2010), Piet van Hove introduced the concept of social entrepreneurship as it has developed in recent years and stated that universities have a responsibility to promote social entrepreneurship among their students and staff. In this follow-up article, Piet develops this argument and shows how some institutions are ahead of the game.

Innovation and creativity. Ethical awareness and leadership. Communication skills and cross-disciplinary cooperation. Flexibility. Entrepreneurial and financial management skills. In short: the competences needed for social entrepreneurship. It won't be long before universities realise that these concepts are at the very core of their mission in today's world. Universities have a very specific responsibility as havens of long-term thinking. Environmental, social and economic sustainability, not as an afterthought, but as the guiding principle to be instilled in young people's minds as they get ready to take up responsibility in society, and to be sharpened and updated continuously in students of all ages through lifelong learning. Universities must be hubs of innovation; not only scientific and technological, but social innovation as well.

UNIVERSITIES AND SOCIAL ENTREPRENEURSHIP

Specific teaching and research programmes as well as centres and institutes on social entrepreneurship are rapidly popping up at many universities, most notably in the United Kingdom and the United States. Often these initiatives arise within business schools and are the further development of longer standing activity in areas such as corporate social responsibility and sustainable business. The introduction of real social entrepreneurship, however, requires a kind of Copernican revolution, where the creation of social value takes centre stage in business plans and corporate strategies and, therefore, in education. This needs to go beyond the walls of business schools, of course.

From a scientific point of view, the social entrepreneurship paradigm is still in a fluid and unfinished state.¹ Universities have a role to play in the legitimising process of social entrepreneurship. If social entrepreneurship is to be a powerful, useful, widely accepted concept, a multi-disciplinary approach is essential. Cooperation within and between universities provides unique possibilities in this regard. While many universities are only just realising that they need to teach basic entrepreneurship to students in all fields of study, they might as well now make it social entrepreneurship. In the words of Bill Drayton, CEO of Ashoka, "Everyone a changemaker."

THE CASE OF THE UNIVERSITY OF MARYLAND, COLLEGE PARK

The University of Maryland (UMD), College Park, is one of the 10 universities in the Change-maker Campus Consortium, set up and supported by Washington-based organisation Ashoka. The aim of this pilot project is to set the global standard for excellence in social entrepreneurship education. Ashoka has defined six 'Elements of Excellence' in the area of social entrepreneurship, which need to be addressed by each participating university: Teaching and Curriculum, Research, Applied Learning and Apprenticeship, Role Models, Resources, and Community and Culture. These elements should be present campus-wide, not just in one school or department. Maryland takes both a bottom-up and a top-down approach to social entrepreneurship. On the one hand, there's the creative and enthusiastic input from the

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**IF SOCIAL ENTREPRENEURSHIP IS TO BE A POWERFUL, USEFUL, WIDELY
ACCEPTED CONCEPT, A MULTI-DISCIPLINARY APPROACH IS ESSENTIAL**

student-run Terp Changemakers campus team (Terp is short for “Terrapin,” the university’s athletics mascot). On the other hand, there’s the institutional support and resources of the Center for Social Value Creation (CSV), which was established within UMD’s Robert H. Smith School of Business in 2009 upon the premise that business schools should be leading the discourse on social responsibility, not merely be responding to it. The result is a diverse, strong and dedicated core group of staff and students at UMD working on social entrepreneurship in different ways and from different angles: introducing social entrepreneurship in research projects and undergraduate and graduate level teaching programmes, organising academic and social events, publishing brochures, *etc.* There appears to be a growing momentum for social entrepreneurship, and a passionate generation of students present on campus. Julie Lloyd, CSV’s Assistant Director, feels that one reason for this new reality is that the increased connectivity in today’s world gives individuals a greater sense of power when facing social and environmental problems. The internet has dramatically changed the way in which individuals can create change. The free flow of ideas and information makes it much easier than previously for like-minded people to find each other and to work together, regardless of where they are. Another reason is that, over the last few years, the financial and economic crisis has sparked greater interest in alternative models for creating social value and advancing mankind.

The result is that social entrepreneurship is omnipresent at UMD. More than 20 undergraduate and graduate course modules focus on social entrepreneurship. The past year included conferences on ‘Leadership for a Better World,’ ‘Microfinance Today’ and ‘Social Media: Game Changer, or World Changer?’ The annual student-run ‘Social Enterprise Symposium’ and a talk by Nobel Prize winner Mohammad Yunus on ‘Building Social Business’ were among the most important events. ‘Think Outside the Box: Squares for Social Change’ asked the question, “What does change mean to you?” and challenged students to submit their own thought-provoking artwork. A Pocket Guide to being a Social Entrepreneur was one of several new publications. These activities – involving staff, students, alumni and the community – truly create a culture where social entrepreneurship can thrive and where one person’s far-fetched idea can become the next person’s inspiration for a workable solution to one of the world’s many pressing problems.

**INTERNATIONAL EDUCATION AND
SOCIAL ENTREPRENEURSHIP**

The example of the University of Maryland (and there are many more like it) shows that universities can play a powerful and effective role in advancing social entrepreneurship as a model for the creation of long-term social value. International university cooperation could bring an extra dimension to this process. Often the social entrepreneurship agenda is seen as a matter of

mainly regional importance, stressing the link between the university and the city or region in which it is located. There are many opportunities left unused when making the link between the role of universities as hubs for social entrepreneurship and their internationalisation strategy. The main goal of internationalisation of higher education is to broaden the scope of view of students and staff, by giving them an international perspective, and to provide them with specific knowledge, skills and attitudes, which only international exposure can bring. The goal of social entrepreneurship is to promote long-term thinking; to make students and staff look further ahead and strive for real sustainability and the creation of social value. The two efforts are complementary, and can be mutually reinforcing: no social entrepreneurship without an international perspective, and no internationalisation of higher education without attention to sustainability and social value creation.

Being the largest European association of individuals dedicated to international education, the EAIE is in a unique position to spread the word on social entrepreneurship, also outside of business schools, and to promote academic international cooperation in this area. **E**

1. Nicholls, A., ‘The Legitimacy of Social Entrepreneurship: Reflexive Isomorphism in a Pre-Paradigmatic Field’, *Entrepreneurship: Theory & Practice*, 2010, 611-633



IN EXTREMIS

UNDERSTAND

*In January 2010, Haiti suffered an earthquake of epic proportion. Some commentators saw in the disaster an opportunity for the Caribbean country to rise, like the Phoenix, from the ashes. As **Frank Wittmann** explains, those who have followed the history of the country recognise that the prospects for a positive turn are bleak. The same applies for the abject education system.*

Let us go back 200 years. Far from its Paris epicentre, the French Revolution also led to shifts in the political tectonics in the Caribbean: slave revolts on what was then the world's richest sugarcane island led to the expulsion of the European colonial authorities and plantation owners. The proclamation of the first free black republic of Haiti followed in the year 1804. The militaristic national flag alone speaks volumes: set in the middle of a red and blue field, an island with a palm tree is protected by canons and other weaponry. The depiction, which calls to mind a fortress, is underpinned with a banner that reads "Strength through unity" (French, "L'union fait la force"). But the motto doesn't quite match Haiti's history. The founding of the state already harboured the seeds that would grow into discord. The political, economic and social divisions, which manifested themselves with time and continue up to the present day, were not only racial

or cultural differences. For 200 years, the country has been in a downward spiral, which found its nadir in the disastrous repercussions of the earthquake.

HAPLESS FREEDOM

Despite independence, Haiti was not able to overcome the existing social divisions. The young republic continued the system of inequalities. Former slaves withdrew to the hinterland, where they scraped a meagre and deprived living from the land. As every tourist who visits can see, Haiti has remained encumbered in the structures of smallholder subsistence farming. On this basis, the development of solid community structures as well as the necessary economic and educational reforms could not successfully happen. By Latin American standards, economic rights and school attendance were constitutionally anchored already comparatively early. But in the following hundred years, the country did not manage to realise

its economic potential or historical-cultural significance in the geo-political context. It instead fell, becoming one of the poorest countries of the world. The unprecedented decline was also reflected in the seemingly endless succession of heads of state, who increasingly shored up their power with the use of force.

The question of whether the early independence of Haiti was ultimately a disaster cannot be answered conclusively. What is clear is that, globally, many other former colonies also face great challenges. For the Haitian people, the historical insubordination of their country is a source of patriotic pride and subversive creativity. Patriotism and subversion have been reinforced by the isolation politics of the world powers. The West exerted continual pressure on Haiti in order to implement its strategic and commercial interests.

VIOLENCE AND DEFENCELESSNESS

After further political radicalisation, economic impoverishment and progressive social disintegration, François Duvalier ("Papa Doc") was elected President in 1957. The Haitian voters placed great hope in the former doctor and anthropologist. He knew to utilise the nationalistic middle and lower classes to weaken the powerful Mulatto bourgeoisie. Duvalier indeed succeeded in establishing relative stability in the country. However, the price was dictatorship and the privatisation of the monopoly of power. In particular, the popularly-called Tonton Macoute – secret police agents – spread fear and terror throughout the country. Tens of thousands of Haitians were blackmailed, tortured, killed and driven into exile. The exodus of the Haitian people continued under Duvalier's son, Jean-Claude ("Baby Doc"), after he came to power in 1971.

ING HAITI



Photo: Duncan P Walker (Istock)

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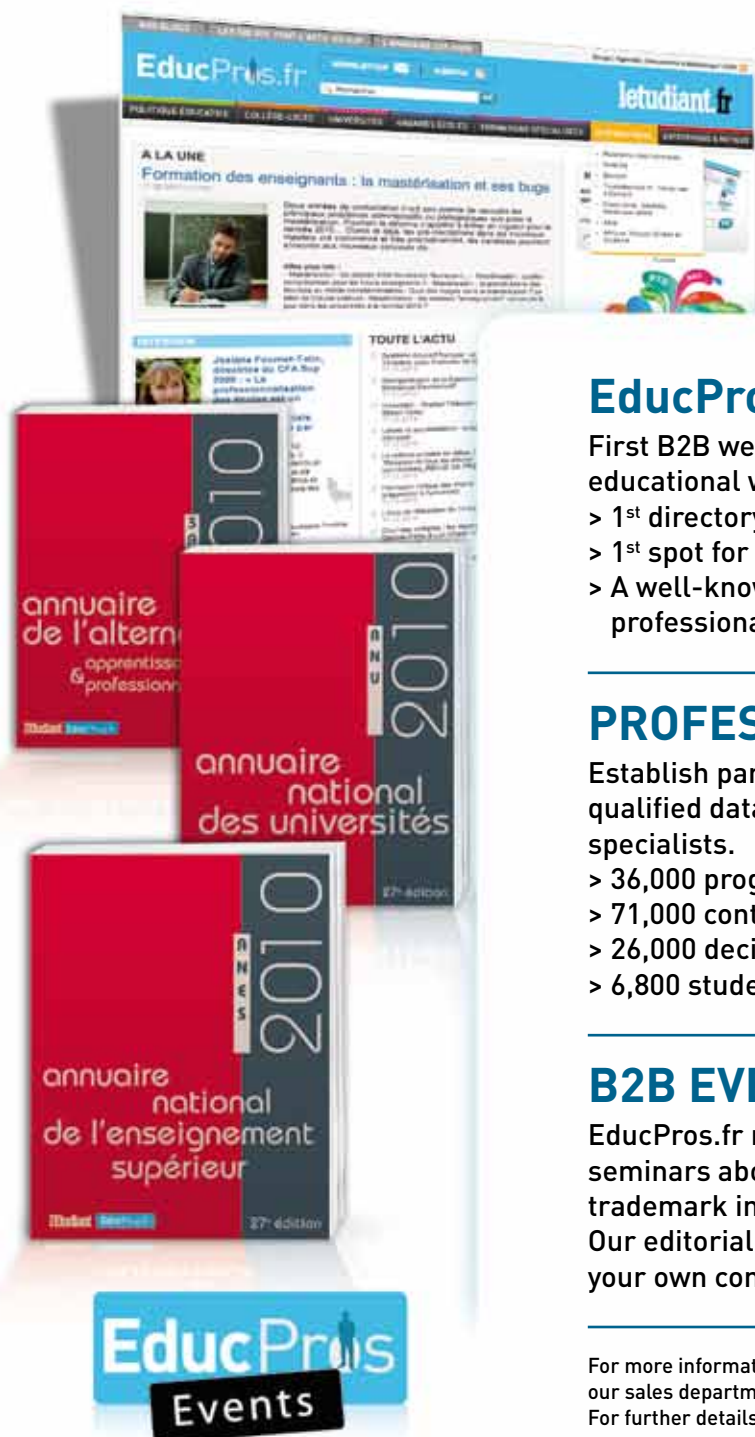




Photo: Claudia Dewald (Istock)

With the start of the so-called democratic transition in 1986, the Tonton Macoutes were dissolved but unruly gangs and paramilitary groups stepped into their place. These continued to prevent Haiti from reaching peace. The state failed to develop a strategy that could have saved the country from this vicious circle. The political agenda was dominated by short-term thinking and short-sighted decisions. This applies equally to various transitional governments, the presidencies of the liberation theologian Jean-Bertrand Aristide, and a series of peace-building measures by the international community.

In recent years, it was only after the start of a long-term UN peacekeeping mission in 2004 that the country succeeded to ensure relative public safety. This could not, however, amend the unimaginable poverty, the breakdown of family structures or the vulnerability against natural and pandemic disasters. The UN agencies have failed in this regard to achieve an attractive return on their huge personnel and financial investment. But it would be too hasty to simply pass the buck to the international institutions. The lack of readiness on the part of the Haitian population to take responsibility, and to collectively draw together to pull out of the mess, was also partly culpable for

the dilemma. In particular, the obstinate elite took advantage of the instability and poverty in shameful ways. Exploitation, corruption and criminal activities such as drug and arms trafficking are still the order of the day and contribute to the political frustration of the population.

HIGHER EDUCATION IN RUINS

Clearly, under such circumstances, the higher education system also suffers. Already before the earthquake, 90% of the higher education system consisted of private universities of which most were entirely unregulated, contributing to poor educational quality. The problem of governance and regulation is the most striking because it has led to the general deterioration of academic research and education in the country. The flaw in the delivery of quality education is due to out-dated curricula, lack of faculty training, insufficient libraries, lack of research priorities and adequate funding. Furthermore, 90% of higher education institutions are located in or around the capital. This means that the majority of the population has no or only a hindered access to universities. However, the overall situation has seriously deteriorated in the aftermath of the catastrophe. Almost all universities in Port-au-Prince were dam-

aged or completely demolished. On top of that, a significant number of professors, professionals and students have fled Haiti after the earthquake, aggravating the already existing severe brain-drain of skilled people in the country.

ADMIRABLE POPULACE

There are various international aid agencies working for the reconstruction of Haiti, including its higher education sector. Often this assistance is, however, poorly co-ordinated. A year after the earthquake, the state is still not operational, the capital is still marked by rubble from houses, and aid funds have not come through to the extent promised. Therefore, considerable scepticism is appropriate when some foreign commentators suggest that the country will rise like the Phoenix from the ashes. A look at history shows that, so far, foreign intervention has never succeeded in helping Haitian society out of misery. The era of hapless freedom will only come to an end when the unity heralded on the national flag is honoured among the various social actors. That the aftermath of the earthquake disaster and the gigantic challenges of the country's reconstruction constitute a good premise for this is unfortunately dubious. The glimmer of hope is that the admirable populace still has not lost confidence. **E**

THE END OF INTERNATIONALISATION

In this provocative essay, Uwe Brandenburg and Hans de Wit reflect on the evolution of internationalisation and question what the future holds. Is it time to redefine our methods and views? Reactions from the members are welcome.



**NOWADAYS, WE TEND TO BE ADVOCATES RATHER THAN PIONEERS
OF INTERNATIONALISATION; WE ARE NO LONGER THE SPEARHEAD OF
INNOVATION BUT DEFENDERS OF TRADITIONS**

Over the last two decades, the concept of the internationalisation of higher education has moved from the fringe of institutional interest to the very core. In the late 1970s up to the mid 1980s, activities that can be described as internationalisation were usually neither named that way nor carried high prestige and were rather isolated and unrelated. The exception was joint international research, which, however, has never seriously become part of the internationalisation fashion. In the late 1980s, changes occurred: internationalisation was invented and carried out, ever increasing its importance. New components were added to its multidimensional body over the past two decades, moving from simple exchange of students to the big business of recruitment, and from activities impacting an incredibly small elite group to a mass phenomenon. In our view, it is time for a critical reflection on the changing concept of internationalisation.

FROM SUBSTANCE TO FORM

Gradually, the why and what have been taken over by the how, and instruments of internationalisation have become the main objective: more exchange, more degree mobility, and more recruitment. Even the alternative movement of 'internationalisation at home' of the late 1990s has shifted rapidly into this instrumental mood.

This development coincided with the dawn of a second, rivalling term: globalisation. In fact, it seems that both terms act like two connected universes, making it impossible to draw a distinctive line between them. Today, internationalisation has become the white knight of higher education, the moral ground that needs to be defended, the epitome of justice and equity. The higher education community still strongly believes that internationalisation by definition leads to peace and mutual understanding, which was the driving force behind programmes like Fulbright in the 1950s. While gaining its moral weight, its content seems to have deteriorated; the form lost its substance. Internationalisation has become a synonym of 'doing good,' and people are less into questioning its effectiveness and what it is supposed to be: an instrument to improve the quality of education or research.

THE DEVALUATION OF INTERNATIONALISATION

On the other side, globalisation is loaded with negative connotations and is considered more predominant than internationalisation. This formula sees internationalisation as 'good' and globalisation as 'evil.' Internationalisation is claimed to be the last stand for humanistic ideas against the world of pure economic benefits, allegedly represented by the term globalisation. Alas, this constructed antagonism between

internationalisation and globalisation ignores the fact that activities, which are more related to the concept of globalisation (higher education as a tradable commodity), are increasingly executed under the flag of internationalisation. This is clearly illustrated by the increasing commercialisation at the conferences of the Association of International Educators (NAFSA), the Asia Pacific Association for International Education (APAIE) and the European Association for International Education (EAIE).

INTERNATIONALISATION: FROM INNOVATION TO TRADITION

What this attitude in effect did was to exacerbate the devaluation of internationalisation and the inflation of defensive measures. Nowadays, we tend to be advocates rather than pioneers of internationalisation; we are no longer the spearhead of innovation but defenders of traditions. This creates the danger of self-depreciation and defensive self-perception. In effect, it means that we are holding firm to traditional concepts and acting on them while the world around us moves forward. We – and the authors explicitly add themselves to the group of 'we' – lament about the loss of real mobility and the commercialisation of higher education in general, and its international component in particular. But at the same time we lose sight of innovative developments such as the emergence of the digital citizen for whom mobility can be at least as virtual as it is real.

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THE FUTURE OF HIGHER EDUCATION IS A GLOBAL ONE AND IT IS OUR JOB TO HELP PREPARE THE HIGHER EDUCATION WORLD FOR THIS

A NEW DAWN?**THE POST-INTERNATIONALISATION AGE**

How can we resume the active role and gain ownership of our own fate? The main points are the following:

- We have to move away from dogmatic and idealist concepts of internationalisation and globalisation.
- We have to understand internationalisation and globalisation in their pure meanings; not as goals in themselves but rather as means to an end.
- We have to throw off the veil of ignorance and ask ourselves, “Why do we do certain things, and how do they help in achieving the goals of quality of education and research in a globalised knowledge society?”
- We also have to regard mobility and other activities as what they really are: activities or instruments, and therefore, by definition, not goals in themselves.
- We should carefully reconsider our pre-occupation with instruments and means and rather invest a lot more time into questions of rationales and outcomes.

Though we need more philosophy, we also need a stronger sense of reality. We cannot continue to take for granted the fact that certain types of mobility and other international activities (such as exchanges and study abroad) are good in themselves, and that other types (such as recruitment and transnational education) are bad. We have to dig deeper, place them within a new set of values and rationales and make sure that we really achieve that which is meaningful.

The future of higher education is a global one and it is our job to help prepare the higher education world for this. Therefore, what we need are people who understand and define their role within a global community, transcending the national borders and embracing the concepts of sustainability, equity of rights and access, advancement of education and research, and much more. But essentially, we need to re-affirm the core role of universities: to help understand this world and to improve our dealing within it. What we need is a common commitment at the institutional and

personal level of how we and our students will be prepared to live and work in a global community. Possibly we even have to leave the old concepts of internationalisation and globalisation and move to a fresh unbiased paradigm. In any case, the most important thing is to rethink and redefine the way we look at the internationalisation of higher education at present. **E**

This essay was published in the 2010 fall issue of ‘International Higher Education,’ the newsletter of the Center for International Higher Education at Boston College.



www.coleurope.eu



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- Master of Arts in European Economic Studies
- Master of Arts in European Economic Studies
»European Economic Integration and Business Specialisation
- Master of Arts in European Economic Studies
»Option: European Law and Economic Analysis
- Master of Arts in European Political and Administrative Studies
- Master of European Law (LL M)
- Master of European Law (LL M)
»Option: European Law and Economic Analysis

70% of students receive whole or partial scholarships

Additional scholarships to university graduates from China, Turkey
and the European Neighbourhood Policy countries

Founded in 1949, the College of Europe is the oldest postgraduate institute of European studies.

OPINION PIECE

Differences in responsibility

Concluding the debate on health and safety for students going abroad, **Rachel Lindsay** and **Hans-Georg van Liempd**, offer their opinion on the question of responsibility.

The article by Gary Rhodes and Jodi Ebner, included in spring *Forum*, raises a very interesting issue concerning cooperation between host and home institutions.

In our opinion, the main issue here is the importance of being earnest. It is about sending students abroad only if they are properly prepared. Proper preparation means that students are well-informed about what is acceptable, legal and safe behaviour in the host country. Preparation is a shared responsibility between the student, the home institution, and the host institution.

While institutions should evaluate the readiness of a partner (and themselves) to deal with safety issues and unforeseen emergencies before sending students abroad, it is unreasonable to expect a partner university to apply the rules of the student's home country or institution. The perception of what is safe and healthy is often culturally linked, and the actual safety risk differs per country.

- Can it be expected that American universities install cycling paths for the safety of its European exchange students, while the large majority of US students are arriving by car, bus or foot?
- Should US institutions be expected to turn down the air conditioning in university buildings because Europeans find it unhealthy, while American students find it comfortable?
- Should we allow US students to drive automobiles in Rome at the age of 16 or 17?

- If a student becomes pregnant in the Netherlands, should the host institution deny the student's request for information regarding abortion because abortion is illegal in the home country of the student?
- What if an exchange student in Spain starts a sexual relationship with a local student of the same sex? Should the host institution report this to the home institution, seeing as homosexuality is illegal in the student's home country or state?

We would never advise our institution to exclude alcohol from welcome events, as it is legal and customary in the Netherlands to share a glass of wine or beer at a special event. Abuse can assume many forms and cannot be eliminated by forcing ourselves to abide to the 'toughest' law. Our focus should be on making the student aware that, in the end, he or she is responsible for his or her own actions. Our main responsibility is to educate them to act upon this responsibility.

The importance of a period abroad is in recognising similarities and learning from differences, experiencing new things and learning to become responsible for one's actions, no matter what is permitted or prohibited at home or abroad.

IT IS UNREASONABLE TO EXPECT A PARTNER UNIVERSITY TO APPLY THE RULES OF THE STUDENT'S HOME COUNTRY OR INSTITUTION

TOP 10 THINGS TO DO IN COPENHAGEN

Renowned for being an environmentally conscious, socially responsible and balanced country, Denmark represents simplicity and efficiency in nearly each aspect of life. With its majestic castles and bustling shopping streets, the city offers an enchanting blend of historic and modern impressions. As you plan your trip to the 23rd Annual EAIE Conference, be sure to schedule in time to soak up the sights and marvel at the beauty that is Copenhagen!



01



02



03



04



05



06



07

01. Canal Tours by Cees van Roeden

02. Nyhavn by Morten Jerichau

03. Slotholmen and Christianborg Palace

04. The Royal Library

05. Amalienborg Palace by Klaus Bentzen

06. Café life in Copenhagen by Christian Alsing

07. Strøget - Pedestrian shopping street by Christian Alsing

08. Tivoli - Main entrance by Cees van Roeden

Christiania: the 'Free Town'

The collectively run hippie village, Christiania, is located within the city and is without a doubt one of the biggest tourist attractions in Denmark. Although loved by many, the area has been the subject of heated debate because of its liberal view on drugs and anarchistic tendencies. The area is very different, but still a unique and refreshingly candid contrast to pretty Copenhagen.

www.christiania.org

Tivoli

Tivoli is one of the oldest amusement parks in the world and is used as much by local Copenhageners as by tourists. Innovation blossoms everywhere in this fairytale meeting place, where young concert-goers, families with children, business men and elderly couples all gather in the picturesque, elegant and atmospheric garden.

www.tivoli.dk



08

Strøget

Copenhagen's largest shopping area is centred around Strøget in the heart of the city. Strøget is the world's longest pedestrian street with a wealth of shops; from budget-friendly chains to some of the world's most expensive brands. The stretch is 1.1 kilometres long and runs from City Hall Square (Rådhuspladsen) to Kongens Nytorv.

The Carlsberg Breweries

"Probably the best beer in the world" – this is Carlsberg's slogan and you might improve your knowledge of this world famous beer by taking a self-guided tour at the Carlsberg Visitors Centre in Copenhagen. You will even get an opportunity to sample some of the famous beers during the visit.

www.visitcarlsberg.dk

Amalienborg

Amalienborg is where the Queen lives during the winter season and it is also the venue of the famous balcony scenes, which take place whenever the royal family seizes the occasion to greet the people. Even though the castle is primarily the residence of the royal couple, visitors have the chance to experience some of the royal chambers that are not in daily use.

www.dkks.dk/amalienborgmuseet

The Danish National Gallery

A visit to The Danish National Gallery (Statens Museum for Kunst) means an artistic encounter between classical, modern and contemporary art, just as the museum building in itself represents a fusion of new and old. It is the only place in Denmark featuring 700 years of Western art and cultural history under one roof.

www.smk.dk

Nyhavn

Nyhavn is one of the most vibrant meeting places in Copenhagen and an attraction of historical significance. Its trademark is its old and crooked houses, beautifully restored and packed with cosy restaurants, which offer indoor and outdoor seating. On the quay in Nyhavn you will often run into lively folk music or jazz performances. Nyhavn is also the starting point for the popular canal tour boats.

www.nyhavn.com

Rosenborg Castle

Rosenborg Castle is not only a fairytale castle; it is also a fascinating museum of cultural history, which houses some of Denmark's greatest cultural treasures; not least the Crown Jewels and the Danish Crown Regalia. The museum tells the royal history of the past 300 years, from Frederik II in the late 16th century to Frederik VII in the 19th century.

www.dkks.dk

Lousiana Museum of Modern Art

Lousiana Museum of Modern Art is referred to as the Danish MOMA. In beautiful surroundings roughly 40 kilometres north of Copenhagen you can experience renowned, international artists, as Lousiana's changing exhibitions bring world class art to the forefront of the Danish art scene. There is an excellent train connection between Copenhagen and Louisiana.

www.louisiana.dk

Canal Tours

A tour on the old canals is one of the biggest tourist attractions in the city and an experience you should not miss. The boat takes you on a 60-minute guided tour through all parts of the old city and passes many of the most famous sights.

www.canaltours.com



UNISOLUTION

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 Copenhagen.

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



Find out more about our products at
www.qs-unisolution.com

Impressions from **NANTES**

THE OFFICIAL CONFERENCE REPORT

ALL PHOTOGRAPHY BY
PASCAL KYRIAZIS



KNOWLEDGE AT WORK

For the EAIE, the Annual Conference is an ongoing process; an event that we work towards already years in advance. When the week is finally upon us and the conference centre begins to buzz with the energy brought in by the thousands who join us, we are proud to once again be at the centre of Europe's largest international education event. Each year we learn new ways of making the next year even better, thanks largely to your feedback. Lisa MacPherson, EAIE Conference Manager, and Gudrun Paulsdottir, EAIE President, report on the challenges and successes of Nantes.

Making knowledge work is something we do every day and often without any reflection at all. Knowledge has the capacity to fit in everywhere; making knowledge work is up to each individual in any setting and context. However, it can be a challenge to make knowledge work in a structural and beneficial way for society.

At the EAIE conference in Nantes this September, a seminar was offered on how to make knowledge work in the relationships between universities and enterprises; an area often perceived as difficult by universities. The purpose of the seminar was to share knowledge and good examples on how this can be done. Looking at the recently published *EUROPE 2020, A strategy for smart, sustainable and inclusive growth*, this is one of the most important things to achieve in the years to come. Without a closer connection and cooperation between universities and enterprises, companies, organisations, etc, the society as we know it will not remain sustainable.

The seminar opened with ESMU treasurer and OECD expert, Peter West, giving an overview of the current trends and policies in Europe regarding the importance of knowledge exchange and the mechanisms that are, and will be, needed in order to support this. He also provided insight to how geographical regions

influence the manner in which knowledge is accumulated and generates income. Professor Graham Galbraith, Deputy Vice-Chancellor at the University of Hertfordshire, UK, followed by describing the changes in UK higher education.

The choice of various universities to become more business oriented has generated very interesting results. The University of Hertfordshire was used as an example. The final speaker, Christer Nordström, CEO of SICS in Sweden and a professor at Mälardalen University, gave hands-on examples of how universities and companies really can reap the benefits of co-operation and coproduction. There is knowledge to be gained in the line of production and in research, as well as when it comes to dealing with the economic recession and the possibilities of making labour available to enterprises.

The intense discussion with the audience clearly indicated that this kind of information exchange is welcome and needed. One of the challenges that lies ahead is in shifting the mindset of both staff and students towards making knowledge work and, in doing so, realising the multitude of benefits this shift would have for themselves and the whole university. As this topic gains relevance in the years to come, there will be a need for further evaluation of how to make knowledge work in different settings.



FIVE THINGS TO IMPROVE IN 2011

- 01 Better hotel arrangements
- 02 Accessibility to the host city
- 03 More seating space during lunch
- 04 More interactive sessions
- 05 Improved message boards

CONFERENCE STATISTICS

Largest event ever to take place at La Cité des Congrès

3510 participants from **82** countries

384 institutions from **41** countries represented at the Exhibition

1700 m² of exhibition space sold

106 sessions

34 workshops

21 poster sessions

11 special events

13 visits to French institutions

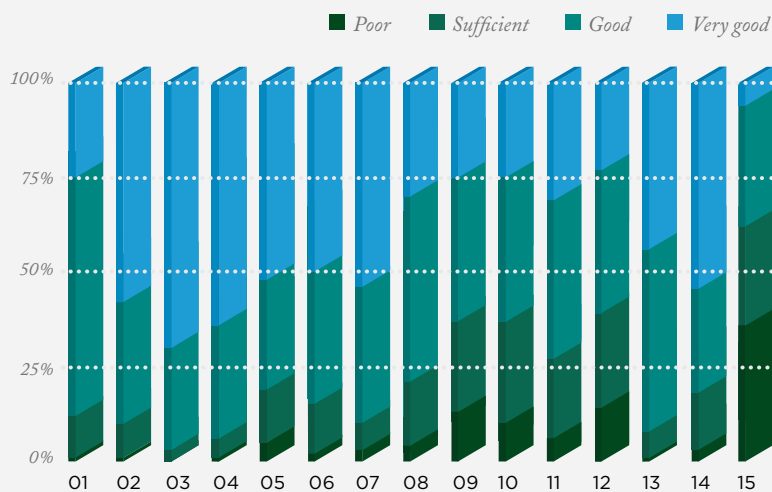
04 seminars

WHAT YOU THOUGHT

(Online evaluation, completed by nearly 1100 participants)

How you rated the conference

- 01 Conference on a whole
- 02 Conference Programme
- 03 Registration Desk
- 04 Information Desk
- 05 Catering
- 06 Business Centre
- 07 Agenda Builder
- 08 Message Boards
- 09 Opening Reception
- 10 Closing Reception
- 11 Newcomers' Reception
- 12 EAIE Dance
- 13 Exhibition
- 14 Information day visits
- 15 Hotel arrangements





MORE SESSIONS, LESS OVERLAP, HIGHER QUALITY

Variety of content is essential when catering to such a diverse audience. Even though more sessions than ever were organised in Nantes, the Conference Programme Committee (CPC) is looking for ways to diversify the programme further without compromising quality or availability. In 2011, more one-hour sessions will be introduced, allowing participants to join more sessions with similar topics of interest without the concern of overlap in time. Feedback regarding individual sessions revealed too much variety in quality amongst sessions. The CPC will focus on this feedback in the meetings leading up to the 2011 Conference. With over 400 proposals submitted for sessions and workshops, the Committee has their work cut out.

NEW CONFERENCE DATES FOR COPENHAGEN

In answer to the strong request from membership, the EAIE has decided to move future conference dates ahead one day in the week. The 23rd Annual Conference in Copenhagen will be held from Tuesday to Friday (11-13 September). With this change of dates, the EAIE also expects a higher participation on the last conference day. The EAIE is working closely with our Conference Partner, Copenhagen Business School, to ensure another successful conference.

ACCEPTING LEYMAH'S CHALLENGE

Together with its Professional Section 'Educational Cooperation with Developing Countries,' the EAIE intends to ensure larger representation by African universities at future EAIE Conferences. By stimulating stronger cooperation between European and African universities, structures can be developed in society that may prevent a repetition of an event such as the war in Liberia.

See page 18 for more on Leymah Gbowee.

COOPERATE, INNOVATE, PARTICIPATE

The 2011 Conference Programme Committee and its conference partner, Copenhagen Business School (CBS), are called to action by this year's theme. The varied programme will feature hands-on learning opportunities, networking activities and social events sure to get you participating! Our keynote addresses will highlight innovation, while the programme will feature the importance of cooperation on all levels.

For the first time since 2008, the EAIE Conference will return to a campus, but only for one day on 13 September. Participants attending workshops on this day or taking part in a visit to a Danish or Swedish higher education institution will rub shoulders with students and take part in interactive activities that will foster all components of this theme. The core conference, with the largest EAIE Exhibition to date and more sessions than ever, will take place in the Bella Center.

Come and discover Copenhagen with us!

PROFESSIONAL SECTION

SHARING KNOWLEDGE AND MAKING IT WORK

The EAIE Professional Sections (PSs) play an integral role in the success of the annual conference. Stefan Wellens, EDC Board member, reflects on how the content of this year's conference was particularly inspiring for his PS: Educational Cooperation with Developing Countries.

If you are interested in a wide range of topics related to higher education, the EAIE Annual Conference can be a frustrating event to attend. It can provoke a phenomenon that was recently acknowledged by modern psychology as stress of choice.¹ Indeed, the simultaneous appearance of an abundant number of (appealing) options does not make a person's life easier – rather on the contrary. “To choose is to lose,” we tend to say in Flanders (freely translated to English), and the existence of a tool called ‘the agenda builder’ is an unmistakable indication that today's professionals need a hand, a few days a year, when making choices between themes like accreditation, building sustainable relationships, networking skills, international internships, doctoral education and innovation, brain drain, cultural imbalance, and many more.

Luckily for me, my recent election as member of the EDC Board provided me with the necessary guidelines for using the agenda builder: my primary focus should be on educational cooperation with developing countries. With a full but focused agenda, I had an overview of what I was about to be doing during those four days in Nantes.

THIS YEAR'S THEME

‘Making knowledge work’ was the rather cryptic credo of this year's Annual Conference. Nevertheless – or maybe precisely because of that – I quite liked it. Why? Because it seems to express an undisputed assumption, rather than a mere ambition or expectation. Making equals doing, not having the ambition to make or do but already past that, already there, happening.

Good starting point, I thought, since this conference brings together over 3600 higher education professionals from all over the globe for various reasons, but with at least one common aim: obtaining results in whatever their field of expertise or professional focus in higher education may be. And doing some networking of course – not to be confused with ‘not working.’ Speaking thereof, it struck me that the concept of networks was also explicitly present in some of the (EDC) workshops, sessions and meetings, albeit in a slightly different context. Whereas ‘networking’ is traditionally connoted with individual activity, ‘networks’ were introduced as a new form of dynamic multi-partnerships in a context of international institutional cooperation. Especially the so-called North-South-South cooperation²

seems to be increasingly referring to institutional networks in order to emphasise the non-coincidental character of those ties and exchanges. It was even suggested that the EAIE itself should ‘institutionally’ link up with the newly created African counterpart organisation ANIE, in order to share knowledge and experiences and hence to... make each other's knowledge work.

1. Schwartz, B., *The Paradox of Choice - Why More Is Less*, Toronto: HarperCollins, 2004.

2. Whereby one or more higher education institutions from the North (developed countries) are involved in a cooperation programme (mobility of students as well as researchers) with more than one higher education institution in one or more countries in the South (developing countries).

MESSAGE FROM THE PRESIDENT

GUDRUN PAULSDOTTIR *Mälardalen University, Sweden*

Writing to you at this very early stage of my Presidency is both a challenge and a pleasure. The Nantes conference is over and it surpassed all expectations, both in numbers and quality. That we are among the very few organisations in the world that managed to grow this year further underlines that we are a first choice for many when it comes to attending a conference in the area of international higher education.

Our organisation is indeed in a very good place right now. We have achieved so much in the last years that we are now among the top associations in our field, recognised by an increasing number of organisations as a competence to be counted on and with whom many wish to engage in different projects. This is the result of the hard work of our members and leadership groups. The challenge now is to keep this position and continue to develop. The trick is to not get too carried away or jump on every proposal we receive. We must not lose track of who we are and must stay focused on doing what we do best.

With this year's elections we fully launched into a new governance structure. This new system will require a little getting used to but there is no doubt in my mind that it will greatly facilitate the work that lies ahead. The commitment of our members fills me with confidence for the future.

On the new Board we have Timo Ahonen, Rositsa Bateson, Ole Faaborg, Hans-Georg van Liempd (Vice-President) and myself. The Board answers to the General Council, which consists of nine elected Professional Section members, nine Chairs of Professional Sections and the immediate Past President.



THE BOARD (from left to right)

Timo Ahonen, Lahti University of Applied Sciences, Finland

Gudrun Paulsdottir, Mälardalen University, Sweden

Hans-Georg van Liempd, Tilburg University, the Netherlands

Rositsa Bateson, University of Abertay Dundee, UK

Ole Faaborg, UCN Northern Denmark, Denmark

Our achievements so far have drawn the attention of other actors in the field of international higher education and we are frequently approached for joint cooperation or for input on current issues. The large pool of expertise of the members of the Association has definitely been noticed. We will continue to turn to you whenever there is a request for certain expertise, usually through the channels of our Professional Sections and Special Interest Groups. During the next year, we will also identify new ways of giving the experts in our Association more visibility.

With our increased growth we have also become an interesting partner for the dissemination of experiences, research results, news and trends in the field. This is a welcome development as it places us at the centre of what is happening in our field, and gives our members access to the latest information and knowledge. It is you and your different networks that greatly contribute to this and I sincerely hope that you will continue to do so.



THE GENERAL COUNCIL (from left to right)

Laura Howard, *University of Cadiz, Spain*

Karin Klitgaard Møller, *University of Copenhagen, Denmark*

Piet van Hove, *University of Antwerp, Belgium*

Bjørn Einar Aas, *University of Bergen, Norway*

Marit Egner, *University of Oslo, Norway*

Michael Rosier, *University of Hertfordshire Business School, UK*
(hidden)

Sabine Pendl, *University of Graz, Austria*

Marie-José Albert-Batt, *Burgundy School of Business, France*

Marjo van der Valk-Kuijpers, *Technische Universiteit Eindhoven,*
the Netherlands

Jeanine Gregersen-Hermans, *Maastricht University, the*
Netherlands

Mervin Bakker, *University of Amsterdam, the Netherlands*

Delia de Vreeze, *Wageningen University, the Netherlands*

Gunilla Carlecrantz, *Lund University, Sweden*

Bettina Nelemans, *Universiteit Utrecht James Boswell Instituut,*
the Netherlands

Herman de Leeuw, *Dienst Uitvoering Onderwijs (DUO), the*
Netherlands

Kathleen van Heule, *University College Ghent, Belgium*

Serge Schroef, *KATHO University College, Belgium*

Absent:

Marina Tesauo, *University of Rome Tor Vergata, Italy*

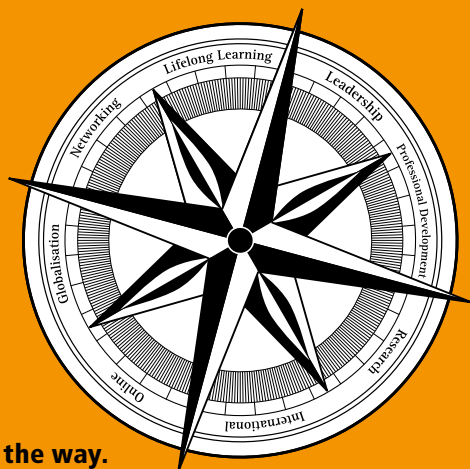
Stephen Orme, *Nuffic, the Netherlands*

There is as always a lot going on in the world of internationalisation: The European Union is collecting input for the new Erasmus Mundus programme and is mapping out a strategy for internationalisation of higher education. Student mobility flows are changing between continents and countries. It becomes clearer almost by the day that partnerships with organisations that think and work in similar ways and with similar values are important in order to advance. Forging partnerships on the Professional Section and Special Interest Group level are as important as partnerships on the overall organisational level. The EAIE will work on

identifying, developing and strengthening these contacts in the coming years.

So, for me to step into the role of President of the Association at this time is both intimidating and challenging; so much to protect and so many opportunities to seize, and with that the pleasure of working with a fantastic group of dedicated people. I look forward to this journey and I certainly hope that we will enjoy it together. **E**

Where is Higher Education going?



Lead the way.

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The University of Liverpool Doctor of Education – Higher Education (EdD) is a professional doctoral programme for working professionals who are ready to lead the way.

www.edd.ohecampus.com



Online Degrees



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Located in the heart of London, LSE offers a fully integrated undergraduate programme across the social sciences. With teaching delivered by eminent academics, guaranteed housing, dedicated student support, world renowned guest speakers, an extensive social calendar and over 100 years' experience there's more to study abroad at LSE.



For further information email us at gc@lse.ac.uk or visit our website at lse.ac.uk/EAIE



The General Course
100 years 1909-2009



Vaal University of Technology

The Vaal University of Technology's main campus boasts excellent facilities conducive to learning and research, sport and recreation, art and culture and community engagement. Three satellite campuses extend the services of the University at Secunda, Ekurhuleni and Upington. There is also an extension to the main campus in Sebokeng named "Edu-City".

Vision

Be a dynamic centre of technology, leading in quality education for the nation

Mission

Committed to the development of higher education through

- Teaching and learning,
- Research
- And community service.

Faculties

The Vaal University of Technology has four faculties namely:

- Applied and Computer Sciences
- Management Sciences
- Human Sciences
- Engineering and Technology

Research

Research has become a focal point of the university, while applied research is the main focus. The university has five research institutes involved in multi-disciplinary applied research, i.e. Institute of Applied Electronics; Institute for High Voltage Studies; Institute for Chemical and Biotechnology; Institute for Sustainable Livelihoods and Enterprise Development Unit.

"In the 43 years of its existence, Vaal University of Technology (VUT) has grown in stature, drawing more students from all over Africa. It is one of South Africa's largest residential universities of technology with more than 17000 students and about 1600 international students. This position enables it to make substantial contribution to the development human resources in the region and country."

Enquiries: International Relations Department

Private Bag X021

Vanderbijlpark

South Africa

Telephone: +27 16 950 9318

E-mail: International@vut.ac.za

Website: www.vut.ac.za

"Your World to a Better Future"

CONFERENCE HIGHLIGHTS

OUR KEYNOTE SPEAKERS

The EAIE was pleased to welcome keynote speakers who called us to action and captured our imagination.

OPENING KEYNOTE SPEAKER

LEYMAH GBOWEE



Standing up to the evils of our time.

Leymah Gbowee, leader of the women's movement that ended the 14-year civil war in Liberia, moved the audience with her unforgettable opening keynote speech. Momentarily her anger surfaced, stunning the audience into a deeper silence. Like the clips from the documentary *Pray the Devil Back to Hell*, her words were confrontational yet inspiring. As a final message, Leymah acknowledged our achievement of coming together as international educators, then challenged us to acknowledge our responsibility to help those restricted by means but desperate to grow. "What are you standing up to?"

See page 18 in this issue for more on Leymah Gbowee.

CLOSING KEYNOTE SPEAKER

FRAÇOIS DELAROZIÈRE



Closing keynote speaker, François Delarozière, artistic director of the company 'La Machine,' transformed the auditorium into his workplace by sharing with the audience how his machines evolve from imagination to reality.

"The monumental size of our machines instantly projects the spectator into a physical situation similar to that of a child who sees his parents as giants. For us adults this is an unfamiliar situation that opens our eyes and frees us from many prejudices.

The conference theme this year has been 'Making knowledge work.' As I mentioned earlier, none of the machines or objects I have described serve any functional purpose as such. There are many different people from different backgrounds coming together for these projects, combining their knowledge and skills. They are combining their forces, making knowledge work, not for some utilitarian purpose but to capture people's imagination, to make people dream which, is just as important." — *Fraçois Delarozière*



SAINTs ROUNDTABLE

WHAT DO WE MEAN BY MINDSETS?

There is a lot of talk about mindsets in international education circles. What are they, and why do they excite so much interest? The SAINTs led a roundtable discussion in Nantes on mindsets, which had in fact come to life online via the SAINTs blog during the months leading up to the conference. Even if hesitant at first to enter in this dialogue, participants soon began to challenge each other with further questions, offer solutions to sensitive situations and come to the conclusion that this is a topic too large to conclude in a 90-minute session. And thus, the discussion continues...

SAINTs' BLOG

<http://eaiesaints.wordpress.com>



Technically mindsets are traditions, values, thought patterns, ways of thinking and ways of learning shared by members of the same culture. Like the mother tongue, these mindsets are transmitted from birth by the family and society, unconsciously, so that they are often taken for granted. Ask someone what it means to be French, Dutch or Australian and chances are you'll get a puzzled look in response, or stereotypes.

We become aware of our cultural identity when confronted with difference. This can be the immigrant family down the road with their own language, customs and dress. Often, gaining this self-awareness coincides with living abroad for an extended period. We realise we do things differently from the host culture; we miss things from home that we'd taken for granted and, if students, we can be surprised by the new academic or business culture.

And of course communicating in an unfamiliar language brings its share of frustrations and misunderstandings, at least until language skills are substantially improved and we start thinking in the host language.

Mindsets are part and parcel of our everyday lives in international education. For many of us, hardly a day goes by without our own mindsets, and the mindsets of others, becoming apparent. Why do students and teaching staff behave the way they do? Why does the staff of a distant exchange office react to our seemingly simple requests the way they do? Why is it that people in authority over us just can't see (or refuse to see) the value of a course of action that is blindingly obvious to us? When we apply for grants from the EU or other sources, why are we forced into moulds of thought and expression that are literally foreign to us?

**WE ENGAGE IN THE CRAFT OF INTERNATIONAL EDUCATION
BECAUSE WE FIRMLY BELIEVE IN THE VALUE OF DIVERSITY**

“We had two Russian students many years ago with a European scholarship in the Law School. I received a call from the Coordinator at the Law School that the students had bad results on their exams. They underperformed tragically. We did not understand since their home results were so excellent. Little did we know at the time, that those students were used to learning text by heart and that their exams at home were questions related to the textbooks.”

“An American partner is surprised that the institutional agreement has to be signed in nine copies with the French partner. Aren’t two enough, one for each?”

Of course we can complain about the mindsets of others, but let us ask ourselves what the world would be like if we all thought alike. Disagreements would end, but there would be a blandness about life. We engage in the craft of international education because we firmly believe in the value of diversity. We seek out diversity. We want new and exotic experiences for our students. Strangeness and foreignness provide challenges for growth. No pain, no gain.

In many of our offices we assume that staff is sufficiently aware of the challenge of mindsets in order to recognise them, and to know what to do about them. The sad fact, however, is that management is often simply wrong about that. Many of us, particularly at the beginning of our careers, are woefully unprepared. We have plenty of good will, but often lack skills. The busy life of the International Office rarely allows time or space for training. We do the best we can in our jobs, but many of us make more mistakes than necessary.

STRANGENESS AND FOREIGNNESS PROVIDE CHALLENGES FOR GROWTH. NO PAIN, NO GAIN

It was incredibly inspiring to look out over the exhibition hall at the Nantes conference. How unusual in this troubled world to see over 3000 people motivated by the desire to cooperate. Think about that. How often do you see that? How important is that in a world in danger of breaking apart under the influence of competing ideologies, belief systems, power plays, economic theories and practices? Can the importance of mindsets be overrated? No way! **E**

FOOD FOR THOUGHT:

1. Are there different sorts of mindsets, such as cultural mindsets, bureaucratic mindsets, political/national mindsets?
 2. Are they good or bad (or both)?
 3. What is the role of language in setting and maintaining mindsets?
 4. Can mindsets be “cured?” Where does one go for therapy?
 5. Are we aware of our mindsets, or are they, for each of us, so obvious as to defy analysis?
 6. When are mindsets destructive, and when are they creative?
 7. Where do prejudices and mindsets meet? Are they related?
 8. How important is self-awareness?
 9. Can the impact of mindsets be moderated by “more information?” What is the role of communication?
 10. What is the role, good or bad, of social media like Facebook and blogs in shaping mindsets?
-







POSTER SESSION WINNER

PEER MENTORING IN PAKISTANI UNIVERSITIES:

A DIFFERENT CULTURE OF LEARNING?

Congratulations to this year's poster session winners:
Nosheen Naseem and Sophie Ball from Middlesex University.

With their poster, Nosheen and Sophie shared how structured peer mentoring for students is being introduced in universities in Pakistan. The overarching project examines the value of peer mentoring in promoting education attainment, improving retention and contributing to developing learning communities.

DEVELOPING INDEPENDENT LEARNING SKILLS

Peer mentoring in this context is a strategy whereby more experienced senior students (mentors) help and advise their junior peers (mentees) with academic, career or personal development under the guidance of a staff member. Peer mentoring has been shown to be

effective in studies in the UK, USA and other countries in helping students with their learning and enhancing student experience, but it has rarely been used in developing countries and never in Pakistan.

The rationale was to design and implement structured peer mentoring specifically for students at Pakistani universities. During the interim evaluation, the impact of change brought about by 'students mentoring students' as opposed to hierarchical learning (teachers to students) was measured. Participating universities are interested in continuing the project as the review of the project reflected very positive feedback from students and staff.

CONFERENCE IMPRESSIONS

CREATIVE WRITING CONTEST

JUDGE'S COMMENT

Thirty-one of this year's conference attendees were inspired to put their thoughts into writing and what is particularly pleasing is that, judging from the content, a number of them were first timers to the conference. Reading the texts gave me the feeling that, although I was unable to participate this year, I was nevertheless part of this unique gathering. It was obvious that certain aspects of the conference captured the imagination of many, in particular the keynote speaker from Liberia, the city of Nantes and, perhaps on the less positive side, transport in the city. However, the overriding impression nearly all the entries conveyed was the value of coming together. Selecting a winning entry has not been easy but having read all the pieces a number of times, I reached the conclusion that one of them had just a little more creativity and imaginative insight and thereby captured the spirit of the conference in a more exciting manner. I congratulate the winner and applaud all the entrants. They have provided me with some pleasurable hours of stimulating reading.

— Michael Cooper, Editor of Forum

WINNING ENTRY

From Nantes to Liberia; beyond the horizon

Evening sun. Nantes shines beautiful and subtle like the queen of hostesses, EAIE 2010 being the awaited guest.

I observe blue bags quickly invade the city centre around the white castle, as red autumn leaves slowly fall on the ground

Arriving, willing to learn; prepared to share; eager to question: administrators and academics alike.

I feel like a spider in its web, networking my way through an inviting mosaic of meetings, sessions, and workshops

Southern views count as development cooperation and education is mixed up and debated, in depth.

I taste slices of lifelong learning and admission policies with various spices, simply invigorating

Bold! The clear key-note female voice of Liberia challenges every participant: what do you stand up for?

I appreciate the significant and empowering call to re-evaluate my actions, goals and motives

An important link is addressed between education, global responsibility and human rights – interconnected indeed.

I see – in the Brave Liberian Women's achievements – the ultimate victory of grassroots action

As we contribute to the puzzle called “the future of humankind” nothing is unachievable if we dare to combine Knowledge and Dreams

–not even the sky is the limit

THE WINNER

Alva Brunn is currently employed as a Programme Coordinator at the Centre for International Mobility (CIMO) in Finland, in the field of educational cooperation with developing countries through the North-South-South Higher Education Institution Network Programme.

THE PRIZE

The winner receives a week-long immersion language course valued at € 2500, kindly sponsored by CERAN Lingua International.
www.ceran.com/en

CERAN
LINGUA INTERNATIONAL



CONSTANCE MELDRUM AWARD



THE AWARD

The Constance Meldrum Award for vision and leadership is awarded to senior practitioners in international higher education with a record of high professional standards of at least ten years. Award recipients must be recognised as having contributed to both processes and results in international education with dedication, innovation and perseverance. They must have a record of providing leadership and inspiration to others, and a history of service to the EAIE.

THE WINNER IS

CHRISTIAN BODE 

Dr Christian Bode has been Secretary General of the German Academic Exchange Service (DAAD) since 1990. He graduated from the University of Bonn with a degree in law. Between 1972 and 1982 he held different senior positions in the Federal Ministry of Education and Science. From 1982 until 1990 he was the Secretary General of the German Rectors' Conference (at the time: Westdeutsche Rektorenkonferenz).

Christian Bode is one of the founders of the Academic Cooperation Association (ACA), of which he has been a Vice-President twice. He has been awarded several honorary degrees from universities all over the world. Recent awards include the 'Chevalier de l'Ordre National du Mérite' (France), the 'Officer of the Order of the British Empire' and the 'Cassandra Pyle Award' (USA).

Dr Bode has diligently worked for the internationalisation of higher education in Germany, in Europe and around the world. He has contributed to actions focused on the development in higher education launched by the UNESCO. He has been a fervent spokesman for the Bologna process, the internationalisation of curricula, development in the different fields of mobility and for the implementation of international research schemes.

Dr Bode has published widely on all aspects of higher education policy, with a special focus on internationalisation. Dr Bode's contribution to the development and recognition of the internationalisation of higher education leaves a big imprint in our field.

ON A PERSONAL NOTE

"Christian Bode has in his professional life always underlined the importance of education in order to reduce prejudice and promote coexistence. Global education enhances this further and the individual experience is the most important one. He has often emphasised the societal benefit of knowledge and of the understanding of values, virtues and character. In a society that looks very much to numbers, he has done the math and shown that investment in education is always a good choice."

— Gudrun Paulsdottir, Chair of the Awards Committee

EAIE AWARD WINNERS

RISING STAR AWARD

**THE AWARD**

The Rising Star Award recognises new members of the EAIE who have demonstrated a commitment to international education. Only those who have been members for less than five years and who have already made a notable contribution to the field, and the EAIE, are eligible for this award.

THE WINNER IS**ADELE BROWNE** 

Adele Browne is the Executive Officer for European Programmes at the University of Sussex, responsible for the promotion and administration of study and work placements abroad for Sussex undergraduates. Adele is a young enthusiastic member of the EAIE who has become highly involved within the organisation in a very short time. She was one of the founders of the Special Interest Group 'Disability Issues Worldwide' and is currently the contact person for that group. She has been a speaker at sessions and workshops. Since last year, Adele has joined one of the working groups looking into a deeper cooperation with FEDORA. She contributes to various other events organised by the DIW and the EAIE. Adele engages actively in the variety of tasks that her appointment as contact person brings. Her knowledge and dedication make her a valuable asset to both the DIW and the EAIE. The EAIE hopes that she will continue the good work in the years to come.

— Gudrun Paulsdottir, Chair of the Awards Committee

EAIE AWARD WINNERS

LIFE MEMBERSHIP AWARD

**THE AWARD**

Life membership is awarded to someone who has made a significant professional contribution to the EAIE for many years. Recipients are retired or in the process of retiring, or have left the field of international education for employment in another sector.

THE WINNER IS**ALEX OLDE KALTER** 

Alex Olde Kalter received the Life Membership Award as a token of appreciation for the work he has done for the Association and on behalf of the Association. He became the EAIE Director in 2001 at a time when the EAIE was in a difficult financial situation. Within a few years he and his team managed to turn the numbers around and the EAIE once again gained firm ground from which it could grow and prosper. It is safe to say that Alex Olde Kalter was the right man for the Association at that time.

When Alex arrived in 2001 he was not new to the Association; he had already been an active member, a Board member of LICOM and in that role he participated wholeheartedly in various activities. We quickly got used to his appearance in the Office, at the different events, with his briefcase and his hairdo. Alex has made a lasting impression in the history of the EAIE.

— Gudrun Paulsdottir, Chair of the Awards Committee

THE TRANSATLANTIC LEADERSHIP AWARD



THE AWARD

The Transatlantic Leadership Award is awarded to those who have provided significant leadership to educational exchange between Europe and the United States, in the spirit of mutual understanding and respect.

THE WINNERS ARE

WILLIAM G DAVEY 

Professor Emeritus William G Davey has worked in the field of internationalisation of higher education for a very long time. From 1999 until his recent retirement he was the Director of the International Programs at Arizona State University. His main area is in international and intercultural communication and he has specialised in European regional identity, societal bilingualism and undocumented immigration. He has served on many boards and committees for the promotion of international education. During 2009–2010, Bill, as he is generally called, was an Erasmus Mundus Fellow at the University of Florence, the University of London, and the University of Roskilde.

DENNIS DUTSCHKE 

Professor Dennis Dutschke is the founding Dean of Studies of The College of Global Studies, Arcadia University, the first degree granting college in the US with an extensive education abroad programme and campuses around the world. Professor Dutschke was formerly Associate Vice Provost of International Programs at the University of California, Davis, as well as Professor of Medieval and Renaissance Italian literature. He has been active in international education, and a long-standing member of AIEA and EAIE. His research interests are medieval and renaissance Italian literature, with particular interest in palaeography and codicology. He has published books and articles on the lyric poetry of the fourteenth century writers Francesco Petrarca and Giovanni Boccaccio, as well as popular religious poetry of the Middle Ages.

ON A PERSONAL NOTE

“Dennis and Bill received this award for their role as founders of the transatlantic dialogue in 2005. This initiative was a first of its kind. For many years participants signed up for it in order to gain understanding of how things worked on the other side of the Atlantic. Many issues were clarified and cooperations were brought to a new level. This concept of dialogue has since been picked up and developed. Dialogues today are held between a number of continents and countries. What started as a small dialogue within a rather defined group has now developed into a format used by many and a tool for understanding and cooperation throughout the world. It has definitely contributed to better understanding in international higher education.”

— Gudrun Paulsdottir, Chair of the Awards Committee

THE PRESIDENT'S AWARD

The President's Award for outstanding professional contribution and service to the EAIE is given to a person of the President's choosing, independent of the regular nomination procedure of the Awards Committee. The President's Award recognises those who have made an invaluable contribution to the EAIE. In February 2010, Peter Timmann was presented with this award during the EAIE leadership meeting in Norway.

PRIZE WINNERS

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

Newcomers' draw:

Alicja Kolodziej
Wroclaw University of
Technology, Poland

General evaluation:

Christian Pichler-Stainern
Austrian Agency for International
Cooperation in Education
and Research, Vienna

Thank You

The EAIE would like to thank the following organisations and individuals for their generous support:



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UNIVERSITAT ROVIRA I VIRGILI
AUSTRALIAN CATHOLIC UNIVERSITY
COUNCIL ON INTERNATIONAL
EDUCATIONAL EXCHANGE

CONFERENCE PROGRAMME COMMITTEE 2010

Gudrun Paulsdottir, (Chair)
Mälardalen University, Sweden
Bjørn Einar Aas,
University of Bergen, Norway

Duleep Deosthale,
Manipal University, USA
Karin Klitgaard Møller,
University of Copenhagen, Denmark
Michael Rosier,
University of Hertfordshire, UK

Marie-José Albert-Batt,
Burgundy School of Business, France
Lisa MacPherson,
EAIE Office, the Netherlands

Special thanks goes to all speakers and Chairs for the time and energy they dedicated to making their knowledge work, immeasurably contributing to the success of the Nantes conference.

Talking head

The EAIE speaks with **Hugh Brady**, President of the University College Dublin.

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

As the President of a major comprehensive research-intensive university, you become involved in internationalisation virtually as an imperative. UCD has almost 4500 international students from 110 countries, we recruit our staff from all around the world, and practically all of our major research collaborations involve international partnerships. In a word, the competition for the most talented students and staff is global, and so is the competition for resources. In addition, when you come from a small country such as Ireland, which relies heavily on its international linkages, there is a natural openness to seek opportunities internationally. At a personal level, the 10 years that I spent working as a Clinician-Scientist in university hospital departments in Toronto and Boston before taking up my role at UCD convinced me of the inherent dynamism of institutions, which bring together a wide variety of culture, outlooks, experiences and opinions. Fostering that international dynamism is an essential requirement of any university that seeks to be world-class.

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?

Over the last five years, we have been extremely active in a range of key international initiatives. We joined Universitas 21, the international network of leading research intensive universities; we implemented a dedicated China Strategy, which has seen us set up a number of close collaborations with China's leading universities – including Peking University in European Studies, with Renmin University in a Confucius Institute partnership and with Fudan

University in software engineering. We also opened the UCD Centre for Study Abroad, which has allowed us to significantly grow the number of American Junior Year Abroad students on our campus, and provide both the students and their home institutions with a terrific level of service; and we have put a strong emphasis on the support of our international students. The ultimate evidence of this will be the opening of our dedicated International Centre in January 2011. I look forward to showing the UCD International Centre to your readers when we host the EAIE Conference in Dublin in 2012.

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 provide scholarships and grants to ensure that every UCD student was able to spend some time either studying or volunteering overseas as part of their UCD education. UCD already has the largest outgoing Erasmus programme of any English-speaking university and the largest non-Erasmus exchange programme in Ireland, but the cost to individual students will necessarily be an obstacle to making international mobility ubiquitous in our degree programmes. UCD is putting in place a broad range of mobility opportunities for our students, which includes not only traditional semester or year-long exchanges, but also summer schools, internships, research placements and a range of other opportunities. Ensuring that the maximum number of UCD students can avail of them is a key strategic priority for my university. Having an awareness of international issues, and being able to live and work across cultures, is going to be a deciding graduate attribute at successful universities in the years to come.



Dr **Hugh Brady**, MB, BCh, BAO, BSc, PhD, MD, FRCPI, MRIA, was appointed President of UCD in January 2004. He was educated at UCD where he was awarded degrees in Medicine (1982) and Science (1984). He was subsequently awarded PhD and MD degrees for research in renal physiology and molecular medicine. Since taking up his position as President, Hugh Brady has overseen and implemented a multipronged institutional change programme, which included major curriculum reform at undergraduate and graduate levels, a reorganisation of academic structures, the establishment of a number of graduate schools and multidisciplinary research institutes, a significant increase in research income and outputs, and a striking jump in UCD's position in the THES university rankings. Most recently Dr Brady and Dr John Hegarty, Provost of Trinity College Dublin (TCD), spearheaded the formation of a major Innovation Alliance between UCD and TCD with the explicit goal of maximising the contribution of Ireland's two leading universities to job creation.

Established in 1854 by John Henry Newman, the **University College Dublin** played a key role in the history of the modern Irish State and today it plays a leading part in shaping Ireland's future. As Ireland forges a new identity through relationships with international partners, the university is adopting an increasingly international outlook. For over 150 years, UCD has produced graduates remarkable distinction of including famous surgeons, architects, entrepreneurs and five of Ireland's Taoisigh (Prime Ministers). Perhaps the best known of all its graduates is the writer James Joyce, who completed his Bachelor of Arts at the university in 1902. More than 25% of the current student population is engaged in graduate research and scholarship.

Calendar

20 TO 21 JANUARY

EBI Conference

'Facing the rankings - Using Benchmarking tools for strategic positioning'

LOCATION: ARCOTEL Wimberger Wien, Vienna, Austria

INFO: ESMU, Brussels, Belgium

TEL +32-2-513 86 22, FAX +32-2-289 24 67
www.education-benchmarking.eu

20 TO 23 FEBRUARY

2011 AIEA Annual Conference

'Competition and collaboration in the global transformation of higher education'

LOCATION: Westin St. Francis Hotel, San Francisco, USA

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

TEL +1-919-668 19 28, FAX +1-919-684 87 49
www.aieaworld.org

7 TO 9 MARCH

EAIE Training Course

Advising international students

LOCATION: Florence, Italy

www.eaie.org/pd

9 TO 12 MARCH

2011 APAIE Conference & Exhibition

LOCATION: National Taiwan University, Taipei, Taiwan

INFO: Zoe Chang, Elite Conference Organiser
Amsterdam, the Netherlands

E-MAIL apaie2011_ex@elitepco.com.tw
www.apaie.org/conference/2011

10 TO 12 MARCH

Going Global 5

LOCATION: Hong Kong Convention and Exhibition Centre, China

INFO: British Council, London, United Kingdom

TEL +44-20-73 894 644
E-MAIL going.global@britishcouncil.org
www.britishcouncil.org/goingglobal

13 TO 16 MARCH

AACRAO's 97th Annual Meeting

LOCATION: Washington State Convention & Trade Center, Seattle, USA

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

TEL +1-202-293 91 61, FAX +1-202-872 88 57
E-MAIL meetings@aacrao.org
www.aacrao.org

★ 23 TO 25 MARCH

EAIE Training Course

International recruitment 101

LOCATION: Barcelona, Spain

www.eaie.org/pd

★ 23 TO 25 MARCH

EAIE Training Course

Alumni relations from A to Z

LOCATION: Paris, France

www.eaie.org/pd

31 MARCH TO 1 APRIL

EURASHE 21st Annual Conference

LOCATION: Institut universitaire de technologie, Nice, France

INFO: European Association of Institutions in Higher Education, Brussels, Belgium

TEL +32-2-211 41 97
E-MAIL eurashe@eurashe.eu
www.eurashe.eu

6 TO 8 APRIL

Seventh Annual Forum on Education Abroad Conference

'Making the connection: praxis and theory in education abroad'

LOCATION: Boston Park Plaza Hotel & Towers, USA

INFO: Forum on Education Abroad, Dickinson College, USA

TEL +1-717-245 10 31, FAX +1-717-245 16 77
E-MAIL info@forumea.org
www.forumea.org/index.cfm

★ 8 APRIL

EAIE Executive Forum

Global Development Challenges - Are European Higher Education Institutions concerned?

LOCATION: Oslo, Norway

www.eaie.org/pd

★ 11 TO 15 APRIL

Professional Development Module

Leadership and Internationalisation

LOCATION: Liverpool, UK

www.eaie.org/pd

★ 13 TO 15 APRIL

EAIE Training Course

Fighting document fraud

LOCATION: Eindhoven, the Netherlands

www.eaie.org/pd

★ 11 TO 13 MAY

EAIE Training Course

Joint and Double degrees - survival kit for a successful programme

LOCATION: Trento, Italy

www.eaie.org/pd

22 TO 24 MAY

ACA Annual Conference

'The excellence imperative. World-class aspirations and real-world needs'

LOCATION: University of Vienna, Austria

INFO: Academic Cooperation Association, Brussels, Belgium

TEL +32-2-513 22 41, FAX +32-2-513 17 76
E-MAIL info@aca-secretariat.be
www.aca-secretariat.be

29 MAY TO 3 JUNE

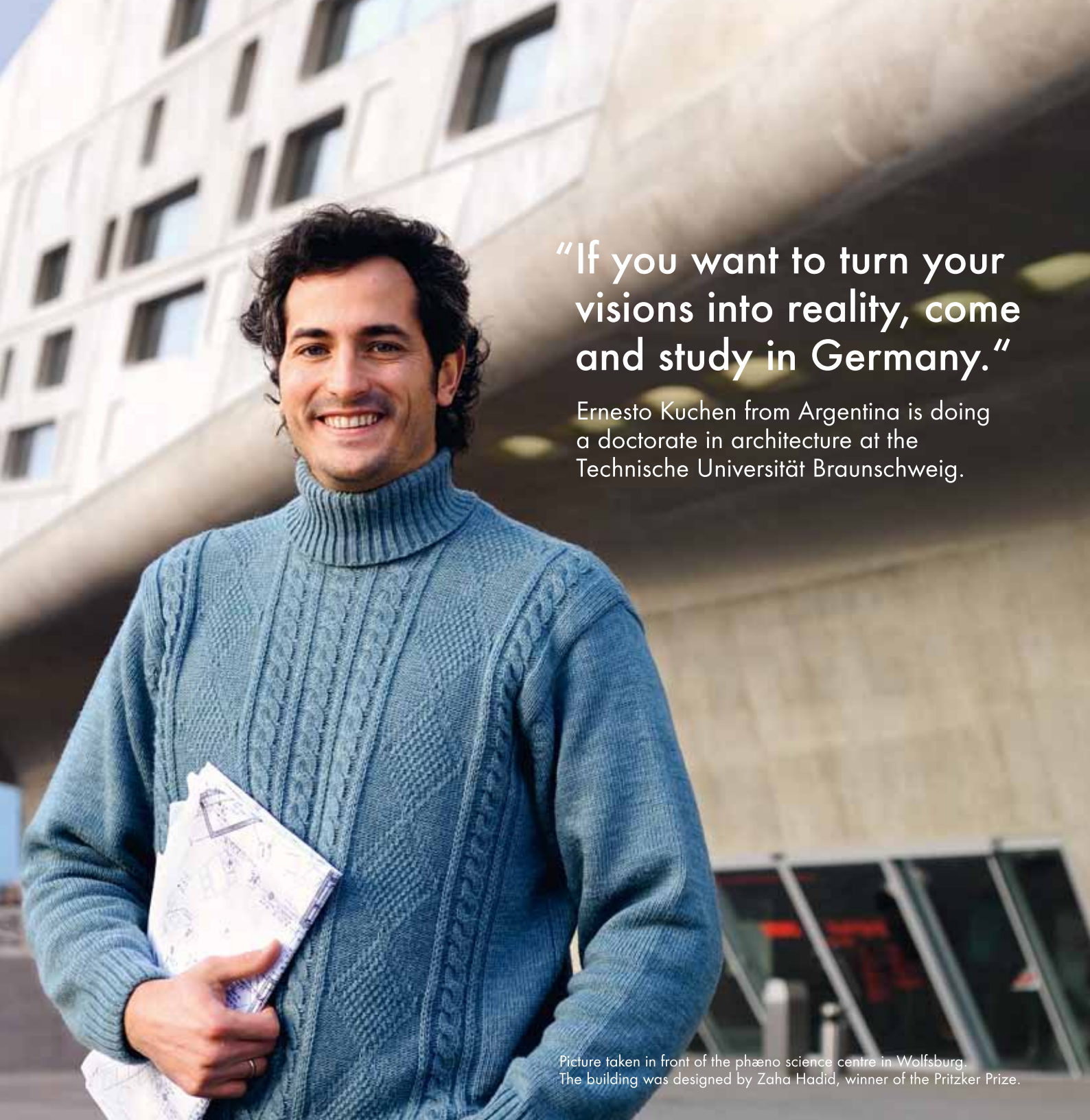
NAFSA 63rd Annual Conference and Expo

'Innovation and sustainability in International Education'

LOCATION: Vancouver Convention Centre, Canada

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

TEL +1-202-737 36 99, FAX +1-202-737 36 57
E-MAIL conference@nafsa.org
www.nafsa.org/annualconference



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visions into reality, come
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Ernesto Kuchen from Argentina is doing
a doctorate in architecture at the
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Picture taken in front of the phæno science centre in Wolfsburg.
The building was designed by Zaha Hadid, winner of the Pritzker Prize.

www.study-in.de

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