

ANNUAL REPORT 2004

ACADEMIC COOPERATION ASSOCIATION



ANNUAL REPORT 2004

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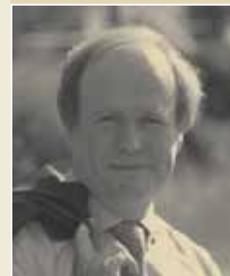
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Introduction by the President



Peter Scott, President of ACA

A look back on the work of ACA in 2004 fills me with satisfaction. In the past year, ACA further consolidated its claim to being one of Europe's leading higher education associations. It has been able to do so by remaining faithful to itself and its internationalisation agenda, but also by developing further and adapting to change. This process of "reinventing itself" will no doubt also mark the years ahead of us.

One aspect of this change agenda in 2004 was the emergence of a new type of activity. ACA has, in a major way, established itself as a provider of international forums for the discussion of higher education policy. The new European Policy Seminars series launched by the association met with an enthusiastic demand from the field. Most of the five events were heavily oversubscribed. The two conferences which ACA staged in 2004, in Budapest and Hamburg, had a most positive response from participants. Besides, they helped to further develop the European education policy agenda.

Indeed, contributing to the European policy agenda has become one of our most important concerns. The focus in 2004 has been on the position of European higher education in the wider world. The ACA autumn conference on the "external dimension of the Bologna process" is but one example. Others are the ACA projects on the admission of international students, on student mobility statistics, and on the international migration of the highly skilled. This work will continue in 2005, where the identification of the perception of European higher education by students, faculty and teachers in countries outside of Europe will have a high priority.

All of these activities have also helped to raise the profile of the association. This also goes for the publication work of ACA. The *ACA Papers on International Cooperation in Education* have become one of the most-widely read book series in international higher education. The *Admission of International Students to Higher Education* has been added to the series, and another book, relating back to the 2004 Hamburg Conference, *Opening up to the Wider World: the External Dimension of the Bologna Process* will soon come out. Outside of the series, the results of the ACA migration project have been published, under the title of *Brain Drain and Brain Gain*, by our Dutch member NUFFIC. Indeed, the harvest of 2004 is so rich that one might worry about how to keep up the pace in the future, let alone to accelerate it. Be assured, ACA will not falter in its efforts. I am already looking forward to writing the introduction to next year's Annual Report. But, for the time being, I wish you a *bonne lecture* of this present one.

A handwritten signature in black ink that reads "Peter Scott". The signature is written in a cursive style and is underlined with a single horizontal stroke.

PETER SCOTT
President

Perceptions of
European higher
education in
third countries

Current EU education policy has firmly embraced the aim of enhancing the attractiveness of European higher education. Amongst the many measures to be taken into account, higher education marketing also plays a role - for it is one thing to provide high-quality offers, and quite another to make this known to the youth of the world. Marketing needs to take place at a multitude of levels: the individual courses/degrees, the institution, the national (or regional) higher education system and, indeed, the Union as a whole. However, to devise a marketing campaign for the entirety of Europe's universities and colleges is a challenge in a number of ways. What is a successful European higher education brand going to be like? In order to establish Europe as a competent provider of education and research opportunities, vis-à-vis the other large provider countries, it is necessary to find out which core messages and values should be used as the main elements of a worldwide campaign to promote European higher education.

For this reason, the European Commission had issued an invitation to tender for a study on how European higher education is actually perceived in non-European countries, before deciding on a "European brand". ACA responded to this call, and was awarded the contract. The one-year study on "perceptions of European higher education in third countries" was taken up in November 2004 and will run until November 2005. The project aims to acquire a deeper understanding of how students choose an international education and of how they view Europe as a study destination. What are the expectations of potential candidates? What are the perceived strengths and weaknesses of higher education in the European Union? What are the limitations and obstacles to studying in the EU? How does the EU fare in comparison with other destination countries like the US? All these questions are addressed in the study.

The main instruments of the study are standardised surveys. These surveys are carried out globally (online survey), and as an in-depth study in six countries (paper-based survey), namely in Russia, Brazil, Mexico, Thailand, China, and India. In order to acquire the knowledge necessary to elaborate sound questionnaires, explorative workshops are held in each of these six target countries, prior to the actual survey. In December 2004, the first of these explorative workshops took place in Moscow; the remaining workshops will follow in early 2005.

The large-scale surveys, as well as interviews, will be carried out with major target groups: students, pupils, parents, schoolteachers, teaching and research staff, administrative officers, and policy-makers. The online version of the student survey will be open to students from all world regions. It will be accessible via the ACA website and the websites of ACA members as from March 2005. Another survey will be carried out of international students at US institutions, investigating their reasons for choosing the US as a study destination (instead of Europe).

The major share of the work on this project is carried out by the ACA Secretariat, in conjunction with the offices of the ACA members British Council, EduFrance, Nuffic, DAAD and IIE in the countries included in the study. Friedhelm Maiworm, a German social scientist specialised in large-scale empirical surveys, is in charge of data processing and statistical analysis.

The study will result in recommendations to the European Commission, regarding the "image" of European higher education beyond Europe's borders, as well as the key features of a possible European education brand.

Tracking
international
students.

The Euro
Data project.

Not everybody gets excited about statistics. Nonetheless, reliable and up-to-date data are important policy information. This is why ACA has, for a number of years already, advocated for the production of high-quality data on student mobility. For the data available at present on this issue are deficient in a number of ways. The erstwhile culmination of ACA's commitment in the field of mobility statistics is the **Euro Data** project. This large-scale exercise was started in September 2004. Its present pilot phase will run for one year.

The **Euro Data** project is financed by a grant from the Socrates programme ("Accompanying Measures") of the European Union and being carried out by the ACA Secretariat and the Centre for Research on Higher Education and Work at Kassel University, together with ACA members NUFFIC, DAAD and CIMO, as well as the UK Higher Education Statistics Agency and the Czech Centre for Higher Education Studies. **Euro Data** will produce statistical data on student mobility into and out of 32 European countries (EU-25, EFTA, Bulgaria, Romania and Turkey). Unlike the existing data sets of UNESCO, OECD and EUROSTAT, it will compile data based on actual movements (mobility) and not on foreign nationality. As recent studies by one of the partners in the project, Professor Ulrich Teichler, have shown, nationality is by no means a reliable indicator for international mobility.

Next to providing, for the first time ever, a reliable picture of student mobility into and out of the above-mentioned countries, Euro Data will contain more in-depth data profiles for the Czech Republic, Finland, Germany, the Netherlands, and the United Kingdom. It will also provide data on mobility within funding programmes financed by the 32 countries, as well as the European Union and other supranational bodies, such as the Nordic Council of Ministers.

But the aim of **Euro Data** is not only to present and analyse high quality mobility data. It also seeks to come up with a constructive critique of the "official" data collection systems of national governments and international bodies (EUROSTAT, UNESCO, OECD), with a view to improving them. Indeed, interest on the part of the "official data collectors" is high and cooperation with them close. The project also enjoys the privileged attention of the European Commission, which hopes that the **Euro Data** mobility statistics will provide it with a reliable instrument to measure progress towards the Union's aim of becoming "the most favoured destination" for students and researchers world-wide.

The results of the project are to be published in the form of a major report in the autumn of 2005. Should the present pilot phase be successful, **Euro Data** will become a regular data collection exercise, with reports issued every two or three years.

In May 2004, ACA was entrusted by the European Commission's Directorate General for Health and Consumer Protection with an analysis of the needs in postgraduate-level consumer education.

The project pursues its goals by means of a number of activities. First, a questionnaire-based survey will identify the volume and characteristics of present course provision in consumer studies in Europe. Second, a series of interviews with representatives of consumer and labour-market organisations are used to identify the most urgent needs in tertiary-level Community-focused consumer education. Third and most importantly, by matching current provision and perceived needs, the study will make a set of recommendations for the creation of Community-oriented postgraduate consumer studies at one or more European universities. Fourth, the project team will also provide the Commission with a database of highly qualified academic experts in different areas of consumer affairs.

The ACA Secretariat is supported in this work by two distinguished experts. Friedhelm Maiworm from Kassel/Germany, one of Europe's leading survey social scientists, is responsible for the questionnaire-based survey of provision as well as for all methodological matters. Liisa Kotisaari, a consumer education specialist from Jyväskylä Polytechnic in Finland, will be responsible for the content-related and curricular aspects of the study. The study is expected to be completed during the first half of 2005.

Creating Postgraduate
Offers in European
Consumer Affairs

ACA Seminars 2004

2004 was truly 'eventful' for ACA. Indeed, in the course of the year, ACA organised two large international conferences and four seminars.

The four seminars were all held in Brussels as part of the new ACA European Policy Seminar-series. This new series targets in the first place staff from higher education institutions specialised in internationalisation and Europeanisation, but addresses also institutional leaders (rectors, presidents and vice-chancellors) and the wider range of stakeholders in European education. The European Policy Seminars were designed for a relatively small number of participants - about 60 in each - to allow for a high degree of interactivity. The aim of the seminars has been - and will be - to familiarise higher education institutions with the latest developments in European policy and programmes in education, training and research and to equip institutions with information that can help them to make the best use of European funding- and other opportunities. Each one of the four seminars that took place in 2004 featured highly competent experts from the European Commission and European education associations. Whereas the first two seminars (February and March) gave an overview of current issues in European policy, each of the following two seminars explored one particular theme in an in-depth way, concentrating on the Bologna process in May and on institutional responses to internationalisation in November. The November seminar was organised in co-operation with CHEPS, the Dutch Centre for Higher Education Policy Studies.

All seminars were met with great enthusiasm by the target audience, and were in most cases fully booked well before the registration deadline. Indeed, the first seminar was repeated once, and the secretariat received further requests for a third round with the same programme. Encouraged by the success of the seminars in 2004, ACA will continue this series in 2005, with another 3-4 seminars.



The *International Campus*, the first ACA conference in an enlarged European Union, took place from 20-22 June 2004 in Budapest. The event was organised in partnership with the Tempus Public Foundation, ACA's Hungarian member, IIE's European Office based in Budapest, an associate member of ACA, the Central European University, and the Stifterverband für die Deutsche Wissenschaft, who also provided financial support. The conference drew around 200 participants, amongst which were political decision-makers, academics and practitioners of internationalisation from all over Europe. The audience was addressed by several high-level speakers and experts of internationalisation. Among the special guests were Eva Egron-Polak (Secretary General of IAU), Yehuda Elkana (President and Rector of CEU), Allan Goodman (President and CEO of IIE), and Hanneke Teekens (Director, Department for Academic Relations, the Nuffic).

The aim of the conference was to reflect upon the ingredients for a truly international education, in other words, searching and analysing instruments that could allow a wider number of students to be enriched by international experience, whether or not they are mobile, and in general considering the benefits, as well as challenges, of an international campus. Amongst the main issues explored during the conference were the role of international offices in the creation of international campuses, languages and international learning, the needs of students, and the demands of industry and the international labour market on the internationalisation of universities. In addition to engaging plenary sessions, the audience had a chance to participate in highly interactive workshops on the main themes of the conference. An interesting aspect of the event was that the issue of internationalisation of education was explored by the perspectives of both policy makers and teaching staff, as well as students, thus allowing for a variety of new innovative ideas and different points of view to be exchanged.

At the end of the conference, ACA received very positive feedback from the participants, who enjoyed both the intellectually challenging programme as well as the excellent networking opportunities. ACA is very grateful to the Tempus Public Foundation, the Institute of International Education, and the Central European University for their help in the organisation of the conference, and to the Stifterverband für die Deutsche Wissenschaft for their financial contribution.

'The International
Campus'

ACA Conference,
Budapest June 2004



“Opening up to the Wider World: The External Dimension of the Bologna Process”

ACA Conference,
Hamburg October 2004



When European Ministers of Education convened in Bologna in May 1999 and decided to create a single European Higher Education Area by 2010, one of their major motivations was to enhance the attractiveness of Europe’s universities and colleges on a global scale. While this motive has remained a vital driving force behind the transformation and innovation of higher education on the European continent since the adoption of the Declaration, until very recently, no major international conference had addressed the issue as a separate theme. This is why ACA decided to organise its second conference in 2004 on this theme: Opening up to the Wider World: The External Dimension of the Bologna Process. The event, held at the University of Hamburg, Germany, received financial support from the German Federal Ministry of Education and Research and the European Commission. The conference attracted about 200 participants from higher education institutions, governments, and associations active in the field of internationalisation of education and training.

Most of the 20 speakers, all of them internationally renowned experts in their field, attended the entire conference, turning it into a forum of high-level discussions on ‘if’ and ‘how’ the Bologna reforms would help improve the reputation and attractiveness of European higher education in the world, and in which way they might have to be fine-tuned to attain this aim. The impact of the Bologna reforms on cooperation and competition between Europe and other world regions was addressed and investigated by both European and non-European experts.

What were the conference’s most important outcomes?

The Bologna Reforms are a step in the right direction. However, structural reforms alone are not enough for Europe’s ambition to become a worldwide reference in higher education. True excellence in teaching and research is at least as much, if not more, dependent on the presence of high-quality teachers and researchers. Therefore, Europe should do its utmost to secure and retain excellence in teaching and research, and provide high achievers with the resources and working conditions they need.

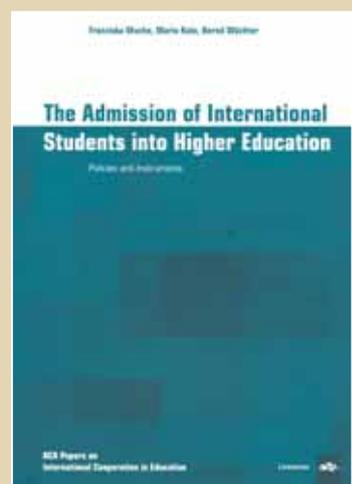
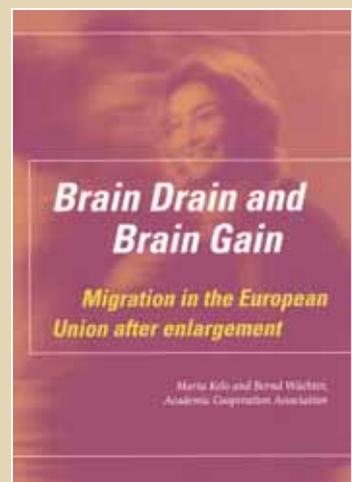
The Bologna Reforms are gaining increased attention outside Europe, though at different degrees by the different academic target groups. Whereas higher education managers are probably best informed, there are clear deficiencies on the side of the faculty. Also, even those who have “heard of” the Bologna Process frequently lack detailed knowledge of its aims and elements. Europe should therefore provide targeted and comprehensive information on the Bologna Process to the relevant academic stakeholders elsewhere in the world.

Based on the conference outcomes, ACA submitted recommendations to the Bergen Ministerial Meeting. In 2005, the conference proceedings will be published in the *ACA Papers on International Cooperation in Education*. The book will be submitted to the Bologna Follow-up Group prior to the Bergen Ministerial Meeting.

In 2004, the ACA staff completed two new publications. The first one, *Brain Drain and Brain Gain - Migration in the European Union after Enlargement*, is a study commissioned and published by the Netherlands Organization for International Cooperation in Higher Education (Nuffic), ACA's Dutch member. It was one of the "inputs" into a high-level international conference entitled "Brain Gain - The Instruments", which Nuffic held as part of the official programme of the Dutch Council Presidency in The Hague on 29 and 30 September. The study focuses on expected migration patterns in the framework of the enlarged European Union, with a special emphasis on the migration of the highly skilled. It gives a brief history of migration in Europe since World War II, and provides an overview of the migration policies that influence the movement of the highly skilled in today's Europe.

Work on the second publication, *The Admission of International Students into Higher Education. Policies and Instruments*, was carried out between summer of 2003 and September 2004 (see ACA Annual Report 2003). The study examines admission policies and instruments at the national and institutional level in Australia, France, the Netherlands, Sweden, Switzerland, and the United States, as well as specific aspects of foreign student admissions in the United Kingdom. The book is composed of three parts. In the first part, short country overviews depict the respective national contexts. The second - core - part of the publication addresses different aspects or stages of the admissions process: the underlying rationale of international student admissions; information and enquiry management; the organisational structure of the admissions process; assessment and selection procedures; timing and managing the volume of applications. The study presents a wide range of examples of how different institutions deal with these stages and aspects. Finally, the study has produced a set of 12 conclusions and recommendations for national authorities and institutions. The study was financed by the Stifterverband für die Deutsche Wissenschaft. It came out in October 2004 in the *ACA Papers on International Cooperation in Education*, and has met with considerable interest from international education professionals.

Publications



AUSTRIA - ÖAD

The Austrian Exchange Service,
Agency for International Cooper-
ation in Education and Research
www.oead.ac.at



ÖAD is a membership organisation composed of all Austrian universities, universities of the arts, universities of applied sciences, 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 of Austrian students, postgraduates and scientists and it is in charge of the on-site advising and support of scholarship students at Austrian universities.

BELGIUM - VLHORA

The Flemish Council
of Hogescholen
www.vlhora.be



VLHORA is an independent council of the 22 Flemish *hogescholen*. It promotes the interests of these *hogescholen*, coordinates their joint activities and advises them on all higher education matters. VLHORA is particularly active in the areas of internationalisation, quality assurance and financial matters of higher education. It also runs a number of student exchange programmes and advises the international offices of the *hogescholen*.

BELGIUM - VLIR

The Flemish Interuniversity
Council
www.vlir.be



V.L.I.R. is a non-profit association, which acts as the rectors' conference for the six Flemish universities. 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. Further, 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.

DENMARK - CIRIUS

The Danish Centre for International
Cooperation and
Mobility in Education and Training
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. 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 to the Danish educational sector and to international students or institutions on the possibilities of studying in Denmark.

CIMO, the Centre for International Mobility in Finland, is an expert 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.

FINLAND - CIMO

The Centre
for International Mobility
www.cimo.fi



EduFrance was established in 1998 by the French Ministries of Foreign Affairs and National Education. The agency is a non-profit association and has over 180 member institutions, including universities, business schools, engineering schools and specialised institutions. EduFrance's two main goals are to promote French higher education abroad and to offer international students information and counselling on study opportunities in France. EduFrance operates more than 70 overseas offices in 45 countries and publishes information guides for potential international students including one on programmes taught in English. Its N+i network manages an integrated study programme in the field of engineering and EduFrance has recently launched a portal for online applications to law programmes.

FRANCE - EduFrance

Agence EduFrance
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 E&T programmes, travel, accommodation, insurance and administrative arrangements.

FRANCE - EGIDE

Le Centre Français pour
l'Accueil et les Echanges
Internationaux
www.egide.asso.fr



DAAD, a joint organisation of 230 German higher education institutions, promotes academic relations with institutions all over the world, primarily through the exchange of students, academics and researchers. Its more than 200 student and faculty scholarship and co-operation programmes are open to foreigners and Germans, and cover all academic disciplines and all countries. The DAAD is maintaining or establishing the study of German language, literature and area studies at key universities around the world. It is furthermore helping the developing countries of the South and the reforming states of the East to establish efficient higher education structures. In 2004, DAAD continued to provide funding for the international marketing of study, research and training in Germany. The DAAD acts as National Agency or Contact Point for several EU-programmes in the field of higher education, such as SOKRATES/ERASMUS, Leonardo da Vinci, TEMPUS, ERASMUS Mundus and third country programmes like Asia Link, ALFA etc.

GERMANY - DAAD

The German Academic
Exchange Service
www.daad.de

DAAD

GREECE - IKY

The State Scholarships
Foundation
www.iky.gr



IKY is responsible for awarding state scholarships to Greek students in higher education, to researchers and Ph.D. holders wishing to pursue post-doctoral research in Greece, and to foreigners in order to enable them 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 it supports research projects in co-operation with DAAD.

HUNGARY - TPF

The Tempus Public Foundation
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.

ITALY - CONICS

The Interuniversity Consortium
for Development Cooperation
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 the Italian National Contact Point for the TEMPUS Programme. 26 Italian universities are members of the consortium. CONICS contributes to the strengthening of its member universities' contacts and links with partners abroad.

**THE NETHERLANDS
- NUFFIC**

The Netherlands' Organization
for International Cooperation in
Higher Education
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.

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

Norwegian Centre
for International Cooperation
in Higher Education
www.siu.no



The **Slovak Academic Association for International Cooperation (SAAIC)** 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, and Leonardo da Vinci).

SLOVAKIA - SAAIC

The Slovak Academic
Association for International
Cooperation
www.saaic.sk



Slovak Academic Information Agency (SAIA) is a non-governmental not-for-profit organisation which, since its establishment in 1990, by its programmes and services has been enhancing civil society and assisting in the internationalisation of education and research in Slovakia. Currently, SAIA implements its programmes and offers its services in Bratislava as well as in regional offices in Banska Bystrica, Kosice, Nitra, Presov and Zilina.

SLOVAKIA - SAIA-SCTS

The Slovak Academic
Information Agency, Service
Centre for the Third Sector
www.saia.sk



The **International Programme Office for Education and Training** is a public agency supporting schools, universities, companies, organisations, and individuals wishing to participate in international cooperation. The IPK informs about and markets the different programmes, provides simple and effective administration as well as evaluates and disseminates results of the various activities. The International Programme Office for Education and Training administers some 60 different programmes and actions for internationalising education. Annually approximately €21 million are distributed in different kinds of support, and more than 10 000 individuals are assisted to take part in different cross-border programmes in Europe as well as other parts of the world.

SWEDEN - IPK

The International Programme
Office for Education and
Training
www.programkontoret.se



SWEDEN - HÖGSKOLEVERKET

The National Agency for Higher Education

www.hsv.se



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. It reviews the operations of universities and colleges and provides Parliament and Government with facts and reports as a basis for decisions on important issues. Promoting internationalisation and reporting on international trends are also part of the Agency's brief. Statistics, evaluation of foreign diplomas and information on the higher education sector are other important areas of operation.

SWEDEN - SI

The Swedish Institute

www.si.se



The Swedish Institute is a public agency entrusted with disseminating knowledge about Sweden abroad and arranging exchanges with other countries in the fields of culture, education, research and other sectors of public life. In the field of education, SI is active in three areas: it promotes Sweden as a study destination; it encourages Swedish language teaching abroad; and it provides scholarships for incoming and outgoing students, researchers, and academic networks. SI has special assignments within the framework both of international development cooperation and of Sweden's bilateral cooperation with Central and Eastern Europe.

SWITZERLAND - CRUS

The Rectors' Conference of the Swiss Universities

www.crus.ch

CRUS

Rektorskonferenz der Schweizer Universitäten - Conférence des Recteurs des Universités Suisses
Conférence de Rettor dell'Università Svizzera - Rettors Conference of The Swiss Universities

The CRUS is a private association whose members are the twelve Swiss scientific universities. The CRUS aims to provide a platform for the common interests and concerns of Swiss universities, to enhance the coordination and cooperation between the 12 universities as well as between the Swiss universities and public authorities, national bodies in science and research, and international organisations such as ACA, EUA, etc. With the Rectors' Conferences of the Swiss Universities of Applied Sciences and the Swiss Schools for Teacher Education an intense cooperation and regular common meetings are being accomplished. By mandate of the Federal Government and the SUK/CUS, CRUS is responsible for regulating and coordinating the implementation of the Bologna reform in all Swiss universities and operates the Swiss ENIC (Swiss Information Centre for Academic Recognition Matters).

**UNITED KINGDOM
- THE BRITISH COUNCIL**

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 in 110 countries worldwide, 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 by encouraging the sharing of expertise, experience and good practice and by providing international professional development opportunities for educators. The British Council is part of the UK national agencies for the EU Socrates, Leonardo and Youth programmes.

The **Australian Vice-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.

AUSTRALIA - AVCC

The Australian Vice-Chancellors' Committee
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 supports international students and graduates, undertakes strategic marketing and research, has a portfolio of examination products, and manages international development projects. Some of the services it provides include: informing and advising international students on Australian education; assessment and evaluation, including English language testing; and development services to assist governments and communities around the world to achieve their goals through delivering expertise in education, health, financial management, environmental management, governance and public sector management.

AUSTRALIA - IDP

IDP Education Australia
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's European Office, based in Budapest, Hungary, designs and implements scholarship programmes in numerous EU countries and provides support for higher education in South-Eastern Europe. IIE provides resources to IIENetwork members through its numerous publications and directories, such as The Open Doors Report, Intensive English USA, and the IIENetworker Magazine for International Educators, as well as through its online resources available at www.iienetwork.org.

UNITED STATES OF AMERICA - IIE

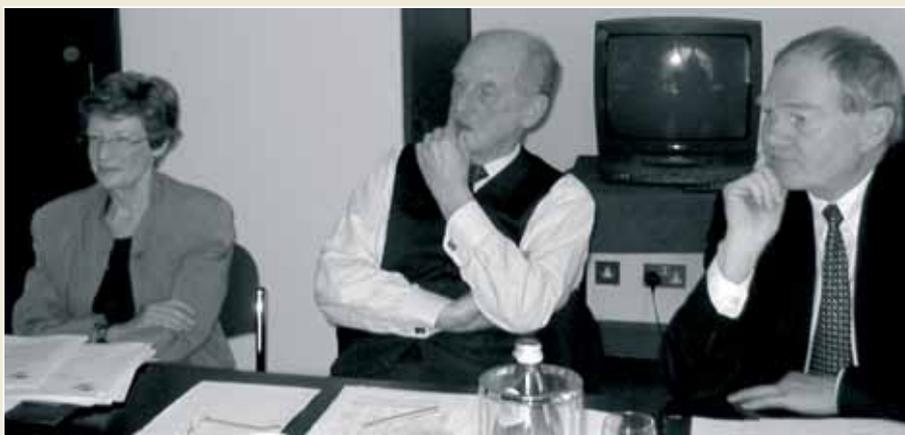
The Institute of International Education
www.iie.org and www.iie.hu

INSTITUTE OF
 INTERNATIONAL
 EDUCATION
 Opening Minds to the World™

Conferences and Seminars

What does the year 2005 hold for ACA? At least two large international conferences, four new European Policy Seminars, and the completion of three large European projects, all of which started in the course of 2004. In addition, ACA will not cease to stretch its resources to the limits by looking for and engaging in new intriguing projects, and by enhanced presence in the international forums through participation in numerous international conferences.

The first ACA conference of 2005 will be held in Stockholm in June 2005. The event is organised in cooperation with ACA's three Swedish members: the International Programme Office, the National Agency for Higher Education, and the Swedish Institute. The title of the conference is *The Other Side of Mobility*, and the aim is to look closely into the impacts that mobility has on the mobile individual and on his or her wider environment. The second large-scale ACA conference will take place in December. The event will be organised in Vienna, in cooperation with ACA's Austrian member the ÖAD. The theme of this conference will be the future of European higher education. ACA seminars in 2005 will address European education policy themes, language issues, as well as the admission of international students into higher education.



VICE-PRESIDENTS

ACA Vice-President and Treasurer Pieter van Dijk left his office as the President of Nuffic at the end of 2004. Herman Vriesendorp from Nuffic will replace Pieter van Dijk as Vice-President and Treasurer of ACA until the end of the vice-presidency term (autumn 2005). Benny Dylander (Director of CIRIUS Denmark) also retired from his position at the end of 2004. He has however agreed to continue as Vice-President of ACA until autumn 2005.

ADMINISTRATIVE COUNCIL

In Budapest, at the end of the term of the Swedish Administrator Ulla Rylander (the Swedish Institute), Boo Sjögren from the International Programme Office was elected as the new Swedish Administrator. The term of the Swiss Administrator, Rudolf NÄGELI of CRUS, also came to an end when he left this member organisation earlier this year. Its Secretary General, Dr. Mathias Stauffacher was elected for the next 4 years.

ACA SECRETARIAT

In June 2004, the ACA Secretariat hired a new staff member, Project Officer Anna Quici. Anna is an Italian national and a graduate in modern languages with a Masters degree in European Studies. She joined ACA from ESMU, ACA's partner in the management of the Technical Assistance Office of the European education programmes. ACA's long-term Administrative Assistant Laure Caluwaert left the secretariat in June 2004 for a year's study-leave.

In the course of 2004 the ACA Secretariat hosted 3 excellent trainees: Katja Johnson, Claudia Schulz, and Axelle Devaux. The Secretariat is grateful for all their hard work!

In 2004 we also celebrated the birth of our new "ACA baby" Sami Alberti. He is the first son of our Senior Officer Maria Kelo. Congratulations!



A C C O U N T S 2 0 0 4 (E U R) (1 9 9 8 - 2 0 0 4)

Accounts 2004 (EUR)	2 0 0 4	2 0 0 3	2 0 0 2	2 0 0 1	2 0 0 0	1 9 9 9	1 9 9 8
E X P E N D I T U R E							
Staff costs	392 384	293 535	236 177	230 795	235 355	218 810	204 209
Secretariat running costs	86 124	89 453	111 338	102 246	106 418	94 653	95 250
Project expenditure	160 642	89 524	90 936	84 788	114 095	132 022	18 153
Depreciation							
Travel, meeting & subs.	14 944	23 380	19 057	15 951	26 357	10 829	18 820
Provision	48 006	27 973	18 469				
T O T A L	702 100	523 864	475 977	433 780	482 225	456 314	342 354
I N C O M E							
Membership fees	274 486	274 528	276 516	277 326	246 768	230 620	213 436
ETAPE payment for Secr. Serv.	34 679	34 679	19 500				15 922
OCE payment for Secr. Serv.							1 893
ACA share of ETAPE man. Fee	125 244	125 244	123 122	103 467	86 659	75 900	70 173
Project income	341 795	155 186	136 125	138 001	156 862	201 034	10 840
Other income	2 662	3 607	5 569	781	15 119	1 030	6 953
T O T A L	778 866	593 244	560 832	519 575	505 408	508 584	319 216
Result	76 766	69 380	84 855	85 795	23 183	52 270	-23 138

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
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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