

**ANNUAL REPORT 2003**

**ACADEMIC COOPERATION ASSOCIATION**





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B r u s s e l s

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## Introduction by the President



Peter Scott, President of ACA

2003 was yet another busy year for ACA. It was therefore quite a “normal” one, and yet it was also very special. For 2003 marked the Association’s 10th birthday. It was also the first full year in which I acted as the ACA President.

To celebrate one’s birthday usually means to look back and to proudly review one’s achievements. And indeed, this we did, for example on the occasion of our 10-year anniversary conference in Ghent. But mainly the Association tried to look ahead, as usual in the form of a multiplicity of activities. The work completed in 2003 resulted in two new books on internationalisation in higher education and international education policy coming out in the *ACA Papers on International Cooperation in Higher Education*. One of them, *Higher Education in a Changing Environment*, contains the papers given at the Ghent conference. The second one, *On Cooperation and Competition*, is a contribution from our sister organisation CHEPS in the Netherlands. To have been asked by such a prestigious think tank to publish their work in the *ACA Papers* signals to us that this series has by now established itself as a serious voice in the European higher education debate.

Of course, more than this happened in 2003. The Bologna-related conference on *Networks and Networking in European Higher Education*, held in Hanover just before the ministerial Bologna follow-up meeting in Berlin, was a success not only in terms of happy participants. It also identified the key role that the work of European associations, such as ACA, have had to make the present European reform processes possible, and it set an agenda for their future work.

The Hanover Conference is one manifestation of the fact that ACA is contributing its share to the educational reform agendas currently under way, but it is not the only one. ACA’s work on the Lisbon reforms belongs to the same category. The projects planned for 2004, a series of seminars and conferences, yet another publication in the *ACA Papers*, and above all the work on marketing Europe and on mobility statistics, all point in this direction. In other words, ACA will try to stay on the edge of developments, and to influence the agendas of change on our continent.

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.

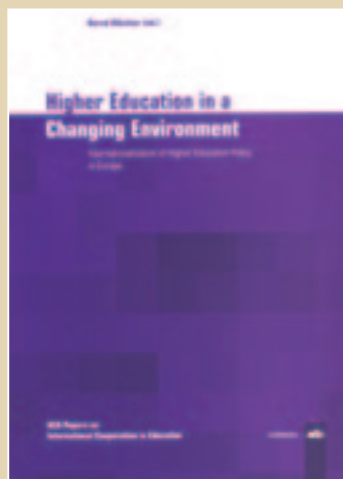
PETER SCOTT

President

## Coming of Age.

ACA Celebrates  
its 10th Anniversary

David Coyne, Director, Education,  
European Commission DG  
Education and Culture



In May 2003, ACA staged an international seminar at the University of Ghent. The seminar, entitled *Higher Education in a Changing Environment*, was not any other ACA event. It celebrated the Association's 10th anniversary. Ten years is not a very long time. But many networks and consortia in Europe never reached that age. And even fewer have remained relevant organisations over a whole decade. ACA, however, has remained relevant and it can therefore proudly claim to be an organisation for which there is a clear need, as the Ghent keynote speaker, European Commission Director for Education David Coyne, put it.

ACA's continued success is certainly due both to its uniqueness and its adaptability. There is no other association at European level which is so clearly focused on the issue of internationalisation in education, and which brings together the large national funding bodies which support cooperation and exchange across country borders. In this respect, ACA is unique. When the newly appointed Secretary General of DAAD, Christian Bode, invited European sister organisations in 1991 to discuss the idea of establishing a European network to promote their concerns at the European level, most reacted enthusiastically, but also with scepticism as to whether the brilliant idea could be put in practice. But the vision was stronger than the obstacles, and ACA was created in 1993.

ACA would also not have kept – and indeed increased – its impact, had it not developed further and adapted over the years. The Association's history is marked by a fine blend of continuity and change. In 1993, ACA was small, with three founding members (NUFFIC, the DAAD and the British Council). In 2003, the Association had 20 members in Europe, and further ones on other continents. In 1993, ACA's focus was West-European. Today, it has grown into a pan-European association, which increasingly addresses global issues. In 1993, it was concentrated on the EU education and training programmes; today, its brief is much wider. In 1993, ACA was exclusively concerned with higher education. By no means neglecting the world of universities, ACA today deals with all layers and themes of education and training. In 1993, ACA was mainly focused on one single internationalisation activity, the mobility of students and faculty. Mobility and exchange has remained an important pillar of ACA's work, but it is dealing today with many more themes, such as curricular internationalisation, system-level innovation, quality assurance and lifelong learning, to name but a few examples.

The success of the Association is first and foremost due to the relentless commitment of its member organisations. They are, and they will remain, the treasure of ACA. But, in all these years, outstanding individuals left their mark, too. The Association is deeply indebted to its three Presidents to date. Eduardo Marçal Grilo, the President of the early years, who later became Portugal's education minister. Konstantinos Kerameus, the outstanding scholar on internation-

al law, who served ACA for six full years. And Peter Scott, the Vice-Chancellor of Kingston University and long-time editor-in-chief of the *Times Higher Education Supplement*, whom the Association has the privilege of having as its current president. The Association has also been shaped by its chief executives. Founding Director Alan Smith, who had earlier helped to create and implement the then legendary Erasmus Programme, put ACA on track. His work was continued by Jon Hagen, from NUFFIC, and Julia Race, from the British Council, before the present Director, Bernd Wächter, took over in 1998.

The way in which ACA has remained true to itself, and has yet adapted to its changing environment, is perhaps best epitomised in the proceedings of the 10-year anniversary conference, which have now been published in the *ACA Papers on International Cooperation in Education*. When ACA was founded, internationalisation meant exchanges, mainly within Europe, and it was still a fairly marginal concern. Today, it has become “mainstreamed”, and is thus a “normal” phenomenon, if not an everyday reality. At the same time, higher education policy of the classical sort, dealing with structural and regulatory issues, has become “internationalised”. As a result, internationalisation has acquired a much wider meaning than hitherto. ACA is still, rightly, dealing with “classical internationalisation”, i.e. mobility and exchange, as the conference book *Higher Education in a Changing Environment* clearly shows. But the publication also leaves no doubt that ACA has at the same time entered into the debate in the field of international education policy, and makes its voice heard on such structural issues as quality assurance and accreditation, lifelong learning, and transnational education. Hopefully, this will remain so in the coming ten years. Only through change can the Association remain what it is: the leading European network in the field of internationalisation.



Audience



ACA founding meeting, 1993



ACA family, 2003



Admission of Foreign  
Students to Higher  
Education  
A Study on Policies and  
Instruments in Selected  
Countries

With the growing demand for higher education in some world regions – Asia being the prime example – and heightened marketing activities by destination countries, the volume of applications from foreign students has been steadily increasing over the past decade. In some countries and institutions, it has reached a critical dimension: Institutions receiving ten thousand inquiries for the following academic year are not an exception. Many international offices originally created to manage exchange programmes or administrative structures designed for the admission of domestic students are overburdened with this situation. Also, the applicants' countries of origin are ever more diverse, making it more difficult to assess and compare their entry qualifications. All of these issues have made international admission a major concern for many higher education institutions.

A study addressing these and other questions related to international admission was launched by ACA in July 2003. The study *Admission of Foreign Students to Higher Education: Policies and Instruments in Selected Countries* aims to examine how the process of selection and admission of foreign students is handled at Australian, Dutch, English, French, Swedish, Swiss and US-American higher education institutions. The countries included in the study are major destinations for foreign students and / or differ in their national approach and institutional admission models. Also, different higher education systems as well as countries in- and outside Europe are represented.

The primary goal of the project is to find models of good practice within different institutional and national contexts. How to organise the admissions process at the institutional level, how to deal with the volume of inquiries and applications, how to select the best students, how to assess foreign qualifications, how to ensure a sufficient linguistic capacity and how to avoid identity fraud – all of these are questions that higher education institutions are facing today. They will be addressed in the ACA study.

Initial research to further define criteria and collect information about the selected countries was carried out from July to September 2003. Some results of this early research phase contributed to a DAAD publication on the admission of foreign students<sup>1</sup>. The phase of in-depth research started in October 2003, with first site visits to Australian and US-American institutions having taken place in October and November 2003. ACA members have actively collaborated in this project, be it as sources of information during the initial research phase, as critical voices in an expert consultation or with regard to the organisation of site visits.

The results of the study will be published in the second half of 2004 in the series *ACA Papers on International Cooperation in Education*.

<sup>1</sup> DAAD (ed.), *Betreuung, Zulassung, Ausländerrecht. Die internationale Hochschule*, vol. 7, Bertelsmannverlag, Bielefeld 2004.



On 1 and 2 September 2003, ACA organised its first “Bologna Process conference”, on the theme of **Networks and Networking in European Higher Education**. The event, held at the University of Hanover in Northern Germany, was supported by the German Federal Ministry of Education and Research (BMBF). It was the first major ACA conference in many years open to a wider public. With just a minimum of advertisement, it managed to attract some 180 enthusiastic participants. The aim of the conference was to reflect on the role that higher education associations, consortia, and networks would need to play in the Bologna Process, namely through involvement in mobility, joint curriculum development (joint Masters and Ph.D. programmes), quality assurance, and credit systems. With a view to these activities, the past achievements and future opportunities of institution-wide, discipline-based, and regional cross-border networks were explored. The conference likewise took a look at some recently created consortia and the latest initiatives. It also marked the start of a more systematic involvement of ACA in the Bologna Process.

High-level speakers from national government, the European Commission and, first and foremost, the most important European higher education associations and networks themselves, addressed the conference participants. The results of the two-day conference were made public in the form of the **Hanover Statement: The Role of European Networks in the Bologna Process**. The statement underlines the important role that the networks had in bringing about the Bologna Process, to the aims of which the participants confirmed their full support. It demands that the changes underway must result in genuine system transformation, particularly with regard to the two-cycle degree structure, and that attempts at simple re-labelling must be avoided. It also asks for a more systematic involvement of European networks in the future course of the Bologna Process. Likewise, the document calls for the creation of an inventory of present and future Bologna-related policies and activities of European networks. Most important perhaps, it draws attention to the fact that further convergence of national higher education frameworks is unavoidable to be able to create the single European Higher Education Area.

The **Hanover Statement** was brought to the attention of Europe’s Education Ministers at their follow-up meeting in Berlin on 18 and 19 September 2003, where German Federal Education Minister Edelgard Bulmahn mentioned it in her opening speech.

**Networks and Net-  
working in European  
Higher Education  
A Bologna Conference  
of the Academic  
Cooperation  
Association**



From Cooperation to  
Competition  
National and European  
Policies for the  
Internationalisation of  
Higher Education



In 1997, ACA issued a publication of the title *National Policies for the Internationalisation of Higher Education in Europe*. The editor was Marijk van der Wende. The volume was published by Swedish ACA member Högskoleverket. In 2003, ACA “revisited” the theme again. The result is one of the two new books which appeared in 2003 in the *ACA Papers* series. Edited, like its predecessor, by Marijk van der Wende (together with Jeroen Huisman), *On Cooperation and Competition* gives an update on the ways in which national governments – and the European Union – try to internationalise their higher education systems and institutions.

The title already indicates that much has changed in the last six years: the philosophy of cooperation, though by no means abandoned, has been “complemented” by a competition-driven approach. National policies on internationalisation today are therefore also influenced by what governments increasingly perceive as a world market of education. At the same time, the current rhetoric and practice of internationalisation embraces issues which would hardly have been covered by the meaning of the term in the late 1990s. At that stage, internationalisation meant mobility of students and faculty, complemented by the creation of “international” degrees and curricula, and by recognition issues. Philosophies were also very much Europe-centred. Since then, structural and regulatory questions of higher education have made it onto the internationalisation stage. The Bologna Process has entered the agenda, and the Lisbon summit targets will soon be there, too. Europe’s governments as well as the European Commission, while remaining committed to the intra-European project, have in the last few years discovered that there is a wider world out there. They are preparing to “conquer” it, by means of marketing and recruitment campaigns. At the same time, approaches of longer standing, like the solidarity-based involvement in educational development cooperation, have not been given up completely. Brain gain policies exist side by side with efforts to avoid brain drain.

A very mixed picture, perhaps indicative of the fact that internationalisation has entered its post-modernist phase. Much more could be said about the rich findings of this new ACA book. But we feel that it should rather be read. *Bonne lecture.*

Turning ten years old, organising two major conferences, publishing two books: what else did ACA do in 2003? Too much perhaps to state on one single page. Here are some examples.

- › ACA Director Bernd Wächter provided expert advice to a European Commission-led Lisbon Process working group of government representatives from 30+ countries. The objective of this group is to help develop, for the field of mobility and European cooperation, indicators and benchmarks, as well as new initiatives. This work will continue in 2004.
- › ACA Director Bernd Wächter worked as a consultant for CEDEFOP, the European Centre for the Development of Vocational Training in Thessaloniki. The product of this work is a state-of-the-art overview of European policies in the field of lifelong learning and vocational training, and especially of the concrete demands these policies make on EU member states.
- › For the fifth time already, ACA and EAIE held a joint research seminar. This year's event focused on the "cooperation vs. competition" agenda in internationalisation, and was held in Vienna in September 2003. The seminar was co-chaired by Hans de Wit of the University of Amsterdam and ACA Director Bernd Wächter.
- › Together with IDP Australia, ACA organised the [Global Leaders Forum on International Education](#). Some 25 hand-picked leaders of internationalisation agencies discussed for two days topical themes in global higher education. ACA Senior Officer Franziska Muche represented ACA in the forum, which was held in Melbourne in October 2003. The think tank will continue its work in the future.
- › Together with the Institute of International Education, ACA held, on 24 November 2003, an international seminar on the theme of [Issues and Challenges in Global Academic Mobility](#) in New York City.
- › The ACA statutory bodies, the General Assembly and the Administrative Council, met twice in 2003. The spring meetings were held in Ghent in May 2003. For the first time ever, the autumn meetings took place outside of Europe, in New York City in November.
- › ACA Secretariat staff gave some 20 presentations at international conferences and gatherings, and participated in more. Among them were keynote speeches at the TPF-organised Hungarian launch conference of the Lisbon-process education agenda and the Finnish Bologna conference on Master-level degrees, as well as plenary presentations at CEDEFOP's spring lifelong learning conference and the Nordic Council of Ministers' NORDPLUS conference. ACA was also one of the few European networks present at the Bologna follow-up ministerial meeting in Berlin in September 2003.

## Other Activities



Bernd Wächter at the EAIE seminar, Vienna

**AUSTRIA - ÖAD**

The Austrian Exchange Service,  
Agency for International Cooper-  
ation 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, and teacher training colleges. It manages a wide range of scholarship programmes for students, postgraduates and scientists as well as the EU programmes Socrates and Leonardo da Vinci. It also provides information and advice for study and teaching abroad for Austrian students, and it is in charge of the on-site advising and support of scholarship students at Austrian universities.

In 2003, the task force for the promotion of Austria as a location for study and research - initiated by ÖAD - put its focus on two big education fairs (EAIE and NAFSA) and the preparation of information material in a homogenous layout (brochures, folders, website, etc.).

**BELGIUM - VLHORA**

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



**VLHORA** is an independent council of 25 Flemish hogescholen. It promotes the interests of these hogescholen, it coordinates their joint activities and it advises them on all higher education matters. VLHORA is particularly active in the areas of internationalisation, quality assurance and matters of higher education finance. It also runs a number of student exchange programmes and advises the international offices of the hogescholen.

In 2003, VLHORA worked out accreditation procedures in cooperation with the Dutch-Flemish Accreditation Agency, it published, together with VLIR (see below), a handbook on peer reviews and it conducted a first round of reviews. In the area of internationalisation, it ran an information campaign on the Lisbon Process and it provided scholarships for 140 Flemish students for stays in developing countries. Together with VLIR, VLHORA launched the **DELTA Magazine**, which appears four times a year.

**BELGIUM - VLIR**

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



**V.L.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, V.L.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.

In 2003, in cooperation with VLHORA, VLIR published a handbook on peer reviews and it conducted a first round of reviews. Also, both agencies launched the quarterly **DELTA Magazine**.

**DENMARK - CIRIUS**

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



**CIRIUS Danmark** 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. CIRIUS assists schools and universities with information on student and staff exchanges, international cooperation, and intercultural understanding. It covers all parts of education and training as well as youth activities taking place outside the formal educational system. CIRIUS also acts as a knowledge centre, by preparing trend reports on internationalisation and by disseminating information on the possibilities of studying in Denmark to the Danish educational sector, and to international students or institutions.

Major activities in 2003 were the implementation of the new generation of the Nordic cooperation programmes (Nordplus), a report on the international educational market from a Danish perspective, and support to higher education institutions with a special focus on the needs of the Danish college sector.

**CIMO**, the Centre for International Mobility in Finland, is an expert and service organisation under the Ministry of Education supporting international cooperation in education, training, culture and among young people. It functions as Finland's national agency for the Socrates, Leonardo da Vinci and Youth programmes, and it also runs a wide range of other scholarship and mobility schemes.

In 2003, CIMO was entrusted with the administration of the Nordic Council of Ministers' Nordplus higher education programme. In international mobility, over 18,000 students, trainees and young people were sent to and from Finland through the programmes run by CIMO. Six studies and analyses on internationalisation of education and three national evaluations on EU mobility programmes (Socrates, Leonardo da Vinci, Youth) were published.

## 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. EduFrance focuses on two main goals: to promote French higher education worldwide, and to offer international students information about French higher education. EduFrance operates 70 offices ("EduFrance desks") in about 30 countries. EduFrance and its N+i network also participate in the promotion of French engineering degrees. In 2003 EduFrance launched a new scholarship programme for Chinese students, worth Euro 1 million. It also managed to increase foreign enrolment in French higher education, which reached 220,000 students, 40% more than in 1998.

## FRANCE - EduFrance

Agence 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.

2003 witnessed an overall decrease in public funding of French bilateral cooperation schemes, resulting for the first time in several years in a reduction of activities of a few points. Major developments in 2003 included the first stage of Égide's extranet, which aims at establishing on-line procedures between the association and its clients, mainly the French embassies abroad.

## FRANCE - EGIDE

Le Centre Français pour  
l'Accueil et les Echanges  
Internationaux  
[www.egide.asso.fr](http://www.egide.asso.fr)



**DAAD**, an NGO whose members are 230 German higher education institutions, supports exchange and cooperation between these institutions and their counterparts all over the world. Its more than 200 student and faculty scholarship and co-operation programmes are open to foreigners and Germans alike and cover all academic disciplines and all countries. The overall balance of support for 2003 came to over 50,000 students and academics and further 20,000 students under EU programmes. DAAD continued to provide funding for the international marketing of study, research and training in Germany. The total annual budget amounted to Euro 250 million. A growing part of it is earmarked for institutional programmes aiming at internationalising German universities.

In 2003, DAAD continued to support dialogue and cooperation with countries from the Islamic world through various programmes and initiatives. A project team of the German Rectors' Conference and DAAD was responsible for the organisation of the Bologna follow-up conference of European ministers in charge of higher education in Berlin in September 2003. In October 2003 DAAD's 14th office outside Germany was opened in Vietnam, and a new exchange agreement was concluded with the Vietnamese government.

## 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 responsible for awarding state scholarships to Greek higher education students, to young Greek scientists wishing to pursue post-doctoral research in Greece, and to foreigners who want to pursue postgraduate studies in Greece. IKY also acts as the National Agency for the Socrates Programme. It cooperates with the European University Institute in Florence (Italy) and supports research projects in co-operation with DAAD.

Recognising its central role to the enhancement of education, the Ministry of Education and Religion asked IKY to participate in the International Fair of Thessaloniki, in September 2003, with its own stand which was highly appreciated by the public. Moreover, in the context of the Socrates programme, IKY successfully organised the informal meeting of the National Agencies participating in the Erasmus action in May 2003, and the celebration of the Comenius week which was attended by the former Greek Minister of Education and Religion in November 2003.

**HUNGARY - TPF**

The Tempus Public Foundation  
[www.tpf.hu](http://www.tpf.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. The aims are being pursued mainly through the management of international cooperation programmes and special projects in the field of education, training and EU-related issues.

In 2003 TPF got actively involved in the "objectives process", and it organised a national conference and had a main role in the national expert's report on mobility and European cooperation. To provide incoming grantees with information and to raise awareness, the [www.studyinhungary.hu](http://www.studyinhungary.hu) website was launched at TPF's portal, and TPF was also appointed the Hungarian Researcher's Mobility Centre, as a part of the ERAMORE network. Further, TPF had a key role in the preparations for the use of the EU Structural Funds: it set up and implemented a comprehensive national training plan, it developed a project-cycle management course for 470 projects in the framework of Dutch-Hungarian cooperation, and it launched free e-learning courses.

**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. CONICS is also the Italian National Contact Point for the TEMPUS Programme. 26 Italian universities are members of the consortium and CONICS contributes to the strengthening of its member universities' contacts and links with partners abroad.

The pilot database on Italian higher education institutions' cooperation activities with developing countries, which CONICS created earlier on, was extended in 2003 to cover all countries. The updating of this database is on-going.

**THE 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 the 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 2003, NUFFIC was strongly focused on the European agenda. Examples are the preparations for new policies and activities, such as NUFFIC's role as a bridgehead organisation in the Netherlands for the European Mobility Centres Network and the preparation, together with the Ministry of Education, Culture and Science, of a conference in the framework of the

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Dutch presidency of the EU. The conference will review European policy instruments to attract more highly skilled people from outside Europe and reduce brain drain from the continent. Moreover, NUFFIC started to prepare for the UN Decade for Education for Sustainable Development, which will commence in 2005.

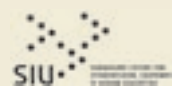
## THE NETHERLANDS - NUFFIC

**SIU's** mission is to promote internationalisation, mobility and cultural communication as well as to coordinate planning and actions at national level in accordance with official Norwegian policy. In addition to programme administration SIU is responsible for providing advisory services to the higher education sector and for promoting Norwegian higher education internationally.

## NORWAY - SIU

On January 1, 2004 the Ministry of Education and Research established a new national body to strengthen the internationalisation of higher education in Norway. The **Norwegian Centre for International Cooperation in Higher Education** encompasses the former Centre for International University Cooperation and the tasks and staff of that organisation were transferred to the new body. The acronym SIU was kept for the new departmental agency.

Norwegian Centre  
for International Cooperation  
in Higher Education  
[www.siu.no](http://www.siu.no)



**The Slovak Academic Association for International Cooperation** is a non-governmental organisation, which has, since its establishment in 1991, been supporting the development of the internationalisation of all sectors and fields of Slovak education and training through the EU programmes it manages (Tempus, Socrates, Leonardo da Vinci).

## SLOVAKIA - SAAIC

In 2003, SAAIC was nominated to implement the new EU programme Erasmus Mundus in Slovakia by participation of its staff in the pre-committee and committee meetings of the programme.

The Slovak Academic  
Association for International  
Cooperation  
[www.saaic.sk](http://www.saaic.sk)



**The Slovak Academic Information Agency (SAIA)** is a non-governmental not-for-profit organisation. Since its establishment in 1990, it has been enhancing civil society and assisting in internationalisation of education and research in Slovakia through its programmes and services.

## SLOVAKIA - SAIA-SCTS

In 2003, SAIA became a bridgehead organisation within the European Network of Researchers' Mobility Centres - ERAMORE. This project is implemented as part of European Union's 6<sup>th</sup> Framework Programme for research with the main aim to establish a reliable and coordinated research mobility system that will be accessible and will provide timely high-quality information and services to incoming and outgoing researchers.

The Slovak Academic  
Information Agency, Service  
Centre for the Third Sector  
[www.saia.sk](http://www.saia.sk)



**The International Programme Office for Education and Training, 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.

## SWEDEN - IPK

The IPK mandate was expanded in 2003 through the appointment of IPK as the Swedish administrator of the five new Nordplus programmes. Launching activities were arranged in order to prepare for the new organisation that will be effective from January 2004. In 2003 IPK launched a national Erasmus campaign with the aim of increasing Sweden's participation in Erasmus mobility. The continuous decline in the number of outgoing students since the late 1990s was stopped and a significant increase of teaching staff mobility could be observed. IPK also noted an increase in participation in mobility programmes with third countries.

The International Programme  
Office for Education and  
Training  
[www.programkontoret.se](http://www.programkontoret.se)





**SWEDEN - HSV**

The National Agency for Higher Education

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



**HSV**, Högskoleverket, is a central Swedish government agency for higher education issues. Its tasks include a very wide range of activities, such as the supervision of universities and university colleges, the evaluation and accreditation of their study programmes, and quality assessment of higher education.

In 2003 the Agency completed the first three years of the new system of quality assurance, having reviewed some 700 study programmes in different subject areas. Monitoring international developments in the field of higher education was another important task. A special quality review of internationalisation in Swedish higher education institutions was started: the evaluation process will be carried out by a task force including experts from other countries.

**SWEDEN - SI**

The Swedish Institute

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



The **Swedish Institute** (SI) is a government agency that serves as a link between Sweden and the rest of the world by disseminating knowledge about Sweden and by supporting exchanges of people, knowledge and experience with other countries. In the education field, during 2003 the SI stepped up marketing of Swedish higher education abroad with two new initiatives. Firstly, a website - [www.studyinsweden.se](http://www.studyinsweden.se) - was launched with the aim to attract more foreign students to Sweden, especially at the Master's level. Secondly, the SI took the initiative to form a group with representatives from nine Swedish higher education institutions to discuss cooperation in the marketing of fee-based contract training abroad, primarily targeting companies and organisations outside the European Economic Area. In its support for educational exchange, the SI continued to focus mainly on Central and Eastern Europe.

**SWITZERLAND - CRUS**

The Rectors' Conference of the Swiss Universities

[www.crus.ch](http://www.crus.ch)



**CRUS** is a private association whose members are the Swiss universities. CRUS aims to provide a platform for the common interests and concerns of Swiss universities and to support coordination in teaching, research and services. In an international perspective, CRUS administers scholarship and exchange programmes and operates the Swiss ENIC.

In 2003, Swiss authorities started to adapt the bilateral grants programs (which are operated through CRUS) to the ongoing organisational changes in Europe (i.e. to introduce "pool offers" for certain countries). Regarding the Bologna Reform, several important regulations have been passed, such as a general directive on the key structural elements of the new study programmes, ECTS recommendations, and regulations for new university degrees and for degrees in continuing education. Meanwhile, all Swiss universities are introducing the new Bachelor and Master programmes.

**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 and the private sector. It has offices in 110 countries worldwide and also has regional offices within the UK.

The work of the British Council covers a broad spectrum including the promotion of English language teaching, knowledge and information sharing, capacity building, art and design, literature, science and technology. Education and training is a major area of activity. The British Council aims to increase international recognition for the learning opportunities provided by the UK and helps UK institutions to make contact with overseas markets. Within the UK, the British Council is also charged with helping to enhance quality provision. It works with schools, further education, higher education, youth and adult learning providers, trainers and employers and supports the teaching of English abroad. The British Council is part of the UK national agencies for the EU Socrates, Leonardo and Youth programmes.

The **Australian Vic-Chancellors' Committee (AVCC)** is a forum to support the Vice-Chancellors in the performance of their roles, to promote the needs, interests and purposes of Australian universities and their communities to government, industry and other groups, to develop policy positions and guidelines on higher education matters through discussing higher education issues, including teaching, research and research training; to advance internationalisation of Australian universities, to provide information for and about Australian universities, and to provide services and programmes to universities including the negotiation of common purchasing arrangements.

The AVCC is recognised as a highly influential peak lobby group and played a prominent role in effectively steering the higher education sector through the government's 2003 higher education review process. Significant constructive changes were achieved in the **Higher Education Support Bill 2003** for the ultimate benefit of Australian universities.

## AUSTRALIA - AVCC

The Australian Vice-Chancellors' Committee  
[www.avcc.edu.au](http://www.avcc.edu.au)

AV-CC

**IDP Education Australia** is owned by 38 Australian universities and operates a global network of offices and activities stretching across 50 countries. IDP Education Australia supports international students and graduates, undertakes strategic marketing and research, has a portfolio of examination products, and manages international development projects. Achievements in 2003 included the release of new research on the future global demand for international education, strong growth in candidature for the International English Language Testing System (IELTS) through IELTS Australia, the launch of a new international peace scholarship programme, the organisation of the inaugural Global Leaders Forum in International Education, and record delegate attendance at the 18th IDP Australian International Education Conference in Melbourne.

## AUSTRALIA - IDP

IDP Education Australia  
[www.idp.com](http://www.idp.com)



**IIE** is a global non-profit higher education and professional exchange agency dating from 1919, whose members are over 850 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 2003 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 with 20,000 participants, IIE continues to make sure that America's doors remain open to scholarly exchange and international students as the country implements safety and security measures. Highlights of IIE's work in Europe in 2003 include the introduction of new scholarship programs in Germany, Poland, Russia, and the UK; and IENetwork training workshops for university administrators in Bulgaria and Greece.

## UNITED STATES OF AMERICA - IIE

The Institute of International Education  
[www.iie.org](http://www.iie.org) and [www.iie.hu](http://www.iie.hu)

INSTITUTE OF  
INTERNATIONAL  
EDUCATION  
Opening Minds to the World™

At no stage of its yet young existence has ACA been an idle organisation. But 2004 will be a busier year than any so far. One area where this is to become particularly visible is that of seminars and conferences. ACA will organise at least two major conferences as well as four seminars.

## Conferences and Seminars

The 2004 ACA spring conference will be dedicated to “the international campus” and will explore the opportunities and challenges of internationalisation beyond the mobility of persons. Held in Budapest in the month of June, it will take place just after Hungary and nine other countries will have joined the European Union. The conference is going to be co-organised by ACA’s Hungarian member, the Tempus Public Foundation, as well as the Central European University, the Institute of International Education, and the Stifterverband für die Deutsche Wissenschaft.

The 2004 ACA autumn conference will be held in Hamburg, and will address the theme of Europe’s competitiveness (or otherwise) on a global scale. It is to explore if and how the Bologna Process can be expected to contribute to the attractiveness of European higher education for other continents.

Both conferences will feature international celebrities and should attract some 250 participants each.

In addition to these larger events, ACA is to organise four expert seminars on a range of topical themes in European higher education cooperation and policy. These events, for an audience of some 70 participants, will be held in Brussels, and will feature highly competent experts, mainly from the European Institutions and European education associations.



For 2004, ACA is planning a number of new projects in the field of research and analysis, some of them of a rather large sort.

The **Euro Data** project will attempt, on a try-out basis, to produce statistics on student mobility into and between the enlarged Union, which are more accurate, more differentiated and timelier than the statistical information available today. If successful, Euro Data is to become a regular exercise, producing every second or third year a European student mobility report. The results of this project will be particularly useful as a monitoring tool for measuring the progress made on the implementation of the present European educational innovation agendas, such as the Lisbon goals.

Another larger project in the offing is seeking to produce a concept for a **world-wide marketing campaign** for European higher education, which is to complement national and institutional marketing campaigns. While more and more experts agree that a European-level campaign is necessary, it is far from clear what its main messages should be. These are to be identified by the ACA study.

As a contribution to an international NUFFIC conference in the framework of the Dutch Council Presidency in the second half of 2004, ACA will produce a study on present and future **migration flows of highly skilled professionals** between the new member states and the "old EU" of 15.

As it did already in 2003, ACA will also in the coming year continue to support the European Commission in fine-tuning its Lisbon-related goals in higher education, particularly in the areas of mobility and European cooperation. ACA Director Bernd Wächter will be the chief consultant of the ACA team, together with life-long learning specialist Lynne Chisholm and VET expert Søren Kristensen.

2004 will see the conclusion of the work of the ACA project on the admission of foreign students (see p. 8), which will result in yet another publication in the **ACA Papers on International Cooperation in Education**. ACA will also continue its cooperation with the EAIE, in staging the 6th Joint ACA/EAIE Research Seminar, to be held in September 2004 in Turin on the theme of "marketing higher education".

## News

from the Governing  
Bodies and  
the Secretariat



Vice-presidents: Benny Dylander, Judy Powell and Pieter van Dijk

**VICE PRESIDENTS** In 2003, ACA had to appoint anew all of its Vice-Presidents who, together with the President and the Director, form the ACA Executive Committee. Outgoing Vice-Presidents Ulla Ekberg, the Director of CIMO, who had also served as the Association's Treasurer, and Ulf Lie, the Director of SIU, had both reached the maximum term of office foreseen by the statutes. François Blamont, the Director of EduFrance, had left his post in this French member organisation. All three have done their utmost to further the concerns of the Academic Cooperation Association. During the ACA autumn meetings in New York City, members warmly thanked the outgoing Vice-Presidents for their outstanding contribution.

In New York, the Administrative Council and General Assembly elected as new Vice-Presidents Benny Dylander, the Director of CIRIUS Danmark, Judy Powell, the British Council's Director of Higher Education, and Pieter van Dijk, the President of NUFFIC, the latter in the capacity of the ACA Treasurer. Their term of office extends until the autumn of 2005.

**ADMINISTRATIVE COUNCIL** Due to moving out of EduFrance, François Blamont also vacated the post of the French representative on ACA's Administrative Council. During the ACA spring meetings in Ghent, he was succeeded in this capacity by Yves Péchon, the Director of the second French ACA member, ÉGIDE.

At the autumn meetings in New York, the mandate of Italian Administrator Professor Mozzati, of CONICS, expired. As his successor, on proposal from CONICS, Professor Paolo de Paolis was elected as the new Italian Administrator.



**ACA SECRETARIAT** Once again, 2003 saw major changes in the ACA Secretariat.

**Alex von Balluseck**, who had been working in the Secretariat for just over a year, returned to NUFFIC, where he took up the important post of a Secretary to the Board. We will always keep fond memories of Alex, whose solid work and dark humour we miss.

Alex was succeeded by two dynamic ladies in the positions of Senior Officers, **Maria Kelo** and **Franziska Muche**. Maria joined ACA from Eurydice. Previously, she did a stage at the European Commission and studied at the London School of Economics and University College London. Franziska, who likewise did a traineeship at the European Commission, studied at the universities of Passau, Granada and Thames Valley in London.

Slightly after the end of the reporting period, but of course “prepared” still in 2003, ACA Office Manager **Maaike Dhondt** gave birth to Kobe, the most recent ACA baby. We congratulate.

A C C O U N T S 2 0 0 3

Accounts  
2003 (EUR)

	2 0 0 3	2 0 0 2	2 0 0 1	2 0 0 0	1 9 9 9	1 9 9 8	1 9 9 7
<b>E X P E N D I T U R E</b>							
Staff costs	293 535	236 177	230 795	235 355	218 810	204 209	207 629
Secretariat running costs/infrastructure & equipment	89 453	111 338	102 246	106 418	94 653	95 250	84 284
Project expenditure	89 524	90 936	84 788	114 095	132 022	18 153	6 653
Depreciation						5 921	
Travel, meeting & subs.	23 380	19 057	15 951	26 357	10 829	18 820	17 017
Provision	27 973	18 469					
<b>T O T A L</b>	<b>523 864</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>I N C O M E</b>							
Membership fees	274 528	276 516	277 326	246 768	230 620	213 436	188 004
ETAPE payment for Secr. Serv.	34 679	19 500			0	15 922	13 127
OCE payment for Secr. Serv.					0	1 893	1 893
ACA share of ETAPE man. Fee	125 244	123 122	103 467	86 659	75 900	70 173	70 172
Project income	155 186	136 125	138 001	156 862	201 034	10 840	30 785
Other income	3 607	5 569	781	15 119	1 030	6 953	5 785
<b>T O T A L</b>	<b>593 244</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>
Result	69 380	84 855	85 795	23 183	52 270	-23 138	-5 816





**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

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