

FORUM

Discussing international education

A silhouette of a person walking away from the viewer across a vast, flat, snow-covered landscape under a cloudy sky. A trail of footprints leads from the foreground towards the person in the distance.

ROBERT SWAN'S MISSION IMPOSSIBLE
MADRID CONFERENCE REPORT
THE RECESSION AND EDUCATION
REBUILDING RWANDA

Editorial

A NEW WAY OF LOOKING AT THINGS

Ranking and ranking lists are playing an increasingly central role in higher education. Most rankings seem to be based on research status – publications, citations, *etc.* While there is nothing amiss with this per se, it does often overshadow other useful information about the university's mission. For instance, how do universities rank in undergraduate teaching, in providing access to non-traditional student groups, in cooperating with the local community, in assisting their graduating students in attaining worthwhile employment? What is needed is a multi-ranking system based on what universities actually do and what they really achieve.

A first possible step towards achieving such a system may be found in the model for classifying European universities that an EU-funded team under the leadership of the Center for Higher Education Policy Studies (CHEPS) at the University of Twente have been working on for the past five years. The group held its last conference in Stockholm at the end of October and will present its final report to the Commission later this year. Their work has resulted in a set of dimensions and indicators that will facilitate the multi-classification of universities. It is essential to underline that this in itself is not a ranking system but a classification. It tells us what universities do, not how well they do. For those who are interested, there is a presentation of the tool the group has developed at www.u-map.eu. Various members of the team have also contributed chapters to a book edited by Frans van Vught and published by Springer, entitled *Mapping the Higher Education Landscape – Towards a Euro-*

pean Classification of Higher Education.

CHEPS, together with the Centre for Higher Education Development (CHE) in Germany, have now received funding for a feasibility study for a U-map multi-rank system. It will be interesting to follow their progress to see how viable such a tool could be. Together with other groups and networks, the EAIE will form part of the advisory team for this project.

The EAIE is continuing to develop internally as well. At the very successful Madrid conference in September, the Annual General Meeting adopted a new governance structure, which I am convinced is not only a major step forward but also necessary in order to maintain the dynamism of the organisation. You can read more about this and many other activities in the report

WHAT IS NEEDED IS A MULTI-RANKING SYSTEM BASED ON WHAT UNIVERSITIES ACTUALLY DO AND WHAT THEY REALLY ACHIEVE

from the conference, including the winner of the creative writing contest. There is also an interview with the charismatic keynote speaker, Robert Swan.

In this issue we look beyond Europe to both Africa and Latin America with interesting features on Rwanda and the higher education system in Brazil, and a discussion of the difficulties in using European programmes in cooperating with developing countries. The effects of the economic crises on student recruitment and the importance of academic staff for promoting universities are also addressed as well as the question of happiness.

I wish you enjoyable reading and the season's greetings

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

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ROBERT SWAN



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CONFERENCE REPORT



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Kees Kouwenaar photo:
M&C-VU/Peter Valckx

Contributors



Michael Woolf



Michael is President of the Foundation for International Education (FIE). He has published widely on international education, contributing most recently to the EAIE's Occasional Paper 22. He is a consultant to a number of universities and organisations in Europe, the UK, USA and Japan, but still finds time to remain active in his academic field of American literature and cultural studies.



Kees Kouwenaar



Kees has been an EAIE member since 1989. He is currently Director of the Centre for International Cooperation at VU University Amsterdam. He has lived and worked in Indonesia and hopes that his current position will allow him to return. "Development cooperation is about helping people articulate and realise their plans for the future," explains Kees. "Whenever that happens, I remember why I do this."



Mervin Bakker



Educated in the Netherlands and the UK, Mervin is Head of Marketing and Communications at the Faculty of Economics and Business of the University of Amsterdam. He has worked for recruitment firms and educational agents in the Netherlands and abroad and has been a member of the EAIE Marketing and Recruitment (M&R) Professional Section Board since 2007.



Robert Coelen



Robert spent 30 years in Australia: first as an international student; next as an academic; and finally as Director International at two universities in Queensland. He returned to the Netherlands to become Vice-President International at Leiden University. He is a member of various educational organisations. He also organises the Leiden University Global Ranking Symposium Series and is a member of the EAIE Editorial Committee.



Maria Inês Marcondes



Maria Inês Marcondes has been teaching at Pontifical Catholic University of Rio de Janeiro since 1977. Her research areas are curriculum studies, teacher education, and teaching and learning processes. She is a member of the American Education Research Association (AERA) and of the International Study Association on Teachers and Teaching (ISATT). Her favourite city in Brazil is Rio de Janeiro and her hobby is photography.



Rosa Marina de Brito Meyer



Rosa Marina entered the Pontifical Catholic University of Rio de Janeiro in the late 60s and never left. She taught Portuguese to international students while doing her PhD in Linguistics Applied to Portuguese. She is currently Associate Professor and Associate Vice-President for Academic Affairs, responsible for international cooperation. Rosa Marina loves cooking: she even got an undergraduate degree in Gastronomy, just for fun.



Hélène Bernot Ullerö



After 27 years in international relations at the University of Oslo, Hélène underwent a total career makeover when Nuffic offered her a position in charge of projects in Benin and Rwanda. "Both countries fascinate me and invite me to push my limits," she says. Hélène is Senior Programme Administrator, Capacity Building and Scholarship Directorate at Nuffic, the Netherlands Organization for International Cooperation in Higher Education.

Member News

AWARDED

On 30 June 2009, EAIE immediate past president, **Fiona Hunter** was awarded a doctorate of business administration in higher education management from the University of Bath. She also received the Richard and Shirley Mawditt Prize for her dissertation entitled 'Evolutionary sagas of three private universities in Italy: critical factors for institutional responsiveness to exogenous change'. For more information about this programme visit www.bath.ac.uk/ichem/courses or contact Fiona: fhunter@liuc.it.

NEW JOBS

Hans de Wit, past president of the EAIE, has been appointed Professor (Lector) of Internationalisation at the School of Economics and Management of the Hogeschool van Amsterdam, University of Applied Sciences. He will create a research team dealing with internationalisation and its impact on curricula. His new e-mail address is: j.w.m.de.wit@hva.nl.

Maurits van Rooijen, former EAIE Editorial Committee member, became the new Rector Magnificus and CEO of Nyenrode Business Universiteit in the Netherlands on 1 October 2009. See page 62 for his Talking heads interview.

EAIE OFFICE UPDATE

After more than nine years as Director of the EAIE, **Alex Olde Kalter** will step down from his position as of 1 April 2010. The EAIE wishes to express its sincere thanks to Alex for his dedication and service to the Association. During his tenure, the EAIE has experienced rapid growth, successful developments and profound change. We would have been much poorer without him. Stay tuned for an interview with Alex in a future issue. Visit the EAIE website for details about the vacancy: www.eaie.org.

FORUM MAKEOVER

As you've probably noticed, the *Forum* has been totally redesigned to reflect the ever increasing professionalism of the EAIE. We hope the clean new look improves your reading experience — happy reading!

CORRECTION

On page 11 of summer *Forum* 2009, it stated erroneously that Maria José Romero is Director of the Commercial Department at the Cervantes Institute. The EAIE apologises for this error.

On your behalf

Conference: Building Capacity for Change for the Western Balkan Region
Sarajevo, Bosnia and Herzegovina
30–31 October 2009

Attendee: **Ruth Graf**
EAIE Professional Development
Manager

This conference was organised as part of the Novi-Sad initiative, which aims to address the reform of higher education institutions in the Western Balkan Region. Representatives from the ministries and universities of Bosnia and Herzegovina, Croatia, Montenegro and Serbia participated in the two-day seminar. Also present were a host of national and international experts and educational organisations, making the event an excellent platform for knowledge exchange. The event was a good example of the efforts being made towards cooperation in the region as it was hosted by the newly established Regional Cooperation Council and organised by the Universities of Zagreb, Novi Sad and Sarajevo.

Intensive discussions focused on topics such as funding, the establishment of a National Qualification Framework, the autonomy of universities, student involvement, access to higher education and the professionalisation of university management. There was clear commitment from all parties to engage in the process of regional cooperation, and to use common values and existing systems as a source for the further development of higher education management in the region. This initiative will hopefully enable universities to better fulfill their role in society.



Photo RCC/Selma Ahatovic-Lihic

AN INSPIRED VIEW OF THE WORLD

RUTH GRAF 

EAIE Professional Development
Manager

Internationalisation leaves its mark on all departments within a university. It is a driving force for change in each institution, and university staff need to remain updated if they hope to stay competitive and effective in the field.

Register and win

Register for any EAIE Professional Development event before 15 January 2010 and stand a chance to win a free EAIE membership!

The EAIE Professional Development Programme monitors advances in the field and continuously adapts its training opportunities so that they are relevant to today's education professionals.

THE NEW LOOK

In response to our growing international success, our new look encourages participants to envision a new educational map of the world. The 2010 programme has a mix of new offerings and old, appreciated favourites. The core programme consists of three main components:

Training Courses. The two to four day training courses are the backbone of the Professional Development Programme. These hands-on courses will equip international education professionals with new skills and tools to do their job more effectively. The 2010 programme features exciting new courses, as well as some all time favourites such as 'How to run an international office' or 'English in the international workplace'.

Professional Development Modules.

These week-long modules, with the possibility of gaining ECTS credits, have become an important part of our programme.

In 2010 the focus will be on management: management of student services, resource management and the management of research. The EAIE, in cooperation with three prestigious European universities, is currently developing these modules into a joint degree programme in the field of international education.

Executive Forums. Ideal for senior management, rectors, vice-rectors, and industry leaders, the Executive Forums are a chance to discuss hot topics and advances in the field. The first seminar of 2010 will look at promoting partnerships between universities and employers, in order to improve the employability of graduates. The year will conclude with a seminar on change management, identifying different ways for university management to cope with new challenges facing international higher education.

THE INTERNATIONAL EDGE

Although format may differ, each professional development opportunity is alike in that each bring international education professionals from around the world together, to learn from each other, whilst studying together. Join one of our events in 2010. Get inspired!



THE 2010
PROFESSIONAL
DEVELOPMENT
PROGRAMME

WWW.EAIE.ORG/PD

EAIE
European Association for
International Education

New
programme
online now

Books and websites

The EAIE recently celebrated its 20th anniversary at the conference in Madrid. To mark the occasion, the EAIE released 'From pioneers to professionals', an anniversary publication highlighting the remarkable growth of the Association over the last 20 years. All EAIE members have received the publication.

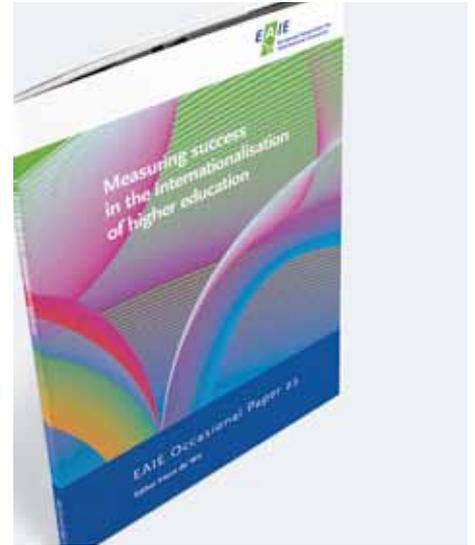
Boston College has recently published the summer 2009 issue of International Higher Education (IHE). The issue focuses on South Asia and Latin America, as well as analysis of recent developments in France and the UK. For more info www.bc.edu/bc_org/avp/soe/cihe.

'Canada's Universities Go Global', a new book on internationalisation at Canadian universities has been published by **Lorimer**. Editors, Roopa Desai Trilokekar and Adrian Shubert of York University and Glen Jones of the Ontario Institute for Studies in Education, bring together essays by Canadian and international scholars which were originally presented at a conference at York University in 2006. To order, e-mail orderdesk@formac.ca.

The Institute for International Education (IIE) recently published 'Open Doors 2009: Report on International Educational Exchange'. The report provides a long-standing, comprehensive statistical analysis of academic mobility between the United States and the nations of the world. The report can be purchased online at www.iiebooks.org.

The Centre for Educational Research and Innovation of the **Organisation for Economic Cooperation and Development (OECD)** has recently published 'Higher Education to 2030', Vol. 2. This volume focuses on how globalisation is increasingly impacting higher education, and how countries and institutions can benefit from these changes.

Expertise in Labour Mobility (ELM) is pleased to announce the release of a new career guide 'Looking for work in Brazil'. A similar guide aimed at recent graduates looking to start their international career in Turkey will be available soon. EAIE members can buy both guides at a 10% discount. Order via www.labourmobility.com.



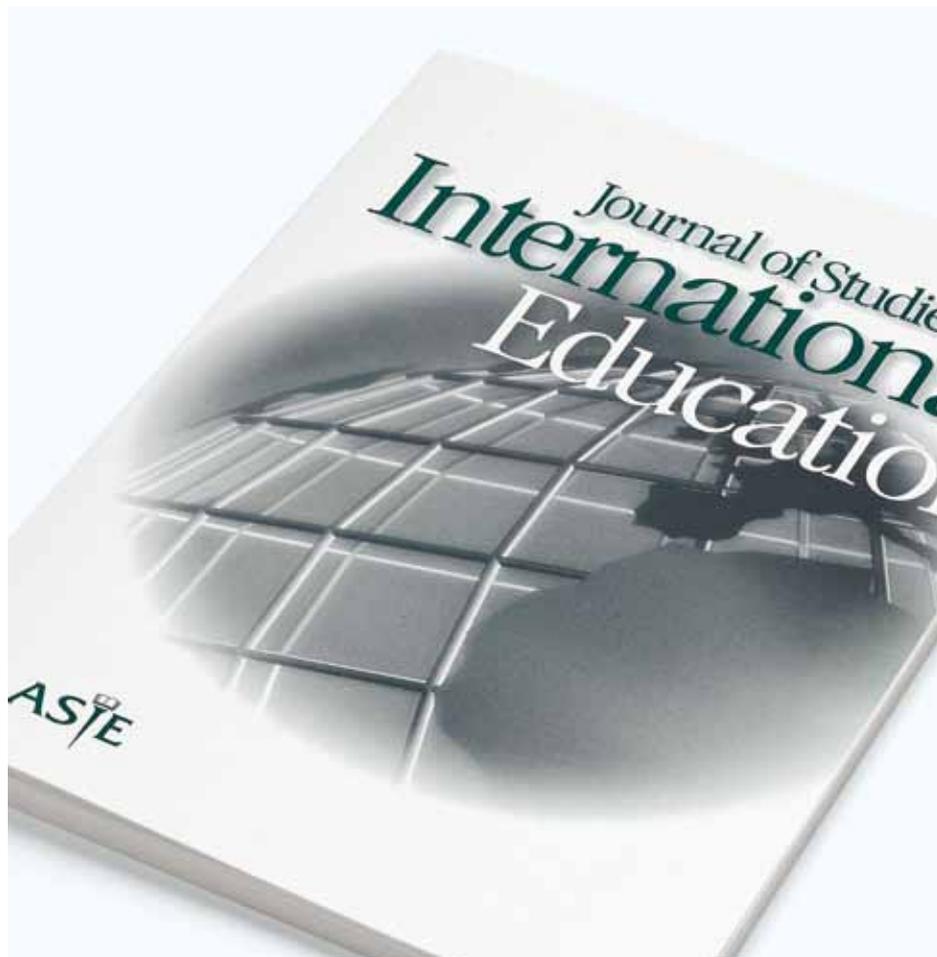
OCCASIONAL PAPER 22:
MEASURING SUCCESS IN THE INTERNATIONALISATION OF HIGHER EDUCATION
Edited by Hans de Wit

Increasingly important to professionals in the field, the international ranking of higher education institutions is a widely debated example of how measurement has begun to influence our profession like never before. Accreditation, ranking, certification, auditing and benchmarking have become key items on the international higher education agenda. The message which runs through the eleven contributions to this publication is this: There is not only one model for internationalisation, and this diversity must be taken into account when attempting to measure the outcomes. This Occasional Paper does not seek to provide the final answer to how one can measure success in internationalisation, but rather to outline the context and the critical issues, and to give some examples which may be of use to higher education institutions in assessing their internationalisation policies and activities.

Occasional Paper 22 was provided to members during the Madrid conference. Those members who did not attend will find a copy of the publication with this issue of *Forum*.

Non-members can purchase Occasional Paper 22 for EUR 20 via our website: www.eaie.org/publications/order.asp.

GOING DIGITAL: THE JOURNAL OF STUDIES IN INTERNATIONAL EDUCATION



In 2010 the Journal of Studies in International Education (JSIE), the main academic and peer reviewed journal in the field, published by Sage on behalf of the Association for Studies in International Education (ASIE), will take some important steps forward.

The JSIE is entering its 14th year of existence. Started in 1997, the Journal was a joint initiative by the Council on International Educational Exchange (CIEE) and the EAIE, and was published biannually. Four years later, ASIE was formed and began publishing the journal four times a year. Today, ASIE is composed of nearly all of the main associations in the field and the publication is a respected academic journal. The JSIE has over 2000 subscribers, including members of the different associations who subscribe at substantially reduced rates, as well as university libraries, institutions and individuals.

A SIGN OF THE TIMES

In 2010, the JSIE will move to five issues a year, each with five to six peer-reviewed articles. Subscribers will now have the option to choose between a printed or digital version. Digital journals will be accessed

via an online password system, and articles from previous issues will be available for viewing. In this way, ASIE aims to not only contribute to the environment but also reduce costs – the digital version will be half the price of the printed version. Each year, one issue will concentrate on a special theme. The number of reviewers will also increase, and the submission of papers as well as the entire review process, will be done online.

Contributions

The editors welcome your submissions. Visit <http://mc.manuscriptcentral.com/jsie> to submit an article. If you are interested in becoming a reviewer, send an e-mail with a short CV and a motivation to co-editor Hans de Wit, j.w.m.de.wit@hva.nl.

In 2010, the EAIE will offer its members the digital version of JSIE at a reduced rate. For more information or to subscribe go to www.eaie.org/publications/journal.asp.

SENIOR ADVISORS INTERNATIONAL

THE SAINTS

SAINTS founder, **Bengt Nilsson** shares how this helpful network was formed, while **Frank Wittmann** explains how he benefited from the mentorship programme.

WHEN THE SAINTS GO MARCHING IN

BENGT NILSSON 
EAIE SAINT

Bengt Nilsson retired in 2004 from his position as Vice-Rector for International Affairs at Malmö University. That same year he received the Constance Meldrum Award for Vision and Leadership from the EAIE.

When you are newly retired you often get questions about what you will do next. My answers are always the same: “Finally, I will read all the good books I missed. My grandchildren will take up all of my time. I will travel all over the world.” Sometimes one gets the comment from a fellow EAIE member: “Are you still around? I thought you had retired years ago!” But of course you can’t stop reflecting on the time you’ve spent involved in the exciting world of internationalisation. Has my brain suddenly dropped all knowledge and experience? Should I just swing in my hammock listening to Louis Armstrong? Or can I still contribute something at my age?

The idea of creating a network of retired people who were interested in becoming a SAINT (Senior Adviser International) came to me on a summer morning in 2005. After fine-tuning the details, I sent a letter addressed to EAIE members asking if they thought the idea was a good one. The response was overwhelming: within 48 hours I received 102 responses, most from younger members who were very positive and felt the network would be very useful. Around 30 senior practitioners responded positively and asked to join, all looking forward to offering support to younger international relations officers and newcomers to the EAIE. During 2006, the network was rather loosely created but in 2008 the EAIE Executive Board welcomed our group as a member of the Association.

I had the privilege to chair the SAINTS for the first few years. While it took some time to implement the initial idea, I am glad to see that it is now an integral part of the Association. Present Chair, Karel Reus has done excellent work to organise the future growth of the SAINTS.

WITHIN 48 HOURS I RECEIVED 102 RESPONSES



01



02



SAINTS Q&A

Forum magazine is pleased to announce a new column beginning in spring 2010. Send your questions on international education to publications@eaie.nl and the SAINTS 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.

AN INTERGENERATIONAL CONTRACT

FRANK WITTMANN 
Zurich University of Applied Sciences

Frank Wittmann is Head of the International Affairs Unit of the Zurich University of Applied Sciences. Previously, he worked for a UN peace mission, and conducted field research in West Africa and in the Caribbean.

At the 2008 Annual EAIE Conference in Antwerp, Belgium, an advertisement for the SAINTS consulting services caught my eye. "What an excellent idea!" I thought to myself. I have only worked in the field of international education for a few years, and in that time I have had to quickly become acquainted with the challenges and obstacles facing internationalisation. The International Affairs Unit of the Zurich University of Applied Sciences has modest staff resources, so I am largely left to fend for myself in many projects and events. And while I am integrated into national and international networks, sometimes a key element is missing: an experienced external advisor.

I HAVE HAD TO QUICKLY BECOME ACQUAINTED WITH THE CHALLENGES AND OBSTACLES FACING INTERNATIONALISATION

When my institution began to formulate an international policy at the beginning of 2009, I wrote to the SAINTS and asked for their support. Karel Reus was more than willing to familiarise himself with the peculiarities of our university, proof-read the draft text, ask critical questions and make constructive suggestions. In the course of our written and telephonic discussions, he made crucial contributions for policy development. Because of his extensive experience at Australian universities, Karel laid great emphasis on sharpening the text profile and identifying success criteria for the implementation of internationality. I am very grateful to him for his invaluable input. All that is left is to implement the policy. According to our intergenerational contract, the SAINTS are free from responsibility in this regard. The challenge is ours.

01 Karel Reus speaking at the EAIE Madrid conference

02 Jos Cornelissen and Alex Olde Kalter at the Newcomers' welcome reception

Photos: Gregorio Reche

MISSION IMPOSSIBLE?

IN CONVERSATION WITH

Robert Swan is a man on a mission. Some say his quest is impossible but to him it is just another adventure; another challenge to overcome. Swan is a polar explorer, environmental leader and the first man ever to walk to both the North and South poles. He has dedicated his life to the preservation of Antarctica.

Elise Kuurstra, EAIE Communications Manager, sat down with Mr Swan the day after his electrifying keynote speech at the 21st Annual EAIE Conference in Madrid, to discuss the role that international educators can play to spread his important message.

Photography: R Koopmans (iStock), Gregorio Reche,
Video stills courtesy 2041



Why was it appealing for you to come to the EAIE conference?

RS: I believe that we have about ten years remaining in which we can still turn the ship of our planet and our participation here on earth around. We can't change everything overnight but we need to turn our attitudes towards energy and sustainability. We are using about four planets' worth of resources at the moment to sustain what we are doing. We only have one planet. For this reason, I'm eager to be involved in anything to do with education and young people. What I really liked about this conference was the enthusiasm of the team. Without being arrogant, I am invited on average to two conferences a day. It was the EAIE team that attracted me because if the team is good then there will generally be good follow-through.

What role do you think international educators can play in support of sustainable development?

RS: It is really important for educators and universities to walk the talk. I wonder how many people who flew to the EAIE conference from around the world off-set their flights? How many people actually complained about the non-reusable plastic bottles they were given during the conference? Probably very few. What are educators doing at their own universities? Are their universities sustainable? Are they reducing their carbon footprint? Are they themselves showing leadership at the university? That's the first thing they can do because any student attending the university will see this and then it becomes a more natural process to actually bother about the planet. Looking after our world is a technical challenge so my hope is that universities will focus more on the technical side of

What is 2041?

In the year 2041 the Protocol on Environmental Protection to the Antarctic Treaty could potentially be modified or amended. The aim of Robert's Swan's 2041 organisation is to work towards the continuing protection of the Antarctic Treaty so that the last great wilderness on earth is never exploited. Visit 2041.com for more information.



01



02

**WE'VE GOT AN EMERGENCY ON OUR HANDS. IT IS TIME FOR
UNIVERSITIES TO FOCUS ON THIS AND SHOW LEADERSHIP**

renewable energy, inspiring people to go out and create jobs and businesses. Let's be entrepreneurial about the planet's survival! At the same time, I hope they are also giving students the chance to use their creative skills like art and music to inspire others. We've got an emergency on our hands. It is time for universities to focus on this and show leadership.

Do you think educators are sufficiently informed to teach students about sustainability?

RS: Probably not. If they started listening more they would become more informed. I think it is terribly important for the EAIE to use its conference to get this message across and to get people focused on the Copenhagen Climate Change Conference in December this year. This is a turning point for our planet. If we carry on sleepwalking it will only end in tears.

You mentioned in your keynote speech that our participants' students are your customers. What has impressed you most about the students you work with?

RS: A lot of students in developed nations, such as the United States, Canada, the UK and Europe have become a bit blasé and accustomed to information overload. What I've seen is tremendous enthusiasm from Asian students who come with us to the Antarctic. They haven't been overdosed by Facebook and MySpace. I don't blame students in the developed nations. I'm not surprised that they hide in Facebook. Everything else seems to move in their lives. It is important that we take that lesson from the Asian students who are enthusiastic about the cause and try to share this enthusiasm with students in developed nations. That is another reason why I was excited about this conference because it represents significant exchange between nations and a balancing act on an international level.

Can you explain to our readers what ‘sustainable inspiration’ is all about?

RS: Sustainable inspiration is what young people in developed nations need; it is lacking in many. So much is here today and gone tomorrow. Sometimes it feels like a sausage factory – you get this amazing thing that happens, everybody is attentive, it is in the news and then it moves through the news and disappears. Amazing things and terrible things happen but with all this input we gradually become desensitized. We become addicts to bad news. It isn't the media's fault; it is our fault for accepting it. I believe we need sustainable inspiration about issues which require long-term commitment and interest. That is why I know people love our 2041 mission. People come up to me with tears in their eyes and ask to be part of it for the years to come. Sustainable inspiration is missing. I want to make sure to say that this is not the fault of young people. I feel sorry for young people that they are being bombarded with so much information that they become desensitized and say “whatever”. Educators can play a role in changing this.

You've walked to the North and South poles, traveled around the world, received the Order of the British Empire from the Queen. Looking back, do you have any regrets about anything you've done?

RS: Yes, I regret that I didn't stop more to celebrate the special moments in my life. It is very easy to run through life and then wake up one morning and think: “Oh no, so that was the whole thing, was it?” I regret not having stopped enough to celebrate those great moments of achievement. I just moved on to the next one. I'm dealing with that now and I've just written a book, which has really made me stop to realise that we've had some incredible achievements that I had not really thought about before.



03



04

01, 02

Robert Swan at the Madrid conference

03, 04

Video footage of a 2041 Antarctic clean-up

LET'S BE ENTREPRENEURIAL ABOUT THE PLANET'S SURVIVAL

What would you regard as your greatest achievement?

RS: I haven't done it yet. The greatest achievement will be to be happy. I have yet to be so. I've gotten so wrapped-up in what I'm doing that I've forgotten about my own happiness. But I'm working on that now!

Do you equate happiness with contentment?

RS: You have to be a restless person to do what I've done. I'm working on it though because there are a lot of good people who are dead and they shouldn't be dead. If I carry on doing what I do, I'll probably die a bit too early which would be selfish to my son who is 15. So I am working on cutting back a bit but at the same time it makes me so cross that the world is walking into a situation where your children and my son's children will seriously wonder what drugs we were on. We can't carry on telling one another that we don't have a problem. **E**



ANTARCTICA 2041:

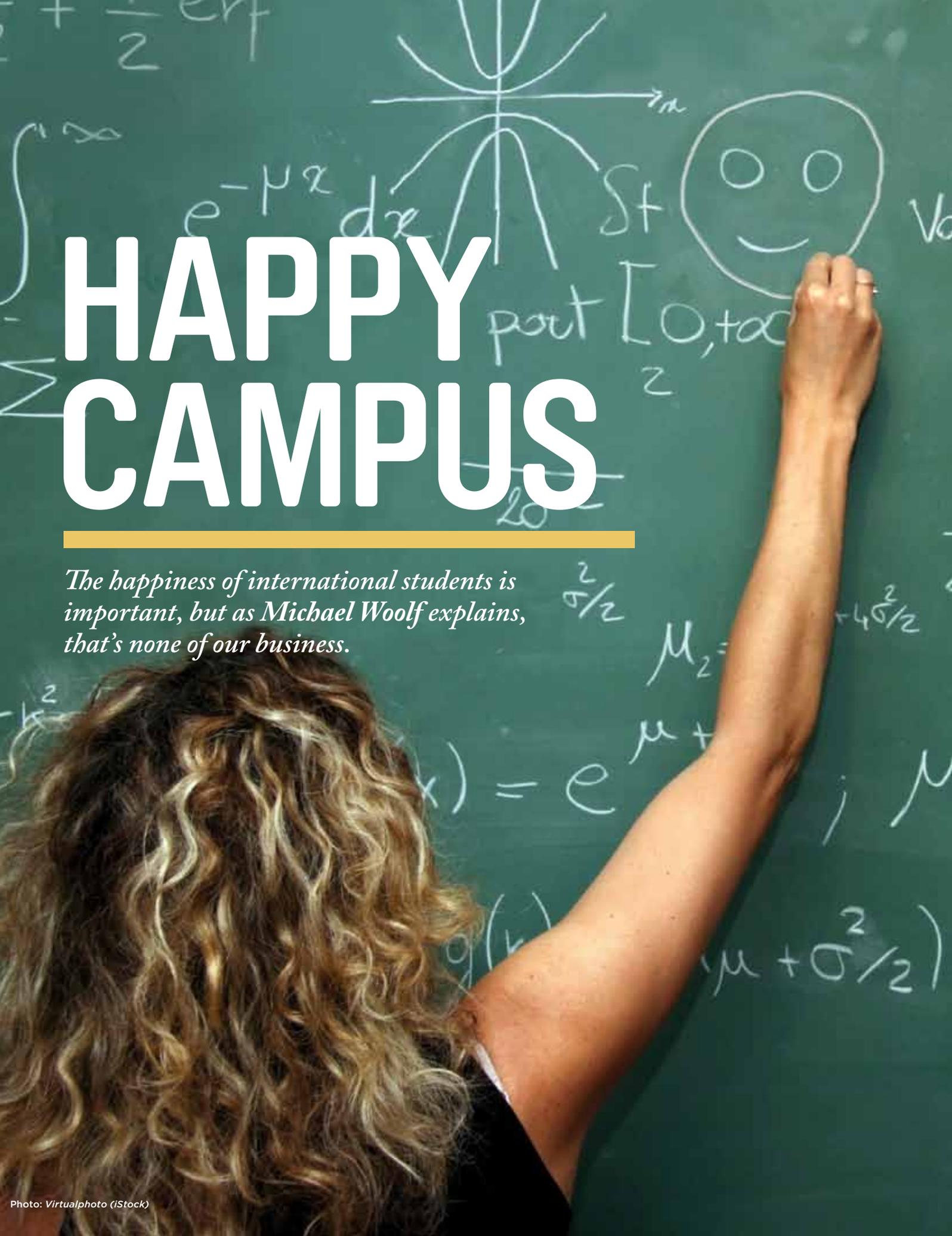
MY QUEST TO SAVE THE EARTH'S LAST WILDERNESS
By Robert Swan

In *Antarctica 2041* Swan details his personal experiences with the effects of climate change, and his firm belief that humans can reverse the harm done to the planet thus far. An upbeat call to action, his book provides the information people need to understand the world's crisis, and the tools they need to combat it, ultimately showing us all that saving Antarctica amounts to saving ourselves.

— *Random House, Inc.*

HAPPY CAMPUS

The happiness of international students is important, but as Michael Woolf explains, that's none of our business.



What exactly are we asking our students when we enquire about their happiness? Are we making happiness a prime factor because it makes life easier if study abroad students are satisfied with their condition? This position may betray our obligations as educators to challenge students, to take them out of their comfort zones into experiences that should, of necessity, create a zone of unease. Humans learn little if they are completely self-satisfied and content. By its very nature, international education should take participants from certainty to uncertainty, from a resolved sense of national identity to a position wherein identity itself is questioned.

The question of happiness, what it is or is not, is by no means simple. Our preoccupation about the nature of happiness can be traced throughout the ages for more than 2500 years. In 400 BC, Aristotle wrote about the apex and purpose of human existence: “Happiness is the meaning and the purpose of life, the whole aim and end of human existence”. Virgil, a relative newcomer in 50 BC, took a more complex view: “Happy is the one who seeks to know the causes of things.” In this perspective, the root of that extraordinary condition is a restless pursuit of understanding combined with a complex awareness of reason.

IGNORANCE IS BLISS

It took centuries of war, crucifixion, holocausts and collective lunacy before we reached the definition that arguably most encapsulates the nature of contemporary experience. This is exemplified by Bertolt Brecht: “The happy man is he who has not heard the disastrous news.” In contrast to Aristotle and Virgil, Brecht sees happiness

WHEN WE ASK STUDENTS IF THEY ARE HAPPY WE ARE ESSENTIALLY ASKING THEM IF THEY ARE IGNORANT

as a form of suspended ignorance. Being happy equates to a form of stupidity or, at best, the profound absence of information. The views of Virgil and Brecht represent a spectrum of meaning. At the Virgil end knowing is the root of happiness, whilst at the Brecht end, happiness is precisely the opposite: a state of not knowing.

Study abroad students paradoxically learn most about their cultural identity when they leave the comfort of their own shores. Malcolm Cowley, looking back to the American expatriate experience in the 1920s and 30s in Paris, wrote in *Exiles Return*: “We had come three thousand miles in search of Europe and had found America in a vision half-remembered, half-falsified and romanced.” What emerges from Cowley’s memoir is that living abroad challenges the notion of personal and national identity. This is not Aristotelian happiness but is closer to Virgil’s search for understanding. The absence of that understanding will fulfil the Brechtian equation of happiness with ignorance. In Brecht’s terms,

when we ask students if they are happy we are essentially asking them if they are ignorant.

THE PREOCCUPATION WITH HAPPINESS

Study abroad has become preoccupied with questions of student ‘happiness’. However, the object of study abroad is not to make students happy; nor is it to make them unhappy although it has been argued that fear is the greatest instructor. The state of bliss usually has more to do with assorted intertwined issues of money, sex, love, dreams, mental stability, physical condition and so on – in this respect students, like us, are people too. If we are to gain and retain seriousness in our endeavours and to establish some parity of esteem with other academic programmes, we have to stop worrying about what is essentially none of our business: student happiness. Would it be appropriate if a history professor, on the completion of his course on the Holocaust, paused to enquire of his students’ happiness? Surely not. What matters is what students learn. **E**



Photo: Jorge Salcedo (iStock)

RECESSION AT THE GATES

Higher education once claimed to be recession-proof, Mervin Bakker explains how the current financial downturn is putting that claim to the test.

The news of the financial crisis is primarily dominated by stories of stock markets crashes and banks in distress. Many other organisations have also been feeling the effects of the economic downturn. But what are the implications for international education? Traditionally, it has been said that higher education is recession-proof. In this day and age, when higher education has become increasingly market-orientated, does that old adage hold true? And what does this all mean for international student recruitment?

ASSUMPTIONS

The notion of higher education being recession-proof is based on two assumptions. The first is that universities are heavily dependant on government funding and that

this income stream is guaranteed. Second, that there is a tendency for students to extend their studies during recessions, or go back to university to hide from the bad economic climate. Whilst this may have been true in the past, today things have changed. The current global economic recession is unpredictable. At the same time, according to *The Economist*, higher education is undergoing a “thunderstorm of changes.” There is increasing competition between universities on every level: for students, research grants, new sources of funding on national and international levels, between old competitors and new entrants to the market.

It is still true that the main income stream for most universities comes from government. In times of economic

EXCHANGE RATE FLUCTUATIONS AFFECT THE PURCHASING
POWER OF STUDENTS PLANNING TO GO ABROAD



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trouble, public funding can no longer be taken for granted. Many governments around the world have pumped huge sums of money into banking systems and corporate sectors to prevent bankruptcies and stimulate economies. This will inevitably lead to budget cuts in the years to come. Higher education cannot expect to be left unscathed.

THE CHANGING NATURE OF UNIVERSITIES

The funding base of universities has diversified, leaving institutions more exposed to market forces. For some universities, investment income is an important revenue resource. The economic downturn has already led to significant decreases in income. In the last years, investment portfolios have suffered and collapses have affected university equity. At the same time, income from sponsored research and tailor-made programmes has been decreasing. Finally, revenue from international students is playing an increasingly important role for many institutions. Some UK higher education institutions obtain more than 20% of their income from international students. In some courses as many as 80% of the students are from abroad.

Although it is too early to predict the effects of the current economic situation on international student recruitment, four main factors should be considered as influencing student's decisions to study overseas:

1. quality of education
2. international experience
3. career advancement
4. funding

The first two factors have no direct relation to the economic crisis. However, the higher education sectors in traditional source countries and surrounding regions are expanding. For example, Chinese students have greater choice in their own country these days, as domestic supply is growing both in terms of quantity and quality. These students could also stay closer to home by travelling to Japan or Singapore for exchanges, thereby giving them the desired international experience at lower cost than in the US, Europe or Australia. This all leads to increased competition in the market. The third factor, career advancement, is influenced by the economic



Photo: bpablo (iStock)

IN TERMS OF FINANCING THEIR STUDIES, INTERNATIONAL STUDENTS ARE ESPECIALLY VULNERABLE

downturn. One of the added benefits of study abroad is the possibility to work in the destination country after graduation – to gain a return on investment, as well as valuable work experience. As a consequence of the financial crisis however, employment prospects in most countries have diminished and the possibility of finding a job or internship is becoming increasingly remote for international students.

INCREASED VULNERABILITY

When it comes to financing their studies, international students are especially vulnerable. With higher fees than domestic students and higher expenses (in terms of moving and living), international students usually need a loan to pay for their studies. However, access to credit is difficult for everyone at the moment, and fewer students will be granted the loan they need. Even self-funded students may face problems. Savings, investment portfolios and real estate holdings have all decreased in value. Finally, the economic crisis has caused dramatic exchange rate fluctuations. These fluctuations affect student's purchasing power and

by extension, the attractiveness of a destination. These funding issues have led the European Student Union to the conclusion that the crisis will force a large number of students to stay home.

IN SUMMARY

An IDP representative stated recently, "In many respects higher education is recession-proof." This might have been true for many years, but the situation today has changed. Firstly, public funding – already under pressure in many countries – cannot be assumed to remain on the same level in the years to come. Secondly, the diversified funding base makes universities less dependent of government money but also leaves institutions more exposed to market forces. Thirdly, with respect to international student recruitment the forecast is unclear. However, the current situation could mean that some destination countries will become less attractive because of the labour market and exchange rate fluctuations. Furthermore, many students worldwide will find it more difficult to bring together the funds needed to study overseas. **E**

Further reading

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*Rwanda, 'the land of a thousand hills', gained international attention after the events of 1994. Today Rwanda is working to reform its policies and rebuild the country as **Hélène Bernot Ullerö** discovers.*

IN EXTREMIS

REBUILDING

The trend of giving the names of cities to international agreements and processes gives the concept of 'Bologna in Rwanda' a particularly surreal flavour. However, implementing Bologna reforms is a very important task for Rwandan higher education institutions today, as part of their effort to remain linked to the international community.

WHY BOLOGNA?

Only 15 years after civil war and genocide shocked the world and ripped the country apart, Rwanda is working hard to rebuild. To aid this development, Rwanda is attempting to reform its higher education system to make it compatible with 'the rest of the club': with the East African Community of which it has become a member, and the international academic community at large. This process is referred to as 'Bolo-

gna' but in fact goes further, adopting UK norms and practices common in the East Africa Community. Faced with a dramatic scarcity of senior academic and managerial manpower after the civil war, Rwandan higher education institutions (HEIs) must send their own young workforce abroad in large numbers for further capacity development. Meanwhile, teachers from other countries in the region and international experts are staffing the existing programmes and helping to run institutions. Remaining tuned-in is the only option.

HEIs such as the National University of Rwanda (NUR) have only just enough people to teach any given subject and are overwhelmed by a booming increase in student numbers. Avoiding duplication and achieving economies of scale between faculties by sharing modules and teachers is an absolute necessity. The group that helped

to rebuild the country's universities 15 years ago is gradually being washed away. A change of mentality is taking place, as well as a transition from insular departments to centres drawing resources from, and serving, several academic units.

THE PRICE

Extreme internationalisation carries a high price. Attracting large numbers of guest lecturers and foreign experts and sending students abroad to acquire indispensable competencies is too expensive for Rwanda. Hampered by severe and constant 'brain drain' and staff turnover, the HEIs must improve the relevance of their study offer and develop it at post-graduate level in order to provide the fast-growing economy with qualified manpower and groom the next generation of scholars.

EXPANDING PROSPECTS

NUR is located in Butare, two hours from the capital, Kigali. A pleasant, provincial town in the Rwandan hills, Butare is not yet the vibrant business centre that the capital is. Many NUR lecturers still live in Kigali, but commute weekly to the institution. Until the business potential of Butare and the surrounding area is fully exploited, the attractiveness of living and working in the southern province will not improve. NUR's response to this is expansion, with plans of a new campus in Kigali. Thanks to significant improvements in IT connectivity and increasing availability of affordable laptops, NUR is also looking to offer in the near future its new, modularised programmes through distance-education, targeting adult learners and returnees to education.

In recent years, NUR has made huge efforts to modernise its processes and improve its transparency on all fronts: marking systems, examinations procedures, programme validation, subject accreditation, student centeredness, establishment of three cycles, curriculum development based on learning outcomes and the acquisition of skills. The National Qualifications Frame-

RWANDA



The National University of Rwanda at a glance:

- Created 1963, closed 1993, reopened 1994
- Largest university in Rwanda with 9 faculties, 4 research/training centres and community focused units
- Over 30 undergraduate and 16 postgraduate programmes
- Over 9000 students; 50% of public sector intake and numbers growing (c 14000 by 2012)
- Over 350 Rwandan lecturers, 50 permanent expatriate staff, approximately 25% females

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for international cooperation
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work, adopted in 2006 after an extensive public sector consultation, is now the backbone of quality standards and of the accreditation of public and private HEIs. It is supervised by the Higher Education Council. NUR also joined the Inter-University Council for East Africa in 2009. With its programme of workshops and conferences on university management, the Council offers a reference framework for quality regimes and prime benchmarks.

VICTIM OF ITS OWN SUCCESS

An expanding university needs both experience and specific skills. NUR has a tradition of reliance on guest lecturers, who were crucial in early years, and foreign management experts to implement current reforms. In a sense, it is a victim of its own success. By improving the quality of its human resource – therefore making its staff more attractive to better paying employers (also, potentially, in neighbouring countries) – NUR is confronted with staggering staff turn-over. In 2008, for example, more than 80 of the total 450 staff were lost to outside recruiters. The solutions are in-house training, strengthening of support services and developing a range of postgraduate programmes: 10 Master degrees have been established and more are planned, together with a homegrown PhD programme. 150 staff members are also expected to come back in the next three years from training programmes abroad. All this helps. It is however not so much a question of replacing foreign experts with national workforce as it is of intensifying recruitment and, in time, improving the proportion of guest versus Rwandan lecturers at the higher levels.

NUR receives reinforcements for these activities from a range of development partners, with the Swedish International Development Cooperation Agency (SIDA), the Netherlands Organization for International Cooperation in Higher Education (Nuffic), and Conseil interuniversitaire de la Communauté Française (de Belgique) (CIUF) as some of the most important. While the support of SIDA and CIUF target, in



03

- 01 View of the Northern Province
- 02 National University of Rwanda
- 03 The dynamic staff of the Centre for Geographic Information Systems at NUR
- 04 Split between the Nile and the Congo



04

THE BOLOGNA PROCESS IS HELPING RWANDA TO REFORM AND REMAIN CONNECTED

particular, the strengthening of NUR's research capacity, the Nuffic-funded activities focus on consolidating study programmes at the Bachelor and Master levels. All three donors are also supporting capacity building of central and cross-cutting services.

FINANCIAL HEALTH

Like the rest of the higher education sector, NUR has lately been granted more autonomy over its budget and can therefore choose to operate with differential salaries. It has also strengthened its Directorate of Budget and Planning with a view to improving access to external income. Since 2008, the overall budget of the University has improved as it is now based on student fees and an

allocation by student numbers. Improving the efficiency of planning and administration should also reduce costs.

INTELLECTUAL LIFELINE

In conclusion, the Bologna process, with its clear guidelines and well-articulated goals, as well as harmonising with the higher education system in place in the East African Community, is helping Rwanda to reform and remain connected with the vast community of regional and international HEIs which have signed up to this process. This spin-off from Bologna is providing an intellectual lifeline for those in charge of further developing the Rwandan system over the coming years. **E**

For more information about Rwanda, see www.rwandagateway.org.

With warm thanks to Professor Silas Lwakabamba, Rector of the National University of Rwanda; Professor Martin O'Hara, Vice-Rector Academic; and Professor Roger Sapsford, Director of Quality. All photos by author.

A NEW PATTERN FOR CHANGE

Universities are increasingly avoiding European development projects. As Kees Kouwenaar explains, finding out why may be the first step towards further international cooperation.

European universities use programmes such as Edulink, Erasmus Mundus and Tempus to realise their international activities beyond the European Education Area, and to form cooperative partnerships with universities in developing nations. The relevance of such activities was reaffirmed recently at the World Conference on Higher Education which took place in Paris in July 2009. The conference, and its roundtable on Africa, highlighted the role of higher education in development which has been underestimated for too long.

MUTTERINGS OF DISCONTENT

At the same time, EAIE members from many European universities have become disheartened and can be heard complaining about current EC programmes with developing countries; some even going as far as to steer clear of these programmes altogether. A quick survey of perceptions among European universities shows that all

the usual suspects are listed as causes of this discontent: complex regulations, a difficult and labour-intensive application process, time-consuming reports, and minimal results compared to the amount of work required. Interestingly enough, another reason for not participating in the programmes was “lack of recognition within the university”. This has nothing to do with the EC programmes, but with the low esteem placed by many European universities on cooperative agreements with developing countries. The reputation rat-race, focusing on research articles first and foremost, is taking its toll.

To bring this issue to light, the EAIE’s Professional Section, Educational Cooperation with Developing Countries (EDC) offered a session during the conference in Madrid provocatively titled ‘Why universities avoid European development projects and how to remedy this’. Uwe Muuss, a speaker from Göttingen, explained that the tendency to avoid these programmes





02 Photo: ruffraido (iStock)

01 Traditional Kente cloth from Ghana

02 The road to cooperation is not as clear cut as some would hope

THE ROLE OF HIGHER EDUCATION IN DEVELOPMENT HAS BEEN UNDERESTIMATED FOR TOO LONG

is a multi-layered phenomenon. Programmes like Edulink are simply not a good match for the strategic agendas of leading research universities in Europe, even those institutions sympathetic towards working with developing nations. But it's not just Europeans who find these programmes difficult. Muriisa Roberts from Mbarara University in Uganda stated that the multi-disciplinary cooperation between African and international universities that is required by many donor programmes simply does not fit within the framework of many African universities. They are not able to cope with any paradigm other than their customary mono-disciplinary approach to academic teaching and research.

POLITICALLY MOTIVATED

On the side of European programmes, Anila Troshani of the Erasmus Mundus Executive Agency Education, Audiovisual & Culture underlined that however complicated the regulations of the EC programmes may seem, they are a direct translation of their politically motivated objectives. Indeed, these objectives are a compromise between the outward objectives to support

universities in developing countries, and the internal objectives that all EC activities must be geared towards cohesion and cooperation between the member states of the EU. The same is true in developing countries: the objectives of all the stakeholders are not often aligned. National governments may place more priority on the universities' contribution to the Millennium Development Goals, whereas the universities may see their role as independent from government policy.

ACCEPTANCE IS KEY

So, how can we deal with this confounding multitude of strategic objectives? How can we hope to resolve the inherent tensions? One session can't bring a definitive answer, but it did make it clear that the problem is worth exploring further. Maybe we shouldn't try so hard to make-believe that all stakeholders have the same objectives. Instead we should strive to be more open about the fact that these differences in opinion and objectives exist. Then we would be able to more realistically identify initiatives that would enable us to serve the objectives of various stakeholders concurrently. **E**

AN A\$\$ET TO THE FACULTY

*In the competitive world of international student recruitment, **Robert Coelen** explains how academic staff can be used for more than just teaching.*

Let's face it; students who decide to go international for their studies are subjecting themselves to all sorts of risks. These may be financial, in terms of the associated costs; cultural, as they may not be familiar with the traditions and languages of the host country; and academic, as their knowledge of institutions in the foreign country will be more limited. Of course the quality of education at your institution is great, but how do international students know this?

THE FOREST THROUGH THE TREES

Focusing simply on the academic risks, it is not surprising that students know less about higher education institutes in foreign countries. The same is true for academics who are often pre-occupied with their own discipline. How then can we expect international students to know what the quality of education will be at their intended institution?

The problem with education is that it is an 'experience good'. You don't know how

good it is until you have experienced it yourself. Evidence that experiencing education promotes the choice for a particular institution is available from a 2008 publication by Kemp *et al.* In a survey of postgraduate research students, respondents were asked to indicate the sources they used to choose which institution to study at. The university website was the most frequently used source, followed by friends, a previous teacher, the prospectus, a university visit, parents, and staff from their current university respectively. Respondents were then asked to identify which of these sources had the greatest impact on their decision. Surprisingly, results showed that 'previous teacher' was the most frequently mentioned followed by university website, staff at a presentation, and university visit. Recommendations by parents and friends rated lowest.

TRY BEFORE YOU BUY

How many international students would have had the opportunity to hear staff speak from the university they were to attend, prior to getting there?

How many would have had the opportunity to visit the campus before starting their studies? It seems reasonable to suspect that this would be only a small proportion. If one reverses the argument and asks how many students would have still enrolled in that institution if the earlier experience was less than satisfying, surely the answer would be close to zero. In other words, students choose whether or not to attend only after having experienced what is on offer. This is one of the most compelling reasons to involve professors in the promotion of institutions. They are, like no one else, able to convey a sense of passion for their chosen academic discipline. They are able to interact with prospective students and motivate them with their profound knowledge of the discipline.

Institutions know which academics are best at conveying the spark of passion about their discipline. These are some of their best marketers. Though the aforementioned data refers to postgraduate research students, a fairly select group, is it reasonable to assume that this form of recruitment applies at all levels of study? Are there other reasons why institutions should involve their professors in promoting their institution?

Professors are very often engaged in academic activities in foreign countries, as they should be if their institution has ambitions of recruiting foreign students. These activities, such as guest lectures, seminars, workshops and presentations at conferences, are often likely to involve prospective students. Indeed, recruitment of postgraduate students may well occur via this channel. This is not the same for undergraduate recruitment. The venues for meeting high school students who have intentions to study abroad are more likely to be education exhibitions and the interview rooms of education agents.

Therefore, it may be possible to involve academics in undergraduate recruitment, but this will be less likely to involve normal academic activities. The attendance of academics at these types of marketing

events, together with academic activities in the same country will greatly enhance student recruitment. The scheduling of normal academic activities prior to other recruitment activities provides the opportunity for cross-referral (academics could inform interested students that other staff of the university will be in attendance at an education exhibition, for example).

INFORMATION GATHERING

Institutions can also successfully utilise academics to assist in the promotion of their own educational programmes through collaboration between the marketing department and academics. In this way, academics' knowledge of their programmes

can be combined with the professional input of marketing staff to present an institution's programmes to their greatest advantage. This can be done by way of a questionnaire, available at www.eaie.org. In short, the questionnaire aims to discover a range of features about a particular programme that will assist in creating a most effective promotional message. The focus is on topics such as unique selling propositions, significant alumni, well-known academics, significant third party accreditations, and opportunities for scholarships. It will be the task of the university's marketing specialists to distil the most effective promotion from all the information provided. **E**

**EDUCATION IS
AN 'EXPERIENCE
GOOD'. YOU
DON'T KNOW
HOW GOOD IT IS
UNTIL YOU HAVE
EXPERIENCED IT
YOURSELF**

Further reading

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HIGHER EDUCATION SYSTEMS

Introducing BRAZIL



This issue's spotlight on higher education systems focuses on Brazil and its enthusiastic approach to international cooperation.

Brazil stands out as one of Latin America's leading economies. The fifth largest country in the world, Brazil is also the world's eighth largest economy – responsible for 35% of Latin American and 49% of South American economic output. Statistics show that Brazil has come a long way on the road to social and economic development: 72% of the 200 million strong population belong to the middle and upper social classes; the illiteracy rate is only 0.07%; Brazilians own 164 million cell phones and 45% of all personal computers in Latin America; 98% of homes have a stove, 95% a TV and 92% a refrigerator. Brazil's ethnically, religiously and socially diverse population constitutes a unique, flexible, tolerant and informal society.

HIGHER EDUCATION SYSTEM

Unlike many countries, the Brazilian education system does not consider secondary

school grades sufficient qualification for admission at an Institution of Higher Education (IHE). Federal law stipulates that an additional entrance exam, the Vestibular, must be taken to assess candidates. Recently, the Ministry of Education created a new national exam for secondary school graduates known as the Exame Nacional do Ensino Médio (ENEM). The ENEM is aimed primarily at evaluating the quality and effectiveness of secondary education. However, a growing number of universities are beginning to use the ENEM as a substitute to the Vestibular.

Brazil's approximately 2500 IHEs are

categorised by the origin of their funds and by their academic status. IHEs fall into three distinct categories of funding: public (100% free, no tuition charged), communitarian (community/foundation-owned, no governmental funds, non-profit/philanthropic, tuition charged), and private (privately owned, tuition charged). By academic status, IHEs are categorised as either universities (Universidade) or colleges (Centro Universitário, Faculdade, Instituto ou Escola Superior), with the Centros Universitários closest to, and the Escolas Superiores farthest from achieving the prestige and function of a university.

BRAZILIAN UNIVERSITIES HAVE RECEIVED INTERNATIONAL ACCLAIM FOR CUTTING-EDGE RESEARCH



Photo: Nikada (iStock)

01

THE PARADOX

Inequality within this educational system leads to the paradox of Brazilian higher education, where free public IHEs cater mostly to the middle and upper classes, excluding poor and disadvantaged students. Middle- and upper-class students can afford the best secondary schools, generally private and paid, and tend to perform best on the Vestibular and the ENEM, thus securing the majority of available spaces at public IHEs. Meanwhile, poorer students who graduate from public secondary schools tend to underperform on the Vestibular and ENEM, consequently failing to secure admission at public IHEs and having to pay tuition at private IHEs (mostly colleges, not universities) in order to continue their education.

THE QUOTA DEBATE

Strategies to remedy these social imbalances, including the introduction of admissions quotas, have been under discussion for a number of years. Recent polls indicate 75% support for a system of social quotas, with places reserved for low-income students, compared to 11% support for a system of racial quotas. 9% would prefer no quota system of any kind. While the debate continues, the government, private enterprises, and numerous IHEs themselves have created loans and scholarships aimed at remedying the situation.

Communitarian universities tend to provide consistent numbers of scholarships,

internships and even fee-waivers to low-income students to guarantee social and racial diversity on campus. At the Pontifical Catholic University of Rio de Janeiro (PUC-Rio), a third of undergraduate students are able to attend the university thanks to fee-waivers which, calculated according to each student's specific financial needs, can reach 100% of total cost.

All third degree institutions are supposed to offer programmes on the credit system, although only a few offer enough options to allow students to choose courses every term. One academic credit equals one lecture hour per week in

INEQUALITY WITHIN THIS EDUCATIONAL SYSTEM LEADS TO THE PARADOX OF BRAZILIAN HIGHER EDUCATION



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02

- 01 Rio de Janeiro
02 Brazilian students in front of Sao-Paulo skyline

a 15-week semester. Grades range from 0 to 10, with 5 as the minimum passing grade at undergraduate level and 6 at the postgraduate level. In general, 8 is considered a good grade. The degrees aim to place qualified professionals (engineers, psychologists, teachers, *etc*) in the job market. Thus, thematic courses in disciplines such as Latin American studies or women's studies are unusual.

All undergraduate courses, degrees and institutions must periodically be authorised and accredited by the Ministry of Education. However, evaluation of academic quality at this level is quite recent. Several attempts to standardise this process, including the Exame Nacional de Desempenhos dos Estudantes (ENADE), are currently being tested.

POSTGRADUATE STUDIES AND RESEARCH

While Brazil's undergraduate system awaits further evaluation, the country's postgraduate system has been fine-tuned since the 1970s. CAPES, a Ministry of Education agency responsible for funding research, coordinates peer committees that evaluate all postgraduate programmes in the country using international criteria.

In the 1950s, the federal government accepted that Brazil's development depended in part on the creation of a critical mass of educated professionals and specialists. Consequently, faculty members have consistently received scholarships to pursue advanced degrees including MAs, MScs and PhDs at foreign institutions. This policy, together with the creation of post-

graduate programmes at Brazilian institutions in the 1970s and 1980s, has allowed Brazilian universities to become leaders in postgraduate programmes and research in Latin America. While most Latin American countries are only beginning to develop their own programmes, Brazil continues to benefit socially and professionally from an excellent and established system inherited from the last century.

Today, Brazilian universities have received international acclaim for cutting-edge research in fields such as petroleum engineering, computer sciences, biogenetics, bioenergy and economics. This research is funded by numerous agencies and projects sponsored by the federal government as well as private industry. Bilateral and multilateral agreements allowing for joint research and publication, dual degree programmes, and participation in EU programmes provide institutional support for international cooperation.

THE BRAZILIAN EDUCATION SYSTEM

Pre-school – 2(3) years

Elementary – 8(9) years

Secondary – 3 years (regular) or 4 years (technical)

.....
Entrance exam at 17/18 years old
.....

Undergraduate

- **3 years** – a few Technical or Bachelor programmes
- **4 years in general** – Business, history, education *etc*
- **5 years** – Engineering, law, psychology
- **6 years** – Medicine *etc*

.....
Postgraduate

- **Specialisation (graduate diploma)** – 360 hours of instruction, no thesis; Professional Masters
- **Masters** – 2 years (coursework & thesis)
- **Doctorate** – 4 years (coursework & thesis)
- **Post-doctorate**

BRAZIL'S DEVELOPMENT DEPENDED IN PART ON THE CREATION OF A CRITICAL MASS OF EDUCATED PROFESSIONALS AND SPECIALISTS

Specialised, graduate diploma courses became very popular in Brazil in the 1990s. These courses typically provide more specialised qualification for professionals who intend to explore better opportunities in the job market. Masters programmes, meanwhile, aim mainly to prepare candidates for academic careers and, possibly, future PhDs. It is important to note that these specialisation courses correspond to what is internationally recognised as an MBA and not a full Masters degree.

Well-organised, of high academic quality, with a strong record in postgraduate studies and research, and enthusiastic about international cooperation, the Brazilian higher education system is an excellent option for international universities, researchers and students wishing to collaborate with Latin America. Economically strong, socially diverse and welcoming of international people and cultures, Brazil offers a uniquely rewarding experience. **E**

l'Atlantic, c'est chic

Only 40 miles from the Atlantic coast, Nantes is Paris's lesser-known, but no less fashionable cousin. Elegant and graceful, this gem of a city stretches along the banks of the Loire – a luxurious modern oasis amid the vineyards and chateaux of historical France.

TIME Magazine recently described France's sixth largest city as "the most livable city in Europe" whilst *The New York Times* declared it "the arbiter of what might be called Atlantic Coast Chic". Through all this modernity, Nantes does not forget its impressive heritage. The influence of Anne de Bretagne and the great sea-faring adventurers of the 18th century can be seen throughout the city, contributing to the charm of the 'City of Dukes'. As celebrated French author and philosopher, André Breton, once wrote: "Nantes: along with Paris, may be the only town in France where I feel that something worthwhile will happen to me..."



01



02



04



03

- 01 Oysters and Muscadet
- 02 La Cité Internationale des Congrès Nantes Métropole
- 03 Talensac market
- 04 The river Erdre

48 hours in Nantes

There's only one thing better than a day in Nantes, that's two days in Nantes. Here are some of our favourite things to do there.

Day one

10.30 | *Begin with history*

★ LE CHÂTEAU DES DUCS DE BRETAGNE

The imposing Dukes' residence was the first chateau along the Loire. A tour through the fully renovated building, now a museum showcasing Nantes' long history, is the perfect introduction to the 'City of Dukes'. www.chateau-nantes.fr

12.30 | *A local lunch*

CRÊPERIES

Brittany means crepes! After a detour past the Cathedral of St Peter and St Paul with its opulent interior, take time to relax at one of the many crêperies and enjoy local specialties. You can test your knowledge of Jules Verne's novels at the Île Mystérieuse (13 rue Kervegan) or try one of the local favorites: Crêperie Heb Ken (near rue Crébillon).

14.00 | *Strolling through the past*

QUARTIER DU BOUFFAY

Work off lunch with a walk through the cobbled streets of the mediaeval district.

15.00 | *Remember your budget!*

WINDOW SHOPPING

The Passage Pommeraye with its marvellous 19th century baroque-style architecture is the starting point for a pleasant meander through Nantes' stylish and eccentric shops, many selling local specialties.



01

18.00 | *City view*

★ A CRUISE ALONG THE LOIRE

The Navibus (boat-bus) will take you to the small fishing port of Trentemoult, opposite the city centre. Head there for a magnificent view of the city.

19.30 | *Dinner time*

RESTAURANT LA CIVELLE À TRENTEMOULT

Quality combined with simplicity: seafood platters, fresh regional produce... who ever said that French cooking was complicated? Simplicity is all about the quality of the ingredients.

www.la-civelle.com

22.00 | *Baking up some fun*

CATCH UP WITH LOCAL CULTURE AT THE TRENDY LIEU UNIQUE

This former LU Factory, where Lefèvre-Utile baked their famous biscuits, now cooks up culture – contemporary art, theatre, bars, dance and DJs are all here for the taking.



02



03

15.00 | *Ride your imagination*★ **LES MACHINES DE L'ÎLE**

Have you ever seen a giant mechanical elephant walking around town? Or pedalled a reverse propulsion squid? Recapture the thrill of childhood at the Machines de l'île. A ride on the captivating, 12m high motorised elephant costs EUR 6 for 45 minutes: a delight for adults and children alike. Also, make sure to visit the warehouse to see new machines in the making. www.lesmachines-nantes.fr

17.00 | *Slip into the evening***DRINKS AT LE HANGAR À BANANES**

Follow Buren's Rings dotted along the Quai des Antilles and discover the isle de Nantes, a highly festive, tourist and cultural centre. The Banana Warehouse, an 8000m² former banana depot, is now home to a contemporary art gallery, restaurants and bars, a nightclub and numerous terraces. Enjoy a glass of Muscadet as you watch the sun set over the Loire.

19.30 | *Wind down the Erdre***DINNER CRUISE ON THE RIVER ERDRE**

Embark on one of the famous Bateaux Nantais for a dinner cruise on one of the most beautiful rivers in France. The grand properties you pass are striking reminders of the Loire valley's glorious past.



05



04

- 01 Museum of Fine Art
 - 02 The Great Elephant, Machines de l'île
 - 03 Contemporary art installation on the banks of the Loire
 - 04 Rigolettes nantaises, a Nantes speciality
 - 05 Le Château des ducs de Bretagne
- ★ = Must see for those short on time while in Nantes

Day two

10.00 | *On the market***LE MARCHÉ DE TALENSAC**

Opened in 1937, the market at Place de Talensac has become a local institution. With over 200 stalls, this is the place to come for a colourful array of local produce – or simply to people watch. Open every day except Monday.

11.00 | *Art for all***LE MUSÉE DES BEAUX-ARTS**

Chagall, Picasso, Monet, Chassac, Dubuffet, Kandinsky and more. The fine arts museum, a 19th century building with its patio of light, plays host to collections from Italian Primitives to contemporary art.

13.00 | *Gorgeous food. Gorgeous place*★ **LUNCH AT LA CIGALE**

La Cigale is without doubt the most beautiful brasserie in France. A Nantes institution, the interior encapsulates the ornamental madness of the Art Deco period. The langoustines come highly recommended. Reservations are a must.

Call +33-2-51 84 94 94. www.lacigale.com

TRAVEL BRIEF

Getting there

- Aéroport Nantes Atlantique has flights from more than 60 domestic and international destinations. www.nantes.aeroport.fr
- Frequent TAN AIR shuttle buses connect the airport with the city centre. The 11km trip takes 20 minutes. www.tan.fr
- By train, Nantes is just 2 hours from Paris on the TGV. www.tgv.com

Getting around

- Allo radio taxi (+33-2-40 69 22 22) has over 180 taxis for hire. <http://alloradiotaxi.com>
- For short trips around town, try Biclou, the self-service bicycle hire with 700 bikes at your disposal. www.biclou.nantesmetropole.fr
- For something fun and out of the ordinary, take a Segway tour, a futuristic way to see the sights. Tours cost EUR 16 per hour and can be booked at the Nantes Tourism office. www.nantes-tourisme.com



Higher Education in a World Changed Utterly Doing More with Less

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Paris, 13-15 September 2010

Are you looking to improve your productivity and that of your institution?
Do you have new ideas that you think would benefit others?

This conference will bring together policy makers, institutional leaders and academic experts. It will explore how the crisis is affecting higher education and how governments, institutions and individuals can be more **productive** and lead the way to **sustainable** recovery.

It will examine innovative approaches to achieving **equity** and **efficiency** and high **quality** outcomes at a time of **increased demand** and **constrained resources**.

Grounded in the OECD's highly-respected evidence base and in collaboration with the world's leading experts, the conference will identify long-term trends and offer analysis of national policies, institutional case studies and the latest research from the OECD and elsewhere.



ORGANISATION FOR ECONOMIC
CO-OPERATION AND DEVELOPMENT

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- Master of Arts in European Interdisciplinary Studies
Internal and External Dimensions of the EU

Campus Bruges | info@coleurope.eu

- Master of Arts in EU International Relations
and Diplomacy Studies
- Master of Arts in European Economic Studies
 - European General Economic Studies
 - European Economic Integration and Business
- Master of Arts in European
Political and Administrative Studies
- Master in European Law (LL M)

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or partial scholarships**



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Reflections on
MADRID

SIT BACK, RELAX, AND REFLECT ON EAIE MADRID
2009 WITH OUR 24 PAGE CONFERENCE REPORT

ALL PHOTOGRAPHY BY
GREGORIO RECHE



A HAPPENING IN DISGUISE

20 years ago, Bjørn Einar Aas was present at the EAIE's founding conference. Now, as EAIE President, he shares his impressions on the Association's largest event to date.

BJØRN EINAR AAS 

Walking through the Palacio de Congresos in Madrid the Monday before the conference, doors were locked and there was no-one to be seen. I entered through the loading area as a crate of Norwegian salmon was being delivered, and looked around in awe at the huge marble atrium. Would we really be able to fill this entire venue for the largest event in the history of the EAIE? Lisa, our Conference Manager, appeared and with a broad smile and a warm welcome, told me that we were ready to go! Fast forward to Tuesday and the building was filling up with 3800 energetic international educators descending on the venue – to network, to discuss and exchange ideas on good practice and current developments in higher education worldwide. Fuelled by the inspirational keynote speech, or rather, the commanding take-off speech by polar explorer Robert Swan, unforgettable Flamenco and Capoeira dancers, and the Constance Meldrum Award to Peter van der Hijden of the European Commission – the man who helped us coin the wonderful concept of “being on a conference high” – a happening, disguised as a conference, was firmly under way.

‘Connecting continents’ was the conference theme and on that note, the Latin America seminar introduced us to the need to create respectful win-win situations in international cooperation, through extended and diverse contact, communication and



01

Remember When

The EAIE's founding conference in 1989 had less than 600 participants and sessions were held in university buildings around Amsterdam

cooperation across the Atlantic, between Europe and Latin-America. It also showed that Latin-American universities are ambitious, emerging global partners, as well as the key to growth and stability in their home countries.

During the Annual General Meeting, which took pace during the conference, the Association adopted new Statutes and Bylaws by majority vote. These will provide a framework that will help the Association carry out its future activities more efficiently. Attention will be given to informing the membership of these developments, in the hope that this will increase member's active involvement in the EAIE.

- 01 Bjørn Einar Aas and Gudrun Paulsdottir voting at the General Meeting.
- 02 Bjørn Einar Aas speaking in the main Auditorium
- 03 A participant at a workshop
- 04 The Palacio Municipal de Congresos



02



03



04

IT WAS INDEED A TRULY GLOBAL EAIE CROWD THAT DESCENDED ON THE PALACIO, AND FOR A FEW DAYS, MADRID FELT LIKE HOME

This was the EAIE's largest conference to date, the result of years of membership growth and increased visibility worldwide. Success does not come easily, and indeed, ours is the product of many factors. But what a vibrant energy! From early morning sessions to the terrific late night EAIE dance under Castillian stars, what got us on this "conference high"? It must be diversity – the diversity of the conference programme, the diversity of cultures and the astonishing mix of the young and the

experienced, the newcomers and the old-timers (or SAINTs as they are fondly known). It was indeed a truly global EAIE crowd that descended on the Palacio, and for a few days, Madrid felt like home.

Success would not have been achieved though without meticulous and professional preparations by the resourceful, competent and dedicated members of the EAIE Office, support from enthusiastic sponsors and strategic local allies. Thank you all! **E**

CONFERENCE EVALUATION

CONNECTING CONTINENTS: CONNECTING PEOPLE

EAIE Conference Manager, Lisa MacPherson reports on the good, very good and great of Madrid.

LISA MACPHERSON 

This year, the EAIE welcomed a record 3800 participants to the 21st edition of its annual conference in Madrid. For four days, participants networked, shared ideas and developed new and old partnerships. The conference offered more sessions and workshops than ever before, and the largest exhibition to date.

Over 1000 participants took part in the online conference evaluation, providing valuable feedback on their conference experiences. 88% of respondents rated the conference on the whole as “good” or “very good” and 97% said they would attend an EAIE conference again. That’s great news for this Association and reaffirms the importance and relevance of the conference in the field which is experiencing tremendous growth and change.



EYE ON THE PRIZE

Over half of the respondents identified networking as the main reason for attending the conference. They got what they came for as networking was most frequently rated “best feature of the conference”. Participants had a wide variety of tools, services and special events at their disposal to facilitate networking, and if that wasn’t enough...well, there was always Madrid’s fantastic nightlife!

40% of participants said that “gaining information and keeping up with developments in the field” was what attracted them to the conference. With over 100 sessions and 35 workshops and seminars, the programme was identified as the conference’s second best feature for quality, variation and speaker expertise. This wide variety was made possible by over 300 world-class volunteer speakers and chairs. In general, participants appreciated the move away from paper handouts in sessions to the ‘greener’ approach of having the information available online. Some comments indicate that there is still room for improvement, and the EAIE will take these suggestions into account.

The opening keynote address by Robert Swan, world-renowned polar explorer and environmental activist, received a standing ovation and excellent feedback. His address enabled participants to step outside the world of higher education for a moment and be inspired by Mr Swan’s adventurous spirit.

WATER FOR ALL

Top 5 improvements coming in 2010

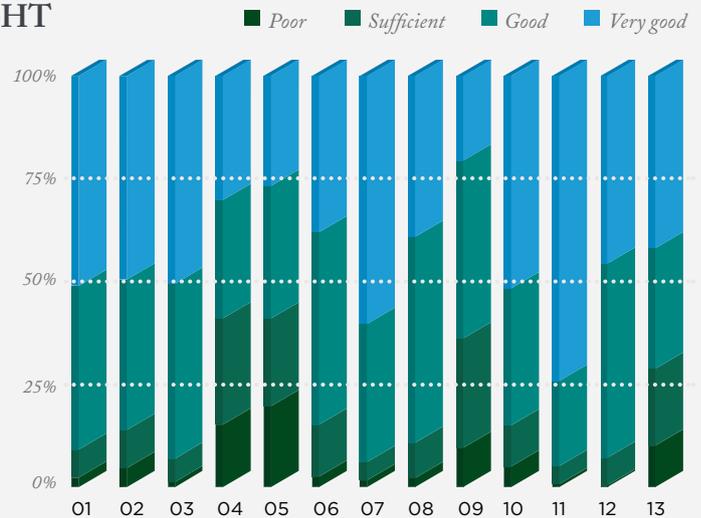
- 01 Microphones in the audience for Q&A
- 02 Improved recycling facilities
- 03 Water available at all times
- 04 Improved security
- 05 Free Wifi



WHAT YOU THOUGHT

How you rated the conference

- 01 Conference Registration
- 02 Registration Desk
- 03 Information Desk
- 04 Catering
- 05 Business Centre
- 06 Message Boards
- 07 Agenda Builder
- 08 Opening Reception
- 09 Closing Reception
- 10 Newcomers Reception
- 11 EAIE Dance
- 12 Exhibition
- 13 Information day visits



PARTICIPANTS HAD A WIDE VARIETY OF TOOLS, SERVICES AND SPECIAL EVENTS AT THEIR DISPOSAL TO FACILITATE NETWORKING



CAPITAL CITY DRAWS CROWDS

Participants appreciated the host city for its accessibility as a transport hub and its numerous hotels and amenities. The city's impressive cultural heritage no doubt contributed to the over 18% increase in attendance from 2008. The special events introduced many participants to Madrid's famous traditions but it was the EAIE Dance which tested participants' adaptability to the Spanish nightlife. A live disco singer, six go-go dancers and an excellent DJ ensured that whether young or old, SAINT or newcomer, participants would feel like true Madrileños for one unforgettable night!

LOOKING AHEAD

The focus is now on next year's conference in Nantes, France. The EAIE's Conference Programme Committee will be working hard with next year's hosts, la Conférence Grandes Écoles Pays de la Loire, to make sure the event is another huge success. We look forward to welcoming you all in Nantes. **E**

CONFERENCE HIGHLIGHTS

OUR KEYNOTE SPEAKERS

The EAIE was pleased to welcome world-class keynote speakers to the conference in Madrid.

OPENING PLENARY SPEAKER

JESÚS HERNANDEZ GARCIA



During the Opening Plenary, Jesús Hernández García, Accessibility Director of Fundación ONCE, challenged participants to ensure their universities and international programmes are accessible to people with disabilities.

“I would like to talk about the importance of opening up a world of infinite possibilities for people with disabilities. Of great importance, as in other spheres of life, is the possibility of access, or in other words, the possibility to be or not to be. This is what makes it possible for a person to be an active citizen, a user with the same rights as the rest of society. We should therefore ask ourselves if our university fulfils the principles of ‘design for all’ or whether it has excluded an important part of the community. Ensuring that no-one is excluded because of his or her disabilities is precisely the function of the organisation I represent.”



Fundación ONCE

WHAT IS ONCE?

ONCE is a non-profit organisation that focuses its activities on improving the quality of life of people with blindness or visual impairment in Spain. ONCE's social responsibility is materialised through the activities of the ONCE Foundation for Cooperation and Social Integration of People with Disabilities. Fundación ONCE was founded in 1988 with the mission of ensuring that the rights of people with disabilities would not just be a matter of wishful thinking but would become a reality. To achieve this, two clear objectives were established: employment and accessibility. ONCE was a core sponsor of EAIE Madrid 2009.

OPENING PLENARY SPEAKER

ROBERT SWAN



Opening keynote speaker, Robert Swan, received a standing ovation after he spoke of his efforts and dedication to combat climate change and preserve the earth's last wilderness, Antarctica. He also gave a personal account of his experiences as the first person in history to walk to both the North and South poles, and how this fuelled his desire to educate others on the need for sustainability.

See page 12 in this issue for more on Robert Swan.

CLOSING PLENARY SPEAKER

MARIUS RUBIRALTA ALCAÑIZ

Closing keynote speaker, Marius Rubiralta Alcañiz, Secretary General for Universities at the Spanish Ministry of Education, spoke about the challenges facing the Spanish higher education system and the attempts being made to encourage excellence and to promote internationalisation.

“In a world that is increasingly globalised – or ‘flattened’, to use the term some commentators prefer – and deeply shaken by economic crisis, one of the main challenges facing Spain and many other developed countries is how to increase the contribution of our higher education institutions to the task of consolidating a sustainable, knowledge-based society. From the perspective of a country like Spain, which is still catching up in the areas of higher education, research and innovation, it is clear that the university world must modernise in a series of key areas such as governance, curriculum development and funding reform, placing special emphasis on excellence and internationalisation.

Excellence must be acknowledged and rewarded at all levels. We must bear in mind

that excellence can be achieved on any side of the knowledge triangle (education, research and innovation) at different geographical levels (regional, national and international) and in specific knowledge domains.”

Professor Rubiralta also spoke about the plan for the modernisation of Spanish universities: the University Strategy 2015. This plan encourages the full participation of all the stakeholders including universities, all levels of government, and the leading social and economic agents.

“The Strategy seeks to promote the integration of the Spanish university system into the European Higher Education Area. It is committed to the design of a sustained financing model that extends social coverage and facilitates access to higher education, thus contributing to the achievement of one of the universities’ major social objectives. It also underlines the importance of other key issues such as governance, efficient management and accountability. One of the most significant proposals is the creation of the foundation *Fundación Universidad.es*.”



Universidad.es

FUNDACIÓN UNIVERSIDAD.ES

The mission of the *Fundación Universidad.es* is to promote the Spanish university system throughout the world and to familiarise the international university community with the study and research opportunities on offer at Spanish higher education institutions. It has a vital part to play in establishing the Spanish university on the world stage as a force for progress, well-being, culture, and competitiveness. *Fundación Universidad.es* was a core sponsor of EAIE Madrid 2009.



01

TRANSATLANTIC DIALOGUE

REFLECTIONS ACROSS THE POND

The 5th joint AIEA/EAIE Transatlantic Dialogue (TAD), hosted by the University of Castilla la Mancha in the medieval town of Toledo, took place just prior to the EAIE conference in Madrid. The interactive seminar brought together 18 chief educators from Europe and America and was coordinated by Hans-Georg van Liempd of the EAIE, and William Davey and Dennis Dutschke of the AIEA.

Impressions and insights

SUSANA GONÇALVES 
Polytechnic Institute of Coimbra /
College of Education

In an informal and friendly ambience, the Transatlantic Dialogue (TAD), although unstructured, took the form of an organised debate. As a newcomer, I initially found the concept of a TAD interesting, if a bit vague. I can now appreciate its virtues as an exciting, insightful experience. It was similar to the classic Socratic dialogue, the French Café philos (otherwise known as philosophy cafés) and the concept of education and learning that was emphasised by the Danish pedagogue, Grundtvig. He stressed the importance of peer discussion as a basis for deep learning and believed that only real life context illuminates our mind and thoughts.

The power of such discussions is often overlooked. We are accustomed to struc-

tured, goal-oriented seminars and tend to ignore process-oriented situations where no visible results are achieved beyond the simple experience of sharing opinions with colleagues in a non-stressful environment. Time flew by and discussions progressed from initial confusion to a point where most participants felt happy to play a meaningful role in the seminar, just by speaking: no lectures, no PowerPoint, no graphics – only the spontaneous sharing of our expertise.

While seminars such as this one are no replacement for formal conferences, they may in fact be better at promoting transatlantic understanding and ‘healthy’ communication. The secret, I suppose, lies in the friendly atmosphere, the mutual respect during discussions and the participant’s genuine interest in sharing and learning from each other.

Topics and conclusions

Laurie Koloski 
Wendy & Emery Reves Center for
International Studies

The TAD is less about results than about realisation and recognition – of various perspectives on key issues, of the different ways of pursuing similar goals and of the insight-producing value of free-flowing conversation. We all shared a sense that our institutions must adapt to enormous external changes. As Senior International Officers (SIO), our task is to negotiate this process and, often, to ‘translate’ for the many stakeholders involved. We also agreed that finding a way to chart the

comparative differences between European and US international offices – with regard to infrastructure, organisation, resources, responsibilities, etc – could be very useful for all involved.

TOPICS

- International education:* How can we define it?
- The role of the university in the world:* How should we adapt?
- Partnerships and new models:* How do they mesh with our strategic plans?
- The role of the SIO in a changing environment:* What are the differences between Europe and the US?
- Assessment and research:* How do we gain the skills we need to manage change effectively?



01

ROUNDTABLE

A NEW CAMELOT

Outcomes of the successful roundtable on research of international education in Madrid.

The EAIE, in cooperation with the editors of the *Journal of Studies in International Education*, Tony Adams and Hans de Wit, organised a roundtable during the conference to bring together EAIE members who have an interest in and/or are working on research in the field of international education. An increasing number of EAIE members are combining their work with research, but at the same time feel they lack access to good resources, supervisors, publication options and networking with researchers with similar interest. Initially, it was decided

ing on, or have recently finalised, a PhD shared their experiences on how combine research with a full-time job. Rita Castro from Brazil, Maria da Conceição Rodrigues Catroga from Portugal and Vicki Feast from Australia gave short presentations on their research. Time was too short and it was felt that in the future, this roundtable requires a full day before the conference. The general feeling about the initiative was positive and all participating felt that it should be continued in the years to come.

MEMBERS FEEL THEY LACK ACCESS TO GOOD RESOURCES AND SUPERVISORS

that participation would be limited to 25 to guarantee interaction between the participants and the small pool of experienced researchers acting as facilitators. However, the responses by participants interested in joining were so enthusiastic in the end that the organisers admitted 40 people.

LED BY RESEARCHERS

Jeanine Gregersen-Hermans, Fiona Hunter and Laura Rumbley, all of whom are work-

SHOWING SPECIAL INTEREST

Fiona Hunter, Joan-Anton Carbonell, Mina Soderqvist, Tony Adams and Hans de Wit have volunteered to set up a database and to officially propose the creation of a Special Interest Group (SIG) on Research in International Education to the EAIE leadership. Subgroups centred on special themes such as internationalisation strategies, internationalisation of the curriculum, marketing and recruitment, and others would be created so as to provide opportunities for exchange of information and interaction.

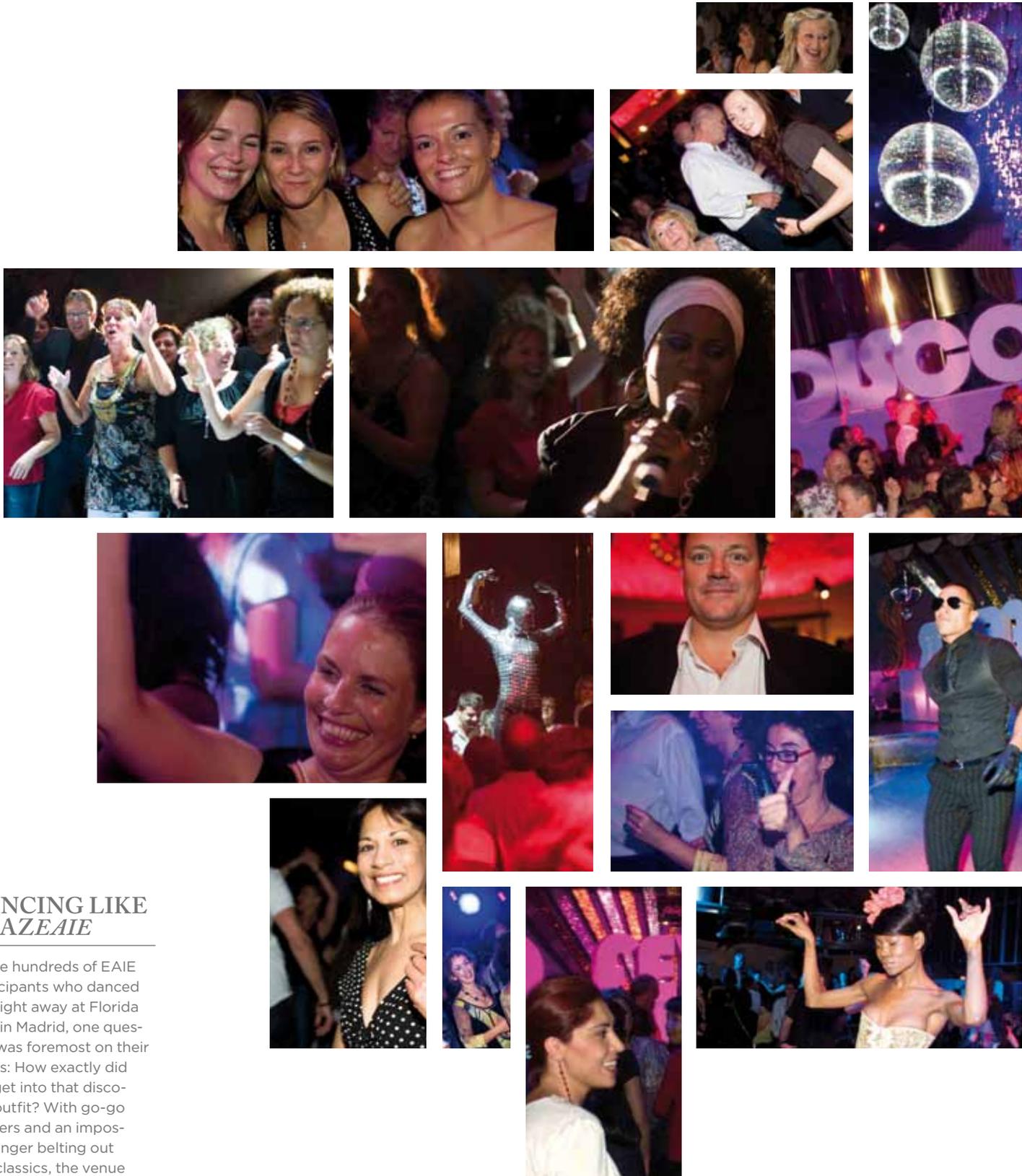
STAY TUNED

Stay tuned for more information about this initiative. Those interested in becoming active in the SIG, please contact Hans de Wit, j.w.m.de.wit@hva.nl, with your research interests.

01 Due to high demand, the number of roundtable participants in Madrid was increased



Reflections on MADRID 2009



DANCING LIKE CRAZEAIE

To the hundreds of EAIE participants who danced the night away at Florida Park in Madrid, one question was foremost on their minds: How exactly did she get into that disco-ball outfit? With go-go dancers and an imposing singer belting out 80s classics, the venue was transformed into the place to be.





EAIE AWARD WINNERS

THE PRESIDENT'S AWARD



THE 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 WINNER IS

LARS FRANSSON 

Lars Fransson received his MA degree from Uppsala University and went on to serve in various leadership roles at that institution for more than 30 years. During that time, he served as Director of Studies at the Department of English, Faculty Director of Studies at the Faculty of Languages, and University Budget Director. For nearly 20 years, Lars directed the Uppsala University International Office and helped establish exchange agreements with universities in 50 countries. He is currently also Resident Director for a new CIEE (Council on International Educational Exchange) Study Center at Uppsala University, where he will continue after his retirement next year.

JUDGE'S COMMENT

"I chose Lars for his outstanding professional contribution and service to the EAIE. Lars has always been one of the most distinguished leaders of internationalisation in Europe. From his position as head of Uppsala University's International Office, Lars orchestrated and pioneered a number of new initiatives, notably in the field of structuring student exchange through contracts and agreements, thus developing new practices. Lars was present at EAIE's Founding Conference in Amsterdam and assisted in organising the EAIE's 10th Annual Conference in Stockholm in 1998. Still busy, his most recent contribution to the EAIE was acting as Editor, together with Myrna Magnan, of the excellent 20th anniversary publication 'From Pioneers to Professionals'. Congratulations Lars, and thank you, the award is well deserved!"
— Bjørn Einar Aas, EAIE President

EAIE AWARD WINNERS

THE 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 WINNERS ARE

PETER VAN DER HIJDEN 

Peter is Deputy Head of the School Education and Higher Education Unit of the DG Education and Culture of the European Commission. He coordinates the EU contribution to the Bologna process, in particular as regards quality assurance, credit transfer (ECTS) and joint degrees. He studied Law at the Universities of

Nijmegen, Leiden and Maastricht before becoming a university administrator at the University of Maastricht, where he worked for ten years. He joined the European Commission in 1991 and attended his first EAIE conference in Milan in 1995. He has since participated as a speaker, resource person and expert at all EAIE conferences.

ON A PERSONAL NOTE

“Peter was introduced to the field of international education by Constance Meldrum who was his mentor so it is fitting for him to receive an award that carries her name. He is a dedicated and energetic professional of great stature but also a bright, warm and delightful person with a great sense of humour who has shared knowledge generously throughout his years at EAIE conferences.”

— Gudrun Paulsdottir,

EAIE Vice President and Chair of the Awards Committee

GUY HAUG 

Guy is one of the fathers of the European Higher Education Area. He was centrally involved in shaping the Bologna process and the EU's agenda for the modernisation of universities in the framework of the Lisbon strategy. He was also involved in large scale US-EU exchanges and the inception of the ERASMUS and TEMPUS programmes. He is the

author of numerous publications and was a member of the EAIE Board from 1993 to 1998. He holds a Master degree in Law (Strasbourg), an MBA (Ottawa), a PhD in Political Science (Tübingen) and a Doctorate honoris causa (HETAC, Ireland). He is currently working for the Valencia University of Technology in Spain. Guy will receive his award in 2010.

ON A PERSONAL NOTE

“Guy has the amazing knack of turning fuzzy, muddled concepts into comprehensible, clear ideas. I remember once, at NAFSA, Guy was supposed to introduce the Bologna process to an American audience, but instead, the room filled up with every European at the conference – all furiously taking notes.”

— Gudrun Paulsdottir,

EAIE Vice President and Chair of the Awards Committee



EAIE AWARD WINNERS

BO GREGERSEN AWARD

This year, the Bo Gregersen Award was awarded to the founding Board of the EAIE's Marketing and Recruitment (M&R) Professional Section.

THE AWARD

The Bo Gregersen Award for Best Practice is awarded to EAIE members who have made an innovative contribution to international education. Award recipients must have developed and implemented a new project, system or procedure which will improve international education and has produced measurable results.

THE WINNERS ARE

MAITE VIUDES 

Maite gained international experience in various posts in Brussels in the late 1980s. She returned to Barcelona in 1991 to work at the Universitat Pompeu Fabra (UPF), where she started the international office, increased the institution's visibility, and developed interna-

tional recruitment channels and cooperative agreements with institutions worldwide. For the last two years, Maite has worked as Director of ICEF Higher Education and Training Services. She is a regular presenter at international conferences.

CHRISTOPHER PRICE 

Chris is one of the directors of MJD Consultancy Ltd, an education marketing consultancy. Educated in the UK and USA, Chris has a Bachelor's degree in International Politics and History, a Postgraduate Diploma in Marketing, and is a Fellow of the Chartered Institute of

Marketing (FCIM) and Academy of Marketing. He has worked in the field for 17 years and is a member of several organisations. He was also an elected member of the executive of the British Universities International Officers Liaison Association (BUILA).

ARNOLD PERSOON 

Arnold is currently the Associate Director International Relations and Communication at Leiden University. He has studied and worked in London and is a founding member of the Holland Education Consortium. He has extensive experience in both strategic and practi-

cal aspects of the international marketing of higher education. In December 2009, Arnold will move to a new job at Nyenrode Business Universiteit in Breukelen, the Netherlands, where he will coordinate marketing and communication.

THIJS VAN VUGT 

Thijs is Director of the leading educational consultancy firm in the Netherlands, iE&D Solutions BV. He has been heavily involved in international education and has worked with many educational organisations as a trainer.

Together with Tim Rogers, Thijs published a book entitled The Impact of Tuition Fees on International Student Recruitment (2006). He served as founding Chair of M&R from 2002 to 2008.

EAIE AWARD WINNERS

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 WINNER IS

GIANCARLO SPINELLI 

Giancarlo is Rector's Delegate for International Relations at the Politecnico di Milano University, Italy. He has a degree in Nuclear Engineering from the same institution and devoted many years to research on Relativity and Continuum Mechanics. He is a full Professor of Rational Mechanics and has acted as Vice-Dean of the College of Engineering, Pro-Rector for International Relations, and President of the Centre for International

Relations. Giancarlo began working with the US 20 years ago. He has since initiated and developed a number of cooperative projects. His ventures are an example of good practice, beneficial to all interested in setting up joint or double degrees. Giancarlo has, in his professional and respectful approach to transatlantic cooperation, achieved results that inspire others to follow in his footsteps. He was President of the EAIE.

ON A PERSONAL NOTE

"Giancarlo is always ready to share his knowledge with those who approach him. His enthusiasm brings inspiration to others. He sees problems as opportunities and is always very supportive to new ideas. His sense of humour is an icebreaker and he brings a youthful touch to any conversation."

— Gudrun Paulsdottir, EAIE Vice President and Chair of the Awards Committee

EAIE AWARD WINNERS

THE 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 WINNERS ARE

MARINA CASALS SALA 

Born in a small town in the province of Barcelona, Marina holds a BA in Translation and Interpreting, and a MA in teaching Spanish as a foreign language. Her love for international experiences has taken her to work at Tampere University in Finland and Al Akhawayn University in

Morocco. She is currently Head of the Internationalisation Unit at the Rovira i Virgili University in Tarragona, Spain. She is an enthusiastic Board member of the EAIE Professional Section International Relations Managers (IRM) and a speaker at many sessions and workshops.

STEPHEN ORME 

Stephen is the Information Team Leader of the Nuffic Communication Directorate in The Hague and is involved in various aspects of internationalisation, including mobility issues and quality control. Prior to that, he was an Admissions Officer at the University of Leiden. He has been an EAIE trainer since 2007

and is currently a Board member of the EAIE Professional Section Admissions Officers and Credential Evaluators (ACE). Born in Belfast but raised in the Netherlands, he has an MA in English Language and Literature from Leiden University.

PRIZE WINNERS

Congratulations to the following individuals who won prizes during the conference:

Newcomers' draw:

Céline Mongason,
Scuola Superiore Sant'Anna,
Pisa, Italy

General Evaluation:

Rossella Magni,
Politecnico di Milano, Italy

NAFSA draw:

Regina Lyakhovetska,
Aral International Educa-
tion Consulting, Nikolaev,
Ukraine

LIFE MEMBERSHIP

This 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.

John Reilly will receive his award in 2010.



01 Marketa Tokova, Erasmus Student Network (ESN), Brussels

02 Detail from the Give 20 poster

03 Jelly Offereins with the winning poster

01

POSTER SESSION HIGHLIGHT

GIVE20: AN ESN INITIATIVE

Dreamt up in Sarajevo, refined in Brussels and confirmed in London, Give20 is a project with a truly international flavour! The Erasmus Student Network’s (ESN) Give20 campaign has one aim – to bring together the 307 member sections of ESN in 32 countries, and raise as much money as possible for the United Nations Children’s Fund (UNICEF). ESN presented a poster session on this project during the EAIE conference in Madrid.



02

THE PROJECT

Each ESN member section began raising money from 1 January 2009, either through their regular activities for international students, or by organising special events – anything from marathons to magic shows. Efforts were ramped up during ‘Give20 week’ from 12–16 October 2009, the week marking ESN’s 20th anniversary. The fundraising efforts will continue until 31 December 2009 when the target of EUR 100 000 will hopefully have been reached.

THE CAUSE

After 20 years, ESN hopes that their members will be able to share their good fortune with those children who do not have access to education. The funds raised during the Give20 campaign will therefore be donated to UNICEF, and through them, will go towards providing high quality education and health care to children in rural areas of Bhutan.

www.give20.eu

POSTER SESSION WINNER

HOW SUMMER SCHOOLS CONNECT CONTINENTS

Summer schools and other short-term academic programmes offer a unique opportunity for students and staff from all over the world to share knowledge and ideas.

SHARING EXPERIENCE

Hogeschool Utrecht Business School began organising international summer programmes to stimulate internationalisation, foster exchange and recruit new students. These programmes also serve as bridging courses and help to minimise drop-outs. With its poster session, the institution aimed to share its experience in this area, and demonstrate the challenges and benefits that await a university developing these programmes for the first time.

ENHANCING UNDERSTANDING

The poster demonstrated that it is more feasible than expected to organise the staff, housing and classrooms necessary for a summer programme. It also outlined how the organisers put together social programmes with the aid of Erasmus Student Network (ESN) volunteers: including movie nights, canoeing and cycling excursions, city tours and museum visits. These activities are an important aspect of the international experience as they enhance student's understanding of the host country and its cultures.

WINNING MOTIF

The poster is an example of good practice that can be used by institutions interested in setting up their own international summer programmes. It was chosen as this year's winner for its easy to follow and clear message as well as its colourful motif.





THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE

Study Abroad at LSE

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
quoting **EAIE** or visit our
website at www.lse.ac.uk/
general-course



The General Course

MESSAGE BOOTH

LEND A HAND

The conference message booth lends support to the Rotary Foundation.

For the second year in a row, the EAIE conference message booth was well received by participants needing a moment to themselves in the busy exhibition. This year, the booth was sponsored by the Rotary Foundation. All money collected went to support the Foundation's graduate-level academic scholarships and towards other projects relating to the following six areas of focus:

- Peace and conflict prevention/resolution
- Disease prevention and treatment
- Water and sanitation
- Maternal and child health
- Basic education and literacy
- Economic and community development

The Rotary Foundation of Rotary International aims to advance world understanding, goodwill, and peace through the improvement of health, the support of education, and the alleviation of poverty. The not-for-profit foundation is supported solely by voluntary contributions from Rotarians and friends of the foundation who share its vision.



For more information on The Rotary Foundation, please contact rotary.forum@rotary.org or go to www.rotary.org

YOUR CONFERENCE

CREATIVE WRITING CONTEST

JUDGE'S COMMENT

Over the years the writing competition has produced many excellent contributions with the consequent difficulty of selecting a winner. This year was no exception; in fact there were an even greater number of top-class entries than in previous years. By top-class I imply creative, thoughtful, out of the ordinary, exciting. There were more than a few that deserved to win first prize but, however much I would have liked to select several winners, there could only be one. The one that finally triumphed definitely treats the topic “with a difference”, not only in its style and approach but also in content. It captures the essence of the conference from a special angle, which gives it added significance. My congratulations to the winner and praise to all those who contributed!

— *Michael Cooper, Editor of Forum*

THE RUNNERS UP

Alva Bruun
*Hanken School of Economics,
Helsinki, Finland*

Astrid Foldal
*Norwegian School of Economics
and Business Administration (NHH)
Bergen, Norway*

Regina Lyakhovetska
*Aral International Education
Consulting
Nikolaev, Ukraine*

THE PRIZE

The winner receives a week long immersion language course valued at EUR 2550, kindly sponsored by CERAN Lingua International.
www.ceran.com/en

WINNING ENTRY

Just one question: What happens for disabled students at your university?

Some disability officers (Czech Republic, France, Netherlands, Sweden, Turkey). University disability offices in Botswana and Jamaica. A Mexican dean accused of ‘wasting money’ on accessible toilets. An “unforgettable Polish Erasmus student who got around town on his skate board: no legs, one arm.” A disability officers’ list in Japanese. A blind PhD holder in Nepal. A deputy-rector aware through his disabled child. Ugandan students needing solutions. Spanish-Crimean disability project. How many information booklets have images of disability: South Africa 2009; yours in 2010?

How many disabled participants among the 3800 attending EAIE Madrid? 380 expected according to UN estimates: 10% disabled in any population. Clear representation at conference opening, by sponsor ONCE. But most disabilities are unseen: “Heavy bags, bad back”; no seats to rest. “Sorry, what did you say?”; lip readers need light. Metabolic disorders require warm rooms.

The four day marathon empowered, challenging each to manage limited energy, accessing information, understanding new systems, going beyond pain, to seize opportunities.

Do I dare volunteer for EAIE-DIW group?
Win-win situation, world-wide benefits, cooperating and expanding towards universal accessibility, from seeds gathered at Madrid.

THE WINNER

Claire Ozel is the Disability Support Coordinator at the Middle East Technical University in Ankara, Turkey. Claire enjoys a challenge and in her 16 years in Turkey, she has seen her dream come true: the official establishment of a national university disability system. Claire has kindly offered to donate her prize to a disabled student, to be chosen by ONCE.



PROFESSIONAL SECTION

AN INTERMISSION OF SORTS

ANDY NICOL 
M&R Board member

Andy Nicol looks at his time in Madrid as a welcomed break from the daily challenges of his job.



01

It's been a challenging academic year for those associated with marketing and recruitment in universities across Europe and the world at large.

CALM BEFORE THE STORM

The Madrid conference provided at least short respite from day-to-day worries and an opportunity to stop and think about the wider world of international education. This year, many of us involved in recruiting international students felt we were in the middle of a 'perfect storm', involving a global economic meltdown, Mexican flu and – at least in the UK – substantial changes in government legislation relating to visas and immigration. The M&R workshops, focusing on international market planning and research, international strategy, recruitment agents and branding served to remind us of the importance of strategy, planning and understanding students as custom-

ers. In increasingly competitive markets for international students, the knowledge learned in these workshops will remain invaluable to staying ahead of the curve.

Looking for new markets remains important despite the current recession. The workshop on India acted as a useful reminder of where our priorities should lie – India and, of course, China. Hopefully it also provided support and insight to those looking to enter this developing education market and remain competitive within it.

Although relatively young compared to many of the other Professional Sections, M&R was delighted when its founders accepted the Bo Gregersen Award for Best Practice. This, for me, renewed the importance of marketing and recruitment to both our affiliates and the wider EAIE, and reinforced the need for universities to employ sound marketing strategies when recruiting students in the future.

HELPING HANDS

The conference, and particularly the M&R contribution, was enriched by the large number of members who gave up their time to prepare excellent workshops, posters and conference sessions. Our conference experience and future work are enhanced by their expertise, and I would ask M&R members to look forward to next year, when we will call on you again in Nantes. Finally, thank you to all our section members for your efforts this year to make the M&R component of the EAIE annual conference a huge success.

On a personal note, I am relocating to Kuala Lumpur after 12 years of working in various international roles in UK universities. I look forward to remaining an active part of the M&R Board, despite the challenges of distance!

Marketing and Recruitment

www.eaie.org/MR



What we do:

M&R keeps the EAIE membership updated on this rapidly growing sector via workshops, training courses as well as sessions during the annual conference. It provides a forum for discussion, networking and sharing of hands-on experience in the field.

Who should join us?

EAIE members who:

- are active or want to become active in international marketing and recruitment within higher education
- have managerial responsibilities
- feel that they need more knowledge of international marketing and recruitment to perform better in their jobs
- want to network with fellow professionals and gain a better understanding of best practice in the field

PROFESSIONAL SECTION

IN THE LAND OF
THE LANGUAGE
PROFESSIONALSSABINE PENDL 
University of Graz

The 'English' debate was a hot topic at this year's conference.

As a LICOM Board member, I believe language is one of the key issues in the process of internationalisation of higher education. So, it was almost a relief when Teresa Tinsley presented her fantastic research results concerning the economic value of languages for business during the LICOM Opening Session in Madrid. Finally, we have hard facts and figures to prove what we at LICOM have always known: the added value of languages.

ENGLISH IS KING

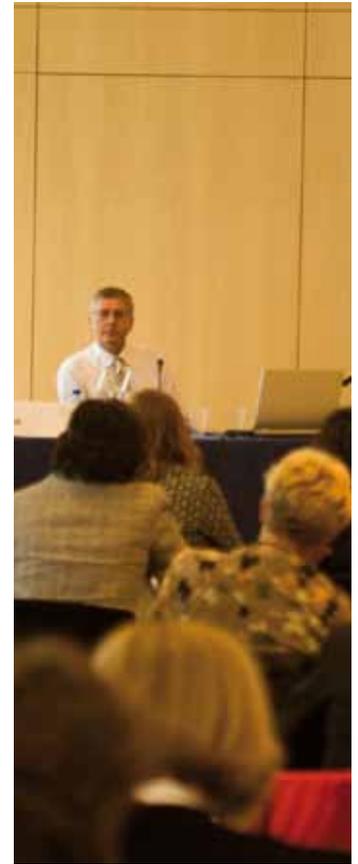
Another one of the main themes running through the conference sessions and workshops was the fact that in higher education worldwide, one language has taken on a special role: English. Workshops such as 'Opening Pandora's box: teaching in English' and 'Presenting in English internationally' showed beyond a doubt that English is the *lingua franca* – or if you like *lingua academia* – of today. It has become



02

a key factor for success in the competitive recruitment arena, and indeed, it is difficult to imagine a life without English as a medium of communication in today's world. Focusing on English as the *sine qua non* was also the topic of the LICOM debate this year. Clearly, this is a hot topic at the moment.

It was noticeable among the conference participants that there is a strong demand for best practice examples in the area of teaching in English. The focus was not on offering everything in English from now on, but rather on increasing the number of diverse courses. Questions asked included: "Where should we start? How can we motivate students and teachers? How much will it cost? What are the learning outcomes?" Due to this obvious demand, the LICOM Board has been given a clear mandate: to develop new train-the-trainer courses that meet the requirements of our members and participants.



03

- 01 Arnold Persoon and Feite van Dijk at the M&R Opening Session and Meeting
- 02 Focused participants at the LICOM Opening Session and Meeting.
- 03 LICOM chair, Christian Timm

Languages for Intercultural
Communication and Mobility

www.eaie.org/LICOM



What we do:

- Promote international cooperation through increased understanding
- Facilitate quality management of language testing and teaching in a multicultural context
- Enhance study- and work-oriented language training
- Support bi- and multi-lingual universities in Europe
- Assist in the further implementation and use of the European language portfolio

Who should join us?

EAIE members who:

- work with diverse cultures and languages
- want to increase their understanding of languages and intercultural issues
- are interested in promoting international cooperation through better understanding of linguistic and cultural identities



PROFESSIONAL SECTION



VIEW FROM THE TOP

ELKE VAN DER VALK 
EDC Board helper

After four years of participating in EAIE conferences, I can say that every year is different, each with its own character. This year was, however, the first time I attended as part of the EDC Board, which gave me an insider's view into the organisation of the event. And what a different perspective it was to that of a participant! I realised all the work that goes on behind the scenes and was amazed by the outstanding job of all our volunteers.

Contributing to the EAIE may be done in different ways, one of which is by becoming a Board member of a Professional Section (PS) or Special Interest Group (SIG). Being part of a board involves intensive and active participation,

which, while very interesting, will require time and dedication throughout the year. For those with less time, becoming a PS or SIG affiliate, talking with other affiliates, submitting workshop and session proposals, *etc.*, are all other ways to make a difference for the EAIE as a whole. It does not matter whether you're young or old – all ages are needed. The 'oldtimers' are needed to share their knowledge and experience whilst the 'newbies' are needed to develop new ideas related to current changes and developments in the field. As a young person, being part of the EAIE has brought me knowledge, contacts, new ideas, networks, hard work, a lot of fun and also many friends.



Educational Cooperation with Developing Countries

www.eaie.org/EDC

The main object of EDC is to bring together European professionals in educational cooperation with professionals of low- and middle-income countries in order to promote dialogue on a global scale.

PROFESSIONAL SECTION



EMPLOI SPARKLES IN MADRID

MARJO VAN DER VALK-KUIJPERS 
EMPLOI Board member

This year, EMPLOI workshops and sessions clearly reflected the transformation from a narrower focus on work placements to a broader view of career services, graduate skills and competencies. New topics such as work-based learning assessment and related skills development were addressed, resulting in new contacts and promising possibilities for future cooperation for EMPLOI. Of course there was lots of fun to be had as well! The speaker's dinner on

the Tuesday evening was a tasteful get-together, providing last-minute updates on current hot topics. The EMPLOI reception, sponsored by Petrus Communications, was a perfect opportunity to network with others in the field. There was even the chance to win a crate of champagne!



Employability skills, graduate careers and internships

www.eaie.org/EMPLOI

Against the backdrop of increasing globalisation in education and industry, the aim of EMPLOI is to foster and support the concept of international placements in the context of tertiary education.

Thank You

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



AUSTRALIAN CATHOLIC
UNIVERSITY

BANCO SANTANDER

BONIFACIO VEGA GARCIA

INTERNATIONAL NETWORK
OF UNIVERSITIES (INU)

PETRUS COMMUNICATIONS

RAMON OLLÉ

UNIVERSITÀ CATTOLICA DE
SACRO CUORE

UNIVERSITAT ROVIRA
I VIRGILI

CONFERENCE PROGRAMME COMMITTEE 2009

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University of Copenhagen, Denmark

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Bjørn Einar Aas, (Chair),

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Gudrun Paulsdottir,

Mälardalen University, Sweden

Lisa MacPherson,

EAIE Office, the Netherlands

Maria Gómez Ortueta,

Universidad de Castilla-La Mancha, Spain

Michael Rosier,

University of Hertfordshire, UK

And, a sincere thanks to the speakers, chairs and resource persons who volunteered their time and energy and contributed immeasurably to the success of the Madrid conference!

Talking heads

The EAIE sits down to talk with Maurits van Rooijen, former EAIE Editorial Committee member and the new Rector Magnificus and CEO of Nyenrode Business Universiteit in the Netherlands.

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

My interest in international higher education predates the ERASMUS programme. I was a student at Utrecht University and I remember we had an exchange student from Germany who came to the Netherlands on a grant from DAAD. I was quite excited about London and British universities so I went to the British Council Office and applied for a grant. They gave one to me on condition that I wouldn't go to London but instead to the University of Hull. At that time, British Council grants were so generous that after three months I still had half the money left, so I ended up staying for six months. And then I got the bug! I received a DAAD grant to do research in Germany and a grant to do research in Austria. I taught in Cambridge, Bergen, Lisbon, all over the place. I had realised the importance of international mindset and international networking. And it all started with meeting that exchange student from Germany.

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?

In 1993, I made that move to London I had aimed to make more than ten years earlier. My initial brief was internationalisation at the University of Westminster. In the end, a quarter of our 24 000 students came from abroad, but halfway I realised something was odd: we have a strong social mission, an access mission to make higher education available on merit; yet when it comes to

international students we replaced our inclusive with an exclusive attitude by saying: only for those who can afford it. I felt this wasn't right. I managed to convince my colleagues to set aside money for a scholarship programme. In the end, the university has created one of the largest international scholarship programmes in the UK. It is now able to attract large numbers of promising students from all over the world.

If you had a million euro to spend on international higher education, and limitless authority, what would you want to spend it on?

I would definitely start another scholarship scheme. I would make sure that this money grew into many more millions and would use those funds to give even more students across the globe the opportunity to come to Nyenrode to study. You may ask, what are universities about? What is international education about? Of course they are about the academic institutions – we have academic aspirations in our teaching and research – but universities are also a very important part of society and I think that social responsibility, that third mission, tends to get a little overshadowed by academic aspirations and economic realities. One of the things I ask people when it comes to international education is how international education fits in with that third mission, the social mission of a university. It isn't just about pushing an institution up and ahead but about having a positive impact in the world.



Maurits van Rooijen is the new Rector Magnificus of Nyenrode Business Universiteit. Between 2003 and 2009, he served as Executive Vice-President for International and Institutional Development at the University of Westminster in London. He gained his doctorate at Utrecht University on the theme of green urbanisation. He has held positions at Leiden University, Erasmus University Rotterdam and Victoria University in Melbourne, amongst others. He is President of the World Association for Cooperative Education, which advocates and supports work-integrated learning; President of the Compostela Group of Universities, which stimulates cooperation and dialogue in the field of higher education; and Vice President of the European Access Network, which seeks to encourage under-represented groups to participate in higher education. He is also acting Chairman of the managing board of the Euro-Mediterranean University, a recent EU initiative.

Nyenrode Business Universiteit was founded in 1946 and remains the only private university in the Netherlands. The university can count amongst its alumni many capitals of industry and senior politicians. Nowadays it offers graduate level and Executive programmes in the fields of general management, accountancy and financial controlling. Being highly selective, with a focus on candidates' motivation and social skills, Nyenrode has created an environment in which students and faculty are all dedicated to bridging the gap between academic rigor and daily business practice. Nyenrode's Executive MBA was recently ranked number one in the world with regard to career progress by the *Financial Times* and its MSc is regarded by students as the best in the country.

Calendar

22 JANUARY

ACA European Policy Seminar
'What's new in Brussels 2010: Recent developments in European policies and programmes'

LOCATION: Club de la Fondation Universitaire, Brussels, Belgium

INFO: Isabelle Deneyer, ACA Secretariat, Belgium
tel +32-2-513 22 41, fax +32-2-513 17 76
e-mail info@aca-secretariat.be
www.aca-secretariat.be

29 JANUARY

MODERN Conference
'Funding'

LOCATION: Royal Horticultural Halls and Conference Centre, London, United Kingdom

INFO: Anja Busch, MODERN, Belgium
tel +32-2-289 24 62
e-mail programmes@esmu.be
www.highereducationmanagement.eu

★ 2 TO 6 FEBRUARY

EAIE Joint Leadership Meeting in Amsterdam

3 TO 5 FEBRUARY

WACE International Conference on Work Integrated Learning

'University-industry collaboration for real life education'

LOCATION: Hong Kong Polytechnic University

INFO: World Association for Cooperative Education, Inc., USA
tel +1-617-373 88 85, fax +1-617-373 34 63
e-mail p.stonely@neu.edu
www.waceinc.org

14 TO 17 FEBRUARY

AIEA Annual Conference 2010

'Internationalizing higher education: essential to our future'

LOCATION: JW Marriott Downtown, Washington, DC, USA

INFO: AIEA Secretariat, USA
tel +1-919-668 19 28, fax +1-919-684 87 49
e-mail aiea@duke.edu
www.aieaworld.org/events/2010conf

★ 15 FEBRUARY

Advertising reservation deadline for EAIE Nantes 2010 Conference Invitation

★ 25 TO 27 FEBRUARY

EAIE Training Course: Developing employability and work experience

LOCATION: Tallinn, Estonia

24 TO 26 MARCH

Going Global 4

'World potential: making education meet the challenge'

LOCATION: Queen Elizabeth II Conference Centre, London, United Kingdom

INFO: British Council, London, United Kingdom
e-mail going-global@britishcouncil.org
www.britishcouncil.org/goingglobal

24 TO 26 MARCH

6th Annual Conference of the Forum on Education Abroad

'Vision and value in education abroad'

LOCATION: Westin Hotel, Charlotte, USA.

INFO: FORUMEA: Forum on Education Abroad, USA
tel +1-717-245 10 31, fax +1-717-245 16 77
e-mail info@forumea.org,
<http://forumea.org>

14 TO 16 APRIL

APAIE Annual Conference

'Educating for extremes: Educating for global challenges in a rapidly changing world'

LOCATION: Gold Coast Convention and Exhibition Centre, Australia

INFO: Griffith University, Queensland, Australia
e-mail apaie2010@griffith.edu.au
www.apaie.org

★ 15 APRIL

Advertising reservation deadline for EAIE Summer Forum

21 TO 24 APRIL

AACRAO's 96th Annual Meeting

'Leading the profession into the next century'

LOCATION: Ernest N. Morial Convention Center, New Orleans, USA

INFO: Melissa Ficek, AACRAO, USA
tel +1-202-293 91 61, fax +1-202-872 88 57
e-mail meetings@aacrao.org
www.aacrao.org/neworleans

★ 26 TO 30 APRIL

EAIE Professional Development Module: Management of student services

LOCATION: Southampton, United Kingdom

7 MAY

MODERN Conference

'Internationalisation and quality assurance'

LOCATION: Amsterdam

INFO: Anja Busch, MODERN, Belgium
tel +32-2-289 24 62
e-mail programmes@esmu.be
www.highereducationmanagement.eu

30 MAY TO 4 JUNE

NAFSA Annual Conference & Expo

'The changing landscape of global higher education'

LOCATION: Kansas City Convention Center, USA

INFO: NAFSA: Association of International Educators, USA
tel +1-202-737 36 99, fax +1-202-737 36 57
e-mail conference@nafsa.org
www.nafsa.org/annual_conference

14 TO 16 JUNE

19th EAN Annual Conference

'From access to success: closing the knowledge divide'

LOCATION: Södertöns Högskola University College, Stockholm, Sweden

INFO: EAN Secretariat, United Kingdom
tel +44-20-79 11 58 68
fax +44-20-79 11 58 73
e-mail info@ean-edu.org
www.ean-edu.org

"I'm ambitious about chemistry, so studying in Germany was a natural reaction."

Sally Collins, graduate in chemistry from Imperial College London, and currently a PhD student at the Technische Universität München.



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