ANNUAL REPORT 2000

Brussels, May 2001
The year 2000 was again a good one for ACA. The Association kept up its high level of activities, indeed, it stepped up its activities. At the same time, ACA further increased its visibility in the world of higher education and beyond. It is today perceived by universities and national and supranational governments as one of the most relevant of its kind. This knowledge fills me with gratitude and pride.

One sign of ACA’s relevance is that its membership base is growing. In 2000, the Association was glad to welcome a new member from Hungary, the Tempus Public Foundation. At the time this report goes to print, numerous new requests for membership have been received. Be sure that next year’s report will present to you a yet larger ACA family.

Growth is not possible without substance. It is fuelled by the excellent reputation the Association enjoys by now as a think tank and expert advisor on all matters related to the internationalisation of higher education. Our recent study on the future of the European Union’s external cooperation programmes underpins this claim to be an intellectual leader. The same goes for the joint activities with sister organisations in the field of research on international cooperation, and, particularly, the highly successful third volume of ACA’s own monograph series, the Handbook of European Associations in Higher Education. The many invitations which ACA receives to lecture on cutting-edge themes in important international fora also speak for themselves.

In its pursuit of excellence, ACA both kept continuity and discovered new themes in 2000. The Phare project in support of Bosnian universities, completed in 2000, continued ACA’s ongoing support for the stability process in South-East Europe. With the Internationalisation Quality Review (IQR), ACA kept its commitment to quality assurance in higher education. New themes in 2000 concern the “virtualisation” of international cooperation by means of the Internet, and the “internationalisation at home” initiative, of which ACA is a part.

I could add more, but I will not. Instead, I invite you to discover the rich world of ACA’s activities described in this report.

Konstantinos Kerameus
President
Next to its highly successful Socrates and Leonardo programmes, the European Union is also engaged in education and training collaboration with non-European countries. In the past decade, the number of these programmes has risen substantially. Some of them, such as the ALFA scheme for cooperation with Latin America, the EC/US and EC Canada programmes, or the EU-China Higher Education Cooperation Programme, are well known. But overall, until recently no one had a full overview of the entirety of these schemes and the activities, not even the European Commission itself. There were also grounds to assume that there was no coherent overall strategy behind the Union’s external education policy: The individual schemes had sprung up in a bottom-up way in different units of the Commission services and there was no visible co-ordination between them. These were two of the reasons why the Directorate General Education and Culture commissioned ACA in 2000 to undertake a study with the aim of creating for the first time a full inventory of the EU’s external engagement, and to make recommendations for a coherent future Union policy which would help strengthen education and training in Europe through international cooperation.

The need for a coherent policy
The study The Globalisation of Education and Training: Recommendations for a Coherent Response of the European Union, carried out by Dr. Sybille Reichert and ACA Director Bernd Wächter in the first part of 2000, provided insights which might well affect the Union’s further course of action. Although the volume of activity has been increasing markedly in the past years, it is still very modest compared to the large inner-European programmes. The 25 programmes identified have a predominantly Asian orientation. Important regions and countries of the world are still not or only minimally served by cooperation schemes with the EU. They concentrate on the fields of business and European studies. Predominantly, they are “classical” exchange-of-persons instruments. A look at the entirety of these schemes did confirm the Commission’s own suspicion: They were indeed not guided by one single coherent external policy. More important, still, they showed little influence of the innovative characteristics of Socrates and Leonardo. The highly successful formula of creating multinational networks of educational institutions employed in these internal schemes, as well as their attention to matters of recognition and the response to new developments such as the use of ICT, were largely absent from the external programmes. With notable exceptions, they were classified as “conservative”.

PROJECTS AND ACTIVITIES

ACA Study on EU Cooperation with the World

“Until recently, no one had an overview of EU programmes with the World”
ACA suggests that EU concentrates its efforts
ACA provided the Union with two sets of recommendations. One concerned future programme policies, the other measures of a more structural sort. With regard to cooperation programmes, ACA suggested that the Union concentrates its scarce funds on a few well-defined target regions, that it puts its cooperation priority on higher education, that it balances out its exchange-of-people focus through curriculum development measures, and that it introduces into its external schemes the successful characteristics of its inner-European programmes mentioned above.

Europe must remove barriers to cooperation
However, the authors went further. They outlined that most cooperative transcontinental activity finally happened outside of funding programmes, and was driven by an emerging global education market. Therefore, Europe needs to remove structural cooperation barriers and increase its attractiveness to partners in the world. The set of recommendations relating to this aim included the removal of bureaucratic obstacles for access to European higher education, the creation of a single European degree structure as demanded in the Bologna Declaration, the introduction of European quality assurance and accreditation standards, the formulation of an answer to the mainly American challenge of “transnational education”, the provision of high-quality tuition in major world languages, and finally the development of effective action to market and promote European higher education in the rest of the world.

ACA advocated the issues mentioned all over the year, and will continue to do so. It appears that the advice rendered in the study is likely to show some effect. The Commission is currently preparing a Communication on its external cooperation policy, in which we hope many of the items raised by the authors will be included.

The study can be obtained from the ACA Secretariat. It can also be found on the Europa server at http://europa.eu.int/comm/education/global.pdf

“The ACA study provides insights that might well affect the EU’s further course of action”
A New ACA Publication: 
**Handbook of European Associations in Higher Education**

In 1999, ACA started a publication series of its own, the *ACA Papers on International Cooperation in Education*. The first two issues, dedicated to different aspects of the internationalisation of higher education, found wide acclaim and have become standard reading on the subject. In 2000, number three followed: The *Handbook of European Associations in Higher Education*.

So far, there has not been any systematic overview of the substantial number of higher education associations and networks in Europe. Who are the most important ones among them? What are their objectives, what are their main activities and projects? When were they founded and what is their history? What have they published? Do they hold regular conferences and seminars? How are they governed, who are their chief executive officers, and how can they be contacted? In the form of standardised portraits of the 37 most important tertiary networks in Europe, the *Handbook* provides answers to these and further questions. In addition, it contains short profiles of relevant associations of the same kind outside of Europe. A postscript essay systematises the information contained in the portraits, in the form of a history and typology of European academic consortia.

The publication was produced by ACA Director Bernd Wächter. It is fast turning into a best-seller. The book can be ordered from any bookshop.

Global Virtual Medical Education Study

In the wake of the EU eLearning Initiative launched by European Commissioner Viviane Reding in the spring of 2000, ACA was contracted to explore the market for a global virtual medical school.

The Internet appears to become an important provider of higher education in the future. Countless students are already enrolled on-line in subjects such as Business Studies. But is the provision of medical education also conceivable in a virtual form? A young Brussels-based company, Starlab Research Laboratories, believes it is. Their ambition is to create FREEMED, a virtual medical school on the Internet, available for free to everyone interested all over the world. The company intends to provide a basic medical education, which they want to develop together with a consortium of medical faculties from the most reputed “brick-and-mortar universities” world-wide. The idea is that these universities later admit the best of the on-line students into the advanced years of their medical education.

But is it as simple as that? What is the world-wide demand for medical education in the future? What are the legal obstacles, for example in the form of particular conditions for the admission of students in medicine? Are there cultural traditions in the different countries and regions of the world to be taken account of? Is it realistic to assume that all or many potential students would be willing and able to follow medical courses in English? Would existing medical schools be willing to cooperate?

Before embarking on the FREEMED venture, Starlab was in need of answers to these and related questions, and an expert organisation in international education to deliver them. ACA decided to enter into this experiment, and provided the company with a market analysis and a set of recommendations in the spring of 2000. The project was led by ACA Deputy Director Brigitte Hasewend, supported by a team from ACA member Nuffic.
Higher Education Reform in Bosnia-Herzegovina

Higher education reform in Bosnia-Herzegovina was the concern of an ACA-led project including Nuffic, DAAD and CRE, from June 1999 to June 2000.

After a devastating civil war, Bosnia-Herzegovina was and remains in need of rebuilding. This is true of all parts of the country’s society, and of higher education just as well. One of the many initiatives to contribute to this aim was a Phare-financed project to upgrade Bosnia-Herzegovina’s universities in the three areas of information management, quality assurance and recognition. ACA led the project consortium, which also included Nuffic, DAAD and CRE.

The output achieved is impressive. Nearly 300 participants attended the training events organised in the three areas mentioned. An international expert team worked on the production of a legislative review, pilot faculties produced self-evaluation reports and diploma supplements. The participating universities also came up with ECTS introductory plans, higher education data questionnaires and plans for the improvement of institutional websites. In addition, key outcomes of the Phare Multi-Country Programme in Higher Education conducted prior to the project in other countries of the South-East Europe region were disseminated to the participating universities. Regular information on the present project was provided to all the main stakeholders including entity governments in cooperation with the Office of the High Representative.

The overall co-ordinator for this Phare project was ACA Deputy Director Brigitte Hasewend.

“Nearly 300 participants attended the training events in information management, quality assurance and recognition.”
ACA Information Seminar on New Developments in EU Policies

For the third time already, ACA organised its autumn information seminar focussing on recent developments in EU education and training policies and programmes. Held back-to-back with the meetings of the ACA Administrative Council and General Assembly and hosted by the Austrian Permanent Representation to the EU, the event drew once again a sizeable audience from ACA member organisations, sister organisations, the European Commission, and the European Parliament. This year’s seminar focused on three highly topical themes. François Blamont, Director General of the French ACA member EduFrance spoke on the global marketing of his country’s higher education institutions. The Commission’s brand-new Memorandum on Lifelong Learning was presented by Lynne Chisholm of DG Education and Culture, and Guri Skoklefald familiarised the audience with the Union’s new initiatives in e-learning.

Internationalisation at Home

For many people, European and international cooperation is identical with the mobility of students. This is, however, not the state of the art in the scholarly debate about internationalisation. What is more: There appears to be a limit as to the number of students and faculty to study in other countries. Even the Union’s highly successful Erasmus scheme never attained its original target of providing a study-abroad experience to ten percent of all students. What to do about the remaining 90-plus percent?

In order to tackle this question, ACA Director Bernd Wächter joined a reflection group convened by Bengt Nilsson, Vice Rector of Malmö University, which constituted itself in February 2000. The group looks into ways to internationalise the home campus, and thus lend an international dimension to the education of all students. In late summer, it produced a first set of essays introducing the theme and its various facets, such as teaching and learning in an international classroom, internationalising the curriculum, or intercultural aspects, to name only a few. The booklet, co-edited and co-financed by ACA, was the basis of many animated sessions at the Leipzig EAIE conference. For 2001, case studies on the different aspects of the theme are foreseen.
Research Meets Practice

The ACA/EAIE Seminar *Putting Research into Practice* has fast become an institution. After the successful launch of the joint venture in 1999, the second seminar was now held at the Leipzig EAIE conference.

*Putting Research into Practice* attempts to create a forum for the dialogue between educational researchers and “practitioners” implementing internationalisation in higher education institutions. The year 2000 event, prepared and chaired by Hans de Wit, Vice Rector of the University of Amsterdam, and Bernd Wächter, Director of ACA, presented five pieces of research on a wide range of internationalisation topics. They were the result of a call for papers organised earlier in the year, which sparked off a big response and made selection a difficult task. Keynote speakers were Kees Kouwenaar of Nuffic, who outlined his organisation’s research agenda, and Beatrice Merrick of UKCOSA, who presented a recent study on mobility in the Commonwealth. Juha Ketolainen, Head of the EU Programmes Section at CIMO, and Bo Gregersen, responsible for international relations at the Aarhus School of Business, provided feedback to the researchers from the viewpoint of “practice”.

The third “Research Meets Practice” seminar will be held in Tampere this coming winter. Already now, requests for participation are coming in.
COMING UP IN 2001

“Borderless” Education

ACA has been contracted by the European Commission to research the field of “transnational” or “borderless” education delivery for adult learners in Europe. Transnational education refers to any educational offer the provider of which is not based in the country of delivery. It concerns mainly, but not exclusively, on-line education products. The study is to address two main questions. First, whether “borderless” lifelong learning is a sizeable phenomenon at all, and who are the main providers, customers and themes. Second, whether there is a need for consumer protection, due to an environment which is probably hardly regulated and which might therefore be a playground for black sheep of all sorts, and what first steps towards quality control could look like.

ACA/SIU Conference in Norway:
“The Virtual Challenge to International Mobility and Cooperation”

ACA and its Norwegian member, the Centre for International University Cooperation (SIU), will organise a conference in Western Norway in June 2001, to investigate the question how the new technologies and modes of educational delivery will affect the traditional ways of internationalisation. Will virtual cooperation and mobility replace physical exchanges? Are there intelligent ways of marrying the two approaches? What does the onslaught of virtual mobility imply for scholarship organisations such as the members of ACA? These and further important questions will be addressed by a hand-picked group of higher education and technology experts and leaders of national and international agencies and associations active in international cooperation.

Teaching and Learning in English

Europe’s linguistic diversity is one of our continent’s treasures. But in a globalised higher education market, more rarely spoken languages also pose a problem to attract students from other continents. Therefore, programmes of study taught in English are increasingly frequent. But how many such programmes really exist? In which countries? In which subject areas? For which target groups? And at which levels of quality? There are so far no safe answers to these questions. ACA will tackle them in a Europe-wide survey of higher education institutions, to be started in 2001. The project is supported by the German Stifterverband, which promotes innovation in higher education.
The story of Tempus Public Foundation (TPF) is one of a dynamic and rapidly growing organisation of a staff of 42. TPF was founded in 1996 by the Hungarian Ministry of Education, in order to manage the EU TEMPUS Programme in Hungary. In the few years since then, it has developed into an agency with much broader responsibilities. Today, TPF acts as the Hungarian national agency for the management of the Socrates, Leonardo and CEEPUS programmes, and it is responsible for the administration of parts of the European Structural Fund, as well as for a European Studies Centre and an alumni programme. A newcomer among this comprehensive list of tasks is the European Public Administration Trainee Scholarship Programme. Both external fund raising and consultancy work are on TPF’s agenda for the future development of the organisation.

The overall objective of the organisation is to “develop Hungarian intellectual resources, modernise education, introduce the European dimension in educational and training, and promote Hungary’s accession to the European Union”. In pursuit of this aim, TPF manages grant programmes, provides information on European opportunities, monitors on-going projects, offers advice to potential project promoters and supports them in finding partners. It also functions as an information centre and has an active role in the dissemination of project results and good practice. The integrated programme co-ordination realised under the umbrella of TPF is intended to create synergy between the different programmes the agency is involved in.

Professor László Méray, President of TPF and a true European, led his organisation into ACA. Professor Méray unexpectedly and suddenly died in late 2000. The Tempus Public Foundation, Hungarian higher education and ACA owe a lot to him. We will miss László Méray, and we will always keep a fond memory of him.
The ACA Members

Membership in ACA is growing constantly. The organisations sketched below, and the Tempus Public Foundation described earlier, made up the membership base in 2000. By the time of publication of this report, applications from new prospective members had been received. New members will be portrayed in the Annual Report 2001.

ÖAD - Austrian Exchange Service, Agency for International Cooperation in Education and Research

ÖAD is a membership organisation of all Austrian universities, universities of the arts, Fachhochschulen, teacher training colleges and colleges of the arts. It is its country’s main service organisation for the support and promotion of international mobility and cooperation in the field of education and research. ÖAD manages a wide range of scholarship programmes for students, postgraduates and scientists. It co-ordinates Austrian participation in the EU mobility programmes Socrates, Leonardo and Tempus, as well as the CEEPUS scheme and bilateral programmes, and it provides information and advisory services for Austrian students and academics who wish to study or teach abroad. In addition, ÖAD is responsible for the on-site advising, counselling and support of scholarship students (enrolment, course selection, housing, insurance, etc.) in each of the eight Austrian university cities and organises three university preparation courses (in Vienna, Leoben and Graz) for prospective foreign students.

RKS - The Danish Rectors’ Conference Secretariat

The Danish Rectors’ Conference Secretariat underwent important changes in 2000. Next to politically representing the Danish universities at a national level, it had in the past held a wide range of international functions, such as the management of Erasmus and other European programmes. As part of a reorganisation of the overall agency structure in Denmark, RKS passed on these latter functions to the new internationalisation organisation CIRIUS. Due to these changes in mission, this cherished long-time ACA member left the Association at the end of 2000. ACA would like to express its gratitude to RKS, and particularly its head Ellen Hansen, for the excellent cooperation of the past years. We will keep close ties with this fine organisation. In early 2001, CIRIUS, the new Danish agency for European and international cooperation, decided to join ACA. We are delighted to welcome this new member, which will be presented in a full portrait in the Annual Report 2001.
CIMO - Centre for International Mobility

The Centre for International Mobility is operating under the Finnish Ministry of Education as an expert and service organisation. CIMO’s mission is to enhance the internationalisation of higher education and training, youth and culture in Finland and to provide services and expertise to encourage cross-cultural communication. CIMO acts as a national agency for the Union’s Socrates, Leonardo and Youth programmes, it administers various bilateral scholarship schemes, it runs the IAESTE trainee scheme in Finland, it promotes Finnish studies abroad, and it markets Finnish higher education and training world-wide. The organisation is also active in research on the internationalisation of higher education.

CIMO’s client base in Finland covers a wide range of educational institutions, enterprises, authorities in charge of education, employment and youth, and non-governmental organisations. The organisation’s main goal is to continuously enhance its expertise and services in order to stay one of the top organisations in its field in Europe.

EduFrance

EduFrance is a public-private partnership of the French ministries of Education, Foreign Affairs, Culture and Communication, and Foreign Trade and over 140 public and private higher education institutions. Established in 1998, EduFrance aims at becoming the leading French organisation in the field of international education. Its focus of activity is on the promotion of French education institutions everywhere in the world, the provision of a comprehensive package of information, products and services for foreign students in France; and on the provision of consulting and project management services.

EduFrance is operating a large network of “information desks” on French higher education abroad. Currently, there are over 70 such desks in 30 different countries world-wide.
DAAD - German Academic Exchange Service

DAAD is a membership organisation of Germany’s higher education institutions. It supports academic exchange and cooperation between these institutions and their counterparts all over the world. Its more than 200 scholarship and cooperation programmes are open to all countries and disciplines and to foreigners and Germans alike. In 2000, these programmes funded the study or teaching abroad of over 60,000 German and foreign students and scholars. Like most ACA members, DAAD is involved in the implementation of the European Union’s education programmes, through running the national agency for Socrates (Erasmus) and a part of Leonardo, as well as the National Contact Point for the Tempus Programme.

DAAD also supports the international activities of Germany’s higher education institutions through a wide range of services such as the provision of information, publications, consultancy and counselling. A recent focus of work is on the marketing of German higher education world-wide. DAAD also provides advice to governments and other relevant bodies on foreign cultural policy, national higher education policy and development policy measures.

IKY - State Scholarships Foundation

IKY is a Decentralised Service of the Greek Ministry of Education and Religion, established in 1951. Its main objective is to provide scholarships for Greek and foreign students and researchers, at Master, Ph.D. and post-doctorate level. IKY also acts as the national agency responsible for the implementation of the Socrates Programme in Greece, as well as the IKYDA Programme, a research cooperation scheme between Greece and Germany. This programme encourages scientific cooperation through the development of joint research projects lasting up to three years in areas of interest for the Greek and German scientists involved. Additionally, IKY awards scholarships to Greek postgraduate students at the European University Institute in Firenze.
CONICS - Interuniversity Consortium for Development Cooperation

CONICS was established in 1990 to lend active support to Italy’s international cooperation in higher education, particularly with regard to developing countries and Central and Eastern Europe. 26 Italian universities are members of the consortium, which is recognised as a private-law institution by a decree of the Ministry for Universities and Scientific and Technological Research. CONICS contributes to the strengthening of its member universities’ contacts and links with partners abroad and acts as the National Contact Point for the Tempus Programme. The organisation also operates on behalf of the Ministry for Universities for the benefit of the higher education system’s internationalisation level, and signs agreements with national and international bodies to carry out academic cooperation projects as well as scholarly studies on issues related to the international dimension of higher education.

NUFFIC - The Netherlands Organization for International Cooperation in Higher Education

NUFFIC, which was created in 1952, has the legal status of a Foundation. Its core mission is expressed through the motto “Linking knowledge world-wide”. The organisation furthers international cooperation in higher education because it believes that this will help to make the world a better place to live in. Particular attention is paid to developing countries. NUFFIC’s main areas of activity are development cooperation, internationalisation, recognition of educational qualifications, and the positioning of Dutch higher education in emerging education markets. Its core business is the management of programmes for grants and projects in its main areas, the creation and maintenance of networks (also on-line), consultancy, international credential evaluation, and communication. It functions as the Dutch national agency for Socrates and Leonardo and as the Dutch Naric.
SIU - Norwegian Council for Higher Education, Centre for International University Cooperation

The Centre for International University Cooperation (SIU) is owned by the Norwegian universities and colleges through the Norwegian Council for Higher Education. SIU operates international cooperation programmes within education and research on behalf of the Council. Being a centre of specialised competence in the field, SIU supports joint action among Norwegian universities and colleges on issues of internationalisation. SIU is engaged with programmes towards developing countries (NUFU, NORAD fellowship programme); Eastern Europe; the Nordic countries (Nordplus and Nordmål); and is the Norwegian National Agency for the Socrates Programme of the European Union.

SAAIC - Slovak Academic Association for International Cooperation

SAAIC is a non-governmental organisation established in 1991. 45 Slovak universities and faculties are members of the association. The objective of SAAIC is mainly to develop the international co-operation of Slovak Higher Education institutions. SAAIC administers several international and European programmes and projects, among these Socrates, Leonardo and Tempus.

SAIA-SCTS - Slovak Academic Information Agency

Like its sister SAAIC, SAIA-SCTS is a non-governmental, non-profit organisation. Its objective is to strengthen civil society and to assist in the development of education in Slovakia, through the provision of services for the “third” (tertiary) sector and the academic community. In the area of academic mobility, SAIA-SCTS administers scholarship programmes, organises seminars and information days on international educational programmes and offers services for international students and for Slovak students going abroad, as well as for Slovak NGO's.
HSV - National Agency for Higher Education

The National Agency for Higher Education is a public agency for matters concerning Swedish higher education. Its tasks include a very wide range of activities, such as evaluation and accreditation, carrying out quality audits, developing higher education, research and analysis, supervision, international questions and study information.

IPK - The International Programme Office for Education and Training

The International Programme Office for Education and Training is a public agency supporting schools, universities, companies, organisations and private individuals who wish to take part in international cooperation, from projects in education and competence development to placements and studies abroad. The Office administers the Socrates and Leonardo programmes, as well as a number of other international programmes and activities, in addition to providing advice and information on transnational cooperation.

SI - The Swedish Institute

The Swedish Institute (SI) is a public agency entrusted with disseminating knowledge abroad about Sweden and organising exchanges with other countries in culture, education, research and public life. In doing so, it seeks to promote Swedish interests and contribute to economic growth. In the field of education and research, SI is responsible for Sweden’s bilateral exchanges and cooperation with other countries. For the time being, the regional focus of activities is on Central and Eastern Europe. One of the SI’s principal tasks is to produce and disseminate information about Swedish higher education and research and thus to seek to increase interest for study in Sweden. SI also supports the teaching of the Swedish language abroad.
CRUS - Rectors’ Conference of the Swiss Universities

The newly reorganised CRUS aims to provide a platform for the exchange of information and the cooperation between all Swiss universities as well as between universities and public authorities, national bodies in science and research, and international organisations. The internationally related tasks of CRUS include information, documentation, scholarship programmes, international exchange, co-ordination of the Swiss affiliation to the Erasmus Programme, and the Swiss information centre for academic recognition matters (ENIC).

The British Council

The British Council is the United Kingdom’s international organisation for educational and cultural relations. Its purpose is to enhance the UK’s reputation in the world as a valued partner, and one of the main objectives is to build the United Kingdom’s role as a leading provider of educational and cultural opportunity for people overseas. The Council creates opportunities for people world-wide with programmes in education, English language teaching, the arts, science, governance and information. A network of 243 offices and teaching centres in 110 countries provides the United Kingdom with access to a wealth of information about the world, and a strong capability to run programmes both bilaterally and multilaterally.
**AVCC - Australian Vice-Chancellors’ Committee**

Vice-Chancellors of 38 Australian universities are members of the AVCC. The AVCC seeks to advance higher education through voluntary, cooperative and coordinated action. It assists the Vice-Chancellors in the performance of their university responsibilities; provides a forum for discussion on higher education issues; encourages international cooperation; administers programmes involving Australian universities; and plays an advocacy role in relation to international education matters. AVCC represents Australian universities in a number of mobility programmes in Asia, and has formal links and cooperative activities with counterpart bodies in several countries.

**IDP - Education Australia Limited**

IDP is Australia’s independent international education organisation, owned by 37 Australian universities. Through offices in 52 countries, IDP provides global services for education and development to international students, institutions, governments, funding agencies and corporations. IDP is the leading organiser of activities which promote Australian education internationally. IDP has broad-ranging investigatory expertise and provides research, market information, data analysis and consultancy services for education institutions, governments, business and international agencies. It offers business solutions for overseas governments and agencies based on partnerships with Australian organisations. IDP also manages technical assistance and other projects focused on human resource development.
AIEJ - Association of International Education, Japan

The objective of AIEJ is to contribute to the promotion of educational exchanges and friendship between Japan and other countries by conducting various international educational exchange projects and providing services for international students. AIEJ offers a wide variety of services, including the provision of information and advice on study in Japan and study abroad, the promotion of short-term student exchange, the provision of scholarships to more than 10,000 international students, welfare services for international students, follow-up programmes for former international students in Japan, the administration of Japanese language tests, and assistance in international exchange. Attracting international students to Japan is one of the most important policies of the Japanese government, making AIEJ’s role more and more important.

IIE - Institute of International Education

IIE is a non-profit educational exchange organisation, headquartered in New York City with 19 offices around the world. Its objectives are to foster mutual understanding, build global problem-solving capabilities, and develop institutional capacity. World-wide, IIE administers over 200 projects involving close to 20,000 students, scholars and professionals annually. Its research, publications and website on academic mobility assist policy makers, university planners and individual students and scholars. IIE implements its programmes in cooperation with government agencies, foundations, corporations, NGOs and universities. The single largest program IIE administers is the Fulbright Program, sponsored by the U.S. Department of State in cooperation with foreign governments and bi-national commissions around the world.

IREX - International Research & Exchanges Board

The International Research & Exchanges Board (IREX) is a US-based private organisation committed to international education in its broadest sense. IREX’s activities encompass academic research, professional training, institution building and technical assistance between the United States and the countries of Eastern Europe, the New Independent States, Asia, and the Near East. IREX sponsors and supports programmes of advanced field research, professional training, international conferences, seminars, and comparative analysis.
News from the ACA Secretariat

The year 2000 again witnessed change in the Secretariat. Director Bernd Wächter, Deputy Director Brigitte Hasewend and Administrative Assistant Laure Caluwaert were joined by Julie Sepulchre and Ingrid Dreyer. Julie is the team’s new very dynamic Office Manager. She formerly worked in the Adapt and Employment Technical Assistant Office and has an excellent track record in technical assistance. Ingrid, on secondment from the Norwegian member SIU for a nine-months period, has done wonders to give the Association’s information work a state-of-the-art look. She is a professional in information and communication matters. Tamara Botelgier, former ACA Secretary and Receptionist, left us for the European Commission early in the year. The team got valuable support from two young stagiaires, Juan-José Jimenez and Pia Littmann.
## Accounts 2000 (Amounts in EUR)

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<td>0</td>
<td>15 922</td>
<td>13 127</td>
<td>12 811</td>
</tr>
<tr>
<td>OCE payment for Secr. Serv.</td>
<td>0</td>
<td>0</td>
<td>1 893</td>
<td>1 893</td>
<td></td>
</tr>
<tr>
<td>ACA share of ETAPE Man. Fee</td>
<td>86 659</td>
<td>75 900</td>
<td>70 173</td>
<td>70 172</td>
<td>69 493</td>
</tr>
<tr>
<td>Project income</td>
<td>156 862</td>
<td>201 034</td>
<td>10 840</td>
<td>30 785</td>
<td>136 568</td>
</tr>
<tr>
<td>Other income</td>
<td>15 119</td>
<td>1 050</td>
<td>6 953</td>
<td>5 785</td>
<td>15 098</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>505 408</strong></td>
<td><strong>508 584</strong></td>
<td><strong>319 217</strong></td>
<td><strong>309 766</strong></td>
<td><strong>444 592</strong></td>
</tr>
</tbody>
</table>

| **Result**                               | **23 183**    | **52 270**    | **-23 136**   | **-5 817**    | **17 675**    |
FIND OUT MORE ABOUT ACA

More information on the members and activities of ACA can be found on the ACA website.

The website also contains the ACA Newsletter, a new fast-information service for members and other interested persons and organisations, with up-to-date news on the international higher education sector.

In-depth portraits of all ACA member and associate member organisations and their activities are also available in the new edition of the *Directory of ACA Member Organisations*. The booklet can be obtained free of charge from the secretariat.

ACA website:  
www.aca-secretariat.be
The Academic Cooperation Association (ACA) is an independent European organisation dedicated to the support, improvement, management and analysis of academic cooperation within Europe and between Europe and other parts of the world. 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 and beyond, responsible for the promotion of international academic cooperation. Further information is available from the address below.

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