# THE ROLE OF THE RECTORS' CONFERENCES IN EUROPE

In light of the celebrations of 25 successful years of the Hungarian Rectors' Conference (HRC) a study regarding the role of all rectors' conferences, councils and associations in Europe has been conducted. Research was based on the internet representations of the organizations, their statues and an email survey, taking a closer look at some aspects regarding the history, structure, tasks and current agendas of the European rectors' conferences. Furthermore, the 16 organizations that participated in the survey kindly shared information on success stories and miles stones they reached on national level when influencing higher education policy.

## FOUNDING YEARS

The 'oldest' Rectors' Conference can be found in Switzerland: the CRUS (then SHRK) was founded in 1904. In fact, its German counterpart HRK existed as of 1903, but was dispersed during the war years and reintroduced in 1949.

As pictured on the timeline, most Rectors' Conferences were founded in the 1990s. It is to be pointed out here, that the Association of Swedish Higher Education was founded this late, because it was only in 1995 that the two rectors' associations of the private and public sector merged. The Czech and Slovak Republics' Conferences exist only as of 1993 due to the dissolution into two independent states in that year.

The youngest associations can be found in Estonia and Cyprus, which were founded in 2000 and 2004 respectively.

| | |
|---|---|
| **Switzerland 1904** | **1900** |
| **Austria 1911, UK 1918** | **1910 (...)** |
| **Germany 1949** | **1940** |
| **Norway 1958** | **1950** |
| **Italy** 1963, **Finland** 1969 | **1960** |
| **France** 1971, **Ireland** 1972, **Belgium (Flemish)** 1976 | **1970** |
| **Turkey** 1982, **Netherlands** 1985, **Iceland** 1987, **Hungary** 1988 | **1980** |
| **Belgium (French)** 1990, **Bulgaria** 1992, **Latvia** 1992, **Czech Republic** 1993, **Slovenia** 1993, **Slovak Republic** 1993, **Spain** 1994, **Lithuania** 1995, **Sweden** 1995, **Poland** 1997 | **1990** |
| **Estonia** 2000, **Cyprus** 2004 | **2000** |

The Rectors' Conferences, Associations, Councils etc. take many organizational forms: the way they describe themselves on their websites and in their statutes is quite diverse even though many of them are mainly concerned with the same core tasks.

While in several nations (e.g. Austria, Bulgaria, Estonia, Ireland, Latvia, Lithuania, Romania, and Spain) the organizational form is named as one of non-profit, the UK's Advocacy organization is also a registered charity. Turkey's conference is set out by constitutional law, but in Switzerland and Italy the conferences are structured as private organizations. Germany's HRK is described as a voluntary association.

In some cases the organizational form hints at some of the core tasks behind the rectors' conferences: in the Flemish part of Belgium the rectors meet under the umbrella of a think tank, thus policy research on the higher education sector is conducted. The Netherlands' association additionally focusses on labor regulations and the representation of university employees; hence it is registered as a trade association.

## NUMBER OF HIGHER EDUCATION INSTITUTION MEMBERS

**Number of Member Institutions**
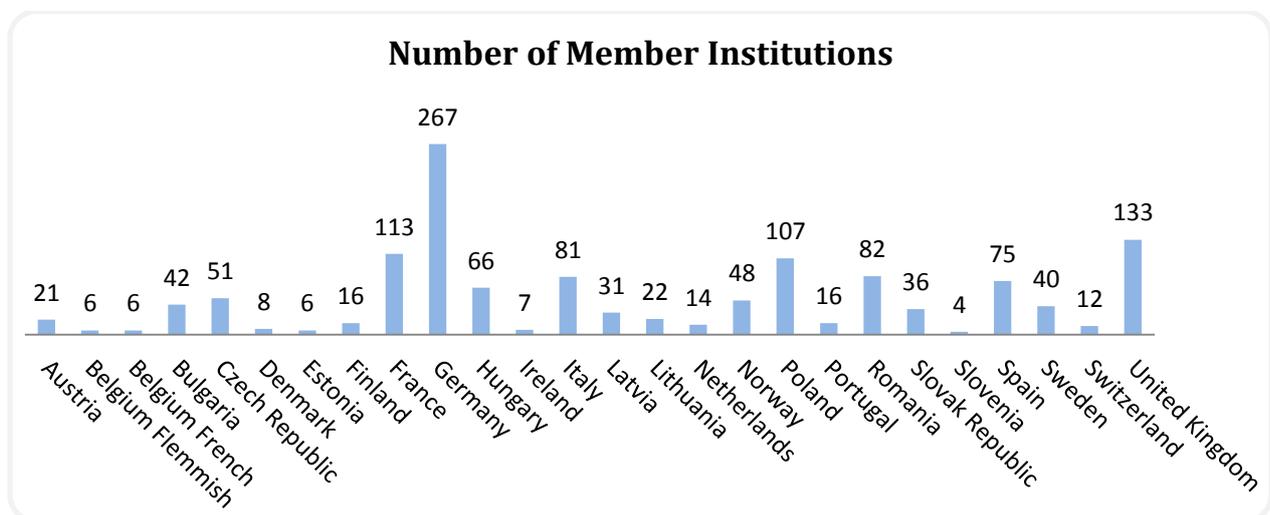


The graph above pictures the number of member institutions of the rectors' conferences for each nation.  Germany has the most university members, currently at 267, and there are only a few in other nations e.g. Slovenia, Estonia and Denmark.

However, in most cases this distribution is not due to the actual number of higher education institutions in the nation, but due to the types of institutions that are allowed to participate in the rectors' conference. This is regulated by the statute of the rectors' organization in question. For instance in Slovenia, next to the four institutions depicted on the graph, there are several more private higher education institutions that cannot participate.

## TYPE OF INSTITUTIONAL MEMBERS

As in Hungary, also in e.g. Bulgaria and France only those institutions that offer courses accredited in the country are allowed to become an official member of the rectors' conference. In most nations however, it is only the public institutions that can participate e.g. in Austria, Portugal and Sweden. Denmark and Switzerland as well as several other countries even only have

| Type of Member Institutions | Country |
|---|---|
| All Accredited Institutions | Bulgaria, France, Hungary, Latvia, Lithuania, Romania, |
| All Public Institutions | Austria, Estonia, Finland, Ireland, Portugal, Slovenia, Sweden |
| Some of the Public Institutions | Belgium, Denmark, Netherlands, Switzerland |
| All Public and State plus some Private Institutions | Czech Republic, Germany, Norway, Poland, Slovak Republic, Spain |
| All Public and Private Universities and some University Colleges | United Kingdom |

some of the public institutions as organized members of the conference. The regulations of accession in those cases are rather diverse: for instance in Denmark, only the research based public institutions can participate. Another typical example of the membership composition can be found in Germany, Poland and Spain, members of the conference include all public as well as state higher education institutions and some of the private institutions. Again, the regulations are diverse. The example in Germany would be that only those private higher education institutions, that are able to award PhD degrees, can also become a member of the HRK. By the way, this rule does not apply to the public or state institutions: no matter if they can award PhD's or not, they automatically have the opportunity to participate in the rectors' conference. Universities UK has yet another different system of membership: here all public and private universities can become a member of the organization, but only a few of the colleges.

**Number of Permanent Staff in the Secretariat**
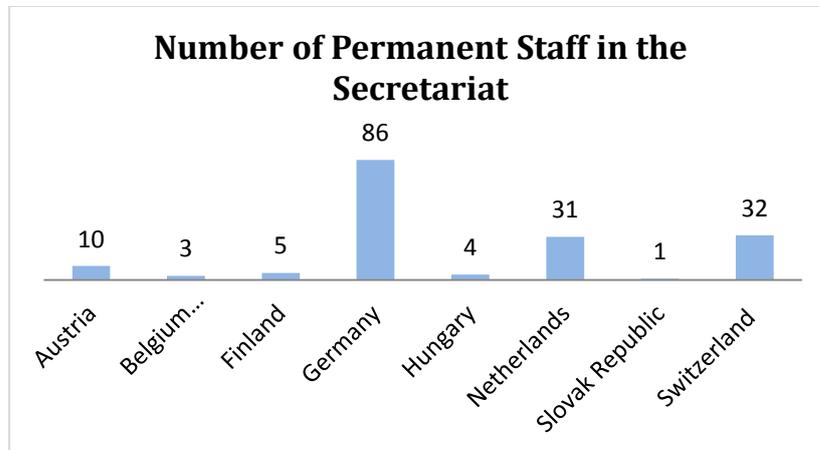


Data on the number of staff in the rectors' conferences secretariats was available for few nations only and has been collected from the internet representations and directories of the secretariats. Interestingly the number of member universities does not relate proportionally to the number of staff: while in Hungary the rectors' conference's secretariat consists of four to five permanent staff in relation to its 66 members, in Austria and Belgium there are only about two member institutions per staff member. In the Netherlands and Switzerland the number of staff is actually more than double than the number of member universities. This is of course due to additional tasks that the secretariat has to fulfill in those nation.

## MISSION AND TASKS

The list pictured below shows the tasks that the rectors' conferences themselves describe as an integral part of their day to day work and mission. The tasks were ranked according to the number of nations that mentioned them in their statutes and on their websites. Almost all Rectors conferences stated that they discuss issues and advise the government regarding policy and legislation in the field of higher education. They represent the universities on national and international level and foster cooperation amongst the institutions. Six organizations stated to conduct research and document higher education trends. A few mentioned Bologna Process and student mobility related tasks; Switzerland actually administering the entire ERASMUS program for their country, hence the comparatively big number of staff in their secretariat. Both in Latvia

and in Portugal the rectors' conferences give advice to the government regarding the distribution of the public budget to the institutions, which is being reviewed frequently. The Dutch organization acts as employers' organization for the higher education institution's staff. Even though only mentioned by the Polish Conference, it can be assumed with confidence that the safeguarding of academic values as university autonomy is one of the core tasks of all rectors' conferences.

- ✓ issue joint statements and advise government on higher education policy and legislation,
- ✓ national and international representation,
- ✓ cooperation amongst national universities,
- ✓ research and document higher education trends,
- ✓ information point for universities,
- ✓ Bologna Process follow up,
- ✓ mobility promotion (students, researchers, staff),
- ✓ advise on the distribution of the public budget,
- ✓ Erasmus administration,
- ✓ employers association for higher education staff,
- ✓ strategic advice for higher education institutions,
- ✓ accreditation advice,
- ✓ **safeguard academic values.**

## CURRENT ISSUES ON THE AGENDA

In a brief email survey, the European rectors' conferences were asked to name the most current agenda items and policies they are trying to influence with their work on national level. The result was rather diverse and country specific; again the answers were grouped and ranked according to the number of times they were mentioned.

The EUA (Association of European Institutions of Higher Education) mentioned quality assurance, internationalization and research management as the most current issues on the European level agenda. This is well reflected in the answers of the national agencies: most mentioned however were issues surrounding public funding; an item on almost all of the agendas. For example Universities Denmark is currently concerned with a new budget law and caps on public funding. The formulation of research frameworks and strategies came next; e.g. the Norwegian Association of Higher Education Institutions (UHR) currently deals with programs linking higher education closer to research and innovation. Regarding student issues, the third most mentioned agenda item, examples would be concerns about the completion time of degrees in Denmark or compulsory

health insurance for all students in Slovenia. The secretariat of the Hungarian Rectors' Conference (HRC) currently deals with an extensive exchange program with Brazil; internationalization strategies and exchange programs as such were mentioned by nine other nations. Under the item strategic management, the Association of Swedish Higher Education (SUHF) currently deals with the diversification of university profiles, to make them more attractive and competitive on national and international level, and Universities UK is currently concerned with the higher education institutions' performance and efficiency. University autonomy is a 'hot topic' in many nations, not only in Hungary. Quality assurance and other Bologna Process related agenda items are still current in a few nations, e.g. Austria is presently discussing legal frameworks for student mobility and the Lithuanian University Rectors' Conference (LURK) is aiding the government in implementing the national qualifications framework. Newly introduced or currently pending higher education acts, which the rectors' conferences try to influence, are on the agenda of e.g. Lithuania and France. The latter mentioned a rather unique example: the pending act is aimed at creating "communities of universities", i.e. new entities that will gather institutions and other higher education stakeholders on a number of geographical sites. The French government would pass contracts with these communities of universities instead of each university, as it is currently done. This would streamline processes and possibly cut bureaucracy. Other noteworthy agenda items would be the fight against the demolition of tenure for university staff (Uniko Austria), programs to increase the number of PhD graduates (UHR Norway) and decreasing the regulatory burden on institutions (Universities UK).

> ✓ public funding,
> ✓ research management, frameworks and strategy,
> ✓ student issues (e.g. services, access, completion time, tuition fees),
> ✓ internationalization (e.g. strategy, cooperation and exchange),
> ✓ strategic HEI management (e.g. academic governance & excellence),
> ✓ university autonomy,
> ✓ quality assurance,
> ✓ bologna implementation assistance and follow up,
> ✓ graduate careers (e.g. degree structures, cooperation with businesses),
> ✓ staff issues (e.g. tenure, contracts),
> ✓ national higher education acts,
> ✓ lack of PhD graduates,
> ✓ decreasing the bureaucratic burden on institutions.

## COOPERATION WITH STUDENT UNIONS

The Hungarian Rectors' Conference regularly cooperates with HÖOK – the Hungarian Students' Union. As part of the survey, the rectors' conferences in Europe were asked to describe their level of cooperation with those types of organizations.

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| **Regular Cooperation** | Austria, Denmark, France, Hungary, Lithuania, Norway, Poland, Portugal, Slovak Republic, Sweden, United Kingdom. |
| **Some Cooperation on specific issues** | Czech Republic, Germany, Italy. |
| **No Cooperation** | Belgium (French). |

The table above pictures that regular cooperation indeed is quite common in a number of nations: for instance in France and Norway student representatives take part in most events, as for instance the rectors' general assembly. The Slovak Rectors' Conference even participates in the student unions' activities and meetings. The associations from Czech Republic and Italy cooperate with the student representatives less frequently, usually exclusively on issues that directly concern students. Only the French speaking rectors' conference in Belgium (CRef) stated that they do not cooperate with the student organizations at all.

## SUCCESS STORIES

The rectors' conferences and associations that participated in the survey kindly shared some success stories and milestones they achieved in influencing higher education policy in their country. Feedback was very extensive and of course country specific. While the full summary of all the stories can be found in the appendix/can be found on the HRK website, some unique examples shall be named in the following:

A collective bargaining agreement applying to all university employees has been developed by the Austrian Uniko. A political statement of Universities Denmark awarded financial stability to the universities for the coming years. The French Rectors'

Conference (CPU) played a major role in the creation of a new law on university autonomy. Germanys HRK developed an interactive map, promoting strong university research centers to the public and to the industry. The Conference of Italian University Rectors (CRUI) fostered stronger cooperation with the Association of Industries, linking research and innovation in their country closer to higher education. The Lithuanian University Rectors' Conference (LURK) promoted a primary and secondary education system with a stronger focus on mathematics and foreign languages. Also the Conference of Rectors of Academic Schools in Poland (CRASP) was concerned with the sectors leading up to tertiary education: they proposed and helped finalize new regulations on the secondary school finals examinations, linking the results to the admission processes of higher education, which now are being frequently reviewed. The Association of Swedish Higher Education (SUHF) helped develop new quality assurance systems and Universities UK's project on efficiencies has led to considerate cash savings at institutions. Also the Hungarian Rectors' Conference has many success stories to share: as off 2006 the HRC is the exclusive representative of all higher education institutions, which were represented according to institutional types beforehand. This increased visibility and streamlined processes on national and international level. The marketing of the HRC as a brand led to higher recognition of the organization and was a major step towards international cooperation programs, as e.g. the successful participation in the Brazilian "Science without Borders" program, in which Hungary is the first nation from Central Europe to welcome Brazilian students. In managing the program the HRC secretariat acts as intermediary between the students, institutions and the Hungarian authorities.

One may conclude that the work and focus of the rectors' associations in Europe is quite diverse and country specific. Yet, as the above mentioned success stories underline, the rectors' conference's work is vital for an efficient, innovative and autonomous higher education sector.

*by Henriette Stöber.*

*MA Student of the ERASMUS Mundus MAPP Program in Public Policy at Central European University, Budapest, Hungary, and the University of York, UK;*
*Research Assistant at the Hungarian Rectors' Conference.*

# APPENDIX

## I. SUCCESS STORIES

| Country | Success Stories |
|---------|-----------------|
| Austria | Uniko was the driving force for establishing universities of applied sciences as a new sector in Austria (in 1990).The University organsiation Act 2002 that gives autonomy to the universities. Introducing a collective bargaining agreement that applies to all university employees is one of the major success stories of Uniko. |
| Belgium (French) | The Bologna Decree of 2004 is the result of a high level consultation between the organizing authorities (Government) and the Council of Rectors of the French-speaking universities (CRef). |
| Czech Republic | The Czech Rectors Conference tries to keep the traditionally high level of national and Central European Higher Education based on the long-term tradition (cooperation with Central European Universities). |
| Denmark | The financial act for 2013 included a political agreement which for the first time awarded the universities financial stability as to their basic funding for research for three years (2013-2015). In 2010 a political agreement increased funding for education in the humanities and social sciences – however, the increase did not stop the annual 2 percent cuts. The new system of institutional accreditation was set up after requests from the universities. |
| France | The CPU has played an important role in the process leading to increase the autonomy of universities. The law on the autonomy of universities was passed in 2007. The CPU was one of the main contributors of this law that it proposed in one of its annual colloquia, in 2001. CPU supported this law and fought to implement the autonomy in all universities. CPU has also sought to ensure that the granting of direct State resources be allocated to all institutions. Finally, CPU has helped to strengthen the governance of universities in agreement to the transition to university autonomy. |
| Germany | HRK has initiated a recommendation together with e.g. the Hungarian Rectors´ Conference in 2011: "Opinion of thirteen European University Rectors' Conferences on The Future of European Cohesion Policy" and has put this topic on the agenda of European universities. The HRK has had a major share in the prolongation of the so called German "Higher Education Pact". The Federal Government will give more money to the universities for the urgently needed increase of resources due to the rising number of students in the next years. For the first time ever, university research in Germany has been mapped. The new online "Research Map" by the HRK shows the strong areas of research that German universities want to present to public and society, as well as the economy. |
| Hungary | As off 2006 the Rectors' Conference HRC is the only representative of the Hungarian higher education institutions both on national and international level. This can be seen as a major organizational success, as before that year, three organizations were representing universities, art schools and colleges separately. In the last seven years, the HRC became a marketed brand, which made international recognition and thus cooperation more successful: a very recent example would be the Hungarian participation in the Brazilian "Science without Borders" exchange program. The HRC's marketing and consequent management via the HRC secretariat secured the accession to the extensive program, making Hungary the first nation from Central Europe that welcomes students from Brazil. Currently in the first year of the mobility scheme, Hungarian institutions are welcoming 450 students. The demand for study places in Hungary indicates that this figure will rise in the coming years. The HRC secretariat plays a major role in the coordination and management of the program, acting as intermediary between the students, institutions and the Hungarian authorities. |

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| **Italy** | CRUI and the Ministry for Education, University and Research, strongly cooperate at any time. Among success stories is the information campaign on the last university reform law which was introduced in 2011: CRUI done an extensive work of information and comparison among universities in order to discuss models of internal reorganization and redraft the Statutes according to the new law. Some thematic seminars were organized for the universities on the organization of the main governing bodies and their duties, on internationalization, and on governance. Also a national seminar on the ongoing process of reform and on the new role of the University was organized with all the main stakeholders (ministries, national research centers, trade unions, world of industries, representative of students, etc.).<br><br>Good collaboration is also in place with the national association of industries (Confindustria): the first Cooperation Agreement was signed in 2001 and then other agreements on specific topics/actions were signed in 2003, in 2004, and in 2011. The main aims of these agreements are to promote and strengthen the cooperation among universities and industries, and to make more competitive the results of research and innovation, also in an international dimension. |
| **Lithuania** | The Lithuanian University Rectors' Conference actively participates in public policy of Lithuania by encouraging and enabling members of the communities of Universities to initiate prepare and submit proposals for improvement in the areas of education, culture, politics, economy and other. The Conference initiates the system of education to give more attention for mathematics and foreign languages in secondary school programmers. |
| **Norway** | Some years ago we argued with serious calculations of extra costs for implementing the Bologna reform, and the Ministry gave us the amount of money which we had calculated. UHR developed a system for counting scientific publications, and that this should give an additional result based funding. From 2004 to 2012 the number of scientific publications was raise by 90 % in Norway. Through discussions with the Ministry the system for following up from the Ministry towards each university, the dialog has now been turned into a more strategic way, not just controlling on details. We are giving input to the Ministry before they deliver white papers, and we mainly have good response on this way of working from UHR. |
| **Poland** | The best example of the impact of CRASP on the HE policy in Poland would be the history of the process leading to the adoption of the Law on Higher Education in 2005.<br>At the meeting of the CRASP Plenary Assembly in 2002, the CRASP President – Prof. Franciszek Ziejka appealed to the President of the Republic of Poland, Aleksander Kwasniewski, who attended the meeting, to take an initiative to propose a new act on higher education. A group of experts was then nominated by the Chief of President's Chancellery upon consultations with the representatives of the academic milieu. The responsibility of the group, chaired by Prof. Jerzy Woznicki - the former President of CRASP, was to prepare a draft of the act. Following a long consultation process, the document drawn up by the experts was formally submitted by President Aleksander Kwasniewski to the Parliament, and after lenghtly legislative procedure – finally adopted in 2005.<br>More recent examples of CRASP-government cooperation include the development of regulations on the secondary school leaving examination (matura) and using the outcomes of this examination by HEIs in the admission process, as well as the overcoming of regulations that create problems/obstacles in effective management of education and research at HEIs, including regulations in the Act on Public Procurement Law. |
| **Portugal** | The international agenda is largely influenced by CRUP. Cooperation with Brazil, and other Lusophone countries as well as Macao is greatly based on the collaborations between our universities and the institutions of those countries. The implementation of the Science without Borders program from Brazil had a central coordination in CRUP. |
| **Slovak Republic** | QA - SRC has let ESG to be translated to Slovak language, hold couple of events on the topic, brought EUA to Slovakia to evaluate 23 HEIs in 2005-2007, some of the ESG policy issues have been implemented in the national legislation. Funding: SRC every year approves the methodology, but the final decision is on the ministry. The biggest issue is connected with the 2002 legislation (Law No 131/2002 on HEIs) gave financial and legal competences to HEIs, the then state universities were transformed as public HEIs with as legal subjects. Concerning European Charter and Code for Conduct of researchers: SRC introduced the issue in |

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| | Slovakia in 2005, rectors signed a statement to implement the principles in case it is legally possible to institutions´ legal norms. |
| **Sweden** | I think the issue of a new national quality assurance system for Swedish higher education will be such a success story with the work we are doing at the moment but to mention something where we know we have had an important role I will mention the issue of full costing. Full costing had been an issue for many years and there were continuous discussions between universities and research funding organizations. In 2005 the Association of Swedish Higher Education (SUHF) set up a group to handle questions regarding financing of indirect costs. The group consisted in the beginning of representatives from Swedish universities but was soon extended to include representatives from some important funding organizations. In March 2007 the SUHF-group delivered a report describing the fundamental bases of the model. Then two administrators from the SUHF-group wrote a manual to the full cost model and in November 2007 SUHF decided to recommend all its members to adopt the model. |
| | The implementation of the full cost model was coordinated from SUHF. This was a great advantage. Almost all universities implemented the model during 2008 or 2009. There were general principles that everyone had to follow but in detail each institution had to adjust to their own special circumstances, for example different accounting systems or different charts of accounts. Common definitions and a common "language" were developed. There were nationally arranged workshops to support the implementation teams on each institution. Every university had an implementation team consisting of a number of persons, usually from the finance department and/or planning department. The problems that arose were solved jointly and the solutions were available for everybody. All participation in this coordinated activities were voluntary, but all institutions appreciated the help and participated. |
| | From January 1st 2011 all Swedish universities and university colleges have implemented the model. |
| | The Swedish implementation was coordinated from SUHF. The general principles of the model were documented by SUHF and common definitions and a common "language" were developed. There were also nationally arranged workshops to support the implementation teams on each institution. An information package was developed, likewise FAQs and a help desk for questions. |
| | The government supported the work and in December 2009 it was said in the Public Service Agreements for government research funding bodies that full cost calculation should apply and research grants should finance direct and indirect costs in equal proportions. There was no new money put into the system from government. The Wallenberg foundations, one of the largest private research funding organizations In Sweden, also supported the work. |
| | The use of the full cost model has meant important changes for most universities, mainly on management level. Information on and awareness of the indirect costs has improved and led to improved financial control. The precision in budgets within institutions has had to be improved. The costs are analyzed and questioned and this lead to improved efficiency and sometimes even organizational changes. The information is also used for benchmarking between universities. The acceptance among researchers is not as good. Government research funding bodies have accepted the model and adopted new principles for financing. But some nongovernmental research funding organizations have reacted by cutting their grants, and this has led to much frustration among researchers as well as in university management. |
| **United Kingdom** | Successes in relation to UUK's influence: In the last spending round, universities were relatively protected from the harshest of cuts. We are playing a central role in the reforms to the regulatory agenda. The project Work on efficiencies – for instance collaborative procurement – is leading to demonstrable cash savings. Our international function is now managing the international student exchange scheme with Brazil ('Science Without Borders'). We have succeeded in securing public assurances from government that higher education students will not be included in migration numbers (which are otherwise controlled). |

## II.    SOURCES

| Country | Webpage | Name |
|---------|---------|------|
| Austria | http://www.uniko.ac.at/index.php?lang=EN | Universities Austria |
| Belgium french | http://www.cref.be/ | Conseil des Recteurs |
| Belgium Flemmish | http://www.vlir.be/content1.aspx?url=english | Vlaamse Interuniversitaire Raad (VLIR) |
| Bulgaria | http://erawatch.jrc.ec.europa.eu/erawatch/opencms /information/country_pages/bg/organisation/organi sation_mig_0006 | Council of Rectors of the Higher Education Schools in Bulgaria |
| Croatia | www.unizg.hr/tempusprojects/Cro4Bologna/Bjelis-CRC-050114.ppt | Rectorate University of Zagrab |
| Cyprus | http://www.ucy.ac.cy/goto/mainportal/en-US/AbouttheRectorsCouncil.aspx | Council University of Cyprus |
| Czech Republic | http://crc.muni.cz/about/index.en.html | Czech Rectors Conference (CRC) |
| Denmark | http://dkuni.dk/english | Universities Denmark |
| Estonia | http://www.ern.ee/index.php?lang=en | Rektorite Nõukogu |
| Finland | http://www.rectors-council.helsinki.fi/english/index.html | Universities Finland UNIFI, |
| France | http://www.cpu.fr/ | Conférence des Présidents d'Université (CPU) |
| Germany | http://www.hrk.de/home/ | Hochschulrektorenkonferenz |
| Hungary | www.mrk.hu | Hungarian Rector's Conference |
| Iceland | http://english.hi.is/ | University of Iceland |
| Ireland | http://www.iua.ie/ | irish universities association |
| Italy | http://www.crui.it/english/ | Conference of Italian University Rectors (CRUI) |
| Latvia | http://www.aic.lv/rp/Eng/default.htm | Latvian Rectors' Council |
| Lithuania | http://lurk.lt/en/about-us/structure/ | Lithuanian University Rectors' Conference |
| Luxembourg | http://wwwen.uni.lu/ | University of Luxembourg… |
| Malta | http://www.um.edu.mt/ | University of Malta |
| Netherlands | http://www.vsnu.nl/Home-english.htm | Association of Universities in the Netherlands |
| Norway | http://www.uhr.no/om_uhr/about_uhr_1 | Norwegian Association of Higher Education Institutions (UHR) |
| Poland | http://www.krasp.org.pl/en | Conference of Rectors of Academic Schools in Poland |
| Portugal | http://www.crup.pt/en | Council of Rectors of Portuguese Universities |
| Romania | http://www.consiliulrectorilor.ro/ | National Council of Rectors |
| Slovak Republic | http://www.srk.sk/en | Slovak Rectors' Conference |
| Slovenia | http://www.rkrs.si/en | Slovenian Rectors Conference |

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|---|---|---|
| **Spain** | http://www.crue.org/ | Conferencia de Rectores de las Universidades Españolas |
| **Sweden** | http://www.suhf.se/inenglish | The Association of Swedish Higher Education |
| **Switzerland** | http://www.crus.ch/homenavigation/home.html?L=2 | Swiss Rectors' Conference |
| **Turkey** | http://www.yok.gov.tr/ | Higher Education Council |
| **United Kingdom** | http://www.universitiesuk.ac.uk/Pages/Default.aspx | Universities UK |

In addition to the information found online, a short questionnaire regarding current agenda items, student organization cooperation and success stories has been sent to the rectors' conferences, councils and associations in Mai 2013. We would like to thank the rectors' conferences secretariats in the participating nations for their contributions.