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REPORT FROM THE COMMISSION

ERASMUS PROGRAMME

(European Community Action Scheme for the Mobility of University
Students)

1992

ANNUAL REPORT

SUMMARY

SUMMARY

1. The year 1992 was characterized by extensive discussions organized by all Member States and the EFTA countries following the *Memorandum* of the Commission on higher education in the European Community. The need for a European Dimension in higher education and the importance of inter-university cooperation and student mobility have been stressed by all institutions and authorities and Erasmus has been cited as a model vehicle. Recommendations for the future are at present being examined by the Commission with a view to the preparation of the next phase of the Erasmus Programme.
2. The momentum of the Erasmus Programme has continued in the academic year 1992/1993, the sixth year of its operation. Many of the inter-university networks created in previous years are now benefiting from the new system of pluriannual funding started in 1991/1992, bringing much needed stability to the structure. The demand for new programmes has also remained very high and it was felt essential, given the catalytic character of Erasmus, to allow more institutions and more regions to benefit from the Programme. As a result, although the overall number of networks has remained virtually stable, there has been a notable expansion to new partners and an impressive development of new activities within existing networks.

Moreover, the academic year 1992/1993 has been the first year of the extension of Erasmus to the EFTA countries, and their level of participation has been quite remarkable considering the very short time available to them for preparation. Thus Erasmus continues to fulfil its function as a key agent in the internationalization of European higher education institutions. The academic year 1992/1993, with its greatly enhanced numbers of higher education institutions, students and staff participating, represents a further substantial step towards achieving the policy objectives of the Programme, in both quantitative and qualitative terms.

3. In **quantitative terms**, applications for support of Inter-university Cooperation Programmes (ICPs) in 1992/1993 showed a slight decrease at 2 436 compared with 2 594 in 1991/1992. However, the volume of activity within the ICPs increased very substantially (16.5% more institutional participations than in the previous year). Of the 1 924 ICPs selected for support, 1 780 (93%) included a student mobility programme, 360 a teaching staff mobility programme, 172 a programme for the joint development of curricula and 139 an intensive programme (programmes can include several types of activity). The distribution of participation across all Member States continued to improve. The EFTA countries showed an encouraging level of participation in their first year; EFTA institutions account for 5.6% of all participations in Erasmus ICP applications and 5.5% of all participations in approved programmes. The integration was made easier by the fact that 49% of requests for EFTA participations involved joining existing ICPs. The subject area distribution improved slightly compared with previous years, with a lower level of representation in the fields of Languages, Engineering, Business/Management and Law and increased numbers in Education, Communication and Framework

Agreements. In overall terms, it may be said that in 1992 further significant progress was made towards achieving the objective of ensuring a **balanced development of the European University Network across the Community.**

4. **Student mobility** within the Erasmus Programme has again increased considerably. The number of student grants requested by EC institutions in applications for 1992/1993 programmes rose by 16.3% by comparison with last year. The number of students eligible to receive an Erasmus student grant in 1992/1993 within the 1 780 selected ICPs incorporating student mobility (over 80 000) was 36% higher than in the previous year (59 157). The average duration of study periods abroad as reflected in approved ICP applications remains stable at 7 months.

Based on provisional data available from the NGAAs (National Grant Awarding Authorities) at the beginning of 1993, it can be assumed that there will be a shortfall of about 35% by comparison with the estimated numbers of mobile students in approved applications. This shortfall is due to two main factors, namely over-optimistic assumptions by ICP coordinators when submitting applications and the extent to which funds complementary to Erasmus are available at national or regional level. Member States with strong student support schemes have more students taking part than Member States where student support schemes are weak or wholly absent. These latter opt for restriction of student numbers and are essentially funded from Community funds. Taking these factors into account, **51 000 students should actually be mobile within the framework of Erasmus in 1992/1993.**

5. Despite slightly reduced application figures, probably reflecting the harsh selection rates operated in previous years, the Commission decided to respond to the Council's wish and increased the number of selected programmes for **teaching staff mobility** from 309 in 1991/1992 to 360 in 1992/1993, thus extending the benefits of European cooperation to those students not able to take part in exchanges. Up to 5 173 teachers are due to participate.
6. 1992/1993 was the fourth operational year within the six-year pilot phase of the **European Community Course Credit Transfer System (ECTS)**, now involving 145 higher education institutions in five subject areas (Business Administration, History, Medicine, Chemistry and Mechanical Engineering). The central objective of the pilot scheme is to develop credit transfer as an effective currency of academic recognition by providing institutions admitting students who have already studied in other eligible states with a straightforward and reliable means of assessing such students' previous performance, thus enabling an appropriate point of entry into a new degree course structure to be determined for each individual.

1 700 students are due to participate in the 1992/1993 academic year, as compared to 950 in the previous year. The procedures for allocating credit points to

the various courses offered by the participating institutions have been considerably improved on the basis of previous experience.

The preparation of the ECTS mid-term evaluation report and the fifth ECTS plenary meeting held in October 1992 in Toulouse marked the start of the debate on the wider application of the ECTS mechanism for credit transfer, in anticipation of the end of the pilot project.

7. Action 4 of the Erasmus Programme (complementary measures) continued to provide support for **associations or consortia of higher education institutions**, and for the preparation of **publications** designed to enhance awareness of study and teaching opportunities in the different Member States or to draw attention to important developments and innovative models for cooperation in higher education throughout the European Community. Of the 116 applications received, 44 were selected for financial support, many of the associations receiving support having been created as a result of the Programme. They are a fertile ground for debate and initiatives in the field of inter-university cooperation, and provide at small cost an important contribution to creating the climate within which ICPs and student mobility can develop.
8. **Information activities** continued in 1992. Particularly indicative of the impact of the Programme is the increased success of Erasmus publications and other information products - such as the *Erasmus Newsletter* and the *Directory of Programmes*. The Programme is frequently and favourably covered by the specialist and general media.
9. Considerable emphasis was given to the **evaluation and monitoring** of the Programme in 1992.

The external evaluation report undertaken by the consultancy firm Price Waterhouse was finalized at the end of 1992. This report examines the administrative structures and procedures of the Programme as well as its overall impact on higher education in the EC and makes recommendations for Phase III of Erasmus.

In response to a request from the Council, an interim evaluation report on ECTS was undertaken in 1992 by the consultancy firm Coopers and Lybrand. The report examines the functioning of ECTS in its pilot phase and its compatibility with other credit transfer systems in Europe. It also makes some suggestions for the wider application of the ECTS scheme.

In addition to regular monitoring actions designed to obtain continuous and complete feedback on the implementation of Erasmus, special emphasis was placed this year on analytical studies carried out internally, and on direct contact with the Programme's participants, enabling the Commission to attain a comprehensive overview of the Programme prior to the preparation of its proposals

for Phase III of Erasmus. Thus, for example, a first **overview of the participation rates achieved by each region of the EC and the EFTA countries** was prepared, in order to provide an incentive to the various national authorities regarding further analysis and possible action at this level.

Teaching staff mobility is increasingly perceived as an important channel for the introduction of a European Dimension into the training of the many students who are not able to benefit from Erasmus or from other exchange programmes, and for this reason an extensive survey was conducted on this subject. The survey threw into relief the variety of obstacles encountered by teaching staff in their participation according to their Member State and field of study, but also demonstrated quite clearly the key role which teaching staff mobility can play in developing an awareness of other systems and practices, challenging established routines and promoting the qualitative improvement of teaching.

Following the completion of a survey on the participation of the **non-university sector** in the Programme, the Commission intends to devise an action plan adapted to the specific needs of this sector in order to ensure, as far as possible, that students registered at non-university institutions and their teachers have good access to Erasmus. The Commission's activities in this area will take place in cooperation with the appropriate authorities in the Member States.

10. At national level, measures continued to be taken by nearly all Member States to complement Erasmus grants, either in the shape of national or regional schemes related to Erasmus or to support study abroad more generally.

Erasmus has encouraged Member States to take appropriate measures to boost inter-university cooperation or to dismantle the legal or regulatory obstacles still standing in its way. Thus considerable amounts of money have been allocated to national schemes aiming to facilitate the internationalization of the higher education sector (notably in Denmark, Italy and the Netherlands).

11. As the wide consultations conducted by the Commission reveal, the synergy created around the Programme has led to better integration of European cooperation into the strategic planning of higher education institutions at central level, although not surprisingly the degree of involvement still varies quite considerably from one institution and one country to another. The Commission is considering **modifying contractual arrangements with institutions** so that they are better able to maximise their use of Erasmus funds by allocating a substantial part of them to actions conducted at institutional rather than departmental level, such as language training.

12. Improvement of the quality of the education and training provided by institutions of higher education is becoming perceptible. Through the combined actions of the Programme, those concerned with educational matters within the Community are **increasingly aware of the systems operating in other Member States**, enabling

major benefits to be derived in terms of cross-fertilization between different teaching methods and curricula.

Finally, Erasmus has contributed very significantly to the concept of a People's Europe by providing a concrete and successful example of what this concept can mean. One of the most remarkable achievements of Erasmus is **the strength of its positive image** not only within the higher education sector but also among the public at large.

ERASMUS PROGRAMME

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I INTRODUCTION AND GENERAL CONTEXT

1. The present report relates specifically to the implementation of the Erasmus Programme in the academic year 1992/1993, its sixth year of operation, while at the same time reviewing the general development of the Programme during the calendar year 1992. 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). The academic year 1992/1993 is the third of the five years which comprise Phase II of the Programme. Apart from the revision of the parameters governing the distribution of the Action 2 budget between the Member States, the main modification under Phase II was the introduction of a pluriannual funding perspective for Inter-university Cooperation Programmes (ICPs), the positive effects of which can now be observed in the patterns of participation.

2. In the academic year 1992/1993 the Erasmus Programme has again been characterized by a remarkable increase in the demand for grants on the part of higher education institutions and students. Although there was a slight decrease in the number of applications for ICPs, there was a substantial development of the activities carried out within the ICPs, as indicated by a 16.5% increase in the number of institutional participations contained in applications. At the same time, the demand for student grants from the Member States of the EC rose by 16.3% compared with the previous year. The budget for the Programme also increased from 70 Mio ECU to 96.5 Mio ECU (of which 83 Mio ECU came from Community funds and 13.4 Mio ECU was contributed by the EFTA countries for their first year of participation in the Programme). This amount, although substantial, is not sufficient to cover the real costs of student mobility and inter-university cooperation, as witnessed by the fact that the total sum requested by higher education institutions in ICP applications to cover their operational costs alone amounts to 103.8 Mio ECU. Given this situation, it is by no means surprising that the need for complementarity was very much to the fore in a number of discussions which were held during the year on Programme policy. Complementary funding is not only been seen as a way to relieve immediate financial pressure, but also as a means of preparing for the future by securing greater and more definitive commitment to inter-university cooperation from the Member States and the institutions.

Because of the unavoidable delay between the implementation of the Programme actions and the availability of final figures, the statistics used in preparing this report can only reflect estimated numbers of ICPs and eligible students at the time of selection. However, on the basis of data available from the NGAAs (National Grant Awarding Authorities) for previous years, one can predict with a reasonable degree of accuracy how many students will actually be mobile. The most recent figures available show a take-up rate of about 65% on the estimated number of eligible students and a small number of non-functioning ICPs. Anticipating comparable

figures for 1992/1993, it may be said that in overall terms the 1992/1993 academic year, with its greatly enhanced numbers of participating students, staff and higher education institutions, represents a further substantial step towards achieving the policy objectives of the Programme, and at the same time towards achieving one of the overall objectives of the Community's education programmes - namely that the proportion of students undertaking part of their studies in another Member State be increased to 10%.

3. The opening of the Erasmus Programme to the EFTA countries, decided by the Council on 28 October 1991, came into effect for the academic year 1992/1993. This has allowed EFTA institutions to undertake cooperative activities with institutions in the European Community. Despite the very short time available between the ratification of the EC/EFTA agreements and the deadline for applications, institutions of higher education of the EFTA countries have reacted promptly and made a very encouraging start in their participation. The intensive information campaign jointly organized by the Commission and the EFTA authorities was seen to bear fruit. The choice made by many EFTA institutions to join existing ICPs rather than trying to create new ones confirmed the strength and attractiveness of the existing Erasmus network.
4. 1992 also witnessed important developments within the ECTS (European Community Course Credit Transfer System) pilot scheme, now extended to embrace 145 EC and EFTA institutions. The mid-term evaluation of the scheme, which was conducted in 1992, should help answer the key question of how to prepare for its wider application as the end of the pilot phase approaches.
5. In a wider perspective, the publication in 1991 of the Commission's *Memorandum on Higher Education in the European Community* aroused great interest throughout the Community and beyond. The broad debate which took place during most of 1992 at Member State level brought forward many issues and opinions relevant to the future development of Erasmus and other Commission programmes in the field of higher education.
6. The present report will discuss in detail the development of the Programme during the year in question. In doing so, it will concentrate primarily on the specific actions undertaken to implement the Programme, as provided for in the Council Decision. At the same time, however, it will make reference to the ongoing monitoring and evaluation of Erasmus, to which the Commission continues to attach the utmost importance.
7. In order to provide a consistent point of comparison with other years, all statistics on grants to Inter-university Cooperation Programmes (ICPs) for the academic year 1992/1993 refer to applications approved in April/May 1992, at the culmination of the main assessment round. However, it was also possible to make a small number of supplementary grant awards in December 1992, due mainly to the availability of

grant monies re-committed from previous years. Reference to these awards is made at the appropriate points in the present report.

II REPORT ON ERASMUS ACTIVITIES IN 1992

8. In 1992 action was concentrated on the continuing implementation of Erasmus Programme operations for the academic year 1992/1993, within the framework of the four "actions" of the Erasmus Programme as described in the annex to the Council Decision, ie:

- Action 1: development of the Inter-university Cooperation Programmes constituting the European University Network (ICPs) and of the Study and Teaching Visits (STV);
- Action 2: management of the Erasmus student grant scheme;
- Action 3: measures to promote mobility through the academic recognition of diplomas and periods of study, including the implementation of the fourth year of the pilot phase of the European Community Course Credit Transfer System (ECTS);
- Action 4: complementary measures to promote student mobility in the Community.

The Commission also sought to increase the effectiveness of the Programme by:

- the continuation of efforts undertaken to inform the academic community, national authorities and the public at large about the Programme;
- the consolidation of the organizational and consultative infrastructure of the Programme;
- monitoring and evaluation activities designed to ensure the continuous improvement of the Programme's design and impact and to pave the way for the Commission's proposals for Phase III of Erasmus, due to be presented to the Council in 1993.

Activities in each of the areas mentioned above are summarized in the paragraphs which follow.

II.1 Implementation of the Erasmus Programme Actions

Action 1

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

9. In order to increase student mobility, institutions of higher education in different Member States are encouraged to establish Inter-university Cooperation Programmes (ICPs) comprising one or more of the following:

- student mobility programmes (SM);
- teaching staff mobility programmes (TS);
- joint development of new curricula (CD);
- intensive programmes (IP).

Student mobility programmes of substantial duration which satisfy the criterion of full recognition of a period of training abroad regardless of field and level of study (up to and including the doctorate or equivalent) are eligible for financial support to cover the costs of the development and operation of the programme, expenditure relating to the preparation and translation of documents and teaching material, information provided for students prior to departure, linguistic preparation prior to departure and after arrival, expenditure for making information about the programme more widely available and other expenditure directly related to the programme, such as evaluation by institutions of their own Erasmus activities.

Staff mobility programmes providing an opportunity for higher education teaching staff to teach in a partner institution in order to make a substantial contribution to the latter's regular teaching programme are eligible for support to cover the costs of the development and operation of the programme, the mobility costs of teaching staff, and (in certain circumstances) the costs of replacing teaching staff absent for three months or longer.

Joint development of new curricula: higher education institutions seeking to work out jointly a substantial new curriculum or curriculum component, with a view to its implementation in all the institutions taking part, are eligible for support. Preference is given to projects which clearly contribute to academic recognition or make innovative use of multi-media techniques or distance teaching, as well as to those aimed at building the European Dimension into the content of courses. Support is provided to offset the travel and subsistence costs of teaching or administrative staff involved in meetings necessary to the organization and content of courses and those of producing, translating and circulating the necessary documents.

Intensive programmes: higher education institutions jointly organizing short intensive full-time teaching programmes bringing together students and teaching staff from several countries of the European Community are eligible for support.

Preference is given to programmes which are genuinely "multinational" in terms of participation, which focus on a specific theme not normally available at any one of the participating institutions alone, and which contribute to the dissemination of knowledge in rapidly evolving or new areas. Support may be used to cover travel and subsistence costs for planning meetings, expenses incurred in producing, translating and circulating information and teaching material, and travel and subsistence for teaching staff and students who have to go from one Member State to another to attend the course.

Funding is also available for **Study Visits**, in order to facilitate the planning of new ICPs or the expansion of existing ones, or to enable the staff of higher education institutions to become better informed about the systems in existence in other countries eligible for Erasmus participation.

ICP applications for 1992/1993

10. The most important difference between the pattern of ICP applications for 1992/93 and that for previous years was the involvement for the first time of the higher education institutions of the EFTA countries, which together coordinated 4.8% of all applications received, and accounted (either as coordinators or as partners) for 5.6% of all Erasmus participations.

Although, as will be seen from **Table I (in Annex)**, numbers of Erasmus ICP applications have recently remained relatively stable, these applications reveal significant increases in the volume and scope of cooperation activities. The number of institutional participations rose by 1 814 (16.5%) between 1991/1992 and 1992/1993 (See **Table II - in Annex**), while the number of institutions involved in one or more applications rose by 23% over the same period. These figures include many institutions which did not have access to inter-institutional cooperation prior to the existence of Erasmus, especially those belonging to the non-university sector. They also include 715 EFTA participations, among which 128 of the 712 eligible EFTA institutions are represented. (Many EFTA participations in applications concerned existing ICPs - in line with the advice, given by the Commission at information meetings, to take advantage of the experience already accumulated by Community institutions in the operation of the Programme.)

No dramatic shifts occurred in the participation of the Member States of the European Community in ICP applications by comparison with the previous year. All Member States participated in increased numbers of applications, with the average increase for the Community being 10%. The most significant increases occurred in the cases of Denmark (17%) and Greece (16%).

Turning to proposed student mobility activities, the numbers of students and student months proposed in applications both increased by 22% in relation to 1991/1992 figures (by 11.6% if EFTA involvement is excluded). Applications from

individual Erasmus students moving outside the framework of ICPs ("free movers") are not included in this figure.

The total number of ICP applications from EC Member States in 1992/1993 was 2 319 compared with 2 594 in 1991/1992 (a decrease of 10.6%). The breakdown by strand was as shown in **Table III (in Annex)**.

In terms of ICP application numbers per academic discipline, there was a marked decrease in the field of Languages and Literature, due partly to the increased possibilities for funding under the Lingua Programme. Applications in Business/Management, Law and Engineering have also decreased in number, while increased numbers may be noted in Education, Communication and in the "framework agreement" category (see **Table IV - in Annex**). The Commission will continue to monitor particularly carefully the participation rate of all subjects which are under-represented by comparison with the percentage of the overall student population studying them, and will take appropriate measures to encourage their greater participation in the Programme (see **paragraph 27 for measures in the field of teacher training**).

ICPs selected for 1992/1993

11. Applications received were referred to three Academic Advisory Groups, which play an important part in the arrangements for quality control in the selection process (see **paragraph 30**). The Groups' views were carefully noted by the Commission, which decided to distribute the support available among 1 924 ICPs (see **Table V - in Annex**), 1 780 of which included a student mobility programme (93%), 360 a teaching staff mobility programme, 172 a programme for the joint development of curricula and 139 an intensive programme. In December 1992, 40 additional grants were awarded to fund new programmes from the reserve list. In general terms, the view of the Academic Advisory Groups was that the overall quality of proposals received was continuing to improve, particularly in the case of student mobility programmes. The ICPs selected represent a broad spectrum of high-quality cooperation programmes between institutions in all Member States in a very wide range of academic disciplines.

In accordance with the Council Decision of 14 December 1989 adopting the second phase of the Erasmus Programme, the academic year 1991/1992 marked the beginning of the pluriannual funding perspective for ICPs. This means that, subject to satisfactory reports, the Commission is in principle committed to three years of funding for most ICPs supported in that year. These programmes benefited from simplified renewal procedures in respect of the year 1992/1993, and account for 70% of all ICPs selected for funding, while the remaining 30% are new programmes - almost all of which are being funded for three years starting in 1992/1993. The new system of pluriannual funding is reflected in the high overall approval rate of 79% for applications submitted in the 1992/1993 selection round.

(The approval rate for new programmes was 55%, while that for renewals was 99%.)

Programmes including EFTA institutions - which were heavily student mobility-related - collectively achieved the same approval rate as those including only EC partners. Among EFTA countries, Sweden and Finland - which already had considerable experience of international cooperation in higher education - enjoyed notable success.

The Commission was conscious of the need to afford some degree of encouragement to new programmes within the selection procedure for 1992/1993, given the advent of the pluriannual funding perspective. New programmes thus received somewhat higher grants than those already funded in 1991/1992.

Rates of approval by type of activity were as shown in **Table VI (in Annex)**.

The Commission approved 59% of new SM programmes, in addition to renewing almost all existing programmes. At the same time, the number of programmes approved in the other three fields of activity was increased, although in the case of teaching staff mobility there was a reduction in the average grant per programme, on the basis that complementary funding was relatively widely available.

Successful applicants for ICPs were awarded 27% of the amounts they requested in their applications (this figure having remained stable by comparison with 1991/1992). There was some variation by type of activity, the amounts awarded by comparison with the amounts requested being 26% for student mobility programmes; 24% for teaching staff mobility programmes; 45% for curriculum development and 35% for intensive programmes. The average grant per ICP increased by 5% to 10 915 ECU in 1992/1993. However, as the number of partners per ICP application also increased (from 5 to 5.6), the unit grant per participating institution decreased compared with last year to 1 911 ECU (-9%).

Although it is difficult to calculate precisely the complementary funding provided at institutional level to enable planned activities to be carried out, there is no doubt that it is quite substantial, in terms both of staff time and of direct expenditure.

The table on institutional partnership in accepted 1992/1993 ICPs (see **Table VII - in Annex**) shows a clear distribution pattern between the different Member States. Together, the three most active of the "large countries" (the United Kingdom, France and Germany) represent 49% of all partners in accepted ICPs, while "small countries" (Denmark, Greece, Ireland and Portugal) range between 2.5% and 4% of the participation. The remaining Community countries (Italy, Spain, the Netherlands and Belgium) have an institutional participation which varies from 5% to 11%, while none of the corresponding percentages for EFTA countries exceeds 2%.

The number of higher education institutions participating in Erasmus is a significant performance indicator for the Programme as a whole. **Table VIII (in Annex)** shows the progression from year to year in each Member State. The 526 institutions taking part in 1988/1989 represented 15% of all institutions which were eligible at that time; in 1992/1993, the corresponding percentage is 29%. Bearing 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 therefore most unlikely ever to become active in Erasmus), the figures substantiate the claim often made by members of higher education institutions that thanks to the Programme a new dimension has been added to the educational landscape.

The distribution of subject areas after selection (see **Table IX - in Annex**) reflects the care taken by the Commission in promoting adequate balance between them. Thus, for example, the standard required for a programme to be selected was slightly higher for ICPs in the fields of Business/Management and Engineering than in Agriculture, Education and Medical Sciences, which the Commission was particularly anxious to encourage.

12. **Student Mobility (SM):** There was no marked change in the distribution of student flows by destination. Over 16% of all students in accepted ICPs in 1992/1993 intend to study abroad in the five smallest Member States besides Luxembourg (Belgium, Denmark, Greece, Ireland, Portugal) compared to 15% in 1991/1992. Germany (hosting 14% of all Erasmus students), France (20%) and the United Kingdom (22%) continue to be by far the most requested destinations. The National Grant Awarding Authorities (NGAAs) were requested to develop grant strategies to encourage student flows to under-represented host countries, by way of complementing selection and information measures already undertaken to ensure a more balanced participation of all eligible states in student mobility and Inter-university Cooperation Programmes. The higher education institutions themselves have also contributed to improving the situation, in particular by developing provisions for the teaching of less widely spoken EC languages according to the needs of the Erasmus students. The Programme has encouraged institutions to pay more attention to the problems of orientation, reception and accommodation of Erasmus students, which will benefit all students. Overall the distribution pattern now compares quite closely to the average of the student population and the population in the age group 18-25, and the quality of the arrangements for the exchange of students has markedly improved. The total number of students estimated in all approved ICP applications for 1992/1993 is over 80 000. (**Table X - in Annex - shows student numbers in ICPs selected for 1992/93 by home and host country.**)

13. **Teaching staff mobility (TS):** In 1992/1993 the selection rate for Teaching Staff mobility programmes within the ICPs was 35% (an increase of 5% over 1991/1992). This type of exchange can help to make the benefits of European cooperation (such as courses in another Community language, exposure to different methods

of teaching, access to specialised knowledge) available not only to those students who are able to take part in exchanges but also to the majority of the student population. Monitoring of the existing programmes has also shown that TS can have interesting spin-off effects. On the basis of mutual cross-fertilization between different teaching methods and administrative structures it can pave the way to further inter-institutional cooperation or joint research projects. It is also an excellent basis for the joint development of curricula. The Commission has decided to raise the number of accepted TS programmes from 309 in 1991/1992 to 360 in 1992/1993 - an increase of 16.5%. Altogether, 5 173 teachers are due to take part (an increase of 53.1% over 1991/1992).

14. **Joint development of curricula (CD):** A special effort was made to promote CD programmes, which have considerable potential for assisting the transfer of expertise between institutions and thus the qualitative improvement of higher education as called for in the objectives set out in the Council Decision. CD programmes also offer innovative solutions to academic recognition problems by encouraging the institutions to create partially or entirely new courses with built in recognition procedures, often based on modular patterns. Many new "European" degrees (ie degrees which are fully recognized in several Member States) have been created as a result of CD programmes. These degrees often imply compulsory mobility for the students and are considered by their coordinators as pilot programmes which would lend themselves to large-scale implementation following successful testing. In 1992/1993 172 CDs have been supported - an increase of 41% compared to 1991/1992.

15. **Intensive Programmes (IP):** For 1992/1993, the Commission decided for the first time to increase the number of intensive programmes funded. The 139 selected IPs represent an approval rate of 26% and an increase of 36%, by comparison with 1991/1992, in the number of programmes approved. The Academic Advisory Groups which met in March 1992 all endorsed the benefits of bringing together students and teachers from different countries for short periods - particularly in fields in which long-term mobility was in the early stages of planning (such that an intensive programme might pave the way for further developments) or was fundamentally difficult to arrange. Among other advantages recognized in relation to IPs were the opportunities which they offered to mature students and others for whom mobility was not normally possible. IPs have been found to be particularly helpful in subjects involving fieldwork or other practical activities, or where the resources of institutions in a number of countries can be pooled, in order to address new developments in a subject or to compare different national approaches to academic issues.

Study Visits

(Details of applications for study visit grants and of grants awarded, by eligible state and by subject area, appear in Annex: Table XI)

16. Four selection rounds were held during the calendar year 1992, allowing applicants to submit applications at any time, with an expectation of a quick decision. The total number of applications received was 1 762, of which 1 145 (involving 2 000 or more individuals) were accepted. The total funding requested exceeded 5 Mio ECU, although the grants approved amounted to less than half this figure at 2 197 000 ECU, including 400 000 ECU for a special campaign in respect of the five new German *Länder* (FNL). The application figures for 1992 represent an increase of 36% by comparison with the previous year, which in part reflects the FNL campaign and the entry of the EFTA countries into the Erasmus programme.

The demand remained substantial throughout the year and the quality of the applications was high. The acceptance rate remained stable at around 65% in 1991 and 1992.

The objective of the majority of the visits approved (about two-thirds) was, as previously, the preparation or extension of ICPs: it is estimated that about 25% of the study visits funded for this purpose actually lead to approved ICPs in subsequent years. Just under a third of the 1992 grants were for "information visits" although it is clear that either of the two types of visit may lead to rather different results than originally planned. More generally, staff links generated by study visits have contributed significantly to a far better understanding of the problems and qualities of the higher education sectors in Member States.

As in preceding years, particular attention was paid to applications involving Member States which are as yet underrepresented in the European University Network. Thus the four countries of the South of the Community (Greece, Spain, Italy and Portugal) received nearly 40% of all visit grants approved, a figure very much above their current proportion of involvement in ICPs.

In terms of academic disciplines, visits were particularly encouraged in the fields of study deemed to be underrepresented in ICPs, although this aspect is becoming ever less marked as the overall subject balance of Erasmus improves. Within the visits scheme itself, the rate of applications by subject area has now been stable for three years and there is a very even spread of accepted applications across all disciplines.

1992 saw the continuation of a special campaign to encourage visits between institutions in the five new *Länder* and the rest of the EC. A separate budget was made available and grants totalling 400 000 ECU awarded for 242 visits. These visits covered virtually the whole of the EC. The applications (341 in all) were in line with projections and the quality continued to improve steadily over the year, bringing them on a par with the EC average.

1992 was also the first year in which representatives from institutions in the EFTA countries could carry out study visits, and the 161 applications received (of which 99 were accepted) represented 9% of the overall 1992 figure, the most active

countries being Finland and Sweden. The majority of applications were for preparatory visits - either to launch an ICP or to join an existing network.

Action 2:

Erasmus Student Mobility Grants

17. Of the 1 924 ICPs approved for the academic year 1992/1993, 93% incorporate student mobility, and grants to individual students have taken up 65% of the overall budget for the Erasmus Programme. Grants up to a theoretical maximum level of 5 000 ECU per student per year may be awarded to students who carry out a recognized part of their studies in another eligible state. The inclusion of the EFTA countries in the Programme from 1992/1993 onwards has greatly extended the range of opportunities available to students. However, EFTA nationals can only be funded under Erasmus for periods of study in Community institutions, and cannot benefit from a grant to study in another EFTA country.

The total demand for Erasmus student mobility grants as evidenced by application forms for the year 1992/1993 increased by 22% by comparison with 1991/1992, although these figures include the participation of EFTA for the first time: EFTA students only account for an increase of 5.3%. Among Member States the increase in demand (16.3%) was especially marked in Denmark and Portugal.

On the basis of the 1 780 approved ICPs involving student mobility there was a 36% increase (to over 80 000) in the number of students eligible for a student mobility grant, of which EFTA accounted for 5.7%. This is considerably greater than the increase in the number of participations in approved ICPs with student mobility (17%) and reflects the fact that much of the growth in Erasmus is now concentrated in the internal expansion of activities within existing networks. The average duration of the study abroad period (1992/1993 estimates based on approved ICPs) remains stable at seven months.

The average Erasmus student grant actually awarded by the NGAAAs in 1989/1990 was 200 ECU, and this dropped slightly, to 192 ECU per month, in 1990/1991 (the latest figure available). The steady increase in demand and in the numbers of eligible students continues to outstrip supply and indicates that there is still considerable potential for growth, given adequate funding.

18. The funds available for Action 2 for 1992/1993 were divided between the eligible states in accordance with the amended provisions introduced by the Council Decision of 14 December 1989 (see Table XII - in Annex). Five percent of the budget was set aside for allocation at the discretion of the Commission, with a view to improving the overall balance between student flows. Each eligible state then received a lump sum of 200 000 ECU and the remainder of the Action 2 budget was allocated on the basis of the number of young people aged between 18 and 25 (inclusive) in each eligible state and the number of students enrolled in institutions

of higher education, adjusted by the average cost of travel between countries and cost of living differentials. Special provisions apply for Iceland and Liechtenstein.

The reserve fund of 5% was used to raise the notional monthly student mobility grant for Greece, Ireland and Portugal to 150 ECU, while the rest was distributed to the countries with the lowest level of grant, namely Belgium, Denmark, the Netherlands and the United Kingdom, in order to raise the notional monthly grant in these four countries to 87 ECU. No EFTA country benefited from the 5% reserve fund. A budget of 60 000 ECU (taken from the reserve fund and constituting 0.1% of the total Action 2 budget) was allocated directly by the Commission to the European University Institute in Fiesole and the Fondation Universitaire Luxembourgeoise in Arlon to cover the mobility grants of their students.

A budget of 2 880 000 ECU was allocated for students moving within the Inner Circle of ECTS, on the notional basis of 20 000 ECU per participating institution or consortium, to be distributed to NGAAs as a net addition to their main budgets. This significant increase in the level of Community funding for the mobility of ECTS students is justified by two main factors, namely the enlargement of the Inner Circle from 84 to 145 institutions and the Commission's policy of encouraging participating institutions to experiment with student mobility between all possible combinations of eligible states during the remainder of the ECTS pilot phase.

19. The main change in Erasmus student flow patterns taking place in 1992/1993 arises from the extension of the Programme to the EFTA countries. The number of students from EFTA countries proposed in approved ICP applications (over 3 000) is 4.2% of the total number of Erasmus students in all approved student flows (over 80 000). The continuing steady increase in participation levels of the more "peripheral" countries is also to be noted.

20. Significant improvements have been achieved in recent years in the quality and quantity of statistical and other information available concerning student mobility. A statistical profile of student cohorts in the Erasmus Programme is prepared annually using the reports of the NGAAs. Based on the latest statistics available, an overall shortfall of about 35% against total estimated eligible mobility can be predicted. This shortfall is a reflection of several factors. In the first place there is little doubt that ICP application estimates tend to be based on relatively optimistic funding and operational assumptions; secondly certain NGAAs, especially those in countries where national student support funding is very limited, deliberately reduce the number of Erasmus student mobility grants allocated in order to increase the value of the unit grant to those students who do travel. Finally certain students genuinely "drop out", for either personal or academic reasons.

On the basis of shortfall patterns already established in 1989/1990 and 1990/1991 one can predict that around 65% of all eligible students actually travel with Erasmus support. Therefore the number of Erasmus students in 1991/1992 and 1992/1993 will be in the region of 37 000 and 51 000 respectively, giving a year on year

increase in actual mobility over the period 1990/1991 to 1992/1993 of 35 to 40%. Significant improvements in the quality of student mobility statistics should enable projections of far greater precision to be made in future.

21. The principle of complementarity between Community support and the contribution of the Member States towards attaining the objectives of Erasmus has always been considered essential to the future development of the Programme, and consequently found expression in the preamble to the revised Council Decision of December 1989. The need for such complementarity has since become more evident because of the widening gap between demand for Erasmus student mobility grants and the available budget. The "top-up" nature of Erasmus grants, which are intended only to help cover the additional costs of mobility, makes such support at student grant level particularly important. National schemes specifically intended to complement Erasmus student grant funding now exist in Belgium (Dutch-speaking Community), Germany, Spain, France, Italy and Portugal and regional grant schemes are also increasingly in evidence. In some Community countries - including Denmark, the Netherlands and the United Kingdom, which do not operate complementary funding schemes specifically in relation to EC Programmes - funding from within the regular national student support system may be supplemented from public funds for study abroad. (Luxembourg is something of a special case in that its national grants system is primarily 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.)
22. All eligible states have a National Grant Awarding Authority (NGAA) (see also paragraph 31) designated as the central agency at national level responsible, in accordance with the arrangements chosen by the authorities of each eligible state, for the award of Erasmus grants to students of higher education institutions in that state wishing to spend a recognized period of study in another eligible state, whether within the framework of an ICP or as a "free mover". Although NGAAs may allocate grants directly to grant holders, the most common pattern is for indirect awards via the sending institution. In 1991/1992 grants to ECTS students were channelled via the NGAA system, and the same procedure is being adopted for 1992/1993. With the exception of Denmark, Greece, Italy and Portugal, Member States either do not allocate free mover grants, or do so in very small numbers. Given the comparatively small volume of proposed EFTA student flows within ICPs during this first year of participation, it is expected that the NGAAs designated in these countries will allocate a substantial number of free mover grants to stimulate student mobility.

Action 3:

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

European Community Course Credit Transfer System (ECTS)

23. 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 chief objective of this pilot scheme is to develop credit transfer as an effective instrument for academic recognition. It aims to achieve this by providing institutions admitting students who have already studied in other eligible states with a straightforward and reliable means of assessing such students' previous performance, thus enabling an appropriate point of entry into a new degree course structure to be determined for each individual. This should in principle be possible regardless of whether or not an integrated exchange programme exists in the area concerned.

Under the scheme, students who have studied at an ECTS partner institution abroad may return to graduate at their home institution, where they will be given full credit for their achievements while studying abroad, or stay on to graduate at the host institution (subject to the approval of that institution), or go on to study at another institution in a third country within the same subject area group.

The ECTS System was launched for a six-year pilot phase in 1989/1990. The five subject areas involved are Business Administration, History, Medicine, Chemistry and Mechanical Engineering, and in the coordination and *animation* of each subject area group the Commission is assisted by an academic working in the field concerned, who is designated Subject Area Coordinator.

At the outset, the ECTS pilot scheme embraced 81 individual higher education institutions and 3 consortia, making 84 institutions in all. In the course of 1991 two institutions from the five new *Länder* were added, and in autumn 1991 ECTS was further extended across the EC by the selection of 36 more institutions (within the original subject areas), for participation with effect from January 1992. In addition, 23 institutions from the EFTA countries joined ECTS in 1992. (As in the case of established ECTS institutions, the selection was made on the basis that a balance was to be maintained between countries and between types of higher education institution, and that no institution should participate in more than one subject group.) In consequence of these successive extensions, the total number of higher education institutions constituting the ECTS Inner Circle is now 145.

In 1992, each ECTS institution received a grant from the Commission to fund the additional activities necessary to implement ECTS, including the preparation of an information package for students; this grant amounted to 10 000 ECU for the

original institutions and the two FNL institutions which joined in 1991/1992 and 15 000 ECU for the newly-admitted EC and EFTA institutions. In addition, and with the object of stimulating new flows and interactions within ECTS, the number of full student grants allocated to each institution was increased from five to ten for the academic year 1992/1993. The level of these grants (which now amount to the equivalent of 100 student months per institution) is determined by the NGAA of the eligible state in which the home institution is located.

In the spring of 1992, all subject area groups held meetings to discuss in detail reports on the second year of operation of ECTS (1990/1991) and to select students for the academic year 1992/1993. 1 700 students were selected for a study period in an ECTS institution in another eligible state (as against 928 students in 1991/1992 (see Table XIII - in Annex), 810 students in 1990/1991 and 553 students in 1989/1990). The largest number of students is enrolled in Business Administration courses, followed in descending order by Medicine, Mechanical Engineering, Chemistry and History. Language continues to be the most influential criterion for selection on the part of the students - France and the United Kingdom remaining the most attractive countries. However, the consistent efforts made within the ECTS pilot scheme to achieve more balanced student flows can be clearly observed. It is important to note that, in the pilot phase of ECTS, student mobility is not a goal as such but a means of testing the principles and mechanisms of the ECTS system.

The third operational year (1991/1992) can be considered as a year of consolidation for ECTS, building on the experience of the previous years of operation. Most ECTS information packages produced by participating institutions provide useful information in an increasingly standardized way, and procedures for allocating credit points to the different kinds of courses offered have proved effective. The procedures for credit transfer, both prior to the departure of the students and upon their return, are now well-established: the student application form, after the approval of the student's proposed programme by both the home and the host institution, now becomes a learning contract, thereby guaranteeing credit transfer if and when the student succeeds in the courses indicated on the form. The ECTS grading scale, which was developed spontaneously within the Inner Circle in order to facilitate the translation of grades from one grading system to another, has been refined and will be widely used in 1992/1993. Most students managed to complete the package of courses which they had planned to carry out while abroad, and received the anticipated number of credits. ECTS coordinators demonstrated a high degree of commitment to the scheme and did their utmost to help ECTS students in the preparation and implementation of their study abroad programmes at partner institutions.

The fifth ECTS plenary meeting took place in Toulouse from the 25 to 27 October 1992, bringing together nearly all institutional and departmental coordinators from the 145 ECTS institutions. The first day of the conference was devoted to the future of ECTS. Debate focussed on the general principles that should guide a large-scale

extension process, alternative growth paths and the support facilities needed to promote the wider application of ECTS. Participants considered ECTS to be an easy system to implement and mature enough to be extended beyond the relatively restricted context within which the system was currently being tested.

The Commission has entered into a consultancy contract with Coopers and Lybrand for a mid-term evaluation of the pilot phase of ECTS. The object of this evaluation is to assess the extent to which ECTS has achieved its aims in the pilot scheme so far, and also the extent to which it may be expected to continue to achieve them in the context of a wider application of ECTS. The evaluation report, which will also identify the implications of extending the application of ECTS, was finalized in February 1993.

Attention should also be drawn to the Outer Circle of ECTS institutions which, though neither formally part of the pilot scheme nor grant-aided, are kept informed of the principles and procedures developed by the Inner Circle as a means of extending the benefit of the pilot experience as widely as possible. A number of higher education institutions within and outside the Outer Circle have been stimulated to develop credit transfer systems, often modelled on ECTS. In some instances, the same choice was made at national level.

NARIC Network

24. Action 3.2 of Erasmus, relating to the European Community Network of National Academic Recognition Information Centres (NARIC network), is aimed at ensuring optimum cooperation between the NARIC Centres, individual institutions of higher education and the national authorities on questions concerning academic recognition, and at integrating the NARIC network into the Erasmus Programme.

The six EFTA NARICs (from Austria, Finland, Iceland, Norway, Sweden and Switzerland) became fully integrated into the NARIC network in 1992, according to the agreements between the Community and the EFTA countries, which provided for full integration into all actions of the Erasmus Programme in 1992.

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. Under Action 3.2 of Erasmus, grants totalling 110 445 ECU were awarded to the NARICs in 1992 to enable staff members of the centres to undertake study visits to other eligible states or to produce publications on academic recognition matters. In 1992, the NARIC network compiled a comparative overview (to be published in 1993) of the main higher education diplomas in all Member States.

The network operates in a climate of increased mobility in which higher education institutions are becoming increasingly capable of solving their academic recognition matters without external advice and in which new questions concerning

in particular mobility beyond the Community and the EFTA territory and the professional recognition of diplomas and periods of study are also emerging.

In view of this changing environment, the Commission has started to review the scope and operation of the NARIC network. Several actions have been undertaken.

The parallel networks of the Council of Europe (National Equivalence Information Centres, NEIC) and UNESCO/CEPES (National Information Bodies, NIB), which cover a far wider geographical area, were invited to a joint meeting in Lisbon on 25 and 26 May 1992. A programme of joint activities was discussed, aimed at avoiding overlap and creating synergies between the three networks.

The Lisbon meeting was also used as an occasion for a first joint meeting with the parallel network of "contact points" for the Council Directive (21 December 1988) 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 (89/48/EEC). Most NARICs have been appointed as "contact points" for this "first general directive". It was therefore agreed to cooperate closely in the interests of the mobile students and future workforce.

The NARICs could equally play an important role in providing the envisaged European database on higher education with authoritative information on academic and professional recognition matters. This would enable a broad audience of students, teachers, institutions and employers to gain direct access to relevant information concerning academic and professional recognition.

A further reflection on Community actions in the field of academic recognition was announced at the NARIC meeting in Brussels on 18 December 1992. The Commission is preparing for June 1993 a Communication on academic recognition activities, which will present the achievements to date and outline the tasks that lie ahead. The Communication will build on the experience gathered by the NARICs as well as the results of cooperation with the Council of Europe and UNESCO.

Action 4 :

Complementary measures to promote mobility in the Community

25. Action 4 serves the Erasmus Programme primarily through support to associations or consortia of higher education institutions, academic or administrative staff and students working on a European basis to make initiatives in specific mobility-related 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 introduction or reinforcement of the European Dimension within the activities of an association working at national or regional level, to coordinate the activities of different national associations at European level, or to create a new association at European level. Support is also provided for certain publications (such as study guides, directories or descriptive or analytical material on higher education systems) designed to

enhance awareness of study and teaching opportunities in the different eligible states or to draw attention to important developments and innovative models for cooperation in higher education throughout the European Community. Action 4 grants are also utilized for disseminating information on solutions to problems highlighted by the increase in student mobility, such as accommodation, academic recognition or student services at institutional level. The level of support for these projects is determined by the Commission on a cost-sharing basis, in the light of information provided by the applicant. Action 4 grants are not normally provided for the ongoing support of projects or for the infrastructure costs of associations, but rather to facilitate specific projects or to provide pump-priming for longer-term activities.

Finally, special initiatives can be launched by the Commission, if necessary in association with various institutions, in order to reinforce the participation of certain disciplines or regions in the Erasmus Programme or to test new forms of cooperation.

26. There have been three selection rounds in 1992. A total of 116 applications for financial support were received. Of 111 projects eligible for support, 74 were submitted by student and staff associations and 37 concerned mobility-related publications. 44 grants were awarded under Erasmus Action 4 - 26 for developing association activities and 18 for publications related to cooperation in higher education. The total amount awarded was 319 845 ECU (234 520 ECU for association activities and 85 325 ECU for publication projects). Altogether, there are 517 separate involvements of institutions and organizations, with a remarkably even distribution across the Member States and encouraging and balanced participation by the EFTA countries.

Financial support under Action 4 focusses in particular on subject areas currently under-represented in Inter-university Cooperation Programmes, such as Art and Design, Music, Teacher Training and the Medical and Paramedical Sciences. A substantial proportion of accepted projects therefore falls within these areas, although all disciplines have at some point been represented in Action 4, and most are represented every year.

A key objective of Action 4 is to support student and staff mobility by facilitating the dissemination of information on higher education systems. With this in mind, grants were awarded in 1992 to support publications and databases containing detailed information on conditions of study and on course structures and contents in the fields of Physics, Photography, Agriculture, Tourism and Political Economy.

Association activities remain at the core of Action 4; support is either given to encourage the launching of new associations - as in the case of a major network of faculties, schools and institutes of Pharmacy - or to foster improved cooperation through specific projects, such as a database of resources for English Studies in Europe set up by the European Society for the Study of English (ESSE). In addition,

emphasis was again given to projects submitted by student associations seeking to further their work in the interests of mobile students and to give relevant training to their members. Further support was also granted to two projects focussing on the mobility of handicapped students.

Also worthy of special mention is the Action 4 support given to the *European Conference on the living conditions of Higher Education students in EC Member States and EFTA countries*, which took place in Bonn from 8 to 11 September 1992. The conference, which was jointly organized by the Deutsches Studentenwerk eV (DSW) and the Centre National des Oeuvres Universitaires et Scolaires (CNOUS), focussed on the social conditions of students in higher education, including the organization of the social infrastructure in the countries concerned, national financing systems for student support, and accommodation problems. The proceedings of the conference will be published in the first half of 1993.

Special initiatives

27. The revised arrangements for Action 4 introduced for the first time in 1991/1992 in accordance with the Council Decision of December 1989 provide for special initiatives to stimulate Erasmus activities in previously underrepresented areas. In order to facilitate the introduction of a **European Dimension in the field of teacher training**, five projects funded from the 1991 Action 4 budget were implemented in 1992, constituting the first special initiative of this kind. The projects combined curriculum development work with exchanges of teaching staff and students to experiment with models of inter-institutional cooperation other than those at present offered by the Programme. The participating institutions are members of RIF (Réseau d'Institutions de Formation) - a European network of teacher training institutions. These projects, together with a conference bringing together ICP coordinators from the teacher training area to exchange information and set up a cooperation framework for the future (Nicoped), and a comparative study of curricula in the field, will be carefully evaluated with the object of finding practical ways of encouraging participation by teacher training institutions in the Erasmus Programme.

II.2 Information Activities

28. Throughout 1992, information services to the academic community, relevant national agencies and authorities, the media and the general public on the ongoing further development of the Erasmus Programme and the opportunities which it offers continued to be a major priority. These involved producing and distributing the various basic information products considered necessary for publicizing Erasmus to potential applicants, receiving and counselling individual visitors, improving the presentation of the Programme at fairs or conferences and dealing with requests for information from the academic and political world and the press. There are many indications that the measures aimed at increasing the general level

of awareness concerning the Programme, both within the educational world and among the public at large, are having the desired effect.

At central level, nearly 4 000 written general information requests were processed during the year, not counting the requests made directly at national level to the Erasmus National Grant Awarding Authorities. The trend in information requests is towards more specific and detailed enquiries. This suggests that higher education staff and students are receiving more basic information through the various channels at Member State level, such as the National Grant Awarding Authorities, the international offices which have become ever more numerous in institutions (often under the impulse of the Commission's education programmes), the media and various professional or student associations towards which Erasmus information actions have been directed in 1992. The increase in personal contacts between the Commission and the networks of higher education institutions - either through visits to Brussels (420 in 1992, as against 270 in 1991), or through external missions - appears successful in enabling the Erasmus Programme to maintain a human face as it increases in size.

Particularly notable developments in services, in response to the pattern of information requests received and to the evolution of the Programme itself, are as follows:

- *the mailing of information material, aimed at students and others, to all eligible institutions of higher education several times per year or further to specific requests*

The computerized general mailing list created for the information requirements of the Programme has undergone a major revision and now contains over 11 000 entries. (Of these, 1 500 are in the "Media" section, in the development of which significant progress has been made)

- *the extensive promotion, using the mailing list, of the Erasmus Newsletter (which now appears three times annually in English and French versions)*

This has led to an increase of 620 (to a total of 2 600) in the number of paying subscribers, in addition to the 2 700 copies distributed free of charge to ICP coordinators, NGAs and officials of European institutions. A reader survey conducted in 1992 shows that most readers are satisfied with the present format and periodicity of the *Newsletter*. However, further efforts will be devoted to improving readability by the presentation of certain types of information in visual form.

- *the successful marketing of the 1991/1992 edition of the Erasmus Directory of Programmes, which contains descriptions of all ICPs supported*

5 000 copies were distributed in total (as against 4000 in 1991), and the publication was rapidly out of print. The 1992/1993 edition will contain, for the first time, data on EFTA participation and indications of special facilities for the handicapped available in individual institutions.

- *the development of media relations*

This led to a massive increase in the press coverage of Erasmus (602 newspaper articles on Erasmus in the EC and 454 in the EFTA countries having been recorded in 1992 (**see Table XIV - in Annex - showing press coverage by country**), and a substantial number of television and radio programmes focussing on Erasmus during the year (many of which have included programme coordinators and NGAA representatives as participants).

- *the selective participation in 169 of the 316 events which the Commission was invited to attend*

These included, for example, meetings of academics working in specific subject areas, student associations and representatives of the professions from different Member States.

- *the increase in participation in international student fairs*

The Commission took part in 14 international or local fairs in 1992 either directly (Vienna, Brussels, Barcelona, Geneva, Granada, Berlin, Milan, Lisbon) or indirectly by using local or NGAA resources (Milan, Dublin, Paris, Madrid). A press conference was organized at the stand on every suitable occasion. The fairs in Vienna and Geneva were the first EFTA fairs to be attended by the Commission.

Particularly important was the programme of publications on Erasmus. This included notably:

- *Erasmus Directory of Programmes 1992/1993 (see above);*
- *the Directory of Higher Education Institutions in the European Community, on which supplementary work was carried out to incorporate the institutions of the five new Länder of the Federal Republic of Germany and of the EFTA countries (awaiting publication);*
- *the Erasmus Newsletter (see above);*

- *Guidelines for Applicants 1993/1994* - a document (in nine language versions) which is sent to all eligible institutions, containing application forms and detailed information on the procedures for submitting them, together with appropriate background information;
- a new edition (in 9 language versions) of the *Erasmus Guide to Good Practice*, which explains to potential or existing Erasmus partners how to participate effectively in the Programme (awaiting publication);
- alphabetical lists of ICPs by country town and subject area, prepared for use in responding to a frequently-received type of information request;
- a wall chart illustrating Erasmus participation by region;
- a new general information brochure;
- a new edition of the student information leaflet;
- a new edition of the brochure concerning National Academic Recognition Information Centres (NARICs) in the Community and the EFTA countries;

Another noteworthy information activity has been the development of the Erasmus Documentation Centre using a computerized document indexing and retrieval system.

II.3 Organizational and consultative infrastructure

Erasmus Advisory Committee

29. The Commission is assisted by the Erasmus Advisory Committee (EAC) in the implementation of the Programme, through consultation on the general approach to the measures provided for by the Programme and on the overall balance of the Actions and exchanges between Member States.

The EAC met twice in 1992. The main purpose of the meeting held on 30 March in Brussels was to advise the Commission on the selection of ICPs and the grant allocation for the year 1992/1993. On 21 and 22 September the Committee met in Barcelona at the kind invitation of the Universitat de Barcelona. The main subject of the debate was the orientation to be given to the programme for its third phase of implementation. On each occasion the Committee was given an oral report by the organization in charge of the external evaluation of the Programme, Price Waterhouse.

Academic Advisory Groups

30. 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 role of these groups is to provide the latter with an informal expert opinion in relation to the ICPs proposed for selection and more generally on the involvement of the various subject groupings in Erasmus. The three Groups met in March 1992. The preparatory procedures for the Group meetings continued to be streamlined and improved compared with previous years. 1992 saw the inclusion of a significant number of new members of the Groups as part of a regular and systematic process of renewal and also the participation, for the first time, of members from the EFTA countries.

National Grant Awarding Authorities

31. The National Grant Awarding Authorities (NGAAs) are the bodies responsible for the administration of Erasmus student grants within the Member States and the EFTA countries.

NGAA representatives met for a plenary meeting in Brussels on 8 and 9 April 1992, which concentrated on the outcome of the 1992/1993 ICP selection, the comments in the report of the Court of Auditors on grant allocation procedures, the need for harmonization of Erasmus and Lingua (Action II) student grants, the new procedure for the allocation of ECTS grants and the NGAA computerization project. All NGAAs were invited to send an observer to participate in the meeting of the Erasmus Advisory Committee in Barcelona on 21 and 22 September 1992. During the year a number of informal visits between the NGAAs and the Erasmus Bureau also took place.

In the EFTA countries, NGAAs have now taken up their full responsibilities for the allocation of student mobility grants, the combined value of which amounts to 9.8% of the total Erasmus budget for 1992/1993. They have already invested a great deal of effort in information activities and assistance to the institutions in their countries. Most of the EFTA NGAA units form part of larger sections responsible for European programmes situated in Ministries of Education or linked to rectors' conferences or boards of universities. The Icelandic and Austrian NGAAs have adopted a procedure of individual student grant contracts, while the others prefer to operate on the basis of institutional contracts.

To improve the management of the student mobility grant budget, the Commission has entered into a consultancy contract with Fretwell-Downing for a computerization project to study ways of making the current management system more effective and to propose technical measures to be taken by the Erasmus Bureau and the NGAAs. The project will outline the implications for all parties concerned in terms of overall costings and investment of staff time. The project

combines visits to a cross-section of six NGAAs (France, Germany, Greece, Ireland, Italy and the United Kingdom) with a questionnaire to all other NGAAs and a more detailed analysis of the position in three institutions per country visited. The final report will be discussed with the NGAAs at their meeting in the spring of 1993.

NGAAs handle a wide range of enquiries at local level and many have been involved, either as organizer or as participant, in information meetings. These include national or regional meetings with ICP coordinators and meetings with prospective ICP applicants.

Erasmus Bureau

32. 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 with which appropriate contractual arrangements have been made.

II.4 Monitoring and Evaluation

33. Considerable emphasis has rightly been placed from the outset on ensuring a thorough and ongoing monitoring and evaluation of the Erasmus Programme. The various evaluation activities form part of a coherent overall evaluation design developed during Phase I of the Programme for the purpose of keeping under constant review the extent to which the Programme is meeting its objectives and the factors which are affecting its capacity to do so. In this overall context, the distinction is made between monitoring of the Programme which is or could be carried out by the agencies involved in implementing the Programme, and evaluation work in the stricter sense, which is carried out by external bodies.
34. In monitoring 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 in 1990 was awarded a contract covering the period from 15 December 1990 to 30 June 1995 inclusive. The general work plan established for the continuous monitoring of the programme provides for the gathering of statistical data on a yearly basis and the analysis of reports on activities provided by grant beneficiaries. Thus work has been completed in 1992 on the overall statistical profile of 1990/1991 student grantholders (*Student mobility within Erasmus 1990/1991: a statistical profile*). Also finalised or nearing completion are the two annual surveys of ECTS students (*Experiences of ECTS students 1989/1990 and Experiences of ECTS students 1990/1991*) and the analysis of the ICP coordinators' reports for 1989/1990 (*Erasmus student mobility programmes in the view of their coordinators*).

In addition, other monitoring activities are aimed at obtaining direct feedback from certain categories of Programme participants. Thus the impact of the Erasmus activities can be assessed in some depth. Three key documents nearing completion are:

- the biennial survey of ICP students: more than 3 200 students who took part in Erasmus ICPs in 1990/1991 replied to a detailed questionnaire covering all academic, cultural and practical aspects of their period of study abroad (*Experiences of Erasmus students 1990/1991*);
- a survey of more than 400 academics who took part in Teaching Staff Mobility programmes in 1990/1991 (*Erasmus teaching staff mobility: the 1990/1991 teachers' view*);
- the first "tracer" survey on the experiences of the 1988/1989 Erasmus students two years after their return. (*Erasmus students 1988/1989 two years after their return*).

These studies will shortly be published and distributed as appropriate.

In 1992 work also started on a survey of the experiences of staff in higher education institutions who were in charge of the management of individual ICPs in 1991/1992 (whether as coordinators or as partners), the statistical profile of mobile students in 1991/1992, and the annual survey of ECTS students in 1991/1992.

Finally, the Kassel team was asked to prepare a general statistical package summarizing in a convenient format the main data about the Erasmus programme since its inception.

35. In 1991 a call for tender was launched by the Commission for the overall evaluation of the Programme. Following the publication of the call for tender in the *Official Journal of the Communities* on 1 March 1991, the contractor chosen was the consultancy firm Price Waterhouse.

The first phase of the evaluation, focussing on the management structure of the programme at all levels, was completed in the course of 1992 and the resulting report was brought to the attention of the Erasmus Advisory Committee. The second phase conclusions, concerning the general impact of the Programme and the recommendations for its future implementation, were presented to the Commission by the contractor at the end of the year.

Both phases involved extensive consultation in the field both with academics and with other agents directly involved in the implementation of the Programme. The final version will be completed on schedule by the end of January 1993, in order to be presented to the Council prior to its debates on Phase III of the Programme, together with the report by Coopers and Lybrand on their mid-term evaluation of ECTS (see paragraph 23).

36. In addition to the work of Gesamthochschule Kassel mentioned above, a study was commissioned to examine in detail the specific obstacles faced by institutions belonging to the non-university sector of higher education in their participation in the Programme. This was entrusted to the recently-created European Association of Institutions in Higher Education (EURASHE). On the basis of the results, an action plan will be devised by the Commission and EURASHE jointly, to promote participation by this sector.

37. Other monitoring and evaluation activities carried out during the year included the following:

- analysis of the annual reports sent in by Erasmus grantholders, leading to the annual analytical reports prepared by the Erasmus Bureau for the Commission;
- preparation by the Erasmus Bureau of a statistical overview of the participation in Erasmus of each region of the European Community and EFTA countries, accompanied by a preliminary analysis of the patterns of participation and the factors influencing it;

The Erasmus Advisory Committee had a first exchange of views on this material at its meeting held in Barcelona in September 1992, following which the Commission forwarded a number of suggestions to the Member States for further analysis.

- an overview and brief analysis of the participation in Erasmus and Lingua (Action II) for each of the 18 subject areas used for the classification of ICPs;
- two meetings organized in association with the EAIE (European Association for International Education) on the occasion of its annual conference, in order to consult the persons responsible, at institutional level, for the administration of Erasmus and for the provision of language training to Erasmus students;
- interviews with the coordinators and partners of a few selected ICPs on the occasion of their general meetings;
- participation in numerous seminars and meetings dealing with problems linked to the implementation of the Programme in the various Member States and more generally to the development of international cooperation in higher education - for example regular contacts with the Liaison Committee of National Conferences of Rectors, general ICP coordinators' meetings in France, Germany and Spain, the Joint Conference of the EAIE (European Association for International Education) and CIEE (Council for International Educational Exchange) etc;

- specific evaluation measures relating to ECTS, which are described elsewhere in the present report.

III FUTURE PERSPECTIVES AND INTERACTION WITH OTHER COMMUNITY PROGRAMMES OR INITIATIVES IN THE HIGHER EDUCATION FIELD

III.1 EFTA countries

38. Following the successful conclusion of the negotiations on the extension of Erasmus to the EFTA countries, and in view of the encouraging number of applications made by EFTA institutions for their first year of participation in the Programme (see paragraph 10) the information campaign planned to ease their integration into the programme was continued.

On 27 January an information conference attended by 200 rectors of EFTA institutions or their representatives was organized in Brussels. Later in the year, national information days took place in all EFTA countries with the exception of Sweden. Commission representatives were actively involved in each case. In addition, a tour of five Austrian universities was made in September (during which contact was also made with representatives of other Austrian institutions) and the Erasmus Programme was represented at the Vienna student fair (an event which attracted about 90 000 visitors).

The bilateral agreements between the European Community and the EFTA countries provided for the creation of a Joint Committee between each EFTA country and the Commission. Following a preliminary information session on 28 January 1992, at which rules of procedure were agreed, the first formal meeting of the Committees was held on 31 March (immediately following that of the Erasmus Advisory Committee) to discuss the selection of ICPs for 1992/1993. On 13 July the Committees were convened again to discuss a series of papers prepared by the Commission regarding regional participation in the Programme. Each delegation was invited to send an observer to the Erasmus Advisory Committee meeting dedicated to the discussion of Phase III of Erasmus in Barcelona on 21 and 22 September.

National Academic Recognition Information Centres (NARICs) and National Grant Awarding Authorities (NGAAs) were established in EFTA countries, as planned at the time of the agreements concerning EFTA participation in Erasmus as a whole (see paragraphs 24 and 31).

As provided for in the agreements, the EFTA countries contributed to the Erasmus budget for the first time 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.

III.2 Planning of Higher Education for the 1990's

39. Most of the year was devoted to wide-ranging discussions, the first of their kind at the European level, on the *Memorandum on Higher Education in the European Community* (COM(91)349 final), adopted by the Commission in November 1991. The Memorandum, of which 25 000 copies were distributed, aroused great interest throughout the Community. Over 80 meetings were held involving some 8 000 participants - teachers, administrators and students, government officials and representatives of industry and the social partners. One of these conferences, held in Parma in October on Access to Higher Education in Europe, was organized jointly with the Council of Europe.

The Memorandum was widely welcomed, both as a valuable and constructive contribution to the planning of higher education policy in the Member States and as a good example of the kind of Community-wide consultation called for in the Birmingham Declaration of 16 October 1992. In addition to national responses a large number of comments and reactions was received from organizations and institutions. A small group of experts was set up in November to begin the in-depth analysis of this very rich, varied, and sometimes critical, material and to prepare both a synthesis report and analyses of the comments made on some of the main themes raised in the Memorandum. This will enable the Commission to take into account the results of the debate in the preparation of the next phases of existing Community programmes - notably of Erasmus, Lingua and Comett (proposals for all of which will be presented in 1993 or 1994) - and in the planning of future activities. At the same time these reports will provide Member States with useful information for the development of their higher education systems.

While the full analysis of the reactions will be finalized in the course of 1993, a number of major concerns have already been expressed. There has been a widespread affirmation of the key role which higher education must play in the economic, social and political development of the Community, although the Memorandum itself has been criticized in some quarters for adopting an excessively utilitarian approach and for neglecting the social and cultural value of higher education in preparing young people for life in an evolving European Community. There has also been a call for greater coordination between Community education and research programmes and for greater transparency and consultation with the academic community in the setting of priorities and objectives. Views concerning the proposed increase in access and participation rates in higher education, and the possible setting of EC targets, reflect the differences in national access policies and the different levels of participation already achieved in the Member States. The Commission is seen as having an important role in the provision of information and policy analysis on higher

education in the Community and in promoting the development of a European Dimension in higher education.

In this context, the Council and the Ministers of Education, meeting within the Council on 27 November 1992, adopted conclusions on the development of the European Dimension in higher education (one of the main themes of the Memorandum), designed to promote in particular a major increase in teacher mobility, links between institutions and the development of common curricula.

40. In response to the Commission's *Memorandum on Open and Distance Learning* (COM(91)388 Final: 12 November 1991), the Council and Ministers of Education, meeting within the Council on 27 November 1992, adopted conclusions on criteria for activities in the field. This provides a useful framework for considering how to exploit the benefits of open and distance learning (ODL) within Erasmus to complement the analysis of current use of ODL techniques in the Programme. In 1992, the few higher education Institutions using ODL in Erasmus interpreted its scope widely, across all aspects of Action 1. This has enabled a range of possibilities to be identified as potential models, and project monitoring, together with further assessment of current information, will contribute to proposals to stimulate the use of ODL in Erasmus Phase III.
41. Following the Resolution of the Ministers of Education meeting within the Council on 25 November 1991, the Commission launched a call for expressions of interest from bodies and consortia to undertake the creation of a *European Database on Higher Education*. This database will be of direct relevance to Erasmus, since it will provide information ("on line" or "off line") to students, higher education institutions and organizations with similar interests, on the range of courses and qualifications as well as their "providers" throughout Europe. Erasmus will almost certainly be a major source of information for such a database.
42. Similarly, the Commission has also invited expressions of interest from those wishing to set up a higher education Bulletin Board System. While the specifications of this facility are not yet finalized, it appears likely that many members of the European University Network will find it useful to subscribe to the services offered (which are expected to include electronic mail, a public bulletin board, conferencing, file transfer, fax and databases).

III.3 Interaction with other European Community programmes

43. 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, every effort is made to ensure proper coordination between Erasmus and other Community programmes in relevant areas of activity.

44. Action II of the **Lingua** Programme, which promotes the teaching and learning of foreign languages, covers inter-university cooperation and the exchange of higher education students and staff. 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 for the management of Erasmus and Action II of Lingua have therefore been implemented. 1992 was the third year of operation of the Lingua Programme to promote the teaching and learning of Community languages (the languages covered being the nine working languages of the Community plus Irish and Letzeburgesch).

Despite the intention, expressed in the Council Decision setting up the Lingua Programme, that student grant allocations under Lingua (Action II) should be broadly in line with Erasmus, the Commission has noted that there can sometimes be very considerable differences between Erasmus and Lingua (Action II) student grant levels to students from the same Member State. This is largely because, within individual Member States, the ratio of student demand to available funds is different in respect of each of the two Programmes, but also to some extent because of the different formulae for the allocation of student grant budgets to Member States provided for by the Council Decisions on Erasmus and Lingua respectively. Because these wide variations in grant levels between the programmes and within Lingua (Action II) give real cause for concern the Commission, in collaboration with the Member States and with the support of both the Lingua Committee and the Erasmus Advisory Committee, is examining ways in which student grant levels under both programmes can be brought into line in a way which respects both the spirit of the Council Decision and the interests of the Member States.

Another cause for concern is the fact that the EFTA countries are not at present able to participate in Lingua - a situation which often leads to requests from coordinators for the transfer of ICP programmes from Lingua to Erasmus.

The support to be given for the language preparation of students other than foreign language students is a cooperation element which is in need of reinforcement. So far the Lingua Programme has not been instrumental in addressing the linguistic problems which are holding back increased student mobility in this more general context.

45. The Commission continues to monitor closely the interaction between **Tempus** and Erasmus, not merely for the purpose of avoiding duplication of funding but also with the more positive aim of achieving maximum synergy between the two initiatives. Tempus forms part of the overall PHARE initiative relating to assistance in restructuring the economies and societies of the Central and Eastern European countries concerned. Though not constituting a formal extension of existing Community programmes such as Erasmus, Lingua or Comett, the design of Tempus was influenced strongly by these more longstanding Community initiatives, and many applications submitted under the terms of Tempus draw on the

experience of cooperative activities gained through the operation of Erasmus ICPs. EC universities linked within Erasmus networks have also been involved in the further development of university systems in Central and Eastern Europe.

46. Similar considerations apply with regard to the Comett Programme for cooperation between institutions of higher education and industry in the field of training related to new technology. The mobility activities of both programmes involve students in higher education. For Erasmus, the enterprise placement is one form of exchange among others, whereas it is one of the very cornerstones of the Comett Programme. Erasmus is also much wider in scope and is not limited to technologies and their applications. Further cooperation and coordination of activities under both programmes is envisaged.
47. The ambitious new Commission programme **Human Capital and Mobility** is aimed very directly at the creation of a truly European scientific community through the increase, in quality and quantity, of the human resource base for research and development. Its actions, mainly of interest to young researchers at postdoctoral level, are complementary to many activities supported by Erasmus up to doctoral level, and this complementarity is sustained by specific liaison between the two programmes.
48. The **Jean Monnet Action**, through its support for the establishment of European "chairs", "permanent courses" and "modules", has been able to encourage the European Dimension within the higher education sector in an innovative manner.

IV. CONCLUDING REMARKS

49. In the education field as in many others, 1992 has been a year of open and wide-ranging debate, focussed in this case on the Commission's *Memorandum on Higher Education in the European Community*.

As a proven catalyst for a wide range of developments, Erasmus has played a key role in this debate and is likely to remain an essential instrument of innovation in the years to come.

In quantitative terms, the Erasmus Programme has once again developed considerably during the year under review. Altogether, by the end of 1992/1993, over 150 000 students from all kinds of socio-economic background will have completed part of their course in another EC Member State or an EFTA country since 1987. About 10 000 teachers will also have benefited from Erasmus support for visits abroad within the framework of ICPs since 1990 (the first year for which statistics are available), and in addition many teaching assignments are carried out with Study Visit funding.

Such a large volume of wide-ranging activity inevitably raises complex and important issues, and these have done much to stimulate current debate on the future of European higher education.

50. Thanks to Erasmus, access to study abroad, which was previously available only to a small, and usually financially advantaged, élite has now been enormously enlarged. The Commission's policy requiring NGAs to give special consideration to the needs of financially and physically disadvantaged students and the complementary funding which the majority of Member States now make available for Erasmus students both serve to reinforce this development. Further reflection will have to take place to identify ways of ensuring that opportunities for studying abroad become more firmly embedded in national systems, in preparation for the time when Erasmus will ultimately be subsumed within the growing range of initiatives now emerging at national, regional and institutional level in connection with the Programme.
51. The most significant concept to have emerged out of the sum of experience accumulated within Erasmus and other programmes is that of the European Dimension. Confirming the approach adopted by the Commission over the last two years in its implementation of the Programme, the Council and the Ministers of Education meeting within the Council on 27 November 1992 reaffirmed that the European Dimension - which is recognized as a key element in the training of tomorrow's European citizens - is not to be achieved solely by means of student mobility but also through the promotion of teaching staff mobility, the joint development of curricula and the implementation of credit transfer.

Clearly, Erasmus remains an essential means by which these activities can be tested and developed. One challenge for the years ahead lies in the successful completion of the pilot phase of the ECTS project, which should pave the way for a more widely-implemented system of credit transfer resting on the now well-established principles of trust and confidence between participating institutions. The Commission will also need to examine in more detail the qualitative aspects of the Teaching Staff Mobility and Joint Curriculum Development Actions initiated within Erasmus so that they can be reinforced and become better suited to promoting the European Dimension in a way which will benefit all students. Open and Distance Learning, the enormous potential of which is coming to be ever more clearly perceived, is another key area for future developments in this direction; Erasmus will have to interact in this field with other initiatives taken at Commission or Member State level.

The implementation of the internal market from 1993 also creates legitimate demands from employers and workers alike for greater transparency in the qualification systems of the Member States and for the building of bridges between them. Over 200 student exchange programmes in Erasmus currently lead to joint professional qualifications in at least two Member States; more students than ever

can now trade their skills in a growing number of employment sectors within the EC. Together with ECTS, such developments foreshadow an internal market for qualifications in which, whilst preserving their national specificity, all systems will be mutually open and offer young graduates truly European career opportunities, thus boosting Europe's competitiveness for the next century.

52. Looking beyond the EC, Erasmus has been a significant model for higher education exchanges with Central and Eastern Europe, the United States of America, the Mediterranean region and Latin America. Besides important developments in the Tempus programme, 1992 saw further work on the plans for an EC/United States exchange project and the initiation by the Commission of both the Medcampus project for cooperation with North African countries and the scheme which aims to establish similar links with Latin America. In other parts of the world, such as North America - within the framework of the North America Free Trade Zone - and the Pacific area (the UMAP (University Mobility in Asia/the Pacific project), further schemes are being planned. A vast field of potential activity is now open to those European higher education institutions seeking to contribute to the development of Europe's wider cultural links and willing to make their collective expertise available in a global context.
53. Thus, Erasmus has again been confirmed in its role as a banner for Europe. Close monitoring of media coverage proves that intensive publicity, not to mention the impact and positive reputation of Erasmus among the many thousands of young people towards whom it is targeted, have done much to enhance the general public's awareness and perception of the Programme and, by the same token, to project a positive image of the Community at a fractional cost of the total EC budget.
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ANNEXES

Table I

**ERASMUS ICP applications by eligible state of
co-ordinating institution**

Eligible State	1991/92		1992/93		
	No.	%	No.	%	% EC only
B	229	8.8	208	8.5	9.0
D	338	13.0	309	12.7	13.3
DK	72	2.8	60	2.5	2.6
E	247	9.5	215	8.8	9.3
F	442	17.0	382	15.7	16.5
G	83	3.2	71	2.9	3.1
I	280	10.8	245	10.1	10.6
IRL	54	2.1	41	1.7	1.8
LUX	1	0.0	1	0.0	0.0
NL	221	8.5	203	8.3	8.8
P	60	2.3	57	2.3	2.5
UK	567	21.9	527	21.6	22.7
Total EC	2 594	100	2 319	95.2	100
A	-	-	54	2.2	-
CH	-	-	13	0.5	-
FL	-	-	0	0.0	-
IS	-	-	0	0.0	-
N	-	-	8	0.3	-
S	-	-	30	1.2	-
SF	-	-	12	0.5	-
Total EC + EFTA	-	-	2 436	100	-

Table II

ERASMUS ICP applications by eligible state and
number of participations

Eligible State	1991/92		1992/93		
	No.	%	No.	%	% EC only
B	714	6.5	757	5.9	6.2
D	1 632	14.8	1 794	14.0	14.8
DK	319	2.9	372	2.9	3.1
E	1 267	11.5	1 378	10.7	11.4
F	1 982	18.0	2 125	16.6	17.5
G	368	3.3	426	3.3	3.5
I	1 178	10.7	1 310	10.2	10.8
IRL	328	3.0	368	2.9	3.0
LUX	9	0.1	6	0.0	0.0
NL	740	6.7	826	6.4	6.8
P	434	3.9	482	3.8	4.0
UK	2 052	18.6	2 269	17.7	18.7
EUR	0	0.0	9	0.1	0.1
Total EC	11 023	100	12 122	94.4	100
A	-	-	172	1.3	-
CH	-	-	105	0.8	-
FL	-	-	2	0.0	-
IS	-	-	1	0.0	-
N	-	-	85	0.7	-
S	-	-	242	1.9	-
SF	-	-	108	0.8	-
Total EC + EFTA	-	-	12 837	100	-

Table III

ICP applications received 1991/1992 and 1992/93

Type of Activity	1991/92		1992/93		Increase/ Decrease	
	Number	%*	Number	%*	Number	%
Student Mobility (SM)	2289	88	2174	89	-115	-5
Staff Mobility (TS)	1024	39.5	1027	42	+3	0
Curriculum Devel. (CD)	435	17	429	18	-6	-1
Intensive Programmes (IP)	569	22	533	22	-36	-6

* % of ICP applications incorporating this strand

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

Table IV

ERASMUS ICP applications by subject area

Subject Area	1991/92		1992/93	
	No.	%	No.	%
Agriculture	67	2.6	67	2.8
Architecture	95	3.7	88	3.6
Fine Arts/Music	104	4.0	100	4.1
Business	299	11.5	261	10.7
Education	87	3.4	122	5.0
Engineering	377	14.5	347	14.2
Geography/Geology	84	3.2	77	3.2
Humanities	144	5.6	143	5.9
Languages	352	13.6	258	10.6
Law	153	5.9	137	5.6
Mathematics	118	4.5	108	4.4
Medical Sciences/Psych.	152	5.9	157	6.4
Natural Sciences	206	7.9	217	8.9
Social Sciences	271	10.4	259	10.6
Communication/Information	23	0.9	26	1.1
Miscellaneous	31	1.2	31	1.3
Framework Agreements	31	1.2	38	1.6
Total	2 594	100	2 436	100

Table V

**Approved ERASMUS ICPs by eligible state of
co-ordinating institution**

Eligible State	1991/92		1992/93		
	No.	%	No.	%	% EC only
B	158	9.6	176	9.1	9.5
D	218	13.3	241	12.5	13.1
DK	42	2.6	48	2.5	2.6
E	150	9.1	166	8.6	9.0
F	269	16.4	312	16.2	16.9
G	49	3.0	49	2.5	2.7
I	173	10.5	180	9.4	9.8
IRL	32	1.9	36	1.9	2.0
LUX	1	0.1	1	0.1	0.1
NL	143	8.7	153	8.0	8.3
P	40	2.4	44	2.3	2.4
UK	370	22.5	439	22.8	23.8
Total EC	1 645	100	1 845	95.9	100
A	-	-	32	1.7	-
CH	-	-	8	0.4	-
FL	-	-	0	0.0	-
IS	-	-	0	0.0	-
N	-	-	6	0.3	-
S	-	-	24	1.2	-
SF	-	-	9	0.5	-
Total EC + EFTA	-	-	1 924	100	-

Table VI

Rates of approval for ICPs according to type of activity, 1991/92 and 1992/93 (in %)

Type of activity	1991/92	1992/93
Student Mobility (SM)	66	82
Staff Mobility (TS)	30	35
Curriculum Development (CD)	28	40
Intensive Programmes (IP)	18	26
All ICPs	63	79

Table VII

Approved ERASMUS ICPs by eligible state and number of participations

Eligible State	1991/92		1992/93		
	No.	%	No.	%	% EC only
B	527	6.5	642	5.8	6.2
D	1 245	15.3	1 561	14.2	15.0
DK	245	3.0	321	2.9	3.1
E	928	11.4	1 180	10.7	11.4
F	1 445	17.8	1 841	16.8	17.7
G	275	3.4	360	3.3	3.5
I	855	10.5	1 081	9.8	10.4
IRL	250	3.1	322	2.9	3.1
LUX	6	0.1	6	0.1	0.1
NL	552	6.8	691	6.3	6.7
P	328	4.0	423	3.8	4.1
UK	1 479	18.2	1 950	17.7	18.8
EUR	0	0.0	6	0.1	0.1
Total EC	8 135	100	10 384	94.5	100
A	-	-	137	1.2	-
CH	-	-	85	0.8	-
FL	-	-	2	0.0	-
IS	-	-	1	0.0	-
N	-	-	71	0.6	-
S	-	-	214	1.9	-
SF	-	-	95	0.9	-
Total EC + EFTA	-	-	10 989	100	-

Table VIII

Higher education institutions eligible for ERASMUS

Member State	No. of eligible h.e. institutions	Number of institutions in one or more approved ERASMUS ICPs				
		1988/89	1989/90	1990/91	1991/92	1992/93
B	417	26	49	69	76	100
D	358	83	126	132	176	186
DK	254	16	32	44	42	56
E	74	37	42	42	47	55
F	1 963	150	247	268	300	369
G	63	12	23	22	24	26
I	114	43	59	59	65	72
IRL	65	12	19	20	22	31
LUX	4	2	2	3	2	2
NL	358	24	51	53	72	88
P	189	15	28	35	41	67
UK	482	106	148	157	172	197
EUR	2					2
Total EC	4343	526	826	904	1039	1251

Note: Eligibility is determined by individual Member States (the figures given for 1992/93 are correct as at January 1993).

Table IX

Approved ERASMUS ICPs by subject area

Subject Area	1991/92		1992/93	
	No.	%	No.	%
Agriculture	47	2.9	56	2.9
Architecture	57	3.5	65	3.4
Fine Arts/Music	63	3.8	78	4.1
Business	153	9.3	197	10.2
Education	49	3.0	79	4.1
Engineering	243	14.8	283	14.7
Geography/Geology	53	3.2	63	3.3
Humanities	104	6.3	115	6.0
Languages	231	14.0	214	11.1
Law	105	6.4	113	5.9
Mathematics	69	4.2	88	4.6
Medical Sciences/Psych.	107	6.5	124	6.4
Natural Sciences	140	8.5	166	8.6
Social Sciences	167	10.2	202	10.5
Communication/Information	15	0.9	23	1.2
Miscellaneous	16	1.0	24	1.2
Framework Agreements	26	1.6	34	1.8
Total	1 645	100	1 924	100

Table X

ERASMUS

Approved student numbers 1992/93 : home country vs host country

Host	B	D	DK	E	F	G	I	IRL	LUX	NL	P	UK	EUR	Total EC	A	CH	FL	IS	N	S	SF	Total EFTA	TOTAL
Home																							
B	0	652	85	565	785	139	432	166	3	671	171	847	4	4520	22	40	0	0	31	60	12	165	4685
D	555	0	223	1169	3078	238	897	470	0	838	199	3576	2	11245	126	99	3	2	75	206	69	580	11825
DK	113	340	0	204	303	24	122	79	0	179	49	561	0	1974	15	7	0	0	26	48	27	123	2097
E	602	998	201	0	2134	118	1110	245	0	569	307	2124	0	8408	100	29	0	0	20	92	12	253	8661
F	646	2825	273	2153	0	337	1179	527	0	639	362	5664	8	14613	144	54	2	0	51	239	35	525	15138
G	180	300	41	113	446	0	180	56	1	158	43	499	0	2017	19	7	0	0	3	21	3	53	2070
I	494	916	135	1045	1407	167	0	169	0	449	185	1452	2	8421	102	41	0	0	26	100	10	279	6700
IRL	143	425	66	170	478	54	128	0	0	133	42	330	0	1969	19	2	0	0	14	25	11	71	2040
LUX	0	1	0	0	5	1	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	7
NL	644	921	182	553	772	132	424	148	0	0	116	1524	2	5418	43	41	0	2	52	186	35	359	5777
P	217	221	77	330	470	44	219	55	0	133	0	426	1	2193	19	11	0	0	2	44	4	80	2273
UK	743	2967	490	1848	5298	352	1184	312	0	1350	290	0	3	14837	141	45	0	0	75	266	74	601	15438
EUR	2	2	0	0	8	0	0	0	0	1	0	3	0	16	0	0	0	0	0	0	0	0	16
Total EC	4339	10568	1773	8150	15184	1606	5875	2227	4	5120	1764	17006	22	73638	750	376	5	4	375	1287	292	3089	76727
A	27	135	20	109	159	14	90	20	0	55	15	178	0	822	0	0	0	0	0	0	0	0	822
CH	42	66	3	26	65	1	36	2	0	42	10	54	0	347	0	0	0	0	0	0	0	0	347
FL	0	3	0	0	2	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	5
IS	0	6	0	0	0	0	0	0	0	2	0	0	0	8	0	0	0	0	0	0	0	0	8
N	32	80	34	21	64	4	26	14	0	56	2	67	0	400	0	0	0	0	0	0	0	0	400
S	78	230	50	104	235	23	91	42	0	197	37	330	0	1417	0	0	0	0	0	0	0	0	1417
SF	34	87	26	10	29	7	23	16	0	42	3	97	0	374	0	0	0	0	0	0	0	0	374
Total EFTA	213	607	133	270	554	49	268	94	0	394	67	726	0	3373	0	0	0	0	0	0	0	0	3373
TOTAL	4552	11175	1906	8420	15738	1655	6141	2321	4	5514	1831	17732	22	77011	750	376	5	4	375	1287	292	3089	80100

Table XI (a)

ERASMUS study visit applications in 1992 by eligible state

Eligible State	Eligible applications		Approved applications	
	No.	%	No.	%
B	93	5.28	70	6.11
D	217	12.32	131	11.43
DK	44	2.50	31	2.71
E	181	10.27	123	10.73
F	165	9.36	112	9.77
G	221	12.54	158	13.79
I	125	7.09	85	7.42
IRL	31	1.76	24	2.09
LUX	0	0.00	0	0.00
NL	130	7.38	82	7.16
P	62	3.52	45	3.93
UK	332	18.84	186	16.23
Total EC	1 601	90.86	1 047	91.37
A	22	1.25	11	0.96
CH	22	1.25	12	1.05
FL	0	0.00	0	0.00
IS	10	0.57	5	0.44
N	28	1.59	19	1.66
S	36	2.04	25	2.18
SF	43	2.44	27	2.36
Total EC + EFTA	1 762	100	1 146	100

Table XI (b)

ERASMUS study visit applications in 1992 by subject area

Subject Area	Eligible applications		Approved applications	
	No.	%	No.	%
Agriculture	50	3	36	3
Architecture	68	4	46	4
Fine Arts/Music	128	7	81	7
Business	154	9	83	7
Education	159	9	110	10
Engineering	194	11	122	11
Geography/Geology	58	3	48	4
Humanities	87	5	58	5
Languages	162	9	111	10
Law	60	3	35	3
Mathematics	95	5	60	5
Medical Sciences/Psych.	149	8	92	8
Natural Sciences	95	5	73	6
Social Sciences	149	8	90	8
Communication/Information	39	2	28	2
Miscellaneous	26	1	16	1
Framework Agreements	19	1	13	1
Study Visits by Administrators	70	4	44	4
Total	1 762	100	1 146	100

Table XII

ERASMUS 1992/93
Allocation of student grant budget

	ERASMUS Action 2 Budget (excluding ECTS)		ECTS		Total ERASMUS Action 2 Budget	
	ECU	%	ECU	%	ECU	%
B	2 281 600	3.8	140 000	4.9	2 421 600	3.9
D	10 594 400	17.7	300 000	10.4	10 894 400	17.3
DK	1 171 800	2.0	140 000	4.9	1 311 800	2.1
E	6 621 600	11.0	300 000	10.4	6 921 600	11.0
F*	8 308 400	13.8	300 000	10.4	8 608 400	13.7
G	2 080 000	3.5	140 000	4.9	2 220 000	3.5
I	8 520 900	14.2	300 000	10.4	8 820 900	14.0
IRL	1 107 000	1.8	140 000	4.9	1 247 000	2.0
LUX	225 800	0.4	20 000	0.7	245 800	0.4
NL	2 883 700	4.8	140 000	4.9	3 023 700	4.8
P	2 297 200	3.8	140 000	4.9	2 437 200	3.9
UK	8 154 400	13.6	**340 000	11.8	8 494 400	13.5
EUR	***60 000	0.1	*20 000	0.7	80 000	0.1
Total EC	54 306 800	90.5	2 420 000	84.0	56 726 800	90.2
A	1 310 800	2.2	100 000	3.5	1 410 800	2.2
CH	927 000	1.5	60 000	2.1	987 000	1.6
FL	10 000	0.0	0	0.0	10 000	0.0
IS	200 000	0.3	20 000	0.7	220 000	0.3
N	981 400	1.6	80 000	2.8	1 061 400	1.7
S	1 319 400	2.2	100 000	3.5	1 419 400	2.3
SF	944 600	1.6	100 000	3.5	1 044 600	1.7
Total EFTA	5 693 200	9.5	460 000	16.0	6 153 200	9.8
Total EC + EFTA	60 000 000	100	2 880 000	100	62 880 000	100

* the EPBS ECTS consortium in France will receive 20 000 ECU direct (see EUR line)

** the NGAA in the UK has been allocated an extra 20 000 ECU to cover grants to the CNAE ECTS consortia

*** this figure covers directly Action II allocations to Arlon and Fiesole

Table XIII

ECTS student flows by subject area 1991/92

1991-1992	MECHANICAL ENGINEERING		MEDICINE		CHEMISTRY		HISTORY		BUSINESS ADMINISTRATION		TOTAL			
	COUNTRY	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	%	IN
B	6	4	24	27	0	7	7	1	12	17	49	5.28	56	6.03
D	25	17	103	21	15	21	18	14	29	24	190	20.5	97	10.5
DK	5	1	3	9	11	0	5	1	6	4	30	3.23	15	1.62
E	60	13	33	27	28	12	17	17	62	41	200	21.6	110	11.9
F	19	22	9	75	30	14	16	20	54	50	128	13.8	181	19.5
G	6	2	17	13	8	2	5	5	24	1	60	6.47	23	2.48
IRL	4	4	7	14	8	8	3	7	11	22	33	3.56	55	5.93
I	9	22	18	11	10	7	12	21	11	23	60	6.47	84	9.05
L	2	0	0	0	0	0	0	0	0	0	2	0.22	0	0
NL	6	3	16	11	6	9	10	2	17	0	55	5.93	25	2.69
P	6	2	10	8	4	1	3	3	6	2	29	3.13	16	1.72
UK	17	75	21	45	16	55	12	17	26	74	92	9.91	266	28.7
TOTAL	165	165	261	261	136	136	108	108	258	258	928	100	928	100

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Table XIV

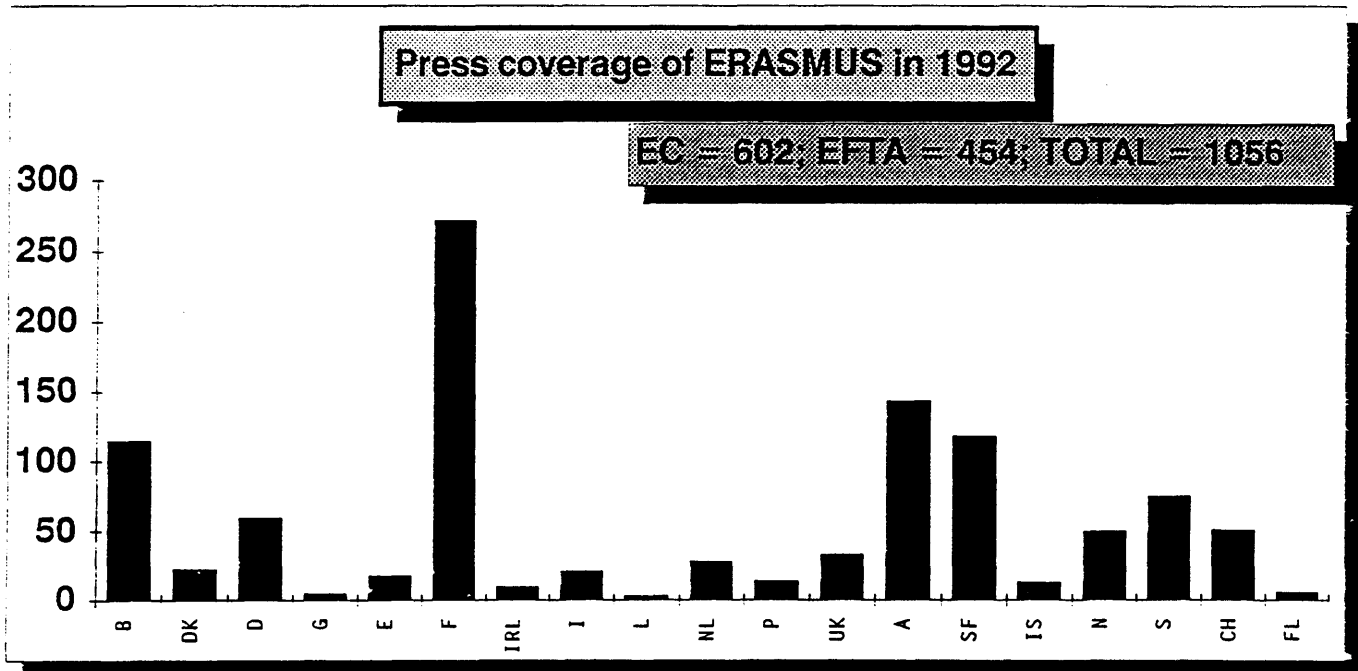


Table XV

FUNDS COMMITTED FOR THE ACADEMIC YEAR 1992/93 (in ECU)

ACTION 1		22 957 000
A.	Inter-University Cooperation Programmes	21 157 000
a.	Student Mobility	15 702 500
b.	Teaching Staff Mobility	2 622 000
c.	Curriculum Development	1 208 000
d.	Intensive Programmes	1 624 500
B.	Study Visits	1 800 000
 ACTION 2		 62 880 100
A.	Student grants	60 000 100
B.	ECTS student grants	2 880 000
 ACTION 3		 2 040 045
A.	ECTS institutional grants	1 930 000
B.	NARIC network grants	110 045
 ACTION 4		 9 316 668
A.	Associations & Publications	319 845
B.	Information & Evaluation	2 730 478
C.	Programme Administration & Monitoring	6 266 345
		 TOTAL
		97 193 813

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