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ERASMUS PROGRAMME

ANNUAL REPORT 1988

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SUMMARY

1. 1988 has been the second year of operation of the ERASMUS Programme. It has proved to be enormously successful among both university staff and students alike, thus sustaining the already very considerable interest engendered during the initial launching phase of the Programme in 1987. Universities have for the first time begun to consider inter-university cooperation at European level as an important element in their institutional development strategy.
2. Action in 1988 was concentrated above all on the implementation of ERASMUS Programme operations for the academic year 1988/89. In comparison with the academic year 1987/88 there was a dramatic increase in both the number of applications for support and the total amount of money requested. This meant that in spite of the increased budget - a total of MECU 30 were available -, the ratio of supply to demand remained the same at approximately 1:3.4. Thus, overall, only 1 project in 3 could be selected.
3. Support is being provided for 1091 inter-university cooperation programmes. Of these 948 (87%) include a student mobility programme, 214 a teaching staff mobility programme, 79 a programme for the joint development of curricula and 72 an intensive programme. This corresponds to a success rate of 53% overall, although this differs considerably for the different types of programme (60% for student mobility programmes, 29% for teaching staff mobility programmes, 14% for joint curriculum development and intensive programmes). French and British universities continue to be heavily involved in ERASMUS. The increase in the total number of involvements of Belgian, Portuguese, Dutch and Spanish universities also stands out. In general terms, the overall quality of proposals was high and the ICPs selected represent a broad spectrum of programmes between universities in all Member States and a wide range of disciplines.
4. As was the case for inter-university cooperation programmes, requests for student grants also amounted to approximately three times the available budget (MECU 13). An analysis of student flows requested within accepted ICPs shows that only the United Kingdom can be regarded as a 'net importer' of students and Greece a 'net exporter'. Apart from this, a very real balance is to be observed. It is estimated that around 12,000 students will receive an ERASMUS student grant for 1988/89. With the exception of Portugal all Member States have designated a central agency at national level (National Grant Awarding Authority - NGAA) to take responsibility for the administration of ERASMUS student grants.
5. 1267 grants for short study or teaching visits were awarded in the academic year 1988/89 and these will allow 2611 persons to carry out visits to universities in other Member States. It is encouraging that the biggest increases in applications came from Member States hitherto underrepresented in inter-university

cooperation programmes; 51% of the total number of grants were awarded to candidates from the four countries in the South of the Community (Portugal, Spain, Italy and Greece). Similarly, visits concern in particular those fields of study less well represented in inter-university cooperation programmes.

6. Financial support has also been granted to 23 projects submitted by associations or consortia of universities working on a European basis and to 12 publications on aspects of university cooperation and mobility, together with other major publications prepared at Community level such as the EC student handbook. The Commission also made a considerable effort in 1988, along with the Member States, to disseminate information on ERASMUS via information material and especially a number of intensive seminars which were held in Belgium, Denmark, France, Greece, Italy and Portugal.
7. 1988 has seen the completion of substantial preparatory work necessary for the launch of the European Community Course Credit Transfer System (ECTS) which will be introduced for a 6-year pilot phase from the academic year 1989/90 in five subject areas: Business Administration, History, Medicine, Chemistry and Mechanical Engineering. 81 higher education institutions and 3 consortia were selected to take part in the 'inner circle' of the Pilot Scheme. The institutions selected will cooperate on a basis of "mutual trust" and will receive financial support from the Commission to facilitate the establishment of the System. Their work will be carefully monitored by the Commission which will also award a certain number of grants to the participating students, provided they fulfil the usual criteria for ERASMUS grants.
8. A considerable amount of effort has been devoted in the course of 1988 to reflecting upon the design and implementation of appropriate measures to ensure the monitoring and evaluation of the Programme. An attempt has been made to take stock of experience with the functioning of the Programme hitherto, to try to ascertain to what extent the Programme is achieving its policy objectives and to determine the main problems which have arisen so far. With regard to the future development and possible adaptation of the Programme in the coming years this is a particularly important exercise.
9. In the short term efforts will be concentrated on the evaluation of those aspects which may be considered as relevant with regard to the preparation of a draft of possible adaptations to the ERASMUS Decision text, provided for in Article 7 of the Decision. The aim of the Commission in preparing such proposals - which will be submitted to the Council within the course of 1989 - is to make improvements in the implementation of the Programme and substantially increase the number of students taking part. Nonetheless, it has already become clear that ERASMUS has struck a chord among both university students and teachers alike and is making an important contribution to the construction of Europe and the European educational community.

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I. INTRODUCTION AND GENERAL CONTEXT

1. Within the framework of the completion of the Internal Market in 1992, the commitment to achieve economic and social cohesion and the need to further develop and consolidate the concept of a People's Europe, education is increasingly being seen as having an important role to play and as being linked to other spheres in the overall strategy for the coming decade. Within this general context awareness has grown in recent years of the need to establish much stronger cooperation between universities in different Member States and more mobility of students and academic staff. Increased student mobility has come to be recognized as a particularly effective means of making the best possible use of the intellectual resources available within the Community by educating more and more young people to be able to communicate in a language other than their own and, as a result of their experience of studying and living in another Member State, to be able to cooperate with partners from other backgrounds and cultures in their subsequent careers.
2. Thus, with a view not only to maintaining and enhancing the competitiveness of the EC on world markets but also to consolidating the growing interdependence of EC Member States the ERASMUS Programme, or the European Community Action Scheme for the Mobility of University Students, was adopted by the Council on 15 June 1987 (1).

The specific goals of the Programme as stated in the Council Decision are as follows :

- to achieve a significant increase in the number of students from universities (2) spending an integrated period of study in another Member State, in order that the Community may draw upon an adequate pool of manpower with first hand experience of economic and social aspects of other Member States, while ensuring equality of opportunity for male and female students as regards participation in such mobility;
- to promote broad and intensive cooperation between universities in all Member States;

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- (1) Decision 87/227/EEC of 15 June 1987 (OJ No L166 of 25.06.1987, pp 20-24)
 - (2) In the context of the ERASMUS Programme, the term 'university' is used to cover all types of post-secondary education and training establishments which offer, where appropriate within the framework of advanced training, qualifications or diplomas of that level, whatever such establishments may be called in the Member States.

- to harness the full intellectual potential of the universities in the Community by means of increased mobility of teaching staff, thereby improving the quality of the education and training provided by the universities with a view to securing the competitiveness of the Community in the world market;
 - to strengthen the interaction between citizens in different Member States with a view to consolidating the concept of a People's Europe;
 - to ensure the development of a pool of graduates with direct experience of intra-Community cooperation, thereby creating the basis upon which intensified cooperation in the economic and social sectors can develop at Community level.
3. 1988 has been the second year of operation of the ERASMUS Programme and it has proved to be enormously successful among both university staff and students alike, thus sustaining the already very considerable interest engendered during the initial launching phase of the Programme in 1987. This exceptional response to the Programme registered at all levels makes it clear that in overall terms ERASMUS has succeeded in interesting the university world directly and actively in the construction of the Community. Universities have, for the first time, begun to consider inter-university cooperation at European level as an important element in their institutional development strategy. By stimulating the free movement of students and teaching staff within the Community ERASMUS both foreshadows the completion of the Single Market while at the same time representing a practical instrument for the education of those men and women who will constitute its future operators.
4. The ERASMUS Programme should not be considered as a separate entity, but as one of a series of Community measures in the field of education and training. A common factor characterizing all these programmes is the high level of demand they have engendered throughout the Community, in general comparable to the response registered by the ERASMUS Programme. These include notably :
- the COMETT Programme (Community Action Programme for education and training for technology) which provides inter-alia support for transnational placements of students and teaching staff in industry in fields related to technology
 - the SCIENCE Programme (previously known as the STIMULATION Programme) which aims at the stimulation of cooperation and interchange between European research scientists.
 - DELTA (Developing European Learning Through Technological Advance) which addresses the issues related to the use of new emerging technologies for training, re-training and

education, both in the area of Information Technology and Telecommunications and Broadcasting Technologies.

In addition the Commission has now proposed the introduction of the LINGUA Programme to promote the teaching and learning of foreign languages within the Community.

5. In view of the importance of the Programme for the future development of the Community it becomes increasingly important after two years' operational experience to attempt to ascertain the extent to which the Programme is meeting its aims and policy objectives. Moreover, in the light of experience hitherto the future development and possible adaptation of the Programme in the years to come have to be considered. Thus, alongside the implementation of the activities provided for in the Council Decision, the introduction and implementation of appropriate mechanisms to ensure the monitoring and evaluation of the Programme becomes increasingly important.
6. The following report on the functioning of the Programme in the academic year 1988/89, as provided for in Article 6 of the Council Decision, will thus focus not only on a description and analysis of actions undertaken within the framework of the implementation of programme operations for 1988/89 but also on a number of initiatives related to the introduction of arrangements for the monitoring and evaluation of the Programme as a whole.

II. REPORT ON ERASMUS ACTIVITIES IN 1988

7. In 1988 action was concentrated on the following areas of activity:
 - the implementation of ERASMUS programme operations for the academic year 1988/89, in particular the selection of projects for support during this period and the finalization of preparatory work necessary for the launch of the pilot phase of the European Community Course Credit Transfer System (ECTS) in the academic year 1989/90;
 - the continuation of efforts undertaken to inform the academic community and national authorities about the Programme;
 - the consolidation of the organizational and consultative infrastructure for the Programme.

The total budget available amounted to ECU 30 mio(1)

(1) The Council Decision provides for a budget of ECU 85 mio for the first three years of the Programme (1 July 1987 - 30 June 1990). A joint declaration by the Council and the Commission states that this total budget will be distributed as follows : 1987/88: ECU 10 mio; 1988/89: ECU 30 mio; 1989/90: ECU 45 mio.

Activities in each of the areas mentioned above are summarized in the paragraphs which follow, the main emphasis being on those measures which were adopted within the framework of the four "Actions" of the ERASMUS Programme as described in the Annex to the Council Decision, i.e.

- Establishment and operation of a European university network (Action 1)
- ERASMUS student grants scheme (Action 2)
- Measures to promote mobility through the academic recognition of diplomas and periods of study (Action 3)
- Complementary measures to promote student mobility in the Community (Action 4).

Action 1 : European University Network : Support for Inter-university Cooperation Programmes (ICP) and Study Visits (SV)

INTER-UNIVERSITY COOPERATION PROGRAMMES

8. In order to achieve the main aim of the ERASMUS Programme, i.e. a significant increase in student mobility, universities of different Member States are encouraged to conclude agreements - usually at departmental or faculty level - and make the necessary arrangements to establish inter-university cooperation programmes (ICPs) concerning one or several of the following activities :

- student mobility programmes;
- teaching staff mobility programmes;
- joint development of new curricula;
- intensive programmes.

The teaching staff and student mobility programmes together constitute what is known as the European University Network(1). The objective is to provide a solid framework for the exchange of students on a regular basis while at the same time minimizing the organizational difficulties often encountered with regard to study abroad.

A short description of each of the above-mentioned programme components is followed by an analysis of the results of the selection procedure for the academic year 1988/89.

9. Student mobility programmes : this support is intended for universities which organize programmes providing for the students of one university the chance to undertake, within a university of another Member State, a period of study which will be fully recognized by the home university when awarding these students their diploma or qualification.

Student mobility programmes which satisfy this criterion of recognition are eligible regardless of the field of study and

(1) In the official text of the Council Decision joint curriculum development is part of Action 3 and intensive programmes part of Action 4.

the level of study (up to and including the Ph.D., doctorate or equivalent). Priority is generally granted to reciprocal exchange programmes, though the need for exercising flexibility in the interpretation of this concept is fully recognized.

The recognized period of study in another Member State must be of substantial duration (normally at least one academic 'term', and in no case less than 3 months), and the aim is to encourage long lasting cooperation between the universities concerned.

Financial support to the participating universities may cover the following expenses entailed by a student mobility programme:

- the costs of the development and operation of the programme (essentially costs of travelling and staying abroad for university staff members who take part in meetings to plan, develop, implement, monitor and evaluate the programme);
- expenditure relating to the preparation and translation of documents and teaching material for the student mobility programme;
- expenses incurred by the universities for the preparation of students : information prior to departure, linguistic preparation provided for students, especially in cases where such preparation extends over a significant period of time prior to departure;
- expenditure for making information about the programme more widely available;
- other expenditure directly related to carrying out or developing the programme.

For each student mobility programme, the maximum support which may be awarded is ECU 25,000 per year per participating university (with the average amount of such support awarded in 1988/9 standing at some ECU 5,000).

10. Staff mobility programmes : support is intended for universities which organize programmes providing an opportunity for the teaching staff of one university to teach in a partner university in another Member State. With regard to the long-term objective of achieving a truly significant pooling of the intellectual resources of the Community's universities priority is given to programmes for reciprocal exchanges in which the visiting staff members make a substantial contribution to the regular teaching programme of the host university over a period of at least one month.

Financial support may be used to cover following expenses :

- the costs of the development and operation of the programme (maximum of ECU 5000 per year per university per programme);

- the mobility costs of teaching staff (maximum of ECU 3500 per teaching staff member);
- the costs of replacing teaching staff (maximum of ECU 2500 per month per staff member).

11. Joint development of new curricula : support of this kind is intended for universities of different Member States which are seeking to work out jointly a new curriculum with a view to its incorporation or implementation in all the universities taking part in the project.

The Commission accords preference to projects involving the joint preparation of an entire curriculum or at least substantial parts of a curriculum.

Special consideration is given to projects which clearly contribute to the progress of academic recognition between Member States, to those which are adapted to the new techniques of multi-media or distance teaching, as well as to those aimed at building the European dimension into the content of courses.

The maximum financial support available from the Commission is ECU 20,000 per project. This support may only be used to cover expenses directly linked to the preparation of the new curriculum, such as :

- travel and subsistence costs of teaching or administrative staff involved in meetings which are necessary to determine jointly the organization and content of courses;
- costs of producing, translating and circulating the necessary documents.

12. Intensive Programmes : This is a new element of the ERASMUS Programme, introduced for the first time in 1988/89. Support is available for universities of different Member States which jointly organize intensive teaching programmes of short duration bringing together students and teaching staff from several countries of the European Community. Programmes must be full-time and have a duration of between one week and one month.

Particular attention is paid to the number of students participating and to the potential contribution of the programme as a means of stimulating closer cooperation between the universities concerned. Preference is given to teaching programmes which are genuinely "multinational" in terms of students and teaching staff participation, and to those focussing on a specific theme not normally available at any one of the participating universities alone. Programmes which can contribute to the dissemination of knowledge in rapidly evolving or new areas will receive special consideration.

The financial support of the Commission may be used to cover :

- the travel and subsistence costs entailed by meetings necessary to plan the courses;
- expenses incurred in producing, translating and circulating information literature and teaching material;
- the costs of travelling and staying abroad for teaching staff and students who have to go from one Member State to another.

The maximum support which may be granted is ECU 20,000 per programme.

13. The total number of applications for support of ICPs in 1988/9 was 2041 compared with 898 in 1987/8 (+ 127%). The ECU 52 mio requested represent almost 6 times the amount available (ECU 9 mio). Of the 2041 applications received, 1579 (77%) involved a student mobility programme, 745 a teaching staff mobility programme, 575 a programme for the joint development of curricula and 521 an intensive programme. In terms of their distribution by the Member State of the coordinating institution, Portuguese universities submitted 5 times more applications than in 1987/8, the corresponding ratios for the other Member States being as follows : Belgium, 2.7; Denmark, 2.3; the Federal Republic of Germany, 2.4; Greece, 3.6; Spain, 4.1; France, 2.3; Ireland, 1.9; Italy, 2.7; Netherlands, 1.9; UK, 1.8. In terms of the involvement of each Member State in all applications, Spain increased its participation rate by 7.6% of the total, while Italy (+4.7%) and Portugal (+3.7%) also recorded considerable increases. Conversely, the British universities' participation rate in all applications fell by 8.6%, the other Member States remaining relatively stable.

These figures demonstrate that the most significant percentage increases in applications came from those countries which had been less in evidence in 1987/8. The continuing low number of applications from Denmark is an exception in this regard.

Viewed in terms of the academic disciplines involved, a very similar pattern emerges to that recorded in 1987/8, the main differences being substantial increases in the proportion of applications in the fields of agriculture, engineering and languages, and a very substantial fall in the percentage of overall applications in business studies. The low number of applications in teacher education and, to a lesser extent, medical sciences, remains a cause for concern.

14. Applications received were referred to Academic Advisory Groups(1) which met in mid-April to discuss requests for support in the social sciences, humanities and natural and applied sciences respectively. The views expressed by the academic advisors were carefully noted by the Commission, which decided to distribute the support available among 1091 Inter-

(1) The role of these groups, made up of representatives of the academic world appointed by the Commission acting mainly on the advice of the ERASMUS Advisory Committee, is to give the Commission an informal opinion on the ICPs to be supported.

University Cooperation Programmes. Of these, 948 include a student mobility programme (87%), 214 a teaching staff mobility programme, 79 a programme for the joint development of curricula and 72 an intensive programme. (It should be noted that each ICP can contain various different types of cooperative activity.) This corresponds to a success rate of 53% overall, although the success rates for the individual types of programme differ considerably (60% for student mobility programmes, 29% for teaching staff mobility programmes, 14% for programmes for the joint development of curricula and intensive programmes).

Thus, in financial terms, the supply/demand situation was particularly competitive in the case of curriculum development and intensive programmes, for which 15 times and 17 times as much money was requested respectively than was available. This is due to the fact these types of programme form part of Actions 3 and 4 of ERASMUS, on which the Council Decision places a total ceiling of 10% of the overall ERASMUS budget.

Table 1 of the Annex provides a survey of the participation of universities from the various Member States in all 2041 applications and in the 1091 projects accepted. The continuing high involvement rates of French and British universities in the academic year 1988/89 is notable. However, the increase in the total number of involvements of Belgian, Portuguese, Dutch and Spanish universities also stands out (+62%, +44%, +39% and +25% respectively compared with the academic year 1987/88). Although the number of involvements of Italian universities also increased by 25% in the academic year 1988/89, they are still not participating as fully in ERASMUS as the country's population figures or overall student numbers would merit.

Table 2 shows the distribution of applications and accepted programmes over the various subject areas. The number and quality of the applications in the various subject areas differed considerably. In certain subject areas, good quality applications accumulate, so that care had to be taken to ensure that the Programme was not flooded by individual subjects (in particular languages and business studies could be mentioned here). Within closely drawn limits, the selection had to set stricter standards for some subjects than for others.

In comparison with the academic year 1987/88 the main difference of note is the decrease in the number of ICPs accepted in business studies (9.3% compared to 16.3% of the total number). This corresponds, however, in the main to the fall in the number and overall percentage of applications in this subject.

In general terms, however, it can be said that the overall quality of proposals received was high and the ICPs selected represent a broad spectrum of cooperation programmes between universities in all Member States in a very wide range of academic disciplines.

STUDY VISITS

15. With a view to consolidating the development of the European University Network grants are awarded to staff members of universities in the Community to enable them to go on study or teaching visits to universities in one or several other Member States. Grants for study visits, the total duration of which must not exceed the equivalent of four weeks, may be awarded
- either to study the possibility of establishing or extending an inter-university cooperation programme by entering into exploratory contact with one or several universities in other Member States;
 - or to improve the content of lectures, in liaison with colleagues responsible for giving similar lectures in other universities;
 - or to increase the grantholders' knowledge and experience of certain particular aspects of the higher education system of the Member State(s) visited.

Grants for teaching visits may be used to facilitate following kinds of teaching periods spent abroad :

- visits by a teacher at the invitation of a university for the purpose of teaching its own students;
 - specialized lecture series given by one staff member (or by a team of university teachers) in different universities of one or several other Member States.
16. For the 1988/89 academic year, teachers and administrators submitted 3510 applications for visit grants (as compared to 2377 in 1987/88), in order to visit universities in other Member States of the Community.

Table 3 gives the number of visit grants requested for the 1988/89 academic year broken down by Member State of the applicant, as well as by rate of growth with respect to the 1987/88 academic year. What is clear, and this is both encouraging and promising for the future, is that the biggest increase in applications for visit grants comes from Member States still experiencing some difficulty in promoting inter-university cooperation programmes. The comparatively small number of applicants from Denmark remains a cause for concern. Roughly two in every three applications are concerned with a visit for the purpose of preparing new cooperation agreements, thereby clearly demonstrating the part that visit grants can play in the development of new ICPs.

As Table 4 indicates, the Commission accepted 1267 applications, or 36% of the total (as compared with 48% in 1987/88). A sum of ECU 2.1 mio was available for this purpose although applicants requested a total ECU 8.5 mio. Over half the 1267 grants awarded are for group visits, and no less than

2611 persons altogether will be able to carry out visits to universities in one or several other Member States.

As in 1987/8, but to an even greater extent, particular attention was paid to applications concerning the Member States which are not yet fully involved in the ICP network.

Table 4 also documents this clearly. Thus, in total the four countries of the South of the Community (Portugal, Spain, Italy and Greece) received 647 visit grants, that is 51% of the total - which represents exactly twice their current participation in the ICPs (25.4%). 2.5% of the visits originate in Denmark (2.3% of the ICPs).

As for Member State involvement, the visits selected for support concern in particular those fields of study which are less represented in the ICPs, i.e. in particular Agriculture, Fine Arts, Teacher education, Humanities, Mathematics and Medical sciences. On the other hand, fields already closely involved in the ICPs (Languages, Engineering, Business) are correspondingly less well represented in the visits (cf Table 5).

Action 2 : ERASMUS student grants scheme

17. Mobility grants of a maximum of ECU 5000 per person per year may be awarded to students who carry out a recognized part of their degree/diploma in another Member State. These grants, which in line with the provisions of the Council Decision are administered through the competent authorities in each Member State, are awarded subject to the following conditions of eligibility:

- students must be citizens of one of the EC Member States;
- the sending university must guarantee full recognition of the study abroad period towards the home degree/diploma;
- the student shall not be required to pay tuition fees at the host university;
- the national grant/loan to which a student may be entitled for study at his/her home university shall be neither discontinued, nor interrupted, nor reduced while that student is studying in another Member State and is receiving an ERASMUS grant;
- grants are normally awarded for periods of study in another Member State for a minimum of one term or semester and a maximum of one year. They are not normally be awarded for the first year of study.

Grants are intended to cover the 'mobility costs' of students, i.e. the supplementary expenses entailed by a study period spent in another Member State, as follows :

- travel expenses between home and host country;

- expenses incurred by the student linked to linguistic preparation;
- extra expenses arising from a higher general cost of living index in the host Member State;
- additional expenses related to the change in the individual material circumstances of students during their stay abroad.

Preferential treatment is given to student mobility which is organized within the framework of an ICP ('network students'). Students who are 'free movers' may, however, also apply for a grant, provided they satisfy all the conditions of eligibility.

18. For the 1988/89 academic year all Member States with the exception of Portugal had designated a central agency at national level ("National Grant Awarding Authority" (NGAA)) for the administration of ERASMUS student grants. Grants for students in Portugal wishing to study elsewhere in the Community were therefore administered directly by the Commission via the ERASMUS Bureau.

The NGAAs administer a global budget earmarked for ERASMUS student grants for each Member State (cf. infra), under a contractual arrangement with the Commission. Each NGAA is responsible for the award of grants to students of universities in that Member State wishing to spend a recognized period of study in another Member State whether within the framework of an ICP or as a 'free mover'.

The administration of grants may vary in accordance with the arrangements chosen by the authorities of each Member State. In theory, NGAAs may allocate grants either directly to grantholders, or indirectly via the sending university (the latter procedure being currently the most common pattern).

19. 948 or 87% of the 1091 ICPs being supported in 1988/9 involve an exchange of students for integrated periods of study in another Member State. Table 6 demonstrates certain features of these programmes as regards the involvement of each Member State.

In all, student grant requests amounted to approximately ECU 39 mio, three times the available budget of ECU 13 mio. This budget has been divided up among the 12 Member States on the basis of the criteria provided for by the Council Decision : the number of young people aged between 18 and 25 (inclusive) and the number of students enrolled in the higher education institutions. This gives the following distribution (in % of the student grants budget within ERASMUS):

Belgium:	3.02	France:	17.13	Luxembourg :	0.7
Germany:	20.79	Greece:	2.58	Netherlands:	5.13
Denmark:	1.64	Italy:	17.07	Portugal:	2.43
Spain:	12.64	Ireland:	0.94	United Kingdom:	15.88

A close analysis of the flows, between Member States, of students for whom a grant was requested in 1988/9 within the framework of accepted ICPs shows that in most cases, a very real balance is to be observed in terms of 'export' and 'import' of students for each Member State. From this standpoint, only the United Kingdom can really be considered as a 'net importer' and Greece a 'net exporter' (cf. Table 7).

The number of students estimated to be receiving a student grant in academic year 1988/89 is estimated to be around 12.000.

Action 3 :Measures to promote mobility through the academic recognition of diplomas and periods of study(1)

20. Action 3.1 of ERASMUS provides for the establishment of a European Community Course Credit Transfer System (ECTS) on an experimental and voluntary basis in order to provide a means by which students may receive credit for periods of study carried out and qualifications obtained at universities in other Member States.

21. The System will be introduced for a 6-year pilot phase from the academic year 1989/90 to 1994/95, in five subject areas : Business Administration, History, Medicine, Chemistry and Mechanical Engineering. Higher education institutions from all Member States will participate.

1988 has seen the completion of substantial preparatory work necessary for the launch of the pilot scheme. An Expert Meeting was convened by the Commission on 4/5 February 1988, in order to advise the Commission on how to proceed in launching the Pilot Scheme. The recommendations of the experts and the Commission's proposals which were subsequently formulated were the subject of intensive discussion in the ERASMUS Advisory Committee meeting in May 1988. The Committee fully supported the Commission's proposals and agreement was reached on the procedure to be followed.

The higher education institutions located within the European Community were then invited to express an interest in participation. A "Call for expressions of interest from universities" appeared in the Official Journal of the European Communities No. C197/11 on 27.7.88 which aroused a considerable amount of interest among universities within the Community.

(1) Support for the curriculum development projects provided for under Action 3.3 is dealt with in the section on inter-university cooperation programme above.

Full documentation on ECTS was also distributed to the higher education institutions via the channels indicated by the members of the ERASMUS Advisory Committee during August and September 1988. This documentation included a questionnaire to be completed and returned to the ERASMUS Bureau by 31 October 1988 by all institutions wishing to participate.

464 applications were received from 254 higher education institutions. On 30 November 1988, an independent Academic Advisory Group met in Brussels to assist the Commission's services in the selection process. Taking into account the views expressed by the academic advisors and the members of the ERASMUS Advisory Committee the Commission selected 81 higher education institutions and 3 consortia to take part in the "inner circle" of the Pilot Scheme.

One department per institution has been selected to participate. Two institutions per subject area have been admitted from the larger Member States and one institution per subject area from the smaller countries.

Most applications were received in Business Administration, the smallest number in medicine. This corresponds to the participation rates of these two subject areas in the ERASMUS programme as a whole. With regard to the distribution of applications by Member State, the particularly high number of applications received from the United Kingdom (128) is worth noting, followed by Spain (57), France (56), Germany (50) and Italy (43).

The 84 institutions invited to cooperate on a basis of mutual trust will receive financial aid from the Commission to facilitate the establishment of the system. Their work will be carefully monitored by the Commission which will also award a certain number of grants to the participating students, provided they fulfil the usual criteria for ERASMUS grants. The first plenary meeting of representatives of those institutions selected to participate is planned for January 1989.

Institutions not selected for the "inner circle" will join the "outer circle" and will be regularly informed on the progress made by "inner circle" institutions.

22. Action 3.2 of ERASMUS provides for the development of the European Community Network of National Academic Recognition Information Centres (NARIC network). This Network was already in operation before the ERASMUS Programme was adopted; however, its principal task today consists not only in ensuring optimum cooperation between the NARIC Centres, individual universities and the Member State governments on questions concerning academic recognition, but also in integrating the NARIC network in the ERASMUS Programme. The 9th meeting of the NARIC network took place in Leiden in June, the 10th was held in Brussels in October 1988. One of the main themes to be discussed in the October meeting was the possible implications for the NARIC network of Article 9.3 of the Common Position on the proposed "Council Directive on a General System for the Recognition of

Higher Education Diplomas Awarded on Completion of Professional Education and Training of at least Three Years' Duration" ("General Directive"). On adoption of the "General Directive" some NARICs may be involved in the distribution of information regarding professional recognition.

Action 4 : Complementary measures to promote mobility in the Community(1)

23. Action 4.2 aims at supporting the ERASMUS Programme through provision of information and at increasing mutual awareness of the different higher education systems within the Community. There are two main components :

- support to associations or consortia of universities working on a European basis, in particular with a view to making innovative initiatives in specific fields better known throughout the European Community. A financial contribution of up to a maximum of 20,000 ECU may be awarded to facilitate the execution of a specific project of special interest in the light of the above-mentioned objectives. The grant may be used to introduce or reinforce the European dimension within the activities of an association, to coordinate the activity of different national associations at European level, to initiate at Community level a new activity of interest with regard to the stated objectives of Action 4.2 or to create a new association at European level. The European Foundation for Management Development is, for example, involved in identifying key areas in which text books at a European level for students of management studies are most needed, whereas AESCO, Europtom, an organisation linking Schools of Optometry in a number of countries, is involved in extending its membership to all EC Member States and harmonizing curricula;
- support for certain publications designed to enhance awareness of study and teaching opportunities in other Member States or to draw attention to important developments and innovative models for university cooperation throughout the European Community. The level of support is determined by the Commission in the light of information provided by the applicant on the basis that costs are to be shared. For example the European Society for Engineering Education is preparing a complete reedition of a guide to engineering studies in Europe in two languages. Information on the different national systems of education will be brought up to date and complemented, the European dimension strengthened and an effort made to identify particular centres of excellence in Europe.

(1) The Intensive Programmes provided for under Action 4.1 are dealt with in the section on inter-university cooperation programmes above.

24. 102 requests for support were received from associations or consortia of universities in the academic year 1988/89 which represents an increase of 72 or 340% compared to 1987/88. 27% of applications came from student organisations. Additionally 23 requests for support for publications were received for the academic year 1988/89, the first year in which funds were made available to external applicants under this heading.

From this total of 125 applications, 35 projects (23 for university associations and 12 for publications) varying widely in nature and scope were selected for support. 270,000 ECU have been awarded to university associations; the 12 publications will be sharing a total of 252,900 ECU. These amounts represent 11.5% and 19.7% respectively of the total amount of ECU requested. The projects approved cover a wide spread of subject areas. All 12 Member States are involved in 10 of the 23 projects from university associations (43.5%) and 10 of the 12 publications (83.3%) being funded.

25. A number of publications sponsored by the Commission itself were also supported in 1988, notably :

- European Community Student Handbook (5th edition);
- Directory of Inter-University Cooperation Programmes 1987/88 (preparation of the corresponding Directory of Programmes for 1988/89 is also nearing completion)(1)
- ERASMUS Newsletter;
- various publications emanating from the work of the NARIC Network, notably "Academic Recognition of Higher Education Qualifications in EC Member States" - a compilation of the main higher education entrance, intermediate and final university and non-university higher education qualifications of all Member States of the EC, as they are recognized in other Member States of the EC; and "Academic Recognition of Higher Education Entrance, Intermediate and Final Qualifications in the EC: Multilateral and Bilateral Conventions, Unilateral Decisions". Both publications are due to appear in 1989.

26. Action 4 also provides for ERASMUS prizes to be awarded annually to draw attention to achievements which have made an outstanding contribution to the development of inter-university cooperation and to furthering the general aims of ERASMUS within the Community. These prizes will be awarded for the first time in 1989 on the basis of information available to the Commission. Recipients may be students, teachers, administrators, universities or inter-university cooperation programmes.

27. In general terms the results of the 1988/89 selection procedure have demonstrated the ever-increasing interest of the academic

(1) The Directory of Programmes 1988/89 will be available early in 1989.

world and of students in broader inter-university cooperation and greater mobility of students and staff. In comparison to the academic year 1987/88 there has been a substantial increase both in the number of applications for support and the total amount of money requested. This has meant that in spite of the increase in the total budget available (ECU 30 mio compared to ECU 10 mio) the ratio of supply to demand remained the same at approximately 1:3.4 and thus, overall, only one in three projects could be accepted. This highly selective situation clearly provides cause for concern particularly as the majority of requests for support contained all necessary guarantees of quality. This made both the task of selection and the justification of rejection all the more difficult.

Information activities

28. Continuing action begun in 1987, considerable efforts were made in 1988 to inform the academic community, relevant national agencies and authorities and the media on the opportunities offered by the ERASMUS Programme. In this respect the production and distribution of the following should be mentioned :

- general information brochure on ERASMUS;
- detailed documentation containing information on ERASMUS grants available and describing application procedures ("Guidelines for Applicants"), sent to all higher education institutions in the course of September 1988 for the academic year 1989/90;
- brochure giving a detailed presentation of the ECTS Pilot Scheme;
- brochure setting out the EC network of National Academic Recognition Information Centres;
- 5 official press communiqués by the Commission on the ERASMUS Programme;
- the ERASMUS newsletter, issued in the nine languages of the Community.

In addition, members of the Commission/ERASMUS Bureau staff involved in ERASMUS, participated in more than 70 conferences, seminars and other meetings designed to inform the academic community about ERASMUS during 1988. Documentation was provided for many more.

Particularly important has been the continuation of efforts instigated in 1987 with regard to information and stimulation measures aimed at Member States whose universities have hitherto seemed to be participating less fully in the Programme. Worth noting are above all systematic information seminars which took place in Denmark, Greece, Italy and Portugal. Although the full impact of such measures will only make itself felt over a longer period of time the significant rise in applications received above all from Greece, Spain and Portugal for academic year 1988/89 compared to 1987/88 show that these efforts have at least begun to bear tangible fruit, and the situation in Italy is also showing marked signs of improvement.

Consolidation of the organizational and consultative infrastructure

29. The ERASMUS Advisory Committee (EAC) was set up in 1987 in accordance with Article 3 of the Council Decision to assist the Commission in the implementation of the Programme. The EAC is to be consulted in particular on

- the general approach concerning the measures provided for by the programme;
- questions of general balance concerning the various types of actions and exchanges between Member States.

The EAC met twice in 1988, once formally on 18 May in Brussels and a second time in the form of an informal colloquium from 28-30 September in Nancy. In May the EAC's discussions centred on the selection of 1988/89 ICPs, the allocation of the student grants budget for 1988/89, the role of the National Grant Awarding Authorities and the main principles of the ECTS pilot scheme. The main purpose of the informal meeting of the EAC at the end of September was to discuss major questions which have emerged during the first two years of the Programme and to consider the consequences with regard to the design and implementation of appropriate measures for the evaluation of the Programme as a whole (see section III below).

30. Another important feature of the ERASMUS Programme infrastructure are the National Grant Awarding Authorities (NGAAs) provided for under Action 2.2 of the Annex to the Council Decision to administer ERASMUS student grants : whereas for the academic year 1987/88 only three Member States (Federal Republic of Germany, Netherlands, Spain) had designated NGAAs, for the academic year 1988/89 11 Member States (the exception being Portugal) had designated central authorities to be responsible for the management of the funds allocated by the Commission in the context of Action 2. NGAA representatives met twice in 1988 (28/29 March and 20/21 December) to discuss various technical aspects of the implementation of the student grants scheme. In the March meeting discussions concentrated on the drafting of guidelines for the NGAAs on the distribution of 1988/89 student grant funds, in December on general operational problems encountered in the administration of 1988/89 student grants and on arrangements for 1989/90.

31. The Commission continues to be assisted in the implementation of the ERASMUS Programme by the ERASMUS Bureau, a non-profit organisation with which appropriate contractual arrangements have been made. This arrangement makes it possible for a maximum of efficiency and flexibility to be attained in the administration of the programme.

III. EVALUATION OF THE ERASMUS PROGRAMME

32. In view of the enormous interest which the Programme has aroused in general terms since its adoption in June 1987 and in particular considering the wide spectrum of activities being implemented in this second year of operation and the significant budgetary sums made available to this end a considerable amount of effort has been devoted in the course of 1988 to reflecting upon the design and the implementation of appropriate arrangements for the monitoring and evaluation of the Programme. An attempt has been made to take stock of experience with the functioning of the Programme hitherto, to try to ascertain to what extent the Programme is achieving its policy objectives and to determine the main problems which have arisen so far. With regard to the future development and possible adaptation of the Programme in the coming years this is a particularly important exercise.
33. In the light of discussions which took place during the informal colloquium of the EAC (cf. infra) as well as of more general experience gained with the implementation of the Programme in the last two years including a first assessment of the annual reports submitted by 1987/88 grantholders, it is possible to focus on a number of aspects which will form focal points of the envisaged evaluation exercise.
34. While there is no dissent with regard to the importance of the European University Network as the basis for the long-term development of the Programme there is felt to be a need for the critical appraisal of a number of aspects, notably :
- the representation of academic disciplines within the Programme. Additional measures should be considered to ensure a more balanced representation of academic disciplines within the Programme. At present the relatively limited number of Programmes supported (1091) almost inevitably means that the possibilities for participation are restricted and this often militates in favour of disciplines such as modern languages or business administration with a longer established tradition of exchange;
 - the representation of Member States and of regions within the Programme. Although considerable progress has been made in this respect since the adoption of the Programme special action in the field of information and stimulation is nevertheless still considered necessary to attain the objective of a balanced geographical representation;
 - the time-scale of support for ICPs, which is at present awarded on an annual basis. The possibility of transforming this time-scale from an annual into a system of pluriannual grants should be investigated as an

effective means of guaranteeing long-term commitment on the part of the universities concerned;

- arrangements for academic recognition and certification. This aspect is at the very centre of the ERASMUS Programme. Student mobility is based on the assumption that recognition is granted to all students participating. It is considered indispensable to investigate the different forms of academic recognition emerging and the problems which may arise with regard to varying interpretations of what recognition means.

35. A number of aspects related to ERASMUS student grants will have to be looked at closely :

- the parameters used to determine the total amount of the student grants allocation made to each Member State. Widespread consensus exists that it is indispensable for each Member State to be provided with a minimum grant allocation which also takes into consideration the level of student demand in the country in question;
- the application at national level of the criteria laid down in the Council Decision for the allocation and distribution of grants. Problems have arisen above all as in most Member States the total amount awarded to each individual student by the respective National Grant Awarding Authority (or the universities on its behalf) has been very small. This question is closely linked to the very different grant-awarding systems in operation at national level which in some cases make it difficult to ensure complementarity of national grants and ERASMUS grants, the latter being intended only to offset the additional costs of mobility. Particular problems arise in those Member States in which students may have no other support than their ERASMUS grant;
- the identification of important categories of students hitherto excluded from ERASMUS support, for example students having completed a first degree who wish to carry out a further period of studies abroad.

36. The need to ensure good cultural and linguistic preparation of all students spending a period of study in another Member State is recognized as being crucial to the continued success of the ERASMUS Programme. This makes it indispensable to investigate more closely the different forms of linguistic preparation being made available to students at present. At the same time, in view of the considerable problems which have already been registered in this respect, action is held to be necessary above all to encourage the teaching of less widely taught Community languages as well as in respect of the linguistic preparation of students specializing in disciplines other than languages. Another aspect of this question is the need to provide students with satisfactory accommodation and reception services on their arrival at a university in another Member

State. This is important with a view to achieving the most complete integration possible of students in the host institution.

37. A number of measures have been introduced by the Commission in 1988 with a view to investigating these issues more closely, notably :

- the development of appropriate data processing arrangements for data on ERASMUS students which will make it possible to carry out detailed statistical analyses on students who have participated in the ERASMUS Programme and, in the longer term, to assess the impacts which study and teaching in other Member States are having on the students, teachers and institutions involved;
- the compilation of a series of case-studies on a number of the most promising arrangements introduced so far within inter-university cooperation programmes for the linguistic and cultural preparation of students with a view to making this information readily available to all concerned as an example of particularly effective means of preparing students for their stay abroad;
- a study on curriculum adaptation, credit transfer and academic recognition within inter-university cooperation programmes, initially in the ECTS relevant fields of History, Business Studies and Chemistry with a view to producing a catalogue of specific types and models of agreements already established between institutions in different Member States;
- an analysis of the obstacles to participation in ERASMUS of subject areas under-represented until now with a view to formulating recommendations on how to improve the representation of these subjects;
- an investigation of the means of improving flows of information on ERASMUS to the Southern European Member States with a view to identifying the most effective national support lines in the four countries concerned (Greece, Italy, Spain and Portugal);
- an analysis of Action 2 (student grants) operations so far with particular reference to the role of "free-movers" in order both to highlight the main problems encountered so far and make suggestions for the improvement of the student grants' administration procedure as a whole.

In all cases the aim is to ensure the independent evaluation of those aspects of the ERASMUS Programme under investigation, thus creating a basis upon which it will be possible to make well-founded suggestions and recommendations with regard to the future development and adaptation of the Programme.

38. Another important source of feed-back on the activities being carried out within ERASMUS are the annual reports to be submitted by grantholders (students, programme directors, NGAAs, university associations etc.). Reports prepared by the first year of ERASMUS grantholders were available for assessment in September 1988. The results of the evaluation of these reports will be taken into consideration in the selection procedure for academic year 1989/90.

IV. FUTURE PERSPECTIVES

39. In 1989 the overall volume of the Programme will change, the total available budget rising from ECU 30 mio to ECU 52.5 mio (in addition to the ECU 45 mio provided for in the Council Decision on ERASMUS, a further 7.5 ECU mio were inserted in the budget on the initiative of the European Parliament). In accordance with the joint declaration made by the Council and the Commission on the distribution of the budget, the amount of money available for student grants will be double that for the European university network under Action 1. This means that ECU double the sum distributed in 1988/89, will be available for student grants in the academic year 1989/90.
40. Nevertheless, at the same time considerable cause for concern remains at the inadequacy of the available budget in relation to the enormous demand for support expected from both the universities and their students. Closer examination of the study visit grants awarded to university staff members in 1988 demonstrates, for example, that roughly two in every three applications concern a visit for the purpose of preparing new cooperation agreements. This, along with other information currently to hand, means that a considerable increase in the number of applications can be expected.
41. Academic year 1989/90 will see the introduction of the ECTS pilot scheme for a six year period extending to the academic year 1994/95. With a view to finalizing operational details as soon as possible three meetings are planned for the first four months of 1989, starting with a plenary session on 26/27 January which will be attended by two representatives from each institution selected to participate. Further meetings will be held on 13-15 March and 24-26 April. It will be particularly important for agreement to be reached on the deadlines for all further action, including finalized preparation and exchange of information packages, announcement of the ECTS pilot scheme to students and the implementation of grant provision.
42. Within the context of the future development and adaptation of the Programme the evaluation measures set out in Section III will be of paramount importance in the coming year. In accordance with Article 7 of the Council Decision which provides for the submission to Council before 31.12.89 not only of a report "on the experience acquired in the application of

the programme" but also "if appropriate, a proposal to adapt it", 1989 will see the preparation of a draft of possible adaptations to the Decision text in as far as these are considered necessary. Thus, in the short term, efforts will be concentrated on the evaluation of those aspects which may be considered as relevant in this context. The aim of the Commission in preparing proposals to adapt the Council Decision - which will be submitted to the Council within the course of 1989 and implemented as from the academic year 1991-92 - is to make improvements in the implementation of the Programme and to increase substantially the number of students participating from all Member States. The Commission is also concerned to adapt the selection procedure for the Programme in such a way that it will be possible for universities and students to be informed well in advance of the results of their applications.

The future development of ERASMUS cannot be seen in isolation but must be regarded within the wider framework of Community initiatives in the field of education to achieve the Internal Market. In this respect it is important to note the adoption by the Council in December 1988 of COMETT II which has been provided with a budget of 200 ECU mio for a period of five years, 40% of which will be allocated to international exchanges of students and teaching staff. Similarly the Commission's proposals for the LINGUA Programme, designed to promote the teaching and learning of foreign languages, should be taken into account. One of the main areas of Community action within this programme is seen to be the reinforcement of the European university network and the development of initial teacher training within the framework of the ERASMUS Programme.

Also to be considered in this context is the Resolution of the Council and the Ministers of Education meeting within the Council on Environmental education of 24 May 1988 (1) which provides for "encouragement for cooperation between institutes of higher education operating in the environment sphere by using the opportunities offered by the ERASMUS Programme to promote the mobility of students and European teaching staff and the development of common teaching materials".

43. Proposals put forward for the second phase of ERASMUS will above all take into account the absolute necessity for the ERASMUS Programme to be able to respond in a realistic way to the growing pressure of demand in the field of interuniversity cooperation and mobility of students and university staff, demand stimulated to a large degree by the more widespread economic and social cohesion becoming apparent at Community level. For during the first two years of operation of the Programme it has already become clear that ERASMUS has struck a chord among both university teachers and students alike and is making an important contribution to the construction of Europe and the European educational community.

Annex

(1) O.J. No C 177/8

Table 1: Inter-university Cooperation Programmes 1988/9: General Overview by Member State.

Member State	Coordinating Institution 1)				Total Number of Involvements 2)				
	Number	%	Number	%	Accepted ICP	Rate	Success Applications	All ICP	Accepted
B	173	8.5	89	8.2	51	347	17.0	191	17.5
D	293	14.5	144	13.2	49	830	40.7	449	41.1
DK	44	2.2	25	2.3	57	120	5.9	73	6.7
E	180	8.8	103	9.4	57	532	26.1	314	28.8
F	444	21.8	225	20.6	51	1.044	51.1	578	53.0
G	51	2.5	20	1.8	39	137	6.7	74	6.8
I	211	10.3	124	11.4	59	489	24.0	291	26.7
IRL	57	2.8	26	2.4	46	160	7.8	95	8.8
LUX	2	0.1	0	0	--	8	0.4	4	0.4
NL	169	8.3	96	8.8	57	418	20.5	260	23.8
P	50	2.5	29	2.7	58	160	7.8	101	9.0
UK	367	18.0	210	19.2	57	1.030	50.5	571	52.3
Total	2.041	100	1.091	100					

1) Each ICP has one coordinating institution. This institution is in many cases the main driving force behind the ICP.

2) The figures mean that, for example, Belgian universities are involved in 191 (17.5%) of the 1091 accepted ICPs. Each country is counted only once in each accepted ICP in which it is involved, even if several universities from that country are participating in the ICP concerned.

**Table 2: Inter-University Cooperation Programmes:
General Overview by Subject Area**

Subject Area	All applications		Accepted ICPs	
	Number	%	Number	%
Agriculture	65	3.2	39	3.6
Architecture	71	3.5	39	3.6
Fine Arts/Music	61	3.0	31	2.8
Business	222	10.9	102	9.3
Education	63	3.1	23	2.1
Engineering	281	13.8	158	14.5
Geography/Geology	62	3.0	26	2.3
Humanities	108	5.3	61	5.5
Languages	371	18.2	208	18.9
Law	119	5.8	72	6.9
Mathematics/Informatics	68	3.3	39	3.6
Medical Sciences/Psychology	139	6.8	63	5.8
Natural Sciences	172	8.4	103	9.4
Social Sciences	184	9.2	100	9.2
Miscellaneous	52	2.5	28	2.6
Total	2.041	100	1.091	100

Table 3: Study Visit Grants: Applications by Member State.

Member State	1987/88	1988/89	Increasing level
Belgium	151	240	+ 58,9%
Germany	235	294	+ 25,1%
Denmark	81	87	+ 7,4%
Spain	297	488	+ 64,3%
France	350	546	+ 56,-%
Greece	149	289	+ 93,9%
Italy	246	454	+ 84,5%
Ireland	94	112	+ 19,1%
Luxembourg	1	3	-
Netherlands	139	173	+ 24,5%
Portugal	108	275	+ 154,6%
United Kingdom	526	549	+ 4,4%
Total	2.377	3.510	+ 47,7%

Table 4: Visit Grants: grants awarded by Member State.

Member State	Accepted Applications	N° of participants	Success Rate (Applications/grants)
Belgium	82	194	34%
Federal Republic of Germany	101	193	34%
Denmark	32	71	37%
Spain	202	386	44%
France	117	299	21%
Greece	128	225	44%
Italy	198	394	44%
Ireland	52	95	46%
Luxembourg	2	4	67%
Netherlands	69	187	40%
Portugal	119	231	43%
United Kingdom	165	332	30%
Total	1267	2611	36%

Table 5: Visit Grants: grants awarded by Member State and subject area

Subject Area	Member State from which application originated											Tot.	
	B	D	DK	E	F	G	I	IRL	L	NL	P		UK
Agriculture	2	4	2	2	12	13	14	2	0	4	8	4	67
Architecture	2	2	3	4	3	8	12	0	0	1	2	9	46
Fine Arts	0	1	1	15	5	2	4	2	0	7	13	10	60
Business	0	9	0	3	12	7	1	5	0	5	6	12	60
Education	4	12	1	16	4	5	3	0	0	3	22	7	77
Engineering	10	15	3	19	11	9	12	13	0	7	7	20	126
Geography	1	1	0	5	5	3	5	0	0	3	3	11	37
Humanities	5	4	2	16	10	4	35	1	0	3	4	11	95
Languages	10	16	3	22	13	12	31	3	1	9	5	18	143
Law	6	6	0	17	8	5	11	1	0	2	2	6	64
Mathematics	8	4	2	6	1	10	20	6	0	3	3	9	72
Medical Sciences	12	6	2	33	8	16	7	3	0	9	3	10	109
Natural Sciences	3	7	1	18	4	9	8	5	0	2	12	19	88
Social Sciences	13	7	4	13	10	14	12	3	1	6	18	11	112
Others	2	3	5	10	5	8	9	5	0	4	8	6	65
Higher Education	4	4	3	3	6	3	14	3	0	1	3	2	46
Total	82	101	32	202	117	128	198	52	2	69	119	165	1267

Table 6: Student Mobility Programmes by Member State

Member State	Success rate in relation to applications	Rate of participation in student mobility programmes	
		1987/88	1988/89
Belgium	62.5%	10.8%	15.3%
Germany	59.8%	43.2%	41.4%
Denmark	70.4%	6.5%	6.0%
Spain	67.4%	22.9%	28.4%
France	60.6%	53.8%	53.3%
Greece	64.5%	7.8%	6.3%
Italy	70.5%	21.4%	26.5%
Ireland	57.1%	7.3%	7.1%
Luxembourg	--	0.3%	0.1%
Netherlands	68.0%	16.6%	21.7%
Portugal	76.5%	5.0%	7.9%
United Kingdom	60.8%	59.8%	51.1%

Table 7 : Flows of students between Member States within accepted ICPs
(requested, in number of student year equivalents)

Member State	"Exports"	"Imports"
Belgium	320	330
Denmark	120	113
Federal Republic of Germany	2056	1830
Greece	164	97
Spain	1056	970
France	2543	2587
Ireland	266	357
Italy	700	592
Luxembourg	Figures too low to be significant	
Netherlands	530	489
Portugal	136	128
United Kingdom	2348	2851

Table 8 : Representation by Subject Area in Study Visits and ICPs in % (1988/89)

Subject Areas	ICPs in %	Study Visits in %
Agriculture	3.6	5.3
Architecture	3.6	3.6
Fine Arts/Music	2.1	4.7
Business	9.4	4.7
Education	2.1	6.1
Engineering	14.5	9.9
Geography/Geology	2.3	2.9
Humanities	5.5	7.5
Languages	18.9	11.3
Law	6.9	5.0
Mathematics/Informatics	3.6	5.7
Medical Sciences/Psychology	5.8	8.6
Natural Sciences	9.4	6.9
Social Sciences	9.2	8.8
Miscellaneous	2.6	8.7 1)

1) includes "Higher Education"

Table 9 : Accepted ICPs according to subject area, 1988/89 and 1987/88

Subject Area	Accepted ICPs 1987/88		Accepted ICPs 1988/89		Increase/Decrease 1988/89 1987/88	
	Number	%	Number	%	Number	%
Agriculture	9	2.3	39	3.6	+ 30	+ 1.3
Architecture	16	4.0	39	3.6	+ 23	- 0.4
Fine Arts/Music	12	3.0	31	2.8	+ 19	- 0.2
Business	67	16.8	102	9.3	+ 35	- 7.5
Education	11	2.8	23	2.1	+ 12	- 0.7
Engineering	51	12.8	158	14.5	+ 107	+ 1.7
Geography/Geology	9	2.3	26	2.3	+ 17	-
Humanities	20	5.0	61	5.5	+ 41	+ 0.5
Languages	79	19.8	208	18.9	+ 129	- 0.9
Law	29	7.3	72	6.9	+ 43	- 0.4
Mathematics/Informatics	12	3.0	39	3.6	+ 27	+ 0.6
Medical Sciences/Psychology	14	3.5	63	5.8	+ 49	+ 2.3
Natural Sciences	34	8.5	103	9.4	+ 69	+ 0.9
Social Sciences	30	7.5	100	9.2	+ 70	+ 1.7
Miscellaneous	5	1.3	28	2.6	+ 23	+ 1.3
Total	398	100	1091	100	+ 693	

Table 10 : Accepted ICPs according to total number of involvements (1) by Member State, 1988/89 and 1987/88

Member State	Accepted ICPs 1987/88		Accepted ICPs 1988/89		Increase/Decrease 1988/89:1987/88	
	Number	%	Number	%	Number	%
Belgium	43	10.8	191	17.5	+ 148	+ 6.7
Germany	172	43.2	449	41.1	+ 277	- 2.1
Denmark	26	6.5	73	6.7	+ 47	+ 0.2
Spain	91	22.9	314	28.8	+ 223	+ 5.9
France	214	53.8	578	53.0	+ 364	+ 0.8
Greece	31	7.8	74	6.8	+ 43	- 1.0
Italy	85	21.4	291	26.7	+ 206	+ 5.3
Ireland	29	7.3	95	8.8	+ 66	+ 1.5
Luxembourg	1	0.3	4	0.4	+ 3	+ 0.1
Netherlands	66	16.6	260	23.8	+ 194	+ 7.2
Portugal	20	5.0	101	9.0	+ 81	+ 4.0
United Kingdom	238	59.8	571	52.3	+ 333	- 7.5

(1) Each country is counted only once in each accepted ICP in which it is involved, even if several universities from that country are participating.