



Co-funded by
the European Union

ACA
ACADEMIC
COOPERATION
ASSOCIATION



Erasmus+

Consolidating efforts for an impactful future



ACA POLICY INPUT
December 2023

Introduction

Erasmus+ plays an increasingly crucial role in promoting internationalisation of higher education in Europe. In recent years, it has evolved as the **prime funding mechanism for student mobility and institutional cooperation** both within Europe and internationally. By catering for the growing interest in higher education cooperation, Erasmus+ provides inclusive opportunities for European and international students and staff, significantly contributing to their personal and professional growth, as well as fundamentally supporting institutional development and innovation.

This growing and unique role of Erasmus+ places a significant responsibility on EU institutions and higher education stakeholders, being imperative that these actors recognise the programme as a vital tool and give it the due attention and support it warrants. It particularly involves considerations on **enhancing its impact and efficiency** for the remainder of the current programme period and thoughtfully designing its scope, ambition and architecture for the next Multiannual Financial Framework (MFF). The related work should be based both on the outcomes of the ongoing mid-term review of the current programme and the final evaluation of the past programme.

The Academic Cooperation Association (ACA) is an established network of 27 national organisations facilitating international cooperation in higher education, research and service to society, with 18 members also serving as national agencies for Erasmus+ in the field of higher education. With its longstanding engagement and rich and sound expertise in Erasmus+, ACA is strongly committed to ensuring the successful implementation of the programme, both at national levels and across Europe, in close cooperation with EU institutions and other stakeholders.

This policy input presents the **key perspectives and recommendations** that have emerged from internal consultations among ACA members in autumn 2023. It encapsulates these shared viewpoints, reflecting the collective insights and assessments of ACA members regarding the three main issues covered by the ongoing mid-term review:

1. The impact and effectiveness of the past Erasmus+ programme
2. The start and the first implementation period of the current Erasmus+ programme, from the perspectives of its overall design and ambition, delivery of new programme initiatives and horizontal priorities, as well as simplification, efficiencies and synergies
3. Recommendations for the continuation and future evolution of the Erasmus+ programme particularly with the next Multiannual Financial Framework (MFF) in mind.

I. The past Erasmus+ programme: Bedrock for success

The past Erasmus+ programme (2014-2020) has had a significant and multifaceted impact on internationalisation of higher education, as exemplified by numerous impact studies conducted by ACA members in the national contexts¹. It has played a pivotal role in enhancing both student and staff mobility, as well as fostering robust institutional partnerships. These initiatives have not only enriched curricula and learning outcomes, but also deepened cooperation, spurred openness, and driven innovation.

Thanks to the successful implementation of Key Action 1 (KA1) and Key Action 2 (KA2) pillars, the previous generation of the Erasmus+ programme has catalysed **significant innovation and reform in higher education**, impacting both national policies and support measures, as well as institutional strategies and practices. It has stimulated the adoption of more strategic approaches to internationalisation, led to enhancements in admission systems, and promoted progress towards the automatic mutual recognition of study outcomes and learning periods abroad, although further progress in this respect is needed.

Furthermore, the past programme has greatly supported the **global attractiveness of European higher education**, while establishing extensive partnerships with diverse partner countries, higher education institutions and broader socioeconomic actors. In this respect, the introduction of KA107 mobilities paved the way to this success. The decentralisation of KA107 actions significantly broadened access to the international dimension of mobility for a broader group of higher education institutions in Europe, a notable improvement over the previous programme generation, in which this support was integrated under another action. This strategic shift enabled brand new international collaborations, through the specific funding allocated for cooperation with priority regions.

The past Erasmus+ programme has also established **new ambitious goals**, notably with the launch of the European Universities Initiative (EUI) pilot, greatly [welcomed by ACA members](#). This initiative has markedly elevated the level of ambition from international cooperation of key higher education institutions, drawing significant attention from institutional leaders, and boosting the importance the latter assigned to the programme in supporting institutional development and transformation. Despite the EUI pilot commencing amidst the challenges of the pandemic, this cooperative model demonstrated its relevance, delivering the first tangible outputs and outcomes already in the first funding cycle. These successes were tracked both at European and national levels, showcasing the initiative's potential and evolving impact, even under adverse conditions.

¹ See Annex for more details.

II. The current Erasmus+ programme: Learning new lessons, maximising impact

The mid-term evaluation of the current Erasmus+ programme (2021-2027) is essential for ensuring its long-term successful trajectory, as the experiences gathered to date can help to further strengthen the programme, both in its relevance and in its support for institutional transformation, through varied support for international collaborations. Along the many success stories in terms of outreach and added value, the assessment of the programme's initial years also highlighted some challenges that need to be systematically and fully addressed in the remaining programme period, in order to maximise the programme's already very positive impact.

Programme design and ambition

The architecture of the current programme is fit to support the further advancement of internationalisation of national higher education systems and institutions, and meets the diverse needs of various learners, including students and staff. This is particularly evident with the introduction of new measures aimed at fostering inclusion, such as financial top-ups and the support from the dedicated SALTO centre. Nonetheless, **further efforts are needed to fully realise the ambitious objectives related to widening participation** and engaging less experienced participants at both institutional and individual levels. These efforts could include further simplifying processes and ensuring appropriate funding allocations, both essential steps.

Despite the disruptions caused by the pandemic, the attractiveness of the Erasmus+ programme has been continuously growing, having translated into higher demand than the opportunities available in some actions. Combined with the overall high level of ambition, this development has led to **significant budget pressures**. This is especially evident in Key Action 1 where additional funds have been necessary to support a wider group of students in some countries, and a wider use of inclusion top-ups has led to reductions in organisational support to higher education institutions or shifts from staff mobility funds. Anticipated budget reductions to pre-pandemic levels in Key Action 2 cooperation partnerships are expected to further strain resources, potentially leading to lower success rates. These financial challenges, coupled with the uneven annual distribution of programme funds, render the management of applicants' expectations increasingly challenging for national agencies, and complicate clear communication on the programme.

Recommendation 1: In a context of growing financial pressures, it is important to ensure that higher education institutions have sufficient means and organisational support for the implementation of the horizontal priorities (e.g. inclusion) in the second half of the programme.

In response to the high ambitions of the current programme, ACA members responsible for managing and supporting Erasmus+ in their countries have expanded their competencies and intensified support across various aspects, including grant management, capacity-building, promotion, national policy advice on EU matters, and EU policy co-creation.

Stepping up support, the speed and flexibility of response in an increasingly challenging context – marked by the late adoption of the Erasmus+ Regulation and launch of the programme, BREXIT, challenges related to poorly- or non-functioning IT tools, and the force majeure developments linked to the pandemic and the Russian aggression against Ukraine – has been crucial for the programme's uptake, both for existing and new initiatives. The ability of national agencies to cope with the new demands and challenging settings has been largely supported by the **highly appreciated Training and Cooperation Activities (TCA) scheme**, opened up to the higher education sector since 2017.

With so many fluctuating contextual variables to respond to, the big increases in the Erasmus+ budget from one year to the next pose additional challenges for national agencies that already have ambitious objectives, but need to cope with strained capacity, safeguarding the high quality of implementation.

Recommendation 2: To ensure overall consistency in programme participation and implementation and be able to balance expectations, it would be necessary to move towards more even and flexible distribution of annual programme budgets under the new programme design.

Looking at the international dimension of Erasmus+, global openness and trust-based cooperation are the key features and major strengths of European higher education, as highlighted in [ACA's reflection paper on Europe's international higher education in times of uncertainty](#). Opportunities offered under Erasmus+ should be both open to and inclusive of all countries, especially those in Europe, which are the natural partners of programme countries' institutions. In this spirit, ACA members continue to fully support (as they did in their [joint position paper on 11 June 2021](#)), the Swiss association to both Erasmus+ and Horizon Europe in the period 2021-2027, which would strongly reinforce the excellence and impact dimension of both programmes.

Recommendation 3: Openness should remain the guiding principle for mobility and cooperation both within Europe and with the wider world.

New priorities and programme initiatives

Higher education institutions in ACA members' countries demonstrated **strong interest and willingness to work on all four horizontal priorities** – inclusion and diversity, digital transformation, environment and fight against climate change, and participation in democratic life, common values and civic engagement – having a very good start in implementation and showing some clear results to date. Effective communication channels and mechanisms were put in place by national agencies to jointly deliver on these key priorities during the first programme period.

At the same time, institutions' capacity to deal with these priorities on the ground significantly varies across countries, regions and priority areas themselves, indicating the **need for further capacity building and peer-learning activities**. ACA members have been working on this front both individually and collectively to support peer-learning and professionalisation, on the one hand within their respective national agencies, and on the other within the higher education institutions in their countries. Successful examples of such work include the development and joint implementation of inclusion, diversity and green travel strategies², the identification and prioritisation of specific groups of students, the set-up of SALTO Resource Centres³, and the creation of new positions and areas of expertise (e.g. Inclusion Officers, Digitalisation Officers) to support the effective implementation of these priorities at national and institutional levels.

Recommendation 4: Building on the progress achieved so far on the horizontal priorities, there is a need to mainstream the achieved results and to ensure spillover effects to other players. Related support activities can be inspired by opening up small partnerships to the higher education sector, to support progress on inclusion, introducing targeted actions to support transfer of innovation, for example, through clustering of projects contributing to the same priority, or making the transfer of innovation part of priorities for cooperation partnerships.

The most successful novelties under the current programme include the international opening of Key Action 1 and Blended Intensive Programmes (BIPs), as well as the full roll-out of the European Universities Initiative (EUI).

² For example, nine ACA members have been supporting higher education practitioners from their countries through a joint series of training activities organised as part of a dedicated TCA. For more details, see https://aca-secretariat.be/post_project/the-inclusion-academy.

³ Two ACA members act as SALTO Centres: the Finnish National Agency for Education (EDUFI) hosts the SALTO Digital Resource Centre and the Agency for Mobility and EU Programmes (AMEUP) hosts the SALTO Centre for Inclusion and Diversity.

The possibility to use 20% of the KA131 budget with partners in third countries not associated to the programme has largely supported the **alignment of the top-down ambitions for the global dimension of the programme, with the bottom-up institutional goals**, creating increased flexibility to use the funds in line with diverse geographical interests of higher education institutions. It has also demonstrated the overall importance of strategic partners based in Switzerland, the UK and the USA that have been highly prioritised in the related institutional mobility strategies so far. **Similar flexibility would be needed for KA171 actions** to better align with higher education institutions' priorities and, thus, further reinforce and coordinate the actions supporting the global dimension of the programme.

BIPs have attracted substantial interest among higher education institutions given their potential for further innovation and trailblazing of new formats involving group mobility and the use of online components. However, this potential has not yet fully translated into a full-fledged participation in all countries, matching the ambition of this scheme, as participation has been partly deterred by the **complexities in funding and reporting/administration arrangements** which prevent many higher education institutions from mainstreaming this highly potent scheme.

Recommendation 5: More flexible rules for BIPs are necessary, particularly with regard to minimum requirements for participation of international and local students, as well as an increase in institutional support for administration.

Similarly, the uptake of other initiatives such as doctoral mobility, virtual exchanges for staff or students or cross-sectoral partnerships has been more limited so far due to the institutions' limited capacity to move forward on all fronts or due to the limited interest in some specific actions. Additionally, the uptake of the new programme initiatives has been constrained by the introduction of travel costs consuming additional resources and organisational capacity under Key Action 1.

The more established programme actions, including cooperation partnerships and the actions emphasising the global dimension of cooperation, such as Capacity Building projects and Erasmus Mundus Joint Masters, have been vital to supporting targeted innovation in learning and teaching, international cooperation and administration, as well as the development of practical solutions at various types of higher education institutions, that are essential for the implementation of other forms of cooperation, such as the European Universities alliances. With the move of the Erasmus Mundus Programme to Key Action 2, and the full roll-out of EUI, the programme now funds a close to optimal range of diverse cooperation models in higher education, from purely bottom-up and more targeted partnerships, to long-

term, very ambitious, and comprehensive forms of cooperation that require more substantial support.

Recommendation 6: Considering the central role of Key Action 1 to the programme, it is important to continue raising its visibility, for example, through a series of events. Similarly, the visibility of the global dimension under both Key Action 1 and Key Action 2 should be further promoted and emphasised in close cooperation with target regions.

As highlighted above, the EUI has been fundamental in raising the profile of deeper transnational cooperation in Europe, stimulating innovation and reform, and fostering synergies between higher education and research, which remain a priority. Its centrality in the current programme has facilitated further attention and dialogue at national and institutional levels on removing the remaining obstacles to international cooperation, and already enacted several long-awaited legislative changes in some member states.

There has been a substantial **effort to balance excellence and inclusivity** of the EUI in response to the sector demands, as the original goal of 20 alliances will be tripled by the end of the current programme. Some unclarity, however, remains on the way forward, particularly with regard to the initiative's financial sustainability in the longer run, and vis-à-vis other forms of cooperation.

ACA members welcome the European Commission's efforts in closely monitoring and evaluating the impact of the EUI and charting out its investment pathway. As possible options are discussed, the EUI should clearly be further supported and developed under the Erasmus+ programme, without affecting other forms of cooperation (such as Erasmus Mundus, or the current portfolio of cooperation partnerships) which have demonstrated their long-standing added value for the sector.

ACA members provide active support to the EUI on the ground both through the relevant Erasmus+ tools including TCA activities⁴ as well as the administration of national co-funding schemes. Such support to the communication, capacity building and knowledge transfer within a wider ecosystem is crucial for the initiative's long-term sustainability, whilst requiring more effective communication and coordinated approach driven and monitored by the European Commission.

⁴ E.g., four ACA members based in Austria (OEAD), Germany (DAAD), Hungary (Tempus Public Foundation) and Norway (HK-dir) organised a TCA conference "Spreading innovative results from European University Alliances to other higher education institutions" on 3-5 May 2023 in Bergen, Norway.

Recommendation 7: To support better coordination, maximise the impact of the EUI and help achieve (co-funding) commitment at the national level, closer partnership between the national agencies, EACEA and DG EAC, similar to the working group for international centralised actions, would be necessary, also in view of the outreach ambitions of alliances for other institutions in their systems.

Synergies

The current programme has enabled further synergies between higher education and research, especially by connecting Erasmus+ and Horizon Europe funds for the joint objectives under the EUI. As the assessment is being conducted by the European Commission's respective units, it is highly important to continue enabling synergies, for example, by use of sequential, alternative or complementary funding schemes or by **opening up the scope of relevant funding schemes** both under Erasmus+ and Horizon Europe for all higher education institutions beyond the EUI.

There is also a need to improve the overall **coordination between centralised and decentralised actions**, particularly through an exchange of relevant and timely information on applications between the parties involved. Such information is highly important for national agencies acting as intermediaries to ensure synergies between various programme actions at the national level and to consistently build institutional capacity for more strategic participation in the programme. It is important to concretely explore the synergies and links between the horizontal priorities in practice, ensuring they are feasible and mutually supportive, given their level of ambition, but also limited resources at institutional, and also national level.

Recommendation 8: To enhance synergies with research and service to society, it would be necessary to open up the scope of staff mobility under the Erasmus+ programme to a broader range of activities, including research activities, service learning and civic engagement, as well as partner search and project development, to align better with institutional realities and needs and other EU priorities.

Simplification and programme administration

Further progress on simplification and grant management can be made based on the lessons learnt from the pandemic and the Russian aggression against Ukraine. The latter demonstrated the overall resilience of the programme and highlighted the **importance of flexible funding mechanisms** for mobility that are adaptable and responsive to different kinds of volatilities. Further flexibilisation of programme rules

is necessary – both within regular actions, particularly Key Action 2, and with regard to *force majeure* provisions based on revised risk assessment approaches to student and staff exchanges with countries exposed to extraordinary circumstances such as epidemiological issues, military conflicts, or natural disasters, including their practical implications for grant management at different levels. This involves **more effective and timely communication** between all parties involved and **effective guidance** from the European Commission.

Beneficiaries from ACA members' countries have generally welcomed the introduction of the **lump-sum funding model for Key Action 2 cooperation partnerships** although it is not yet possible to fully evaluate this instrument as the related projects are still running. Uncertainty however remains regarding the type of checks that will be performed and further guidance from the European Commission is needed on new requirements to avoid any systemic error or unintended additional workload.

Recommendation 9: In order to increase efficiency of grant implementation, it would be necessary to further streamline various funding categories across the programme, especially within Key Action 1, while revising the related amounts to avoid the unintended growing share of institutional co-funding over the years.

Simplifying the grant agreement, application forms, and other documentation and processes, for example those related to the control of inclusion criteria applied to third country students, is essential for widening participation in various actions of the programme to smaller and less experienced higher education institutions and individuals. It may also be beneficial to reconsider the continuous reporting requirement, considering its burdensome impact on the beneficiaries.

Last but critical for all previous recommendations and the overall success of the programme is the **slow advancement of digital tools** foreseen to support the programme implementation, which is falling short of expectations. This negatively affects participation and implementation of the programme as well as its overall simplification. It also hampers necessary data collection and monitoring, with newer implications for safety and security of beneficiaries in a challenging geopolitical context, and ultimately posing a high reputational risk to the overall image of the programme. **Persistent IT issues** with the Beneficiary Module, and the Project Management Module create additional workload for all parties involved in programme implementation, turning them into beta testers, while discouraging newcomers from participation. Finally, this is in stark contrast with the centrality of the digitalisation priority in the programme.

Recommendation 10: It is of utmost urgency and importance to finally solve the remaining issues with the current tools and ensure that DG EAC is competently staffed to provide necessary technical support and prevent unacceptable delays (e.g. of the Helpdesk). It is also crucial to guarantee there will be no substantial change in the tools at the start of the next programme generation, and that the tools are fully operational from the start, in line with the next programme's objectives. For a programme to be successful, the IT tools should fully work.

Conclusions

The past and current Erasmus+ programme have had the utmost importance for internationalisation of higher education institutions in Europe. The importance of both mobility actions and cooperation partnerships cannot be overstated. These actions are the cornerstone of the programme, fostering international cooperation and enriching educational experiences.

The current programme has opened many new opportunities for fostering innovation and building stronger links to national socioeconomic objectives, which have been greatly appreciated by ACA members. Still, the programme can only reach its full potential if the continuing complexities in structures and requirements are resolved, and sufficient resources are provided both at the programme and national levels to match the programme ambition and adequately support the uptake of all novelties in the remaining programme period.

To ensure the ongoing success and evolution of the Erasmus+ programme, it is crucial to maintain its **overall stability and continuity in terms of ambition**, while **consolidating the successes** already achieved and implementing smaller scale, targeted improvements. This requires a dedicated effort towards further simplification, aiming to streamline processes and make the programme more efficient and user-friendly, as well as more significant funding available already from the start.

Erasmus+ is more than an educational initiative. It is a European programme aimed at cultivating European citizens. By focusing on the proposed areas of improvement, Erasmus+ can continue to play a vital role in fostering a sense of European identity and promoting the internationalisation of higher education across the continent.

ANNEX: ACA members' studies on the impact of Erasmus+

- AMEUP. (2017). Erasmus+, KA1: Results of the analysis of the participant reports. Retrieved from www.ampeu.hr/o-nama/vi%C5%A1e-o-nama/analize-istra%C5%BEivanja
- AMEUP. (2020). Recognition of student mobility outcomes within the Erasmus+ program: Practices and trends at Croatian higher education institutions. Retrieved from www.ampeu.hr/o-nama/vi%C5%A1e-o-nama/analize-istra%C5%BEivanja
- Ančić, B., et al. (2017). National report on the implementation and impact of the Erasmus+ programme in Croatia.
- BMBF. (2017). Nationaler Bericht zur Zwischenevaluierung des EU-Programms für allgemeine und berufliche Bildung, Jugend und Sport Erasmus+ (2014-2020). Retrieved from www.bmbf.de/bmbf/shareddocs/downloads/files/nationaler-bericht-erasmus-plus-2017.pdf?_blob=publicationFile&v=1
- DAAD. (2019). Supporting freedom and democracy: Effects of individual mobility and Erasmus+ projects on intercultural competence and value orientation. Retrieved from https://eu.daad.de/medien/eu.daad.de.2016/dokumente/service/medien-und-publikationen/studien-und-auswertungen/wirkungsstudie_rz_gesamt.pdf
- DAAD. (2022). Erasmus+ cooperation projects— Elements of successful internationalisation participation by German higher education institutions 2014–2020: Objectives, motivation, and impact: A summary on the evaluation study. Retrieved from https://eu.daad.de/medien/eu.daad.de.2016/dokumente/service/auswertung-und-statistik/evaluation_broshure_2022_english.pdf
- DZS. (2018). Impact of Erasmus+ on individuals. Retrieved from www.dzs.cz/en/statistiky/impact-erasmus-individuals
- EDUFI. (2019). Fakta Express 2A/2019: Tietoja, taitoja ja avarakatseisuutta. Retrieved from www.oph.fi/sites/default/files/documents/oph-faktaa-express-2a-2019-sivut.pdf
- EDUFI. (2021). Fakta Express 1A/2021: Uudenlaista yhteistyötä ja kotikansainvälistymistä. Korkeakoulujen henkilöstön kokemukset Erasmus+ -ohjelman vaihtojaksoista. Retrieved from www.oph.fi/sites/default/files/documents/Faktaa%20Express%201A_2021_saavutettava.pdf

- Flander, A., & Korada, B. (2022). Do international traineeships have more impact on the development of cognitive, interpersonal and intrapersonal competences than study abroad? A case study of Slovene student perceptions of their competence development through their Erasmus mobility. Portuguese Journal of Social Science, 19(2), 155-187. Retrieved from <https://plus.cobiss.net/cobiss/si/sl/bib/142066691>
- Grasset, C., & Menéndez. (2020). The economic impact of international students in Spain. Retrieved from www.eduespa.org/english/wp-content/uploads/2021/01/Economic-Impact-of-International-Students-in-SPAIN-2020.pdf
- Haru, A., Bryntesson, A., & Börjesson, M. (2022). The space of Nordic Erasmus+ students: A multivariate statistical analysis of characteristics, preferences, and experiences. Retrieved from <https://uu.diva-portal.org/smash/get/diva2:1683245/FULLTEXT02.pdf>
- IKY. (2023). HEIs and international credit mobility Erasmus+ 2015-2019. Retrieved from www.iky.gr/el/ekdoseis/item/4253-meleti-antiktypou-tis-drasis-diethnis-kinitikotita-erasmus-2015-2019
- IKY. (2023). Outgoing Erasmus+ students' traineeships 2014-2019. Retrieved from www.iky.gr/el/ekdoseis/item/4254-meleti-antiktypou-tis-drasis-praktiki-ask

ACA Members

 Austria's Agency for Education and Internationalisation - OeAD-GmbH, Austria	 De Vlaamse Universiteiten en Hogescholen Raad (Flemish Higher Education Council) - VLUHR International, Belgium	 Agency for Mobility and EU Programmes - AMEUP, Croatia	 Dům zahraniční spolupráce - Czech National Agency for International Education and Research - DZS, Czech Republic
 Education and Youth Board of Estonia - HARNO, Estonia	 Finnish National Agency for Education - EDUFI, Finland	 German Academic Exchange Service - DAAD, Germany	 State Scholarships Foundation - IKY, Greece
 Tempus Public Foundation - TPF, Hungary	 The Icelandic Centre for Research - RANNÍS, Iceland	 Uni-Italia, Italy	 The Dutch Organisation for Internationalisation in Education - Nuffic, Netherlands
 Norwegian Directorate for Higher Education and Skills - HK-dir, Norway	 Polish National Agency for Academic Exchange - NAWA, Poland	 Erasmus + Portuguese National Agency, Education and Training (A.N E+EF), Portugal	 Foundation Tempus, Serbia
 SAIA, n.o. (Slovak Academic Information Agency), Slovakia	 Slovak Academic Association for International Cooperation (SAAIC), Slovakia	 Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS), Slovenia	 Spanish Service for the Internationalization of Education - SEPIE, Spain
 Swedish Council for Higher Education - UHR, Sweden	 National Agency for Exchange and Mobility - Movetia, Switzerland	 Rectors' Conference of the Swiss Universities, Switzerland	 Taith, Wales

Associate Members

 The International Education Center - IEC, Georgia	 ETS Global, Netherlands/U.S.	 Institute of International Education - IIE, United States
--	---	--

About ACA

Working under the motto “the European voice of national organisations for the internationalisation of higher education”, the Academic Cooperation Association (ACA) is a leading European association supporting research, innovative practice-development and smart policymaking in international higher education. Created in 1993 as a member-driven platform, ACA provides a shared voice to national agencies for the internationalisation of higher education in Brussels and represents them in Europe and globally. Within ACA, the member organisations enhance their capacities and join forces in supporting and ‘doing’ internationalisation. ACA also has a long track record in conducting sound research and providing expert advice on key developments in international higher education to universities, governments and supra-national organisations alike. ACA’s core membership and identity is distinctly European, ‘with an eye’ on global trends. The association is supported by a Brussels-based Secretariat that plays a coordinator and expert role for the membership.

