

## **Existing Exchange Programs**

- 1: SOCRATES/ERASMUS
- 2: Central European Exchange Program for University Studies (CEEPUS)
- 3: North American Regional Academic Mobility Program (RAMP)
- 4: Inter-American Organization for Higher Education [Québec] (IOHE)
- 5: International Student Exchange Program (ISEP)
- 6: Program for North American Mobility in Higher Education
- 7: European Community/United States of America/Joint Consortia Collaboration in Higher Education and Vocational Education (EC/US Joint Consortia)
- 8: Canada/European Community Program for Cooperation in Higher Education and Training (Canada/EC)
- 9: Consortium for North American Higher Education Collaboration (CONAHEC)
- 10: Fulbright Program
- 11: Association for International Practical Training (AIPT)
- 12: Western Interstate Commission for Higher Education (WICHE)
- 13: The Ontario Four Motors of Europe Program
- 14: University Mobility in Asia and the Pacific (UMAP)
- 15: Conference of Rectors and Principals of Quebec Universities (CREPUG)

### Summary of Issues:

- A. Costs Within the Program
- B. Language Proficiency
- C. Equalizations of Imbalances
- D. Credit Transfer/Diploma Recognition

Note: Information on these programs has been provided by the sponsoring organization of each.

## EXCHANGE PROGRAM 1

- Program Name:** **SOCRATES/ERASMUS**  
**[Exchange and Multilateral Cooperation Program]**
- Program Sponsor/Type:** The European Commission (EC)–Directorate General (AG) for Education and Culture; Directorate A; governmental-supranational organization.
- Geographic Scope:** The 15 European Union (EU) member countries, the three EFTA/EEA countries (Iceland, Liechtenstein, and Norway), the associated countries in central and eastern Europe (presently: Bulgaria, The Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, the Slovak Republic, and Slovenia), Cyprus, and Malta. Participation of Turkey is envisaged for the near future.
- Contact Information\*:** European Commission  
DG for Education and Culture  
Directorate A–Education  
Unit 2 A.2–Higher Education  
7, rue Belliard  
B-1049 Brussels, Belgium  
Tel: +32-2-2950658
- Socrates and Youth TAO  
70, rue Montoyer  
B-1000 Brussels, Belgium  
Tel: +32-2-2330111  
Fax: +32-2-2330150  
E mail  
<http://europa.eu.int/comm/education/socrates/erasmus/home.html>
- Scale/Scope of Program:** From 1987 to 1999, 640,000 students and more than 20,000 teachers participated in SOCRATES/ERASMUS mobility projects. In 1998-99, 1,661 institutions participated in ERASMUS programs, including 199,102 students and 34,831 outgoing teachers. Students and teachers can be mobile also in the context of ERASMUS Intensive Programs (about 300 each year, involving some 15,000 persons). Further, SOCRATES/ERASMUS funds projects for the joint development of higher education curricula and the implementation of the European Credit Transfer System (ECTS).<sup>1</sup>

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<sup>1</sup> SOCRATES/ERASMUS national agencies in each of the participating countries.

<b>Nature of “Users”:</b>	Faculty members and students of all levels of higher education.
<b>Individual Mobility:</b>	The EC support is provided only for persons moving to another participating country for the purpose of teaching, study, or visits if the sending and/or receiving country is an EU member state.
<b>Duration:</b>	Students: 3-12 months of recognized study abroad. Teachers: 1-8 weeks of teaching at a partner university. Intensive Program: 10-90 working days.
<b>Format/Type of Program:</b>	<p><i>Grants to Develop the European Dimension of Universities</i></p> <ul style="list-style-type: none"> <li>• Organization of exchanges of students and/or of teachers for recognized periods of study and/or teaching.</li> <li>• European Credit Transfer System (ECTS)—a system of academic credit allocation and transfer.</li> <li>• Teaching staff mobility and exchanges fully integrated teaching assignments of short duration.</li> <li>• Language preparation for incoming and outgoing students and staff.</li> <li>• Intensive teaching programs for students and staff.</li> <li>• Curriculum development activities relating to all levels of study.</li> <li>• Language studies combined with other academic disciplines.</li> <li>• University cooperation projects on subjects of mutual interest (thematic networks).</li> <li>• Visits to prepare future cooperation activities.</li> <li>• Application of open and distance learning methods.</li> </ul> <p><i>Grants for Students and Teachers</i></p> <ul style="list-style-type: none"> <li>• Direct financial aid to help cover the mobility costs (travel, language preparation, and differences in the cost of living) of students carrying out a 3-12 month period of recognized study abroad.</li> </ul>
<b>Nature of Grants:</b>	Tuition waiver by both home and host institution is the requirement for participating in the SOCRATES programs. Mobility Grants provided by the EC through the ERASMUS National Agencies and universities. Students provide direct financial aid to help cover the mobility costs. Grants usually cover travel costs, books, and so forth. Their award depends on the students’ home universities giving proper assurances concerning issues such as full academic recognition study abroad and the host universities’ waiving of tuition fees.

Students cover the higher costs of accommodation, board, and so forth.

**Field/Discipline:** All academic disciplines.

**Language Proficiency Requirements:** Intensive Language Preparation Courses (ILPCs) enable ERASMUS students to function socially and academically in a host country whose language is not widely spoken or taught abroad. Grant provided for additional language training.

**Credit/Course/Program Recognition or Transfer:** ECTS was developed to facilitate academic recognition between partner institutions through mechanisms for allocating credits that are generally applicable and based on the principle that, for all European higher education institutions, one academic year is equivalent to a fixed number of 60 credits. ECTS is now being implemented by more than 1,000 universities in EU Member States, the EFTA/EEA countries, and the associated countries in central and eastern Europe.

**Administrative Structure:** Central SOCRATES/ERASMUS office is located at the EC office in Brussels. There are national SOCRATES/ERASMUS agencies in each participating country. Each institution employs a SOCRATES/ERASMUS coordinator. Administrative costs are partly covered by the program based on the application by the national agencies.

**Imbalance/Equalization:** The level of student flows is determined between participating institutions on a bilateral or multilateral basis. Once institutions become a part of the SOCRATES/ERASMUS network, they sign agreements with each other and regulate student flows in this way. If large imbalances exist in exchange flows, either in terms of countries or subject areas, the EC, in cooperation with the national agencies, tries to encourage universities to take measures to achieve a better balance.

**Main Challenges:** *For Administrators:*

1. Administrative and bureaucratic barriers to the mobility of students exist among EU members, but greater challenges exist between EU members and associated countries of eastern and central Europe.
2. There are imbalances in student flows. Main obstacle to participation in exchange programs is financial. In some countries (for instance, in Scandinavian countries) students receive governmental grants and can participate in different exchange programs without additional

financial burdens. In other countries, such as Portugal where there is not such extensive governmental support, students must cover all costs.

*For Students:*

1. ECTS–students’ concern is that most institutions still do not use the scheme, and their home institution do not recognize their study abroad.

## EXCHANGE PROGRAM 2

- Program Name:** Central European Exchange Program for University Studies (CEEPUS)  
[Exchange Program]
- Program Sponsor/Type:** Contracting governments.
- Geographic Scope:** CEEPUS founding and member countries: Austria, Bulgaria, Croatia, Czech Republic, Hungary, Poland, Romania, Slovak Republic, Slovenia. Note: Macedonia has applied for accession; the first round of preliminary talks have already been completed.
- Contact Information\*:** CEEPUS (Central Office)  
Elisabeth Sorantin  
Secretary General  
Liechtensteinstrasse 22A/1/7  
A-1090 Vienna, Austria  
Tel: +43-1-319 485011  
Fax: +43-1-319485010  
e-mail: [ceepus@ceepus.org](mailto:ceepus@ceepus.org)  
<http://www.ceepus.org/ceepus>
- Scale/Scope of Program:** In 1999-00, 388 institutions participated in CEEPUS programs. In 2000-01, this number will rise to 418.
- Nature of "Users":** Faculty members and students at all levels of higher education. Restrictions apply.\*\*
- Individual Mobility:** CEEPUS grants are provided only for persons moving to another participating country to teach, study, or visit if the program forms part of his or her scientific and/or vocational training.\*\*\*
- Duration:** *Students:*  
1-12 months.  
Note: exchange of a whole semester for undergraduates is strongly promoted.  
*Teachers:*  
1-12 months.

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\* CEEPUS National Offices present in each of the participating countries.

\*\* Students have an age limit of 35 years and must have completed two semesters of a regular course of study at the time the exchange period starts; multiple stays are possible, but no CEEPUS country may be visited twice. Teachers have no age limit; multiple stays are permitted if absolutely necessary for network.

\*\*\* The CEEPUS Program does not cover the costs of research and technological development activities.

**Format/Type of Program:** *Establishment and Operation of Central European University Network Intensive Courses*

- Summer schools
- Intensive training courses for at least two weeks for young teaching staff.

*Language Courses*

- “Dual” courses, i.e., courses for groups of participants from two contracting parties, with each group studying the language of the other group.

*Student Excursions*

*Student and Teacher Mobility Grant Scheme*

- Individual scholarships awarded to students participating in the CEEPUS activities (Actions 1 through 4). Scholarships also are granted for research on a doctoral thesis.
- Grants are awarded to speakers, visiting professors, and teaching staff.
- Grants are awarded to students for practical training at a commercial enterprise, research facility, or governmental institution in the host country.

**Nature of Grants:**

“Internal currency” model—the grant is paid by the host country. “Comprehensive” Grants cover the cost of living expenses (board and accommodation), for laboratory fees (where applicable), housing, and insurance during the stay. CEEPUS grants are paid for by the host country, with the exception of travel allowances paid for by the home country (if such a regulation exists there.). A student studying within the CEEPUS framework is exempt from any registration and/or tuition fees. Each contracting party has to pledge at least 100 scholarship months per academic year.

**Field/Discipline:**

All academic disciplines.

**Language Proficiency Requirements:**

CEEPUS courses and lectures are conducted in English, German, or French at each participating institution, to facilitate student mobility. Each network application must contain information on the planned language policy. Since the student reports also indicate increased interest and competence in the host country language, activities offered to further promote this competence are warmly welcomed. Language courses belong to the activities supported by the CEEPUS Agreement. “Clusters” of several language combinations are also possible.

**Credit/Course/Program  
Recognition or Transfer:**

The partner institution fully recognizes periods of study and/or practical training completed at one participating university. Such a provision signed by each institution involved ("Letter of Intent") is a required for a network application to be considered. Credit transfer arrangements between institutions depend solely on those institutions. Recognition within CEEPUS basically means recognition of study abroad periods. CEEPUS encourages institutions to use ECTS. It is estimated that one-quarter of participating institutions already use this credit transfer scheme, and that number will likely rise.

**Administrative Structure:**

All basic and political decisions are taken by the Joint Committee of Ministers (JCM). The JCM meets once a year and each year selects a chairman. The central CEEPUS office (CCO) prepares the JCM meetings. The CCO in Vienna employs two persons: the secretary general and the secretary, and occasional freelancers. Austria finances the upkeep of the CCO. Contracting parties may dispatch staff to the CCO at their own expense. Note: Because of the Internet, the CCO has started to cooperate with informatics students/teachers in the contracting parties to implement certain projects. Because of the positive experience so far, this means of cooperation will be further developed. National CEEPUS Offices (NCOs) in each of the countries employ, on average half a person. NCOs are integrated in existing administrative units, avoiding unnecessary extra costs.

Each CEEPUS country has set up a body of university teachers, other experts, and the NCO to select network applications nationally. This is known as the National Commission. Both NCO and the head of the National Commission attend the International Commission, which finalizes network selection.

The whole procedure of network selection is based on a computer-aided system called "The CEEPUS Scoring System", developed by the CCO and approved by the Joint Committee of Ministers and coordinated and chaired by the CCO. The CCO is neutral in all procedures.

**Imbalance/Equalization:**

Each country has a balanced number of incoming and outgoing students. When the CEEPUS networks are selected, each institution declares how many students it is willing to send and receive. And the international exchange balance begins. The number of slots is decided before exchange programs start. Students apply to the network (versus a specific institution) indicating their preference. The network



considers the application, and if there is an available slot, grants it to the student. If the student cannot have his or her first choice, the network suggests another place for exchange.

**Main Challenges:**

*For Students:*

The majority of students do not indicate any difficulties at all. In 1998-99, even though CEEPUS activities were impaired by the side effects of the Kosovo war that year, 89 percent of the students reported no problems. Of the 9 percent of students that did report difficulties, more have been complaining about visa regulations—although the percentage of the complaints is fairly stable, the nature of the complaints is changing. It is becoming increasingly difficult to harmonize the requirements of the academic world with the requirements for visa regulations, in particular if undergraduate semester stays are to be promoted.

*For administrators:*

There is a problem of continuity in national administrative arrangements: frequent changes in personnel at the NCOs require extra efforts by the CCO to ensure continuity.

## **CEEPUS Guidelines for Establishment and Operation of a Central European University Network**

### **CEEPUS Legal Document signed by Contracting Parties (governments). Annex 1**

#### *Action 1: Establishment and Operation of a Central European University Network*

The Contracting Parties to CEEPUS (i.e. governments) shall develop and promote a Central European University Network made up of various individual networks. This Network is designed to stimulate academic mobility, in particular student mobility within Central Europe and to promote Central European cooperation in cultural and scientific matters.

- 1) A network shall comprise at least three Universities and two of them shall belong to different Contracting Parties, although networks consisting of only two Universities of different Contracting Parties shall be permitted within an initial phase of one year. However, priority shall be given to networks consisting of more than two Contracting Parties.
- 2) Any University desiring to participate in a CEEPUS network shall meet the following requirements:
  - a. Periods of study and/or practical training completed at one participating University and/or institution shall also be fully recognized at the partner institution.
  - b. The partners shall contrive to develop joint curricula and a system to facilitate the mutual recognition of studies, including post graduate training.
  - c. In order to facilitate student mobility, CEEPUS courses and/or lectures shall be held also in English, German or French, respectively.
  - d. A student studying within the CEEPUS framework shall be exempt from any registration and/or tuition fees whatsoever.
  - e. CEEPUS shall not cover overhead costs or expenses related to organizational purposes.

#### *Action 5: Student and Teacher mobility Grant Scheme*

- 1) The Contracting Parties agree to award individual scholarships to students participating in the CEEPUS-activities described under Action 1-4 (Central European University Network, Intensive Courses, Language Courses, Student Excursions). CEEPUS scholarships may also be granted for research on doctoral thesis. Priority shall be given to students, for whom a period of study abroad constitutes added value of their studies.
- 2) Grants shall also be awarded to lecturers, visiting professors and teaching staff, provided that they contribute to transnational University cooperation and/or appropriate training measures.
- 3) Grants shall also be awarded to students and graduates for practical training at a commercial enterprise, research facility or governmental institution in the host country, provided that a definite and structured proposal is made.
- 4) Grants shall be awarded for 12 months at the most.
- 5) CEEPUS grants may also be awarded to students for whom special arrangements for studying and/or vocational training have been made outside a CEEPUS network (Freemovers).

- 6) CEEPUS grants are “comprehensive” grants, i.e. intended to cover the cost of living, expenses for laboratory fees according to general usage in the host country where applicable, housing and insurance during the stay in a host country. CEEPUS grants shall be linked to the cost of living in the respective host country and shall be safeguarded against inflation.
- 7) Since there is no transfer of funds, CEEPUS grants shall be paid by the host country, with the exception of travel allowances, which shall be paid by the country of origin where applicable.
- 8) The CEEPUS currency is defined as “one scholarship month”. A;; Contracting Parties shall announce their quotas for the upcoming year of study in yearly intervals. The minimum requirements shall be 100 scholarship months.

## EXCHANGE PROGRAM 3

<b>Program Name:</b>	<b>North American Regional Academic Mobility Program (RAMP) [Exchange Program]</b>
<b>Program Sponsor/Type:</b>	Universities participating in the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), Institute of International Education (IIE), an informal consortium of Canadian, Mexican, and U.S. universities. Funding concluded in 1996, after which program administration was decentralized to the participating universities, with IIE functioning as a coordinator/disseminator of information.
<b>Geographic Scope:</b>	North American region: Canada, Mexico, United States of America.
<b>Contact Information*:</b>	Institute of International Education Patricia Link RAMP Program Director 809 United Nations Plaza New York, NY 10017 e-mail: <a href="mailto:plink@iie.org">plink@iie.org</a> <a href="http://www.iie.org/pgms/ramp">www.iie.org/pgms/ramp</a>
<b>Scale/Scope of Program:</b>	54 universities (20 Canadian, 17 Mexican, 17 U.S.). Between 1993-1994 and 1999-2000, 462 individuals have participated in the program. (Mexico has sent the most students, followed by Canada and the United States.)
<b>Nature of "Users":</b>	Although undergraduate and graduate students may participate, the decision to admit graduate students is up to the receiving university (so far, only one graduate business student has participated in RAMP).
<b>Individual Mobility:</b>	Canadian students can study in Mexico and the United States; Mexican students in Canada and the United States; U.S. students in Canada and Mexico.
<b>Duration:</b>	Up to one academic year for students (one semester is the average length).
<b>Format/Type of Program:</b>	<i>Academic Exchange</i> <ul style="list-style-type: none"><li>• includes language and cultural coursework</li></ul> <i>Professional Training</i>

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\* Each university participating in the program has its own RAMP campus representative.

<b>Nature of Grants:</b>	“Tuition swaps” – students pay tuition to their home campuses and not to the host universities. Students pay for housing, meals, health insurance, and airfare costs. Some financial aid might be available from the home university or government.
<b>Field/Discipline:</b>	Engineering, business, and environmental studies. In 1999-2000, RAMP institutions also participated in other fields at their discretion (architecture, biological sciences, communications, food technology, physics/astronomy).
<b>Language Proficiency Requirements:</b>	Students must demonstrate a command of the language of instruction at the host university.
<b>Credit/Course/Program Recognition or Transfer:</b>	Nondegree student exchange program. Students receive credit from their home institutions or courses taken abroad, which can be used toward a degree at their home university. (Similar to ECTS–transferable credit units for credit evaluation and recognition). The credit transfer scheme is required for participation in the exchange. Participation is based on a Memorandum of Understanding signed by both universities. There have been few problems associated with this system. Students have been able to transfer credits and apply them to their degree programs.
<b>Administrative Structure:</b>	A faculty representative, responsible for the program at the campus level, is designated at each participating institution. This individual ensures the commitment of the institution to the RAMP program, supervising the selection of students, validating students’ host school transcripts, and counseling and monitoring incoming students. Since the 1997 decentralization, IIE has functioned primarily as coordinator, maintaining a listserv (RAMP-Net) that disseminates information to the universities.
<b>Imbalance/Equalization:</b>	Reciprocity is not a requirement. Some institutions have withdrawn temporarily because of an imbalance of incoming and outgoing students.
<b>Level of Demand:</b>	Level of interest and demand varies among countries. The highest level is found in Mexico, followed by Canada and the United States. There is a need to raise faculty consciousness about the benefits of an international exchange program, especially among engineering faculty in the United States. As the program was decentralized after FIPSE funding concluded in 1996, IIE receives information only on the final admission decisions from participating universities. Early in the program, (1993-94 through 1995-96) the ratio averaged three applications per admission.

**Main Challenges:**

The greatest challenge is (1) motivating U.S. students to participate in the exchange, and (2) “selling” them and U.S. faculty on the long-term benefits of an international educational experience. Students who have participated consider the experience to have been highly positive, from personal, academic, and professional points of view. Language difficulties affected some students at the beginning of their programs, and some experienced “culture shock” in the adjustment to a different educational system. They overcame these problems with the assistance of the host schools; only one student dropped out because of language problems. Since the 1997 decentralization, about 60 students have participated per year; this is down from 154 in the three years of the pilot program and 109 in the 1996-97 continuation grant. An ongoing problem has been the low participation of U.S. students in the exchange.

## EXCHANGE PROGRAM 4

- Program Name:** **Inter-American Organization for Higher Education (Québec) IOHE [Exchange Program]**
- Program Sponsor/Type:** An international nonprofit association of universities; funding comes from contributions of IOHE member institutions and the public and private sectors.
- Geographic Scope:** North, Central and South America and the Caribbean
- Contact Information:** Michelle Bussi eres  
Executive Director  
Inter-American Organization for Higher Education  
 difice du Vieux S minaire, local 1244  
1, C te de la Fabrique  
Qu bec, Qu bec, Canada  
G1R 3V6  
Tel: (418) 650-1515  
Fax: (418) 650-1519  
e-mail [secretariat@oui-iohe.qc.ca](mailto:secretariat@oui-iohe.qc.ca)  
<http://www.oui-iohe.qc.ca>
- Patricia Gudi o  
Executive Director  
College of the Americas  
Universit  de Montr al, bureau 592  
C.P. 6128, succursale Centre-ville  
Montr al, Qu bec, Canada  
H3T 1P1  
Tel: (514) 343-2235  
Fax: (514) 343-6454
- Scale/Scope of Program:** Association of 378 members in 24 countries throughout the Americas. Twenty-two other institutions have recently applied for IOHE membership.
- IGLU: Since its beginning in 1983, IGLU has trained more than 11,000 university administrators, and its courses and seminars have involved 400 institutions.
- COLAM:  
The COLAM manages four programs:
- The Interamerica Seminars (SIA).
  - The Inter-American Training Networks (IATN).
  - The Inter-American Management Program (IAMP) (see one pager at end).

- The Research Chairs on Continental Integration (RCI) (see one pager at end).

SIA: In the last two years, 44 institutions have participated in the seminars, either as coordinating university or associate university. Furthermore, 66 universities have sent students to the seminars.

IATN: Forty-two universities are participating in the different Networks.

COLAM: SIA: An average of 40 students have participated in this seminar.

IATN: CIDA's financed network, which involves 42 universities, expects an average of five students and two teachers per university in this first year.

<b>Nature of "Users":</b>	<p><i>IGLU</i>—university administrators.</p> <p>COLAM—undergraduate and graduate students, university teachers and researchers, and public sector managers and trainers.</p>
<b>Individual Mobility:</b>	<p>IGLU is offered at six Latin American IGLU Centers (Brazil, Chile, Argentina, Mexico, Central America, and Venezuela).</p> <p>COLAM's SIA can be offered at any IOHE institution. IATN offers students and teachers exchange among universities that are network members.</p>
<b>Duration:</b>	<p>IGLU:</p> <ul style="list-style-type: none"> <li>• A four-week foundation course in university management and leadership plus an independent project at home university plus a 10-day group study visit to another country focused on particular theme.</li> <li>• Seminars and workshops: two to four days.</li> </ul> <p>COLAM:</p> <ul style="list-style-type: none"> <li>• SIA: two or three weeks</li> <li>• IATN: Short training courses (one to three weeks), continuing education and Master's programs (two years).</li> </ul>
<b>Format/Type of Program:</b>	<p>IGLU</p> <ul style="list-style-type: none"> <li>• Designed for Latin American university administrators.</li> <li>• Course in university management and leadership combined with individual project and a study-visit to another country.</li> </ul> <p>COLAM</p> <ul style="list-style-type: none"> <li>• Promotion of cooperation among universities in the Americas by means of networks for teaching and research.</li> </ul>
<b>Nature of Grants:</b>	<p>IGLU:</p>



Fifteen years ago, the Canadian Agency for International Cooperation financed 90 percent of the program. The support gradually dropped to 15 percent in 1999. By 2000, the program will be entirely self-financed. Until last year, some participants could receive partial support from CIDA. Starting this year, all participants must cover the full cost.

**COLAM:**

SIAs are self-financed: students or their university pay the international travel; the host universities, covers all the costs related to the seminars, including lodging and food for the participants.

SIA: The COLAM normally does not provide grants for seminar participation. SIA is a self-financed program. In 2000, it has received \$CDN 20,000 from Québec to support the participation of Québec students. Furthermore, some public and private organizations have provided support to the coordinating universities for the organization of some seminars.

IATN: 10 percent of the CIDA's funds are dedicated to the teacher and student exchange. IATNs are financed based on shared costs. Four IATNs are financed by CIDA, and the COLAM negotiates with the Inter-American Development Bank in order to finance others. For the first year, universities' contributions are about 30 percent, which will increase gradually over time.

**Field/Discipline:**

**COLAM:**

- SIAs can be coordinated in any discipline provided the subject is of regional or continental interest.
- Four IATNs are presently running: public health, environment and ecotourism, education and telematics, and women and development.
- Subjects covered in 1998-99 included:
  - Continental Integration: Challenges and Perspectives
  - Environmental Management and Ecotourism
  - Comparative Urban Planning
  - Women and Democracy
- Subject to be covered this year included:
  - Guidelines for Regional Road Safety at the Eve of the 21<sup>st</sup> Century
  - MERCOSUR: Legal, Fiscal, Logistic, and Corporate Aspects
  - Toward Lasting Peace: Youth as Social Actors and Peace-Builders
  - Community, Culture, and Environment: the Basis of the New Tourism Experience in Latin America

- The Politics of Mexico, the United States, and Canada with Respect to Continental Integration: A Comparative Analysis

IATN (the four networks financed by CIDA):

- Public Health
- Women and Development
- Education and Telematics
- Environment and Ecotourism

The four networks to be financed by the IADB (in negotiation):

- Foreign trade
- Intellectual Property
- Technology Transfer
- Urbanism and Heritage

**Language Proficiency:  
Requirements:**

IOHE/COLAM: French, English, Spanish, and Portuguese.

IGLU: Courses provided in the centres in Chile, Argentina, Mexico, Central America and Venezuela are provided in Spanish. The centre in Brazil provides the courses in Portuguese. Internships in the United States and Canada are provided in English or in French.

COLAM's seminars and the IATN program's courses are taught in the language of the host university.

**Credit/Course/Program  
Recognition or Transfer:**

COLAM's SIA: The COLAM provides a diploma to the students at the end of the seminars, which specifies the number of teaching hours that were provided during a given seminar. Universities that send students to the seminar then give one or more credits to their students (as part of their academic program). Each university determines the number of credits it is will recognize, according to its own rules (e.g. for a given seminar, one university may recognize one credit, and another institution may recognize two or three).

COLAM's IATN: Diplomas and certificates are offered by the host university.

**Administrative Structure:**

IOHE: The IOHE headquarters is based in Québec, Canada. IOHE member institutions are divided into eight regions, each headed by a vice president. The IOHE decisional authorities are the General Assembly of members, the Board of Directors, and the Advisory Council.

IGLU: The IGLU program is managed from IOHE'S offices in Québec City. Furthermore, there are presently six IGLU regional

centers. The IGLU Council sets the orientations of the IGLU. Program management is being decentralized to eight IOHE regional councils. The Secretariat in Québec limits its role to coordination.

COLAM: The COLAM's Secretariat is located at the Université de Montréal. COLAM's academic orientations are set by the Executive Council, which includes nine members (one president and one representative coming from each of the eight IOHE regions.)

SIA:

- When organizing seminars, universities submit proposals to the regional vice president. Each vice president then selects two proposals. Proposals from all regions are presented to the COLAM selection committee. One seminar is selected per region.
- Students wishing to participate in a seminar must write to the coordinating university, which is responsible for selecting participants. Out of 40 students, a maximum of 10 can come from the country organizing the seminar.

IATN:

- Each IATN has a coordinator university dedicated to academic issues. The COLAM looks for organizations to sponsor funds administration.

### **Imbalance/Equalization:**

COLAM's SIA: Organizing a SIA represents, for the host university, quite an investment (financial, time, and human resources). Calls for proposals to organize seminars are launched every year to the IOHE university members. The COLAM seeks to generate at least two proposals from universities in each of IOHE's eight regions.

Up to now, two seminars have been held in Canada, one in Costa Rica and another in Argentina. In 2000-01, seminars will occur in Argentina, Brazil, Venezuela, Colombia, Mexico, and Canada.

Three to seven universities establish a network. Network members are universities interested in promoting international cooperation. Currently, 12 countries and 23 universities participate in this program.

### **Miscellaneous Information: COLAM:**

Four SIAs were held since 1998. Six other SIAs will be held in 2000, and COLAM's objective is to organize one seminar per year in each of the eight IOHE regions (Canada, United States, Mexico, Central America, Caribbean, Andean Region, Brazil, and Southern Cone).

IATN:

The four CIDA financed networks will start this year with a pilot project. The pilot project consists in offering a short course or module and developing the academic portion of the network's master's program.

COLAM:

SIA: Quite strong level of interest, although it is sometimes difficult for the students of all regions to participate in a seminar due to various academic year calendars in the Americas.

IATN: Universities all around the continent show an increased interest in IATN activities.

IGLU: Financing will always remain a challenge, as well as the involvement universities with few resources.

COLAM:

SIA: The sustainability of this program will always remain a challenge since it is self-financed. It necessitates a proactive approach to stimulate proposals from the universities to organize seminars and to help them secure financing.

IATN: COLAM should promote projects and look for sponsors. Networks are encouraged to create relationships with the private and public sector to ensure their sustainability.

COLAM:

SIA: The cost of each seminar is about US\$75,000 which includes US\$40,000 in travel expenses covered by the students and US\$35,000 for organizing the seminars, covered by the host universities. Host universities often get some funding from public and private organizations and partner with other universities in order to share costs.

IATN: Each of CIDA networks are granted funds: 80 percent for the academic program and pilot project, 10 percent for teacher and student exchange, and 10 percent to support the network's smaller university.

**Main Challenge:**

The greatest challenge for IOHE's programs (IGLU and COLAM) is to ensure academic excellence and financial sustainability.

Contacts:

IGLU: **Pierre Cazalis**, Academic Coordinator of the IGLU program  
(pierre\_cazalis@oui-iohe.qc.ca)

COLAM: **Patricia Gudiño**, Executive Director (gudinop@colam.umontreal.ca)

- Coordinator of the SIA program: **Patrick Hyndman** (hyndmanp@colam.umontreal.ca)

- Coordinator of the IATN program: **Fernando Daniels** (danielsf@colam.umontreal.ca)

## Other Programs Offered by IOHE

### ▪ The Inter-American Management Program (IAMP)

The goal of this program is to offer training activities to both the public and private sectors with an inter-American perspective. The objective with respect to the public sector is to participate in the modernization of government institutions. In the private sector, the aim is to get small and medium-size enterprises acquainted with up-to-date topics related to continental integration.

#### *IAMP–Public Sector*

A pilot project was conducted between November 1998 and January 1999. The École nationale d'administration publique du Québec (Canada), in collaboration with Universidad de Chile, the Interior Ministry of Chile, the Chilean association of municipalities, and the Québec Union of Municipalities, offered a course titled "Programa de formación de funcionarios formadores para los municipios descentralizados de Chile." Thirteen Chilean municipal representatives and government officials presented an intervention project, followed by 10 days of intensive courses and visits to Canada in November 1998 and, two months later, five consecutive days of follow-up and assessment in Chile.

In 2000, a group of experts will evaluate the relevance of this program. Each expert represents one IOHE region.

#### *IAM –Private Sector*

A first course, titled "Environmental Management in the Scope of the New World Trade Tendencies," was held in Montréal (Canada) from September 13-18, 1999. The various activities were divided into four units.

	<i>Topic</i>
Training	Tendencies of global commerce and environmental regulations. Basic aspects for developing environmental management strategies. Presentation of successful cases.
New Information and Communication Technologies	How to access and consult databases of commercial and environmental interest? Browsing for information on the Internet.
Trade Negotiations	Simulating trade negotiation tactics in a multilateral context.
Business Opportunities	Business opportunities in Canada/Rest of hemisphere. Organizing commercial missions and exchanges.

Université du Québec à Montréal and Universidad de Costa Rica have played a remarkable role in designing and implementing the academic program. The event was supervised by Canada Economic Development. Sixty-five people from eight Continental American countries were given the opportunity to participate in 140 commercial meetings. For 2000, two courses on commercial negotiation will be organized, one in the Caribbean (Venezuela) and another in the Andean region.

## **Research Chairs on Continental Integration (RCCI)**

COLAM plans to create a joint grouping of Research Chairs on Continental Integration (RCCI) with the main goal of producing and disseminating high-level scientific knowledge on topics related to integration and integral development of the American continent.

An RCCI is made up of a group of researchers from IOHE member universities. The group's model of organization and research topic is set by the COLAM's Executive Council and the IOHE's Board of Directors.

The *Creation and Organization of the First Research Chair of the COLAM*, approved by the COLAM's Executive Council (09/98) and the IOHE's Board of Directors (11/98), mentions that the RCCIs should focus on comparative studies of the strategies used by supranational, national, and infranational legislatures regarding processes of economic, social, and cultural integration on the continent.

The chairs are under the responsibility of the Universidad de Buenos Aires (Argentina), which has named Liliana de Riz, Ph.D., as principal researcher. This first RCCI is a combined initiative of the COLAM and the Conference of Parliamentarians of the Americas (COPA), the activities of which use the investigation results.

A call for applications, launched on February 12, 2000, and open to all IOHE member universities, enabled the selection of one of five scholars who will to integrate the project. An additional call for applications was again launched on March 6, 2000, to fill in all positions. This last call closed April 6, 2000 and the names of the four other researchers selected were announced on May 15, 2000.

The Selection Committees were formed by: Manuel Araya, General Secretary of the FLACSO-Costa Rica; Jorge Schvarzer, Director of the Centro de Estudios Económicos de la Empresa y el Desarrollo, Economic Science Faculty of Universidad de Buenos Aires; Richard Wilson, Director of the Clínicas Jurídicas of the Faculty of Law at the American University; Louis Perret, Dean of the Faculty of Law, University of Ottawa; and Gonzalo Martner, Director of the Interministerial Coordination Division, Minister-General Secretary of the President of Chile.

The first workshop of the chair will take place in the context of the meeting of the Provisional Executive Committee of the Parliamentary Conference of the Americas as well as the meeting of the Network of Women Parliamentarians, to be held in San Juan, Puerto Rico.

## EXCHANGE PROGRAM 5

- Program Name:** **International Student Exchange Program (ISEP)  
[Exchange Program]**
- Program Sponsor/Type:** ISEP is a nonprofit organization supported by member and participant fees. The yearly member fee is set by the Board of Directors based on institutional size. Students who participate in exchange programs pay a small ISEP fee as well.
- Geographic Scope:** Worldwide programs for students enrolled at ISEP member institutions.
- Contact Information\*:** International Student Exchange Program  
Nana Rinehart  
Associate Director  
1601 Connecticut Avenue NW, Suite 501  
Washington, DC 20009  
Tel: (202) 667-8027  
Fax: (202)  
e-mail: [info@isep.org](mailto:info@isep.org)  
<http://isep.org>
- Scale/Scope of Program:** Since 1979, ISEP has facilitated more than 14,000 exchanges with more than 200 institutions in the United States, Africa, Asia, Canada, Europe, Latin America, and the South Pacific.
- Nature of “Users”:** The program is open to undergraduate and graduate students, researchers, faculty, or staff of a member institution.\*\*
- Individual Mobility:** Reciprocal exchange of university students between higher education institutions in the United States and those in other countries.
- Duration:** One academic term to two years.
- Format/Type of Program:** *Student Mobility Programs*
- Exchanges balanced on the number of incoming and outgoing students, regardless of the students’ origins.
  - Possibility of participating in and linking multiple exchange programs.
  - Summer exchanges recognized as part of the degree possible for the U.S. students at some universities.

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\* Each member institution appoints an onsite ISEP coordinator to represent and support the program on its campus.

\*\* To be eligible to apply for the exchange program, students must have completed at least one academic year of study, recognized by the member institution.

**Nature of Grants:** “Reciprocal exchange of benefits.” Participants pay the cost of tuition, room, and board at their home university to create a place for an incoming student. They do not pay any fees at the host university. Student pays travel, books, and personal expenses. U.S. students can use federal financial aid and institutional financial aid (at the discretion of the home institution).

**Field/Disciplines:** All fields and disciplines.

**Language Proficiency Requirements:** Students must be proficient in the language of instruction. Non-English speaking students must meet the Tests of English as a Foreign Language (TOEFL), requirements of U.S. institutions. U.S. students can take language courses at the host institution (pre-session or concurrent with the exchange period)—some at the students’ expense, others included in benefits. Courses in English are offered in a variety of subjects in countries where the native language is not one commonly taught in the United States.

**Credit/Course/Program Recognition or Transfer:** All ISEP member institutions sign an agreement, which includes consent that work done by outgoing participants shall be applicable to their degree program, provided that (a) they obtain approval from appropriate administrative and academic officers before departure; (b) their actual academic program does not depart substantially from the program of study proposed; and (c) their academic performance meets the standards set forth by the home institution.

The host institution issues a transcript listing grades according to the country’s scale and number of class hours. It also posts credit according to its own rules. In order to facilitate the process, students need to be informed about the home institution’s requirements for credit transfer and the host institution’s procedures for registration, exams, and transcripts and they need to follow these rules carefully. ISEP provides guidelines for grade conversion and other assistance as needed.

Students are expected to be enrolled fulltime at their host institution and to earn the normal amount of credit for the study period. Credit is applied towards the home institution’s degree. International students may extend their exchange if they are admitted to a graduate degree program but not if they plan to earn an undergraduate degree. U.S. students may extend their exchange period with the approval of both institutions.

**Administrative Structure:** Managed by ISEP, small non-profit organization, and based in consortial agreements.



**Imbalance/Equalization:** Students applying for ISEP exchanges list the institutions they wish to attend in order of preference. ISEP places an applicant at one of these institutions provided that the placement is academically appropriate and that a space is available. ISEP attempts to balance exchanges by filling but not exceeding the number of places created by an institution's departing students. If the number of students exceeds the number of available spaces, ISEP will decide based on students' qualifications and needs and offer alternative placements that are academically and linguistically appropriate. Imbalances may occur if ISEP cannot fill all the space available at an institution, or if an institution becomes "overbooked" because of the withdrawal of a student whose space it counted on when confirming an incoming participant. ISEP attempts to keep these imbalances to a minimum and to correct them during the following exchange period. The number and variety of options offered through the ISEP network facilitates the maintenance or, when necessary, the adjustment of each institution's exchange balance.

**Main Challenges:**

*For students:*

Students need to be mature, independent; and proactive; they need to be able to integrate into a new environment and local program.

*For administrators:*

1) Sustainability of the program in terms of demand among students; most foreign students want to study in the United States for a full academic year while many American students prefer going abroad for a semester only; the level of language preparation makes it difficult for many American students to pursue academic studies in a foreign language; the high U.S. demand for study places in Australia and the United Kingdom is not matched by the demand *from* those countries.  
2) "Client mentality" among students they expect that the exchange institution will manage everything *for* them.

## **ISEP Guidelines for Institutions Participating in ISEP Exchange Programs**

**The legal basis of the exchange programs which institutions participating in ISEP take part in is the rule of “RECIPROCITY”. In the official contract which is signed between ISEP and each institution interested in becoming a member, the following guidelines are included:**

1. Obligations of home institutions
  - a) Institution agrees to accept the same number of incoming foreign students as the number of its own students sent out.
  - b) Institution obligates itself to provide equal services for international students as those available for its resident students. Among such services are, access to academic courses, access to counseling, internet and computer facilities, all the benefits that institution provides for its own domestic students should be available to foreign students.
  - c) Institution is required to provide incoming students with equivalent accommodation and board available to home students.
  - d) Institution is obliged to accept transcripts from host institutions that are sent through ISEP.
  - e) Institution obligates itself to accept credit recognition.
  - f) Institution is required to provide orientation and information materials for the incoming foreign students.
  - g) Institution is also required to provide incoming students with all the documents needed to arrange visas (letter of acceptance, statement about financial support).
2. ISEP acts as an intermediary between institutions participating in exchange programs. It provides guidelines and advice on credit transfer and recognition, financial arrangements, logistics.
3. Students participating in exchange programs are allocated through ISEP. In this way the demand/supply imbalances are equalized.
4. ISEP acts on behalf of institutions for purposes of financial grants.

## EXCHANGE PROGRAM 6

<b>Program Name:</b>	<b>Program for North American Mobility in Higher Education [Exchange Program]</b>
<b>Program Sponsor/Type:</b>	The program is sponsored by the Canadian, Mexican, and U.S. governments and administered by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education, (FIPSE); Human Resources Development Canada (HRDC); and in Mexico by the Direccion de Desarrollo Universitario, Secretaria de Educacion Publica (SEP). Each government funds its own institutions.
<b>Geographic Scope:</b>	Trilateral exchange programs among NAFTA countries: Canada, Mexico, and the United States.
<b>Contact Information*:</b>	Michael A. Nugent, Ph.D. Coordinator Program for North American Mobility in Higher Education Fund for the Improvement of Postsecondary Education (FIPSE) 1990 K Street, Mail Stop 8455 Washington, DC 20006-8455 Tel: (202) 502-7500 Fax: (202) e-mail: <a href="mailto:mike_nugent@ed.gov">mike_nugent@ed.gov</a> <a href="http://www.ed.gov/offices/OPE/FIPSE/northam/">http://www.ed.gov/offices/OPE/FIPSE/northam/</a>
<b>Scale/Scope of Program:</b>	Sixty-seven programs at 38 Canadian universities and community colleges, 65 programs at 60 U.S. institutions, and 64 programs at 40 Mexican institutions. Since 1995, 40 consortia were formed with over 270 academic programs. Six-hundred students from the three NAFTA countries have been or will be involved in the exchange programs.
<b>Nature of "Users":</b>	All postsecondary students.
<b>Individual Mobility:</b>	Student participation and support is available only through the students' institutions. Students cannot apply to the program directly.
<b>Duration:</b>	For students, one to two semesters of study abroad or three to four weeks in short intensive programs. Programs may be extended if they include an additional period of practical training or internship.
<b>Format/Type of Program:</b>	<i>Creation of University Consortia in Member Countries</i>

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\* There are separate offices and contact points in Canada and Mexico.

- Each project has a consortium comprising at least two institutions (universities and/or colleges) from each of the three countries for a total of six consortia.
- Academic institutions and nonacademic partners such as business or related associations are eligible for consortium partnership.

*Development of Organizational Frameworks for Student Mobility*

- includes full transfer and/or recognition of credit for study abroad

*Development of Innovative Curricula, Teaching Materials, Methods, and Modules*

*Development of Language Preparation*

*Short Intensive Programs to Enhance Regular Student Exchanges*

*Development of Apprenticeships or Work Placement*

**Nature of Grants:**

Students pay the usual tuition and fees at their home institution and incur no additional payments to the host institution. Stipend covers additional costs incurred by students, such as travel, room, and board. The maximum federal stipend allocated to any one U.S. student may not exceed \$3,000.

**Field/Discipline:**

Most disciplines, specifically those with an emphasis on practical fields (i.e., business, agriculture, law, environment.)

**Language Proficiency Requirements:**

Students must be proficient in the language of instruction to study abroad. Participating institutions must develop adequate language preparation programs.

**Credit/Course/Program Recognition or Transfer:**

For their periods of study or internship abroad, students receive academic credit recognition from their home institutions. Arrangements for credit transfer and recognition are made informally and individually/case-by-case between institutions; they are included in 100 percent of the agreements.

**Level of Demand:**

In general, the ratio is 3 or 4 applications per one award.

**Main Challenges:**

A formal external evaluation of this program is available now. Successes and challenges are part of the study of the program's effectiveness.

## EXCHANGE PROGRAM 7

- Program Name:** **European Community/United States of America Joint Consortia Collaboration in Higher Education and Vocational Education (EC/US Joint Consortia) [Exchange Program]**
- Program Sponsor/Type:** The U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission's Directorate General for Education and Culture—governmental and intergovernmental.
- Geographic Scope:** The European Union member countries and the United States.
- Contact Information:** Frank Frankfort  
Coordinator of the Program  
EC/US Joint Consortia  
Fund for the Improvement of Postsecondary Education (FIPSE)  
1990 K Street, Mail Stop 8455  
Washington, DC 20006 -8455  
Tel: (202) 502-7513  
e-mail: [frank.Frankfort@ed.gov](mailto:frank.Frankfort@ed.gov)  
<http://www.ed.gov/FIPSE/EC>
- Scale/Scope of Program:** Since 1996, 40 consortia consisting of approximately 250 American and European institutions of higher education have developed and implemented new international curricula and provided new opportunities for international exchange of students. All EU member nations are included, as are some 37 U.S. states. Some 800 students participated in mobility; some 2,300 participated virtually.
- Nature of "Users":** Students (both undergraduate and graduate), teachers, trainers, and administrators.
- Individual Mobility:** Student participation and support is available only through their institutions. Students cannot apply to the program directly.
- Duration:** Depends on the program. Typically, one to two semesters. Short intensive programs—three weeks allowed. Exchange programs—typical academic placement is four months and industrial placement is three months.
- Format/Type of Program:** *Development of Joint Consortia*
- Project must include minimum of three American and three European institutions, funded for three years for a total of about \$180,000, including student mobility stipends.

- First year–partner institutions develop written understandings regarding the exchange of tuition, credits, and academic resources.
- Second and third year–student exchanges are conducted.

*Exchanges of Students, Teachers, Trainers and Administrators in Higher Education Institutions and Vocational Education and Training Establishments*

*Development of Joint Curricula*

*Short Intensive Programs*

*Distance Learning*

*Teaching Assignments*

<b>Nature of Grants:</b>	Students pay the usual tuition and fees at their home institution and incur no additional payments to the host institution. Stipend is provided to cover additional costs incurred by students, such as travel, room, and board. The maximum federal stipend allocated to any one U.S. student may not exceed \$3,000.
<b>Field/Discipline:</b>	Most disciplines.
<b>Language Proficiency Requirements:</b>	Proficiency in language of host country strongly recommended.
<b>Credit/Course/Program Recognition or Transfer:</b>	Transatlantic credit recognition–recognition of studies abroad as well as credit transfer schemes (developed using the ECTS example). The vast majority of U.S. exchange students received credit recognition. Most received this recognition as an element in their degree, and the remainder received recognition of this work as an element of a joint or dual degree.
<b>Student Exchange Flows:</b>	Flows from EU to US were close to equal. Most exchange students are in their third or fourth year of study.
<b>Staff Exchange Flows:</b>	EU to US somewhat greater than US to EU.
<b>Imbalance/Equalization:</b>	Difficulty of attracting U.S. students to the EU. Lack of language proficiency the main factor; main response has been to offer language classes or teach courses in English.
<b>Main Challenges:</b>	-To increase the U.S. students' interest in studying in the EU. -Most of the costs fall on the individual student and family–need to provide greater financial support.

-Student exchanges are not always part of an integrated development strategy by the institution or department.

A formal evaluation of this program is underway and will be available in summer 2000. Successes and challenges will be part of the study of the program's effectiveness.

## EXCHANGE PROGRAM 8

- Program Name:** **Canada/European Community (EC) Program for Cooperation in Higher Education and Training [Exchange Program]**
- Program Sponsor/Type:** Human Resources Development Canada (HRDC) and the European Commission's Directorate General for Education and Culture governmental and intergovernmental.
- Geographic Scope:** The European Union member countries and Canada.
- Contact Information:** Thomas Townsend  
Director General  
Tom McCloskey  
Policy Officer  
Learning and Literacy Directorate  
Human Resources Development Canada  
Jules Léger Building  
25 Eddy Street, 10th Floor  
Hull, Québec, Canada K1A 0M5  
Tel: (819) 997-3362  
Fax: (819) 953-5954  
e-mail: [tom.mccloskey@hrdc-drhc.gc.ca](mailto:tom.mccloskey@hrdc-drhc.gc.ca)  
<http://www.hrdc-drhc.gc.ca>
- Scale/Scope of Program:** Since 1995, 31 projects have been approved to date, involving more than 40 postsecondary institutions in all regions of Canada. The projects are carried out through multilateral groupings of institutions.
- Nature of "Users":** Undergraduate and graduate students, teachers, trainers, and administrators.
- Individual Mobility:** Student participation comes through institutions.
- Duration:** Short intensive programs – three to four weeks.  
Exchange programs – minimum one term or semester; typical academic placement is four months and industrial placement is three months.
- Format/Type of Program:** *Development of Joint Consortia*
- Project must include minimum of three Canadian and three European institutions, from at least two Canadian Provinces and two EC member states.
  - First year–partner institutions develop written understandings regarding the exchange of tuition, credits, and academic resources.



- Second and third year–student exchanges are conducted.

*Development of Organizational Frameworks*

- For student mobility, including work placements, which will provide adequate language and cultural preparation and full academic recognition

*Structured Exchanges*

- Of students, teachers, trainers and administrators in higher education institutions and training establishments, including work placements as appropriate

*Joint Development*

- Of innovative curricula, teaching materials, methods and modules, including those exploiting the new education technologies

*Short Intensive Programs*

*Teaching Assignments Forming*

*The Use of New Technologies and Distance Learning*

**Nature of Grants:**

The host institution does not charge fees to incoming students (for tuition, registration, examinations, and the use of library and laboratory facilities); students must pay tuition fees at their home institution. Students' grants cover travel, higher cost of living, and health insurance. Projects are expected to include plans for sustainability.

**Field/Discipline:**

All disciplinary fields.

**Language Proficiency Requirements:**

Proficiency in language of host country is required. Additional language training provided. Language proficiency is addressed by assessment and plans undertaken by the project leaders to ensure that students can participate fully in the mobility experiences. Recruitment of students includes a key focus on language ability and requirements for training, if necessary.

**Credit/Course/Program Recognition or Transfer:**

Transatlantic credit recognition–recognition of studies abroad as well as credit transfer schemes (developed using the ECTS example).

**Percentage of Students**

<b>Participating in Credit Transfer:</b>	Ninety-two percent of Canadian exchange students receive formal certification.
<b>Administrative Structure:</b>	<p>The joint consortia program is administered on behalf of the Canadian Government by HRDC and the Department of Foreign Affairs and International Trade (DFAIT), and on behalf of the EC by the European Commission's Directorate General for Education and Culture.</p> <p>The program is administered at the institutional level through the faculty or division of the project leaders, often in cooperation with the international and financial offices of the participating institutions.</p>
<b>Student Exchange Flows:</b>	Approximately 400 students are exchanged each year under this program. Greater numbers of "non-mobile" students benefit from the transatlantic cooperative activities under the projects. Most exchange students are in their second year of studies when they leave Canada.
<b>Level of Demand:</b>	To date, the ratio of projects selected for funding to applications received under the program is approximately one in five. Further information on success in this area will be available upon the completion of the first sets of projects.
<b>Imbalance/Equalization:</b>	Information not available.
<b>Main Challenges:</b>	<ol style="list-style-type: none"> <li>1. Beginning last year, Canada has increased support for projects by 25 percent (from \$160K to \$200K per project) to support increased costs for Canadian students going to Europe.</li> <li>2. Some costs may fall on the individual student and family.</li> <li>3. Time in acquiring visas for incoming students.</li> <li>4. Language skills remain a barrier.</li> </ol>

## EXCHANGE PROGRAM 9

- Program Name:** Consortium for North American Higher Education Collaboration (CONAHEC), formerly known as the U.S.–Mexico Educational Interchange Project [Exchange Program]
- Program Sponsor/Type:** The American Council Education, the Association of Universities and Colleges of Canada, and the Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES), the Association of Canadian Community Colleges, nonprofit organizations, contributions from foundations, etc.
- CONAHEC was founded by:
- The Western Interstate Commission for Higher Education (WICHE)
  - Asociación Mexicana para la Educación Internacional (AMPEI)
  - University of Arizona
  - Universidad Autónoma de Baja California (UABC)
  - University of British Columbia (UBC)
  - California State University system (CSU)
- Major funding comes from the Ford Foundation, the William and Flora Hewlett Foundation, the University of Arizona, and institutional membership fees.
- Geographic Scope:** Canada, Mexico, and the United States
- Contact Information:** Francisco Marmolejo  
CONAHEC Executive Director  
University of Arizona  
University Service Building, Room 414  
P.O. Box 210158  
Tucson, AZ 85721-0158 USA  
Tel: (520) 621-9080  
Fax: (520) 626-2675  
e-mail: [fmarmole@u.arizona.edu](mailto:fmarmole@u.arizona.edu)  
<http://conahec.org>
- Margo Schultz  
Associate Project Director and EL NET Administrator  
CONAHEC/WICHE  
P.O. Box 9752  
Boulder, CO 80301-9752 USA  
Tel: (303) 541-0270

Fax: (303) 541-0277  
e-mail : [mschultz@wiche.edu](mailto:mschultz@wiche.edu)  
<http://elnet.org>

**Scale/Scope of Program:** CONAHEC consists of 63 member institutions: 10 from Canada, 27 from Mexico, and 26 from the United States. CONAHEC's member institutions enroll approximately 2 million students in more than 180 campuses. Sixty-five U.S.-Mexico borderlands institutions participate in the Border Pact program.

**Nature of "Users":** Not applicable.

**Individual Mobility:** Not applicable.

**Duration:** Not applicable.

**Format/Type of Program:** There are no direct student exchange programs, although a "North American Tuition Exchange Program" is under development.

*Annual North American Higher Education Conference*

- A series of annual conferences enables key leaders and practitioners in higher education to meet periodically. Attendees address specific issues of relevance in North America, become better acquainted, and mutually design initiatives that address salient issues and advance opportunities for bilateral and trilateral North American education collaboration.

*EL NET, the Educational Leadership Network* (<http://elnet.org>)

- A leading web site and array of Internet resources designed to foster dialogue and access to information resources on North American higher education collaboration.
- EL NET's "Electronic Matchmaking Service" enables partners to connect and pursue joint projects such as research, study abroad, faculty sabbaticals, fellowships, exchanges, leadership training for administrators, consulting for higher education or business, internships, intensive language programs, institutional partnerships, funding opportunities, and business-higher education partnerships.

*"Understanding the Differences"*

- A comparative research series addressing policy issues in higher education affecting Mexico, Canada, and the United States. CONAHEC has produced more than 12 working papers, most of which have been translated into the North American Free Trade Agreement languages: English, Spanish, and French.

*Border Pact* (<http://borderpact.org>)

- A U.S.–Mexico border network of 65 higher education institutions committed to effecting social change in the borderlands.
- Mini-grants sponsored by the Ford Foundation for collaborative networks among higher education institutions, community-based organizations, and government agencies.
- Electronic Directory of Border Resources

*The Institute for North American Higher Education*

- Leadership development opportunities and professional development programs for campus administrators from Mexico, the United States, and Canada.
- Intensive language, culture, and higher education immersion programs for administrators and faculty members.

*North American Student Forum* (<http://elnet.org/nasf>)

- A newly formed network of students from Mexico, the United States, and Canada, supported by CONAHEC.

**Nature of Grants:** Not applicable.

**Field/Discipline:** Not applicable.

**Language Proficiency Requirements:** Not applicable.

**Credit/Course/Program Recognition or Transfer:** Not applicable.

**Administrative Structure:** Not applicable.

**Imbalance/Equalization:** Not applicable.

**Main Challenges:** Developing an appreciation for international education, with emphasis on the NAFTA region, among administrators and faculty members, many of whom do not recognize the need for international exchange programs and for cooperation in international education.

## EXCHANGE PROGRAM 10

- Program Name:** **Fulbright Program**  
**[Exchange Program]**
- Program Sponsor/Type:** The U.S. Information Agency [USIA–now the Bureau of Educational and Cultural Affairs (ECA) at the Department of State] is the principal administrator and sponsor of the Fulbright Program worldwide. Participating governments and host institutions also contribute financial support through direct cost-sharing, as well as through tuition waivers. The Fulbright is a governmental program with counterparts in Canada and Mexico.
- Geographic Scope:** Worldwide.
- Contact Information:** Institute of International Education (IIE)  
809 United Nations Plaza  
New York, NY 10017  
<http://www.iie.org/fulbright/>
- Council for International Exchange of Scholars (CIES)  
3007 Tilden Street NW, Suite 51  
Washington, DC 20008  
Tel: (202) 686-8664  
e-mail: [scholars@cies.iie.org](mailto:scholars@cies.iie.org)  
<http://www.cies.org/cies/>
- Scale/Scope of Program:** Program covers the United States and 140 countries. Approximately 220,000 Fulbright alumni (82,000 from the United States and 138,000 from abroad) have been registered so far. Nearly 5,000 grants are awarded each year for foreigners to study, teach, lecture, and conduct research in the United States, and for U.S. nationals to do likewise outside of the United States. The American Scholar Program sends more than 700 scholars and professionals each year to more than 100 countries. The Visiting Scholar Program grants nearly 700 awards to foreign scholars coming to the United States. Predoctoral Fellowships are awarded to nearly 800 Americans and to 1,400 foreigners yearly under the Fulbright Student Program. The Fulbright Teacher Exchange Program involves about 200 U.S. and foreign teachers. The U.S. Fulbright student program makes more than 900 awards. Since 1979, more than 2,200 fellows have participated in the Humphrey Fellowship Program.
- Nature of “Users”:** *Fulbright Student Program*–recent B.S./B.A. graduates, masters and doctoral candidates, and young professionals and artists.  
*Fulbright Scholar Program*–scholars, faculty, independent scholars, and professionals.

*Fulbright Teacher Exchange Program*—elementary, secondary, and postsecondary teachers.

**Duration:**

Fulbright Student Program—One academic year.

Fulbright Scholar Program—From two months to one academic year.

Fulbright Teacher Exchange Program—Up to one academic year.

**Format/Type of Program:** *Fulbright Student Program*

- Administered by IIE.
- Individual projects may include university coursework, independent library or field research, classes in a music conservatory or art school, special projects in the social or life sciences, or a combination.

*Fulbright Scholar Program*

- Administered by CIES.
- Fulbright American Scholar Program sends faculty and professionals abroad to lecture and conduct research.
- Fulbright Visiting Scholars come to the United States to conduct research at U.S. colleges and universities.
- Worldwide Fulbright Scholar-In-Residence (SIR) Program—brings foreign visiting scholars and lectures to the United States for one semester or one academic year.
- Fulbright European Union SIR Program—brings EU scholars to U.S. universities to strengthen expertise in EU affairs.

*Fulbright-Related Programs*

- Hubert H. Humphrey Fellowships—bring mid-career professionals to the United States from developing nations, eastern and central Europe, and the newly independent states of Eurasia.
- Fulbright Teacher Exchange Program—provides exchange opportunities for qualified educators to teach in other countries.

**Nature of Grants:**

*Fulbright Student Program*—Full grants provide round-trip transportation, language, or orientation courses, tuition in some cases, book and research allowances, maintenance for the academic year, and supplemental health and accident insurance. Travel grants are available only to Germany, Hungary, Italy, or Korea, to supplement other grants already received by the student. Foreign and private grants are also available.

*Fulbright Scholar Program*—Monthly stipend whose amount depends on the scholar's level of seniority and on the project (whether only lecturing, or lecturing and doing research). The stipend also includes a maintenance for living in country the assigned, a travel allowance,

and accident and sickness coverage. There are some additional benefits for dependents.

**Field/Discipline:**

All fields.

**Language Proficiency Requirements:**

Proficiency in host country language is required for foreign students, scholars, and teachers, coming to the United States on exchange programs. Language proficiency is required for American scholars conducting research and lecturing in some overseas countries.

**Credit/Course/Program Recognition or Transfer:**

In most cases, students do not receive credit for their work abroad. If a student desires credit for work done abroad, he or she must make individual arrangements with the home institution before departure.

**Administrative Structure:**

The IIE assists the Department of State [formerly, USIA] in the conduct of the Fulbright Program at both predoctoral and postdoctoral levels. The Fulbright Scholar Program (Postdoctoral Fellowships) is administered by CIES, which is affiliate with IIE. The J. William Fulbright Foreign Scholarship Board (FSB) determines overall policy. The Bureau of Educational and Cultural Affairs administers the program in cooperation with binational Fulbright commissions and foundations abroad and with cooperating agencies in the United States. Overseas, the Fulbright Program is administered by Public Affairs Officers in Embassies in noncommission countries and by binational commissions and foundations in 51 countries that have executive agreements with the United States. The ECA (Department of State) provides budget, administrative, and staff support for the program, negotiates agreements covering educational exchanges with foreign governments, and acts as liaison with U.S. embassies and consulates abroad. IIE and CIES carry out the work of program promotion, candidate recruitment and institutional placement, grant administration, and grantee monitoring. The binational commissions, foundations, and Public Affairs Officers annually prepare program designs and plan numbers and categories of grants. At U.S. academic institutions, Fulbright representatives and program advisers on campuses offer advice to scholars and students on application procedures and assist students with the application process.

**Level of Demand:**

Since there is a range of awards (U.S. predoctoral and postdoctoral awards—predoctoral for research and postdoctoral for lecturing; and predoctoral and postdoctoral awards for foreign students and scholars) overall numbers can be misleading. The U.S. office does not maintain statistics for overseas applicants, because recruitment and selection processes are conducted overseas. Figures for U.S.



applicants vary by region, and by country within regions (that is, some are more competitive than others).

Generally, awards in the United Kingdom, in English-speaking countries in general, and in Western Europe in general are highly competitive. Others are less competitive, especially where there is a foreign language requirement for postdoctoral lecturing.

During 1991-2000—for the entire world—more than 6,000 applicants were processed for 1,650 grants (with ratios varying greatly between countries).

(Naomi F. Collins Note: This addresses the U.S. Fulbright Program alone; comparable information is unavailable for Canadian and Mexican programs.)

## EXCHANGE PROGRAM 11

**Program Name:** Association for International Practical Training (AIPT)  
[Exchange Program]

**Program Sponsor/Type:** Nonprofit organization.

**Geographic Scope:** Worldwide.

**Contact Information:** Association for International Practical Training  
Elizabeth Chazottes  
Director  
10400 Little Patuxent Parkway, Suite 250  
Columbia, Maryland USA 21044-3510  
Tel: (410) 997-2200  
Fax: (410) 992-3924  
e-mail: [aipt@aipt.org](mailto:aipt@aipt.org)  
<http://www.aipt.org>

**Scale/Scope of Program:** The Association for International Practical Training (AIPT) is a nonprofit international educational exchange organization that sponsors and facilitates on-the-job practical training exchanges for students and professionals between the United States and more than 70 other countries. AIPT's new online placement service—PINPOINT—matches individuals seeking training opportunities with appropriate training positions in their field of education or experience.

AIPT also is the U.S. affiliate of the International Association for the Exchange of Students for Technical Experience (IAESTE), which provides international training opportunities for university students in the fields of engineering, architecture, agriculture, computer science, mathematics, and the natural/physical sciences, as well as hospitality and tourism.

In addition, AIPT offers short-term experiential learning programs for professionals and students from many fields and countries.

AIPT's mission is to be a leader in international human resource development by conducting high-quality international experiential training exchanges that enhance the ability of individual participants, employers, and host organizations to meet the opportunities and challenges of the global economy.

**Nature of "Users":** AIPT General Eligibility—All applicants must be 18 years old at the time of application. Applicants must be seeking training in their area of study or professional experience.

IAESTE Eligibility–Juniors, seniors, or graduate students of a college or university are eligible to apply. Applicants must be 19 to 30 years of age.

**Individual Mobility:** U.S. citizens are eligible to participate in a professional exchange program with all the countries with which the United States maintains diplomatic relations. Non-U.S. citizens can pursue practical training in the United States. In IAESTE program, all students—not just U.S. citizens—who are enrolled at American universities can participate.

**Duration:** Exchanges last from three weeks to 18 months. IAESTE—for American students, usually 8 to 12 weeks during the summer; longer placements up to 12 months are also available. U.S. employers also host international IAESTE trainees for up to 18 months.

**Format/Type of Program:** AIPT Exchanges—for secondary students and professionals in any field. AIPT provides placement assistance through [www.pinpointtraining.org](http://www.pinpointtraining.org). Training positions must be directly related to the applicant’s background.

IAESTE—for college and university students majoring in technical fields; AIPT provides placement assistance for qualified technical students through IAESTE. An IAESTE Internship is a paid internship abroad. Positions are available in industry, research institutes and universities, consulting firms, labs, and other professional environments.

**Professional Programs:** Build Your Own Trade Mission—for Americans.

Enrichment Program—for AIPT trainees.

Professional Visitor Program—for non-U.S. citizens; AIPT helps an employer sponsor an individual or group for multifaceted, short-term experiential training at the employer’s office.

**Nature of Grants:** All AIPT trainees (including IAESTE) receive a fair wage from the employer. Each program carries a processing fee. Program participants are responsible for airfare, incidental expenses, and insurance coverage. AIPT is authorized to sponsor non-U.S. citizens for practical training experiences in the United States through the J-1 exchange Visitor Visa. AIPT guides trainees through all of the J-1 visa paperwork and provides information on taxation, insurance, orientation, professional development, and the training process. U.S. AIPT and IAESTE’s offices provide work permit service for U.S.

students and American professionals who have identified their own internship overseas.

**Field/Discipline:**

Most fields.

**Language Proficiency Requirements:**

For U.S. citizens, knowledge of the language in the country where the training takes place is usually required. For non-U.S. citizens, trainees must possess good English language skills.

**Credit/Course/Program Recognition or Transfer:**

Information not provided.

**Administrative Structure:**

The director of exchanges oversees the programs' operations and acts as the national secretary for IAESTE US. Program managers actually administer the programs. The program manager and the customer service team handle issues of processing, change of location, and enrollment.

**Imbalance/Equalization:**

AIPT programs operate at a 16:1 ratio—for every 16 international participants, one American participant is sent abroad. The number of openings available in the United States determines the total number of foreign students IAESTE can place abroad. If a student or a professional secures an opening from his or her university or a U.S. employer for a foreign student, that individual is guaranteed a nomination to a position abroad. The student also receives \$100 for the effort. Every January, the IAESTE exchange conference enables international IAESTE committees to gather and exchange the internship placements. Offers received during the conference are sent for students' review in early February. Applicants return an Application Update sheet indicating the top six jobs they would like to apply for, and a brief essay explaining why they are qualified for these positions. IAESTE then matches the most qualified students to the respective positions. Any returned offers are matched with the next most qualified students, until all offers have student nominations.

**Main Challenges:**

*For Administrators:*

The main challenge is meeting Government reporting requirements and ensuring timely processing to meet program participants' expectations.

*For Students:*

Understanding the U.S. tax structure and the visa application procedures. The initial cultural adjustment creates issues that the trainee and trainer must work through and require guidance from AIPT.

## EXCHANGE PROGRAM 12

- Program Name:** **Western Interstate Commission for Higher Education (WICHE)**  
**[Exchange Program]**
- Program Sponsor/Type:** Exchange within and among U.S. institutions in states listed below.
- Geographic Scope:** Western U.S. States: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.
- Contact Information:** Western Interstate Commission for Higher Education (WICHE)  
Student Exchange Programs  
P.O. Box 9752  
Boulder, Colorado 80301-9752
- Dewayne Matthews  
Senior Program Director and State Relations  
Student Exchange Program  
Tel: (303) 541-0211  
e-mail: [dmatthews@wiche.edu](mailto:dmatthews@wiche.edu)
- Ken Pepion  
Senior Project Director  
Student Exchange Program/Doctoral Scholars  
Tel: (303) 541-0312  
e-mail: [kpepion@wiche.edu](mailto:kpepion@wiche.edu)  
<http://www.wiche.edu/sep/exchange.htm>
- Scale/Scope of Program:** WICHE's student exchange programs offer a broad range of higher education options for about 13,000 students each year.
- Western Undergraduate Exchange (WUE)*—over 11,500 students are enrolled at about 100 institutions in 15 states.
- Western Regional Graduate Program (WRGP)*—over 100 graduate programs are available to residents of 14 states.
- Professional Student Exchange Program*—fifteen fields of professional education are available. Some 11,000 professionals, most in health care, have received support from their home states to enroll in programs in another western state.
- Nature of “Users”:** Students at undergraduate, graduate, and professional levels.

<b>Individual Mobility:</b>	To be eligible for WUE, students need to be residents of one of the states participating in WICHE. Residents of California may only be accepted in some states in some institutions.
<b>Duration:</b>	WUE—two-year or four-year undergraduate programs. WRGP—Professional Student Exchange Program.
<b>Format/Type of Program:</b>	<i>Exchanges:</i>  <i>Western Undergraduate Exchange (WUE).</i> <i>Western Regional Graduate Program (WRGP)</i> —includes a wide range of graduate programs designed around the particular educational, social, and economic needs of the West. <i>Professional Student Exchange Program (PSEP)</i> —enables students in 13 western states to enroll in selected out-of-state professional programs usually because those fields of study are not available at public institutions at their home states.
<b>Nature of Grants:</b>	<i>WUE</i> —students in western states may enroll in many two-year and four-year college programs at a reduced tuition level: 150 percent of the institution’s regular resident tuition.  <i>WRGP</i> —WRGP students pay tuition at resident student rates.  <i>PSEA</i> —exchange students receive preference in admission. They pay reduced levels of tuition—for most students, resident tuition in public institutions or reduced standard tuition at private schools. The home state pays a support fee to the admitting schools to help cover the cost of students’ education. The number of students supported by each state is determined through state legislative appropriations.
<b>Field/Discipline:</b>	WUE and WRGP—all fields. PSEP—fifteen selected fields.
<b>Language Proficiency Requirements:</b>	Not applicable. (Many international programs are available to review; therefore, this domestic model seems less applicable to current needs.)

## EXCHANGE PROGRAM 13

- Program Name:** (According to Lise Bissonnette's e-mail of 10/30/00, the Ontario Four Motors of Europe Program does not exist anymore.)eks
- Program Sponsor/Type:** The Ontario Provincial Ministry of Training Colleges and Universities collaborates with regional ministries in France and Germany and Ontario universities in funding four international student exchange programs with universities in Rhone-Alps (France), Baden-Wuerttemberg (Germany), Lombardy (Italy) and Catalonia (Spain). Initially, funding (both for administrative costs and the costs of the exchanges) came from the ministries. Now the system has been changed. The universities are expected to be self-sufficient and provide their own funding from the beginning of the academic year 2000-01.
- Geographic Scope:** Regions: Ontario, Canada and Rhone-Alps (France), Baden-Wuerttemberg (Germany), Lombardy (Italy), and Catalonia (Spain).
- Contact Information:** Lise C. Bissonnette  
Coordinator, International Exchange Programs  
Bureau for International Co-operation  
University of Ottawa  
538 King Edward Avenue  
PO Box 450, Station A  
Ottawa, Ontario K1N 6N5 Canada  
Tel: (613) 562-5880, ext. 1448  
Fax: (613) 562-5100  
e-mail: [lbisson@uottawa.ca](mailto:lbisson@uottawa.ca)  
<http://www.uottawa.ca>
- Mark Webber  
Program Coordinator  
Ontario/Baden-Wuerttemberg Student Exchange Program  
c/o The Canadian Centre for German and European Studies  
York University  
230 York Lane, 4700 Keele Street  
Toronto, ON M3J 1P6 Canada  
Tel: (416) 736-2100, ext. 40006  
Fax: (416) 736-5696  
e-mail: [ontbw@yorku.ca](mailto:ontbw@yorku.ca)  
<http://www.yorku.ca/ontbw>
- Scale/Scope of Program:** For the Rhone-Alps program, 18 universities in Ontario and 18 in the Rhone-Alps regions participate in the program. For the academic year 1997-98, as many as 40 students from Ontario universities were

selected to study at a university in the Rhone-Alps region of France, and as many as 40 students from France selected to study at universities in the province of Ontario. The exchange is administered for Ontario system-wide benefit and will provide exchanges on a system-to-system, rather on a strict university-to-university, basis.

For the Ontario Baden-Wuerttemberg Program, there are nine German universities and 17 Ontario universities involved in the exchange programs. Fifty students from each region are exchanged yearly.

**Nature of “Users”:** The programs are open to undergraduate, Master’s and doctoral students in all disciplines except Medicine/Health Sciences.

**Individual Mobility:** Regional mobility.

**Duration:** From one semester to a maximum of one academic year.

**Format/Type of Program:** Four Exchange Programs:  
1. Ontario–Rhone-Alps  
2. Ontario–Baden-Wuerttemberg  
3. Ontario–Lombardy  
4. Ontario–Catalonia  
Only two (1 and 2) in operation.

**Nature of Grants:** Students pay tuition fees to their home university. They assume the cost of travel, housing, health insurance, and other related expenses. Student mobility bursaries are offered by the University of Ottawa and by Canadian, provincial and foreign governments. The \$1,200 Mobility Grant usually covers transportation costs. In some cases, universities arrange a tuition waiver; however this is rare.

**Field/Discipline:** All fields of study.

**Language Proficiency Requirements:** Proficiency in the language of instruction (German for Baden-Wuerttemberg and French for Rhone-Alps) is required. Intensive language courses provided at the host university may incur extra fees that students must to pay to the host university.

**Credit/Course/Program Recognition or Transfer:** A multilateral credit transfer and recognition scheme was suggested at the beginning of the program in order to create a universal system for all universities participating in the program. However, each university itself determines what kind of a system it will use in the credit transfer arrangement. The University of Ottawa does not use a grading scheme; instead, the transfer of credit is based on pass/fail



(credit-noncredit) recognition on the transcript. The equivalencies the students obtain for the courses taken at the host university are credited toward the home university degree. Students who are eligible for financial aid continue to receive such aid under provincial and/or federal loan and bursary plans. A points system helps to evaluate the courses studied abroad by the students. (Students must obtain a minimum of 10 points to pass; the maximum is 20 points.)

**Administrative Structure:** The Ontario Rhone-Alps Program is based on an agreement signed between the Provisional Ministry for Training Colleges and Universities of Ontario and its equivalent in the Rhone-Alps region (le Conseil régional du Rhone-Alps). All the regional universities can participate in the exchange program. Initially, the budget (both administrative costs and mobility grants for students) was provided on the Ontario side by the ministry for Training Colleges and Universities of the Province of Ontario. Thirty percent of the budget was spent on the mobility grants for students. In November 1999, the funding was cut and the Ministry decided that the universities should be self-sufficient and provide their own funding to cover both administrative costs and mobility grants. The program has been administered by the University of Ottawa for the past two years (prior to that, by a different university). The Ontario Rhone-Alps Program ran until October 2000. It will not provide new grants for students for the academic year 2000-01.

For the Ontario Baden-Wuerttemberg program administrative costs have been covered in the past by the relevant ministries in both jurisdictions. Since Ontario has now withdrawn from the program, only the German side is still willing to support it. The program is administered by an operating institution (currently Queen's University) guided by a Program Committee consisting of representatives from all partner institutions.

**Imbalance/Equalization:** There are usually more candidates from France interested in studying in Canada than Canadian students interested in studying in France. The numbers are pre-fixed. There are 40 slots available at Rhone-Alps universities and 40 slots at Ontario universities.

The Ontario Baden-Wuerttemberg program operates on a province-wide basis: 50 Ontario students go to Baden-Wuerttemberg and 50 from Baden-Wuerttemberg come to Ontario. The program office distributes these students each year according to numbers agreed to by the individual universities. Numbers have been balanced most years; there has never been a need to address imbalances.

**Main Challenges:**

*For Administrators:*

1. Credit transfer scheme creates problems, especially bureaucratic problems for the university administrators.

2. Funding—with the change in the administrative structure of the program, the universities will have to fund the exchange programs themselves and contribute toward covering the administrative fees of the program.

*For Students:*

1. Canadian students are not as interested in exchange programs for financial reasons (they must bear program costs themselves), and because of degree requirements—compulsory courses are often not offered at foreign universities.
2. Students complain about lack of efficiency at French universities as well as the level of services provided at those institutions (which they see to be less than those they receive at home).

## EXCHANGE PROGRAM 14

- Program Name:** **University Mobility in Asia and the Pacific (UMAP)  
[Exchange Program]**
- Program Sponsor/Type:** Voluntary association of government and nongovernment representatives of the higher education sector. Amount of governmental funding is based on an agreed formula.
- Geographic Scope:** Asia and the Pacific. Members of the organization: Australia, Brunei, Cambodia, Canada, Chile, Fiji, Guam, Hong Kong, Indonesia, Japan, Korea, Laos, Malaysia, Mexico, Mongolia, Myanmar, Nepal, New Zealand, Papua New Guinea, People's Republic of China, Philippines, Russia, Singapore, Sri Lanka, Taiwan, Thailand, United States, Vietnam, and Western Samoa.
- Contact Information:** University Mobility in Asia and the Pacific  
Mineo Nakajima  
President, Tokyo University of Foreign Studies  
Secretary General  
UMAP International Secretariat  
<http://www.umap.org>
- Melanie Brock  
Director for International Coordination  
UMAP at International Secretariat  
e-mail: [mbrock@gol.com](mailto:mbrock@gol.com)
- Bradley Smith  
USA contact for UMAP representative:  
e-mail: [bsmith@laurasian.org](mailto:bsmith@laurasian.org)
- Pari Johnston  
Canada contact for UMAP representative:  
Tel: (613) 563-3961, ext. 303  
e-mail: [pjohnsto@ucc.org](mailto:pjohnsto@ucc.org)
- Scale/Scope of Program:** Evolving.
- Nature of "Users":** UMAP is presently open to undergraduates in all disciplines. After the program has proven itself, it will likely broaden to include masters and doctoral students.
- Individual Mobility:** When the UMAP program began, exchanges were arranged on a bilateral basis between institutions. But increasingly, consortia and economy-wide models are being discussed and will likely soon be the predominant model.

<b>Duration:</b>	From one semester to up to one academic year.
<b>Format/Type of Program:</b>	<p><i>Student and Staff Exchange Programs Based on Bilateral and Consortia Agreements:</i></p> <p>UMAP is an umbrella organization for institutions that create exchange programs on bilateral or consortia bases. There is no standardized agreement created by UMAP; institutions create their own. The UCTS is the standardized tool available for participants of UMAP schemes.</p>
<b>Nature of Grants:</b>	<p>Because of the different methods of funding institutions, and the capacity of institutions and members to meet the costs, arrangements for funding participating in UMAP activities vary within and between participating members. In most cases, participating students and staff must contribute to the costs of the exchange program. The grants vary according to the bilateral agreements between the institutions. In some cases, there can be comprehensive grants, where the tuition is waived, the host institution provides the cost of living and accommodation, and the student pays for transportation. In other cases, students will have to pay their tuition at the home institution, with the host institution providing them with accommodation and living expenses. Usually the home institution determines the level of financial support to be given to participating students and staff, whereas the host institution assists participating students and staff in obtaining reasonably priced accommodations and ensures that appropriate health arrangements are made for participating staff and students. The host institution also is obliged under the UMAP constitution to take action with the appropriate authorities in the host country to handle the issue of visas. Institutions decide on a bilateral basis whether governments will fund the additional administrative costs that institutions incur through participating in UMAP.</p>
<b>Field/Discipline:</b>	All fields of study.
<b>Language Proficiency Requirements:</b>	The home institution is responsible for providing appropriate preparatory courses for their students and staff prior to their departure. The host institution provides any necessary language training.
<b>Credit/Course/Program Recognition or Transfer:</b>	The UMAP Credit Transfer Scheme (UCTS) is a pilot project that began in the second half of 1999. Similar to the ECTS, sending institutions recognize work completed overseas for credit toward awards at the home institution. UCTS is a more simplified version of the ECTS scheme.

**Administrative Structure:** The Reference Group is the governing authority of UMAP; this group is composed of representatives from each of the full members countries of UMAP. All decisions of the Reference Group are made by consensus. The International Secretariat, based in Japan, is governed by the Steering Committee, which comprises nine members: five to be nominated by the UMAP Reference Group and including the UMAP Chairperson, and four to be nominated by the country hosting the International Secretariat, including the Secretary General and an Under Secretary General as ex-officio members. The administrative costs of running the international office are covered by the governments of Japan and Australia.

**Imbalance/Equalization:** Depends on bilateral institutional arrangements. In some cases, there is a pre-fixed number of slots available at each institution. If the demand exceeds the number of available slots, the institutions try to sort it among themselves and raise money to support the students.

One of UMAP's main objectives is to address imbalances and the need for reciprocity. It is stated that "a high degree of reciprocity will probably be needed in order to persuade institutions and governments of the benefits of participation in UMAP. There need not, however, be complete reciprocity measured in terms of perfect matches, each year, between parts of institutions, across whole institutions, or between countries. Since the program is based on acceptance by the various parties of the terms of any exchange agreements, there need only be a sufficient degree of reciprocity to satisfy the needs of the parties involved in a particular agreement."

**Main Challenges:** This program is still new and solidifying its base. It is an evolving scheme that has experienced considerable structural movement over the last two years. After the meetings of the next two Reference Groups, will become clearer. The hope is to facilitate more *new* exchange over time.

## **UMAP Guidelines for Bilateral or Multilateral Agreements Between Institutions Participating in UMAP Exchange Programs**

### *Framework for Trial Programs*

1. The trial programs are being undertaken with a view to determining the most appropriate ways of promoting staff and student exchange schemes between institutions of higher education within the region.
2. The UMAP Working Party, comprised of representatives of each of the countries or territories active in the early planning of the project and/or participating in the trial program, is assisting with the implementation of trial programs and will help to monitor the trials. The Working Party is engaging in activities to promote the concept of UMAP among institutions, governments and both government and non-government organizations.
3. UMAP programs operate between individual accredited higher education institutions, or consortiums of institutions, on the basis of mutual acceptance of the appropriateness of national accreditation determinations.
4. All public or private higher education institutions located in countries or territories participating in UMAP, and recognised in the participating home country as nationality accredited, or as reputable providers of higher education courses, are eligible to participate in UMAP programs.
5. Undergraduate and postgraduate students and staff of a accredited institutions are eligible to participate in UMAP projects.
6. Students who are selected to participate in UMAP projects would generally be eligible to receive credit from their home institutions for work successfully undertaken during one semester, or up to a maximum of one year at another institution in the region.
7. The expectation is that most agreements negotiated under UMAP will be bilateral, between institutions, but agreements between governments or systems or organizations, or combinations of parties could also be appropriate.
8. A high degree of reciprocity will probably be needed in order to persuade institutions and governments of the benefits of participation in UMAP. There need not, however, be complete reciprocity measured in terms of perfect matches, each year, between parts of institutions; across whole institutions; or between countries. As the program is based upon acceptance by the various parties of the terms of any exchange agreements, there need only be a sufficient degree of reciprocity to satisfy the needs of the parties involved in a particular agreement.
9. For recognition as a UMAP project, an agreement should take proper account of the obligations of home and host institutions as set out in the sections which follow:

## Home Institutions

- will select students and staff to participate.
- will approve the study programs, including language courses/training, to be undertaken by participating students and staff.
- will recognize work completed overseas for credit towards awards of the home institution.
- will determine the level of financial support to be given to participating students and staff.
- will provide appropriate preparatory courses for their students and staff, prior to their departure.

## Host Institutions

- will provide the agreed study programs for participating staff and students.
- will evaluate the performance of participants report to home institutions.
- will provide appropriate counseling and other support services to participants.
- will assist participating students and staff to obtain accommodation at reasonable cost.
- will ensure that appropriate health care arrangements are made in respect of participating staff and students.
- will take action with the appropriate authorities in the host country to facilitate the issue of visas and compliance with entry requirements.
- will ensure appropriate access by participate students and staff to libraries, laboratories and similar facilities.
- will provide any necessary language training.

## Funding of UMAP Programs

In discussing the framework for trial UMAP programs, the Reference Group recognizes the importance of government involvement in, and support for, enhanced staff and student mobility. It expects that ways of funding participation in UMAP projects will vary within and between participating countries to take account of the different methods of funding institutions and the existing capacities of institutions and countries to meet the costs of their involvement in UMAP. However, the expectation is that in most cases participating staff and students would be required to make some contribution to the costs of their participation in a UMAP project and that some form of government assistance would be required.

Institutions participating in UMAP may need to reach agreement on a number of matters.

The principal ones are:

- whether students in receipt of scholarships, allowances etc would be permitted to retain these benefits while studying in another

country towards the same home institution award for which they initially enrolled;

whether institutions would be able to waive fees in respect of students coming from overseas, on acceptably reciprocal terms, as part of a UMAP program;

whether, and to what extent, governments of participating countries would recognize and fund the additional administrative costs which institutions would incur in participating in UMAP;

the forms of additional financial support that governments of participating countries would make available to subsidize the costs of students and staff studying overseas under UMAP;

the extent to which institutions and/or governments would be able to obtain funds to support participation in UMAP from private sources such as business and industry (including airlines which might be willing to offer free or discounted travel);

whether institutions and/or governments would be able to obtain funds from aid programs, either bilateral or multilateral, to assist participation in UMAP.



## EXCHANGE PROGRAM 15

- Program Name:** **Student Exchange Program between the Conference of Rectors and Principals of Québec Universities (CREPUQ) and the National Association of Universities and Higher Education Institutions (ANUIES).**
- Program Sponsor/Type:** ANUIES-CREPUQ.
- Geographic Scope:** Mexico and Québec.
- Contact Information:** CREPUQ  
Joanna Neron  
Tel: (514) 288-8524  
Fax: (514) 288-0554  
e-mail: [joanne-neron@crepuq.qc.ca](mailto:joanne-neron@crepuq.qc.ca)
- ANUIES  
Guillermo Morones  
Tel: (525) 420-49-42  
Fax: (525) 604-42-63  
e-mail: [gmorones@anuies.mx](mailto:gmorones@anuies.mx)
- Scale/Scope of Program:** During the last five years, 260 Mexican and 113 Quebec students have participated in exchange programs within the ANUIES–CREPUQ agreement.
- Nature of “Users”:** The programs are open to the following levels of studies: undergraduate, Master’s, and Ph.D. degree students.
- Duration:** At least one trimester, but no more than one academic year.
- Format/Type of Program:** *Student Mobility Exchange Programs*
- Nature of Grants:** Contracting host institutions agree not to charge tuition and other fees to incoming participants. But this model does not involve any financial support for the participating students, either from CREPUQ or ANUIES. Students admitted to the exchange program have to pay transportation, room and board, and other living expenses for themselves, as well as miscellaneous expenses (registration fees and health insurance) required by the host university. But they can benefit from financial aid programs to which they are entitled as registered students of their home university.
- Field/Discipline:** All fields of study, except medicine.

**Language Proficiency Requirements:**

A command of the language of the host university is required, unless they are pursuing a program of study in that language. Currently the issue of additional intensive language courses is being considered.

**Credit /Course/Program Recognition or Transfer:**

Credit transfer and recognition system is based on bilateral agreements between participating institutions. Courses studied abroad, and credits earned for them, are counted toward the degree at the home university.

**Administrative Structure:**

ANUIES and CREPUQ appoint a coordinator responsible for the smooth implementation of the program. Each contracting university appoints a person in charge of the exchange program at that institution.

**Imbalance/Equalization:**

The number of students to be admitted to the exchange program for the following academic year is determined by mutual agreement between contracting parties and is based on the number of qualified applications. Every effort is made to achieve parity in the number of students exchanged, but it is recognized that small imbalances may occur periodically.

**Main Challenges:**

Given the importance of establishing and developing relationship among universities in Mexico and Québec and providing their students with the opportunity to familiarize themselves with the language and culture of another people, ANUIES and CREPUQ have agreed to set up a student exchange program enabling students to follow courses offered by another university in order to satisfy part of the credit requirements necessary to qualify for the degree at their home university.

**The following pages provide a brief summary of each program, broken down by the four issues or topics of:**

- **Program costs**
- **Language proficiency**
- **Equalization of imbalances**
- **Credit transfer/diploma recognition.**

## **ANALYSIS BY TOPIC**

### **A**

#### **1: PROGRAM COSTS**

**SOCRATES/ERASMUS** Tuition waiver by both home and host institution is the requirement for participating in the SOCRATES programs. Mobility Grants (provided by the EC, through the ERASMUS National Agencies and universities) for students provide direct financial aid to help cover the mobility costs. Grants usually cover travel costs, books, and so forth. Their award depends on the students' home universities giving proper assurances concerning aspects such as full academic recognition for the study carried abroad; and the host universities' waiving of tuition fees. Students are responsible for covering the higher costs of accommodation, board, and so forth. Administrative costs of running the program are partly covered by the program based on the application by the national agencies.

**CEEPUS** CEEPUS follows the "internal currency" model, where the host country pays the grant. "Comprehensive" grant cover the cost of living (board and accommodation), laboratory fees (where applicable), and insurance during the stay in a host country. The host country pays CEEPUS grants with the exception of travel allowances, which are the home country responsibility (if such a regulation exists there). A student studying within CEEPUS is exempt from any registration and/or tuition fees. Each Contracting Party must pledge at least 100 scholarship months per academic year. The Republic of Austria finances the upkeep of the Central CEEPUS Office. Contracting Parties may dispatch staff to the Central CEEPUS Office at their own expense.

**RAMP** Students pay tuition at their home schools and for the most part assume the costs of transportation, housing, meals, and insurance (in some cases, home universities or governments provide financial aid. Participating universities cover the administrative staffing costs of the RAMP.

**IOHE**

COLAM: SIA: Each seminars costs approximately US\$75,000, which includes \$40,000 in travel expenses (covered by the students) and \$40,000 for organization of the seminars (covered by the host universities). Generally, host universities have successfully obtained some help from public and private organizations in their country. They also often associate themselves with other universities in their country to organize a seminar, thus sharing the seminar costs.

COLAM: IGLU: Fifteen years ago, the Canadian Agency for International Cooperation financed 90 percent of the program. The support gradually dropped to 15 percent in 1999. By 2000, the program was entirely self-financed. Until 1999, some students could receive some support from Canadian International Development Agency, but starting in 2000, they will have to cover the full cost.

COLAM: IATN: 10 percent of the CIDA's funds are dedicated to the teacher and student exchange. IATNs are financed based on shared costs. CIDA finances four IATNs, and the COLAM negotiates with the Inter-American Development Bank to finance others four IATNs. For the first year, universities' contributions are about 30 percent; and this percentage will increase gradually.

**ISEP**

ISEP handles program costs through a "reciprocal exchange of benefits." Participants pay tuition, room, and board at their home university to create a place for an incoming student. They do not pay any fees at the host university. The student pays for travel, books, and personal expenses. U.S. students can use federal and institutional financial aid (at the discretion of the home institution).

**PROGRAM FOR NORTH  
AMERICAN MOBILITY  
IN HIGHER  
EDUCATION**

Students pay their home institution the usual tuition and fees and incur no additional payments to the host institution. Students receive a stipend to cover additional costs such as travel, room, and board. The maximum federal stipend allocated to any one U.S. student may not exceed \$3,000.

**EC/US JOINT  
CONSORTIA**

Students pay their home institution the usual tuition and fees and incur no additional payments to the host institution. Students receive a stipend to cover additional costs incurred by students such as travel, room and board. The maximum federal stipend allocated to any one U.S. student may not exceed \$3,000.

**CANADA/EC**

The host institution does not charge fees to incoming students (for tuition, registration, examinations, or library and laboratory facilities);

students must pay tuition at their home institution. Students' grants cover travel, the higher cost of living, and health insurance.

## **CONAHEC**

No exchange programs.

## **FULBRIGHT PROGRAM**

*Fulbright Student Program*—Full grants provide round-trip transportation; language or orientation courses; tuition, in some cases; book and research allowances; maintenance for the academic year; and supplemental health and accident insurance. Travel grants are available only to Germany, Hungary, Italy, or Korea, and are meant to supplement other grants the student has already received. Foreign and private grants are also available.

*Fulbright Scholar Program*—Monthly stipend depends on the scholar's level of seniority and on the project (whether only lecturing, or lecturing and doing research). Fulbright also provides a maintenance for living in the assigned country and a travel allowance, as well as accident and sickness coverage. There are some additional benefits for dependents. ECA, Department of State provides budget, administrative, and staff support for the program. IIE and CIES carry out the work of promoting the program, recruiting candidates and placing them in institutions, administering grants and monitoring grantees, and assisting students with the application process.

## **AIPT**

All AIPT trainees (including IAESTE) receive a fair wage from the employer. Each program carries a processing fee. Program participants pay for airfare, incidental expenses, and insurance coverage. AIPT is authorized to sponsor non-U.S. citizens for practical training experiences in the United States through the J-1 exchange visitor visa. AIPT guides trainees through all of the J-1 visa paperwork and provides information on taxation, insurance, orientation, professional development, and the training process. The U.S. offices of AIPT and IAESTE provide work permit service for U.S. students and American professionals who have identified their own internships overseas.

## **WICHE**

*Western Undergraduate Exchange*—Students in western states may enroll in many two-year and four-year college programs at a reduced tuition level. Out-of-state students pay 150 percent of in-state tuition.

*Western Regional Graduate Program*—WRGP students pay tuition at resident student rates.

*Professional Student Exchange Program*—Exchange students receive preference in admission. They pay reduced levels of tuition: For most students, this means resident tuition in public institutions or reduced standard tuition at private schools. The home state pays a support fee to the admitting schools to help cover the cost of students'

education. The number of students supported by each state is determined through state legislative appropriations.

**ONTARIO/FOUR  
MOTORS OF EUROPE  
PROGRAM**

Students pay tuition to their home university, but they must assume the costs of travel, housing, health insurance, and other expenses related to the stay. The University of Ottawa and Canadian, provincial, and foreign governments offer student mobility bursaries. The \$1,200 mobility grant usually covers transportation costs. In some cases, universities arrange a tuition waiver; however this is rare.

**UMAP**

Because of the different methods of funding institutions, and the capacity of institutions and members to meet the costs, arrangements for funding participation in UMAP activities varies among participating members. In most cases, students and staff must contribute to the costs of the exchange program. The grants vary according to the bilateral agreements between the institutions. Comprehensive grants allow tuition to be waived, and the host institution provides living and accommodation expenses but students pay transportation. In other cases, students must pay their tuition at the home institution, and the host institution provides them with accommodation and living expenses. Usually the home institution determines the level of financial support given to participating students and staff, whereas the host institution helps participating students and staff obtain reasonably priced accommodations and ensures that participants have appropriate health arrangements. Institutions decide, on a bilateral basis, whether governments will fund the additional administrative costs that institutions incur through participating in UMAP.

**CREPUQ/ANUIES  
EXCHANGE PROGRAM**

Contracting host institutions agree not to charge tuition and other fees to incoming participants. But this model does not involve any financial support for the participating students, either from CREPUQ or ANUIES. Students admitted to the exchange program have to pay transportation, room and board, and other living expenses for themselves, as well as miscellaneous expenses (registration fees and health insurance) required by the host university. But they can benefit from financial aid programs they are entitled to as registered students of their home university.

**B**  
**2: LANGUAGE PROFICIENCY**

**SOCRATES/ERASMUS** Intensive Language Preparation Courses (ILPCs) enable ERASMUS students to function socially and academically in a host country whose language is not widely spoken or taught abroad. Grant's are provided for additional language training.

**CEEPUS** CEEPUS courses and lectures are also held in English, German, or French at each of the participating institutions, in order to facilitate student mobility. Each network application must contain information on the planned language policy. Since the student reports also indicate increased interest and competence in the host country language, CEEPUS welcomes activities offered to further promote this competence. Language courses belong to the activities supported by the CEEPUS Agreement. "Clusters" of several language combinations are also possible.

**RAMP** Students must demonstrate a command of the language of instruction at the host university.

**IOHE** IOHE/COLAM: Operates in French, English, Spanish, and Portuguese.

IGLU: Courses provided in the centers in Chile, Argentina, Mexico, Central America, and Venezuela are provided in Spanish. The Center in Brazil provides the courses in Portuguese. Internships in the United States and Canada are provided in English or in French.

COLAM's seminars and the IATN program's courses are taught in the host university language.

**ISEP** Students must be proficient in the language of instruction. Non-English speaking students must meet the TOEFL requirements of U.S. institutions. U.S. students can take language courses at the host institution (pre-session or concurrent with the exchange period), some at the students' expense, others included in benefits. Courses in English are offered in a variety of subjects in countries where the native language is not one commonly taught in the United States.

**PROGRAM FOR NORTH  
AMERICAN MOBILITY  
IN HIGHER  
EDUCATION**

Student proficiency in the language of instruction is required for study abroad. Participating institutions must develop adequate language preparation.

**EC/US JOINT  
CONSORTIA**

Proficiency in language of host country is strongly recommended.

**CANADA/EC**

**PROGRAM FOR  
COOPERATION IN  
HIGHER EDUCATION  
AND TRAINING**

Proficiency in language is required. The Canada/EC Program provides additional language training provided. Language proficiency is addressed by assessment, and project leaders undertake plans to ensure that students can participate fully in the mobility experiences. Student recruitment includes a focus on language ability and requirements for training, if necessary.

**CONAHEC**

COHAHEC offers no exchange programs.

**FULBRIGHT  
PROGRAM**

The Fulbright Program requires language proficiency for foreign students, scholars, teachers, and so forth, coming on exchange programs to the United States. Language proficiency is required for American scholars conducting research and for lecturing in some overseas countries.

**AIPT**

AIPT usually requires that U.S. citizens have adequate knowledge of the language in the country where the training takes place. Trainees who are non-U.S. citizens must possess good English language skills.

**WICHE**

Not applicable. WICHE offers domestic exchange programs only.

**ONTARIO/FOUR  
MOTORS OF EUROPE  
PROGRAM**

Proficiency in the language of instruction (German for Baden-Wuerttemberg and French for Rhone-Alps) is required. Intensive language courses provided at the host university may incur extra fees that students must pay to the host university.

**UMAP**

At UMAP, the home institution must provide appropriate preparatory courses for their students and staff prior to their departure. The host institution provides any necessary language training.

**CREPUQ/ANUIES  
EXCHANGE PROGRAM**

The CREPUQ/ANUIES Program requires a command of the host university language, unless they are pursuing a program of study in that language. Currently program administrators are considering the issue of additional intensive language courses.

**C**

**3: EQUALIZATION OF IMBALANCES**



<b>SOCRATES/ERASMUS</b>	Participating institutions determine the level of student flows on a bilateral or multilateral basis. Once institutions become a part of the SOCRATES/ERASMUS network, they sign agreements with each other and regulate student flows based on these agreements. If large imbalances exist in exchange flows—either in terms of countries or subject areas—the Commission, in cooperation with the national agencies, encourages universities to work toward achieving a better balance.
<b>CEEPUS</b>	Each country has a balanced number of incoming and outgoing students. When the CEEPUS networks are selected, each institution declares how many students it is willing to send and receive. Based on this agreement, the international exchange balance is struck. The institutions decide on the number of slots before the exchange programs even start. Students apply to the network (versus a specific institution) indicating their country preference. The network considers the application, and if there is a place available, grants it to the student. If they cannot meet the student's first choice, the network suggests another location.
<b>RAMP</b>	Not applicable.
<b>IOHE</b>	<p>COLAM: SIA: Organizing a SIA represents, for the host university, quite an investment (in terms of finance, time, and human resources). Calls for proposals to organize seminars are launched every year to the university members of IOHE. The COLAM seeks to generate at least two proposals from universities in each of IOHE's eight regions.</p> <p>Up to now, Canada has hosted two seminars, and Costa Rica and Argentina have each hosted one. In 2000-01, seminars will be held in Argentina, Brazil, Venezuela, Colombia, Mexico, and Canada.</p> <p>A group of three to seven universities establish a network. Members are universities interested in promoting international cooperation. Currently, 12 countries and 23 universities participate in this program.</p>
<b>ISEP</b>	Students applying for ISEP exchanges list the institutions they wish to attend in order of preference. ISEP places an applicant at one of these institutions, provided that the placement is academically appropriate and that a space is available. ISEP attempts to balance exchanges by filling but not exceeding the number of places created by an institution's departing students. If the number of students exceeds the number of available places, ISEP will decide according to students' individual qualifications and needs and will offer alternative placements that are academically and linguistically appropriate to

those not receiving their choice. Imbalances may occur if ISEP cannot fill all the space available at an institution, or if an institution becomes “overbooked” because of the withdrawal of a student whose space it counted on when confirming an incoming participant. ISEP attempts to keep these imbalances to a minimum and to correct them during the following exchange period. The number and variety of options offered through the ISEP network facilitates the maintenance or, when necessary, the adjustment of each institution’s exchange balance.

**PROGRAM FOR  
NORTH AMERICAN  
MOBILITY IN HIGHER  
EDUCATION**

Not applicable.

**EC/US JOINT  
CONSORTIA**

Student exchange flows from EC to US were close to equal. Staff exchange flows from EC to US, were somewhat greater than flows from US to EC.

**CANADA/EC PROGRAM  
FOR COOPERATION IN  
HIGHER EDUCATION  
AND TRAINING**

Not applicable.

**CONAHEC**

CONAHEC offers no exchange programs.

**FULBRIGHT  
PROGRAM**

Not applicable.

**AIPT**

AIPT programs operate at a 16:1 ratio (for every 16 internationals on the program, one American participant is goes abroad.) The number of openings available in the United States determines the total number of foreign students IAESTE can place abroad. If a student or a professional secures an opening from his or her university or a U.S. employer secures an opening for a foreign student, he or she can be assured of a nomination to a position abroad. The student also receives \$100 for his or her effort. Every January, the IAESTE exchange conference takes place, at which international IAESTE committees gather to exchange the internship placements. Offers received during the conference are sent for students’ review in early February. Applicants return an Application Update sheet, indicating the top six jobs they would like to apply for and a brief essay explaining why they are qualified. IAESTE then matches the most qualified students to the respective positions. Any returned offers are matched with the next most qualified students, until all offers have student nominations.

**WICHE**

Not applicable

**ONTARIO/FOUR  
MOTORS OF EUROPE  
PROGRAM**

Rhone-Alps Program: Usually, more candidates from France are interested in studying in Canada than vice-versa. The numbers are pre-fixed. There are 40 slots available at Rhone-Alps universities and 40 slots available at Ontario universities.

Ontario Baden-Wuerttemberg Program: The Ontario Baden-Wuerttemberg program operates on a province-wide basis: 50 Ontario students go to Baden-Wuerttemberg and 50 from Baden-Wuerttemberg come to Ontario. The program office distributes these students each year according to numbers agreed upon by the individual universities. Numbers have balanced during most years; thus, there has been no need to address imbalances.

**UMAP**

Equalization of imbalances at UMAP depends on bilateral institutional arrangements. In some cases, pre-fixed target numbers of slots are available at each institution. If the demand exceeds the number of available slots, the institutions sort it among themselves and raise money to support the students.

One main objective of UMAP is to address imbalances and the need for reciprocity. It is stated that “a high degree of reciprocity will probably be needed in order to persuade institutions and governments of the benefits of participation in UMAP. There need not, however, be complete reciprocity measured in terms of perfect matches, each year, between parts of institutions; across whole institutions; or between countries. As the program is based upon acceptance by the various parties of the terms of any exchange agreements, there need only be a sufficient degree of reciprocity to satisfy the needs of the parties involved in a particular agreement.”

**CREPUQ/ANUIES  
EXCHANGE PROGRAM**

A mutual agreement between contracting parties determines the number of students to be admitted to the CREPUQ/ANUIES Exchange Program for each upcoming academic year. This determination is based on the number of qualified applications. Every effort is made to achieve parity in the number of students exchanged, but program administrators recognize that small imbalances may occur periodically.

**D****4: CREDIT TRANSFER/DIPLOMA RECOGNITION**

**SOCRATES/ERASMUS** The European Credit Transfer System (ECTS) was developed to facilitate academic recognition between partner institutions through mechanisms for allocating credits that are generally applicable and based on the principle that, for all European higher education institutions, one academic year is equivalent to a fixed number of 60 credits. More than 1,000 universities in EU Member States, the EFTA/EEA countries, and the associated countries in central and eastern Europe are now implementing the ECTS.

**CEEPUS** Participating institutions recognize periods of study and/or practical training that students complete at the other participating university. Such a provision, signed in a “Letter of Intent” by each institution, involved is a condition sine qua non for a network application to be considered. Credit transfer arrangements between institutions depend solely on the institutions. Recognition within CEEPUS basically means recognition of study abroad periods. CEEPUS encourages institutions to use ECTS. It is estimated that one-quarter of participating institutions already use this credit transfer scheme, and that number will likely rise.

**RAMP** RAMP is a nondegree student exchange program. Students receive credit from their home institutions or courses taken abroad, which can be used toward a degree at their home university. (This is similar to ECTS–transferable credit units for credit evaluation and recognition). The credit transfer scheme is required for participation in the exchange and therefore 100 percent of participants use this scheme. Participation is based on the Memorandum of Understanding signed by the universities. RAMP has not experienced particular problems associated with striking these agreements. Participating students have transferred credits and applied them to their degree programs without problems.

**IOHE** COLAM: SIA: The COLAM provides a diploma to the students at the end of the seminars which specifies the number of teaching hours that each seminar provided. Universities that send students to the seminar then allow their students to transfer one or more credits (as part of their academic program). Each university determines the number of credits it is willing to recognize, according to its own rules (e.g. for a given seminar, one university may recognize one credit, and another institution may recognize two or three).

IATN: Diplomas and certificates are offered by the host university.

**ISEP** All ISEP member institutions sign an agreement, which includes consent that work done by outgoing participants shall apply to their degree program, provided that they obtain approval from appropriate administrative and academic officers before departure; that their

actual academic program does not depart substantially from the proposed program of study and that their academic performance meets the standards set forth by the home institution.

The host institution issues a transcript listing grades according to the country's scale and number of class hours. The home institution posts credit according to its own rules. To facilitate the process, the institutions need to inform students about home requirements for credit transfer and host institution procedures for registration, exams, and transcripts and the students need to follow these rules carefully. ISEP provides guidelines for grade conversion and other assistance, as needed.

Students are expected to be enrolled full time at their host institution and to earn the normal amount of credit for the study period. Credit is applied toward the home institution's degree. International students may extend their exchange if they are admitted to a graduate degree program at the host university but not if they are admitted to earn an undergraduate degree. U.S. students may extend their exchange period with the approval of the home and host institutions.

**PROGRAM FOR  
NORTH AMERICAN  
MOBILITY IN HIGHER  
EDUCATION**

For their periods of study or internship abroad, students receive academic credit from their home institutions. Arrangements for credit transfer and recognition are made informally and individually (case-by-case) between institutions, and these arrangements are included in 100 percent of the agreements.

**EC/US JOINT  
CONSORTIA**

The EC/US uses transatlantic credit recognition—recognition of study abroad as well as credit transfer schemes (developed using the ECTS example).

**CANADA/EC PROGRAM  
FOR COOPERATION IN  
HIGHER EDUCATION  
AND TRAINING**

The Canada/EC program uses transatlantic credit recognition—recognition of study abroad as well as credit transfer schemes (developed using the ECTS example).

**CONAHEC**

Not applicable.

**FULBRIGHT  
PROGRAM**

In most cases, students do not receive credit for their work abroad. If a student desires credit for work done abroad, he or she must

make individual arrangements with the home institution before departure.

**AIPT**

AIPT is not involved in these issues.

**WICHE**

Information not provided.

**ONTARIO/FOUR  
MOTORS OF EUROPE  
PROGRAM**

A multilateral credit transfer and recognition scheme was suggested at the beginning of the program to create a universal system for all participating universities. However, each university determines what kind of a system it will use in the credit transfer arrangement. The University of Ottawa does not use a grading scheme; instead, the credit transfer is based on pass/fail (credit noncredit) recognition on the transcript. The equivalencies the students obtain for the courses taken at the host university are credited toward the home university degree. Students eligible for financial aid continue to receive such aid under provincial and/or federal loan and bursary plans. A points system helps evaluate the courses studied abroad by the students (Students must obtain a minimum of 10 points, out of a possible 20, to pass.)

**UMAP**

The UMAP Credit Transfer Scheme (UCTS) is a pilot project that began in the second half of 1999. Similar to the ECTS, institutions sending students in host countries recognize work completed overseas for credit at the home institution. (This is a more simplified version of the ECTS scheme.)

**CREPUQ/ANUIES  
EXCHANGE PROGRAM**

The CREPUQ/ANUIES credit transfer and recognition system is based on bilateral agreements between participating institutions. Courses studied abroad, and credits earned for them, count toward the degree at the home university.