

ANNUAL REPORT 2002

ACADEMIC COOPERATION ASSOCIATION





ANNUAL REPORT 2002

B r u s s e l s

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## Introduction by the President



Peter Scott  
President of ACA

2002 was an eventful year in the life of the Academic Cooperation Association, and another successful one at that. When taking a look at ACA activity in that year, one necessarily needs to be selective. This is the rationale behind the present Annual Report and also behind this introduction.

The year was once again rich in publications, with three new ACA books appearing. The one which attracted most attention, and which also kept the Secretariat busy throughout the year, was the study on English-taught degree programmes in 19 non-English-speaking European countries. Teaching in English had been a key issue of the higher education debate for a few years already. But hardly anything was known about the volume, distribution and quality of these courses. The ACA study fills this 'gap of ignorance'. The strong reactions ACA received from higher education and the press alike underline that the Association chose a most relevant theme.

The past year also saw the publication of Ulrich Teichler's evaluation of the Erasmus programme. More perhaps than any other scheme, this programme has been at the heart of ACA's work during the last decade. It is therefore reassuring that, according to Ulrich Teichler, it is still going strong after all these years. However, the author also asks for a few changes and redirections, in order to secure success in the years to come.

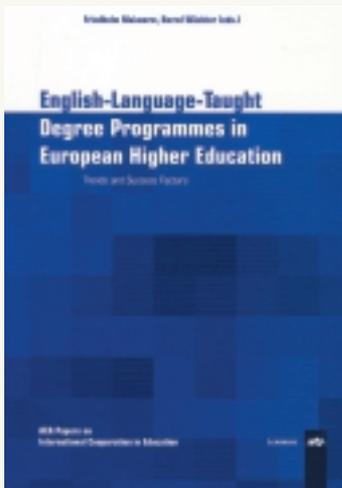
The third ACA book, on global marketing of education, resulted from an ACA seminar held in Dijon in the spring of 2002. The event followed the by now traditional ACA formula: relaxed networking of selected high-calibre participants in a non-capital-city environment. The harvest of this seminar again testifies to the appropriateness of this approach. The articles in the publication *Marketing Education Worldwide* go beyond the conventional wisdom of current promotion and recruitment hype.

Finally, 2002 was the year when I became the President of ACA. I took over this office from Konstantinos Kerameus, who had headed the Association for six years. He set high standards. ACA has every reason to be grateful to him. I look forward to build on his success, and to lead ACA through the next years. The concerns of the Association and my own research interests happily overlap, which makes me confident that I will make a very relevant contribution to the work of ACA.

A handwritten signature in black ink that reads "Peter Scott". The signature is written in a cursive style with a horizontal line underneath the name.

PETER SCOTT  
President

## A Long Way to Go...

English-Taught  
Programmes  
in Continental Europe

Higher education programmes taught in English in non-English-speaking countries have become a hotly debated issue. But, until recently, there was little safe knowledge about this novel phenomenon. Now there is. In the autumn of 2002, ACA concluded its large-scale project on English-Language-Taught Degree Programmes in European Higher Education. The results have been made available in a publication of the same title, which appeared at the end of 2002 as the latest book in the ACA Papers on International Cooperation in Education.

The study, for which funding was kindly supplied by the Stifterverband für die Deutsche Wissenschaft, covers degree programmes at both undergraduate and postgraduate level in 19 European countries where English is not the “natural” medium of instruction. In order to explore the phenomenon, ACA went to great lengths. Two large questionnaire surveys were carried out, targeting nearly 1,600 universities and colleges. The information from this data-collection exercise provides the statistical backbone of the new ACA study. With a response rate of over 50 percent, the results rest on a very safe footing. Additionally, site visits to 11 institutions were carried out, to learn more about the “inner life” of the programmes in question and further information was collected from quality assurance and internationalisation agencies.

What are the results? Most important perhaps: ELTDPs are still very rare in continental European higher education. Less than one percent of all students in the 19 countries surveyed are enrolled in ELTDPs, and ELTDPs make up only four percent of all degree programmes. In other words: continental Europe is still far from a position in which it could hope to compete with attractive English-speaking countries such as the UK, the US or Australia. But this might change, for growth rates are impressive: most programmes have been created in the very last years.

The picture is also not the same all over Europe. There is clearly a “north-south divide”, with the Alps as a sort of European “ELTDP watershed”. South of them, there is hardly any provision. The programmes are concentrated in the north of the continent. Germany has the largest number of ELTDPs, but in relative terms Finland and the Netherlands lead the table. Central and Eastern European countries occupy a middle position.

Business and management studies as well as engineering subjects heavily dominate the existing offer. On the other hand, there is hardly any specialisation, however rare, in which no ELTDP was available somewhere in Europe. The majority of programmes have been set up in postgraduate education. Bachelor degrees dominate only in the “non-university” (college) sector, largely because in many countries “non-university” institutions may not award Master degrees.

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ELTDPs are set up primarily to attract foreign students, but almost everywhere a mix of international and domestic students is deemed as ideal. Across Europe, international students make up 60 percent of the enrolment. The largest numbers come from other European countries. Asia is the second biggest source continent, with half of the students originating from China. Tuition fees are rarely charged, largely because legislation forbids it in most countries. Their range is wide, from a staggering amount of 32,000 Euro at the high-price end, to a symbolical 300 Euros. Curricula in English-taught programmes display a high degree of internationalisation in non-language respects, too. Many institutions have introduced credit point systems, such as ECTS, and often study or training periods abroad are compulsory.

What are the motives behind the introduction of ELTDPs? In countries with rarely spoken languages, such Hungary, the Netherlands or the Nordic states, ELTDPs are the almost only realistic means to attract foreign students at all. The schemes are also used to “profile” institutions, to counteract the effects of lower domestic demand in certain disciplines (engineering, natural sciences) or, in the case of research-oriented universities, as an instrument to attract future Ph.D. candidates. In countries which have already implemented the “Bologna reforms”, the introduction of teaching in English often goes hand in glove with other innovations, such as the Bachelor-Master structure. Financial motives rarely play a key role, although this might change if more countries allowed institutions to charge tuition.

Does the quality of education in ELTDPs suffer from bad language command? The study does not confirm worries that the classroom in English-taught degrees resembles the Tower of Babel. The language command of students and teachers is usually good enough to enable “adequate” communication. Serious problems occur seldom. This does not mean, of course, that the refinement of the English used reaches “Shakespearean heights” anywhere. Teaching and learning in a foreign-language environment requires an extra effort, as most interviewees among students and faculty agree. Therefore, the study stresses that further improvement is still possible – and desirable. Universities should not solely rely on standard tests, such as the TOEFL, in assessing the linguistic abilities of applicants, but should also interview candidates. Likewise, teachers’ language skills should always be tested, which is not the case anywhere yet.

The study concludes with a set of 11 recommendations, as a help to institutions intending to set up English-taught programmes in the future.

Still Going Strong after  
all these Years...

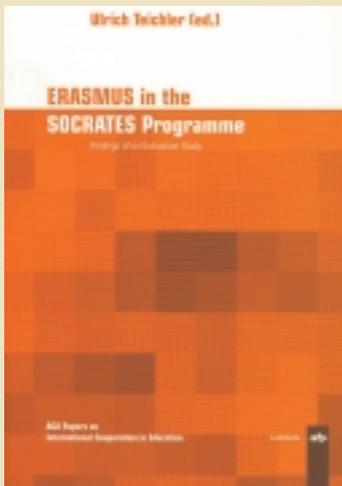
The Evaluation of the  
Erasmus Programme.

The history of ACA is very closely linked to that of the European Union's education and training programmes. ACA "believes" in them. This goes for all of the schemes, but especially for Erasmus, the higher education programme. Most ACA member organisations are directly involved in the delivery of Erasmus, by acting as a "national agency" in their country. ACA also still supports the European Commission in the management of the Socrates, Leonardo and Youth schemes, through its "technical assistance office" in Brussels. For all of these reasons, it was an almost foregone conclusion that ACA enthusiastically agreed when Professor Teichler asked it to publish his recent evaluation of Erasmus. The evaluation report appeared in the second half of 2002, under the title *Erasmus in the Socrates Programme. Findings of an Evaluation Study*, in the series *ACA Papers on International Cooperation in Education*.

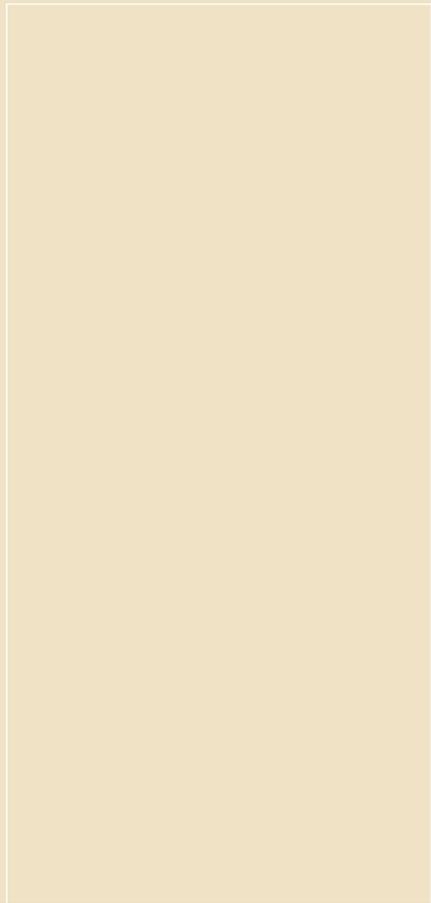
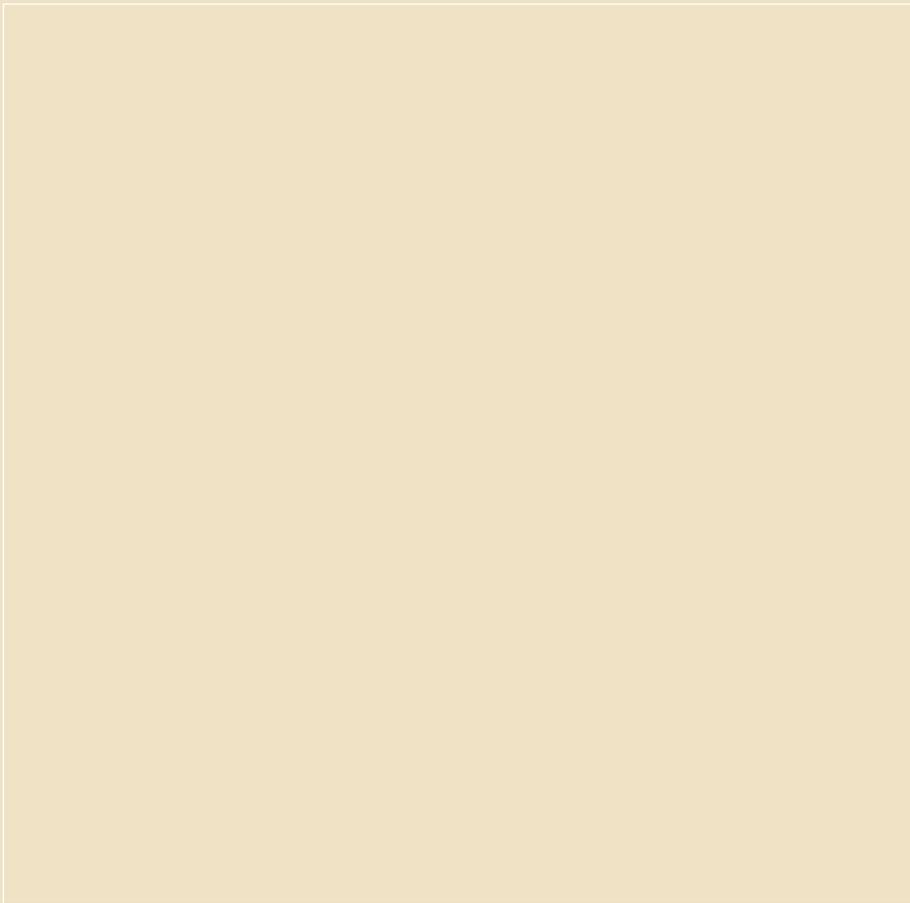
Professor Teichler's study is a remarkable piece of work. The data he collected and analysed with regard to the more recent developments in the programme's history are impressive enough. But he presents far more than a "snapshot" of the years between 1997 and 2000, which his evaluation focused on. What makes his work truly outstanding is that it draws, for purposes of comparison, on the results of a large number of previous evaluations of other internationalisation schemes – many of which he conducted himself. What then does his thorough analysis bring to the fore?

First of all, the programme is still going strong, after almost 15 years. This success appears to be attributable to an almost magical quality it has: it seems to be strangely indestructible and able to survive almost any reform. Erasmus underwent two such reforms in its recent life: the integration into the Socrates framework programme, and the intended switch from the bottom-up approach of the earlier days to the "institutional contract", and thus to a more centralised *modus operandi*. It was feared that the first reform would rob Erasmus of its identity, and that the second would result in the walk-out of its most fervent supporters, the academics. None of this happened, as Teichler shows. But he also demonstrates that the reforms were implemented in a half-hearted manner, which gave Erasmus the chance to survive.

A third reform of the programme, however, actually failed. When Erasmus was integrated into Socrates and switched to the "institutional contract", its hitherto almost exclusive concentration on mobility measures was to be complemented by the creation of a curriculum development strand. The boost in curricular Europeanisation to be brought about this way was to provide a substitute for study abroad for the 90+ percent of higher education students who would never leave their country. But the boost never happened. The demand for this part of Erasmus continuously declined over time. It is likely that the relative underfunding of the curriculum development measures is the root of the problem.



The biggest problem, however, lies in the way Erasmus is administered. Ulrich Teichler comes to the conclusion that the frequent complaints of the programme's users – higher education institutions, faculty and students – about "bureaucracy" are quite justified. The approach adopted in programme management is characterised by micro-steering and input orientation. Such an approach is not likely to be very successful under the best of circumstances. But under the conditions of Erasmus – much work for often very little money – it is surely inadequate. It also stands in stark contrast to the "on trust" cooperation principle which programme users are encouraged to apply amongst themselves. Erasmus would greatly benefit from abandoning overregulation and input orientation, and to substitute them by a concentration on outputs and a macro-steering approach. Interestingly, even those criticized by Teichler seem to agree with him. What is more difficult than agreeing is to bring about change. For the culprit is, in a sense, no one at all. The European Commission's regulations on the financial management of subventions stand in the way of improvement. To change them seems almost as difficult as putting the law of gravity out of operation.



## Marketing Education Worldwide

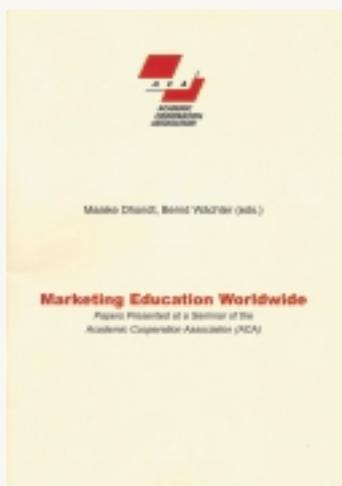
An ACA Seminar Held in Dijon in May 2002



Marketing European higher education worldwide has become one of the key concerns of the Academic Cooperation Association during the last years. An emerging world market of higher education, with around two million “international students” today and many more in times to come, has put the theme onto the international agenda. With few exceptions, Europe and its higher education institutions are not particularly successful on this market. The major streams of internationally mobile students move to North America and Australia. In order to improve its competitive edge, Europe needs educational innovation, to be able to offer quality products sought after all over the world. But, next to thus improving “product quality”, the continent must also make its educational offers much more visible to the non-European world. In other words: Europe also needs marketing.

For the above reasons, ACA decided to devote its annual seminar to the theme of “marketing education worldwide”. The seminar followed the by now well-known ACA formula: a limited number of selected participants, an attractive non-capital-city setting enabling intense networking in a relaxed atmosphere, and a balanced mix of intellectual and more physical delights. It was hosted and organised in an impeccable fashion by the French ACA member organisations Égide and EduFrance. The location – Dijon and the Bourgogne – proved to be an ideal choice. Food and wine were delicious.

But, of course, the seminar catered first and foremost to gourmets of educational thought. The theme of marketing was approached from a variety of perspectives. Andris Barblan, Secretary General of the European University Association, put it into a wider perspective, and challenged some of the conventional wisdom of marketing enthusiast. Denis Blight, Director General of CAB International and former CEO of IDP Australia, provided a counter perspective, by letting universities know that their choice is between independence, i.e. marketing, and “death”. Beyond these two views, Rolf Hoffmann, the mastermind behind Germany’s GATE marketing campaign, concentrated on the nuts and bolts of the trade – but also provoked participants by stressing that the ultimate *raison d’être* of marketing is product improvement. Hans de Wit put marketing into the wider context of internationalisation policies. Augusto Gonzales, of the European Commission, presented the new Erasmus World programme as a tool to advance European marketing. And Eva Egron-Polak, Secretary General of the International Association of Universities, approached the theme under ethical considerations, and asked if efforts at development cooperation and fighting brain drain on the one hand, and marketing education, on the other, could be pursued at the same time without falling prey to schizophrenia. The rich harvest of the presentations and debates in Dijon have now become available as an ACA brochure, which can be ordered from the Secretariat.



ACA is an association devoted to research, evaluation and analysis. These activities require an impartial approach to the policies and programmes examined. However, impartiality does not mean neutrality. ACA believes that the findings of impartial investigation should also result in appropriate action by those responsible. Alas, in an imperfect world, they very often do not. This is why we are especially proud to report that a number of ACA products have helped to bring about tangible results.

In the year 2000, the Directorate for Education and Culture of the European Commission entrusted ACA with an analysis of the Union's "third country" cooperation programmes and with the production of a set of recommendations for a future European "foreign education policy", particularly for the tertiary sector. The study *The Globalisation of Education and Training: Recommendations for a Coherent Response of the European Union* proposed a combination of activities, composed of cooperation programmes as well as system innovation measures, with the ultimate goal of making Europe more attractive to students and scholars from other continents. The Commission Proposal for the Erasmus World Programme submitted last year responds to many ACA recommendations. It also quotes the ACA study as evidence of the need for the new scheme. ACA has therefore decided to further supply the European decision-makers with findings relevant for future action. Thus, it made the results the study *English-Language-Taught Degree Programmes in European Higher Education* available to those involved in the further development of Erasmus World before the book was published.

Another example is a study which ACA conducted on the Nordic Council of Ministers' intra-Nordic education schemes. ACA advised to merge some of the schemes, reducing their overall number to five. It also recommended a central management structure for each of these five schemes. Apparently, the Nordic Council of Ministers intends to implement ACA's main recommendations.

There are also signs that ACA's proposals to the European Commission regarding the global marketing of European higher education are being listened to. Likewise, ACA has been successful in convincing those responsible at European and national level that the quality of available data on mobility and internationalisation in general must be improved. We hope to report progress on these issues in the next Annual Report.

## Results

**AUSTRIA – ÖAD**

The Austrian Exchange Service,  
Agency for International  
Cooperation in Education  
and Research  
[www.oead.ac.at](http://www.oead.ac.at)



**ÖAD** is a membership organisation composed of all Austrian universities, universities of the arts, Fachhochschulen, teacher training colleges and colleges of the arts. It manages a wide range of scholarship programmes for students, postgraduates and scientists, it provides information and advice for study and teaching abroad of Austrian students, and it is in charge of the on-site advising and support of scholarship students in Austrian universities. In 2002 ÖAD initiated a task force composed of higher education institutions' representatives seeking to promote Austria globally as an attractive location for study and research.

**BELGIUM – VLHORA**

The Flemish Council of  
Hogescholen  
[www.vlhora.be](http://www.vlhora.be)



**VLHORA** is an independent council of 25 Flemish hogescholen. The core activities of VLHORA are to promote the interests of the hogescholen in Flanders, to coordinate their joint activities, and to advise the hogescholen, the Ministry of Education and the Administration of Higher Education and Scientific Research on all higher education matters. VLHORA runs various projects in the area of internationalisation. It operates several student exchange programmes and provides information to the international offices of the hogescholen and to individuals on study abroad in the framework of the EU education and training programmes and on opportunities in the EU research framework programmes.

**BELGIUM – VL.I.R.**

The Flemish  
Interuniversity Council  
[www.vlir.be](http://www.vlir.be)



**VL.I.R.** is a non-profit association, which acts as the rectors' conference for the six Flemish universities. It promotes dialogue and cooperation among the Flemish universities, and between the Flemish universities and the competent authorities, it supports the Flemish universities in making common proposals and statements, and in giving policy advice to the government on issues related to university education and research. Besides, VL.I.R. advises the public authorities on university education and research policies and it facilitates joint projects for the government, such as studies on topical issues in the academic debate. It also coordinates the Flemish universities' development cooperation programmes.

**DENMARK – CIRIUS DANMARK**

The Danish Centre  
for International Cooperation  
and Mobility  
in Education and Training  
[www.ciriusonline.dk](http://www.ciriusonline.dk)



**Cirius Denmark** is an independent, governmental institution linked to the Danish Ministry of Education. Its aim is to promote the internationalisation of education and training in Denmark, and to ensure Danish participation in international educational programmes. In order to promote internationalisation, Cirius Denmark organised an "International Day of Education and Training" in November 2002. 155 educational institutions signed up for this day of activities. In the previous month, Cirius Denmark organised a national seminar on the Danish strategy for global marketing and international recruitment. A working group now supervises the implementation of the strategy. As a national Bologna follow-up initiative, Cirius Denmark finalised a study on the implementation of ECTS in the medium and short-cycle higher education sector in Denmark. It is also involved in the follow-up of the "Copenhagen Declaration" (November 2002) on vocational education and training in Europe.

**CIMO** is a government agency with the mission to enhance the internationalisation of higher education and training, youth and culture in Finland. CIMO administers various scholarship and exchange programmes, it offers international trainee placements, and it promotes Finnish studies abroad and markets Finnish higher education worldwide. In 2002 a total of 16 500 students, trainees and young people were sent to and from Finland by means of programmes run by CIMO. Cooperation with third countries was further developed and the new Circumpolar Mobility Programme *north2north* was launched.

## FINLAND – CIMO

The Centre for  
International Mobility

[www.cimo.fi](http://www.cimo.fi)



**EduFrance** is a non-profit public-private partnership of the French ministries of Education, Foreign Affairs, Culture and Communication, and Foreign Trade as well as 177 public and private education institutions. It runs a network of 88 offices in 37 countries. Its focus of activity is on the promotion of French higher education everywhere in the world, the provision of comprehensive orientation and support services for foreign students before and during their stay in France, and on coordination and export of French educational engineering expertise. In 2002 EduFrance organised 30 student fairs worldwide. It welcomed a total of 200 000 foreign students in France in 2002. Together with Égide, EduFrance hosted ACA's international seminar on marketing in Dijon in the spring of 2002.

## FRANCE – EDUFRANCE

[www.edufrance.fr](http://www.edufrance.fr)



**Égide** is a not-for-profit organisation founded by the French government to implement its international cooperation initiatives. Égide's key activity is the management of international mobility programmes, which involves a wide range of services catering to every need of a foreign grantee in France, such as the organisation of programmes, travel, accommodation, insurance and administrative arrangements. After a continuous development of new activities between 1999 and 2001, which led to an increase of 35 % of Egide's total budget, 2002 witnessed a stabilisation of growth. The organisation launched several reforms aimed at improving the internal management and training of human resources and totally overhauled its IT system. Together with EduFrance, Égide hosted ACA's international seminar on marketing in Dijon in the spring of 2002.

## FRANCE – ÉGIDE

Le Centre Français pour  
l'Accueil et les Echanges  
Internationaux

[www.egide.asso.fr](http://www.egide.asso.fr)



**DAAD** is a non-governmental organisation whose members are Germany's 230 higher education institutions and 126 student bodies. DAAD supports academic exchange and cooperation between these institutions and their counterparts all over the world. Its more than 200 student and faculty scholarship and cooperation programmes are open to foreigners and Germans alike. The overall balance of support for 2002 (including EU programme scholarships administrated by DAAD) came to over 70 000 students and academics. DAAD also coordinates the German contributions to the reconstruction of higher education in Afghanistan within the framework of the German Foreign Office's new programme for this country. In 2002, it also launched a *Go East* campaign, which aims at promoting academic mobility from Germany to Central and Eastern European countries in order to reduce the current mobility imbalance between Germany and this region.

## GERMANY – DAAD

The German Academic  
Exchange Service

[www.daad.de](http://www.daad.de)

**DAAD**

**GREECE – IKY**

The State Scholarships  
Foundation

[www.iky.gr](http://www.iky.gr)



**IKY** is a Decentralised Service of the Greek Ministry of Education and Religion which provides scholarships for Greek and foreign postgraduate students and researchers for studies in Greece and abroad and for Greek civil servants for further education in international organisations or services abroad. In 2002 IKY celebrated its 50<sup>th</sup> anniversary. The highly successful event received a lot of public attention. It was held in conjunction with the autumn meeting of the ACA General Assembly. In its capacity as a National Agency for the Socrates programme, IKY organised in 2002 two events devoted to the “Institutional Contract” reform and a major event on the occasion of the one millionth Erasmus student.

**HUNGARY – TPF**

The Tempus Public  
Foundation

[www.tpf.iif.hu](http://www.tpf.iif.hu)



**TPF** is a non-profit organisation under the Hungarian Ministry of Education. Its objectives are to develop Hungarian intellectual resources, to support initiatives aiming at the modernisation and quality improvement of education and training, and to introduce and strengthen the European dimension in this field and to promote Hungary's accession to the EU. These aims are met mainly via the management of international cooperation programmes and special projects in the field of education, training and EU-related issues. In 2002, TPF focused on three main areas: keeping up the high standards in coordination of funding programmes (including both counselling and dissemination), developing training programmes on the use of EU Structural Funds, and improving its knowledge centre role.

**ITALY – CONICS**

The Interuniversity  
Consortium for Development  
Cooperation

[www.conics.it](http://www.conics.it)



**CONICS** is a non-profit organisation in the field of international cooperation in higher education, particularly with developing countries and Central and Eastern Europe. 26 Italian universities are members of the consortium. CONICS contributes to the strengthening of its member universities' contacts and links with partners abroad. In 2002, CONICS completed the first phase of a project for the establishment of first-cycle university courses in higher education institutions in Albania in the areas of Agriculture, Engineering and Health. In the autumn of the same year, CONICS created a pilot database on Italian higher education institutions' cooperation activities with developing countries. At present, the database includes information on 1 600 agreements and projects carried out by 37 universities.

**NETHERLANDS – NUFFIC**

The Netherlands Organization  
for International Cooperation  
in Higher Education

[www.nuffic.nl](http://www.nuffic.nl)



**NUFFIC** is a foundation which furthers international cooperation in higher education, paying particular attention to developing countries. Nuffic's main activity areas are development cooperation, internationalisation of higher education, international credential evaluation and marketing of Dutch higher education abroad. In 2002, Nuffic celebrated its 50<sup>th</sup> anniversary with an international conference on the global higher education market, held in The Hague in March. By the end of the year, Nuffic finalised its work plan spanning the period between 2003 and 2006. Transparency is the keyword, the main challenge being to provide insight to students, education institutions and employers into the value of diplomas and certificates for non-degree courses.

**SIU** is the largest agency for international programmes in Norway. A government White Paper and a subsequent public hearing carried out in 2002 made SIU the most likely candidate to become the to-be-created "Norwegian International Centre for Education". SIU also created several new programmes with the Norwegian government and government agencies: a collaboration programme for higher education with Russia, a programme with the candidate countries to the EU, a programme with the Balkans, a cooperation programme with developing countries in the performing arts and a programme to assist in the building of new studies in developing countries.

## **NORWAY – SIU**

The Centre for International University Cooperation of the Norwegian Council for Higher Education

[www.siu.no](http://www.siu.no)



**SAIA-SCTS** is an NGO with the aim to strengthen civil society and to assist in the development of education in Slovakia. It offers its services to the academic community and to the "third" sector (non-governmental organisations). SAIA manages international scholarship programmes, and offers information and counselling services for international students in the Slovak Republic and for Slovak students going abroad.

## **SLOVAKIA – SAIA**

The Slovak Academic Information Agency

[www.saia.sk](http://www.saia.sk)



**SAAIC** is a non-governmental organisation, whose members are 45 Slovak universities and faculties. Its aim is to develop the international cooperation of Slovak higher education institutions. It administers several international cooperation programmes, it operates a database of Slovak higher education experts, it provides information on the Slovak education system and on the Slovak participation in EU education and training programmes, and it acts as a broker for contacts between Slovakia and other countries. Next to its ongoing work in the management of the multilateral and bilateral programmes (Leonardo da Vinci, Socrates, CEEPUS and others), in 2002 SAAIC co-organised a campaign to improve the legal basis for easy access of foreign citizens to Slovakia for purposes of study, research, teaching and training.

## **SLOVAKIA – SAAIC**

The Slovak Academic Association for International Cooperation

[www.saaic.sk](http://www.saaic.sk)



**IPK** is a public agency supporting schools, universities, companies, organisations and individuals wishing to participate in international cooperation. This covers activities ranging from international cooperation projects in education and competence development to placements and studies abroad. 2002 saw a considerable expansion of the agency's tasks through responsibility for two new higher education programmes: SIDA Travel Grants for Internships at international organisations, and the SIDA Minor Field Studies Programme – a scholarship programme for field work in developing countries. The IPK also completed a study on Sweden's participation in Erasmus, in cooperation with the National Agency for Higher Education. The study concluded with a set of recommendations aimed at increasing international mobility of students and teachers.

## **SWEDEN – PROGRAMKONTORET**

The International Programme Office for Education and Training

[www.programkontoret.se](http://www.programkontoret.se)



**SWEDEN –  
HÖGSKOLEVERKET**The National Agency for  
Higher Education[www.hsv.se](http://www.hsv.se)

**HSV** is a central government agency for higher education issues in Sweden. Its tasks include a very wide range of activities, such as supervision of universities and university colleges, evaluation and accreditation of their study programmes, and quality management assessment of higher education. In 2002 the Agency was involved in the national follow-up of the Bologna process and it was also an active partner in the European discussion on accreditation and quality assurance. HSV has been continuously monitoring international developments in the field of higher education and the weekly newsletter summarising these developments is widely read in Sweden and the other Nordic countries.

**SWEDEN – SI**

The Swedish Institute

[www.si.se](http://www.si.se)

**The Swedish Institute** is a public agency entrusted with disseminating knowledge abroad about Sweden and organising exchanges with other countries in the spheres of culture, education, research and public life. A programme for circumpolar mobility, *north2north*, was added to the organisation's scholarships and funding activities during 2002. The programme was set up in the framework of the Arctic Council and funds exchanges between universities and other higher education institutions in the Arctic region. SI participated in student fairs in Hong Kong and Moscow. It also took part in the EAIE and NAFSA conferences, organised a series of seminars in Russia, Kazakhstan, Uzbekistan and the Kyrgyz Republic and arranged summer courses in Belarus and Ukraine.

**SWITZERLAND – CRUS**The Rectors' Conference  
of the Swiss Universities[www.crus.ch](http://www.crus.ch)

The **CRUS** is a private association whose members are the Swiss universities. The CRUS aims to provide a platform for the common interests and concerns of Swiss universities, to support coordination in teaching, research and services, to foster the exchange of information between all universities and between universities and public authorities, national authorities in science and research and international organisations. In 2002, CRUS was involved in the implementation of the Bologna reform. On the national level, two major documents were prepared: a directive of the cantonal education ministers, which will be passed in 2003, and comprehensive recommendations of the CRUS on behalf of the universities.

**UNITED KINGDOM**

The British Council

[www.britishcouncil.org](http://www.britishcouncil.org)

**The British Council** is the UK's principal agency for educational and cultural relations with other countries. As a public body operating independently of government, the British Council's revenue is made up of grant and contractual income from a variety of UK government departments and agencies, international bodies, the private sector as well as from the sale of specialised products and services. The work covers a broad spectrum including education and training, English language teaching, knowledge and information sharing, arts and design, literature, and science and technology. The British Council is part of the UK national agencies for the EU Socrates, Leonardo and Youth programmes.

The Vice-Chancellors of 38 Australian universities are members of the AVCC. It assists Vice-Chancellors in the performance of their university responsibilities, provides a forum for discussion on higher education issues, develops policy positions and guidelines on higher education matters, promotes the needs and interests of Australian universities, encourages international cooperation, administers programmes involving Australian universities and acts as a source of information about universities in Australia. During 2002, the AVCC was heavily engaged in the Australian Government's review of higher education. Issues covered in the review ranged from levels of funding and funding mechanisms to teaching and learning, research, governance and management.

**AUSTRALIA – AVCC**

The Australian Vice-Chancellors' Committee

[www.avcc.edu.au](http://www.avcc.edu.au)

**AV-CC**

IDP is a not-for-profit organisation owned by 38 Australian universities, with a global network across some 50 countries. IDP supports international students and graduates, undertakes strategic marketing and leading industry research, has a portfolio of examination products, and manages international development projects. Achievements in 2002 included *Global Apply Online*, a new service allowing international students to apply to Australian institutions through a single website; new offices in Europe, North America and Asia; significant growth in candidature for the IELTS English language test; successful project management in developing countries; and important research on future global demand for international education.

**AUSTRALIA - IDP**

IDP Education Australia

[www.idp.com](http://www.idp.com)



The objective of AIEJ is to contribute to the promotion of international exchanges and friendship between Japan and other countries by conducting various international exchange projects and providing services for international students. AIEJ offers a wide variety of services, including provision of information and consultation on study in Japan and study abroad, short-term student exchanges, the provision of scholarships to more than 10 000 international students, welfare services for international students, follow-up services for foreign alumni in Japan, delivery of Japanese language tests, and assistance in international educational exchange.

**JAPAN – AIEJ**

The Association of International Education, Japan

[www.aiej.or.jp](http://www.aiej.or.jp)



IIE is a global non-profit higher education and professional exchange agency, whose members are over 600 higher education institutions around the world. Its mission is to foster mutual understanding, build global problem-solving capabilities, and develop institutional capacity. IIE focused its activities in 2002 on continued promotion of educational exchanges, highlighting their short and long-term value (academic, cultural, economic and strategic) in times of global crisis. In addition to administering over 250 educational and training programmes, IIE led a focused public awareness campaign to make sure that America's doors remain open to scholarly exchange and international students, as the country implements safety and security measures.

**UNITED STATES OF AMERICA – IIE**

The Institute of International Education

[www.iie.org/europe](http://www.iie.org/europe)



## The ACA World of Information

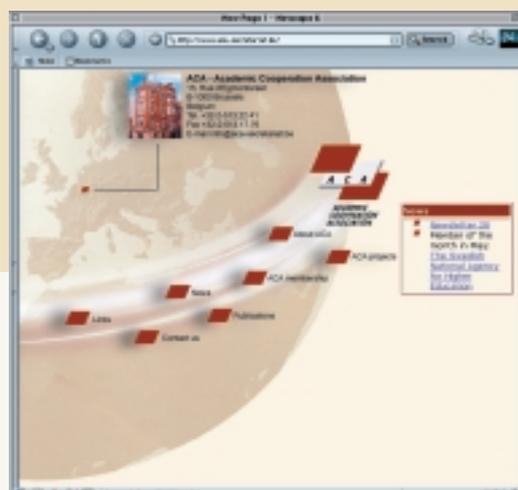
The ACA Secretariat is constantly working on the improvement of its information services and tools in order to provide interested parties with an easy access to the work of the organisation, to enhance networking between members and to supply up-to-date information on latest developments in the international education and training sector.

In 2002, the ACA Secretariat launched a new website. The colourful, content-rich and easy-to-use website contains detailed information on the Association and its work and products. The news section of the website presents regular updates on latest developments and activities planned in the ACA Secretariat. A links section gives easy access to the web portals of other European associations and international organisations. This portal is a joint creation of Koen Tilley, who designed it, and Natalja Barkova, who was responsible for the content.

In March 2002, on the initiative of Anita Kardos, a “Member of the Month” section was launched on the ACA website with the aim of stimulating information exchange between ACA member organisations. In 2002, eight ACA members shared their experience, and presented their recent achievements and future plans in this forum.

The year 2002 also witnessed a significant improvement of the [ACA Newsletter](#) service. This monthly electronic publication is made available on the ACA website, and provided by e-mail to the ACA membership and an ever-growing number of other subscribers. The [Newsletter](#) provides up-to-date information on policy and programme developments at national, European and global level, as well as news from the ACA Secretariat and ACA member organisations, and it provides information on the latest calls for proposals and public tenders in education. It also contains education news from other international organisations and European associations, it presents updates on the Bologna process, and a calendar of international events and an overview of selected publications in the field of education and training.

Thanks to the highly professional work of Natalja Barkova the [ACA Newsletter](#) has become one a very valuable information tool, which is regularly used by higher education professionals all over Europe.



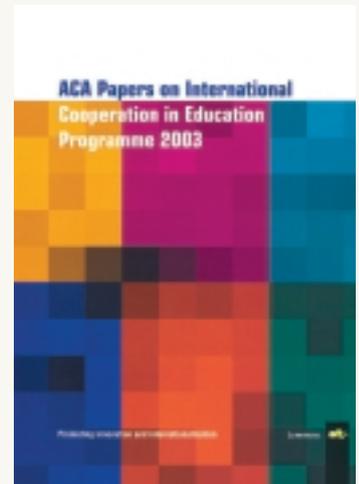
ACA was founded in 1993. The year 2003 will therefore mark the Association's tenth anniversary. Together with invited guests from Europe and beyond, the ACA family will celebrate the occasion with an international conference, to be held in May at the University of Gent. The theme will reflect the core business of ACA, the internationalisation of education and training. The conference *Internationalisation in a Changed Environment* will "revisit" the major themes of the internationalisation debate of the past decade, and formulate an agenda for the coming one.

In line with its ongoing commitment to innovation, ACA will organise, on behalf of the German Ministry of Education and Research, a Bologna-related European seminar, to be held in Hannover in early September. The seminar forms part of the official programme of the German government leading up to the Bologna follow-up ministerial meeting in Berlin. The theme will be *Networks and Networking*. The purpose is to assess the contribution which academic networks have so far made to the Bologna Process, and to identify ways in which networks and networked (multilateral) cooperation can underpin the European reform agenda in the future.

ACA is also dedicated to another initiative aimed at renewal, the Lisbon Process, which is to turn the Union into "the most competitive and dynamic knowledge-based economy in the world", and make it a "world-wide reference" and "the most favoured destination of students, scholars and researchers from other world regions". It has therefore offered to the European Commission to act as an advisor to one of the nine "Lisbon Working Groups", the ultimate aim of which is to help develop indicators and benchmarks to measure progress made towards the attainment of the so-called "concrete objectives of the education and training systems". The working group serviced by ACA is the one on "mobility and European cooperation".

Likewise ACA will make its contribution to the improvement of European cooperation in the field of vocational education and training, yet another area where the European innovation is gaining momentum. It will assist the European Centre for the Development of Vocational Training (Cedefop) in the creation and development of the thematically-organised and electronically-based "Knowledge Management System" (KMS) aimed at dissemination of "good practices" in the vocational education and training sector in Europe.

## Events and Publications



Professor Peter Scott  
is the New ACA  
President



Peter Scott



Konstantinos Kerameus

In November 2002, the Academic Cooperation Association elected a new President. The choice was Professor **Peter Scott**, currently the Vice-Chancellor of Kingston University in the United Kingdom. ACA could not have found a more suitable personality to lead the Association in the coming years. Peter Scott is an international celebrity – and one whose professional work is intrinsically linked to the concerns ACA promotes. Before taking up his present post, Peter Scott was the Pro-Vice-Chancellor of the University of Leeds, the Director of this university's Centre for Policy Studies in Education, and a Professor of Education. Between 1976 and 1992, he was the editor-in-chief of the *Times Higher Education Supplement*.

Peter Scott is married with one daughter. He studied modern history at Merton College, Oxford, and public policy at the University of California at Berkeley. He is the author of innumerable books and articles, including on the theme of internationalisation, which is so close to the heart of ACA. In recognition of his outstanding achievements, Peter Scott was awarded six honorary doctorates and fellowships by universities in Europe and in the US. He is a member and fellow of four learned societies, amongst them the prestigious *Academia Europæa*. He also sits on the editorial boards of seven academic journals, amongst them *Studies in Higher Education* and *Higher Education in Europe*. Amongst many other important tasks, he is a member of the board of HEFCE, the Higher Education Funding Council for England.

Professor Scott succeeds Professor **Konstantinos Kerameus**, who had been the ACA President during the last six years. ACA owes much to Konstantinos Kerameus. Under the leadership of the eminent professor of law, who enjoys the highest reputation in Europe and beyond, ACA became the respected organisation it is today. In a farewell not devoid of emotion, ACA members expressed their deep gratitude to Professor Kerameus.

The year 2002 brought a number of changes in the Secretariat and in the Administrative Council. Towards the end of the year, the Association elected a new President.

### **The Secretariat**

On 15 September ACA Office Manager **Julie Sepulchre** left the Association. During her more than two years in ACA, she managed the Secretariat in a most professional way. ACA is very grateful to Julie for her important contribution to the strengthening of the Association.

On 1 October the Secretariat welcomed Julie's successor, **Maike Dhondt**, who previously worked in the international office of Mercator Hogeschool, where she was involved in the administration of European and international projects such as Socrates, Tempus and the EC-US scheme.

At the end of the same month, ACA also had to say good-bye to **Natalja Barkova**. For half a year, Natalja acted as the ACA information officer as part of a "stage" period in the Secretariat. Natalja turned the *ACA Newsletter* into a highly appreciated information source. She left to work for the Socrates, Leonardo & Youth Technical Assistance Office in Brussels.

In mid-October, **Angelique Meyer** joined ACA as a new stagiaire. A Dutch national, Angelique is enrolled as a Master student in European Studies at the University of Twente and the Universität Münster. During her placement with ACA, she will write her Masters thesis on employability aspects of the new Bachelor/Master degree structure.

### **The Administrative Council**

ACA elected two new administrators, **Judy Powell**, from the British Council and **Ulrich Hörmann** of ÖAD. They replaced **Robert Monro** and **Erich Thöni**. The Association is grateful to both outgoing administrators, as well as to outgoing Vice-President, **François Blamont**, of EduFrance.

## News

from the Governing  
Bodies and  
the Secretariat



From top left to bottom right:  
Laure Caluwaert, Julie Sepulchre,  
Natalja Barkova, Maike Dhondt,  
Bernd Wächter, Alex von Balluseck

A C C O U N T S 2 0 0 2

Accounts  
2002 (EUR)

	2 0 0 2	2 0 0 1	2 0 0 0	1 9 9 9	1 9 9 8	1 9 9 7	1 9 9 6
<b>E X P E N D I T U R E</b>							
Staff costs	236 177	230 795	235 355	218 810	204 209	207 629	201 331
Secretariat running costs/infrastructure & equipment	111 338	102 246	106 418	94 653	95 250	84 284	84 233
Project expenditure	90 936	84 788	114 095	132 022	18 153	6 653	93 118
Depreciation					5 921		8 103
Travel, meeting & subs.	19 057	15 951	26 357	10 829	18 820	17 017	15 496
Provision	18 469						24 636
<b>T O T A L</b>	<b>475 977</b>	<b>433 780</b>	<b>482 225</b>	<b>456 314</b>	<b>342 354</b>	<b>315 583</b>	<b>426 917</b>
<b>I N C O M E</b>							
Membership fees	276 516	277 326	246 768	230 620	213 436	188 004	210 822
ETAPE payment for Secr. Serv.	19 500			0	15 922	13 127	12 811
OCE payment for Secr. Serv.				0	1 893	1 893	
ACA share of ETAPE man. Fee	123 122	103 467	86 659	75 900	70 173	70 172	69 493
Project income	136 125	138 001	156 862	201 034	10 840	30 785	136 368
Other income	5 569	781	15 119	1 030	6 953	5 785	15 098
<b>T O T A L</b>	<b>560 832</b>	<b>519 575</b>	<b>505 408</b>	<b>508 584</b>	<b>319 216</b>	<b>309 767</b>	<b>444 591</b>
Result	84 855	85 795	23 183	52 270	-23 138	-5 816	17 674



The **Academic Cooperation Association (ACA)** is an independent European organisation dedicated to innovation and internationalisation in education and training in Europe and beyond. It was created in July 1993 with the legal status of a non-profit international association according to Belgian law. The secretariat is located in Brussels. The members of ACA are major agencies located in Europe, responsible for the promotion of international cooperation in education and training. Further information is available from the address below.

**A c a d e m i c C o o p e r a t i o n A s s o c i a t i o n**

1 5 R u e d ' E g m o n t  
B - 1 0 0 0 B r u s s e l s  
B e l g i u m

P h o n e : + 3 2 2 5 1 3 2 2 4 1

F a x : + 3 2 2 5 1 3 1 7 7 6

E - m a i l : [info@aca-secretariat.be](mailto:info@aca-secretariat.be)

I n t e r n e t : [www.aca-secretariat.be](http://www.aca-secretariat.be)