

# The joint study programme newsletter of the Commission



## A hot summer

For those of us based in Brussels, most of the summer months have been spent in rubber boots and raincoats, and to judge from the weather charts DELTA readers in many parts of the Community must have been sharing a similar fate. Why, then, this apparently misleading headline? The answer lies in its brevity: in full, it would read "A hot summer for steps to promote increased cooperation between higher education institutions in the European Community", but we thought this would be a little too long for a title.

To explain: the summer months of 1985 have witnessed a number of highly significant developments for the Community-level promotion of student and staff mobility and the stimulation of greater interaction between the 3,600 or so institutions which together make up the higher education systems in the EC Member States. Being targeted towards a readership closely involved in this process, DELTA must try to take stock of these developments and inform its clientèle of the possible directions in which they may be leading.

The common denominator of the various pronouncements made on this topic since the last issue of DELTA is clear. It is that the need to take greater account than hitherto of the 'human resources' and 'social dimensions' elements of the Community's underlying objectives has been increasingly recognized by policy makers at Community level, and that the role of inter-university cooperation and of student and staff mobility has been identified as being of central importance in this regard.

Thus, at their meeting in Milan on 28-29 June 1985, the European Council, approved the proposals submitted by the ad hoc Committee on a People's Europe established in Fontainebleau in 1984, and voiced the opinion that the Committee's report contained numerous concrete measures aimed at involving the citizens of Europe more determinedly in the construction of the Community. These measures include several related to cooperation in higher education, notably:

- introduction of a comprehensive inter-university student exchange programme
- steps to improve academic recognition and transfer of academic credits from one Community country to another
- follow-up of the possibility of "European Awards" for study in more than one Member State.

In more general terms, the Committee - and now, by dint of their approval, the Heads of State - expressed the conviction that university cooperation and mobility in higher education were matters of paramount importance.

Three weeks previously, the Council and Ministers of Education, meeting in Luxemburg on 3 June, took a similar line, confirming the importance which they attached to expediting work in this sector and noting with satisfaction that the Commission intended to submit proposals before the end of the year.

Those proposals will come hard on the heel of others, contained in an official Commission communication to the Council of 1 August 1985 designed to change the face of university-industry cooperation in the Community. The sheer size of the operation proposed (the Commission is asking for a budget of ECU 80 million over the next four years) make COMETT - the action programme of the Community in Education and Training for Technology - quite the biggest action proposed so far at Community level involving higher education, and though the outcome of debate in the Council is not yet known at the time of going to print, the signs are that the programme as such will be approved.

Meanwhile, there have been major developments too this summer as regards the Community-wide recognition of educational diplomas and qualifications. Thus on 22 July the Commission adopted proposals for a Council directive on a "General System for the Recognition of Higher Education Diplomas" aimed at providing flexible arrangements for ensuring recognition of such diplomas for all professions throughout the Community. One step further along the decision making conveyor belt, the Council itself, on 16 July 1985, passed a "Decision on the comparability of vocational training qualifications" between EC Member States. This, too, will be of considerable relevance for higher education. And finally, after almost 15 years of Council negotiations, the long-awaited directive on the mutual recognition of qualifications in the field of architecture eventually found its way on to the EC statute book, also in July.

This, then, is the background against which the Commission's services are currently putting pen to paper on the formulation of new proposals for the stimulation of more intensive higher education cooperation in the Community. These proposals are still very much at the drawing-board stage, but they are understood to include plans for the introduction of a European Community Student Grants Scheme and a European Community System for Course Credit Transfer, together with a boost in Community support for inter-university programmes of staff and student exchange.

How will these proposals fare as they make their way through the Community's decision-making machinery? This, of course, is the big question, but with the European Council, the Council and Education Ministers, and the Commission pulling in the same direction, the political climate could scarcely be more favourable. Furthermore, the areas for a proposed Community initiative coincide squarely with those in which the European Parliament, in its first resolution on higher education cooperation, had also called for urgent Community-level action a little over a year ago.

Perhaps most importantly of all, however, the Commission has recognized the need for direct consultation with the higher education community itself with regard to the proposals for EC action, since that is after all the level at which they are subsequently to be implemented. At the present moment, preparations for the Conference on Higher Education Cooperation in the European Community, to be held on 27-29 November in Brussels, are entering their final phase. This Conference will provide an ideal forum for higher education representatives, at institutional, government and Community level, to give their views on the priorities to be emphasized in the period ahead.

So after the hot summer, the autumn and winter periods look no more likely to provide the Commission's education services with a time for cooling-off. And to continue the same metaphor, nor does 1986: from 1 January, the higher education institutions in Portugal and Spain come within the purview of the Commission's higher education programmes, bringing with them a whole new range of possibilities for the promotion of university cooperation Community-wide.

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# **University-Industry Cooperation in training: the "Comett" Programme<sup>(1)</sup>**

The European Commission has adopted proposals for a draft Council decision concerning a new action programme designed to foster university-industry cooperation in training for new technologies.

Cooperation between university and industry has long been advocated because of the major contribution it can make to improving the effectiveness of non material investment, not only as regards research, but also at the level of higher education for initial and continuing training. In all these fields most Member States have to a varying extent already launched national programmes.

In the *research field*, the European Community itself has already set in train several programmes which introduce a European dimension in these national efforts, thus providing at the same time for an increase in their efficiency, by avoiding duplication of effort. These include ESPRIT, BRITE, the Plan for Transnational Development of the support for Innovation and Technology transfer, as well as the Community Stimulation Plan for cooperation and scientific interchange, all of which foster cooperation in research between universities and industries of different Member States.

As the Commissioner responsible for Social Affairs and Education, Mr Peter Sutherland, has stated on several occasions, a similar commitment is equally necessary in the field of *advanced training*. Such is the rationale of COMETT, the new action programme of the COMMunity in Education and Training for Technology.

COMETT has three *objectives*:

- a) to promote a European identity, notably by stimulating the placement of students in firms located in other Member States;
- b) to foster economies of scale through new jointly organised training programmes to combat specific skill shortages resulting from rapid technological changes;
- c) to stimulate the exchange of experience between Member States in the field of university-industry<sup>(2)</sup> cooperation in training.

COMETT will be carried out in *two phases* over a period of seven years (1986-1992). The first four years phase will provide a period for the launching (in 1986) and initial development (between 1987 and 1989) of a series of actions which could then be consolidated, or adjusted as appropriate, in the light of experience for the second phase 1990-1992.

COMETT will provide *Community support* - estimated at about 80 million ECU between 1986 and 1989 - for the following five series of actions.

## **I. Setting up of a European network of University-Industry Training Partnerships (UITP).**

COMETT will award support to those University-Industry Training Partnerships (UITP) which commit themselves to liaise with counterpart initiatives in other Member States; to receive students, academic and business personnel from other Member States; to develop cross-national cooperative projects; to take an active role in a Community wide network.

These grants will be limited to 50 % of the running cost of these European activities - in particular the financing of a European liaison officer within UITPs - with a maximum of 50 000 ECU per year.

The aim will be to link up a minimum of 40 UITPs by 1987, 100 by 1988 and 150 by 1989.

This European network of UITPs and the already existing network of European universities (the so called "Joint Study Programme") will play a major role in the implementation of the other COMETT activities.

## **II. University-Industry Community exchange schemes**

COMETT will provide specific incentives to encourage transnational exchanges of students, industrial and academic personnel,

- a) grants averaging 4 000 ECU (for a six month period) offering a student the opportunity of spending an on-the-job training of preferably six to twelve months within a firm in another Member State (2,000 placements in 1987, 3,000 in 1988 and 5,000 in 1989);
- b) grants averaging 9 000 ECU (for a six month period) enabling teaching staff in universities to spend preferably two or three terms within one academic year in appropriate positions (production, management, etc), in firms of another Member State, to extend their industrial experience in a European context (50 placements in 1987, 100 in 1988 and 200 in 1989);
- c) fellowships averaging 9 000 ECU (for a six month period) offered to non academic personnel (employers, management and production staff, trade unionists, representatives of chambers of commerce, and so on) to spend a period of preferably two or three terms on detachment to universities in another Member State to share in teaching responsibilities, contribute to the diversification of teaching activities, benefit from continuing education, and assist in developing links with industry (50 fellowships will be offered in 1987, 100 in 1988 and 200 in 1989).

## **III. Joint training projects involving firms in different Member States**

These projects, to be launched in cooperation with high technology firms and relevant university departments will be focused on specific topics where breakthrough could be made by European industry if skill shortages can be overcome. Community assistance will be granted for the design and testing of jointly organised training projects involving firms in different Member States and enabling them to achieve economies of scale. A second form of joint training project will ensure the rapid dissemination of up-to-date research results both in industry and in the area of university level teaching.

COMETT assistance will take the form of a contribution up to 35 % of the total costs with a ceiling of 500 000 ECU per operation.

## **IV. Development of European distance learning systems and the training of trainers**

Economies of scale can also be achieved through university-industry cooperation in the exploitation of new

technology as instruments of teaching and learning, particularly by distance learning systems, and the training of trainers.

COMETT grants will be allocated to multilateral projects, up to 50 % of the cost, with a ceiling of 400 000 ECU. COMETT will also investigate the feasibility of establishing a European Technological Open University.

#### ***V. Supporting activities and exchange of experience within the Community***

Supporting activities at Community level will include:

- a) setting up of a data base on university-industry cooperation in the field of advanced training;
- b) networking arrangement for the UITPs;
- c) monitoring and analysis of Community trends and issues in advanced training;
- d) sponsorship of Round Tables with university and industry personnel.

The rapid development of new technologies requires that both young people and adults be better trained and prepared to cope with change throughout their careers. Without further investment in training moreover the skills deficit which is holding back European industry is likely to get worse. COMETT is designed to give a new impetus to action by Member States in this area and to ensure that a European dimension is built into university-industry cooperation as soon as possible. The European Commission emphasizes therefore, the need for the Council to adopt the draft decision on COMETT by the end of 1985 so as to launch the preparatory work as from as 1986.

(1) COM (85) 431.

(2) In the context of this programme, 'university' is used as the general term covering all types of post-secondary education and training institutions which offer degree-level qualifications or diplomas. 'Industry' is used to embrace all types of economic activity in the private or public sector, particularly those which involve the use of new equipment and/or new production processes, whether in industry, agriculture or the services sector. It covers small and medium sized firms and agencies, as well as large companies.

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## ***The loaves and fishes of Community grant selection***

***In the second quarter of every year, the time comes round for the selection of Joint Study Programmes and Short Study Visits for support by the Commission. The 1985 selection has just taken place. This note summarises the results and outlines some of the difficulties, both for the Commission and for grantholders, which arise at times of severe budgetary constraint.***

### ***Joint Study Programme development grants***

These grants are intended to cover the costs of developing and implementing a Joint Study Programme for student or staff exchange, or for joint curriculum development, by the participating institutions in different Member States. Since 1984/5 also, such grants may also provide funding for student support. This year, the Commission received a record number of applications. In total, 358 applications were sent in, representing an increase of almost exactly *one third*. Of these, the Commission was able to support 225 projects, including 81 completely new Joint Study Programmes. This brings the overall total of Joint Study Programmes supported by the Commission since 1976 to 493. About 70 % of the programmes supported this year will also receive funding to assist the students undertaking study periods abroad as a part of their programme.

### ***Preparatory visit grants***

1985 was the third year in which this scheme has operated, enabling teachers to travel to potential partner institutions to consolidate the contacts necessary for preparing a Joint Study Programme. Applications for such support saw an even more spectacular increase this year, the 372 applications in the letter box representing exactly a 50 % increase over the previous year's level. 148 of the projects were accepted, compared with 123 in 1984. The Commission was gratified to note that so many of these Preparatory Visits are successful in leading to the development of a Joint Study Programme.

### ***Short Study visit grants***

The number of applications for Short Study Visits has remained more or less constant during the last three years, with 490 applications arriving in Brussels this time. It should be noted, however, that this figure must be interpreted in the light of the existence of the parallel Preparatory Visit Grant scheme (which has since 1983

siphoned off some of the demand for Short Study Visits) and the emergence of more group visits in which the Commission, although providing only one grant, is in fact funding larger numbers of higher education staff to travel abroad. In 1985/6, a total of 91 Short Study Visit grants will be awarded, including 43 projects in which more than one person will travel.

### ***The loaves and fishes...***

Financial strictures facing national governments are clearly reflected at Community level. In the case of the Community grants for higher education cooperation, the Commission has faced in 1985 a situation of a standstill budget and an overall increase in demand over 40 %. It would therefore seem opportune to use the columns of DELTA to explain this situation and offer those affected by it some general words of guidance.

The Commission has been faced with the choice - in broad terms - of *either* exercising a far more rigorous selection to eliminate large numbers of applications, many of which are of great merit, *or* supporting broadly the same number of projects as in 1984 but at a reduced financial level ("spreading the jam thinly"). In a situation in which there was no way of winning, the Commission has consciously adopted the latter approach, even though it recognises that it causes difficulties of various sorts for programme directors. The overwhelming evidence from reports on Joint Study Programmes is that losing support even for one year may give rise to grave problems in the continuity of programme development and in some cases can even lead to abandonment of promising collaborative projects. On the other hand, programme directors have revealed themselves to be amazingly adaptable in response to cuts in their programme budgets. Furthermore, continued Commission support enables the Commission to keep in touch with projects and also, again according to project directors' reports, assists programmes in enlisting complementary support from their own institutions, other authorities and other external sources.

The question which most often arises is posed by directors of programmes or applicants for Short Study Visits or Preparatory Visit Grants. How should they react when the amount of Commission support offered is less than they had applied for their project? In response to such a question, the following remarks may be helpful:

- 1) first and foremost, it should be understood that the Commission grant schemes were and are intended to assist in funding cooperation between higher education institutions in the Community. They were never designed in the case of Joint Study Programmes to fund the entirety of the costs of such projects, as is clearly evident from the maximum grant amounts stipulated in the official announcements by the Commission. It is clear that the major costs of such cooperative schemes are borne by the Member State institutions themselves, not only through direct costs of the programmes but also through the salaries and overheads entailed; recent research carried out on a selected sample of programmes has again served to underline this fact;
- 2) when the Commission has decided the amount of grant to be offered, the amount is stipulated in a formal contract. Where the amount is less than that applied for, the Commission recognises that grantholders may have to review the schedule and operational plan for their programme. In many cases, the operational plan will remain intact because there are means of locating additional funding from other sources or because any reductions implied by the reduced budget can be accommodated without affecting overall progress. In other cases, the operational plan or programme of meetings and visits may have to be adjusted or curtailed. The Commission understands this. In such cases, the responsibility lies with the grantholder to undertake the review of the planned programme of activities under the contract received, where relevant, in consultation with the partners in the cooperation. If the shortage of funds mean that significant changes to the project are necessary and *if those changes affect the terms of the contract*, the grantholder is advised to consult immediately the Office for Cooperation in

Education. In many such cases, the changes foreseen can be accommodated without jeopardising the contract, and if necessary a suitable formal amendment to the contract can be agreed without delay. Where the programme of activities is changed, but the project remains as stipulated within the contract and within the broad terms described in the application for support, it is not necessary to seek any formal changes in the contract;

- 3) Grantholders have responsibility themselves (where relevant in cooperation with their partners) for deciding on redistribution of the sum of money allocated by the Commission. The Commission places its trust in the grantholders and their institutions to use the funds as they see fit in the best interests of the cooperative project described in the application. Only the directors of programmes and those undertaking study or preparatory visits can assess best how to adapt their programme of activities in order to meet the objectives they have set for themselves;
- 4) it must be noted that at present there is one selection process per annum, and that, when that selection process has been completed, the funds available for grants are exhausted. There is therefore no mechanism by which the Commission can review its decisions on individual projects;
- 5) finally, in cases of doubt, a grantholder is always best advised to contact the Office for Cooperation in Education for advice. The contracts governing Joint Study Programmes and Short Study Visits are financed by public money and are subject to the control of the Court of Auditors of the Community.

We are sorry if the columns of DELTA have to be used to explain some harsh financial realities to dedicated colleagues who are sometimes disappointed that the Commission cannot be more generous. However, it is a better principle to have these circumstances clearly stated, since they have increasingly become the subject of correspondence and enquiries.

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## ***Fourth Meeting of heads and representatives of the “National Academic Recognition Information Centres of the European Community” (“NARIC”)***

On 17 and 18 September 1985, the fourth meeting of heads and representatives of the “National Academic Recognition Information Centres” (NARIC) of the European Community Member States took place in Bruges/Belgium.

The “NARIC” network, established by the Council and Education Ministers in May 1982, became operational in 1984. Its objective is to promote free movement and mobility for students in the European Community by strengthening the exchange of information about academic recognition and equivalence matters. Each of the Member States of the European Community has designated a national centre (two in the case of Belgium), to provide authoritative information and advice on procedures for academic recognition of diplomas and of periods of study. The network is coordinated by the Commission of the European Communities with the technical assistance of the Office for Cooperation in Education (OCE).

There are two main thrusts by which the Commission of the European Communities promotes the close cooperation of the 11 (soon 13, with inclusion of the Portuguese and Spanish Centres) “NARIC”:

- 1) by organizing two regular meetings of the heads and the representatives of the “NARIC” per year;
- 2) by awarding special grants within the Commission’s “Short Study Visits” Scheme, to enable officials from the centres to visit other Member States.

Whereas the “Short Study Visits” took place mainly on an individual basis in 1984/85, there was one joint Short Study Visit to Bonn by several “NARIC” representatives in May 1985, which was especially informative and valuable (cf. “Delta” 2/85). After this successful experience, it has been decided to continue the joint Short Study Visit formula in 1985/86, with visits to a number of Community countries.

The first of the regular meetings of the "NARIC" network took place in Brussels in June 1984, the second in Berlin in November 1984, the third in Brussels in March 1985, and the fourth in Bruges in September 1985.

In Bruges, the main points discussed were as follows:

- Report on follow-up to the European Council meetings at Fontainebleau, 25-26 June 1984 and Milan, 28-29 June 1985
- Discussion of the resolution on the European recognition of national diplomas and professional certificates adopted by the European Parliament during its session on 18 April 1985
- The organization of the network
  - . Reports on 1984/85 Short Study Visits
  - . Preparatory discussion of 1985/86 Short Study Visits
- Further work on compiling an inventory of higher education entrance, university and non-university higher education qualifications (intermediate and final) in all EC Member States
- Recognition problems
  - . Typology of recognition problems between EC States

- . Discussion of bilateral recognition problems
- . Discussion of problems related to non-recognised institutions/bogus degrees
- Recognition of foreign qualifications in Germany and German qualifications in EC Member States (concluding discussion)
- List of institutions responsible for the various aspects of recognition in EC Member States
- Overview of the existing stage reached in automatization of the national centres in the EC Member States and future plans in this regard
- Publication of a list of the existing bilateral and multilateral equivalence arrangements of the EC Member States
- Preparation of the Fifth Meeting of the "NARIC" network in Spring 1986.

As may be seen from this wide ranging Agenda, the dialogue between the national centres has now been well and truly launched, and through its practically oriented and intensive discussions the network is beginning to make a significant contribution to the resolution of academic recognition problems in the Community.

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## ***Higher education at a time of resource scarcity***

***In the last issue of Delta, we promised that future issues would increasingly include news on important developments at Member State level in the field of higher education. In the following article, Guy Neave, due to take up the Chair of Comparative Education at the Institute of Education of the University of London at the beginning of 1986, draws on information supplied through Eurydice, the Commissions's Information Network on Education, to offer readers an analytical overview of current trends.***

Few indeed who work in higher education can fail to notice the very considerable - and often contradictory - pressures which bear down upon that institution today. On the one hand, most systems of higher education face severe restrictions on their resources. On the other, higher education, perhaps as never before, is regarded as an instrument for economic recovery, as a means to maintain both national and Community competitiveness in the field of high technology and not least, as a agent by which the social change implied in high technological development is made acceptable to society at large.

The latter is a vast undertaking, comparable only to the transformation which the expansion of the Sixties set in motion. It is also a strategy infinitely more complex and its repercussions upon higher education certainly more rapid and, some would argue, far more radical, if only for the fact that, faced with a scarcity of resources, and with the need to meet pressure from other areas of expenditure, governments are now obliged to state priorities and make choices.

In certain cases, Denmark being one and the United Kingdom another, this has entailed severe reductions in higher education's budget; a further two percent over the next three years in the United Kingdom and a 3 percent cut in the coming academic year in Denmark. In others, the Netherlands and the Federal Republic of Germany being not unrepresentative, higher education is being asked to accommodate more students or to reorganise studies without any increase in budget. In this situation, growing emphasis is being placed first, on internal economies in institutional operation and, second, on seeking outside 'third party' funding from research contracting.

These developments are not particularly new. On the contrary, they have been noticeable from 1982 on-

wards. However, it is apparent that these trends are accelerating. Generally speaking, current developments in higher education turn around three principle elements: first, to bring undergraduate studies closer into line with what are perceived as national manpower requirements. The corollary of this is to reduce student numbers in those fields that may lead to relatively high unemployment rates. Second, to establish closer links between industry and research an emphasis on 'quality' that many feel to be a retreat from the mission of 'equality' attached to higher education during the Seventies. And third, a reinforcement of what might be termed the 'monitoring' or 'policy guidance' capacity of higher education administration.

### ***Undergraduate studies***

Though efforts to bring undergraduate studies into line with market changes are visible across many Member States, the means of bringing this about shows considerable difference. In Britain, the proposals contained in the Green Paper - the *Development of higher education into the 1990s* anticipates an increase in the number of Science and Engineering places at university and a corresponding reduction in Humanities and Social Science. Similar restrictions in the Humanities have followed the recent decision of the Danish government to extend the numerus clausus into this area. Recent estimates reckon that fewer than half the applicants admitted last year for Music, Film, History of Art, Theatre Studies and Literature will find a place. To offset this, however, more places will be made available in 'vocationally oriented courses'.

In the Netherlands, though admission to university in recent years has been characterised by considerable selectivity, the Minister of Education in March this year, put forward the idea of limiting the number of diplomas a university might award. Though this might strengthen

the ability of individual universities to decide where their priorities lie, it has the effect of replacing the point of selection from the moment of admission to a prolonged system of selection and evaluation through undergraduate studies.

Such restrictions are designed on the one hand, to 'free' more places in disciplines deemed crucial for industry, and second, to direct students away from fields that are thought to pose particular difficulties when it comes to seeking a job. A similar policy is also detectable in Spain. Rather than enrolling in Humanities, students are to be encouraged to move into 3 year short cycle courses dispensed by University Centres.

Rather more radical, because designed to change the curriculum for all students have been the measures introduced at the start of last academic year in France. The purpose underlying the newly-created *Scientifiques et Techniques* is to ensure that graduates emerge from higher education with a 'vocational qualification'. To this end, some 25 percent of the timetable will be made up of 'vocationally oriented' teaching.

This 'drive towards vocationalism' and towards the applied sciences has not been without its opponents. The West German Rectors' Conference, meeting at Bamberg in May, expressed considerable misgivings about the possible damage such short term policies might have upon the university's long term role in forming society's values.

### ***Industry and research links***

Parallel to moves to divert student subject choice into fields seen as crucial by governments for future economic progress, have been various measures to improve the viability of the research system. The basic problem in this domain is threefold: first an ageing body of researchers as a result of massive recruitment during the 60s and 70s; second, the need to detach research financing from student numbers which will begin to decline from around 1987 onwards; and third, intensify and to increase the exchange that has always existed between universities and industry.

Two interesting examples of strengthening the research system are provided by Greece and Denmark, both of which are engaged in a campaign to 'tempt back' well established researchers who have settled abroad. Amongst the measures undertaken by Denmark are, first an increase in the number of young researchers employed (around 1100 is the figure mentioned) and second, the creation of 25 key research appointments in science and technology fields, with a five year funding guarantee. In the Federal Republic of Germany, this issue turns around the need to maintain the quality of research by ensuring a continued flow of talented young academics and, on the other, the diversification of funding sources. One proposal discussed has been for private industry and foundations to set up chairs, an idea largely inspired by current American practice. Another is to strengthen 'third party funding'. Both of these are not without controversy, since they may entail a diminution of public authority oversight.

In Britain, the Green Paper, whilst emphasising the importance of the research function reflects very clearly the problems posed by scarce resources. Amongst other suggestions, the government has proposed that certain areas should not undertake research at all and should, in future, rely on 'scholarship' rather than 'research'. It remains a moot point whether such areas will be able in

future to claim a status recognised in Europe as comparable to the traditional 'university'.

The British policy of restricting certain fields as worthy of funding, stands in contrast with the policy introduced in France and first outlined in the 1984 Higher Education Guideline Law. The task of the French government has been to insert the research system - which hitherto tended in the main to exist outside the university in the CNRS funded research institutes - more firmly into the corpus of higher education. This policy emerges clearly in the creation of a new type of doctorate and the establishment of an Engineering doctorate, both of which will be heavily oriented towards research. The purpose of the French reforms is not merely to expand the research system as well as directing it towards the 'technologically relevant sectors' but also to ensure it may serve to boost the research and development capacity of regional industry.

It is against this background, that the Community unveiled its proposals for a Community Action Programme for Education and Training for Technology at the Council of Ministers' meeting in Luxembourg in June 1985. If not aimed specifically at the research dimension, this programme has a parallel objective, namely to strengthen the linkages between university and industry, in part by relying on student industrial placements in other Member States and in part, by exchanging information between institutes of higher education of their experience in this domain.

### ***Policy guidance capacity***

The need rapidly to meet major changes in the economy has also brought about significant changes in the way governments are seeking to uphold both the 'quality' of higher education and also its 'efficiency'. Essentially, this involves the strengthening in some cases, the creation *ab initio* in others, of agencies whose function is to evaluate, monitor and assess the performance of higher education at various levels, by sector, by region or by individual establishment. Such agencies may be located centrally or operate within individual establishments, transmitting their results upward to central authority. Their purpose may be to evaluate, on various criteria, the 'productivity' of individual departments. It may equally be used to provide 'institutional balance sheets' to enable a particular institute to 'fine tune' their response or to judge their 'performance' against others. Equally, the same information may serve to distribute additional resources - quality-based financing - to those who show especial initiatives in line with national policy.

In Britain, it is a matter of some debate how far the University Grants Committee and the National Advisory Board for Local Authority Higher Education are evolving in this direction. That the former is involved in drawing up guidelines for university industry collaboration and seeking the advice of firms on how to distribute additional moneys to Science and Engineering Departments appears to suggest that it is.

In the Netherlands, strengthening of 'quality assessment' has emerged at several levels. In February 1985, the Parliament backed the proposal from the Minister of Education and Science to set up a series of commissions of inspection for both university and non university sectors. And, more specifically in the area of course content, specialised committees linking higher education and society will have the responsibility of making public evaluations on their suitability and progress.

A similar reinforcement of 'quality evaluation' is detectable in Spain. A Royal decree, passed in May 1985, made provision for the setting up in each university of a special commission with the remit of assessing the research output and teaching quality of individuals. These commissions, to be set up by the Rector of each university, will report to central authority.

In France, the thrust towards public accountability is equally pronounced. May 1985 saw the establishment of the National Higher Education Review Committee (*Comité National pour l'Évaluation de l'Enseignement Supérieur*), a 15 man committee whose remit is to present a balance sheet on the performance of higher education once every four years to, the President of the Republic. It will have responsibilities to examine all three 'cycles' of higher education, continuation education, the recruitment of personnel and industry-university links. Though at present the National Review Committee has no decision-making powers, it would be unusual to expect that

central administration will not, in the future, link financial allocation to the reports coming from this body, more especially since the emphasis in current French higher education policy is to develop a greater sense of competition between individual universities.

### **Conclusion**

Despite - some might say, because of - resource scarcity, higher education is being asked to undertake considerable changes - to 'switch' students into subject areas thought relevant to industrial change and, at the same time, to prove that it is doing so in a manner as effective and as 'cost beneficial' as possible. Whether this comes simply as a short term change rather than the deliberate putting in place of a long term strategy, is a matter of personal perspective. Today's priorities are tomorrow's options foreclosed. It remains to be seen whether our foreclosures now will bring about economic recovery later.

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## **An annotated listing of European Community Higher Education statements and initiatives**

Wim Biervliet

### **A. Resolutions - Conclusions of the Council - Reports of the Education Committee - Communications from the Commission to the Council**

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1. Resolution of the Council and of the Ministers of Education meeting within the Council of 9 February 1976 comprising an action programme in the field of education

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**Action proposed:** (in italics reference is made to the achievements made so far)

Para 13

- 'the encouragement of the development of links with and between organizations representing higher education institutions'.

*The creation of a Liaison Committee of Rectors Conferences in the Member States of the European Communities.*

- 'the encouragement of short study visits for specific purposes for teaching and administrative staff and for researches'.

*The Short Study Visit Scheme (SSV) was launched in 1977. In the first eight years of its operation 814 grants have been awarded, amounting to 1,085,282 Units of Account.*

- 'the promotion of joint programmes of study or research between institutions in several Member States'

*The Joint Study Programme Scheme (JSP) since its inception in 1976 granted awards to 494 programmes, amounting to 3,346,000 Units of Account. For 1984 a total of 1.2 MECU were allocated to 193 joint study programmes and for 123 Preparatory visits launched in 1983 to enable teaching staff and personnel in higher education to visit institutions in other Member States in order to find appropriate partner institutions and to construct the basis for their student and staff exchange programmes, or to prepare joint course programmes.*

Para 14

In order to promote the free movement and mobility of teaching staff, students and researchers, the following

action will be undertaken at Community level:

- 'the arrangement of a discussion involving representatives of higher education institutions on the question of developing a common policy on the admission of students from other Member States to higher education institutions'.

*1978 Bonn Conference on Student Admissions. Council 1980.*

- 'the drawing up of a report in order to establish whether and to what extent the national schemes for scholarships, studentships and research and teaching fellowships, should be extended to increase mobility in the Community and where appropriate, the submission of suitable proposals'.

*A study was commissioned to the Office for Cooperation in Education covering the period 1979-1982 entitled "Financial support for Students for the purpose of Study in another Member State of the European Communities, V/C/2, March 1983.*

*See also: "Education Action Programme at Community level: A European Community Scholarships Scheme for Students, Communication from the Commission to the Council, COM (78) 469 final, 22 September 1978.*

- 'the drawing of proposals designed to eliminate obstacles to the mobility of students and of university teaching and research staff'

*In 1980 Ministers of Education meeting within the Council agreed in principle that "students from other Member States should be admitted to institutions of higher education in the host country on conditions not less favourable than those applied to the host country's own students."*

Para 16

To increase the possibilities for the academic recognition of diplomas and study periods and studies carried out, the following action will be undertaken at Community level:

- 'the drawing up of a report analysing the current situation with regard to the academic recognition of diplomas and containing proposals for the improvement of



the situation and, if necessary, for the development of a network of agreements'

Cox, E.H. (1979) *Academic Recognition of Diplomas in the European Community. Present State and Prospects*, Office for Official Publications of the European Communities.

- 'the organization of consultations between those responsible for education policy and cooperation between higher education institutions to facilitate the recognition of periods of study and studies carried out'  
*See the Commission's Communication to the Council of 29 April 1981, based on which the Council and Ministers of Education decided at their meeting on 2 June 1983 to establish a network of national information centres and on Academic Recognition of diplomas and of periods of study.*

#### Para 11

'In order to enable the Community to make its specific contribution towards promoting better understanding of educational systems, a study will be made at Community level of the best way of bringing existing information to the attention of the citizens of the Community information handbooks for pupils and students'

*The Commission produced in 1977 a Student Handbook (Luxembourg, Office for Official Publications), which has been widely distributed among higher education institutions and has reached its fourth edition, and in 1984 published the first edition of a Directory of Higher Education Institutions in the European Community (Luxembourg, Office for Official Publications).*

- 
2. General Report of the Education Committee agreed to in substance by the Council and the Ministers of Education meeting within the Council at their session of 27 June 1980.
- 

#### **Actions proposed:**

Re. para 14 Education Action Programme 'Admission of students from other Member States to institutions of higher education' the following relevant proposals were made:

#### Para D/10-13

'Numerical limitations'

#### Para D/10-13

- 'Proposals will be formulated at Community level in agreement with the competent authorities in each Member State and with representatives of higher education, to facilitate and extend the transferability within the Community of credits for periods of study abroad.

#### Para D/14-16

'Admission criteria other than linguistic knowledge'

#### Para D/14-16

- 'In the case of part-course-students paramount importance will be attached to the recognition by the competent authority or institution in their own country of the period of study abroad as part of the student's course leading to the home institution's qualifications. The competent authority or institution of origin will determine the condition under which it grants such recognition'

#### Para D/17-19

'Financial Aspects'

#### Para D/17-17

- 'Where tuition fees are payable in a Member State those for students from other Community countries will not be higher than those applicable to home students...'

#### Para D/17-18

- 'No tuition fees will be payable for two terms by students from other Member States registered for part courses insofar as home students are exempt from payment of such fees'

*Reference is to be made to the ruling (293/83) of the Court of Justice of the European Communities regarding differential tuition fees and the epoch making verdict of the same court on 13 February 1985 in the Gravier case underlining that registration fees or similar fees for nationals may not be differential to national of other Member States of the Community. If so, it would constitute a violation of Article 7 of the Treaty of Rome (non-discrimination on grounds of nationality).*

#### Para D/20-22

'Language requirements'

#### Para D/20-22

- 'To enable students, where necessary, to improve their language proficiency in the host country before commencing their course, an analysis will be made at the Community level of the provision for incoming students of facilities in all Member States for intensive study of the language of the host country, and the need for improved facilities'

#### Para D/23-24

'Administrative Procedures'

#### Para D/23-23

- 'Discussions will be organized at Community level with representatives of the competent authorities in each Member State and of institutions of higher education with a view to drawing up a common list of the basic information and documentation required from all applicants from other Member States'

*'A Directory of Higher Education Institutions was published in November 1984, containing basic data on all the 3,500 institutions of higher education officially recognised by educational authorities in the ten Member States'*

#### Para D/23-24

- 'Information will be collected at Community level on each Member State's arrangements for receiving and advising foreign students and regular meetings will be held between representatives of those responsible for such arrangements at which experience can be exchanged and problems identified'

*In November 1984, the Commission organised consultations with student welfare experts from all Member States.*

#### Para D/25-26

'Information and Consultation'

#### Para D/25-25

- 'As a basis for review of the scale and evolution of student mobility between Member States and of the effect of policies of numerical limitation on such mobility, information will be compiled at Community level and regularly communicated to the Member States'

*A first attempt to review the scale and evolution of student mobility between Member States based on available national statistics was undertaken in the framework of the Fontainebleau Summit meeting of June 1984 to back up the first report of the Adonnino Committee on 'Citizen's Europe' with the assistance of Eurydice, the Education Information Network in the European Community. However, interpretation of the data proved to be difficult due to lack of standardisation of the statistics even as far as year is concerned. (See "A People's Europe. Implementing the conclusions of the Fontainebleau European Council", Communication from the Commission to the Council, (COM (84) 446, final, 24 September 1984)*

Para D/25-26

- 'The Education Committee proposes that developments in Member States' policies be reviewed at regular intervals on the basis of information provided by the Member States and the Commission'

*Eurydice in January 1983 presented a special issue of its Bulletin dealing with 'Current Developments in the Greek System of Education' with a paragraph dealing with Higher Education.*

- 
3. Conclusions of the Council and the Ministers of Education Meeting within the Council of 2 June 1983 concerning the promotion of mobility in higher education.
- 

**Actions proposed:**

Para 2

'An amelioration of the situation regarding academic recognition and student mobility generally is dependent on the intensification of information provision in this area. For this purpose the following measures should in particular be undertaken:

- 'regular information exchange between the centres on academic recognition questions designated by the Member States, which with the assistance of the Commission and the Eurydice information network will ensure the availability - directly or through other organizations - of authoritative advice and information to students, parents and their advisers and to potential employers within the European Community'

*A network of National Information Centres on Academic Recognition of Diplomas and of periods of Study is now fully operational with the assistance of the Commission and of the Office for Cooperation in Education (OCE).*

*Since 1984, the heads of the national information centres for academic recognition in the Member States of the European Community have met twice a year, in order to promote cooperation between themselves and to discuss and solve common problems. Over and above this, the Commission of the European Communities promotes cooperation between the centres through grants made available each year for Short Study Visits.*

Para 4

'The instrument of joint study programmes has proved to be particularly suitable in overcoming obstacles to mobility in higher education, thereby contributing significantly to increased co-operation between higher education institutions in the Community. This is particularly true in the case of those programmes which enable students participating to undertake - above all on a reciprocal basis - an integrated part of their course in another Member State. Among others the following measures should therefore be promoted'

- 'An appropriate evaluation and as extensive as possible a dissemination of the experience gained from joint study programmes and short study visits are of great importance...

Moreover fully implementation and further developments of steps endorsed by the Education Committee on 17 September 1982 is required such as the organization of information seminars on national or especially subject-related bases, the publication and wide distribution of the joint study programme newsletter - Delta - as well as the production of subject-oriented information packages and other material'

*Information seminars on the Community's Higher Education Programme have now been organised in 7 Member States. DELTA, the joint study programme newsletter of the Commission is now already for the*

*fourth year appearing on a bi-annual base. The Office for Cooperation in Education is providing annual administrative and technical evaluation reports on the operation of the schemes it is administering on behalf of the Commission. Moreover, periodical reports on the Progress of the schemes are provided to the Education Committee. The first plenary Conference on Joint Study Programmes in Edinburgh (1979) provided also evaluative component and so thus the JSP Survey organised in preparation of the Conference on Higher Education Cooperation on 27-29 November 1985.*

- 
4. European Parliament Resolution on higher education and the development of cooperation between higher education establishments of 13 March 1984.
- 

**Actions proposed:**

Para 9

'Invites the Commission to make proposals to the Council for common solutions to the problems posed both for students and for their host countries by the so-called numerus clausus system operating in some Member States, in order to prevent those Member States not applying the numerus clausus system from suffering from an influx of students from the Member States that have introduced that system'

Para 15

'Calls for the necessary measures to be taken for the development of exchanges and genuine cooperation at Community level between higher education establishments' and therefore pleads among others for tenability of grants when studying abroad, the establishment at European level of criteria for the award of grants supplementing national grants and intended to promote exchanges; the harmonization of regulations or legislation on the conditions of admission for students from other Community countries, the conditions for the award of grants, social security cover, the dates for the beginning and end of the academic year; and with regard to teachers and researchers, the general introduction of a sabbatical year and the lateration of regulations to encourage teachers to move within the Community.

Para 16

'Emphasizes, among the measures aimed at encouraging the mobility of students, the importance of developing the teaching of foreign languages and requests Community aid for the financing of exchanges for the purpose of language study... and language study scholarships in the smaller countries of the Community'

Para 25

- 'Urges a substantial increase in the appropriations earmarked for joint study programmes; recommends that these programmes are so organised as to encourage the involvement of all the Member States and, more especially, of the peripheral regions of the Community; calls for transparency in the Community budget, to be achieved by inserting a specific line in the relevant chapter'

*In 1984/85 a special budget line was created of 400.000 ECU to enable students to undertake a period of study abroad. Approximately 1.900 students who are participating in Joint Study Programmes will thus receive a small contribution towards their travel and accommodation.*

Para 26

Asks the Commission to organize in 1985 a conference

of JSP programme directors to evaluate the results obtained since 1976 and to ensure that better information is made available on the methods used in these programmes and their results and future developments' *This Conference on Higher Education Cooperation in the Community is one of the direct follow-ups to the resolution by the European Parliament.*

Para 27

'Invites the Commission to publish at the earliest possible opportunity a survey of courses currently offered by university establishments which could be given Community support to enhance their content and broaden their audience beyond the particular Member States in which they are given; invites the Commission in cooperation with the Governments of the Member States, to encourage the establishment of a 'European Electronics and Informatics College' and refers to European Chairs of physics and chemistry in para 28'

Para 31

Believes that consideration should be given to the possibility of introducing a European post-graduate qualification, which would be recognized throughout Europe.

Para 32

Calls on the Commission to examine a system of finance to release under the Lomé Convention, the resources needed to establish closer cooperation between higher education establishments in the EEC and ACP States.

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5. European Parliament Resolution on the academic recognition of diplomas and periods of study of 14 March 1984.

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**Consideration:** regrets that, hitherto, the Council has failed to fulfil satisfactorily its Treaty obligation to issue Directives on the recognition of diplomas, qualifications and other evidence of formal qualifications. Points out that freedom of movement within the Community, as guaranteed by the Treaties, must also apply to students, teachers and those engaged in research and should be promoted by facilitating mobility in the field of higher education. Considers that a solution to the problems of recognition will make a significant contribution to overcoming barriers to mobility and hence achieving genuine freedom of movement and to preparing young people for their life and work within an expanding European Community.

**Actions proposed:**

Para 17

Calls on the Commission, assisted by the national information centres to draw up with the Member States lists of equivalent diplomas and qualifications awarded in respect of both short-term and longer term courses or research, and ask the professional organizations concerned for their opinions.

Para 22

Draws attention to the need to give practical encouragement to student mobility through increased information about available opportunities and therefore calls for better and more regular exchange of information concerning equivalence and questions or recognition; greater availability of information, particularly in universities, to which end the EC Student Handbook, a useful publication produced by the Commission should be updated more frequently and contain additional facts on the various questions of recognition; the Commission

should also complete and make available as soon as possible a comparative list of university and other degrees and diplomas within the Community.

*In line with the EP resolution, with the Communication from the Commission to the Council on the academic recognition of diplomas and periods of study (CO (81) 186/final), and with the call made by Fontainebleau Summit on 25/26 June 1984, the following initiatives have been undertaken:*

- *In meetings of National Information Centres on Academic Recognition of Diplomas and of Periods of Study a start has been made with an inventory of equivalent diplomas and qualifications.*
- *The Office for Cooperation in Education commissioned a study on recognition arrangements between institutions involved in joint study programmes (See Dalichow, F. and Teichler, U. (1985) *Anerkennung des Auslandsstudiums in der Europäischen Gemeinschaft. Ergebnisse einer Umfrage bei gemeinsamen Studienprogrammen.* Kassel, Wissenschaftliches Zentrum für Berufs- und Hochschulforschung der Gesamthochschule)*
- *A proposal for a Council Directive on a general system for the recognition of higher education diplomas was submitted by the Commission to the Council, COM(85) 355 final of 22 July 1985. The proposal perceives a larger interplay between academic and professional recognition by proposing a certain amount of professional experience on completion of a degree as a basis for recognition.*
- *A study was initiated during 1984 into the feasibility of producing a Register of Higher Qualifications provided in all Communities countries together with an assessment of the value attached to such qualifications.*

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6. European Parliament Resolution on the recognition of national university degrees and professional qualifications at European level (14 March 1984).

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**Actions proposed:**

Para 1

Invites the Commission to proceed with an analysis of the procedures for assessing the equivalence of university qualifications and drawing up a proposal for a general Community procedure for assessing the equivalence of university qualifications.

Para 4

Calls on the Commission to promote the development of European programmes of study at universities in the Member States.

Para 5

Hopes that the establishment of a common Community system for the recognition of the equivalence of university degrees, periods of study and professional qualifications will ultimately remove the technical and administrative barriers to greater access to economic activities and greater mobility for students, teachers and researchers.

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7. Ad Hoc Committee on a People's Europe, Report to the European Council, Milan, 28 and 29 June 1985.

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The European Council approved the proposals submitted by the ad hoc Committee on a People's Europe which they established a year earlier in Fontainebleau, and voiced the opinion that both this report and the

interim report submitted by the Committee contained "numerous concrete measures aimed at involving the citizens of Europe more determinedly in the construction of the Community". Based on the conviction that "university cooperation and mobility in higher education are obviously of paramount importance", the measures proposed by the Committee in respect of cooperation in the higher education were essentially as follows:

1. implementation, by the relevant authorities and on the basis of the experience acquired, of a "comprehensive European inter-university programme of exchanges and studies" aimed at giving "a significant section of the Community's student population" the opportunity "to pursue part of their studies in an establishment in a Member State other than their own";

2. examination by the relevant authorities of "the possibility of introducing a European system of academic credits transferable throughout the Community", to be implemented by means of bilateral agreements or on a voluntary basis by universities and higher education establishments which, by arrangement with one another, would determine the procedures for academic recognition of such credits";

3. follow-up by the Commission with the representatives of European Universities of the suggestion of introducing a "European Award" based on achievement in higher education establishments in different Member States;

4. recognition, by the competent authorities in Member States, of the certificates and diplomas issued by universities under their control to nationals of other Member States in the same way as for their own nationals.

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8. University-Industry Cooperation in Training: The "COMETT" Programme, 23 July 1985. (Communication from the Commission to the Council under discussion in the Council and Parliament)

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Para 16

**Objectives:** 'to promote the European dimension of cooperation between university and industry in advanced level training relating to innovation and the development and application of new technologies'

Para 17

**Time-span:** 'The programme would be carried out in two phases over a period of seven years (1986-1992)

**Activities:** In the first phase (1986-89), COMETT would focus on the following five interrelated areas of action:

- a) the development of a European network of *University-Industry training partnerships*
- b) the launching of *Community Exchange Schemes* between university and industry, involving students as well as academic and industrial staff
- c) the design, development and evaluation of specific *Joint Training Projects* directly related to the needs of high technology industry in the Community
- d) the promotion of *joint efforts between university and industry* in developing open learning systems and in pooling of efforts concerning the training of trainers
- e) supporting activities and exchange of experience including the setting up of a *Community level data base* on university-industry cooperation in advanced training, monitoring, evaluation and dissemination of information

## **B. Some key-references in Higher Education Cooperation in the Community**

### **9. Official Publications**

- European Educational Policy Statements, 1974-1983. Luxembourg, Office for Official Publications of the European Communities.
- European Education Policy Statements 1984. Luxembourg, Office for Official Publications of the European Communities.
- The European Community and Education, European File 3/85, February 1985, Luxembourg, Office for Official Publications of the European Communities.
- Education and Vocational Training within the European Communities; Activities of the Commission of the European Communities in 1983 and 1984: A Contribution to the Standing Conference of European Ministers of Education, to be held in Brussels on 6-10 May 1985. COM (85) 134 final, Brussels, 29 March 1985.
- Edwin H. Cox, Academic Recognition of diplomas in the European Community: present date and prospects, Brussels, Commission of the European Communities, 1979, Education Series No. 10.
- Alan Smith, Joint Programmes of Study. An instrument for cooperation in higher education, Brussels, Commission of the European Communities, 1979. Education Series no. 7.
- Moving to another Country - Recognition of diplomas and professional qualifications, European File 13/84, August - September 1984.
- DELTA. The joint study programme newsletter of the Commission, Office for Cooperation in Education. Luxembourg, Office for Official Publications of the European Communities.
- Directory of Higher Education institutions (1984), Office for Official Publications of the European Communities.
- Student Handbook: Higher Education in the European Community (3rd Ed., 1981) Luxembourg, Office for Official Publications.

### **10. Useful References**

- European Journal of Education, issued by the European Institute of Education and Social Policy, Carfax Publishing Company, Abingdon Oxfordshire, England.
- The EEC and Education, by Guy Neave, European Institute of Education and Social Policy, Trentham Books, Stock-on-Trent, 1984.
- Dalichow, F. and Teichler, U. (1985) Anerkennung des Auslandsstudiums in der Europäischen Gemeinschaft. Ergebnisse einer Umfrage bei Gemeinsamen Studienprogrammen; (Kassel, Wissenschaftliches Zentrum für Berufs- und Hochschulforschung der Gesamthochschule Kassel).

## **C. Conventions by International Organizations**

### **11. Council of Europe**

- Convention on the equivalence of diplomas leading to admission to universities and periods of study (1953).
- Convention on the academic recognition of university qualifications (1956).
- European agreement on the continued payment of scholarships to students studying abroad (1969).

### **12. UNESCO**

UNESCO Europe convention on the recognition of studies, diplomas and degrees concerning higher education.

# Who's Who

## *in the administration of the Higher Education Grant Schemes offered by the Commission of the European Communities*

For those of our readers who would like to know the administrative arrangements for the European Commission's grant schemes for higher education cooperation, we give below an outline of how the tasks are distributed between the Commission and the Office for Cooperation in Education which assists it in the administration of the grant schemes.

### *Commission of the European Communities*

The Joint Study Programmes and Short Study Visits schemes are part of the Commission's action programme in the field of higher education, dating from 1976. Currently, educational matters are part of the Directorate-General for Employment, Social Affairs and Education :

**Jean Degimbe**  
Director-General

**Hywel Ceri Jones**  
Director of Education, Vocational Training and Youth Policy

**Domenico Lenarduzzi,**  
Head of Division for Cooperation in the field of Education.

Responsibility for the overall administrative arrangements for the Commission's higher education grant schemes :

**Franz Peter Küpper, Principal Administrator.**

Address and Telephone No. :  
Commission of the European Communities,  
Rue de la Loi 200, B-1049 Brussels.  
Tel.: (32)(2) 235 46 46  
Secretariat : (32)(2) 235 11 11

### *Office for Cooperation in Education*

This Office in Brussels is part of the European Institute of Education and Social Policy, and assists the Commission in the day-to-day administration and in the evaluation of the Joint Study Programmes and Short Study Visits schemes. It is also entrusted, under the general supervision of the Commission, with a range of related tasks such as the provision of information materials on the schemes (which includes the editing of this Newsletter), the organisation of information seminars on the programmes, and research related to academic mobility in Europe.

Address and Telephone No.:  
Office for Cooperation in Education,  
European Institute of Education and Social Policy,  
51 rue de la Concorde, B-1050 Brussels.  
Tel.: (32)(2) 512 17 34

**Alan Smith,**  
Director of the Office for Cooperation in Education

**Edward Prosser**  
Deputy Director

Administrative Officers :

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 European Institute of Education and Social Policy  
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