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REPORT FROM THE COMMISSION

# ERASMUS PROGRAMME

## ANNUAL REPORT

### 1993



EDUCATION  
TRAINING  
Y O U T H

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ERASMUS  
PROGRAMME

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**Annual report**  
**1993**

*June 1994*

EUROPEAN  
COMMISSION

# SUMMARY

1. The Annual Report for 1993 describes the general development of the Erasmus Programme during the calendar year and the range of inter-university cooperation activities supported for 1993/94 - the seventh year of the Programme's operation.
2. The total number of Inter-university Cooperation Programmes (ICPs) approved by the Commission for the award of Community funds amounted to 2 153, of which 469 were new programmes and 1 684 fell within the three-year multiannual funding arrangements. The growth in the volume of activity within these programmes has been dramatic; between 1992/93 and 1993/94 both institutional participations and planned numbers of mobile students in approved ICPs increased by 30%. On the basis of actual mobility figures for previous years, it is estimated that approximately 65% of the 103 894 students in approved student flows will actually study abroad. The number of teaching staff planning to travel has increased by 56% (to 8 060) over 1992/93 figures.
3. For higher education institutions in the countries of the European Free Trade Association (EFTA), 1993/94 was the second year of Erasmus participation, on the basis of bilateral agreements made with the European Community in 1991. By comparison with 1992/93 the EFTA countries have approximately doubled their ICP participation levels (to 1 220 participations) and now account for 8.5% of participations and 6.8% of estimated student numbers in approved ICPs.
4. For the European Community Course Credit Transfer System (ECTS), 1993 was a year of consolidation and refinement of procedures in institutions participating in the pilot project. There was also increasing interest in ECTS on the part of an ever-widening group within the academic community, and ECTS principles were applied within institutions and subject areas outside the scope of the current pilot project.
5. In 1993, the European Commission awarded 40 grants under Action 4 of Erasmus (complementary measures to promote mobility). The projects approved involve 400 separate institutions and organisations, with an even distribution across the European Community Member States and the EFTA countries.
6. Throughout the year, the Commission continued to stimulate interest in inter-university cooperation by organising and participating in information actions and by funding study visits by the staff of higher education institutions. The Commission's monitoring programme and evaluation activities led to the preparation and publication of numerous studies on those involved in Erasmus and their experiences.
7. 1993 was a period of intensive reflection within the Commission on the planning of future programmes of Community action in the field of education and professional training. These will take into account the European Community's enlarged responsibilities in education and training under the terms of the Treaty on European Union (and in particular articles 126 and 127 of the Treaty). The experience gained from the implementation of Community programmes such as Erasmus and Lingua and from various pilot projects will provide the essential basis for the new activities to be proposed. On 4 January 1994 the Commission adopted their proposal for a new programme of Community action, *Socrates*, the first chapter of which continues and consolidates the inter-university cooperation activities of Erasmus.

# **ERASMUS PROGRAMME**

## **ANNUAL REPORT**

**1993**

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# I IMPLEMENTATION OF THE ERASMUS PROGRAMME ACTIONS

1. The present report reviews the general development of the Erasmus Programme in the calendar year 1993, and the various inter-university cooperation activities funded for 1993/94 - the seventh year of the Programme's operation. It has been prepared in accordance with Article 6 of the Council Decision of 15 June 1987 (87/327/EEC) establishing the Erasmus Programme, as amended by the Council Decision of 14 December 1989 (89/663/EEC).

Under seven separate Council Decisions of 28 October 1991 (91/611/EEC to 91/617/EEC), concluding bilateral agreements between the Community and the countries of the the European Free Trade Association (EFTA), institutions of higher education in these countries have been able to participate in cooperative activities with Community institutions under the Erasmus Programme since the academic year 1992/93.

The activities funded under the Erasmus Programme are divided into four actions, as follows:

- ✓ Action 1: Inter-university Cooperation Programmes constituting the European University Network (ICPs) 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 piloting of the European Community Course Credit Transfer System (ECTS);
- ✓ Action 4: Complementary measures to promote inter-university cooperation and student mobility.

The Community funds available for the implementation of the Erasmus Programme in 1993 amounted to ECU 84.68 million. The contribution made by the EFTA countries for their participation in Erasmus activities was ECU 13.16 million. **Annex 1** shows the breakdown, by Action, of the total budget of ECU 97.84 million.

In addition to the direct provision of funding to institutions, organisations, teachers and students under the Actions listed above, the Commission has continued to support European academic cooperation by an active information policy, by close liaison with the academic community in the eligible states and through monitoring activities designed to ensure further improvements.

The analysis of Inter-university Cooperation Programmes (ICPs) presented in this report relates to the funding of activities for the academic year 1993/94; all statistics on ICP activities refer to data held by the Commission in April 1993, at the conclusion of the selection period.

ICP applications submitted for the year 1993/94 show a substantial increase in demand for institutional participation and for student mobility. The increase has been particularly dramatic in the case of the EFTA countries, in this second year of their participation, but interest in the Programme also continues to grow within the Community itself. It is clear that the budget - which only increased by 0.7% for 1993/94 - is considerably less than the actual cost of implementing Erasmus cooperation and student mobility. Access to complementary funding at national level continues to be an important policy issue, with a view not only to relieving immediate financial pressure, but also to

securing the future of inter-institutional cooperation by obtaining a more explicit commitment from regional, national and institutional funds.

## Action 1

### European University Network: Support for Inter-university Cooperation Programmes (ICPs) and for Study and Teaching Visits

2. The Inter-university Cooperation Programmes (ICPs) set up under Erasmus by institutions of higher education in the eligible states involve one or more of the following:
  - ✓ Student mobility programmes (SM);
  - ✓ Teaching staff mobility programmes (TS);
  - ✓ Joint development of new curricula (CD);
  - ✓ Intensive programmes (IP).
3. **Student mobility programmes** of substantial duration (between three months and one academic year) which give full recognition of a period of study abroad (up to and including the doctorate or equivalent) are eligible for financial support to contribute to: the development of the programme; the preparation of documents and teaching material; the linguistic preparation of students prior to departure and after arrival; the orientation of students and such other costs directly related to the programme as meetings and the monitoring of the activities funded. With the encouragement of the Commission, institutions have continued to improve their level of practical commitment to student mobility - notably in the areas of language training, information provision and accommodation.
4. **Teaching staff mobility programmes** enable higher education teaching staff to make a substantial contribution to the regular teaching programme at a partner institution for between one week and one year, within the framework of a structured exchange scheme involving mobility for a number of individuals. Support is given towards the development of the programme, the travel and accommodation expenses of teaching staff and (in certain circumstances) the costs of replacing staff absent for three months or longer. In 1993/94, the funding of linguistic preparation for teaching staff from Erasmus grants was permitted for the first time.

Teaching staff exchange contributes to making the benefits of European cooperation available not only to those students who take part in exchanges but also to the majority of the student population, who do not. Experience has shown that teaching staff mobility can have interesting spin-off effects in terms of other types of inter-institutional 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 recognised in several eligible states) have been created as a result of

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 1993/94

8. As will be seen from **Annex II(a)**, the number of Erasmus ICP applications coordinated by Member States of the European Community stabilised in 1993 at around 2 300. Although there has been a dramatic increase (46%) in EFTA-coordinated applications since 1992/93, bringing the 1993/94 total to 171, the scale of involvement in the Programme by higher education institutions from the EFTA countries remains small by comparison with that of the European Community. In terms of institutional participation (see **Annex III(a)**), both the EC and EFTA show substantial increases, the number of participations in ICP applications being 21% greater for 1993/94 than for 1992/93. This continues a well-established trend within the Erasmus Programme, in which increased demand manifests itself primarily in the growth of activity proposed within networks rather than in increased numbers of applications submitted by coordinators.

Within the European Community, there were significant increases in institutional participations by Greece (+32%) and Portugal (+27%) and in coordinations by Greece (+18%). Among EFTA countries, Finland and Norway both more than doubled their numbers of participations and coordinated applications.

**Annex IV(a)** shows the distribution of ICP applications in 1992/93 and 1993/94 by subject area. The position is extremely stable, and this stability is confirmed by the distribution statistics by subject area and student months (not shown in annex).

### ICPs selected for 1993/94

9. The results of the initial analysis of all applications received were referred to three Academic Advisory Groups, which play an important part in the arrangements for quality control in the selection process. The Commission took careful account of the Groups' views in the selection of the 2 153 ICPs ultimately funded.



The academic year 1993/94 was the third year of the multiannual application and simplified renewal arrangements for ICPs introduced by the Erasmus Phase II Decision (Council Decision of 14 December 1989). Under this procedure, the Commission was already committed to most programmes selected in 1991/92 and 1992/93. Careful allocation of the 1993/94 budget has ensured a balance of funding for new applications and for both new and existing activities within programmes entering their second or third year of multiannual funding in 1993/94.

Of the 2 153 ICPs approved (EC + EFTA), 469 were completely new programmes and these, together with new activities within existing programmes, were awarded slightly above average funding in order to provide a sound financial basis for their launching phase. (The approval rate for new programmes was 61%, as against an overall rate of 87%.)

Between 1992/93 and 1993/94 there was an increase of 14% in the number of eligible institutions participating in one or more approved ICPs (EC + EFTA). There were substantial percentage increases (but from a relatively low base) in the numbers of EFTA institutions involved; most of the corresponding figures for individual Member States of the Community show modest increases, except for a substantial increase (26%) in the case of Belgium. The year-on-year increases since 1988/89 are shown in Annex VII.

On average, successful applicants for ICPs were awarded 28% of the amounts which they had requested in their applications (EC + EFTA). There was some variation by type of activity: 28% for student mobility programmes; 24% for teaching staff mobility programmes; 37% for curriculum development; 32% for intensive programmes. Although the average grant per ICP remained stable at ECU 10 915, the grant per participating institution decreased by 14% in comparison with the previous year, to ECU 1 646 (this being due to an increase in the average number of partners per ICP).

Annex II(b) shows the distribution of approved ICPs by country of coordinating institution. In terms of coordination by Member States of the European Community there were significant increases between 1992/93 and 1993/94 in the numbers of approved programmes coordinated by Greece (+44%) and the Netherlands (+24%). All the remaining countries eligible for Erasmus except Spain, Ireland and Luxembourg also coordinated increased numbers of ICPs. Participation levels in approved programmes increased for every eligible country except Luxembourg and Liechtenstein (see Annex III(b)) and by 30% for the Programme as a whole. The EFTA countries, taken together, approximately doubled both their coordination and their participation levels between 1992/93 and 1993/94.

The 1993/94 distribution of approved ICP programmes by subject area (Annex IV(b)) differs very little from that of 1992/93. The Commission continues to promote subject balance; this involves the application of above average standards for the selection of ICPs in such well-represented fields as Business/Management and special attention to applications in Education and Medical Sciences/Psychology, which the Commission is particularly anxious to encourage. At the level of institutional participation within subject areas one observes a significant level of growth since 1992/93 in areas with a history of limited involvement in Erasmus - the 50% increase in the case of Education being particularly striking.

The number of programmes approved by type of activity increased significantly by comparison with 1992/93 (by 12% in the case of student mobility and by about one-third for the other three activities; see Annex V(b)). Approval rates also increased for all types of activity (see Annex VI); this should however be seen in the context of a reduction in applications for teaching staff mobility, curriculum development and

intensive programmes and of the increased proportion of applications covered by the system of multiannual applications and simplified renewal.

Student numbers proposed in approved ICP applications for 1993/94 (EC + EFTA) total 103 894 - an increase of 30% over the 1992/93 figure (80 100). The increase in student mobility between Member States of the European Community only is 23%. The United Kingdom (host country for 22% of all students (EC + EFTA)), France (19%) and Germany (14%) remain the most popular destinations for Erasmus students in 1993/94. 27% of students intend to travel between these three countries in 1993/94 (as against 29% in 1992/93). The traditional "importers" of Erasmus students (France, Ireland and the United Kingdom) are now joined, for the first time in 1993/94, by the Netherlands. (See Annex X for a complete breakdown of student numbers by home and host country.)

Within the 476 approved ICPs involving teaching staff mobility, 8 060 individuals (EC + EFTA) are expected to travel to another eligible state - an increase of 56% by comparison with the previous year. However, the average planned duration of the period spent abroad has dropped from 3.4 weeks in 1992/93 to 2.9 weeks. All eligible states (with the exception of Luxembourg, Liechtenstein and Iceland) plan to send increased numbers of teachers abroad - these increases being particularly striking in the case of Greece (+106%) and the five larger EFTA countries (+183% taken together).

### Visits

*(Details of applications for visit grants and of grants awarded by eligible state and by subject area appear in Annex VIII (a) and (b).)*

10. Four selection rounds were held during the calendar year 1993, to allow the submission of applications at any time with the expectation of a quick decision. The total number of eligible applications received was 1 591, of which 858 (involving over 1 300 individuals) were accepted. The total funding requested in applications amounted to just over 4 million ECU, considerably exceeding the ECU 1 750 000 available. Pressure on funds was thus a major factor in the reduction in the acceptance rate from 65% in 1992 to 54% in 1993.

The majority of the visit grants were awarded to support the launching or extension of ICPs and about a third were for the study of the higher education systems of other eligible states. (The proportion of 1993 visit grants awarded for teaching is very small, at just over 6%.)

Within the overall selection process, priority was invariably given to applications involving eligible states and subject areas under-represented in ICPs, although it remains the Commission's policy that only applications good quality should be approved. 34% of all visit grants were awarded to applicants from Greece and the United Kingdom. The most popular countries of destination in 1993 were, in descending order, the United Kingdom, Germany and France, which together account for 50% of all visits. There was increased interest in visit grants from EFTA countries by comparison with 1992/93, leading to an increase from 9% to 16% in the percentage of grants awarded to EFTA applicants.

As in 1992, a special effort was made to encourage applications from the non-university sector by a mass mailing of letters to institutions. About a third of applications received now come from this source.

## Action 2

### Erasmus student mobility grants

11. Of the 2 153 ICPs approved for the academic year 1993/94 (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 69% 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). The inclusion of the EFTA countries in the Programme from 1992/93 onwards has greatly extended the range of opportunities available to European Community students, although the numbers studying in EFTA countries are still relatively low. EFTA nationals can only be funded under Erasmus for periods of study in Community institutions.

The total demand for Erasmus student mobility grants, on the basis of student numbers proposed in ICP applications for 1993/94, increased by 27% by comparison with 1992/93. On the basis of the 1 997 approved 1993/94 ICPs involving student mobility there was a 30% increase in the number of students eligible for a student mobility grant (see also paragraph 9 above). The average proposed duration of Erasmus study periods abroad remains stable at seven months.

Due to the inevitable delay between the implementation of the Programme actions and the availability of final figures from reports submitted by ICPs and National Grant Awarding Authorities (NGAAs), the student statistics given here and in paragraph 9 above reflect the maximum estimated numbers given in approved applications. On the basis of data available from the NGAAs for previous years, it is reasonable to predict that approximately 65% of the approved number of students will actually study abroad; this implies a number of students in receipt of Erasmus grants of between 60 000 and 70 000 for 1993/94.

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 set aside to be 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. (Special provisions apply for Iceland and Liechtenstein.)

The 5% reserve was distributed by the Commission on the same basis as in 1992/93. An overall limit of 150% of the initial allocation was imposed for any country benefiting from the use of the 5%. Within this restriction, notional average grants to students in Greece and Portugal were increased to ECU 150 per month and a lower limit for all other countries was set at ECU 71 per month (except in Ireland, where the notional average grant reached the 150% upper limit at ECU 67). The countries benefiting from the reserve fund - being (in descending order of the percentage increase in the initial allocation) Greece, Ireland and Portugal, followed by Belgium, Denmark, the Netherlands and the United Kingdom - have thus all increased the notional average grant levels available to their students. Across all eligible countries, the notional average grant is estimated at ECU 99 per month. In addition, ECU 65 000 (0.1% of the total Action 2 budget) was allocated directly by the Commission to the European University Institute in Florence and the Fondation Universitaire Luxembourgeoise in Arlon to cover the mobility grants of their students, since these institutions are not covered by the network of National Grant Awarding Authorities.

Supplementary allocations were made to NGAAAs to cover student mobility grants to ECTS students, on the basis of ten notional academic year grants per institution (or consortium) belonging to the ECTS Inner Circle.

13. The main change in anticipated Erasmus student flow patterns in 1993/94 arises from the increase in student mobility involving the EFTA countries. Students from EFTA countries (7 062) account for 6.8% of the total number of Erasmus students in all approved student flows (a significant increase over the previous year's figure of 4.2%). 5.9% of all students in approved student flows (6 174) intend to study in an EFTA institution.
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 nine of the twelve 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.) Of the three Member States in which such complementary funding is not available, 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. Complementary funding is available in all EFTA countries, with the position of Liechtenstein being similar to that of Luxembourg.

### Action 3

#### Measures to promote mobility through the academic recognition of diplomas and periods of study

##### European Community Course Credit Transfer System

15. Action 3.1 of Erasmus provides for the establishment of an experimental and voluntary European Community Course Credit Transfer System (ECTS) to enable students to receive credits for periods of study carried out and qualifications obtained at institutions of higher education in other eligible states. The aim of this six-year pilot scheme, launched in 1989/90, is to develop a system of credit transfer which will operate as an effective instrument for academic recognition. The five subject areas involved are Business/Administration, History, Medicine, Chemistry and Mechanical Engineering. The initial group of 84 institutions or consortia was extended in 1991 and 1992, and currently includes 145 institutions, of which 23 are in EFTA countries.

For 1993/94, each institution received an allocation within the ECTS framework to meet its own operational costs in implementing the scheme, including those involving in preparing information packages for the use of other ECTS institutions and their students. Mobility grants for students are available via the NGAAAs (see paragraph 12 above).

In the spring of 1993 all five subject area groups held meetings to discuss reports on the third year of operation of ECTS (1991/92) and to select students for the academic year 1993/94. 1 850 students were selected for a study period in an ECTS institution (as against 1 700 for 1992/93). Language continues to be a determining factor in decisions made by students regarding study abroad, with France and the United

Kingdom remaining the most attractive host countries. However, efforts continue to be made within the pilot scheme to achieve greater diversity in student flows. The impact of EFTA participation can already be observed.

(Annex XI shows ECTS student numbers by subject and home country for 1992/93 - the most recent year for which actual student numbers are available.)

The fourth operational year (1992/93) was one of development and refinement of ECTS procedures, with working parties on information packages and credit allocation producing updated advice and guidance for institutions using the system. A revised booklet introducing ECTS will be published in 1994.

In response to a request from the Council of Ministers of Education, a mid-term external evaluation report on ECTS was produced by Coopers and Lybrand. This report (which was published in February 1993), concluded that ECTS had "proved to be an effective means, in the context of the pilot, of facilitating academic recognition between institutions in different European countries".

During 1993 there has been substantial growth in the application of ECTS principles and practices by institutions outside the scheme and in subject areas beyond the five officially designated for the project. Important developments include the adoption by certain institutions of the ECTS system for all student exchange, the increasing number of courses of study operating on a credit or modular basis and the growing interest in the ECTS grading scale among institutions outside the inner circle.

## NARIC network

16. Action 3.2 of Erasmus covers the European Community Network of National Academic Recognition Information Centres (NARIC network). The aim of this action is to ensure optimum cooperation between the NARIC Centres, individual institutions of higher education and the national authorities in the European Community Member States and the EFTA countries on questions concerning academic recognition - the essential basis for inter-university cooperation.

The NARIC network helps to promote the mobility of students by providing authoritative advice and information concerning the academic recognition of diplomas and study periods abroad. Erasmus grants totalling ECU 1 19 230 were awarded to the NARICs in 1993 to enable staff members of the centres to undertake study visits to other eligible states or to produce publications on academic recognition matters. In 1993 the NARIC network published a comparative overview of the main higher education diplomas in all Member States.

Meetings of the NARIC network took place in Stockholm on 9 and 11 May and in Brussels on 30 November 1993. The Brussels meeting was held jointly with the parallel network of "contact points" for the General Directive relating to professional recognition of diplomas, since a large number of NARICs also act as contact points for this Directive.

## Action 4

### Complementary 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 four Action 4 selection rounds in 1993. Of the 83 eligible applications received, 44 were related to the funding of student and staff associations and 39 concerned mobility-related publication projects. 28 grants were awarded - 13 for the development of association activities and 15 for publications related to cooperation in higher education. The total budget allocated in 1993 was ECU 248 770, of which ECU 122 300 was awarded for association activities and ECU 126 470 for publications. Altogether there were 328 separate involvements of institutions and organisations, with an even distribution across EC Member States and EFTA countries. Of the total amount awarded for associations and publications, 62% (ECU 154 270) was allocated to 20 approved projects in nine specific academic fields, notably in Business (6 projects) and Medicine (4 projects). The remaining 38% of the total (ECU 94 500) was allocated to projects with a multidisciplinary scope.

Nine Action 4 grants were awarded to student associations in 1993, including a start-up grant to the new Intersectoral Meeting of International Student Organisations (IMISO), which groups four subject-specific student bodies within one over-arching organisation, and support for the publication of a "Who's who in international student associations" by the same organisation.

Another interesting project supported under Action 4 is a study by the European Network of Insurance Faculties (ENIF) on risk and liability issues in relation to study abroad.

As a follow-up project to the Erasmus special initiative in Teacher Training (1991-1992), the Royal Danish School of Educational Studies was awarded a grant to publish a handbook for institutions planning the setting up of intensive mobility courses for student teachers. This initiative builds on experience gained through involvement with the international teacher training network RIF (*Réseau des Institutions de Formation des enseignants*), which received Erasmus support in 1992.

A further example of a specific subject area grant is that made for a forum organised by the European Association for Architectural Education (EAAE), which examined the position and potential of schools of Architecture in relation to European exchange programmes.

In autumn 1993 the Commission announced in the *Erasmus Newsletter* that it intended to encourage a more subject-based approach than hitherto, and invited groups of ICP coordinators and partners in specific disciplines to apply for Action 4 grants to fund evaluation meetings on the operation and impact of Erasmus.

### Special initiatives

18. Following a study carried out for the Commission in 1992 concerning the participation of the non-university sector in Erasmus, work began in 1993 on the planning of an information campaign to promote increased participation by such institutions, especially in under-represented regions and subject areas. The information campaign

will be a joint initiative of the Commission and the European Association of Institutions in Higher Education (Eurashe).

## II INFORMATION ACTIVITIES

19. Throughout 1993, information support to the academic community, relevant national agencies, the media and the general public was provided. 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 (see below) and to the broad base on which the Programme now rests. Well over 6 000 written enquiries were handled in Brussels during the year, in addition to numerous personal visits and more than a thousand telephone requests for information. A significant proportion of information requests come from such sources as university international offices, student associations or the media, which have a clear "multiplier" function in the dissemination of information.

The programme of publications on Erasmus continues to play a major information role. Publications prepared or published in 1993 included:

- ✓ the *Erasmus Directory of Programmes 1993/94* (a 1 492-page publication containing brief details of all ICPs supported) (published in January 1994);
- ✓ the *Erasmus Newsletter* (which has hitherto appeared three times a year in English and French, but which is to be replaced in 1994 by a single magazine covering all Community education and training programmes);
- ✓ *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 institutions);
- ✓ an updated edition in nine languages of the *Erasmus Guide to Good Practice* (which explains to potential or current Erasmus partners how to participate effectively in the Programme);
- ✓ a new ECTS information booklet in nine languages (to be published in 1994);
- ✓ reprints of the general information brochure, student information leaflets on Erasmus and the list of NARIC centres;
- ✓ a wall display of Erasmus participation in the regions of the EC and the EFTA countries;
- ✓ a *Directory of higher education institutions in the EFTA countries* (publication in 1994);
- ✓ the first two numbers of the newly created *Studies* series of the Task Force Human Resources, namely *Quality management and quality assurance in European higher education: methods and mechanisms* (Number 1) and *The outlook for higher education in the European Community: responses to the Memorandum* (Number 2).

Information activities other than publications included:

- ✓ the development of press relations, leading to a substantial increase in the extent of press coverage of Erasmus (1 506 articles in the EC regional or national press and 841 in the EFTA countries - the equivalent figures for 1992 being 602 and 454 articles respectively);
- ✓ 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 17 international fairs and participation in about half of the other events to which the Commission was invited in connection with Erasmus.

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

### III ORGANISATIONAL AND CONSULTATIVE INFRASTRUCTURE

#### Erasmus Advisory Committee

20. The Erasmus Advisory Committee (EAC), which assists the Commission in the implementation of the Programme, met twice in Brussels during 1993 - on 17 and 18 March and on 7 and 8 December.

The first of these meetings was convened primarily to discuss ICP selection policy for 1993/94, but a number of other important matters were covered, notably the 1992 evaluation reports on Erasmus by Price Waterhouse and on the ECTS pilot project by Coopers and Lybrand. At the December meeting the Commission reported on the draft proposal for the new Programme Socrates (see paragraph 28 below), and the Committee discussed the options proposed by the Commission for the 1994/95 ICP selection.

#### Academic Advisory Groups

21. In carrying out its selection of ICPs the Commission is assisted by three Academic Advisory Groups - each covering a broad range of disciplines and made up of representatives of the academic world appointed by the Commission. The three groups met in March 1993.

#### NGAAs

22. 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 either do not allocate free mover grants or only do so



exceptionally. The EFTA countries are allocating significantly fewer free mover grants for 1993/94 than for the previous year (their first year of participation in the Erasmus Programme), due to the increasing number of EFTA students participating in ICPs.

Some NGAA representatives participate as observers in EAC meetings, but all NGAAs took part in a plenary meeting in Brussels on 4 and 5 April 1993. The agenda covered the outcome of the 1993/94 ICP selection, the results of the audit visits carried out by the Commission, progress on the NGAA computerisation project, the measures taken to harmonise Erasmus and Lingua student mobility grants and the outcome of the external evaluations of Erasmus and ECTS. During the year a number of informal visits between NGAAs and Brussels took place and staff from the Austrian and Spanish NGAAs spent short periods of secondment working in the Erasmus Bureau.

NGAAs also handle a wide range of enquiries concerning the Erasmus Programme at local level and many have been involved, either as organisers or as participants, in information meetings - notably national or regional meetings with ICP coordinators, with prospective ICP applicants and with students.

### Erasmus Bureau

23. The Commission continues to be assisted in the operational implementation of the Programme by the Erasmus Bureau, a non-profitmaking autonomous body of the European Cultural Foundation. This assistance is provided within the framework of a contract between the Commission and the Foundation.

## IV MONITORING AND EVALUATION

24. Qualitative and quantitative monitoring and evaluation of the effectiveness of the Erasmus Programme has been strongly emphasised from the beginning. Monitoring is largely carried out as part of the operational management of the Programme, while evaluation is carried out by external assessors. 1992 saw the preparation of two major evaluation reports - by Price Waterhouse on the Programme as a whole and by Coopers and Lybrand on the ECTS pilot project - which were widely discussed in 1993. (In addition, Price Waterhouse submitted, during 1993, a complementary evaluation report on Action II of Lingua (see paragraph 31 below)).
25. In its monitoring of the Programme, the Commission is assisted by the Wissenschaftliches Zentrum für Berufs- und Hochschulforschung (Centre for Research on Higher Education and Work) at Gesamthochschule Kassel, which undertakes both the gathering of statistical data and qualitative analyses based on questionnaire surveys of particular categories of Programme participant.

During 1993 the following documents produced by the Kassel team were published:

- ✓ *Experiences of Erasmus students 1990/91* (the biennial survey of ICP students: more than 3 200 students who took part in Erasmus ICPs in 1990/91 replied to a detailed questionnaire covering all academic, cultural and practical aspects of their period of study abroad) (in English and French);
- ✓ *Transition to Work: the experiences of Former Erasmus Students* (the first "tracer" study, to assess the long-term impact of study abroad on individuals (published and distributed by Jessica Kingsley, London)).

The following reports were submitted in 1993 but have not yet been published:

- ✓ *Erasmus Teaching staff mobility: the 1990/91 Teachers' view* (a survey of more than 400 academics who took part in teaching staff mobility activities within Erasmus ICPs);
- ✓ *Erasmus student mobility programmes 1991/92 in the view of the local directors* (a survey of the experiences of staff in ICP partner institutions who were responsible for the management of individual ICP programmes in 1991/92);
- ✓ *Experiences of ECTS students 1990/91*;
- ✓ *Experiences of ECTS students 1991/92*.

At the end of 1993, work was in progress on the following:

- ✓ *Student mobility within Erasmus 1991/92: a statistical profile* (produced annually);
- ✓ a second "tracer" study - on 1988/89 Erasmus students six years after their study period abroad;
- ✓ a survey of arrangements at institutional level for the support of European teaching activities (taking account of the full variety of types of higher education institution, of their different patterns of involvement in European activities and of their decision-making procedures in relevant policy areas);
- ✓ a synthesis report relating to the various studies (surveys of the Erasmus experiences of students and teachers; statistics on student mobility) assembled in respect of the four academic years 1990/94.

26. At an internal level, the Erasmus Bureau also produced a number of documents needed for its monitoring activities:

- ✓ analysis of the annual reports sent in by Erasmus grantholders, leading to the Global Report prepared annually for the Commission (with some assistance from the Kassel team in respect of ICP reports);
- ✓ preparation of a statistical overview of the participation in Erasmus of each region of the European Community and the EFTA countries in 1993/94, accompanied by a preliminary analysis of the patterns of participation and of the factors influencing it;
- ✓ production of time series statistics 1988/89 to 1993/94;
- ✓ production of detailed ICP statistics 1993/94.

## V EFTA COUNTRIES

27. The academic year 1993/94 marks the second 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 1992/93. Special information actions were carried out in Austria, Finland and Iceland and Erasmus was promoted at student fairs in Vienna (March 1993) and Stockholm (November 1993).

Meetings of the EC and EFTA joint committees were held in March and December. The business and timing of the joint committees has increasingly been integrated with that of the Erasmus Advisory Committee.

The individual contributions of each EFTA country to the Erasmus budget for 1993 were calculated on the same basis as in 1992. The proportionality factors governing the contributions were 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.

## VI PLANNING OF HIGHER EDUCATION FOR THE 1990'S

28. The comments and reactions received by the Commission on its *Memorandum on higher education in the European Community* (COM(91)349) were examined in detail during the first part of the year. With the assistance of a panel of experts, a synthesis report of the results of the discussions which had taken place during 1992 was prepared. This report, *The outlook for higher education in the European Community: responses to the Memorandum*, was published in November 1993 as Number 2 in the Studies series of the Task Force Human Resources, Education, Training and Youth.

Responses to the *Memorandum* came from a very wide variety of sources - mainly academics and students but also representatives of national and regional authorities, trade unionists and industrialists. There was a widespread appreciation of the crucial role to be played by higher education in the future of Europe. In December 1993 the Commission published two further reports based on the material received: one summarises the national responses to the *Memorandum* and the other comments on the principal issues raised by the debate. (*Responses to the Memorandum on Higher Education in the European Community: Summary of National Reports and of Reports from European Organisations* (in German, English and French) and *Responses to the Memorandum on Higher Education in the European Community: Theme Reports* (in English and French). The six themes chosen for the second report are: participation in and access to higher education; continuing higher education; open and distance education; partnership with economic life; the European dimension; research and postgraduate research training.

Many comments emphasised that differences between national systems were a source of cultural richness, and welcomed the new legal basis for education programmes contained in the Treaty on European Union (Article 126), seeing the principle of subsidiarity as a guarantee of national identity and independence. The importance of Community programmes as catalysts of new models of cooperation and the European "added value" which they bring were stressed, but there was widespread recognition, especially within higher education institutions, that Member States themselves must formulate policies to ensure a European dimension in the studies of all students in higher education, and that mobility was an important part of such a policy.

The responses to the *Memorandum* helped guide the Commission in the preparation of its *Guidelines for Community Action in the field of education and training* (COM(93)183) adopted in May 1993. These *Guidelines* established the principles underlying the proposals made by the Commission in December 1993 and January 1994 for new Community programmes in education and training. (The proposal for the vocational training programme *Leonardo* (under Article 127 of the Treaty on European Union) was adopted by the Commission on 21 December 1993 (COM(93)686) and the Socrates proposal (COM(93)708) (under Articles 126 and

- 127), on 4 January 1994.) The Socrates Programme covers education at all levels, Erasmus and Lingua (Action II) activities being incorporated into the first Chapter.
29. During the year the Ministers of Education discussed a number of issues raised in the *Memorandum* debate. At their informal session on 8 and 9 February 1993 they discussed the importance of ensuring quality in higher education, together with certain aspects of student mobility and access. These discussions led to the adoption on 11 June 1993, by the Council and the Ministers of Education meeting within the Council, of conclusions on the promotion of an open European space for cooperation in higher education. The objective is to ensure that students have the opportunity of following all or part of their studies in another Member State, to reinforce cooperation between higher education institutions in order to enhance quality and to promote the diversification of higher education in order to meet the increasingly varied demands of students and the changing needs of society and of the economy. The Ministers continued their discussion of the consequences of mobility at their meeting on 8 November 1993, recognising that the implementation of national policies on higher education has consequences for the other Member States and that the establishment of a European labour market in turn has implications for the education and training carried out in the higher education institutions. The Council asked the Commission to submit a study on student flows within the Community and the consequences of this mobility in terms of funding.

## VII INTERACTION WITH OTHER EUROPEAN COMMUNITY PROGRAMMES

30. The future development of Erasmus 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.
31. 1993 was the fourth 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. For the academic year 1993/94 a model was developed to harmonise student mobility grant levels under Lingua and Erasmus, thus avoiding the substantial arbitrary discrepancies which had been noted in previous years. The EFTA countries are still not able to participate in Lingua.

In March 1993 Price Waterhouse was commissioned to undertake an evaluation of Action II of Lingua. The final report was submitted in October 1993 and distributed to the Lingua Committee for comments in early December 1993.

32. 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 successor states of the 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.

33. 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.
34. The **Human Capital and Mobility** 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.
35. The **Jean Monnet** Action, through the establishment of European "chairs", "permanent courses" and "modules", also supports the European Dimension within the higher education sector.

## VIII CONCLUSION

36. For the Erasmus Programme, as for other Community programmes in education and training, the year 1993 constituted a watershed between the wide-ranging discussions on the 1991 *Memorandum on higher education in the European Community* and the presentation by the Commission of new proposals for future Community Programmes in education and training.

In preparation for the adoption of the new Socrates Programme, in which higher education activities will clearly play a major part, the Commission has continued to monitor and evaluate existing participation in Erasmus at national and regional level and by academic discipline; it has also prepared the way for the wider use of the ECTS scheme after the end of the current pilot project. At the same time the European University Network has continued to demonstrate its capacity for further consolidation and expansion, and institutions from the EFTA countries are now extensively involved in cooperative activities with Community institutions. The sustained momentum and the wealth of accumulated experience within Erasmus promise to provide a solid foundation for the Socrates Programme.

# ANNEXES

# Annex I

## Funds committed for the academic year 1993/94 (in ECU)

<b>ACTION 1</b>		<b>25 343 510</b>
A. Inter-University Cooperation Programmes	23 593 510	
a. Student Mobility	17 266 000	
b. Teaching Staff Mobility	3 147 510	
c. Curriculum Development	1 320 000	
d. Intensive Programmes	1 860 000	
B. Visits	1 750 000	
<b>ACTION 2</b>		<b>67 880 100</b>
A. Student grants	65 000 100	
B. ECTS student grants	2 880 000	
<b>ACTION 3</b>		<b>1 584 230</b>
A. ECTS institutional grants	1 465 000	
B. NARIC network grants	119 230	
<b>ACTION 4</b>		<b>3 038 310</b>
A. Associations and Publications	250 000	
B. Programme Information, Administration, Monitoring and Evaluation	2 788 310	
	<b>TOTAL</b>	<b>97 846 150</b>

Note: For technical reasons, slight discrepancies may occur between the totals 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	1992/93			1993/94		
	No.	%	% EC only	No.	%	% EC only
B	208	8.5	9.0	209	8.5	9.1
DK	60	2.5	2.6	59	2.4	2.6
D	309	12.7	13.3	305	12.3	13.3
GR	71	2.9	3.1	84	3.4	3.7
E	215	8.8	9.3	197	8.0	8.6
F	382	15.7	16.5	380	15.4	16.5
IRL	41	1.7	1.8	45	1.8	2.0
I	245	10.1	10.6	227	9.2	9.9
L	1	0.0	0.0	0	0.0	0.0
NL	203	8.3	8.8	214	8.7	9.3
P	57	2.3	2.5	55	2.2	2.4
UK	527	21.6	22.7	524	21.2	22.8
<b>Total EC</b>	<b>2 319</b>	<b>95.2</b>	<b>100</b>	<b>2 299</b>	<b>93.1</b>	<b>100</b>
A	54	2.2	—	52	2.1	—
FIN	12	0.5	—	26	1.1	—
IS	0	0.0	—	7	0.3	—
N	8	0.3	—	25	1.0	—
S	30	1.2	—	42	1.7	—
CH	13	0.5	—	19	0.8	—
FL	0	0.0	—	0	0.0	—
<b>Total EFTA</b>	<b>117</b>	<b>4.8</b>	<b>—</b>	<b>171</b>	<b>6.9</b>	<b>—</b>
<b>Total EC+ EFTA</b>	<b>2 436</b>	<b>100</b>	<b>—</b>	<b>2 470</b>	<b>100</b>	<b>—</b>



## Annex II (b)

Approved Erasmus ICPs by eligible state of  
co-ordinating institution

Eligible State	1992/93			1993/94		
	No.	%	% EC only	No.	%	% EC only
B	176	9.1	9.5	188	8.7	9.3
DK	48	2.5	2.6	51	2.4	2.5
D	241	12.5	13.1	270	12.5	13.4
GR	49	2.5	2.7	71	3.3	3.5
E	166	8.6	9.0	156	7.3	7.8
F	312	16.2	16.9	330	15.3	16.4
IRL	36	1.9	2.0	36	1.7	1.8
I	180	9.4	9.8	194	9.0	9.6
L	1	0.1	0.1	0	0.0	0.0
NL	153	8.0	8.3	189	8.8	9.4
P	44	2.3	2.4	48	2.2	2.4
UK	439	22.8	23.8	480	22.3	23.9
<b>Total EC</b>	<b>1 845</b>	<b>95.9</b>	<b>100</b>	<b>2 013</b>	<b>93.5</b>	<b>100</b>
A	32	1.7	—	49	2.3	—
FIN	9	0.5	—	21	1.0	—
IS	0	0.0	—	4	0.2	—
N	6	0.3	—	14	0.6	—
S	24	1.2	—	36	1.7	—
CH	8	0.4	—	16	0.7	—
FL	0	0.0	—	0	0.0	—
<b>Total EFTA</b>	<b>79</b>	<b>4.1</b>	<b>—</b>	<b>140</b>	<b>6.5</b>	<b>—</b>
<b>Total EC+ EFTA</b>	<b>1924</b>	<b>100</b>	<b>—</b>	<b>2 153</b>	<b>100</b>	<b>—</b>

## Annex III (a)

## Erasmus ICP applications by eligible state and number of participations

Eligible State	1992/93			1993/94		
	No.	%	% EC only	No.	%	% EC only
B	757	5.9	6.2	838	5.4	5.9
DK	372	2.9	3.1	434	2.8	3.1
D	1 794	14.0	14.8	2 132	13.7	15.0
GR	426	3.3	3.5	561	3.6	4.0
E	1 378	10.7	11.4	1 628	10.5	11.5
F	2 125	16.6	17.5	2 422	15.6	17.1
IRL	368	2.9	3.0	441	2.8	3.1
I	1 310	10.2	10.8	1 500	9.7	10.6
L	6	0.0	0.0	6	0.0	0.0
NL	826	6.4	6.8	950	6.1	6.7
P	482	3.8	4.0	612	3.9	4.3
UK	2 269	17.7	18.7	2 654	17.1	18.7
EUR	9	0.1	0.1	4	0.0	0.0
<b>Total EC</b>	<b>12 122</b>	<b>94.4</b>	<b>100</b>	<b>14 182</b>	<b>91.3</b>	<b>100</b>
A	172	1.3	—	267	1.7	—
FIN	108	0.8	—	263	1.7	—
IS	2	0.0	—	17	0.1	—
N	85	0.7	—	210	1.4	—
S	242	1.9	—	385	2.5	—
CH	105	0.8	—	208	1.3	—
FL	1	0.0	—	1	0.0	—
<b>Total EFTA</b>	<b>715</b>	<b>5.6</b>	<b>—</b>	<b>1 351</b>	<b>8.7</b>	<b>—</b>
<b>Total EC + EFTA</b>	<b>12 837</b>	<b>100</b>	<b>—</b>	<b>15 533</b>	<b>100</b>	<b>—</b>

## Annex III (b)

## Approved Erasmus ICPs by eligible state and number of participations

Eligible State	1992/93			1993/94		
	No.	%	% EC only	No.	%	% EC only
B	642	5.8	6.2	754	5.3	5.8
DK	321	2.9	3.1	399	2.8	3.1
D	1 561	14.2	15.0	1 974	13.9	15.1
GR	360	3.3	3.5	513	3.6	3.9
E	1 180	10.7	11.4	1 507	10.6	11.5
F	1 841	16.8	17.7	2 242	15.7	17.2
IRL	322	2.9	3.1	406	2.8	3.1
I	1 081	9.8	10.4	1 381	9.7	10.6
L	6	0.1	0.1	6	0.0	0.0
NL	691	6.3	6.7	862	6.0	6.6
P	423	3.8	4.1	561	3.9	4.3
UK	1 950	17.7	18.8	2 450	17.2	18.8
EUR	6	0.1	0.	4	0.0	0.0
<b>Total EC</b>	<b>10 384</b>	<b>94.5</b>	<b>100</b>	<b>13 059</b>	<b>91.5</b>	<b>100</b>
A	137	1.2	—	245	1.7	—
FIN	95	0.9	—	238	1.7	—
IS	1	0.0	—	12	0.1	—
N	71	0.6	—	188	1.3	—
S	214	1.9	—	348	2.4	—
CH	85	0.8	—	188	1.3	—
FL	2	0.0	—	1	0.0	—
<b>Total EFTA</b>	<b>605</b>	<b>5.5</b>	<b>—</b>	<b>1 220</b>	<b>8.5</b>	<b>—</b>
<b>Total EC + EFTA</b>	<b>10 989</b>	<b>100</b>	<b>—</b>	<b>14 279</b>	<b>100</b>	<b>—</b>

## Annex IV (a)

## Erasmus ICP applications by subject area

Subject Area	1992/93		1993/94	
	No.	%	No.	%
Agriculture	67	2.8	80	3.2
Architecture	88	3.6	95	3.8
Fine Arts/Music	100	4.1	109	4.4
Business/Management	261	10.7	249	10.1
Education	122	5.0	115	4.7
Engineering	347	14.2	343	13.9
Geography/Geology	77	3.2	91	3.7
Humanities	143	5.9	149	6.0
Languages	258	10.6	262	10.6
Law	137	5.6	133	5.4
Mathematics	108	4.4	109	4.4
Medical Sciences/ Psychology	157	6.4	171	6.9
Natural Sciences	217	8.9	205	8.3
Social Sciences	259	10.6	256	10.4
Communication/Information	26	1.1	32	1.3
Miscellaneous	31	1.3	31	1.3
Framework Agreements	38	1.6	40	1.6
<b>Total</b>	<b>2 436</b>	<b>100</b>	<b>2 470</b>	<b>100</b>

## Annex IV (b)

## Approved Erasmus ICPs by subject area

Subject Area	1992/93		1993/94	
	No.	%	No.	%
Agriculture	56	2.9	68	3.2
Architecture	65	3.4	80	3.7
Fine Arts/Music	78	4.1	93	4.3
Business/Management	197	10.2	208	9.7
Education	79	4.1	97	4.5
Engineering	283	14.7	313	14.5
Geography/Geology	63	3.3	76	3.5
Humanities	115	6.0	127	5.9
Languages	214	11.1	231	10.7
Law	113	5.9	123	5.7
Mathematics	88	4.6	97	4.5
Medical Sciences/ Psychology	124	6.4	148	6.9
Natural Sciences	166	8.6	183	8.5
Social Sciences	202	10.5	219	10.2
Communication/Information	23	1.2	28	1.3
Miscellaneous	24	1.2	26	1.2
Framework Agreements	34	1.8	36	1.7
<b>Total</b>	<b>1 924</b>	<b>100</b>	<b>2 153</b>	<b>100</b>

## Annex V (a)

### ICP applications received 1992/93 and 1993/94 by type of activity

Type of Activity	1992/93		1993/94		Increase/ Decrease	
	No.	%*	No.	%*	No.	%
Student Mobility (SM)	2 174	89	2 250	91	+ 76	+ 3.5
Staff Mobility (TS)	1 027	42	1 024	41	- 3	- 0.3
Curriculum Development (CD)	453	19	432	17	- 21	- 4.6
Intensive Programmes (IP)	550	23	500	20	- 50	- 9.1

\* % of ICP applications incorporating this type of activity.

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

## Annex V (b)

### ICP applications approved 1992/93 and 1993/94 by type of activity

Type of activity	1992/93		1993/94		Increase/ Decrease	
	No.	%*	No.	%*	No.	%
Student Mobility (SM)	1 780	93	1 997	93	+ 217	+ 12.2
Staff Mobility (TS)	360	19	476	22	+ 116	+ 32.2
Curriculum Development (CD)	172	9	232	11	+ 60	+ 34.9
Intensive Programmes (IP)	139	7	188	9	+ 49	+ 35.3

\* % 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 1992/93 and 1993/94 (in %)

Type of Activity	1992/93	1993/94
Student Mobility(SM)	82	89
Staff Mobility(TS)	35	47
Curriculum Development (CD)	38	54
Intensive Programmes (IP)	25	38
All ICPs	79	87

## Annex VII

## Higher education institutions eligible for Erasmus

Eligible State	No. of eligible h.e. institutions (1993)	Number of institutions in one or more approved Erasmus ICPs					
		1988/89	1989/90	1990/91	1991/92	1992/93	1993/94
B	421	26	49	69	76	100	126
DK	221	16	32	44	42	56	60
D	357	83	126	132	176	186	205
GR	65	12	23	22	24	26	30
E	76	37	42	42	47	55	60
F	1 963	150	247	268	300	369	405
IRL	67	12	19	20	22	31	31
I	117	43	59	59	65	72	77
L	6	2	2	3	2	2	2
NL	369	24	51	53	72	88	94
P	191	15	28	35	41	67	70
UK	485	106	148	157	172	197	212
EUR	2					2	2
<b>Total EC</b>	<b>4 340</b>	<b>526</b>	<b>826</b>	<b>904</b>	<b>1 039</b>	<b>1 251</b>	<b>1 374</b>
A	57					20	28
FIN	282					29	51
IS	13					2	4
N	154					19	41
S	73					25	34
CH	132					14	17
FL	3					1	1
<b>Total EFTA</b>	<b>714</b>					<b>110</b>	<b>176</b>
<b>Total EC + EFTA</b>	<b>5 054</b>					<b>1 361</b>	<b>1 550</b>

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 1993.

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 1993  
by eligible state

Eligible State	Eligible applications		Approved applications	
	No.	%	No.	%
B	72	5.4	39	5.4
DK	32	2.4	21	2.9
D	116	8.8	50	7.0
GR	231	17.5	137	19.1
E	118	8.9	60	8.3
F	121	9.2	69	9.6
IRL	51	3.9	27	3.7
I	121	9.2	72	10.1
L	0	0.0	0	0.0
NL	105	7.9	57	8.0
P	44	3.3	30	4.2
UK	311	23.5	156	21.7
<b>Total EC</b>	<b>1 322</b>	<b>100</b>	<b>718</b>	<b>100</b>
A	21	7.8	16	11.4
FIN	120	44.6	60	43.0
IS	14	5.2	9	6.4
N	51	18.9	24	17.1
S	51	18.9	25	17.8
CH	12	4.6	6	4.3
FL	0	0.0	0	0.0
<b>Total EFTA</b>	<b>269</b>	<b>100</b>	<b>140</b>	<b>100</b>
<b>Total EC + EFTA</b>	<b>1 591</b>	<b>—</b>	<b>858</b>	<b>—</b>

## Annex VIII (b)

### Erasmus visit grant applications in 1993 by subject area

Subject Area	Eligible applications		Approved applications	
	No.	%	No.	%
Agriculture	43	2.7	27	3.1
Architecture	69	4.3	40	4.7
Fine Arts/Music	119	7.5	65	7.6
Business/Management	168	10.5	78	9.1
Education	175	11.0	92	10.7
Engineering	185	11.7	94	10.9
Geography/Geology	32	2.0	17	2.0
Humanities	65	4.0	38	4.4
Languages	140	8.8	77	9.0
Law	29	1.8	16	1.8
Mathematics	73	4.6	40	4.7
Medical Sciences/ Psychology	117	7.3	68	8.0
Natural Sciences	60	3.8	29	3.4
Social Sciences	158	10.0	85	9.9
Communication/Information	41	2.6	24	2.8
Miscellaneous	16	1.0	10	1.1
Framework Agreements	28	1.8	12	1.4
Study Visits by Administrators	73	4.6	46	5.4
<b>Total EC + EFTA</b>	<b>1 591</b>	<b>100</b>	<b>858</b>	<b>100</b>

## Annex IX

### Erasmus 1993/94 Allocation of student grant budget

	Erasmus Action 2 Budget (excluding ECTS)		ECTS		Total Erasmus Action 2 Budget	
	MECU	%	MECU	%	MECU	%
B	2 525.5	3.9	140.0	4.9	2 665.5	3.9
DK	1 274.0	2.0	140.0	4.9	1 414.0	2.1
D	12 079.8	18.6	300.0	10.4	12 379.8	18.2
GR	2 719.0	4.2	140.0	4.9	2 859.0	4.2
E	7 089.8	10.9	300.0	10.4	7 389.8	10.9
F	9 229.5	14.2	300.0	10.4	9 529.5	14.0
IRL	1 237.2	1.9	140.0	4.9	1 377.2	2.0
I	8 999.2	13.8	300.0	10.4	9 299.2	13.7
L	229.1	0.4	20.0	0.7	249.1	0.4
NL	2 993.0	4.6	140.0	4.9	3 133.0	4.6
P	2 286.8	3.5	140.0	4.9	2 426.8	3.6
UK	8 425.9	13.0	340.0	11.8	8 765.9	12.9
EUR	65.0	0.1	20.0	0.7	85.0	0.1
<b>Total EC</b>	<b>59 153.9</b>	<b>91.0</b>	<b>2 420.0</b>	<b>84.0</b>	<b>61 573.9</b>	<b>90.7</b>
A	1 371.3	2.1	100.0	3.5	1 471.3	2.2
FIN	1 034.1	1.6	100.0	3.5	1 134.1	1.7
IS	200.0	0.3	20.0	0.7	220.0	0.3
N	965.1	1.5	80.0	2.8	1 045.1	1.5
S	1 292.1	2.0	100.0	3.5	1 392.1	2.1
CH	973.6	1.5	60.0	2.1	1 033.6	1.5
FL	10.0	0.0	0.0	0.0	10.0	0.0
<b>Total EFTA</b>	<b>5 846.1</b>	<b>9.0</b>	<b>460.0</b>	<b>16.0</b>	<b>6 306.1</b>	<b>9.3</b>
<b>Total EC + EFTA</b>	<b>65 000.0</b>	<b>100</b>	<b>2 880.0</b>	<b>100</b>	<b>67 880.0</b>	<b>100</b>

Note: Special arrangements apply to Luxembourg, Iceland and Liechtenstein. The UK National Grant Awarding Authority (NGAA) has been allocated an extra ECU 20 000 to cover grants within the ECTS Mechanical Engineering consortium. The allocation to "EUR" covers direct allocations to the EPBS ECTS consortium (based in France) and to the European Institutions in Arlon and Florence.

**Erasmus students 1993/94 :**  
**planned student numbers by home and host country**

Home Country	Host country														Total EC							Total EFTA	Total EC + EFTA
	B	DK	D	GR	E	F	IRL	I	L	NL	P	UK	EUR	A		FIN	S	N	S	CH	FL		
B	—	113	801	181	627	887	224	480	3	691	187	1 079	4	5 277	70	54	0	68	134	82	0	408	5 685
DK	132	—	414	49	243	329	87	124	0	208	67	703	0	2 356	34	50	0	40	61	18	0	203	2 559
D	725	332	—	346	1 565	3 679	626	1 214	0	1 073	278	4 593	10	14 441	214	217	21	158	355	173	3	1 141	15 582
GR	205	56	411	—	157	574	85	249	1	199	69	632	0	2 638	62	21	0	19	48	33	0	183	2 821
E	672	234	1 313	166	—	2 666	328	1 367	0	659	358	2 647	2	10 412	183	51	2	68	160	54	0	518	10 930
F	749	307	3 362	409	2 726	—	696	1 458	0	765	475	6 865	7	17 819	245	93	0	100	340	138	2	918	18 737
IRL	191	59	524	65	249	615	—	145	0	152	55	418	0	2 473	34	32	1	25	40	7	0	139	2 612
I	552	148	1 227	239	1 339	1 732	237	—	0	549	225	1 823	2	8 073	197	48	3	64	170	120	0	602	8 675
L	0	0	1	1	0	6	0	0	—	0	0	2	0	10	0	0	0	0	0	0	0	0	10
NL	694	232	1 000	163	629	886	194	436	0	—	136	1 850	4	6 224	101	84	6	109	300	73	0	673	6 897
P	259	79	296	69	410	616	83	258	0	176	—	583	1	2 830	39	13	0	16	79	33	0	180	3 010
UK	961	597	3 659	446	2 194	6 262	378	1 456	2	1 721	391	—	8	18 075	278	205	2	149	463	112	0	1 209	19 284
EUR	2	0	10	0	2	7	0	0	0	1	0	8	—	30	0	0	0	0	0	0	0	0	30
<b>Total CE</b>	<b>5 142</b>	<b>2 157</b>	<b>13 018</b>	<b>2 134</b>	<b>10 141</b>	<b>18 259</b>	<b>2 938</b>	<b>7 187</b>	<b>6</b>	<b>6 194</b>	<b>2 241</b>	<b>21 203</b>	<b>38</b>	<b>90 658</b>	<b>1 457</b>	<b>868</b>	<b>35</b>	<b>816</b>	<b>2 150</b>	<b>843</b>	<b>5</b>	<b>6 174</b>	<b>96 832</b>
A	89	35	211	51	195	280	49	195	0	99	32	344	0	1 580	—	—	—	—	—	—	—	—	1 580
FIN	71	54	287	28	58	82	50	65	0	101	13	274	0	1 083	—	—	—	—	—	—	—	—	1 083
S	0	0	23	0	3	0	0	2	0	9	0	5	0	42	—	—	—	—	—	—	—	—	42
N	87	54	172	22	74	134	33	83	0	116	23	204	0	1 002	—	—	—	—	—	—	—	—	1 002
S	136	66	399	58	190	410	76	159	0	339	68	608	0	2 509	—	—	—	—	—	—	—	—	2 509
CH	77	13	176	15	59	160	13	108	0	67	24	129	0	841	—	—	—	—	—	—	—	—	841
FL	0	0	3	0	0	2	0	0	0	0	0	0	0	5	—	—	—	—	—	—	—	—	5
<b>Total EFTA</b>	<b>460</b>	<b>222</b>	<b>1 271</b>	<b>174</b>	<b>579</b>	<b>1 068</b>	<b>221</b>	<b>612</b>	<b>0</b>	<b>731</b>	<b>160</b>	<b>1 564</b>	<b>0</b>	<b>7 062</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>7 062</b>
<b>Total EC + EFTA</b>	<b>5 602</b>	<b>2 379</b>	<b>14 289</b>	<b>2 308</b>	<b>10 720</b>	<b>19 327</b>	<b>3 159</b>	<b>7 799</b>	<b>6</b>	<b>6 925</b>	<b>2 401</b>	<b>22 767</b>	<b>38</b>	<b>97 720</b>	<b>1 457</b>	<b>868</b>	<b>35</b>	<b>816</b>	<b>2 150</b>	<b>843</b>	<b>5</b>	<b>6 174</b>	<b>103 894</b>

# Annex XI

## ECTS student numbers by subject area 1992/93

1992/93	Mechanical Engineering		Medicine		Chemistry		History		Business/ Administration		Total			
	Country	out	In	out	In	out	In	out	In	out	In	out	%	In
B	12	2	34	56	7	11	9	2	22	31	84	5.5	102	6.7
DK	11	11	11	15	11	1	9	3	32	13	74	4.8	43	2.8
D	84	39	158	40	38	20	29	33	34	37	343	22.5	169	11.1
GR	6	0	22	18	16	1	8	2	24	3	76	5.0	24	1.6
E	45	27	51	47	41	26	30	30	61	59	228	14.9	189	12.4
F	21	47	19	92	39	31	25	21	83	84	187	12.2	275	18.0
IRL	1	6	7	14	11	21	2	16	7	20	28	1.8	77	5.0
I	36	25	15	25	17	10	11	21	36	39	115	7.5	120	7.9
L	2	0	0	0	0	0	0	0	0	0	2	0.1	0	0.0
NL	10	4	7	21	12	20	11	5	21	6	61	4.0	56	3.7
P	14	7	4	5	8	2	3	3	15	3	44	2.9	20	1.3
UK	14	105	22	43	25	111	16	39	45	97	122	8.0	395	25.9
A	7	3	17	4	9	1	3	0	2	9	38	2.5	17	1.1
FIN	4	0	13	0	9	0	11	0	9	0	46	3.0	0	0.0
IS	0	0	0	0	0	0	5	0	0	0	5	0.3	0	0.0
N	4	0	9	3	11	0	0	0	10	3	34	2.2	6	0.4
S	6	1	2	10	3	2	5	3	8	5	24	1.6	21	1.4
CH	0	0	13	11	1	1	2	1	0	0	16	1.0	13	0.9
Total	277	277	404	404	256	256	179	179	409	409	1527	100	1527	100

Note: The above table shows actual (as opposed to planned) student numbers.

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