

ANNUAL REPORT 2005

ACADEMIC COOPERATION ASSOCIATION



ANNUAL REPORT 2005

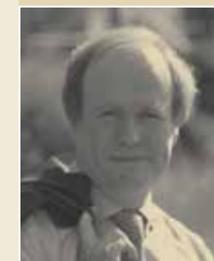
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Brussels, May 2006

Introduction by the President



Peter Scott, President of ACA

The year 2005 was another event- and successful one for the Academic Cooperation Association. Building on the joint potential of the association's members, ACA further consolidated itself as one of Europe's most important expert organisations in the field of higher education.

Two major projects marked ACA's activities in 2005, and none of them would have been possible without the combined effort and expertise of ACA members: *EURODATA*, a study assessing the quality of data on student mobility into, out of and within Europe, and a study on the *Perception of European higher education in third countries*, aiming to devise recommendations for a possible European brand. Both studies are emblematic for ACA's growing profile: while the association's projects cover a wide spectrum, the recent focus of ACA's activities lies on the relative position of European higher education on a global scale.

2005 has also been quite literally an "eventful" year: like in 2004, ACA organised two major conferences. *The other side of mobility* and *The future of the university*, organised jointly with local ACA members in Stockholm and Vienna, provided a forum for the discussion of vital themes of the European policy agenda. In 2006, ACA will move to hosting one single major conference per year. The association also continued its successful European Policy Seminar series, launched in 2004. Last but not least, ACA took up an earlier tradition and organised a seminar on invitation only, open to ACA members and selected experts in the field.

Next to ACA's events, several publications give evidence of the association's contribution to the European policy agenda. Two publications came out in the *ACA Papers on International Cooperation in Education*, a third one, containing the papers presented in Vienna, will follow in early 2006. Further, the ACA Newsletter has been fully revamped in 2005. Relunched under a new name, the *ACA Newsletter - Education Europe* now provides an even more comprehensive coverage of European education and training policy, as well as global and national level news related to the internationalisation of higher education.

All in all, ACA has continued setting high standards in 2005. My personal wish for 2006 is for the association to strengthen its voice as a European expert organisation while exploring the combined potential and knowledge of its members - for this is where its strength lies.

A handwritten signature in black ink, reading "Peter Scott". The signature is written in a cursive, slightly stylized font with a horizontal line underneath.

PETER SCOTT
President

EURODATA
Much room for
improvement
in international
student mobility
statistics

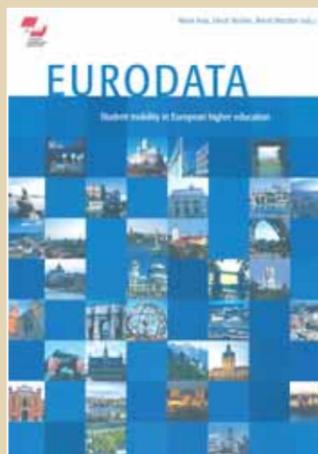
Statistics are not everybody's cup of tea and on some people, they are said to have the effect of a mild sedative. But they are useful and even indispensable as instruments to measure progress in the achievement of policy goals. This goes also for statistics on the international mobility of students, which are used to monitor the progress towards the mobility goals which the European Union and national governments have set. **EURODATA**, an ACA study concluded in late 2005, assessed the statistics presently available from international organisations (EUROSTAT, UNESCO, OECD) and national-level sources under this perspective – and found much to be desired.

EURODATA presents and analyses data on the international mobility of students in tertiary education into, out of and between 32 European countries, among them the 25 EU member states. Additionally, it paints a more detailed picture of international mobility in the Czech Republic, Finland, Germany, the Netherlands, and the UK and it presents, in overview form, data from national and European Union scholarship programmes.

One of the many shortcomings of the available statistical material is that, in most countries, it does not measure mobility, but nationality of students. Only ten out of the 32 countries do produce genuine mobility data, i.e. they are able to tell how many students entered the country for the purpose of study or obtained their secondary school qualification outside, regardless of their nationality. The others use "nationality" as a proxy for mobility. The two methods can lead to stunningly different results, because many foreigners have all their lives been residents and a substantial number of nationals of any country only entered it to take up studies. In the United Kingdom, for example, the difference between the two methods of counting amounts to almost 100 000 students. In conclusion: the data available today are not sufficient to reliably measure progress to the various mobility targets set. We need better ones, for which **EURODATA** makes a set of recommendations.

EURODATA does not only state where today's statistics are deficient. It also depicts the patterns of European student mobility. Some results: the majority of foreign students in Europe are Europeans, but the largest single nationality is Chinese. More than 60 percent of all foreign students in Europe study in the UK, Germany or France. Cultural, geographic and linguistic proximity favour student mobility. And there are surprising differences between countries: the largest group of foreign students in Cyprus is from Bangladesh, a country which otherwise plays no role at all; and students from Iceland, a country with a population of 300 000 people, form the second largest group in Denmark.

EURODATA was produced by an international team led by ACA and the Centre for Higher Education and Work at the University of Kassel, with contributions from ACA members CIMO, DAAD and Nuffic, as well as the UK Higher Education Statistics Agency, the Centre for Higher Education Studies in Prague and the Gesellschaft für Empirische Studien in Kassel.



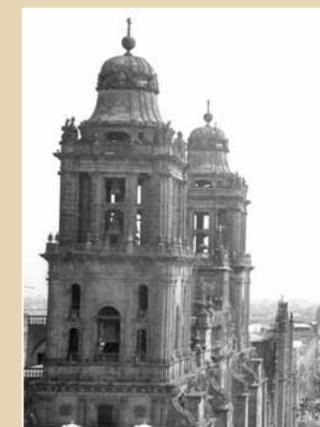
Is there such a thing as "European" higher education? To answer this question is not easy even for Europeans. But in this study, ACA ventured beyond Europe in order to find out how non-European students and academic staff perceive European higher education. The study on *Perceptions of European higher education in third countries* was carried out for the European Commission between November 2004 and December 2005. Its ultimate aim was to establish if and how it would be possible to market European higher education, and to identify the key messages and possible delivery mechanisms for a "European higher education brand". The EU Commission will publish the report in the first half of 2006.

In order to investigate the "perceptions" of Europe and its higher education institutions, ACA conducted large-scale surveys and interviews with students and other stakeholders in six "target countries" (Brazil, Mexico, China, India, Russia and Thailand), as well as, on-line, world-wide. Additionally, international students in the US were asked why they had chosen to study there, and not in the EU. With about 20,000 respondents, this was the largest survey of its kind ever conducted. What are the most important results of this substantial piece of work?

First, Europe is viewed as a union in an economic and political respect, but not in terms of higher education. When it comes to higher education, the perception focuses on the continent's individual countries, and mostly on the larger ones. Second, Europe's higher education institutions received good marks. But on a number of issues, such as prestige of institutions, labour-market acceptance of qualifications, and dynamism and innovation force, it came out second to the US. Third, the most important factors influencing the decision for a destination were quality of education, reputation and prestige of the institution and of the degrees earned, as well as affordability, and safety. Fourth, respondents saw a clear lack of information on study opportunities in Europe. Based on the survey results, ACA made the following recommendations.

A perception of European higher education as a whole should be created, by means of a European "brand", with characteristics common to all European countries. The three unique selling points for European higher education should be the sound quality of the education it delivers; its long tradition, which does not stand in the way of innovation and modernity, and its offer of internationally compatible degrees. Other attributes, among them safety and accessibility, can be used as secondary elements. Under this common European "umbrella", tailor-made campaigns may be run for different target countries, regions and target groups.

**Perceptions of
European higher
education in third
countries**



Study opportunities in Europe must be made much better known outside of the European Union. To this end, a coherent information policy must be developed, and convincingly implemented by means of a strong information campaign, with clear messages and a recognisable “sender”. The minimum elements of this information campaign would need to be a highly visible and carefully administered Internet portal, which would be administered by a European office in charge of the brand and its dissemination. This office would also coordinate the implementation of marketing campaigns carried out under the European umbrella by the member states, and it would be in charge of training courses.

Beyond such information activities and efforts at marketing and branding, the study also stresses that Europe must improve in order to become and remain attractive to students from elsewhere. In order to be able to successfully promote itself, European higher education must maintain, and in many cases first of all develop, a high level of quality. Europe needs flexible immigration and visa policies, allowing international students to stay on and work after graduation, and providing them with work opportunities. Europe must increase its offer of programmes taught in English, especially in not-yet-so-popular destination countries with rarely spoken languages, if it wants to attract significant numbers of non-European students. Last but not least, Europe’s higher education institutions should identify their niche and invest in developing their specific strengths. The long-term success of a European marketing strategy will not only depend on the overall quality of European higher education, but also on its capacity to diversify.

ACA carried out this study in collaboration with the Gesellschaft für Empirische Studien (Kassel, Germany). ACA member organisations heavily contributed to the work. The offices of the British Council, EduFrance, Nuffic, and DAAD coordinated the survey in the countries included in the study. Representatives of the same organisations and of CIMO, the Swedish Institute, CIRIUS and the Austrian Exchange Service supported the project team by means of a steering committee. ACA’s US-based associate member IIE coordinated the parallel survey on international students studying in the US.



International mobility is a concern of long standing. In its first conference of 2005 ACA wanted to approach the issue from a new perspective: *The other side of mobility* did not deal with the technicalities of exchange and mobility, but rather tried to identify the impact of mobility on the mobile person. This “other side” of mobility, which should actually be the first concern of all internationalists, had been astonishingly rarely addressed prior to this ACA conference. Therefore there is little systematic knowledge, anecdotal evidence and a few studies apart, on what international mobility really does to the mobile person. In pursuing a number of questions on the impact of mobility on for example academic success, intercultural awareness, and mutual understanding, the conference focused on the mobility of students and academics. It did, however, not restrict itself to mobility for learning and teaching, but encompassed also other forms of temporary and lasting mobility, such as, labour migration, or mobility induced by personal motives and by force.

The other side of mobility took place in the Royal Institute of Technology (KTH) in Stockholm from 12 to 14 of June, preceding the association’s General Assembly on 15 June. ACA organised this conference in cooperation with its three Swedish members: the International Programme Office, the Högskoleverket and the Swedish Institute. The Nordic Council of Ministers kindly supported the conference through a grant.

The event gathered a record number of 240 participants, mostly practitioners of internationalisation, academics and political decision-makers from Europe as well as other parts of the world. As every ACA conference, *The other side of mobility*, also featured carefully selected high-level speakers from among higher education and internationalisation experts, such as Peter Scott, the President of ACA and eminent higher education theorist, and Ulrich Teichler, the world’s leading scholar on mobility in higher education. The keynote speaker at this conference was Swedish writer Henning Mankell. Well known for his crime novels and for his famous character inspector Kurt Wallander, Mankell is also an authentic “mobile person”: the writer lives partly in Sweden and partly in Mozambique, where he directs a local theatre. The conference provided an opportunity to meet the author and hear him speak about his international mobility experience.

“The other side of mobility”

ACA conference,
Stockholm
June 2005



"The future of the university"

ACA conference,
Vienna
December 2005

Today's Europe is facing massive challenges. In order to defend its position in the world, it needs to be smarter and more innovative than others. It has to create an ever-improving knowledge society and its success critically hinges on the performance of the education and training systems, and particularly universities and other higher education institutions. Europe's heads of state and government acknowledged this when adopting the "Lisbon Agenda" in the year 2000. But in order to be the innovation motor they should be, European universities will themselves need to innovate and change. Reforms have begun in many countries, but more are necessary.

The ACA conference in Vienna in December 2005 tackled the reform needs of Europe's universities by focusing on three central issues, namely funding, governance and the "wider context" of the university. More in detail, issues such as alternative funding models for institutions, the limits and opportunities of change at institutional level, the attractiveness of European higher education, and the impact of demographics on the future of higher education were explored.

The future of the university featured a number of high-level speakers who addressed the audience both in plenary sessions and in highly interactive workshops. Among them were Peter Scott, the President of ACA; Guy Haug, European Commission; Philip Altbach, Boston College; Georg Winckler, the President of EUA; and Sohail Inayatullah, Tamkang University. The outstanding quality of the presentations was greatly appreciated by the almost 200 European and international participants. The proceedings will be published in 2006 in the ACA Papers on International Cooperation in Education.

The conference was organised in cooperation with the Austrian Exchange Service (ÖAD) and received financial support from the Stifterverband für die Deutsche Wissenschaft and the European Commission.

The two large-scale conferences that took place in 2005 were coorganised with ACA members, and this tradition will be continued in the coming year: *Destination Europe? Players, goals and strategies in enhancing the attractiveness of Europe's universities*, will be hosted by ACA's Norwegian member SIU. This will be "the" ACA conference 2006, and from that year onwards, ACA will move to hosting one major annual conference.



ACA's European Policy Seminars were a success story from the very start of the series. Like 2004, 2005 saw four European Policy Seminars. The events featured experts from the European Commission, from ACA members and higher education institutions.

Three out of the four seminars took place in Brussels and targeted staff from higher education institutions specialised in the internationalisation of higher education, as well as institutional leaders and stakeholders in the field of European higher education. The first seminar provided an overview of current issues in European higher education policy, including the latest information about and analysis of the Bologna and Lisbon processes.

The following two seminars (July and September) had a narrower focus: the second seminar tackled the admission of international students in higher education. It built on the findings of the ACA study on the admission of international students into higher education and provided the audience with an overview of the different models for international admissions. The third seminar focused on English-taught programmes in European higher education, and on the benefits and shortcomings of a higher education imparted in English in countries where it is not the official language.

The format of the last seminar of the 2005 series was different, taking up an earlier ACA tradition. It targeted exclusively ACA members and invited experts. The goal of this special seminar was to discuss the role of national agencies in the new generation of EU programmes. It provided a forum for the identification of important issues and for knowledge sharing amongst the attendants. The seminar was hosted by the ACA member Nuffic in Scheveningen, in the Netherlands. It was followed by the ACA autumn General Assembly.

The European Policy Seminar Series will be continued in 2006 with another four seminars. The first seminar will introduce the series by providing up to date information on the latest issues and developments in European higher education policies. Later seminars will address cooperation between the EU and Asia, as well as services and pathways targeted at international students. Like in 2005, a fourth seminar will exclusively target ACA members and invited experts, and deal with a theme from within the core interest of ACA membership.



European Policy Seminars 2005

Publications:
Opening up & On
Cooperation and
Competition,

The ACA Newsletter
Education Europe

The ACA staff completed two new publications in 2005. They both appeared in the series ACA Papers on International Cooperation in Education. The first one, *Opening up to the Wider World. The External Dimension of the Bologna Process* investigates different aspects of the “external” or “global dimension” of the Bologna Process. The Bologna declaration formulates the objective of enhancing the attractiveness of European higher education on a global scale, and this statement has been repeated and refined since 1999. But is the implementation of Bologna really making Europe more attractive and transparent? What else needs to be done to meet this target? The papers in this publication address these and other questions. They are based on the presentations delivered at an ACA conference held in Hamburg, Germany, in 2004.

The second book that came out in 2005 was *On Cooperation and Competition II. Institutional Responses to Internationalisation, Europeanisation and Globalisation*. The publication, edited by Jeroen Huisman and Marijk van der Wende, aims to analyse the dynamic interaction between changing international, European and global contexts of higher education. It is the second report of the HEIGLO study (Higher Education Institutions’ Responses to Europeanisation, Internationalisation and Globalisation, Developing International Activities in a Multi-level Policy Context). The study was funded by the European Union’s Fifth Framework Programme for Research & Development and coordinated by the Centre for Higher Education Policy Studies, University of Twente.

The *ACA Newsletter - Education Europe* is not a “new product”, but quite an established and prestigious one. Since it was first launched in 2001, ACA staff has continuously been working on its improvement. 2005 was a milestone in this sense: the newsletter was totally revamped, and it was baptised *The ACA Newsletter - Education Europe*. The newsletter contains information on the latest developments in European and global education and training policy. It features news on ACA and its member organisations, European and national education news, an update on the latest publications in the field, announcements of upcoming conferences and an overview of the latest calls for tenders.

A new secure version of the *ACA Newsletter - Education Europe* was launched in autumn 2005. The newsletter is now fully accessible to subscribers only. It is distributed via email and published online on the ACA website. A two months free trial is being offered to all users to get an indication of the service ACA offers. More and more subscribers are enjoying the quality and comprehensive coverage of the ACA news service.



ASEM Education Hub - Database on Educational Exchange Programs (AEH-DEEP)

In cooperation with the International Association of Universities, ACA has been awarded a project consisting of the creation of an information sharing mechanism: the *ASEM Education Hub - Database on Educational Exchange Programmes (AEH-DEEP)*. The project started in 2005 and will be completed in the first months of 2006. ACA is completing this work on behalf of ASEF, the Asia-Europe Foundation, based in Singapore.

The overall objective of AEH-DEEP is to create a one-stop shop where students, higher education institutions and policy makers can find information on higher education systems and exchange opportunities in countries belonging to the Asia-Europe Meeting (ASEM): 13 Asian countries (Brunei, Myanmar, Cambodia, Laos, China, Indonesia, Japan, Korea, Malaysia, Philippines, Singapore, Thailand, and Vietnam) and the 25 EU countries. The project aims to raise awareness of higher education systems and institutions and of the educational exchange opportunities present in the two regions.

ETAPE - Ten years of managing Socrates, Leonardo and Youth

At the end of 2005, the *Socrates, Leonardo & Youth Technical Assistance Office* closed down, after over ten years of operation. The office, which employed more than 100 staff in peak periods, supported the Directorate for Education and Culture of the European Commission in the delivery of the Socrates, Leonardo da Vinci and Youth programmes. The office was operated by ETAPE, a consortium of ACA and ESMU, a Brussels-based NGO in European higher education. ETAPE had won the contract over the operation of the office in a competitive tender procedure in 1995. Originally, the contract covered only the implementation of Socrates and Youth. The responsibility for the Leonardo Programme was added later.

As an association composed of members who run major international scholarship and cooperation programmes, and many of whom also act as a “national agency” in the European education and training programmes, ACA has always attached considerable importance to the office. It is proud to have thus contributed to the success of the European programmes, which rank among the Union’s finest achievements. ACA would like to very warmly thank the staff of the office, all of them fine experts in the area of European cooperation, for their dedication and excellent work. The tasks of the office will in the future be taken care of by a newly-created Education, Audiovisual and Culture Executive Agency (EACEA), which forms part of the European Commission services.

AEH-DEEP & ETAPE

Pathways & Student
Services

Erasmus Mundus
Alumni

Bergen & Seminars

2006 will again be a challenging year for ACA, with a number of events and new projects coming up. In addition to the projects outlined below, ACA will continue to search for new interesting research opportunities and as a result increase ACA's presence in the core area of interest of its members.

During this year ACA will carry out a study looking into student services and pathways offered to international students in a selection of higher education institutions in seven countries. The principal aim of the study is to offer comprehensive material and in-depth analysis of existing student service models and "pathways". Further it aims to discover and give suggestions on how these findings could feed into rethinking the organisation of student services in European universities. The study will be published in the *ACA Papers on International Cooperation in Education* in autumn 2006.

ACA has been awarded a European Commission tender to design an Erasmus Mundus Alumni Association. This one-year project aims to create a solid foundation for a long-lasting and active alumni association that will provide a network for Erasmus Mundus graduates from Europe and the rest of the world. During the year a web-portal will be developed, a directory of Erasmus Mundus students and graduates will be created, and a newsletter will be launched.

From 2006 onwards, ACA will organise one major annual conference each year, in stead of two in the past. The ACA conference 2006, entitled *Destination Europe? Players, goals and strategies in enhancing the attractiveness of European universities*, will be held in Bergen in June. The event is being organised in cooperation with ACA's Norwegian member, the Centre for International Cooperation in Higher Education (SIU). The conference will address the attractiveness of European higher education on a global scale from the perspective of Europe's higher education institutions.

The thus far very popular ACA European Policy Seminars will continue also in 2006, with three seminars on various themes of importance for international higher education: European policy and programmes, EU-Asia cooperation in higher education, services and support provided to international students. In addition, ACA will organise a fourth by-invitation-only expert seminar on a theme relevant to its member organisations, providing a high-level forum for knowledge sharing. This seminar will take place in Bratislava, back to back with the ACA autumn General Assembly 2006.



New Statutes

2005 was the year of many changes in ACA. After 12 years, the association introduced a new membership fee structure and completely overhauled its governance structure, by means of a change of statutes. The slightly complicated framework of the old three-layer structure, with a General Assembly, an Administrative Council and an Executive Committee, was replaced by a leaner two-layer system, consisting of a General Assembly and an Administrative Council only. The General Assembly continues to be the supreme decision-making body of ACA, in which all member organisations are represented and have the right to vote. The new Administrative Council consists of six Administrators as well as the President and the Director.

There will be no Executive Committee anymore. This body had been composed of two Vice-Presidents, Judy Powell of the British Council and Benny Dylander, the former Director of CIRIUS, as well as the Treasurer, Herman Vriesendorp of Nuffic. At its meeting in Stockholm in June 2005, the General Assembly thanked the outgoing Executive Council for their outstanding contribution.

New Administrative Council

The new Administrative Council was elected in The Hague in November 2005. It consists of the Vice-President, Christian Bode (Secretary General DAAD), Treasurer Herman Vriesendorp (Vice President Nuffic), as well as four further Administrators, Anne-Marie De Jonghe (General Director VLIR), Gabor Galambos (President TPF), Ulrich Hörmann (Secretary General ÖAD) and Ulf Lie (former Director and present Special Advisor SIU). The President and the Director of ACA are ex officio members of the body.

President Peter Scott Reelected

By November 2005, the ACA President, Professor Peter Scott, had completed his first three-year term of office. In recognition of his very successful leadership, the members unanimously reelected Peter Scott for another three-year term.

ACA Secretariat

In October 2005, Laure Caluwaert left the ACA Secretariat, after many years of service as the ACA accountant. We wish Laure success and luck. The Secretariat also had to say goodbye to Maaïke Dhondt in December 2005, who had been ACA's office manager for three years. Maaïke will be giving birth to her second baby in early 2006, and will not return to ACA after her maternity leave. We would like to thank Maaïke for her excellent work.

Marijke Geerts replaced Maaïke Dhondt as ACA's office manager in December 2005. Marijke is a graduate in Communication Sciences and completed an internship at the United Nations High Commissioner for Refugees. We warmly welcome this new colleague. For most of 2005, Wesley Teter, a highly professional young American, worked as the ACA stagiaire. During this period, Wes developed the *ACA Newsletter - Education Europe* to its present state of high maturity. We are very grateful to Wes for this major contribution.

News from the
governing bodies
and the secretariat



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. In 2005 the ÖAD has started a project of introducing a quality management system which finally shall lead to the ISO-certification of the ÖAD.

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. Finally, VLHORA is involved in programmes recognising diversity and equal access to education.

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 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. V.L.I.R. also 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 is an authority within the Danish Ministry of Education. It is the national agency for the three EU education programmes, Leonardo da Vinci, Socrates and Youth and other similar programmes, including Nordic and Danish programmes. It promotes and supports the internationalisation of education, training and youth activities in Denmark. It compares foreign qualifications (at all levels of education and training) to the Danish education system qualifications. As of January 2005 the status of CIRIUS changed from an independent agency under the Ministry of Education to an integrated part of the Ministry through a merger of the old CIRIUS and the Danish Centre for Assessment of Foreign Qualifications. The work for a Governmental High Level Committee on Globalisation was a major task in 2005.

CIMO, the Centre for International Mobility in Finland, is an expert and service organisation under the Ministry of Education. It supports international cooperation in education, training, and culture 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 2005, CIMO conducted a study on the relevance of international student mobility to work and employment. CIMO also issued a new statistical publication, International Mobility in Finnish Education - Trends and Developments in Tertiary and Secondary Education 2000-2004.

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 serving the public interest and has 180 member institutions, including universities, business schools, engineering schools and specialized 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. It publishes information guides for potential international students. Its n+i network manages an integrated study programme in the field of engineering and EduFrance has launched portals for online applications to law, business administration, humanities and art and design programmes. EduFrance is the lead institution of a consortium that recently won an EU call for tender to organise European Higher Education Fairs in seven Asian countries between 2006 and 2008.

FRANCE – EduFrance

Agence EduFrance
www.edufrance.fr



79, avenue Denfert Rochereau
75014 Paris, France

Égide is a non-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 232 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 alike 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. The DAAD acts as national agency or contact point for EU-programmes in the field of higher education, such as Socrates/Erasmus, Leonardo da Vinci, Tempus, Erasmus Mundus and third country programmes like Asia-Link, Alfa etc. It is furthermore helping the developing countries of the South and the reforming states of the East to establish efficient higher education structures. In 2005, DAAD continued to provide funding for the international marketing of study, research and training in Germany.

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 cooperation with the 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.

In 2005 TPF started to coordinate the GenERation project, which aims to compile, process and disseminate experiences gained so far from the mobility component of the Socrates/Erasmus action by means of six international seminars.

ITALY - CONICS

The Interuniversity Consortium
for Development Cooperation
www.conics.it



CONICS is a non-profit organisation. 26 Italian universities are members of the consortium. It is the Italian national contact point for the Tempus Programme. CONICS contributes to the strengthening of its member universities' contacts and links with partners abroad, with a major focus on the developing countries and Central and Eastern European countries.

**THE NETHERLANDS
- NUFFIC**

The Netherlands' Organization
for International Cooperation in
Higher Education
www.nuffic.nl



NUFFIC is a non-profit service organisation and centre of expertise in the internationalisation of higher education. Nuffic's main activity areas are development cooperation, internationalisation of higher education, international credential evaluation and marketing of Dutch higher education abroad. 2005 brought a significant change in the composition of Nuffic's two-member Board. Pieter van Dijk left Nuffic at the beginning of 2005 and Sander van den Eijnden took up his new position as President of Nuffic on 1 January 2005. Furthermore, Nuffic started expanding its three existing Netherlands Education Support Offices in 2005. By 2009, seven more offices will be operational abroad. The main task of these offices is to stimulate bilateral cooperation in higher education and advise students who intend to study in the Netherlands.

The Norwegian Centre for International Cooperation in Higher Education (SIU) is a national administrative agency under the Norwegian Ministry of Education and Research. It was established in 2004 based on the Centre for International University Cooperation, created in 1991 by the Norwegian Council of Universities (UHR). 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. It is commissioned by several national and international public organisations to administer programmes within all levels of education. In addition to programme administration SIU is responsible for providing advisory services to the higher education sector and for promoting Norwegian higher education internationally.

The Slovak Academic Association for International Cooperation (SAAIC) is a non-governmental, voluntary 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). The Association is assembling and distributing information for universities and other institutions concerning the possibilities of participating in educational and research activities through international programmes. It cooperates with institutions of similar nature in the Slovak Republic and abroad, especially in the European Union countries.

Slovak Academic Information Agency (SAIA) is a non-governmental non-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. Currently SAIA implements its programmes and offers its services in Bratislava as well as through regional offices in Banská Bystrica, Nitra, Košice, Prešov and Žilina.

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. The IPK informs about different programmes and markets them. It provides simple and effective administration. It evaluates and disseminates the results of the various activities. The IPK administers some 60 different programmes and actions for internationalising education. Annually approximately 19 million Euros are distributed in different kinds of support, and about 9 000 individuals are assisted to take part in different cross-border programmes in Europe and other parts of the world. In 2005 IPK got a new Director General, Mr Ulf Melin.

NORWAY - SIU

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



SLOVAKIA - SAAIC

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



SLOVAKIA - SAIA-SCTS

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



SWEDEN - IPK

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



SWEDEN - HÖGSKOLEVERKET

The National Agency for Higher Education

www.hsv.se



HSV 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 are other important areas of operation.

SWEDEN - SI

The Swedish Institute

www.si.se

Si.

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 and researchers, and academic networks. SI has special assignments within the framework of both international development cooperation and Sweden's bilateral cooperation with Central and Eastern Europe.

SWITZERLAND - CRUS

The Rectors' Conference of the Swiss Universities

www.crus.ch



The CRUS is a private association whose members are the twelve scientific universities of Switzerland. They present themselves internationally under the brand name swissuniversity.ch. CRUS provides a platform for their common interests and concerns. It enhances mutual coordination and cooperation between universities as well as between universities and public authorities, national bodies in science and research, and international organisations such as EUA, ACA, etc. By mandate of the federal government and the ministerial Swiss University Conference, CRUS regulates and coordinates the implementation of the Bologna reforms, administers scholarship and exchange programmes (especially Erasmus), operates the Swiss ENIC and develops the Swiss ERA-MORE (Mobility of Researchers) project. To provide such services and to tackle all higher education policy questions, CRUS intensively cooperates with the Rectors' Conferences of the Swiss Universities of Applied Sciences (Fachhochschulen) and the Universities of Teacher Education (Pädagogische Hochschulen).

**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. Its purpose is to build mutually beneficial relationships between people in the UK and other countries and to increase appreciation of the UK's creative ideas and achievements. 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 AVCC is the national representative body of Australia's university sector, whose members are the Vice-Chancellors of 38 Australian universities. It is a private, non-profit company and aims to serve the best interests of the sector through promoting higher education as an integral part of a growing national economy. Over 2005, the AVCC contributed to major discussions on the future arrangements for higher education in Australia including the role of universities and the development of a new mechanism to assess the quality of research. It participated in the review of federal legislation relating to international students and the development of a Transnational Education Strategy for Australia. 2005 also saw the publication of a revised "AVCC Code of Practice and Guidelines for Australian Universities: the Provision of Education to International Students", and of a new "AVCC Statement: Australian University Quality Assurance."

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. Some of the services include: informing and advising international students on Australian education; assessment and evaluation, including English language testing; and consultancy to governments and communities around the world.

IIE is an independent, non-profit organisation founded in 1919. IIE designs and implements programmes of study and training for students, educators, and professionals in all sectors, with funding from government agencies, foundations, and corporations. These programmes include the Fulbright and Humphrey Fellowships, administered for the U.S. Department of State, and training programs administered for the U.S. Agency for International Development. IIE also provides educational advising, conducts policy research, and provides comprehensive information on international education in its widely consulted publications, such as its annual "Open Doors Report" and the "IIE Networker Magazine for International Educators". IIE's European Office, based in Budapest, Hungary, designs and implements scholarship programs in numerous EU countries and provides support for higher education in South-Eastern Europe.

AUSTRALIA - AVCC

The Australian Vice-Chancellors' Committee

www.avcc.edu.au

**AUSTRALIA - IDP**

IDP Education Australia
www.idp.com

**UNITED STATES OF
AMERICA - IIE**

The Institute of International Education

www.iie.org and www.iie.hu



ACCOUNTS 2005 (EUR) (1999-2005)

Accounts
2005 (EUR)*

	2 0 0 5	2 0 0 4	2 0 0 3	2 0 0 2	2 0 0 1	2 0 0 0	1 9 9 9
EXPENDITURE							
Staff costs	447 868	392 384	293 535	236 177	230 795	235 355	218 810
Secretariat running costs	91 176	86 124	89 453	111 338	102 246	106 418	94 653
Project expenditure	558 659	160 642	89 524	90 936	84 788	114 095	132 022
Depreciation							
Travel, meeting & subs.	18 172	14 944	23 380	19 057	15 951	26 357	10 829
Provision	63 026	48 006	27 973	18 469			
TOTAL	1 178 901	702 100	523 864	475 977	433 780	482 225	456 314
INCOME							
Membership fees	274 540	274 486	274 528	276 516	277 326	246 768	230 620
ETAPE payment for Secr. Serv.		34 679	34 679	19 500			
ACA share of ETAPE man. Fee	152 531	125 244	125 244	123 122	103 467	86 659	75 900
Project income	810 502	341 795	155 186	136 125	138 001	156 862	201 034
Other income	7 263	2 662	3 607	5 569	781	15 119	1 030
TOTAL	1 244 836	778 866	593 244	560 832	519 575	505 408	508 584
Result	65 935	76 766	69 380	84 855	85 795	23 183	52 270

* 2005 accounts are subject to approval by the ACA General Assembly. The ACA Secretariat will be happy to provide the approved accounts, as well as more detailed information, upon request from July 2006 onwards.

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

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

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

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

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

E - m a i l : i n f o @ a c a - s e c r e t a r i a t . b e

I n t e r n e t : w w w . a c a - s e c r e t a r i a t . b e