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ACADEMIC COOPERATION ASSOCIATION
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The year 2001 changed the world. The attacks of 11 September not only took thousands of lives. They left behind a trauma which all of us are only slowly overcoming. The wounds are particularly deep with our friends in America, with whom our thoughts and feelings were after the catastrophe, and with whom they remain. But September 11 was an attack on civilisation as a whole, not only on America. It is now all the more important to stand up for the values the terrorists tried to hit. Key among them are the peaceful resolution of conflicts, and an open dialogue between cultures. Our main concern, internationalisation, has therefore become even more important than it was before.

Beyond 11 September, 2001 was another successful year for the Academic Cooperation Association. Particularly through its project work, the Association continued to address innovation in education and training. Two projects are particularly relevant in this regard. The study on transnational education in lifelong learning explores territory uncharted so far — and promises results which go against the conventional wisdom. The project on programmes taught in English at European higher education institutions is also likely to correct some firmly held but erroneous beliefs.

2001 also saw a highly successful ACA seminar take place among the fjords and glaciers of Norway, exploring the theme of “virtual mobility and cooperation”. It not only resulted in another publication in our own series, the ACA Papers on International Cooperation in Education. It also witnessed the birth of a new formula for international events: selective in participation, high in quality, and held in a serene environment stimulating reflection and networking. The “Fjærland formula”.

This is by no means all. ACA continued its support for the Bologna Process, with a conspicuous presence at the Salamanca Convention of Higher Education Institutions and at the Prague Ministerial Summit, and it went on advocating further core concerns related to innovations which Europe’s education and training systems need so urgently. Also, the Association was in high demand as an advisor on the design and delivery of international educational programmes.

I could go on, adding further exploits, but I will not. For it is all there for you to discover, further on in this report. Bonne lecture.

KONSTANTINOS KERAMEUS
President
The Internet revolution is leaving its mark on higher education, too. There is a shared belief that the new information and communication technologies will considerably transform the universities and other higher education institutions. Some observers even see the existence of the traditional university under threat, labelling it an outmoded “brick-and-mortar university”, and hailing the new “click university”.

Which impact are the new forms of education delivery going to have on one of ACA’s key concerns, the internationalisation of (higher) education? Will e-learning put an end to the present-day forms of internationalisation? Will “virtual” mobility, in the form of online learning, replace “physical” mobility and exchange, thus reverting a trend of the last decades? And how will the e-revolution affect the policies and programmes of mobility and internationalisation agencies, that is, the members of ACA?

These were some of the leading questions behind an ACA-seminar held in Norway in June 2001. Organised in cooperation with its Norwegian member, the Centre for International University Cooperation (SIU), and on the occasion of the latter’s 10th anniversary, the event convened a hand-picked set of some 50 participants from all the world’s five continents: chief executive officers of internationalisation agencies, representatives of international and supranational organisations, heads of European and global higher education networks and, last but not least, researchers knowledgeable on the subject. Held in the serene environment of the village of Fjærland at the foot of continental Europe’s largest glacier, and on board a boat cruising the fjord’s of Norway, the seminar proved ideal for networking between its heavy-weight participants, and for the sort of deep reflection which hardly materialises in today’s brief conference encounters squeezed in between two flights. ACA and SIU are grateful to the Nordic Council of Ministers, which supported the seminar with a generous grant.

13 high-level speakers enlightened the participants on the implications of online learning and the fate of “classical” internationalisation, amongst them the former editor of the Times Higher Education Supplement, Peter Scott, and Marijk van der Wende, of Europe’s leading think tank on higher education issues CHEPS. The rich harvest of the seminar, in the form of the presentations given there, has now been published in the Association’s own publication series, the ACA Papers on International Cooperation in Education.
Here are some of the insights from the publication
The Virtual Challenge to International Cooperation in Higher Education:

› Virtual education is a partly overrated phenomenon, which will not yield the death blow to the old “brick-and-mortar” institution. But:
› E-learning is there to stay, and to grow, but in combination with traditional teaching modes and focused mainly on adult learners;
› Virtual education is not in itself international, and
› It will not replace, but complement, traditional forms of internationalisation, such as “physical” exchanges, and
› Internationalisation agencies, like the members of ACA, need to respond to this development, by complementing their “conventional” programmes with “virtual” components.

Due to the great success of the “Fjærland formula”, ACA will hold a seminar of the same design again in the spring of 2002. Amidst the vineyards of Burgundy, a select group of educational leaders will then scrutinise another new phenomenon of our days, the marketing of higher education.

The participants of the ACA Conference at the Norwegian Glacier Museum in Fjærland
For a long time, education was provided and controlled almost exclusively on a national level. Those who wanted to benefit from a foreign education had to become mobile. Global competition in education has changed this. Today, it is not only the learners that move across national boundaries. Education also travels to the learner. This phenomenon has become known as “transnational education”. Online learning plays an important part in it, but also “off-shore operations” by foreign providers.

Being a rather novel phenomenon, research on it is not abundant. This is true of higher education, where, however, a few studies are available now. And it is much more the case in other areas of education and training, such as lifelong learning (LLL). ACA found that to be an unacceptable state of affairs and decided to devote a study to transnational LLL. The project “Lifelong Learning Knows no Borders” was started in early 2001. It is carried out by a researcher team from the University of Newcastle in the UK, Professor James Tooley and John Taylor, supported by Professor Lynne Chisholm (CEDEFOP/Newcastle) and ACA Director Bernd Wächter.

The project has two major aims. First of all, it tries to describe, in the first systematic effort known to us, the nature of the educational offers in transnational education, as well as their scale. In other words, it tries to answer the questions what the main forms of transnational LLL actually are, and how marginal or sizeable the provision of such education actually is. Second, it addresses the question of quality. Since quality control, if and where it exists, operates in a national context, there are fears that a lack of regulation might have led to low-quality and even fraudulent offers on a considerable scale. But is this true? Is the quality low? And is regulation a way out?

Interim results of the study were surprising in many ways. They indicate that some of the conventional wisdom and inspired guesses about transnational education might be widely off the mark. For example:

› In our days, the neat distinction between “education which learners travel to” and “learning which travels to the learner” cannot be kept up. In earlier days, all elements of an educational product were in one and the same hands: from the development of course content and materials, to the delivery and the training of trainers, to marketing, certification, accreditation and quality control. Today, numerous individuals and institutions share this work, and often on a transnational basis. Therefore, even if a learner “moves to the learning”, this does not mean it was all produced in the place where teaching and learning takes place.
Transnational offers in LLL are indeed a growing phenomenon, although there are a few areas and particularly small “cottage industry” types of providers, where ambition outweighs actual offerings. Provision is also by no means as much concentrated on a few areas, as is generally thought, such as business-related studies, computer or English language training. Rather, the spectrum is very wide, serving the “earner learner” as much as the “lifewide learner”. Indeed, many programmes target both amateur and professional needs, such as interior design or photography.

Not all programmes in transnational LLL are high-tech based. Indeed, a considerable share of courses, particularly such provided for those threatened by social exclusion, uses rather “traditional” means, ranging from printed material to radio broadcasts. Likewise, assumptions that the field is dominated by for-profit private providers are not an adequate description of the reality. Many not-for-profit, publicly supported establishments are on this market, too. And not every private provider is a for-profit actor, anyway.

No doubt there are fraudulent offers, and consumer protection is a clear issue. But it is not true that transnational LLL is dominated by them. Various means of external accreditation, internal quality control, and international certification are in place. The fact that there is indeed very little government regulation does therefore not mean that the market is unregulated in a wider sense.

Given that the market shows much more self-regulation than to be expected, and given that excessive control would stifle widening of provision and access to LLL, both of which are high on the political agenda, improved user information is an alternative to over-regulation.

The study also found indications that the higher education sector is an important provider of LLL. This is yet another sign of a blurring of boundaries between the different sectors of the education and training systems, and a redefinition of roles. The study will be finalised before the summer of 2002. It will hopefully inform further policies of the European Commission, which funded it under the SOCRATES Programme.
European higher education is undergoing major changes. Internationalisation continues to be on the upswing. The pressures from globalisation are making themselves felt in the form of global competition, and a related hunt to attract the brightest young minds from all over the globe. The Bologna Process is reshaping the formal architecture of our higher education systems.

One of the many novel phenomena that originate from this changed environment is educational offers taught in English — in countries where English is not the natural medium of instruction, and to students who are mostly not native speakers of this language. There are indications that tuition of this sort is growing everywhere — but there is not yet a systematic overview of its scope, scale and nature. This is why ACA started, in the second half of 2001, a large-scale research project. This project was made possible by a generous grant from the Stifterverband für die Deutsche Wissenschaft.

The first part of this project consists of a questionnaire survey of 1,550 universities and other tertiary institutions in all EU and EFTA countries, as well as in Poland, the Czech Republic, Slovakia and Hungary. So far, more than half of the institutions addressed responded — a major success. The statistical analysis, which is now well under way, will help to answer questions on which so far only enlightened guesses were available. Some of them are: is the swing towards teaching in English after all only marginal, or do such offers exist on a large scale? Which countries, and which types of tertiary establishments are in the lead? Are such programmes restricted to a narrow range of “international” disciplines, such as business education, or do they cover a wider subject range? At which level of study are they prevalent? Do they mainly target foreign students, or are they intended for domestic students as well? Why did universities establish them at all, what do they expect of them? Is their introduction linked to other reforms in Europe, such as the ‘Bologna movement’? The project is expected to answer these and many other questions.

However, the study will not only describe and analyse the status quo. It’s second part is intended to help improve the quality of this type of education, and offer guidance to institutions which intend to become active in this field, but do not know how exactly to go about it. Site visits to universities and colleges that are among the “market leaders” in English-language-taught programmes will contribute to this objective, by identifying best practice. This way, the research team will find out about the “do’s and don’ts” — which are the most fatal mistakes to be avoided, which are the most common problems? What can be solutions to them? Are there already successfully tested quality assurance and accreditation instruments for programmes taught in English? How does one deal with the cultural diversity of learners? And how with their different level of content...
knowledge and linguistic skills? How do you assure the language skills of the teachers? A set of recommendations on these issues will be a core part of the study.

First trends are already emerging from the survey part of the project. Tuition in English is a small-scale phenomenon still, although the pace of growth is fast. The countries with most offers are those north of the Alps: Southern Europe is hardly present. The majority of degree schemes are very young, and there appears to be a link between their emergence and the creation of national funding schemes. While some subject areas are more frequent than others, this type of tuition exists across the whole range of disciplines, including unlikely specialisations such as theology or “mathematical psychology”. In many instances, the growth of teaching in English is closely linked to other innovations in a “Bologna” context.

Carried out by Friedhelm Maiworm (GES, Kassel), Bernd Wächter and Alex von Balluseck, the project will result in yet another publication in the ACA Papers on International Cooperation in Education, to appear towards the end of 2002.
Between themselves, ACA member organisations probably run more international exchange and cooperation programmes in education and training than any other organisation in the world. It is therefore no wonder that ACA is a sought-after advisor for designing, developing, adapting and evaluating such schemes. In 2001, two highly reputed programme providers, the Nordic Council of Ministers, and the Open Society Institute, turned to ACA for advice.

The Nordic Council of Ministers has over the last decade become a major supporter of educational mobility and project-based collaboration between the Nordic countries, the Baltic States and North-West Russia. Over time, more than a dozen such programmes came into existence, among them the well-known NORDPLUS scheme, catering for a wide range of institutions and individuals in primary, secondary and tertiary education, as well as in lifelong learning and in regional languages. Should these individual programmes be amalgamated into one single comprehensive framework programme, or should they remain independent schemes? Should Nordic education and training cooperation schemes be administered centrally from Copenhagen, or de-centrally by various actors in the Nordic region? What should be the relationship between the Nordic schemes and the European Union’s programmes? These were some of the questions the Nordic Council of Ministers asked – and ACA answered in the form of 11 recommendations. The recommendations were well received and are likely to have a major impact on the ongoing programme reform.

The Open Society Institute (OSI) in NYC, sometimes referred to as the ‘Soros Foundation’, promotes the values of democratic society all over the globe, with a particular focus on Eastern Europe. One of the many instruments the Open Society Institute offers is the Undergraduate Exchange Programme (UEP), which provides scholarships for students from this region for a one-year non-degree study abroad phase at US universities, in the humanities and the social sciences. Regarding a number of transition countries, OSI was not sure if the programme in its present form was still the adequate instrument for reform. ACA advised OSI, stressing the continued need for this important scheme, while at the same time suggesting changes which would strengthen its impact on civil society.
ACA is a mission-driven association. An important part of its mission is to contribute to innovative change in European education and training, particularly higher education. And: both in order to provide quality education for its citizens in the 21st century, and to remain competitive in an emerging world education market, Europe urgently needs structural adaptation.

An important instrument of system innovation is the ‘Bologna Process’. From its beginnings at the 800-year anniversary of Sorbonne University, ACA has supported this agenda of change. In 2001, the Association was involved in the two principal ‘Bologna events’, the Convention of European Higher Education Institutions in March and the academic programme at the Prague ministerial meeting in May. ACA Director Bernd Wächter acted as the rapporteur of the working group “Competitiveness at home and in the world”, which impacted strongly on the conclusions of the Convention. In Prague, he was one of the speakers in the discussion group on bachelor and master degrees. He also lectured widely on the need to move ahead with the Bologna agenda at conferences in Europe and North America, and contributed articles to various international journals.

Another example of advocating change is ACA’s engagement for strengthening Europe in the worldwide competition over students and young researchers. Already in its study The Globalisation of Higher Education, ACA had stressed the need to complement scholarship programmes and other more traditional instruments of reaching this aim by efforts to enhance the attractiveness of Europe, such as internationally compatible curricula, enhanced services and adequate marketing strategies. ACA’s working group on marketing produced a number of proposals for effective ways to put Europe “on the map”. The Association was therefore happy to learn that the European Commission had taken on board many ACA proposals when it started to develop its first comprehensive “third country strategy” in 2001.

Networking, by means of creating strategic higher education alliances at European and global level is another key concern of ACA. Networking and Networks was one of the themes at the by-now traditional ACA/EAIE Research Seminar, held for the third time in Tampere in December 2001. The seminar, which itself is an example of networking, and to which colleagues from ‘sister organisations’ contributed, drew a select and satisfied audience.
Égide, a not-for-profit organisation, was founded in 1960 by the French government in order to implement the latter’s international cooperation initiatives. The organisation’s head office is located in Paris. The headquarter is supported by a network of regional offices all over France, the major ones being located in Lyon, Montpellier, Toulouse, Strasbourg and Marseille. Their work covers each of their respective regions, offering know-how and services identical with those provided by the Paris head office. Égide also has a permanent or partial presence in 23 other towns. The total number of staff in France reached 240 in 2001. In the same year, Égide’s turnover was 155 million Euros.

The management of international mobility schemes is Égide’s key business. This entails a wide range of services catering to every need of a foreign grantee in France, such as the organisation of programmes, travel, accommodation, insurance, administrative arrangements, and the payment of allowances.

Until 10 years ago, scholarship schemes for foreign students and trainees were the only programmes managed by Égide. However, in the last few years, the Ministry of Foreign Affairs, Égide’s main client, has entrusted new programmes to the organisation. While requiring the same core resources and know-how, they address a wider set of target groups: French civil servants on short-term missions abroad, foreign personalities on high-level professional visits to France, French scholarship holders abroad, and French and foreign scientists on research-focused mobility programmes.

In 1999, the diversification of Égide’s activities further advanced through its involvement in the management of EU-financed “twinning programmes”, which are to prepare Central and Eastern European accession countries for joining the European Union. Égide was chosen to provide sound organisational and financial services to back up the mobility activities in the “twinning programme”.

MEMBERSHIP: NEW ACA MEMBERS

EGIDE
Le Centre Français pour l’Accueil et les Echanges Internationaux

www.egide.asso.fr
CIRIUS Danmark is an independent, governmental institution connected to the Danish Ministry of Education. It was established in July 2000 as a merger of the activities of various predecessor organisations. The intention behind the establishment of Cirius is to have one single and strong organisation for all programmes and activities concerning internationalisation of education at all levels. This enhances synergy between sectors and programmes, strengthens quality and makes it easier for clients and users to obtain comprehensive advice and information.

The aim of Cirius is to promote the internationalisation of education and training in Denmark, and to ensure Danish participation in international educational programmes. The Centre covers all parts of education and training as well as youth activities taking place outside the formal educational system. Cirius is the Danish coordination agency for the three major EU education programmes Leonardo, Socrates and Youth, and a number of programmes and schemes that contribute to international cooperation in education and training, including the Danish PIU programme (work placement abroad).

In addition, Cirius has the function of a national knowledge and information centre on internationalisation for various users groups (educational institutions, companies, public authorities, policy makers, students and teachers). Cirius aims at strengthening the internationalisation and mobility in education through several other activities, such as hosting of conferences, courses and meetings. It is involved in the national follow up activities of the Bologna declaration. It prepares studies, surveys and evaluations on internationalisation and the experiences gained from projects under the programmes that Cirius administers. It publishes information about studying abroad. Finally, Cirius has the important task of raising the profile of Danish education abroad and to disseminate information about education and training for international students in Denmark.
The Vlaamse Interuniversitaire Raad (VL.I.R.) is a non-profit association founded in 1976. The VL.I.R. acts as the rectors' conference for the six Flemish universities.

The VL.I.R. is active in a number of fields. It promotes dialogue and cooperation among the Flemish universities, and between the Flemish universities and the respective authorities. It supports the Flemish universities in making common proposals and statements, and in giving policy advise to the government on issues related to university education and research. The VL.I.R. also presents a platform for Flemish universities to discuss and agree joint positions on the challenges of university management. Besides, the VL.I.R. advises the public authorities on university education and research policies and it facilitates joint projects for the government, such as studies on topical issues in the academic debate. It also coordinates the Flemish universities' development cooperation programmes.

Furthermore, the VL.I.R. is active in quality assessment, running a system of site visits to universities by peer review teams. The VL.I.R. encourages the Flemish universities to play a role internationally. It supports the participation of Flemish universities in European and international higher education and research programmes, it engages in cooperation with other rectors' conferences in Europe, and it fosters cooperation between universities in Flanders and in developing countries by managing and coordinating development cooperation programmes. In this latter field, the VL.I.R. runs the following schemes:

- institutional university cooperation (long-term projects with selected partner universities);
- own initiatives (individual projects set up by the universities);
- “north actions” (including international courses and training programmes at the Flemish universities); and
- scholarships for students from developing countries taking part in the above training programmes and courses.
VLHORA is the independent council (umbrella organisation) of the Flemish hogescholen, all 25 of which are members of the association. It was established in 1996 and officially recognised as a public institution by the Flemish Parliament in 1998.

The core activities of VLHORA are to promote the interests of the hogescholen in Flanders, to coordinate common activities they undertake, and to give advice and lend support to the Ministry of Education, the Administration of Higher Education and Scientific Research, and the hogescholen themselves on all higher education matters.

In pursuit of its aim to effectively support its member institutions with regard to relevant higher education issues, VLHORA set up working groups composed of specialists from the hogescholen in the areas of quality assurance in higher education and training; financing of higher education; curriculum reform; lifelong learning and adult education; internationalisation and globalisation; social interest of students; reform of teacher training; and ICT and tele-teaching. Furthermore, VLHORA has run various projects in the area of internationalisation, which include the organisation of conferences and training courses, as well as surveys and studies. It operates several student exchange programmes, and it provides information to the international offices of the hogescholen and to individuals on study abroad in the framework of the EU education and training programmes and on opportunities in the EU research framework programmes, and it organises study visits of European delegations.

The meaningful and efficient way of working quickly turned VLHORA into a major advisory and consultative actor in the Flemish educational world and into the most important representative of the 100,000 students and several thousand staff members of the Flemish hogescholen.
ÖAD is a membership organisation composed of all Austrian universities, universities of the arts, Fachhochschulen, teacher training colleges and colleges of the arts. It manages a wide range of scholarship programmes for students, postgraduates and scientists, it provides information and advice for study and teaching abroad of Austrian students, and it is in charge of the on-site advising and support of scholarship students in Austrian universities. ÖAD is Austria's main service organisation for support and promotion of internationalisation in education and research.

CIMO is a government agency with the mission to enhance the internationalisation of higher education and training, youth and culture in Finland. CIMO administers various scholarship and exchange programmes, it offers international trainee placements, and it promotes Finnish studies abroad and markets Finnish higher education worldwide. The organisation is also active in research on the internationalisation of higher education. CIMO’s client base covers a wide range of educational institutions, enterprises, NGOs and authorities in charge of education, employment and youth.

EduFrance is a non-profit public-private partnership of the French ministries of Education, Foreign Affairs, Culture and Communication, and Foreign Trade and over 130 public and private education institutions. Its focus of activity is on the promotion of French higher education everywhere in the world, the provision of comprehensive orientation and support services for foreign students before and during their stay in France, and on coordination and export of French educational engineering expertise.

DAAD is a non-governmental organisation whose members are 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 student and faculty scholarship and cooperation programmes are open to foreigners and Germans alike and cover all academic disciplines. DAAD also supports internationalisation of German higher education through a number of services such as information, publications, marketing consultancy and counselling.
IKY is a Decentralised Service of the Greek Ministry of Education and Religion. The main objective of IKY is to provide scholarships for Greek and foreign students, postgraduates and researchers for studies in Greece and abroad and for Greek civil servants, holding a bachelor or higher degree, for further education in international organisations or services abroad. IKY also acts as the National Agency responsible for the implementation of the Socrates programme in Greece.

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, to introduce and strengthen the European dimension in this field and to promote Hungary’s accession to the EU. These aims are met mainly via the management of international cooperation programmes and special projects in the field of education, training and EU-related issues.

CONICS is a non-profit organisation in the field of international cooperation in higher education, particularly with developing countries and Central and Eastern Europe. 26 Italian universities are members of the consortium. CONICS contributes to the strengthening of its member universities’ contacts and links with partners abroad. It 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 and scholarly studies on issues related to the international dimension of higher education.

NUFFIC is a foundation which furthers international cooperation in higher education, paying particular attention to developing countries. Nuffic’s main activities areas are development cooperation, internationalisation of higher education, international credential evaluation and marketing of Dutch higher education abroad. It administers programmes designed to foster academic exchange and improve the knowledge infrastructure, it provides consultancy service, and it is active in a wide variety of projects in the field of recognition and mobility.
The SIU is “owned” by the Norwegian universities and colleges through the Norwegian Council for Higher Education. The aim of SIU is to strengthen higher education and research through international cooperation. SIU operates international cooperative programmes in research and education on behalf of the Council, and acts as a competence centre in the field of internationalisation for the universities and colleges in Norway and their partners abroad. All programmes are dedicated to institutional cooperation, with students, researchers, leaders, pupils, teachers and other persons involved through their institutions.

SAIA-SCTS is an NGO with the aim to strengthen civil society and to assist in the development of education in Slovakia. Through a network of nine branch offices in all regions of Slovakia, it offers its services to the academic community and to the “third” sector (non-governmental organisations). In the area of academic mobility, SAIA-SCTS manages international scholarship programmes, and offers information and counselling services for international students in the Slovak Republic and for Slovak students going abroad. It also provides a wide range of services for Slovak NGOs.

SAAIC is a non-governmental organisation, whose members are 45 Slovak universities and faculties. The aim of SAAIC is to develop the international cooperation of Slovak higher education institutions. It administers several international cooperation programmes, it operates a database of Slovak higher education experts, it provides information on the Slovak education system and on the Slovak participation in EU education and training programmes, and it acts as a broker for contact between Slovakia and other countries.

HSV is a central government agency for higher education issues in Sweden. Its tasks include a very wide range of activities, such as supervision of universities and university colleges, and evaluation and accreditation of their study programmes, and quality management assessment of higher education. It also monitors and analyses developments in higher education and research, as well as changes in society as a whole, and it deals with international issues and provides statistical information on higher education institutions in Sweden.
IPK is a public agency supporting schools, universities, companies, organisations and individuals wishing to participate in international cooperation. This can cover activities ranging from international cooperation projects in education and competence development to placements and studies abroad. Exchange programmes for young people and teachers are likewise an important part of this work. The agency also provides information and advice on opportunities, it processes applications and it disseminates best practise of international cooperation.

The Swedish Institute is a public agency entrusted with disseminating knowledge abroad about Sweden and organising exchanges with other countries in the spheres of culture, education, research and public life. In doing so, it seeks to promote Swedish interests and to contribute to economic growth. The Swedish Institute promotes and provides grants for cooperation and exchange in education and research between Sweden and other countries. It also supports the teaching of the Swedish language and literature abroad.

The CRUS is a private association whose members are the Swiss universities. The CRUS aims to provide a platform for the common interests and concerns of Swiss universities, to support coordination in teaching, research and services, to foster exchange of information between all universities and between universities and public authorities, national authorities in science and research, and international organisations. The main service functions of CRUS include information, a documentation service on Swiss higher education, the administration of grants and exchange programmes and the Swiss information centre for academic recognition (ENIC).

The British Council is the United Kingdom’s principal agency for educational and cultural relations with other countries. Its main objectives are to promote UK culture abroad, to build the UK’s role as a leading provider of educational and cultural opportunity for people overseas, to promote the learning of the English language abroad and to strengthen educational cooperation between the UK and other countries. Its work covers many areas, such as particularly education and training, arts, literature and design, science and technology, English language teaching, governance and human rights, information exchange and knowledge management.
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<th>Country</th>
<th>Organisation</th>
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<td>Australia</td>
<td>AVCC - The Australian Vice-Chancellors' Committee</td>
<td>The 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 Vice-Chancellors in the performance of their university responsibilities, provides a forum for discussion on higher education issues, develops policy positions and guidelines on higher education matters, promotes the needs and interests of Australian universities, encourages international cooperation, administers programmes involving Australian universities and acts as a source of information about universities in Australia.</td>
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<td>Australia</td>
<td>IDP - Education Australia</td>
<td>IDP is a non-profit organisation owned by 37 Australian universities. Through offices in 32 countries, IDP provides global services for education and development to international students, institutions, governments, funding agencies and corporations. It strengthens Australia's position in the global education markets through marketing and promotion activities, research, market analysis, customised consultancy services, evaluation and assessment services, organisation of conferences, training programmes and other events. It plays a key consulting role in establishing links between Australian education institutions and their overseas counterparts.</td>
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<td>Japan</td>
<td>AIEJ - The Association of International Education, Japan</td>
<td>The objective of AIEJ is to contribute to the promotion of international exchanges and friendship between Japan and other countries by conducting various international exchange projects and providing services for international students. AIEJ offers a wide variety of services, including provision of information and consultation on study in Japan and study abroad, short-term student exchanges, the provision of scholarships to more than 10,000 international students, welfare services for international students, follow-up services for foreign alumni in Japan, delivery of Japanese language tests, and assistance in international educational exchange.</td>
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<tr>
<td>United States</td>
<td>IIE - The Institute of International Education</td>
<td>IIE is a global non-profit higher education and professional exchange agency, whose members are over 600 higher education institutions around the world. Its mission is to foster mutual understanding, build global problem-solving capabilities, and develop institutional capacity. Worldwide, IIE administers over 200 projects involving close to 20,000 students, scholars and professionals annually. IIE implements its programmes in cooperation with government agencies, foundations, corporations, NGOs and universities.</td>
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The ACA Secretariat is constantly working on improving its information services and tools. To present to the outside world the work of the Association, and as a means of networking between member organisations.

The year 2001 witnessed the appearance of the Directory of ACA Member Organisations. This 100-page booklet, which was produced by ACA Information Officer Ingrid Dreyer, gives impressive testimony to the vast expertise and experience and the wide activity range of ACA member and associate member organisations. Organisations are presented in a standardised and easy-to-read form, making the publication an excellent first orientation tool for anyone seeking funding for international activity. The booklet describes the missions, funding programmes and other services of each member and gives practical information, such as contact details, publications and budgetary figures.

In 2001, ACA also started its new newsletter, an e-mail service which is also available on the ACA website. Appearing in monthly intervals, the ACA Newsletter presents not only news from the Association. It also provides information on policy and programme developments in education and training at the national, European and global level, it highlights important events, it presents recent research on education and training matters, and it contains a conference calendar. The Newsletter is in high demand, not only from ACA members, but from much wider circles including education policy makers and researchers, and from journalists.
Encouraged by the big success of its Fjærland seminar, ACA has decided to organise this sort of seminar event on a regular basis. Hosted by French ACA members Égide and EduFrance, the 2002 event will take place in Burgundy, France. The seminar will be based on the “Fjærland formula”: a cutting-edge theme which has so far not received the attention it deserves; a select number of leaders as participants, on invitation only, from ACA member organisations, international and supranational organisations, sister organisations and the field of research; highly renowned experts as presenters; a non-capital-city location, offering the relaxed and unhurried atmosphere conducive to thorough intellectual probing and successful networking; and a culinary and touristic by-programme of the first order. The 2002-seminar will take place in Dijon, back-to-back with the ACA General Assembly, between 24 and 26 May. It will scrutinize the implications of a novel phenomenon in European higher education, that of “global marketing of education”.

There will also be two new publications in the ACA Papers on International Cooperation in Education. Towards the end of the year, the final report of the project on English-language-taught degree programmes will appear, providing for the first time an analysis of the scope and scale of this form of education. The second book, to come out already in the summer of 2002, will present the results of the evaluation of the Erasmus programme since it became part of the Socrates scheme in 1995. This study was conducted by an international team of researchers led by professor Ulrich Teichler of the University of Kassel, Germany, who will also be the editor of this particular issue of the ACA Papers. ACA is proud to have been able to attract a researcher of this renown, and regards his interest as a sign that the ACA Papers are by now firmly established as an important source of analysis and reflection on internationalisation in Europe and elsewhere.

Finally, in 2002 ACA will be busy preparing another important event, to take place in 2003. For, in this year, ACA will be ten years old. A reason to celebrate...
The year 2001 brought a number of changes in the Secretariat, in the Administrative Council and in the Executive Committee of ACA.

In October 2001, Deputy Director Brigitte Hasewend left the ACA Secretariat to join the European Commission’s Directorate General for Research as a national expert. ACA would like to thank Brigitte for her important contribution over almost six years.

At the end of the year, Alex von Balluseck joined the ACA team as the new Senior Officer. Alex has an impressive track record in European cooperation, having worked for Dutch ACA member Nuffic, after earlier posts in the European Training Foundation (ETF), Torino, the EC Tempus Unit, Moscow and in the EC Tempus Office, Brussels.

In July, Secretariat colleagues had to say goodbye to Ingrid Dreyer, who had reinforced the team for nine months, on secondment from the Norwegian member SIU. ACA benefited tremendously from Ingrid’s solid expertise in information and public relations matters. She produced the new ACA Directory, and was one of the masterminds behind the legendary spring seminar in Norway.

Likewise on a staff exchange, Anita Kardos, from Hungarian ACA member TPF, followed in Ingrid’s footsteps in September 2001. Anita, who heads the Public Relations’ Unit at TPF, formulated a new information policy of the Association, and made the concept for this Annual Report. Her high professional standards helped ACA a lot.

Anita’s successor, Natalja Barkova, took over the work Anita had initiated including the editing of this Annual Report 2001.

Changes also took place in the governing bodies of the Association. The terms of two Vice-Presidents, Rudolf Nägeli of Switzerland’s rectors’ conference CRUS, and Christian Bode, Secretary General of Germany’s DAAD, came to an end in the course of 2001. ACA is in much debt to them for the farsight they displayed in steering the Association. They were succeeded by Ulf Lie, Director of SIU and François Blamont, Director of EduFrance, both for a period of two years. The mandate of ACA Treasurer and Vice-president, Ulla Ekberg, Director of Finland’s CIMO, was renewed for another two years.
### Accounts 2001 (EUR)

#### Expenditure

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<td>230,795</td>
<td>235,355</td>
<td>218,810</td>
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<td>94,653</td>
<td>95,250</td>
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<td>84,233</td>
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<tr>
<td>&amp; equipment</td>
<td>84,788</td>
<td>114,095</td>
<td>132,022</td>
<td>18,153</td>
<td>6,653</td>
<td>93,118</td>
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<td>Project expenditure</td>
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<td>Depreciation</td>
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<td>Travel, meeting &amp;</td>
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<td>18,820</td>
<td>17,017</td>
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<td>24,636</td>
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<td><strong>Total</strong></td>
<td>433,780</td>
<td>482,225</td>
<td>456,314</td>
<td>342,353</td>
<td>315,583</td>
<td>426,917</td>
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#### Income

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<td>Membership fees</td>
<td>277,326</td>
<td>246,768</td>
<td>230,620</td>
<td>213,436</td>
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<td>ACA share of ETAPE</td>
<td>103,467</td>
<td>86,659</td>
<td>75,900</td>
<td>70,173</td>
<td>70,172</td>
<td>69,493</td>
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<td>Project income</td>
<td>138,001</td>
<td>156,862</td>
<td>201,034</td>
<td>10,840</td>
<td>30,785</td>
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<td>Other income</td>
<td>781</td>
<td>15,119</td>
<td>1,030</td>
<td>6,953</td>
<td>5,785</td>
<td>15,098</td>
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<td><strong>Total</strong></td>
<td>519,575</td>
<td>505,408</td>
<td>508,584</td>
<td>319,216</td>
<td>309,767</td>
<td>444,591</td>
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<td>85,795</td>
<td>23,183</td>
<td>52,270</td>
<td>-23,137</td>
<td>-5,816</td>
<td>17,674</td>
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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, responsible for the promotion of international academic cooperation. Further information is available from the address below.

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