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ERASMUS Programme

Annual Report 1994

(presented by the Commission)

SUMMARY

- The annual report for 1994 describes the general implementation of the ERASMUS programme during the calendar year and the inter-university cooperation activities supported for 1994-95 - the eighth year of the programme's operation.
- The total number of inter-university cooperation programmes (ICPs) approved by the Commission for the award of Community funds was 2 280, of which 414 were new programmes. As for the activities within these programmes the number of institutional participations and the number of students proposed for mobility in approved ICPs increased between 1993-94 and 1994-95 by over 20% i.e. a total of 1 707 participations and 127 221 students eligible to undertake studies abroad. The number of teachers planning to travel rose by 21% (i.e. a total of 9 753 for 1994-95) over 1993-94 figures.
- For higher education establishments from the EFTA countries, 1994-95 was the third year of ERASMUS participation. Relations with Switzerland and Liechtenstein continued on the basis of bilateral agreements signed with the Community in 1991, the actions relating to the other EFTA countries i.e. Sweden, Norway, Finland, Austria, and Iceland being covered by the Agreement on the European Economic Area (EEA) as from 1994. These countries increased their level of participation by approximately 50% over 1993-94 (i.e. 1 834 participations for 1994-95), accounting for 10.8% of participation and 9.7% of students eligible under the ICPs.
- For the European Community Course Credit Transfer System (ECTS) 1994 was a year of extension to other fields and studies, or at the institutional level even for the establishments participating in the pilot project. There was also increasing interest by an ever-widening section of the university world and the principles of the ECTS scheme were introduced in establishments and subject areas which were outside the scope of the current pilot project.
- In 1994 the Commission awarded 22 grants under Action 4 of Erasmus (additional measures to promote inter-university cooperation). The projects approved involve 300 establishments and organisations evenly distributed across the Member States of the Community and the EFTA countries.
- The Commission continued throughout 1994 its work to stimulate interest in inter-university cooperation by organising or participating in information campaigns and by financing study visits by the staff of higher education establishments.
- The publications programme continues to play a leading role in the wider dissemination of information on ERASMUS. The use of electronic information techniques is also being developed in a preliminary experimental phase in order to open access (via the Internet network) to a broad range of information on ERASMUS which hitherto was available only in printed form.
- The Commission in 1994 launched two pilot projects on the assessment of quality in higher education in Europe. These pilot projects which should be completed in 1995 will make it possible to devise European methodology based on the existing systems and on an enhanced European added value.
- In order to mark the transition from ERASMUS to SOCRATES and looking ahead to the adoption of a SOCRATES programme, the Commission, assisted by the ERASMUS National Grant Awarding Authorities (NGAAs), for the second time round awarded ERASMUS prizes at a ceremony held on 4 December 1994. Two prizes per Member State, awarded by a prestigious jury, were given to a member of the teaching staff and to a student who have made a significant contribution to the development of inter-university cooperation in the Community.

- The Commission's follow-up programme and the activities to assess the programme went on and led to the publication of several studies on the results of the various activities under ERASMUS and their significance for future Community action programmes.
- For the Commission 1994 was a year of intense activity looking ahead to the adoption of the future Community action programmes in the area of education and vocational training, SOCRATES and LEONARDO, submitted by the Commission in January 1994 in the wake of the new powers attributed to the EC by the EC Treaty and particularly Articles 126 and 127 thereof.

This has made 1994 a decisive year for the ERASMUS programme. The experience gained through this programme and through the LINGUA programme and the various pilot projects has been strengthened and expanded in the proposal for the new SOCRATES programme.

The negotiations started on 4 January 1994 under the codecision procedure continued throughout the year. The Council of Ministers and the European Parliament formally adopted the SOCRATES programme on 14 March 1995 for a five-year period with a budget of ECU 850 million.

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I. IMPLEMENTATION OF THE ACTIONS OF THE ERASMUS PROGRAMME

1. This report describes the general implementation of the programme in 1994 and the various inter-university cooperation activities funded during the 1994-95 academic year - the eighth year of its operation. It has been prepared in accordance with Article 6 of Council Decision 87/327/EEC of 15 June 1987 establishing the ERASMUS programme, and amended by Council Decision 89/663/EEC of 14 December 1989.

Under seven Council Decisions (from 91/611/EEC to 91/617/EEC) of 28 October 1991 concluding bilateral agreements between the EC and the EFTA countries higher education establishments in these countries have been able to take part in cooperative actions under the ERASMUS programme with establishments from the European Community since the 1992-93 academic year.

Only the relations with Switzerland and Liechtenstein continued on the basis of these bilateral agreements in 1994, the actions relating to the other EFTA countries (Sweden, Norway, Finland, Austria and Iceland) being covered by the Agreement on the European Economic Area (EEA).

The main result of this was that the criteria for being eligible for an ERASMUS mobility grant were henceforth the same as for EC students, whereas hitherto when the establishment of origin was situated in a Member State of the Community students from the EFTA countries had to be permanent residents in that country in order to qualify for this grant. This condition nevertheless continued to apply in 1994 for nationals from Switzerland and Liechtenstein.

The activities financed under ERASMUS are divided into four actions:

- Action 1: inter-university cooperation programmes (ICPs) making up the European university network and study and teaching visits;
- Action 2: management of the ERASMUS student mobility grant scheme;
- Action 3: measures to promote mobility through the academic recognition of diplomas and periods of study, including the implementation of the fourth year of operation of the European Community Course Credit Transfer System (ECTS) pilot project;
- Action 4: additional measures to promote inter-university cooperation and student mobility.

The budget allocated to the ERASMUS programme for 1994, for the 12 Member States of the Union, amounted to ECU 82.5 million. Taking into account the contribution from the EFTA/EEA countries, Switzerland and Liechtenstein, as well as sums arising from the re-use of revenues from former financial years, the total funding available for the programme in 1994 was ECU 96.7 million. This total amount has been fully used. The distribution, by Action, of the ECU 96.7 million committed is given in Figure 1.

In addition to the direct provision of funding to establishments, organisations, teachers and students covered by these Actions, the Commission continued to support European academic cooperation through an active information policy, close liaison with the university world in the eligible countries and through monitoring designed to ensure improvements.

The analysis of inter-university cooperation programmes (ICPs) in this report relates to the funding of activities for the 1994-95 academic year; all the statistics on ICP activities are based on information provided by the Commission in April 1994 after the selection phase.

ICP applications for the 1994-95 academic year show a substantial increase in demand for institutional participation and for student mobility. The increase was particularly marked in the case of the EFTA countries, in this third year of their participation; interest in the programme has continued to grow within the Community, too. The budget is clearly far lower than the actual costs of implementing cooperation and student mobility under ERASMUS. Access to additional funding at national level remains a major policy issue, with a view not only to relieving immediate financial pressure, also to securing the future of inter-institutional cooperation through a more explicit commitment from regional, national and institutional funds.

Action 1: European university network: financial support for the ICPs and for study and teaching visits

2. The ICPs implemented under ERASMUS by higher education establishments in the eligible countries involve one or more of the following activities:
- Student mobility programmes (SM)
 - Teacher mobility programmes (TS)
 - Joint development of new curricula (CD)
 - Intensive programmes (IP).

3. **Student mobility programmes** of a substantial duration (three months to one university year), which give full recognition to the period of study abroad (up to and including the doctorate or equivalent) are eligible for financial support to develop the programme, to prepare documents and teaching material, to provide language tuition for the students prior to departure and after arrival, and to provide guidance and counselling; this financial support can also be used for the other costs directly related to the programme e.g. organising meetings and monitoring the activities funded. The Commission's support has enabled the establishments to continue to improve their commitment to student mobility, particularly as regards language tuition, information provision and accommodation.

4. **Teacher mobility programmes** enable higher education teaching staff to take an active part in the normal study programme of the partner establishment for a period of one week to one year as part of a structured project which provides for the mobility of a number of teachers. Financial support is given towards the development of the programme, teachers' travel and accommodation costs and (in certain cases) the costs of replacing staff absent for three months or more. Financing of language tuition for teachers from ERASMUS grants, first permitted in 1993-94, was also authorised for 1994-1995.

Teaching staff exchanges contribute to making the benefits of European cooperation available not only to those students who are actually involved in exchanges but also to the majority of the student population, who are not. Experience has shown that teacher mobility can have useful spin-offs for other types of inter-university cooperation, including joint research projects.

5. Grants for the **joint development of curricula** may be awarded to assist higher education institutions in developing curricula for implementation in all partner institutions. Preference is given to projects which clearly contribute to improved academic recognition (especially by using modular curricula), which incorporate the European dimension into the content of courses, or which lead to the sharing or transfer of expertise (whether through distance teaching methods or otherwise). Support is provided towards the cost of joint meetings and the production, translation and circulation of the necessary documents.

Curriculum development programmes pool the teaching skills of institutions in different eligible states and encourage them to create innovative new courses with built-in recognition procedures. Many new "European" degrees (degrees which are fully recognised in several eligible states) have been created as a result of curriculum development programmes, and some of these may emerge as models for larger-scale implementation within the European University Network.

6. **Intensive programme** grants enable networks of higher education institutions to organise short, intensive, full-time teaching programmes bringing together students and teaching staff from several eligible states for periods of between one week and one month. Special attention is given to multinational participation, the involvement of significant numbers of students (in relation to staff numbers) and the award of academic credit to those taking part. In addition, account is taken of whether a proposed programme is on a subject not normally available at any one of the participating institutions alone, or contributes to the dissemination of knowledge in a rapidly-evolving new area.

Support may be used to cover the travel and subsistence costs of teaching staff and students who have to go from one eligible state to another to attend a course and the expenses incurred by holding preliminary meetings and preparing documents.

Intensive programmes are especially effective in academic subjects where long-term mobility is difficult to arrange, for mature students and others for whom it is normally impossible, or where new subjects or techniques are being taught.

7. **Visit Grants** are available to facilitate the planning of new ICPs (notably in subject areas less well-represented among Erasmus ICPs), to extend existing programmes to new partners or to enable the staff of institutions to become better informed about the higher education systems in other eligible states. Visit grants are also available for *individual* intensive teaching visits of no longer than four weeks' duration, which take place outside the framework of ICPs.

ICP applications for 1994-95

8. The number of ERASMUS ICPs applications coordinated by establishments in the Member States of the European Community rose slightly in 1994 and stood at 2 424 as shown in **Annex II (a)**.

There were 202 applications for 1994-95 coordinated by establishments from the EFTA countries, an increase of 18% over 1993-94, so the level of participation in the programme by these establishments remains comparatively low in relation to that of the EC. There was a substantial increase in "institutional participation" (see **Annex III (a)**) from the Member States (+17.6%) and especially the EFTA countries (+45.7%). This increase is in line with the trend which is well established within ERASMUS whereby the increase in demand first shows through in the rise in the volume of activities proposed within the networks rather than through the number of applications submitted by coordinators.

The most significant increases for the Community came from Ireland (+24.7%), Greece (+23.9%), Spain (+22.6%) and Portugal (+19.9%).

Significant upward trends were also noted from the EFTA countries of Finland (+78.7%), Norway (+51.4%), Switzerland (+41.8%) and Austria (+35.2%).

Annex IV (a) shows the breakdown of ICP applications by subject area for 1993-94 and 1994-95. This analysis points to substantial stability, which is also confirmed in the student mobility programmes, except in the areas of Education and the Framework Agreements which rose by approximately 25% and 20%.

ICPs selected for 1994-95

9. The applications received were all processed before being submitted to three advisory groups of academic experts. The latter play an important role in the selection process from the point of view of quality and for the selection of the 2 280 ICPs funded the Commission took the utmost account of their opinions.

In accordance with the Decision of 14 December 1989 on the second phase of the ERASMUS programme, the 1994-95 academic year was the fourth year of operation of the system of multi-annual applications and

simplified renewal arrangements. The Commission was already committed to most of the programmes approved in 1992-93 and 1993-94 under the multi-annual financing framework (i.e. programmes which were into their second and third years). The budget for 1994-95 was, as for the previous year, allocated so as to strike a balance in funding for new applications and for both new and existing activities in the programmes which in 1994-95 enter their second or third year of multi-annual funding or which were starting their first year as 'out-of-period' ICPs.

The 1994-95 academic year was in fact the first one in which programmes approved in 1991-92 arrived at the end of their multi-annual period. While taking due account of the opinion of the ERASMUS advisory committee, the Commission decided to grant them an albeit lower level of funding in order to satisfy all applications for funding selected for the 1994-95 year in the "out-of-period" programmes category. 997 "out-of-period" ICPs were thus selected and funded.

414 of the 2 280 ICPs approved (EC + EFTA) were completely new and were awarded, in the same way as new activities in the existing programmes, slightly above average funding in order to provide a solid financial basis for their start-up phase. The approval rate for new programmes in relation to the overall rate of 86% rose slightly in relation to that for the previous year (69%).

The number of eligible establishments participating in one or more approved ICP rose by 10% (EC + EFTA) between 1993-94 and 1994-95. This increase was more marked for the EFTA countries (with approximately 50% for Finland and 30% for Norway) and, although to a more limited extent, the trend remains the same in the other Member States. The year-on-year increase since 1988-89 is shown in **Annex VII**.

Grants to ICPs on average represented 27% of the amounts requested in the applications (EC + EFTA); in more precise terms 25.6% for student mobility programmes, 25.2% for teacher mobility programmes, 39.1% for joint development of new curricula and 35.8% for intensive programmes. The average per ICP for 1994-95 (ECU 10 915 for 1993-94) is ECU 9 477 for new ICPs, 8 667 ECUS for ICPs receiving multi-annual funding and ECU 7 366 for the "out-of-period" ICPs. Taking all types of ICPs together, the funding per participating establishment fell by 32.7% compared with the previous year and now stands at ECU 1 107 due to the increase in the average number of partners per ICP.

Annex II (b) shows the distribution of approved ICPs by country of the coordinating establishment. As regards the Member States of the Community, the number of coordinated programmes in Ireland rose sharply between 1993-94 and 1994-95, followed by Spain and Greece (22%, 15% and 12.5% respectively). The trend is much the same for the other countries eligible under ERASMUS but on a smaller scale with the exception of Denmark (-6%) and Germany (-1%). The level of participation in the programmes was up 19%, a rise which is visible in all the eligible countries (see **Annex III (b)**). The EFTA countries taken together show rates of participation in coordination which rose 50% and 34% respectively between 1993-94 and 1994-95.

The 1994-95 distribution of approved ICPs by subject area for (**Annex IV (b)**) differs very little from that of 1993-94. The Commission continues to seek a balance between the subject areas and this means the application of above-average standards when selecting the ICPs in the areas deemed to be well-represented e.g. business/management. On the contrary, there is special emphasis on applications in education sciences or medicine and psychology which the Commission is endeavouring to encourage. A comparatively significant increase is noted for 1994-95 in Framework Agreements (in various areas of study) (+30.5%), Education Sciences (+21.6%) and Fine Arts/Music (+ 19.3%).

The number of applications for student mobility, teacher mobility, joint development of new curricula and intensive programmes rose between 1993-94 and 1994-95 (**Annex V (a)**) and it is worth remembering that the percentage of applications submitted under the multi-annual funding procedure and simplified renewal is on the increase. The number of approved programmes per type of activity rose substantially in relation

to 1993-94 for the intensive programmes (+ 40%), followed by teacher mobility (+24%) and student mobility (+6%), but there was a fall in the rates of acceptance for the joint development of new teaching curricula (CD) (**Annex VI(b)**). As for the acceptance rates themselves, an increase was recorded for teacher mobility and intensive programmes (see Annex VI).

127 221 students were eligible under the ICPs approved for 1994-95 (EC + EFTA), i.e. an increase of 22.5% over 1993-94 (103 894). Student mobility between the Member States of the Community rose by 20%. The UK (host country for 23% of the students concerned (EC + EFTA), France (19.5%) and Germany (14.5%) continue to be the most popular destinations for ERASMUS students, 25% of them intending to travel between these three countries (compared with 27% in 1993-94). The traditional ERASMUS student "importing" countries remained France, Ireland and the United Kingdom (see **Annex X** for details of the number of students by origin and host country).

In the 591 ICPs approved and involving student mobility, 9 819 (EC + EFTA) are expected to go to another eligible country, i.e. 21% more than during the previous year. But the average time spent abroad fell from 2.9 weeks in 1993-94 to 2.5 weeks in 1994-95. With the exception of Luxembourg, Liechtenstein and Austria, all the eligible countries plan to send more teachers abroad, particularly Portugal (+ 26%), the United Kingdom (+25%) and Greece (+ 24%) and the seven EFTA countries (+ 57% for the seven countries).

Visits

(Annex VIII (a) and (b) gives details of the applications for visit grants and of grants awarded by eligible country and by subject area).

10. The organisation of three selection rounds in 1994 enabled candidates to submit applications throughout the year and to receive a quick decision. The total number of eligible applications was 1 385, 730 of which - involving over 1 649 people (833 women and 816 men) - were approved. This total funding required was over 4.2 million ECUS, well over the 1.4 million ECUS allocated for the grants provided. The number of applications for 1994 was approximately 15% down on the previous year.

There was substantial demand throughout the year and the standard was very high. The acceptance rate in 1994 fell back by only 2% and represented 53% despite budgetary constraints.

Most (approximately two thirds) of the visit grants, as on previous occasions, went to help to prepare or expand ICPs. Just under a third related to information visits, although the two types of visits can lead to results different from those initially envisaged. Generally speaking, the contacts created between staff thanks to the study visits have made a significant contribution to a better understanding of the problems and the assets of the higher education sectors in the Member States. Applications relating to short term teaching visits accounted for only 8% of the total, these visits being alternatives (an option granted only once) to teacher mobility as part of the ICP actions. This type of programme is more integrated and appears to be more attractive for institutions. Be that as it may, significantly, the interest aroused by this type of activity as part of visits has now risen from 3% (in 1987) to 8%.

Priority went, as in previous years, to applications for countries which are under-represented in the ICPs. Due account was taken of the Commission's priority to approve only applications of sound quality. Over one third (46.9%) of visit grants were paid out to the ECs four Mediterranean countries (Portugal, Spain, Italy and Greece), a figure which is well above their present rate of participation in the ICPs (31.3%).

As regards the academic subject areas, the Commission has continued to encourage visits relating above all to areas which are under-represented in the ICPs although this aspect is losing ground in view of the general balancing-out being sought across the subject areas covered by the ERASMUS programme. The number of applications by subject area within the "visits" action has over the past five years settled and the distribution of applications accepted covers all areas.

Action 2: ERASMUS student mobility grants

11. Of the 2 280 ICPs approved for the academic year 1994/95 (EC + EFTA), 93% incorporate student mobility. Provision for grants to individual students within these ICPs, to ECTS students and to a small number of "free movers" accounts for 73% of the overall budget for the Erasmus Programme. Grants up to a maximum level of ECU 5 000 per student per year may be awarded (although in practice grants in all eligible states are invariably smaller than this). Now that the agreement on the European Economic Area has been in force since 1 January 1994, the conditions of eligibility of students have changed. As from 1994-95 all students who are nationals of one of these countries (the Member States, Austria, Finland, Iceland, Norway and Sweden) are eligible for an ERASMUS grant. Nevertheless, students from the EFTA countries can obtain grants only for study visits in Community establishments.

On the basis of the number of students resulting from applications for 1994-95, the total demand for grants shows an increase of 24.3% over 1993-94. And the 2 112 ICPs approved which contain a student mobility chapter shows an increase of 22.5% in the number of eligible students. The average duration of a study visit abroad has fallen back to around five months.

The unavoidable time lag between the implementation of the actions of the programme and the availability of final figures based on the reports on the ICPs and from the NGAAs means that the figures for student mobility used in this document and in paragraph 9 reflect the maximum estimated numbers given in the applications approved. On the basis of the information provided by the NGAA in previous years it can reasonably be considered that approximately 60% of the number of students eligible do undertake a period of study abroad. This would put the number of students having benefited from ERASMUS mobility grants at between 70 000 and 80 000 for 1994-95.

12. The funds available for Action 2 for 1993/94 were divided between the eligible states in accordance with the allocation formula specified in the Council Decision of 14 December 1989. (Annex IX shows the resulting distribution.) 5% of the budget was assigned at the discretion of the Commission, with a view to improving the overall balance of student flows. Each eligible state then received a base allocation of ECU 200 000 and the remainder of the Action 2 budget was allocated on the basis of the number of young people aged between 18 and 25 in each eligible state and the number of students enrolled in institutions of higher education, adjusted by factors reflecting travel costs and cost of living differentials.

The 5% reserve was distributed by the Commission on the same basis as in 1993/94. An overall limit of 150% of the initial allocation was imposed for any country benefiting from the use of the 5%. Within this restriction, the average grants to students in Greece and Portugal was reduced to ECU 120 per month and a lower limit for all other countries was set at ECU 70.5 per month (except in Ireland, where the notional average grant reached the 150% upper limit at ECU 65.5). The countries benefiting from this reserve fund are Belgium, Greece, Ireland and Portugal, and to a lesser extent than the year before, Denmark, the Netherlands and Sweden. There has therefore been an increase in the average grants for their students in these countries. Over the past year Sweden has benefited from part of the funds for the first time. The average grant is estimated for all countries at 89.2 ECUS per month. In addition, ECU 71 000 (i.e. 1% of the total budget for Action 2) was allocated directly to the European University Institute in Florence and the Fondation Universitaire Luxembourgeoise in Arlon, to cover mobility grants for their students as these establishments are not covered by the network of NGAA. Similarly, ECU 20 000 of the ECTS allocation was paid directly to the group European Partnership of Business Schools (EPBS), represented by the ESC in Reims.

Additional financial support was granted to the NGAAs to cover ECTS student mobility grants on the basis of ten notional grants for one university year per establishment (or consortium) belonging to the ECTS inner circle.

13. As regards anticipated student flows for 1994-95 mobility involving the EFTA countries continues to increase. Students from these countries (11 177) account for 8.8% of the total eligible students (6.8% for 1993-94) while 8.8% of the total EU students eligible (10 217) intend undertaking a period of study in an EFTA country establishment.
14. The principle of complementarity between Community and Member State funding for Erasmus has always been considered essential to the further development of the Programme. This is particularly true of student mobility support, given the "top-up" nature of Erasmus student mobility grants (which are intended to cover only the additional costs of mobility) and the constantly-increasing shortfall between demand for these grants and the available budget. In some Community Member States, complementary public funding is available to some or all outgoing Erasmus students from national or regional sources. (Such complementary funding may be allocated specifically for Erasmus student mobility or for international student mobility more generally, or there may be a combination of these arrangements.) Luxembourg is something of a special case in that its national grants system is already directed towards study abroad, given the absence of a comprehensive higher education system in the Grand Duchy itself. In Greece and Ireland no complementary funding is available at present. As for the EFTA countries, Austria has substantial additional funding.

Action 3: Measures to promote mobility through the academic recognition of diplomas and study periods

European Community Course Credit Transfer System (ECTS)

15. The ECTS pilot programme was launched for a six-year period (1989-95) under Action 3 of the ERASMUS programme, the aim being to facilitate recognition of periods of study abroad.

The ECTS system has three key features:

- transparency of curricula
- prior agreement between the partner institutions on the syllabus to be followed by the students involved
- the use of credits to indicate the volume of work carried out by the students.

In order to test and develop this system the Commission has set up a select network of higher education establishments in all the Member States (84 at the start in 1992, now expanded to 145, including the EFTA countries) in five study areas (medicine, chemistry, management, history, mechanical engineering).

The pilot project has been closely monitored internally and externally and the smooth operation and the compatibility of the ECTS system with the various education systems have been confirmed.

The five groups (corresponding to the five subject areas selected) not only pursued their student exchanges during the 1994-95 academic year by using the ECTS system (2 054 students in the 1994-95 year compared with 1 850 students for the previous academic year) but have also responded enthusiastically to the Commission's call by proposing projects for the extension of the use of the ECTS both within their own establishment (by introducing ECTS in other subject areas) and within their cooperation partnerships, particularly in the ICPs. The proposals have been assessed by the Commission in conjunction with an *ad hoc* group of academic experts and support averaging ECU 13 000 has been granted to the 143 universities taking part.

The implementation of this extension will be closely monitored by the Commission and the experience will undoubtedly be very useful in developing the incentives envisaged under the SOCRATES programme.

Annex XI shows the numbers of ECTS students by subject area and by country of origin for 1993-94, the most recent year in respect of which information on mobility is to hand.

The network of National Academic Recognition Information Centres (NARIC)

16. Each Member State of the European Union or the EFTA has designated a national centre whose task it is to contribute to student, teacher and researcher mobility by giving them information and advice on matters concerning academic recognition of diplomas and periods of study in other countries.

Most of the NARIC centres also serve as information counters as regards the implementation of Council Directive 89/48/EEC on a general system for the recognition of higher education qualifications awarded on completion of education and training of at least three years' duration.

The Commission has networked these national centres in order to secure close cooperation and optimum exchange of information in the interests of the mobile student. The Commission accordingly organises two meetings yearly for the representatives of the national centres, one of which is a meeting jointly organised with the ENIC network of the Council of Europe and UNESCO-CEPES which covers a wider range of countries. The 1994 meetings were held in Budapest ((19-21 June 1994) and Brussels (5 December 1994).

Community support under ERASMUS (ECU 67 250 in 1994) also permits study visits between the national centres and the implementation of joint projects particularly studies and summary reports. In 1994, members of the network prepared training modules on the assessment of diplomas and certificates issued abroad which will make it possible to disseminate more widely the knowledge and experience amassed in these areas.

Action 4: Additional measures to promote mobility

17. Under Action 4, grants are awarded in support of projects which improve cooperation and the flow of information at European level - in particular to associations of higher education institutions or to individuals working or studying in the higher education field. The associations concerned may either be entirely new, or be established groups wishing to engage upon a particular project with a European dimension. Publications which enhance awareness of study and teaching opportunities in the different eligible states, or which highlight important developments in higher education cooperation are also eligible for financial support. Action 4 funding is awarded to long-term projects for an initial launching period. From time to time the Commission may, alone or in association with various institutions, launch *Special Initiatives* to reinforce the involvement of particular disciplines or regions in the Erasmus Programme or to test new forms of cooperation.

There were three selection rounds in 1994 and out of the 88 applications received 64 related to the financing of student and teacher associations and 24 to projects for publications concerning mobility. 22 grants were awarded - 9 for the development of association activities and 13 for publications - representing a total budget of ECU 187 200 (ECU 67 000 for association activities and ECU 120 200 for publications).

Altogether there were over 300 establishments and organisations involved, with an even distribution across the Member States of the EC and the EFTA countries. 87% of the total allocated to associations and publications (ECU 162 200) went to 19 projects relating to nine specific subject areas, particularly in medicine (6 projects) and translation (3 projects), the remaining 13% (ECU 25 000) going to multidisciplinary projects.

Five Action 4 grants went to student associations, particularly a subsidy for the publications of the student platform IMISO (Intersectoral Meeting of International Student Organisations), which groups four subject-specific student bodies, and for the organisation of a conference on physical and international mobility by the AEGEE (*Association des états généraux des étudiants de l'Europe*).

Another interesting project funded by Action 4 is the creation of a register of organisations providing legal training outside the law faculties in the EEA.

In order to develop actions in open and distance learning the Commission has lent its support for a project submitted by DOMUS (the European Open and Distance learning Students' Association) designed to prepare documents reflecting the opinions of students. These documents will be submitted to the public at a conference entitled "Educational and Cultural Barriers to Open and Distance learning" organised by Sheffield University.

Financing has also been given to specific projects by the COTEC (Committee of Occupational Therapists for the European Communities) in order to set up an educational occupational therapy network.

As part of a European campaign to **raise awareness within higher education establishments in the non-university sector**, a sector as yet under-represented in the ERASMUS programme, the Commission has organised eight of the 10 events envisaged in order to promote the involvement of these establishments in ERASMUS. The Commission entrusted the organisation of this campaign to the national organisers, mostly members of EURASHE (European association of institutions of higher education). Many establishments participating in these events were taking part in a European cooperation action for the very first time.

The Member States participating which have a very representative network of higher education within the non-university sector were Belgium, (Flemish-speaking area), Denmark, Finland, Greece, Ireland, the Netherlands, Norway and Portugal. Despite greatly differing situations within the countries concerned, similar issues emerged. Joint cooperation between these countries is needed in order to solve the problems, particularly by disseminating models of good practice among staff not so experienced in European cooperation and by deriving innovatory ideas from the intrinsic diversity of the sector.

18. Studies on higher education

Several studies on the agenda of the Liaison Committee/CRE and EURASHE were supported by the Commission. The publications prepared have the advantage of covering the full spectrum of higher education establishments and enable the Commission to know when the differences between the various types of establishment may be significant as regards the implementation of its policy. These publications, including the study on the **mobility of teaching staff** mentioned further on in this report (see *Monitoring and assessment*), relate to:

- **Improving academic networks (CRE/EURASHE)**
The objective of this study was to examine the features of the academic networks, to exploit experience amassed and to give recommendations for future action. The overall approach consists of an examination of the different types of network, how they operate and their *raison d'être*. Special attention was paid to the types of network envisaged by the SOCRATES Programme. The final report stresses the need to guarantee academic commitment throughout the network structures.
- **Links between curricula and economic life (EURASHE)**
The study on the links between curricula and economic life looks at a number of issues in areas other than higher education in the strict sense, particularly employers and employers' organisations. This publication also covers training and the LEONARDO programme in particular. Interaction between skills requirements and education opening on to initial qualifications is the main focus for curriculum development in this study.
- **The European dimension in institutional management (CRE)**
During this study a team of "visiting consultants" (rectors or persons of equivalent seniority) conducted a survey among staff of different levels and different origins (central level, faculty level, professors, administrators, but also at the external level: EC agencies, government and national agencies) on subjects looked at from differing angles: education, research, management, policy, etc). A correlation was established between the conclusions of this survey and the personal experience of the consultants in order to make the exercise beneficial for the establishments.

covered by the survey and for the persons participating in a seminar/case-study organised in this context. The final report makes recommendations both as regards the European dimension of institutional management and on the possibility for applying this new case-by-case approach to other higher education establishments in Europe.

II INFORMATION ACTIVITIES

19. Information services on ERASMUS were provided for the university world in 1994 to the relevant national agencies and authorities, to the media and to the public. This involved producing and distributing a range of basic information products for potential applicants; improving the presentation of the Programme at fairs and conferences; receiving and advising visitors and dealing with requests for information from the academic and political world and the press. The level of public awareness concerning the Programme continues to increase, thanks to sustained press relations and to the broad base on which the Programme now rests. Well over 5 000 written enquiries were handled in Brussels during the year, in addition to numerous personal visits and more than 2 000 telephone requests for information. A significant proportion of information requests come from such sources as university international offices, student associations or the media, all of which play a "multiplier" role which is crucial in the dissemination of information.

The programme of publications on ERASMUS continues to play a major information role. Publications prepared or published in 1994 include:

- the *Erasmus Directory of Programmes & Lingua Action II 1994/95* (1 622 pages, with details of all the ICPs approved; published in December 1994)
- the 1994 ERASMUS prizes (awarded to mark the success of the programme since 1987)
- *'Le Magazine' for Education, training and youth*, DG XXII's single magazine covering all the areas which relate to education, training and youth, including activities under ERASMUS (activities previously covered by the *ERASMUS newsletter*)
- the *ERASMUS annual report 1993* (describes the general implementation of the programme in 1993)
- *Guidelines for Applicants 1994/95* (a document in nine languages containing application forms, together with information on procedures and on the types of grant available, which is sent to all eligible establishments)
- a new ECTS information booklet in nine languages
- a *wall display of Erasmus participation* in the regions of the EC and the EFTA countries

The other information activities include:

- the development of press relations, leading to a substantial increase in the extent of press coverage of Erasmus
- the participation of ICP coordinators and NGAA representatives in local or national events or radio and television programmes
- representation of the Programme (either in person or by the provision of documentation) at 19 international fairs.

Other methods of disseminating information on Erasmus, including more extensive use of electronic communications, are under consideration.

20. In order to facilitate access to information and to speed up its dissemination DG XXII, Education, Training and Youth has opened, initially on an experimental basis, electronic access to information (hitherto available only in printed form) by the creation of an **ERASMUS Gopher**. Preparatory work for server connections, the structure of the latter and the information files input was carried out in the first three months of 1994 and information on the ERASMUS programme has been accessible via the **Internet** network since January 1995. The **ERASMUS Master Gopher** is constantly updated and shows *inter alia*

contract models, information on the ECTS, on the visits programme, regional statistics on the programmes selected and other practical information.

21. ERASMUS prize 1994

As envisaged in the decision adopting the ERASMUS programme, the Commission can award ERASMUS prizes to students and staff members who have made an outstanding contribution to the development of inter-university cooperation within the Community. The ERASMUS prize was awarded for the first time in 1990. For 1994, the Commission wished to mark the transition in continuity from ERASMUS to SOCRATES by awarding for the second time ERASMUS prizes to the most meritorious people. Two prizes were given per participating country, one for the university staff category and one for the student category. The selection from the nominations put forward by the NGAAs and adopted by the Commission was entrusted to an international jury chaired by Mrs Nicole Fontaine, Vice-President of the European Parliament, and comprising celebrities from the European academic world known for their contribution to inter-university cooperation.

The award-giving ceremony for ERASMUS 1994 took place on 4 December 1994 in the presence of the jury, of Commissioner Ruberti and the Ministers for Education of the EU and EFTA countries. The ceremony, enlivened by performances by ERASMUS students, was broadcast by Euronews and was widely reported in the European press.

III. ADVISORY AND IMPLEMENTATION STRUCTURES

ERASMUS advisory committee

22. The ERASMUS advisory committee (EAC) which assists the Commission in implementing the programme met twice in Brussels in 1994 (on 21 March and 3 October).

The first of these meetings was held primarily to discuss ICP selection policy for 1994-95 and it was in particular agreed to extend funding of the former programmes beyond three years in order to secure sound and phased preparation of the universities for the institutional contract envisaged in the SOCRATES programme. At the October meeting the Commission enlarged on the procedural phases for adopting the SOCRATES programme and described a number of activities which were in progress: the launching of the pilot projects on assessment of quality in higher education, the Pisa conference, the phased extension of the ECTS, evaluation meetings on cooperation by study area, the ERASMUS prize.

Academic advisory groups

23. Three academic advisory groups each covering a broad range of subject areas and comprising representatives from the university world designated by the Commission assist the latter in the selection of the ICPs; the three groups met in March 1994.

The National Grant Awarding Agencies (NGAA)

24. All states participating in Erasmus have designated a National Grant Awarding Authority (NGAA), to be responsible for the award of Erasmus student mobility grants to students of higher education institutions in that state wishing to spend a recognised period of study abroad, whether within the framework of an ICP or the ECTS pilot project or as a "free mover". Although NGAAs may allocate student mobility grants directly to grantholders, the most common pattern is for awards to be made via the sending institution. With the exception of Denmark, Greece, Italy, Portugal and the EFTA countries, eligible states allocate few free mover grants. The EFTA countries are allocating significantly fewer free mover grants for 1994/95 than for the previous year due to the ever increasing number of EFTA students participating in ICPs.

The NGAAs took part in the EAC meeting held on 21 March 1994 in Brussels as observers. A meeting of the NGAAs was held on 22 March. The agenda concerned proposals from the Commission to simplify the procedures under Action 2, particularly as regards management as such, checks and computerisation of agencies. On this latter point a working party was convened by the Commission on 24 June 1994 and was attended by seven agencies (A, D, GR, L, N, S, UK). In the wake of this restricted meeting a questionnaire was drafted intended for the agencies. The answers provided offer a solid base for analysing the existing situation in order to look at the possibilities for computerised relations (processing and dispatching of documents) between the Commission and the agencies.

The NGAAs made informal visits to Brussels in 1994 and staff from the German, Dutch and Finnish national agencies were seconded for short periods to work in the ERASMUS Bureau. The Commission, to which the management of ERASMUS Action 2 has been transferred, made visits in 1994 to agencies in virtually all the countries taking part in order to strengthen relations with these organisations and to examine outstanding issues with those in charge.

The NGAAs also handle a large number of applications locally and many of them attended or organised information meetings, particularly national or regional meetings with universities, ICP coordinators, prospective ICP participants and students. Several of them also took part in other information initiatives e.g. the publication of brochures and catalogues on the programme in their countries, or the organisation of specific campaigns for the non-university sector.

The ERASMUS Bureau

25. The Commission continues to be assisted in the implementation of the Programme by the Erasmus Bureau, an independent non-profit making body of the European Cultural Foundation. However, the management of mobility grants for students (Action 2) and additional aid for associations and publications (Action 2) was transferred to the Commission as from 1994. The assistance of the ERASMUS Bureau is provided under a contract between the Commission and the Foundation.

IV. THE EFTA COUNTRIES

26. The academic year 1994/95 marks the third year of EFTA participation in the Erasmus Programme. As has already been noted, the scale of EFTA participation has seen a substantial increase by comparison with 1993/94.

The entry into force on 1 January 1994 of the EEA Agreement (see summary above) means that Erasmus is now extended in full to Austria, Sweden, Norway and Iceland. These countries now accordingly attend the EAC meetings, with Switzerland and Liechtenstein attending only as observers.

The EEA countries contribute 9,44% to the Erasmus budget. Switzerland's contribution for 1994 was calculated in the same way as for 1993; the proportionality factors governing the contributions were thus determined, in each case, by the ratio of the gross domestic product of the EFTA country concerned to the sum of the gross domestic products of that country and of the Community. Lastly, Liechtenstein made a lump-sum contribution of 35 000 ecus.

V. MONITORING AND ASSESSMENT

27. Substantial importance has been attached from the outset of the ERASMUS programme to monitoring and assessment in terms of both quality and quantity. Monitoring is largely carried out as part of the operational management of the programme while assessment is conducted by advisory groups of experts. A third level of assessment is carried out by the participants themselves. The challenge of self-assessment reflects the increasing maturity of the programme and paves the way for its future development.

28. The Commission is assisted in its assessment work by the Wissenschaftliches Zentrum für Berufs- und Hochschulforschung (Centre for research on higher education and work) at Gesamthochschule Kassel, which sees to collection of statistical data and the qualitative analysis based on questionnaire surveys of particular categories of programme participant.

The following studies were completed in 1994:

- *ERASMUS beyond Departments - Infrastructure in Support of Mobility and Cooperation* (in English): study on the arrangements made in establishments to support teaching activities in Europe, taking due account of the diversity of the categories of higher education establishment, the different formulas for participation in European activities and the decision-making procedures in the areas concerned. This study has proved very useful as a basic document during the discussions on the switchover from the ERASMUS programme to SOCRATES.
- *Study abroad and early career: the experiences of former ERASMUS students* (in English): second follow-up study (rounding off an earlier document in this area) on the experience of students who took part in ERASMUS in 1988/89, five years after their time abroad.
- *Student mobility within ERASMUS 1992/93* (in English): annual statistical study.
- *ERASMUS Student Mobility programmes in the view of the local directors* (in English)
- *experiences of ECTS students 1990/91 and 1991/92* (in English).

The summary report on the whole of the ERASMUS programme (document in progress) is the most significant monitoring and assessment document, providing a summary of opinions on ERASMUS since the start of the programme, and pointers for the future. This report is a summary of all the Kassel studies conducted up to now: the experiences of students, teachers, coordinators and other staff in the institutions. The document will be finalised by mid-1995.

Three other analyses were completed in 1994; these were based on the study entitled "*ERASMUS Teaching Staff Mobility*" prepared by Kassel in 1993. These studies provided detailed examination of teacher mobility from the point of view of the universities, the non-university higher education sector and from an overall point of view. The four studies will be published jointly in 1995.

29. **Conferences to assess European inter-university cooperation**

At the end of 1993 the Commission published in "ERASMUS Newsletter" a call for expressions of interest in organising conferences to assess cooperation generated under the ERASMUS programme in each area of study.

For each of the areas considered each conference pursues a threefold objective:

- outline of the organisation of teaching of teaching in each Member State in that specific area
- assessment of the results of inter-university cooperation in the specific area of study
- outlook for the subject area in the light of the SOCRATES programme and the likely and/or desirable developments in that area. The Commission is particularly interested in receiving proposals for innovatory activities specific to the area of study concerned.

Many universities and university consortia responded and have submitted projects. In view of available funding the Commission has selected the following areas for evaluation: pharmacy, law, biology, physics, chemistry, tourism and leisure activities, agriculture, languages, teacher training, archaeology, communication studies, women and management studies.

The participants invited to these conferences are academics from faculties and departments in the sectors concerned, ICP coordinators and participants, practitioners and representatives of European organisations, and representatives from other Commission Directorates-General interested in the area of study.

The conference organisers will be assisted by a scientific committee comprising one academic per Member State. In addition, a representative of the professions concerned or from the business sector concerned by the area of study will be invited to take part in the work of the scientific committee.

Each member of the committee will draft a national report for his own country consisting of three parts:

- structure and organisation of training (university/vocational) in the study area concerned
- identification of new training requirements
- proposals for measures/actions specific to the area of study concerned to meet these new needs.

An identical structure has been adopted for all the reports so that inter-country comparisons can be made.

The organisers will be expected to draft a summary report of the observations and proposals made. This report and the national reports will be published at a later stage. The whole will constitute, for each subject area, a comprehensive summary of the organisation of studies and cooperation between higher education establishments.

30. Pilot projects on the assessment of quality in higher education in Europe.

Following up the conclusions of the Council of Education Ministers in 1991 the Commission published a study entitled: "*Management of quality and quality assurance in higher education in Europe*" in October 1993. This comparative study explains the methods and means used to manage quality in higher education in the EC and the EFTA countries. Using this publication as a basis and following up the conclusions of the 1993 meeting of the Council of Education Ministers the Commission has, in conjunction with a group of experts, prepared two European pilot projects in this field which should be completed by the end of 1995.

The main objectives of these **pilot projects on the assessment of quality in higher education** are to:

- draw attention to the need to assess quality in higher education
- develop the European dimension of quality assessment
- improve existing national procedures for quality assessment
- contribute to improving mutual recognition of diplomas and study periods by encouraging cooperation between establishments and by improving mutual comprehension of syllabuses in the different countries.

The actions undertaken as part of these **pilot projects** relate more specifically to the self-assessment of each participating establishment, the assessment of these same establishments by a group of external experts and an assessment visit *in situ*. The projects also stick to a set of guidelines jointly accepted by all the partners. The participating institutions will examine the common elements in the assessment methods, based on their own expertise and taking their institutional and regional situation into account. This approach will enable them not only to identify the scope for transferring experiences across different countries as a function of the mutual interest and reciprocity between establishments but also to identify the specific problems of institutions under different education systems, in different areas, etc. Reports drafted by national committees designated by the Member States will describe and analyse the experiences of the institutions and their common methods. A European report will subsequently analyse these national reports and submit the findings at the end of 1995.

The two existing pilot projects, both involving 23 institutions, relate to **engineering sciences** and **communication/information sciences or arts and design**.

To launch these pilot projects the Commission organised a conference in Brussels in November 1994 to which it invited all the presidents and secretaries of the national committees, the representatives of the participating institutions and the coordinators designated by each Member State.

VI. SYNERGY BETWEEN ACADEMIC AND PROFESSIONAL RECOGNITION

31. The Commission communication on the recognition of qualifications for academic and professional purposes adopted by the Commission on 13 December 1994 (COM(94)596 final) was submitted to the Education Committee at the meeting held on 31 January 1995 and was well received by the Member States. The purpose of the communication is to get the various Community institutions to focus attention on synergy in the recognition of diplomas for academic and occupational purposes and to instigate a discussion at all levels in the Member States (higher education establishments, relevant national authorities, professional circles, the business world) so that each player can make his contribution in his own area of competence and his own sector of activity.

The Commission has asked each Member State to appoint a coordinator or organise national or regional events bringing together the experts and the authorities responsible for academic and professional recognition. They will also be expected to draw up a national report on these events.

The situation will be monitored jointly by DG XXII and DG XV. The communication will also be discussed in the European Parliament, Economic and Social Committee, the Committee of the Regions and by other European organisations or associations. The Commission looks forward to receiving reactions from the Community institutions and from players concerned, who are invited to submit their comments preferably in conjunction with players in other Member States in July 1995. The national reports and the comments received by other European organisations will be examined by the Commission. The final summary report will be completed by December 1995 so that they can be followed up if necessary.

VII. FOLLOW-UP TO THE MEMORANDUM ON HIGHER EDUCATION IN THE COMMUNITY: THE EUROPEAN RESPONSIBILITY OF THE UNIVERSITIES (EUROPEAN CONFERENCE IN PISA, 23-26 NOVEMBER 1994)

32. The memorandum on higher education in the Community elicited substantial interest which has prompted the Commission to forge ahead with its focus on education in Europe. The Commission has accordingly organised a conference on the European responsibility of the universities, in conjunction with the University of Pisa, on 23-26 November 1994, four years after the Siena conference which had preceded the memorandum. The conference was attended by some 200 rectors, senior ministerial officials responsible for education, delegates from international organisations, representatives of EU Member States, and observers from other European countries, and looked at different facets of European responsibility of the universities through matters relating to unity and diversity, research and teaching methods, links between free research and targeted research.

The Commission's aim in organising this conference was to get certain key messages across. The universities, thanks to their corpus of linguistic, historical and cultural knowledge, are in a position to encourage mobility and comprehension between the Member States of the EU. The Commission has also made recommendations on cooperation with other European countries and the rest of the world, on lifelong learning (which needs in-depth consideration and reworking of structures and teaching methods), on research and on the creation of a Trans-European Network for Research and Education. This network would be a preliminary step towards the establishment of an information society which could derive benefit from the new technologies in all fields.

Given the wealth of themes discussed and the outlook presented, the Commission hopes to continue to act as a catalyst for focusing attention on education at the European level and intends to publish in 1996 a second memorandum on the European responsibility of the universities.

VIII. NEGOTIATIONS AND ADOPTION OF SOCRATES

33. 1994 was a period of intense activity in the preparation for the adoption of the Community activities under the new programmes in education and vocational training, SOCRATES and LEONARDO DA VINCI. These two programmes take account of the EC's new powers in the areas of education and training specified in Articles 126 and 127 of the EC Treaty. Lengthy negotiations took place in 1994 between the Commission, the Council and European Parliament with a view to adoption of these programmes¹.
34. SOCRATES differs from the previous Community initiatives in that it covers all types and levels of education in a single programme for cooperation in the area of education, thus contributing to the improvement of the quality of education. The programme has three chapters:
- *higher education*, known as **ERASMUS** (inter-university cooperation, student mobility and networks)
 - *school education*, known as **COMENIUS** (school partnerships, education of the children of itinerant workers and travellers and intercultural education, in-service training and courses for teachers)
 - *horizontal measures* (promotion of language proficiency, information technologies and open and distance learning, exchange of information and experience, adult education and additional measures).
35. Chapter 1 of the SOCRATES programme covers higher education and continues the current activities of the ERASMUS and LINGUA (Action II) programmes.

The experience gained during previous Community programmes such as ERASMUS and LINGUA and the preparatory work described in greater detail in the 1993 annual report, served as the basis for the adoption of the SOCRATES proposal of 4 January 1994 (COM(93)708) by the Commission, a proposal based on Articles 126 and 127 of the EC Treaty.

The SOCRATES proposal was forwarded to the Council and the European Parliament on 3 March 1994. The opinion of the Economic and Social Committee was received on 27 April 1994 and that of the Committee of the Regions on 17 May 1994.

In accordance with the co-decision procedure described in Article 189B of the EC Treaty, after a first reading of the Commission proposal the European Parliament adopted its opinion on 22 April 1994, including the 104 amendments tabled. Under the terms of Article 189B of the Treaty, the Commission then submitted an amended proposal for a Decision on 17 May 1994. This amended proposal included 48 of the Parliament's 104 amendments, relating more specifically to the groups of less advantaged beneficiaries, information for the public and intercultural education.

The Council adopted its common position on the proposal (in accordance with Article 189B of the Treaty) on 18 July 1994. The Council accepted *in toto* or in part 29 of the 48 amendments accepted by the Commission and three other amendments not accepted by the Commission. The European Parliament acknowledged receipt of the Council's common position on 19 July 1994.

Prior to that the Commission had on 15 July submitted its position on the Council's common position to the Council and to the European Parliament. The main points of divergence between the Council's common position and the Commission's proposal related to the inclusion of the new article on the amount felt to be

¹ The LEONARDO programme was formally adopted on 6 December 1994 by the Council (OJ L 340/8 - 29.12.94 (94/819/EC)

The SOCRATES programme was formally adopted on 14 March 1995 by the European Parliament and the Council (OJ L 87/10 -20.4.95)

necessary and the total amount allocated for the programme (ECU 760 million instead of ECU 1005.6 million proposed by the Commission) and the type and structure of the committee to assist the Commission in implementing the programme.

After a second reading, the European Parliament on 26 October 1994 submitted its opinion on the common position which included 22 amendments. The Commission accepted 18 of these and on 11 November 1994 adopted a modified proposal on the basis of these amendments which was forwarded to the Council and the European Parliament.

The Council of Education Ministers on 5 December 1994 announced that it was not in a position to accept all the amendments proposed by the European Parliament. A Conciliation Committee therefore met on the same day to examine the two main amendments relating to committee procedures and the amount felt to be necessary. A second Conciliation Committee meeting was held on 25 January 1995 in order to find a solution to the other points of divergence, including the total amount to be allocated to the programme. An agreement was concluded on the amount of 850 million ECUS for a five-year period for the programme and also including a joint declaration concerning the revision of the budget two years after adoption and on the basis of a report submitted to the Commission. At its plenary session on 28 February 1995 the European Parliament gave its final approval and the Council formally adopted the programme at the council meeting on research on 14 March 1995.

IX. INTERACTION WITH OTHER COMMUNITY PROGRAMMES

36. The future development of Erasmus as part of the SOCRATES programme must be viewed within the wider framework of Community initiatives in the field of education and training aimed at exploiting the potential of the Internal Market. With this in mind, steps are taken to ensure proper coordination between Erasmus and other Community programmes in relevant areas of activity.
37. 1994 was the fifth year of operation of the **Lingua** Programme, which promotes the teaching and learning of the nine official Community languages (plus Irish and Letzeburgesch). The administration of Action II of Lingua is carried out in accordance with the same procedures as those used for the Erasmus Programme and joint arrangements have been adopted for both. Lingua Action II covers visit grants and the exchange of higher education students and staff. The EFTA countries cannot take part in the Lingua Programme.
38. The Commission continues to monitor closely the interaction between **Tempus** and Erasmus, with a view to achieving maximum synergy between the two initiatives. Tempus forms part of the Phare and Tacis programmes of assistance to the economies and societies of the Central and Eastern Europe and the countries of the former USSR. The design of Tempus was strongly influenced by existing Community initiatives in education and training, and many applications submitted to Tempus draw on experience gained through Erasmus.
39. There is also complementarity with the **Comett** Programme for cooperation between institutions of higher education and industry. A placement in a commercial enterprise is the cornerstone of Comett student mobility but is only one of several forms of exchange within Erasmus, which also covers a much wider range of subject areas.
40. The **Human Capital and Mobility** Programme, pursued under the "Stimulation of training and mobility of researchers" (4th framework programme), aims to stimulate the European human resource base for research and development, in terms of both quality and quantity. Its actions - mainly of interest to young postdoctoral researchers - are complementary to the activities supported under Erasmus.
41. The **Jean Monnet** Action, through the establishment of European "chairs", "permanent courses" and "modules", also supports the European Dimension within the higher education sector.

42. Inter-university cooperation under ERASMUS is assessed in each area of study: The **Commission departments** which *per se* have a link with one of the areas of study assessed were invited to these conferences (cf. V, § 29). Their involvement made a positive contribution to the discussions with universities, in particular by providing a prospective vision of developments in the field and of the training requirements to be covered to take account of the trends on the labour market and in Community initiatives in general.

X. CONCLUSIONS

43. For the ERASMUS programme and for the other Community programmes on education and training, 1994 was a pivotal year in which the experience acquired through these Community programmes and various pilot projects was consolidated and expanded in the proposal for the new SOCRATES programme.

Pending implementation of the new SOCRATES programme in which higher education activities will play a major part, the Commission has continued to monitor and assess participation in ERASMUS at national and regional level and by subject area.

ANNEXES

Annex I

Funds committed for the academic year 1994/95 (in ECU)

ACTION 1		20.481.700
A. Inter-University Cooperation Programmes	19.086.400	
a. Student Mobility	12.581.340	
b. Teaching Staff Mobility	2.934.920	
c. Curriculum Development	2.459.560	
d. Intensive Programmes	1.110.580	
B. Visits	1.395.300	
ACTION 2		70.500.000
A. Student Grants	67.600.000	
B. ECTS Student Grants	2.900.000	
ACTION 3		2.828.695
A. ECTS Institutional Grants	2.761.175	
B. NARIC Networks Grants	67.250	
ACTION 4		2.891.659
A. Associations and Publications	187.200	
B. Programme Information, Administration, Monitoring and Evaluation, Ortelius	2.704.459	
	TOTAL	96.702.054

Note : For technical reasons, slight discrepancies may occur between the total listed here for individual activities and the corresponding totals given in the text in respect of grants awarded to institutions.

Annex II (a)

Erasmus ICP applications by eligible state of co-ordinating institution

Eligible State	1993/94			1994/95		
	Number	%	% EC only	Number	%	% EC only
B	209	8.5	9.1	219	8.3	9.0
DK	59	2.4	2.6	67	2.6	2.8
D	305	12.3	13.2	311	11.9	12.8
GR	84	3.4	3.7	91	3.5	3.8
E	197	8.0	8.6	214	8.1	8.8
F	380	15.4	16.5	402	15.3	16.6
IRL	45	1.8	2.0	53	2.0	2.2
I	227	9.2	9.9	230	8.8	9.5
LUX	0	0.0	0.0	0	0.0	0.0
NL	214	8.7	9.3	222	8.5	9.2
P	55	2.2	2.4	53	2.0	2.2
UK	524	21.2	22.7	562	21.3	23.2
Total EC	2299	93.1	100.0	2424	92.3	100.0
A	52	2.1		58	2.2	
FIN	26	1.1		52	2.0	
IS	7	0.3		4	0.2	
N	25	1.0		23	0.8	
S	42	1.7		45	1.7	
CH	19	0.8		20	0.8	
FL	0	0.0		0	0.0	
Total EFTA	171	6.9		202	7.7	
Total EC + EFTA	2470	100.0		2626	100.0	

Annex II (b)

Approved Erasmus ICPs by eligible state of co-ordinating institution

Eligible State	1993/94			1994/95		
	Number	%	% EC only	Number	%	% EC only
B	188	8.7	9.3	190	8.3	9.1
DK	51	2.4	2.5	48	2.1	2.3
D	270	12.5	13.4	267	11.8	12.8
GR	71	3.3	3.5	80	3.5	3.8
E	156	7.3	7.8	179	7.9	8.6
F	330	15.3	16.4	356	15.6	17.0
IRL	36	1.7	1.8	44	1.9	2.1
I	194	9.0	9.6	203	8.9	9.7
LUX	0	0.0	0.0	0	0.0	0.0
NL	189	8.8	9.4	194	8.5	9.3
P	48	2.2	2.4	49	2.1	2.3
UK	480	22.3	23.9	482	21.2	23.0
Total EC	2013	93.5	100.0	2092	91.8	100.0
A	49	2.3		56	2.4	
FIN	21	1.0		48	2.1	
IS	4	0.2		4	0.2	
N	14	0.6		19	0.8	
S	36	1.7		43	1.9	
CH	16	0.7		18	0.8	
FL	0	0.0		0	0.0	
Total EFTA	140	6.5		188	8.2	
Total CE + EFTA	2153	100.0		2280	100.0	

Annex III (a)

Erasmus ICP applications by eligible state and number of participations

Eligible State	1993/94			1994/95		
	Number	%	% EC only	Number	%	% EC only
B	838	5.4	5.9	959	5.1	5.8
DK	434	2.8	3.1	498	2.7	3.0
D	2132	13.8	15.0	2520	13.5	15.1
GR	561	3.6	4.0	695	3.7	4.2
E	1628	10.5	11.5	1996	10.7	12.0
F	2422	15.6	17.1	2793	15.0	16.8
IRL	441	2.8	3.1	550	3.0	3.3
I	1500	9.7	10.6	1781	9.6	10.7
LUX	6	0.0	0.0	8	0.0	0.0
NL	950	6.1	6.7	1065	5.7	6.4
P	612	3.9	4.3	734	3.9	4.4
UK	2654	17.1	18.7	3074	16.5	18.4
Total EC	14178	91.3	100.0	16673	89.4	100.0
A	267	1.7		361	2.0	
FIN	263	1.7		470	2.5	
IS	17	0.1		20	0.1	
N	210	1.4		318	1.7	
S	385	2.5		503	2.7	
CH	208	1.3		295	1.6	
FL	1	0.0		1	0.0	
Total EFTA	1351	8.7		1968	10.6	
Total EC + EFTA	15529	100.0		18641	100.0	

Annex III (b)

Approved Erasmus ICPs by eligible state and number of participations

Eligible State	1993/94			1994/95		
	Number	%	% EC only	Number	%	% EC only
B	754	5.3	5.8	865	5.1	5.7
DK	399	2.8	3.1	450	2.7	3.0
D	1974	13.9	15.1	2276	13.5	15.0
GR	513	3.6	3.9	637	3.8	4.2
E	1507	10.6	11.5	1823	10.7	12.0
F	2242	15.7	17.2	2548	15.0	16.8
IRL	406	2.8	3.1	512	3.0	3.4
I	1381	9.7	10.6	1622	9.6	10.7
LUX	6	0.0	0.0	8	0.0	0.1
NL	862	6.0	6.6	957	5.6	6.3
P	561	3.9	4.3	665	3.9	4.4
UK	2450	17.2	18.8	2784	16.4	18.4
Total EC	13055	91.5	100.0	15147	89.3	100.0
A	245	1.7		340	2.0	
FIN	238	1.7		437	2.6	
IS	12	0.1		20	0.1	
N	188	1.3		293	1.7	
S	348	2.4		468	2.8	
CH	188	1.3		275	1.6	
FL	1	0.0		1	0.0	
Total EFTA	1220	8.5		1834	10.8	
Total EC + EFTA	14275	100.0		16981	100.1	

Annex IV (a)

Erasmus ICP applications by subject area

Subject Area	1993/94		1994/95	
	Number	%	Number	%
Agriculture	80	3.2	79	3.0
Architecture	95	3.8	94	3.6
Fine Arts/Music	109	4.4	121	4.6
Business/Management	249	10.1	258	9.8
Education	115	4.7	142	5.4
Engineering	343	13.9	366	13.9
Geography/Geology	91	3.7	97	3.7
Humanities	149	6.0	147	5.6
Languages	262	10.6	269	10.2
Law	133	5.4	132	5.0
Mathematics	109	4.4	124	4.7
Medical Sciences/ Psychology	171	6.9	175	6.7
Natural Sciences	205	8.3	215	8.2
Social Sciences	256	10.4	281	10.7
Communication/Information	32	1.3	42	1.6
Miscellaneous	31	1.3	34	1.3
Framework Agreements	40	1.6	50	1.9
Total	2470	100.0	2626	100.0

Annex IV (b)

Approved Erasmus ICPs by subject area

Subject Area	1993/94		1994/95	
	Number	%	Number	%
Agriculture	68	3.2	68	3.0
Architecture	80	3.7	79	3.5
Fine Arts/Music	93	4.3	111	4.9
Business/Management	208	9.7	212	9.3
Education	97	4.5	118	5.2
Engineering	313	14.5	330	14.5
Geography/Geology	76	3.5	84	3.7
Humanities	127	5.9	129	5.7
Languages	231	10.7	233	10.2
Law	123	5.7	122	5.4
Mathematics	97	4.5	106	4.6
Medical Sciences/ Psychology	148	6.9	152	6.7
Natural Sciences	183	8.5	184	8.1
Social Sciences	219	10.2	243	10.7
Communication/Information	28	1.3	33	1.4
Miscellaneous	26	1.2	29	1.3
Framework Agreements	36	1.7	47	2.1
Total	2153	100.0	2280	100.0

Annex V (a)

ICP applications received in 1993/94 and 1994/95 by type of activity

Type of Activity	1993/94		1994/95		Increase/Decrease	
	Number	% *	Number	% *	Number	%
Student Mobility (SM)	2250	91	2404	92	154	6.8
Staff Mobility (TS)	1024	41	1093	42	69	6.7
Curriculum Development (CD)	432	17	492	19	60	13.9
Intensive Programmes (IP)	500	20	573	22	73	14.6

* % of ICP applications incorporating this type of activity

Note : Applications frequently refer to more than one type of activity

Annex V (b)

ICP applications received in 1993/94 and 1994/95 by type of activity

Type of Activity	1993/94		1994/95		Increase/Decrease	
	Number	% *	Number	% *	Number	%
Student Mobility (SM)	1997	93	2112	93	115	5.8
Staff Mobility (TS)	476	22	591	26	115	24.2
Curriculum Development (CD)	232	11	201	9	-31	-13.4
Intensive Programmes (IP)	188	9	264	12	76	40.4

* % of ICP applications incorporating this type of activity

Note : Applications frequently refer to more than one type of activity

Annex VI

Rates of approval for ICPs according to type of activity 1993/94 and 1994/95 (in %)

Type of Activity	1993/94	1994/95
Student Mobility (SM)	89	88
Staff Mobility (TS)	47	54
Curriculum Development (CD)	54	41
Intensive Programmes (IP)	38	46
All ICPs	87	87

Annex VII

Higher education institutions eligible for Erasmus

Eligible State	Number of eligible h.e. instit. in 1994	Number of institutions in one or more approved Erasmus ICPs						
		1988/89	1989/90	1990/91	1991/92	1992/93	1993/94	1994/95
B	419	26	49	69	76	100	126	142
D	351	83	126	132	176	186	205	217
DK	243	16	32	44	42	56	60	72
E	87	37	42	42	47	55	60	63
F	1989	150	247	268	300	369	405	411
GR	63	12	23	22	24	26	30	32
I	114	43	59	59	65	72	77	85
IRL	66	12	19	20	22	31	31	35
LUX	4	2	2	3	2	2	2	2
NL	333	24	51	53	72	88	94	96
P	188	15	28	35	41	67	70	74
UK	489	106	148	157	172	197	212	220
EUR	1					2	2	1
TOTAL EC	4347	526	826	904	1039	1251	1374	1450
A	58					20	28	34
CH	139					14	17	25
FL	2					1	1	1
IS	13					2	4	5
N	141					19	41	56
S	75					25	34	41
FIN	360					29	51	95
TOTAL EFTA	788					110	176	257
TOTAL EC + EFTA	5135					1361	1550	1707

Note : Eligibility is determined by individual eligible states. The figures given in the column headed "Number of eligible higher education institutions" are correct as at May 1994.

In consulting this table, it should be borne in mind that in some countries, notably France, a very substantial proportion of the institutions listed as eligible in fact carry out the bulk of their activities within the secondary school sector, and are thus unlikely ever to participate in the Community's higher education actions.

Annex VIII (a)

Erasmus visit grant applications in 1994 by eligible state

Eligible State	Eligible Applications		Approved Applications	
	Number	%	Number	%
B	73	6,6	37	6,4
DK	37	3,3	21	3,6
D	101	9,1	51	8,7
GR	251	22,7	130	22,4
E	125	11,3	63	10,9
F	108	9,8	49	8,4
IRL	45	4	31	5,3
I	99	9	53	9,1
L	0	0,0	0	0,0
NL	46	4,2	20	3,5
P	37	3,3	26	4,5
UK	184	16,7	100	17,2
Total EC	1106	100	581	100
A	11	5,3	7	6,7
FIN	117	56,8	59	56,8
IS	5	2,4	2	1,9
N	22	10,7	13	12,3
S	41	20	16	15,4
CH	10	4,8	7	6,7
FL	0	0,0	0	0,0
Total EFTA	206	100	104	100
Total EC + EFTA	1312		685	

Annex VIII (b)

Erasmus visit grant applications in 1994 by subject area

Subject Area	Eligible Applications		Approved Applications	
	Number	%	Number	%
Agriculture	36	2,7	22	3,2
Architecture	55	4,2	35	5,1
Fine Arts/Music	107	8,2	65	9,5
Business/Management	142	10,8	70	10,2
Education	117	8,9	58	8,5
Engineering	136	10,4	67	9,8
Geography/Geology	41	3,1	24	3,7
Humanities	45	3,4	26	3,8
Languages	105	8	48	7
Law	25	1,9	13	1,9
Mathematics	72	5,5	42	6,1
Medical Sciences/ Psychology	140	10,7	74	10,8
Natural Sciences	52	4	28	4
Social Sciences	108	8,2	52	7,6
Communication/Information	35	2,7	20	2,9
Miscellaneous	15	1,1	7	1
Framework Agreements	16	1,2	9	1,3
Study Visits by Administrators	65	5	25	3,6
Total EC + EFTA	1.312	100	685	100

Annex IX

Erasmus 1994/95 Allocation of student grant budget

Eligible States	Erasmus Action 2 Budget (excluding ECTS)		ECTS		Total Erasmus Action 2 Budget	
	MECU	%	MECU	%	MECU	%
B	2 606	3,9	140	4,9	2 764	3,9
DK	1 099	1,7	140	4,9	1 239	1,8
D	11 495	17,7	300	10,4	12 245	17,4
GR	2 775	4,1	140	4,9	2 915	4,1
E	7 678	11,3	300	10,4	7 978	11,3
F	9 678	14,3	300	10,4	9 978	14,2
IRL	1 358	2	140	4,9	1 498	2,1
I	9 504	14	300	10,4	9 804	13,9
L	228	0,3	20	0,7	248	0,4
NL	2 951	4,3	140	4,9	3 091	4,4
P	2 618	3,9	140	4,9	2 758	3,9
UK	9 026	13,3	340	11,8	9 366	13,3
EUR	71	0,1	20	0,7	91	0,1
Total EC	61 537	91	2 420	84	63 957	90,8
A	1 394	2,1	100	3,5	1 494	2,1
FIN	1 091	1,6	100	3,5	1 191	1,7
IS	200	0,3	20	0,7	220	0,3
N	1 010	1,5	80	2,8	1 090	1,5
S	1 412	2	100	3,5	1 512	2,1
CH	966	1,5	60	2,1	1 026	1,5
FL	10	0	0	0	10	0
Total EFTA	6 083	9	460	16	6 543	9,2
Total EC + EFTA	67 620	100	2 880	100	70 500	100

Note : Special arrangements apply to Luxembourg, Iceland and Liechtenstein. The allocation to "EUR" covers direct allocations to the EPBS ECTS consortium (based in France) and to the European institutions in Arlon and Florence.

Annex X

Erasmus students 1994/95 : planned student numbers by home and host country

Home country	Host country																					Total EC	A	FIN	IS	N	S	CH	FL	Total EFTA	Total EC + EFTA
	B	DK	D	GR	E	F	IRL	I	L	NL	P	UK	EUR																		
B	--	137	829	221	798	1162	312	526	4	671	217	1330	4	6211	100	108	0	89	206	138	0	641	6852								
DK	151	--	424	53	277	372	118	127	0	236	71	792	1	2622	53	86	2	57	67	38	0	303	2925								
D	738	353	--	441	1951	4352	800	1484	0	1087	408	5083	11	16708	303	470	16	269	594	220	1	1873	18581								
GR	262	74	552	--	264	657	128	358	1	240	99	816	0	3451	97	58	0	33	93	45	0	326	3777								
E	881	270	1628	241	--	3242	450	1718	0	784	464	3210	3	12891	258	122	4	105	246	158	0	893	13784								
F	870	344	3964	443	3297	--	890	1729	0	926	514	7682	7	20666	387	256	7	159	483	202	0	1494	22160								
IRL	263	90	689	84	345	813	--	174	0	187	75	412	0	3132	68	73	1	39	90	22	0	293	3425								
I	647	152	1463	311	1717	2112	257	--	0	606	285	2092	0	9642	280	105	7	119	224	185	0	920	10562								
L	0	0	5	1	0	2	0	0	--	0	0	2	0	10	0	0	0	0	0	0	0	0	10								
NL	631	231	1011	182	763	1050	231	501	0	--	174	2165	4	6943	157	191	3	148	432	118	0	1049	7992								
P	287	90	388	98	507	682	89	295	0	222	--	675	1	3334	63	58	0	42	101	56	0	320	3654								
UK	1022	675	4063	577	2587	6807	399	1569	2	2000	474	--	9	20184	437	554	7	237	694	173	0	2102	22286								
EUR	2	1	11	0	3	7	0	0	0	1	0	8	--	33	1	0	0	2	0	0	0	3	36								
Total EC	5754	2417	15027	2652	12509	21258	3674	8481	7	6960	2781	24267	40	105827	2204	2081	47	1299	3230	1355	1	10217	116044								
A	103	57	282	78	300	422	79	296	0	158	61	534	1	2371	--	--	--	--	--	--	--	--	2371								
FIN	145	110	561	64	140	222	106	104	0	210	52	730	0	2444	--	--	--	--	--	--	--	--	2444								
IS	1	2	17	0	5	15	0	10	0	5	0	13	0	68	--	--	--	--	--	--	--	--	68								
N	98	71	308	36	105	219	52	109	0	174	41	339	3	1555	--	--	--	--	--	--	--	--	1555								
S	191	73	592	66	250	530	130	194	0	425	86	853	0	3390	--	--	--	--	--	--	--	--	3390								
CH	123	30	222	32	155	224	29	170	0	108	43	213	0	1349	--	--	--	--	--	--	--	--	1349								
FL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	--	--	--	--	--	--	--	--	0								
Total EFTA	661	343	1982	276	955	1632	396	883	0	1080	283	2682	4	11177	--	--	--	--	--	--	--	--	11177								
Total EC + EFTA	6415	2760	17009	2928	13464	22890	4070	9364	7	8040	3064	26949	44	117004	2204	2081	47	1299	3230	1355	1	10217	127221								

Annex XI

ECTS student numbers by subject area 1993/94

1993/94 Country	Mechanical Engineering		Medicine		Chemistry		History		Business/Admin.		Total			
	out	in	out	in	out	in	out	in	out	in	out	%	out	%
B	11	1	39	45	1	13	10	5	27	40	88	4.6	104	5.3
DK	24	6	18	12	11	7	8	12	27	35	88	4.6	72	3.7
D	99	51	172	39	40	28	34	25	32	37	377	19.6	180	9.2
GR	6	5	19	16	18	2	12	10	26	3	81	4.2	36	1.8
E	78	29	66	50	58	22	37	39	60	88	299	15.5	228	11.7
F	32	62	15	121	64	46	24	37	126	83	261	13.6	349	17.9
IRL	4	12	14	18	17	22	14	21	20	16	69	3.6	89	4.6
I	10	20	39	32	12	10	16	27	51	55	128	6.7	144	7.4
L	2	2	0	0	0	0	0	0	0	0	2	0.1	2	0.1
NL	5	7	10	22	10	22	9	11	36	10	70	3.6	72	3.7
P	13	5	15	7	9	0	9	2	22	6	68	3.5	20	1.0
UK	21	132	27	45	34	89	25	38	38	94	145	7.5	398	20.4
A	11	12	15	18	9	10	8	4	10	24	53	2.8	68	3.5
SF	10	4	11	4	8	2	8	5	13	7	50	2.6	22	1.1
N	3	4	14	5	4	14	x	x	12	12	33	1.7	35	1.8
S	9	13	10	20	8	11	10	3	28	21	65	3.4	68	3.5
CH	0	0	15	45	2	7	10	1	0	0	27	1.4	53	2.7
IS	0	0	0	0	0	0	8	2	0	0	8	0.4	2	0.1
EPBS*	0	0	0	0	0	0	0	0	11	10	11	0.6	10	0.5
Total	365	365	499	499	305	305	242	242	539	541	1923	100.0	1952	100.0

* European Partnership of Business Schools: Middlesex University, Fachhochschule T.W. Reutlingen, ICADE Madrid, Groupe ESC (Ecole Supérieure de Commerce) Reims

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