

IAU Activities and Financial report 2012-2016

IAU: Building a worldwide higher education community

Introduction

The IAU 15th General Conference taking place in Bangkok, Thailand, offers an opportunity to report and reflect on the past four years of activities and the impact that the Association has had, while also planning for the future.

This report is necessarily brief, providing a synoptic view of the multitude of actions and initiatives undertaken by the Secretariat, under the direction and with support and collaboration of the President, the Executive Committee, the Administrative Board members and various more ad hoc expert groups and task forces. This report complements the IAU regular updates through various communication channels including the Annual Reports and the oral report to be presented by the Secretary General during the Business Session I of the General Conference.

The starting point for the activities report is the 2012-2016 Work Plan which was presented and adopted in Puerto Rico in 2012. It is structured rather differently from the oral presentation.

2012-2016 Overall Goal

The overall goal of the Association, as adopted in 2012 states that IAU is to strive *to be an inclusive and representative global association of Higher Education Institutions and their organizations, serving the diverse interests of the higher education community, promoting collaboration among its Members, disseminating high quality information and data on higher education, raising awareness and understanding of key trends and developments in higher education and promoting reflection about higher education's collective social responsibilities.* In addition, 5 more specific objectives were outlined as means to achieve this overarching aim.

Structure of the Report

Using these specific objectives as set out in the work plan as organizing principles of this report, the main (rather than all) achievements and activities are listed in point form, indicating, when relevant, where a fuller description or discussion of the item can be found. As IAU benefitted from a grant from the Swedish International Development Agency (Sida) for almost all of the years covered by this grant, whenever applicable, the support from Sida is indicated for specific activities.

The concluding section touches on a few management issues before presenting a financial overview of the past four years.

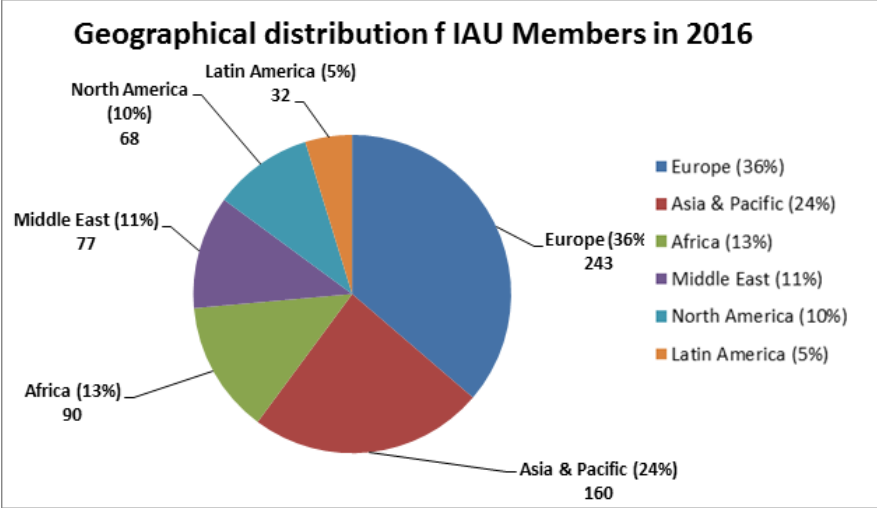
Work Plan Objectives

Specific Objective 1: Attract, retain and maintain strong interaction with IAU institutional and organizational members

In a very real sense, this objective acts as a prism through which all IAU actions and initiatives are contemplated and the ultimate purpose of many of them. In addition to ongoing specific and targeted strategies to increase and retain membership, how each project will impact on our capacity to achieve this objective is always assessed. The IAU has a Standing Membership Development Committee mandated by the Board to provide both leadership and support in this endeavor. Chaired

by Sir Howard Newby, the Committee’s work, especially in the initial years of the four-year period, analyzed trends and the potential of opening up membership to private-for-profit institutions and on possible strategies to increase interest in IAU. A number of Board members assisted in securing membership among their country peers but the bulk of the work rests on the Secretariat which deploys much effort to serve current membership and communicate with all potential members highlighting the reasons for being members.

The geographic distribution of Member institutions as of October 1, 2016 is depicted in the Pie Chart below.



The evolution of membership over the past four years is presented in **Table 1**, though these numbers mask the fluctuations and do not do justice to the efforts required to maintain, more or less, a status quo.

Table 1

Year (as of 30 sept)	Institutions	Organizations	Affiliates	Associates	Observers
2013	635	29	13		6
2014	623	29	17	19	4
2015	623	29	17	18	5
2016	632	31	15	19	0

A review of membership development in 2016, is more telling in this regard. In 2016, among the 68 new members, 64 are institutions, 3 are organizations and 1 is an Associate. Of these 47 joined for the first time while the other 21 rejoined the Association. In terms of GDP of countries where they are located and in terms of their size (student enrolment), Table 2 shows how they are distributed:

Table 2

	Low income	Middle Income	High Income	
Less than 1000	6	1	1	8
among 1000 and 5000	5	14	4	23
Among 5000 and 10 000	2	2	1	5
more than 10 000	5	10	17	32
	18	27	23	68

During the same period 24 institutions and 1 affiliate resigned. In addition, on the first day of the following year, namely 1 October 2016, 37 institutions lapsed due to unpaid fees. This means that at the beginning of the 2016-2017 fiscal year IAU has 606 institutional members. In each case (resignation or lapsing), the IAU contacted the leadership of these institutions to express regret and to urge them to reconsider or return to membership when conditions allowed.

As the IAU overall goal underlines, **diversity** is both a characteristic of IAU membership and a value promoted by the association. The implications of diversity on and for membership development are multiple, providing both opportunities and challenges. A key challenge rests in identifying and serving members' interests but when these are vastly different, satisfying some but not others is almost inevitable. In 2014 IAU undertook a membership survey to learn more about members' views and appreciation of various IAU actions and to ascertain the extent to which the Association's priorities were aligned with those of the members. A similar survey is foreseen in the Strategic Plan.

A few final notes must be underlined with regard to IAU membership, namely the generalized context of decreased funding of higher education institutions in many parts of the world which results in their continuous questioning and assessment of various non-essential expenses, including memberships. Given the numerous networks and associations that exists, IAU is competing with others for the attention and loyalty of its member institutions. As well, the political context in numerous countries, while often making IAU's work to promote values and collaboration even more relevant, results in universities being unable to pay fees and eventual lapsing from membership when their nation is in deep turmoil.

Specific Objective 2: Undertake evidence-based policy development and advocacy on issues of importance to higher education

Higher education is evolving in an era of rapid and profound change all over the world. For a global association, determining which issues are of most importance to the largest number of higher education institutions is not easy and IAU relies on its Administrative Board to guide the identification of such topics and actions. Furthermore, the complexity of most issues requires both expertise and experience in order to bring new insights and relevant advocacy. During the past four years, the main topics on which IAU has concentrated its focus in a variety of ways are listed below. In each of these areas, the Secretariat also called upon Working Groups of experts and often collaborated with partners such as UNESCO, other organizations equally involved in these themes and experts who collaborated to enriching the work.

Each topic or priority theme represents a tremendous effort and covers a variety of actions. For the sake of brevity, this report lists only a number of **specific achievements** under each theme, rather

than presenting an exhaustive list of all actions. These priorities were those determined by the Administrative Board:

- **Higher education internationalization**
 - **4th Global Survey on Internationalization of Higher Education**, data collection in 2013, report written and published in 2014. Involved a group of experts to redesign the questionnaire and was supported by the European Commission, British Council, NAFSA (USA) and EAIE (Europe); a unique and well-known IAU product. The Executive Summary is available at: www.iau-aiu.net/content/iau-global-surveys
 - **Further development and improvements of ISAS service**, designed as an advisory service to institutions wishing to improve their internationalization strategy, the following institutions benefited from this opportunity (some with support from Sida and some with support from UNESCO): Universidad Científica del Peru, University of Botswana, University of Ghana and Cape Coast University in Ghana, Meiji University, Japan, International American University in Bangladesh and Daffodil International University in Bangladesh. As well, 20 Romanian universities, funded by a specific project, benefitted from IAU experts' advice to develop their institutional strategy using a modified ISAS approach. Testimonials are available at: www.iau-aiu.net/content/highlights-isas-project-outcomes
 - **Professional development**, invited by AKEPT – a government of Malaysia training academy, IAU organized and delivered three professional development and capacity building workshops for senior university representatives responsible for internationalization. Using international experts, IAU thus offered training to nearly 100 Malaysian university representatives.
 - **EU Parliament commissioned Study on Internationalization**, IAU was one of three partner organizations which won a bid to undertake a comparative study and analysis of internationalization efforts worldwide. As one of the authors of the study, IAU presented its findings to the Education Committee of the EU Parliament in 2015. The study is available online: [www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU\(2015\)540370_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf)

- **Promoting higher education and research engagement in sustainable development**
 - To reaffirm higher education's commitment to sustainable development, IAU revisited its Kyoto Declaration signed in 1993 and drafted a new Policy Statement integrating the need to take traditional knowledge into consideration when seeking to develop sustainable solutions to global challenges. The *IAU Iquitos Statement on Education for Sustainable Development (See Business section II)*, drafted in Peru in 2014 was taken up at both events listed below.
 - **IAU was a lead partner** in the UNU IAU *International Conference on Higher Education for Sustainable Development: Higher Education Beyond 2014* that took place in Nagoya, Japan immediately preceding the **UNESCO World Conference on Education for Sustainable Development (UN WC-HESD) in November 2014**. Marking the end of the UN Decade on Education for Sustainable Development,

to which IAU contributed much in substance, the World Conference reaffirmed the commitment of countries to Education for Sustainable Development and to continued efforts to strengthen it beyond the end of the Decade. Represented at the highest level, IAU was in charge of the Workshop on Higher Education and Research for Sustainable Development.

- **IAU represented its Members at COP 21**, In Paris in December 2015 and spoke on climate change as part of the curriculum at a session organized by the Foundation for Environmental Education (FEE)
 - In preparation for COP21, IAU collaborated on the **Open Letter to COP21 Ministers** on Higher Education Institutions & Climate Change. The letter was handed over to COP21 General Secretary Pierre Henri Guignard during the Higher Education for Climate Change Action Event at UNESCO Headquarters. The event was hosted by the Higher Education Sustainability Initiative (HESI), created by a consortium of UN entities UNESCO, UN-DESA, UNEP, Global Compact and UNU, and supported by the IAU. The IAU President and Secretary General took part in this event and affirmed the importance of the Climate Change agenda as part of the HESD work carried out by the IAU.
 - Since 2014, **IAU is a lead Partner Network of the UNESCO Global Action Programme (GAP)**, a programme launched at the Nagoya Conference. IAU focuses more specifically on whole institution approaches to ESD
 - During the period under review IAU also redeveloped the **IAU Global Portal on Higher Education and Research on Sustainable Development** to better align with the objectives of the 2030 Development Agenda and related Sustainable Development Goals (SDGs) and to showcase IAU Members' actions in support of SD education and research (www.iau-hesd.net).
- **Strengthening the linkages between higher education and efforts to meet Education for All goals**
 - **Higher Education and Education for All Portal**, designed as a collaborative platform and underpinning the IAU project linking higher education experts with those working to reach the Education for All goals, the Portal disseminated resources, listed experts and shared news about developments. It also includes all reports of IAU capacity building workshops and seminars that were organized under the HEEFA umbrella and funded by Sida. With the end of the EFA initiative at UN and UNESCO, the HEEFA project also ended in January 2016.
 - **Muscat and Incheon global education meetings**, the transition from EFA to the Sustainable Development Goals and the Global Education Agenda for 2030 was prepared throughout 2014 and 2015 in several high level meetings organized by UNESCO. The IAU was invited to participate in the Muscat Global Education Meeting in Oman, in May 2014 and in the World Education Forum in Incheon, Korea, in May 2015. In both cases, and elsewhere, IAU advocated for a greater recognition of higher education's role and contribution to the goals of the 2030 agenda.
 - **Capacity building workshops**, a major dimension of the HEEFA project, coordinated with the aid of a large Reference Group chaired by Prof. Olive Mugenda, former Vice Chancellor of Kenyatta University, Kenya, consisted of Workshops to create bridges and networks among local education stakeholders (school principals, educational

planners, government representatives) on the one hand and higher education experts on the other hand in order to initiate or strengthen collaborative actions (see below for list).

- **Making use of ICTs to broaden access to higher education for all**

- **ICT for Information accessibility in Learning (ICT4IAL)**, IAU was one of several partners, including UNESCO, in this project which has resulted in the preparation of guidelines for improved e-accessibility to information by all, especially people with disabilities. IAU's contribution included the in-depth review and piloting of the draft guidelines in collaboration with the Open University of Catalonia and Hacettepe University in Turkey. The IAU General Conference is invited to adopt the Guidelines (see Business Session II)
- **Open Educational Resources, (OER)**, building on the conviction that Open Educational Resources, perhaps more than MOOCs, have the potential to improve quality of higher education, IAU focused its effort on supporting academic librarians as key potential mobilizers for increased use and re-use of OERs in higher education. A workshop in Accra, Ghana took place in collaboration with African Association of Universities in 2013 and an online follow-up seminar was organized in 2015.

- **Investigating developments in doctoral education in sub-Saharan Africa**

IDEA-PhD: Building on the achievements of the pilot phase which examined the changing nature of doctoral education in sub-Saharan Africa, IAU focused its work on 'Innovative Approaches to Doctoral Education in Africa' IDEA-PhD. Through its LEADHER grants programme IAU was able to support an ACUP Africa project on the development of personal learning environments and held a joint conference with ACUP on e-supervision at the Open University of Catalonia, in 2014.

The Portal: IAU redeveloped the IAU portal on IDEA-PhD to offer African higher education institutions and organization the opportunity to showcase their offers of doctoral education programmes and related actions and initiatives. The portal is also a repository of reports and policy documents to assist institutions with the transformation of their doctoral programmes. The portal is used by the African higher education community but even more by institutions and organizations from outside the continent when seeking to collaborate with African institutions, and in particular, with IAU Members on the continent.

Self Assessment tool: The doctoral education self assessment instrument developed by the IAU is available online for all institutions to use.

New projects: IAU was invited first by the Commonwealth Tertiary Education Forum (CTEF) based in Malaysia to investigate the feasibility of new projects between Asia and Africa; second by Carnegie Corporation, New York, to consider projects focusing on the African diaspora and the contributions they can make to the further development of doctoral education in Africa.

- **Equitable access and success in higher education**

- **Institutional self-assessment pilot**, an IAU self-assessment instrument to review policies and practices for improved equity in access and success was taken up by 28 universities from 25 countries in 2013. Several came together in Montreal, Canada, during the first World Congress on Access to Post-Secondary Education (GAPS), to share their findings and lessons learned in different contexts. Hope Sadza, Vice

Chancellor, Women’s University, Zimbabwe, Chair of the Working Group chaired the Workshop.

- **Equity and Social Cohesion in Romanian universities**, IAU was invited by the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) to use the self-assessment instrument in the analysis of four Romanian universities’ approach to promoting social cohesion and improved access for under-represented groups.
- **Global Access to Post Secondary Education initiative (GAPS)**, IAU agreed to be a full partner in the newly established GAPS and the President was a keynote speaker at the second World Congress held in Kuala Lumpur, Malaysia. Subsequently, the Secretary General of IAU became one of the founding Board Members of the GAPS thus pursuing the IAU commitment to equitable access and success by supporting GAPS.

Specific Objective 3: Create and offer global platforms for policy and strategic networking and sharing of expertise and experiences among HEIs

Competition is a strong driving force in all areas of human activity, yet collaboration, learning from each other and joining forces for greater impact is imperative. This is perhaps more so in higher education than in any other sector. IAU, true to its overall goal, is committed to promoting collaboration and expends much effort to facilitate networking among its members.

IAU as a global convener

The following highlights IAU’s role as a global convener and lists other initiatives undertaken to create global fora both temporary and more permanent for the exchange and sharing of ideas and for increased impact on policy. These events were designed both to deepen the reflection on the priority topics of IAU (internationalization, sustainable development, equity in access and success, Education for All or doctoral education) but also investigate new issues and raise awareness.

Starting with the 14th General Conference in Puerto Rico in 2012, IAU has organized and held the following events, each designed as a networking platform to advance a thematic reflection of importance to the IAU membership:

2012 <i>Higher Education and EFA</i> , capacity building workshop, Tribuvan University, Nepal
2013 Global Meeting of Associations – <i>Institutional Diversity in Higher Education: Advantage or Threat for Associations?</i> (Northern Consortium UK, and Salford University, UK)
2013 Workshop at World Congress on Access to Postsecondary Education, Montreal, Canada
2013 Higher Education and EFA, capacity building workshop, University of Nairobi, Kenya
2013 Open Education Resources for Academic Librarians, capacity building workshop, with Association of African Universities, Accra, Ghana
2014 International Conference – <i>Blending Higher Education and Traditional Knowledge for Sustainable Development</i> , Universidad Científica del Peru, Iquitos, Peru
2014 Workshop Higher Education and EFA workshop, Lady Irwin College, University of Delhi, India
2014 IAU HEEFA project seminar, Hacettepe University, Turkey
2014 International Conference on Higher Education for Sustainable Development, Aichi, Nagoya, Japan
2014 IAU coordinated the Workshop on Higher Education and Research at the UNESCO World Conference on ESD, Aichi Nagoya, Japan

2014 Workshop on Doctoral education and e-Supervision, ACUP, Universitat Oberta de Catalonia, Spain
2014 Workshop on Ethics in Education and Research, Magna Charta Observatory and Uppsala University, Sweden
2014 Experts Seminar Making Doctoral Education Work in Africa and for Africa, UNESCO, France
2015 Global Meeting of Associations – Social Innovation: challenges and perspectives for higher education, OIHE and University of Montreal, Canada
2015 International Conference – Internationalization of higher education: moving beyond mobility, University of Siena, Italy
2016 IAU Task Force on ICTs, meeting and workshop to reflect on possible IAU Strategy for ICTs as a tool to increase access to education and knowledge, hosted by National University of Political Studies and Public Administration, Bucharest, Romania.

IAU as catalyst for collaboration

Thanks to the grant from Sida, the IAU was able to continue, until 2015 to organize regular competitions for small institutional grants to simulate South-South and North-South partnership building focused primarily on strengthening research management capacity in higher education institutions.

From 2012 to 2015 when the LEADHER program ended due to the end of the Sida grant, IAU was able to provide support to 37 universities from around the world, working together for mutual benefit and shared learning. Many of the linkages for which a LEADHER grant acted as a catalyst have become full-blown partnership projects which remain on-going.

IAU as source of new knowledge for policy making

This objective, to influence policy and enable expertise sharing has also been pursued by IAU original research and dissemination of research results for policy development at institutional and system level. As already mentioned, the publication and dissemination of the 4th Global Survey Report on Internationalization of Higher Education was given a high priority and more than 200 copies of the report were sold and more than that distributed. The report has also been widely cited by researchers around the world.

Research reports on **doctoral education programs** have also been widely circulated and used by other organizations including in Africa and within the Commonwealth when other initiatives are being considered.

In 2016, in order to capture the full extent to which IAU Member institutions and organizations work on ESD and are aware of the 2030 Development Agenda and related SDGs, IAU developed and launched a global Survey on Higher Education and Research for Sustainable Development. The preliminary results were presented initially at a conferences in Rome; at the second UNESCO GAP Meeting in Paris; at conferences in Vienna and Zurich, and made available on the IAU HESD Portal. The Survey results will also be presented at the IAU 15th General Conference and will inform future IAU actions.

The IAU's primary research dissemination instrument is the quarterly journal *Higher Education Policy* which is now in its 29th volume, continuing to offer an academic, comparative perspective on a variety of topics in higher education, including thematic issues with guest editors. HEP is included (since 2013) in the Thomson-Reuters Journal Citation Index and the journal's Impact Factor has been steadily rising.

IAU in support of professional development

Building on the idea of enhancing leadership capacities, which was the basis for creating the LEADHER program of grants, IAU created and launched in 2015 a new program called Leading Globally Engaged Universities (LGEU). This initiative capitalizes on the following IAU features – focus on institutional leadership, capacity to create a truly global cohort of participants, expertise in global engagement, desire to offer unique services to its membership. The two first sessions, hosted by University of Malaya, Malaysia in 2015 and University College Dublin in 2016, were highly successful, though it has been challenging to secure sufficient number of participants. Evaluations are positive and efforts to keep alumni networks alive are underway as are plans for the next sessions (EAFIT University, Medellin Colombia and University of Botswana, Gaborone, Botswana, respectively).

Specific Objective 4: Act as a clearing house for accurate, authoritative, comprehensive and relevant information on higher education worldwide

The higher education sector is expanding and diversifying all over the world. Reforms, transformations and innovation are a constant in most systems and both policy makers and institutional leaders are hungry to learn what works and what pitfalls to avoid as they adjust to or effect changes. From its global vantage point, IAU is not only ideally suited to disseminate information on such developments; it also continues to assume this function as part of its responsibility to provide a public service.

In addition, as the vast majority of IAU's membership is located hundreds, if not thousands, kilometers away, communications with and dissemination of quality information and insights to the membership is also among the top priorities for the Association.

Databases and information resources

- **World Higher Education Database (WHED)**
 - o Completely online since 2014 with special services offered to IAU Members
 - o Used as the source for International Handbook of Universities and Guide to Higher Education in Africa, published under contract by Palgrave Macmillan
 - o Collaboration for the maintenance of the WHED signed with UNESCO in 2015.
- **IAU website and Portals**
 - o With specific funding (Sida) and in support of projects and activities of the Association IAU created three distinct topical higher education portals:
 - Higher Education and Education for All (HEEFA)
 - Higher Education for Sustainable Development (HESD)
 - Innovative Approaches to Doctoral Education in Africa (IDEA-PhD)
 - o A virtual resource centre on Internationalization of Higher Education has been added to the IAU website
- **International Bibliographic Database on Higher Education (HEDBIB)**
 - o Containing close to 40,000 references on higher education from around the world, continuously updated, searchable by scholars and researchers online or with assistance from IAU.
- **Communication instruments**
 - o *IAU Horizons*, the Association's regular magazine serving a dual purpose – stimulating dialogue on higher education issues by seeking perspectives from different parts of the world, and sharing information on IAU activities with the membership and the

academic community more generally. 2-3 issues published each year, with ‘In Focus’ section covering a variety of themes, most especially IAU priorities. Recent issues covered the Role of higher education in addressing the goals of the 2030 Development Agenda (the SDGs), social innovation, student tuition fees, integrating traditional knowledge into higher education, among others.

- *IAU E—Bulletin*, a monthly selection of links to original policy documents, reports and conference outputs from around the world is widely used to keep up with trends and developments in higher education. In its 13th year, the *E-Bulletin* keeps growing in readership and contents.
- Launched in the 2013, *IAU Highlights from the Press*, now supplements the *E-Bulletin* and the *New in HEDBIB* by focusing on non-specialized press and sharing with IAU Members links to articles on higher education in the more general media.
- Four Twitter accounts, all developed in the last year, and increasingly steadily in the number of Followers.

In all of these on-going efforts to remain a global and unique source of information and insights into higher education developments, IAU carefully balances a commitment to quality and to being comprehensive (in terms of geography) in the information offered.

The readership of the communications instruments and users of the various databases are expanding and reach out far beyond our membership. (*IAU Horizons* reaches 3000 readers, institutions/individuals; IAU E-Bulletin subscribers’ number 4000, the WHED has in average 37,000 visitors and 240,000 pages viewed per month. Included are UNESCO staff and delegations of Member states, researchers and scholars of higher education, leaders of universities and university organizations, students and policy makers.

Specific Objective 5: Monitor and raise awareness of the global challenges and individual as well as collective responsibilities of higher education institutions

Throughout the IAU activities, in the adopted policy statements, and in the partnerships that the Association enters, there are a number of clear and fundamental values that are promoted and upheld by IAU for itself and for the higher education community worldwide. These values that go beyond academic freedom and institutional autonomy to focus as well on the responsibilities of higher education institutions to meet the needs of society at the local and international level, are essential characteristics of the Association. To promote these and to raise awareness of their importance, IAU most often joins forces with others.

Collaboration & Partnerships

During the past four years, the IAU partnered with the following groups, and thus strengthened both its own outreach and effectiveness but also theirs. Indeed, the Administrative Board approved a policy to guide partnership development for the Association and help the Secretariat determine when to accept partnership invitations from other organizations. This is not the full list of IAU’s partners, only those with whom new initiatives were developed in the past four years.

UNESCO	
-	Framework agreement signed in 2015 for the on-going maintenance and development of the IAU’s World Higher Education Database
-	Participation in the UNESCO GAP as lead Partner Network
-	Member of Expert Group on the feasibility for a Global Convention for the recognition of

studies, diplomas and degrees in Higher Education.
- Collaboration with UNESCO's Information and Communication sector on projects linked to ICTs (ICT4AIL project among others)
- Secretary General is a member of the Advisory Committee planning the World Conference on Higher Education Quality Assurance planned for 2018
European Commission
- Financial support for the 4 th Global Survey on internationalization
- ICT4IAIL project
Council of Europe (CoE)
- IAU Deputy Secretary General is a member of the CoE Expert Group on the development of a Framework for Competences for Democratic Citizenship
Magna Charta Observatory
- Dissemination of the Joint Guidelines for a Code of Ethics for Institutions of Higher Education
- Secretary General a Member of MCO Council
British Council
- Organization of special IAU-led sessions during two Going Global conferences
- In-kind support from the BC for the 4 th Global Survey on Internationalization
NAFSA
- Financial and in-kind support for the Development of the 4 th Global survey on Internationalization
AKEPT and Ministry of Education, Malaysia
- 3 professional development workshops in Kuala Lumpur on internationalization
- Provision of expert feedback on revisions to the Malaysia Education Blueprint for Higher Education
World Bank
- Involvement in projects - at one Russian university in Moscow focusing on internationalization
- Coordinating provision of expertise for a new World Bank tertiary education policy review framework (SABER-TE)
GAPS initiative
- Providing support to the development of this global network focusing exclusively on improving access to higher education worldwide
- IAU is a founding Board member
L'Etudiant
- On-going participation in this student-focused French media giant's efforts to inform about higher education institutions and programs offered abroad
- Discussions concerning database development and sharing
Copernicus Alliance
- IAU signed a Memorandum of Understanding with COPERNICUS Alliance to join forces and jointly develop HESD in Europe and globally. The MoU is complemented by an Action Plan
Commonwealth Tertiary Education Forum (CTEF)
- Discussions concerning database development and sharing
Sustainability Literacy Test
- IAU is a member of the Advisory Board of SULITEST
DUZ Medienhaus publisher

- IAU chairs the editorial board and coordinates the editorial process for the publication of three issues per year of the <i>Internationalization of Higher Education: A Handbook</i>
Network of International Education Associations
- IAU is a member of the organizing committee for the Global Dialogue on Internationalization

Representation

IAU President, Board Members and Secretariat staff were also invited and took part in countless international conferences on topics related to the IAU thematic priorities. This representation serves multiple purposes, not least of which are IAU efforts to increase and retain membership, and the Association's advocacy on behalf of the Members' interests, while also contributing to international knowledge sharing.

Management and Finance

The IAU faced a number of major challenges in the previous four years and their impact remains with the Association until today. Keeping in mind the objective set out in the 2012-2016 Work Plan with regard to financing, namely that IAU's financial resources would be more diversified and sound financial management would allow for the maintenance of balanced budgets along with a modest reserve, the Association has managed rather well, as shown in the 4 year Financial Results Report below. Nevertheless, it is necessary to point out that this has been achieved despite major upsets as follows:

- a) For the first time in more than 60 years, UNESCO imposed a rental cost on all NGOs housed in the headquarters in Paris. Furthermore, since the first payment of rent in January 2014, IAU has had a 44% increase in rental costs, without any expansion in space.
- b) In June 2015, IAU received confirmation from Sida that the Association would not be invited to submit a full grant proposal since the Swedish budget dedicated to Sida was reduced by nearly 30%. Though IAU secured a small contribution to facilitate the participation of representatives from least developed nations in some of the Association's activities, the non-renewal of the grant has had an impact.

These two developments, though considered in the IAU's risk analysis, have had an impact on the work of the Association. With a continued small staff complement (less than 16 person years in total), the IAU has both expanded and deepened some of its activities and diversified its funding sources. Due to several externally funded projects, such as those in Romania, the institutionally-funded ISAS projects, the successful conferences or the consultancies offered to Malaysia and the World Bank, IAU has managed to balance its budget.

Furthermore, despite this funding pressure, IAU once again kept the membership fees steady for 4 years, increasing them only for the 2015-2016 fiscal year (on 1 October 2015).

The personnel of IAU, remains extremely small and the demands on the Secretariat are continuous and growing. Over the past few years, though turnover remains low, there have been departures for retirement reasons, for reasons of pursuit of better opportunities and for personal reasons. In general, this has meant a renewal of staff and some restructuring in terms of responsibilities and tasks.

There is a limit to the extent that IAU can remain effectively active in as many areas as it has been so far with some success. The 2016-2020 Strategic Plan takes into consideration the need for even greater focus, but also recognizes that IAU must build on its historical strengths and accomplishments.

Financial Results Report

IAU financial year is from 1 October to 30 September

	in K Euro			
INCOME	2013	2014	2015	2016
Membership dues	970,0	990,0	1 000,0	1 060,0
Contracts and Grants	452,7	579,0	433,0	234,8
Programme Activities, and Conferences	127,5	19,0	9,0	265,2
Publications	92,0	95,0	100,0	61,0
Other income	296,4	247,0	154,0	88,0
TOTAL INCOME	1 938,8	1 930,0	1 695,0	1 709,0
EXPENDITURE	2013	2014	2015	2016
Staff Cost (Salaries, Consultants and Social Charges)	1 022,6	1 110,0	1 131,0	1 152,4
Programme Activities and Conferences	603,6	495,0	370,0	369,4
Administrative Board and Committees	40,2	50,0	40,0	50,0
Administration and Office Costs	127,3	106,0	132,0	126,4
Other charges	126,0	108,0	20,0	-
TOTAL EXPENDITURE	1 919,9	1 869,0	1 693,0	1 698,2
FINANCIAL RESULT	18,9	61,0	2,0	10,8

Explanatory notes on Financial Results

Income

IAU income is generally composed of three main sources – annual membership fees, various grants and contracts for services rendered to external donors or organizations and sales of IAU publications. During the past four years, and until mid-2015, IAU benefited from a grant from the Swedish International Development Agency which contributed to many IAU on-going and special activities. The Secretariat also developed a number of new initiatives and secured other small contracts, thus minimizing the impact of the decision by Sida not to renew the grant in mid-2015.

In addition, IAU stepped up the development of fee paying services and initiatives such as Internationalization Strategies Advisory Service (ISAS) and the leading Globally Engaged Universities (LGEU) and other projects and increasing effort to find sponsorships for conferences.

Expenditure

The Association's expenditures have been controlled tightly in order to retain balanced budgets and indeed, this has been possible by keeping personnel expenditures and all other administrative costs at a minimum. Nevertheless, the end of the Sida grant is also reflected in reduced capacity to undertake certain projects, for example the LEADHER grants for universities or capacity building workshops.