



International Conference

Enhancing the Attractiveness and Competitiveness
of European Higher Education on a Global Scale:
Future Challenges in Shaping Student Affairs &
Student Development

Berlin, 10 to 12 June 2007

Documentation



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Federal Ministry
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International Conference

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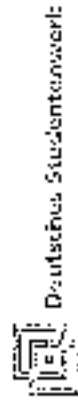
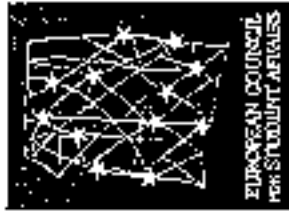
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Conference Programme





CONFERENCE PROGRAMME

VENUE: dbb forum berlin, Friesenstraße 169/170, D-10117 Berlin

Sunday, 10 June 2007

- 12:40 - 3 pm Guided sightseeing tour in Berlin (Can only attend participants)
- 5 - 7 pm Conference registration
- 7 - 9 pm Welcome reception and dinner for all attends

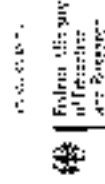
Monday, 11 June 2007

- 8:40 am Reg. station
- 9 am Welcome address
 - *Madrig Peter Gruber, Dean of Higher Education Department, Federal Agency for Education and Research*
 - *Rene Lutz, Vice-President of the European Student Organisation*
- 10 am Keynote speeches
 - **Minimising higher education in the European Union: Why and how?**
Jan Ege, European Commissioner for Education, Training, Culture and Youth
 - **The Bologna Process: London and beyond, a first assessment**
Dr Roger Handberg, Minister for Science, Economics and Transport and Schleswig-Holstein Governor member of the Bologna-Process Group (Denmark)
- 11 am Coffee break

Conference Programme

Enhancing the Attractiveness and Competitiveness of
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Future Challenges in Shaping Student Affairs &
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Berlin, 10 to 12 June 2007



1:50 pm	Plenary session I	
	Study the situation Europe: Learning Europe on the global map of higher education	
	<i>Session 1 will consider recent trends and developments in global student mobility. Europe's share of international students will be described and it's visibility on the world map of higher education discussed. The impact of the EU's and its economic regulations on studying in a selected number of European countries will also be presented.</i>	
	<ul style="list-style-type: none"> Global student mobility trends: Where is Europe? Dr. Christian Lind, Secretary General, Europa-Universität Exchange Service European higher education: How appealing is it to students from non-European countries? Gerald Pfeiffer, Director of the Academic Cooperation Association The social and economic situation of students in Europe: Perspective of selected results of the EUROSTUDENT-Kapitel Dr. Annette Ott, HIS Hochschul-Informations-System, Germany 	
	Dinner	
1:15 pm	Light lunch on the premises	
2:15 pm	Plenary Session II	
	Contributing to a global market: The role of student affairs and services	
	<i>In view of the increasing competition for the best students worldwide, Session II will focus on the central role of student affairs and services to enhance the competitiveness of higher education institutions. Presenters from university regions of Europe will try to share their personal perspectives on student services in this context. Can student services make a difference to meet the challenges of post-1990s in the field of higher education.</i>	
	Speakers: <ul style="list-style-type: none"> Associate Professor Dr. Tim Tees, Dean of Students, National University of Singapore Michael Sebban, Special Assistant to the Rector, Vice President for Student Affairs, Technische Universität, München, (1984-1988, USA) 	
	<ul style="list-style-type: none"> Defining Europe and the Herald, Secretary General, Deutsches Studentenwerk, Germany & President, European Council on Student Affairs 	
	Discussion	
	Coffee break	
	July 1991	
	International and local practices of student affairs around the world	
	<i>Session III focuses on a number of best practices in student affairs in Europe and around the world. Many mechanisms for student affairs can be set and what lessons can we learn from such cases? Which services are essential and need to be developed in order to respond better to student needs and expectations?</i>	
	<ul style="list-style-type: none"> First Finnish student housing project in St. Petersburg Mika Laitinen, Managing Director, Finnish Student Housing Ltd. (S24), Finland Modernisation of the innal services: Trends and challenges in France Pierre Richier, Director of the C.A.S.T.E.S de Metz, Metz, France ISTINET, a multi-level network for psychological intervention Gert Christens, S24, Belgium Creating a faculty friendly campus: Opening of the Campus Office "uni & child" - a joint project of the Technical University of Dresden and the Studentnetwork Dresden Dr. Rudolf Pöhlitz, Executive Director, Studentenwerk Dresden, Germany 	
	Discussion	
	End of first conference day	
6 pm	Book trip to the Euro Space & Conference clinic	
7 pm	Separate dinner for "Euro Marktercher Club" - optional - See the Spectators	

Tuesday, 12 June 2007

Chair
 Ichiro Arita, *Officer in Charge, Secretary General, Deutsches
 Studentenwerk, Chairman & President, Japanese Council for
 Student Affairs*

Panellists:

- *Dr. Georg Schulte, Secretary General of the Alexander
 von Humboldt Foundation, Germany*
- *Sandra Alencastre, Director, Career Services, University of
 British Columbia, Vancouver, Canada*
- *Associate Professor Dr. Van Park Kim, Dean of Students,
 National University of Singapore*
- *Martha Sullivan, Special Assistant to the Senior Vice
 President for External Affairs, Tulane University, New
 Orleans, USA*

12:30 pm
 Summing up and closing of the conference
 Ichiro Arita, *Officer in Charge, Secretary General, Deutsches
 Studentenwerk*

1:00 pm
 End of the conference

1:00 pm
 Farewell lunch on the premises

8 - 11 am Enrichment of 20 study session: III

Workshops and best practices in student affairs around the world

- **Welcome centres for internationally mobile researchers**
*Dr. Georg Schulte, Secretary General of the Alexander
 von Humboldt Foundation, Germany*
- **Pros and cons of the coils in practice in New Zealand**
*Marissa Avelar, Services Manager, Foreign International,
 Victoria University of Wellington, New Zealand*

Discussion

- **University on apprentices in Japan: Structure, mission & scope of activities**
Prof. Akashi Sugi, President, NIPPON, Japan
- **Career services at the University of British Columbia**
*Sandra Alencastre, Director, Career Services, University of
 British Columbia, Vancouver, Canada*
- **Presentation of the International Areas-Net**
*Marisa Sgarbi, International Relations Advisor, IAN-Net
 International Consortium, Italy*

Discussion

Coffee break

Panel debate

Paneling: European higher education institutions: The role of student services and support

Panelists from different regions of the world will discuss their perspectives of the role of student services in promoting and supporting European Higher Education as a global and successful world also discuss how partnerships could be formed to promote this idea.

List of Speakers



List of Speakers

Title	Family Name	First Name	Position	Organisation	City	Country	E-mail
Ms.	Alexander	Linda	Director, Career Services	University of British Columbia	Vancouver	Canada	linda.alexander@ubc.ca
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List of Participants



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Welcome addresses

MinDirg Peter Greisler

Head of Higher Education Directorate, Federal Ministry for Education and Research



René Voss

Vice-President of the Deutsches Studentenwerk





Bundesministerium
für Bildung
und Forschung

Welcome Address

by Peter Greisler

Federal Ministry of Education and Research

at

the International Conference on

**“Enhancing the Attractiveness and Competitiveness of
European Higher Education on a Global Scale:**

Future Challenges in Shaping Student Affairs

and Student Development”

Organized by the German Student Services Association

within the Framework of the

German EU Council Presidency

in Berlin

on 11 June 2007

Check against delivery

Professor Meyer auf der Heyde,
Commissioner Figel,
Dr. Hendriks,
Ladies and Gentlemen,

1.

I am delighted to be able to welcome you here in Berlin, just a stone's throw away from the Federal Ministry of Education and Research. Dr. Schavan very much regrets that she is unable to be here today. She wishes you every success for your conference. This conference is being held within the framework of the German EU Presidency and comes shortly after the Bologna Ministerial Conference in London. A large number of events related to Bologna have already taken place in Berlin this year. This demonstrates the great importance which we and our partners throughout Europe attach to the European Higher Education Area.

A glance at history shows that there has been a European higher education area since the Middle Ages. The mobility of students between different universities within Europe is also nothing new. It continues to be one of the universities' most important tasks to preserve and to develop European values – values such as peace, freedom, responsibility, freedom of expression, tolerance, respect for human rights, cultural diversity. We in Europe have a lot of things in common and

have a lead over universities in some other regions in this respect. Paradoxically - and to put it rather simplistically – it is precisely our cultural diversity and our respect for this differentness that makes us Europeans so alike.

I would like to emphasize two particularly important aspects of the many events held this year:

- The first is an established and encouraging fact: Student representatives have taken part in all the events that I have just mentioned. An important factor for the success of the Bologna Process is that this process is being furthered through a partnership between universities, students and the social partners.
- The second aspect is that the many events held in Germany this year clearly show the range of action of the Bologna Process. It covers questions concerning the *national* implementation of the Bologna reforms; agreements and discussions between the Bologna partner states on a *European level*; and the question of the *external dimension of the Bologna Process*, that is to say, the performance of the emerging European Higher Education Area in the *globalized* world of higher education. The spectrum of topics covered by the Bologna Process ranges from the two-cycle structure through to quality

assurance, the recognition of qualifications and mobility. In short: All areas of the European university scene are to be reformed and modernized.

II.

Ladies and Gentlemen,

We need the Bologna Process because it makes it easier for us in Europe to learn from one another. We share the world's great problems; in some cases we also share responsibility for causing them. It would be stupid to try to solve all these problems alone on a national basis. Let me just mention climate change or worldwide epidemics, such as AIDS, by way of example. Universities play an essential role here with their task of preserving and disseminating knowledge in society and promoting research and innovation. We must therefore ensure that the universities remain places for high-quality training. At the same time, we must ensure a better transfer of knowledge: a transfer between the universities, their staff, their students, their researchers and teachers, and between universities and industry and society.

A good education remains the best guarantee for a successful start to one's working life. The two-cycle structure and a wide range of courses of study, together with the new opportunities for mobility, represent excellent preconditions for enabling as

many young people as possible to gain qualifications that reflect their inclinations and aptitudes. Nevertheless, there are still a number of tasks which have to be completed by 2010, precisely with a view to employability.

Finally, we also need the Bologna reforms in order to improve the conditions under which students have to study. It should go without saying that the qualifications gained at one university should be recognized at another, that performance should be documented by the ECTS and the Diploma Supplement, and that the mobility which is being demanded by all sides should not be hampered by unnecessary obstacles.

These are the key features which will characterize a future common European Higher Education Area.

III.

Ladies and Gentlemen,

At the same time, it is, of course, also true that Europe needs a well-trained population in the economic contest with other regions in the world, particularly North America and Asia. The European Union's Lisbon Process is therefore aiming to make Europe the world's most competitive and most dynamic knowledge-based economic area. An efficient, attractive European higher education area – and here I am talking about all the 46 Bologna member states – consisting of national

higher education systems which communicate with one another represents an important contribution towards Europe's economic success. But this does not mean that the European higher education area can cut itself off from the rest of the world. No, on the contrary, the new structures should not only encourage transparency and mobility within the higher education area itself, but also enhance its attractiveness abroad. This means, for example, that we can learn from the United States in some respects, but, at the same time, uphold the values which make Europe so attractive. This involves intensive cooperation with all regions in the world – cooperation which our universities already cultivate by tradition.

IV.

Ladies and Gentlemen,

The further development and success of the Bologna Process also involves improving the social and economic framework conditions for our students. The Education Ministers were therefore right to include the following positions in the London Communiqué:

“Higher education should play a strong role in fostering social cohesion, reducing inequalities and raising the level of knowledge (...). (...) We therefore continue our efforts to provide adequate student services, create more flexible

learning pathways into and within higher education, and to widen participation at all levels on the basis of equal opportunity."

I think that we all know that our countries still have a lot of improvements to make in this field before we can achieve this ambitious goal. Federal Minister Dr. Annette Schavan and the President of the German Student Services Association, Professor Dobischat, will present the latest data from the 18th Social Survey of the Economic and Social Situation in Germany on 19 June 2007. This data, together with the data from around 20 other countries, will form the basis for the EUROSTUDENT project, whose results are to be published in Ljubljana in Spring 2008 within the framework of Slovenia's EU Council Presidency. The Education Ministers intend that these results should serve to improve the provision of data in future and should form the basis for discussing national and political approaches to the social dimension at the next ministerial conference in 2009.

With this in mind, I support the demand that we should use the time between the London conference and the follow-up conference in 2009 to gather more information and experience on mobility and the social dimension, an area which you, Ladies and Gentlemen, have always strongly championed. I would also like to take this opportunity to say that I am delighted that the

HIS Eurostudent project is to assume a stronger role. The BMBF has supported this project from the very start, together with the Statistical Office of the European Communities (Eurostat).

The Federal Government has set its own ambitious target: a student mobility rate of 50 percent, 20 percent of which should be for at least one semester.

At this place I should mention some numbers about Germany:

The number of German students abroad rose steadily from 1991 to 2004 from 34,000 to 69,000.

Approximately 12 percent of the just under 2 million students in Germany are foreigners (including "Bildungsinländer", i.e. foreign citizens who have completed a German 'Abitur'). This compares with a mere 9 percent in 1999.

We are the most attractive location for European students: 115,000 Europeans are studying in Germany, compared with 104,000 Europeans in the United Kingdom and 77,000 in the United States.

Worldwide, we are the third most attractive country for foreign students, taking third place behind the United States and the United Kingdom.

V.

Ladies and Gentlemen,

Your two-day conference has many points of contact with these European and education policy goals.

You are interested in discussing with experts from all over the world how the student services can contribute to making the European Higher Education Area more attractive and more competitive, particularly in comparison to those regions in the world which regard higher education as an economic and export factor.

This is a central and strategically highly relevant question which touches the core of the Bologna Process. It is the student services that guarantee the high student mobility which the Bologna states are aiming for.

That is why we are so eager to hear the results of your discussions.

Thank you for your attention.

International ECStA-/DSW-Conference
„Enhancing the Attractiveness and Competitiveness of European Higher
Education on a Global Scale:
Future Challenges in Shaping Student Affairs & Student Development”

Berlin, 10 – 12 June 2007

Greeting by the Vice President of the German Studentenwerk

René Voss

11 June 2007, ca. 9.35 until 9.50 am

DRAFT

– Please check against delivery –

Dear Mr Commissioner,

Dear Mr Greisler,

Dear Mr Hendriks,

Ladies and Gentlemen of the scientific institutions, research institutions, foundations and partner associations,

Ladies and Gentlemen of the of the German Federal Ministry for Education and Research,

Dear Members of the European Council for Student Affairs,

Ladies and Gentlemen of higher education and partner organisations,

Dear international guests,

Dear colleagues,

Ladies and gentlemen,

On behalf of the German Studentenwerk and the European Council for Student Affairs I would like to extend to you a warm welcome.

“Welcome to Germany, welcome to Berlin, welcome to our conference!”

For some of you the way here has taken just a few minutes, some have had a long journey and others a very long one.

This makes me all the more delighted to see that so many of you have accepted our invitation to this international conference!

Twenty countries and four continents are represented here today. I personally don't know of any other event where student affairs and student services are considered in

such a global setting. You have heard of the motto "Act local, think global" – today and tomorrow this becomes reality.

Here in Berlin we have the ideal conditions for an intensive, as it were global exchange of ideas, experiences and positions, which is the aim of this conference.

Ladies and gentlemen, I would first like to express my gratitude to the German Federal Ministry for Education and Research which generously supports this conference and makes it at all possible.

Dear Mr Greisler, on behalf of the German Studentenwerk and the ECStA I thank you for your ministry's support and would ask you to pass my thanks on to your Minister. Ms Annette Schavan.

Now, I would like to begin by giving you a short outline of our conference.

In the context of Germany's presidency of the European Council the subject of education enjoys a high level of significance. We want to tie in with that.

Our main questions are:

- What strategic function must Student affairs and Student Development adopt within an area of higher education that wishes to hold its ground on a global scale?
- What can Student Affairs contribute towards increasing the attractiveness and competitiveness of European establishments of higher education?
- How must Student Affairs and Student Development be advanced on a national level in order to promote Europe-wide education and studies against the global competition?
- In a nutshell: "Can student services make a difference on a global scale?"

Ladies and gentlemen, we totally agree with the education ministers of the meanwhile forty-six countries who are working to bring about the European Higher Education Area by the year 2010.

At the last Bologna follow-up conference in London just a month ago, they put the goal into words, "[to] strengthen Europe's attractiveness and competitiveness". In the closing statement from London it says that the forty-six countries of the European Higher Education Area want "[to] provide adequate student services".

And if you are willing, ladies and gentlemen, at this conference we are going to try to develop not just adequate, but **excellent** Student Services for the European Higher Education Area.

As Vice President of the German Studentenwerk I am convinced that the 46 European countries that took part in the Bologna process stand before a great opportunity.

If they recognise that Student Affairs and Student Development are of **vital importance** for Europe as a place to study, **together** we can give the European Higher Education Area a distinctive face and bestow upon it a very high level of attraction.

Internationally, "Europa" already enjoys an excellent reputation as the byword for scholarship and higher education. The education offered at our colleges attracts students and researchers from all over the world.

With the European Higher Education Area, which is to be realised by the year 2010, we have the unique opportunity to prime worldwide attractive European teaching and research with the just as attractive European social and economic infrastructure.

We have an extremely appealing and solid infrastructure that gives effective support to students and researchers. This includes accommodation, meals, childcare, information, careers services and much more.

I don't want to anticipate the results of our discussions here, but I am sure, ladies and gentlemen:

"Student Services don't just make a difference, they indeed make the difference."

At the moment this is still an assertion, but I am sure that this conference will deliver ample arguments to back it up!

Indeed, I would like that a signal be sent out from Berlin to students and researchers all over the world: the European Higher Education Area entices not only with its excellent universities, but also with a well developed social infrastructure that promotes mobility!

Today and tomorrow we want to discuss together, we want to compare and learn from one another. One can only do this if one has enough subject matter.

I promise you, ladies and gentlemen, there will be plenty of it.

Just a quick glance at the programme will assure you that highly interesting contributions from top-class experts await you.

It is my particular honour and pleasure today to be able to welcome the EU-Commissioner for professional education, culture and multilingualism. He will be explaining the goals of the European Higher Education Area to us.

I am also looking forward to hearing from Dr. Birger Hendriks of the Bologna follow up group how far, in his view, the Bologna process has come since its beginning in 1999.

In three panels we will learn from selected experts what the global map of the world regions that are competing in the area of higher education actually looks like. We will hear how Student Services are valued in the global market development and we will get to know best practices from all over the world.

I'm sure you will understand, ladies and gentlemen, if I don't name all speakers individually.

On behalf of the Deutsche Studentenwerk I would like to give my sincere thanks to all who have agreed to participate in this conference. I am looking forward to learning from you, discussing with you, and I'm sure that goes for everyone here in this room.

Ladies and gentlemen, I wish you two exciting, informative and varied days here in Berlin!

Thank you.

Modernising higher education in the European Union: Why and how?

Ján Figel

European Commissioner for Education, Training,
Culture and Youth



Ján Figel—Commissioner for Education, Training, Culture, and Youth

Modernising European Higher Education—why and how

DSW Conference: Enhancing the attractiveness and competitiveness of European Higher Education on a global scale: Future challenges in shaping student affairs and student development

Berlin, 11 June 2007

Check against delivery

[Acknowledge authorities in attendance]

Ladies and Gentlemen,
Dear students.

I am very happy to be with you this morning. It is always a pleasure to meet with students – and staff.

In many ways, you represent the future. In many ways too, the future is in your hands.

I was also very pleased to receive the kind invitation from the Deutsches Studentenwerk to speak here today and I would like to take this opportunity to applaud the engagement of the DSW in the higher education sector.

Things like proper child care facilities, for example, are crucial in allowing students who are parents to dedicate sufficient time to their studies and make a huge difference in the life of many university students.

Organisations like yours remind us that education is all about people; much more than it is about degree structures or recognition of diplomas—important as these things are.

Education is about creating the best environment for a society to disseminate and extend its values and knowledge; it's about finding ways to translate knowledge into tangible and intangible benefits; it's about imagining a better future and the ways and means to make it happen.

This last point is crucial.

It is thanks to education that we learn the value of freedom and how to achieve and safeguard it. It is not by chance that dictators have always feared universities and have tried to control them.

In a sense, of course, the leaders of dictatorial regimes were – and are - right to fear academic circles.

There would be little social change and social mobility, for example, without a healthy higher-education system. In this light, I would also like to acknowledge the longstanding engagement of DSW for equitable access to higher education.

Ladies and Gentlemen:

I would like today to share with you my vision of Europe's higher education in the years to come.

The world is changing fast and universities need to keep up with this change.

Modernisation is not an option for higher education – it's a must. Its basic conditions include the realisation of the European Higher Education Area, a new mix of public and private funding for our universities, and a new relationship between universities and public authorities.

Before I proceed, let me just clarify that when I say 'universities' I also include Fachhochschulen and other types of higher education institution, of course.

The Lisbon Strategy and the European Higher Education Area

The starting point for this discussion has to be the EU's so-called "Lisbon Strategy", which in my view is inseparable from our common efforts in education and research.

The Lisbon Strategy, launched back in the year 2000, is a ten year strategy for boosting jobs and growth in the EU.

After so many years during which national and regional authorities were reluctant to see education and training as a genuinely European issues, their central role in creating jobs and growth has finally brought them to the centre of the European Stage.

All EU countries now agree that the quality of education and training, in particular in science and technology, is a key ingredient for the long-term success of the Union—both in social and in economic terms.

Of course, the higher education sector was somewhat ahead of the game in this respect, because the goal of creating a **European Higher Education Area** was already adopted a year ahead of the Lisbon Strategy, namely through the Bologna process.

This European Higher Education Area should be in place by 2010 and will be characterised by:

- the free movement of students and teachers;
- qualifications frameworks and credit systems, which boost transparency, recognition of qualifications and lifelong learning.
- and, crucially, effective internal and external quality assurance.

Ladies and Gentlemen:

Quality assurance is one of the key elements of the European Higher Education Area. We are witnessing the emergence of trustworthy, well connected internal and external quality assurance systems in all European countries with feedback loops that allow for the constant improvement of output.

A major step forward was taken at the Bologna Process Ministerial meeting in London last month, with the agreement on the **European Register of Quality Assurance Agencies**. We will hear more about that from the next speaker, Birger Hendriks.

Quality labels will have a positive impact on the academic landscape because... among other things... students will be able to use them to choose their university.

I think this is important because it makes institutions more transparent and responsible and, above all, because it ultimately empowers students ahead of one of the most momentous choices in their lives.

However, a lot needs still to be done. All study programmes have to be described in detail on the university's website, indicating the learning outcomes to be achieved, the level and the kind of accreditation or certification the programme or institution has been awarded. Sophisticated rankings are beginning to provide additional information for those who need it.

Funding

No discussion on modernising higher education can ignore the question of funding.

Who should pay for Europe's universities? How much? How? The implications of these questions are enormous, ranging from the quality of higher education to issues of social justice.

Let us look at the broad picture first.

Everyone agrees on the starting point: universities are under-funded in Europe compared with other countries in the world such as the US and Korea. Last year the European Commission recommended that EU countries devote at least 2% of their GDP to higher education. The situation would improve enormously if they followed our advice.

However, it's not just a matter of throwing more money at learning institutions. Public funding should follow new principles, taking into account the increasing diversity of higher education institutions and focusing more on outcomes than on inputs: Universities should no longer be primarily funded for what they are or are called, but for what they do, and how well they do it.

It is clear, however, that the larger part of the additional investment needed in higher education and research cannot and will not come from the public purse, but will have to come from private sources. Indeed, if we compare the EU and the USA, the funding gap in higher Education -- which the Commission, estimated in late 2005 to be some 180 billion euros, -- consists almost entirely of private financing. In the other words, the USA spends roughly the same as we do out of public funds, but then goes on to more than double it with extra funds from other sources.

To be competitive, European Universities will have to assume more responsibility for their own long-term financial sustainability, particular in research. Realising this, many of them are beginning to diversify their research funding portfolios through collaboration with enterprises, foundations and other private sources.

Tuition fees

Private sources, of course, include tuition fees. This is a complex and passionate debate, and not just in Germany.

I know that the Deutsches Studentenwerk has traditionally been a strong supporter of equitable access to higher education and I congratulate you on that. Tuition fees are clearly directly related to the question of equitable access.

The Commission has examined this question in depth. Last year, on my initiative, the Commission adopted a Communication on Efficiency and Equity in education systems. It was based on extensive research carried out by a network of economists across Europe.

The basic conclusion we reached was simple: there is no necessary contradiction between an efficient education system and one which offers equal opportunity. With regard to tuition fees, we reached an equally straightforward conclusion, namely:

Free access to higher education does not necessarily guarantee equity

Indeed, the result of free access can often be quite the opposite, and Germany is a case in point. You have a long tradition of tuition free higher education. However, as the DSW itself has repeatedly pointed out, there is room for improvement when it comes to giving everyone a fair chance to go to university in your country.

But let me be clear: I am not a supporter of tuition fees per se. Rather, I would say that in most countries, it is a question of developing comprehensive systems composed of fees, loans, grants and exemptions. If these components are put together intelligently, they can provide the policy tools needed to ensure equity. This is what really counts; in simple terms, excellence cannot be achieved if socio-economic background continues to be a barrier to education and to research careers.

More Responsive universities

Of course, it's not just about systems. Universities will have to do their homework too. They have to adapt their internal governance systems to cope with newly acquired autonomy and accountability. Universities have to be managed professionally in all their activities and to develop individual institutional strategies.

The increasing degree of institutional autonomy will allow for increased diversification of European universities: in the past most higher education institutions strove to qualify as the same type of research-intensive university. What we really need, however, are universities with a specific mission and profile, matching the particularities of their environment.

More openness to society at large

The Trends V report of the European University Association and the London Ministerial Conference in May have confirmed that many universities still find it hard to grasp the concept of lifelong learning and make full use of its opportunities. However, in times of demographic change and globalisation universities will have to understand that there are less students enrolling directly from school, while there will be a greater need to continuously educate and upgrade the workforce and population at large. Therefore I expect to see more

study programmes aiming at adult students and learners with non-traditional backgrounds.

Qualifications frameworks, at European and national levels as well as at sectoral level, will facilitate the recognition of prior learning, including informal and non-formal learning.

The concept of employability is being systematically integrated into curricular development. This means that students are provided not only with discipline-specific skills but also with broader employment related skills. The fostering of entrepreneurial mindsets and management and innovation skills should become part of the normal learning outcomes of many study programmes.

More mobility

Once the transition to new study structures is complete, the European Higher Education Area will lead to more mobility. In a few years time I expect it to be the rule - and no longer the exception - for any student to leave his or her university at one point of their studies, either to go abroad or to do a placement in industry.

I believe that the European Credit Transfer and Accumulation System (ECTS), the forth coming European Qualifications Framework will help to facilitate this and greatly reduce recognition problems.

Ladies and Gentlemen:

A lot has already been achieved in our efforts to modernise Europe's higher education in the past few years. But there is no room for complacency. I would agree with those who point out that the Bologna process is a huge success for higher-education systems; but it needs to be successfully implemented at the grassroots level where teachers, scholars and students operate.

To conclude, it will require great efforts by everyone-- including government and academic authorities, business and households--before we can really speak of an open European landscape for higher education.

However, the direction is clearly marked and I am optimistic about the outcome. We will succeed. Europe has all it takes to regain its position as a point of reference for scholars and students around the world.

We have the tradition, we have the values, we have the human resources and the political will is growing by the day.

In the end, it is all a matter of sheer determination. We just need to believe that we can do it. The most important reform for Europe's higher education is the reform of our own attitudes.

Thank you.

The Bologna Process: London and beyond. A first assessment

Dr. Birger Hendriks

Ministry for Science, Economics and Transport,
Land Schleswig-Holstein, German member of the
Bologna-Follow-up Group (BfuG)



**Enhancing the Attractiveness and Competitiveness of European Higher Education on
a Global Scale: Future Challenges in Shaping Student Affairs & Student
Developments**

Conference Deutsches Studentenwerk in Berlin, 10 to 12 June 2007

The Bologna Process: London and beyond. A first Assessment

Dr. Birger Hendriks

Introduction

It is a great pleasure to take part in this conference on the challenges for Higher Education and in particular for Student Affairs and Student Development. You are facing a highly interesting programme within these two days.

On the whole the Bologna process has a good reputation in Europe and worldwide. It is - as Minister Johnson of the UK during the London Ministerial meeting said - an extremely important catalyst for change. This explains, why meanwhile 46 countries have joined it: from Iceland to Turkey, from Portugal to Russia, from the UK to Azerbaijan. Montenegro has now signed up to the Bologna Process and became the 46th member in London - in the bi-annual meeting of all European Ministers of Higher Education. It is nearly the whole Europe united under the umbrella of the Bologna Process. This international cooperation is the only way to open higher education to all students in Europe irrespective of where they are from.

Advisory members are among others the EU Commission, the European Council, the European student organization ESIB or now ESU, the universities with the EUA, Eurashe, the social partners and UNESCO/CEPES. We are lucky not only to include their advice but also to get impulses from them. Unlike these advisory members the Bologna process is not an organization, although it is well organized. But it resembles a flying carpet with virtual power rather than a body issuing directives, laws or using other legal instruments. There is no authority at the European level, which represents the Bologna process apart from the conference of ministers. They decide upon a Communiqué, that has no legally binding effect. So what? The reality is different. The Bologna Process has a strong impact on the development of higher education in Europe. It has helped to modernise universities as well as our higher education systems and will hopefully do so in the future.

We are steadily achieving comparability between the degree systems, improving the recognition of awarded qualifications as well as the quality of provisions to students and staff gathering experiences in other countries. The newest 'Stocktaking Report

on the Bologna Process" prepared for the London Ministerial meeting states in two conclusions:

1. There has been good progress in the Bologna Process since Bergen 2005. The 2007 scorecard summing up the results is much more "green" rather than yellow or red than it was in 2005. This means we can see considerable progress in achieving the core goals such as the comparability of the degree systems, the improvement of quality assurance and of recognition.
2. The outlook for achieving the goals by 2010 is good, but there are still some challenges to be faced.

The progress made in the different member states is of course different following from the fact that the beginning of the memberships dates back to different years. Also the speed of progress is different. But more or less every country tries its best. As far as Germany is concerned we can realize a lot progress but nevertheless also some opposition in the universities against several goals of the Bologna Process. Some professors predict a process of downgrading quality of the higher education system. Some professors fear the change to a study structure that has unforeseeable results, the change to a qualification/ learning outcomes oriented system, the bureaucracy of the quality assurance methods and the competition with other countries and systems. Some of them fail to notice the possibility of getting more flexibility in the study programmes of the two cycle structure as well as in the combination of learning phases than in the diploma study programs. And in some parts they do not accept the necessity of more cooperation between higher education and industry, the necessity of improving the quality of teaching and learning.

The Bologna Process

After Bologna in 1999, where the 29 European Ministers for Higher Education agreed upon the Bologna Declaration and after Prague in 2001, Berlin in 2003, Bergen in 2005 they met this year in London for the fourth time. The next meeting in 2009 will take place in Loven in Belgium hosted by the Benelux States. In its heading the London Communiqué refers to two developments and goals: to reaching the European Higher Education Area and to responding to the challenges of the globalized world. It also takes into account the depth of the

process both to the extent of reforms at the European, at the national and institutional level. It includes the different goals as there are improving, the two cycle degree structure. including the doctoral studies there are three cycles, and employability, improving quality and quality assurance and the recognition of qualifications, implementing a qualifications framework and the social dimension of students. The European countries are committed to creating a European Higher Education Area (EHEA) by 2010 aiming at facilitating more mobility of students and scientific staff and improving the competitive power of the European higher education sector in the global competition. At the same time it is not intended to harmonize the different cultures, structures and systems of the European countries. Every member state wants to keep and should preserve its cultural identity and heritage. On the other hand creating a European Higher Education Area requires having certain standards in common, such as the two cycle degree system. Important prerequisite for mobility and for offering - for example - joint cross border study programmes are mutual reliability and transparency. Quality assurance plays an important role in this context, one could even say: quality assurance is a corner stone of the Bologna process.

The coordinate system of the Bologna Process has as you see several dimensions. I will now try to explain a few results of the London Conference.

Globalisation and employability

The globalisation of the economies has not become one of the main contents of the London communiqué. Nevertheless it is a virtual reference point for the process. In the year 2000 the European Union accepted the Lisbon Agenda to make Europe the most competitive and dynamic knowledge economy in the world by 2010. This strategy shall increase employment across the EU. Many businesses are trading in the global marketplace, not only multinational groups but also the small and medium sized companies. The internet opens these markets to every pharmacy or bookshop: the trading paths require law firms giving advice around the world. The Siemens Corporation has production units and branches in 195 states of the world, think of car producers, of Microsoft, airlines, oil companies. For companies to acquire the skills and competences they need and for their employees to step up in their careers the European

countries need to improve education and in particular higher education in all professions.

This is not possible without the reference to international orientation. Even looking at the third cycle, the doctorate, companies ask for international experience and project management, for example in the technical disciplines. If higher education is to boost competitiveness and growth in the European economies the necessity of cooperating with the industry and the employer's side is obvious. When designing study programs and qualifications the dialogue with chambers and professional associations is essential.

In this context the London Communiqué addresses the question of employability. That means each degree students are awarded should enable them to find an adequate occupation. This is not only in the interest of the industry but of utmost importance for the graduate. "We urge institutions to further develop partnerships and cooperation with employers in the ongoing process of curriculum innovation based on learning outcomes." This is a quotation of the Communiqué (paragraph 3.5).

But when looking at the introduction of the London Communiqué you will find the international orientation not being reduced on economic references. "Building on our rich and diverse European cultural heritage, we are developing a European Higher Education Area (EHEA) based on institutional autonomy, academic freedom, equal opportunities and democratic principles that will facilitate mobility, increase employability and strengthen Europe's attractiveness and competitiveness." This wording makes clear. The Bologna Process is not one-dimensional.

The European Higher Education Area

A second main reference point of the London Communiqué is getting the European Higher Education Area up and functioning by 2010. This is one of the main goals of the Bologna Process. We have done quite a lot during the last eight years. The Stocktaking Report 2007 makes clear: Good progress has been made. But at the same time there is still some way to go. This includes two fields of activities. The first is: We need to continue our endeavours to make the Process reality at the national and the institutional level, which means in the universities The two cycle system, quality assurance, ECTS, modularisation, qualification

frameworks and other requirements have to be implemented as far and quickly as possible. We are aiming at fulfilling a substantial quantity of goals by 2010. Ministers in London asked for concentrating the reforms on improving the experience of students. By the end of their studies they should be in the best position to get a job. This focus on learning outcomes should facilitate learning on an international scale

The second point is how to design and to define the EHEA cornerstones for the time beyond 2010. In the BFUG as well as in the ministerial meeting the comments on this challenge have been reluctant because it is not useful to develop definitions and goals without thorough preparation. During the London Conference Ministers and other stakeholders had the opportunity to discuss the future of the EHEA in parallel panels. It was quite interesting to see that these discussions concentrated after a short while on present problems and challenges. This happened because the future is in some parts still far away and furthermore it is of course very difficult to think for and in the far future, 10 or 15 years ahead. Let me try to describe some at least basic problems that are likely to be solved as well as some basic principles that may guide us in the future discussions:

1. Shall we steer the European Higher Education development with not binding declarations or communiqués leading to common standards and principles or do need to conclude binding contracts?
2. Every Bologna member state maintains its culture and structures. The Bologna Process does not harmonize the national or the Higher Education institutions policies.
3. The Bologna Process needs countries to act voluntarily but decisively when making the Process a reality.
4. We all accept certain common values, in particular: autonomy of Higher Education institutions, participation of students at all levels, public responsibility for HE, but at the same time accountability of the HEIs.
5. The Bologna Process is a network with a shifting low budget administration based on the member states contributions
6. It is a **Process**: dynamic, motivating, asking for commitments.
7. The Bologna Process is also attractive for areas outside Europe and is open to cooperation all over the world.

8. The key elements of this further development will make lifelong learning a reality, will improve mobility and mutual understanding and will raise the level of education and training.

We need and want a European Higher Education Area that keeps these principles. An EHEA should continue the development as a Process. We learn from the industry: A company which cannot change with the times is unlikely to survive. And I think that goes for the Higher Education sector too.

Social Dimension

One of the most important subjects of the preparing discussions as well as in the Ministerial meeting was the social dimension. The social dimension refers to three orientations: first to the participation of students in the process of higher education at all levels. A second element is the funding, the financial and social help for students within a country and for studying abroad. A third point refers to the available data

To the first point: Participation of students at all levels describes a requirement that has to reflect the diversity of cultures and populations. Nevertheless apart from these differences it would not be in line with these principles to say: There is no participation possible. It is necessary to secure student's participation within the culture of managing a university; students should be part of the quality assurance process, for example.

The funding is always a very delicate matter. Without sufficient funding no mobility is possible. The preconditions as well as the cultures and systems of funding are very different, in one country it includes tax reductions for the parents, in another one students receive a direct payment. Apart from that funding subsidies and scholarships is essential for student's access to HE without obstacles related to their social and economic background. Missing is a survey about the whole EHEA. What we therefore have to do first is to gather data on that. Ministers have asked the BFUG to report on the social strategies and policies for the social dimension and to develop comparable indicators and data to measure progress towards the overall objective for the social dimension and student and staff mobility in all Bologna countries. The Bologna member states will also continue their efforts to provide adequate student services. In Germany it is the Deutsches

Studentenwerk, which covers the social student services and they do a very good job.

Quality Assurance

One of the crucial points of an international system of cooperation is mutual reliability. Therefore we need to provide reliable quality assurance systems at the national level and some cross border information about it. In Bergen Ministers had agreed on the principle of a European Register on quality assurance agencies. The E4 Group – one of the E's (ESIB or ESU) stands for the students - has now worked out the practicalities of setting up this register. The purpose of the register is to allow all stakeholders an open access to information about trustworthy agencies. The register will be voluntary, self-financing, independent and transparent. Agencies will have to pay fees for being admitted to the register. The E4 Group being responsible for the register will report progress regularly to the BFUG. We appreciate the financial help from the European Commission during the first years.

Perspectives

Ladies and gentlemen, within the available time frame I could only pick up some of the important points. There are a lot of other recommendations in the Communiqué of the London Conference. You will have read it or have the possibility to do so in the future. London has brought substantial progress to the Bologna Process. The BFUG as well as working groups will have to work on that in order to prepare the next meeting in 2009 and the start of an EHEA in 2010. One of the important elements will be the stocktaking, another one the social dimension. I am confident that we will bring the Bologna Process further to a European success in cooperation with our partners. Some of them are present and we appreciate the cooperation with all of you.

I wish you an interesting conference and thank you for your attention.

Global student mobility trends: Where is Europe?

Dr. Christian Bode

Secretary General, German Academic Exchange Service, Germany



DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

Enhancing the Attractiveness and Competitiveness

Monday, June 11, 2007

**„Global Student Mobility Trends:
Where is Europe?“**

Dr. Christian Bode
Secretary General
German Academic Exchange Service (DAAD)
Bonn, Germany



DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

- I. DAAD's Profile
- II. Global Mobility: Where we are
- III. Where we want to go
- IV. What we have to do



DAAD Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

I. DAAD's profile
1. The Mission

Deutscher Akademischer Austausch Dienst

The DAAD is...

- a non-governmental member organisation of German higher education institutions.
- 252 H.E.I.
- 124 student bodies

... a partner and service provider for

- Research
- Education
- Cooperation

... in world-wide academic exchange and scientific cooperation

DAAD Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

I. DAAD's profile
The Budget and its Results

DAAD Budget 2007
277 mio EUR

EU 42.0 mio EUR = 15.27%
Other sources 19.7 mio EUR = 7.11%
BIZ 24.7 mio EUR = 8.92%
BAW 17.0 mio EUR = 6.14%
FA 125.3 mio EUR = 45.22%

04,000 grants to

- Foreigners (DAAD: 34,000)
- Germans (DAAD: 31,000)
- ERASMUS LEONARDO grants for Germans (EU: 28,600)

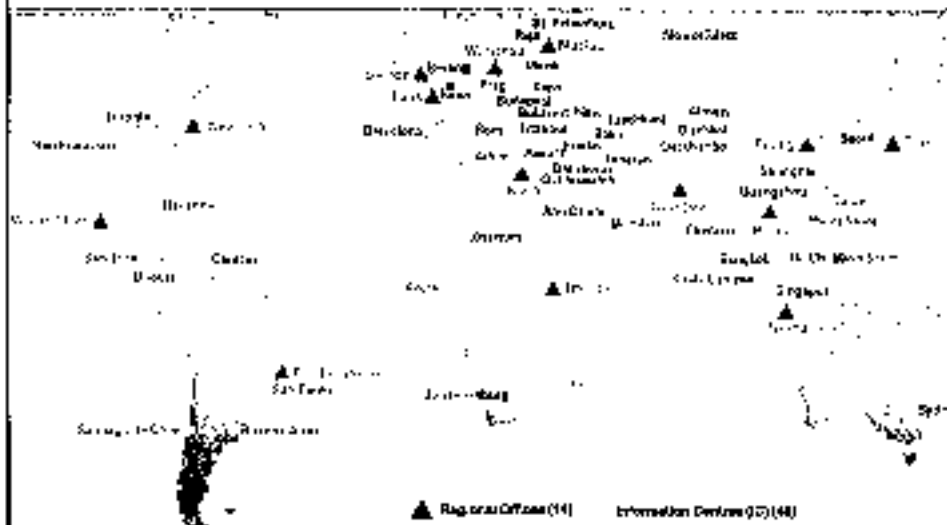
70% Students
20% Graduates, PhD
10% Staff

253 programmes



DAAD's profile

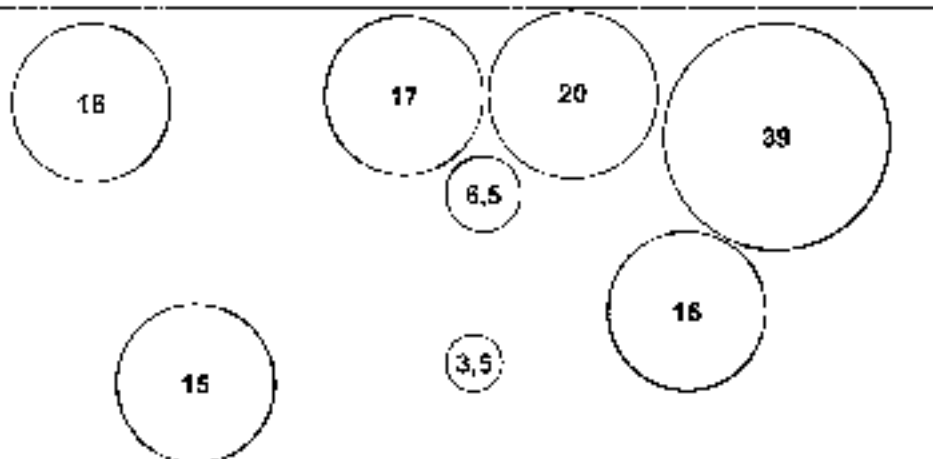
International Presence and Representations



The DAAD has 52 regional and local offices world-wide, more than 120 lecturers abroad and 120 Admin. Staff

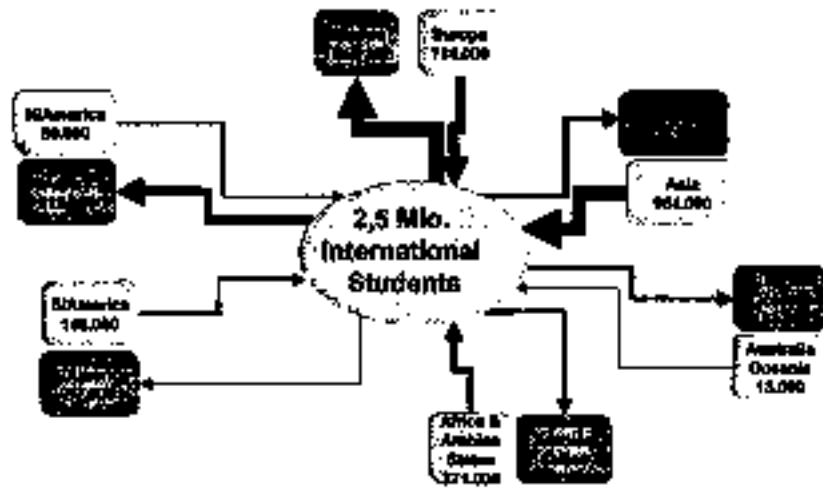


Number of Students world-wide (2004 in million) = 133 Mill.



North America: (18), Latin America (15), West Europe (17), Arabische Staaten (6,5)
Zentral-Europa und Zentralasien (20), Subsahara (18), Ostasien/Pazifik (3,5)

Mobility of students world-wide (2004)



Quelle: UNESCO IIEP 2005

Facts about the EU

- Countries: 27
- Official Languages: 23
- Population: 490 million
- Higher Education Institutions: 4.000
- Students: 17 million *
- 1.25 million students from abroad *



EU Countries

* Source: EURODATA



Global landscape of H.E. Mobility: Where is Europe?

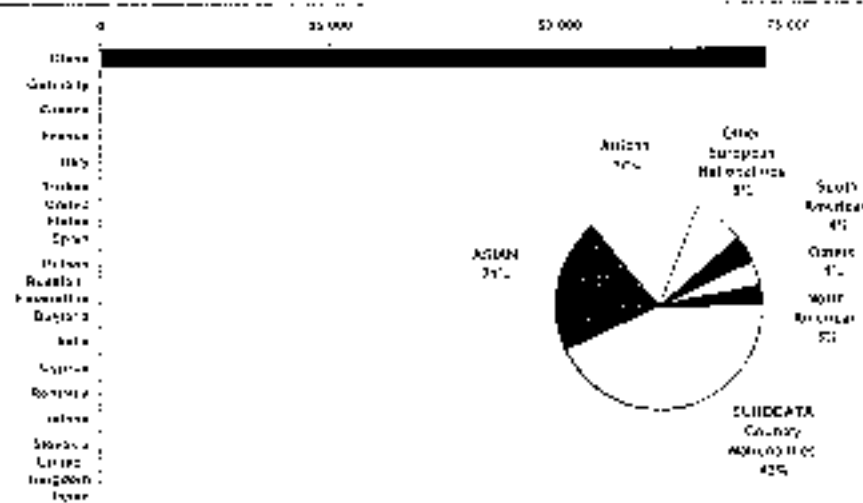
- **Leading host region for international students (50% of world total)**

- **But:**

- **US first destination for Asian students (328,000 vs. 232,000)**
- **Too many dropouts (up to 50%)**



Incoming Students to Europe*: Where they come from



Source: Eurostat 2008

* Eurostat-Europe



Regional Patterns of Mobility in Europe

Country	%	Country	%	Country	%
France		Germany		United Kingdom	
Morocco	15,7	China (incl. Hongkong)	11,9	China (excl. Hongkong)	12,0
Algeria	8,3	Poland	6,3	Greece	6,8
China (incl. Hongkong)	4,8	Bulgaria	5,8	United States	5,8
Tunisia	4,2	Russia	5,0	Germany	5,2
Senegal	3,6	Morocco	3,8	France	4,8
Germany	3,1	Turkey	3,5	Ireland	4,8
Italy	2,1	France	3,4	India	4,1
Cameroon	2,1	Cameroon	2,9	Malaysia	3,8
Lebanon	2,0	Austria	2,8	Hongkong	3,7
Spain	1,9	Spain	2,6	Spain	2,9

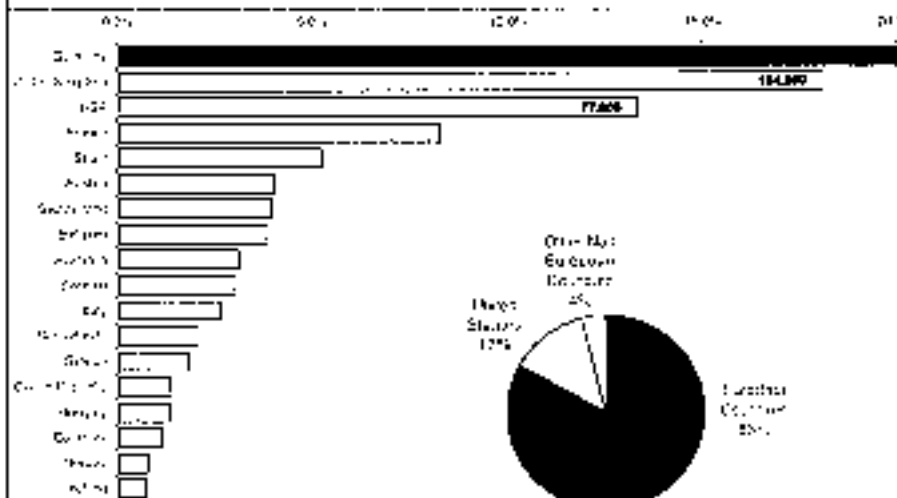
Source: Eurodata 2009
Table 206/000

The patterns of international students in Eurodata Countries are very different. They reflect in the geographical situation and political conditions of the host country.

2010



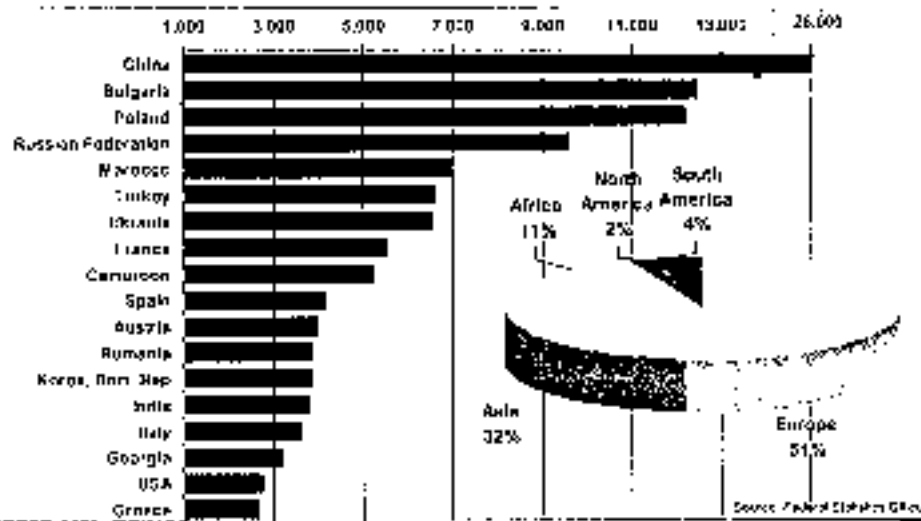
Eurodata Students: Where they go to



Source: Eurodata 2009

Most European students who study abroad don't leave Europe. A substantial group goes to the US whereas other regions (besides Russia) don't play a significant role. Emerging host countries are Australia and China.

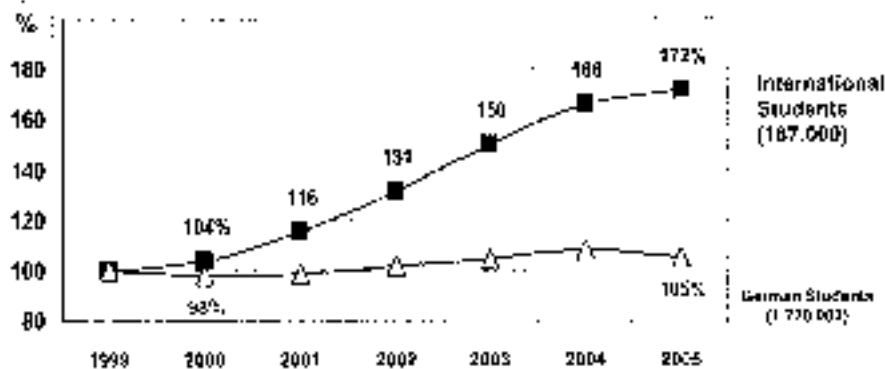
Destination Germany: Home Countries



187,000 International Students in Germany

DAAD

International Students in Germany: How many?



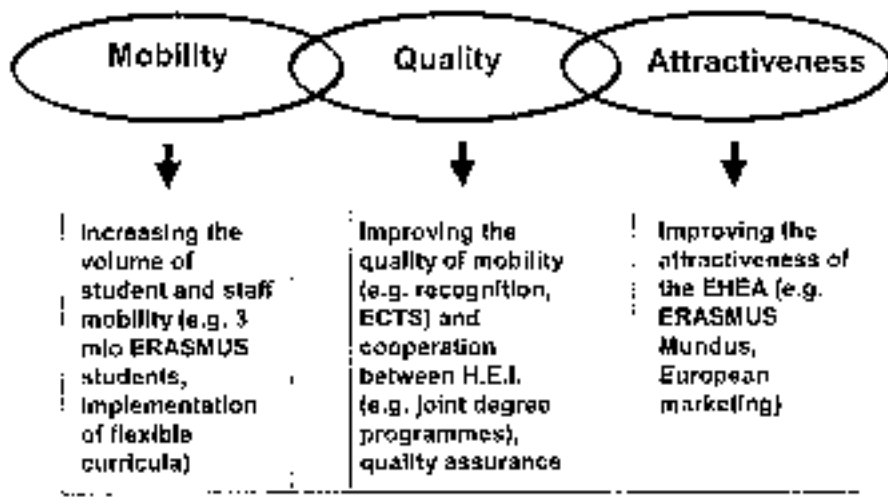
Aim: 10% international students in Germany

In addition there are 65,000 Students with foreign passports but who are permanent residents in Germany and have graduated at a High School in Germany (so called "Bildungsinländer").

DAAD



Bologna Process and Lisbon Agenda



Mobility targets for Europe

Mobility within Europe:

- Up to 10% of student cohort = 400.000
- Doubling ERASMUS numbers (LLP) = 300.000

Mobility from outside E.:

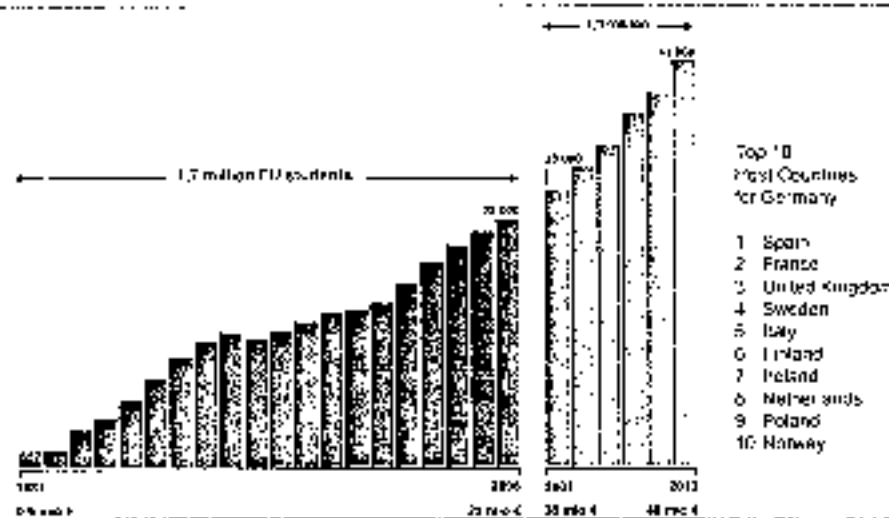
- At least maintaining Europe's share (30%) = plus 500.000 in 10 years



E.U. ERASMUS countries

Other ERASMUS countries: Iceland, Liechtenstein, Norway and Turkey

LLP Programme Perspectives



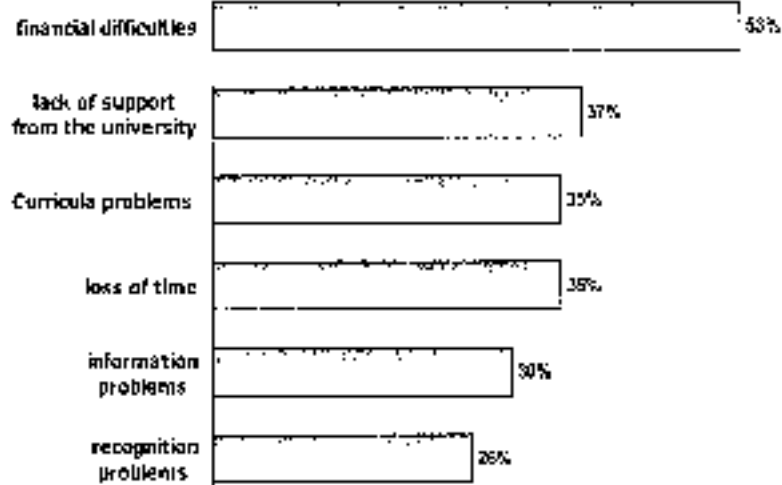
Challenges and Risks for increasing Mobility

- Lack of Capacity
- Tight Bologna-Curricula
- Financial Constraints
- Housing/Accommodation
- Foreign Languages





Reasons for staying at home*



* Source: IHS study on Study visits to other countries by German students.

14/07



Bologna Impact on Mobility (?)

Possible Decrease:

- Within 3 years B.A.
- Within 1 year Master
- Duration of study abroad

Possible Increase:

- Less individual choice for free movers?
- More vertical mobility (BA at home – MA abroad)?
- More "bridge mobility" (between BA and MA)?
- More faculty and staff mobility



14/07



Recommendations on Student Mobility in Europe

1. H.E.I. should be obliged to implement „windows of mobility“ in the curricula and to develop more integrated study programmes
2. A more generous academic recognition of study achievements abroad is needed
3. **Financial support** for mobility has to be strengthened (e.g. full portability of grants and loans, scholarship schemes, bank credits)
4. ERASMUS should be open to all **47 Bologna countries**
5. More **student halls of residence** are needed
6. **Services for students** (e.g. assistance and guidance) have to be improved
7. **Foreign Language Training** should be taken more seriously by students, institutions and EU/ member states

24/2017



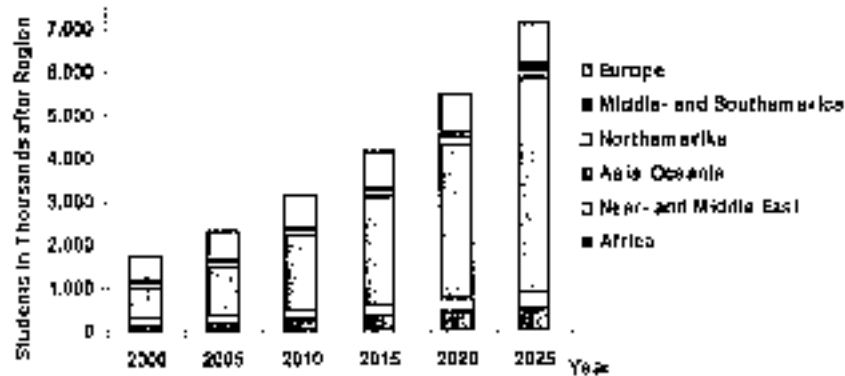
Mobility from outside: The world-wide Fight for Talents (and/or paying Customers)

*A. Böckle*



Mobility from outside Europe

Growing demand for transnational education



Source: Eurostat, 2015; ICP

www.d



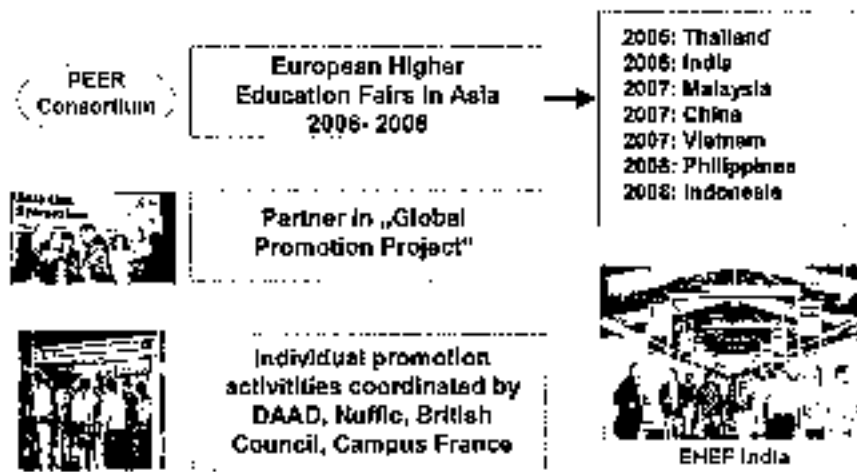
Recommendations for more Mobility from outside Europe

1. Same as for internal European Mobility
2. More Courses taught in English
3. Professional Promotion / Marketing
4. Fellowship Programmes

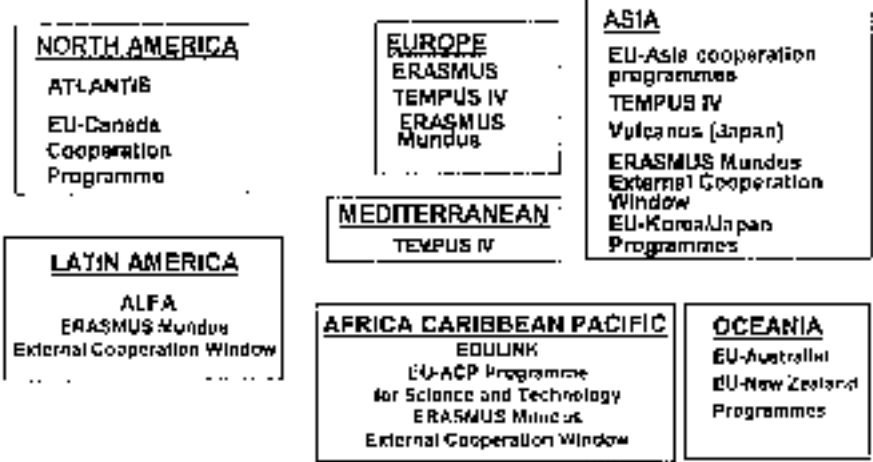
www.d



Marketing/Promotion of European Higher Education



EU Mobility Fellowships and Cooperation Schemes



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German Academic Exchange Service



... for your attention!

Thank you ...



DAAD

**European higher education:
How appealing is it to students from
non-European countries?**

Bernd Wächter

Director of the Academic Cooperation Association, Belgium



European higher education. How appealing is it to non- European students?

**ECFSA/DSW Conference
Berlin 11 June 2007**

**Bernd Wächter
Director, ACA**

The “Perceptions study”

- carried out by the **Academic Cooperation Association (ACA)** between November 2004 and December 2005
- For the Directorate General Education and Culture of the **European Commission**
- **Two overriding aims:**
 - Acquire an in-depth understanding of the **perception of European higher education** in “third countries”
 - Advise the European Commission on **possible promotional activities for European higher education**, inclusive of the creation of a **European higher education brand**

Methodology

- **Main instruments:** standardised, closed questionnaires, online and hard copy:
 - **Six main target countries:** China, India, Mexico, Brazil, Russia, and Thailand
 - **Online** questionnaire open to students **world-wide**
 - **International students in the US** (control group; separate questionnaire)
- Approximately **20 000 responses**

What did we ask?

- **Three "blocks" of questions:**
 - **Europe and European higher education** compared to major competitors (mainly US, AUS)
 - **Decision making:** general motivation and destination choice
 - **Sources of information**

Does Europe exist?

- Europe is perceived as one single entity in an **economic and political respect**, but as a range of individual countries for higher education
- **Dominance** of a **few** (larger) European **countries**
- Perceived **discrepancies**: cost-related issues, student support, quality

Europe and its competitors

- All respondents: **Europe** is "**traditional and cultural**" the **US** are "**dynamic and innovative**"
- Clear **regional preference pattern**
 - Asian target countries: **US/AUS**
 - Russia/Latin American countries: **Europe**
- Europe's single major disadvantage in Asia is that "**English is not the mother tongue**".

Decision making

- **Motivation** to study abroad: **mostly career-oriented**, plus personal and professional growth
- Preference to study a **Master's degree** abroad
- **Destination choice:**
 - **World region** least important
 - **Prestige, quality of education and reputation of degrees** most important criteria
 - **Ideal and final destination** country did not match for a quarter of the respondents

(Sources of) information

- **Main message: lack of information on study opportunities in Europe**
 - Information missing or hard to access
 - No clear "sender"
 - Lack of information on financial issues (scholarships/cost), rankings and suitable programmes
- **Main sources are web-based**
 - Internet, websites of individual universities and websites/offices of internationalisation agencies
 - Also important: personal contact/agents (interviews)

How to make Europe more attractive?

- **Bologna reforms / Erasmus Mundus-type programmes are step in right direction, but more is necessary**
- **Most essential:**
 - **information portal**
 - Europe-wide **rankings**
 - **financial support** for students

Recommendations

- **Clear potential for a European brand**
 - challenge: create perception of **entire** Europe
 - brand: elements **common to all** European countries
 - one brand worldwide necessary for **clear identity**; umbrella for tailor-made campaigns
 - **selling points:**
 - quality education, tradition, internationally compatible degrees
 - other attributes (safety, accessibility, etc.) in specific campaigns

Recommendations (2)

- Importance of **concise information and promotion campaign with a clear message**
- Clearly identifiable **European "sender"** essential
- **Set-up:**
 - a widely promoted Internet portal
 - a European office with coordinating functions
 - cooperation with member states in implementation of marketing campaigns

Recommendations (3)

- **Brand necessary but not sufficient:**
 - **Sound quality of European higher education:** institutional autonomy, adequate funding
 - Flexible **immigration and visa policies** allowing foreign students to stay on and work after graduation
 - **English is the key**, especially in the less popular destination countries
 - **Capacity to diversify:** European countries and higher education institutions should attempt to find their niche and invest into their specific strengths

The Report

- **Final Report “Perceptions of European Higher Education in Third Countries”**

- soon to be published at
<http://europa.eu.int/comm/education/>

The global attractiveness of European higher education

Myths, facts and challenges

Athens, 24 June 2006

**Bernd Wächter,
Director, ACA**



Four questions

- Is there such a thing as European higher education?**
- Is Europe the most favoured destination of students from other parts of the world?**
- How is European higher education being viewed (and judged) outside of Europe?**
- What do we need to do to enhance our attractiveness?**



European higher education

- Structures:** on the way to « commonality » (degrees, credit points)
- Quality:** large differences
- Perceptions:** large differences



European higher education - quality

Country	Research Expenditure (as % of GDP)
JP	3.15
US	2.59
EU-25	1.92
SWE	3.74
FIN	3.48
CY	0.37
LV	0.42

Foreign students in Europe, US, AUS

	EURODATA Region	United States	Australia
Total Enrolment	19 430 362	12 853 627	1 012 210
Total Foreign Students	1 117 735	583 323	179 619
% Foreign of all Students	5.8	4.6	17.7

Foreign Tertiary Students and Total Enrolment by Host Region (non-EURODATA origins only) - 2002/03

Sources: UNESCO/IIE (Open Doors)/EURODATA/Perceptions



Foreign students in Europe's largest countries

Country	Population in million	Number foreign students	Percentage foreign students
DE	82	241 000	10.7
TR	70	16 000	1.3
UK	60	255 000	11.2
FR	60	222 000	10.5
IT	60	36 000	1.9
ES	40	54 000	2.9
PL	38	6 000	0.4



Perceptions of European higher education (1)

Europe tops the US in

- Culture
- Tradition and History
- (easy) access
- Safety
- 'elegance'.



Perceptions of European higher education (2)

The US tops Europe in

- Quality of education
- Reputation (institutions/degrees)
- Innovative force and dynamism
- Infrastructure and equipment
- Employability

These are the criteria which students use to make location decisions !!!



Perceptions of European higher education (3)

Other findings

- Lack of scholarships in Europe.
- Lack of programmes taught in English
- Lack of information on study in Europe.



What Europe needs to do?

Europe needs to

- inform and promote
- improve

The social and economic situation of students in Europe: Presentation of selected results of the EUROSTUDENT-Report

Dr. Dominic Orr
HIS Hochschul-Informations-System, Germany



The Social and Economic Situation of Students In Europe
Selected results from EUROSTUDENT
and future challenges



**"The world is a book,
those who do not travel read only one page."**

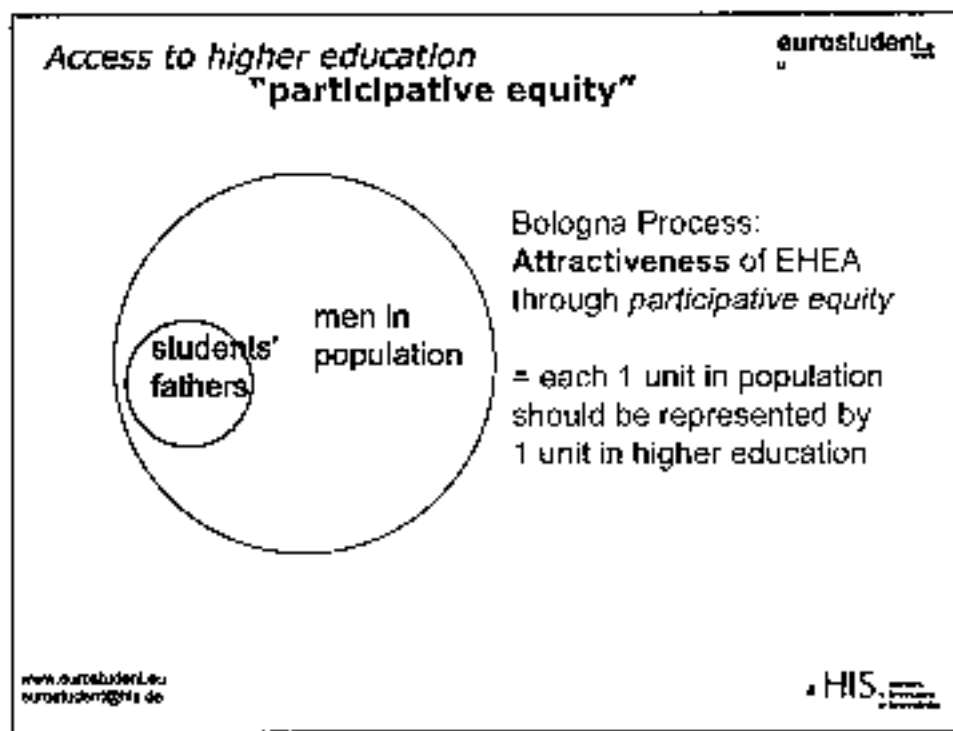
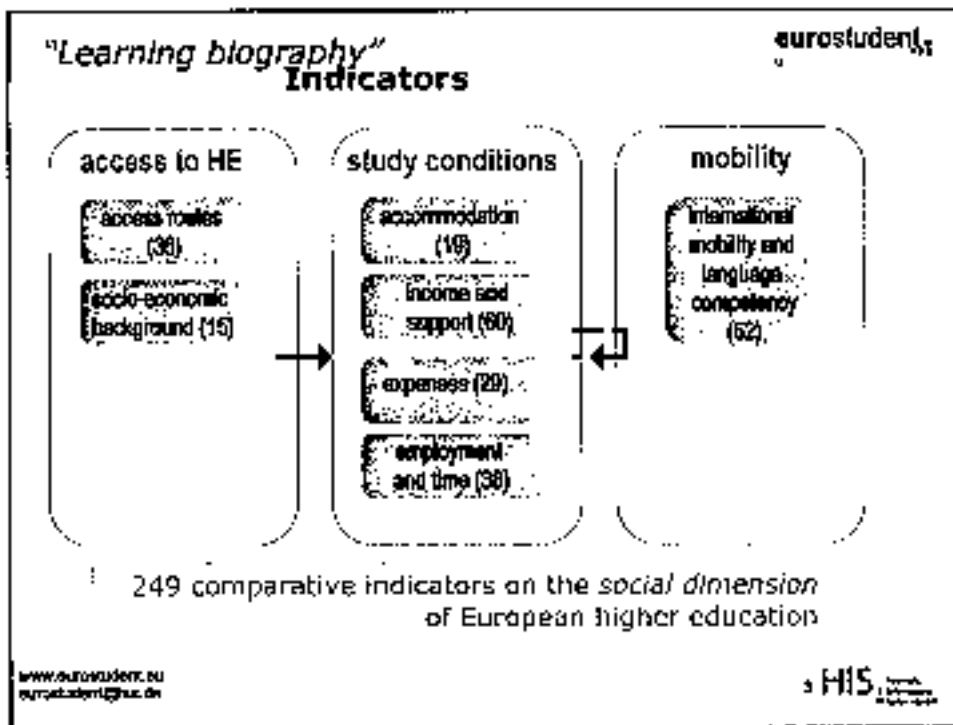
Saint Augustin (354-430)

Contents

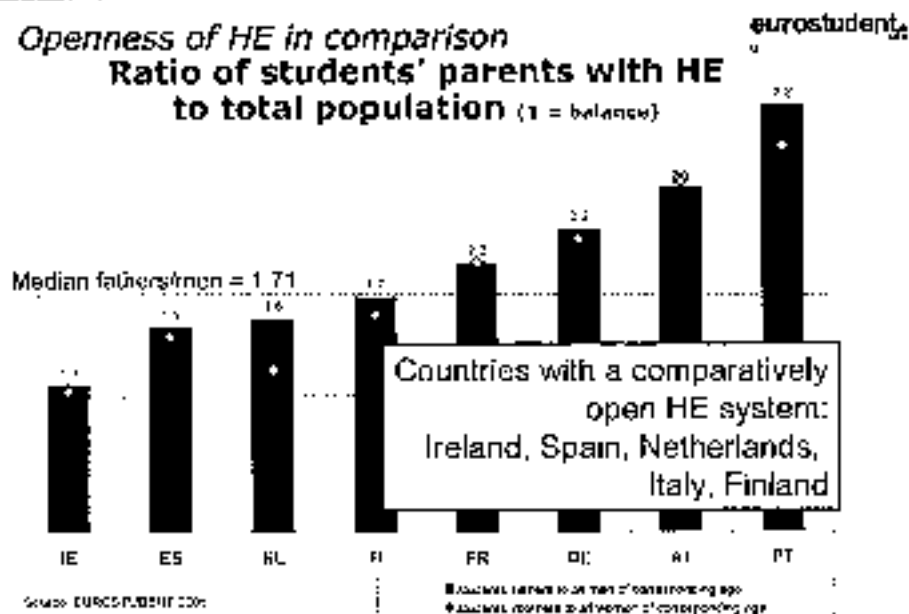
**What can we learn from International
comparison?**

1. EUROSTUDENT topic areas
2. Access to higher education (participative equity)
3. Main sources of students' income
4. Comparative performance for mobility
5. Analysing impact: Obstacles to mobility





Openness of HE in comparison
Ratio of students' parents with HE
to total population (1 = balance)

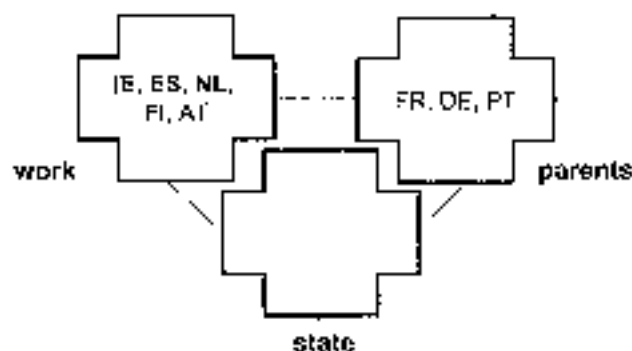


www.eurostudent.eu
 eurostudent@his.de

his www.his.de

Main source of funding during studies
Focus on open HE group of countries

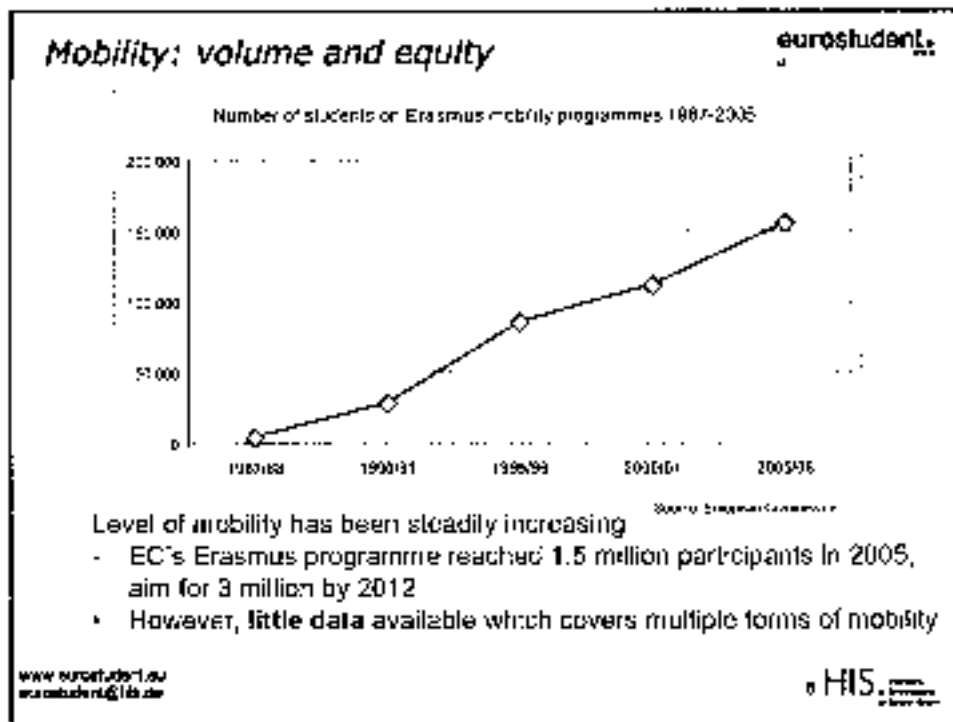
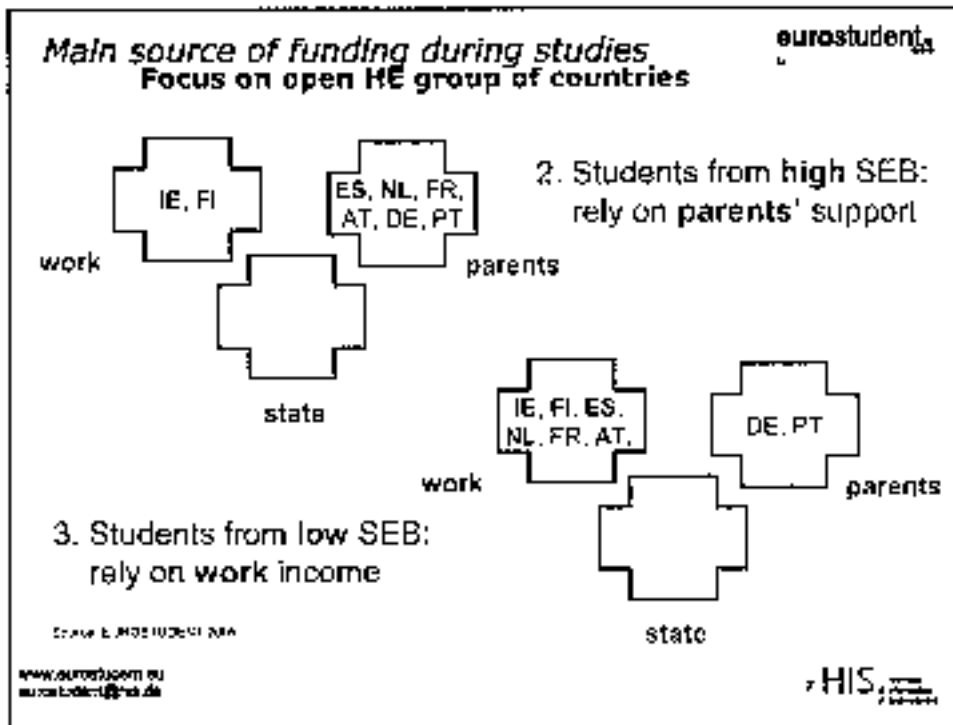
1. All students: students in the open HE group rely on **work** income



Source: EUROSTAT, DEUT 2006

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Mobility: volume and equity
Performance matrix

eurostudent₁₂

One source is EUROSTUDENT, data includes:

- the share of students taking part in study-related activities abroad
- differences by socio-economic group

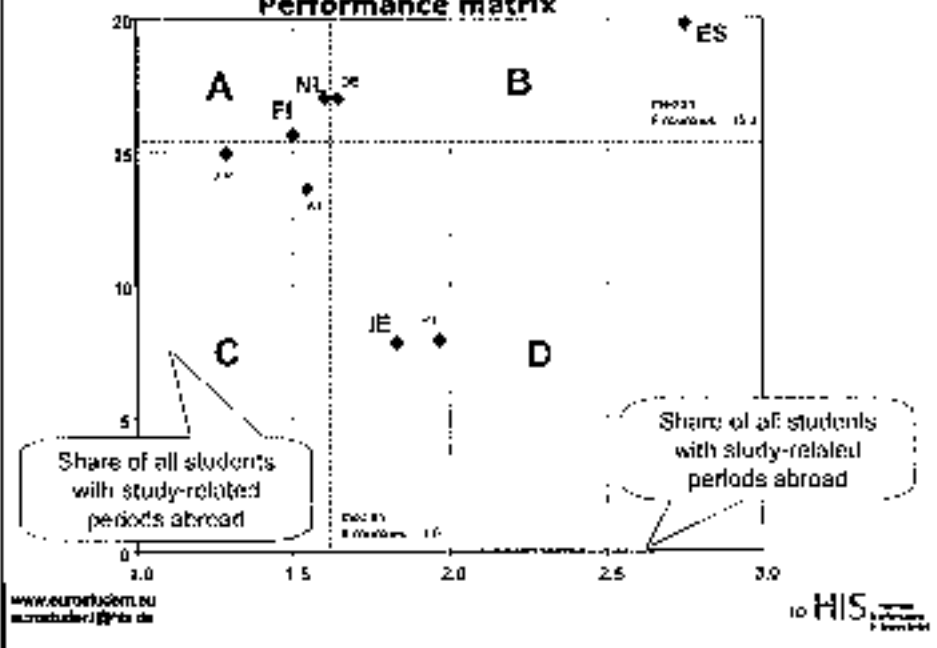
		Level of social exclusivity	
		low	high
Level of mobility	high	A	B
	low	C	D

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HIS₁₀

Mobility: volume and equity
Performance matrix

eurostudent₁₂



Mobility: volume and equity
Performance matrix

eurostudent₁₃

		Level of social exclusivity	
		low	high
Level of mobility	high	A: NL, FI	B: ES
	low	C: *	D: IE

First conclusions

- D. In all HE systems mobility is socially exclusive
- NL, FI have open HE systems and manage to combine this in mobility participation
 - ES has an open system, but this is not reflected in mobility. All the level is high, participation is exclusive
 - IE is an under-performer on both counts

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11 HIS₁₃

First questions

What are the obstacles to mobility?

eurostudent₁₃

- Financing – dependency on job income. Does supplementary funding compensate sufficiently?
- Foreign language competencies. Differences between countries. Is there a social skew?
- Study structure: Are more efficient course structures inhibitive for the “optional extra” mobility?

>> Challenge: How to read the “other pages”



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11 HIS₁₃

Competing in a global market: The role of student affairs and services

Associate Professor Dr. Tan Teck Koon
Dean of Students, National University of Singapore



**Role of
Student Affairs in a Global University**

by

**Assoc Professor T K Tan
Dean of Students**

**National University of Singapore
SINGAPORE**



Profile of NUS





Profile of NUS

- **Founded in 1905 as Raffles College**
- **Celebrated its Centennial Year in 2005**
- **Now a comprehensive university with**
 - 14 Faculties in 3 campuses in Singapore
 - 5 Overseas Colleges
- **Has close teaching-research nexus with > 100 research institutes and centres in Singapore**



Profile of NUS

- **Student population of about 33,000**
 - 24,000 Undergraduate Students
 - 9,000 Graduate Students
- **International students from 88 countries**
 - 20% of Undergraduate Students
 - 50% of Graduate Students
- **In addition, about 500 international students join as Exchange Students each semester**

Profile of NUS

- **NUS' undergraduate academic curriculum is broad-based and multi-disciplinary**
- **Graduate curriculum allows for specialization**
- **Global exposure of students is through**
 - Overseas Exchange Programmes
 - Summer Programmes
 - Joint Academic Programmes
 - Double Degree Programmes
 - NUS Overseas Colleges

>

Profile of NUS

- **NUS collaborates extensively with top universities world-wide**
- **Teaching & Research:**
 - Delft Univ Tech., Georgia Inst of Tech.,
 - Massachusetts Inst of Tech., Johns Hopkins Univ.
- **Graduate Studies**
 - Harvard Univ., King's College London, Peking Univ.,
 - Tsinghua Univ., Tech. Univ of Munich

>

Profile of NUS

- **NUS has a high international profile and reputation**
- **It received very favourable ranking**
 - Top 20 universities of the world (THES, 2006)
 - Top 3 universities in Asia (THES, 2006)
 - World's Top 10 for Technology & Biomedicine
 - World's 11th for Social Sciences

Profile of NUS

- **NUS a part of global network of universities**
 - Association of Pacific Rim Universities
 - ASEAN Universities Network
 - International Alliance of Research Universities
 - Universitas 21

What is the Impact?



What is the Impact ?

- **NUS one of most sought after universities in Asia**
- **Draws excellent students from Asia & elsewhere**
- **A popular choice for Exchange/Study Abroad students**
- **NUS student community is international**
 - Diverse nationality
 - Diverse cultures
 - Diverse outlook, values
 - Diverse social-economic background

How do we ride on this?



How do we ride on this ?

- **What is an excellent or global university?**
- **Main focus: Teaching and Research**
- **An excellent university is not just about**
 - Excellent Teaching
 - Excellent Research
 - Excellent Facilities
 - Excellent Researchers

How do we ride on this ?

- **A great university must also focus on its students**
- **University management, staff and faculties must reflect on**
 - What is university education ?
 - How do we optimize student development?
 - What sort of graduates do we want to produce?
 - What are students to us ?
 - Will we be here if not for the students?

11

Need for a Strong Philosophy on Students



12

Need for a strong philosophy or ethos on students

- **Students are a stakeholder too**
- **University's role and responsibility more than academic**
 - Students' total development is important
- **Need for student focus/student centricity**
 - Need to engage students beyond 'classroom'
 - Ensure a pleasant and positive university experience
 - Guide/mentor, encourage students in more than studies alone

Impact of a Student Centric Culture



Impact of a student centric culture

- **Happy & satisfied students make strong alumni**
- **Satisfied students & strong alumni are world-wide ambassadors**
- **More International students enhance campus diversity & vibrancy**
- **Campus diversity 'opens up' local students**
- **Diversity enriches local students, they seek overseas exchanges**
- **.....people cross borders, people talk, university grows**

Student Affairs @ NUS



Student Affairs @ NUS

- **Largely under the Office of Student Affairs (OSA)**
- **Other NUS offices with Student Affairs functions**
 - Admissions Office
 - Registrar's Office
 - International Relations Office
 - University Health and Counseling Services

Student Centric Approaches



Student Centric Approaches Seeing students through cycle

- **Welcoming New Students**
- **Assisting New Students**
- **Assimilating Into Community**
- **Promoting Balanced Lifestyle**
- **Promoting Student Development**
- **Promoting A Sense of Belonging**

Welcoming New Students



Student Centric Approach: Welcoming New Students

- **Despatch of pre-arrival information**
- **Airport reception upon arrival**
- **Welcome Teas at Faculties & Residences**
- **Welcome by various student bodies**
- **Freshmen Inauguration Ceremony**

7

Assisting New Students



8

Student Centric Approach: Assisting New Students

- **Orientation activities and tours**
- **Provision of student housing**
- **Assistance with settling into hostels**
- **Offer of student 'buddies'**
- **Financial assistance for students in need**
- **Counselling & guidance services**
- **Easy University transactions
(1-Stop Student Service Centre)**

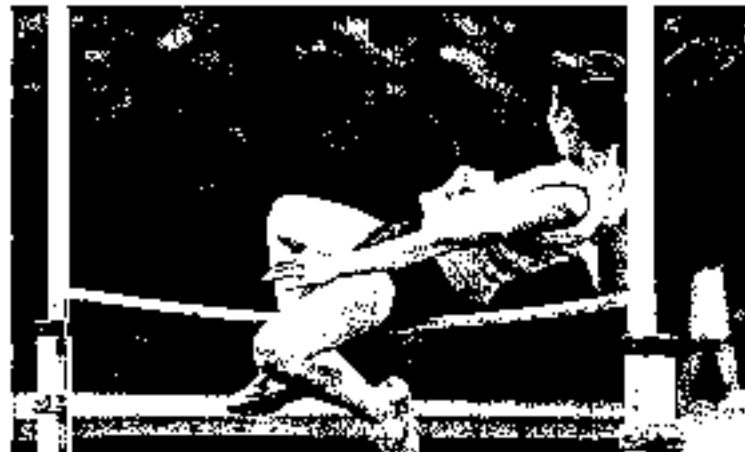
Assimilating into Community



Student Centric Approach: Assimilating into community

- **Appropriate mix of students in hostels**
- **Residential life programs**
- **Cross-cultural awareness programs**
- **Host Family Program**
- **International Fair and Concert**
- **Campus-wide bonding event: Rag & Flag Event**

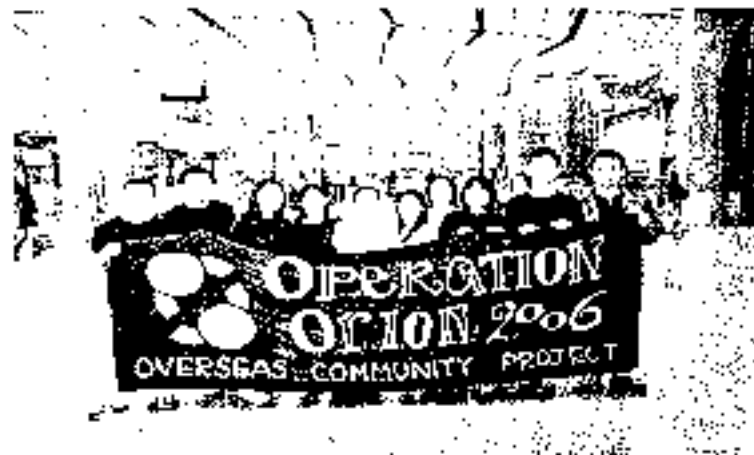
Promoting Balanced Lifestyle



Student Centric Approach: Promoting Balanced Lifestyle

- **Support for student leadership in organizations (>70 bodies)**
- **Support for participation in student activities (>900 per year)**
- **Promotion of recreational & competitive sports**
- **Recognition of students' achievements outside of studies**

Promoting Student Development



Student Centric Approach: Promoting Student Development

- **Offer opportunities for training in**
 - social & personal development
 - student leadership roles
 - sports development
 - career coaching & skills
- **Offer of internship programmes**

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Promoting a Sense of Belonging



12

Student Centric Approach: Promoting A Sense of Belonging

- **Promote rapport between staff & students**
- **Support 'bottom up' students' initiatives**
- **Support Inter-varsity competitive activities/events**
- **Recognition of students' efforts & achievements**

Student Centric Approach: Promoting A Sense of Belonging

- **Adopt a more consultative approach on student policy matters**
- **Keep students informed of university developments**
- **Engage students in university committees**
- **Engage students in alumni-related activities/events**

Producing Global Citizens



11

Summary

- **Teaching & Research** seen as twin pillars of the university
- **Generally, universities** known first for **Teaching & Research**
- **Hence, universities** invest heavily on **Teaching & Research**
- **Student centric culture** is an increasingly important 3rd pillar
- **Universities** should invest more on **building a student centric culture**

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Summary

- **Student Affairs have an important role in development of global universities**
- **Student Affairs must go beyond providing student services**
 - Must include student life & vibrancy
 - Must include student development
- **Student Affairs need to be proactive & student centric**

Competing in a global market: The role of student affairs and services

U.S. perspectives

Martha Sullivan

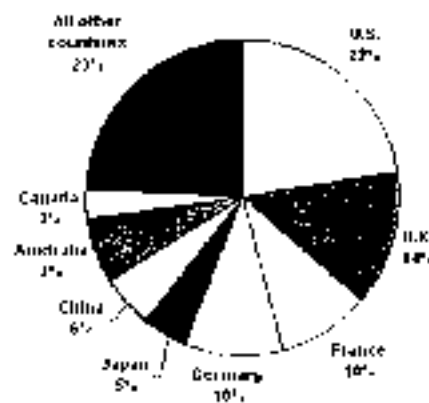
Special Assistant to the Senior Vice President for External Affairs,
Tulane University, New Orleans, USA



Student services and global competitiveness:

U.S. perspectives

Global destination international students tertiary level, 2006



U.S. destination international Students, 2006

- Destination:
 - University of Southern California
 - Columbia University
 - Purdue University (Indiana)
 - New York University
 - University of Texas Austin
 - University of Illinois
 - University of Michigan
 - Boston University

International students/U.S. 2006

- Number: 564,766

- Origin:
 - India, 13.5%
 - China, 11.1
 - Korea, 10.5%
 - Japan 6.9%
 - Canada, 5.0%

International students/U.S. (continued)

- % of total enrollment:
 - 1.1% in 1954-55
 - 2.4% in 1979-80
 - 3.0% in 1992-93
 - 4.3% in 2001-02
 - 3.9% in 2005-06

Asian & Asian/Americans as % of enrollment

- Berkeley: 41%
- California Institute of Technology: 33%
- MIT: 27%
- Wellesley: 27%
- Stanford: 24%
- Carnegie Mellon: 24%
- Johns Hopkins: 22%

Personal/academic characteristics

- Increasing # of female international
- Increasing # of single international
 - 95% undergraduate
 - 17,8% graduate

Average annual costs

- Tuition and fees
 - 4 year public: \$5836
 - 4 year private: \$22,218
- Estimated expenses per academic year
 - Low \$12,299
 - High \$44,249
 - Includes tuition, fees, books, room and board, health insurance, travel, personal

Source of funding/international students

- Personal & family: 63.5%
- U.S. College/University: 25.9%
- Home government/University: 2.6%
- U.S. private sponsor: 0.4%
- Foreign private sponsor: 1.5%
- International organization: 0.2%
- Current employment: 3.9%

Topic at hand

- So---how do all of these numbers impact what we are doing in student services AND how does what we are doing impact those numbers?

Role of student services

- Positive
- Statistics easy to compile
- Subtle and most important impact difficult to measure

U.S. student services

- Structure and organization
 - Role of NASPA
 - Individual autonomy
- Areas of change
 - Orientation
 - Programs for spouses

U. S. student services (cont'd)

- **Areas of change (cont'd)**
 - **Health services**
 - **Mental Health issues**
 - **International residence halls/houses**
 - **Community involvement**
 - **Mentors and host families**
 - **Position of international student services**

Challenges

- **U.S. (and Canadian) structure and mind set**
- **Decentralization**
 - **Negative result**
 - **Lack of coordination & uniformity**
 - **Positive result**
 - **Increased flexibility and, often, creativity**
 - **Overall result**
 - **No one central spokesperson**

Ultimate challenge

- Academic affairs and student services work in concert so international experience for student is seamless
- Coordination of both sectors in setting up exchange agreements

Competing in a global market: The role of student affairs and services

German perspectives

Achim Meyer auf der Heyde

Secretary General, Deutsches Studentenwerk, Germany &
President, European Council for Student Affairs





Deutsches Studentenwerk

Student services and global competitiveness:

German perspectives

Achim Meyer auf der Heyde, Secretary General
Deutsches Studentenwerk



Deutsches Studentenwerk

Outline

1. Context

- a. Internationalisation of HE in Germany
 - ✓ Bologna Process
 - ✓ Marketing Initiatives
 - ✓ Initiative for Excellence
- b. Internationalisation as driver for structural reforms
- c. Germany as a host country for international students

2. Impacts on Student Services

- a. Organisation & mission of student services in Germany
- b. Challenges
- c. Measures to make German student services competitive



International Student Affairs
Conference, Berlin 2012



a. Internationalisation of HE in Germany

✓ Bologna Process

- intergovernmental process, 46 European countries
- establishment of a EHEA by 2010
 - aim: making the EHEA competitive to other education regions in the world
- implementation of BA/MA programs in Germany: 45% of all study programs (2006)
- students in BA/MA programs 05/06 in Germany: 12,5 %



a. Internationalisation of HE in Germany (cont'd)

✓ Marketing initiatives

- Increasingly open competition for international students and researchers
 - i.e. since 2001, several marketing initiatives in order to promote Germany as a educational & research location
- result: significant increase in share of international students: 1997: 8,3% 2005: 13% (of which 10% new & 3% previously)
 - highest growth rates from China, Bulgaria and Ukraine





a. Internationalisation of HE in Germany (cont'd)

✓ Initiative for Excellence

- aim: to create top universities & research institutes and make them internationally visible/ competitive
- 1.9 Billion € in 5 years to support up to
 - 40 graduate schools
 - 30 cluster of excellence
 - 10 institutional strategies for advancing top-level university research



b. Internationalisation as driver for structural reforms of HEI

- Structural reforms of HEI as reaction to internationalisation
 - delegating public responsibilities to HEI
 - more autonomy of HEI from state control & regulations
 - more competition between HEI
 - more diversification of HEI and promotion of stronger individual profiles
 - increasing modernisation of higher education by introduction of two-cycle study system



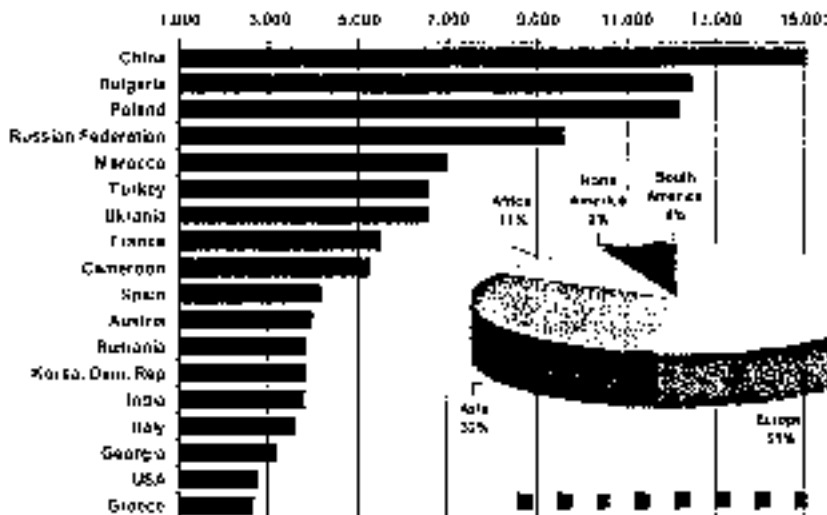


c. Germany as host country for international students

	Host Countries	Foreign Students	
		Numbers	%
1	USA	588.316	3,5
2	UK	255.233	11,2
3	Germany	240.619	10,7
4	France	221.567	10,5
5	Australia	188.160	18,7

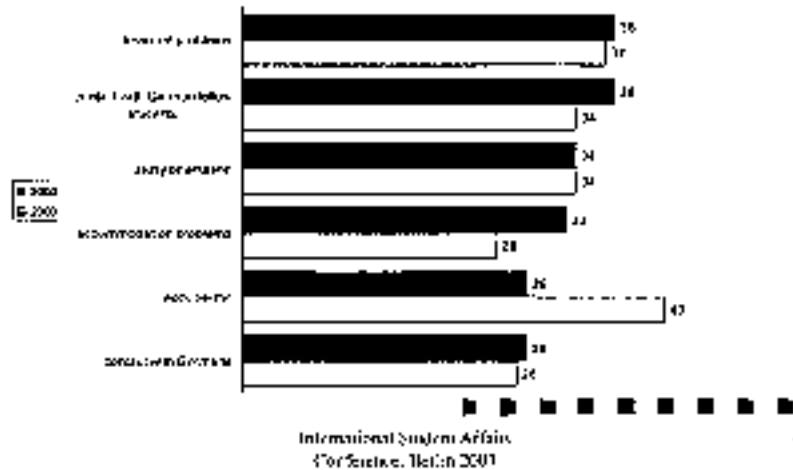


Foreign Students in Germany by Countries of Origin





International Students: Difficulties experienced during stay in Germany (%)



2. Impact on Student Services in Germany

- Structure: Independent student service organizations (*Studentenwerke* - STW) offer economic, social, health-care and cultural support to all students
- STW provide their services to all institutions of HE within one city or region
- mission: to contribute to the realization of equal opportunities
- DSW as umbrella organization



Deutsches Studentenwerk

Studentenwerke today

- 58 Studentenwerke
- 370 higher education institutions
- 180 university sites
- 2.0 million students



International Student Affairs
Conference, Berlin 2002

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Deutsches Studentenwerk

Student Services in Germany

- Food services
- Residence halls
- Financial aid
- Counseling Services
- Students with Disabilities
- Child Care Facilities
- Cultural Activities
- Services to International Students

International Student Affairs
Conference, Berlin 2002

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Specific Services to international students

- Multilingual websites
- Service Packages
- Welcome programs
- International tutors
- Intercultural programs
- Peer-to peer programs



Challenges

- **Decreased public subsidies**
 - STW are facing decrease in public subsidies over the last years
 - Impact on student services:
 - ✓ Re-calculation of services? New allocation schemes?
 - ✓ Increase in prices?





Challenges (cont'd)

➤ Changing demand

- universities demand broader range of services and support of their individual profiles and missions
- students demand stable prices and fees as well as improvement of services
- Impact on student services:
 - ✓ change of service mentality
 - ✓ not only responsible for students access and support
 - ✓ forced to provide services to higher education institutions as customers



Challenges (cont'd)

➤ Housing

- In some areas less than 10% of students can get accommodation in student residences; regional disparities
- Expected increase in number of persons qualified to enter HE (2,7 millions students in 2013?)
- Already lack of ~ 21.000 student rooms
- Impact on student services:
 - ✓ Increase of student and researcher (short-term) mobility requires more affordable accommodation, adequate apartment reservation schemes & residential life concepts





Challenges (cont'd)

➤ Introduction of tuition fees

- Starting in 2007, 7 out of 16 Länder (=70% of students) will introduce tuition fees: about 500 € per semester
- HE will become more expensive (additional costs of ~83 € per student/per month)
- variety of diverging tuition fees and financing models in the 16 Länder – obstacles to student mobility
- Impact to student services
 - ✓ Access to HE
 - ✓ Concepts for international students



Measures to make German student services competitive

- Development and implementation of a common strategy:
 - changing self-conception, from as a student help institutions to a business oriented organization
 - service provider for students and higher education institutions
 - developing and promoting the unique partnership with HEI
 - amplifying co-operation with HEI, local authorities, enterprises and companies





Measures to make German student services competitive

- amplifying & diversifying STW business areas/ business segment
- introducing more efficiency and effectiveness in provision of services
- improving and deepening co-operation between STW
- enhancing STW common visibility and uniformity without giving up their autonomy



Ultimate aims

- to continue the modernisation process of the STW
- to promote the „German model“:
 - Universities = academic teaching & research
 - STW = infrastructure
- to become active partners of the universities internationalisation strategies





Deutsches Studentenwerk

Questions?



THANK YOU FOR YOUR
ATTENTION !



International Student Affairs
Conference, Berlin 2007

21

First Finnish student housing project in St. Petersburg

Ulla Mari Karhu

Managing Director, Finnish Student Housing Ltd. (SOA), Finland



FINNISH STUDENT ACCOMMODATION TO ST. PETERSBURG?

June 12, 2007

DSW Conference, Berlin

Ulla-Mari Karhu, Finnish Student
Housing

FINNISH STUDENT HOUSING

- In Finland 25 % students live in student houses
- Student housing organizations in all university and polytechnic cities
- Own room, shared kitchen and bathroom, or a studio is a standard
- Reasonable priced, safe, right to stay as long as you study

ST. PETERSBURG

- 4,6 million inhabitants
- Second biggest city in Russia
- Finland has 5,2 million inhabitants
- 380 km from Helsinki
- Great potential to Finland
- Big importance in 19th century
- "The Great Unknown"

ST. PETERSBURG FOUNDATION

- The main goals:
- to establish a Finnish Cultural Institute in St. Petersburg
- promote Finnish-Russian cultural exchange and cooperation in the fields of Art, literature and science
- In order to promote the student and researcher exchange the foundation may have apartments and property
- SOA (Finnish Student Housing) is a founding member of St. Petersburg Foundation
- Other founders are universities, churches, towns, various art associations, big Finnish banks, insurance companies and other enterprises

INSTITUTE IN ST. PETERSBURG

- Institute is to promote student and researcher exchange
- It is working today in St. Petersburg
- The apartment is quite small
- in a fifth floor, in a house without an elevator
- Surroundings "not the nicest"

VISIO: FINLAND HOUSE

- Long time dream: Finland House
- Under one roof the Finnish school, the institute, rooms for a students and artists, Finnish cultural institutions

ST. MARY FINNISH CHURCH HALL

- In the heart of St. Petersburg
- 100 meters from Nevsky Prospekt in Ul. Bolshaja Konjushennaja 4-6-8
- St. Mary's Finnish Church and the Church Hall
- The Finnish congregation had a church in this address since 1730
- In the church hall there was a Finnish school in the 19 century

THE CHURCH HALL = FINLAND HOUSE?

- After 1945 the church hall was used as a dental clinic.
- The clinic moved out recently.
- Now the building is in a very bad condition.
- After the collapse of the Soviet Union, the returning of properties to their former owners.
- The St. Mary Finnish Church was renovated and is functioning again, since 2004.
- The St. Petersburg foundation was seen as a "former owner" of the Church Hall. Negotiation of returning the church hall to St. P. foundation started.
- After long negotiations, in 2006 the St. Petersburg foundation made a long term (49 years) contract with St. Petersburg city in order to renovate the church hall.

OUR HOUSE

- The St. Mary Finnish Church Hall
- There are four stories in the house
- Totally 3700 m².
- The student accommodation will be build in the attic. There will be 10-12 rooms or apartments = 280 m²
- The house is under protection because of its cultural historical value.
- The outside cannot be changed

STUDENTS WON'T BE ALONE

- The house will be "Finland House" with
 - - Finnish School
 - - Finnish Institute: library, exhibition rooms, offices
 - - Helsinki Chamber of Commerce
 - - Finnish enterprises
 - - Helsinki city, Turku city
 - - Studios for Artists
 - - Studios for students and researchers.
- These will be tenants in the Finland House
- The costs will be covered by the rents

THE STUDENT ACCOMMODATION

- Renovation should be ready 2008
- Renting of the student accommodation will be organized by student housing organisations in Finland
- Big question: how much the room/apartment will cost for a student?
- 33€/m²/month

OBSTACLES BEFORE...

- The Finnish Student Housing almost succeeded in building a student house in Leningrad in the end of the 1980's
- Building site reserved and plans prepared.
- In the very last meters, the bank who withdrew itself out:
- the risk to build in the Soviet was too high.

OBSTACLES IN ST. PETERSBURG

- Costs of building renovation are rising: the market is "red hot"
- The contracts too expensive
- Cultural differences between Finland and Russia
- The contracts can be changed by changing the law

OBSTACLES IN HELSINKI

- Financing: Renovation will be financed by a bank loan 3 million euros
- The bank wants a guarantee from the state
- Need for a state subsidy for 2 million euros
- New government very cautious about new projects, especially "cultural" and abroad.

ALL AGREE...

- A very important project
- The St. Mary Church hall is the greatest possible location for Finland House
- Need of decent student accommodation in St. Petersburg
- This project must succeed!

Modernisation of the food services: Trends and challenges in France

Pierre Richter

Director of the CROUS de Montpellier, France



**International
DSW/ECSTA Conference
in BERLIN
10 to 12 June 2007
Modernisation of the food
services : Trends and
challenges in France**

the situation of food services in
High Schools in France in 2002 :
- a continuous loss of activity for
10 years :
60,2 M meals in 92, 53,5 M in 2002
- fragile economical results

In 2003, constitution of a group managed by the CNOUS with :

- students
- high schools
- staff of the CROUS
- National Observatory for Student Life

1

A national policy is determined :

A consumer-friendly marketing strategy based on a double segmentation :

- according to the type of consumer
- according to the available meal-time

1

Type of customers

- ▶ **students : strong attachment of french students for the national « ticket » (one complete meal for 2€75) : the offer must be declined in function of this reality**
- ▶ **Meals for teachers and other high schools staff**
- ▶ **Special services : catering services**

5

Available meal-time

- ▶ **« on the fly » : automatic vending and take-away sales**
- ▶ **Fast food : catterias and snacking**
- ▶ **Traditional meals : « restaurant » with generalization of food court and thematical cooking**

6

Restaurant Vert-Bois (Green-Wood) in Montpellier



7

Take-away sale in Montpellier



8

Coffeteria inside the Montpellier University




v



Accompanying measures

- ▶ Professionalisation of the teams
- ▶ Quality Chart
- ▶ On-line satisfaction enquiries

16



Etudiants, vous mangez au resto U ?
Devenez cyber critique culinaire !

Inscrivez-vous sur www.enqueteru.cnous.fr pour devenir membre du panel convives de votre resto U. Vous obtenez le GRCUG à améliorer son niveau de service.

Les membres du panel convives d'un resto U ont une mission de chef : leur travail est de donner leur avis sur la qualité de la restauration universitaire. Ils sont élus par les étudiants et ont pour tâche de donner leur avis sur la qualité de la restauration universitaire. Ils sont élus par les étudiants et ont pour tâche de donner leur avis sur la qualité de la restauration universitaire.

Participez à nos questionnaires pendant 8 semaines !

www.enqueteru.cnous.fr

Le GRCUG

11

Cette année, devenez membre du panel convives de votre resto U



Inscrivez-vous directement sur le site www.enqueteru.cnous.fr entre le 30 octobre et le 15 novembre 2006.

Le GRCUG est un service de la restauration universitaire. Il est composé de membres élus par les étudiants et a pour tâche de donner leur avis sur la qualité de la restauration universitaire.

Le fonctionnement du "Panel Convives RU"

Chaque membre du panel est sélectionné par un vote des étudiants. Une fois élu, le membre du panel a pour tâche de donner son avis sur la qualité de la restauration universitaire. Il est élu par les étudiants et a pour tâche de donner son avis sur la qualité de la restauration universitaire.

12

Investment policy

- ▶ **Important structural investments :
about 30 M€ a year**

- ▶ **Priority given to the development of
snacking and to the rehabilitation of
Fast food : canteens and snacking**

15

The first results

- ▶ **2006 : the third consecutive year of
growing frequentation ; + 2 M meals**

- ▶ **Better management and economical
results :**
 - coverage rate : 63%
 - meal cost price : 4€80

11

PSYNET, a multi-level network for psychological intervention

Gert Christens
SOVOHA, Belgium

PSYNET

a multi-level network for psychological intervention

Gert Christens

Coordinator PSYNET

Association University &
Colleges for Higher Education
Antwerp

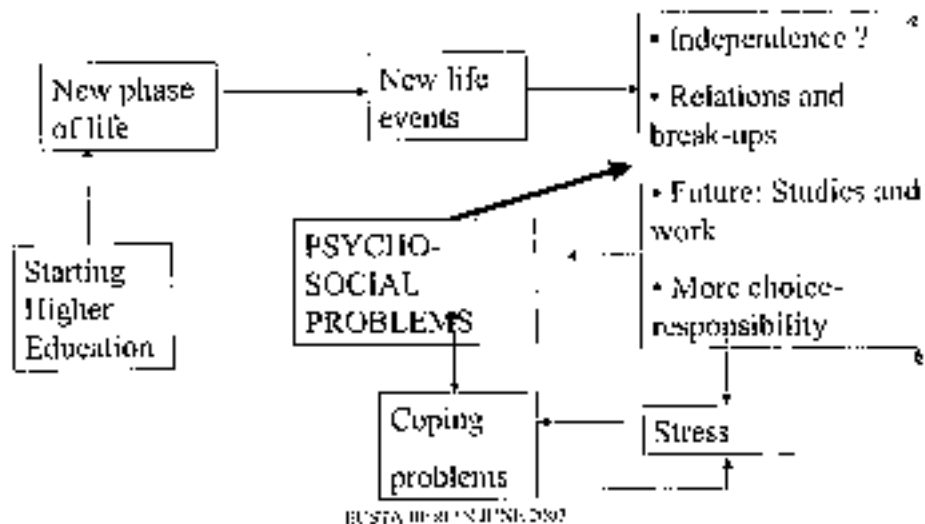
ICS A 09/315 HENE097

CONTEXT

- Psynet is responsible voor 30.000 students
- The prevalence for psychological problems in the student population is between 10% and 20 %
- 5% asks for counseling 10000 consults a year
- Screening of 5000 consults
 - Depression: 12% (suicide 3%)
 - Relational problems: 21.1%
 - Social fear: 12.8%
 - Fear of failure: 24.3%
 - Low percentage of sexual problems and addiction

ICS A BELIN JUNE 2007

PSYCHOLOGICAL PROBLEMS IN A STUDENT ENVIRONMENT

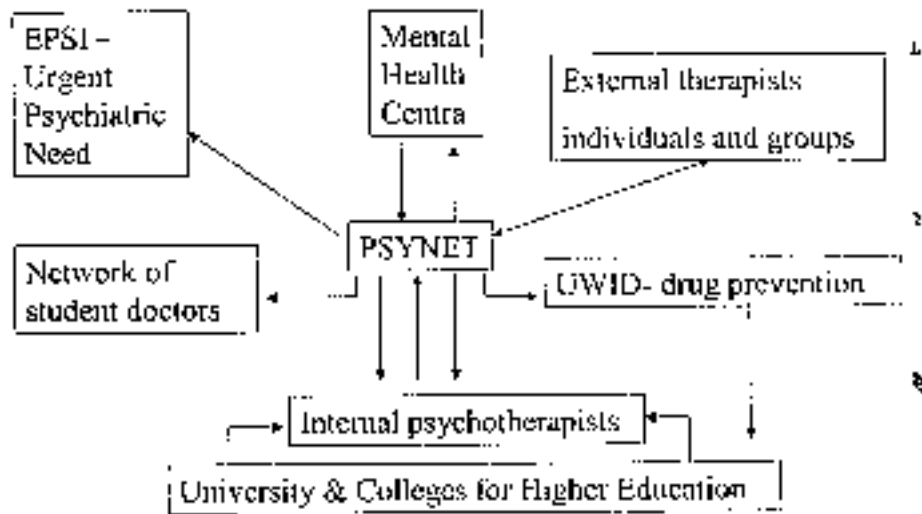


Goals of the network

- Fast intervention
- Not first in, first out
- Five session therapy
- Working with external institutes and psychotherapists
- Managing the referring policy
- Subsidiarity – which level or institute is the best answer for the problem

BUSSTA BERLIN JUNE 2007

THE PSYNET IN INTERACTION

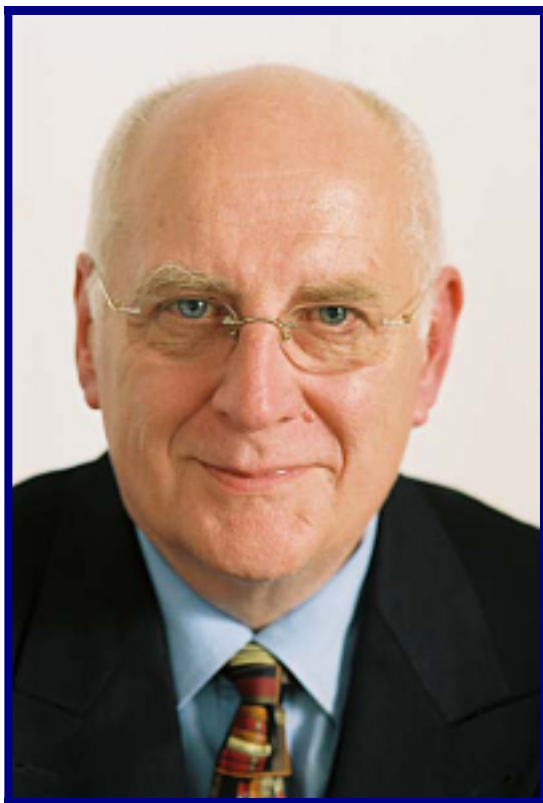


POSTA BELIN JUNE 2005

**Creating a family friendly campus:
Opening of the Campus Office “uni & child” – a joint
project of the Technical University of Dresden and the
Studentenwerk Dresden**

Dr. Rudolf Pörtner

Executive Director, Studentenwerk Dresden, Germany



STUDENTENWERK DRESDEN



Campus and Family

Opening of the Campus Office „uni and child“
A joint project of the Technical University of Dresden and
the Studentenwerk Dresden

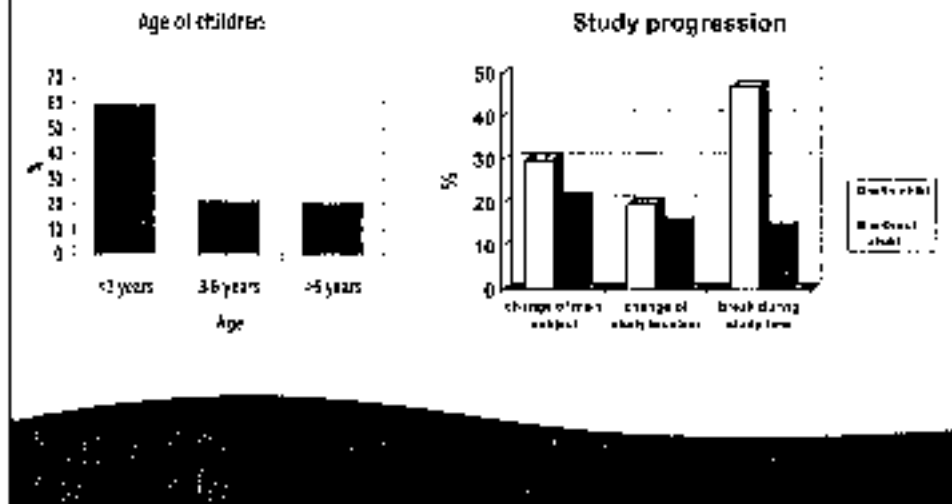
Campus and Family – Contents

1. Studying with child – general statistical statements and explanations
2. Support to studying parents – the Studentenwerk Dresden
3. The Campus Office „Studying with Child“
4. Vision

Studying with Child

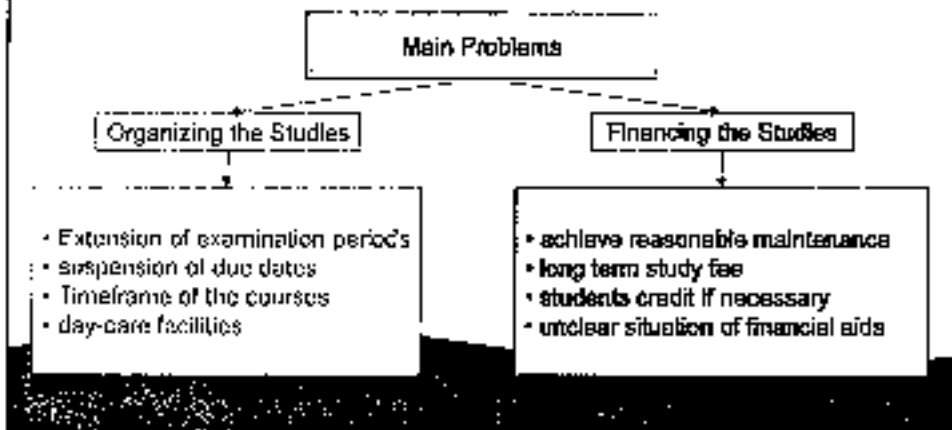
- Approximately 7% of students are parents
58% with one child
42% with two or more children
- Students with children are, on average older than their fellows and need more time to obtain their degree
- The highest number of student parents can be found in „social“ oriented courses like education studies or psychology

Studying with Child

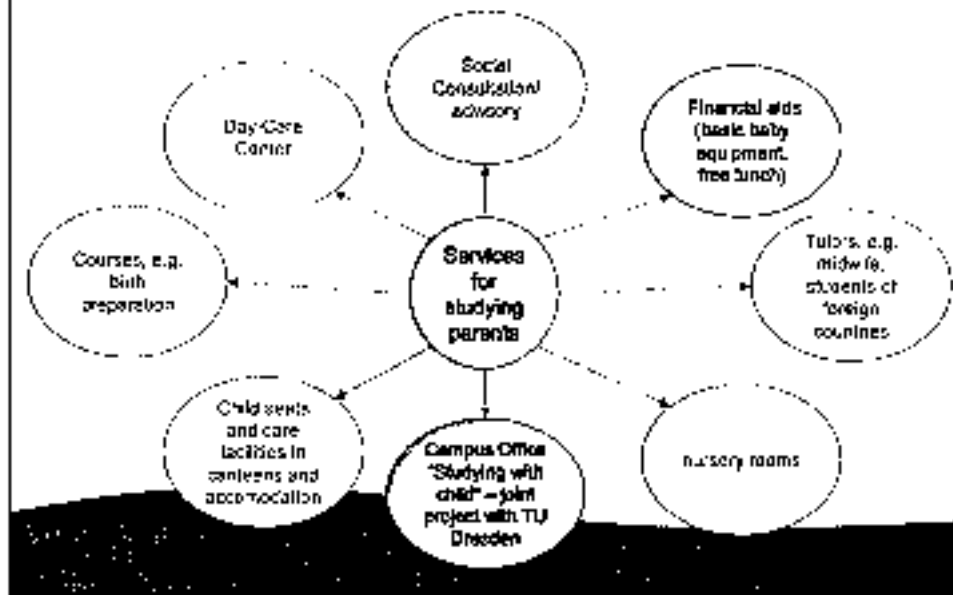


Studying with Child

- Studying „in spite of“ having children?
 - Usually an extended duration of study
 - An increased risk of dropout



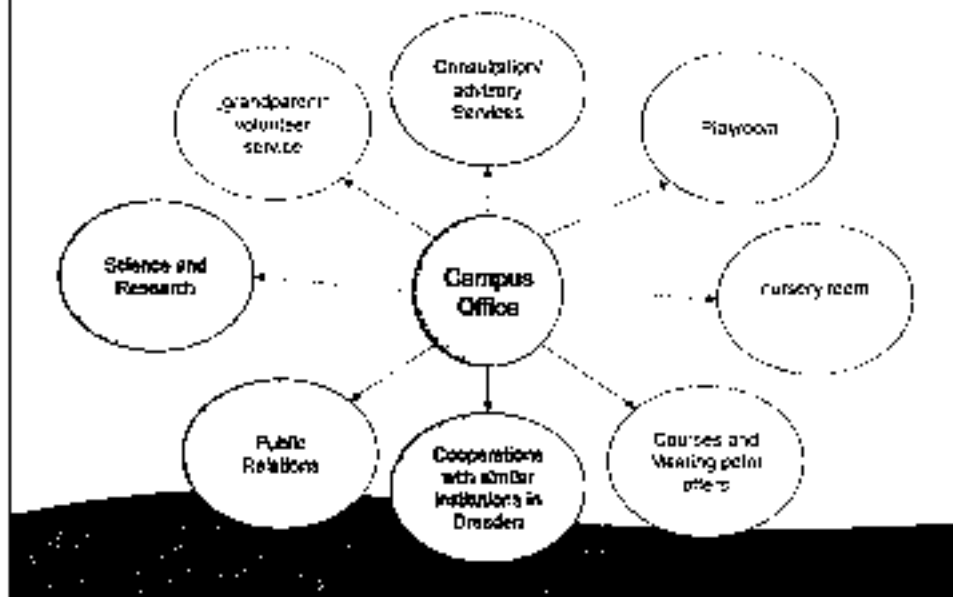
Studentenwerk Dresden



Campus Office "Studying with Child"

- Cooperation between the Studentenwerk Dresden and the TU Dresden
- Planning stage: 2006
- Launching: 01/22/2007, duration of the project: two years
- The office includes three rooms + kitchen + bathroom; central location at the University Campus
- Joint financing of four employees and three student tutors
- considerable amount of the costs for equipment was obtained by firms and companies (fundraising)

Campus Office "Studying with Child"



Campus Office "Studying with Child"

- **Successful results**
 - Already more than hundred personal consultations
 - App. eighty requests by email/phone
 - App. five times a week use of the playroom and the nursery room
 - Well attended courses and meeting offers
- **Very high media interest**
 - Over twenty articles in newspapers and magazines
 - Several broadcast and TV transmissions

Campus Office "Studying with Child"



Vision

- **Goals for the following terms:**
 - Creation of information leaflet and handouts
 - extending variety of courses
 - scientific evaluation and support
 - constant public relations work
 - fundraising
 - development of a future perspective for the office after the year 2009

▪ *Authors: Claudia Schmidt,
Cordula Meier, Susann
Kleinher*

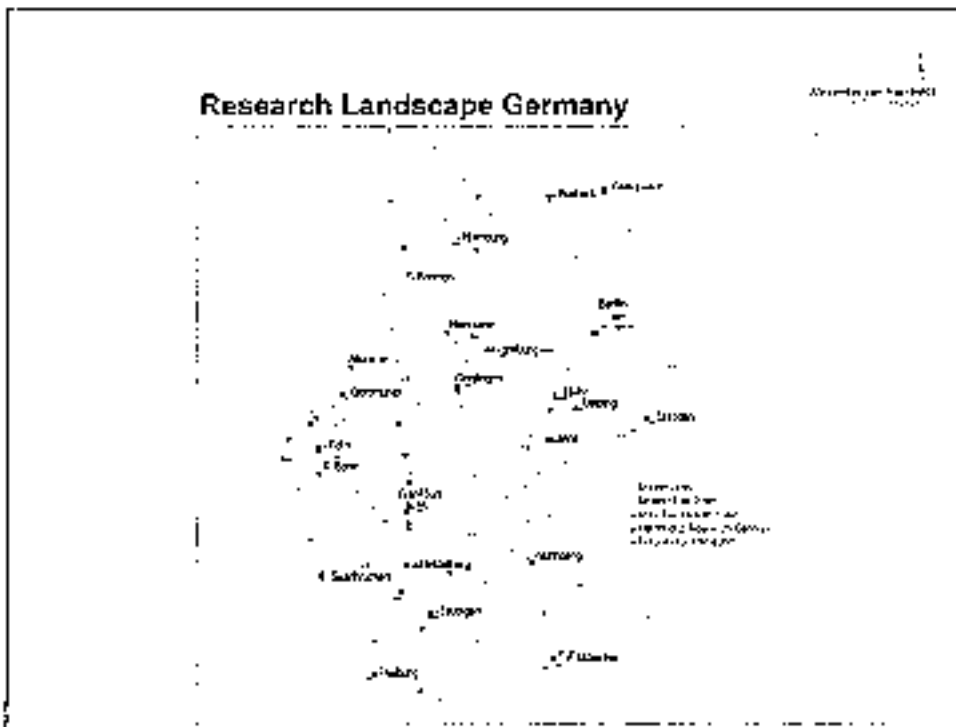
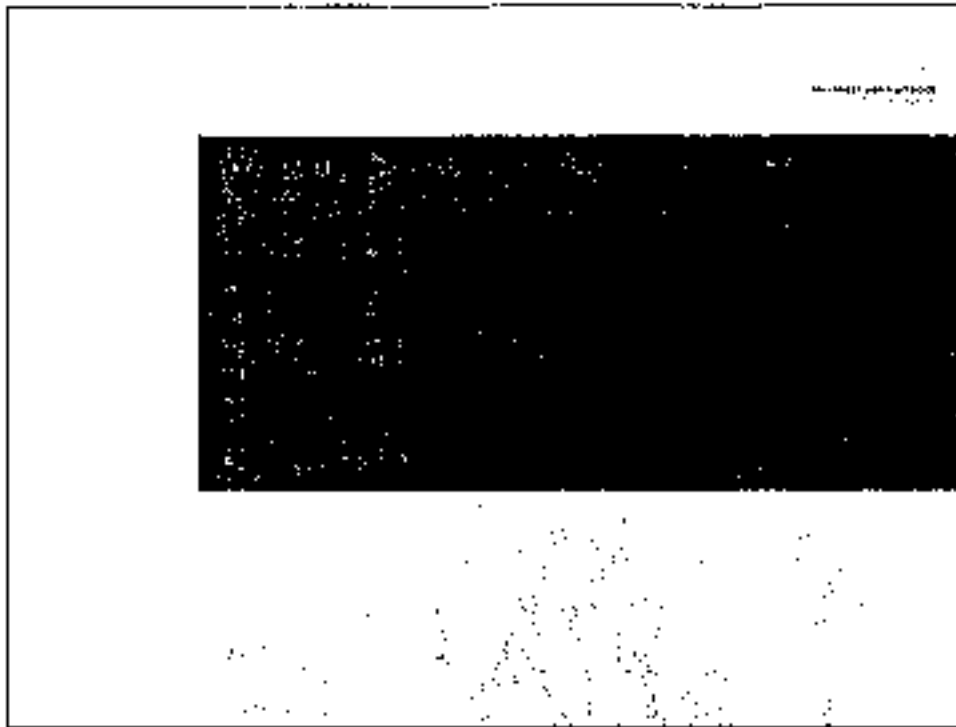
▪ *22.05.07*

Welcome centres for internationally mobile researchers

Dr. Georg Schütte

Secretary General of the Alexander von Humboldt Foundation,
Germany





Research Establishments

Research Establishments

- More than 300 institutions of higher education: research in all disciplines
- 80 Max Planck Institutes: basic research, especially in science but also in the humanities and social sciences
- 57 Fraunhofer Institutes: contract research of a technical-scientific nature



Research Establishments

Research Establishments

- 15 Helmholtz Institutes: the state's long-term research goals in science and engineering as well as in bio-medical research
- 84 institutes in the Leibniz Association: research tasks ranging from knowledge-oriented basic research to applied research



Research and international mobility funding organisations in Germany

www.dfg.de

- German Academic Exchange Service (DAAD)
- Alexander von Humboldt Foundation (AvH)
- German Research Foundation (DFG)
- private organisations: Bosch Foundation, ZEIT Foundation etc
- research organisations: Max Planck Society, Fraunhofer Society, Helmholtz Association, Leibniz Association



Alexander von Humboldt Foundation Areas of Activity

www.avh.de

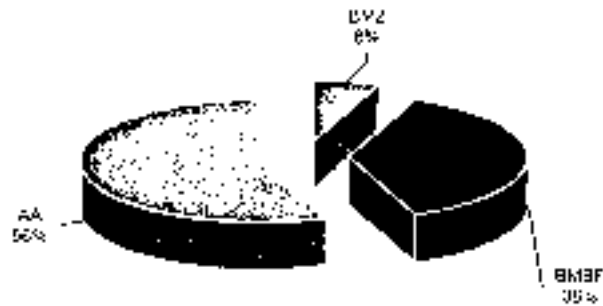
- Sponsoring top-flight, foreign researchers to come to Germany by means of research fellowships and research awards;
- sponsoring top-flight German researchers to go abroad;
- support of cultural exchange with Germany;
- strengthening cutting-edge research in Germany through internationalisation;
- building and maintaining a worldwide network of researchers;
- counselling of internationally mobile researchers



Humboldt Foundation: Financing

www.humboldt-foundation.de

The annual budget is approx. 60 mill. EUR, more than 97% of which is publicly financed by the Federation. Financing is distributed as follows:

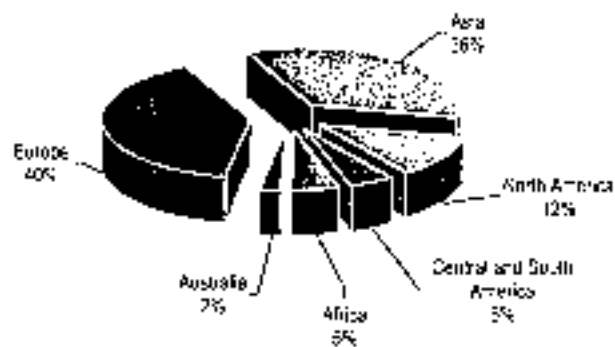


- AA: Federal Foreign Office
- BMBF: Federal Ministry of Education and Research
- BMZ: Federal Ministry for Economic Cooperation and Development

Origin of Humboldt Fellows

www.humboldt-foundation.de

2001-2005: a total of 2.526 new research fellows from abroad



Researchers' mobility

University of Bamberg

- **Researchers' mobility on the political agenda**
 - future as a knowledge-based society
 - worldwide competition aiming at the best „masterminds“ of the globe
 - on an EU level: Lisbon Strategy, i. e. 3 percent goal, European Research Area, Framework Programmes for Research
 - on a national level: e.g. High Tech Strategy of the German Federal Ministry for Education and Research



Researchers' mobility in practice

University of Bamberg

In order to gain the most from researchers' mobility we need to understand the following facts:

- directions of mobility
- reasons for mobility
- Mobility shapes researchers' minds - mobility shapes Germany's reputation as a place for research



What attracts mobile researchers from abroad to Germany?

www.bmbwf.de

- Excellent research environment;
- international recognition of high level research in specific disciplines;
- scientific networks;
- personal contacts with or family links to Germany;
- interest in German culture;
- prior experience with the research environment in Germany.

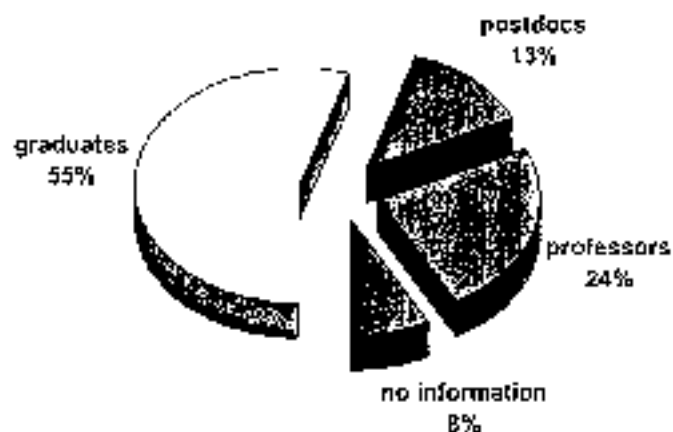
Source: June 2001, German Academic Exchange Service and German Research Foundation, Bonn



Researchers coming to Germany

www.bmbwf.de

21,000 academics from abroad in Germany (2004)
(increase of about 10% compared to 2001)



Source: June 2005, German Academic Exchange Service, Bonn

Obstacles for mobility

10/10/2014

- No transferability of pensions etc. from one country to the other;
- lack of dual career support, insufficient childcare infrastructure;
- rigid career patterns;
- lack of support for mobility;
- administrative/legal obstacles (immigration law, work permits etc.);
- lack of information.

Source: Career Mobility Centres at The Alberta Foundation



Welcome Centres and beyond: Minimizing obstacles for researchers' mobility

10/10/2014

- Removing administrative and legal obstacles on a political level;
- providing better information;
- improvement of counselling;
- better conditions for families / dual career opportunities;
- funding programmes for mobility;
- funding programmes for research collaboration;
- partnerships between countries and/or research institutes;
- compatibility of career paths in different countries



Best practice: Welcome Centres 2007

- **Best-Practice Competition 2006**
"Welcome Centres for internationally mobile researchers"
- **Cooperation**
between the Humboldt Foundation, the Deutsche Telekom Foundation and the Donors' Association for the Promotion of Science and the Humanities in Germany
- **Prize money**
three times 125,000 EUR for putting best concepts into practice
- **Awardees:**
Universities of Bochum, Bonn and Marburg



Instrument No. 1: Self-optimisation

Meaningfully implemented centres contribute to optimising internal structures, BUT:

- currently, internationally mobile researchers mostly supported decentrally by faculties;
- no central coordination point with accompanying support measures;
- knowledge gathered at many different points but not exchanged;
- maintaining long-term contact with internationally mobile researchers problematic due to lack of central registration;
- various service and welfare opportunities for internationally mobile researchers barely visible, i. e. barely usable.



Instrument No. 2: Networking

Erasmus+ programme

- Welcome Centres as an important instrument for consolidating the university's cooperation with third parties;
- Welcome Centres are to network with all the actors involved, both inside and outside the university;
- routine forms of information exchange ensure the stability of the networks.



Instrument No. 3: Marketing

Erasmus+ programme

- ideal Welcome Centre seen as an enhanced visiting card for the university;
- Welcome Centres and their services thought by many universities to be an important advertising tool.
- considered to be in the same league as the universities' internationalisation strategies



Instrument No. 4: Service

Seen as service instruments, Welcome Centres can serve as:

- a link between researchers, faculties, administration;
- development centres and coordination points for administrative procedures;
- responsible for developing websites for internationally mobile researchers;
- responsible for recording all guest researchers throughout the university;
- a place where a handbook for hosts can be produced;
- the contact point for tutoring faculties and intercultural training of staff;
- a place for documenting typical difficulties.



A summary

Decisive, "best practice" criteria for projects such as Welcome Centres:

- a coherent overall concept for the internal structure of the Welcome Centre;
- a focus on the target group: researchers;
- added value going beyond the financing of existing measures;
- networking with other local institutions;
- sustainability and the enduring continuation of the new structures beyond the financing linked to the competition.



Thank you for your attention!

www.humboldt-foundation.de

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Pros and cons of the code of practice in New Zealand

Matthias Nebel

Services Manager, Victoria International, Victoria University of Wellington, New Zealand





- **Setting: Facts about New Zealand and their international Education**
- **Development: The Code of Practice for the Pastoral Care of International Students (the Code)**
- **Insight: Victoria's Experience and the Challenges with the Code of Practice**

- 4 million people (3rd lowest population in the OECD)
- 259,000 km²
- 15 people per km²
- 3 main cities (Auckland, Wellington and Christchurch)
- Culturally diverse
 - 75% European
 - 15% Maori
 - 9% Pasifika
 - 7% Asian



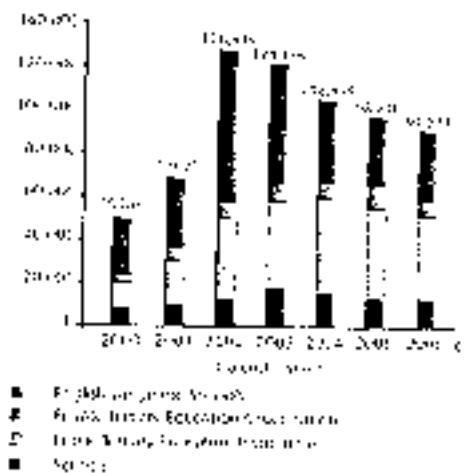
- Mid 80s - Major economic change
 - Originally highly regulated, protected and subsidised
 - Now one of the most liberalised economies in the world
- 2003-2004 - 7th fastest growing economy in the OECD
- Less than 4% unemployment rate – 2nd lowest in the world

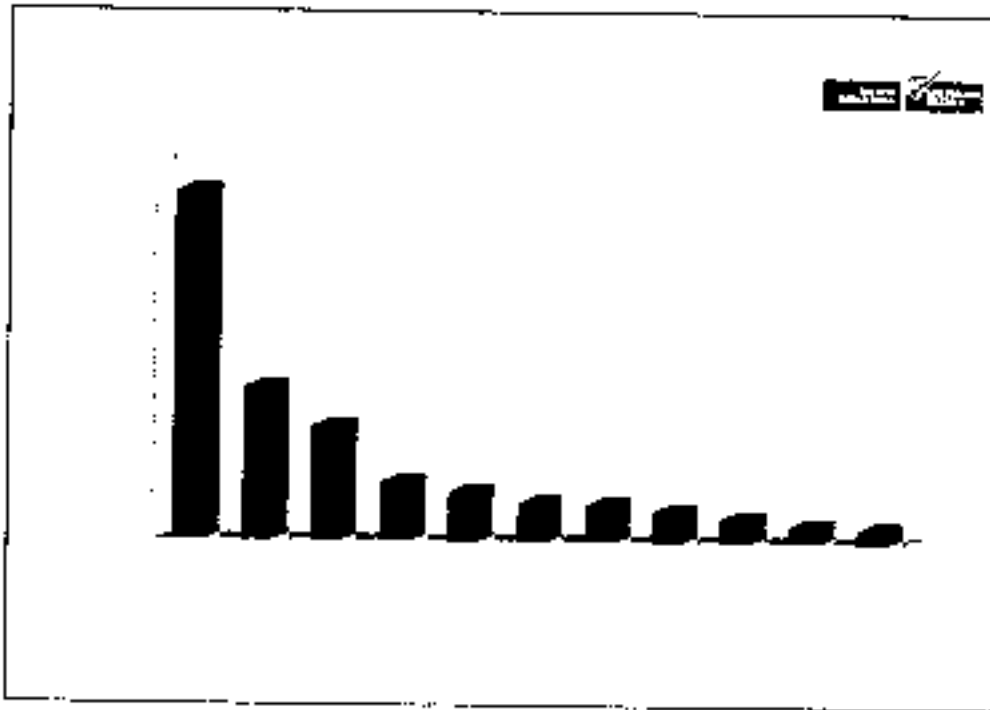
- Substantive changes in the late 1980s from a federated University structure to a deregulated liberal system
- Over 1,200 tertiary education organisations (TEOs) with about ½ million students
- A very broad definition of tertiary education – includes all post-secondary education
- 8 universities, 30 polytechnics and institutes of technologies, 2 colleges of education, and 3 Wanangas



Foreign fee paying students* in 2006

- 92,000 enrolled in all institutions
- 25,000 enrolled in 8 universities
- Economic value added from international education; 1.9 billion NZ\$ (1.1 billion EUR)
About 50% from the university sector





Summary: Facts about New Zealand

The development of international education in New Zealand

"New Zealand is clearly one of the leading exporters of tertiary education in the world, not only benefiting the economy and society but also the New Zealand tertiary education organisations through bringing new academic perspectives, cultural contexts and an enriched learning environment to the country."

OECD (2007), Economic Review of Tertiary Education New Zealand Country Note, para 205.

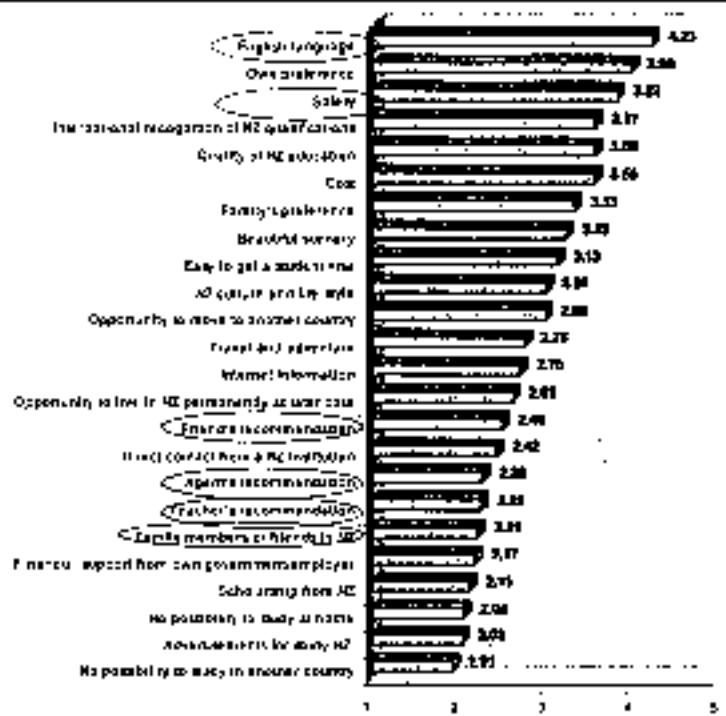
Development: The Code of Practice for the Pastoral Care of International Students

Most needs & rights are comparable to those of domestic students, but there are additional challenges:

- Without family and other home support networks
- Difficulties to adapt with a new (learning) culture
- Foreign language
- Money issues
- More difficult to access information and resources to cross-check and compare
- Accommodation

**INTERNATIONAL
STUDENTS IN
NEW ZEALAND
2003**

*Important Factors
in Choosing New
Zealand for Study*



**Reasons for the Development of the Code
of Practice**

- The New Zealand Government wants to make sure that New Zealand's reputation as a 'safe destination' is maintained
- New Zealand is a popular education destination for students and many students coming here are under the age of 18

The Code of practice is also used as a marketing tool



- In 1996 the Ministry of Education developed and opened a voluntary Code of Practice for the Recruitment, Welfare and Support of International Students for signing
- The Code became mandatory in 2002 for ALL education providers in New Zealand that enrol international students. The so called 'signatories' must have practices and documentation in place that meet these standards (2006 approx. 1,200 institutions)
- A set of New Zealand government standards for the care and protection of international students
- The Code is written into New Zealand government law
- The Code was revised in 2003 to provide additional protection for the care and safety of international students studying in New Zealand



- Domestic policy settings provide the bedrock
- Helps to improve quality only in pastoral care issues
- The Code of Practice is divided into 9 sections
- Supporting guidelines are published to assist signatories to meet the Code requirements

1. Information

- All staff has to know about the Code and the requirements
- Staff is regularly trained to meet the Code requirements

2 Marketing Recruitment and Enrolment

- The following information must be in writing or in electronic format
 - Costs of education
 - Application requirements and application procedures
 - Credit transfer policy
 - Refund and withdrawal conditions
 - Grievance procedures
 - Information on facilities, courses, laboratories, staffing, etc
 - Information about the city, country
 - Accommodation
 - Travel and health insurance
 - NZ health system
 - Immigration requirements
 - Information about the Code
 - Orientation

The screenshot shows the Victoria University of Wellington website. At the top, there are navigation tabs for 'Home', 'About Us', 'Study', 'Research', and 'Work with Us'. Below this is a main banner with the text 'Welcome to Victoria University' and 'The Great Welcome to Victoria University'. To the left of the banner is a navigation menu with links like 'Home', 'About Us', 'Study', 'Research', and 'Work with Us'. To the right is another menu with links like 'Home', 'About Us', 'Study', 'Research', and 'Work with Us'. The central banner features a large image of the university campus and the text 'The Great Welcome to Victoria University'.

3. Contracted agents

- The recruitment and accommodation agents have to comply with the Code
- The signatories are responsible for their agents

4. Contracts and indemnity

- Fees protection policy
- Signatories are responsible for their compliance (annual reviews and self reporting of breaches)

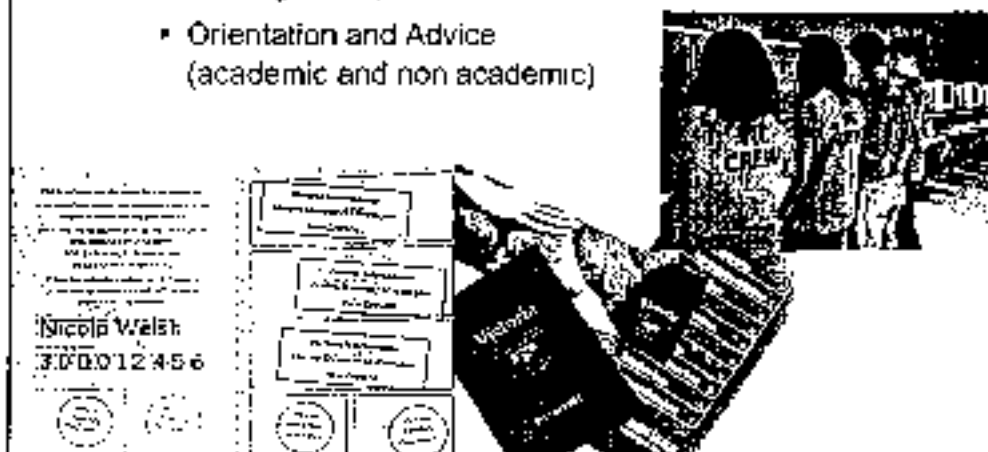
5. Welfare and support Services

- A designated person or office for international students

- Listening skills to the level of a professional counsellor
- Cross-cultural communication skills and knowledge of other cultures
- Managing critical incidents
- Identifying at risk students
- Conflict resolution
- Understanding learning styles of those from other education systems
- Understanding of laws and regulations including immigration, tenancy, privacy, health system, and employment laws
- Building community support
- Understanding the needs of children/teenagers/young adults
- Media training
- Time management
- Code of Practice requirements
- 24/7 availability

5. Welfare and Support Services

- A designated person or office for international students
- Orientation and Advice (academic and non academic)



- Compulsory for all international students before they can enrol
- Mainly student support and non academic topics (e.g student learning support, counselling, student health, insurance, driving, grievance procedures)
- Special programmes for different groups (Undergraduate, Postgraduate, Exchange and Study Abroad)
- Special interactive workshops
- Special briefings for students under 18

CONTENTS

- 2 About this book
- 3 Getting a visa to New Zealand
- 4 Airline tickets, other transport and the Club
- 5 Arrival, accommodation, money
- 6 Learning and training in New Zealand
- 7 Getting to the university
- 8 Visa and Wellington
- 9 Health care in New Zealand
- 10 Getting to the city in New Zealand
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VICTORIA UNIVERSITY
OF WELLINGTON, NEW ZEALAND

5. Welfare and support services

- Employ a designated person
- Orientation and Advice
- Communication (under 18)
- Emergency and contact information
- Monitoring of attendance and performance

6. Procedures for selecting and monitoring accommodation and caregivers

- Employ a designated person
- No student visa will be issued without a guaranteed accommodation
- Homestays
- Special requirements for students under 18 (e.g. police vetting)



7 Grievance Procedures

- Internal processes
- An independent external appeal authority if concerns are not resolved - International Education Appeal Authority (IEAA)

8 Applications and Monitoring

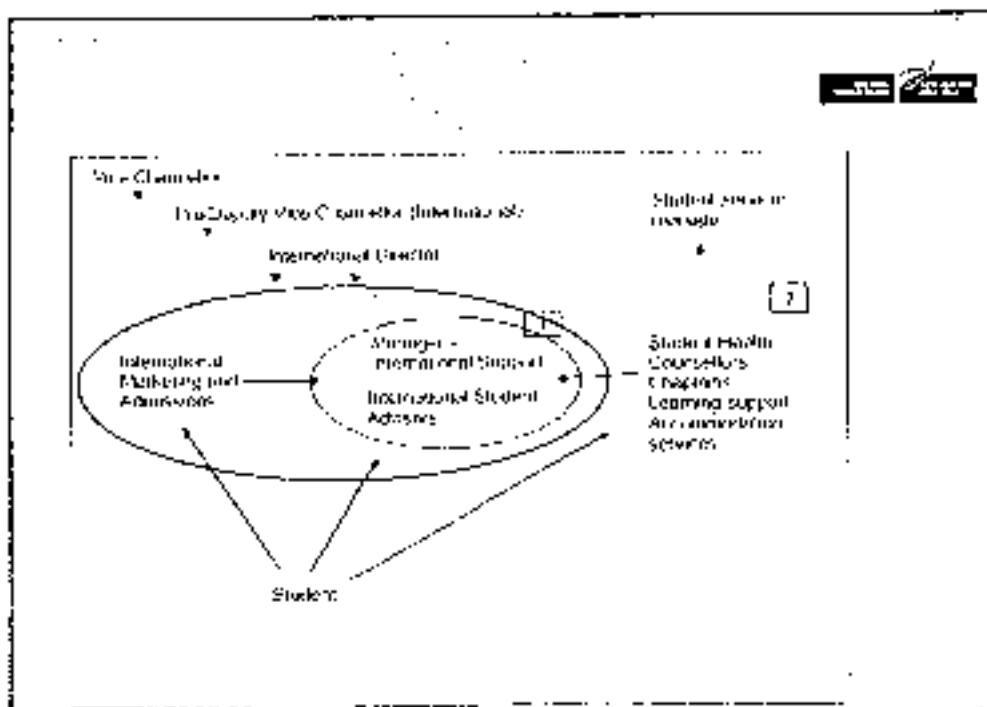
- Self monitoring and external monitoring
- Funded by the education sector

9 Administration

Requirements are age-based, with stronger measures for welfare and accommodation of younger students and those of any age who are vulnerable.

- Accurate and current information and advice for students prior enrolment
- Fair internal and external complaints procedures
- Enhanced contractual relationships with agents
- Ongoing welfare, health, advisory and support services
- Information and advice to assist adjustment to living and studying in-country
- Systems to ensure that students are safe
- Helps education providers to keep their students safe while they are studying (best practice examples)
- All education providers must be signatories to and comply with the Code to host international students

The Code of Practice in the university environment



Victoria International's challenges with the Code

- **The Code of Practice is not easy to understand and to learn**
- **Unclear definitions**
- **It is very difficult to find the right staff (counsellors or administrators?)**
- **The Code is written for all institutions**
- **The requirements to monitor attendance is most of the time not possible in an university environment**
- **High compliance costs (especially for students under 18, Visa and insurance requirements)**

Victoria International's challenges with the Code

Section 10.4

- 10.4 *Visitors must comply with section 40(2) of the Immigration Act 1987 which provides that every person commencing our course of study or training commits an offence who either is employed in a firm, or under a person to undertake the course knowing that other person does not have the required authority under the Immigration Act 1987 to do so.*

Section 7.4

- 7.4 *When enrolling, my migrant student, guardian, must ensure that international student level appropriate and current medical and dental insurance for the duration of their planned period of study.*

- **It is the institution's not the student's responsibility**

Victoria International's challenges with the Code

- Designated team, but only few have contact with students
- Misinterpretation of 'pastoral care' in some cultures
- Difficult balance between mandatory care and individual rights
- Difficult balance between standards of the host society and that of the student
- Why are domestic students treated different to international students?

Summary – The Code of Practice

All stakeholders see the Code of Practice as a very effective framework for the pastoral care of international students. The Code contributes to:

- the well-being and safety of students;
- their cultural learning and social development;
- the ease with which they operate in a foreign environment;
- the formation of cross-cultural friendships and linkages; *and ultimately*
- students' ability to learn and achieve formal educational objectives.
- The benchmarking with other providers in student services

- *Details of the New Zealand Code of Practice for the Pastoral Care of International Students, supporting guidelines for education and homestay providers, a students' Guide to Living and Studying in New Zealand, documents presenting research findings can be found at:*

www.minedu.govt.nz/goto/international

- The guidelines can be downloaded at
www.minedu.govt.nz/web/downloadable/016603_y1/final-guidelines-4web.pdf

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- – Nicolas Lows; in :
Globalisation, Guidelines and Education, Vol 3, No. 1, March 2005, pp 5-47
- Benjamin Hennel; in: DUE



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University co-operatives in Japan: Structure, mission & scope of activities

Prof. Kokichi Shoj
President, NFUCA, Japan



The Role of University Co-ops in Student Support in Japan

June 12, 2007

Prof. Kôkichi SHOJI

President

National Federation of University Co-operative Associations
(NFUCA)

Topics

1. Student support and university co-ops in Japan
2. Increasing business orientation of Japanese universities
3. Achievements and future directions of university co-ops



Student support in universities

- Definition
 - "Universities and society provide facilities for housing, dining, funding and whatever else is required by students for study and research."
- Dormitories
- Cafeterias
- Campus book shops
- Scholarships, etc.



Student support models

- Student support by government-backed organizations (Germany, France)
- Student support by universities with government assistance and private funding (United States of America)
- Student support by university co-ops under insufficient government support and business-oriented universities (Japan)



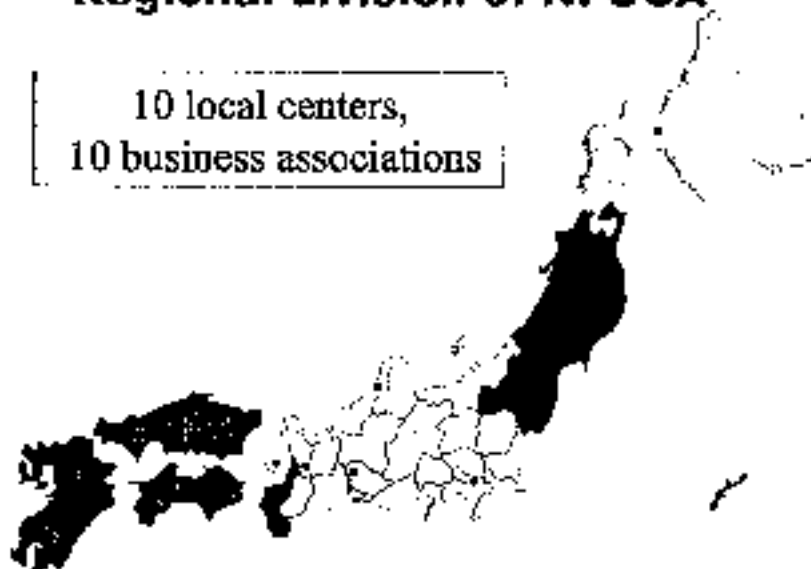
Overview of university co-ops

- NFUCA Membership: 229
 - University co-op : 214
 - Inter-college co-ops: 5
 - Business Associations: 10
- Co-op members :1.48 million
 - 40% of total students
 - 31% of total faculty and staff



Regional division of NFUCA

10 local centers,
10 business associations



Insufficient government support

- Private university students: 66%
- Incorporation of public universities in 2004
- Tightening of government budget
 - Tuition fee exemption 14 %
 - Scholarships (Student loans) 27.7%
 - Not many dormitories
 - Insufficient mental health counseling and career support



Japanese universities in global competition

- Service industrialization and commercialization
- Declining of 18 year-old population and fiercer and fiercer competition
- Differentiation and classification, and establishment of some overseas bases
- Shrinking government financial support



Business-oriented Universities

- Solicit donations from alumni
- Obtain more and more external funding
- Obtain revenues by inviting private retailers (convenience stores, coffee shops, etc.)
- Create subsidiaries to rationalize management and to get profit



Development of university co-ops since 1946

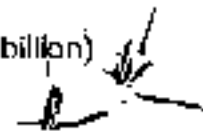
- Autonomous organization
- Democratic management
- Non-profit business organization
- Profit being returned to members
- Joint activity among university co-ops
- Facility free rental contract with university



Support of student life

- Food services
- Supply of textbooks, books, commodity goods
- Supply of IT equipments
- Travel services, etc.
- Housing referral (42,000rooms)
- Student mutual benefit (700,000 members)

- Business scale: JYE 200 billion (US\$1.7 billion)



Support of student growth

- Career formation support
- Indirect educational support
- Supplementary education support
- Internship-based education support

All for student growth!



Support of university activities

- Research / educational commodity supply
- University library support
- Scholarship support
- Execution of works outsourced

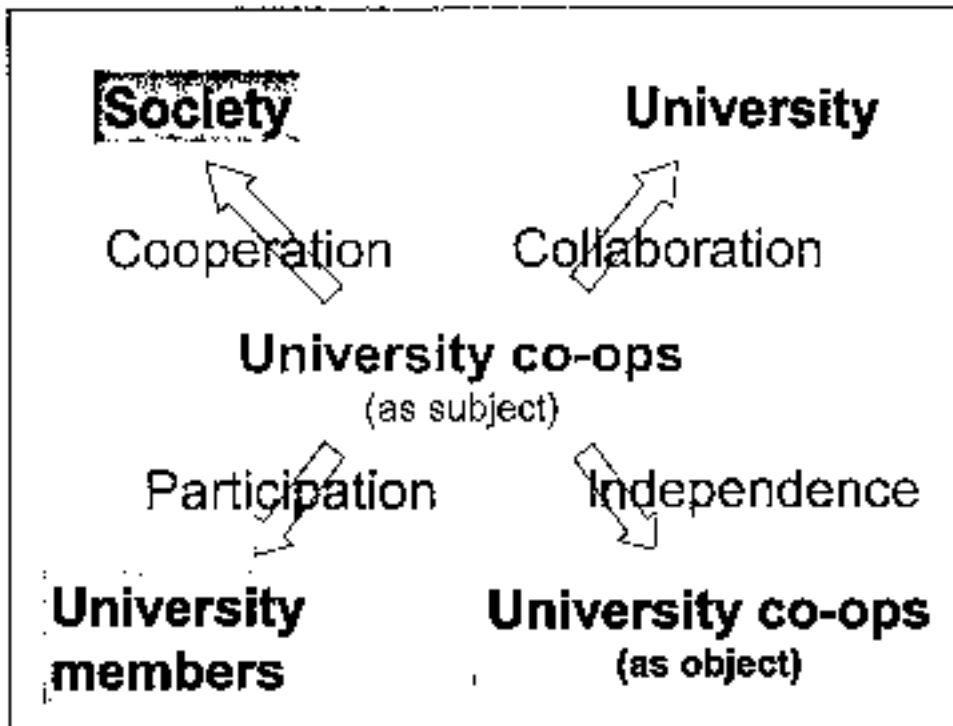
All for better campus activities!



Mission and Vision of University Co-ops

- **Mission**
 - Cooperation
 - Collaboration
 - Independence
 - Participation
- **Vision**
- **Action Plans**





Conclusion

- To communicate the role of university co-ops
- For development of East Asian universities & university co-ops
- More university & student support in the coming society
- International exchanges for better student support



Career services at the University of British Columbia

Linda Alexander

Director, Career Services, University of British Columbia,
Vancouver, Canada





Career Services – Best Practices at the University of British Columbia Vancouver, BC Canada

Linda Alexander, Director Career Services

Email: linda.alexander@ubc.ca

Web: www.careers.ubc.ca



Unit Challenges

- Provide innovative, relevant programs & services
- Expand programs & services to students & to alumni world-wide
- Develop programming partnerships with faculties
- Increase service and recruitment options for employers
- Work within existing budget & resources



Strategic Plan to 2010 – 3 Key Goals

1. Customize learning resources & activities to better address specific needs of student & alumni communities
2. Expand experiential learning opportunities that facilitate career engagement
3. Establish & encourage online communities that inspire information & knowledge sharing, networking, peer learning, reflection and dialogue on career issues



Career Services Partnership Best Practices

1. Faculties
 - Tri-Mentoring Program
2. Faculty of Arts
 - VPS-Faculty of Arts Initiative 2006-2008
3. Employers
 - Recruitment Solutions for Employers



1. UBC Tri-Mentoring Project

- Focus
 - To assist students in facilitating their career development process
- Over-arching Program Goal
 - Design & implement model that builds connections across campus to create a sustainable mentoring culture at UBC




Tri-Mentoring Program Objectives

1. Partner with Faculties to increase student career self-management skills
2. Increase network of community partners (e.g. students, faculties, departments, Career Services, Associations)
3. Promote volunteerism & civic responsibility
4. Increase student retention & life-long engagement with the university (e.g. Alumni mentors)
5. Establish potent & sustainable mentoring culture at UBC



Tri-Mentoring Best Practices

- **Career Services as Consultant**
 - Resources, administrative support, career development related programs & services (plus "Coaching Conversations for Mentors")
 - Networking & partnership building events
 - Funding for program start-up & transition to local sustainability
 - Develop alternate mentoring models for future
- **Partnership Model**
 - Structured, decentralized tri-mentoring clusters
 - Career Services focus on teaching & supporting clusters in development & delivery of program
- **Program Customization**
 - Flexible - meets unique faculty, department or student association needs
 - Cluster Coordinators administer & manage program (e.g. recruitment, special program components)



Tri-Mentoring Success

- Customized program goals achievable through partnership
- Students value mentoring & are engaged in career choices dialogue
- Volunteerism, community of practice
- Mentors report strong connection to UBC & commitment to value of mentoring experience



2. VPS Students & Centre for Arts Student Services Initiative (CASS)

- Unique opportunity to focus on single faculty (10,000 students)
 - Support students' academic, career & personal development with sustainable model of student service delivery
- Integrate our services *into* Faculty of Arts
 - "Be where the students are"
- UBC NSSE results (student engagement survey)
 - A factor in motivating change of student service delivery model



3. Recruitment Solutions for Employers

- Serious labour shortage in British Columbia
- Hot employment market in BC
- WorkBC new recruitment campaign encourages British Columbians to reach out to family, friends etc to encourage them to move to BC to live & work



"Smart Hiring – Great Solutions"

- **Career Services Consultant Role**
 - Link employers to students, alumni & UBC
 - Simplify hiring process
 - Increase employer visibility & presence on campus
 - Provide opportunities to connect to UBC community
- **UBC "talent brand"**
 - Skills students & alumni develop through UBC experience
 - Transferable workplace skills & traits employers identify UBC students & alumni bring to workplace



Recruitment Solutions – Success

- Consistent increase in job postings
- Increase in employers calling
- Much earlier interest in October Career Fair
- Increase in positions that target alumni
- Increased consultation requests for on-campus recruitment solutions

Presentation of the EuroAlmaLaurea-Net

Matteo Sgarzi

International Relations, AlmaLaurea Interuniversity Consortium,
Italy



From AlmaLaurea to EAL-NET

Matteo Sgarzi
AlmaLaurea Interuniversity Consortium

Meeting EC5/A
Berlin, June 12th, 2007

www.eal-net.org

Why AlmaLaurea has been established?

- To respond to requirements:
 - To verify the effectiveness and the quality of the university careers
 - To overwhelm gaps in official statistics
 - To facilitate the access of graduates in the job market
 - To consolidate relations between Universities and Companies
 - To increase in value the Italian University system

- Objectives:
 - To provide the University Authorities with complete, punctual and reliable documentation
 - To put at companies disposal a tool to search high qualified human resources
 - To promote the widest and better placement of graduates on the Italian and foreign job market

- 2007
 - **49** Universities in Italy
 - **850.000 CV** in Data Base
 - **66%** out of all Italian graduates yearly
 - **4.000** companies have used the offered services

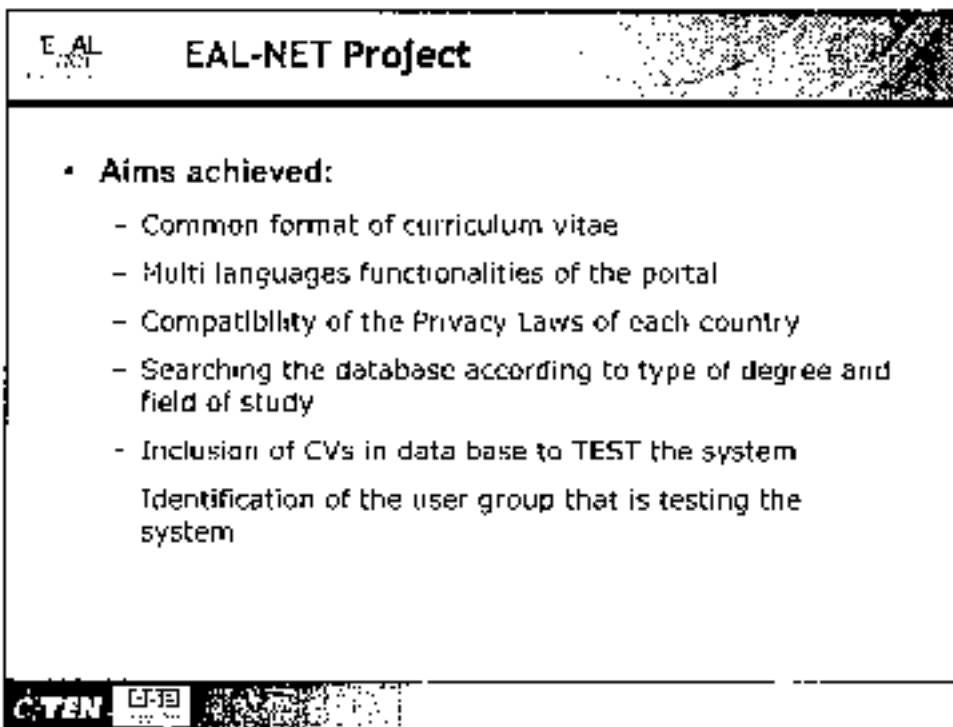
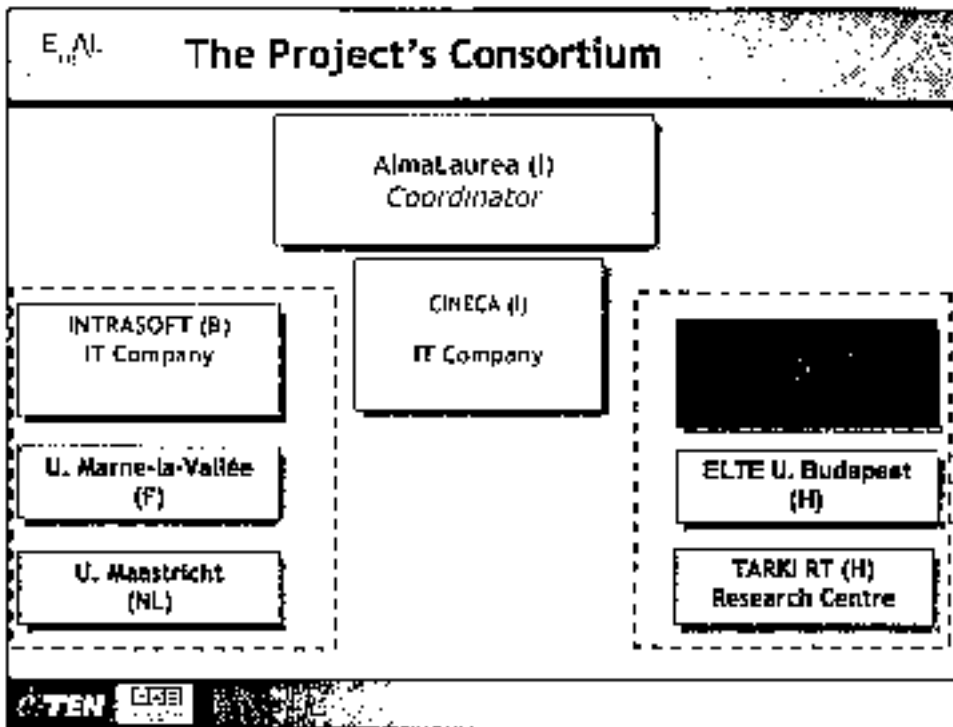
 - **35** employees
 - **4,5** Million Euro of turnover
 - Financing channels:
 - 40% associated universities
 - 25% Ministry of University
 - 35% customer Companies

- Find answers to major challenges :
 - Internationalization of the labour markets
 - Integration of European Higher Education Systems (Bologna Process)
 - Comparability of statistics at European level

- EuroAlmaLaurea aims:
 - to facilitate *"the attainment of a major compatibility and comparability of the higher education systems [...] supporting **concrete measures** that will allow to realize tangible progress"*
 - *"to favor the occupability of the European citizens and the international competitiveness of the European Higher Education System"*

- Objectives of the Project:
 - To realize a prototype of the European Graduates Data Base
 - To merge CV of graduates from Project's Partner Universities and those Italian consortiated in AlmaLaurea
 - To test the prototype in collaboration with Universities and Companies
 - To create a multi languages tool for the publication of CVs and their search

- Duration: 20 months (July 2005 – February 2007)
- European Commission, eTEN Programme
- Financing: 810.000 €



- Perspectives

- Start up of the entire data base at the beginning of 2007
- Extension of the Project to other Universities
- Establishment of a University Consortium (alike Alma.aurea) in each country
- To awaken the University Authorities
- The entrance into the Project of other Universities, European and not

EUALNET - Internet on line per Università e Ricerca del Nord - Ricerca Internet Italiana

Home The project Activities Companies and services

Chi è EAL NET

EAL-NET EUROPEAN ALMA MATER NETWORK
A Recruitment Service

EAL-NET project will demonstrate the economic sustainability and the viability of a new trans-national placement service addressed to graduates and to businesses. Career Info provided by the universities will be related and shared with the contribution of the private (recruitment) offering on the European CV. EAL will facilitate the placement of youth graduates in the labour market and favour their advancement at a European level.

Scopi del progetto

EUALNET will be able to support their curriculum CVs making it available in the European area to employers through the EAL-NET website.

Beneficiari

Employers will be able to recruit the whole annual total of EU-NET graduates (European and non-EU) without any additional overheads (advertisements and correspondence).

Obiettivi

EUALNET will be able to collect the graduates' replies and solutions to receive their

Project funded by

TEN

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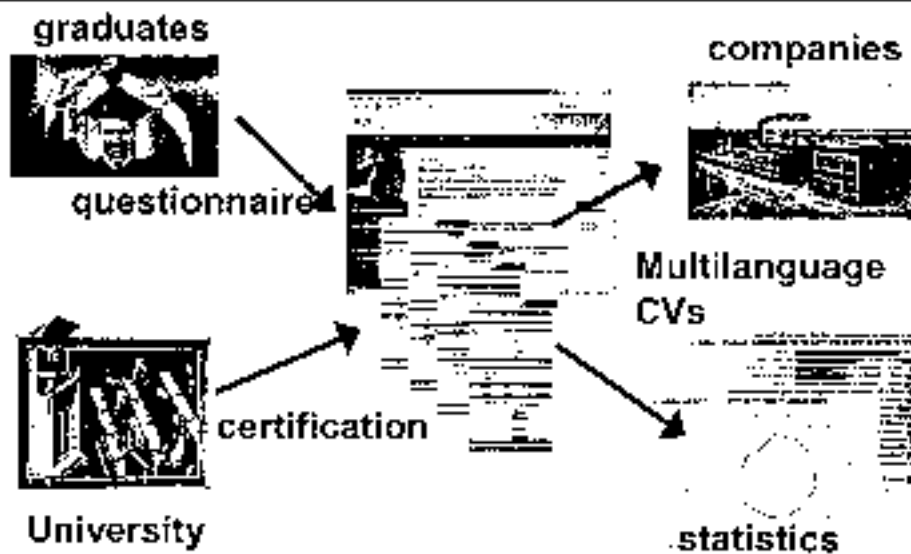
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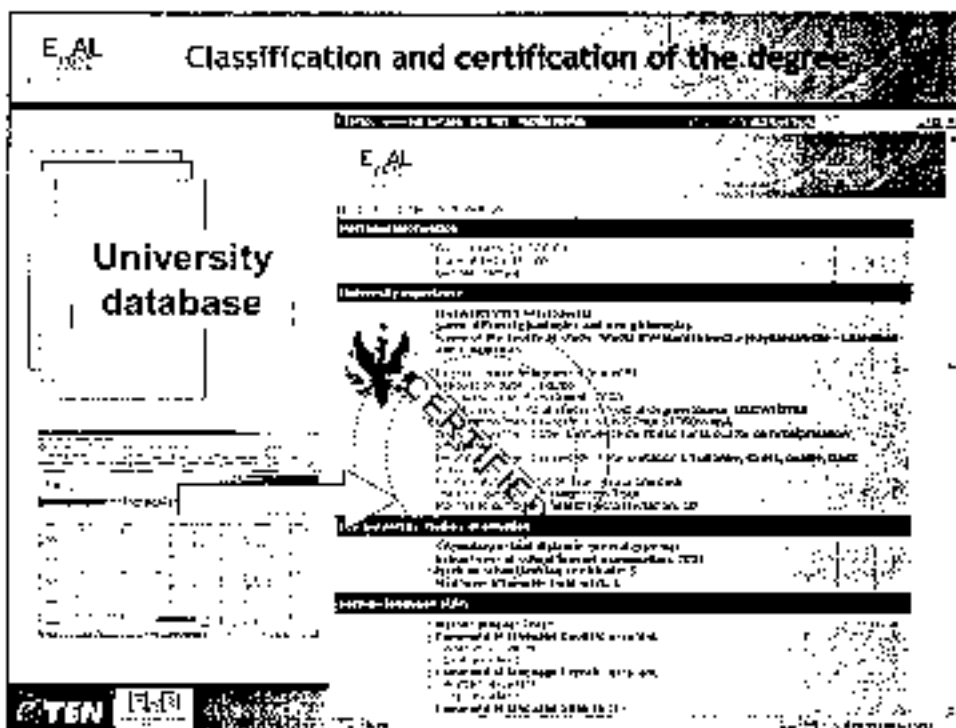
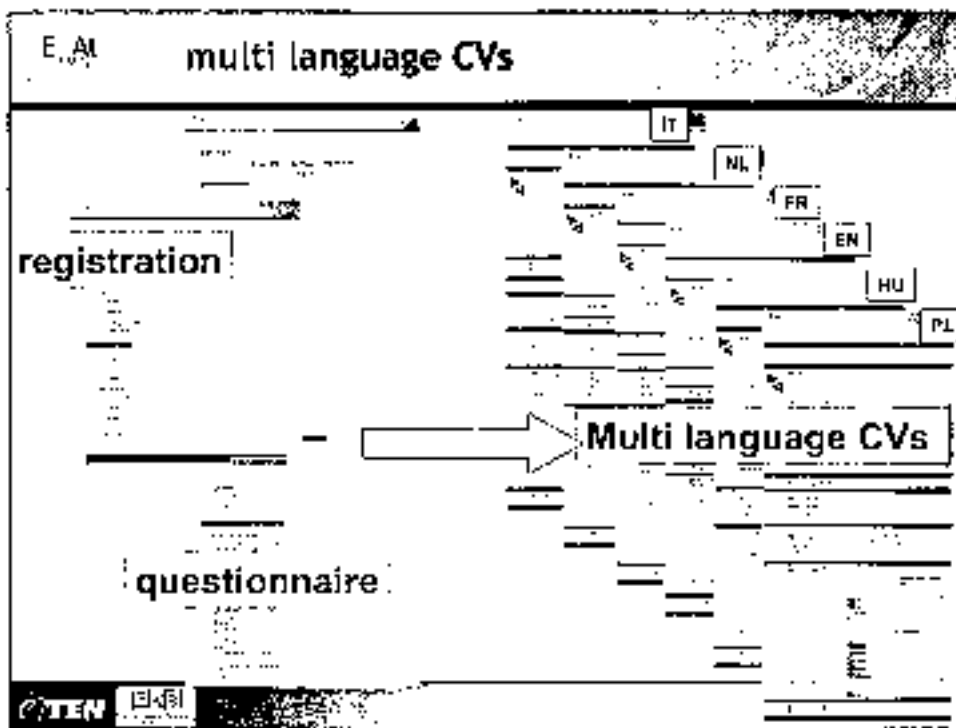
How have been interpreted, transnational usability objectives ?

A company whatsoever must have the faculty to look for graduates without any national or language boundary.

- Maximum system usability
- Flexibility in language selection
- Large translations availability
- Safeguard of National issues and characteristics

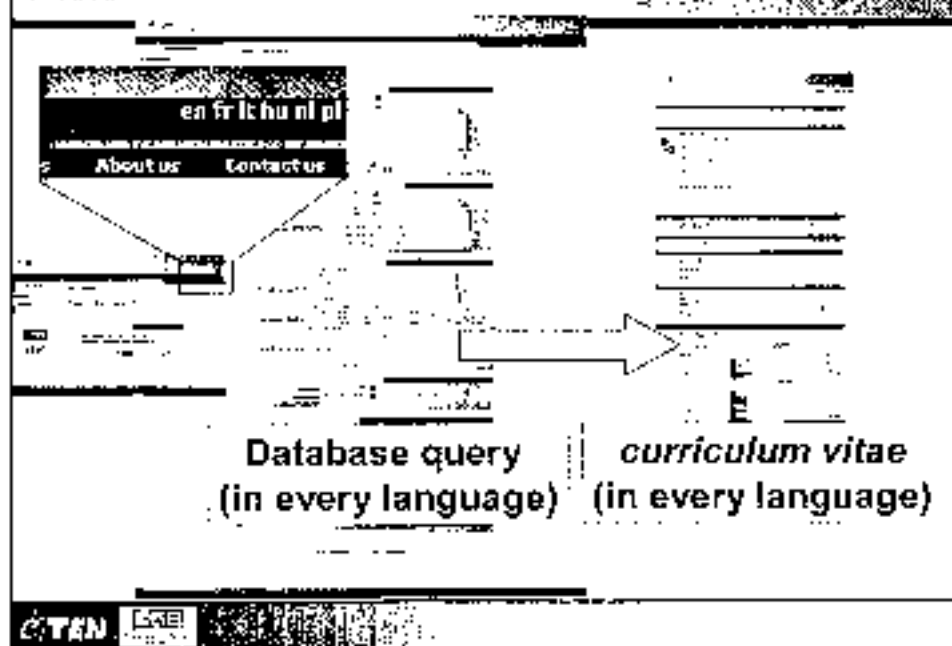
EAL-NET: database information supply and outcomes

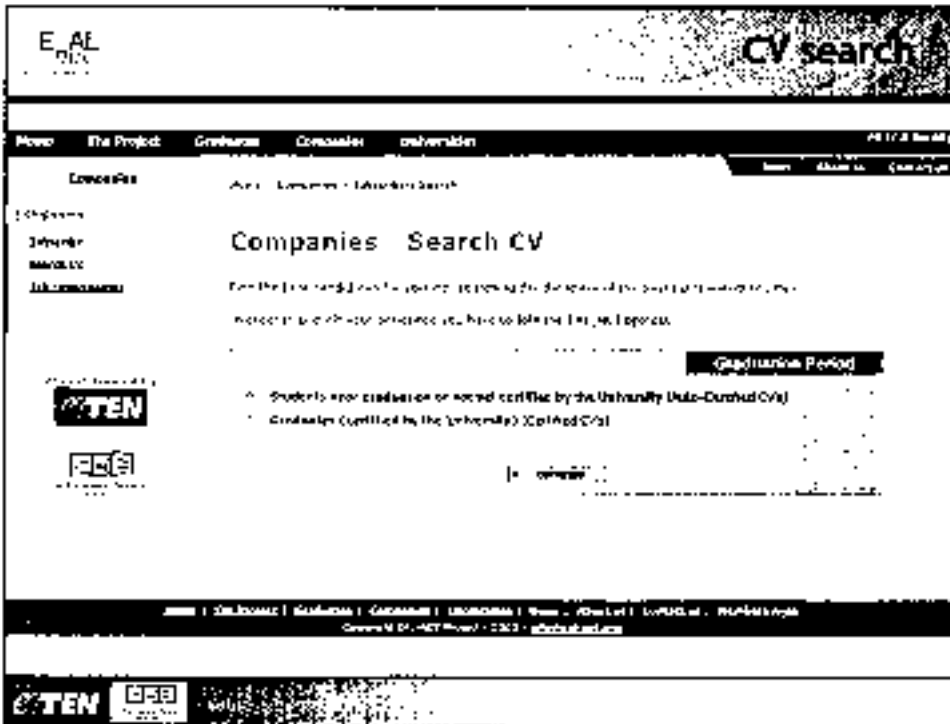
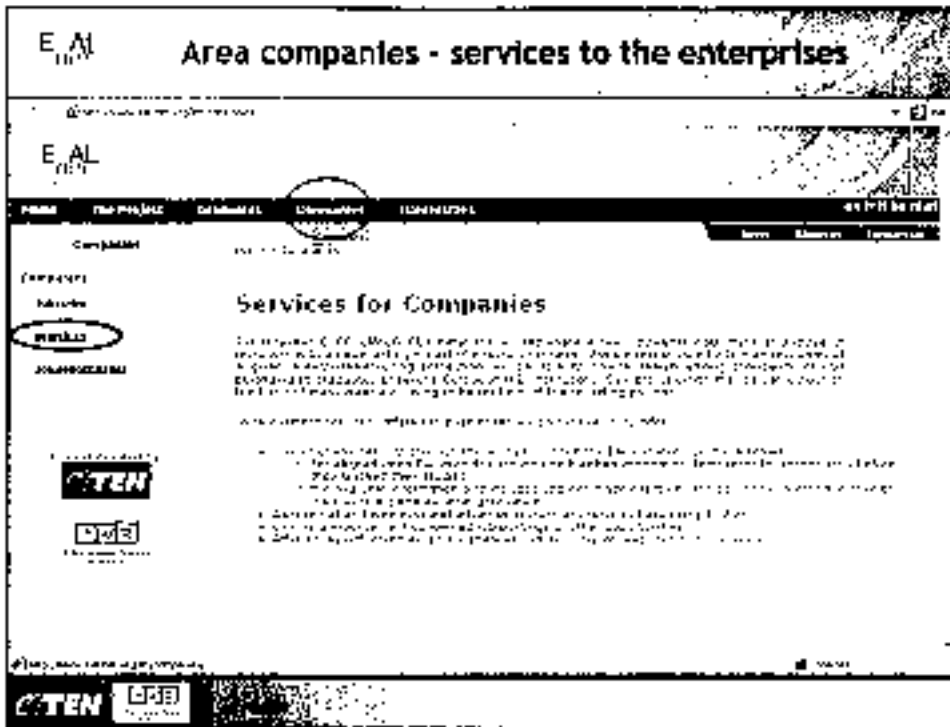




EAL-NET is exclusively available for graduates
belonging by project participating universities

- Degree certification
- University selection
- Transnational and trustworthiness tool for companies





Search

Resumé search results for: Personal Information

Personal Information	
Country [multiple choice]	<ul style="list-style-type: none"> USA (United States) Canada UK (United Kingdom) Spain (Spain) France (France) Germany (Germany) Italy (Italy) Japan (Japan) China (China) India (India) Australia (Australia) South Africa (South Africa) Other
Temporary Region [multiple choice]	<ul style="list-style-type: none"> North America Europe Asia South America Africa Oceania Other
Residence City [multiple choice]	<ul style="list-style-type: none"> Atlanta Boston Chicago Dallas Denver Detroit Houston Los Angeles London Madison Manila Minneapolis Mumbai New York Phoenix Pittsburgh Portland Raleigh San Francisco Seattle St. Louis Tampa Washington DC Wichita Other
Gender	<ul style="list-style-type: none"> MALE FEMALE
Age	<ul style="list-style-type: none"> 18-24 25-34 35-44 45-54 55-64 65+

University experience

Disciplinary area [multiple choice]	<ul style="list-style-type: none"> ARTS AND HUMANITIES COMPUTER SCIENCE ENGINEERING LEARNING TECHNOLOGIES LEGAL MANAGEMENT MANAGEMENT INFORMATION SYSTEMS MARKETING MATHEMATICS PHYSICS PSYCHOLOGY SCIENCE TECHNOLOGY UNDETERMINED
Area of degree [multiple choice]	<ul style="list-style-type: none"> MS (Master's) PhD (Doctorate) Other
Degree/course [multiple choice]	<ul style="list-style-type: none"> Business Administration Computer Science Engineering Finance Healthcare Administration Information Systems International Business Law Marketing Mathematics Operations Management Public Administration Public Health Public Policy Public Safety Public Service Public Works Real Estate Science Software Engineering Teaching Urban Planning Writing

Foreign language skills

Language:
 Language:
 Other language (with photo):
 Reading skill:

Information technology skills

Operating systems:
 Programming languages:
 Word processing:
 Electronic spreadsheets:
 Data base:
 CAD skills:
 Web site production:
 Internet skills:
 Data transmission networks:
 Multimedia:

Future intentions and working perspectives

Intention to continue used as
 Available for immediate
 while doing your job

Sector of interest

	Yes	No	Only treatment area
Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information systems / IT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manufacturing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing, communication, public relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Construction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manufacturing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F.A.I. CV search

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 Recherche et Développement
 Administration
 Intégration

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 Maximalisation 100%
 Minimalisation 100%

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SEARCH
 SEARCH
 HELP
 ADMINISTRATION

Search Result

This is the list of qualified found in the database
Number of CV found: 115

Finally, you can filter the list by clicking on the buttons provided below. You can also click on the buttons provided in the right margin of the page to filter the results.

All the results
 All the results with the job title selected and the job title selected will be selected
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Show all the CVs found

Number of selected CVs: 1

Select the number of CVs displayed on the page: 1

Page 1 of 1 (115 results) - 1 of 1 Page


Job Title	Company Name	Location	Salary	CVs Found
...

ID: 00000000000000000000


Personal Information

Name: Dr. H. ...
Address: ...
Country: ...

University experience



University: ...
Position: ...
Start Date: ...
End Date: ...
Responsibilities: ...
Projects: ...
Awards: ...
Publications: ...
Conferences: ...
Teaching Experience: ...
Supervision: ...
Administrative Duties: ...
Research Interests: ...
Other relevant information: ...



Personal Information


Name: ...
Address: ...
Country: ...

Information technology skills

Word processing	Good
Electronic spreadsheets	Good
Database skills	Excellent
Mathematical	Good

Related activities of preferred kind of job

Responsibility for teaching students:	
Relevant aspects of work:	
Part of total time:	Low levels in the public sector; public administration; local administration; military forces.
Part of total experience:	Other activities.
Part of total knowledge acquired:	Education; training; research and development.
Ability to supervise the progress of work:	
Number of staff:	0-9
Number of students:	0-9
Number of research projects:	0-9
Number of courses:	0-9
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Show your selected CVs
 Save a file to your PC

Number of selected CVs: 2

Sort - Number of the CVs of the page

Page 1 of 2 of results: 1 - 10 of 20 total

1 2 3 4 5 6 7 8 9 10

1.	University Degree	Final Grade / Mark	Rank
1.	UNIVERSITY OF WASHINGTON COLLEGE OF ENGINEERING COMMERCIAL ENGINEERING 1997-2001 GPA: 3.8/4.0	12/100 77.0/100	11 1st year
2.	UNIVERSITY OF WASHINGTON COLLEGE OF ENGINEERING COMMERCIAL ENGINEERING 1997-2001 GPA: 3.8/4.0	12/100 77.0/100	20 1st year
3.	UNIVERSITY OF WASHINGTON COLLEGE OF ENGINEERING COMMERCIAL ENGINEERING 1997-2001 GPA: 3.8/4.0	12/100 77.0/100	11 1st year
4.	UNIVERSITY OF WASHINGTON COLLEGE OF ENGINEERING COMMERCIAL ENGINEERING 1997-2001 GPA: 3.8/4.0	12/100 77.0/100	20 1st year

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Computer: [IP Address] [Logout] [Home] [Contact Us]

Search Results

Search Result

10 results found for your search criteria. The following results are shown.


1. [CV Title] [Proceed and view]


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Companies

Search



www.CV

JOB OPPORTUNITIES


Download results


1. Click on the link on the right to download the results.
 2. Click on the link on the right to download the results.
 3. Click on the link on the right to download the results.

Description	Format	Action
1. Click on the link on the right to download the results.	PDF	Download
2. Click on the link on the right to download the results.	PDF	Download
3. Click on the link on the right to download the results.	PDF	Download

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CV search

Download results

1. Click on the link on the right to download the results.
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1.21

Barbara P. (Barbara) ...

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Speakers' Profiles



Speakers' Profiles

Linda Alexander

Director, Career Services, University of British Columbia (UBC), Canada

As Director, Career Services, at the University of British Columbia (UBC) in Vancouver Canada, Ms. Alexander leads a diverse team of professionals who provide face-to-face and web-based programs and services to undergraduate and graduate students and alumni. Prior to assuming her role in Student Affairs, Ms. Alexander was the Vice President and General Manager of a private outplacement and career transition firm in Vancouver.

Ms. Alexander's experience is broad and varied and includes the roles of Chief Instructor, teaching people skills, in high-tech professional programs at the British Columbia Institute of Technology (BCIT), Human Resources Specialist at Canadian Airlines International, Counsellor at UBC and BCIT and she also ran a successful coaching private practice for several years. In addition, Ms. Alexander designed and delivered business English language training in Beijing and Vancouver to several industry professionals. Ms. Alexander has significant experience and expertise in human resources, career development, leadership training and development and counseling and coaching. Ms. Alexander has also worked and lived overseas.

Ms. Alexander is currently Program Co-Chair for the 2007 and 2008 NASPA International Symposia and is an active Board Member for CERIC (Canadian Education and Research Institute for Counselling), ContactPoint and the French Chamber of Commerce, Vancouver.

Linda has her MA in Counselling Psychology from the University of British Columbia and is a Certified Executive Coach (Royal Roads University)

Dr. Christian Bode

Secretary General, German Academic Exchange Service (DAAD), Germany

Dr. Christian Bode (1942) is Secretary General of the German Academic Exchange Service (DAAD) since 1990. He is graduated in law from the University of Bonn (state examination, doctorate).

Previously, Dr. Bode was head of the planning group at the Federal Ministry of Education and Research, secretary to the administrative board of the Nuclear Research Center in Karlsruhe, and before joining DAAD, Secretary General of the Western German Rectors' Conference in Bonn.

Dr. Bode has published widely on all aspects of higher education policy, with a special focus on internationalization. He is a member of several professional societies and administrative boards, e.g. the board of trustees of the German University in Cairo and the „Beirat der Kulturstiftung des Bundes“.

He is Chairman of the "Vorstand für akademische Testentwicklung e.V. (TESTDAF)", Member of the Board of Trustees of the "Centre for Science-Management" and of the University Council Konstanz. In November 2005 Dr. Bode was elected Vicepresident of Academic Cooperation Association (ACA), Brüssel.

Dr. Bode has been awarded several honorary degrees from universities all over the world (e.g. UK, Vietnam, Sudan). Recent awards include the „Chevalier de l'Ordre National du Mérite“ (France) and the „Officer of the Order of the British Empire“.

Gerl Christens

Coordinator, SOVDHA, Belgium

Gerl Christens graduated in 1992 as a psychologist. He is specialized in the field of psychotherapy. Since 1992 he has been working in the area of student services. He has 16 year of experience in psychological aid for students with mood and anxiety problems. In 1995

he started his career at SOVOHA (Social Service Hogeschool Antwerpen) where he is working today as a psychu-social coordinator. Research is another major field of his interests (he is particularly interested in conducting and coordinating global student surveys). Since 2003 he coordinates the so-called PSYNET, the psychological network of the Association University & Hogescholen Antwerpen.

Ján Figel

European Commissioner for Education, Training, Culture and Youth, Belgium

Ján Figel, born in January 1960, studied power electronics at the Technical University of Košice. After a career as a research and development scientist in this area for more than 10 years, he studied international relations at the Georgetown University in Washington and European economic integration at the UFSIA Antwerp.

His political career began in 1992 when he became member of the National Council of the Slovak Republic and from this time his career has demonstrated his dedication to the European ideal. He was the chief negotiator for the accession of the Slovak Republic to the European Union. Since 1 May 2004, Ján Figel has been a member of the European Commission and is now responsible for education, training, culture and youth.

MinDirg Peter Greisler

Head of Higher Education Directorate, Federal Ministry for Education and Research, Germany

Peter Greisler studied law in Erlangen and Mainz (Germany) and in France and Great Britain. He started his professional career at the then Federal Ministry for Research and Technology in 1991, where he worked in different areas ranging from international nuclear energy policy and other international affairs to staff, cabinet and parliamentary issues and research for sustainability, science and society.

He has been Head of the BMBF's Higher Education Directorate since 2004. His responsibilities include the Deutsche Forschungsgemeinschaft (DFG), funding for research buildings, higher education legislation, social issues regarding university studies (BAföG training assistance), the promotion of young researchers, the internationalization of universities and continuing education at higher education institutions.

Dr. Birger Hendriks

Ministry for Science, Economics and Transport, Land Schleswig-Holstein, Germany

Birger Hendriks, born in April 1946, studied law at the universities Hamburg and Würzburg in Germany. After doing the doctorate he started his career in 1975 in the broadcasting sector and went over to the public administration in 1989. As a Director General he worked at first in the State Chancellery of Schleswig-Holstein. Since 1993 he is responsible for the science sector of the Land Schleswig-Holstein as a Deputy State Secretary. He is the German representative in the Follow-up-Group of the Bologna Process since 1999.

Achim Meyer auf der Heyde

Secretary General, Deutsches Studentenwerk (DSW), Germany & President, European Council for Student Affairs

Since October 2003 Achim Meyer auf der Heyde has been working as Secretary General of the Deutsches Studentenwerk (German National Association for Student Affairs). He holds degrees in Business Administration and Economics. Throughout his career, he has held various high level positions including Head of the Directorate General "Vocational Training,

Vocational Schools and Further Education" of the Ministry of Education and Sports in the state of Hamburg, as Managing Director of the B&J Enterprises group for consultancy, and as Managing Director of the "Vocational Training Company". In his current position he represents the Deutsches Studentenwerk in various committees on national and international level.

In October 2004, he was appointed the President of the European Council for Student Affairs (ECSIA), an European umbrella organization aiming to promote the social and economic framework conditions at higher education institutions in Europe.

Ulla Mari Karhu

Managing Director, Finnish Student Housing Ltd. (SOA), Finland

Ulla-Mari Karhu has been working as Managing Director of the organisation 'Finnish Student Housing' (SOA) since May 2000. Member organisations of SOA accommodate 65 000 students in all major university towns in Finland.

She is member of the board of NSBO (Nordic Student Housing Organisation), an association for student housing organisations in Denmark, Finland, Iceland, Norway and Sweden. She has a degree in social and political sciences.

Matthias Nebel

Services Manager, Victoria International, Victoria University of Wellington, New Zealand

Matthias Nebel is the Services Manager at Victoria International and is responsible for the pastoral care of the 3,500 international students at Victoria University of Wellington, New Zealand. This includes visa related issues, insurance, general academic and personal advice as well as the organisation of social events.

Prior to this he was communication and information manager and the Assistant Managing Director at the Studentenwerk München. During his studies for journalism he was a study abroad student in New Zealand.

Dr. Dominic Orr

HIS Hochschul-Informationssystem, Germany

Dr. Dominic Orr is project leader and international coordinator of the third round of the project EUROSTUDENT. Between 2005 and 2007 he was a member of the Bologna Follow-Up Group Working Party on Data Collection for the Social Dimension, which produced a feasibility study to the Ministers responsible for higher education in May 2007. He has worked as researcher at the German higher education policy institute Higher Education Information System (HIS), in Hanover, since 2002. His specialist areas of interest are comparative studies on higher education, funding and quality assurance, and social dimension in European higher education reform. His first degree in business studies is from Southbank University, London. He obtained his PhD at Dresden Technical University, Germany, in the area of comparative education.

Dr. Rudolf Pörtner

Executive Director, Studentenwerk Dresden, Germany

Throughout his career, Dr. Rudolf Pörtner has been serving as Executive Director of various Studentenwerke: Since 1992 he has been managing the Studentenwerk in Dresden. Previously, he managed the Studentenwerke in Tübingen and Paderborn. He started his professional life in the area of student services as assistant director of the Studentenwerk

Born in 1975. As a student he also served as President of the Student Union of the University of Bonn in 1968/69.

Dr. Pörtner is chair of the committee on financial aid and study financing of the Deutsches Studentenwerk

Dr. Pörtner graduated in classical philology, ancient history and philosophy at the University in Bonn in 1968. Dr. Pörtner holds a Ph.D. in ancient history and wrote his dissertation about medieval poems.

Pierre Richter

Executive Director, CROUS de Montpellier, France

Pierre Richter has been working as Executive Director of the CROUS of Strasbourg (Alsace) from 1996 until 2002, and of Montpellier (Languedoc-Roussillon in South-France) since November 2002. He is a leading member of the association of CROUS' directors in France, and he also is a member of the "Kuratorium" of the Deutsches Studentenwerk in Berlin. Pierre Richter studied French Literature, Latin and Greek and holds a Master in Arts in classical philology.

Dr. Georg Schütte

Secretary General of the Alexander von Humboldt Foundation, Germany

Dr. Georg Schütte is Secretary General of the Alexander von Humboldt Foundation in Bonn. From 2001 - 2003, he was Executive Director of the German-American Fulbright Commission in Berlin. During this period he was also a member of the EU expert group "Benchmarking Human Resources". Dr. Schütte holds a Ph.D. degree in media and communications research and a Master of Arts in Television and Radio. He was a fellow of the German National Academic Foundation and of the Fulbright Commission.

Matteo Sgarzi

International Relations, EuroAlmaLaurea-Net, Italy

Matteo Sgarzi studied at the University of Bologna and holds a Master Degree in Political Sciences and International Relations. Since 2001 he has been working in the education and training field. He started his professional life at the Bologna University Statistical Observatory that sets out analysis about student performance, student satisfaction and characteristics. His main task was research work on student mobility, graduate workers and researchers mobility, internationalisation of Higher Education as well as students historical fluxes analysis.

Afterwards he moved to the "Consorzio Interuniversitario AlmaLaurea" where he continued working on the same topics. AlmaLaurea helps to provide the administrations of its 49 Italian Universities, accreditation bodies and government agencies and commissions with reliable and timely documentary evidence on which to base decision-making processes and planning of activities, with particular reference to training and services for students. AlmaLaurea also manages a huge graduates database (850.000 graduates in Italian Universities; 70% of the overall Italian graduates of each year), works to facilitate and democratise young people's access to the Italian and international labour market through the CV offer to companies in Italy and all over the world.

Since 2004 he is in charge of the coordination of international research projects on behalf of AlmaLaurea. He is responsible for international relations and the realization of the EuroAlmaLaurea Project

Prof. Kokichi Shoji
President, NFUCA, Japan

Professor Shoji is the president of the National Federation of University Co-operative Associations (NFUCA), professor of Global Citizenship Studies, Seisen University, and professor emeritus of the University of Tokyo. After serving as a director and as chairperson of the board of directors of the University of Tokyo Co-operative Association from 1997-2003, he began to serve as the vice president of NFUCA at the end of 2004. Since the end of 2005 he has been the president of the board. During this time he showed his initiative as a representative of the NFUCA by establishing the "Vision and Action Plan of University Co-operatives for 21st Century".

From 2006, as the chairperson of the International Co-operative Alliance University Co-operative Consortium for Asia and the Pacific, Prof. Shoji has promoted exchanges among university co-operatives from nine member countries, as well as observed student-support in Germany, France and America. He is advancing research into student-support at higher educational institutions.

Prof. Shoji completed undergraduate and graduate school at the University of Tokyo and went on to earn his doctorate at the University of Tokyo in sociology. After completing school, he conducted major research and education at Hosei University, University of Tokyo, and University of Tokyo Graduate School. He went on to become the chairperson of the Graduate School of Sociology and a member of the University Council at the University of Tokyo. From 1999 to 2001 he was the chairperson of the Kanto (Central Japan) Sociological Society.

Currently, he teaches global citizenship studies at Seisen University and is a senior professor of the global citizenship studies at the graduate school of Seisen University.

Prof. Shoji also conducted his research at Harvard University from 1975 to 1977, the Ecole des Hautes Etudes en Sciences Sociales in France in 1987, the University of California, Berkeley from 1987 to 1988, and in 1989 was a special lecturer at the Universit s Paris Descartes. Through his international research and educational activities, and research and exchanges for student-support, Professor Shoji is playing an active role in the development of higher education in the era of globalization and the improvement of student-support based on that.

Dr. Martha Sullivan
Special Assistant to the Senior Vice President for External Affairs, Tulane University,
New Orleans, USA

Martha Sullivan served as Vice-President for Student Affairs and Dean of Students at Tulane University in New Orleans from 1984 until 2003, when she assumed the position of Special Assistant to the Senior Vice President for External Affairs and Chief Operating Officer. Prior to assuming her role in Student Affairs, Dr. Sullivan served as Associate Dean for Academic Affairs at Newcomb College, the undergraduate women's college of Tulane., between 1977 and 1984.

During the years 1997 through 1984, Dr. Sullivan served as seminar leader for the Lilly Endowment Education Foundation at its annual summer workshop on the liberal arts. A participant in a Fulbright Administrative Fellowship to Germany in 1997, Dr. Sullivan has continued to be involved in international initiatives, serving as the Director of the International Symposium of NASPA between 2004 and 2006.

Associate Professor Dr. Tan Teck Koon
Dean of Students, National University of Singapore

Dr T K Tan is an Associate Professor of Biology with the Department of Biological Sciences, Faculty of Science, National University of Singapore. He has been teaching and conducting research on fungal biology for more than 20 years.

As an academician, Assoc Prof Tan has served on several academic committees, and as the President of the Singapore Institute of Biology. As a faculty member of the University, he has served as the Vice-Dean of Science and the Vice-Dean of Students for several years.

In 2003, he was appointed the Dean of Students, a position in the Office of Student Affairs (OSA) that he has served till now. As Dean of Students, Assoc Prof Tan oversees many aspects of student life and development in the university that are not directly under the academic programme or curriculum. He provides leadership and direction for OSA whose three key roles are in promoting Student Services, Student Life, and Student Development. Assoc Prof Tan believes in the all round development of students through their active involvement in student organizations and other extra-curricular activities.

He is the current President of the Asia-Pacific Student Services Association, and works with various external agencies to provide opportunities for students to develop themselves beyond the academic curriculum of the university

Bernd Wächter
Academic Cooperation Association (ACA), Director, Belgium

Bernd Wächter is the chief executive officer (Director) of the Academic Cooperation Association (ACA). In this capacity, which he has held since 1998, he bears overall responsibility for the implementation of all ACA policy. Earlier on (1995-1997), he was the Head of the Erasmus Department in the Socrates and Youth TAO, which implemented the centralised parts of the Erasmus Programme on behalf of the European Commission. Between 1992 and 1995, he headed the German national agency for the Erasmus Programme inside the DAAD, which also had important national information functions for the COMETT, LINGUA and TEMPUS schemes. His experience with internationalisation also relates to the institutional level, through his functions as head of the international office of the Fachhochschule Darmstadt, and as a departmental coordinator of international relations at the Gesamthochschule Kassel. He has also worked for the British Council. Bernd Wächter has published and lectured widely on issues of Europeanisation and internationalisation of higher education.

Press release





PRESS RELEASE

“For Global Competition Europe’s Higher Education Institutions Need Excellent Student Services”

(Berlin, June 12 2007) Europe can expand its leading position as the world’s most attractive region for studying only if the so called student services – accommodation, meal services, information, counselling, career services, child care – are strengthened and if especially the HEI use the student services, besides teaching and research, to sharpen their profile. More than 100 experts from HEI and from student service organisations from 20 countries and four continents reached this conclusion at the first international Student Services conference taking place in Berlin. The Deutsches Studentenwerk (DSW) and the „European Council for Student Affairs“ (ECStA) were hosting the two-days conference sponsored by the Federal Ministry for Education and Research (BMBF) during Germany’s EU-Presidency. “For global competition Europe’s Higher Education Institutions need excellent student services; they can make the decisive difference”, the Secretary General of the DSW, Achim Meyer auf der Heyde, said; he also holds the presidency of the ECStA.

He referred to the ambitious aim to make the European Union the most competitive and most dynamic knowledge-based economic area of the world by 2010. It is not sufficient to place university education alone on the political agenda. Of the same importance is the accompanying social and economic infrastructure at European HEI because this enables young people to take up a course of study and to be mobile in Europe, regardless of their origin – and it offers also students from non European countries the standards they are used to”. Meyer auf der Heyde explained.

The European Commissioner for Education, Training, Culture and Youth, Ján Figel, emphasized in Berlin: “Excellency in higher education cannot be achieved as long as the students’ socio-economic background creates a barrier.” Peter Greisler of the BMBF considered the student services a “guarantee for student mobility”. To improve students’ mobility in Europe, Dr. Christian Bode, Secretary General of the German Academic Exchange Service (DAAD), amongst other demanded more affordable accommodation and that social contacts between international students and their fellow students from Germany should be improved. Several experts confirmed that financial problems still prevent students from going abroad.

“There is too little of everything: mobility, accommodation, social contacts, money – this shows the importance of a strong social and economic infrastructure even within Europe”. ECStA-President Meyer auf der Heyde concluded. “This infrastructure becomes even more important when we consider the needs of students coming from

non European countries. Not only do they expect good teaching but also intensive pastoral care and support, something they know from their home countries.”

Speakers from different countries showed the diversity of student services worldwide. Professor Dr Tan Teck Koon of the National University of Singapore (NUS) presented the “student centred” approach of NUS, which aims especially at a strong emotional attachment of students to their university. Ulla-Mari Karhu of the Finnish Student Housing Organisation reported about the project to set up a hall of residence for Finnish students in St. Petersburg in Russia as part of a Finnish-Russian cultural exchange. Gert Christens from Antwerp presented a Belgian project which offers immediate help to students with psychological problems. Pierre Richter of the umbrella organisation for student services in France CNOUS (Centre National des Œuvres Universitaires et Scolaires) spoke about the latest trends in food services, and Dr Rudolf Pöchner, CEO of the Studentenwerk Dresden, presented the new Campus Office “uni & child”, a joint venture with the Technical University Dresden.

Professor Dr Kokichi Shoji, President of the Japanese „National Federation of University Co-operative Associations“, outlined the wide offer of student services in Japan, which also includes bookshops, computer and travel agencies for students. Dr Georg Schütte, Secretary General of the Alexander von Humboldt Foundation, introduced the so called Welcome centres for internationally mobile students in Germany.

Bernd Wächter of the Academic Cooperation Association (ACA) stressed the importance of internationally comparable student services to enhance Europe’s attractiveness as a study destination, compared to the USA for instance. ACA concludes from complex surveys with students from non European countries, especially from India and China: Europe has a good reputation as a place to study, for instance because of its rich history and cultural diversity, and the access to higher education in Europe is positively rated. The USA however lead clearly regarding the so called hard criterias like quality of education, value of degrees and jobs prospects – and especially with the infrastructure of the course of studies “For us in Europe, this has to be the starting point in order to raise the standard to an international level”, Meyer auf der Heyde summed up.

Background information: ECStA, European Council for Student Affairs

This independent European umbrella organization is aiming to promote the social and economic infrastructure at all higher education institutions of Europe. 18 organisations from 14 different European countries are belonging to the ECStA, among them the DSW as the umbrella organisation of the 58 Studentenwerke in Germany or the umbrella organisation for student services in France CNOUS. Recently organisations from Greece, Estonia and Switzerland joined the ECStA. The ECStA looks after 10 million students all over Europe.

Further information: www.ecsta.org/sami/

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