

FORUM

Discussing international education

RETHINKING MOBILITY
EDUCATION HUBS
GENERATING KNOWLEDGE
AN INTERVIEW WITH JO RITZEN



Editorial



FUNDING THE FUTURE

Funding European institutions of higher education has been a growing problem over a number of years and has been exacerbated by the recent financial crisis. Students and lecturers in many countries complain of the reduction in the number of teaching hours that can be offered at both undergraduate and Master levels and researchers are spending more or more of their time preparing funding applications. Long passed are the days when it could be assumed that public sources would continue to provide sufficient resources with few questions asked. In many countries, student fees have either been introduced or raised and there is an increasingly fierce competition for fee-paying students from other continents. Attracting students from many cultures to the campus is in itself a worthwhile activity although it is not necessarily financially rewarding, as students from other cultures often require support structures which are not always needed for domestic ones. Furthermore, scholarships are essential to ensure a reasonable balance in the student population.

Over the last two years, EUA has carried out a study on university funding and their conclusion, presented in February, was that a diversification of funding sources is fundamental to the survival of universities but that there were both external and internal barriers to be overcome. One of the major obstacles

is psychological and turns on the autonomy of the institution. Is it for the institution or the funders to determine how the funds are allocated and is this decision to be based on what is profitable for the institution and/or society in the short term or what is of value to society and humanity in the long term? My fear is that short-term profitability will win and, as we have already seen in the UK, initiatives to benefit the whole of society are falling by the wayside.

The question of university funding looms large in the interview with the outgoing President of Maastricht University, Jo Ritzen, who argues for increased funding at the European level to create a number of truly European universities with European finances for education. His concerns underline the fact that lack of funding is leading to such a reduction in the number of teaching hours that the quality of higher education risks being seriously affected.

Jo Ritzen makes significant comments on a whole range of topics closely related to the role of universities in society, not least as regards internationalisation. What internationalisation is and how cross-border education should function is a central topic in this issue of *Forum* with Richard Yelland and Hanneke Teekens redefining and reconsidering the process from their prospective angles and Jane Knight looking at the concept of

education hubs. In his article, Han Aarts concentrates on the global challenge facing higher education, a subject that Jo Ritzen also has thoughts on.

Another related topic that we will no doubt have occasion to return to is the *Handbook Internationalisation*, here presented by Jürgen Kohler, which is being produced by the EAIE together with Raabe Verlag. This handbook is fully in line with the mission of the EAIE and will, I am convinced, be of considerable use to all those in any way involved or interested in the internationalisation of higher education.

The spring issue of the magazine traditionally looks forward to the conference and, with Copenhagen as the destination, there is a presentation of Danish higher education and postcards from international students in Denmark.

Finally, we have to say goodbye to a longstanding and very active member of the EAIE and good friend. Jim Frey has decided that, after fifty years in internationalisation, it is perhaps time to seek other pastures. We wish him all the best.

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

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*“Behold, ye trust in lying words,
that cannot profit.”*

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*“A 5% cut in the short run is a
50% cut in the long run.”*

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expectations and fraught with
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is here to stay.”*

A RESPONSE TO ‘THE END OF INTERNATIONALISATION’



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Internationalisation is here to stay

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Jürgen Kohler is Professor of private law and private litigation at Greifswald University, Germany. He was Rector of Greifswald University between 1994 and 2000. Since then, he has represented the German institutions of higher education in the CDESR of the Council of Europe and is a member of its bureau. Jürgen co-edits a number of Raabe Handbooks.



Marieke Maas



Marieke Maas is Head of Student Affairs and the International Office at Utrecht University in the Netherlands. Previously, she worked as a credential evaluator and Dutch language teacher. She is a founding member and part of the steering committee of the Digital Student Data Portability taskforce that was established within the EAIE last year.



Michael Woolf



Michael Woolf is Deputy President for Strategic Development at CAPA International Education. He has held leadership roles in international education for many years with, among others, FIE, CIEE and Syracuse University. He has written widely on international education and cultural studies. Michael serves on a number of advisory boards and is a member of the Board of Directors of The Forum on Education Abroad.



Jane Knight



Professor Jane Knight, University of Toronto, focuses her research and policy work on the international dimension of higher education at the institutional, national, regional and international levels. Her work in over 60 countries with universities, governments, UN Agencies, and foundations helps to bring a comparative, development and international perspective to her research, teaching and many publications.



Hanneke Teekens



Hanneke Teekens is Director of Communication at Nuffic, the Netherlands organization for international cooperation in higher education. Previously, Hanneke worked at the Hogeschool and University of Amsterdam and Twente University. She has been involved in internationalisation since the mid 80s. Hanneke started out as an international student in the USA in 1966.

Member news

On your behalf

Conference: The Berlin Experience (EXPOLINGUA 2010)

Berlin, Germany
19-21 November 2010

Attendee: Christian Timm *LICOM Chair*

On 15 September 2010, the European Commission launched the 'Youth on the Move' initiative, followed by the conference 'Achieving Mobility for All' in Antwerp and the 'Youth on the Move' event in Bordeaux. This set the background for the 23rd International Fair for Languages and Cultures in Berlin (EXPOLINGUA), under the patronage of Androulla Vassiliou; Commissioner for Education, Culture, Multilingualism and Youth.

As in previous years, the EXPOLINGUA served many functions but overall it was a market where one could obtain first-hand information on language training, study and work abroad, foreign language publications and textbooks, e-learning and other education-related products and services. For example, among the exhibitors from Europe and around the world were language teaching centres, universities and colleges, cultural institutes, embassies and ministries, organisers of student exchange programmes, student recruitment agencies, publishers of language teaching materials, dictionaries and language study guides, international press and media.

Besides the exhibition itself, an accompanying programme of seminars offered visitors a rich and varied series of lectures,

workshops and mini language courses. This year the national and international experts focused on new aspects of language learning and demonstrated innovations as well as the latest technologies. Visitors were able to gather detailed information on programmes, learning methodologies, language tests and more, including the chance to receive first-hand advice and feedback.

With all these opportunities, EXPOLINGUA Berlin was once again an important meeting point and networking opportunity for language teachers, editors, schools, organisers, decision makers and cultural institutes. This year's host language, or language of honour, was Chinese. The biggest booth was therefore not provided by the European Commission but by Hanban, Confucius Institute Headquarters China. With this in mind, "Zàijìàn, see you in Berlin in 2011."

REWARDING EXCELLENCE

All EAIE members are invited to nominate international education professionals for EAIE awards, which will be presented during the Opening Plenary of the annual conference in Copenhagen. The deadline for nominations is 1 June 2011. For a listing of the awards, visit www.eaie.org/about/awards.

POMPEU FABRA UNIVERSITY - AN EAIE HOST UNIVERSITY

TRAINING COURSE: International Recruitment 101

DATE & LOCATION: 23-25 March 2011, Barcelona, Spain
www.eaie.org/pd

Pompeu Fabra University is a modern public university, strategically located in the centre of Barcelona. Founded in 1990, its aim is to provide high quality undergraduate and postgraduate higher education and to stand out as a research-based university, striving to become one of the leading European universities. Recently awarded with a CEI label (Campus of International Excellence) by the Spanish Ministry of Education, UPF's indicators have made it a benchmark for the Spanish and European university systems.

POMPEU FABRA FACTS & FIGURES

2010-2011 academic year

- 8920 Bachelor degree students
- 4198 postgraduate students (taking official Master's degrees, UPF-specific Master's degrees and doctoral students)
- 1205 teaching and research staff (782 equivalent to full-time)
- Outstanding research (22 ERC Grants, updated December 2010)
- 19 Bachelor's degree programmes
- 126 Master's degree programmes
- 9 doctoral degree programmes
- Budget (2011): 130 million euros
- Times Higher Education Ranking: position 155 worldwide

THE EAIE ACADEMY IN A CLASS OF ITS OWN

RUTH GRAF 

EAIE Professional Development Manager

For the past 20 years, the EAIE has offered professional development opportunities throughout Europe, covering a range of topics in answer to market demands. As the world of international higher education continues to change, so does the EAIE. Driven by innovation and the desire to meet the needs of our membership, we are continually improving our programme and are ready to launch a new concept that you won't want to miss!

A NEW SET UP

In November 2011, the EAIE will launch the EAIE Academy – a brand new professional development platform and learning environment for international educators. Offering a number of parallel activities on various topics within one week, the Academy focuses a range of expertise in one location. Participants will be able to design their own programme, tailoring it to their needs. And that's not all! As an Academy participant, you can attend additional information sessions and social events, continuing your professional development and networking on yet another level.

A FLEXIBLE PROGRAMME

As international educators, your professional needs are varied as are your levels of experience. Many of you have attended various EAIE training events and others are just discovering these professional development opportunities. The Academy programme takes this all into account and offers a variety of courses on highly relevant topics. Core components from our current programme, together with newly developed activities, create a flexible and comprehensive learning environment for all participants.

PROFESSIONAL DEVELOPMENT HAS ALWAYS BEEN A PRIORITY FOR THE EAIE

Lead by highly experienced trainers, our courses are designed to deliver new skills and tools as well as personal attention. Small groups of 15–20 participants guarantee an intimate atmosphere and the chance to evaluate cases in depth as well as gain hands-on experience. By joining other

5 REASONS TO ATTEND

- One week, one location, 12 courses
- Learn from peers and experts in the field
- Develop your own tailor-made programme
- Enhance your knowledge on a variety of topics
- Extend your network during lively social events

Academy activities, you can socialise with participants from the various courses and become part of a larger network.

MAKE THE MOST OF THE ACADEMY

The convenient Academy schedule offers participants the opportunity to attend a number of courses throughout the week and develop advanced skills in a certain field or acquire knowledge on a totally different topic. Thematic pathways will help you make the right choice.

THE LOCATION

A carefully selected host university will open its doors to the Academy, offering the use of facilities and sharing their experience and views with Academy participants. The host university, together with the Academy programme, will be announced on our website early April. Stay tuned for more updates on this unique opportunity at www.eaie.org/pd. Join us this November at the first ever EAIE Academy!

A MATTER OF CONCERN

EUROPEAN HIGHER EDUCATION AND GLOBAL DEVELOPMENT CHALLENGES

HAN AARTS 

Director Maastricht University Centre for International
Cooperation in Academic Development/Mundo, Member
of the EDC Board

The relation between global development challenges and European higher education is an important topic, highlighted this year by the EAIE. The question, “Global Development Challenges: are European Higher Education Institutions concerned?” forms the central discussion within the new *Occasional Paper*, to be launched during the 23rd Annual Conference in Copenhagen.

The impressive presentation by Leymah Gbowee at last year’s conference in Nantes focused our attention on problems of war and insecurity in Liberia and implicitly to comparable situations elsewhere in the world. Political instability and violence are just some of the huge problems that the global community is currently facing. Widespread poverty, unacceptable inequalities, lack of opportunities to lead a decent life and lack of protection of basic human rights are other main challenges that too many people have to endure everyday.

The story revealed by Ms Gbowee was also inspiring as it demonstrated how people can stand up and act and thus change their situation for the better. Human crises, hardship and underdevelopment are not inevitable facts of life. According to Ms Gbowee, higher education can significantly help to avoid crises and improve the lives of many in the developing world.

We are all aware of the challenges that our global community is facing. Growth and development are essential to allow the 10 billion inhabitants of our planet to lead a decent life. At the same time, growth and development will have to be sustainable and reproducible, to ensure that our children and their children will also be able to live a good life. Energy distribution, fresh water supply, food and health security, and the provision of education are but a few of the tremendous challenges that need our attention. There are mindboggling

HUMAN CRISES, HARDSHIP AND UNDERDEVELOPMENT ARE NOT INEVITABLE FACTS OF LIFE

problems such as global warming and the depletion of natural resources. Although technology and innovation provide fantastic opportunities, these will have to be grasped intelligently and effectively. There are significant questions concerning how our globe has to be governed, how rights can be protected, laws can be enforced, peace can be secured and conflicts can be

avoided – or at least mediated. All this requires (new) knowledge and educated people. Universities and higher education institutions are still the prime producers of scientific knowledge and thus have a crucial role to play in addressing these challenges.

However, it may be questioned whether they will fulfil that role – that is, to the extent that is required by the current situation. Higher education institutions will continue to train students and universities will develop new knowledge, because that is their main task. But it may be doubted whether they will do this in a way that adequately addresses the most urgent knowledge needs of our global community. There are indications that at present they do not, and that the main concerns and preoccupations of current higher education are rather different.

THE FUNDING OF RESEARCH AND HIGHER EDUCATION IS AN AREA OF CONCERN

Internationalisation of higher education is one way to achieve more relevance in higher education in terms of building a real global society. Internationalisation can take many forms, ranging from study abroad experiences to internationalisation at home. It may also entail the education of the global citizen of tomorrow. Whatever form of internationalisation we look at, its presence in and significance for higher education still leaves much to be desired, in Europe and elsewhere.

The funding of research and higher education is an area of concern. It is doubtful whether today's tight budgets leave sufficient space within the public knowledge sector to properly address the global development challenges. It may even be doubted whether we currently invest sufficiently in higher education in general. The traditional knowledge monopoly of (public) universities may be at serious risk in this time as many new knowledge providers – and not just private universities – make their mark. Students favour virtual sources such as Google and Wikipedia over scientific texts. This is not necessarily a problem. These new knowledge providers have already proven useful in generating and disseminating knowledge in areas that are insufficiently covered.

What is a problem, however, is the increasing blurring between information, opinions, common knowledge and scientific knowledge. Universities should champion their unique position as protectors and providers of the latter. But do they?

The fact that public knowledge institutions are increasingly pushed on the market to find money for their education and research leads them in directions where the protection of scientific values or the problems facing mankind are not necessarily the principle concerns. It is likely that many university leaders of today, in Europe as anywhere, are more occupied with how to market their institutions to recruit sufficient numbers of quality students and to attract research funding. Or, worse, they assume that they can go on more or less with the academic show as it has been staged for many decades.

Whatever the reality may be, it is not what it should be, nor is it what the present time demands from our sector. Luckily, concerning globalisation and development, there are promising developments. Numerous European universities are making an effort in this respect, for example, by launching interesting faculty projects and increasing cooperation with partners in the developing world. There are educational programmes oriented towards global development, and programmes in all kinds of disciplines that comprise a global development component.

The new *Occasional Paper* will look at global challenges in more detail and assess how European higher education addresses these issues. Several authors have contributed interesting case studies on European universities, which have developed initiatives in this area. A number of chapters have also been dedicated to analysing current trends. May this be the beginning of a very important discussion: How can European higher education institutions address global development challenges in their education, research and extension activities?

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Jo Ritzen, President,
Maastricht University

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Assess Ability. Predict Performance.

QUALITY CAREERS IN LITHUANIA

Paul Hacking and Jeanne Booth, members of the EAIE Special Interest Group FEDORA, share the results of their recent involvement in workshops held in Lithuania on quality management systems.

Did you know that for part of the 14th century, Lithuania was the largest country in Europe and in March 1990 it became the first Soviet Republic to declare independence? No, neither did we until we embarked on a week-long workshop tour of the country at the end of November 2010.

We had been invited to facilitate a series of workshops on quality management systems for careers education, information and advice in higher education. As part of this task, we prepared a report on UK quality systems and the lessons that had been learnt in their development. Participants in the workshops discussed how these might inform development of quality management systems for careers services in universities in Lithuania.

Our 'workshop tour' and report was part of a €4 million, four-year national project for career services modernisation in the Lithuanian higher education system, funded by the EU structural funds. The manager of this project is Dr Jolanta Vaiciunaite, Director of Vilnius University Career Center, in partnership with 11 universities, 15 colleges and the Lithuanian Confederation of Industrialists.

The career management services to be provided include career counselling and assessment, environmental career exploration and job search. The services will be provided online and at higher education career centres with 263

qualified career specialists being trained in accordance to the competences established and the study programmes prepared.

Though many in the workshop audience spoke fluent English, others needed a translator. The translators were excellent as some of the terms used in 'quality' are difficult to translate, not only to a different language but also to a different culture and history of higher education. Those participating in the workshops were from a variety of backgrounds such as careers advisers/counsellors, researchers, academic tutors, quality assessors, senior university managers and civil servants.

of key elements and the university careers service has to demonstrate that it delivers these in order to achieve the quality standard. However, the Matrix system is not prescriptive. How the elements are delivered is up to the individual Careers Service to determine, in accordance with its own circumstances, resources and institutional mission.

The current Matrix system arose from the UK history of developing quality processes for higher education careers services, which began with performance indicators in the 80s. During the workshops, we tried to highlight some of the lessons we had learnt so that our Lithuanian colleagues might

SOME OF THE TERMS USED IN 'QUALITY' ARE DIFFICULT TO TRANSLATE

Part of the challenge was to distinguish between micro/operational quality standards and macro principles, which are applicable to a range of university activities. In the UK, the micro standard is the 'Matrix' system and the macro is the 'Quality Assurance Agency Code of Practice.' The Matrix is a compulsory standard as it is a prerequisite for membership of the professional body 'Association of Graduate Careers Service' (AGCAS), but there is no equivalent body in Lithuania. In the UK, the Matrix quality standard sets out a number

of key elements and the university careers service has to demonstrate that it delivers these in order to achieve the quality standard. However, the Matrix system is not prescriptive. How the elements are delivered is up to the individual Careers Service to determine, in accordance with its own circumstances, resources and institutional mission.

try to avoid them. The questions asked by our participants revealed how similar the issues are that we are all dealing with, including the positioning and funding of careers services within higher education and their role in preparing graduates to contribute to national prosperity.

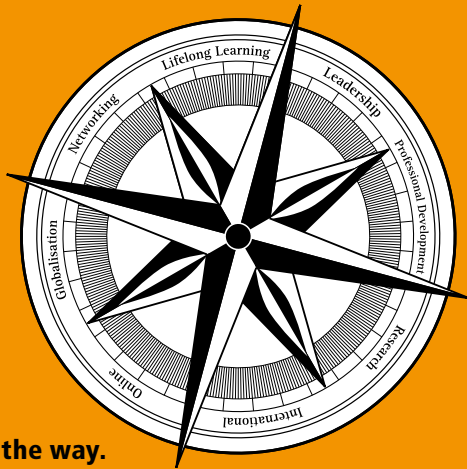
As usual, we found we had just as much to learn from Lithuania and their innovative work, which included pioneering activities with small companies and a collection of longitudinal employment destination data.



Photo: Birute Vijeikiene (depositphotos)

01

Where is Higher Education going?



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Books & websites

Higher Education in the United States: What German Universities Need to Know to Recruit, Collaborate and Compete

Edited by Sjur Bergan of the Council of Europe and Hilligje van 't Land of the IAU (International Association of Universities), *Speaking across borders* (volume 16 of the Council of Europe Higher Education series) explores the role of higher education in developing intercultural dialogue in our societies. It complements *Intercultural dialogue on Campus* (Higher Education series volume 11) and the issue of the IAU journal *Higher Education Policy* (HEP, volume 18.4) on the same topic and includes contributions from Europe, the Middle East, Africa, Asia and North America. The book demonstrates that education will need to play a key role in developing the ability to conduct intercultural dialogue, which is an integral part of democratic culture. It sets out the political context for intercultural dialogue, explores how universities can become actors of intercultural dialogue and offers examples of good practice from various parts of the world. To order online, please visit <http://book.coe.int/EN> and search under new titles. ISBN 978-92-871-6941-9.

Cimea - Against the mills was recently published by the Centro Informazioni Mobilità Equivalenze Accademiche. This English volume by Carlo Finocchietti, Claudia Checcacci and Luca Lantero

offers advice on how to spot and counter diploma mills. The entire volume or individual chapters can be downloaded free of charge by visiting www.cimea.it and clicking on Diploma mills under the Focus section.

Educational Credential Evaluators (ECE) is delighted to announce a new member of their publications family: **Education in the Commonwealth Caribbean**, edited by Shelley M. Feagles. Each volume in the set includes chapters that are common to the region, and chapters on separate countries. Comprehensive information on the educational systems of each of the countries in the Commonwealth Caribbean is provided in the country chapters. This PDF is an electronic version that can be downloaded to your computer and includes bookmarks, search, and full page navigation features. Due to the length of this resource, it is being published in multiple volumes. To access this publication, visit www.ece.org.

RAABE
NACHSCHLAGEN-FINDEN

Handbook Internationalisation

EAIE and Raabe partnership

The handbook focuses on the key issues of internationalisation in European higher education, placing them in the context of global developments and overarching policy processes.

Submit an article

Would you like to take part in shaping the internationalisation of higher education? For more information about submitting an article, send an e-mail to Elise Kuurstra, EAIE Communications Manager: kuurstra@eaie.nl.

EAIE
European Association for
International Education

www.handbook-internationalisation.com

HANDBOOK INTERNATIONALISATION

Did you know that the EAIE is the new Editor of the *Handbook Internationalisation of European Higher Education*?

In partnership with Raabe Academic Publishers, the EAIE is pleased to offer its members a promising new service. Jürgen Kohler reports.

The Handbook Editorial Board:

- Hans-Georg van Liempd
- Myrna Magnan
- Minna Söderqvist
- Frank Wittmann

Internationalisation of higher education and indeed of higher education institutions as such, is the core business both of international offices and of vice-presidents or vice-rectors for international affairs in all universities throughout Europe. Not only that, it is an important concern of many ministries of higher education and research. Rightly so: Providing an international dimension to learning and research opportunities is essential for personal development and education for democratic citizenship, and no less for fostering “employability on the European labour market,” as the Bologna Process puts it. When judging from an institutional perspective – that internationalisation can augment learning and research capacity – it may help to support institutional repute and attractiveness, and it may be seen as a device to counterbalance demographic and funding challenges. It is in view of these factors that, for nearly 25 years, the EAIE’s key mission has been to support higher education institutions and professionals in addressing the issues of internationalisation comprehensively and successfully.

In line with this understanding of its mission, there is good reason for the EAIE as the leading European organisation in the

field of internationalising higher education to take on a new responsibility: editor of the *Handbook Internationalisation of European Higher Education*. The EAIE rightly accepts this role since this handbook complements the EAIE’s essential task of providing a service to its members in order to support their professional work, and to foster the understanding of a wider public for the necessity and requirements of internationalisation in higher education.

If the *Handbook Internationalisation* were to be characterised on that basis in one sentence, it could be described as follows: A hands-on, comprehensive tool for practitioners who look for direct access to easily readable information to help them with internationalising higher education and research – and higher education institutions as such. And it may be added: It is a publication designed to serve those practitioners who believe that internationalisation is not a matter of ‘quick fixes’ but, *inter alia*, a demanding and complex issue of institutional mission, vision, and strategy, of policies and politics, of intricacies as far as psychological, social, funding and legal demands are concerned, and of quality challenges in terms of providing added value in learning and research, and that therefore any practical approach requires

“Cooperation is the core of internationalisation. What convinced me to get involved was the feeling that Raabe and the EAIE were seriously looking to set up an editorial board, which puts into practice the idea of true cooperation and team work.”

— *Frank Wittmann, Zurich University of Applied Sciences, Switzerland*

“When I started in the field of internationalisation 25 years ago, no such handbook existed and we all learnt as best we could. How much easier life would have been had we had such a tool! The handbook is an incredible resource to inform, advise and up-date all the different actors involved.”

— *Myrna Magnan, recently retired from Université Paul Cézanne (Aix-Marseille 3), France*

“For international educators, the handbook combines best practices from higher education practitioners and the vast experiences of senior international officers, seasoned with theoretical insights. You easily can relate and translate the content to your daily work.”

— *Hans-Georg van Liempd, EAIE Vice-President, Tilburg University, the Netherlands*

“Internationalisation is a powerful tool. With all the political instability going on at the moment, we need to solve the problems of intercultural misunderstandings. Our efforts should be directed towards better lives for everybody. The Handbook Internationalisation can provide the tools to reach this goal.”

— *Minna Söderqvist, Kymenlaakso University of Applied Sciences, Finland*

a sound foundation in systematic, all-embracing, thorough – in that sense ‘theoretical’ – reflection in order to be successful and sustainable in design, implementation, and communication.

It is just that which the *Handbook Internationalisation* aims for by addressing international offices as well as leaders in higher education institutions, faculties or departments, ministries, international organisations, and last but not least all those academics who are responsible for providing an international dimension in study or research programmes.

There is ample reason to be sure that the *Handbook Internationalisation* will meet its objective to the benefit of its readers. Articles provided will not only be written from the perspective of – and with a view towards – practical usefulness and transferability but will also aspire to embed their findings and recommendations in systematic reflection. User friendliness will be enhanced by easy readability through using fit-for-purpose layout, providing abstracts, margin notes, graphs, tables, *etc.* Updating articles, and indeed the provision of an encyclopaedia-like approach, will be ensured by the loose-leaf-style concept operating with regular supplements and backed by the supply of a thesaurus-type

electronic data bank, which will allow permanent and easy access to all articles published to date.

Accomplishing these aims is guaranteed by presenting the EAIE *Handbook Internationalisation* in cooperation with, and under the auspices of, Berlin-based Raabe Verlag; a publishing house of high repute in matters of education. The ‘Handbook Internationalisation’ continues Raabe’s long-standing, successful activities in support not only of national, but also of European developments in higher education and research, as is proven by other Raabe publications such as the well-known ‘EUA Bologna Handbook’ – now, after the proclaimed establishment of the European Higher Education Area (EHEA), called *Journal of the European Higher Education Area* – and the new *Leadership and Governance in Higher Education Handbook for Decision-makers and Administrators*. Moreover, the quality of the *Handbook Internationalisation* is warranted by the diligent choice of experienced and competent authors from a broad geographic spread, whom to choose and consult is the responsibility of a renowned panel of the EAIE-appointed members of the editorial board in charge of the *Handbook Internationalisation*.

DIGITALLY YOURS

Last year at the Annual EAIE Conference in Nantes, a new taskforce was founded: DSDP. Marieke Maas is pleased to introduce DSDP and invites you to join their journey.

DSDP stands for Digital Student Data Portability, and our mission is to identify, link together and promote initiatives to digitise student data for the good of international education within the framework of the EAIE. As student mobility and international relations in higher education flourish, the need to make student data both digital and portable is growing. The more you travel, the more you wish your backpack was a little lighter and your most important luggage a little safer. Well, DSDP is just that.

more, such as internships, research projects and study abroad experiences, to name a few. It is impracticable to capture all of this information and render it in paper form. Thus to bring it all together, information has to be digitised. And besides, it probably already is. Most of this information already exists in databases throughout the institution. The challenge then lies in coordinating the gathering of information, standardising the formats, and governing and regularising authorised entry of the information.

My ambitions are to take the transcript, a formal academic report, and to remake it as a central reference for the full learning experience of our students. We have the technology today to do this, but we need the cooperation and understanding of administrators, faculty, and supportive technologists to pull it all together.

OUR PAPER BASED SYSTEM TODAY IS THE MOST FLAWED SYSTEM IN THE WORLD

But why are we better off if student data becomes digital and portable? We asked Thomas Black, Associate Vice Provost for Student Affairs & University Registrar of Stanford University, to shine a light on the matter.

What are your ambitions for digitising the data of your students?

TB: I start with the simple proposition: does a transcript represent the full learning experience of our students? Primarily we record courses and grades, majors sought and degrees earned. But students are engaged in

How will your students and alumni benefit from digital student data?

TB: The way I see it, there are two ways to determine whether students have learned: measure what they know via orchestrated standardised examinations, or look at what they do. The former would require an infrastructure that would be expensive, because tests would need to be created, administered, evaluated, *etc.* Thus, I hope we



Photo: Arunas Gabalis (iStock)

take another course of action; one that complements what we already do. We would simply do more of it, namely, by capturing the learning activities and accompanying artefacts and reference them from our permanent record.

Take, for example, our doctoral dissertations: the by-product of a lengthy, intensive scholarship – sometimes barely mentioned on some transcripts I’ve seen – are eventually printed, bound and placed in libraries. Or, alternatively they are given off to specialised subscription services that make a profit reselling access to the body of research from universities. Why can’t these very important learning artefacts become available to the world – with the permission of the scholar – and more importantly, be accessed from the scholar’s own record? You can imagine many more examples of what might be revealing learning artefacts that demonstrate the knowledge and expertise that our students have acquired, which are accessible from the existing records.

Why would higher education institutions want to say goodbye to the long trusted paperwork?

TB: My quick answer is that most records are digital already. We just consume them via paper. Ask the question another way: if we were to start today afresh in designing our systems,

would we design them so that all information originates digitally, is organised, catalogued, and shared within organisations digitally, is archived digitally, but printed when exchanged or consumed by outside parties? Ironically, in many instances organisations are required to re-digitise the printed versions to further act on them.

For example, many colleges and universities have capabilities to produce records electronically for their students, yet when those very same students become applicants at their own institutions for other degree programmes, the institution’s admitting offices require the applicants to produce paper documents. These insane scenarios are rampant. It is inefficient, ineffective, expensive, and unsustainable in the fullest sense of the word.

How do you think the EAIE members can contribute to the development and mobility of digital student data?

TB: I think the most important thing that educators can do today is learn about the new technologies available to them, even if some of these “new” technologies are nearly two decades old. It is because of general lack of awareness that we continue to use systems that are problematic. It is stunning to note that our paper based

system today is the most flawed system in the world; there is a billion dollar fraud industry thriving, yet there is no urgency to change it. Fraud is our number one enemy, followed by waste and inefficiency, poor service and non-sustainable practices. Knowledge is important on the consumer side as well. As systems become more electronic and we become more oriented that way, we need to know that what we’re receiving is authentic, and it should be transparent and discernible. But this requires us all to become more aware of the systems we use. And last but not least, while our younger generations are more comfortable with technology, they too need to learn how to protect themselves.

If you’re interested in DSDP, or if you have a topic that you would like to share with the rest of the EAIE concerning digital student data, then come and meet us in Copenhagen, or e-mail us at m.w.maas@uu.nl.

The DSDP Taskforce consists of:

- Simone Ravaioli of KION SpA, Italy
- André Hesselbäck of Uppsala University, Sweden
- Marieke Maas of Utrecht University, the Netherlands
- Jan Otten of DUO, the Netherlands

Re-examining and redefining INTERNATIONALISATION

*In this issue's spotlight on access and mobility, **Richard Yelland** shares how a new study by the OECD's Institutional Management in Higher Education programme (IMHE) aims to shed light on the evolving perception of internationalisation and how institutions are making use of it.*

Internationalisation of higher education is not new. Many of the earliest scholars travelled widely in Europe, but in the early modern era the focus was on national development and internationalisation became marginalised. More recently, initiatives such as the Fulbright Scholars Program in the USA and the Erasmus Programme in Europe are aimed to advocate mutual understanding as well as encourage collaboration among higher education institutions. Today, however, the accelerating rate of globalisation has focused attention once again on student mobility, international research collaboration and education as an export industry.

The number of students enrolled in higher education outside their country of citizenship practically doubled from 2000 to 2008 (OECD, EAG 2010¹) and this trend is likely to continue. Student mobility is the most visible part of a greater topic, namely internationalisation, which is more complex and multifaceted. One aspect, sometimes referred to as internationalisation at home, consists of incorporating intercultural and international dimensions into the curriculum, teaching, research and extracurricular activities and hence helps students develop international and intercultural skills without ever leaving their country (OECD, 2004², Wächter, 2003³).



Throughout the world, other fast-growing forms of internationalisation are emerging (*eg* transnational education sometimes delivered through off-shore campuses, joint programmes, distance learning, *etc*) and suggest a more far-reaching approach, especially where higher education is now seen as an integral part of the global knowledge economy.

Globalisation has had major implications for the higher education sector, notably on the physical and non-physical mobility of students/faculty, information

As part of a broader strategy, internationalisation can offer students, faculty and institutions valuable insights. It can spur on strategic thinking leading to innovation, offer tremendous advantages regarding pedagogy as well as student and faculty collaboration and learning assessments. With the infusion of internationalisation into the culture of higher education, students and educators can gain a greater awareness of the global issues and how educational systems operate across countries, cultures and languages.

coordinated between government and institutions.

In a new study, the OECD's Institutional Management in Higher Education programme (IMHE) is aiming to shed light on the evolving perception of internationalisation and how institutions are making use of it, by asking such questions as:

- To what extent is internationalisation reflected in institution-wide governance and management?
- How is internationalisation perceived by all players within institutions – faculty, students, and support staff – and how do these players feel involved in the process?
- What does it mean to be a truly international institution and what are the implications for national policy?
- How has internationalisation spurred on innovation in any of the activities (pedagogy, programmes, research, institutional management, *etc*) in institutions?

GLOBALISATION HAS HAD MAJOR IMPLICATIONS FOR THE HIGHER EDUCATION SECTOR

and knowledge, virtual access, sharing of practices and policies. Yet globalisation can be thought of as a catalyst for internationalisation (Knight 2003⁴). With the current labour market requiring graduates to have international, foreign language and intercultural skills to be able to interact in a global setting, institutions are placing more importance on internationalisation.

In many OECD countries, the transition from elite to mass participation is virtually complete. As the size of the 18 to 25 year-old age group declines, some of these countries are facing a decrease in domestic enrolments. Internationalisation is increasingly seen as a way to compensate for this shrinking in the market. Simultaneously, in emerging economies – especially China, India and in Southeast Asia – there is an ever growing demand for higher education and internationalisation may be regarded as a cost-effective alternative to national provision (OECD, 2008⁵).

Today, internationalisation provides new opportunities for all higher education institutions and functions as a two way street. It can help students achieve their goals to obtain a quality education and pursue research. Institutions, on the other hand, may gain a worldwide reputation as well as a foothold in the higher education community and meet the uncertain challenges associated with globalisation.

The many aspects and complexity of internationalisation raise various challenges for policy makers, for example with regards to optimising mobility flows, equal access to international education, protecting students and quality assurance (OECD, 2008).

Likewise, institutions must be more responsive and orchestrate all of these various aspects consistently in order to reap the benefits of internationalisation as well as face the potential risks that it presents. For example, internationalisation of programmes entails refining support for students and paying closer attention to students with ever more demanding expectations in terms of quality of pedagogy, student assessments and the learning environment. Internationalisation brings with it many challenges: it introduces alternative ways of thinking, it questions the education model, and it impacts on governance and management. It will surely raise unexpected issues and likely benefits.

Research in the 90s identified four main policy strategies for internationalisation: the traditional approach based on exchange for mutual understanding, and three more recent approaches based on more economic concerns: encouraging skilled migration, generating revenue, and building capacity. These strategies are not mutually exclusive and are rarely

In order to provide quality education and remain competitive, many institutions are renewing their reflection on how to incorporate an international dimension into their culture and activities. The coming years will see the maturing of a more global market for higher education and research, in which national policy will be less influential and institutional strategy more important. **E**

To find out more about the study, visit www.oecd.org/edu/imhe/intl.

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REFLECTIONS

THE WINDING ROAD OF LIFE

After 50 years of service to the world of international education, Jim Frey, Senior Advisor & Founder of Educational Credential Evaluators (ECE), looks back at the unexpected turns on the winding road of life.

At the very beginning of my academic journey, I wanted to be a secondary school teacher of History and Latin. But during my final year in a Bachelor degree programme at Marquette University, a counsellor urged me to enrol in a graduate degree programme and prepare to be a university professor instead. And so I applied for 15 scholarships; some local, some national and others international. The plan was to study American history, with an emphasis on the migrations of Native Americans caused by the influx of Europeans between 1600 and 1900. I even had an idea about how the maps in my dissertation would be drawn.

The only scholarship I received was offered by Loyola University of Chicago. It was for a Doctor of Philosophy (PhD) degree programme in the Origins of Western Civilization. The programme involved the study of Greek and Latin literature, the history of the world around the Mediterranean, and the ancient Western philosophers. It wasn't American history, but I was willing to give it a try.

Having completed one year and one week in the doctoral programme, I was offered a job as an Admissions Counsellor at Marquette University. I didn't know what an Admissions Counsellor did, but burnt out after nine years of studying Latin and

six years of studying Greek, and convinced that philosophy as a field of study had no redeeming value; I eagerly accepted the job offer.

Up until then, my entire exposure to international education consisted of noticing a student from Ghana who sat across the aisle from me in second year English literature. I said hello to him twice that semester.

I started work at Marquette on 25 September 1961. If I had started on 18 September or 2 October, I would never have gotten involved with evaluating foreign educational credentials. They were too complicated. The Director of Admissions handled that himself. But on the day I started work at Marquette, the Director

As a university graduate, I was fairly adept at reading a pictorial introduction to the university. Having been a June 1960 graduate of the College of Liberal Arts, I had little difficulty re-learning the graduation requirements I had met 15 months prior. But I stretched those tasks out for the rest of the first two days.

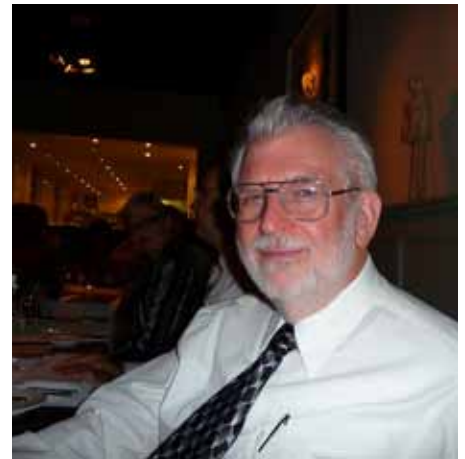
On the third day, I opened the manila folder. It contained an application from Hong Kong. Using a 20-page US Office of Education booklet and the relevant pages from the 838-page "Educational Systems of the World," I managed to decipher the applicant's educational credentials. I converted his Hong Kong Certificate of Education subjects into equivalent US grades and annual units of high school

MY INVOLVEMENT IN THE LEADERSHIP OF THE EAIE BROUGHT ME TO EUROPE SIX TIMES PER YEAR

of Admissions left for a one-week recruiting trip to Iowa. During the eight-minute orientation to my job that he gave me just before walking out of the office, I received a 16-page picture-dominated prospective student brochure, the catalogue for the College of Liberal Arts so I could learn the requirements for graduation (and thus be able to advise transfer students), and a manila folder in case I had time left over.

work, and his University of Hong Kong subjects into Marquette University grades, credits and course numbers. I did such a superlative job in those three days that I became Marquette's foreign student admissions officer.

In 1964, the Association of International Educators (NAFSA) developed its system of regions. At the organisational meeting for Region V (Illinois, Michigan,



STARTING WORK ON THE 'WRONG' DAY LED TO A FASCINATING AND REWARDING CAREER AS A FOREIGN EDUCATIONAL CREDENTIAL EVALUATOR

and Wisconsin), I volunteered to represent admissions officers on the leadership team, thinking that it might look good on my resume some day. It looked so good that I was one of 22 people selected for a two-week admissions workshop in Hawaii in December 1965, all expenses paid by NAFSA.

My participation in the Hawaiian workshop led to a multitude of roles within the leadership of NAFSA and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and other organisations concerned with international education, including 10 months as a consultant to the Fulbright Commission in Japan.

After reading about the first two annual conferences of the EAIE, I submitted a proposal for a pre-conference workshop on the educational system of China for the third conference. I never expected that presenting there would lead to my being involved in workshops and conference presentations at every EAIE conference thereafter (with the exception of Barcelona and Nantes). Those activities led to serving as a member of the Admissions Officers and Credential Evaluators (ACE) Board for seven years and on the EAIE Executive Board for two years.

My involvement in the leadership of the EAIE brought me to Europe six times per year. Sometimes I spent three days traveling to Europe for a six-hour board meeting. I visited places I probably never would have seen as a tourist.

Starting work on the 'wrong' day led to a fascinating and rewarding career as a foreign educational credential evaluator. It took me to 34 countries at someone else's expense; taught me how to read educational terminology in most of the languages written in the Cyrillic, Greek, and Western languages (and a few Chinese characters); enabled me to publish a multitude of books, monographs, chapters and newsletter columns on subjects of interest to me; and led to three professional service awards. It also helped me develop professional and personal friendships with people around the world.

On 24 September 2011, I will complete 50 years in international education. Very few have been employed in this field for more years than that. Fifty years is a nice round number; a good time to retire. So sometime between 25 September and 31 December 2011, I will ride off into the sunset. Perhaps I will find another turn in the road. **E**

Photos courtesy of Vincent Jauniaux and Bettina Nelemans.



GENERATING KNOWLEDGE

COPENHAGEN CONFERENCE 2011

As we prepare for the 2011 EAIE conference in Copenhagen, the spotlight is placed on Denmark's higher education system in this edition of Forum.

DANISH AMBITIONS IN AN INTERNATIONAL PERSPECTIVE

Great importance is attached to the internationalisation of education and training in Denmark. The objective is to prepare students to meet the challenges of a globalised world by integrating intercultural understanding and international competences in the entire educational system.

It is the aim of the Danish government to make Denmark a leading entrepreneurial and knowledge-based society, offering educational programmes that rank among the best in the world and to create the best possible opportunities for citizens and businesses to realise the vision of Denmark as a network society. In order to face the challenges of globalisation, the priority is to have top-level higher education institutions with strong academic environments, which can attract talented

Danish and international students and researchers and provide the foundation for a vibrant societal development.

Denmark was one of the original 29 signatories to the Bologna Declaration in 1999 and since then the Danish higher education system has become very transparent for both national and international students and other stakeholders. This has, among other things, been realised through the full implementation of a three cycle degree structure – Bachelor, Master and doctorate – and the implementation of the ECTS credit point system. At an early stage, Denmark achieved the majority of the objectives set out in the Bologna Declaration and in the latest stock-taking report from 2009, Denmark ranked second-highest in the scorecard review of the 47 Bologna members according to the Bologna indicators.



Photo: Ian O'Hanlon (istock)

FACTS & FIGURES

- Population: 5.4 million (2010)
- Percentage of a year group completing a youth education programme: 84.4% (2008)
- Percentage of a year group completing a higher education programme: 46.6% (2008)
- 214 173 students enrolled in higher education in Denmark (2009)
- Percentage of a year group of women completing a higher education programme: approximately 55% (2008)
- Percentage of a year group of men completing a higher education programme: approximately 38% (2008)
- Percentage of total national expenditure spent on education: 15.6% (2009)

A TWO-WAY FOCUS ON INTERNATIONALISATION

Denmark welcomes international talents. Furthermore, Danish higher education institutions are keen to send their students out to gain experiences and new knowledge abroad.

In 2006, Denmark launched a national strategy for *Progress, Innovation and Cohesion – Denmark in the Global Economy* containing 350 specific initiatives, which entailed extensive reforms of education and training programmes as well as research and entrepreneurship, and also substantial improvements in the framework conditions for growth and innovation in all areas of society. The strategy put down a number of targets with the purpose of strengthening internationalisation within education and training by stressing that more Danish students should go abroad during their studies and underlining that Denmark should focus on attracting and retaining highly qualified students, talents and companies in the country.

THE NATIONAL STRATEGY FOR PROMOTING DENMARK AS AN ATTRACTIVE STUDY DESTINATION

One of the 350 initiatives was to draw up a national strategy with the purpose of strengthening the international profile of Danish higher education and put Denmark on the map as an attractive study destination for international students.

The strategy is aimed at enhancing the quality of the Danish educational institutions by attracting the most able and best qualified international students. Furthermore, the strategy helps meet the needs of the Danish labour market by attracting highly talented international students to the country.

A recent initiative from 2010 is the Danish Code of Conduct, which is a set of guidelines that ensures that international students receive proper information, guidance and treatment when they study in Denmark.

MORE DANISH STUDENTS ABROAD

Denmark is a popular study destination for international students, especially when the number of international students in Denmark is compared with the number of Danish students studying abroad as exchange or full degree students.

In order for Denmark to reach the 20% mobility target set by the Bologna ministers in Leuven in 2009, the number of Danish students studying abroad must increase in the coming years – especially within short cycle and medium cycle higher education. Thus, the Danish government has launched different initiatives to make studying abroad more attractive.

A unique scholarship scheme has been put in place. The scholarship scheme makes it possible for Danish students enrolled in higher education to receive a scholarship for studies abroad of up to two years. The scholarship is intended to partly or entirely cover the tuition fees charged for different study programmes in other countries. The scholarship can cover both study periods of up to two semesters or studies for a full degree at Master's level.

In addition to the scholarship scheme, The Danish Agency for International Education launched a mobility campaign in the fall of 2010. The campaign is called *Grib Verden* (Catch the World) and the aim is to motivate and inspire Danish students to go abroad while studying either as an intern in a company or for a semester or a full degree at a higher education institution. The campaign mainly revolves around a website containing short movies of students who are studying abroad and CEO's emphasising the benefits and relevance of their own personal study abroad experiences in terms of qualifying for a job later on. Both the movies on the website and the other different campaign events are developed in close cooperation with the Danish higher education institutions.

Download the Code of Conduct for all Danish Universities: <http://dkuni.dk/internationalt/retningslinier/>

Download the Code of Conduct for all Danish University Colleges and Academies of Professional Higher Education: <http://www.uc-dk.dk/da/international.html>

STUDENT MOBILITY IN DANISH HIGHER EDUCATION 2008/09. EXCHANGE, FULL-DEGREE AND TOTAL NUMBERS

	Danish students abroad	International students in Denmark
Exchange	5297	7899
Full-degree	3169	8758
Total	8466	16 657

A DANISH EDUCATION PROVIDES YOU WITH

- Strong analytical and communication skills
- The ability to work independently and in groups
- A good foundation for your future career

USEFUL LINKS

- The **Study in Denmark** site contains all the information you need about study programmes, application procedures, tuition fees and scholarships and student life in general. www.studyindenmark.dk
- If you would like to know more about mobility and studying abroad, recognition of foreign qualifications or international cooperation please visit the website of the **Danish Agency for International Education**. www.en.iu.dk
- The **official Denmark site** has a wealth of information about Denmark and its people, language, culture, geography, economy, etc. www.denmark.dk

THE DANISH HIGHER EDUCATION SYSTEM

Denmark tops the United Nations' Global Education Index, and Danish qualifications consequently have a high international standing. They also have a uniquely practical aspect as Danish higher educational institutions cooperate closely with business, industry and research institutes. This combination of academic excellence and practical experience creates a strong foundation for a successful future career.

Higher education in Denmark is regulated by the state and all public institutions are subject to continuous approval and evaluation processes. The institutions have a high degree of autonomy, but they are required to follow the national regulations for teacher qualifications, degree structures and examinations, including a system of external examiners. The regulations define the national standards for Danish higher education and ensure that all students obtain an education of the highest quality. A nationally established, fully independent accreditation agency assures the quality and the relevance of higher education programmes.

Furthermore, most institutions have obtained international accreditation for their programmes. All higher education institutions in Denmark use the European Credit Transfer and Accumulation System (ECTS), which facilitates European credit transfer. Students receive certificates or other types of documentation for all completed courses. All students who complete a full degree or a diploma programme receive a Diploma Supplement in English.

THE DANISH WAY OF TEACHING

Danish higher education is renowned for its innovative teaching approach. The education system promotes independent thinking, analytical rigour, collaboration and self-expression. The learning environment is informal, creative and driven by the exchange of ideas.

Problem-based teaching is a prominent feature of Danish higher education. In addition to traditional lectures and tutorials, project work allows students to deal with theory to solve concrete problems related to today's society.

In addition to project work, Danish professors often have experience as working professionals, offering students an invaluable practical perspective. Moreover, many Danish educational institutions are partnered with local companies and public organisations for research purposes. Some programmes thus include the opportunity to gain vital work experience.

DANISH HIGHER EDUCATION INSTITUTIONS

Danish higher education institutions offer a range of opportunities for international students. The institutions are highly international and offer more than 500 programmes and 1000 courses taught in English. There are four types of institutions offering higher education programmes, each with well-defined profiles and qualities.

THE HAPPIEST PLACE ON EARTH?

Besides its superb educational system, Denmark has some amazing credentials. Forbes magazine cites Denmark as having the best business climate in the world, while OECD concludes that it has the highest level of income equality. Denmark also comes out on top as the least corrupt country on the planet as well as one of the safest. Denmark has even been found to have the world's happiest people including the happiest scientists (Nature career survey). **E**

COPENHAGEN CONFERENCE 2011

STUDENT
POSTCARDS

As EAIE members from over 82 countries prepare for the 23rd Annual EAIE Conference in Copenhagen, we hear from international students who are already immersed in Danish life and find out what they are enjoying most about their study-abroad experience.



01



02



03

Technical University of Denmark

(01) SIGRID VETEVOOD 🇩🇰*Master's studies in Transportation and Logistics*

I have been living in Denmark for approximately two years now and have learned to love a lot of things here. For example, I like the general atmosphere here, the feeling of being in a small and cosy place – although there are four times as many people in Denmark compared to Estonia. I also like the fact that there is always something interesting going on, such as jam sessions, concerts and markets at the weekend.

I highly value the quality of Scandinavian universities, especially within my field (Logistics and Transportation). I therefore

chose which university to study at before I chose the country. I have never regretted this decision. I like the good facilities and learning materials and the professors' willingness to give you extra advice if you need this. There is a great library system at DTU, where you can order any article or book from any country for free if it is necessary for your studies. If you come to study here, try to communicate with locals from the beginning, take some language lessons and try to get a place in a "kollegium" (dormitory) to meet more locals, it is worth it!

University of Aarhus

(02) RENFENG ZHAO 🇨🇳*Journalism and Media within Globalisation*

I find people's confidence and courage to confront with different and sometime critical opinions are the most impressive characteristics in Danish people for me.

My best Danish experience is that I was invited to a Danish family to celebrate Christmas together. Among the guests were me (Chinese), a Kenyan chap and the South

African boyfriend of the family's youngest daughter. We sang Danish songs, had Danish rice pudding, waved Danish flags and danced around the Christmas tree. I did enjoy very much the feeling of "hygge" in the Danish family, with an international flavour.

IT University Copenhagen

(03) DAJANA DIMOVSKA 🇲🇰*Master's in Media Technology and Games*

I like that Denmark is a safe, wealthy and modern country, especially when it comes to design and technology. There are a lot of things that I like about studying in Denmark. For example, the universities are up to date with their curriculum and their study facilities. It is also great that study facilities, computers, *etc.*, are fully available to the students, which made my study period both better and cheaper.

Another important and interesting thing to me is that my study programmes are taught in English and are followed by

Danish and international students. The courses often have an assignment that has to be done through team work and that can be a great experience, both academically and socially. Most Danes, especially the young people, speak good English, which makes the communication easy and made me feel welcome. Danes are also very friendly and most important; when you get to know them better they are true friends.

All text and photos courtesy of Study in Denmark.



THE VOICE OF JEREMIAH

INTERNATIONAL HIGHER EDUCATION IN THE UK

In this critical report, Michael Woolf points out that little is being done to create opportunities for UK undergraduates beyond the borders of Europe. Ironically as a result of the very reforms designed to improve the system, international education in the UK is an empty rhetorical flourish rather than a meaningful reality.

“Behold, I will lay stumbling-blocks before this people; and the fathers and the sons together shall stumble against them.”

— *The Book of Jeremiah (6:21)*

Education abroad, in some form or another, is a desirable enhancement to undergraduate learning. In this company, that is probably axiomatic. In my national context, I am not the bearer of good news.¹ The following cursory survey raises a number of scenarios that suggest that Jeremiah had a good point.

There are two sets of realities that inevitably co-exist in this discussion. Firstly, there are global forces that impact all our systems. Not the least of these is the simple fact that, like it or not, higher education is a valuable commodity that is bought and sold in an international market place. Like with any other commodity, some can afford to buy at Harrods or Bergdorf Goodman, others at the corner supermarket, while some rummage around in the dustbins of the rich. Secondly, in the developed world, there are several levels of competition that shape what we all do. We wish to compete in that market place for international students as well as within the domestic market for the best, better or most appropriate students. We all seek to respond appropriately to the demands of knowledge economies and, thus, to have a more broadly and deeply educated population.

**UK EDUCATION AS A WHOLE HAS LAMENTABLY FAILED
TO TEACH OTHER LANGUAGES EFFECTIVELY**

There are, simultaneously, conditions and realities that are particular to a given system. Those that relate to my national system will be the primary focus of these depressing arguments.

FINANCIAL MATTERS

Whatever else may matter, the single most significant reality in UK higher education is that the system is under severe financial stress, which is a consequence of the recent crisis and a long-term aspiration. Just when a strong knowledge economy is both a national and international imperative, the UK government announces a £915 million budget cut. This represents a 12.5% cut in higher education funding over three years. This signals an intention to reduce support for UK higher education in a systematic and sustained manner. The movement from a state-funded system to some form of privatisation is probably inexorable. The obvious consequences, among many others, are that there will be an inevitable reduction in student support and a corresponding increase in fees.

These cuts are in part a (perhaps necessary) response to the recession and they may, therefore, be temporary. However, they may also be symptomatic of a permanent reality in that UK higher education is striving to move from an elite to a mass system. That imperative creates a situation where the aim is to serve more students within a resource system, which, at best, cannot keep pace with the growth of numbers and the increase in demand.

In the 60s when I was an undergraduate, roughly 5% of the relevant age group (18–19 year olds) studied at university. Tuition was free and almost all students received a grant for living expenses (not a loan). By 1994–1995, the participant percentage had risen to over 30% and at this point it stands at 36%. The target

theoretically remains at 50%, though this is likely to be quietly shelved or at least forgotten for the moment, given the current financial outlook. Part of this attempt to widen access was driven by a social justice agenda that, however noble, has had very limited success. The Higher Education Funding Council reported that 19% of the age group in the most deprived areas of the country entered higher education whereas that figure rose to 57% in the more privileged locations.² However you define those terms or trust those statistics, it is broadly clear that widening access is a very expensive objective that has had only limited success.

Nevertheless, there has been a very significant expansion and the UK has gone from an essentially elitist system to something closer to a mass system. The problems that have emerged from this process are:

a) Resource limitations

There has been an inevitable need to seek new means of funding the expanded higher education system, given that the increased burden could not be placed wholly on tax payers. One direct consequence, among others, was the introduction of differential (*ie* higher) fees for international students by Margaret Thatcher in 1987. The introduction of fees for domestic students is another.

b) Quality diversification

Inevitably, educating a wider percentage of the age range involves an increase in student numbers and thus a wider ability range within the university. There will be larger classes and less personal attention to individual students (UK higher education frequently markets small classes and personal attention as strengths of the system). It can be argued that, in many institutions, this level of personal attention is historical rather than current and that, in any case, the level of personal attention will be below that offered in, for example, the private US liberal arts colleges.

The transition from an elite to a mass system will inevitably also raise questions of quality. Therefore, quality assurance

mechanisms proliferate as an attempt to counter assertions of decline by conservative critics of growth. Quality assurance swiftly becomes a highly bureaucratic industry and, ironically, a further and disproportionate drain on already thin resources.

THE UK HIGHER EDUCATION STRUCTURE

An unfortunate and unintended consequence of the Bologna Process in Continental Europe has been the widespread (though not universal) adaptation of a three-year first degree model. As a consequence, some US universities have questioned the validity of the three-year degree from Continental Europe as a qualification for graduate school (though the UK degree was rarely problematic in that context). Furthermore, the time frame limits the scope for international mobility within the undergraduate phase of study: the three-year degree is a barrier to the development of international educational opportunities. Most UK degrees (Scotland is again outside of this structure) are of three-year duration. Hence, we have witnessed the significant development of 'gap year' activities before formal study.

In the uneasy future, things may get worse. There are pressures on the UK universities to introduce fast-track two-year degrees. Clearly, while these may suit a small number of students, they will also preclude much in the way of international education at the undergraduate level. Lower cost training rather than higher cost education drives that agenda (you can train a dog but you cannot educate it).

The widespread introduction of two-year degrees will, if it takes place, create an intellectually impoverished and diminished sector, disqualified from any meaningful international engagement beyond the recruitment of international students who may be misled into thinking that they are buying a valuable educational commodity. Furthermore, the two-year degree will limit the extent to which our national system is compliant with the Bologna Process and undermine the competitiveness

of UK higher education by devaluing and degrading the educational 'product' on the international market place.

The reality is that, outside of a few highly-regarded institutions, the mass of UK higher education is not entirely "world class" and the discernible trends do not give cause for optimism. As the UK Higher Education Unit suggested, "The UK government can talk the talk but it is hard to walk the walk when the money is gone."³ Perhaps, in the education business and the business of education, most of the UK can no longer afford to shop in Harrods.

THE MYTH OF CREDIT ACCUMULATION AND TRANSFER

While credit accumulation systems are quite widespread (though far from universal), transfer within the undergraduate experience is an extreme rarity. There is little or no undergraduate mobility within the UK and almost no possibility of transferring credit from one domestic institution to another, let alone from an overseas institution to a domestic one.

UK students can and do participate in Erasmus and other funded intra-European mobility programmes but there are a set of other factors that impact upon even the limited opportunities offered to UK students:

a) UK education as a whole has lamentably failed to teach other languages effectively. In that context we are, in Senator Paul Simon's words, no less "tongue tied" than our Anglophone contemporaries in the USA. This is, of course, a massive constraint on the effective development of an internationalised higher education system. The current ratio of incoming students to outgoing students in the UK is about 25:1. This is a ratio that should be cause for national shame.

b) Some disciplines still require students to study (or work) abroad as part of their undergraduate education. The largest sector in this context is Modern languages; American Studies and other area studies may also require a year abroad. In most cases, students who are required to study

abroad in these contexts are customarily required to add an extra year on to their studies. Thus, an American Studies major from a UK university may be required to attend a US university and take a full load of classes. Credits earned in that context do not transfer back to the UK university. In most cases, credit transfer is a myth – not a functioning reality.

For many in the UK, international education is synonymous with the recruitment of full fee-paying students from outside of the European Union. This represents an important source of income for an under-resourced system. The UK estimated that in 2007–2008, 13% of the total income for higher education in the UK was generated by international students.⁴

However, little is being done to create opportunities for UK undergraduates beyond the borders of Europe. Those opportunities that do exist are subject to the constraints of time, culture, finance and structure previously outlined. Current trends suggest that even less will be done for these students in the future.

In short, in the UK, international education is (except among a few of the righteous) an empty rhetorical flourish rather than a meaningful reality. Or, as Jeremiah noted in another difficult context, *“Behold, ye trust in lying words, that cannot profit.”* (7:8) **E**



Photo: Ericphotography (istock)

1. There may be more positive scenarios if we were to focus on graduate education, cooperative research and international faculty recruitment (the highest in Europe), for example. Indeed, within the European Research Area, UK universities are disproportionately successful. For the sake of brevity, I have included Scotland in this discussion, though it has a distinct system and other issues may arise.

2. *Times Higher Education*, 28 January 2010, p. 6.

3. “International Focus,” 3 February 2010, issue 51, p. 1. www.international.ac.uk.

4. That represented an estimated £2.9 billion. The UK is second only to the USA in the number of international students it attracts (circa 350 000). These figures are cited by David Greenway, “We Did it Before,” *Times Higher Education*, 28 January 2010, p. 36.

**THE WIDESPREAD INTRODUCTION OF TWO-YEAR DEGREES WILL
CREATE AN INTELLECTUALLY IMPOVERISHED AND DIMINISHED SECTOR**

JO RITZEN

One of the world's longest-serving Ministers of Education and a former Vice President of the World Bank, Jo Ritzen's passions are three-fold: education, economics and Europe. As he leaves his post as President of Maastricht University after eight years, he explains that his work is far from done. Jo Ritzen is clearly a man who is not afraid to dream big.

LEONARD ENGEL 
EAIE Director

There are many different understandings of the term 'internationalisation.' What is yours?

JR: I see internationalisation as preparing people for the world we are living in. There is something very strange in our society today. Organisations everywhere are international but education is still nationally organised. It's not only education, but parliament as well. I now work regularly in Bonn for IZA, the Institute for the Study of Labour. On my first day, I heard on the car radio a debate in the German parliament about snow and train delays. It's a European wide problem so is it not useful to think about these things in a broader context?

In education we always think about national solutions. The important thing about internationalisation, especially at the level of higher education, is to make sure that we prepare people for an international labour market. One point I bring out in my book is that 80% of graduates complain that they have not had enough internationality in their studies.

The second issue is that we need to train internationalisation professionals because they are still very much living in the past, with solutions based not on the current problems but on a vague notion of having more foreign students. That is not internationalisation! Internationalisation is about asking what the international labour market needs, which is working in international

teams, understanding other attitudes and being able to think cross-culturally and across systems.

When international educators speak about Europe, the first thing they mention is the Bologna Process. What are your thoughts on Bologna?

JR: I think it was a miracle; manna from heaven. Miracles do happen and they are generally not the result of intention. When I was in government, we always joked in the cabinet that if we had a strategy it usually failed and if things happened it was generally not due to strategy.

Bologna was absolutely not concocted; it was just something that happened. There is complete lack of leadership in its implementation throughout Europe. Education ministers are extremely weak in their cabinets because they are looked at as usurpers of the budget – as money spenders.

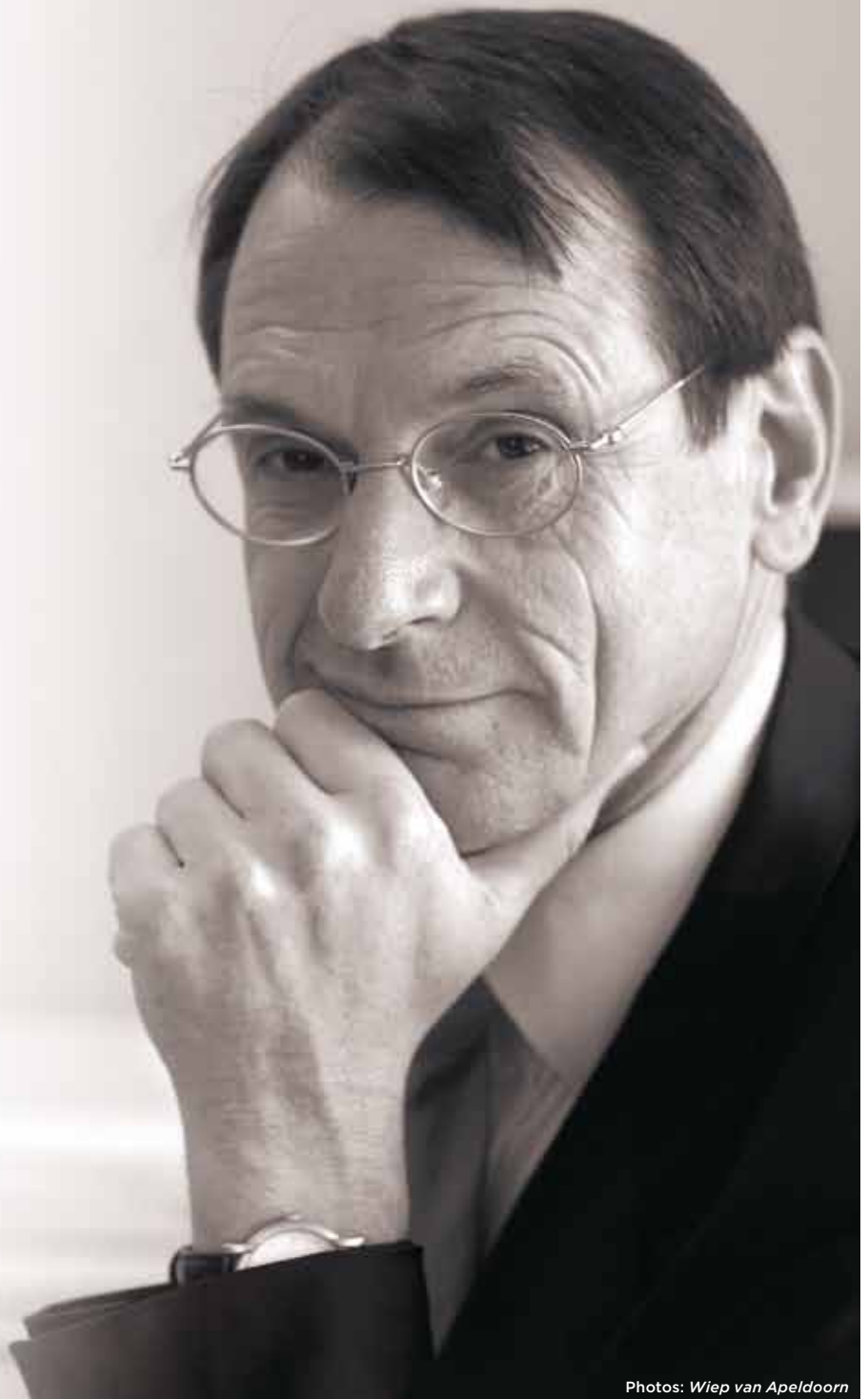
It was not unexpected that Bologna would fall back on the individual countries and that some countries would indeed seize the opportunity, like the Netherlands did. Nor is it unexpected that the glass became less than half full because the opportunity to really have international accreditation, international quality control and the same system, more or less, has not yet been created. That is the next step but it requires leadership and because the ministers are not doing it, we are going to do it through the European Parliament. The Parliament is

going to be the driving force in the next 10 years for the European Union, as far as I am concerned. National governments have said that the Union exists to protect their autonomy. I believe the Union should be to protect the people's autonomy and future. That's what the Parliament can do. That's my new direction now – to make the European Parliament responsible for educational change.

How do you see universities in relation to national and European government when it comes to funding, for example?

JR: There was a piece published in *The Times Higher Education* where I pleaded for European finance for part of higher education; for going beyond Erasmus and Erasmus Mundus funds, which are very small compared to the total budget. The article raised an outcry. It's going to be an uphill fight. Governments are not going to agree to larger European finance; that's why I believe that the European Parliament is the only way.

Europe is not doing well. The world is moving ahead and Europe in many respects is stagnant and doesn't know where it wants to go. The whole thing has to do with the fact that Europe is so split up in different areas. I'm not pleading in 2011 to just bring everything to the European Union. Instead, do it in a way in which by 2020, 10% of all national universities will be European universities with a European statute and



European finances for education. For research and base financing, let them draw on national finance as they do at the moment so that there would be a mixture.

The question then becomes: who would like to be involved? What would be the criteria for becoming a European university? The answer being that you would have European-wide accreditation, at least one formal language that is not your own, and would be accountable according to European standards.

When discussing developments in higher education, it seems that people within universities often feel that governments are only concerned with budget cuts. On the other hand, other people will say that it is the universities that are not innovative enough. Do you recognise this?

JR: I think both are true. I think that there is something wrong in the awareness in society. I feel a 5% cut in the short run is a 50% cut in the long run. The one thing we haven't realised is that quality has a tremendous impact on productivity. I'm still an economist in the sense that I try to see higher education simply as something that makes society work better. Quality does make a difference and is linked to money. The number of contact hours and class sizes do matter. Students who have had a better education perform better on the labour market. That is all ignored.

The second point is that universities have always been irrelevant to policies. I always found it amazing when I was a minister that universities were absolutely not up to par with the knowledge of the ministry. We knew so much more about the universities than universities knew themselves. Universities, including universities of applied sciences, are not well organised.

Writing this book I was amazed at how many questions there are out there: What does mobility mean for the labour market? What does mobility mean for productivity? What does university quality mean for productivity? Is quality related to finance?

What are models for autonomy in which there is higher productivity for the university? Few of these questions are answered or looked at, and universities – including universities of applied science – haven't got the slightest idea.

You have also pointed out that universities in our society today aren't recognised as a value. Over and over again universities have to prove there is a reason for their existence. Is there perhaps a culture difference between Europe and the new economies in how education is valued?

JR: Rich societies inevitably pose some inherent limitations on themselves in terms of moving ahead by taking out the drive for furthering society and the individual. Paul Samuelsson, the Nobel Prize winner, believes that this is the reason why in PISA (Project International student achievement), the USA lags so much behind while it has done almost everything by the book, also in terms of expenditures. The UK also seriously lags behind.

In many respects, Europe is still very strong in PISA. When you look at primary and secondary schools, it is not yet evident that we suffer from a lack of interest on the side of children. Once again, I think this has a lot to do with politics and I feel that in our societies there is a lack of leadership.

We talk about values, but I think that it is also important to challenge parents to bring up their children in a way that teaches them that we are all working together and that they have to contribute to society. We don't have the Asian culture, where at times there is an obsession about education, but we could do better in our culture.

One of the traditional aspects of internationalisation has been development cooperation. Some speak about internationalisation in terms of "from aid to trade." Do you think there is still a role for development aid? Should it be revamped? Some at the university feel



A Chance for European Universities

In his new book, Jo Ritzen outlines a series of changes necessary to make European universities more successful, from denationalisation of the Bologna Process with emphasis on European-wide accreditation and quality control, to rebalancing the financing system so that the public budget cuts of the past decades can be met by private sources.

— *Amsterdam University Press*

it should not just be about aid but that there should be a return on investment. What is your position on this?

JR: When I first came to Maastricht, I questioned whether our development centre, MUNDO, should continue in the way it does. I feel that it is not the university that should be involved in development cooperation. It can be involved in it, but as an expertise, and should be paid for it.

Actually, MUNDO brought our medical curriculum – which we sold for €10 million to a Saudi university – to Vietnam, Mozambique and many other countries for free. I don't think that is how we should continue. We should sell our curriculum. That is public money, which is not meant to be used for increasing the welfare of other countries but for our country. And if we feel we should be involved in contributing to other countries, then we should create a national policy that should be financed by the Dutch government.

I do believe in twinning between universities but then with a long running contract that is sustainable, but I don't believe in snap 3–4 year projects. I think we are entering a new period where we will have to finish up this kind of internationalisation and development cooperation unless it is based on an expertise. My point is if the expertise is not looked at as top expertise worldwide, don't bring it to developing countries, don't bring your second rate expertise. I've seen that happen too often.

Some people talk about Fortress Europe. Why are you so interested in making Europe a stronger player? Is it to make Europe more competitive or is there an even greater agenda as far as you are concerned?

JR: It is about a stronger, more competitive Europe in the world. I now have three NGOs: Empowering European Universities, Results for Development (on health and development) and Vibrant Europe Forum. It is really about a vibrant, attractive Europe. We are a disappearing continent in

terms of vibrancy. If we continue along our route, by 2030 we will have more Chinese/Asian top universities than European. Our children will want to go there. They will enter into a very different culture with different ways of looking at people. It's not my culture; I like our culture very much and I like a strong Europe with a global society.

It's not about Fortress Europe but about being a main player with self confidence and not being subservient. Many of our Dutch firms are being taken over by China. China has a political agenda and I don't like that agenda being implemented here, just as I wouldn't like our agenda to be implemented there.

More in general, I think the world needs more international exchange for competitiveness but also for peace. I strongly believe that now, also with the 'fall of the wall' in North Africa, we need to immediately call the universities there and say, "We want to associate with you, we want to have student exchanges with you and we'll pay for it." We should put money on the table to create new bonds.

IF THE EXPERTISE IS NOT LOOKED AT AS TOP EXPERTISE WORLDWIDE, DON'T BRING IT TO DEVELOPING COUNTRIES

You have created three NGOs and have ambitious plans to bring about educational change. Would you call yourself an optimist?

JR: If you believe in things, which seem to be rational, even if you go against the current, they will happen. I have a long career of doing things that were not in line with the current. I don't believe in currents. I believe we should make our own currents. I feel that there is not enough social courage and standing for the things you believe in; not just as a dream but as something you can see rationally. I'm amazed by the fact that we take the current so easily. So yes, I would call myself an optimist. **E**



Photo: Marek Uliasz (depositphotos)

EDUCATION HUBS:

A FAD, A BRAND OR AN INNOVATION?

*As international education continues to evolve and influence the position of countries on the educational map, new concepts develop in answer to market demands. Expert and leader in the field, **Jane Knight**, describes how education hubs are gaining momentum but questions whether they are indeed innovations worthy of investment and serious attention.*

EDUCATION HUBS ARE FULL OF LOFTY EXPECTATIONS AND FRAUGHT WITH POTENTIAL CHALLENGES

Not only has internationalisation had a profound impact on and transformed higher education in the past three decades, it has undergone major changes itself. This is especially true for crossborder education. Over the last 10 years, crossborder education has grown in scope and scale. The number of branch campuses, double/joint degree programmes, franchise and twinning arrangements has increased exponentially. The recruitment of international students and academics is now treated as a national marketing and branding campaign often linked to science and technology strategies and immigration policies.

The most recent development in crossborder education relates to the positioning of a country as an education hub. Smaller countries such as Qatar, Malaysia, Singapore, United Arab Emirates, Bahrain and Hong Kong are trying to build a critical mass of local and foreign actors – including students, education institutions, companies, knowledge industries, science and technology centres – and become known as an education hub. Other countries, such as Botswana, Korea, Saudi Arabia, even Bhutan, periodically refer to themselves as a hub, but there is very little information on their plans and activities. It is understood that countries have different objectives and priorities and take different approaches to developing themselves as a reputed centre for higher education excellence, expertise and economy. But given higher education's current preoccupation with competitiveness, global branding

and rankings, one is not sure whether a country's plan to develop itself as an education hub is merely a fad, the latest branding strategy, or in fact an innovation worthy of investment and serious attention.

A WORKING DEFINITION OF AN EDUCATION HUB

To date, the concept of a hub, whether it be a communication, fashion, financial or education hub, is popular – almost trendy. Most of the information on education hubs is grey literature, such as media reports and business plans. There are few academic articles and no accepted definition yet. It is important to develop a working definition and a typology to bring some rigour to the examination of education hubs. A proposed definition, based on an analysis of existing hub countries is as follows: *“an education hub is a planned effort to build a critical mass of local and international actors strategically engaged in crossborder education, training, knowledge production and innovation initiatives.”* This definition is a work in progress and attempts to capture the fundamental elements of an education hub regardless of the primary actors or in what country or region of the world it is located. The identification of driving rationales, expected outcomes, sponsors, major actors and specific types of activities is intentionally omitted to allow the definition to apply to the emerging diversity of hubs.

Key concepts in the definition include ‘planned effort’ to indicate that a hub is a deliberate project and would normally involve a strategy, policy framework and investment. The notion of ‘critical mass’

suggests that there is more than one actor and set of activities involved. This means that a single branch campus, or franchise programme, or science and technology park does not constitute a hub. The inclusion of ‘local and international actors’ indicates that both domestic and foreign players are involved. They can include local, regional and international students, scholars, institutions, companies, organisations, research centres, knowledge industries, *etc.* The idea of being ‘strategically engaged’ emphasises that there is a deliberate sense of interaction or relationship among the actors. While the nature of the engagement will differ from hub to hub, a fundamental principle is that there is added value when the actors are connected, collaborate, or share common facilities and resources. ‘Crossborder education, training, knowledge and innovation initiatives’ depict the broad categories of activities and outputs of hubs.

THREE TYPES OF EDUCATION HUBS

A variety of factors drive countries to prepare and position themselves as an education hub. They include income generation, soft power, modernisation of the domestic tertiary education sector, economic competitiveness, the need for a trained work force, and a desire to move to a knowledge and service based economy. In response, three different types of education hubs are being developed: the student hub, skilled workforce hub, and knowledge/innovation hub.

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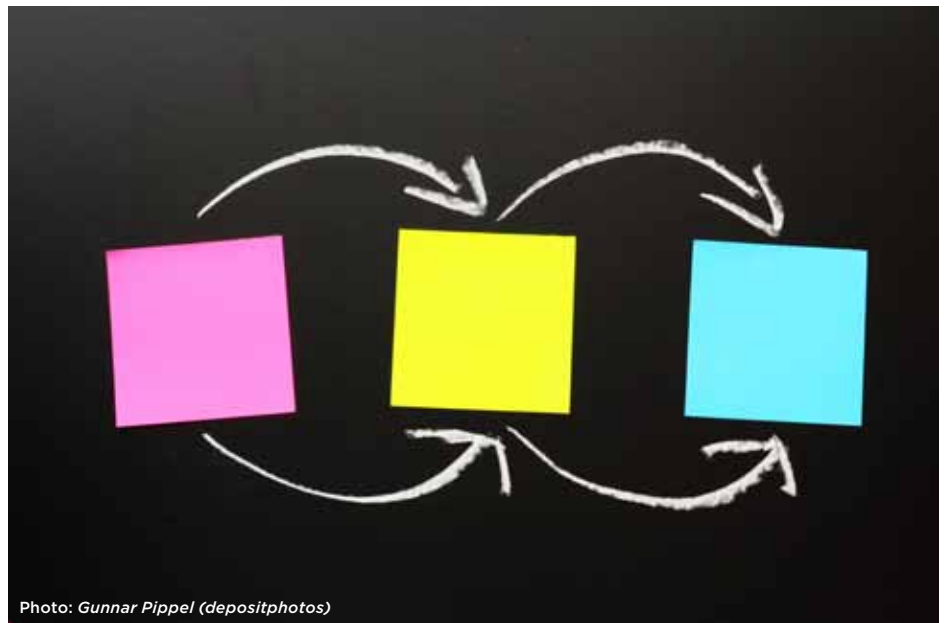
The student hub focuses on the recruitment of foreign education providers as well as international students for training and education purposes. The primary objectives are to 1) generate revenue from international student fees, 2) provide increased access for local students, 3) modernise and internationalise domestic higher education institutions, and 4) increase profile and competitiveness in the international student education market. Malaysia is an example of a student education hub.

The skilled workforce hub also focuses on education and training but differs from the student hub by encouraging foreign students to remain in the host country for employment purposes. The driving key objectives are to 1) develop skilled labour and knowledge workers to enhance the human resources pool, and 2) increase attractiveness and economic competitiveness within the region and beyond. The United Arab Emirates is an example of a skilled workforce education hub.

The knowledge/innovation hub broadens its mandate beyond education and training to include the production and distribution of knowledge and innovation. Foreign actors including universities, research institutes and R&D companies are attracted through favourable business incentives to establish a base in the country and collaborate with local and foreign partners. The primary objectives are to 1) help build a knowledge- and service-based economy, 2) educate and train skilled labour for knowledge/innovation, 3) attract foreign direct investment, and 4) increase economic competitiveness and soft power. Singapore is an example of a country trying to establish itself as a knowledge/innovation type of education hub.

Many questions emerge from this typology. For instance, is there a progressive

IS THERE A PROGRESSIVE DEVELOPMENT FROM STUDENT HUB TO SKILLED WORKFORCE TRAINING HUB TO KNOWLEDGE/INNOVATION HUB?



development from student hub to skilled workforce training hub to knowledge/innovation hub? Or, is it possible to make a quantum leap from a student focused education hub to a knowledge hub? Is the hub phenomenon particular to smaller countries rather than the giants of cross-border education such as Australia, the UK or the USA? Is it possible to have an objective set of indicators to measure readiness, potential, output and sustainability of these education hubs?

RHETORIC OR REALITY?

Education hubs, at the country, zone or city levels, are full of lofty expectations and fraught with potential challenges. They represent a new generation of crossborder

education activities where critical mass, co-location and collaboration among international/local universities, students, research institutes and private industry are key. They can be seen as instruments of modernisation, competitiveness, knowledge economy, soft power, and other benefits. But are education hubs sustainable? Are the required plans, policies and investments in place? Is there a critical mass of local and international actors working together and committed for the long term? Or, is the notion of the education hub just a fad; more rhetoric than reality, more of a public relations campaign to gain profile and status? **E**



RETHINKING MOBILITY

In winter Forum, Uwe Brandenburg and Hans de Wit posed the question: Are we facing the end of internationalisation? According to Hanneke Teekens, the answer is: of course not; on the contrary, major new developments are unfolding.

Today, Europe still boasts the largest market share of student mobility worldwide (approximately 47%), but that figure is set to shrink. The same goes for the USA. Rapid economic and social developments are putting up-and-coming regions – led by the BRIC countries – on the map as attractive destinations for top students both nationally and internationally, including for students from Europe. The number of mobile students is expected to continue to rise, but with a significant shift to new destinations. What we are facing is the end of an internationalisation that solely serves Western interests. We are on the cusp of a new reality, but one that has not yet been recognised by many.

MOBILITY WILL ALWAYS REMAIN CENTRAL, THIS BEING AT THE HEART OF INTERNATIONALISATION

Having reached this juncture, we would do well to reflect on the concept of internationalisation itself, and on the role played by those who have made a career of it. Entire bookcases could be filled with all the useful texts written on this topic. Let us start by taking a close look at those before we set to work. But time is short. In my view, the moment has come for all of us involved in internationalisation to stop imagining ourselves as white knights; to recognise that internationalisation should serve as a means and an instrument, and never be an end itself. It is essential that we understand the scope of our own role and responsibility, including its limitations. There is nothing more frustrating

than worrying about things that you cannot influence. On the flip side, there is nothing more inspiring – where internationalisation is concerned – than the knowledge that you are making a meaningful contribution to shaping young people into global citizens.

Though it is claimed that internationalisation is well and truly anchored in the core of the university establishment, people working in the sector find themselves confronted with a wide rift between this ideal and the less adaptable reality. How do you bring the added value of internationalisation into focus and what relation does the benefit for individual students bear to the improvement of educational quality at the institutional level? It is time to close the gap between rhetoric and reality. While not an easy task, it is a challenge we must meet. Equally essential is securing a strong foundation for specific expertise and experience, all the more with the dawning generational transition.

SPHERE AND SCOPE OF ACTIVITIES

Our work is carried out within the framework of higher education and is therefore a national concern. Even in this time of advancing globalisation, universities remain firmly rooted in national government and tied up with national interests. Visa regulations are a case in point. The same was true back at the ‘beginning’ of the internationalisation of European higher education in the 80s, which was directly linked with developments outside the universities. Those developments included, most notably, European



Photo: Alexey Klementiev (depositphotos)

integration and the political and economic thaw of the former Eastern Bloc and China. Scholarships for students from countries that had only recently emerged from colonisation proved the first source of mobility. Though it was a source universities were quick to tap, they did not actually come up with the idea themselves.

Hosting and supervising the growing influx of foreign students soon required a system of its own, to which many institutions responded by setting up their own international offices. Working in those offices was a new breed of staff – usually younger, with more women than men and marked by enthusiasm and commitment to the cause. Their sphere of activity, then as now, is student mobility, and, increasingly, the development of policy and institutional strategy. Today we seem to be witnessing a growing opposition between cooperation and competition. But it would be naïve to interpret this as a new development: financial aspects have always been a consideration for governments and university boards. What has changed is the condition of the economy and the extent to which resources are readily available. Internationalisation has become routine. But large numbers of mobile students – almost three

million per year – cannot obscure the fact that not the entire world is internationalising at an equal pace. We are seeing a high level of concentration, with 44% of international students originating from a mere 15 countries, and just six countries receiving 62% of all international students. English-speaking countries are far ahead. The strong regionalisation of mobility actually points to an increased concentration of mobility in certain institutions. The continual rise in mobility figures obscures the fact that the percentage of mobile students is actually stagnating and in some European countries even declining. This is due to the sharp increase in the total number of enrolments worldwide.

Students are expressing increasing dissatisfaction about the large number of foreign peers at their schools. Despite increased regard for language issues and intercultural communication, these have been unable to alleviate frictions with staff and students. The quality of the 'Auberge Espagnole' is under strain, but it is not clear who owns this problem.

THE NEW REALITY

Universities started as 'wandering communities' of professors and students, not as

highly organised institutions. Due to new communication technology and the use of English as a global language, the concept of an academic community that is not specifically linked to one particular institution is seeing a strong resurgence. Increasing numbers of research projects and papers involve networks of scientists across institutions and countries without 'traditional' mobility. More students are members of social networks, and digital resources are coming to play an increasing role in study programmes.

Place and time are being redefined and, with them, the standard by which we measure the added value of mobility. With international travel now within the reach of many, the opportunity to gain international experience is less of a novelty than a generation ago. The personal urge to go abroad is motivated by various desires. Some seek sound academic coursework and want to excel, whereas others seek a unique experience or – increasingly – to contribute to good causes. Some students want to 'live poor.' As a result, internships and community service are becoming increasingly popular.

Short-term exchanges are more in demand, creating so-called 'shuttle'

THERE IS NOTHING MORE INSPIRING THAN THE KNOWLEDGE THAT
YOU ARE MAKING A MEANINGFUL CONTRIBUTION TO SHAPING
YOUNG PEOPLE INTO GLOBAL CITIZENS

mobility. Young people are now also more likely to take a gap year between consecutive periods of formal education. Cultural interest and individual growth are specific competences regarded as crucial for our performance as global citizens, but the development of these soft skills often conflicts with the ambitions of a university in the global race for talent, status and money. There is an increasing dissonance between the motivations of the individual student-as-customer and those of the universities.

In many countries, universities have grown from elite institutions into organisations of mass education for students with widely different backgrounds. The way new generations are being educated has changed the landscape of higher learning, but instruments of internationalisation cling to old forms and the debate on the added value of mobility remains linked to rather traditional views on teaching and learning; quite unrelated to what has really happened in higher education.

A NEW FOCUS

As I see it, the task and role of European international relations officers demands greater focus. Mobility will always remain central, this being at the heart of internationalisation. However, it should not be an end in itself but a means to boost the quality of education and research; and it should not be limited to the physical mobility of students, staff and researchers but extend to the mobility of the curriculum. Transnational education is here to stay.

We have to develop new instruments to meet the changing demands of mobility: shorter, more frequent, broader in scope and digitally facilitated. Matching inbound and outbound mobility requires better balance and long-term partnerships in emerging countries – countries that are offering ever more first-rate opportunities for their own students and inspiring prospects for students from Europe. And that is to say nothing of the wonderful infrastructural projects being launched all around

the world that make it possible to have true synergy in education and research.

Achieving the transition from unilateral mobility to real reciprocity in international cooperation, founded on equality, is certain to prove a considerable challenge. Many European universities have only just set out on the path to making their operational processes truly transparent and customer-friendly. Further digitisation is a must, not least because this is how the younger generation is now making its decisions. Those decisions are being made fast and based on peer consultation in social networks. Our focus needs to expand from the provision of a good academic education to the living environment being created for international students. Achieving effective social integration will require that we lay down measures to stop racism and exclusion.

TRANSNATIONAL EDUCATION IS
HERE TO STAY

The world is changing and universities are changing along with it; more slowly, perhaps, but changing nonetheless. It is up to 'us' to keep ourselves from getting stuck in pointless debates. True, there may have been good old days, but good for whom?

Now is the time for turning to the boundless and eminently interesting prospects that the future can offer. 'We' must help young people and our universities make the most of those prospects, by using policy and good judgment to divide the wheat from the chaff, by exposing abuse of academic values and by realising that higher education always exists in a cultural context. That context starts in the country where the university is established. Part of our task now lies in making a case for education in which that context does not prevent students from approaching problems by thinking and acting beyond borders. **E**

Talking head

The EAIE speaks with **Ole Petter Ottersen**, Rector of the University of Oslo.



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

I have always seen it as a responsibility of the universities to be actors on a global scene. My own personal experience in academia was instrumental in inspiring me to help promote internationalisation in my own institution. I started to do research while still a medical student and the institute was well integrated in international collaborative networks. It was tacitly accepted and encouraged that students should go abroad to seek the leading expertise in the respective fields. The philosophy was that “quality is contagious” and that one should expose oneself to the very best scholars – regardless of their location on the map. This philosophy has inspired me also after I assumed leadership positions in academia.

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

The USA generously hosted numerous Norwegian students during the 2nd World War. The International Summer School at the University of Oslo was established just after the war, in appreciation of this fact, and many American students were invited to the Summer School. Today, we recruit from nearly 100 countries and welcome over 550 students every year.

The ninth semester in the medical curriculum is a semester taught in English.

The establishment of this semester is based on the idea that student exchange should be symmetric, *ie* that we should aspire to recruit internationally as many students as we send abroad.

Both activities are examples of successful internationalisation within my own institution. Even though initiated long before I came into office, both activities enjoy full support from the current university leadership.

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

I have a strong commitment to the University of Oslo and would like to intensify our international orientation. For me personally, solidarity is a key word when it comes to internationalisation. We must couple our ambitions of becoming an internationally leading university with goals of solidarity.

It is often stated that research and knowledge are the keys to solving the main global challenges, many of which primarily affect the poor. Climate change, peace and conflict, energy crisis, sustainable development, and health are among the issues we have to address. Our ambitions of attracting the best heads should be balanced by research cooperation with universities in the South, knowing that research could help provide the knowledge and build the competences needed to cope with the challenges ahead.

Ole Petter Ottersen graduated from the University of Oslo as Cand. med. (MD) in 1980 and gained his doctorate in medicine in 1982. He became professor of the Department of Anatomy in 1992. From 1997-1999, he was academic head of the Department of Anatomy; from 2000-2002 he was Vice-Dean of Research at the Medical Faculty, and from 2002-2009 he headed the Centre for Molecular Biology and Neuroscience; one of Norway’s centres of excellence. He has received a number of awards for his research, including the Anders Jahre Medical Prize for young scientists in 1990 and the Anders Jahre Award for Medical Research (main award) in 2008. The Rector and his team aim to develop the University of Oslo into an internationally leading university with academic breadth centred around research.

The **University of Oslo** is Norway’s largest and oldest institution of higher education. The university was founded in 1811 as The Royal Frederick University and was modelled after the recently established University of Berlin. It was originally named after King Frederick of Denmark and Norway and received its current name in 1939. The university has eight faculties. The Faculty of Law is still located at the old campus on Karl Johans gate, near the National Theatre, the Royal Palace, and the Parliament, while most of the other faculties are located at a modern campus area called Blindern, erected as of the 30s. The University had 27 700 students in 2010. In 2011 the University of Oslo celebrates its 200th anniversary.

Calendar

★ 11 TO 15 APRIL

EAIE Professional Development Module Leadership and Internationalisation

LOCATION: Liverpool, UK
www.eaie.org/pd

13 TO 14 APRIL

MODERN Senior Leadership Workshop 'Effecting Change in Higher Education Institutions'

LOCATION: Brussels, Belgium

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

TEL +32-2-289 24 62

E-MAIL programmes@esmu.be

www.highereducationmanagement.eu

★ 13 TO 15 APRIL

EAIE Training Course Fighting document fraud

LOCATION: Eindhoven, the Netherlands
www.eaie.org/pd

11 TO 12 MAY

MODERN Peer Learning Workshop 'Knowledge Exchange'

LOCATION: Politecnico di Milano, Milan, Italy

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

TEL +32-2-289 24 62

E-MAIL programmes@esmu.be

www.highereducationmanagement.eu

★ 11 TO 13 MAY

EAIE Training Course Joint and Double degrees – survival kit for a successful programme

LOCATION: Trento, Italy
www.eaie.org/pd

13 MAY

MODERN Conference 'Developing a strategic agenda for university knowledge exchange'

LOCATION: MIP-Politecnico di Milano, Campus
Bovisa, Milan, Italy

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

TEL +32-2-289 24 62

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★ 17 MAY

EAIE Annual Conference online registration opens

★ 18 TO 20 MAY

EAIE Committees meet in Amsterdam, the Netherlands

22 TO 24 MAY

ACA Annual Conference 2011 'The excellence imperative. World-class aspirations and real-world needs'

LOCATION: Universität Wien, Austria

INFO: ACA Secretariat, Brussels, Belgium

TEL +32-2-513 22 41

E-MAIL info@aca-secretariat.be

www.aca-secretariat.be

29 MAY TO 3 JUNE

NAFSA Annual Conference & Expo

LOCATION: Vancouver Convention Centre, Canada

INFO: NAFSA, Washington, DC, USA

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

E-MAIL conference@nafsa.org

www.nafsa.org/annualconference

★ 9 TO 11 JUNE

EAIE Training Course How to run your summer school successfully

LOCATION: Milan, Italy
www.eaie.org/pd

14 TO 17 JUNE

WACE World Conference 2011

LOCATION: Drexel University, Philadelphia, USA

INFO: World Association for Cooperative
Education, Boston, USA

TEL +1-617-373 88 77, FAX +1-617-373 34 63

www.waceinc.org

★ 16 TO 18 JUNE

EAIE Training Course International project management

LOCATION: Milan, Italy

www.eaie.org/pd

21 TO 23 JUNE

The 20th EAN Anniversary Conference 'Higher education for under-represented groups in the market economy'

LOCATION: Vrije Universiteit, Amsterdam, the
Netherlands

INFO: European Access Network, University of
Westminster, London, UK

TEL +44-207-911 58 68, FAX +44-207-911 58 73

E-MAIL info@ean-edu.org

www.ean-edu.org

★ 22 TO 24 JUNE

EAIE Training Course Marketing in the digital age

LOCATION: Copenhagen, Denmark

www.eaie.org/pd

★ 29 JUNE

EAIE Annual Conference early bird deadline www.eaie.org/copenhagen

★ 27 JUNE TO 1 JULY

EAIE Training Course English in the international workplace

LOCATION: Dublin, Ireland

www.eaie.org/pd

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