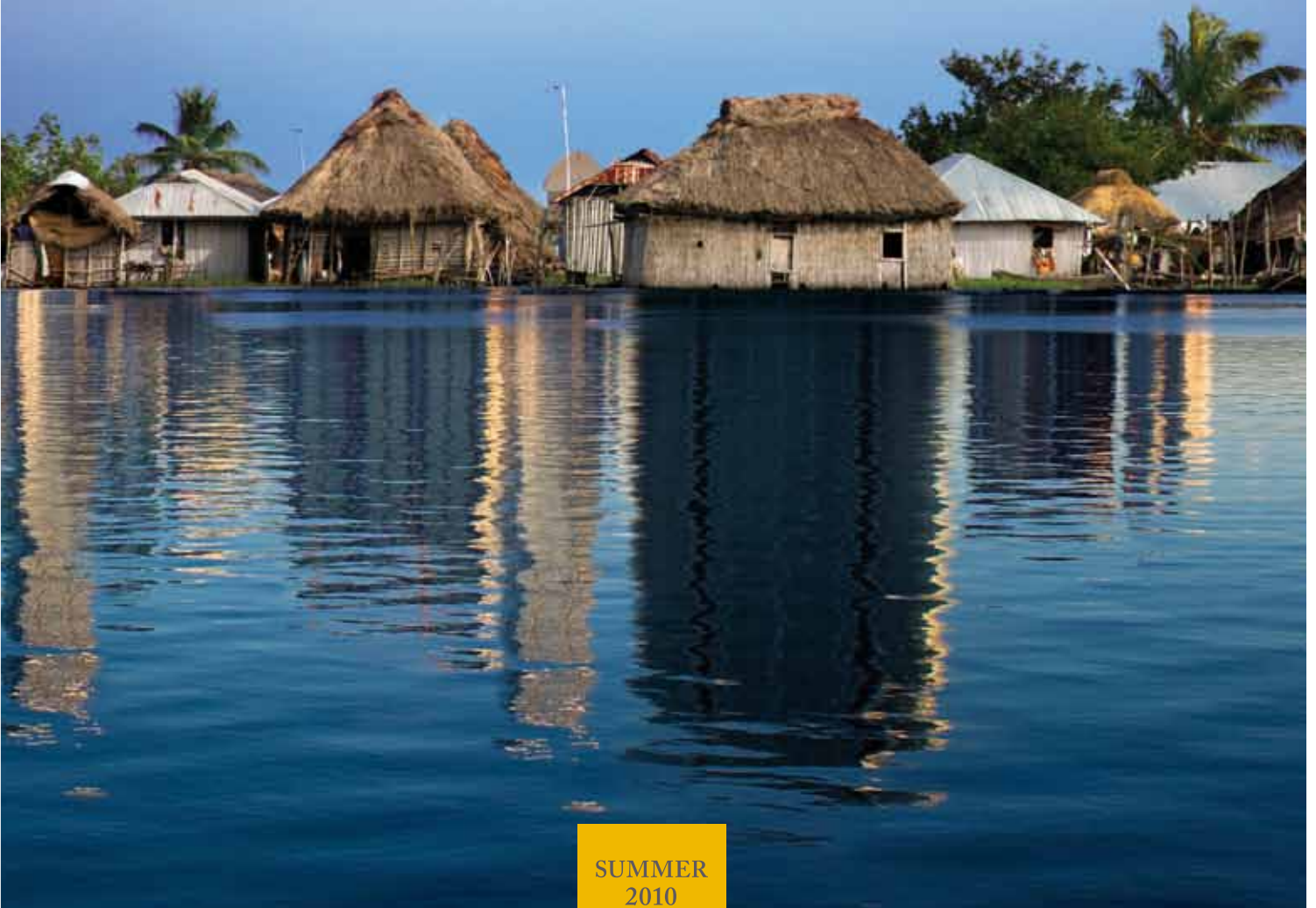


FORUM

Discussing international education

NORTH-SOUTH DIVIDE
EAIE'S NEW DIRECTOR
SOCIAL ENTREPRENEURSHIP
EMMANUEL DAVIDENKOFF



Editorial



FINDING THE BALANCE

And so what else is new? A recent report from the Committee on Culture and Education of the European Parliament advocates wide-ranging changes in higher education curricula to meet the educational and societal demands of Europe. The report covers a multitude of aspects from strengthening links between business and education, increasing mobility and making life-long learning a reality to adopting measures against social exclusion in higher education. It stresses the need for member states “to modernise the agenda of higher education and, in particular, to coordinate curricula with the demands of the labour market.” It also points to the importance of recognising non-formal learning. There is really nothing in the report that one could object to, but at the same time it does not add anything to what many of us have been saying for some considerable time.

These changes, as the report rightly points out, require investment, both in institutions and, if the report’s suggestion that at least 40% of 30–34 year olds should have a university education is to be realised, in individual students who lack the necessary means. Funding has been a subject of discussion for considerable time among all those involved in higher education, whether they are politicians, academics or students. The European University Association, which represents those who are probably most closely affected, has addressed the issue of sustainable funding at a number of confer-

ences, the next one to be held in September. It seems to me that so far no European country has found the right balance between public and private funding but all are aware that something needs to be done. Let us hope that the European Parliament will help to increase the pressure.

Although I believe very strongly that continual development and, of course, reform of higher education are essential if institutions are to maintain their relevance, it is

Mutual enrichment is also one of the objectives of North–South collaboration, although it would seem from Norwegian reports that this collaboration is becoming more challenging. Challenge is a key word in several of the other articles in this issue, whether it be in recruiting international students (article by Giezyńska) or in the need to pay more attention to social entrepreneurship (Van Hove). The latter is perhaps one of the most crucial aspects of modern education.

SOCIAL ENTREPRENEURSHIP IS ONE OF THE MOST CRUCIAL ASPECTS OF MODERN EDUCATION

important that they also retain their national and individual characteristics. Transparency and comparability are important but this does not mean that all should strive to be the same. An excellent example of the issues at stake is provided by the interview with Emmanuel Davidenkoff. He has some interesting views on the complexities of the French system and the need for change.

Davidenkoff speaks of the increasing use of English in higher education in France. As Nantes is the venue for the annual conference this year, the French language is also in focus, in particular what some on both sides of La Manche/the English Channel would term the clash between French and English, but what is rather the mutual enrichment of the two.

Change, and possibly challenge, is also in our midst. We welcome the new Director of the EAIE, Leonard Engel, and look forward to working closely with him in developing publications. As one comes, another goes. Peter Timmann, who for many years has made a major contribution to the work of the EAIE, not least in his long service on the Editorial Committee, is retiring. We wish him all the best. I will miss his insightful comments and suggestions and his tireless work for the organisation.

Enjoy your summer and we’ll meet in Nantes.

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

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LEONARD ENGEL



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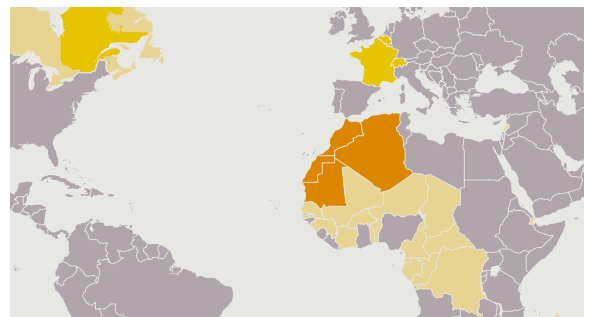
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SOCIAL ENTREPRENEURSHIP



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Britha Mikkelsen



Britha Mikkelsen is a senior specialist in R&D methodology with COWI Denmark. Her areas of work include Africa, South Asia and MENA, with a focus on poverty reduction, gender equality, civil society, education, health and physical infrastructure. Britha has written *Methods for Development Work and Research. A New Guide for Practitioners*.



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Henrik Secher-Marcussen is a professor at the Department of Society & Globalisation at Roskilde University, Denmark. Previously Henrik was a professor at the University of Bergen, Norway and Principal Technical Advisor at UNDP, New York. He has conducted a number of reviews and evaluations pertaining to international university collaboration and is a member of the Danida Board as well as Chairman of the Danish Consultative Committee for Development Research under the Ministry of Foreign Affairs.



Thijs van Vugt



Thijs van Vugt founded the Special Interest Group Marketing & Recruitment (M&R) in 2002. For this he was awarded the Bo Gregersen Award for Best Practice in 2009. Thijs worked for Tilburg University for more than 14 years, and has been the Director of two private firms in the Netherlands since January 2006; iE&D Solutions BV and Study-World (Netherlands) BV.



Evelien Hack



Evelien Hack is Coordinator Internationalisation at the Department of Student Affairs at the Leiden University Medical Center (LUMC). She earned her MA in English Language and Culture at Leiden University and first worked at the Leiden University International Office. She started working at the LUMC in 2007.



Maureen Bergman



Maureen Bergman has gained study and work experience in the UK, France, Spain, Morocco and Vietnam. She worked at Nuffic for five years as an advisor of mobility and immigration issues. Since 2007, Maureen has been working as Policy Advisor Internationalisation at Hogeschool Leiden University of Applied Sciences.

Member news

NEW JOBS

Editorial Committee member, **Robert Coelen** has recently accepted the position of Vice-President International at Stenden University, the Netherlands. In his new function, he is responsible for all of the foreign operations of the university, as well as advising on internationalisation in general. Stenden University presently has campuses in Qatar, South Africa, Indonesia, and Thailand. Other campuses are being planned. Robert's new e-mail address is robert.coelen@stenden.com.

In April 2010, former EAIE President and Editorial Committee member, **Linda Johnson** became the Executive Secretary of the International Institute of Social Studies of Erasmus University Rotterdam in the Hague, the Netherlands. You can contact her at johnson@iss.nl.

APPOINTMENTS

Sandra Rincón, Director of International Alumni Relations, Tilburg University, the Netherlands, has been appointed member of the NAFSA International Education Leadership Team. She is Co-chair of the working group on Information, Resources and Networks.

EAIE OFFICE UPDATES

On 26 March 2010, the EAIE President, Bjørn Einar Aas, and the Treasurer of the EAIE Board, Joke Snippe, signed a memorandum of understanding with regard to a closer cooperation of the two organisations.

COMMITTEE VACANCY

The EAIE currently has a vacancy on its Editorial Committee. The Editorial Committee advises the Board on all matters concerning the publications and publications policy of the EAIE. If you are interested in this volunteer position, please contact Elise Kuurstra, Communications Manager, kuurstra@eaie.nl.



FUBiS Where the World Meets to Study

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FUBiS is an intensive, academic program. FUBiS sessions take place both in summer and winter.

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Term III:	July 17 - August 14, 2010	(4 weeks)

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



The General Course
100 years 1909-2009



Photo: Rogier Bos

BRINGING LEADERS TOGETHER

The annual Joint Leadership Meeting (JLM) brings together the volunteer leaders of the EAIE as well as the Office staff in order to work on policy and strategy and address priorities for the coming year. From 1-5 February 2010, 70 higher education professionals met in Amsterdam, including members of the Board, the Professional Section Boards, Special Interest Groups, as well as members of the Professional Development-, Conference Programme-, Awards- and Editorial Committees.

The EAIE wishes to thank all individuals who generously give their time for the Association as well as those who voted in the 2010-2012 leadership election this past May. The results of the election were presented to the General Council at their meeting in Bergen, Norway, on 17 June and will be published online shortly. In September, during the EAIE's annual conference, the newly appointed leadership will officially take over.

On your behalf

Conference: Annual TESOL Conference
Boston, USA
24-27 March 2010

Attendee: Christian Timm *LICOM Chair*

Invited as luminary speaker, I was overwhelmed by this information-packed, exciting and highly rewarding four-day experience. This 44th Annual Conference was shared by more than 7000 participants, including Harvard and the MIT. TESOL's general mission – ensuring excellence in English language teaching to speakers of other languages – acted as a stiff breeze for this year's topic 'Re-imagining TESOL.' Presentations ranged from practical advice for the classroom to new theories in language learning and teaching, plus items related to language policy.

The EAIE/LICOM presentation focused on important ramifications of English-taught programmes in the Old World: the quality of teaching and learning, attractiveness for national/international students and evaluation procedures. We navigated between internationalisation, labour market demands and language policies. Concerns were discussed and strategies were pinpointed that may support and encourage English-taught programmes throughout Europe. They were enthusiastically welcomed by the audience of the New World and answered with tremendous feedback.

What has Boston told us? Resonating throughout each session and meeting, and in the corridors, was the message that in today's world the development and learning of languages and intercultural competence is an expedient and indispensable activity. Languages are highly priced – so let us put a value on them.

FOUR CITIES, FOUR EVENTS

JANA NOVÁ 

School of Economics & Management in Public Administration in Bratislava

The EAIE's Professional Development Programme successfully offers a wide range of training events each year. One participant shares her experiences with us.

In 2009, I decided to attend three of the EAIE's Professional Development Modules and one Training Course. Reflecting on my professional needs whilst selecting each educational activity ensured that my requirements would be met by the content of the event. I found that the content was highly relevant to the topics, problems and challenges that modern universities around the world are facing today.

With each module and training course held in a different city, I had the great opportunity of visiting four very attractive, inspiring, and foremost multicultural university environments: the University of Southampton (UK), University of Twente (NL), University College Dublin (IE) and Napier University in Edinburgh (UK).

The Professional Development Modules provided me with a wealth of information on internationalisation strategies and leadership in higher education. I gained thorough knowledge and a critical understanding of theories and practices of quality management and change management. I found the practical case studies on strategy and planning, communications, organisational change, cultural change and the evaluation of change to be highly valuable. The training course in Dublin helped me improve my English communication skills as a professional working in the field of international relations. After each of the four events I returned home full of new ideas and useful insights. Meeting such wonder-

ful and highly-motivated people from around the world is truly inspiring and a major benefit of attending these EAIE educational activities.

MORE THAN THEORY

What I enjoyed the most was that the classes were not purely about memorising the theories. The programme was a combination of lectures given by professionals and practical, hands-on exercises. Because of this, the atmosphere was lively and we had time to analyse the different case studies. Our own experiences were thrown into never-ending discussions, which often carried on into the breaks and in the evenings.

I commend the course leaders on doing such an excellent job. They guided us through the courses very smoothly and allowed us to clarify, contribute and

especially during the role-playing exercises!

Each event was very well organised and well coordinated from the beginning to the end. The enrolment conditions as well as travel and accommodation arrangements were perfectly explained and easy to follow. The information package was delivered far in advance and was complete, accurate, useful and clear. This first impression of perfect organisation continued during each event, where everything ran according to the schedule and participants' expectations.

WAS IT WORTH IT?

Was the time and money I invested in the EAIE activities worthwhile? Definitely yes! I was able to transform most of the information I came home with into practical proposals and apply

MEETING SUCH WONDERFUL AND HIGHLY-MOTIVATED PEOPLE FROM AROUND WORLD IS TRULY INSPIRING

discuss. This made each activity a true international knowledge exchange and experience arena. Our lecturers and trainers also played a crucial role in creating the pleasant, friendly and supportive atmosphere that made us all feel comfortable during the entire event. The workload was adequate and the homework, individual- and group presentations were challenging. And there was a lot of fun and laughs as well,

it to my everyday work. The assignment I completed after each Professional Development Module resulted in ECTS credits. These assignments were also a kind of professional challenge, but once I finished them I felt confident that I would be able to combine the theoretical background with its practical implementations. And that is, after all, exactly what all EAIE educational activities are designed for.

JANA ATTENDED

PDM: Leadership and internationalisation

PDM: Quality management in higher education

PDM: Managing change in higher education

Training course: English in the international work place



INTERNATIONALISATION AND QUALITY ASSURANCE

Volume 4 in the EAIE's Professional Development Series For International Educators

Edited by Adinda van Gaalen

Quality assurance is quickly taking on a vital role when it comes to managing the increasingly complex internationalisation process. Not only is it essential in reaching institutional goals in a controlled manner, it is also becoming an integral part of maintaining and improving every institution's reputation. Although quality assurance is a relatively new phenomenon, it is something we can no longer do without.

This publication provides basic facts every international educator needs to know about the quality assurance of internationalisation. It will help you implement and monitor the quality of internationalisation at your institution.

Topics discussed include:

- Tools for quality assurance of internationalisation
- Goals to be achieved through internationalisation
- Formalising quality assurance
- Quality assurance initiatives at a European level

All current EAIE members received a copy of this toolkit together with *Summer Forum*. Non-members may order a copy online. Visit www.eaie.org.

Books & websites

The Twenty-first Century University: Developing Faculty Engagement in Internationalization (Childress, 2010, Peter Lang Publishers) presents strategies that can be used by faculty and administrators to increase faculty engagement in international teaching, research, and service. The book is available on Amazon.

EUA Trends 2010: A decade of change in European Higher Education by Andree Sursock & Hanne Smidt. This new report, published by the European University Association (EUA), analyses the implementation of the Bologna Process and its impact over the last decade on higher education across 46 countries in Europe in the context of broader reform processes affecting European higher education. The publication can be downloaded from www.eua.be.

The IIE Passport Study Abroad Directories are now available in four separate regional volumes for study abroad programmes in Africa and the Middle East, the Americas, Asia and Oceania, and Europe. Together they feature more than 9500 programmes offered by US and foreign universities and providers, making them the most comprehensive resource for planning study abroad for students, as well as for their parents and study abroad advisers. The volumes feature content from *Lonely Planet* and are available for purchase individually or as a set, at www.iie.org/iiepassport.

Innovation through Education: Building the Knowledge Economy in the Middle East. In this report, authors from a wide range of institutions and organisations describe and analyse current innovations, trends and issues that countries and institutions in the Middle East are facing as they move toward educational reform and development, as well as exchange projects between Middle Eastern countries and the US. The book includes discussions of institutional planning in the region, women's education, youth exchange, Arabic language education, and more. To order this publication, please visit <http://iiebooks.org/inthedbuknec.html>.

The Professional Value of ERASMUS Mobility. Summing up over 20 years of evaluations of ERASMUS, this study by Kerstin Janson, Harald Schomburg and Ulrich Teichler explores career-related impact of ERASMUS mobility. For more information and how to order, consult www.aca-secretariat.be.

A History of U.S. Study Abroad: 1965 - Present, a Special Publication of Frontiers: The Interdisciplinary Journal of Study Abroad is now available. Edited by Stephen DePaul and William Hoffa, this is the companion volume to Hoffa's first volume that covered the beginnings of US study abroad to 1965. Twenty-one contributors who are leaders in the field collaborated to write the 11 chapters that make up this 500-page volume. Copies may be ordered at: www.frontiersjournal.com/subscriptions.htm.

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

PS & SIG news

RIE

Former EAIE president, **Hans de Wit** kicks off the launch of a new series in *Forum* on research with an introduction to the Association's newest Special Interest Group.

We are pleased to announce that the Special Interest Group Researchers in International Education (RIE) has been approved by the EAIE leadership and launched this year. The success of the 'Roundtable on research in internationalisation of higher education' during the 2009 EAIE Conference in Madrid made this possible. More than 40 people were involved in the roundtable discussions, of which at least 25 were EAIE members, including several past-presidents and other active members.

CHALLENGES OF RESEARCH

During the roundtable it became clear that many EAIE members who are involved in research, in many cases in combination with an administrative position and in particular those working on their Master or PhD, face a number of challenges. For

example, many questioned how to combine work as a practitioner with research, how to find reliable sources and data, and how to find senior supervisors for their work who are knowledgeable in this field. Being part of a community of scholars in the field, and its specific subthemes, was seen an important and valuable means of exchanging experiences. Further topics included how to ascertain which subjects are relevant for research as well as issues of methodology, and possibilities for dissemination. As a result of the above queries, the idea for the Special Interest Group RIE was born.

THE BOARD

The provisional Board of the RIE is composed of Fiona Hunter, Hans de Wit (co-chairs), Joan-Anton Carbonell and Mina Soderqvist. The Board is developing an action plan, including conference activities, website communication and other future events.

RIE IN NANTES

A new research roundtable, entitled 'Researching international education: challenges and opportunities in an evolving discipline,' will be held at the upcoming EAIE conference in Nantes. This seminar is designed for international educators who are working on a research project in internationalisation of higher education (PhD, Master thesis or otherwise) or who are in the process of designing such a project. The morning session will provide an overview of current research in international education and will include a keynote presentation by Professor Jeroen Huisman of ICHEM, University of Bath, on 'Research on internationalisation in higher education: what do we know and what do we want to know?' The afternoon session will be dedicated to discussions in small groups on challenges of and opportunities for participants' own research.

An Open Session and Meeting of the RIE will also be held the Thursday of the Nantes conference, from 14.00–16.00. The session will launch the new SIG and the proposed activities for the coming years. It will examine the research agenda in international education and present a number of current projects. There will be ample opportunity for attendees to contribute their ideas on the way forward for this new Special Interest Group.

DURING THE ROUNDTABLE IT BECAME CLEAR THAT MANY EAIE MEMBERS INVOLVED IN RESEARCH FACE A NUMBER OF CHALLENGES



A LASTING BOND

FEDORA's bond with the EAIE was strengthened this February when it became an EAIE Special Interest Group. In this short interview, FEDORA's President, **Hans-Werner Rueckert**, elaborates on how this will lead to a stronger, mutually beneficial working relationship.

What is FEDORA?

HWR: FEDORA (Fédération Européen de l'Orientation Académique/European Forum for Student Guidance) was founded in 1988 to help student advisors across Europe develop their ability to support, guide and inform students about studying and working in Europe. Today, it comprises a network of a few hundred people in 27 European countries. FEDORA members work with domestic and international students in the fields of educational and psychological counselling as well as career guidance and counselling, and provide equal opportunities for students and graduates with disabilities and chronic diseases, being mindful of their special needs. The common denominator of our members is a strong identity as professional counsellors with the respective training background. By organising congresses, conferences and summer universities, etc, we have provided opportunities to share knowledge and exchange best practices. FEDORA is recognised as a NGO by UNESCO.

Why has FEDORA established a partnership with the EAIE?

HWR: FEDORA has been a Courtesy Associate of the EAIE for many years. In order to develop a closer working relationship, both organisations decided that FEDORA should become a Special Interest Group within the EAIE. This became effective 1 February 2010. We see this as the perfect opportunity to introduce our skills as professional counsellors into the internationalisation of higher education and to benefit from the professional organisation of the EAIE, by forming part of such a large network.

Where does FEDORA see itself in five years?

HWR: We aim to become a very attractive subgroup for all EAIE members with high professional standards involved in guidance and counselling of students in higher education. We invite EAIE members to attend our events, such as our conference 'Transitions' taking place in Alicante from 17-19 November.

Find out more about FEDORA by visiting www.fedora.eu.org.

NESS

Sarah Ormrod steps down as NESS chair.

After 11 years of having a leading role in the Network of European Summer Schools (NESS), including as NESS Chair for the last five years, Sarah Ormrod stepped down at the beginning of 2010 and handed over the responsibilities to Edith Sepp (Tallin University) and Inez Meurs (University of Applied Sciences Utrecht). It will be difficult to follow in her footsteps, but fortunately Sarah has promised to share her expertise when needed. In its present stage, Sarah describes NESS as "a teenager who stays up late and plays loud music." Edith and Inez very much look forward to all the interesting discussions with this Special Interest Group as it grows and matures. If you would like to help NESS reach its full potential, please let us know by sending an e-mail to esepp@tlu.ee or inez.meurs@hu.nl.

During the EAIE conference in Nantes, a small get-together will be held to thank Sarah for all the work she has done for NESS. We invite you to join us at an informal reception on Friday 17 September, from 17.30–19.00. Please keep an eye on the NESS website for further details.

NESS is a Special Interest Group which serves as a forum for academic and administrative personnel engaged in running, or interested in establishing, summer courses at university level for international students. For more information, visit www.eaie.org/ness.



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POLISH YOUR TARGET

Polish students are hungry for educational opportunities and believe that the rewards of a study-abroad experience outweigh the financial burdens. In this article, M&R Board member, Justyna Giezyńska provides insightful suggestions for student recruitment.

Over the last two decades a wind of change has been blowing through Poland. The nation's GDP grew from US\$ 6000 to US\$ 17 800 per capita,¹ 65% of Poles have gone on international travel in comparison to a few percent in 1989² and children at school are studying English in order to get ahead in life, instead of learning Russian as the Soviet regime required. These changes swept over the thick dust layer that has clouded the view of centrally-planned higher education but have not yet brought about a totally clear vision.

Several governmental attempts to do a better job were never grand enough to shake the old habits and satisfy the awakened appetites of Polish students. In the early 1990s, a legal act allowed private education providers to open schools and a variety of colleges peppered the educational map of Poland, offering an unprecedented number of studying opportunities. However, in a country of 38 million people with augmented buying power and a heightened demand for knowledge, a broader programme offered by over 400 public and private higher education institutions is simply not enough.

QUALITY OF EDUCATION IN POLAND SUFFERED AFTER THE EXPANSION OF STUDY OPPORTUNITIES



Photo: Martin-dm (iStock)

THE REALITY

Today, a Polish student on a quest for knowledge endures overcrowded classes, little practical application of knowledge and the joys of bureaucracy. Quality of education in Poland suffered after the expansion of study opportunities, which is especially apparent in many private establishments. Access to public universities (considered the best despite their stiff character in most cases) is limited for the less privileged. Studying has become expensive even though the public system is still free, in theory. Recent legal acts were meant to correct these flaws and open the system to internationalisation but the reforms are still insufficient. Individual schools and departments are working hard to prove that the situation is not so dramatic but, for most, the word *market* remains dirty and the existence of competition from abroad is largely unnoticed.

EDUCATIONAL DIVIDE

During the last EAIE Joint Leadership Meeting, the M&R Board discussed the East-West educational divide and concluded that differences were great yet not impossible to overcome. Young Polish students find the European exchange programmes valuable for broadening horizons although the costs still prevent many from participating. Fortunately, the motivation to study abroad for a semester or two often outweighs the limitations imposed by Western European living costs. Thus, with an appropriate incentive, studying abroad full-time is entirely within the reach. Not without significance is the fact that parents have an increasing financial ability to participate in the global education market. And if the Polish are searching for tools to increase their employability, they are interested in something more than a memorable cultural experience. The question to be examined is, "What are the implications for Western European schools looking to recruit young Poles?" Offer the chance to study in small groups and work on cases, provide access to new markets and look after the careers paths of your alumni. When you do that, they will come. **E**

1. CIA The World Factbook, 2010.
2. CBOS, 2009.



Photo: Heather Clark

OPEN FOR BUSYNESS

The EAIE's new Director, Leonard Engel, shares a glimpse of his past and his ambitions for the future.

ELISE KUURSTRA 
EAIE Communications Manager

You have been Director of the EAIE since 1 April. What have you learned during the first months in your new position?

LE: My position as Director of the EAIE is even more interesting and challenging than I could have anticipated. The Office consists of a team of young professionals who put their hearts into their work. It really is a pleasure to work with them; they are open to change and eager to be working with me on new projects and improvements. I feel confident that the EAIE Office can meet the challenges of the future, of which I am sure there are many. In my opinion, we are entering a new area of internationalisation that is very different from what we have seen in the 80s, 90s and the first decade of the 21st century. This will require different ways of operating by the EAIE as a whole, and by the leadership and the Office in particular.

You have spent the majority of your career at Leiden University. Why did working for the EAIE, a non-profit association, appeal to you?

LE: Well, I have never seen Leiden University as a for-profit organisation, so in that sense the difference should not be that big. Although I would say that since 2000 the focus of internationalisation at Leiden University has been in fact to recruit fee-paying students. I worked at the Leiden University Worldwide Programmes, which was a business unit specifically designed for this purpose. In general I prefer working for a non-profit organisation because if the ultimate goal of an organisation is to make profit, I lose interest. It is essential for me to have the idea that I am working towards a goal that is beneficial for many people. For this reason, education has always been a field that has inspired me. To work as the Director of the EAIE is a once-in-a-lifetime opportunity. After working at a higher education institution for so many years, where internationalisation may be important from time to time but is forced to compete with various other priorities, I wanted to change environments but remain involved with internationalisation. The EAIE, with all its Professional Sections and Special Interest Groups, is right in the middle of international education.

QUICK QUESTIONS

Birth town: Geldermalsen, in those days under the cherry trees.

Dream job when you were a kid: Archaeologist, I still have this strange fascination for old cultures.

First job you ever had: As a 10 year old, newspaper boy.

Languages you speak: Dutch and English, German and French only passively.

Favourite holiday destination: Is there one? I love China, but not as a holiday destination. Next vacation will be Egypt, talking about old cultures...

City where you'd want to hold a conference: Chicago! Or did you mean an EAIE conference?

Mac or PC: What is a pc?

Black or milk with sugar: Black, one does not mix whiskey with water.

Book you're currently reading: Joseph Stiglitz: *Making Globalization Work: The Next Step to Global Justice*. Essential reading for researchers in internationalisation; they think too little about globalisation.

When you were a student, did you ever study abroad? What was it that stimulated you to become involved in internationalisation?

LE: I was a very boring student, to be honest. I just read and read and later watched movies as a film critic. I was under the impression that I could experience the whole world from my study. I never studied abroad as it wasn't so common in my days. However, the research I conducted in 1999 as part of my MPA degree was possibly my most inspiring experience. Following the topic 'Enrolment management in the US,' I made a 10-week journey through the United States visiting 20 universities from East to West. I learned that what we do in Holland as amateurs is taken very seriously in the US. I spent a lot of time in bookstores to buy all sorts of books on student affairs, enrolment management and the like. I learned a lot about how American universities work and was quite impressed by both their hospitality and professionalism.

My craving for a new challenge led me to the International Office at Leiden. Being a 'student man' I thought student mobility and everything concerning internationalisation would be interesting. At that time, the IO had some challenges but people had faith in my management qualities and thought that I would be able to make it work again. Management, to me, is all about people. I think I made it work by finding the merger between the traditional International Office and the business unit; each maintaining their own specific culture. That was a most interesting challenge.

base in academia; people who do research are often practitioners working in administration who find themselves in a role reversal with the faculty. On top of that I felt that there is a lot of talk about internationalisation without research and data to substantiate the ideas. There are too many people just saying what they have heard other people say. As an administrator wanting to do research, you are faced with a variety of problems; methodological, theoretical but also very practical questions like who is doing what kind of research, where to find literature, *etc.* I see the new SIG on research as a good starting point to help clarify these problems and of course as a group of people who can learn from each other. I believe it is a positive development that more people want to do research in this field. It has been dominated by too few researchers until now.

Last year was the EAIE's 20th anniversary. What do you see as the Association's greatest challenge as it moves into the next decade?

LE: I think there are many challenges; new technologies and new ways to deliver knowledge will change the way the EAIE operates. The so-called mainstreaming of internationalisation may imply the end of International Offices as we know them. What will that mean for our membership, how can we reach them? When internationalisation is completely normal and integrated in higher education institutions, will it mean the end of internationalisation? Will it result in the end of the EAIE? When we look at it from a global perspective we still have a long way to go, I am sure. The biggest challenge for me, as far as I can see at this moment, is to make the EAIE more than just a big conference. The EAIE should become the European centre of expertise and knowledge on internationalisation based on practitioners' expertise and act as the most important disseminator of this knowledge.

NEW TECHNOLOGIES AND NEW WAYS TO DELIVER KNOWLEDGE WILL CHANGE THE WAY THE EAIE OPERATES

The EAIE recently started a new Special Interest Group on research in international education. In your free time, you are working on acquiring a PhD in this field. What growth have you seen in research on international education? Why is it important that researchers support each other?

LE: I participated in the roundtable on this topic at the Madrid conference last year. I see a couple of problems for people who want to do serious research on internationalisation. It is a field of study that is ill-defined, that is spread over different disciplines and has no home

What short-term goals are you hoping to achieve in the coming year?

LE: There are a number of internal Office projects of which the membership should be able to profit considerably, such as an improved database and website. Other efforts will focus on our responsibility to professionalise everybody working in internationalisation. The idea of an EAIE Academy is something I am determined to pursue. **E**

SENIOR ADVISORS INTERNATIONAL

THE SAINTS



MEET THE SAINTS THINK TANK

In the Spring issue of Forum we met two of the five SAINT Think Tank members. In this issue we get to know the remaining three: Marianne Brekelmans-Selders, Myrna Magnan and Anne-Marie van den Dries.

MARIANNE
BREKELMANS-SELDELS 



I had been working in the industry for six years before starting my professional life in higher education in Breda, the

Netherlands, as a teacher of German and later English. From 1990 onwards, I was in charge of internationalisation for the technical faculties in Breda and later in Tilburg. The last four years, until 2009, I worked in the International Office of Avans Hogeschool. Now that I have retired, I continue to enjoy working with young adults and advising them in my spare time, as well as volunteering with EMPLOI, the Professional Section that deals with employability. My great passion is people and I believe in universal love. We can make a difference by giving young and older people chances. We SAINTs can contribute a lot to our younger colleagues, having the advantage of looking at things from a distance. In line with the new focus on trans-generational cooperation within the European Commission, the SAINTs are already setting an example.

MYRNA MAGNAN 



Born in Zagreb, Croatia, raised and educated in Toronto, Canada, I have spent most of my adult life living in France. With

an honours degree in modern languages and modern history from the University of Toronto, a doctorate in comparative literature and agrégation in English, I taught at the Université Paul Cezanne (Aix-Marseille 3) for 36 years and was Head of International Relations for my institution for over 20 years. Coming from a cosmopolitan background and speaking several languages, I've always been interested in cross-cultural communication and have enjoyed interacting with people from different cultures. I firmly believe successful international exchanges are about people: interacting, understanding and accepting differences. I was lucky to have a profession that I loved. It seems natural to share via the SAINTs my enthusiasm and *savoir-faire* with younger colleagues now that I've retired from my job but not from the scene of life!

ANNE-MARIE
VAN DEN DRIES 



I became involved with Erasmus some 20 years ago. This was, and still is, a lifelong commitment. The first exchange students

are still fresh in my mind. Amazing how we communicated through letters (yes, with real stamps!). The switch to the fax machine – and later to e-mail – made the process faster and more demanding. Our aim as an International Relations Office is to exchange students and staff, help out with curriculum development and build huge networks linking kindred spirits from all over the world. With intergenerational solidarity in mind, a small group of dedicated SAINTs recently set up a Grundtvig Workshop on a 'European Senior Citizens Parliament.' This follows the same structure as the 'European Youth Parliament' – another fascinating group of youngsters I am involved with. For me this means frequently attending info days and reading various EU publications – handy information for when an EAIE member puts a question to the SAINTs.

SAINTS Q&A

Q

QUESTION

“I am the Head of an International Office at a small German-speaking university. My rector has asked me to prepare an international policy. I would like help from the SAINTS.”

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

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

A

ANSWER

A statement of international policy is an essential document, which determines the university's approach to interaction and exchanges with European and foreign partner institutions. It deserves some preliminary investigation, careful thought and clear formulation.

SUGGESTED ACTIONS

Start with a survey at all levels of the university to identify existing international programmes, to gather existing documents (if any) and to determine whether there are resource people already involved within the faculties with whom you can work. Listen to faculty needs and expectations. As you work in a small university, you should establish your priorities with respect to international exchanges and privilege quality over quantity. Here are some points to consider:

1. BUILD UP YOUR NETWORK

If you are starting from scratch (no existing exchanges), make appointments with your municipal and/or regional authorities to discuss their international priorities, such as twin cities. Also, become familiar with their chamber of commerce international agreements, which will in turn facilitate contacts for the university. In any case, these are good people to know; they will help reinforce your network and may come up with funds.

2. TARGET SPECIFIC GEOGRAPHICAL AREAS

EU, North America, Asia, etc.

3. FOCUS ON THE TYPE OF EXCHANGE

Are you interested in student exchanges? If so, have you decided on whether you want to focus on a purely incoming- or outgoing exchange, or both? What is your target group (undergraduate, Masters, etc)? What is the language of instruction (mother tongue, English, other)? Is reciprocity an issue? Will you plan other types of exchanges such as staff, visiting professors, research, curriculum development or joint degrees?

4. DECIDE WHICH PARTNER INSTITUTIONS SHOULD BE MAINTAINED

Be sure to upkeep your active partners and consider whether sleeping ones are worth activating. Plan how to acquire new contacts, for instance by visiting conferences and fairs. Exposure and relationship building is essential. Set up, maintain and expand your networks, and market your institution to increase its visibility and attractiveness in the international scene.

5. FUNDING IS A CHAPTER ALL ON ITS OWN

Verify what is available internally as well as at the regional, national and EU levels (scholarships, grants, project funding, sponsoring).

6. DETERMINE THE NECESSARY INTERNATIONAL RELATIONS RESOURCES, BOTH HUMAN AND I.T.

Do not underestimate your needs – international relations take up a lot of time in ways you do not always expect. For example, communicating with partners from different cultures who do not necessarily think and work in the same way you do.

Finally, it is important that you draw up a budget, taking into account all the previous points. Submit a draft to the rector or to the person you report to. Write up the finalised document taking into account the rector's comments. It is useful to keep the formulation of your policy open so that you can adjust the document accordingly with the development of your international endeavours.

REFLECTIONS

MY INTERNATIONAL CALLING

EAIE Editorial Committee member, Peter Timmann, recently retired from his position as Head of the International Department at the University of Hamburg. He reflects on his career and life calling.

I was 17 and still in secondary school when I first had to reflect on my being a German. When visiting my Norwegian pen pal in Bergen, I got on nicely with him and his mother. His father, however, did not want to have anything to do with me because he had suffered from the atrocities of the *Wehrmacht* during the German occupation of Norway. I shelved my idea of becoming an astronomer and became a historian instead.

EXCHANGE STUDENT

A demanding guest professor from Indiana University (IU), who taught history at the University of Hamburg in 1970, impressed me so much with his excellent teaching and high standards that I became an exchange student at his university. There, I found more fine teachers plus colleagues who took very good care of us foreign students. I had a chance to talk to the Director of International Services about his profession. Leo Dowling, a co-founder of NAFSA, impressed me with his international interests and dedication to his profession. Upon my return to Hamburg University I went to its International Office and asked, "How can I help?"

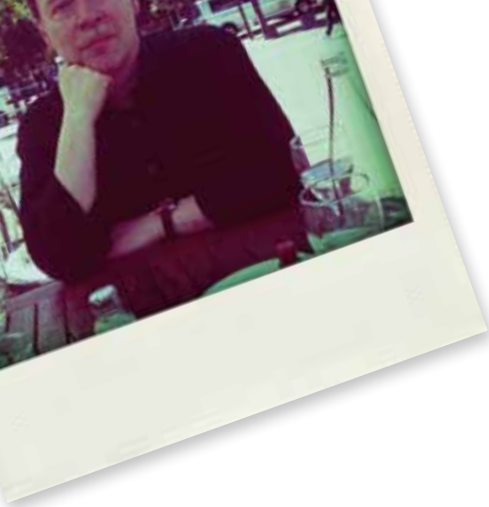
SIDETRACKED

I completed my studies and exams to become a teacher of History and English, but already during my teacher training period I became sidetracked: I spent half a year as a cultural ambassador at Indiana high schools. Soon after, already as a senior high school teacher in Hamburg, I initiated a student exchange with a high school on Long Island. The US would not leave me alone. I decided to return to Bloomington to do American Studies and teach English. Later, I worked as a foreign student advisor in Dowling's former unit, became a NAFSA member and thus turned an interest into a profession.

THE EAIE

A senior Hamburg University administrator, for whom I had done the programming for his Fulbright-sponsored visit to IU, convinced me to relocate to Hamburg again and accept the position of International Programmes Officer, dealing mainly with scholarly exchanges with the US and the (still) Soviet bloc. Two years later, during the CIEE conference in Cannes, the soon to be first EAIE President, Axel Markert from Tübingen convened a few





CONGRATULATIONS

During the recent EAIE leadership meetings in Norway, President Bjørn Einar Aas presented Peter with the EAIE President's Award for outstanding professional contribution and service to the EAIE.



fellow European international educators, most of them NAFSA members (somewhat unhappy with NAFSA's concentration on immigration regulations issues, which played a much less important role in our European professional lives), to help found a comparable European association.

We discussed matters such as the language issue (deciding on English over French), played with acronyms until we agreed on EAIE, then planned the first annual conference in Amsterdam in 1989. Including Madrid, I attended all 21 annual conferences, served on the Executive Committee under President Eva Haberfellner and have been on the Editorial Board or Editorial Committee ever since making the mistake of critiquing an EAIE comment on a European White Paper in the early 90s.

POLITICAL DECISIONS MAY BE FOUGHT, BUT PEOPLE IN OUR DEMOCRATIC CULTURES ALSO HAVE TO LEARN TO ACCEPT SUCH DECISIONS

CREATIVITY

In those years I discovered that I was missing professional contact with students and thus changed jobs, becoming the Director of the International Relations Office of the HWP, the Hamburg School of Economics and Politics. That small university had a system of successive degrees and a credit point system already since the early 80s. I added my mark by implementing student exchanges in numbers exceeding the EU mobility targets of 10%.

Like quite a few colleagues in international education, I fell victim to a merger when the HWP was forced to become part of the University of Hamburg. Political decisions may be fought, but people in our democratic cultures also have to learn to accept such decisions, be they as wasteful as they may. After such decisions have been taken, we demonstrate the qualities which international educators invariably have (to have): flexibility, creativity, helpfulness and professionalism. We know that we have to keep reforming (look at the Bologna Process in its supposed final year), and we work for institutions that have a much longer life than most other institutions or companies, thus proving that we are creative enough to always meet new challenges successfully.

A CALLING

As someone who has been around for a few decades, and as a historian, I take the various phenomena that cause others to become desperately active with a grain of salt. I have seen paradigms come and go, I know the major reigning trends – among them the application of business principles to universities – but I find it more interesting to try and uncover the coming paradigms than becoming too absorbed in the current ones. May this thought help those of you in the profession, whose noses are currently too close to the grindstone....

What makes me (us) want to work, and want to continue working, is the satisfaction we get out of positive reactions from our clientele, satisfaction we get from solving challenges creatively, satisfaction derived from being part of institutions

and work that we believe in. I am proud to have been part of an association and circle of colleagues that I consider valuable, and during such a historic period in Europe. Moreover, I am grateful for having been able to combine a calling in the mediation between cultures with the profession of international education for a significant part of my life. **E**





IN CONVERSATION WITH

TALKING ACTION

*In this interview we find out more about
the man who has the attention of France's
most influential education professionals:
Emmanuel Davidenkoff, Groupe
l'Etudiant's Editor-in-Chief.*

VERA DE HEN 
EAIÉ Head of Development

As a journalist who has frequently challenged the French national education system, Emmanuel Davidenkoff is no stranger to controversy. This education specialist often explains his position in his *France Info* radio show and in a number of regular columns and blogs. His controversial books are regarded by his detractors as propaganda, whilst his supporters praise him for his keen sense of justified criticism of an outdated education system.

In 2001 Emmanuel wrote *The parents' guide to college*, a wryly humorous look at the complexities of France's higher education system. In July last year, he took the position of Editor-in-Chief of the Paris-based Groupe l'Étudiant, France's largest educational publisher and student fair organiser, with a daily newsletter which reaches the country's most influential education professionals. He shared his views with Vera De Hen, EAIE's Head of Development, during a visit to Paris.

To an outsider, the French higher education system seems rather mystifying. What are your views about this?

ED: The French higher education structure of Grandes Écoles – literally, Big Schools – as well as Écoles Normales Supérieures, Sciences Po and Universities – is unique to France and it is easy to understand how an outsider could become confused, as it is a complex and multi-layered system. It was created in the 18th century before the French Revolution, and like other political structures, vestiges of this system remain in place today. The Grandes Écoles have traditionally produced the ruling class in French politics and in the economy. Universities, which are more research oriented, generally produce the professional class such as doctors, architects and attorneys. Most of the Grandes Écoles are exclusively open to students who excel

THE GRANDES ÉCOLES HAVE TRADITIONALLY PRODUCED THE RULING CLASS IN FRENCH POLITICS AND IN THE ECONOMY

in abstract mathematics or the hard sciences, whereas the establishments classified as Sciences Po are a mixture between Grandes Écoles and universities. Sciences Po institutions are generally highly regarded in France and the competition is fierce to gain entry, with some students spending a year preparing for the entrance exam. Fees are generally paid by the State, unless the student comes from a wealthy family, in which case the fees are around €6000 per annum. We are currently trying to reform the system, to make it simpler and more accessible and democratic, with predictable resistance from entrenched positions. It's a painful process, but we must press on or the future of French higher education will be severely compromised.

France is traditionally regarded as a country which prides itself on its language as a medium of instruction. Is this changing?

ED: There has been a shift towards English as the medium for instruction, particularly in the prestigious Grandes Écoles, which teach business subjects. Our current Minister of Higher Education, Valérie Pécresse, is a strong proponent of English as a medium of instruction. This represents a substantial attitude shift compared to just a few years ago, when nobody was prepared to consider teaching in any language other than French. In France, if you want to get things done you have to be a pragmatist and try to circumvent politics. As soon as politics enter into a situation, you tend to become stuck.

GROUPE L'ÉTUDIANT

The group:

- Founded 40 years ago
- €33 million in sales
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on the web

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Blog
<http://blog.educpros.fr/emmanueldavidenkoff/>

Linkdin
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You've built up quite a reputation for yourself as a journalist in the educational arena... why education?

ED: I became a journalist because I wanted to tell the world stories, particularly stories about education because if you observe any society – and how it interacts with technology, culture and science – education is a very powerful tool for transformation and empowerment. There has to be a measure of affirmative action in terms of intent for education policy. Intent is the key political driver when it comes to education. Humans are creatures driven by emotion; I don't believe in neutrality where education is concerned. This makes it an interesting subject to write about!

What changes have you seen in the higher education arena since you started writing about it twenty years ago?

ED: So much has changed, and it still is. We are now overhauling the whole system and breathing new life into our universities by investing in research and new technologies, to put French higher education back on the international map.

HUMANS ARE CREATURES DRIVEN BY EMOTION; I DON'T BELIEVE IN NEUTRALITY WHERE EDUCATION IS CONCERNED

Minister Pécresse has done very well in bringing this process along. Twenty years ago, only 30% of students had a baccalauréat (required for entrance to universities). Today, over 70% of secondary school graduates hold this qualification. The atmosphere in the classroom has also changed a lot. Students are not afraid of their teachers as in the past; they have become a lot more challenging and questioning of authority.

There's been a lot of talk recently about investing in higher education in France. What are your feelings about the future of French higher education?

ED: Both our current Prime Minister and our President studied law, attending French universities. In the past, political leaders and the ruling elite were produced by the Grandes Écoles, it was unheard of for them to come from a university

background. So this in itself is a big change in France. President Sarkozy has targeted the universities to represent the future of French higher education, especially in the international arena, because research and innovation win rankings. There are only two French institutions in the Shanghai top 50 rankings, which is unacceptable for a country which prides itself on the quality of its education. The problem is that we are not sufficiently focused on the international arena. By pouring money into the French university system, within 10 years French institutions should once again be at the top of the most prestigious rankings. Together with active participation in projects like Erasmus Mundus, this will ensure quality in the future of higher education in France, securing this country's place as a leader amongst world nations. **E**

NANTES CONFERENCE 2010

In this Summer Forum, the last issue before the 2010 EAIE conference in Nantes, Philip Mustière takes us on a journey into the history of the French language and a voyage around the world to see its global impact.

LANGUAGE EXTRAORDINAIRE

Jules Verne's work is reputedly the most translated in the world after the Bible and Shakespeare. He is claimed to be the father of science fiction with his wonderful and amazing stories. Who hasn't heard of the Nautilus and Captain Nemo, *Around the World in Eighty Days* or *Twenty Thousand Leagues Under the Sea*?

Jules Verne, who has enchanted generations of children, was fascinated by language games. The French language was for him an inexhaustible source of creation, as shown by the hidden messages in the names of his characters or the many anagrams to be found in his novels. The language of Jules Verne is characterised by its originality, alternating lyricism of the Romantic authors, the scientific precision of realist authors, but also fantasy and theatricality in the art of dialogue.

FRENCH: THE LANGUAGE OF TRAVEL AND EXPLORATION

Born in Nantes, Jules Verne was destined to become a lawyer, following the family tradition. However, after spending his childhood on the banks of the Loire, watching the tall ships set sail for distant horizons, a career in law was inconceivable to him. Instead he embarked on a career in literature. Jules Verne ventured into regions previously ignored by literature, from the bowels of the earth and the depths of the ocean to outer space. He created a world where poetry rubs shoulders with the romantic fantasy and where the wackiest ideas compete with the logic of science.

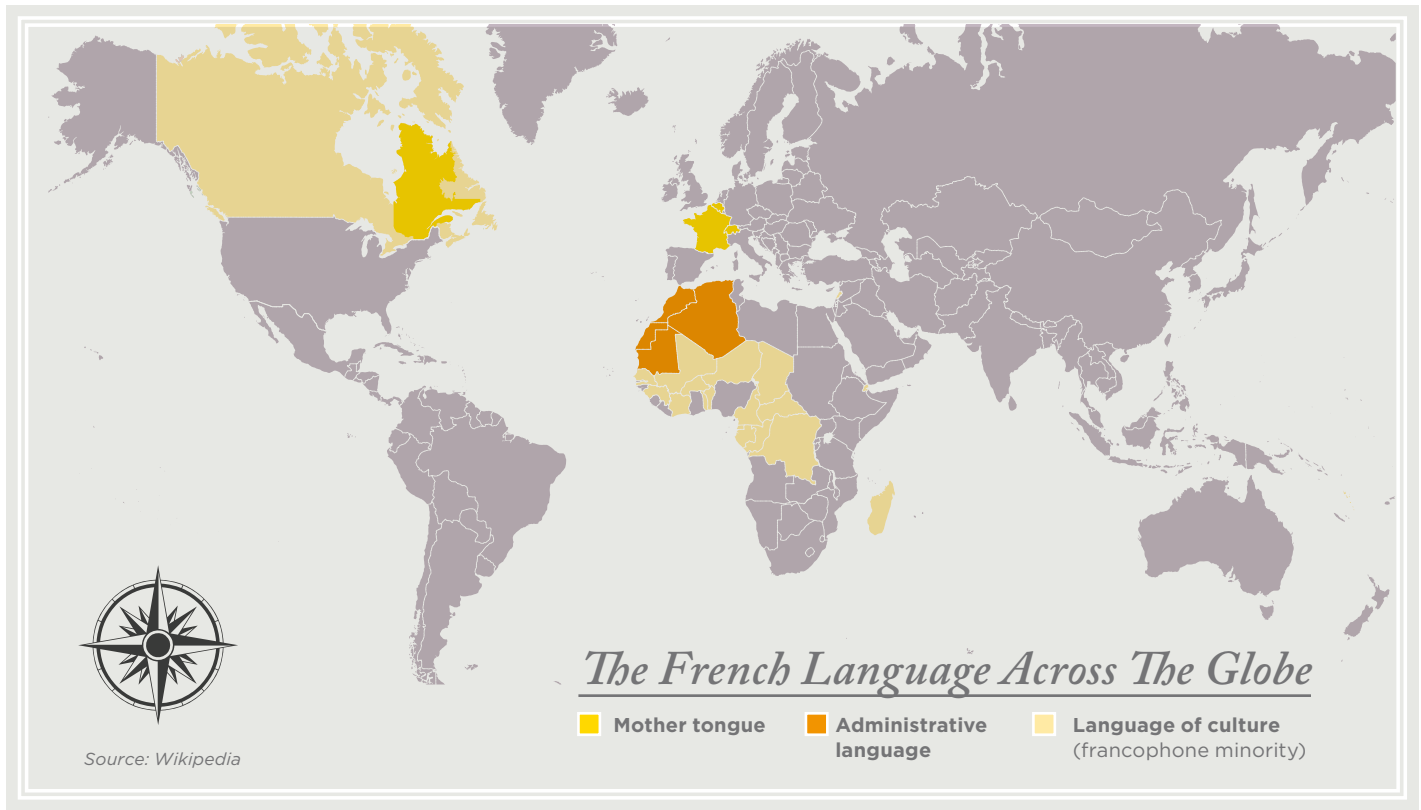
Jules Verne, translated into over 150 languages, is undeniably a global author. He was a magician of the French language, telling stories that arouse curiosity, the taste for innovation and the spirit of initiative.

THE IMPACT OF THE FRENCH LANGUAGE

Although English has become the dominant language of communication in the world, the presence of the French language is far more widespread than one might at first think. Beyond the borders of France, French has become the official language in many countries. It is spoken on five continents with more than 200 million French speakers worldwide. But its influence does not stop there. It cannot be measured simply by the number of speakers who have French as their mother tongue or second language. French has enriched the vocabulary of many other languages.

There is a tendency in France to denounce the invasion of English words into the French language, but the opposite is equally true. There are certain domains such as food and fashion (menu, dessert, bonbon, potage, negligee, lingerie, *etc*) as well as some more surprising ones such as war and feelings (canon, hero, coward, frank, caprice, *etc*) where French words have become part of the *lingua franca*. Contrary to popular belief, French has in fact made a massive impact on the English language.

"TO BE CURIOUS IS TO TAKE CARE OF THE WORLD AND MAKE A JOURNEY IN THE FRENCH LANGUAGE." - JULES VERNE



MORE THAN LANGUAGE

La Francophonie is the world community of states and governments with French as the mother tongue or customary language, and where a significant proportion of people are francophone (French speakers), or where there is a notable affiliation with the French language or culture. More than just a linguistic community, la Francophonie is a means to fight against the Anglo-Saxon and particularly American cultural influence.

The Organisation internationale de la Francophonie (OIF, founded in 1970) brings together 70 countries and accounts for a population of over 870 million people, including 200 million French speakers. In a majority of member states, French is not the predominant native language. The prerequisite for admission to the Francophonie is not the degree of French usage in the member countries, but a prevalent presence of French culture and language in the member country's identity.

A great number of words of French origin have entered the English language. Most of the French vocabulary now appearing in English was imported over the centuries following the Norman Conquest of 1066, when England came under the administration of Norman-speaking people. According to different sources, around one third of all English words have a French origin.

THE FRENCH LANGUAGE THROUGH THE AGES

The French language traces its origins back to Latin. It developed into Roman until the 12th century, then Middle-French up to the 14th and 15th centuries. The invention of printing and the Renaissance led to the stabilising of the language as 'the language of the King' for writing the laws and translating the Bible. This was the Golden Age of the Great Dictionaries (Etienne, 1589), Treasures (Nicot, 1606). In the 17th

century, Richelieu created the prestigious *Académie Française* to protect and preserve the language. This was also the century of Molière, the famous playwright and critic of society of the time. Then, in the 18th century – the age of Enlightenment and Encyclopaedia – thousands of new words were invented and the language was simplified.

French became the major language of international diplomacy, spoken in the courts of kings and embassies. Voltaire was a guest of Frederick II of Prussia and Diderot was invited to the court of the Empress Catherine II of Russia in Saint Petersburg. The prestige of French in the world increased and with it a sense of superiority, which our foreign friends still reproach us for today. Even though French has now been supplanted by English as the main language of diplomacy, it still remains a working language of international institutions. **E**



All photos: SensorSpot (iStock)

THE BOLOGNA PROCESS

NO DIALOGUE NO PROGRESS

Global dialogue is key to the further development of Bologna. Ambitious future plans and the launch of the European Higher Education Area reflected the success of the Bologna Process at the Anniversary Conference in Vienna this past March. The EAIE's President, Bjørn Einar Aas, reports.

Forty-six ministers responsible for higher education in the countries participating in the Bologna Process met in Budapest and Vienna from 11–12 March 2010 to launch the European Higher Education Area (EHEA), and to celebrate a decade of successful reforms in European higher education. The Anniversary Conference made clear that the Bologna reforms are more popular and attractive than ever, still capable of generating new initiatives and ideas. As with any good party, the *nachspiel* was more memorable than the celebration; the Bologna Policy Forum at the tail end of the two days was the most interesting and dynamic part of the event.

The Bologna Process is most likely better documented than any international reform processes this side of World War II. International associations, organisations, experts and consultants have been commissioned to undertake surveys and organise the stocktaking of the process since its very beginning. We are all familiar with the bi-annual *Bologna Trends Report*, now in its sixth iteration. A novelty for the Anniversary Conference was an independent assessment report contracted to “assess the extent to which the operational objectives of the Bologna Declaration of 1999 and subsequent communiqués have been achieved in the areas of curriculum reform, quality assurance, qualifications frameworks, recognition, mobility and social equity.” Met with considerable interest, the report identifies achievements and challenges, and firmly states that European higher education looks substantially different from 10 years ago, with the possible exception of the social dimension. The Bologna Declaration has wide and ambitious goals. However, the impact of the reforms is still wanting, echoing what was stated at the Ministers’ Meeting in Leuven in 2009 – that Bologna needs to move from the structural to the practical.

DIFFERENT SPEEDS

Addressing the overall status of the reforms, the independent assessment report observes that there are significant differences between the participating countries regarding the speed at which the Bologna reforms are implemented. Some countries have come far while others have just started, moving slowly and at times reluctantly. Ministers took note of this in the Declaration adopted at the conference, stating that, “While much has been achieved in implementing the Bologna reforms, the reports also illustrate that EHEA action lines [...] are implemented to varying degrees.” This said, the ministers will recommit themselves to the proper implementation of the agreed objectives and the agenda set by the Leuven/Louvain-la-Neuve Communiqué.

FOR THE EAIE, A GLOBAL DIALOGUE IS A WELCOMED CHALLENGE

Students organised demonstrations in Vienna, not massive but certainly effective. The Centre was sealed off by the police, who turned out in larger numbers than the students. The incident proved, however, that Bologna is a political question that affects a growing number of students and academics in Europe. The ministers acknowledged the student protest and confirmed their will to listen to the critical voices raised among staff and students.

SOLUTIONS

The Ministerial Anniversary Conference was followed by the Bologna Policy Forum, where Europe met with the rest of the world to discuss systemic and institutional changes in higher education in the developing global knowledge society. Altogether, 72 countries took part in the Forum. Outside Europe the political interest in the Bologna reform is rapidly growing

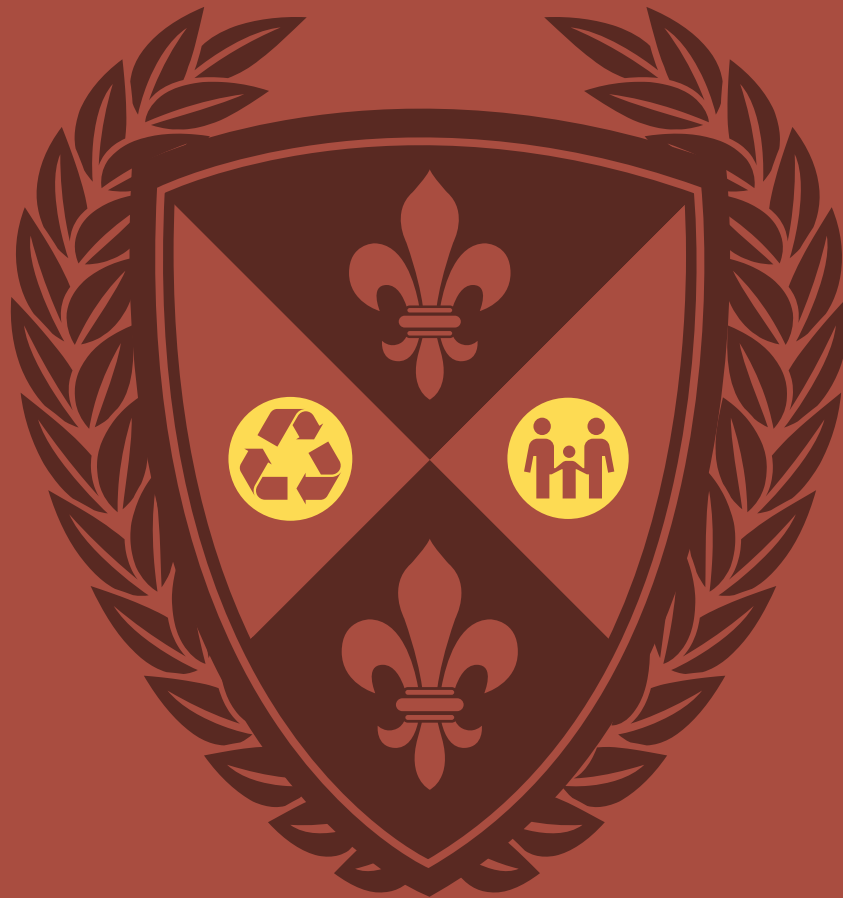
as Bologna is considered a vital leading process in the global development within higher education. The Deputy Assistant Secretary for International Education in the US Department of Education, Andre Lewis, sang his praises of the Bologna Process, and the outcomes: “You have the results we seek. We appreciate the relentless focus on students and learning outcomes.”

The US regards the European methodology, such as the Tuning Project as well as the Diploma Supplement, to be intriguing and relevant for their system. Pilot projects are already under way. Other countries have also expressed their interest in finding ways to translate the European ideas to their national systems.

MORE COOPERATION

Following the debate, the Bologna Policy Forum adopted a statement that will link non-European countries to the further development of the Bologna Process in Europe. All those involved welcomed the initiatives of the institutions and organisations participating in this Second Bologna Policy Forum to promote dialogue and cooperation among higher education institutions, staff and students, and other relevant stakeholders across the world. The ministers especially acknowledged the need to foster global student dialogue. For the EAIE, a Global Dialogue is a welcomed challenge.

The Bologna Process will roll on for another ten years. In 2020 ministers will meet yet again to celebrate the new achievements. Hopefully by then, the Global Dialogue will be one of their success stories. **E**



A HIGHER CREST

A new breed of entrepreneurs is making sustainability and social responsibility an essential part of their business models. Piet Van Hove explains why universities and the EAIE should play a leading role in supporting these entrepreneurs in their drive for social innovation.

What do Cornell University, Johns Hopkins University, the University of Maryland (College Park) and the University of Colorado (Boulder) all have in common? They are all excellent centres of higher learning, of course. They are also all active participants in the Changemaker Campus initiative launched by Ashoka, the prestigious Washington-based organisation which supports social entrepreneurs worldwide. Through the Changemaker Campus partnership, Ashoka works with teams of entrepreneurial students, faculty, and staff from across the participating universities, transforming these universities into hubs for social innovation.¹

SOCIAL ENTREPRENEURSHIP ON THE RISE

In the past few years, interest in social enterprises and social entrepreneurship has risen sharply. The ability of traditional free market capitalism to advance mankind has its limits, and this has become increasingly clear to many. The 'invisible hand' of the market will not always create the best possible, sustainable outcome for society. The correlation between economic growth and the advancement of peace, prosperity and sustainability is not a given. Of course there has always been charity and philanthropy; usually well intended and sometimes quite effective.

The conventional methods of guilt-induced charity and philanthropy, however, do not always seem adequate to tackle the major problems facing today's globalised society. A new breed of entrepreneurs is rising to the challenge. They aren't wide-eyed hippies or naïve utopians, but MBAs with elaborate business plans, a toolbox full of high-tech solutions and a worldwide network of close associates and far away allies. They are not just 'giving back' a part of their profits to the community, but rather making sustainability and social responsibility an essential part of their business plan.

SOCIAL WHAT?

Social enterprise

A business or service with primarily social objectives whose surpluses are principally reinvested for that purpose in the community, rather than being driven by the need to maximise profit for shareholders and owners.

Social entrepreneur

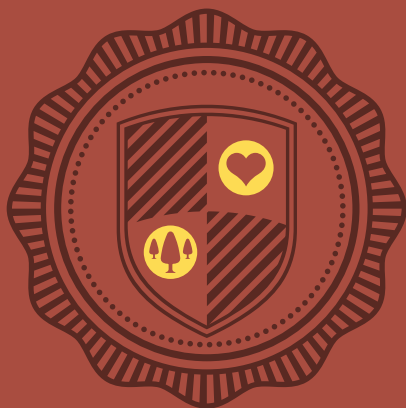
Someone who recognises a social problem and uses entrepreneurial principles to organise, create, and manage a venture to make social changes.

The traditional theory of commercial businesses operating in free markets relies on the assumption that ultimately financial gain (for shareholders and employees) is the only real incentive that can bring about dynamism and growth of companies and of the economy as a whole. There is definitely a growing sense that even mainstream business ethics require that companies adhere to sound principles of environmental and social sustainability. In most cases, however, the reality is that they will pay just enough attention to these issues to allow them to get away with their real agenda. Social entrepreneurship, on the other hand, brings the creation of social value to the core of the business model. Based on the consciousness that negative externalities should not be ignored or passed on to coming generations, the success of a social enterprise is measured by the extent to which it contributes to peace and truly sustainable prosperity for the global society as a whole.

THESE NEW ENTREPRENEURS AREN'T WIDE-EYED HIPPIES OR NAÏVE UTOPIANS, BUT MBAs WITH ELABORATE BUSINESS PLANS

CONCEPTS

Building blocks for social entrepreneurship have been developed for several decades. The Chicago professor and marketing guru, Philip Kotler, introduced the concept of social marketing in the early 70s, describing the possibilities of using techniques from commercial marketing for purposes of promoting social change.² Consumer-oriented research, marketing analysis, market segmentation, objective setting and the identification of strategies and tactics are all part of the toolbox of today's social entrepreneur. The more comprehensive concepts of social enterprise and social entrepreneurship came to prominence in the 1990s. A social enterprise is "a business or service with primarily social objectives whose surpluses are principally reinvested for that purpose in the community, rather



SOCIAL ENTREPRENEURSHIP BRINGS THE CREATION OF SOCIAL VALUE TO THE CORE OF THE BUSINESS MODEL

than being driven by the need to maximise profit for shareholders and owners.”³ A social entrepreneur is someone who recognises a social problem and uses entrepreneurial principles to organise, create, and manage a venture to make social changes.⁴ Contrary to traditional non-profit organisations, social entrepreneurs do often aim to generate profits, but mostly as a way to expand activities and keep a sustainable project. The aim is to build economically viable businesses with a social cause.

SUPPORT FOR SOCIAL ENTREPRENEURS

As the move to social values in business and entrepreneurship gains momentum, so do the organisations, networks and research initiatives which support it. Through his Foundation for Social Entrepreneurship, Klaus Schwab, the founder of the World Economic Forum, is offering the opportunity to a number of social entrepreneurs to participate in the Davos meetings each year. The Schwab Foundation, among several others, offers social entrepreneurs scholarships for executive education at the world’s leading universities. Some of the most prestigious universities in the world have set up entities devoted to the topic: the Program on Social Enterprise (Yale), the Social Enterprise Initiative (Harvard), the Center for Sustainable Global Enterprise (Cornell), the Research Initiative on Social Entrepreneurship (Columbia), the INSEAD Social Entrepreneurship Programme, and the Skoll Centre at the Saïd

Business School (Oxford), to name but a few. These institutions advance the cause of social entrepreneurship by conducting high level research and offering specialised courses on topics such as social finance, performance and impact measurement, models of social innovation, and so on.

What sets today’s generation of social entrepreneurs apart from do-gooders of the past is the ambition, the professionalism, the creativity and the drive for innovation they display. The choice for social values in a personal career plan is no longer seen as a sign of weakness or misguided sentimentality.

UNIVERSITIES AND SOCIAL ENTREPRENEURSHIP

Clearly, universities have a role to play in this area. In the words of Bill Drayton, who founded Ashoka 30 years ago:

“Given all the problems our world faces – in teaching, technology, health care, or finance – we need many more social entrepreneurs and change makers. Progress against these problems will be intolerably slow if only 3% to 5% of world’s population thinks they can solve them. We need to teach our youth that they can help people;

that they can lead; that they can make lasting and important change in their communities and across the globe. Society, employers, educators, and parents need to recognise that our youth’s successful personal and social development must start with a mastery of several complex skills – empathy, teamwork, leadership, and change making.”⁵

Universities aim to provide students with the knowledge, skills and attitudes necessary for the fulfilment of their personal goals in later life. Besides providing the leadership, organisational and negotiation skills needed to put their ideas into practice, the intellectual conscience of universities requires that they demand long-term thinking from their students, and engage them into thought and debate on issues of sustainability, social equity and peace. Hopefully these concepts will find a place in the value system which young people form during their years in education, and which will guide them in the choices they make in later life.

THE EAIE AND SOCIAL ENTREPRENEURSHIP

The EAIE should pay attention to the growing prominence of social entrepreneurship. There is a niche to be filled in making the link between activities in international education and the social entrepreneurship agenda. This movement will have implications on future developments in many different areas of internationalisation of higher education, ranging from development of joint programmes, mobility, North–South cooperation, research cooperation, *etc.* The concepts of social entrepreneurship and the developments in this area are useful for developing a new discourse in relation to the conceptual mess that is the so-called “third mission” of universities, and can help in shaping the “social responsibility and social responsiveness” agenda of the next decade of the Bologna Process. In all of these developments, the EAIE could play a leading role. **E**

1. See www.ashoka.org/changemakercampus

2. Kotler, P. and G. Zaltman. ‘Social Marketing: An Approach to Planned Social Change.’ *The Journal of Marketing*, 1971.

3. See www.communityfirst.org.uk/social-enterprise.htm

4. See www.ashoka.org/social_entrepreneur

5. See http://blogs.hbr.org/cs/2010/03/the_world_needs_more_social_entrepreneurs.html

NORTH SOUTH DIVIDE

Is North–South university collaboration caught between conflicting objectives? Henrik Secher-Marcussen and Britha Mikkelsen elaborate on the increasingly challenging situation of sustaining international North–South partnerships.

Over the past 15–20 years, several European countries have supported university-to-university partnership programmes through their aid programmes. The goal of such programmes is that they develop into equal partnerships while supporting capacity building within universities in the South. The objectives have included the development of research and teaching capacities in the South, which should answer national development needs and at

education, funded by national aid programmes, have generally functioned well and provide numerous benefits to universities in the South. However, the traditional, even orthodox, capacity development measures, such as provision of infrastructure (computers, labs and libraries), curriculum development, establishment of graduate programmes, student and staff exchanges, *etc* – all with the longer-term objective of promoting joint research projects and publica-

NORTH-SOUTH COLLABORATION IS AT RISK OF COMING TO AN END UNLESS REMEDIAL ACTION IS TAKEN

the same time better position higher education and research institutions to meet the challenges of globalisation. For universities in the North, the motivation for researchers/teachers to get involved has been a mix of international solidarity, idealism and individual commitment rather than seeing such involvement as part of an academic career strategy.

TRADITIONAL UNIVERSITY COLLABORATION PROGRAMMES CHALLENGED
North–South collaboration programmes in research and higher edu-

tions – are currently being challenged in the North as well as in the South.

With policies changing in the North and contexts of partner countries changing in the South, this collaboration modality is at risk of coming to an end unless remedial action is taken. This was the conclusion of a recently conducted evaluation in Norway of two programmes – the Norwegian Programme for Development, Research and Education (NUFU) and Norad’s Programme for Master Studies (NOMA).

CHALLENGES IN THE NORTH (NORWAY)

Norwegian universities, like many other universities in Europe, are faced with the implementation of a university reform, which entails new output- and results-based funding mechanisms and less core funding. A positive bottom line is required and, in order to stay in business, universities, faculties and departments need to be earning money as separate profit centres. The individual researchers, likewise, need to focus on their own academic careers in order to remain in business, through publications, generating external funding, bridging to society and societal needs in general, appearing in public, promoting and disseminating research results, *etc*. The unfortunate implications are extensive in the European university context. But in Norway, additional challenges apply.

In Norway, a particularly complex organisational structure reflects more fundamental issues and problems. One of the most intriguing and unresolved problems is who ‘owns’ the collaboration programmes between the Norwegian and Southern universities – the Ministry of Education and Research, or the Ministry of Foreign Affairs/Norad? The funding of the programmes is derived from the aid budget of the Ministry of Foreign Affairs and is handled by Norad, who again has outsourced this programme component to an independent institution – SIU (The Norwegian Centre for International Cooperation in Higher Education). The latter is administered under the aegis of the Ministry of Education, who nominates members of the SIU Board, but with no funding attached.

AID POLICY PRIORITIES OR ACADEMIC PRIORITIES?

The organisational complexity in this case may be specific but it illustrates a more general issue, namely whether North–South university collaboration is established in order to meet objectives set by the overall Norwegian aid policies and priorities, or whether it is set by the Ministry of Education and its ‘clients’, the universities, and according to university standards and requirements. Or both!

The organisational confusion and unsettled conflict of objectives are placing the otherwise relatively well-functioning

Photography: peeterv, urbancow, thepalmer (all iStock)



WHERE'S SOUTH?

The term 'South' has entered the international development cooperation jargon – *ie* poorer countries subject to development aid from countries in the North. In concrete terms our field work for the evaluation included Ethiopia, Malawi and Nepal – all 'South' countries and chosen by Norad for the evaluation cases.

WHAT IS NORAD?

Norad stands for 'Norwegian Agency for Development Cooperation.' Visit www.norad.no for more information.

programmes in jeopardy. Such programmes, so appreciated in the South, are at risk of coming to an end. Continued involvement of the Norwegian researchers might not be sustained; incentives are disappearing due to teachers/researchers not being financially rewarded or compensated for conducting development work. Norad only covers direct expenses in aid programmes. Compensation paid by the Ministry of Education and Research only materialises if students are attracted from the South to enrol at Norwegian universities. Student enrolment in the programmes in Norway, however, only happens in a few cases as it contradicts the overall policy that capacity building must take place in the South. This is the explicit goal of the NOMA programme, which funds the establishment of Master programmes in the South.

Adding to these challenges is the increasingly complex development agenda, where aid policies are part of foreign policy, encompassing aid in its more traditional sense, but also security, international migration, global financial and trading issues, food security, climate change, *etc.* In all of this, research and education collaboration programmes remain critically fragmented.

This greater diversity that is evolving within the Southern university landscape calls for a more flexible, diverse and varied form of collaboration modality, where the demands from the South reach beyond the orthodox form of support for capacity development.

Universities in the South who have moved up the ladder of research and higher education capacity tend to express their priorities for external support differently. Many can handle Master programmes themselves and are no longer interested in support from the North. They may want to promote their university and their position scientifically and attempt to move up the ladder by giving priority to conducting basic research. Or they may wish to embark upon programmes that target how best to address the globalisation challenges and opportunities.

These new developments are gradually surfacing and challenge Northern universities by requiring much more flexible responses to demands, for which the current capacities, funding mechanisms and organisational structures in the North may not be well suited. This was another of the conclusions in the evaluation of the two Norwegian programmes.

DEMANDS FROM THE SOUTH REACH BEYOND THE ORTHODOX FORM OF SUPPORT FOR CAPACITY DEVELOPMENT

CHALLENGES FOR THE SOUTH

After decades of more traditional forms of support to universities in the South, Southern universities have moved forward. Some – but far from all – are now in a position where Southern researchers are publishing internationally. They are internationally recognised and in certain cases are in the lead within their specific field. They have also developed their own capacities to conduct post graduate training, though mainly at the Master's level. In other words, the picture in the South is much different from that of the past; a few universities have made impressive leaps forward, while others are still in great need of assistance from the outside.

FLEXIBLE, DIFFERENTIATED SUPPORT

With the increasing differentiation in the South presenting a much wider and more varied picture, the demands from the South are also being voiced more strongly. It is requested that future collaboration arrangements go beyond Northern policy priorities, in this case Norway's, and even beyond the tying of aid to universities/researchers in Norway.

The remedies needed in order to clarify objectives and identify new collaboration modalities should not, however, stand in the way of continuous support to international university collaboration. The role of higher education and research in development is as important as ever in this complex, globalised world in which we live. **E**

RETAINING

NO

In today's economic reality, the retention of students is more important than ever before. Thijs van Vugt explains how a good Customer Relationship Management system is far more than simply database software – it is instead an essential tool for maintaining contact with students and engaging the customer.

Customer Relationship Management, or CRM, is a business practice commonly associated with software systems to store details of your clients, such as name, address, telephone number, e-mail address, *etc.* However, the IT side of CRM is only part of a much more complicated strategic issue. CRM is also referred to as Customer Centric Entrepreneurship – in other words, putting the customer first.

CRM is an organisational strategy aimed at managing the relationship you have with your customers. Seeing as you value their business and they value your programmes, the upkeep of your network is essential. CRM also entails looking at the lifetime value that students bring to the institution, rather than purely recruiting new students and gaining their tuition fee for a certain number of years.

WHAT THE CUSTOMER WANTS

CRM is just as relevant to universities as it is to companies in the business world. With increased competition for international students, it has become imperative for higher education institutions to determine what it is their customer (*ie* the student) wants and how to be of added value to the customer, in order to survive.

The Dutch CRM Association defines CRM as:

“The implementation of a strategy through which an organisation aims to optimise (customer) relations in terms of customer profitability and customer satisfaction. CRM is a continuous, systematic, organisation-wide activity...”

Using CRM as a strategy at universities means moving away from the traditional supply or professor-oriented system to a more customer or student-oriented system based on

demand. This could, for example, be done by no longer offering courses and degree programmes simply because professors enjoy teaching them, and instead focusing on subjects and degrees that are in high demand by students as well as enjoyable to teach. This entails offering degrees with international relevance that are taught in English, thus meeting the needs of students and their future employers. It also means offering high quality student services, from internet access and library- and career services to accommodation and visa application. As such, CRM as a strategy has less to do with IT solutions and more to do with a cultural change involving all staff at your institution, from executive management and professors to librarians and security staff.

A SHIFT IN THINKING

In terms of marketing, a switch to CRM means a shift from thinking in target groups to client groups, from

DOT REPLACING

THE CRM MARKET

Size of the industry: US\$ 6.5 billion in 2006, expected to grow to US\$ 10.4 billion in 2010 (*Gartner Inc.*)

Types of software: on-premise (eg Microsoft CRM, Peoplesoft) and software as a service (SAAS) (eg Salesforce, SugarCRM)

Education specific systems: Hobsons EMT, Embark, QS TopApply

Market expectations: SAAS systems will grow double the rate of on-premise systems as they are easier to implement (6-18 weeks compared to up to 12 months) (*Gartner Inc.*)

mass marketing to relationship marketing and from the acquisition of new clients to the retention of existing clients. It also means switching to multichannel direct communications. In terms of finances, it entails no longer thinking in terms of revenues but in terms of customer value and envisioning the long-term horizon instead of the short-term. In this light, it is interesting to note that in late 2008 Maastricht University decided to reimburse the tuition fee of its top 3% of students to ensure that they would continue at Maastricht University.

CRM AND THE RECESSION

In times of economic decline it is even more important than before to (re)connect with your existing clients. In a university setting this refers to the retention of students and staying in touch with your alumni. The cost of recruiting new students is much higher than retaining existing students or recruiting alumni to your post-graduate programmes. Similarly, targeting

exchange students for your Master programmes is much more effective.

Your current exchange students already know who you are and what it is you offer. If you have done a good job in teaching them and providing them with services, they will most likely have a positive opinion about your institution. This gives you an advantage over your competitors – all of whom are vying for the attention of these same students – because you no longer need to spend time and money to create brand awareness and brand attitude among these students. This immediately moves your institution up the ladder in the mind of the student during their decision-making process. However, to stay on top as one of their preferred institutions, you will need to (re)connect with them and convince them that your institution is their best option.

DETERMINING YOUR TARGET AUDIENCE

In order to achieve this, a strong database system is helpful as it will enable you to analyse all data on your students and alumni, and determine who to target in your marketing and recruitment campaigns. A CRM database system also allows you to communicate with your prospects and existing clients and to rank them according to your own predefined priorities, characteristics, *etc.* This way your communications become much more efficient and effective. These database systems come in a number of variations, but more and more they are being offered as standard applications over the internet (so-called software as a service) and can be implemented in a matter of hours rather than weeks. **E**

Find out more

At the EAIE Conference in Nantes, the M&R Professional Section will devote session 8.08 to CRM in higher education. Visit www.eaie.org/nantes/programme for more information.

OPINION PIECE

Better safe than sorry

In this second article in a three-part series on health and safety for students going abroad, **Evelien Hack** and **Maureen Bergman** shed light on the question of responsibility and share their personal experiences as internationalisation advisors in Europe. Stay tuned for Winter *Forum* where this discussion will come to a close with heated rebuttal.

Each year an increasing amount of students complete a portion of their studies abroad. Most of these experiences are positive, but there is always a chance that something might go wrong. In the case of calamities, home institutions need to be aware of their role and responsibilities. If something goes wrong, is there a crisis plan that goes into effect? When setting up a crisis plan, institutions must consider all possible angles. Two important elements that should be incorporated are health and safety.

SURVEY OF MEDICAL STUDENTS

Medical students are particularly prone to health and safety risks. At the Leiden University Medical Center (LUMC), a survey was carried out among medical students with the hopes of gaining insight into the risky situations that occur during internships. Roughly 70% of students responded. Many of the health risks that were detected

in this survey are not unique to Dutch medical students, but are risks all medical students encounter.

Most of these students went abroad for clinical electives and research projects, with the majority (75%) destined for sub-Saharan Africa where they spent their internship at rural or city hospitals. In addition to assisting with deliveries and drawing blood, 60% of the students assisted with operations. Even though most of the activities were performed by fifth- and sixth-year medical students, in 30% of the cases second- and third-year students also took on these responsibilities. These students did not yet have the skills or knowledge to perform operations.

Ironically, the results of the survey revealed that the majority of health and safety incidents took place during the students' free time, with only a fraction of issues occurring during their working hours. The survey showed that 2% of the students had a spat accident and only 1% a needle stick injury; both incidents which could have serious consequences, such as contracting HIV.

From this survey, it is clear that even when students are well prepared and advised before leaving, upon arrival they are willing to perform activities they are not yet trained for and, in doing so, run more risks than necessary. Such situations bring us

**IT WOULD BE A UTOPIA TO THINK ALL
POSSIBLE DANGER CAN BE AVOIDED**

back to the important question of where the responsibility lies; with the student or with the institution?

THE BENEFIT OF INFORMATION SESSIONS

At Hogeschool Leiden, University of Applied Sciences (UAS), safety is an important topic with regard to mobility of students and staff. It would be a utopia to think all possible danger can be avoided and, therefore, the university has developed obligatory information sessions on health and safety issues for students going abroad.

a week, 24 hours a day during their period abroad. Pre-departure, students receive a small card displaying their name and the emergency number and are advised to keep this card in their wallet. Within office hours, incoming calls are answered by the university and an external crisis centre responds to the emergency calls all other hours. This extra service for students provided by Hogeschool Leiden is a positive step towards sharing responsibility.

IN THE CASE OF CALAMITIES, HOME INSTITUTIONS NEED TO BE AWARE OF THEIR ROLE AND RESPONSIBILITIES

During these sessions, students from various programmes are informed about issues such as health insurance, travel insurance, liability insurance, vaccinations, malaria prophylaxis, crime, traffic risks, natural disasters, *etc*, in order to raise awareness of what possibly awaits them. Sessions are held two to three months before departure, giving students enough time to prepare themselves and share with each other what they have arranged so far.

Information sessions are just the first step at Hogeschool Leiden. In case of a calamity, the university has also set up a crisis line that students can call seven days

SHARED RESPONSIBILITY

The results of LUMC's survey and insights into Hogeschool Leiden's strategy regarding health and safety for their students abroad demonstrate that providing thorough information is indispensable and should be part of one's internationalisation policy. However, there is no clear set of rules. Many different approaches to the topic exist, especially with regard to the question of responsibility. One thing is clear; there should be a workable balance between feeling responsible, taking responsibility and making students aware of their own responsibilities.

Find out more

This hot topic will be addressed at the upcoming EAIE conference in Nantes. Experts Gary Rhodes, Evelien Hack and Maureen Bergman will host session 9.01: 'Whose responsibility is it?' Issues such as alcohol use and abuse, institutional responsibility for students, safe sex, mental health issues and involving parents will be addressed. Visit www.eaie.org/nantes/programme for more information.

Talking heads

In this issue, the EAIE speaks with **Pierre Tapie**, Dean and President of the ESSEC Business School, France.

What are your reflections on recent advances in international higher education?

Internationalisation of higher education has accelerated during the last 20 years. Having visited various institutions around the world, I find it interesting to note how different the educational, financial and organisational models can be. This diversity is not always noticed at first glance because of the level of dominance and reputation of US universities abroad. The US tradition and accumulation of wealth would suggest that a 'best model' exists. However, US universities depend on receiving elite foreign students when it comes to the Sciences at the Master's and PhD levels as science is unpopular among US citizens, yet remains quite attractive in India, China and Europe. We can argue that through the opening up of borders, the growing demands for higher education around the world, and the aforementioned phenomena, universities will cultivate new leaders in Europe and Asia, using different business models, but remaining attractive to elite students.

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?

There are two actions I am most proud of: being at the creation of the ESSEC Singapore campus in 2005, and of the full double-degree agreement with IIM Ahmedabad and Keio, in 2006 and 2008 respectively. Our campus in Singapore considerably changed our way of think-

ing about the world. Our full double degrees, organised with the outstanding partners mentioned above, needed six to eight years of intense discussions before an agreement was reached. Because every single institution rightly perceives itself as the reference in its own homeland, it is quite difficult to accept that the partner can educate the students as well as, or even better than, the home institution. We overcame all the intercultural- and pride barriers in order to design special curricula, enabling students to gain outstanding double degrees.

If you had millions of euros to spend on international higher education, and limitless authority, what would you want to spend it on?

I would do three things: 1) Create a unique business school, merging six to eight business schools from very different continents, and design exceptional curricula integrating the best experiences from each one. 2) Create a world research centre for globally responsible leadership, exploring key economic and social interfaces that deal with business, society and sustainability. The centre would re-address the mission of firms, their performance measurement yardsticks and the economies as a whole. 3) I would invent a new low-cost, highly pedagogical business school to educate vast numbers of bright students in emerging countries; people devoted to becoming leaders of their own local communities and brave enough to create economic and social value through entrepreneurship.



Photo courtesy ESSEC

Pierre Tapie holds an Engineering degree from the Ecole Polytechnique of Paris, a PhD in Biophysics from Paris XI University and an MBA from INSEAD. He began his career as a scientist, committing 10 years to research and strategy in Biophysics and Biotechnology at El-Sanofi. Subsequently, he was Dean of Purpan Graduate School in Engineering and CEO of the Venture Capital Company. Dr Tapie became Dean and President of ESSEC Business School in September 2001. Among his other current responsibilities, Dr Tapie is Chairman of the French Federation of Private Business and Engineering Schools and Chairman of the *Conférence des Grandes Écoles*. He is also Chairman of the Board of the Globally Responsible Leadership Initiative (GRLI), a foundation created by the EFMD and UN Global Compact. He lectures and writes on the challenges and organisation of higher education, global responsibility, and Business in Society.

The ESSEC Group, Ecole Supérieure des Sciences Économiques et Commerciales, founded in 1907, is a major actor in management education on the world scene. With 4200 students, a wide range of academic programmes offered in management, partnerships with the most prestigious universities in the world, a network of 35 000 alumni, and a faculty composed of 135 permanent professors, renowned for quality and influential research, ESSEC has an established reputation for academic excellence and an innovative, socially and economically aware, open-minded culture. For more information, visit www.essec.edu.

Calendar

12 TO 14 JULY

UKCISA Conference

LOCATION: University of York, UK
INFO: UK Council for International Students Affairs, London
TEL +44-207-288 43 30, FAX +44-207-288 43 60,
www.ukcisa.org.uk

★ 19 TO 23 JULY

EAIE Professional Development Module

Strategies of internationalisation in higher education

LOCATION: Kassel, Germany
www.eaie.org/pd

28 AUGUST TO 1 SEPTEMBER

14th Annual IEASA Conference

'Current and future contributions of higher education internationalisation in Africa's development'

LOCATION: University of the Witwatersrand, Johannesburg, South Africa
INFO: International Education Association of South Africa, Pretoria
TEL +27-12-481 29 08, FAX +27-86-649 12 47,
E-MAIL info.ieasa2010@wits.ac.za,
www.ieasa.studysa.org

1 TO 4 SEPTEMBER

Stresa 2010 XXII EUPRIO Annual Conference

'University communicators establish their roles towards 2020'

LOCATION: Stresa, Italy
INFO: European Universities Public Relations and Information Officers, Brussels, Belgium
www.euprio.org

1 TO 4 SEPTEMBER

EAIR Forum Valencia 2010

'Linking society and universities: new missions for universities'

LOCATION: Universidad Politécnica de Valencia, Spain
INFO: European Association for International Research, Herengracht 487, 1017 BT Amsterdam, the Netherlands,
TEL +31-20-320 59 73, FAX +31-20-320 59 74,
E-MAIL air@air.nl, www.air.nl

13 TO 15 SEPTEMBER

IMHE 2010 General Conference

'Higher education in a world changed utterly: doing more with less'

LOCATION: OECD Conference Center, Paris, France
INFO: OECD - Institutional Management in Higher Education Programme, 2, rue André Pascal, 75775 Paris, France
TEL +33-14-524 82 00, FAX +33-14-524 85 00,
E-MAIL imhe@oecd.org, www.oecd.org

★ 15 TO 18 SEPTEMBER

22nd Annual EAIE Conference

'Making knowledge work'

LOCATION: La Cité Internationale des Congrès Nantes-Métropole, France
www.eaie.org/nantes

23 TO 25 SEPTEMBER

BIP Forum

LOCATION: Cernobbio, Italy
INFO: Via Garibaldi 9, 40124 Bologna, Italy
TEL +39-051-27 12 00, FAX +39-051-296 74 41
E-MAIL info@biponline.it
<http://forum.biponline.it>

12 TO 15 OCTOBER

Australian International Education Conference

LOCATION: Sydney Convention & Exhibition Centre, Australia
INFO: AIEC 2010 Conference Managers,
TEL +61-29-281 00 24, FAX +61-29-281 02 84,
E-MAIL aiiec2010@epicconferences.com.au,
www.aiec.idp.com

14 TO 15 OCTOBER

20th Annual Conference of EURASHE

LOCATION: Mainor Business School, Tallinn, Estonia
INFO: European Association of Institutions in Higher Education, Ravensteingalerij 27/3, 1000 Brussels, Belgium, TEL + 32-2-211 41 97,
FAX +32-2-211 41 99, E-MAIL eurashe@eurashe.eu,
www.eurashe.eu

14 TO 15 OCTOBER

CONAHEC's UNEEC 4th Annual Conference

'Inclusion through education and culture'
LOCATION: University of Pécs, Hungary
INFO: Gyongyi Pozgai, University Network of the European Capitals of Culture, University of Pécs, Hungary
TEL +36-72-50 15 00, FAX +36-72-25 15 27,
E-MAIL gyongyi.pozgai@iro.pte.hu,
www.uneec.org

★ 15 OCTOBER

Advertising reservation deadline for EAIE Winter Forum

★ 18 TO 22 OCTOBER

EAIE Professional Development Module

Resource management in higher education
LOCATION: Enschede, the Netherlands
www.eaie.org/pd

20 TO 23 OCTOBER

44th CBIE Annual Conference

'Internationalization: essential building block to quality in 21st century education'

LOCATION: Calgary, Canada
INFO: Canadian Bureau for International Education, Ottawa, Canada
TEL +1-613-237 48 20, FAX +1-613-237 10 73,
E-MAIL info@cbie.ca, www.cbie.ca/index.htm

20 TO 23 OCTOBER

EUA Annual Conference

'Diversities and commonalities - the changing face of Europe's universities'

LOCATION: University of Palermo, Italy
INFO: European Universities Association, Brussels, Belgium
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