

FORUM

Discussing international education

DEVELOPING THE UNIVERSITIES OF A NEWBORN STATE
EDUCATION IN TIMES OF CONFLICT
IN CONVERSATION WITH JAUME PAGÈS
WHAT INTERNATIONALISATION? THE NEW PHASE



Editorial



COOPERATION ACROSS BORDERS

Throughout the centuries, universities have not infrequently come into conflict with the societies in which they exist and with the rulers of those societies, whether they be church leaders, princes or other governors. In many ways, this can be seen as a natural state of affairs, as one of the functions of higher education is to question the current social and economical situation and advocate change, which in its turn may be perceived as a threat to the powers that be. Even in modern democratic societies there is a potential clash between universities' accountability to society and their demand for autonomy. The line between accountability and control is fine and there are many instances today where funding institutions, whether they are public or private, consider that universities are not providing the kind of education and research that they deem to be right for their societies, businesses or organisations. In one of the latest twists, a conservative think tank in Texas has exerted pressure on Texas A&M University to become more commercial, with the result that the university president has resigned.

This debate goes beyond the simple question of the value of the humanities contra the sciences and engineering, where I would maintain that any reasonable person would see the value of both. It is rather a matter of short-term gains versus long-term

value and there are valid arguments for both sides. It is therefore always a source of considerable satisfaction to see examples of academia and business cooperating for mutual benefit. One of the most interesting collaborations is the organisation *Universaria* in Spain, whose CEO Jaume Pagès is interviewed in this issue. Here, a bank is cooperating with universities in a large number of countries, in a manner which seems to allow the universities involved to develop along the long-term lines they deem most appropriate but at the same providing a short-term gain to society with the support of the bank. Although this is perhaps a less common form of cooperation, particularly as regards its extent, there are, of course, many other ways in which universities work together with both their local community and wider society.

In many ways cooperation may be said to be a key word in this issue, although the emphasis this time is on countries and regions outside Europe. Three articles consider in some detail higher education in relation to the political situation in various areas of the world. In an overview, Duncan Hamshere discusses the problems facing education in countries torn by strife but also points to the opportunities offered by the re-establishment of peace. His comments should provide much food for thought. Herman de Leeuw turns his attention to the Arab world underlining

the essential role of international higher education in the region with some interesting examples of ongoing cooperation between Europe and the Middle East. In a timely piece, Jon Gunnar Simonsen comments on the situation of higher education in the newly independent state of South Sudan, where the process of relocating South Sudanese universities back to their original campuses in the south is due to commence. He highlights the difficulties facing them and the need for support and cooperation not only from other players in the region but also from Europe.

The problems and possibilities of inter-university cooperation across continents is the subject of an article in which Lex Bouter and Kees Kouwenaar consider a policy of the VU University in Amsterdam in working together with developing countries, stressing the importance of this kind of activity even in times of financial restraint. At a more general level, Marlie van Dun and Miguel Bravo Madrid continue the debate on how to rethink internationalisation.

Finally, in preparation for Copenhagen, this summer issue has a helpful article on the language of the host country. I look forward to seeing you all in September. Enjoy your summer.

— *Michael Cooper, Editor*
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Summer issue highlights

10

“Education is a human right and a powerful tool for social cohesion.”

DUNCAN HAMSHERE



15

“We are constantly seeking new universities who wish to join the network.”

AN INTERVIEW WITH JAUME PAGÈS



18

“Developing the capacity of the universities in South Sudan is a huge task.”

JON GUNNAR SIMONSEN



30

“To succeed, internationalisation must be internalised.”

WHAT INTERNATIONALISATION? THE NEW PHASE



Contents

EAIE UPDATES

News from the Association

SPOTLIGHTS

Regularly occurring themes

FEATURES

Investigating hot topics

02 EDITORIAL

06 MEMBER NEWS

On your behalf, Joint Leadership Meeting review, Introducing an EAIE Host University, Tribute to Tony Adams

08 EXPERIENCE MARKETING AT NYENRODE BUSINESS SCHOOL

Revise your recruitment strategy for the global marketplace

35 CALENDAR

10 EDUCATION IN TIMES OF CONFLICT

The immense challenges facing educational institutions in war-torn countries

12 DO YOU SPEAK DANISH?

Preparing for Copenhagen

14 INFORMATION FOR EXCHANGE

Revealing student opinions about their international experiences

15 JAUME PAGÈS

An interview with the CEO of Universia

18 DEVELOPING THE UNIVERSITIES OF A NEWBORN STATE

Higher education in South Sudan

34 TALKING HEAD

An interview with Alan Irwin

22 MATCHING ACADEMIC INTEREST WITH CAPACITY DEVELOPMENT

A VU University approach

26 CONFUSION, CRISIS AND CHANGE IN THE ARAB WORLD

Finding opportunities amidst political unrest

30 WHAT INTERNATIONALISATION?

The new phase for 2011

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Justyna Giezyńska, international education marketing and recruitment specialist with a background in anthropology and political sciences, focuses her work on the international office environment. She is an expert in international office design and intercultural communications. Currently, as part of her PhD thesis, Justyna is concentrating on the interaction of exchange students with hosting institutions.



Jon Gunnar Simonsen



Jon Gunnar Simonsen, Senior Adviser at the Norwegian Centre for International Cooperation in Higher Education (SIU), is responsible for cooperation programmes in Africa and Asia. Jon has also worked as a team leader for student mobility at the university level. He holds a Master's degree in history from the University of Bergen.



Lex Bouter



Lex Bouter works as Professor in Epidemiology at the VU University Medical Centre (VUmc). He became Rector of VU University in 2006. Between 1992 and 2006 he was Scientific Director of the EMGO Institute of Health and Care Research at VUmc, and Chair of one of the six clusters of VUmc.



Kees Kouwenaar



Kees Kouwenaar has been Director of the Centre for International Cooperation at the VU University since 2008. Prior to this, he worked in the fields of international legal cooperation, international education and international recognition of degrees and diplomas, and was involved in the UNESCO Council of Europe Lisbon Convention of 1997.



Miguel Bravo Madrid



Miguel Bravo Madrid works as Policy Officer in Internationalisation and Academic Development at NHTV Breda University of Applied Sciences. Miguel was Exchange & Double Degree Coordinator at the same institution and Incoming Exchange Coordinator at Tilburg University's Faculty of Economics. He studied and worked in Spain, the UK and Sweden before arriving in the Netherlands.



Marlie van Dun



Marlie van Dun is Director of International Affairs at NHTV Breda University of Applied Sciences. Previously, Marlie worked as a French language teacher and was one of the pioneers in building up the international partnerships of NHTV. She has extensive international experience in cooperating with both commercial and educational institutions. Her main focus at present is to strengthen the international strategy and to transform NHTV into a genuine international community.

Member news

On your behalf

Conference: NAGAP 2011 Annual Conference
Washington, DC
6-9 April 2011

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

Following the missed attendance of our President, Gudrun Paulsdottir, at the National Association of Graduate Admission Professionals (NAGAP) conference in April 2010 due to the volcanic eruption in Iceland, the invitation to visit their conference was extended to this year. While a few miles away democrats and republicans were fighting over the 2011 budget, with a possible shutdown of all federal institutions including many museums, approximately 650 professionals in graduate admission, enrolment and recruitment gathered together in one of the huge hotels in Washington, DC. Compared to our conference – although much smaller – this one was similar: pre-conference workshops, plenaries and sessions, and highly specialised content. There were only a few Europeans and I believe that many European colleagues could learn from the US perspectives on enrolment and admission. Meeting the NAGAP presidency confirmed that they want to continue cooperating with the EAIE, since they want to internationalise their conference and have more presenters from across the Atlantic. As a result, there is an invitation to our colleagues from M&R and ACE Professional Sections to join their 25th conference next year in Austin, Texas.

A few things struck me during this conference that our Conference Programme Committee might look into. Firstly, there is a constant flow of twitter information from participants on screens in the major conference areas. Secondly, the organisation wants to give back to the host city by adding a community service component to the conference. Since education starts at a primary level, NAGAP partnered with an organisation that provides public school youngsters across Washington with resources to prepare them for college education. Every participant was asked to bring a book appropriate for young teens and hand it in at the registration desk. After just one day, several boxes were full with books. This notion of community service is something the EAIE might like to consider for the future.

Finally, at this conference, exhibitors are seen as professionals. I attended a very interesting one-hour presentation on personalised marketing through multiple channels by an exhibitor in a packed room, and he didn't mention his company even once! Would this be possible at our conference?

2011 JOINT LEADERSHIP MEETING

Copenhagen Business School and Copenhagen University hosted this year's Joint Leadership Meeting (JLM) in Copenhagen in February. For three-and-a-half days, almost 80 members of the EAIE leadership gathered for a variety of meetings and plenaries to discuss the future and the next conference of the Association. Peter van der Hijden from the European Commission was the invited speaker and he introduced the news from the Commission on the Innovation Union and other research initiatives. All four committees had meetings, and some of them with the Professional Section (PS) and Special Interest Group (SIG) Chairs.

New for this year was the meeting between the Presidency, Director and the Committee Chairs – a meeting that will be on the agenda annually.

Another novelty was the joint meeting between the General Council and the Board on strategic questions. This also turned out to be a very useful meeting that will continue to be on the agenda in the future. There were six dynamic working groups this year, which touched upon subjects such as a new SIG structure, incentives in a non-profit organisation, the Dublin conference theme, working with Africa, the balance between sessions and exhibition, and how big the conference should get. Many of the outcomes have already proved useful. In order to manage all this we spent the evenings enjoying Danish food in fascinating places – the best way to enjoy each others company.

— *Gudrun Paulsdottir,*
 President of the EAIE

UNIVERSITÀ CATTOLICA DEL SACRO CUORE – AN EAIE HOST UNIVERSITY

TRAINING COURSE: Developing university strategies for internationalisation in a global context

DATE & LOCATION:

28 November – 1 December 2011,
Rome, Italy

www.eaie.org/professional_development

Affectionately known as 'Cattolica', Università Cattolica del Sacro Cuore is one of those great European universities which have become part of the city landscape. Its students provide a youthful energy which permeates every corner, from the cafés and shops surrounding the campus, to the beautiful gardens, graceful buildings and impressive library.

The cloisters at the Milan campus are iconic. Tens of thousands of students have walked along these magnificent corridors to lectures, tutorials and meetings, knowing that on one special day – the day of their graduation – they can walk upon the hallowed central lawns.

Milan is the university's largest campus, but Cattolica also has a Medical school in Rome, a sustainability-focused campus in Piacenza-Cremona, a research centre in Campobasso, and a campus in Brescia, at the foothills of the Alps. All of these campuses share one common ethos: to put the student first. Academic staff engage with the students and believe in the students. Cattolica is continually looking to develop new programmes and to provide new opportunities for local students as well as for students from around the world.



01

01. Tony was interviewed for *Forum* magazine in Winter 2008. You can read the interview at <http://tony-adams.org/interviewTA.pdf>

IN MEMORIAM

On Thursday 12 May 2011, Tony Adams passed away after a short and hard fight against cancer. An active and dedicated member of the EAIE, Tony Adams was co-editor of the *Journal of Studies in International Education* (JSIE) and one of the initiators of the Network of International Education Associations.

In the words of his Australian colleague, Jennie Lang, Tony "has left a global legacy and has laid the international foundation for a number of universities, our sector, and international education professional associations in Australia, the US, Europe and beyond."

Our thoughts are with Tony's family during this difficult time.

EXPERIENCE MARKETING AT NYENRODE BUSINESS SCHOOL: WHAT WE CAN LEARN FROM BUSINESS

JUSTYNA GIEZYNSKA 

Member of the EAIE Marketing & Recruitment Professional Section Board

One business school has taken their student recruitment drive to the next level in order to maximise their success in attracting the highest calibre students from the global marketplace. The new marketing initiative of Nyenrode Business School, which embraces the concept of experience marketing, is unveiled here.



01, 02 & 03. Nyenrode Business School, the Netherlands, by Raymond Rutting

During the period of rebuilding after the sacrilege of World War II, great minds of great Dutch companies came together to think about the fastest solution to the post-war shortage of business leaders. A foundation initiated by companies including KLM, Shell, Unilever, Philips and Akzo, bought a 13th century castle estate and turned it into an incubator for practical business thought: Nyenrode Business School. Over the years, Nyenrode Business School has trained scores of business people through programmes which accommodate the busy schedules of CEOs, directors, politicians, top managers and other VIPs whilst also catering for the educational needs of students straight out of high school.

Despite the solid reputation of the School, in the age of internationalisation and globalisation, the practice of effortless recruitment is over. People from the domestic market who are aware of the School (especially the older, more experienced crowd, who are ready to improve their skills through various short-term training or MBA programmes), do not need much coaxing to study at Nyenrode, especially if their company is paying. However, what about talented overseas students who have choices all over the world? How should they know that Nyenrode Business School is 'it'?

In practical terms, what are the marketing activities that the School's international office needs to embark on? Candidates for IMBA and MA in Management, in the age group of 20 to 35, used to learn about its existence merely from the regular channels of communication. "Information sessions directed at students in the Netherlands, and education fairs abroad, yielded as much as they could but not enough," says Arnold Persoon, International Office Director at Nyenrode Business School and EAIE Marketing & Recruitment Professional Section Board member. A room during a typical recruitment session looks as bland in Beijing as in Bangalore, identically clad tables allow no distinction between participating schools, no one reads the standard school banner which has seen too many airports, and brochures are often only as good as they weigh. The School's International Officer is almost sure to miss the target: the talented, driven, special candidates which Nyenrode Business School desires. Thus innovation must play a role.

Arnold recalls that his team put their heads together to concoct a solution slightly over a year ago. "One of our strong points, apart from our educational philosophy, is our moated castle estate surrounded by a protected nature reserve, notably not located at Harvard, Stanford

IN THE AGE OF INTERNATIONALISATION AND GLOBALISATION, THE PRACTICE OF EFFORTLESS RECRUITMENT IS OVER



or London Business School. What if we fly the students to our estate instead of us flying to a dusty conference centre near them? What if Nyenrode Business School could offer its international candidates a unique experience?" Nothing can serve this purpose better than the allure of a 13th century estate mixed with the promise of hard work, packaged in sophisticated marketing methods. The idea of a campus weekend at Nyenrode was born: experience marketing was to help in converting candidates into students. The result: on average a 30% conversion rate on participants who attended the campus weekend experience.

WHAT IF WE FLY THE STUDENTS TO OUR ESTATE INSTEAD OF US FLYING TO A DUSTY CONFERENCE CENTRE NEAR THEM?

Experience marketing is an idea familiar to these higher education institutions which use recruitment agents and invite them for an occasional 'familiarisation trip'. During such trips, agents visit school premises, meet with faculty and students, get to know the town (and its restaurants). The unspoken idea is that when they go back to their recruitment offices in faraway lands, they have something personal to say about the school they visited to the candidate and the parents, thus (slightly) influencing the choice. Such trips are often referred to as 'incentives' but in the end, it is the agent's experience and not the student's. Nyenrode Business School chose to omit the recruitment agency link and offer the experience directly to a small

number of prospective students. Only about 30 candidates can participate in an exclusive weekend event organised at the castle and the surrounding park. They are carefully chosen from among the pool of interested candidates (based on GMAT scores, CV and appropriate English language skills, supported with a convincing motivation letter). They fly in from all over the world and receive a royal treatment sponsored by the School, and the 10 best candidates with highest scores and hottest personal statements are flown at Nyenrode's expense. The School uses online channels to advertise this special opportunity, starting of

course with its own website, but followed with announcements on the School's Facebook and other social networking pages. Arnold says that the response to a potentially free trip is overwhelming and always met with disbelief, even by strong candidates. Since Nyenrode Business School focuses on the comprehensive studying and living experience, it of course is not only trying to sell itself on its green estate.

The weekend at the School is based on the interaction with the staff and faculty (over half of the School's faculty comes from the business world) and current students, but most importantly, its alumni who fly in from various parts of the globe to convey to the candidates what it is like to be a student at the School.

The committed alumni network spanning the world remains one of the School's core strengths. Candidates meet the faculty and staff in an unusual setting of a boot camp, during which they learn leadership theory and group dynamics. Amidst fun and games the admission staff assesses their leadership skills and at the barbecue candidates chew on skewers together with lecturers and accomplished international business leaders – the alumni.

One might say that such weekends represent extravagant marketing rather than experience marketing. I would risk saying, however, that Nyenrode Business School has done its math and uses the best possible business practices they know of in their marketing and recruitment process. Arnold Persoon is confident about the success of his project and is comfortable with sharing the details of this undertaking because he feels Nyenrode experience is unique – and with that he does not just mean the weekend.

Marketing and Recruitment

www.eaie.org/MR

Who should join this Professional Section?
EAIE members who:

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



Photo: Photoroller (shutterstock)

EDUCATION IN TIMES OF CONFLICT

Education constitutes the very foundation of a socially cohesive society, yet this basic human right is often denied or ignored within conflict-stricken countries during periods of volatility. This report explores both the challenges that exist for education in war-torn countries, and the opportunities which can arise when peace is restored.

“Next in importance to freedom and justice is popular education, without which neither freedom nor justice can be permanently maintained.” —James A. Garfield

Garfield spoke from experience, having lived and fought during the American civil war and having supported the abolition of slavery. Civil war, internal strife and conflict have been constants throughout the 20th century, although popular education – when successfully provided – has performed a key function in holding together society and providing freedom and justice for the citizens of countries. However, what happens to education when conflict strikes?

According to the University of Heidelberg Conflict Barometer, since 1990 there have been on average 30 highly violent conflicts per year, although some years the figure has been more than 50. The majority of these conflicts have been internal, with different parties within a nation fighting for supremacy due to religious or political ideology, to control natural resources, or for regional autonomy. For educators and students in many parts of the world, taking part in education in times of conflict is an everyday reality.

THE COSTS OF CONFLICT

One of the first results of conflict is the displacement of people due to fighting. They may be displaced internally or externally, but in general, the majority of people are displaced internally. The average time for internal displacement is around 20 years;¹ therefore many children grow up knowing nothing other than their displaced situation. These children have the fundamental human right to education. Moreover, it is recognised that “the right to education also enables the delivery of life-saving messages,

provides a sense of normality and absorbs energies of adolescents whose alternative options might include recruitment and violence.”² That said, internally displaced people are often discriminated against.

The obligation on the state to provide education is often ignored, or the state itself is unable to make that provision. In such cases, international aid agencies often step in to fill the void. Education, therefore, may be brought in from another country and whilst there are increasing attempts to standardise the quality of this provision, it is still very much work in progress.

The effect on education systems due to the displacement of the civil population is not the only current challenge; attacks on educational establishments are now a common feature of internal conflict. Even though this is considered to be a war crime under international law, the potential damage – both physical and psychological – that can be inflicted upon another ethnic/political group by attacking its education system (and children) leads them to be considered a viable target. Examples of such actions abound: the attack by separatists on the school in Breslan, and the harassment and murder of teachers (nearly 300 in the period 2000–2003) by paramilitary groups in Colombia, are two particularly graphic examples.

The end of hostilities may also bring in weak and myopic governments who see the reform of education as an opportunity to develop education to suit their political purposes. All too often, education systems have been used to exclude ethnic or social groups or to blanket learners’ minds with a particular brand of nationalistic ideology. This process, in turn, often leads inexorably to further conflict. A well-documented example of this is the discrimination in terms of content and access (to education) in the treatment of the Hutu majority by the Tutsi minority in post-colonial Rwanda.

In colonial times, only Tutsis were allowed to enter the civil service and were therefore given greater access and better quality education. This process continued even after independence in 1962. Changes then led to a reverse in society with the Tutsis being barred from education and government. This is widely considered to be one of the principal factors behind the 1994 genocide.

OPPORTUNITY FOR CHANGE

Whilst conflict and displacement do have dire consequences for education, the end of physical hostilities can often bring about genuine opportunities for change and development. The political space created by the end of a former regime may allow for previously impossible developments; examples of which include Afghanistan, where the end of Taliban control led to a 700% increase in primary enrolment; or in Cambodia, following the end of the Khmer Rouge, with an increase in primary enrolment of 1.4 million students.

Many higher education professionals who read this article work on the receiving end of students and process requests for support from students in conflict-affected countries. It is essential for us to remember that education is a human right and a powerful tool for social cohesion, peace and development. As such, when receiving students’ applications or requests, we must demonstrate an understanding of the contexts in which they have been educated, thus allowing us to make fair and justified decisions about their rights and ability to access our educational institutions and systems. **E**

Interested in learning more about countries affected by current crises? Join us at the EAIE Academy this November for the course ‘Education in times of conflict’. For more information, visit www.eaie.org/academy.

1. Learning in Displacement (2010). Norwegian Refugee Council.

2. UNESCO (2003). Education in Situations of Emergency, Crisis, and Reconstruction.

DO YOU SPEAK DANISH?

A timely appetizer ahead of the 2011 EAIE Conference in Copenhagen: brush up on your Danish with this condensed language lesson and historical overview. Be sure to take note of the handy phrases which can be tested at the conference in September!

DAN OLE FAABORG 
Member of the EAIE Board

My friend Bob said to me, “Danish sounds like ‘erhle boorhle erhle burhle’ – no distinctive sounds!”, however he agrees with me that countries with guttural languages produce the best beers: Tuborg, Carlsberg (and are they not distinctive?). Ale comes from *øl*, and so it goes. English has over 10 000 words still in use that are of Danish origin.

The Danish language is largely derived from the Old Norse language – also called the Danish Tongue. Because English and Danish are related languages, many common words are very similar in the two languages. For example, the following Danish words are easily recognisable in their written form to English speakers: *finger, arm, skulder, albue, vindue, have, over, under, for, give, flag, salt, hund, kat*. When pronounced, these words sound quite different from their English equivalents, due to the great vowel shift of English. A lot of Danish words are directly derived from English, such as *harddisk, computer* or *printer* – sometimes Danes mix languages as in *surfbræt* (*surfboard*).

ANY CONNECTION TO THE VIKINGS?

Unless you come from the Scandinavian countries, you might not think that the language you speak has anything to do with the Vikings, however many words in English are descended directly from words used by the Vikings. Viking words are still in use in Irish, German, Dutch, and even French, for example *boulevard* which is the same as Danish *bolværk*, meaning a straight wide quayside made from tree trunks. If you play scrabble you will find lots of local words which originated from the Viking Old Norse.

VIKING WORDS ARE STILL IN USE IN IRISH, GERMAN, DUTCH, AND EVEN FRENCH

The Vikings spoke a language fairly similar to the language spoken in Germany and the Netherlands at the time, and when the Vikings landed their longships in Britain, they had no problems understanding the language of their cousins the Anglo-Saxons and Jutes. ‘Sandwich’ means *sandvig*, a sandy bay – perhaps the most widely used Danish word today!

STANDARDS

Standard Danish is the language based on dialects spoken in and around the capital, Copenhagen. Danish has just one regional speech norm (more than 25% of all Danish speakers live in the metropolitan area of the capital and most institutions and businesses keep their main offices in Copenhagen), but the best Danish pronunciation is said to be heard in certain districts of Aarhus. Standard Danish emerged as a compromise between the historical dialects of Zealand and Scania (now in Sweden). Danish is, to

a considerable extent, mutually intelligible with Norwegian, but Swedish is another matter today and as a result, many Danes speak English with the Swedes.

Æ, Ø AND Å

The Danish alphabet is similar to the English one, with three additional letters: *æ, ø, å*, which come at the end of the alphabet,

SOME DANISH VOCABULARY

What is the EAIE?	Hvad er EAIE?
What time is it?	Hvad er klokken?
How do I get to...?	Hvordan kommer jeg til...?
- the Metro	- metroen
- the city centre	- city
- a bar/café/restaurant	- en bar/café/restaurant
Thank you	Tak (or) mange tak
Hello	Goddag
Goodbye	Farvel
Good morning	Godmorgen
Good evening	Godaften
Hi	Hej
Where is Tivoli?	Hvor er Tivoli?
Can I swim in the harbour?	Må jeg svømme i havnen?



Photo: Richard Clark (istock)

in that order. *Æ* is equivalent of *a* and *e* and resembles the exclamation *eh!* *Ø* is a combination of the characters *o* and *e*. The last character *å* is a combination of two *a*'s and is pronounced like the *o* in *oh!* A spelling reform in 1948 introduced the letter *å* – already in use in Norwegian and Swedish – into the Danish alphabet to replace the digraph *aa*, however, the old usage still occurs in some personal and geographical names, for example, the name of the cities of *Faaborg* or *Aalborg* are spelled with *aa*. *Århus* also wants to join in and be spelled *Aarhus!* In some areas of Jutland they like one-letter words: *a æ u' å ø i æ å* means: I am out on an island in the stream!

INTERESTING AND SIMPLE GRAMMAR

The infinitive forms of Danish verbs end in the vowel 'e' like in *begynde* (begin) or *svømme* (swim). Verbs are conjugated according to tense, but otherwise do not vary according to person or number. For example the present tense form of the Danish infinitive verb *åbne* (to open) is *åbner* – the form is the same regardless of whether

the subject is in the first, second, or third person, or whether it is singular or plural. Conjugating verbs is easy but compensated by the large number of irregular verbs. Many sound like present day English verbs, such as *trække, trak, trukken* (draw) or *hænge, hang, hængt* (hang) or *skære, skar, skåren* (shear or cut).

Like many Germanic languages, Danish joins compound nouns. The example *telekommunikationsteknikeraspirant* (a telecommunications technician apprentice), illustrates the difference from English usage.

FUNNY SOUNDS AND 'STØD'

The sounds of Danish are in many ways unique among languages. It is quite prone to considerable reduction and assimilation of both consonants and vowels, even in very formal standard language. A rare feature is the presence of a sound called 'stød' in Danish (push; thrust). This is a form of creaky voice, only occasionally realised as a full glottal stop.

It can be the only distinguishing feature between certain words, thus creating minimal pairs:

With glottal stop:	Without glottal stop:
<i>bønder</i> "peasants"	<i>bønner</i> "beans/prayers"
<i>mænd</i> "men"	<i>men</i> "but"
<i>anden</i> "the duck"	<i>anden</i> "the other"
<i>løber</i> "runs"	<i>løber</i> "a runner"

The glottal stop is directly related to the distribution of the common Scandinavian intonal word accents.

LISTEN TO SOME DANISH

If you want an aperitif before going to Copenhagen listen here:
www.dr.dk/P1/danmarkkort

See you in Copenhagen!

INFORMATION FOR EXCHANGE

Marco La Rosa highlights the need for providing better housing and course information to exchange students prior to their study abroad programmes.

The main aim of the Erasmus Student Network (ESN) 2009 survey was to explore what types of information are required by exchange and international students, what information they are actually provided with, by whom, and of what quality. The survey inquired about the accessibility and quality of information that students received both prior to, and during, their stay abroad. Students were asked about the information regarding the host university, course recognition, housing, extracurricular activities and visa and migration issues. As a result of the extensive promotion of the survey via ESN sections, national agencies and International Relations Offices, around 6800 complete responses were obtained.

The ESNSurvey 2009 entitled 'Information for Exchange' was presented at the EAIE Conference in Nantes last year. The results of the latest survey, conducted in 2010, will be showcased this year at the conference in Copenhagen, and to give you a taster, here are some of the key findings from the 2009 survey:

*Students first hear about the possibility for exchange mainly from other students at their home university (44%), the International Relations Office at their home university (20%) or from lecturers at the home university (16%). Most of them search actively for information about exchange: often on relevant websites (72%), but they also inquire with peer exchange students (40%).

*The most important information for students concerns the courses available at the host university (62%). In some cases, students lack knowledge about certain aspects of studying at the host university, in particular about the grading system and the way courses are organised at the host university. Moreover, the information that most often appears to be incorrect concerns the course availability, the content and the way they are organised. Just under half of the respondents

knew "much", or "very much", concerning recognition of their coursework (46%).

*Most students (83%) search for information on housing before their exchange. Over half of the students (54%) receive this information from the International Office of the hosting university, and former exchange students (11%) are also consulted to obtain information on housing. Incidentally, information on housing is considered to be the type of information that is lacking the most (31%).

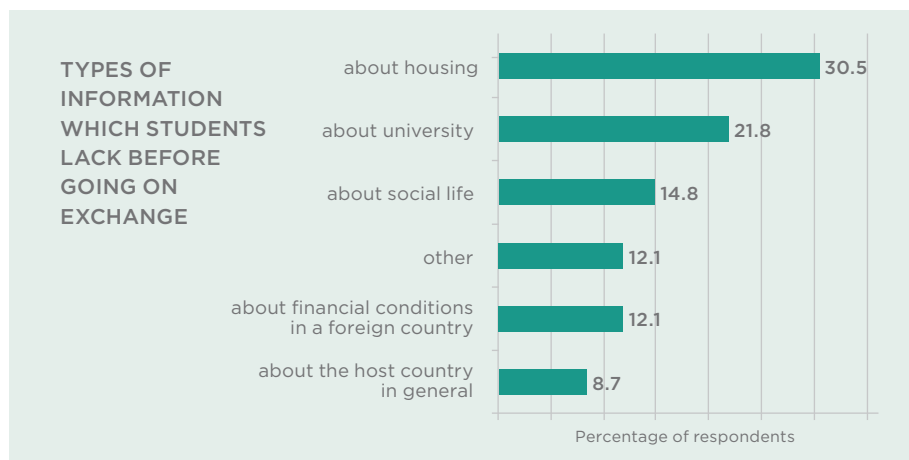
OUR RECOMMENDATIONS:

Based on the results of the ESNSurvey, we recommend providing more support and guidance on housing and more accurate and up-to-date information on courses (availability, grading, organisation and content). A particular focus should be on the information on university websites as they are by far the most frequently used source of information.

For further information and the entire survey please visit www.esn.org/survey or contact the survey coordinator, Emanuel Alfranseder, survey-coordinator@esn.org.

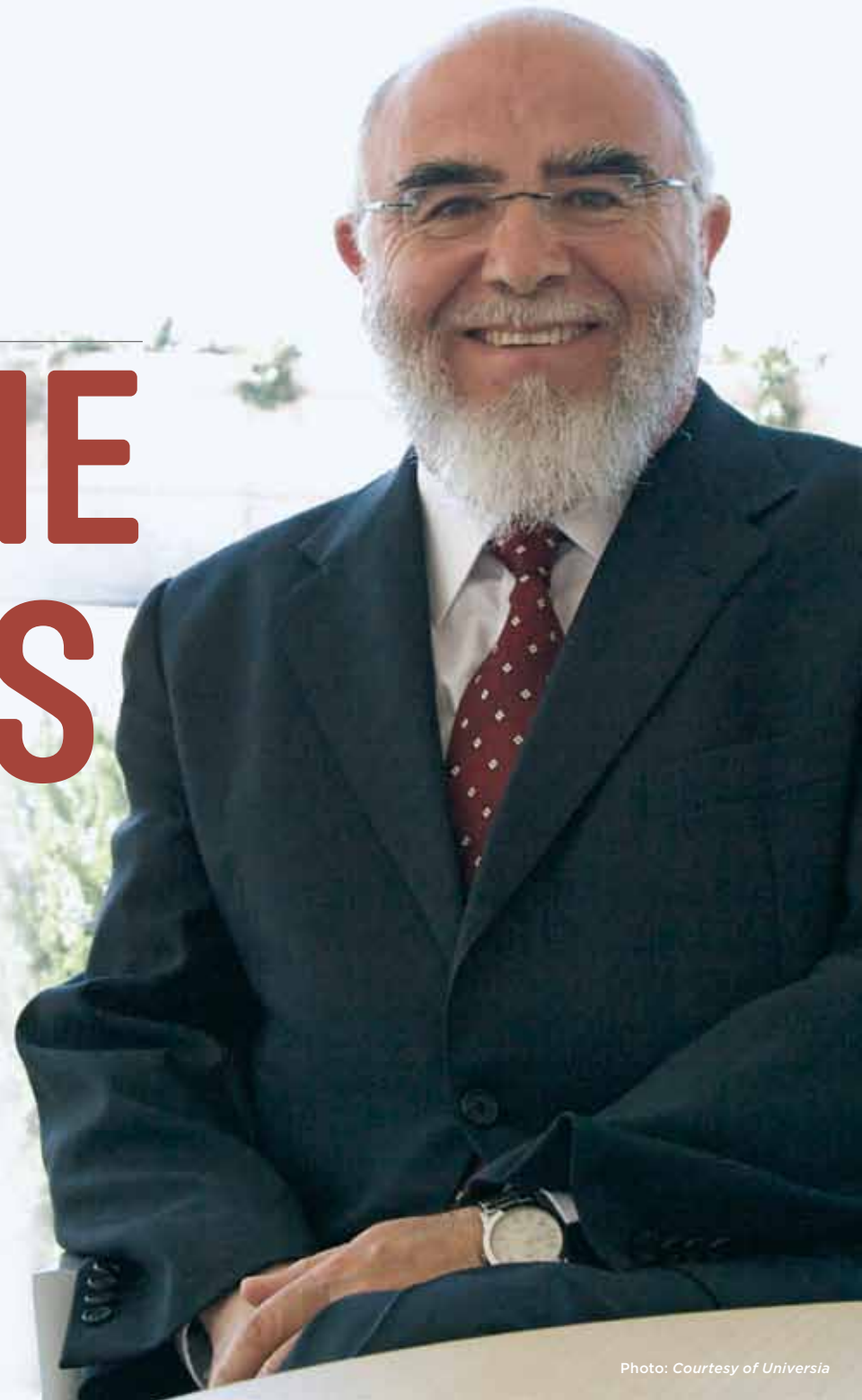
POSTER SESSION 06: ESNSURVEY 2010: E-VALUE-ATE YOUR EXCHANGE

This poster session, taking place at the 2011 EAIE Conference in Copenhagen, presents the results of the ESNSurvey 2010: E-value-ate Your Exchange, which aimed to explore the benefits of participating in an academic exchange. Illustrating the economical situation of exchange students while studying abroad as well as their opinions about the quality of studies at the home and host universities, the poster also shows the cost benefit ratio of a mobility period. Speakers will be available to discuss the survey during two sessions: Thursday 15 September 13.00-14.00 and Friday 16 September 12.00-13.00.



IN CONVERSATION WITH

JAUME PAGÈS



Jaume Pagès has been CEO of Universia – a collaborative network of universities united by their Latin American connections – for seven years. With a PhD in industrial engineering and extensive experience working in the higher education sector, Jaume is a man who believes in clear strategies coupled with a hard work ethic, and expects a similar attitude from all partner organisations. Here, he outlines the path he has paved for Universia and his ambitions for its future.

What is Universia?

JP: Universia is a form of cooperation between universities and business that has met with considerable success in the Latin American world. Its aim is to support universities in the performance of their role. When first initiated, it grouped together 33 Spanish universities, and today links together nearly 1200 university establishments in 23 countries. It constitutes a commercial company, in which the universities – which are members of the Conference of Spanish University Rectors (CRUE) – hold 70% of the capital, with 30% being held by Banco Santander. The bank agreed to take on the role of managing the company's affairs on the basis that it would renounce all rights to any profits generated by the shares.

You have been at the head of Universia for seven years now. How would you define this period?

JP: I became Chief Executive in 2004, at a time when a first international meeting of university rectors associated with Universia had already been scheduled for May 2005. The rectors of 800 universities had been invited to attend an event in Seville, forming part of the celebrations of the 500th anniversary of the foundation of the city's

new, more ambitious objectives, in addition to the planned establishment of an internet portal (which was, in fact, already quite well-advanced). It was at this point that the concept of a Latin American knowledge zone began to be mooted. In this way, we approved the Seville Declaration, in which we set ourselves the challenge of constructing this zone and of incorporating into it universities from countries in which Universia was not yet present.

Was the challenge met?

JP: Between 2005 and 2010, we incorporated universities from 23 countries. We have progressed to defining ourselves as a 'network of universities, and a network of opportunities,' since we see ourselves as a network generating a group awareness which, in turn, fosters internal relationships within higher education and research. In 2010, when the second Universia rectors' meeting took place, a step was taken towards a commitment to improve mobility, to foster social integration and development, to optimise university management and to disseminate teaching systems that are as transparent as possible. This second meeting took place in Guadalajara, Mexico, and was attended by over 1000 university

(universities that have departments of Hispanic studies). At the congress, the Banco Santander committed itself to investing €600 million over the following five years, of which €60 million would be allocated as internal mobility scholarships, for those about to graduate, and for young researchers who had already graduated. This equates to 18 000 exchange scholarships.

Isn't there a risk that the personality of each university may be restricted as a result?

JP: No, our aim is to support universities in the performance of their role. We do this by publicising the courses and scholarships from the universities, and also information about other institutions that we are provided with. Our aim is to give users valuable information, and for this reason we provide, for example, details about the scholarships that are on offer in the Far East. With regard to employment, in the current year alone we have contributed to the placing of 293 000 university students, of whom 174 000 have recently graduated, 17 000 have signed a contract for practical work while they study, 45 000 finished their course less than a year ago, and some 57 000 are seeking part-time work to help to pay for their studies.

WE HAVE PROGRESSED TO DEFINING OURSELVES AS A 'NETWORK OF UNIVERSITIES, AND A NETWORK OF OPPORTUNITIES'

university. There was a magnificent response to the invitation, with over 400 university rectors attending, including those of all the major centres. This led me to conclude that we would be justified in fixing

representatives, including both rectors of the universities in the network, and others who had been invited to attend from the main universities in Europe, the US, China, Russia, Morocco and other countries

How do you see Universia developing in the future?

JP: We have created a good strategy, which can only be put into place by companies – like ours – that aim to create a working community, a network of institutions committed to hard work. We are constantly

seeking new universities who wish to join the network, so that the different portals can take in the curricula of newly qualified graduates. We have access to data from 1800 portals which supply us on the one hand, with students' curricula, and on the other, with job offers.

With the perspective acquired through Universia, how do you see the importance of Latin America?

JP: In the Latin American ambit, a distinction needs to be made between society and the economy, and the world of the university. I would not say that, from an overall perspective, the Latin American university sector is marginal, but nevertheless, compared with the weight of the region's economies its influence is smaller than would be appropriate. It is thus very important that our initiative, to give a higher profile to this sector, is successful,

**LATIN AMERICA HAS
A PROMISING FUTURE**

since the project concerns some 14 million students. Promoting awareness of universities can only be beneficial to them, and will help them to increase their influence.

I think Latin America is acquiring increasing economic importance, and in fact they have not been affected by the financial crisis over there, but rather are experiencing a period of growth. In my estimation, the region will continue to enjoy growth, since it possesses raw materials that are required by the new global commercial powers, such as China. Latin America has a promising future and enjoys a certain stability that I believe will continue, despite the social inequalities.

How does Universia approach the problems that can arise from the region's diversity?

JP: We have different policies in each country, and in certain countries we do not accept all of the institutions that are given the title of 'university'. The centres joining the network are usually selected by committees made up of each country's university rectors. It is true that we have nearly 1200 centres in our network, but there are about 5000 in the region overall, which gives some idea of the filtering process that we apply. In Colombia, for example, we started with just six centres.

In general, there is a wide diversity of conditions and we are aware of this fact. Our aim is to undertake projects to form sub-groups of universities. We intend to dedicate a lot of attention to developing university sub-networks, which may have a variety of different objectives, depending on rectors' requests. One of these sub-networks could well be dedicated to research, since among the 1000-plus centres making up the Universia network, there are only about 100 that have a significant level of scientific production. Unlike Europe, Latin America has no organisation to mark out guidelines for research. We hope that this situation will change in the future, since it is a very important field.

Are Latin Americans interested in the Bologna Process?

JP: They are very interested in everything connected with Bologna and the European higher education arena. They see Universia as a link in this respect, and regularly ask us to invite European university rectors so that they can explain the workings of the Bologna Process. **E**

UNIVERSIA

Universia is a network of universities that brings together 1200 Latin American centres. It was created in the year 2000 as an initiative taken by the Conference of Spanish University Rectors (CRUE) in order to tackle the challenges of the internet, and to do so on a collective basis. The patronage of Banco Santander was the decisive factor that enabled CRUE to develop the initial project and to convert it into a service portal that is the leader in its field. The portal receives over 9 million unique visits per month, and has created a network of opportunities in the Latin American ambit. For more information visit www.universia.net.

INNOVERSIA

Universia wishes to make an active contribution to fostering innovation, and has created the Innoversia portal for this purpose. Through this portal, Universia publicises the technological challenges defined by companies seeking to find scientists within the university arena who are capable of responding to them.

This interview is provided courtesy of Universitat de Girona.



Photo: Kjell Gunnar Pettersen

01



Photo: Jon Gunnar Simonsen

02

IN EXTREMIS

DEVELOPING THE UNIVERSITIES OF A NEWBORN STATE



Photo: Jon Gunnar Simonsen

03



Photo: Jon Gunnar Simonsen

04



Photo: Jon Gunnar Simonsen

05

After decades of civil war in Sudan, followed by six years of peace and semi-autonomy for the southern part of the country, the people of Southern Sudan have voted 'yes' to secession from Sudan. Considering the substantial and immediate needs of the newborn state, it is uncertain whether the development of strong universities will be amongst the government's top priorities. Jon Gunnar Simonsen reports.

A HISTORY OF RELOCATING UNIVERSITIES

The University of Juba was established in the main Southern Sudanese town of Juba as early as the mid 1970s, during a few years of intermission between civil wars. In the late 1980s, as a result of the second civil war, the University of Juba moved to Khartoum, 1200 kilometres to the north. The original campus in Juba deteriorated, while the university that was established in Khartoum has now become one of three Southern Sudanese universities in exile in the northern capital.

As a consequence of the signing of the Comprehensive Peace Agreement (CPA) in 2005, the three exile universities, namely the Upper Nile University, University of Bahr el Ghazal and University of Juba, once again started the process of relocating – this time back to their original campuses in the south. Until now, however, the main bulk of the study programmes and the majority of students and staff, have remained in Khartoum. The language difference between the Arabic-speaking north, and the south – where English is the dominant administrative and academic language – is one of the challenges that have hampered the relocation process. While the three universities are finally changing address from Khartoum to the south this year, it remains to be seen how many of the students and staff members will follow. The majority

of students and staff at the three Southern Sudanese universities in Khartoum did not come from the south, but from other parts of the country. Most of these 'northerners' are expected to stay behind, and plans are being made to establish a new university in Khartoum that can embrace those who stay. It is highly uncertain if the assets of the three southern universities will be brought to

DEVELOPING THE CAPACITY OF THE UNIVERSITIES IN SOUTH SUDAN IS A HUGE TASK

South Sudan or be kept in Khartoum. The South Sudanese students and staff are likely to relocate, and most of them will come to the booming city of Juba, where they will face challenges such as scarce and expensive housing, and prices that generally are higher than in Khartoum.

IMMENSE CHALLENGES AHEAD

The South Sudanese universities face immense challenges. Where will the many thousand 'new' students and staff members be housed? How can the universities fund the construction of new lecture halls, laboratories and libraries? If the northern university teachers stay in Khartoum as expected, who will teach the students? Developing the capacity of the universities in South Sudan is a huge task. Immediate needs in 2011 must be met, but the process of building stronger universities requires a long-term focus. European universities may prove to be important partners for the aspiring universities of South Sudan.

SUCCESSFUL INTERNATIONAL COOPERATION

Norwegian institutions of higher education and research have a long history of successful cooperation with universities in Sudan. After the signing of the Comprehensive Peace Agreement (CPA), which was facilitated partly with support from Norway, the Norwegian Cooperation Programme for Capacity Development in Sudan (NUCOOP) was

established by the Norwegian government. The aim was to support the implementation of the CPA through the development of a sustainable capacity of higher education institutions in Southern Sudan. The programme is funded through the Norwegian Agency for Development Cooperation (Norad) and administered by the Norwegian Centre for International Cooperation in Higher Education (SIU).

A number of multi-annual projects, as well as some projects for additional funding of infrastructure and research training, are being supported in the period 2008–2012 within a financial frame of approximately NOK 60 million (€7.7 million). These projects are developed and run in cooperation between higher education institutions in South Sudan and Norway, together with Sudanese, regional and international network partners. The main approaches are training of students at different levels from diploma to PhD, staff training, development of study programmes, collaborative research

01. Facilities for teaching of displaced children in Wau, South Sudan. The teaching is conducted by former child soldiers, with support from UNICEF.

02. Poster promoting participation in the referendum.

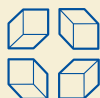
03. Students studying at the University Library, University of Juba.

04. University of Juba student copying his exam result.

05. Constructing a septic tank for a new guest house at the University of Juba.



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06. Library assistant Dina Nekedimo is one of the University of Juba staff who recently moved back to Juba after years in Khartoum. She and her husband followed the University of Juba under the relocation from Juba to Khartoum some twenty years ago. A few years ago her husband died, and in 2010 Dina took the risk of moving back to Juba with her three children, despite the fact that they didn't have a place to stay in the expensive capital of South Sudan.

projects, and investments in infrastructure, all within the specific fields of study covered by the projects.

LIBRARY AS BASIS FOR STRONG UNIVERSITIES

The University of Juba has the largest number of projects among the South Sudanese partners, and one of the supported areas is the university library. Among the requirements for a strong university is a university library that can support the research and teaching efforts of the university. The aim of the NUCOOP funding is to contribute to building a modern university library in Juba, and to train library staff for the University of Juba as well as other universities in South Sudan. Norway is also supporting the construction of a new Library and Information Science Training Centre at the University of Juba, which will further facilitate the training of library staff. In only a couple of years the level of training among library staff at the University of Juba has increased significantly, but still a number of staff members are without any formal training. In the current process of moving staff and students from Khartoum, the need for training library staff is increasing.

FRUITFUL REGIONAL PARTNERSHIPS

Makerere University in neighbouring Uganda is an active partner, and as such, the project is facilitating a regional partnership

Moreover, Makerere is supporting Juba in developing a new distance learning diploma programme in Library and Information Science, particularly targeting South Sudanese women. The number of women among staff at libraries is low, and the project has conducted research on barriers to female education in South Sudan. A high female drop-out rate in secondary school, due to reasons such as early marriage and dismissal from school because of pregnancy, means that few girls meet the formal requirements for university admission. Distance education diploma courses will constitute a training opportunity for women who cannot attend university or take up courses at institutions away from home. Thus the project may contribute to empowering South Sudanese women and helping redress the gender balance in the higher education sector.

The challenges are immense in South Sudan, with a tremendous lack of infrastructure, a damaged agricultural sector, a desperate need for better health care, low completion rates in primary and secondary education, and weak universities that are not capable of educating a work force that can contribute to the development of the emerging African state. The NUCOOP programme aims to support the higher education institutions to develop themselves. Through collaborative efforts, the capacity of the universities can be enhanced. This is fundamental for solving South Sudan's challenges. **E**

THE PROJECT MAY CONTRIBUTE TO EMPOWERING SOUTH SUDANESE WOMEN AND ENHANCING THE GENDER BALANCE IN THE HIGHER EDUCATION SECTOR

that may prove to be very fruitful for the universities. Library staff from South Sudan are trained in Uganda, and a group of South Sudanese students are pursuing Bachelor's and Master's degrees at the East African School of Library and Information Science at Makerere.

As a result of a referendum held in January 2011, Southern Sudan officially gained independence from Sudan on 9 July 2011. The official name is South Sudan, and the new capital city is Juba. English is the official language, used both for administration purposes and for education.



MATCHING ACADEMIC INTEREST WITH CAPACITY DEVELOPMENT

COOPERATION WITH UNIVERSITIES IN DEVELOPING AND MIDDLE-INCOME COUNTRIES¹

Faced with increasing international competition and decreasing public funds, can European universities afford to maintain partnerships with institutions in less developed countries? Lex Bouter and Kees Kouwenaar² highlight two programmes which demonstrate the partnership benefits, and explore key tactics to ensure success for all parties.

Stemming from its Protestant Christian roots, the VU University Amsterdam has a long history of working with universities in developing countries. However, the distinction between developing countries, middle-income countries, and so-called emerging economies, and between ‘excellent’ and ‘poor’ universities, has become much more diverse, calling for a more refined handling. Simultaneously, financial austerity forces universities like the VU to look for more synergies between its service to society and the core functions of education and research.

The Desmond Tutu Programme and the VU Programme for Research Cooperation with Developing Countries are two examples of the way in which the VU strives to maintain its commitment to sustainable and equitable development in a world of increasing complexity and decreasing public funds. These examples show how successful cooperation is based on a shared academic interest and a shared commitment to combine academic quality with social relevance on a global scale.

COOPERATION WITH DEVELOPING COUNTRIES

The VU University Amsterdam has a long and strong tradition of cooperation with developing countries. In 1958, the VU Student Association’s congress devoted a special day to international affairs, focusing on the relationship of the Netherlands to the so-called less developed countries.³ Partnerships were built and blossomed with, among others, the Universities of Botswana, Lesotho and Swaziland, with universities in Mozambique, Zimbabwe and beyond Africa – Yogyakarta (Indonesia) and in Nicaragua. Specific areas of VU expertise were, and still are, the pre-university preparation for science students, teacher training programmes, competence-based curricula, institutional leadership, management and change, and sustainable land management.

In its heyday of long-term experts – *ie* experts who were sent out for one or more years to complement and support the local staff – the VU employed more than 50 staff dedicated to cooperation with developing countries. Most of them were assigned as advisors or project managers to southern universities and ministries, and were living in the field for years. Still today, after the last long-term expert has packed his belongings and returned to the Netherlands, the VU has a sizeable Centre for International Cooperation, made up of 27 staff. It is their task to help deploy VU knowledge and expertise in the support of developing countries, assisting them to build an adequate knowledge infrastructure for sustainable and equitable development.

CAPACITY BUILDING AND ACADEMIC MERIT

“Do we have a moral obligation to cooperate with partners in less developed countries, even if it brings little benefit to our own education and research? Or should we rather only cooperate with such partners if there is substantial benefit to education and/or research at home?” These are the questions which the VU is faced with in view of increasing international competition and decreasing public funds – and the VU is not alone in this.

EUROPEAN UNIVERSITIES HAVE TO FOCUS THEIR RESEARCH AGENDAS ON GLOBAL CHALLENGES

There are arguments for both positions. The Netherlands Law of University Education has long stated ‘service to society’ as a third distinct objective of universities, alongside education and research.⁴ The Netherlands Ministry of Foreign Affairs clearly subordinates the notion of mutually beneficial academic cooperation to the objective of supporting capacity development in universities in developing countries. However, it

is increasingly difficult to draw a clear line: there are good quality universities in poorly developed regions and vice versa; there are excellent groups in less prominent universities and vice versa. Furthermore, ‘developing and middle-income countries’ reads nicely as a group of words, but becomes problematic when one starts putting countries (and their universities) in one group or the other.

From the perspective of universities in highly developed countries – in Europe and elsewhere – the option of ‘service to society’, parallel to the core functions of education and research, is increasingly difficult to maintain. The development of mass higher education, and the rising cost of research simply have not been matched by increasing public budget for universities. Chances seem slim that this will drastically improve in the near future. Universities can’t afford to stick to ‘service to society’ independently from education and research.

At the same time, universities need to groom their education and research more to the grand challenges such as climate change, scarcity of natural resources, issues of human safety and stability (with issues of migration and terrorism), and zoonosis⁵ (triggered by dense population of humans and livestock). In a globalised world, these challenges have to be met worldwide and universities must

be able to contribute to finding solutions in all parts of the world. The research mechanisms of the European Union reflect this analysis: they show an increasing focus on worldwide issues and international research. Likewise, European universities have to focus their research agendas on global challenges and their research groups have to participate in worldwide research alliances.

VU University is now clearly moving in this direction. This article gives two concrete examples of how the VU is looking for forms of cooperation, which are driven by mutual academic interest and benefit, but simultaneously helping partners to develop their capacity as academic institutions.

DESMOND TUTU PROGRAMME

On 16 June 2007, Archbishop Emeritus Desmond Mpila Tutu visited the VU. This date is South Africa's Youth Day, which commemorates the Soweto Uprisings of 1976. On this occasion, the VU created a number of professorial Chairs bearing Desmond Tutu's name and focusing on the themes of Youth, Sports and Reconciliation. This initiative was broadened on 4 December 2008 into the Desmond Tutu Programme,⁶ again in the presence of Archbishop Tutu.

In the Desmond Tutu Programme, VU academics work together with South African partners on a reciprocal basis. Five VU faculties now host a Desmond Tutu Chair for an initial period of five years. All Chairs focus on the theme of Youth, Sports and Reconciliation, each from their own academic background and expertise. The programme aims to strengthen cooperation between the VU and its seven partner institutes⁷ in South Africa through research, joint supervision of South African PhDs and by encouraging student exchange at Master's and Bachelor's level.

Jointly funded by the VU and the South African National Research Foundation, 18 PhD students work towards their doctorates under joint supervision by professors from the VU and a South African partner university. A pre-doctoral course helps students aspiring to a PhD to overcome any scholarly deficiencies. In addition, an exchange of almost 200 Master's students between the VU and partner universities is supported by the Netherlands Embassy in Pretoria. There are

professional development courses at Master's level for staff members of faculties at historically disadvantaged campuses of South African partners. Twenty South Africans will follow a complete Master's programme in the Netherlands. Finally, there are specific Desmond Tutu Programme Projects; among others, projects relating to the 2010 Football World Cup held in South Africa, and a Management of Diversity project.

NORTH-SOUTH COOPERATION

Since 2002, the VU has been running a modest seed money programme (€100 000 per year) for cooperation with universities in developing countries in Africa, Asia and Latin America. Funding comes from the endowment of the VU Association and from a private endowment Foundation sympathetic to the VU and its mission.

Religion in search of the common good in pluralistic societies

This is the name of a research project that Professor Eddy van der Borght from the International Reformed Theological Institute is conducting with the Nigerian Institute for Public Theology and Development Studies of the Reformed Theological Seminary in Mkar, Benue State, Nigeria.

It focuses on the role of the church in public issues in Nigeria, South Africa and the Netherlands, and focuses on three areas: religions and the state, religions and the eradication of poverty in the context of economic globalisation, and religions and ethnicity or nationalism. The project builds on earlier cooperation between the VU and the Beyers Naudé Center at the University of Stellenbosch.

With modest financial support (of EUR 20 000 per year) this four-year project has produced one PhD dissertation, two Master's degrees, four scientific conferences and three publications. It has laid the foundation for further academic cooperation and opened opportunities of external research funding.

The programme focuses on research-oriented cooperation with developing countries. It aims to support universities in developing countries to strengthen their research capacity and to produce research which is of good quality, socially relevant and also fits in the VU research agenda. It also aims to offer partners in developing countries access to the worldwide research networks of research and knowledge development.⁸

GRADUATE MOBILITY

The Desmond Tutu Programme and the VU Programme for North-South Cooperation both show how the VU sees its future with regard to academic cooperation with universities in lower- and middle-income countries and the so-called 'emerging economies'.

Capacity building as an independent objective of inter-university cooperation is increasingly difficult to uphold. A balance between mutual academic benefits, institutional learning and capacity building must be sought – in all parts of the world.

International academic cooperation is not limited to universities in similarly developed socio-economic environments. International academic cooperation can only flourish on the basis of mutual benefit, but this doesn't necessarily imply a perfect balance in the various kinds of benefits gained. Taking this as a starting point, the VU holds that graduate mobility between the VU and universities in less developed countries and middle-income countries can flourish best if it is based on content-oriented cooperation between academics.

AN EXAMPLE OF POLICY FORMATION

What do these two examples of the Desmond Tutu Programme and the VU Programme for North-South cooperation mean for future cooperation between the VU and universities in developing and middle-income countries?

They underline the importance of building on existing personal academic contacts, particularly with local ‘champions’, *ie* people with academic and/or social standing, who are willing to commit themselves to the cooperation. The examples also show the need to make sure that there is a minimal financial foundation for the cooperation, which is not directly tied to regular funding mechanisms for research and/or education. It would seem wise to start with research and PhD projects and to aim for guidance and supervision of the PhD candidates by professors from both the VU and the partner university. Reciprocity is the key starting point: both universities must have an interest in the cooperation and both must see the merit of it in terms of their own strategic objectives. As in all academic endeavours, scientific quality needs to be matched with societal relevance; but societal relevance can never serve as an excuse for insufficient academic quality.

Universities in less developed countries often have a great need for external support in institutional capacity development, but under the conditions of today and tomorrow, capacity development as a spin-off from



01. Desmond Tutu, © Studio VU/Yvonne Compier

IN CONCLUSION

The VU is in the process of redefining and re-shaping its commitment to cooperation with universities in developing and middle-income countries in a way which is sustainable in the

INTERNATIONAL ACADEMIC COOPERATION CAN ONLY FLOURISH ON THE BASIS OF MUTUAL BENEFIT

academic cooperation is the most feasible approach. The VU's experience has shown that academic cooperation with universities in developing countries requires a long-term commitment: academic cooperation needs time to come to fruition. Seed money may help to start research cooperation, which then needs to find external funding for continuation and up-scaling. Research cooperation may be extended into cooperation and exchange at the Master's level.

VU's increasingly competitive and globalised environment. In the process, the VU strives to integrate its cooperation with developing and middle-income countries into its broader strategy for international and indeed global academic cooperation. **E**

1. This article is based on a presentation by Prof. Lex M. Bouter, Rector of VU University Amsterdam (VU), on the principles and practice of academic mobility and cooperation between VU and universities in developing and transition countries.

The presentation was given at the workshop 'Europe and Africa: Intra and Inter regional academic mobility', Accra, 2-4 May 2010. This workshop was part of a wider project 'Access to Success: Fostering trust and exchange between Europe and Africa' of the EUA, AAU, EAN, VLIR-UOS and UHR, sponsored by the European Commission under the Erasmus Mundus programme.

2. The authors acknowledge Harry Wels (Associate Professor at VU University and former Director of the Desmond Tutu Programme) and Anna Bon (Senior Advisor at CIS-VU and Manager of the Programme for North-South Cooperation) for their valuable contributions.

3. Thijs, G. (2005). *Kleine luyden in ontwikkeling: De Vrije Universiteit en de Derde Wereld 1955-2005*. Meinema, Zoetermeer, ISBN 90 211 4086 1.

4. The current Law stipulates that the value of service to society should be incorporated in research programming and should be part of the targeted learning outcomes of academic programmes. The policy of the Ministry of Education is still to encourage what is called 'social valorisation' of the education and research at universities.

5. *I.e.* diseases transferred from one species to another, like the bird flu and HIV.

6. See <http://www.vu.nl/nl/onderzoek/onderzoekers/desmond-tutu-leerstool/index.asp> for more information.

7. University of Pretoria, University of Johannesburg, University of the Witwatersrand, University of South Africa, North West University, University of Kwa-Zulu Natal, Stellenbosch University.

8. See the report *Knowledge without Frontiers*, by the Netherlands Advisory Council on Science and Technology for an in-depth analysis of knowledge as capacity, *i.e.* to connect to global knowledge networks <http://www.awt.nl/uploads/files///Vertalingen/a74.pdf>.

CONFUSION, CRISIS AND CHANGE IN THE ARAB WORLD

HERMAN DE LEEUW 

*Chair of the EAIE Admissions Officers and
Credential Evaluators Professional Section Board*



The current unrest and dramatic power shifts occurring in the Arab world may spark new opportunities for international education to prosper in the region. Key factors instrumental to their success are highlighted here, together with examples of current international collaborations working to improve educational systems for the newly empowered citizens.

The world has recently been witnessing – or rather, is still witnessing – a wave of popular uprisings in the Arab world against long-standing regimes. Television broadcasts and newspapers have brought us the overthrow of governments in Tunisia and Egypt, a raging civil war in Libya, with ongoing unrest being reported from Yemen, Bahrain and Syria. Most sitting governments in the other Arab states are following these events with apprehension, although some actively support uprisings in other countries.

Arab governments received loud wake-up calls from their citizens, especially from the younger generations that grew up with social media. Twitter, Facebook and other networks have provided a means of rallying people that the regimes could not counter. Social media swept away all-powerful politicians like Hosni Mubarak, something previously

and conversant with the latest apps and social media, but simply because of their sheer numbers. People under 30 make up between 50% and 60% of the population in most Arab states. Coupled with high unemployment rates, mostly in the non-oil exporting countries, it is clear that the youth represent a powerful force that Arab politicians can no longer ignore.

INTERNATIONAL STUDY OPPORTUNITIES

Many young people in the Arab world now demand a better life. Higher education is seen as the key pathway to achieving success, so we may assume that students will be looking for study opportunities, either at home or abroad. Can that demand be met? Looking at the Gulf Area, younger generations will not lack opportunities: the International Exhibition & Conference on Higher Education (IECHE), which was held in April 2011, in Riyadh, attracted more

therefore, one wonders whether Saudi Arabia would not want to take the stage as a regional education hub for the Arab world.

What about the non oil-rich countries though? The 2008 World Bank report *The road not travelled: Education Reform in the Middle East and North Africa*, may be three years old, but is still relevant in many respects. In some MENA countries, national universities lack the appeal of international education, so there is a tradition that students travel overseas, a route mainly open to the elite. In other countries, gaining education abroad is highly restricted by the regime. What is clear is that participation in higher education ought to increase, be it at home or abroad. Quality issues exist, such as the modernisation of curricula and the training of staff, which ought to be taken up in earnest. This also tallies with the findings of a recent US-Islamic World Forum meeting, which took place in April 2011 in Washington; the proceedings of that meeting were due to be published by the Brookings Institute in June 2011.

THE YOUTH REPRESENT A POWERFUL FORCE THAT ARAB POLITICIANS CAN NO LONGER IGNORE

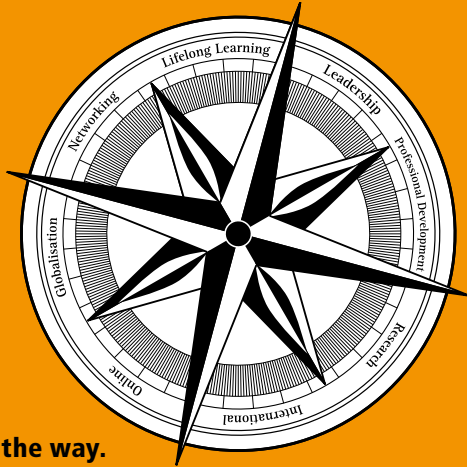
unimaginable. No one expected that Mubarak's son would not succeed him. It is, of course, unclear how events on the political front will evolve. What is clear, though, is that the citizens – and more particularly, the younger generations in the Arab world – have claimed the stage. Not just because they are well educated

than 250 000 visitors and had 428 international exhibitors (Australia 29, Canada 39, China 30, France 17, Japan 18, Saudi Arabia 53, Turkey 18, UK 62, USA 53) and thousands of congress participants from all over the world. Saudi Arabia is clearly investing heavily in education – some 25% of the country's GNP – and

INTERNATIONAL PARTNERSHIPS

The EU has been working in cooperation with the Arab world for quite some time, but this may have passed most people largely unnoticed. In November 1995, the Barcelona declaration signalled the beginning of official EU cooperation on

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**SAUDI ARABIA IS CLEARLY INVESTING HEAVILY IN EDUCATION –
SOME 25% OF THE COUNTRY'S GNP**

a number of themes, including social, cultural and humanitarian partnership. In 2008, this 'Barcelona Process' was continued under the name 'Union for the Mediterranean' (UoM). Tempus and Erasmus Mundus programmes are now being offered through delegations in many Arab states – running from Algeria to Yemen,¹ together with projects in the field of education, dealing – *inter alia* – with staff training. What's more, there's the Euro-Mediterranean University (EMUNI), based in Slovenia. EMUNI is one of the six priority areas of the Union for the Mediterranean. It was established as an international network of universities – the Euro-Med University network – which, it is hoped, will contribute to the establishment of a Euro-Mediterranean Higher Education, Science and Research Area. The 2010 General Assembly of EMUNI² counted 179 organisations (HEIs and other organisations) from 38 countries. EMUNI was awarded an Extended Erasmus University Charter in December 2009. This Erasmus University Charter provides the general framework for all European cooperation activities which a higher education institution may carry out within the Erasmus programme.

There's no doubt that EMUNI will grow in importance now, with the current changing landscape in the Arab world. However, there is more to internationalisation with the Arab world than EU policies. The Arab European Universities Association (AEUA),³ established in 1998, brings together the

European University Association (EUA) and the Association of Arab Universities (AARU). AEUA has been organising annual Presidents' meetings on an ad-hoc basis for quite some time. Between 3-6 July 2011, AEUA will be staging its presidents' meeting in Groningen, the Netherlands, and it is set to be the biggest AEUA meeting to date. Speakers include the Saudi Arabian Minister of Higher Education, his Dutch counterpart, chief representatives from AARU, the Dutch-Flemish accreditation organisation NVAO, presidents from universities in Belgium, Germany, Great Britain, Jordan, Lebanon, Syria, Sweden, the Netherlands and Yemen, plus the CEO of the Netherlands-based natural gas and energy trader GasTerra. Many participating HEIs aim to foster collaboration with partner institutions, leading to staff exchanges, curricular reform and so forth. Themes for the AEUA Presidents' Meeting will be quality assurance and accreditation; governance; internationalisation of higher education; and the issue of the labour market link with higher education.

THE NETHERLANDS

Recruitment within the Arab world is a further example of existing international collaboration. Many countries have been active in this field already: predominantly the UK, USA, Canada and Australia – the ones that also accounted for the biggest number of booths at IECHE last April in Riyadh. The Netherlands is a relative newcomer to this field: earlier

this year, the Holland Arab Education Consortium (HAEC) was established; a joint effort of the universities of Groningen, Leiden, Maastricht, Twente and Wageningen.⁴ HAEC undertakes joint cooperation with Arab HEIs and the recruitment of students, with the focus currently on Saudi Arabia, Oman, the UAE, Egypt, Jordan and Syria. The disciplines that the HAEC partners are actively seeking for cooperation in the Arab region are medicine, IT and engineering, but other disciplines may be added as the consortium evolves. The Netherlands Ministry of Science actively supports HAEC, which may turn out to be a huge bonus when it comes to striking first contacts – in most Arab countries, the higher education sector is still, by and large, public, and government support is the yard stick against which foreign HEIs may be measured. This is especially useful when it comes to long-lasting partnerships, like the partnerships established by HAEC members Groningen and Maastricht with HEIs in Saudi Arabia in 2006. For curriculum and staff development, Groningen signed two large contracts last April, in Medicine and Computer Science.⁵ **E**

1. www.eeas.europa.eu/delegations/web_en.htm

2. www.emuni.si/en/strani/419

3. www.AEUA.net

4. www.haec.nl

5. www.zawya.com/middle-east/education

WHAT INTERNATIONALISATION? **THE NEW PHASE**



With the concept of internationalisation fully acknowledged and integrated into the aims and objectives of many higher education institutions, Marlie van Dun and Miguel Bravo Madrid highlight the key methods they believe will best implement this concept – using a process of ‘internalisation’ to embed it into the very core of an institution.

In a recent publication, Hans de Wit and Uwe Brandenburg¹ wondered if we are at the end of internationalisation, suggesting that the most important issue now is “to rethink and redefine the way we look at internationalisation of higher education in the present time.” After some 20 years of undergoing the internationalisation process at our own institution, we are trying to address this issue, by mainly focusing on the *internalisation of internationalisation*. According to our institution’s strategy slogan, internationalisation is our way of life, but this does not prevent us from further embedding international characteristics within the organisation in the future. This seems a paradox that affects the heart of our institution and, as such, it is crucial to the strategy, the design of activities and to the organisational processes that are to be developed. Consequently, before making any decisions or choices it is extremely important to identify what is understood by being an ‘international institution’. In other words, we need to answer a key question: who are we?

INTERNATIONALISATION MUST BE INTERNALISED, IT MUST BE ‘OWNED’ BY INSTITUTIONS

Besides the internal rationales of transparency and consistency, there are currently two more reasons why this question should be food for serious thought. The first reason is the rapidly increasing globalisation of the higher education market, mostly understood as commercialisation, as de Wit and Brandenburg pointed out in their article, which implies fiercer international competition among higher education institutions. This simply requires any

institution – ours being no exception – to develop a strategy and try to maintain a strong position in the competitive struggle for the international student. Reinforcing this idea, the Commission Veerman (April 2010),² appointed by the Dutch Ministry of Education, strongly recommends Dutch institutions of higher education to choose a distinct profile both in terms of content (fields of study and the offer of study programmes) and in terms of the character of the institution.

Secondly, NVAO – the Dutch Accreditation Organisation of the Netherlands and Flanders – has developed a special framework for the assessment of internationalisation as a distinctive quality feature for study programmes at institutions of higher education. With respect to future accreditation of our programmes it is obviously recommendable to anticipate the NVAO standards.

DEVELOPING CLEAR STRATEGIES

We believe that to succeed, internationalisation must be internalised, it must be owned by institutions. However before it can be internalised, it must be made explicit through values and rationales. In the long run, only by encouraging this sense of institutional ownership and by developing clear institutional strategies of internationalisation, can its quality be assured.³ It has been previously suggested that internationalisation should entail “a change process from a national higher education institution into an international higher education institution, leading to the inclusion of an international dimension in all management aspects, in order to enhance the quality of teaching and research and to achieve the desired competences.”⁴

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Once we had accepted this view, we built our internationalisation policy upon a number of activities that were interconnected: student and lecturer exchanges, international partnerships, recruitment of international students, internationalisation of the curriculum, joint degrees, research projects and the establishment of double degrees. Now, the focus of our efforts is on 'internationalisation at home' and zooms in on the role of the different actors within the institution's community on the one hand, and on the supporting structures and facilities on the other hand. The management of the university will be informed of the outcomes, which aim to provide more insight into the identity and profile of the institution as well as concrete suggestions for actions that need to be undertaken in order to make

on the conception that interaction in a cross-cultural context is of high value, and therefore we have defined this to be the basic principle of any step or activity designed for transforming the institution into a genuine international community. Assuming that this view on the profile of the institution is widely shared, it should only be a matter of communication to carry out this identity accordingly and to demonstrate our 'way of life' in a natural and self-confident way. It will probably not be a surprise to anyone to hear that this stage has not been reached yet despite the huge achievements made in the past.

We have visualised our community as a concentric circle diagram where the inner circle is the international classroom – a concept developed by Vincent Platenkamp⁶

international character of the institution and are strongly interconnected. Roughly we can distinguish one major goal: a cultural change. In order to avoid fragmentation, coordinated action is needed. This goes hand in hand with clear and well developed ways of communication. Actually we consider this crucial to the success of all actions that are going to be undertaken. There are many good international practices within the institution but, unfortunately, it turns out that people hardly know what is going on within other departments, which means that colleagues can scarcely benefit from experience and knowledge that has been built up elsewhere in the organisation. Effective communication and sharing of knowledge could be identified as the two central actions, which are supported with parallel actions affecting the four target groups. As mentioned before, the international classroom is the key environment where students learn to collaborate and communicate in a cross-cultural context. Students exposed to other cultures in such environments can advantageously use these experiences to help them approach problems from a variety of perspectives. These environments, therefore, need to be protected, developed and cherished. **E**

ALL ACTIONS ARE TARGETED AT THE IMPROVEMENT OF THE INTERNATIONAL CHARACTER OF THE INSTITUTION

it more international, that is to say, to enhance education and research. Yes, research, because this new dimension was recently added to the relationship our institution has with the industry. "The linking of education, research, knowledge development and the professional field leads to a continually innovative form of education which gives graduates a competitive edge when entering the labour market. The combination of academic and higher professional education, together with an internationally oriented outlook, creates an educational institution with a truly unique set of qualities."⁵ This brings us again to the question of identity, of identifying our goals and why we use these tools and not others.

FOSTERING COMMUNICATION

Our institution wishes to create an open and informal atmosphere that encourages intensive interaction between lecturers, students and supporting staff. This is based

– and the outer circle is the institution. In the middle ring you find the Academy or Faculty where the student is studying. Of course, this community is inserted in a town, Breda, and this town is situated in a specific country, the Netherlands, in a particular continent of our world, Europe. These concentric circles are not sealed but porous; there is communication and interaction between the different circles.

TARGETED ACTION

In the last months, we interviewed a number of stakeholders within the organisation on the international character of the institution. In addition to concerns and criticism, the interviews provided us with suggestions for improvement in order to bolster up internationalisation, and inspired us to suggest a number of actions aimed at four target groups: students, staff, facilities and services, and management and leadership. All actions are targeted at the improvement of the

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1. De Wit, H., & Brandenburg, U. (2011). The End of Internationalization. *International Higher Education*, 62, 15-17.
 2. Advies van de Commissie Toekomstbestendig Hoger Onderwijs Stelsel (2010). *Differentiëren in drievoud*. Koninklijke Broese & Peereboom.
 3. Scott, P. (1992). Mass higher education in Europe: implications for student mobility and international education. *Occasional Paper 1*, EAIE.
 4. Söderqvist, M. (2007). *Internationalization and its management at Higher Education Institutions*, Helsinki School of Economics, HSE Print.
 5. NHTV Accelerates! Strategic Plan 2009-2012. *Excellence* (pp. 18-19). NHTV Breda University of Applied Sciences.
 6. Platenkamp, V. (2007). Contexts in Tourism and Leisure Studies. A Cross-Cultural Contribution to the Production of Knowledge, *NHTV Academic Studies* 5.

Talking head

The EAIE speaks with **Alan Irwin**, Acting President and Dean of Research at the Copenhagen Business School.

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

I've always thought that comparative analysis, and the awareness of national differences, can give unique insights and certainly provokes us to look much more closely at what gets taken for granted within a national perspective. This approach, in turn, raises many questions – and gives many opportunities – in terms of how and what we teach our students. As an undergraduate, I studied French as well as sociology, so I think I've always been fascinated by different cultures, languages and political systems. My PhD thesis was actually based on a comparative analysis of British and US rulemaking traditions. I was specifically examining vehicle safety legislation, and I was fascinated by the ways in which two political systems could reach different conclusions about what is essentially the same problem. I think an international perspective is essential when it comes to dealing with major business and societal challenges.

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

Copenhagen Business School has for a long time been a place with a strong international profile, and that is getting stronger all the time. However, I'd like to think that bringing me in from the UK to serve as one of our two deans (and now Acting President) has boosted the cause of international education – both from a student and a staff perspective. Having held academic positions in three British universities, the move to Denmark was certainly a challenge.

However, it's also been a marvellous opportunity and I feel very lucky to have been given this chance (I recommend it strongly). It has certainly made a huge difference to me in terms of broadening my experience, giving me a new perspective and challenging my assumptions about how higher education should operate. Plus, Copenhagen is a wonderful place to live!

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

Firstly, I would make it a requirement of all undergraduate degree programmes that students must spend some time (say two to three months) in a foreign country – either studying or in employment. Secondly, all students must learn a foreign language to at least an intermediate level (for an international institution like CBS, where English proficiency is already essential, this would actually mean a third language). Thirdly, I would provide significant funds for bilateral schemes, whereby academic staff can teach for a period in a foreign institution as a normally-accounted part of their duties. Fourthly, I would change the situation where international students are (sometimes, not always) seen only as income-generators rather than as major contributors to the intellectual life and cultural energy of the university. Finally, let us build internationalisation at home by ensuring that our institutions are open and welcoming to talented people across the globe. We can start by inviting overseas colleagues to take a critical look at our websites, our regulations and our teaching methods.

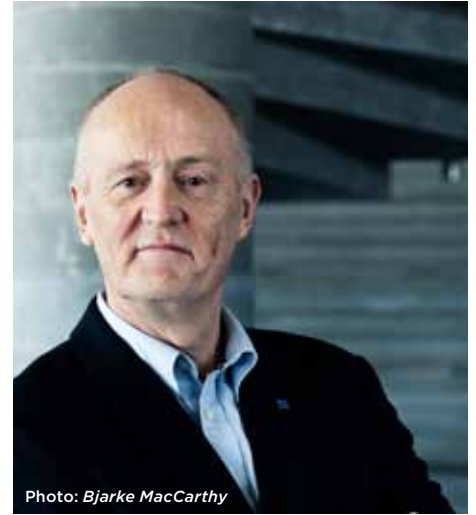


Photo: Bjarke MacCarthy

Alan Irwin joined Copenhagen Business School (CBS) as Dean of Research in 2007 and has been Acting President at CBS since March 2011. His PhD and MSc are from the University of Manchester. Alan's previous appointments include a period at the University of Liverpool, as Professor of Science and Technology Policy, and Dean of Social and Environmental Studies. He has also held appointments at Manchester and at Brunel University. Alan has chaired the UK Biotechnology and Biological Sciences Research Council Strategy Panel on 'Bioscience for Society', and is an Honorary Fellow of the British Association for the Advancement of Science. In 2009, he was awarded the first David Edge prize for the best paper in science and technology studies.

Copenhagen Business School (CBS) is one of the largest research-based business schools in western Europe, with 17 000 students, and offers degrees up to and including PhD level. CBS is a business university in the broadest sense: besides strong and innovative programmes within the traditional areas of business, it offers subjects that are often found in humanities and social sciences programmes. Twenty-six of its programmes are offered in English at the Bachelor and Master level. CBS is the official university partner for the 2011 EAIE Conference in Copenhagen.

Study abroad programmes are encouraged at CBS, with more than 1200 students going abroad on exchange or double degrees this year. CBS receives an almost equal number of students on exchange from partner universities. CBS is EQUIS and AMBA accredited and a member of the CEMS and PIM networks of reputable international business schools.

Calendar

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EAIE Annual Conference 2011 online registration closes

28 TO 31 AUGUST

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15th Annual IEASA Conference 'The impact of internationalisation on the quality of higher education'

LOCATION: Durban University of Technology, South Africa

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1 TO 4 SEPTEMBER

Prague 2011 XXIII EUPRIO Annual Conference 'Communicating knowledge transfer'

LOCATION: Prague, Czech Republic

INFO: European Universities Public Relations and Information Officers, Brussels, Belgium

E-MAIL info@euprio.cz

www.euprio.org

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11 TO 14 OCTOBER

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LOCATION: Adelaide Convention Centre, South Australia

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UNECC 5th Annual Conference 'Culture in/and Crisis'

LOCATION: Lessius University College, Antwerp, Belgium

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