

Bernd Wächter

Handbook of European Associations in Higher Education

A Practical Guide to Academic Networks
in Europe and Beyond

**ACA Papers on
International Cooperation in Education**

Lemmens



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Supported by
The European Commission,
Directorate General Education and Culture

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Die Deutsche Bibliothek – CIP-Einheitsaufnahme

Handbook of European Associations in Higher Education / A Practical Guide to Academic Networks in Europe and Beyond / Bernd Wächter – Bonn: Lemmens Verlags- & Mediengesellschaft, 2000 (ACA Papers on International Cooperation in Education)

NE: ACA Papers

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Umschlaggestaltung: Christian Padberg, Bonn
Gesamtherstellung: Gesellschaft für Druckabwicklung, Bad Honnef

ISBN 3-932306-37-6

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Introduction

European cooperation of universities and other types of higher education institutions has become a standard feature of academic life on our continent. But this has not always been so, or, at any rate not to the extent it is today. As a consequence of enhanced exchange and cooperation among Europe's academia, the number of networks, groupings and consortia in Europe also went up markedly since the mid-1980s. I developed an acute interest in the life and activities of these organisms already in the early 1990s, and, in the years between 1995 and 1997, I published a series of some 15 articles in the *Deutsche Universitäts-Zeitung (DUZ)* on those among them whom I thought most important. I considered myself lucky that I had found an editorial team sympathetic to my strange whim. But I never expected that the essays would meet with anything but very mild interest. To my surprise, the response was substantial, and, what is more, overwhelmingly positive. From this day onwards, I have entertained the thought of coming up one day with a more systematic presentation of European higher education associations, in a language more widely spoken and understood than German and, hopefully, for a wider audience. It took some years for the thought to transform into the real product. A European Union grant, from the "complementary measures" of the SOCRATES programme, paved the way financially. The support of the Academic Cooperation Association (ACA), one of the organisations included in the handbook and moreover the one of which I am now the Director, was another *conditio sine qua non*. The most important piece of midwifery, however, was the help of the associations concerned, through the provision of information on themselves.

This *Handbook* consists of three parts. The first, and by far the most important one, is the collection of "portraits" of the 37 associations that were finally selected for inclusion in the publication. All portraits are designed in the same structure, for easy identification of key issues, and for reasons of comparability. Besides providing information of a technical sort, such as on contact details and further information sources, legal personality, governance, chief executive officers and presidents, the year of foundation and the last budget available, the texts aim to yield an insight into the "inner life" of the organisations, under the headings "history", "aims", "standard activities", "projects and initiatives", "regular events" and "publications". In other words: they are to give the reader a concise but full picture of what the particular association is about. If the reader feels that he or she is not getting just this, then I have failed.

A second, and much shorter section, is made up of an "assortment" of similar association with a world-wide membership, or of parallel organisms from other continents. The term "assortment" is chosen deliberately. Some thorough fieldwork was undertaken in order to establish the corpus of European associations, and, as a consequence, I can entertain the hope that readers will, by and large, find my choice not too arbitrary. The international

section simply consists of those organisations which I already knew, or such on whom I found cross-references when researching their European counterparts. Moreover, the information provided in the short “profiles” of these networks and consortia is much more limited. The profiles contain the contact details, the names of the CEOs and presidents, as well as a summary presentation of aims, activities and the history of each organisation.

A third and last section of this *Handbook*, the “postscript”, is an attempt to systematise the information collected and presented. The essay tackles this goal by scrutinising three aspects, namely the typology, the history and the activities of European higher education associations.

I admitted to a less than systematic approach in “assorting” the associations in the international section of this publication. But what were the guiding principles for the selection of European associations?

The first criterion applied was that only associations with a membership related to higher education would be eligible. In practical terms, “related to higher education” means

- ◆ groupings of universities and other higher education institutions themselves;
- ◆ networks of individuals belonging to the above institutions (academics, administrators, students), or;
- ◆ European “umbrellas” of national academic associations (associations of associations).

Some of these three groups admit as members, next to those tertiary education actors, also “stakeholders” from outside of higher education. The demarcation line for inclusion or exclusion in these cases was that the higher education-related part of the membership forms the largest membership group.

Second, the term “association” was interpreted to include only membership-based organisations. This is simply another way of requiring transnationality, or the European character in the composition of the organisms’ constituent parts¹.

Third, the associations which finally found their way into this publication concentrate on the educational aspect of higher education, as well as, to a lesser extent, on its role as a service provider. In other words, they are concerned with the teaching and learning aspect of the mission of higher education, and not, predominantly, with research². This does not mean that research is not one of the fields in which many of the associations included are active: but it

1 This principle was not followed in the case of one single organisation (ESMU), which proved absolutely comparable in every other respect (general aims and activities) with the membership-based associations included.

2 There is one association, the European Science Foundation, whose selection might be challenged on these grounds. The author admits that the excellent “portrait” which this organisation provided him with probably charmed him into including of the association.

is in no case the focus of a network's activity. One category of networks appears, at first sight, not to fit this criterion: the two organisations of researchers into higher education. The contradiction, however, is not a real one. Both organisations research (amongst other aspects) European and international cooperation in higher education.

Fourth, a minimum regional coverage was applied as an eligibility criterion. This does not mean that any organisation without a pan-European membership, or a membership covering the EU and EFTA countries, was excluded. Associations covering wider regions, such as the countries around the Baltic Sea, the countries of the Alps, or Europe's Nordic countries, are to be found in the publication. But associations operating exclusively in a smaller-scale cross-border area, for example, or associations that limit membership to three countries only, have been excluded.

Fifth, associations to be included had to display a minimum degree of institutional stability, expressed in formalised regulations and procedures. The many hundreds of *de-facto* networks which are and continue to come into existence through funding programmes of the European Union or other funding agencies and which require a multilateral consortium structure were not regarded as fulfilling this condition. The minimum requirement concerning formalisation was the existence of an agreement between the partners establishing the association, and a regulatory framework (statutes, charter, constitution) stating the aims, bodies and decision-making processes of the association. It was not a condition for inclusion that an association was a registered legal entity (although, as will be seen, the vast majority are).

Sixth, no organisation was selected which leads its life largely on paper. All associations included in the *Handbook* are "alive", in the sense that there is a minimum of joint activity. Obviously, some are much more "alive" than others, as readers will hopefully be able to see when leafing through this publication. One important aspect of "being alive" *nolens volens* was the ability of an association to provide the necessary information minimally needed for a portrait, either through supply on demand, or a least through information tools such as websites and publicly available printed material. There were (very few) associations which had been originally selected but had to be dropped because of failure to provide this service.

Last, in some cases the space available dictated selectivity. This concerns, for example, student associations, of which there exist quite many by now. Regarding this particular subset, discipline-unspecific (general) associations were accepted, but not the numerous discipline-based ones. Likewise, the regional rectors' conferences are represented only by examples (which were selected on their relative "responsiveness" to information requests).

Before inviting readers to peruse this publication, I need to pay debts. Two colleagues in my own organisation, Mr. Juan José Jimenez and Ms. Pia

Littmann, were of great help in collecting the information contained in this volume and in producing draft versions of the shorter profiles. To the member organisations of ACA I am indebted for the provision of valuable advice in the phase of identification and selection of associations. Those to whom I am most grateful, however, are the associations included in this publication. They supplied me with the basic material without which this publication would never have seen the light of day.

Bernd Wächter
Brussels, August 2000

Portraits of European Associations in Higher Education

Academic Cooperation Association (ACA)

Contact Details	15, rue d'Egmont, B-1000 Bruxelles, Tel: 32 2 513 22 41, Fax: 32 2 513 17 76, e-mail: info@aca-secretariat.be, website: www.aca-secretariat.be. Contact person: Bernd Wächter, Director.
Legal Personality	Association internationale sans but lucratif (AISBL) under Belgian law.
Year of Foundation	1993.
Membership	ACA is a pan-European association of national associations. Members in ACA are major agencies responsible for supporting international cooperation of their countries' higher education institutions, such as, for example, the British Council in the UK, CIMO in Finland, DAAD in Germany or NUFFIC in the Netherlands. <i>Full membership</i> is reserved for such organisations from (geographical) Europe. <i>Associate membership</i> is open to the same kind of organisations world-wide, as well as to European and international associations with a similar purpose. ACA currently has 16 <i>full members</i> , from 13 European countries, as well as associate members in Japan, Australia and North America.
Annual Budget	509,000 € (1999).
President/ Chairperson	Professor Konstantinos Kerameus, Director of the Hellenic Institute of International and Foreign Law, Athens, ACA President.
Chief Executive	Mr. Bernd Wächter, ACA Director.
Governance	ACA is governed by its <i>General Assembly</i> , on which all of the association's full members are represented. Like the <i>Administrative Council</i> , on which each country with ACA membership is represented by one <i>Administrator</i> , this body meets twice a year. An <i>Executive Committee</i> , composed of the <i>President</i> , the <i>Treasurer</i> , two <i>Vice-Presidents</i> and the <i>Director</i> , convenes three to four times a year. It prepares decisions of the <i>General</i>

Assembly and Administrative Council, and monitors the implementation of the latter's decisions. ACA receives advice on strategic issues from a select number of sister organisations, which are represented on the association's *Advisory Board*.

The day-to-day affairs are in the hands of the Brussels-based *ACA Secretariat*, headed by the *Director*. ACA has two *Standing Working Groups* (on "European cooperation" and on "Research and evaluation"), as well as project-based *Ad hoc Task Forces*.

Aims

ACA was founded to provide its members, who had traditionally been oriented on bilateral higher education cooperation, with a multilateral European platform. The organisation seeks

- ◆ to enhance contact and cooperation between its member organisations;
- ◆ to provide members with fast and privileged information on developments in the European Union institutions and international organisations;
- ◆ to manage, on behalf of the European Union and others, European and international cooperation programmes and projects in (higher) education;
- ◆ to carry out research and analysis on international and European cooperation in (higher) education, and to publish the results;
- ◆ to act as an advocate of internationalisation in higher education.

Standard Activities

- ◆ Management of major international and European collaboration programmes (SOCRATES, LEONARDO, EABIP);
- ◆ Higher education development projects;
- ◆ Research and analysis (studies, surveys, etc) on international collaboration in higher education;
- ◆ Publications (*ACA Papers on International Cooperation in Education*);
- ◆ Conferences and seminars.

History

ACA was founded in June of 1993, by the British Council, the German Academic Exchange Service (DAAD) and the Netherlands Organization for International Cooperation in Higher Education (NUFFIC). In the light of the growing number and importance of European Union programmes in education and train-

ing, these organisations, who support, on behalf of their governments, bilateral international cooperation of their countries' higher education institutions, felt the need for a common European platform. ACA membership soon expanded. In tribute to the new Europe and with a view to promote the setting up of independent internationalisation agencies in Central and Eastern Europe, full membership was extended from the EU and EFTA countries to the whole of Europe in 1998. Since 1995, ACA runs, together with ESMU, the SOCRATES Technical Assistance Office. Throughout its history, ACA has provided the European Commission and other international bodies with background research on issues of international cooperation. In 1999, the association started its own publication series, the *ACA Papers on International Cooperation in Higher Education*.

Projects and Initiatives

SOCRATES & Youth for Europe Office (since 1995)

For more than five years, ACA has, in cooperation with ESMU in the framework of the ETAPE consortium, been running the SOCRATES & Youth for Europe Office. This technical assistance office, with a staff of some 70, supports the European Commission in the implementation of the SOCRATES and Youth programmes and, since mid-2000, also the LEONARDO programme. The present contract expires in mid-2001.

Internationalisation Quality Review (IQR, since 1996)

IQR is a quality assurance and quality enhancement instrument for higher education institutions in the field of internationalisation. After an initial testing period, in which the tool was tried out and refined in universities on all five continents, ACA now offers IQR as a regular service to universities in Europe and beyond, in collaboration with CRE and the IMHE programme of OECD. The service is in high demand.

Internationalisation in European Non-University Cooperation (1999)

This project, supported by DG Education and Culture of the European Commission, explored the degree of international cooperation reached in European higher education outside the university sector (*hogescholen, Fachhochschulen, ammattikorkeakoulu*, etc.), and the particular issues which this sector pursues in interna-

tionalisation. The results are available in the form of reports from 15 European countries, and thematic analyses, in the *ACA Papers on International Cooperation in Education* (see below).

Capacity Building and Human Resources Development Measures for Higher Education in Bosnia-Herzegovina (1999-2000)

This project was conducted in the framework of the Phare Multi-Country Programme for the European Training Foundation (Torino). It supported the universities of Bosnia-Herzegovina in improving practice in data collection and information, quality assurance and recognition. The project was carried out in a consortium including the CRE, ACA members NUFFIC and DAAD, and the World University Service.

EU Cooperation Programmes with Non-European Countries (2000)

ACA only recently finished this study for DG Education and Culture, which consists of an overview and analysis of the Union's education and training cooperation programmes with non-European countries, as well as recommendations for a future EU "external" programme policy. It is to be published by the European Commission towards the end of 2000, under the title *The Globalisation of Education and Training: Recommendations for a Coherent Response of the European Union*.

Regular Events

- ◆ Conferences and seminars ("World-wide Meeting of Chief Executives of Higher Education Cooperation Agencies", 1996; "European Cooperation in the Non-University Sector of Higher Education", 1999);
- ◆ ACA Third Country Event, an annual autumn seminar, consisting of a presentation of new EU programmes and projects with countries outside the European Union;
- ◆ Meetings of the *General Assembly and Administrative Council* (twice a year).

Publications

- ◆ Alan Smith, Ulrich Teichler, Marijk van der Wende (eds.) *The International Dimension of Higher Education: Setting the Research Agenda*, Vienna (IFK Materialien) 1994;

- ◆ European Commission, *Cooperation in Education and Training between the European Union and the Countries of Central and Eastern Europe and the Newly Independent States*, coordinated by Liduine Bremer, Luxembourg 1995 (ISBN 92-826-9381-3);
- ◆ European Commission, *Bilateral Higher Education Cooperation Programmes between the Member States of the European Community and Japan*, Bruxelles 1997;
- ◆ European Commission, *EC-US Cooperation in Higher Education*, report produced by Brigitte Hasewend, Luxembourg 1997 (ISBN 92-828-0503-4);
- ◆ *Making the Case for international Cooperation in Higher Education: the Meise Consensus*, Bruxelles 1997;
- ◆ Torsten Kälve­mark, Marijk van der Wende (eds.), *National Policies for the Internationalisation of Higher Education in Europe*, Stockholm (Högskoleverket Studies) 1997 (ISSN 1400-9498);
- ◆ Bernd Wächter (ed.), *Internationalisation in Higher Education*, Bonn (ACA Papers on International Cooperation in Education) 1999 (ISBN 3-932306-33-3);
- ◆ Bernd Wächter (ed.), *Internationalisation in European Non-University Higher Education*, Bonn (ACA Papers on International Cooperation in Education), Bonn (ISBN 3-932306-35-X).

Information Tools

- ◆ *ACA Annual Report*;
- ◆ *Profiles of ACA's Member Organisations*, a directory containing information on the organisational structure and the main task and services of all ACA member organisations;
- ◆ *ACA Self Presentation*, describing ACA "in a nutshell";
- ◆ *Notes to Members*, the association's e-mail information service to member organisations;
- ◆ Website: www.aca-secretariat.be.

Association des Etats Généraux des Etudiants de l'Europe (AEGEE-Europe)

Contact Details	P.O. Box 72, B-1040 Bruxelles, Tel: 32 2 245 23 00, Fax: 32 2 245 62 60, e-mail: headoffice@aegee.org, website: www.aegee.org.
Legal Personality	Association internationale sans but lucratif (AISBL) under Belgian law.
Year of Foundation	1985 (as EGEE).
Membership	AEGEE is a student organisation, the membership of which is made up of "university centres" all over Europe. Admission as a member entails the signing of a <i>convention d'adhésion</i> , according to the statutes of the association. At present, 270 university centres from a total of 43 European countries are members of the association. The number of individuals (students) invol- ved is approximately 15,000.
Annual Budget	The combined budgets of AEGEE Europe and its local membership amounted to around 1 million € in 1999.
President/ Chairperson	Ms. Fani Zarifopoulou, President of AEGEE-Europe.
Chief Executive	Ms. Oana Mailatescu, Secretary General of AEGEE- Europe.
Governance	AEGEE-Europe is governed by the <i>Agora</i> and a <i>Comité Directeur</i> . The <i>Agora</i> is the general assembly of AEGEE-Europe, which comprises the elected repre- sentatives of AEGEE locals and meets twice a year. The <i>Comité Directeur</i> (the European Board of Directors) is composed of nine members representing the local AEGEE dimension, i.e. the <i>President</i> , the <i>Secretary General</i> , the <i>Treasurer</i> and six active mem- bers elected for a period of one year by the <i>Agora</i> .
Aims	As a student organisation, AEGEE has set itself the aim to promote the European idea amongst the youth of Europe. Thus, AEGEE strives to foster European

integration, democracy, human rights and tolerance, and it supports cross-border cooperation, mobility and a European dimension in education. AGEE is a non-profit organisation without any religious affiliation and not linked to any political party.

Standard Activities

- ◆ Conferences: AEGEE and its members organise about one conference a week. AEGEE conferences are devoted to European topics and are mostly three-day events, with multinational participation from students and professionals. Topics are chosen by the local members. The entirety of AEGEE conferences is coordinated by the *Comité Directeur*.
- ◆ Summer Universities: summer Universities combine coursework and a holiday experience. They are devoted to various European topics, or the learning of a foreign language, and must contain a minimum of 20 teaching hours a week. On average, around 30 students participate in a summer university.
- ◆ Case Study Trip: case study trips are intended as a learning experience about a specific region of Europe, undertaken by a small group of students.
- ◆ Local events: since not all students can afford to travel to AEGEE events organised in foreign countries, the association also organises a wide range of local events, such as seminars, small conferences and discussion days.

AEGEE chooses a priority theme each year, which is reflected in the above activities.

History

The association was founded in Paris in 1985, originally as the *Etats Généraux des Etudiants de l'Europe* (EGEE). A first general assembly (*Agora*) was held in Munich a year later, which adopted the basic structure and rules of the association. First conferences and summer schools were held as early as 1987. In 1988, EGEE changed its name to AEGEE. In the following years, the association constantly increased its membership base. It opened up to the countries of Central and Eastern Europe when the "iron curtain" was lifted in 1989, and it extended its base to the Nordic countries around the same time. The 1990s were marked by an increase in activity, often centred around current European themes such as the United (post "iron curtain") Europe, the Intergovernmental Conference or the

introduction of the Euro. In the same period, AEGEE moved its secretariat to Brussels (1996) and gained consultative status with many international organisations, such as the United Nations, the Council of Europe and OSCE. Throughout its lifetime, the association has promoted European Union education programmes.

Projects and Initiatives

Neighbourhood in Europe (1996-1997)

This cycle dealt with the ongoing changes in Central and Eastern Europe. Nine events covered topics such as minority policies and the democratisation process in this region.

Europe and the Euro (1997)

This series of 19 seminars and conferences concerned the introduction of the Euro and its political, social and economic consequences for European society.

Building a Social Europe (1998-1999)

This project, which ended in April 1999, focussed on social developments in an integrating Europe, such as immigration policy, youth unemployment and equal opportunities of the individual in different parts of Europe.

Peace Academy (1999)

Made up of a film festival, a number of summer schools and a host of conferences, this project dealt with the different aspects of peace.

Socrates Action Day (1997, 1998)

The Socrates Action Day (SAD) concerned the promotion and evaluation of the higher education-centred ERASMUS part of the Socrates programme. SADs were organised by many local members. The European Commission supported the event, aiming to find out about students' attitude to its programme.

Borderless Europe (2000-2001)

This current project aims at identifying the major obstacles to mobility in Europe for both EU and non-EU citizens. AEGEE intends to submit the findings and recommendations to those politically responsible at European and national level, with a view to reducing mobility barriers.

Regular Events

- ◆ *Agora* (general assembly) meetings;
- ◆ *Comité Directeur* (Board of Directors) meetings;

- ◆ Summer universities;
- ◆ Conferences.

Publications

- ◆ *The 15th Anniversary Book*: in the year 2000, AEGEE celebrates its 15th birthday. On this occasion, the association will come out with a volume depicting the major steps of its development, its present situation, and the challenges ahead. The association intends to circulate the 10,000 copy-publication widely.
- ◆ *Final Results Brochures*: AEGEE dedicates each year to a particular theme, which is reflected in its seminars and conferences. The results of these thematic projects are regularly published. Recent examples are "Europe and Euro, the New Currency"; "Building a Social Europe", "Education for 2020", and "Peace Academy".

Information Tools

- ◆ *Key to Europe*: this publication is the AEGEE's annual report, combining a summary of activities of the previous year with an outlook on the one to come. Printed in 25,000 copies, it is the association's major promotion and information tool for external relations, but it fulfils internal information and motivation functions as well.
- ◆ Summer University (SU) Booklet: the so-called "SU Booklet" is published in February of each year in 5,000 copies and describes the whole range of summer universities offered by local AEGEE organisations (about 90 two-week events from June to September). The SU project is supported by international and supranational organisations, amongst them the European Commission.
- ◆ *The News Bulletin*: this quarterly publication contains informal updates on the current issues within the association, and usually includes the latest documents of the Comité Directeur, AEGEE's European Board of Directors. It comes out in 3,000 copies.
- ◆ *The Address Book*: this is one of the most widely-used publications of AEGEE. It is issued twice a year and contains the data of the members of the local boards, the European board and every other official body of AEGEE-Europe.
- ◆ AEGEE-L (the listserver for general information).
- ◆ Website: www.aegee.org.

Association for Teacher Education in Europe (ATEE)

Contact Details	Rue de la Concorde 60, B-1050 Bruxelles, Tel: 32 2 512 75 05 / 512 84 25, Fax: 32 2 512 84 25, e-mail: atee@euronet.be, website: www.atee.org. Contact person: Ms. Mara Garafalo.
Legal Personality	Association internationale sans but lucratif (AISBL) under Belgian law.
Year of Foundation	1976.
Membership	ATEE is a non-governmental and non-profit organisation devoted to initial and continuing teacher education. Its approximately 600 members from 44 countries are predominantly from (geographical) Europe, but there are also members from other continents. ATEE members are either institutions providing education and training of teachers, or individuals from the same field. Besides the category of <i>full members</i> , ATEE also offers the status of <i>associate</i> membership, which is reserved for professional organisations and other institutions with an interest in teacher education.
Annual Budget	125,000 € (1999).
President/ Chairperson	Professor Kieran R. Byrne, President.
Chief Executive	Ms. Mara Garafalo, Secretary General.
Governance	The chief governing body of the ATEE is the <i>General Assembly</i> , which meets once per year in conjunction with the association's annual conference. The <i>General Assembly</i> elects the <i>ATEE Council</i> (maximum 15 members), as well as the <i>President</i> (for a three-year term) and the <i>Vice-President</i> , who becomes the next <i>President</i> . The <i>Secretary General</i> , who heads the Secretariat, is appointed by the <i>Council</i> . Due to considerable decentralisation in the governance and management of ATEE, a good deal of the work of ATEE takes place in the largely autonomous <i>Research and Development Centres</i> (thematic working groups), of which there are currently 22.

Aims	<p>ATEE seeks to</p> <ul style="list-style-type: none">◆ contribute to the development and improvement of initial and continuing teacher education in Europe;◆ facilitate communication, exchange and cooperation between individuals and institutions active in teacher education;◆ conduct and disseminate research on (innovation in) teacher education;◆ provide a forum for members to engage in reflection and debate on teacher education issues;◆ collaborate with and advocate the aims of the association towards international organisations.
Standard Activities	<ul style="list-style-type: none">◆ Conferences and seminars (Annual Conference, “Special Theme Conferences”, “Summer” and “Spring Conferences”);◆ Research into teacher education and training;◆ Publications;◆ Project/Consultancy work (predominantly undertaken for the European Commission in the framework of its education and training programmes);◆ Advocacy (towards international organisations and other relevant bodies).
History	<p>ATEE was founded in Liège in 1976, on the initiative of Friedrich Busch and Mario Reguzzoni. Since its creation, membership has expanded noticeably, especially in Central and Eastern Europe as well as in the USA and Canada.</p>
Projects and Initiatives	<p><i>AICEMSC</i> This project concerns the initiatives carried out under the SOCRATES/COMENIUS Programme. It seeks to create a communication structure between them, and it aims at evaluating their impact, especially with regard to in-service teacher training courses.</p> <p><i>CADEME</i> “Comparative Analysis and Description of Existing Masters in Education – CADEME” will produce a comparative study of masters’ degrees in Europe. Key indicators of the analysis are course content, the degree of recognition, and the impact of the degrees on the “European dimension”.</p>

CONNECT

“Disseminating the European dimension in teacher education: Working seminars for professionals in education and training”, funded by the EU in the framework of the CONNECT initiative, consists of a series of 15 working seminars in different EU countries and in Brussels and aims at promoting “good practice” with regard to the introduction of the European dimension in teacher education.

ATEE Millennium Book

This publication will critically assess the evolution of teacher training in Europe over the last 25 years, and it is also to show the way forward by presenting current best practice and indicating the way of further development of the field.

AAPPROSOC: Associations associées pour la promotion de SOCRATES

With this project, which is still under preparation, ATEE intends, in collaboration with a number of its sister organisations, to promote the EU’s SOCRATES II Programme.

EUROFORMATION

EUROFORMATION is a COMENIUS-financed initiative of a Spanish partner organisation of ATEE which develops teacher training modules on the introduction of the new European currency.

Nouvelles technologies éducatives...

This project explores to which extent teacher education has responded to the challenges and opportunities of the new learning technologies, and which strategies teacher training institutions should adopt in this respect.

Regular Events

- ◆ Annual Conference (once per year, in conjunction with the General Assembly);
- ◆ “Minicourses” (linked to the Annual Conference);
- ◆ “Special Theme Conferences” (on a wide range of issues, such as, recently, quality in teacher education and open learning and new technologies);
- ◆ “Summer” and “Spring Universities”.

Publications

- ◆ *The European Journal of Teacher Education* (three issues per year);
- ◆ *ATEE Cahiers* (nine issues between 1993 and 1995);
- ◆ Friedrich Buchberger (ed.), *ATEE-Guide to Teacher Education in Europe (AGITE)*, Bruxelles 1992;
- ◆ Y. Beernaert, Th. Sander, H. van Dijk, *The Reader on the European Dimension in Teacher Education*, Brussels 1993;
- ◆ ATEE Millenium Book: *Teacher Education in Europe: Reflections on Best Practice* (under preparation);
- ◆ Conference Proceedings.

Information Tools

- ◆ *ATEE Flyer*;
- ◆ *ATEENews*, a quarterly newsletter;
- ◆ Website: www.atee.org.

Association of European Universities (CRE)

Contact Details	10 rue du Conseil Général, CH-1211 Genève 4, Tel: 41 22 329 26 44 / 329 22 51, Fax: 41 22 329 28 21, e-mail: cre@uni2a.unige.ch, website: www.unige.ch/cre. Contact person: Ms. Cathérine Fayant, CRE Information Officer.
Legal Personality	The CRE is a non-governmental non-profit association, according to articles 60 sqq. of the Swiss Civil Code, with its registered seat in the Swiss Canton of Geneva.
Year of Foundation	1959.
Membership	The CRE is a pan-European university association with <i>full members</i> and <i>associate members</i> . <i>Full members</i> are universities or equivalent institutions of higher education which fulfil the following four criteria: to provide teaching and research in several disciplines; to admit only students who have successfully completed secondary school or passed an equivalent entrance test or a competitive examination; to have the right to award academic degrees, in particular doctorates or their equivalent; and to enjoy institutional autonomy. <i>Associate members</i> are non-governmental, national or international organisations concerned with academic or university affairs, and aiming to enhance international cooperation between higher education and research institutions, especially in Europe. CRE has a total of 529 members, among them 6 <i>associate members</i> .
Annual Budget	1.86 M € (1999).
President/ Chairperson	Professor Kenneth Edwards, former Vice-Chancellor of the University of Leicester, CRE President.
Chief Executive	Dr. Andris Barblan, CRE Secretary General.
Governance	The chief governing body of CRE is the <i>General Assembly</i> , on which all executive heads of the member institutions are represented. The <i>CRE Committee</i> , consisting of 40 national representatives, assumes administrative and policy responsibilities. An eight-member

Board, chaired by the *President*, is the CRE's executive body. The *President* is the official representative of the CRE. The operational activities of the association are run from its Geneva-based *Secretariat*, headed by the *Secretary General*.

Aims

CRE is a forum for university leaders from all over the continent, which reflects on the role of the university in society in general. It strives

- ◆ to promote the European dimension of academic and institutional activities by facilitating dialogue and cooperation among its members;
- ◆ to promote the institutional restructuring of universities by advising them on solutions to common problems;
- ◆ to represent European universities' interests in policy-making for higher education and research;
- ◆ as well as to enhance contact between the academic community, governments, industry and the media.

Standard Activities

CRE promotes interuniversity dialogue in particular through its biannual conferences and through occasional seminars open to all members. It operates projects for individual members or consortia of universities on different aspects of higher education policy. Examples are:

- ◆ *Institutional Evaluation Programme* of quality management strategies in member universities, in order to enable them to analyse their long-term objectives and adapt practice to it;
- ◆ management seminars to train new university leaders for institutional management tasks;
- ◆ seminars on new technologies, to help universities face the challenge of ICT and related new teaching methods;
- ◆ *EUROSTRAT*, a long-term project on universities' European cooperation strategies, related to the ERASMUS/SOCRATES programme and intended to help institutional leaders define and implement European and international policies;
- ◆ activities targeted at the interface and cooperation of universities and external partners from society, in order to develop and evaluate the impact of higher education institutions on their social and cultural environment;

- ◆ the *Academic Task Force (ATF)*, to mobilise support for war-damaged universities in South-East Europe;
- ◆ the *Internationalisation Quality Review (IQR)*, together with OECD/IMHE and the Academic Cooperation Association (ACA);
- ◆ the *Columbus Programme*, which is designed to foster cooperation with universities in Latin America in the field of institutional development;
- ◆ the *Transatlantic Dialogue*, bringing together leaders of universities from Europe and North America;
- ◆ activities in the field of financing universities, in order to identify new funding sources;
- ◆ the multi-language publication project *History of the University in Europe*.

History

In the context of the European integration movement and with the intention to create renewed intellectual cooperation in a continent still suffering from post-war difficulties, a first conference of European rectors was held at Cambridge University in 1955, under the aegis of the Western European Union. In September 1959, a second meeting of some 150 university leaders from various regions of the continent decided to formally found the “Conférence des recteurs européens/CRE”, as a non-governmental association under the roof of the Council of Europe. The link to the Council of Europe was cut only 10 years later, when the CRE became a fully independent association and also opened up membership to the East of Europe. However, the first (Polish) members from the former “eastern block” joined as late as 1979, and a real breakthrough was achieved only in 1988, when CRE launched a multilateral pan-European collaboration project in environmental studies in Warsaw (the Copernicus Project).

A further milestone of the CRE’s development, in the same year, was the Magna Charta Universitarium, a charter emphasising basic “university rights” such as institutional autonomy and the freedom of teaching and research, for which the CRE had campaigned and which was signed by most European universities. In the 1990s, the organisation changed its name, to become the Association of European Universities, but it kept its old abbreviation CRE, which had become a brand name. The 1990 also witnessed a move towards the

provision of a wide range of institutional management and development services to members, as well as the development of closer links with the European Commission in the context of the monitoring of the ERASMUS/SOCRATES programme. Simultaneously, the CRE developed the academic presence of European universities in other areas of the world, particularly the Americas and, more recently, in Asia and the Arab world.

CRE is represented on the Advisory Board of the Academic Cooperation Association (ACA).

Projects and Initiatives

Institutional Evaluation Programme

The objective of this programme, which was launched in 1993, is to develop a European quality culture in universities. On request of a university, a team of specially trained experts conducts an institutional review in order to help the university assess its quality management procedures, to analyse its long-term objectives, to adapt to internal and external constraints, and to enhance its capacity for change. The review results are submitted to the customer in the form of an issue report. Follow-up activities such as seminars, repeat visits of the institutions reviewed and the development of a benchmarking approach have been implemented recently.

New Information and Communication Technologies

This CRE programme aims to assist universities in responding to ICT challenges, in order to promote quality in teaching and learning through examining the institutions' capacity to adopt and adapt to new teaching tools, while disseminating examples of good practice to CRE members. In 1999, seven European universities received visits of experts examining their technology strategy, while an intranet was developed as a mutual learning club. In previous years, activities included seminars, publications, a survey of innovative practice, discussion groups and site visits. CRE and the American Council on Education also supported joint ICT work of universities from North America and Europe, for which a pilot network of institutions was set up.

Academic Task Force (ATF)

The ATF was created in 1995 to support war-afflicted

universities in Bosnia-Herzegovina (BiH) and Croatia, and to assist their reintegration into the European academic community through bi- and multilateral university cooperation. Today, the ATF extends to other South-East European countries, too, and to Kosovo in particular. Target universities are helped to adapt their present institutional needs (in terms of reconstruction or restructuring) to tomorrow's social and educational demands. Activities include curriculum development groups of universities from BiH and other European universities in various disciplines, training seminars in international relations and management, the operation of a solidarity fund, and exchange of academic journals and publications with BiH universities. ATF's work in BiH is carried out in close cooperation with other projects and organisations active in the country, for example a PHARE Multi-Country Programme carried out jointly by the Academic Cooperation Association and CRE.

Universities' European Strategies (EUROSTRAT)

This project started in 1999, when the CRE provided European universities with an *aide mémoire* to facilitate successful participation in the new ERASMUS/SOCRATES Programme through the development of institutional strategies for international cooperation. The project later developed into a monitoring tool for the implementation of the ERASMUS "institutional contract". The activities are intended by CRE to strengthen the universities' strategic capacity in the ever-more important area of European and international relations.

Internationalisation Quality Review (IQR)

IQR is a quality assurance and quality enhancement service which the CRE offers in collaboration with the Academic Cooperation Association (ACA) and OECD/IMHE to universities in Europe and beyond. IQR was developed and tested by the two latter organisations between 1995 and 1998. This first quality assurance instrument for the particular field of international co-operation consists of a self-evaluation and a peer review element.

Regular Events

- ◆ *CRE Biannual Conference*, two conferences per year devoted to current topics in higher education governance;

- ◆ *CRE Management Seminar*, one or two seminars a year organised jointly with OECD/IMHE;
- ◆ *General Assembly*, held once every four years;
- ◆ *Transatlantic Dialogue*, held every second year, these sessions bring together North American and European university leaders;
- ◆ *ATF Plenary Meeting*, held annually in Sarajevo for universities of Bosnia-Herzegovina and from other European countries, to encourage direct exchange and cooperation.

Publications

- ◆ *CREaction (thematic version)*: a publication on relevant higher education issues in French and English, which appears once per year;
- ◆ *CREdoc*, a bilingual thematic series (No. 1: *Universities and the Challenge of New Technologies*; No. 2: *Five Ways to Improve University Funding*; No. 3: *Institutional Evaluation as a Tool for Change*; No. 4: *Responsibility for European Cooperation and Mobility*);
- ◆ *CREguide*, a bilingual collection of strategic guidelines (No. 1: *New Technologies for Teaching and Learning*; No. 2: *Principles of Strategic Management in Universities*);
- ◆ *A History of the University in Europe*, Vol. II *Universities in Early Modern Europe (1500-1800)*, also available in English and Spanish.

Information Tools

- ◆ *CREinfo*, the association's bilingual newsletter in English and French
- ◆ *CREaction* (directory version), the association's directory of members and associations;
- ◆ *CRE Annual Report*;
- ◆ Quadrennial report on activities;
- ◆ Regular mailings to members;
- ◆ CRE website: www.unige.ch/cre.

Coimbra Group

Contact Details	60, rue de la Concorde, B-1050 Bruxelles, Tel: 32 2 513 83 32, Fax: 32 2 511 61 32, e-mail: cguniv@coimbra-group.be, website: www.coimbra-group.be, Contact person: Ms. Cristina Ribeiro, Director.
Legal Personality	Association sans but lucratif (ASBL) under Belgian law.
Year of Foundation	1987.
Membership	The Coimbra Group is a pan-European consortium of old or traditional and comprehensive universities, most of whom are located in medium-sized towns with an intense community life. Current membership stands at 35 universities, from 19 countries.
Annual Budget	Not available.
President	Professor Zechlin, Rector of the University of Graz, Coimbra Group President.
Chief Executive	Professor Knud-Erik Sabroe, University of Aarhus, Chairman of the <i>Steering Committee</i> .
Governance	The <i>General Assembly</i> , the decision-making body of the Coimbra Group, decides on strategy and policy of the association. A six-person <i>Steering Committee</i> serves as an interface between the <i>General Assembly</i> on the one hand, and the various <i>Task Forces</i> (on specific thematic or geographical fields), <i>Committees</i> (which have an advisory function to the <i>Steering Committee</i> and the <i>General Assembly</i> , on themes such as Latin American links, new technologies, cultural affairs, or research) and the <i>Office</i> (secretariat), and supervises the execution of the policies defined by the <i>General Assembly</i> . The Group's <i>President</i> is the rector of the university hosting the annual meeting of the <i>General Assembly</i> and thus serves a one-year term. The Coimbra Group has its own student network, MOSAIC (Movement of Students Aiming at Integration of Coimbra Group).

- Aims**
- The Coimbra Group describes itself as an integrated network of traditional and comprehensive European universities which aims to advance the concept of *universitas* through the creation of special academic and cultural ties, the improvement of facilities and the creation of privileged channels of information and exchange. Its areas of interest go beyond (Western) Europe, encompassing Central and Eastern European universities and the development of links with the Mediterranean basin, and Latin American and African countries. The Group has over time developed a particular focus on projects in the field of open and distance learning and the use of ICT.
- Standard Activities**
- ◆ Networking activities, such as the provision of information on European Union matters or the facilitation of contacts between group members;
 - ◆ Exchange of students and academic staff between member universities;
 - ◆ Project work in the field of open and distance learning and the new technologies, especially on behalf of the European Commission (DGs for Education and Culture, Research, etc);
 - ◆ Cooperation with Central and Eastern European countries in the framework of the Union's PHARE, TACIS and TEMPUS programmes, on behalf of the External Relations' DG, and with African universities, supported by the Commission's DG for Development);
 - ◆ Creation and running of an alumni programme in Latin America with the support of the External Relations' DG.
- History**
- The origins of the Coimbra Group go back to a meeting of traditional universities held in Louvain in 1985, which resulted in the conclusion of a formal collaboration agreement (Coimbra Group Charter) two years later in Pavia. The strong focus on student and teaching staff mobility of the early years was very much boosted by the Community's new ERASMUS programme, which was started in 1987. A further structuring took place in 1990 with the Declaration of Coimbra. While aiming to retain a limited membership, the group has since grown from its initial 19 members to a present membership of 34, particularly, but not exclusively, through

new members from Central and Eastern Europe after the disappearance of the “iron curtain” in the early 1990s. The 1990s were also the period when the group developed its strong additional focus on open and distance learning and the use of new technologies, through partnerships with other European associations.

Projects and Initiatives

Coimbra Group Lectures

This series of lectures was first started in 1992 and has remained a core project of the association ever since. The scheme consists of a programme of guest lectures in a wide range of academic disciplines given by professors from member universities. The Group sees it as a prime instrument for fostering cohesion between the members of the network, and of enriching the academic offer available at member institutions.

Círculos Europeos

The European circles in Latin America are alumni networks of former Latin American students or trainees at European universities. There are currently 18 such *círculos* in 12 different Latin American countries, comprising a membership of some 40,000 alumni. The circles organise conferences, colloquia, seminars and cultural activities related to European topics. The Coimbra Group does not perceive the *círculos* only as an instrument to promote Europe and its academia in Latin America, but also as a means of furthering Latin American integration, along the lines of the European model. The long-term project is funded by the European Commission and by Latin American sources.

Humanities

The *Humanities* project was launched in 1994 and marks the start of a series of initiatives which the Group undertook in the field of open and distance learning and the use of new information and communication technologies, most of which were conducted in collaboration with other European associations. *Humanities* explored ways of distance teaching for students of the humanities, by producing “a usable model for a virtual classroom”. The project was inspired by the realisation that “traditional” forms of internationalisa-

tion, such as student exchange, would always be limited to a fraction of the student body, by the perceived need to improve the competitiveness of graduates of the humanities on the labour market, and by concerns that traditional universities could fail to use the new teaching and learning technologies at an early stage and thus fall back in the emerging competition among higher education institutions.

Other projects in the field of "virtual" teaching were or are *EuroLiterature* (distance learning courses in literary studies), *Sustain* (led by the Scierter group and aimed at disseminating the results of ODL projects financed in the SOCRATES programme) or *VirtUE*, which, led by EuroPace 2000, sought to set up a European tertiary distance education network. The importance that the Coimbra Group attaches to "virtual" matters is expressed in the existence of two standing bodies, the *Advisory Committee on New Technologies in Education (ACONTE)* and the *Task Force on Open and Distance Learning, Continuing Education and Lifelong Learning*.

Cotonou

This project was conducted with the aim to develop a sustainable collaboration strategy between universities in Europe and West Africa. Its main event was a workshop held in Cotonou (Benin), where representatives of 13 European and 14 African universities met with delegates of national and international institutions, among them the European Commission and the Association of African Universities (AAU). Follow-up in the form of projects to develop closer academic links between European and African universities are foreseen.

Hospitality Scheme

This most recent initiative is a scholarship programme for short-term research and networking-related stays at 12 Coimbra Group universities for young academics from countries of South-East Europe which are not eligible for participation in the EU's schemes.

Regular Events

- ◆ Annual Conference;
- ◆ *Steering Committee* meetings;
- ◆ Meetings of the Coimbra Group *Task Forces* and *Committees*;

- ◆ Seminars on specific topics, according to need, such as, recently, a workshop on the relationship between towns and universities.

Publications

- ◆ *Beyond Humanities – A Long Term Strategy for ODL in University Environment and Virtual Mobility;*
- ◆ *Beyond Humanities – Guidelines for the Implementation of ODL and a Virtual Mobility Approach in Conventional Universities;*
- ◆ *The Cotonou Workshop;*
- ◆ *Círculos Europeos en América Latina.*

Information Tools

- ◆ *Coimbra Group newsletter* (4,000 copies);
- ◆ *Coimbra Group Flashnews:* an e-mail service for members;
- ◆ Website: www.coimbra-group.be.

Community of European Management Schools (CEMS)

Contact Details	1 rue de la Libération, 78350 Jouy en Josas, Tel: 33 1 39 67 94 62, Fax: 33 1 39 67 74 81, e-mail: info @cems.org, website: www.cems.org. Contact person: Ms. Nicole de Fontaines.
Legal Personality	French association law of 1901.
Year of Foundation	1988.
Membership	CEMS is a pan-European sectoral network for cooperation in management education, comprised of 16 universities from as many different countries in Europe and over 50 international companies. The association does not publish its criteria for membership, but it is fairly apparent that it applies a very selective admissions policy.
Annual Budget	Not available.
President/ Chairperson	Professor Heinz Hauser, CEMS Chairman.
Chief Executive	Ms. Nicole de Fontaines, CEMS Executive Director.
Governance	The <i>Executive Board</i> is the governing body of CEMS which meets twice a year to decide on the strategy, policy and budget. It is composed of representatives from all sixteen academic institutions and elected representatives from partner companies.
Aims	CEMS aims at achieving excellence in management education by, amongst other things, giving it a strong European and international orientation. This objective finds expression in the association's principal instrument, the CEMS Master's Degree in Management, which the group jointly awards.
Standard Activities	<i>Organisation of the CEMS Master's Degree</i> Students admitted to this degree course study an internationally oriented management curriculum, and spend integrated periods of study at a CEMS universi-

ty abroad, as well as internships. Upon successful completion of the course, students receive both the CEMS Master's Degree and the degree of their home university. CEMS produces about 250 graduates per year and has an annual student exchange turnover of over 700 (1998/99).

CEMS Alumni Association

In 1993, CEMS graduates founded an alumni association. It is organised in local committees and has its own *Executive Committee*.

CEMS Conferences

The association organises a number of conferences and seminars every year. See under "regular events".

History

CEMS was created in 1988 on the initiative of the four founding universities ESADE, HEC, Universität zu Köln and the University of Bocconi. Since then, the association has pursued a path of steady but controlled growth, bringing total university membership from four to 16 members from as many countries. In 1993, CEMS graduates founded their own alumni association.

Projects and Initiatives

See under "regular events".

Regular Events

The following events are all held in an annual rhythm:

- ◆ *CEMS Academic Conference*: this event, set up five years ago, is intended to foster networking and cooperation between CEMS faculty. Past conferences were devoted to issues such as management in the Economic and Monetary Union and management in the 21st century.
- ◆ *CEMS Graduate Conference*: this is a student-organised event bringing together all CEMS members as well as corporate and other guests. Recent conferences were devoted to such themes as the European Monetary Union, the management of strategic renewal, and the labour market in a European context.
- ◆ *CEMS Graduation Ceremony*: the award of the CEMS Master's Degree:
- ◆ *CEMS Career Forum*;
- ◆ *CEMS Annual Meeting*.

Publications

- ◆ *The European Business Forum (EBF)*, a quarterly business review published in collaboration with PricewaterhouseCoopers.

Information Tools

- ◆ *The CEMS Brochure*;
- ◆ *CEMS Annual Review* (the association's annual report);
- ◆ Website: www.cems.org.

Compostela Group of Universities (CGU)

- Contact Details** c/o University of Santiago de Compostela, Casa da Cuncha, Rua da Conga 1, E-15704 Santiago de Compostela, Tel: 34 981 55 42 49, Fax: 34 981 57 74 30, e-mail: gcsecre@usc.es, website: www.usc.es/grucom. Contact person: Dr Marta González, Executive Secretary.
- Legal Personality** Non-profit international association under Spanish law.
- Year of Foundation** 1994.
- Membership** The Compostela Group is a pan-European university network of 81 members in 21 European countries, almost half of whom are based on the Iberian peninsula. Member institutions are either located on the old pilgrimage paths to Santiago de Compostela, or must be able to demonstrate "links" to the *camino*. The statutes also require a European orientation, to be demonstrated through sufficient activity in European exchange and cooperation.
- Annual Budget** 120,000 € (1999).
- President/
Chairperson** Dr Michael Cooper, Director International Relations at Karlstad University, President of the Compostela Group of Universities.
- Chief Executive** Dr Marta González, Executive Secretary of the Compostela Group of Universities.
- Governance** The Compostela Group is governed by the *General Council*, which meets once a year and is made up of one representative from each member university. An *Executive Committee*, of 10 representatives as well as the *President* and the *Founding President*, is responsible for the execution of the group's activity programme. The *Executive Secretary* heads the Compostela Group's office, and is in charge of operational activity. There are six standing *Working Groups* (on publications; university-industry links; mobility programmes; languages; relations with Latin America; and relations with Central and Eastern Europe).

Aims	<p>Guided by a “spirit of tolerance which motivates understanding between the peoples of Europe”, the Compostela Group has the following general objectives</p> <ul style="list-style-type: none"> ◆ to be a European forum for the discussion and research of social, political, economical, scientific and ethnic issues; ◆ to collect and disseminate information on international higher education cooperation, particularly with regard to the organisation of international activity in each member university, and to the activities of other relevant public and private bodies in countries with membership; ◆ to promote concrete collaboration between members, through regular meetings and joint projects; ◆ to create and strengthen links with international or foreign associations of similar aims; ◆ to advocate the Group’s interests towards relevant public and private institutions; ◆ to promote mobility of students, scholars and administrative staff between members; ◆ to identify and secure funding for joint activity.
Standard Activities	<ul style="list-style-type: none"> ◆ Mobility of students, staff and administrative personnel (through the European Union’s education and training programmes, and by means of the association’s own <i>Peregrino Programme</i>); ◆ Organisation of conferences and courses (Euroconferences, Intensive Courses); ◆ Awarding of Prizes (<i>Compostela-Xunta de Galicia Price</i>); ◆ Meetings of the <i>General Council</i>, the <i>Executive Committee</i> and the standing <i>Working Groups</i>;
History	<p>In 1993, on the initiative of the University of Santiago de Compostela, representatives of 57 European universities assembled in Santiago, with the aim of creating a network based on the common European cultural and humanistic heritage, which they found symbolised in the <i>Camino de Santiago</i> (the pilgrimage path to Santiago). The association was formally created a year later. Since its foundation, the network has grown from 57 to 81 members, not all of which are actually located on the <i>camino</i>.</p>

Projects and Initiatives

The Peregrino Programme

Next to participation in the European Union's education programmes, the Compostela Group runs a mobility scheme of its own, the *Peregrino Programme*. Started in 1998, this is a programme for postgraduate students who spend a total of seven weeks at seven Spanish universities located in different regions of the country. The seven one-week stays are made up of tuition in Spanish language and culture, company internships and visits to historical and cultural sites. The aim is to give participants an insight into the diversity of Spain.

Lecture Series and Intensive Courses

The Compostela Group explores a variety of European cultural and historical issues through a series of lectures and "intensive courses". Such events were held in Santiago on the theme of "a historical perspective on European identity" (1995), on the "revival of nationalism" (Masaryk University, 1996), and on "trade routes and pilgrimage tracts as a factor of integration" (Lodz/Santiago, 1998/99). The latter course the Compostela Group intends to hold on an annual basis from now on.

Conferences

The Group organises a series of scientific "Euro-conferences" on the theme of "water and life". The first events of this series were held in 1999 in Orleans (on "medical and scientific aspects") and in Vigo (on "meteorology, oceanography and marine resources", 2000).

Compostela-Xunta de Galicia Prize

The association awards its own prize, the *Compostela-Xunta de Galicia Prize*, to individuals or institutions who have made an outstanding contribution to Europe in the spheres of culture, politics and social affairs. The prize, which is awarded during the annual assembly of the *General Council*, has so far gone to Jacques Santer (1997), Vaclav Havel (1998), Helmut Rilling (1999) and Cees Noteboom (2000).

Regular Events

- ◆ Annual assembly of the General Council;
- ◆ Thematic conferences ("Euro-conferences", "intensive courses", etc.).

Publications

- ◆ *On European Identity: Nationalism, Culture and History* (proceedings of a Compostela Group intensive course, published by Masaryk University 1998).
- ◆ *The Way to Santiago*, a series of publications concerning the pilgrim route;
- ◆ *European Issues*, a series of publications “of a general European interest”;
- ◆ *The Compostela-Xunta de Galicia Prize*, a publication series on the winners of the prize of the same name.

Information Tools

- ◆ *Compostela Group Newsletter*, twice a year;
- ◆ *Summer Courses at Compostela Group Universities* (every year);
- ◆ *Electronic Directory Service*, an e-mail service for members;
- ◆ Website. www.usc.es/grucom.

Confederation of European Union Rectors' Conferences

Contact Details	Rue d'Arlon 39-41, B-1000 Bruxelles, Tel: 3222305544, Fax: 32 2 230 57 51, e-mail: eurec@pophost.eunet.be, website: www.crue.upm.es/eurec/. Contact person: Ms. Inge Knudsen.
Legal Personality	Association sans but lucratif (ASBL) under Belgian law.
Year of Foundation	1973.
Membership	The Confederation is the European umbrella organisation of national rectors' conferences. <i>Full membership</i> is restricted to European Union countries. <i>Associate membership</i> is open to rectors' conferences from other European countries. In order to be eligible for membership, a rectors' conference must represent the majority of universities and/or institutions of higher education and research in its country. The Confederation has 16 <i>full members</i> (two from Belgium) and seven <i>associate members</i> .
Annual Budget	250,000 €.
President/ Chairperson	Professor Sérgio Machado dos Santos, Confederation President.
Chief Executive	Ms. Inge Knudsen, Confederation Director.
Governance	The <i>Confederation Assembly</i> (general assembly) is the association's chief decision-making body which considers and determines the policies of the Confederation. Each rectors' conference is represented in the <i>Assembly</i> by its chairperson. The <i>Assembly</i> meets at least twice a year. Between <i>Assembly</i> meetings, a small steering group, the <i>Presidium</i> , takes decisions. The <i>Presidium</i> is composed of the <i>President</i> , the <i>Vice-President</i> and a representative of the rectors' conference of the country holding the EU Presidency.
Aims	The aims of the Confederation of European Union Rectors' Conferences are, first, to formulate and represent the common views of member conferences in

order to influence the policies of the EU on higher education and research; second, to provide information for member conferences on key issues and developments in higher education and research, and related matters; and, third, to undertake studies and projects mandated by the *Assembly*.

Standard Activities

- ◆ Regular meetings of the *Confederation Assembly* (minimally twice a year), to discuss European research and education policies and to make statements on relevant issues in these areas;
- ◆ Conferences and workshops on relevant issues;
- ◆ Meetings of the Confederation working groups on “mobility” and “research”.

History

In 1998 the Confederation celebrated its 25th anniversary. In March 1973, a group of chairmen of rectors' conferences decided to create the “Liaison Committee of Rectors' Conferences of the Members States of the European Community”. They anticipated that the further development of the European Communities would go beyond economic cooperation and include research and higher education policies. These changes in Community policy did actually come about, first in research cooperation, in the form of the RTD Framework Programmes, and later in education, with the successful implementation of the ERASMUS programme and similar schemes. Education eventually became a mandate of the Union through the Maastricht Treaty.

Over the years, the Liaison Committee welcomed new member conferences, in line with the growth of the European Community from six to 15 states, and it extended its area of activity. This led, in 1996, to the adoption of a mission statement and new statutes, as well as a change to the association's present name. Today, the Confederation's member conferences represent 85% of higher education students and more than half of basic research carried out in the European Union. The Confederation has presented recommendations on, and thus contributed to, the development of EU research policies, higher education and training policies, quality assurance in higher education, and international university cooperation over the past years.

The Confederation is represented on the Advisory Board of the Academic Cooperation Association (ACA).

Projects and Initiatives

- ◆ *Cooperation Scheme with the People's Republic of China*: this project, spanning the period from 1991 to 1997, organised a three-component package of European Studies tuition for Chinese students. Of the three components, the first two were held in China, and the last one at European universities;
- ◆ *Graduate Placement Project/EURES University Project* (1993 – 1999): this scheme, financed by DG V of the European Commission, aimed at increasing transborder mobility of European graduates;
- ◆ *Internationalisation Strategies and European Integration*: this series of seminars, held in 1996 and 1997, concerned the changes in the European Union's REASMUS/SOCRATES programme and, in particular, the introduction of the "institutional contract";
- ◆ *Trends in Learning Structures in Higher Education*: this study, on which the Confederation cooperated with the Association of European Universities (CRE), presents an overview and analysis of higher education system structures (difference and convergence). It was produced as a paper for the Bologna Forum, an academic meeting preceding the ministerial conference held in Bologna on 19 June 1999, which led to the adoption of the declaration on the "European Higher Education Area" (commonly referred to as the "Bologna Declaration");
- ◆ *Promotion and Implementation of the Diploma Supplement*: a project aiming at the promotion of the "diploma supplement", an instrument jointly developed by the European Commission, UNESCO and the Council of Europe, with the aim of facilitating the recognition of degrees in Europe.

Regular Events

- ◆ *Confederation Assembly* meetings (minimally twice a year);
- ◆ Conferences and workshops according to need, such as recently, "The Future of Research in Europe: The Role of Universities", June 1997; "Future European Union Programmes Covering Higher Education and Student Mobility", March

1998; and "Towards a Mobility Programme for PhD Students", November 1998.

Publications

- ◆ *Trends in Learning Structures in Higher Education*, report on developments in European education structures, September 1999.

Information Tools

- ◆ Annual Report;
- ◆ Website: www.crue.upm.es/eurec.

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Conference of Baltic University Rectors (CBUR)

Contact Details	University of Tartu, Ülikooli 18, EE-50090 Tartu, Estonia, Tel: 372 7 375 600, Fax: 372 7 375 440, e-mail: rektor@ut.ee. Contact person: Professor Jaak Aaviksoo (rector).
Legal Personality	None
Year of Foundation	1990.
Membership	Membership in CBUR is open to all universities and equivalent institutions with full academic rights in the Baltic Sea area. CBUR currently has 82 <i>full members</i> , and six universities with the status of <i>affiliated members</i> .
Annual Budget	Not available.
President/ Chairperson	Professor Jaak Aaviksoo, Rector, University of Tartu, Estonia, CBUR President.
Chief Executive	None.
Governance	The decision-making body of CBUR is the <i>Assembly</i> , in which every member university is represented, and which passes its resolutions by a simple majority of the votes of members present. Amendments to the <i>Constitution</i> require a two thirds' majority.
Aims	CBUR aims at promoting inter-university cooperation in the Baltic Sea area, and to further its communities. The association intends to engage in joint research, to share didactic experience, and to create and develop mutual contacts of academic staff and students of its member universities.
Standard Activities	CBUR holds one conference every second year.
History	The Conference of Baltic University Rectors was founded in Gdansk in 1990.
Projects and Initiatives	The CBUR has submitted a proposal for the establishment and support of a five-year student exchange pro-

gramme between Baltic Sea universities to the Council of Baltic Sea States.

Regular Events

CBUR holds one conference every second year.

Publications

◆ *Universities in the Age of Information Technology. Proceedings of the 7th Conference of Baltic University Rectors at Roskilde University, 16 – 19 June 1999.*

Information Tools

Not available.

Conference of European Schools for Advanced Engineering Education and Research (CESAER)

Contact Details	CESAER Secretariat, Arenbergkasteel, B-3001 Leuven (Heverlee), Tel.: 32 16 321 687, Fax: 32 16 321 983, e-mail: J.A.M.Graafmans@tue.nl, website: www.cesaer.eu.org. Contact person: Mr. Jan A. M. Graafmans, Secretary General.
Legal Personality	Association internationale sans but lucratif (AISBL) under Belgian law.
Year of Foundation	1990.
Membership	CESAER is an association of engineering schools, which is open to membership from all of Europe (though present membership is largely from Western Europe). Members of the rather exclusive network must provide “high-level scientific engineering education based on internationally recognised research”, have relations with industry in education and research, and apply a selective student admissions policy. Next to <i>full membership</i> , CESAER offers the status of an <i>associate member</i> to engineering schools from outside Europe, and of <i>honorary members</i> , which can be either corporations or individuals. The association has 48 <i>full members</i> , from 19 European countries. There is one <i>associate member</i> , from Israel.
Annual Budget	155,000 € (2000-01).
President/ Chairperson	Professor Konrad Osterwalder, Rector, Swiss Federal Institute of Technology (ETH) Zürich, CESAER President (until October 2000).
Chief Executive	Mr. Jan A. M. Graafmans, Secretary General.
Governance	CESAER is governed by a <i>General Assembly</i> , where all <i>full members</i> are represented, and which convenes once a year. Beyond the <i>Assembly</i> , the <i>Board of Directors</i> is the executive decision-making body of the association. According to the association’s statutes, the <i>Board</i> is composed of the <i>President</i> and the <i>Vice-</i>

President (elected for two years), and 14 member institutions elected for four years (out of which a maximum of two *associate members*). Every two years, the *Board* appoints a *Treasurer* and a *Secretary*, who, together with the *President* and *Vice-President*, form the *Management Committee*. The day-to-day administration is in the hands of a *Secretary General*, who heads the association's office.

Aims

The aims of CESAER are to

- ◆ encourage the education of engineers based on a broad educational experience, including the acquisition of foreign language abilities, developed through study at two or more leading engineering institutions in Europe;
- ◆ increase awareness among engineering graduates of the specific needs and opportunities of future European industrial and economic cooperation, inclusive of the cultural and ethical responsibility of engineers;
- ◆ maintain the diversity of engineering education in Europe;
- ◆ maintain standards of the highest level in European engineering;
- ◆ secure international validation and acceptance of the qualifications of university-educated engineers;
- ◆ promote further collaboration in engineering education, research and development between leading European universities.

Standard Activities

CESAER pursues its aims through

- ◆ Consultations between the members on a regular basis concerning the aims of the Conference;
- ◆ Development and implementation of programmes of multinational engineering education at undergraduate, postgraduate and professional levels;
- ◆ Discussion of educational objectives, methods and course content among the members and with external partners, particularly national and European industries;
- ◆ Cooperation with European and national governmental institutions, agencies and other university networks;
- ◆ Identification and development of solutions to specific problems and deficiencies which hinder the achievement of the aims of Conference;

- ◆ Facilitation of the exchange of information between the members – on course objectives, content, modes of presentation and other matters.

The vehicles for these activities are

- ◆ Conferences (CESAER Annual General Assembly and Seminar);
- ◆ Publications;
- ◆ Projects;
- ◆ Advocacy towards policy makers and European and international bodies on themes of relevance in tertiary engineering education.

History

Founded in 1990 by 14 leading universities of technology in Europe to promote cooperation between institutions offering high-level scientific engineering education based on internationally recognised research, CESAER has over the past ten year focused its activities on strategic topics of engineering education in Europe, such as quality, accreditation, and, recently, the Sorbonne and Bologna declarations.

Projects and Initiatives

H3E (Higher Engineering Education for Europe)

CESAER was a founding partner of the European Economic Interest Grouping H3E, which in 1996-1999 carried out the SOCRATES Thematic Network project “Developing the European Dimension of Higher Engineering Education” in cooperation with the European Society for Engineering Education (SEFI) and the Board of European Students of Technology (BEST). H3E focused on six challenges to European engineering education, namely motivation, core curricula, quality and recognition, internationalisation, lifelong learning and continuing education.

This work is being continued under SOCRATES II in the Thematic Network “Enhancing Engineering Education in Europe – E4”, coordinated by the University of Florence, with CESAER as a key partner.

Regular Events

- ◆ CESAER Annual Conference;
- ◆ Annual Meeting of the *General Assembly* (mostly in conjunction with the Annual Conference), meetings of the *Board* and the *Management Committee*.

- Publications**
- ◆ M. Giot and P. Grosjean (eds.), *The National Systems of Higher Engineering Education in Europe*, Edizioni ETS: Pisa 1995 (also available in French);
 - ◆ Proceedings of annual and special conferences of CESAER.
- Information Tools**
- ◆ The CAESAR website: www.cesaer.eu.org;
 - ◆ CESAER policy statements (*General Policy Statement 1999, CESAER Opinion on the Sorbonne and Bologna Declarations 2000*);
 - ◆ *THE DELFT97 LIST*, CESAER's e-mail listserv for members and the interested public;
 - ◆ *CESAER's "Old Friends' Club"*, an electronic service offering public access to interactive web-based discussion groups;
 - ◆ *CESAER'S BRIDGE*, the associations newsletter (until September 1998).

Consortium Linking Universities of Science and Technology for Education and Research (CLUSTER)

Contact Details	c/o Politecnico di Torino, Dipartimento di Elettronica, Corso Duca degli Abruzzi 24, I-10129 Torino, Tel: 39 011 15 64 61 83, Fax: 39 011 15 64 63 99, e-mail: cluster@polito.it, website: www.cluster.org. Contact person: Professor Carlo Naldi.
Legal Personality	<i>Stichting</i> (foundation) under Dutch law.
Year of Foundation	1990 (established as a <i>stichting</i> in 1995).
Membership	Membership in CLUSTER is open to universities of technology and engineering in Europe. CLUSTER claims to admit new members on the basis of excellence only. The association, which so far has only one (<i>full</i>) membership category, is considering to create the status of <i>associate members</i> for institutions from outside Europe. The current members of CLUSTER are: Universitat Politècnica de Catalunya, Barcelona, Technische Universität Darmstadt, Trinity College Dublin, Technische Universiteit Eindhoven, Institut National Polytechnique de Grenoble, Universität Karlsruhe, École Polytechnique Fédérale de Lausanne, Imperial College London, Université Catholique de Louvain, Kungl Tekniska Högskolan Stockholm and Politecnico di Torino.
Annual Budget	33,000 €.
President/ Chairperson	Professor Rodolfo Zich, Rector of Politecnico di Torino, President of CLUSTER.
Chief Executive	Professor Carlo Naldi, Politecnico di Torino, CLUSTER Secretary General.
Governance	CLUSTER is headed by a <i>President</i> , who is elected from among the rectors/presidents of the member institutions by the association's <i>General Assembly</i> . The <i>President's</i> term of office last for two years, extendable by a further year. The highest decision-making body of CLUSTER is the <i>General Assembly</i> , which convenes

once a year. A *Steering Committee* meets twice a year. The policies of CLUSTER are implemented by its chief executive, the *Secretary General*.

At an organisational level, CLUSTER is structured in the form of *departments* and *task forces*. There are currently 10 *departments*, which largely reflect the different engineering disciplines. *Task forces* are dedicated to tele-teaching, multimedia and new teaching technologies, continuing education and technology transfer, international relations and the "European dimension".

Aims

CLUSTER aims at creating stronger institutional relations between its members in research, education, and technology transfer. Cooperation is based on the respect of each country's higher education system. Special emphasis in cooperation is on student and staff mobility, as well as on curricular development and improvement. The consortium regards itself as a "kernel" of a pan-European university, and it is therefore, as are most member institutions, structured in the form of departments.

Activities

CLUSTER is active in a wide range of activities. It conducts a large-scale student exchange, mostly within the European Union's SOCRATES/ERASMUS programme. In this context, the consortium is also engaged in curricular development, with a concentration on joint transnational degrees: some 100 out of the overall 500 students exchanged every year obtain the degree of both the home and the host university. The association is likewise active in the mobility of academic staff, for which purpose it has set up "CLUSTER Chairs", i.e. positions for visiting professors reserved for applicants from member universities. Exchanges of administrative staff are foreseen for the near future. Other activity foci, which are also reflected in the thematic orientation of the consortium's *task forces*, are tele-teaching, multimedia and new learning technologies, continuing education and technology transfer, international relations and the "European dimension". Further areas of activity are quality assurance and accreditation. CLUSTER also conducts summer schools and thematic workshops. Joint research cooperation is a strong orientation, which the member

institutions conduct primarily within the European Union's Framework Programme for research.

History

The CLUSTER consortium was created in Grenoble in 1990, with nine founding members. In 1995 the association acquired a legal status in the form of a *stichting* under Dutch law. Present membership comprises eleven universities of engineering and technology.

Projects and Initiatives*Education*

Cooperation spans a wide field, with a concentration on student and faculty mobility, workshops and seminars, as well as the thematic priority areas of the *task forces* and quality assurance and accreditation. Curricular cooperation and development is a strong focus, with a variety of double degree schemes and discipline-based projects such as ECORD (in optoelectronics), JUAS (in accelerator physics) and EPIQCS (quality in complex systems).

Research

Since all CLUSTER universities are research-based institutions, cooperation in research is active and covers almost any field of engineering. In most cases, joint projects are conducted under the European Union's Fifth Framework Programme.

Regular Events

- ◆ *General Assembly* (once a year);
- ◆ *Steering Committee* (twice a year);
- ◆ *Department* meeting (each department meets once a year);
- ◆ *Task Force* meeting (each *task force* meets once or twice a year);
- ◆ Thematic workshops (examples: Benchmarking Educational Systems in Europe/1998, Open and Distance Learning/1999, Benchmarking with Society at Large/1999, Cooperation with the Automotive Industry/1999).

Publications

Not available.

Information Tools

- ◆ CLUSTER Newsletter (three issues a year);
- ◆ CLUSTER e-mail service: distribution lists for members of CLUSTER *departments* and *task forces*;
- ◆ Website: www.cluster.org.

Det Nordiska Universitetsadministratörssamarbetet / The Nordic Association of University Administrators (NUAS)

Contact Details	Åbo Akademi University, Domkyrkotorget 3, FIN-20500 Åbo, Tel: 358 2 215 48 03, Fax: 358 2 251 75 53, e-mail: anna-stina.nyby@abo.fi, website: www.abo.fi/norden/nuas/nuas.
Legal Personality	None.
Year of Foundation	1976.
Membership	NUAS is an association of universities from the Nordic countries (Denmark, Finland, Iceland, Norway, Sweden, as well as Greenland and the Faeroe Islands), for cooperation in the particular field of university administration. Member institutions must have recognised university or equivalent status in their country, inclusive of the right to award doctoral degrees. NUAS has inspired the creation of similar networks in the field of university administration, such as the European-wide HUMANE group and the North-West Russian Association of University Administrators. There are currently 55 members.
Annual Budget	193,000 € (1999).
President/ Chairperson	Mr. Roger Broo, Director of Administration, Åbo Akademi, NUAS President.
Chief Executive	Ms. Anna-Stina Nyby, NUAS Secretary General.
Governance	The chief decision-making body of NUAS is the <i>Meeting of Directors</i> (general assembly), which is comprised of the administrative directors of the member universities, and which meets biannually. It approves the organisation's accounts and "action programme" (work programme) and sets the membership fee level. A smaller <i>Steering Committee</i> , with two members each from Denmark, Finland, Norway and Sweden, one member from Iceland and observers from the Faeroe Islands and Greenland, is responsible for overseeing the implementation of the work programme. and the

work of the secretariat. On average, it meets three times a year.

Aims

The objective of NUAS is to further the professional competence of university administrators, to disseminate knowledge on good administrative practice, and to enhance contacts and to establish networks between the Nordic universities at all administrative levels. In order to promote the Nordic educational community, NUAS cooperates with the Association of Nordic University Rectors' Conferences (NUS), with the Nordic Council of Ministers and with other organisations and authorities.

Standard Activities

- ◆ NUAS arranges annual seminars for university directors. Furthermore, the association's eleven planning groups (for different administrative sectors of university administration) each organise one seminar every second year. The planning groups may also hold small workshops and joint seminars for several groups of administrators. During the past two-year period, more than 1,250 university administrators attended seminars organised by NUAS.
- ◆ NUAS carries out projects, initiated by itself or by the Nordic Council of Ministers. Examples are the "Nordic Admissions Handbook", studies on credit transfer and recognition and an English-language publication on higher education and research in the Nordic countries.
- ◆ Through its Nordic consultant placed at the IMHE/OECD Secretariat in Paris, NUAS cooperates with IMHE (Programme on Institutional Management in Higher Education).

History

NUAS was founded in 1976, when a first Nordic conference of university administrators was held, followed by similar events in the years after. A desire to strengthen and formalise organisational links led to the establishment of a *Steering Committee* in 1982, to supplement the annual conferences, and to the creation of a secretariat. Gradually, "planning groups" (permanent working groups) were set up, to organise specialist seminars in different administrative fields, e.g., study administration, finance, and staff development. Today, there are

eleven such planning groups and a number of ad hoc groups.

Projects and Initiatives

The second "Storseminarium"

In 2001, NUAS will organise its second conference of all the networks within the ten planning groups and the administrative directors. The expected number of participants is 700.

The Nordic Educational Community

Over the past years NUAS has carried out several projects at the request of the Nordic Council of Ministers. The aim of these projects is to promote the Nordic educational community. NUAS plans to continue the fruitful cooperation with the Nordic Council of Ministers. Among most recent initiatives is a pilot study of the Nordic dimension in higher education. Another example of such projects is the Nordic electronic network on the internet, developed and maintained by NUAS.

NUAS also intends to deepen the cooperation with the Association of Nordic University Rectors' Conferences (NUS). A fruitful cooperation between these organisations is expected to strengthen the Nordic educational community.

Presentation of Nordic Higher Education in an International Context

NUAS coordinates the joint Nordic presence under the umbrella of *Norden* at the NAFSA (Association of International Educators) conferences.

Regular Events

- ◆ Annual conferences of administrative directors. Every second year these seminars are combined with the seminars arranged by the Association of Nordic University Rectors' Conferences.
- ◆ Professional seminars of each of the planning groups (normally every second year).

Publications

- ◆ Bengt Streiffert (ed.), *Nordisk Universitetshandbok 2000*;
- ◆ Various directories, for example on the international educational coordinators of the Nordic countries' universities;
- ◆ Proceedings of NUAS seminars and conferences (three to five per year).

Information Tools ♦ Information Bulletin (twice a year);
 ♦ Website: www.abo.fi/norden/nuas/nuas.

Comments The working language of the general assembly as well as of the seminars is “Scandinavian”, i.e., a mixture of Swedish, Norwegian and Danish. As a rule, the reports of all NUAS bodies are published in the Scandinavian languages concerned.

Erasmus Student Network International (ESN)

Contact Details	Studentstigen 4:202, SE-35252 Växjö, Tel: 46 470 77 47 03, Fax: 46 470 206 38 26, e-mail: annikalcarlson@hotmail.com, website: www.esn.org. Contact person: Ms. Annika Carlson.
Legal Personality	Non-profit organisation under Danish law.
Year of Foundation	1990.
Membership	ESN is a pan-European student organisation, which emerged as a result of the ERASMUS programme. The association's membership is organised in local (university-based) sections, of which there are currently about 100 in 19 countries. Italy is the country where membership is strongest. There is also a sizeable Nordic membership.
Annual Budget	150,000 € (1999).
President/ Chairperson	Mr. Mikko Arvas, Helsinki, President of ESN International.
Chief Executive	Ms. Tuva Kristine Andersen, Trondheim, Secretary of ESN International.
Governance	The association's chief decision-making body is the <i>Annual General Meeting</i> , on which all <i>Local Sections</i> are represented. An <i>International Board</i> , with one member from each country (<i>National Representative</i>), selects an <i>Executive Board</i> , composed of six members, among them the <i>ESN President</i> , <i>Vice-President</i> , <i>Treasurer</i> and <i>Secretary</i> . On a national level, the <i>Local Sections</i> meet regularly and together form the <i>ESN National Platform</i> .
Aims	ESN seeks <ul style="list-style-type: none">◆ to improve the social and practical integration of exchange students at their host institution;◆ to represent the interests and needs of exchange students on a local, national and international (European) level;

- ◆ to provide relevant information about higher education exchange programmes and ESN resources;
- ◆ to support the re-integration of exchange students returning to their university of origin;
- ◆ to contribute to the evaluation of higher education exchange programmes.

Standard Activities

The work of ESN, at local as well as at network level, focuses on the needs of exchange students in Europe. Classical activity types ESN engages in are

- ◆ (at the local level) the integration of foreign students at their host institutions, by organising their reception, monitoring and mentoring, representing their interests to the university administration, pre-departure preparation;
- ◆ Representing the interests and needs of European exchange students vis-à-vis international and supranational organisations, such as the European Commission;
- ◆ Promoting, as well as monitoring and evaluating the success of the European education and training programmes;
- ◆ Organisation of regular events, such as the Annual General Meeting,

History

The ESN is a rather direct result of the European Commission's ERASMUS programme, which was first started in 1987. In the course of an evaluation of this programme, the Commission invited a number of former ERASMUS students to a meeting in Leuven in 1989, who there and then decided to found a student organisation with the aim of supporting "international" students to overcome the practical problems related to a stay at a foreign university. Until 1990, when ESN held its founding conference in Copenhagen and formally constituted itself as an association under Danish law, local ESN sections had already been created at many university cities in Western Europe. Membership grew steadily over the years, and was extended to the countries of Central and Eastern Europe when the division of Europe came to an end.

Projects and Initiatives

ERASMUS Debate Project

This project, carried out in 1998, was created in the context of the European Commission's survey into the

socio-economic status of ERASMUS students. Conducted in collaboration with other student organisations, it sought to inform students about the opportunities of the ERASMUS programme, and to stimulate their participation in it.

ERASMUS Experience Project

This project, conducted in 1999, tried to evaluate the success of the SOCRATES I programme, on the basis of the experience made by ERASMUS exchange students.

SOCRATES on the Move

This initiative developed out of the *ERASMUS Debate Project*, and is currently being carried out. Aiming at informing on and promoting the SOCRATES/ERASMUS programme, it consists of the training of SOCRATES promoters, the organisation of international seminars, and a final conference, as well as a survey among ERASMUS students.

Regular Events

- ◆ *Annual General Meeting*; a Europe-wide reunion of all ESN local sections;
- ◆ *National Platforms*, the meetings of local sections at national level;
- ◆ *ESN Day*, an annual decentralised event taking place on the same day at each higher education institution with an ESN section, organised for exchange students;
- ◆ a wide variety of events at local level.

Publications

- ◆ *Students Opinion* (1998), a joint statement of ESN, AEGEE and ESIB on the proposal of the European Commission for the SOCRATES II programme.

Information Tools

- ◆ *IN COMMON*, ESN's newsletter (quarterly);
- ◆ *Annual General Meeting Report*;
- ◆ Website: www.esn.org.

European Association for Institutional Research (EAIR)

Contact Details	Oude Turfmarkt 141, NL-1012 Amsterdam, Tel: 31 20 525 48 20, Fax: 31 20 525 48 22, e-mail: eairstaff@eairstaff.uva.nl , website: www.org.uva.nl/eairstaff . Contact person: Drs. Petronella Maria ("Ella") Kruzinga.
Legal Personality	Not available.
Year of Foundation	1989
Membership	EAIR is an organisation composed of researchers, policy makers and administrators in the field of higher education, which strives to promote exchange and cross-fertilisation between theory and practice. <i>Ordinary membership</i> is restricted to individuals from the above categories. Additionally, there are <i>student members</i> (higher education students), <i>emeritus members</i> (persons who have retired and who were previously <i>ordinary members</i>), <i>corporate members</i> (teaching and research institutions, professional, industrial and governmental bodies) and <i>distinguished members</i> (members or former members of EAIR who have made a substantial contribution to the development of the association). EAIR currently has a total of 425 members.
Annual Budget	Not available.
President/ Chairperson	Professor Ulrich Teichler, Universität-Gesamthochschule Kassel, EAIR President.
Chief Executive	Drs. Petronella Maria ("Ella") Kruzinga, EAIR Secretariat Manager.
Governance	The key governing body of the EAIR is the <i>General Meeting</i> (of members), which convenes once per year, on the occasion of the EAIR annual conference (Annual Forum). On an ongoing basis, the <i>Executive Committee</i> takes important decisions on policy and finances. It consists of nine members (elected by the members), who serve a three-year term of office. Among them are the <i>Chair</i> , the <i>Vice-Chair</i> , the <i>Secretary</i> and the <i>Treasurer</i> , who together form the

smaller *Steering Committee*. The *President*, whose role EAIR describes as largely honorary, is appointed by the *Executive Committee* for a two-year term.

Aims

EAIR seeks to encourage

- ◆ professional interest among its members;
- ◆ research conducted in the field of higher education in general and the study of the functioning of higher education institutions in particular;
- ◆ effective institutional management, planning and policy implementation;
- ◆ better collaboration between researchers into higher education and institutional planners, managers, policy makers and executives;
- ◆ comparative research into national systems of higher education.

Standard Activities

- ◆ Organisation of conferences (Annual Forum) and seminars on management and governance of (European) higher education;
- ◆ Publications (*Tertiary Education and Management*).

History

The roots of EAIR reach back to 1979, when it started as an informal network inspired by the North-American Association for Institutional Research (AIR). In 1989, it became an independent membership organisation. Since then, EAIR has expanded considerably and today has members from 40 different countries all over the world.

Projects and Initiatives

EAIR's main operational activity consists of the organisation of seminars and conferences and of the publication of the journal *Tertiary Education and Management* (see below).

Regular Events

- ◆ *EAIR Forum*, the annual conference of EAIR, is dedicated to a specific theme and hosted by a European university. Each forum is sub-divided into several tracks, to accommodate special interests and various fields of expertise and specialisation. The *EAIR Forum* in 2000, to be held in Berlin on the theme of "Institutional Responses to Mass Higher Education", is the 22nd event of its kind.
- ◆ *EAIR Seminars* are theme-based gatherings of higher education researchers, policy makers and

administrators devoted to issues of particular relevance, which are mostly organised in collaboration with other associations or universities. Recent examples are a joint seminar with the IMHE programme of OECD on “Central Strategic Governance and Decentralised Accountable Leadership” (Amsterdam, 1998), a seminar conducted in collaboration with the Technical University of Barcelona on “Gobierno y Gestion de las Universidades” (Barcelona, 2000) and, still to come, a workshop on “Management of Medical Schools” at the University of Porto in 2001.

Publications

- ◆ *Tertiary Education and Management (TEAM)*, the journal of the EAIR (four issues a year), published since 1995. *TEAM* contains a selection of the best papers given at the *EAIR Forum*.

Information Tools

- ◆ *EAIR Newsletter* (twice a year);
- ◆ *EAIR Membership Directory* (annually);
- ◆ Website: www.org.uva.nl/eair.

European Association for International Education (EAIE)

Contact Details P.O. Box 11189, NL-1001 GD Amsterdam, Tel: 31 20 525 49 99, Fax: 31 20 525 49 98, e-mail: eaie@eaie.nl, website: www.eaie.nl. Contact person: Ms. Belinda Stratton.

Legal Personality *Vereniging* under Dutch law.

Year of Foundation 1989.

Membership Membership in the EAIE is individual. Membership is open to all individuals with an interest in, and commitment to, "international education" (international cooperation in higher education). The majority of members are "practitioners" of (higher) education collaboration, such as staff of international offices. While EAIE is a European association, and while the association's core membership comes from Europe, there are no geographical restrictions to membership. In addition to its 1,850 regular members, EAIE has some 40 *courtesy associates*, i.e. sister organisations active in the field of higher education cooperation.

Annual Budget 985,000 € (1998).

**President/
Chairperson** Mr. Joan Anton Carbonell, EAIE President.

Chief Executive Ms. Hilary Callan, EAIE Executive Director (until 31 August 2000).

Governance Final authority in setting policy lies in the hands of the *General Meeting* (general assembly) of the membership, which convenes once a year during the annual conference. The EAIE is governed by an elected *Presidency* (made up of the *Present*, *Past* and *Incoming President*), and an *Executive Board* (*Presidency* plus 13 elected members). The daily work of the association is steered by the Secretariat, headed by the *Executive Director*.

In practical terms, EAIE organises its work in *Professional Sections* and *Special Interest Groups*

(SIGs). There are currently eight professional sections, and four SIGs.

Aims

The EAIE is an international non-governmental and non-profitmaking professional association. Its seeks to stimulate and facilitate the internationalisation of education in general, and of higher education in Europe in particular, and to cater for the professional needs of individuals active in international cooperation in education, whom it provides with a common platform. It seeks to enhance and defend the quality of international education by supporting the professional activities of its members.

Standard Activities

The EAIE Annual Conference

This event has fast grown into the largest and one of the most important get-togethers of international relations staff, policy-makers and researchers in European higher education and beyond. Providing an opportunity for debate on policies and issues, information exchange, networking and professional development, it regularly draws an audience of close to 2,000 participants.

EAIE Training Courses

In order to enhance the professional development of its membership, EAIE offers a wide range of training activities in the field of internationalisation. An introduction to international collaboration is held every year at Maastricht University. More advanced and specialised courses are conducted in various locations in Europe. Themes in 2000 include the internationalisation of the curriculum and cross-cultural communication.

Research and Analysis

Originally very much an association of practitioners and devoted to practice, the EAIE has increasingly established a track record of an organisation reflecting on practice and engaging in the fields of research and analysis. The intellectual outputs, on a wide range of issues from the field of international cooperation, are published in the *Occasional Papers* series of the association.

Advocacy

The EAIE is active in articulating and representing the

interests of its members. The association regularly publishes position papers on issues of central importance. Recent examples concern the “Bologna Declaration” and the European Commission’s proposals for the next generation of EU education and training programmes (SOCRATES/LEONARDO).

History

The EAIE was founded in Amsterdam in 1989. Few years after the launch of the first European Union programmes in education and training, the need was felt for a platform for the members of the emerging profession of international cooperation managers in Europe, along the lines of the North-American NAFSA. Since its foundation, the association has steadily grown in membership. This growth is also reflected in the association’s level and diversity of activity, and in the number of its *Professional Sections* and *Special Interest Groups/SIGs* (working groups). While there was only one *Professional Section* in 1990, there are currently eight (as well as four SIGs). Over the years, training measures, advocacy and research into international education gained in importance. In 1999, the EAIE celebrated its tenth anniversary year.

The EAIE is represented on the Advisory Board of the Academic Cooperation Association (ACA).

Projects and Initiatives

EAIE’s work is not primarily of a project-based nature.

Regular Events

- ◆ *EAIE Annual Conference* (between October and December);
- ◆ *EAIE Training Courses*.

Publications

- ◆ Urbain J. DeWinter (ed.), *Internationalisation and Quality Assurance: Goals, Strategies and Instruments*, 1995 (EAIE Occasional Paper 10);
- ◆ Jane Knight and Hans de Wit (eds.), *Internationalisation of Higher Education in Asia Pacific Countries*, 1996 (EAIE Occasional Paper 11);
- ◆ Hans de Wit (ed.), *50 Years of International Cooperation and Exchange between the United States and Europe: European Views*, 1998.

Information Tools

- ◆ *EAIE Forum*, the Newsletter of the EAIE, appears three times per year;

- ◆ *EAIE Annual Report*;
- ◆ *EAIE Membership Directory*, appears annually;
- ◆ *EAIE-L*; the association's e-mail discussion list;
- ◆ Website: www.eaie.nl.

European Association for the Education of Adults (EAEA)

Contact Details	Rue J.Stevens, 8, B-1000 Bruxelles, tel.: 32251352 05, fax: 32 2 513 57 34, e-mail: sigi.gruber@eaea.org, website: www.eaea.org. Contact person: Ms. Sigi Gruber. EAEA also has branch offices in Helsinki and Girona.
Legal Personality	Association internationale sans but lucratif under Belgian law (AISBL).
Year of Foundation	1953, as the European Bureau of Adult Education.
Membership	EAEA is a pan-European association of national umbrella organisations which represent the country's (non-formal) adult education institutions (<i>national coordinating organisations</i>). In countries where there is more than one such association, EAEA can have more than one <i>full member (national organisations)</i> . <i>Associate members</i> are local, regional or transnational associations from the field of adult education and from a wide range of other areas, provided that they devote some of their activities to adult education matters. EAEA has 109 members in 28 countries.
Annual Budget	Not available.
President/ Chairperson	Professor Paolo Federighi, EAEA President.
Chief Executive	Ms. Sigi Gruber, EAEA Secretary General.
Governance	The supreme decision-making body of the EAEA is the <i>General Assembly</i> , which is composed of the representatives of <i>full EAEA members</i> and which meets annually. <i>Associate members</i> may participate in the <i>General Assembly</i> , but have no voting rights. An <i>Executive Board</i> , the up to twelve members of which are elected by the <i>General Assembly</i> , is responsible for the execution of the <i>General Assembly's</i> decisions, as well as for setting objectives and priorities, for admitting new members, and for generally ensuring the effective management of the association.

Aims	EAEA's mission is to work for the creation of a learning society. It does so by encouraging the demand for learning by individuals, organisations and communities, and in particular by women and excluded sectors of society. It equally seeks to improve the response of providers of learning opportunities and of local and transnational authorities and agencies.
Standard Activities	<p>EAEA undertakes the following activities:</p> <ul style="list-style-type: none">◆ to act as an advocate for adult learning and for NGOs working in this field;◆ to support its members and their networks;◆ to develop reflection on the nature and importance of adult learning and about ways to improve the range and quality of opportunities;◆ to promote shared learning through the exchange of information, knowledge and experience among members;◆ to organise training about sources of European funding for adult learning;◆ to engage in and publish research on adult education;◆ to cooperate with other organisations in pursuit of the aims of EAEA (ICAE, European Commission, European Parliament, Council of Europe, UNESCO, OECD, CEDEFOP, ILO etc.)
History	Originally known as the <i>European Bureau of Adult Education</i> , EAEA was founded in 1953 on an initiative of Denis de Rougement. Today the association is made up of 109 organisations in 28 European countries – from Cyprus to the Nordic countries, and from Ireland to Russia.
Projects and Initiatives	<p><i>ALICE</i></p> <p>The ALICE project, described by EAEA as its most important venture to date, is a search database containing a wealth of information about adult education associations in Europe, and about educational programmes, funding sources, legislation, publications and research in the field. The database is available in English, French and Dutch. It aims at improving the flow of information in the non-formal adult education sector in Europe in order to facilitate cooperation between organisations and to improve access to European funding possibilities.</p>

EUREDA

EUREDA is a glossary of key adult education terms used in Europe. The work, a major effort of systematisation of the field, aims to provide the terminological tools for a better understanding of the different conceptual approaches to adult education in the countries of Europe, and seeks to provide the foundation for more fruitful dialogue and cooperation between institutions and individuals active in European adult education

Other projects of EAEA include *ESNAL*, *EDITORS* and *OLDER ADULTS*. The association also supports project initiatives of its member organisations.

Regular Events

EAEA regularly takes a leading role in conferences, seminars and workshops organised by its member organisations and gives input to EU policy documents on the topic of lifelong learning.

Publications

EAEA runs its own monograph series, in which the results and final reports of the association's projects are published. Important publications from this series are:

- ◆ EAEA, *Adult Education Organisations in the Countries of the European Union. Notes for a Directory*, Barcelona 1993;
- ◆ EAEA, *Older Adults as Helpers in Learning Processes*, Barcelona 1994;
- ◆ EAEA, *The Roles and Functions of the System of Adult Education in the General Education System including Vocational Training*, Barcelona 1995;
- ◆ EAEA, *ALICE – Information Bank on Non-Formal Adult Education in Europe*, Brussels 1996;
- ◆ EAEA, *Releasing the Resource. Older Adults as Helpers in Learning Processes – II*, Barcelona 1997;
- ◆ EAEA, *The Preparation and Management of Transnational Adult Education Projects*, Amersfort-Barcelona 1997;
- ◆ EAEA, *The Training of Volunteers*, Drierbergen-Barcelona 1997.

Information Tools

- ◆ EAEA Newsletter (bimonthly in print, updated every week on the EAEA website);
- ◆ Website: www.eaea.org;
- ◆ Regular e-mails services for members.

European Association of Distance Teaching Universities (EADTU)

Contact Details Valkenburgerweg 177, P.O. Box 2960, NL-DL 6401 Heerlen, Tel: 31 45 576 22 14, Fax: 31 45 574 1473, e-mail: secretariat@eadtu.nl, website: www.eadtu.nl. Contact person: Ms. Sascha Saalbrink, Communication Manager.

Legal Personality *Besloten Vennotschap (B.V.)*.

Year of Foundation 1987.

Membership EADTU is a network of individual tertiary institutions of distance education, national federations of such institutions, distance learning study centres and, in one case, an institution conducting research in this field. Membership is so far Western European only. The total number of members stands at 19, from 14 countries. In countries with more than one member, one of them is designated the “national member”.

Annual Budget Not available.

**President/
Chairperson** Mr. David Hardy, EADTU President.

Chief Executive Mr. Piet Henderikx, EADTU Secretary General.

Governance EADTU is governed by the *Assembly* of the *Association*, which consists of the “principals” of member institutions. The *Assembly* elects an *Executive Committee*, which has five voting members and oversees the implementation of the policies decided on by the *Assembly*. The Secretariat, headed by the *Secretary General*, deals with the day-to-day work of the association. EADTU organises its work through *Working Groups* and *Programme Committees*.

Aims In pursuit of its mission to promote tertiary-level distance education in Europe, EADTU seeks

- ◆ to foster innovation in higher distance education, particularly by introducing new educational concepts;

- ◆ to cooperate in research and the development of educational technology to support such innovation;
- ◆ to work together on course development and credit transfer;
- ◆ to promote access to higher open education in Europe;
- ◆ to support bilateral contacts between the academic staff of member universities;
- ◆ to organise projects in cooperation with European authorities and industry.

Standard Activities

- ◆ Organisation of conferences and workshops;
- ◆ Curriculum and course development, e.g. joint course development, joint intensive programmes;
- ◆ Research in the field of open and distance learning;
- ◆ Development of educational technologies;
- ◆ Development and testing of prototypes;
- ◆ Staff training measures;
- ◆ Working groups (on topics such as the social and economic effects of ODL; cost-effectiveness of ODL methods; language and cultural issues; media and technologies; educational research);
- ◆ Programme committees (in the areas of Humanities; Science and Technology; European Law; and Business Administration and Management Studies).

History

The European Association of Distance Teaching Universities was established in January 1987 by the principals of Europe's major distance teaching institutions to foster cooperation between European organisations dedicated to higher education through distance teaching methodology.

Projects and Initiatives

Mostly in collaboration with other associations and institutions in Europe, EADTU has carried out the following projects in recent years:

- ◆ The *Euro Study Centres*, a network of 52 student support centres across Europe providing information and advice on distance teaching offers, and delivering concrete education/training courses;
- ◆ *WIRE*, a project supported by the TEN-Telecom programme (Trans-European Networks for Telecommunications) of the Information Society DG of the EU Commission, which investigates the possibilities of ISDN technology in education;

- ◆ *DUNE*, an ERASMUS/SOCRATES “thematic network” studying obstacles in the delivery of distance education and trying to identify solutions to overcome those obstacles;
- ◆ *CALIBER-NET*, supported through the ODL action of the SOCRATES programme, investigates quality issues in European open and distance learning;
- ◆ *VOLNET-MMT* will develop a training curriculum, modules and materials and provide training in multimedia skills for trainers of disadvantaged people;
- ◆ *CEFES* will generate a virtual seminar in the field of European Studies;
- ◆ *EDISSON*, a demonstration platform of multicultural and social skill components in transnational open and distance learning;
- ◆ *NEPOLD*; devoted to the twinning of distance learning study centres in Central and Eastern Europe.

Regular Events

- ◆ EADTU Annual Conference;
- ◆ Project-related workshops.

Publications

Not available.

Information Tools

- ◆ *EADTU News*, the association’s newsletter;
- ◆ *EADTU Mini-Directory*, a collection of comprehensive portraits of EADTU member organisations;
- ◆ *EADTU and its Members*, provides addresses of EADTU members;
- ◆ *EADTU Annual Report*;
- ◆ Website: www.eadtu.nl.

European Association of Institutions in Higher Education (EURASHE)

Contact Details	Wolvengracht 38, B-1000 Brussel, Tel: 32 2 211 41 97, Fax: 32 2 211 41 98, e-mail: ward.dhondt@eurashe.be, website: www.eurashe.be. Contact person: Dr. Søren Nørgaard, Secretary General
Legal Personality	Association sans but lucratif (ASBL) under Belgian law.
Year of Foundation	1990.
Membership	EURASHE is a pan-European non-profit higher education organisation. Its members are national organisations of presidents, directors or principals of higher education institutions, as well as individual institutions. Although the association admits all types of higher education institutions, the vast majority of its membership comes from the extra-university sector of tertiary education. EURASHE has members in 17 European countries. In some countries, only individual institutions are EURASHE members, in others the whole extra-university sector.
Annual Budget	30,000 € (1999).
President/ Chairperson	Dr. J.G. Corr, Director, Galway-Mayo Institute of Technology, Galway, EURASHE President.
Chief Executive	Dr. Søren Nørgaard, EURASHE Secretary General.
Governance	The chief decision-making body of EURASHE is the <i>Plenary Council</i> . EURASHE also has a <i>Presidium</i> , and an <i>Executive Council</i> . The <i>Presidium</i> consists of the <i>President</i> , the two <i>Vice-Presidents</i> (of whom one <i>President Elect</i>) and the <i>Secretary General</i> . <i>President</i> , <i>Vice-Presidents</i> and <i>Secretary General</i> are elected for a term of two years. Each country with EURASHE membership is represented in the <i>Executive Council</i> , which meets two or three times a year. The <i>Plenary Council</i> consists of a maximum of three members per country and meets annually.

Aims	<p>EURASHE aims</p> <ul style="list-style-type: none">◆ to promote transnational cooperation between higher education institutions;◆ to provide a platform for members and institutions to exchange information and opinions on the future development of higher education;◆ to foster cooperation with institutions outside of the European Union;◆ and to promote cooperation in higher education by establishing close links with organisations of similar objectives. <p>In pursuit of these aims, EURASHE pays particular attention to the needs of the extra-university sector of higher education.</p>
Standard Activities	<p>EURASHE offers services to its members and third parties in the areas of networking, fund raising, curriculum development, staff development, educational standards and guidelines, quality policy and quality management, and applied research and consultancy. The association also holds an annual conference, back-to-back with its plenary meeting (<i>General Assembly</i>).</p>
History	<p>EURASHE was founded in February 1990 in Patras, Greece, on the initiative of Yves Beernaert and Kees van Gageldonck. The founding President was Dr. Neil Merrit, Principal of the (then) Ealing College of Higher Education. The motivation of the founding fathers, which remained the rationale of EURASHE, was to create an instrument which would advocate the interests of Europe's extra-university sector of tertiary education vis-à-vis the European Commission, as well as other international organisations. In many ways, EURASHE was thus conceived as a parallel organisation to the Association of European Universities (CRE) and the Confederation of European Union Rectors' Conferences, which look after the interests of universities. While EURASHE originally admitted only national organisations as members, it later opened up membership to individual institutions.</p> <p>EURASHE is represented on the Advisory Board of the Academic Cooperation Association (ACA).</p>
Projects and Initiatives	<p><i>Non-University Involvement in ERASMUS</i></p> <p>This project, conducted on behalf of the Task Force</p>

Human Resources, Education, Training and Youth (a predecessor of the DG Education and Culture), focussed on the participation of the extra-university sector of tertiary education in the European Union's ERASMUS Programme. It consisted of two studies (in 1992 and 1993) on the involvement of the extra-university sector in the ERASMUS Programme (which was found to be lower than that of the universities), and an ensuing information and promotion campaign with the aim of generating heightened participation of the sector in ERASMUS, which was carried out in eight European Union and EFTA countries in the course of 1994. On behalf of the European Commission, EURASHE and its members executed four projects in 1994. These projects were devoted to the following themes: "Networking in Higher Education", "Staff Mobility", "Quality Assurance in Higher Education", and "Training of Academic Managers".

European Conference on SOCRATES and LEONARDO
This conference, which convened extra-university institutions from all over Europe, was held in Brussels in 1996 and aimed at promoting the European Commission's new education and training programmes and, in particular, at helping to explain the new "institutional contract" concept in the ERASMUS part of SOCRATES.

Successful Project Applications (SPA)

The SPA project, carried out in 1999, consisted of a series of information and training seminars for higher education institutions on good practice in writing funding applications in general and for the ERASMUS/SOCRATES programme in particular. Financed by the then DG XXII (now: Education and Culture), eight seminars were held in eight East and West European countries.

Regular Events

Back-to-back with its annual *Plenary Council* meeting, EURASHE organises a thematic conference every year. Recent themes included quality assurance, the changing relations between government and higher education, and "innovation".

Publications

Not available.

Information Tools

- ◆ *EURASHE Newsletter*;
- ◆ EURASHE Brochure;
- ◆ Website: www.eurashe.be

European Centre for Strategic Management of Universities (ESMU)

Contact Details	Rue Montoyer 31, B-1000 Bruxelles, Tel: 32 2 513 86 22, Fax: 32 2 289 24 67, e-mail: esmu@pophost.eunet.be. Contact person: Ms. Nadine Burquel, Secretary General.
Legal Personality	Association internationale sans but lucratif under Belgian law (AISBL).
Year of Foundation	1986.
Membership	ESMU is not a membership organisation
Annual Budget	370,000 € (1999).
President/ Chairperson	Professor Pieter de Meijer, Chairman of the Board of ESMU.
Chief Executive	Ms. Nadine Burquel, Secretary General of ESMU.
Governance	The <i>General Assembly</i> is the governing body of the association. The <i>Board</i> is the executive body, which defines policies for the association and monitors project development. The <i>Secretariat</i> , headed by a <i>Secretary General</i> , executes the policy set by the <i>General Assembly</i> and the <i>Board</i> .
Aims	Based on its mission to improve strategic management of higher education institutions, ESMU aims to transfer expertise on best university management practice, to promote policies for institutional change in universities, to provide services to Europe's higher education institutions, and to be a forum for decision-makers from higher education. Guided by these aims, ESMU sets up networks, organises seminars on specific topics, prepares ad-hoc studies and provides made-to-measure services. One of ESMU's aims is also to contribute to EU education and training co-operation by assisting the European Commission in the management of its education and training programmes.

Standard Activities

Programme Management Assistance to the European Commission

Since its creation, ESMU has provided the European Commission with programme management services. The first task of this kind concerned the COMETT I and II programmes for university-industry collaboration, the second one the running of the SOCRATES and Youth for Europe Technical Assistance Office, together with ACA.

Creation and Running of University Administrators' Networks

Following its core mission, ESMU is continually concerned with the creation and running of networks of university administrators, for heads of administrations, and for deans.

Training Seminars

Since its inception, ESMU has organised training courses on specific university management issues (finance, quality, communication, etc.)

Participation in EU Programmes (particularly TEMPUS)

History

ESMU was set up in 1986. Activities first focussed on programme management assistance for the EU COMETT I and COMETT II programmes (1987-1995). A second activity form characteristic of the earlier years was the creation of small working groups of university rectors and other high level decision-makers in universities, on the theme of strategic university management, the number of which increased markedly between 1991 and 1994. In 1991, ESMU opened up all its activities to Central and Eastern European countries and has managed several TEMPUS projects on university management in the region since.

Since 1995/96, the scope of activities widened further. ESMU decided to address the non-academic levels in universities and initiated the HUMANE network. "Middle management", particularly university deans, was given more attention. Partnerships with other higher education organisations resulted in new products, such as the European Benchmarking Programme.

Together with ACA (in the framework of the ETAPE consortium), ESMU continued to provide programme

management services to the EU Commission, for the SOCRATES and Youth for Europe programmes (1995-2001).

Projects and Initiatives

- ◆ 1987-1995: Technical Assistance for the EU Commission's COMETT I and II programmes;
- ◆ 1995-2001: Technical Assistance for the EU Commission's SOCRATES and Youth programmes (in collaboration with ACA);
- ◆ Since 1995: Creation and running of a secretariat for HUMANE, a network of 170 heads of university administrations (*Kanzler*, secretaries general, *gerentes*, etc.) which organises training in six priority areas (internal infrastructure and services; management of change; new technology and management information; environmental issues; human resource management; finance and funding);
- ◆ 1996-1997: production of a report and handbook on university-industry cooperation for the European Training Foundation (ETF);
- ◆ 1998-1999: TEMPUS Joint European Project on issues of EU integration for Hungarian universities;
- ◆ 1999 : launch of a European university deans' network;.
- ◆ Since 1999: European "University Management Benchmarking Programme", a project to compare and improve university management (in collaboration with CHEMS).

Regular Events

- ◆ Meetings of the *General Assembly* and the *Board*;
- ◆ Seminars in the framework of ESMU's projects and networks.

Publications

- ◆ Project outcome reports.

Information Tools

- ◆ Annual Report of Activities.

European Consortium of Innovative Universities (ECIU)

Contact Details	c/o University of Twente, Postbus 217, NL-7500 AE Enschede, Tel: 31 53 489 56 00, Fax: 31 53 489 56 10, e-mail: eciu@gst.utwente.nl , website: www.eciu.org . Contact person: Drs. B.J.M. Kokkeler.
Legal Personality	Not available.
Year of Foundation	1997.
Membership	ECIU refers to itself as a grouping of “innovative” and “entrepreneurial” universities, along the lines of the standards advanced by Burton Clarke in his book <i>Creating Entrepreneurial Universities</i> . The association, which has currently 11 members from 10 (Western) European countries intends to remain exclusive. ECIU names as eligibility criteria for membership “a strong research base, a strong steering core, a well developed infrastructure for interaction with industry and high-tech small and medium-sized enterprises, and a high international profile”.
Annual Budget	50,000 € (2000).
President/ Chairperson	Professor Frans van Vught, ECIU Chairman, Rector of the University of Twente.
Chief Executive	Drs. B.J.M. Kokkeler, ECIU Secretary.
Governance	ECIU has a relatively light governance structure. The decision-making bodies are the <i>General Meeting</i> , which convenes once a year, and the <i>Executive Board</i> , which assembles twice per year and sets the association’s activity schedule. The operational work rests on the shoulders of its various <i>working groups</i> . The association’s organisational backbone is its <i>Central Secretariat</i> based at the University of Twente, as well as its network of <i>local coordinators</i> at each member institution.
Aims	The main goal of ECIU is to be a coherent and dynamic partnership which promotes innovation in member

institutions, as well as in the wider society and economy, in the fields of education, research, information technology, continuing education, social relevance, regional impact and strategic university management. In the identification and implementation of joint activities, ECIU aims at “effectiveness”, in the sense that cooperation should result in tangible benefits to the academic and student community in member universities, and in the surrounding business community. The innovatory urge of ECIU is to find expression through the development of new educational programmes, new methods of delivery (such as the use of ICT) and adequate quality standards (through benchmarking and accreditation).

Standard Activities

- ◆ *General Meetings*;
- ◆ *Executive Board* meetings;
- ◆ Meetings of the ECIU *working groups* (academics; students; administrators; managers of industrial liaison offices; and science park managers);
- ◆ Joint curriculum development (postgraduate studies; advanced courses for industry, web-based modules; European doctorate);
- ◆ Quality assurance, benchmarking and accreditation (*ECIU Quality Review System* for international multidisciplinary masters programmes; seminars on best practice and benchmarking);
- ◆ Joint research projects;
- ◆ Mobility support schemes for young researchers, as well as for students (for study and internships in companies);
- ◆ Cooperation in technology transfer.

History

In 1996, a group of five institutions (Warwick, Strathclyde, Dortmund, Twente and Aalborg) invited a selected group of other “innovative universities” to discuss joint activity, which, after further get-togethers, resulted in the creation of ECIU through the adoption of the association’s “charter” in November 1997 in Dortmund. The association, which at that time had 10 members, finished its conception phase a year later, when priorities had been set, concrete projects emerged and its so far sole organ, the *General Meeting*, was complemented by an *Executive Board*. Elaborating on its earlier “charter”, ECIU adopted a “strategy plan” (for the

years 2000 to 2002) in 1999. Since its foundation, the exclusive association has admitted only one new member.

Projects and Initiatives

Joint Masters Programmes

ECIU is currently developing a wide range of joint master degrees, the first ones of which are to start in 2001. Examples include the "Masters in Innovation and Entrepreneurship" (Twente, Aalborg, Warwick), the "Masters in East and South-East Asian Studies" (Aveiro, Autonoma/Barcelona, Warwick, Twente), the "Masters in Micro-Systems Technology" (Hamburg-Harburg, Twente) and the "Masters in Industrial Design and Manufacturing" (Dortmund, Twente). ECIU is also developing continuing education courses for staff of private companies.

ECIU Quality Review System

This instrument serves the purpose of the accreditation of international multidisciplinary master-level programmes. In the light of the Bologna process and other developments, ECIU is currently updating the criteria and procedures used.

European Doctorate

ECIU has developed a format for a European doctorate. Based on this understanding, joint training programmes are being developed and implemented, supported by mobility components for young researchers, in areas such as Applied Physics, Biomedical Engineering, Educational Research, and Telelearning.

Mobility

ECIU universities engage in the exchange of students (for study and practical experience in companies) and teaching staff. Each partner institution guarantees a certain amount of teaching capacity to the other network members.

Regional Development

In line with its belief that academia cannot be self-contained, ECIU engages in a number of activities with the surrounding environment, amongst others in the area of technology transfer (benchmarking, workshops on best practice).

ECIU Student Wing

The association runs its own student organisation, which organises, amongst others, best practice seminars in student governance and cultural activities.

Regular Events

- ◆ *ECIU General Meeting* (once a year);
- ◆ *ECIU Board Meeting* (twice a year);
- ◆ Seminars and workshops of ECIU academics and administrators, mostly for the exchange of best practice and benchmarking.

Publications

- ◆ *Proceedings of the ECIU Workshop on Academic Incubation Systems* (1999);
- ◆ *Proceedings of the Seminar on Innovation and Entrepreneurship* (December 1999);
- ◆ *The University and its Region* (2000).

Information Tools

- ◆ *ECIU Strategy*;
- ◆ *Univision* (the annual ECIU magazine);
- ◆ Website: www.eciu.org;
- ◆ E-mail newslists;
- ◆ Intranet.

European Distance Education Network (EDEN)

Contact Details	c/o Technical University of Budapest, H-1111 Budapest, Egrý J. u. 1, Tel: 36 1 463 16 28 / 22 59, Fax: 36 1 463 18 58, e-mail: eden@khmk.bme.hu, website: www.eden.bme.hu. Contact person: Dr. András Szűcs.
Legal Personality	Non-profit company limited by guarantee under English law.
Year of Foundation	1991.
Membership	EDEN is a European association specialising in distance learning. Although core membership is European, the association also has members from other continents. Membership is not restricted to the tertiary sector, but comprises all levels of formal and non-formal distance education and training. Members are educational institutions or their (regional, national, European and international) associations, companies, as well as individuals working in or having an interest in distance education. Members belong either to the <i>Institutions' Section</i> or to the <i>Network of Academics and Professionals</i> , which assembles EDEN's individual members. There is a honorary membership category (<i>Life Members</i>) for selected individuals. Institutional membership currently stands at 107. There are some 400 individual members.
Annual Budget	40,000 Pound Sterling (1999).
President/ Chairperson	Dr. Erwin Wagner, Hochschule Hildesheim, EDEN President.
Chief Executive	Dr. András Szűcs, Technical University of Budapest, EDEN Secretary General.
Governance	The chief decision-making body of EDEN is the <i>Executive Committee</i> , which consists of 10 persons (<i>President and Chair of the Network of Academics and Professionals</i> as <i>ex officio</i> members, as well as eight other members), who are elected by the <i>Annual General Meeting</i> . The <i>Executive Committee</i> as well as

the *Annual General Meeting* represent exclusively the institutional members of EDEN. Individual members are involved in the governance of EDEN via their own body, the *Steering Committee*. The day-to-day management of the association is in the hands of the *EDEN Secretariat*, which is headed by a *Secretary General*. EDEN has a number of standing committees, such as the *Open Classroom Working Group* and the *EDEN Research Network (R-NET)*.

Aims

EDEN's statutes ("constitution") state as the association's overall aim "to foster developments in distance education through the provision of a platform for cooperation and collaboration between institutions, networks and other agencies ... throughout all regions and nations of Europe". More particularly, the association is to

- ◆ promote cooperation between institutions and networks involved in the provision or use of distance education in Europe;
- ◆ organise conferences, seminars and staff training initiatives;
- ◆ collect and disseminate information about current developments in distance education;
- ◆ assist in the development and strengthening of regional and national distance education networks, programmes and new initiatives in Europe;
- ◆ advise national and international governmental and non-governmental organisms on distance education and training;
- ◆ engage in world-wide collaboration with organisations of a similar purpose;
- ◆ assist and encourage members in the elaboration of joint projects, and in seeking funding for them;
- ◆ encourage research on distance education.

Standard Activities

- ◆ Organisation of conferences (EDEN Annual Conference, Open Classroom Conference) and workshops;
- ◆ Organisation of projects (see below);
- ◆ Publications (mainly of conference proceedings);
- ◆ Feasibility and policy studies;
- ◆ Meetings of standing committees (such as the *European ODL Liaison Committee*, the *Open Classroom Working Group*, the research network *R-NET*);

- ◆ Advocacy and policy advice towards European institutions;
- ◆ Networking and cooperation with “sister organisations” in Europe and beyond (amongst other means through the European ODL Liaison Committee, a joint platform of various European organisations active in distance learning).

History

The idea to create EDEN was born at a pan-European conference in Budapest in 1990, which established the “Budapest Platform”, and led to the creation of the association one year later. In 1992, EDEN organised its first major conference. 1995 saw the launch of a second type of EDEN conference, the biannual “Open Classroom Conference”. In the same year the *Network of Academics and Professionals* (NAP) was created, a special body to represent the interest of individual members. EDEN moved its Secretariat, which had been located at the Open University in Milton Keynes during the early years, to Budapest in 1997 and established the *European ODL Liaison Committee* in 1998. Recent developments include a new focus on research, through the creation of the *R-NET* group and the organisation of research workshops. EDEN’s membership has been characterised by healthy growth over the years.

Projects and Initiatives

In collaboration with a larger number of European associations and institutions, EDEN has carried out the following projects in recent years:

- ◆ *CALIBER-NET*, a project supported through the ODL part of the SOCRATES programme, on quality issues in European distance learning (recognition, certification, etc.), which ran from 1996 to 1998;
- ◆ *MESO*, a study in the framework of attempts to create an observatory for multimedia educational software, running from 1997 to 1999;
- ◆ *IDEAL*, a TEMPUS JEP, to develop ODL course materials in Hungary (1995-1998);
- ◆ *Open Vocational Training Programme of Hungary*, a project to further develop the Hungarian “Open Vocational Training” initiative, from 1998 to 1999;
- ◆ *AGEAN – DOLPHIN*, devoted to the development of distance learning procedures and implementation methodologies in the field of tourism (1997-1999);

- ◆ *SUSTAIN*, a dissemination project to support the sustainability of results of work conducted earlier in the ODL action of the SOCRATES programme (1998 – 2000);
- ◆ *Developing and Introducing Multimedia Teaching Materials for Vocational Education*, a LEONARDO scheme aiming to establish an international multimedia development network and to create and introduce new multimedia teaching materials, running from 1997 to 1999;
- ◆ *AEN*, the creation of an electronic network between distance education organisations and institutions at different educational levels (1999-2001).

Regular Events

- ◆ EDEN Annual General Meeting;
- ◆ EDEN Annual Conference;
- ◆ EDEN Open Classroom Conferences (biannual, three so far, devoted to distance education and new technologies in school education);
- ◆ Research workshops.

Publications

- ◆ *Universities in a Digital Era – Transformation, Innovation and Tradition – Roles and Perspectives of Open and Distance Learning. Proceedings of the 1998 EDEN Conference*, University of Bologna, 1998;
- ◆ *Open and Distance Learning: a Bridge From the 90s to the Year 2000 and Beyond: Achievements and Perspectives. Proceedings of the 1997 EDEN Conference*, Budapest, 1997;
- ◆ *School Education in the Information Society. Proceedings of the Second Open Classroom Conference*, Crete, 1997;
- ◆ *Shifting Perspectives – The Changing Role and Position of Open and Distance Learning in School Level Education. Proceedings of the Third Open Classroom Conference*, Balatonfüred, 1999;
- ◆ *Information and Communication Technologies and Human Resources Development: New Opportunities for European Cooperation, Proceedings of the EDEN – Moscow State University Conference*, Moscow, 1999;
- ◆ *The European Journal of Open and Distance Learning* (EURODL), an on-line journal accessible through the EDEN website).

- Information Tools**
- ◆ *EDEN Newsletter* (quarterly);
 - ◆ *EDEN Profile 1998-99*;
 - ◆ Website: www.eden.bme.hu.

European Educational Research Association (EERA)

Contact Details	c/o Professional Development Unit, Faculty of Education, University of Strathclyde, 76 Southbrae Drive, UK-Glasgow G13, Tel: 44 141 950 3772, Fax: 44 141 950 3210, e-mail: eera@strath.ac.uk, website: www.eera.ac.uk. Contact person: Colette Yvonne, Administrative Secretary.
Legal Personality	Registered charity in the United Kingdom.
Year of Foundation	1994.
Membership	EERA is a European association specialising in research on education and training. Membership is open to national associations of educational research, as well as institutes for research into education, and individual researchers. Membership of a recognised national association means membership of EERA as well. Inclusive of individual members of member associations, EERA has about 10,000 members.
Annual Budget	75,000 Pound Sterling (1999 income).
President/ Chairperson	Professor Sverker Lindblad, University of Uppsala, EERA President.
Chief Executive	Professor Martin Lawn, University of Birmingham, EERA Secretary General.
Governance	The chief policy-making body of EERA is the <i>General Meeting</i> , which convenes once a year on the occasion of the association's annual conference (ECER). Voting rights in the <i>General Meeting</i> are accorded to national organisations and member research institutes. The <i>General Meeting</i> elects an <i>Executive Council</i> , which meets four times per year, and on which national research associations are represented (or prominent research institutes in the cases of countries without a national organisation). The <i>Executive Council</i> is chaired by the <i>President</i> . Other officers include the <i>Secretary General</i> , the <i>Treasurer</i> and the <i>Past President</i> .

At a more operational level, the work of EERA is organised in *Thematic Networks* (working groups), of which there are currently 22.

Aims

EERA was set up as a learned society specifically for the purposes of

- ◆ encouraging collaboration amongst educational researchers in Europe;
- ◆ promoting communication between educational researchers and international governmental organisations such as the EU, the Council of Europe, the OECD and UNESCO;
- ◆ improving communication amongst educational research associations and institutes within Europe;
- ◆ disseminating the findings of educational research and highlighting their contribution to policy and practice.

Standard Activities

- ◆ Organisation of conferences (ECER);
- ◆ Conducting and publishing research (*European Educational Researcher*);
- ◆ Advocacy (towards European and international institutions);
- ◆ Creation of a “Postgraduate Association in Educational Research” (still in 2000).

History

EERA was started as an initiative of several national research associations in 1994. Since then, the organisation, the aim of which is to include all national educational research associations in Europe, has grown steadily. This is particularly reflected in the growth in the number of EERA’s research networks, which has reached 22 now. These networks have sprung out of and organise EERA’s main event, the “European Conference on Educational Research”. Themes include vocational education, social justice, teacher education, information centres/libraries, ICT, comparative education and higher education. Currently, EERA is working on the creation of a new network, the “Postgraduate Association in Educational Research” which is to support young researchers and develop research training.

Projects and Initiatives

The focal point of the association’s activity is the “European Conference of Education Research” (see below).

In the future, EERA intends to increase project-based work, in particular through cooperation with other European associations with a focus on educational research and with the European Commission's Directorates General for Education and Culture and for Research. Themes foreseen for such project work will be support for educational research associations in Central, Eastern and Southern Europe and postgraduate research training.

Regular Events

European Conference of Education Research (ECER)

This is the association's main event, on which much of its work is focused. It is organised in collaboration with a member national association and held back-to-back with the EERA Annual Meeting and the editorial board meeting of the association's journal. The conference attracts an average of 600 to 900 participants, mainly from Europe, but also from Australia, Canada and the USA. It consists of the "academic programmes" of EERA's different networks, which are responsible for organising their conference track. Since 1999, it includes a "President's Symposium", where leaders of national associations discuss research policy and organisation in the individual countries.

Publications

- ◆ The *European Educational Researcher*, the journal of the EERA (three issues so far), with articles on European issues and studies, and research intelligence from national associations;
- ◆ *EERA Yearbook* (from 2000 onwards), a selection of refereed essays.

Information Tools

- ◆ Website: www.eera.ac.uk.

European Foundation for Management Development (EFMD)

Contact Details	88 rue Gachard, B-1050 Bruxelles, Tel: 32 2 648 03 85, Fax: 32 2 646 07 68, e-mail: info@efmd.be, e-mail: www.efmd.be. Contact person: Mr. Eric Cornuel, Director General.
Legal Personality	Association internationale sans but lucratif (AISBL) under Belgian law.
Year of Foundation	1971.
Membership	EFMD is an association specialised in the field of management education and development, with a pan-European core membership, but further members world-wide. There are four different membership categories: <i>institutional membership</i> , which is reserved for European companies, business schools, public sector organisations, executive development centres, chambers of commerce, employers' associations and training consultancies; <i>international membership</i> , for organisations located outside Europe; <i>associate membership</i> , for newly formed business schools and executive development centres (maximum of three years); and <i>individual membership</i> , for individuals active in the field of management teaching, consulting and management development. EFMD has a total of 407 members, of whom the majority (283) fall into the <i>institutional</i> category.
Annual Budget	3.8 M €.
President/ Chairperson	Mr. Gerard Van Schaik, EFMD President.
Chief Executive	Mr. Eric Cornuel, EFMD Director General.
Governance	The supreme body of EFMD is the <i>General Assembly</i> , which convenes once a year and, amongst other tasks, admits new members and the members of the EFMD Board and approves the annual work programme, the accounts of the past and the budget for the coming

year. The EFMD Board, of around 25 members, is the association's "overall policy-setting body" (two meetings a year). A smaller *Board Committee*, of up to seven persons, deals with strategic issues and meets twice a year. The EFMD *President* is traditionally an elder industrialist; the *Vice-President* comes from an educational institution. EFMD has a separate *Membership Review Committee*, which evaluates applications of potential members and makes recommendations to the *Board*. The day-to-day work is in the hands of a Brussels-based secretariat with a staff of 21, headed by the *Director General*. EFMD has a broad range of standing *working groups*.

Aims

The overall aim of EFMD is "enabling the development of people and organisations through learning and leadership". In particular, EFMD strives to be

- ◆ a forum for the profession;
- ◆ an international network;
- ◆ and an ambassador for European management development.

Standard Activities

- ◆ Organisation of seminars, conferences and workshops (for members and special interest groups, e.g. deans and directors of European business schools, MBA directors, human resource directors of major European companies, management development staff of public service institutions, small business trainers);
- ◆ Publications (such as the *European Directory on Executive Education*, as well as other reports and directories, and the magazine *Forum*);
- ◆ Accreditation and quality assurance (amongst other means through EQUIS, the European Quality Improvement System);
- ◆ International projects (in Europe and beyond, for example in China, India, the CIS and the Arab World, in the field of training, research, exchange of faculty, production of teaching material);
- ◆ Cooperation with management development associations (in Central and Eastern Europe, North and Latin America, India, South-East Asia, Central Asia and Africa, in the framework of INTERMAN (International Management Development Network)).

History

EFMD was formally created in 1971, but its history stretches further back. Two predecessor organisations, the International University Contact for Management Education (IUC) and the European Association of Management Training Centres (EAMTC) started merger talks in 1963. A start-up grant by the Ford Foundation resulted first in the creation of an umbrella organisation, the European Fund for Management Education, and finally in the EFMD. In the early years, efforts concentrated on winning corporate support, particularly through a “membership drive” supported by Shell. A milestone in the association’s development was the creation of a “strategic audit unit” for senior management of business schools. Another major development was the introduction of the “European small business seminars” (with a semi-independent existence) and activities in public sector management development. Over the years, EFMD has helped to set up a number of international associations in its particular field, which are now fully independent.

Projects and Initiatives

Benchmarking Leadership Development (since 1998)
This joint initiative of EFMD and EFQM aims at benchmarking human resources development. The project focuses on why leadership matters today, how leadership is assessed in large organisations, how leadership is developed using both traditional and non-traditional approaches, and what are the roles of the key actors (including management developers). The structure comprises six meetings over a ten-month period.

EQUIS – the European Quality Improvement System (since 1997)
EQUIS is a pan-European assessment tool and accreditation system, which places particular emphasis on the international dimension and the corporate involvement of schools and which was developed on the basis of various national accreditation schemes. The procedure comprises several steps, such as self-assessment, external review by a team of auditors, and on-site evaluation. Institutions fulfilling the EQUIS quality criteria are granted the “European Quality Label”. By July 1999, 21 European schools had been accredited.

ROI (Return of Investment) in Training and Development (since 1997)

A research-based project seeking to substantiate that qualitative aspects of training and development, such as management education, can be measured. Other aims are encouraging enhanced strategic investment in human resources management and developing clear policy statements. The LEONARDO-supported project is carried out by a working group of eight major European companies, including Banco Santander Central Hispano, General Electric Company, Bank of Ireland, and IBM.

EQUAL – the European Quality Link for Management Education (since 1996)

This European initiative is aimed at the creation of a set of European standards in management education. EFMD carries out this project in partnership with national federations of management schools in the UK, Spain, Italy and France.

China-Europe International Business School (CEIBS, since 1996)

This management school, which was created with the financial support of the European Commission (DG External Relations) and the Shanghai Municipal Government, is run by EFMD and the Shanghai Jiaotong University. It offers MBA and Executive MBA programmes for 300 students, and executive education programmes for 2,000 middle and senior managers per year. CEIBS is supported by 40 foreign and Chinese companies, and operates exchange programmes with various European business schools. The CEIBS Academic Council is composed of representatives from leading business and academic institutions in Europe, China and the USA.

Euro-Arab Management School (EAMS, 1996)

This Euro-Arab management education school, created to foster closer links between the EU and the (Mediterranean) Arab countries, opened in Granada in 1995 and was managed by EMFD during its set-up period. The project was developed in collaboration with partners from the UK, Spain, Egypt, Lebanon and Morocco.

EUROCIS (1993-1996)

This major TACIS-funded programme, run by EFMD in partnership with the Academy of National Economy, Moscow, and involving EFMD member schools and other organisations from 12 EU and seven CIS countries, is to provide managers previously working under a socialist economy with training in Western management methods. Up to 20 CIS business schools sent trainers to Western Europe for a nine-month management training period.

Regular Events

- ◆ EFMD Annual Conference;
- ◆ European Small Business Seminars;
- ◆ Seminars and meetings of the various working groups of EFMD (Deans and Directors Meeting; New Deans Meeting; Executive Education Network; External Relations Directors; Mergers & Acquisitions Learning Group; Financial Services Roundtable; Corporate University Learning Group; Corporate Members Meeting; Corporate Special Interest Group, etc.);
- ◆ Meetings of the *General Assembly*, the *Board* and the *Board Committee*.

Publications

- ◆ *Forum*, the EFMD's magazine, with three issues a year dedicated to a particular theme;
- ◆ *Management Education Guides*, a series of reference publications among which are an *MBA Directory* and the *EFMD European Directory on Executive Education*;
- ◆ *EFMD Guide to the European Commission*;
- ◆ *Management Development Associations around the World*;
- ◆ *Training the Fire Brigade – Preparing for the Unimaginable*, the EFMD 25th anniversary publication;
- ◆ Quarterly compilation of book reviews, case summaries and related teaching materials.

Information Tools

- ◆ *EFMD Annual Report*;
- ◆ *The Bulletin*, EFMD's newsletter (three times a year);
- ◆ *EFMD Membership Directory*;
- ◆ Electronic discussion groups (for members);
- ◆ Website: www.efmd.be.

European Language Council / Conseil Européen pour les Langues (ELC/CEL)

Contact Details	Freie Universität Berlin, ZE Sprachlabor, Habelschwerdter Allee 45, D-14195 Berlin, Tel: 49 30 838 53 718, Fax: 49 30 838 53 717, e-mail: elc@zedat.fu-berlin.de, website: www.fu-berlin.de/elc. Contact person: Dr Wolfgang Mackiewicz.
Legal Personality	Association internationale sans but lucratif (AISBL) under Belgian law.
Year of Foundation	1997.
Membership	The association has both <i>active members</i> and <i>honorary members</i> . Active membership is open to all institutions of higher education in Europe as well as to national and international organisations with a special interest in the field of languages. Membership stands at 150.
Annual Budget	58,000 € (1998).
President/ Chairperson	Dr. Wolfgang Mackiewicz.
Chief Executive	Dr. Wolfgang Mackiewicz.
Governance	The association has a <i>General Assembly</i> composed of all <i>active</i> and <i>honorary members</i> . Only the <i>active members</i> have the right to vote. The <i>General Assembly</i> elects the <i>Board</i> . The <i>Board</i> holds all powers of management and administration. The Board in turn nominates an <i>Executive Committee</i> , which is responsible for the day-to-day management of the association.
Aims	The main aims of the CEL /ELC are <ul style="list-style-type: none"> ◆ to bring about quantitative and qualitative improvement in knowledge of the languages and cultures of the European Union and beyond; ◆ to promote European co-operation in the field of language studies;

- ◆ to provide a forum for debate and joint policy development for all institutions of higher education in the area of languages as well as for professional and academic organisations with a special interest in language studies;
- ◆ to design, launch and manage European projects in education, training, and research designed to meet the cultural, social and professional needs of an integrated Europe;
- ◆ to represent the interests of its members and engage in dialogue with European institutions as well as with other national and international organisations.

Standard Activities

A major part of the CEL/E's activities are dedicated to the launch and management of European cooperation projects.

Since 1997, the association has convened three task forces operating in the areas "European Language Policy", "Quality Management in Language Studies" and "Clinical Linguistics". The task forces have a crucial role to play in assessing needs at a European level, formulating joint policy statements and recommendations, and preparing the ground for the launch of European projects. The association represents the interests of its members in dialogue with other European institutions and national and international organisations and through participation in joint initiatives designed to enhance the quality of language learning and language teaching in Europe.

The CEL/ELC organises a major international conference every two years.

The secretariat is responsible for gathering and disseminating relevant information through the regular publication of the CEL/ELC Information Bulletin and the maintenance of the CEL/ELC Web-site.

Other standard activities include regular meetings of the *Board*, the *Executive Committee* and the *Publications Committee*.

History

The founding of the CEL/ELC was a direct result of the Stockholm Evaluation Conference (June 1995), jointly organised by the SIGMA Scientific Committee on Languages and the European Commission. The findings of the national reports prepared by the Committee and the recommendations emerging from the confe-

rence highlighted the need for an independent organisation that could address the issues of a multilingual and multicultural Europe from the point of view of higher education. A group of leading European institutions, with support from the then DG XXII of the European Commission, initiated the project for the creation of the European Language Council. The work of the expert steering committee and ten policy groups, each dedicated to a key issue in the area of language studies, culminated in the successful launch of the association in July 1997. Through its activities, the association has built up an extensive network linking institutions as well as the specialists they house and now has the capacity to draw from a wide range of expertise and know-how from across the European Union and beyond.

Projects and Initiatives

Task Forces

Since 1997, the association has convened three task forces operating in the following areas: European Language Policy, Quality Management in Language Studies and Clinical Linguistics.

Thematic Network Project in the Area of Languages

The biggest single initiative of the European Language Council to date has been the Thematic Network Project in the Area of Languages. The project, running over a three-year period (1996 – 1999) and involving some 120 European institutions and associations, constituted the CEL/ELC's first major initiative towards developing concrete proposals for language studies in higher education. The project was launched under the SOCRATES/ERASMUS Programme of the European Commission and coordinated by the Freie Universität Berlin.

Project for the Exploitation and Dissemination of the Results of the Thematic Network Project in the Area of Languages (1999 – 2000)

The results of the TNP in Languages will be exploited and disseminated in a one-year project, which will synthesise and expand results under two broad themes: "Languages, Mobility, Citizenship" and "Language Studies for Professional Life". The dissemination project will address the non-academic environments to a

larger extent than was done in the TNP itself. It will engage in dialogue with student organisations, involve partners in all the new participating countries, and disseminate the results to academia at large through the involvement of academic associations such as the CRE, EAIE, UNICA and ACA. The synthesised results will be published in a major document. The project will culminate in an international conference.

DIALANG – Diagnostic Testing of 14 Languages on the Internet

DIALANG, first launched in December 1996 under the SOCRATES Programme, aims at making publicly available on the internet (free of charge) valid and reliable tests which will diagnose language proficiency in the eleven Community languages as well as Icelandic, Irish, and Norwegian. Clients will be given feedback on their performance and advice on how to advance from their current level of proficiency. The system is based on the Council of Europe's scales of proficiency. An interim system for five languages will be made available on the internet at the beginning of the European Year of Languages 2001.

Project for the Development of a University Programme at Advanced Level in Conference Interpreting

The pilot project for the development of a university programme at advanced level (Masters type) in Conference Interpreting was initiated in 1997 with the participation of a group of leading European institutions and representatives of the European Commission's Joint Interpreting and Conference Service (SCIC), the then DG XXII and the European Parliament. The curriculum development within the project is based on the findings of a needs analysis at European level and draws on examples of good practice from a number of European universities. The programme is being developed in close collaboration with the two largest employers, the European Commission's SCIC and the European Parliament.

Project for the Development of a European Masters in Clinical Linguistics (EMCL)

The CEL/ELC first initiated a task force in the area of clinical linguistics with a view to initiating the joint deve-

lopment of a European university programme at advanced level in clinical linguistics. The task force made a successful application to the SOCRATES Programme and the project, coordinated by the Rijksuniversiteit Groningen, started in July 1999. The programme will be piloted at four partner institutions in the academic year 2000-2001.

Further initiatives include projects for the development of European Masters programmes in the areas of Bilingual Education, Applied Language Studies and Lexicography.

Regular Events

- ◆ CEL/ELC International Conference, a major event, organised every two years. The next conference is scheduled to take place at the Freie Universität Berlin in July 2001;
- ◆ Other conferences, seminars and workshops are organised within the framework of project or task force activities.

Publications

- ◆ National Reports, prepared by the SIGMA Scientific Committee on Languages;
- ◆ SIGMA Final Report;
- ◆ ELC Policy Papers and General Policy Statement, prepared by the CEL/ELC Steering Committee and Policy groups, 1997.

Information Tools

- ◆ Website: www.fu-berlin.de/elc;
- ◆ *CEL/ELC Information Bulletin*, a bilingual publication distributed to all members twice a year and published on the ELC website.

European League of Institutes of the Arts (ELIA)

Contact Details Waterlooplein 219, NL-1011 PG Amsterdam, Tel: 31 20 62 03 936, Fax: 31 20 62 05 616, e-mail: elia@elia.ahk.nl, website:www.elia.ahk.nl, Contact person: Renée Sterk, Secretary.

Legal Personality *Vereniging* under Dutch law.

Year of Foundation 1990.

Membership ELIA is a pan-European association of tertiary institutions specialised in arts education (dance, design, theatre, fine arts, music, media arts and architecture). *Full membership* in ELIA is limited to European art schools providing advanced, degree or degree-equivalent diplomas or courses of training at a high professional level. The requirements for *non-European membership* are identical. *Non-European members* enjoy the same rights as *full members*, except for the right to vote and to be elected. Natural as well as legal persons can be *associate members*. ELIA has also a *honorary membership* category (awarded to seven persons so far). At present, total membership stands at 366, from 46 countries.

Annual Budget NLG 1,089,000 (1999).

**President/
Chairperson** Professor Chantal De Smet, Hogeschool Gent, ELIA President.

Chief Executive Ms. Carla Delfos, ELIA Secretary General.

Governance ELIA is governed by a *General Assembly*, on which each *full member* has a seat and vote. The General Assembly elects a *Board* of 21, representing the different regions and art disciplines. This body, in turn, elects an eight-person *Executive Committee* from amongst its members.

Aims The main aims of ELIA are to
◆ promote international cooperation between students and teachers of academic institutes of the arts throughout Europe;

- ◆ collect and disseminate information among European schools of art with a view to establishing new and improve existing exchange programmes and joint projects;
- ◆ advise national, international and supranational organisations concerned with international cooperation in the field of arts education and act as the arts subjects' representative;
- ◆ uphold and defend the diversity of cultures and stimulate communication between European and non-European cultures as partners in a global cultural society;
- ◆ uphold and promote the specialist needs of education in the arts and of art production such as individualism, imagination and creativity;
- ◆ provide support for and promote the contribution made by academic institutions and colleges of art and design, performing arts and music to the development and unfolding of culture;
- ◆ help establish and maintain adequate social and political conditions for a free development of education in the arts and of art production.

Standard Activities

- ◆ Biennial conferences: six conferences between 1990 and 2000, with a total of over 4,000 participants;
- ◆ Symposia, seminars, workshops and master classes for students and teachers in arts education;
- ◆ European projects, such as the SOCRATES/ERASMUS "thematic network" for arts education in Europe;
- ◆ Research and publications, such as the *European Journal of Arts Education*, as well as proceedings and documentation of ELIA seminars, symposia, conferences, master classes, etc.;
- ◆ Advocacy and representation of the interests of tertiary arts education vis-à-vis European and national authorities.

History

ELIA was founded in Amsterdam in 1990, during a conference which the association describes as the first large-scale encounter of representatives of arts institutions from the Western and Eastern part of the continent. Between 1990 and 1994, ELIA consolidated itself as a network, establishing contacts with and among

members and developing a newsletter and a database of tertiary arts education institutions in Europe. In the same period, the association also started to lobby the European institutions in order to strengthen the position of higher arts education in Europe. Since 1995, ELIA has extended its information services to members, further developed its database, and strengthened its role as an advocate for arts education in Europe. A bi-annual journal (*European Journal of Arts Education*) was started. ELIA got involved in a major way in the EU education and training programmes, through the “Arts Education and Training Initiative”, and a SOCRATES “thematic network” (Higher Arts Education in Europe, 1996-1999). The latest development is a focus on research, specifically on employability and urban and social regeneration, in the field of arts and tertiary-level arts education. Throughout its existence, the large-scale bi-annual conferences have marked the association’s life.

Projects and Initiatives

Higher Arts Education in Europe

This was a three-year project funded under the “thematic networks” of the SOCRATES/ERASMUS programme. Spanning the period from 1996 to 1999, it researched the current situation in the field of the arts in European higher education, identifying differences, strengths, weaknesses and good practice.

ELIA Database on Arts Education

This is a continuous project, which started in 1992. At present, the database includes information on 366 European Arts education institutes in 46 countries, covering Fine Art, Theatre, Architecture, Media Arts, Music, Dance and Design. It is a rapid and effective means of locating specific arts education programmes throughout Europe and links to their websites.

Conferences, Seminars, Symposia, Workshops and Master Classes

A strong emphasis of ELIA’s work is on the organisation of events, both of a “practical” nature (master classes, workshops) and of a reflective sort (symposia, conferences, seminars). The bi-annual conference apart, there are normally not under five such events per year.

- Regular Events**
- ◆ Organising Biennial Conferences: ELIA has organised five major conferences (in Amsterdam 1990, in Strasbourg 1992, in Berlin 1994, in Lisbon 1996 and in Helsinki in 1998), in which 3,500 representatives of arts education institutes including deans, directors, administrators, artists, teachers and students participated;
 - ◆ Organising Symposia, Seminars and Workshops for students and teachers in arts education;
 - ◆ Organising “practical events” in the arts, such as master classes in music and in theatre.
- Publications**
- ◆ *European Journal of Arts Education*, an academic journal for theoreticians and practitioners in the teaching of arts, reporting on latest developments in arts education and research (two issues a year);
 - ◆ Videotapes and compact discs (of ELIA events and productions, such as *Voice Teaching in the Performing Arts*, *New Music for Ensembles*, *ELIA Amsterdam New Music Class for Ensembles*);
 - ◆ ELIA proceedings and documentation (the association publishes documentation or proceedings of each of its numerous conferences, seminars, symposia and “practical events”, such as master classes).
- Information Tools**
- ◆ *ELIA Newsletter*, eight times a year;
 - ◆ *ELIA Database of European Higher Arts Education Institutes*;
 - ◆ Website: www.elia.ahk.nl .

European Science Foundation (ESF)

Contact Details 1 quai Lezay-Marnésia, F – 67080 Strasbourg Cedex, Tel: 33 3 88 76 71 00, Fax: 33 3 88 37 05 32, e-mail: communications@esf.org, website: www.esf.org. Contact person: Mr. Andrew Smith.

Legal Personality Association under French law.

Year of Foundation 1974.

Membership ESF has 67 member organisations from 23 European countries. An organisation eligible for ESF membership should satisfy the following requirements: First, it must be a national funding agency in a European country supporting a significant part of that country's basic scientific research. Second, the procedures of the organisation (levels of decision-making, appointment to committees, etc.) should ensure that the award of research funds is based on scientific criteria.

Annual Budget About 15 MEUR (1999).

**President/
Chairperson** Dr. Reinder van Duinen, ESF President.

Chief Executive Professor Enric Banda, ESF Secretary General.

Governance Governance of ESF is currently under review. Under the present structure, the *Assembly* is the main decision-making body of the ESF. It meets once a year, and is composed of one representative from each member organisation. It appoints the *President*, the *Vice-Presidents*, the *Executive Board* and the *Secretary General*. The *Governing Council* and *Executive Board* are responsible for the management of ESF. *Standing Committees* cover broad disciplinary areas and are responsible for the ESF's scientific activities alongside a number of other committees and boards on specific scientific issues. Operational matters of ESF are in the hands of its Strasbourg-based secretariat (*ESF Office*), headed by the *Secretary General*.

Aims

It is the aim of the Foundation to act as a catalyst for the development of science by bringing together leading scientists and research funding agencies to debate, plan and implement pan-European initiatives. Its objectives are

- ◆ to advance European cooperation in basic research;
- ◆ to examine and advise on research and science policy issues of strategic importance;
- ◆ to promote the mobility of researchers and the free flow of information and ideas;
- ◆ to facilitate cooperation in the use of existing facilities and in the planning and provision of new facilities;
- ◆ to plan and, where appropriate, to manage collaborative research activities.

Standard Activities*Exploratory Workshops*

These enable scientists from different organisations and countries to work together examining an issue and agree whether it should be addressed on a longer-term basis.

Networks

which aim at coordinating across Europe activities which stimulate and consolidate the scientific community in specific fields and which are frequently interdisciplinary in character.

Conferences

European Research Conferences (EURESCO) provide a platform for high-level discussion on specific scientific issues. By offering opportunities for younger scientists to get involved, EURESCO conferences encourage greater openness in scientific inquiry.

Programmes

These are longer-term activities based around specific scientific themes. They bring together substantive research projects carried out by multi-national teams of researchers, on average from ten countries. These programmes promote high quality research and effective cooperation among scientists from across Europe and beyond.

EUROCORES

The European Cooperative Research Projects (EURO-

CORES) offer a flexible mechanism for mobilising national funding in ESF member organisations in support of research coordination and also in support of the research itself.

History

The ESF was established on the initiative of senior administrators from some of Europe's leading research funding agencies who had been discussing the need to form a network of European laboratories and scientific institutions for a number of years. Their solution was to create a flexible, non-governmental organisation whose main task would be to facilitate cooperation and harmonisation of its members' scientific activities. The Foundation came into being in Strasbourg on 18 November 1974, when representatives of 42 academies and research councils from 15 European countries agreed to its establishment. Its principal aims, as set out in its first statutes, were to advance cooperation in basic research; to promote mobility of research workers; to assist the free flow of information and ideas; and to facilitate the harmonisation of the basic research activities supported by its member organisations. It was further envisaged that it would facilitate cooperation in the use of existing facilities and in assessing and executing projects of major importance. In the Foundation's first year of operation agreements were reached that the already existing European Medical Research Councils and the European Science Research Councils (ESRC) should become ESF Standing Committees alongside a newly created Standing Committee for the Social Sciences. These three Committees were joined by a fourth in 1977, the ESF Standing Committee for the Humanities. In 1994, a reappraisal of the Foundation's strategic role led to the creation of two new committees, for Life and Environmental Sciences and for Physical and Engineering Sciences. In addition, the Foundation refocused its mission on the provision of advice on research and science policy issues of strategic importance. Since its creation, the ESF has launched and coordinated a wide range of scientific activities, from workshops, conferences and summer schools to networks and programmes, and in certain specific fields, such as neuroscience, it has awarded training grants to enable young European researchers to work in other countries

and to be introduced to new techniques. For the social sciences and the humanities, the Foundation has provided the only place where it has been possible to develop a European science policy.

Projects and Initiatives

The ESF focuses on cutting-edge research that can be carried out only at a European level, often involving a variety of disciplines. Although the Foundation does not have the financial resources to support major research programmes, it has the tools and commitment to explore innovative fields and to mobilise and coordinate larger scale funding. Every year the ESF brings together thousands of scientists from across Europe and other parts of the world to share information and ideas. In many cases, these events spark off new lines of thinking and long-term scientific collaborations. In addition, as a non-governmental organisation, with access via its *Standing Committees* and member organisations to many of Europe's leading scientists, it can offer national and supranational bodies impartial and informed advice.

Regular Events

European Research Conferences (EURESCO)
Each EURESCO conference consists of a series of meetings held typically every other year. There are neither written contributions nor proceedings. Unconventional ideas and new approaches are encouraged and a strong emphasis is placed on bringing together young and experienced researchers (around 40 conferences take place each year). In addition, the ESF organises science policy workshops and symposia as well as a wide range of scientific meetings.

Publications

In addition to corporate reporting publications, the ESF publishes a variety of scientific and science policy reports, including, amongst others

- ◆ *An Environment for Better Health;*
- ◆ *US-European Collaboration in Space Science;*
- ◆ *Review of the Needs for European Synchrotron and Related Beam-Lines for Biological and Biomedical Research;*
- ◆ *The Scientific Case for a European Laboratory for 100 Tesla Science;*
- ◆ *Survey of the Neutron Scattering Community and Facilities in Europe;*

- ◆ *A 20-Years-Forward Look at Neutron Scattering Facilities in the OECD Countries and Russia;*
- ◆ *A European Science Plan on Marine Biodiversity;*
- ◆ *The European Social Survey – a Research Instrument for the Social Sciences;*
- ◆ *CRAF Handbook for Radio Astronomy;*
- ◆ *European Initiatives in Science and Technology for Deep-Sea Coring and Drilling.*

Information Tools

- ◆ *ESF Annual Report* (English and French);
- ◆ *ESF Communications* (bi-annual journal);
- ◆ E-mail alert services in different scientific domains;
- ◆ Information brochures; guides and handbooks;
- ◆ Website: www.esf.org.

European Universities Continuing Education Network (EUCEN)

Contact Details	University of Bristol, Graduate School of Education, 8-10 Berkeley Square, GB-Bristol BS8 1HH, Tel: 44 117 928 71 38, Fax: 44 117 925 49 75, e-mail: e.j.thomas@bristol.ac.uk, website: www.eucen.org. Contact person: Professor Edward Thomas.
Legal Personality	Association internationale sans but lucratif under Belgian law (AISBL).
Year of Foundation	1991.
Membership	EUCEN is an a pan-European university network specialising in university continuing education. There are currently 161 <i>full members</i> from 30 countries, as well as five <i>associate</i> and seven <i>affiliated members</i> . Both <i>full</i> and <i>associate members</i> must be higher education institutions with the right to award the most advanced university-level degree available in their country. While <i>full membership</i> is restricted to geographical Europe, <i>associate members</i> are located outside Europe. <i>Affiliate members</i> are national or international associations concerned with continuing education.
Annual Budget	Not available.
President/ Chairperson	Professor Manuel Assuncao, University of Aveiro, EUCEN President.
Chief Executive	Professor Victor de Kosinsky, University of Liège, EUCEN Secretary General.
Governance	EUCEN is governed by a <i>General Assembly</i> of all members, which meets annually. The <i>Steering Committee</i> , composed of the <i>President</i> , <i>Vice-President</i> , <i>Treasurer</i> and <i>Secretary General</i> , as well as six further members, meets six times a year and is the chief policy body between the conventions of the <i>General Assembly</i> .
Aims	The aims of EUCEN are to ◆ promote high quality university continuing education

throughout Europe;

- ◆ influence the development of university continuing education policy and policy-making at university, regional, national and European level;
- ◆ encourage best practice in university continuing education;
- ◆ facilitate the exchange of people, ideas and innovation among its members.

Standard Activities

- ◆ *Bi-Annual EUCEN Conferences*: the association organises twice a year a conference in partnership with one of its member institutions on a topical theme.
- ◆ *European Projects*: EUCEN carries out projects on a regular basis, mostly in the context of European Union education and training programmes, such as the NUCE (see below).
- ◆ *Staff Mobility*: the association provides grants to support short-term mobility between its member universities.
- ◆ *Working Groups*: EUCEN runs a number of working groups, on themes such as quality, innovation, management training, marketing, multimedia, lifelong learning and the accreditation of work-based learning.

History

EUCEN was initiated at a seminar held at the University of Bristol, where representatives from 16 universities and eleven different European countries (mainly members of the Coimbra and Santander Groups) met in May 1991. The participants agreed to meet twice every year in the future, thus establishing its tradition of bi-annual conferences, the first ones of which were held in Hannover and Liège. The Liège meeting in spring 1992 saw the adoption of the association's statutes and the setting up of the first EUCEN working groups. Over time, membership increased significantly, to over 160 members from 30 countries today. In the late 1990s EUCEN, which had at first been a Western European association, extended membership to the whole of Europe. Almost from its foundation days onwards, EUCEN formed close links with the European Commission, both in a policy and

advocacy role, and through the Union's education and training programmes, which the association used for its projects, such as the NUCE.

Projects and Initiatives

The NUCE

The NUCE project spanned the years from 1996 to 1999 and was funded as a "thematic network" by the European Union's SOCRATES Programme. It carried out large-scale surveys of university continuing education at national level in Europe, and it developed a range of products to support and improve quality, such as a handbook of university continuing education management, CD Roms on the use of ICT in continuing education and a "web observatory". Seminars and workshops for senior university managers were also part of the project. Follow-up projects are under preparation.

F-2000 – European Higher Education Forum

On behalf of the European Commission, EUCEN organised an expert forum of rectors, deans and senior university managers in January 2000. The aim of the exercise was to produce recommendations for future EU action in the field of lifelong learning.

Regular Events

The association organises a bi-annual conference every year. Forthcoming conferences will take place in London (2000), Barcelona and Chieti (both 2001), as well as Vaduz and Vienna (both 2002).

Publications

- ◆ Mitchell, Valerie A. (ed.), *European University Continuing Education: the Managers' Handbook*, Liège 1999;
- ◆ *University Continuing Education in Europe*, Liège 1999;
- ◆ Proceedings of the EUCEN bi-annual conferences.

Information Tools

- ◆ *EUCENews*, the association's newsletter (four times a year);
- ◆ Website: www.eucen.org;
- ◆ Listserver, to the representatives of all member institutions.

European Universities Information and Public Relations Officers (EUPRIO)

Contact Details	c/o Eidgenössische Technische Hochschule Zürich, ETH Zentrum, CH-8092 Zürich, Tel. 41 1 632 42 43, Fax 41 1 632 35 25, e-mail: guggenbuehl@sl.ethz.ch. Contact person: Dr. Rolf Guggenbühl.
Legal Personality	None.
Year of Foundation	1986.
Membership	EUPRIO is the association of information, media and public relations staff at higher education institutions in (geographical) Europe. <i>Associate</i> membership is available for the same target group from outside Europe. Membership in EUPRIO is on an individual basis. The association currently has some 250 members.
Annual Budget	20,000 € (2000).
President/ Chairperson	Dr. Rolf Guggenbühl, Deputy Head Corporate Communications ETH Zürich, EUPRIO President.
Chief Executive	EUPRIO Secretary (N.N.).
Governance	EUPRIO is governed by a <i>Steering Committee</i> , on which every country with at least five members has a seat. A smaller <i>Executive Committee</i> oversees the implementation of the decisions of the <i>Steering Committee</i> . The <i>Executive Committee</i> is composed of the <i>President</i> , the <i>Deputy President</i> (past President), the <i>Treasurer</i> and the <i>Secretary</i> .
Aims	The aims of EUPRIO are to <ul style="list-style-type: none">◆ promote an exchange of “ideas and techniques” amongst its members in the field of higher education public relations and information;◆ create a network to assist members in their tasks as professional public relations and information officers within their institutions;◆ support all its members to achieve excellence in their work.

Standard Activities	<ul style="list-style-type: none">◆ Organisation of the annual conference;◆ Publication of the EUPRIO Newsletter <i>Network Bulletin</i> (3 times a year) and a European information and public relations staff directory.
History	<p>EUPRIO was founded in 1986 in Brussels, “with the support of officials from the EC”, as the association points out. Its main focus of activity has since remained the organisation of the annual conference. The number of members has shown a remarkable steadiness in the association’s life so far. With the opening up of Central and Eastern Europe in the early 1990, EUPRIO started to devote its special attention to this area.</p>
Projects and Initiatives	<p>Apart from the organisation of its annual conference, EUPRIO concentrates its activity on the support of higher education information and public relations work in the countries of Central and Eastern Europe.</p>
Regular Events	<ul style="list-style-type: none">◆ EUPRIO Annual Conference.
Publications	<ul style="list-style-type: none">◆ Alessandro Ciarlo, <i>EUPRIO Membership List</i> (an inventory of information and public relations staff at higher education institutions in Europe).
Information Tools	<ul style="list-style-type: none">◆ EUPRIO information brochure;◆ <i>Network Bulletin</i> (EUPRIO newsletter, two or three times a year);◆ Website: www.euprio.org.

Fédération des Universités Catholiques Européennes (FUCE)

Contact Details	c/o International Relations Office, Comeniuslaan 6, P.O. Box 9102, NL-6500HC Nijmegen, Tel: 31 24 361 29 65, Fax: 31 24 361 27 57, e-mail: r.vermeulen@dcm.kun.nl, website: www.fiuc.org/fuce. Contact Person: Mr. René Vermeulen, Executive Secretary.
Legal Personality	None. FUCE is a “moral person”, created in the framework of the International Federation of Catholic Universities.
Year of Foundation	1991
Membership	FUCE is a pan-European network of Catholic universities (and faculties). It has a total of 38 members, from 13 different countries. Members of FUCE must also be members of the International Federation of Catholic Universities (FIUC/IFCU), share Christian convictions, offer university-level degrees and undertake research. To be accepted as a member university, the applicant institution needs to have at least three schools or equivalent divisions at university level, and have been in existence as a university for a minimum of five years.
Annual Budget	16,500 € (1999).
President	Professor Jan Peters, Katholieke Universiteit te Nijmegen, President of FUCE.
Chief Executive	Mr. René Vermeulen, FUCE Executive Secretary.
Governance	FUCE is governed by the <i>General Assembly</i> , which convenes once a year and on which the rectors of the member universities are represented. Amongst other tasks, it elects the <i>President</i> (for a three-year term). An <i>Administrative Council</i> , composed of the <i>President</i> , the <i>Vice-President</i> and six <i>Councillors</i> , all of whom are appointed by and from among the <i>General Assembly</i> , oversees the implementation of the association’s policies and meets two to three times a year.

FUCE has a number of internal networking instruments, such as standing *Working Groups* (on cooperation with Africa; and on Cooperation with Central and Eastern Europe), *Sector-Based Groups* (on Communication Studies, Science of Education, Agronomy, Medicine, Theology, Economics and Philosophy), and a regular meeting of the international officers of member institutions.

Aims

FUCE was founded to promote cooperation between member universities in the academic, scientific and cultural domain. To this effect, it seeks

- ◆ to improve mutual information between members;
- ◆ to encourage exchange and cooperation between members in different areas of teaching and research and, particularly, in fields related to their Catholic specificity;
- ◆ to encourage cooperation with Catholic universities in other continents, especially in Africa;
- ◆ to jointly represent the interests of its members vis-à-vis third parties;
- ◆ to improve the knowledge of its members on relevant programmes and activities of the European Union's institutions.

Standard Activities

- ◆ Meetings of FUCE's governing bodies (*General Assembly, Administrative Council*);
- ◆ Meetings of the FUCE *Working Groups* and FUCE *Sector-Based Groups*;
- ◆ Exchange of students and academics, beginning from the academic year 2000/2001, partially in the framework of and funded by the European Union programmes (SOCRATES, LEONARDO);
- ◆ Cooperation with the International Federation of Catholic Universities (FIUC/IFCU) and with other regional federations inside the *Sector-Based Groups* of the association.

History

FUCE was created in 1991, by the European members of the world federation of Catholic universities (FIUC/IFCU) as the latter's European branch, in order to strengthen collaboration at the European level. From the beginning onwards, nearly all Catholic universities in Europe were members of the association. On request of the IFCU, FUCE has supported the creation

and further development of the African federation (ASUNICAM/ACUHIAM). The rapidly changing situation in Catholic higher education in Central and Eastern Europe and the creation of several new Catholic institutes of higher learning, have led to a growing involvement of this region in the activities of FUCE. Since 1996, FUCE has been involved in the process of “rethinking” the function and the structures of IFCU. In this process, major attention is given to the strengthening of regional networks (like FUCE) and collaboration on a disciplinary basis.

Projects and Initiatives

European Ethics Network (EEN)

This SOCRATES/ERASMUS “thematic network” project in the area of moral philosophy is led by the Katholieke Universiteit Leuven, and comprises, amongst many others, members of FUCE. The aim of the network is to improve the quality of ethical education at European universities, through various measures, such as the creation of a European “Who’s who in Ethics”, the production of a European core curriculum in professional ethics and the development of a European inter-university doctoral programme. EEN publishes its own journal, *Ethical Perspectives*.

Regular Events

- ◆ Colloquia on European themes (approximately every three years, recently on “La formation des personnes au sein des universités européennes aujourd’hui” and “L’université européenne acteur de citoyeneté”).

Publications

- ◆ *Ethical Perspectives*, the journal of the European Ethics Network (four issues a year);
- ◆ Proceedings of the FUCE colloquia.

Information Tools

- ◆ Website: www.fiuc.org/fuce;
- ◆ *FUCE-L*, the electronic discussion list for FUCE rectors and international relations managers;
- ◆ *STUFUCE*, the respective list for students of FUCE member universities.

Fédération Européenne d'Associations Nationales d'Ingénieurs (FEANI)

Contact Details	21, rue du Beau Site, B-1000 Bruxelles, Tel: 32 2 639 03 90, Fax: 32 2 639 03 99, e-mail: barbel.hakimi@feani.org, website: www.feani.org. Contact person: Ms. Bärbel Hakimi.
Legal Personality	Association internationale sans but lucratif (AISBL).
Year of Foundation	1951 (as the Fédération Internationale d'Associations Nationales d'Ingénieurs, FIANI).
Membership	FEANI is a pan-European association representing the engineering profession. Its 89 members are national engineering associations. FEANI has members in 27 European countries. In countries with more than one representative engineering association, the latter are represented in FEANI through a "national committee". The number of engineers thus indirectly represented by FEANI amounts to 1.5 million.
Annual Budget	570,000 € (1998).
President/ Chairperson	Dipl.Ing. Konstantinos G. Alexopoulos, Athens, FEANI President.
Chief Executive	Not applicable.
Governance	The <i>General Assembly</i> is the supreme policy- and decision-making body of FEANI. It meets at least once per year and is composed of 27 national representatives (single national umbrella organisation or "national committee"). The <i>Executive Board</i> implements FEANI's policy as formulated by the <i>General Assembly</i> . This body is made up of the <i>President</i> , the <i>Vice-President</i> , the <i>Treasurer</i> , as well as six other members and the chairmen of the three <i>Standing Committees</i> (for Continuing Professional Development, European Affairs, and European Monitoring).
Aims	FEANI's general objective is to support the engineers of Europe, through its member associations, by provid-

ing them with opportunities to improve their career development, to complete their training and to develop their scientific capacities. In particular, the association seeks

- ◆ to ensure that the professional qualifications of engineers in FEANI member countries are recognised in Europe and world-wide;
- ◆ to assert the status, role and responsibility of engineers in society;
- ◆ to promote and protect the professional interests of engineers and to facilitate their free movement in Europe and beyond;
- ◆ to work towards it that the engineering profession of Europe speaks with one single voice, whilst acknowledging its diversity;
- ◆ to represent Europe's engineers vis-à-vis European and international organisations.

Standard Activities

- ◆ Publications;
- ◆ Conferences and seminars;
- ◆ Award of the EUR ING "designation" and keeping of the FEANI Register.

History

In June 1949, 340 engineers met at a congress in Konstanz, Germany, and passed a motion to "set up an international organisation, temporarily limited to Europe, whose goal will be to strengthen the presence of engineers in every national and international movement of economic and social dimension", as a result of which the Fédération Internationale d'Associations Nationales d'Ingénieurs (FIANI) was created in September 1951. To reflect its European focus, the association adopted its present name in 1956. While FIANI represented engineers from seven Western European countries in 1951, it grew over time to its present coverage of 27 states, from all parts of Europe. Already in the early 1960s, FEANI took up its work in the area of quality assurance and of recognition of engineering qualifications in Europe. These efforts resulted, in 1970, in a "European Register of Higher Technical Professions", and culminated in the introduction of the EUR ING "designation" (see below) in 1987.

Projects and Initiatives

EUR ING and FEANI Register

The EUR ING "designation" is a certification tool aimed

at safeguarding a (high) minimum standard of engineering qualifications in Europe. The requirements for the award of a EUR ING are a total of seven years of postsecondary education, training and experience. Minimally three of these seven years must consist of university-level education at a FEANI-recognised higher education institution, minimally two of "valid" professional experience, and the remaining two years of either of the former or of training. Holders of the FEANI EUR ING must additionally comply with a code of conduct. They are listed in the *FEANI Register*. Currently, some 24,000 engineers hold a EUR ING.

Regular Events

- ◆ *FEANI General Assembly Meetings* (held annually);
- ◆ Meetings of the *Standing Committees*;
- ◆ Conferences and seminars on a semi-regular basis (28 between 1951 and 1998), recently with a thematic focus on continuing engineering education and continuing professional development.

Publications

- ◆ *FEANI Handbook*, containing information on working conditions, regulations of the engineering profession, contact persons in professional bodies and relevant organisations, career development possibilities and employment opportunities;
- ◆ *FEANI Index*, an inventory of tertiary engineering institutions and degree programmes recognised by the association as fulfilling the educational requirements for the FEANI EUR ING designation. The Index also contains descriptions of the education systems of the 27 FEANI member countries;
- ◆ *Engineering Development International* (annual, by Cornhill Publications Ltd.), containing information on developments in FEANI, on new developments in engineering, and on products and services.

Information Tools

- ◆ *FEANI News*, FEANI's newsletter (twice a year);
- ◆ *FEANI Update*, a monthly fax bulletin;
- ◆ Website: www.feani.org.

Forum Européen de l'Orientation Académique/ European Forum for Student Guidance (FEDORA)

Contact Details	President's Office, c/o Fernstudienzentrum, Universität Karlsruhe, Karl-Friedrich-Str. 17, D-76133 Karlsruhe, Tel: 49 721 608 82 00, Fax: 49 721 608 82 10, E-mail: fedora@fsz.uni-Karlsruhe.de, website: www.uni-karlsruhe.de/~fedora. Contact person: Mr. Joachim Klaus.
Legal Personality	Association sans but lucratif (ASBL) under Belgian law.
Year of Foundation	1988.
Membership	FEDORA is the European association of higher education staff working in the field of student guidance (educational guidance, personal consulting, careers' guidance, placement, employment assistance or advisor/counsellor training). Membership is on an individual basis. <i>Full</i> membership is restricted to persons working in a member state of the European Union. <i>Associate</i> membership is for the same target group from other European countries, and representatives of employers (for example for purposes of graduate recruitment), as well as others interested in the topic. FEDORA has approximately 400 members.
Annual Budget	Not available.
President/ Chairperson	Mr. Joachim Klaus, Leiter Fernstudienzentrum, Universität Karlsruhe, FEDORA President.
Chief Executive	Professor Paolo Valerio, Università di Napoli Federico II, FEDORA General Secretary.
Governance	In accordance with FEDORA's "constitution" and "rules of procedure", the association is governed by an elected <i>Executive Committee</i> , consisting of the <i>President</i> , the <i>Vice-President</i> , the <i>Secretary General</i> , the <i>Treasurer</i> and one <i>National Coordinator</i> from each EU member state. The <i>General Assembly</i> , meeting every three years (on the occasion of the FEDORA Congress), elects the national coordinators, and the

other members of the *Executive Committee*. FEDORA operates seven standing *Working Groups* (on employment; equal opportunities; postgraduate studies; psychological matters; secondary/higher education; technology; and training).

Aims	FEDORA was created in response to the increased need for student counselling and guidance as a result of the growth of student mobility in Europe. In line with this need, FEDORA aims at further developing its own competence and knowledge in networking throughout the member states of the European Union. It is committed to support the development of student advisory services at European higher education institutions. A priority area in this regard has become Eastern Europe.
Standard Activities	See under “regular events”.
History	Founded in Athens in 1988 by student counsellors and staff from ministries of education, FEDORA soon assumed a Europe-wide role in its field of specialisation. This development was supported by the European Commission’s interest in qualified counselling staff, in order to underpin its new student mobility programmes. Over time, FEDORA created its (now seven) <i>Working Groups</i> , which, like the triennial FEDORA Congress, became platforms for networking, for the exchange of concepts and ideas, and for the evaluation of the association’s work.
Projects and Initiatives	Under preparation: the development of a “European Master Degree in Counselling and Guidance” (in the framework of the SOCRATES/ERASMUS programme).
Regular Events	<ul style="list-style-type: none"> ◆ FEDORA Congress (every three years) and conferences of the <i>Working Groups</i>; ◆ Meetings of the General Assembly and the <i>Executive Committee</i>; ◆ Meetings of the seven FEDORA <i>Working Groups</i>; ◆ FEDORA summer university.
Publications	◆ Proceedings of FEDORA’s congresses, summer universities and <i>Working Group</i> meetings.

Information Tools

- ◆ *FEDORA Newsletter* (four issues per year);
- ◆ FEDORA intranet and e-mail service (under preparation);
- ◆ Website: www.uni-karlsruhe.de/~fedora.

Network of Universities from the Capitals of Europe (UNICA)

Contact details	c/o ULB, Avenue F.D. Roosevelt 50, CP 160/24, B-1050 Brussels, Tel: 32 2 650 44 45 / 49 91, Fax: 32 2 650 49 92, e-mail: unica@ulb.ac.be , website: www.ulb.ac.be/unica . Contact person: Ms. Sonia N. Mykletun, Secretary General.
Legal Personality	Association internationale sans but lucratif (AISBL) under Belgian law.
Year of Foundation	1990.
Membership	UNICA is an association of 29 universities in 24 countries from geographical Europe. The chief criterion for membership is the university's location in a "capital city" (the capital or the major city of its country). This criterion provides a common base among members who face similar opportunities and challenges. The majority of UNICA members are large, comprehensive and research-based universities.
Annual Budget	Not available.
President/ Chairperson	Professor Gunnel Engwall, Vice Rector, Stockholm University, UNICA President.
Chief Executive	Ms. Sonia N. Mykletun, UNICA Secretary General.
Governance	The decision-making bodies of UNICA are the <i>General Assembly</i> and the <i>Steering Committee</i> . The <i>General Assembly</i> , composed of the rectors (or presidents/vice-chancellors) of the member universities, is the supreme body of the association which determines its policy. The <i>Steering Committee</i> is the association's executive body, which directs and monitors the implementation of the <i>General Assembly's</i> decisions. The <i>Steering Committee</i> is elected by the <i>General Assembly</i> and is made up of the <i>President</i> and five other persons from senior management positions in their universities. A <i>Secretary General</i> , who heads the Brussels-based UNICA office, is responsible for the implementation of UNICA policies and activities.

Aims

The purpose of the association is to

- ◆ strengthen and structure the collaboration between its member universities in the fields of higher education, research, training, and administration;
- ◆ organise the exchange of information and experience between members;
- ◆ develop and implement joint strategies and projects, particularly with regard to “capital cities” themes;
- ◆ collect and provide members with essential up-to-date information on European and international matters (such as the EU education and training programmes);
- ◆ act as a linkage structure between members and international organisations (in particular, the European Commission), as well as with similar European and international associations.

Standard Activities

- ◆ Conferences, seminars and workshops;
- ◆ Student, faculty and administrators’ exchange (in the framework of the EU education programmes, as well as UNICA’s own administrators’ programme);
- ◆ UNICA mobility programme for university administrators (international officers);
- ◆ Working group (on racism and xenophobia) and “sub-networks” (of international relations officers and of staff concerned with EU contract matters);
- ◆ Summer schools (organised by the member universities);
- ◆ Joint research and teaching projects.

History

UNICA was created in 1990, on the initiative of Université Libre de Bruxelles, in order to give universities in capital cities a common European platform. The members share similar concerns resulting from their specific location in challenging political and social environments. UNICA started out with 21 members in 1999. Between 1991 and 1992, the network opened its membership to EFTA and Eastern European countries and by 1997 it had expanded to 26 members. UNICA has experienced steady growth since its creation, but membership will remain limited due to its particular target group. The network became a legal association (AISBL) in 1999.

Projects and Initiatives

UNICA Mobility Programme for University Administrators (Study Visits)

This is an ongoing project encouraging the exchange of international relations staff between member universities, for which UNICA also provides financial assistance (grants). The study visits are of short-term duration and aimed at the creation of a transfer of best administrative practice between UNICA member institutions.

UNICA Conference on Racism and Xenophobia (August 1999)

A conference held in Stockholm examining ways in which universities could contribute towards removing barriers to further European integration posed by xenophobia and racism. Follow-up recommendations were made to the *General Assembly* and a resulting Mission Statement is being prepared for the *General Assembly* in 2000. The proceedings of the 1999 conference are to be published in 2000.

European Higher Education Expert Forum (January 2000)

This event, financed by the EU Commission's DG Education and Culture, devoted to future needs in university-provided lifelong learning, was co-organised by UNICA, together with other European associations.

Survey on the Changed Role of National Agencies as Foreseen in SOCRATES II (April 2000)

This survey was conducted among UNICA member universities. A report containing the results was published and distributed among member universities and central agencies and associations.

Seminar on EU Research Contracts (May 2000)

UNICA organised this seminar in order to introduce staff from member universities with the intricacies of the administration of EU research contracts.

Enhancing University International Relations Offices (EUNIRO, July 2000)

The EC-supported EUNIRO project examines by means of a survey the present international relations offices and related administrative services in UNICA member universities in order to enhance future international cooperation. It will include a training workshop in collaboration with EAIE.

UNICA Student Conference (November 2000)

Students of UNICA universities will be the actors at this conference held in Berlin. The event is to produce guidelines for a future integration of Europe, from a student perspective.

Regular Events

- ◆ *General Assembly* meeting (once a year);
- ◆ *Steering Committee* meeting (four times per year);
- ◆ International relations officers meeting (once a year);
- ◆ Meetings of the working group on racism and xenophobia;
- ◆ UNICA summer courses.

Publications

- ◆ *A Survey on the Changed Role of the National Agencies as Foreseen in SOCRATES II*;
- ◆ Report of the seminar on racism and xenophobia, held in Stockholm in summer 1999 (under preparation).

Information Tools

- ◆ *CommUNICAtion*, the association's newsletter;
- ◆ website: www.ulb.ac.be/unica;
- ◆ UNICA presentation leaflet ;
- ◆ *The Student Mobility Guide*;
- ◆ *UNICA Summer Schools* (annually).

Network of Universities of Southeastern Europe (NET/U/SEE)

Contact Details	c/o European & International Relations Department, University of Athens, Main Building, 30 Panepistimiou Str., GR-10679 Athens, Tel: 30 1 368 97 00/01, Fax: 30 1 363 54 44, e-mail: interof@athena.compulink.gr. Contact persons: Dr. Georgios Kostakos, Academic Adviser and Ms. Georgia Astraka, Research and Administrative Associate, Ms. Alexandra Stefanou, Research and Administrative Associate.
Legal Personality	None.
Year of Foundation	1999.
Membership	NET/U/SEE is a regional association of universities from South-East Europe. Each of the 11 countries covered by the association is represented by one university, normally from the capital city. New members can be admitted by the Council of Rectors, either as <i>full</i> or as <i>associate</i> members. Universities from beyond the region may be granted observer status.
Annual Budget	Not available. NET/U/SEE activities are financed by the EU Royaumont Process, through the project that led to the association's foundation (see below).
President/ Chairperson	The rector of the university host to the annual meeting of the <i>Council of Rectors</i> acts as the equivalent of a president.
Chief Executive	Mr. Elias Marsellos, Head of European and International Relations Department, University of Athens.
Governance	The supreme decision-making body of NET/U/SEE is the plenary meeting of the <i>Council of Rectors</i> , which convenes at least once a year at a different member university. An <i>Academic Committee</i> is responsible for the scientific aspects of joint activities.
Aims	The aim of NET/U/SEE is to enhance and coordinate academic cooperation and scholarly exchange bet-

ween members, with a view to contributing to the building of confidence, the strengthening of peace and stability, the promotion of human rights, and the furtherance of scientific knowledge and economic and social development in the region.

Standard Activities

- ◆ Meetings of the *Council of Rectors* (at least once a year).

History

The network came into existence as a result of the EU Royaumont Process, which seeks to stabilise South-East Europe, and in particular through a project supported by the latter of the title “Cooperation of Universities for the Promotion of Stability, Human Rights and Sustainable Peace in Southeastern Europe”. This project spans the period from 1998 to 2000 and finances the association’s activities. A first exploratory meeting of rectors of Southeast European universities took place in Athens in June 1998, followed by a rectors’ meeting in Bucharest in June 1999, where the conclusion of a comprehensive cooperation agreement formally set up NET/U/SEE. In October 1999, the association launched its main project to date, the Master’s Programme in Southeast European Studies.

Projects and Initiatives

Master’s Degree in Southeast European Studies

This one-year, English-language post-graduate programme, which is hosted by the University of Athens on behalf of the entire network, is the main NET/U/SEE product so far. It brings together students and faculty from all partner universities and covers the following main areas: Southeast European History and Culture; Politics, Economics and Society in a Democratic Setting; European Integration and Southeastern Europe; Conflict Resolution and Regional Cooperation.

Additional projects planned for the future concern intensive language courses and student and faculty exchange.

Regular Events

- ◆ Annual meeting of the Council of Rectors.

Publications

None.

- Information Tools**
- ◆ Information leaflets and posters;
 - ◆ E-mail services to members;
 - ◆ Website under construction.

Rectors' Conference of Alps-Adriatic Universities

Contact Details	Alpen-Adria-Referat/Office of Alps-Adriatic Relations, Universität Klagenfurt, Universitätsstraße 65-67, A-9020 Klagenfurt, Tel: 43 463 27 00 232; Fax: 43 463 27 00 632; e-mail: helene.schrittesser@uni-klu.ac.at. Contact person: Ms. Helene Schrittesser.
Legal Personality	None.
Year of Foundation	1979.
Membership	The Rectors' Conference of Alps-Adriatic Universities currently has 48 members. Membership is open to the rectors and presidents of universities in the geographical area covered by the Alps-Adriatic Working Party (Arbeitsgemeinschaft Alpen-Adria), which currently comprises the following "regions": Styria, Carinthia, Upper Austria, Salzburg, Burgenland, the Republic of Croatia, Slovenia, Venezia, Friuli-Venezia-Giulia, Trentino-Alto Adige, Lombardy, Emilia-Romagna, Bavaria, District Győr-Moson-Sopron, the districts Vás, Somogy, Zala, Baranya and the canton Ticino. Admission as a member is dependent on fulfilment of the above geographical eligibility criterion and on approval by the annual meeting of the Rectors' Conference.
Annual Budget	Not available.
President/ Chairperson	The presidency of the Rectors' Conference of Alps-Adriatic Universities is based on a rotating principle and changes every year.
Chief Executive	None.
Governance	The supreme decision-making body is the annual <i>plenary meetings</i> of the Rectors' Conference of Alps-Adriatic Universities. An additional working-level body, the <i>Scientific Advisory Committee</i> , ensures the implementation of the resolutions passed by the <i>Plenary Meeting</i> . The <i>Scientific Advisory Committee</i> meets twice a year, and is composed of 12 members (from

Carinthia, Upper Austria, Styria, Croatia, Slovenia, Bavaria, Baranya, Emilia-Romagna, Friuli-Venezia-Giulia, Lombardy, Trentino-Alto Adige, Veneto and Slovenia). Each member represents the entirety of the universities in its particular region. The composition of the *Scientific Advisory Committee* also reflects a balance between academic disciplines.

Aims The aim of the Rectors' Conference is to enable collaboration between the member universities and colleges and to make use of the various opportunities for scientific, artistic and future-oriented cooperation.

Standard Activities The Rectors' Conference of Alps-Adriatic Universities provides scholarships for graduates and scientists from the member universities, it runs working groups on a range of issues relevant in the context of the Alps-Adriatic Working Party and it organises scientific symposia in the framework of the *Plenary Meetings*. Additionally, its members cooperate on a bilateral and multilateral basis in the field of research and education. Cooperation also exists between the university libraries of the members, and in the field of databases and information systems.

History The Rectors' Conference of Alps-Adriatic Universities was founded in 1979, as a scientific sub-organism of a thematically wider political creation, the Alps-Adriatic Working Party (at the time mostly referred to as the Working Party of the Countries and Regions of the Eastern Alps), which had been created one year earlier. The driving force behind the Rectors' Conferences foundation was Professor Anton Kolb, at the time President of Graz University. In 1981, the Rectors' Conference adopted its statutory framework, the "Agreement on Working Methods", which was updated in 1997. Also in 1981, the *Scientific Advisory Committee* was founded. In 1998, the Rectors' Conference of Alps-Adriatic Universities made Professor Anton Kolb a *Lifetime Honorary President*.

Projects and Initiatives Not available.

- Regular Events** ♦ Annual plenary meeting of the *Rectors' Conference*;
 ♦ Two meetings of the *Scientific Advisory Committee*.
- Publications** Not available.
- Information Tools** ♦ Website: www.uni-klu.ac.at/elisa.

Santander Group (SG)

Contact Details	c/o Universidad de Murcia, Campus de Espinardo, Edificio Luis Vives, E-30100 Murcia (SG intends to move its offices to Brussels shortly), Tel: 34 9 68 36 42 59/60, Fax: 34 9 68 36 42 58, e-mail: sgroup@fcu.um.es, website: www.ex.ac.uk/~MAPatric/santander. Contact person: Ms. Lucília Fonseca.
Legal Personality	Non-profit making association under Spanish law (asociacion internacional sin fines lucrativos).
Year of Foundation	1988 (1992 as a legal personality).
Membership	The Santander Group is a pan-European university association with institutional membership. In comparison to similar networks such as the Coimbra Group, the membership is predominantly, though not exclusively, comprised of “young” universities. The SG has a total of 46 members, of whom most are <i>full members</i> , and some <i>associate</i> or <i>affiliate members</i> . Full members come from EU countries. The SG limits the number of full members per country. <i>Associate members</i> are universities which may also come from outside of Europe. <i>Affiliates</i> are institutions with close links to one or more of SG’s <i>full member</i> universities. All types of membership are possible only on invitation by the SG.
Annual Budget	183,775 € (1998).
President/ Chairperson	Dr Manuel Esteban Albert, President of the Santander Group.
Chief Executive	Ms. Lucília Fonseca.
Governance	The supreme decision-making body of the SG is the <i>General Assembly</i> , which is composed of the rectors of <i>full member</i> universities or their representatives. It meets at least once a year and elects the <i>President</i> , who is the legal representative of the association and has a term of office of two years. An <i>Executive Committee</i> of four persons plus the <i>President</i> is elected by and from among the members of the <i>General Assembly</i> .

Aims	<p>The Santander Group seeks to</p> <ul style="list-style-type: none">◆ facilitate and encourage student and academic staff mobility;◆ promote joint research projects and university collaboration with public and private institutions;◆ identify areas of cooperation for the development of common curricula;◆ encourage additional social, cultural and sporting activities;◆ establish and strengthen links and cooperation between the university members and their regions.
Standard Activities	<p>The Santander Group makes use of the European education and training programmes for its Europe-focused activities, such as SOCRATES, LEONARDO DA VINCI, PHARE and TACIS. On an international scale, the SG collaborates with UNESCO in the establishment of chairs in Latin America and Africa (through the UNITWIN Programme). It also promotes development cooperation and open and distance learning.</p>
History	<p>The Santander Group was created in 1988 at the University of Cantabria, on the initiative of Professor José María Ureña, the association's founding president. In 1992, it was transformed into a not-for-profit organisation under Spanish law. 1994 saw the establishment of the SG Secretariat, as well as the conclusion of a cooperation agreement with UNESCO. In 1997, the present President, Dr Manuel Esteban Albert, took office, and the SG Secretariat was moved to the University of Murcia. The SG entertains close links with other higher education associations, particularly with EUCEN.</p>
Projects and Initiatives	<ul style="list-style-type: none">◆ 1994-99: creation of UNESCO (UNITWIN) chairs in Latin America and Africa;◆ 1995-99: SANGRIA, a LEONARDO DA VINCI project for student placements in industry;◆ 1995: SIGMA, a project devoted to the evaluation of the results of cooperation in ERASMUS in six subject areas, in collaboration with, amongst others, the Coimbra Group, the Utrecht Network, and UNICA;◆ 1997-99: Database project on curriculum development measures (CDs), European Modules and Integrated Language Courses in SOCRATES;

- ◆ 1998-99: PHARE-TACIS Democracy Programme project for the introduction of public hearings in Bulgaria;
- ◆ 1998-99: Programme for the exchange of administrative and academic staff;
- ◆ 1999: Establishment of a working group for cooperation in the Mediterranean area;
- ◆ 1999: Establishment of a working group for the promotion of open and distance learning initiatives (Santander Group Virtual University).

Regular Events

- ◆ Annual meetings of the *General Assembly*, and of the SG “Liaison Officers”.
- ◆ “Sectorial” (thematic or discipline-based) meetings of the respective SG working (“sectorial”) groups. The last two “sectorial” meetings were organised June 1999, on the theme of information and communication technology, and in September 1999, on European Studies. Further groups are devoted to earth and environmental sciences, engineering and experimental sciences, and history, amongst others.

Publications

- ◆ *The Santander Group. A European University Network*;
- ◆ *The Santander Group ERASMUS Network Students' Handbook*.

Information Tools

- ◆ Annual Report;
- ◆ Santander Group Newsletter (twice a year);
- ◆ E-mail lists;
- ◆ Website: www.ex.ac.uk/~MAPatric/santander.

Société Européenne pour Formation des Ingénieurs (SEFI)

Contact Details	60, rue de la Concorde, B-1050 Bruxelles, Tel: 32 2 502 36 09, Fax: 32 2 502 96 11, e-mail: info@sefi.be, website: www.sefi.be. Contact persons: Mrs. Françoise Côme, Secretary General, Ms. Nadia Elhaggagi, Assistant Secretary General.
Legal Personality	Association internationale sans but lucratif under Belgian law (AISBL).
Year of Foundation	1973.
Membership	SEFI is a pan-European association of (higher) education and training institutions, companies and individuals linked to the education and training of engineers. It has four types of members, namely: <i>institutional members</i> , which are higher education institutions educating engineers; <i>industrial members</i> , i.e. companies (currently six global-player type corporations); <i>individual members</i> , composed of persons in some way related to engineering education; and <i>associate members</i> , which are mainly professional organisations. <i>Institutional membership</i> currently comprises over 220 engineering institutions from 31 European countries.
Annual Budget	276,000 EUR.
President/ Chairperson	Professor Torbjörn Hedberg, Luleå University, SEFI President.
Chief Executive	Ms. Françoise Côme, SEFI Secretary General.
Governance	SEFI is governed by a <i>General Assembly</i> , which meets once a year. An <i>Administrative Council</i> , of 24 persons, a minimum of one third of whom must be representatives of <i>institutional members</i> , meets three times a year. A board of approximately 10, the <i>SEFI Bureau</i> , which is made up of the <i>President</i> , the two <i>Vice-Presidents</i> as well as the <i>Secretary General</i> and the <i>Treasurer</i> (all <i>ex officio</i>) and further members, monitors the day-to-day work of the association. Implementation of SEFI's projects and activities is

steered by the *SEFI Headquarters*, headed by the *Secretary General*. SEFI has a total of eleven *Working Groups*, who organise their own seminars and run some of the association's projects. In special cases, the association sets up *Task Forces* or *Ad Hoc Committees*, such as recently on accreditation in European engineering education.

Aims

SEFI's overall aim is to make a contribution to the "development and improvement of engineering education in the economic, social and cultural framework of Europe". In particular, the association seeks

- ◆ to provide information on engineering education;
- ◆ to improve communication and exchange between teachers, researchers and students in Europe;
- ◆ to develop cooperation between educational engineering institutions;
- ◆ to promote cooperation between industry and educational institutions;
- ◆ to promote the European dimension in engineering education.

Standard Activities

- ◆ Conferences (SEFI Annual Conference);
- ◆ Seminars (organised by the eleven working groups, roughly one per year and working group);
- ◆ Publications (periodicals, directories, scientific journal, proceedings)
- ◆ Projects;
- ◆ Award of prizes.

History

SEFI was founded in January 1973 in Leuven, after a one-year preparation period, by some thirty representatives of engineering schools from ten European countries. The creation of the association had been motivated by a number of factors: the need for a European association of engineering schools with institutional membership (not of national federations) and specifically devoted to the (continuing) education of engineers, rather than to aspects of equivalence (a field already covered by FEANI); the changed and broadened expectations on the education of engineers originating from the 1968 revolution, as well as first European Community activities in education. With regard to the latter, the Community had created an "Institute for the Study of European Universities", and a

report on engineering education in Europe, to lead to an “engineering directive”, was being prepared by Gabriel Fragnière (European Cultural Foundation), who proposed the creation of a European platform for engineering education.

Over the years, SEFI has seen a healthy development, with manifold activity in the by now eleven working groups. During the 3rd World Conference on Continuing Education of Engineers, SEFI awarded for the first time its *Leonardo da Vinci Prize*. The association is closely linked to the birth of the first fully-fledged European training programme, COMETT (today integrated in LEONARDO) in 1986, and it makes wide use of EU education and training programmes today.

Projects and Initiatives

SEFI Awards

SEFI awards two prizes, the *SEFI Fellowship Award*, and the *SEFI Leonardo da Vinci Medal*. SEFI Fellows, of which there are by now about 30, are as a rule individual members with particular merits with regard to SEFI. The *Leonardo da Vinci Medal* is a more exclusive prize, which since its creation in 1983 a total of 13 persons received, amongst them the former President of the European Commission Jacques Delors, and ex-Commissioner Antonio Ruberti.

TESS (Testing Engineering Skills in Statistics)

This initiative, which came to an end in 1999, was funded by the European Commission as one of the “pilot projects” which emerged after the EU White Paper *Teaching and Learning*. It is an on-line tool in the field of statistics relevant in engineering. The instrument can be used for the self-assessment of statistical knowledge relevant in engineering.

H3E (Higher Engineering Education for Europe)

SEFI carries out this project in cooperation with CESAER and BEST. It focuses on six “challenges” to European engineering education, namely motivation, core curricula, quality and recognition, internationalisation, lifelong learning and continuing education, for which it seeks common solutions.

FACILE (Facilitated Open Distance Learning for Continuing Engineering Education)

FACILE is a learning package which SEFI developed with member institutions in order to support learners and teachers in continuing engineering education to make better use of electronically (internet) delivered courses through a number of facilitation and support measures.

EuroRecord

This project, the full name of which is "Developing a European Professional Record of Achievement in Engineering: Towards Portable Qualifications", is a LEONADO pilot project which is to develop a workable tool (credit-based system) for the recording of qualifications acquired in formal and non-formal learning across Europe.

PROGRESS (The Professionalisation of Graduate Engineers)

This LEONARDO Project (1998-2000), coordinated by the University of Cambridge, is benchmarking the measures companies provide for the early professional development of young graduate engineers.

E4 – Enhancing Engineering Education in Europe

A SOCRATES II Thematic network bringing together 80 institutions of higher engineering education and partner associations in the field. This project constitutes a follow-up to the former H3E thematic network.

Creation of a European Entity for the Testing of Knowledge

This project is presently developed in partnership with the CPE Lyon and other institutions and networks (17 in total) having all developed a test in the framework of the White paper on "Teaching and Learning" published by the EU Commission in 1996.

SEFI also supports the project activities of EUROPRO and of IACEE, of which it is a founding member.

Regular Events

- ◆ *SEFI Annual Conference*, held at a member institution and devoted to a particular theme;
- ◆ (Mostly annual) conferences and seminars of the SEFI working groups (on curriculum development; continuing education; mathematics; internationalisa-

tion; computers; environmental engineering; women in engineering; physics; ethics; and synergies between engineering education and research);

- ◆ *General Assembly* meetings;
- ◆ Meetings of the *Administrative Council* and the *Bureau*;
- ◆ SEFI Days.

Publications

- ◆ *SEFI Guide on Engineering Education in Europe*, Brussels 1998. This comprehensive reference book contains detailed information about some 1,036 engineering schools and faculties, as well as descriptions of tertiary-level engineering education in 37 European countries;
- ◆ *European Journal of Engineering Education*, a quarterly scientific journal;
- ◆ *SEFI Cahiers*, a series of so far four issues devoted to different aspects of engineering education;
- ◆ *SEFI Documents*, a similar series, comprising by now 20 issues.

Information Tools

- ◆ *SEFI News*, the association's newsletter (four issues per year);
- ◆ *SEFI Annual Report*;
- ◆ *E-Sefi*, an electronic news bulletin for members and correspondents (monthly);
- ◆ *SEFI Members*, the SEFI members mailing list;
- ◆ *SEFI Flash*, the general SEFI mailing list;
- ◆ *EJEE electronic mailing list* (for exchange of views and opinions about the *European Journal of Engineering Education*);
- ◆ Website: www.sefi.be.

Utrecht Network

Contact Details	c/o Utrecht University, Heidelberglaan 8, NL-3584 CS Utrecht, Tel: 31 30 253 4193, Fax: 31 30 253 7550, e-mail: j.torenbeek@bb.usc.nl, website: www.utrecht-network.org. Contact person: Drs. Jeroen L. Torenbeek.
Legal Personality	<i>Vereniging</i> (not-for-profit association under Dutch law).
Year of Foundation	1987 (legal status acquired in 1998).
Membership	The Utrecht Network is a pan-European association of individual universities. Member institutions are “comprehensive” universities with a broad subject range, and a good infrastructure for the organisation of international relations. Except for larger countries (UK, France and Germany), the Utrecht Network accepts only one member from a given country. The network currently has 26 members, from 23 countries. New members are admitted either on the invitation of the Utrecht Network, or on their own initiative. An applicant’s already existing cooperation links with universities of the network are seen as an advantage.
Annual Budget	48,000 € (1999).
President/ Chairperson	Drs Jeroen L. Torenbeek.
Chief Executive	Not applicable.
Governance	The supreme decision-making body of the Utrecht Network is the <i>General Meeting</i> , made up of one representative of every member university, which meets once a year. A <i>Steering Committee</i> of four, meeting at least twice <i>per annum</i> , is in charge of the implementation of policy approved by the <i>General Meeting</i> , and the daily course of affairs. The leaders of the Utrecht Network assemble bi-annually in the <i>Rectors’ and Presidents’ Meeting</i> . The operative headquarters of the Network is its Utrecht-based <i>Secretariat</i> . The Network runs a number

of *Task Forces* (on student mobility; summer schools; student internships; communication; as well as on co-operation with Australia and with the US).

Aims

The Utrecht Network encourages contacts between universities and their surrounding communities or regions on matters related to academic, educational and social and technological development. In the past twelve years of its existence, the network has pursued the following aims

- ◆ to facilitate the mobility of students and (teaching and administrative) staff;
- ◆ to waive tuition fees with the aim of achieving a general balance in the number of students exchanged;
- ◆ to recognise approved study periods spent in Utrecht Network universities as an integral part of a student's degree programme, with appropriate arrangements for credit transfer, such as ECTS;
- ◆ to assist students in foreign language preparation and in the provision of accommodation;
- ◆ to promote the exchange of curriculum information and, where possible, to jointly produce academic and distance learning materials;
- ◆ to encourage and promote joint research projects and joint symposia between members of the Utrecht Network, and to promote and encourage collaboration with public and private institutions;
- ◆ to encourage social, cultural and sports activities and to stimulate integration;
- ◆ to undertake any other joint activities in the field of international cooperation.

Standard Activities

The Utrecht Network concentrates its efforts on activity between member universities, such as

- ◆ the exchange of students. Each year, between 400 and 600 students are exchanged among the members of the Utrecht Network and a further 100 with North American universities;
- ◆ the exchange of teaching and administrative staff from member universities for purposes of teaching or exchange of information;
- ◆ annual gatherings of the *General Meeting*;
- ◆ bi- or triennial meetings of the Rectors and Presidents of member universities.

History

The creation and further development of the Utrecht Network is intricately linked with the history of the European Union's higher education cooperation programmes. The network emerged out of an ERASMUS "inter-university cooperation programme" (ICP) in 1987 and was awarded the ERASMUS Award in 1991. It officialised its status to become a *vereniging* (non-profit making organisation under Dutch law) with its seat in Utrecht in 1988. The association rapidly developed a wide range of activities. Student mobility inside the network grew constantly. In the following years, the association extended its geographic focus, to Central and Eastern Europe through a large TEMPUS project, to the Southern Mediterranean countries through an involvement in Med Campus, to North America through the EC/US Higher Education scheme, and through UNESCO's UNITWIN programme to Southern Africa. The network moved from participation in the Union's and others' cooperation schemes to organising such schemes itself, when it won, led by Lund University, the management contract for the EU-China Higher Education Cooperation Programme in 1997, and when it got involved, as a partner of DAAD, in the running of the Euro-Asia Business Internship Programme (EABIP) in 1998.

Projects and Initiatives

EU – China Higher Education Cooperation Programme
 Since 1997, Lund University, one of the members of the Utrecht Network, organises, on behalf of the European Commission, the EU-China Higher Education Cooperation Programme, which finances joint university projects between China and the Union through mobility and curriculum development, research and seminars in the field of European Studies. The network supports the programme implementation offices in Lund and Beijing in the running of the programme.

EABIP – Euro-Asia Business Internship Programme
 In 1998 and 1999, the members of the Utrecht Network were part of a DAAD-led consortium which organised, for the European Commission, the pilot phase of EABIP, the Euro-Asia Business Internship Programme. This scheme funded the exchange of students for company internships with China and Japan. The Utrecht

Network provided placements for Asian students in European companies.

Exchange with North America

Beyond impressive numbers in student exchange between the members of the association, the Network runs an “external” student mobility scheme with the Mid American Universities International (MAUI) consortium, with a turnover of about 100 students a year.

12th Annual EAIE Conference

In December 2000, the University of Leipzig, a member of the network, will host the 12th annual conference of the European Association for International Education (EAIE). The entire Utrecht Network will be closely involved in the organisation of the event.

Regular Events

- ◆ *General Meeting* (once a year);
- ◆ *Rectors’ and Presidents’ Meeting* (once every two or three years);
- ◆ *Steering Committee Meeting* (four times a year);
- ◆ *Task Force Meetings* (depending on need).

Publications

None.

Information Tools

- ◆ *Utrecht Network Leaflet*, describing the association;
- ◆ *Student Handbook*, a “digitally produced” guide for study at Utrecht partner universities;
- ◆ E-mail service for members;
- ◆ Information on the EU-China Higher Education Cooperation Programme: www.lu.se/eu-china.

Profiles of International Associations in Higher Education

Associação das Universidades de Língua Portuguesa (AULP)

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P-1050-203 Lisboa
Tel: 351 21 781 63 60
Fax: 351 21 781 63 69
E-mail: aulp@aulp.org
Website: www.aulp.org
Chief Executive: Mr. Manuel J. Coelho da Silva,
Secretary General

Profile AULP, founded in 1986, is an association of universities and other tertiary institutions with Portuguese as the language of instruction. The network has 140 full members, in eight countries, as well as ten associate members in four countries. Through various collaboration measures, AULP tries to protect and strengthen Portuguese-language instruction worldwide.

Association des Universités Partiellement ou Entièrement de Langue Française/Universités des Réseaux d'Expression Française (AUPELF/UREF)

Contact Details *Address:* 3034 Boulevard Edouard Montpetit, Montréal,
Québec, Canada H3T 1J7
Tel: 1 514 343 66 30
Fax: 1 514 343 21 07
E-mail: rectorat@aupelf-uref.org
Website: www.aupelf-uref.org
Chief Executive: Ms. Josiane Perrachon, Chef de Cabinet
President: Ms. Michèle Gendreau-Massaloux

Profile AUPELF/UREF, which together form the “Agence Universitaire de la Francophonie” (AUF), is the association of universities in which French is the (exclusive or partial) language of instruction. AUPELF/UREF has 391 institutional members (universities, grandes écoles, research institutes) in 52 countries. Further members are 352 departments of French and 12 institutio-

nal networks. The chief purpose of the association, which was founded in Montreal in 1961 (as AUPELF) is the promotion and strengthening of French as an academic language.

Association Internationale des Etudiantes en Sciences Economiques et Commerciales/International Association of Students interested in Economics and Business (AIESEC)

Contact Details *Address:* AIESEC International, Teilingerstraat 126, NL-3032 AW Rotterdam
Tel: 31 10 443 4383
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E-mail: info@ai.aiesec.org
Website: www.aiesec.org

Profile AIESEC is a student-run association founded in 1948 by representatives from seven European countries, who felt the need to help in the economic recovery of their countries after World War II. Today AIESEC is one of the biggest student organisations worldwide, with more than 20,000 members in 741 universities and over 87 countries and territories. Like its “counterpart” IAESTE, it is structured decentrally in local and national branches. AIESEC runs local, national, and international leadership and training seminars, and organises an international traineeship exchange programme (around 5,000 internships per year). While AIESEC was originally open only to students and recent graduates of economics and management, it nowadays accepts students from many other disciplines.

Association of African Universities (AAU)

Contact Details *Address:* P.O. Box 5744, Accra-North, Ghana
Tel: 233 21 77 44 95 / 76 15 88
Fax: 233 21 77 48 21
E-mail: secgen@aau.org

Website: www.aau.org

Chief Executive: Professor Francois Rajaoson

President: Professor Andrew Siwela

Profile

Founded in 1967, the AAU is a non-governmental organisation, which represents 151 African universities. It promotes cooperation between African higher education institutions, documents information on higher education and research in Africa, encourages contact with the academic community outside Africa, and encourages the use of African languages. AAU activities comprise, amongst others, the organisation of staff exchanges and scholarship and fellowship programmes, short-term consultancies and the production of studies and research on African higher education.

Association of Arab Universities (AARU)

Contact Details

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Tel: 96 26 534 51 31

Fax: 96 26 533 29 94

E-mail: secgen@aaru.edu.jo

Website: www.aaru.edu.jo

Chief Executive: Professor Marwan Rasim Kamal, Secretary General

Profile

The AARU was founded in 1964 and today represents 137 member universities from the Arab world. It seeks to enhance cooperation amongst Arab universities with a view to raising the quality of university education. Besides encouraging research (particularly applied research), AARU holds conferences and symposia and promotes the autonomy of universities. AARU has also helped to set up a number of Arab institutions (now affiliated to AARU), such as the *Arab Council for Training of Arab Universities Students*, *The Arab Council for Higher Education and Scientific Research* and the *Center for Depositing University Theses*.

Association of Commonwealth Universities (ACU)

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Tel: 44 20 73 80 67 00
Fax: 44 20 73 87 26 55
E-mail: info@acu.ac.uk
Website: www.acu.ac.uk
Chief Executive: Professor Michael Gibbons, Secretary General

Profile The ACU, which was founded in 1913, claims to be the oldest international association of universities in the world. Membership amounts to over 480 universities from the Commonwealth countries (Asia, Australasia, Africa, the South Pacific, Canada, the Carribean, Malta and the UK). This registered charity helps its member institutions develop human resource capacity, runs a number of student, academic and administrative staff mobility programmes, compiles and provides information about higher education in the Commonwealth, hosts a higher education management consultancy service, and organises a wide variety of conferences and other meetings.

Association of Southeast Asian Institutions of Higher Learning (ASAIHL)

Contact Details *Address:* Ratasastra Building 2, Chulalongkorn University, Henri Dunant Road, Bangkok 10330, Thailand
Tel: 66 2 251 69 66
Fax: 66 2 253 79 09
Chief Executive: Dr. Ninnat Olanoravuth, Secretary General

Profile ASAIHL, a grouping of universities and university-level institutions in Southeast Asia, was initially established in 1956 in Bangkok by eight heads of state universities from the region. Today, ASAIHL has over 100 full members from 10 countries, as well as some 40 associate members worldwide. ASAIHL organises a number of

exchange schemes for academic staff, and it holds conferences (“General Conference” about every two years) and seminars (nearly 100 since its creation) on current issues of Southeast Asian higher education.

Association of Universities in Asia and the Pacific (AUAP)

Contact Details *Address:* c/o Center for International Affairs, Suranaree University of Technology, 111 University Ave., Suranaree Subdistrict, Muang Nakhon Ratchasima 3000, Thailand.
Tel: 66 44 22 41 416
Fax: 66 44 22 41 40
E-mail: cenintaf@ccs.sut.ac.th / auap@ccs.sut.ac.th
Website: www.sut2.sut.ac.th/auap
Chief Executive: Professor Dr. Ruben C. Umaly
President: Professor Donald McNicol

Profile AUAP, founded in 1995, is the association of universities in the Asia-Pacific region. The group has over a hundred members, in 15 countries, who use the association as a networking instrument to discuss common issues in higher education policy and institutional governance. AUAP organises seminars and a “General Conference”.

Consejo Superior Universitario Centroamericano (CSUCA)

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Tel: 506 225 27 44
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E-mail: rsol@csuca.ac.cr
Website: www.csuca.ac.cr
Chief Executive: Dr Ricardo Sol Arriaza

Profile CSUCA is the federation of universities of Central America. Founded in 1948, CSUCA aims at contributing to the development and integration of Central

America by means of regional and international university cooperation. The association supports curricular cooperation through its “collaborative programmes”.

Consortium for North American Higher Education Collaboration (CONAHEC)

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Address: University of Arizona, 888 N. Euclid, University Services Bldg., Room 414, P.O. Box 210158, Tucson, AZ 85721-0158, USA
Tel: 1 520 621 7761
Fax: 1 520 621 6011
E-mail: fmarmole@u.arizona.edu
Website: www.conahec.org
Chief Executive: Francisco J. Marmolejo, Executive Director

Profile

CONAHEC was established in 1994, in the context of NAFTA. The association is composed of 67 universities and higher education federations from the USA, Canada and Mexico and tries to improve academic cooperation in the emerging trilateral setting. CONAHEC is involved in professional development measures focused on the system differences between the three countries (executive workshops, language immersion programmes, on-site internships for university administrators), it has its own student organisation (North American Student Forum) and holds a major conference every year.

Consortium of Higher Education Researchers (CHER)

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Website: www.utwente.nl/instituten/cher

Chief Executive: Dr. Peter Maassen, Executive Secretary

President: Professor Ulrich Teichler, Chairman

Profile

Founded in 1988, CHER is a consortium of researchers into higher education. The association aims at improving the theoretical base and the quality of research on higher education, to stimulate cooperation and internationalisation in research projects. The association is also involved in the development and offering of international training programmes on higher education.

The Global Alliance for Transnational Education (GATE)

Contact Details

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Tel: 1 303 784 82 12

Fax: 1 303 784 85 47

E-mail: gate@edugate.org

Website: www.edugate.org

Chief Executive: Ms. Ana Mostaccero, Director of Operations

Profile

GATE is an international grouping of higher education institutions, corporations and quality assurance agencies aimed at assuring and improving the quality of “transnational education” (i.e. education delivered in countries other than where it was produced, most of it by “virtual” means) at tertiary level. GATE has developed a code of good practice (“Principles for Transnational Education”) for transnational education, and it offers certification for institutions that adhere to these principles. Although part of a business conglomerate (Jones International, Ltd.), it has its own Board of Directors and an Academic Advisory Committee.

International Association for Continuing Engineering Education (IACEE)

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Tel: 358-9-451 4009
Fax: 358-9-451 4060
E-mail: iacee@hut.fi
Website: www.dipoli.hut.fi/org/iacee
Chief Executive: Mr. Markku Markkula
President: Dr. Frank E. Burris

Profile IACEE is a worldwide association of higher education institutions, professional organisations (national, continental), companies and individuals devoted to lifelong learning and continuing education in engineering. The organisation was founded in Beijing in 1989, during the 4th “World Conference on Continuing Engineering Education”, an event which is held every three years and remains a key item of IACEE’s agenda. In pursuit of its overall aim to advance continuing engineering education through international cooperation, IACEE pays particular attention to the needs of developing countries. IACEE has its own publication series, *IACEE Report*.

International Association for the Exchange of Students for Technical Experience (IAESTE)

Contact Details *Address:* P.O. Box 6104, Swords, Co. Dublin, Ireland
Tel: 353 18 40 20 55
Fax: 353 18 40 20 55
E-mail: jimreidgsiaeste@eircom.net
Website: www.iaeste.org
Chief Executive: Mr. James E. Reid, General Secretary

Profile Founded in London in 1948, on the initiative of Imperial College, IAESTE is a student-centred organisation for the provision of on-the-job training for students of engineering, science and architecture. The main service rendered by the decentrally-organised associati-

on, the backbones of which are local (university-based) and national committees, is its company internship programme, through which IAESTE places around 10,000 students a year, and thus more than any other programme agency. The association's work is supported by its own alumni organisation, the "Friends of IAESTE".

Inter-American Organization for Higher Education (IOHE)

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Tel: 418 650 15 15
Fax: 418 650 15 19
E-mail: secretariat@oui-iohe.qc.ca
Website: www.oui-iohe.qc.ca
Chief Executive: Michelle Bussières
President: Mr. Freddy Malpica Pérez

Profile Founded in 1980, IOHE is a pan-American association of universities. Today, membership stands at 357 regular and 25 associate members. Chief aims of the association are the integration of universities in the Americas and to contribute to the harmonious and equitable development of the countries of the New World. IOHE operates the "Institute for University Management and Leadership" (IGLU) Programme and the "College of the Americas", a system of networks for teaching and research.

International Association of Universities (IAU)

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Tel: 33 1 45 68 25 45
Fax: 33 1 47 34 76 05
E-mail: iau@unesco.org
Website: www.unesco.org/iau
Chief Executive: Dr Franz Eberhard, Secretary General
President: Professor Wataru Mori

Profile

IAU is a worldwide association of universities from some 150 countries founded in 1950, with close links to UNESCO (on whose Paris premises its secretariat is located). The association aims to give expression to the obligation of universities to promote, through teaching and research, the principles of freedom and justice, of human dignity and solidarity, and to contribute, through international cooperation, to the development of higher education in general. The collection, documentation and analysis of information on higher education is one of the key activities of IAU, which has been running, since 1989, an "Information Centre on Higher Education" and issues the *International Handbook of Universities*, and the *World List of Universities*. Research into higher education is another focus of IAU's work, finding expression in the monograph series *Issues in Higher Education* and the journal *Higher Education Policy*. IAU was also centrally involved in the organisation of the 1998 UNESCO "World Higher Education Conference".

International Association of University Presidents (IAUP)

Contact Details

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Fax: 32 2 512 29 96
E-mail: secretariaat@vlir.be
Website: www.csus.edu/iaup
Chief Executive: Mr. Jef van der Perre, Secretary General
President: Professor Sven Caspersen

Profile

The IAUP is a world-wide association of several hundred university heads (presidents, vice-chancellors, principals and rectors), which was founded in Dublin in 1964. Priority areas of IAUP's work are peace keeping, disarmament and conflict resolution (in which field the association runs a joint commission with the UN), as well as, more recently, the use of ICT in higher education, and issues of accreditation. The particular strength of the association, however, lies clearly in the

passing of resolutions, in which IAUP is an unchallenged world champion. No issue of central, marginal or no importance has remained without an IAUP comment. Documents such as the resolution on “the role of the presidential spouse” or the “global convention on restoration of morality and humanity” are essential reading for anyone seeking an insight into the concerns of the organisation.

International Council for Adult Education (ICEA)

Contact Details

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Tel: 1 416 58 81 211

Fax: 1 416 58 85 725

E-mail: icae@web.net

Website: www.web.net/icae/

Chief Executive: Mr. Budd L. Hall, Chief Operating Officer

President: Dr Paul Bélanger, President

Profile

ICEA, which was founded in 1973, is the worldwide equivalent of the EAEA. Its membership is comprised of over 100 national, regional and sectoral organisations. The association aims “to promote the education of adults in accordance with the needs of individuals, communities and societies as a way of enhancing international understanding, achieving economic and social development and advancing the skills and competencies of individuals and groups.” It pursues these objectives through publications, research, seminars, workshops and exchanges. ICEA also operates an adult education documentation and information service, the “J. Roby Kidd Resource Centre”.

International Council for Open and Distance Education (ICDE)

Contact Details

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Tel: 47 22 02 8170,
Fax: 47 22 028161
E-mail: icde@icde.no
Website: www.icde.org
Chief Executive: Mr. Reidar Roll, Secretary General,
President: Ms. Molly Corbett Broad, President

Profile

Founded in 1938, ICDE is a global membership organisation of educational institutions, national and regional associations, corporations, educational authorities and agencies in the fields of open learning, distance education, and flexible, lifelong learning. The association, with members in more than 130 countries, facilitates international cooperation in Open and Distance Learning (ODL) throughout the world. The association holds a "World Conference on Open and Distance Learning" every two years. The chief executives of member institutions convene annually in the "Standing Conference of Presidents of Open and Distance Learning Institutions (SCOP). ICDE organises its work in "special interest groups" around agreed themes and topics in the field of ODL, such as, for example student/learner support, gender issues, research and evaluation, and technology applications.

International Federation of Catholic Universities (IFCU)

Contact Details

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Fax: 33 1 44 39 52 28
E-mail: sgfiuc@club-internet.fr
Website: www.fiuc.org
Chief Executive: Professor Victor Hanssens, Secretary General
President: Brother Andrew Gonzales

Profile The IFCU is a worldwide association of Catholic universities. Founded as the *Faederatio Universitatum Catholicum* in 1924, it adopted its present name in 1965. The association, which has 191 members, states as its purpose “to work for the constant progress of knowledge and for the development of a more just and human world in the light of the Christian faith and the gospel”.

Programme on Institutional Management in Higher Education (IMHE)

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Fax: 33 1 42 24 02 11
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Webster: www.oecd.org/els/edu/imhe
Chief Executive: Richard J. Yelland, Head of Programme.
President: Peter West, President

Profile IMHE is a programme of the Directorate for Education, Employment, Labour and Social Affairs of OECD, but it is also a global membership organisation of universities, non-profit organisations and government agencies. The work of IMHE, which was created in 1969, is focused on questions of management and governance of higher education and on major issues of higher education policy in general. The programme has its own publication series, and it issues a scientific journal, *Higher Education Management*. IMHE is also active in the field of quality assurance in internationalisation of higher education, where it runs, jointly with ACA and the CRE, the Internationalisation Quality Review (IQR).

Unión de Universidades de América Latina (UDUAL)

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Tel: 52 5 616 23 83 : 616 14 14
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Website: www.unam.mx/udual
Chief Executive: Dr Juan José Sanchez Sosa

Profile UDUAL was founded in 1949 and is one of the oldest university federations in Latin America and the Caribbean, with some 160 member institutions from 18 countries. The association's chief aim is the defense of university autonomy, and the promotion of Latin American academic cooperation. UDUAL runs a documentation centre and an information system on higher education institutions and academic programmes in the region (SIESALC), it operates a grant scheme, and it publishes widely on issues related to Latin American universities.

Universitas 21

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Website: www.universitas.edu.au
Chief Executive: Dr Chris Robinson, Secretary General

Profile Universitas 21 is a network of 18 universities in 10 different countries, which was founded in 1999. The members hope that this alliance will strengthen their position on the global market for higher education. Major activities of the association, which runs its own student network, are to be quality assurance and international benchmarking, facilitation of student and staff mobility between member institutions, and sharing of best practice in areas of administrative and academic function. Universitas 21 is one of the very few higher education associations organised as a company.

World Federation of Engineering Organisations (WFEO)

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75015 Paris, France
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Fax: 33-0145683114
E-mail: peb_fmoy@magic.fr
Website: www.onisep.fr/moy
Chief Executive: Pierre-Edouard de Boigne, Executive
Director
President: Professor José Medem

Profile The WFEO was established with the support of UNESCO in 1968. The association's membership consists of the national engineering organisations of 80 countries, as well as of other regional (such as FEANI) or international engineering federations.

World University Service – International (WUS International)

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Tel: 31 20 41 22 26 66
Fax: 31 20 41 22 2267
E-mail: wus@i.antenna.nl
Website: www.antenna.nl/wus-i

Profile The World University Service is a higher education federation focussing on the promotion of international solidarity and of development and on the protection of human rights in the particular field of academia. Founded in 1920, the decentralised organisation (national branches) operates in over 50 countries. The organisation runs a regular summer university on human rights issues. Typical of the work of WUS is its commitment to relief for and reconstruction of higher education in conflict- and war-stricken areas, such as recently in Bosnia-Herzegovina.

Postscript:

Typology, History and Activities of European Association in Higher Education

This postscript is a first attempt to identify a “pattern in the carpet”, i.e. to systematise the information contained in the portraits of European associations in higher education, which constitute the core of this Handbook. Particular regard will be given to questions typology, to historical aspects and to the activities carried out by the associations.

Terminology and Definition

European associations use a wide variety of names to denote their own organisation. Terms used by the organisations themselves are, amongst others, “association”, “federation”, “network”, “group”, “league”, “society”, “community”, “council” and “conference”. The choice of any of these terms does not appear to be systematic. They all carry roughly the same meaning, which can be expressed through a number of key characteristics. These key characteristics are:

- ◆ *Membership*: Associations are membership-based entities. Rules on membership (eligibility) are a reflection of the purposes and aims of the association.
- ◆ *Transnationality*: the members of an association belong to different countries. The transnational composition of the groups is the very motivation of their creation. In most of the cases in this Handbook, membership is open to the whole of Europe, in some few cases it is restricted to the member states of the European Union. There are also some regional networks.
- ◆ *Multilaterality*: an association has more than two members. Bilateral partnerships are not covered by the concept of an association. For reasons of relevance, the networks that found entry into the Handbook go, in terms of membership numbers, far beyond the minimum of three institutions necessary to fulfil the above criterion.
- ◆ *Formalisation*: associations are groups which have formalised their relationship, through an agreement constituting the network, and through a set of rules and regulations, expressed in statutes or similar documents (constitutions, charter). These documents state the criteria for membership, the aims, the decision-making bodies put in place, and the formalities of the decision-making process. This criterion does not require a legal personality, although the large majority of consortia included in this publication have created one.

The characteristic of formalisation is important to set off “proper” associations from short-term, pragmatically-motivated *de facto* partnerships. The criteria of transnationality, multilaterality and, to a degree, membership, apply to both associations and looser forms of partnerships. The difference is that *de facto* partnerships normally focus on the achievement of one single purpose of limited duration, classically the running of a joint project, often in the framework of a (EU) funding programme. Therefore, they very often dissolve after fulfilment of this single purpose. However, as will be seen later, project-based cooperation very frequently forms the common ground for the creation of an association. In these cases, the project partners formalise their relationships, through the above-named set of rules and regulations. To put it differently, formalisation is a condition for the sustainability or medium to long-term perspective of a grouping.

For the purposes of this *Handbook*, as well as this article, an association is therefore understood to be a *membership-based organisation, of a transnational and multilateral composition of members from the wider field of higher education, who, in pursuit of common aims, have formalised their relationship through a set of rules and procedures*. It should be noted that this definition does not require a legal personality, nor the existence of a permanent secretariat. Likewise, it is not a condition that those associations which are a legal entity are of a not-for-profit sort, although this is the case in the overwhelming majority.

Elements of a Typology

Using membership as a classification criterion, the associations in this *Handbook* can be grouped into the following categories:

1. Associations of higher education institutions;
2. Associations of associations from higher education;
3. Associations composed of individual members;
4. Regional associations;
5. Associations with members from outside and inside of higher education (mixed).

It should be noted that not all of these categories are mutually exclusive. It is also important to stress that they constitute “ideal types”, and that many associations are “grey zone” cases, which could be classified in either of two mutually exclusive groups.

Institutional Associations

Institutional associations form the largest group in this *Handbook*. 24 networks, or two thirds qualify fully for this category, and a further two partially. The members of these networks are the higher education institutions them-

selves. Institutional associations can be further differentiated into networks which are discipline- or theme-unspecific (comprehensive), and such which focus on a particular academic field or theme.

The uniting bond of comprehensive institutional networks is the idea of cooperation as such. Many of them are therefore very similar in aims and activities, and, as a consequence, need to set themselves off from other networks of the same type by means of the "creation" of an identity. The COIMBRA Group distinguishes itself by uniting the "traditional" universities of Europe. The Santander Group, likewise applying an age-related criterion, unites the "young" universities of the continent. UNICA admits only members from "capital cities" (which need not be identical with *the* capital of a country). ECIU sets itself off from the other networks by the self-proclaimed innovative force of its members. FUCE, the association of Catholic universities, is organised by "creed". The Compostela Group admits institutions which are either located on one of the pilgrimage paths to Santiago de Compostela, or which have "links" to this route. EURASHE, although in principle open to all types of tertiary institutions, is actually predominantly an association of "non-university" higher education institutions, and thus, in a formal sense at any rate, the complement to the CRE. CBUR, the group of universities located in countries around the Baltic Sea, applies a geographic criterion. Whereas some of the above criteria are relatively straightforward, others are quite obviously a bit laboured. This problem becomes apparent when one looks at the relatively liberal interpretation of the criteria when admitting new members in some cases, and it is also highlighted by the fact that there is, in many cases, double or treble membership of one and the same institution in networks of differing "identity".

In a number of ways, any institutional association has also many traits typical of individual networks. It is trivial but nevertheless true that no institutional network of the comprehensive sort succeeds in activating all parts of all member institutions for the joint cause. In actual fact, the association always relies on dedicated individuals. Beyond this, some of the networks that are, according to their statutes, institutional, still mainly target particular groups of persons in the member institutions. An example is the CRE, which was originally the *Conférence des Recteurs des Universités Européennes*, and which, while by no means only involving the rectors in their work, still very much addresses the senior leadership of its member institutions. The CBUR, organised on the institutional principle, also appears to rely very much on the members' rectors. Likewise, NUAS services almost exclusively the different categories of administrative staff in member universities. The case is most obvious, perhaps, with the two student associations, ESN and AEGEE, in which membership is officially by university, but where it is really the local student groups who participate in the networks' activities and where, moreover, the universities concerned never signed up for membership. The one single group of individuals which, above all others, holds most of the institutional networks together are

the international relations officers. Given that the ultimate purpose of these networks is the business of cooperation itself, this is almost self-explanatory.

Next to the “general” or “comprehensive” type of institutional associations, there are *disciplinary* and *thematic* groupings. The fact that they are classified as institutional at all is not only dictated by the formal membership status, but also by the fact that, in most cases, their members are mono-disciplinary or mono-faculty institutions. This is the case with CESAER, CLUSTER and, partially, SEFI, in the field of engineering and technology, of CEMS and EFMD, in the fields of business and management studies, of ELIA (arts institutes), partly ELC, for foreign languages, and EDEN and EADTU, which comprise distance education institutions. Among the theme-based associations, only EUCEN, the continuing education-related network, is organised on an institutional basis. However, EUCEN practically functions like a professional association, and is therefore very similar to other groupings of particular higher education administrative and academic staff, such as FEDORA (student advice and counselling), EUPRIO (information and PR officers), EAIR (institutional researchers) or EAIE (international relations officers).

Associations of Associations

Associations with a membership made up of associations of universities or other tertiary higher education institutions form the second largest category, though in terms of numbers they lag far behind institutional networks. There are six clear cases, and a further three where this type of membership plays a considerable role. Most of the members are nation-based associations, but there are also international or European member associations. The oldest and perhaps the prototypical example is the Confederation of European Union Rectors' Conferences. It is noteworthy that the Confederation and the CRE thus have, at any rate in the member states of the EU, an identical membership, in the case of CRE in a direct way, in the case of the Confederation indirectly via the national body. A similar double structure exists in the field of engineering, where FEANI complements such associations as CESAER and CLUSTER. The ESF represents national science foundations, ATEE (which, however, also has individual members), consists of the national teacher education associations, and ACA is the network of national funding agencies for international cooperation in higher education. EADTU, EDEN and SEFI have national members, too, but they are predominantly composed of institutional members.

Individual Membership

Associations with individual membership are the smallest group, measured by the number of associations which exclusively belong to this section. There are four clear cases, and a further six with a membership partially on an individu-

al basis. It is telling that all four are professional associations (if one also considers the job of a rector as a profession). The largest of them is the EAIE, the European association of international relations staff. EUPRIO and FEDORA represent the information and public relations staff, and the student counsellors respectively. The Alps-Adriatic Rectors Conference is the fourth association of this type. As stated earlier, however, its Baltic complement CBUR, while formally an institutional consortium, is otherwise a very similar grouping, and if more regional rectors conferences would have been included (which was avoided for reasons stated in the preface), the individual membership category would probably be more sizeable.

ATEE, NUAS, EFMD, CBUR and SEFI also either have a strong category of individual members, or function *de facto* very much like individual-member associations normally do.

Regional Associations

Of the 37 European associations in this *Handbook*, only four are confined in their membership to a particular region of Europe, and a further two accept (full) members only from EU member states. The three regional members are the two rector's associations (CBUR in the Baltic Sea countries, Alps-Adriatic Rectors), NUAS (in the Nordic countries) and NET/U/SEE, in South-East Europe. The Confederation and FEDORA are the two associations who accept full members only from European Union countries. All other associations are pan-European groupings.

The above quantitative picture is of course heavily influenced by the selection policy for this *Handbook*. As stated earlier, for reasons of relevance, smaller cross-border networks with only few members were left out. It should be borne in mind that these are quite numerous and that, as a consequence, the category of regional associations would have been more weighty had it been included. It is also worth pointing out that a fair number of networks with a pan-European membership policy is, in actual fact, more strongly represented in some regions of Europe than in others. An example is the Compostela Group: of its 81 members, almost half are from the Iberian peninsula. It must also be stressed that, while the European associations have made strong efforts to integrate Central and Eastern Europe after 1990, in most cases membership is still dominated by the West.

Higher Education "Plus"

The core membership of the vast majority of consortia in this *Handbook* are exclusively from higher education. There are very few "mixed" associations, with membership of both academic and non-academic actors.

There are three associations, ATEE, AEAE and EDEN, which, while restricting membership to educational institutions, are not limited to the tertiary sector.

In terms of corporate membership, only EFMD, EDEN and SEFI qualify as serious candidates. FEDORA admits the employers as associate members, and CESAER's honorary membership category is open to corporations. Given the debate of the past years over the need of closer cooperation between higher education and its "stakeholders" in general, and between higher education and the corporate sector in particular, the low integration of enterprises might be regarded as surprising. It is actually not. The associations in this volume do not operate in an academic ivory tower. The example shows again that membership can be a tricky category when trying to identify the nature of an association. In fact, many of the networks in this volume do cooperate with private-sector partners on a large scale, on a project basis. This is the case with the associations from the field of engineering and technology, but it is by no means restricted to this group.

History

The history of European associations in higher education is very closely linked to the birth of the European Union education and training programmes, and to the subsequent growth of these schemes.

Before the mid-1980s, only ten of the 37 associations existed already. The 1950s saw the creation of three associations only. FEANI, the engineering network, was the first one, founded in 1951, proving wrong once again the seemingly ineradicable perception that engineers and engineering institutions are intrinsically inward-looking. The predecessor organisation of the adult education association EAEA followed in 1953. At the end of the decade, the CRE was founded in 1959, on the initiative and originally also within the framework of the Council of Europe. The Euro-enthusiasm of the 1950s partly motivated these creations, although it is difficult to explain why their number remained so limited.

Not a single one of the associations in this *Handbook* were founded in the 1960s, a fact for which the author does not have an explanation. The 1970s saw the foundation of another seven networks, namely EFMD (1971), SEFI and the Confederation, at the time still the "Liaison Committee" (1973), ESF (1974), ATEE and NUAS (1976), and finally the Alps-Adriatic Rectors Conference (1979). The foundation of the two regional associations was closely linked to preceding political agreements of a wider sort in the respective parts of Europe, i.e. the creation of the Alps-Adriatic Working Party and the Nordic Council of Ministers (1971). The Confederation itself states that it founded itself in anticipation of European Union activity in research, education and training in the near future, although it existed, in a slightly different

incarnation (CRE), in part already before its foundation. In fact, the European Communities prepared already in the early 1970s the "Education Action programme", which finally came out in 1976, containing small-scale measures, among them the Joint Study Programme, a predecessor of ERASMUS. It is therefore possible that the Confederation, as well as the ATEE and SEFI, acted in an atmosphere of expectation. The history of the latter two organisations is also linked in intricate ways to an organisation from the field of culture, the Amsterdam-based European Cultural Foundation (ECF), which played a major role between 1976 and 1995 in the implementation of the Union's education schemes.

After 1979, half a decade follows with no single new creation. One might attribute this to the "Eurosclerosis" of the early 1980s. Then the floodgates went open. In the ten-year period between 1985 and 1994, 24 of the 37 consortia, i.e. almost two thirds of them, came into existence. 17 of these were created in the five years between 1986 and 1990. Almost all of the networks classified as institutional associations in the previous chapter were started in this period. The sudden outbreak of networking among Europe's universities most likely has a very simple explanation. While the Union had been, as mentioned before, active in promoting European collaboration in education and training to a very limited extent already since 1976, the date which marks the Community entering the scene as a serious actor is 1986. This was when the first of the predecessor schemes of LEONARDO and SOCRATES, the COMETT programme, was launched. ERASMUS followed in 1987, and by the beginning of the 1990s some ten schemes were up and running. The foundation wave in the second half of the 1980s and the first half of the 1990s and the start of the Union's commitment in education is not coincidental. There had of course already before the start of these schemes been cooperation between Europe's universities, though on a much more limited scale, and there had been funding and funding agencies, in some European countries at any rate. But cooperation had so far been bilateral. The Union, in the new programmes, introduced for the first time the principle of multilaterality. In most of the new schemes, funding applications would require a network of partners from at least three European countries, and applications with a wider coverage of countries and partner institutions were encouraged. The effect of these immediately successful programmes was not only the beginning of large-scale multilateral networking as such. A large number of associations, especially of the institutional type, developed directly out of the programme-based networks. The Utrecht Network, which is typical of almost all the other institutional associations in this respect, emerged directly out of an ERASMUS "inter-university cooperation programme". ERASMUS, in particular, became the mother of most of the European associations.

The European Commission appears also to have been more directly instrumental in the creation of some other networks. EUPRIO, for instance, claims to have been founded "with the support of officials of the EC". Other founda-

tions, for example EURASHE, can at any rate be traced to prevailing policy concerns of the Union at the time. In the case of EURASHE, the Commission's determination to involve the "non-university sector" of higher education into its programmes led to good links and mutual benefit for both sides. The Union's programmes also had an effect on the national funding agencies for international cooperation. These had been the champions of bilateral cooperation, and the advent of the Union as a strong multilateral player was not welcome unconditionally by all of them at first. Through their role as "national agencies" in the Union's schemes, and also through the conclusion that the Union as an actor was there to stay, they gradually opened up to the new paradigm and, in 1993, founded ACA, their own European association.

When stressing the key role of the European Union³, one must of course not forget that other factors supported the growth of the association sector. In all fields of life, a process of internationalisation and Europeanisation was underway. Education is therefore probably not an exception at all. Increased global and European networking was greatly facilitated by faster, easier and cheaper communication, and above all by means of cheaper and faster travel.

The historical changes in Europe around 1990 made for another important step in the history of the European networks. Until the end of the 1980s, almost all of them were of a purely Western composition. The CRE is one of the few associations who made serious efforts earlier, but achieved a major breakthrough only in 1988 (through its Copernicus programme), and thus at a time when the general removal of cooperation barriers between East and West was imminent anyway. Between 1990 and today, practically all European associations which existed already in the 1980s opened up membership to the whole of Europe. They also made the integration of the universities of Central and Eastern Europe into their work and projects a policy priority, as can be seen in many of their "portraits". Associations founded after 1990, unless they are regional networks, are without exception of a pan-European composition. What is interesting to note is that no single Europe-wide association from an Eastern European country, if there were any, survived and gathered new membership in the West. As in many other walks of public life, the West "took over" the East, but of course the take-overs were not of the "hostile" sort.

After 1994, the wave of new foundations ebbed off. Only three associations have been created since then (ELC, in 1997; ECIU, in the same year; and the Southeastern consortium NET/U/SEE). It might of course be that some very recent creations have escaped the attention of the author. But it is much more

3 The importance the associations continue to attach to the Union also becomes apparent in the choice of the legal personality and the location of their offices. Of the 33 Europe-wide associations, 16 are non-profit making associations registered in Belgium (ASBL or AISBL), and 13 actually have their offices in Brussels. A further six are located in the Netherlands, still in easy reach of the European institutions.

likely that we are witnessing a saturation. The rapid expansion in the ten-year period between 1985 and 1994 has created a range of networks which cater for nearly all the cooperation needs of today. Almost everyone belongs to one, if not various networks already. There are time and other constraints preventing a commitment to additional networks amongst the key actors of European and international cooperation. After the stormy expansion period of inter-European cooperation, there are also signs that the next steps for many European higher education institutions are and will further be the creation of linkage and network structures outside of Europe. If new networks will be set up in any sizeable numbers, they will therefore be probably of a global or transcontinental order. Besides, the funding sources available to all European networks are more or less the same, with a concentration on the European Commission. The networks are competing over the same set of available funds, and with every new association the average share of each one drops. There are already mergers talks, which further indicates that the "market" is saturated, if not that supply has already outgrown demand.

Activities

European associations in higher education engage in a wide variety of activities. The activity range and volume differs immensely between the various associations.

Meetings of the Statutory Bodies

The minimum activity of any European association consists in the meetings of the governing bodies⁴ prescribed by the statutes. Organisations with a legal personality (by far the majority) are compelled to hold such management meetings. If they do not, they strictly speaking violate against the law, and they are anyway in danger of disappearing from the scene.

There are some organisations in this publication whose activity range is confined to meetings of their statutory bodies. Often, but not always, these meetings are combined with a small conference-type of event. Into this category fall the two regional rectors' conferences (CBUR and the Alps-Adriatic Rectors), as well as EUPRIO, and, to an extent, FEDORA. It is clear that such networks are very much concentrated on internal networking between members, and that they have no or little visibility in the wider higher education community. Such very limited activity volume may, but need not, be indicative of the fact that the association does not fulfil its intended purpose and is there-

4 The classical statutory bodies are the assembly of members, mostly labelled the *General Assembly* or *General Meeting*, which is the supreme decision-making body of the association, as well as a smaller-circle *Executive Committee* or *Board* (names vary widely). Of the latter category, some associations have more than one.

fore weak. There are consortia, notably the two regional rector's conferences, which were set up for the main or sole purpose of a regular exchange of information and opinions, which is exactly what happens in these meetings.

Working Group Meetings

On top of the regular gatherings of the statutory and managerial bodies, about half of the networks in this book run working groups⁵ devoted to themes of particular interest to the association. Some associations have only one or two such sub-groups, others ten or more. The existence of working groups normally indicates that an association is "alive" and that it manages to activate the resource base of its membership. Working groups have potentially two functions. First, they are internal networking mechanisms and thus serve, like the statutory bodies' meetings, to keep as wide a group of persons within the membership aware of the existence and the usefulness of the association. In this way they foster the cohesion of an association. Second, beyond this identity-renewing function, they can and often serve as the productive base of an association's more concrete projects and outputs. Publications, conferences and seminars, curriculum or mobility projects, are very often in the hands of these working groups. Therefore, what an association has to show in this more tangible area of activities frequently depends heavily on the existence and productivity of its working groups.

Conferences and Seminars

Conferences, but also smaller-scale seminars, colloquia, workshops and the like, are another classical activity type of the organisations in this *Handbook*.

With very few exceptions, all organisations organise a conference in a regular rhythm (mostly annual, sometimes biannual or triennial). The term conference necessarily denotes events of very different size and weight. At the top-end of the spectrum ranges the annual conference of the EAIE, with a participation of usually close to 2,000 persons from all over the world, only a part of whom are EAIE members. Such events transcend the bounds of the internal life of an association; they become a forum for European higher education at large. ELIA's conferences also regularly draw a participation of 500 or above. Most conferences, however, are much more modest in size, and fulfil internal networking needs of the association only. At the low end of the spectrum are annual conferences which appear to be little more than the extension of a general assembly, which receives an injection of an intellectual sort through one or more guest lectures, for example.

5 The terms used by the associations themselves show a great variation. Among them are "working groups", "task forces", "networks", "committees", "sections", "departments" or "interest groups". Some of them are (intended to be) of a permanent nature, others, linked to a particular project or temporary thematic focus, might be set up for a limited duration.

Especially networks with a noticeable product and project-output organise, in addition to the above annual get-togethers, a host of seminars, workshops, colloquia, symposia, summer schools, training sessions or lecture series. Associations with a solid working-group structure tend to be able to be much more active in this respect than others. Typically, these smaller-size events are of a working nature and are related to a (or the) project(s) of an association. Only about one third of all associations organise such seminars and comparable meetings on a regular scale.

Mobility of Persons

It has already been mentioned that a large number of European associations, in particular of the institutional sort, directly or indirectly emerged out of the European Union's education and training programmes, especially out of ERASMUS. Although these programmes contained from the start also elements supporting structural cooperation (development of curricula, of teaching and learning tools, support for continuing education collaboration, etc), they supported in these early days the mobility of persons (students, academic staff, administrative staff) more than anything else. One would therefore assume that a high proportion of associations in this publication engage in the exchange and mobility of persons. But only one quarter of the associations explicitly mentioned in the material they made available to the author, or in their standard information tools (websites, brochures, newsletters), activity in this field. This is surprising, especially with regard to the institutional networks. It is of course possible that the heavy concentration on mobility measures has given way to a broader approach to European cooperation and Europeanisation. But it is much more likely that the organisation of mobility of persons between network members, and between the networks and outside partners, has become so self-evident that the networks no longer highlight it. Moreover, the fact that most funding programmes make only the members of a network, but not the network itself eligible for applications for mobility funds might have made some networks classify mobility as an activity conducted not by the association itself, but by its members⁶. In those cases where exchange and mobility is mentioned, it becomes clear that the European Union and its programmes remain the chief funding source. However, a small number of consortia report to have developed and schemes of their own. This is the case with CLUSTER (Chairs' Programme), the COIMBRA Group (Hospitality Scheme) and the Compostela group (Peregrino Programme). These latter programmes organise mobility within the network. The Utrecht Network also runs an exchange scheme with North-American partners.

⁶ It is generally difficult to differentiate between the activities of a network and its members. While in the above case it appears like a collective activity of the network is not classified as the work of the association but of its members, there are also cases where networks claim activity conducted by one or only few members as accomplishments of the association.

Projects

About one third of all networks are active, although obviously to different degrees, in project work beyond the mobility of persons. Project work is of course a very diverse category, understood by some networks to include the organisation of conferences and seminars (discussed above), or even of statutory meetings. Publications and research are also classified here sometimes. Apart from these, curriculum development, the development of new teaching and learning methods, of quality assurance and enhancement measures and methodologies, and the further development of new modes of delivery are all included here. In a more technical sense, one can more or less define what is here collectively grouped as “projects” as those types of activity which the European Union funds, in the first order through its education and training programmes, and to a lesser extent, through funding schemes of other directorates general. It is not that there is absolutely no self-financed project activity, or no project work funded from other sources, but their quantity is not large. This underlines once again the heavy dependence of the European associations on the European Commission. SOCRATES, with its sub-programmes ERASMUS, COMENIUS, ODL (now MINERVA) are the classical funding source – and thus also, to a degree, prescribe the themes and the forms. The more ambitious and intellectually challenging of the projects were selected for funding under the “thematic networks” action of SOCRATES. LEONARDO comes a clear second, “external programmes” such as TEMPUS or the “Royaumont Process (in which the European Union is only one partner) are also among the list of project sources. Compared to the Union, any other international or national donor plays an insignificant role.

Some associations went further in their collaboration with the European Commission. They are not only users of EU programmes and projects, but they provide technical assistance for them, usually through the provision of programme management services. A consortium of ESMU (which, however, is untypical in that it was set up very much with this purpose in mind) and ACA has been providing, since 1995, the technical assistance office for the SOCRATES and Youth for Europe programmes, and has now also taken over part of the LEONARDO programme. ACA also assisted one of its members in the running of the Euro-Asia Business Internship programme. The Utrecht Network, which was also involved in the latter venture, provides technical assistance for the EU-China Higher Education Cooperation Programme, and EFMD ran both the Euro-Arab Business School and the China-Europe International Business School.

Publications

Most networks state that they publish regularly. This is not incorrect, but very often what is referred to as a “publication” are actually information tools, such as annual reports or other types of self-presentation. There is also an abun-

dance of “grey” literature, i.e. conference reports or proceedings, or project descriptions, which are not available via the book trade and thus hard to trace for those not knowing the particular association and its work. In a more serious sense, only very few networks classify as publishing associations. They carry out studies, analyses and surveys. Five associations (ATEE, EERA, ELIA, FUCE and SEFI) run their own scientific journal. ACA, ATEE and SEFI also have regular monograph series. Handbooks and directories (in printed or in electronic form, as databases) are another of the more noteworthy products (NUAS, ELIA, EFMD).

Advocacy

It is of course not possible to classify the whole range of activities carried out by European associations in higher education in the above categories. Yet, one last type should be mentioned, especially since it is often an almost hidden one: the representation of the associations’ interests and those of their members vis-à-vis national and international authorities with a relevance for their work. Almost every association is also an advocate of its own concerns. It will not surprise the reader to learn that the chief addressee of the various interventions is the European Union. Especially the European funding programmes are an object of repeated statements, in particular in periods preceding important decisions related to their continuation and modification. More recently, the Sorbonne and the Bologna Declarations, which concern the future architecture of a more homogeneous European higher education system, have attracted a fair amount of comments.

Conclusion

There is by now a rich variety and an impressive number of European associations in higher education. Most of these associations were founded in the period between 1985 and 1994. Historically, the existence and the work of these networks is a reflection of the immense growth of European higher education collaboration in general, and of the European Union’s role in this process in particular. The Union, and its executive arm, the Commission, was not only the “midwife” of most associations. It remains their main funding source, apart from membership fees, and it has a massive influence, through its programmes, on the issues that the association deal with. It is only a slight exaggeration to say that it sets their agendas. The rapid growth in numbers came to an abrupt end in the second half of the 1990s. No doubt there will be new associations in the future, but by and large, the “market” seems to be saturated. We might even witness, in the years ahead, a concentration process similar to that in the corporate world, with a series of “mergers”.

What is ACA ?

Founded in 1993, the Academic Cooperation Association (ACA) is a not-for-profit pan-European network of major independent organisations responsible in their countries for the promotion of international cooperation and exchange in higher education. Current membership is comprised of 16 national organisations from 13 European countries, as well as associate members in North America, Japan and Australia. ACA's secretariat is located in Brussels, Belgium, in easy reach of the European institutions.

ACA is active in the following fields

- ◆ the enhancement of contact and cooperation between its members;
- ◆ the provision of fast and up-to-date information on important developments in the European Union institutions and in international organisations to its members;
- ◆ the provision to third parties of know-how and expertise in the management of international cooperation programmes and projects;
- ◆ research into and publications on international cooperation in education;
- ◆ contract work for third parties.

ACA projects cover a wide spectrum and are too numerous to be listed here. However, recent activities include the management of the European Union's SOCRATES and LEONARDO programmes (in the framework of the ETAPE consortium); a publication series, the *ACA Papers on International Cooperation in Education*; higher education development projects, for example an academic reconstruction project for higher education in Bosnia and Herzegovina; and the provision of a quality assurance service, the Internationalisation Quality Review (IQR), which ACA offers jointly with IMHE/OECD and the Association of European Universities (CRE).

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Over the past 15 years, European cooperation in higher education has increased dramatically. In the same period, a large number of academic associations have come into being. A few insiders are familiar with their names, but hardly anyone knows what they actually do. What is their history? What are their aims, their main activities, their publications and their most noteworthy projects? How are they governed? Where can they be contacted? This publication answers these and many other related questions. It attempts to shed light on the "inner workings" of the 37 most important academic networks in Europe in the form of standardised portraits. The book also contains short profiles of important higher education associations from outside Europe, as well as a "postscript" analysis containing a short typology and history of European networks in the tertiary sector.

ISBN 3-932306-37-6