

The International Association for the Exchange of Students for Technical Experience – IAESTE



IAESTE

INTERNATIONAL ASSOCIATION FOR THE EXCHANGE OF STUDENTS FOR TECHNICAL EXPERIENCE

An independent non-governmental organisation (NGO)
with 71 member countries in operational relations with UNESCO

Founded in 1948 on the initiative of James Newby (1893 – 1978)



IAESTE ANNUAL REPORT 2000

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and to all interviewees and contributors

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a warm welcome

to the IAESTE Annual Report 2000

IAESTE enters the 21st Century with a rich heritage of more than 50 years of service to students, institutions and employers across the world. Our challenge is to continue to meet the continuing and expanding need for skilled and experienced young graduates.

Our focus remains on the technical graduate, and the opportunities provided through IAESTE must continue to be of the highest quality and of sufficient duration to achieve our objectives.

Like any other worthwhile organisation, IAESTE provides a useful service to its markets. Our clients are students, employers and educational institutions. They choose to participate in the IAESTE exchange because it delivers tangible benefits in terms of careers, business advantage and life-enhancing experiences.

We have tried to capture this spirit in this, IAESTE's first annual report of the 21st Century.

While the primary purpose of this report is to review the exchange activities and performance of IAESTE in 1999, the facts and figures are only one part of the

story. Our exchange programme really belongs to our clients, and it has a real impact on them. So, as well as providing a public record of the scale of IAESTE's activity, this year's annual report also aims to convey the quality of the client experience.

In this Report you will find articles and profiles that reflect, in some small way, the progress made by IAESTE since its foundation in 1948. We returned to the birthplace of IAESTE for an interview with Professor Igor Aleksander, Pro Rector of External Relations at Imperial College, a former IAESTE trainee and currently one of the world's most eminent scientists. We also have profiles of a small selection of existing and new national members which help to give a feel for the stories behind the figures. And we have a small number of corporate supporters whose advertisements underline their long association with IAESTE's work.

IAESTE could not exist without the support of industry and educational Institutions. I would like to thank the 3,202 employers and the 992 educational institutions that participated in the programme in 1999. The employers offered 5,644 training and work experience opportunities to students from 60 member and 24 non-member countries. We are grateful for this continued level of supported for IAESTE.

The IAESTE core business is student exchange and, together with employer support, we will continue to ensure that graduates from member countries and others, benefit from a broad cultural and technical experience and are available to practise their professions at home and in

other countries. Our challenge in the new Millennium must be to develop our exchange with a firm focus on quality, to increase our membership and broaden the range of opportunities available to students and employers.

We are very grateful to all that have agreed to participate in this edition. I would like to particularly thank IAESTE Sweden and IAESTE Switzerland for their encouragement and practical advice during the preparation stages and the IAESTE National Committees that provided copy for the Report. Without this help it would not have been possible to produce the 2000 Annual Report in the present format.

Finally, I would like to welcome the new members that joined IAESTE since the publishing of our 1999 Annual Report. The new Co-operating Institutions are DAAD Alumni of Azerbaijan, CEDUBAL-IAESTE Bosnia and Herzegovina, Council for Practical Training and Exchange, China, Universidad San Francisco, Ecuador, Kyzyl-Kiva Institute of Technology, Economy and Law, Kyrgyzstan, The Technical University of Moldova, University of Moratuwa, Sri Lanka, Hanoi University of Technology, Vietnam. We wish them every success in the development of the exchange programme in their countries.

James E. Reid,
General Secretary

our organisation

The International Association for the Exchange of Students for Technical Experience (IAESTE) is a confederation of National Committees representing academic, industrial and student interests. Each National Committee is responsible for the administration of the exchange in its own country.

The Association was founded in January 1948 at Imperial College, London, on the initiative of the Imperial College Vacation Work Committee. National organisations of ten European countries represented at this meeting became members and Mr. James Newby was elected General Secretary. The geographical coverage was soon to spread to most of Europe and beyond, as new countries were admitted to membership.

The international body of IAESTE is a non-political, independent, non-governmental organisation, in operational relationship with the United Nations

Educational, Scientific and Cultural Organisation (UNESCO) and maintaining consultative relationships with the UN Economic and Social Council (ECOSOC), the United Nations Industrial Development Organisation (UNIDO) and the International Labour Office (ILO).

IAESTE is also in contact with the United Nations Economic Council for Africa (ECA), the Food and Agriculture Organisation (FAO), the Organisation of American States (OAS) and the European Union (EU), as well as with other educational non-governmental organisations.

National secretariats and committees make up the membership of the Association. Each year the Annual Conference brings together the representatives of these bodies to decide issues of general policy and to carry out the exchange of offers for training. Prior to the conference, each member country collects

offers from employers willing to receive students from abroad for a temporary training period relevant to the students' areas of study, as a supplement to their university or college education. The offering companies or organisations are expected to pay students a wage sufficient to cover their cost of living during the actual training period.

The offers of training are exchanged with other members on a reciprocal basis. Through their affiliated universities and colleges, national secretariats select qualified students to meet employers' requirements as outlined on the training offer. Details of the selected candidates are sent to the companies for approval.

Participation in the IAESTE exchange is open to bona fide students attending courses at universities, institutes of technology and similar institutions of higher education.

The aims of IAESTE

The association is an organisation for the exchange of students at institutions of higher education wishing to obtain technical experience abroad relative to their studies in the broadest sense.

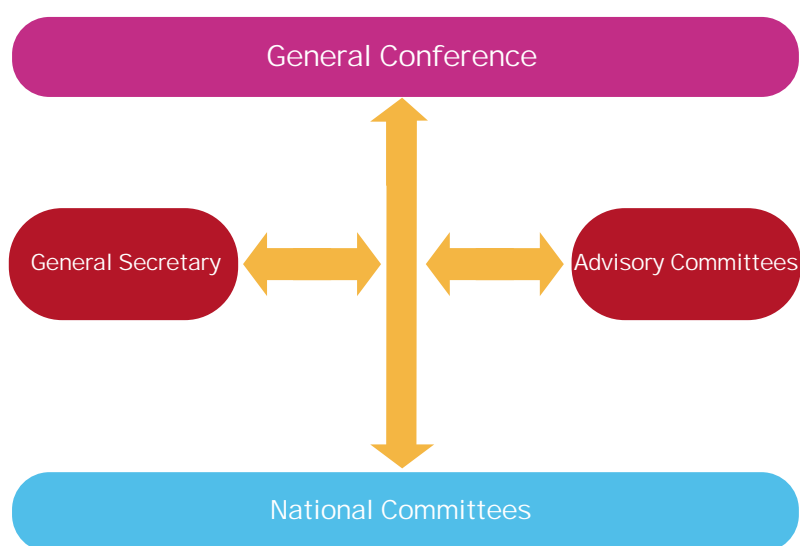
It shall promote international understanding and good will amongst the students of all nations irrespective of race, colour, sex or creed.

The association operates an exchange programme for the benefit of students, academic institutions, industrial and other organisations offering traineeships.





IAESTE STRUCTURE



General Conference

The General Conference has full power to take formal decisions for the fulfilment of the aims and regulations of the Association. It is composed of one delegate from each member country. It meets every year in January.

Advisory Committee

An elected body which prepares the work of the General Conference and advises the General Secretary on all matters of interest to the Association. It is composed of three elected members and the General Secretary.

General Secretary

The General Secretary is elected by the members to co-ordinate the daily administration of the Association and is responsible to the General Conference for all financial matters.

National Committee

National committees represent the member countries and are composed of persons representing academic, industrial and student interests.

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report of the general secretary

This report is a summary of the exchange activities between members of the Association during 1999. The details of these exchanges are presented in the 1999 IAESTE Activity Report published in December 1999. The exchange took place between the 60 member countries and 24 non-member countries.

The 1999 IAESTE Activity Report contains the detail on the bilateral exchanges, study fields of trainees sent and received by each member country, the number of participating employers and

institutions, training periods, age, nationality and gender of the trainees and other useful comparative information. It includes detail on the exchange with non-member countries. The report also contains a summary of the administrative procedures, reports from each member on activity as well as the names of the staff handling the exchange and the addresses of the national secretariats. Readers interested in this report may order a copy from the IAESTE national secretariat in their own country or from the General Secretary.

EXCHANGE DEVELOPMENT IN 1999

The total number of trainees exchanged shows a small decrease in numbers from the modest increases achieved over the previous four years. The total number of trainees exchanged in 1999 was 5,644 of which 5,213 were nationals of, or studying in, a member country. 431 trainees were exchanged with non-member countries. This resulted in an overall decrease of 4.2%. This decrease can be explained in part by regional conflicts. The average increase over the last five years remains positive at 9.1% and this reflects the good work being done by member countries in spite of other difficulties and the difficult, though improving, employment circumstances in many of the European countries who are the major contributors to IAESTE.

Table 1 shows the number of trainees sent abroad in 1999 and compares this with placements for the previous six years and the total average trainee months. The total average trainee months figures were measured in 1999 using trainee placement times from less than 4 weeks to greater than 52 weeks and are not exactly comparable to the earlier figures. This more accurate reporting requirement for training periods was introduced in 1999 and will continue to be used for future Annual Reports. (*)

The number of trainees to benefit from long-term placements now represents 25% of total placements. 15 member countries increased their number of training opportunities in 1999, based on the number of trainees received – and not counting the new members

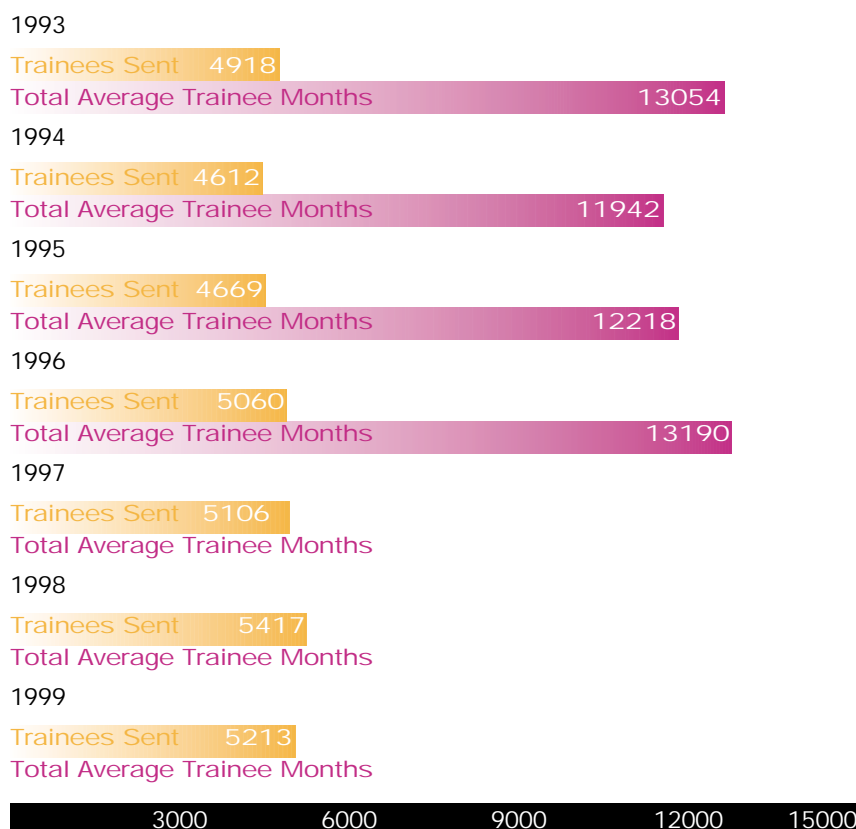


Table 1 ● Trainees sent and total average trainee months



exchanging for the first time in 1999.

REGIONAL EXCHANGE

71% of participants receive their placements in Europe, with 2,686 (51%) traineeships provided within European Union countries and 1,039 (20%) in other European countries. The European Union (EU) countries continue to be the preferred destination for trainees from the other regions and the EU receives between 35% and 70% of the participants from the other continents.

The EU provides under one-third (30%) of its places to students from EU member states. This internal exchange between the other European members is 25% and within North and Central America the exchange is 14%. For the other continents the internal exchange figure is between 3-6%.

The open international exchange is clearly illustrated by the number of countries that exchange with each member. In 1999 each member exchanged, on average, with 20 other members. Some 21 member countries exchanged with 25 or more members and of these 10 exchanged with 35 or more member countries.

While the number of traineeship exchanges outside Europe remains small, their contributions to long-term placements is significant. In 1999, some 1,001 students received placements of 3-6 months duration and 259 placements of between 6-12 months. The comparative figures for 1998 are 880 and 175. Long-term placements in South America, North and Central America, Africa and Asia/Australia are more common and are

European Union

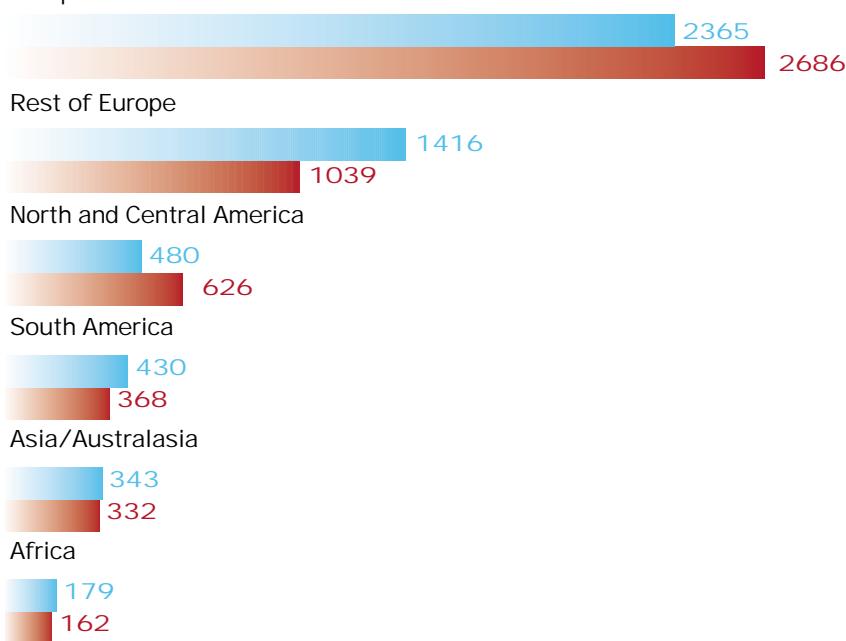


Table 2 ● Trainees sent and received by continent 1999

attractive to students, particularly when travel costs are a consideration.

IAESTE continues to be focused on expansion, increasing the number of member countries and also the number of training places available. Regional expansion in itself is not sufficient and the requirement must be to aim for regional expansion while at the same time increasing the number of training places in established members' countries. This internal and external expansion is necessary to meet the aspirations of new members and to ensure the maintenance of the existing exchange relationships. In the last 12 months IAESTE welcomed co-operating institutions from Azerbaijan,

Bosnia and Herzegovina, China, Ecuador, Kyrgyzstan, Moldova, Sri Lanka and Vietnam to the Association. The IAESTE membership going into the 2000 exchange is now 71 member countries.

Examining the spread of IAESTE membership outside of Europe and North America shows that the expansion of the IAESTE exchange programme in Africa and Asia still requires attention. Additional members in South and Central America would also benefit the exchange. An increased intercontinental exchange depends on increasing the membership of the Association in these continents and remains a priority for IAESTE.

report of the GENERAL SECRETARY

RECIPROCITY OF THE EXCHANGE

The IAESTE exchange programme is based on a bilateral balanced exchange between members. Most member countries attempt to maintain a balance between outgoing and incoming students but a bilateral balance is rarely possible within any given year. Only long-term balance is sought and this is often worked

out on a trainee-month basis. This flexibility is needed for the best allocation of training places and the selection of the appropriate students.

In 1999 a total of 23 countries received more students than they sent abroad. This benefited 37 members who sent more students than they received. 909 training places were involved, 17% of the total exchange.

It has been established and is within the tradition of IAESTE that members with high GNP receive more trainees than they send. In general the newer members, members in developing countries and members from the smaller countries benefit. Countries in this GNP bracket provided 802 (88%) of these places in 1999.

Table 3 ● Origin of trainees received by continent 1999

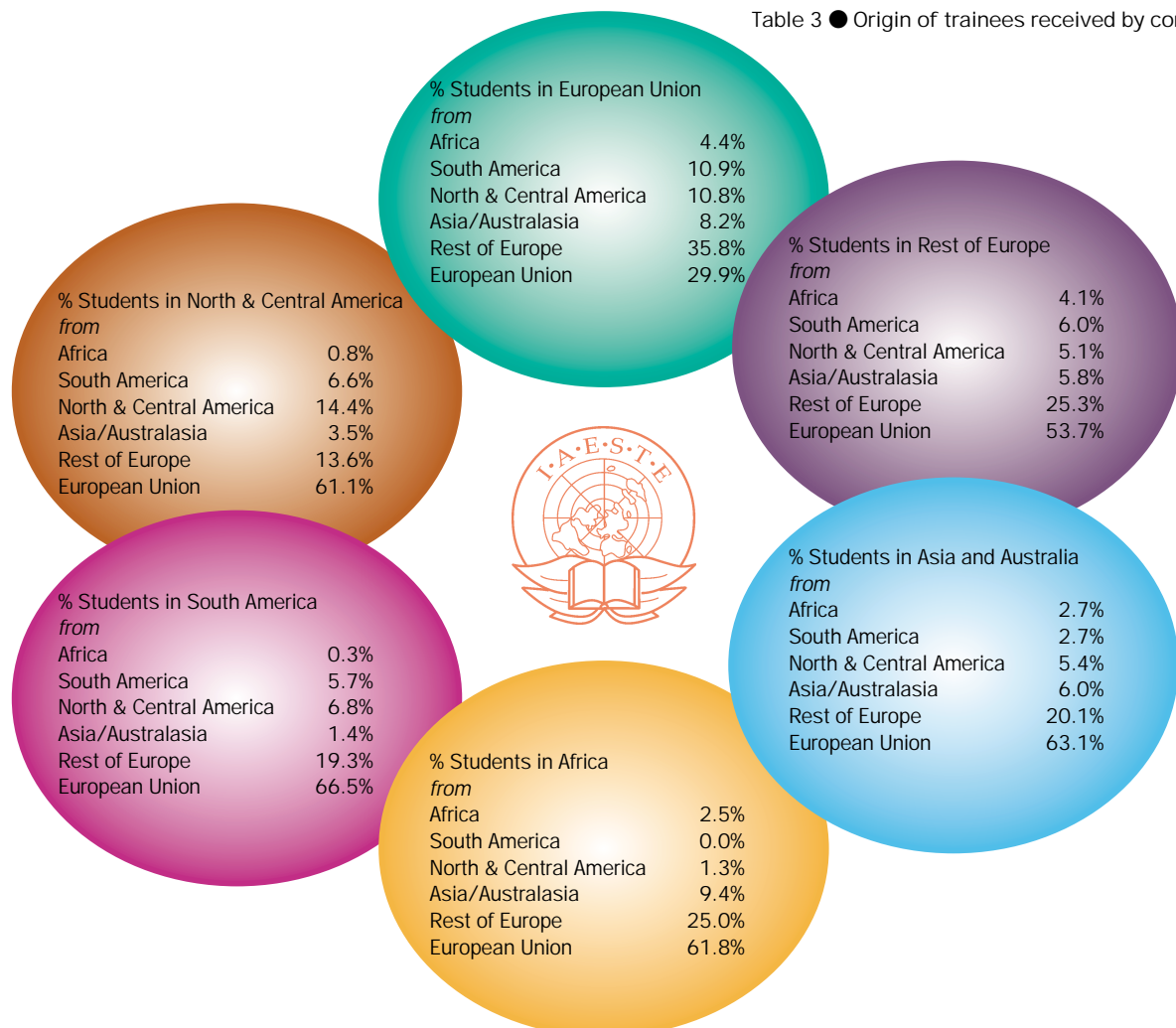




Table 4 ● Training specialties (%) based on trainees received 1994-1999

Source: IAESTE Annual Reports 1994-1999

STUDENT TRAINEE PROFILE

Age and gender balance: Average age and gender balance of trainees varies little from year to year but differs appreciably from country to country. In 1999, 34 % of the trainees were women. The figure for 1998 was 33%. This figure has been rising slowly but steadily and was 26% in 1992. This percentage for individual members varies from 0% to 62%. The gender balance relates to the cultural and educational traditions in the member countries. In Europe and North America the figures reflect the available information on the enrollment of women in engineering and technical studies.

The age of trainees in 1999 ranged from 20 to 26 years with the majority being 22 to 23 years old. This detail is indicative of the educational systems and the study level at which practical training is usually required.

Study fields: As usual, the majority of trainees (67%) are students in engineering and related technologies. The remaining 33% are divided between the sciences, 15%; applied arts, 7%; agriculture, 5%; and other fields of study, 6%. These figures are quite stable and change only by a few percentage points from one year to the next.

Sub-division of the engineering group shows mechanical engineers accounting for 22% of the trainees, 14% are civil engineers, 16% are computers disciplines, 13% are electrical engineers, 10% chemical engineers and 7% electronic and telecommunications. The remaining represent other engineering disciplines. (See table 5.) In line with the present industrial demands it is not surprising to

	1994	1995	1996	1997	1998	1999
Engineering	66	64	70	61	65	67
Science	15	15	15	16	15	15
Applied Arts	5	5	5	6	6	7
Agriculture	5	4	5	4	4	5
Others	9	12	5	13	10	6

note that the percentage of opportunities for computers students has risen to 16% and this compares with 14% in 1998 and 12% in 1997.

These proportions vary from country to country. In the developed areas, computer, electronics, telecommunication, electrical, mechanical engineering represent a good proportion of the traineeships while in the less industrial countries disciplines such as civil engineering are important. These different requirements bring an additional difficulty to the exchange. The offer and demand between countries of different industrialisation levels may be difficult to match. Student training needs may often not be matched by the availability of offers in the desired discipline.

Nationality: The majority of students participating in the IAESTE exchange programme are citizens of the 60 member countries. Some are from non-member countries and are studying abroad at educational institutions co-operating with IAESTE.

In 1999, a total of 225 students with different nationalities to the sending member received places on the

programme. Of these 41 were from the following non-member countries: Albania, Algeria, Bahamas, Bahrain, Bosnia and Herzegovina, China, Dominican Republic, Guatemala, India, Iran, Kenya, Latvia, Liechtenstein, Morocco, Nigeria, Peru, Philippines, Saudi Arabia, Singapore, Sri Lanka, Turkmenistan, Venezuela.

Eleven IAESTE member countries exchanged 431 trainees directly from non-members and this included trainees from: Belarus, Bosnia and Herzegovina, Cameroon, Chile, China, Costa Rica, Cuba, Ethiopia, Georgia, India, Indonesia, Iraq, Kyrgyzstan, Malaysia, Moldova, Monaco, Morocco, Paraguay, Peru, Philippines, Singapore, Taiwan, Venezuela.

PARTICIPATING INSTITUTIONS

Employers: In 1999 a total of 3,202 employers participated in the exchange programme. This is a decrease of under 3% over 1998. We are grateful for this essential level of support from those employers who continue to work with the IAESTE secretariats in their countries each year. We welcome the new employers who have joined our exchange programme in

report of the GENERAL SECRETARY

1999. On average employers offer 2 training opportunities to students. Some take more than 10 trainees but in most cases the figure is between 1 and 3. Educational Institutions: The number of participating institutions in member countries increased by 40 to 992. The average number of students from each institution is a measure of the spread of IAESTE activity within a country. The 1999 figures indicate about 6 students per institution. Individual countries report figures in the range 1 to 60. This large scatter relates to structural differences from country to country. Some have a small number of institutions, for example technological Universities with a large enrollment while others have a greater

number of engineering schools with limited enrollment. IAESTE is pleased to acknowledge the continued support of these Institutions.

TRAINING OFFERS

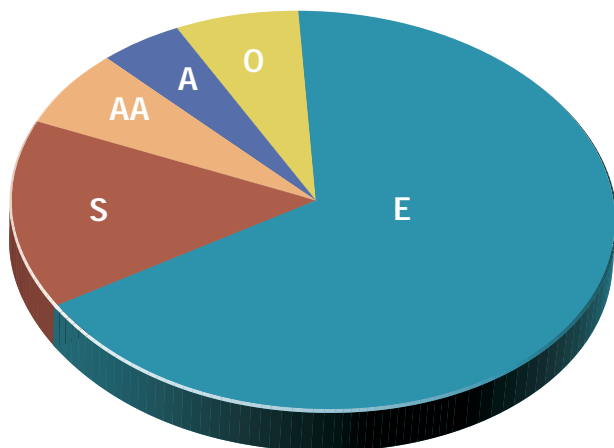
Training periods: Based on members' returns, a small number of IAESTE placements, under 3%, were for less than 4 weeks. 65% of students exchanged between member countries received placements for up to 12 weeks, 25% received 3-6 month placements and 7% placements for periods of 6-12 months or longer.

Most of the training takes place in the period May to September and coincides with the Northern Hemisphere vacation

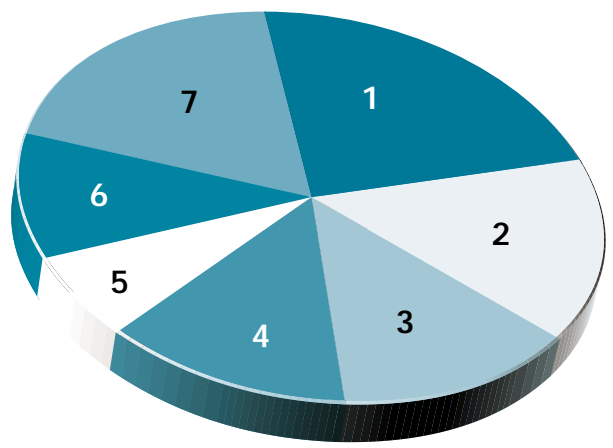
period. In the Southern Hemisphere, opportunities are available between October and April. More than 34 of the member countries are now in a position to offer long term training opportunities and 11 members offer training throughout the year.

Categories of Offers: Traditionally IAESTE classifies placements as scientific (S), professional (P) or manual (M) and these classifications refer generally to the type of work on offer. The category S refers to work of a scientific nature such as research. Category P is used for professional activities, practical design work, site work and similar. M, in general, indicates manual work in the industrial area relevant for the student,

Table 5 ● Training specialties (%) based on trainees received 1999 (below left) Engineering trainees received 1999 (below right)



Engineering 66.6%
Science 15.1%
Applied Arts 6.6%
Agriculture 4.7%
Others 7.0%



1. Mechanical 21.94%
2. Computers 15.53%
3. Civil 13.53%
4. Electrical 12.64%
5. Electronic & Telecoms 6.54%
6. Chemical 10.32%
7. Others 19.50%



for example, mechanical assembly work for engineering students. In 1999, a total of 7,123 training places were reported to be available with the following breakdown: Scientific (S) 2,880 (40%), Professional (P) 3,929 (55%), Manual (M) 314 (5%). The percentage of offers used, reported by the members by category, were (S) 2,017 (40%), (P) 2,741 (55%), (M) 245 (5%).

Most students favour the Scientific and Professional training places which are more in line with academic requirements. In many instances such training is a required part of the curriculum. The Manual offers are valued for the higher pay and the opportunities they provide to experience working conditions in industry in other countries.

Technical Speciality: Traditionally, most training places exchanged through IAESTE are in the fields of engineering and technology and in 1999 this represented 67% of the places available, unchanged from the previous year (see table 5.)

The average breakdown of training by speciality follows closely, but not exactly, the breakdown of students by study field. Whereas IAESTE national secretariats generally attempt to find training places to fit student requests, the present difficulty in raising offers often results in a reverse process. This results in students being selected from those disciplines for which the training places are available. In other cases, students in a given field are able to qualify for offers in another field. This matching across disciplines occurs most often between engineering and physics, and between engineering and computer disciplines.

RETURNED OFFERS AND CANCELLATIONS

This continues to be one of our major problems. Despite the efforts made to date, to minimize losses, the number of training places lost or unused remains uncomfortably high. Lost and unused training offers in 1999 amounted to 1,696, about 24% of all offers available at the time of the exchange Conference. Almost half of the offers, 828 (12% of total offers) were withdrawn by the employers. Student withdrawals accounted for 391 (6% of total offers) and the balance were unaccounted for or unused. Individual figures show that some countries manage to maintain their overall losses at about 10%.

IAESTE members must continue to make every effort to minimize these losses, particularly the offers that remain unused. Improvements here would result in the release of additional available places

and this should encourage members to seek improvements to their existing practices and to examine their communication arrangements. Accurate and timely communications should help reduce student and employer withdrawals. The IAESTE Intranet site is now providing a platform for the quick and accurate exchange of information between members on available unused offers and nominations for these places. This should contribute to the effective use of all offers, new and unused, as they become available. ●

50th ANNIVERSARY ROLL OF HONOUR



Congratulations to the following organisations who will be celebrating their 50th anniversary of membership of IAESTE in 2000.

GERMANY

Deutsches Komitee der IAESTE im
Deutschen Akademischer Austauschdienst

USA

IAESTE United States of America

annual conference report

The 52nd IAESTE Annual Conference was held in Washington DC, USA between 15 – 20 January 2000. Some 202 delegates, observers, accompanying persons and guests attended the conference, representing 64 countries.

Ms. Katherine K. Clark, Chief Executive Officer and President, Landmark Systems Corporation was designated Honorary President of the conference. Mr. Günter Müller-Graetschel, National Secretary, IAESTE Germany, chaired the conference working sessions, having been elected to this position at the Tokyo Conference in January 1999.

The conference hotel, J. W. Marriott Hotel, was the venue for the opening ceremony on Saturday 15 January. Mr. Eric Haines, National Secretary, IAESTE United States, acted as master of ceremonies.

In her opening address the Honorary President of the 52nd Annual IAESTE Conference, Ms. Katherine Clark, thanked the members for selecting her to be the Conference Honorary President. She said

that she was “proud to be speaking before this impressive gathering of international students and professionals who merge technology with international work experience”. As a successful business person, the President went on to share with the assembled members the six principles she uses to help guide her decisions in building up her business. She outlined each principle as follows: (1) Trust Your Instincts, (2) Think Big, (3) Be Flexible, (4) Don't Give Up, (5) Give Back and, emphasised towards the end, the importance of (6) To have fun! She concluded by exhorting the participants to devote themselves to their good ideas with a missionary zeal and “to learn from your mistakes along the way”. Starting with the “opportunities provided this week – enjoy the extraordinary job you do enabling international work experience. And have fun at all the social events, too.”

The General Secretary presented his annual report on the performance of the organisation and developments during 1999. The Choiraliers of the First Baptist Church of Deanwood entertained the guests with a thoughtful and entertaining recital of gospel songs, supported by their dance group. The opening ceremony was completed by Mr Haines who thanked the Choiraliers on behalf of the guests for their fine performance and offered his own words of welcome to the visitors, wishing them every success in the Conference sessions and with the exchange.

One of the features of many of the Conference events was the attendance by past and present supporters of IAESTE United States. These events provided them with the ideal opportunity to meet and

discuss IAESTE matters with the wider IAESTE membership.

The Conference was excellently organised by IAESTE United States. The facilities allowed for comfortable and uncluttered exchange sessions where the delegates worked on the exchange of the 7,688 traineeships that were brought to the Conference. The Conference sessions were effective and time was provided for the introductory administrative seminar for new members, an administrative session and an extended half-day was allocated for members' discussions on policy and development. The proposed new bye-laws for the association were reviewed and amended. The members recommended that the bye-laws be discussed further by the IAESTE Advisory Committee (AC) and the revised document presented for discussion and/or approval, as appropriate, at the next General Conference.

The General Conference voted in favour of accepting Uzbekistan as an Associate Member.

The SID Co-ordinator, Ms Christina Vakomies reported on the work of the Seminar of IAESTE Development (SID) at the 14th SID held in Dubrovnik, Croatia from the 14-17 October 1999. The status of the existing work groups was discussed. Christina Vakomies, the outgoing Co-ordinator, was re-elected to the position for 2000. The General Conference agreed that Mr. Tobias Wittmann should continue as co-ordinator of the 'Friends of IAESTE' network for 2000.

The 50th Anniversary Dinner of IAESTE United States was a joint celebrated with its host organisation, the



Association for International Practical Training (AIPT). Mr. Timothy Collins, Chair, AIPT Board of Directors (Procter & Gamble), acted as Master of Ceremonies and gave the welcome address. Ms. Elizabeth Chazottes, Executive Director and CEO, AIPT, addressed the delegates and introduced the 'American Abroad Initiative'. Performing another duty in her capacity as Honorary President of the 52nd Annual IAESTE Conference, Katherine Clark gave the keynote speech. She was introduced by past IAESTE trainee and now member of the US House of Representatives, Representative Bob Filner (Democratic Party – California).

The General Conference elected Assistant Professor Tongdee Cheevepruk, National Secretary IAESTE Thailand and Jan Prichystal, National Secretary, IAESTE Slovakia to audit the IAESTE accounts. They reported on the correctness of the Accounts, recommending the discharge of the General Secretary and complimented him on his management of the IAESTE resources during 1998, 1999.

The outgoing General Secretary, James E. Reid, former National Secretary IAESTE Ireland, was re-elected by the General Conference to serve a second term as General Secretary for 2000 and 2001.

As required under the IAESTE statutes, Mr. Goran Radnovic, National Secretary, IAESTE Yugoslavia, retires from the Advisory Committee. The conference elected Ms. Mirielle Suter, National Secretary, IAESTE Switzerland, to the vacant position for the period 2000-2003. Mr. Mario Kauzlaric, National Secretary, IAESTE Croatia was elected as reserve member.

Professor Bernard Baeyens, National Secretary, IAESTE Colombia, was elected as chairperson of the 53rd Annual Conference to be held in Durban, South Africa, 20-25 January 2001. Ms. Ginny Arnold, National Secretary, IAESTE Canada, was elected as reserve chairperson.

The Conference accepted the proposal of IAESTE Norway to host the 54th Annual Conference in Trondheim, from 19-24 January 2002.

At the farewell dinner and dance, held in the Ballroom of the Conference Hotel, the General Secretary invited Eric Haines, National Secretary, IAESTE United States, to present the IAESTE Award to Ms. Elizabeth Chazottes, Executive Director and CEO, Association for International Practical Training (AIPT). This award is recognition, by IAESTE members, of the past and continuing support AIPT provides to IAESTE United States. On behalf of the delegates and participants at the Conference, Ms. Judy Powell, IAESTE UK, thanked IAESTE United States and their National Secretary,

Eric Haines, for all the good work in arranging the Conference and in providing such excellent facilities for the members. A special thanks was reserved for Laura Hudson and her conference team, the many US student helpers and the experienced IAESTE activists from Denmark for their kindness and courtesy and for the calm and effective way they did their work.

On behalf of all of the members and in recognition of their individual contributions to IAESTE, outgoing AC member, Goran Radnovic, IAESTE Yugoslavia, made a presentation, a small appreciation of our esteem, to Ms. Judy Powell, National Secretary IAESTE UK, and Professor Abdallah Sfeir, past General Secretary of IAESTE (1992-1998). AC member Mirielle Suter, IAESTE Switzerland, thanked Goran Radnovic on behalf of the AC and the members for his contribution during his period as AC member, 1997-2000.

The 53rd Annual Conference of IAESTE will be held in Durban, South Africa, hosted by IAESTE South Africa from 20-25 January 2001. ●



Above ● Elizabeth Chazottes, AIPT Executive Director, receives the IAESTE Award from Eric Haines, National Secretary of IAESTE United States. Also pictured: James Reid, IAESTE General Secretary.

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Exchange profiles

The profiles on the following pages offer a sample of the exchange experience from the points of view of existing and new national members, employers and alumni. While these articles can only scratch the surface of the wealth of experience and activity represented by the exchange, we hope they will give a flavour of the IAESTE network and help show the Association in a warmer light than is possible through the presentation of facts and figures alone.

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Brazil

the UNICAMP journey

Professor Joao Frederico C. A. Meyer offers his perspective on the value of the exchange.

One of Saul Bellow's characters once stated that the only eyes he had to see the world with were his own... So writing for an international report reminds me to take care – my eyes are Brazilian, older than most, and (for almost 40 years) those of a teacher.

In the present university structure it has been my privilege to coordinate the Student Support System (SAE) in our school – Sao Paulo State University at Campinas, UNICAMP. This office is responsible for several aspects of student support, from grants to guidance, from internships to odd jobs – and we are also in charge of IAESTE interchange students.

Our participation in this program has been submitted to constant (as well as severe) evaluation on the part of other university services, and it has passed all examinations with flying colours. There must be several reasons for this, and I will mention some of them.

The first very positive aspect is that of the physical presence of interchange students from many other countries in our midst. Their contribution to our daily academic existence is multiple. Not only do they question our structures, they even want to make us explain our 'whats', 'hows', 'whens' and 'whos'. This makes these students, representatives of different mores and cultures, the catalysts to a very healthy exercise in the criticism of our own patterns, our habits and structures, and our values.

Another aspect is that we can make them work hard. My own experience in Applied Mathematics has been that these students are a key to cooperation possibilities with other researchers: Through interchange students I have worked with



Left ● Professor Meyer (left) with Professor Antonio Carlos Gilli at UNICAMP.

colleagues from Marine Biology, Shore Dynamics, Food Engineering, Pest Control and Agricultural Engineering.

Have I been lucky with the exchange students who come my way? Luck doesn't happen this often – this has been a constant situation in our university. Once the interchange student's profile is determined, adequate scientific initiation work can be appropriately defined – with excellent results.

On the other hand, our students go elsewhere, and not only do they learn new things, they learn to learn: something modern society demands of professionals more and more. Besides that, they have a contact with different values, different truths, different reasoning – essential for working in the transdisciplinary environments that challenge society now.

Michel Sérres states that universities must give their students the opportunity to take three trips: the first trip, which every university does, (or maybe most universities do, anyhow...) takes the students through the field in which they have chosen to major. It is a trip through scientific knowledge and discoveries. This can be done in (almost) any school. The

second trip Sérres recommends is a trip through geography. We must let our students know what they must preserve and manage, and what are the true consequences for nature of many of our technological decisions – the losses and costs. In some cases, these consequences may mean the death of dreams. Finally, the third trip is a trip through society, during which students can learn what their future technological decisions will imply in terms of social relationships, social mobility, and social divisions. As professors and university structures, we do not always give our students a chance to go on these last two trips. And the price for this failure is paid for by society.

I would like to add a fourth trip: a trip through differences, and truth. Our interchange students go to different places, meet different people, eat different food, laugh to different humour, cry to different pains – and they learn by living what science tries to teach with words, and fails: truths are manifold. This can only be done in interchange programs. ●



China

our newest member

Albert Xu outlines the importance of international exchange to a rapidly developing society.

A new millennium, a new beginning. Since China was accepted as a new member of IAESTE at the Washington Annual Conference, Dr. Richard Wu founded IAESTE's Co-operation Institution in China – The Council for Practical Training and Exchange (CPTE) and I was assigned to take charge of the office operation on 29 March of this year.

When I first learned about the IAESTE project, I was immediately and deeply impressed. It offers our students not only hands-on experience that is interesting and fruitful, but also rare opportunities to understand more broadly exotic cultures. I believe such a student exchange program will effectively be able to help students become more reflective, more inquiring and insightful.

I feel lucky but unfortunate at the same time. Lucky because I think the IAESTE project is a very meaningful and challenging cause, and I have the opportunity to make a bridge for students' cross-cultural communication between China and foreign countries. Unfortunate because when I was in university, I just intensively pursued my major field of study, in electronics. Most of our students expected to spend some time on activities outside the classroom and provide social services to social communities. However, they actually seldom embarked on their professional training abroad during the years of university education.

At the moment, China is undergoing an unprecedented reform. Great efforts have been made by the government to deepen the educational reform and promote the qualification-oriented higher education in an all-round way.

Correspondingly, our universities have taken significant steps to open their doors even more widely to people at home and abroad. More and more Chinese students are eager to develop practical abilities and a spirit of innovation, in addition to the study in the classroom. They believe international technical experience will help them to learn more about the world as well as about themselves so that they can better meet the increasing requirements of a rapidly developing society.

At the same time, many Chinese universities and companies have shown great enthusiasm for the IAESTE exchange program. They are willing to provide corresponding financial support and accept active foreign students to promote technical exchange. Here, I want to express my sincere thanks for all the kind help from the following organizations: Zhejiang University, Hangzhou Institute of Applied Technology, Hangzhou University of Commerce, Zhejiang Energy Research Institute, etc.

Up to now, 22 excellent Chinese students have been involved in this year's IAESTE exchange program and 15 of them had been accepted at the time of going to press. They will receive their training in the United Kingdom, Greece, Switzerland, Norway, Finland, France, Slovakia, Thailand, and Sweden. CPTE also has received applications from 17 candidates from 11 countries, and 10 of these have been successfully arranged.

However, everything is hard in the beginning. Owing to the delayed preparation after the Washington Annual Conference, the exchange arranged this year is mainly confined to Zhejiang (an

eastern province of China). And CPTE still needs some time and patience to register with the appropriate authorities to ensure normal operation of CPTE afterwards. We have made much progress and accumulated some useful experience this year, but we still face many challenges and have to work increasingly hard to sustain and extend the IAESTE project.

With the globalization of the economy and the revolution in information technology, China is gradually merging into the global economic and cultural system. Education is absolutely no exception. Universities of the 21st Century need to be able to work effectively in an interdependent society, having a worldwide scope. We will see students taking classes together and working on collaborative projects in universities that may be hundreds and possibly thousands of miles apart. On this point, I have full confidence that more and more Chinese institutions and companies will be involved in the IAESTE project in the years ahead. ●

Iceland going for gold

Reykjavik played host to representatives from 13 member countries for the 15th Seminar on IAESTE Development (SID) in April 2000. As IAESTE Iceland approaches its 50th (golden) anniversary, Heida Dögg Jónsdóttir, National Secretary 1999-2000, and Rannveig Magnúsdóttir, National Secretary 2000-2001 offer a brief overview of the organisation.

IAESTE Iceland has been a member of IAESTE since 1951. It is based at the University of Iceland, Faculty of Engineering and Faculty of Sciences. IAESTE Iceland exchanges between 10 and 20 offers each year and has received in total 356 students and sent 315 Icelandic students and graduates for work placement since becoming a member. Iceland normally exchanges with between 9 and 13 member countries each year.

IAESTE Iceland hosted the 15th Seminar on IAESTE Development (SID) in Reykjavik in April 2000, organised by National Secretary Heida Dögg Jónsdóttir and 16 Local Committee members. The seminar, attended by representatives from 13 member countries, worked on projects necessary for the development of the Association.

However, April also brought some sadness to our organisation. Dr. Þorsteinn Helgason, the National Secretary of IAESTE Iceland for 20 years and a well known personality within the wider IAESTE family, died on 5 April and we would like to honour his memory by mentioning him in this profile.

Dr. Helgason, a civil engineer, was born in Reykjavik April 8th, 1937. He qualified from the Illinois Institute of Technology, Chicago, having completed his Bachelors and Masters degrees there, with his Ph.D. degree in civil engineering in 1963. He filled various positions in the USA until 1975 when he started teaching

at the University of Iceland. He served on several boards and councils both in Iceland and abroad and became the National Secretary of IAESTE Iceland in 1979. He never actually retired from that position but withdrew himself slowly from the activity in the last few years.

IAESTE Iceland is now student-led and the incoming National Secretary is Rannveig Magnúsdóttir.

IAESTE Iceland plans to celebrate its 50th anniversary next year with events involving former board members of IAESTE Iceland, employers and sponsors. The companies supporting the exchange in 2000 are: DeCode Genetics Inc., Marine Research Institute, Ístak hf., The National Power Company of Iceland, Línuhönnun

(Consulting Engineers), Nyherji, distributor of geothermal water for house heating and electricity to Reykjavik, The Icelandic Building Research Institute, The Meteorological Company of Iceland, Public Roads Administration and Taugagreining hf.

Iceland is an island of 103,000 km², situated in the North Atlantic Ocean.
Population: 275,000.
Capital City: Reykjavik with a population of 135,000.
Iceland has two universities, the University of Iceland in Reykjavik and University of Akureyri in Akureyri.





Sweden smooth transmission

ABB Power Systems has found that tapping into the IAESTE network helps enrich the cultural diversity of its Swedish based organisation and creates 'ambassadors' for the company around the world. For the students, the benefits include a structured training programme within an informal and democratic environment – and the joys of discovering a new culture and landscape. By Tryggve Gustafsson.

Sweden receives about 150 IAESTE trainees every year. Most years, some of them do their training at ABB Power Systems AB, a leading world-wide enterprise within high power transmission with its head office situated at Ludvika, a town in central Sweden.

"We receive lots of trainees of all kinds, as training is often an integrated part of studies in Swedish schools. However, when it comes to foreign students, IAESTE trainees are always my first choice," says Liv Lindegren, responsible for recruiting at ABB Power Systems AB.

Liv Lindegren believes that working with the IAESTE organisation and the people within its network has clear advantages for employers like ABB. "IAESTE has a network of contacts which is very well established both in Sweden and internationally, and administrative procedures are reduced to an absolute minimum. An additional advantage is that IAESTE trainees can stay for a longer period of time, at least half a year," she says.

"They are mostly very competent, they are enthusiastic, energetic and eager to learn. They become a stimulus for our employees and help spread knowledge about other countries and cultures. Having returned to their own countries, they become 'ambassadors' for ABB. They help us get a broader network of contacts in other countries," says Liv Lindegren who thinks that many more enterprises should



Above (left to right) ● Marcia Martins, a former IAESTE trainee and now permanent employee with ABB Power Systems; Wissem Balegi, IAESTE trainee from Tunisia; and Liv Lindegren, responsible for recruitment at ABB Power Systems, Sweden.

use IAESTE in order to open up the world for students.

Wissem Balegi from Tunisia is one of the IAESTE trainees at ABB Power Systems in the year 2000. Marcia Martins from Brasil is one of several former trainees who now has a permanent contract with the enterprise.

"ABB Power Systems AB is very big and well known and the work and tasks we get are very instructive. The traineeship system here functions very well. We especially appreciate the informal and democratic culture within the enterprise," Wissem says.

"Another interesting aspect is to get to learn about the Swedes and their habits and customs," says Marcia. "The landscape around here is beautiful, and we have learnt skiing. It's very exotic for us and great fun!" ●

USA

learning global skills

Congressman Bob Filner and former US Ambassador David Dunford, IAESTE alumni, testify to the value of gaining an international perspective for American participants in the IAESTE exchange. Profile by Jennifer Lange.

In today's global society, the need for talent and perspective in the workplace is imperative. Technology is advancing, and people around the world are finding the need for experienced staff. One way to get the understanding needed to compete in the global economy is through international on-the-job practical training.

Since 1950 IAESTE United States has linked thousands of America's brightest students with innovative employers worldwide. Two particular government leaders know just how beneficial the IAESTE experience can be for the future. Enhancing university-level education with on-the-job experience in their profession, these alumni have used that opportunity to move onward and upward.

Representative Bob Filner was elected to the US House of Representatives in 1992. He represents California's 50th district, which encompasses the southern half of San Diego. An alumnus of the IAESTE program, Filner went to Sweden in 1963 with a focus in chemistry. In a speech at the 50th Anniversary celebration he concluded, "from speaking and being a part of this program, I know how important these exchange programs [IAESTE] are in the development of peoples' own self esteem and confidence in dealing with the world." Filner's personal experience helped shape his thinking and attitude.

Another leader who participated in the exchange program is former US Ambassador David Dunford. A graduate of MIT, Dunford participated in an IAESTE internship in 1964, where he

travelled to Spain and learned more about aeronautical engineering at the National Institute of Aerospace Technology. He explains: "I did learn that working with different languages and cultures was something I wanted to do more of." And for that reason, Dunford didn't end up pursuing engineering, but in the Foreign Service where he was appointed as Ambassador to the Sultanate of Oman.

Both of these influential individuals used the IAESTE program to gain valuable work experience in an international setting. While some used the experience as on-the-job training for their future careers, others used the program as a guide for new aspirations. In the current high-tech economy, international work experience will prove invaluable to students, as it has to these IAESTE United States alumni.

While the IAESTE program has benefited students, it has also assisted employers. Companies directly benefit by receiving a well-educated, highly motivated individual to add to the company team. Gaining international insight can increase employee growth and lead to potential recruitment.

Praecis Pharmaceuticals, a leader in pharmaceutical development, taps into the scientific expertise of young professionals and fourth-year college students. Senior Director of Development Gary Musso explains: "the work is highly technical in nature, requiring background in pharmaceutical sciences, chemical synthesis and analytical chemistry. The trainees are highly motivated and eager to learn." The company benefits by having

skilled trainees complete scientific and demanding applications.

Rexroth Hydraulics, a world leader in drive and control technology, requires committed international communication. Participating in the IAESTE program, Rexroth sees the relationship strengthen between manufacturing workers and European trainees. Else Krause, internship coordinator at the Bethlehem, Pennsylvania location says: "the energy is contagious." The trainees learn corporate business culture and techniques they can take back to their home country. Many trainees are even offered employment opportunities after graduation. The recruitment is once again worthwhile, the skills and talents are demonstrated.

The growing high-tech economy can be made more manageable with IAESTE. Companies are able to receive qualified and eager interns to help complete short-term projects. Trainees receive invaluable on-the-job experience, which heightens career growth and potential. All these benefits are made possible by IAESTE, the international network dedicated to creating global experience for technical students. ●



Philips Semiconductors

rapid development

Martin Schellenberg, development engineer at Philips Semiconductors in Zürich, remembers his introduction to the company as a student trainee. Interview by Matthew Kelly.

Call it luck, call it fate. But both Martin Schellenberg and Philips Semiconductors – his employer for the past 10 years – are glad that he chose to become an exchange student. When he first applied for a placement, half-way through his course in electrical engineering at the Federal Institute of Technology in Zürich, Martin was eager simply to gain experience in industry and to live in another country for a while.

In 1988 he secured a three-month traineeship at Philips Semiconductors at Nijmegen, The Netherlands, courtesy of an IAESTE offer.

Martin speaks highly of the working

environment for trainees at Philips, and the value that is placed on their contribution. "I was immediately put in a central design team for audio applications and given the very motivating project of designing an amplifier block. As a student, it was exciting to be working on something that might be put into practical use," he says.

The company assigns a tutor to student trainees, and Martin found that the genuine interest shown by his tutor was a great help. "I didn't feel lost and the whole atmosphere helped me to make the most of my three months in The Netherlands, inside and outside work."

Indeed, Martin says the journey to his

current position as a designer of integrated circuits started with his student placement.

"At that time I was at the point in my studies where I needed to decide on a specialisation. The work at Philips caught my interest and definitely had an influence on deciding my future career."

On completing his studies in 1990, Martin was offered the chance to return to Nijmegen, but chose to work for Philips Semiconductors at home in Zürich.

"The experience of working in another country was very valuable," he says. "At Philips I have also had the opportunity of helping other students with their careers, which is very satisfying." ●

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PHILIPS

the engineer and the brain

Why eminent scientist Professor Igor Aleksander views his IAESTE placement as key step on his glittering career path. By Matthew Kelly.

IAESTE alumnus Professor Igor Aleksander is an internationally renowned scientist, recognised for his leading-edge research into the workings of the human brain using computerised models based on neural networks. A skilled and charismatic communicator, Professor Aleksander is one of the best known scientists in England – his adopted home for the past 40 years. As well as being a Fellow of the Royal Academy of Engineering, he is in great demand as a contributor to radio and television broadcasts that aim to further the public understanding of science. He is one of the few living scientists to have his image in the National Portrait Gallery and has even appeared as a guest on *Desert Island Discs*, the popular BBC Radio and World Service programme on which celebrities choose their all-time favourite pieces of music.

Professor Aleksander is currently Pro-Rector of External Relations at Imperial College, London, and he is happy to be connected with the institution where IAESTE was born. His recent work with UK IAESTE has included chairing the panel of judges for the IAESTE UK Trainee of the Year Award, and appearing as a guest speaker at the 50th Anniversary conference in Cardiff in 1998. “My experience as a member of the IAESTE exchange was wonderful and I think IAESTE is a splendid organisation. The volume of work it does now is quite astounding,” he says.

Born in Zagreb, Yugoslavia, his family moved to Italy when he was three years old. Following the Second World War they left Europe for South Africa, where Professor Aleksander went through school and entered university. In 1958, for the vacation between his third and fourth year as an

engineering student at Witwatersrand University, he became an IAESTE trainee with the Telettra company in Milan.

“It was exciting for all sorts of reasons. Of course I could speak Italian and I was back in Italy after being away for 13 years. I was working in a company in the early days of transistors, and I was being treated as a ‘serious person’ rather than ‘just a student’, which was tremendous. They called me ‘signor ingegnere’, there were lots of things going on in the company and they moved me around to work in different parts of it. I stayed with a really good family and we all got along very well. We went to the opera and so forth, and I had a little car to get around in. It was really invigorating.”

Being an IAESTE student was not just fun, it was fundamental to the development of his career. “It had a profound effect on me because it made me pretty determined to get out of South Africa, something I managed to do the year after when I came to England and I have been here ever since. My time in Italy gave me the chance to think about where I wanted to be. One practical advantage it had for me was that my first job in England was very similar to the job I had in Italy, because I had started looking for jobs in the communications field.”

At Imperial College, Professor Aleksander supports his colleagues in their work to encourage students and institutions to participate in the exchange.

“The benefits are clear, for the student and for the organisations involved. There is an element of a special character about people who choose to do the IAESTE exchange. Anyone who expresses an interest in becoming an IAESTE student must have some ‘go’ in them, so the place they are

going to benefits because they are getting a person who is enthusiastic, interested in the local culture, prepared to learn other languages and so on. That is not the profile of the average student, who would rather stick at home and do whatever is necessary to pass exams. It gives the student this view of the world out there which they will be joining, and that it is something you do not get very easily. You are treated seriously and that gives you confidence.”

Professor Aleksander’s sense of adventure helped him build a fund of memorable experiences – “not all of them printable!” – and make lifelong friendships during his short time as an IAESTE student. He remembers taking the scenic route back to South Africa from Italy, via Paris where he intended to do some sightseeing. However, a chance meeting with a fellow jazz musician meant that he spent three days playing the drums in the American Club rather than beating the Parisian tourist trail.

He no longer plays the drums, but music remains an important part of his life. For his luxury item on *Desert Island Discs* he craftily chose a virtual reality version of the London Symphony Orchestra, thereby ensuring he had the pick of its entire repertoire. And, in keeping with his field of study, his chosen book was Richard Gregory’s *Companion to the Mind*, “because you’ll always find something new in there”.

Today it is rare privilege to meet someone as modest and at ease with his many accomplishments as Professor Aleksander. IAESTE is proud to have played a small but significant part in his remarkable career, and is honoured that he continues to lend the Association his time and support. ●



Professor Igor Aleksander as seen in the National Portrait Gallery, London.
© Photograph by Alberto Arzoz.

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IAESTE exchange student, Egypt 1983

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IAESTE world-wide

FULL MEMBERS

- 1. Argentina**
Comité Argentino del IAESTE (1961)
- 2. Austria**
IAESTE Austria (1949)
- 3. Belgium**
IAESTE Belgium (1948, Founding Member)
- 4. Brazil**
CI-Central de Intercambio, IAESTE Brasil (1982)
- 5. Canada**
IAESTE Canada (1953)
- 6. Croatia**
IAESTE Croatia (1993)
- 7. Cyprus**
IAESTE Cyprus (1980)
- 8. Czech Republic**
Czech National Committee of IAESTE (1965)
- 9. Denmark**
IAESTE Denmark, Polyteknisk Forening (1948, Founding Member)
- 10. Egypt**
Egypt's IAESTE Committee (1961)
- 11. F.Y.R. Macedonia**
IAESTE (FYR) Macedonia – Makedonisi Odbor Za Razmena Na Studenti Od Tehnickite Fakulteti (1994)
- 12. Finland**
IAESTE Finland (1948, Founding Member)
- 13. France**
IAESTE France (1948, Founding Member)
- 14. Germany**
Deutsches Komitee der IAESTE im Deutschen Akademischer Austauschdienst (1950)
- 15. Ghana**
IAESTE Ghana (1970)
- 16. Greece**
Greek National Committee, Athens Technical University (1958)
- 17. Hungary**
National Committee of IAESTE Hungary (1983)
- 18. Iceland**
IAESTE Iceland (1951)
- 19. Ireland**
IAESTE Ireland (1962)
- 20. Israel**
Israel IAESTE Committee (1951)
- 21. Italy**
IAESTE Italy – Centro Nazionale Stages (1951)
- 22. Japan**
IAESTE Japan (1964)
- 23. Jordan**
IAESTE Jordan (1978)
- 24. Korea (Republic)**
IAESTE Korea (1970)
- 25. Lebanon**
IAESTE Lebanon (1966)
- 26. Lithuania**
IAESTE Lithuania (1990)

- 27. Luxembourg**
Comité Luxembourgeois pour l'Organisation de Stages Industriels CLOSI (1961)
- 28. Malta**
IAESTE Malta (1984)
- 29. Mexico**
AMIPP, AC / IAESTE Mexico (1985)
- 30. Netherlands**
IAESTE Nederland (1948 Founding Member)
- 31. Norway**
IAESTE Norway (1948 Founding Member)
- 32. Pakistan**
IAESTE Pakistan (1990)
- 33. Poland**
IAESTE Polski Komitet (1959)
- 34. Portugal**
Comissao Portuguesa da IAESTE (1954)
- 35. Russia**
Russian Association for the Exchange of Students for Technical Experience – IAESTE Russia (1991)
- 36. Slovakia**
National Committee of IAESTE Slovakia (1965)
- 37. Slovenia**
IAESTE Slovenia – Slovenski Nacionalni Odbor IAESTE (1993)
- 38. South Africa**
The National IAESTE Committee of South Africa (1956)
- 39. Spain**
Comité Espanol para Intercambio de Estudiantes Técnicos (1951)
- 40. Sweden**
Svenska IAESTE Komittén (1948, Founding Member)
- 41. Switzerland**
Schweizerisches Nationalkomitee der IAESTE (1948, Founding Member)
- 42. Syria**
Syrian IAESTE National Committee (1965)
- 43. Tajikistan**
Tajik IAESTE National Committee (1992)
- 44. Thailand**
IAESTE Thailand, King Mongkut's Institute of Technology, North Bangkok (1978)
- 45. Tunisia**
The Tunisian Committee of IAESTE (1959)
- 46. Turkey**
IAESTE Türkiye (1955)
- 47. United Kingdom**
IAESTE UK (1948, Founding Member)
- 48. Uruguay**
IAESTE Uruguay (1988)
- 49. USA**
IAESTE/United States of America (1950)
- 50. Yugoslavia**
Jugoslovenski odbor za medjunarodnu ramenu studenata za strucnu praksu IAESTE (1952)

ASSOCIATE MEMBERS

- 1. Australia**
IAESTE Australia (1996)
- 2. Colombia**
IAESTE Colombia (1995)
- 3. Estonia**
Tallin Technical University (1993)
- 4. Sierra Leone**
IAESTE Sierra Leone (1991)
- 5. Ukraine**
IAESTE Ukraine (1994)
- 6. Uzbekistan**
IAESTE Uzbekistan (1997)

CO-OPERATING INSTITUTIONS

- 1. Armenia**
Association for Educational, Cultural and Work International Exchange Programs (1998)
- 2. Azerbaijan**
DAAD Alumni of Azerbaijan (1999)
- 3. Bosnia and Herzegovina**
CEDUBAL-IAESTE (2000)
- 4. Bulgaria**
'Dynamic Market, Plovdiv (1998)
- 5. China**
Council for Practical Training and Exchange – CAST (CPE/CAST) (2000)
- 6. Ecuador**
Universidad San Francisco (1999)
- 7. Hong Kong**
The Hong Kong Polytechnic University (1997)
- 8. Kazakhstan**
Engineering Academy of the Republic of Kazakhstan (1995)
- 9. Kyrgyzstan**
Kyzyl-Kiva Institute of Technology, Economy and Law (2000)
- 10. Moldova**
The Technical University of Moldova (2000)
- 11. Romania**
'Gh. Asachi' Technical University of Iasi (1998)
- 12. 'Politehnica' University of Bucharest** (1999)
- 13. Institute of Architecture, 'Ion Mincu' Bucharest** (1999)
- 14. Sri Lanka**
University of Moratuwa (2000)
- 15. Sudan**
Newton Educational Centre, Khartoum (1999)
- 16. Trinidad and Tobago**
Joyst Trinidad Students Services Ltd (1999)
- 17. Vietnam**
Hanoi University of Technology (1999)

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